

Vol 4 Issue 8 Feb 2015

ISSN No :2231-5063

International Multidisciplinary
Research Journal

Golden Research
Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Welcome to GRT

RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Anurag Misra DBS College, Kanpur	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, IasiMore
Titus PopPhD, Partium Christian University, Oradea,Romania		

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.org



EDUCATIONAL CHANGES AMONG REHABILITATED PEOPLE DISPLACED BY DUDHAGANGA IRRIGATION PROJECT (MH)

R. B. Patil

Department of Geography, Yashwantrao Chavan Warana Mahavidyalay, Warananagar.

Abstract:-Education is mean of socio-economic transformation of a region. It develops the intellectual level of human being. It also determines the standard of living of people. But educational facilities are not available everywhere. The displaced people by different reasons have been resettled in new locations and environment. Displacement affects on the educational development of rehabilitated people. Generally, due to the lack of school facilities educational attainment is disturbed. Therefore, here an attempt has been made to study the educational changes of rehabilitated people affected by Dudhaganga irrigation project in Kolhapur district of Maharashtra.

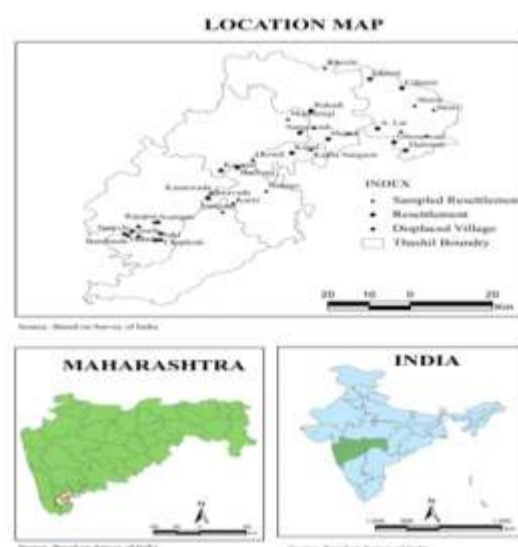
Keywords:Educational Attainment, Development, Displacement, Resettlement, Rehabilitation.

1.INTRODUCTION

Developmental projects have been implemented in the world for economic development of a region. Such implementation of projects causes to displacement of native people. Displaced people are resettled in the command area of concern irrigation project. Many times such locations are not similar to their original places. The geographical, socio-economic and political environment differs from their original habitat. But displaced people are neglected by the concern authority. Therefore, different environment affects on the access of educational facility. Forced displacements have created potential risks- landlessness, joblessness, homelessness, marginalization, increased morbidity and mortality, food insecurity, loss of access to common property and social dis-articulation (Cerena, 1995).

2.STUDY REGION

The region under study lies in the Kolhapur district of south Maharashtra. It consists of 28 resettlements distributed in six tahsils of Kolhapur district which are established due to Doodhaganga Irrigation Project constructed on Doodhaganga River from nine displaced villages. This region extends between 16° 05' 43" to 16° 51' 13" north latitude and 73° 51' 3" to 74° 13' 25" east longitude.



3.OBJECTIVE:

The main objective of present work is to study the educational change among rehabilitated people affected by Dudhaganga irrigation project in Kolhapur district.

4.DATA COLLECTION AND METHODOLOGY

The present research work is based on primary and secondary sources of data. The primary data, as the main source, has been generated through intensive field work. The data for various purposes have been collected at family. Besides this, an interview and discussion techniques have been used to extract necessary data from officials, social activists, village leaders and affected people. The observation technique also used to get needful information about rehabilitated people.

The secondary sources of data are also collected from state and district census, reports, gazetteer, statistical abstract, project reports, books, research journals and unpublished research work. Some data were collected from different government offices i.e. rehabilitation, land acquisition, irrigation, agriculture, and revenue departments of district and taluka headquarters. The investigator has gone through websites for necessary information.

The entire work is primarily an empirical study in which the family is micro unit of study. The investigator arranged intensive field survey along with structured schedules to obtain relevant data from family heads before displacement and rehabilitation.

