CHAPTER – VII

Summary, findings, suggestions and conclusion

7.1. Summary of the study:

“A study of educational status and problem of Karbi women in Karbi Anglong district of Assam” was taken up. The detail description of the need and importance of women education was given. There will be no history of Karbi Anglong if there were no Karbi women. Therefore, the historical background of Karbi Anglong district, socio-cultural, socio-economic and political status was elaborated and necessary elements highlighted. For the present study, certain objectives were framed and objective wise goal was set to achieve by the investigator. Certain limitations were drawn in order to make the study more worthy. Only, Karbi women living in Karbi Anglong district of Assam were been taken into account. The study was limited to study the status of Karbi women in higher education.

The present study was descriptive in nature. In order to find out the results more appropriately, the study groups were categorized into five. Questionnaires and interview scheduled was used in collecting data. As Educated Karbi women, uneducated Karbi women, Head of the institutions, teachers and policy makers. Also, primary source, observation and secondary source being used. There are seven chapters in the present study.

1. In the first chapter, the Rational of the study was presented which includes a description of the study in terms of Karbi Anglong historical background, introduction of Karbi women, objectives, needs and importance, scope and limitations of the study.
2. The second chapter was presented clearly about the development of education in Karbi Anglong. The traditional system of education, primary level till university level.
3. The third chapters were about the social status of women in their participation in various domains of life as cultural, economic and political field on all India bases and broadly on Karbi women in Karbi Anglong district of Assam.
4. The fourth chapter constituted a brief review of related literatures done, so as to update and analyse the work done previously in the country, North Eastern India as well as abroad.
5. In the fifth chapter, Methodology was presented.
6. In the sixth chapter, analysis, interpretations and discussions was presented.
7. In the seventh chapter, summary of the study, major findings, suggestions, and implications, suggested further research study and conclusion.

7.2. Definitions of the terms used:

1. **Educational Status**: Refers to the awareness and attainment of educational degrees by Karbi women in Karbi Anglong District. The impact of education; it is a mark of the amount of recognition, honor, and acceptance received by Karbi women in society.

2. **Problems**: Refers to the difficulties and obstacles that Karbi women face. All round aspects of human suffering- social, economy, political, also includes physical, mental, moral aspects of person, at home and outside in acquiring new experiences.

3. **Karbi women**: Refers to the Karbi women living in rural and urban areas of Karbi Anglong.

4. **Karbi Anglong**: refers to one of the hill district of Assam, which is an abode of the Karbis. It is the largest district in Assam.

7.3. Major findings of the study:

- The ratio between the educational institutions and the number of villages does not tally as there are 2,782 village, where as at present, there are only 1401 primary schools running in the district out of the total established 1414 primary schools which is very less for the whole of the people. 232 Middle schools where 14 is govt. 188 provincial and 140 recognized. In High school or secondary schools, there are 203 registered under the Inspector of schools. In higher secondary schools, there are altogether 20 Higher Secondary Schools, where 12 are Karbi Anglong Autonomous Council recognized and provincial. Only 1 Government the rest Central School, Don Boscos, venture and private run schools. For the general colleges, there are 14, only one is full-fledged government college that is Diphu Government College and the rest provincial, deficit and private run college which is not sufficient for the girls in particular and the people in general.
• Again, all the primary schools are not functioning properly with 13 schools completely closed. The scenario of some primary schools are in pathetic conditions for which it is not running properly are the root cause of evil to low enrolment and high drop-outs of girls before reaching higher education.

• There are both literates and illiterates spread out equally specially in rural areas uptill 2001. As the population of Karbi Anglong according to 2001 census is 8, 13,311, where female constitute 48%.

• 85 % of the population inhabits rural area in the district and it is found that majority of the people revealed that discrimination of gender exists more in rural areas.

• Not much difference shows in the intellectual and potentialities in scholastic achievements or else the girls students are doing better except majority shares that girls needs to improve in co-curricular activities.

• It is found that girls are suppressed on the basis of gender in educational institutions as they are not given proper chance to live up to womanhood.

• Some men shares that some educated women out of frustrations try to fulfill dreams in their daughters, in the process favours more education for girls than boys excessively and results in the feeling that male person in the house are being neglected which may leads to broken homes also.

• In some cases the issue of gender a hindrance to girl child education.

• Issue of early marriage an obstacle to much girl child education in the district. It is found out that due to the provision of elopement marriage in Karbi society align to customary laws. More people opting for elopement and undergoing legalizing in later life known as Bura Biya, (Legal marriage for the married people). In spite of education which has come up so much. Nothing is done in this area.

• It is found that where mental exercises are there: sometimes women can be more competent but the sphere which involves more of physical activities: girls cannot supersede boys as shared by some teachers.

