

## CHAPTER - XII

### SUMMARY AND CONCLUSIONS

There are 62 Scheduled Tribes in the State of Orissa having a population of 59,15,067 which constitute 22.43 per cent of the State's population (1981 census). They use various tribal dialects. Most of them live in isolation in hills and forests away from the light of modern civilization. Almost 90 per cent of them are below the poverty line. Their literacy level is as low as 13.95 per cent. In the context of universalization of elementary education treatment of the problem of education in tribal situation has become urgent and important. In order to remove or reduce the ecological, educational, psychological and administrative barriers, a multidimensional approach to the problems of tribal education was undertaken.

The objectives were to :

- (a) analyse the development <sup>of</sup> different aspects of the problem obtaining since 1947,
- (b) apply systems analysis approach for identification of constraints,
- (c) supplement the inferences drawn from the demographic data by personal interview with teachers of tribal education and
- (d) present a systems approach model for improvement.

The study covered various aspects of school education in Orissa with particular reference to the education of the tribals. It is primarily an analysis of the educational developments during plan periods and preparation of an action plan for removal of deficiencies from education of tribal children.

The data for the study have been collected from various sources like, census reports, educational survey reports, administrative reports of various departments of Government, plan documents, State Archives of Orissa, research publications and unpublished papers, policy statements, reports of Commissions and Committees, school curricula and publications of Government of India and Orissa. Library search, collection of information

from teachers serving in tribal areas and others as and when necessary form the main sources of information of the study. A combined approach was preferred to facilitate comprehensive analysis of the problem as it covers a wide time-span.

An analysis has been made about the concept and nature of the tribes in Orissa in order to determine which characteristics of the tribes interfere in development of education and which can be utilised for augmenting education. The analysis refers to the tribal population, their distribution and concentration, their division into primitive, transitional and modernised groups in consideration of their level of development, their economic background, pattern and status of living, social customs and traditions like, community living, village administration, kinship, marriage, youth dormitory activities, rituals and festivals, religion and philosophy, dance and music, dress and ornaments, food and drink, with highlights on their most important cultural traits.

Tribal ecology has been analysed with reference to the settlement patterns and availability of schooling facilities at different stages of education, such as, primary, middle and secondary stages with focus on inter-district disparities with a view to plan for provision of schooling facilities in unserved areas. Serious drawbacks have been noticed in respect of provision of schooling facilities. As many as 8250 habitations were not served by primary schools, 14926 by middle schools and 14931 by high schools by 1978-79. Tribal areas of Koraput, Sundergarh, Mayurbhanj, Phulbani, Keonjhar districts have been seriously neglected.

Low scholastic achievements of tribal children in public examinations have been reported. Such achievements are not due to lack of genetic potentialities, but due to need and cultural deprivation, language barriers and unstimulating environments. Their aspiration and achievement motivations are not high. They are not motivated to learn as they are the first generation learners. Parental indifference, cultural differences, socioeconomic status are mainly responsible for lack of motivation for learning.

An analysis of the enrolment position of tribal children indicates that gross enrolment ratio (percentage) at primary stage is 77.93 and at middle school stage is 21.05. The coefficient of equality for the State in 1983-84 at primary stage is 86.06, at middle school stage 48.32 and secondary stage 35.28. Interdistrict disparities in coefficient of equality is also pronounced both at the primary and middle school stages. At the primary stage the highest is 107.93 (Ganjam) and the lowest 59.03 (Keonjhar). At middle school stage the highest is 71.61 (Puri) and lowest 17 (Koraput). Such imbalances vitally affect the administrative propriety. A downward trend in enrolment of tribal children is seen with increase in educational level.

Retention of tribal children at the primary stage in the five-year block period of 1973-74 and 1977-78 was 12.44 per cent and that of middle school during 1973-74 and 1979-80 was 6.58 per cent. During the block period of 1978-79 and 1982-83 retention was 26.52 per cent at primary stage and at the middle stage during 1978-79 and 1984-85 was 15.89. An increasing trend of retention has been marked but the dropout of tribal children is still alarmingly high at both the stages, 73.48 per cent at primary stage and 84.11 per cent at middle school stage.

The causes of dropout have been classified under three broad categories namely, socioeconomic, psychological and educational. Under the head of socioeconomic causes, parental indifference to education, child's supplementing the family income, poverty, homesickness, early marriage of tribal children have been discussed. Under psychological causes, lack of motivation, lack of interest, allergy for punishment, lack of nutrition, communication gap, school anxiety have been taken into account. In connection with educational causes provision of incomplete schools, irrelevance of the curriculum and text books, teacher absenteeism, vacation pattern and school timing, use of wrong methods of teaching, lack of supervision have been highlighted.

Literacy is the index of learning outcomes of the educational process. Growth of literacy among tribals has been extremely poor being 13.95 per cent as against 34.12 per cent among all communities (1981 census). Percentage

Percentage of literacy among tribal women is 4.76 against 21.11 among women of all communities. Tribewise literacy position is deplorable. 16 tribes had literacy level below 5 per cent in 1971. Tribewise female literacy position is still worse. Seven tribes had zero level, 14 tribes from 0.1 to <sup>one</sup> per cent, 16 tribes from 1 to 2 per cent women literacy. Thus 37 tribes had below 2 per cent women literacy (1971 census). Against this literacy background of the parents universal education for tribal children cannot be conceived. Inter-district disparities in tribal literacy is also pronounced, the highest being in Sundargarh 22.70 per cent and lowest in Koraput 6.31 per cent (1981 census).

