

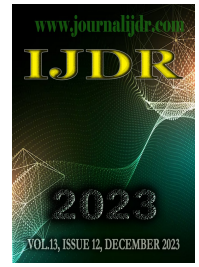


ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research
Vol. 13, Issue, 12, pp. 64336-64340, December, 2023
<https://doi.org/10.37118/ijdr.27525.12.2023>



RESEARCH ARTICLE

OPEN ACCESS

THE ROLE OF EDUCATION ON SOCIO-ECONOMIC CHANGE AND EMPOWERMENT OF MAHALI WOMEN IN BIRBHUM

*Sujoy Kumar Hazra and Dr. Suparna Sanyal Mukherjee

¹Research Scholar, Department of Education, Seacom Skills University, Bolpur, Birbhum

²Associate Professor & HoD of Education, DIC of Sociology, Anthropologist, Seacom Skills University, Bolpur, Birbhum

ARTICLE INFO

Article History:

Received 03rd September, 2023
Received in revised form
14th October, 2023
Accepted 09th November, 2023
Published online 23rd December, 2023

Key Words:

Tribes, Mahali, Panchsheel, Dhebar Commission, Primary Education, Dropouts.

ABSTRACT

Literacy and Education is considered as the main driving force of development for a nation. According to the Indian Census definition 'Literacy' means a person who can read and write a simple message in any language with understanding is considered literate'. In spite of many socio-economic securities provided to scheduled castes in the constitution and by the government, scheduled castes are still comparatively illiterate and less educated than the general category. This could be attributed to a variety of reasons such as early age marriage, high female illiteracy due to the importance of male children, child labour, superstition, dominance of higher castes, and deprivation from socio-economic status etc. Education is an important variable affecting demographic behaviour concerning marriage, fertility, mortality, migration as well and participation in the labour force. In a number of research studies, a clear-cut negative relationship has been established between the educational level of women and fertility. The age of females at marriage is also affected by the educational attainment of females. Even infant mortality is found to be affected by the educational status of the mother. The difference of Male and Female literacy is high, 29.3 (Male-55.6 and Female-26.3) (2001 Census, Office Registrar General, India). A Male-Female differential is more prominent among the S.C and S.T population. In this paper Sex Differences in literacy among General, S.C. and S.T. have been analysed in Rural and Urban Frames with reference to Mahali communities. The rate of literacy and its pattern obviously vary in rural and urban Bengal. Scheduled Tribes –Mahali are geographically, socially isolated and economically marginalized communities. In the post-independence period, sincere and concerted efforts were made for the economic and educational development of the Mahali Tribal. Despite these efforts, the performance of the Mahali tribes in education is much lower than the Scheduled Castes. As the studies on Mahalitribal education suggests that the policymakers approach paid little attention to culturally linked education. This has led to dropouts and directly impacted their overall educational status.

*Corresponding author: Gracielle Reis

Copyright©2023, Sujoy Kumar Hazra and Dr. Suparna Sanyal Mukherjee. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Sujoy Kumar Hazra and Dr. Suparna Sanyal Mukherjee. 2023. "The role of education on socio-economic change and empowerment of mahali women in birbhum". International Journal of Development Research, 13, (12), 64336-64340.

INTRODUCTION

In India almost half of the population is women. According to the 2011 census of India, the Female to male ratio is 943 per 1000. Inspire this fact, in everysector women are still not in the forefront, as compared to men. The participation of women in every Socio-economic, Political and dissection-makingpolicy are not even comparable to that of man. As a result, women are lagging behindin almost every society and they are always is suffering end in our male dominating society. In most of the cases, women are deprived of their social rights, access to the resources of the society and their self-respect.

