

Impact of Tribal Women Participation in Educational Programmes

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Abstract - Women in indigenous societies now understand the value of a formal education. They want to further their education, find gainful job, maintain a comfortable standard of living, and enhance their overall quality of life. The educational infrastructure in indigenous communities is underdeveloped. Many gaps exist in the current educational system. Improvements in these areas need the development of appropriate policies and procedures. There are several obstacles that the indigenous women face as they try to further their education. One of the main issues is that they do not always get help and support from their loved ones. The indigenous people also live in situations of poverty and social backwardness. This means that many challenges must be overcome by indigenous women before they may improve their standard of life via education. Yet, attitudes among tribal people are shifting, and more and more parents are pushing their daughters to get an education. Hence, it is important to motivate indigenous women to further their education, and changes should be made to the educational system as a whole. This study focuses on the challenges faced by tribal women in their pursuit of higher education, as well as the solutions that have been proposed to address these issues.

Keywords - Educational, Women, Tribal, Acquisition, Employment

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INTRODUCTION

Mahatma Gandhi once said this about schooling: "The underlying problem is that most people have a skewed understanding of what education really entails. The worth of an education is calculated in the same way that the worth of a piece of real estate or a stock portfolio is calculated. Only schooling that increases a student's earning potential is of interest to us. We don't give the development of the moral fibre of the educated much of a second thought. We argue that because females do not have to work, there is no need in sending them to school. We'll never understand the actual worth of education so long as notions like this prevail ". In the current context, education is crucial. It's fundamental because it's the way to gain insight, dignity, and achievement in life. Also, it strengthened our personalities, bodies, and moral fibre. Since man is reduced to nothing more than an animal in the absence of education, it makes us all better people. Why do we educate our children? Instead of working towards full inclusion, our culture promotes untouchability and class distinctions. After marriage, the women are expected to convert to their husband's faith and begin dressing in a burka. We instill caste prejudice in young brains from an early age. When we give boys and girls distinct responsibilities at school, it sends the message that they are not treated equally.

Since they make up about half of the population, women's education takes on added significance in the

context of the country's progress. Women's social standing improves as a result of their increased access to and participation in formal education. An all-inclusive approach to society's progress is required, and from this vantage point, it's crucial to help the People—aborigines, a primitive, uncivilised, indigenous, excluded, and underprivileged subset of the population—improve their lot in life. Some areas are severely behind in terms of progress. They are a marginalised group in all spheres of Indian society, including the economic, cultural, political, and social. One of the most overlooked groups in these communities is the women. Their lack of education is the primary cause of their backwardness. Taking this into account, the current five-year plan places a greater emphasis on women in order to encourage their participation in and completion of formal education via measures such as the provision of free textbooks, uniforms for females, Mid-Day Meal, and attendance scholarships.

Forces of liberalization have opened up the economy, and the outcome is a global system where the marginalized may expect to "survive of t-test." This section examines whether women in Andhra Pradesh have been equipped by their education to thrive in the market-oriented new global order, which has become more important than ever in the wake of economic liberalization. Liberalization's forces have varying degrees of influence in different parts of the Indian economy. As expanding one's awareness is

fundamentally an educational activity, education is crucial to the empowerment movement. Providing exposure and access to new ideas and ways of thinking, and triggering a need for change, education is a potent weapon in the context of empowerment. In the lack of education that is relevant to current knowledge and actual demands, women are unable to receive entry to formal sector positions, achieve career development, participate in decision making at all levels, and be represented in government and gain political influence.

LITERATURE REVIEW

Ahmed, Zulafqar. (2021) In today's society, women make up about half of the population. Progress in any society or nation is impossible without the active participation of women. Empowering women everywhere is only possible via education, which is the only weapon capable of raising people's consciousness and fostering their rationality. Providing equal opportunities for achievement for both genders via education is critical in today's globe and in India. As compared to other countries, India is far behind in terms of female education, exploitation, and economic participation. Female school enrollment in India has been relatively static, particularly in rural areas. It's unfortunate that many rural areas restrict women's access to healthcare and education. In comparison to the rest of India, the tribal community suffers from several disadvantages and is much behind in terms of economic and social development no matter where they reside. Indigenous women are disproportionately affected by the denial of basic freedoms and autonomy. For decades, they've been shut off from the rest of society and excluded from all mainstream institutions. They just do housework and cooking.

