



IMPACT OF EDUCATION ON TRIBAL WOMEN EMPOWERMENT

A CASE STUDY OF OOTY TALUK

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Abstract

The role of a woman in society and culture is significant. Education is crucial to development as it provides the individual with adequate skills for participating in various economic activities. Education improves health, hygiene, demographic profile, and productivity and is practically connected with the quality of life. Tribal women need to be ready to participate and enjoy the development process. Education will help women to boost their acquirement skills, have higher hygiene facilities for self and family health, utilise leisure to develop business skills for economic improvement, right against exploitation, and overcome the disadvantage and discrimination. For this study 100 sample from Ooty Taluk were analyzed with the help of frequency Analysis., Multiple Regression. This study finds that almost maximum number of tribals was not having awareness of these government schemes. Hence, an essential steps to be taken by the government to provide education in this area is required. so that satisfactory usage of these schemes to improve the livelihood and enhancement income of the tribes may take place.

. Key Words: tribal Women, Education, Empowerment.

INTRODUCTION

Indian social situation characterizes heterogeneity regarding social structure and social organisation. There are variations in ethnicity, language, culture, region, race and religion.. A society without a woman is unthinkable. The role of a woman in society and culture is significant. Education is crucial to development as it provides the individual with adequate skills for participating in various economic activities. Education improves health, hygiene, demographic profile, and productivity and is practically connected with the quality of life. Acquisition of education helps workers take advantage of technical changes, which increases their productivity and earnings. The provision of education creates both private benefits and spillover benefits to society. Realizing the importance of education, the Government of India formulated various measures to promote education. Directive Principles of State Policy Article 45 emphasizes the state's role to provide free and compulsory education to all children up to the age of 14 years.

Education could be a method of dominating the behaviour of an individual. Tribal women need to be ready to participate and enjoy the development process. Education will help women to boost their acquirement skills, have higher hygiene facilities for self and family health, utilise leisure to develop business skills for economic improvement, right against exploitation, and overcome the disadvantage and discrimination they endure, which is the largest and foremost authorization. Once women square measure educated, their dependence gradually decreases. Education will increase each woman's awareness and end up in overall development, thereby serving the state to prosper. The tribal women acquirement rate is meagre; however, with the impact of modernization and urbanisation, additionally, because of the efforts of assorted missionaries and social

staff, the speed is increasing. Education is being met by tribal space through constant motivation. Tribal women are getting an education, providing similar schooling to their children and family members. Educated tribal women encourage alternative fellow women to be educated, which may lead to the upliftment of their society.

OVERVIEW OF TRIBAL WOMEN'S EDUCATION

India is the second most populous country in the world, with 6.77 crores of tribal population. Nearly all the tribal people are poor, illiterate and inhibited in inaccessible forests and hilly areas. They lag in all spheres of life in comparison with other sections of the population. The government of India has launched several schemes for promoting education and welfare among the tribals. Despite these efforts, the rate of literacy still needs to be improved. In the case of primitive tribes, it is inferior, and among women, it is shallow. Literacy is the key to socioeconomic development for any section or region.

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Tribal women are getting an education, providing similar schooling to their children and family members. Educated tribal women encourage alternative fellow women to be educated, which may lead to the upliftment of their society. An outsized share of tribal women square measure illiteracy; however, each literate and illiterate tribal woman contributes to education by causing their children to high school and collegenisation and urbanisation, additionally, because of the efforts of assorted missionaries and social staff, the speed is increasing. Education is being met by tribal space through constant motivation.

Table 1-Educational Status of Tribes in Nilgiris District

Name of the PTG		Illiterates	Primaries	High School	Higher Secondary	Graduation	Professional Course	Others	Total
Toda	No.	196	411	494	77	69	0	123	1370
	%	14.31	30.00	36.06	5.62	5.04	0.00	8.98	100.00
Toda Christian	No.	18	30	103	33	45	3	6	238
	%	7.56	12.61	43.28	13.87	18.91	1.26	2.52	100.00
Kota	No.	122	351	933	233	272	0	113	2024
	%	6.03	17.30	46.10	11.50	13.40	0.00	5.58	100.00
Alu Kurumba	No.	725	452	360	35	14	0	179	1765
	%	41.08	25.61	20.40	1.98	0.79	0.00	10.14	100.00

Betta Kurumba	No	1298	986	708	77	24	28	241	3362
	%	38.60	29.32	21.05	2.29	0.71	0.83	7.16	100.00
Mullu Kurumba	No	219	294	505	223	86	12	86	1425
	%	15.37	20.63	35.44	15.65	6.04	0.84	6.04	100.00
Irular	No	1895	1763	1647	110	55	0	550	6020
	%	31.48	29.29	27.36	1.83	0.91	0.00	9.14	100.00
Kattu- nayakan	No	1186	570	422	24	6	1	271	2480
	%	47.82	22.98	17.02	0.97	0.24	0.04	10.93	100.00
Paniyan	No	2896	2509	1642	101	12	0	722	7882
	%	36.74	31.83	20.83	1.28	0.15	0.00	9.16	100.00

