



NEED OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR DEVELOPMENT OF TRIBAL YOUTH IN KERALA: WITH SPECIAL REFERENCE OF MANNAN SETTLEMENTS AT IDUKKI DISTRICT KERALA

Soumya Devasia

Research Scholar, Department of Anthropology, PILC, Puducherry.



ABSTRACT

Information Communication Technology is an advanced stage of modern education. Information Technology makes a person capable to gather the information and make communications in world wide. The IT development is considered as the part of the progress of nation development. According to 2011 census the literacy rates of India is 74.00% and Kerala is the least literacy education state 93.9%, despite these high records still a group of people including rural and tribal sector far away from the mainstream development. The gap in literacy of the tribal community compared to other groups in the Kerala State is still large. The representation of tribes in secondary education, higher education and employment is unsatisfactory. Socio-economic constraints as well as poor technical education level are the main barriers to tribal development. In this context, this paper is trying to analyze the basic facilities and knowledge of Information Communication Technology among tribal sector with special reference to tribal youth of Kerala. The main objective of the study is to understand the need of ICT awareness among tribal youth of Kerala state. The data collected is based on the field work at Mannan tribal Settlements of Kerala.

KEYWORDS: ICT, Rural, Tribal, Development, Youth, Mannan tribe.

INTRODUCTION

According to Nelson Mandela, "Education is the most powerful weapon which you can use change in the world". It is the most important instrument for human resource development and has a great significance and it plays a major role in molding the basic ideas, habits and attitudes of the children, with a view to producing well balanced individuals and also a developed society. The development is incomplete until it is embraced the marginalized society. In the case of India tribes are considered as marginalized groups. According to the 2011 census India is the home land of 8.6% of the tribal population. They stay here with keep their cultural diverse, ethnicity, territory, belief system and taboos. By the impact of modernization the indigenous people are trying to come out their boundary. But they are failed to compete with outside community. Socio-economic and cultural barriers as well as lack of education and poor technical skills make a fence in front of them.

Socio-economic indicators denote Kerala is one of the progressive states; unfortunately it doesn't work in the tribal life of Kerala. Kerala government introduced several schemes and plans for tribal development and education. But it is not fruitfulness by the several reasons like inadequate planning and policy making. According to 2011 census the literacy rate of tribes are improved to compare with previous years. However, the literacy gap between the tribal community (75.80%) and general community (94.00%) is still large. Also the technical education level of tribal folk is very pathetic. Majority of the tribal people has not aware and not capable to the use of technical education. The poor knowledge of the technical education and skills make the tribal folks far away from the job opportunity and higher education opportunities. Thus they are stand in the boundary of barriers and far away from the dream of development.

Several studies are conducted in the field of education sector of the tribe. Majority of the studies are focused in the area of school education and drop-out. It is necessary, however we couldn't avoid the unemployed tribal youth. They are struggling in the middle of their own tradition and the world of outside society. Most of them are not aware and not qualified to get the reserved seats for them. Few scholars like George (2011), Behera (2015) are noted the communication barriers and lack of technical skills are uncompetitive constrains for the tribal youth development. Thukura (2015) point out that the need of ICT in the tribal residential schools. Keeping all these points, the researcher tries to assess the need of ICT among tribal youth of Kerala.

OBJECTIVES OF THE STUDY

The main objective of the study is to understand the knowledge and utilization of Information Communication Technology (ICT) among Tribal youth with special reference to Mannan tribal Youth of Idukki District Kerala. Others are:

- To understand the occupational status of tribal youth Kerala.
- To analyze the facilities related Information Communication Technology among the tribal areas.

METHODOLOGY

Data for the present study was collected through the field work at Mannan settlement Idukki district, Kerala as part of thesis work. The present study comprises hundred samples including 60 men and 40 women between the age group of 20-35. The data is collected through the household schedule and interview method. The study is following descriptive method.

PROFILE OF MANNANS

According to 2011 census the population of the Scheduled Tribes in Idukki district was 55,815, consisting of 27,995 males and 27,820 females. They accounted for 15.3 per cent of the Scheduled Tribe population in the State. The major Tribes in the district were Malai Arayayar, Muthuvan, Mannan, Uraly and Ulladand etc. The population of Mannan was 8,464 and they are found in Thodupuzha, Devikulam, Udumbanchola and Peerumadu Taluks of the Idukki District. In the past, the economic activity of the Mannan community was centered shifting cultivation and forest products. All these conditions have now changed; they are depending on the settled agriculture and coolie work. The staple food of Mannan is rice and the dialect is mixed of Tamil and Malayalam.

