

## Educational Status of the Children of Lodha Tribe of Odisha in Eastern India: A Psychosocial Study

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### ABSTRACT:

Education in tribal networks has helped in support of social design and objective fulfilment for a supported living. The Lodhas are the crude tribal people of Odisha in Eastern India. The educational status of the Lodha children of Mayurbhanj area is one of the significant aspects to know the advancement of tribal education in the state of Odisha. The Government of India gave headings vide the letter. No. 20018 5/81-ITDA dated 27th April 1980 for the recognizable proof of Primitive Tribal Groups, keeping in see the realities that regard for certain tribal gatherings' backwardness. In India Lodhas are the crude tribal groups living predominantly in the forest areas of the Mayurbhanj district of Odisha. The province of Odisha has had an unmistakable spot in tribal history of India and it is the home of various kinds of tribes. Diverse formative projects for education have been carried out through the distinctive govt. or on the other hand Non govt. offices. Based on field study made by the previous researchers including the present author, the Lodhas are for the most part living in the Mayurbhanj and other districts of Odisha. To know the educational status of the Lodha children of Mayurbhanj is an interesting study for the scholars of tribal history. The aim of this paper is to evaluate on educational status of the children of Lodha tribe of Odisha particularly the Mayurbhanj district in Eastern India. Methodologically, both the primary and secondary sources have been used in the present article.

### Keywords:

Educational, status, Primitive, Lodhas, Tribe, Mayurbhanj, Odisha, India.

### I. Introduction

Education is considered as an integral asset for lessening destitution and joblessness, improving wellbeing and healthful norms, and accomplishing a reasonable human turn of events. It is a truism to say that education holds the key to social change and human development (Mahapatra, 1993 p.63). Socially and educationally the Scheduled Tribes (ST's) are among the most distraught gatherings of the Mayurbhanja District of Odisha (Ota. Mohanty, Sahu, and Mohanty, 2008, p.5). Based on field study made by the previous researchers and the current author, the Lodhas are mostly dwelling in the Mayurbhanj area of Odisha. A few of Lodhas are likewise discovered to be lived in the Khordha and Kandhamal districts of Odisha. The territory of Odisha possesses an unmistakable spot in tribal guide of India and it is viewed as the country of various sorts of tribes, which have been considered as

Scheduled Tribe numbering 62. Among the all out 62 Scheduled Tribes of Odisha, there are upwards of 13 Ethno-social Primitive Tribal Groups (PTGs). The Lodha tribe is one of the Primitive Tribal Groups of Odisha. In the later, these 13 Primitive Tribal Groups (PTGs) including Lodha people group have been considered by Governments as Particularly Vulnerable Tribal Groups (PVTGs). In India there are as much as 75 PTGs who are flowed in 14 brought together States and 1 (one) Union Territory of Andaman and Nicobar Islands as given underneath. As per the check of the Ministry of Social Justice and Empowerment they number about 1.36 million, which address 2% of the full scale S.T. people of India in 1991. Odisha has the separation of having the greatest number of PTGs among all of the States and Union Territories as clear from the above Statement. The thirteen Primitive Tribal Groups (PTGs) of Odisha are Bonda, Birhor, Chuktia

Bhunjia, Didayi, Dongria Kondh, Hill Kharia, Juang, Kutia Kondh, Lanjia Saora, Lodha, Mankirdia, Paudi Bhuyan and Sora. 17 Micro Projects are working in different bits of the State to manage their issues of progress. Odisha has the separation of having the greatest number of PTGs among all of the States and Union Territories as clear from the above Statement. In seventh long term plan, the Lodha tribe was distinguished as Primitive Tribal Groups of Odisha and this tribe additionally remembered for long term for their turn of events. The Lodha Development Agency (The Micro Project) was set up at Morada in the seventh Five Year Plan 1985-90. This office is covering all the Lodha villages of Moroda and Suliapada Blocks of and different Districts of Odisha. The educational status of the Children of Lodha tribe of Maryurbhanj is exceptionally lamentable and poor. It is interesting subject to the researchers for intensive study and Governments for the presentation of various plans for the educational advancement of the children of the Lodha community of Odisha. In this respect, the present piece of work attempts to highlight the educational status of the children of the Lodha tribe of Odisha particularly the Mayurbhanj district in Eastern India.

