

---

CHAPTER - VI

SUMMARY, FINDINGS AND CONCLUSIONS

---

CHAPTER - VISUMMARY, FINDINGS AND CONCLUSIONS

This Chapter presents a summary of the study, its findings and conclusions. India, which is the second largest human habitat, houses more than fifty million tribals as notified by the President under Article 341 of the Constitution. At the time of independence the scheduled tribes were socially, economically, politically and educationally backward as compared to their non-tribal counterparts. The disparity that existed in the socio-economic and educational situations necessitated the framers of the Constitution to make special provisions for the tribal people with a view to protecting their interests and fostering their all-round development.

In the light of the constitutional commitments and considering the importance of education among the tribals, attempts have been made since independence for educating the tribals, alongwith other weaker sections of the society. Large number of educational institutions have been opened in tribal areas, special educational facilities like freeships, scholarships and reservation of seats in the higher, technical and professional education, have also been provided to them. In addition Non-Formal education and Adult education schemes have been introduced for their benefit, focusing mainly on different aspects of their daily life and to educate the non-school going individuals. Besides, several other developmental programmes have been introduced with a view to improving their occupational status enhancement of living conditions by providing necessary facilities which are needed, as well as improving facilities which are there in tribal areas. No doubt, the developmental programmes are essentially concerned with

providing needed facilities in several aspects of daily life such as, occupational, social, health, agriculture etc., in order to ensure proper utilization of the facilities, an awareness regarding their availability and relevance and also a certain basic knowledge about these schemes and facilities among the tribals becomes crucial; so much so that, all the developmental programmes provide several kinds of inputs using varied media for development of such awareness, knowledge and skills needed for understanding, accepting and utilizing them. In so far as these developmental programmes aim at bringing about such changes in the tribal's knowledge, skills and awareness, they are educational in nature.

In spite of these efforts put forth by the Government, both Centre and the States, for the development of tribals, the result has fallen short of expectations. Tribal people are still at the bottom of the social hierarchy and their indebtedness has gone up sharply over the years. The Census of 1981, shows that the literacy rate among the tribals is 16.35 per cent as against 41.22 per cent for other communities and 36.23 per cent for the entire population. Thus the slow progress of tribals in the field of education and other spheres of life calls for a systematic inquiry into the approaches adopted in educating them, during the last four decades. This would mean subjecting different tribal regions to careful scrutiny in such a way as to lead to an understanding of education within local context, because this would reveal not only the way education has functioned within the area, but also bring out several other factors, which have operated in that environment and have affected the functioning of education positively or adversely.

In the light of the above mentioned facts, this study attempts to analyse the educational development of tribals in one tribal region in the Kalahandi district of Orissa state.

Orissa has high concentration of tribal population. It has the second highest tribal population among the Indian States, next only to Madhya Pradesh. In the total population of 2,63,70,271 in the state as per census 1981, the S.T. population accounts for 59,15,067 which is 22.43 per cent of the state's population and 11.46 per-cent of the total tribal population of the country. As many as sixtytwo tribal communities of the state have been declared as scheduled tribes. The percentage of literacy among tribals in Orissa is 13.96 per cent as against 34.23 per cent for other communities which itself is well below the national average of 36.23 per cent (Census, 1981). The state is having thirteen districts and tribals are concentrated in seven districts. Among these, Kalahandi district is the most backward in the state and has predominantly, tribal population. The scheduled tribe population in Kalahandi is 29.26 per cent of the district total population. All the eighteen blocks of Kalahandi district are considered to be economically and educationally backward in comparison to their counterparts existing in other districts of the state. Out of these eighteen blocks, ten are considered to be highly backward and Th. Rampur block occupies the last position. In the sphere of literacy, education, and economy Kalahandi district ranks twelfth among the thirteen districts of Orissa (District Statistical Hand Book, Kalahandi, 1980-81). The literacy percentage of the tribals is 11.54 as against the state figure of 13.96 per cent.

In the light of the above, the present investigation focuses on tribal education in Kalahandi district of Orissa State and the problem is stated as:

"A STUDY OF EDUCATIONAL DEVELOPMENT OF TRIBALS  
IN KALAHANDI DISTRICT OF ORISSA".

Objectives of the Study:

The study has been carried out with the following objectives:

1. To study the educational development of tribals in Thuamul Rampur Block of Kalahandi district since 1962\* in terms of:
  - a- Number and types of formal and non-formal educational institutions.
  - b- Enrolment figures in different stages in different institutions.
  - c- Number of dropouts both in formal and non-formal educational institutions.
  - d- Number of persons who have completed the courses in formal and non-formal educational institutions.
  - e- Number of teachers both in formal and non-formal educational institutions.
  - f- Nature of inputs both in formal and non-formal educational institutions.
  
