



A study on barriers of education in Kharwar tribe of Sonbhadra, Uttar Pradesh

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Abstract

It has been reflected from the data of number of educational statistics of literacy rate, that the literacy rate of Kharwar tribe is very poor. Mostly children are not taking admission in school. Some who take admission among them, dropout rate is very high. In the present study a survey have been done to identify the reason because of which children are not admitted in school. One more effort was made to identify the reason of dropout from the school. Lastly, the focus was on the policy implication strategy is discussed to enhance the literacy rate by removing the barriers in education.

Keywords: Education, Kharwar Tribes, Barriers

Introduction

India is the prehistoric ground of wisdom and it is the land which has considered the education as a most efficacious potent for attaining the salvation. According to Bhagawat Geeta, man is a creature who thinks. Manushaya (man) is a being with manas (mind); and if his thinking power is not attained it became no better than animals. Therefore, we all are in journey of shaping our own destiny in order to animate the growth, in which intellect is a great indeed. In earlier days an optimal development of children was almost taken for granted in the family and the community in which they were born. With the expansion of school in the community it has been considered as a responsibility of the state to educate the child. Our country is predominantly divided into diverse regions with its unique features and problems. Still, there is big proportion of people living in absolute poverty, which is more than being poor. On the other hand, growth as symbolized by an increase in income had lost its glory for "capability improvement". The lack of effective voice for poor and institutional and political tendencies to tilt the benefits of reform programs in favor of those better able to protect their benefits are the some ontological fact of the policy-transformation. Tribal children, similar to several other marginalized groups of children in India, are spellbound in an intergenerational vicious cycle of poverty, literacy and deprivation. This is evident in extremely poor adult literacy rates which are produced as low education levels among the children from ST communities. The growth of official education amongst the tribal populations of the country may be gauge from the acts yield by the census data. The census figure of 1931 disclosed that only 0.7 percent of the tribal people were literate. This percentage rose to 32.60 percent in 1991 against 52.2 percent for the entire country. As against the national average of 52.21 percent, the literacy rate of ST is terribly low at round 29.60 percent. This shows a big gap in educational opportunities among the tribal and non-tribal communities. The Present Study Cognitive competence does not only increase by going to school but

generally school going children perform better in the cognitive task performance. In the same way, healthy school experience has been described with the development of central cognitive processor which helps to operate the "domains of knowledge". All this include the necessity of proper schooling for the optimal development of children. Education itself can bring the drastic change as a mean for economic as well as social development and can guard the rural people against the social injustice. Vygotsky has suggested that school helps the development of general reasoning capacity in school going children that can apply to understand the instance of life (Cole & Scribner, 1973). Since education is probably the most valuable instrument to ensure quality of life, the tribal people are lagging far behind from their more fortunate fellow countrymen due to lack of education. As a mean to achieve inclusion in the main stream, government has made lots of effort to universalize the education by the slogan "education for all". Large scale enrolment has also been noticed in initial level but it is extremely difficult to sustain them in within the main stream of education for long time. Along with this the rate of illiteracy among the female child is higher. Thus the Dakhila Abhiyaan (admission revolution) made by government is still a far-fetched assurance.

Objectives

1. To find out the socio-economic profile of kharwar womens of sonebhadra.
2. To analyze dietary pattern of kharwar womens of sonebhadra district.
3. To find out problems faced by kharwar womens of sonebhadra.
4. To give suggestive measures to overcome from the problems

Research Methodology

Selection of District

Sonbhadra district which is 2nd largest district of Uttar Pradesh, India has been selected for present study.

Selection of the Block

There are 279 villages in Dudhi block. Out of which we have selected two villages purposively i.e., Nagwa, Amwar.

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There are 279 villages in Dudhi block. Out of which we have selected two villages purposively i.e., Nagwa, Amwar.

Selection of Respondents

In this present study we have selected purposively 100 respondents of kharwar tribe.

Tools and Techniques of Data Collection

For data collection various techniques has been used which are described below:

1. Development of interview schedule

To collect the data from respondents, an interview schedule was prepared as given in the appendix, covering the various independent and dependent variables of the study keeping in view the various defined objectives of the present investigation.