Academic and professional qualifications of teachers determine the teacher quality. According to the Fourth Survey data 75.50 per cent primary school teacher, 54.65 per cent middle school teachers and 67.85 per cent high school teachers are trained. Regarding academic qualification at the primary school stage 55.68 per cent are below matriculates, at M.E. school stage 71.51 per cent and at high school stage 15.06 per cent are under-graduates. This cannot be said to be a quality stock of teachers. 6.71 per cent of teachers belong to Scheduled Tribes. The coefficient of equality at state level in matters of recruitment of teachers at primary stage is 32.93, middle school stage 11.45 and secondary stage 3.30. This position indicates modification in the recruitment practices.

The practice of recruiting nontribal teachers without orienting them in tribal culture needs discontinuance. Persons belonging to the cultural group should be given priority in appointment.

Education is closely related to the economic status of the people. Tribals being traditionally poor have low achievement motivation. Various steps have been taken for amelioration of their poverty through the Tribal Subplans, Integrated Tribal Development Agencies and other employment generating schemes. In order to avoid unfair competition of the tribals with the nontribals reservation of vacancies has been enacted yet recruitment of tribal children has not substantially increased. Primitive Tribes are being specially helped through micro-projects.

The Harijan and Tribal Welfare Department controls 1184 Primary, 67 Ashram (M.E. standard) and 116 high schools with an enrolment of 60,725 tribal students. All the middle and high schools and 34 primary schools have residential facilities. The cost of living of the students is borne by Government of Orissa alongwith the cost of education. Hostels are also attached with the schools of Education Department for the tribal students. Incentives in shape of supply of reading and writing materials, school uniforms, payment of stipends and scholarships are liberally given by government in order to spread education among the tribals. Provisions have also been made for reservation of seats in technical training institutes, Engineering and Medical Colleges to facilitate admission of tribal students. Actual expenses of tribal boys and girls admitted in public schools and Sainik Schools are borne by government. Two secondary training schools have been established by the H & T.W. Department to train prospective teachers of tribal schools. Local specific curricula and text books are being prepared for different tribal communities. There are recommendations for dispensing with the dual control of schools by Education and H & T.W. Departments in favour of rationalization of administration.

The languages and dialects spoken by the tribal people do not have scripts. Hence, it has not been possible to write text books in these dialects. In spite of Constitutional provision primary education could not be imparted through the medium of the mother tongue of the tribals. Multiplicity of tribal dialects, limited population of the speech community, under development of the dialects to communicate the complex knowledge of the modern world and want of scripts to give these languages written form are the chief limitations for conducting teaching and learning through tribal dialects. Bilingual text books (Oriya and a tribal language) with Oriya scripts have been developed for classes I and II to be used at the initial stages of education. These books incorporate the local environment, themes, folktales, social customs and words of common use in the locality to arouse interest of the children. These text books will facilitate switch over of the tribal children to the State language (Oriya). The Academy of Tribal Language and Culture has been entrusted with the responsibility of developing tribal dialects for writing primers and literatures for school education.

Intervention programmes for vitalizing the system of education for tribal children have been suggested which must start from identification of unserved tribal habitations for establishment of new schools. Nonformal channel of education should be developed to function as a supplementary system to provide schooling facilities. Enrichment programmes like preparation of local-specific curriculum, providing work-experience, introducing vocational courses, emphasising games and sports should be given effect to increase enrolment and retention of tribal children.

Education of the parents of tribal children should form the basis of development programmes. Socioeconomic status of the tribal families should be raised for enabling them to afford for education of their children.

Teacher training programme should be restructured to incorporate new methodologies of teaching culturally deprived children. Specific provisions for orienting the trainees in tribal language and culture should be built in the teacher education programme.

The defective examination system which has created frustrations and stagnations should be replaced by the new evaluation techniques which evaluate the total child through his behavioural manifestations over a period of time. The outcomes of learning should be assessed without creating anxiety in the minds of children.

Since experiences in early years of life are important for development of intellectual abilities provision for preschool education may be made to enable tribal children to have a better start.

Training for realistic goal-setting in life should be given to tribal children which will increase their achievement motivation. The effects of cultural and environmental deprivation can be reduced through an intervention programme which has been discussed under three broad categories, (a) psychological, (b) educational and (c) environmental-social. Collaborative efforts of various departments of government are necessary for improving the tribal scene.

In an interview with the tribal teachers their perceptions of tribal education were obtained in writing which have been categorised in four sections, namely teacher behaviour, school environment, psychological make up of tribal children and inspection and supervision of tribal schools. The teachers were of the view that qualified and sincere teachers under the guidance of good supervisors can improve the achievement level of tribal children.

