

EDUCATION FOR NOMADS IN INDIA – STATUS AND NEED TO DESIGN SEPARATE CURRICULUM

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Abstract

Education is a fundamental right for everyone in this world and the Right to Education (RTE, 2009) rightly pointed out, ‘Every eight years completed child having rights to get free, compulsory and quality education’. Every individual in the world has the right to claim education regardless of their color, community, occupation and any other circumstances. Education is an engine as well as to tool to develop the self, social and economic status of an individual. India is one of the countries that have been producing sustainable development in an education system. However, Nomadic Tribes are called as educationally edge people since they don’t get an education through regular mode. Due to the seasonal migration for their livelihood, they are diverted and struggled to get an education. India allotted a fund of 16 million to reach the unreached that is education for Nomadic Tribes. Apart from regular schools, different educational provisions like onsite schools and schools on the boat were introduced and they were continued to some extent for years. With less number of enrollments, these strategies became a failure. Some of the researchers have suggested the education to nomads could be based on their livelihoods and it is one of the reasons for the failure of these strategies. Nomadic education is education especially for Nomadic Tribes and the curriculum of the nomadic education must suit their livelihood as well as worthwhile. This paper portrays the need to design a curriculum for providing education to nomads.

Keywords: *Nomads, Pastures, Pastoralists, On Site Schools, Mobile Schools, Gypsies*

Introduction

Education is a key mitigating the illiteracy among the peoples of the universe. India has a diverse community of peoples and the population has reached 1.336 Billion in 2017 and it was expected in 2017 will be 1.353 Billion (IndiaPopulation2018, 2018) and now it is reached 1.369 Billion (Statistics Times, 2019). United Nations International Children's Emergency Fund (UNICEF) declared 'Education is a fundamental human right and a key factor in reducing poverty and child labour as well as promoting sustainable development' (UNICEF, 2018). It's also pointed out that 264 million children and adolescents do not have the opportunity to enter or complete the school globally. India is a secular country and its society made of castes, tribes, religion, and nomadic communities (Kolekar, 2011). Education is a golden fruit for all; every one of this universe has equal rights to taste it. Right to Education (RTE) compels all the children to eight years of free, compulsory and quality education but in neighborhood schools (RTE, 2009). Due to the lack of awareness, Nomadic Tribes (NTs) and De-Notified Nomadic Tribes (DNTs) not enrolled at an average level in normal or neighborhood schools.

Origin and Meaning of Nomads

'Nomad' is a French word and originated from the base Greek word 'Nemein' means 'to Pasture' then changed as 'Nomas' (roaming in a search of pasture) and later 16 century it was like 'Nomad'. Nomads mean the peoples who do not have permanent domicile for living and they are wanderers for pastures. They are a mobilized community for their livelihood. Nomadic Community is a group of people that they move one place to another place for gathering foods. Akinpelu (1993), "Nomadism' refers to any type of existence characterized by the absence of a fixed domicile". The meaning of the Nomads is often titled by many authors in the fields of education. In the view of anthropologist, people who wander from one place to another place to the other looking for pastures for their ruminants are called Nomads. In the year 1991, Sadr defines Nomads that they are members of a tribe, nation, or race having no permanent home but moving about constantly in search of food and pastures. NTs live in tents or portable shelters because of cattle rearing. Generally, NTs are identified three categories and they are,

- ✓ Hunter/Food Gatherers,
- ✓ Itinerant Fisherman and,
- ✓ Pastoralists.

These categories may be changed towards the nature of the country. In the year of 1999, National Commission for Nomadic Education (as cited in Akpan, 2015) in Nigeria has categorized the nomads as

- ✓ Nomadic Pastoralists,
- ✓ Artisanal Migrant Fisherman, and
- ✓ Migrant Farmers

In India, varieties of nomads are living and they are categorized by Baines (as cited in Davendira, 1997) as:

- ✓ Carries,
- ✓ Shepherds and Wood-workers,
- ✓ Earth workers and well makers,
- ✓ Knife grinders,
- ✓ Bamboo workers,
- ✓ Mats and Basketmakers,
- ✓ Mimes,
- ✓ Drummers,
- ✓ Jugglers and Acrobats,
- ✓ Thieves and
- ✓ Hunters.

