

Women Empowerment through Development of Education in Tribal Communities: A Case Study of Malkangiri District of Odisha

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ABSTRACT: Tribal districts of Odisha have some of the lowest women literacy rates in India. Despite schools in almost every village, learning levels are dismal. Parents with little or no school education themselves are unable to neither monitor their children's studies nor afford private tuition. Girls suffer the worst in all this, affected by discrimination and patriarchy at home and in school. It is well understood that tribal women education plays a key role in enhancement of women socio-economic status in the era of globalized education. The project Agramee provides quality education to girls from poor tribal families in the state of Odisha. It also helps the process of integration of tribes into the mainstream of the society without disturbing their unique cultural identity. This paper seeks to analyse Agramee's four-fold development approaches namely- a) Primary Education for providing tribal friendly school environment at primary levels, b) Creative Language for multilingual education for tribal girls (MLE), c) Mukta Gyana Kutir & Beyond for Education for Higher Secondary for Tribal Girls d) Adult Literacy (Partnering with the Government for holistic & meaningful adult education) and e) Vocational Education & Training Creating young para-professionals and ecopreneurs skilled in natural resource based livelihoods. It also evaluates and interprets how Agramee school model has worked to end the despair of double social exclusion of racial discrimination and gender discrimination of marginalized tribal women by bringing women empowerment through substantial changes in their socio-economic and educo-cultural way of life.

KEYWORDS- Empowerment, Tribes, PVTs, DOR, MLE, VEM, Ecopreneurs.

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I. INTRODUCTION

Tribal women education is the single most important means by which they can improve personal endowments, build capacity levels, overcome barriers of social exclusion and expand opportunities for a sustained improvement in their wellbeing. The literacy rate among tribal communities of Odisha (52.24 percent) was very less compared to the state literacy rate (72.87 percent) in 2011 census. Moreover, the female literacy rate is as low as 41.20% compared to the tribal male literacy, which is 63.70%. Thus, it is well documented that the educational background of tribal women is very discouraging as compared to the rest of the population. Many special programmes and policies implemented for scheduled tribes seem to have not borne the fruits yet.



Figure 1 Source:-Down To Earth

Orissa occupies a special position in the tribal map of India. It is regarded as the homeland of the 62 tribes having a total tribal population of about 9,590,756, which is 22.85 percent of the State's total population according to Census 2011. The state has the 3rd highest tribal population in the entire country, which accounts for roughly 11 percent of the total tribal population of India (1,04,545,716). The Scheduled Tribe population of

Malkangiri district is 347,164 out of which 148,356 is male and 146,421 is female. Thus, Scheduled Tribe population constitutes 21.1% of the total population.

Most of the tribal communities are poor, illiterate and inhibited in inaccessible forests and hilly areas. They lag behind in all spheres of life, for 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 in comparison with other sections of the Indian 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 low rate of literacy 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.

Aragamee, the leading voluntary organization in Odisha has started the first step of connecting many dimensions of education of Adivasi or tribal girls. It's people-centred development have combined an issue-based approach with programmes for socio-economic development. Agramee has been engaged in people-centred, culturally sensitive and ecologically balanced sustainable literacy and educational development of remote tribal communities in Orissa such as Rayagada, Koraput, Nabarangpur, Malkangiri, Kalahandi, Nuapada, Kandhmal, Mayurbhanj, Gajapati, Balangir for over two decades. It began as the Social Work and Research Centre in 1981 and was registered as Agramee in 1987. Currently, the organization works directly in 8 districts of Orissa and indirectly through a consortium of 9 partner NGOs called Sanjojana. With it's multi-faceted tribal literacy development projects i.e., imparting education including innovative, non-formal, running women literacy programmes, conducting vocational education and training programme for tribal youth, imparting training and capacity building, providing women empowerment and childcare related programmes, it aims at creating a difference in the tribal women's social position and their way of life.