In order to study the rehabilitation process intensively, the investigator has selected 50 percent resettlements (14) and all families from each sampling resettlement. The random sampling method has been used for selection of sampling resettlements. First of all the 28 resettlements classified into four groups according to their family numbers and 50 percent resettlements have been selected for study. Secondly, sampling resettlements have been selected in such way that 50 percent of from each taluka have been covered.

5.ANALYSIS

5.1.LITERACY LEVEL

Literacy moulds the attitude and behavior of person. It helps to generate awareness, decision making, creative thinking and problem solving activities which plays vital role in personality development, ultimately for the national development. Literacy is essential for eradicating poverty and mental isolation, for cultivating peaceful and for permitting the free play of demographic processes (Chandana, 2006).

Very few persons get direct payback of education in the form of jobs or services but lot of people get benefits in personality building process which serves up to death, therefore, literacy contribute to the social development. Literacy also influences attributes of population such as fertility, mortality, mobility, occupations etc. The growth in literacy level helps socio-economic improvement of any society. Therefore, it is recognized that an important tool and technique to measure socio-economic development of any region.

The definition of literacy varies from country to country; generally it refers to the minimum level of literacy skills. According to Webster's dictionary, literacy means, "the quality or state of being literate; knowledge of letters, condition to in respect to education, able to read and write" (Webster Dictionary, 1978). The society is classified on the basis of reading and writing skill, into literate and illiterate groups. A person who can both read and write with understanding in any language is taken as literate (Ajagekar, 2013). It means a person who cannot read and write is considered as illiterate. But the concept of literacy is further explained as a functional literacy; means a person must be able to read newspaper, magazines and books of non-specialized nature with fair amount of understanding. The measurement of functional literacy in any society is a very complex exercise. Some analysts are, therefore, of the opinion that functional literacy is achieved upon the completion of a specified minimum of formal education (Hassan, 2005).

Literacy generates the skillful human resources which is liable for take responsibility of social development. Therefore literacy plays a very crucial role in the social and economic development of any society or region. Therefore, education is one of the important indicators for measuring the socio-economic status. Literacy of rehabilitated people has been studied in relation to general literacy rate and educational attainments at different levels. Table 1 shows the general literacy rate (above 6 years) of rehabilitated people at the both places.

Table 1 Literacy Status: At Both Places.

Sr. No.	Literacy Status	Before Displacement			After Rehabilitation		
		% of Literate Males	% of Literate Females	% to total Literates	% Literate Male	% Literate Female	% to total Literates
1	Illiterate	68.97	95.23	81.93	27.34	48.65	37.67
2	Literate	31.03	4.77	18.07	72.66	51.35	62.33
3	Total	100	100	100	100	100	100

Source: Field Survey, 2011.

Table 1 reveals that the general literacy between two places indicates a marked variation. The literacy in the period before displacement was just 18.07 per cent which increased to 62.33 per cent in the present rehabilitation period. Still it is low than the Kolhapur districts average (81.15 %) literacy of 2011. Before displacement, it is observed from the table that there is variation in the male female literacy also. Only, 4.77 per cent families were literate and 31.03 per cent male were literate in this period indicating a very high illiterate (81.93 %).

In the period of after rehabilitation, the literacy is improved indicating high male and female literacy as 72.66 and 51.55 per cent respectively.

2. EDUCATIONAL ATTAINMENT

Literacy rate do not present extent of educational level. Therefore, the study of educational attainment becomes very important to understand the length of schooling. Education plays a crucial role in the all round development of any person by imparting knowledge regarding various sectors of world. It is also inevitable to make an individual, social useful by imparting honesty, sincerity, morality, national unity, gender equality etc. (Banasode, 2007). Education develops and enhances the human potential self development. Therefore, achievement in formal education creates one's self awareness and transfer himself into knowledgeable personality for not only self development but also social which ultimately lead to national development. Education is modern tool through which society can move and improve socio-economic development. Therefore, people making investment in education, through which good standard of living can generate. The educational attainment is very essential for poor and backward society. Table 2 presents the educational attainment of rehabilitated people for both periods.

