

CHAPTER II

OBJECTIVES OF THE STUDY

The extent and dimensions of the problem of the present investigation have already been discussed in the previous section. The need for undertaking an in-depth study from different points view on tribal education are manifold. The present day Indian society has accepted a principle of providing equal educational opportunities to all. However, a great majority of the tribals have not yet benefitted from this principle. Looking at it from another point of view one would feel undertaking an investigation regarding disparity that exists even in utilising the educational opportunities in terms of certain spatial measures, i.e., districts and regions. Further, from the point of view of educability of the tribal children hardly any trend report is available in the country. As a result of which the planners have rather limited concept or misconception about tribal education. A general remark has often been made that the curriculum used for the nontribals is inappropriate for the tribals although experimental evidence in accepting such a statement is yet to be seen. Such statements have been made on the basis of expertise and experience rather than on any empirical data. This is quite natural when data are not available. At times, it is also thought that tribal education is an independent field having its own problems, resources and constraints. It is argued that the teachers of the tribal community and a need-based curriculum can possibly solve the educational problems of the tribals and bring them to the main stream. Such a premonition has also not seen the light of the day. The research literature as will be seen in the next few chapters are equivocal and inadequate. They are equivocal because they have taken tribals as a generic term; studied only one tribal community and are talking about tribals in general. They are inadequate because they are short term and piece-meal. These state of affairs are probably due to the difficulty in getting into this area in view of the difficulties of physical communication, and communication process. Moreover, when the seventh five-year plan out-lay has given enough emphasis for the expansion of educational facilities for the tribals it is but imperative that we understand the nature and development of tribal education, the antecedent ecological, psychological and educational variables to develop perspective planning for implementing the directives of the Constitution and the policy of education. It is for these reasons the present study

focuses its attention on generalising the developmental trend and future perspectives and a set of action plan based on empirical data, expert opinion and opinions of those who work at the grass-root levels, especially the teachers of the tribal communities. Hence, the problem of the present investigation is to look at the problem of tribal education from a futuristic point of view as well as from a remedial point of view based on its development during the past several decades.

This problem raises some common yet vital questions like, do the tribals have a culture of their own which slowly but surely influences the behaviour patterns of the tribal children? Another question comes to the mind when one looks at the sociologist's emphasis on the acculturation process in bringing the tribals to a stage of modernisation through various programmes. Is it possible then, to remove tribals from their own ecology, settlements through provision of certain facilities which are possibly attractive to them? In the same tone one might raise, do the tribals have the educational equipment from birth? Do they have intrinsic motivation to rise? Is their level of achievement commensurate with their ability? In other words, has entry behaviour any thing to do with the educative process? This is another concern of the present study. The third set of research questions may comprise of the enrolment position, the wastage and stagnation, the role of teachers and the local variations.

Has any intervention study been done? If so, what do they contribute to the educational development of the tribes? Whether such an analysis can be brought under one umbrella with interlinks? Several such questions might be raised in course of the analysis of the data. These research questions, therefore, can be stated in terms of operational objectives against the framework of which the available data in the field would be analysed.

The objectives of the present study, therefore, are to :

1. understand the tribal life and culture as it exists in their society ;
2. ascertain the extent to which the tribals have accepted modernisation as a way of life ;
3. know the nature and size of the tribal settlement patterns ;

4. know the extent to which educational facilities have been provided to the tribal habitations ;
5. analyse the research literature for understanding the educability of tribal children ;
6. analyse the research literature for understanding the motivation of tribal children ;
7. analyse the research literature for understanding the achievements of tribal children ;
8. know the enrolment structure of the state with particular reference to enrolment of the tribal children ;
9. understand the problems of wastage and stagnation relating to the tribal children ;
10. understand the interdistrict disparities in respect of educational development and their implications ;
11. make an analysis of teacher supply, teacher competence and teachers' observation of problems of tribal children ;
12. examine the various steps taken during the last few decades regarding improvement of tribal education through ;
 - (a) interventions programme
 - (b) language interventions and
 - (c) welfare programme
13. develop strategies for education of the parents of the tribal children ;
14. suggest ways and means for an enrichment programme for tribal education ;
15. suggest strategies for development of a need-based curriculum for schools located in tribal areas ; and
16. outline strategies for effective monitoring and evaluation of the development of tribal education in the state of Orissa.