The situation of tribal women is even more pathetic. Tribal women earn their own food, and they take care of their children and every other responsibility of the family, however unfortunately they are always being exploited and abused by their male partners. Therefore, the proposed study is extremely important to understand their present situation and the causes behind it we strongly believe that this study will lead to a fruitful solution to this serious setback of the tribal society. There are several scientists who have worked in the particular aspects, very few are mentionable here, Risley (1891) working on the Tribes and Castes of Bengal has highlighted the origin of the castes and prevalence of infant marriage in Bengal. The book People of India- West Bengal (Part I and II)" edited by K.S. Singh (2008), is based on the origin, characteristics, distribution and socio-economic-

political and religious conditions of S.Cs. of West Bengal. SekharBandyopadhyay in his book, Caste, Culture and Hegemony – Social Dominance in Colonial Bengal (2004) have described the historiography of caste in Bengal and social mobility and the status of women. Sunderaj (2000) has contributed a lot on education, inter-caste relationship reservation, welfare schemes, socio-economic condition, political participation and social mobility of scheduled castes in his book, „Scheduled Castes of Rural India: Problem and Prospects“. Shah (1982) in his book, The Educational Problems of Scheduled castes and Scheduled Tribe School and College Students in India“ tried to examine various programmes and problems for the educational development of the scheduled castes and scheduled tribes in the country. Chatterjee (2000) in his study entitled “Educational Development of Scheduled Castes Looking Ahead” described the constitutional provisions for educational development for scheduled castes (S.Cs.) literacy, special facilities for educational advancement of the SCs, advancement of SCs in higher education, educational inequalities, and reservation for SCs in educational institutions and educational development and social integration. In his book, he highlighted on enrolment ratio, disparities among SCs in educational attainments, eradication of child labour and the effect of education on the marriage of SCs.

Goswami (2003) in his book “Constitutional Safeguards for Scheduled Castes and Scheduled Tribes” described different laws and acts made for scheduled castes and scheduled tribes. The objectives of the study are to compare the literacy rate between populations belonging to scheduled castes and general categories, to describe the block level variations in scheduled castes literates, to highlight the education-related issues of scheduled castes and to highlight the causes and effects of illiteracy. The study signifies that the government of India is making every effort to equalize the people of all categories. In this regard, different schemes have been developed for SC, ST, minorities and women. Still, we are not able to achieve this goal. There are many reasons but the main thing is their ignorance regarding the role of education in their life. So research is trying to make a human attempt to study the role of education on socioeconomic status women empowerment of Mahali women and to convince them about the importance of education in their day-to-day lives. The present sequel emphasized on to find out the level of education of ST Mahali women. To point out the level of the social and economic status of Madhamik completed and lower Primary Mahali Women. The relationship of socioeconomic scale & Education of lower Primary pass and Madhamik pass ST Mahali Women. The level of empowerment of Madhamik pass and lower primary pass Mahali Women has been looked into to empower.

Hypotheses:

1. There does not exist any significant relationship between education & Socio-Economic Status of Adibashi Mahali women.
2. There does not exist any significant relationship between education and women empowerment of Adibashi Mahali women
3. There does not exist any significant relationship between women empowerment, social economic status and education of Adibashi Mahali women.

METHODOLOGY

Casual comparative method will be followed for the present research study.

Sample: Stratified random sampling procedure will be followed for the research work.

- 150 Madhyamik passed ST Mahali women within the age group of 13-19 years.
- 150 lower primary (class 1 to 5) ST Mahali women within the age group of 15-19 years.

Tools –The following tools will be used for the study-

- Socio-economic status scale- developed by Sunil kumar Upadhyay and Alka Sexena (SESS-US). this scale consists 31 items in five parts related to
 1. Personal information,
 2. family,
 3. education,
 4. income,
 5. others(cultural and material possessions)age range 13 to 19years
- Adolescence girl’s empowerment scale developed by Devendra Singh Sisodia and Alpana Singh (AGES-SS). this scale consists 49 items in seven sections-
 1. Power and entitlement,
 2. autonomy and self-reliance,
 3. decision making,
 4. capacity building
 5. social-political and,
 6. legal awareness,
 7. exposure to information it was administered on Adolescence girl’s of 13 to 18 years age

Problems of tribal education:

- There are many critical issues and problems in the field of tribal education. They are as follows: Medium of language – Language is one of the important constraints of tribal children which prevents them access to education.
- The Location of the Village - The physical barriers creates a hindrance for the children of a tribal village to attend the school in a neighbouring village.
- Economic Condition - The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools.
- Attitude of the parents - As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.
- Teacher Related Problems - In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.
- Lack of Proper monitoring- Proper monitoring is hindered by poor coordination between the Tribal Welfare Department and School Education Department.