## II. Methodology

The primary data have been collected from Gazetteers, folk lore, folk tale, and unpublished thesis, the practical observation, public opinions, hearsay accounts through the interview methods during the period of experimental field survey by the author. The general field survey has been undertaken for the collection of data relating to the educational status of the children of Lodhas tribe of Odisha particularly Mayurbhanj. The secondary data relating to the present article are *Books, Magazines, Reviews, Journals, Periodicals, Proceedings, Records, Reports*, and published and unpublished theses. The data collected both from the primary and secondary sources are critically analysed and used in the writing of the article.

**Hypothesis-** Educationally, the people of Lodha tribe are backward among the other tribal people of Northern Odisha. The literacy rate of the Lodha children is very poor in comparison to the literacy rate of the Santal children of Odisha.

## Objectives of the Study

1. To evaluate the educational status of the Lodha Children of Odisha in Eastern India.
2. To highlight the various educational schemes introduced in the Lodha areas of the Mayurbhanj district for the incensement of literacy rate of the Lodha children.

## III. Discussion and Result Analysis

Significance of instruction in India has been acknowledged since days of yore, especially in Vedic period. It is tracked down that in middle age period tolls were set up by the Brahmin for learning on the sacrosanct perspective, theory, writing and science by Brahmin instructors. Another foundations like pathsala was for giving the rudimentary information to the lower rank local area individuals. During the British time frame, the public authority took drives in educational branch of India. Hence, Sanskrit schools and Madarasa were opened in couple of regions for delivering court authorities. Then, at that point presented the English education in 1835 A.D. by the guidance of Lord Macaulay. Around then essential training was not necessary. It was constrained by nearby bodies and ignored the tribal individuals in schooling. Accordingly training of tribal was disregarded before autonomy. The soonest endeavours for tribal instruction were made by the unfamiliar teachers. Tracker commission report(1882) began that endeavours of tribal instruction is by all accounts valid as the vast majority of the Christian tribes show extremely high education rate for example the Mizos of Mizoram. In this report he additionally suggested for extension of the essential training, during the pre-freedom time frame British ruler embraced a procedure of detachment and kept up the norm of tribes, all in all to follow the approach of laissez reasonable. Introductory endeavours by the Indian were begun around 1940. Comparative endeavours were made by a portion of the Indian intentional associations. The Government of India has made certain protected arrangement for the tribals. The article 45 is accommodated free and mandatory training for children. Never the less, the article 46 is profoundly important to the planned tribes just as other helpless areas of India. For spreading schooling among the

booked standings and planned tribes, various plans of impetuses have been begun by focal and states governments. These are free training, grant, private/inn offices, Ashram schools, free books and fixed reservation of seats in learning organization with respect to their populace.

The Indian Education Commission Report (1964-66), which is ordinarily alluded to as the Kothari Commission Report. Its Chairman D.S. Kothary has expressed that "it is important to give exceptional consideration to the instruction of the youngsters from the retrogressive classes, the booked tribes, de-informed networks and a couple traveling and semi-roaming groups"(Shastri, 2010, p.13). The Commission on Scheduled Areas and Scheduled Tribes had fundamentally analyzed the different aspects of tribal schooling and had given certain pertinent ideas. The Kothari Commission supported the Dhebar Commission approach. The enrolment of Tribal youngsters was a lot of lower in Odisha. Based on Kothari Commission, the Tribal Girl's schooling was stressed as she was at the stone of lower part of the educational range (Shastri, 2010, p.14). The school schedule ought to be gone into to the tribal way of life. The improvement of auxiliary schooling was a significant concern. The Ashram School framework is discovered to be set up by the Government of Odisha for creating training among the tribal youngsters.

