

Book Reviews

HUMAN ECOLOGY IN AN ERA OF GLOBALIZATION AND URBANIZATION: ANTHROPOLOGICAL DIMENSIONS. Edited by A. K. Sinha and Krishan Sharma. pp. 563+xiii, tables, figures, maps, index, 2014. Serials Publications: New Delhi. Hard cover. Price ₹ 2095/-

This hard bound book on 'Human Ecology' with a sub-title 'Anthropological Dimensions' is the outcome of the National Seminar on "Globalization, Urbanization and Migration: Anthropological Dimensions of Trends and Impacts." The editors, Sinha and Sharma, have not made any mention in their volume specifically in 'Preface' and 'Acknowledgements', when this national seminar was organized in Chandigarh by the Department of Anthropology, Punjab University. The year and dates of the seminar are missing.

The editors write in the Preface thus: "Human ecology deals with the human-environment interrelationship. It is this juncture that anthropology, with its history of dealing with population and related phenomenon, would become handy in understanding the interplay of the factors of urbanization, migration, and globalization which have the capacity to rebuild and degrade human existence and survival, at the same time. Hence this volume is totally apt in the present day scenario, wherein leading academicians from across the country have contributed papers on varied aspects of urban-rural ecology, indigenous knowledge, globalization and migration, and health. The papers in this volume are grouped under six headings: (1) General and Economic Aspects, (2) Social-Cultural Aspects, (3) Traditional/Indigenous Knowledge and Ethnomedicines, (4) Ecology, Health and Epidemiology, (5) Urban and Migration Studies, (6) Anthropometry and Human Factors. The canvass may look too broad, but is intended to serve a wider audience" (p. xiii).

The volume contains thirty-three articles contributed by fifty-eight scholars. From Punjab

University as many as twenty contributors participated in presenting papers to this volume. In the section on 'General and Economic Aspects', the seven articles presented in this section deal with globalization impact on rural and urban economy, tribal culture, and on health aspects. Under 'Social-Cultural Aspects' section there are four presentations. The articles discuss on the themes as 'change in family relations, urbanization and substance abuse, faith healing among Sikhs, and another one with a very confusing title, '...menstruation in the light of globalization and local cultural ethos...'. The authors (Chopra and Sharma) of this paper (No. 8, a lengthy paper) present two different titles — the title as given under 'Contents' differs from the title of their paper presented in page 107. The line, "... in semi-rural adolescent girls of Yamunanagar, Haryana..", is found to be missing under 'Contents'. One of the authors being the editor, this omission could have been checked at the editing stage. The authors carried out their study in Yamunanagar district of Haryana, based on a sample of 120 adolescent girls. But how this study on menstruation is related, impacted or effected by globalization has not been specifically discussed under any subheading in the paper. Though one of the objectives of the paper was that. Instead the authors states, "In order to explain the findings of the present study, let us evaluate the existing theoretical models....Anthropological theory over the years has moved away from structural/functionalism and semiotic structuralism in explaining human social and cultural behavior into what is now called the new cognitive science ..." (p. 127). The reviewer wonders was there any need to study the age at menarche (Table 1) and its duration among 120 adolescent girls of Yamunanagar, to understand, "multidisciplinary approach to mind, and most importantly of all, to understand culture as symbolic system." Hundreds of reports are already available on age at menarche and on related aspects on adolescent girls, and the situation prevailing in urban and rural areas of India, particularly of women. It

would have been excellent if the authors could have tried to relate globalization with the health care practices among adolescent girls and women's health care practices in rural areas, and what specifically the Central and State governments are doing about it.

There are only three articles in the section on 'Traditional/Indigenous Knowledge and Ethnomedicines'. The papers discuss about bone setters, folk doctors, and life style changes among women living in urban slums.

