Chapter 3

Tribal Women and Educational Development
CHAPTER -3

TRIBAL WOMEN AND EDUCATIONAL DEVELOPMENT

Education enriches life and helps an individual to develop his personality. It sharpens intellectual facilities, builds character and creates proper social and intellectual climate. Women constitute an important segment of any community and perform multiple roles as daughter, mother, housewife and wage earner. As the Chinese saying goes “If you want to plan for a year, plant wheat, If you want to plan for ten years, grow trees, But if you want to plan for hundred years educate your women”. Education is essential for the development process; it can develop women to develop their literary skills, awareness of their situation, better hygiene, family health, economic environment and political awareness.

As education helps for overall development, the tribal women should be educated to speed up the literary rate. The education for tribal girls and women needs special attention. Due to the high incidence of illiterates among tribal women, the tendency to depend on others for self-requirements is evident. So the foremost task for the social and economic development of tribal women’s condition is education. Education is an input in bringing the tribal women into the main stream and to increase their ability to withstand. Education of tribal women therefore occupies top priority amongst various measures taken to improve the status of tribal women.

Role of British in tribal education:

During the British rule, missionaries and voluntary organisations did social work in the remotest area of the tribes in India. European scholars besides doing social service they had studied Indian tribes for understanding the evolution of human institutions.

British, called the tribes as aboriginals and considered them as backward and desired to give them education. These tribes had no money for paying the smallest fees. And the ordinary schoolmaster considers them as beneath his notice. By recognizing the difficulties, British felt that various measures must be taken of by every agency that can be employed in the task of instructing the aboriginal races¹. So British devided that, if
any school for tribes to be started, it must be near their settlement. Special encouragement should be given to the instructor of the aboriginal children and no fees should be charged. The main clause to be noted here was that it was desirable that they should be supplied with schoolmaster of their race who might be trained for a short period in other normal schools.

Regarding the medium of instruction, British recommended that, if their language was suitable, then the medium of instruction could be the vernacular of the neighbouring population with whom the tribal people most often come into contact and more over that, where the education of such tribes was carried on in their own vernacular, the vernacular of the neighbouring area which would be an additional subject of instruction.

Development of Tribal education in Independent India

After Independence, the central and state government have tried to develop a form of education including primary, secondary and higher education all over the country having a blanket system for the entire urban, rural and tribal population. A number of committees, and expert bodies starting from Renuka Roy Committee and to Dhebar Commission emphasized the value of education of Scheduled Tribes in isolation. And due to the efforts of missionaries, social workers and Non-Governmental Organisation, the importance of education among tribal women is encouraged.

The constitution of India made certain special provisions for the welfare and development of the scheduled tribes in view of the peculiar nature and extent of the social and economic disabilities suffered by this group. The framers of the Indian constitution consciously adopted a policy of compensatory discrimination in favor of the Scheduled Tribes. The efforts on improving the literary and educational level of SC/ST as a whole were taken up systematically since the introduction of five year plans both under the general education sector and under the welfare of the backward class sector. By this scheme tribes can receive formal schooling. This was considered necessary that without attractive schemes their parents would not be motivated to send their children to school. Other special schemes were distribution of stipends, schooling, both at pre and post
matric stage, hostel facilities, Ashram schools, construction of hostel buildings, boarding 
grants, supply of free books, stationary, uniform and mid-day meals.

The Independent India, the new democratic state was made aware of its responsibility towards the welfare of the tribal people. Article 46 in the chapter on Directive Principles of State Policy, the state shall promote with special care, the educational and economic interests of the weaker sections of the people and in particular of the SC & STs and shall protect them from social injustice and all forms of exploitation.

**Improvement under Five Year Plans:**

The first five-year plan made a beginning of translations of this into concrete policies and programmes of the important objectives of the national planning namely the position of opportunities of growth for section of the population who were specially scheduled tribes. Under the First Five-Year Plan, 4000 schools were established in India; it included 1000 ‘Ashram’ and ‘Seva Ashrams’. And an attempt had been made to teach the tribal children through their own dialects.

