

## CHAPTER – I

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## **CHAPTER – I**

### **INTRODUCTION AND RESEARCH METHODOLOGY**

#### **1.1 INTRODUCTION**

Education is the basic need for the individual development therefore the education is considered as a human right. The human resource is the need of development and invested in the education sector. It is for the improvement of people with suitable knowledge, skills, values and the attitudes to their quality of life. Therefore every person must give the highest priority to the education policies.

“Education for All (EFA) is vital for the success of development plans in India, it is also becoming evident that the focus on women’s education must remain at the heart of our development efforts. When The Indian Women is educated, she makes a visible difference to the way her family progress.....” (National Literacy Mission, 1998).

With considering previous condition of female literacy, education is one of the great opportunities for female development. A woman achieves knowledge from education. Today women literacy rate is increasing with educational development, but women of backward communities remained back as compare to the total female literacy. The scheduled caste and scheduled tribe female literacy is less than average rate.

There is no standard definition as such of scheduled castes and tribes, “Scheduled Caste includes all of those castes communities declared as such and included in the schedule by the President of India by public notification under the article 341 of India Constitution.” “Similarly scheduled tribes mean all such tribal communities or sub tribes or groups therefore, which are declared by the President of India included in the scheduled under the article 341(i) of the Indian Constitution.” (District Census Handbook, Sangli, 1991, pp. 24-25).

In India literacy has increased threefold during the 20<sup>th</sup> century. According to 2001 census that over all literacy rate in India is 64.8%, in that 75.3% is rate of male and 53.7% is the rate of female. More over it is further

segregated that the rural literacy rate is 58.7%. Where 70.7% is of male and 46.1% is of female. Which is far behind than urban literacy rate which is 79.9% over all and 86.3% of males and 72.9% of female.

## **1.2 OBJECTIVES**

The present study is confined to the Walwa Tahsil of the Sangli District of Maharashtra State. The focus of the case study is on literacy as well as educational level of SC and ST females in Walwa Tahsil during 1981 to 2001 and education attainment of women in tahsil during these decades. The following objectives are considered for the study.

1. To study the demographic characteristics of population of Walwa Tahsil.
2. To look into the spatial pattern of female literacy and male-female disparity in the Walwa Tahsil.
3. To study the literacy rate and educational level among SC/ST population of Walwa Tahsil.
4. To do the comparative study of the scheduled caste and scheduled tribes female literacy rate in total female population.
5. To look into the over all educational status of women in Walwa tahsil.

## **1.3 DATA BASE**

The study is based on primary as well as secondary data. For the measurement of distribution and concentration of SC and ST, last two decadal data were obtained from the 1981 to 2001. Further it is be examined the role of SC and ST with their literacy rate and educational attainment in Walwa Tahsil in Sangli District.

### **1.3.1 Primary Source**

The primary data has been collected by conducting extensive field work in study region. Few villages are selected for sample studies. The concerning data have been calculated from the District Census Handbook of Sangli and the case study of tahsil.

### **Selection of Sample Villages**

On the basis of proportional circles of five, ten and fifteen km. circumference from the headquarter the villages which have highest SC/ST population the following villages were selected,

(1) Tujarpur, (2) Shivapuri, (3) Shirate, (4) Narsihapur, (5) Kole, (6) Surul, (7) Bhadkimbe, (8) Kanegaon, (9) Koregaon, (10) Bagani and (11) Karandwadi, these villages were selected in the Walwa tahsil of Sangli District in Maharashtra State. The primary data has been collected by visiting house to house and by conducting field survey, in the Walwa Tahsil by interviewing of few residents Questionnaire schedules were filled up.

#### **1.3.2 Secondary Source**

For the present work secondary data has also been collected from the statistical Abstracts of Maharashtra for the case study villages in Walwa Tahsil. Other various sources of secondary data has been utilised, such as District Census Handbook, District Statistical Abstracts, Socio-Economic Review, Census of India, Census of Maharashtra, Data for the same have been collected from the different local governance office such as Tahsildar, Zilla Parishad, Panchayat Office etc. Since Books, Journals and other printed sources has also been brought under utilisation.