The fourth section is titled as 'Ecology, Health and Epidemiology' and contains ten articles. The first article in this section is titled as "Globalization and Urbanization are feared to Scramble Human Population Gene Pools: Concept, Methods and Applications of Genetic Polymorphism in Landscape Genetics". In this article the author (Krishan Sharma) has very well discussed the basic concepts, methods and applications of genetic polymorphism in understanding human population variations. Under the sub-heading 'Landscape of Human Genetic Variation' the author states, "This research field is now a focus in population and conservation genetics.To understand the process and patterns of gene flows and local adaptation requires a detailed knowledge of how landscape characteristics structure human populations." The author should have discussed with special reference to the Indian sub-continent the landscaping of human genetic variation. This region of the world has an ideal situation for such studies and the data available for such study is fairly large. Only one critical observation is on the title of the paper. Why the author has used the expression "Scrambling of Population Gene Pool..." (sub-heading, p. 258)? Oxford Dictionary & Thesaurus (2001; Ninth Impression 2007) gives the meaning of the word 'scrambling' as: clamber, crawl, climb, etc., struggle with competitors, move hastily, cook (eggs) by stirring — and the word (verb) is usually followed by *for, up, out, over, to get*, and not by *of*. The word usually connotes some intention, purpose, objective etc. Do the author mean "that human populations world over are struggling (or crawling, moving hastily) with competitors to change their gene pool"? The author writes "Globalization and urbanizationmay lead to the eroding the genetic structure of human populations resulting in the scrambling of the

gene pools" (p.258). My thirty-five years of editing experience of an anthropological journal has led me to realize how poor we are in our expression when writing in English. Our government policy is largely responsible for it, as we find in Uttar Pradesh and West Bengal, and in some other States now.

I wonder in a book on human ecology, globalization and urbanization — is it appropriate to include articles titled as: "Foot Variability and Sexual Dimorphism in the Foot Dimensions..."; "Age Changes and Sex Differences in Linear and Transverse Body Dimensions"; "Use of Facial and Upper Limb Measurements..."; and "Occupational Musculoskeletal Disorders and Anthropometry...", without discussing the impact of ecology on human anatomical structures. I think it is best to leave it to the readers for evaluation.

Notwithstanding the above critical observations made by the reviewer, it is felt that this book on human ecology contains many good articles based on empirical research, and are well documented and very informative, covering the anthropological dimensions of the present day socio-cultural situations prevailing in India. This volume would be of much help to the research scholars who are working on or intend to take up studies on human ecology, globalization and aspects of urbanization in India. Some of the articles on urbanization presented in this volume would be of much help to the administrators for their work on development planning.

P. Dash Sharma
Sarat Chandra Roy Institute of
Anthropological Studies, Ranchi

TRIBAL EDUCATION: STATUS STUDY OF ASHRAM SCHOOLS IN KARNATAKA. By Midatala Rani. pp. 353+xi, tables, graphs, photographs, appendix, map, bibliography, index, 2014. Serials Publications: New Delhi. Hard cover. Price ₹ 1495/-

The jacket cover of this hard bound book shows two moods of the school kids, one just outside the main school building before the entrance in a jovial playful mood, and in another twelve students sitting on benches in four rows with books open before them suggesting that the class is going on or will start soon.

The school building in ground floor with the name written in Kannada gives the impression that it is a big school with small kids of the neighbouring areas. This school is one of the 50 Ashram Schools selected for study by the author Dr. Midatala Rani who has attempted to evaluate various segments of the functioning of the Ashram School Programme through intensive field work and survey in order to make suggestive measures for better functioning of Ashram Schools in Karnataka. The present study was conducted with the support of the University of Mysore and liberal funding received from University Grants Commission, New Delhi.

It appears from the Contents (p.vii), that this volume is a sort of report presented to the supporting and funding authorities by the author. There are six chapters as follows: 1. Introduction, 2. Functioning of Ashram Schools in Karnataka, 3. Review of Related Literature, 4. Methodology, 5. Analysis and Interpretation of Data, and 6. Summary and Conclusions.

