

Social Upliftment of Oraon Tribes through Education

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ABSTRACT

The researcher intends to study the impact of education on social status of Oraon tribe, in the area of Bilaspur, Jashpur and Sarguja districts of Chhattisgarh. The tribal areas opens in the wake of developmental process have brought in combination of two distinct value systems- one based on tradition and ignorance and the other one technology and innovations. The Oraon tribe depends mostly on the agriculture and forest produce for their livelihood. They are very shy in nature. The researcher tries to focus the Impact of education on social status of Chhattisgarh's Oraon tribe. The researcher wants to enchain the attention of society and government for the upliftment and development of the Oraon tribe over there. They are mostly unaware about the government welfare programmes. The Oraon tribes are not advanced more socially but accept due to educational impact it helps to uplift their status on society and helping to uplift status of Oraon tribe.

Key-words- Education, Social status, Oraon Tribe, Upliftment.

INTRODUCTION

Education is a lifelong process which runs continuous. The human's education starts from the birth of the child and ends after death. Education is a modern world, which is derived from the Latin word 'educare' means to educate, to bring up or to raise. On the basis of it can be

said that it is a process of developing innate traits of a child in order to develop them fully. It is a subject of Central and State Government. However, the basic responsibility of promoting education has been cast upon the state governments. Coordinating facilities and setting standards for employment, research, technical and scientific education is the responsibility of the central government. Education is a systematic process through which a child or an adult acquires knowledge. Education plays very important role in overall development of the society. "Education has been assigned a high priority among many national objectives in India. Education is widely accepted as a necessary tool for attainment of developmental goals. For all developing nations it is recognized that the achievement of national goals and purposes in the modern world are tied to the excellence of education provided for children and youth" (Nulkar & Muthumani, 2014). Webster defines "education as the process of Educating or teaching (now that's really useful, is not it)". Education is also defined as "developing knowledge, abilities, or character. From these meanings, we can conclude that the purpose of education is to improve students' knowledge, skills, or character. Sadly, this description provides little if terms such as creation, knowledge and character are not better established. "Article 45 of the Indian constitution in India urges to provide free and compulsory education for all children until they complete the age of fourteen years". When we talk about education, we really think about a developed area and educated people but there are many remote areas where people live like nomads who are neither educated nor developed.

"Tribes are the product of specific political and economic pressures emanating from already existing state-organized society" by Fried. "The term "tribe" then, was often more than a little bit derogatory, but tribe served to differentiate the minorities and deviants and those only partially colonized from the mainstream or the colonial powers" by (Panwar, 2011). The schedule tribes (STs) in India are different officially designated groups of historically disadvantaged indigenous peoples. The terms are known in India's constitution and the different groups are classified in one class or another. They were known as the depressed classes when the British ruled the Indian subcontinent. STs the standing of the moment in society was not great.

India after Africa is the second largest tribal-dominated state. “Traditionally referred to as adivasis, tribes or tribals, scheduled tribes (STs) constitute about 8.6 per cent population of India” (Census of India, 2011).

	Total population of Scheduled tribe, 2011		
	Total	Rural	Urban
India	10,42,81,034	93,81,9,162	10,46,1,871

(Source: Census of India, 2011)

In various parts of India there are 573 STs (Nulkar & Muthumani, 2014). Where 75 were called primitive tribal groups. Who is spread throughout the country? The tribal communities in India are largely concentrated in the region of Central India and the region of North-East India, which are specifically treated under the fifth and sixth schedules of the Indian Constitution. According to Indian constitution “identities for special consideration certain ethnic minority groups, traditionally referred to as tribes or tribals, as Scheduled Tribes (STs)”, who constitute 8.6 per cent of the total population of the country”. The Chhattisgarh state is at a very slow pace of development in relation to its potential and expectation. It is a paradoxical situation of a primitive and marginalized society on the verge of extinction juxtaposed with the modern Indian society. These tribes – Kamar, Abujmaria, Pahadi, Korwa, Baiga, Birhor and Oraon are the main tribes of the Chhattisgarh. The good houses are 40.6% where there toilets 22.6% in the house and only 19.7% have water facilities in premises of Scheduled tribe. The total literacy rates of STs of India are 58.96% (source – census, 2011). Mishra (1996) found that only 12% to 30% tribal children attended school. Rani M. (2000) observed in her study “that due to the language barrier the tribal children are unable to establish communication link with the teacher and thus leading to the termination of their education in some point or the other”. “There is an urgent need to launch income generating, Educational and awareness programme” according to Geeta & Malarvizhi (2015). Vaidyanathan and Nair, 2001 found that “The presence of tribal teachers, especially from the same community, has shown and improved school participation of ST children. Coming from the same community, it is believed that the teachers would understand and respect the culture

