



ISSN: 2249-894X
IMPACT FACTOR : 5.7631(UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019



A STUDY ON TRIBAL WOMEN EDUCATION AND DEVELOPMENT

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ABSTRACT:

After Independence, India faced massive challenges in the economic front. Centuries of colonial rule had drained out its productive resources with huge unemployment and disguised unemployment. The subsistence agriculture often battered by floods and droughts could barely hold up an ever-growing population. As is well known tribals have distinct cultures, social practices, social and political institutions and they have been subjected to massive exploitation and discrimination during the colonial rule. The tribal life is integrated to local ecology, forests, rivers, soil and wildlife, which are treated as 'common property' and they rarely go for

the 'rifle deed', a common practice in the plains.

It is important to underscore that large number of tribals have hardly benefited from the democratic development process, in which the country takes pride. It is reflected in any indicators of development, be it education, health, nutrition, income or participation in the government

This article examines the tribal education and tribal development policy in India. The promotion of tribal education needs a fresh thinking and renewed efforts in new direction. The new policy and administrative initiatives should focus on the improvement of quantity as well as quality aspects for tribal education. The tribal people in India have their own culture, and are conditioned by the eco-system. Normal development process has by passed the tribal communities. Hence the government has been implementing special schemes for their upliftment.

KEYWORDS: Women, Development, Education, empowerment.

INTRODUCTION

India stands in terms of tribal population after Africa in the world. According to the 2001 Indian Census, the population of the tribal communities in the country stands at 84.3 million and accounts for 8.27 of the total population. There are about 689 scheduled tribes speaking about 105 languages and 225 speaking subsidiary

languages. They have traditionally lived in about 15% of the nation's geographical areas, mainly forests, hills, undulating inaccessible terrain in plateau areas, rich in natural resources. They have lived as isolates entities for centuries, largely untouched by the mainstream society. This isolation was largely responsible for their Politico- Socio-Economic backwardness. 33 lakhs Tribes Lives in 1503 Villages in Telangana. Most of them are From Khammam,

Karimnagar, Adilabad. Drop Outs Percentage is Very High in this Community and These people are far Away from Development. Despite the achievements made so far, constituting around 7% (as per Census 2011) of the total population of Andhra Pradesh (AP), 35 communities officially designated as scheduled tribes (STs) are the most underprivileged sections of the society when compared to other social groups in the state

OBJECTIVES:

1. To study the education and development of tribal people.
2. To understand the various problem faced by the tribals to get education.

METHODOLOGY

The study is based on secondary data. Secondary data were collected from the books and various records, journals, magazines also due care taken to collect all the reference to the particular of study.

TRIBAL POLICY IN ANCIENT INDIA:

For centuries together, the aboriginal tribes remained in isolation, residing in the dense and interior forests with little or no interaction with other people. For the early across as a problem. As a result, they had no need for a tribal policy. There were only a few instances where the tribal communities were assimilated into early society. Evidence to this effect can be found in the rock edicts of the Mauryan ruler Asoka.

POST INDEPENDENCE PERIOD:

The Constituent Assembly acknowledged the tribal problem as an integral part of the development of Indian people as a whole. Thus, a middle path between doing too much was evolved in the post-Independence era. The Indian Government also pursued the policy of isolation, but in a slightly modified form. The partial exclusion of large tribal areas was followed up with special welfare measures. This led to separatist demands, including independent Naga state and an autonomous Jharkhand. The Advisor on tribal affairs to the Government of Assam, Verrier Elwin, recommended isolation of tribal's only in extreme cases. The declaration of a "few areas of tribal concentration as scheduled areas and tribal areas" is a reflection of the policy of partial isolation.

POLICY OF ASSIMILATION AND STRATEGY IN POST-INDEPENDENCE PERIOD:

The assimilation of the tribal people with the rest of the population is a continuous process and the cultural contact with the neighbouring population is a key component of it. The tribal groups have been exposed to various communities in different situations and locations over the years and that led to their assimilation. Some accepted the traditional Hindu way of life while others took to Christianity, Anthropologists like S C Dube (1960), Mazumdar (1962) and G S Ghure (1963) opined that this cultural contact has created a set of different types of tribals on acculturation level. G S Ghure characterized tribals as backward hindus and agreed that any attempt to isolate them from the mainstream life would be meaningless. While sections of the tribals were properly integrated in Hindu society, very large sections, in fact, the bulk of them, are rather loosely integrated. Only very small sections living in recesses of hills and forests have not been influenced by Hinduism.