• In the name of modern education and broad mentality women tend to overlook traditional roles. Many a times some traditional activities appeared to be irrational for educated persons where women might have thought to be neglecting traditional roles.
• In most cases of rural areas domestic works over-burden the girl child to excel in their studies.

• Education been useful to provide employment to many women in the district.

• It was found out that discrimination is more in rural areas because of religio-traditional views on women. Girls were not getting equal opportunities in all the fields of human endeavors because of religio-traditional views on women. This should be uplifted through education.

• Girl child education helps in bringing changes in the traditional practice and attitude for both better and worst. Some imbibes the modern concept which is negative of live in girl and boy relationship, gay, lesbianism and even prostiutions which is against the traditional roles of women in Karbi Anglong.

• Legislative initiative focusing encouragement on girl child education by enacting various committees and commissions as well as drafting suitable policies and schemes.

• It is found that there is a strong link between early marriage and low level of education and non-education because after marriage girls are sent to in-laws house where from all round development are extremely limited especially in rural and ignorant homes.

• It was found that customary laws of the Karbis does not favour female to get an equal share in the property of their parents. And so untoward and impartial feeling exist which should be modified and codified. So, that woman which consist half of the population are not humiliated.

• It is found that people of modern times are changing their mindset about pursing education even after marriage. It is a good trend as education is a continuous process till death.

• Educated women get equal opportunity to earn for the family like men.

• It is found out that in the participation of Karbi women in economic field has not improved much even after education: education is said to be investment for life because majority of the people inhabits rural areas and do not possess all the modern equipments and technology which was given birth by education and considered as basic needs and necessity today: non-availability or utility of facilities like (electricity /rice mills/radio/T.V/Telephone /PHC/ public transportation/ vehicle) are due to non-employment or scarcity of progress and development and so no income no development.
• Educated women are conscious in actively participating in politics today where as uneducated still a good followers.
• It was found that limited education reducing the chances of acquiring related skills and economics opportunities for girls.
• It was found that negative attitude of the parents towards girl child education attributed to traditional socio-cultural beliefs regarding gender roles and abilities to some extent.
• It was found that education of girls helps in accelerating social transformation towards upward movement where as some women misusing education: in most cases it is observed that little knowledge is dangerous.
• It was found that compulsory education is the need of the hour. The Karbi Anglong Autonomous Council (KAAC) should engage some NGO’s and personnel on the basis of particular village to look into educating each and every individual in the district. This would enable girls to get a good foundation of primary education and thus go for higher education.
• It was found out that society will change in a better way if girls are educated because fifty person of the population consist of female and society can never progress until and unless all people are educated.
• It was found out that many intellectual and women themselves shares that full satisfaction in educational achievement is yet to be witnessed. But, comparing with the previous decades girls proves themselves satisfactorily. If given a chance woman can achieve its highest achievement.
• It was found out that education is all time necessary to make the girls aware of their rights and claims the same.
• Everybody has the right to education, the right to free and compulsory primary, without discrimination but do not guarantee for higher education.
• It was found out that educational status of Karbi women according to most of the respondents are average.
• It was found out that the economy backwardness, ignorance and uneducated among parents and parents are not adequate enough and orthodox thinking that girls should know only the basic ABCDEF. Also, lack of infrastructure like transportation and communications causes for the drop-outs of girl’s student in the district.
Rural women in the field of education is meager. Certain problems and hindrance like unavailability of education materials in the village, low economic status of villagers, unemployment, no means of transport and communication, belief of social customs, orthodox rituals and superstitions and thus uneducated etc.

7.4. Suggested measures for the upliftment of Karbi women education:

- Issue of early marriage before 18 years of age should be stopped and encouragement for girl child education.
- All types of educational institutions should be expanded as there is a dearth of higher education in the district.
- As the number of educational institutions rise in the district, so will the girls get opportunities to get access in it conveniently.
- More educational institutions like primary, middle and high schools should be opened up in rural areas as the ratio of village and numbers of educational institutions is not suitable and without which there will be no higher education.
- All types of higher secondary education and colleges should be opened up and more stress should be given to Science and commerce streams as there are only two science streams one in Diphu Government College and two Higher secondary level at Don bosco Sojong and Junior Science college in Kheroni which was not at all sufficient for the whole of the people.
- All the departments should be made available to the people of Karbi Anglong at Assam university Diphu campus. This will increase the enrolment of girls as majority of the family suffers from financial problems for which they cannot educate female wards especially in higher education as it is costly affairs if sending children out of home.
- Special provisions, facilities should be provided for the poor girls in pursuance of higher education like free transportation, books or library facility with varied and needful study material and also for all the expenses and help needed for completion.
- Domestic and households work should be shared among male and female members of the family.
More employment should be provided to Karbi women in accordance with her educational qualification so that other women are encouraged.