The innovative and successful model of teaching applied by the Agramee School includes supportive teaching & learning material in the form of fun and engaging workbooks, and story cards, charts, and rhyme book and libraries. Supportive training for teachers helps them shift to a creative child-centred approach. It also works with Government School for the spread of this model. It also helps poor tribal villages have a first generation of literate and educated girls, who will be able to access better information, resources and knowledge for a better social and economic future for themselves and their communities. They will also ensure the education of future generations, leading to an overall improvement in quality of life and wellbeing.



II. LITERATURE REVIEW

In a large and diverse country like India class, caste and geographical divides enable a few to access the best education in the world, while a staggeringly large majority of children struggle with basic learning. Article 46 of the Constitution provides for special care in education and economic matters for scheduled tribes (STs) and for protection from social injustice and exploitation. In practice, STs are denied rights over resources, and their social governing systems are not recognized. Tribal girls do not have the same inheritance rights, except in matrilineal society. The incidence of child labour is very high. Girls are paid less than boys and are forced to stay home from school to care for younger siblings. Tribal girls are denied nutritious food and proper health care. Girl children are enrolled in school but are withdrawn early. Lower female enrolment is attributed to lack of parental awareness, lack of institutional support, girls who are the eldest in the family, irrelevant school curriculum, and teaching in a language different from the child's mother tongue. In present scenario,

The Ministry of Tribal Affairs supplements the effort of Central Ministries and States mainly in the areas of education, livelihood & infrastructure for integrated socio-economic development of scheduled tribes (ST) including ST women and children. The list of these schemes along with the details of budget allocation is discussed in Table No-01. Of these schemes, two are exclusively for tribal women/girls, namely, Strengthening of Education among ST Girls in Low Literacy Districts and Adivasi Mahila Sashaktikaran Yojana (AMSY). The objectives of these schemes are to improve the literacy level of tribal women and the economic development of ST women through financial assistance at concessional rate, respectively. The Ministry implements these schemes through financial assistance through State government/UT Administrations and State Channelizing Agencies.

Table No. – 01 Statement showing details of Budget allocation under the schemes for the year 2011-12
(Rs. In crore)

SL.No.	Name of Scheme	Allocation	%
		2011-12*	
A	Special Area Programs(SAP)		
1	SCA to Tribal Sub-Plan	1096.01	29.44
2	Article 275(1) of the Constitution (including EMRS)	1197.00	32.15
Total (SAP)		2293.01	61.59
B	Central Sector Schemes(CS)		
1	Grant-in-Aid to NGOs for STs including Coaching & Allied scheme and Award for Exemplary Service	60.00	1.61
2	Vocational Training Centres in Tribal Areas	9.00	0.24
3	Strengthening of Education among ST girls in low literacy Districts	40.00	1.07
4	Market Development of Tribal Product/Produce	22.00	0.59
5	Grant-in-aid to State Tribal Development Cooperative Corporations for Minor Forest Produce Operations	20.00	0.54
6	Development of Particularly Vulnerable Tribal Groups(PTG)	244.00	6.55
7	Support to National/State Scheduled Tribes Finance & Development Corporations (including AMSY)	70.00	1.88
8	Rajiv Gandhi National Fellowship for ST Students	62.00	1.67
9	Scheme of Institute of Excellence/Topclass institute	5.00	0.13
10	National Overseas Scholarship Scheme	1.00	0.03
Total (CS)		533.00	14.32
C	Centrally Sponsored Scheme(CSS)		
	Scheme of PMS, Book Bank and Upgradation of Merit of ST students	679.00	18.24
	Scheme of Hostels for ST Girls and Boys	78.00	2.10
	Establishment of Ashram Schools	75.00	2.01
	Research information & Mass Education, Tribal Festival and Others	15.00	0.40
	Pre Matric Scholarship for ST students	50.00	1.34
Total (CSS)		897.00	24.09
Total of A+B+C		3723.01	100.00

II.a.) Government Welfare Plans for Tribal Women

Some special schemes of the Ministry of Tribal Affairs meant for the benefit of ST women and girls as given below:

