

Role of Education and Economic Empowerment of Dalit Women

Dr.Sangappa V.Mamanshetty

Associate Professor,

Dept.of Economics,

Government First Grade College,Chittapur-585211

Abstract:

This study has a macro perspective and aims to capture the empowerment potential of education and so far its impact on empowering Dalit communities. This study is addressed to examine the extent to which education has helped and enabled Dalit women to improve their socioeconomic conditions. Economic empowerment of Dalit women is examined in terms of; new skills acquired, lucrative jobs secured, improvement in their income, consumption, freedom to manage their money matters and overall improvement in their economic condition. Dalit women being treated as 'Dalit among Dalits'; her political empowerment was only a wishful thinking a few decades ago. However, it is presumed that spread of education has kindled hope of Dalit women bracing themselves for political empowerment. It is also true some Dalit women have proved their talent in National and State politics. Keeping this in view, the study also focused on the extent of political empowerment of our respondents and the role of education in it. The study would capture the overall educational situation among Dalit women across the Tumkuru District of Karnataka state. It is hoped that such an exercise help as capture regional variation in the situation. This would lead us look for region-specific reasons for prevailing scenario in Karnataka. Keywords: Education, Economic, Potential, Political Empowerment.

Introduction

Education to women is the most powerful instrument of changing their position in the society. Education also brings about reduction in inequalities and also acts as a means to improve their status within the family. In order to encourage education of women at all levels and to dilute gender bias in the provision and acquaintance of education, schools, colleges and even universities were established exclusively for women in the country. To bring more girl children, especially from marginalized BPL families, into the mainstream of education, the Government has been providing a package of concessions in the form of free supply of books, uniform, boarding and lodging, clothing for hostilities, midday meals, scholarships, free by-cycles and so on. Many universities such to encourage higher education among women and their social mobility.

Self Help Groups:

Self Help Groups are small homogenous groups consisting of 12-20 women from BPL

families voluntarily organized to promote savings. They are self-managed groups of poor women, which primarily came into existence to mobilize financial resources through their own savings and lend the same amongst themselves to meet the credit needs of their members.

Capacity Building and Skill formation:

In order to improve the entrepreneurial ability and skill of the women, the Government has been importing various types of training designed to promote self and wage employment.

Skill Up-gradation Training Program:

Provision of skill training for women in SHG has been given recognition so as to enable them to start their own income-generating activities. The duration of the training and the cost depends on the nature of the trade selected by the members.

Women & Child Development

Women's empowerment is an important agenda in the development efforts. There has been a significant shift in approach of the district administration towards the development of women, especially the poor & the illiterate.

Education has been hailed as the tool par excellence of socioeconomic development and as an instrument of equalizing opportunity for the poor and the downtrodden. Further, its potential as the foundation of development and empowerment of Dalit community in general and that of Dalit women in particular has been acknowledged by all. According to the Government of India and Karnataka have made strenuous efforts to bring every Dalit family within the fold of education through various State supported programs and policies of positive discrimination. The main thrust of all the educational programs designed especially for the benefit of Dalit communities is not only to provide access to educational facilities and help with their educational progress as also use education as an effective instrument of empowerment.

Along with the programs for educational development; governments have also implemented many programs for the socioeconomic development of Dalit women. However, a conceptual overview of the progress of education among the Dalit women in rural India presents a shockingly a disappointing scenario as the growth of education in terms of literacy and representation rural Dalit girls at a higher level of education is below national average. When the very instrument has seemingly failed to achieve its confirmed goals; it is but obvious that one has to re-examine the situation. Keeping the growth of educational level of Dalit women as the vantage point, this study has attempted an examination of the educational situation among the Dalit Women and its impact on their empowerment.

