

Challenges and Alternative Opportunity for Tribal Education:A Sociological Study in Mayurbhanj

Truptirekha Patra

PHD Scholar In Sambalpur University

E-mail: truptipatra128@gmail.com

Abstract

According to professor Amartya sen education as an important parameter for any inclusive growth in an economy. Literacy and education attainment are powerful indicators as well as instrument of social and economic development in INDIA. Keeping this in view the government of INDIA has taken up a lot of programmes for universalization of education .But these programmes fail to universalize education among to all sections of society basically of the tribals who are living in the far away from mainstreaming of society, due to cultural and language barrier, different living pattern as well as different in the whole way of their life. So this paper analyses how the failure of educational policies and programmes demanded the search for alternative methods that can universalize primary education among unreached and educationally marginalized communities specifically the Tribals. From this search experiments of innovative education among the tribals made by the civil society by PPP(Public Private Partnership] mode to design the education that cut across the traditional monotony, lacuna of conventional pattern of education and becomes interesting, inspiring and enriching for the tribal students.

Keywords: Inclusive growth, Innovative Education, Civil society, Tribals.

1. Introduction

Education is an engine of change and development. Without, people's access to educational opportunities and attainment of quality education, a country's development remains unimaginable. Professor Amartya Sen recently emphasized education as an important parameter for any inclusive growth in an economy. Literacy and educational attainment are powerful indicators as well as instrument of social and economic development among the backward groups in India. Keeping this in view the government of India has taken up education as a priority area in its development agenda. Since independence, successive efforts are undertaken to universalise primary education in the country. However, till the date the educational scenario of the country is quite dismal. The minorities have emerged as the most disadvantageous groups, so far as education is concerned. Among the minorities, the worst sufferers are the tribals or the indigenous groups.

Literacy Trends Of Tribes In Odisha And Mayurbhanj

The literacy of Odisha, as per 2011 census is 73.45, with rural 70.78 and urban 86.45.the male literacy is 82.40 (rural- 80.41 & urban 91.83) and female literacy is 64.36 (rural- 61.10 & urban 80.70) but the literacy rate of STs is only 52.2 with a disparity of 21.25 which is a large one. This indicates that tribal of Odisha are in deep lag behind in educational status. The case is also very serious in case of Mayurbhanj district. Though improvement was made in the tribal literacy from 14.18 in 1961 to 63.17 in 2011, but still it is far behind the target. Details of tribal literacy of the

state and Mayurbhanj district, from 1961 to 2011 has been given in the table-8.

Table-8 Literacy Rate of All Social Groups and ST Population (1961-2011)

Year	Literacy of Scheduled Tribe in Odisha			Literacy of Scheduled Tribe in Mayurbhanj		
	% of Literacy		Tribal Disparity	% of Literacy		Variation
	Total	Tribal		Total	Tribal	
1961	21.66	7.36	14.30	14.18	7.10	7.08
1971	26.18	9.46	16.72	18.05	9.63	8.42
1981	34.23	13.96	20.27	25.71	14.50	11.21
1991	49.09	22.31	26.78	37.88	24.10	13.78
2001	63.08	37.37	25.71	51.91	38.80	13.11
2011	73.45	52.2	21.25	63.17	53.1	10.07

Source: Registrar General of India, Census 2011

So inThe failure of the educational policies and programmes demanded the search for alternative methods that can universalise primary education among the unreached and educationally marginalized communities. From this search emerged the experiments with innovative education. Innovations are transformational breakthroughs. Innovative education includes those products, processes, strategies and approaches that improve significantly upon the status quo of education in a society. Innovative education presupposes the implementation of a new design, process, idea, or learning environment that increases an individual student or group of students' ability to learn, as evidenced by their ability to make meaning and transfer. It involves deliberate application of information, imagination and initiative in deriving greater or different values

from the human resources. Thus innovative education is that education that cuts across the traditional monotony, lacunae of conventional pattern of education and becomes interesting, inspiring and enriching for the students.

The present study is on the impact of innovative education on tribal children. The overview of literature made on the topic suggested that literature on innovative education is quite scanty. They have not been taken up or adequately dealt as areas of research, particularly from a sociological angle. Few studies have been undertaken in the western part of the globe, but in India such types of researches are missing. In Odisha, studies on Innovative education is completely absent. Further, linking education of the marginalised to innovative education needs a research treatment in the state of Odisha where the tribal children still are out of the ambit of primary education. All these research gaps motivated the researcher to take up the topic for the present research.

In the process, the initiation made in this direction by a NGO, Sikshasandhan is analysed by the researcher along with the end products of this noble venture on the tribal educational scenario. The study is concentrated on a remote tribal panchayat of Mayurbhanj district of the state of Odisha. Mayurbhanj is a predominantly tribal inhabited district of the state of Odisha. The panchayat is Noto of Kaptipada block of the district. Three schools are closely observed by the researcher to draw a valid conclusion.

Objectives

The specific objectives of the study can be delineated as follows.

