

## CHAPTER VIII

## SUMMARY IMPLICATIONS AND CONCLUSION

This chapter presents a brief summary of the study, its findings and their implications for planning and policy making for the educational and over all development of the tribals.

Tribals in India have been recognised as the Scheduled Tribes since the constitution came into force in 1950. At present these scheduled tribes constitute 7.76 per cent of the total population of the country (Census, 1981). They occupy the lowest position in the educational ladder with 16.35 per cent literacy as against the national average of 36.23 per cent. They are mostly poor, illiterate and do not attune themselves to the demands and opportunities of modern life.

Orissa has the second largest tribal concentration in the country. It accounts for 22.43 per cent tribal population in the state and also constitutes 11.46 per cent of the country's total tribal population. The tribal literacy in the state is 13.96 per cent as against the state's general literacy of 34.23 per cent. Tribals in general are poor, illiterate and lag behind other communities in socio-economic development. Of all the 62 tribal communities in the state, the condition of the nine primitive tribal groups is more precarious. They are found at the lowest rung of the socio-economic and educational ladder. The Governments both at the central and state level have taken a lot of measures through five year plans to ameliorate the condition of the tribals but their socio-economic and educational condition has not improved as expected by the government and the people themselves.

The Education Commission (1964-66) suggested that in predominantly tribal areas each group and the area in which it lives should be studied closely and appropriate patterns of development worked out in close co-operation with the people. The National Policy on Education (NPE, 1986) accorded importance to the education of scheduled tribes with emphasis on universalisation of elementary education. Towards this end, The Programme of Action (POA, 1986) formulated by the Ministry of Human Resource Development has envisaged various measures to be undertaken. The main emphasis is laid on Micro-level planning taking a family as the unit. It is imperative, therefore, that specific tribal groups be studied in depth and the knowledge so accrued may be utilised for policy formulation for that group to make it worthwhile.

Considering the gap between the measures taken and the real development achieved so far for the tribals on one hand and the suggestions made by the Kothari Commission (1964-66) and thrust of National Policy on Education and the Programme of Action, on the other hand, the present investigator thought it worth while to analyse the needs and problems faced by a tribal community with regard to education.

The study may help to have a deeper understanding of the needs and problems of tribals and the level of their educational and over all development in planning and policy making.

The present study has been titled as

"Needs and Problems of a Tribal Community in Orissa with regard to Education: An in depth Study".

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### Objectives

The following were the objectives of the study:

1. To study the present position of formal educational institutions and non-formal educational programmes for children and adults in terms of the following aspects:
  - a) Physical facilities,
  - b) Students enrolment and dropouts,
  - c) Students background,
  - d) Staff pattern and Staff background,
  - e) Supporting facilities being provided to the students in both the formal and non-formal settings.
  - f) Administration and supervision of educational institutions and programmes.
2. To explore the needs and problems relating to the functioning of formal educational institution and non-formal educational programmes as felt and perceived by:
  - a) Teachers and students participating in the formal and non-formal educational programme.
  - b) The administrators/officials in charge of formal and non-formal educational programmes.
  - c) Tribal parents.
  - d) Non-participant adult and in adult literacy centres.
  - e) Non-participant children.
3. To study the indigenous educational/training practices available in the tribal community with respect to their nature, scope, objectives and usefulness in the present context.

4. To study developmental programmes undertaken for the tribal community such as agricultural extension programmes, family planning programmes, nutrition educational programmes, health educational programmes, etc.
5. To identify the problems in the implementation of the programmes enumerated in objective '4' as perceived by (a) tribal beneficiaries concerned, (b) Officials in charge of such programmes.
6. To study the impact of formal, non-formal and indigenous educational programmes and practices as felt and expressed by the tribals on the following aspects of their life.
  - a) Socio-economic condition,
  - b) Cultural practices,
  - c) Political consciousness,
  - d) Health and Sanitation,
  - e) Agricultural Practices.

#### Methodology

It was an intensive field study involving both quantitative and qualitative approaches. It included observation, interview and informal discussion with the respondents. To conduct the study, data pertaining mainly to the physical facilities, enrolment, dropout, supporting facilities, needs and problems of the tribals were collected. The sources were the official records, the tribal people, leaders, students, concerned teachers, officials and voluntary workers.