2. To study the development programmes for the tribals in Thuamul Rampur Block of Kalahandi district since 1962 in terms of:
  - a- Nature and number of development programmes launched.
  - b- Educational inputs in various development programmes in terms of :
    - i) Nature of educational inputs
    - ii) Media used for the inputs.
    - iii) Time and duration to introduce the inputs.

---

\* The present block under study was under Kashipur block of Koraput district of Orissa till 31st July, 1962. On 1st August 1962, it was merged with Kalahandi district of Orissa.

3. Reactions of functionaries regarding the educational programmes with regard to:
  - a- Problems of implementations of the educational programmes.
  - b- Perceived responsiveness of beneficiaries regarding the educational programmes.
  - c- Needed improvements regarding the educational programmes.
4. Reactions of beneficiaries regarding the educational programmes with regard to:
  - a- Benefits accrued by the tribal people.
  - b- Problems faced by the people in adopting the benefits.
  - c- Perceived long range usefulness of the programmes.
  - d- **Needed improvement in the programmes.**

Methodology:

In accordance with the objectives the methodology adopted for the study is as follows:

The data required for the study were both quantitative and qualitative in nature. The qualitative data included the growth of formal and non-formal educational institutions in the block since 1962 in terms of nature and number of educational inputs including physical facilities, personnel, enrolment, dropouts, and performance of students. The data pertaining to the organization of curricular and extra-curricular activities in formal, non-formal educational institutions, nature of educational inputs provided in the development programmes, media used to introduce the educational inputs in the development programmes, were also included.

The various sources from which data were collected were, official documents and records, functionaries and beneficiaries of formal, non-formal educational programmes,

and development programmes.

Sample

Functionaries :- Three types of functionaries who were in charge of implementation of different programmes, were selected which included 81 from formal education, 49 from non-formal education, and 17 from development programmes. (See Chapter-III, Table 3.1)

Beneficiaries were drawn from seventeen villages (for details see Chapter III) in such way that they represented :

- i) formal and non-formal education (170 and 125 respectively).
- ii) each of the five major development programmes (50);  
as presented in Table 3.2.

The tools and techniques used in the study include, information schedule, questionnaire, interview, observation, information discussion, and field notes. The field work for the study was carried out in three phases spread over a long period of time from November 1983 to February 1986. However, in order to update the quantitative data, investigator had been in the field twice between September 1987 and November, 1988.

The data collected were analysed both quantitatively and qualitatively. For quantitative data such as number of formal and non-formal educational institutions, distribution of educational facilities, physical facilities available, enrolment, dropouts, students performance, and staff position, percentage analysis has been done and wherever necessary presented in tabular form.

For qualitative data such as organization of co-curricular and extra curricular activities in formal and non-formal educational institutions, nature of development programmes,

organization and execution of educational inputs in development programmes, and reactions of functionaries and beneficiaries about formal, non-formal educational programmes and development programmes, techniques like frequency and percentage analysis, descriptive analysis, classification and categorization, have been used and wherever necessary they have been presented in tabular form.

The data thus analysed have been presented in three sections mentioned below:

Section I- Formal education in Th. Rampur block.

Section II- Non-formal education in Th. Rampur block.

Section III- Educational inputs in development programmes in Th. Rampur block.

#### Findings;

The main findings of the study were as follows:

The block has two types of schools, General and T.R.W. schools, There is a high degree of centralized control over academic matters, evaluation and certification of students, and at the same time tribal people have access to both the types of schools.

Prior to independence only two schools were found in this block. Since, then, there has been a gradual increase in the number of schools and by 1988 there were 77 schools comprising Primary, Middle and High schools. However, two Gram Panchayats which had the highest concentration of tribal population was not served with schooling facilities beyond III standard.

The T.R.W. schools were better equipped with facilities compared to General schools. However, on the whole, the facilities were found inadequate. It was observed that the teacher-school ratio had increased from 1:1.7 in 1962-63 to 1:1.9 in 1987-88, both at the Primary and Middle school level. A similar trend was also observed in case of teacher-student ratio. At the High school stage between 1977(1:7) and 1988 (1:13) a gradual increase in teacher-school ratio was observed, but the same trend was

not found in case of teacher-student ratio, though it had also increased from 1:3.7 in 1977-78 to 1:10.7 in 1987-88. On the whole the staff size at the Primary and Middle school level was found inadequate and at the High school level it was adequate. In terms of qualification and training of teachers it was observed that over the years the percentage of Middle school pass teachers decreased and Higher qualified teachers increased. Similarly the percentage of untrained teachers decreased and trained teachers increased.

