IOSR Journal Of Humanities And Social Science (IOSR-JHSS)
Volume 22, Issue 9, Ver. 3 (September. 2017) PP 34-41
e-ISSN: 2279-0837, p-ISSN: 2279-0845.
www.iosrjournals.org

Educational Challenges and Attainments among the Children of Scheduled Tribes of Fifth Scheduled Area in Odisha

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Abstract: Education is a tool for discovery. It has been recognized as a powerful instrument of social, economic, and political change of society. The importance of education as an agency of modernization as well as a source of employment has long been realized in our national plans for welfare of marginalized sections. Realizing the importance of education, Article-46 of the Directive Principle of State Policy declares "the state shall promote with special care, the educational and economic interest of the weaker section people and in particular of the schedule caste and schedule tribe and shall protect them from social injustice and all forms of exploitation". This paper is an attempt to present the educational challenges and attainments among Scheduled tribes of district Koraput of Odisha. Koraput, which falls under the Fifth Schedule Area having Average Literacy rate 49.21%. The major factors of dropout, infrastructure of schools, teacher's attitudes towards students, teacher and parent relations, and role of School Management Committee (SMC) are going to be discussed in this paper. The present study was carried out in 28 villages of five Grampanchyats of district Koraput of Odisha namely Umuri, Deoghati, Lankaput, Kumaragandhana, Badasuku Grampanchyats. The data collected through the questionnaire methods and qualitative and quantitative methods are followed to analyses the data.
Key Words: Education, Challenges, Attainments, Scheduled Tribe, Fifth Schedule Area, Dropout

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Date of Submission: 22-08-2017 Date of acceptance: 08-09-2017

I. Introduction:

Education is a tool for discovery. It has been recognized as a powerful instrument of social, economic, and political change of society. Educational attainment is a powerful indicator of social and economic development among the backward and marginalized groups in India. Investing in education plays a key role in meeting the World Bank's social development objectives, which support inclusive growth, social cohesion, and accountability in development. Professor Amartya Sen recently emphasized education as an important parameter for any inclusive growth in an economy. India is heading towards inclusive growth but lack of education, skills development and transparent governance became great hindrance in the pathway of inclusive growth. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. There are over 500 tribes (with many overlapping communities in more than one State) as notified under article 342 of the Constitution of India, spread over different States and Union Territories of the country, the largest number of tribal communities being in the State of Odisha. Although Scheduled Tribes are a minority, they constitute about 8.2 % of the total population in India. About 93% of the tribal people live in rural areas and are engaged in agricultural pursuits. Nine States like Andhra Pradesh, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, and West Bengal which together account for more than four-fifths of the total tribal population in India. The Comparative Literacy Rates of STs and Total Population in India from 1961 to 2011 are shown in table – 1. The percentage of literacy of tribes was only 8.53% in 1961 which has increased to 72.99 % in 2011. But female literacy among tribes is only 54.4 % compared to male literacy of 71.70%.

TABLE- 1: Comparative Literacy Rates of STs and Total Population (1961-2001) (Figures in percentage)

Comparative Literacy Rates of STs and Total Population (in per cent)						
Category / Census Year	**1961**	**1971**	**1981**	**1991**	**2001**	**2011**
Total Population	28.3	34.45	43.57	52.21	64.84	72.99
Scheduled Tribes	8.53	11.30	16.35	29.60	47.10	58.96
Gap	**19.77**	**18.15**	**19.88**	**22.61**	**18.28**	**14.03**

Source: Statistical Profile of Scheduled Tribes in India 2013

From the table no. 1, it may said that despite government efforts to promote education among the Scheduled Tribes (STs), their literacy rates as compared to the national average have remained low.

