CHAPTER VIII
SUMMARY AND RECOMMENDATIONS.
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8.1 SUMMARY:

The tribal population of Orissa characterised by sheer backwardness and staggering poverty provides excellent sample to study their socio-economic educational backwardness. Lack of proper education among tribal people is recognised as the main stumbling block which deters their progress and prosperity.

In spite of constitutional safe-guards like Directives Principles for State Policy, various reservation policies and other special provisions for enhancement of tribal education, it is noticed that the tribal people are still lagging behind. Although four decades have elapsed since the promulgation of Indian constitution, policies after policies are formulated and recommended for the upliftment of tribals, no conspicuous results are achieved regarding tribal, educational development. So it has remained a headache on the part of every Government to change tribal ways of life and revolutionize a tradition based society into modern one. Education plays a pivotal role in bringing about desirable changes in any society, but implementation of educational policies have proved ineffective so far.

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However, the N.P.E. 1968 and N.P.E. 1986 and recommendation of Rammurti Committee are laudable efforts by the Indian Government to open up new vistas for educational development of the tribals. A brief discussion of the provisions in these new policies and committees on tribal education have been incorporated in Chapter-IV.

A comparative study of demographic status of tribals at the national level of Orissa has been undertaken. The tribal population of Orissa comprise 22.21% of the total population. The percentage of tribal literacy in Orissa is as low as 18.10% of the total tribal population.

Reasons of educational backwardness have been traced out in Chapter-III. The effect of poverty on Tribal education, Ecology of school and Home, un congenial Home Environment, Language problems in imparting Education, Wastage and Stagnation in Tribal Area, Methods of Teaching, Curricular and Syllabi and Lack of Suitable Teachers are dealt with at length.

8.2 OBJECTIVES, SAMPLES AND TOOLS :

6.2.1 Objectives :

The present study has the following five major objectives.
i) To delineate the institutional and behavioural characteristics of tribal children.

ii) To study various incentives and facilities available to tribal communities in order to increase their effectiveness.

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.

8.2.2. Samples:

Samples of this study have been chosen broadly from three categories of tribal region - i) Hilly region of Phulbani and Kalahandi thickly populated by tribals, ii) Tribal district like Sambalpur, Sundargarh, Bolangir wherein tribal population is almost evenly distributed both in plain and hilly areas, iii) Coastal district like Puri and Ganjam which represent the tribal
people scattered over the areas.

5.2.3. Tools:

Questionnaire and interview schedule were used as tools together data. Questionnaire for the Heads of the Institutions was administered to collect data about tribal schools and the educational problems. Interview schedule was administered on educational administrators like Circle Inspector of Schools (both for Tribal and General) and District Welfare Officers.

3.3 MAJOR FINDINGS:

3.3.1. Slow Progress in the Spread of Secondary Education:

Till 1960, there was no tribal secondary schools in the sample area. Expansion of secondary education and the progress in the establishment of secondary schools in the sample districts has been very slow. Only 55 schools for a tribal population of 31,07,826 indicates the tardy growth of educational awakening among the tribals.

3.3.2. Distance as a Stumbling Block:

In some areas students have to walk two to five
Kilometers to reach the school. It was the load of poverty and not the burden of the school boy that they used to carry. Natural barriers like rivers, forests, infested with ferocious wild animals are a potent cause for adversely affecting spread of education. Road communication was in a deplorable condition.

9.3.3. Lack of Amenities:

Amenities provided to teachers and students were far from satisfactory. Condition of quarters supplied to the teachers was very poor. Poor play ground and ill furnished library were clear signs of poor education.

9.3.4. Health and Sanitary:

Proper drinking water facilities were not at all provided to schools. Health care was totally non-existent. Residents were experiencing thirst for water in the scorching heat as tubewells in the area were lying defunct. Food materials supplied to students were of poor quality. Hardly any Doctor used to visit the school for students health inspection.

9.3.5. Irrelevant Curriculum:

All Harijan and Tribal schools provided a stereotyped
curriculum devoid of any relevance, to practical life. The tribal students did not evince any interest for the curricula which were alien to their environment.

