



ASECA CHANNEL

(A monthly Journal from All India ASECA)

Website: www.allindiaaseca.org

E-mail: allindiaaseca@hotmail.com

Volume: X Issue: 2 February, 2011

Annual Subscription Rs50/- Single copy Rs5/-

Editorial

Intellectuals, academics and sensitive persons have been advocating on the relevance and requirement of an education system where students at the primary stage should be taught through mother tongue. Another option is to introduce a system where a child can be taught at least one literature subject in mother tongue. The present education system has been conceived with the inclusion of an international language, a national language and a regional language commonly known as a three language formula. Regional languages though has been standardised and put in place in different States, there is still a need of a micro arrangement where the person whose mother tongue is not the regional language should be imparted education through his/her mother tongue.

The language is used mainly in social matters, interpersonal interaction, official correspondence, business, development of intellect and undertaking research and development or pursuing higher studies for emancipation and upward mobility. The regional language has so far been used in the social matters, interpersonal interaction and only partly in official correspondence and has contributed in a limited way or has a limited impact on other spheres/areas. Thus it is not understood why the regional language is being promoted neglecting other languages and people following other languages in the State.

Social Scientists from time to time remind us about the usefulness of imparting education to the pupils at tender age through the language they follow in their house. But it is very interesting to observe the deep silence on the part of the administrators to frame rules and policies to facilitate teaching in the medium of mother tongue. The case of Santali can be cited as an example. The State governments are yet to frame a policy to impart education in Santali though it is a recognised language of India. One can very well imagine the state of other marginalised languages and languages particularly of Tribals. The tribal communities across the country are besieged with

similar condition and problem where they are being denied of their fundamental right to be taught in their mother tongue. The introduction of at least a literature subject in mother tongue would have instilled dignity, respect and promoted identity among the people of that particular group. Through this initiative, one can imagine a changed scenario where people could appreciate their culture and way of life. .

Recently, during this month of January, newspaper advertisements appeared in regional newspapers in Odisha where applications from the candidates are invited for the post of Shiksha Sahayak/Sahayika (Education Assistant). Apart from the mandatory requirement of having passed 7th standard in Oriya language, one noticeable departure is the educational qualification of having passed CT in Urdu for being appointed for teaching Urdu mother tongue. It obviously has thrown up a question why there is no provision/scope for appointment for teaching the mother tongues of 23% tribal population of the State. Moreover, it is not comprehensible in any conceivable standards as to why teachers are not being appointed for teaching through Santali though it is one of the recognised languages of India. The convenient alibi which is being cited is non availability of students or there is no demand to be taught through the mother tongue does not merit conviction as what is being proposed is the evolution of a policy framework for creating facilities and facilitating education through mother tongue and not to highlight the causes and reasons for not framing an enabling policy framework.

The issue needs a political consensus and political maturity. The political leadership needs to be sensitised with the problem and to educate them about its importance and relevance. Various groups may be charting out different future courses of action, but solution lies in deliberation and discussion of this issue at grassroots level. It has to be dealt with sincerity for a greater cause and effect through dedicated individuals and/or organisations.

Learning Teaching Problem of Tribal Children

(Source: Orissa Primary Education Programme Authority)

{Continued from January 2011 issue...}

Learning Needs:

- Physical / spatial / Facilities
- Social – emotional
- Motivational – reinforcement
- Interactional – interpersonal
- Communication needs
- Cultural needs – identify self esteem – 1
- Language
- TLM

RATIONALE OF THE STUDY

India is a land of diversities. There are tribes and they constitute eight percent of the total population. In our state, there are sixty-two tribes and they constitute twenty three percent of the state population. They have their own culture, tradition, life style and language. They widely differ from the non-tribe populace. They are still under developed after forty-nine years of independence may be due to our faulty planning or system. But, now the government both at the center and at the state is seriously trying to bridge the gap of educational variations between the tribes and the non-tribes. Therefore facilities are being provided to them in all respects.

Orissa, a land of many tribes, is still bracketed as underdeveloped so as to the tribal education is concerned. A varieties of issues and concerns need to be satiated without redressal of these concerns and issues, the planned strategies and interventions will never work. Here an attempt is made in the present study to identify the barriers in the way of quality elementary education of the tribes with special reference to their language learning and suggest suitable remedial measures for the future improvement and to bridge the gap.