Tribal students enrolment at the Lower Primary stage was substantially higher compared to U.P., M.E., and High school stage. However, there has been very little improvement in overall enrolment at all stages of schooling.

Regarding tribal students dropout it was observed that at the L.P. stage the dropout rate had decreased from 51.84 per cent in 1967 to 40.17 in 1988; and at U.P., M.E., and High school stage it had increased from 50, 64, and 18 percent to 56, 65 and 58 % respectively and with the increase in the level of schooling the dropout rate had also increased.

An increase in the level of performance of tribal students was observed at the LP stage between 1967-68 and 1987-88; but at the U.P., M.E. and High school stage the performance level had decreased. While a fluctuating trend was observed at the LP and UP stage, the trend was consistent at the M.E. stage.

From the reactions of the District level functionaries, it was observed that lack of clear cut guidelines, regarding their roles and responsibilities, inadequate supervision of schools by the higher authorities and subordinate inspecting authorities, dual control of Primary education, lack of co-ordination between and among

various departments involved in the school education programme, non-availability of adequately qualified local teachers lack of accommodation for teachers, lack of resources for providing adequate facilities, unfamiliarity about tribal language and culture, irregular functioning of village school committee, and indifferent attitude of tribal people about the functioning of village schools were the major problems coming in the way of implementation of school education programme.

The teachers observed that accommodation, inadequate infrastructural facilities, inadequate training to teach tribal children, absenteeism, negative attitude of parents towards girls' education, and irregular functioning of village school committees were the main problems faced.

All the functionaries had suggested that, adequate funds be made available to provide basic minimum facilities in the schools; clear cut guide lines be provided specifying the exact roles and responsibilities of higher level officials; teachers teaching in tribal areas be provided with proper incentives and training to teach tribal children. More number of Ashram schools be opened in the block; curriculum be made more need based and the syllabi be modified properly to create interest and enthusiasm among tribal people.

The beneficiaries observed that economic hardship, inadequate knowledge received, inadequate facilities in the schools, irrelevant curriculum, language difficulty, health and hygiene problem, inappropriate school timing, inadequate study atmosphere at home, dominance of traditional beliefs and values, were the major problems coming in the way of adopting the benefits of the formal education.

The suggestions of beneficiaries, were financial assistance be given to all the students studying in General schools, schooling facilities be provided to them; provision of free medical check up be made available to them;

Curriculum be made more need based; Instruction be given in their mother tongue.

Two types of NFE programmes are in operation in the block. They are Non-formal elementary education (Prathamik Chatasali) for the age group 6-11 years and Non-formal Adult education (R.F.L.P.) for the age group 15-35 years. No provision of NFE was there for the age group 11-14 years.

Between 1969-70 and 1987-88 the number of Adult education centres had increased from fifteen to ninety and AECs exclusively meant for tribal people had increased from four in 1983-84 to fortyfive in 1987-88.

The Prathamik Chatasali (P.C.) programme came into operation with seven centres in the year 1981-82 and by 1987-88 there were seventeen centres found in the block.

Majority of AE and PC Centres had inadequate physical facilities.

Organization of cultural activities in the NFE centres was found encouraging. Concerned officials had shown much interest and enthusiasm for the same.

The number of instructors belonging to STs in both AECs and PCs did not show improvement. Between 1978-79 and 1987-88 the enrolment of STs in AECs had increased from twentysix per cent to fifty per cent especially tribal female enrolment. However, tribal females had started joining AECs only from 1981-82 onwards.

The enrolment of tribal students in PLs showed a gradual increase between 1981-82 and 1987-88, but decreased from 1987-88 onwards.

The dropout rate in AECs had increased from thirty percent in 1978-79 to fifty-nine per cent in 1985-86, but tribal female dropout rate had decreased from 100 per cent in 1981-82 to sixty percent in 1985-86.

In PCs between 1981 and 1988 a two per cent increase in the dropout rate was observed.

The performance level of tribal people both AECs and PCs was found unsatisfactory.

The major problems faced in the implementation of AE programme were, appointment of adequately qualified tribal teachers especially women, cooperation from other developmental agencies, getting a clean place to start a centre, ensuring drinking water facilities, and transportation.

From the reactions of functionaries of AE programme the following suggestions emerged. There should be two separate programme meant for the age group 15-25 and 22-35. The 22-35 group being the married group the nature of the AE programme should be a separated one. Government instructions from the higher level be issued to different departments to maintain proper coordination with Project officer for effective implementation of AE programme. The post of Supervisor be made permanent, Provision be made to organise massive motivational camp to attract tribal people to join AE Centres.

