

CHAPTER III

METHOD OF STUDY

COVERAGE

The present study is primarily an analysis of the available data in the field of education with special reference to Orissa and in particular the education of tribals. An attempt has, therefore, been made to examine the problem with a historical perspective, analysis of the development during the various plan periods, and designing an action plan for future.

The coverage of the study thus includes a cursory presentation of the tribal life and culture, their acculturation and the traditional ecology and settlements. This would provide a setting in which the tribals have their education and training.

The setting is one. The competencies which tribal children possess is the other significant dimension, the raw material on which the educational development has its genesis and growth. An analysis of the abilities, motivation and achievement thus becomes necessary for making a comprehensive analysis of trends.

Educational development of tribal children will be examined in relation to enrolment, wastage and stagnation, dropouts, teacher perception and various welfare and intervention programmes.

Only on the basis of these data and facts, the study will focus on the development of trends, perspectives and action plan. The action plan is visualised to include education of parents, enrichment programmes, curriculum renewal and monitoring process.

SOURCES

As would be seen from the wide coverage of the study that the information needed are of different nature, but it is possible for arriving at viable conclusions if data are obtained from various sources. For obtaining data and facts the sources consulted were :

DEMOGRAPHIC DATA

1. Census of India Reports, 1951, 1961, 1971 and 1981
2. Statistical Abstracts of Orissa, 1977, 1983-84
3. Economic survey of Orissa, 1976, 1983-84, Bureau of Statistics and Economics, Orissa.
4. Annual Administration Reports on the progress of Education in Orissa for the years 1961-62 to 1977-78, 1979-80, and 1980-81, Education and Youth Services Department, Government of Orissa.
5. Annual Administration Report for the year 1966-67, Tribal and Rural Welfare Department, Government of Orissa.
6. Report on the Activities of the Tribal and Rural Welfare Department, 1978-79, 1984-85.
7. Adivasi O Grama Mangala Bihhaga Karyabalira Bibarami, 1978-79.
8. Annual Administration report for the year 1980-81, 1981-82, 1984-85 of the Harijan and Tribal Welfare Department, Government of Orissa.
9. Few facts on education in Orissa (1975-76)
10. Education in Orissa, 1978 Directorate of Public Instruction, Orissa, 1979.
11. School education in Orissa, 1982, Directorate of Public Instruction, Orissa.
12. Trends of Educational Development of Scheduled Caste and Scheduled Tribes in India, 1967-68 to 1977-78, Ministry of Education and Culture, Government of India, 1983.
13. Enrolment Trends in States, 1968-69 to 1978-79, Ministry of Education and Social Welfare, Government of India, 1978.
14. Statewise Information on education of scheduled castes and scheduled tribes, Ministry of Education, Government of India, 1985.
15. A handbook of educational and allied statistics, Ministry of Education and Culture, Government of India, 1983.
16. Policies, priorities and progress of educational development in India with particular reference to regional and social disparities at the elementary education stage: a critical study (sponsored by planning Commission, Government of India, 1985.

17. Five year plans and the rolling plan of Government of India.
18. Reports of All India Educational survey conducted by the NCERT in 1957, 1965, 1973 and 1978.
19. Equalisation of educational opportunities for Scheduled Castes and Scheduled Tribes NCERT, 1979.
20. Plan Information - Vol. I, State Planning machinery, Planning and Coordination Department, Government of Orissa.

CULTURAL SETTING AND MODERNISATION

1. Social and Cultural Tables
(C-V, C-VII and C-VIII) series - 16, Orissa
Part-II C(I) Census of India, 1971
2. The Tribes of Orissa
A Census of India Publication, 1972.
3. Report of the Scheduled Areas and Scheduled Tribes Commission,
1960-61.
4. Scheduled Tribes and Scheduled Castes of Orissa, Government
of Orissa, 1976.
5. State Archives, Orissa.

CHARACTERISTICS OF TRIBAL CHILDREN

1. Research Publications, books, Manographs, unpublished research
reports available in the country.
2. Our tribal children - Ministry of Information and Broadcasting,
Government of India, 1978.
3. Scheduled Tribe teachers' perception of the educational
problems.

TRENDS AND PERSPECTIVES

1. National policy on education, 1979, Ministry of Education
and Social Welfare Government of India, 1979.
2. Education and national development, report of the Education
Commission, 1964-66.
3. Challenge of Education : a policy perspective, Ministry of
Education, Government of India, 1985.

