



Cover Page



EDUCATIONAL STATUS AND PROBLEMS OF TRIBAL GIRL STUDENTS AT THE INTERMEDIATE LEVEL: A VILLAGE LEVEL STUDY

Dr B.M. Vinod Kumar

Associate Professor of Economics

NRR Government Degree College (A) Mahabubabad, Mahabubabad Dt.TG.

Abstract

The study titled “Educational Status and Problems of Tribal Girl Students at the Intermediate Level – A Village Level Study” examines the socio-economic conditions, educational participation, and challenges faced by tribal girl students in the villages of Balarajugudem, Ankampalem, Moddulagudem, Patwarigudem, and Ganeshpadu in Dammapeta Mandal of Badradri Kothagudem District, Telangana State. Using a purposive sampling method, data were collected from 100 respondents, including 75 currently enrolled and 25 dropout students, through a structured questionnaire. The findings reveal that while there has been a gradual improvement in enrolment rates among tribal girls, several barriers persist, such as poverty, parental illiteracy, long distances to educational institutions, inadequate infrastructure, and socio-cultural restrictions. Most parents are agricultural labourers or low-income workers with limited educational awareness, and a majority of families earn less than ₹2 lakh annually. Illiteracy among parents (64%) continues to hinder academic support at home, while infrastructural deficiencies such as the absence of girls’ waiting rooms, separate toilets, and libraries affect regular attendance and motivation.

The study also found that irregular attendance, poor health awareness, and language barriers in the curriculum contribute to high dropout rates, particularly during the second year of intermediate education. About 25% of students had discontinued their studies due to economic hardship, domestic responsibilities, or difficulty in coping with the curriculum. Vocational education, however, showed slightly better retention due to its employment potential. The study concludes that the educational empowerment of tribal girls requires a multi-pronged approach involving economic support, improved infrastructure, and social awareness. It recommends government and institutional measures such as scholarships, hostel and transport facilities, simplified curricula, remedial classes, health camps, and community sensitisation programmes. Strengthening parental literacy, ensuring faculty regularity, and appointing more female teachers would further enhance the educational participation of tribal girls. The study emphasises that education not only uplifts tribal girls individually but also catalyses the socio-economic transformation of their entire communities.

INTRODUCTION:

Education has the power to transform societies by challenging inequality, fostering empowerment and promoting sustainable development. As Brigham Young aptly stated, “You educate a man; you educate a man. You educate a woman; you educate a generation.” This emphasises the intergenerational benefits of female education in strengthening communities and accelerating social progress. In India, educating girls has far-reaching benefits, including poverty reduction, lower child mortality, improved health outcomes, enhanced gender equality, and greater economic productivity.

Despite these advantages, disparities persist in girls’ access to education, particularly among tribal populations, due to socio-economic constraints, gender bias, and infrastructural deficiencies. Recognising education as a fundamental right, the Government of India enacted the Right to Education Act (2009) and introduced the National Education Policy (NEP) to promote inclusive and equitable learning. However, for tribal communities, the benefits of these reforms remain limited. Tribal girls continue to experience high dropout rates, low literacy levels, and minimal participation in higher education.



Cover Page



The Common Educational Problems of Tribal Girls Noticed:

The educational challenges faced by tribal girls arise from multiple interrelated factors:

Socio-Cultural Barriers: Traditional beliefs discourage female education, emphasising domestic responsibilities and early marriage.

Economic Constraints: Poverty compels families to prioritise short-term survival over education, leading to absenteeism and dropouts.

Institutional Limitations: Inadequate infrastructure, long travel distances, and a shortage of female teachers adversely affect attendance and motivation.

Academic Factors: Poor foundational learning, limited parental literacy and lack of language support hinder academic performance.

Psychological and Social Isolation: Tribal girls often experience low confidence and limited peer support in mainstream educational environments. In addition to these issues, there are numerous other significant challenges that affect the education of tribal girls.

NEED FOR THE STUDY:

Tribal girls represent one of the most educationally disadvantaged groups in India. The dropout rate at the intermediate level remains particularly alarming in rural and tribal regions. This study was conducted to identify and analyse the major educational challenges faced by tribal girls in the villages of Balarajugudem, Ankampalem, Moddulgudem, Patwarigudem and Ganeshpadu in Dammameta Mandal of Badradri Kothagudem District, Telangana. The findings aim to inform policymakers, educators and NGOs to design targeted interventions that promote retention and academic success.

OBJECTIVES OF THE PRESENT STUDY:

1. To assess the enrolment and participation status of tribal female students in intermediate education in selected villages.
2. To identify and analyse the key educational challenges affecting tribal female students in these communities.

HYPOTHESIS:

It is hypothesised that tribal female students at the intermediate level encounter multiple socio-economic and institutional barriers that contribute to low enrolment and high dropout rates.

LIMITATIONS OF THE STUDY:

The scope of this study is limited to tribal girls enrolled in intermediate or equivalent courses in the five selected villages of Dammameta Mandal. A sample of 100 girl students (25 from each village) was selected using purposive sampling. The findings may not be generalised beyond these communities but provide valuable insights into localised educational challenges.



Cover Page



METHODOLOGY:

Data Collection and Analysis:

The study utilised both primary and secondary data sources. Primary data were collected using a structured questionnaire administered to tribal girl students studying in intermediate or equivalent education and dropped students in the villages of **Balarajugudem, Ankampalem, Moddulagudem, Patwarigudem and Ganeshpadu** are in Dammapeta Mandal of Badradri Kothagudem District, Telangana State. A purposive sampling method was adopted to select 100 respondents from the five villages. Data collection was carried out during the third week of September 2024. Secondary data were obtained from government reports, educational records, and published literature. Simple statistical tools such as averages and percentages were used to analyse the data. Results were presented through tables and graphical representations for clarity and comparison.

REVIEW OF LITERATURE:

Sujata M. (2014) conducted a study titled “A Study of the Constraints of School Education among Tribal Girls of Kalahandi District.” The findings revealed that several factors hinder the education of tribal girls, including poor family conditions, parental illiteracy, heavy household responsibilities, the need to assist parents in their occupations, caring for younger siblings, early marriage, lack of separate schools for girls, prevailing social taboos, and gender discrimination.

Khan S. (2014), in the study “A Study of the Impact of Parent-Child Relationships on Social Maturity and Self-Confidence of Students of Higher Secondary Schools of Durg District,” found a significant relationship between parent-child relationships and social maturity. Furthermore, the study established that social maturity is significantly correlated with the self-confidence of students.

Panchal N. and Rashmikanth (2014) conducted a comparative study titled “Comparative Study of the Home Environment, Adjustment, and Academic Achievement of Higher Secondary School Students.” The study revealed that male and female students differ significantly in various dimensions of the home environment.

Anandhi K. (2013), in the study “Study Habits and Academic Achievement of Higher Secondary Girl Students with Selected Psycho-Social Variables,” reported that the study habits of higher secondary girl students were generally average.

Manish (2001) conducted a study entitled “Self-Observation and Scholastic Attainment of Scheduled Tribe Pupils in Secondary Schools of Wayanad District, Kerala.” The study identified a strong correlation between self-observation and the academic performance of secondary school students belonging to Scheduled Tribes.

MAIN FINDINGS OF THE STUDY:

The present study was conducted among tribal girl students residing in five densely populated tribal villages that are Balarajugudem, Ankampalem, Moddulagudem, Patwarigudem and Ganeshpadu in Dammapeta Mandal of Badradri Kothagudem District, Telangana State. All these villages are situated in proximity to Sathupally Town, where intermediate-level education facilities are available. The study identified that two main streams of study are offered at the intermediate level in nearby educational institutions. These are general courses (intermediate courses) and vocational courses. A purposive sampling method was employed to select the respondents. The sample included both currently enrolled and dropout tribal girl students from the aforementioned villages. Data were collected through a structured questionnaire designed to capture socio-economic background, educational status, and the problems faced by the respondents. It was



observed that all the respondents belonged to the Koya tribal community. From each village, 15 tribal girls currently pursuing intermediate or vocational education and 5 dropout students were selected, making a total of 20 respondents per village. Thus, data were collected from 100 tribal girl students. In which 75 enrolled ($15 \times 5 = 75$) and 25 dropped out ($5 \times 5 = 25$). Among the enrolled students, 75% were pursuing intermediate education, and 25% were enrolled in vocational courses. This can be observed in table 1.

