

EDUCATIONAL STATUS OF APATANI TRIBE IN BULLA VILLAGE: A STUDY

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Abstract: Education has been passing through a cross-fire of conflicting aims from the immemorial. In ancient time education should only perform the traditional functions of advancing scholarship, polishing personality and building character. But the modern educationists, laying emphasis on the utilitarian aspect of education, insist that education should be job-oriented, need-based and production-entered. Each society makes arrangement of education according to its beliefs and needs and society's beliefs and needs depend upon its geographical, socio-cultural and economic conditions. The study mainly focuses on educational condition of Apatani tribe in Bulla village of Ziro circle in Arunachal Pradesh. Both primary and secondary data are used for the study. Total fifty respondents are selected from Bulla village for study purpose.

Keywords: Apatani tribe, Bulla village, geographical location, socio-economic condition, educational status.

INTRODUCTION:

Education is a broad concept and it is a process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The methodology of teaching is called pedagogy. Education is a right, like the right to have proper food or a roof over our head. Article 26 of the 1948 Universal Declaration of Human Rights states that “*everyone has the right to education*”. Education is crucial to all the overall development of an individual as well as the society at large. Education is an important tool that is applied in the contemporary world to succeed, as it mitigates the challenges which are faced in life. The knowledge gain through education enables individual's potential to achieve prospects in career growth. The importance of education for the development of a country must not be underestimated because education is a tool which alone can inculcate national and cultural values and liberate people of false prejudice, ignorance and representation. Just as a face is the mirror to the heart of a person, level of education reflects the status of a nation.

The life of people in a society is affected by its geographical location. So it is natural for its education to be affected by it. The societies of which geographical location is such that individual has to bitterly struggle for protection of life, in them most people have neither time nor money for education. They have no system of mass education and the scope of education is limited too. In absence of formal educational system, most of the tribes in India have their own traditional institutions for

educational purposes which later to the needs of their culture. These institutions provide education in the realm of social norms and customs, traditions and culture, behaviour pattern and the laws of society, totems and taboos and ethics and religion of the society. “Education among the tribe is usually imparted through the family, which is being the smallest and primary unit of the social organisation, Education is imparted by imitation and association and at some place through the imitation rites and subsequent discipline. Education is the interaction between individual and society. Education does not proceed in vacuum; its character is determined by the group culture and schools, institutions created by the society to attain certain specific ends”. Does it is easy to point out that since education is something that takes place in the society, for the society and by the society, the changing nature of cultural aspect is vital. If education is creative force it must make some initiative and responsibility for social progress. If the education is to be dynamic, it must reflect the social growth. The social movements make changes in educational provision, methods, administration and curricula imperative. Thus, one can see that education and society are inter-linked. The study mainly highlighted the educational condition of Apatani tribe in Bulla village of Ziro circle in Arunachal Pradesh.

Study Area:

Arunachal Pradesh is a state located in easternmost part of India. It is bordered by the kingdom of Bhutan to the west, the Tibet Autonomous Region of China to the north, Myanmar and the Indian state of Nagaland to the south and southeast, and the Indian state of Assam to the south and southwest. The capital is Itanagar. Arunachal Pradesh, meaning “Land of the Rising Sun,” Formerly known as the North East Frontier Agency (from the British colonial era), the area became Indian territory of Arunachal Pradesh in 1972, and in 1987 it became an Indian state. The region has been the subject of an ongoing dispute

between India and China. Ziro town is situated in Lower Subansiri district in the Indian state of Arunachal Pradesh. It has been a favourite town of World Heritage Site for a number of years now. In a meeting of Archaeological Survey of India (ASI) on December 12, 2012 it has shortlisted for inclusion in the Tentative List for further nomination to UNESCO for the inscription in the World Heritage Site. The part of the town which is the centre of economic activities and where the administrative offices are located is called as Hapoli or locally known by the Apatanis as "Hao-Polyang". There are seven villages under the Ziro circle such as Hong, Hari, Bulla, Hija, Dutta, Michi-Bamin and Mudang -Tage. Out of these seven villages Bulla village is selected for study purpose. There are many tribes in Arunachal Pradesh like Nyishi, Adi, Apatani, Galo, Tagin, Monpa, Khampti, Nocte and so on who ought to have receive proper attention considering the fact that they are the inhabitants of the largest state in North East India. The Apatani or Tanii, are a tribal group of people living in the Ziro valley in the Lower Subansiri district of Arunachal Pradesh in India, are the most civilised and peace loving tribe of Arunachal Pradesh, they are virtually confine to seven villages in a fertile valley of 20 sq. Miles in area. The Apatanis have received considerable attention from Arunachal Pradesh administration as the headquarters of the Lower Subansiri district located at Ziro. As per 2011 census, Ziro has a population of the 22,747. Males constitute 52% of the population and females 48%. In Ziro, 17% of population is under 6 years of age.

