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Role of Non-Government Organisations towards Tribal Girl Child Education in Odisha

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Abstract

Education that makes persons holistic development. Society as a whole has very lately realised the promotion of education among women. The trend of not supporting girl child education was a worldwide phenomenon. Particularly, patriarchal society has not given any opportunity to the girl child education. Education promotion for persons is a state decision, and its entirely monitored by the male order society. The male chauvinism towards girl child education was seen in India before the British regime. The tribal, by nature, live in the deep forest where access to education was quite complicated. Social reformists have taken enormous steps for women education. After India's independence, some voluntary and non-governmental organisations were established to care for the people living in the forest areas. Especially the tribal girl's education has been taken most consideration since the 1970s. The United Nations conferences of the 1990s have greater importance to the world's deprived and marginalised community educational promotion. The NGOs have played responsibilities for social development along with education in the hinterland. The UN conference objectives were followed by the government and commitment to providing education to the girl child. In India, Article 46 of the Constitution made provision for the promotion of education in society. As it is a state subject, the state has to decide the modalities for enhancing education among the tribals. The successive government aligns the voluntary organisations, civil societies and NGOs for holistic education in the tribal regions. The schemes were meant for the education of the tribes and particularly tribal girls. The Mayurbhan district is tribal-dominated, and tribal girls are yet to have a hundred per

cent education. Some active and humanistic, tribal oriented Non-Governmental Organisations (NGOs) are working for tribals education. The paper has examined the fundamental roles and responsibilities initiated by the NGOs to promote education among the tribal girls. The role performance of an NGO, the Sikhyasandhan has been examined for this paper. How the NGOs motivate, delivery mechanism, connection with the government policies, empowerment method and effective monitoring mechanism has applied to tribal girl's child towards education. Both qualitative and quantitative method was applied with field survey and secondary sources. The closed-ended interview scheduled was used for field study, and data were processed for final analysis and interpretation.

Keywords: 1. Education 2. Tribal 3. Girl 4. Role 5. Promotion 6. NGOs 7. Empowerment 8. Holistic Development.

Introduction

The Non-Government Organisation (NGO) is an organisation that is constituted naturally or legally. It is an independent voluntary organisation and works on some common goals of society. As a private organisation, it is continuously activities for development at the national and international level. The word 'NGO' refers non-profit organisation which is independent of Government activities. The NGOs originated from the United Nations (UN) and approved some specialised International non-state agencies. The NGOs play different roles and regulation as suitable approach for applying their roles. It may be small and large and formal or informal, civil service or flexible. The programme builds on innovative pilot projects and strategies through the government and Non-Government Organisations—the non-governmental organisations (NGOs) important increase day today in the world. In developing and underdeveloped countries, the NGOs involved providing service and public goods, including Education, Health care, Agriculture, Life skill, vocational Training, Arts and crafts, and many other things. NGOs are one organisation which involvement and contribution on social improve mental outcomes/results is essential for the society.

After being free from British, the government of India have proposed education for all in every successive Five-year plans. To have education and literacy among the citizen of the country, various commission user step up. Free and compulsory education has been improved in the country. The government has applied the plan and policies to enhance girl child education, but still, it is not up to the most. The government has partnered with the Non-Government Organisation (NGOs) to provide education to the girl child education. Many civil societies also extend a helping hand for education to the girl child.

Review of Literatures

The article has corroborated a few relevant articles and books concerning the role of non-governmental organisations (NGOs) on educational promotion in rural areas. Pant (2016) describes the socio-economy outline of households, urban poor, their income and literacy level, occupation, environment, involvement of parents with child, awareness and sanitation levels and nature of dwellings. The author also sees the

