



## Education of Tribal Women in Post Independent India

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**Abstract:** *The present study has been undertaken to know about the educational status of tribal girls, to know about the problems tribal women education in post independent period and to study the govt. initiatives taken for the educational development of the tribal girls. The study also gives some suggestions that can be implemented for tribal women education development. The tribal women experience number of problems within the course of acquisition of education. One of the major problems is, in some cases, they do not obtain support and assistance from their family members. Furthermore, the tribal individuals are residing in the conditions of poverty and backwardness. The study concludes that in tribal communities, the system of education is not in a well-developed state. In the system of education, there are number of areas, which are deficient. Measures and programs need to be formulated to bring about improvements in them.*

**Keywords:** *Tribal Girls, Population, Development, Literacy, Economic Condition.*

**Introduction:** A nation's development is directly related to the accessibility and opportunities to avail educational facilities by the people. Since the attainment of independence special attention has been paid to provide education to the people but unfortunately, even after the passage of seventy glorious years of independence, it has always been a great challenge for the government to provide education to all tribal people. It is a universally accepted notion that education serves as a pivot for the tribal's to establish camaraderie with the rest of the Indian population.(AISHE, 2013 - 2014).

India is a land of various ethnic, multicultural, multi religious and various indigenous people. Most backward and marginalized section are considered to be the tribal community, though they share only 8.6% of the total population (2001 census) which means India is home to more than 10.2 crore tribal people, which makes her the largest tribal populated country in the world. It is quite evident that tribal's fail to keep up the pace in every sphere of life in comparison to non tribal communities. Now it is a fact that India cannot reach its goal of "development for all" without the development of its 10.2 crore tribal people. And education is considered to be the most important means to enhance potentiality of subaltern class and literacy can cultivate and make them dexterous and transform them from a mere human being to a resourceful person, so they can easily develop their internal quality by themselves and easily overcome the barrier of their day to day life. Government should ensure that this marginalized section enjoys the nectar of economic and social prosperity. The government has taken several programs to promote education among tribals. Even the framers of the Indian Constitution considered the situation of the tribal's of our country and laid down several provisions for uplift of their social, economic and educational condition.(Bhasin, 2007)

**Significance of the Study:** India is the second populous country in the world with 6.77 Crores of tribal population. Most of the tribal people are poor, illiterate and inhibited in inaccessible forests and hilly areas. They lag behind in all spheres of life in comparison with other sections of the population. The government of India has launched a number of schemes for the promotion of education and welfare among the tribes. In Spite of these efforts the Rate of Literacy has not been improved. In Case of the Primitive Tribes it is very poor and among Women it is very Low. Literacy is the key for socioeconomic development of any section or region. Keeping this in view, the Present study was conducted to identify the Problems in Promotion Tribal Women Especially in case of tribal women's and to Suggest Suitable Strategies. In this regard the present study is significant enough.

**Objectives:** The present study has been undertaken to fulfill the following objectives-

- To know about the educational status of tribal girls.
- To know about the problems tribal women education in post independent period.
- To study the govt. initiatives taken for the educational development of the tribal girls.

**Educational status of Scheduled Tribes:**

Literacy rate is one of the most popular and important way to measure the percentage of literates among the population. Here we discuss the literacy rate of the tribal people and compare to national literacy rate and analyze the gap between all social group and the tribal community since independence.

Comparative literacy rate of scheduled tribes and total population (in percent)						
Census	1961	1971	1981	1991	2001	2011
All social groups	28.3	34.45	43.57	52.21	64.84	72.99
STs	8.53	11.30	16.35	29.60	47.10	58.96
Gap	19.77	18.15	19.88	21.61	18.28	14.03

Source Statistic of school education – 2010-2011

From 1961 to 2011, the literacy rate of Scheduled Tribes and the overall literacy rate of India both rose significantly. However, the disparity between the two groups remained alarmingly large at 14.03 in 2011. Various government programmes, including increased funding for education and new strategies, have made it easier and more attractive for children from all walks of life to register in schools since independence.

