

## GLOBALIZATION AND PRESENT EDUCATIONAL STATUS OF KAWAR TRIBE IN GADCHIROLI DISTRICT (M.S.)



Research paper—Sociology

\* Megharaj A. Kapurderiya

\*\* Dr. Prakash B. Jadhav,

In all the Countries of the world after 1985 concepts of Liberalization and Globalization has been recognized. Late Acharya Vinoba Bhave's dream "Jai Jagat" is now seen coming true in present scenario the objective of globalization is to develop trade relations between various countries without any obstacles. Globalization word gets an world wide importance after 1980 decade. Globalization gets on one side support from producers and trade and on other side it has been protested by laboures. Unless and until it has been proved and seen that globalization encourages over all development of human being poverty alleviation of world, is possible no body will remain hungry, employment opportunities to meet the livelihood needs will get and than only universally globalization will be accepted but this will take time (2020/2025).

Why it has not been possible we can't state it surely whether it is due to education or lack of education. In the dynamic process of globalization, liberalization and privatization various changes has been occurring in our present education set-up. In the competitive world of globalization new education system has been emerging. Education has crossed the national boundaries and entered at international level very soon in the coming years within 2 – 3 years we would found education set – up open at world level. Due to commercialization of education which has knowledge donating attitude towards education field would now becoming profit producing field. Now onwards in the field of education competation, merit and quality will be get more weightage and importance. On the basis of merit only Indian education have to complete with foreign education. Merit would be depended on various factors i.e. administration, syllabus, facilities and teaching learning methods etc.

WTO has classified education into five groups (A) Primary education (B) Secondary, Technical and Professional / vocational education (C) Higher secondary and University level degree education (D) Adult education (E) Other education. Among above five groups higher education only coming under the process of globalization and thus, concentration of syllabus framing has been given on the third group i.e. higher education.

**Marketing of Higher Education** :- Now a days in higher education field bill of privatization of universities has been coming. Higher education is not a fundamental right but as a profession has been now accepted. Besides, this in all service set – up higher education and its growth i.e. professional, technical and law has got a mandatory importance. Already Dr. K. G. Pathan had been expressed their opinion that from June 2005 foreign universities will enter in India freely and Indian higher education institutions / universities may open their branches in foreign countries. This situation denotes that professional higher education is becoming a market based on demand supply. In such competition and circumstances whether our traditional education system will survive and remain constant is a question mark. Due to globalization and keeping open the educational service sector many private universities came into existence. Various problems / questions has been arised due to permission given to foreign universities in educational service sector, as a result of this in Chhattisgarh state in one month 60 universities has been established actually the number goes above 100 but due to lack of recognition by UGC and intervention of court their permission has been cancelled in February 2005. In India 65.38% population

\*Lect. (Ph.D., Research Scholor) Jawaharlal Nehru College of Social Work, New Nanded

\*\*Senior Lecturer, Jawaharlal Nehru College of Social Work, New Nanded

is literate and thus, the rate of illiteracy and openness of service sector becomes complex and dangerous. After the reformation period i.e. 1990-91 expenditure on education 4% of national income decreases in 1998-99 and comes down to 3.9%. It has been found out that out of which 50% spent on primary education, 30% on Secondary education, 5% on technical education and 14 to 15% on higher education.

Each country should spent min. 6% of national income on education. This has been got recognition world wide. In developed countries investment on education has been considered necessary investment for national development. In India for the alleviation of illiteracy 15% expenditure was necessary, but in actual position in first five year plan only 7.8% was spent on education. (In second plan 6.3%, third plan 6.9%, fourth plan 4.2%, fifth plan 4.3%, Sixth plan 2.7%, seventh plan 3.5% and in eight plan 4.5% was spent on education) (New Democracy August Sept.2000) As compare to other developing countries India spent least expenditure on education.

Name of Country	Expenditure of Education
Tanzania	4.3%
Kenya	6.7%
Malaysia	7.8%
Iran	8.8%
Japan	5.5%
India	3%

(Conflict of women education, Dilip Chawan)

Broadly thinking per capita income of Kenya is almost same to the per capita income of India than also literacy rate of India is less than the rate of literacy of Kenya. In 60 years of Independence 40% people i.e. 40 crore population of India are living a life below poverty line. According to the opinion of Dr. Abhay Bang each year 1.5 Lakh children and mothers becomes the victim of malnutrition. Inequality between proportion of women education and gender among schedule caste, schedule tribe and other backward class is increasing and thus, the way to come out from this problems has been reflected in the objective of 10<sup>th</sup> five year plan i.e. "Universalization of education." Though this has been framed and near to complete the phase in the year 2010 but before that govt. on one side providing education freely and on other hand the same education by keeping open at world level govt. making education expensive.

