CHAPTER V

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5.1 NEED OF THE STUDY:

Life is a conglomeration of problems and challenges. And education galvanizes human-life to boldly meet the challenges and provides necessary power to tackle with problems. As such problems of tribal education in Orissa necessitates profound study on the part of educationists, sociologists and leaders of the society as the upliftment of the tribal people is an avowed responsibility and solemn duty of the nation. It is of paramount importance that the downtrodden and the fallen should be uplifted. The tribals who constitute a very significant portion of the population as the of our country. Even after an elapse of four decades and more, the nation has utterly failed to encompass the "Adivasis" (Scheduled Tribes) in its goal-oriented educational endeavours. Are the Adivasis impervious to education then? or education as an powerful instrument of social change has lost its sharp edges in tribal world? The National Policy on Education - 1986 has ventured to reveal new ideas for spread of education among the tribals, but have they been able to
bring about any fruitful results? If not, what are the impediments that hinder the educational expansion in tribal communities?

It is essential that the Nation must recognize and realise the problems of the tribals and redeem them from the dark dungeon of isolated sickly life. "Education is that which liberates" - let us cherish the hope that our brothers - the tribal would not be deprived of the blessings of education to liberate themselves from the bondage of ignorance. The National Policy on Education - 1986 has rightly mentioned:

"In our national perception, education is essentially for all. This is fundamental to our allround development-material and spiritual"(P-3).

It is indispensable for natural, harmonious and progressive development of man's innate power, while it facilitates and augments the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities and it aims at all round drawing out of the best in the child body, mind and spirit.

The tribal children of the present society are the future parents. So they should be brought up in such a way that they will help to form a strong and healthy society.
in future, the new families thus created will take a leading part for the upliftment of their own ill society. So they should be properly educated. None the less, the natural harmonious and progressive development of the future citizens' innate power should properly be harnessed by the help of real education which will be quite fit and proper for their environment, heredity and society. Being educated only, the development of all the capacities in the individual to control his environment and to fulfil his possibilities, will be possible. By education the all round development in respect of physical, mental and spiritual in the tribal child and adult will be feasible.

Education has an acculturating role. It refines sensibilities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goal of socialism, secularism and democracy enshrined in our constitution.

Education develops man-power for different levels of economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance.

Here the significance lines of N.P.E. - 1986(1986) need to be contemplated over:
"In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education." (P-3)

In this context, what has been the nature and form of this investment in tribal sector and how far has it been effective in conferring meaningful benefits to the tribal people?

During the past four decades and odd most of the educational programmes for scheduled tribes have been aimed at quantitative expansion. To a certain degree, this was not only desirable but also inevitable in the context of sparse educational facilities available hither to and indifferent attitude of the tribal people towards the conventional type of education. Though it cannot be said that there is reason to believe that education is now sought after in many tribal parts of the country. The qualitative aspect is being neglected. In fact, the situation has not been studied yet from the qualitative point of view. Nevertheless, it appears that the neglect of quality has tendency to inhibit dissemination and expansion. Some studies have revealed that the hiatus in the cultural idiom of conventional education and tribal ethoes has eroded its acceptability to the tribals. In certain cases, the cultural idiom of education is alien to tribal thought and
In such a perspective of tribal educational problems, we must take stock of the situation and devise ways and means to cope up with those problems. The present study hence aims at finding the efficacy of National Policy on Education - 1986 in solving these problems in the context of secondary education in tribal areas of Orissa.

5.2 OBJECTIVES OF THE STUDY :

In view of these problems of tribal education vis-a-vis National Policy on Education - 1986, the objectives of the study are put forth as follows :-

i. To delineate the institutional and behavioural characteristics of tribal children.

ii. To study various incentives and facilities available to tribal communities.

iii. To ascertain the causes of low enrolment and attendance.

iv. To suggest remedial measures for improving the existing situation.

v. To recommend a series of measures that can be taken up and implemented to bring improvement in tribal
education.

