

Learning Difficulties of Secondary School Students of Soura Tribe: A Study in Kalinga Institute of Social Sciences (Kiss), Bhubaneswar, Odisha.

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Abstract

A country develops with the educational development of all its citizens in spite of their caste, creed, religion and gender. Development of any state lies with the development of education of backward and socio-economically disadvantaged people. Therefore education of schedule tribes has been given top priority for the socio-economic development of our country. Education is the key to tribal development but the tribal people are deprived of receiving proper education due to several reasons. Out of 62 tribes, the Soura is one of the most ancient tribes of India, as well as an oldest major tribe of Odisha. Souras are not numerically important still they are historically and culturally significant tribal community of the state. The present study enquires about the learning difficulties of secondary school students of Soura tribe in the Kalinga Institute of Social Sciences (KISS), Bhubaneswar, Odisha.

Key words: Educational Development, Socio-economic Development, Scheduled Tribes, Tribal Community,

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I. INTRODUCTION

Education is one of the essential requirements for man-making and nation-building process. Educating the tribal children and empowering them is a challenge that can be achieved by the collective effort of all the stakeholders of the society such as the village community, private organizations and teachers, government functionaries, elected representatives, and the people in general. India has a unique place in the tribal community of the world. In our country, the tribal population, which is numerically considerable, is concentrated in various tribal belts as well as in non-tribal belts. There are about 707 tribal communities in India. There is a substantial list of scheduled tribes in India recognized as tribals under the constitution of India. The term "tribe" originated around the time of Greek and the early formation of the Roman Empire. The Latin term, "Tribus" has since been transformed to identify a group of people forming a community and claiming descent from a common ancestor. The scheduled tribes are called either 'aboriginal tribes', 'primitive tribes', or 'Adivasis.'

The problem of tribal education has remained crucial for the educational planners and policymakers. One of the major problems in tribal education is that of language. Medium of instruction is one of the important constraints of tribal children which prevents them access to education. School curriculum is also not convenient for tribal children. The medium of teaching that is odia language is a foreign language for the tribal children. Education for tribals who normally speak their own mother tongues is beset with difficulties because the acquisition of literacy has to be combined with the learning of a language other than the mother tongue.

Vijayalakshmi (2003) conducted a study on the "Problems of tribal students in secondary schools of Andhra Pradesh Tribal Welfare Residential Schools, Ashram Schools and Zilla Parishad High Schools". The finding of the study revealed that the tribal students had more problems with regard to their parents and family followed by personal, infrastructural facility and academic problems. Problems faced by students were low social status of the parents, literacy of parents and low educational levels of parents, the other problems faced by students were lack of academic help from the teachers, non-availability of teachers, inconvenient school timings and absence of the teachers in the schools.

Subasini and Alok (2018) published their research findings entitled, "Status and problems of tribal education in Odisha: Government initiative" which was based upon a study conducted the literacy rate of major tribes like Koyas, Santhals, Bhuiya, Bathudi and Bhumij has also steadily gone off over the years. However, the

high drop-out rates among the tribal children due to various reasons as financial burden, lack of interest in studies, lack of access to schools, socio-cultural issues, household works, rigid school timing and such others are the matters of concern. Therefore, in order to promote a socio-economically integrated healthy society in state, tribal communities will have to elevate both economically and educationally.

SCOPE AND DELIMITATION OF THE STUDY

The present study was carried out in the state of Odisha, a south eastern state of the Indian Republic. Khurdha is the headquarters of the district, it is situated closed to National Highway-5 and the railway station that serves the town is also the divisional headquarters of the East Coast Railway of the Indian Railways and contains its own division.

The present study is concerned with the education of secondary level with the broad intention to find out the status of education in Kalinga Institute of Social Sciences (KISS), Bhubaneswar, a residential school for tribal children which provides free education, boarding, lodging and free healthcare to the poorest of the poor tribal students, established by the renowned philanthropist Prof. Dr. Achyutananda Samanta in 1993.