Table 2 Educational Attainment: At Both Places

Education Attainment	Before Displacement			After Rehabilitation		
	No. of Literates			No. of Literates		
	Males	Females	Total	Males	Females	Total
Pre-primary 1-4	158 (50.32)	34 (72.34)	192 (53.19)	265 (22.16)	182 (22.86)	447 (22.44)
Primary 5-7	114 (36.31)	13 (27.66)	127 (35.18)	320 (26.76)	265 (33.29)	585 (29.37)
High school 8-10	32 (10.19)	00 (00.00)	32 (8.86)	294 (24.58)	214 (26.88)	508 (25.50)
Higher secondary 11-12	07 (2.23)	00 (00.00)	07 (1.93)	202 (16.89)	107 (13.44)	309 (15.51)
Graduation	00 (00.00)	00 (00.00)	00 (00.00)	55 (4.59)	21 (2.64)	76 (3.82)
Post. graduation	00 (00.00)	00 (00.00)	00 (00.00)	14 (1.17)	0 (00.00)	14 (0.70)
Professional Education	03 (0.95)	00 (00.00)	03 (0.84)	46 (3.85)	7 (0.89)	53 (2.66)
Total	314 (100.00)	47 (100.00)	361 (100.00)	1196 (100.00)	796 (100.00)	1992 (100.00)

Source: Field Survey, 2011

Fig 1 Educational Attainment: At Both Places

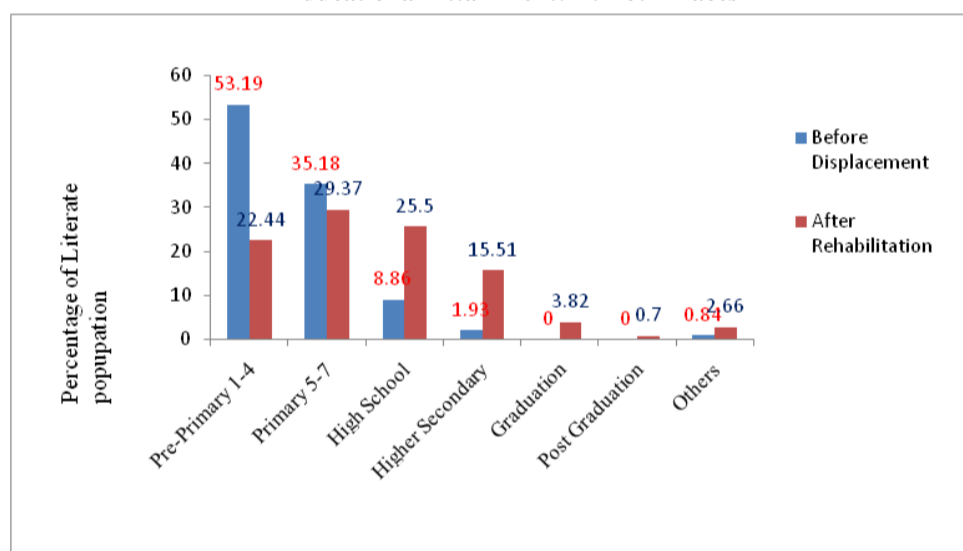


Table 2 reveals that, the educational level before displacement differs from the level in the rehabilitation period. In the present analysis a comparative study of educational attainment at both places has been attempted.

A) Educational attainment before displacement

In this period the overall educational attainment is poor. Out of 361, literates a majority of (53.19 %) people are educated at pre-primary level, 35.18 at primary, 8.86 per cent at high School and only 7 (1.93 %) persons are at the higher secondary level indicating constant decreasing trend of literates according to the increasing educational attainment. It is noteworthy fact that no person is recorded literate at above higher secondary level.

Table further shows that among the total literate in the same period at all literacy level the male literates are dominant. Out of 361 literates, 314 (86.98 %) are male literates while only 47 females (13.02 %) are literate at all educational levels. The males are found literate up to higher secondary level. While surprisingly, females are found literate only up to primary level. Out of total male literates 50.32 per cent literates are found in the pre-primary level,

following primary (36.31 %) high school (10.19 %) and higher secondary (2.25 %) level. Out of the total female literates (47) more than 72 per cent are literate at pre-primary level and only 13 (27.66 %) literates have attained the primary education.