#### Sample

A cluster of six villages in the Niyamgiri hill ranges predominantly inhabited by the Dongria Kandhas were selected

for the study. These villages are Kurli, Khambesi, Mundabali, Radanga, Kadraguma and Khajuri. These villages belong to Bissam Cuttack Block in Gunupur Sub-division, Koraput district of Orissa State. Fifty students, 110 parents, 19 teachers, 60 adults and 30 non-school goers, 20 officials were selected for interview and the heads of 225 households including 35 leaders of the community were also observed and informally approached for eliciting information from them.

#### Tools & Techniques of Data Collection

Information blanks, village information schedule, family information schedule, Interview schedule for the learners, dropouts, teachers, officials, indigenous practitioners and parents were constructed and used for the purpose. Informal discussion with the officials, people were also conducted to collect relevant information.

Field work was conducted over a long period from May, 1983 to May 1985, in phased manner. The investigator had been in the field once again from October 1987 to May 1988 for updating the data.

#### Data Analysis and Interpretation

Information so gathered was arranged and analysed objective wise. Objective one, three and four were analysed quantitatively and objective two, five and six were analysed qualitatively. In quantitative analysis frequency and percentage calculations were done but in qualitative analysis, identification, classification, comparison critical observation, assessment and case studies were resorted to.

### Findings and Implications of the Study

The educational facilities were almost non-existent for the Dongria Kanchas prior to 1962. A lower primary school was set up in village Kurli in 1962. The DKD Agency started functioning in the area from 1978, Non-formal schools by the Agency started functioning from 1979-80. The Sevikas of the Kasturaba Memorial Trust had been looking into the literacy and numeracy aspect of the Dongrias in an informal way since 1964.

The physical facilities of the L.P. schools functioning in the area were non-existent excepting the Kurli L.P.School which has been up graded into U.G.M.E. School since 1986. The teachers in other L.P. schools were maintaining records and receiving their salary. They were some times coming to the villages and holding the classes in the verendhas of Dongria people. There was no building, bench, desk, almirahs and other facilities. The condition of non-formal schools (Chatashalis) run by the Agency was somewhat better. Some furniture such as table, chair and a wooden box was available. Blackboard, benches, desks, mattresses were not available.

The U.G.M.E. school Kurli was housed in the Inspection bungalow of the ITDA, Gunupur, which was situated in village Kurli. The condition of the bungalow was dilapidated.

As evident from the above findings the formal and non-formal schools were not providing necessary physical facilities such as buildings and equipment. So care must be taken at the governmental level to see that all schools possess the necessary equipments, furniture and infrastructural facilities, teaching-learning materials and furnished staff quarters for the teachers.

Since U.G.M.E. schools have been functioning well, care must be taken to provide building, equipment and other materials to such schools and also to the low cost hostels. Other clusters of villages in the hill areas should be covered with this kind of U.G.M.E. schools and the low cost hostels. Care should be taken to improve the quality of food and other facilities of students in the hostel. For that purpose sufficient budgetary provisions should be made to that effect.

The L.P. schools run by the state Education Development in the Dongria region should be wound up as they are not functioning properly. In such cases non-formal schools (Chatashalis) should replace these schools. The U.G.M.E. schools and the low cost hostel should be under the direct control and supervision of the DKD Agency so long as it is theme for the development of the Dongrias. There should not be dual management and supervisory system. The Agency, being the nearest institution and having more contact with and control over the Dongrias, be in charge of administration of all kinds of educational institutions.

The dropout rate in the non-formal schools was found increasing from lower to upper classes. The enrolment of girl students was less in comparison to the boy students but the dropout of girls was more in comparison to the boys. It was ascertained that with the increasing age, both boys and girls were not showing interest in studies.

It is essential, therefore, to enroll and retain the girls in large numbers. Parents need to be convinced about the value of education imparted to their daughters.

