Educational Participation of Scheduled Tribal Women in Rayagada District: Analysis of the Barriers and Ongoing Measures by Government

1Rasmi Ranjan Puhan, 2Gorachando Gamango, 3Lakshmipriya Malla
1Asst. Professor, R.C.I.T, Najafgarh, New Delhi
2PAITDA (Project Administrator for Integrated Tribal Development Authority) Govt. of ODISHA, Rayagada
3Academic Consultant IGNOU, Regional Centre Delhi-III,

ABSTRACT

The paper aimed to investigate the actual condition of tribal women education in the district and different obstacles on the path of women education as well as also tried to explore measures taken by government to improve the present situation and family attitudes towards their girls’ education in tribal areas of Rayagada district. To achieve the objectives four research questions were established and Focus of the questions was to examine the existing conditions and obstacles on the path of tribal women education. Also tried to know significance of tribal women education for their family and concern govt. as well as contribution from government and community to eradicate the obstacles on women’s education. Sample comprised four hundred govt. teachers and eighty tribal women parents. The findings of the study disclosed that in some cases the family’s positive perception to wards education they are mostly high classes family, also found negative perception of most of the families due to lack of proper school environment, need-based curriculum, women teacher and financial problem. However, at the same time severe scarcity of human resource and physical infrastructure for girls’ education were highlighted in the areas that are the fault of govt. The paper recommended several empirical steps to overcome these problems including provision of new school locations and ensuring the availability of school buildings, supporting infrastructure and different fellowship, scholarship for poor students also proposed in the study.

Key words: Tribe, leversages, Navigational, seasonal hostel and resistant capital, womenfolk, mainstream

INTRODUCTION

The importance of education in the process of economic, political and social change has been widely recognised and well documented all over the world. Education now considered as one of the crucial inputs to human capital formation. However, there is a general perception in India that women in tribal societies face fewer restrictions in comparison to general women to take education within the society. However, the comments above highlight certain restrictions placed on women in the tribal community in Rayagada, their feelings of subordination, and maintenance of the status quo. My field research with a rural tribal community in Rayagada District, which is the tribal populated district of Orissa, India, highlights the constant daily struggles of tribal communities and the severe limitations placed on women in formal public life, societal restrictions along with their families’ negative attitude. The Orissa State government and the India Central government have introduced a number of important policies and different measures to provide education and to eradicate educational barriers to women in odisha's Rayagada district in particular and India, Odisha in general. For example- the National Commission for Women was set up by an Act of Parliament in 1990 “to safeguard the rights and legal entitlements of women”. through Sarva Siksha Avyana, Up gradation of Primary Schools under SSA, New Residential Girl's High Schools / Educational Complexes, Teaching in Tribal Language, Bicycles of ST Girls, and Scholarships to tribal women and different Micro Projects. etc. India has also signed a number of international conventions that aim to ensure the rights of women as well as for right to education. After all these facilities still now the women education of Rayagada district is very low that 39.87%percent. So there is a need to get understanding of perceptions and attitudes of the concern government and families for both enrolled and out of school girls regarding the tribal women education which was the major thirst of the study.
Education of Tribal Women: National Overview
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 behind in all spheres of life in comparison with other sections of the population. The government of India has launched a number of schemes for the promotion of education and welfare among the tribes in general and different new initiatives for the women section in particular. In spite of these efforts, the rate of literacy has not improved. In case of the primitive tribes, it is very poor and among women, it is very low. Literacy is the key for socio-economic development of any section or region, and this is the reason that the tribal community all over India have subjected to various forms of deprivation such as alienation from land and other resources. Especially the tribal women though they are away from the mainstream of national life, but they are not kept away from the impact of socio-economic changes effecting the society in general.

