

# Socio-Economic Development of Tribal Women Through Education

**Dr. Ranjana Singh**

Assistant Professor, Government Degree College, Amori, District- Champawat (Uttarakhand)

## Abstract

Education is the only medium to empower women with knowledge, self-confidence, and their skills. This is necessary to them, participating fully in the extension process of the society. Education is the opening step to higher productivity, efficiency and for better socio-economic development of an individual especially for women. It is a mean to secure empowerment among the depressed class of the society like women, dalits, tribals, minorities and other. Education of women is envisioned as one of the most powerful weapons in the development of the family, society and nation as well. The present paper is an attempt to look upon the reasons, the background of the barriers for the women to get educated and empowered. Educational development and being empowered is outlying dream for Tribal women. The educational status of Tribal women in India is very low in comparison to their male counterparts and other members of different societies. Development of education among depressed classes especially for tribal women is always been a challenge for the government. Without education of tribes especially women a nation cannot achieve meaningful and comprehensive growth.

**Keywords:** Tribal Women, Education, Socio- Economical Circumstances, Dropouts, Discrimination.

## Introduction

Women empowerment is impossible without proper education. Education brings opportunities and enhances intellectual ability to grab opportunities from various sources to every individual. Due to various reasons tribal women left as dropouts from the school education or became uneducated. We witness a biased atmosphere even for the main stream society woman, in terms of inequality, discrimination and various bindings. So we can imagine and understand the status of a tribal woman tribal and other subaltern, discriminated, depressed communities of Indian society. India is a country with rich in art, culture and diverse communities. The tribal community is one of the ambulatory communities in India residing in several parts of the country. The problem with the Indian society is that when the matter comes of women's education and empowerment the priority changes. This has been experiencing and practicing in the society irrespective of community. To empower women in all fields the government of India initiates many women empowerment schemes time to time like, Balika Sammridhi Yojna, Gaura Kanya dhan yojna, Beti Bachai Beti Padao Campaign etc. Women plays important role in the development of a nation. The importance of a woman's education cannot be ignored. Its importance can be only assumed by the famous slogan like "educating a woman is educating a generation".

## Literature Review

The position of women in Indian society is still on the lowest cadre. Women have been a victim of dual sufferings as they are isolated within their homes and neglected religiously, socially, politically and economically. On this note Bhasin states: “The low status of women in India leads to lack control over material and social resources of community” (Bhasin, 2007). There are multiple set of problems and barriers which restrict women to get educated and empowered especially when we are talking about tribal women. We find them doubly oppressed in the mainstream society. Child marriages, low economic condition, many siblings, social values and practices, traditions, family liabilities, coming from uneducated and unaware families are some important reasons for their. On commenting on the condition of child marriages Arpita Mitra states “Child marriages found to missing among tribe since India got the independence. But, over the period of time child marriages are taking place due to assimilation of dominant culture” .If we think of educating a tribal woman, it is completely different from educating women from any other civilized community. The tribal woman has to overcome many struggles and problem to get educated. There are certain things to force a tribal woman to eliminate from getting educated.

“Problems Experienced by Tribal Women in Acquisition of Education. The tribal women possess either less education or no education at all” (Challenge, 2021).

The tribal women are engaged in various types of tasks and activities in their day to day life that give rise to barriers within the course of accession of education. There are bound within their limitations. When the system of education will not be in a well-developed state, and not accessible to tribals, it is apparently understood, the girls and women will not be able to acquire an efficient education. There are number of obstacle experienced by tribal women in while reaching to education. Prominent are stated as follows:

(1) **Social Issues** – Household works, early marriages, family responsibilities, dowry, are some prominent reasons for tribal women to suffer with.

1. **Early Marriages:** The Tribal communities used to perform girl’s marriage below the suggested age by the Indian constitution. Most of the tribal girls get married between the ages of 11 to 16 years. As per the 1930 Act, marriage of girls below the age of 14 years and boys below the age of 18 years was prohibited. This Act was amended in 1978 to increase the minimum age to 18 years for females, and 21 years for men (prevention of child marriage act 1930, India). The reason for getting tribal women married before the age prescribed by the government could be the economic conditions of the families and lack of awareness about the side effect of the early marriages.
2. **Gender Biasness:** There is a lot of discrimination in Indian society based on caste, creed, gender, religion and economic conditions too. The tribal communities also have discrimination like any other civilized communities. In the tribal community there are male dominated families. The male dominates women in all aspects. Parents from tribal community also discriminate women in providing education and other needed necessities of life.
3. **Household and family liabilities:** The early childhood of tribal woman starts from various household work responsibilities. They are trained to carry out the works like cleaning, washing, cooking, fetching water, taking care of the every need of the children and requirements of family. After getting married most of the tribal women are not allowed to get education, they only have to perform their family responsibilities such as household work, field works and giving birth to kids.

