

## Access to higher education among the paudibhuyan tribe in Barkote block, Deogarh District in Odisha: A sociological study

*Sudipta Pradhan*

M.A. in sambalpur university,  
Pre- Ph.d in utkal university, odisha,INDIA

### ABSTRACT

The name of the proposal topic is "Access to higher education among the paudibhuyan tribe in Barkote block, Deogarh District in Odisha: A sociological study".

Not long ago the idea of tribe, region, and nation conveyed a single complex whole and thus, each could be comprehended if studied along with the others; each term simultaneously incorporated social, geographical and political dimensions. Hence even analytically these were hardly distinguishable. This merely meant that a given socio-cultural collectivity or closely related socio-ethnic categories occupied an ecological territory and had a kind of political structure to manage the system as well as interactions with outsiders, or the "others ". But like all concepts and terms ,they too had to adjust newer political and ideological exigencies .Small wonder the terms currently used are often in comprehensible.

Tribal society is changing. Many sociologist are studies this changing form of tribal society .the change of tribal society is analysis on the basis of the continuum studies in the different countries in this world, among them one of the sociologist studies this changes or development of the tribal society is Robert Redfield Brown and he developed a series of studies on Mexico village, "Rural-Urban-Continuum".

According to 2011 census report Odisha literacy rate 74.45% and paudibhuyan tribal people literacy rate is 19.24%. Around 30% of schools in these remote areas villages have no teachers or either one teacher are there. More than 75% of paudibhuyan villages are not connected to a road. All 36 paudibhuyn villages are located in remote forested and hilly areas.

Paudibhuyan depends on forest and forest product, eating different fruits, tubers, leaves and seasonal foods like mushrooms, jackfruits, mangoes, bamboo roots etc. They also grow crops like millets, pulses and some paddy if the rainfall is good and timely. Traditionally practitioners of shifting cultivation, most of them have now settled down in permanent habitat. However, the lack of irrigation, uncertain rainfalls and depleting forest and natural resources have resulted in acute shortage of food in the last few years. As a result large number of women and more than 70% children in the villages are malnourished.

### Review of Literature

1- "Tribal Research Bulletin ",  
vol:xxxiii,no;2,sept2009,Ed:Arvind kumar jha,  
Commissioner, Tribal Research and Training

Institute ,Maharashtra\_ "Tribal population rate is high in South Africa and second in India. Tribal population in India is equivalent to the total population of Canada, Australia, Sweden and Belgium. Tribal education is the basic factor for

the Tribal Development in India. The new economic policy is threat to Tribal education and development. The aboriginal people are still lacking on the education front. As per the Article 46 of the Constitution of India, States are binded to the socio-economic and educational development of the Tribes in India but are not performing as per the requirement".

2-Sociological Bulletin- Journal of the 'Indian sociological Society',vol:48, no;1, Mar-Sept 1999, Pg 7,topic-"Tribe, Region and Nation in the context of the Constitution of the Indian State', writer- Jagannath pathy.\_ "The reason for conceptual revision could be many but some significant ones may be worth reiterating previously unquestionable terms have been decent red largely due to the newly emerging political identities, for instances a tribe or Tribal social formation, once referred to a stage destined to move towards the ubiquitous mainstreams by means of Education, Modernization and so on".

3- Adivasi special 'A Hand book on Paudibhuyan', Vol: xix, no: 14, Apr 1979- Jan1980, An Anthropological study of the primitive section of the Bhuyan Tribe of Odisha, Author-N. Pattnaik, Almas Ali, S. P. Rout, K. B. Debi - "The name of the Paudibhuyan Tribe originate from the Sanskrit word 'Bhumi', which means land or earth and therefore the Bhuyan hold the view that they were born of the mother earth and became bhoomiputra (son of soil)".

