

# Educational Status of Tribal Women in West Bengal

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## Abstract

*Present study emphasized the need for tribal development in West Bengal. The overall literacy picture of West Bengal is not satisfactory even in the year 2011 though the percentage of literate persons is 3.04 percent more than national average. The central theme behind the research study is to find out the change of literacy and educational status of tribal women of different district of West Bengal from 2001 to 2011. The main objectives of this study was, To find out the educational status of tribal women in West Bengal, and to analyze the problems associated with tribal women's educational achievement. Thus the study intended to find out educational status of tribal women in West Bengal. The entire study is based on secondary data, Census of West Bengal 2001 and 2011 and emphasizes the need for tribal development in West Bengal. It has been found that, in spite of various constitutional provisions and policies for the tribals, it is a hard reality that the tribal women still are lagging behind in many respects and they have to face many challenges. Education is a vital instrument to bring about a change in the cultural norms and patterns of life of the tribal women and to change their outlook and made them economically independent. It has been realized that education for tribal women is an essential aspect of development. Thus increasing the literacy rate and providing opportunities for gainful employment for tribal women will be instrumental in bringing about a change in the status of tribal women in West Bengal to remove different barriers.*

**Key Words:** Educational Achievement, Literacy, Schedule Tribes.

## Introduction

Education as the cultural process, the way in which each new-born human infant is transformed into a full member of a specific human society. Educational backwardness is a distinct gender dimension. (Rani et al 2011). Indian society is characterized by high degree of structural inequalities, based on the institutions of caste and ethnicity (Thorat & Motilal, 2005). The tribal population in India numerically constitutes a small segment of the total population of the country

but is a significant part of the population. Nearly 8.6% of the country's population is and 5.50% of State's population are comprised of tribal and indigenous people in India and West Bengal respectively. The Scheduled Tribes, who are also referred to as 'Adivasis', meant original inhabitants. For long periods of history, they were always socially and geographically isolated. They belonged to different races with diverse cultural characteristics, speaking varied languages, following a variety of religions and spread across various ecological zones. Process of Sanskritization has affected them culturally, and other processes of displacement have made them a marginalized segment of the society. In India, tribal people especially tribal women are one of the most vulnerable and disadvantaged sections of this society. The term 'scheduled tribes' first appeared in the Constitution of India, to confer certain constitutional privileges and protection to a group of people who are considered disadvantaged and backward. Since independence, various measures have been taken up at the national level for protecting the interests of the scheduled tribes of the country and particular attention has been given to tribal development in the different plan periods. In the Constitution of India, Article 366 (25) defines Scheduled Tribes as "such tribes or tribal communities or part of or groups within such tribes or tribal communities as are deemed under Article 342 to the scheduled Tribes (STs) for the purposes of this Constitution". Special provisions have been made in articles 46, 275, 330, 332, 335, 338, 340 etc. to safeguard the interest of schedule tribes and to protect them from social injustice and exploitation. (Orav & Toppo, 2012). Like all other communities, development of status of tribal communities also to a large extent depends on

the upliftment of the status of tribal women. There are 574 tribal groups who have been identified as schedule tribes in India. Central government and West Bengal State Government have introduced various important policies and programmes to overcome educational barriers and uplift educational status of tribal women for example- Right to Education Act, SarvaSikshyaAviyan, up gradation of Primary Schools under SSA, New Residential Girl's High Schools / Educational Complexes, Teaching in Tribal Language, Bicycles of ST Girls, various incentives etc. (Puhanet al., 2013) Despite of all these efforts, tribal women are lagging behind in all sphere-socially, educationally, economically and politically. But for the development of a society, there is the need of an inclusive progress of all the sections of the society, and for this perspective, it is

### **Need and Justification**

Post-Liberalization period (after 1991) in India is no doubt significant because Indian economy, society and way of life of Indian people have changed considerably. Presently India is an emerging nation in the field of consumption, business and Global politics. Field of education is also sufficiently affected by Liberalization policy. The effect is how much positive or negative it is a matter of controversy. 74.04 % peoples are said to be literate in the country (2011 Census) and for West Bengal it is 77.08%. The Literacy rate and its growth in West Bengal is very close to national average since long past. After 68 years of Independence the picture of literacy and education is not worse but the rate of development is not satisfactory. The most serious problem relating to literacy is hidden in its gross data, which are literacy differentials among different castes, religion, population groups, male-female differentials etc. For

imperative to bring the deprived, marginalized and weaker sections of the society as tribal women to the forefront of educational revolution in India. This is important for equitable growth of human resources and overall development of the nation. Today education a powerful agent of social change. It unlocks the door to modernisation. It also paves a sure road to economic modernisation and progress (Rani et al., 2011). Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities by which they can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. It will helps them in improving their immediate living conditions or increase the potential for future living. (Sahu, 2014).