According to the First Five-Year Plan, it was conceded that the usual formal system of education was not likely to prove suitable to the tribal communities. It was desired that the commission of scheduled caste and scheduled Tribes and the Department of scheduled caste and scheduled tribes in the various states should deal with the problem of the education of tribal children for some time before the Department of Education take over the management of institution in tribal areas. According to this plan, students in tribal areas to receive primary cum-basic education for eight years will receive the main attention of the development of scheduled caste and tribes during the next five years.

It was generally accepted that the medium of instruction in the basic school should be the mother tongue of the child. The regional language should be introduced at the beginning of the upper primary level and that must be the state language.

Education is a state and central subject and the basic responsibility of promoting education has been rested upon the state government. Article 15 (4) of the Constitution of the states that governments have been empowered to reservation seats for admission for
the SC & ST in the educational and Technical institutions. 20% of seats in all the educational and Technical institutions should be reserved for SC & ST with the district reservation of 15%.

To encourage the tribal people to get education, state government had reserved vacancies in the central services for members of SC & ST. Under the rule of communal representation in the matter of appointment to the public services, in the state 143% (2 out of a unit of 14 vacancies) of the vacancies had been reserved for members of the SC & ST both in recruitment and in open competition. There will be a reservation in favor of members of STs of 5% of the vacancies filled by direct recruitment.

The Ministry of Education (HRD) which is responsible for the educational development, in the country as a whole has been making special efforts for the educational development of the SC & STs. Some of the activities taken up by the Ministry of Education for promoting education among the tribes were provision of scholarships, research fellowship, reservation of seats in hostels and research and training facilities for improving their educational level.

Review of the tribal development schemes and their progress was taken up in 1956-57. There has been a progressive increase in the expedition of the educational schemes for the STs. A major portion of the grant has been utilized on the opening of Ashram schools and Tutorial Training Institution in various states.

In the first three five year plans, girl's education was covered under component plans with additional allocations. Particularly girls belonging to the scheduled caste and scheduled tribes received additional benefits. As a result of the protective policies under constitutional provisions the enrollment of the SC & ST girl children had considerably improved.

The concept of Adult Education has found support in several programmes. In the sixth five year plan Adult Education was included as a part of the “Minimum Needs programme”. During 1990-91, the ST students were given various incentives like Adhoc merit Grant, Gandhi Memorial Award; Merit-cum Means Award etc. were to create a sense of competition in the minds of young students.
The long-term objective of the Sixth Plan was to lower the gap between tribal & non-tribals and improving the socio-economic condition of the tribal people. Introduction of separate chapter for the development of women was the important feature in the history of development under this plan.

National Literary Mission (NLM) aimed at eradication of illiteracy in 15-35 age groups by 1995. This mission emphasised the importance of imbibing the values of National Integration of women’s equality. The focus of NLM is for rural area particularly women and person belonging to SC & ST18.

In the Ninth Five Year Plan goal, higher education, continuing education and women’s studies were given a special importance. Free education for women upto graduation level was being assured by the central and state governments19.

Priority was also given to the areas predominantly inhabited by SC & STs for opening centres of Non-formal education and Adult education centres. Non-formal educational centres were established during the ninth plan to eliminate illiteracy among the tribals20.

Tribals schools and hostels in Coimbatore district:

In the year 1952, there was limited number of elementary schools, mainly intended for scheduled Tribes. In the Madras state, there were 141 schools. In Coimbatore there was no school meant for tribals21.

A Government, Irula Hostel, at Chinnathadagam, located at Veerapandi, 18 kms from Coimbatore junction was started according to G. O. Ms. No.108, Rural Welfare, dated 12th Aug 1950. The Government sanctioned the opening of this hostel at Chinnathadagam for the benefit of the Irula children at Attapady taluk in Coimbatore district. This hostel was started with effect from 21st Oct 1950 with a sanctioned strength of 2522.

Under the orders of the government, a school was opened at Sungam in Coimbatore south division in the year 1953 for educating the children of hill tribes in the division. A hostel was also attached to the school. Fifty children joined the school and they were provided with free boarding and free supply of books and dress23.
According to 1952-53, Administrative Report, of the Harijan Welfare Department there were five schools in the government Cinchona plantations, at Anaimalai Panchayat Union. These schools and a hostel for the children of the hill tribes at ‘Topslip’ in the Anaimalais were functioning under the control of the Forest Department.