According to Deleuze and Guattari (as cited in Balgabayeva.,et.al, 2016) “Nomads presented in numerological system, where a person becomes a number essence, or a part of the numerical composition of people and troops, as nomads were considered the inventors of the war machine as opposed to the state civilization”. Nomads are an ethnic or socio-economic group of people who are constantly migrating for searching for means of livelihood.

Nomads in India

India is a country of wonders and it having different communities including wanderers. Like Nigeria, India has a wide range of the population of wanderers as 1.2 of the overall population. NTs are live a considerable part of their life on the bus, using temporary tents or huts as their houses and are mainly concerned with their animals (Joseph, 2017). NTs style of livelihood is contrasted with normal people and so they are socially discriminated by normal peoples. These issues resulted that NTs were gone to hills to live and education

became an unreachable fruit to taste it. Indian government planned to provide universalization primary education and it reaches the unreached by introducing SSA scheme and RTE act. Right to Education (RTE) is a legal Act to access education by all regardless of the demographic factors. India is one of the country having high nomadic communities and they are spread across it. Generally, NTs are called socially vulnerable and marginalized community and they are wandering one to another place for their livelihood. Providing education during migration is a challengeable task for the Indian government. The Indian government has planned to establish a separate commission for finding the economic and educational status of NTs and DNTs and it was emphasized by Venkatachaliah in the year 2002. In 14th March of 2005, the Indian government established the National Commission for De-notified and Semi Nomadic Tribes (NCDNT) which would be concerned for the welfare of them. For finding the educational and economic status NTs and DNTs, the Indian government has appointed Renke (2008) as chairmanship followed by Idate (2015) and submitted the reports to the government. The draft list of Nomads in India had been prepared by Idate (2018), the chairman of Idate commission and as follows.

S. No	Name of the State	Nomadic Tribes (NTs)	Semi-Nomadic Tribes (Semi-NTs)
1.	Andaman & Nicobar Islands	6	-
2.	Andhra Pradesh	62	-
3.	Arunachal Pradesh	6	18
4.	Assam	15	13
5.	Bihar	64	-
6.	Chandigarh	31	-
7.	Chhattisgarh	9	-
8.	Dadra & Nagar Haveli	4	-
9.	Daman & Diu	4	-
10.	NCT Delhi	28	-
11.	Goa	2	-
12.	Gujarat	29	-
13.	Haryana	21	-
14.	Himachal Pradesh	40	-
15.	Jammu & Kashmir	17	-
16.	Jharkhand	32	-
17.	Karnataka	70	-
18.	Kerala	25	9
19.	Lakshadweep	-Nil-	-
20.	Madhya Pradesh	34	-

21.	Maharashtra	26	-
22.	Manipur	9	44
23.	Meghalaya	18	-
24.	Mizoram	2	12
25.	Nagaland	-Nil-	5
26.	Odisha	30	-
27.	Puducherry	13	-
28.	Punjab	27	-
29.	Rajasthan	36	13
30.	Sikkim	6	7
31.	Tamil Nadu	68	-
32.	Telangana	62	-
33.	Tripura	15	-
34.	Uttarakhand	30	-
35.	Uttar Pradesh	29	-
36.	West Bengal	38	-
Total		908	121

Educational Status of Nomads:

Nomads move one place to another place for means of their livelihood. Due to the migration, the normal school/system does not fit to provide education to the Nomadic community. They are being looked at as a marginalized and educational edge community. Educating the Nomads is called Nomadic Education (NE) and implementing NE is more complex and more expensive. Even though, the Indian government focused on NE for educational equity and obey the act of RTE. The Indian government has implemented many schemes for providing education to Nomads. There is a less realistic possibility to get an education from the normal schooling system by Nomads due to their migration. Generally, they are settling down in one place sometimes and they moved to another place. The children of the Nomads are also moved with their parents for cattle rearing and have a responsibility to earn for their family. Regular schooling is not fulfilling in educating nomads. Residential Schools have been tried to fulfill the educational needs of the nomads but it was neglected by them. Because the children from nomadic communities are forced to move from place to place by their parents and they are subjected to the earning process for managing the families with their parents.

