

**EDUCATIONAL PROVISIONS OF TRIBAL CHILDREN IN ODISHA****Dr. Priyaranjan Das**

Lecturer in Education, CTE

Bhawanipatna, Kalahandi. Odisha, India

ABSTRACT: Tribal communities and children from Schedule Tribes face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions. According to U-DISE 2016-17 data, the enrolment drop-offs are more severe for Schedule Tribes students 10.6% to 6.8% at primary level.

Keywords: Education, Provision and Tribal Children.

INTRODUCTION: Education is the single greatest tool for achieving social justice and equality. The education system must aim to benefit Indians children so that no child loses any opportunity to learn and excel because of circumstance of birth or background. While the Indian education system and successive government policies have made steady progress towards bring gender and social category gaps in all levels of school education. Socio-economically disadvantaged Groups can be broadly categorized based on gender identities, socio-cultural identities such as Scheduled Castes, Scheduled Tribes, OBCs and minorities, geographical identities, disabilities and socio-economic conditions. Free and compulsory education to all children up-to the age of fourteen years is the constitutional commitment in India. It is the quality of education, which is focused on in all programmes relating to elementary education in general and primary education in particular. Significant efforts have been made in the last fifty years to universalize elementary education. Since 1950, impressive progress has been made in every sphere of elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools.

TRIBAL POPULATION AND LITERACY IN INDIA**Table No--1.1: Comparative Literacy Rates of ST and Total Population in India (Figures in percentage)**

Census year	Total Literacy (General)	Scheduled Tribe Literacy
1961	28.3	8.53
1971	34.45	11.30
1981	43.57	16.35
1991	52.21	29.60
2001	64.84	47.10
2011	73.0	59.0

SOURCE: Register General of India

Notwithstanding the promotional activities, the levels of literacy of the Scheduled Tribes have remained low than the general literacy levels as would be obvious from the table 1.1.

Literacy rate is defined as percentage of literates among the population aged seven years and above. Although literacy levels of STs have improved, the gap in literacy levels, both for tribal male and female has not declined significantly. In fact the gap increased between 1971 to1991falling thereafter, to a little above the 1971 level. For the Scheduled Tribe population in India, the literacy rate increased from 8.53 percent in 1961 to 58.96 percent in 2011 for STs, while the corresponding increase of the total population was from 28.30 percent in 1961 to 72.99 percent in 2011. Literacy rate increased by 11.86 percentage from 2001 to 2011 for STs and 8.15 percentage for total population during the same period. Literacy rate however, all along been lower both for males and females STs as compared to SCs and total population. The tribal population constitutes a majority in the North-eastern states of Mizoram (91.51), and Lakshadweep (94.4%).Meghalaya (86.1%) and Nagaland (86.5%). The states with no Schedule Tribe groups are Punjab, Chandigarh, Haryana, Delhi and Pondicherry. India has total tribal population of 10.43 crore which is 8.6% of total population of India as per 2011 census. The urban India has only 2.8% ST population but rural India has 11.3% ST population. As per 2011 census, the sex ratio in India is 943 where as it is 990 in Schedule Tribes. As per 2011 census the rate of literacy in India is 72.99% where as that of it in Schedule Tribes is 58.96 .The highest literacy rate of tribe in India is in Mizoram 91.7% and lowest in Andhra Pradesh 49.2%. Male tribes literacy rate in India is 74% and female tribes literacy rate in In India is 65.5%.



