

**CHALLENGE FACED BY COLLEGE PRINCIPAL IN TRIBAL AREA.**

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***Abstract***

*There are tribal groups in the entire nation. They live mainly in mountainous and hilly areas. For the sustainability of their living conditions, they are reliant on natural environmental conditions. This research paper's main purpose is to gain an understanding of tribal education. The system of education in tribal communities is not in a well-developed condition. Although recognising the value of education, they move to urban areas to seek education. Actions and services that are important to bring about changes in tribal education need to be formulated. Improvements in teaching-learning techniques, infrastructure, services, amenities and the overall environmental conditions of educational institutions need to be brought about in tribal education. In addition to acquiring education, it is important for tribal communities to generate awareness of modern and innovative ways of improving their overall quality of life. Constitutional and tribal education, difficulties faced by tribal students in obtaining education, and steps to boost tribal education is the key areas that have been taken into account in this research paper.*

***Keywords:*** Culture, Challenges, Tribal Education

**INTRODUCTION**

To promote the country's successful growth and development, emphasis must be placed on the provision of basic literacy skills among tribal students. Tribal communities are historically referred to as advisors. They constitute approximately nine percent of India's population. Approximately 87 million Indians belong to the Adivasi population, considering the diversity of their community culture, history, norms, beliefs and practises, and non-tribal relationships with the Adivasi world. In India, in the states of Mizoram, Meghalaya, Nagaland, Arunachal Pradesh, Andhra Pradesh, Chattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and West Bengal, tribal groups are mostly found. The education system has undergone transformations among tribal communities. By formulating policies, programmes and strategies, significant emphasis has been placed on primary education. In addition, training programmes have been introduced for teachers, as they are those who make an important contribution to the distribution of educational skills among individuals (Bagai, & Nundy, 2009).

Tribal groups are located in hilly areas and rely on the environmental conditions for their living conditions to be maintained. The schooling system in tribal communities is not in a well-developed condition. The school buildings are in a dilapidated condition, there is not

sufficient access to infrastructural services, civic facilities and teaching-learning resources, there is a shortage of teachers, and teaching-learning approaches and teaching techniques are also not properly put into action. But the importance of schooling has been acknowledged by tribal groups as well. They are migrating to seek education in other regions and towns. Research has suggested that various steps are being undertaken by tribal groups to improve their living conditions. They acquire higher education skills, choose different areas, such as education, medical, engineering, law, management, administration, and so on, and are also interested in reputable employment opportunities. Therefore, tribal societies are now alleviating seclusion from mainstream society with changes taking place and encouraging better opportunities for their own livelihoods.

## **CHALLENGES OF THE RURAL PRINCIPALSHIP**

Compared to urban principals, rural principals face unique challenges. In what follows, we explicate thematic issues.

### **Personal History and Community Focus**

It is beneficial to have some kind of affiliation with the school group that is seeking a school principal in order to obtain a principal position in a rural school. In the study by Cruzeiro and Boone (2009), which documented the selection of principals in Nebraska and Texas rural school districts, rural superintendents put great emphasis on the willingness of prospective principals to recognise and fit into the local community's political and social context. In a case study involving interviews with four rural high school principals in central Pennsylvania, Schuman (2010) found that a principal position had a positive effect on the ability of a principal to get a job with the rural school having personal and/or historical connections to community ads. A mixed-method case study conducted in 28 Nebraska school districts yielded comparable findings. Foster and Goddard (2003) found in a case study in British Columbia (Canada) that principals who were raised in the community where they were the new administrator had a stronger understanding of and deep appreciation of the community members' beliefs, priorities, and culture. It is especially beneficial to have this personal-historical relation to the school community when principals have to deal with conflicts that often spill out from stakeholder community groups into the school.

Study, on the other hand, also highlights that rural principals who do not share socioeconomic, political, historical, cultural or ethnic familiarity with the school they operate are often regarded by community members with scepticism. An undercurrent of these studies is that the recruitment of rural principals is challenging, since trustees of the school board and hiring staff tend to value applicants who pose Parents and community members appear to scrutinise the principal's actions after reaching a rural principal role and place exceptionally high demands on their school leader In a study involving eight rural principals located in remote parts of Australia, Lock et al. (2012) found that rural leaders struggled with a lack of personal privacy.