### **1.4 METHODOLOGY**

Tahsil has been selected of a micro level analysis. The sample design is adopted to support this study and it has drawn from the following categories.

1. The various tools were developed for data collection.
2. Most of the data tabulation has done manually.
3. Again data has been processed and analyzed for the study.
4. Data from 1981 to 2001 has used for the study.
5. The processes data is arranged into various tables, graphs and choropleth maps mostly adopted and interpretation of data has made.

To know absolute concentration the total female population as percentage of total scheduled caste and scheduled tribe female population is

also analyzed for the decadal literacy rate at village level in Walwa Tahsil of the District. The literacy rate formula has employed with the use of above formula,

$$\text{Literacy rate} = \frac{\text{Literate population}}{\text{Total population above 6 age}} \times 100$$

## 1.5 RESEARCH PROBLEM

Education is an opportunity and tool for empowering one to lead an updated life with perfection, quality and skills. Which are essential for knowledge on changing health and socio-economical factors, which are also essential for society. In India, the education to women was started in 1848 by Savitribai Phule. She is pioneer in female education. She had established number of schools for backward community girls, First School started in 1851 at Pune. After that the several welfare programmes has been implemented with major concern of education by planners and policy makers in India. Which provides number of opportunities to literacy in India.

Education is a potential instrument of individual person in reality. For women there is low quality education. In rural area still there is daunting especially among the women and the level of education required for women life is constantly shifting upward. In the present study the attempt has made to see the levels of female education particularly from SC and ST community which is more effective in rural areas. Even two thirds of the world's illiterates are women and literacy rate is relatively lower than the male as well as in rural class where this rate is further lowered. They have low status occupations remained economically poor.

The educational system is the essential part of the society. There is large influence of economic condition of the society on the education and also changes in literacy at present. Similarly, there are differences between literacy rates of male and female, of rural and urban areas of the Maharashtra. At state level, Maharashtra with 77.3% literacy occupies the four rank among the Indian states (Census of India, 2001). The 2001 census reveals an overall

literacy rate of 85.5% in the urban areas and 70.4% in the rural areas. However during 2001 male literacy has increased at a fast rate (86.3%) than female literacy (67.5%) which are again low in scheduled castes and scheduled tribes population. In the state for SC it accounts for 11.1%, whereas for ST the rate is 9.3% of total literate population (<http://www.censusindia.net>).

In the present study it is to be explored that whether there are some hurdles which are barring female education among the particular castes. It is further proposed to compare the education level of SC and ST female education status in particularly the decade of 1981 to 1991 with 1991 to 2001.

## **1.6 REVIEW OF LITERATURE**

While preparing for the said study several Journals and Books which are concerned with present research are reviewed. The education was introduced by Govt. of India in 1952 regarding the planning of commission of India (1960), pointed out that, In the third five years plan, the facilities for higher education proposals of colleges and external degree courses were implemented (1961-1966). In the 1962, University of Delhi firstly established School of Courses and Continuing Education. These works include Development of Correspondence Education in India. **D.Pullo Rao (2006)** has worked on Development of Correspondence Education in India: An Appraisal have also studied the Distance Education in India. **M. Shanti Priya (2005)** has worked on total literacy programme in Warangal District. Government of Andhra Pradesh launched a total literacy campaign drive specially for women in 15-35 (Adult Education) years to educate illiterates in October 2000. It was launched “Akshtara Bharat” on 6<sup>th</sup> January 2006 in NLM. The fact that remain women’s empowerment through the Formal and Non-Formal health awareness (PLP) and Continuing Educational Programmes (CEP) having the important functionaries in Rural Societies. **Vijaya R. Choundiyal (2005)** has studied on Role of CEP in Empowerment of Rural Women : A Study.