and ethos with much greater sensitivity. Studies suggest that teacher motivation contributes more to teaching- learning process than teacher competence” .Behra (2015) found that “dropout rate is very high and the status of education among tribes will be a story of distress, despair and death”. “Researches have underlined the need to develop culturally sensitive programme of school education that can ensure dignity of tribal groups by providing them with economically viable options for life” (Sinha & Mishra, 1997). It indicates the socio-cultural and educational status of tribes is not up to the mark. The Oraon is one of the most primitive tribes of Chhattisgarh that it is deprived and marginalized. Their social status is also not up to mark. Keeping their view on their problems an attempt has been made to know the Impact of education on social status of Oraon tribe. Natural resources are majorly found in the tribal areas. The government have been set up a number of projects e.g., irrigation, energy generation and industrial projects in the tribal areas. The economic opportunities are not grabbed by the tribes due to lack of requisite skills and education. They are missing the income generating opportunities and outsider migrants are grabbing these opportunities. The opportunities which are missing by the tribes not only deprive them from the new ventures but also alienate them from their base resources. They are exploited by the middlemen and contractors in forestry operations as well as by the money-lenders.

There are so many studies have done and ongoing on tribal problems, issues, socio- cultural conditions, education, empowerment, nutritional status, life patterns, changing patterns of life etc. from the review of so many research studies it is found that most of the studies done on life pattern, issues, nutritional status, etc. on tribes but not specifically tribes from Chhattisgarh state. There is very scanty work on Chhattisgarh tribes a very little work on Oraon tribes. The as there were less work done on impact of education on social status of Oraon tribe in Chhattisgarh so it is we pertained to ask few research questions by the researcher.

RESEARCH QUESTIONS

- 1- To what extent does education bring change in the social status of Oraon tribe of Chhattisgarh?
- 2- Is there any impact of education on social status of Oraon tribe of Chhattisgarh?

OBJECTIVES

The objective of the present piece of research work is to “To study the Impact of education on social status of Oraon tribe of Chhattisgarh”.

METHODOLOGY

The descriptive Survey method is adopted for the present study which consists of sample, tool and procedure of data collection and data analysis. The method of research concerns itself with the present phenomena in terms of social norms which involve interpretation.

POPULATION & SAMPLE

For this study Educated and Uneducated Oraon tribe of Chhattisgarh state were selected as population. Sample for the proposed study was consisted of 60 persons of Oraon tribe (30 Educated and 30 Uneducated) of Chhattisgarh state. The samples were selected by purposive sampling technique. The samples have taken from different areas. The samples (3 educated and 19 uneducated) were taken from Banghat village which come under Pendra Road, Bilaspur. Then (3 educated and 9 uneducated) samples were taken from Kewanchi village near of Banghat village. 1 educated and 1 uneducated sample was taken from Sipat Chauk. 13 educated male, 6 educated female and 2 uneducated male were taken from Jashpur District. Likewise 2 educated male and 1 uneducated female were taken from Sarguja district.

Table: 1 Sample description from different areas

Persons	Districts/ villages	Bilaspur			
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		Banghat	Kewanchi	Sipat chaulk	Jashpur	Sarguja	Total
Educated Male		3	3	1	13	2	22
Educated Female		0	0	1	6	1	08
Uneducated Male		19	9	0	2	0	30
Uneducated Female		0	0	0	0	0	00
Total							60

TOOL

Interview schedule was used in this study. For collecting relevant information from the respondents in this interview schedule there were 20 items used to find out the impact of education on social status of Oraon tribe. This is a self developed tool. In which one dimension is social and is related to education. There is both close and open ended type of questions used in this Interview Schedule. There was no time bound to answer the Interview Schedule.