example only 57.92% Scheduled tribes are literate in West Bengal whereas the total literacy rate for this state is 77.08. Rami (2012) stated that lack of spate toilet facilities in school, 50% tribal girls' dropouts from schools from enrolling beyond 5<sup>th</sup> standard. Hence, the drop out ratio goes higher among the tribal girls. Gautam, (2003) found that the non-tribal education has very limited value in the tribal cultural it does not match with the lifestyle of individuals and the needs of the tribal community. Medium of instruction is quite different from own vernacular dialect stated by Rami, (2012). Female enrolment ratio is much lower among tribals than that of their males. Due to low overall enrolment ratio of tribals, sharp decline of enrolment immediately after the primary education, and this trend continued among males and females, Ghosh (2007). Rana et al. (2003) cited that SishuSikshaKarmasuchil (SSK) experiment provides the cost-effective

primary education particularly to the most underprivileged sections of society. Thus from the above all study it has been found that tribal are the most deprived section in the country and women are more neglected among them. It has been found that many studies were conducted on socio-economic status of tribals in India, but very less study was found on their

### **Objectives**

The main objectives of this study was –

1. To find out the educational status of tribal women in West Bengal.

### **Methodology**

This is a theoretical research paper, based on secondary data where secondary information produced by different authors and researchers has been used. Relevant secondary data has been collected from academic books, research papers of different scholars, Census of India,

### **Discussions**

The term status means position of a person in a society. Status has been defined by Linton (1936) as a position in a social system. The term role is closely linked to the notion of status. It refers to the behaviour expected of people in a status. The status of a person or a group in a society is determined mainly by the educational status, health status, employment status and decision making ability. All these factors are closely related to one another. The higher level of education will generate health awareness, employment opportunities and decision making ability among these groups.

The status of women in a society depends to a large extent on the social structure and the type of society. In Indian social context, there is a predominance of patriarchal family structure were males predominate in all settings and

educational status. Thus the study intended to find out educational status of tribal women in West Bengal. The central theme behind the research study is to find out the change of literacy and educational status of tribal women of different district of West Bengal from 2001 to 2011. The entire study is based on secondary data, Census of West Bengal 2001 and 2011.

2. To analyse the problems associated with tribal women's educational achievement.

2011, Human development reports and the reports provided by Ministry of Tribal Affairs, Govt. of India, Statistical profile of Scheduled Tribe 2013 etc. The collected data was analyzed, tabulated and presented in the following pages.

social contexts. However, among many tribal communities, predominance of matriarchal families could be found. Contrary to patriarchal societies, status of women is found to be higher in matriarchal families. Various studies (Mitra, 2007; RoyBurman, 2012) have suggested that the Garo and Khasi tribes of the North East India assign relatively higher position to women due to the system of matrilineal descent, matrilocal residence and inheritance of property through the female line. But other tribal communities which follow patriarchal norms, the status of women is not as high as it is in matriarchal societies. For some other tribes, such as, Ho, Gond, the husband does not always enjoy a dominant role. Gond woman enjoys equal status with their male counterparts in many aspects of their social life. A study on

the Naga women by Hutton (1921) indicated that they have substantial freedom and higher social status. This indicates that the status of tribal women are not same in all places, rather they vary according to the tribal group and the social structure. However, in tribal societies, tribal women are more important than women in any other social groups because tribal women are very hardworking and in almost all the tribal communities they participate in economic activities almost equally with men or works harder than men and the family economy and income also depend on women.

The education level of the tribal population is low and formal education has made very little impact on tribal groups. The level of literacy among the tribals in most states in India is very low. Reservation policy of the Government has made some changes in the educational status. One of the main reasons for low level of literacy is their assigning relatively less

### **Educational Status of Scheduled Tribe women in West Bengal**

Education is a key component of Human Development Index. Social mobility of a backward community could be ensured and accelerated by providing education to that particular community. Thus it is important to analyse the educational attainment of tribal

### **Literacy**

significance on formal schooling. The school curriculum and education system do not create much interest in them, rather a much more practical based curriculum would be helpful for them. Moreover, since the tribes live in poverty they do not like to send their children to schools as they are considered to be extra helping hands for generating income. Chowdhuri (1988) attempted to examine the socio – economic condition of the Scheduled tribe women in West Bengal in a comparative setting with scheduled caste and non scheduled women. The main findings were that only 5.01 per cent of Scheduled Tribe females were noted as literate in comparison to Scheduled Caste women who were 13.70 per cent and non scheduled population was 37.43 per cent. This level was quite low as compared to the overall rate of females who are literate. Various reasons have been attributed for low level of literacy among the scheduled tribe girls.

women to get a clear picture of their educational status in the state of West Bengal and accordingly the steps should be taken to make education accessible and gender equitable education to tribal community.