- i. Scheme of Girls & Boys Hostels for STs: Under the scheme, Central assistance is given to States / UTs / Universities for construction of new hostel buildings and / or extension of existing hostels.
- ii. Scheme of Ashram Schools i.e. Kanyaashram in Tribal Areas: The objective of the scheme is to provide residential schools for ST girls to increase the literacy rate among the tribal students and to bring them at par with other population of the country.
- iii. Scheme for Strengthening Education among ST Girls in Low Literacy Districts: This scheme is being implemented in 54 identified low literacy Districts, which can be referred as Particularly Vulnerable Tribal Groups (PVTGs) and naxalite affected areas where the ST population is 25% or more, and ST female literacy rate is below 35%, or its fractions, as per 2011 census. It aims at facilitating 100% enrolment of tribal girls and reducing drop outs by running and maintenance of educational complexes for ST girls which include free education, boarding and lodging, books, uniforms, medical help, coaching, incentives to girls, periodical awards and scholarship such as Pre Matric Scholarship, Post Matric Scholarship, National Overseas Scholarship, Scholarship for Top Class Education and Rajiv Gandhi National Fellowship for ST students etc. The scheme is implemented through Voluntary Organizations (VOs) / Non-Governmental

- Organizations (NGOs) and in convergence with the schemes of Sarva Shiksha Abhiyan and Kasturba Gandhi Balika Vidyalaya of Ministry of Human Resource Development.
- iv. Special Central Assistance to Tribal Sub Scheme (SCA to TSS) (hitherto known as SCA to Tribal Sub Plan (TSP)): Its objective is to bridge the gap between Scheduled Tribes (ST) population and others by providing support for education, health, sanitation, water supply, livelihood, skill development, minor infrastructure etc.
 - v. Grants under Article 275(1) of the Constitution: It is a centrally sponsored scheme that is granted to the state for promoting the welfare of Scheduled Tribes in that State or raising the level of administration of Scheduled Areas. The Ministry has insisted upon the States, that in interventions under Special Central Assistance to Tribal Sub Scheme, and under Article 275(1) grants, one third beneficiaries should be women / girls.
 - vi. Adivasi Mahila Sashaktikaran Yojana: National Scheduled Tribes Finance and Development Corporation (NSTFDC), an apex organisation under Ministry of Tribal Affairs is implementing this exclusive scheme for tribal women. Under the scheme, Scheduled Tribes women can undertake any income generation activity. Loans upto 90% for scheme costing upto Rs.1 lakh are provided at a concessional rate of interest of 4% per annum.

Table No-02
Special Schools for ST and SC in Orissa

Year	No. of Schools		
	Sevashrams	Ashrams	Kanyashrams
2007-08	919	109	34
2009-10	924	110	37
2011-12	924	113	41
2013-14	924	115	48
2015-16	940	118	55
2017-18	951	121	60

II.b) Some Major Schemes of other Ministries are as follows:

The Department of Rural Development, inter-alia, is implementing various rural development programmes namely, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Pradhan Mantri Awaas Yojana- Gramin (PMAY-G) 60% of the target are allocated for SCs/STs, Pradhan Mantri Gram Sadak Yojana (PMGSY), Deendayal Antyodaya Yojana-National Rural Livelihoods Mission (DAY-NRLM) and National Social Assistance Programme (NSAP) and Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 commonly known as FRA beneficiaries aims at bringing overall improvement in the quality of life of the people in rural areas, including tribal women.

Schemes administered by Ministry of Women and Child Development are intended to benefit all women, including ST women are Beti Bachao Beti Padhao Scheme, One Stop Centre Scheme, Women Helpline Scheme, Rajiv Gandhi National Creche Scheme for the Children of Working Mothers, building Working Women Hostel and UJJWALA- A Comprehensive Scheme for Prevention of trafficking and Rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation.