Education of Tribal Women: Overview of Odisha
According to the fourth, all India Educational survey only 83% of tribal population covered by primary schools within the habits or within 1 km of the same. Thus 17% of tribal population depended on elementary schools, which were more than 1 km away from their habits, out of these 13.96% did not have a school within 1.5 km and 8.37% did not have a school within 2kms. This contrasts with the general situation in which 92.82% of the population covered by schools within the habitat or within 1km therefore, more than 25,000 tribal habitats had no schooling facility. The coverage at the secondary level becomes still more unfavourable. While 82.18% of the population had a secondary school within 8kms only 51.89% of the scheduled tribe could claim this facility. At the higher secondary level, 41.08% of the general covered by a school within 8km whether only 18.08% of the STs had that facility in the state.

Education of Tribal Women: Overview of Rayagada
Rayagada is a part of "K-B-K"-region of Orissa State (India). The inhabitants of Rayagada are recognized as few of the most impoverished and deprived citizens of the country. Out of the total population of 8.23 lakhs, 56.04 % belong to Scheduled Tribes (ST) and 14.28 % belong to Scheduled Caste (SC) communities. The literacy rate, a vital indicator of prosperity is only 29.12% overall, and 17.83% for the females in the rural area as per the 2001 census. In education sector, Rayagada District has an average literacy rate of 50.88 percent but the male literacy rate of 62.61% masks the abysmally low female literacy rate, which stands at only 39.87% but in case of ST girls it is just 24.6 in 2009-10. But now it is the matter of concern that the present literacy rate of women is lower than the literacy rate of 2001 that 24.31 it was 23.62 per cent in Rayagada district, may 9 2012. There is a complete change in mindset and girls are no longer confined to their homes. We have to initiate proactive measures to give benefits of education to the disadvantaged groups in order to enable them to join the mainstream".

Education of Tribal Women: Issues & Challenges
If we analyse the real issues of tribal women for taking education then we must find that there is higher concentration of poverty among the tribal population in both the rural as well as urban areas of Orissa. Their weak resource base, their low position in socio-economic and political hierarchy, illiteracy, their relative lack of access to facilities provided by developmental measures; and their inadequate participation in institutions are mainly responsible for their backwardness as well as access to education. It is indeed a matter of deep concern that why the fruits of development fail to reach the weaker sections of our society despite our planned efforts?