educational backwardness in urban sectors. The NGOs have taken responsibility to encourage education in the urban areas. Sudhakar (2014) has discussed that NGOs are becoming an effective system for educational transformation in society. The author often finds implementation lacuna by the public agencies. The NGOs are effective, efficient, innovative, independent, participative flexible, responsive and aware of the benefit of the education. Pawar et al. (2004) described the role played by the voluntary organisation in the rural village. The author has seen that Non-governmental organisations methods of educational empowerment have been based on the firm belief of people's involvement. Verma (2003) focused on NGO remedial education programs in India, where young women from the community are hired to teach children who are gap behind in class to improve children's test scores. Govinda (2002) revealed that the role of NGOs in primary education in India could not be easily generalised because the types of organisations, their aims, approaches, outcomes, and contributions are numerous and diverse. Chowdhury et al. (2001) found an increase in girls' enrolment frequency brought about by many positive discriminatory actions taken by the state and NGOs favouring girls and poor children in the rural areas. Juneja (2000) observed significant developments for primary education's progress because Non-Government organisations are actively participating.

Education available to children is of substandard quality, one of the significant factors contributing to high dropouts from these areas. Rekha (2000) finds the NGO as the change agent engaged with education promotion for girls, making them entitlement profit from the socially, politically, economically, and other development processes. Jagannathan (1999) finds that NGOs can add value to education through innovations at the micro-level. He suggested that pedagogic innovation and improved teacher training emphasise the importance of strong management support for innovations and experiments. Chatterji (1998) find how NGOs are working in megacities. The Kolkata (Culcata) city has also seen productive work by NGOs. Singh (1998) discussed the role of Non-Government organisations for primary education in the city of Chennai.

Few NGOs are running non-formal education centres for the child labourers and the dropouts with a syllabus designed by the government State resource Centre. Clarke (1998) observed the voluntary organisation actions are pretty significant in India. The author mentioned, the role of non-governmental organisations has to be redefined for education promotion. Lambay (1998) discusses Pratham, one of the leading NGOs working in Mumbai to make elementary education a fundamental right. It intends to provide pre-school education to every slum-dwelling child. Ayodhya and Papa (1993) analysed the intervention of an NGO in two villages in Andhra Pradesh to promote people-centred development through the adult education programme. The vital role of the NGO was considered to be an essential factor in the success of adult education programmes.

Objectives have taken for the paper are as follows:

- To examine the NGOs service delivery approach and its impact in dealing with the tribal girl's education.
- To analyse the nature and impact of NGOs programmes of empowering tribal girls and women.
- To suggest a few policies measures to enhance the role of NGOs and empowerment of tribal education.

The methodology has applied in the paper is exploratory and analysis. Primary and secondary sources were used with the interview scheduled. The informant were NGOs functionaries and parents of the tribal girls. Observations are interpreted as per the situation.

However, it is not fulfilling for many reasons, such as child labour, early marriages, lack of funds, adequate school facilities, etc.

Education: the Concept

Education is a powerful weapon; through its use, the world can be changed. Education empowers people at large who so ever is ready to accept the tool. It is a change-maker that helps the marginalised go farther and ready to achieve a goal and live a life. The foundations of any society mainly depend on education. More specifically, the society is more progressive, where women have received hundred percent educations. Education it the fundamental right of every citizen; it creates human value and identity.

After independence, India has adopted many plans and programmes to develop social, political, and economic development. Due to the factors mentioned above, girls education has declined. The extended literacy rate among them 65.46 per cent is women. According to the census of 2001, female literacy was 54.16 per cent in the country during 1951. Female literacy increased from 8.86 per cent, but with the active schemes and programmes, female literacy came to 65.46 per cent in 2011.

Girls' education is obligatory for national development. Since the adaptation of progressive policy, education has been given priority. Education becomes one of the agendas in the policy. The enrolment of children has gone up, along the dropout rate also increased. There are factors such as poverty, family background, blind belief, lack of awareness about the value of education, lack of prioritisation and financing by government, and lack of sincerity implementation of role/regulation. Education is empowering girls and women and gender equality in society. Education determines efficiency, productivity, technology, aspiration, and other innovative activities, which are fundamental factors influencing development. If a girl is educated, a family, village, society and ultimately a nation will be educated. A well educated girl will be a good daughter, good wife. They improve and develop a quality lifestyle in society and promote better guidance to their children, who have taken the vital role and responsibility in the future. But girls education has been neglected in our society for

which they are getting less educational opportunities than boys in every sector. It may be generally considered that the traditional role of girls.

