Status of School Education Among the Oraon Tribal Children: A Micro Study in Jashpur District of Chhattisgarh

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Abstract

The paper looks into the prospects of School Education in tribal regions of Chhattisgarh covered under the Fifth Schedule areas of Indian Constitution. A brief review of related literature is made on various thematic issues like Tribal Education Policy, Dropouts, Educational supports by the government and attitude of the parents. The paper is divided into three parts. The first part is based on secondary data focuses on the scenario of school education in tribal regions of Chhattisgarh. The second part of the paper focuses on the empirical findings gathered from the field work, carried out in two villages of Duldula block of Jashpur district, Chhattisgarh, which emphasizes on the quality of school infrastructure, educational profile of the teachers, educational achievements and responses of Oraon children. The third part of the paper focuses on the prospects of education in tribal schools of Chhattisgarh according to the provisions of NEP 2020. The paper argues that the provisions of NEP 2020 can bring a qualitative change while delivering educational services to the tribal people in India, provided NEP 2020 is implemented in its true spirit.

Keywords: Dropout, Educational Infrastructure, NEP 2020, Tribal Education.

Introduction

Education is both an indicator and an instrument of development educational attainment is a major factor behind the formation of human capital. Education increases labor productivity in both urban and rural sectors and has long been identified as one of the most important determinants of economic growth (Weisbrod,1962). The economic returns from investment in education are typically high, for both individual and the society, due to increase in both cognitive and non-cognitive skill (Schultz,1961;Colclough,1982). The development impact of education varies widely across countries and has fallen short of expectation for various reasons (HDR, 2004).

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During British rule in India a few schools for imparting education and hospitals for patients were opened in some tribal pockets with certain ulterior motives although such missionary intervention had proved to be positive in later period in later period for human resources development of that region. After independence it was reported that there has been a wide gap between tribal educational policy provision and the program implementation. To justify this many empiricists lamented for the paucity of grass roots data. In absence of which it is difficult to say whether the number of schools in tribal areas are enough or not (Saxena 2021). According to the Census of India Report (2011) the "Scheduled Tribes comprise of about 8.6 percent of India's population who are distributed over 705 tribal communities residing in different parts of the country, most of whom have their own dialects originated from Austric, Tibeto-Chinese and Dravidian language families. These tribal communities primarily live in scattered habitations in remote and inaccessible hilly terrines and forest regions (Sujatha, 2000) who are mostly concentrated in different States of central, north-east and some other parts of India. However, they are no more in isolation due to the revolution of communication technology.

The literacy among the tribal which was 8.53 percent in 1961 increased to 58.96 percent in 2011 (Census Reports). Across the Census data it is observed that in-spite of the improvement in the literacy levels, the gap between tribal boys and girls are yet to be minimized (Ibid).. This doesn't imply the comprehensive growth of the educational standards among the tribal people. Compared to the Scheduled Caste (thus known as SCs[3]) and other communities the literacy rate among schedule tribe has always been lower.

Article-46 of the Constitution of India ensures the role of State to promote the education and economic interest of the weaker sections including Scheduled Tribe (STs [4]) which also protects them from social injustice and social exploitation. The Tribal Sub Plan (TSP[5]) approach since its adoption in Fifth Five Year Plan has accorded prioritization to elementary education. In subsequent period the adoption of various educational schemes and policies like the National Policy on Education (NPE) in 1986, the implementation of Sarva Siksha Abhiyan2001-2002 a central government funded National Education Flagship Program was aiming at universal elementary education by bridging all gaps across gender, social groups and address external constraints for the expansion of Education for All. The Right of Children to Free and Compulsory Education Act 2009 (RTE Act 2009) adopted by the nation aims to achieve universal elementary education. The Sustainable Development Goal (SDG) made compulsory school education by 2030 and ensured inclusive and equitable education. National Education Policy (NEP) 2020 aims to build more numbers of Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya, Ekalavya Model Schools, Kasturba Gandhi Balika Vidyalaya and boarding schools in aspirational districts, special education zones and other disadvantage areas.

Review of literature

In order to understand the ground level realities with respect to the achievements, constraints, challenges of educational development at various levels of stakeholders like parents, teachers students, school

[3]SCs: In Indian Constitution, Schedules Castes refers to specific castes, that are officially notified as such under Article 341. These are the communities that historically faced social, educational, and economic backwardness, including the practice of untouchability, and require special measures for their protection and upliftment.

[4] STs: Scheduled Tribe in India refers to the various tribes that are recognized by the government for special protection and assistance. These communities are notified as Scheduled Tribe as per provision s contained in Clause 1 of Article 342 of the Indian Constitution.

[5] TSP: The Tribal Sub- Plan is a strategy for the rapid socio- economic development of schedules tribes by allocating funds to projects that specifically benefit tribal populations and areas, popularly known as Scheduled Areas.

infrastructure etc. which have been documented by different researchers through empirical studies, the present paper tried to review a couple of research papers.