II.c) Studies, Researches & Surveys to Assess the Tribal Womens' Educational Development

Several studies such as the PISA (Program of International Student Assessment) 2012, the ASER, (Annual Survey of Education Report), Mahanty P. (2009), study on the tribal women education in Haryana, PROBE (Public Report on Education) Report that outlines the clear links between socioeconomic status of the parents and the ability of the children to perform well in school, reveals significant correlation between the academic achievement of the ST girls and their socio-economic status and discovers the close links of quality education with health, social progress and an active and participative democracy, as well as social justice.

His result Ghosh S. & Susmita (2012) conducted a study on domestic violence against ST women in Hugli district of West Bengal and suggested that women need to be educated to change their attitude and self confidence. Nayar Usha (1992) conducted a study to find out the cause for non-enrolment and drop outs of rural ST girl children. She found out that drop outs and never enrolled girls belong to the below subsistence level households.

III. RATIONALE OF THE STUDY

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 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 Sikshya Aviyan, 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 Malkangiri district is very low that 41,20 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 thrust of the study.

IV. OBJECTIVE

The present study addressed with the following objectives:

1. To interpret the connection between marginalization and racial and gender discrimination in case of tribal women
2. To examine the effected socio-educational changes in tribal girl and women life.
3. To assess the actual correlation between educational upliftment and rising socio-economic conditions.
4. To evaluate Agramamee's educational projects namely- Primary Education, Creative Language for multilingual education, Adult Literacy and Vocational Education & Training programmes.
5. To find out the lacunae of educational development programs for tribal women
6. To offer solutions to eradicate the hurdles in the path of educational development programs for tribal women

V. METHODOLOGY

The study area for the present research work is confined to the Malkangiri districts of the state of Odisha. The study was conducted on the basis of stratified, purposive random sampling. Total Sampling Target was 2 government schools namely, Saunabahal Sd school, and Muribahal Primary School of Belpada Block, where Agramamee model has been intervened. & target population is 50 tribal girls. Information was collected both from primary and secondary sources. To find out the dimensions of Tribal girl educational development at school level structured questionnaires were used. Literacy rate was mapped through Co-efficient of Variation Method. In addition, focused group discussions were held with school teachers. Secondary data was gathered from Agramamee Head Office, published and unpublished reports in Agramamee office, books, articles, journals, websites related to Tribal women education. Census reports, and Government documents.

VI. SCOPE OF THE STUDY

This paper analyses the role of education in upraising the socio-economic standards of tribal women and making them self-sustained. It opens the way for further research in the field of tribal literacy, youth empowerment, women empowerment, vocational training, employment generation, eco- eco-preneurship, marginalized group and tribal development.

VII. RESULT & DISCUSSION

Remote tribal communities have faced multiple social exclusions for generations. They had little or negative exposure to forces of modernisation and globalization and therefore they remain highly isolated. In this scenario of dark age of these primitive aboriginal people, Agramamee school with its individual centric approach started to work to benefit the tribal communities only. It is not only a unique step towards the tribal educational development but also a noble venture of its own kind to promote all-round of tribal development throughout India, with focus on Odisha. Its goal spans from 100 percent tribal enrolment in schools to imparting vocational training, to women empowerment to eco-preneurship through an integrated five-fold approach of Primary Education, Adult Literacy, Creative Language, Mukta Gyan Kuti And Vocational Training to help tribal communities mobilize for self-sustaining development.

VII.a) Primary Education

Agramamee's programme of primary education seeks to understand and address some of the major causes of this exclusion. It seeks to help more tribal children with its fun and creative learning approach. Tribal districts of Odisha where the difference in male /female literacy rates in the districts under the project, as well as the difference in overall literacy rates of these districts, compared to the overall literacy rates of Odisha and India are striking. Thus, dropout rates, never enrolled rates and illiterate rates of tribal girls are very common in the state of Odisha. After many interventions by both the govt. and other agencies present educational scenario is:

Female literacy in tribal districts of Odisha is between 35% and 38%. According to the fourth, all India Educational survey only 83% of tribal population covered by primary schools within the habitats 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 house, 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 claims 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.

