

Issues and Challenges of Education of Tribal Children: A contemporary study in Mayurbhanj district of Odisha.

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Introduction

The spread of education among the weaker section of our society is vital as education is a prime requisite for socio-economic development. The Policy to promote educational interests of the weaker sections of the people especially the scheduled casts and scheduled Tribes, has been enshrined in our constitution as Directive Principle of State Policy. The child learnt at home and at 'dormitories' and this training related to various activities of tribal life. The problems and issues identified at this juncture may seriously affect the future developments in the district. Hence, it is high time that appropriate strategies must be built up to bind out ways and means not to subside but to initiate the problems for the future.

While discussing growth of education in tribal dominated Mayurbhanj district and the declining trend in education we have to make a careful study in the grass root level. The district is mainly dominated by scheduled tribe and scheduled cast population. Scheduled tribe population includes tribes like Santal, Kolha, Munda, Lodha, Bhuyan, Bathudi and Bhumija etc. As per census figures of 2011 the total population of Mayurbhanj district is 2,519,738. Out of which scheduled tribe population is 1,479,576 (58.7%) and Scheduled Cast population is 184,682 (7.3%) of the Total population.

After Independence native government attempted vigorously to educate all children with in the age group of 6 to 14 years as per provision laid down in article 45 and 46 of the constitution. So time to time committee, commission and working group were setup by government of India to suggest ways to attain the goal. Those committees, commissions, and working groups recommended their well thought, valuable suggestion for all-round development of education including tribal and backward classes. The government of Odisha also organised workshop, seminars survey and evaluation teams to find out faults and remedies for development of education from time to time, these also helped a lot to eliminate the lacuna and faults pointed out in the reports and to guide properly. Instead of several attempts taken since preindependence, the poverty stricken state yet attempt 63.17% literacy till 2011. Tribal districts of odisha is far behind from the national and state literacy rate. So is the late of mayurbhanj. The percentage of literacy of mayurbhanj district could not complete with the state average due to low income level and backwardness of the people, This district having no industry at all and for which the main source of income of the people is cultivation and collection of forest products, the literacy rate of tribal people The central focus is too given to their health, caste, class

and community problem which caused major drawbacks in the primary education of the schools. The poverty of tribal people does not permit them to keep clean their home environment. They don't get nutritious food. So tribal children are often fall ill. The parents could not treat them timely due to economic scarcity, so they suffer for a long period, during suffering the child remains absent from school and after recovery from illness he loses his appetite for study.

Review of Literature

There is considerable literature on tribal development and growth of education among the tribals. According to virginices Xaxa (2015), the colonial state did almost nothing to improve the socio-economic conditions of the tribal's other than providing them protective measures. He says that the post independent India also continued the same policy with little modification such as providing certain percentage of seats in state sponsored educational institutions and government service. Under these provisions, 7.5 percent jobs were reserved both in central and state government for tribal's.

Vinoba Gautama's paper (2003) on Janasala experience, a collaborative programme between the government of India and United Nations agencies to achieve universal elementary education, especially for girls and children from the deprived communities, working children, and children with specific needs. It tries to cover nearly three million children; Out of it, 33% would be tribal children. Under Janasala, many favourable interventions were undertaken to improve quality education of tribal children. The study proposes that as the tribal children possess cognitive abilities, a suitable curriculum and teaching methods need to be devised. Finally, the paper concludes that non-tribal education has very limited value in tribal cultural milieu because it does not match with the lifestyle of individuals and the needs of the tribal community. There is a need to link school education with life and the needs of the tribal communities.

Bisamay Pati 'Resisting Domination: Peasants, Tribal's and the National Movement in Orissa, 1920-50' narrated about the national movements of Orissa and the role of Gandhiji in inspiring political spirit from the grass root level. The author also attempts to grass up the peculiar Socio-economic features of Orissa keeping linkage with the political mobilization at different layers of Society.