### Present Scenario of Primary Education

Education is a process and not a prescription. According to article 43, 45 and 46 of Indian constitution it has been said that universalization and free education should be provided to the children up to age of 14 years and necessary amenities and facilities should be provided to them. But it has not been completed in 62 years of independence due to lack of powerful political desire and lack of economic funding. A fundamental recommendation has been put forth by various educational commissions for overall development of education. Govt. spend only 3% of national income on education which was less as compared to other developing nations and thus, the recommendation to raise the amount to 6% has been given by Kothari commission (1946) and by national education policy in (1968 & 1986). But neither central nor state govt. has implemented according to it. According to statistics of 1990-91 drop – out rate in Maharashtra state upto 4<sup>th</sup> std. is 19% and 42% upto 7<sup>th</sup> std., it has also been mentioned in human development report that drop – out rate in schools in Maharashtra has been increased. In 1991 out of admitted students to class 1<sup>st</sup> 85% boys and 86% girls reach upto 4<sup>th</sup> std., 69% boys and 66% girls reach to 7<sup>th</sup> std. and 47% boys and 40% girls reach to 10<sup>th</sup> std. such is the picture of education in Maharashtra state. As primary education is the base of education, in order to raise the primary education standard govt. should take into consideration and think seriously on the recommendations, suggestions, and measures along with economic provisions put forth by Kothari commission, Ishwarbhai Patel committee, 1986 new education policy and Parvatibai Malgoda committee, than only we can surely state that the standard of education would improve. In India literacy rate in 2001 was approximately 65.38% out of which male literacy rate was 75.85% and female literacy rate was 58.16%.

### Tribal Society and Education

Economic development of any nation depends upon available natural and man made resources. World famous economist Dr. Marshal has been recognized education as national investment and has been said that human resource investment is the most precious capital. On the other side Dr. Babasaheb Ambedkar has said that education is the milk of tigris and also. Well known economist and Noble award (1998) winner

Amartya Sen has cleared that human resource development is possible because of education and due to development of human resource economic development of nation is possible. In India in 187 district near about 850 crore tribal resides. According to 2001 census in Maharashtra tribal population is 85.78 lakh. As compared to total population of Maharashtra 8.87% tribals resides in Maharashtra state. In rural area 74.87 lakh tribal population resides whereas 10.91 lakh resides in urban areas. As compared to population of each state Maharashtra state is on third place for tribal population. According to 1981 statistics literacy rate in Maharashtra was 40% whereas literacy rate among tribal's was 8-9%.

#### **Development Concept**

Under article 46 of Indian constitution provision of providing facilities for economic and educational development has been given so that they can progress themselves. (1) Under social welfare department tribal department was working till 1972. In 1972 maharashtra state co-operative tribal development, corporation has been established and onwards in 1973 tribal development department started separately. But for some period this department was working under social welfare administration. In 1975-76 in Maharashtra govt. tribal sub – plan has been enforced.

#### **Educational Conditions of Tribals in Gadchiroli District**

Responsibility of scheduled tribes their overall development in Maharashtra has been given to tribal development department. According to 2001 census in Maharashtra tribal population was 85.78 lakh and as per 2001 census total population of gadchiroli district is 9,70,294 out of which scheduled caste and scheduled tribe population is 1,08,824 and 3,71,696. In order to provide educational opportunities to the tribal children residing in remote areas govt. implemented the plan of Ashram school. At present in gadchiroli district there are 1412 pre primary school, 899 primary school, 474 secondary school and 20 colleges. Under Gadchiroli project 26 govt. and 21 funded private ashram school are running. Under Aheri project 12 govt. Ashram school and 29 private Ashram school though there is controlling and monitoring of officials in tribal department, zilla parishad.

#### **Main Problems Related to Education**

► Parents unawareness about education. Lack of

proper guidance due to illiterate parents. Lack of books and educational stationary. Unavailability of media. Single teacher school. Teachers appointment at inconvenient places.

#### **Importance of Present Research Study**

After Independence for backward, down trodden and weaker sections special programmes has been framed for their over all development Indian constitution has made provision for state in article 46 by providing special facilities to tribes for economic and educational development. So that these people can make their progress well. According to article 164 for tribal development and to safeguard their interest separate department has been established. Besides, this provision of appointment of special officer at central govt. has been made for progress and prosperity of tribes. Ashram school, Hostels, various development programmes are there.

**Data Collection Method:** In present research study researcher has selected Korchi and Kurkheda two talukas from Gadchiroli district which was declared as tribal district by Maharashtra state. Again out of total villages in two selected talukas one village has been selected by using probability sampling and applying lottery technique 30 families from the village has been selected by using interview schedule data has been collected.

**Objective of the study :** To study globalization and present educational condition of Kavar tribes. To study the educational changes due to globalization. To study the awareness of people about globalization.

