

A Comparative Study on Empowerment of Tribal and Non-Tribal Girl Students in Rural Area

Subhash Sarkar* and Maran Das

Department of Education Tripura University, (A Central University) Tripura, India

Corresponding author: gcssarkar@gmail.com

ABSTRACT

This study was conducted in Khowai district of Tripura by selecting six blocks (6). The sample Population of this study includes 90 tribal and 90 non-tribal girl students of class -IX and class – X in rural area of Khowai District of Tripura. Data was collected by administer of “Adolescent girl empowerment scale (AGES)”. It was found that, the empowerment of Tribal non-Tribal girl student is significantly differing from each other. It focused that the Non-Tribal girl students are more empowered than Tribal girl students. This study indicates that government should take a special care for woman development and empowerment, especially for Tribal girl student empowerment. School should provide various co-curriculums activates and social activities, give ample opportunity to participate girl students to those programme which may enable them to develop the social, political, and legal awareness, especially for Tribal girl students.

Keywords: Tribal girl student, non-tribal girl student, woman empowerment

The 21st century has been declared as century for women. In this changing era the girls need attention by the society. After various efforts by government and NGO's the phenomenal women empowerment needs to get more attention to the existing ignorance of nutrition in rural status tribal areas. Due to the lack of special implementation faculty representation local community have not adequately accepted government and private schemes for the upliftment of women. Women have not actively participated in their own emancipation due to their lack of economic independence and rampant illiteracy. Therefore, The Serge Foundation decided to address this importance issues of women's empowerments in India by raising the status of women through economic empowerments and education” (S.N. Pattanaik, 2010).

“The key elements in empowerment are ‘enabling’ and ‘prove’ the term empower’ means ‘to give power of authority and ‘to enable or permit’. The key elements in empowerment are ‘enabling’ and idling power’ and they reinforce each other. Women empowerment is possible if knowledge

is provided at primary stage of socialization. Empowerment means individuals acquiring the power to think and act freely, exercises choice and full fill their potential as full and equal members of society.”Empowerment is increasing the spiritual, political, social, or economical strength of individual and communities and often involves developing confidence in one's own capacities. Empowerment in a nutshell, is a way of defining challenging and overcoming barriers in one's life through the individual increase her abilities to share her life and environment.” (Dr. B.A. Rani Bala Theresa Tirumala Reddy, 2012)

The concept of women empowerment was voiced in the International Woman Empowerment Conference Nairobi in 1985, in the conference of women's empowerment which considered it as a distribution of social power and centre of resources in favours of women, but without improving the educational participation of women this cannot be achieved. (Dr.G. Marry Sunanda, 2012) states that “Generally a rural women is considered as inferior, illiterate, ignorant and a tool in the hand of man. From age

of 10 to 12 years, she is an earning member of the parent offer marriage she become the sole property of her husband and his family. A man of rural area is treated as a wife, mother of her child and a sister in law of her husband's family. Though she supplements in the income of her husband's family, she has no freedom to spend even a rupee without her husband's consent." Women in developing world should have equal right to have equal health, it is as simple as that, the empowerment of women is not a political cliché, but a living essential goal for everyone, (Dr. B.A Rani, 2013)

Tripura is a hilly state of India. Most of the people of Tripura live in village. Women are not so much literate in Tripura. We know education and empowerment of women are closely and positively related with each other. Therefore to improve the women status and their education, both the Indian Government and Tripura Government have taken a lot of initiatives to tribal and non-tribal girl students. Now a day's empowerment of women is developing through the effect of modern educational system. So to develop a society, a nation and a country the empowerment of women is so much required. So the aim of this study is to investigate and comparatively study the empowerment of tribal and non-tribal girl's student in rural area of Khowai District of Tripura.

STATEMENT OF THE PROBLEM

The present study can be stated as follow "A comparative study on empowerment of tribal and non-tribal girl students in rural area."

Objectives of the Study

1. To study the empowerment level of tribal girls student in rural area of Khowai district of Tripura
2. To study the empowerment level non-tribal girls student in rural area of Khowai district of Tripura.
3. To study the empowerment of girls students as a whole in rural area of Khowai district of Tripura.
4. To compare the power and entitlement of tribal and non-tribal girl students in Khowai district of Tripura.