Review of related Studies
There are many questions raised at different forums like; i) what are the constraints on girl’s enrolment in Secondary Education.; ii) are education and training opportunities for women in all available programs widely publicized? ii) Is secondary education offered to women in rural communities? In addition, iv) are there sufficient facilities at secondary training institutions to allow women to enrol? Premi(1989) in a study of SC and ST students in ITI for five states raised certain basic questions in respect of effectiveness of ITI training, its improvement and employment potential of ITI. The study covered at least one ITI for the ST in each state. The study was basically exploratory in nature and raised certain issues i) relating to the linkage of ITI and the placement of students in different industries and ii) the suitability of the contents to promote self-employment. K.C Nautial and Y.D Sharma(1978), Mishra(2001), Shah(1982), Mehta(1990)and many others have attempted to examine the researchable issues relating different aspects of education of schedule castes and very few have touched the issues in detail in respect of tribal education. All the studies mentioned here are related to different problems pertaining mostly to schedule caste education.International Conference on Social Science and Humanity (2011) conducted a seminar on An Analysis of Tribal Women's Education in India and conclude with the findings Education to women is as essential as to men. It makes women to find the right way to development. Even today in most parts of the country, the tribal women remains steeped in superstitions and ignorance with men presiding over their destiny. The main aim of education is to change the cultural norms and patterns of life of tribal
women. To make them economically independent, to organize them to form strong groups so as to analyze their situations and conditions of living, understand their rights and responsibilities and to enable them to participate and contribute to the development of women and the entire society. Sujatha (1994) undertook a micro level study to find out the underlying causes of absenteeism, stagnation and waste among Yanadi tribe in Andhra Pradesh. The study was based on primary and secondary data. She found that absenteeism was more among Yanadi girls in both mixed villages and tribal colonies whereas the difference between girls and boys in tribal colonies were negligible. Bhasin (2007) has carried out her study about tribal women in different geographic region i.e. Ladakh, North Eastern Region, Rajasthan and her findings show that the tribal women possess a lot of importance in tribal communities. Even the tribal communities of Rajasthan do not look upon the birth of girl child as a curse. Dowry system is not there. The girl possesses the right to choose her husband. Divorces are easy and well secured. Women play vital role in economic activities. They take joint decision along with the male counterparts. Aparna Mitra and Pooja Singh, (2008) studied on trends in Literacy Rates and Schooling among the Scheduled Tribe Women in India, with taking the sample of tribal women in India revealed that the high status of women among the tribal groups in the north-eastern states has important effects on the literacy rates, enrolment ratios and dropout rates of girls in that region. High poverty rates pose to be significant obstacles in attaining literacy and education among tribal women in India. However, large differences in literacy rates in the various states in India show that social and cultural norms, proximity to the mainstream Hindu culture, and the role of women are also important determinants in achieving literacy among tribal women. Jayaswal, et.al, (2003) examined the role of parental support on academic achievement of tribal school students. The study selected a sample of 10 schools of Ranchi town having classes I, VI and XI randomly making a total of 300 children. The parents of 30 high achievers and 30 low achievers were selected as the parental sample. The tools used in the study were personal data questionnaire, academic achievement test, and parental support scale. The study found that the parents of high achievers exerted significantly more support in their children’s studies than the parents of low achievers students. The parents of high achievers had greater work commitment concern with the quality of performance and inclination to learn lessons from others, more interest in children’s educational success and were liberal. On the other hand 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. JHA, P., 1987 An Evaluation Study on tribal women education with taking all the staff of campus including principal, faculty, hostel superintendent, ex-students and present students of Tribal Research Institute, Bhopal. With the intention to evaluate role played by the campus in the education of tribal women. He found the following major obstacles those were responsible for low growth rate of tribal women education that’s are- It has no building after six year of establishment also there was no proper facility for practical training for different subjects, not give proper attention on physical education, sports, cultural activities and hygiene.

Rational of the Study
Article 46 of the Indian constitution lays down a directive principle of the state policy, which provides that “The state shall promote with special care to the educational and economic interest of the people and in particular of the scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitation”. Despite the sincere and concerted efforts by the government at national level and state level for the overall development of the education and development of scheduled tribes in general and scheduled tribe girls in particular, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the programmes, policies, and their benefits in their standard of living and their overall up liftment in the society. This is mainly due to the high incidence of illiteracy and very low level of education and understanding among the tribal people. Education system should make an individual better suited to the needs of the ever-changing dynamic world. The changes in the educational system should also reduce the social gaps by enabling proper recognition to whatever extent one is able to pursue or acquire a skill. The tribal communities all over India in general and Rayagada in particular have subjected to various forms of deprivation such as alienation from land and other resources. Especially the tribal women though they are away from the main stream of national life, but they are not kept away from the impact of socio – economic changes effecting the society in general. In this process of change, the tribal woman is forced to adhere to certain norms which may even take away her freedom, her control over the traditional productive system, her house, family and children and even her own life. The fact remains that a large number of tribal women have missed education at different stages and in order to empower them there is a great need of providing opportunities so as to enable them to assume leadership qualities for economic self-reliance and even social transformation. It often alleged that the level of aspiration of these women as a group is low and they are quite satisfied with what they are and with what
they have. It is most often not true only to womenfolk but to everyone who feels helpless and frustrated. However, in order to develop and raise their level of aspiration, adequate educational opportunities are to be provided so that they get motivated to participate in the mainstream of Education and also ultimately learn to initiate their own programmes of development. Therefore, in this paper an attempt has been made to analyze the present status of educational facilities availed by tribal women and men in Rayagada district and the family attitude for their girl’s education as well as govt. initiatives for their development.