Table: 1. District wise ST Literacy (Total, Male & Female) in West Bengal (2001-2011)

Sl No	District	2001 Literacy Rate ST			2011 Literacy Rate ST		
		Total	Male	Female	Total	Male	Female
1	Dajilling	55.48	67.07	45.85	74.26	81.5	67.16
2	Jalpaiguri	42.59	54.24	30.67	58.7	67.93	49.51
3	Koch Bihar	55.31	66.38	43.3	66.89	74.82	58.35
4	Uttar Dinajpur	28.68	39.51	17.63	43.76	51.96	35.48
5	DakshinDinajpur	42.82	55.14	30.22	57.02	65.54	48.5
6	Malda	32.16	44.72	19.63	46.86	55.83	37.86

7	Murshidabad	35.79	46.17	25.01	51.34	59.15	43.32
8	Birbhum	31.20	44.17	18.17	47.48	57.57	37.67
9	Bardhaman	41.83	55.96	28.19	54.74	65.41	44.22
10	Nadia	40.64	51.78	29.20	57.75	65.35	49.98
11	North 24 Parganas	46.09	58.38	33.27	64.78	72.90	56.40
12	Hugli	45.45	59.23	31.94	60.67	71.39	50.29
13	Bankura	49.6	67.84	31.13	59.37	72.93	46.01
14	Purulia	42.64	61.26	23.40	53.86	67.84	39.77
15	howrah	52.06	61.16	42.19	70.86	77.08	64.23
16	Kolkata	76.39	83.66	67.07	82.06	86.81	76.57
17	South 24 Parganas	43.29	56.33	29.88	59.72	69.03	50.17
18	Medinipur*	47.97	61.24	33.29	62.15	72.88	51.27
<b>West Bengal</b>		<b>43.40</b>	<b>57.38</b>	<b>29.15</b>	<b>57.92</b>	<b>68.16</b>	<b>47.71</b>

\*Purba and PaschimMedinipur treated as Medinipur because during 2001 Medinipur was not separated into Purba and Paschim

Source: Census, 2001 and 2011

Scheduled Tribe (S.T.) Female literacy of West Bengal is very poor condition. Only 47.71 percent S.T females are enumerated as literate in 2011 census. Highest S.T Female literacy is observed in the Metropolitan district of Kolkata (76.57) and lowest is found in Uttar Dinajpur (35.48).The geographical distribution of S.T. Female literacy follows more or less similar

pattern of total female literacy except Darjilling and Koch Bihar, where S.T. literacy is comparatively high. The increase of Tribal literacy is high during the last decade (2001-2011). 14.52 percent tribal literacy is increased in the state of West Bengal.Govt. initiative and different policies relating to S.T development rapidly increase the literacy rate.

Table: 2. Literacy Rate of Total Population and ST Population and Gap in Literacy Rate in India and in West Bengal(1991-2011)

Sl. No.	Area/Location	Literacy Rate (1991)		Gap in Literacy Rate		Literacy Rate (2001)		Gap in Literacy Rate		Literacy Rate (2011)		Gap in Literacy Rate	
		Total	ST	Total	ST	Total	ST	Total	ST	Total	ST	Total	ST
		1	India	52.2	29.6	22.6	64.8	47.1	17.7	73	59	14	
2	West Bengal	57.7	27.8	29.9	68.6	43.4	25.2	76.3	57.9	18.3			

Source: Statistical Profile of Schedule Tribe in India 2013; Census: 1991, 2001, 2011

Table–2 shows, the trend of literacy of Scheduled tribes (STs) in India and West Bengal from 1991 to 2011. The percentage of literacy among Scheduled tribes in India and West Bengal were 29.6% and 27.8 % in 1991

which has increased to 59% and 57.9% in 2001 and 2011 respectively. The Table-2 data also shows the gap in literacy rate between total population and tribal population in West Bengal which were 29.9%, 25.2% and 18.3%

in the year 1991, 2001 and 2011 respectively. Literacy Rate is defined as percentage of literates among the population aged seven years and above. Although literacy levels of STs have improved, but the gap in literacy

levels has not declined significantly which reflect failure of the policies and programmes launched for tribal development by Central and State Government to bridge the gap during the time span of three decades also.

