

**ERADICATING EXCLUSION AND CONSTRAINTS OF PRIMARY
EDUCATION IN KORAPUT DISTRICT OF ODISHA: A CRITICAL
EVALUATION**



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DECLARATION

I Prof. SoubhagyaRanjanPadhi, do hereby declare that the Major Research Project (MRP) report titled “**Eradicatingexclusion and constraints of primary education in Koraput district of Odisha: A critical evaluation**” being submitted to the University Grants Commission (UGC), New-Delhi is original piece of research work prepared by me for purely academic purpose. The project was carried out during 2014-18 in the Department of Sociology, Rajiv Gandhi University (A central University), Arunachal Pradesh. In best of my knowledge, this MRP has not been published or submitted in any institution in part or full in the form of project report.

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Principal Investigator

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Principal Investigator

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LIST OF ABBREVIATION

AIDS	: Anti Immune Deficiency Syndrome
BPL	: Below Poverty Line
CDB	: Community Development Block
DPEP	: District Primary Education Programme
HIV	: Human Immunodeficiency Virus
IMR	: Infant Mortality Rate
KBK	: Koraput-Balangir -Kalahandi
MMR	: Maternal Mortality Rate
MRP	: Major Research Project
NSSO	: National Sample Survey Organization
OPEPA	: Orissa Primary Education Programme Authority
SD	: Standard Deviation
SSA	: Sarba Sikshya Abhiyan
UGC	: University Grants Commission
UN	: United Nations
UNDP	: United Nations Development Programme
UNESCO	: United Nations Educational Scientific and Cultural Organization

CHAPTER –I

INTRODUCTION

1.1. Introduction:

Education is ruminated as an important element for the overall development. It is considered as an important instrument of empowerment for marginalized section of society and protects their interest. Literacy is the key to empower any individual. It is the primary factor, which enriches human capacities and enhances people's participation in the development of society. In contemporary time "inclusion" is the key to implement any developmental programme effectively in our country. "Education" is treated as the best ingredient in backdrop of inclusive growth that can uncover opportunity, empower disadvantaged communities, kindle social transformation and amplify economic development. The 11th Five Year Plan's approach on education is focused towards attaining 'inclusive growth'. This approach aims at linking social, regional and gender gaps at all levels of education by adopting inclusion of marginalized communities in the field of education.

In recent time we have experienced that many segment of our society are excluded from considerable participation in the social, cultural, economic, political, and very prominently in their educational life. One can acknowledge that current approaches and developmental plans are primarily inapt in relation to the requirements of the vulnerable population of our society. There are many policies introduced for various vulnerable groups but these have functioned less effectively to fulfill goals of nation. Despite the best intentions, often the results of many educational policies have been ended with some improved quantitative statistics but it has not provided any qualitative improvement among the marginalized communities in the field of education. Dakar World Education Forum in April 2000 has addresses to the requirement of this vulnerable section of our society who have been excluded for a long:

"The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs..." (www.unesco.org: Expanded commentary on the Dakar Framework for Action, Para 19)

In global era, change is inevitable and no community can escape from the process of change. Globalization process has a faster pace is very rapidly amplifying with incessant flow of information, endeavour with intellectual capital and skill development exchange between countries. One can find now greater transformation of every society into 'Knowledge society'. Recognizing this, many have observed that the current 21st century as 'Knowledge Century Era' in which various knowledge and are recognized as the source of power and the persons who acquired this are treated as overriding force. In the wake of globalization and intervention of modern forces no doubt we have accomplished many achievements in several fields. As consequences, one can found enhancement of education in every area of our country. Concern for the enrichment of education especially of excluded segments of the country has been amplified after we receive independence. The Nation state has introduced a number of schemes for enhancing literacy rate and to establish qualitative education though it has not been percolated to different sections of the society equally.

In contemporary time, we are focussing more on the dispossession of tribal communities who have been lagging behind the general people in every domain. The problematic issues of lack of representation and illiteracy have been considered seriously in academic dialogues. The introspection of these matters and their connections to the various traditional as well as modern institutions are very relevant for the proper implementation of current development policies. 'Social exclusion' as a concept is now frequently discussed in academic discourses in regards to highlight the socio-economic, political and educational constraints of marginalized section of any society. 'Social exclusion' as a process focussed on the lack of participation of various individual or community from the major activities of the society. It is defined as the opposite of social integration, mirroring the perceive importance of being part of society, of being 'included'ⁱ

René Lenoir, Secretary of Social Action of the then French Government, to whom the authorship of the term is attributed to, defines social exclusion as a 'rupture of social bonds'. (Hann: 2008). There is a greater need to include the excluded tribal children in the field of education as they are quite away from formal education.

1.2. Significance of the Study:

With the passage of time, physical dexterity and ‘economic capital’ has gradually been substituted by ‘knowledge’ as the dominant factor of human capability. However, the access to knowledge is often severely limited if we take into account of marginalized communities across the India in general and Odisha in particular. A majority of Odisha’s poor and marginalized communities are categorized as Scheduled Tribes. In spite of Government support, these Scheduled Tribes are still lacking in their educational status. Since enhancement of education is a foundation to any socio-economic development, and the crucial apparatus for empowering the tribes, maximum efforts were made to improve their educational status. Various planned approaches for the welfare of tribes have been introduced particularly to enhance the formal education of them in all levels. Quality education and infrastructure enrichment in tribal areas also thought as a priority area. The 11th Plan’s also has focused on a distinct accomplishment of ‘inclusive growth’. Nevertheless ‘inclusive growth’ in tribal area can only be achieved by directly addressing the economic constraints of tribes and by providing alternative livelihood to these marginalized communities. Even today it is observed tribes are far behind the general population in terms of enrolment in school, completing their secondary and/or higher education. So the accessibility to formal education and its completion is still a distance dream for most of the tribal communities. Despite a considerable increase in tribe’s enrolment, attendance and completion of various levels of schooling, the educational gap still persists. Education enlightens mankind and one of the prominent objectives of nation is achieved when it reaches to remote areas such as tribal peripheries. However, it is well observed that education is not evenly and equally achieved by all. Discrimination in the availability and accessibility of education has created inequality in our society. Lack of literacy is certainly one of the major problems of tribals in Odisha and there is a greater need to address this issue for the overall progress of the tribal society.

Tribal communities of Odisha in general and Koraput district in particular are far behind in all stages of education. In comparison to the literacy rate of other district, state or general population the tribes of Koraput are lagging behind regardless of various efforts of government to remove the bottlenecks of educational advancement. There is a growing need to

enrich the educational status of tribe in order to provide them better opportunity and facilities for their socio-economic development.

Status of tribal people is intimately linked to the issues of literacy. Education is considered as a significant factor in their socio-economic progress. The educational status of tribals in Odisha is miserable and in reality they are excluded in the field of education. A wide gap is observed between literacy rate of general population and literacy rate of tribal people in Odisha as well as in Koraput district, which is one of the most underdeveloped regions of our country. There is a need to address this neglected area at the policy level.

The educational development of Scheduled Tribes has been initiated date back to pre-independence period. Yet it has not yielded satisfactory result. In spite of several constitutional provisions and government policies, the educational level of tribes in Odisha has not increased significantly. Tribes suffer from many forms of exclusion. They are excluded due to caste interaction, ethnic reasons, rural background and socio-economic backwardness. These have combined negative impacts on the educational status of tribes.

Form the table - 1.1, it clearly evident that Odisha is one of the low rank states (25th) among all the states and union territory of India. It portrays that about more than two-fifths of the population are illiterate. In spite of free and compulsory elementary education to all the children in the age group of 6-14, the 2011 census describes that the literacy rate is only 73.45 percent in the state, which is not so high as compared to that of Kerala (93.91percent), Goa (87.40percent) and one of the North-east states like Mizoram (91.58 percent). The above mentioned fact reflects on the marginalization of education in Odisha.

Table – 1.1: Literates and literacy rate of various State and Union Territory

State /UT Code	India/State/ Union Territory #	Literates			Literacy rate (%)		
		Persons	Males	Females	Persons	Males	Females
1	2	3	4	5	6	7	8
	INDIA	778,454,120	444,203,762	334,250,358	74.04	82.14	65.46
01	Kerala	28,234,227	13,755,888	14,478,339	93.91	96.02	91.98
02	Lakshadweep #	52,914	28,249	24,665	92.28	96.11	88.25
03	Mizoram	847,592	438,949	408,643	91.58	93.72	89.40
04	Tripura	2,831,742	1,515,973	1,315,769	87.75	92.18	83.15
05	Goa	1,152,117	620,026	532,091	87.40	92.81	81.84
06	Daman & Diu #	188,974	124,911	64,063	87.07	91.48	79.59
07	Puducherry#	966,600	502,575	464,025	86.55	92.12	81.22
08	Chandigarh #	809,653	468,166	341,487	86.43	90.54	81.38
09	NCT of Delhi #	12,763,352	7,210,050	5,553,302	86.34	91.03	80.93
10	Andaman & Nicobar Islands	293,695	164,219	129,476	86.27	90.11	81.84
11	Himachal Pradesh	5,104,506	2,791,542	2,312,964	83.78	90.83	76.60
12	Maharashtra	82,512,225	46,294,041	36,218,184	82.91	89.82	75.48
13	Sikkim	449,294	253,364	195,930	82.20	87.29	76.43
14	Tamil Nadu	52,413,116	28,314,595	24,098,521	80.33	86.81	73.86
15	Nagaland	1,357,579	731,796	625,783	80.11	83.29	76.69
16	Manipur	1,891,196	1,026,733	864,463	79.85	86.49	73.17
17	Uttarakhand	6,997,433	3,930,174	3,067,259	79.63	88.33	70.70
18	Gujarat	41,948,677	23,995,500	17,953,177	79.31	87.23	70.73
19	Dadra & Nagar Haveli #	228,028	144,916	83,112	77.65	86.46	65.93
20	West Bengal	62,614,556	34,508,159	28,106,397	77.08	82.67	71.16
21	Punjab	18,988,611	10,626,788	8,361,823	76.68	81.48	71.34
22	Haryana	16,904,324	9,991,838	6,912,486	76.64	85.38	66.77
23	Karnataka	41,029,323	22,808,468	18,220,855	75.60	82.85	68.13
24	Meghalaya	1,817,761	934,091	883,670	75.48	77.17	73.78
25	Orissa	27,112,376	15,326,036	11,786,340	73.45	82.40	64.36
26	Assam	19,507,017	10,756,937	8,750,080	73.18	78.81	67.27
27	Chhattisgarh	15,598,314	8,962,121	6,636,193	71.04	81.45	60.59
28	Madhya Pradesh	43,827,193	25,848,137	17,979,056	70.63	80.53	60.02
29	Uttar Pradesh	118,423,805	70,479,196	47,944,609	69.72	79.24	59.26
30	Jammu & Kashmir	7,245,053	4,370,604	2,874,449	68.74	78.26	58.01
31	Andhra Pradesh	51,438,510	28,759,782	22,678,728	67.66	75.56	59.74
32	Jharkhand	18,753,660	11,168,649	7,585,011	67.63	78.45	56.21
33	Rajasthan	38,970,500	24,184,782	14,785,718	67.06	80.51	52.66
34	Arunachal Pradesh	789,943	454,532	335,411	66.95	73.69	59.57
35	Bihar	54,390,254	32,711,975	21,678,279	63.82	73.39	53.33

Source: Census 2011 and www.rteforumindia.org

Presently a number of international and national initiatives have begun to focus attention on the long neglected area of tribal's educational aspect. The educational status of tribal is miserable and this is a dilapidated field for many years. There are profound inadequacies in education of tribes in terms of its quality, infrastructure and pedagogy. To mark out the stress experienced by tribals in the current education system, one has to investigate their socio-economic facets. The foremost post-modern discourses should address the education issue of tribal people in specific with its context. There is an urgent need to come out with bench marks and indicators to examine the educational status of tribal people in the context of modernization.

There are many hurdles in education among the tribes of Odisha. This provides a challenge and motivates social scientists to study intensively various facets of education through inter-disciplinary perspective in order to get a definite understanding and provide a panacea to resolve the constraints of education. However, there is no systematic and extensive work available on the growth and evolution of education in tribal areas of Odisha. Against this backdrop the present study will be a pioneering research with inter-disciplinary perspective to analyze the challenges and prospects of education in the tribal areas of Odisha.

Table – 1.2:

Literacy Rate of General Population and ST Population in Odisha during 1991-2011:

Year	General			ST			GAP*
	Male	Female	Total	Male	Female	Total	
1	2	3	4	5	6	7	8
1991	63.09	34.68	49.09	34.4	10.2	22.3	26.8
2001	75.95	50.97	63.61	51.48	23.37	37.37	25.71
2011	82.40	64.36	73.45	63.7	41.2	52.2	21.25
*Shows the gap between the total literacy rates of STs and of the general population							

Source: Government of India, Census of India, Orissa, 1991, 2001 and 2011.

Particularly the literacy rate of the tribal people is very low in this state. The literacy rates of the general population and ST population from 1991 to 2011 are presented in Table - 1.2. The overall literacy rate of the STs has increased from 22.3 per cent in 1991 to 37.4 per cent in 2001 and from 37.4 percent in 2001 to 52.2 percent in 2011. Despite this improvement, the literacy rate among most of the tribes is considerably below the tribal literacy at national level (59%, 2011 census). Most of the major tribes like Gond, Saora, Santal, Munda, Kondh, Shabar, Kolha, Bhottada, Gadaba, Paroja etc. has literacy rate less than tribal literacy rate of nation. This reflects exclusion of tribal communities in the field of education in the state of Odisha. Among ST males, literacy increased from 34.4% in 1991 to 51.48% in 2001 and to 63.7% in 2011. ST female literacy has increased from 10.2% in 1991 to 23.37% in 2001 and to 41.2 in 2011. The ST female literacy was lower by approximately 28 percentage points as compared to the overall female literacy of the general population in 2001. This has not reduced significantly and the gap is still 23.16 in 2011. This depicts exclusion of tribal women in the field of education in Odisha.

Table - 1.3:
District wise Literacy rates (General and Tribes) of certain district which has population more than 25% (2011 census):

S.No	District	All Communities	Scheduled Tribe	Gap in Literacy Rate
1	2	3	4	5
1	Malkangiri	49.49%	35.2	14.29
2	Koraput	49.87%	35.4	14.47
3	Rayagada	50.88%	36.7	14.18
4	Nawarangpur	48.20%	38.5	9.7
5	Gajapati	54.29%	43.7	10.59
6	Kalahandi	60.22%	49.3	10.92
7	Nuapada	58.20%	51.0	7.2
8	Mayurbhanja	63.98%	53.1	10.88
9	Keonjhar	69.00%	53.2	15.8
10	Kandhamal	65.12%	58.3	6.82
11	Deogarh	73.07%	62.4	10.67
12	Sundargarh	74.13%	65.1	9.03
13	Sambalpur	76.91%	65.8	11.11
14	Jharsuguda	78.36%	68.7	9.66
	Orissa	73.45	52.2	21.25

Source: Government of India, Census of India, Orissa, 2011, Office of the Registrar General, Bhubaneswar.

Further, the literacy gap between general population and tribal population is also very large. The gap between the general literacy rate and ST literacy rate in 1991 was 26.8. But it didn't appreciably decrease in 2001. Moreover the gap between them was 25.71 in 2001 and it is still 21.25 in 2011 census. So it indicates that the effort of government to provide education to all has not reached the tribal areas. Educational status of tribes in Odisha is at its lower level.

The table – 1.3, shows that the ST literacy rate and the general literacy rate of tribal dominated districts of Odisha. The table shows that, the literacy rate of tribes in all these districts in the state is less than the general literacy rate of those respective districts. The literacy rate of tribes in these districts is also lower than the tribal literacy rate of state (52.2%) and country (59%). The Malkangiri district (Un-divided Koraput) has the lowest tribal literacy i.e. only 35.2 percentage. And Koraput district is having the next lowest ST literacy i.e. 35.4 percentage shows marginalization of tribes in term of education.

The tribes of Koraput have a miserable educational status. Poor socio-economic condition and lack of interest with school education are major reasons for the low enrolment and high drop-out rates in the rural and tribal areas. Access to education is denied more often to the girl child, reflected in the low female literacy rate. The literacy rates in respect of scheduled tribes are still low. The undivided Koraput district in terms of literacy still occupies the lowest position in Odisha. According to 2011 census Koraput district ranks 28th among the total districts (30) in Odisha with only 49.21%. The tribal literary rate was only 8.34% in 1991 and increased only to only 35.4 in 2011 census.

There are problems relating to high dropout rates also. It is observable that S.T communities in most of the district in general and of Koraput district in particular are excluded and therefore marginalized in the field of education which has motivated the researcher to conduct an intensive study to explore the constraint of tribes in education in the district of Koraput in Odisha.

1.3. Review of Literature:

Inclusive education as a panacea tries to tackle the learning obstacles of marginalized children. Salamanca World Conference on Special Needs Education (UNESCO, 1994) adopted the principle of inclusive education and the Dakar World Education Forum (2000) has taken an imperative initiative to reinforce it.

It depicts 'inclusive education' as:

"... Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups."(Dakar World Education Forum: www.education.gov.za)

Inclusive education points to the diversity of needs of all learners particularly to the need of vulnerable learners of any society and profess for their mounting participation in entire learning process and in the everyday activities of larger society.

Besides integrating the vulnerable learners to the mainstream education, inclusive education also aims to establish an universal educational system that will ponder to fulfill the diversity need of learners. It attempts to provide an environment in which all the stakeholders of education will feel comfortable by adapting the diversified traits and get adjusted with the heterogeneous aspects of several sections of learner. It professes for appropriate alteration in the alma mater of school system and its curriculum with a common vision that involves all children and with a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 1994).

In the backdrop of inclusive education, there is a greater initiation to establish human rights in every aspect of human life which was comprehensively noticeable in the Universal Declaration of Human Rights in 1949. Correspondingly attempts were initiated to see that the right of children should not be discriminated as mentioned in Article-2 of the convention on the Right of the Child (UN: 1989). The whole idea was to enforce that all disciples have the right to receive the type of education which does not differentiate on grounds of caste, religion,

language, gender or any other areas. It also advocates means for overall personality development and establishing relationships among individuals, communities and nations. The Salamanca Statement and Framework for Action (1994) proclaims that: “Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all” (Salamanca Statement, Art- 2).

Bourdieu has analyzed the way in which education system can reproduce social inequality rather than mitigate. He examined the role of education and its pedagogy and the institution as the agent of reproduction of the power structure and hegemony in western society (Bourdieu and Passeron 1977). Foucault also describes the western education system as an instrument that maintains social inequality through techniques of surveillance in quest of reproducing knowledge and reproducing knowers. In the similar fashion Jean-Francois Lyotard depicts the way in which education has become commodified and technologized (Peters and Burbules: 2004).

Nevertheless, in context of Indian society also one can critically observe in spite of several policies and interventions, the similar dismal picture of stagnation and dropout in school persists among the children of marginalized communities. Though statistically the figures of enrolment has increased it has not produced much qualitative results as marginalized communities still at present fails to qualify as functional literate in absolute term. Often this has prescribed for an inclusive schooling system and it is largely realized without inclusive education system knowledge cannot percolate to people at margin.

In this backdrop, a classroom cannot be thought of as inclusive without taking into account the strength, limitations and need of all students who are participating in learning process (Grant and Sleeter 2007). Inclusive education as a point of departure from the normal education requires a gamut of strategies and actions to nurture solidarity, a sense of belongingness among children from many diversified backgrounds (Tiwarly et.al 2017). An inclusive classroom is the need of the hour in the context of vast diversified learners of our country to make children especially the first generation learners feel comfortable and feel

teaching-learning process as a collaboration based on partnership and friendship. Children from marginalized communities require a nurturing and enabling environment and a healthy relationship with their teachers to counteract the ingrained social inequality (ibid. 2017).

As an agency of ‘socialization’ education engrosses the accomplishment of knowledge and learning of life skills. In remote tribal areas often the tribes do not perceive the role of formal education to receive many benefits in recent time. This is because they get wisdom from warfare, hunting, food gathering or any other economic activities through dormitories or emulating the practices of elders. There is no such commendable formal education in the district till the 19th century. The Christian missionaries and many humanitarians including Indian enlightened people have exerted pressure on the British India state to encourage and promote modern education in the region. Christian missionaries have introduced vernacular schools at Kotpad and Jeypore in the district for the spread of primary education in the 19th century (Rao, 2006). Also, in this period, it is found that a number of ‘*chatsalis*’ (a type of informal primary education) are flourished to promote informal primary education (ibid). After independence different programmes are introduced to achieve the universalization of Primary education, such as District Primary Education Programme (DPEP), Orissa Primary Education Programme Authority (OPEPA), Operation Blackboard and Sarba Sikshya Abhiyan (SSA) and so on. However, the tribal literacy rate is miserable in this district, which is highly dominated by tribal population.

In this context, Virginius Xaxa has put forth the reasons for the remorseful state of affairs in tribal literacy. He remarked that Scheduled tribes are lagging behind others because of the pattern of historical development in which they have never been part of mainstream society. He discussed comprehensively that why Scheduled tribes have fared better than others in the field of education. One of the prominent factors he mentioned for this is STs lived in isolation from the dominant communities and has lesser exposure to the larger society. Similarly STs are also isolated from any dominant regional communities and their language. Tribes are invariably seen as outsiders in socio-cultural plane, not exposed to dominant regional language. With this he observed a few other factors like lack of transport and communication, less acceptable principle of individuality and individual excellence, less ambition for achievement are also often create obstacle for their prominent representation in education (Xaxa: 2001).

S.R.Padhi's study conducted in the village Ranikona of Koraput district explores various constraints of elementary education. In his study, poverty and backwardness apart from teacher's absenteeism, language barrier, lack of awareness, lack of infrastructure and absence of balanced, sensible and realistic approach for education are observed as the most important factors which has created hurdles for the enhancement of literacy rate in the sample area (Padhi: 2012).

Poverty has been cited by many scholars as a prime obstacle for education of tribes. The occupation of the majority of tribal people is agriculture and due to the low productivity of agriculture, majority of tribes live below the subsistence level. Tribal children forcefully engaged for contributing income for their family and therefore prevented from enrolling in school. (Sujatha 1987; NSSO 1990). Further women belonging to marginalized groups such as the Scheduled Tribes are more vulnerable to economic hardship. Often girl children in tribal society are engaged in domestic chores and less likely get enrolled in school (Ghosh 2012).

A.R. Kamat has critically evaluated the constraints elementary education of our country. To him, limited progress is attained in the primary or elementary education. He found the huge gulf between the different levels of education in relation to gender, region, state and strata. While examining he found inadequate course content, unavailability of proper study materials, lack of aspiration of first generation learners etc. are some of the major causes of poor education. (Kamat 2012).

Meenakshi Thapan's analysis of Rishi Valley School's educational process guided by educational philosophy of Jiddu Krishnamurti has reflected a very insightful approach for quality education. She explores the complex relationship between ideas, institutions and the stakeholders of school. Her work provides a distinct viewpoint that motivates to rethink the understanding of school education in the light of values and ideologies to perceive the social reality in a meaningful way (Thapan 2006).

Apart from some scanty documentary data available on some issues of education, no depth study has been conducted to give a complete picture of development of education on various aspects of exclusion/marginalization of people in the education in the state. Those studies

however do not seem subscribe to have a deep focus on the critical and intricate evaluation on constraint of primary education in Odisha. This motivated the investigator to take up an extensive and empirical study on various aspects of exclusion in primary education system of Koraput district of Odisha.

1.4. Objectives of the Study:

The study proposes the following broad objectives.

1. To study the major factors of exclusion and concomitant marginalization of tribal communities in the domain of education.
2. To find out the major constraint of universalization of education.
3. To explore various ethnic and linguistic diversity of learners to understand the educational scenario of tribal area.
4. To study the availability of basic infrastructures in educational institutions of the district.
5. To evaluate the content and methods used at primary level in enhancing the level of participation of learners in this.
6. To assess the quality in the primary education system and to suggest various recommendations to eradicate the bottlenecks for the growth of literacy rate.

1.5. Hypothesis:

1. The infrastructure facilities available in the schools of tribal area will be poor.
2. The educational incentives provided to the schools of tribal area will be poor.
3. Poor infrastructure and poor educational incentives will have a significant impact on the poor quality of education in the schools of tribal areas.
4. Wastage and stagnation are major threats for the universalization of education in Odisha.
5. Inadequacies along with socio-economic inequalities have significant effect on learning breakdown in tribal areas.
6. Learners who have historically faced obstacles to learning have had limited opportunities for education.

1.6. Methodology:

The present study is an empirical and analytical study. As an empirical study it has focused on various critical issues that have created hurdles for the exclusion and marginalization of tribes in primary education. Keeping in view the nature and the objectives of the study various scientific methods has been applied in the present research work.