TABLE- 2: Gender wise Literacy Rates of STs and Total Population in India from 1961 to 2011(In Percent)

Year	**Scheduled tribes**			**Total Population**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
1961	13.83	3.16	**8.54**	40.40	15.35	**28.30**
1971	17.63	4.85	**11.39**	45.96	21.97	**34.45**
1981	24.52	8.05	**16.35**	56.38	29.76	**43.57**
1991	40.65	18.19	**29.60**	64.13	39.29	**52.21**
2001	59.17	34.76	**47.10**	75.26	53.67	**64.84**
2011	71.70	54.4	**58.96**	82.14	65.46	**72.99**

Source: National Commission for SCs & STs, Fifth Report& Census, 2011

The literacy rate as per Census 2011 is 73% but for STs is 59% only. The female literacy rate is also lower as compared to the national average. The overall literacy gap amongst the various groups and STs has come down from 19.77% in 1961 to 14.03% in 2011.

Tribal Education in Odisha and Koraput

Odisha, the most picturesque state in eastern India, occupies a unique place in the tribal map of the country having largest number of tribal communities (62 tribes including 13 Particularly Vulnerable tribes) with a population of 8.15 million (is this figure for PVTGs or tribes of Odisha) constituting 22.3% of state's population. Literacy is considered as one of the crucial indictors of education. According to the 2011 census the total literacy rate of Odisha is 63.08% against the total literacy rate of India 64.80%. Female literacy in odisha is only 50.51 % compared to male literacy of 75.35% which can be seen in table – 3.

TABLE- 3: Growth of Literacy in Odisha vis-à-vis India

Year	Odisha (literacy in %)				India (literacy in %)			
	Male	Female	All	Decadal Growth	Male	Female	All	Decadal Growth
1951	27.23	4.52	15.8		27.16	8.86	18.33	
1961	34.68	8.65	21.66	5.86	40.4	15.35	28.3	9.33
1971	38.29	13.92	26.18	4.52	45.96	21.97	34.45	6.15
1981	46.39	20.6	33.62	7.44	56.38	29.76	43.57	9.12
1991	63.09	34.68	49.09	15.47	64.13	39.29	52.21	8.64
2001	75.35	50.51	63.08	13.99	75.3	53.7	64.8	13.2
2011	81.59	64.01	72.87	9.79	80.89	64.64	72.99	9.24

Sources: Census of India 1951-2011

As expected, the level of literacy among scheduled tribes has always been a matter of concern. In the case of Scheduled Tribes in Orissa, it is in fact much lower than for the rest of the population. Out of 30 administrative districts of Odisha, 6 districts like Koraput, Rayagada, Nabarangpur, Malkangiri, Mayurbhanj and Sundargarh are declared as fully Scheduled districts. Koraput which falls under the Fifth Scheduled area, as per the Census 2011, around 49.21 percent of the tribal population in the district was literate as against the State average of 63.61percent.

TABLE- 4: Literacy Rate in Koraput vis-à-vis Odisha

Indicators		Odisha		Koraput	
		In Number	In %	In Number	In %
Odisha literacy rate	Total	2,67,42,595	72.87	5,68,090	49.21
	Male	1,50,89,681	81.59	3,40,843	60.32
	Female	1,16,52,914	64.01	2,27,247	38.55
Scheduled Caste literacy rate	Total	71,88,463	17.13	1,96,540	14.25
	Male	36,17,808	17.06	96,789	14.26
	Female	35,70,655	17.02	99,751	14.23
Scheduled Tribes literacy rate	Total	95,90,756	22.85	6,97,583	50.56
	Male	47,27,732	22.29	3,37,373	49.7
	Female	48,63,024	23.42	3,60,210	51.4

Sources: District Census Handbook Koraput, 2011

With a population of 1,379,647, this district has 157 primary schools, 97 high schools, 80 colleges and a university. Despite this entire infrastructure available for education, the literacy rate of scheduled caste and scheduled tribe population is only 14.25% and 50.56% respectively. The tribal literacy rate of Koraput district is 50.56% out of which male literacy is 49.7% and female literacy is 51.4%.

Constitutional Safeguards for Achieving Universalization of Education

A commission under the chairmanship of Dr D.S. Kothari was set up in 1964 (Parthasarthy, 1992: 94), and free and compulsory education was first mooted by this commission. The policies formulated by the central government do not have sufficient direct relevance to tribal groups. These ambitious plans and programmes may be common to the entire nation and are part of a national infrastructure, but are often devised in complete isolation from local realities. Constitutional safeguards and national policies in India have increasingly focused on human rights concerns and stress universalization of elementary education. It is reflected in the Constitution (Eighty-Sixth Amendment Act of 2002), which introduced a new sub-article 21-A (Right to Education), providing 'the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine'. In addition, among the Directive Principles of State Policy too, Article 46 (Promotion of educational and economic interests of Scheduled Caste, Scheduled Tribes and other weaker sections) of the Indian Constitution (1950) proclaims that the State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation'.

