



REVIEW OF RESEARCH ON EDUCATION OF TRIBAL WOMEN IN INDIA

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1. INTRODUCTION

The Scheduled Tribe population characterised economically backward and marginalised groups in India. They shared about 8.6 % of the total population in India (Census of India, 2011), or 104,281,034 million people in absolute number. The Scheduled Tribes are not discriminated against in the same way by the mainstream Hindu population as the Scheduled Caste population in India. While the latter group belongs to the lowest hierarchy of social order and is often considered impure or unclean, the Scheduled Tribes have, for the most part, been socially distanced and living outside the mainstream Hindu society. The areas inhabited by the tribal population constitute a significant part of the underdeveloped areas of the country. The tribes are scattered in all states and Union Territories in India except for the states of Haryana, Punjab, Delhi, and Chandigarh. The tribes are heavily concentrated in the north-eastern states of Arunachal Pradesh, Meghalaya, Mizoram, Odisha, and Nagaland although they constitute a small percentage of the total tribal population in India.

Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. During the British rule there was no organized method to educate the tribal communities except for the work undertaken by Christian missionary organizations in some regions in India. Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and educational attainment. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country (Maharatna, 2005). The male-female gap in literacy and educational attainment among the scheduled tribes is significant although this is a common trend among both the Scheduled Castes and the general population. The present study reviews the researchers conducted on education of tribal women in and outside India for last 30 years. This study includes all those researches where factors such as literacy rates, gross enrolment ratio, and dropout rates of tribal women have been focused.

2. OBJECTIVES OF THE STUDY

- Review of the researches conducted in abroad
- Review of researches conducted in India
- Finding out the review gaps in relation to Women education in India

3. METHODOLOGY

The researcher conducted the online survey from goggle scholar, research gate, sage and also prints journals and research reports of both private and govt. agencies. The study was included all available researches of last 30 years.

4. STUDIES CONDUCTED ABROAD

Knodel.J., Havanon.N. & Sittittrain, (1990) matched the results of a survey of semi-matched samples in two rural sites in Thailand, which indicated that family size has an important impact of children's education. Anh, T. S., Knodel, J., Lam, D., & Friedman, J. (1998). found that there is an association between family size and childrens' schooling. It is also pointed out that there are a number of socioeconomic factors which affect education of tribal girls. International Conference on Social Science and Humanity (2011) found that lack of awareness among women for education is one of the reasons of lower status of women education in tribal areas.

5. STUDIES CONDUCTED ABROAD IN INDIA

Panigrahi (2007), Sujata (2002) found that the tribal suffer from a number of problem like alcoholism, drudgery, infrastructural problems like inadequate road, unsafe drinking water and lack of irrigation facilities, Some unique and common problems of tribal people include economic and educational backwardness, indebtedness, superstition, poverty, exploitation, unemployment and ignorance multiplied with the problems of their assimilation in mainstream education and socio-economic status. Govinda, (2002) found Adivasis are associated with a certain stigma and behavior, which can be partially tackled through a change in mind-set among non-tribals. Nambissan, (2000); Jha and Jhingran, (2002) tribal groups because girls are expected to help out with domestic chores more than boys at a very early age thus tribal could not pursue education. It was also found out that the worst suffering of tribal people in respect of obtaining employment opportunities.

The girls of tribal communities in rural areas are in the most vulnerable in enrolment in schools. Govinda (2014) gross enrolment ratio (GER) is increasing, but the gross drop-out rate (GDR) of tribal girl remains significantly higher than that of general population. Jayaswal, et.al, (2003) found that the parents of low achievers were not strongly ambitious of children's upward mobility and were more fatalistic, lacking a role model and having low self-confidence and initiative for guiding their children. Gautam, V. (2004) in his article found

that high “dropout” rates among tribal children He analysed that due to wrong medium of instruction, the appointment of non-tribal teachers in tribal areas and communication gap between the teachers and tribal children are the causes of high dropout rates in tribal schools.

Maharatna, (2005) found that Scheduled Tribe women have the lowest literacy rates in the country. The male-female gap in literacy and educational attainment among the scheduled tribes is significant although this is a common trend among both the Scheduled Castes and the general population. Sen and Barik (2020) discussed the reasons why the literacy among the tribal women lags behind and offer suggestions on how to improve tribal women education. D’Souza (2003) found that the processes of creative literacy must be accompanied by follow up measures whereby avenues for deliberation and some reading material is made available on a continuous basis to enhance the rate of literacy among the tribal women.