1.6.1. Universe and Samples: Based on the above objectives and hypothesis, the present study has principally focused on primary data which has been collected from the target groups from the Koraput district of Odisha. Koraput district is taken as the universe of the study and it is selected on basis of its backwardness, concentration of higher tribal population and its lower tribal literacy rate.

After a pilot studyⁱⁱ, the multistage sampling technique has been used for the selection of sample households from this district. In the first stage, 8 blocks (Koraput, Semiliguda, Nandapur, Pottangi, Jeypore, Kundura, Kotpad and Boriguma) are selected from of Koraput district on the basis of stratified random sampling (four each from two sub-divisions viz. Koraput and Jeypore respectively).

In the second stage, the unit of sampling is ‘Gram Panchayat’. Two ‘Gram Panchayats’ from each block have been selected by using stratified random sampling technique. Therefore 16 Gram Panchayats (8 blocks x 2 Gram Panchayats) are selected for the purpose of primary study.

In the third stage, the unit of sampling is ‘village’. Two villages from each gram panchayat are selected on the basis of random sampling techniques. Hence the study has selected 32 villages (16 Gram Panchayats x 2 Villages) for the study.

Table - 1.4
Distribution of Sample:

L.NO	NAME OF BLOCK	NAME OF THE GP	NAME OF THE VILLAGE	NO. OF HOUSEHOLD
1	KORAPUT	1. LANKAPUT	1. PARAJAPONDI	20 HOUSEHOLD
			2. LANKAPUT	20 HOUSEHOLD
		2. DEVIGHAT	1. DEVIGHAT 2. BOGAIPADAR	20 HOUSEHOLD 20 HOUSEHOLD
2	SEMILIGUDA	1. RAJPUT	1. CHALANPUT	20 HOUSEHOLD
			2. MUKHIBIDEI	20 HOUSEHOLD
		2. HATAGUDA	1. HATAGUDA 2. GADIKHAMRA	20 HOUSEHOLD 20 HOUSEHOLD
3	NANDAPUR	1. KHEMUNDUGUDA	1. KHEMUNDUGURA	20 HOUSEHOLD
			2. BARIAPAKHNA	20 HOUSEHOLD
		2. KHURJI	1. SEMLA 2. JOGIPUT	20 HOUSEHOLD 20 HOUSEHOLD
4	POTTANGI	1. RALEGADDA	1. TELERAI	20 HOUSEHOLD
			2. RAJUGUDA	20 HOUSEHOLD
		2. DEO-POTTANGI	1. LINGAMGUDA 2. KARANJAGUDA	20 HOUSEHOLD 20 HOUSEHOLD
5	JEYPORE	1. TANKUA	1. THORODIPUT	20 HOUSEHOLD
			2. DIMLA	20 HOUSEHOLD
		2. GODAPADAR	1. GODAPADAR 2. DUBULI	20 HOUSEHOLD 20 HOUSEHOLD
6	KUNDURA	1. KERMITY	1. JABAPADAR	20 HOUSEHOLD
			2. KERMITY	20 HOUSEHOLD
		2. RANIGUDA	1. RANIGUDA 2. SEUNIGUDA	20 HOUSEHOLD 20 HOUSEHOLD
7	KOTPAD	1. SORGIGUDA	1. MIRIGUDA	20 HOUSEHOLD
			2. BIRAHANDI	20 HOUSEHOLD
		2. GUALI	1. ASNA 2. BONIA	20 HOUSEHOLD 20 HOUSEHOLD
8	BORIGUMA	1. JUJHARI	1. CHALANGUDA	20 HOUSEHOLD
			2. GOUDAGUDA	20 HOUSEHOLD
		2. SARGIUDA	1. DUBULI 2. SARGIUDA	20 HOUSEHOLD 20 HOUSEHOLD
TOTAL	8 BLOCKS	16 GRAM PANCHAYAT	32 VILLAGES	640 HOUSEHOLDS

In the fourth and final stage, the unit of sampling is 'household', which is the ultimate sample for the present study. 20 households have been selected from each village on the basis of random sampling technique. Therefore 640 households (32 village x20 households) are taken as the final sample for this study.

Nevertheless, from each gram panchayat 1(one) high school is also selected through to collect information about school and its educational process. Therefore the study has selected 16 high schools in total. Further, the Head Master/Head Mistress of each school is also taken for in-depth interview in order to know the institutional hurdles for the growth of education in this backward area. Hence, the study has selected 16 Head Master/Head Mistress in total from the schools for this empirical study.

1.6.2. Pilot Survey:

The basic purpose of this study pilot survey was to reduce ambiguity and know the hurdles in various dimension of field research. In order to gain confidence on the sample size and to assess the possible difficulties in the field work of the main survey, it was thought necessary to conduct a "pilot study" into two villages of Semiliguda and Nandapur block, Koraput district.

The principal investigator had conducted a pilot study in the month of April i.e. from 10th April, 2016 to 23rd April, 2016. With and after the pilot study, the entire methodology had been reconstructed. Very importantly the sampling was finalized during this time. A semi structured interview scheduled for various groups had been prepared by investigator and used in the pilot study on experimental basis. We had initially focused on Semiliguda and Nandapur block of Koraput district for pilot study. Nevertheless, it was a great experience and learning process. It had provided the initial idea about the practical aspects of the problem and field. In certain ways, it was very instrumental to reconstruct the entire the objectives; hypotheses and methodology along with universe, sample, research tools, methods, various research questions and so on.

1.6.3. Tools and Techniques of Data Collection:

Data have been collected from both the primary and secondary sources. The following tools are used to collect the data from primary sources.

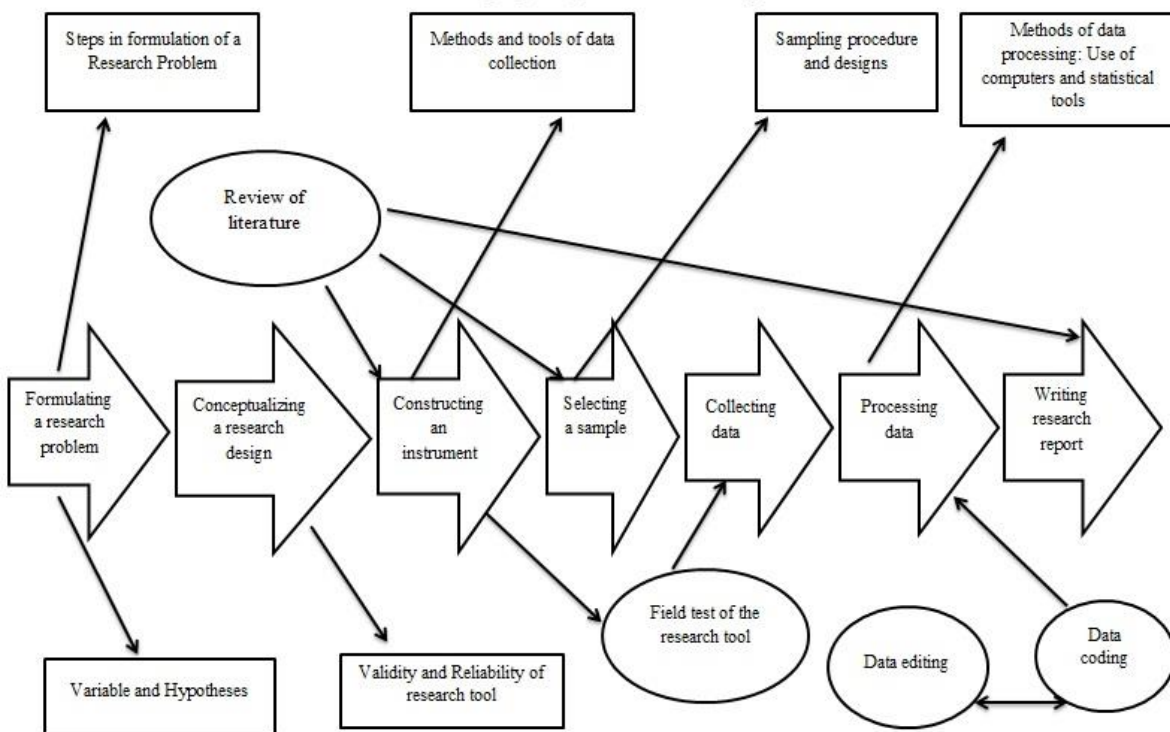
- **Interview Schedule for the Respondents:** A structured interview schedule is used to collect various information from the respondents regarding their educational profile, impact of education on their socio-economic conditions, obstacle in education, reasons of exclusion and various constraints in the field of education etc. During data collection period, care has been taken to record data from head of the household, village leaders and women members. Both open-ended and close-ended questions are designed and included in the schedule. Through the open-ended questions the researcher has tried to comprehend the viewpoint of the respondents towards the educational programmes introduced through government intervention. It has provided scope to the respondents for giving free responses. On the other hand, the close-ended question with dichotomous and multiple choice answers have been given, so that the respondent may choose the appropriate answer with regard to the concerned issues. Information have been supplemented by other research instruments like informal group discussion with children, periodic visits to schools, interaction with teachers of the school, participation in village level meeting and conversation with sarapanch, officials of education department and other government officials of related field.
- **Questionnaire for High school Head Master:** Besides the above mentioned tool of interview schedule, the questionnaire tool has also been used for the high school head masters/head Mistress. 16 high school head masters/head mistress have been selected (one from each school) to collect information on various issues of the present study particularly on school education, its constraints, enrolment, drop out and other issues.
- **Documentary analysis:** Apart from primary data, information have also been collected from secondary sources regarding literacy rate at different levels, the implementation and utilization of various educational programmes and other related subjects in the districts. It has been helpful for deeper understanding about the historical development and a comparative analysis of several educational topics in Odisha. Data from secondary sources comprise both published and unpublished. The published sources have comprised census reports, survey documents, and statistics from district statistical office

and block level institutions, department of education etc. Unpublished data has been collected from the records of various offices and Ph.D. thesis in the concerned field.

1.6.4. Scale Development:

Scale development is itself a huge exercise and developing an independent scale needs in-depth endeavor. Due to the paucity of time the study has largely confined to different scale such as nominal, ordinal and interval scale.

Figure - 1.1
Step-by step Research Design



1.6.5. Analysis of Data:

The researcher has analyzed the data through many statistical procedures. Primarily SPSS is used to analyze the data. Summary tables, graphs, diagrams etc. have been prepared to make the data processing and tabulation easier. The researcher has carried out univariate and bivariate analysis. Besides that he has used cross tabulations to analyze and interpret the relationships between variables applied on the nominal questions. The mean and standard deviation were used to work out the average of the responses on the ordinal questions.

The correlation tool was used to check the pattern of relationships between the variables/factors. A model analysis is also presented to depict the major analysis regarding the project work.

1.7. Research Questions:

- What is the present status of literacy and enrolment? Has there been marked improvement in both quantitative as well as qualitative terms. In case there is marked improvement, what has come to account for this?
- What is the status of drop-out rates in general and at different educational level in particular?
- What is the status of education within the district and across different blocks and tribes?
- What is the gender disparity in the tribal society in view of wide disparity between boy and girl's enrolment and drop-out across the blocks and tribe?

1.8. Contours of the Study:

The present study result has been discussed through five chapters. Each chapter is distinct in its own way in exploring information regarding the present work in a cogent manner. More prominently, each chapter is closely connected logically to other chapters in depicting the facts and figures pertaining to the present research work.

Chapter- I deals with the information about the topic, the recently trends in education system, the present scenario of the status of literacy level and its constraints. This chapter has also included major objectives, hypothesis, significance, scope and rationale of the study. The chapter also highlights the research design which includes pilot study, sources of data collection method, sample size, schedule and questionnaire design and the use of statistical tools.

It also has covered the review of previous studies based on the conceptual and empirical works in different areas. The detailed reviews of literature on various aspects of primary education at schools of rural and tribal areas like infrastructures and other academic facilities; constraints of education/literacy especially the factors of drop-out and stagnation along with other issues have been presented in a logical manner. The important part of this chapter is the

construction of theoretical background that has been emerged from the synthesis of review of literature.

Chapter-II has discussed about the research setting. It provides an overview of Odisha and Koraput district; its geographical, socio-economic and educational back-ground.

Chapter-III has analyzed about the socio-demographic profile of sample villages. It provides an overview of its community and sex-wise population of the sample villages taken from the district Koraput.

Chapter-IV present the analysis of primary data collected from the respondents with the help of the SPSS package. It presents the output of primary data in different tables relevant to the study.

Chapter-V being the final chapter presents summary and suggestions for eradication of the constraints of the primary education and conclusion.

1.9. Limitation of the Study:

In spite of all sincere efforts put for the completion of this present study, the researcher could not avoid some limitations. These limitations were indeed unavoidable but could not prevent the investigator from accomplishing the research work.

- The investigator got primary information and data collected through interview schedule and questionnaire. It was not possible to give sufficient time for participant observation in each study village due to the paucity of time and financial constraints.
- The size of sample is another limitation since the main source of data has been derived from primary sources. The information collected is only limited to 640 respondent.
- Data is collected from only 8 blocks of total 14 blocks of Koraput district. The research could not cover all the 14 blocks due to scarcity of time and finance.

Despite these limitations, the present study may definitely be useful for the researcher, planners, policy makers and administrators in the education sector.

1.10. Outcome of the Study:

It is expected that the result of the study would be helpful to all those concerned stakeholders as reference tools for future development of education in the state. The study will generate interest among scholars and academicians across the discipline for further research on education. In other words, the work may help to fill up the data gap and facilitate further research.

This evaluative study will no-doubt bring changes in the administrative set up, policies, strategies and vision towards education especially primary education and bring greater socio-educational policy implication in tribal state of Odisha.

1.11. Collaboration intended:

The proposed project has definitely focused to find out various solutions to constraint of primary education in Odisha and provide certain policy recommendations to reduce the exclusion in the field of education. Even after 71 years of independence rural and tribal communities of Odisha are still lacking in their educational status. State, central as well as foreign governments and voluntary organizations have been contributing in many a ways to establish universalization of education in the society. However, improvement in this regard so far observed is very dismal in comparison to upper strata of mainstream society. All efforts must be renewed to trace out and elicit the factors which are detrimental in the endeavor for their educational development. Thus, it is by principle obvious to involve Government agencies and the NGOs who have been continuously striving hard to bring a positive change in the educational status of people. Their fast hand information and strategical assistance will be a great support in this endeavor. Collaboration of Government agencies, NGOs and academic research of prominent educational institute can be a catalyst to bring better result and apt implementation in this regard.

ⁱ For British Social Exclusion Unit, the establishment of a working definition was still a primary challenge (The Guardian, April 1st 1998). For European's Economic and Social Committee on the cost of poverty and social exclusion in Europe (1998), complete social exclusion is 'the final consequence of a series of exclusions from the basic right'.

ⁱⁱ In order to gain confidence on the sample size and to assess the possible difficulties in the field work of the main survey, it was thought necessary to conduct a "pilot study" in two villages of Semiliguda and Nandapur block, Koraput district.

CHAPTER – II

RESEARCH SETTING

2.1. A Brief Profile of Odisha:

Odisha is gifted with natural and human resources, and yet it continues to be one of the poorest states in India even after more than 71 years of Independence and 67 years of planned activities by the state as well as centre. According to the 2011 census, the total population of Odisha is 4,19,74,218. Out of this, rural area consists of 3,49,70,562 people (83.3%) and the urban consists of 70,03,656 people (16.7%). Population density as per 2011 census is 270. The rural population depends mostly on agriculture for their livelihood. The sex ratio of the state is 979 as per census 2011.

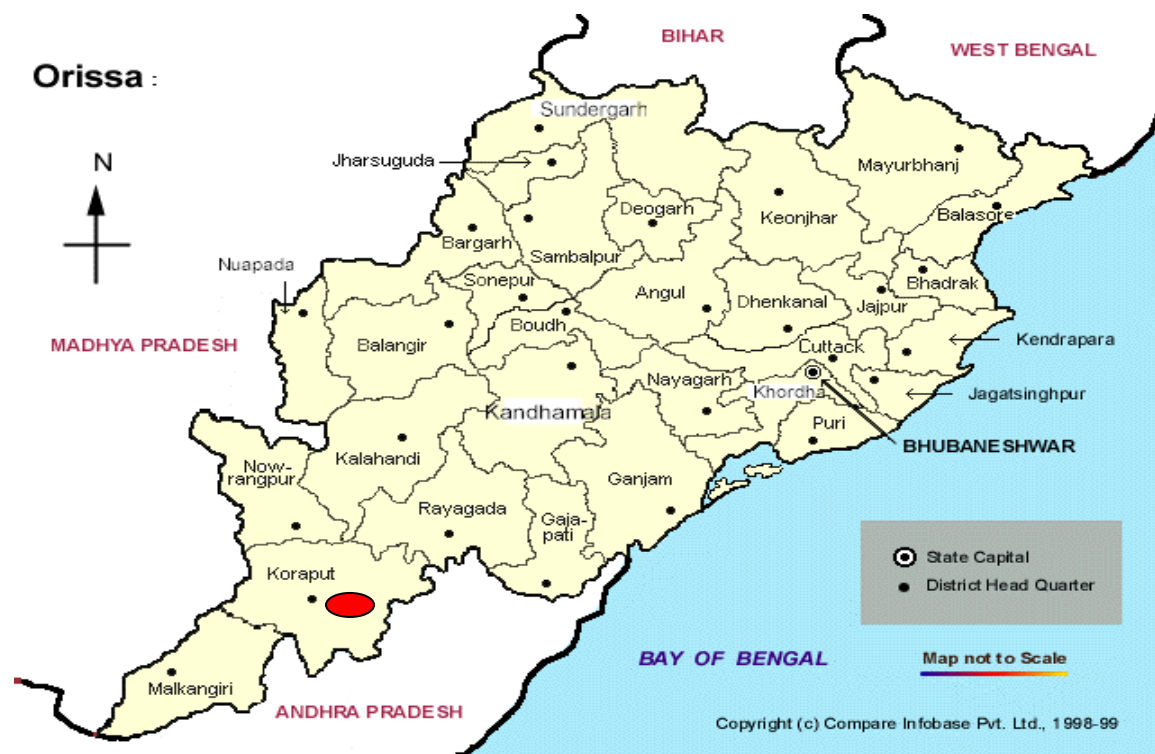
The state is also known for its sizeable concentration of tribal population. The scheduled tribes and the schedule castes are considered as the marginalized section of our society constitute a significant part of Odisha's population. Odisha is considered as the motherland of various tribes with a population of 9,590,756 that constitute 22.85% of state's total population. Odisha is having the third largest tribal population in India that constitutes 9.20% of country's total tribal population (2011 Census). SC population of the state is 17.1%. Both scheduled tribe and scheduled caste jointly constitute 39.95% of the Odisha's total population that is higher than the nation's average of 30.5%. The sex-ratio among scheduled tribe is 1029. There are 62 different tribes in the state of Odisha. Out of these tribes, 13 are identified as particularly vulnerable tribal groups (PVTG). The major tribes living in Odisha are the Santal, Oraons, Gonds and Kondhs. Though some of the tribes of Odisha are found in other parts of India, still Bondas, Didayi, Saoras, Dongaria Kondhs, Juangs, Bhuyans, and Bathudis are only found in Odisha. Various tribes are mainly concentrated in the districts of Koraput (undivided), Keonjhar, Mayurbhanj and Kandhamal. More than 80% of tribes are inhabited in Scheduled Areas.ⁱ

Odisha is situated between the latitudes of 17.780N and 22.730N, and between longitudes of 81.37E and 87.53E. The total area of the state is 155,707 km², out of this rural area occupies 152,912 (98.2%) and the rest belongs to urban area. Odisha is bordered by the West Bengal to the north-east, Jharkhand to the north, Chhattisgarh to the west and north-west, and Andhra Pradesh to the south and south-east. Odia is the official and most widely-spoken language. Amongst the states of India, Odisha is 9th in area and 11th in population according to 2011 census. While consisting 4.87% of the total area of the nation, it accounts for 3.7 % of nation's total population. The state is divided into 30 districts.

MAP - 2.1: ODISHA IN INDIA



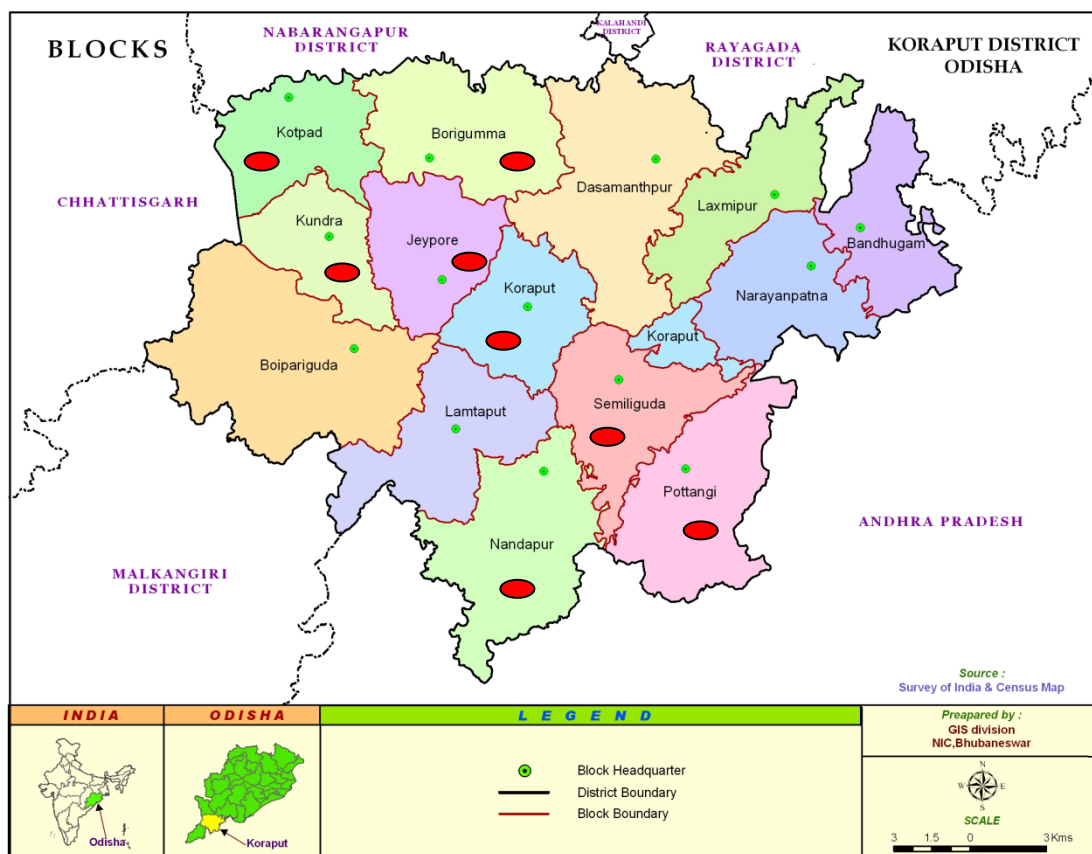
MAP - 2.2: KORAPUT DISTRICT IN ORISSA



KORAPUT -



MAP - 2.3: SAMPLE BLOCKS IN KORAPUT DISTRICT



● SAMPLE BLOCKS CHOSEN FOR THE PROJECT

Odisha comes under the tropical zone and is separated into four distinct tracts viz. the Northern plateau, the Eastern Ghats, the Central tract and Coastal plains. The state is mainly drained by three great rivers the Mahanadi, the Brahmani, the Baitarni and some small rivers which flow into the Bay of Bengal. It has also plentiful water resources.

2.2.Schedule Areas in Odisha:

The table - 2.1 shows about the schedule areas and their respective districts in Odisha. There are seven districts fully come under Schedule Area and six districts partially.

Table- 2.1:
Schedule Areas in Odisha

Sl No	Location	Name of District
1	Full	Mayurbhanj
2	Full	Sundargarh
3	Full	Koraput
4	Full	Rayagada
5	Full	Nabarangpur
6	Full	Malkanagiri
7	Full	Keonjhar
8	Kuchinda	Sambalpur
9	Kandhamal, Baliguda& G Udayagiri	Kandhamal
10	R Udayagiri, Gumma&Rayagada	Gajapati
11	Suruda	Ganjam
12	Th. Rampur &Lanjigarh	Kalahandi
13	Nilgiri	Balasore

Census of India, 2011

2.3. Koraput District:

The Koraput district of Orissa consists of hills of Eastern Ghats discontinuous range of mountains, river valleys of Indravati, Kolab, Nagavali as well as number of plateaus. The altitude ranges between 300-1500 mtrs above mean sea level. Mean average annual rainfall is 1521mm. Agro-Climatically the region lies in the Agro-Ecological zone which is known as “Eastern Ghats High land Zone” of Orissa. Forest type ranges from Semi-evergreen forests to dry deciduous forests. This region has high bio-diversity, not only in the forests, but also in the varieties of cultivated species. As a matter of fact this tract is the primary centre of origin of rice. Paddy is the major crop of the region occupying about 50% of the total cropped area and forms the staple diet of the tribal along with finger millet. Koraput is situated in the Agro-climatic zone 12 are inhabited mostly by tribal people. Land use practices of the tribal people like shifting cultivation, uncontrolled grazing, large scale mining, faulty agriculture and over exploitation of forests have resulted in various forms of erosion in the area. The erratic rainfall and undulating topography resulted in unpredictable production system with extreme cases of crop failure. The study area comes under Koraput-Balangir-Kalahandi (KBK) region which is considered as one of most backward regions of the country. The indicators of human development indices like literacy, annual income, per capita income, maternal mortality rate (MMR), infant mortality rate (IMR) etc. are alarming.

