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Editorial

It has become a part of general knowledge that December 22 is the Santali language day. Many parts of the country, the celebration is organised to commemorate this historical realization and epoch making event in the history of Santals. The organisers though are disjointed entity, however, crave to sensitise people on the requirement and importance of the issue with same kind of commitment and zeal. The information sharing platform is being created and people are benefitted out of this exercise and involvement. The momentum is being maintained throughout these year since Santali was included in the 8th Schedule of the Constitution of India on 22nd December 2003.

After attending one such function at Bhubaneswar organised by Jaher Ayo Mahila Samiti, the feedback was intended to be sent to the Organisers. However, on a second thought it is considered germane to share this piece of information and feedback considering the uniqueness of the organisers. The way the function was organised and conducted should be highlighted for the benefit of the others as this development would be sufficient to encourage and inspire the organisers at other places in India.

The uniqueness of the approach is that the organisation is managed by motivated and energetic women of Bhubaneswar. The arrangement and other aspect need commendation considering the difficulties with which the same is being organised. The all women group need unequivocal support from all quarters so that they could excel further in their future endeavour. It is always a challenging task to come together and group together under one umbrella to pursue a particular issue or the collection of issues. It is a healthy development and desirable involvement to see situations, analyse the impacts and think about the future course of actions and directions. This kind of ladies' group should be formed everywhere in order to bring in an order in the society.

Like any other organisation, this group also has plans and actions and these are being discussed from time to time but it is seen that the plans and actions do not match the actual capability of the group. Though plans are reflections of the thought process and intention but in real life situation it is very difficult to translate ideas into

reality. As such all the plans and actions remain in the paper only. It is in this context humble submission would be to do some simple tasks rather than talking about many capital intensive projects. One should concentrate on spreading some awareness and knowledge.

It is being observed that some persons are spreading borrowed religious practices or beliefs in the Santal society. The approach is through a structured method and collection of people who are trying to impress people and even becoming successful in making them believe about new practices. The spread of misinformation is reaching such a height that it will become very difficult to correct the path which is being destroyed by others through relentless concerted efforts. The response should address to the real life difficulties and in this process in the long run knowledge level would percolate down to various strata of the society. It is very easy to lose something but always it takes a long time and consumes lot of energy to regain the same property. The ladies groups as such should concentrate on social affairs dealing with the processes and procedures which are being required in real life in maintaining the social identity, decorum, discipline and decency.

It is generally observed that social functions are not being supervised by any expert. The common practice is that the concerned person is conducting and executing the social customs, rituals and processes with difficulty.

In the rural places women are responsible for many social activities and actions but in urban centres it is very hard to find a person preferably ladies who would be having adequate knowledge on social affairs and customs.

Under such circumstances, these ladies' group should sit together and pool together resources so as to develop a pool of talented experts on social affairs so that whenever some social functions are contemplated in the urban areas or rural areas, experts from such group should be able to direct the whole affairs as a result the execution becomes disciplined and turned out to be in order. The discipline and regime should be deliberated and disseminated so that people at various strata of life could be benefitted. Otherwise, the present state of affairs of cacophony during any social function is enough to confuse and instill contradiction among the people.

Unraveling Indian Census Data on Santals (Education)

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Education profile is clearly a major indicator of any human individual or a group's development. In this modern global era, but at times some of the educated people also does not act like social & human being and indulge themselves in the anti social / anti human activities like corruption, terrorism, untauchability, inequality, oppression etc. I will therefore like to use the word proper education for the greater cause of human prosperity, development & well being. Also literacy only for learning alphabets or self's signature or literacy only for read & write skill are not of much use in the parlors of proper education.