Educational trends of the past indicate that the traditional model of education handed down by the British administration still continues in India in its essence. Indian national leaders made demands for introduction for compulsory primary and elementary education but the demands were set aside. The Constitution of India provided for provision of universalization of elementary education by 1960. Educational expansions so far achieved are not adequate to lead to universalization. Development in enrolment at middle and high school stages has been at a low level. At the Primary stage enrolment position is better but not adequate to ensure universalization of elementary education.

✓ The historical perspectives reveal that educational developments in tribal areas has not been satisfactory during the earlier plans from 1950 to 1974. The approach to tribal development programmes radically changed in 1974. A new strategy was evolved for attacking tribal development programmes ✓ through the subplans, pockets of tribal concentration, micro-projects for primitive tribes and family-oriented approach for dispersed tribals. Flow of funds for tribal development substantially increased over subsequent Plan periods.

In the draft Seventh Plan document priority has been given to the programme of universalization of elementary education upto the age of 14, adult education, renewal of curriculum, introduction of vocational bias, provision of hostel facilities and appointment of local teachers. Resources have been accordingly augmented. Constraints of tribal education relating to provision of schooling facilities, rationalization of administration of tribal education, cultural alienation, lack of teacher incentives, lack of teaching aids and equipments and lack of quality of education have been discussed.

An action plan has been formulated for improvement and enrichment of tribal education taking into account the defects, shortfalls, and deficiencies in the area. Education of the parents of tribal children has been considered to be an immediate need for preventing exploitation, increasing production and improving education of children. Improvement of curriculum and reading materials of adult education has been indicated.

Enrichment programme reflects the need of tribal communities to have school readiness programme and preschool education to remove the effects of cultural deprivation and to increase achievement motivation. It has been recommended to give due weightage to games and sports, introduce vocational courses and provide work-experience in the tribal schools.

A community school model has been recommended which would imbibe the principles of Basic education and put to practice under the supervision of community leaders.

Restructuring the teacher training programme is considered necessary for providing facilities for orientation in tribal language and culture. More interesting and effective approaches have been recommended for tribal children, such as, play way, graded approach, oral approach, pictorial approach and written exercises. A remedial programme would be more beneficial for the tribal children to remove their deficiencies.

The mother tongue of tribal children should be used as medium of instruction in classes I and II whereafter steps should be taken for switch over to the state language (Oriya). A plea has been taken to reduce teacher-pupil ratio to 1 : 20 to enable the teachers to take care of individual children. Use of mass-media and utilization of dance and music in educational institutions have been recommended to make education more homely and acceptable.

Recommendations have been made for providing schooling facilities for all children of the tribal habitations. Nonformal system of education is considered more suitable to tribal situations. The action plan emphasizes upon providing elementary school facilities from class I to VII and appointment of more additional teachers.

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Infrastructural facilities like school building, hostel buildings, teacher's quarters, supply of equipments and apparatus, drinking water facilities are necessary for effective functioning of the education system. These are basic requirements of any institution. Ancillary facilities like adjustment of holidays and school timings to the local needs, providing school health services, providing incentives are also necessary for development of education of the tribal children.

Emphasis has been laid on renewal of the curriculum. Since the curriculum regulates the learning experiences of the children it should be relevant to the life of the children and their society. The present curriculum is not only irrelevant but also alien to tribal children. Tribal children are familiar with work from their childhood. Hence, a work-oriented curriculum has been recommended for the tribal children.

It is suggested to have a core and peripheral curriculum for different stages of education. Terminal competencies for each stage of education are to be decided upon. Even if local specific curricula are developed students are to be assessed with reference to the terminal competencies. Hence, standards of education will not be diluted even if different curriculum for different areas are prescribed.

A system of monitoring and evaluation has been recommended to assess the fulfilment of the plan objectives. It should, therefore, form an integral part of educational planning and management. In addition, educational evaluation should make an analysis of the quantity and quality of achievements with reference to the objectives, thus providing a feedback for effective change.

#### CONCLUSION

The facts and information stated in this research work tell but one story i.e. education of the tribal is a necessity, rather a national necessity in the context of bringing an overall change in our society. In order to reach this end various attempts and strategies, no doubt, have been

visualized, planned and implemented at different times. But the data indicate that the problem still exists. It is quite clear in this piece of work that programmes have been implemented without a sound base or an understanding of the ecology in which the tribal people live and their dispositions for welcoming any educational change. In the social psychological literature there is a common strategy for change and development of human attitudes. The common strategy is "if you know how people feel why not ask them. Only then you can change them the way you like". This reasoning has also guided the thinking of the present researcher presented in this volume. In other words if you want the plans to succeed why not analyse the trends and targets achieved and identify the resources rather than only the constraints. In the course of this investigation an attempt was made to highlight the possible action strategies that one can undertake to bring the tribal children to have the benefits of mass education programmes. It is believed the problem is not only multidimensional but a multidimensional approach is necessary to fulfil the objectives of our Constitution so far tribal education is concerned. The data presented in this volume have been interpreted within this background leading to development of action strategies which are comprehensive and integrated. It is, therefore, suggested that such strategies, if considered for implementation would be a headway in the field of tribal education.

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