Status of tribal population in Odisha

Odisha is a tribal-dominated state in the country. There are 62 tribes and 13 primitive tribes representing in the state. Major linguistic groups represent Santala, Munda, Kahlo, Bhumi, Bathudi, Gond, Lodha, Makidia and others who belong to Austro-Asiatic Indo-Aryan linguistic group. The Odisha has covered 44.21 per cent of land area by a tribal community. There are 9,590,756 tribal populations live in the state. In terms of gender composition, there are 4,727,732 male scheduled tribes and 4,863,024 female scheduled tribes. This constitutes 22.8 per cent of the state's total population and 9.7 per cent of the total tribal population of the country. The highest population of a scheduled tribe has been recorded in Mayurbhanj 1,479,576 (58.7%) and the lowest in Puri 6,129 (0.4%). In the community, they help each other and observe all festivals and worship together. The main occupation of tribes is agriculture. They are fond of water, rice and green sag. They believe in God and Goddesses and observe the number of festivals with food, drink (alcohol) and music. The young tribal girls and boys also take part in it.

The Demographic Profile of Mayurbhanj and habitation

Mayurbhanj is the biggest district in the state of Odisha. The geographical area is wide and the third most populous district. The total district population are 2,513,895. Mayurbhanj district is the tribal dominant district where 14,79,576 Schedule Tribes live in the district. The majority of tribals of Mayurbhanj are the Santali, Kolha, Bhumi, Bathudi, Gond, Gouda, Saunti, Lodha, Makidia etc.

There is a fair number of tribal communities and backward sections in the block of Kaptipada. The community awareness and literate per cent are low. There is 730,487 male, and 749,089 female populations live in the district. The majority population of Scheduled Tribes and other backward caste are seen in the rural area.

The tribals of the Mayurbhanj district are based on their attitude, behaviour, habitation, living style etc. These all things, directly and indirectly, affect their way of sustainable development. These people are move inside the forest to for search food and forest products. Their sustainability entirely depends upon forest products, agriculture and wage labour. The economic conditions of tribals are deplorable. Considering the educational status of tribals at the primary education the females' percentage is lower than males because they prefer male children. Most of the tribes depend on government-run education institutions, and they have to enrol their children until they are six or ten years of education.

Table:1 Children enrolment in the state and district of all communities.

Year	Odisha			Mayurbhanj		
	Primary Schools			Primary Schools		
1	Total	Boys	Girls	Total	Boys	Girls
	2	3	4	8	9	10
2008-9	4586901	2353742	2233159	300766	155391	145375
2009-10	4502796	2320062	2182734	304388	163346	141042
2011	4488904	2307126	2181778	297848	153102	144746
2012	4422639	2285198	2147441	303086	156622	146464

Source- OPEPA, DISE 10-11

Table-1 shows the enrolment of students in Odisha and Mayurbhanj districts of all communities. In 2008-9, there were 2353742 boys and 2233159 girls in the state during 155391 boys and 145375 girls in the district. Similarly, in 2009-10 there were 2320062 boys and 2182734 girls in the state while 2320062 boys and 2182734 girls in the district. This table refers that the enrolment of students either is increasing or decreasing respectively. In 2011-12 there were 2181778, 2147441 girls in the state, while 144746, 14646 girls in the district. Sometimes it has decreased and increased both of state and district.

Table:2 Schedule tribe population of the district age group of 6-14 years in 2011

Area	Girls	Boys	Total
Urban	1730	1884	3614
Rural	123737	135470	259207
Total	125468	137354	262822

Source- OPEPA, DISE 10-11

Table 2 explain the Schedule tribe population of the district age group of 6-14 years in 2011 in Mayurbhanj district. In the 2011 census, 1884 boys and 1730 girls were enrolled in urban areas while 135470 boys and 123737 girls were in rural areas. In the district age group of 6-14 years, the enrolling tribe were 262822; among these, 137354 are boys, and 125468 are girls.

