

EDUCATION AND WOMEN EMPOWERMENT AMONG TRIBAL WOMEN

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Abstract: Education is said to be the greatest weapon that can change the world. Education for women is important because it makes them empowered, independent and help them to make self- confident. Women empowerment means accepting women's opinions, encouraging them to take on new venture educating girl children, and creating awareness of self-worth and confidence. It also means that empowering the women by promoting their participation in all areas including economic, social, political, cultural and all other sectors of the society. Wayanad have the largest tribal population in Kerala with eight scheduled tribes. To identify the problems of tribal women empowerment the investigator would like to study the educational status of tribal women. To know about their condition the investigator conducted a survey among tribal women from Chekady village, a remote tribal area in Wayanad. For this purpose, data collected from girl students and women from tribal community. Response are between the age group 12-35 were selected for the study. Among the tribal women in Wayanad, the number of women who have been able to reach the forefront of society due to the influence of education. Findings of the study shows that limitations of education can still be seen among women in tribal areas. And it concludes that for women empowerment to take effect, good education must be imparted among Tribal Women.

Keywords: Education, Empowerment, Enrolment, Morality, Tribal

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I. INTRODUCTION

Education is said to be the greatest weapon that can change the world. Education for women is important because it makes them empowered and independent and help them to make self-confident. women today have reached the forefront in every field. For the development of society inclusive growth of all sections is needed. Women empowerment means accepting women's opinions, encouraging women to take on new venture educating girl children, and creating awareness of self-worth and confidence. It means empowering the women by promoting their participation in all areas including economic, social, political, cultural and all other sectors of the society and diminishing all the existing gender differences. Educated women can also help in the reduction of infant mortality rate and growth of the population. Enrolment of women in education risen sharply from 7% in 1951 to 65.46% in 2011. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women. The growth of women's education in rural area is very low. Still large womenfolk of our country are illiterate, weak backward and exploited. Even though Kerala has achieved 100% literacy, women from Tribal areas are still lagging in terms of education. This study aims to identify whether education is getting properly among Tribal women and identifying the impact of education of women over all empowerment in Wayanad District. Wayanad is a rural district in Kerala state, southwest India. It came into existence on 1st November, 1980. The name Wayanad is derived from "vayal nadu" which translates to the land of

paddy fields in English. The Wayanad have the largest tribal population in Kerala with eight scheduled tribes including Adiyar, Paniya, Mullukkuruman, Kurichyan, Vettakuruman, Wayanad kadam, Kattunaykkan, and Thachannadan Mooppin. "Women is an incarnation of 'shakti' –the Goddess of Power. If she is bestowed with education, India's strength will double. Let the campaign of 'Kanya Kelavani 'be spread in every home; let the lamp of educating daughters be lit up in every heart' --- Narendra Modi. In the present scenario education is an important instrument for nation building and economic development.

II. OBJECTIVES

The objectives of the study are the following

1. To create an awareness among tribal women about empowerment in various field.
2. To identify the value of education in the life of tribal women.
3. Assessing the changes brought about by education to women in tribal areas.
4. To analyses the influence of education in the life of tribal women.
5. To identify the problems of girl child in tribal category.
6. To identify the need to provide residential facilities for girl child.

III. LITERATURE REVIEW

Baiju, K.C. (2011). Tribal Development Under Denaturalized Governance in Kerala: Issues and Challenges, explains the development and welfare programs implemented by the state government. The work also deals with poverty, land alienation,

healthcare and social development of tribes. The study discusses about the implementation of the health schemes for tribal communities in Thiruvandapam district. It points out that the delay from government side is the reason for the remoteness of the habitation increases.

Khushboo Sing (2016), in her paper discussed about the impact on the empowerment of women as well as the challenges that we must have to deal with during the process. The educational and other policies for women empowerment are implemented for empowering women in the world.

Kaur et al. (2015) discussed women literacy in India and found that though the literacy level of women has increased still a gap is observed between male and female literacy. In 1981 the female literacy was 29.75 per cent, which increased to 65.46% in 2011 along with this gap is found in urban female literacy. The literacy rate of SC and ST is less as compared to the general women because of lack of awareness regarding education. The scenario of education SC and ST women significantly increased due to the effort by the government and non-government agencies. But still, a lot of improvement is required to raise the educational status of SC and ST women.

Shivaleela (2016) examined the problems related with the access to school for tribal girls and equality of scheduled tribe women; it also studies on the growth of education among the tribal women, concluded by saying that the status of women varies in the primitive societies. It is determined by the functions allotted to them, behavior of males, social attitudes towards them.

IV. METHODOLOGY

This study focuses the influence of education in women empowerment of tribal women in Wayanad District. Paniya, Mullukuruman, Kurichya, Kattunayakkan, Adiya is the major Scheduled Tribes in Wayanad. The methodology used for the study is Simple Random sampling techniques and used participant observation for collecting data from the tribal students and women. For collecting data questionnaire is used. Besides, various primary and secondary sources such as documents, census report and secondary data collected from books, journals and relevant web sources. The method used for this study is Simple Random method. Moozhimala and Chekadi belonging to Pulpally Panchayath in Wayanad District is selected for the area for field work and collected information through questionnaire from tribal students and women.