**Research Questions**

The study addressed to answer the following questions.

1. How do tribal Parents define the significance of women’s education for them in Rayagada district?
2. What type of role they are playing to overcome barriers on the path of their daughters’ education?
3. What type of problems tribal women are facing on the path of their education?
4. What are the initiatives/measures taking by govt. for their educational development as well as for eradication of ongoing barriers?

**Objectives**

The objectives of the study are

1. To study the tribal parents attitudes on their daughter’s education.
2. To examine the present role of tribal parents for overcoming barriers on the path of their daughters’ education.
3. To study different problems faced by tribal women on their path of education.
4. To estimate influence of different measures and initiatives launched by govt. for eradicating ongoing barriers of tribal education.

**METHODOLOGY**

Descriptive survey method used in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to measure the level of participation of families and Govt. To overcome the present obstacles faced by tribal women. 

**Sample:** Sample of the study comprised of ten different block of Rayagada district. They are Gudari, Ramnaguda, Rayagada, Kolnara, K. Singpur, Kashipur, Gunupur, Muniguda, Chandrapur, Padmapur. From every Block eight schools were selected and from each school five teachers selected for the collection of data. From each school one parent selected randomly were included as the sample of the study. Thus, the distribution of same for the study is as follows:

1. 400 Govt. Teachers (five Govt. Teachers x 80 schools)
2. 80 Parents. (1 Parents from each school x 80 schools)

**Tools:**

The following tools used in collection of data for this study.

1. A questionnaire prepared for the teachers on different dimensions of education of tribal girl’s children and role of Govt. /parents for their education.
2. An Interview schedule for obtaining direct information about the present condition as well as barriers on education from parents and girls children.

**Analysis and Interpretation**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Responses in %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agreed</td>
</tr>
<tr>
<td>1</td>
<td>Illiteracy among tribal women is the cause of their parent’s illiteracy in our society.</td>
<td>78 (N=312)</td>
</tr>
<tr>
<td>2</td>
<td>The education of their girls can develop the existing economic condition of their family.</td>
<td>49 (N=196)</td>
</tr>
<tr>
<td>3</td>
<td>Maintenance of successful life for a woman, education is immense necessary.</td>
<td>22 (N=88)</td>
</tr>
<tr>
<td>4</td>
<td>Parents understand Education has the vital role for properly taking care of her child nourishment.</td>
<td>40 (N=160)</td>
</tr>
<tr>
<td>5</td>
<td>Education can overcome the present status of employment problem of their girls.</td>
<td>45 (N=180)</td>
</tr>
</tbody>
</table>

**Table1:** Parent’s perception Vs. Education of Tribal women
Based on examination of the above table it is observed that 78% of the govt. teachers are realising that due to lack of proper education among the parents tribal women education seriously hampered and they remain illiterate forever. Moreover, about 22% of respondents are still not agreeing upon this statement and advocating except that so many problems are pertaining to the issue. About 4% of the respondents agreed that tribal parents have idea that education act as an instrument in improving their current economic standard in the society. At the same time, 51% of respondent felt parents have no that much of future anticipation that education can develop their day to day living and preparing future of their children with developing financial standard. From the above table it shows parents have lack of understanding on the strength of education in today's world for their girls. This is certainly not a positive indication on the part of development of the tribal society and increased socio-economic conditions of the people in Rayagada district of Odisha. Here it is also revealed that 40% of the respondents are thinking that parents have idea on educational benefits which can help women in giving proper care to their children and nourish them properly also can develop the economic condition of the family and other 50% to 55% of the respondents are against it. Similar is the situation with respond to perception of respondent's use of education in women's current employment, which is thinking by their families. Though 45% teachers are agreed to it some extent about the understanding of tribal parents, 55% did not respond to this proposition in a positive way. The respondents of Rayagada district clarifies the existing situation about the parental attitudes that they do yet not understand this shows that education is a lifelong process and still now, they are not taste the real taste of present modernised civilisation, so a lot of work needed to do that will help them to change the present attitude towards education.