Table No-03 & Table No.-04 Literacy Rate of ST Population in India & Odisha by Gender Based Representation 1961-2011

Census Year	India			Census Year	Odisha		
	Total	Male	Female		Total	Male	Female
1961	8.16	13.37	2.90	1961	7.4	13.0	1.8
1971	10.68	16.92	4.36	1971	9.5	16.4	2.6
1981	14.92	22.94	6.81	1981	14.0	23.3	4.8
1991	27.38	38.45	16.02	1991	22.31	34.44	10.21
2001	45.02	57.39	32.44	2001	37.4	51.5	23.4
2011	61.06	70.7	52.1	2011	52.2	62.3	42.5

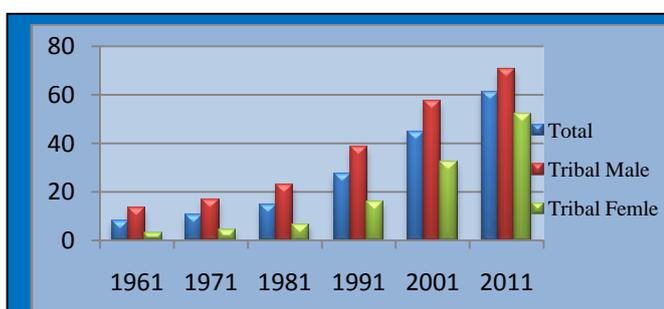


Figure 03 – Co-efficient of Variation of Tribal Male-Female literacy disparity of India Source: Census of India 2011

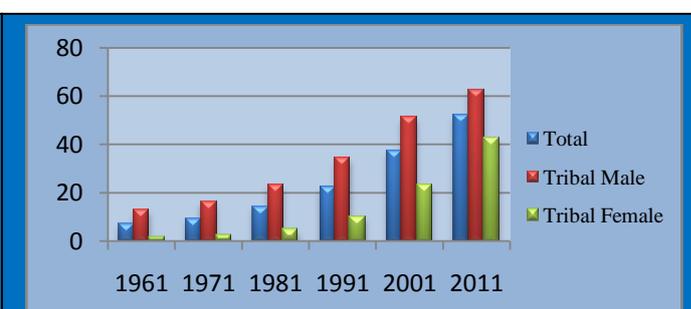


Figure 04- Co-efficient of Variation of Tribal Male-Female literacy disparity of Odisha Source: Census of India 2011

The Creative Language Development Efforts (CLDE) is collaboration for improving reading and language abilities in tribal districts of Odisha, where the community has no history of literacy or school education. Government primary schools in these pockets have poorly qualified and under-motivated teachers, resulting in the majority of students completing elementary school with almost no reading skills. This is a serious shortcoming, as reading fluency is fundamental to all school education, and affects learning and proficiency in every subject. The problem is compounded, as these first generation school goers receive little or no support for class room learning at home. The CLDE seeks to address the complex set of problems which affect reading, and consequently almost the entire education of a very large number proportion of children through the very timely and valuable opportunity



Figure 5 Source: CLDE Workshop

offered by Read Alliance. It imparts orientation, training and supportive Teaching, Language Material (TLM) to youth to work as “Shiksha Sathies” or Support Teachers. A total of 1700 tribal girls have been reached. Already, there is a remarkable improvement in the learning atmosphere in the schools, as also in the villages, as songs, games and nursery rhymes have made the school a lively and interesting place. Table No.-05 showcases Literacy Rate of ST Population in 8 Districts by Gender Based representation, 2011. If we look at the different regions of the state, the above districts, which comprise almost half the districts of South Odisha have a literacy rate of 57.6 and a female literacy rate of 45.9, against corresponding figures of 81.5 and 74.1 for coastal Odisha.

