



## DEPRIVATION OF TRIBAL CHILDREN FROM EDUCATION DURING THE PROCESS OF DISPLACEMENT:

### KEYWORDS

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### ABSTRACT

Tribals, irrespective of their habitat, are the first victims of development induced displacement in India. Tribals can be displaced either by non tribals or by government for developmental projects. As per the 2011 Census tribals constitute 8.6 percent of Indian population. Apart from all the North Eastern states, tribals constitute 30.6 % in Chhattisgarh, 26.2% in Jharkhand, 22.2% in Odisha and 21.1% in Madhya Pradesh of the state's population. It is needless to say that all the above states are mineral based and various mineral based industries have come up along with other mega development projects in tribal dominated areas. As a result of involuntary displacement, like other oustees, encounter the risks as identified by Cernea (1996) for policy implications are, landlessness, joblessness, homelessness, marginalization, food insecurity, increased morbidity, lack of access to common property resources, and community disarticulation.

### Introduction:

Since the beginning of the current era of Economic Liberalization, Privatization and Globalization (LPG), the regions inhabited by aboriginal people have been subject to continuous social disturbance and demonstrations. The large-scale exploitation of the natural resources of this region through the development of mines and other types of industries has adversely affected the aboriginal people, who are scientifically and systematically deprived of their ownership of the means of production, and the very ways of their existence.

Development induced Displacement is a question which is still unanswered. Unfortunately the model of Development that the contemporary India is following displacement has become a harsh reality. Mining induced displacement also disrupts education and routine socialization. Cernea, (1999), Children in India have become the worst victims of displacement. Due to the problems of displacement the basic right of education for children is being grossly affected. The process of displacement has become unnecessarily delayed in Odisha and hence the benefit of R&R also reaches to the affected family is late which ultimately affect the children in their formal education scheme. The parents in a displaced family has to run from pillar to post for getting genuine compensation and this ultimately results in the extent of education for the children. Due to mining activity family are not only displaced from their local habitat simultaneously the children are displaced from their roots. They are forced to live in a changed atmosphere where they find it very difficult to adjust in the new social settings and ultimately becomes scary to go to schools. In most of the cases the displaced children find themselves deprived of schools and other educational institutions. Due to the faulty model of development the present generation of displaced people has lost their everything and if the same will continue the next generation will also never be able to cope up with the agonies of displacement.

### Tribals: Victim of development:

Major development projects like Dams, Mines, Industries, Road and Railways and the conservation oriented projects like Wild life sanctuaries, Bio-Spheres etc. have been displacing peoples from their habitats mostly tribals. The momentum of development has been more after 1991, liberalization of Indian economy. More development projects are being established resulting in massive displacement. Consequent upon displacement, as Cernea stated "Like becoming a refugee, being forcibly ousted from one's land and habitat by a dam, highway or reservoir is not only immediately disruptive and painful, it is also oppressed with serious long-term risks of becoming poorer than before displacement, more vulnerable economically and split socially" (1996). Though specific policy of "Displacement and Rehabilitation" has been formulated, for the oustees, the tribals

mostly become the first victim of development.

### Jharsuguda and developmental projects:

Jharsuguda is a district in Western Odisha, with town as its headquarters. This region is rich in coal and other mineral reserves. Recently, many small and medium scale iron and steel units have been set up in the surrounding area of Jharsuguda town, giving motivation to the industrial growth of the district. Most of the developmental projects like Dams (Hirakud), Industries and Mines (MCL), are formally tribal dominated area.

**Table 1: List of Large Scale Industries in Jharsuguda District, Odisha**

Name of the Unit	Location	Products
UltraTechCemet Ltd.	Dhuutura	Portland and Pozzalan Cement
Tata Refractories Ltd.	Belpahar	1.Fire Clay 2.Silica,3.Monolithics 4.Dolomite
IB Thermal Power Station	Banaharpali, Jharsuguda	Electricity
Indian Oil Corporation Ltd.	OMP. Road, Jharsuguda	Re-filling of LPG
Singhal Enterprises	Hirma, Jharsuguda	Sponge Iron
L.N Metallics(P) Ltd.	Sripura, Jharsuguda.	Sponge Iron
Sri. Madhab Ispat(p) Ltd.	Siriapali	Sponge Iron
Bhagawati Steels.	Badmal.	Sponge Iron
SMC Power Generation	Hirma, JSG.	Sponge Iron
Action Ispat	Pandripathar, JSG	Sponge Iron and Power Steel
Eastern Steel & Power Ltd.	Lahandabud, Jsg	Sponge Iron, Power Steel
Jai Hanuman Udyog	Raghunathpali, Jharsuguda	Sponge Iron
Seven Star Steel Ltd.	Kelendamal, Jharsuguda	Sponge Iron
MSP Metallic (P)Ltd.	Budhipadar, Jharsuguda	Sponge Iron
Vedanta Aluminium Ltd.	Bhurkhamunda, Jharsuguda	Aluminium& Electricity
Jain Steel & Power Ltd.	Durloga, Jharsuguda	Sponge Iron

