

SPWI JOURNAL FOR SOCIAL WELFARE

(A Multi Disciplinary Peer-Review Bi-Quarterly Research Journal)

Volume 3 Issue 4, October-December 2020

Editor

Dr. D. Suresh



SOCIETY FOR PUBLIC WELFARE AND INITIATIVES

H. No. 5-11-559, Srinagar Colony, Nainnagar,
Hanmakonda, Warangal- 506009, Telangana State (India)

Website: www.spwingo.org/www.spwijournal.com

Email: spwi.ngo.2014@gmail.com / devathasuresh@gmail.com
editor@spwijournal.com Ph: 9959026635

SPWI JOURNAL FOR SOCIAL WELFARE
(A Multi Disciplinary Peer-Review Bi-Quarterly Research Journal)
Volume 3 Issue 4, October-December 2020 RNI Title Code: TELENG/2017/74418 ISSN 2581-6322



SOCIETY FOR PUBLIC WELFARE AND INITIATIVES

H. No. 5-11-559, Srinagar Colony, Nainnagar,
Hanmakonda, Warangal- 506009, Telangana State (India)

Website: www.spwingo.org/www.spwijournal.com

Email: spwi.ngo.2014@gmail.com / devathasuresh@gmail.com
editor@spwijournal.com Ph: 9959026635

	<p style="text-align: center;">SPWI JOURNAL FOR SOCIAL WELFARE</p> <p style="text-align: center;">(A Multi Disciplinary Peer-Review Bi-Quarterly Social Science Research Journal)</p> <p style="text-align: center;">Volume : 3 Issue : 4 October-December 2020</p> <p style="text-align: center;">An ISO 9001-2015 Certified Journal</p>
---	---

Contents

- | | | |
|-----|--|----|
| 1. | Unemployment Problems of <i>Divyang</i> Women- A Study
----- <i>Dr. D. Suresh</i> | 1 |
| 2. | Impact of Right to Education Act on Private Educational Institutions-
An Analysis
----- <i>B. Muralidhar</i> | 20 |
| 3. | Solid Waste Management in Greater Warangal Municipal Corporation-
A Study
----- <i>A. Somanarsaiah</i> | 25 |
| 4. | Right to Education Act 2009-Achievements and Shortcomings
----- <i>Ch. Naresh Kumar</i> | 38 |
| 5. | Digital Education in Rural India: Hurdles
----- <i>A. Vijaychandra Reddy</i> | 45 |
| 6. | Livelihood Status of Tribes and Non-Agricultural Activities in
Telangana State
----- <i>Bhukya Amar Singh</i> | 51 |
| 7. | Farmers Suicides in India: A Study of Warangal District - A Study
----- <i>Suresh Thota</i> | 57 |
| 8. | Educational Status of Tribal Women in India
----- <i>Srinivas Gattu</i> | 65 |
| 9. | The Problems of Women Sex Workers - Solutions
----- <i>Mohammed Mumtaz</i> | 73 |
| 10. | Administration of Primary and Secondary School Education in Telangana-
An Overview
----- <i>Ganipaka Kranthi Kumar</i> | 94 |

**SPWI JOURNAL FOR SOCIAL WELFARE**

(A Multi Disciplinary Peer-Review Bi-Quarterly
Social Science Research Journal)

Volume : 3 Issue : 4 October-December 2020

An ISO 9001-2015 Certified

**EDUCATIONAL STATUS OF TRIBAL WOMEN IN
INDIA**

Srinivas Gattu

Research Scholar

Department of Sociology & Social Work,

Kakathiya University,

Warangal Urban, TS

Abstract: *The women in India, who were revered in ancient India but were the most neglected lots decades ago, have now been receiving increased attention. In India appreciable progress has been made in this direction- still much more remains to be done. Tribal society is far behind in education and in raising their social and economic status and thus integrating those in the so-called men dominated the world of today. The large majority of the population in tribal areas is backward due to the co-relation and least adoption of educational technology. The tribal societies are a closed and isolated society living in compact groups. When these tribal groups are considered in the case of the educational field, the national average literacy rate in educational development among tribes is 29%, among which, the highest literacy rate of tribes is 36% in Gujarat (48% male and 24% female) and Rajasthan literacy rate is just 19% (with female rate 4% and male rate 33%). To Some extent, education of this nature and about rural development has been attempted even before independence and as part of the Community Development Block Programme. Here, however, education has been limited to certain sectors and schemes, where extension services have been created primarily for the execution of schemes prepared at the state or national level. Currently, a new dimension is envisaged in the role of education in the developmental activities of the country. 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 is expected to continue to provide coverage to ensure universal literacy and formal education. In such a situation the role of education for tribal development becomes extremely significant. In India, the government created so many policies and plans of education and development for tribal women's but there are so many problems also occurred to implement these policies. This paper deals with the survey placed in different sectors of education in tribal areas.*

Keywords: *Status of tribal women education, critical analysis.*

Introduction

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 In All Spheres Of Life In Comparison With Other Sections Of The Population. The Government Of India Has Launched Several Schemes For The Promotion Of Education And Welfare Among The Tribes. 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 Describe the Socioeconomic Profile of the Heads of the Families. The Developmental Programmes Implemented for the Tribal Population of India and Constitutes the Summary and Strategies for the Promotion of Literacy among Tribal Women Respectively.