II. Literature Review:

A brief review is worthwhile in order to highlight what has already been done in the field.

The National Council of educational Research and training made substantial contribution to the area of tribal education. A seminar on tribal education in India **(1993)** organized by the National council of educational research and Training discussed the various aspects of tribal education like the facilities available, coverage, wastage and stagnation, utilization of financial assistance, basic problem of tribal education, socio-economic problems, curriculum, methods and text books and the relative roles of Government and voluntary agencies in the education of tribal people. The seminar altogether has suggested a new revised curriculum for tribal education. Familiarity in tribal language by the teachers also is essential for the improvement in tribal educational attainment.

Lal, M. (2005) found that among all school dropouts, Adivasis and Dalits form the biggest group. Further, the largest group amongst them is girls. Education, thus for the weaker sections of the society needs to become the panacea and an inclusive growth strategy for their economic and social up-liftment. Education has special significance for the SCs and STs who are facing a new situation in the development process.

Nair, P. (2007) has given importance on non-formal education in tribal areas particularly to reach out to the hardest-to reach group of children in remote areas. NFEs therefore target children who are drop-outs from the formal system of education. This non-formal method provides room for innovations and injects flexibility to a rigid system in terms of organization, teaching method, content, target group of learners and evaluation procedures.

Abdulraheem, A. (2011) explained that education as an important parameter for any inclusive growth in an economy and the policies have to focus on inclusive rather than divisive growth strategies.

III. Methodology

In order to provide initial insights and understanding of illiteracy eradication policies in India, and to provide a perspective from below in the education system of India in general and tribal in particular, a study was carried out with the help of a NGO (SOVA, Koraput) in the Koraput District of Odisha. Keeping in mind of Right of Children to Free and Compulsory Education Act, 2009 the study purposefully covers ST children in the age group of 6–14 years which is the group that has entitlements under the RTE Act. There are 21 schools in 28 villages of 5 Panchyats of the Koraput district. The sample of informants such as students, teachers, and parents has been selected from each of the 28 villages employing random or purposive sampling techniques. The sample of Key informants who mostly provided relevant data for the purpose of the study constitutes the following:

- Students (20 children per village): 560
- Parents (3 per village): 84

The study was purposely focused only on tribal population because the study shows (Gautam, V. (2004), Lal, M. (2005), Nair, P. (2007)) they remain outside of mainstream society and are very much affected by poverty and illiteracy compared to other communities in India.

In terms of methodology, both primary as well as secondary data were collected for this study, which is based on random sampling as well as purposive sampling with a significant element of participatory method. The nature of the questionnaires used is structured and unstructured, using both open- and close-ended questionnaires. These questionnaires cover socio-economic and cultural aspects like knowledge and views about the education system and parental attitude towards their children's education. In conversation with the parents, further educational aspects like awareness of and participation in educational structures such as school management committees, and perceived problems in the education system, have been researched.

The three main parameters on which the study was based are:

1. Enrolment and retention, school drop-out rates and out-of-school children,
2. Physical infrastructure of schools and hostels, security and safety of students, quality of education material.
3. parent attitude towards education and role of School Management Committee (SMC)

Objectives: To present the educational challenges and attainments among Scheduled tribes of district Koraput of Odisha. Koraput.

IV. Result and Discussion:

Children are the alternative stakeholder of education. Tables 5-6 below explore the fieldwork results of children's frequency of school attendance, their reasons for not being regular and absent in class. Education is a continuous process, so regular attendance in school is an important condition of education, if pupils who miss out on classes will not be aware of what was taught in the class during their absence. Consequently, returning to school after some gap, such children will find it difficult to cope.