PRESENT POSITION

The Launching of Tribal Sub Plan in the Fifth Five Year Plan is a watershed in the history of tribal development. Along with several economic sectors, the primary education is accorded highest priority in the sub plan strategy. It is realized that the education is a crucial input for the total development of the tribal societies particularly, for promoting self-confidence among them.

The prospective adopted for the educational development among the tribal societies in different strategies and approaches of tribal development adequately address the distinctive features of the tribal societies. The development planning and policy initiatives tried to incorporate the complexities of tribal life. Consequently, a worthwhile policy approach in the field of tribal education has been evolved.

However, the various studies conducted on the progress of tribal education in different states revealed several discouraging trends. These studies emphasize that the progress achieved so far in the tribal education is considerable, but it is not sufficient. They admit that the levels of achievement among the tribal students are very low when compared with those of non-tribal students. They have to go a

long way to reach the expected levels. The gap between the tribal and non-tribal students in achieving excellence is very wide. As a result the tribals lag far behind the general population in the field of education. The reasons for this dismal situation can be attributed to various external and internal constraints. They are related to defects in the policy and administration system and also to the socio-cultural and economic environment in which the tribals live.

Notwithstanding its crucial role, education continues to receive inadequate priority by the policy makers and planners in India. In spite of the serious efforts made by the Government during the last five decades by means of introducing a number of specific policy initiatives and huge outlays in the Five Year Plans, the goal of total literacy remains a distant reality. Apart from the low level of literacy rate there are serious discrepancies in the literacy rates across the regions and social groups. Among the social groups, the Scheduled Tribes have the lowest literacy rate.

The role of education in developing the Scheduled Tribes

The Constitution which provided certain special provisions. Article 29(1) contains safeguards for the STs. The Government of India has been implementing special schemes for the social and economic development of Scheduled Castes and Scheduled Tribes. As a result, there has been a substantial increase in the level of literacy rate among the Scheduled Tribes. During the period 1961 to 1991, the literacy rate among the STs had risen from 8.5 percent to 29.60 percent. Notwithstanding the increase, the gap in the literacy rate between them and the rest of the society has been widening. The gap between the literacy rates of STs and the rest of the population was 15.46 percent in 1961 which rose to 22.61 percent in 1991.

The literacy rate among the females of Scheduled Tribes has increased substantially from 4.85 percent in 1971 to 18.19 percent in 1991. However, the gap between the ST females and females of the general population has been widening during the same period. The gap between the females of STs and those of the total population increased from 13.84 percent in 1971 to 21.19 percent in 1991 [see table 2]. Also there are intra and inter-state differences in the literacy rates among the STs.

The tenth Plan Document revealed certain positive trends in tribal education. It said that the pace of progress of environment of both ST boys and girls at the middle and lower levels has been impressive. Particularly, the pace of progress in the case of ST girls is spectacular. The document also highlighted the fact that there has been a steady decline in the dropout rate among the students belonging to the STs category. During the period between 1990-91 and 1998-99 the dropout rate among the tribal students in classes I to V has fallen from 62.52 percent to 57.36 percent while in the case of middle and high school students the dropout rates have come down from 78.57 percent to 72.80 percent and 85.01 percent to 82.96 percent respectively. Even though the dropout rates among the Scheduled Tribe students in respect of all levels showed a declining trend, they are still alarming.

POLICY FRAME FOR TRIBAL EDUCATION

The most innovative scheme introduced by the Government for the promotion of education among the Scheduled Tribes is the establishment of residential schools in the tribal areas known as the Ashram Schools. The Ashram Schools were started in the Third Plan throughout the Scheduled Areas in the country. This is a centrally sponsored scheme aiming at providing educational facilities through the residential schools to Scheduled Tribe students. In the third Plan, another scheme of providing boarding and lodging facilities to ST students through the construction of Hostels was taken up by the State Government in the Scheduled Areas. This is also a centrally sponsored scheme but in the cost of construction of hostels in the tribal areas is equally shared by the Centre and respective State Governments.

In all the Five Year Plan periods, development of elementary education is accorded highest priority as a crucial input for the development of tribals. The planners rightly considered it as a valuable means to build self-confidence among ST students. The planners evolved a novel framework to make the system of tribal education relevant to the tribal environment. According to this framework the locally relevant contents were incorporated into the curriculum taught in the tribal Schools. Further,

emphasis is placed on the localized production of textbooks in a local dialects. Based on these policy prescriptions, several states including Andhra Pradesh, have given a different orientation to the scheme of education imparted in the Schools in the tribal areas. These States have relaxed the norms for the establishment of Ashram Schools in there tribal areas to suit the local conditions. As a result, there is a remarkable increase in the number of Ashram Schools in different States. The Tribal Sub-Plan strategy adopted in the Fifth Five Year Plan accorded equal importance to both quantitative and qualitative aspects of education in the tribal schools.