Kapur, Radhika. (2019) Government officials in India should make it a top priority to better the lot of rural and tribal women. Women in this area suffer from both poverty and social decline. Isolation, lack of education, and joblessness are major contributing factors. These factors not only let individuals to maintain their naiveté about other concerns, but also provide an explanation for their steadfast adherence to time-tested practises and habits. This highlights the need of providing them with training in cutting-edge methods. This would allow them to improve their living conditions. This study examines the plight of rural and tribal women, their efforts to improve their own status, the roles and duties they play in society, the value of social intervention within the Indian context, and some potential solutions.

Chowdhury, Arnab & Roul, Sushanta & Mete, Jayanta. (2022) Formerly held in great esteem, women in India were mostly ignored for decades. India has made great progress, but it still has a long way to go. Tribal communities find it difficult to adjust to the contemporary, "men-dominated" society due to a lack of education and social and economic progress. Lack of access to contemporary teaching materials is only one reason why most people living in indigenous

communities are technologically behind. Individual members of a tribe are likely to maintain their cultural isolation. In preparation for their future roles as community leaders and specialists, many people began formal education programmes focused on rural development even before independence. Education is restricted to a narrow range of topics since extension services have only been established to implement plans at the state or national level.

Kapur, Radhika. (2018) Scheduled Tribes are the groups recognized by Article 342 of the Indian Constitution, as stated in Article 366 (25) of the Indian Constitution. Article 1 specifies that in order to be recognized as a scheduled tribe, a community must first be designated as such by the President, either by an initial public announcement or by an amended Act of Parliament. Tribal tribes may be found everywhere from arid plains to lush forests to steep mountains and other inaccessible regions. The social, economic, political, and educational development of the many tribal groupings varies widely. This report examines the obstacles that indigenous women face on their path to literacy. Women in tribal communities often see education and literacy development as too difficult of a task, hence they often have either a little formal education or none at all. Some indigenous groups have integrated with mainstream society, while others have embraced a more submissive way of life. Technologically, tribal groups are at a pre-agriculture level; demographically, they are either stable or decreasing; economically, they are at a subsistence level; and literately, they are at a very basic level. Education is a key factor in a person's growth and advancement, although many indigenous women remain illiterate or barely literate.

Bilal, Dr. Showkeen. (2017) A girl's overall growth and development is greatly aided by her access to education, which is why it is crucial for indigenous girls to attend school. Several tribal groups with varying ecological, cultural, economic, and geographic histories call Jammu and Kashmir home. These Scheduled Tribes are subjected to passive apathy, which manifests itself via their marginalization from mainstream society and the school system. Since independence, there have been several initiatives to increase enrollment in formal education, but the Scheduled Tribes' literacy rate remains dismal, especially among women, where it is much lower than the national female literacy rate. The study discussed several promising avenues for increasing access to education for girls from Jammu and Kashmir's Schedule Tribes, as well as some of the obstacles in the way. This report makes a preliminary foray, using secondary data, into the education of tribal females in Jammu and Kashmir.

RESEARCH METHODOLOGY

For the study, multistage sampling will be collected at various source levels i.e., state, tribe, district and village. Research will be based on exploratory design specifically on the education and skill development of two communities Santhal & Munda residing in the district of Ranchi and Khunti. A sample size of 500 will be taken, out of which positive response is expected from 384 respondents. The samples will be included for this study as per the guidelines of Institutional Consent Form (ICF). The study is mainly based on field work.

- **Primary Data:** Filling response to structured questionnaire, response and conversation with girls or their families.
- **Secondary Data:** Mainly from District Census Handbook office.
- All of the information used in this study is secondary. Successes and failures of many government programs designed to improve rural residents' abilities and foster long-term growth have been evaluated since 2014. For this study, we analyzed the time series changes in a number of variables/outcome indicators related to skill development and sustainable rural development in Jharkhand.