It was found from the U.G.M.E. school that the dropout rate followed a downward trend after 1986-87. It was because of the opening of the low cost hostel. Another reason of

slow dropout rate was initiative taken by the experienced and qualified teachers in the schools. The reasons for lower enrolment in ALCs was partly due to lack of motivation of youths towards learning and another reason was transfer of teachers.

It implies that U.G.M.E. schools should run along with the facilities of low cost hostel in the Dongria region and qualified teachers need to be appointed for the purpose of teaching and managing the hostels and schools. Adults, both male and females, be motivated towards learning in a massive scale and teachers who were already acquainted in one village school may not be transferred to other village schools unless some urgency arises.

It was found that there existed a positive relationship between income level and enrolment of children. It was also marked that income level was also having a positive relationship with adult literacy. A similar kind of relationship was also seen between children's enrolment, adult literacy on one hand and horticultural land holdings on the other.

Since income and enrolment were found to be positively related with each other, care must be taken to improve the economic condition of the people through agriculture, horticulture and other jobs and productive employment schemes so that their response to education will be better than what is existing at present.

Out of 19 teachers only one was qualified up to M.A. M.Ed. and another a graduate with C.T. certificate. The rest were having qualifications below M.E. standard. Six were female teachers among them. Seven were from Scheduled Tribe community including one from the Dongrias, one from Scheduled caste and the rest were from general caste of Khandayat section.



It was found that the distance of the native place of eleven teachers was between the range of 51 to 150 kilometres and that of four teachers was found between the range of 280 to 500 Kilometres. Fifty per cent were having experience from 3 years to 19 years and another fifty per cent had experience less than two years. Only seven knew Kui dialect of the Dongrias but all of them knew Driya language.

Since most of the teachers were from other castes and they belonged to distant places, and did not know Kui dialect it would not have been easier for them to stay with the Dongrias for a long time and to devote themselves fully for teaching. Hence, it should be a policy to appoint more experienced tribal teachers, preferably ladies in the Dongria region, who would easily get along well with the Dongria students and the people.

The indigenous training practices were informally handed down from older generation to new generation. Although, the Government has provided them training to improve such activities, no substantial improvement has been marked among the Dongrias.

It is imperative, therefore, that regular follow up programmes should be continued to assess the utility of training imparted to them and raw materials must be made available to them easily.

Health hazards, poor communication facilities, accommodation, traditional beliefs and values of the community, dropouts, absenteeism and lack of class rooms, indifferent attitude and lack of co-operation of parents were the problems perceived by teachers in the Dongria community.

The teachers were in need of residential quarters having all sorts of facilities. Enhanced scale of pay, extra allowance, leave concession, medical facilities, provision for higher studies for their sons and sympathetic treatment by the authorities were their felt needs. Supporting facilities such as teaching aids and facilities for children were also other needs as felt by them.

Considering the problems and needs of the concerned teachers it can be suggested that the salary, emoluments, extra leave and other additional allowances be arranged for them. Their salary and other dues must not be withheld on any trivial ground. The same should be disbursed on a scheduled day of every month. The teachers serving in the hill regions should be brought under a special cadre in recognition of the hazards and risks involved in their jobs. Teachers in non-formal and formal schools should be treated at par with each other but their scales should be different depending on their qualification, nature of the post and experience. They should be dealt with sympathetically rather than being put to assault and harassment. Well furnished quarters should be provided to them. And provision should be there for financing their son's and daughter's education especially at higher secondary and university stage. Transfer of teachers should be done with a view to improve their calibre and facilitate the community but not with a motive to punish the teachers and ultimately causing harm to community's education. In matters of transfer, consent of the people and the concerned teachers need to be sought for better functioning of the institutions. Radio-sets, T.V. sets, news papers etc. need to be supplied to the villages for establishing link with outside world.

Schools should be made attractive to arrest the attention of Dongria students. Parents should be motivated and convinced on a large scale through mass media programmes.

It was found that difficulty in seating arrangements at the school, understanding the subject matter like English, Science, Mathematics and the language used by the teachers lack of learning materials and adjustment with the teachers were the problems perceived by the students. Dress materials, books, slates, pen, pencils, sufficient food, were their needs. They were in need of love and affection of parents and teachers.