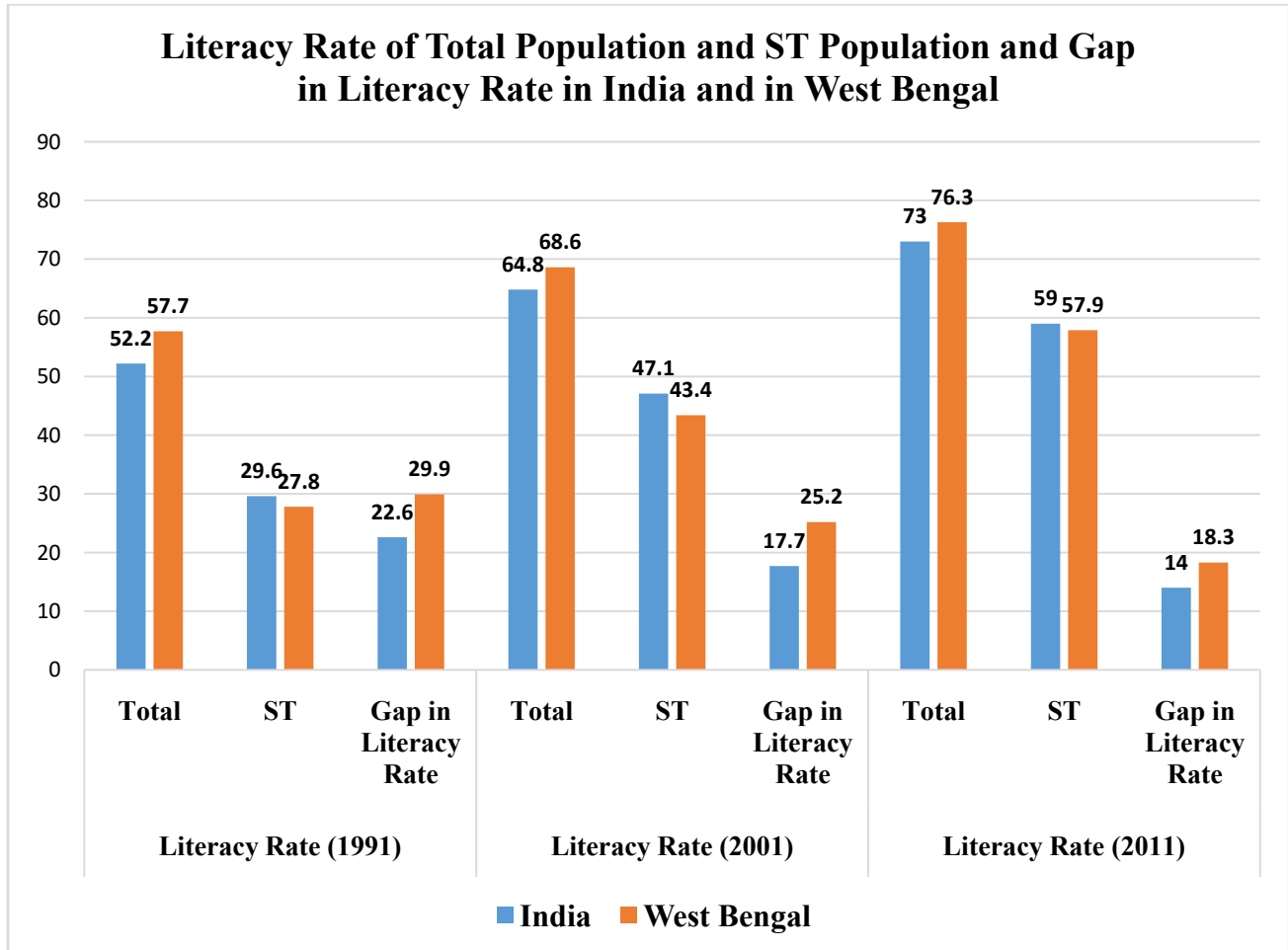


Table: 3. Gender Wise Literacy Rate of Total Population and Scheduled Tribes Population and Gap in Literacy Rate in India and West Bengal (2001-2011)