The concept of 'Ashram' school was based on the ancient Indian tradition of 'Gurukula' in which there was a close interaction between the teacher and the student. Ashram schools are in general residential and they function within highly structured and systematic frame work. According to the author the first Ashram school was established in 1922 at Mirakhedi village in the Panchamaharaj district of Gujarat for the Bhils. The National Policy on Education of 1986 laid special emphasis on the removal of disparities and to equalize educational opportunities had made Programme of Action in 1992 to strengthen the educational base of the scheduled tribes, and thus established Ashram Schools in large scale in different states of India. The author writes, "These schools are equipped with various facilities and programmes for the students. Through these incentives and facilities it is expected that better performance of these students will be achieved." With this in mind the author states "The present work is a status study of Ashram Schools in tribal areas of Karnataka" (p.x).

Under 'Introduction' Dr Midatala Rani writes about the present study thus: "Although the educational facilities have been extended to almost all the inhabitants of tribal community falling under

the school-going age group, they are still not been able to utilise these facilities optimally mainly due to their social and economic backwardness" (p.17). The author further writes, "The importance of the present study is to survey the Ashram schools and study the existing school facilities, physical infrastructure, teaching learning process, enrolment and retention of the students, problem of gender, proximity of the schools, location of the villages and school differentials. The study is an attempt to take a comprehensive view of a study on the functioning of Ashram schools in tribal areas of Karnataka...". The author specifically mentions the 'Objectives of the Study' as follows: (i) to study the extent to which the Ashram school programme has succeeded in imparting education to tribal children; (ii) to examine the role of teachers and tribal parents in educating the tribal children through the Ashram schools; (iii) to study whether the Ashram schools are running on desired lines; and (iv) to suggest suitable measures to the government for effective functioning of Ashram schools in Karnataka.

Regarding the methodology of the study the author states "...a total number of 50 Ashram schools have been randomly selected out of 122 Ashram schools covering 27 districts in the state in the four regions.....A total number of 2500 students are taken as sample. ... 100 parents, 50 head teachers, 50 wardens, 100 teachers, 50 ex-students and 100 administrators are covered in the study" (p.27). Data for the study was obtained from the Director and Deputy Director of the Directorate of Tribal Welfare, Bangalore; Director of Sava Shiksha Abhiyan, Bangalore; District Social Welfare Officer, Statistical Institute, District Education Officer; and some other district level government officers and community leaders. The author writes "The achievement tests for the students were personally administered on 2500 sample students of classes I to V from 21.9.2006 to 3.3.2008 from 27 selected districts of Karnataka" (p.23).

Regarding the 'Functioning of the Ashram Schools in Karnataka' the author concludes, "The Ashram schools lack infrastructure facilities, teachers, teaching aids and materials. Most of the teachers are untrained. It is the responsibility of the State Government to encourage tribal education through

proper policy decisions and bring the tribals into the mainstream society” (p.49).

In the chapter on ‘Analysis and Interpretation of Data’ the author writes (p. 81), “The tables and graphs in this chapter will provide findings of the study.” However, the reviewer was dismayed to find that not a single graph is presented in this chapter and graphs in the entire book go unnumbered, thus making it difficult to relate the text description /analysis with the graphs presented. Further, the abbreviations used like *KAN_GP*, *MAT_GP*, *EVS_GP*, as given in the tables, have not been explained under note, or abbreviation used for the tables. The explanation should have been given below the table. Table numbers are also missing in the text explaining the tables. The four graphs showing regional variation gives a blurred picture as the bars are not clearly distinguishable from one another being shades of black only. Use of different line designs would have been more distinguishable.

The author has used the word ‘implication’ in several places — like “Implications for Administrators of Ashrashram Schools”; ‘Implications for Head Masters of Ashram Schools’; ‘Implications for Parents’; and so on. The sub-heading ‘Implications for Parents’ conveys a vague expression. The author has not specified implication for which specific policy or policies.

The author has listed under ‘Major Findings’ in the chapter on ‘Summary and Conclusion’, 45 major finding were listed in the present study. Further, Dr. Midatala Rani has given some specific recommendations numbering 37, for the administration, infrastructure development, teachers, parents and the community, and for the students, for the betterment of the Ashram schools in tribal areas of Karnataka.