2.3.1. District Profile:

Koraput is one of the thirty districts of Orissa situated on the Eastern Ghats regions of south Orissa. It is a tribal dominated district; the major tribal communities are the Kondhs, the Parajas, the Bhotadas, the Sauras, the Gadabas and the Durua, etc. Other important social groups are that of Scheduled Caste which includes various castes like the Dambo, Ganda, Ghasi, Pana etc. According to 2011 Census, Scheduled Tribes constitute 50.56% and Scheduled Castes constitute 14.25% of the total population of the district. Koraput has 49.87% literacy rate. But female literacy is only 38.92% (2011, Census). The region has a rich geographical diversity abounding stupendous hills, dense forests (although the forest area is fast declining), wild meadows, picturesque waterfalls, terraced valleys and eternal springs. This land of nature's abundance has home to Orissa's vast ethnic tribal population. This district was carved out of the old undivided Koraput district when it was bifurcated in to four districts Koraput, Nabarangpur, Rayagada and Malkangiri districts in the year 1993.

Koraput is situated between 18.13⁰ to 19.10⁰ North latitude and 82.5⁰ to 83.23⁰ East longitude consists of an area of 8,379 sq. Km. It is bordered by Nabarangpur district in the North, Kalahandi and Rayagada district in the North east, Bastardistrict (Chattisgarh) in the west, Srikakulam district (Andhra Pradesh) in the south east and Vishakhapatnam district (Andhra Pradesh) and Malkangiri district to the South. The district comprises of 2 Sub-divisions, 14 Tehsils and 14 Community Development (CD) Blocks. There are 2,028 revenue villages in the district out of which 1922 villages are inhabited villages and 106 villages are uninhabited. The district is known for its high concentration of tribal population which constitutes nearly half of its total population. The uniqueness of this district is that all the 62 tribal groups of Odisha inhabit here.

Koraput has 8,807 square kms. geographical area. The topographical features includes high land plateau primarily parts of Eastern Ghats with the altitude ranging from 300 to 3000 feet above mean sea level (MSL). Undulating hilly area with high altitude table lands, plateaus and deep river valleys are also the significant topography of the district. The hills forms a part of the Eastern Ghats hill ranges which run in south west to north east direction forming part of the heart of the district. The mean elevation is 2900 feet above mean sea level. The highest peak in Orissa, Deomali with an elevation of 1672 mtrs is only 35 kms away from the district headquarters..

2.3.2. Demography:

Table – 2.2:
Demographic indicators of Koraput district vis-a-vis Orissa (Census report, 2011):

Sl No	Indicators	Koraput District	Orissa
1.	Population	13,76,934	4,19,47,358
	Scheduled Caste (%)	14.25	17.1
	Scheduled Tribe (%)	50.56	22.8
2.	Sex Ratio (females for every 1000 males)	1031	978
3.	Decadal Growth Rate (%) (2001-2011)	16.63	13.97
4.	Literacy rate (%)		
	Total	49.87	73.45
	Males	60.3	82.40
	Females	38.6	64.36

Source: Census of India, 2011

The population of the district is 13.7 lakhs as per the 2011 census (table- 2.2). The density of population of this district is 156 persons per square kilometer area which is quite low in comparison to the state average which is 269. The decadal growth rate of population is 16.63 percent during 2001-2011.

The sex ratio is 1031 females per every 1000 males in this district. The overall literacy rate of the district is 49.87 percent with 47.2 percent male literacy and 24.2 percent female literacy.

2.3.3. Scheduled Tribe Population:

Koraput district is the abode of several Scheduled Tribe communities. These people love to live amidst picturesque settings comprising rolling mountains, hills, green forests, difficult terrains, plateaus of varying heights, roaring rivers, jumping hill streams, rapid waterfalls, vast stretches of water reservoirs etc.

The entire district of Koraput is part of the 5th Schedule area of the state with nearly 50% of tribal component in the population of the district. Kandha, Paraja, Bhottada, Gadaba, Bhumia, Kandadora, Omanatya, Perenga, Kotia, Pentia etc. are the major tribes of Koraput. These communities have sizable population and have their specific areas of concentration in the district.

2.3.4. Distribution of Population in different blocks:

Table - 2.3 gives a picture of distribution of tribal population in the various blocks of Koraput district.

The highest concentration of scheduled Tribes is found in Narayanpatna block (81.58%) followed by Bandhugaon and Pottangi blocks having 77.69% and 69.55% respectively. Paraja, Kandha, Gadaba, Kotia, Bhumia, Dhurua, Bhatra, Pentia and Halva are some of the major tribes found in Koraput district. Narayanpatna, Pottangi, Bandhugaon, Baipariguda, Dasmantpur, Kotpad, Laxmipur, Nandapur and Semiliguda are the nine blocks of the district, in which percentage of tribal population is more than that of the district.

Table - 2.3
Block wise tribal population of Koraput:

Name of the Block	Total population	ST population	Percentage of ST population to tribal population
Bandhugaon	50000	38849	77.69
Baipariguda	91621	52072	56.83
Boriguma	126728	63219	49.88
Dasmantpur	70946	39724	55.98
Jeypore	99694	46959	47.10
Koraput	66047	25462	38.55
Kotpad	81040	48276	59.57
Kundra	59028	28833	48.84
Lamtaput	54683	25307	46.27
Narayanpatna	38117	31096	81.58
Laxmipur	55268	37951	68.66
Nandapur	81654	45503	55.73
Pottangi	60300	41941	69.55
Semiliguda	55537	30364	54.67
Total	1180637	585830	49.61

Source: District statistical handbook, Koraput, 2011

2.3.5. BPL position:

Poverty prevails throughout the length and breadth of the district. As per an estimate based on head count ratio of NSS data (1999-2000) 92.24% of the people in the undivided Koraput district were below the poverty line.

As per the BPL Census 1997, out of the total 264707 rural families of Koraput district, 221846 families are living below poverty line. Among them 111917 families are tribal. The table – 2.4 shows the poverty position of the district. 84% of rural families are living below poverty line.

Table - 2.4:
BPL position of Koraput District

Sl No.	Name of the block	Total rural families	Families below to BPL	% of BPL Families	ST families belongs to BPL
01	Koraput	15282	11578	76	5531
02	Semiliguda	148669	12784	86	6493
03	Pottangi	15876	13558	85	8736
04	Nandapur	22449	17938	80	9578
05	Laxmipur	14419	12688	88	8296
06	Bandhugaun	12780	11637	90	5774
07	Narayanpatna	9560	8517	89	5852
08	Lamtaput	15763	12359	78	5461
09	Dasamantapur	18984	16964	89	6670
10	Jeypore	27666	21642	78	11387
11	Kotpad	21229	18323	86	9635
12	Kundra	14932	13009	82	5028
13	Boriguma	36109	31453	87	14572
14	Baipariguda	23619	19396	82	8904
	Total	264707	221846	84	111917

Source: BPL Census, 1997

More than 75% of rural families in the blocks of Semiliguda, Koraput and Nandapur, Pottangi, Jeypore, Kundura, Kotpad and Boriguma are living below poverty line. Among the BPL families, majority are tribals.

2.3.6. Literacy Rate:

Table -2.5:

www

Block	Total House Holds	Overall Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Borigumma	39941	160373	79080	81293	26880	13624	13256	65201	39661	25540	95172	39419	55753	48.84
Jeypore	27485	117686	57617	60069	20294	10147	10147	48123	29066	19057	69563	28551	41012	49.41
Kotpad	22723	91379	45086	46293	15260	7679	7581	33788	20789	12999	57591	24297	33294	44.38
Kundura	17423	71700	34956	36744	12801	6339	6462	26557	15984	10573	45143	18972	26171	45.08
Koraput	19511	72644	35893	36751	11076	5618	5458	34798	21104	13694	37846	14789	23057	56.51
Lamataput	16427	60972	29580	31392	10594	5328	5266	21302	13547	7755	39670	16033	23637	42.28
Nandapur	23179	90148	43739	46409	15485	7850	7635	30896	19922	10974	59252	23817	35435	41.38
Semiliguda	18320	72806	35919	36887	11849	6096	5753	27684	17333	10351	45122	18586	26536	45.41
Pottangi	15374	66556	32720	33836	11396	5884	5512	19040	11737	7303	47516	20983	26533	34.51
Dasmantpur	21474	79600	38554	41046	14433	7226	7207	27693	17128	10565	51907	21426	30481	42.49
Laxmipur	15206	62345	30389	31956	10106	5086	5020	22820	14235	8585	39525	16154	23371	43.68
Bandhugaon	12572	58862	28414	30448	9713	4853	4860	16172	9807	6365	42690	18607	24083	32.90
Narayanpatna	8942	41459	20157	21302	7587	3771	3816	12616	7564	5052	28843	12593	16250	37.24
Boipariguda	24752	102145	49644	52501	61503	29568	31935	30017	18380	11637	72128	31264	40864	73.85
Total	283329	1148675	561748	586927	238977	119069	119908	416707	256257	160450	731968	305491	426477	45.80

Census of India, 2011

The literacy rate of the tribal people is very low in these blocks. All the blocks have lower literacy than the state and national average. The table - 2.5, shows that except the Koraput block, all the blocks have the literacy rate is below 50%.

ⁱThe maximum tribal areas in Orissa were specified under Scheduled Areas (Part A States) Order, 1950 (Constitution Order, 9) dated 23.1.1950 and the Scheduled Areas (Part B States) Order, 1950, (Constitution Order, 26) dated 7.12.1950 and have been re-specified as above by the Scheduled Areas (States of Bihar Gujarat, Madhya Pradesh and Orissa) Order, 1977, (Constitution Order, 109) dated 31.12.1977.

CHAPTER – III

SOCIO-DEMOGRAPHIC PROFILE OF STUDY VILLAGES

3.0. Introduction:

The study has been conducted in the eight blocks of Koraput district in Odisha. Two gram panchayats from each block is selected so there are 16 panchayats in total have been taken for the study. Again two villages from each panchayat have been taken in to consideration. So in total there are 32 villages have been selected for the study. The socio-demographic profile of each village is presented in this chapter.

3.1. Semiliguda Block:

3.1.1. Socio-Demographic Profile of Chalanput Village (Gram Panchayat – Rajput):

Chalanput village is situated in Rajput Gram Panchayat of Semiliguda. It is about 26 km away from the administrative head quarters of the district of Koraput.

Table – 3.1

Chalanput Village Profile

	Total Household	Total Male			Total Female			Total Population
Chalanput	77	109			124			233
		ST	SC	OC	ST	SC	OC	
		83	00	26	87	00	37	

The village Chalanput has 77 households. Out of which 77 households, 60 belong to Scheduled tribe and 17 belong to other castes. Other castes basically consist of other backward castes (OBC). The total population of the village is 233. Out of which 109 are male and 124 are female. The sex ratio of the village is 1137 that goes in favor of female. The most of households i.e. 60 (77.92%) are tribal communities and all of them belong to Gadaba community. They are BadaGadabas who speak Gutab (Mundari) dialects. The total tribal population of the village is 170, out of which 83 are male and rest 87 are female. There are 17 non-tribal households who are basically other backward castes (OBC). They belong to Mali and Rana castes and their population is 63. Out of which 26 are male and 37 are female.

3.1.2. Socio-Demographic Profile of Mukhibidei Village (Gram Panchayat – Rajput):

Mukhibidei village is situated in Rajput Gram Panchayat of Semiliguda block. Mukhibidei village is 2 km away from Rajput Gram Panchayat, 16 km away from Semiliguda block and 38kms away from the administrative head quarters of the district of Koraput.

The village Mukhibidei has 265 households, out of which 137 households belong to Scheduled tribe, 101 households are from Scheduled Caste and 27 households are from Other Castes. Other Caste households basically consist of Other Backward Castes (OBC). The sex ratio of this village is 1207 and that goes in favor of female. The total population of the village is 991. Out of which 449 are male and 542 are female. The most of households i.e. 137 (51.69%) are tribal communities and they belong to Gadaba and Paraja community. The total tribal population of the village is 476, out of which 216 are male and rest 260 are female. The sex ratio among the tribal community of the village is also high i.e. 1203. The village also consists 101 (38.11%) households belonging to Scheduled Caste communities and their total population is 345, out of which 149 are male and 196 are female. Apart from that, there are 27 non-tribal households who are basically Other Backward Castes (OBC). They belong to Mali and Rana castes and their population is 170. Out of them 84 are male and 86 are female.

Table - 3.2
Mukhibidei Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			OBC Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Mukhibidei	265	991	449	542	476	216	260	345	149	196	170	84	86	114	63	51	503	282	221	488	160	328	57.35

3.1.3. Socio-Demographic Profile of Hataguda Village (Gram Panchayat – Hataguda):

Hataguda village is situated in Hataguda Gram Panchayat of Semiliguda block. Hataguda village is 15 km away from Semiliuda block and 40 km away from the administrative headquarters of the district of Koraput.

The village Hataguda has 122 households. Out of 122 households, 48 households belong to Scheduled tribe, 3 households belong to Scheduled Castes and 71 households belong to other castes. Other castes households basically consist of Other Backward Castes (OBC) and general castes. The total population of the village is 518. Out of which 280 are male and 238 are female. The sex ratio of the village is 850 that go in favor of male. The most of households i.e. 71 (58.19%) households belong to other backward castes (OBC) and General Castes. They belong to Gouda, Rana and Brahmin community and their total population is 300, out of which 156 are male and rest 144 are female. The village also consists 48 (39.34%) households belong to Scheduled Tribe (ST) and they belong to Gadaba and Paraja community. Their total population is 210, out of which 120 are male and 90 are female. Apart from that the village also has 3 (2.45%) households belong to Scheduled Caste (SC), their total population is 8, out of which 4 are male and 4 are female.

Table - 3.3
Hataguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Hataguda	122	518	280	238	210	120	90	8	4	4	300	156	144	68	35	33	301	214	87	217	66	151

3.1.4. Socio-Demographic Profile of Gadikhamra Village (Gram Panchayat – Hataguda):

Gadikhamra village is situated in Hataguda Gram Panchayat of Semiliguda block. Gadikhamra village is 17 km away from Semiliuda block and 40 km away from the administrative headquarters of the district of Koraput.

Table - 3.4
Gadikhamra Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Gadikhamra	135	505	265	240	327	184	143	135	70	65	43	11	32	55	29	26	172	107	65	333	158	175	

The village Gadikhamra has 135 households. Out of 135 households, 90 households belong to Scheduled tribe, 37 households belong to Scheduled Castes and 8 households belong to other backward castes (OBC). The total population of the village is 505. Out of which 265 are male and 240 are female. The sex ratio of the village is 905 that go in favor of male. The most of households i.e. 90 (66.66%) are tribal households and all of them are Paraja community. The total tribal population of the village is 327, out of which 184 are male and rest 143 are female. The village has also 37 (27.40%) households who belong to Scheduled Caste communities and their total population is 135, out of which 70 are male and 65 are female. Apart from that, there are 8 (5.92%) non-tribal households belong to Other Backward Castes (OBC) and they belong to Mali community.

3.2. Nandapur Block:

3.2.1. Socio-Demographic Profile of Khemunduguda Village (Gram Panchayat – Khemunduguda):

Khemunduguda village is situated in Khemunduguda Gram Panchayat of Nandapur block. Khemunduguda village is 15 km away from Nandapur block and 44 km away from the administrative headquarters of the district of Koraput.

Table – 3.5
Khemunduguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Khemunduguda	63	285	125	160	147	69	78	8	3	5	130	61	69	32	18	14	99	67	32	186	58	128	

The village Khemunduguda has 63 households. Out of 63 households, 32 households belong to Scheduled tribe, 2 households belong to Scheduled Castes and 29 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 285. Out of which 125 are male and 160 are female. The sex ratio of the village is 1280 that go in favor of female. The most of households i.e. 32 (50.79%) are tribal communities and all of them belong to Paraja community.

The total tribal population of the village is 147, out of which 69 are male and rest 78 are female. The village also consists 2 (3.17%) households belong to Scheduled Caste communities and their total population is 8, out of which 3 are male and 5 are female. Apart from that there are 29 (46.03%) non-tribal households who are basically other backward castes (OBC). They belong to Mali, Rana castes and their population is 130. Out of which 61 are male and 69 are female.

3.2.2. Socio-Demographic Profile of Bariapakhna Village (Gram Panchayat – Khemunduguda):

Bariapakhna village is situated in Khemunduguda Gram Panchayat of Nandapur block. Bariapakhna village is 12 km away from Nandapur block and 50 km away from the administrative headquarters of the district of Koraput.

The village Bariapakhna consists of 32 households only and all these 32 households belong to Scheduled tribe only and they belong to Kondh tribal community. The village is located in very remote location and there is no communication to this village. The total population of the village is 147. Out of which 57 are male and 90 are female. The sex ratio of the village is 1578 that go in favor of female.

Table – 3.6
Bariapakhna Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Bariapakhna	32	147	57	90	00	00	00	00	00	00	00	00	00	28	12	16	12	7	5	135	50	85	

3.2.3. Socio-Demographic Profile of Semla Village (Gram Panchayat –Khurji):

Semla village is situated in Khurji Gram Panchayat of Nandapur block. Semla village is 9 km away from Nandapur block and 41 km away from the administrative headquarters of the district of Koraput.

Table – 3.7
Semla Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Semla	129	433	206	227	365	181	184	48	22	26	20	9	11	49	22	27	149	111	38	284	95	189	

The village Semla has 129 households. Out of 129 households, 113 households belong to Scheduled tribe, 11 households belong to Scheduled Caste and 5 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 433. Out of which 206 are male and 227 are female. The sex ratio of the village is 1131 that go in favor of female. The most of households i.e. 113 (87.59%) are tribal communities and all of them belong to Paraja community. The total tribal population of the village is 365, out of which 181 are male and rest 184 are female. The village also consists 11 (8.52%) households belong to Scheduled Caste communities and their total population is 48, out of which 22 are male and 26 are female. Apart from that there are 5 (3.87%) non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Mali, Rana castes and their population is 20. Out of which 9 are male and 11 are female.

3.2.4. Socio-Demographic Profile of Jogiput Village (Gram Panchayat –Khurji):

Jogiput village is situated in Khurji Gram Panchayat of Nandapur block. Jogiput village is 13km away from Nandapur block and 45 km away from the administrative headquarters of the district of Koraput.

Table – 3.8
Jogiput Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Jogiput	84	374	178	196	322	153	169	52	22	30	00	00	00	44	12	32	151	110	41	223	68	155	

The village Jogiput has 84 households. Out of 84 households, 71 households belong to Scheduled tribe, 13 households belong to Scheduled Caste. The total population of the village is 374. Out of which 178 are male and 196 are female. The sex ratio of the village is 1101 that goes in favor of female. The most of households i.e. 71 (84.52%) are tribal communities and all of them belong to Paraja community. The total tribal population of the village is 322, out of which 153 are male and rest 169 are female. The village also consists 13 (15.48%) households belong to Scheduled Caste communities and their total population is 52, out of which 22 are male and 30 are female.

3.3. Kundura Block

3.3.1. Socio-Demographic Profile of Jabapadar Village (Gram Panchayat –Kermity):

Jabapadar village is situated in Kermity Gram Panchayat of Kundura block. Jabapadar village is 23 km away from Kotpad block and 69 km far away from the administrative headquarters of the district of Koraput.

The village Jabapadar has 141 households. Out of 141 households, 124 belong to Scheduled tribe 2 households belong to Scheduled Castes and 15 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 659. Out of which 313 are male and 346 are female. The sex ratio of the village is 1105 that goes in favor of female. The most of households i.e. 124 (89.88%) are tribal communities and all of them belong to Kondh community. The total tribal population of the village is 599, out of which 285 are male and rest 314 are female. The sex ratio among the tribal community of the village is also high i.e. 1101. The village also consists 2 (3.75%) households belong to Scheduled Caste communities and their total population is 6, out of which 3 are male and 3 are female. Apart from that there are 15 (7.35%) non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Mali, Rana and Gouda castes and their population is 54. Out of which 25 are male and 29 are female.

Table – 3.9
Jabapadar Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Jabapadar	141	659	313	346	599	285	314	6	3	3	54	25	29	70	26	44	164	105	59	495	208	287	

3.3.2. Socio-Demographic Profile of Kermity Village (Gram Panchayat –Kermity):

Kermity village is situated in Kermity Gram Panchayat of Kundura block. Kermity village is 18 km far away from Kundura block and 62 km far away from the administrative headquarters of the district of Koraput.

Table – 3.10
Kermity Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Kermity	230	886	433	453	374	180	194	52	32	20	460	221	239	105	59	46	301	212	89	585	221	364	

The village Kermity has 230 households. Out of 230 households, 104 belong to Scheduled Tribe 16 households belong to Scheduled Castes and 110 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 886. Out of which 433 are male and 453 are female. The sex ratio of the village is 1046 that goes in favor of female. The most of households i.e. 104 (45.21%) are tribal communities and all of them belong to Durua community. The total tribal population of the village is 374, out of which 180 are male and rest 194 are female. The sex ratio among the tribal community of the village is also high i.e. 1078. The village also consists 16 (6.95%) households belongs to Scheduled Caste communities and their total population is 52, out of which 32 are male and 20 are female. Apart from that there are 110 (47.82%) non-tribal households who are basically other backward castes (OBC and General Castes. They belong to Mali, Rana and Brahmin castes and their population is 460. Out of which 221 are male and 239 are female.

3.3.3. Socio-Demographic Profile of Raniguda Village (Gram Panchayat –Raniguda):

Raniguda village is situated in Raniguda Gram Panchayat of Kundura block. Raniguda village is 23 km far away from Kundura block and 67 km away from the administrative headquarters of the district of Koraput.

Table – 3.11
Raniguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Raniguda	177	986	469	517	764	364	400	136	59	77	86	46	40	87	42	45	349	221	128	637	248	389	

The village Raniguda has 177 households. Out of 177 households, 123 belong to Scheduled Tribe, 34 households belong to Scheduled Castes and 20 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 986. Out of which 469 are male and 517 are female. The sex ratio of the village is 1102 that goes in favor of female. The most of households i.e. 123 (69.49%) are tribal communities and all of them belong to Penthia community. The total tribal population of the village is 764, out of which 364 are male and rest 400 are female. The sex ratio among the tribal community of the village is also high i.e. 1099. The village also consists 34 (19.21%) households belong to Scheduled Caste communities and their total population is 136, out of which 59 are male and 77 are female. Apart from that there are 20 (11.30%) non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Mali, Rana and Brahmin and Gouda castes and their population is 86. Out of which 46 are male and 40 are female.

3.3.4. Socio-Demographic Profile of Seuniguda Village (Gram Panchayat –Raniguda):

Seuniguda village is situated in Raniguda Gram Panchayat of Kundura. Seuniguda village is 25 km away from Kundura block and 69 km away from the administrative headquarters of the district of Koraput.

Table – 3.12
Seuniguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Seuniguda	118	496	238	258	344	175	169	69	29	40	83	34	49	46	20	26	189	111	78	307	127	180	

The village Seuniguda has 118 households. Out of 118 households, 79 belong to Scheduled tribe 18 households belong to Scheduled Castes and 21 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 496. Out of which 238 are male and 258 are female. The sex ratio of the village is 1084 that goes in favor of female. The most of households i.e. 79 (66.94%) are tribal communities and they belong to Penthia and Durua community. The total tribal population of the village is 344, out of which 175 are male and rest 169 are female. The village also consists 18 (15.25%) households belong to Scheduled Caste communities and their total population is 69, out of which 29 are male and 40 are female. Apart from that there are 21 (17.80%) non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Mali, Rana, Brahmin and Gouda castes and their population is 83. Out of which 34 are male and 49 are female.

3.4. Boriguma Block:

3.4.1. Socio-Demographic Profile of Chalanguda Village (Gram Panchayat –Jujhari):

Chalanguda village is situated in Jujhari Gram Panchayat of Borigumma block. It is about 55 away from the administrative head quarters of the district of Koraput. The village Chalanguda has 140 households and out of 140 households, 35 households belong to Scheduled tribe, 18 households belong to Scheduled Caste and 87 households belong to Other Castes. Other Castes households basically consist of other backward castes (OBC) and General Castes. The total population of the village is 583. Out of which 281 are male and 302 are female. The sex ratio of the village is 1074 that goes in favor of female.