5. To compare the autonomy and Self- Reliance of tribal and non-tribal girl students in Khowai district of Tripura.
6. To compare the decision-making capacity of tribal and non-tribal girl students in Khowai district of Tripura.
7. To compare the participation of tribal and non-tribal girl students in Khowai district of Tripura.
8. To compare the capacity building of tribal and non-tribal girl students in Khowai district of Tripura.
9. To compare the social, political and legal awareness of tribal and non-tribal girl students in Khowai district of Tripura.
10. To compare the exposure to information media of tribal and non-tribal girl students in Khowai district of Tripura.
11. To compare the total empowerments of tribal and non-tribal girls students in Khowai district of Tripura.

Hypotheses

Following hypotheses were laid down for the study:

- H_{01} : There is no significant difference between power and entitlement of Tribal and non-tribal girl students.
- H_{02} : There is no significance difference between autonomy and self-reliance of tribal and non-tribal girl students.
- H_{03} : There is no significant difference between of tribal and non-tribal girl students 'decision-making of tribal and non-tribal girl students.
- H_{04} : There is no significant difference between participation of tribal and non-tribal girl students.
- H_{05} : There is no significant difference between capacity buildings of tribal and non-tribal girl students.
- H_{06} : There is no significant difference between social, political and legal awareness of tribal and non-tribal girl students.
- H_{07} : There is no significant difference between exposures to information media of tribal and non-tribal girl students.

□ H_{08} : There is no significant difference between total empowerments of tribal and non-tribal girl students.

Method of the study

The investigator employed survey method of research for the present study.

Sample of the study

For the selection of the sample, investigator used the stratified random sampling techniques. First of all, out of 8 district of Tripura, the researcher selected the Khowai district of Tripura for his research work. The investigator selected all the six block under Khowai district of Tripura for this research. The girl students of Class-IX & X were selected randomly, initially a sample of 180 girl student of class IX & X was taken randomly from Khowai district of Tripura. Out of them, 90 students ware Tribal girl and 90 were Non-Tribal girl students.

Tool

The following tool was used for the conduct of present investigation:

“Adolescent Girls’ Empowerment Scale Developed by (Ages)” Dr. Devendra Singh Sisodia, Dr. Alpana Singh (English/ Hindi version).

This tool includes the following dimensions:

1. Power and Entitlements
2. Autonomy and Self-Reliance
3. Decision-making
4. Participation
5. Capacity Building
6. Social, Political and Legal Awareness
7. Exposure to Information Media

Analysis and Interpretation of Data

Objective 1

To study the empowerment of tribal girl students in rural area of Khowai district of Tripura.

Fig. 1 show that in total number of Tribal girls of Khowai district of Tripura, only 15.55%/(16%) tribal girls are highly empowered, 80% tribal girls are moderately and 4.44%/(4%) tribal girls are poorly empowered.

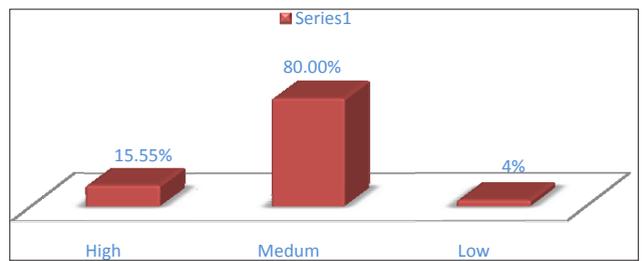


Fig. 1: According to level of empowerment, Empowerment of Tribal girl student has been presented through bar graph

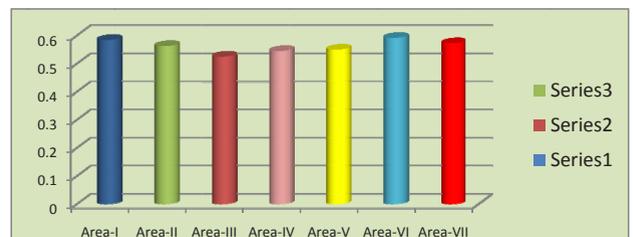


Fig. 2: According to each dimension of empowerment, Empowerment of Non-Tribal girl students has been presented through bar graph

AREA-I = Power and Entitlements, AREA-II = Autonomy and Self-Reliance, AREA-III = Decision Making, AREA-IV = Participation, AREA-V = Capacity Building, AREA-VI = Social, Political and Legal Awareness, AREA-VII = Exposure to Information Medium

Fig. 2 shows that in total number of Tribal girl students of Khowai district of Tripura according to each dimension in AREA-I 58.32%, AREA-II 56.16%, AREA-III 52.38%, AREA-IV 54.38%, AREA-V 54.86%, AREA-VI 59.05%, AREA-VII 57.14% girl are empowered.