Residential school at Thalamalai in Valparai Panchayat Union, 7kms away from proper Valparai was opened during 1956-57 for the benefit of tribal children and a residential school for tribes at Hassanur was continued and development during this period. In the same year, libraries and reading rooms were opened for the tribes in Coimbatore. Newspapers and religious books were supplied to those libraries and reading rooms. For this Rs.1000/- was released.

Another residential school for the children of hill tribes was run by Forest Department at Anagundi, in 24 Veerapandi, Perianaickenpalayam Pnachayat Union which is about 32kms from north of Coimbatore. There the tribal children were provided with free food, clothing and books. The officer of the Forest and Educational Departments were inspecting the school periodically.

The Harijan Welfare Department was running a Government Tribal Hostel at Malbavipudur in Karamadai Panchayat Union which is about 39kms from Coimbatore constructed an additional building at a cost of Rs.25, 500/- in 1974.

The tribal residential school, which was started in the year 1952, at Sungam in Coimbatore District was renamed as Tunakadavu Range hill tribes Residential school in the year 1959 and was opened amidst of tribals and sanctuary officials by the then Governor of Madras State, His excellency Thiru. Bishnuram Medhi. The same school was again renamed as ‘Government Tribal Residential school’ and shifted to new school building located at Topship in 1993.

TamilNadu Tribal Development authority was constituted in May 1976 by Tamilnadu Government. To implement the plans, Tamilnadu social welfare Department studied the problem of drop outs among school children and other educational problem of tribal children.
Based on the guidelines laid down by the working group of Tribal development, a master plan of education for a period of five years from 1983-84 to 1987-88 was prepared for the tribes. To improve the primary education, among the STs in the Integrated Tribal Development Project Area, residential primary schools were been opened under the Tribal sub-plan of 1989-90. Besides these, the educational development by Forest Department and the voluntary organizations also started schools in the Integrated Tribal Development Project Area. Free Education, free supply of books and writing materials had made an importance on them to draw to schools.

A scheme to remove Educational complex in low-literacy pockets was been launched to promote education amongst ST girls. The scheme of Ashram school was launched in 1990-91 with effect to extend educational facilities to tribal boys and girls through residential schools.

The Government of India launched a new central sector scheme of starting Vocational Training Centers (VTC) to provide employability. This scheme is to provide training in various trades in a particular area depending upon the existing infrastructure, as well as employment potential in the proximity of the proposed locations. The NGOs have involved in setting up of the vocational Training center with 100% grant in aid to the agencies.

In the newly started Navodaya schools, under new Education policy, due weightage is given to the students belonging to STs.

At present in Coimbatore District, the Government of Tamil Nadu is running two tribal hostels, one Government Tribal Residential Middle school and 16 Government Tribal Primary Schools. Location of these Schools is shown in the following in the map.
Fig. 6 Location of schools in tribal habitats
I. Primary Schools
1. G.T.R Primary School, Seengupathi
2. G.T.R Primary School, Chinnampathy
3. G.T.R Primary School, Maruthamalai
4. G.T.R Primary School, Anaikatti
5. G.T.R Primary School, 24, Veerapandi
6. G.T.R Primary School, Parali Pillur Dam
7. G.T.R Primary School, Manar
8. G.T.R Primary School, Kanthavayal
9. G.T.R Primary School, Sethumadai
10. G.T.R Primary School, Amaraavathi nagar
11. G.T.R Primary School, Thirumoorthy Hills
12. G.T.R Primary School, Karatooor
13. G.T.R Primary School, Lingamavoor
14. G.T.R Primary School, Valparai
15. G.T.R Primary School, Kadamparai
16. G.T.R Primary School, Perumalpudur.