STATEMENT OF THE PROBLEM

The present study has conducted on “Learning Difficulties of Secondary School Students of Soura Tribe: A Study in Kalinga Institute of Social Sciences (KISS), Bhubaneswar, Odisha.

OBJECTIVES OF THE STUDY

The following are the main objectives of the study:-

1. To study the socio-cultural background of Secondary school students of Soura tribe studying in Kalinga Institute of Social Sciences.
2. To study the learning difficulties of secondary school students of Soura tribe studying in Kalinga Institute of Social Sciences.

II. METHODOLOGY IN BRIEF

The researcher has conducted the research study by using descriptive survey method. Besides this, random sampling method has been used for the collection of data. The sample of the study covers secondary level Soura tribe students of Kalinga Institute of Social Sciences, Bhubaneswar, Odisha. Data was collected from secondary level consisting of 60 students (30 Boys and 30 Girls), 30 parents and 10 teachers for the present study. Data are collected from Class-IX and Class-X students and analyzed keeping in view of the objectives.

III. ANALYSIS AND INTERPRETATION

Table No-1 Teaching- Learning Process in Schools

Sl. No.	Questions	Yes	No	Total
1	Do you think there are deficiency in your classroom teaching?	00 (0)	60 (100)	60 (100)
2	Do the teachers in your classroom use modern teaching techniques and adopt appropriate methodologies?	60 (100)	00 (0)	60 (100)
3	Do you participate in extra-curricular activities?	60 (100)	00 (0)	60 (100)
4	Is there any problem that affects your studies? If yes, then mention please.	00 (0)	60 (100)	60 (100)
5	Do you ask questions freely in front of your teachers?	60 (100)	00 (0)	60 (100)
6	Are you able to understand odia language?	60 (100)	00 (0)	60 (100)

The above table reveals the teaching-learning process in tribal schools. All students 100 (60) expressed that, there is no deficiency in their classroom teaching and all teachers use modern teaching techniques and adopt appropriate methodologies in the classroom. 100 (60) percent Soura children participate in extra-curricular activities and there is no problem in teaching-learning process that affects their studies. 100 (60) percent of students ask questions freely in front of their teachers. All the students are able to understand odia language.

It can be concluded from the opinion of all the students that, the teaching-learning process in the school is quite effective as the institution provides good learning environment for the tribal students in general and the Soura tribe students in particular.

Table No-2 Speaking, Reading & Writing Skills of Soura students

Sl. No.	Questions	Yes	No	Total
1	Do you face any difficulty in learning and using odia words in your classroom?	00 (0)	60 (100)	60 (100)
2	Do you face any difficulty in pronouncing odia words in your textbooks?	00 (0)	60 (100)	60 (100)
3	Do you face any difficulty in writing odia sentences on your own?	00 (0)	60 (100)	60 (100)
4	Are you able to read the odia stories without any confusion?	60 (100)	00 (0)	60 (100)

This table describes speaking, reading, and writing skills Soura students. All students 100 (60) stated that, they do not face difficulties in learning and using odia words, and in pronouncing odia words from the text books. All students are able to read odia stories without any confusion and they do not face difficulties in writing odia sentences on their own.

It can be concluded from the opinion of all the students that, they are comfortable in odia language as the institution has appointed professionally skilled trained teachers from Soura tribe to remove the learning difficulties of such children.

IV. CONCLUSION

The emerging findings and conclusions of the present study, "Learning difficulties of Secondary School Students of Soura Tribe: A Study in Kalinga Institute of Social Sciences (KISS), Bhubaneswar, Odisha.", focused on certain crucial issues pertaining to the Soura children's education. The education of the Souras attained paramount importance in the educational policies and planning of the Government. Though education is considered as an important instrument of development, it relies on the culture and the lifestyle of the people in particular and the socio-economic background of the community as a whole in general. When the Soura children come to KISS and started attending the classes they were taught through odia medium by the professionally trained teachers of Soura tribe. Therefore the Soura students are able to understand odia language and they are able to read, write and speak in odia without any difficulties as the teaching-learning environment in quite exemplary in this globally famous institution established by the vision and mission of it's Founder who says, "Education is the third eye of the child".

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