Out of Sixty-two tribal communities, four communities are selected for the present study, they are; Juang, Kandha, Santal and Saora. A brief note on each tribe is given below.

CHAPTER – II REVIEW OF LITERATURE

In order to make the design and the feasibility of the present study, the following literature was identified within the limited time and resources available.

Masavi, M (1976), in his study in relation to 'Effectiveness of Various Interventions for Improving Tribal Education', and found the wastage rate to be 65 per cent at the primary level, however, only 9.1 per cent of the total enrolled children of class I could complete class IV. The stagnation rate at class I was very high which came down considerably for classes II, III and IV.

The overall wastage in Ashram Schools was 46.7 per cent. The main causes for wastage and stagnation were found to be socioeconomic conditions, ignorance among tribal parents, ill equipped teacher, teaching in alien language, physical illness inappropriate curricula but learning-teaching problems were not focused in this investigation which is crucial to an planning for quality education.

Tnpathi C.B (1981), In a subsequent study observed in relation to Effectiveness of Various Interventions for Improving Tribal Education', and shows that the rate of increase in the enrolment in respect of scheduled castes and scheduled tribes was higher than the general rate during 1960-61 and 1965-66, but during the next five-year period it was far below the general rate. Residential facilities of tribal children were high in Bilaspur, Balaghat and Rajnandgaon while they were not so in case of Jablapur, Satna and rawa.

Desai, B and Patel, A (1981), in their study, in relation to 'Effectiveness of Various Interventions for Improving Tribal Education' and also studied on the residential schools and found that in most of the Residential Schools the number of children enrolled was much higher than the prescribed number and except in two schools, the 1:1 ratio among boys and girls was not maintained. The residential schools are over crowded and failed to provide suitable condition for quality improvement in primary education. Only 18 out of 22 residential schools had 100 per cent teacher strength and in some cases the educational qualifications of teachers was class VII, which also adversely affect the student achievement. The overall wastage rate reported in these schools was 44.42 per cent.

Srivastava, R. C (1981), in his study in relation to 'Effectiveness of Various Interventions for Improving Tribal Education', and found that unproductive and traditional type of educational system for the tribal was the cause of indifferent attitude of tribal parents towards their children's education.

Besides, lack of necessary facilities and equipments for teaching was the cause of lack of motivation for education among the tribals.

Sharma, R. C (1984), in his study in relation to 'Effectiveness of Various Interventions for improving Tribal Education', and found that introduction of different incentives like free uniforms, textbooks; boarding and lodging facilities resulted in higher enrolment of SC and ST students including girls.

This increase in case of SC and ST children ranged from 49.2 % to 92.7%.

This study is relevant here in terms of its implications for indepth study particularly in Orissa context.

Parvathamma, C (1984), in her study entitled "Scheduled Castes and Tribes-A Socio Economic Survey", has found that, there is one more important aspect of these facilities which has been mentioned that nearly one half of the sample are not aware of the constitutional provisions meant

for the development of the downtrodden. At the same time even those with such knowledge have not availed them as expected. The reasons for not availing these benefits are many. To quote, according to the people in the study, "Officials in the administration are apathetic and are not sincere in implementing the provisions, the Scheduled Castes and Scheduled Tribes are critical of their so called leaders who according to them are selfish. They are of the opinion that the educated urban-based Scheduled Castes and Scheduled Tribes elites have used the new opportunity for themselves in narrow circle and thus made the entire provisions a family issue. Only certain families coming from particular sub castes are taking away the lion's share leaving the rest of the deserving Scheduled Castes and Scheduled Tribes where they are".

Bhargava, S. M (1989), conducted survey on 'Educational Facilities for Weaker Sections in Orissa and Maharashtra'. The study found that educational facilities for Scheduled Tribe habitations are poorer in comparison to other habitations in the district and the facilities of textbooks, free uniforms, stipends and midday meals were available to children coming from tribal communities.

Ekka, E. M (1990), studied on 'Development of Tribal Education in Orissa after Independence', showed that percentage of bigger habitations in the tribal inhabited areas is very negligible. This leads us to conclude in any state with high tribal population, that educational interventions should be planned at the level of various habitations big or small.

