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The Literacy Status of Tribal Women in Karnataka

ECONOMICS

KEYWORDS : Education, Literacy and Tribal women.

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ABSTRACT

Today tribal and indigenous peoples of India constitute an important segment of the Indian population. But comparing to other caste they are still lagging far behind in the various walks of life like education, employment, health and economic empowerment etc. Among the Tribal, the women are placed at the absolute bottom of the social hierarchy. After independence, apart from constitutional and legal measures large numbers of policy initiatives have been initiated by government to improve their education, literacy and socio-economic conditions of tribal women. However these improvements made some extent of the development, but when it compared to other caste is not satisfactory. Generally we feel literacy only measuring stone empowering poor women, especially tribal it is revealed that the tribal women literacy has improving over a period of time in Karnataka.

I. Introduction:

Human development is predicated upon universal access to education, with its implications for equity and social justice. And the gender justice gets a boost when women have access to education, which, by enhancing women's knowledge and employment capacity, increases their sense of autonomy and self worth (GOK.2006). The incidence of caste system in India has lower caste people at bottom of the socio-economic sphere of life. Today tribal and indigenous peoples of India constitute an important segment of the Indian population. But comparing to other caste they are still lagging far behind in the various walks of life like education, employment, good health and economic empowerment etc. Among the Tribal, the women are placed at the absolute bottom of the social hierarchy as they face three fold systemic and structural discrimination: as Dalits, as poor and as women. Particularly women concern in a tribal society play a vital role in their traditional, social, cultural and religious ways of life. After independence, apart from constitutional and legal measures large numbers of policy initiatives have been initiated by government to improve their education, literacy and socio-economic conditions of tribal women. However these improvements made some extent of the development, but when it compared to other caste groups are not satisfactory. Generally we feel literacy only measuring stone empowering weaker sections like poor women, especially tribal women to acquire and to possess power and resources, in order to make decisions on their own after the analysis of the data, it is revealed that the tribal women literacy/education has improving and empowerment over a period of time in country as well as state like Karnataka. Taking this into account, the present study mainly focuses on literacy status of tribal women in Karnataka.

II. Objectives and data base of the study:

In the study focussed on specific objective of to analyse the literacy status of tribal women over period of time in Karnataka and to examine the factors influenced improving literacy level with to suggest the suitable recommendations to archive goal of educational empowerment of tribal women. In this study we have used only secondary data obtained from the websites of the state and union government. Both quantitative and qualitative analysis has been done.

III. Literacy Status of Scheduled Tribes in India:

Article 46 of Part IV of Indian constitution enjoins the state to "promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of exploitation" (GOK.2008). Looking towards the literacy rate for the total population in India has increased from 28.3% to 73% during the period from 1961 to 2011 whereas the literacy rate among the Scheduled Tribes has increased from 8.53% to 59%. Among ST males literacy increased from 13.83% to 68.5% and ST female literacy increased from 3.16% to 49.4% during the same period. The ST female literacy is lower all most as compared to the overall female literacy of the general population. However, the increase in total as well as female literacy among STs is significant.

Table1: Decade wise Literacy rate among the STs and all social groups in India.

Decades	Scheduled Tribes			All Social groups		
	Male	Female	Total	Male	Female	Total
1961	13.83	**3.16**	8.53	40.4	**15.35**	28.3
1971	17.63	**4.85**	11.3	45.96	**21.97**	34.45
1981	24.52	**8.04**	16.35	56.38	**29.76**	43.57
1991	40.65	**18.19**	29.6	64.13	**39.29**	52.21
2001	59.17	**34.76**	47.1	75.26	**53.67**	64.84
2011	68.5	**49.4**	59	80.9	**64.6**	73

Source: various Census Reports 1961-2011

Since illiteracy and poverty are factors that playoff one another to create a cycle of deprivation, ensuring greater cohesion at the gram panchayat level between anti-poverty programmes and school enrolment/retention drives would provide the poor with viable ways to access education has increased literacy rate over a period of time. The details are given in Table 1.