Identification of non-schooling children, selection of a suitable place for Chatasali, adequate supervision, and indifferent attitude of tribal people, were the major problems for running the Prathamik Chatasalis. **The functionaries of Prathamik Chatasalis suggested that a local person be appointed to collect statistics about the non-school**

going children; adequate funds be made available to construct building; scholarships be provided to tribal children studying in Chatasalis.

In the case of AE and PC learners it was observed that inadequate knowledge received, no scope to follow-up education and to use the functional knowledge gained, non-possession of any learning materials at home, were the major problems in adopting the benefits of non-formal education. However, learners perceived long range usefulness of the NFE programmes.

On the basis of the various development programmes launched in the block two distinct period was observed. One, the beginning of Tribal Development Block in the First five year plan and the beginning of Integrated Tribal Development Projects in the Fifth Five Year Plan. Th. Rampur IPDA block came into operation in 1975.

During the First phase (1962-1974), of tribal development period the nature of the programmes revealed two significant aspects viz., supportive and income generating. In the second phase (1975-1988) the nature of the programme revealed three aspects viz., individual, societal and environmental.

The media used in the first phase were mostly lecture and discussion. For some of the programmes the educational inputs provided were inadequate and inappropriate.

The organization and execution of educational inputs during the second phase had two distinct aspects viz., information diffusion and knowledge and skill inculcation.

A wide variety of methods and media were used to provide the needed knowledge and skills. They were, individual

guidance, practical demonstration, oral orientation, posters, charts, and mobile motivational camps.

A lacunae in the organization and execution of educational inputs in the information diffusion phase was observed. Lack of time on the part of the higher level functionaries, lack of involvement on the part of the extension workers, inadequate number of extension workers coupled with the illiteracy, ignorance and apprehensive nature of tribal beneficiaries were the main reasons for this.

Regarding the organization and execution of educational inputs in the skill inculcation phase it was observed, that there was a well developed system of organization but the execution was not proper. The initial training provided to the beneficiaries was adequate but due to lack of subsequent guidance and follow-up of the initial training, tribal people were loosing interest in knowing about newer techniques. Lack of knowledge about the benefits taken was forcing the tribal beneficiaries to seek constant guidance and functionaries inability to fulfill their training needs were the other problems observed by the functionaries.

It was observed that learning new knowledge and skills was quite closely related to the economic status of the tribal people. Whenever, there was an assured means of livelihood tribal people had shown much interest and enthusiasm to learn new techniques.

The functionaries suggested that a team of three extension workers be appointed in each gram panchayats whose main job would be to orient them regarding the facilities, advantages of taking the benefits, and knowledge about programme details.

The beneficiaries suggested that tribal people be allowed to take two benefits simultaneously from each of the development programmes and provision be made for getting continuous guidance in their work.

### CONCLUSIONS

The study dealt with the educational development of the tribals from a broader perspective of education i.e., formal, non-formal education, and educational in the development programmes. In the area of formal education the study revealed that a variety of educational facilities were available for the tribal people but they have failed to utilize them effectively. This is reflected in their responsiveness to school education programme. Enrolment, dropout and performance of tribal students at the Lower Primary level though did not show a very discouraging picture but beyond Lower Primary level the response was highly unsatisfactory. Personal factors, academic and institutional factors were mainly responsible for this situation. This indicates that a lot needs to be done to realise the objectives of school education programme.

In the area of non-formal education it was found that mostly quantitative development has taken place, but a very little perceptible change in the qualitative aspect was noticed. Excessive emphasis on literacy and numeracy skills and inadequate emphasis on the functionality aspect coupled with the traditional life styles and economic hardships of tribals had a cumulative effect on the utilization of facilities. Consequently, non-formal education have not been able to exert adequate influence on them. Hence, on priority basis, attention needs to be paid to make this programme more effective.

The study revealed that the educational inputs provided in the development programmes have brought some changes in the awareness level of tribal people. This was observed in their behaviour of demanding more and more benefits and seeking regular guidance in their work. But in the absence of an assured benefit in earning livelihood, learning of new techniques of occupational and other pursuits did not generate much interest and enthusiasm among the tribals.

Thus on the basis of the study it can be concluded that, most of the development that has taken place seems to be quantitative, but, the qualitative changes in the people were inadequate to realise the objectives of educational development. General awareness level of the people seemed to have improved. However, qualitatively in all the three programmes viz., formal, non-formal and developmental, a lot needs to be done in respect of substantive, organizational and implementation aspects. Attention to these aspects, if provided immediately, will lead to ensuring the expected improvement in the life of tribal people.