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Geographical Perspective in the Study of the Impact of Educational Programmes on Tribal Children: A Conceptual Framework

* Ramchandra Kumar
**Dr. Anil Kumar Singh

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Abstract

Any discipline always precedes within a framework of some conceptual matrices. After 1960s, there was a radical change in the field of knowledge and science in the academic world. The most significant change occurred in the approaches to the study of the various disciplines' subject matters or problems. The emphasis on interdisciplinary and applied studies to solve problems beyond the disciplinary limits of the subject has developed as a paradigm shift. In the above circumstances, geography emerged as a very important subject that had an integrated, interdisciplinary, and practical approach to the study of problems, which resolved the subject's ambiguities; how to guide the geographical study of problems in a methodological form. Many issues which have not been core subject matter of geography have become popular subjects among geographers for research and development, and the knowledge tree of geography has expanded – Social Geography, Geography of Gender, Welfare Geography, applied geography, radical geography, etc. have become well established branches of geography. What is education? The main objectives of education, the main components such as: teacher, student, community, curriculum, method of teaching-learning, assessment, guidance, and counselling, are traditionally the core subjects of pedagogy. But the problems related to education have been studied in many subjects of

social science, including geography. Although not much work has been done on the study of problems related to education in geography, at present, geographers are engaged in research and development work for the geographical solution of educational problems. This paper presents an in-depth review of the geographical approach to the study of problems related to education. It also explores how geographer can study the Impact of Educational Programmes on Tribal Children from geographical point of view.

Introduction

Education is one of the most important tools of human society which brings about the desired change in society. Sustainable and inclusive development of any country is not possible without education. Education is a process which brings about changes in the behaviour of society. It is a process which enables every individual to participate effectively in the activities of society, and to make positive contribution to the progress of society. **(Francis Brown)**.¹ Education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of personal aims. **(Delors, 1996, p 17)**.² The real development of any society is not possible without education. Education enables people to live life by building capacity in them. It reduces poverty, unemployment and socio-economic inequality in society. Therefore, education is like a basic necessity of human life today. The true measure of development in a society is determined by the level of education of the people. However, in global human society, historically, for many reasons such as political, social, and economic, a community which is referred to as the world's oldest and original human community, is currently ranked lower on the scale of socio-economic development. There are an estimated 476 million Indigenous Peoples worldwide. Although they make up just 6 percent of the global population, they account for about 19 percent of the extreme poor. **(World Bank Organisation)**.³ Literacy rate is lower than the non indigenous population. In India the Indigenous people are called Scheduled Tribe. More than five hundred types of tribal communities are found in India. According to **Census of India (2011)**⁴, the number of scheduled tribes in India is 10,42,81,034. It is 8.6% of the total population of India. A total of 9,38,19,162 people belonging to scheduled tribes reside in rural areas, whereas 1,04,61,872 people reside in urban areas. The scheduled tribes account for 11.3% of the total population of rural areas and 2.8% of

urban areas. As per **Census of India(2011)**⁵, the rate of literacy in India is 72.99%, whereas that of it in scheduled tribes is 59%, which is far below the national average. Many basic as well as welfare schemes are being run by different countries around the world, including India, to strengthen the tribal community in social, economic, political, and educational scales. To empower them educationally many central as well as state assisted schemes has been launched in India for example- SarvaShikshaAbhiyan, MadhyamikShikshaAbhiyan, Kasturba GnadhiBalikaVidyalay, Scholarship and Free Hostel facilities. But even today in spite of these efforts tribal communities is facing several challenges. Geography as an interdisciplinary and an applied science focuses on many human issues since long time but very less study has been done especially keeping in mind education and its impact on tribal community.

What does "geographical perspective" mean?

Perspective' is a way to understand or way of seeing something or dealing something. For example taking time to understand geography's perspectives is important because geography can be difficult to place within the family of academic disciplines. If society is at the centre of sociology, human behaviour and experiences are at the centre of psychology, money is at the centre of economics, man is at the centre of anthropology, and time is at the centre of history, then there is a place at the centre of geography. **Haggett, (1994)**⁶ identified three essential characteristics of geography: i) Emphasis on location ii) Emphasis on society-land relationship iii) Emphasis on Regional Analysis. Geography is more than memorizing names and places. Geographers organize space in much the same way that historians organize time. To help organize space, geographers are concerned with asking three important questions about things in the world: i) Where is it? ii) Why is it there? iii) What are the consequences of its being there? The five themes of geography help answer these questions: i) Location: Where is it located? ii) Place: What's it like there? iii) Human/Environment Interaction: What is the relationship between humans and their environment iv) Movement: How and why are places connected with one another? v) Regions: How and why is one area similar to another? No one theme can be understood without the others. The themes are connected with one another, as are all components of our world. No part of our world can be understood in isolation. **(Five Themes of Geography, 1984)**.⁷ Geography has a long history of development of its ideas and perspectives for the study of the facts and

phenomena of the earth's surface. The two main branches of geography, physical and human, continued to expand. Many perspectives in geographical research have emerged over time such as- Locational, Spatial, Integrated, Practical, Welfare, Radical, Marxist, Environmentalist, Ecological, Social, Spatio-temporal, Humanistic, Geopolitical, etc. The development of GIS and remote sensing technology has further strengthened research and development in geography. The current generation of human geographers subscribes to the consensus that what had appeared as conflicting perspectives in the course of discipline's evolution in its formative phases had presented no more than different (but complementary) ways of looking totality of life in the world, so that each perspective had something valuable to contribute towards better comprehension of the great man environment system, and thereby, towards equipping the researcher with better tools of research in the service of society.(Dikshit,1994).⁸

