

Education Programme on Social & Political Development in Rural Area of Rajasthan

Suman Bilkha
Research Scholar
SunRise University
Alwar, Rajasthan

Dr. Ritu Bhardwaj
Supervisor
SunRise University
Alwar, Rajasthan

ABSTRACT:

The Government of Rajasthan (GOR) is striving to mitigate the bridge between Bharat-India divide. The State, inhibited by large rural population which primarily depends on agriculture for sustenance, endeavors to usher development in the rural areas. It also acknowledges that significant numbers of families in rural areas are poor and seek government support for uplifting their socio-economic status. Government of Rajasthan acknowledges the spirit of Eleventh Finance Plan, which highlights Inclusive Growth as paramount for reducing inequities among all social groups and ensuring sound and sustainable growth of the State. The State governments intent is succinctly articulated in following words State Minister, Govt. of Rajasthan the task of further improving human development in a scenario of shrinking resources, ensuring sustainable livelihoods in an eco-friendly manner and above all ensuring the participation of the poorest of the poor, especially women, dalits and tribals these are important areas for future action for government and civil society in Rajasthan. Rajasthan has undertaken several programs for eradicating poverty in the past such as IRDP, TRYSEM, DWCRA, SITRA, MWS etc. The State has also garnered financial assistance from World Bank for several development programs.

KEYWORDS: Rural population, human development

INTRODUCTION:

The fact that the life in villages is an integral part of the total country's life and prosperity was first realized by Mahatma Gandhi who always insisted on the development of villages and rural people for the overall progress of the country. In the post independence period, our national leaders realized that the crook sharp development in rural India is not clearly perceived if no systematic programme for the development of rural masses is not formulated and executed. Different views came into lights and ultimately it was realized by all that the problem of development in India's rural context is one of the inculcation of aspirations, building up attitudes and development of a forward looking which may be related as an instrument of social-economic growth and modernization.

Rajasthan is characterised by sharp differences in terms of terrain, livelihood, dispersed patterns of settlement and social identity. Within the state, agriculture and animal husbandry are the major sources of livelihood, with no significant manufacturing industries or sectors. Distribution of income and assets is also highly uneven. Therefore, the task of ensuring that education is universalized and relevant for all sections of society is indeed formidable. The main challenge confronting education strategies in Rajasthan is the education of the girl child, especially among Scheduled Tribes and Scheduled Castes. It may be instructive to consider the historical context of the development of modern education in Rajasthan in order to understand the persistence of gender and other forms of social bias, as well as conditions for change (increased participation by civil society, a spirit of social service, voluntarism and philanthropy). The provision of education varied among princely states depending upon the orientation of the rulers and the availability of financial resources. Jaipur State was at the forefront of modern education in Rajasthan where in 1844 the Department of Public Instruction had been established. Under the auspices of the Maharaja Sawai Ram Singh Bahadur, a Sanskrit college and schools for boys and girls were opened. The

education scenario in smaller states, e.g. Bundi, Dholpur, Shahpura, Banswara, Pratapgarh and Dungarpur, was very different. In Bundi and Bikaner, for example, schools were limited to Sanskrit/Persian schools and Chatshala/ Pathshalas respectively. Common to all states was a dearth of girls' schools. The limited number of girls' schools that opened under the auspices of the Maharaja in Jaipur by 1867 (for example Jaipur Central Girls school) were an exception. In general, girls' education was considered unimportant and suffered from conservative social attitudes and practices, as well as from a lack of female teachers. Even by the 1930s, the situation was not much better, with girls schools accounting for approximately only 10 percent of the total number of schools in Jaipur state.

THE SHIKSHA KARMI PROJECT:

In remotely located schools of Rajasthan teacher absenteeism, especially among those not belonging to the area, was a serious problem which, according to the state government, was arising out of a difficult terrain/ location.³⁴ To address this issue, the Rajasthan government, based on the experience of schools run by the Social Work and Research Centre (SWRC) at Tilonia, designed the Shiksha Karmi scheme under which a local teacher would be appointed for schools in such villages Box 4.3).³⁵ Since Shiksha Karmis are individuals with modest educational qualifications and no professional training at the time of recruitment, the project seeks to generate capacity through its well defined support structure to continuously support, encourage and upgrade their competence. Further, it aims to foster greater interaction with and acceptance by parents, and provide regular and need based assistance to Shiksha Karmis. For every 15 to 17 schools there is a Shiksha Karmi Sahayogi (SKS) who provides on the spot support to the Shiksha Karmis in resolving problems of academic and nonacademic nature. Review and planning meetings are held regularly as support interventions to the Shiksha Karmis at the block level, while at the village level support is provided by the Village Education Committee (VEC) with respect to enrolment, attendance, school mapping, micro planning etc.