The National Education Policy adopted in 1986 also gave a special place to the development of tribal education in its policy frame. It emphasized on the:

1. Opening of more number of primary schools in the tribal areas:
2. Development of curriculum and study material languages in the initial states:
3. Establishment of Ashram/Residential Schools on a massive scale: and
4. Formulation of suitable incentive schemes to motivate the tribal students for higher education.

The NEP has also underlined the need for instruction through local dialects in the tribal schools up to a certain level.

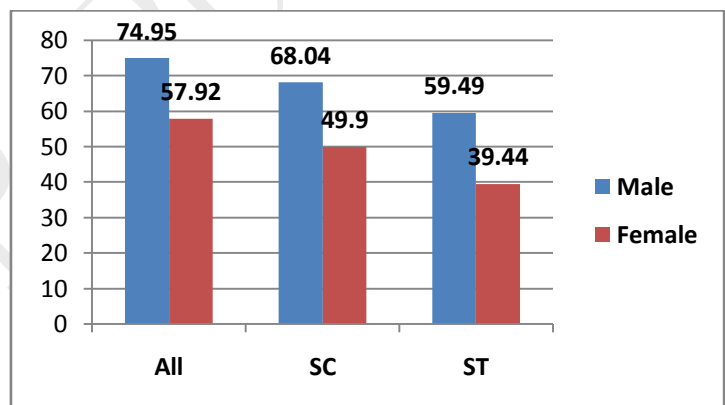
TRIBAL EDUCATION IN TELANGANA STATE

If we look in the statistical data of the any existing district of the tribes population and their access and enrollment in schools is very less when compared to the other deprived communities. This is due to many reasons among the children of the thandas.

• Literacy Rate :

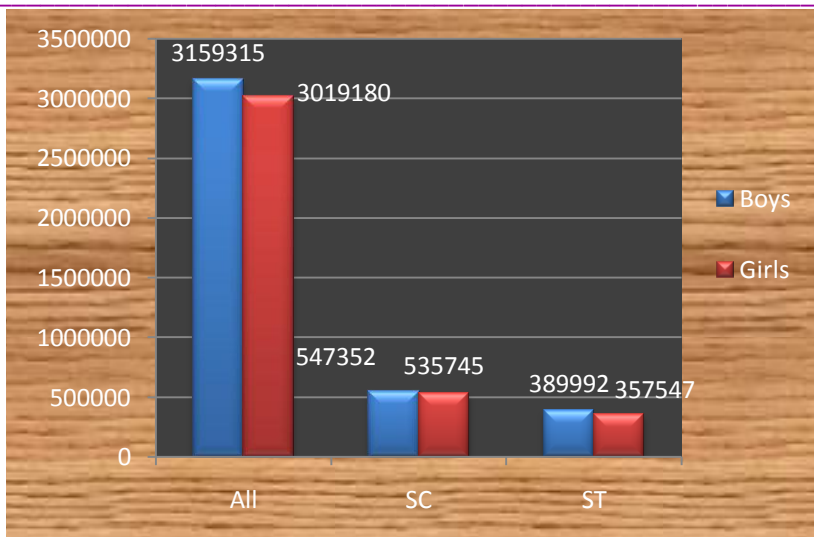
If we look into the literacy rate of 2015-2016 of the ten districts of the Telangana state among the male and female of ALL, Schedule Caste and Schedule Tribes. It is noted there is a lot of Gap among these community. The Female literacy of the tribal women is only 39.44% only in the state of Telangana during 2015-2016.

Literacy Rate of ALL, SC & ST in Telangana State - 2015-2016



• Enrollment (I to XII) 2014-2015

During the 2015-2016 enrollment rate from class I to XII in the telanagana state it is noted that the enrollment ratio among the boys and girls of the ST is very less when compared to the other communities. Further it is noted that the Girls enrollment is very low in the ST communities. This is due to many reasons like customs, traditions and culture of the tribes in the state.