Singh 2009 suggested that education is required to change the life style of Tribals. It was observed in their study that in spite of overall improvements in educational status; inequalities in basic education continued to persist in all states.. Sailabala and Mahesh, (2000) the literacy rate of male, female and total population of scheduled tribes is lower than the literacy rate of general castes. Madan (2002) it is observed that the educational process do not consider the socio-cultural characteristics and linguistic skills that tribal students bring to the class room. Das & Gupta (1994) one of the reason of low enrolment and attendance of tribal children at school is their home environment. The home environment is not conducive to the tribal students as they have to spent long hours in various domestic as well as out-side works of the parents for the economic well-being of the family. Nayak (2024) found that living standards of tribals in Odisha is very bad. It is concluded that parental and social attitudes are major demand-side sources of gender inequality in India, but other factors are also important such as the child’s motivation, the household’s ability to bear the costs of schooling, and the demand for the child’s labour raising the opportunity cost. Thorat and Deshpande (1999) found that the proportion of child labour was two to three times higher among the SCs and STs than in the rest of the populations.

Gupta (2012) studied the reasons for the school drop-out among the rural girls, it is found out that social, cultural and religious beliefs and practices restraining participation, absence of social norms, social exclusion are the prominent reasons. Tripathy (1991) lack of interest on the part of the children is reported to be the single most important reason for never enrolling in as well as for dropping out from schools. It could be attributed to: (1) the poor quality of instruction, including irrelevance of curriculum, (2) the poor quality and quantity of physical and human infrastructure and (3) economic and other socio-cultural factors affecting the concerned families.

The research also found out that girl from poor ST family has a weaker prospect of entering the schooling system and much less chance of completing grade 8th. Reddy (2011) stated meaningful access requires high attendance rates, progression

through grades at the correct age with little or no repetition, and learning outcomes that confirm that basic skills are being mastered, and no gender discrimination. DPEP by Reddy (2000) reveals that due to an insufficient and irregular supply of incentives, some parents spent their small incomes on children’s books, stationery, and fees. So in spite of the government spending a huge amount on incentives, the intended target group often does not receive the benefits of it.

Nayak (2023) Gupta (2009) Hamid Yawar and Hamid Asmat (2012) The results of the study shows that impact of MDMs is impressive in terms of enrolment, attendance and dropout rates, but the scheme suffers from a number of bottlenecks in the course of its implementation. Nielsen (2007) in his study “Mid Mid- Day Meal Programme had reduced the drop-out rates and improved the retention rates in all higher classes. Blue (2005) mid- day meal on tribal communities and subsistence farmers in rural Udaipur and revealed that cooked mid- day meal had become a permanent part of the daily. It is observed very little increase in the enrolment of students in government primary schools of Himachal Pradesh

Behera (2024) been made to explore the paradigm-shifting by the 5T model of education and its special emphasis on e-learning and online education.

From the above reviews of

It is found that the studies conducted in abroad mostly highlights three reasons of low status women education these are low socio-economic status, lack of improper facilities/ infrastructure and lack of awareness among tribal women about education.

The studies conducted in India are in two directions one is study the status of education of women compared to other castes and gender and regions. The direction is finding out the reasons low status of women education. The studies related the status of women education clearly conclude that rate/ percentage of women education of tribal communities lower than other communities and male categories also. In the other direction studies found out the reasons of low status of women in education as alcoholism, drudgery, infrastructural problems like inadequate road, unsafe drinking water and lack of irrigation facilities. Economic and educational backwardness, indebtedness, superstition, poverty, exploitation, unemployment and ignorance. Girl children are helping out with domestic chores more than boys at a very early age

The studies conducted in the state of Odisha focused on

- Considered the socio-cultural characteristics and linguistic skills and living standards of tribals in Odisha is very bad.
- Negative parental and social attitudes
- Gender inequality practices
- Lack of child’s motivation,
- Difficulty to bear the costs of schooling,
- High demand of child labour
- The poor quality of instruction, including irrelevance of curriculum, (2) the poor quality and quantity of physical and human infrastructure and (3) economic and other

socio-cultural factors affecting

- MDMs is impressive in terms of enrolment, attendance, and dropout rates
- 5-T policy is helpful in transforming the schools of Odisha, especially in tribal areas.

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