TABLE- 5: Frequency of School Attendance in the Last Six Months

Sl. No	Frequency of School Attendance in the Last Six Months				
		Number of Respondents		Percentage	
	Attendance	Male	Female	Male	Female
1	Regular	293	158	65.11	40.51
2	Somewhat regular	52	39	11.55	10.00
3	Absent	105	193	23.33	49.48
Total		450	390	100	100

Source: Filed survey

Table 5 shows that the attendance of the respondents is largely absent particularly it seen among the girls. About 49.48 percentage of girls were totally absent in the school where as 23.33 percentage of boys were absent in school. About 10 per cent girls and 11.55 percent boys were somewhat regular. Regularity in schooling was 40.51 percentage among girls as compared to boys which was 65.11 percentage. Some specific reasons for such high degrees of absence and irregularity are discussed below.

Reasons for not Being Regular in Class

For education to be meaningful, cooperation and supervision of parents seem to be an essential element. Parents should show an interest in their children getting educated and motivating them to study. However, table 6 illustrates that about 18.46 percentage of girls' put the blame on their parents for their discontinuation in education whereas about 3.77 percent boys blame their parents for their irregularity in school.

TABLE- 6: Reasons for not Being Regular and Absent in Class

Reasons for not Being Regular and Absent in Class					
		Number of Respondents		Percentage	
Sl. No	**Reason for Irregularity and absenteeism**	**Male**	**Female**	**Male**	**Female**
1	Parents not interested	17	72	3.77	18.46
2	Wage labor	63	28	14.00	7.17
3	Agricultural labor	36	40	8.00	10.25
4	Marriage	5	26	1.11	6.66
5	Household work	11	45	2.44	11.53
6	No interest	23	17	5.11	4.35
7	Health problems	2	4	0.44	1.02
6	NA	293	158	65.11	40.51
Total		450	390	100	100

Source: Filed survey

The second frequent reason for girls to be absent in class is domestic work (11.53 per cent). They are mostly engrossed with housework and taking care of siblings. Not only the girls who were irregular in school due to the household work but also 2.44 percent of boys irregular for the same cause. In case boys, the most frequent and basic hurdle in attending school regularly is wage labour. In addition, almost equal percentage of boys and girls (5.11 and 4.35 respectively) were not interested in education. While asked them about the reason for their reluctance in education, students expressed the opinion that the attitude of the teacher is their basic reason for not attending school while other reasons given are minor. Notably, together, these are 35per cent and 59 per cent of all tribal male and female children respectively in this sample whose educational progression suffers because of lack of parental interest and commitment or due to economic constraints. Only 65.11 per cent tribal boys and 40.51 girls student respondents, listed in column 6 of Table 6, were regular students so the question of irregular attendance was not applicable to them.

Parental Aspects on Education:

Parents are the backbone of the education system. Their awareness and understanding of the importance of education impact significantly on the educational participation rate and progress of their children. Both the mother's and the father's education were considered relevant, but it was found that mothers of all the students were illiterate. It is well-known in India that the mother is normally the first teacher of the children both in terms of literacy and in shaping the moral conduct of the children. While Table 7 below shows that 61.9 per cent of the male respondents are illiterate, 25 per cent of the men have primary education and 7.14 per cent have upper primary education, and 4.76 have secondary education, while only 1.19 per cent were graduates. Most of the tribal children are first generation learner, which is why this tribal community, illiteracy seems to be handed down as a family legacy.

TABLE- 7: Fathers' Educational Qualification

Fathers' Educational Qualification			
Sl. No.	**Educational Qualifications**	**No. of Respondents**	**% of Respondents**
1	Illiterate	52	61.9
2	Primary	21	25.0
3	Upper Primary	6	7.14
4	Secondary	4	4.76
5	Graduate	1	1.19
Total		84	

Source: Filed survey

It was found that where the parents themselves are illiterate, their children are likely to remain unaware of the value of education and are not able to appreciate its benefits. Parental illiteracy appears to be a major reason for high absentee or dropout rates among tribal children. Instead of directing their children towards schooling, many send them to the fields to augment the family income or simply keep them in the house. These kinds of differences exclude them from socio-economic development and are likely to impact negatively on education unless parents develop a vision that their children would benefit from education. This vision itself does not appear to exist in the field area, as the following sections indicate.