Source: DIC Jharsuguda, 2013

**Table 2: List of Coal Mines in Jharsuguda District**

Name of Mines/Address of Coal Mines	Operational Status
Belpahar OCP, Belpahar, Jharsuguda	Operating
Lajkuraocp, Jharsuguda	Operating
Lilari OCP, IB Vally, Jharsuguda	Operating
Lakhanpur OCP, OB Vally, Jharsuguda	Operating
Samaleswari OCP, IB Vally, Jharsuguda	Operating
HirakhandaBundia, Inclines (U.G) Jharsuguda	Operating
Himgiri Rampur Colliery (U.G) IB Vally, Jharsuguda	Operating
Orientcolliery I & II (U.G), Brajarajnagar, Jharsuguda	Operating
Orient Colliery III (U.G), Jharsuguda	Operating
Orient Colliery IV (U.G.) IV Vally, Jharsuguda	Operating
Talabira Coal Project, INDAL, Jharsuguda	Operating

Source: DIC Jharsuguda, 2013

The plight of the tribal's are understood by three times displacement first by Hirakud Dam, second by Lakhanpur to Jharsuguda because of coal mines and thirdly from Jharsuguda to other nearby places by various industrial houses. The tribal's of Odisha are the first victims of development.

*Development projects and Tribals:*

Tribals live in forest areas. Most of the developmental projects are found in the forest areas due to

- Availability of mineral resources
- Less population density
- Strategic location
- Availability of more Government land
- Least reordered land by the people staying in the area
- Least possibility of resistance of the people
- Availability of more land for the project

As a result of the above suitability, development projects are established in the tribal areas and consequently, the major risks, they encounter, like other oustees as identified by cernea (1996) for policy implications are

- Homelessness
- Joblessness
- Landlessness
- Social Disarticulation
- Morbidity
- Marginalization
- Lack of access to common property resources
- Food insecurity

But, due to various age old social exclusions, tribals suffer more than other displaced social groups.

*Educational profile of tribals in Odisha:*

Educational system is increasing immensely in Odisha. It has 30.5% in 1971 to 63.1 % in 2001 as compare to 34.5 % to 64.8 % in national level. Male literacy rate 44.5 % to 75.3 percent which are greater than female literacy rate 16.3 % to 50.5 %. Amongst the all 30 district of Odisha Khordha is one topmost educated district where literacy rate is 79.6 % not only in male but also female literacy rate is high. Next to Malkangiri is the lowermost literacy rate where maximum of the people belong to marginalized communities. Societies are trying to change the opinion of tribal parents who are not sending their kids to the school. In 2007-08 year one primary school for every 3.2 sqkms with teachers ratio 1:38. The total dropout rate at primary level during 2006-07 was 10.53 % with 10.34 % for boys and 10.72 % for girls which has dropped to 7.79 %, 7.76 % and 7.83 % respectively for the period of 2007- 08. The dropout percentage among SCs and STs stood at 12.54 % and 16.89 % whereas the overall dropout rate was 7.79 %. The dropout percentage at primary level in Majurbhanj is the highest (15.56%) followed by Sundergarh district (14.01%) and the lowest dropout ratio in Bargarh district (2.38%). Through the dropout ratio at primary schools indicated a declining trend, it is still higher among

STs. For the development of educational status government have implemented many programmes and policies like Mass Education (Economics Survey of Orissa). District Primary Education Programme (DPEP), SarvaShikhyaAbhijanetc, mid-day meal, even the ST people are not benefited in education

The key factor responsible for very low level of literacy and educational backwardness among tribal communities are severe impoverishment of the tribal people, lack of positive motivation for education, absence of adequate educational infrastructure in their neighbourhood, and incomplete in communication system. Moreover these factors, a large percentage of the poorer tribal children, on account of the growing cost of the schooling and economic encumbrance cannot afford to benefit from them. Most tribal tends to use their children for other services that would bring in some additional income for their staving families. It is thus important to examine the policies and programmes being monitored and their effective implementation in the state, as well as to commence special studies to identify the socio-cultural factors hindering earlier progress in literacy and education amongst the scheduled tribes communities and limitations relating to infrastructure and funds on education, to make suitable progress in increasing literacy amongst these population group

*Educational profile of tribals in Jharsuguda District:*

**Demographic Details:**

**Table No-01**

Category	Kerualbahal	Ubuda	Charla
Total Population	909	1221	909
Male Population	214	621	454
Female Population	215	600	455
Total Household	96	220	191
Sample Household	50	50	50

Source: Concerned AnganwadiCentres and Block office

**Educational Profile of the respondents:**

**Table No-02**

Educational Qualification	No. of Respondents	Percentage (%)
Illiterate	26	43.33
Literate (can read,write and speak one language)	17	28.33
Primary Education	09	15
High School	08	13.33
Higher Secondary Education	--	--
Total	60	100

Source: Field Study, 2016 February

As shown in table no. 02 only 28.33% of the respondents have gone for formal education. Out of which 15% of them have primary education and 13.33% of them have gone to high school. An overwhelming majority of 43.33% of the respondents are illiterate they can put their signature but they cannot read or write any language. They can only speak their local tribal dialect fluently. As found from the study they cannot speak odia or Sambalpuri language fluently. Only 28.33% of the respondents are only literate.