II. Middle Schools
17. G.T.R. Middle School, Palamalai
18. G.T.R. Middle School, Muttathuvayal

III. High School

IV. Tribal Hostels
21. Tribal Boys Hostel, Chinnathadagam
21. Tribal Boys Hostel, Melbavipudur.
Student’s strength in these schools during 2002-04 is mentioned below.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Tribal schools</th>
<th>No.of schools</th>
<th>No.of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tribal Residential High School</td>
<td>1</td>
<td>610</td>
</tr>
<tr>
<td>2</td>
<td>Middle Schools</td>
<td>3</td>
<td>415</td>
</tr>
<tr>
<td>3</td>
<td>Primary Schools</td>
<td>16</td>
<td>1255</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>20</strong></td>
<td><strong>2280</strong></td>
</tr>
</tbody>
</table>

**Tribal Hostels:**

<table>
<thead>
<tr>
<th>Tribal Hostels</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal Boys Hostels, Chinnathadagam</td>
<td>65</td>
</tr>
<tr>
<td>Tribal Boys Hostels, Melhavipudur</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

The tribal students studying in the Government Tribal Residential schools and hostels are provided with free education, books, notebooks and hostels facility, food and uniform. Government and Tamil Nadu is spending Rs. 300/- per month to each boarder\(^6\).

In order to encourage, the tribal girls, a Tribal Girls Hostels was constructed at Pooluvapalty, at Thondamuthur Town Panchayat in Siruvani main road, which is about 18kms from Coimbatore during 2002-04 by Tamil Nadu Adi-Dravidar Housing Development Corporation (TAHDCO) to accommodate 50 borders with the expenditure of Rs.34 lakhs\(^7\).

As per the Government in their Order, No 65 Adi-Dravidar & Tribal welfare Department, dated 21.05.03, one Government Tribal Residential school at Perumalpudur had been constructed and it is functioning from 11.09.03\(^8\) and the school is running in a temporary shed. And Government Tribal Residential Primary School, Mavuthampathi had been upgraded as Middle school with effect from 16\(^{th}\) Nov 2003\(^9\).
Sarva Siksha Abiyan: (SSA)

Sarva Siksha Abiyan, a programme for Universalisation of Elementary Education began at the grass root level in Coimbatore District in 2001. SSA was implemented on a mission mode with the objective of enrolling all school age children in schools and providing them quality education. In order to accomplish these goals, infrastructure facilities are provided. Activities under various components such as research, evaluation and monitoring, training, girls education, computer aided learning, early childhood care, educational programmes, and educational guarantor schemes are introduced in Coimbatore District.

In Coimbatore District, the tribal school teachers were given training programme by SSA. Additional classrooms and toilet facilities were provided for the following school in 2002-03.

5. Government tribal Residential Middle school, Palamalai – 3 class rooms.

[Source: Collectrate Report, Coimbatore collectrate]

Eight Government Tribal Residential schools were provided at the rate of Rs.15,000/- for providing drinking water. And eight more Government Residential schools at the rate of Rs. 2000/- for toilet facilities are provided and all the Government Tribal Residential schools are provided Rs. 5000/- under SSA during 2002-03 for renovation in Coimbatore District.

It was proposed to take up civil work for 2004-05 at the cost of Rs.599.5 by Sarva Siksha Abiyan. Ten percent is extra to be provided for the construction of additional classrooms and 10 toilets and 10 drinking water taps at hill area schools for the benefit of tribal children. The following table furnishes the details of civil work, toilet facilities and drinking water facilities, provided at hilly and forest areas in Coimbatore district during 2004-05.
Table: 6 List of facilities provided in the hilly and forest area schools in Coimbatore District during 2004-05

