

Research Article

EDUCATION OF BHATRA TRIBE. A CASE STUDY OF NABARANGPUR DISTRICT

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Abstract

According to John Kenneth Galbraith “There is in our time no well educated literacy population that is poor; there is no illiterate population that is other than poor.” There is a direct relationship between human resource and the development of a country. For instant, most of advanced countries are advanced because their human resource is high. On the contrary, many African, Asian, and south American countries have less human resource which reflected to their development. Tribes are backward due to their human resource index is very poor. We can imagine how important the human resource in the development of tribals is? Education is the most vital component of the human resource; tribal education is very sensitive in our country. There are many research on Tribal education but no has undertaken any study Bhatra tribe in nabarangpur district in Odisha. there in as their research on education of Bhatra tribe therefore, I chose this topic as my research study. This paper focuses on education of Bhatra tribe, and also, one of the parameter of the HDI, that is specifically on tribal education and some suggestion to boost education of Bhatra tribe.

Keywords: HDI, Human resource, Bhatra Tribe.

Introduction

N district is one of the KBK district, literacy rate of the state may be the least that is 48.20% , 90% of population depend on agriculture and 55.79% of population are STs. Out of 55.79% STs population 47.77% are ‘‘Bhatra’’ as per the 2011 census. the Bhatra tribe found in all blocks of Nabarangpur except Raigarh and Chandahandi. Mr. Tylor has identified them with the Murias of Bastar and it is said that they are immigrants from Baster. Gopinath Satapathy, 1964 said that it seems that both Murias and Bhatras are the sub-division of the great Gond Tribe. The Bhatra are one of the major agricultural related tribe of the district. They speak Bhatri, a non literacy dialect among themselves. They speak a corrupt form of Odiya language known as Desia. From the above facts we can concluded that the gravity of educational level of Bhatra tribe of the district. In order

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to bridge the gap between the haves and the have nots, Indian constitution has provided some preventive and promotive provision, for tribals. Article 15(4) asserts that the state will take positive development steps towards the socially and educationally backward classes and the SCs and STs. Article 46 articulates the special aim to promote educational and economic interests of STs and Article 21(A) asserts that ‘ ‘ The state shall provide free and compulsory education to all children of the age of six fourteen years in such manner as the state may, by law determine.

Literature Review

- **Lal Meera. Education- The Inclusive growth strategy for the economically and socially disadvantaged in the society.** They found that among all school dropouts, Adivasis and Dalits form the biggest group. Further, the largest group amongst them is girls. Moreover , at times, abusive behaviour in schools serve to reinforce caste divisions, for example in Orissa, in one particular school, as part of midday meal scheme, children were segregated on caste lines and served on that basis. In another school in Rajasthan, a particular group could be identified as belonging to a different section based on the gunny-sacks where they were made to sit.
- **Andrabi Azad Ahmad. Development of Education Of Scheduled Tribes in Jammu and Kashmir.** Education among the STs of Jammu and Kashmir reflects pathetic scenes. Their level of education is very low and declines sharply, which is a matter of serious concern and problem for the entire country as it is difficult for mainstreaming the disadvantaged sections of the society
- **K. Sujatha. Educational Among Scheduled Tribes.** Her finding is, education of tribals cannot be left to short-term plan strategies. It is important that planners take a long-term view which is embedded in a meaningful policy framework. Emphasis should be on quality and equity rather than quantity as has been the case in the past. The prime focus should be on provision of quality education that makes tribal communities economically effective and independent.
- **E Mahesh and Debi Sailabala.** Development of Education of Scheduled Tribes in Orissa: The role of PESA Act. The main findings of the study are(1) The literacy rate of male, female and total population of scheduled tribes in the scheduled districts are lower than the non scheduled districts with an exception to the district of Sundergarh. The lowest female literacy rate is found to be less than 8 % in Malkangiri district(scheduled district), which is really a matter of serious concern. About 27 % of the habitations with predominately ST population do not have a primary school within a radius of one KM.
- **Mahapatra Hrushikesh and Kanungo K Akshaya.** Their findings are the problems and issues in language, text book and medium of instruction are very typical to the tribals of Raygada as to any other region of county where multi-ethnic and multi-lingual indigenous tribal groups are existing. Development in the education sphere can only be possible when the key issues are addressed properly. These issues and problems, which can fail the entire education system even before it is actually implemented unless, addressed planning across the board for all categories of children.
- **Pathanta Raj, Kaur Praveen and Pathanin Pawan. Problems Faced By The Tribal Students in Educationd.** The success stories of education of tribals speak of the role of the govt and NGOs. Tribal children, who ever attended school in the remote areas of the East Indian state of Orissa, have done so for the first time. An Indian development organization has changed the prevalent attitude among tribals that sending children to

schools is no good. Parents now value education and send their children to school. An educational support centre started in the slums of New Delhi not only helps differently-abled children, but also allows regular school-going children from poor families to find a foot old in society. For the first time since independence, three states-Kerala, Mizoram, and Himachal Pradesh have told the govt of India that they did not need any more primary school buildings. This is the welcome knock in the field of education.

