
THE TRIBAL EDUCATION OF WOMEN IN INDIA STATUS, CHALLENGES, AND ISSUES.

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ABSTRACT

The tribal communities are found throughout the country. They are primarily residing in Hilly and mountainous regions. The women in India, who were reserved in ancient India but were the most neglected lots decades ago, have now receiving increased attention tribal society is for behind in education and in raising their social and economic status and thus integration them in the so –called men dominated world of today. Most of the population in in tribal areas is backward due to the co-relation and least adoption of educational technology. The tribal societies are closed and isolated society living in compact groups. In tribal communities, the system of education is not a well-developed state. Though they have recognized the significant of education and are migrating to urban communities to pursue education. There is a need to formulate measure and programs that are necessary to bring about improvement in tribal education. In tribal education, there is a need to bring about improvements in teaching-learning methods, infrastructure, facilities, amenities, and overall environmental conditions of the educational institutions.

The tribal societies are closed and isolated society living in compact groups when this tribal groups are considered in case of educational field, the national average literacy rate in educational development among tribes in 72% among which the highest literacy rate of tribes is 90% in Mizoram. Male literacy rate 99% and female literacy is 97% and in Rajasthan literacy rate is 52%.

The economic co-relation and expectations from formal education have been correctly delimited to urban areas while the extension of formal education to rural areas in expected to continue to provide coverage to ensure universal literacy and formal education.

In India the government crated so many policies and plans of education and development for tribal woman's but there are so many problems also occurred to implement these policies.

KEYWORDS: Community, Tribal Education, Challenges, Literacy rate, Learning Materials,.

INTRODUCTION

India is the second populous country in the world with 10.45 (1045million) crores of tribal population. Most of the Tribal people are poor, illiterate and inhibited in inaccessible forest and hilly areas.

Based on 2011 census data, the scheduled tribe (ST) population is projected to reach approximately 128.6 million. India has a scheduled tribe (ST) 128.6 million by 2025. 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 woman 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 article presents the literacy scenario among the tribes reviews of studies related to tribal education, objectives, and methodology etc. of the study. The developmental programmes implemented for the tribal population of India and strategies for the promotion of literacy among tribal woman. Suggestions and need based education in the provision of India constitutions are drawn time to time in order strengthen the need based education specific to tribal education system of India.

Education from elementary level to technical higher education can able to bring the world to a single platform where competency and individual potentiality give the north of living the judicial system in most of our countries lacks the needed independence and fairness. Most governments in our part of the world have monopolised state press and electronic media, and deciding on which news items is to be published aired or not. They are never seen as alternative future government but as political enemies. Due to the high cost of education, poverty and lack of materials and (school) structures, our cities are full of street children, who end their day sleeping on verandahs and kiosks, not knowing where the next meal will come from.

The status of tribal women's education

Women's education in India has seen significant progress, with female literacy rate reaching approximately 91.95% by 2021 and female enrollment in higher education rising to over 2

million. While primary education enrollment is strong, challenges like early dropouts, safety, and infrastructure barriers persist, particularly in rural areas, hindering higher education access.

There is relatively egalitarian aspect to the gender relations in tribal society with the tribal women enjoying a greater social status in comparison to the non-tribal Indian women owing to their hard work, in some cases harder than the men; the tribal women have gained a greater freedom and more self-expression. The onset of various governmental and non-governmental initiatives and development programmes, a number of economic changes are leaving noticed to affect the men and women, but on a different scale. With regards to control over resources the tribal women enjoy a greater social status, which leads to their active participation and power of discussion-making in the areas of land utilization, agriculture and also powers over flow in a tribal economy.

Schemes for promotion of education

There are several schemes for this purpose:

- ❖ Free education: The SC children are exempted from payment of any tuition fee for entire education right up to the University level.
- ❖ Free textbook etc: At the elementary stage, they are entitled for free text book and learning materials.
- ❖ Free mid-day meals: Under the new scheme, all children in primary school are covered under free mid-day meal programme, which covers the SC children.
- ❖ Free Uniform: There is a scheme of providing two sets of free uniforms to the children to belonging to SC in elementary schools.
- ❖ Stipends: The SC children are entitled to stipends at varying scales at different stages of education.