An elaborate monitoring structure is built into this programme: on a monthly basis by Shiksha Karmis themselves, and on quarterly basis by the VECs. In addition, monitoring activities are carried out at the regional level by the resource unit and the members of the Shiksha Karmi Board (SKB), and at the state level by the executive committee of the SKB. However, the structure of this programme is relatively de-bureaucratized, as Shiksha Karmis are not permanent government employees, and participation of community and people working in education out side the government system are encouraged.

LOK JUMBISH PARIYOJANA:

Lok Jumbish aims to provide elementary education for all through mass mobilisation and participation of people. This in turn, it is hoped, will act as a stimulus for human development and socio-economic development. It places special emphasis on the education of girls and disadvantaged sections of society and sees education as a tool for empowerment. The main components of the programme are qualitative improvement in formal schools, in social environment, Sahaj Shiksha Karyakram and women's empowerment. However, it also strives for the reduction in construction cost of school buildings through utilisation of local materials and technologies.

This programme's goals are:

1. Providing access to primary education to all children between 5 and 14 years of age;
2. Striving to enrol children in regular schools, as far as possible, and in Sahaj Shiksha centres, wherever necessary;
3. Ensuring that all enrolled children regularly attend school/ Sahaj Shiksha centres and complete primary education;
4. Creating necessary structures and processes to empower women, making education an instrument of women's equality;
5. Modifying, if necessary, the content and processes of education to better relate it to the environment, people's culture as well as their living and working conditions;

Lok Jumbish is innovative not only in its overarching aims of empowerment and participation, but also in its attention to diverse components within the programme. Apart from school mapping and micro planning, at the community level there are women's groups, adolescent girls' forums, residential camps -

both for girls and boys, a school health programme and a commitment to integrating children with disabilities into mainstream education. This is very important in the light of the fact that, as Lok Jumbish acknowledges, it is difficult to involve communities in micro planning on a sustained basis as, while core teams and women's groups get involved in school mapping, the information produced is not shared with the wider community

ADULT EDUCATION IN FIVE YEAR PLANS:-

ADULT EDUCATION IN THE ELEVENTH FIVE YEAR PLAN (1972-2012) ACTION PLAN FOR ADULT EDUCATION.

1. (i) Literacy campaigns have already covered 447 districts of which 215 are in Total Literacy campaigns, 173 are in post-literacy campaigns and 59 are in continuing Education phase. In addition, 38 districts have been covered under Rural Functional Literacy Projects. Hence the total coverage comes to 485 districts. Efforts would be made to bring the remaining 40-odd districts under the coverage of literacy.
2. Gradually, all districts would be brought under the continuing Education programme, which will be further strengthened as well as linked with other socio-economic programmes such as health and hygiene, nutrition and sanitation, skill upgradation and capacity building, culture, sports, etc.
3. For such neo-literates who wish to pursue further education, an equivalency programme is being developed to enable neo-literates to enroll in courses at the National/state open schools.
4. Efforts have been set in motion to decentralize and develop administrative and financial powers to state Literacy mission Authorities.
5. Sensitisation and orientation workshops are proposed to be conducted for functionaries of Panchayati Raj Institutions so as to involve local government bodies in the literacy programme.
6. It is proposed to further strengthen and revitalise state Resource centres and shramik vidyapeeths (Proposed to be renamed as Jana shiksha Sansthan). This will provide additional fillup in the areas of training, skill upgradation, capacity building and preparation of materials.
7. The stress of awareness generation among women and their empowerment is proposed to be continued as one of the major planks of programme.

Kothari commission (1964-66) kothari commission has opined that, in democracy, the function of adult education is to give to every individual the opportunity for obtaining the kind of education he wants, the kind of education which can contribute effectively to his individual prosperity, professional progress as well as his social and political life. The commission has greatly enlarged the scope of adult education by saying that the field of adult education is as vast as life itself.