Source: Tribal resource Center ,Ooty, 2011

The empowerment of tribal women is a challenging issue in the current scenario. Without empowering tribal women, meaningful, inclusive growth of the country is impossible. The ability of tribal women to influence economic resources and their per capita income, as well as their participation in economic decision-making and access to political chances, can be used to gauge their level of empowerment. Access to education is the key to economic, social and political empowerment of tribal women. Tribal women empowerment through education is a possible means for inclusive growth. It has a direct impact on various aspects of tribal development. Educational attainment increases women's understanding of the present socio-political structure and existing hurdles to their development. Empowering marginalised tribal women through education will contribute a lot to national development. The educational status of tribal women is deficient compared to their counterparts in other communities. Education is a powerful tool for national development. It has the power to raise the status of tribal women. Education is a means to empower marginalised tribal women

OBJECTIVES

The study is based on the following objectives:

- 1.To study the socio-economic status of the tribal women respondents in the study area,
- 2.To Find out the educational status of the tribal women in the study area,
- 3.To analyse the impact of education on the empowerment of the tribal women in the study area.
- 4.To find out the level of Awareness about the Welfare Schemes among the respondents

Review of Literature

1.Mary Angeline Santhosam. E (2014), Irulars are among the most backward tribes and encounter numerous daily difficulties. These women access to legal, economic, educational, and political rights is wholly denied. They deal with a variety of challenges daily. The current study was conducted with irregular women to assess the degree of adjustment challenges in health, emotion, self, household, and social dimensions.

2.Magimairaj and Balamurugan (2017), in their study on "Socio-economic status and issues of today's tribes in Nilgiris district", Indian Tribes are grouped under seven areas regarding their locality, which are Central Southern Tribal Regions, Central Northern Tribal Region, Western Tribal Region, Southern Tribal Pockets,

North Eastern Tribal Region, Northern Western Tribal Region and Oceanic Tribal Region. There are 32 districts in the Tamil Nadu state. Among these 32 districts, the Nilgiris district has the largest population of tribes. The Nilgiris district has six particularly vulnerable tribal groups: Todas, Irulars, Kotas, Kurumbas, Paniyas, and Kattunayakans. The Todas are the unique inhabitants of the Nilgiris Hills and may be one of the most picturesque tribes in India. The Todas are acknowledged through numerous names like Tudas, Taudava and Todar. This paper mainly highlights the socio-economic and educational conditions of the Todas Tribe of Nilgiris District in Tamil Nadu.

3.HemaSrikumar and Nithya (2014), in their study on 'Economic empowerment of Tribal women with special reference to Irula women in the Nilgiris district', focused on the economic empowerment of Irula women. It was found that Irula women are treated cordially by their men in Irula society, though they have very legal status in the inheritance system. Their participation in economic activities is so extensive that the Irula woman herself condemns the man as shy, fearful, lazy and addicted to alcohol and often stimulants for recreation. It was also observed that 21.35 per cent of the Irula women were involved as members of various SHGs. The money earned through SHGs helped them improve their livelihood and become equal partners in their male-dominated, patrilineal society

Methodology

In this Study a Simple Random Sampling technique was followed in the selection of the sample households. In the first stage, the Nilgiris district was selected. From the Six Primitive Tribes Population totally 100 samples of Irula were selected From Ooty Taluk. For Analyse the data frequency Analysis and ANOVA was Performed.

Result & Discussions

Table:2: Age Wise Distribution Of The Respondents

AGE	NO OF RESPONDENTS	PERCENTAGE
20-30	18	17.1
31-40	30	28.6
41-50	43	41.0
Above50	14	13.0
Total	105	100.0

Source: Field Survey 2025

A majority 41 Percentage of the respondents are belongs to 41 to 50 age group. And 28.6 percentage of the respondents are the age group of 31 to 40. And remaining 17.1 percentage of the respondents are 20 to 30 age group. And remaining 13.0 percentage of the respondents are 50 above.

Table: 3- Educational Status Of The Respondents

EDUCATIONAL STATUS	NO OF RESPONDENTS	PERCENTAGE
Illiterate	16	59.0
Primary	62	15.2
Middle school	20	19.0
Higher secondary	7	6.7
Total	105	100.0

Source: Field survey 2025

The above table shows the educations status of the respondents' classification. A majority of 59.0 percent respondent are in the Illiterate group, 19.0 percent of the respondents are Middle school 15.2 percent of the respondents are Primary 6.7 percent of the respondents are higher secondary.