Education of scheduled tribe children

Scheduled tribes constitute the statutorily weaker section of society and form a distinct target group under the existing patters of planning Due to determined efforts of the government at the central and state levels, the Gross Enrolment Ratio (GER) of ST children has increased considerably at elementary levels of education, even more as compared to their non-tribal counterparts, e.g. the (GER) of ST children at primary stage is 137 as against 116 of their non-tribal counterparts The corresponding figures for Upper Primary stage are 88.9 as against 85.5, and for elementary stage are 119.7 as against 104.3 (Statistics for School Education

2010-2011), Thus, the participation of these children is now more or less in proportion to their share in population at the elementary school level. Dropouts, though declining over years, are significantly large at this level the dropout rate of ST children at primary school level is 35.6% at against 27% of their non-tribal counterparts

Educational issues and concerns

The situation of education of tribal children is related to the quality of education in general, and not solely to being tribal. Of course being a tribal also means that most of the time they are also poor; they live in areas where the provision of education is very weak. So the situation is not only because they are tribal but because of various inter-related issues. Empirical evidence suggests that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools; and their low achievement levels are attributed to school-related variables as would apply to non-tribal students (Gautam, 2003, Reported in Bagai and Nundy, 2009, p.11). Poor performance of tribal students and the below average situation of primary education in tribal areas is driven by inter-related factors, which can broadly be grouped in to internal factors; and external factors.

Challenges Experienced by Tribal Students in Acquisition of Education

The major challenges that are experienced by tribal students in acquisition of education have been stated as follows:

Financial Problems - Finances are regarded to be of utmost significance within the Course of implementation of various tasks and activities. Within the course of acquisition of education, financial problems are regarded as major barriers. The tribal communities are regarded as poverty stricken and most exploited (Mukherjee, 2009). In acquisition of education, the individuals are required to meet number of expenses. These are related to obtaining textbooks, stationary items, uniforms, bags, transportation costs and learning materials. The tribal individuals are usually residing in the conditions of poverty and backwardness. Agriculture, hunting and fishing are their primary occupations. Income generated is used to sustain their living conditions. Therefore, due to financial problems, the parents encourage their children to get engaged in income-generating activities. In this manner, as a result of financial problems, the tribal students experience challenges within the course of acquisition of education.

Management of Household Responsibilities - In tribal communities, the children are usually involved in the management of household responsibilities. They assist their parents in various household chores. The girls are the ones, who are contributing a significant part in the management of household responsibilities. These include, fetching water, cleaning, washing, preparation of meals, rearing of livestock and looking after younger siblings. The other activities in which, children are encouraged to participate are, agricultural activities and collection of forest products. The tribal communities are dependent upon the environmental conditions to a major extent. They collect medicinal herbs from the forests to treat their illnesses and health problems. The other activities that they are engaged in include, hunting, gathering, fishing and so forth. They encourage their children to collect wood from the forests to light their stoves for preparation of meals. Therefore, when children are encouraged to participate in management of household responsibilities, they are unable to attend schools

Less Parental Support in Academic Learning - Within the course of academic learning, students need support and assistance from not only individuals within schools, such as, teachers and fellow students, but also parents. In the completion of homework assignments and in preparing students for tests or exams, parents render a significant contribution. It is the responsibility of the parents to ensure that their children do not experience any problems or challenges within the course of attainment of academic goals. In tribal communities, the support of parents is negligible. Research has indicated that they usually recognize the significance of education and aspire to get their children enrolled in schools. But due to lack of literacy skills, they are unable to support their children in academic learning. The tribal children are unable to acquire support from their parents in the implementation of academic assignments. This is regarded as one of the major challenges within the course of acquisition of education.

