



STATUS OF TRIBAL WOMEN EDUCATION IN INDIA

Subhasish Sen¹ and Sudip Barik²

¹B.Ed student, Ananda Marga Gurukula Teachers' Training College, W.B.U.T.T.E.P.A, W.B. (India)

²B.Ed student, Department of Education, Vinaya Bhavana, Visva –Bharati University, Santiniketan, W.B. (India)

ABSTRACT

This paper intends to show the status of tribal women's education in India. In our life education plays a vital role. Just as every man has the right to education, so does every woman. Education can empower a woman. India is a huge country with different people. Many different communities live in our country. The Tribal community is one of them. Considering the recent history of India, we may observe that that the tribal community lags behind in society. If we wish to progress in our society, then it is necessary to educate the tribal communities. This paper intends to focus on the status of tribal women education from 1961 to 2011. Further, this paper would discuss the reasons why the literacy among the tribal women lags behind and offer suggestions on how to improve tribal women education.

KEYWORDS: Tribal women, Community, Education

1. INTRODUCTION:

India is the second largest country by population among all the countries of the world. People of different communities live in our country. The Tribal community is the oldest community in India. India has the largest tribal population in the world, with about 8.5 crore tribal living in India. In India, this community has been persecuted by people of different communities at various points in the history. Tribes have fallen behind in many areas in comparison to other communities, especially in the field of education. The government should take various steps so that they can move forward with the mainstream of society.

2. TRIBAL WOMEN:

There is a relatively egalitarian aspect to the gender relations in the 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 being 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 decision-making in the areas of land utilization, agriculture and also powers over cash flow in a tribal economy.

3. STATUS OF TRIBAL WOMEN EDUCATION IN INDIA:

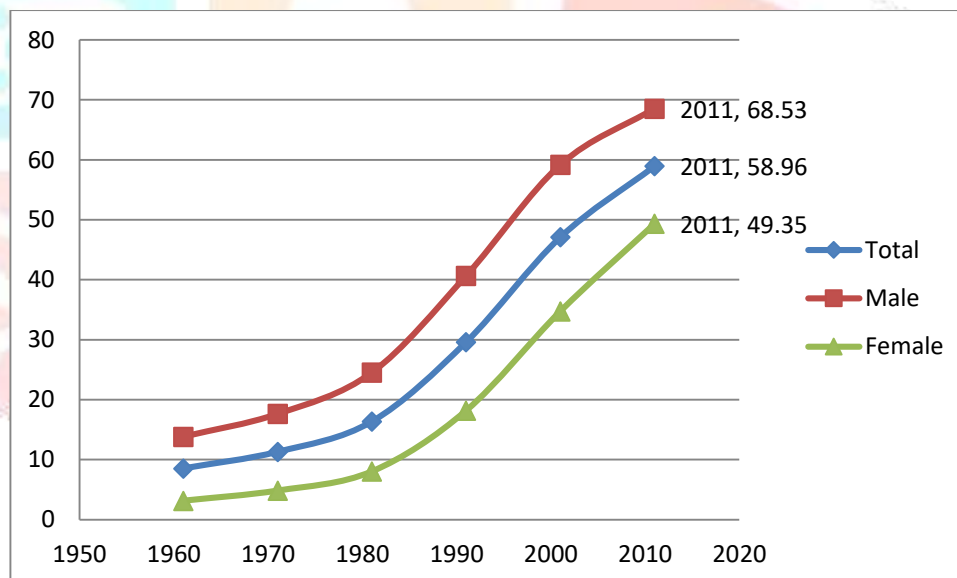
Form an educational point of view, tribal community is far behind compared to the other communities in India. Literacy is a main indicator of progress among tribal groups. If we look at the literacy rate status then we will see that they are far behind the other communities. Currently the literacy rate of the tribal community is shown through table below—

Table - 1

Literacy Trends for Scheduled Tribes in India from 1961 to 2011(In Percent)

Sl. No.	Year	Total	Male	Female
1	1961	8.53	13.83	3.16
2	1971	11.30	17.63	4.85
3	1981	16.35	24.52	8.05
4	1991	29.60	40.65	18.19
5	2001	47.10	59.17	34.76
6	2011	58.96	68.53	49.35

Source: National Commission for SCs & STs, Fifth Report & Census, 2011.