Objective 2

To study the empowerment of non-tribal girl students in rural area of Khowai district of Tripura.

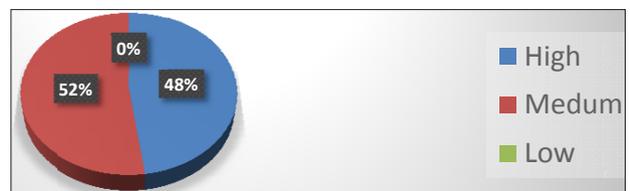


Fig. 3: According to level of empowerment, Total Empowerment of Non-tribal girl students has been presented though pie graph

Fig. 3 show that in total empowerment of Non-Tribal girl students in Khowai district of Tripura, only 47.78%/(48%) Non-tribal girl are high empowered, 52.22%or 52% Non-tribal girl are medium empowered and 0% Non-tribal girl are low empowered.

Table 1

	Area-I	Area-II	Area-III	Area-IV	Area-V	Area-VI	Area-VII	
Total obtained Score		2334	2157	1954	1988	1979	2237	2014
Percentage of the Score	74.10	68.48	62.02	63.11	62.83	71.02	63.94	

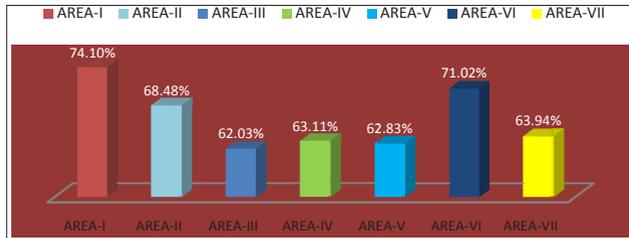


Fig. 4: According to each dimension of empowerment, Total Empowerment of Non-Tribal girl student has been presented through bar graph

Table 1 and Fig. 4 show that in total empowerment of Non-Tribal girl students in Khowai district of Tripura, according to each dimension in AREA-I 74.10%, AREA-II 68.48%,

AREA-III 62.03, AREA-IV 63.11%, AREA-V 62.83% AREA-VI 71.02% AREA-VII 63.4% Non-tribal girl is empowered.

Objective 3

To study the total empowerment of girls students in rural area of Khowai district of Tripura.

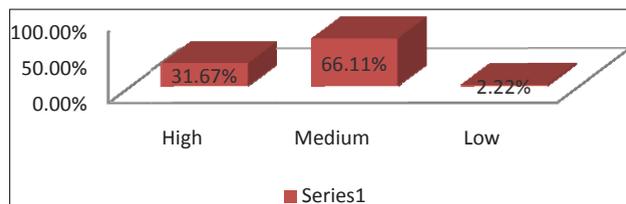


Fig. 5: According to level of empowerment, Total Empowerment of girl student in rural area of Khowai district has been presented through the bar graph

Fig. 5 shows that in total number of girl student of Khowai district, only 31.67% girl are high, 66.11% girl are medium and 2.22% girl are low empowered.

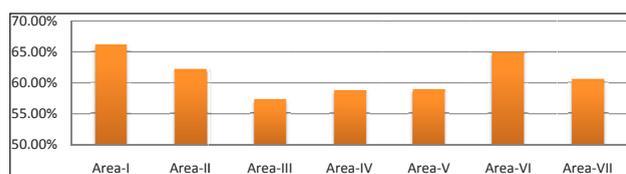


Fig. 6: According to each dimension of empowerment, Total Empowerment of Non-Tribal girl student has been presented through bar graph

Table 2 and Fig. 6 show that in total number of girl student of Khowai Tripura district according to each dimension in AREA-I 66.21%, AREA-II 62.32%, AREA-III 75.21%, AREA-IV 58.73%, AREA-V 58.84%, AREA-VI 65.03%, AREA-VII 60.54% girl are empowered.

Objective 4

To compare the power and entitlement of tribal and non-tribal girls students in rural area of Khowai district of Tripura.