	2001								2011							
	Total Population				ST Population				Total Population				ST Population			
	Male	Female	Total	M-F Gap	Male	Female	Total	M-F Gap	Male	Female	Total	M-F Gap	Male	Female	Total	M-F Gap
India	75.26	53.67	64.83	21.59	59.17	34.76	47.1	24.41	82.14	65.46	74.04	16.68	68.53	49.35	58.96	19.1
West Bengal	77.02	59.64	68.64	17.38	57.38	29.15	43.4	28.23	81.69	70.54	77.08	11.15	68.16	47.71	57.92	20.45

Source: Statistical Profile of Schedule Tribe in India 2013

Table-3 Shows, the trend of gender wise literacy of Scheduled Tribes (STs) and total population in India and West Bengal from 2001 to 2011. The percentage of literacy among male and female scheduled tribes in India and West Bengal were 59.17%, 57.38% and 34.76%, 29.15% in 2001 which has increased to 68.53%, 68.16% and 49.35%, 47.71% in 2011. The literacy gap among male

and female has been found 24.41 and 28.23 in 2001 and which is decreased to 19.1% and 20.45% respectively. Although literacy levels of STs have improved, but the gap in literacy levels has not declined significantly which reflect failure of the policies and programmes launched for tribal development by Central and State Government to bridge the gap during the time span of two decades also.

Table: 4. Literacy Rates of ST Women in West Bengal

Sl. No	Area/ Location	Rural		Urban		Total	
		Male	Female	Male	Female	Male	Female
1	India	66.8	46.9	83.2	70.3	68.5	49.4
2	West Bengal	67.2	46.2	78.4	64	68.2	47.7

Source: census 2011

Table-4 Shows, the percentages of literacy rates of STs by gender and rural / urban areas. The data shows negligible differences between India and West Bengal which reflects almost same educational status of Tribal women in West Bengal and in India on an average. In West Bengal female literacy of tribes is only

47.7 % compared to male literacy of 68.2%. It is evident from the table-3 that there has been a significant difference in male and female gap in literacy rate of tribal women from rural area to urban area which are 21% to 14.4% respectively.