Educational Development Schemes

There are several centrally sponsored schemes for this purpose:

1. Free Education: The ST children are exempted from payment of any tuition fee for Entire education right up to the university level.
2. Free textbooks etc.: At the elementary stage, they are entitled to free textbooks and learning materials.
3. Free Mid-day meals: Under the new schemes, all children in primary schools are covered under the free midday meal program, which covers the SC children?
4. Free Uniforms: There is a scheme of providing two sets of free uniforms to the children belonging to ST in elementary schools.
5. Stipends: The ST children are entitled to stipends at varying scales at different stages of education.

Policies and Programmes for the development of Tribal Women Education

Recognizing that the STs Count among the most deprived and marginalized sections of Indian society, a host of welfare and developmental measures have been initiated for their social and economic development. In this regard, particular reference has to be made to the tribal sub-plan approach which came into existence as the main strategy from the Fifth Five Year Plan. Along with core economic sectors, elementary education has been an ac-corded priority in the tribal sub-Plan approach. Elementary education is considered important, not only because of constitutional obligation but as a crucial input for the total development of tribal communities, particularly to

Build confidence among the tribes to deal with outsiders on equal terms. Since primacy was accorded to elementary education, a broad policy frame for education was adopted in the tribal sub-Plans according to equal importance to quantitative and qualitative aspects of education.

A second important development in the policy towards the education of tribal's came with recommendations of the National Policy on Education (NPE) in 1986 which specified, among other things, the following:

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

The unique feature of the policy is its recognition of the heterogeneity and diversity of tribal areas. The policy also proposed the transformation of the structure of primary education with special emphasis on improving access in tribal areas. The policy has also underlined the importance of instruction through the mother tongue for effective teaching and encouraged incorporating locally relevant content and curriculum, besides emphasizing the localized production of textbooks in local dialects. Based on these considerations, the norms for establishing primary schools were relaxed to suit tribal areas to improve access to education. For instance, Andhra Pradesh has gone to the extent of establishing schools in habitations where there are even twenty school-age children; Madhya Pradesh has steadily decreased population size norms to open schools in habitations with 200 populations. However, despite such relaxation of norms many tribal localities are still without a school, as they do not meet even the relaxed criteria.

Problems of Tribal Education

This review underlines that despite 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 the social, economic, and cultural background of tribal's and psychological problems of first-generation learners.

External Constraints

The perspective adopted for educational development among tribal communities fails to adequately address the specific disadvantages characterizing the tribal population. For instance, the population and distance norms formed by the government have not been beneficial to tribal locations because of their sparse population and sporadic Residential patterns. Further, in formulating policies and programs for tribal education it is essential to understand the complex realities of tribal life and the expectation of tribal's from the system, and this has never been done either by the tribal welfare department or by the education department. Consequently, no worthwhile Policy for tribal education has been formed. One of the major constraints of tribal education at the planning level is the adoption of a dual system of administration. The tribal welfare department deals with tribal life and culture and administers development work at the local level, including education. But the tribal welfare department lacks expertise in educational planning and administration in general and academic supervision and monitoring in particular. On the other hand, the education department is the sole authority for the planning of educational development at the state level. It formulates implementation guidelines and instructions regarding curriculum, textbooks, teacher recruitment, transfer policies, and so on. In this, the department tends to formulate uniform policies for the entire state. The school calendar is a case in point, where vacations and holidays cater to the needs of the formal school set up in a non-tribal context, with little consideration for local context and tribal's festivals. This lack of sensitivity to their problems and failure in understanding tribal social reality, coupled with faulty selection and appointment of teachers in tribal areas, has resulted in poor performance and teacher absenteeism in tribal schools.

Factors Affecting Tribal Education

The attitude of Other Students: The attitude of other students is one of the important factors for the promotion of tribal student's higher education i.e., the environment factor is one of the crucial factors for the development. The negative attitude we can reflect in university and other higher educational center 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's. 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 tribes 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 an 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 the lack of interest shown by the tribal people in getting an 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 from the curriculum of non-tribal children of the urban and rural areas of the rest of the state. 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 the 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 center 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: The 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 the 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 the tribal language. Only so can he be in a position to act as a friend, philosopher and guide to the tribal people. The gulf between teachers and teaching 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.