**Finding of the study :** Following findings has been drawn after studying and collecting data by interviewing 30 respondents from the selected village. It has been found out that literacy rate is 23.97% of Kavar tribes percentage of education taken upto I to IV std. is 25.34%, where as upto V to VII std. is 19.18%, upto VIII to X std. is 26.70%, XI to XII std. is 4.11% and percentage of respondents taken, professional education has been found out only 0.68%. It has been observed by the researcher that village comprising 525 to 550 population and having near about 91 families only 3 to 4 Kavar tribe are graduate and 03 of them are in service. 66.67% of respondents opines that changes were brought out due to education. As well as 99.33% of respondents interested to educate their children

**Table showing educational status (Age – wise) of Kavar Tribes.**

Age	Illiterate	1 <sup>st</sup> to 4 <sup>th</sup> std.	5 <sup>th</sup> to 7 <sup>th</sup> std.	8 <sup>th</sup> to 10 <sup>th</sup> std.	11 <sup>th</sup> to 12 <sup>th</sup> std.	Graduate & above	Professional education	Total
40 & above	19 55.88%	10 29.41%	05 41.71%	--	--	--	--	34 23.29%
21 to 40	16 25%	10 15.63%	10 15.63%	23 35.94%	05 07.81%	--	--	64 43.84%
6 to 20	--	17 35.42%	13 27.09%	16 33.33%	01 02.08%	--	01 02.08%	48 32.87%
<b>Total</b>	<b>35 23.97%</b>	<b>37 25.34%</b>	<b>28 19.18%</b>	<b>39 26.71%</b>	<b>06 04.11%</b>	--	<b>01 00.68%</b>	<b>146 100%</b>
<b>Female literate</b>	29 40.28%	17 23.61%	12 16.67%	12 16.67%	02 02.78%	--	--	72
<b>Male literate</b>	06 08.11%	20 27.03%	16 21.62%	27 36.49%	04 05.41%	--	01 1.32%	74
<b>Total literate</b>	<b>35 23.97%</b>	<b>37 25.34%</b>	<b>28 19.18%</b>	<b>39 26.71%</b>	<b>06 4.11%</b>	--	<b>01 00.68%</b>	<b>146 100%</b>

whereas only 86.67% respondents known about school scholarship. Thus, from the above statistics it can be concluded that due to very low percentage of higher education in Kavar tribe no drastic changes has been brought out in present educational condition of Kavar tribe people.

**Educational changes due to globalization :** It has been found out that 96.67% kavar tribe people are aware about education, changes in standard of living has been brought out in 70% of people due to present educational environment. Whereas 96.67% people are known about various educational schemes, changes in occupation has also been brought out in 86.67% of people due to educational environment and on other side 10% people found rigid no changes has been found. Besides, this 83.33% of respondents opines that a change has been brought out in present school set-up as compared to earlier situation. 93.33% respondents also expressed that changes also has been seen in present educational fee structure / facilities as compared to earlier period.

**Awareness about globalization and views about education.** It has been found out that 90% of respondents opines that employment should get after taking education that means they consider education only as a means of employment, besides this 83.33% respondents expressed that due to poverty they could not take higher education, whereas 66.67% kavar tribes are totally unaware about globalization and thus, it can be concluded that at present kavar tribe people still are unaware about the objective and goal of education meant in globalization concept because they are already unknown about it.

**Suggestions** ➤ Educational awareness should be brought out in tribal region. ➤ In order to bring economic changes in tribal people agricultural products of tribal people should get proper market price. ➤ Employees transfers in tribal areas should be made according to the rules. ➤ Instead of untrained employees trained employees should be appointed in tribal areas. ➤ Awareness should be created about globalization in tribal people. ➤ Introduction of progressed technology should be made to rural tribal student.

- 
- REFERENCES**
1. Annual Tribal Sub – Plan 2007-08, Tribal Development Department, Govt. of Maharashtra.
  2. Deshmukh B. A., Tribal Education, Sonali Publication, New Delhi. 2004
  3. Govt. of India (1981)census of India series 12, part IX(IV)Maharashtra special table for scheduled tribes.
  4. Govt. of India (1991)census of India, Maharashtra state special table for scheduled tribes.
  5. Patole N. K. (ed.) Educational Research in Universities in Maharashtra S. T. College, Bombay, 1981.
  6. Russell & Rai Bahadur Hira Lal, Tribes & Caste of the Central Provinces of India, Vol. III Macmillan and Co., Limited st. martin's London, 1916.
  7. Sangve Vilas, Social Life of Tribes, 8. Sharma B. D. Globalization and the Tribal Encounter, Har-Anand, Publication, New Delhi.
  9. Thakur D. N., Tribal Life in India Vol.III, Deep & Deep Publications New Delhi.
  10. Meena Ram Singh, Tribal Development Programme, Ritu publication Jaipur India, First Addition 2006