- To locate the interventions introduced by the civil society in the system of elementary education in the study area.
- To depict the classroom transaction pattern under innovative education.
- To estimate the impact of these interventions on learning achievement of children.
- To assess the difference it has brought in the system of education in the Tribal locality and the overall learning achievements of the tribal children.
- To identify the needs of the children and develop an action plan to popularize innovative education.

Methodology

The researcher has adopted both descriptive and exploratory design to treat the research topic under treatment. She has banked upon a purely qualitative method to delineate the strategies adopted and the end result in terms of impact on tribal educational status in the study areas. The research tools used to capture data are participant observation, case analysis and FGD.

Findings

The researcher found that Noto panchayat is located in an inaccessible region situated in the fringes of the Similipal Protected Area. The area offers a unique opportunity to respond to the educational needs of deprived communities such as the Ho that have traditionally no access to education. Sikshasandhan's interventions in Noto supplements the work of the government's interventions under the RTE. Sikshasandhan is dedicated to the task of inventing new strategies to increase access, ensure equality and quality to tribal education in the area. It has developed culturally relevant and child-friendly contents to cater education among the tribal

children. Its aim is to make education joyful to make it an attraction rather than an imposition on the child. The NGO has focussed on appointing local teachers, developing primers in Ho language, to contextualise the contents of education, training the teachers to create motivating ambiance for learning.

Through these interventions Sikshasandhan is in the way of creating such an *educational environment* where value-based, quality education will be available and accessible to the most deprived sections of society, and where the internal urge of every human being to learn, to think, to act and to express oneself can be freely and creatively fulfilled. It promotes a form of education that is inspired by the life-experiences of people, especially the poor and the marginalised, their struggles, achievements, hopes and aspirations – a form of education that is driven by critical human consciousness, and, therefore becomes liberating and transformational.

The researcher located the innovations introduced in five facets of teaching. They are:

- The classroom arrangements.
- The sitting arrangements.
- The instruction process.
- The procedures adopted in class room transaction by the teachers in these three schools.
- The evaluation process.

The salient observations were that the class rooms are adorned with multiple locally produced materials like charts containing pictures and stories, board carrying mathematical signs, models prepared by students, assessment profiles of students and a small library. The sitting arrangements are deviations from the normal classrooms and boys and girls sitting in two sides of the classroom in a circular manner for direct face to face interaction and contact. The instructional process is not lecturing mode but interactive mode with the teacher sitting in between or amidst the students. Class room transactions also adhere to innovative methods like starting the teaching day with experience sharing of the students and allowing them to frankly disseminate the carry school experience. Transactions in mother tongue is carried out with the citation of Odia associations, contextualisation from the immediate environment is continuous, non routinization of class room studies and allowing gaps in between lectures and interactions, vocationalisation of education, use of local materials as TLMs, continuous evaluation of a child and treating each child equal and celebrating the strength of each child are the classroom innovations undertaken in the sample schools. Community participation is highly ensured to create an environment for the child's education by sensitizing the parents under this system of transformational education.

Through the case analyses the study recorded that innovative education has become successful to convince the parents and motivate the children for education. It has tried to locate the potentiality of the children and brought them from a hidden to the manifest level providing enough satisfaction to the child and, the parents and the community members.

Conclusion

The study concluded that innovative education is proactively undertaken in the sample schools. All the stakeholders children, parents and community members appreciate the activities of Sikshasandhan and the facilitating teachers. As per their version, it has created a sensitization about the need of education; children have lost their fear for normal school education. Drop out is arrested, enrolment has increased and absenteeism of children has dropped down significantly. School retention has become a marked phenomenon in this tribal dominated locality.

Thus, the researcher concludes that innovative education is the best alternative to address the lacunae of the standardised education promoted by the state. But it needs more careful designing, better implementation and a host of dedicated facilitators. It can substitute fear for education with fascination towards education. If, extended over a period of time, it will develop adequate skill, competency and real knowledge in the child to encounter his/her environment. It will address many livelihood issues, issues like poverty, ill health in the impoverished marginalised pockets of the state. Innovative education is the need of the time to make Right to Education a reality for every child of every area.

Suggestions

The following suggestions can be made to strengthen innovative education and make it widely accepted to spread education in the state. The suggestions are as follows.

- The government should make innovative education a mandate for the educationally neglected communities and localities.
 - The infrastructure can be supplemented by the government in these remote areas and additional incentive should be provided to the teachers involved in innovative teaching for the additional strains they undertake in this pursuit.
 - Material development costs can be provided under SSA to prepare better material.
 - Innovative education should not be confined to primary school level. It should be extended beyond that to arrest drop out and to keep the attraction of the children for education intact.
 - The government should make it a part of the curriculum for normal teacher training programmes.
 - Experience sharing among the teachers involved in innovative education needs to be facilitated to provide better vision and further ideas to strengthen the system.
 - Civil societies are to be encouraged to do experiments in innovative education in the inaccessible and educationally neglected communities.
 - Government should institute awards to encourage the best teacher innovator in these marginalized pockets.
- All these efforts can carry innovative education a way forward and establish it as a healthy strategy to promote the educational statistics with quality.

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