



Open access Journal

International Journal of Emerging Trends in Science and TechnologyIC Value: 76.89 (Index Copernicus) Impact Factor: 4.219 DOI: <https://dx.doi.org/10.18535/ijetst/v4i8.06>

Social Empowerment through Santalwomen Education: A Comparative Study on Birbhum, West Bengal

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Abstract

Education is one of the most important tools of empowering Santal women. This paper analyse the current educational status of Santal women and role of education in social empowering of Santal women at Birbhum, West Bengal. Present paper compared the empowering status among the Santal Women at Patharghata, Bergram and Ballipara of Birbhum, West Bengal.

Introduction

Education plays a crucial role in the development of nation by providing the required manpower to the economy. Empirically strong linkages have been established between education and improvements in levels of human well being. Through education, learning and skill formation, people can be much more productive over a period of time, which adequately contributes to the process of economic expansion, and ultimately nation building. Improvements in educational attainments have invariably been accompanied by improvements in health and longevity of population and also in their economic advancement.

Women make the most effective providers of healthcare, be it grandmothers, mother, nurses non-formal teacher and mangers of the environments. As a wife and mother, she is the most influential member in determining the stability of her family and the development of her children's personality. Hence, the women's development is a pre requisite for all the round development of the society. In a package of developmental inputs available to community, education should form an effective and means to improve the physical quality of life of the masses.

Objectives

To discuss the Santal male and female educational achievement of study area. Role of education in social empowering of Santal women.

Meterial/Methods

This research paper is basically descriptive and analytical in nature. In this paper the primary and secondary both data used. Subject matter of the study is the social empowerment of the Santal women through education of Birbhum West Bengal. Considering the subject matter, we have chosen the area in West Bengal where the characteristics of Santal community have been existed for a plenty of years. Likewise various places for study were available for choosing as the study area. There are various factors behind choosing Patharghata, Bergram and Balipara as the area of study. These factors are appropriateness of study area to facilitate in studying of the subject matter and objectives, non existence of extreme conditions like natural disaster, wide range of social disputes and economy in research expenditure and advanced knowledge of study area etc. Broadly speaking, the study area should be very useful for study and which represent the whole Santal community. The primary data collected from the

Santal community at Patharghata, Bergram and Balipara village of Birbhum, West Bengal through case study and interview method. The secondary sources like books, journals, published and unpublished articles also used for writing the

paper. The research intends to compare two groups of women literate and non-literate to study the influence of each variable on their life. Since the data is ordinal, the researcher has used chi-square (χ^2) test as statistical tool.

Findings

Table-1, educational status of the three villages of santal

CATEGORY	PATHARGHATA				BERGRAM				BALIPARA			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	NU MB ER	PER CE NT	NU MB ER	PER CE NT	NU MB ER	PER CE NT	NU MB ER	PER CE NT	NU MB ER	PER CE NT	NU MB ER	PER CE NT
NON-LITERATE	61	32.4	90	46.4	69	34.7	108	50.9	35	13.1	93	25.7
LITERATE	48	25.5	34	17.5	9	3.0	7	3.3	55	20.5	76	21.0
ANGANWADI	9	4.8	15	7.7	12	6.0	10	4.7	16	6.0	30	8.3
PRIMARY	31	16.5	15	7.7	51	25.6	47	22.2	76	28.4	82	22.7
SECONDARY	31	16.5	32	16.5	55	27.6	31	14.6	64	23.9	60	16.6
HIGHER SECONDARY	2	1.1	0	0	0	0	2	0.9	10	3.7	3	0.8
COLLEGE STUDENT	1	0.5	1	0.5	1	0.5	3	1.4	4	1.5	5	1.4
GRADUATE	0	0	0	0	2	1.0	0	0	1	0.4	1	0.3
HIGHER STUDY	1	0.5	1	0.5	0	0	1	0.5	1	0.4	2	0.6
TOTAL	184	97.9	188	96.9	196	98.5	209	98.6	262	97.8	352	97.2

Education plays an important role in determining the status of women in the society. Table-1 shows the educational status of the three villages. The total Santal male population of the Patharghata village is 32.4% are non-literate and 25.5% are literate and 46.4% women are non-literate and only 17.5% women are literate. 4.8% male child and 7.7% female child are going to the anganwadi centre. At Patharghata village 16.5% male and 7.7% female are primary educated, where 16.5% male and 16.5% female are secondary educated. There only 2 male Higher Secondary pass and only 2 are college student out of which 1 is male and 1 is female and 2 person completed Post Graduate in their 1 is male and another is female. The educational status of the Bergram village and shows 34.7% male and 50.9% female are non-literate where only 3 % male and 3.3 % female are literate, 6% male and 4.7% female child are going to the anganwadi centre. 25.6% male and 22.2% female are primary educated, where 27.6% male