Education for democracy has to aim to empower citizens with critical abilities, interest and courage to make their voices loud and reasonable enough to the extent that they can not be ignored. Of course, productive skills have to be necessary part of the package but they alone can not hold the centre stage. It is a fundamental duty of a democratic state to educate all its citizens suitably for the above mentioned purposes. Often, the vision of education is abandoned at the planning level, where education is seen purely in terms of economic investment. Availability of resources and economic returns become the most important considerations. Returns from education should be seen not only in economic terms but enhanced abilities of the people to participate in democratic processes. This perspective is certainly more appropriate to a democratic state, and presumes a commitment from those who are in power. This should be the basis for evaluating educational schemes and programmes. The idea of quality of education can be conceived only with respect to a clearly articulated vision and aims of education. Decentralisation, and interventions which strengthen the ability of the poor and marginal groups to participate in local governance, can provide a way forward in the direction of such a vision. Efforts in this direction has been made by the State Government by taking decentralisation further down to the ward sabha level. But a more community-based interventions in education is needed, which will see the school as their own asset. The challenge confronting the education system in Rajasthan is that of bringing children into school, ensuring that schools are functional - handling the large number of children and providing them with meaningful and gainful education. This requires a vision of "quality education for all"

NEED OF THE STUDY:

In any country the ever growing population constitute a formidable barrier in realization of the highly acclaimed goal of “Universalisation of elementary education.” In 1991, there were two million illiterates in the age group of 7+ years. Through five year plans adult education was focused, policies were framed efforts were made and crore of rupees were spend but unfortunately, there has been hardly and success. Money and energy bore no fruit. Though the target to achieve hundred percent literacy was fixed many times but still it remains a false illusion. This study aims at evaluating and analyzing the obstacles that kept us away from getting the marked visualized dream.

With the objectives in view need of the study is an attempt to find answer whether imparting of adult education components in the adult education centre was adequate, what was the extent and quality of the publicity of environment building, what were the difficulties faced by illiterates joining the adult education centres, what were the reasons of joining the centres, what kind of encouragement the illiterates got for attending the centre, what were the weaknesses of the primers (books). What was the literacy level of neo-literate, what were the changes found in the day to day life and routine of learners after attending adult education programme.

OBJECTIVES OF THE STUDY:-

The main objectives of the present study are :

1. To study the influence of adult education on the social, political and economical development in rural area of Rajasthan State.
2. To study the influence of adult education in shaping the socio-political-economical conditions and standard of living of rural areas.
3. To study the influence of adult education as an instrument to create consciousness and awareness among different section of people residing in rural areas.
4. To study how far the adult education has helped in removing the social evils such as untouchability, liquor consumption etc. in rural area of Rajasthan.
5. To study the strengths and weaknesses of the existing adult education programme.
6. To study the extent to which employment opportunities were created among different section of rural people as a result of functional role of adult education.
7. How adult education has influenced the adoption of different types of skills/trades by the different section of rural people for their development.

CONCEPT OF ADULT EDUCATION:

There is not much difference in the fundamental objectives of adult education and formal education. Difference is there in determination of their priorities and their implementations. By way of formal education, an attempt is made to groom a child who strides ahead and is able to contribute positively towards social development after a decade and a half. This is the long-term objective of formal education where as adult education stresses on arming the adult to enable him/her to solve completely his/her existing problems of life, meet his/her necessities and exert his/her effective role in the desired progress of society.

Adult education programme which is based on the needs, interests and problems of the target-group can only touch the basic concept of adult education. The programme is though flexible because of the diversity in the target groups, but it does not have unplanned implementation. The goal of this whole activity is only to link the adult education to the lives, occupations and consciousness of the target group in conformation with their nation, time, period and circumstances.

DELIMITATIONS OF THE STUDY :

The present study is based on the following limitations :

1. The study is designed to have 5 groups of people residing rural areas i.e., SC/ST, farmers, agriculture labourers, non-agriculture labourers and women.
2. The study is limited to study the influence of adult education programme on the social, political and economic development in rural area of Rajasthan.

In adult education the emphasis is given to the age group of 15-35 years, but experiences have show that it is not possible to control the age factor at all.

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