Table. 1.
Distribution of Respondents Based on College-Going Status

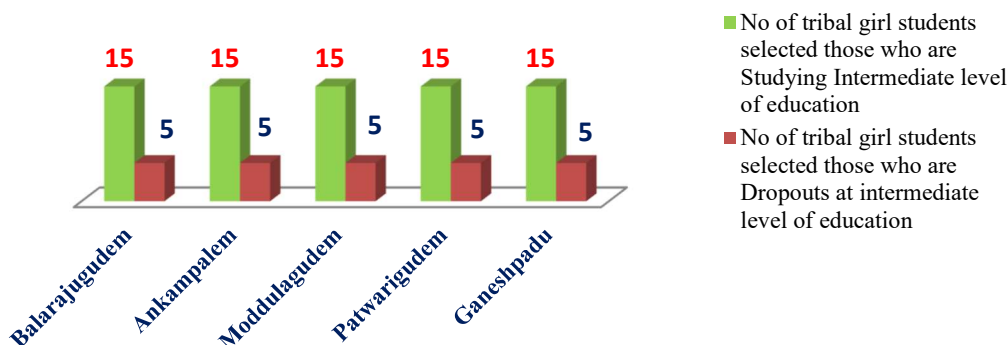
Name of the Village	Tribal Girl Students Currently Studying at the Intermediate Level	Tribal Girl Students who Dropped Out the Intermediate Level.	Total Tribal Girl Students Selected for the Study
Balarajugudem	15	05	20
Ankampalem	15	05	20
Moddulagudem	15	05	20
Patwarigudem	15	05	20
Ganeshpadu	15	05	20
Total	75 (75%)	25 (25%)	100

Table 1 presents the distribution of tribal girl students according to their college-going status across five villages that are in Balarajugudem, Ankampalem, Moddulagudem, Patwarigudem and Ganeshpadu are in Dammapeta Mandal of Badradri Kothagudem District, Telangana State. A total of 100 tribal girl students were selected for the study, comprising 75 who are currently pursuing their intermediate-level education and 25 who have discontinued their studies at the same level. Each village contributed 20 respondents, among whom 15 are continuing their education and 5 are dropouts. This uniform distribution ensures balanced representation from each village.

The data reveal that 75% of the respondents are actively studying, whereas 25% have dropped out at the intermediate level. The higher percentage of college-going girls indicates a positive trend toward educational participation among tribal communities, though the presence of 25% dropout highlights the continuing challenges that need to be addressed, such as socio-economic constraints, lack of motivation, or limited access to resources. The findings emphasise that while the majority of tribal girls are enrolled and attending intermediate-level education, a significant minority still face barriers to completing this stage. Social and economic constraints remain the primary factor influencing dropouts. Cultural expectations and lack of infrastructure or transportation facilities may also discourage continued education. Promoting awareness programmes, providing scholarships, and ensuring accessible education facilities could help further reduce dropout rates. The role of community engagement and parental motivation is crucial in sustaining this positive educational trend. This can be observed in the following diagram.



Diagram No. 1.
Distribution of respondents based on college-going status.



The distribution of the tribal girl students pursuing intermediate education in five selected villages is presented in Table 2.

Table 2
Distribution of Tribal Girl Students by Year and Stream of Study at the Intermediate Level in the Selected Villages

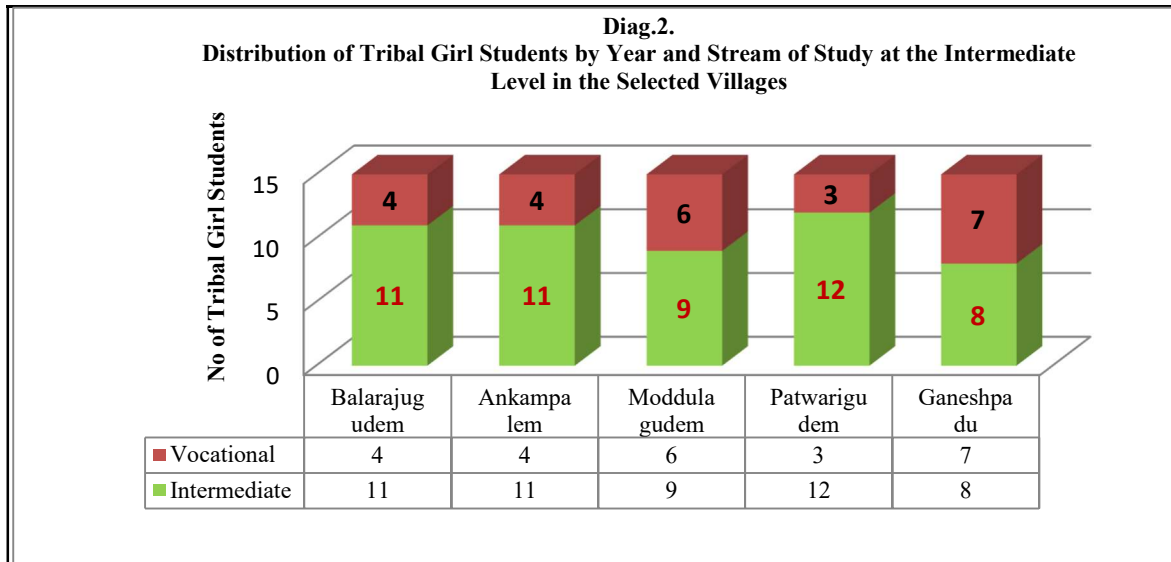
Name of the Village	Intermediate			Vocational			Total		
	First Year	Second Year	Total	First Year	Second Year	Total	First Year	Second Year	Total
Balarajugudem	7	4	11	3	1	4	10	5	15
Ankarpalem	6	5	11	2	2	4	8	7	15
Moddulgudem	5	4	9	4	2	6	9	6	15
Patwarigudem	9	3	12	2	1	3	11	4	15
Ganeshpadu	5	3	8	4	3	7	9	6	15
Total	32	19	51	15	9	24	47	28	75
			68%			32%			100%

The data are categorised according to the stream of the study that is Intermediate Academic and Vocational and the year of the study First Year and Second Year. A total of 75 were recorded, with each village contributing 15 students, indicating an equal and representative sampling across the study area. Out of the total 75 students, 51 students (68%) were enrolled in the Intermediate stream, while 24 students (32%) were pursuing vocational courses. This indicates a clear preference among tribal girl students for academic education over vocational training. A year-wise analysis shows that 47 students were enrolled in the first year and 28 students in the second year. The decline in numbers from first to second year suggests the presence of challenges related to student retention and continuity in education. At the village level, Patwarigudem reported the highest number of academic first-year students (9), reflecting strong initial participation in the academic stream. Conversely, Ganeshpadu recorded the highest number of vocational students (7), showing a relatively higher interest in skill-orientated education in that area.

The analysis reveals that the majority of tribal girl students prefer academic education, with a comparatively smaller proportion choosing vocational courses. The drop in enrolment from first to second year points to possible barriers such as socio-economic constraints, lack of parental encouragement, financial difficulties, or inadequate institutional support. Therefore, it is essential to design and implement targeted educational interventions, including scholarships,



awareness programmes, and counselling support, to enhance retention rates and encourage greater participation in vocational education. Strengthening both academic and skill-orientated education pathways can significantly contribute to the empowerment and socio-economic advancement of tribal girl students in these communities. This can be observed in the following diagram.



Status of Dropout Tribal Girl Students at the Intermediate Level of Education:

The present study also examined the dropout status among tribal girl students pursuing intermediate-level education in the selected villages of Dammapeta Mandal, Badradri Kothagudem District, Telangana State. Data were collected from 25 tribal female students who had discontinued their studies before completing the intermediate or vocational courses. The findings are presented in Table 3, which shows the distribution of dropout students by village and course type.