Sachchidananda (1967) found that, “the irregularity of attendance and drop-out rate is much lower in the case of better acculturated tribes” compared to less accultured ones. **Srivastava (1981)** viewed that tribal parents' are disinterest in their children's education due to the fact that stems from the outdated and in effective educational system that serves them. In addition to a dearth of teaching supplies and facilities, resulting a high dropout rate of the students and lack of enthusiasm for their children's education. **World Bank (1990)** considers education as fundamental human right and the necessary element of the national building for human progress through development goals. **Kundu (1994),** the emphasised on the completion and individual accomplishments in most textbooks and course materials which “reflects the subculture of the privileged class of India”. **Bhatty (1998)** viewed that under different constitutional provisions, education is provided by both the public and private sectors from three tiers, such as national, federal and local which many times reflects variations in practice **Sujatha (2000)** noted that despite dropout rates, there is an extremely encouraging trend of increased enrollment for both Scheduled Castes and Scheduled Tribes, suggesting that tribal youngsters strongly desire for education.

Annamalai, (2001) claimed that tribal children's advanced course curriculum fosters a poor self-image and an inferiority complex over holding on to the its unique culture, values, and family customs which demotivates them in long term. **Jha and Jhingran (2002)** report that, “there are residential Ashram Schools for tribal children covering a cluster of habitations. Based on the Gandhian philosophy of self-reliance, these were first experimented by Thakkar Bapa Ashram schools were found effective. **Kukanur and Saroja (2003**) unfolded that majority of the SC and ST school dropouts belonged to large-sized nuclear families with no landholding and they were found to have parents with little or no education, who were engaged in agricultural labour work and caste occupation as compared to non-SC and non-ST dropouts. **Radha Krishnan et al. (2006) and Mehta and Shepard (2006)** both are from same view that poor health conditions emerges as another significant cause associated with drop-out problem". **Nair (2007)** justifies the importance of non-formal education in tribal areas. Non-formal education is aimed at children who are drop-outs of the formal education system which provide room for innovation and flexibility in terms of organization, teaching method, content and assessment procedures. **Chattopadhyay and Durdhawale (2009**) in their article, focused on primary education in some tribal villages of a backward district of Maharashtra, India, found that economic uncertainty and financial hardship contributes to the disinterest in education among the tribes. Therefore, their findings suggest that increasing income sources is the only way to encourage willing participation in primary education. Education and empowerment of the tribal children are a challenge which can be minimized by the collective effort of all stakeholders in the society. **Brahmandam and Babu (2016)** stated that “within one-kilometer radius, only 88.46% of ST households have access to elementary education, inspite of the provisions under Sarva Siksha Abhiyan. Although the percentage drop out of the tribal students drop out of school has decreased, the needs of tribal groups should still be considered when creating the curriculum. **Rupavath (2016)** found that educational barriers like the lack of active involvement of tribal children in the school education system further affected the marginalization of the tribal communities in educational achievements. **Divya (2017)** in her study pointed out that there is not just one reason for drop out, but there are many reasons like poverty, child labor, lack of interest of parents in education, bad school environment, lack of support from society etc. leads to dropout. **Gupta and Padel (2018)** have argued that even though the state has done away with the policy of assimilation, but in reality, education induced assimilation has reached a large scale through government-run residential schools. When addressing the problems in tribal education, it is then necessary to look into the impact of "mainstreaming", happening through government-sponsored education programs, on their cultural identity of the tribal communities. **Patra and Panigrahi (2018)** emphasized a deep gap in the policy and implementation of primary tribal education at primary level. Further they raised that the lack of tribal socio-economic background and cultural knowledge among policy makers in education has contributed to the current pity situation. **Sahoo (2019)** aimed to conclude that education helps in improving the socio-economic status of tribals. Therefore, emphasis should be placed on equity and quality, such as giving tribal children access to high-quality education that would eventually help them to become productive and independent adults. Second, the calendar and school timetable must be created with the local communities in the tribal setting in mind. The above reviews basically highlights the empirical findings on the impact of State sponsored educational system on tribal children interms of educational achievements. All the studies have largely described the micro findings based on small studies. None of the studies have reflected the macro situation and prospects of NEP 2020 for the development of education of the tribal people. Keeping this in mind the present study has the following objectives.

Research Objective-

1. The first objective is based on secondary data, highlights the educational achievements of the tribal children of Chhattisgarh referring to the Left Wing Extremism (LWE) affected districts and non-affected districts.
2. Based on the micro study in Duldula block of Jashpur a scheduled area districts of Chhattisgarh the paper tries to find out the quality of educational infrastructure available at various levels of school education, responses of the teachers and Oraon children living their in.
3. Attempt to find out the prospects of NEP 2020 for the quality improvement of school education among the tribal children in Chhattisgarh.