Table – 3.13
Chalanguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Chalanguda	140	583	281	302	131	62	69	67	30	37	385	189	196	43	21	22	269	151	118	314	130	184	

The most of households i.e. 87 (62.14%) are non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Gouda, Kumuti, Kamara and Brahmin castes and their population is 385. Out of which 189 are male and 196 are female. The village also consists 35 households (25%) belong to tribal communities and they belong to Amanetya, Paraja and Gadaba community. The total tribal population of the village is 131, out of which 62 are male and rest 69 are female. The village also consists 18 (12.85%) households belong to Scheduled Caste communities and their total population is 67, out of which 30 are male and 37 are female.

3.4.2. Socio-Demographic Profile of Goudaguda Village (Gram Panchayat –Jujhari):

Goudaguda village is situated in Jujhari Gram Panchayat of Borigumma block. It is about 60 km away from the administrative headquarters of the district of Koraput.

Table – 3.14
Goudaguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Goudaguda	80	362	170	192	229	106	123	--	--	--	112	51	61	43	21	22	98	61	37	264	109	155	

The village Goudaguda has 80 households and out of 80 households, 51 households belong to Scheduled Tribe (ST), 29 households belong to Other Castes. Other Castes households basically consist of other backward castes (OBC). The total population of the village is 362. Out of which 170 are male and 192 are female. The sex ratio of the village is 1129 which goes in favour of female. The most of households i.e. 51 (63.75%) are tribal communities and all of them belong to Amaniya and Kondh community. The total tribal population of the village is 229, out of which 106 are male and rest 123 are female. The sex ratio among the tribal community of the village is also high i.e. 1160. The village also consists 29 (20.71%) households belongs to non-tribal households who are basically other backward castes (OBC). They belong to Gouda castes and their population is 112. Out of which 51 are male and 61 are female.

3.4.3. Socio-Demographic Profile of San Dubuli Village (Gram Panchayat – Sargiguda):

San Dubuli village is situated in Sargiuda Gram Panchayat of Borigumma block. San Dubuli village is 8km away from Borigumma block and 52 km away from the administrative headquarters of the district of Koraput.

Table – 3.15
San Dubuli Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
San Dubuli	153	603	297	306	276	136	140	--	--	--	327	161	166	82	39	43	217	141	76	386	156	230	

The village San Dubuli has 153 households. Out of 153 households, 60households belong to Scheduled Tribe and 93households belong to other households. Other households basically consist of Christians, Rana and Mali. The total population of the village is 603. Out of which 297 are male and 306are female. The sex ratio of the village is 1030 that goes in favor of female. In the village60 (39.21%) are tribal communities and they belong to Paraja community. The total tribal population of the village is 276, out of which 136 are male and rest 140 are female. The most of households i.e. 93 (60.78%) are non-tribal households who are basically belong to Christian, Ranaand Mali Castes and their population is 327. Out of which 161 are male and 166 are female.

3.4.4. Socio-Demographic Profile of Sargiguda Village (Gram Panchayat – Sargiguda):

Sargiguda village is situated in Sorgiguda Gram Panchayat of Borigumma block. Sargiguda village is 7 km away from Borigumma block and 51 km away from the administrative headquarters of the district of Koraput.

The village Sargiguda has 286 households. Out of 286 households, 151 belong to Scheduled Tribe 78 households belong to Scheduled Castes and 57 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 1233. Out of which 592 are male and 641 are female. The sex ratio of the village is 1083 that goes in favor of female. The most of households i.e. 151 (52.79%) are tribal communities and they belong to Amanitya, Paraja and Gadaba community. The total tribal population of the village is 663, out of which 310 are male and rest 353 are female. The sex ratio among the tribal community of the village is 1139. The village also consists of 78 (27.27%) households who belong to Scheduled Caste communities and their total population is 337, out of which 160 are male and 177 are female. Apart from that, there are 57 (19.93%) non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Mali, Rana, Gouda and Brahmin castes and their population is 233. Out of which 122 are male and 111 are female.

Table – 3.16
Sorgiguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Sorgiguda	286	1233	592	641	663	310	353	337	160	177	233	122	111	166	72	94	521	325	196	712	267	445	

3.5. Kotpad Block

3.5.1. Socio-Demographic Profile of Miriguda Village (Gram Panchayat –Sorgiguda):

Miriguda village is situated in Sorgiguda Gram Panchayat of Kotpad block. It is about 66km away from the administrative head quarters of the district of Koraput.

The village Miriguda has 177 households and out of 177 households, 116 households belong to Scheduled Tribe, 52 households belong to Scheduled Caste and 9 households belong to Other Castes. Other Caste households basically consist of other backward castes (OBC). The total population of the village is 729. Out of which 352 are male and 377 are female. The sex ratio of the village is 1071 that goes in favor of female. The most of households i.e. 116 (65.53%) are tribal communities and all of them belong to Bhatra community. The total tribal population of the village is 506, out of which 243 are male and rest 263 are female. The sex ratio among the tribal community of the village is 1082. The village also consists 52 (29.37%) households belong to Scheduled Caste communities and their total population is 195, out of which 95 are male and 100 are female. Apart from that, there are 9 (5.1%) non-tribal households who are basically other backward castes (OBC). They belong to Mali and Rana castes and their population is 28. Out of which 12 are male and 16 are female.

Table – 3.17
Miriguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Kenduguda	177	729	352	377	506	243	263	195	95	100	28	12	16	68	32	36	317	219	98	412	133	279	

3.5.2. Socio-Demographic Profile of Birahandi Village (Gram Panchayat –Sorgiguda):

Birahandi village is situated in Sorgiguda Gram Panchayat of Kotpad block. It is about 70km away from the administrative head quarters of the district of Koraput.

Table – 3.18
Birahandi Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Birahandi	70	324	162	162	313	157	156	9	4	5	2	1	1	38	18	20	74	50	24	250	112	138	

The village Birahandi has 70 households and out of 70 households, 68 households belong to Scheduled Tribe, 1 household belongs to Scheduled Caste and 1 household belongs to Other Castes. Other Castes households basically consist of other backward castes (OBC). The total population of the village is 324. Out of which 162 are male and 162 are female. The sex ratio of the village is 1000 which is equal to male. The most of households i.e. 68 (97.14%) are tribal communities and all of them belong to Bhatra community. The total tribal population of the village is 313, out of which 157 are male and rest 156 are female. The sex ratio among the tribal community of the village is 994. The village also consists 1 (1.42%) households belongs to Scheduled Caste communities and they and their total population is 9, out of which 4 are male and 5 are female. Apart from that, there are 1 (1.42%) non-tribal households who are basically other backward castes (OBC). They belong to Mali castes and their population is 2. Out of which 1 are male and 1 are female.

3.5.3. Socio-Demographic Profile of Asna Village (Gram Panchayat –Guali):

Asna village is situated in Guali Gram Panchayat of Kotpad block. Asna village is 7km away from Kotpad block and 81 km away from the administrative headquarters of the district of Koraput.

Table – 3.19
Asna Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Asna	379	1567	785	782	1108	556	552	420	209	211	39	20	19	131	65	66	472	292	180	1095	493	602	33.83

The village Asna has 379 households. Out of 379 households, 260household belongs to Scheduled tribe,110 households belong to Scheduled Castes and 9households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 1567. Out of which 785 are male and 782are female. The sex ratio of the village is 996 that goes in favor of male. The most of households i.e. 260 (68.60%) are tribal communities and all of them belong to Amnitya community. The total tribal population of the village is 1108, out of which 556 are male and rest 552 are female. The village also consists 110 (29.02%) households who belong to Scheduled Caste communities and their total population is 420, out of which 209 are male and 211 are female. Apart from that, there are 9 (2.37%) non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Mali, Rana and Brahmin castes and their population is 39. Out of which 20 are male and 19 are female.

3.5.4. Socio-Demographic Profile of Bonia Village (Gram Panchayat –Guali):

Bonia village is situated in Guali Gram Panchayat of Kotpad block. Bonia village is 4km away from Kotpad block and 78 km away from the administrative headquarters of the district of Koraput.

Table – 3.20
Bonia Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Bonia	173	713	343	370	682	330	352	26	11	15	5	2	3	63	32	31	312	184	128	401	159	242	

The village Bonia has 173 households. Out of 173 households, 162 households belong to Scheduled Tribe, 8 households belong to Scheduled Castes and 3 households belong to other households. Other households basically consist of Christian and Brahmin. The total population of the village is 713. Out of which 343 are male and 370 are female. The sex ratio of the village is 1078 that goes in favor of female. The most of households i.e. 162 (93.64%) are tribal communities and all of them belong to Bhatra community. The total tribal population of the village is 682, out of which 330 are male and rest 352 are female. The sex ratio among the tribal community of the village is also high i.e. 1067. The village also consists 8 (4.62%) households belongs to Scheduled Caste communities and their total population is 26, out of which 11 are male and 15 are female. Apart from that, there are 3 (1.75%) non-tribal households who are basically belong to Christian and Brahmin Castes and their population is 5. Out of which 2 are male and 3 are female.

3.6. Jeypore Block:

3.6.1. Socio-Demographic Profile of Thorodiput Village (Gram Panchayat – Tankua):

Thorodiput village is situated in Tankua Gram Panchayat of Jeypore block. Thorodiput village is 3 km away from Jeypore block and 25 km away from the administrative headquarters of the district of Koraput.

Table – 3.21
Thorodiput Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Thorodiput	81	307	150	157	217	106	111	0	0	0	90	44	46	27	13	14	150	97	53	157	53	104	

The village Thorodiput has 81 households. Out of 81 households, 56 households belong to Scheduled tribe and rest 25 households belong to other households. Other households basically consist of other backward castes (OBC) and General castes. The total population of the village is 307. Out of which 150 are male and 157 are female. The sex ratio of the village is 1047 that goes in favor of female. The most of households i.e. 56 (69.13%) are tribal communities and they belong to Gadaba, Bhumia and Paraja community. The total tribal population of the village is 217, out of which 106 are male and rest 111 are female. The sex ratio among the tribal community of the village is also high i.e. 1047. The village also consists 25 (30.86%) non-tribal households who are basically other backward castes (OBC) and General Castes. They belong to Mali, Rana and Brahmin castes and their population is 90. Out of which 44 are male and 46 are female.

3.6.2. Socio-Demographic Profile of Dimla Village (Gram Panchayat – Tankua):

Dimla village is situated in Tankua Gram Panchayat of Jeypore block. Dimla village is 7km away from Jeypore block and 29 km far away from the administrative headquarters of the district of Koraput.

Table - 3.22
Dimla Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Dimla	113	457	220	237	113	52	61	136	61	75	208	107	101	7	5	2	178	105	73	279	115	164	

The village Dimla has 113 households. Out of 113 households, 31 households belong to Scheduled Tribe, 32 households belong to Scheduled Castes and 45 households belong to other castes. Other castes basically consist of other backward castes (OBC) and General Castes. The total population of the village is 457. Out of which 220 are male and 237 are female. The sex ratio of the village is 1077 that goes in favor of female. In the village 31 (27.43%) households are tribal communities and all of them belong to Gadaba community. The total tribal population of the village is 113, out of which 52 are male and rest 61 are female. The sex ratio among the tribal community of the village is also high i.e. 1173. The village also consists 32 (28.31%) households belongs to Scheduled Caste communities and their total population is 136, out of which 61 are male and 75 are female. Apart from that, there are 45 (39.82%) non-tribal households who are basically other backward castes (OBC) and General Caste. They belong to Mali, Rana and Brahmin castes. Their population is 208 and out of which 107 are male and 101 are female.

3.6.3. Socio-Demographic Profile of Godapadar Village (Gram Panchayat –Godapadar):

Godapadar village is situated in Godapadar Gram Panchayat of Jeypore block. Godapadar village is 5 km away from Jeypore block and 27 km away from the administrative headquarters of the district of Koraput.

Table – 3.23
Godapadar Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Godapadar	80	451	208	243	410	188	222	--	--	--	41	20	21	35	16	19	127	86	41	324	122	202	

The village Godapadar has 80 households. Out of 80 households, 75 belong to Scheduled Tribe and 5 households belong to other households. Other households basically consist of other backward castes (OBC). The total population of the village is 451. Out of which 208 are male and 243 are female. The sex ratio of the village is 1168 that goes in favor of female. The most of households i.e. 75 (93.75%) are tribal communities and they belong to Penthia, Paraja community. The total tribal population of the village is 410, out of which 188 are male and rest 222 are female. The sex ratio among the tribal community of the village is also high i.e. 1181. Apart from that, there are 5 (6.25%) non-tribal households who are basically other backward castes (OBC). They belong to Karana castes and their population is 41. Out of which 20 are male and 21 are female.

3.6.4. Socio-Demographic Profile of Dubuli Village (Gram Panchayat –Godapadar):

Dubuli village is situated in Godapadar Gram Panchayat of Jeypore block. Dubuli village is 5 km away from Jeypore block and 27 km away from the administrative headquarters of the district of Koraput.

Table – 3.24
Dubuli Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Dubuli	145	592	295	297	176	84	92	15	5	10	401	206	195	45	17	28	277	169	108	315	125	189	

The village Dubuli has 145 households. Out of 145 households, 40 households belong to Scheduled tribe, 3 households belong to Scheduled Castes and 102 households belong to other castes. Other castes basically consist of other backward castes (OBC). The total population of the village is 592. Out of which 295 are male and 297 are female. The sex ratio of the village is 1007 that goes in favor of female. The most of the households i.e. 102 (70.34%) are non-tribal households who are basically other backward castes (OBC). They belong to Gouda castes and their population is 401. Out of which 206 are male and 195 are female. The village also consists 40 (27.58%) households belongs to tribal community and all of them belong to Paraja community. The total tribal population of the village is 176, out of which 84 are male and rest 92 are female. Apart from that the village also consists 3 (2.06%) households belongs to Scheduled Caste communities and their total population is 15, out of which 5 are male and 10 are female.

3.7.Koraput Block

3.7.1. Socio-Demographic Profile of Devighat Village (Gram Panchayat –Devighat):

Devighat village is situated in Devighat Gram Panchayat of Koraput block. Devighat village is 12 km away from Koraput block and administrative headquarters of the district of Koraput.

Table – 3.25
Devighat Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Devighat	78	312	146	166	226	102	124	49	26	23	37	18	19	32	14	18	91	58	33	221	88	133	

The village Devighat has 78 households. Out of 60 households, 11 households belong to Scheduled Tribe, 9 households belong to Scheduled Castes and 7 households belong to other castes. Other castes basically consist of other backward castes (OBC). The total population of the village is 312. Out of which 146 are male and 166 are female. The most of households i.e. 60 (76.92%) are tribal communities and all of them belong to Paraja community. The total tribal population of the village is 226, out of which 102 are male and rest 124 are female. The village also consists 11 (14.10%) households belong to Scheduled Caste and their total population is 49, out of which 26 are male and 23 are female. Apart from that there are 7 (8.98%) non-tribal households who are basically other backward castes (OBC). They belong to Mali, Rana castes and their population is 37. Out of which 18 are male and 19 are female.

3.7.2. Socio-Demographic Profile of Bogaipadar Village (Gram Panchayat – Devighat):

Bogaipadar village is situated in Devighat Gram Panchayat of Koraput block. Bogaipadar village is 13 km away from Koraput block and administrative headquarters of the district of Koraput.

The village Bogaipadar has 65 households. Out of 65 households, 46 households belong to Scheduled tribe and 19 households belong to Scheduled Castes households. The total population of the village is 265. Out of which 128 are male and 137 are female. The most of households i.e. 46 (70.76%) are tribal communities and all of them belong to Kondh community. The total tribal population of the village is 174, out of which 79 are male and rest 95 are female. The village also consists 19 (29.24%) households belongs to Scheduled Caste communities and their total population is 91, out of which 49 are male and 42 are female.

Table – 3.26
Bogaipadar Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Bogaipadar	65	265	128	137	174	79	95	91	49	42	00	00	00	29	11	81	81	58	23	184	70	114	

3.7.3. Socio-Demographic Profile of Parajapondi Village (Gram Panchayat –Lankaput):

Parajapondi village is situated in Lankaput Gram Panchayat of Koraput block. Parajapondi village is 7 km away from Koraput block and administrative headquarters of the district of Koraput.

Table – 3.27
Parajapondi Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Parajapondi	87	359	168	191	323	151	172	36	17	19	00	00	00	48	24	24	84	51	33	275	117	158	

The village Parajapondi has 87 households. Out of 87 households, 76 households belong to Scheduled Tribe, 11 households belong to Scheduled Castes. The total population of the village is 359. Out of which 168 are male and 191 are female. The most of households i.e. 76 (87.35%) are tribal communities and all of them belong to Paraja community. The total tribal population of the village is 323, out of which 151 are male and rest 172 are female. The village also consists 11 (12.65%) households belongs to Scheduled Caste communities and their total population is 36, out of which 17 are male and 19 are female.

3.7.4. Socio-Demographic Profile of Lankaput Village (Gram Panchayat –Lankaput):

Lankaput village is situated in Lankaput Gram Panchayat of Koraput block. Lankaput village is 10 km away from Koraput block and administrative headquarters of the district of Koraput.

Table – 3.28
Lankaput Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Lankaput	86	356	192	164	256	138	118	55	30	25	45	24	21	44	21	23	157	122	33	199	70	131	

The village Lankaput has 86 households. Out of 86 households, 64 households belong to Scheduled Tribe, 12 households belong to Scheduled Castes and 10 households belong to other castes. Other castes basically consist of other backward castes (OBC). The total population of the village is 356. Out of which 192 are male and 164 are female. The most of households i.e. 60 (74.41%) are tribal communities and all of them belong to Paraja community. The total tribal population of the village is 256, out of which 138 are male and rest 118 are female. The village also consists 12 (13.95%) households who belong to Scheduled Caste communities and their total population is 55, out of which 30 are male and 25 are female. Apart from that there are 10 (11.64%) other caste households who are basically other backward castes (OBC). They belong to Mali, Rana castes and their population is 45. Out of which 24 are male and 21 are female.

3.8.Pottangi Block:

3.8.1. Socio-Demographic Profile of Telerai Village (Gram Panchayat – Ralegadda):

Telerai village is situated in Ralegadda Gram Panchayat of Pottangi block. Telerai village is 9 km away from Pottangi block and 58 km away from the administrative headquarters of the district of Koraput.

Table – 3.29
Telerai Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Telerai	51	218	106	112	142	70	72	00	00	00	76	36	40	28	12	16	72	51	21	146	55	91	

The village Telerai has 51 households. Out of 51 households, 34 households belong to Scheduled Tribe whereas rest 17 households belong to Other Castes households. The total population of the village is 218. Out of which 106 are male and 112 are female. The most of households i.e. 34 (66.66%) belong to tribal community and all of them are Kondh community. The total tribal population of the village is 218, out of which 106 are male and rest 112 are female. Apart from that the village also consists 17 (33.34%) other caste households who are basically belong to other backward castes (OBC). They belong to Mali and Rana castes and their population is 76. Out of which 36 are male and 40 are female.

3.8.2. Socio-Demographic Profile of Rajuguda Village (Gram Panchayat –Ralegadda):

Rajuguda village is situated in Ralegadda Gram Panchayat of Pottangi block. Rajuguda village is 7 km away from Pottangi block and 57 km away from the administrative headquarters of the district of Koraput.

The village Rajuguda has 93 households. Out of 93 households, 42 households belong to Scheduled Tribe whereas 51 households belong to Other Castes households. The total population of the village is 395. Out of which 199 are male and 196 are female. The most of households i.e. 51 (54.83%) are belongs to Other Caste households who basically belong to other backward castes (OBC). They are Mali and Rana castes and their population is 216. Out of which 108 are male and 108 are female. There are 42 (45.17%) households who belong to tribal community and all of them belong to Kondh community. The total tribal population of the village is 179, out of which 91 are male and rest 88 are female.

Table – 3.30
Rajuguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Rajuguda	93	395	199	196	179	91	88	00	00	00	216	108	108	57	33	24	128	89	39	267	110	157	

3.8.3. Socio-Demographic Profile of Lingamguda Village (Gram Panchayat –Deo-pottangi):

Lingamguda village is situated in Deo-pottangi Gram Panchayat of Pottangi block. Lingamguda village is 10 km away from Pottangi block and 59 km away from the administrative headquarters of the district of Koraput.

The village Lingamguda has 39 households. Out of 39 households, 31 households belong to Scheduled Tribe whereas 8 households belong to Scheduled Castes community. The total population of the village is 144. Out of which 68 are male and 76 are female. The most of households i.e. 31 (79.48%) are tribal communities and they belong to Kondh community. The total tribal population of the village is 116, out of which 56 are male and rest 60 are female. The village also consists of 8 (20.52%) households who belong to Scheduled Caste communities and their total population is 28, out of which 12 are male and 16 are female.

Table – 3.31
Lingamguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Lingamguda	39	144	68	76	116	56	60	28	12	16	00	00	00	24	10	14	49	30	19	95	38	57	

3.8.4. Socio-Demographic Profile of Karanjaguda Village (Gram Panchayat –Deo-pottangi):

Karanjaguda village is situated in Deo-pottangi Gram Panchayat of Pottangi block. Karanjaguda village is 12 km away from Pottangi block and 61 km away from the administrative headquarters of the district of Koraput.

Table – 3.32
Karanjaguda Village Profile

Village	Total House Holds	Overall Population			ST Population			SC Population			Others Population			0-6 Year Population			Literate Population			Illiterate Population			Literacy Rate
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Karanjaguda	45	188	97	91	166	89	77	22	8	14	00	00	00	34	19	15	79	53	26	109	44	65	

The village Karanjaguda has 45 households. Out of 45 households, 38 households belong to Scheduled Tribe whereas 7 households belong to Scheduled Caste community. The total population of the village is 188. Out of which 97 are male and 91 are female. The most of households i.e. 38 (84.44%) are tribal communities and they belong to Kondh community. The total tribal population of the village is 166, out of which 89 are male and rest 77 are female. The village also consists 7 (15.56%) households who belong to Scheduled Caste communities and their total population is 22, out of which 8 are male and 14 are female.

Most of the household in all villages are basically tribal communities and rest are either Scheduled Caste or OBC. One of the common problem which invariably present in all blocks is acute poverty and illiteracy. The present study addresses illiteracy and its causes which is the most crucial problem of tribes in particular and all communities in general.

CHAPTER- IV

ANALYSIS AND MAJOR FINDINGS

4.0. Introduction:

The major project on “**Constraints and exclusion in the primary education of tribes in the Koraput district of Odisha**” aims at studying experiences and understandings of various constraints in primary education especially among the tribes in district of Koraput in Odisha. The researcher has analyzed the data through many statistical procedures. Primarily SPSS is used to analyze the data. Summary tables, graphs, diagrams etc. have been prepared to make the data processing and tabulation easier. The univariate and bivariate analysis were carried out by using cross tabulations to analyze and interpret the relationships between variables applied on the nominal questions. The mean and standard deviation were used to work out the average of the responses on the ordinal questions. The correlation tool was used to check the pattern of relationships between the variables/ factors. A model analysis is also presented to depict the major analysis regarding the project work.

