



Awareness towards Pre-school Education imparted by Anganwadi among Baiga women in Madhya Pradesh

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Abstract:

Education is one of the important pathways through which one can improve the quality of social life and sustainable development. Baiga is one of the particularly Vulnerable Tribal Groups (PVTGs) of Madhya Pradesh, who are backward in formal education when compared to mainstream of contemporary society. Due to scattered habitats in hilly and remote locations, poverty, superstition, and cultural restraints, the literacy rate of Baiga is extremely low. Due to lack of awareness on the significance of education, their children's regular participation in pre-schools at anganwadi centre is very dismal. Baiga women prefer to keep their children in their cultural environment. With the contact of modernity and acculturation process, their perception towards pre-school was changing slowly. At this juncture, the present study was relevant to assess the educational status of baiga women and to know awareness towards pre-school education provided by Anganwadi to children among Baiga women.

Keywords: PVTGs, Baiga, Pre-school education, tribal children, Anganwadi

1. Introduction

Children in the age group of 3-6 years require specific learning opportunities in the non-formal manner. Anganwadi provides Early Childhood Care and Education through play-based activities which stimulate cognitive and motor development and satisfy the curiosity of the children. Children learn the concept of learning and understanding various issues and the surroundings which form the basis for a sound primary school. Dr Rajendra Prasad, former President of India, have rightly pointed out "If one's childhood is well spent, well-regulated and well organized. (Science Women, & Bhubaneswar, 2017). Shabnam (2006) defined "Pre-school education is informal education of the child between the age group 3-6 years carried out in formal institutions before the child joins the formal classes".

Non-formal pre-school education is one of the most important services provided by Integrated Child Development Services under the Ministry of Women and Child Development Department. AWCs are important for pre-school activities of children to make the child aware about school atmosphere as well as to develop the habit of learning among children 3 to 6 years. To working mothers, it is very relevant. It is important for all children, but for disadvantaged children it is more necessary.

Education is a medium through which awareness comes to every person that can contribute to improve daily life. Primary education is a milestone for the educational development of the Baiga tribe. Due to lack of awareness about modern education, the Baiga is still away from the mainstream of modern society, and to connect the Baiga tribe with modern education, it is very important for them to be aware of elementary education. The tribal population has the lowest literacy rate due to poverty, bad socio-economic situation, inaccessibility to quality educational institutions, lack of nursery schools, and lack of awareness towards the advantages and utility of education.

In India the residence of Baiga is mainly in Madhya Pradesh, Chhattisgarh, and Jharkhand (Russel & Hiralal, 1915). The huge population of Baiga is found in Baiga chuk of Dindori District. This tribe inhabits the dense hilly forest in eastern part of Satpuras and Vindhya Range of Madhya Pradesh. In 1807 captain Fortis Thomas, in his book 'The Holland of central India' mentioned that the Baiga tribe lived in the inaccessible hills, and said that keeping distance from modern civilization they are afraid of losing their identity. Baiga tribes live in forests and carry out shifting, slash and burn cultivation for thousands of years and the Baiga are experts in medicine, and priests are extremely significant (Ram Babu, 2016). Despite the continuous efforts of the Government, this tribe is facing many problems for their livelihood. Most of the Baiga is very poor therefore sending their children to schools is not easy for them, as they are considered extra helping hands. Ram Babu, 2016 found in his study on socio-economic status of the Baiga tribe of Chhattisgarh in India that formal education has a small effect in tribal groups and formal education will not be necessary to fulfill their responsibility. For the Baiga child, the formal schools have no specific interest. (Ram Babu and Panda, 2016).