Low Levels of Motivation - It is essential for students to possess interest, enthusiasm and high levels of motivation, particularly within the course of attainment of academic goals. Tribal students usually possess low levels of motivation (Rani, 2007). The primary causes are, lack of efficient understanding of academic concepts, learning disabilities, unavailability of learning materials, lack of infrastructure and other facilities and lack of support from parents, particularly in academic learning. In other words, they lack the sources that are essential in achieving academic goals. When they are unable to understand academic concepts, it is apparent that they are unable to generate good outcomes in assignments or tests. As a result of setbacks, they experience low levels of motivation. Low levels of

motivation are regarded as the major impediments within the course of achievement of academic goals. As a consequence, the students either experience low academic performance or drop out from schools, before their educational skills are honed

Language and Culture Differences- Language and culture are regarded as significant barriers that tribal students experience within the course of acquisition of education (Rani, 2007). They have their own cultures, traditions, norms, values and principles, upon which their livelihood opportunities are based. Furthermore, they also speak different languages. Research has indicated that due to differences in language, they experience problems in establishing effective communication terms with teachers as well as fellow students. These differences also become major impediments within the course of understanding academic concepts and achievement of goals and objectives. It is apparent that when students will experience problems and challenges in communicating with other individuals, then certainly they would be unable to understand the concepts. On the other hand, due to differences in cultures, they are unable to adapt to other cultures, norms and principles. Therefore, these factors prove to be major barriers within the course of acquisition of education

Unsatisfactory Teaching-Learning Methods - In schools in tribal communities, the teaching-learning methods are either not adequately available or the ones that are utilized are not in accordance to the academic requirements of students. It is apparent that when adequate teaching-learning methods would not be put into practice, then certainly students will experience problems within the course of acquisition of academic concepts. The major factors that lead to unsatisfactory teaching-learning methods are, the curriculum content is inappropriate and medium of instruction takes place in language, which is not known to the tribal children. In this manner, a social distance is established between the teachers and students. The teachers are unable to understand the academic requirements of the students and students too are unable to communicate effectively with the teachers in terms of their problems and concerns. Therefore, it is necessary to put into operation the teaching-learning methods in accordance to the needs and requirements of students.

Lack of Facilities and Amenities - In tribal schools, there are lack of facilities and amenities. The major facilities that are necessary to enhance the system of education are, appropriate teaching-learning materials, technologies, furniture, heating and cooling equipment in accordance to the weather conditions, clean drinking water, restrooms, library facilities, laboratory facilities, playgrounds, extra-curricular and creative activities and other materials that are essential to carry out the job duties in an appropriate manner. These

facilities and amenities are not in a well-developed state in tribal schools. Hence, this has proved to be a major challenge within the course of acquisition of education. Research has indicated that due to lack of facilities and amenities, all members of the schools, teachers, staff members and students experience problems within the course of implementation of job duties. The students are unable to concentrate upon their studies and receive unsatisfactory academic outcomes. As a result, there is an increase in the drop-out rate of students as well.

Lack of Learning Materials- Learning materials are regarded to be of utmost significance to acquire understanding of academic concepts and achieve academic goals. They are the ones that impart knowledge and information among students regarding various aspects and concepts. These include, textbooks, technologies, internet, diagrams, charts, models, posters and other reading materials. The tribal students experience lack of learning materials. Due to their conditions of poverty and lack of financial resources, they are unable to obtain sufficient learning materials. Research has indicated that when they are to work on an assignment and do not have proper learning materials, they experience problems and challenges within the course of acquisition of education. Hence, it is essential for the students to obtain satisfactory learning materials. It is the job duty of the school authorities to ensure that libraries are well-equipped with books, learning materials and technologies and laboratories too should contain proper equipment. These are vital to promote student learning in a well-organized manner.

Participation in Income-Generating Activities- The tribal communities normally are residing in the conditions of poverty and backwardness. They have the major objective of generating income for sustaining their living conditions in an appropriate manner. The primary income-generating activities that tribal communities are engaged in are, agriculture and farming practices and production of food items, handicrafts, artworks and so forth. The individuals usually encourage their children to participate in income-generating activities. The children, particularly girls are encouraged to assist their parents in the agricultural sector, farming practices and production processes. After the completion of production processes, the individuals have to market their products. Therefore, in most cases, children both girls and boys are encouraged to migrate to even other regions and cities to market their products. They need to generate awareness in terms of marketing strategies and demand of products. Hence, when children are required to assist their parents in income-generating activities, they experience challenges within the course of acquisition of education.

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- More allocation of funds and opening of schools do not go far in providing education to the tribal. 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. Since some of their educated boys felt alienated and cut off their bonds with their families and villages after getting education and good employment. Some of the tribal groups vehemently oppose the spread of education in their midst. Besides, some of their superstitions and myths also play their part. Some tribal groups believe that their gods shall be angry if they send their children to schools run by "outsiders.