In the year of 2008, Renke commission suggested that a teacher has been developed from among the nomadic community and the teacher could teach wherever their community moved. The commission also insisted that the normal schooling is rejected by them due to

their seasonal migration. However, the skillful and having sacrificing attitude teachers may teach the skills of the Nomadic communities to them. The Indian government spent a lot of amounts to educate to NTs and made 3% reservation in obtaining the education. The government of India has launched two new schemes on 1st January 2015 namely, Dr.Ambedkar Centrally Sponsored Scheme of Pre-metric and Post-Metric Scholarship and Nanaji Deshmukh Centrally Sponsored Scheme for Construction and Hostel for this society. The government also sanctioned Rs.13.00 crores for the formulation and implementation of a scheme for the educational and economic development of De-Notified Nomadic Tribes (DNTs). India fosters Nomadic education by implementing different schemes.

Steps Taken by Indian Government on Nomadic Education:

“It’s a right to every human being having rights to get free, compulsory and quality education” (RTE, 2009). Every Human being in this world has equal rights to get an education without any discrimination of religion, community, colour, social –economic status and place of living. NTs are scheduled tribes and having equal rights to obtain an education. But the parents of the nomadic child are not showing much interest to educate their children. Because they move one place to another place and also the children from the nomadic community are enforced to earn money by their parents for livelihood and this makes the children not to obtain education even it is available to them. A developing country like India has been introduced different strategies for developing education towards nomads. The RTE Act (2009) enforces every child’s right to eight years of free, compulsory, quality education, but in neighborhood schools. Based on RTE, India has implemented different teaching strategies and they have been running successfully but not include all NTs. The Indian government has introduced some educational strategies for enhancing the enrollment of the nomads in schools.

- ✓ *Seasonal Educational School* was introduced by Jammu and Kashmir state government for providing education to mobile pastoralists. In seasonal schools, the teacher has made temporary camps or tents while migration of NTs from Himalaya during the winter season.
- ✓ In the state of Andhra Pradesh, The Sarva Shiksha Abhiyan (SSA) scheme initiated *School on Boat* for fisherman NTs of East Godavari District. The state government has provided education to 189 fishers NTs’ children and SSA expanded the provision to fixed temporary accommodation to their parents in Godavari river bank.

- ✓ The Gujarat Government has made an innovative education that *Destination Schools* which is an e-based primary school learner tracking system. It is used to enroll, educate and made a sit examination before the return of the NTs at destination schools during their labour migration.
- ✓ In the state of Uttarakhand, *Adult Education* was used to enhance read and write a simple sentence among pastoralist community adults. This will assist them to educate their children and it is an extension of adult education.
- ✓ The Indian Institute of Technology, Bombay has adapted *Anchored Instruction Approach* in three camp schools of Maharashtra. This method is used to educate the NTs between 5 to 17 years old students by 3Rs through discovery, interaction, and participation.

India has introduced the above-said strategies especially for enhancing schooling among nomads. However, they are not run stabled. Apart from these strategies, some other methods were initiated in foreign countries like Nigeria and Kenya for providing education to nomads. They are briefly explained in the following passages.

- ✓ *Regular Schools* are used to educate the settled NTs. In those schools, helping tendency teachers may be appointed to help the learning of Nomadic students who are having low-performance fall below expectations. The curricula and syllabuses of the regular schools can reflect the lifestyle of Nomads.
- ✓ *On-Site Schools* is another type of school was established to provide education to semi-sedentary NTs. These schools are settled with the site along movement routes of NTs' migration and they may take alternative intake of nomadic children for special education and make high numbers of educated NTs.
- ✓ Generally, the NTs have not a settled home and they are wanderers and Pastoralists. In this sense, *mobile schools* are better to educate NTs in their temporary living place where they made camp or tent. It is also called as portable or movable schools whichever the Nomadic education goals to be achieved. The teachers who have sacrifice tendencies may contribute in educating NTs.
- ✓ *Distance Education* is an education to reach the unreached. It may possible to educate the unreached NTs. Most of the NTs have Television and a minimum of Radio which is specific teaching aids to educate NTs. Because Nomads carry their radio set along and listen to it and this may be exploited education to them.