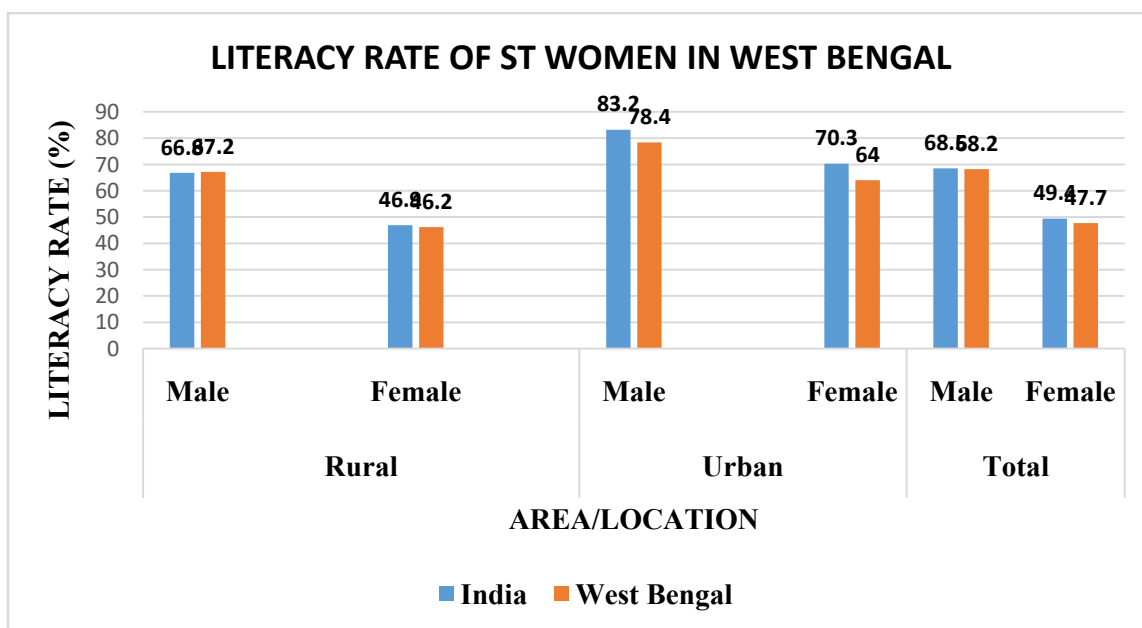


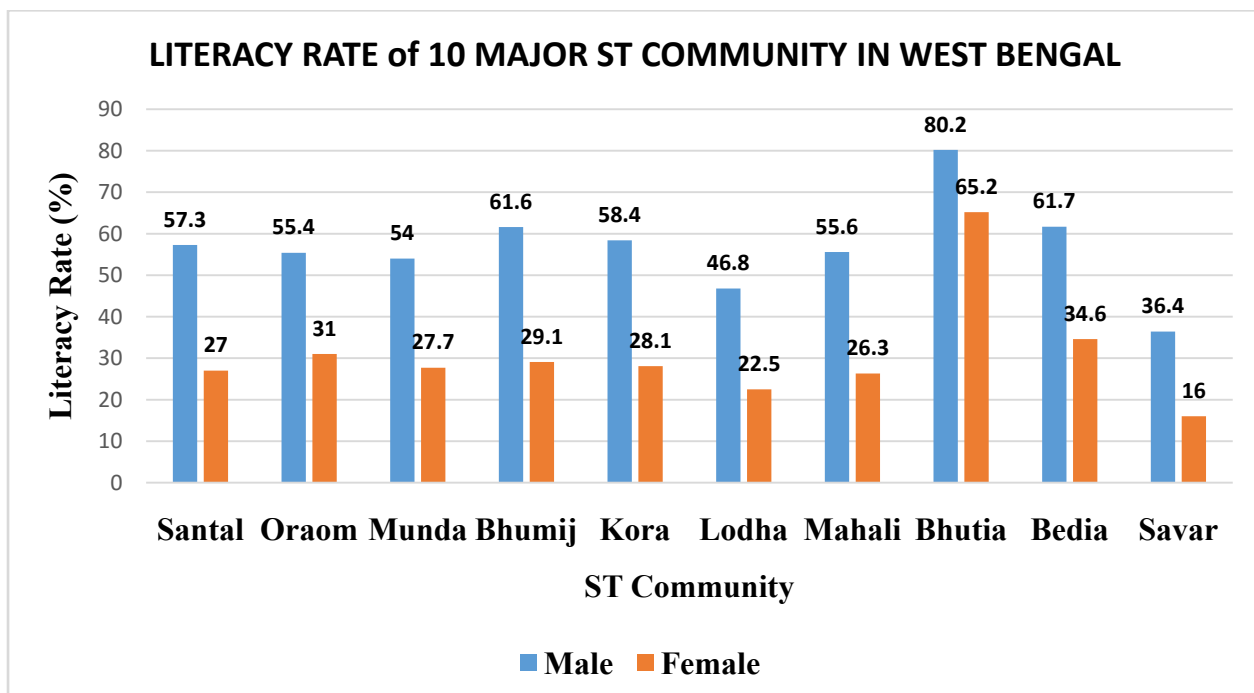
Table: 5. Literacy Rate of 10 Major ST Community in West Bengal

Name of ST Community	Male	Female	Total
Santal	57.3	27	42.2
Oraom	55.4	31	43.4
Munda	54	27.7	41
Bhumij	61.6	29.1	45.6
Kora	58.4	28.1	43.4
Lodha	46.8	22.5	34.8
Mahali	55.6	26.3	41.1
Bhutia	80.2	65.2	72.6
Bedia	61.7	34.6	48.4
Savar	36.4	16	26.3
All Total	57.4	29.2	43.4

Source: census 2011, West Bengal

Table-5 Shows, the percentages of literacy rates of ten major categories of STs by gender. The table states that community Bhutia having higher literacy rate both in male and female whereas the lowest literacy rate was found in

Savarcommunity. It has been found that overall literacy rate of tribal female of ten major tribal community was only 29.2% which was very low as compared to national literacy rate.





### Enrolment

Source: Statistical Profile of Schedule Tribe in India 2013

	Class (I-V)			Class (VI-VIII)			Class (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
India	7.67	7.17	14.8	28.37	25.84	54.21	105.1	97.6	202.7
West Bengal	3.09	2.99	6.08	1.65	1.66	3.31	4.74	4.65	9.4

Table-5 Shows, the number of ST student's enrolment in different level in the academic session 2010-2011 both in India and West Bengal. It represents the total enrolment of ST students in respect to their gender in different classes both in India and in West Bengal. It has

been found that the number of ST girls enrolled is very less as compared to boys. Total enrolment of boys in elementary level was 202.7 lakhs whereas only 9.4 lakhs girls were enrolled.