Apatani Tribe:

The Apatani tribe are found residing in the Ziro valley in the lower subansiri district of Arunachal Pradesh. They have said to have been descended from a legendary ancestor, Abotani. They have migrated to Arunachal from the various region of north India that is situated in areas beyond Khru and Kime rivers. A number of Apatanis currently reside outside the valley. They live in sturdy houses built of bamboo and timber. The language belongs to the Sino-Tibetan family. The members of the Apatani tribe mainly divided into two, the Gyuchii and Gyuttii. Apart from this they are divided into a numbers of clans. However the common belief is that all of these clans have got the status of having fallen under a single tribal identity. The Apatani society is highly patriarchal. Though the different clans maintain a cordial and harmonious relationship amongst themselves, inter class marriage is strictly prohibited. Tribal 'endogamy' and 'clan exogamy' is the directive adopted by all Apatani tribes. Monogamy as the societal norm is widely prevalent.

METHODOLOGY:

The data was collected in both primary and secondary sources. Secondary data was collected from the census and other sources like books, journals, periodicals etc. Primary data was collected through field observation and Interview scheduled. Total sample size was fifty (50) and

Profile of the Respondent:

sample was selected through Purposive Sampling Method.

Education Scenario in Arunachal Pradesh:

The modern education in Arunachal Pradesh was virtually after India's Independence. The material written or unwritten material about the history of education of this areais rare. The development of education in Arunachal Pradesh is of great significance from the stand point of the study of the change and the movement of the society. It is perhaps the only territory where neither the British took any step to introduce education to the people. However, education scenario is gradually improving with several plans and projects being initiated by both state and central government. The average literacy rate in Arunachal Pradesh as per 2011 census report was 66.96%. School Education in Arunachal Pradesh follows uniform structure of 10+2 system. The primary stage of schooling consists of standard I to V, the middle stage from standard VI to VIII and the secondary stage comprises standard IX to X. Classes XI to XII Falls under the higher secondary education stage. In order to universalize elementary education stage in Arunachal Pradesh, state government offers free education to students up to the age of 14. The state is home to a number of Pre-Primary School, Middle Schools and Higher Secondary Schools. Arunachal Pradesh has a few renowned institutes that offer higher education in the state. The government is the main agency for the promotion of education in Arunachal Pradesh; the socio culture organizations like the Ramakrishna mission and Donyi Polo are also doing the outstanding work in the state for the educational development.

Ziro has relatively large number of schools as compared to other towns in Arunachal Pradesh. It may as well be regarded as the schooling centre of Arunachal Pradesh. Apart from the numerous schools, Ziro has one university and one undergraduate arts college namely Indira Gandhi Technological and Medical Sciences University and Saint Claret College respectively. As per census 2001, Ziro had an average literacy rate of 66% lower than the national average of 74.04% male literacy was 72%, and female literacy was 60%. The education scenario of Ziro grew tremendously and is poised to grow further.

Urban populace of Lower Subansiri district mainly reside in Ziro and as per 2011 census, average urban literacy rate in Lower Subansiri district is 85.52% of which males and females are 89.81% and 81.26% literate respectively. Majority 84.58% of the population of Lower Subansiri district are living in rural areas (As per census report 2011). Literacy rate in rural areas of Lower Subansiri district is 72.27%.

The profile of the respondent deals with the socio-economic and educational profile of Bulla villagers.

Table: 1: Socio-Economic Profile

Age Group	Frequency	Percentage	Sex Category	Frequency	Percentage
10-20 Yrs	2	4%	Male	24	48%
21-30 Yrs	8	16%			
31-40 Yrs	14	28%			
41-50 Yrs	15	30%	Female	26	52%
51-60 Yrs	11	22%			
Total	50	100%	Total	50	100%
Monthly Family Income			Source of Income		
Monthly Family Income	Frequency	Percentage	Source of Income	Frequency	Percentage
Rs. 10,000 to Rs. 15,000	1	2%	Government Job	24	48%
Rs. 15,001 to Rs. 20,000	9	18%	Private Job	10	20%
Above Rs. 20,000	40	80%	Self Employed	16	32%
Total	50	100%	Total	50	100%

Source: Field Study

Age Group: Above table indicate that most of the respondent 30% are from 41-50 years age group. Beside these 28% are 31-40 years age group, 22% within the age of 51-60 years age group, 16% of the respondent are from 21-30 years and only 4% are in 10-20 years age group.