Table: 2 Distribution of items in the Interview Schedule

S.N.	Close/Open	Item No.	Dimension	No. of Items
1	Close	1 to 15	Social dimension	15
2	Open	16 to 20	Social dimension	05

RESULT AND ANALYSIS

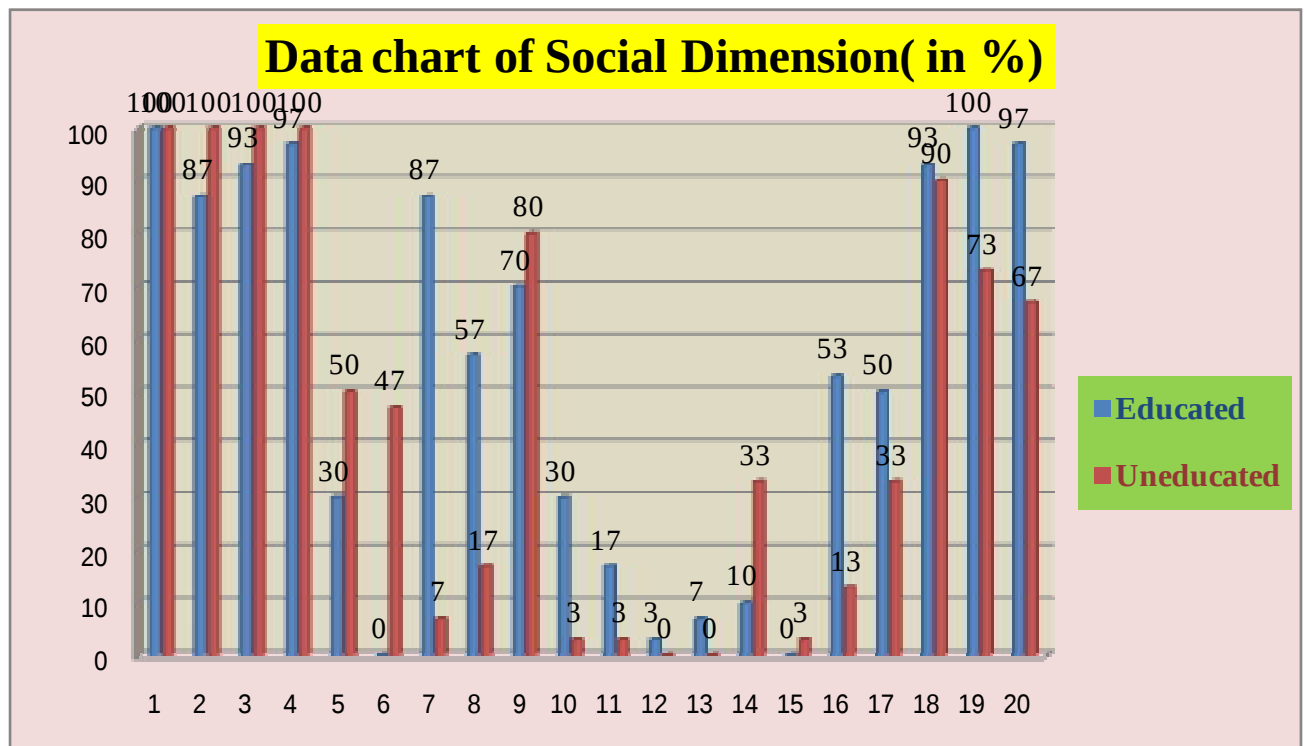


Figure: 1 Responses of Educated and Uneducated

From the above figure (fig-1) it is found that 87% educated Oraon tribe responded that education is provided to everybody in their society. However 100% uneducated Oraon tribe responded that all most all are getting the opportunity of education. Which shows in their society Oraons are not much aware about the opportunity of education. But they know the importance of education to some extent. Now uneducated Oraons know the importance of education and they are promoting it in their society. It means educated Oraon tribes are more aware and have information in respect to educational opportunity. Moreover 93% educated Oraon tribe responded that the women get educational opportunity in their society like men while uneducated Oraon tribe 100% responded the same. It means educated Oraon tribes are more aware about gender equality in respect to opportunity of education while uneducated do not know the proper meaning of educational opportunity but know the changes coming in the uneducated life. Which is possible only through education? The educated Oraon 100% responded that they do not believe in superstition. While uneducated 53% Oraon responded that they are seeing their younger's who are not obeying the superstition after getting education. In the tribal society superstition was the prominent part of society and culture in

earlier days. Now education changed the mind set-up of Oraon tribes because nobody of educated believes on superstition. Some uneducated also do not believe in superstition. Which shows that education positively impacts on social belief and helps to bring healthy changes in social status of Oraon tribes?