4. Policy and performance in Indian education, 1947-74, Dr.K.G. Saiyidain memorial lectures, 1975.
5. The latest fad (Basic Education), J.B. Kripalini, 1957
6. Language Curriculum, Central Institute of Indian Languages, 1977
- 7(a). Syllabus for Primary Schools, Government of Orissa, 1963.
- (b). Syllabus for Primary Schools, Government of Orissa, 1982.
- (c). Syllabus for Primary Schools, Government of Orissa, 1982.
8. Syllabus for Secondary Schools
9. Minimum Learning Continuum^m N.C.E.R.T., 1979
10. Report of the Working Group on Vocationalisation, Ministry of Education and Social Welfare, Government of India, 1978.
11. Text books prepared by SCERT on experimental basis.
12. Handouts prepared on UNICEF aided Project.
13. Report of the Secondary, Education Commission, 1952-54.
14. Report of the Working Group on Tribal Development during Sixth Plan, 1980-85, Government of India, Ministry of Home Affairs.
15. Strategies of universalisation of elementary education in A & N Islands, Department of Education, R.C.E., Bhubaneswar, 1980
16. Report of the Working Group on Development of Scheduled Tribes during the Seventh Five Year Plan, 1985-90, Ministry of Home Affairs, Government of India, 1985.
17. Interim report of Working Group on universalisation of elementary education - Ministry of Education & Social Welfare, Government of India, 1978.
18. Learning to do - Towards a learning and working society - Ministry of Education, Government of India, 1978.
19. Sub-Plan for Tribal areas of Orissa, 1980-85, Harijan and Tribal Welfare Department, Government of Orissa, 1981.
20. Tribal sub-plan for Seventh Plan 1985-90 and Annual plan 1982-83 and 1985-86, Government of Orissa, Department of Harijan and Tribal Welfare, 1985.
21. Seventh Plan 1985-90 and annual plan 1985-86 Orissa (Draft) Vol-I and Vol-II Government of Orissa, 1984.
22. Draft Seventh Five Year Plan 1985-90 and Annual Plan 1985-86. General Education, Orissa. Directorate of Education, Orissa, 1985.

23. Preparation of Tribal Sub-plan 1978-83 and projectwise annual sub-plan, 1979-80, Government of India, Ministry of Home Affairs, 1978.

METHOD

The sources were identified and relevant materials relating to tribal education were tabulated separately so far as Orissa is concerned at different time spans. From the pooled data coefficients were calculated in accordance with the objectives of the study.

Since the present researcher was incharge of the State educational survey certain specific information were obtained during sample survey and these were analysed in detail in the present study. The items are given below for reference. These items relate to the Fourth Educational Survey, 1978.

ITEMS

1. Particulars about the villages and habitations of the state.
 - (a) Name and location of the village.
 - (b) Population, all communities, Scheduled Castes and Scheduled Tribes according to 1971 Census and population as on the 30th September, 1978.
 - (c) Number of recognised educational institutions in the village and particulars there of, such as: Preprimary, Primary, Middle Schools, Secondary, Higher Secondary etc.
 - (d) Educational facilities available in the habitations of the village.
 - (i) Number of habitations in the village.
 - (ii) Name of the habitations.
 - (iii) Estimated population of the habitations.
 - (iv) Schools located in the habitations with classes.
 - (v) If no facility for education is available the distance at which a primary school, Middle School or High School is available.
 - (vi) Whether the habitation is predominantly inhabited by Scheduled Tribe or Scheduled Caste.

(vii) Estimated child population of the habitation in different age group 6-11, 11-14, and 14-17 and 17-18.

2. Particulars about schools, such as:
 - (a) Name and location of the school
 - (b) Stage of education and classes maintained.
3. Particulars about the teachers.
 - (a) Total number of teachers.
 - (b) Whether they belong to scheduled tribe or Scheduled Caste.
 - (c) Whether the teacher is trained.
 - (d) Academic Qualification of the teachers.
4.
 - (a) Classwise sexwise enrolment
 - (b) Agewise enrolment.
 - (c) Enrolment of the Scheduled Tribes and Scheduled Castes. Separate Tables were used to collect enrolment statistics of the Scheduled Tribe and Scheduled Caste students.

Scheduled Tribe teachers who are from the tribal communities have also perceived the educational system in a specific way. These teachers were asked to write in an open ended manner the educational problems and a content analysis was done to extract certain pointers.

Hence, the present study is based on library search, Survey data and direct collection of information as and when necessary but in relation to the objectives. Thus a combined approach was preferred because no single approach would suffice for a comprehensive analysis of a problem which covers a wide time span. Further the magnitude of the problem is so extensive and intensive that such an approach was imperative.