The reviewer feels that Dr Midatala Rani has put much labour to present the prevailing situation of Ashram schools specifically developed for educating the tribal children. The author reveals before the government and the researchers working on tribal education, the poor state of school infrastructure, inadequate teachers, curriculum for tribal students, etc in Karnataka. However, this dismal situation is found not only in Karnataka but in many other States of India. This volume would be of much help to the

researchers, administrators, policy planners of school education who are involved in or interested in tribal education with particular reference to Ashram schools.

Asesh K. Haldar
Sarat Chandra Roy Institute of
Anthropological Studies, Ranchi

GENDER ISSUES: EMPOWERMENT OF WOMEN. Edited by K. Manuja Devi. pp. 526+xxii, tables, figures, index, 2014. Serials Publications: New Delhi. Hard cover. Price ₹ 2195/-

This hard covered volume by Professor K. Manuja Devi (Professor of Economics) is the outcome of the proceedings of the University Grants Commission sponsored national seminar on “Empowerment of Women” organized by the Centre for Women’s Studies, Kakatiya University, Warangal, Andhra Pradesh. In the Preface, Dr. K. Manuja Devi has nowhere mentioned in which month and year this national seminar was held at Warangal. Interestingly, Professor B. Vijaya Laxmi (former Principal and Dean of University College of Law, Kakatiya University) has mentioned as footnote (p. xxii), at the end of her paper that she presented the keynote paper: “Keynote paper presented in the two-day National Seminar on “Gender Issues: Empowerment of Women”, held on 17th and 18th (no month mentioned), 2012, at Centre for Women’s Studies, Kakatiya University, Warangal, A.P.”. Thus we learn from this foot note that the seminar was held in the year 2012.

The book carries a foreword by Prof. Mohd. Iqbal Ali, former Vice-Chancellor of Kakatiya University, and Professor Ali while appreciating the efforts of Prof. K. Manjua Devi, conveys the message — “Various research papers presented in this national seminar highlighted the different gender issues and the problems encountering there in achieving the economic empowerment in our country deserves attention.”

This volume contains forty articles presented by fifty-six scholars. The reviewer finds under ‘Contents’ conspicuous absence of the title of the keynote address (Gender Justice and Women Empowerment: pp. xix-xxii) presented by Prof. B. Vijaya Lakshmi. The editor should have placed ‘Keynote Address’ after ‘List of Contributors’ in the ‘Contents’ page. This is a striking omission.

The editor, K. Manuja Devi identified seven sub-themes of the Seminar as: 1. Gender inequality and discrimination; 2. Gender poverty and poverty eradication programme for women; 3. Health, education & women, environment; 4. Economic, social and political empowerment of women; 5. Women and law; 6. Violence against women; and 7. Other issues related to women empowerment. However, in the volume the editor has presented articles in two parts. Part-I contains twenty-one articles under the title 'Women: Education and Economic Empowerment'; while Part-II contains nineteen articles under the themes 'Women: Health, Social Political and Legal Issues'.

There are titles like "Maid Servants' Life and Ambition". And the author writes, the ambitions of Maid servants are (p. 84) — 'They want security from masters; society should recognize them as human beings', etc. Should we identify these as 'ambitions'? The editor should have done language editing before submitting to the press. Most of the articles in the volume are of general nature, however, the articles reflect the situations prevailing in the state of Andhra Pradesh, with regard to women's education, economy, health and political empowerment. There are only a few articles which have critically analysed the situation and the problems of women empowerment in rural areas.

The editor should have made some specific recommendations out of the proceedings of the seminar to the attention of the government for better action oriented programme for women empowerment. And those recommendations should have been included in the volume.

There are some spelling mistakes and wrong language expression. However, the researchers working on women empowerment will find the volume helpful as a reference book, specifically who are working on the situations prevailing in Andhra Pradesh.