Keeping in view their needs, it can be said that at least three pairs of dress made up of good quality cloth, books, slates, pens, pencils, papers and other learning materials, mid-day meals and other incentives may be given regularly to the children. This is one of the ways how large scale absenteeism and dropouts can be checked. Love and affection of the teachers can retain the students at the schools. So teachers should have equal love and affection for all Dongria children.

Poor financial condition to meet the expenditure for traditional ceremonies and rituals, poor communication facilities, malarial climate, insects in horticultural plantations were the problems faced by the parents.

They were in need of perpetuating their tradition through their children. More horticultural land, loan and live-stocks were their needs. Some of them were in need of free electricity supply in their houses.

On the basis of the problems and needs it can be said that roads be provided to all villages and the existing road from chatikana to Kunli should be improved. There should be provision for vehicles for carrying passengers and commodities from the hill region to the plains and from the plains to the hill regions. An extension counter of any nationalised bank should function their in the hill

region. A health centre with bed facilities should be provided in the hill heart hand and staff members and usual medicines should be available there all the times.

Some innovative schemes must be planned to develop slowly among the Dongrias, a scientific attitude and outlook. Unhealthy condition and its repercussion on life of the community; liquor and it's bad effect on health should be shown to them through T.V. video or film projectors. So various innovative schemes of education must be planned to make the Dongrias self motivated and and aware about the world outside.

The officials concerned with the community perceived that indifference of parents, lack of motivation on the part of parents, lack of motivation on the part of students, excessive drinking by parents, traditional beliefs and values, fear of alienation felt by the parents, teachers' negligence were the problems that hindered the path of progress of education among the Dongrias.

They felt the necessity of dedicated teachers, allocation of more funds by the Government for the Dongria's development. They also felt the necessity of drive against ignorance and also against liquor habits.

To motivate the Dongria people towards learning and education, some special planning should be there for getting the Dongria youths employed in various government and semi-Government organisations in a place neaver to the tribal region. It will encourage them and also give their morale a boost.

It was found that the non-participating adults were feeling tired after the day's long work. Moreover, they thought that they were average, therefore, not getting

interested in learning. Some of them expressed that they were visiting Girls' youth dormitories and did not like to pursue the dull and difficult lessons.

They felt the need of some thing through which they could enjoy and learn without being tired. They were in favour of learning some thing more helpful in their daily life.

In view of the above problems and needs as have been expressed by the officials and non-participating adults it was felt by the investigator that lessons on health and physical education should be planned keeping in view their climatic condition and surroundings and Dongria youths should be attracted to participate in such programmes. Sex education also need to be provided to them. Health, physical education, and sex education need to be given simultaneously. It is hoped their youthful energies could be better channelised in constructive direction.

The non-school goers perceived that learning was a difficult task. It was difficult on their part to memorise the multiplication table and the spelling of some words. Feeling of home sickness, inferiority complex etc. were other problems perceived by them. They were in need of listening kui dilect and also having pleasurable experiences at the school.

From the perceived problems and felt needs of the non-school goers it is inferred that the schools should be made attractive to arrest the attention of Dongria students, courses of studies need to be simple, abridged, life and community oriented and should be having linkage with their culture. That apart, measures need to be taken for increasing enrolment in schools and ALCs.

The subject matter like English, Mathematics and Science need to be made simple and understandable. Examples and explanations there in should be knitted around their environment. In other subjects, the topics should be selected keeping in view the tribal values, virtues and moral character. Therefore, in curricular planning due weightage should be given to the primitive tribal groups. An expert from social anthropological background need to be consulted while deciding the topics for the tribal students. Provision must be there for introducing the tribal children with the outside world in a step by step approach. The texts should be written in Oriya script but using their kui dialect.

It was found that majority of the Dongria leaders were from the high and middle income categories and also from 'A' and 'C' category of land holdings. It is evident that economic and social development of the Dongria community went hand in hand. Further, as the leaders families contributed to adult literacy to the tune of 32 per cent and also their children's enrolment to the extent of 28 per cent it can be deduced that socio-economic development of the community also helped education and education might have contributed to their better socio-economic condition. However, the indigenous educational practices did little to improve their socio-economic condition.