and 14.6% female are secondary educated and in the case of female only 0.9% are Higher Secondary pass but there not present any male Higher Secondary passed. At Bergram village 0.5% male and 1.4% female are college students where only 2 male persons are graduate but in the case of higher study only 1 female are applying for Post graduate. At Balipara village 13.1% male and 25.7% female are non-literate and 20.5% male and 21% female are literate. In Balipara 28.4% male and 22.7% female are primary educated, 23.9% male and 16.6% female are secondary educated. 3.7% male and 0.85% female are Higher Secondary pass, 1.5% male and 1.4 % female are college students, only 2 person are graduate out of which one is male and another is female and 0.4 % male and 0.6% female are engaged in higher study. Comparing the three villages' non-literacy rate of female education of Bergram village is higher than the Patharghata village and Balipara village. In the case of primary and

secondary education or maximum cases Balipara's female are better position than Bergram and Patharghata.

A severe combination of a number of causes is responsible for low level of women education. These include socio-economic and cultural factors, malnutrition, lack of access to schools, uninspiring school environment and unimaginative curriculum etc. Parental attitude towards the girl child is governed by the social and cultural factors and familial roles. Most parents tend to believe that education makes a girl less attentive to household work such as cooking,

fuel and fodder collection, fetching of water and sibling care. Parents value a son's education for its effect on his earning political and on the family status. Household investment decisions also influence gender differences in girl's education. Families prefer to spend money for the mints will finally remain with the family. But the returns to investment in daughter's education will finally go to her husband's family. That is why female education is neglected and discouraged, particularly in these there Santal villages. Thus, poverty and parental apathy and social attitude towards girl's education are some of the reasons for Santal's girls being kept away from schools.

Table-2, information seeking behaviour of the santal women

CATEGORY	PATHARGHATA				BERGRAM				BALIPARA			
	LITERATE		NON-LITERATE		LITERATE		NON-LITERATE		LITERATE		NON-LITERATE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
FRIENDS/RELATIVES	20	66.67	10	33.33	25	83.33	10	33.33	25	83.33	3	10
VILLAGE LEADER	25	83.33	3	10	22	73.33	3	10	20	66.67	5	16.67
NEIGHBOURS	25	83.33	10	33.33	28	93.33	5	16.67	30	100	5	16.67
POST.MASTER	20	66.67	5	16.67	23	76.67	4	13.33	20	66.67	10	33.33
FAMILY HEAD	28	93.33	20	66.67	29	96.67	18	60	28	93.33	19	63.33

From the table 2, 66.67% literate female get information from friends or relatives, 33.33% non-literate women get information from relatives/friends at Patherghata village. 83.33% literate women and 10% non-literate women get information from village leaders. It also shows that 83.33% literate and 33.33% non-literate women got information from neighbours and 66.67% literate and 16.67% non-literate women got information through Post.Master of that village. And 93.33% literate women and 66.67% non-literate women are getting some information from the family head. At Bergram village 83.33% literate respondent and 33.33% non-literate respondent get information from friends/relatives

and 73.33% literate and 10% non-literate respondent get information through village leaders. 93.33% literate respondent and 10% non-literate respondent get information from neighbours and only 76.67% literate and 13.33% non-literate respondent got information through Post.Master, where 96.67% literate and 60% non-literate women get information from the family head. At Balipara 83.33% literate and 10% non-literate respondent got information through friends/relatives, where 20% literate and also 16.67% non-literate respondent get information from village leaders. In this village, 100% literate and 16.67% non-literate respondent get information from neighbours and 66.67% literate

and 33.33% non-literate respondent got information through Post. Master. 93.33% literate

and 63.33% non-literate respondent got through family head.

Table-3, Mass Media Exposure Of Santal

CATEGORY	PATHARGHATA				BERGRAM				BALIPARA			
	LITERATE		NON-LITERATE		LITERATE		NON-LITERATE		LITERATE		NON-LITERATE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
WATCHING TV	29	96.67	10	33.33	22	73.33	8	26.67	25	83.33	12	40
USING MOBILE	28	93.33	7	23.33	27	90	7	23.33	29	96.67	6	20
USING FACEBOOK/WHATSAPP	14	46.67	0	0	12	40	0	0	16	53.33	0	0
LISENING RADIO	20	66.67	3	10	22	73.33	3	10	19	63.33	4	13.33
READING NEWSPAPER	24	80	0	0	22	73.33	0	0	25	83.33	0	0
USING COMPUTER	5	16.67	0	0	4	13.33	0	0	7	23.33	0	0
USING ANDROID MOBILE	11	36.67	1	3.33	12	40	0	0	14	46.67	0	0

Table- 3, shows 96.67% literate and 33.33% non-literate women watch TV at Patharghata village, at Bergram 73.33% literate and 26.67% non-literate respondent watches TV and 83.33% literate and 40% non-literate respondent of Balipara watches TV. At Patherghata village 93.33% literate and 23.33% non-literate respondent are using mobile. In the case of using facebook/what's app, 46.67% of Patherghata, 40% of Bergram and 53.33% of Balipara's literate respondent are applicable.