Geographical Perspective in study of Educational problems

Discussion around the reformation of the RGS-IBG (Royal Geographical Society with Institute of British Geographers) Higher Education Research Group describe two inter-related fields of geography education and the geographies of education (West et al., 2020). Similarly, Krafft et al., 2022 distinguish between geographies of education as a field of research on educational spaces and processes, and 'scholarship, critical reflection and practice on geography education' (p.1). I am adding a third field of geography education research as an area with its own distinctive traditions, aims and relations with the school subject of geography (Brooks et al., 2017). As a separate area to the descriptions in Krafft et al., 2022 West et al., 2020, I begin with geography education research.(Puttick,2022).⁹Very little work has been done by geographers on the question that, 'what would be the geographical perspective of studying the impact of educational programmes' There are certain objectives fixed behind the launch of every educational program. The most important aspect in evaluating the effectiveness of educational programmes is its objectives, which are bound by the limits of time and space. Therefore, studying the impact of educational programmes in the context of time and place can be an important dimension in geographical research. In general, the main objective of any educational programme is the development of the individual, society, and region. And the educational status of an individual, society, and region depends on many factors, among which geographical factors are important. So researchers in geography can

investigate how geographical factors affect the effectiveness in educating particular communities in a particular region or in general whole population of a particular region. Analysis of effectiveness of an educational programme at regional basis may be very beneficial for development of a particular place and to strengthen educational status of a particular community of a particular place. Similarly, Understanding the organisational setup of educational infrastructure over a space can also be an important question for geographic investigation. Educational achievements of a educational programme, which is considered as output or results, also vary in different communities and regions, so spatial variations in educational attainment and achievement may be a matter of geographical investigation. Similarly, planning of educational facilities and integration with other social facilities like health and communication over a space will be important aspects in the study of such educational issues in geography. Geographers can study geographical factors such as: weather, climate, natural resources, landforms over a terrain, population, demographic features, type of settlement, land use pattern etc. associated with educational issues of a particular regions. How these factors affects the choicelocation of educational institution, its service areas and attainments. Some influential works in 'geographies of education' are- **Helfenbein(2021)**.¹⁰Critical Geographies of Education: Space, Place, and Curriculum Inquiry: is an attempt to take space seriously in thinking about school, schooling, and the place of education in larger society. **Boterman(2021)**.¹¹'Socio spatial strategies of school selection in a free parental choice context' employing an analysis of the interconnections of residential relocation and school choice, using multinomial logit models to assess how school is differentiated by social class and migration background and how is it related to residential (re)location. He finds that school choice strategies are differentiated by both class and ethnicity, but also very strongly depend on residential context.**Freytag and Mössner(2022)**.¹²Fragmented Geographies of Education: Institutions, Policies, and the Neighborhood. Educational settings, both in and out of the school environment, not only affect one's educational opportunities, but may also result in structural disadvantages and barriers.

Study of the Impact of Educational Programmes on Tribal Children:

The problem 'Study of the Impact of Educational Programmes on Tribal Children' within geographical lines is interdisciplinary and applied in nature. Though among geographers' geographies of education, social geographies of education, critical geographies of

education, educational geography and education geography are the terms being used as an applied branch of geography dealing with education in geographic perspective. Educational backwardness of the tribal population is a serious problem for any state. The backwardness of a community in education increases regional disparity. This also increases the social, economic, and political division in the region. Evaluation of the impact of educational schemes on the tribal population from the geographical point of view can have multi-faceted importance. Geographers can investigate differences in educational achievement among tribal and the non-tribal community of a region, similarly inter-regional and intra-regional variations in this context can be accessed, similarly researchers can study about its determinants of variations in effectiveness of educational programme in respect to the gender, community and space.

Conclusion

Today's geographers should recognise the new trends in geographical research, keeping in mind the changing nature and needs of society. Today's research should be more and more focused on the issues related to the problems of contemporary society. Although the field of study of educational problems in geography has been limited, but the way education has been one of the most influential issues in the society of the 21st century, geographers show increasing interest in the study of educational problems. It is necessary for today's geographers to establish the importance of geography in solving educational problems. This will not only establish geography as an important subject of contemporary research, but will also provide a new alternative towards resolution of contemporary issues of society.

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Corresponding Author

***Ramchandra Kumar, Research Scholar**

****Dr. Anil Kumar Singh, Head**

Department of Geography

Binod Bihari Mahato Koyalanchal University, Dhanbad

Email- ramrsp87@gmail.com Mob.-7079266263