Research Methodology-

The paper has given importance to both primary and secondary data. The secondary data on various aspects of school education were collected from the Census of India reports from 1961 to 2011, NSSO 2014 of Government of India and DISE 2014-15 of Government of Chhattisgarh to find out the achievements and pattern of educational development in different districts of Chhattisgarh. The Primary study focuses on the quantity and quality of educational infrastructure which was carried out among the Oraon tribe dominated two villages of Duldula block of Jashpur district. The study covered a total of 22 schools, 128 teachers who were interviewed by the researcher. The primary data were collected by using interview schedule consisting of both close ended and open-ended questions to document responses on the availability and utilization of educational infrastructure in the schools. Responses were also collected from teachers of concerned schools and children on various aspects of school education.

Brief overview of socio- economic profile of Chhattisgarh:

Chhattisgarh is one of the centrally located tribal dominated States of India, came into existence through bifurcation from Madhya Pradesh on 1st November 2000 and became the 26th State of India. The geography of the State accounts to the tune of 135191 sq km, with three distinct geo-physical and socio-cultural regions. The Northern and Southern region is very rich in forest resources and different tribal communities, while the central region is popularly known as the 'Rice Bowl' of the State. The State was formed with 16 districts and presently has a total of 33 districts with an aim to bring good governance closer to the villages and people therein (Govt of Chhattisgarh, 2022). The tribal dominated districts of the state include Jagdalpur, Bijapur, Dantewada, Gariaband, Jashpur, Bilaspur, Kanker, Kondagaon, Narayanpur, Sukma, Gaurela - Pendra - Marwahi, Surguja, Kondagaon, Ambikapur and Surajpur.

The State of Chhattisgarh is located in the Central part of Fifth Schedule States of India carries 42 Scheduled Tribe communities. Out of them, five tribal groups are classified as Particularly Vulnerable Tribal Groups (PVTG). These PVTGs are *Baiga, Birhor, Hill Korwa, Kamar and Abuj Maria* who are also found in Madhya Pradesh. The population of the *Birhor* is smallest one (935 nos), followed by *Kamar* (13,110 nos) and *Abuj Maria* 17,016 populations as per the TSP Plan Document (2000-01) who are only confined to Chhattisgarh State.

The demographic characteristics of the State reflect that quite a high percentage of the State population tunes to 76.75 percent is living in the rural areas of the State. The literacy status of the females in the State is to the tune of 51.70 percent compared to 68.64 percent among the males, which is equally less when compared with a few neighboring States of Andhra Pradesh, Odisha, Maharashtra and Madhya Pradesh (Census of India 2011). This might be basically due to the high tribal concentration in the state population which tunes to 50.03, while the literacy rate is 59.81 percent among the Scheduled Caste population. The operational land holding of the State of Chhattisgarh shows that around 60.65% of households are marginal landholders who share only 20.77% of the total land area, while 21.91% of households' share 24.76% of the total land area, 0.5% of households shares only 7.49% of land area (Agricultural Census of Chhattisgarh 2015-16).

The forest is one of the major sources of the State which supplies revenue to both the State and to the household income. Of the total forest area of 65694.54 sqkm (2020-21), the reserve forest covers to the extent of 37.49 percent, protected forest covers 33.46 percent, unclassified forest covers 0.75 percent and the revenue forest covers 28.28 percent (Chhattisgarh Statistical Abstract, 2020-21). The major forest products of the State include timber, firewood, bamboo, and minor forest products like *tendu, harra, lac, sal seed, kendupatta, mahua* flower, etc. The State has 11 Sanctuaries, 3 Tiger Reserves, 1 Biosphere reserve, while major mineral resources of the State include coal, iron ore, limestone, bauxite and tin which strengthens the economic health of the State.

The state of health and health services delivery and access to improved sanitation in the state of Chhattisgarh are taken into account for analysis. As per the Statistics of Rural Health (2015-26) around 32.7 percent of households have access to sanitation; and 91.1 percent of the population have access to safe drinking water. The data shows that around 95.6 percent of households have electricity of their own and only 32.7 percent households have access to clean fuels like LPG, electricity and biogas. As per Health Management Information System (HMIS) (2015-16) of the total deliveries the institutional delivery at public health institutions tunes to very high level of 78.85 percent, while in private health institutions, it tunes to 21.5 per cent. Similarly, of the total deliveries at home around 63.5 percent cases are done with non-skilled Birth attendants and only 36.5 percent of home deliveries are done by skilled Birth attendants. The Maternal Mortality Ratio (MMR) as calculated by SRS (2011-13) was 244 in Chhattisgarh against 167 in India. Likewise, the Infant Mortality Rate (IMR) as calculated by SRS 2014 in the State of Chhattisgarh was 43 against 39 that of India.