Table 1. Literacy Rate of WEST BENGAL According TO 2011 Census

2011 LITERACY RATE		
TOTAL No with Districts Name	MALE	FEMALE
79.92 Darjeeling	85.61	73.33
73.79 Jalpaiguri	79.95	66.23
75.49 Cooch Behar	80.71	68.49
60.13 Uttar Dinajpur	65.52	52.17
73.86 Dakshin Dinajpur	78.37	67.01
62.71 Maldah	66.24	56.96
67.53 Murshidabad	69.95	63.09
70.9 Birbhum	76.92	64.14
77.15 Burdwan	82.42	69.63
75.58 Nadia	78.75	70.98
84.95 North 24 Pgs	87.61	80.34
82.55 Hoogli	87.03	76.36
70.95 Bankura	80.05	60.05
65.38 Purulia	77.86	50.52
83.85 Haora	86.95	79.43
87.14 Kolkata	88.34	84.06
78.57 South 24 Pgs	83.35	71.4
83.35 Purba & Paschim Medinipur	88.79	75.93
77.08 West Bengal Total	81.69	70.54

Table 1 points out the literacy rate of Mahali women according to the 2011 census. Ten Districts are showing high literacy levels, five districts are maintaining the equilibrium while the rest are depicting low in connection with other districts. In most of the cases, female literacy is lower than male literacy. Hence Mahali women's education is required it's enhanced to reach its optimum level. Table 2 is the column diagram restoring the level of literacy of males and females in three distinct series. Total male literacy reached its optimum above 80% of five districts and female literacy reached 80 % and above only three districts, others are maintaining equilibrium to reach the optimum level.

Table 3 exhibits the exact changing pattern of literacy of Mahali males and females. The changing pattern of literacy points out a higher ratio of females but in total change of literacy pattern, it counts less than male literacy. While 8.44 is the total changed ratio of literacy males are directing 4.67 and females stand at 3.77 literacy level in comparison with the male counterparts. Therefore female literacy still needs its progress. The Table 4 pie diagram enhances the literacy level of Mahali males and females in the change census status. 1st qtr denoting 40% literacy in 2001 2nd qtr exhibits 45 % literacy. 5% total enhancement is showing in the 3rd qtr 8.44%. 4th and 5th qtr is very interesting for a depiction that 3% is male literacy

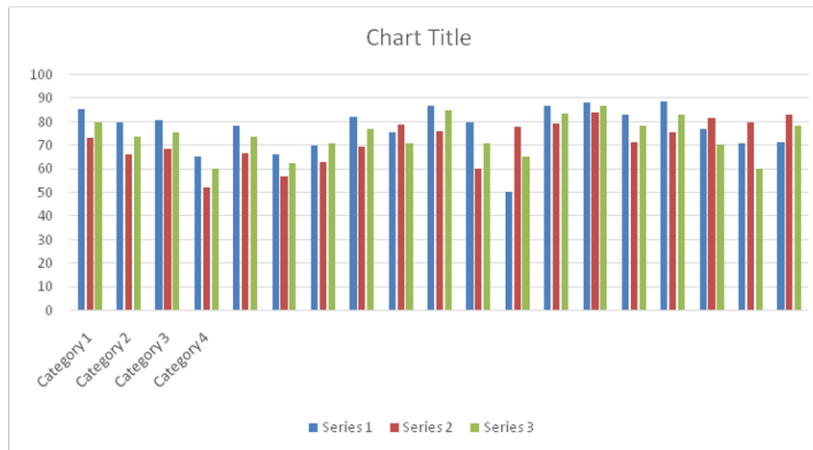


Table 2. Column Diagram of the 2001 Literacy Rate

Table 3. Changing Pattern of Total, Male & Female Literacy in WB from 2001 – 2011

