

## TRIBAL GIRLS EDUCATION-A STUDY

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### Abstract

Today education is considered as the most important tool not only for the development of individual but also for the onward march of the society. The purpose of education is to promote the development of a well integrated person capable of exercising such responsibilities in the society as his powers allow. Education is the key to progress. India has a long history of educational disparities. Social inequalities are based on class, caste and gender. Literacy and Education are important tools of self-defense There are 33 Tribal groups in Andhra Pradesh, So far as the percentage of literacy among these tribes is concerned, it is very low and below the national average. The literacy among women is very poor. Illiteracy, ignorance and superstition are the evils that are dominant in these societies The Present paper Explores on tribal girl's education in Telangana State, their various Socio-Economic and cultural problems in relation to other communities and the impact of tribal girls education development programs on their lives.

Keywords: Girls Education, Tribals, Development, Social balance, Programmes.

### INTRODUCTION

Education acquires special significance for the tribal communities of the society which are facing a variety of age-old problems leading to severe exploitation. Education which helps in setting the process of development not only adjust themselves properly to the changing conditions of the society, but also to prove them an opportunity of to prove their mental faculties. For them education is an input not only for their economic development , but also for promoting self confidence in themselves but an inbuilt strength to fact the new challenges confronting the society. These new challenges have had emanated from the process of civilization and growth of society since the centuries onwards and are needs to cope up with the situation to move forward. Economic and social changes especially during the British rule had resulted in far reaching effects on tribal life of India. The cumulative result of these effects is the increased exploitation in the spheres of socio-economic life. Expansion of the educational process was sought as a means rather to counter their process of exploitation embedded within the tribal social structure, the paradox of the sustaining efforts for the increased articulation of the oppressed conditions through education on the other. Due to their illiteracy and ignorance the scheduled tribes had been exploited since centuries by middlemen, merchants, moneylenders' feudal landlords and rich peasants. The facts of century's together exploitation of scheduled tribes itself emphasis the need for extension of tremendous support at various levels and education essentially contribute the potential for facing the grim realities and overturn the situation for their advantage. The need for their educational development, therefore, assumes prime importance to save them from economic exploitation and help them in their all -round growth.

### OBJECTIVES OF THE STUDY

The study has the following specific objectives:

- 1) To assess the existing pattern of education and educational facilities towards the girls education available in tribal areas.
- 2) To study the impact of educational systems on tribal communities.

### THE EDUCATIONAL CONTEXT IN INDIAN TRIBAL AREAS

India has about 68 million tribal populations, the largest concentration of indigenous people in the world (Vikalp 1995). An amalgam of 450 odd tribes and sub-tribes, the tribal population constitute around 8 percent of the total Indian population spread over 27 states and Union Territories in about 20 percent of the geographical isolation, distinctive culture, primitive traits, and shyness of contact with the community at large and a low level of economic development (Bijay CR 1999). The tribes thus by their very nature and mode of living are known as indigenous people.

Around 55 per cent of these people live in the central region, 28 percent in western and 12 percent in north-east region of India, constituting 50 per cent or more of the total population in around 300 revenue sub-divisional areas. Around 90 percent of these indigenous people live in rural and remote tribal areas and 90 of these people depend on agriculture and forests for their livelihood. These tribal areas are rich in resources with some 90 percent of India's coal mines, 80 per cent of minerals and 72 per cent of its forests and other natural resources. Over 3,000 hydel projects are located in these areas. Hence these are play a vital role in development of the Indian economy.

The Indian constitution assigns special status to the scheduled tribes (STs) traditionally referred to as adivasis, vanbasis, tribes, or tribals; STs constitute about 8% of the Indian population. There are 573 scheduled tribes living in different parts of the country, having their own languages, which are indifferent from the one mostly spoken in the state where they live. There are more than 270 such languages in India. According to the 2001 census, the tribal years and 5.12 million of 11-14 years) as of March 2001, out of the total child population in India of about 193 million in the age group of 6 to 14 years (selected educational statistics-2000-01, Government of India). Education of ST children is considered important, not only because of the constitutional obligation but also as a crucial input for total development of tribal communities.