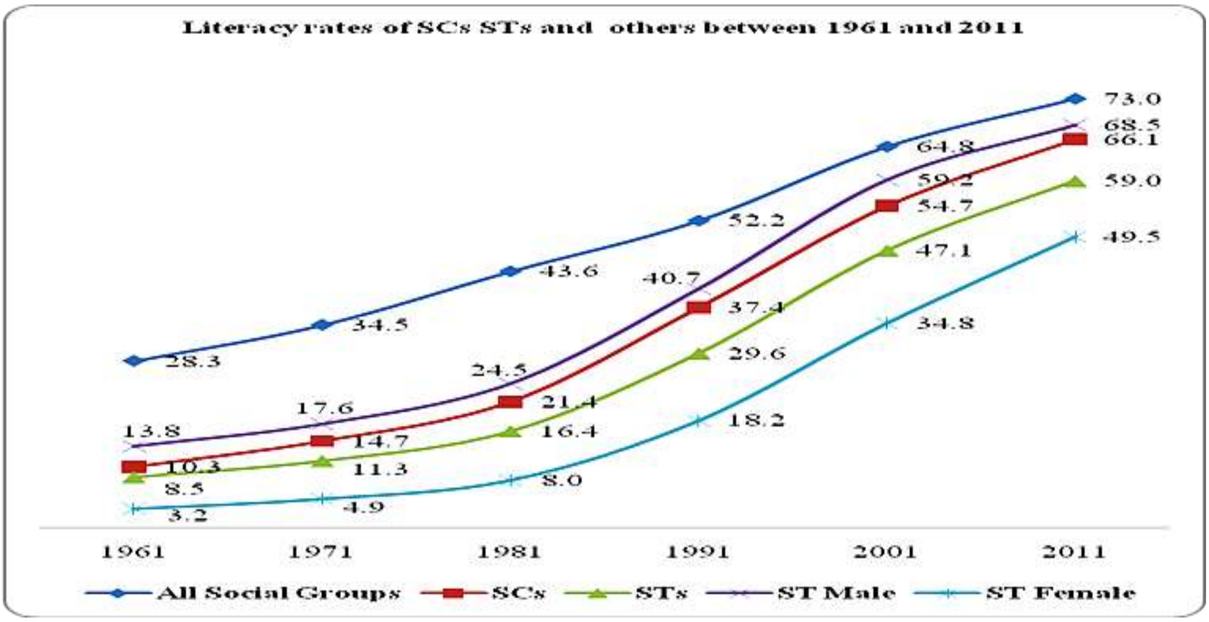
Status of Educational achievement in Chhattisgarh-

This section attempted to make an intensive overview and analysis of secondary data with respect to the status of literacy achievements in different census period, distance to schools and mode of transport to the schools and the status of educational infrastructures in different districts of Chhattisgarh which are categorised as Left-Wing Extremism and other districts of the States clubbed together. The Left-Wing Extremism affected districts as declared by the Home Minister (2001) include Bijapur, Sukma, Narayanpur, Bastar, Dantewada, Dhamtari, Gariyaband, Kanker, Kondagaon, Mahasamund, Rajnandgaon, Mohalla-Manpur-Ambagarh,Chowki, Khairagarh-Chuikhadan,-Gandai, Kabirdham, Mungeli basically dominated by tribal people and characterised by hills, forest and all forms of inaccessibility's compared to other districts of the State.

Literacy status in Chhattisgarh as per gender distribution across ethnic groups shows that among the Scheduled caste groups, male literacy tunes to 68.85 percent, while it is 58.85 percent among the Scheduled tribes. Literacy status among the SC females is 50.73 percent, while it is 41.38 percent among the ST females (Census of India, Ibid). The educational status in Chhattisgarh is measured by taking into account the 47,216 Government schools, of which only 12,499 schools have Angan Wadi Centres (DISE: 2016-17). In Government schools, male teachers are 1.82 times more compared to female teachers in Elementary to Higher Secondary Grades, while it is 1.91 times higher in case of Elementary Grade only (Ibid). The average number of teachers in Secondary Grade schools of Chhattisgarh was 3.78, while it was 3.4 in Elementary schools and the pupil- teacher ratio tunes to 1:24 and 1:21 respectively (Ibid). Around 98 percent of the State schools have school buildings of their own at all grade schools and elementary schools, while 94.5 percent schools have school library facilities. The above discussion with respect to the state of Chhattisgarh shows that the State has immense potential of 60th natural resources and human capital resources. Many of the development indicators so far quantified are yet to be adequate to meet people's requirements. The available human resources are to be made fully productive in terms of access to health services, educational institutions, work participation and strengthening primary sector contributions to the households which will also benefit the tribal population.

The data with respect to the literacy status among the STs is always lower compared to the literacy status of the SCs which might be due to multiple factors. One of the important factors is that ST communities are socio- culturally different for slow receptiveness and live in physically inaccessible regions where infrastructure base is comparatively poor/ low both in terms of number and their quality. Many studies have established the fact of poor infrastructure base, their poor-quality services delivery and the influence of socio- cultural and socio- psychological factors influencing to appropriate the benefits of such infrastructure like school, tube well, health institutions (Panigrahi,2009).This also proves when one looks at the data of different Census Reports (Fig-1)

Fig.1 Literacy Rates of SCs, STs and others between 1961 and 2011 census periods in Chhattisgarh in different decadal variations.