7.3.6. S.U.P.W. and Co-curricular Activities:

Introduction of Socially Useful Productive Works into curricula has failed to achieve anything substantial. Implementation of S.U.P.W. programme in a perfunctory manner, without the required equipment needed for the purpose, did not bring about the desired result i.e. economic self-reliance for students. Co-curricular activities in most schools meant only a few outdoor games and occasional performance of drama, music, drawing, painting and literary magazines were seldom utilised to explore and enhance creative talent of students.

7.3.7. Media and Materials:

In all Harijan and Tribal schools, the medium of instruction was Oriya. Most of the tribal students used to speak their own tribal languages at home. Hence the influence of mother tongue could not be ignored for imparting education effectively. Although some educationists were trying to introduce tribal script in presenting educational materials like text books, most
tribal communities did not have any script of their own.

However, mass media like T.V. and Radios could be effectively utilised for teaching the tribal children in their mother tongue. Electronic teaching aids like tape-recorders, V.C.P. can be fruitfully manipulated to impart education in science and language subjects. Though some of the tribal schools were in possession of T.V. sets and radio-sets, lack of good and useful instructional programmes in their telecast/broadcasts caused despair.

8.3.8. Provision for mid-day meal and School Uniform:

Tribal school students got regular supply of uniform even if they were of not good quality and not adequate. Mid-day meals were not at all supplied to them. Free uniform and mid-day meal would certainly be an allurement to the students and would prove a great assistance to the poverty stricken guardians.

8.3.9. Stipend and Scholarship:

Stipend amount was meagre to make their both ends meet. Food materials supplied to them were of poor quality. Tribal students seldom obtained the scholarship like N.R.T.S. (National Rural Talent Scholarship) or any other scholarship for academic
Even if they fared well in the field of games and athletics, their talent for games and athletics were not properly harnessed.

8.3.10. Administration and Supervision:

Lack of transport and communication facilities and inconducive climate of hilly regions were the reasons which hinder administration and supervision of tribal schools. Inspecting Officers were too over burdened with official works to properly supervise the work of the schools and to check up whether their instruction/guide-lines were carried out in actual action.

8.3.11. School Hostel:

School hostels were poorly improvised. Supervision work in the hostels were rarely conducted.

8.4. RECOMMENDATIONS:

In the light of the above findings and the weightage
given by the respondents the following recommendations may be made.

1) Unlike other resources, human resources should be treated with careful consideration where human sentiment and emotions are involved. The tradition bound Adivasis should be rescued from social and cultural isolation and alienation.

2) A good band of teachers with missionary zeal and genuine love for the tribal people can transform the tribal society and may be able to bring about wonderful changes.

3) Government should be liberal in providing adequate financial assistance for enhancing educational standard of secondary school.

4) Curriculum should be so designed as to meet the practical needs of tribal life. Curriculum should be enriched with cultural heritage of the tribals, elements of self-reliance and self-employment. Secondary education should be job-oriented.

5) Sufficient teaching aids, science equipment may be supplied to schools.
6) Special coaching classes may be conducted in order to bring them on par with general students. Teachers taking classes may be given incentive.

7) Laboratories and library facilities are inadequate and poorly furnished. These may be furnished and enriched for good academic performance. Uptodate educational technology (both software and hard-ware) may be introduced to make teaching learning process effective and lively.

8) Adequate numbers of technical instructors may be appointed for proper organisation of S.U.P.W. Sufficient funds may be made available by Government for different type of co-curricular activities.

9) Mid-day meal and free uniform should be generally provided. Quality of good materials catered to the boarders may be improved.

10) Proper medical facility may be given to the students.

11) Care should be taken for providing potable water. Bathrooms should be made in the girls' hostel.
12) A separate and permanent hostel superintendent may be appointed to look after the boarders.

13) Heads of the institutions may be empowered to utilise contingency money to meet the immediate expenditure.

14) Administrators may be vested with more power to effectively deal with the problems. A separate inspection wings may be established to look after academic work of the school. Supervision work should be done regularly.

15) Electronic aids like T.V. and Tape-recorders may be supplied to the school.

16) Annual work of the teachers may be reviewed in the context of students performance and achievement.

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