P. Dash Sharma
Sarat Chandra Roy Institute of
Anthropological Studies, Ranchi

EDUCATING TRIBAL CHILDREN: ISSUES, CONCERNS AND REMEDIES. By Malli Gandhi and Vakulabharanam Lalitha. pp. 317+xviii, tables, photographs, map, abbreviations, glossary, bibliography, appendices, index, 2014. Serials Publications: New Delhi. Hard cover. Price ₹ 1095/-

In the book on 'Educating Tribal Children' the authors write in their Preface, "The adivasi children are fed with the same curriculum, reading materials and tools of teaching similar to that of the children in the main stream. This is not only unscientific but a variance with accepted pedagogic methodology. Separate reading materials should have been developed incorporating socio-economic cultural ethos / genius of adivasis. This is not to isolate them from the mainstream society but to sensitize them about their rich and age old cultural practices" (p.xiv).

The authors further writes, "During the last decade various studies pertaining to the issues connected with the education of adivasi children in Andhra Pradesh, South India were undertaken. These studies relate to: 1. Problems connected with the education of adivasis children in the tribal sub-plan mandals of some of the backward districts and remote tribal hamlets, 2. study of culture specific curricular and co-curricular aspects of education for adivasi children, 3. study on monitoring of learning achievement in tribal schools, 4. study on multilingual education in tribal schools, and 5. study on socio-cultural aspects of tribal education. The present study is based on the findings of the above studies" (p. xiii).

The volume under 'Contents' is sectioned into five parts, they are, Part-I: Problems Associated with Scheduled Tribe Children; Part-II: Culture Specific Co-curricular Activities for Tribal Children; Part-III: Monitoring of Learning Achievement in Tribal Schools; Part-IV: Mother Tongue Education in Tribal Schools; and lastly Part-V: Incorporating Socio-Cultural Aspects in Tribal Education. It appears from the Contents list that the authors have not given any new direction in their research design and have simply followed the decade old issues followed by earlier authors in their study in Vijianagaram, Adilabad and Visakhapatnam districts.

In the chapter on the 'Methodology for Preparation of Glossary in Tribal Dialects' the author

writes "Jatapu, Konda Dora, Mukha Dora and Manne Dora are the major tribal groups and Savara and Gadaba communities are the primitive tribal groups.The tribal children are not very much conversant in Telegu. The teachers are following Telegu textbooks in primary schools.....It has been identified by the government of AP that there is a gap between the students and the teachers in understanding the materials supplied by the government" (p. 230). For this the authors have opined, "In order to bridge this gap in educating tribal children, there is need to prepare a glossary which would help both the tribal students and the teachers" (p. 231).

The authors have not given any action plan for developing the glossary. The authors should have stressed the points that the teachers who are local recruits and staying close to the tribal areas and amidst specific tribal groups should be given the responsibility of developing the glossary of common words which are most commonly used in conversation with the tribals. A glossary of even three hundred words is fair enough to communicate with tribal children. And the teachers must learn the tribal language to communicate with the primary level students in the class room and outside, and must not impose Telegue, or other official language on the tribal students. It has to be a two way process, the teachers too have to learn the language and develop glossary for furthering the education process in the tribal area. If the Christian Missionaries (particularly Belgian Fathers) can learn the tribal language and then go for teaching in Mission Schools located in remote areas of Jharkhand, then why the teachers of Andhra Pradesh cannot do the same for the tribal students of their area. The government can direct the school teachers to develop glossary of terms in their respective tribal areas for that specific tribal community.

But this can only be possible if the State Government provides all facilities due to the teachers who are teaching in primary schools in tribal dominated areas, and are primarily engaged in teaching tribal children. We have dedicated teachers but most governments' machinery are not dedicated to attend teachers' woes, this is a general impression we find through the media all over India.

The reviewer feels that this volume on educating tribal children is an informative book on the situation

prevailing in primary school education in tribal areas of Andhra Pradesh in particular. This book would be of some help to the intending researchers as well as to the administrators who are inclined to take up educational programmes at the grass roots level in tribal areas of India.