H01.: There is no significant difference between the power and entitlement of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Table 2

Group	N	Mean	S.D	d.f	't' value	0.05 Level of significant
Tribal	90	20.57	5.13			
Non-Tribal	90	25.93	3.84	178	8.50	significant

Interpretation: The result of the analysis from the above table reveal that the calculation of 't' value (8.50) is upper than tabulated value (1.79) at the 0.05% level of significant according to df (178), whether it is statistically significant at the 0.05% level of significant. Hence null hypothesis was rejected and the results indicate that there was significant difference between the power and entitlement of tribal and non-tribal girl students in rural area of Khowai district.

Objective 5

To compare the Autonomy and Self-Reliance of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

H02.: There is no significant difference between the Autonomy and Self-Reliance of tribal and

non-tribal girl students in rural area of Khowai district of Tripura.

Table 3

Group	N	Mean	S.D	d.f	't' value	0.05% Level of significant
Tribal	90	19.22	4.82	178	8.19	significant
Non-Tribal	90	23.97	3.44			

Interpretation: The result of the analysis from the above table reveals that the calculation of/the calculated 't' value (8.19) is upper than tabulated value (1.79) at the 0.05% level of significant according to df (178), whether it is statistically significant at the 0.05% level of significant. Hence null hypothesis was rejected and the result indicate that there was more significant different between the Autonomy and Self-Reliance of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Objective 6

To compare the decision making capacity of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

H03.: There is no significant difference between the decision-making capacity of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Table 4

Group	N	Mean	S.D	d.f	't' value	0.05% Level of significant
Tribal	90	18.52	4.38	178	4.41	significant
Non-Tribal	90	21.17	3.85			

Interpretation: The result of the analysis from the above table reveals that the calculation 't' value (4.41) is upper than tabulated value (1.79) at the 0.05% level of significant according to df (178), whether it is statistically significant at the 0.05% level of significant. Hence, null hypothesis was rejected and the result indicate that there was more significant different between the decision making

capacity of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Objective 7

To compare the participation of tribal and non-tribal girls students in Khowai district of Tripura.

H04.: There is no significant difference between the participation of tribal and non-tribal girls students in Khowai district of Tripura.

Table 5

Group	N	Mean	S.D	d.f	't' value	0.05% Level of significant
Tribal	90	19.22	4.59	178	5.03	significant
Non-Tribal	90	22.09	3.49			

Interpretation: The result of the analysis from the above table reveals that the calculation 't' value (5.03) is upper than tabulated value (1.79) at the 0.05% level of significant according to df (178), whether it is statistically significant at the 0.05% level of significant. Hence null hypothesis was rejected and the result indicate that there was more significant different between the participation of tribal and non-tribal girls students in Khowai district of Tripura.

Objective 8

To compare the capacity building of tribal and non-tribal girl students in rural area of Khowai Tripura district.

H₀₅.: There is no significant difference between the capacity building of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Table 6

Group	N	Mean	S.D	d.f	't' value	0.05% Level of significant
Tribal	90	19.38	4.30	178	4.42	significant
Non-Tribal	90	21.99	4.10			

Interpretation: The result of the analysis from the above table reveal that the calculation 't' value

(40.42) is upper than tabulated value (1.79) at the 0.05% level of significant according to df(178), whether it is statistically significant at the 0.05% level of significant. Hence, null hypothesis was rejected and the result indicate that there was more significant different between the capacity building of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Objective 9

To compare the social, political and legal Awareness of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

H₀₆: There is no significant difference between the social, political and legal Awareness of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Table 7

Group	N	Mean	S.D	d.f	't' value	0.05% Level of significant
Tribal	90	20.19	4.85	178	7.29	significant
Non-Tribal	90	24.86	4.23			

Interpretation: The result of the analysis from the above table reveal that the calculation 't' value (7.29) is upper than tabulated value (1.79) at the 0.05% level of significant according to df (178), whether it is statistically significant at the 0.05% level of significant.

Hence, null hypothesis was rejected and the result indicate that there was more significant different between the social, political and legal Awareness of tribal and non-tribal girl students in rural area of Khowai district.