**Table: 2 Enrollment status**

Gross enrollment Ratio		
Class	ST	All Categories
Class-I-V	137	116
Class-VI-VIII	88.9	85.5
Class-IX-X	53.3	65
Class-XI-XII	28.8	39.3

Source: Statistic of school education –2010-2011

The enrollment statistics for ST are not very encouraging, according to the Statistic of School Education 2010–2011. It is evident from the data analysis that the dropout propensity begins in class VIII and continues beyond. Currently, there is a disparity of up to 11.7 grades between ST and the rest of India. Presently, a precipitous decline in GER is really noteworthy. Additionally, there is no chance beyond the matriculation level. Compared to the national average, it is 10.5 points lower. We can state, however, that things are looking up in the primary grades (I–V), where the GER of ST students is much higher than the national average. It is imperative that the government prioritise the enrollment of ST kids in junior high and high school as part of its education programme.

### **Problems for Tribal Girls' Education:**

**Medium of Language:** Language is one of the importance constraints of tribal children which prevents them access to education.

**The Location of the Village:** The physical barriers create a hindrance for the children of a tribal village to attend the school in neighboring village.

**Economic Condition:** The economic condition of tribal people is so poor that they do not desire to spare their children.

**Attitude if the Parent:** As education does not yield any immediate economic return, the tribal parent prefer engage their children.

**Poverty:** Poverty is a common phenomenon among the tribal girl child. The parent cannot afford to get their children education beyond the primary level.

**Lack of Facility:** The parents are indifferent or unable to provide necessary facility for the children peaceful education.

**Child Marriage:** Thus the practice of early marriage hampers the education of the girl children and even also of the male children.

**Shortage of efficient teachers:** Long ago, very few tribal boys and girls attended school due to a lack of qualified educators and insufficient infrastructure in the majority of tribal schools. There are several causes of this waste. Both boys and girls can help out on the family farm by the time they're ten or twelve years old, but many Gond parents aren't willing to let their kids labour for free, especially if they notice that the schools aren't good and that instructors miss a lot of days. (Chatterjee, 2014)

### **Govt. Initiatives for Tribal Educational Development in Post Independent Era:**

**Post- Matric Scholarship for Scheduled Tribe Students:** This scheme was introduced to encourage the ST students pursuing Post–Matriculation, in professional, technical as well as non-professional courses in various recognized institution by providing them financial support. Students having family income not more than Rs.1,0800 per year, are entitled for this scheme. This scheme is in operation since 1944-1945, and implemented by state government and UTs administration with 100% central assistance.(Rani, et.al., 2011)

**Hostel for ST students girls' and boys':** A plan for providing hostel accommodation for ST girls" was started during third five years plan period and for the boys" this programme was launched in 1989-1990 and both these schemes merged in 10th five year plan. Aim of this scheme is to facilitate hostel accommodation to the peripheral ST students who are unable to pursue their education due to their financial condition and location of their residence.

**Vocational Training Center in Tribal Areas:** Aim of this scheme is to develop the skill of ST students depending on their qualification and present market trends. This vocational training would enable them to get suitable employment or enable them to become self sufficient.

**Scheme of Top Class Education for ST Students:** A scheme of scholarship was introduced by Ministry of Tribal affairs in 2007-2008 to encourage brilliant students of tribal community for continuing their study at degree or post-degree level.

**Ashram School in Tribal Sub-Plan Area:** This scheme was started in 1990-1991 with a view to provide education with residential facility to ST students.