Source: Census Reports of concern decades

Distance to school and Modes of Transport-

Location of schools in tribal dominated region is one of the important indicators since entire tribal dominated region is characterised by hilly terrines, nalas, rivers, wild animals, thick forest and many time the Naxal infection which have affected their day-to-day life in the region.

Data from NSSO (2014) with respect to the distance covers and modes of transport used by tribal children in Chhattisgarh show that of the total 957 students reviewed around 76.6 percent children go to school on foot, 69.59 per cent students attend school located at one km distance and 12.42 per cent students attend school located beyond 3 kms. Chhattisgarh a tribal dominated hilly terrine based region shows that for the students to attend school by walk beyond 3 kms is quite difficult, since they have to cross hills, long stretches of forests wild animals ana Naxal. In Bastar region the naxal infection have concerned the children and their parents from security perspective. Few cases have been reported in media in case of Odisha and Chhattisgarh of forcefully kidnapping of children while they were going to school.

Table No.1- Distance to school and Mode of Transport used by Students (6–14-year Age Children)

Mode of Transport	Distance Range in km					Total
	<1	1 to 2	2 to 3	3 to 5	>5	
On Foot	613	69	29	15	7	733
	(92.0)	(56.1)	(34.1)	(34.9)	(17.5)	(76.6)
School Bus	13	16	30	6	18	83
	(2.0)	(13.0)	(35.3)	(14.0)	(45.0)	(8.7)
Public Transport	0	4	2	3	4	13
	(0.0)	(3.3)	(2.4)	(7.0)	(10.0)	(1.4)
Bicycle	24	15	18	16	7	80

	(3.6)	(12.2)	(21.2)	(37.2)	(17.5)	(8.4)
Others	16	19	6	3	4	48
	(2.4)	(15.4)	(7.1)	(7.0)	(10.0)	(5.0)
Total*	**666**	**123**	**85**	**43**	**40**	**957**
	(00)	**(18.4)**	**(12.7)**	**(6.4)**	**(6.0)**	**(143.6)**

Source- NSSO (2014)
Note: Figures in brackets are in percentages
Total sample of school-going children in the 6–14-year age group

A look into the DISE data (2014-15) in Chhattisgarh with a comparison between the Left Wing Extremism thus known as (LWE) region with respect to infrastructure facilities at school, the data shows that out of 832 nos schools 93.9 per cent schools in LWE region do not have school building. Out of 1000 schools 68.6 per cent (686 nos found with dilapilated buildings. Similarly, out of 1345 schools around 1179 (87.7%) schools do not have even a single class room. Similarly, out of 17989 schools, around 56.5 per cent (10172) schools have pucca class room but needs major repairings. Again as regards the Computer Aided Learning (CAL) in schools out of 49464 schools, 27364 (55.3%) do not have computer for the students. Out of 18021schools 12,129 (67.3%) do not have electricity and 56.5 per cent i.e 10509 schools do not have school boundaries, 74.5 per cent schools do not have library facilities and 71.8 per cent do not have drinking water sources. The above data collected from DISE shows that the Naxal affected districts did not have basic or had very poor educational infrastructure which have affected the quality of school education, in the region for a long time, which has multiplied the poor educational infrastructure in this region continuously for decades together and deviates the constitutional provisions under Right to Education Act 2009, which ensures that the schools must provide basic educational support system like toilet, MDM, drinking water, boundary wall, playground etc. The data shows that quite a sizeable school in Naxal infected region are suffering from lack of this basic educational infrastructure. This is basically due to lack of State commitment for educational development in tribal region. As a result of which the Naxal infection in such districts continued for a long time. This justifies when one sees that there were only 15 primary schools by government and private agencies for 1000 school going Children in 2005 - 2006, which continued without any additional school up to 2012 - 2013 and reduced by two number of schools in 2005 - 2006 (Census Report, 2001 and 2011). Similarly, as regards the Upper Primary schools owned by both Chhattisgarh Government and Private agencies, the data show that there were only 10 number of schools, per thousand school children which just increased by only one school in 2015-16 (Ibid). The above analysis reflects the poor educational support to the people in tribal dominated regions of the State of Chhattisgarh, which has influenced the quantity and quality of education in tribal and Naxal infected regions of the State. Keeping this in mind the present study attempted to find out the status of educational infrastructure in Duldula a tribal dominated block of Jashpur district of Chhattisgarh. The present paper is based on an empirical study in two villages of the study block, tried to find out educational development for tribal children.

Empirical Study findings:
Educational Infrastructure-
This section is based on the empirical data collected from 22 schools across different educational levels, and students and their parents. The study covered 11(50.00%) primary level schools, 5 (22.7%) middle

level schools, and 3 (13.6%) high Schools located in Duldula block of Jashpur, block covered under a tribal dominated Jashpur a fully Scheduled Area[6] district of Chhattisgarh. Around 27.2 per cent schools are established after 2022, which reflects the recently build educational institutions in the block, while 13.6% schools were built between 1950 to 60, 9.9 per cent schools were established during 1961 to 1970 and 4.5% schools are during 1971 to 1980. All the 22 schools were surveyed to assess the infrastructure base of the schools. The data shows that around 12(54.5%) schools, functions in a mixed type of school building types consisting of both Pucca and Kacha type, while 10(45.4%) schools are having fully Pucca building, indicating permanent structures and none of the school were found to be operating in fully Kaccha structures reflecting a positive reward more long-lasting School infrastructures.