<table>
<thead>
<tr>
<th>S.No</th>
<th>Block Name</th>
<th>Name of the school</th>
<th>Civil work</th>
<th>Location of the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Periyanaicken palayam</td>
<td>Residential Primary school Anaikatti</td>
<td>Two class rooms</td>
<td>Hilly area</td>
</tr>
<tr>
<td>2</td>
<td>Periyanaicken palayam</td>
<td>Thumanur Primary school</td>
<td>Two class rooms</td>
<td>Hilly area</td>
</tr>
<tr>
<td>3</td>
<td>Periyanaicken palayam</td>
<td>Residential upper Primary school, Anaikatti</td>
<td>Three class rooms</td>
<td>Hilly area</td>
</tr>
<tr>
<td>4</td>
<td>Karamadai</td>
<td>Residential Primary school, Barali, Pillur Dm</td>
<td>Two class rooms</td>
<td>Forest area</td>
</tr>
<tr>
<td>5</td>
<td>Valparai</td>
<td>Primary school, Chackalmudi</td>
<td>Two class rooms</td>
<td>Forest area</td>
</tr>
<tr>
<td>6</td>
<td>Valparai</td>
<td>Residential Primary school, Kadamparai</td>
<td>Two class rooms</td>
<td>Forest area</td>
</tr>
<tr>
<td>7</td>
<td>Valparai</td>
<td>Primary school, Uralikal, Lower Division</td>
<td>Two class rooms</td>
<td>Forest area</td>
</tr>
<tr>
<td>8</td>
<td>Valparai</td>
<td>Middle school, sellani parai East, (Old Valaparai)</td>
<td>Three class rooms</td>
<td>Forest area</td>
</tr>
<tr>
<td>9</td>
<td>Valparai</td>
<td>High school, Solaiyar Dam</td>
<td>Three class rooms, Toilets Drinking water facility</td>
<td>Forest area</td>
</tr>
<tr>
<td>10</td>
<td>Valparai</td>
<td>High school, Rottikadai</td>
<td>Three class rooms</td>
<td>Forest area</td>
</tr>
<tr>
<td>11</td>
<td>Valparai</td>
<td>Upper primary, Urulikal upper Division.</td>
<td>Three class rooms</td>
<td>Forest area</td>
</tr>
<tr>
<td>12</td>
<td>Valparai</td>
<td>Upper primary, Murugali Estate</td>
<td>Three class rooms</td>
<td>Forest area</td>
</tr>
</tbody>
</table>

[Source: Sarva Shiksha Abhiyan (SSA) District Elementary Education Plan 2004-2005 Coimbatore District, Tamil Nadu.]
Efforts of SSA for enrollment of girls:

SSA took a survey. The report revealed the following reasons for dropouts or absenteeism of girls. Girls enrollment or retention is a problem due to sibling care, attending domestic work where the parents are workers, early marriage and after attaining puberty girls are not sent to school.

To encourage, education of girls the following steps were taken

- Counseling was given to the parents of girls.
- Monitoring regular attendance was suggested.
- Government social welfare schemes for girls were explained to the girls and they were made aware of their Rights.
- Free text books for all girls up to class VIII
- Separate toilets for girls in schools.
- Bring the dropouts back to school.
- Bridge course for elder girls.
- Recruitment of 50% women teachers

<table>
<thead>
<tr>
<th>Type of incentives</th>
<th>ST Boys</th>
<th>ST Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free text books</td>
<td>2387</td>
<td>2013</td>
<td>4400</td>
</tr>
<tr>
<td>Free stationary</td>
<td>1136</td>
<td>831</td>
<td>1967</td>
</tr>
<tr>
<td>Free Uniform</td>
<td>1840</td>
<td>1837</td>
<td>3677</td>
</tr>
<tr>
<td>Attendance scholars</td>
<td>34</td>
<td>37</td>
<td>71</td>
</tr>
<tr>
<td>Free non-meal</td>
<td>1622</td>
<td>1576</td>
<td>3198</td>
</tr>
<tr>
<td>Free bus pass</td>
<td>129</td>
<td>135</td>
<td>264</td>
</tr>
<tr>
<td>Scholarship for disabled</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table: 7 Number of tribal students received incentives during 2004-05
Because of the efforts taken by SSA improvement can be seen in their attendance. Scholarship for regular attendance for tribal girls number is higher than tribal boys.

**Literary level of tribes in Coimbatore District:**

According to 1961 census, in Coimbatore district, out of 10313 males, 129 were literates among 9830 females, only 30 were literates. These literates had studied either upto primary or junior basic and no one had studied Matriculation and above.

Notable development in education can understood from the data of 1971 census report. Among 26,021 tribal people, 779 were literates [M-501 & F-278]. And only one male and one female had studied Matriculation and above. According to 1981 census, total tribal literates were 3,113, among which 1,012 were females and 2,101 males.