- **Sengupta Susmita and Ghosh Shovan. Problems of Education Among The Scheduled Tribes In India: Finding A Balance.** The Govt of India has repeatedly acknowledged the disadvantaged status of the tribal communities in education and recognized the need to address it. Several initiatives like village education communities, school inspectors, Siksha Bondhu, Madhyamik Siksha Kendra, etc., have been implemented. Universal elementary education a success.
- **V. S Suresh. 2013, Role of family in the education of tribal students.** His main findings are only a majority of tribal parents have high positive attitude towards the education of their children. Majority of them possess neutral attitude towards education. Attitude towards education is almost normally distributed in the population of tribal parents. Fathers and mothers of tribal students differ significantly with regard to their attitude towards education. Mothers of tribal students have more favorable attitude towards the education than their children compare to that of their fathers.
- **Ghadai ku Sanjaya. Inclusive and quality education for tribals: Case study KISS (Odisha).** His finding the post RTE Act, 2009, universal access to education in government primary school has become a reality. Mainstream government schooling. It's therefore a sharp relief that KISS Odisha has become a shining template of empowerment for deprived tribal children. The Oslo Summit (2015) enjoined upon all developing countries to work towards quality and value based education.
- **Patel Ankit, 2014. Need for Life Skills Education among Tribal and Non Tribal Students.** His findings are there is significant effect of intelligence on the level (High, Medium Academic achievement) of the academic achievement between tribal and non tribal students. There is significant effect of Academic motivation on the levels of the academic achievement between tribal and non tribal students. There is significant of the mean difference of academic achievement of tribal and non tribal students. There is no significant interactional effect of I.Q. caste on the academic achievement of tribal and non tribal students. There is no significant interaction effect of Academic Motivation X caste on the academic achievement of tribal and non tribal students.
- **Nayak Srimati, 2003. Tribal Development in Orissa: An analysis of Health and Educational Policies for Tribal Women.** His findings are it is evident from the present study and opinions collected from different segments of the population that the education of the saoras has been confronted with several problems. The possible solutions would be parental awareness should be created in the field of education, health, and outer would by government as well as private efforts. Possible efforts should be made to change their unhealthy social customs and practices. Various economic programmes should be launched to raise their economic standard. It will be helpful if they are trained with modern agriculture systems, handicrafts, and household products and sell their products in fair prices.
- **REDDY KETHU SUBBA, 1997. TRIBAL EDUCATION IN ANDHRA PRADESH A SOCIOLOGICAL EXPLORATION.** His findings are the educational advancement of

tribals within the broader context of the integration approach towards scheduled tribals, as ensued in the national policy. As discussed in chapter one, the integration approach towards tribals was adopted by independent India, to counter the probable ill effects of isolat

Research Gap

From the above literature review, it can be inferred that there are N number of literature reviews on Tribal Education but no one has been taken research study on Bhatra tribe with specific of Nabarangpur district thereby I chose this area.

Objective

- To know the educational level of Bhatra Tribes of the district.
- To know the relationship between literacy and HDI.
- To know the female literacy of bhatra tribe of the district.
- To suggest some remedial measures to improve tribal education of the district specifically to Bhatra tribe.

Hypothesis

1. The Bhatra tribe, education is very poor in the district.
2. Low literacy of the district is due to low female literacy of Bhatra tribe.
3. The higher education is very low in case of Bhatra tribe.

Research Methodology

This paper is based on both primary and secondary data collected from the district , the secondary data collected from 2011 census, and the Primary data collected in the mode of the question peronal Interview and responds of the people. Interview and field study are undertaken to collect the relevant data. Data were collected on the basis of simple random sampling technique for the in-depth study Data were from Nadahandi block which is one of the highly populated Bhatra Tribal blocks of Nabarangpur district.

