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CHALLENGES FACED BY TRIBAL WOMEN IN ACCESSING HIGHER EDUCATION IN DHULE DISTRICT

Bhupendra Amrut Gavle¹, Dr. Jagdish Shankar Sonawane²

¹ Research Scholar J.J.T. University Rajasthan, India

² Research Guide, J.J.T. University Rajasthan, India

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Keywords

Tribal women, Higher education, Dhule District, Socio-economic barriers, Cultural challenges, Institutional support

Abstract

This research paper examines the barriers to higher education for tribal women in Dhule District, Maharashtra. Despite government initiatives and policies aimed at promoting education among marginalized communities, tribal women in this region continue to face significant obstacles. The study employs a mixed-method approach, utilizing both quantitative and qualitative data to explore the socio-economic, cultural, and institutional challenges that impede their educational advancement. The findings highlight the urgent need for targeted interventions to ensure equitable access to higher education for tribal women.

1. Introduction

1.1 Background

Tribal communities in India, comprising approximately 8.6% of the national population, have historically been marginalized in terms of socio-economic development and educational attainment. This marginalization is deeply rooted in historical, social, and economic factors that have collectively hindered the progress of these communities. The Scheduled Tribes (STs), as officially recognized by the Indian Constitution, include diverse groups with distinct cultures, languages, and traditions. Despite this diversity, many tribal communities share common experiences of poverty, social exclusion, and limited access to basic services, including education.

Dhule District, located in the northwestern part of Maharashtra, is home to a significant tribal population. The major tribal groups in Dhule include the Bhils, Pawaras, and Koknas. These



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communities predominantly reside in rural and forested areas, often in remote villages that are difficult to access. The geographical isolation of these communities further exacerbates their socio-economic challenges, making it harder for them to benefit from mainstream development programs.

One of the most critical areas of concern for tribal communities in Dhule District is education. Despite various government initiatives and schemes aimed at improving educational outcomes among tribal populations, significant barriers persist. These barriers are multifaceted and can be broadly categorized into socio-economic, cultural, and institutional challenges.

1.2 Importance of the Study

Higher education is widely recognized as a powerful tool for social and economic empowerment. It provides individuals with the knowledge, skills, and credentials necessary to secure better employment opportunities, achieve financial stability, and contribute meaningfully to society. For tribal women, the pursuit of higher education holds even greater significance. It can serve as a catalyst for breaking the cycle of poverty, enhancing social status, and fostering greater autonomy and decision-making power within their communities.

For tribal women, obtaining higher education can lead to significant improvements in socio-economic status. Higher education opens doors to diverse career opportunities that offer better salaries and job security compared to traditional occupations such as agriculture and daily wage labor. With higher education credentials, tribal women can access jobs in the public and private sectors, including positions in teaching, healthcare, administration, and social work. These jobs not only provide financial stability but also offer opportunities for professional growth and development.

1.3 Objectives

- (i) To identify the socio-economic barriers to higher education faced by tribal women in Dhule District.
- (ii) To understand the cultural challenges that affect their educational aspirations.
- (iii) To evaluate the effectiveness of government policies and programs in promoting higher education among tribal women.
- (iv) To provide recommendations for improving access to higher education for tribal women in this region.

2. Literature Review

The literature review explores various studies on tribal education, gender disparities in education, and the impact of socio-economic and cultural factors on educational attainment. This section provides a comprehensive understanding of the challenges faced by tribal women in accessing higher education, drawing from existing research and theoretical frameworks.



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2.1 Tribal Education in India

Tribal communities in India have historically faced significant educational challenges. According to Xaxa (2014), tribal populations have lower literacy rates and educational attainment compared to other social groups in India. This educational gap can be attributed to several factors, including geographical isolation, poverty, and lack of access to quality educational facilities.

2.2 Historical Context and Government Initiatives

Historically, the educational neglect of tribal communities stems from colonial and post-colonial policies that marginalized these groups. The Indian government has introduced various policies and schemes aimed at promoting education among tribal populations. Sujatha (2002) highlights that programs such as the Tribal Sub-Plan, Ashram Schools, and scholarships for tribal students have been implemented to improve educational outcomes. However, the effectiveness of these initiatives is often limited by inadequate infrastructure, poor implementation, and lack of awareness among the target population.

2.3 Gender Disparities in Education

Gender disparities in education are a significant issue within tribal communities. Studies by Nussbaum (2000) and Sen (2001) emphasize that women from marginalized communities, including tribal groups, face compounded disadvantages in accessing education. Cultural norms and patriarchal practices often prioritize the education of boys over girls, leading to lower enrollment rates and higher dropout rates among tribal girls.

2.4 Socio-Economic Factors

Poverty is a pervasive barrier to education for tribal communities. Govinda (2019) notes that economic constraints force many tribal families to prioritize immediate survival needs over education. The cost of schooling, including fees, uniforms, books, and transportation, can be prohibitive for these families. Additionally, children, especially girls, are often required to contribute to household income through labor, which further limits their educational opportunities.