Educational institution should be provided with all the material resources and infrastructure by the concern authority in order to boost up for higher education and deeper research and study.

There should be changes in the traditional practice and attitude, which subordinates women.

More Legislative initiative should be focused and encouragement on girl child education.

Women should stand to claim for equal responsibilities in the decision-making bodies of the society.

Women should be allowed to get an equal share in the property of their parents, and this should be made mandatory by local legislation.

Women should competitively come up or under reservation involve in active participation of politics as the women are very much lagging behind.

Women should not have inferiority complex in being a woman but realize the importance and responsibility of women on this earth without which the existence of men is not possible.

Women should be trained and educated properly in degree level to pursue higher education and be liberated from ignorance.

Women should come out of remarriage stigma in the society, and feel to do the needful things after the death of husbands and not just feel deprived or unwanted.

Women should be given equal opportunity according to her qualification and abilities to earn for the family like men.

Education should enable self sufficiency among women and be able to provide her to get employment so as to improve the economic condition of the people in general and Karbi women in particular.

Governments should give free basic facilities to all the poor homes in rural areas like (electricity /rice mills/radio/T.V/Telephone/PHC/ public transportation/ vehicle which will enhance their rise in educational level as poor economy conditions stood as one of the major barriers for low level percentage of women in higher education.
• Diversifications of education should be made available in all the higher education which should start by secondary level this is to enable girls to acquire related skills and economics opportunities.

• More technical institutions for girls should be opened up in Karbi Anglong districts and encouragement for those girls who are interested.

• Compulsory education should be applied to the entire girl child even in poor homes, and this should be checked by some NGOs and Karbi Anglong Autonomous Council, so as to increase girl’s education in the district.

• Education should help girls to be aware of human rights and claims the same.

• Women education should not be restrictive to general studies and home science alone but be based on ones abilities and capacities. One should not only stick to the mindset that girls are to do households works and boys outside earning for family. But be positive and embrace the natural way of living a life up to the fullest. If in a particular home wife looks after the household’s works, sibling care and also earning for family than this is also expected from husband also except for breast feeding which do not consume whole day or whole life. Naturally, some men are born with feminine characteristics and women muscular. So, education should be sharpening these natural endowments but not fed with artificial alone. Because the very meaning of education in Latin word as educare, educere and educatum means to draw out, to pour out and sharpens it.

• As women receive greater education and training, they will earn more money for the family and children.

• As women rise in economic status, they will gain greater social standing in the households and the village, and will have greater voice.

• As women’s economic power grows, it will be easier to overcome the tradition of “son preference” and thus put an end to social evils.

• As son preference declines and acceptance of violence declines, families will be more likely to educate their daughters and age of marriage will rise.

• As women are better nourished and marry later, they will be healthier, more productive and will give birth to healthier babies.
• Only through action to remedy discrimination against women can the vision of India’s independence: an India where all people have the chance to live healthy and productive lives be realized.

• Women should come up to share an equal seat in the decision-making bodies.

• Women should not hesitate to oppose gender discriminations in any form inside and outside homes.

• The village people should also come forward to educate their womenfolk leaving behind superstitions, rituals and vain customs. Not only that but rural womenfolk needs to stand up for this right of education provided to them by the constitution of India.

• Educations helps men and women claims the rights and realize their potential in the economic, political and social arenas.

• Educated women should not forget their cultural practices and values. Also, access and analyze the good and bad through education and keep cultural values still adopt to new things.

• More employment and entrepreneurship should be provided for women in the district.

• Women’s participation in economic is increasing but compared to other neighboring states, it is still very low. Women are most often found employed in informal sector.

• Women should be educated for complete eradication of illiteracy and for being developed socially, economically, culturally and politically.

7.5. Educational implications:

In a wider and less definite sense, education implies the influence of the whole environment upon the individual: it is a continuous process of growth and modification. Education is a lifelong process of development; in fact, “whatever broadens our mental outlook, sharpens our insight, refines our reactions and stimulates our thought and feeling educates us

According to Pestalozzi, “the main object of education is not to teach but to develop.”

Herbert defined the aim of education is a “preparation for complete living.” The present study has the following educational implications:
1. The study aims to create awareness among the Karbi women about their social standing and position in the society as a result of education and for their improvements.

2. To find out various problems they confronts as a daughter, wife and mothers, so that they solve it legally.

3. To create an insight into the traditional laws and customs among Karbi community, this might hamper the development of women in the society.

4. To evoke the spirit of gender equality; this is the need of the hour for any forward-looking society.

5. To point out that education is an all round development, which includes the welfare of their life physical, mental, moral, cultural and spiritual.

6. To highlight the importance of education among Karbi women.

7. To foster the status of women in general colleges, university and professional colleges with reference to Karbi Anglong district of Assam.