The trend of the literacy among the tribes of India from 1961 to 2011 is shown on table – 1. The percentage of literacy of tribal's was only 8.53 % in 1961 which has increased to 58.96 % in 2011. But female literacy among tribes is only 49.35 % compared to male literacy of 68.53%

Table -2

Literacy Among Scheduled Tribe Population								Literacy Among Total Population- 1991		
Sl. No.	States	1981			1981			P	M	F
		P	M	F	P	M	F			
1	Andhra Pradesh	7.82	12.02	3.46	17.16	25.25	8.68	44.09	55.13	32.72
2	Arunachal Pradesh	14.04	20.79	7.31	34.45	44.00	24.94	41.59	51.45	29.69
3	Assam				49.16	58.93	38.98	52.89	61.87	43.03
4	Bihar	16.99	26.17	7.75	26.78	38.40	14.75	38.48	52.49	22.89
5	Goa	26.48	33.65	18.89	42.91	54.43	29.01	75.51	83.64	67.09
6	Gujarat	21.14	30.41	11.64	36.45	48.25	24.20	61.29	73.13	48.64
7	Haryana				0.00	0.00	0.00	55.85	69.10	40.47
8	Himachal Pradesh	25.93	38.75	12.82	47.09	62.74	31.18	63.86	75.36	52.13
9	Karnataka	20.14	29.96	10.03	36.01	47.95	23.57	56.04	67.26	44.34
10	Kerala	31.79	37.52	26.02	57.22	63.38	51.07	89.81	93.62	86.13
11	Madhya Pradesh	10.68	17.74	3.60	21.54	32.16	10.73	44.20	58.42	25.85
12	Maharashtra	22.29	32.38	11.94	36.79	49.09	24.03	64.87	76.56	52.32
13	Manipur	39.74	48.88	30.35	53.63	62.39	44.48	59.89	71.63	47.60
14	Meghalaya	31.55	34.19	28.91	46.71	49.78	43.63	49.10	53.12	44.85
15	Mizoram	59.63	64.12	55.12	82.73	86.67	78.74	82.27	85.61	78.60
16	Nagaland	40.32	47.32	32.99	60.59	66.27	54.51	61.65	67.62	54.75
17	Orissa	13.96	23.27	4.76	22.31	34.44	10.21	49.09	63.09	34.68
18	Punjab				0.00	0.00	0.00	58.51	65.66	50.41
19	Rajasthan	10.27	18.85	1.20	19.44	33.29	4.42	38.55	54.99	20.44
20	Sikkim	33.13	43.10	22.37	59.01	66.80	50.37	56.94	65.74	46.69
21	Tamil Nadu	20.46	26.71	14.00	27.89	35.25	20.23	62.66	73.75	51.33
22	Tripura	23.07	33.46	12.27	40.37	52.88	27.34	60.44	70.58	49.65
23	Uttar Pradesh	20.45	31.22	8.69	35.70	49.95	19.86	41.60	55.73	25.31
24	West Bengal	31.21	21.16	5.01	27.38	40.07	14.98	57.70	67.81	46.56
Union Territories										
25	Andaman and Nicobar island	31.11	38.43	23.24	56.62	64.16	48.78	73.02	78.99	65.46
26	Chandigarh				0.00	0.00	0.00	77.81	82.04	72.34
27	Dadra & Nagar Haveli	16.86	25.46	8.42	28.21	40.75	15.94	40.71	53.56	26.98
28	Daman & Diu			52.91	63.58	41.49	71.20	82.66	59.40	
29	Delhi				0.00	0.00	0.00	75.29	82.01	66.99
30	Lakshadweep	53.13	63.34	42.92	80.58	89.50	71.72	81.78	90.18	72.89
31	Pondicherry				0.00	0.00	0.00	74.74	83.68	65.63

Source: Annual Report (MHRD) Govt. of India.

(Excludes Assam where census could not be held owing to be disturbed conditions there at the time of 1981 census. No tribes were scheduled by the President of India for Jammu & Kashmir till 1989 and in 1991, census could not be held, so figures for literacy are not available for Jammu and Kashmir).