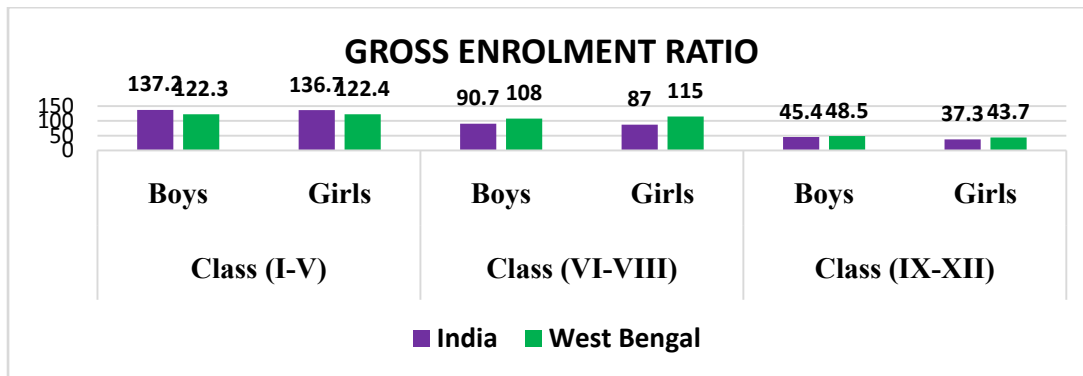
Table: 7. Gross Enrolment Ratio of ST Women in India and in West Bengal (2011)

Sl. No	Area/ Location	Gross Enrolment Ratio (GER)					
		Class (I-V)		Class (VI-VIII)		Class (IX-XII)	
		Boys	Girls	Boys	Girls	Boys	Girls
1	India	137.2	136.7	90.7	87	45.4	37.3
2	West Bengal	122.3	122.4	108	115	48.5	43.7

Source: Statistical Profile of Schedule Tribe in India 2013

Gross Enrolment Ratio (GER) for any stage (Different Classes) is defined as percentage of the enrolment in that stage to the estimated child population in the respective age group. Table-7 shows the GER of Tribal women at the Primary level (I- V), Elementary level (I- VIII) and Secondary level (IX-XII) in India and West Bengal. GER is higher in primary level and elementary level which is 122.4 for ST

girls against 122.3 for ST boys and 115 for ST girls against 108 for ST boys respectively. Significant decline in GER found at secondary level which is 43.7 for ST girls against 48.5 for ST boys in West Bengal. Table-7 is the evident of high dropout rate among ST girls which may be the result of below discussed dimensional problems faced by tribal girls in their day to day life.



### Problems Associated with Tribal Women's Educational Achievement

Girls face a number of constraints and barriers to accessing and benefitting from education (Calder & Huda, 2013).

**Poverty and Hunger:** Poverty and hunger are the main reasons for the non-participation of tribal girls in education. Though Indian Constitution secure free universal primary education, this often does not include costs of uniforms, textbooks, travel to school, meals, and other associated expenses which become burden to most tribal families and enrolling girls for higher education become luxury to them.

**Indifferent Attitude and Lack of Awareness of the Tribal Parents:** Indifferent attitude of the tribal parents as well as is another hindrance towards tribal girl's education. Most of the tribal parents are unaware about the importance of education and they prefer to engage their children in remunerative employment to add on the family income or to take care of their siblings, to rear cattle, to help mother in house hold chores, in collecting the forest products like dried leaves, seeds etc.

**Lack of Skilled, Committed and Gender Sensitive Teachers:** The problem of insufficient number of teachers has been compounded by the problem of lacking skilled, committed and gender sensitive teachers (Calder, & Huda, 2013) in schools of tribal area.

**Teacher Absenteeism:** Teacher absenteeism is one of the major problem in educational achievement in tribal areas.

**Lack of Knowledge on Tribal Language and Value System:** Most of the teachers lacking knowledge and appreciation of tribal value system and language which leads to failure in gaining the acceptance and establish a communication link with tribal students which force them to withdraw from education.

**Lack of Basis Infrastructure Facilities:** Most of schools in tribal areas are without basic infrastructure facilities for example lack of electricity and water, non-plastered floors, lack of proper sanitation facilities to deal with menstrual hygiene affects girls 'attendance (Calder & Huda, 2013) etc. are common feature of those schools

**Language and Communication Problems:** The problem of language and communication slow down educational attainment of tribal girls. Language skills first. (Mahajan, 2012) Despite several policy documents and a constitutional provision (350A) recognizing that linguistic minorities should be educated in their mother tongue at primary level, there is practically no education in Scheduled Tribe languages. This includes even those like Santhali, Bhili, Gondi or Oraon which are spoken by over a million people (Nambissan, 2000). But, the non-availability of teachers known tribal language and textbooks

in tribal languages become challenges in their educational achievement.