In fact, education changes the cycle through which understudies can learn something. It is arranged under Primary or Elementary, Secondary and Higher, Post Higher Secondary. There are different stages appended to the term instruction take Formal, Non-formal, Vocational, Adult, and so forth Native schooling as some way or another like the articulation we use as tribal training. Based on the National Policy on Education (NPE), accentuation has been giving on opening of Primary schools in tribal regions. Regardless of commonsense arrangements of the public authority, the tribal children have been falling behind the overall children and reasons can be sorted as inward and outer. While within prerequisites insinuate issues related to educational framework, substance, vehicle of direction, informative technique, academic oversight and instructor understudy association,

the external limits are related to issues and difficulties at levels of system, masterminding, execution and association (Patnaik, 2010, pp.104-105). With this setting, instruction to be conferred to the tribal children gives off an impression of being staggering undertaking in Odisha with 62 tribes including 13(thirteen) Primitive Tribal Groups comprising practically 23% of the complete population(Patnaik, 2010, pp.104-105).

### 3. Lodha People of Odisha

The jungle-covered landscape of Bengal-Odisha line is currently the home of the Lodhas. The Lodhas are generally dwelling in the better places of the Mayurbhanj of our state (Odisha). In 1961 Census, 611 people have been counted as Lodha out of which 318 are guys and 293 females (Senapati and Sahu, eds., 1967, p.125). The all out populace of the Lodha people group in Odisha according to 1981 Census Report was 5100 (male 2597+female-2503). The quantity of populace of the Lodha tribe in Odisha according to 2001 evaluation was 7458 for example 3650 M + 3808 F (Ota and Sahoo, 2010, p.4). The primary Lodha villages are in Suliapada and Morada, C.D. Squares. Different locales having the general populations are in Baripada, Badasahi, Khunta, Udala, ShamaKhunta and Kaptipada C.D. Squares of Mayurbhanj. It is essential to specify here that the Tribal Groups comprise 22.13 level of the complete populace of Odisha and practically 44.25 percent of the tribal place where there is Odisha is Scheduled region. Lodha is a little crude tribe having a complete populace of 9088 according to Census-2011. A few of Lodhas are found to be lived in the Khordha and Kandhamal districts of Odisha. As of now, the total population of Lodha tribe might be around expanded to more than 12,000.

Prior to going to begin the educational status/system of Lodha tribe of Mayurbhanj, we need to realize the local dialects utilized by the Lodhas. The people of Lodha tribe were initially a Mundari-speaking tribe. Presently, they talk a tongue made out of contorted (degenerate) Bengali, Odia and adivasi (Mundari) dialects (Mohanty, 2004, pp. 217-218). The Bathudi, Bhuyan, Saunti and Lodha have a place with Aryan language talking local area. The sub-standings of this local area

don't have their own language, so they by and large communicate in sub-language. The Lodhas have a place with the north Munda bunch communicating in Mundari language as their native language. By temperance of their long affiliations and contact with the Hindi neighbors, they have failed to remember their Mundari discourse. Presently, they are talking blended lingo, which is combination of Bengali, Odia, Kudumiand Mundari. This shows their absorption to the provincial Odia and Bengali societies. The majority of the Lodhas know Odia language. Really, the tribals of Odisha including Lodhas communicate in as numerous dialects and tongues, which become hard to show them in their own vernaculars. Albeit the Lodhas utilize Bengali, Odia and Hindi dialects, however they utilize blended dialects in with misshaped way, for which outside man/individual can know the blended language of the Lodhas. They have no own particular language for them in composed structure. Presently, the Lodhas are utilizing Odia, Bengali and Hindi as territorial dialects for correspondence. The Lodhas likewise communicate in the Santala language, however twisted Odia co-language is oftentimes utilized by them for their discussion. In my reasonable field perception, it came to realize that there is need for interface language to show the Lodha children of our state.