Table-2: Existing role of tribal Parent'sVs Education of their girls

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Items</th>
<th>Responses in %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>1</td>
<td>All family members are well aware about the education of their girls.</td>
<td>41 (N=164)</td>
</tr>
<tr>
<td>2</td>
<td>They feel their support is immense necessary for better education of their girls.</td>
<td>29 (N=116)</td>
</tr>
<tr>
<td>3</td>
<td>All their family members are guiding like teachers to their girls at home and solving all educational problems.</td>
<td>21 (N=84)</td>
</tr>
<tr>
<td>4</td>
<td>Parents are attending the entire PTA, MTA meeting organised by your schools.</td>
<td>20 (N=80)</td>
</tr>
<tr>
<td>5</td>
<td>Present effort is sufficient to enhance school environment for proper education of their daughter.</td>
<td>23 (N=92)</td>
</tr>
<tr>
<td>6</td>
<td>Family affords all the requirements to fulfil their and the dream of their daughter's.</td>
<td>17 (N=68)</td>
</tr>
</tbody>
</table>

On the basis of the above table it is revealed that 41% of the respondents agreed that parents are realising the importance of education in their life and they are fully aware about their children's education at the same time near about 59% respondents are realising that parents yet to give importance to their girls education properly. Amongst these positive attitude families near about 30% are providing full support to their daughter where as 70% are still need to clear about the role of education on development of their future and overall development of their life. About 21% respondents give opinion that parents are properly playing their role as a teacher in the home, solve many problems pertaining to their girl’s education and facilitate their girls for their future education. Whereas more than 70% of the respondents feels parents are not aware about the necessity and influence of their role at home for the proper education of their girls. About 20% of the parents have the understanding that they should take part in decisions making activities organised by schools. It is noticed that there is lack of awareness with 80% of the parents about the utility of education for their life and living, which was observed through examined the teacher's perception. About 23% of the parents are of the opinion that there is the need to participate for scholarly improvement of school environment that will enhance the system of education in general and their girl’s school in particular. That means they have the idea about the participation influence on schools. In the same time, 77% of the families still have no regular participation to develop the school environment, which was revealed by the teachers. This show they have need extra awareness programme on highlighting the benefits of participation. The education provided to tribal women is not so qualitative due to lack of skilled teacher to transact curriculum. So the teacher and some changes in curriculum is needed. It is revealed that 17% of the families are curious for education of their daughter’s and provided all the requirements like tutor, cycle etc. and more than 80% of the parents are still required to develop their understanding about the requirements for their girls for proper education which was the perception of the teachers.
By examining the above table, it is observed that 60% of teachers agree that distance is one of the measure obstacle and that compels their parents to stop education of their girls, whereas only 23% of families provides all facilities to overcome distance factor it is because they have strong background and determination about their girls education. So here, govt should take initiative to establish more schools within 1km distance to village. About 71% of the respondents say that present location and infrastructure is one of the serious obstacles, which affect the education of tribal girls, and this is the cause to change present daughter’s school by tribal families. About 29% of the respondents are still against the statement that is because their schools have proper location and facilities. On critical analysis, it found that 75% of the teachers have revealed that family’s poor economic condition is one of the measure problems on the path of their girl’s education, and about 25% of the respondents are not thinking finance is one of the problems for tribal families. Here it may derive that more than 75% families have no idea about free opportunity of women education. In the other side, 57% of the respondents realise that parents’ illiteracy has a bad impact on their girl’s education and future and 43% of the respondents are denying this is because literacy programme are not organising within the district properly. About 50% of teachers agree on this point that insufficient women teacher within the school is one of the problem on girls education and next 50% still now not aware about the importance of female teacher in educational system. Whereas also, 50% to 55% respondents cited that girl’s school and language teacher is immense necessary for girls’ education and the rest have the response against it.