V. ADVERSE CONDITIONS OF EDUCATION AMONG GIRLS AND TRIBAL WOMEN

1. One of the biggest problems in the education of tribal women is the use of language.
2. Early marriage among tribal women

3. Family responsibility is concentrated among women.

4. Reluctance of tribal women to interact with society

5. More tribal women are engaged in traditional occupation.

6. Most of the tribal women go to forest and collect forest resources and herbal plants for their livelihood.

7. Absence of residential facilities for girls.

8. Excessive use of tobacco products among girls.

9. Hereditary health issues among Children.

10. Lack of adequate online educational facilities in their area.

11. Tribal Women are mostly the victims of sexual exploitation.

12. Some girls feel examination phobia.

13. Parents may have negative attitude towards girls' education.

14. Girls may have some physical and mental disabilities.

15. Girls may have problems of dyslexia, dyscalculia, dysorthographia, autism or other psychological problem.

VI. IMPORTANCE OF EDUCATION IN EMPOWERING TRIBAL WOMEN

Getting proper education has brought great changes among women especially women from tribal areas. As a result of conducting a survey among tribal women the investigator observed that due to the influence of education, there has been women empowerment among tribal women. Educated people created an awareness in the society. One of the respondents said as a part of education, we were able to acquire various types of knowledge. Due to the influence of education, they have been able to make a good position in the society. Educating women will empower them in number of ways.

- Seek gender equality in the society
- Improving the quality of life at home and society
- Earn their own income and act as the supporting member in the family.
- Educated women will create an awareness of the advantages of small family.
- Education empowers girls to achieve more in their social career.
- To change their pattern of life
- To make them economically independent.
- To motivate them to organize themselves.
- To understand their rights and duties.
- Empowering women through higher education.
- Changes in women's attitude.

6.1 Economic Empowerment

Economic growth and empowerment are closely related. Half of the world population is made up of women. Women have the same opportunity for education, work, and entrepreneurship. They make suitable contribution to economic production, the eradication of poverty, and general development.

6.2 Education and Knowledge

The strategy for developing civilization is educating and empowering women. Education increases their income increase because to receive good job automatically increase their standard of living. Automatically their welfare increase.

6.3 Health and Well Being

Women's health and wellbeing is related with women empowerment. Women's empowerment requires having good healthcare and control over one's own body. Women who are empowered are better able to take proper medicine when necessary and make decisions that will improve their wellbeing. Among Tribal women due to the influence of education Vaccinations are taken at proper time and measures are taken to avoid communicable diseases.

6.4 Savings

When I visited the Chekadi Tribal Colony, one of my respondents said that "Based on the knowledge we gained through education, we were able to understand the saving schemes like LIC. So, we were able to set a portion of our income for savings by getting awareness through education.

6.5 Socio Cultural Factors

Women are constantly being exploited for dowry. If women get proper education, they can fight against these types of social evils.

6.6 Employment

Lack of earning power force the woman to tolerate and silently endure harassment from family, society etc. Employment is one of the important factors for women empowerment and it can achieve only through education.

6.7 Constitutional provisions for Empowering Women In India

- Equality before law for all persons (Article 14)
- Provisions to be made by the state for securing just and human conditions of work and maternity relief (Article 42)
- Article 15, 17, 46 safeguard the educational interest of the weaker sections of the Indian Community that is socially and educationally backward classes of citizens and scheduled castes and scheduled tribe.

6.8 Women Education Welfare Schemes

To encourage women education in India, many welfare schemes have been launched by the government which concentrates on educating women.

1. BETI BACHAO, BETI PADHAO

This social campaign was launched in 2015 and is famous for women's empowerment. The scheme aims to empower women and provide proper education.

2. WORKING WOMEN HOSTEL

It includes accommodation facilities where women may get more employment opportunities.

3. SABLA

Rajiv Gandhi Scheme for Employment of Adolescent Girls known as SABLA. It aims at providing food and nutritious ingredients.

4. SWADHAR GREH

This scheme was established on 2002 by the Union Ministry of Women and Child Development. The scheme provides shelter food, care and clothing to unaided women.

5. SAMUHA PADANA MURI

This community study Centre is launched the provision for tuition. One educated tribal youth (men and women) from the same locality will be selected for providing training. 50% fund for women benefit.

6. GOTHABANDHU

To provide education to tribal students one educated tribal youth who completed TTC/B.Ed. qualification from the same locality with knowledge in tribal dialects and Malayalam will be selected and trained to function as teacher education facilitator in all primary schools. The aim of this activity is to strength tribal students. And also handle their language issues of tribal children, reducing drop out, and ensuring 100% enrollment among children.

7. TRIBAL GIRL CHILD ENROLLEMENT SCHEME (Gothra valsalyanidhi)

Gothra Valsalya Nidhi start as an insurance linked social security scheme for tribal girl child of tribal community. It is considered as a long-term security scheme and attains maturity only after the child attains 18 years of age. It will ensure the holistic development of ST girl child from birth registration, immunization, school admission and education up to 10th standard. This insurance amount can be used for higher education.