Objective 10

To compare the exposure to information media of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

H₀₇: There is no significant difference between the exposure to information media of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Table 8

Group	N	Mean	S.D	d.f	't' value	0.05% Level of significant
Tribal	90	20.23	4.36	178	3.77	significant
Non-Tribal	90	22.38	3.30			

Interpretation: The result of the analysis from the above table reveal that the calculation 't' value (3.77) is upper than tabulated value (1.79) at the 0.05% level of significant according to df (178), whether it is statistically significant at the 0.05% level of significant. Hence, null hypothesis was rejected and the result indicate that there was more significant different between the exposure to information media of tribal and non-tribal girl students in rural area of Khowai district.

Objective 11

To compare the total empowerment of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

H₀₈: There is no significant difference between the total empowerment of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

Table 9

Group	N	Mean	S.D	d.f	't' value	0.05% Level of significant
Tribal	90	138.66	24.53	178	8.20	significant
Non-Tribal	90	162.92	17.03			

Interpretation: The result of the analysis from the above table reveal that the calculated 't' value (8.20) is upper than tabulated value (1.79) at the 0.05% level of significant according to df (178), whether it is statistically significant at the 0.05% level of significant. Hence, null hypothesis was rejected and the result indicates that there was significant different between the total empowerment of tribal and non-tribal girl students in rural area of Khowai district of Tripura.

CONCLUSION

The all-round development of a country depends on the empowerment of its citizen. Women's are 50% of human sources of our nation. But woman of our society are not so much empowered. Past history of India also reveals that evidence. Women were repressed by various social customs and social laws. Thus they were lagging behind day by day in the society. They were non equal in the society. They live their life amongst some social diseases such as superstition, prejudices, child marriage, caste division etc. Thus, Women were deprived by the society for a long time. It created most barriers in the way of women empowerment. Even in our modern society some time we find such kind of situation also, especially in rural area. When the investigator visited those areas he observed that thing in village area.

Findings of the study reveal that Tribal girls were low empowered than Non-Tribal girl's student. Therefore government should take special care for development of the woman in rural area, especially for Tribal girl. Education has an active and powerful role for overcoming those obstacles and to empower the girls in rural areas.

REFERENCES

Census of India, 2001 [Online]. Retrieved from [http://censusindia.gov.in/\(S\(qngpn355boehkcaa2zw0qmr1\)\)/Census_And_You/scheduled_castes_and_scheduled_tribes.aspx](http://censusindia.gov.in/(S(qngpn355boehkcaa2zw0qmr1))/Census_And_You/scheduled_castes_and_scheduled_tribes.aspx) [Accessed 8th October 2014].

Chatterjee, P. 2014. Social and Economic status of tribal women in India – The challenges and the Road Ahead.

International Journal of Interdisciplinary and Multidisciplinary Studies, 2(2): 55-60.

Mitra, A. 2007. The Status of Women among Scheduled Tribes in India. *The Journal of Socio-Economics*, Retrieved from, <http://lib.scnu.edu.cn/ngw/ngw/xwbk/The%20status%20of%20women%20among%20the%20scheduled.pdf>.

Mittal, A.C. and Sharma, S.P. 1998. *The Tribal Women in India*. New Delhi: Radha Publications.

Pattanaik, S.N. 2010. Rural women Panchayati Raj and Development.-----

Problems of Tribal communities. 2014. Homepage. Retrieved from <http://www.sociologyguide.com/tribal-society/problems-of-tribal.php>.

Rani, B.A. and Reddy, T. 2013. *Women @ Empowerment Education & Emotional Intelligence*. New Delhi: Neelkamal Publication PVT.LTD.

Rani, G.S., Rajani, N. and Neeraja, P. 2011. An Analysis of Tribal Women's Education in India. *International Conference on Social Science and Humanity*, 5: 507-510.

Roy, J.J. 2012. Status of Tribal Women in India. Retrieved from <http://www.mainstreamweekly.net/article3314.html>.

Scheduled tribe women, 2014. Retrieved from <http://shodhganga.inflibnet.ac.in/bitstream/10603/17878/4/chp-3.pdf>.

Singh, A.K. and Rajyalakshmi, C. 1993. Status of Tribal Women in India. *Social Change*, 23(4): 3-18.

Statistics on Women, National Institutes of Public Co-operation and Child Development, New Delhi, 2007.

Sunanda, G.M. 2012. *Self-Help Groups and Empowerment of Rural women*. New Delhi: Neelkamal Publication PVT. LTD.