School Management Committee

India's Right to Free and Compulsory Education Act of 2009 stipulates that in each Government school, a school committee should be constructed and renewed every two years. In the school committee 75 per cent of members should be students' guardians. The provisions about involvement of guardians in the school committee reflect the intended democratization of India's education policy and aim to generate increased awareness about the importance of education. Members' suggestions for developing the education system should be taken seriously. Yet our responses from the field reflect a very different picture.

TABLE- 8: Awareness of Membership in School Committee Meetings

Awareness of Membership in School Committee Meetings			
Sl. No.	**Respondents' Views**	**No. of Respondents**	**% of Respondents**
1	Yes	27	32.14
2	No	57	67.85
Total		84	100

Source: Filed survey

Out of the 84 parental respondents, only 32.14 per cent were aware of the school committee, which suggests that the majority of parents were not even aware that there is a school management committee. This suggests that the basic objective of the education policy, to encourage democratic participation, is still a dream far from being achieved in this particular school and is probably also a more generally applicable conclusion. Such lack of awareness leads directly to lack of direct parental participation in the education system.

TABLE- 9: Membership in the School Management Committee

Membership in the School Management Committee			
Sl. No.	**Respondents' Views**	**No. of Respondents**	**% of Respondents**
1	Yes	25	29.76
2	No	59	70.23
Total		84	100

Source: Filed survey

Out of the total 84 tribal parents covered in the sample, only 29.76 per cent were members of the school committee. This reflects that the majority of tribal parents are not members of this committee. In light of the various five-year plans and the motto of various policies for the closer involvement of weaker section of the society, however, especially SC/ST parents, if 70.23 per cent of the ST parents are not members of the school committee, questions may still be raised if that is good enough. The evidence below shows, though, that even formal membership does not mean that there is meaningful and effective participation from ST parents.

TABLE- 10: Participation in School Committee Meetings

Participation in School Committee Meetings			
Sl. No.	**Respondents' Views**	**No. of Respondents**	**% of Respondents**
1	Yes	16	64.0
2	No	9	36.0
Total		25	100

Source: Filed survey

Table 10 shows that 64 per cent of guardians are participating in the school committee meetings among members of the school committee. This reflects that the majority of the members participate actively in the school committee. Further, during the discussions, it has been found that only a few are actually active participants. It was found through participant observation that their numbers and input are very minimal but no special characteristics of participating parents were observed. This further confirms that this local school committee is functioning as a democratic institution only on paper, and in practice this implies probably a marked failure of the 2009 Education Act. Lack of parental participation reflects lack of awareness about the education system as a whole and the importance of education in particular.

Parental attitude on Male and Female education:

Examining the attitudes of parents about their views on the benefits of education for male and female children, respectively, predictable gender differentiations were identified, as Tables 11 and 12 confirm. The vast majority of parents agree that male education is important and mainly relevant for employment and to get better knowledge. It can be inferred that the respondents feel that education for male children is not irrelevant as it provides employment opportunities and knowledge that can protect them better from exploitation by money lenders, in particular, both inside and outside the community.

TABLE- 11: Parents' Opinion on Male Education

Parents' Opinion on Male Education			
Sl. No.	**Respondents' Views**	**No. of Respondents**	**% of Respondents**
1	Interested	56	63.09
2	Not Interested	31	36.90
Total		84	100

Source: Filed survey

In the case of girls' education, though, more than 69.04 per cent of the parents said that they were not even interested in girls' or daughters' education, while only 30.95 per cent felt that education for girls or daughters was good for opening up some employment opportunities.

TABLE- 12: Parents' Opinion on Female Education

Parents' Opinion on Female Education			
Sl. No.	**Respondents' Views**	**No. of Respondents**	**% of Respondents**
1	Yes	26	30.95
2	No	58	69.04
Total		84	100

Source: Filed survey

Most respondents did not favour education of girls, they perceived that education is not important for girl children. The general feeling was that after marriage their daughters will remain busy with household work, hence, they are not interested in girls'/daughter's education.