As per 1991 census, among the tribes in Coimbatore district, out of 26158 tribal people, 5616 were literates which includes 2003 female [M-3, 613]

According to 2001 census, total literates rate were 24.71% [5462 people]. Out of 14738 males, 4548 were literates and for 14365 females, 2612 were literates.
Traditional deprivations of women are even now affections the women of India. It has its effect on tribes of Coimbatore district also. The following chart explains the enrolment of ST students.

Source: Census Hand Book
Table:8 Class wise enrolment of ST students in Coimbatore District during 2003-04.

<table>
<thead>
<tr>
<th>Class</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>526</td>
<td>477</td>
</tr>
<tr>
<td>II</td>
<td>547</td>
<td>476</td>
</tr>
<tr>
<td>III</td>
<td>493</td>
<td>440</td>
</tr>
<tr>
<td>IV</td>
<td>443</td>
<td>386</td>
</tr>
<tr>
<td>V</td>
<td>413</td>
<td>343</td>
</tr>
<tr>
<td>VI</td>
<td>358</td>
<td>284</td>
</tr>
<tr>
<td>VII</td>
<td>247</td>
<td>222</td>
</tr>
<tr>
<td>VIII</td>
<td>256</td>
<td>170</td>
</tr>
</tbody>
</table>

[Source: Sarva Shiksha Abhiyan (SSA) District Elementary Education plans 2004-2005 Coimbatore District. Tamil Nadu.]

It reveals that from first standard, enrolment of girls is lower than boys, and there is a preference for boys in education, especially sending them to the school after completing their primary education. Idea of reading and writing is enough for girls prevailed among most of the tribes. Even now, tribes are given more importance to marriage of a girl, not about her education or other accomplishments in life. When asked about the cause for illiteracy, elderly women said that it was their parent’s negligence they never had been to school. And a lady, who had studied upto primary level said that their parents thought that, there was no need of education for their girls to run the family. They feel very much ashamed when they are unable to help their own children in their educational pursuits. So majority of the tribal women stood for the education of both boys as well for as girls and they have a keen interest to educate their daughters. So there is a very positive change among tribal women, who are much more concerned about their daughters education than their previous generation which is seen in their attendance ratio.
**Fig :8 Attendance Ratio of ST students in comparison with other communities in primary Education during 2003-04**

- **ST**: 97%
- **ALL**: 93%
- **SC**: 88%

Source: SSA – Annual work plan 2004-05 Coimbatore district.

**Educational Qualification:**

Respondents of the survey are from different educational levels, women who had never been to school and had no scope of education constitute 60%
Among the educated Respondents only 6% of them continued their higher studies after XII std. Majority of the tribal women either they have completed primary or upper primary education and a very few only did their secondary education. It reveals that tribal women are not coming forward to enjoy the benefits of higher education.

**Fig:10 Standard wise Literacy level of the tribal women**
Conclusion is derived from this survey states that now in the tribal society, the education of women is taken as a serious matter by their parents and still they are obeying the traditional trend of patriarchal society of reducing women as home makers only by not sending most of their girls for higher studies. According to Mr. Kiran Maski of Goa, tribals are not much concerned and aware of higher studies of their girls, and they do not have higher aims for their girls\textsuperscript{42}.

**Financial assistance for scheduled tribes**

**Post-Matric scholarship for SC & ST students:**

The scheme of post-matric scholarship to SC/ST students was started in 1944-45 with the objective of providing financial assistance to students studying in post-matriculation stages in different schools and colleges in the country\textsuperscript{43}, so as to enhance them to complete their education.

**Scheduled Tribes Children's Development activity:**

In order to compete the non-tribal students, special guides are prepaid and supplied to standard X & XII students\textsuperscript{44}. The schoolmaster and who produced good results are awarded. The headmasters who enroll more and more SC & ST girls and retain those girls in the schools are given cash awards\textsuperscript{45}.

**Hostel facilities:**

Pre-matric hostels are run to help the ST students. The inmates are provided with free meals, two pairs of dress in a year, educational aids and note books. The ST students who seek admission in boarding are being paid Rs.200/- per month apart from uniform and meals.

**Grant to parents:**

The parent who sent their children regularly to school can get an annual grant of Rs.100/-\textsuperscript{46}.