DATA ANALYSIS

In the decade from 2001 to 2020, Jharkhand's literacy rate increased by 2.62%. There are several metrics that may be used to gauge the progress made in developing human resources, but perhaps none more so than the literacy rate. Human capital helps to national progress if its members are educated and employed. The percentage of literacy in Jharkhand has increased dramatically in recent years. An increase in the literacy rate guarantees progress in other areas of the human development index, such as health. Improvements in health and education are key to the growth of the region's human resource base. Increases in literacy, health, the capacity to acquire new skills and technologies, and longevity all contribute to a more productive and capable human resource, which in turn aids in the process of human capital formation. Jharkhand's literacy rate rose to 70.3% in the 71st round of the NSSO in 2014, with a 79.6% male literacy rate and a 59.9% female literacy rate. The overall literacy rate in India is now 75.4%, with male literacy at 83.25 and female literacy at 67.1%, according to the latest official statistics. We are making progress toward the national literacy rate, but we are still behind.

In order to chart the evolution of the state's literacy rate from 1951 to 2020, we may use statistics on literacy rates by gender and geographic region. The percentage of literate women in rural areas increased from 4.87 percent in 1951 to 58.75 percent in 2011; the percentage of literate women in the general

population increased from 8.86 percent in 1951 to 65.46 percent in 2011.

Table 1: Gender & Area wise Literacy Rates

Year	Rural			Urban			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
1951	4.87	19.02	12.1	22.33	45.6	34.59	8.86	27.15	18.32
1961	10.1	34.3	22.5	40.5	66	54.4	15.35	40.4	28.31
1971	15.5	48.6	27.9	48.8	69.8	60.2	21.97	45.96	34.45
1981	21.7	49.6	36	56.3	76.7	67.2	29.76	56.38	43.57
1991	30.17	56.96	36	64.05	81.09	67.2	39.29	64.13	52.21
2001	46.7	71.4	59.4	73.2	86.7	80.3	53.67	75.26	64.83
2011	58.75	78.57	67.8	79.92	89.67	84.1	65.46	82.14	74.04
2020	69.75	89.57	78.81	81.92	99.65	94.1	75.43	92.13	84.03
Change in 2020 over 2001	26%	10%	14%	9%	3%	5%	22%	9%	14%

Source: Literacy and Education, Ministry for Statistics & Programme Implementation, GOI, India.

The data in the table below shows that 83.5% of respondents have benefitted from government scholarships. One-eighteenth received aid from the Ashram Style School program, forty-six percent from the Midday Meal program, seventy percent from the Free Book program, and fifty-three and a half percent from the Uniform program.

Table 2: Benefits availed by respondents from Government Education Programmes

Government Programmes	Percentage of The Respondents		
	Yes	No	No answer
Have you benefited from scholarship schemes?	83.5	16.5	0
Have you benefited from Ashram Type School?	17.5	82.5	0
Have you benefit of Mid-Day meal?	46.0	51.5	2.5
Have you benefited from free books?	70.0	25.5	4.5
Have you benefited from the free uniform?	53.5	44.5	2.0

Effects on Educational Trends

The financial stability of a family may be approximated by looking at the level of education of its members. Without a doubt, the children of Santhal and Munda families have access to free education up to a certain level. Other households, however, are not prepared to invest in their children's education and instead insist that their sons and daughters work to support the family. Below is a table detailing recent research on Santhal and Munda educational patterns:

Table 3: Educational trends of respondents after benefiting from Educational Programmes

Queries	Percentage of The Respondents		
	Yes	No	No answer
Have you started sending your girls to school?	83.5	16.5	0
Have you joined Adult Literacy Programmes?	37.5	62.5	0
Do you allow your daughters to join college?	30.0	67.5	2.5
Did any member of your family participate in any competition?	8.5	73.0	18.5
Have you started sending your children to standard institutions?	23.5	74.5	2.0

According to the data in the table above, 83.5% of respondents in Jharkhand's 2 district have begun enrolling their daughters in school, while 37.5% of respondents have enrolled in an adult education program. Although 30% of parents said they would be ready to pay for their daughters' college education, 23% said someone in their family competed in some kind of sport.

TRIBAL WOMEN'S PARTICIPATION IN SKILL DEVELOPMENT PROGRAMS FOR THEIR LIVELIHOOD SECURITY

- **Social development**

From the data in the preceding table (Table 4.12), we can conclude that 353 of the tribal people engaged in the safe drinking water initiative, while 351 of the

respondents took part in the construction of physical facilities. Just 232 out of the total respondents took part in any kind of village resource development activity or communication development project. Because of a lack of training and resources, few tribe members have helped build community centers. According to Bharathi Dhevi (2014) and Jayakumar (2016).