Further, **Y.L. Das and I.S. Jha (2005)** have studied on National Adult Educational Programmes launched in 1978. The main aim was eradication of illiteracy, particularly neo-literates in the age group of 15-35 years in 1999 and also the social awareness and full potential to the people. They have conducted the National Literacy Mission for this purpose. It has been promoting adult education and plans for Literacy Programmes, their approaches are 1) Total Literacy Campaigns 2) Post Literacy Programmes 3) Continuing Education Programmes launched on 5 May 1988. In some cases one of the crucial, the female literacy drive in project under 15 AFLP Districts of Bihar during 2002 onwards. Those Districts are desirable approaches to keep NLM for particular women programmes. **Mily Ray Anand and Mona Yadav (2006)** have a discusses the inclusion of SC girls in educational half century of various affirmative action policies and programmes, remain little improvement in the overall status, particularly educational status of SC girls. **R.R. Biradar and Jayasheela (2007)** have studied the social and gender inequality in educational attainments existed in India, especially in rural areas in respect of STs/SCs has been compared to that of non STs/SCs in educational status as well as health status among social groups, the improvement of health status of the socially marginalised and economically disadvantaged sections of the society in rural areas was seen.

From last decade, India has made good improvement in educational sector. Governmental and Non-governmental sponsoring agencies participated in that particular sector. The 164 nations in the world have formed some organisations like United Nation Development Programme (UNDP), United Nations Education of Scientific and Cultural Organisation (UNESCO), United Nations Population Fund (UNEP) and the United Nations Children's Fund (UNICEF). It is the co-ordinated work of researchers in the different cities. **Bara Bhengra and Minz (1991)** have a work on Tribal Female Literacy : Factors in differentiation among Munda Religious Communities and **Joseph Benjamin (1991)** have worked on Social Mobility among the Scheduled Castes in Bihar : A Case Study of Barh Block. **Saroj Pandey (1992)** have worked a

comprehensive analysis and critical of the growth and development of women's education in the Orissa State. Gender disparity in literacy often measured either as the gap between or the ratio of female and male literacy levels was proposed. Computation of this index for a large number of developing countries reveals a distinct regional pattern. This study has been carried out by **P.M. Kulkarni and S. Krishnamoorthy in 1992.**

**Saroj Pandey (1993)** has discussed the status of education among the Scheduled Caste and Scheduled Tribe girls in Orissa, which was lower than the educational status of the boys. It is also found to be lower than that of the girls in the general population. Reasons for low enrolment and high drop-out are discussed and suggestions for improving the educational status of the SC/ST girls are offered. **P.C. Oraon (1993)** worked in his study the present state of education among the tribals and the attitudes and aspirations of tribal women regarding the education of their children. He also studied the Socio-Economic Status was related to their educational level and aspirations of their children, these cause for irregular attendance, lack of interest and necessity for girls to do the household work. **M.K. Jabbi and C.Rajyalakshmi (1997)** have the study of access to education of the various social groups in Bihar. He have focused on the education and occupation of parental and socio-economic status of the family influenced the enrolment of the children, the reasons for non enrolment and discontinuance were economic. The home related to girls and school related to boys for policy have also been discussed.

**K. C. Ramotra (2008)** "Development Process and the Scheduled Castes" This book comprehensively analyzes the impact of various developmental schemes and plans on the scheduled castes in the state of Maharashtra. **K.K. Srivastava, D.K. Nauriyal and Tanuja Srivastava (1997)** have a examine the economic composition of work force and educational status of tribals of the Central Himalaya in India. **Gouri Srivastava (1997)** have mainly focused on reasons for discontinuance of Primary Education among Tribals of Assam, also there are gender studies in which it is proposed that if they are met then the 'Education for All' goal will be achieved soon.



**T.S. Mohana (1997)** has work on tribal education of Indravelli mandal in Andhra Pradesh and has been described for Educational Policy of ST in India.

## **1.7 THE STUDY REGION**

The study area lies into western part of Sangli District in the Maharashtra State. Sangli District is located between 16°45' and 17°33' North latitude and 73°42' to 75°40' East Longitude occupies 8572 km<sup>2</sup> area of South Maharashtra. Miraj, Tasgaon, Khanapur, Atpadi, Jat, Kavathe Mahankal, Walwa, Shirala, Kadegaon and Palus are the tahsils included in the Sangli District. Solapur District is bordering north east direction of Sangli District and north west direction is bordered by the Satara District. Kolhapur is at the south west border of Sangli District and Karnataka State bordering south east direction. Total literacy rate among the scheduled caste and scheduled tribe in Sangli district was 71.2% and 73.9% as compare to the total literacy rate is 76.6% according to the 2001 census.