Table- 3**Rural & Urban Literacy Rates of ST in Selected States by Gender**

State	Total Male	Total Female	Rural Male	Rural Female	Urban Male	Urban Female
Uttar Pradesh	67.01	43.07	66.02	42.03	74.08	58.00
Bihar	20.76	15.54	37.57	13.30	74.18	55.28
Orissa	51.48	23.37	50.35	22.07	69.80	45.77
Madhya Pradesh	53.35	28.44	52.51	27.24	67.47	45.89
Gujarat	59.80	36.02	58.06	34.60	71.01	71.78
Maharashtra	67.02	43.08	64.52	39.88	82.98	64.70
West Bengal	57.38	29.15	56.60	27.88	68.57	48.20
Andhra Pradesh	47.66	26.11	46.09	24.48	66.16	45.99
Rajasthan	62.10	26.11	61.23	25.22	75.74	42.97
Himachal Pradesh	77.71	26.16	77.18	77.18	92.03	81.15
Kerala	70.78	58.11	70.20	57.28	84.96	77.70
India	59.17	34.76	57.39	32.44	77.77	59.87

Source: Annual Report (MHRD) Govt. of India.

4. ENROLMENT RATIO OF ST STUDENTS:

It is important to know the number of students enrolled in the school. The number of enrollment of tribal women is mentioned below--

Table -4**Gross Enrolment Ratio (GER)**

Sl. No.	Classes	Years	ST girls	ST boys
1	Classes i-v	6-10 YEARS	136.7	137.2
2	Classes vi-viii	11-13 YEARS	87	90.7
3	Classes ix- x	14-15 YEARS	49.1	57.1
4	Classes xi-xii	16-17 YEARS	24.8	32.7
5	Classes i- xii	6-17 YEARS	92.8	96.8

Source-Statistics of School Children, 2010-2011

Gender Parity Index reflects the enrolment of girls in school in comparison to boys. The index for ST children is almost same as all categories of children except for class XI to XII.

Table -5**Gender Parity Index in Education**

Classes	ST	All
Classes i-v	1.0	1.01
Classes vi-viii	0.96	0.95
Classes ix- x	0.86	0.88
Classes xi-xii	0.76	0.86
Classes i- xii	0.96	0.96

Source-Statistics of School education, 2010-2011

The dropout ratio of Scheduled tribal girls is higher as compared to all girls in India.

Table -6**School Dropout Ratio between Scheduled Tribe Boys and Girls**

Classes	All boys	All girls	ST boys	ST girls
Classes i –v	28.7	25.1	37.2	33.9
Classes i-viii	40.3	41.0	54.7	55.4
Classes i-x	50.4	47.9	70.6	71.3

Source: statistics of school education, 2010-2011.

Table-7**Percentage of gross Enrolment Ratio in Higher Education in all over India (18-23 years)**

Year	STMale	STFemale	Total
2006-07	9.5	5.5	7.5
2007-08	12.4	6.7	9.5
2008-09	11.6	6.7	9.2
2009-10	13.1	7.5	10.3
2010-11	12.9	9.5	11.2
2011-12	12.4	9.7	11.0
2012-13	12.4	9.7	11.0
2013-14	13.3	10.6	12.0

Source: All India Survey on Higher Education. (2013 - 2014). Government of India, Ministry of Human Resource Development, Department of Higher Education, New Delhi.

