

A STUDY ON LEVEL OF ATTITUDE OF MISHING WOMEN TOWARDS WOMEN EDUCATION (A CASE STUDY IN PANIMIRI VILLAGE, DIBRUGARH DISTRICT, ASSAM)

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Abstract

The purpose of this study is to find out the attitude level of Misings women towards women education. The study will be conducted in PaniMiri village of west Dibrugarh district, Assam state. The study will be carried out to find out the attitude level of Misings women towards women education. The data collected will be analyzed using simple percentage. This purpose of this paper is to know the mindset of the Misings women towards education in relation to socio-economic statuses so that adequate measures can be provided to them and help the society in the development process.

Keywords: *Dibrugarh District, Women Education, Mising Women, Tribal Women Education*

Introduction

The Mishing people or Mising also called Miri are an ethnic tribal group, the second largest tribal group in Assam. They were earlier called Miris in historical days and still recognized as Miris in the Constitution of India. Misings are recognized as a Scheduled Tribe by the Indian government under the name 'Miri'. They were originally hill tribes of the Himalayan region of North- Eastern India, living in the mountain ranges lying between the Suvansiri and Siyang district of Arunachal Pradesh, India. The Miris were ethnically belonged to the Tibeto- Burmese group of Mongoloid stock and originally they belonged the same group of tribe comprised of Nishi, Monyong, Pa:dams, Pasis etc. who are found in the district of Siyang and Suvansiri of present Arunachal Pradesh. In fact, the Miris of Brahmaputra Vally and Daphalas and Abors of Arunachal Pradesh have more or less identical religious beliefs, socio-cultural system and speak the same dialect.

The Mising who were originally hills tribes of the Arunachal Pradesh, migrated down to the Plains of Assam in search of a peaceful and better economic life in comparatively early times. It is believed that the first group of Misings landed in the upper region of the Vally sometime between 13th and 14th century A.D. when the area around Sadiya was ruled by the Chutia Kings. The Misings have been living mostly along bank of the river of Brahmaputra and its tributaries. They now spread over wide range of plains and are found in nine districts of state viz. Tinsukia, Dibrugarh, Sivasagar, Jorhat, Golaghat, Darang, Sonitpur, North Lakhimpur and Dhemaji. They have been gradually assimilating themselves with other indigenous people of the Plains of Assam and their culture. They are now a part and parcel of Assamese society of Assam and have been contributing a lot to the growth and enrichment of the Assamese society. But still, they maintain their own distinctive sociocultural system and tribal traditional belief and customs.

Significance of the Study:

The main objective of the present study is to understand the attitude of Misings women towards their women education. There is great need to go to the field and observe the natural and social environments, the mode of living and to know the perception, aspiration and experiences of the Mising tribe people about education, its importance and problem of getting education by talking with them in face-to-face situations. The findings of the study would, therefore, help us in understanding the variations of educational progress among the women of this tribe and also to focus attention on physical aspects of the problem.

Thus, present study would be a meaningful endeavour to contribute to educational sociology as well as in formulating appropriate policies for their education.

Statement of the Problem:

The problem of the present study is stated as “Study on the level of attitude of Misings Women Towards Women Education (A Case Study in Pani Miri Village, Dibrugarh District, Assam.) “

Objectives of the Study:

The objectives of the present study are as follows:

1. To study the level of attitude of Misings women towards women education.
2. To identify the causes of low educational status of the Misings women of the Pani Miri Village of Dibrugarh district.
3. To suggest some remedial measures to solve problems faced by Misings women of Pani Miri village, Dibrugarh, Assam.

Methodology

The methodology followed in the present study is given in detail under the following headings:

- (i) Methods of the study
- (ii) Population and Sample of the study
- (iii) Tools used and their description
- (iv) Data collection procedure
- (v) Analysis and Interpretation of data

Methods of the Study:

Keeping in view the purpose and importance of the present study the investigators has adopted ‘Descriptive Survey’ method.

Population

The population for the present study was confined to the women of Pani Miri village of Dibrugarh District, Assam.

Sampling

The sample for the present study consists of 120 hundred women belonging to the age group of 18 to 50 years. The simple random sampling method is applied for the present study.

Tools and Techniques used for Collecting of Data:

In the present study, in order to collect data self prepared attitude scale for Misings women towards women education was prepared to know the attitude level of Mising women towards women education. Interview were taken from the Mising women belonging to age group 25 to 50 years.

Sources of Data:

Primary sources: These included the first-hand data collected by the researcher by visiting to the villages under study.

Secondary Sources: These comprised books, magazines, internet etc.