S. Venkataiah's "Modern tribal education" depicts that the Tribal's are the aboriginal people constitute around 7 percent of the population of the country. They are backward in all respects – hence the need of special modern education for them. Since tribal's still professing their ancient religion and unique life pattern, special efforts are needed to educate them. The present book is devoted to the modern education of tribal's. Undoubtedly, this will prove a veritable mine of information to academics, researchers, policy planners and administrators.

Objectives of the Study

This research paper aims-

1. To explore the awareness of the community children about the utility of education and bring out their participation in developing educational standard of the villages in the Mayurbhanj district.
2. To reveal the problems of tribal children for their lagging behind the education and dropout of primary education in the district.
3. It highlights the role of government and NGO's and their plan, policy and programme for the growth and development of tribal education in mayurbhanj districts.
4. To assess the educational gaps and Suggests Suitable remedial measures for improvement of their education.
5. To review the effectiveness of different educational programmes and their impact on tribals

Methodology

This study attempts on qualitative methods of approaches to interviewing and quantities researches of designing a questionnaires analysis and writing up. It intends to follow the sampling methods for survey research and the logic of the survey method. It prepares some questions for collection of data related to tribal children environment, dropouts and retention rates availability of teacher and institutions, ratio of female to male enrolment and correlations between the gender and Socio inequality in enrolment and in teachers as well as educational institutions. By means of the response from this assessment and a review of available literature two sets of questionnaires will be prepared.

Questionnaire- 1 will focus at school level to know the demerit and weaknesses of the schools and educational policies, functioning of the school etc.

Questionnaire- 2 will survey to parents of children to know about their unwillingness to send their children to schools. Thus the data abstained from primary and secondary sources and from official records can be companied further to draw the real problems of primary education in Mayurbhanj districts of Odisha.

Problems of Tribal Education

There are many critical issues and problems in the fields of tribal education. They are as follows:

- I. **Medium of language** – Language is one of the important constraints of tribal children which prevents them access to education.

- II. **The location of the village** – The physical barriers creates a hindrance for the children of a tribal village to attend the school in a neighbouring village.
- III. **Economic condition** – The economic condition of tribal people as so poor that they do not desire to spare their children or their labour and allow them to attend schools.
- IV. **Attitude of parents**- As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.
- V. **Teacher related problems**- In the remote tribal areas the Teacher absenteeism is a regular phenomenon and this affects largely the quality of education.
- VI. **Lack of proper monitoring**- Proper monitoring is hindered by poor coordination between the Tribal welfare Department and school Education Department.

Suggestions

Some suggestions for improvement of tribal education are as follows-

- a) **Literacy campaign**- Proper awareness campaign should be organised to create the awareness about the importance of education, extensive literacy campaign in the tribal dominated district may be undertaken on a priority basis to literate the tribal.
- b) **Attitude of the tribal parents**- The attitude of the tribal of the study materials should be supplied in local languages of tribal.
- c) **Relevant study materials in local Languages**- All study materials should be supplied in local language of tribes.
- d) **Appointment of Local Teacher**- It is suggested to appoint more tribal teachers in the tribal areas. The ecological, cultural, Psychological characteristic of tribal children should be considered carefully by the teachers in tribal areas.
- e) **Proper Monitoring**- Higher level of districts should check the functioning of schools frequently relating to the teaching methods, working hours and attendance registers.
- f) **Stipends and various Scholarships**- Since higher education among the tribes is less, Special ST scholarships should be provided to the tribal students perusing higher education. Particularly in medical, engineering and other vocational streams.
- g) **Residential Schools**- More residential schools should be establish in each states and districts and extended up to PG level in tribal areas.

h) **Social Security-** Social Security of students, especially of adolescent girls is of great concern in residential schools.

Conclusion

However, the study explores the peculiar socioeconomic conditions along with the traditional supercilious values of the society and the inferior status given to the tribal children which contributes their dropouts from the schools in the Mayurbhanj. Indeed the study also intends to look at the educational policies and programmes and their weakness to tackle the problem which would influence the government to take corrective measures based upon the study. Moreover, the Personnel study may help the policy makers to know the defects in the process of implementation and to revise policies according to the need.

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