7.6. Suggestions for further Research:

1. The role of the educated Karbi women towards the development of the society can be studied.

2. Issues on the Karbi women’s right to inheritance can be studied.

3. Women empowerment and its impact can be undertaken.

4. Research into the traditional laws and customs, which affect Karbi women, can be undertaken.

5. A critical study into the importance of gender equality for the growth and development among the Karbi society can be undertaken.

6. A comparative study of the status of Karbi women with women of other community can also be taken.

7. The role of NGO’s towards the rise of the status of Karbi women in Karbi Anglong district.

7.7. Conclusion:

The Christian missionaries did so much in the development of education in Karbi Anglong where women are no exception. Ever since, education is progressing each passing year. After, a separate Karbi Anglong district council in 1952; the initiatives were taken to take the lead in education field. No doubt there is an increase
in the numbers of educational institutions from primary till higher education. Though, special provision or initiatives for women have not been taken steps drastically in the district.

The attitude towards women has not changed yet. The literacy rate shows this fact as the literacy rate of 2001 holds at total 58.83% with male 68% and female 49%. And, the 2011 provisional census of Karbi Anglong is 73.52%, where 82.12% male and 64.62% female. Despite the importance of women education, unfortunately, 35% of women are still illiterate in Karbi Anglong district according to 2011 provisional census. Women education is still neglected.

The total population of the district according to 2011 census is 965,280, where the total Karbi population in Karbi Anglong stands at 399,958 (41%) where male constitutes 213,631 (22.41%) and female constitutes 186,327 (19.30%) and total Karbi students population of higher education during the session 2010-2011 is 9871 (2.46%) in Karbi Anglong district which is very low compared to the rise of population in 2011.

Altogether higher institutions including higher secondary has 15,984 Students out of which total Karbi students has numbered upto 9871 (60%), with Karbi male student having 40% and Karbi female students constitutes 20%.

The society still believes that woman’s rightful place is at home; raising children, tending to her husband’s needs and maintaining organized households and thus education is limited only to some level before higher education. Over the years women who have earned higher education prove themselves better. Women are not only better housewives, but they are capable of balancing between having a successful career and still having a healthy and happy family.

Education is a milestone of women empowerment because it enables them to responds to the challenges, to confront their life. A great disparity is observed between rural and urban women in every field of life because of the disparity in education. Women living in urban have comparatively come up in every field whereas women living in rural areas are still backward. Education has no place for them. They are busy for the laborious work depending only on to agricultural and Jhum cultivations which are also so meager because they are producing in the same old traditional methods. It is the fact that education for them is a mere teaching and
learning of alphabets and numbers and to their fortune mid-day meals, free books and free facilities thus matters a lot. Therefore, education for them is just literacy without any vision of higher education especially female and so undergoing the same traditional attitude of ignorance, low economy and poverty till today.

Tomasevki 2005 says, “It is to be learnt that, educating girls and women is an important step in overcoming poverty. Inequality and poverty are not inevitable, the focus on poverty has been universal affirmed as a key obstacle to the enjoyment of human rights, and it has a visible gender profile. The main reason for this is the fact that poverty results from violations of human rights, including the right to education, which disproportionately affect girls and women. Various grounds of discrimination, combine trapping girls in vicious downward circle of denied rights. Denial of the right to education leads to exclusion from the labor market and marginalization into the informal sector or unpaid works. This perpetuates and increase women’s poverty.”

It is true that women of late have made their presence felt, with a difference in every field. But, still larger population suffers from non-education. Women should be educated for complete eradication of illiteracy and for being developed socially, economically, culturally and politically.

India is poised to becoming superpowers, a developed country by 2020. The year 2020 is fast approaching; it’s just nine years away. This can become reality only when all the women of the country become empowered. Karbi women are no exception.

Our society being so cultured and traditional in its outlooks still today has some irrational practices and beliefs, which are in practice: it can be solved only through analysis of truth and education is one of it. Education is considered as modification of behavior in pursuance with truth. The education of women should be enabled from all sides like finances, study materials, transportation etc needed for higher studies. As without which education will not be possible. Jean Charles Crochet rightly said that it is impossible for women to get education if there is not a secure means of transport because the family will not just let her go.

Also, the balance and appropriate means should be kept in mind for the better existence of women. The upbringing of girls by parents and schools attitude towards
girls should not be taken on sympathetic ground always but, they should be treated equally as members of mankind. Because, if girls are given sympathetic favors than they are already pre-supposed as weaker section of the society which in the process of later life if not treated a like face lots of problem in understanding oneself.

Women education in Karbi Anglong is increasing but still many left unattended especially of higher education. Women must be motivated to pursue higher education and utilize the vision of higher education. It is with the combined efforts of all the parents, teachers and intellectuals and better policies, which will help in the upliftment of women education in the district.