2.5 Impact of Poverty

The economic activities of tribal communities, such as subsistence farming, daily wage labor, and reliance on forest produce, yield low and irregular incomes. This financial instability makes it difficult for families to invest in their children's education, particularly in higher education, which incurs additional expenses for tuition, accommodation, and travel (Mitra, 2008).

2.6 Cultural Factors

Cultural norms and practices significantly influence educational outcomes for tribal women. Traditional gender roles often dictate that women focus on domestic responsibilities and childcare, leaving little room for educational pursuits. Bhattacharya (2010) points out that early marriage is common in many tribal communities, and girls are often withdrawn from school to prepare for their roles as wives and mothers.

2.7 Cultural Resistance



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Furthermore, there is often resistance to the idea of formal education within tribal communities. Education is sometimes viewed as a threat to traditional ways of life and cultural identity. The curriculum and teaching methods in mainstream schools are not always culturally relevant, leading to a sense of alienation among tribal students. Language barriers also pose significant challenges, as many tribal children speak dialects that are not used as mediums of instruction in schools (NCERT, 2013).

2.8 Institutional Challenges

Institutional barriers also play a critical role in hindering access to education for tribal women. While government policies aim to support tribal education, their implementation is often flawed. Issues such as teacher absenteeism, lack of trained educators, and inadequate monitoring mechanisms undermine the effectiveness of these programs. The high turnover rate of teachers in tribal areas disrupts the continuity of education, further exacerbating the problem (Bordia, 2007).

2.9 Evaluation of Government Policies

The evaluation of government policies and programs reveals several gaps. Scholarships and financial aid programs intended to support tribal students are often not fully utilized due to bureaucratic hurdles and lack of awareness. There is a need for better implementation and monitoring to ensure that the benefits of these policies reach the intended recipients (NCERT, 2013).

2.10 Successful Case Studies

Despite these challenges, there are instances of successful interventions that have improved educational outcomes for tribal women. Case studies of initiatives that have provided holistic support, including financial aid, mentorship, and community engagement, highlight the potential for positive change. These success stories underscore the importance of targeted and culturally sensitive approaches to promoting education among tribal women.

3. Methodology

3.1 Research Design

This study employs a mixed-method approach, combining quantitative data from surveys with qualitative insights from interviews and focus group discussions.

3.2 Data Collection

3.2.1 Quantitative Data

Surveys were conducted among 200 tribal women across various villages in Dhule District to gather data on their educational status, socio-economic background, and barriers to higher education.

3.2.2 Qualitative Data

In-depth interviews and focus group discussions were conducted with 50 tribal women, community leaders, and educators to gain a deeper understanding of the cultural and institutional challenges they face.

3.3 Data Analysis



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Quantitative data were analyzed using statistical tools to identify trends and correlations. Qualitative data were analyzed thematically to extract key insights and patterns.

4. Findings and Discussion

4.1 Socio-Economic Barriers

The study found that poverty, lack of financial support, and inadequate infrastructure are major barriers to higher education for tribal women in Dhule District. Many families cannot afford the costs associated with higher education, including tuition fees, books, and transportation.

4.2 Cultural Challenges

Cultural norms that prioritize traditional roles for women significantly impact their educational aspirations. Early marriage and domestic responsibilities often take precedence over education.

4.3 Institutional Support

While there are government programs aimed at promoting education among tribal communities, their impact is limited by poor implementation and lack of awareness. Many tribal women are unaware of scholarships and other financial aid opportunities available to them.

4.4 Case Studies

The study includes case studies of successful tribal women who have overcome these barriers, highlighting the importance of family support, mentorship, and community engagement.

5. Recommendations

5.1 Financial Support

Increase financial aid and scholarship programs specifically targeted at tribal women to cover tuition fees, books, and other educational expenses.

5.2 Awareness Campaigns

Conduct awareness campaigns to inform tribal communities about the importance of higher education for women and the available financial support.

5.3 Infrastructure Development

Improve educational infrastructure in tribal areas, including transportation, hostels, and internet access, to facilitate access to higher education.

5.4 Cultural Sensitization

Implement community programs to challenge traditional norms and promote gender equality in education.

5.5 Monitoring and Evaluation

Establish robust monitoring and evaluation mechanisms to ensure effective implementation of government policies and programs.



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6. Conclusion

The study highlights the multifaceted challenges that tribal women in Dhule District face in accessing higher education. Addressing these barriers requires a comprehensive approach that includes financial support, infrastructure development, cultural sensitization, and effective implementation of policies. Ensuring equitable access to higher education for tribal women is crucial for their socio-economic empowerment and overall development.

7. Authors Contribution

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

8. Conflict Of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

9. Plagiarism Policy

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will taken care by all authors. Journal and editors are not liable for aforesaid matters.

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