**Tribal Displacement and its Impact on Children Education: Number of Tribal School going children (in three phases):**

**Table No-03**

Name of Village	School going children		Total
	Boys	girls	
Pre-Displacement phase, after Identification (Kerualbahal)	38	35	73
During the Phase of Displacement process (Ubuda)	28	16	44

After the phase of displacement and rehabilitation (Chharla)	42	29	71
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Source: field Study, 2016 February

Note: The numbers shown on the table are children of displaced respondents.

Table no. 03 shows the number of children of respondents going to school. However, in pre displacement phase in Kerualbahal village the school enrolment was quite high. 38 boys and 35 girls were enrolled before the displacement period. During displacement period the numbers declined and only 28 boys and 16 girls were enrolled in Ubuda village school. Further because of increased governmental efforts and Rehabilitation and Resettlement policy 42 boys and 29 girls were enrolled in Chharla village school.

**Drop outs in various phases:**

Table No-04

Sl. No.	Dropout in pre-displacement period		Dropout during displacement		Dropout in post displacement period		Total
	Girls	Boys	Girls	Boys	Girls	Boys	
1							

**Reason of Drop-outs:**

Table No-05

Sl.No.	Reasons of Dropouts	No. of Respondents	Percentage (%)
1	Distance of School	31	51.66
2	Helping in work	17	28.33
3	Not interested	13	21.66
	Total	60	100

Source: Field Study, 2016 February

Table no.5 shows that 51.66% of the respondents' children have left school because of distance. 28.33% of the respondents viewed that after displacement they need more man power to arrange their livelihood for survival. Hence children could not go to school in order to help them in house. Further, 21.66% of the respondents due to lack of awareness of education were reluctant to send their children to school. In case of girl child because of marriage responsibility and tribal rituals after puberty girls were restricted to go for education.

**Problem of the study:**

**Objectives:**

1. To study the socio-environmental factors which are responsible for the vulnerability of education and socialization process of tribal children due to development induced displacement.
2. To study the factor which are responsible for the problem of education of tribal children.
3. To study the attitude of parents towards education and sending students towards school.

**The Field, Study and Methodology:**

The study anticipates on the Ib valley coalfield of Odisha. Ib valley coalfield is coming under the authority of Mahanadi Coalfields Limited (MCL) which is a subsidiary of Coal India Limited (CIL). MCL has two coalfields, i.e. Talcher coalfield and Ib valley coalfield. The first one is positioned at Talcher Anugul belt and the second one is at Ib valley coalfield region. And Ib valley coalfield is spreading over Jharsuguda and Sundargarh districts of Odisha. Further, Ib valley coalfield is functioning in five parts, i.e. Orient area, Lakhampur area, Basundhara area and Garjanbahal area. The first three are in operation in the Jharsuguda district and the last two are in Sundargarh district. In compare to Sundargarh district the coalfields of Jharsuguda district are old and with the increasing production of coal it is leading more consequences (positive/negative) in the perspective of development. Due to this reason the coalfields of Jharsuguda district were selected.

Keeping the above challenges in mind this study tries to map the problem of tribal children education in three phase's i.e. pre-displacement phase, during displacement phase and post displacement phase. Having twin objectives of studying vulnerability of tribal due to displacement and problems of tribal children education in these three phased displacement process the present study was conducted in three villages of Lakhampur open cast mines of Mahanadi Coal Fields Ltd., District Jharsuguda are picked up for primary data. Those are-

1. Pre displacement phase, after identification (Kerual Bahal)
2. During the phase of displacement process (Ubuda)
3. After the phase of displacement and rehabilitation (Charla)

The plight of school going tribal children consequent upon coal mines based displacement is studied from a sociological perspective. Simple random sampling has been used for the study and sample size is 60 (taken 20 from each village). Displaced tribals HoH have been interviewed for this purpose as the school going children are very small to respond to questions. Semi-structure interview schedule has been used for quantitative data collection. Further, we have used observation and focused group discussion to collect the qualitative aspect of data.

**Major Findings:**

1. Tribal population in general and tribal children's in particular have been the victims of the ongoing development models in Odisha.
2. It was found that the inception of mining or changing environment causes serious problem of development induced displacement due to which there is a dissatisfaction among the displaced people due to social disintegration and it hamper in the education and socialization of children.
3. Prior to mining induced displacement, unavailability of educational institutes hindered them to pursue education and the post mining induced displacement, phase pulls them to earn rather than restricting to formal education.
4. Current market price is forcing both the parents to earn and while both of them are going out, their children are either taking care of their other siblings or stealing coal from the nearby mining sites.
5. Tribal children's needs to be accommodated in the RNR policy.

**Conclusion:**

The future planning need to be developed in response to the involuntary displacement and resettlement of project affected people (PAP) arising from development projects. The goal of the planning is to ensure that projects involving resettlement are executed in a manner, which would allow PAP and their children to be treated impartially and share in the benefits of the project that involves their resettlement.

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