4-IOSR Journal of Economics and Finance (IOSR-JEF), e-ISSN: 2321-5933, P- ISSN:2321-5925,vol:3,Issue:2, ver.: ii (Mar-Apr2014),pp48-52,tOPIC:-'Challenging issues of Tribal Education in India', writer by :-Kabita kumari Sahu, Lecturer in Economics, Baripada University, Odisha . - "currently , the tribe lag behind not only the general population but also the scheduled group in literacy and education .This disparity is even more marked among the scheduled tribe women ,who have the lowest literacy rate in the country (Maharatna,2005).The female gap in literacy and educational attainment among the Scheduled Tribes is significant. Education especially in its elementary form, is considered of utmost importance to the tribal's because it's crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. Hence, the educational status of the Scheduled tribes and the role of governance in direction are high incidence of literacy and very low level of education among the Tribal people.

5-India Education Report: A profile of Basic Education, "Education among the Scheduled Tribes", New Delhi: *Oxford University Press*, Writer-K. Sujatha, *Andhra Pradesh (2000 )- In a study on Tribes of Andhra Pradesh*, K. Sujatha (1994) contended that the perspective adopted for Educational Development of Tribal Communities fails to adequately addresses the specific disadvantages characterizing the Tribal

population. She found that one of the major constraint of Tribal education as the planning level is the adoption of a dual system of administration.

6- 'Elementary Education for the poorest and Deprived group', Centre for Policy Research ,New Delhi, writer- J. Jha, D. Jhingran (2000) \_ Jha and Jhingran, D.(2002) have strongly advocated the use of the mother tongue or home language as medium of instruction in early stages of Education. This assumes greater significance in the context of Education of Tribal children because their mother tongue is often quite distinct from the prominent languages in the state or regional languages and it is desirable to have a locate teacher from the same Tribal community.

7- R.H. Lowie, 'The famous American Anthropologist, was of his opinion that the Early Primitive Laws was conceived by largely in Kinship rather than in Territorial terms ' - There are some basic nature and characteristics of Primitive laws the special reference to the Indian Tribes\_

i-Tribal laws are based on clan/phratry, ii- It is a territorial limit action, iii- It is based on customary laws and usages, iv- A strong sense of collectivism prevails in the primitive laws, v- The Oath and ordeals are manmade of evidence in tribal laws, vi- Punishment is awarded in the shape of fine, compensations to the aggrieved party communal feast, vii- Break of laws is taken as to offer not

only to an individual but to the whole Tribal society.

8-Raymond Firth "Economy deals of Social Relations"- Economy is an important constituent of the community life and play deciding role in the formation of the cultural and social structure of the Tribal Societies.

9- Dileep Padgaonkar, "States of Four Estates", the Times of India, \_

Not long ago the idea of tribe, region and nation conveyed a single complex whole and thus, each could be comprehended if studied along with the others. Each term simultaneously incorporated social, geographical and political dimensions. Hence even analytically these were hardly distinguishable. This merely meant that a given socio-cultural collectivity or closely related socio-ethnic categories occupied an ecological territory and had a kind of political structure to manage the system as well as interactions with outsiders, or the "Others". But like all concepts and terms, they too had to adjust newer political ideological realities and meet engineering professional exigencies. Small wonder the term currently used are often incomprehensible.

10- A theoretical argument by famous Sociologist cum Anthropologist and Economist ,Scholar like H.J. Herskovits, Raymond Firth, Bronislaw Malinowski etc are the major source of theoretical argument that among the Primitive Economy, the important subject of study are the concept of laborers production and consumption, **Barter and Trade, Ceremonial Exchange, Value in non-monetary , economic system etc.**

#### OBJECTVE OF THE STUDY

1 To study their socio-economic status in the society.

- 2- To study of their daily way of living.
- 3- To analyses the status of Education how they lack in access to Higher Education.
- 4- To give briefly description of their sources of socio-economic condition and the same

### **METHODOLOGY**

My study is based on the quantitative study of Research design in Deogarh District in Barkote Block, Odisha. So during my study period i have used the following tools and techniques for data collection.

- a- Observation method, b- Questionnaire, c- Scheduled method, d- Interview, i- Structured ,ii- Unstructured, iii- Focus group discussion- Visual aids, f- Key informant

### **CONCLUSION**

Education is the key to development. Tribal children have very low levels of participation. Though the Development of the Tribes is taking place in India, but the pace of Development has been rather slow. If Govt. will not take some drastic steps for the development of Tribal Education, the status of Education among tribes will be a story of distress, despair and death.

