

# Reflective assessment of education research



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I am visual by my learning style. And I captured some wonderful memory in my development immersion exposé programme with the help of entire faculty of DMI, Patna and whose shown faith on me and whole team member of AKRSP(I), Khandwa. Faculties of DMI given me a spectacle to look through it into the village and AKRSP(I) given me filter for that spectacle to extract precise information which may relevant for our study.

I enjoyed working with AKRSP(I) and our stay in the village, which was an incredible experience of my life and created a solid base for my future learning. In this experiential learning, we learn that field learning is very different from classroom learning.

First, think I learned is that how to handle the question comes from the villager, because your answer can create hope in their mind and in the field you can't make any statement which you can't fulfil and create any type of hope. I learned that how to simplify our question to extract information from the villager because they think simple and they are far away from bookish knowledge. Second, think I learned that how to properly utilise the water for your daily activities. Because we only get 60 litres of water for all our daily activity and I learned how to manage.

Third, think learned that how to harvest the useful data and arrange in the proper format for proper utilisation. Because you have to make all calculation, if you asked any calculation related question then you will get garbage, because they will throw anything in their answer, so you have to be very precise in your question. If you want to find expenditure of the household for a year, then you have to ask their daily expenditure then

weekly expenditure and any occasional expenditure then you have to calculate and project that outcomes to yearly level.

The fourth thing I learned about the small cultural and ritual event, that how they attached with their emotion which prevents them from permanent migration. We have attended a fair in Golkheda. That was a huge fair around the temple of Moti Mata. After interacting with them we found that people from all around 30 km of the radius with their own mean of transport like motorcycle, bullock, and tractor.

The fifth thing I learned that how to engage the villager in your activity and talk to make a repo for extracting valuable information, I also learned to break gathering politely for moving on to other important work or topic. And I also learned how to express gratitude to them from we learned something or who helped me in learning something before leaving from that place.

And last but not the least I understand the real obstacle and roadblocks for the development, what're the things really obstructing the development of the people, and here we see that poverty doesn't mean that lack of money, peoples are poor from knowledge, education, behaviour, unity, etc.

### Executive summary

This report is based on the one-month full-time residential study of the village Ghamanpura, Ghagharla, & Dalmahu during our 6-week first module of the experiential learning segment, that called Development Immersion.

In this report, we tried to highlight the socio-economic comparison between these three villages, which are non-intervened, economically backwards

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containing a majority of tribal community Korku, which was known as a tribal hunter-gathering community and permanent resident in the lap of the forest under Satpura mountain range. These tribal people are very laborious, but due to lack of proper intervention, they are not able to make rhythm with the outer world.

In these villages, which comes under “Aw” Agro-climatic zone, we found that lands are rocky, but fertile for cash crops like cotton, banana, sugarcane. But these cash crops required lots of Agri-input varying from seeds to drip irrigation, which required lots of money. So, in the scarcity, they are waiting for priming to start a new journey.

In this region, the primary source of livelihood is agriculture, but they are forced to shift secondary source wage labour in the scarcity of proper resources of money and irrigation. These tribal have potential, but in the scarcity of resources their potential is utilised by few rich farmers and they have deprived of their right entitlement.

These tribal is the owner of the land as wealthy, but they are poor, not fully in the sense of money but also in education, knowledge and technics. These are simple and honest people and happy in their life. But they need attention to pull them and join them with the mainstream of development.

The government had intervened in these villages with the help of Anganwadi and Sarv Shiksha Abhiyan, to fight with the darkness of illiteracy and malnutrition's, but it's not adequate and they required to stand up on their feet and required support for making their livelihood sustainable.

They want to develop and earn pride, that's why they oneself are illiterate, but sending their children to school and allow them to educate as much they want., but rapidly increasing inflation forced their child to leave the school and start earning for their livelihood.

In this region women are still extremely backwards in their social status and locked in their houses after earning a livelihood for their family too, women have no role in any type of decision-making regarding their family, society, or village.

This report also contains the SWOT analysis of these villages and a proposal for revamping this tribal community in a socio-economical way. A 3-E exercise in Annexure gives us they the way through which we can intervene in these villages.