Table 3.
Distribution of Tribal Girl Students by Village and Type of Course Dropped at the Intermediate Level

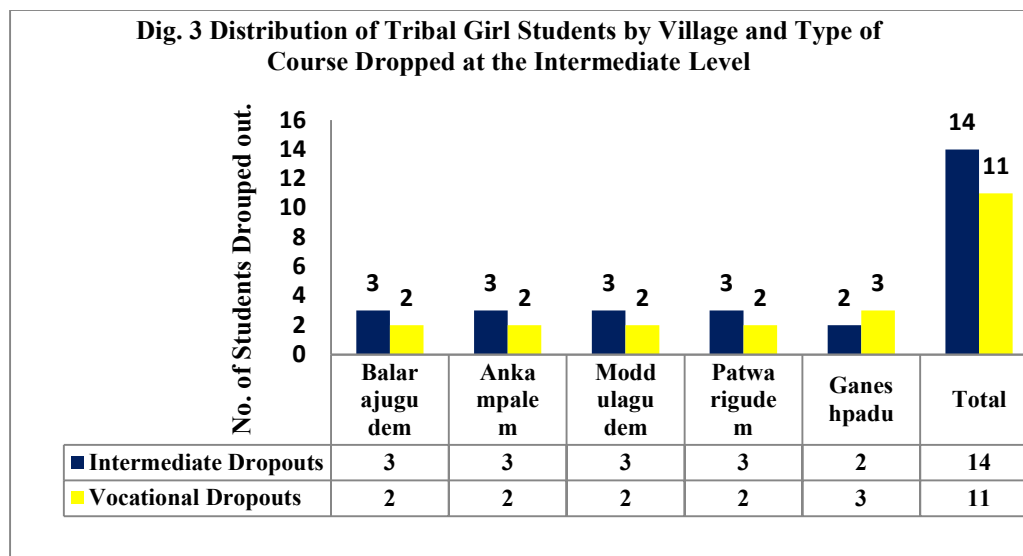
Name of the Village	Intermediate			Vocational			Total		
	Dropped in First Year	Dropped in Second Year	Total Dropouts	Dropped in First Year	Dropped in Second Year	Total Dropouts	Dropped in First Year	Dropped in Second Year	Total Dropouts
Balarajugudem	2	1	3	1	1	2	3	2	5
Ankampalem	2	1	3	1	1	2	3	2	5
Moddulgudem	1	2	3	1	1	2	2	3	5
Patwarigudem	2	1	3	1	1	2	3	2	5
Ganeshpadu	1	1	2	1	2	3	2	3	5
Total	8 (57%)	6 (43%)	14	5 (45%)	6 (55%)	11	13 (52%)	12	25
			56%			44%			100



Cover Page



The data reveals that out of the total 25 tribal students who dropped out at the intermediate level, 56% discontinued from general intermediate education, while 44% were from vocational courses. This indicates that dropout rates are relatively higher in the general intermediate stream than in vocational programmes. A key reason for the comparatively lower dropout rate in vocational education is the perceived employment potential associated with these courses, such as the diploma in medical laboratory technology (DMLT) and other skill-orientated programmes. These practical and job-linked courses provide immediate livelihood opportunities after completion, encouraging better retention. Among the 14 students who dropped out from general intermediate courses, 57% left during the first year and 43% in the second year. Similarly, out of the total 11 vocational dropouts, 45% withdrew in the first year and 55% in the second year. The data thus suggest that a majority (52%) of the tribal girls discontinue their education during the first year itself, primarily due to socio-economic pressures, lack of academic support, and the transition challenges from school to intermediate education. This can be observed in diagram 3.



Attendance Patterns in Intermediate and Vocational Courses:

In the present study, data has been collected on the attendance pattern of the tribal girl students at the intermediate level in both intermediate and vocational courses. Overall, the analysis underscores that while the majority of tribal girl students maintain regular attendance in both intermediate and vocational courses, attendance irregularity remains a significant concern, particularly in the later stages of study. Tables 4 and 5 present a comparative analysis of the attendance patterns of tribal girl students pursuing intermediate and vocational courses in the selected villages. Attendance has been classified as regular and irregular for both the first and second years of study, enabling an assessment of participation consistency across academic streams.

Table 4.
Attendance Trends of Tribal Girl Students in Intermediate Courses

Name of the Village	Intermediate First Year			Intermediate Second Year			Total Intermediate		
	No. of students	Regular	Irregular	No. of students	Regular	Irregular	No. of students	Regular	Irregular
Balarajugudem	7	4	3	4	1	3	11	5	6
Ankampalem	6	4	2	5	3	2	11	7	4



Cover Page



Moddulagudem	5	3	2	4	3	1	9	6	3
Patwarigudem	9	5	4	3	2	1	12	7	5
Ganeshpadu	5	4	1	3	1	2	8	5	3
Total	32	20	12	19	10	09	51	30	21
		62.5%	37.5%		52.5%	47.5%		59%	41%

Table 5.
Attendance Trends of Tribal Girl Students in Vocational Courses.

Name of the Village	Vocational First Year			Vocational Second Year			Total Vocational		
	No. of students	Regular	Irregular	No. of students	Regular	Irregular	No. of students	Regular	Irregular
Balarajugudem	3	2	1	1	1	0	4	3	1
Ankampalem	2	2	0	2	2	0	4	4	0
Moddulagudem	4	3	1	2	1	1	6	4	2
Patwarigudem	2	1	1	1	1	0	3	2	1
Ganeshpadu	4	3	1	3	1	2	7	4	3
Total	15	11	04	09	06	03	24	17	7
		73%	27%		67%	33%		71%	29%

Attendance Trends in Intermediate Courses:

As indicated in Table 4, a majority of tribal girl students in the Intermediate stream demonstrate regular attendance. Specifically, 59 per cent of the students attend their classes regularly, while 41 per cent are irregular. When analysed year-wise, regular attendance is higher in the first year (62.5%) than in the second year (52.5%). Correspondingly, irregular attendance increases from 37.5 per cent in the first year to 47.5 per cent in the second year. This pattern suggests that as students advance to higher levels of study, their engagement tends to decline, possibly due to academic stress, domestic responsibilities, socio-economic constraints, or limited institutional support. Persistent irregularity at this level often leads to increased dropout rates, particularly among girls from economically and socially disadvantaged backgrounds.

Attendance Trends in Vocational Courses:

Table 5 highlights attendance patterns among tribal girl students enrolled in vocational courses. The findings reveal that 71 per cent of the students maintain regular attendance, while 29 per cent are irregular. Similar to the Intermediate stream, the irregularity rate is slightly higher among second-year students (33%) compared to first-year students (27%). Despite this, overall attendance in vocational education remains comparatively higher than in the intermediate stream. This may be attributed to the practical, skill-orientated nature of vocational training, which could encourage better engagement and attendance among students.

Comparative Analysis:

A comparative examination of the two educational streams indicates that attendance is higher in vocational courses (71%) than in intermediate academic courses (59%). The difference suggests that vocational programmes may be more appealing to tribal girl students due to their hands-on learning approach, shorter duration and direct employability outcomes.



Cover Page



However, both streams show a consistent trend of increased irregularity in the second year, highlighting a critical phase where students are at a greater risk of discontinuation.

The findings emphasise the need for targeted interventions including attendance monitoring systems, counselling support, community sensitisation interventions, and financial aid programmes, to promote sustained participation and prevent dropouts. Ensuring regular attendance is vital not only for academic achievement but also for the long-term educational empowerment and socio-economic development of tribal girl students in the study area.

SOCIO-ECONOMIC CONDITIONS OF THE PARENTS:

Occupations of the parents:

A parent's occupation is a key indicator of a family's socio-economic status and directly influences the educational opportunities and academic performance of children. Children from lower-income families often have limited access to quality education. Keeping in view the present study, data has been collected on parents' occupation, income and education. This is observed in table 6.