Asesh K. Haldar
*Sarat Chandra Roy Institute of
Anthropological Studies, Ranchi*

PARADOX OF POVERTY AND ECONOMIC PROSPERITY. (In honor of Dr. S. Annamalai) Edited by N. Mani. pp. 337+ xiii, tables, index, 2012. Serials Publications: New Delhi. Hard cover. Price ₹ 1195/-

This edited volume by Dr. N. Mani, a social activist associated with Tamilnadu Science Forum, and PG and Research Department of Economics of Erode Arts College, present a collection of twenty articles in honor of Dr. S. Annamalai, an Associate Professor of Economics since 1982 in Erode Arts College, Erode, Tamilnadu. The book carries a foreword by Honorary Professor U. Shankar of Madras School of Economics, Chennai.

This volume contains twenty-one articles contributed by thirty-nine scholars. I was amazed and a bit confused to find an article 'Perspectives on Food Security' by Dr. S. Annamalai (Formerly, Associate Professor of Economics, Erode Arts College, Erode), in this volume which has been dedicated in his honor. This is an unconventional procedure adopted by the editor. May be the person thus honored had reluctantly agreed to present an article in this volume, with M. Sampath, a Ph.D. research scholar. The reviewer thus finds here a 'poverty of convention', in the title 'Paradox of Poverty'.

The articles in this volume are of general nature mostly dealing with poor and food security, women empowerment, rural poverty alleviation, impact of economic reforms on poverty, etc. Researchers working at the introductory level on food and nutrition security will find this book of some help at their initial level of investigation in Tamilnadu.

Prodyot Gangopadhyay
*Sarat Chandra Roy Institute of
Anthropological Studies, Kolkata Centre*

TRIBAL INDEBTEDNESS. By S. N. Chaudhary. pp. 194+vii, tables, index, 2014. Serials Publications: New Delhi. Hard cover. Price ₹ 595/-

This hard covered thin book is the outcome of a research project on tribal indebtedness funded by University Grants Commission, New Delhi. In Introduction under the sub-heading 'Method' the author writes, "The study was conducted in the villages of Kathiwada and Ranapur Development Blocks of old Jhabua district of Madhya Pradesh. There are 46 tribes in Madhya Pradesh which jointly constitute 20.3 per cent population (census 2001).....There are 48 districts in Madhya Pradesh. ...Ranapur block is under the Jhabua district and Kathiwada falls under recently created Alirajpur district respectively" (p. 28). Is this 'recently created' date before the bifurcation of Chhattisgarh from Madhya Pradesh (in 2000), that has not been mentioned by the author. Further, in Preface and in Introduction (under Methodology) the author has not mentioned when the field study was conducted in the two villages mentioned. This book has been presented as a project report study, with the chapter arrangements as: Introduction, Review of Literature, Profile of Studied Households, and lastly Conclusions. The study was conducted in 20 tribal dominated villages of the two blocks, ten each from Ranapur and Kathiwada blocks, covering 400 households.

The author concludes that "Tribals of both the blocks are engaged in farm work as well as outmigration for their livelihoodOnly a few of the households have become prosperous economically and they are also engaged in money lending on occasional basis.....Tribals of both the Blocks are massively under debt" (p. 166). The author further writes as concluding remarks, "...it may be concluded that indebtedness is rampant in Jhabua villages. Its rate and magnitude is increasing day-by-day in spite of some improvement in their income.Role of bank and cooperative societies are invisible in their life" (p.174). The author has not mentioned anything about the nationalized banks, even the names and number of banks existing at the block level and their nature of functioning at the block level have not been discussed. The author has presented only on table (Table 4.8) views against loan from bank. The views of bank authorities and their functioning in rural areas and loan payment and also non-recovery of loan from villagers should have also been studied and discussed.

This volume is just another addition on indebtedness study among tribals, and what the state/central government is doing about it or intend to do about has not been presented.

Ajeet Prasad
*Indian Society for Applied Research
and Development, Delhi*