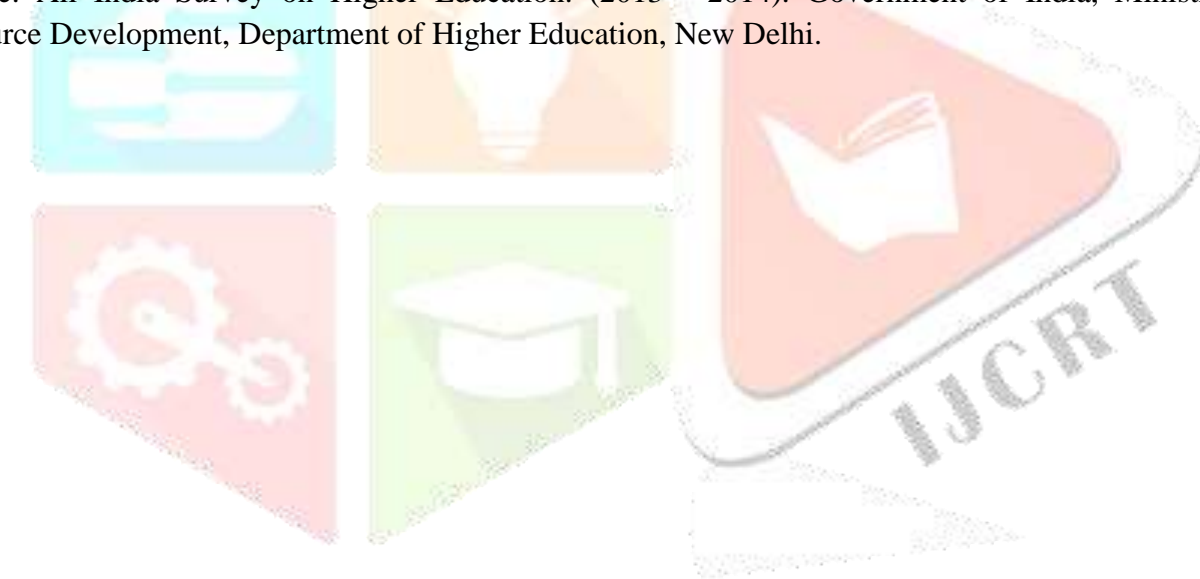


Table-8**Percentage of state/UT wise Gross Enrolment Ratio in Higher Education (18-23 years)**

States / UTs	ST Male	ST Female	Total
Andaman and Nicobar Island	2.6	5.1	3.8
Andhra Pradesh	24.7	17.7	21
Arunachal Pradesh	30.7	29.7	30.2
Assam	16.2	16	16.1
Bihar	12.2	9.8	11.0
Chandigarh	-	-	-
Chhattisgarh	8.8	7.1	7.9
Dadra & Nagar haveli	5.1	3.7	4.4
Daman & Diu	19.6	12.1	15.9
Delhi	-	-	-
Goa	15.5	19.6	17.5
Gujarat	12.5	11.7	12.1
Haryana			
Himachal Pradesh	21.2	20.7	21.0
Jammu & Kashmir	9.5	7.7	8.7
Jharkhand	6.4	7.7	7.1
Karnataka	16.3	13.8	15.1
Kerala	13.5	17.0	15.3
Lakshadweep	1.8	5.7	3.7
Madhya Pradesh	7.9	5.6	6.7
Maharashtra	12.8	7.3	10.1
Manipur	24.0	24.4	24.2
Meghalaya	12.7	16.8	14.8
Mizoram	23.4	21.8	22.6
Nagaland	11.9	13.1	12.5
Odisha	7.7	5.8	6.7
Pondicherry	-	-	-
Punjab	-	-	-
Rajasthan	17.0	10.6	13.9
Sikkim	13.0	16.3	14.7
Tamilnadu	37.8	23.7	30.6
Telangana	34.2	24.4	29.2
Tripura	9.5	5.6	7.4
Uttar Pradesh	26.2	24.0	25.1
Uttarakhand	41.9	49.5	45.7
West Bengal	9.4	6.6	8.0

Source: All India Survey on Higher Education. (2013 - 2014). Government of India, Ministry of Human Resource Development, Department of Higher Education, New Delhi.

The above table shows that female participation among tribal people in higher education is quite dissatisfactory. In Uttarakhand the female enrolment is highest (49.5%) which is a good sign. The percentage is below 10% in Andaman & Nicobar Island, Chhattisgarh, Dadra & Nagar Haveli, Jammu & Kashmir, Jharkhand, Lakshadweep, Madhya Pradesh, Odisha, Tripura, and West Bengal.

Table-9**Schedule Tribe Students Studying at Different Level of Education in India (2004-05)**

Educational level	Boys	Girls	Total
PhD	793	544	1337
M.A	14271	8808	23079
M.SC	3324	2160	5484
M.COM	2296	1347	3648
B.A (Honours)	124645	71533	196178
B.SC(HONS)	33142	16620	49762
B.COM	31353	17018	48371
OTHER* (NOT INCLUDED in specified faculty)	38754	27445	66199

Source: Internet Selected Educational Statistics Government of India, Ministry of Human Resources, Statistics Division, 2004-05.