5.3 SCOPE OF THE STUDY :

Problems encountered by the tribals in the different parts of Orissa are more or less identical. They arise from similar socio-economic-cultural environment. As such Phulbani, Bolangir, Kalahandi, Sundargarh, Puri and Ganjam are chosen for study. All Harijan and Tribal Secondary Schools of the above named Districts have been encompassed. A detailed picture of which is given in Appendix - 1. The Orissan tribal societies everywhere reveal similar features of a traditional underdeveloped closed society. Phulbani District comprises one of the most illiterate belt of Orissa and this district abounds in hilly tracts. Coastal district like Puri and Ganjam have been included in the study to represent the tribals of the plain.

5.4 SAMPLES :

Samples of the study have been chosen broadly from three categories of tribal regions - i) Hilly regions of Phulbani and Kalahandi, thickly populated by tribals, ii) Tribal districts like Sambalpur, Sundargarh, Bolangir, wherein tribal population is almost evenly distributed both in plain and hilly areas, iii) coastal districts like Puri
and Ganjam who represent the tribal people of the plain. The sample districts are shown in Figure - 2. (p. 66)

5.5 DEVELOPMENT OF TOOLS AND TECHNIQUES :

With a view to collecting necessary data, tools techniques such as questionnaire and interview schedule have been amply and abundantly used. A "Questionnaire" was devised for the Head Masters of the school and an interview schedule was meant for administrators and educationists.

The researcher personally visited different schools and discussed with the Headmasters of the schools and interviewed the students and guardians regarding educational problems in connection with N.P.E. - 1986.

Then the researcher approached his esteemed guide and appraised the problems and sought his suggestion for preparing the questionnaire. Afterwards, the researcher consulted with experienced college - teachers like Dr. T. Das and (late)Dr. N. N. Kar in finalising the questionnaire. The learned lecturers of education highly appreciated it.

The Questionnaire is partially open and partially closed. To certain extent it has value of an opinionnaire.
Printed copies of questionnaires were duly distributed among the Headmasters of the concerned tribal schools. To ascertain the veracity and validity of the statement of Headmaster of schools and for appraisal of views and opinions expressed, personal discussion with the Head Masters, guardians, asst. teachers and students have been undertaken by the researcher during field study.

After obtaining necessary compliances/replies from the Head Masters of tribal schools, the interview schedule meant for the administrators and educationists was prepared on the basis of Head Masters' views. The esteemed guide went through the draft interview schedule and finally prepared with necessary changes. Then the views of the administrators and educationists were taken into account in order to ascertain the real situation.

5.5.1 QUESTIONNAIRE FOR HEAD MASTER :

The Questionnaire was designed and devised so as to elicit and extract necessary facts and figure from Heads of schools. The Questionnaire was broadly divided into six parts ; i) General information, ii) Organisation, iii) Curriculum, iv) Media and Materials and v) Financial, vi) Administrative,
Questions under part 1 aim at gathering general information about the academic and professional biodata of Head Master.

Question under part 2(i) aim at collecting biodata of the school, its whereabouts and nature.

Question under part 2(ii) is designed to elicit numerical data about the strength of the school and educational performance of students to identify the natural barriers if any and physical facilities available in the school campus.

Questions under part 3 intends to gather information regarding curricular and co-curricular activities of the school and about problems faced by the teachers in the way of imparting education.

Questions under part 4 is meant for ascertaining the availability and utilization of opportunities for various instructional facilities and the medium of instruction adopted in the school.

Questions under part 5 is set to gain knowledge about the financial condition of the school and teachers and its affects on the students and teachers' psychological make-up and academic performance.

Questions under part 6 intends to find out
administrative difficulties and supervisory problems faced by schools and factors that hinder smooth running of the school. Also it invites the suggestion and recommendation of Heads of schools to solve the total problem of the school.

5.5.2 INTERVIEW SCHEDULE FOR ADMINISTRATORS & EDUCATIONISTS:

Questions No.1 to 5 aim at finding out the degree of real interest, sincere involvement and crux of problems as perceived by the administrators and educationists.

Question No. 6 to 7 are devised to know whether the administrators are anyway inhibited to take effective measures for smooth running and general discipline of schools.

Question No. 8 to 9 aim at throwing light on necessity of boosting up motivation of both students and parents and inviting suggestions to achieve the motivation.

Question No.9 to 16 are meant for eliciting facts regarding medium of instruction the role of mother-tongue of the tribals in teaching learning process, incorporation of S.U.P.W. in the curriculum, stipend, provision of adequate and proper teaching aids and incorporation of the tribals social and cultural matters in curricula.