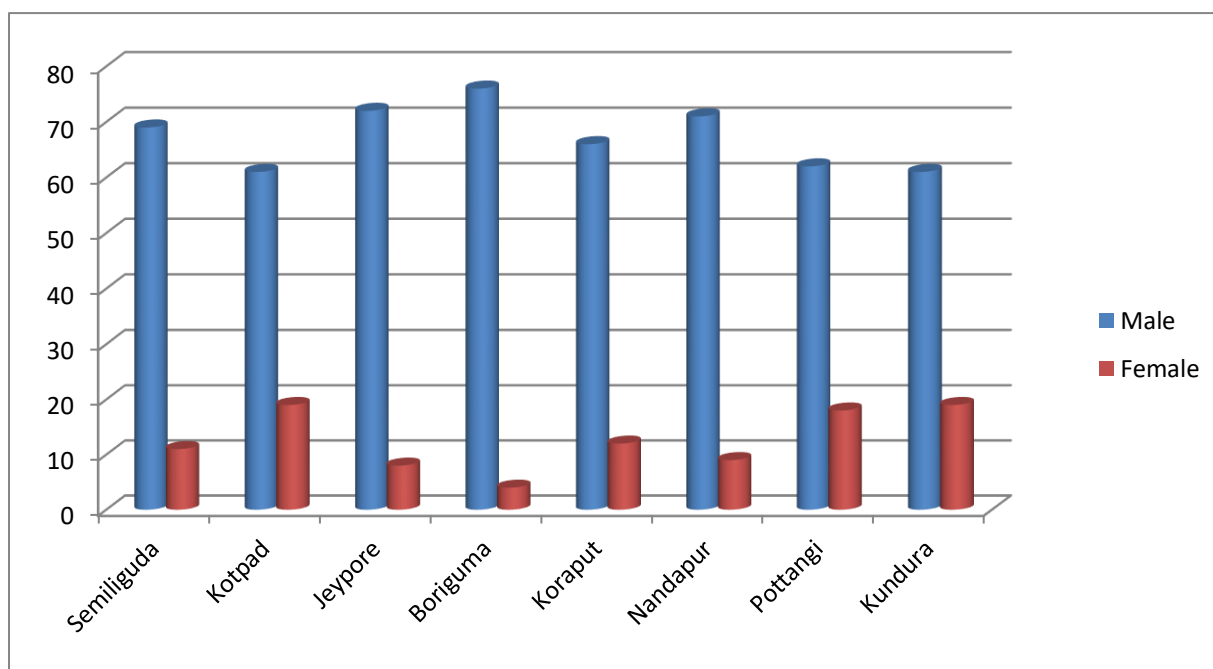
4.1. Cross- table Analysis:

4.1.1. Sex –wise division of respondents in different blocks:

Table No -4.1

Sex wise division of respondents in different blocks:										
Sex		Block								Total
		Semiliguda	Kotpad	Jeypore	Boriguma	Koraput	Nandapur	Pottangi	Kundura	
Male	Respondent	69	61	72	76	66	71	62	61	538
	% within sex	12.8%	11.3%	13.4%	14.1%	12.3%	13.2%	11.5%	11.3%	100.0%
	% within block	86.2%	76.2%	90.0%	95.0%	82.5%	88.8%	77.5%	76.2%	84.1%
Female	Respondent	11	19	8	4	14	9	18	19	102
	% within sex	10.8%	18.6%	7.8%	3.9%	13.7%	8.8%	17.6%	18.6%	100.0%
	% within block	13.8%	23.8%	10.0%	5.0%	17.5%	11.2%	22.5%	23.8%	15.9%
Total	Respondent	80	80	80	80	80	80	80	80	640
	% within sex	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	100.0%
	% within block	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure - 4.1
Block- wise Gender distribution



The present work has covered eight blocks of Koraput district. From each block 80 respondents have been taken as respondents for the study. So from all these eight blocks viz. Semiliguda, Kotpad, Boriguma, Jeypore, Kundura, Nandapur, Pottangi and Koraput 640 respondents have been taken as total number of respondent for the present study. Table 4.1 shows that out of 640 respondents, 538 (84.1%) are male and rest 102 (15.8%) are female. Highest number of male respondents (76) and lowest number of female respondents (4) represented from Boriguma block that constitute 14.1% and 3.9% respectively. On the other hand highest number of female respondents (19) represented from Kotapad and Kundura block that constitute 18.6% and lower number of male respondent represented from the same block Kotapad and Kundura which represent 11.3% within the sex.

4.1.2.Age and Sex-wise Distribution of Respondents:

Table No – 4.2
Age and Sex-wise Distribution of Respondents

Age		sex		Total
		Male	Female	
22-32	Respondents	124	19	143
	% within age	86.7%	13.3%	100.0%
	% within sex	23.0%	18.6%	22.3%
	% of Total	19.4%	3.0%	22.3%
33-43	Respondents	375	79	454
	Expected Count	381.6	72.4	454.0
	% within age	82.6%	17.4%	100.0%
	% within sex	69.7%	77.5%	70.9%
44-54	Respondents	37	4	41
	Expected Count	34.5	6.5	41.0
	% within age	90.2%	9.8%	100.0%
	% within sex	6.9%	3.9%	6.4%
Above 55	Respondents	2	0	2
	Expected Count	1.7	.3	2.0
	% within age	100.0%	0.0%	100.0%
	% within sex	0.4%	0.0%	0.3%
Total	% of Total	0.3%	0.0%	0.3%
	Count	538	102	640
	Expected Count	538.0	102.0	640.0
	% within age	84.1%	15.9%	100.0%
	% within sex	100.0%	100.0%	100.0%
	% of Total	84.1%	15.9%	100.0%

Figure - 4.2
Age and Sex-wise Distribution of Respondents

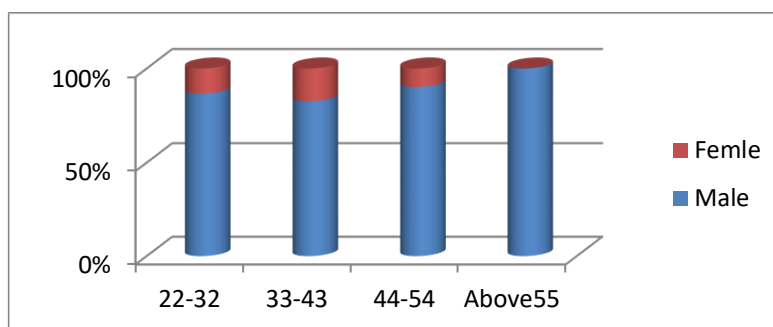


Table- 4.2 shows age and sex-wise distribution of respondents in the study area. The table depicts that there are 640 respondents and their age-group has been divided into four categories i.e. 22-32 years, 33-43 years, 44-54 years and above 55 years. Out of 640 respondents, 538 respondents are male and rest 102 respondents are female. The table also shows that there are 143 respondents (22.3%) who belong to 22-32 years of age group. In the age group 33-43 years there are highest numbers of respondents i.e. 454 respondents (70.9%) out of which 375 respondents are male and 79 respondents are female. In the age-group 44-54 years there are 41 respondents, out of which 37 respondents are male and 4 respondents are female. In the age-group above 55 years, there are only 2 respondents and they are male.

4.1.3. Block-wise Age Distribution of Respondents:

Table- 4.3 shows block-wise age distribution of respondents in Koraput district. The table shows that there are total 640 respondents who belong to eight different blocks of Koraput district i.e. Semiliguda, Kotapd, Jeypore, Borigumma, Koraput, Nandapur, Pottangi and Kundura block and each block consists of 80 respondents and the age-group of the respondents has been divided into four different categories i.e. 22-32 years, 33-43 years, 44-54 years and above 55 years. Out of total 640 respondents 143 respondents belong to age-group 22-32 years, 454 respondents belong to age-group 33-43 years, 41 respondents belong to age-group 44-54 years and only 2 respondents belong to age-group above 55 years. In Semiliguda block out of 80 respondents 24 respondents belong to age-group 22-32 years, 50 respondents belong to age-group 33-43 years, 5 respondents belong to age-group 44-54 years and only 1 respondent belongs to age-group Above 55 years.

Table No -4.3
Block-wise Age Distribution of Respondents

Block		age				Total
		22-32	33-43	44-54	Above 55	
Semiliguda	Count	24	50	5	1	80
	% within block	30.0%	62.5%	6.2%	1.2%	100.0%
	% within age	16.8%	11.0%	12.2%	50.0%	12.5%
	% of Total	3.8%	7.8%	0.8%	0.2%	12.5%
Kotpad	Count	13	55	11	1	80
	% within block	16.2%	68.8%	13.8%	1.2%	100.0%
	% within age	9.1%	12.1%	26.8%	50.0%	12.5%
	% of Total	2.0%	8.6%	1.7%	0.2%	12.5%
Jeypore	Count	28	44	8	0	80
	% within block	35.0%	55.0%	10.0%	0.0%	100.0%
	% within age	19.6%	9.7%	19.5%	0.0%	12.5%
	% of Total	4.4%	6.9%	1.2%	0.0%	12.5%
Borigumma	Count	14	59	7	0	80
	% within block	17.5%	73.8%	8.8%	0.0%	100.0%
	% within age	9.8%	13.0%	17.1%	0.0%	12.5%
	% of Total	2.2%	9.2%	1.1%	0.0%	12.5%
Koraput	Count	16	58	6	0	80
	% within block	20.0%	72.5%	7.5%	0.0%	100.0%
	% within age	11.2%	12.8%	14.6%	0.0%	12.5%
	% of Total	2.5%	9.1%	0.9%	0.0%	12.5%
Nandapur	Count	20	58	2	0	80
	% within block	25.0%	72.5%	2.5%	0.0%	100.0%
	% within age	14.0%	12.8%	4.9%	0.0%	12.5%
	% of Total	3.1%	9.1%	0.3%	0.0%	12.5%
Pottangi	Count	11	68	1	0	80
	% within block	13.8%	85.0%	1.2%	0.0%	100.0%
	% within age	7.7%	15.0%	2.4%	0.0%	12.5%
	% of Total	1.7%	10.6%	0.2%	0.0%	12.5%
Kundura	Count	17	62	1	0	80
	% within block	21.2%	77.5%	1.2%	0.0%	100.0%
	% within age	11.9%	13.7%	2.4%	0.0%	12.5%
	% of Total	2.7%	9.7%	0.2%	0.0%	12.5%
Total	Count	143	454	41	2	640
	% within block	22.3%	70.9%	6.4%	0.3%	100.0%
	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	22.3%	70.9%	6.4%	0.3%	100.0%

In Kotpad block out of 80 respondents 13 respondents belong to age-group 22-32 years, 55 respondents belong to age-group 33-43 years, 11 respondents belong to age-group 44-54 years and only 1 respondent belongs to age-group Above 55 years. In Jeypore block out of 80 respondents 28 respondents belong to age-group 22-32 years, 44 respondents belong to age-group 33-43 years, 8 respondents belong to age-group 44-54 years and no respondent belongs to age-group Above 55 years. In Borigumma block out of 80 respondents 14 respondents belong to age-group 22-32 years, 59 respondents belong to age-group 33-43 years, 7 respondents belong to age-group 44-54 years and no respondent belongs to age-group above 55 years. In Koraput block out of 80 respondents 16 respondents belong to age-group 22-32 years, 58 respondents belong to age-group 33-43 years, 6 respondents belong to

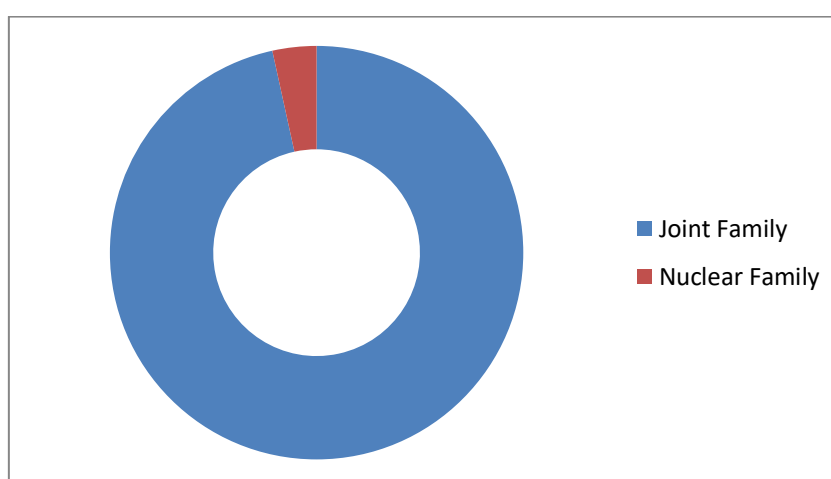
age-group 44-54 years and no respondent belongs to age-group above 55 years. In Nandapur block out of 80 respondents, 20 respondents belong to age-group 22-32 years, 58 respondents belong to age-group 33-43 years, 2 respondents belong to age-group 44-54 years and no respondent belongs to age-group above 55 years. In Pottangi block out of 80 respondents, 11 respondents belong to age-group 22-32 years, 68 respondents belong to age-group 33-43 years, 1 respondent belongs to age-group 44-54 years and no respondent belongs to age-group above 55 years. In Kundura block out of 80 respondents 17 respondents belong to age-group 22-32 years, 62 respondents belong to age-group 33-43 years, 1 respondent belongs to age-group 44-54 years and no respondent belongs to age-group above 55 years.

4.1.4. Family Type:

Table - 4.4

Family Type				
Sex		Family type		Total
		Nuclear	Joint	
Male	Respondent	519	19	538
	% within sex	96.5%	3.5%	100.0%
	% within fam.type	84.0%	86.4%	84.1%
Female	Respondent	99	3	102
	% within sex	97.1%	2.9%	100.0%
	% within fam.type	16.0%	13.6%	15.9%
Total	Respondent	618	22	640
	% within sex	96.6%	3.4%	100.0%
	% within fam.type	100.0%	100.0%	100.0%

Figure - 4.3
Family Type of Respondents



The table- 4.4 shows family type of respondents in different villages of Koraput district. The table also shows that the respondents have mainly staying in two types of family

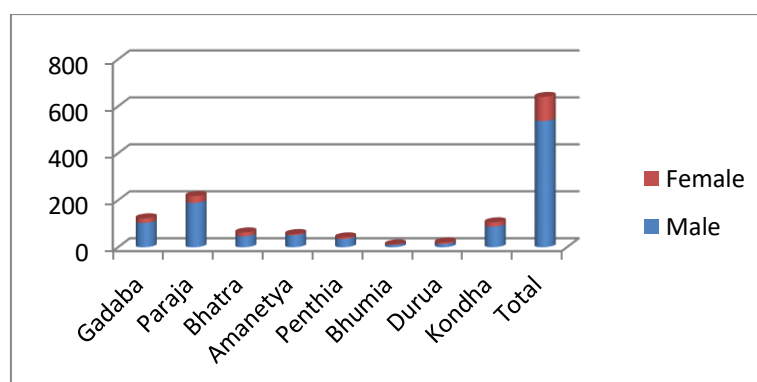
i.e. nuclear family and joint family. There are total 640 respondents; out of which highest number of respondents belongs to nuclear family i.e. 618 respondents which constitute 96.6% and only 22 respondents live in joint family that constitutes 3.4% of the total respondents. Out of 538 male respondents, maximum respondents belong to nuclear family i.e. 519 that constitutes 96.5% of the total male respondents and rest 19 male respondents (3.5%) stay in joint family. Similarly out of 102 Female respondents 99 female respondents (97.1%) belong to nuclear family and rest 3 female respondents (2.9%) belong to joint family.

4.1.5. Sex and Community wise distribution of Respondents:

Table -4.5
Sex and Community wise distribution of Respondents

Sex		Types of Community								Total
		Gadaba	Paraja	Bhatra	Amanetya	Penthia	Bhumia	Durua	Kondh	
Male	Count	104	189	47	51	35	10	14	88	538
	% within sex	19.3%	35.1%	8.7%	9.5%	6.5%	1.9%	2.6%	16.4%	100.0%
	% within com	84.6%	86.7%	74.6%	91.1%	83.3%	83.3%	70.0%	83.0%	84.1%
Female	Count	19	29	16	5	7	2	6	18	102
	% within sex	18.6%	28.4%	15.7%	4.9%	6.9%	2.0%	5.9%	17.6%	100.0%
	% within com	15.4%	13.3%	25.4%	8.9%	16.7%	16.7%	30.0%	17.0%	15.9%
Total	Count	123	218	63	56	42	12	20	106	640
	% within sex	19.2%	34.1%	9.8%	8.8%	6.6%	1.9%	3.1%	16.6%	100.0%
	% within com	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure - 4.4
Sex and Community wise distribution of Respondents



The table - 4.5 shows about sex and community wise distribution of respondents in the study village. The table shows that in total there are 640 respondents and they belong to eight different communities for example Gadaba, Paraja, Bhatra, Amanetya, Penthia, Bhumia, Durua and Kondh community. Out of total 640 respondents the highest number of respondents i.e. 218 respondents belongs to Paraja community. 123 respondents belong to Gadaba

community, 106 respondents belongs to Kondh community, 63 respondents belongs to Bhatra community, 56 respondents belongs to Amanetya community, 42 respondents belongs to Penthia community, 20 respondents belongs to Durua community and least number of respondents i.e. 12 respondents belongs to Bhumia community. The table also highlights out of 640 respondents 538 respondents are male respondents and 102 respondents are female respondents. Out of 538 male respondents, highest number of respondents i.e. 189 respondents belongs to Paraja community, 104 respondents belong to Gadaba community, 88 respondents belong to Kondh community, 51 respondents belong to Amaneta community, 47 respondents belong to Bhatra community, 35 respondents belong to Penthia community, 14 respondents belong to Durua community and the least numbers of respondents i.e. 10 respondents belong to Bhumia community. Similarly, out of 102 Female respondents highest female respondents i.e. 29 respondents belong to Paraja community, 19 respondents belong to Paraja community, 18 respondents belong to Kondh community, 16 respondents belong to Bhatracommunity, 7 respondents belong to Penthia community, 6 respondents belong to Duruacommunity, 5 respondents belong to Amanetya community, only 2 respondents belong to Bhumia community which is very less as compared to other communities.

4.1.6. Sex-wise Occupation of Respondents:

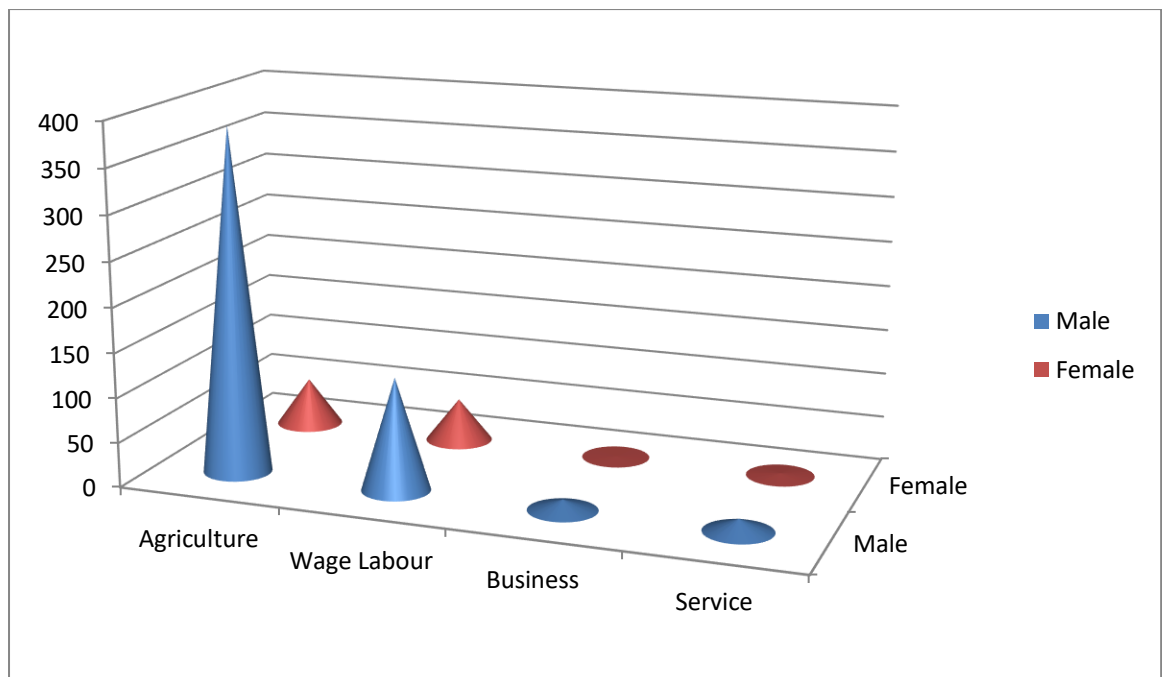
Table - 4.6
Cross tabulation of sex and occupation

			Occupation				Total
			Agriculture	Wage Labour	Business	Service Holder	
sex	Male	Count	386	126	12	14	538
		Expected Count	369.0	146.3	10.9	11.8	538.0
		% within sex	71.7%	23.4%	2.2%	2.6%	100.0%
		% within occupation	87.9%	72.4%	92.3%	100.0%	84.1%
	Female	Count	53	48	1	0	102
		Expected Count	70.0	27.7	2.1	2.2	102.0
		% within sex	52.0%	47.1%	1.0%	0.0%	100.0%
		% within occupation	12.1%	27.6%	7.7%	0.0%	15.9%
Total		Count	439	174	13	14	640
		Expected Count	439.0	174.0	13.0	14.0	640.0
		% within sex	68.6%	27.2%	2.0%	2.2%	100.0%
		% within occupation	100.0%	100.0%	100.0%	100.0%	100.0%

The table shows Sex-wise occupational distribution of respondents in different villages of Koraput district. The table highlights that there are total 640 respondents, out of which highest number of respondents i.e. 439 respondent's main occupation is Agriculture, 174 respondents main occupation is Wage Labour, 14 respondents are Service holder and very less number of respondents i.e. only 13 respondents main occupation is Business. The

table also depicts that out of total 640 respondent 538 respondents are male and rest 102 respondents are Female. Out of 538 male respondents highest numbers of respondents i.e. 386 respondents main occupation is Agriculture, 126 respondents main occupation is Wage Labour, 14 respondents are Service Holder and only 12 respondents main occupation is Business. Similarly, out of 102 female respondents' highest number of respondents i.e. 53 respondents main occupation is Agriculture, 48 respondents main occupation is Wage Labour only 1 respondents main occupation is Business.

Figure - 4.5
Sex- wise Occupation of Respondents



4.1.7. Sex –wise school going children:

Table - 4.7
Sex –wise school going children

Sex	Number &Percentage	School going children					Total
		0	1	2	3	4	
Male	Respondents	32	241	219	35	11	538
	% within sex	5.9%	44.8%	40.7%	6.5%	2.0%	100.0%
	% within school going	86.5%	82.5%	83.3%	94.6%	100.0%	84.1%
Female	Respondents	5	51	44	2	0	102
	% within sex	4.9%	50.0%	43.1%	2.0%	0.0%	100.0%
	% within school going	13.5%	17.5%	16.7%	5.4%	0.0%	15.9%
Total	Respondents	37	292	263	37	11	640
	% within sex	5.8%	45.6%	41.1%	5.8%	1.7%	100.0%
	% within school going	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The table -4.6, depicts the sex-wise distribution of respondents whose children are going to school. Out of 640 respondents highest numbers of respondents i.e. 292 respondents have mentioned that only 1 child from their family is going to school. 263 respondents have mentioned that 2 children from their family are school going children. 37 respondents have mentioned that 3 children from their family are going o school. And the least number of respondents i.e. 11 respondents have mentioned that 4 children from their family are school going children.

The table also highlights that out of 640 respondents among which highest number of respondents i.e. 538 are Male respondent. Out of 538 Male respondents highest number i.e. 241 male respondents mentioned that only 1 child from their family is school going children. Out of 102 female respondents, highest number of female respondents i.e. 51 have mentioned that only 1 child from their family is school going children. In many cases even though there are more children in the family, still there are drop-outs observed in this present study.

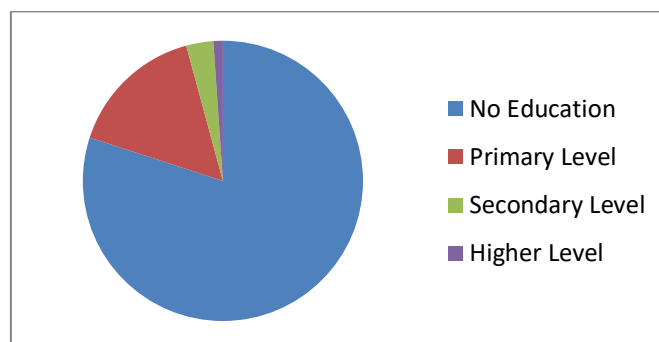
4.1.8. Level of Education:

Table - 4.8
Level of Education

Sex	Number of Respondents	Education				Total
		No Formal Education	Primary	Secondary	Higher Education	
Male	Respondents	423	89	19	7	538
	% within sex	78.6%	16.5%	3.5%	1.3%	100.0%
	% within edn	82.6%	88.1%	95.0%	100.0%	84.1%
Female	Respondents	89	12	1	0	102
	% within sex	87.3%	11.8%	1.0%	0.0%	100.0%
	% within edn	17.4%	11.9%	5.0%	0.0%	15.9%
Total	Respondents	512	101	20	7	640
	% within sex	80.0%	15.8%	3.1%	1.1%	100.0%
	% within edn	100.0%	100.0%	100.0%	100.0%	100.0%

Figure - 4.6

Level of Education



The table – 4.7 shows sex-wise distribution of respondents based on their education level in different villages. The table highlights that there are total 640 respondents, out of which highest number of respondents i.e. 512 respondents (80%) have not completed their formal education, 101 respondents (15.8%) completed their primary education, 20 respondents (3.1%) have completed their secondary education and only 7 respondents (1.1%) have managed to complete their higher education. The table also represents that out of total 640 respondent 538 respondents are male and rest 102 respondents are female. Out of 538 male respondents 423 respondents have not completed their formal education, 89 respondents have completed their primary education, 19 respondents have completed their secondary

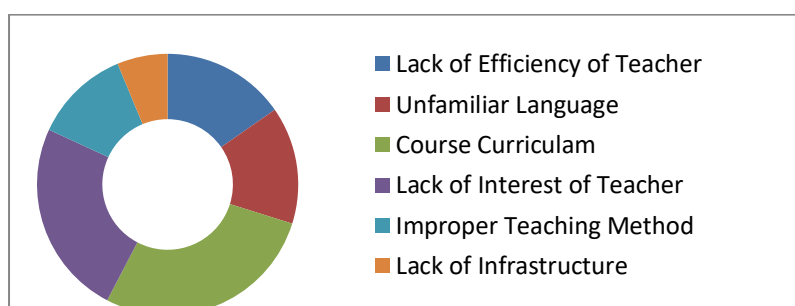
education and only 7 respondents have managed to complete their higher education. Similarly, out of 102 female respondents, 89 respondents have not able to complete their formal education, 12 respondents have completed their primary education, only 1 respondent has managed to complete her secondary education and no female respondent is managed to complete higher education. The table also reveals that the education level of male respondents is higher than female respondents. One can observe in general that the level of education of the tribal respondent is very low. This has been a serious problem for long time. A multiple factors are responsible for this low educational status of respondent that has been explained in the later analysis.