District wise Education profile of Santals in ORISSA as per Census 2001

Sl. No.	District	Total Population			Illiterate					
		Total	Male	Female	Total	Male	Female	Percentage	Male	Female
a	b	c	d	e	f	g=f/c	h	i=h/d	j	k=j/e
1	Mayurbhanj	565,268	284,661	280,607	377,976	66.9%	153,959	54.1%	224,017	79.8%
2	Baleswar	84,713	43,377	41,336	61,858	73.0%	26,772	61.7%	35,086	84.9%
3	Kendujhar	61,097	30,718	30,379	42,791	70.0%	17,718	57.7%	25,073	82.5%
4	Khordha	10,072	5,427	4,645	4,445	44.1%	1,833	33.8%	2,612	56.2%
5	Sundargarh	10,021	5,230	4,791	3,564	35.6%	1,366	26.1%	2,198	45.9%
6	Jajapur	9,181	4,765	4,416	6,642	72.3%	2,952	62.0%	3,690	83.6%
7	Dhenkanal	8,412	4,374	4,038	6,044	71.8%	2,541	58.1%	3,503	86.8%
8	Anugul	5,993	3,244	2,749	2,777	46.3%	1,130	34.8%	1,647	59.9%
9	Bhadrak	3,202	1,642	1,560	2,456	76.7%	1,087	66.2%	1,369	87.8%
10	Nabarangapur	3,125	1,524	1,601	2,752	88.1%	1,221	80.1%	1,531	95.6%
11	Cuttack	2,827	1,439	1,388	1,692	59.9%	700	48.6%	992	71.5%
12	Malkangiri	2,569	1,271	1,298	1,883	73.3%	830	65.3%	1,053	81.1%
13	Jagatsinghapur	2,560	1,391	1,169	1,354	52.9%	590	42.4%	764	65.4%
14	Kendrapara	1,901	980	921	1,196	62.9%	488	49.8%	708	76.9%
15	Kalahandi	1,249	635	614	694	55.6%	235	37.0%	459	74.8%
16	Koraput	1,072	571	501	355	33.1%	153	26.8%	202	40.3%
17	Balangir	1,060	544	516	595	56.1%	221	40.6%	374	72.5%
18	Jharsuguda	459	323	136	137	29.8%	67	20.7%	70	51.5%
19	Sambalpur	415	235	180	122	29.4%	42	17.9%	80	44.4%
20	Rayagada	410	203	207	238	58.0%	94	46.3%	144	69.6%
21	Bargarh	364	191	173	172	47.3%	66	34.6%	106	61.3%
22	Nuapada	298	148	150	166	55.7%	67	45.3%	99	66.0%
23	Ganjam	292	161	131	75	25.7%	29	18.0%	46	35.1%
24	Gajapati	157	84	73	117	74.5%	56	66.7%	61	83.6%
25	Kandhamal	155	83	72	62	40.0%	26	31.3%	36	50.0%
26	Debagarh	126	56	70	70	55.6%	26	46.4%	44	62.9%
27	Sonapur	105	54	51	56	53.3%	23	42.6%	33	64.7%
28	Nayagarh	84	46	38	26	31.0%	5	10.9%	21	55.3%
29	Baudh	15	8	7	4	26.7%	2	25.0%	2	28.6%
30	Puri	2	1	1	-	0.0%	-	0.00%	-	0.0%
TOTAL		777,204	393,386	383,818	520,319		214,299		306,020	
986 Female per 1000 Male		Percentage			66.9%		54.5%		79.7%	

Santals originally were living in villages deep inside jungles and mostly were cultivator and daily laborers. Over the period of time, with the present system of pseudo development process of assimilation, some of the Santals

have moved out from their original villages for various purposes like education, Job, earning livelihood etc. and now a days they can be found in all most all the districts in India and even outside India also.

The Table above depicts the district wise list of Santals' education profile in the state of Orissa as per Census 2001. From the table it is observed that the literacy level of Santals wherever they might have migrated are not much encouraging, meaning thereby that a lot of illiterate Sanatls have also migrated to other parts of the states or the country, mostly in search of blue collar jobs and for earning livelihood.