The school leader is required to contribute nimbly to the rural lifestyle, live within the school community, join civic groups, engage in local activities, and serve as a technical, mental, social, cultural, and spiritual role model research involving one rural school district in the United States. "In the study by Lock et al. (2012), a principal attributed the rural principality to being "public land" and "24 hours a day on call to the city (p. 70). When analysing these points, it is more than just a job to be the principal of a rural school; it is a lifestyle that many local community members prefer to watch closely. A number of studies show that the rural principal must devote time and effort to building strong school-community relationships by fostering a sense of mutuality, understanding, cooperation, consensus, trust, and respect between 21 American rural schools study among schools and community organisations highlighted that rural principals believed it was necessary to engage with them on a regular basis. These principals also claimed that their participation in community activities facilitated the retention of teachers and encouraged trust between the community and the school. Not only are rural principals responsible for the well-being of teachers and students, but they are also held implicitly responsible for the school community's wellbeing.

Effective rural principals recognise that the school is a sign of the social wealth, economic success, and general identity of the community. Research indicates that it is more likely to be effective for rural principals who understand and value this intimate school group connection.

Parent involvement is a channel frequently used by the rural principal to reinforce the school-community connection, including, in particular, parent participation by school boards (Foster & Goddard, 2003; Preston, 2010). In the last two decades, a spate of educational changes has stressed parental engagement through school councils in an attempt to deliver higher levels of student achievement. However, research indicates that rural school leaders often see parents, community involvement, and/or community values as an obstacle to improving student academic performance, as Farmer (2009) suggested in his conceptual paper, juggling political expectations of special interest groups such as parent-teacher associations may be a challenge for the principal. Through a case study involving five Canadian principals, it was found that principals are making great efforts to "convince parents to change their views on teaching, learning, and what 'education' means in terms of time spent on field trips." In general, some rural principals struggle to support school goals while juggling the numerous political, social and personal interests of local parents and members of the community at the same time.

### **Student Participation**

The study emphasises access to the education system through participation, as participation is an important factor in the educational system. The fundamental driving factors related to participation are instructor regularity, instructional practises in the classroom, teacher accessibility and student comprehension of subjects. The outcomes of student engagement and access to the education system involve contact between students and all stakeholders, and vice versa. As they have the sovereign dignity and freedom to adjust to any

circumstances that will allow them to fulfil their wishes, ambitions and life pursuits, tribal people don't have to assimilate into something. With their history, independence and autonomy in mind, the participation approach can be accomplished.

Participation is an incredibly essential aspect of learning. The fact that students learn more and remember more when they are active participants is a known fact. Learning is an active process, and deliberation should be involved. This reflects their school engagement and academic seriousness. But the banking system, which speaks of a one-way mechanism, is involved in our education system. The students are the depositors in our scheme and the teacher is the depositor. The instructor issues communiqués instead of speaking, and makes deposits that the students collect, memorise, and repeat patiently. This is the 'banking' principle in education, in which the scope of action granted to students reaches only as far as the deposits are received, filed, and processed. They have the chance to become collectors of the stuff they keep, or cataloguers. In this method, such a type of approach leads to a lack of imagination, transformation and awareness. The questionnaire addressed to this research question also discusses how well the education system serves the needs of tribal students, the importance of adjusting education workers to students' needs, and the importance of adapting students to the education system.

### **Constitution and Tribal Education**

In post-independent India, initiatives have been undertaken to encourage tribal community growth. A policy aimed at promoting the well-being and upgrading of tribal communities' socio-economic status was formulated by the Government of India. One of the government's main obligations has been to strengthen the system of tribal education. Certain privileges and benefits were given to the tribes by the framers of the Constitution. The goal of the initiatives and policies established was to alleviate the state of backwardness and seclusion and encourage them to become part of mainstream society. In relation to the duty of the state, Article 45 of the Constitution is more precise. The State is directed to provide free and compulsory education to children belonging to the six to fourteen-year-old age group. The Right to Education Act, enacted in 2009, provided that all children belonging to the six to fourteen-year-old age group are entitled to free and compulsory education.