**Table-4:** Govt. Initiatives/Measures for improvement Vs Education of tribal Women

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Items</th>
<th>Responses in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Different awareness programmes are organised to facilitates girls</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>education in the district by govt.</td>
<td>50 (N=200)</td>
</tr>
<tr>
<td>2</td>
<td>The education for women is completely free in India.</td>
<td>48 (N=192)</td>
</tr>
<tr>
<td>3</td>
<td>There are different educational opportunities are available to</td>
<td>28 (N=112)</td>
</tr>
<tr>
<td></td>
<td>facilitate girl’s education which are going on successfully in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orissa/ Rayagada.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Different fellowship and many scholarships introduced by govt. to</td>
<td>16 (N=64)</td>
</tr>
<tr>
<td></td>
<td>take better education/research for women are availing by tribal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>women of this district.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Different literacy programmes and micro projects undergone in the</td>
<td>21 (N=84)</td>
</tr>
<tr>
<td></td>
<td>district to uplift tribal women education are implementing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>successfully.</td>
<td></td>
</tr>
</tbody>
</table>

Based on examination of the above table it is observed that only 50% of the teachers are of the opinion that tribal families and girls are getting proper benefit from different Govt. awareness programme regarding education. Accordingly, they have changed their mind setup. Whereas next 50% of the respondents are of the opinion that there is needed more number of awareness programme with proper advertisement so then they will get benefits from different govt. awareness programmes going on their district. This indicates that Govt. should take initiatives for proper implementation of the programme. About 28% of the teacher says that the stakeholder knows the up-to-date knowledge regarding facilities...
available for women education. Whereas next 78% teacher says, still govt. should take initiative for proper advertisement and implementation of the ongoing programmes. Only 48% respondents agree that parents have idea about free women education in India. Whereas 52% of the respondents have said tribal society, have no clarity that education for women is completely free. As a result, they are not able to take the educational benefits of the Govt. that is meant for them. About 16% of the respondents agreed that beneficiary have the knowledge about different educational scholarships, fellowship meant for women for better research and education that are going on in India and their district. It is clearly reflected that there is needed a lot of work by concerned govt. for giving clarity to the tribal families/women’s about the different opportunities available in India said by 84% of the teachers. So then, they can avail it. They may be interested for education but due to lack of knowledge of different facilities available for them, they may be not motivated for giving education to their children. About 80% of the teachers agreed on the point that literacy programmes and different micro projects are not effective for tribal parents/girl’s organised by government. On this point, it may be conclude that the programmes are running in pen and paper only but it has no physical existence or output for which it meant for. There need to be supplemented with many more meaningful, need based activities for ensuring their participation in the field of education.

FINDINGS

Major findings of the study includes

I. There were some weak voices against girls’ general education; these based on ignorance of parents as well as their low financial condition.

II. The important thing in all scenarios is that people in tribal area of Rayagada District want to educate their daughters. The major problem for majority of them is the absence of Schools and school related human and physical infrastructure.

III. The problems of transportation, drinking water, electricity, school buildings and boundary walls are severe in tribal cum rural areas than settled areas. Special efforts recommended refining girls’ schools infrastructure on priority basis. Quality infrastructure ensures quality education and quality education ensures masses participation in education programs.

IV. Also recognizing that the education system is currently designed for the dominant group, so instead of working for them by Govt. tribal needs to be given priority and reliable investment should be emphasize in creating support mechanisms that supplement the integration of tribal children (both man and women) into the formal education system. Finally, it may be one of the steps to change their family attitude.

V. No tribal language teacher appointed in every school, which is the most basic supplement to understand their families attitude.