TRIBAL POPULATION AND LITERACY IN ODISHA-The state of Odisha, which is south-Eastern coast of India, acquired its present form in 1903. At present the state has 30 districts. According to the latest census (2011), out of 41,974,218 population, Scheduled Tribes constitute 95,90,756 which is 22.84 percent of the total population. The literacy level of Scheduled Tribes in the state presents a varied picture at regional and inter- district levels. Puri (74.62 percent) and Khurda (69.33percent) have higher literacy rate while Malkangiri (35.23percent) and Koraput (35.36percent) have the lowest rate of literacy among tribes (Table 1.3). According to 2011 census over all literacy rate of the country is 73 per cent whereas, this figure for Odisha is 72.9 percent. The literacy rate of scheduled tribes in Odisha is a cause for concern, as it has consistently been lower than that of the total population. The literacy rate among scheduled tribes, which was 37.37 percent in 2001, increased to 52.24per cent in 2011. Male literacy has increased from 51.5per cent to 63.70 per cent during 2001-2011. The gap between the literacy rate of the total population and the ST population is 20.66 per cent. Female literacy continues to be an area of concern despite notable achievement during last decade. ST female literacy increased from 23.36 per cent to 41.20 percent during 2001-2011. ST female literacy is lower by approximately 22.8 percent as compared to overall female literacy of the general population. Literacy rates have increased over the years due to various programs targeted at it by the ministry as well as voluntary and non-governmental organisation, but there still exists a huge hiatus between the general and ST population literacy rates. From the census-2011, it is seen that in case of both general and tribal population the male literacy rate is higher in comparison to female literacy rate. The ST female Literacy rate is showing an increasing trend from 1991 to 2011. ST male Literacy rate has increased 12.20 % from 1991 to 2011 whereas ST female literacy has increased 17.84 % in the same period. The rate of literacy among the scheduled tribes is 52.24% against the overall literacy rate of 72.9% of the State as per 2011 census. The tribal male and female literacy rates are 63.70% and 41.20% respectively. Over the last decade, there has been a significant improvement in literacy level among the STs in the State, which recorded an increase from 37.37% in 2001 to 52.24% in 2011.

Table No--1.2: District wise STs Literacy rate in Odisha

SL. No	Name of the District	Schedule Tribe Population	ST Literacy Rate
01	Angul	179603	61.86
02	Balasore	275678	50.06
03	Bargarh	281135	64.86
04	Bhadrak	30428	43.49
05	Bolangir	347164	54.93
06	Boudh	55364	63.84
07	Cuttack	93745	57.93
08	Deogarh	110400	62.38
09	Dhenkanal	162056	60.39
10	Gajapati	313714	43.66
11	Ganjam	118928	49.71
12	Jagatsinghpur	7862	66.55
13	Jajpur	151432	47.60
14	Jharsuguda	176758	68.72
15	Kalahandi	449456	49.29
16	Kandhamal	392820	58.34
17	Kendrapara	9484	62.39
18	Keonjhar	818878	53.24
19	Khurda	115051	69.33
20	Koraput	697583	35.36
21	Malkangiri	354614	35.23
22	Mayurbhanja	1479576	53.11
23	Nawapara	206327	51.01
24	Nawarangpur	681173	38.54
25	Nayagarh	58691	66.29
26	Puri	6129	74.62
27	Rayagada	541905	36.69
28	Sambalpur	355261	65.76



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29	Sonepur	57192	66.78
30	Sundargarh	1062349	65.08
	TOTAL	9590756	52.24

Source: Census 2011 (ST&SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha)

EDUCATIONAL PROVISIONS FOR TRIBAL CHILDREN IN ODISHA

In traditional tribal societies there was no formal system of education. The knowledge cultivated up to that generation was to be handed over to the upcoming next generation. For acquiring knowledge, the youngsters had to do the same work under supervision of an elders. The art of ploughing, weaving, making of tools and weapons, works of art, house building, cooking etc. have been categorized. The feelings need a smoother medium for expression. The songs may be the songs of planting, harvesting, childbirth, love and marriage which are examples of this generation.

Development of schedule tribe people is a matter of special concern of the State Govt. The state Government has given continuous thrust towards reducing dropout rate particularly in the primary and secondary level and improving the quality of education. Odisha state was one among the pioneers in setting up of Residential Educational Institutions since the initial years.