Sl No	DIST/ STATE	2001 LITERACY RATE			2011 LITERACY RATE			Change of Total Literacy	Change of Male Literacy	Change of Female Literacy
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE			
1	Darjeeling	72.87	81.28	63.92	79.92	85.61	73.33	7.05	4.33	9.41
2	Jalpaiguri	63.62	73.64	52.9	73.79	79.95	66.23	10.17	6.31	13.33
3	Cooch Behar	67.21	76.83	57.04	75.49	80.71	68.49	8.28	3.88	11.45
4	Uttar Dinajpur	48.63	59.27	37.16	60.13	65.52	52.17	11.5	6.25	15.01
5	Dakshin Dinajpur	64.64	73.3	55.12	73.86	78.37	67.01	9.22	5.07	11.89
6	Maldah	50.71	59.24	41.67	62.71	66.24	56.96	12	7.00	15.29
7	Murshidabad	55.05	61.4	48.33	67.53	69.95	63.09	12.48	8.55	14.76
8	Birbhum	62.16	71.57	52.21	70.9	76.92	64.14	8.74	5.35	11.93
9	Barddhaman	71	79.3	61.93	77.15	82.42	69.63	6.15	3.12	7.7
10	Nadia	66.55	72.67	60.06	75.58	78.75	70.98	9.03	6.08	10.92
11	North 24 Parganas	78.49	84.35	72.13	84.95	87.61	80.34	6.46	3.26	8.21
12	Hoogli	75.59	83.05	67.72	82.55	87.03	76.36	6.96	3.98	8.64
13	Bankura	63.84	77.21	49.8	70.95	80.05	60.05	7.11	2.84	10.25
14	Puruliya	56.14	74.18	37.15	65.38	77.86	50.52	9.24	3.68	13.37
15	Haora	77.64	83.68	70.93	83.85	86.95	79.43	6.21	3.27	8.5
16	Kolkata	83.31	84.07	77.95	87.14	88.34	84.06	3.83	4.27	6.11
17	South 24 Parganas	70.16	79.89	59.73	78.57	83.35	71.4	8.41	3.46	11.67
18	Paschim & Purba Medinipur	75.17	85.25	64.63	83.35	88.79	75.93	8.18	3.54	11.3
	West Bengal	68.64	77.02	59.68	77.08	81.69	70.54	8.44	4.67	10.86

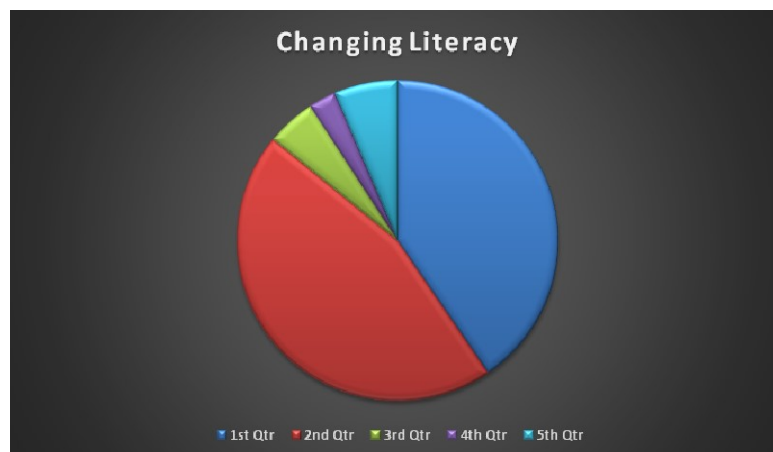
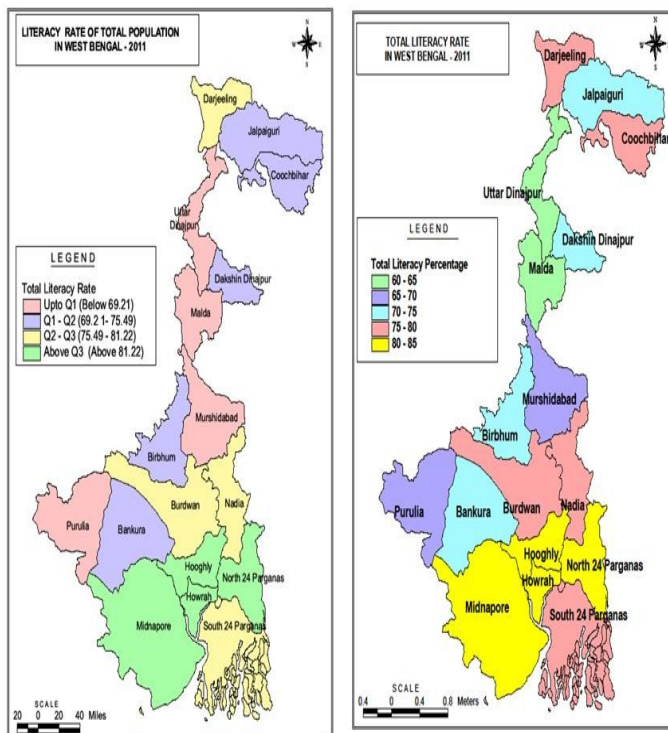