2. Objective of the study

1. To study the educational status of Baiga women of Madhya Pradesh
2. To what extent baiga women are aware towards pre-school education provided by anganwadi

3. Methodology

This study used both qualitative and quantitative approach of methods. A total of 108 respondents were selected 2023 by a simple random sampling technique from 5 sample villages of Pushprajgarh for the survey in December, development blocks of Madhya Pradesh. The required information was obtained through an interview schedule and observation focus group discussion method from the parents of pre-primary school children of the Baiga family. Stratified random sampling was used to baiga residents of which 108 were answered. Both qualitative and quantitative data analysis methods were used, content analysis was used to analyse the interviews and statistical tests in SPSS were used to analyse the survey data.

4. Significance of the study

Baiga tribes enroll their children to take advantage of the health and nutritional facilities provided by the Anganwadi, but they are not aware towards non-formal pre-school education. From the present study it will be clear that, what is the level of awareness among the Baiga tribe towards the present education and, what is the reason behind their lack of awareness. The importance of research is that the awareness of pre-school non-formal education among baiga tribes and their problems should be obtained so that can be made by the Government to bring awareness to ICDS schemes.

5. Review of related literature

primary school education Their academic performance is better than that of children who did not attend pre-primary school. Similarly, absenteeism and repetition in primary school are decreased among children who attend pre-primary education compared to those who do not attend pre-primary education. Hence, the inclusion of the primary education in our educational system would bring a positive change in the learning achievement of children from the tribe's section in rural areas (Chakma et al., 2009),

Sabharwal et al., 2014 concluded that location of AWCs is a factor for improvement of this scheme. Large number of AWCs is not located in the part where the scheduled tribe lived. Therefore, the beneficiary children and their mother are not getting proper nutrition and health services. Choudhry et al., 2013 concluded that there are significant regional (rural/urban) and socio-economic disparities in access to pre-primary education in India, with girls and children from previously disadvantaged social groups (scheduled castes and scheduled tribes) being unable to attend, particularly in rural areas. An evaluation was found that the utilization rate of ICDS is higher for mothers and children from "vulnerable" groups (SC and ST) compared to those from relatively "privileged" groups (upper-caste Hindus) and it was suggested ICDS programme would be success when mothers from privileged groups

participate less and mothers from vulnerable and marginalized groups participate more (Borooah & Vani, 2014).

Rao, 2012 carried out a study on the early childhood stage is the period of maximum learning and mental development of a child. During this period children get social and emotional growth through play and joyful activities. During this growing childhood phase, the rate of development in all areas- physical, motor, cognitive, language, social, and emotional is the fastest.

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Table 1 Literacy rate of Baiga Tribes in Madhya Pradesh

Year	Female	Male	Total Literacy rate
2001	20.1	40.1	32.3
2011	37.9	56.4	47.2

Baiga is one of the Primitive Vulnerable Tribal Groups of Madhya Pradesh, who are away from main stream of development and education. The literacy rate of Baiga tribes in Madhya Pradesh 47.2% while female literacy rate representing only 37.9% (census, 2011).

The above table indicates that literacy rate among the Baiga has increased from 32.3 % to 47.2 % during 2001 to 2011. Male literacy is 56.4% and female literacy is 37.9% hence, it can be observed that there is an increase in literacy rate among the Baiga tribe during the last 10 years. The Baiga female literacy drastically increased from 20.1% to 37.9% during 2001 to 2011 due to awareness towards education

Table 2 Level of education among all STs and Baiga tribe of Madhya Pradesh (2001-2011)

Year	Literate without educational level		Below Primary		Educational level attained							
					Primary		Middle		Intermediate		Graduate	
	All STs	Baiga	All STs	Baiga	All STs	Baiga	All STs	Baiga	All STs	Baiga	All STs	Baiga
2001	10.8	11.4	46.5	50.4	24.8	26.0	9.7	8.3	6.6	3.4	1.4	0.5
2011	4.4	9.4	40.3	47.3	28.7	27.4	13.7	9.8	11	5.5	1.5	0.4

Source: Office of Registrar General, India 2011

According to census 2001, Above diagram shows that the 10.8 percent scheduled tribes who are literate without getting any education and educational attainment 46.5 percent below primary level, 24.8 percent in primary, 9.9 percent in middle, and 6.6 in intermediate. There are 11.4 percent Baiga tribe who are literate without getting any formal education and educational attainment 50.4 percent below

primary level, 26.0 percent in primary, 3.4 in intermediate. It is shown that the literacy rate among the Baiga tribe is very low.