### **3.1. Educational Status of the Lodha Children of Mayurbhanj**

Previously, the Lodha youngsters didn't prefer to go to the schools, which are situated in far distance regions for getting instruction. In such circumstances, the poor Lodha youngsters took in some conventional taking in/educating from their own local area like, assortment of dry wood, natural products, nectar, tusser moth's covers from backwoods. Different stunts viz. climbing, wrestling, getting fishes and turtles, drinking handia, planting paddy, development of tusser, making rope, people routine are gotten by the Lodha youngsters from their elderly folks/predecessors as needs be custom. Before, the Lodha young girls had likewise done house hold works like their moms and grandmas. They used to take in conventional gaining from their seniors/older folks, however they were not going to class like kid children of Lodha people group. Presently, the two young men and young

girls youngsters are intrigued to become familiar with the advanced training.

Truth is told, the public activity of the Lodhas is plainly reflected through their debilitating education position. The education pace of the Lodhas as revealed in 2001 statistics is 27%. The level of Matriculation among the Lodha is underneath 3% if there should arise an occurrence of guys and beneath 1% among the females. The quantity of Graduates and Diploma holders are insignificant among the Lodhas till today. In the Morada and Suliapada Block of Mayurbhanj is 31.31% and 44.26% education recorded in regard of female and male separately ("A Survey Report directed during the year 2015-16 by the Lodha Development Agency", Morada; Mayurbhanj). Based on Report of Lodha Development Agency of Morada, 14 understudies have gotten through in tenth class, 8 understudies passed in +2 and 3 understudies passed in +3, however the understudies of Lodha people group have not passed Post Graduation till today ("A Survey Report led during the year 2015-16 by the Lodha Development Agency", Morada; Mayurbhanj). Truly, instruction is the way to advancement. Lamentably, the instruction situation among the Lodhas gives desolate pictures.

Exact examinations directed by before researchers just as by the current creator have distinguished a quantities of components liable for poor educational status among the Lodhas of Mayurbhanj just as Odisha. Also, different variables have been discovered to be liable for low pace of enrolment and high pace of dropouts. In the field study, the current creator has seen that each Lodha town of Mayurbhanj has Anganwari School/Center. One Educational Complex has been set up at Chikitamatia of Morada Block during the year 2008-2009 where 370 Lodha young girls are understanding now ("A Survey Report directed during the year 2015-16 by the Lodha Development Agency", Morada; Mayurbhanj). During the year 2016-17, the 16 nos. young girls understudies had seemed the HSC Examination and the complete 16 young girls have passed. Free fooding and boarding are given to the Chikitamatia school understudies through the Lodha Development Agency, Morada. In addition, one Boys

Educational Complex for Lodha tribe at Chikitamatia is likewise working since long term. The Boys Educational Complex is set up just for the Lodha children of up to fifth class. In spite of the fact that, school is accessible in the neighbourhoods, the Lodha understudies are extremely uncommon for getting advanced education. There are a few reasons/factors behind the lack of education of Lodhas of Odisha. Based on field investigation of the present author, a portion of the primary impediments/issues are taken note. They are 1. absence of mindfulness among the Lodhas in regards to the worth of schooling in the public arena, 2. guardians of the Lodha families are totally uninformed concerning the fate of their children, 3. intense monetary emergency of Lodha families, 4. absence of landed property of Lodhas, 5. the greater part of the Lodhas are woodland life arranged, 6. the way of life of Lodhas is terrible, 7. the Lodhas are in dismissed condition due to lacking of specialized information in various works, 8. unsettling of Lodhas for drinking of rice beer (*handia*) in every day, 9. the vast majority of the Lodhas don't care for changing, 10. the neighborhood delegates do not like to communicate the genuine complaints of Lodhas before the Government for their good just as actual turn of events, 11. all the tribal improvement plans have not adequately reached before them. Albeit some tribal improvement plans are being carried out in the Lodha spaces of Mayurbhanj, still individuals of this local area are not getting freedom to benefit a wide range of offices given by the Government just as by Non-Government association.