IV. Literacy Status of Scheduled Tribes in Karnataka:

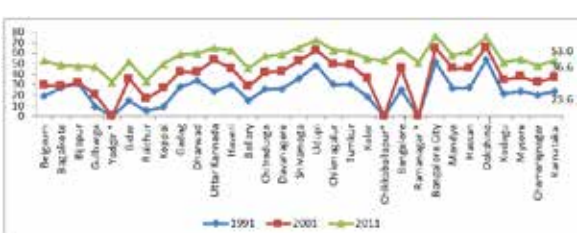
Looking towards the decade wise scheduled tribes' literacy level in the state has been clear from the Table -3. It is evident from the table that the total literacy level of scheduled tribe is increased from 1991, 2001 and 2011 is 36, 48.3 and 62.1 percent respectively. In the other hand male as well as female literacy level also increased in the state. According to census of India the figure 1 clearly reveals that the especially scheduled tribes' women literacy level in the state are significantly increased decade to decade is 26.6 to 53.0 percent in respective decades of 1991 to 2011. It shows that the government of Karnataka has been given much more attention to improving of scheduled tribes' female literacy rate in the state. But the literacy rate when compare to men is very low in the state.

Table 3: Decade wise Literacy rate of Scheduled Tribes in Karnataka Districts, 1991- 2011.

Districts	1991			2001			2011		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Belgaum	48.4	19.2	34	57.8	29.5	43.7	71.1	53.0	62.1
Bagalkote	61.2	27.2	44.3	57.3	28.5	42.9	70.8	48.3	59.5
Bijapur	55.8	31.7	44.3	59.7	31.9	46.2	69.9	47.2	58.4
Gulbarga	33.3	9.4		43.8	20.8	32.4	66.8	46.8	56.4
Yadgir *	-	-	-	-	-	-	54.5	32.7	43.6
Bidar	42.8	14.9	29.2	61.1	35.6	48.7	70.9	51.9	61.5
Raichur	23.4	5.4	14.4	41.1	16.9	29	55.8	33.3	44.4
Koppal	36.9	8.7	23	57.5	26.5	42.1	72.1	49.7	61.0
Gadag	62.2	27.9	45	72.9	42.1	57.7	80.0	58.7	69.4
Dharwad	63.4	33.9	49.3	66.3	42	54.5	76.9	59.5	68.3
Uttar Kannada	45.7	23.8	35.1	71.8	53.6	62.7	78.9	64.8	71.9
Haveri	62.2	29.8	40.1	71.3	45.2	58.7	79.9	62.2	71.2
Bellary	38.8	15.2	27	53.4	28.8	41.1	66.3	45.5	55.9
Chitradurga	53.9	25.6	39.2	65.6	41.5	53.9	76.0	57.3	66.8
Davanagere	53.5	26.1	39.2	64.8	43	54.1	75.4	58.9	67.2
Shivamoga	59	36.5	48	71.4	52.5	62.1	78.2	65.0	71.6
Udupi	59	48.2	39.9	76.7	62.8	69.6	84.0	72.3	78.1
Chikmagalur	49.4	30.1	39.9	68.2	49.4	58.8	76.9	62.9	69.7
Tumkur	56.5	30.5	43.8	70.3	48.7	59.7	78.3	61.7	70.0
Kolar	43.7	18.7	31.4	59.1	36.2	47.8	72.2	54.8	63.6
Chikkaballapur*	-	-	-	-	-	-	69.9	52.7	61.4
Bangalore (Rural)	49.7	25	37.6	65.9	46	56.2	79.7	63.6	71.8
Ramanagar *	-	-	-	-	-	-	64.6	51.0	57.9
Bangalore City	71.6	51.5	62	80.1	64.8	72.8	85.9	75.9	81.1
Mandya	47.9	26.9	33.1	63.7	45.4	54.6	71.9	58.0	65.0
Hassan	52.7	27.4	40.1	67.3	45.6	56.4	77.6	61.8	69.6
Dakshina Kannada	71.5	53.7	62.7	80.2	65.7	72.9	87.4	75.6	81.5
Kodagu	29.3	21.5	25.5	46.1	34.6	40.4	60.0	51.1	55.5
Mysore	42	23.9	33.9	55.1	37.5	46.4	68.0	53.9	60.9
Chamarajnagar	37.4	20.2	29	50.2	32.8	41.5	68.0	48.1	55.0
Total	47.9	23.6	36	59.7	36.6	48.3	71.1	53.0	62.1

