

Educating a Nomadic Tribe: The Problems and the Prospects

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ABSTRACT This paper discusses the efforts directed in educating the Rajis, a nomadic tribe of the Central Himalayan region of India, the outcome of the efforts and the impacts, the constraints and the prospects associated with the process of education. Efforts to promote education are being made by the Provincial and the Union Government of India to develop this numerically reducing and underdeveloped nomadic tribe. The tribe has achieved an effective literacy percentage of 35.06 percent. However, a wide gap galores between male (50.68%) and female literacy (16.66%). Moreover, the problem of educational development among this nomadic tribe has been very complex. Uniformity in the reading material subscribing text books, and guide books containing material unfamiliar to the child; ecologically and culturally incompatible curriculum, unfamiliar language of the text books, etc., imposed a learning on these people with no relevance to the environment. Lack of opportunity for higher education and its application in promoting the quality of life particularly from the point of view of economy, non-effective administration and organizational failure, non-cognizance of significance of ecological and socio-cultural specificities, etc. were major factors in the non-promotion of education among the Rajis. It was also observed that Non-Government Organizations were being more effective in promoting education.