

# EDUCATIONL STATUS OF TRIBEL WOMEN

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## Abstract

*Education system should make an individual better suited to the needs of the ever changing dynamic world. The changes in the educational system should also reduce the social gaps by enabling proper recognition to whatever extent one is able to pursue or acquire a skill. The tribal community all over India has been subjected to various forms of deprivation such as alienation from land and other resources. Especially the tribal women though they are away from the main stream of national life, but they are not kept away from the impact of socio – economic changes effecting the society in general. In this process of change, the tribal woman is forced to adhere to certain norms which may even take away her freedom, her control over the traditional productive system, her house, family and children and even her own life. The fact remains that a large number of tribal women have missed education at different stages and in order to empower them there is a great need of providing opportunities so as to enable them to assume leadership qualities for economic self-reliance and even social transformation However in order to develop and raise their level of aspiration, adequate educational opportunities are to be provided so that they get motivated to participate, support and also ultimately learn to initiate their own programs of development. Therefore, in this paper an attempt has been made to analyze the present status of educational facilities availed by tribal girls and women.*

**Keywords-** Tribal Development, Socialization, Skill Training, Social gap, Functional Literacy

## Introduction

Tribal have traditionally lived in about 15% of the country's geographical areas, mainly forests, hills and undulating inaccessible terrain in plateau areas, rich in natural resources. They have lived as isolated entities for centuries, largely untouched by the society around them. This seclusion has been responsible for the slower growth, dissimilar pattern of their socio-economic and cultural development and inability to negotiate and cope with the consequences of their involuntary integration into mainstream society and economy Tribal continue to be socio-economically backward.

## Status of tribel women

The status of women in a society is a significant reflection of the level of social justice in that society. Women's status is often described in terms of their level of income, employment, education, health and fertility as well as their roles within the family, the community and society. In tribal communities, the role of women is substantial and crucial. They constitute about half the total population but in tribal society women are more important than in other social groups, because they work harder and the family economy and management depends on them. Even after industrialization and the resultant commercialization swamped the tribal

economy, women continued to play a significant role. However, tribal women face problems and challenges in getting a sustainable livelihood and a decent life due to environmental degradation and the interference of outsiders. The strategy for tribal development, and specially women, needs improvement, betterment, development and upliftment to affect their empowerment. Tribal women have adjusted themselves to live a traditional life style in the local environment and follow occupations based on natural resources.

### Overview of tribal women's education

India is the second populous country in the world with 6.77 cores 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. This paper presents the literacy scenario among the tribes, review of studies related to tribal education, objectives, and methodology etc. of the study. The socioeconomic and cultural background of the tribes and cultural background of the tribes are presented in the paper and describes the socioeconomic profile of the heads of the families.

### Schemes for Promotion of Education

There are several centrally sponsored schemes for this purpose:

- i) Free Education: The SC children are exempted from payment of any tuition fee for Entire education right up to the university level.
- ii) Free textbooks etc.: At the elementary stage, they are entitled for free text books and Learning materials.
- iii) Free Mid-day meals: Under the new schemes, all children in primary schools are Covered under free midday meal program, which covers the SC children?
- iv) Free Uniforms: There is a scheme of providing two sets of free uniforms to the children belonging to SC in elementary schools

#### National policies

- Priority will be accorded to opening primary schools in tribal areas.
- There is need to develop curricula and devise instructional material in tribal language at the initial stages with arrangements for switchover to regional languages.
- Promising ST youths will be encouraged to take up teaching in tribal areas.
- Ashram schools/residential schools will be established on a large scale in tribal areas.
- Incentive schemes will be formulated for the STs, keeping in view their special needs and lifestyle.

#### Problems of tribels education

This review clearly underlines that in spite of constitutional guarantees and persistent efforts, tribal communities continue to lag behind the general population in education. The reasons

for this can be categorized as external, internal, and socio-economic and psychological. The external constraints are related to problems and difficulties at levels of policy, planning, implementation, and administration. Internal constraints refer to problems associated with the school system, content, curriculum, medium of instruction, pedagogy, academic supervision, monitoring, and teacher-related problems. The third set of problems relates to social, economic, and cultural background of tribal's and psychological problems of first-generation learners.

### **Factors affecting Tribal Education**

**Attitude of Other Students:** Attitude of other student is one of the important factors for the promotion of tribal student's higher education i.e., environment factor is one of the crucial factors for the development. The negative attitude we can reflected in university and other higher educational Centre mainly located in big cities.