Table:3 Students literacy rate of Mayurbhanj district in 2011 census.

Total	Male	Female	ST	SC	Rural	Urban
63.2	73.8	52.7	53.1	66.1	61,2	85.9

Sources: District profile of Odisha

Table 3 refers to the literacy rate of the Mayurbhanj district in 2011 census. However, the literacy rate of Mayurbhanj is still far behind. The overall literacy rate in Mayurbhanj is 63.2 percent. Among them, 73.8 and 52.7 percent are male and female, respectively. Scheduled caste and scheduled tribe literacy rates are 66.1 and 53.1 percent, respectively. Rural literacy is very low than the urban literacy rate. Rural literacy is 61.2 percent, while urban literacy is 85.5 percent in the Mayurbhanj district.

Table:4 Dropout rates in primary schools, Odisha

All categories			Scheduled castes			Scheduled Tribe			
Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
2000-01	42.3	41.4	41.8	50.5	54.3	52.4	61.7	66.5	64.1
2001-02	42	40	41	50	52	51	61	65	63
2002-03	32.3	36.75	36.02	35.8	38.7	38.20	49.3	57.4	45.90
2003-04	31.9	33.07	32.42	34.6	36.6	34.38	48.2	56.6	41.31
2004-05	31.4	24.96	24.46	34	35.6	25.87	48	56	31.03
2005-06	18.1 2	18.86	18.4	19.09	19.82	19.46	12.44	24.34	23.32
2006-07	10.3 4	10.72	10.53	15.91	18.02	16.97	18.7	27.5	22.88
2007-08	7.76	7.83	7.39	11.93	13.16	12.54	14.03	19.75	16.89
2008-09	5	4.89	4.95	7.7	8.22	7.96	9.05	12.34	10.69
2009-10	2.57	3.1	2.83	4.06	4.36	4.21	6.27	66.6	6.46
2010-11	235	2.86	2.60	3.08	3.89	3.38	4.12	5.35	4.85
2011-12	0.25	0.63	0.43	2.15	2.68	2.41	3.51	2.80	3.10

Statistical abstract of Odisha (2012)/ Source-OPEPA, Bhubaneswar, Odisha.

Foundation and Contextualisation of Non-Governmental Organisations (NGOs)

The NGOs are now the life-changer for the rural masses. So for girl child education is a concern, NGOs somehow promoting education in the rural pockets. Non-Governmental Organisation (NGOs) plays a significant responsibility to uplift the people, such as education, health, livelihood, advocacy, and rights of the people. Many NGOs are actively participating in society development. As tribal education is a concern, most tribes live in rural areas and far away from education in India.

The government and non-government organisations have been involved in improving and strengthening the academic sections. Education creates the value and identity of every person. The girls' education helps those progress the society, where girls have received hundred percent educations. Recommendation of various commissions to access universal primary education has become halfway promises. So far, girl child

education, primarily tribal child education, is concerned; state role has declined. Tribal girl children cannot afford to enrol in private schools, and government schools infrastructure and man powers are not sufficient to execute education policies in the country's remote corners. The NGOs become a partner to bridge the gap to improve education among the tribal girl child. Gender gaps in education, deprived of education due to not accessibility of government proposed education system with various factors, like poverty, locality, infrastructure, teachers availability and interest of the parents.

Sikshasandhan

Sikshasandhan is an NGO constituted for the particular study. NGO is working on education based on tribal perspectives in Kaptipada block of Mayurbhanj district. It works as a resource centre for education, innovating education for children of marginalised communities in Odisha. The organisation came up as a society in 1995, firmly believing that education is a powerful tool for bringing social change in society. However, in between, we realised that without having direct experiences from the field. In 1999 it worked as a consortium for innovating education for children of tribal communities; with the enactment of the Right to Education (RTE) Act, the essential nature of intervention has changed, and innovative strategies to bring children into school and enhance the learning level of the children. Starting from the establish it had built up its base by gathering valuable experience working in the most backward parts in the district and regions of Orissa in the Raneepokhari project area in 2010. Access to children to elementary education in the tribal community has been a significant challenge across the country. It has been working most backward central region. The major challenge is education, socio-cultural, than economic.