Though, the enrollment of the nomads is not extended at large. They are not showing much interest to obtain education due to migration.

Nomadic Education – Need to Design a Separate Curriculum

Nomads are not showing much interest in education. They mostly depend on the livelihood and migrating one place to another place. This creates a struggle for nomads to receive schooling from regular schools. Renke Commission (2008) critiques that the flagship programme of Sarva Shiksha Abhiyan (SSA) has not made much headway in providing education to NTs and DNTs because of lack of awareness about education among them, steady migration and Nomadic children have responsible for earning for their family, etc. NTs and or DNTs are not a single community, but it is a group of communities that wanderers for their livelihood like gypsies. These communities have been identified in as many as 114 countries across the world (Tidke, 2015). They are wanderers from one place to another place to satisfy their biological needs of food, clothing, and shelter, which they attempt to fulfill through hunting, agriculture, herding, etc (Ghatage, 2001). These activities of NTs and DNTs lead to be regarded as discriminated. This discrimination and routine of their migration develop fewer possibilities in obtaining education from school decrease the enrollment of them. Special attention has been focused on increasing the enrollment of NTs and DNTs in schools by the Indian government. Despite, the Indian government has been motivating the nomadic education by establishing different schemes like mobile schools, onsite schools, and schools on the boat. Some of these schemes were reached successfully to some extent and stopped that the enrollment was dipped. Based on the analysis of the normal education system and life of nomads, the following two main questions are raised on our mind and have to be answered.

- ✓ Is the fixed schooling not applicable to nomads due to their wandering? or
- ✓ Is the curriculum not fit to the livelihood of nomads?

From the first question, India has introduced Residential schools, schools on the boat, Destination Schools and they are not attained success. The base is nomads are wanderers and the children of nomads are responsible to earn money for their family and so normal schools are not fit. In spite of residential schools permits nomadic children to stay and to study with scholarship, school on boats are assisted to the nomadic children to go to normal schools over the river, destination schools are started to the way of nomads' more migration, and the schemes were converts failure. The hidden reason is the mode of teaching is not lacking in providing education and there is a lack in the curriculum. The curriculum is the core part and should arouse the interest of the learners. The point could be credited that the schools would be succeeded if they were provided education based on the livelihood of nomads.

The curriculum is more important than the way of providing education. Education should equip the nomads themselves and it should be based on the livelihood which arouses interest and involvement of nomadic children than general education. So, the general curriculum should be changed based on the focus of nomadic way of life and it is to be narrowly fitted to the nomads. Nomadic education curriculum being essential because it is the key to mould the NTs and it might be reflected the lifestyle of the Nomads. The authors of this paper recommended the Nomadic Education Curriculum and it may include the following.

- ✓ Language and Arts – Regional, National and International Languages may be taught
- ✓ Simple Arithmetic/Mathematics – Simple calculations about of on everyday use
- ✓ Social Studies – different categories and their history of NTs, Religion and Culture, Civics, Geography and Religious and moral values
- ✓ Elementary Science – Environmental Education, Animal Husbandry like cattle rearing, Poultry and fishing wherever applicable to the type of tribes and Nature.
- ✓ Physical and Health education – Simple physical exercise and health tips
- ✓ Creativity – Reading, Writing and other creative activities
- ✓ Home Economics – House –Keeping Activities and vocational instruction like weaving, Sewing, and Carpentry etc.
- ✓ Skill Education – Technical skills relevant to the nomadic professions and their livelihood

Conclusion

It's a right to every human being to get free, compulsory and quality education according to Right to Education. All humans are equal and have rights to get an education regardless of religion, community, colour, socio-economic status, and place of living. NTs are the vulnerable and marginalized communities who are educationally edged people and having equal rights to obtain an education. General education does not applicable to the nomads due to their migration. The Indian government has allocated 13 crores under 12th plan for educating NTs through various strategies. Spending money to NTs is not a waste of funds, it is the fund to enlighten and the NTs the funds should be utilized profitably. Finally, the authors of this article concluded that a separate skill-based Nomadic Education curriculum is a mostly fit to develop and educate the Nomadic tribe students and it will prolong the quote 'Education for all'.

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