Nature of habitat: Most of the tribal villages are scattered. This entails long travels to attend schools. Unless the school is situated very close to their villages and its site approved by the local people the result shall not be encouraging. The school building also plays an important role in the growth of education among the tribal folk. Due to mismanagement, bungling and sometimes financial constraints, the building and sometimes-financial constraints, the building is seldom suitable to run an educational institution.

Several 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 is 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. 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.

The environment of the family: Surrounding or environments is one of the important factors that influence the development of a person generally and particularly in educational development. Most of the tribal parents are agricultures and laborers; they have little knowledge relating to the modern world and modern environment. Their environment narrows that created a narrow mentality and most of the tribal fathers are addicts to alcohol and other beverage items that creating some problems in mind and economically result in students will fail exams.

Communication: Communication one of the key factor affecting the development of tribal education. Due to isolation tribal facing problems for expressing modern and regional languages. Understanding the tribal language very difficult generally in the case of society and particularly in teachers. So the students facing problems for discussing their doubts 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 several person hands and at last,

that amount will get students hands. The delay of funds creating the problem, so the respective authorities need to be responsible for providing funds at right time at the right hand. And last but not least the success of tribal education is completed only after getting the cooperation and help from their classmates.

Conclusion

Article 46 of the Indian Constitution stresses to promote the ST and SC people with special care in the educational and economic establishment. The spread of education among the ST during the last four decades has been quite uneven. Ignorant and illiteracy among tribals should be minimized and rooted out, by providing proper education and awareness program. The government should make available adequate grants for the 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 for tribal students should be surveyed and improved. The tribal welfare department may design and launch new programs to generate employment opportunities for tribals. The Director of Employment and Training may provide effective career guidance service to the tribal students to help them to make a self-assessment of these abilities, aptitudes and plans for the career. 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. All Houseless families will be given houses in a phased manner. The rate of Scholarships [Lump sum grant/stipend etc] will be revised frequently. High priority for the completion of pre-metric hostels and improving their infrastructure facilities and revision of mess charges etc. Massive awareness and literacy programs with the involvement of NGOs will be organized in the tribal areas. Programs aimed at improving the brilliance of talented ST students will be formulated and implemented. Training programs such as IT Training will be arranged for the tribal students and programs for ensuring jobs for tribals in the IT sector will be formulated. For applying schemes at right time, right place and right manner the government and respective authorities' cooperation. And at last but most for developing education in tribal communities the balanced relationship between other students and teachers is essentials.

Suggestion

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 seats 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. A proper awareness campaign should be organized to create 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 tribal parents toward education should be improved through proper counseling and guidance.
4. Teacher buildup and maintain a close relationship for the development of tribal students.
5. Vocational institutes should be implemented for the tribal students for the creation of new avenues.
6. Administration of incentives needs to be streamlined so that the students may avail all the facilities at the proper time.
7. Higher-level officials should check the functioning of schools frequently relating to the teaching methods, working hours, days of the school and attendance registers.
8. Establish separate residential school for each district and extended up to PG level.
9. Residential facilities with all amenities should be provided to teachers and other staff.
10. Merits scholarship, attendance scholarship, and more incentives in the form of grants allocated to uniforms, books, leering materials, midday meals, and the supply of sports equipment.

References

1. Chattopandhaya K. P. Tribal Education. In: Man in India, Vol 33 1953.
2. Department of Education (1986), National Policy on Education. Ministry of Human Resource Development, Government of India, New Delhi.
3. Joshi, N.D. (1985), Socio-cultural and Education condition of Adivasis in Kerala. Ph.D. Education, Kerala University. In M.B. Buch (Ed.), the Fourth Survey of Research in Education. New Delhi. NCERT,1985 p.156-157
4. Khan, Q. U. (1972), Wastage in India School Education. Institute of Applied man Power, New Delhi.
5. Radha .S, N. Literacy in tribal India. In: "An evaluation in tribal transformation in India." Inter India publication, New Delhi 1982-85.
6. Sachchidandanda 1967 Socio-Economic Aspects of Tribal education Report of national seminar New Delhi.
7. Sujatha, K, (1994), Review of Research on Tribal Education. Published paper on seminar research on Tribal Education 1996 NIEPA New Delhi. 1994.
8. Varghese N V (1994), School quality and student learning- A Study of primary schooling in Kerala NIEPA New Delhi.1994