### **THE EDUCATIONAL CONTEXT IN THE TRIBAL AREAS**

The literacy rate for total population of the state as per the 1991 census was 44% (male 55% and female 33%) and these figures have gone up to 61% (male 71% and female 51%) in the 2001 Census, apparently due to the intensive literacy drives initiated by the state government. The corresponding literacy rate among the tribal population was 17% (male 25% and female 9%) as per the 1991 Census and 22% in the 2001 Census. This reveals the gap between the general population and the tribal communities.

Although the statistics show a vast change in literacy levels, the issue of literacy depends on how it is depend and the extent to which it is enabling in qualitative terms. While there are special programmes initiated for adult education, the implementation process is far from effective Fifty-four Amendment to the constitution making the right to education a fundamental right. It puts the onus of sending children to school on parents rather than the state. It is not enough to talk of fundamental rights and fundamental duties of the government. The extent to which this enactment will be increasingly backed by resources allocation will be the test of the seriousness of purpose of the government to implement the law.

### **TRIBAL AND EDUCATION**

Education as the means for knowledge and cultural transmission and very essential to mankind for sustainable development. The Anthropologists stressed the importance and value to study simple societies and their educational systems, which should be useful in understanding of education and educational process in complex societies. The government of India was initiated education development among the tribal's along with other economic and health programmes. The new deal for the tribal not only impressed the tribal beneficiaries but also laid foundation for optimistic faith in potentiality of education as an instrument, which can help the tribal to reach new heights. The new strategy has been adopted to bridge the gap between the tribal's and non-tribal's to reduce the gap and regional imbalances.

So Tribal Development of Andhra Pradesh and Telangana state is striving hard for implementation of educational development schemes covering a wide range of activities for bringing about qualitative improvement of the education. Even though, huge investment was made in this sector the results were not commensurate with the development efforts put in as the rate of literacy remained low. In order to enhance the educational status among the tribal's, the government has provided certain educational facilities and concessions like scholarships for day scholars, note books, text books, stationary, clothing, lodging and boarding facilities.

## **EDUCATIONAL PROGRAMMES**

The Education is the key to the progress of the nation. According to the Constitution of India states are directed to make provision for securing the right of children to education within the limits of its economic capacity, and to provide free and compulsory education to all children up to the age of 14 by 1960. Further it has stated that the state shall promote with special care the educational and economic interest of the weaker sections of the community such as Scheduled caste and Scheduled Tribes (Report of the Expert group 1994).

As long as illiteracy continues be the prevalent in rural and tribal areas, attempts to bring about social and economic changes will not yield the desired results. The education appointed by Government of India during 1964-66 recommended that high priority to be given to the "Liquidation of illiteracy". In spite of completing 50 years of independence still the literacy rate as per 2001 census, is at 65.38 per cent at all India level.

## **THE FOLLWING ARE THE NEW SCHEMES UNDER TRIBAL EDUCATION**

- Captive Teacher Training Programme for Scheduled Tribes.
- Strengthening the monitoring Mechanisms through local participation.
- Acquisition of land for schools.
- Provision of Lab and Lab Equipments.
- Extension of Computer Education to high schools.
- Promotion of private management schools to Benefit Scheduled Tribes, Promotion of private sector participation in Hostel Management.
- Assistance to students staying in Hostels run by private institutions / colleges / universities.

To improve the literacy rate among the ST's many steps have been taken by various organizations and government departments. Some of the major steps are described as follows.

## **EDUCATIONAL STATUS OF GIRLS IN INDIA**

The rate of literacy among girls is very inferior when compared to boys, which shows the deplorable condition of the girls. Girls were imparted education under the co-educational system especially in primary and middle schools. Female population in India is 4,16,85,411. The female literacy rate of tribal girls is 34.75 per cent when compared to others is very inferior which 44.96 per cent.

## **CONCLUSIONS**

Education is a human right and should receive priority as far as allocating national resources goes. It leads to creativity, improved participation in the economic, social and cultural roles in the society. It is a very short sighted view to keep education bound and gagged in the role of manufacturing skilled manpower, or to judge one's success by a number of children and who have efficiently consumed a learning package. Education itself is a capability that can assure inclusive growth. In order to bring them within the ambit of inclusive growth the government, NGOs, and voluntary organization must frame genuine policies and provide means to improve their social position, especially through education. Access to education widens social participation of tribal women. It also provides access to many other. Once they are educationally better off they are a part of an inclusive growth.

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