Article 46 of the Constitution provides that the special education and economic interests of the economically weaker sectors of society, particularly the Scheduled Castes and Scheduled Tribes, should be promoted. In addition to the constitutional requirements, numerous committees and commissions are the core pillars of India's educational policy. Within the course of time, improvements and adjustments take place within the framework of education. In order to deal with these developments, improvements to the education system need to be brought about. The establishment of ashram schools for students belonging to tribal groups is in line with the new educational policy. In addition to ashram schools, anganwadi centres, non-formal and adult education centres are also developed. The main objective of these educational institutions is to provide the tribal population with educational skills so that they can support better livelihood opportunities.

While there have been many changes in tribal communities to increase the education system, the tribal people are facing setbacks. There are numerous problems and challenges, such as poverty, illiteracy and deprivation, that overwhelm tribal communities. They live in a secluded and backward state due to the incidence of problems. Tribal societies have their own customs, traditions, cultures, norms and values, on the basis of which their everyday routine of life is carried out. The problem of language is one of the big problems faced by the tribal groups. It is hard to communicate with the tribal people due to language gaps. Tribal students are still unable to communicate or gain an adequate understanding of academic concepts in classrooms, and the key explanation for this is the variations in language (Akula, 2013). Therefore, in order to provide solutions to this issue, initiatives and policies to encourage the enrichment of the education system need to be put into effect. If teachers and students belong to the same culture and speak the same language, it is easier to promote learning.

### **Challenges Experienced by Tribal Students in Acquisition of Education**

The key difficulties faced by tribal students in acquiring education have been described as follows:

**Financial problems:** In the process of carrying out various tasks and operations, finance is considered to be of utmost importance. Financial difficulties are perceived to be significant obstacles in the path of educational acquisition. The tribal groups are known to be the poorest and most oppressed (Mukherjee, 2009). Individuals are expected to meet the amount of expenditures in the acquisition of education. These are linked to the acquisition of textbooks, stationary products, uniforms, luggage, costs of transportation and supplies for learning. In general, tribal individuals live in conditions of poverty and backwardness. Their main occupations are agriculture, hunting and fishing. Revenue produced in order to maintain their living standards is used. Therefore, because of financial difficulties, parents allow their children to participate in activities that produce money. In this way, in the process of obtaining education, tribal students face difficulties as a result of financial problems.

**Household Responsibility Management-Kids** are traditionally interested in household responsibility management in tribal cultures. They support their parents with different household tasks. Girls are those who make a major contribution to the management of household duties. This include water retrieval, cleaning, washing, food preparation, livestock rearing, and caring for younger siblings. Other tasks in which children are encouraged to engage are planting and the processing of forest products. To a large degree, the tribal cultures are dependent on environmental factors. To cure their diseases and health concerns, they gather medicinal herbs from the forests. Other hobbies involving them include hunting, collecting, fishing, and so on. They inspire their kids to gather wood from the woods to light their stoves for meal preparation. Therefore, they are unable to attend schools because children are encouraged to engage in the management of household duties.

Students require support and assistance from not only individuals in classrooms, such as teachers and fellow students, but also parents, in the process of academic learning. Parents make a huge impact when completing homework assignments and training students for tests or exams. It is the duty of parents to ensure that, in the process of achieving academic objectives, their children do not face any difficulties or challenges. The assistance of parents is insignificant in tribal communities. Research has shown that they typically appreciate the value of education and aspire to have their kids enrolled in colleges. Yet they are unable to assist their children in academic learning due to a lack of literacy abilities. In carrying out academic activities, tribal children are unable to receive assistance from their parents. This is considered to be one of the main obstacles in the education acquisition process.

It is important for learners to have interest, excitement and high levels of motivation, particularly in the course of achieving academic goals. Low levels of motivation Tribal students usually have low motivation levels (Rani, 2007). Lack of an adequate understanding of academic concepts, learning difficulties, lack of access to learning materials, lack of infrastructure and other services, and lack of parental support, particularly in academic learning, are the key causes. In other words, they lack the tools required to achieve academic goals. It is clear that they are unable to produce successful results in assignments or assessments because they are unable to grasp academic concepts. They experience low levels of motivation as a result of setbacks. In the process of achieving academic objectives, low levels of motivation are known to be the main obstacles. As a result, students either suffer poor academic performance or drop out of school before perfecting their educational skills.