- **Health**

Health is a delicate topic, since native women living in the hills benefit greatly from health development programs. Based on the data in the preceding table (Table 4.12), it can be concluded that the vast majority of the 293 respondents took part in some kind of health care program. A total of 152% of respondents agreed that the hygiene and sanitation initiative was vital to their health. In addition to the 153 women who participated in the maternal malnutrition survey, 142 people engaged in the sickle cell anemia survey because they knew its relevance and were aware of its nutritional worth.

- **Education**

According to the data in the preceding table (Table 4.12), 226 of the respondents engaged in the SSA program, 159 of the respondents primarily focused on and participated in the free educational program, and only 120 of the respondents attended special coaching classes for competitive examination because they were unaware of job opportunities from government sectors. Singha and Baruah both agree with this result (2011).

- **Economic development**

Habits of thrift are a reliable hedge against economic uncertainty (Table 4.12). According to this survey, 63% of the total 339 respondents had made deposits into a bank savings account. Just 219 people said that they had engaged in economic activities such as a tiny store, tailoring, or sale of forest goods. The remaining 214 and 219 respondents both earned money from NWFP and took part in marketing development programs for indigenous goods. The research of Sujeetha, on which this conclusion is based, provides supporting evidence (2012).

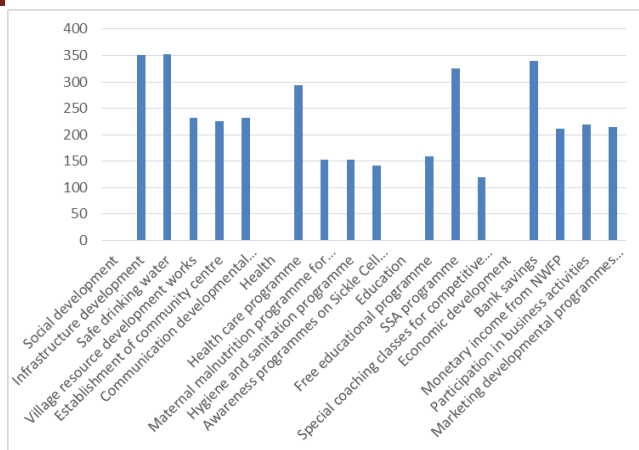


Figure 1: Distribution of respondents according to their participation in developmental programmes

CONCLUSION

When women in tribal communities contribute to the creation of knowledge from a range of viewpoints, everyone benefits. Improved skills in communication, time management, decision making, problem solving, critical thinking, analysis, creativity, personal growth, professional development, and leadership would benefit the women of the tribe greatly. Incorporating habits like diligence, conscientiousness, morality, and ethics; comprehending the significance of education; utilising state-of-the-art, technologically advanced, and inventive approaches; and cultivating a positive outlook on one's work responsibilities are all crucial to the process of skill improvement. It may be inferred that when tribal women acquire these skills, they would be better able to achieve their goals, deliver their outcomes, generate additional economic opportunities, and improve their quality of life.

Educating and educating India's massive labour force is one of the finest ways to capitalise on the country's demographic advantage. There are a number of initiatives in India called Made in India and Start Up India that try to inspire citizens to go out on their own and create their own enterprises. If all the programmes and policy initiatives targeted at boosting nation-building among young people were successful, the employment situation in India's economy and India's ascent over China would be radically transformed. Yet, the United States must follow China's lead and integrate skill upgrading and vocational training programmes at the school level if it is to effectively utilise its workforce population and take advantage of its demographic dividend. In order to broaden the impact of these educational and training programmes, public-private collaborations should be aggressively promoted. The PPP model would be very successful in transferring knowledge across rural areas of the nation and the state since these areas are home to a large pool of aspirants in need of adequate skill and training to boost employability and close the skill gap. These policies would be strengthened and a basis for their execution established if educational institutions were guaranteed to teach these skills. The demands of the market or

industry should be taken into account as well, with special attention paid to sectors where skilled workers are in greatest demand. Governments should invest in and support entrepreneurial and self-employment programmes with funding and publicity.

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