Table 6
Occupational Distribution of the parents of the respondents

Name of the Village	Agricultural	Labourer	Private Job	Business	Government Employee	Total
Balarajugudem	13	3	2	1	1	20
Ankampalem	13	4	1	1	1	20
Moddulgudem	9	3	3	3	2	20
Patwarigudem	10	3	4	2	1	20
Ganeshpadu	12	2	3	1	2	20
Total	57 (57%)	15 (15%)	13 (13%)	8 (8%)	7 (7%)	100 (100%)

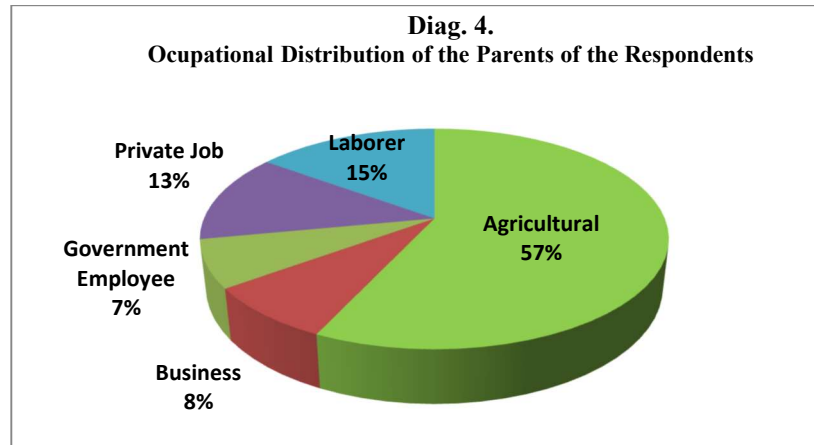
Table 6 presents data on the occupational distribution of parents of tribal girls studying at the intermediate level in the selected villages of Balarajugudem, Ankampalem, Moddulgudem, Patwarigudem and Ganeshpadu, in Dammapeta Mandal of Badradri Kothagudem District, Telangana State. The findings reveal that a majority of parents (57%) are engaged in agriculture, making it the predominant source of livelihood among the studied population. This reflects the agrarian nature of the region and the heavy dependence of tribal families on land-based occupations for sustenance. About 15 per cent of the parents work as labourers, indicating limited income stability and economic vulnerability within these households.

A smaller portion of parents is employed in the private sector (13%), while 8 per cent are involved in small-scale business activities, such as petty trading or self-employment ventures. Only 7 per cent of parents are government employees, representing the smallest segment but also the group with the most secure and stable source of income. The predominance of agriculture and wage labour as major occupations suggest that most tribal families belong to the lower socioeconomic strata, with limited access to steady income and educational resources. These economic conditions likely influence students' educational participation, attendance, and continuation beyond the intermediate level.

In conclusion, the data indicate that the economic structure of the families in the study area is largely rural and agrarian, characterised by low-income occupations. Strengthening livelihood opportunities and providing educational



support schemes such as scholarships, fee concessions, and vocational training could help to improve the educational attainment of tribal girl students by reducing the economic burden on their families. This can also be observed in diagram 4.



Annual Income of the Parents:

In the present study, data has been collected on the annual income of the parents. The data were presented in table 7.

Table 7
Distribution of tribal girl students according to the annual income of their parents in the selected villages.

Name of the Village	No. of Tribal Girl Students according to the Annual Income of their parents in selected villages.					Total
	Less than 2 Lakh	2 Lakh to 3 Lakh	3 Lakh to 4 Lakh	4 Lakh to 5 Lakh	5 Lakh and above	
Balarajugudem	8	8	2	1	1	20
Ankarpalem	9	6	2	2	1	20
Moddulgudem	5	6	4	3	2	20
Patwarigudem	7	5	4	2	2	20
Ganeshpadu	10	4	3	2	1	20
Total	39	29	15	10	7	100
	39%	29%	15%	10%	7%	100%

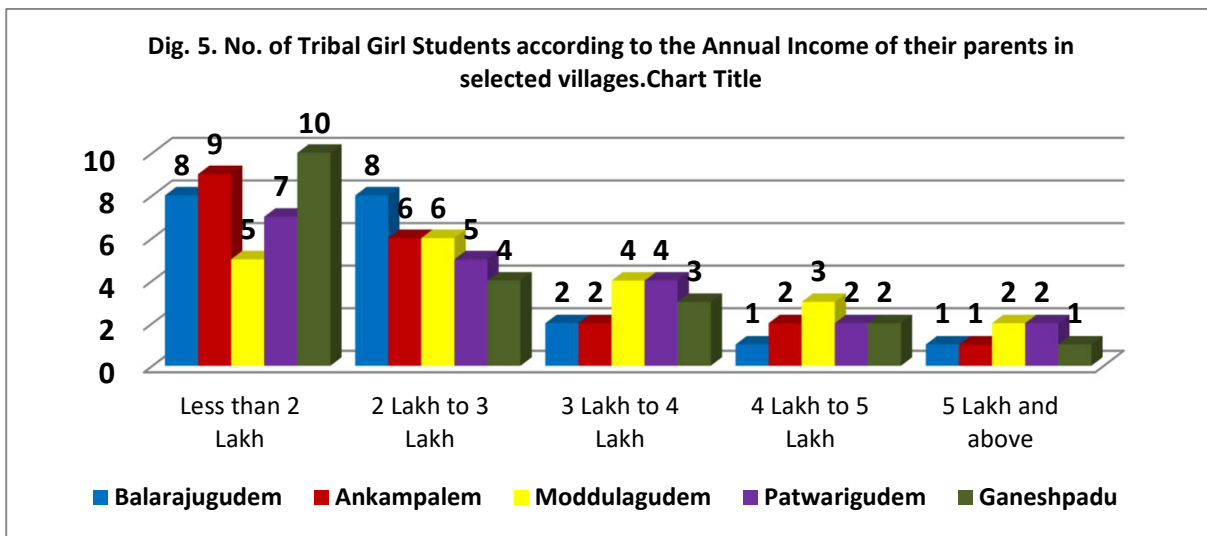
Table 7 presents the distribution of tribal girl students according to the annual income of their parents in the selected villages that are Balarajugudem, Ankarpalem, Moddulgudem, Patwarigudem and Ganeshpadu, in Dammapeta Mandal of Badradri Kothagudem District, Telangana State. The table categorised parental income into five ranges to assess the economic background of the students' families.

The data reveal that a majority of the respondents' families, 39 per cent, have an annual income of less than 2 lakh rupees, indicating that most tribal families fall within the low-income group. About 29 per cent of the parents earn between 200,000 rupees and 300,000 rupees, while 15 per cent have an annual income ranging between 300,000 rupees and 400,000 rupees. Only 10 per cent of families earn between 4 lakh and 5 lakh rupees, and a small proportion of 7 per cent earn above



5 lakh rupees per year. This distribution highlights that the economic condition of the majority of tribal households is weak, with most families depending on limited and often unstable sources of income. The low earning capacity of parents can significantly influence their children's educational opportunities, particularly for girls, as it affects their ability to afford tuition fees, books, transportation, and other educational expenses.

The findings emphasise that most tribal girl students come from financially disadvantaged backgrounds, which can hinder their access to and continuation in higher education. To mitigate these challenges, government and non-governmental agencies should focus on providing financial support scholarships and livelihood enhancement programmes. Such initiatives would not only help improve family income level but also promote the educational empowerment of tribal girls in the region. This can be observed in diagram 5.



Literacy level of the parents:

Parental literacy is a vital socio-economic factor that significantly influences children's educational attainment, motivation and overall academic development. There is a complex relationship between parental illiteracy and the wellbeing of their children's education. The literate parents can influence a child's educational path, cultivating good attitudes and offering essential support. Keeping in view the data that has been collected on the literacy level of the parents of the tribal girl students studying at the intermediate level of education in the selected villages. It is observed that out of the total parents, 64 per cent of the parents are literate and 36 per cent of the parents are illiterate. This can be observed in table 8.