School Operating Zones

Many projects are working in this centre like- Wealthungerhilfe, Udan, CRY, OXFAM-, TDH, Edelgive, Millinialalliance with different objectives such as reducing inequality in Odisha, establishment model school, making elementary education culturally and compatible. It has covered 50 schools with 2879 girls in Kaptipada Block.

Table:5 Students strength in five Gram Panchayat of Kaptipada Block (2017-18).

GP Names	ST			SC			OBC			
	Girls (%)	boys	Total	Girls	Boys	Total	Girls	boys	Total	
1.Kalamgadia	476(9.5)	290	550	1026	06	05	11	74	59	133
2.Saradiha	(5.8)		309	599	01	02	03	47	57	104
3.Ramchadrapur	310 (6.2)		385	695	32	36	68	113	135	248
4.Raneepokhari	552 (11.0)		596	1148	01	04	05	23	26	49
5.Noto	210 (4.2)		420	630	15	31	46	87	125	212
Total	2468(49.5)		2260	4098	55	78	133	344	402	746
			(45.4)	(84.3)			(2.7)			(15.0)

Sources- From field study of Sikhasandha

Table-5 refers to students strength in five Gram Panchayat (GP) (1.Kalamgadia 2.Saradiha, 3.Ramchadrapur, 4.Raneepokhari and 5.Noto). Sikshasandhan, the NGOs is working in KaptipadaBlock with government schools. The data has been collected from the NGO functionaries and NGO supported schools. There are 4977 students enrol

under the five GP. Among these, 2338 are girls, and 2639 are boys. Most of the children belong to the scheduled tribe community of 4098, while 133 and 746 are from SC and OBC communities, respectively. The Sikhasandhan is giving more priority to girls than boys so that girls enrolment in scheduled tribes communities is high. Not only education but also NGO provide support of infrastructures, sanitation, study materials and others.

Table:6 Number of schools educating girl child (2017-18).

Schools	ST (%)	SC (%)	OBC (%)	Total (%)
Champusahi (PS)	23 (9.87)	02 (0.85)	04 (1.71)	29 (12.44)
Lambuasahi (SPV)	21 (9.01)	0	0	21 (9.01)
Bhandar UGMES	88 (37.76)	0	07 (3.00)	95 (44.77)
Ramchandrapur	18 (7.72)	02 (0.85)	21(9.01)	41 (17.59)
PC Pur	47 (20.17)	0	0	47 (20.17)
5 schools	197(84.54)	04 (1.71)	32 (13.73)	233

Sources- From field study of Sikhasandhan

Table 6 shows the schools of the sample areas. There are the five (5) schools from different GP of Kaptipada block. (1) NutanaSarakariPrathamikVidyalya (NSPV) Lambuasahi, (2)Champusani, NSPV (3) P.C.Pur UP School, (4) Bhandar UGME School, (5) RamchandrapurUGME schools. There are 197 scheduled tribes, 04 scheduled caste, 32 other backward caste girls pursuing in those schools. Large numbers of girls belong from scheduled tribe communities from each school. Except for boys,233 girls are reading in those schools. Some schools are running classes 1-5th and 1-8th. All schools are located in rural areas and boundaries by the forest where people are poor, illiterate, and unaware. Some schools also distance for children and those children are maximum time absent in school. Their communication facilities and hospitalities are not good.

Most of the children language is 'Ho' language. There is hardly any literature and manuals like an instruction manual, practice book or alphabet chart in Ho language. Practice books supplied by the child development project office (CDPO) to the centres are in Odia languages, the state of the official language. Hence transaction of pre-school education for these children have continued to be very difficult. Mother tongue-based education is loaded severely; hence many children are weak in achieving the age-appropriate learning competency. It also conducts researchers and provides teachers training and workshops, and awareness-raising activities by organising debates and publishing articles.