Language and culture differences-Language and culture are seen as important obstacles to the acquisition of knowledge by tribal students (Rani, 2007). They have their own cultures, customs, norms, beliefs and values on which the opportunities for their livelihoods are based. In addition, they speak distinct languages as well. Research has shown that they face difficulties in forming effective contact terms with teachers as well as fellow students due to discrepancies in language. In the process of learning academic principles and achievement of goals and objectives, these gaps often become significant impediments. It is clear that if students encounter challenges and difficulties in engaging with other people, then they will definitely not be able to grasp the concepts. They are unable to adapt to other societies, norms and beliefs, on the other hand, because of variations in cultures. Therefore, within the course of acquisition of education, these variables prove to be significant obstacles.

Unsatisfactory Teaching-Learning Approaches-The teaching-learning methods are either not properly accessible in schools in tribal communities or those used are not in compliance with student academic requirements. It is clear that if adequate teaching-learning approaches are not put into motion, then in the process of gaining academic concepts, students will definitely encounter issues. The key reasons contributing to unsatisfactory teaching-learning approaches are that the quality of the programme is

inadequate and instruction takes place in language that is not familiar to the tribal children. A social gap is generated between the teachers and the students in this way. In terms of their issues and concerns, teachers are unable to grasp the academic demands of students and students are often unable to interact effectively with teachers. The teaching and learning strategies must therefore be placed into practise in accordance with the needs and requirements of the students.

**Lack of facilities and amenities:** There is a lack of facilities and amenities in tribal colleges. Suitable teaching-learning tools, technologies, furniture, heating and cooling equipment in compliance with the weather conditions, safe drinking water, toilets, library facilities, laboratory facilities, playgrounds, extracurricular and artistic activities and other materials that are important for carrying out the educational system are the main facilities that are required to develop the education system. These facilities and services in tribal schools are not in a well-developed condition. This has therefore proven to be a significant obstacle in the process of educational acquisition. Research has shown that both school members, teachers, staff members and students face difficulties in the process of performing job duties due to a shortage of facilities and amenities. Students should not focus on their studies and achieve unsatisfactory academic performance. As a result, there is a rise in students' drop-out rate as well.

**Lack of learning materials-**In order to gain understanding of academic concepts and achieve academic objectives, learning materials are considered to be of utmost significance. They are the ones that impart knowledge and information about different aspects and concepts among students. These include textbooks, software, internet, graphs, maps, templates, posters and other reading materials. There is a shortage of learning resources for tribal students. They are unable to access suitable learning materials because of their poverty and lack of financial support. Research has shown that they face difficulties and obstacles in the process of gaining education while they are working on an assignment and do not have sufficient learning materials. It is therefore necessary for learners to obtain satisfactory teaching materials. It is the school authorities' responsibility to ensure that libraries are well-equipped with books, learning materials and technology, and that suitable equipment should also be provided in laboratories. These are important for the well-organized promotion of student learning.

*Participation in Income-Generating Activities* – The tribal communities normally are residing in the conditions of poverty and backwardness. They have the major objective of generating income for sustaining their living conditions in an appropriate manner. The primary income-generating activities that tribal communities are engaged in are, agriculture and farming practices and production of food items, handicrafts, artworks and so forth. The individuals usually encourage their children to participate in income-generating activities. The children, particularly girls are encouraged to assist their parents in the agricultural sector, farming practices and production processes. After the completion of production processes, the individuals have to market their products. Therefore, in most cases, children both girls and boys are encouraged to migrate to even other regions and

cities to market their products. They need to generate awareness in terms of marketing strategies and demand of products. Hence, when children are required to assist their parents in income-generating activities, they experience challenges within the course of acquisition of education.