Table No-05 Literacy Rate of ST Population in Odisha by Gender Based Representation, 2011

Sl. No	Districts	Male Literacy	Female Literacy	Total
1	Nabarangpur	57.3	35.8	46.4
2	Rayagada	61.0	39.2	49.8
3	Malkangiri	59.1	38.3	48.5
4	Kalahandi	71.9	46.7	59.2
5	Koraput	60.3	38.6	49.2
6	Balangir	75.9	53.5	64.7
7	Sonepur	84.4	64.0	74.4
8	Odisha	81.6	64.1	73.9
9	India	82.1	65.5	74.0

VII.c) Mukta Gyana Kutir & Beyond

Quality School Education is the single most important factor that can change the life of an individual and help a community come out of poverty. It may not be the panacea, but is a fundamental non-negotiable for any community or individual. You will agree that this is the basis of 'Equal Opportunities' enshrined in our constitution. And yet thousands of communities do not have access to quality or effective school education. Thousands of children in the tribal regions come out of schools barely able to read. Tribal girls suffer the worst in all this, as they are affected by gender discrimination and patriarchy in home and in school. Tribal girls and women have the lowest literacy rates in the country. Agramee also reaches out to the parents helping them understand the value of educating their daughters, and encouraging them to send their daughters to school.

VII.d) Adult Literacy

Educating the adults and that too the tribal adults seem a farfetched dream for tribals themselves do not consider education can be an asset for earning livelihood. Keeping their awkwardness and unwillingness in view, a creative and innovative processes of learning has been modelled. From the 1990s to the present, Agramee has conducted various camps around Rayagada, Kalahandi, Nawarangpur, Mayurbhanj, Koraput and Ganjam districts of Odisha for issues like voter awareness, women's rights, environment protection, legal aid, motherhood and child literacy amongst others. Agramee is also a partner NGO with the Ministry of Human Resource Development on the development of State Resource Centres in Odisha. The SRCs will provide academic and technical resource support to adult education programmes mainly through organization of training programmes, material development, innovative projects, research studies and evaluation. These SRCs are a part of the National Literacy Mission and will aim at reaching out to thousands of adults through IEC materials, trainings and village level meetings. The SRC programme lays emphasis on information dissemination for better access to government programmes and schemes.

VII.e.) Vocational Education & Training (VET)

The tribal population of Odisha constitutes about 23% of the total population of Odisha that depends on subsistence farming. But hardly a few have taken to modern and improved practice and majority still adopt primitive methods. Diversification of sustainable agriculture and allied sectors has untapped potential for employment, growth, increased income and checking migration. There is lack of proper training and transfer of technology to the grassroots level.

As a result, Agramee centred its focus at addressing these gaps in social capital building and establishing replicable models, by organizing VET for unorganized rural sectors in The districts under Agramee's area of operation are-Sambalpur, Angul, Bolangir, Kandhamal, Kalahandi, Rayagada, Gajapati, Nabarangpur, Koraput, Malkangiri. The focus is about creating young para-professionals and ecopreneurs skilled in natural resource based livelihoods and creation of multi-stakeholder linkages so that agriculture, the primary profession, becomes economically remunerative, technologically appropriate and ecologically sustainable. Skill development and backward and forward linkages on natural resource based livelihood options for the youth will help in strengthening the local economy as well as creating alternative options for the rural youth who would otherwise spend their life as unskilled labour.

Agramee has included many Alternative Education Centres (AECs) and District Resource Units (DRUs) in the past as part of its Adult literacy programmes. The Village Education Committees (VECs) too took up advocacy projects on education in tribal areas. Political literacy has always been an inherent aspect of the training at the AECs. Income Generation Programmes (IGP) and their training have been facilitated in over 9 districts through the AECs. This also attempts at making the schools a self-sustainable initiative. Agramee has constantly focused on the capacity building of progressive youth and women for their socio-economic development. Over the last three decades, many workshops and training have been conducted to impart

education on different vocations, government schemes and programmes and health and hygiene. The training programmes have also focused on leadership, communication skills, use of land, water and forest. The trainings emphasise on the villagers' role in the Panchayati Raj Institutions, forest protection, education in tribal areas, credit groups and entrepreneurship development, health and improved agriculture.