Money is like a sixth sense without which one cannot make a complete and better use of the other five senses (W. S. Maugham). Poverty, economic dependency reduces an individual to the status of slavery and despondency. It often kills individual's potential and pushes him to the bottom and it is difficult to extricate from there. Therefore the importance of economic independence as a fundamental prerequisite for one's empowerment and more particularly that of women hardly need any emphasis. An individual can progress well in different spheres of life only when he or she is economically independent. Economic independence is possible only when one has sufficient source and the ability to earn money. Many a time mere

possession of money would not either enable or empower an individual unless he or she has the freedom to manage it in terms of spending; investing saving etc. This is true of women and more particularly Dalit women. In fact freedom and ability to earn, spend, save and in general manage one's finances is an important indicator of economic empowerment. The process of economic empowerment is not short and simple. Indeed it involves a wide range of activities and long drawn programs such as;

- Removal of poverty and unemployment,
- Creation of new jobs in rural areas and training Dalit women there to take up them,
- Developing positive thinking about new jobs and inculcating the ability to learn new skills,
- Developing an entrepreneurial and competitive spirit,
- Ability to tap locally available opportunities and make optimum utilization existing resources,
- Inculcating positive attitude towards work culture and making best use of time etc.
- Developing ability to learn new skills necessary to take up new occupations and making best use of time etc.,
- Cultivating the ability to make use of the institutional facilities like banks, co-operative societies, Post Office, etc. acquires the capacity to manage personal financial matters,
- Cultivation of prudence and capacity to manage personal financial matters,

Capacity to strive for gaining knowledge about available opportunities for economic improvement,

Review Of The Literature

Govindakutty (1975) studied the Scheduled Castes of Kerala and states that, notwithstanding the law abolishing untouchability phenomena does not seem to have completely loosened its hold. He further notices that despite educational development and economic advancement they are not better off than

what they were in the past and finally states that it would not be hasty to conclude that the influence of traditionalism on social attitudes is still strong enough.

Understandably enough, the majority of the scholars have reflected on the impact of education the lives of Dalit women. Feminists have taken a lead in this direction. In her study of Kerala Dalit women Indu Menon asserts the role of education while, Mallik and vadessary hold the view that education has enabled them appreciate the importance of constitutional provisions.

Objectives of The Study

- The study focuses on the impact of education on those educated Dalit women in terms of their economic, political and social empowerment.
- To examine the impact of education on the occupation and economic empowerment of Dalit women

Methods And Techniques of The Study

The present study 400 Dalit women respondents from Dalit women spread across Madhugiri, Sira, Pavagada and Koratagere talks of Tumkur district were chosen to collect primary data. A questionnaire was prepared to collect the primary data regarding the Variables such as age, educational level; marital status, occupation, family background, economic status etc. guided the selection of respondents. The study has also supported by secondary sources such as research articles, books, journals, e-resources. The study has come out with various findings by using statistical methods for analyzing and interpretation of data.

Results And Discussions:

In present study has covered the aspects such as preference those educated Dalit women in terms of their economic, political and social empowerment, education on the occupation and economic empowerment of Dalit women.

Table 1.1 Opinion of the Respondents Impact of education on Occupation:

Sl. No	Nature of impact	Frequency	Percentage
1	Helped in securing government job	22	05.50
2	To mange dairying properly	58	14.50

3	And learn to take up tailoring	40	10.00
4	Helped me manage my business	06	01.50
5	No concrete, positive impact	274	68.50
	Total	400	100.00

Occupational prospects of an overwhelming majority 274 (68.50 percent) of the respondents. Among those remaining 126 respondents who admitted the positive impact of education, 22 (5.5percentage) have admitted education as having helped them to secure Govt. Jobs and another 40 (10percent) are able to learn tailoring. Thus the impact of the economic impact of education on the women under study seems to be negligible.

Table 1.2 Assessment of the overall Economic Impact of Education:

Sl.No	Impact	Frequency	Percentage
1	Positive impact with tangible Result	62	15.50
2	Positively to some extent	252	63.00
3	No tangible impact	86	21.50
	Total	400	100.00

A significant majority 252 (63.00 percent) of the women under study has held that they have felt the positive impact of education to some extent while 86 respondents have opined that they have not felt any tangible positive impact. However, it is pertinent in this context to understand the way education has impacted their lives. To realize this, respondents were asked to state the impact of education on the economic aspects of their lives.