Table 3 Holistic development of child through Anganwadi centre

		Regularity of child to the Anganwadi Centre for pre - school education	child's psychological, physical and motor development
Regularity of child to the Anganwadi centre for pre - school education	Pearson Correlation	1	.593**
	Sig. (2-tailed)		<.001
	N	108	108
Child's psychological, physical, and motor development	Pearson Correlation	.593**	1
	Sig. (2-tailed)	<.001	
	N	108	108

** Correlation is significant at the 0.01 level (2-tailed).

The correlation Coefficient (r) value between regularly of child to Anganwadi Centre for preschool education and child's psychological, physical, and motor development is 0.593 which shows are moderate positive association between both the variables. The P value is <.001 which means the relationship is statistically significant. So, we can say that if, children go to Anganwadi centres regularly then their mental, physical and motor development will be better.

Table 4 Mother awareness towards preschool education				
		Frequency	Percent	Valid Percent
Valid	Not at all aware	2	1.9	1.9
	Slightly aware	19	17.6	17.6
	Moderately aware	64	59.3	59.3
	aware	23	21.3	21.3
	Total	108	100.0	100.0

Above data indicate that 59.3 % women are moderate aware towards pre-school education imparted by Anganwadi teacher under ICDS scheme.

Table 5 Awareness toward Pre-school education among baiga women

Correlations			
		Education	Awareness
Education	Pearson Correlation	1	.916**
	Sig. (2-tailed)		.000
	N	108	108
Awareness	Pearson Correlation	.916**	1
	Sig. (2-tailed)	.000	
	N	108	108

** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient (r) value between education level and awareness towards ICDS is .909 which shows a high positive association between both variable. The P value is <.001 which means the relationship is statistically significant. So, we can say that increase in the education level of mother can also increase the awareness towards pre-school education among mother.

6. Result and Discussion

The level of awareness among different family members of Baiga tribes is reported here.

The major findings of this study revealed that children are going for pre-school education in our target area development because tribal people are aware towards anganwadi services. 52 respondents out of 108 said that they have enrolled most of the children in anganwadi for health and nutrition services.

Below, awareness about pre-school education is discussed with parents of the children.

Gulabwati Baiga, a resident of Damgarh village in Pusprajgarh Block, she said that it is possible to send children to anganwadi center's where their house is near to the centre where as anganwadi Centre's being located on the side of road, it is not possible for the children to come regularly from the upward hilly region.

7. Suggestion

The ICDS programme is basically a community-based programme, and its success is dependent on active community participation. It the responsibility of anganwadi to make aware of their facilities being provided to women and children. The development of tribal communities should provide education to mothers of children which is given by Anganwadi teachers.

To raise awareness about the value of education, a proper awareness campaign should be established. To literate the Baiga tribe, a large-scale literacy campaign in Baiga-dominated districts may be implemented as a priority. The awareness of the Baiga tribal parents toward pre-school education should be improved through proper counseling and guidance by anganwadi teacher.

Primary education is an important aspect of the lives of tribal children, and it is facilitated at home by their parents through the process of instruction and learning. It is possible to enroll more children in primary school through proper functioning of anganwadi centres in tribal and rural areas and awareness towards pre-school education among parent.

8. Conclusion

Based on the above analysed primary and secondary data, it has been concluded that education has been an improved in the primary and middle level as compared to last decades. Study shows between 2001 and 2021, the enrolment of Baiga children at primary school has increased due to women having an interest in sending children to anganwadi and school. The study was found that baiga women are aware of services of anganwadi centre and found that Pre-school Education imparted by anganwadi is having a positive impact on holistic development of baiga children.

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