B)Educational attainment after rehabilitation

In this period the situation of educational attainment at the different educational level and male female level has been improved. In the rehabilitation period the literates are distributed in all educational levels. The high percentage (29.37 %) of literates at is found at primary level, following high school (25.50 %). But the share of literates at pre-primary level is low (22.44 %). It is attributed the fact that the literates of the rehabilitation period have add primary and high school level and secondly the decreasing growth of population has lessened the share literates at pre-primary.

Fig. 1 depicts a clear picture of the variation in the total and male female literacy according to the different levels. There is surprising decline of total literacy from pre-primary to advancing educational levels. The figure also points out the contrasting situation regarding the literacy at both places.

C)Professional education attainment

In the present time the professional education has got an important place which also has become one of the important indicators of educational development. Therefore, the investigator tried a curious inquiry about the professional educational attainment both places (table 3).

Table 3 Professional Education: At Both Places

Sr. No.	Professional Education	Before Displacement	After Rehabilitation
		No. of Persons	No. of Persons
1	ITI	5	21
2	D. Ed.	3	09
3	Diploma	0	19
3	B. Ed.	0	4
4	BCA	0	4
5	GD Arts	0	2
6	LLB	0	2
	Total	08	61

Source: Field Survey, 2011.

Table 3 exhibits that the professional education before displacement was very poor where only 8 literates have been recorded. Table also indicates that such literates have gained ITI and D. Ed. education only. In the rehabilitation period all literates in professional education have been distributed in different categories of professional education. The highest number of (21) literates are ITI educated, following Diploma (19), and D. Ed (9) holder. The people have obtained the diploma certificate courses mainly in agriculture, computer etc. The people also have attained B. Ed, B.C.A, G.D. arts, LLB, before displacement which was absent.

6.CONCLUSION

It is evident from present study that the general literacy has been increased greater level. The literacy in the period before displacement was just 18.07 per cent which increased to 62.33 per cent in the present rehabilitation period. It is observed that there is variation in the male-female literacy also. Before displacement, only, 4.77 per cent females and 31.03 per cent male were literate. After rehabilitation, the literacy is improved indicating high male and female literacy as 72.66 and 51.55 per cent respectively. It also shows the variation in the total and male female literacy according to the different levels. Before displacement, the proportion of pre-primary and primary education attainment was high and few people were literate up to high school level. In the recent years rehabilitated people have been turned towards professional education.

REFERENCES

1. Cerena, M. M. (1995), 'Understanding and Preventing Impoverishment from Displacement: Reflection on the State Knowledge', *Social Action*, Vol. 45, No. 3, Pg. 261-76.
2. Ajagekar, B. A. (2013): "Habitat, Society and Economy of Danges", A Study in Tribal Geography, Darya Prakashan, Pune, Pg, 65.
3. Bansode, R. B. (2007): "Educational and Economic Status of Slum Dwellers in Kolhapur City: A Geographical Analysis", Unpublished Research Work, Shivaji University, Kolhapur, Pg. 115.
4. Hassan, M. I. (2005): "Population Geography", Rawat Publication, Jaipur. Pg. 152.
5. Verma, M. K. (2004): "Development, Displacement & Resettlement", Rawat publication, Jaipur.
6. Webster's Dictionary, (1978): University Press, Oxford, Vol. VI, Pg. 340.
7. Survey Report, (1976): Land Acquisition Office, Kolhapur.
8. Thukral, E. G. (1992): "Big Dams, Displaced people Rivers of Sorrow Rivers of Change", Sage Publication, New Delhi.
9. Vasvani, K. (1992): "Rehabilitation Laws and Policies: a Critical look" in E. G. Thukral's (ed.), "Big Dams, Displaced people Rivers of Sorrow Rivers of Change", Sage Publication, New Delhi.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.org