*Others include data of Open and Distance learning institutions in 8 states namely Bihar, Gujarat, M.P., Maharashtra, Rajasthan, Tamil Nadu, U.P and West Bengal.

So we can say that literacy rate and number of enrollment of Tribal female students was very low in every state of India. Therefore, it can be said that tribal education currently in awe- inspiring situation.

5. MAIN CAUSES OF SLOW PROGRESS IN LITERACY OF TRIBAL WOMEN.

1. Poverty and unconsciousness of parents
2. Contents of education
3. Inadequate educational institutions and supporting service.
4. Medium of instruction
5. Lack of interest in education

6. GOVERNMENT POLICIES AND PROGRAMS FOR THE EDUCATION OF TRIBAL WOMEN:

With the independence of India from the imperial British rule, attempts accelerated towards systematically providing free and compulsory education to the children below the age of 14 years. The goal set by the Article 45 of the Indian Constitution was prioritized through the successive Five Years Plans aimed to achieve the target of hundred percent literacy in the country by offering mandatory and free education to children below 14 years. In order to achieve the target of Universal Elementary Education (UEE), The National Policy on Education 1986 and 1992 gave top priority to set up manifold programmes and incentives for universalizing and enhancing the quality of elementary education in India. However, that fact that raises grave concerns is that, even after sixty two years of independence, the aim of Universal Elementary Education has not yet been achieved. About ten million girls in school going age are not attending elementary schools owing to a plethora of reasons like poverty and inaccessibility to schools in rural India. To address this problem, the Government of India has initiated the scheme of Sarva Shiksha Abhiyan (SSA) in the year 2001-2002 in collaboration with the state governments and the local self-government. This is an extensive and a major integrated programme launched by the Government of India to achieve its long deterred goal of Universal Elementary Education.

The following are the main objectives of SSA scheme:

- To ensure institutional education system by 2003.
- Providing education for all children by 2005.
- Providing early education for all children by 2010.
- Emphasis on the quality of life that is useful and satisfactory.
- Eliminate the gender and social class disparities between primary and elementary education levels between 2006 and 2010, respectively.
- Universal retention by 2010. Other than this, Government of India started many other encouragement schemes to maintain the children in the schools which are given below:
 - (1) Free text books, school bags
 - (2) Free uniforms
 - (3) Mid-day meal scheme etc

7. SUGGESTIONS FOR IMPROVEMENT OF TRIBAL EDUCATION:

Some suggestions for improvement of tribal education as listed below:

- **Literacy campaign** – In order to bring the tribal women to the schools, proper awareness campaign should be organized to create the awareness about the importance of education.
- **Attitude of the tribal parents** – Since one of the major reasons for the lagging back of tribal girls is the apathy of their parents towards their education, the attitude of the tribal parents toward education should be improved through awareness programme.
- **Relevant study materials in local languages** - Different types of educational aids should be provided to students through their own language of tribes.
- **Appoint local teachers and female teachers** – In this case, more importance should be given to local area teachers and particularly female teachers in all those tribal areas.
- **Different types of stipends and scholarships should be given** – Tribal students should be given different types of scholarships and stipends so that they are more interested in education.
- **Social Security**- Provide social protection for tribal students as well as female students. So in this case the residential school will have to arrange for it.

8. CONCLUSION:

In our society, as men have the right to education, women have the right to equal education opportunities. By educating women, they can improve society further. The education of women has become very important in the current twenty-first century. Tribal women need to provide education so that they can change their way of life and they can play a more responsible role in society and play leading role in the betterment of society. For the last few years, we have seen that the literacy rate in the urban area as well as rural area's tribal women gradually increasing. It is generally seen that in rural areas the tribal women are deprived of educational opportunities for various reasons. Different programs should be undertake in the rural areas for the education of the tribal women as well as they will have to provide different types of training to enhance their skills.