### 3.1.1. New Policies for the Educational Development of Lodha Children

Truly, educational changes the cycle through which understudies can learn something. It is arranged under Primary or Elementary, Secondary and Higher, Post Higher Secondary. There are different stages appended to the term schooling take Formal, Non-formal, Vocational, Adult, and so forth Native instruction as by one way or another like the articulation we use as tribal training. Based on the National Policy on Education (NPE), accentuation has been giving

on opening of Primary schools in tribal regions. Regardless of down to earth approaches of the public authority, the tribal children have been lingering behind the overall youngsters and reasons can be sorted as interior and outside. While the inner imperatives allude to issues identified with educational system, substance, vehicle of guidance, instructional method, scholastic management and instructor understudy connection, the outside limitations are identified with issues and troubles at levels of strategy, arranging, execution and organization (Patnaik, 2010, pp.104-105).

A wide range of backwardness are found in the Lodha people group, for which both Government and NGOs are attempting, best case scenario, to give various kinds of offices to the spread of instruction among the Lodha children. Because of ignorance, they are furnished with free instructing with fooding and different offices by the Central Government just as the State Government. In this regard, the Kalinga Institute of Social Sciences (KISS) and different NGOs are additionally taking distinctive sort measures for the spread of training among the Lodha children of Mayurbhanj as well as Odisha.

The Lodha children are fundamentally hesitant to go to the schools. This is because of less consolation being given to them by their folks (Bhowmick, 2015, p.683). The Lodha children wander in the wildernesses looking for wild natural products, little games, fishes and mollusca, which they burn-through (Bhowmick, 2015, p.683). At some point, an adult kid is utilized as cowherd kid by the upper rank individuals to take care of their dairy cattle at an ostensible pay. Truly, the Lodha youngsters are not inspired by school instruction with no support from outside. The tribal government assistance Department gave some Ashramas/school lodgings, however there is no arrangement for acquisition of papers, books and different things implied for the understudy perusing in these schools.

The plan of fortifying training among Scheduled Tribe (ST) young girls in low education locale began w. e. f. first April, 2008 with the accompanying set goals.



- To improve the proficiency pace of tribal young girls and overcome any issues in education levels between the overall female and tribal ladies.
- To work with 100% enrolment of tribal young girls and to decrease quitters at the rudimentary level.
- To empower them to take part successfully in and advantage from, financial turn of events.

Under the changed plan, its inclusion in the nation incorporates upwards of 54 distinguished locale where the ST populace is 25% or more and ST female education rate is beneath 35% according to 2001 census (Sahu, 2010, pp. 167-168). In Odisha express, the activity of the Educational Complex Scheme for tribal young girls stretches out to the regions, for example, Gajapati, Kandhamala, Nuapada, Kalahandi, Koraput, Keonjhar, Mayurbhanj, Balangir just as the spaces of 13 PTGs in '17' Micro undertakings (Sahu, 2010, pp. 167-168). Based on Educational Complex Scheme for the tribal young ladies, an Educational Complex for the Lodhagirls is discovered to be set up at Chikitamatia town of the Morada Block of the Mayurbhanj District as of now examined before. This Educational Complex is set up under the management of Lodha Development Agency, Morada. In which the tribal Lodha young girls are being educated by the Government with liberated from cost. This Educational Complex of Chikitamatia is giving inn offices to the tribal young girls especially for Lodha families/local area. This plan will advance 100% enrolment of Scheduled Tribe young girls of crude tribal gatherings of Odisha.

Truly, the Lodhas were ignorant, in reverse, backwoods occupant and monetarily extremely poor, yet now they became cognizance because of various kinds of offices given by Lodha Development Agency, Morada. At present they are keen on instruction for their youngsters. According to the need of Lodhas, both the Central Government and State Government have set up various schools for the advancement of training among the children of Lodha people group. Non-formal Educational Center prominently known as Gyan Mandiras are having acceptable commitment for advancement of Lodha children. At first children of the Lodha people group were getting the customary educational framework just, however now they are getting present day

schooling through the diverse educational offices given by the State and Central Government. It is known from my down to earth field study and report of Lodha Development Agency that practically all the Lodha youngsters are exiting the advanced education, due to intense monetary emergency, Government has done a great deal of benevolent acts through various approaches to ensure them and bring their comprehensive turn of events.