The NGOs is working on education to improve pre and primary education based on tribal perspectives. These programmes focus on improving girls' education, defining their sense of self future educational aspiration, identifying their weaknesses and strengths, locating their role model plan, career goal, etc. The project set the goal to

secure and improve the education of tribal children in government schools and bring out policy changes favouring children of tribal communities through model building and advocacy. The school facilities the government schemes in primary, upper primary schools in tribal areas vis-à-vis the RTE Act and constitutional provisions.

The mission of the NGOs

The mission of the NGO is to make elementary education culturally and compatible. Eradicate illiteracy through education and empowerment. Similarly, CYSD's mission is to enable marginalised men and women to improve their children's quality of life. Eradicate illiteracy through gender equality, education with Health, water and sanitation facilities. These programmes secure and improve the education of tribal/weaker children in government schools and bring out policy changes in weaker section areas through model building and advocacy.

Staffs members

There are 53 Sikshasandhan in the operational area, including Field officers, Project director, the project in-charge or Coordinators, Project support staff, Field supervisors, and community volunteers. These projects work in a complexly backward area, where the people live under the below poverty line. They understand the value of education, economics, health and are not aware of their social life.

Activities of NGOs

The Sikshasandhan provides community volunteers for awareness and collects dropout students to enrol them in school with regular students. The community volunteer's responsibility is to involve MLE teachers in school and teach the children with mother tongue-based multi-lingual languages (implemented only for class-1 to class III children). Sometimes the volunteers visit the villages if any students could have been absent from school.

Sikshasandhan has been improving the community through awareness programmes and children's schooling through village meetings, local theatre, wall painting, foot march etc. It has appointed community volunteers mobilising the community through their language, bridge communication between schools and community, children and teachers. They are bringing indigenous knowledge systems to schools as Teaching Learning Material (TLMs) and syllabus. Bi-lingual TLM has been developed to facilitate mother tongue-based multi-lingual education

Both girls and boys have equal rights and responsibilities in society, but it has been seen that more girls are dropping due to cultural mind setup, which is wrong. The NGOs have to address children, parents, communities and co-operate with them to fulfil their requirements. The girls are proud of our society and nation, giving more importance to girls' education and ensuring 100 per cent attendance and retention in schools from class -1 to class-8th. The NGO organises meetings four or five times a year related to education, health, awareness, and other development affairs. Always the community members participate in various programmes or meetings. The involvement of the

community in any programme is help to succeed in the project's objectives. The community people are inspiring in activity with NGOs.

Mother tongue-based education is easy to access for tribal children. The home-based language is gradually transiting from other languages—this approach facilitates better learning. More participant adoption of skills reduces dropout rates and builds a strong foundation for further development. The NGOs develop/design their teaching-learning materials through the volunteers and workshop programme—these materials design based on tribal cultures and translated into the local language for easy access to education. The story, poster, calculating all these precede children friendly for which a child attractive to gain knowledge. They use all types of tools such as colourful storybooks, posters, puppets, placards, and calculating materials for the minor children. On the other hand, they use books, maps, audio-visual, and educational games to transfer knowledge between teachers and children.

Motivation

The NGOs functionaries have motivated to girl students that in-depth counselling to the parents and the students. The use and value of education categorically and aspiration of employment in government and private sectors. NGOs solve the problems of girls regarding education in different ways for different problems. If any students are irregular in school, the NGOs consult with parents to send children regularly or through the volunteer visit home to home and touch children with parents to personal attention for the issues.

Communication

Awareness programmes are an essential part of every community. It helps to achieve a successful goal. The Siksha sandhan meeting in every village 4/5 times a year with villagers, parents, and teachers regarding all factors and problems. In that meeting, NGOs interact with parents, explain girls' education, and motivate them to stop child marriage, child labour, etc. The NGOs and government organisations have allotted to properly implement the child right (RTE) Act of 2009. The parent is the first teacher and guide of the children than the teacher. Parents have more responsibility towards their children, and children also obey their parents. Parents support, guide, and encourage children are innovative weapons to make the bright future of children towards education. Except for school time, the children spend more time with their parents. So, parents complement must be essential to the improvement of girls' education.

