

*Impact of Government Schemes on Education  
of Tribal Women in Madhya Pradesh: Issues  
and Challenges*

Devendra Baghel, Tajamul Hussain Sheikh  
and Archana Purohit

Research Journal of Agricultural Sciences  
An International Journal

P- ISSN: 0976-1675

E- ISSN: 2249-4538

Volume: 12

Issue: 04

Res Jr of Agril Sci (2021) 12: 1316–1319

 CARAS

# Impact of Government Schemes on Education of Tribal Women in Madhya Pradesh: Issues and Challenges

Devendra Baghel<sup>1</sup>, Tajamul Hussain Sheikh<sup>\*2</sup> and Archana Purohit<sup>3</sup>

Received: 07 May 2021 | Revised accepted: 03 Jul 2021 | Published online: 31 July 2021  
© CARAS (Centre for Advanced Research in Agricultural Sciences) 2021

## ABSTRACT

Education has a great significance in modern society; hence education is often called the key to bright future. Education is a determinant of social, economic cultural as well as political development of an area. Education as a tool eradicates poverty and unemployment, generates job opportunities, economic growth and standard of living among the social groups. In India, we find that non tribal groups have been benefited with the help education, but tribal groups are still lagged behind socially, economically and as well as culturally. Education is important for all including tribal groups. Although, the Central Government and State Government of Madhya Pradesh has taken many steps towards the development of education level of tribal people but their education level still remains poor. This paper reveals the impact of government schemes on education of tribal women in Madhya Pradesh and their issues and challenges, where scheduled tribe population holds 21.1% of the state population according to the 2011 census.

**Key words:** Scheduled tribes, Government schemes, Education, Tribal women

Education is a basic need for social development. Without proper education, development of scheduled tribe is beyond imagination. Education is one of the essential requirements for man-making and nation building. Womanly education ensures not only for better development of civilization, but to teach after that generation too. Education is landmark of women empowerment since its facilities them to responds to the challenges, to confront their customary appearance and revolutionize their living. Gender disparity in education sector is a dilemma for a nation like India, where women constitute more than 50% of the country's human capital, still faces literacy gender gaps as 16.68%. The role of education in socio-economic development is well recognized by several research studies, economists, socialists, constitution of India, the National Policies of Education and the Five-year Plans. The 93<sup>rd</sup> Constitutional Amendment made education a fundamental right. The National policy on education (1986), modified in 1992 envisaged free and compulsory education for all children up to the age of 14 years before the onset of 21<sup>st</sup> century [1]. An educated person can better navigate in

society, they can become aware of their legal rights, take out loan, secure better employment, write to family and their loved ones, can utilize resources in planned manner and as well as use new technologies. Education is a main tool to transform the society socially, economically and politically.

The scheduled tribe population represents one of the most economically impoverished and marginalized groups in our country. The Constitution of India assigns special status to the scheduled tribes. Traditionally, known as Adivasis, or tribals constitute about an 8% of the Indian population. Among the major states of India, the highest percentage of scheduled tribe population is registered in the state of Madhya Pradesh accounting 14.7%, followed by Maharashtra accounting 10.1%, Orissa 9.2%, and Rajasthan 8.9% [2]. In the northern states of India like Arunachal Pradesh, Meghalaya, Mizoram and Nagaland, 90 % population is tribal. Out of the total 104 million Scheduled tribes, 1.37 million (1.57%) belongs to Primitive Tribal Groups (PTG). The Human Development Indices (HDI) of Scheduled tribes are much lower than the rest of the population in terms of all parameters such as Education, Health, Income etc. Literacy and Educational attainments are powerful indicators of social and as well as economic development among the backward groups in India. Literacy influences such aspects of population as fertility, mortality, mobility and occupation. India is a land of diverse race, religions, cultures, and social groups. Scheduled Tribes differ in religion, language and culture. In Indian caste system STs are considered as backward group of society in educational, socio- economically and politico-culturally.

