



# ASECA CHANNEL

(A monthly Journal from All India ASECA)

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**WELCOME NEW YEAR 2012**

**ASECA CHANNEL & ALL INDIA ASECA WISH HAPPINESS, PEACE, PROSPERITY AND QUALITY LIFE ON THE EVE OF NEW YEAR TO SUBSCRIBERS, WELL WISHERS, CONTRIBUTORS AND THEIR FAMILY MEMBERS**

## Editorial

Recently, Central Sahitya Akademi organised two days Seminar on "Contemporary Santali Fiction" at Chennai during 24th and 25th December 2011. It may not be out of place to mention that Santali language has been immensely benefited by the generous support being extended by the Akademi in propagating and promoting the Santali literature and thereby enriching further the language. It is also pertinent to mention that with the continuous support and patronage, the Santali Literature is beginning to scale a new height.

We usually understand the term "Fiction" as a work greatly influenced by imagination and the end product is called a "Novel" or a "Short Story". The writer puts forth some message based on his or her understanding of a subject or interpretation of a situation. The entire work may not be a narration of a real life situation or based on a real story. Through this process, the writer produces a masterpiece also to inspire a large number of population and prompt or provoke them to think over an issue or an event. The writer always aims at producing a story which is self explanatory and also thought provoking. However, the fiction genre in Santali literature is greatly influenced by true story or an extension of a true story. The writers in Santali language till date have abundantly used the background of a real story to base their own. The variety of fiction is limited in

Santali language unlike the other developed or people supported languages.

The papers presented by Mr. Somai Kisku on Displacement / migration aspects, Mr. Arjun Majhi, on Rural & Urban Life, Mr. Naku Hansdah on Cultural aspects, Mr. Badal Hembram on Political aspects, Mr. Ratan Chandra Tudu on Social aspects, Mr. Dhaneswar Majhi on Present trends, Mr. Shyam Besra on Economic aspects, Mr. Saroj Kumar Soren on Love aspects, Mr. Ramdhan Hembram on Youth voice, Mr. Ratan Hembram on Women's voice, Mr. Chandi Charan Kisku on Religious aspects, Mr. Sanat Kumar Hansdah Revolution aspects. Various sessions were also attended by Mr. Ram Chandra Baske, Mr. Uday Nath Majhi, Mr. Subodh Hansda, Mr. Jadumani Besra, Mr. Bhogla Soren, Mr. Ravilal Tudu, Mr. Upen Kisku, Mr. Purna Chandra Hembram, members of Chennai Santal Association and also noted Tamil Scholar Sirpi Balasubramaniam, Era Mohan, K. Chellappan, P. Maruthanayakam, Rama Gurunathan etc. The Seminar was organised under the overall supervision of Mr. J. Ponnudurai, OSD, Sahitya Akademi. The sessions were enjoyed by the audience and at the same time all have been enlightened and educated on the development and present trend of literary work on various aspects and fields of the literature.

Apart from discussing on type, style, content, recent developments, during this occasion speakers talked about some of the issues, impediments which have a bearing on promotion and propagation of standard Santali literature.

One particular development in the Santal Society may be cited that is present existence of the Santals in India can be called "Golden Age" of Santals. Santals have never achieved such height of excellence and personal achievement in their total existence. The personal achievement has been phenomenal considering their participation and involvement in various administrative and other fields in Government as well as private sector. This personal achievement, however, has not been translated towards betterment or strengthening of Santal society or identity. The more a person is achieving in personal capacity and endeavour, the contribution towards promoting Santal identity becomes lesser and lesser. The idea to highlight this aspect is to highlight the present situation why pursuing Santali literature is not a profitable venture or why good Santali literature is not being patronised?

Traditionally, it has been seen that the royal class or the rich people always had/have extended patronage for the promotion and preservation of art, culture and literature. The persons may not be experts on particular subjects but always as part of promoting excellence and quality, throughout ages, they have abundantly and magnanimously supported the efforts of the experts through generous charity and patronage. This tendency or habit is very limited in case of Santal society. The people who are capable and have sufficient wherewithal also are not coming forward to support a genuine cause. In the process, the younger generation is deprived of a support base and not in a position to see motivation or feel the inspiration for creation of better and better literary masterpieces.

One of the prominent problems is the prevalence of mass illiteracy in the order of 73 per cent as evident from Census 2001. It is not only very difficult to sustain the spread and development of literature but also a reality leading to put restriction on creativity and purpose due to non usage and

patronage of the same by be people. The future lies in eradicating the illiteracy and concerted efforts are required to achieve progress and transformation of vast majority from the darkness to a horizon full of brightness and vibrancy. The emphasis and euphoria to teach Santali through private initiative had yielded good results. Many who were not formally educated through regional language had even secured a matric level certificates. That initiative has also been gradually discontinued mainly due to mismanagement in conducting examination and also for not being able to keep the state of affairs under control. We come across more than one Board for Santali education and we are told that these Boards are not working in unison or are not complimentary to each other. One is not complimenting nor supplementing the efforts of the other. Rather instances are many by which one can conclude that these Boards are functioning under conflict as a result of which students, learners are in a state of puzzle and confusion.