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. He knows his environment thoroughly, knows how to construct his own house, cultivate his field, weave his cloth; in short he acquires all the skills to lead a reasonably comfortable life within the limitations of his culture. 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. Certain tribal activities like agriculture, dancing, hunting, tribal games and archery must be allowed to find fullest expression in the extra-curricular activities of the school, thus providing some continuity of the traditional values and forms of organization. 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. The school has to

act as a centre of dispersal of simple technical know-how beyond the skills of reading and writing to become an effective agent of social change. This student-teacher-parent continuum should be able to generate a congenial atmosphere, so that the broad purpose of education, which is to enable an average citizen to comprehend the social, political, economic and other processes and forces around him, is fully served.

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. They approach tribal people with a sense of superiority and treat them as 'savage and uncivilized and hence fail to establish proper rapport with their students. The 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. Only so can he be in a position to act as a friend, philosopher and guide to the tribal people. Actually the gulf between teachers and taught can be best reduced by appointing teachers from the tribal community itself or a separate cadre of teachers for tribal areas, with some inducements, should be created to serve the educational needs of the tribal society.

Lack of Facilities-One of the major problems in tribal education is that of language. Most of the tribal languages and dialects are in the most rudimentary stage and there is hardly any written literature. 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.

Number of teachers- Most of the primary schools run in the tribal areas are "Single teacher-managed whose presence in the school is more an exception than a rule". The enthusiasm of tribal people in the education of their children also depends considerably on the timing of school hours in different seasons. It should not clash with their important socio-economic activities.

To many observers of the situation, the problem of education in tribal areas is the problem of wastage. It is not that wastage and stagnation are peculiar to the tribal communities alone but the extent of wastage is much larger in their case. The problem of Absenteeism is a serious one in tribal areas. One sees a large number of students on the rolls but the actual attendance is really low, and the number of students passing out at the final examination is even lower. The real problem is to create such economic conditions as could be conducive to the students developing sufficient interest in their studies. Education being the most effective instrument

of empowering the Socially Disadvantaged groups, all out efforts should be made to improve the educational status of these groups, especially that of the women and the Girl Child. In fact, the educational backwardness, prevalent amongst these people, necessitates an added thrust on their education, training and skill up gradation, as it will bring forth not only social empowerment but also economic empowerment.

Environment of family: Surrounding or environments is one of the importance factors influence for the development of a person generally and particularly in educational development. Most of the tribal parents are agricultures and labours; 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. Due to isolation tribal facing problem for expressing modern and regional languages. 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. And at last but not least the success of tribal education is completed only after getting the cooperation and help from their classmates.

CONCLUSION

Education is regarded as an important instrument that needs to be acquired by all individuals, belonging to various communities, categories and backgrounds. Tribal communities are the communities that are residing in hilly and mountainous regions. They are engaged in agriculture, hunting and fishing for the sustenance of their livelihoods. The system of education in tribal communities is not in a well-developed state. The members of the schools are required to experience number of problems and challenges within the course of implementation of their job duties. The major challenges that are experienced by tribal students in acquisition of education are, financial problems, management of household

responsibilities, less parental support in academic learning, low levels of motivation, language and culture differences, unsatisfactory teaching-learning methods, lack of facilities and amenities, lack of learning materials, participation in income-generating activities, and health problems. Programs and policies have been initiated by the Government of India to bring about changes and developments in the system of tribal education.

Apart from the introduction of programs and schemes, such as, Right to Education Act in 2009, there are formulation of other measures as well to enhance the system of tribal education. These are, making provision of financial assistance, utilising appropriate teaching-learning methods, utilising appropriate teaching-learning materials, provision of infrastructure and amenities, overcoming shortage of teachers, promoting extra-curricular and creative activities, organization of workshops, organization of events and competitions, promoting means of transportation and formation of amiable environmental conditions. These aspects are regarded as indispensable in leading to enrichment of the overall system of tribal education, and in facilitating the achievement of professional and personal goals for all members of the schools. It is crucial for the principals, teachers and other staff members within the schools and the community leaders to pay adequate attention towards development of the system of tribal education to promote well-being of the individuals, communities and the nation.

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