The data indicate that prior to 1980 the number of schools in the block were less as per the requirements. In such a situation the distance covered by the students to attend the school might be a major problem which have affected the educational achievement of the Oraon population. After 2002 a total of schools are established reflects the long demand of the region, which was ignored by the State. The adoption of RTE Act 2009 forced the State to think of educational development of tribal region more emphatically and thereby to open schools in these regions minimizing the long distance to attend schools by the tribal children.

Educational infrastructure plays a very important role in ensuring the quality of education. As a part of school infrastructure, the study covered position of school teachers, classrooms, furniture's, blackboard, library, light, fan, public address system, toilet, water supply, semi-Smart classroom, playground, supply of sports, material, School boundary, etc. The discussion with the teachers in the schools shows that out of 08(36.8%) schools while in case of 07 (31.8%) schools have pucca building after 2016 which equally reflects the poor quality of school buildings which had equally affected the school education in the region dominated by the tribal population. The study shows that out of 22 schools only 14 (63.6%) schools had bench and desk and 8(36.3%) schools have almost broken bench and desks in schools of which many are primary level. Schools do not have bench and desk. As per the need and availability of the classrooms for the students in five schools, it was not sufficient as per the basic requirement. Availability of library was only found in case of 5 (22.7%) schools while supply of electricity is not found in 7 (31.8%) schools. In all the schools the wiring condition were very poor and needs urgent repairing. Public Address system was only available in 11 schools and in usable condition in 3 (13.6%) schools. Availability of toilets observed in all the schools, but 6 (27.2%) schools did not have separate toilets for boys and girls, and in case of 86.3% toilets, the civil constructions was not up to the good conditions for use. Water supply for drinking water was observed in all the schools. A total of four higher secondary schools had the supply of TV, while semi-Smart classrooms were found in four high schools only. Playground for the students were found in case of 13(59.0%) schools. Sports material were found in all schools. The detailed status of the school infrastructure observed in schools are given in table number 2. The data reflect that the quality of various types of school infrastructure is not good though few of them are available in few schools. The availability of basic requirements like water, sanitation, library, blackboards are in very bad quality for the students. Similarly, supply of sports materials, conditions of light and fan etc. are also of not upto the standard. The poor quality of basic infrastructure in the schools also demotivates the tribal children which does not able to create educational interests among the tribal students.

[6] Fully Scheduled Area:

Table no.2- Distribution of School Infrastructure in study villages

S.No	Indicators of Infrastructure	(Available) Response (N=22)		Quality of Infrastructure			
		Yes	No	Good	Very good	Bad	Very Bad
		No.	No.	No. %	No. %	No. %	No. %
1.	Bench and Desk	14(63.6)	08 (36.3)	8 (57.1)	2 (14.2)	2 (14.2)	2 (14.2)
2.	Classroom as per need	17(77.2)	05 (22.7)	3 (17.6)	3 (17.6)	4 (23.5)	7 (41.1)
3	Black Board and Chalk	22 (100)	- -	2 (9.0%)	6 (27.2)	4 (18.1)	10 (45.4)
4.	Library	5 (22.7)	17 (77.2)	3 (60)	- -	2 (40)	-
5	Light and Fan	15(68.1)	7 (31.8)	7 (46.6)	4 (26.6)	4 (26.6)	- -
6.	Public Adress system	11 (50)	11 (50)	11 (100)	- -	- -	- -
7.	Toilet	22 (100)	- -	- -	- -	3 (13.6)	19 (86.3)
8.	Water supply	22(100)	- -	4 (18.1)	- -	3 (13.6)	15 (68.1)
9.	Television	4 (18.1)	18 (81.8)	4 (100)	- -	- -	- -
10	Semi Smart classroom	4 (18.1)	18 (81.8)	4 (100)	- -	- -	- -
11	Playground	13 (59.0)	9 (40.9)	7 (53.8)	6 (46.1)	- -	- -
12	Supply of Sports Material	22 (100)	- -	5 (22.7)	4 (18.1)	5 (22.7)	8 (36.3)
13.	School Boundary	20 (90.9)	2 (9.0)	10 (50)	5 (25)	- -	5 (25)

Source: Primary Survey, 2025
Figures in the bracket are percent to the total

Educational Profile of Teachers:

The study covered 128 teachers working in 22 schools of different categories, of which 98 (76.5%) are female and 30 (23.4%) are male teachers. In the gender composition of the teachers, female teachers dominates, which is a positive indicator in educational development of the tribal children, since women, teachers can understand the psychology of the tribal children, more particularly of tribal girl children more closely compared to the male teachers. The assessment of teachers is made on certain social educational criteria. Age wise distribution of the teachers shows that around 32 (25%) teachers are within the age group of 25 to 30 years, 36(28%) are belonging to 30 to 40 years and 30 teachers are within the age bracket of 40 to 50 years. Quite a sizeable teachers are young, energetic, and are receptive to new ideas and situations relating to education of the tribal children. Because of the young age background, the teachers are supposed to be laborious for the educational development of the tribal children. The ethnic background of 128 teachers reflect that around 69 (53.9%) teachers are belonging to ST category, 14(10.9%) belongs to SC category, 26 (20.3%) are from OBC category, and 19(14.8%) are from general caste categories. The ethnic distribution of the teachers shows that teachers belonging to ST categories are dominant one and they are supposed to understand the psychology of tribal students, which will help them in minimizing the gaps between the teachers and students, since tribal teachers can understand tribal students requirements.

The cultural background of the teachers shows that around 87(67.9%) teachers are from Jashpur the study district who are born and brought up in Jaspur district and have the experiences about the sociological, cultural practices and need of the tribal children. Most important indicator is that not a single teacher is from outside Chhattisgarh. The educational background and training base of the teachers as documented shows that around 68 (57.5%) teachers are having D.El.Ed, while 45(37.12%) are having B.Ed and 15(11.3%) are having M.Ed degree, which shows that all the teachers are well trained as per the educational guidelines and skill need of the State. It is supposed that the Trained teachers appointed by the State in a tribal dominated district of Jaspur can meet the educational needs of the tribal students. The year of teaching experiences of 128 teachers shows that around 39 (30.5%) teachers have the teaching work experiences of more than 15 years, 53(41.4%) teachers have the teaching experience of 10 to 15 years and 27 (21.0%) teachers are having teaching experiences of 5 to 10 years. The data on teachers teaching experience shows that the pool of teachers working are quite experienced in their field of teaching because of the teaching expertise. Therefore the teachers are supposed to be more skillful in improving the educational need of the tribal children in the school.

The data with respect to the socio-economic background of the teachers reflect that the government has given priority to recruit tribal teachers to teach in tribal dominated districts with a purpose that the teachers with tribal background can understand the psychology of the tribal children who attend schools. Secondly, government has recruited more lady teachers in school education with the premise that women teachers can manage teaching and learnings of the tribal students more effectively. From government policy perspective it is observed that there are more tribal background teachers and also women teachers to teach in schools.

Distribution of Oraon Children Profile

A total of 54 school going children were surveyed in the study. The findings shows an equal representation of gender, with 27 males and 27 females, reflecting a balanced respondent gender structure. Age-wise distribution indicates that the majority of children belong to the 11to 13 years (33.3%) age group, followed by 25.9 per cent in the 16 to17 years category. Children aged 6-10 constitute 22.2 percent, while the smallest proportion of 18.5 per cent belongs to the 14 to15 age group. With respect to class level, the distribution shows the age pattern, where the highest share of participants (33.3%) are enrolled in middle school, which is followed by higher secondary students (25.9%), primary-level students (22.2%), and high school students (18.5%). Distribution of students as per school type data show that nearly half of the children (44.4%) attend government schools, whereas 33.3 percent student study in private schools. A smaller proportion (22.2%) is enrolled in government-aided schools, reflecting a mixed educational environment in the study area. Regarding the distance travelled to school, all respondents (100%) reported travelling more than 5 km from home, suggesting a significant geographical and infrastructural challenges in accessing education.

The distribution of various modes of transport shows that none of the children walk to school, indicating that walking is not a feasible option for the respondents in this context. More than half of the children (51.8%) use bicycles as their primary mode of transport, suggesting that cycling is the most accessible and convenient means for reaching school. Additionally, 24 percent of the children depends on public transport like Auto. Another 24 percent travel by private vehicle and this is mostly observed in children who study in Primary and Middle school. and 28 per cent children were fully relaying on bicycle.

The data on children's learning habits at home indicates that none of the children both boys and girls study in the morning hours due to the involvement in household activities. While all respondents (100%) study in the evening before having dinner, which suggests that evening time is the preferred for academic activities at home. Similarly, none of the children study specifically during holidays. None of the houses had a separate room for children to study. With regard to academic support at home, only 4 children receive guidance, and that too they are of primary level children. while a large majority 50 children do not have any form of home level academic guidance. This highlights a significant gap in parental or family involvement in learning activities, which affect children's overall academic performance and motivation. Children also face some challenges at school level regarding Mid-Day-Meal like there were no separate kitchen and shade for cooking. And due to open cooking, hygiene was not properly maintained there is no separate space for students for eating M-D-M and due to no change in the menu for a long time, children are seen losing interest for food.

Feedback of the tribal students on the quality of teaching and learning in school.

