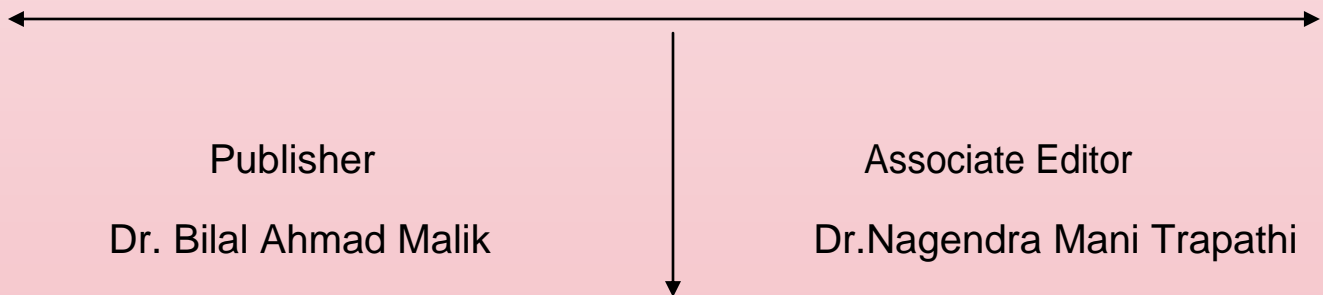


# North Asian International Research Journal Consortium

*North Asian International Research Journal  
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## A RESEARCH PAPER ON EDUCATIONAL ISSUES OF NAYAK COMMUNITY PEOPLE

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### **ABSTRACT**

*Education can be a way to increase the incomes of nayak community people. Education helps to ensure that benefits of growth are experienced by all. Economic perspectives see education as a means to make individuals more productive in the workplace and at home. It can also be seen as a means of empowering socially and economically deprived groups into seeking political reform. By using any of these reasons as motivation to pursue educational development, governments are attempting to generate some form of social or economic equality for the population.*

**KEY WORDS:** Difficulties Faced, Right to education.

### **INTRODUCTION**

The 1991 census of India reported that Nayak communities were one of the least literate social groups in the country, with only 30% of Nayak communities children recognized to have basic reading and writing skills. These high levels of illiteracy are a result of insufficient access to primary education. Reasons proposed for this low primary education rate amongst the Nayak communities have ranged from blaming family values to universal acceptance of social behaviour. In reality, it is a history of constant oppression and missing incentives that have been the reason why India's lowest caste has struggled to take advantage of public education programs. For centuries, the Nayak communities' population of India were forbidden from gaining access to education. Originally reserved for upper castes only, the denial of conventional education to Nayak communities was designed to prevent them from increasing their quality of life and to highlight caste divisions. Caught in a colonial struggle between European nations, Indian society had no motivation to determine who should manage social programs until the British established control over India. Then, during the 1850s, the British began the long process of increasing the accessibility of education to all citizens on India. Signed in April of 1850, the Caste Disabilities Removal Act theoretically abolished all Indian laws which challenge the rights of those who are members of any caste or religion. To most, this was the first step towards social equalization within India. It was



also the beginning of a series of attempts to increase accessibility to education for members of the Nayak communities' caste. To coincide with the signing of the act, the Indian education system became accessible to every member of society. However, one hundred and sixty years after the Nayak communities were granted permission to attend schools, the primary education rates of the Nayak communities population compared to those of upper castes remain as low ever.

The 1948 independence of India prompted an increase in responsibility for the government to promote the economic and educational interests of the lower castes and to protect the Nayak communities from social injustices and exploitations. Over the next few decades, the Nayak communities would see very little action to support the claims and progress made during the fifties to help improve their access to primary education. The 1950s saw subtle improvements in the number of schools being built in India, as well as the amount of money being allocated towards primary education programs. The efforts being put forward by the government lost momentum over the next few decades however, as the rate of primary schools being constructed slipped from 5.8% in the 1960s, to 2.1% during the 1970s, and eventually down to only 1.3% through the 1980s. This was complemented by a shift in funding from primary school education to middle school education. This transition exemplified the government's shifted focus from increasing primary enrolment rates to increasing the quality of the education provided to those already provided with sufficient access to education. The lack of success in increasing primary enrolment rates for Nayak communities over the past one hundred and fifty years is evidence that very few projects have had any success in increasing social equality within the Indian Caste system. In the next section, the paper will look at some of the programs which have attempted to provide incentive for India's poorest to seek primary education.

## OBJECTIVES OF THE PAPER

1. To know the difficulties faced by the Nayak communities population in rural India
2. Right To Education For Nayak communities

## IMPORTANCE OF THE PAPER

National and local governments should take effective measures to reduce dropout rates and increase enrolment rates among children of affected communities at all levels of public and private schooling, by providing scholarships or other financial subsidies, combating classroom segregation, harassment and



discrimination against pupils of affected communities and ensuring non-discriminatory access to such schemes, including through provision of adequate equipment, staffing and quality of teaching in public schools, as well as adequate means of physical access to schools for children living in dominant caste neighborhoods and armed conflict areas. Governments should take all necessary measures to remove obstacles, including child labour, which keep children from regular full time education. Governments should also pay particular attention to the need of providing adequate education to children and adults who are unable to read and write because of lack of formal education.