\* Tajamul Hussain Sheikh

✉ gtajamulhussain@gmail.com

<sup>1-2</sup> Devi Ahilya Vishwavidyalaya, Indore - 452 001, Madhya Pradesh, India

<sup>3</sup> Department of Geography, Mata Jijabai Govt. Girls' P. G. College, Indore, Madhya Pradesh, India

They are also deprived from employment opportunities [3]. The abysmally slow rates of growth in literacy have been the result of faulty Educational Policy of British Government in India. During the British rule in India, there was no organized method to educate the tribal communities except the work done by the Christian Missionary Organizations in some regions of India. The socio-economic base of education in Colonial India was extremely narrow and the door of education was closed for economically and socially deprived classes of the society. Thus, there is wide disparity in educational opportunities between scheduled and non-scheduled population in India. The situation of Madhya Pradesh is not different from the country, in fact in terms of literacy it is one of the most backward state in the country.

**MATERIALS AND METHODS**

The present study is based on primary and secondary source of data collected from primary survey and office of the Registrar General, India, Analytical Report on Primary Census Abstract, Census of India 2001-2011. An attempt has been made to tabulate, analyze and interpret the data by applying Chi Square Test; suitable statistical diagrams like Bar Graph were used.

**RESULTS AND DISCUSSION**

*Educational status of tribal women in Madhya Pradesh*

Educational attainment is one of the important indicators of any country’s level of Human Development. Education is essential for everybody irrespective of Gender, Caste, Class, Colour and Creed, it is essential for both men and women. Education is a tool that enable Women to find the right path for their overall growth and development. Even today in most of the States the Tribal Women are suffering due to blind beliefs, superstitions, orthodoxy and ignorance, though Scheduled tribe women and Girls are guaranteed Constitutional rights as well as rights under specific laws constituted by Parliament, especially for PESA (Panchayats Extension to Scheduled Areas) areas. If we talk about the Tribal Women, the disparity is even worse as the Scheduled Tribe women have the lowest literacy rates in India. In spite of the government putting enormous efforts to build equality among both the genders, there is still a clearly visible breach in the literacy rate between the Male and

Female population of the scheduled tribe. The (Table 1) gives the details of scheduled tribes Literacy of Madhya Pradesh from 2001 to 2011 as follows:

Table 1 Scheduled tribes’ literacy of Madhya Pradesh

| Year | Rural | Urban | Total |
|------|-------|-------|-------|
| 2001 | 40.0  | 57.2  | 41.2  |
| 2011 | 49.3  | 66.7  | 50.6  |

Source: Analytical Report on Primary Census Abstract, 2011

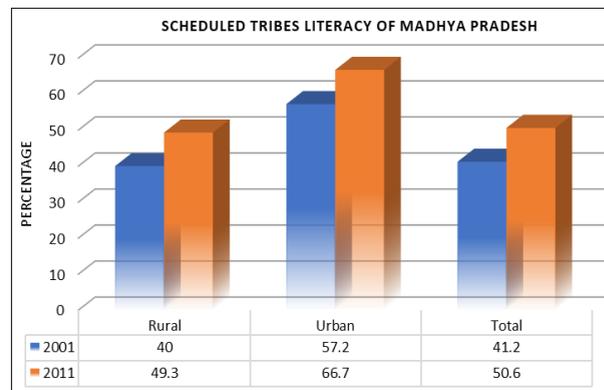


Fig 1 Scheduled tribe literacy of Madhya Pradesh

The state of Madhya Pradesh is one of the largest states of India with 46 scheduled tribes. The population of ST is 21,1% of the state population according to the census 2011. The tribal people are living in mainly forest and hilly area and the main tribal groups in Madhya Pradesh are Gond, Bhil, Korku, Bhariya, Halba, Kaul, Mariya etc. Out of these tribal groups, Bhil is the largest tribal group with a total population of 4,618,068 accounting 37.7% of the total scheduled tribe population as per census of India 2011. For earning these tribals depend upon agriculture and forest produce and local craft. They have different cultures, customs and life style. It is revealed from (Table 1) that literacy rate of scheduled tribe (Madhya Pradesh) in 2001 accounting 41.2% and in 2011 accounting 50.6% and thus registered a change of 9.4% in literacy from 2001 to 2011. But, still lags behind the national average, as at national level the literacy rate of Scheduled Tribe in 2001 accounting 47.1% and in 2011 accounting 58.7% [4-5]. Thus, it is concluded that the Madhya Pradesh has lower scheduled tribe literacy rate as compared with national level.