Table 4. Pie Diagram of Changing Literacy

encouragement and 10.86 % female literacy development from the 2001 to 2011 literacy enhancement procedure. But in the process of literacy enhancement females are still in less progress than males. Because while the total progress is 8.44%, male literacy progress is 4.67%, then females must reach 3.77% according to grand calculation, which points out still 0.9 % female literacy is still needed to belong in the common platform of a similar literacy level of the Mahali literacy pattern of livelihood sustenance.

- **Source:** Census of W. Bengal, 2001 & 2011.
- **Note:** For Comparison Purba and Paschim Medinipur are calculated together because at the time 2001 census Medinipur was undivided.

Literacy map of west Bengal according to 2011 census



The above maps juxtapose the Mahali literacy at the present juncture.

Implemented Government Policies and Programs for Tribal Education: Starting from the First Five Year Plan Period (1951-1956) the government is steadily allocating financial resources for tribal development. Towards the end of the plan (1954), 43 Special Multipurpose Tribal Development Projects (MTDPs) were created. During the Third Five Year Plan Period (1961-1966), the government of India adopted the strategy of converting areas with more than 66 per cent tribal concentration into Tribal Development Blocks (TBDs). By the end of the Fourth Five-Year Plan (1969-1974), the number of TBDs in the country rose to 504. Additionally, in 1972 the Tribal Sub-Plan Strategy (TSP) was implemented by the Ministry of Education and Social Welfare. TSP was based on the twin objectives of socio-economic development and protection against exploitation. It was generally implemented in the areas where the Scheduled Tribe population was more than 50 per cent of the total population. The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996 in fact, has made it mandatory for the States having scheduled areas to make specific provisions for giving wide-ranging powers to the tribes on the matters relating to decision-making and development of their community. A centrally-sponsored government scheme of ashram schools exclusively for ST children from elementary to higher secondary levels was initiated in the 1970s. The poor quality of education in ashram schools, however, has undermined confidence in education as a vehicle for social mobility. The Janshala Programme is a collaborative effort of the Government of India (GOI) and five UN Agencies – UNDP, UNICEF, UNESCO,

ILO and UNFPA – a community-based primary education programme, that aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalised groups, Scheduled Caste/Scheduled Tribes/minorities, children with specific needs.

Development Outreach

Some suggestions for improvement of tribal education are as follows:

1. **Literacy campaign** - A proper awareness campaign should be organized to create awareness about the importance of education. Extensive literacy campaigns in the tribal-dominated districts may be undertaken on a priority basis to literate the tribal.
2. **Attitude of the tribal parents** - The attitude of the tribal parents toward education should be improved through proper counselling and guidance.
3. **Relevant study materials in local languages** - All study materials should be supplied in local languages of tribes.
4. **Appointment of Local teachers and female teachers** - It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, and psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.
5. **Stipends and various scholarships** - Since higher education among the tribes is less, special ST scholarships should be provided to the tribal students pursuing higher education, particularly in medical, engineering, and other vocational streams.
6. **Residential schools** - More residential schools should be established in each state and district and extended up to PG level in tribal areas.
7. **Social security** - Social security of students, especially adolescent girls is of great concern in residential schools.
8. **Proper Monitoring** - Higher-level officials should check the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers.