Government provides various measures for the upliftment of women among tribal community. Awareness about various schemes of Government is lacking among tribal women. Government services are not available among most of the tribal communities. Scheduled Tribe population in India is considered to be the most primitive settlers of India. They are generally called Adivasi, the original inhabitants of the country. The Tribal communities in India have been recognized by the Indian constitution under 'schedule' 5 of the constitution. Hence the tribes recognized by the constitution are known as 'scheduled Tribes'.

As per census 2011, the literacy rate of Scheduled Tribes was 59% where as the over all literacy rate was 73%. The Tribals are the most backward section in Kerala concerning education and literacy. The low educational status of tribals is reflected in their lower literacy rate, lower enrollment rate, high rate of drop out from school. According to the census 2011, the Scheduled Tribes in Kerala is 74.44%. District-wise data shows that Kottayam 94.31% has the highest literacy rate. Among the

districts in Kerala, Wayanad District has the largest Scheduled Tribe population in the state. Tribal is the most backward section in Wayanad with regarded to education and literacy. The literacy rate of scheduled tribe in Wayanad district is 71.36%.

VII. EDUCATIONAL STATUS OF WOMEN IN PULPALLY PANCHAYATH

ACTIVITY STATUS	Meenankolly Settlement	Kalanadikolly Settlement	Chekadi Settlement
Total Number of Women	50	60	100
Total number of girl child completed Primary education	8	20	60
Total number of girl child completed University education	0	15	35
Total number of students completed professional course	0	5	15
Total number of Teachers	0	2	8
Number of Government employees	2	8	25

Data collection:

Source: Data collected from Tribal Promoters.

The above table shows that educational status of women in Meenankolly, Kalanadykkolly and Chekady Ooru in Pulpally panchayath. Number of women in Meenankolly Ooru is less compared to Kalanadykkolly and Chekadi. In Chekady Ooru number of women is high compared to other ooru that is 100. The total number of girl child completed primary education is in chekady. This shows that there is a great influence of SSA and other related government programmes. Even if number of government employees is 25 only. This shows that majority tribal students have not received higher education. Number of girl child completed primary education is very low compared to Chekadi and Kalanadikolly Ooru. Number of girl students completed graduation and any other professional course is absent in Meenankolly. Kalanadikolly ooru is educationally backward. This shows that educational facilities are available more in Chekaadi and they uplift in mainstream of the society and women empowerment can be attained.

Tribal women are regarded as an asset to the community. They engaged the productive activities and it helps to attain social transformation. One of the best examples is that C.K Janu is considered as an activist among the Tribal community in Wayanad and She organized the tribal people of Wayanad to form solid groups and fight for their rights and responsibilities. Janu leads the Adivasi Gothra Sabha,

a social movement and fights for the redistribution of land to landless people of Kerala. She is semi-literate. Janu participated in UN Conference for the tribal leader from different parts of the world and represented India. This empowerment is also the part of the development of education.

The population of scheduled tribe is very high in some states. Female literacy rate has raised considerably in the past four decades both in urban and rural areas. The percentage of scheduled tribe girls in higher education has been gradually increasing. But the majority of women from general category attains women empowerment as a result of receiving better education.

Government provides various measures for the development of Tribal women but they are not utilizing it properly. Absence of awareness program still they lead a miserable life. But educated tribal women have come to the forefront of society. The number of tribal women enrolling in professional courses has increased. Government provides scholarship and grants for their higher studies.

Anjali Bhasker is the first veterinary Doctor from Tribal community in Wayanad District. Tribal woman Minnu Mani makes history, becomes first Kerala, Wayanad woman cricketer to join Indian team. She belongs to the Kurichya Tribe in Choyimoola in Wayanad. Wayanad native Sreedhanya Suresh IAS officer is the Kerala's first Tribal woman to join as collector. She hails from the Kurichya tribal community, an indigenous group in the Wayanad District of Kerala. Among the Tribal women, only a few personalities rise to the top of the society and become empowered. But still 50% of tribal women have not bothered about the importance of education. Tribal women are regarded as an asset to the community. They engaged the productive activities and it helps to attain social transformation. One of the best examples is that C.K Janu is considered as an activist among the Tribal community in Wayanad and She organized the tribal people of Wayanad to form solid groups and fight for their rights and responsibilities. Janu leads the Adivasi Gothra Sabha, a social movement and fights for the redistribution of land to landless people of Kerala. She is semi-literate. Janu participated in UN Conference for the tribal leader from different parts of the world and represented India. This empowerment is also the part of the development of education.

CONCLUSION

Though the development of the tribes is taking place in India, but the pace of development has been rather slow. The study concluded that 80 % of women in Wayanad are literate and they achieved empowerment in many fields. At the same time a limited number of women from Tribal community are received education. The study also revealed that more awareness is essential for the women empowerment through education. For fulfilling this objective

undertake free seminars, workshop, medial camp in rural areas. Empowerment of women can be achieved through education, employment, women organization, Information technology, science and technology, law and agriculture. Easy access and more opportunities should be provided to the tribal children in order to bring them into the mainstream development of the tribal community.

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