Sources: Census of India 1991, 2001 and 2011, Register General of India

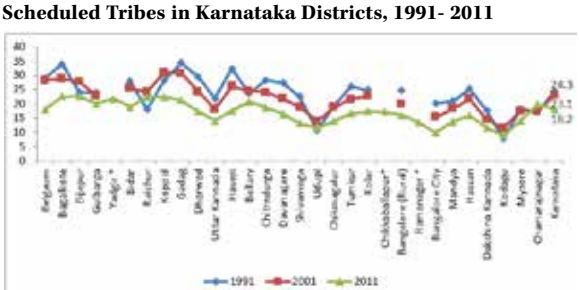
Figure 1: Decade wise Female Literacy Rate of Scheduled Tribes in Karnataka Districts, 1991- 2011.



Sources: Census of India 1991, 2001 and 2011, Register General of India

It evident is from the figure no -2 reveals that the literacy gap between male and female of scheduled tribes in the state has been slightly declined compare to earlier decades. The gap between male and female is 24.3 percent in 1991, 23.1 in 2001 and 18.2 percent in 2011 respective decades. It shows that the scheduled tribes' female literacy rate gap between male and female has much improve from 2001 to 2011 in the state. It is because of very good efforts have made by government as well as planning commission of India. But even today female are lagging behind the male literacy status in the state. Therefore, further improvement is required to come over the female literacy status of the scheduled tribe female and their empowerment in the state.

Figure 2: Decade wise Male to Female Literacy gap Rate of Scheduled Tribes in Karnataka Districts, 1991- 2011



Sources: Census of India 1991, 2001 and 2011, Register General of India

V. Government Programme for Scheduled Tribes Women:

The number schemes were implemented for improvement of tribes' women literacy of central government as following.

- Scheme for Construction of Hostels for ST Girls and Boys
- Scheme for the Establishment of Ashram Schools in Tribal Sub-Plan Areas:
- Pre- Matric Scholarship for Needy Scheduled Tribe Student Studying in Classes IX &X
- The Post-Matric Scholarship Scheme (PMS):
- Book Bank
- Upgradation of Merit

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- National Overseas Scholarship Scheme for Higher Studies Abroad:
- Rajiv Gandhi National Fellowship (RGNF)
- Scheme of Top Class Education for ST Students
- Vocational Training in Tribal Areas (VTC): (GOI.2013)

In Karnataka has pioneered various schemes for bringing out-of-school children back to school. The schemes directly address all the major constraints faced by out-of-school children and their families. They are Chinnara Angala (bringing out-of-school children back to school), Coolienda Shalege (for child labour), flexi schools (night schools for working children), mobile schools (for slum children), Beediyinda Shalege (for street children), Baa Baale Shalege (for the girl child), Kishori Kendra (residential bridge courses for girls in Bellary and Koppal), and Samudayadatta Shale (community rallies). These schemes have enabled the state to mainstream a number of out of school children into primary education (Suresha.2013).

Moreover, the Department of Social Welfare, Government of Karnataka have made provisions for running hostels for SC/ST women students. At the same time Government of Karnataka, encourage students to have access to higher education, apart from exclusively ensuring scholarships and free ships for the students (State and Government of India) (GOK.2004).

VI. Conclusion:

A number of important activities were undertaken government of India for more focused attention on rights, welfare and development of Scheduled Tribes. Even though the education concern especially scheduled tribes women is really very big task to enter into the school, because of their tradition system as well as poverty. But after the independence the government policy and compulsory education of children's and reservations in education has played a vital role. But still scheduled tribes are backward and poor tradition they are lack of awareness. Therefore, government should be strictly followed up to maintain of proper implementation of educational attainment for poor families and train them modern awareness of gender disparity, importance and educational benefits from government. Than only we will expect further improvement of female literacy level as equal to men.

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