**Promotional prize to students:**

Students who get either 45% or higher marks in 8\textsuperscript{th} or 9\textsuperscript{th} class are given Rs.50/- and those who get 45% or more marks in 10\textsuperscript{th} class exam can get Rs.200/- as
encouragement grant. And students who pass SSLC can get Rs.2500/-, pre-degree as Rs.3000/- and Degree students can get Rs.3500/- to encourage them for further studies\textsuperscript{47}.

**Assistance for study at Tutorials:**

Assistance to study in Tutorial is given as Rs.100/- per month.

**Enhanced assistance to capable students:**

Under the scheme of enhanced assistance to capable students, 50 students are selected from among the 4\textsuperscript{th} class on the basis of marks and they are sent to eminent residential schools.

**Educational recreation centres:**

Educational recreation centres are being run in the ST residential centres. It provides furniture, books, newspapers and recreational aids.

**Encouragement in athletics and art forms:**

Apart from giving prizes, ST students are admitted in the sports hostels run by SC development Department for further training.

**College Education:**

ST students are being exempted from paying fees including examination fees. In addition to the above, they are given monthly stipend. The stipend for first four months is given as advance immediately after college reopening\textsuperscript{48}.

**Fee concession:**

The government had directed that the STs & SC and converts studying in the physical education colleges, Institute of catering Technology and Applied Nutrition be exempted for payment of tuition fees under rule 92 of the Tamilnadu Education rules\textsuperscript{49}.

**Evening colleges:**

In order make the scheduled tribes as well qualified as par equal to non-tribes Government has taken initiative for the employed tribes in the evening colleges to continue their studies. Most of the ST students studying in the evening colleges belong to lower categories like Record Clerk, Junior Assistant, Typist etc with the limited income they derived they have to support their family and also meet the expenditure of their education in the evening colleges to better their prospectus. So in order to help them,
government showed concession viz. tuition fees, special fees and exam fees to pursue their education in the evening colleges to BA & MA⁵⁰.

Ameliorative measures undertaken by Adi-Dravider and Tribal welfare Department:

- In order to make scheduled tribes as well Qualified as par equal to Non-tribes, government has taken institutive for the employed tribes in evening colleges. Maintenance of schools, hostels, grant of scholarship, stipends, boarding grants, and grants to private educational institutions for the benefit of SC & ST.
- Coaching of candidates belongs to SC & ST for All India service Examinations conducted by the UPSC, New Delhi.
- Coaching of candidates belong to SC & ST for group IV examinations conducted by Tamil Nadu Public Service Commission, Madras⁵¹.

Loan scholarships:

This scheme is implemented with effect from the year 1971-72. The main object of the scheme is to put an end to the difficulties experiential by the SC & ST, SC convents to Christianity, pursuing professional course and post. Graduate course in Arts and science and to relieve them of the accumulated heavy sums of hostel dues etc⁵².

Financial assistance to Law graduates:

This scheme is implemented from the year 1974-75 onwards. The main object of the scheme is to provide financial assistance to SC & ST law graduates to practice as a lawyer⁵³.

Enhance scheme:

Due to the dearth of qualified SC & ST and convert candidates in Type writing and shorthand, government has introduced a scheme for training SC & ST students to enable them to seek jobs as typist and stenotypist⁵⁴.

Scholarship to bright students:

Under this scheme two boys and two girls from each group, SC & ST, SC converts who secure highest mark in SSLC in each district are selected and help is given to continue their higher studies. There is no income limit for this scholarship and student
is not restricted to study in the hostel. The amount sanctioned is at the rate of Rs. 80/- per annum and Rs.960/- for the subsequent years for a period of six years, provided that he/she should continue their studies.

**Incentives for promotion of SC & ST girls education:**

With a view to prevent dropouts, especially in higher standards among SC & ST girls and the increase the enrollment, a scheme of granting cash awards to encourage the headmasters to achieve the twin objectives has been sanctioned by the government.