CONCLUSION

Through the present research, it can be found out how much education plays a vital role in the empowerment and socio-economic change of Adibashi Mahali women. The Mahali women are still lagging behind their male counterparts in educational outreach. The Mahali Women are still in progress in the educational aspects. Literacy level has changed in connection with 2001 to 2011 census records. Hence, it can be very easily noted that socio-economic, social and cultural modification is still in progress among the Mahali women.

REFERENCE

- Agrawal, M. & Nelasco, S. (Eds.). 2009. Empowerment of Rural Women in India. New Delhi: Kanishka Publishers, Distributors.
- Agrawal, M. (Ed.). (2009). Women Empowerment and Globalization: A Modern Perspective. Ansari Road, Daryaganj, New Delhi: Kanishka Publishers, Distributors.
- Akter, S. Goswami, Sarma & Sarma (2006). An Introduction to Higher Secondary Education. Guwahati: Assam Book Depot.
- Al Gharaibeh, F. women empowerment in Bahrain Journal of international women's studys. Retrieved March 9, 2012, from <http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1115&context=jjws>
- Al Maaitah, R., Al Maaitah, H., Olaimat, H. & Gharaibeh M. (2012). AraWomen and Political Development. Journal of international women's studies .vol. 12#3. Retrieved March 9, 2012, from <http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1110&context=jjws>
- Altekar, A.S. (1944). Education in Ancient India. Varanasi: Monohar Prakashan.
- Banu, Z. (2001). Tribal Women Empowerment and Gender Issues. New Delhi: Kanishka Publishers, Distributors.

- Basumatary, P. (2010). The Rabha Tribe of North-East India, Bengal and Bangladesh. New Delhi: Mittal Publication.
- Basumatary, S. (1995). BoroAiyen (Customary Law of Bodos. Barama, Bodoland, Assam: Mrs RenuBasumatarySwrangsar Book Publication & Seller.
- Best, J.W. & Kahn, J.V. (1992). Research in Education.(7th Ed.). New Delhi: Prentice Hall of India Private Limited.
- Bharathamma, G.U. (2005). Empowerment of Rural Women through IncomeGenerating Activities in Gadag District on Northern Karnataka. Retrieved June29, 2011 from <http://etd.uasd.edu/ft/th8428.pdf>
- Bharathamma, G.U. (2005). *Empowerment of Rural Women through Income*
- Bhowmick, K. (2006). Indian Women- The ushering of a new dawn. New Delhi (India): A Mittal Publication.
- Buch, M.B. (1991). Forth Survey of Research in Education (1983-1988). Volume-II. New Delhi: NCERT
- Buch, M.B. (2000). Fifth Survey of Educational Research Abstract (198892).Volume- II. New Delhi: NCERT.
- Dangol, R. (2010). Women Empowerment Trough income Generation Programme at a Village Development Committee in Lalitpur District of Nepal. (Thesis Retrieved July 28, 2011 from North South University, Bangladesh
- Dash, B.N. (2000-2001). Principles of Education and Education in EmergingIndian Society.(8th Revised ed.). Delhi- 6: Ajanta Prakashan.
- Dewar, F. (2006). Empowering Women?-Family Planning and Development in Post-Colonial Fiji. Retrieved June 28, 2011, from University of Canterbury http://ir.canterbury.ac.nz/bitstream/10092/943/1/thesis_fulltext.pdffrom <http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1090&context=jiws>
- Gassah, L.S. (2008). Women Empowerment Movement in North-East India.(1st Ed.).4379/4 Ansari Road, New Delhi 02: R Kumar, OmsonsPublications, Prakash House.
- Generating Activities in Gadag District on Northern Karnataka.* Retrieved JuneGlobal Journal of Finance and Management, ISSN 0975 - 6477 Volume 2,
- Haileselassie, M. (July, 2007). Role of Microfinance in empowering women inAddis Ababa. Retrieved June 29, 2011, from - <http://etd.aau.edu.et/dspace/bitstream/123456789/3136/1/131368710510602265835824124394132904859>
- Haryana. *Fifth Survey of Educational Research Abstract (1988-92)* Volume- II,<http://www.ripublication.com/gjfm.htm>