9. REFERENCES:

1. Bhasin, V. (2007). 'Status of Tribal Women in India'. https://www.researchgate.net/publication/237428797_Status_of_Tribal_Women_in_India.
2. Mitra, A. (2007). The Status of Women Among Scheduled Tribes in India. *The Journal of Socio-Economics*.
Mhttp://lib.scnu.edu.cn/ngw/ngw/xwbk/The%20status%20of%20women%20among%20the%20schedule d.pdf.
3. Awais, M., Alam, T. & Asif, M. (2009). 'Socio-economic empowerment of tribal women: an Indian perspective'. *Indian Journal of Rural Studies*. Vol.16(1). pp. 1-11.
<http://www.vrionline.org.uk/ijrs/Oct2009/tribal%20women.pdf>.
4. Rani, G.S. & Rajani, N. (2011). An Analysis of Tribal Women's Education in India. *International Conference on Social Science and Humanity*. Vol.5, IACSIT Press, Singapore.
<file:///C:/Users/User1/Downloads/TRIBAL5.pdf>.
5. Burman & Roy J. J. (2012). 'Status of Tribal Women in India', Mainstream, no. 12,
<http://www.mainstreamweekly.net/article3314.html>.
6. Manjhi, S. (2015). 'Status and empowerment of tribal women', Crescent publishing corporation. pp - 248-249.
7. Anbuselvi, G. & Leeson, P. J. (2015). 'Education of Tribal Children in India A case study'. *International Journal of Advanced and Innovative Research*. ISSN: 2278-7844, Vol. 4, Issue 3.
<file:///C:/Users/User1/Downloads/t47.pdf>.
8. Puhan, R.R. (2016). 'Development of education among tribal women in the age of open education and e-learning: a critical analysis of keonjhar district of Odisha'. *European Journal of open education and e-learning studies*.
<https://oapub.org/edu/index.php/ejes>.
9. Majumdar, R. & Sikdar, D. P. (2018). 'Participation of Tribal Women in Higher Education in India'. *International Journal of Arts, Humanities and Management Studies*, ISSN: 2395-0692.
10. Kumari, S. (2018). Challenging Issue of Tribal Women Education in India. *International Journal of Interdisciplinary Research in Arts and Humanities*, ISSN: 2456-3145, Vol 3, Issue 1.
11. Bhandhri, J.S & Singh, B. 'The Tribal World and Its Transmission' Concept Publishing Company, New Delhi.
12. R. Nisha & M. Asokhan, Empowerment of Tribal Women through Livelihood Development. Vol. 20, Issue 8, PP 06-10.
13. Doshi, S.L. 'Tribal Ethnicity, Class and Integration', Rawat Publication, Jaipur.
14. Pradhan, N. (2018). 'Issues and Challenges of Education in Tribal Areas'.
<file:///C:/Users/User1/Downloads/issuesandchallengesofeducationintribalareas-150130220955-conversion-gate02.pdf>.
15. Ministry of tribal affairs. Government of India.
[Online].<http://tribal.nic.in/Content/DefinitionpRofiles.aspx>.

16. Indian Scheduled Tribes [Online]. http://www.indianetzone.com/37/indian_scheduled_tribes.htm.
17. Scheduled tribe women [Online]. <http://shodhganga.inflibnet.ac.in/bitstream/10603/17878/4/chp-3.pdf>.
18. Census of India – 2001, Government of India, Part III, NSS 61st Round Survey Report, 2004-05.
19. Government of India, Selected Educational Statistics, Ministry of Human Resources, Statistics Division, 2007.
20. Statistics on Women, National Institutes of Public Co-operation and Child Development, New Delhi, 2007
21. Selected Educational Statistics (2004-2005), Govt. of India, MHRD.
22. Statistics of School Education 2010-11, Govt. of India, MHRD.
23. <https://physicscatalyst.com/graduation/sarva-shiksha-abhiyan/>
24. https://www.academia.edu/34642952/HIGHER_EDUCATION_CHALLENGES_AMONG_TRIBALS
25. All India Survey on Higher Education. (2013 – 2014). Government of India, Ministry of Human Resource Development, Department of Higher Education, New Delhi, Ch. 2.
26. National Commission for SCs & STs, Fifth Report & Census, 2011.
27. Annual Report (MHRD) Govt. of India.
28. Internet Selected Educational Statistics Government of India, Ministry of Human Resources, Statistics Division, 2004-05.