Headmaster who enroll and retain the largest number of Adi Dravidar/ Tribal girl students in VI to VIII and in standard IX & X to continue till the academic year receives there prizes as,

<table>
<thead>
<tr>
<th>Prize</th>
<th>VI to VIII</th>
<th>IX &amp; X</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Prize</td>
<td>Rs.500/-</td>
<td>Rs.500/-</td>
</tr>
<tr>
<td>II Prize</td>
<td>Rs.300/-</td>
<td>Rs.300/-</td>
</tr>
<tr>
<td>III Prize</td>
<td>Rs.200/-</td>
<td>Rs.200/-</td>
</tr>
</tbody>
</table>

**Chief Minister’s Mutual fund:**

To encourage scoring higher marks in +2 examination and to continue their higher studies, first 1000 boys and 1000 girls belong to SC/ST/SC converted to Christianity who persuade their further studies can get Rs.1500/- per annum for five years.

**Girl child Education scheme:**

ST children are not able to continue their school studies. They discontinue their studies even at the lower level. Hence government had introduced Girls child Education scheme under this scheme. The school going children studying in the std III & V are getting a sum of Rs.500/- per annum and the students who are studying in the started VI are getting sum of RS.1000/- per annum.

It has been found recently that tribal women are gradually getting education due to the efforts taken by both Government & Non-Government organizations. The women folk who are getting benefit are the first generation in their family. But these educational tribal women are not getting any recognition in the society. Because of the advent of
western education, mass media, Information Technology and communication, down trodden educated tribal women are facing a lot of challenges to involve in the exiting society, particularly when they are migrated from their settlement to city or town and in their work spot.

**Difficulties of the tribal women:**

Among the Scheduled Tribes, particularly the enrolment of girls is lower then boys. Inspite of concreted efforts to improve the enrolment of ST, the educational status is still far from satisfactory. They have marked very little progress in comparison with other sections of the population. The main causes are,

- Due to poverty, tribal girls are in a position to assist their parents for their livelihood.
- Girl’s education is considered as wastage of time.
- The requirements for elder girls to stay at home to take care of siblings, when mother’s are sharing the economic burden.
- Early marriage of girls
- Social customs and conventions
- Inadequate educational facilities like boarding and lodging.

**Impact of educated tribal women on tribal society:**

- The educated tribal women served both in their society as well as at home
- Education made them aware of their Rights and privileges
- They try to overcome, the evils of certain social customs and hindrances in their society.
- Educated tribal women are sending their children to school.
- They try to bring discipline among their family members.
- They are trying to bring their society to the mainstream.

**Suggestions:**

To motivate the tribal girls to continue their education,

- Education should be job-oriented
- More & more residential facilities like hostels should be provided
➢ The teacher should be selected from the tribals themselves, especially female teachers.
➢ Non-formed and vocational educational centres to be opened in their area especially for girls.
➢ Strategies, suitable to their requirements need to be worked out.
➢ Education should mould them to fight for their Rights and create awareness to protect them from exploitation.
➢ Responsible NGO’s should be identified to encourage the tribal girls to continue their education.

In the task of globalisation in the world, we cannot neglect the tribal development. As education is an important protective shield, promotion of education among tribal women is to be given top priority. If we wish our nation to develop, the tribal women must also grow, and have a positive self-image and development. Without the all round development of individual not so much can be activated.
REFERENCE – Chapter-3

2. Ibid.
3. Ibid.
7. Ibid.
8. Ibid. p.639
9. Ibid.
10. Ibid.
12. G.O. No. 1845, Education Department, Dated 10th July 1951.
17. VIII Five Year Plan Report, 1999, p.496.
18. Ibid. p.76.
26. Ibid. p. 227
28. G.O.No.123, Education Department, Dated 20th Feb 1974
31. Ibid.
33. Ibid.
37. Ibid.p.10
38. Ibid.
39. Ibid.
40. Ibid.
42. Interviewed Mr.Kiran Maski of Goa, who has visited the tribes all over India for 18 years by walk. Visited Coimbatore in March 2008.
45. Ibid.
46. en.wikipedia.org
47. Ibid.
48. Ibid.
49. Tamil Arasu, July 1979, p.10.
52. Ibid. p.13.
53. Ibid.
55. Jakka Parathasarathy Tribal Research center series, p.32.