From the 1990s to the present, Agramee has conducted various camps around issues like voter awareness, women's rights, environment protection, legal aid, motherhood and child literacy amongst others. It has stretched across all of Agramee's outreach areas in Rayagada, Kalahandi, Nawarangpur, Mayurbhanj, Koraput and Ganjam. Agramee is also a partner NGO with the Ministry of Human Resource Development on the development of State Resource Centres in Odisha. The SRCs will provide academic and technical resource support to adult education programmes mainly through organization of training programmes, material development, innovative projects, research studies and evaluation.

The goal of the project is to reduce unemployment and contribute to inclusive growth in rural areas by having a target group of youth from primitive tribes, belonging to different communities such as Kondh, Paraja, Saura and Gadba. The programme also has specific objectives to increase access to skills and training for tribal, Dalit and OBC adolescents and youths in selected districts. It also aims at establishing institutional arrangements for planning, quality assurance, certification and linkages.

Table No. -06-Types of Vocational Training for Tribes of Malkangiri District

Sl No	Vocational Training	Tribal Women Participants	Tribal Male Participants	Total
1	Pulses (Dal) processing	36	14	50
2	Nursery raising & management	32	18	50
3	Solar lantern repairing	23	27	50
4	Turmeric processing	33	17	50
5	Tapioca tuber processing	35	15	50
6	Integrated Sustainable agriculture	39	11	50

Youth, both male and female attend the trainings at the Centre for Excellence of Tribal Agriculture and Research (CETAR), Mallijharan, Rayagada District. Table No-06 refers to the patterns of vocational training that Agramee imparts. It shows that women have been benefited by learning Dal Processing, Nursery raising and management, Turmeric processing, Tapioca tuber processing & Integrated sustainable agriculture whereas men have adopted to solar lantern repairing.

VIII. FINDING

While conducting the study, it is discerned out that educational upliftment results in rising socio-economic conditions among the tribal women folks. It is observed that Agramee model schools have started working to develop the tribal girl education in remote villages. But they still have a long way to go to fight the double marginalization (racial and gender discrimination) of these tribal women and girls and to bring them to the mainstream of the society. These following problems are seen to be the hurdles in the path of success of Agramee model school to achieve 100 percent tribal women literacy and educational development:

Some of the prime barriers that check the tribal girl education are discussed as follows:

- a. **Poorly motivated, unqualified Government School Teachers:** In remote tribal areas the Agramee model is tied up with government schools. Here the major problem with tribal girl literacy is the poorly motivated, unqualified government school teachers who themselves are not well versed with studies and moreover de-motivate the tribal girl children from practicing maths, science and also pursuing higher studies.
- b. **Parents unable to Monitor Children's Learning:** The project thus primarily caters to children from villages with near zero literacy rates, where parents are able to check the timings and regularity of the teachers, but unable to monitor the learning levels of the children. Community based institutions like the School Management Committee and the Parent Teachers' Association also perform very poorly in these regions due to ignorance and poor understanding.
- c. **High Levels of Poverty.** The majority of the children come from families with high levels of poverty, resulting in inadequate food and affected by chronic malnutrition. Many of these children work with their parents, either in agricultural operations, or wage labour, helping to increase the family income. The parents of these children find it difficult to invest even in the minimum slates, note-books, and pens necessary for 'free and compulsory' education provided by the Government.
- d. **Negative Incentive for Education:** These necessary investments combined with the poor learning level of the child act as a negative incentive, and any contingency, like illness in the family etc. result in the child dropping out. This is especially true for girls, as women are inevitably overburdened with poorly

- remunerative work, whether it is in their own fields or house work, or as wage labour, and feel very much the need to have their daughters as helping hands.
- Linguistic Barriers:** In the tribal districts, many communities have mother tongues different from the mainstream Odiya. These children find it extra hard to cope with school education, where teachers are insensitive to linguistic difference. Special provisions need to be made to enable these children to learn in the mainstream language.
 - Absence of lady teachers:** The tribal parents of girl children do not feel safe to send their children to schools where only male teachers are appointed. This is one of the major reasons for the dropout rate after class V.
 - No facilities of girl's toilet in the school:** though the government is facilitating grants for construction of girl's toilet, in reality, the school's lack this facility. The tribes use forest areas for their daily rituals. So they feel it is unnecessary to build toilets. This being the case of personal household parents do not feel a difference. But when this is the case with the schools, they hesitate sending their girls to the school having no toilet facility.