Kovilmala settlement is situated in Kanchiyar panchayath at Idukki district Kerala. It is considered as capital settlement of Mannan community. It is the only existing tribal kingdom in South India which falls under the administration of *Raja Mannan*; the formal head and king of the Mannan Community. The government provided some infrastructural facilities like road, transport and electricity etc. here as it considered as one of the developing settlements among Mannan tribe. One balavadi, a primary school and a library are the main education sources of this settlement. The people are depends the place of Kanchiyar for their local needs and the higher education and other related services they are depend on the place of Kattappana which is 15 km away from the settlement.

RESULT AND DISCUSSION

Occupational status

The literacy rate of SC and ST population, though lower than those of general population of the state. According to George (2011) "the educational disparities increases at higher and higher levels of education, particularly in technical education and professional education, these disparities make high unemployment rate in the state and highly competitive nature of the labor market." These disparities have been seen in the occupational status of the tribe.

Table-1.Occupational status of Mannan tribal youth

Sex	coolie	agricultu re	Government job	Private sector	Traditional jobs	Without any work
men	41.6%	36.6%	1.6%	6.6%	8.3%	5%
women	47.5%	30%	0%	5%	2.5%	15%

Based on the data the occupation of the tribal youth based on the coolie work and agriculture work. The study shows that the government jobs among them are very poor level. Some of them are worked as forest guards. Compared to other tribes like Malayarayan in the district, the position of Mannan tribes in the government sector is poor. Traditionally Mannans were hunters and food gathering tribe. Now few portions are depending on the traditional methods like fishing, collecting honey and fuel from the forest. Others are settled with agriculture and coolie work. Among them, 15% of women and 5% of men are sitting without any job. According to them they are not aware the most of the higher education facilities and other schemes provided by governments. They are failed to in private sector job by the inefficiency of computer and related knowledge.

Knowledge of Information communication Technology (ICT)

Based on the previous studies like Krishnan (1991) and Tribal Sub-plan report (1996-97) of Kerala states show that, the utilization of the education and technical education level of tribe is very poor. According to the report, "for general education, only 33.38 per cent of the provision was utilized. In the case of technical education the record is worse: only 17.80 per cent was utilized (Government of Kerala, 1997)." Naryana Swami IAS (2011) point out that "due to the gaps between and within education systems the current status of the education prevailing quantitatively inadequate, and qualitatively incompetent to adders the education and training skill needs of adivasi population in Kerala"

In the case of Mannana tribal youth the knowledge about the information communication technology is very low. Television and radio are the main information sources among them. Few new generations are aware about the use of mobile phones and use of what's up and face book communication as an entertainment. This whats up Id and face book Id they created from the help of others or the help of mobile shops. However, they have no idea about sending e-mails, filling the application forum; create the bio-data, searching the job opportunities and other related information.

CONCLUSION

Kerala is going on the digital model development. Now the government offices activities and job vacancies are filled through the online and its get as fast. It is nice but in the case of tribal folk it doesn't work. They are depending Akshya centers only for Aadhar and ID cards, etc. but majority of the opportunities stand far away from them. The need of awareness about the Information communication technology is very necessary in the case of tribal youth. The administrators should make proper plan for them to provide the basic knowledge and facilities of information communication technologies and empower the tribal youth.

REFERENCES

- Behra, Smruti.2015.*Communication barriers faced by tribal students in territory education*.Desertation submitted to National Institute of Technology, Rukela:odissa
- Census of India-2011
- George,K.K .2011.*Higer education in Kerala: How inclusive is to SC and ST*.working paper series vol.1(4),centre for the study of social exclusive and inclusive policy, Cusat
- Golden, S. A. R., Regi, S. B., & Franco, C. E. (2014). A study on Impact of Information Technology (IT) in Modern Banking Sector. *Golden Research Thoughts*, 3(11), 1.

- Government of Kerala 1997, *Tribal Sub-plan, Annual Plan 1996-97*, Directorate of Scheduled Tribes Development, Thiruvananthapuram
- Krishnan,C.(1999),*'Awareness and Utilisation of educational schemes by tribal folk of Waynad.'* Centre for Development Studies .Trivandram.
- Narayana Swami,Raju. 2011.*'Experiments in Rural transformation through Educating the Tribal Community Waynadu'*.Journal of Adult Educationvol.72 (1) P1-5
- Thukuram.2015. *Need of Information Communication Technology at tribal welfare residential junior college libraries in Telegana state.* International journal of digital library services. vol. 5 (2).38-42.