Sex Category: In terms Sex category of the respondents above data indicate that more than half 52% of the respondent are female and 48% of the respondent are male.

Monthly Family Income: Data indicate that 2% respondent monthly income between Rs. 10,000 to Rs. 15,000 and 18% of the respondent monthly income Rs. 15,001 to Rs. 20,000. Beside these majority (80%) of the respondent family income relatively high i.e. above Rs. 20,000 per month.

Source of Income: Above data indicate that almost half 48% of the respondent are engaged in government job. Beside these 20% of the respondent are engage in private job and 32% are self-employed.

Educational Profile:

Educational profile of the respondent in Bulla village is shown in following table:

Table: 2: Educational Profile

Level of Education			Literate Member		
Level of Education	Frequency	Percentage	Literate Member	Frequency	Percentage
Illiterate	01	2%	One	01	2%
Primary	01	2%			
High School	22	44%	Two	04	8%
Higher Secondary	17	34%	Three	06	12%
Degree	05	10%	Four	09	18%
Above Degree	03	6%	Five	11	22%
Technical Education	01	2%	More than Five	19	38%
Total	50	100%	Total	50	100%
Father's Education			Mother's Education		
Fathers Education	Frequency	Percentage	Mother's Education	Frequency	Percentage
Illiterate	20	40%	Illiterate	31	62%
Primary	16	36%	Primary	15	30%
High School	10	20%	High School	04	08%
Higher Secondary	4	04%			
Total	50%	100%	Total	50	100%

Satisfaction			Reasons		
Satisfaction	Frequency	Percentage	Reason	Frequency	Percentage
Yes	26	52%	Financial Problem	10	20%
No	24	48%	Lack of interest	14	28%
			Not Applicable	26	52%
Total	50	100%	Total	50	100%

Source: Field Study

Level of Education of Education of the Respondent:

Above table indicate that most of the respondents (44%) have education up to high school, 34% higher secondary, 10% degree, 6% above degree, and 2% each of the respondent either illiterate or primary level or technical education. So, we can say that majority of the respondent are literate and are also aware of sending their children's to educational institution.

Literate Members of Respondent's Family: Above data show that 38% of the respondent family have more than five literate members, 22% of the respondent have five literate members in their family, 18% have four literate members, 12% have three literate members, 8% have two literate members and 2% have only one literate member in their family.

Father's Education of the Respondent: Data reveal that most 40% of the respondent's father is illiterate and 36% of the respondent's father have primary level of education. Beside these 20% are high school level and only 4% of the respondent's father have the education up to higher secondary level.

Mother's Education of the Respondent: Data indicate that majority 62% of the respondent mother's is illiterate while 30% of the respondent mother education up to primary level and only 8% of the respondents mother have the education up to high school level.

Satisfaction of the Education: Data reveal that 52% of the respondents are satisfied about their level of education. Beside these 48% of the respondent are not satisfied in their level of education.

Reason behind not continuing with Education: Above data show that 52% of respondents were satisfied with their education whereas 20% of respondent had financial problem due to which they could not attend school and 28% of them were indulge in other activities for which they were not interested to their education. Entire respondent in study area view that they have no idea about the educational scheme provided by the government of India. But all the respondents are favor of their children education. Thus, it indicates that the present generation parents know the value of educating their children for their bright and secure live ahead.

CONCLUSION:

From the above discussion it can be said that majority of the Apatani tribe are literate. But still it will be a long way to achieve the target of satisfactory level of educational profile. Due to geographic location, lack of interest, poor transportation facilities and poverty had prevented of the tribe to get education. In the concluding remark, the study stresses the matter that this weedy scenario in the society can be of various socio-economic and demographic factors which hindrance the achievement of primary and secondary education to the tribe. The tribal are always neglected groups in the society due to geographical location, having less linkage with the development process and lacks of awareness among the people. Special approaches and attention is required for their educational development.

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