Table 2 Scheduled tribes’ literacy-2011 (Male-Female)

| Rural                                       |        |       | Urban                                       |        |       | Total                                       |        |       |
|---|--------|-------|---|--------|-------|---|--------|-------|
| Male  | Female | Total | Male  | Female | Total | Male  | Female | Total |
| 58.4  | 40.1   | 49.3  | 74.0  | 66.7   | 59.2  | 59.6  | 41.5   | 50.6  |
| Literacy Gap between Male and Female- Rural |        |       | Literacy Gap Between Male and Female- Urban |        |       | Literacy Gap between Male and Female- Total |        |       |
| 18.3  |        |       | 7.3   |        |       | 18.1  |        |       |

Source: Census 2011, Ministry of Tribal Affairs

The term Literacy is one of the significant qualitative indicators of social development associated to the economic development of social groups like Scheduled Tribes. The United Nations Educational Scientific and Cultural Organization (UNESCO) has defined literacy as the, “ability to identify, understand, interpret, create, communicate and compute, using printed and written material associated with varying context. Literacy involves a process of learning to enable an individual to learn his or her goals to develop his

or her knowledge and potential and to participate fully in the wider society”. It is revealed from the above (Table 2), that out of total literacy rate of Madhya Pradesh (50.6%) female literacy rate constitute 41.5% and male literacy rate constitute 59.6%. Thus, it is concluded that literacy gap rate between male and female in total accounting 18.1% in 2011 census. In rural areas, female literacy rate accounting 40.1% and male literacy rate accounting 58.4% and the literacy gap rate between male and female in rural accounting 18.3% in

census 2011. While in urban areas, female literacy rate accounting 59.2% and male literacy rate accounting 74.0% and the literacy gap rate between male and female in urban accounting only 7.3% in census 2011 [6-8]. There are many factors behind this lower literacy and poor education status as follows:

- Lack of interest of tribal people in education
- Lack of awareness among tribal people
- Distance of Schools, lack of communication, lack of transportation
- Lack of instruction (Dialect) in Schools
- Poor background
- Lack of interest of parents
- Social discrimination
- Lack of proper implementation of government schemes

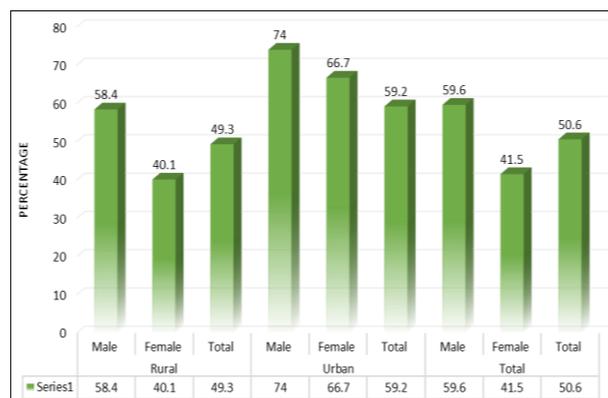


Fig 2 Scheduled Tribes Literacy (Male-Female)

The term Literacy is one of the significant qualitative indicators of social development associated to the economic development of social groups like Scheduled Tribes. The United Nations Educational Scientific and Cultural Organization (UNESCO) has defined literacy as the, “ability to identify, understand, interpret, create, communicate and compute, using printed and written material associated with

varying context. Literacy involves a process of learning to enable an individual to learn his or her goals to develop his or her knowledge and potential and to participate fully in the wider society”. It is revealed from the above (Table 2), that out of total literacy rate of Madhya Pradesh (50.6%) female literacy rate constitute 41.5% and male literacy rate constitute 59.6%. Thus, it is concluded that literacy gap rate between male and female in total accounting 18.1% in 2011 census. In rural areas, female literacy rate accounting 40.1% and male literacy rate accounting 58.4% and the literacy gap rate between male and female in rural accounting 18.3% in census 2011. While in urban areas, female literacy rate accounting 59.2% and male literacy rate accounting 74.0% and the literacy gap rate between male and female in urban accounting only 7.3% in census 2011 [9]. There are many factors behind this lower literacy and poor education status as follows:

- Lack of interest of tribal people in education
- Lack of awareness among tribal people
- Distance of schools, lack of communication, lack of transportation
- Lack of instruction (Dialect) in Schools
- Poor background
- Lack of interest of parents
- Social discrimination
- Lack of proper implementation of government schemes

#### Impact of government schemes on education of tribal women

The important challenge that the central government as well as state government has been facing after independence is proper provision of social justice to the Scheduled tribes, by ameliorative their Socio-economic conditions. STs comprise weakest segment of in India, on the bases of economic, ecological and educational point of view. There are various number of educational schemes for Scheduled Tribe Students in India. Following are the educational schemes as under:

Table 3 Educational schemes for scheduled tribes

| S. No | Schemes   |
|-------|---|
| 1     | Book Grant for Scheduled Tribes   |
| 2     | Grant for Maintenance- Scheduled Tribes   |
| 3     | Pre-Matric Scholarship (Centrally Sponsored) to the Children of those Engaged in unclear occupation |
| 4     | Grant for Hostel-ST Students residing in school   |
| 5     | Ashram Hostels for scheduled tribes   |
| 6     | Central Hostel  |
| 7     | Eklavya Model Residential Schools (EMRS)  |
| 8     | Feeder Schools  |
| 9     | Bi-Cycles for Tribal Girls  |
| 10    | Post-Matric Scholarship Scheme for Scheduled tribe Students   |
| 11    | Merit scholarship schemes for ST students in LX to XII and V to X                                   |
| 12    | Up-Gradation of Merit for ST Students reading in classes LX to XII                                  |
| 13    | Sarva Shiksha Abiyan (SSA)  |
| 14    | National Programme for Education of Girls at Elementary Level (NPEGEL)                              |
| 15    | Overseas National Scholarship for ST Students for Studying Aboard                                   |
| 16    | Fellowship and Scholarship (National) for Higher Education of ST Students                           |
|       | (a) Scholarship for Higher (known as Top class Education for Scheduled tribe Students)              |
|       | (b) Fellowship (earlier known as Rajiv Gandhi Fellowship scheme for scheduled tribe Students)       |

The main thrust of these schemes is to uplift the education of tribal population (both for boys and girls), through the efforts of central government and state governments and to provide environment for Social,

economic and cultural upliftment. But some schemes were implemented especially for upliftment of education of tribal women in Madhya Pradesh as follows:

- Girls hostels for scheduled tribes

- Bi-cycles for tribal girls
- Setting up of residential schools for tribal girls
- Strength education of tribal girls in low literacy districts

*Analysis of the impact of government schemes on education of tribal women in Madhya Pradesh*

$H_0$  : Government schemes does not help to improve the education of tribal women in remote areas of MP.

$H_{A1}$  : Government schemes helps to improve the education of tribal women in remote areas of Madhya Pradesh.

The above hypothesis was tested by applying Chi-Square Test and the results are shown below:

| Chi-square test results  |    |                       |                   |          |
|--------------------------|----|-----------------------|-------------------|----------|
| Chi-square               | df | Level of significance | No of Respondents | Result   |
| 19.44                    | 9  | 0.89                  | 180               | Accepted |
| 5% level of significance |    |                       |                   |          |