Table : 4:Nature Of Employment Status

EMPLOYMENT	NO OF RESPONDENTS	PERCENTAGE
Permanent tea labor	41	39.0
Seasonal tea labor	36	34.3
Casual	24	22.9
Temporary worker	3	2.9
Other	1	1.0
Total	105	100.0

Source : Field survey 2025

A majority 39.0 percentage of the respondents permanent tea labor. And remaining 34.3 percentage of the respondents seasonal tea labor. 22.9 percentage of the respondents of the casual. remaining 2.9 percentage of the respondents temporary worker. 1.0 percentage of the respondents of the other.

Table:5:Monthly Income Of The Respondent

S.NO	Monthly Income(Rs.1000s)	No.of Respondents	Percentage
1	below5000	74	70.46
2	5000-10000	16	15.24
3	10,000-15000	10	9.52
4	Above 15,000	05	4.78
	Total	105	100.0

Source: Field Survey 2025

In the above table Majority 71 percent of the respondents belongs to the income group Of below Rs.5000. Only minimum no. of respondents are in the higher income group above Rs. 15,000.

Alternative Hypothesis.(H1) There is a significant Impact on Age, type of job and Education on Monthly Income.

Null Hypothesis.(H0) There is a significant Impact on Age, type of job and Education on Monthly Income.

Table :6:Multiple Regression on Impact on Age, type of job and Education on Monthly Income.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.084	3	.695	.989	.401 ^b
	Residual	70.964	101	.703		
	Total	73.048	104			

a. Dependent Variable: Monthly Income						
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.338	.677		1.976	.051
	Age	.138	.111	.153	1.237	.219
	education status	-.016	.136	-.015	-.118	.906
	Type of job	.085	.167	.050	.509	.612

a. Dependent Variable: Monthly Income

In the above table the P Value is 0.40, it is greater than the significant value 0.05. Hence Null Hypothesis Accepted and alternative hypothesis rejected. Hence the researcher conclude that the monthly income is not affected by type of job and age, education.

Regression analysis has been carried out to know the impact of the independent variables on the respondent’s level of awareness on the various Welfare Programs for Tribes. The independent variables taken for the study are Age, Educational qualification, Occupation, Marital status, Income, size of family and type of family.

The following hypothesis is framed to find the significant relationship/impact of the independent variables over the dependent variable i.e., respondent’s level of awareness on the various Welfare Programs for Tribes
Null Hypothesis:“There is no significant relationship/impact of the independent variables over the respondent’s level of awareness on the various Welfare.

Alternative Hypothesis:There is a significant relationship/impact of the independent variables over the respondent’s level of awareness on the various Welfare

Table:7:Respondent’s Level Of Awareness On The Various Welfare Programs for tribes- Regression-Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.205 ^a	.042	-.067	.41732

Predictors: (Constant), Total Income Earned per month, Age of the Respondent, Size of Family, Marital Status of the Respondent, Educational Qualification of the Respondent

From the above table , it is clear that with the R² value of 0.42, it is clear that the independent variables Age, Educational qualification, Occupation, Marital status, Income, size of family and type of family has an overall impact of 42 percent over the dependent variable ie., the respondent’s level of awareness on the Tribal Welfare Schemes.

Conclusion

Irulas are one of the six primitive tribal groups in Tamil Nadu. Compared with other tribal populations, Irulas are still backwards in Education and employment. Only Education has the power to alter a community significantly. This tribal community is at various stages of development about Education, but overall, formal Education has had minimal impact on tribal communities. Before now, the government had no explicit

educational programme, but changes have been made to the reservation policy in recent years. There are many reasons for the low level of Education among these tribal people, and one such reason is that formal Education is not considered necessary to discharge their social obligations. There has undoubtedly been a change in the literacy rate and public opinion of Education and schools. Since independence, minority communities have faced particular challenges in obtaining these services, impacting their literacy rate.

- The respondents were found to have a somewhat positive attitude towards their children's children's schooling. The study highlights the growing awareness regarding women's literacy, Education and Empowerment. Compared to former times, when illiteracy and a disdain for Education were the main obstacles to sending children to school in a tribal group, the value placed on the Education of children has significantly improved. Education used to be viewed as a time and money loss since the results were thought to be unpredictable. People now greatly value Education and its effects thanks to relentless efforts and raised awareness brought on by the information and technological revolution.
- Women's status in general is described in terms of their Education, employment and income level and their role within the family, the community and society. The part of women in tribal communities is no exception to this. In tribal communities, women are considered worthier than any other communities because they work hard and thus, their entire family depends on them. The tribal women are engaged in minor forest produce. They are more sincere and hardworking labourers receiving minimum wages. However, tribal women face many problems and challenges in getting a sustainable living. The tribal development strategy, especially tribal women's development, needs more attention, improvement and betterment to empower them. Women's Empowerment aims to help them realise their identities, strengths, and potential in all areas of life.