- National Program for Education of Girls at Elementary level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGVB) are two more schemes introduced to improve the female literacy level and reduce the gender gap.
- The Govt. have already set up English Language Lab in 32 EMRS running in the state, where the basic focus is to improve the English language skill of the students. The programme aims to improve English language skills on four of its major aspects viz. Listening, Speaking, Reading, and Writing (LSRW). In addition to this, special focus shall be given to improve the students' achievement on grammar and communication skills. Through this, the students will be able to gain command over English Language. It is planned to expand the programme to other schools of the department.
- E-enabled computer labs are established in 86 high schools.
- Under the special plan for KBK districts during 2014-15 (up to 31.12.2014) an amount of Rs. 24.19 core was released to the KBK districts for implementation of sports activities in 15 ST Rs.188.99 crore respectively.
- Boarding facilities for students belonging to ST, SC, OBCs in State run Hostels
- Scholarships to STs, SCs, OBCs & Minorities from Primary level right up to Ph.D Level.
- Educational Amenities to ST & SC students like NT Books, Reading & Writing Materials, School Uniforms
- Cash compensation to 'next of kin' during unfortunate incidents of death of Boarder students
- Monetary relief to SC & ST victims of atrocities
- Legal Aid to SCs & STs for establishing their right, title, interest and possession over the disputed land and also for cases under PCR Act,1955 & POA Act,1989
- Insurance scheme for Particularly Vulnerable Tribal Groups (PVTGs) through Janshree Bima Yojana of LIC.
- Cash award to couples performing Inter-caste marriage.
- Margin Money Loan under Bankable Schemes to SCs & ST through the Odisha SC/ST Finance Dev. Corpn
- Minimum Support Price (MSP) to STs as primary gatherers for Minor Forest Produce (MFP).
- Reservation in Posts & Services as per provisions of the ORV Act,1975
- Pre-Examination/Pre-Recruitment Training for appearing at various competitive Exams through Implementing Agencies

ANWESHA: Urban Education Programme for ST children.

In consistent with the objective of providing best of educational opportunities to ST and SC students, State Government has initiated a new scheme from 2015-16 named "ANWESHA" to provide quality education to ST & SC students in partnership with urban educational institutions of the State. The scheme is a pioneering initiative of the State Government to facilitate disadvantaged ST and SC students to receive quality education provided by public schools. Under this scheme, it is envisaged to admit 5,000 ST and SC students Class -I annually in different Private/ Aided/ Govt Schools of repute located in District headquarters/ Urban areas and to provide them education till their completion of Class X. The entire cost of their education, including tuition fee, uniform, books & study materials, transportation to schools and post-school tutoring is borne by the State Government. State Government has also created facilities for free accommodation and food for the students in different hostels with provision of full time Wardens and Cook-cum-Attendants. The Schools are selected & empanelled by the District Level Committee on the basis of criteria like recognition of school, availability of infrastructure, qualification of teachers, PTR, academic performance etc. The beneficiary students are selected through a Lottery system by the District Level Committee under the Chairmanship of District Collector.



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ANWESHA is currently operational in 17 tribal concentrated districts of the State. During the inaugural year i.e. 2015-16, 2708 tribal students were admitted in Class I of different Public Schools. The response during 2016-17 was even better with another 5489 students being admitted in Class I of different public schools. About 135 public schools across 17 districts have currently partnered in the programme. In the next 5 years about 25,000 students are envisaged to be covered under the ANWESHA programme. It is expected that the initiative will go a long way in nurturing the inherent talent among ST/ SC students and steer them to spirit of competitiveness and excellence thereby benefitting them in their student career.

AKANSHYA: Urban Hostel Complex for Post-matric ST students

Over the years, the different interventions of the State Government have greatly contributed in increasing the progression of ST/SC students to Post-matric levels of education. However, the limited number of higher educational institutions poses a hindrance to poor ST/SC students hailing from remote pockets to continue their higher studies as they have to incur additional expenses towards accommodation and other incidental expenses due to unavailability or limited availability of seats in the hostels of different Institutions in urban areas. Many of the ST/SC students although are able to secure admission in good educational institutions, but are often unable get appropriate seats in hostels. This situation forces them to either opt out of higher education or stay in rented accommodation which further aggravates their economic hardship.