Learning Teaching Problem of Tribal Children

(Source: Orissa Primary Education Programme Authority)

{Continued from January 2011 issue...}

An examination would reveal poor state of affairs in all the characteristics. Hence, if Saora children are to be cared for in the educational institution, attention should be focused on these characteristics.

General Factors

Some general factors regarding ecology, attitudes and pedagogy used in teaching and learning process indicate socio-economic environment is much below than what is expected for better learning. Attitude of people for MLE is fairly good and classroom is relatively enjoyable for children to learn.

From this observation one can feel that various socio-economic development programme must address to fulfill the needs of Saora children so that they may come to school, stay in school and achieve in school.

BONDA

This section indicates the opinions of PRI and School Headmasters whose interaction in the study were recorded in regard to the availability of school infrastructure, resources available for MLE, children characteristics and some general factors.

Responses of Local PRIs and School Headmasters: Availability of school infrastructure

While classroom and garden space are available in nearly 36% and 64% of the institutions, activity and teachers room including office space are available.

Similarly open space is found in one-third of the schools, sanitary facilities are available in one-third of the institutions, which means the need for the improvement in infrastructures.

Resources available for MLE Programme Implementation

Unfortunately observation would reveal that such resources has competent teachers, teachers having knowledge of MT, educational channels, audio visual and audio visual aids are negligible. The only plus point is the level of community involvement in MLE programme to the tune of 63.64%.

The entry suggests that for the proper implementation of MLE Programme there is a need for increasing these resources.

Children Characteristics

Responses of local PRIs and School Headmasters regarding the children's characteristics

The responses of local PRIs and School Headmasters on children characteristics such as Enrolment, Attendance, Dropout, Cognitive abilities, Reading Ability, Vocabulary, Achievement in Languages and Achievement in Mathematics.

An examination would reveal poor state of affairs in all the characteristics named. Hence, if Bonda children are to be cared for in the educational institution, attention should be focused on these characteristics.

General Factors

Some general factors regarding ecology, attitudes and pedagogy used in teaching and learning process indicate socio-economic environment is much below than what is expected for better learning. Attitude of people for MLE is fairly good and classroom is relatively enjoyable for children to learn.

From this observation one can feel that various socio-economic development programme must address to fulfill the needs of Bonda children so that they may come to school, stay in school and achieve in school.

JUANGA

This section indicates the opinions of PRI and School Headmasters whose interaction in the study were recorded in regard to the availability of school infrastructure, resources available for MLE, children characteristics and some general factors.

Responses of Local PRIs and School Headmasters**Availability of school infrastructure**

While classroom and garden space are available in nearly 50% of the institutions, activity and teachers room including office space are conspicuously absent. This is a very negative situation because we are emphasizing activitybased learning. Similarly open space is found in one-third of the schools, sanitary facilities are available in one-third of the institutions which means the need for the improvement in infrastructures.

Resources available for MLE Programme Implementation

Unfortunately observation would reveal that such resources has competent teachers, teachers

having knowledge of MT, educational channels, audio visual and audio visual aids are negligible. The only plus point is the level of community involvement in MLE programme to the tune of 60%.

The entry suggests that for the proper implementation of MLE Programme there is a need for increasing these resources.

Children Characteristics**Responses of local PRIs and School Headmasters regarding the children's characteristics**

The responses of local PRIs and School Headmasters on children characteristics such as Enrolment, Attendance, Dropout, Cognitive abilities, Reading Ability, Vocabulary, Achievement in Languages and Achievement in Mathematics.

An examination would reveal poor state of affairs in all the characteristics named above. Hence, if Juanga children are to be cared for in the educational institution, attention should be focused on these characteristics.

General Factors regarding ecology, attitudes and pedagogy used in teaching and learning process indicate socio-economic environment is much below than what is expected for better learning. Attitude of people for MLE is fairly good and classroom is relatively enjoyable for children to learn.

From this observation one can feel that various socio-economic development programme must address to fulfill the needs of Juanga children so that they may come to school, stay in school and achieve in school.

{To be continued...}

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