Conclusion

There have been many attempts over the past one hundred and fifty years to help increase the quality of life for the Dalits of India through development focused on enrollment in primary education. Education provides individuals with the means to increase their income and to engage in economic activities. In addition, it can help empower individuals to lobby for social change through political activism. The lack of incentives to pursue

education for the Dalits of India can be traced back to a long history of mistreatment and oppression. Still occurring today, caste harassment makes teaching environments unsuitable for caste children, it places caste homes on the outskirts of towns, so that children have greater distances to walk to school, and it economically suppresses the Dalits so that they are unable to pay for their children's education. Many suggestions, both traditional and modern, have arisen on how to go about resolving issues surrounding Dalit primary enrollment. Night classes and all-Dalit schools provided a safer learning environment for the Dalits, but did not address any issues of caste conflict.

Reference

- 1) Ahir, D.C. The Legacy of Ambedkar, Delhi 1990.
- 2) Ambedkar, B.R. "Women and Counter Revaluation". "Riddles of Hindu Women" in Dr. Baba Saheb Ambedkar: Writings and Speech, Vo. 3, Department of Education.
- 3) Chirakarode, Paul: Ambedkar : Budhika Vikasobhathinte Agnijwala, Dalit Books, Thiruballa, 1993.
- 4) Constitutional Law of India, J.N. Pandey.
- 5) Desai, Sonalde, and Veena Kulkarni. "Changing Educational Inequalities in India in the Context of Affirmative Action." 45.2 (2008): 245-270. Print.
- 6) Desai, Sonalde, and Veena Kulkarni. "Changing Educational Inequalities in India in the Context of Affirmative Action." *Demography* 45.2 (2008): 245-270. Print.
- 7) Desai, S., C.D. Adams, and A. Dubey. 2006. "In the Margins: Social Inequalities in Children's Educational Outcomes in India." Paper presented at the annual meeting of the Population Association of America, March 30–April 1, Los Angeles.
- 8) Empowerment of Women – An Article by Indu Malhotra, An Advocate of Supreme Court of India. Nyaydeep Law Journal.
- 9) Erik Fraser, 2010 The Dalits of India: education and development
- 10) Gupta, U.P. Mohini, Makers of India Series.
- 11) Government of India: The National Policy for

- the Empowerment of Women 2001, Department of Women and Child Development, Ministry of Human Resource Development, New Delhi, 2001.
- 12) Hilda Raja, "Caste discrimination is racism, in the Hindu, August 21 2001
- 13) Haksar, Nandita, Demystification of Law for Women, Lancer Press, New Delhi. 1986.
- 14) Indu Malhotra, Advocate, Supreme Court, Women empowerment.
- 15) Jatava, D.R., B.R. Ambedkar – A Vision on Man & Morals.
- 16) Kshi, S.R. (1987) Gandhi and Status of Harijans Deep and Deep Publications.
- 17) Krishnan, P.S. (1993) Untouchability and Atrocities, Social Action' A quarterly review of social trends published by the Indian Social Institute, volume-43, No.4, Oct-Dec.
- 18) Limaye, Champa : Women Power and Progress, B.R. Publishing Corporation, New Delhi, 1999.
- 19) Muthuswami, A.P., *Census of India 1981*, Series-20. Tamil Nadu. Part-IX (i): Special Tables for Scheduled Castes, New Delhi: The Controller of Publications, 1988.
- 20) Thurston, E., *Castes and Tribes of Southern India/Madras*: Government Press, 1909; rpt. New DeM: Cosmo Publications, 1975, Vol. II, pp. 329-51
- 21) Taya Zimkin, Caste today Oxford University Press.
- 22) Tables for Scheduled Castes, Series I, India, Part VA. *Census of India, 1971*, Delhi: Manager of Publications, 1971.
- 23) Srivastava, R.P., "A study of ABO blood group, PTC taste in a multicasite village of Karnataka", *Indian Anthropologist* 10,1980, pp. 61-6.
- 24) Srinivas, M.N., *Marriage and Family in Mysore*, Bombay: New Book Co., 1942, p. 12.