Visualizing this problem faced by ST/SC students, the Department has constructed 2 urban hostel complexes in Bhubaneswar- one at Pokhariput for Girl students and the other at Kalinga Vihar for Boys students in order to facilitate Higher Education for ST and SC students. These hostels having the capacity to accommodate 500 students in the ratio of 80% for STs and 20% for SCs provide accommodation free of cost to the students perusing post-matric Professional, Technical, Degree and +2 courses in institutions located in Bhubaneswar. While the Urban Hostel at Pokhariput with 251 girl boarders have been made operational from the academic Year 2016-17, the Urban Hostel at Kalinga Vihar for Boys Students will be made operational from 2017-18.

Considering the importance of creating such residential facilities for ST/SC students in other major urban education hubs in the State, steps have been initiated during 2016-17 to establish another six new Urban Hostels at Berhampur, Sambalpur & Rourkela; 2 in each location - one for Boys and one for Girls.

Over the years, the Department have established 249 High Schools, 173 Girls High School, 62 Higher Secondary Schools, 700 Ashram Schools (Elementary level), 501 Sevashrams (Primary level), 19 Educational Complexes for providing education facilities to students belonging to the Particularly Vulnerable Tribal Groups (PVTGs), 3 elementary teacher Training institutions, and 32 Ekalavya Model Residential Schools (EMRS) managed by the Odisha Model Tribal Education Society (OMTES). All educational amenities like school uniforms, reading & writing materials, payment of HSC Exam fees are provided to the students free of cost, besides providing incidental facilities in the hostels such as cots, blankets, utensils, mosquito nets etc. Construction of Hostels for ST & SC students has been one of the flagship scheme of the Department. Over the years, the Department have sanctioned 6375 hostels in its own educational institutions as well as in educational institutions of other Department like School & Mass Education, Higher Education Department etc.

MULTILINGUAL EDUCATION (MLE) in SSA

Orissa Primary Education Programme Authority (OPEPA) in Orissa during 2005-06 again decided to regenerate the tribal languages. The intention to provide equitable quality education maintaining the linguistic diversities abiding by the national curriculum framework. The operational definition of Multilingual Education in the NCF- 2005 and the position paper on SC/ST education helped a lot to concretize the MLE programme based on the experience of bilingual education programme undertaken in 1996-2004. In 2006 the state Tribal Advisory Committee chaired by the Chief Minister approved 10 ten tribal languages for adoption in MLE. The languages with majority population are Santal, Saora, Munda, Koya, Kui, Kuvi, Koya, Kishan, Oram, and the primitive tribal groups (PTG) are. Juang and Bonda. Out of these Santali language has achieved its status as scheduled language and rest of the languages are non-scheduled languages. Curriculum and instructional materials were prepared by the tribal teachers with the support of MLE experts and community resource support. Block Resource centre coordinators (BRCC) and Cluster Resource Center Coordinators (CRCC) were trained on MLE approach with resource group from DIET. In 2006-07, 154 schools in 10 languages were adopted in 26 Blocks of 8 districts. Total 4000 children were enrolled in these schools. Teachers were from the same language group and they were trained up in MLE approach. In 2008-2009 another 200 schools and 100 Santal schools are added into MLE programme. Srujan a community mobilization programme and Rupantar – Attitudinal training programme for teachers are also planned to be conducted across the tribal areas in the State.(Mishra: 2012) During 2016, the number of MLE schools in the state is 2300 with 3400 language teachers for 21 languages serving 1,43,000 students with linguistic diversities.(Source OPEPA,MLE Unit)



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Table No--1.3: Details of the Educational Institutions Established for SC and ST Students