**School Timing:**In the tribal context, school timing is also major problem to tribal girls in attending school regularly. In West Bengal most of the tribal are agricultural labour and they go out for work in early morning and tribal girls are given the responsibilities of looking after their houses and doing various household activities by their parents which leads to irregular attendance and high dropout rates tribal girls.

**Political Apathy:**Political apathy towards the issue of educational empowerment of tribal women in another important problem. Lack of co-operation and co-operation between various government Departments looking after tribal education i.e. the tribal welfare department and the education department results in low enrolment of tribal girls in school education.

**Lack of Awareness about Various Policies and Programmes:**Though the above discussed problems are major obstacles towards educational attainment of tribal women another reason for their educational underdevelopment may be their lack of awareness about various policies and programmes which are introduced to secure their Human Rights as we as Tribal Rights by Indian Constitution.

**Low Level of Aspiration and Motivation among Tribal Women:**Another fact observed among tribal women in West Bengal that most of them are satisfied with their life i.e. with where they are and with what they have which indicates their low level of aspiration and motivation to be a part of developed community with modern advanced India.

**Lack of Access to Education:** Most of the tribal women work outside their homes and are

### **Conclusion**

In spite of various constitutional provisions and policies for the trials, it is a hard reality that the tribal women still are lagging behind in many respects and they have to face many challenges. The study emphasized the need for tribal development in West Bengal. The overall

engaged in various activities. They work in order to earn money for their family. The women's work involves daily labour, agricultural work. Even young children and girls go for work along with their mothers. Most of the time they do not go to school regularly or become drop outs from school. Even the parents in very poor families don't always want to send the children to school because then their helping hands in work would be reduced. Effect of patriarchy could be strongly seen in most tribal groups and so whatever money women get from their work they give it to their husband and the husband very often spends the money on activities like drinking. Household works are done by the female members of the family. Household work involves cooking, cleaning, washing utensils and clothes, collecting fuel for cooking. The young girls who are studying in primary level in schools hardly learn anything in school and they don't study at home also. The government has announced free and compulsory education to all children up to the age of 14 years, which nowadays encourage parents to send their children to schools with the hope that if their children receive proper education, then their conditions will improve. The children are given free school uniforms, books and mid-day meals. However, the girls don't continue school at a stretch. Sometimes they go to school, some other times they do not go to school and stay at home and go to work with their mothers and help their mothers at household work. As a result, they tend to forget what they have learned in school. After the girl child attains teenage the parents stop sending them to schools.

literacy picture of West Bengal is not satisfactory even in the year 2011 though the percentage of literate persons is 3.04 percent more than national average. We are hopeful about future because the development during last decade is well and most important thing is

that the literacy differentials among Male-Female, Rural-Urban has going to narrowed down. The female literacy has increase sufficiently in both rural urban frames. Regional imbalance and inequality is observed among different districts which maintained a zonal pattern. The literacy is high in Kolkata and surrounding districts and comparative low in North Bengal districts and Plateau districts of Bengal. Such type of regional imbalance should be eradicated as early as possible. Tribal literacy has increased significantly (14.52%) during the period 2001 to 2011. Their low level of literacy makes it vital for a systematic process of tribal development. They work very hard and contribute significantly towards the economic condition of the family, but they are still in poverty mostly because no proper efforts are oriented towards them. During the plan periods, various programmes are taken up for the development of the Scheduled Tribe population and a lot of betterment has been already done, but still, a lot more requires to be done. Education for tribal women is an essential aspect of development. Education is a vital instrument to bring about a change in the cultural norms and patterns of life of the tribal women and to change their outlook and made them economically independent. It would help them to organize themselves to analyze their situations and living conditions and be aware of their rights and responsibilities. Education will enable them to take up jobs so that they can improve their situation. Educated women will be able to face the present day society better than earlier times. Government is providing a lot of support and grant for the education of Tribal women. This will help to

increase the literacy rate and it will lead to the right way to development. Thus increasing the literacy rate and providing opportunities for gainful employment for tribal women will be instrumental in bringing about a change in the status of tribal women in West Bengal.

Poverty is one of the barrier against literacy and educational development. Poverty also compels the parents to involve their children to works, rather than sending them to schools. So any literacy programme cannot be success without poverty eradication programme. In this regard the policy implementation of Govt. of West Bengal is satisfactory. Recently the „KannyaSree“ project is highly successful to reduce drop out of females from the schools.

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