Data Analysis

Table-1. Literacy of Bhatra tribe

Literacy and Members Number of house Hold	Member of house hold	Literacy
1	6	16.66
2	8	12.5
3	4	50
4	4	25

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5	5	60
6	4	50
7	10	20
8	5	60
9	5	20
10	6	50
11	6	33.33
12	3	00
13	4	25
14	4	50
15	4	50
16	4	50
17	4	50
18	4	00
19	3	00
20	8	14.28
21	4	25
22	4	00
23	4	50
24	6	00
25	4	100
26	4	75
27	3	100
28	6	16.66
29	4	25
30	5	40
Total	145	35.61

Collected from house hold

As per the 2011 census India's literacy is 74.04%, odisha's is 72.87%, this district's is 46.48 and ST literacy of the district is 31.48. From the above data has collected from the house hold of Bhatra tribe, Bhatra tribe's literacy is 35.61, which seems to be more than that of the ST literacy of the district. Indeed it is more because it has collected now but the ST literacy had collected in 2011. From the above data we can concluded that the Bhatra tribe's literacy is very poor which led to lower the HDI.

Table 2. Age literacy of Bhatra tribe groups of

Age Groups No of house hold	Total no of house hold	0 to 15	16 to 60	61 to 100
1	6	50	00	00
2	8	25	00	00
3	4	25	25	25
4	4	25	00	00

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1	6	50	00	00	00	00	00
2	8	25	00	00	00	00	00
3	4	00	25	00	00	00	25
4	4	00	25	00	00	00	00
5	5	00	40	20	00	00	00
6	4	00	25	00	00	00	00
7	10	30	00	00	00	00	00
8	5	20	40	00	00	00	00
9	5	20	20	00	00	00	00
10	6	00	33.33	00	00	00	00
11	6	33.33	00	00	00	00	00
12	3	33.33	00	00	00	00	00
13	4	50	00	00	00	00	00
14	4	00	50	00	00	00	00
15	4	50	25	25	00	00	00
16	4	00	25	00	25	00	00
17	4	00	50	00	00	00	00
18	4	75	25	00	00	00	00
19	3	33.33	00	00	00	00	00
20	8	37.50	12.50	12.50	00	00	00
21	4	25	25	00	00	00	00
22	4	25	00	00	00	00	00
23	4	00	50	00	00	00	00
24	6	16.66	16.66	33.33	00	00	00
25	4	50	00	00	00	00	00
26	4	50	00	00	00	00	00
27	3	33.33	00	00	00	00	00
28	6	33.33	16.66	00	00	00	00
29	4	00	33.33	16.66	00	00	00
30	5	20	20	00	00	00	00
Total	144	23.69	18.58	3.58	0.83	00	0.83

Collected from house hold

As we showed that the table primary education of Bhatra tribe is more than that of high school and higher education, is need of the our Bhatra tribe of the district. To develop Bhatra tribe is requires to develop education of Bhatra tribe.

Table 4. female literacy of Bhatra tribe

No of House Hold \ Literacy	No of house hold	Total female	Female Literacy
1	6	2	25
2	8	2	00
3	4	3	00
4	4	3	50

5	5	4	10
6	4	3	25
7	10	3	16.66
8	5	2	00
9	5	3	16.66
10	6	6	00
11	6	2	20
12	3	3	00
13	4	1	33.33
14	4	2	25
15	4	2	25
16	4	2	00
17	4	2	40
18	4	3	40
19	3	3	50
20	8	2	25
21	4	3	33.33
22	4	2	25
23	4	3	16.66
24	6	2	00
25	4	2	00
26	4	2	25
27	3	1	20
28	6	3	50
29	4	1	00
30	5	2	00
Total	144	74	19.05

Collected from house hold

As per the census 2011 the female literacy of India is 65.46, female literacy of the state is 64.01%, female literary of the district is 35.80% and female literacy of ST of the district is 22.94%. As per my collection from the house the Bhatra tribe female literacy is 19.05%, from the above data we can concluded that the female literacy of the Bhatra tribe is very sensitive of the district. Those tribal female are very low literate then we can guess their developmental levels. Which lead to low HDI of Bhatra.

Conclusion

The above information reveals that the education of Bhatra tribe is very poor. The female education of Bhatra tribe is more vulnerable, which leads to a low HDI of the tribe? The primary education of the tribe needs an outcome oriented rather than just to achieve an enrollment. More focus should given on higher education, because of two reasons, viz., one, higher education of the district is very poor, second higher education is the driver of employment generator through which the tribe can reap demographical dividend.

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