The virtue of being fiercely independent has put this society in limbo. Due to absence of a viable regulatory authority to oversee the social affairs, the collective wisdom and strength are not being streamlined and in the process initiatives at different places and levels are not being realized and its fruits are not reaching the targeted people.

Presently, one positive development has come to be noticed. A good number of books are being published in a year and the felicitation by the Sahitya Akademi is inspiring the young writers to involve themselves in the literary work. The trend of publishing books may not be sustained in the future due to lack of patronage and in the absence of a viable market. The present trend can be attributed to the peoples who are now about 50 year old and are involved in publishing books from their own income and even after knowing fully well that the return would not be forthcoming. This is as a result of sheer romanticism and the same cannot be sustained in the future. What would happen when these group would be retiring after say 10 years and having no or limited source of income. Therefore, the need of the hour is to think for a viable strategy towards making the Santali literature an acceptable profession.

The writers and also others who are in the regular radar should come together and discuss intensely on the issue of consolidation and federation in order to unleash the vast treasure of

human potential. Lets act fast, time is precious and it is running out at a faster pace than presently benign albeit meager endeavour.

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## Learning Teaching Problem of Tribal Children

(Source: Orissa Primary Education Programme Authority)

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*{Continued from December 2011 issue...}*

### SANTHAL

#### Responses of Community Leaders/Parents

The discussion with the Gram Sabha Members and VEC Members is quite discouraging as revealed in the negative response mentioned in the table.

Whereas, the community leaders and elders are concerned about the schools, they contribute to the development of the schools and they are involved in the mid-day meal scheme, while these are the encouraging signs. There is a need of Gram Sabha Members and VEC for active participation in school.

#### Setting showing the transaction of language used

The community leaders reacted to Oriya and MT separately, approximately 70% and above have observed that MT is used in nine different settings whereas use of Oriya is limited to 30% and minimum being 22.22% outside the community, in the market place and in the family.

#### Attitude of the Local Community towards the MLE Programme

The opinions are calibrated in five different ways such as Opinion of community leaders on the usefulness and efficiency MT Instructions, Ability of the children to acquire adequate competency and comprehension in MLE situation, Helpfulness of mother tongue education in earning and

employability of children in future, Desirability of the local tribal MT's in teaching learning situations, Adequacy of teaching learning resources in place for implementation of MLE Programme. The results revealed positive attitude in almost all cases except for teaching learning, resource for MLE is required in more number.

When attitude of community members are fairly positive towards the MLE programme and its components, any intervention must capitalize on this factor.

#### General Responses

The community members have also given some overall general responses. In their opinion performance of children in primary school are bad or average (66.67%). Interest of the teachers in taking into the learning needs of the children is (77.78%). It was also of interest to see the extent to which literacy skills are used by the community members and it was found that only the literacy skills is confined to either writing letters or reading newspapers.

#### SUMMING UP

From the above tables it was inferred that:

The discussion with the Gram Sabha Members and VEC Members is quite discouraging as revealed in the negative response.

Whereas, the community leaders and elders are concerned about the schools, they contribute to the development of the schools and they are involved in the mid-day meal scheme, while these are the

encouraging signs. There is a need of Gram Sabha Members and VEC for active participation in school.

□ The community leaders reacted to Oriya and MT separately, approximately two-third percentage and above have observed that MT is used in nine different settings whereas use of Oriya is limited to 30%.

□ The opinions are calibrated in five different ways such as Opinion of community leaders on the usefulness and efficiency MT Instructions, Ability of the children to acquire adequate competency and comprehension in MLE situation, Helpfulness of mother tongue education in earning and employability of children in future, Desirability of the local tribal MT's in teaching learning situations, Adequacy of teaching learning resources in place for implementation of MLE Programme. The results revealed positive attitude in almost all cases except for teaching learning, resource for MLE is required in more number. When attitude of community members are fairly positive towards the MLE programme and its components, any intervention must capitalize on this factor.

□ Performance of children in primary school are bad or average (66.67%).

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## SAORA

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.

## Availability of school infrastructure

While classroom and garden space are available in nearly 60% of the institutions, activity and teachers room including office space are conspicuously absent. This is a very negative situation because we are emphasizing activity based 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 of Table 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 66.67%. 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.

{To be continued...}

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