*Health Problems* – As it has been stated that tribal communities depend upon the natural environmental conditions for their survival. In case of any health problems, or illnesses, they obtain medicinal herbs and plants from the forests. The tribal communities adopt traditional methods and are unaware of modern and advanced medical and health care treatment. In their environmental conditions, they do not have access to medical or health care centres. Health problems experienced by tribal children are regarded as major impediments within the course of acquisition of education. The primary causes of the occurrence of health problems are their engagement in manual occupations, especially collecting fire wood and other items from the forests, lack of nutritious diet, and other psychological problems. The problems and challenges that they experience within the course of acquisition of education cause psychological problems, such as, depression and stress. Therefore, a physical as well as psychological health problem gives rise to challenges in acquisition of education.

### **Measures to Enhance Tribal Education**

Scheduled tribes are groups that are geographically separated and economically marginalised. Efforts to improve the status of tribal communities were made in the post-independence period. The presence of the Scheduled tribes in the education system, despite the efforts made, is much lower compared to the Scheduled castes. Education is one of the key requirements for promoting people's well-being and leading to the overall advancement of communities and countries as a whole. There are numerous individuals and societies in India who are still deprived of educational skills. Because of this, in enriching their general quality of life, they suffer setbacks. The tribal groups are these. Measures to strengthen the framework of tribal education need to be formulated.

According to the National Education Policy (NPE) 1986, the proportion of student enrolment in Scheduled Tribe groups was found to be much lower compared to the proportion of their population. The drop-out rate of students was high at all stages of education (Chapter- I. Introductory, n.d.). Financial difficulties, learning disorders, lack of interest in studies, lack of extracurricular and artistic activities in school, lack of teachers, inadequate teaching-learning strategies, inappropriate environmental conditions inside schools, lack of facilities and services, lack of teaching resources are the key factors that contribute to a rise in the drop-out of students from schools. As compared to boys, the drop-out rate was high among girls. Therefore, there is a need to bring about changes in the overall education system among tribal communities with the acquisition of information regarding a rise in the drop-out rate among students. The numerous fields that need to be taken into account in order to improve the education system among tribal communities are described as follows:



Making Financial Assistance Provision-Due to a lack of financial support, the drop-out rate among tribal students has increased. In the acquisition of education, financial resources are considered to be of the utmost importance. Even though education is offered free of charge in government schools, individuals are expected to spend financial resources on other items, such as books, stationary, uniforms, school bags, learning materials, transport, etc. In the process of gaining education, the scarcity of financial capital is regarded as a significant impediment. In order to eliminate this problem, it is important for schools to provide students with financial assistance. It is not feasible for all students to have financial assistance, particularly when schools have limited financial resources. Therefore, on the basis of their results, financial assistance is provided to the students. Meritorious academic success and the achievement of good test grades are essential factors that enable students to receive financial assistance. Students are typically expected to take exams that decide how much financial aid can be received. It is commonly rendered in the form of grants. It has been examined that students are able to meet all tuition costs in an acceptable way with the acquisition of financial assistance.

## CONCLUSION

The secret to tribal growth is education. Tribal children have very poor participation levels. Although the development of the tribes took place in India, the rate of growth was very sluggish. Ok, if Govt. The status of education among tribes will be a tale of misery, desperation and death, and any drastic measures will not be taken for the creation of tribal education. Therefore, it was time to seriously think about tribal education and inclusive development. So, there's an immediate need for different governments. Interventions, planners and politicians to fix this issue and allocate more funds to tribal education in the federal and state budgets. Tribal children should be provided with easy access and more resources in order to get them to the centre of economic growth. The time has come to step past the 'banking system of education' and to provide more opportunities for educational participation for scheduled tribe students. In its administration, governmental educational institutions must be sensitised to seeking ways to attract and encourage tribal students. Tribal students can achieve greater heights of knowledge provided a favourable learning atmosphere at home. In updating their school lessons, doing more family or household work by tribal students has proved to be an impediment. The distance of school from their homes can also transform to deter the tribal students from enrolling. Despite the quality of involvement of all concerned stakeholders in the education system, there are many obstacles that can be addressed. Often, in resolving the challenges faced by tribal students in achieving greater educational status, small incremental steps can go a long way.

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