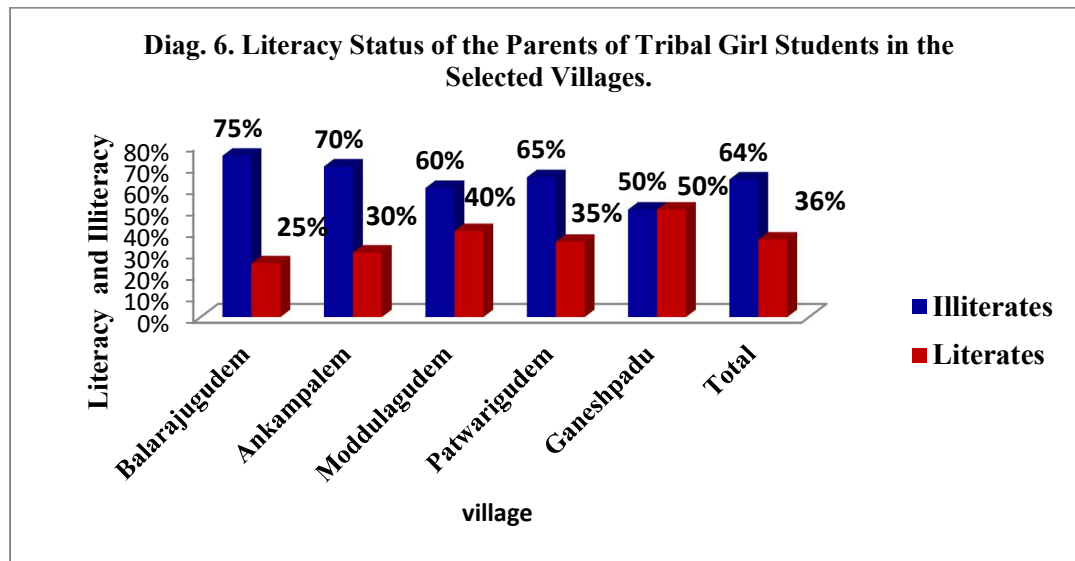
Table 8.
Literacy Status of the Parents of Tribal Girl Students in the Selected Villages.

Name of the Village	Illiterates	Literates	Total
Balarajugudem	15 (75%)	5 (25%)	20
Ankampalem	14 (70%)	6 (30%)	20
Moddulgudem	12 (60%)	8 (40%)	20
Patwarigudem	13 (65%)	7 (35%)	20
Ganeshpadu	10 (50%)	10 (50%)	20
Total	64 (64%)	36 (36%)	100 (100%)



Table 8 presents the literacy status of the parents of tribal girl students studying at the intermediate level in the selected villages. (Balarajugudem, Ankampalem, Moddulgudem, Patwarigudem and Ganeshpadu) located in Dammapeta Mandal of Badradri Kothagudem District, Telangana State. The data reveal that a majority of the parents (64%) are illiterate, while only 36 per cent are literate. This clearly indicates that illiteracy continues to prevail among the parents of tribal girl students in the study area. A village-wise analysis shows that Balarajugudem (75%) and Ankampalem (70%) record the highest levels of parental illiteracy, whereas Ganeshpadu displays a balanced literacy rate with 50 per cent literate and 50 per cent illiterate parents. The relatively lower literacy level among parents reflects the limited access to education and educational awareness in earlier generations of these tribal communities. The findings emphasise that parental illiteracy may hinder the educational progress of their children, as illiterate parents often lack the knowledge and resources to provide academic support or guidance. Conversely, children of literate parents tend to receive encouragement, better supervision and more exposure to the value of education.

In conclusion, the data suggest that despite some progress in parental education, illiteracy remains a major challenge among the tribal population in the selected villages. To improve the educational outcomes of tribal girl students, there is a pressing need to implement adult literacy programmes, community education campaigns and parental awareness initiatives. Enhancing literacy among parents will play a crucial role in fostering a more supportive environment for the education of tribal girls and ensuring their continued participation in formal education. This can be observed in the following diagram 6..



The Problems Faced by the Tribal Girl Students

Education plays a vital role in the advancement and empowerment of individuals and society, particularly in the case of girls, whose education contributes directly to community development and social progress. However, tribal girl students continue to face multiple barriers that hinder their participation and retention in intermediate education. These challenges often lead to irregular attendance and high dropout rates among tribal girls pursuing intermediate education.

The present study reveals that the problems faced by tribal girls students are multifaceted, encompassing social, economic, academic, and cultural factors. Family, friends and relatives have a strong influence on the choices, behaviours, and attitudes of these students. The study found that while some parents hold positive attitudes toward their daughter's education, many still exhibit traditional and conservative beliefs that limit girls' educational aspirations. Apart from the



above issues, there are many other critical issues and problems found in the field of tribal girls' education. Some of the important issues are highlighted as follows.

IMPORTANT ISSUES IDENTIFIED:

1. Parents', Friends' and Relatives' Attitude:

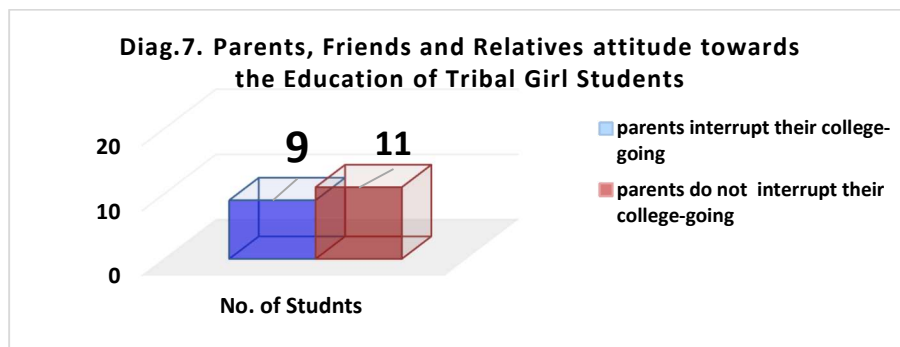
In the present study, it is found that the attitude of parents, friends and relatives is the major issue in girls' education at the intermediate level. Some of the students revealed that their parents interrupt their college-going by frequently calling their daughters home to attend family events, social functions or domestic emergencies. They also revealed that their parents are reluctant to allow their daughters to stay in hostels after vacations, restricting their academic continuity. This can be observed in table 9.

Table 9.
Parents, Friends and Relatives attitude towards the Education of Tribal Girl Students.

Sl. No.	Parents, Friends and Relative's Attitude	No Of Students
1	Interrupt Their College-Going	45 (45%)
2	Do Not Interrupt Their College-Going	55 (55%)
	Total	100 (100%)

Table 9 presents data on the attitudes of parents, friends and relatives toward the education of tribal girl students studying at the intermediate level. The attitudes of family and close social networks play a crucial role in shaping a girl's educational participation, attendance and continuity, particularly in traditional and tribal societies where community influence is strong. The data reveal that 45 per cent of the students reported that their parents interrupt their college-going activities, while 55 per cent stated that their parents do not interrupt their education. This suggests that although a slight majority of parents are supportive of their daughters' education, a considerable portion still restricts or disrupts their learning process.

Students who experience interruption often face situations such as being called home to attend family events, socio-religious functions, domestic work, or emergencies, which adversely affect their attendance and academic progress. On the other hand, parents with a more positive attitude toward girls' education tend to encourage regular attendance and continued learning. The results highlight a mixed parental attitude toward girls' education, one that reflects gradual social progress, yet also underscores the persistence of traditional barriers. The interference of parents and relatives, even when unintentional, contributes to irregularity and, in some cases, early withdrawal from education. This can be observed in diagram 7.





In conclusion, the study indicates that while awareness about the importance of girls' education is improving among tribal families, traditional mindsets and gendered responsibilities continue to act as obstacles. It is therefore essential to strengthen community awareness programmes, parental counselling initiatives and education campaigns to promote consistent support for girls' education and to reduce parental interference that hampers their academic advancement.