## RESEARCH METHODOLOGY

Research is a diligent enquiry and careful research for new knowledge through systematic, scientific and analytical approach in any branch of knowledge. It is a systematic effort to gain knowledge, truth or broad principles in a verifiable and objective way. The present study is aimed at explaining the research Methodology adopted for carrying out the research work. Social research is research conducted by social scientists and which follows by the systematic plan. Social research methods can generally vary along a quantitative/qualitative dimension. For this study the technique used for data collection is Secondary data. The secondary data used for study are inclusive of the secondary data collected from the internet, catalogues and brochures and magazines on educational issues of Nayak communities' people and newspapers etc.

## DIFFICULTIES FACED OF THE NAYAK COMMUNITIES POPULATION IN RURAL INDIA

This study sets out to examine and provide evidence of the economic and social exclusion and inequalities faced by the Nayak communities population in rural India. It analysis disaggregated data based on social groups that highlight the extent of disparities prevalent among Nayak communities children in India with particular emphasis on access to education and health services. With the help of the disaggregated data, this study aims to develop focused strategies for intervention. In specific term, empirical evidence is provided to the following indicators of discrimination and exclusion in economic and civil spheres that Nayak communities and their children suffer in rural areas of India. They are:

1. access to capital assets like agricultural land;
2. nature of occupation;
3. level of employment;

4. level of poverty;
5. level of literacy and education of Nayak communities parents and their children;
6. relationship between poverty and status of school attendance
7. (attending, drop-out and never attended);
8. health and nutritional status of Nayak communities children and mothers;
9. level of access to health services and programme initiated by the
10. government/public institutions;
11. Level of basic amenities, e.g. housing and drinking water.

### **RIGHT TO EDUCATION FOR NAYAK COMMUNITIESS**

1. To ensure that public and private education systems include children of all communities and do not exclude any children on the basis of descent.
2. To reduce school dropout rates for children of all communities, in particular for children of affected communities with special attention to the situation of girls. 46. To combat discrimination by public or private bodies and any harassment of students who are members of descent-based communities.
3. To take necessary measures in co-operation with civil society to educate the population as a whole in a spirit of non-discrimination and respect for the communities subject to descent-based discrimination.
4. To review all language in textbooks which convey stereotyped or demeaning images, language, names or opinions concerning descent-based communities and replace them by images, language, etc., which convey the message of the inherent dignity of all human beings and their equality in human rights.

### **RECOMMENDATIONS**

1. Governments should adopt special measures in favour of descent-based groups and communities in order to ensure their enjoyment of human rights and fundamental freedoms, in particular concerning access to public functions, employment and education.
2. National and local governments should take effective measures to reduce dropout rates and increase enrolment rates among children of affected communities at all levels of public and private schooling.
3. Governments should take concrete steps to eradicate the existing prevalence of caste-based discrimination in schools, including stereotypical and demeaning references in e.g. school books; ensure inclusion of children of



affected communities in schools; and disseminate general information about the importance of non-discrimination and respect for affected communities in the entire education system.

4. Governments should take all necessary measures to remove obstacles, including child labour, which keep children from regular full time education. Governments should also pay particular attention to the need of providing adequate education to illiterate children and adults who have not had any formal education.

## CONCLUSION

The lack of incentives to pursue education for the Nayak communities of India can be traced back to a long history of mistreatment and oppression. Still occurring today, caste harassment makes teaching environments unstable for caste children, it places caste homes on the outskirts of towns so that children have greater distances to walk to school, and it economically suppresses the Nayak communities so that they are unable to pay for their children's education. Many suggestions, both traditional and modern, have arisen on how to go about resolving issues surrounding Nayak communities primary enrolment. Night classes and all-Nayak communities schools provided a safer learning environment for the Nayak communities, but did not address any issues of caste conflict. Twentieth century policies helped officially decrease some of the animosity and inequality between groups so that the Indian government could have a greater focus on national primary enrolment rates. Funding increasing supplies of textbooks to Indian schools do not address any of the core reasons as to why Nayak communities are not attending school. Instead of increasing enrolment, additional textbooks only had an effect on increased performance levels. Providing free deforming medication at school has proven successful both in increasing the health of children which prevents absenteeism, and in increasing enrolment levels. Minor increases in incentives for Nayak communities to pursue primary education have been beneficial, but not sufficient in equalizing the enrolment gap between the Nayak communities and members of upper castes. In order for significant progress to be made in increasing the primary enrolment rates of Nayak communities' children, development organizations must continue to explore varying levels of incentives and pursue national social equality in India.

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