4.1.9.Constraints of Learning in Primary Education:

Table No - 4. 9
Constraints of Learning in Primary Education

Sex		Constraints of Education						Total
		lack of Efficiency of Teacher	Unfamiliar Language	Course Curriculum	Lack of Interest of Teacher	Improper Teaching Method	Lack of Infrastructure	
Male	Respondents	86	71	154	130	64	33	538
	% within sex	16.0%	13.2%	28.6%	24.2%	11.9%	6.1%	100.0%
	% within constraints of learning	87.8%	76.3%	86.5%	83.9%	84.2%	82.5%	84.1%
Female	Respondents	12	22	24	25	12	7	102
	% within sex	11.8%	21.6%	23.5%	24.5%	11.8%	6.9%	100.0%
	% within constraints of learning	12.2%	23.7%	13.5%	16.1%	15.8%	17.5%	15.9%
Total	Respondents	98	93	178	155	76	40	640
	Percentage	15.3%	14.5%	27.8%	24.2%	11.9%	6.2%	100.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure - 4.7
Constraints of Learning



Constraints of learning at any level are an important dimension for enhancement of education. Among tribes one can observe several factors that are significantly contributed for the constraints in education at primary level. The largest number of 178 respondents (27.8%) says course curriculum is very difficult and not interesting for the tribal children. There is no reflection of tribal culture and society in this curriculum. Often tribal children feel this is an alien subject matter for their learning as they don't find any reflection of tribal folk stories, tribal leaders, agriculture or any tribal craft, hunting stories, religious practices, festivals, political organizations etc. in this course curriculum. According to the response of respondents the second most factors that has created problems for learning at primary level is lack of interest of teachers. 155 respondents (24.2%) say teachers are very casual in their approach towards their students. They are not very keen about the inner and internal growth of students. They said teachers are unable to motivate their ward properly on sustainable basis which is a major constraint for children's education. Among other factors of constraints, lack of efficiency of teachers contribute 15.3%, unfamiliar language contributes 14.5%, improper teaching method contributes 11.9% and lack of infrastructure contributes 6.2% for the constraints of learning. Highest number of male respondents (86.5%) says course curriculum is the major factor of constraint while largest number of female respondents (24.5%) says lack of teacher's interest is the major cause of constraints of learning in tribal areas.

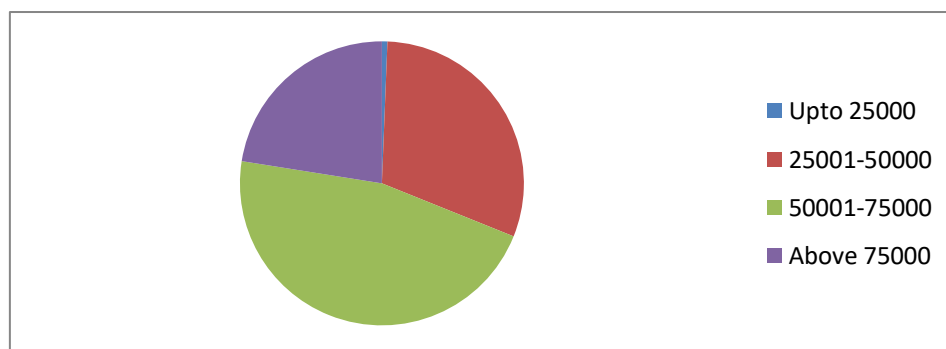
4.1.10. Distribution of Income:

Table - 4.10
Distribution of Income

Sex		Income				Total
		Up to 25000	25001-50000	50001-75000	Above 75000	
Male	Count	2	132	267	137	538
	% within sex	0.4%	24.5%	49.6%	25.5%	100.0%
	% within income	50.0%	67.7%	89.9%	95.1%	84.1%
Female	Count	2	63	30	7	102
	% within sex	2.0%	61.8%	29.4%	6.9%	100.0%
	% within income	50.0%	32.3%	10.1%	4.9%	15.9%
Total	Count	4	195	297	144	640
	% within sex	0.6%	30.5%	46.4%	22.5%	100.0%
	% within income	100.0%	100.0%	100.0%	100.0%	100.0%

The table - 4.10 shows sex-wise distribution of respondents based on their annual income in different villages of Koraput district. The table highlights that there are total 640 respondents, out of which highest number of respondents i.e. 297 respondents whose annual income is 50001-75000, 195 respondents whose annual income is 25001-50000, 144 respondents whose annual income is Above 75000 and very less number of respondents i.e. only 4 respondents whose annual income is upto 25000. The table also represents out of total 640 respondent 538 respondents are male and rest 102 respondents are Female. Out of 538 male respondents highest numbers of respondents i.e. 267 respondents whose annual income is 50001-75000, 137 respondents whose annual income is Above 75000, 132 respondents whose annual income is 25001-50000 and only 2 respondents whose annual income is upto 25000.

Figure - 4.8
Distribution of Income



Similarly, out of 102 female respondents' highest number of respondents i.e. 63 respondents whose annual income is 25001-50000, 30 respondents annual income is 50001-75000, 7 respondents annual income is Above 75000 and only 2 respondents annual income is up to 25000. From the table and graph it is well evident that most of the respondents in tribal area are poor and their income is not sufficient. This low income has adverse effect on the education of their children.

4.2: Descriptive Statistics:

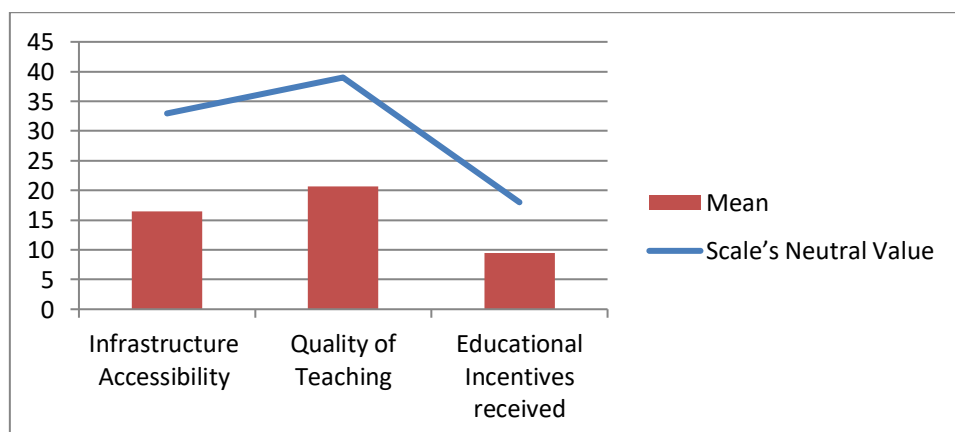
4.2.1. Mean Value and Standard Deviation Analysis:

Table - 4.11
Mean Value and Standard Deviation Analysis

Measures	No of items	Scale's Neutral Value	Mean	SD
Infrastructure Accessibility	11	33	16.44	3.89
Quality of Teaching	13	39	20.66	3.32
Educational Incentives received	06	18	9.47	1.28

Table - 4.11 represented the mean value and SD of study variables on the sample of 640. All items are answered using 5 point scales (1, 2, 3, 4 & 5) ranging from poor to very good. It is clearly indicated that all variables do not go over the neutral value, i.e., 3 of the five point scale. By analyzing the means, we found that our study participants do not have sufficient infrastructure and educational incentives. For the sake of two reasons, the quality of teaching is also less. This quantitative information has also been represented in figure - 4.9.

Figure - 4.9
Mean Value and Standard Deviation Analysis



From this table and graph the researcher has derived that the hypothesis (H_1) i.e., “the infrastructure facility in the schools of tribal area is poor” is supported.

4.2.2: Descriptive Statistics and t-test between study variables:

Table - 4.12
Descriptive Statistics and t-test between study variables

Measures	Gender				t-test for Equality of Means with df of 638	
	Male (N=538)		Female (N=102)		t value	Sig.
	Mean	SD	Mean	SD		
Infrastructure Accessibility	16.43	3.92	16.45	3.74	-.04	.97
Quality of Teaching	20.62	3.36	20.86	3.08	-.69	.49
Educational Incentives received	9.46	1.27	9.49	1.28	-.19	.85

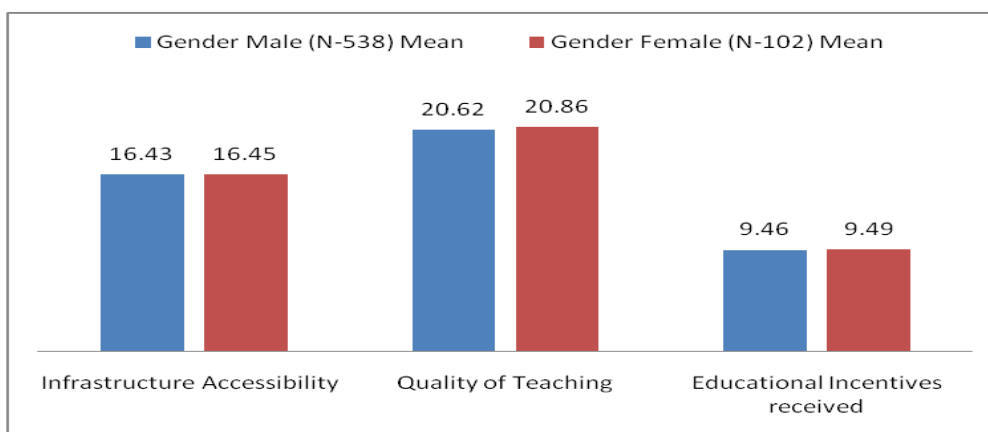
Further the researcher studied the differences of opinion between male and female regarding the quality of teaching and educational incentive variable. By administering t-test, the researcher found that there are no significant differences between the opinion of male and female regarding infrastructure accessibility, educational incentives available in the schools of tribal area and the concomitant quality of teaching.

The independent sample t-test has conducted to evaluate the mean scores of infrastructure availability, quality of teaching and educational incentives received for male and female participants (N =640). The table 4.2 depicts the mean score, standard deviation and t-value.

1. The mean score of infrastructure availability for male and female are 16.43 and 16.45 which indicates that there is no significant differences between male and female regarding the infrastructure availability in the schools of tribal areas. This table describes the significant value for this is 0.97 which is quite above the requisite cut-off of .05 results no significant differences in the mean scores for males and females.
2. Insignificant differences are observed in the mean score of quality of teaching and educational incentives received for male and female participants as well. The t-value for both factors are not reached the significance level of .05 which means that there are no significant difference in the mean scores of quality of teaching and educational incentives received for male and female participants. According to the mean of both factors, we understand that female groups are

only slightly higher on quality of teaching and educational incentives received with compared to male groups.

Figure - 4.10
Descriptive Statistics and t-test between study variables

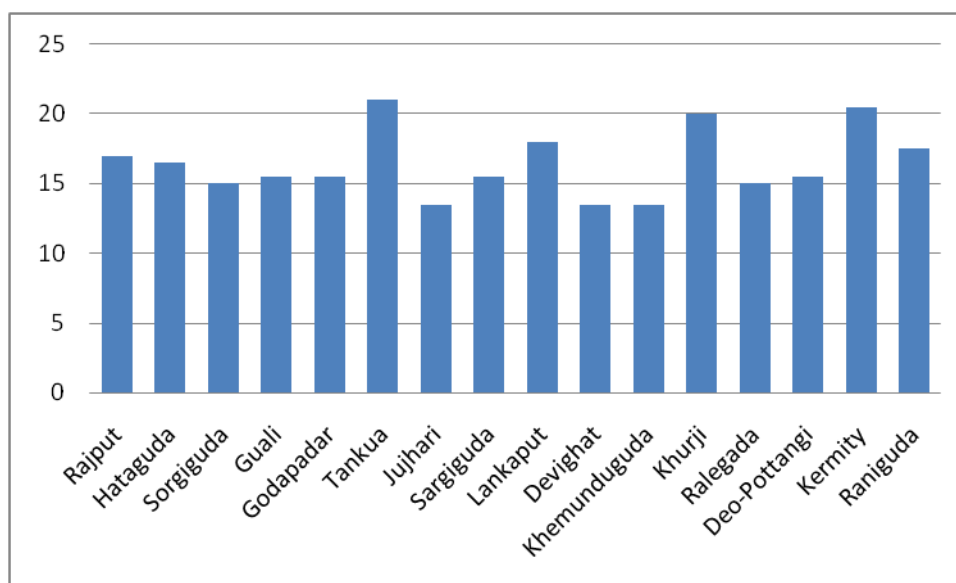


4.2.3. Panchayat-wise mean distribution on infrastructure availability:

Table - 4.13
Panchayat-wise mean distribution on infrastructure availability

Serial No.	Block	Mean
1	Rajput	17.00
2	Hataguda	16.50
3	Sorgiguda	15.00
4	Guali	15.50
5	Godapadar	15.50
6	Tankua	21.00
7	Jujhari	13.50
8	Sargiguda	15.50
9	Lankaput	18.00
10	Devighat	13.50
11	Khemunduguda	13.50
12	Khurji	20.00
13	Ralegada	15.00
14	Deo-Pottangi	15.50
15	Kermity	20.50
16	Raniguda	17.50

Figure - 4.11
Panchayata-wise mean distribution on infrastructure availability

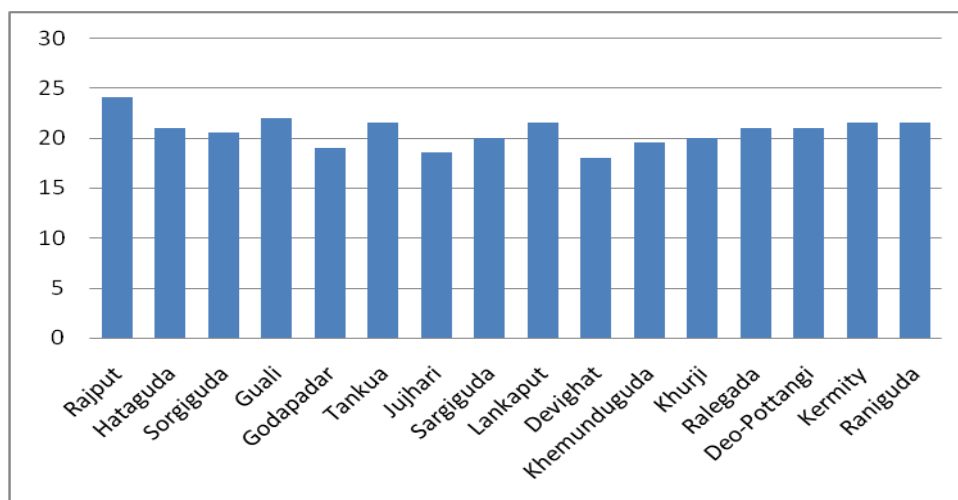


4.2.4. Panchayat-wise mean distribution on Quality of teaching:

Table –4.14
Panchayat-wise mean distribution on Quality of teaching

Serial No.	Block	Mean
1	Rajput	24.00
2	Hataguda	21.00
3	Sorgiguda	20.50
4	Guali	22.00
5	Godapadar	19.00
6	Tankua	21.50
7	Jujhari	18.50
8	Sargiguda	20.00
9	Lankaput	21.50
10	Devighat	18.00
11	Khemunduguda	19.50
12	Khurji	20.00
13	Ralegada	21.00
14	Deo-Pottangi	21.00
15	Kermity	21.50
16	Raniguda	21.50

Figure 4.12
Panchayata-wise mean distribution on Quality of teaching

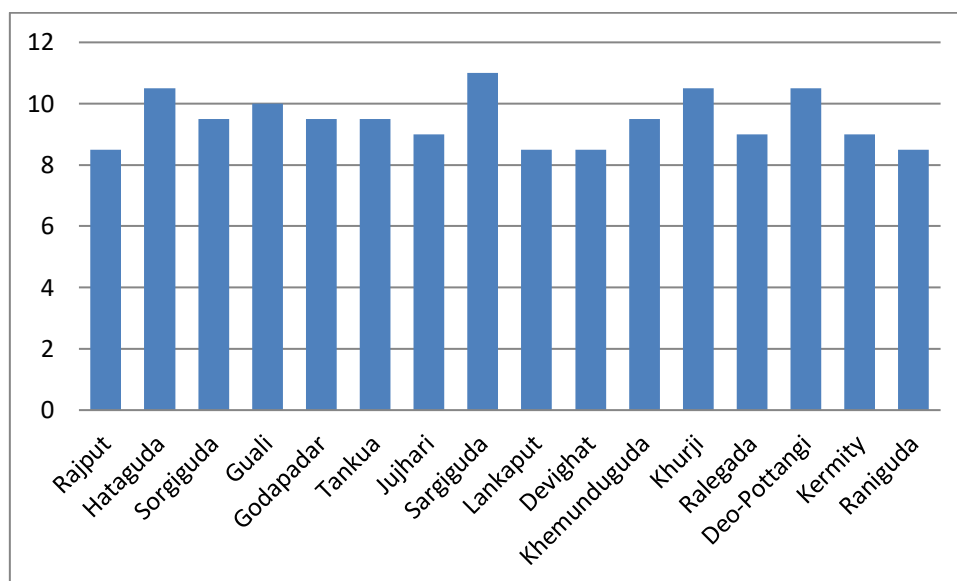


4.2.5. Panchayat-wise mean distribution on Educational incentive received

Table – 4.15
Panchayat-wise mean distribution on Educational incentive received

Serial No.	Block	Mean
1	Rajput	8.50
2	Hataguda	10.50
3	Sorgiguda	9.50
4	Guali	10.00
5	Godapadar	9.50
6	Tankua	9.50
7	Jujhari	9.00
8	Sargiguda	11.00
9	Lankaput	8.50
10	Devighat	8.50
11	Khemunduguda	9.50
12	Khurji	10.50
13	Ralegada	9.00
14	Deo-Pottangi	10.50
15	Kermity	9.00
16	Raniguda	8.50

Figure 4.13
Panchayat-wise mean distribution on Educational incentive received

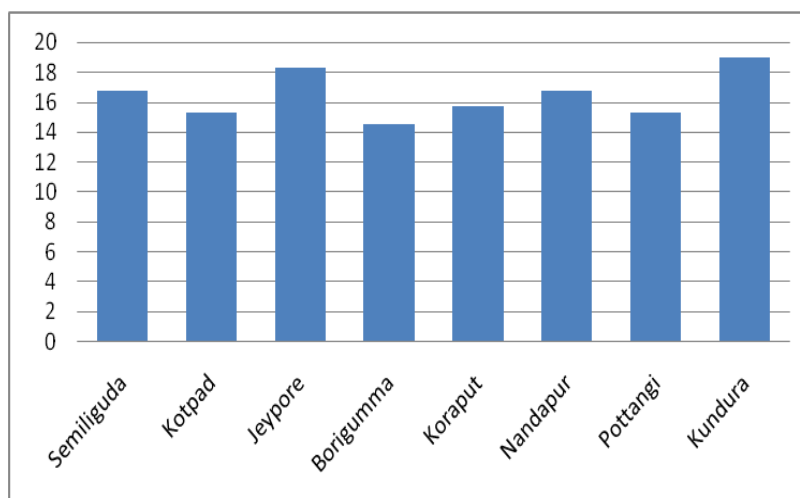


4.2.6. Block-wise mean distribution on Infrastructure Availability

Table –4.16
Block-wise mean distribution on Infrastructure Availability

Serial No.	Block	Mean
1	Semiliguda	16.75
2	Kotpad	15.25
3	Jeypore	18.25
4	Borigumma	14.50
5	Koraput	15.75
6	Nandapur	16.75
7	Pottangi	15.25
8	Kundura	19.00

Figure - 4.14
Block-wise mean distribution on Infrastructure Availability



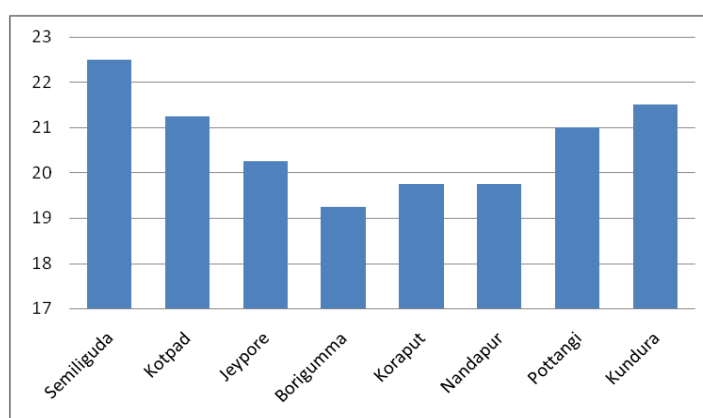
4.2.7. Block-wise mean distribution on quality of teaching

Table – 4.17

Block-wise mean distribution on quality of teaching

Serial No.	Block	Mean
1	Semiliguda	22.50
2	Kotpad	21.25
3	Jeypore	20.25
4	Borigumma	19.25
5	Koraput	19.75
6	Nandapur	19.75
7	Pottangi	21.00
8	Kundura	21.50

Figure - 4.15
Block-wise mean distribution on quality of teaching



4.2.8. Block-wise mean distribution on educational incentive received

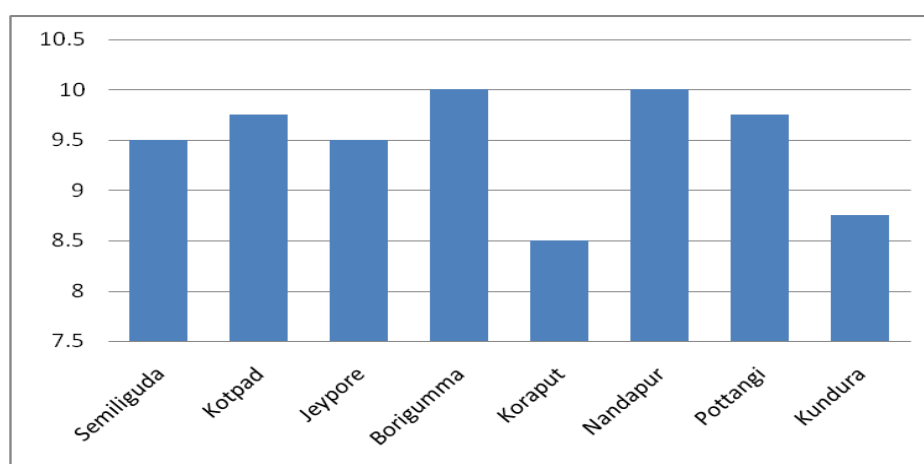
Table – 4.18

Block-wise mean distribution on educational incentive received

Serial No.	Block	Mean
1	Semiliguda	9.50
2	Kotpad	9.75
3	Jeypore	9.50
4	Borigumma	10.00
5	Koraput	8.50
6	Nandapur	10.00
7	Pottangi	9.75
8	Kundura	8.75

Figure - 4.16

Block-wise mean distribution on educational incentive received



4.2.9. Correlations among study variables

Table – 4.19

Correlations among study variables

Measures	1	2	3
1.Infrastructure Availability	.79		
2.Quality of teaching	.50**	.73	
3.Educational incentives received	.17**	.28**	.62

** Correlation is significant at the 0.01 level

The values represented in the diagonals are reliabilities coefficients (Chronbach alpha)

This table demonstrates the correlations among study variables including infrastructure availability, quality of teaching and educational incentives received.

1. There is a positive and significant relationship found between infrastructure availability and quality of teaching ($r = .50$, $p = 0.01$) which suggests that higher values on infrastructure availability is associated with higher values on quality of teaching.
2. There was a positive relationship found between infrastructure availability and educational incentives received ($r = .17$, $p = 0.01$) which advocates higher values on infrastructure availability is associated with higher values on educational incentives received.
3. Similar trend has also been reflected on the relationship between quality of teaching and educational incentives received. The relationship of these measures is positive and significant ($r = .28$, $p = 0.01$). That means higher values on quality of teaching is associated with higher values on educational incentives received.