Analysis of Findings:**Educational Status of the respondents:**

Literary condition of the women of PaniMiriVillage of Dibrugarh district, Assam,

Table-01

Gender	Literate	Percentage	Illiterate	Percentage	Total
Female	80	66.67%	40	33.33%	120

Table shows that inPani Mirivillage, West Dibrugarh, Assam the number of literate women 80(66.67%) out of 120 respondent among women and the number of illiterate is 40 (33.33%) out of 120respondents among women. From the above analysis it is clear that the number literate women is quite higher than the illiterate women. Thus, among the literate women there are maximum number in the under secondary level and it is followed by lower primary, the upper primary or middle primary, matriculate, under graduate, intermediate, graduate respectively.

Women's Attitude towards Women Education:**Opinions of Women about women Education**

Dear Friends,

I would like to rate your level of attitude of women towards women education through some statements. You have to respond Yes or No.

1. Name of the respondent:
 2. Age of the respondent:
 3. Name of the community
 4. Education qualification
 5. Cast-
 6. Address:
 7. Name of the village:
 8. Ward:
 9. Gaon Panchayat/ Municipality:
- P. O.-
District-

Pin-
State-

SL	Statements	Yes	No	Total	Yes%.	No%
1	Women education is not essential for quality of life.	110	10	120	91.67%	8.33%
2	Education/ schooling is not an indispensable part of life.	90	30	120	75%	25%
3	Education system is useful to women.	10	110	120	8.33%	91.67%
4	Learning programmes in school do not teach the women the practical skills to solve real life problems.	100	20	120	83.33%	16.67
5	Better education qualification helps in getting better jobs.	10	110	120	8.33%	91.67%
6	Women should get education upto primary level.	40	80	120	33.33%	66.67%
7	Women should get education upto secondary level.	30	90	120	25%	75%

8	Women should get education upto graduate level.	20	100	120	16.67%	83.33%
9	Women should get education upto post-graduation.	10	110	120	8.33%	91.67%
10	Women should get professional education.	5	115	120	4.17	95.83
11	Women should take education Arts only.	75	45	120	62.5%	37.5%
12	Women should take education science only.	35	85	120	29.17%	70.83%
13	Donot aware about importance of women education.	95	25	120	79.17%	20.83%
14	Do not know about government schemes initiated for women education.	93	27	120	77.5%	22.5%
15	Gender discrimination is an obstacle for women education.	85	35	120	70.83%	29.17%
16	Social customs, traditions, beliefs and practices create obstacles for women education.	80	40	120	66.67%	33.33%
17	Unable to afford expenses for women education.	90	30	120	75%	25%
18	Family members indifferent to women education.	93	27	120		
19	Studying women is just wasting the money	100	20	120	83.33%	16.67%
20	Upbringing of children is strictly a women's job.	75	45	120		
21	Highly educated girls find adjustment difficulty later in life.	76	44	120	63.33%	36.67%
22	Old traditional mindset and belief of people still not changed.	87	33	120	72.5%	27.5%
23	Women should be prepared particularly for work inside the home.	80	40	120	66.67%	33.33%
24	Women education is an unnecessary expenditure as they have to go other family.	85	35	120	70.83%	29.17%
25	The proper place of women is at home.	60	60	120	50%	50%
26	Did not know about RTE Act.	110	10	120	91.67%	8.33%
26	Schools are far away from home.	100	20	120	83.33%	16.67%
27	There is no separate school for women.	90	30	120	75%	25%
28	Lack of trained women teacher.	80	40	120		
29	Women education helps to develop self esteem and dignity of women.	30	90	120	25%	75%
30	Women education strengthens women group and organizations.	45	75	120	37.5%	62.5%
31	Women education enables the women to enjoy equal rights with men in sphere of socio-economic, political etc.	9	111	120	7.5%	92.5
32	Women education helps the women to be self-dependent in fullfiling their basic needs.	12	108	120	10%	90%
33	Women education enables in the development of society and nation with economic progress.	15	105	120	12.5%	87.5%
34	Women education enables the women in organizing and taking all equal decision with male.	10	110	120	8.33%	91.67%
35	Women education enables the women to solve the problems created due to gender disparity in the work field or any institution.	25	95	120	20.83%	79.17%
36	Women education takes an important role for	10	110	120	8.3%	91.67%

	women in leading a trust and value based.					
37	Women education helps to drive out the obstacles in social traditions, belief and practices.	15	105	120	12.5%	87.5%
38	Women education reduces work load at home	5	115	120	4.17%	95.83%
39	Women education reduces work load at home	5	115	120	4.17%	95.83%
40	Women education related to socio-economic condition of the family.	7	113	120	5.83%	94.17%
41	Women education help the women for future opportunities and challenges in life.	5	115	120	4.17%	95.83%
42	A women must accept a job in her own locality only.	7	113	120	5.83%	94.83%
43	Educating girl means educating family.	30	90	120	25%	75%