To analyze the association between government schemes and education of tribal women in remote areas of Madhya Pradesh we applied a non- parametric test known as chi-square test for this purpose. It is revealed from the test results that Pearson's Chi-square value of 419.44 (df=09, N=180),  $p < 0.05$  is 0.89 which is significant at 09 degree of freedom and 5% level of significance. Thus, Null Hypothesis ( $H_{01}$ ) of Government schemes does not helps to improve the education of tribal women in remote areas of Madhya Pradesh was accepted and Alternative Hypothesis ( $H_{A1}$ ) is rejected [10-11]. Thus, we conclude that government schemes don't helps to improve the education of tribal women in remote areas of Madhya Pradesh. The main failure behind these government schemes were attitude of tribal people as they do not known value of education. They concentrate only on survival of their family and thick that their children also have to earn it would be better. This is the main reason tribal people do not send their children especially girls to schools but for work in their fields. Thus, they do not utilize these schemes for their upliftment.

#### *Current issues and challenges on education of tribal women*

There are various challenging issues in the field of tribal women education in Madhya Pradesh highlighted below as:

- Poor economic background
- Isolation
- Medium of teaching
- Attitude of parents
- Teachers related problems
- Social discrimination

## CONCLUSION

Education is fundamental right of every citizen of India. Education is the key for tribal development especially for tribal women empowerment. But tribal women have lower literacy rate in Madhya Pradesh. As far as male-female literacy rate is concerned, it has been observed that there is literacy gap between male and female in the state of Madhya Pradesh. Tribal women education is at almost stagnant stage despite implementation of government schemes for educational development. There are various factors behind their poor educational status of tribal women namely lack of interest, lack of awareness, distance of schools, medium of teaching in schools, poor educational background, poor economic standard, attitude of parents, social discrimination etc.

#### *Suggestions*

There are some reasons of poor education status of tribal women in Madhya Pradesh. To overcome from this issue, following are the most amicable suggestions are forwarded here to conquer the constraints faced by tribal women in the field of education as follows:

- Proper implementation of government schemes in tribal area
- Area based education schemes should be implemented
- Quality of schools in remote areas should be increased
- NGOs should focus on tribal women education
- Awareness regarding educational schemes for ST girls
- Medium of teaching should be in local tribal language
- Motivational programmes should be provided to parents
- Top ranked tribal students should be provided 100% financial assistance in technical, science and other courses

## LITERATURE CITED

1. Satyasavitri VB, Honakeri PM. 2018. Impact of Ashram schools' issues and challenges of tribal education in India. *International Journal of Scientific and Research Publications* 8(2): 475-478.
2. Lakshmi V, Paul MM. 2019. Socio-economic conditions of tribal communities in Telangana and Andhra Pradesh- A Review. *Acta Scientific Agriculture* 3(8): 104-109.
3. Khatoon F. 2013. A regional analysis of literacy and educational levels of scheduled caste in Uttar Pradesh. *Journal of Humanities and Social Science* 6(4): 08-19.
4. Renuka D. 2017. Problems of tribal girl students of secondary schools- A case study. *International Journal of Advance Research and Innovative Ideas in Education* 3(2): 2377-2382.
5. Ahire RC, Chaudhari SR. 2016. Levels of disparity in literacy of scheduled tribes of Nandurbar district: A spatial analysis. *International Journal of Applied Research* 2(2): 236-240.
6. Pathak S, Gupta A. 2013. Status of women in India with particular reference to gap in male female literacy rate in India. *International Journal of Environmental and Management* 4(6): 549-552.
7. Chouhan P. 2013. A study on literacy and educational attainment of scheduled castes population in Maldah district of West Bengal, India. *Journal of Geography and Regional Planning* 6: 19-30.
8. Rani GS, Rajani N. 2011. An analysis of tribal women's education in India. *Int. Conf. Soc. Sci. Humanity* 5: 507-510.
9. Andrabi AA. 2013. Development of education of scheduled tribes in J & K. *Int. Jr. of Social Science Tomorrow* 4: 1-5.
10. Sahu KK. 2014. Challenging issues of tribal education in India. *Journal of Economics and Finance* 3(2): 48-52.
11. Dekha P. 2016. A study on literacy pattern among the scheduled tribe population in Goalpara district Assam. *International Journal of Scientific and Research Publications* 6(4): 193-196.