**Opportunities and Challenges of Tribal Women Education:** In order to undertake the developmental duties, an educational system should produce a new work ethic culture and a diverse pool of young, bright, skilled, and well-equipped individuals. Its goal is to better prepare people to meet the challenges of a world that is constantly evolving. A population's standing is defined by its literacy rate, educational attainment, income level, and nutritional status. Women in tribal communities make up almost half of the population; they are also known to be the hardest workers and the ones responsible for running the household and its finances. According to reports, there is a strong correlation between health and illiteracy in both tribal and non-tribal populations. More women than men are illiterate across all socioeconomic groups. Their presence in the school, lower enrollment rate, and poorer literacy rate are all indicative of this. At the "conjunction of position a woman occupies as a worker, student, wife, mother5... of the power and prestige attached to these positions, and of the right and duties she is expected to exercise," women's standing is described by the United Nations. Economic standing and empowerment always go hand in hand, and education provides individuals the ability to make their own decisions. For two days, the indigenous women's society hopes for a bright future for them. Their greatest fear is that their children will endure the same hardships that they have. (Mahajan, 2012)

For their children, they want access to quality schools and jobs. Progress in women's and children's education, access to all forms of infrastructure, and the ability to make informed decisions in all critical areas is commendable in a state like Gujarat. To safeguard the scheduled tribal people from social injustice and exploitation, the Indian government must prioritise their economic and educational needs, according to an article of the country's constitution. Many indigenous women have dropped out of school at various points in their lives; thus, there is an urgent need to provide opportunities for these women so that they may develop the leadership skills necessary to achieve economic independence and social change. (Oraw, & Toppo, 2

## **RECOMMENDATIONS:**

**Honing Communication Skills:** The tribal women need to focus upon honing of communication skills. The communication skills are regarded as the key in acquiring education, achieving personal and professional goals and bringing about improvements in one's overall quality of lives. When the tribal women are focusing upon honing communication skills, there are various aspects that need to be taken into account, i.e. making use of polite language and decent words, treating others with respect and courtesy, providing accurate information and implementing the traits of morality and ethics. (Statistics of School Children,2010-2011)

**Alleviating conditions of Poverty and Backwardness:** The tribal individuals are residing in the conditions of poverty and backwardness. The conditions of poverty are characterized by scarcity of financial as well as material resources. Whereas, the conditions of backwardness are characterized by seclusion and unawareness in terms of various aspects. When the tribal individuals are to acquire good-quality education, they need financial resources. The financial resources need to be spend on stationary, technology, bags, transportation and so forth.

**Generating information among Girls regarding Significance of Education:** In tribal communities, it is of utmost significance for the individuals to generate information among girls regarding significance of education. In this case, emphasis is put upon making provision of information among girls, regarding how education will prove to be efficacious and worthwhile to them. When the tribal women will recognize the meaning and significance of education, they aspire to acquire good-quality education, promote better livelihoods opportunities and enhance their overall personality traits.

**Providing Equal Rights and Opportunities to Girls:** The girls need to be provided with equal rights and opportunities. They should be encouraged towards acquisition of education and participation in other tasks and activities. The tribal individuals need to bring about changes in their viewpoints in terms of girls and women. They need to understand that girls can also render a significant contribution in promoting well-being of their families and communities.

**Inculcating the traits of Diligence, Resourcefulness and Conscientiousness:** Acquisition of education is not a manageable task. The individuals need to put into operation and abide by certain norms, values, rules and laws that are necessary to acquire education. The individuals are required to experience number of problems and challenges within the course of acquisition of education. Through inculcating the traits of diligence, resourcefulness and conscientiousness, they are able to provide solutions to their problems and achieve academic goals. In educational institutions at all levels, within the course of learning and understanding academic subjects and lesson plans, there are number of tasks and activities, which they need to put into operation.

**Conclusion** Tribal women are less likely to have completed high school than non-tribal women for a number of reasons. There is a complex web of interconnected problems affecting girls and women in India, particularly tribal girls. All of the aforementioned factors make it very difficult to educate women in indigenous communities. Yadappanavar (2003) wrote: With the help of education, tribal women can break free of societal norms and patterns that limit their economic independence, unite in strong groups to assess their living conditions, learn about their rights and responsibilities, and ultimately play an active role in society's and women's progress.

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