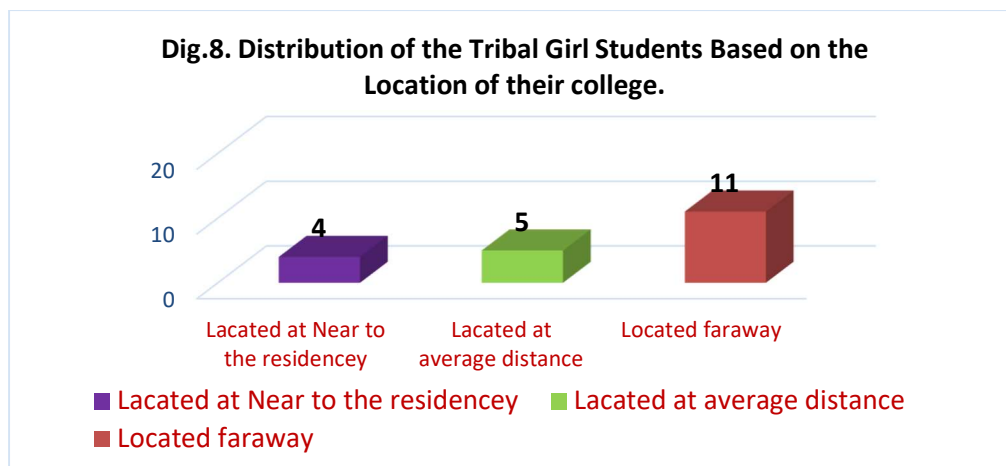
2. Location of the College:

The geographical distance between students' residences and educational institutions plays a significant role in determining their attendance regularity, motivation and continuation in education. This can be observed in table 10.

Table 10.
Distribution of the tribal girl students based on the location of their college.

Sl. No.	Location of the College	No of Students
1	Located at Near to the residency	20 (20%)
2	Located at an average distance	25 (25%)
3	Located far away	55 (55%)
	Total	100

Table 10 presents the distribution of tribal girl students according to their opinion about the location of the colleges they attend. The data reveal that a majority of students (55%) reported that their colleges are located far away from their village. About 25 percent stated that their colleges are situated at an average distance, while only 20 percent mentioned that their colleges are located near their residences. This distribution clearly indicates that distance is a major challenge for tribal girl students pursuing intermediate education. Long travel distances often result in irregular attendance, fatigue, safety concerns and a lack of motivation to continue education. In some cases parents restrict girls from travelling long distances due to socio-cultural norms, fear for safety, or inadequate transport facilities, leading to increased dropout rates. This can be observed in diagram 8.



In conclusion, the findings highlight that the location of educational institutions is a critical barrier affecting the regular attendance and retention of tribal girl students. Establishing colleges closer to tribal habitations, providing safe and



affordable transportation, and constructing residential hostels for girl students could significantly reduce the impact of distance and promote higher educational participation among tribal girls in rural and remote areas.

3. Physical facilities available in the college:

In the present study, it is observed that how far the physical facilities available in the college are is the cause of the irregularity of the female student at the college. Some of the students revealed that infrastructural deficiencies, like the lack of classrooms, girls' waiting rooms, girls' separate toilets, reading rooms and libraries, rooms for indoor games, playgrounds and audiovisual aids, are the major issues for which tribal students do not attend college regularly. This can be observed in table 11.

Table 11.
Availability of Physical Facilities in the Colleges Attended by the Tribal Girl Students.

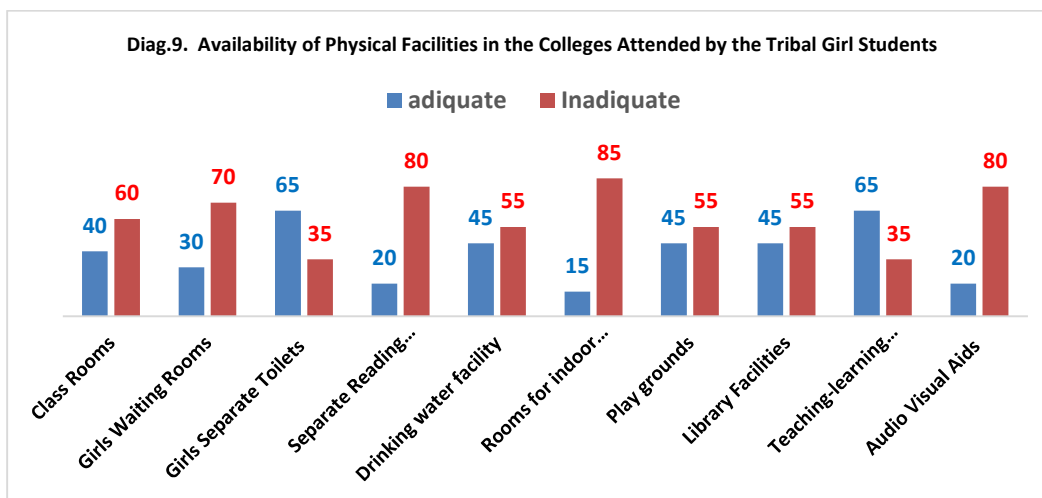
Sl. No	Physical Facilities available in the college	Level of Physical Facilities Available		
		Adequate	Inadequate	Total
1	Class Rooms	40	60	100
2	Girls Waiting Rooms	30	70	100
3	Girls Separate Toilets	65	35	100
4	Separate Reading Rooms	20	80	100
5	Drinking water facility	45	55	100
6	Rooms for indoor games	15	85	100
7	Playgrounds	45	55	100
8	Library Facilities	45	55	100
9	Teaching-learning materials	65	35	100
10	Audio Visual Aids	20	80	100

Table 11 presents data on the availability of physical facilities in colleges attended by tribal girl students at the intermediate level in the selected villages. The purpose of this analysis is to assess how infrastructural conditions in educational institutions influence the regularity and participation of female students, particularly those from tribal backgrounds. The findings reveal that a considerable proportion of colleges lack adequate physical infrastructure, which directly affects the comfort, safety and academic engagement of girl students. Among the various facilities assessed, classrooms were considered adequate by 40 percent of respondents, while 60 percent rated them as inadequate. Similarly, girls' waiting rooms were reported as inadequate by 70 percent, indicating a serious gap in gender-sensitive infrastructure.

A relatively better situation was observed for girls' separate toilets and teaching-learning materials, rated adequate by 65 per cent of the students. However, the availability of reading rooms (20% adequate, 80% inadequate) and audiovisual aids (20% adequate, 80% inadequate) remains extremely poor. Rooms for indoor games (15% adequate), playgrounds (45% adequate) and library facilities (45% adequate) were found to be only moderately satisfactory. The overall results indicate that basic amenities and learning resources are insufficient in many colleges, particularly those situated in tribal and rural areas. The lack of essential infrastructure such as waiting rooms, reading spaces, and hygienic toilets discourages tribal students from attending college regularly and contributes to irregularity and dropout rates. This can be observed in diagram 9.



Cover Page



In conclusion, the findings underscore the urgent need for improving educational infrastructure in rural and tribal regions. Establishing well-equipped classrooms, separate and safe facilities for girls, adequate library and reading spaces and access to modern teaching aids would create a more supportive learning environment. Strengthening these physical facilities will play a vital role in enhancing attendance, reducing dropout rates and promoting educational equity for tribal girl students.

4. Curriculum and Medium of Instruction:

In the present study, it is also observed that the course curriculum and medium of instruction are also major constraints for the tribal female students to continue their intermediate education. Some of the tribal female students revealed that the curriculum and medium of instruction are important constraints to attending college regularly. It is found that internal exams and results targets prevent them from attending college regularly.