**Social Factors:** Formal education has not been necessary for the members of tribal societies to discharge their social obligations. Hence they should be prepared to accept education and it should be presented to them in such a way as to cut the barriers of superstition and prejudice. There is still a widespread feeling among the tribal' that education makes their boys defiant and insolent and alienates them from the rest of their society, while the girls turn modern or go astray.

**Economic Factors:** Some economic factors too are responsible for lack of interest shown by the tribal people in getting education. Since most of the tribal people are living in poverty, it is not easy for most of them to send their children to schools.

**Lack of Interest in Formal Education:** In many states tribal children are taught through the same books which form the curriculum of non-tribal children of the urban and rural areas of the rest of the state. Obviously, the content of such books rarely appeals to the tribal children who come from different cultural backgrounds. Under the traditional tribal set up a child enters adulthood with confidence. The simple skill of reading and writing acquired in an over formal school is no match for this. We cannot afford to push him back to his environment naked. Therefore, a curriculum should be framed in the welfare of tribal people. A scheme is to be worked out through which the school children will be able to link up the school and the teacher with their parents and the tribal activities

**Suitable Teachers:** Lack of suitable teachers is one of the major reasons for the slow growth of education in tribal areas. Most of the teachers employed for imparting education to the tribal children show little appreciation of tribal way of life and value system. Scheduled Areas and Scheduled Tribes Commission's report says that a teacher in the tribal areas must have a thorough knowledge of tribal life and culture. He must speak tribal language.

**Lack of Facilities:** One of the major problems in tribal education is that of language. Most of the states impart education to tribal and non-tribal children alike through the medium of the regional language, which makes the education uninteresting and also hurts tribal sentiments.

**Environment of family:** Surrounding or environments is one of the importance factors influences. Most of the tribal parents are agricultures and labor's; they have little knowledge relating to modern world and modern environment. Their environment narrows that created narrow mentality. And most of tribal fathers are addicts to alcoholic and other beverage items that creating some problem in mentally and economically end result students will fail exams.

**Communication:** Communication one of the key factor affecting the development of tribal education. For understanding tribal language very difficult generally in the case of society and particularly in teachers so the students facing problem for discussing their doubt with teachers So their doubt continuing and automatically tribal students became the last in the class.

**Cooperation from Stake Holders:** Cooperation is essentials for promoting education in the case of tribal students. Their funds are flowing a number of persons hand and at last that amount will get students hands. The delay of funds creating problem, so the respective authorities need to be responsible for providing funds at right time at right hand

### Conclusion

The spread of education among the ST during the last four decade has been quite uneven. Ignorant and illiteracy among tribal should be minimized and rooted out, by providing proper education and awareness programs Government should make available adequate grants for education of tribal. To improve the educational and economic status of the tribal, opportunities for basic and adult education with training leading to better employment should be provided. Hostel facilities to tribal students should be surveyed and improved. Tribal welfare department may design and launch new programs to generate employment opportunities for tribal's The Director of Employment and Training may provide effective career guidance service to the tribal students so as to help them to make a self-assessment of these abilities, aptitudes and plan for the career. Ensuring of high quality education to tribal students. Pre-primary education and residential education will be strengthened further. The existing tuition scheme will be modified to cater to the needs of all tribal students. Programs for assisting dropouts and improving enrolment will be formulated.

### Result

Education is the most effective instrument for ensuring equality of opportunity; keeping in view of this assumption the Government has been making several efforts to education by extending special educational facilities and reservation of seat in educational institutions. But the development of education is one of the important problems in the case of tribals. For solving that problem I like to express some suggestions.

- 1 Proper awareness campaign should be organized to create the awareness and the importance of education.
- 2 Educated tribal youth should be recruited as a teacher and posted in tribal areas.
- 3 The attitude of the tribal parents toward education should be improved through proper counseling and guidance.
- 4 Teacher buildup and maintain close relationship for the development of tribal students.
- 5 Vocational institutes should be implemented for the tribal students for creation of new avenues.
- 6 Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, days of the school and attendance registers.
- 7 Establish separate residential school for each districts and extended up to PG level.
- 8 Residential facilities with all amenities should be provided to teachers and other staffs.

9 Merits scholarship, attendance scholarship, and more incentives in the form of grant allocated to uniform, books, learning materials, midday meals, supply of sports equipment's.

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