SL. NO	Category of institutions	Numbers of institutions
1	Ekalavaya Model Residential Schools	32
2	Higher Secondary Schools	62
3	High Schools	249
4	Girls High Schools	173
5	Ashram Schools	700
6	Sevashram	501
7	Residential Sevashram	05
8	Elementary Teacher Training Institutions	03
9	Kalinga Model Residential Schools	4
10	Educational Complex for PTGs	4

Source: Odisha Economic Survey (2018-19)

TRIBAL EDUCATION IN NATIONAL POLICY ON EDUCATION (1986):

The National Policy on Education 1986 (NPE) lays emphasis on the removal of disparities and to equalise educational opportunities by attending to the specific needs of those who have been denied equality so far. The policy identifies women, scheduled castes, scheduled tribes, other educationally backward sections and areas, minorities, the handicapped as the deprived groups needing special attention. To accelerate the pace of universalisation of primary education among the STs, emphasis will be given, for universal enrolment and universal retention of children up to 14 years of age and a substantial improvement in the quality of education. The child-centred approach attempts to build the academic programme and school activities around the child. Micro level planning by taking family as unit is stressed. Priority will be accorded to opening primary schools in tribal areas. Provision will be made of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weather, and the necessary toys, blackboards, maps, charts and other learning material. At least two teachers, one of whom a women, should work in every school, the number increasing as early as possible to one teacher per class. A non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools. As STs have its distinctive characteristics in languages, curriculum and instructional materials will be developed in tribal languages at the initial stages, with arrangements for switching over to the regional language. Educated and promising scheduled tribe youths will be encouraged and trained to take up teaching in tribal areas. Residential schools, including Ashram Schools will be established on a large scale. Incentives schemes will be formulated for the scheduled tribes, keeping in view their special needs and life styles. Scholarships for higher education will emphasise technical, professional and para-professional courses. Special remedial courses and other programme to remove psycho-social impediments will be provided to improve their performance in various courses. Anganwadis, Non-formal and Adult Education Centres will be opened on a priority basis in areas predominantly inhabited by the scheduled tribes. The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their creative talent.

In the field of higher and technical education special provisions such as reservation of seats, relaxation in minimum qualifying cut-off percentages, remedial coaching and scholarships were being extended by the Department of Secondary and Higher Education. Similar concessions were also given to ST students for improving their skills in the up-coming/modern trades which have better employability. As the educational programmes and the special concessions given by the Departments of Elementary Education, Literacy and Secondary & Higher Education are common to SCs, STs and the other Disadvantaged.

The scheme of 'Hostels for ST Girls' and Boys', being one of the major support services, aims to reduce the present high drop-out rates and increase the retention rates at the middle /higher level education amongst STs. The place of progress of this scheme has been very slow during the Ninth Plan as there was no encouraging response from the states/UTS due to the financial crisis. Of the Ninth Plan outlay of Rs.73.30 crore, an expenditure of Rs. 53.20 crore was incurred for the construction/ expansion of 289 hostels benefiting 10,649 ST girl students and Rs.32.12crore for 317 hostels to accomodate13,958 ST boy students.

The scheme of Ashram Schools was launched with an objective of extending educational facilities to ST boys and girls through residential schools with conducive environment to their learning. A review of functioning of the Ashram Schools has revealed that most of them are very badly maintained and do not have even the basic facilities. The scheme of Educational Complexes in low – literacy pockets has been launched with a specific objective of promoting education amongst ST girls. The scheme impacts education to tribal girls, especially those belonging to primitive tribes, in 134 districts in 11 states where the literacy rate among the ST women



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is less than 10 percent as per the 1991 Census. In addition, coaching facilities are being extended to ST students through Pre-Examination Training centres to enable them to compete with others in various competitive examinations. Vocational Training Centres is yet another scheme which aims to impart vocational training to ST students to increase their employability.

TRIBAL EDUCATION IN NEP-2020

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015- seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for the Sustainable Development can be achieved. According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper. Tribal communities and children from scheduled tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

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