Among the all tahsils of Sangli District Walwa is chosen for the ongoing study of which attainment of female education is to be drawn with their successive levels. Walwa Tahsil is located into western part of Maharashtra in Sangli District between 17°2' North Latitude and 74°27' East Longitude. Palus tahsil is on north eastern direction of Walwa Tahsil and south eastern direction is covered by the Miraj Tahsil. The western direction is covered by the Shirala Tahsil and southern part of the Kolhapur District. It is the north direction of the Satara District near by Walwa Tahsil and is situated at the right bank of the Krishna River. Islampur is the head-quarter town of the taluka.

According to 2001 census the total area is the 772.83 sq.km. out of this 655.80 sq.km. occupied by rural area and 117.03 sq.km. area to covered by urban area.

LOCATION OF WALWA TAHSIL IN SANGLI DISTRICT

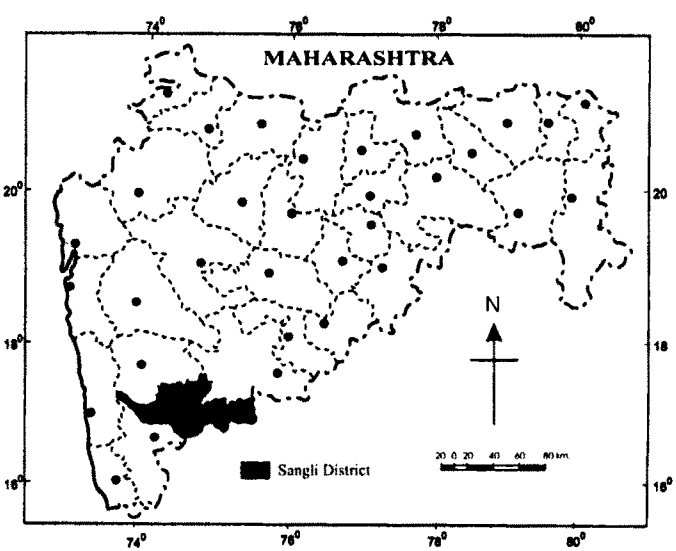
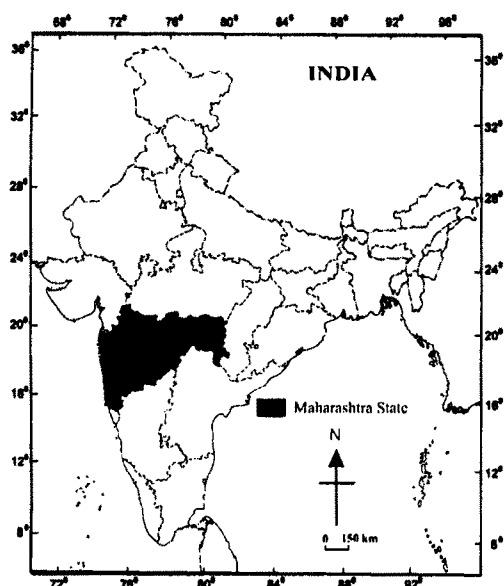
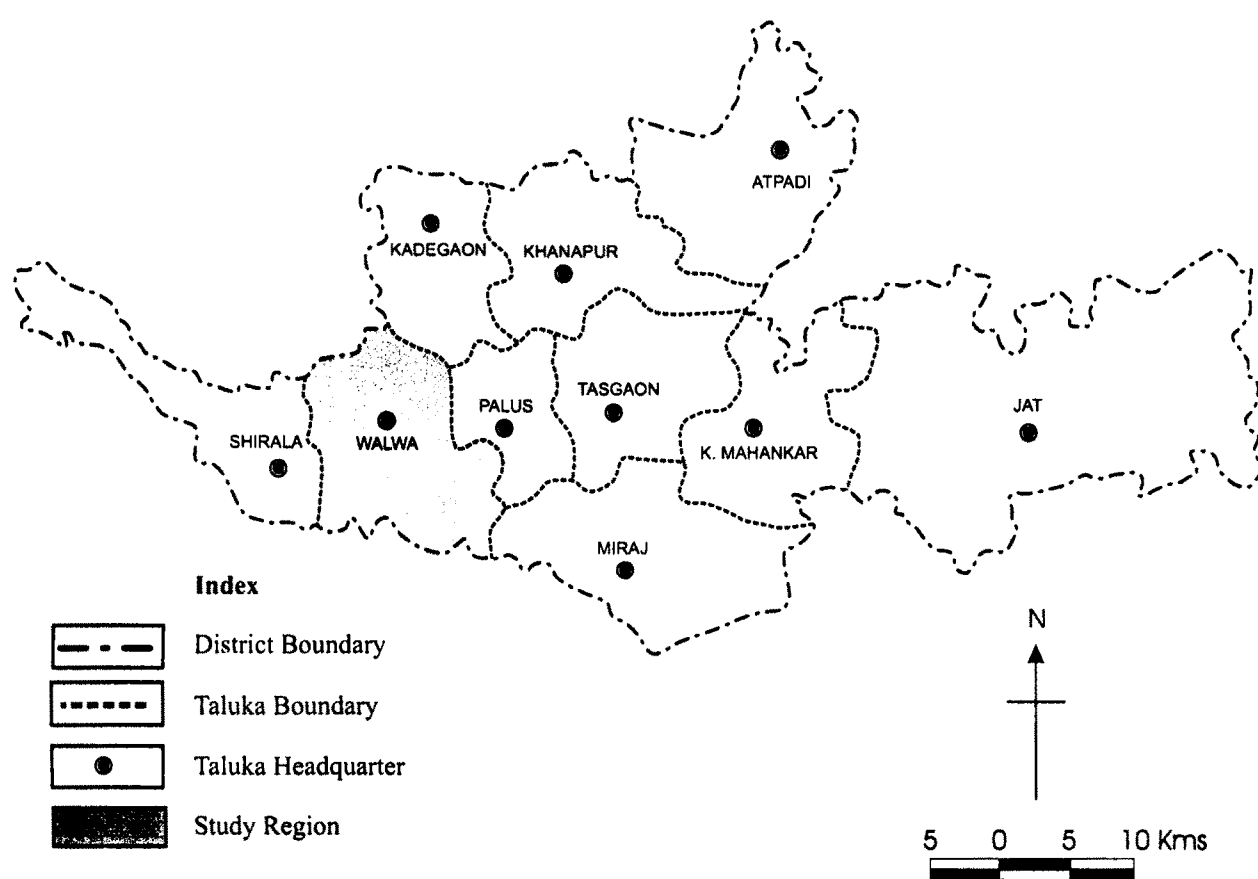
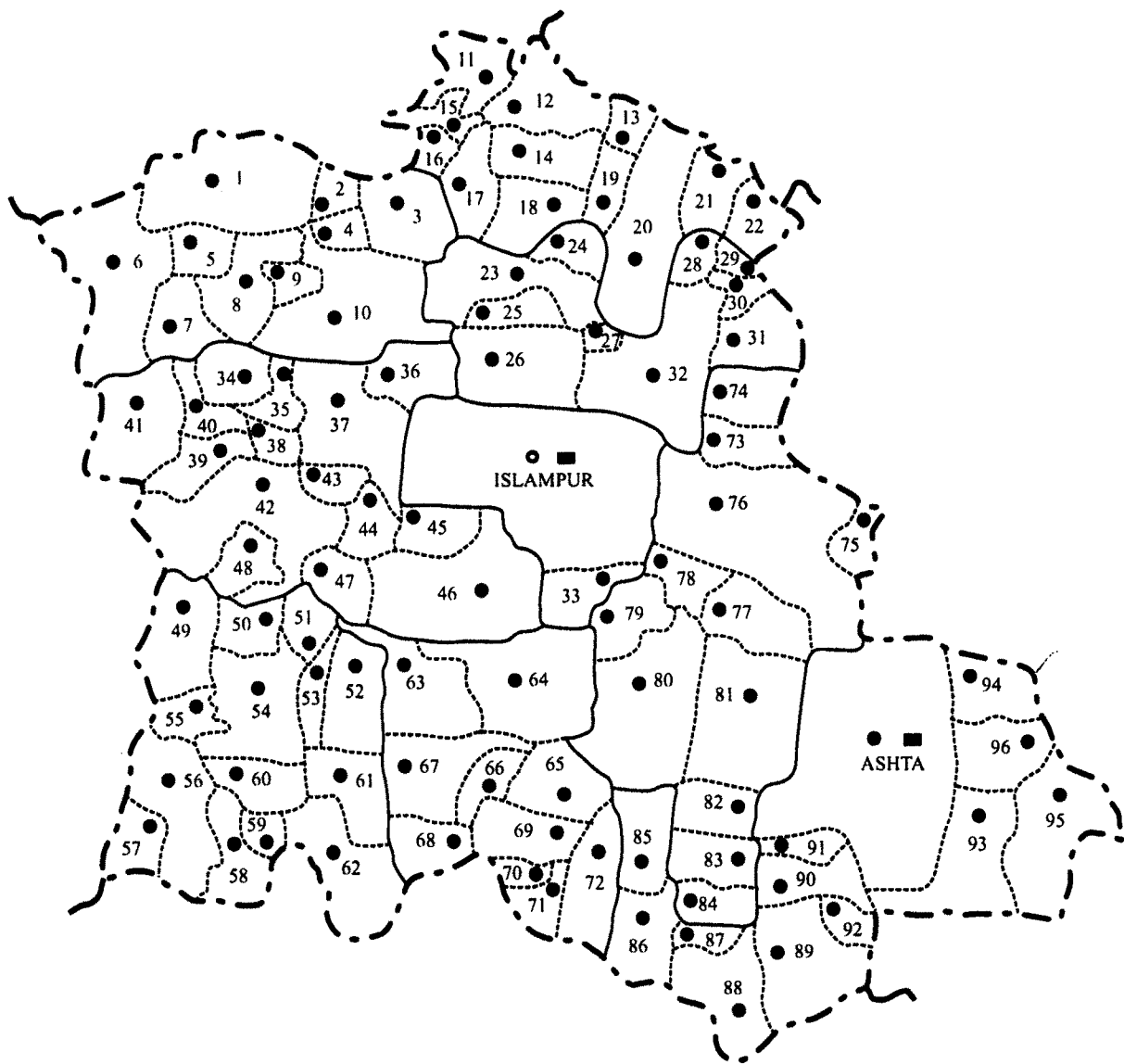


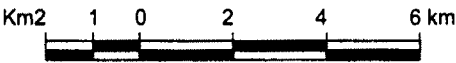
FIG. 1.1

LOCATION OF VILLAGES IN WALWA TAHSIL



Index

- Tahsil Boundary
- Villages Boundary
- Tahsil Headquarter
- Urban Areas
- Villages



list of villages

FIG. 1.2

## **1.8 SCHEME OF CHAPTERIZATION**

The present study is divided into six chapters. First Chapter deals with introduction, objectives, data base and methodology, research problem, review of literature, choice of the study region in which location map and scheme of chapterization.

Second chapter deals with the physical and socio-economical setup of the study area which includes the land features, drainage, soil and cropping pattern, climate, rainfall and forest area, economic setup, industrial setup, transportation and communication network and also administrative setup etc.

Third chapter is related with population and its demographic characteristics which are distribution of population, sex ratio, density of population, population growth, birth and death rate and literacy pattern.

In the fourth chapter the study of distribution of gender literacy, Disparity of literacy and difference in literacy are studied. The level of educational development has been shown by selected indicators.

The fifth chapter incorporated with the levels of female educational development among SC and ST population and their impact on socio-economical and cultural aspects.

The present study has been summerised and concluded by the sixth chapter.

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