2. Observation

Observation method is such a method in which only primary data is to be collected. Each observer collect the data which is related to his/her study.” In this present study the observation was done by “participant observation” and “non-participant observation”.

a. Participant observation

According to this method we have participated in the daily life of the respondents and observed their behaviour relevant to the study topic.

b. Non-participant observation According to this method we have observed everything from a distance. We have to be passive

and do not try influence the activities of the respondent in any manner.

3. Individual interview

In this we meet on single respondent/person at one time and interviewed him. Then collect all the information from the respondent. It is believed that such a person/respondent possesses the required information and that was serving our purpose. The advantage in this method is that the respondent is not under group influences and all views expressed by respondent are his own and spontaneous.

4. Case Study Method

Case study is the method of exploring and analysing the life of a social unit may be of a person, a family, an institution or a community. In this method various aspects of the respondents unit were deeply and thoroughly studied, taking into account its post, present and future.

5. Secondary data

Secondary data has been collected from the block offices and previous researches in the same were also used to analyse the primary data status.

6. Audio and Visual Aids

Tape recorder, camera and mobile has been used to collect the views of the respondents and photographs related to the present study.

7. P R A. Technique

By this method we have got the quick information about the whole village. The method we used in this study is transect walk, social map etc.

Results and Discussion

Table 1: Age-wise of the Respondents

S.no.	Age of the respondents	Frequency	Percentage
1.	25-30	38	38%
2.	31-40	34	34%
3.	41-50	28	28%
	Total	100	100 %

The above table shows that 28 percent womens were from 25- 30 age-group, 34 per cent womens were of 31-40 age-group, and 28 per cent womens were from 41-50 age-group.

Table 2: Educational Status of Womens

S.no	Educational status	Frequency	Percentage
1	Illiterate	82	82%
2	Primary education	18	18%
3	Secondary education	-	-
4	Graduate	-	-
	Total	100	100%

The above table shows that 82 per cent womens were illiterate, 18percent were primary educated, and nobody was secondary educated, graduate.

Table 3: Structure of House

S. no.	Structure of house	Frequency	Percentage
1	Kaccha	92	92%
2	Pucca	-	-
3	Mixed	8	8%
	Total	100	100

The above table shows that 92 per cent was kaccha house, pukka house was nil and the mixed house was 8 per cent.

Table 4: Source of Drinking Water

S.no.	Source of drinking water	Frequency	Percentage
1	Well	22	22%
2	Pond	-	-
3	Handpump	78	78%
4	Tap water	-	-
	Total	100	100%

The above table shows that the sources of drinking water is, well 22 per cent was used, pond were nil but hand pump 80 per cent and tap water was 55per cent was used.

Table 5: Source of Income

S.no.	Source of Income	Frequency	Percentage
1	Agriculture Work	74	74%
2	Labour Work	14	14%
3	Other	12	12%
	Total	100	100%

The above table shows that 74 per cent people earned by agricultural work, and 14 per cent by labour work and 12 per cent do some other work for earning.

Conclusion

The geographical distances have become narrower with the advancement in communication. Hence, life in multicultural perspective is an existing reality. Therefore a child must be preparing to deal in various culture worlds in place of isolation. Dealing with cultural requires several forms of psychological integration. The alienation of Kharwar child from the normal stream of development inhibits the skill of dealing across the cultures. Which inquire a need to develop “economically valid” and “ecologically viable” model of education for them. What a policy maker should know before making a planning for regional-development? What are the emerging concepts, methods, and modes of the development? What are the priorities and requirements of a particular region? Or, in what way, the training of regional planner can bring desired changes? All these are the agenda for regional planning. As well as the context of development and goals of development for individual and for the region is also need to be identified. Hence, there is general lack of mutual penetration in between ‘theoretical knowledge’, ‘government policies’ and ‘practices’. Along with this, regional planning has many faces and dimensions, and which dimensions should become the trust for the community of the regional planners is a key question to be addressed. Information gathering is also one of the most critical elements in any regional planning effort. The differences in approach to regional planning would indicate the variations in the requirement of information needs. This shows a need of a bridge for its transformation, application and relative measurement of policy with inherited tradition of knowledge for the real Swaraj in education aims at sarvodaya - ducation for all.

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