4.2.10. Multiple Regression Analyses:

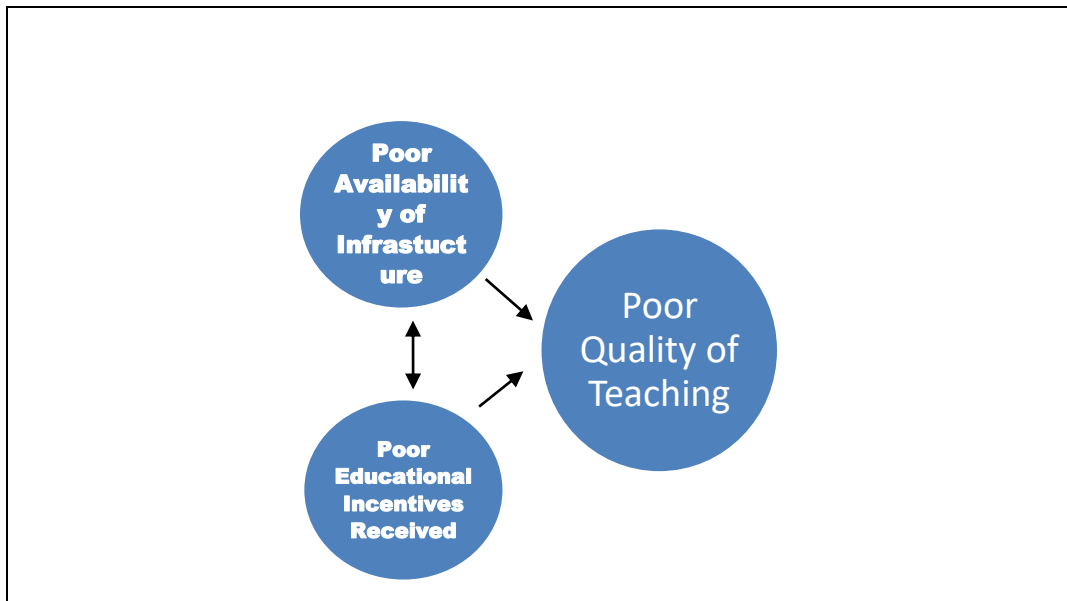
Table -4.20
Multiple Regression Analyses

Predictors	Quality of Teaching	
	R ²	B
Availability Infrastructure	.29	.47**
Educational incentives received		.20**

** Prediction is significant at the 0.01 level

From this multiple regression analyses, the present investigator want to know that which predictor included in the model significantly contributed to the prediction of quality of teaching.

1. In this model, availability of infrastructure is a predictor of this model report largest beta coefficient towards quality of teaching ($\beta = .47$, $p \leq .01$). In other words, the quality of teaching is significantly predicted by availability of infrastructure.
2. The β value for educational incentives received also reveal high on quality of teaching which suggests that there is significant contribution between them. So, we can understand that quality of teaching is also predicted significantly by educational incentives received.
3. In this model R² reports .29, that describes 29% of the variability in the quality of teaching is accounted for by the regression.



From this analysis it is observed that there is a significant contribution of Availability of infrastructure on Quality of teaching and similarly there is a significant contribution of Educational incentives received on Quality of teaching. In this model R^2 value found is .29, that describes 29% of the variability in the quality of teaching which shows it is low and it is due to the poor availability of infrastructure and poor educational incentives received in the schools of tribal areas. In other words the hypothesis (H_3) that “poor infrastructure and poor educational incentives will have a significant impact on the poor quality of education in the schools of tribal areas” is supported.

CHAPTER – V

SUMMARY AND CONCLUSION

5.1. Introduction:

The present study “Eradicating the Exclusion and Constraints of Primary Education in Koraput District of Odisha: A Critical Evaluation” is an attempt to have a deeper level analysis about the constraints of literacy among the tribes of a backward district Koraput. A scanty research result and documentary evidence on this issue motivated the investigator to take up an extensive and empirical study on various aspects of exclusion in primary education system of Koraput district of Odisha.

The tribes of Koraput have a miserable educational status. There is a high instance of dropout rates in the rural and tribal areas of the district. Access to education is denied more often to the girl child, reflected in the low female literacy rate. The literacy rates in respect of scheduled tribes are still low. The undivided Koraput district in terms of literacy still occupies the lowest position in Odisha. According to 2011 census Koraput district ranks 28th among the total districts (30) in Odisha with only 49.21%. The tribal literacy rate was only 8.34% in 1991 and increased only to only 35.4 in 2011 census. There is a huge gap observed between the literacy rate between tribal and general population. It is observable that S.T communities in most of the district in general and of Koraput district in particular are excluded and therefore marginalized in the field of education which has motivated the researcher to conduct an intensive study to explore the constraint of tribes in education in the district of Koraput in Odisha. Against this backdrop the present study will be a pioneering research with inter-disciplinary perspective to analyze the challenges and prospects of education in the tribal areas of Odisha.

5.2. Objectives:

The study proposes the following broad objectives:

1. To study the major factors of exclusion and concomitant marginalization of tribal communities in the domain of education.
2. To find out the major constraint of universalization of education.
3. To explore various ethnic and linguistic diversity of learners to understand the educational scenario of tribal area.
4. To study the availability of basic infrastructures in educational institutions of the district.
5. To evaluate the content and methods used at primary level in enhancing the level of participation of learners in this.
6. To assess the quality in the primary education system and to suggest various recommendations to eradicate the bottlenecks for the growth of literacy rate.

5.3. Hypothesis:

The study proposes the following hypotheses:

1. The infrastructure facilities available in the schools of tribal area will be poor.
2. The educational incentives provided to the schools of tribal area will be poor.
3. Poor infrastructure and poor educational incentives will have a significant impact on the poor quality of education in the schools of tribal areas.
4. Wastage and stagnation are major threats for the universalization of education in Odisha.
5. Inadequacies along with socio-economic inequalities have significant effect on learning breakdown in tribal areas.
6. Learners who have historically faced obstacles to learning have had limited opportunities for education.

5.4. Research Questions:

- What is the present status of literacy and enrolment? Has there been marked improvement in both quantitative as well as qualitative terms. In case there is marked improvement, what has come to account for this?

- What is the status of drop-out rates in general and at different educational level in particular?
- What is the status of education within the district and across different blocks and tribes?
- What is the gender disparity in the tribal society in view of wide disparity between boy and girl's enrolment and drop-out across the blocks and tribe?

5.5. Methodology:

The present study is an empirical and analytical study. As an empirical study it has focused contextually on various critical issues that have created hurdles for the exclusion and marginalization of tribes in primary education. Keeping in view the nature and the objectives of the study various scientific methods has been applied in the present research work.

5.5.1. Universe and Samples: Based on the above objectives and hypothesis, the present study has principally focused on primary data which has been collected from the target groups from the Koraput district of Odisha. Koraput district is taken as the universe of the study and it is selected on basis of its backwardness, concentration of higher tribal population and its lower tribal literacy rate.

- After a pilot studyⁱ, the multistage sampling technique has been used for the selection of sample households from this district. In the first stage, 8 blocks (Koraput, Semiliguda, Nandapur, Pottangi, Jeypore, Kundura, Kotpad and Boriguma) are selected from of Koraput district on the basis of stratified random sampling (four each from two subdivisions viz. Koraput and Jeypore respectively).
- In the second stage, the unit of sampling is 'Gram Panchayat'. Two 'Gram Panchayats' from each block have been selected by using stratified random sampling technique. Therefore 16 Gram Panchayats (8 blocks x 2 Gram Panchayats) are selected for the purpose of primary study.
- In the third stage, the unit of sampling is 'village'. Two villages from each gram panchayat are selected on the basis of random sampling techniques. Hence the study has selected 32 villages (16 Gram Panchayats x 2 Villages) for the study.

- In the fourth and final stage, the unit of sampling is ‘household’, which is the ultimate sample for the present study. 20 households have been selected from each village on the basis of random sampling technique. Therefore 640 households (32 village x20 households) are taken as the final sample for this study.
- Nevertheless, from each gram panchayat 1(one) high school is also selected through to collect information about school and its educational process. Therefore the study has selected 16 high schools in total. Further, the Head Master/Head Mistress of each school is also taken for in-depth interview in order to know the institutional hurdles for the growth of education in this backward area. Hence, the study has selected 16 Head Master/Head Mistress in total from the schools for this empirical study.

5.5.2. Pilot Survey:

The basic purpose of this study pilot survey was to reduce ambiguity and know the hurdles in various dimension of field research. In order to gain confidence on the sample size and to assess the possible difficulties in the field work of the main survey, it was thought necessary to conduct a “pilot study” in two villages of Semiliguda and Nandapur block, Koraput district.

The principal investigator had conducted a pilot study in the month of April i.e. from 10th April, 2016 to 23rd April, 2016. With and after the pilot study, the entire methodology had been reconstructed. Very importantly the sampling was finalized during this time. A semi structured interview scheduled for various groups had been prepared by investigator and used in the pilot study on experimental basis. We had initially focused on Semiliguda and Nandapur block of Koraput district for pilot study. Nevertheless, it was a great experience and learning process. It had provided the initial idea about the practical aspects of the problem and field. In certain ways, it was very instrumental to reconstruct the entire the objectives; hypotheses and methodology along with universe, sample, research tools, methods, various research questions and so on.

5.5.3. Tools and Techniques of Data Collection:

Data have been collected from both the primary and secondary sources. The following tools are used to collect the data from primary sources.

- **Interview Schedule for the Respondents:** A structured interview schedule is used to collect various information from the respondents regarding their educational profile, impact of education on their socio-economic conditions, obstacle in education, reasons of exclusion and various constraints in the field of education etc. During data collection period, care has been taken to record data from head of the household, village leaders and women members. Both open-ended and close-ended questions are designed and included in the schedule. Through the open-ended questions the researcher has tried to comprehend the viewpoint of the respondents towards the educational programmes introduced through government intervention. It has provided scope to the respondents for giving free responses. On the other hand, the close-ended question with dichotomous and multiple choice answers have been given, so that the respondent may choose the appropriate answer with regard to the concerned issues. Information have been supplemented by other research instruments like informal group discussion with children, periodic visits to schools, interaction with teachers of the school, participation in village level meeting and conversation with sarapanch, officials of education department and other government officials of related field.
- **Questionnaire for High school Head Master:** Besides the above mentioned tool of interview schedule, the questionnaire tool has also been used for the high school head masters/head Mistress. 16 high school head masters/head mistress have been selected (one from each school) to collect information on various issues of the present study particularly on school education, its constraints, enrolment, drop out and other issues.
- **Documentary analysis:** Apart from primary data, information have also been collected from secondary sources regarding literacy rate at different levels, the implementation and utilization of various educational programmes and other related subjects in the districts. It has been helpful for deeper understanding about the historical development and a comparative analysis of several educational topics in Odisha. Data from secondary sources comprise both published and unpublished. The published sources have comprised census reports, survey documents, and statistics from district statistical office and block

level institutions, department of education etc. Unpublished data has been collected from the records of various offices and Ph.D. thesis in the concerned field.

5.5.4. Scale Development:

Scale development is itself a huge exercise and developing an independent scale needs in-depth endeavor. Due to the paucity of time the study has largely confined to different scale such as nominal, ordinal and interval scale.

5.5.5. Analysis of Data:

The researcher has analyzed the data through many statistical procedures. Primarily SPSS is used to analyze the data. Summary tables, graphs, diagrams etc. have been prepared to make the data processing and tabulation easier. The univariate and bivariate analysis were conducted by using cross tabulations to analyze and interpret the relationships between variables applied on the nominal questions. The mean and standard deviation were used to work out the average of the responses on the ordinal questions.

5.6. Major Findings:

- The present work has covered eight blocks of Koraput district. From each block 80 respondents have been taken as respondents for the study. So from all these eight blocks viz. Semiliguda, Kotpad, Boriguma, Jeypore, Kundura, Nandapur, Pottangi and Koraput 640 respondents have been taken as total number of respondent for the present study. Out of 640 respondents, 538 (84.1%) are male and rest 102 (15.8%) are female. Highest number of male respondents (76) and lowest number of female respondents (4) represented from Boriguma block that constitute 14.1% and 3.9% respectively. On the other hand highest number of female respondents (19) represented from Kotapad and Kundura block that constitute 18.6% and lower number of male respondent represented from the same block Kotapad and Kundura which represent 11.3% within the sex.
- There are 143 respondents (22.3%) who belong to 22-32 years of age group. In the age group 33-43 years there are highest numbers of respondents i.e. 454 respondents (70.9%) out of which 375 respondents are male and 79 respondents are female. In the age-group

44-54 years there are 41 respondents (6.4%) and in the age-group above 55 years, there are only 2 respondents who constitute only 0.3% of the total sample.

- Out of 640 respondents, highest number of respondents belongs to nuclear family i.e. 618 respondents which constitute 96.6% and only 22 respondents live in joint family that constitutes 3.4% of the total respondents.
- Out of total 640 respondents highest number of respondents i.e. 218 respondents belongs to Paraja community. 123 respondents belongs to Gadaba community, 106 respondents belongs to Kondh community, 63 respondents belongs to Bhatra community, 56 respondents belongs to Amanetya community, 42 respondents belongs to Penthia community, 20 respondents belongs to Durua community and least number of respondents i.e. 12 respondents belongs to Bhumia community.
- Out of 640 respondents highest number of respondents i.e. 512 respondents (80%) have not completed their formal education, 101 respondents (15.8%) completed their primary education, 20 respondents (3.1%) have completed their secondary education and only 7 respondents (1.1%) have managed to complete their higher education.
- Constraints of learning at any level are an important dimension for enhancement of education. Among tribes one can observe several factors that are significantly contributed for the constraints in education at primary level. The largest number of 178 respondents (27.8%) says course curriculum is very difficult and not interesting for the tribal children. There is no reflection of tribal culture and society in this curriculum. Often tribal children feel this is an alien subject matter for their learning as they don't find any reflection of tribal folk stories, tribal leaders, agriculture or any tribal craft, hunting stories, religious practices, festivals, political organizations etc. in this course curriculum. According to the response of respondents the second most factors that has created problems for learning at primary level is lack of interest of teachers. 155 respondents (24.2%) say teachers are very casual in their approach towards their students. They are not very keen about the inner and internal growth of students. They said teachers are unable to motivate their ward properly on sustainable basis which is a major constraint for children's education. Among other factors of constraints, lack of efficiency of teachers contribute 15.3%, unfamiliar language contributes 14.5%, improper teaching method contributes 11.9% and lack of infrastructure contributes 6.2% for the constraints

of learning. Highest number of male respondents (86.5%) says course curriculum is the major factor of constraint while largest number of female respondents (24.5%) says lack of teacher's interest is the major cause of constraints of learning in tribal areas.

- Out of 640 respondents i.e. 297 respondents whose annual income is 50001-75000, 195 respondents whose annual income is 25001-50000, 144 respondents whose annual income is Above 75000 and very less number of respondents i.e. only 4 respondents whose annual income is up to 25000.
- There is a high instances of drop out found in the villages of tribal area and these are basically due to unavailability of infrastructure, lack of quality teaching, difficulty of language and course curriculum, lack of interest of teachers and poor quality teaching.
- By analyzing the means, it is found that our study participants do not have sufficient infrastructure and educational incentives. For the sake of two reasons, the quality of teaching is also less.
- By administering t-test, it is found that there are no significant differences between the opinion of male and female regarding infrastructure accessibility, educational incentives available in the schools of tribal area and the concomitant quality of teaching.
- There is a positive and significant relationship found between infrastructure availability and quality of teaching ($r = .50$, $p = 0.01$) which suggests that higher values on infrastructure availability is associated with higher values on quality of teaching.
- There was a positive relationship found between infrastructure availability and educational incentives received ($r = .17$, $p = 0.01$) which advocates higher values on infrastructure availability is associated with higher values on educational incentives received.
- Similar trend has also been reflected on the relationship between quality of teaching and educational incentives received. The relationship of these measures is positive and significant ($r = .28$, $p = 0.01$). That means higher values on quality of teaching is associated with higher values on educational incentives received.
- From this analysis it is observed that there is a significant contribution of Availability of infrastructure on Quality of teaching and similarly there is a significant contribution of Educational incentives received on Quality of teaching. In this model R^2 value found is .29, that describes 29% of the variability in the quality of teaching which shows it is low

and it is due to the poor availability of infrastructure and poor educational incentives received in the schools of tribal areas.

- The hypothesis (H₃) that “poor infrastructure and poor educational incentives will have a significant impact on the poor quality of education in the schools of tribal areas” is supported.

5.7. Suggestions for enhancing the status of Education:

- ***Proper incentive to teachers working in tribal areas:***

There is a need to address the issue of the teacher’s absenteeism especially in the tribal areas. Higher authorities of education department must seriously monitor the teacher’s duty at remote tribal area by regular visit. Besides this, proper residence facilities on priority basis must be provided for teachers at every panchayat Headquarter for teachers to stay nearby school.

- ***Reduction of Dropout Rates:***

Most of the respondents are observed as poor in study area. They are more interested for economic benefit to run their family. This often forces them not to send their children for school education rather they send their children for wage labour. So, viable employment opportunities must be created to address the poor economy of these households first. Sound economy will motivate the parents to send their children to school regularly. Besides, government must take initiative to provide all study materials at proper time to students freely ablest for their primary education.

- ***Joyful Learning in the School:***

There is a need to introduce the joyful learning in the schools in tribal areas. It will be more meaningful and interesting, so that children will be motivated to go to school. Course curriculum must embrace play and game based learning in the initial classes of primary education in schools. The sports and library facilities should be enhanced qualitatively. Methods like play, music, song, skit, dance, puzzles etc. should be used on priority basis to attract students for a joyful learning. Course curriculum must have some reflection of tribal society in general and skill development.

- ***Growing Consciousness:***

There is a greater need to create a growing consciousness among the parents and all the stakeholders for formal education and its importance. Different educational programmes can be implemented in a better way through civil society interventions. Various civil societies along with teaching community, youth, politicians and bureaucrats must empathetically implement various education programmes contextually in tribal areas in order to disseminate quality education effectively for these excluded communities.

- ***Skill Development:***

Skill development is required for every community to become self sufficient and lead one's life happily. It also can provide motivation for formal education. Formal education is not meant for only armchair job. Its prime concern must be to teach life skill to people. In Indian condition, there is a mammoth need to combine formal education and skill development. To address the problem of unemployment and motivate them for a formal systematic learning process we need to restore the vocational education and skill training especially in tribal areas.

- ***Capacity Building Programmes for Teachers:***

Update knowledge regarding the contextual situation of an area is very much required for any kind of enhancement and proper implementation. Professional skills of teachers should be enhanced from time to time according to the need of students. Education department can organize various motivational and leadership training to teachers and capacity building programmes for teachers to learn tribal language/dialect. Exposure to vocational education and local indigenous knowledge system of tribal communities should be mandatory for teachers who are serving in remote tribal areas.

- ***Mobile School Facilities for Out of School Children:***

In tribal areas, there are some children who cannot afford school education. Household requirement and economic burden forced to stay in home or go outside the home to earn. Nevertheless, they need formal education for a better life. Mobile school facilities must be introduced in tribal areas where there is no school in order to provide education for these out of school tribal children. Training time in this regard should be fixed by considering their leisure hours.

- ***Greater Accountability:***

Proper implementation of educational programmes in tribal area requires greater and professionalism, responsibility and accountability. There is a greater need to involve all the stakeholders and enhance their wholehearted participation in the process of education. Teachers who are not performing their responsibility must get punishment and answerable for their negligence.

5.8. Conclusion:

There is a greater need of three issues viz. access (expansion), equality (inclusion) and quality (excellence). Actually the future roadmap of tribal education has to follow these three issues. Making tribal education a socially inclusive activity is the call of the day. This dimension is important as too many students from ST community are still excluded from education of all levels, due to their low background and other barriers. These disparities foster alienation among them. The blue print to reach the final goal of creating an educated community that is inclusive, firmly based on fairness of access and quality – is to be drawn, the sooner it is the better. As the nation waits with high expectations for legislative formalities to complete, a relook into certain areas of potential threat, particularly with regard to access and equality are relevant. India is actively pushing forward with its agenda for revamping and restructuring education. To move towards a new century of growth and innovation, we need overall progress on all fronts. Education policies should be context specific to enhance access and remove barriers. In this circumstance the introduction of Right to Education Bill is a significant catalyst. We need mindsets with innovative and practical ideas to make delivery of services easier and to create opportunities where they didn't exist.

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INTERVIEW SCHEDULE FOR HOUSEHOLD

Research Project on

Eradicating Exclusion and Constraints of Primary Education in Koraput District of Odisha: A Critical Evaluation

The University Grant Commission (UGC), New Delhi has sanctioned me a Major project (MRP) to conduct a study on the theme titled “Eradicating Exclusion and Constraints of Primary Education in Koraput District of Odisha: A Critical Evaluation”. The primary objective of this study is to understand the main causes of dropout, stagnation, lack of interest of students as well as parents for formal education and broadly to find the exclusion of tribal people in the domain of education. In this connection, your valuable opinion on various aspects of constraints of education will be analyzed and interpreted for findings on said issues and to enhance quality education in tribal areas. These valuable answers will definitely be beneficial to understand the contextual practical notions regarding various constraints of literacy in tribal areas and to draw some suggestive remarks which will definitely eliminate the bottlenecks that exist in this regard. It will also help for the new practical policy formulation and its proper implementation to enhance education in these remote areas and remove the exclusion of tribal communities in the field of formal education. Thus I sincerely request you to spare your valuable time in answering the following questions. Your contributions in this regard will be duly acknowledged in the project report.

Personal Profile

1.Name:

2.Age:

3.Village:

4.Gram Panchayat:

5.Block:

6. District:

7. Structure of Family:

8. Nuclear

9. Joint

10. Number of School going Children:

11. Caste/Tribe:

12.Religion:

13. Education:

14. Family Details:

Sl. No.	Name	Age	Sex	Marital Status	Education	Occupation		Annual Income
						Main	Ancillary	

15. Which one of the features influences you to send your children to the school?

- i. Acquisition of knowledge
- ii. Prospect of job
- iii. Personality Development
- iv. Enhancing status in the society

16. What is the language used by the teacher extensively in the class?

- i. Odia
- ii. Desiya
- iii. Local tribal language

17. Do you feel medium of instruction with mainstream language (English/Hindi/Odia) is a problem to understand the subject? (Yes/No)

18. Which one of the factors you consider as a major constraint for learning at primary level?

- i. Lack of efficiency of teacher
- ii. Unfamiliar mainstream Language (English/Hindi/ Odia)
- iii. Course curriculum
- iv. Lack of interest of teachers
- v. Teaching method
- vi. Lack of infrastructure and facilities

19. Do you face financial problem for your children's education? (Yes/No)

20. Has any of your child joined in secondary education? (Yes/No/NA)

21. Has any of your child joined in higher education? (Yes/No/NA)

22. What are the main reasons that stop the child/children for continuing the secondary/higher education?

- i. Difficulty of understanding subject at higher level
- ii. Poor economic conditions
- iii. Early marriage
- iv. No immediate job after completing education

23. Is your child going to class regularly? (Yes/No)

24. Has your child discontinued his/her primary education? (Yes/No)

25. Factors causing school drop-out (Rank the factors):

- i. Poverty
- ii. Household needs
- iii. Difficulty of subject/language
- iv. Early marriage
- v. Lack of infrastructure at school
- vi. Lack of interest and guidance of teacher
- vii. Lack of interest of student
- viii. Regular absence of teachers
- ix. Lack of hostel facilities

26. Do you feel teachers discriminate your child in the school? (Yes/No)

27. Are teachers coming to class regularly? (Yes/No)

28. Do you have hostel facilities at the school? (Yes/No)

29. Are your child getting mid-day meal? (Yes/No)

30. Do you monitor your child's attendance in the school regularly? (Yes/No)

31. Do you teach your child in the home on regular basis? (Yes/No)

32. Are you taking help of anybody for your child's learning after the school hours? (Yes/No)

33. Are you going for private tuition for your child after the school hours? (Yes/No)

34. Do you feel in comparison to private school govt. schools have lack of infrastructure and other facilities? (Yes/No)

35. Availability of infrastructure facilities:

Sl. No	Facilities	Opinion				
		Poor	Average	Neither Avg nor Good	Good	Very Good
	Class room					
	Fresh room (Toilet)					
	Cleanliness of Campus					
	Ventilation of class room					
	Drinking Water					
	Kitchen					
	Library					
	Play ground					
	Sports facilities					
	Teaching and Learning materials					
	Electricity					

36. Do you think govt. schools are only meant for poor and tribal people? (Yes/No)

37. Are you sending your child/children to private school? (Yes/No)

a. If yes why?

b. If no why?