Infrastructural availability:

It may be pointed here that infrastructure facilities in schools have significant influence on enrolment and dropouts (Tilak, 2004). With respect to the infrastructure facilities like classrooms, school building, play-ground and boundary wall seemed to be somehow adequate in the schools visited. There are 21 schools in 28 sampled villages of five panchyats in study area. Out of these 21 schools 8 schools has been upgraded to Upper primary school and 1 school to higher school. In case of infrastructure availability in primary school it found that due to low student strength the physical space in Schools did not seem to be a major constraint, except for classrooms being in need of minor repairs. Where Primary Schools are being upgraded into Upper Primary and High Schools, there is no corresponding infrastructure capacity built in to provide decent physical space and human resource. We found multiple classes in one classroom and shortage of teachers in such Upper Primary Schools.

But the two important facilities either totally missing or in a negligent state in all these schools were toilets and drinking water. No school in of the visited had a functioning toilet. Electricity was also not available in most schools and where there was a connection, it was removed due to non-payment of dues. No school has a pucca kitchen or a decent cooking facility and therefore the mid-day meal is being prepared with low priority towards hygiene and sanitation.

Classrooms and teaching facilities: Table no.12 below shows that 57.14 per cent schools have concrete building, In fact in some schools there were tiled floors and neat walls with good quality blackboards. Some schools also had desks and seating arrangements for students. In some schools the teachers themselves have not been

TABLE- 13: Classrooms and teaching facilities (Total no. of school 21)

Classrooms and teaching facilities	***Number***	***Percentage***
Concrete building	12	57.14
Minimum 2 rooms with verandah	16	76.19
Whether safe for children (no roof leakage, strong walls, concrete floor)	16	76.19
Space - 1 room for 40 children – minimum size.15x20 or 20x20 ft, verandah 40X10	16	76.19
Pupil Teacher ratio (1:40)	17	80.95

Source: Filed survey

Provided with table and chair. Although the classroom size (Space - 1 room for 40 children – minimum size.15x20 or 20x20 ft, verandah 40X10) was found to be large enough in most (76.19 per cent) schools. India's Right to Free and Compulsory Education Act of 2009 stipulates that in each Government school, have the Pupil Teacher ratio is 1:40. From the table 13 it is recorded that 80.95 per cent school have 1:40 pupil teacher ratio.

Toilets and water facilities:

One of the serious concern in schools of study area is the condition of toilets and water facility. The ratio of toilets to students is in a shocking range of 1:40 and even 1:70 in some places. This cannot be considered permissible by any stretch of minimum standards. Only 47.61 percent schools have Toilet facility and 19.04 per cent schools have separate toilet for girls. The toilets, whether functional or non-functional, are far too low in number, are highly insanitary and unfit for use.

TABLE- 14: Toilets and water facilities (Total no. of school 21)

Toilets and water facilities	*Number*	*Percentage*
Toilet available	10	47.61
Separate toilet for girls	4	19.04
Clean area near drinking water	11	52.38

Source: Filed survey

Water for drinking was not treated or purified in most of the Schools visited except 52.38 percent schools. Unsafe and contaminated water for drinking was seen in most schools. Schools in the tribal areas are prone to epidemics due to waterborne diseases in the monsoon season. This is an area that needs serious attention.

Mid-day meal:

Mid-day meal is not an indicator of enrolment and retention of children in school—even in the case of non-functioning schools the mid-day meal programme is continued as a symbol of the school functioning. All Primary Schools including those which did not appear to function regularly too, reported that mid-day meal was provided. Some critical issues that were observed with respect to the mid-day meal programme during the field visits are outlined. About 57.14 percent of schools served very poor quality of the food, and the rice supplied for this programme is of the most sub-standard quality as reported by parents and as seen in the field.

TABLE- 15: Cooking Materials (Total no. of school 21)

cooking materials		*Number*	*Percentage*
Food materials	with good quality	9	42.85
	with poor quality	12	57.14
Fuel for preparing	fire (wood, stove)	19	90.47
	fire (Gas)	2	9.52
Serving – level of hygiene, children's utensils		11	52.38

Source: Filed survey

These are again a cause for alarm as many of school has no infrastructure facilities that can support decent cooking arrangements for an institutional establishment. While Primary Schools have no kitchens for the mid-day meal. Almost all schools (90.47 percent) using wood for cooking food and only few (9.52 percent) schools using Washing of utensils is also done near the cooking area, making the place a breeding ground for bacteria and mosquitoes with cesspools of stagnant water and food waste. Due to shortage of water in most places, compromise on hygiene was clearly evident in all schools visited.