There are 10% non-literate respondent of both patherghata and Bergram listen radio. It also reveal that 80%,73.33% and 83.33% literate respondent of three villages read news paper, where only 4 person at Bergram use computer, only 1 non-literate person of Patherghata use android mobile and 36.67%, 40% and 46.67% literate respondent of patharghata, Bergram and Balipara village used android mobile.

Table – 4, Social Empowerment Status Of Santal

CATEGORY	PATHARGHATA				BERGRAM				BALIPARA			
	LITERATE		NON-LITERATE		LITERATE		NON-LITERATE		LITERATE		NON-LITERATE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LEADERSHIP ROLE	7	23.33	1	3.33	4	13.33	0	0	7	23.33	0	0
DECISION ON GENDER EQUALITY	19	63.33	11	36.67	19	63.33	7	23.33	20	66.67	4	13.33
SHG MEMBER	30	100	19	63.33	30	100	21	70	30	100	20	66.67
MICRO SAVINGS	15	50	7	23.33	12	40	6	20	14	46.67	5	16.67
PROVIDE MONEY IN THE FAMILY	25	83.33	17	56.67	23	76.67	20	66.67	25	83.33	21	70
EXPLOITED AT WORK PLACE	7	23.33	18	60	4	13.33	14	46.67	1	3.33	12	40
MIGRATION	8	26.67	5	16.67	10	33.33	3	10	15	50	4	13.33
AWARENESS ABOUT OWN HEALTH	14	46.67	10	33.33	14	46.67	13	43.33	11	36.67	9	30
EMPLOYMENT	22	73.33	20	66.67	23	76.67	20	66.67	25	83.33	21	70
ASSET OWNERSHIP	7	23.33	0	0	2	6.67	0	0	4	13.33	0	0

From Table 4, 23.33% literate and 3.33% non-literate respondent get leadership role in their community at Patherghata, at Bergram 13.33% literate and at Balipara 23.33% literate respondent

enjoying the leadership role. In the case of gender equality, in the three village's literate percentage is 63.33% both at Patharghata and Bergram and 66.67% at Balipara and non-literate percentage are

36.67%, 23.33% and 13.33% respectively. It also shows that 100% literate respondent of three village are member of Self Help Group .This table also reveal that 73.33% literate respondent and 66.67% non-literate respondent are engaged in different work at Patharghata where at Bergram employment of literate respondent are 73.33% and non-literate employment are 66.67% respectively, at Balipara 83.33% are literate employer and 70%

are non-literate employer. At Patharghata only 7 respondents enjoyed assert ownership, at Bergram and Balipara 2 & 4 responden enjoy assert ownership. In case of micro saving above 40% literate and below 16% non-literate respondent are engaged and literate respondent of Balipara are greater position than other village to provide money in family

TABLE-5, SHOWING X2 VALUE OF SOCIAL EMPOWERMENT STATUS OF THREE VILLAGE.

VILLAGE NAME	NUMBER OF LITERATE WOMEN	NUMBER OF NON-LITERATE WOMEN	χ^2 VALUE
PATHARGHATA	154	108	19.36
BERGRAM	141	104	19.76
BALIPARA	152	96	33.56

***SIGNIFICANT AT 0.05 LEVEL**

From the table 5, empowerment status of literate and non-literate women of Patharghata, Bergram and Balipara calculated values are 19.36, 19.76 and 33.56 is greater than tabulated value of 16.92 at 0.05 level. This indicates that there is significant difference in the empowerment status of literate and non-literate women of Patharghata, Bergram and Balipara. So the null hypothesis is rejected here as there is significant difference between the level of social empowerment of three villages between literate and non-literate women. It means there is better empowerment status in literate women.

Result and discussion

The study as Social Empowerment of Santal women through Education is undertaken with the aims of identifying the status of Santal women. To comprise with literate and non-literate respondent from all three villages of Birbhum get the maximum literate women getting better position in the Santal community. Literate women are more employed, they also migrate with own interest and are aware about own health. From the above tables and analysis it also shows that literate women are more active and knowledgeable than non-literate women. Literate respondent are much comfort with mass media but in the case of percentage of non-literate respondent. From all the tables it finds that the literate respondent are in better social position than non-literate respondent

and this shows how much Santal women are empowered through education.

Conclusion

Santal women play a major role in the management of their social development but they still remain backward due to traditional values, non-literacy, dominant roles, social evils and many other cultural factors. The participatory role of Santal in improving their living conditions by fully exploring natural endowments and alternative uses must find an appropriate place in the strategic approach. Education can help women to enhance their literacy skills, better hygiene, caring for family health to fight against exploitation and to conquer the disadvantage and discrimination which they suffer from and that is indeed the greater and foremost empowerment.

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