VI. It was also found that different govt. implemented supported programme are not physically present on tribal areas means on pen and paper not in reality. It includes

a) Government awareness programmes for the tribal parents,

b) Orientation programme for tribal parents related to women education,

c) Using both tribal and state languages during the pre-primary and primary levels, Creating supplemental tribal relevant learning materials,

d) Introducing monetary/non-monetary incentives for teachers in tribal areas,

e) Addressing the health and nutritional needs of tribal children and improving community participation by training tribal teachers and youth as peer educators,

f) Establishing and strengthening transitional education centres which focus on mainstreaming tribal children,

g) Creating seasonal hostels and residential schools for children of migratory parents, Training female teachers for single sex classrooms,

h) Adequate and improved quality of physical infrastructures - Facilities like electricity, drinking water, sanitation, boundary walls etc. and with sufficient numbers of trained teachers,

i) Proper advertisement of govt. educational programmes within the district.

j) Number of girl’s schools with walking distance etc.

k) In addition, the study revealed that the people who have resources are migrated to developed areas for their children education or personally made alternate arrangements for their children education like personal transportation or enrolment in boarding schools of settled areas.

l) Majority of residents of tribal areas is poor having minimum resources for their living including children education. Stipends and financial assistance will promote their efforts for daughters’ education.
These support mechanisms listed above address some of the issues facing tribal women inside the classroom in particular and families of them in general. However, based on the analysis of the reasons and descriptions of case studies as best practices, it is evident that there needs to be more philanthropic investment in building community cultural wealth (aspirational, linguistic familial, social, navigational and resistant capital) outside the classroom too. This would provide a solid foundation that leverages these assets and develops stronger individual potential that can transcend the barriers experienced by tribal women’s in mainstream society.

**CONCLUSION AND IMPLICATIONS**

Education is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. It is not only applicable for man but for tribal women also. In the context of tribal women education, finding a balance between man and women the attitude of tribal families should modify positively and govt. should take different steps that ensure a tribal women’s success in mainstream schools. Therefore, the paper recommends wide provision of girls’ schools and school related infrastructure in Rayagada district to ensure the attendance of teachers, special administrative and managerial arrangements. Govt. should provide transport facility to female teachers and special incentives for the teachers serving in remote tribal areas to solve problems in this regard. Teachers should be assign task to motivate parents to enrol their daughters in schools especially the parents who are reluctant to do so due to unawareness, weak financial conditions and ignorance. The parents who focused only on religious education for their daughters also need motivation and inspiration. Up gradation of girls’ schools, which are, functioning, within the remote tribal areas. The availability of elementary and secondary schools will not only support the further education of already enrolled girls but work as a motive for many other girls in the areas who wish education. To reduce the impacts of poverty on daughter education, giving stipend to enrolled girls is a good solution.

Since there is not found any strong barrier in families attitudes for their girls’ education, the study promotes the idea of providing a mechanism of quality and easy accessible education for girls in the areas. The steps will helpful to create an educational environment in the areas as well as broaden the mindset of tribal parents.

I will conclude my practical suggestions on the note that firstly; tribal areas should be considered for corruption-free projects and an exclusive economic plan that endorsed under the continuous monitoring and active supervision of state and national level capable functionaries. Those who are professional and honest to the region (tribal area) can have the fruits and they can able to have ease in their educational sector and bread-winning struggle of everyday life. Secondly, the education should be given with relating to their culture and the educational facilities should be sufficient and proper so then one’s family or parents may commit to send their daughters to study further. Thirdly, the staff attendance in some tribal rural areas is in between 10% to 30% and there are some schools where single teacher is there still now and they are also not properly qualified so here my perception is to appoint talented and skilful teaching staff available within that area without doing corruption in appointment.

**REFERENCES**

3. Bhasin, V. (2007). Status of Tribal Women in India, Department of Anthropology, University of Delhi, Delhi 110 007, India

HOW TO CITE THIS ARTICLE