38. Quality of teaching:

Sl. No	Various dimensions	Opinion				
		Poor	Ave rage	Neither Avg nor Good	Good	Very Good
	Teacher's motivation					
	Teacher's command over local language					
	Availability of books					
	Exposure visit/Field visit					
	Practical classes					
	Science laboratory					
	Library					
	Reading Rooms					
	Tutorial/Proctorial Classes					
	Teachers and student interaction					
	Monitor of higher authorities					
	Teaching methods					
	Regular evaluation					

39. What are the educational incentives you receive from school for the education of your child/Children?

Sl. No	Educational incentives received in school	Opinion				
		Poor	Ave rage	Neither Avg nor Good	Good	Very Good
	Additional learning materials					
	Motivational Lecture					
	Story books					
	Skill Development					
	Science exhibition					
	Visit of teachers to student's home					

40. What you feel the most important factors for the improvement of your children's education?

- i. Good infrastructure
- ii. Proper food and learning materials
- iii. Introduction of tribal language as medium of instruction
- iv. Compulsory hostel for all schools in tribal areas
- v. Regular monitoring of school by higher authorities
- vi. Extra/special coaching

41. What is the most important factor to eradicate drop-out in tribal areas?

- i. Introduction of *Desiya* language/tribal language along with the adoption of tribal society related phenomena in the syllabus.**
- ii. Eradication of poverty and provision of diversified livelihood**
- iii. Development of qualitative infrastructure**
- iv. Introduction of student friendly teaching methods**
- v. Free hostel facilities up to primary 10th class**
- vi. Continuous interaction with both students and their parents to create awareness for literacy**

Initiatives you have taken to send the child to the school

42. Monitoring in every morning.(Yes/No)

43. Inspiring children to go to school.(Yes/No)

44. Moving with the child to school on regular basis.(Yes/No)

45. Regular touch with the teachers to know the presence of child in the school.(Yes/No)

46. Provided all socio-economic support to children for continuing their education. (Yes/No)

Questionnaire for Headmaster

Research Project on

Eradicating Exclusion and Constraints of Primary Education in Koraput District of Odisha: A Critical Evaluation

The University Grant Commission (UGC), New Delhi has sanctioned me a Major project (MRP) to conduct a study on the theme titled “Eradicating Exclusion and Constraints of Primary Education in Koraput District of Odisha: A Critical Evaluation”. The primary objective of this study is to understand the main causes of dropout, stagnation, lack of interest of students as well as parents for formal education and broadly to find the exclusion of tribal people in the domain of education. In this connection, your valuable opinion on various aspects of constraints of education will be analyzed and interpreted for findings on said issues and to enhance quality education in tribal areas. These valuable answers will definitely be beneficial to understand the contextual practical notions regarding various constraints of literacy in tribal areas and to draw some suggestive remarks which will definitely eliminate the bottlenecks that exist in this regard. It will also help for the new practical policy formulation and its proper implementation to enhance education in these remote areas and remove the exclusion of tribal communities in the field of formal education. Thus I sincerely request you to spare your valuable time in answering the following questions. Your contributions in this regard will be duly acknowledged in the project report.

Personal Profile

1. Name:
2. Village:
3. Gram Panchayat:
4. Block:
5. District:
6. Education:
7. Specialization:
8. Age:
9. Gender:
10. Caste/Tribe:
11. Religion:
12. Income:

13. When did the school establish?
14. What is the objective of the establishment of this school?
15. What is the mission statement of the school?
16. What is the current staff pattern of the school?
17. What is the year-wise break-up of staff pattern since its inception?
18. How many regular and contractual teachers are working at present in the school?
19. Do the services of contractual staff par with the services of regular teachers? If no, what are the reasons?
20. Are the staffs staying in the campus? If not, what are the reasons? How do you solve the situation when there is any emergency?
21. What is the process (advertisement) of collecting the students?
22. What is the process of admission?
23. What is the approved in-take of students from class 6-10 since its inception?
24. What is the year-wise enrollment of students (social category) since its inception?
25. What is the year-wise number of drop-outs since its inception? What are the reasons behind the situation of drop-outs?
26. What is the year-wise nature of performance (divisions) of students?
27. What are the educational facilities provided by the school?
28. What are the facilities provided by the school in the hostel?
29. What are the recreational facilities provided by the school?
30. What are the sports facilities provided by the school?
31. What are the health facilities provided by the school?
32. What is the organizational structure/management of the school?
33. What are the committees and their corresponding functions towards the functioning of school?



1. Interview at Asna Village



2. School Class room at Mukhbidei Village



3. Kitchen in which Mid-day meal is prepared for school students at Mukhbedai Village



4. Additional Class room constructed at Mukhebedai Village



5.Village Infrastructure of Challanput Village



6.Infrastructure of School at Chalanput



7.School Drop-out children at Gadikhamara Village



8.Condition of School at Gadikhamara Village



9. Principal Investigator while conducting interview in Gadikhamara village



10. Anganwadi - A vital institution for motivating formal education at Bania Village



11. Agriculture as the only source of livelihood in the village Bonia



12. School children of Birahandi Village



13.School children of Miriguda village explaining their constraint for education



14.School building of Sanadubuli



15. Meeting with parents at Goudaguda School



16. School drop-out girl engaged in household activities

**ERADICATING EXCLUSION AND CONSTRAINTS OF PRIMARY
EDUCATION IN KORAPUT DISTRICT OF ODISHA: A CRITICAL
EVALUATION
(Executive Summary)**



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1.1. Introduction:

The present study “Eradicating the Exclusion and Constraints of Primary Education in Koraput District of Odisha: A Critical Evaluation” is an attempt to have a deeper level analysis about the constraints of literacy among the tribes of a backward district Koraput. A scanty research result and documentary evidence on this issue motivated the investigator to take up an extensive and empirical study on various aspects of exclusion in primary education system of Koraput district of Odisha.

The tribes of Koraput have a miserable educational status. There is a high instance of dropout rates in the rural and tribal areas of the district. Access to education is denied more often to the girl child, reflected in the low female literacy rate. The literacy rates in respect of scheduled tribes are still low. The undivided Koraput district in terms of literacy still occupies the lowest position in Odisha. According to 2011 census Koraput district ranks 28th among the total districts (30) in Odisha with only 49.21%. The tribal literary rate was only 8.34% in 1991 and increased only to only 35.4 in 2011 census. There is a huge gap observed between the literacy rate between tribal and general population. It is observable that S.T communities in most of the district in general and of Koraput district in particular are excluded and therefore marginalized in the field of education which has motivated the researcher to conduct an intensive study to explore the constraint of tribes in education in the district of Koraput in Odisha. Against this backdrop the present study will be a pioneering research with inter-disciplinary perspective to analyze the challenges and prospects of education in the tribal areas of Odisha.

1.2. Objectives:

The study proposes the following broad objectives:

1. To study the major factors of exclusion and concomitant marginalization of tribal communities in the domain of education.
2. To find out the major constraint of universalization of education.
3. To explore various ethnic and linguistic diversity of learners to understand the educational scenario of tribal area.
4. To study the availability of basic infrastructures in educational institutions of the district.

5. To evaluate the content and methods used at primary level in enhancing the level of participation of learners in this.
6. To assess the quality in the primary education system and to suggest various recommendations to eradicate the bottlenecks for the growth of literacy rate.

1.3. Hypothesis:

The study proposes the following hypotheses:

1. The infrastructure facilities available in the schools of tribal area will be poor.
2. The educational incentives provided to the schools of tribal area will be poor.
3. Poor infrastructure and poor educational incentives will have a significant impact on the poor quality of education in the schools of tribal areas.
4. Wastage and stagnation are major threats for the universalization of education in Odisha.
5. Inadequacies along with socio-economic inequalities have significant effect on learning breakdown in tribal areas.
6. Learners who have historically faced obstacles to learning have had limited opportunities for education.

1.4. Research Questions:

- What is the present status of literacy and enrolment? Has there been marked improvement in both quantitative as well as qualitative terms. In case there is marked improvement, what has come to account for this?
- What is the status of drop-out rates in general and at different educational level in particular?
- What is the status of education within the district and across different blocks and tribes?
- What is the gender disparity in the tribal society in view of wide disparity between boy and girl's enrolment and drop-out across the blocks and tribe?

1.5. Methodology:

The present study is an empirical and analytical study. As an empirical study it has focused contextually on various critical issues that have created hurdles for the exclusion and marginalization of tribes in primary education. Keeping in view the nature and the objectives of the study various scientific methods has been applied in the present research work.

1.5.1. Universe and Samples: Based on the above objectives and hypothesis, the present study has principally focused on primary data which has been collected from the target groups from the Koraput district of Odisha. Koraput district is taken as the universe of the study and it is selected on basis of its backwardness, concentration of higher tribal population and its lower tribal literacy rate.

- After a pilot studyⁱ, the multistage sampling technique has been used for the selection of sample households from this district. In the first stage, 8 blocks (Koraput, Semiliguda, Nandapur, Pottangi, Jeypore, Kundura, Kotpad and Boriguma) are selected from of Koraput district on the basis of stratified random sampling (four each from two sub-divisions viz. Koraput and Jeypore respectively).
- In the second stage, the unit of sampling is ‘Gram Panchayat’. Two ‘Gram Panchayats’ from each block have been selected by using stratified random sampling technique. Therefore 16 Gram Panchayats (8 blocks x 2 Gram Panchayats) are selected for the purpose of primary study.
- In the third stage, the unit of sampling is ‘village’. Two villages from each gram panchayat are selected on the basis of random sampling techniques. Hence the study has selected 32 villages (16 Gram Panchayats x 2 Villages) for the study.
- In the fourth and final stage, the unit of sampling is ‘household’, which is the ultimate sample for the present study. 20 households have been selected from each village on the basis of random sampling technique. Therefore 640 households (32 village x 20 households) are taken as the final sample for this study.
- Nevertheless, from each gram panchayat 1(one) high school is also selected through to collect information about school and its educational process. Therefore the study has selected 16 high schools in total. Further, the Head Master/Head Mistress of each school is also taken for in-depth interview in order to know the institutional hurdles for the growth of education in this backward area. Hence, the study has selected 16 Head Master/Head Mistress in total from the schools for this empirical study.

1.5.2. Pilot Survey:

The basic purpose of this study pilot survey was to reduce ambiguity and know the hurdles in various dimension of field research. In order to gain confidence on the sample size and to assess the possible difficulties in the field work of the main survey, it was thought necessary to conduct a “pilot study” in two villages of Semiliguda and Nandapur block, Koraput district.

The principal investigator had conducted a pilot study in the month of April i.e. from 10th April, 2016 to 23rd April, 2016. With and after the pilot study, the entire methodology had been reconstructed. Very importantly the sampling was finalized during this time. A semi structured interview scheduled for various groups had been prepared by investigator and used in the pilot study on experimental basis. We had initially focused on Semiliguda and Nandapur block of Koraput district for pilot study. Nevertheless, it was a great experience and learning process. It had provided the initial idea about the practical aspects of the problem and field. In certain ways, it was very instrumental to reconstruct the entire the objectives; hypotheses and methodology along with universe, sample, research tools, methods, various research questions and so on.

1.5.3. Tools and Techniques of Data Collection:

Data have been collected from both the primary and secondary sources. The following tools are used to collect the data from primary sources.

- **Interview Schedule for the Respondents:** A structured interview schedule is used to collect various information from the respondents regarding their educational profile, impact of education on their socio-economic conditions, obstacle in education, reasons of exclusion and various constraints in the field of education etc. During data collection period, care has been taken to record data from head of the household, village leaders and women members. Both open-ended and close-ended questions are designed and included in the schedule. Through the open-ended questions the researcher has tried to comprehend the viewpoint of the respondents towards the educational programmes introduced through government intervention. It has provided scope to the respondents for giving free responses. On the other hand, the close-ended question with dichotomous and multiple choice answers have been given, so that the respondent may choose the appropriate answer with regard to the concerned issues. Information have been

supplemented by other research instruments like informal group discussion with children, periodic visits to schools, interaction with teachers of the school, participation in village level meeting and conversation with sarapanch, officials of education department and other government officials of related field.

- **Questionnaire for High school Head Master:** Besides the above mentioned tool of interview schedule, the questionnaire tool has also been used for the high school head masters/head Mistress. 16 high school head masters/head mistress have been selected (one from each school) to collect information on various issues of the present study particularly on school education, its constraints, enrolment, drop out and other issues.
- **Documentary analysis:** Apart from primary data, information have also been collected from secondary sources regarding literacy rate at different levels, the implementation and utilization of various educational programmes and other related subjects in the districts. It has been helpful for deeper understanding about the historical development and a comparative analysis of several educational topics in Odisha. Data from secondary sources comprise both published and unpublished. The published sources have comprised census reports, survey documents, and statistics from district statistical office and block level institutions, department of education etc. Unpublished data has been collected from the records of various offices and Ph.D. thesis in the concerned field.

1.5.4. Scale Development:

Scale development is itself a huge exercise and developing an independent scale needs in-depth endeavor. Due to the paucity of time the study has largely confined to different scale such as nominal, ordinal and interval scale.

1.5.5. Analysis of Data:

The researcher has analyzed the data through many statistical procedures. Primarily SPSS is used to analyze the data. Summary tables, graphs, diagrams etc. have been prepared to make the data processing and tabulation easier. The univariate and bivariate analysis were conducted by using cross tabulations to analyze and interpret the relationships between variables applied on the nominal questions. The mean and standard deviation were used to work out the average of the responses on the ordinal questions.

1.6. Contours of the Study:

The present study result has been discussed through five chapters. Each chapter is distinct in its own way in exploring information regarding the present work in a cogent manner. More prominently, each chapter is closely connected logically to other chapters in depicting the facts and figures pertaining to the present research work.

Chapter- I deals with the information about the topic, the recently trends in education system, the present scenario of the status of literacy level and its constraints. This chapter has also included major objectives, hypothesis, significance, scope and rationale of the study. The chapter also highlights the research design which includes pilot study, sources of data collection method, sample size, schedule and questionnaire design and the use of statistical tools.

It also has covered the review of previous studies based on the conceptual and empirical works in different areas. The detailed reviews of literature on various aspects of primary education at schools of rural and tribal areas like infrastructures and other academic facilities; constraints of education/literacy especially the factors of drop-out and stagnation along with other issues have been presented in a logical manner. The important part of this chapter is the construction of theoretical background that has been emerged from the synthesis of review of literature.

Chapter-II has discussed about the research setting. It provides an overview of Odisha and Koraput district; its geographical, socio-economic and educational back-ground.

Chapter-III has analyzed about the socio-demographic profile of sample villages. It provides an overview of its community and sex-wise population of the sample villages taken from the district Koraput.

Chapter-IV presents the analysis of primary data collected from the respondents with the help of the SPSS package. It presents the output of primary data in different tables relevant to the study.

Chapter-V being the final chapter presents summary and suggestions for eradication of the constraints of the primary education and conclusion.

1.7. Major Findings:

- The present work has covered eight blocks of Koraput district. From each block 80 respondents have been taken as respondents for the study. So from all these eight blocks viz. Semiliguda, Kotpad, Boriguma, Jeypore, Kundura, Nandapur, Pottangi and Koraput 640 respondents have been taken as total number of respondent for the present study. Out of 640 respondents, 538 (84.1%) are male and rest 102 (15.8%) are female. Highest number of male respondents (76) and lowest number of female respondents (4) represented from Boriguma block that constitute 14.1% and 3.9% respectively. On the other hand highest number of female respondents (19) represented from Kotapad and Kundura block that constitute 18.6% and lower number of male respondent represented from the same block Kotapad and Kundura which represent 11.3% within the sex.
- There are 143 respondents (22.3%) who belong to 22-32 years of age group. In the age group 33-43 years there are highest numbers of respondents i.e. 454 respondents (70.9%) out of which 375 respondents are male and 79 respondents are female. In the age-group 44-54 years there are 41 respondents (6.4%) and in the age-group above 55 years, there are only 2 respondents who constitute only 0.3% of the total sample.
- Out of 640 respondents, highest number of respondents belongs to nuclear family i.e. 618 respondents which constitute 96.6% and only 22 respondents live in joint family that constitutes 3.4% of the total respondents.
- Out of total 640 respondents highest number of respondents i.e. 218 respondents belongs to Paraja community. 123 respondents belongs to Gadaba community, 106 respondents belongs to Kondh community, 63 respondents belongs to Bhatra community, 56 respondents belongs to Amanetya community, 42 respondents belongs to Penthia community, 20 respondents belongs to Durua community and least number of respondents i.e. 12 respondents belongs to Bhumia community.
- Out of 640 respondents highest number of respondents i.e. 512 respondents (80%) have not completed their formal education, 101 respondents (15.8%) completed their primary education, 20 respondents (3.1%) have completed their secondary education and only 7 respondents (1.1%) have managed to complete their higher education.
- Constraints of learning at any level are an important dimension for enhancement of education. Among tribes one can observe several factors that are significantly contributed

for the constraints in education at primary level. The largest number of 178 respondents (27.8%) says course curriculum is very difficult and not interesting for the tribal children. There is no reflection of tribal culture and society in this curriculum. Often tribal children feel this is an alien subject matter for their learning as they don't find any reflection of tribal folk stories, tribal leaders, agriculture or any tribal craft, hunting stories, religious practices, festivals, political organizations etc. in this course curriculum. According to the response of respondents the second most factors that has created problems for learning at primary level is lack of interest of teachers. 155 respondents (24.2%) say teachers are very casual in their approach towards their students. They are not very keen about the inner and internal growth of students. They said teachers are unable to motivate their ward properly on sustainable basis which is a major constraint for children's education. Among other factors of constraints, lack of efficiency of teachers contribute 15.3%, unfamiliar language contributes 14.5%, improper teaching method contributes 11.9% and lack of infrastructure contributes 6.2% for the constraints of learning. Highest number of male respondents (86.5%) says course curriculum is the major factor of constraint while largest number of female respondents (24.5%) says lack of teacher's interest is the major cause of constraints of learning in tribal areas.

- Out of 640 respondents i.e. 297 respondents whose annual income is 50001-75000, 195 respondents whose annual income is 25001-50000, 144 respondents whose annual income is Above 75000 and very less number of respondents i.e. only 4 respondents whose annual income is up to 25000.
- There is a high instances of drop out found in the villages of tribal area and these are basically due to unavailability of infrastructure, lack of quality teaching, difficulty of language and course curriculum, lack of interest of teachers and poor quality teaching.
- By analyzing the means, it is found that our study participants do not have sufficient infrastructure and educational incentives. For the sake of two reasons, the quality of teaching is also less.
- By administering t-test, it is found that there are no significant differences between the opinion of male and female regarding infrastructure accessibility, educational incentives available in the schools of tribal area and the concomitant quality of teaching.

- There is a positive and significant relationship found between infrastructure availability and quality of teaching ($r = .50$, $p = 0.01$) which suggests that higher values on infrastructure availability is associated with higher values on quality of teaching.
- There was a positive relationship found between infrastructure availability and educational incentives received ($r = .17$, $p = 0.01$) which advocates higher values on infrastructure availability is associated with higher values on educational incentives received.
- Similar trend has also been reflected on the relationship between quality of teaching and educational incentives received. The relationship of these measures is positive and significant ($r = .28$, $p = 0.01$). That means higher values on quality of teaching is associated with higher values on educational incentives received.
- From this analysis it is observed that there is a significant contribution of Availability of infrastructure on Quality of teaching and similarly there is a significant contribution of Educational incentives received on Quality of teaching. In this model R^2 value found is .29, that describes 29% of the variability in the quality of teaching which shows it is low and it is due to the poor availability of infrastructure and poor educational incentives received in the schools of tribal areas.
- The hypothesis (H_3) that “poor infrastructure and poor educational incentives will have a significant impact on the poor quality of education in the schools of tribal areas” is supported.

1.8. Suggestions for enhancing the status of Education:

- ***Proper incentive to teachers working in tribal areas:***

There is a need to address the issue of the teacher's absenteeism especially in the tribal areas. Higher authorities of education department must seriously monitor the teacher's duty at remote tribal area by regular visit. Besides this, proper residence facilities on priority basis must be provided for teachers at every panchayat Headquarter for teachers to stay nearby school.

- ***Reduction of Dropout Rates:***

Most of the respondents are observed as poor in study area. They are more interested for economic benefit to run their family. This often forces them not to send their children for

school education rather they send their children for wage labour. So, viable employment opportunities must be created to address the poor economy of these households first. Sound economy will motivate the parents to send their children to school regularly. Besides, government must take initiative to provide all study materials at proper time to students freely ablest for their primary education.

- ***Joyful Learning in the School:***

There is a need to introduce the joyful learning in the schools in tribal areas. It will be more meaningful and interesting, so that children will be motivated to go to school. Course curriculum must embrace play and game based learning in the initial classes of primary education in schools. The sports and library facilities should be enhanced qualitatively. Methods like play, music, song, skit, dance, puzzles etc. should be used on priority basis to attract students for a joyful learning. Course curriculum must have some reflection of tribal society in general and skill development.

- ***Growing Consciousness:***

There is a greater need to create a growing consciousness among the parents and all the stakeholders for formal education and its importance. Different educational programmes can be implemented in a better way through civil society interventions. Various civil societies along with teaching community, youth, politicians and bureaucrats must empathetically implement various education programmes contextually in tribal areas in order to disseminate quality education effectively for these excluded communities.

- ***Skill Development:***

Skill development is required for every community to become self sufficient and lead one's life happily. It also can provide motivation for formal education. Formal education is not meant for only armchair job. Its prime concern must be to teach life skill to people. In Indian condition, there is a mammoth need to combine formal education and skill development. To address the problem of unemployment and motivate them for a formal systematic learning process we need to restore the vocational education and skill training especially in tribal areas.

- ***Capacity Building Programmes for Teachers:***

Update knowledge regarding the contextual situation of an area is very much required for any kind of enhancement and proper implementation. Professional skills of teachers should be enhanced from time to time according to the need of students. Education department can organize various motivational and leadership training to teachers and capacity building programmes for teachers to learn tribal language/dialect. Exposure to vocational education and local indigenous knowledge system of tribal communities should be mandatory for teachers who are serving in remote tribal areas.

- ***Mobile School Facilities for Out of School Children:***

In tribal areas, there are some children who cannot afford school education. Household requirement and economic burden forced to stay in home or go outside the home to earn. Nevertheless, they need formal education for a better life. Mobile school facilities must be introduced in tribal areas where there is no school in order to provide education for these out of school tribal children. Training time in this regard should be fixed by considering their leisure hours.

- ***Greater Accountability:***

Proper implementation of educational programmes in tribal area requires greater and professionalism, responsibility and accountability. There is a greater need to involve all the stakeholders and enhance their wholehearted participation in the process of education. Teachers who are not performing their responsibility must get punishment and answerable for their negligence.

1.9. Limitation of the Study:

In spite of all sincere efforts put for the completion of this present study, the researcher could not avoid some limitations. These limitations were indeed unavoidable but could not prevent the investigator from accomplishing the research work.

- The investigator got primary information and data collected through interview schedule and questionnaire. It was not possible to give sufficient time for participant observation in each study village due to the paucity of time and financial constraints.

- The size of sample is another limitation since the main source of data has been derived from primary sources. The information collected is only limited to 640 respondent.
- Data is collected from only 8 blocks of total 14 blocks of Koraput district. The research could not cover all the 14 blocks due to scarcity of time and finance.

Despite these limitations, the present study may definitely be useful for the researcher, planners, policy makers and administrators in the education sector.

1.10. Outcome of the Study:

It is expected that the result of the study would be helpful to all those concerned stakeholders as reference tools for future development of education in the state. The study will generate interest among scholars and academicians across the discipline for further research on education. In other words, the work may help to fill up the data gap and facilitate further research.

This evaluative study will no-doubt bring changes in the administrative set up, policies, strategies and vision towards education especially primary education and bring greater socio-educational policy implication in tribal state of Odisha.

1.11. Collaboration intended:

The proposed project has definitely focused to find out various solutions to constraint of primary education in Odisha and provide certain policy recommendations to reduce the exclusion in the field of education. Even after 71 years of independence rural and tribal communities of Odisha are still lacking in their educational status. State, central as well as foreign governments and voluntary organizations have been contributing in many a ways to establish universalization of education in the society. However, improvement in this regard so far observed is very dismal in comparison to upper strata of mainstream society. All efforts must be renewed to trace out and elicit the factors which are detrimental in the endeavor for their educational development. Thus, it is by principle obvious to involve Government agencies and the NGOs who have been continuously striving hard to bring a positive change in the educational status of people. Their fast hand information and strategical assistance will be a great support in this endeavor.

Collaboration of Government agencies, NGOs and academic research of prominent educational institute can be a catalyst to bring better result and apt implementation in this regard.

1.12. Conclusion:

There is a greater need of three issues viz. access (expansion), equality (inclusion) and quality (excellence). Actually the future roadmap of tribal education has to follow these three issues. Making tribal education a socially inclusive activity is the call of the day. This dimension is important as too many students from ST community are still excluded from education of all levels, due to their low background and other barriers. These disparities foster alienation among them. The blue print to reach the final goal of creating an educated community that is inclusive, firmly based on fairness of access and quality – is to be drawn, the sooner it is the better. As the nation waits with high expectations for legislative formalities to complete, a relook into certain areas of potential threat, particularly with regard to access and equality are relevant. India is actively pushing forward with its agenda for revamping and restructuring education. To move towards a new century of growth and innovation, we need overall progress on all fronts. Education policies should be context specific to enhance access and remove barriers. In this circumstance the introduction of Right to Education Bill is a significant catalyst. We need mindsets with innovative and practical ideas to make delivery of services easier and to create opportunities where they didn't exist.