### **MY POINT OF VIEWS**

There should be need a broadened to include health services for people in remote hilly areas ,admission of children in school, strengthening community organizations, women empowerment, to reduce the bad practices (blind belief), encourage their culture and heritage ,arts and crafts, music and dancing, sports etc.

### **RESEARCH QUESTIONS**

- a- **House hold identifications:-**

- i- House hold code
- ii- Name of Hamlet
- iii- Name of Gram Panchayat  
:
- iv Name of respondent:
- v- Name of Revenue Village:
- vi- Name of Block:
- vii- Religion of house hold: 1- Hindu, 2- Muslim, 3- Christian, 4- others(specify)\_\_\_\_\_
- viii- Caste of Hindu HH, 1- SC, 2- ST, 3- OBC, 4- Others\_\_\_\_
- ix- Name of sub-Caste/  
Tribe:\_\_\_\_\_

- b- **Did HH member have any problems with the school?(multiple response possible)**

1- no problems(satisfied), 2- lacks of books/supplies,3- poor teaching, 4- lack of teacher, 5- Irregular attendance of teachers,6- facilities in bad conditions,7- others problems(specify)

- c- **If school going children currently not in school, specify, why? (multiple response possible)**

1- too old/completed school,2- too far away,3- too expensive,4-is working(home/job),5- useless or uninteresting, 6- illness or pregnant, 7- failed exam, 8- got married,9- can't understand the language or medium of instruction, 10- others (specify)\_\_\_\_

### **REFERENCES**

- 1- Abdul Raheem A. (2011)"Education for the economically and Socially Disadvantaged Groups in India: A Assessment Economic Affairs ", vol: 56, No; 2 June 2011(page 233-242)

2- Behera, Deepak, & Pfeffor, George, "Contemporary study Tribal studied", department. of Anthropology ,Sambalpur University, 768019, Geogr Pfeffoer ; Free University, Berlin Institute for Ethnology.

3- Firth, H, M., (1975) "Challenges of Livelihood, Dignity and Development of Denotified communities" -'Tribe and Tribal Society', pub: Regional Institute of Education, NCERT, Mysore-6, Karnataka.

d- 4-Jha, kumar, Arvind, (2009)"Tribal Research and Bulletin", vol: xxxiii, no; 2, pub: Tribal Research and Training Institute, Maharashtra.

e- 5- Jha, J., Jhingran, D. (2002)"Elementary Education for the Poorest and Other Deprived Groups," pub: Centre for Research, New Delhi, India.

f- 6-Ota, A., B., & Mohanty, B.,N., (1961) "Population Profile Book", pub: Scheduled Caste and Scheduled Tribe Research and Training Institute, Bhubaneswar, Odisha.

g- 7- Lal, M., (2005),"Education-The Inclusive Growth Strategy for the Economically and Socially Disadvantage Society".

h- 8-Nair, p., (2007),"Whose public Action,

Analyzing the inter-sect oral Collaboration for Service Delivery: Identification of Programmes for Study in India, "International Development Department, Economic and Social Research council", February.

i- 9-Padgaonkar, Dileep, (2003),"The Four Estate",pub: The Times of India.

j- 10- Pathy, Jagannath, (2013),"Tribal Region and Nation State in the Context of the Indian State", Tribal Bulletin-Journal of the Indian Sociological Society, vol; 48, pg no; 97.

k- 11-Pattnaik, N., Rout, S.P., Ali, Alma's, & Devi, K.B., "A Handbook on Paudibhuyan", pub: Scheduled Caste and Scheduled Tribe Research Institute and Training Institute, Bhubaneswar, Orissa.

l- 12-Sedwal, M. & Sangeeta, k., (2008) "Education and social Equity with Special Focus on Scheduled Caste and Scheduled Tribes in Elementary Education", NUEPA, New Delhi.

13- Sujatha, K., (2002),"Education among Scheduled Tribes" in Govinda, R. (ed.), India Education Report: A profile of Basic Education. New Delhi, Oxford University Press.