Researcher prepare some statements for women to know their opinions about women education. Researcher taken their responses and find out percentage for analysis. There are 43 statements regarding women education of Pani Miri Mishing Village. The selected candidates gave answer in 'Yes' or 'No' Form. 91.67% women think that education is not important for quality of life. 75% women think that education is not the indispensable part of life. 91.67% women think that education system is not useful to them for which reason they are not interested for going school. 83.33% women think that that the course of education donot provide practical skills to solve real life. 91.67% women do not understand the job opportunity for better education qualification. 33.33% women think that they should learn only upto primary education, 25% women think that upto secondary education is necessary for them, 16.67% women think for graduate level education and 8.33% women feel the need of post graduate education. 4.17% women professional education is needed for earning money in life. In regards to the stream of education, 62.5% women in fevour for learning of arts, 29.17% women in fevour for science stream. 79% women donot know the importance of education. 77.5% women do not know about government schemes initiated for women education. 70.83% women think that gender discrimination is the obstacle for women education. 66.67% women under study says that some social customs, traditional beliefs and practices create obstacle for women education. 75% women gave opinions that economic constrain is also an obstacle for women education. 83.33% women gave opinions that studying women is just wasting money. 63.33% women gave opinions that highly educated women find adjustment problem later in life. % women gave opinions that upbringing of children is their prime duty. 72.5% women gave opinions that old traditional mindset and belief of the parents are also a factor for low enrolment of women in school. 66.67% women provided opinion that women children are prepared particularly for work inside the home. 70.83% women says that expenditure on women education is unnecessary because they have to go other family. 50% women think that their proper place is at home. 91.67% women do not know Right to Education Act. 83.33% women gave opinions that their schools are far from their home. 75% women women think that there should be separate schools for women. 25% women think that education helps to develop self esteem and dignity of women. 37.5% women think that education strengthens women group and organization.

Problems Faced by the women Misingscommunity.

- 1. Household works entrusted on girl education:** The parents of the Mishing community do not want to send their daughters to school as they can help parents in household works.
- 2. Traditional prejudices and superstitions of Mishing community:** The prejudices and superstitions prevailing in the tea tribe community is one of the hindrances in the progress of women education. In many cases women victim of such beliefs. The curse like which hunting is very common superstitious beliefs and many women are killed for having such beliefs.

3. **Parents' unfavorable attitude to girl education:** The parents of the Mishing tribe are indifferent to women education. Most of the Mishing tribe daughters are engaged in domestic works instead of sending to school. The parents think that the daughters will marriage and will go away. Therefore, spending in girls' education is considered as merely wastage.
4. **Parent's poor economic condition:** Poverty is one of the major obstacles of women education. The parents unable to provide the basic needs of the family for which reason the girls' are engaged in earnings of money for the family support.
5. **Alcoholism and addiction to drugs:** Excessive drinking is chief cause of all family and social problems among them. The husbands spend a lion's share of their salary in buying alcohol. The women also sometimes get addicted to alcohol in order to relief their pain and misery. Thus, alcoholism effects on female education.
6. **Lack of minimum facilities for study:** Most of the schools do not have basic educational facilities. The schools have not sufficient infrastructure to motivate the students especially for the girls' students.
7. **Sense of Inferiority among Mishing tribe women:** The women cannot take final decision at the family. They are not allowed in decision taking in the home. Therefore, the women are found to be lacking confidence in any endeavour. This sense of inferiority is another obstacle in the education of Mishing tribe women.
8. **Early Marriage:** The early marriage is also one of the problems of Mishing Tribes community. The tradition of Mishing community affects women education.

Suggestions by the investigator for the success of the Women of Mising community:

After the investigation the investigator has given the following suggestions for future:

1. The Government and also the NGO's should have to provide proper facilities for education to the people as a whole and the women as well. Without proper educational facility the people will remain educationally backward.
2. The women should be motivated towards modern educational and health services for which some awareness programmes are needed for the people.
3. The management and the government should organize the family planning programmes among the women workers.
4. The women of the tea tribe should be made aware to the various types of assistance like subsidies, aid, loan at cheap rate etc. provided by the government due to which their ignorance and poverty they are unable to utilize these facilities.

Conclusion

In the conclusion we can conclude that education of women highly influences on their attitude towards women education. Those women who have attained better education have more understanding towards the necessity of women education and have more positive attitude towards the education of women than those women who are less educated. The economic background and occupational levels of the women have influence on their attitude towards women education. And on the other hand, no matter how developed and educated the people are, their cultural lag still prevents them from broadening their mindset towards women education. And the discrimination of gender prevails in the society, though it still exists in different forms and in different degrees. Therefore, education of the women gives positive attitude, cultural lag of the women on the other hand gives negative attitude towards women education.

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