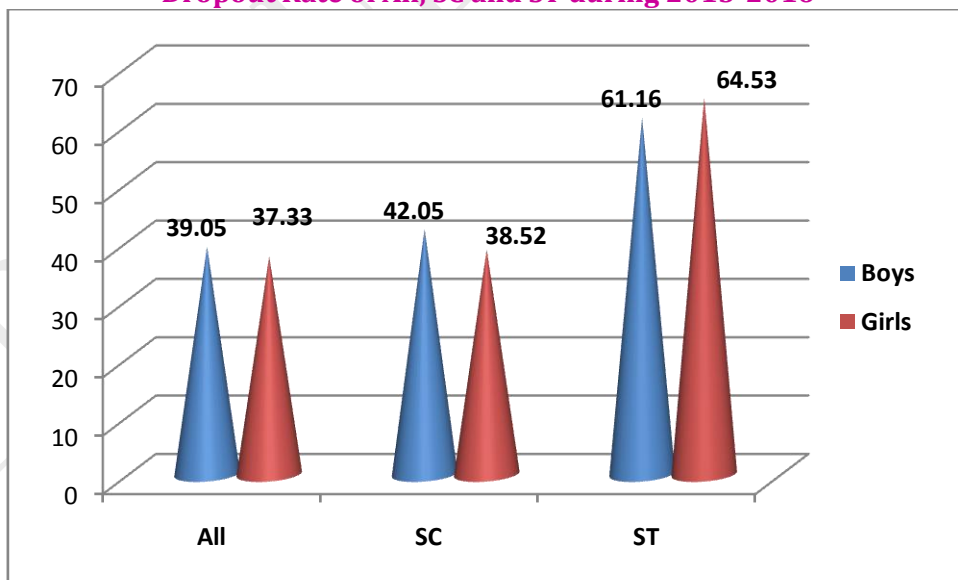


The enrollment among the ST is very low this is due to the access of schools in thandas or residing areas. The girls enrollment is very less when compared to the boys this is due to the lack of awareness among the parents of the tribal children, financial problems, taking care of the their sisters/brothers at home etc. are the major reasons for the low enrollment among girls of ST community.

Dropout Rate among STs

The rate of dropout among the boys and girls of the ST community is very high even after taking development programmes and mobilizing the parents in regard to sending them to schools. This dropout is high due to the lack of awareness among the parents who are illiterate, poor and family problems etc, The girls dropout is more among the STs in the state compared to the boys.

Dropout Rate of All, SC and ST during 2015-2016



This high dropout rate among the girls or boys of tribal community is due to the access of the schools near by, infrastructural facilities at schools, language problem and financial problems of the family are the major reasons for the high dropout among STs in the state.

MAJOR PROBLEMS FOR HIGH DROPOUTS AMONG TRIBES

These are the few major problems existing among the STs in the state which is the reason for the high dropout among the children from 5-14 years. The slow pace of progress in the sphere of tribal education is due to several constraints. The socio-cultural and economic constraints constitute the major problem. These constraints relate to the

- Tribes are facing the problem of utter poverty, peculiar traditions and customs,
- Due lack of awareness among the parents of tribes,
- lack of adequate number of schools and teacher in thanadas,
- lack of infrastructural facilities (Toilets) at schools for the students
- irrelevant and unsuitable curriculum and content which children are not understanding,
- lack of appropriate medium of instruction in the schools,
- lack of books and other reading material and so on.
- On the external side, the major constraints relate to the planning system which fails to take into consideration the peculiar environmental Conditions, cultural milieu and also the needs of the tribal societies while evolving policies and strategies for the development of education in the tribal setting. The same is the case with the preparation of various programmes and schemes initiated for promotion of tribal education.

PERSPECTIVES FOR FUTURE DEVELOPMENT OF TRIBES

The government of the Telangana state must take more initiatives towards the development of the tribes in all sectors and regions. There is a need for the development of the tribes among the fields of education, agriculture, poverty etc. Education is the basic for the overall development of the people. If proper education is imparted to them this foundation can make them to reach the heights equal to other communities.

The Government must come forward with promotion of tribal education needs a fresh thinking and renewed efforts in new direction. The new policy and administrative initiatives should focus on;

1. Recognize them equal to other communities without any difference.
2. All the sub caste of the tribes must be equally identified and given equal status
3. The improvement of quantity as well as quality aspects of tribal education
4. Redesigning of the present educational curriculum and contents a suit the local conditions and needs
5. Starting special schools to Girls with quality of education and infrastructure.
6. Revamping tribal education to make it an effective instrument for building and sustains partnership between the tribal community and rest of the society including the Government;
7. Skill development, enhancement a capacity building and teacher motivation;
8. Decentralized system a educational management for making tribal education more realistic and effective.

CONCLUSION:

As there is a increase in the population of tribes from time to time. But there is no development among these tribes in the sectors of education, poverty, unemployment etc. There is a need for development in all the sectors towards their inclusive growth. The government must take more initiatives towards their development in the rural and urban areas too. The programmes meant for tribal development need to be area – specific and culture – specific. There is a need for huge fund allotment for the development of STs and proper supervision, coordination can leads to approaches towards tribal development.

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