Table 12.
Students Perception of Curriculum and Medium of Instruction in College

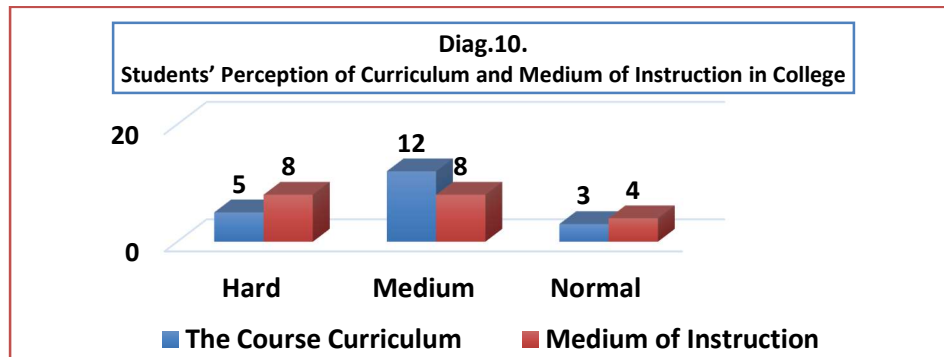
Sl. No	Curriculum and Medium of Instruction in the College	Hard	Medium	Normal	Total
1	The Course Curriculum	25	60	15	100
2	Medium of Instruction	40	40	20	100

Table 12 presents the perceptions of tribal girl students regarding the course curriculum and medium of instruction in their intermediate college. These two factors play a significant role in influencing students' interest, comprehension, and regularity in attending classes. Understanding their difficulty level helps identify the academic challenges faced by tribal girls in pursuing intermediate education. The data reveal that 25 per cent of the students find the course curriculum hard, while a majority of 60 per cent rate it as medium, and 15 per cent consider it normal or easy to follow. This indicates that most students perceive the curriculum as moderately difficult, but a significant minority experience considerable academic challenges in coping with the prescribed syllabus.

Regarding the medium of instruction, 40 per cent of the students reported finding it hard, another 40 per cent described it as medium and 20 per cent rated it as normal. This suggests that the language of instruction presents a substantial barrier for many tribal students. Since most of them come from non-English or non-urban backgrounds, they



face difficulties understanding subjects taught in English or in a language different from their mother tongue. The findings indicate that both the complexity of the curriculum and the language of instruction act as constraints that affect regular attendance and academic performance among tribal girl students. These challenges can lead to reduced motivation, lack of confidence and, in some cases, discontinuation of studies. This can be observed in Diagram 10.



In conclusion, the study highlights the need to simplify the course curriculum, make it more contextually relevant and ensure that the medium of instruction aligns with students' linguistic backgrounds. Additionally, implementing remedial language support programmes, bridge courses and academic counselling can help tribal students better adapt to the curriculum and improve their academic success.

5. Utilisation of College Holidays:

The utilisation of holidays provides insights into the socio-economic conditions and domestic responsibilities of these students, which often influence their attendance, academic focus, and overall educational continuity. Most of the students revealed that when they get holidays, they used to go to labour works. Some of the students revealed that during the time of the agricultural harvest season their parents do not allow them to go to college. Some of the tribal parents need the assistance of their children in household work. These conditions discourage the students from attending college regularly.

Table 13.
Distribution of the Tribal Girl Students based on the Utilization of college Holidays

Sl. No	Utilization of College Holidays	No. of Students
1	Used to go to labour works	42 (42%)
2	Used to assist in the parents agricultural works	23 (23%)
3	Used to assist in household work	16 (16%)
4	Used to prepare for the exams	12 (12%)
5	Used to go to Relatives houses	07 (07%)
	Total	100 (100%)

Table 13 presents the data on how tribal girl students utilise their college holidays. The findings reveal that a majority of students (42%) reported spending their holiday by engaging in labour work to supplement family income. This clearly reflects the financial hardships faced by tribal families, where girls contribute economically even during academic breaks. About 23 per cent of the students assist their parents in agricultural activities, particularly during the harvest season, when family labour demand is high. Additionally, 16 per cent of the respondents help in household work, indicating the persistence of traditional gender roles and expectations within tribal families.



Cover Page



A smaller proportion of 12 per cent of students use their holidays to prepare for examinations, showing a limited yet noteworthy focus on academics outside college hours. Meanwhile, 7 per cent spend their holidays visiting relatives' houses, often for family or cultural engagements. The overall pattern highlights that a large proportion of tribal girl students are burdened with economic and domestic responsibilities, leaving little time for academic preparation or rest. This situation may indirectly contribute to irregular attendance and poor academic performance, as students struggle to balance their educational and family obligations. In conclusion, the data underscore the strong influence of socio-economic and cultural factors on the educational lives of tribal girl students. To improve their academic outcomes, it is essential to introduce financial assistance programmes, livelihood support schemes for tribal families, and awareness campaigns encouraging parents to prioritise their daughters' education. Providing structured study support during holidays and community-based educational initiatives can also help tribal girls use their time more productively and stay connected to their academic goals.

6. Health Problems and Existing Healthcare Facilities:

Some of the students revealed that lack of health awareness and traditional practice of health habits cause regular health problems for the tribal girl students. Due to this, they fall sick and remain absent from colleges.

Table 14

Distribution of the Tribal Girl Students based on Health practices followed in case of sickness

Sl. No	Utilization of College Holidays	No. of Students
1	Used to go to labour works	42 (42%)
2	Used to assist in the parents agricultural works	23 (23%)
3	Used to assist in household work	16 (16%)
4	Used to prepare for the exams	12 (12%)
5	Used to go to Relatives houses	07 (07%)
	Total	100 (100%)

Table 14 presents the distribution of tribal girl students according to the health practices they follow when they fall sick. The data help to understand the health-seeking behaviour and awareness levels among tribal girl students, as well as how these factors influence their attendance and academic performance. The findings reveal that a majority of students (35%) reported that they visit a doctor for treatment when they are sick, indicating a gradual improvement in modern health awareness among tribal families. However, a significant proportion of 30 per cent continue to follow traditional health practices, relying on indigenous remedies or home-based treatment rather than formal healthcare services. About 25 per cent of the students stated that they take rest and remain absent from college when unwell, highlighting how health-related absenteeism contributes to irregular attendance and learning disruptions. Meanwhile, 10 per cent of the students mentioned that they seek treatment and continue attending college, reflecting better health awareness and a stronger commitment to education despite illness.

The results indicate that while awareness of modern healthcare facilities is increasing, traditional health beliefs and limited access to healthcare services still prevail among tribal students. These factors not only affect their health but also their educational continuity, as frequent illnesses and inadequate treatment contribute to absenteeism. In conclusion, the findings emphasise the need to strengthen health education, awareness programmes and access to medical facilities for tribal girl students. Regular health camps, school-based medical check-ups and awareness sessions on hygiene and preventive healthcare can play a crucial role in promoting better health practices and improving attendance and academic outcomes among tribal girls.



7. Teacher-Related Problems:

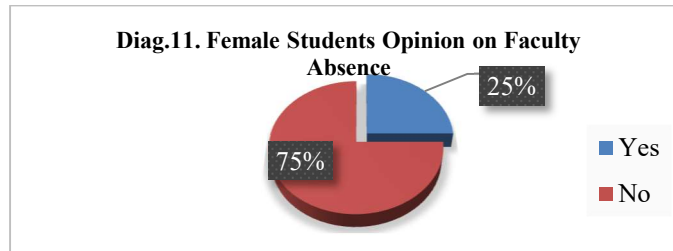
The presence and consistency of teachers play a critical role in maintaining students' interest, motivation and regular attendance, especially in remote tribal areas where access to education is already limited. In the present study, it is found that irregularity of the faculty is also having an impact on female students' schooling. Some of the female students revealed that the absence of faculty in the college is a regular practice, and as the college is located in tribal regions, faculty are unable to attend regularly, and this led to the absence of female students from college. This can be observed in table 15.

Table 15

Distribution of Tribal Girl Students based to their opinion on Faculty Regularity in the college.