So education of the community should be treated at par with economic upliftment of the community and therefore, equal amount of capital needs to be invested in this sector. Since indigenous educational practices are not contributing a major share to socio-economic development of the community the funds invested there in should be diverted to formal and non-formal educational programmes undertaken for the Dongria community.

It was found that 74 per cent tribals were ignorant about the prevailing political situation in the state and about the functional role of the M.L.As, Block Chairman and Surapancha in the assembly block and panchayat respectively. Literate leaders were becoming aware of political situation slowly. They have started criticising the elected leaders for their failure to keep up to their electoral promises and also the teachers for their negligence of duties.

It is implied that education helped the Dongrias to become conscious of their political rights and duties.

Both the literate and illiterate Dongrias were found believing in God. But it was found that sorcery and witchcraft have yielded place to other reasonable understanding of the causes of illness in case of literate families. Whereas the effect of supermatural power over rain, agricultural products and illness were still found continuing among the families of illiterates. Dongrias once cultivally segregated, self contained and complacent have begun slowly to make themselves amenable to change.

It is evident that education played a vital role in the cultural change of the Dongria community.

Nothing noteworthy has taken place in their age-old agricultural practices. However, in horticultural practices a change has been experienced by the Dongrias.

It is essential, therefore, that emphasis should be given on educational development of the community so that there, socio-economic, cultural, agricultural, health and nutritional aspects of life would be enriched the primitive community would attain place and prosperity that of a transitional and acculturated groups.

### Implications for Research

There should be a research wing attached to the DKD Agency. Planning of any new scheme for their development needs to be based on the research findings available at the grassroot level, systematic researches, pertaining to various aspects viz. economic, socio-cultural, health, language of the community need to be undertaken by the wing and the findings of the same be further utilised in the form of various measures and works for the community.

Researches should be done with the full co-operation of the people as it's participants at various stages. The research findings should be used as feed back in the process of continuing developmental activities and decision making policies and plans for the tribal Development.

### Conclusion

The study dealt with needs and problems of Dongria Kandha community in Orissa with regard to education. It was found that education has it's linkage with socio-economic, health, agricultural, political and cultural aspects of the community. A positive relationship was, also found between socio-economic development and educational aspects. Socio-economic development was also related with agricultural and horticultural productivity and again it was related with their cultural practices and so on. The problems and needs as perceived by the Dongria parents, students, non-participating adults, non-school goers and concerned teachers and the officials show that problems and needs of education were interlinked with that of other aspects of development such as socio-economic, health and sanitation, agricultural practices, political consciousness, and cultural practices. Development of the community was



dependent on all these aspects. Hence, education particularly formal and non-formal education as was found influencing other aspects of the Dongrias life since decades need to be treated as a main agent and instrument of change and a lot of investment is to be made on this sector for smoothening the path of achieving all round development of the community.

Each aspect of education needs to be thoroughly checked in terms of it's relevance and contribution for the community. Education - formal and non-formal - should be brought under the management and supervision of the DKD Agency. The buildings and infrastructural facilities or the physical facilities, supporting facilities to students and teachers, facilities for teachers starting from their appointment criteria need to be planned properly keeping in view the problems and needs as spelt out.

The curriculum should be restructured and represent the environment and culture of the people. English, Mathematics and Science subjects should be made as simple as practicable. The syllabus must be abridged and comprehensive. The text books should be written in Oriya script teat kui dialects should be there to facilitate word meanings atleast upto class II levels. The teaching-learning materials should be supplied and the officials need to see that other basic needs of the students are fulfilled before they get themselves ready for learning. Discipline and decorum should not be a burden rather it should be cultivated as a part of life of every learner from the beginning. Stipends, medals, cash awards, recognition, love and affection of teachers can go a long way in retaining the students in schools. Awareness for education through mass media programmes and personal approach and public

meetings for encouraging enrolment and retention in schools should be the steps taken by the Agency for promoting education.

Once they are educated, the path for achieving progress and development in all other aspects will be clear. They can mingle with the main stream and contribute their best for the development of the state and the nation.