The study tried to find out the responses of the students on quality of teaching and learning quality in the schools. The feedback collected from Oraon tribal students shows that teachers primarily use Hindi and occasionally English language while teaching. Students mention that whenever teachers explain concepts in hindi, they are able to understand the lessons more clearly. However, difficulties arise when english is used, as many students lack strong foundational vocabulary and struggle to follow instructions or explanations given in english. Such language gap creates hesitation among students and affects their confidence for participation in the class situation.

Among the 54 children surveyed, high school students in particular express concern about the teaching of English as a subject. They report that teachers often read out answers or lessons but do not explain the meaning line by line. As a result, students find it difficult to memories long answers, especially when they do not understand the underlying meaning. Many students said that without proper explanation, they rely heavily on rote learning, which becomes stressful and leads to poor performance in examinations.

Students also highlight significant challenges in understanding Mathematics, especially in Classes 9 and 10. They describe the math's syllabus at this level highly tough and difficult to understand with topics such as Algebra, Trigonometry, and Geometry being particularly difficult. Many students feel that teachers move through chapters quickly, giving limited time for step-by-step practice. Since most students do not receive additional academic help at home, they rely completely on classroom instructions. When explanations are not clear or when examples are not solved thoroughly on the board, students struggle to grasp the logic behind formulas and problem-solving steps. These difficulties collectively show that high school students require more teacher guidance, clear instructions, and regular practice sessions to strengthen their learning in English and Mathematics subjects.

Prospects of NEP 2020 for the development of Tribal education

National Educational Policy (NEP) 2020 is one of the Flagship programs of the national government which equally emphasizes on teaching and learning through local languages. Many of the Five-Year Plans in India and International Declarations adopted various programs to attain Education for All. All these programs implemented in India and finally recognised education as Constitutional provision through 'The Right to Free and Compulsory Education Act 2009'. In order to achieve the target NEP 2020 also emphasis on native language, vocational education, compulsory education and holistic multi-disciplinary education to support Goal -4 of SDG so as to ensure inclusive and equitable quality education and lifelong learning opportunities for all by 2030. As per the provision of NEP 2020 School Education will start at the age of 3 years and will continue till 18 years of a child at different stages like Pre-school, preparatory Middle school and Secondary schools which are considered as the foundation of education. In spite of the government data (U-DISE 2016-17) reflect the continuity of poor enrolment and high dropout for all disadvantaged groups and more particularly for the tribal girls. The major reasons as highlighted by the government (Ibid) includes poor quality infrastructure, poverty of the tribal people, geographical inaccessibility factors, language etc. NEP 2020 as a mega flagship program also aims to uplift children from tribal community equally is continuing and will continue to meet the future needs of the tribal children while talking into account the challenges concerned to the educational development of the tribal population.

Discussion:

The educational scenario in Chhattisgarh, particularly in tribal dominated regions like Jashpur district, reveals persistent disparities and infrastructural challenges for the educational development of the tribal children. Accessibility to schools by the tribal children remains a major concern due to difficult terrain and inadequate transport facilities, forcing tribal children to walk long distances, especially in Left Wing Extremism (LWE) affected areas. Infrastructure in many schools which has been studied is still below the standards mandated by the RTE Act (2009). Government data with respect to the available educational infrastructure shows that good number of schools in LWE districts lacks buildings, classrooms, electricity, boundary wall, playground, and libraries, reflecting slow progress in providing quality educational environments in tribal dominated regions. Although the number of schools has marginally increased over the decades, the availability of primary schools per 1000 child population has declined, indicating a growing gap between targeted population and educational infrastructure leading to the continuity of backwardness in the region.

The empirical findings from the present study highlights that among 22 surveyed schools, till now many schools are lacking with basic amenities such as bench and desk, and so on. The classrooms, library, light and fan, playground, toilets, water supply, status of the infrastructure are in adequate and or not available as a result the educational backwardness in tribal dominated regions are still lagging behind. Looking at the secondary data, and comparing it with present state of educational infrastructure one do not find much changes in their availability and accessibility by the tribal children. No satisfactory changes have been observed even today in school infrastructure while only 30 % schools the educational infrastructures are comparatively better. It is often believed that private English medium schools have somehow better infrastructural facilities, but it was observed in the study region that the educational facilities and infrastructure even in private schools are not up to the mark. Children are still sitting on the floor in the classroom. Looking at the provision of NEP 2020 the skill-based education system i.e every child must be incorporated with certain skills after the completion of school and it has to practice throughout their school journey need to be emphasizes by the State in tribal areas. For technical skill-based learning, teachers need to be given proper training because it has been observed that there are many teachers in schools who are not knowing the use of computers and they usually follow traditional mode of teachings. Thus, the teachers are have to be given proper training to upgrade themselves and for better performance there has to be equal cooperation from both teachers and the government. This will ensure quality education so as to build improved human capital in tribal society.

Overall, the study shows that while there has been notable progress in teacher availability, significant gaps remain in infrastructure, accessibility, and quality of education in tribal areas of Chhattisgarh. Focused policy interventions, better resource allocation, and continuous monitoring are essential to ensure inclusive and equitable educational development for all sections of society, especially among ST population, so as to make the people more productive asset.

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