This kind of attitude of families makes them dropouts as they do not encourage them to pursue their education.

4. **Lack of Awareness:** The tribal communities lack in knowing the value of education as they live in isolated areas of the societies. Even most of the tribal communities reside in the forest areas, far from the main stream society. They are called as uncivilized as they do not get mix-up with the civilized society. Due to less interaction with the society or other communities they stand behind getting awareness regarding importance of girl's education and many others.
5. **Social Environment and Role of Community:** Tribal communities' language, culture, tradition, rituals and customs are different from any other communities in the mainstream society. The beliefs and the traditions they follow are different from the main stream society and they pass it on from generation to generation. The community plays an important role in the development of the nation along with their people's development living within. The role of the society is really very important in preparing good human being. Most of the girls in the tribal community get marriage before the age of youth. These communities need to understand the value of education to develop their community and families.

**(ii) Economical Issues:** The financial status of any individual or community makes lives easier. The economic condition of tribal communities in India is in permeable condition, as their livelihood is not that easy. They do not plan for their financial side like other communities. The major source of their income is collecting and selling various products of forest. Due to lack of knowledge they do not have a proper marketing system/ strategy to sell their collected or created (handicrafts, homemade products etc.) products. The empowerment of women directly depends on some specific factors, like the money or a sound economic situation. Their weak financial condition brings a large number of problems in their day to day life. These collectively create a multiple set of economical and social problems. The financial condition is also the biggest reason for them to do not think about the education. Due to extreme poverty tribal women have very poor health condition. Nutritional anemia is acute problem among tribes in India and in tribal belts and anemia adversely affects the psychological and social lives of tribal women.

**(iii) Role of Education:** The tribals are less educated especially women. They have to perform many assigned works and activities right from their livelihood, those stands as barriers for them to get educated. Our education system not up to the mark, as it is not so easy for tribes to reach that. Mostly the tribal areas are from the mainstream society areas so it is not easy for them to get educated easily. The work style and the social economical status of the tribal community force the women to remain uneducated or being dropouts. While talking about the social and economical experiences about tribal wome's life Sujatha states "therefore women may not pursue education as outcomes expected by the course designers. There are numbers of problems related to social and economical experienced by tribal women in education. Majority of tribal schools is without infrastructural facilities" (Sujatha, 1994). The majority of the women are the bread earners for the family. On commenting on the fact Ranvi states "besides the fact majority of tribal children especially girl children are important earners of family and due to migration from place to place keeps absenteeism high and high dropout ratio" (Ranvi– M 2000).The language barrier is another problem of tribal children which make them unable to establish contact with the teacher. This could be a reason of their dropout from the school at some point.

## Conclusion

The development of tribal women can be can be only possible with an effective execution of the govern-

ment policies and social awareness in the society. There are many schemes are present to uplift the tribal communities such as the central and state governments introduced various scholarships to educate girl child. There are various fellowships to promote education on different levels such as Gaura Kanya dhan yojna for every Intermediate passed girl child, scholarships for SC and ST students, Rajiv Gandhi National fellowship(JRF) for the SC and STs to get higher education at university Level. Agencies like NFSC are contributing for the betterment of SC Students. There are separate fellowships and scholarships for girls, just they need to get aware about them and should get benefited. Women empowerment can be a question without putting effective role from all aspects. The society and the government must find out the prominent reasons for tribal women remaining uneducated and their dropouts. The main stream and tribal societies can play their effective role in tribal women education and empowerment. Tribes must think in advance to adapt the changing dimensions of time like education, culture, custom and the importance of being self dependent in the society. Change for good is always better in human society it will help an individual to change their life and to cope with any kind of circumstances in the world.

#### References and work Cited:

1. Bhasin, V. (2007). Status of Tribal Women in India. *Studies on Home and Community Science*, 1(1), 1– 16.
2. <https://doi.org/10.1080/09737189.2007.11885234> [2] Hunters, T. D., Author, C. Y., Source, D. F. T., Britain, G., & Url, I. S. (2016).
3. Source : *The Journal of the Royal Anthropological Institute of Great Britain and Ireland* , Vol . 64. 64(1), 237–263.
4. Sujatha, K. (1994). Education Among Scheduled Tribes. *India Education Report: A Profile of Basic Education*.
5. <https://prsindia.org/billtrack/the-prohibition-of-child-marriage-amendment-bill-2021#:~:text=As%20per%20the%201929%20Act,and%2021%20years%20for%20men.> [5]  
<https://www.jstor.org/stable/4394188>
6. <https://doi.org/10.1080/09737189.2007.1188523>