A Focus To The Primary Education Of The Tribal Children Of Gajapati District Of Odisha

Abstract

Education is utmost urgent for the social life. Without education, the life is like a running boat without a particular direction. The dream of the Government, that education should reach to each student of the country. The problem in primary education may be seen in the tribal areas, especially in Gajapati district of Odisha. The Government has taken very beautiful steps for the development of primary education in the tribal district. But due to some following facts, the primary education is failure in particularly the tribal areas: 1) Language problem of the tribal students 2) Low awareness among the parents 3) Engagement in agricultural work. Various types of programmes have been implemented by the Government for the development of primary education and provide better opportunity the tribal student in schooling process. To explore the constraints in the schooling process in tribal environment the study is mainly emphasis towards reconnoitring the constraints in the schooling process in tribal environment. The present research focused on some pertinent questions in the context of problems in primary education for the tribal students in Gajapati.

1. Introduction

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Primary education consists of the first 5–7 years of formal, structured education. In general, primary education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89% of primary-age children are enrolled in primary education, and this proportion is rising (UNESCO, 2008) Under the Education For All programs driven by UNESCO, most countries have
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2. Objectives of the Study

The study undertaken by the investigator has the following objectives;

i.) To explore the constraints in the schooling process in tribal environment.

ii.) To find out the impact of mother tongue based education in Gajapati district.

3. Research Questions

The present research focused on some pertinent questions in the context of problems in primary education for the tribal students in Gajapati.

i.) What is the problem of tribal students in schooling process?

ii.) Which community teacher should teach the tribal students in the school?

iii.) The language for class room transaction which the students feel comfortable.

iv.) Does a tribal student get benefit from Multilingual education programme.

4. Delimitations of the Study

The present study has been delimited as follows:

i.) The study has been conducted on 300 community members.

ii.) The study is confined to only one block i.e. Gumma Block of Gajapati District.

iii.) The study has been conducted on those areas where the Multilingual education programme is imparted.

5. Method of the Study

The research method of the study was descriptive survey in nature. As descriptive survey focuses on studying the existing conditions as it prevails and makes comprehensive descriptions of the
same, the present study also focuses on the issues of primary education in the tribal areas of Gajapati district.

- **Population and Sample:** The population of the study comprised all the community members of Gumma and Nuagada block of Gajapati district and the sample of the study comprised 300 community members. All the samples were selected purposively keeping in mind the factor of ST dominated habitations/population.

- **Tools Used:** For collecting data, the investigator of the study used a self-developed Questionnaire for community members and the Questionnaire was prepared by considering the factors like problems in tribal education and impact of Multilingual Education programme.

- **Techniques of Analysis:** The collected data were tabulated and analysed by percentage with respect to the research questions mentioned in the study.

### 6. Results and Discussion

The major purpose of the study was to find out the problems relating to the primary education of the tribal students. Data with regard to the mentioned purpose were collected from 300 community members. Such data were tabulated and analysed by percentage wise and the obtained result have been discussed in the following:

#### A. Problem of schooling process of tribal student

The data pertaining to the interest of the **Problem of schooling process of tribal student** have been presented in table-1.

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Problem of schooling process of tribal student</th>
<th>Respondent Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language problem</td>
<td>206</td>
<td>68.7%</td>
</tr>
<tr>
<td>2</td>
<td>Low awareness among the parents</td>
<td>85</td>
<td>28.3%</td>
</tr>
<tr>
<td>3</td>
<td>Engagement in agricultural work</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table-1 reveals the fact that 68.7% of the community members are viewed that due to the language problem of the tribal students, they are less interested to attend the school. Because they are generally using their mother tongue i.e Saura language in their community. When they entered to the school, they forced to teach the Odia language. This is the main problem. Out of 300 community members 28.3% told that due to the Low awareness among the parents, tribal students are not coming to the school and 3% views that, most of them are engaged in agricultural work which is the main problem of tribal student to attend the school.

#### B. Community of the teacher

The data pertaining the **Community of the teacher should teach the tribal student** in the schools have been presented in table-2.

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Community of the teacher</th>
<th>Responded Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tribal Community</td>
<td>284</td>
<td>94.66</td>
</tr>
<tr>
<td>2</td>
<td>Non-Tribal Community</td>
<td>16</td>
<td>5.33</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table-2 shows that the views of 94.66% of the community members wants to a tribal community teacher should engages to teach the tribal students and the few that is 5.33% views that the non-tribal teacher can teach the tribal student.

C. The language for class room transaction which the students feel comfortable.

The data pertaining to the class room transaction language which the students feel comfortable in table-3.

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>The language for class room transaction which the students feel comfortable.</th>
<th>Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>Tribal language</td>
<td>213</td>
</tr>
<tr>
<td>2</td>
<td>Non-Tribal language</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

It is cleared from the above table that 71% of respondents have given their view that the tribal students are more comfortable with their tribal language and 29% viewed that the tribal students can read, write and also speak the non-tribal language i.e. Odia in the school.

D. Benefit from Multilingual Education programme.

The data pertaining to the benefit from Multilingual Education programme of the tribal students in the school.

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Involvement in Construction work</th>
<th>Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>213</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

As per the analysis from the above table, we can say that 71% of the respondents are agree that the tribal students are getting benefit from the Multilingual Education programme and 29% views negative in this purpose.

E. Qualitative Analysis

The filled experience of the researcher can be shared here for better qualitative analysis of the table-1 containing the problem of schooling process of tribal children of Gajapati district. It is seen from the field that the language is the main problem of the tribal children in the school. They are unable to understand the Odia language, which is used by the teacher in the school. The Govt. of Odisha has implemented the Multilingual Education programme to provide Mother Tongue based education for the tribal students of Gajapati district which is most benefited for the tribal student.

F. Major Findings

The findings of the study are as follows;

i.) The tribal students are unable to understand the Odia language, which is used in the school.

ii.) Unable to understand the Odia language is the main cause of out of School for the tribal student.

iii.) The Govt. of Odisha has implemented the Multilingual Education programme for the betterment of tribal students in Gajapati.
G. Educational Implications
The following implications may be derived on the basis of the findings of the study:

- The major problem of tribal student may be detected first.
- The SMC should be sensitized on the importance of education.
- The awareness programme should be initiated by both Govt. and Non-Government organisation (NGOs).
- Each tribal student should get benefit from Multilingual Education programme.

H. Suggestions
The following suggestions may be derived on the basis of the findings of the study:

i.) The Multilingual Education programme should be implemented in the school, where maximum students belong to tribal community.
ii.) Each teacher should know the language of the tribal student.
iii.) Special importance should be given to the tribal student in the class room.
iv.) Though awareness programme the dropout rate can be eradicated of the tribal student.

7. Conclusion
For the development of primary education, the Govt. has taken very important steps. Still then, there are some tribal areas where the literacy rate among the tribal student is so low due to the following problems.

- Language problem.
- Low awareness among the parents.
- Engagement in agricultural work.

To eradicate the language problem of the tribal students in the school, the Govt. of Odisha has implemented the Multilingual Education programme, where the tribal student can get the chance to read in the school through his/her mother tongue. The awareness programme for education is being conducted by both Govt. and Non-Govt. sector. By which, the parents of the tribal students can understood, that education is utmost important for each student, otherwise life is valueless.

References
[10] National Knowledge Commission, Report to the Nation 2006: Govt. Of India