Similarly, a teacher is a man make industry. He distributes their whole knowledge life to students. Our target, vision and mission all will be implementing through parents and teachers. Hence, there are essential of their cooperation for our work to improve the girls' education.

Admission Criteria of Girls

The NGO is working with a government school. It has been seen that both government schools staffs and NGOs are responsible for admission to schools. The government schools staffs admit students. Accordingly, their procedure and NGOs co-operate them. Parents are not aware of the benefit of education. The girls can't be enrolled in schools because lack of guidance of parents. On the other hand, the NGOs look over in that area, if any children are not enrolled in schools, NGOs help them admit in schools with convincing their parents. NGOs cooperation is most needed in slum areas for which needy students can study and go ahead in the future.

Course work

It was found that the Sikshasandhan has been giving education with additional assistance to girl students, such as giving bridge courses for dropout girls, conducting Life skill training programmes for adolescent girls and health care education. These programmes are the best working as life-changing experiences with cooperation to adolescent girls and their education. The girls were first-generation learners, and NGOs will continue to guide them until they receive quality education and respectable jobs.

Nature and problems of girls' education

The tribal religion, culture and lifestyle, material practices spoken language is different from others. They economically depend on cultivation, agriculture labour or small industry labours, making handicrafts, collecting food items all these are primary sources of them. This is the opinion of the NGOs about girls' education. They are facing problems in society towards girls education. According to NGOs some of the parents not interested to send their girls to school regularly.

For this reason, some girls are drop or irregular for their study; because they engage them in the family chore, labour work and household income. Although a girl enrolled in the school, they don't get more time to read in her home. So gender literacy gap has been seen in society. These situations appear in the slum areas of the weaker section/backward class people. Some girls are getting married within the age group of below 18. This is one of the substantial obstacles for girls' education.

Discussions

The tribals live with poverty, unawareness, backwardness, illiteracy and oppression in society. So they have not been able to gain opportunities and facilities of government that will significantly enhance their welfare and well-being. There are plans and efforts of India's government and non-government organisations to develop tribal people. The non-government organisation is also working with the government for educational development. The plans and programmes should be adequately implemented. The NGOs are working on education should perform duty with a positive attitude. The education providing department should supervise the implementation procedure at the ground level. Teaching Learning Materials (TLM) should be provided in local languages, and

programmes should be related to the specific needs of the tribal community. The children can access both native language and instruction knowledge. Residential girls' schools and hostels should be established at each block and district level, particularly tribal dominant areas. Study materials and financial support should be given on time for children performance in academic and non-academic level. The teachers, parents and children involved should be close with friendly. The government should be given a particular emphasis on tribal girl children education.

Conclusion

The constitution of India has been making special provisions for the Scheduled Tribes and other backward class. The NGOs are partner with the government working for the Scheduled Tribe communities in the tribal-dominated area. The non-government organisations (Sikshasandhan) have played a vital role in improving tribal and their girl children, providing direct and indirect textbooks, school uniforms, accommodations and transportation, etc. The girls' child is the most vulnerable part of Indian society. The literacy rates for tribal girl child are much lower than other. The right of education (RTE) Act is an important opportunity for pushing the agenda of tribal education in the state. All provisions of government are working to quality of development and life among the tribal people.

The Non-Governmental Organisations (NGOs) improve pre and primary education based on tribal perspectives. It has focused on improving girls education, defines their sense of self, future educational aspiration and identify their weaknesses and strengths. The project set the goal to bring out policy changes favouring children of tribal communities through model building and advocacy. The NGO has culturally targeted elementary education and is compatible with marginalised men and women improving their children's quality of life. In contemporary times, NGOs are essential parts at the grassroots for education, girls' education, women's empowerment, awareness and removal of superstitions, health and family welfare, and people's livelihood.

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