Biswal, G. C (1991), studied on Orissa and in his study in relation to 'Effectiveness of Various Interventions for Improving Tribal Education', and found that as compared to boys, fewer girls in the area got enrolled in the schools. As far as quality of teachers working in these schools is concerned, most of the teachers were found to be non-tribal and less qualified. Very surprisingly the study found that the drop out rate at the higher level is higher than that at the lower level.

{To be continued...}

Contemporary Tribal Situation and Issues of Broad Based Discourse at various levels

B.K. Roy Burman

{Continued from January 2011 issue...}

As in 2001, in India the Fifth Schedule operated in 69 districts out of which only in 17 cases full districts were covered by the Fifth Schedule. Out of these 17 districts in 2 districts the tribals were less than 50 percent of the population. Only in 15 fully Schedule districts there were in majority. Out of the 52 partly scheduled districts there were five with 5 percent or less ST population, six districts with 6-10 percent ST population, four districts with 11-15 percent ST population, 16 districts with 20-25 percent ST population, eleven districts with 20-40 percent ST population. Interestingly, there was one partly covered district with more than 50 percent ST population. The remaining partly Scheduled districts had 41-50 percent ST population. From Jharkhand it was reported that there were good number of village which were covered by the Fifth Schedule but had no ST population. There are suggestions that new districts and sub-districts should be created with tribal majority areas to validate the provisions of PESA while it is not clear how it will benefit the tribals, it will certainly benefit the senior bureaucracy. Many more districts and sub-districts level posts will be created; the cadre strength will grow and promotion scope will be enhanced. Much is made of the provisions in PESA requiring prior consultation with gram sabha or Panchayat at the appropriate level before State acquisition of land for development project, recommendation of gram sabha or Panchayat at the appropriate level prior to grant of prospecting license or mining lease for minor minerals, mandatory recommendation of gram sabha or panchayat at appropriate level for grant of concession for exploitation of minor minerals by auction. It is to be noted that there is nothing in the Constitution which bars State legislature from making similar provisions in respect of panchayat in all tribal predominant areas. In fact Madhya Pradesh and to some extent Rajasthan have already made similar provisions for Panchayat bodies outside Scheduled Areas.

PESA is an exclusivist exercise in law. In 2006 in a National Workshop held in Bhubaneswar on demystification of PESA, sixty tribal leaders from Jharkhand, Chattisgarh, Andhra, West Bengal and Orissa including Shri Giridhar Gomango former Chief Minister of Orissa issued a Declaration highlighting some of the incongruities of PESA and demanding its repeal and extension of the Sixth Schedule of the Constitution in all tribal predominant areas. Alienation of adivasi rights Development related displacement is only one aspect of alienation. The Working Group on Prevention of Alienation of Tribal Land set up by the Ministry of Rural Development, Government of India in its report submitted in 2004 observed "Another area of concern noticed by the expert group is the conversion of community land into government land through the process of land reform". In 1986 the Committee on Land Holding systems in tribal areas set up by the Government of India brought out the fact that during land survey settlement operation in some areas hardly one percent of land under actual occupation of the tribals were recorded in their favour, the remaining land was recorded as state land because of government policy of recording tribal right only upto 10 percent slope in hill areas. In the Parliament, Government proffered concern for environmental conservation as a justification of thus confiscating tribal right. Strangely no Member of Parliament (MP), not even a tribal MP protested against this outrageous policy and there is information that it still continuing in the same region. This is dispossession not mere displacement. In article published in the weekly Mainstream on October 2009 I have provided details of this predatory action and several other forms of dispossession of the tribal peoples through obvious predatory action by the apparatus of the State in different parts of the country.

{To be continued...}

FROM:

If undelivered please return to:
ALL INDIA ASECA,
 SFS Flat No. 326, Pocket 10,
 Sector 11 (Extension), Rohini,
Delhi - 110 085.

• *Editor: Purna Chandra Hembram* • *Published and Printed by Kuanr Chandra Kisku on behalf of All India Adivasi Socio Educational and Cultural Association (Registered), New Delhi* • *Printed at S. K. Enterprises, B- 975, Mangol Puri, Delhi 110 083 and published from SFS Flat No. 326, Pocket 10, Sector 11 (Extension), Rohini, Delhi 110 085.*