Medical facilities:

Access to medical care was found negligible in almost all schools. Medical kits had supply in 47.61 percent schools but were with expired stock in some. Only 19.04 schools had provided children with health card.

TABLE- 16: Medical facilities (Total no. of school 21)

Medical facilities	*Number*	*Percentage*
First Aid kit – checking of expiry date of the material (antiseptic lotion e.g. detol etc., cotton, bandage)	10	47.61
Health cards for children	4	19.04

Source: Filed survey

Teaching material

Unlike in the past, the government Primary Schools are equipped with good resource material. In the sampled schools (52.38 percent) also the teachers were given slim cards, flip charts and story books, Stationary and handbook. 80.95 percent school have charts and teaching learning material in each class.

TABLE- 17: Teaching material (Total no. of school 21)

Teaching material	*Number*	*Percentage*
Stationary & handbook for teachers	11	52.38
Roll up Charts:	17	80.95
TLM Corner in each class	17	80.95
Scientific instruments	11	52.38
Multiplication tables, flash cards, Abacus, National Flag, Flower, animal, birds, Drawing books, color pencils	14	66.66

Source: Filed survey

About 66.66 percent school have Multiplication tables, flash cards, Abacus, National Flag, Flower, animal, birds, Drawing books, color pencils but these are kept as show piece and children are not allowed to even use these. Many Primary Schools we visited had stacked away these useful resources inside the shelves either out of lack of interest or for fear of damaging them.

Facilities for the Children with special need:

India's Right to Free and Compulsory Education Act of 2009 stipulates to cover all categories of eligible children. Facilities for children with disabilities indicated mere tokenism and were more hazardous than beneficial even for normal children (example, broken ramps in most Primary Schools). Not a single school has Braille material. Only 14.28 percent school have reported of special children's participation in extracurricular activities.

TABLE- 18: Children with special need (Total number of schools 21)

	Number	***Percentage***
Availability of special TLM for VI,	1	4.76
Availability of Braille materials	0	0
Teachers knowledge/ skill/attitude	8	38.09
Physical access to class rooms with loco motor difficulties (ramp, approach road leveling, special furniture)	6	28.57
Participation of CWSN in extra-curricular activities	3	14.28

Source: Filed survey

V. Conclusions:

The present study was undertaken to look at the status of education of ST children and the effectiveness of the State in delivery of educational services in the Scheduled Areas. Primarily, a large number of ST children seem to have been brought into school by a series of efforts, motivational camps, bridge schools, special schemes for vulnerable groups like ST children especially girl children and children from VTGs. Multiple incentives like the mid-day meal, increase in residential facilities, creation of models of excellence and English medium schools, to name a few have dramatically improved the education scenario since the last decade in Orissa. While many of these innovative steps are at an experimental stage and have a long way to go in institutionalization of these concepts to see a more sustainable direction, the efforts with respect to quantitative growth are hindered by several factors of policy and implementation.

The present paper generalized the three main parameters of the tribal education in koraput. With regard to the status of infrastructure Unfinished/abandoned school buildings, kitchens and toilets were a frequent sight during our field visits. Facilities for children with disabilities indicated mere tokenism and were more hazardous than beneficial even for normal children (example, broken ramps in most Primary Schools). Electricity was also not available in most schools and where there was a connection, it was removed due to non-payment of dues. No school has a pucca kitchen or a decent cooking facility and therefore the mid-day meal is being prepared with low priority towards hygiene and sanitation.

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*Sili Rout. "Educational Challenges and Attainments among the Children of Scheduled Tribes of Fifth Scheduled Area in Odisha" IOSR Journal Of Humanities And Social Science (IOSR-JHSS) , vol. 22, no. 9, 2017, pp. 34–41.