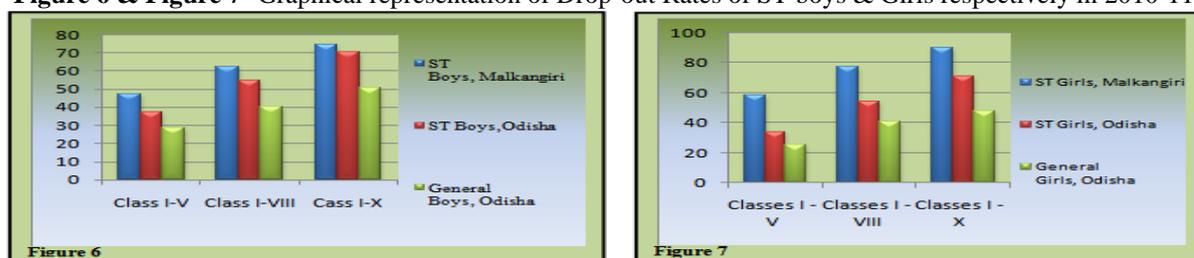
Table 07: Dropout rates for Scheduled Tribe Boys (2011) Table 08: Dropout rates for Scheduled Tribes Girls (2011)

Drop Out Rates (DOR) Boys				Drop Out Rates (DOR) Girls			
Class	ST Girls of Korukonda Block, Malkangiri Dist.	ST Boys of Odisha	General Boys of Odisha	Class	ST Girls of Korukonda Block, Malkangiri Dist.	ST Girls of Odisha	General Girls of Odisha
Classes I - V	47.4	37.2	28.7	Classes I - V	58.3	33.9	25.1
Classes V - VIII	62.2	54.7	40.3	Classes V - VIII	77.5	54.4	41.0
Classes VIII - X	74.7	70.6	50.4	Classes VIII - X	89.8	81.3	47.9

Source: Statistics of School Education 2010-2011

Source: Statistics of School Education 2010-2011

Figure 6 & Figure 7 -Graphical representation of Drop-out Rates of ST boys & Girls respectively in 2010-11



The table no-04 and 05 and figure 6 & 7 represents the dropout rates of tribal boys and girls in comparison with general section children of Odisha and in particular Malkangiri districts. It is found out that the tribal girl dropout is higher in VIII-X and is 89.9%. That shows the lower education level in Malkangiri Districts of tribal girls.

IX. SUGGESTION

Special Programme for Girl Children Literacy is required to bridge the gap in literacy levels between the general female population and tribal women, through facilitating 100% enrolments of tribal girls Particularly Vulnerable Tribal Groups (earlier known as Primitive Tribal Groups (PTGs)). It should aim at reducing drop-outs at the elementary level by creating the required ambience for education. Hostel facilities should be provided to enable the ST girls to attend regular school.

Improvement of the literacy rate of tribal girls is essential to enable them to participate effectively in and benefit from, socio-economic development. Awareness should be promoted among parents towards the importance of girls' education. Tribal Ministry should extend realistic support and carry out innovative intervention to promote scheduled tribe female literacy.

X. CONCLUSION

Aragamee has attempted to work with the people in this backward region to empower them – tangibly and intangibly – with the awareness, means, rights, skills and opportunities necessary to check their exploitation and to sustainably manage their natural resource base.

Promote all aspects of tribal development throughout India, with focus on Odisha through an integrated approach to help tribal communities mobilize for self-sustaining development initiatives

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