Sl. No.	Faculty Absence	No. of Students	Percentage
1	Yes	25	25%
2	No	75	75%

Table 15 presents the opinions of tribal girl students regarding the regularity of faculty attendance in their college. The data indicate that a majority of students (75%) reported that faculty members are regular in attending college, which they believe has a positive impact on their learning and motivation to attend classes regularly. However, 25 per cent of the respondents stated that faculty irregularity is a recurring issue in their institutions, which negatively affects their own attendance and academic engagement. The findings suggest that, while most colleges maintain regular teaching schedules, a significant minority of institutions still experience faculty absenteeism, particularly in tribal and rural settings. The absence of teachers disrupts the learning process, reduces the students' interest in academic activities, and contributes to irregular attendance or even dropouts among female students. This can be observed in diagram 11.



In conclusion, the results highlight that faculty regularity is a key factor influencing students' attendance and academic performance. To address this issue, educational authorities should ensure better teacher monitoring systems, incentives for rural postings and supportive working conditions for faculty members serving in tribal regions. Strengthening teacher commitment and accountability will help create a more stable and motivating learning environment for tribal girl students.

CONCLUSION AND SUGGESTIONS:

The present study, titled “Educational Status and Problems of Tribal Girl Students at the Intermediate Level – A Village Level Study”, aimed to investigate the socio-economic backgrounds, educational participation, and challenges encountered by tribal girl students. The study has revealed that the educational status of tribal girls is significantly shaped by a complex interplay of social, economic, cultural, and institutional factors. The analysis reveals that most of the tribal girl students come from families with poor economic backgrounds, where the majority of parents are engaged in agriculture or daily wage labour, and their annual income remains very low. The socio-economic conditions, coupled with limited access to resources, directly affect the educational aspirations and attendance of their daughters.



Cover Page



A significant finding of the study is that the literacy level of parents is still low, with a majority being illiterate or semi-literate. Consequently, many parents fail to recognise the long-term benefits of education and often encourage their daughters to engage in household or wage work to supplement family income. Such attitudes reflect deep-rooted traditional beliefs and gender bias, which act as strong barriers to girls' education. Moreover, irregular attendance and high dropout rates were observed among tribal girl students, particularly in the second year of intermediate education, suggesting that sustaining interest and motivation over time remains a serious challenge.

The study also identified that the distance and location of colleges significantly influence students' participation. More than half of the respondents reported that their colleges are located far away from their villages, and the lack of safe and reliable transportation facilities discourages regular attendance. The inadequacy of physical infrastructure in colleges is another major concern. Many institutions lack basic amenities such as classrooms, girls' waiting rooms, separate toilets, reading rooms, libraries, and recreational facilities. The existing deficiencies result in a detrimental learning environment, impacting both students' comfort and their confidence levels.

Furthermore, the curriculum and medium of instruction were found to be additional barriers. Many students face difficulties in understanding subjects taught in languages other than their mother tongue, and some find the syllabus too difficult to follow. This linguistic and academic mismatch often leads to loss of interest, low performance, and irregularity.

Health-related issues also emerged as an important factor influencing attendance. Due to poor health awareness and dependence on traditional practices, many students remain absent during illness, which hampers their academic progress. In addition, a considerable number of students reported using their holidays for labour or agricultural work, indicating the economic burden placed on them by their families.

The study further revealed that teacher irregularity, though not widespread, still affects a section of students in certain colleges, particularly in tribal areas. The presence of regular and motivated teachers has a positive impact on students' learning and attendance. However, irregular faculty attendance contributes to disinterest and absenteeism among students. Parental attitudes also continue to be a critical issue. Many parents still believe that girls should focus on domestic duties or income-generating work rather than education, as they perceive education as having little immediate financial benefit.

The study highlights that the educational challenges of tribal girl students are multi-dimensional, arising from poverty, parental illiteracy, traditional beliefs, infrastructural limitations, and institutional shortcomings. Despite gradual progress in literacy and awareness, these factors continue to restrict the educational opportunities of tribal girls. To address these challenges, it is essential to strengthen the socio-economic foundation of tribal families through income-generating programmes, scholarships, and financial assistance. Awareness campaigns and parental counselling should be organised to promote positive attitudes toward girls' education. Colleges should be equipped with adequate facilities, safe transport, and female-friendly infrastructure such as separate toilets, waiting rooms, and hostels. Moreover, there is a need to simplify the curriculum, introduce bridge courses, and offer remedial classes to help students cope with language and academic challenges. Regular health check-ups, awareness programmes on hygiene and nutrition, and the availability of medical support can help minimise absenteeism due to illness. Efforts should also be made to ensure regular teacher attendance and recruit more female teachers to create a supportive environment for girls.

Overall, the study concludes that improving the educational status of tribal girl students requires a comprehensive and multi-pronged approach that combines educational reforms with social and economic empowerment. The government, educational institutions, and non-governmental organisations must work collaboratively to remove the barriers that prevent tribal girls from accessing and completing their education. Ensuring equitable opportunities, a supportive learning environment, and community engagement will not only improve the educational outcomes of tribal girls but also contribute significantly to their empowerment and the overall development of tribal society.



Cover Page



SUGGESTIONS:

Based on the findings of the study, several measures can be suggested to improve the educational status of tribal girl students.

First and foremost, the economic condition of tribal families needs to be strengthened. Many girls discontinue their studies due to financial problems; therefore, the government should provide more scholarships, fee concessions, and free textbooks, along with transportation and hostel facilities. Income-generating programmes for tribal families should be promoted so that parents do not depend on their daughters for household income. There is also a need to create greater awareness among parents about the importance of girls' education. Awareness campaigns, community meetings, and parental counselling sessions should be organised to change traditional beliefs and attitudes that discourage education for girls. Parents should be motivated to support their daughters' schooling and encourage them to continue their studies beyond the intermediate level.

Colleges in tribal areas must be provided with proper infrastructure and basic amenities such as adequate classrooms, separate toilets for girls, waiting rooms, drinking water, libraries, and playgrounds. Safe and affordable transportation facilities should be made available, especially for students who live far from their colleges. Establishing residential hostels for girls would also help them attend college regularly without worrying about distance or safety. The curriculum and medium of instruction should be simplified and made more relevant to the background of tribal students. Bridge courses and remedial classes in language and basic subjects should be arranged to help students overcome academic difficulties. The inclusion of vocational and skill-based subjects would also make education more meaningful and practical for tribal girls. Health awareness programmes and regular medical check-ups should be conducted in colleges to address health-related absenteeism. Students should be educated about hygiene, nutrition, and preventive healthcare. The presence of female teachers should be increased to create a supportive and comfortable learning environment for girl students, and the regularity of faculty should be strictly monitored.

Finally, government departments, educational institutions, and non-governmental organisations should work together to ensure equal educational opportunities for tribal girls. Community participation should be encouraged in all educational activities to build a positive environment for learning. By improving family income, changing parental attitudes, providing better facilities, and ensuring supportive policies, the educational condition of tribal girl students can be significantly enhanced, leading to their overall empowerment and social development.

REFERENCES& BIBLIOGRAPHY

1. Dharavth Renuka, (2017) "*Problems of Tribal Girl Students of Secondary Schools-A Case Study*" Vol-3 Issue-2 2017 IJARIIE-ISSN(O)-2395-4396. Pages: 2377 to 2382.
2. Ms. Jashmi Hembram, and Dr. Sujata Acharya, (2022) *Educational Problems of Tribal Girl Students: A Study at Higher Secondary Level*. JETIR May 2022, Volume 9, Issue 5. Pages C588 to c596.
3. Vinu (2021) "*Tribal education and quality of life: issues & challenges*" The International Journal of Indian Psychology, ISSN 2348-5396 (e)| ISSN: 2349-3429 (p)| 603 to 610.
4. Anandhi, K. (2013). "*Study habits and academic achievement of higher secondary girl students about selected psycho-social variables.*"



Cover Page



5. Kumar, A. (2010). "Study of academic achievement, values and adjustment of secondary school students about working status of mothers"
6. Ramachandran, V. (2002), Gender and Social Equity. Hierarchies of Access, The European Commission.
7. Rajasekaran, G. 2008. "Tribal girls till the land in Bt cotton fields." Newindiapress.com.
8. Ramachandran, V., Mehrotra, N. and J. Kameshwari. 2007. "Incentives in Elementary Education – do they make a difference?" Plan International India. February.