Educated Oraon tribe 83% admitted that they do not hunt. While uneducated Oraon tribe 97% admitted that they are not hunting after getting education. Which represents that awareness of not killing animals? It is also found that in majority of educated and uneducated are not hunting now as they understand the importance of life of human being as well as animals. It means definitely education has its impacts on tribes' attitude. Both educated and uneducated Oraon tribe responded that there should not any stratification in the society. It means both are in favor of a classless society without any stratification. This type of thinking is beyond the Education which shows the richness of their mind and impacts on both educated and uneducated tribes.

Both educated and uneducated Oraon tribe 100% admitted that they are not obeying untouchability and it should be abolished from society. Which is possible only through education? Educated oraon tribe 53% responded that they are aware about tribal welfare schemes of Govt. like ujjwala gas yojna, scholarships, MNREGA etc. but uneducated 13% only are aware about tribal welfare schemes which are scholarships only. It means uneducated are not aware about the programmes due to lack of proper education. Educated 50% Oraon tribes feel changes in the prevailing marriage system through marriage in church, dowryless and participation of youths in society. While 33% uneducated Oraon tribe responded and felt changes in marriage system with church marriage due to adaptation of Christianity. Both educated and uneducated Oraon tribe 100 % admitted that their children getting scholarship from government for study. Government is providing scholarships to all the tribal children for the upliftment of tribes.

Educated Oraon tribe 100% responded that they are making effort to abolish social evils like untouchability, bali pratha, stratification etc. While uneducated Oraon tribe 73% responded that they are in a position to abolish social evils. 97% educated Oraon tribe responded that social status can be stronger through education because educated people get respect from the society. While 67% uneducated Oraon tribe responded that they believe in social status can

be stronger through education because educated person can get govt. services and help poor people. As a result society gives them respect which proves that education impacts on social status of Oraon tribe.

On the basis of above analysis and interpretation it is pertinent that education positively impacts on social awareness, gender equality, social believes, social stratification, avoiding untouchability, hunting and many social changes. So it is a well established fact that the education has positive impacts on social status of Oraon tribes.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The researcher through present piece of work has studied the impact of education on social status of Oraon tribe in context of their society in Chhattisgarh. Thus the findings of the study are based on the analysis of data collected through the administration of tool on sample of 60 educated and uneducated Oraon tribes of different areas of Chhattisgarh state. On the basis of above analysis it is found that education positively impacts on social awareness, gender equality, and social believes, social stratification, avoiding untouchability as well as social change. So it is concluded that the education impacts on social status of Oraon tribe. Through the present study the researcher can make aware about the social status of Oraon tribes and try to help them through their valuable researches. As the study reach the impact of education can enhance the status of the tribes. We can make them aware as bring desired changes through various educational programme.

CONCLUSION

The research indicates that there is immense need to improve the social status of Oraon tribe of Chhattisgarh such as literacy, institutions and assets development. The current education system is designed for prevailing group, where it required to be an investment regarding support mechanism that supplement th assimilation of children in to the system of formal education. The changes are coming in their society but need to pace them. There is need to strengthen the society, economy and culture. It is needed to make the Oraons aware about

new technique for farming and making them to adopt those new techniques. So they can improve the productivity which will help them to fulfill their living standard and uplift the social status. In the society of Oraon tribe, the primary focus should be on awareness and make them too familiar with the government programmes which are especially for tribal welfare. Due to lack of knowledge they are not able to take advantages of those programmes which are especially for tribes. It is also found that in rural areas where there is scarcity of secondary schools. So government should identify those areas and establish secondary schools immediately. Education plays a very dynamic and vital role in making and strengthening the society. Therefore, there is a need for joint effort and healthy co-operation of all the stake-holders who are involved directly or indirectly for the development of tribal community. Finally it is clear that education has a very positive impact on the social status of Oraon tribes in Chhattisgarh. Education plays a vital role in social upliftment of Oraon tribe.

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