The Indian Education Commission Report (1964-66), which is ordinarily alluded to as the Kothari Commission Report. Its Chairman D.S. Kothari has expressed that "it is important to give unique consideration to the instruction of the youngsters from the retrogressive classes, the planned tribes, de-informed networks and a couple itinerant and semi-traveling groups" (Shastry, 2010, p.13). The Commission on Scheduled Areas and Scheduled Tribes had basically inspected the different features of tribal training and had given certain fitting ideas. The Kothari Commission embraced the Dhebar Commission approach. The enrolment of Tribal children was a lot of lower in Odisha. Based on Kothari Commission, the Tribal Girl's schooling was stressed as she was at the stone of lower part of the educational range (Shastry, 2010, p.14). The school schedule ought to be gone into to the tribal way of life. The improvement of optional training was a significant concern. The Ashram School framework was viewed as a decent business as usual. In the Lodha spaces of Mayurbhanj, there was a couple of Ashram Schools discovered to be set up by the Government of Odisha for the instruction of Lodha children.

The idea of Tribal Sub-Plan arose out of the suggestions of the Task power and rules were given by the Planning Commission and the Ministry of Home Affairs, Government of India for arrangement of Sub-Plan for tribal locales. The tribal Sub-Plan of Odisha covers the spaces of Koraput, Mayurbhanj and Sundargarh districts (Tribal Education in Odisha in the Context of Education for All by 2000 AD: A State Paper, 1994, pp.7-8). Towards the finish of the Fifth arrangement, Modified Area Development Approach idea was associated with a view to bring a greater amount of tribal populace under the crease of coordinated methodology, outside the tribal Sub-Plan region. In the MADA pockets both individual advantages situated plan and local area advantage arranged projects for the government

assistance of tribals are under execution. Notwithstanding the educational improvement of the tribal individuals covered under the tribal sub-plan regions. It is felt fundamental to go for a simultaneous exercise so the insufficiencies and deficiencies of tribal training in the Modified Area Development Approach (MADA) pockets are advanced.

Based on Central Government's tribal plans, Integrated Tribal Development Agency (I.T.D.A) was set up at Baripada and furthermore another I.T.D.A was discovered to be set up at Kaptipada Blocks of Mayurbhanj area. Public Policy on Education 1986 with alterations was embraced in 1992. The accompanying measures were taken in the Lodha regions just as other tribal zones of Mayurbhanj.

a. Primary schools are discovered to be set up in the distinctive neighborhoods the Lodha people group.

b. School structures have been inherent the better places of Morada, Suliapada, Udala, Badashahi, Khunta, Baripada and Kaptipada Blocks of Mayurbhanj locale.

c. Residential school has been set up at Chikitamatia during the year 2008-2009 where 370 Lodha Girls are understanding at this point. During the year 2016-17 the 16nos. young girls understudies have seemed the H.S.C assessment and the complete 16 nos. young girls have passed ("A Survey Report directed during the year 2015-16 by the Lodha Development Agency", Morada; Mayurbhanj).

d. One Boys Educational Complex for Lodhas at Chikitamatia is working since long term.

So exceptionally far as the educational plan of Government of India is concerned, various kinds of schools like Anganwari, Non-formal and Adult training habitats are discovered to be set up in the spaces transcendently possessed by the Lodhas just as other tribal networks of Mayurbhanj. To look at the drop of Lodha children/understudies, a Boys inn has been set up at Chikitamatia (as expressed prior) in the Morada Block of Mayurbhanj locale. Sarva Siksha Abhiyan was dispatched in India since 2003. It was likewise carried out in the tribal spaces of Odisha. DPEP was the establishment of the SSA and the plan was started in 1994 and the superb target of this was to furnish all youngsters with admittance to essential schooling inside proper framework, which was begun during long term.

The Mid - Day-Meals Scheme was begun in the time of 1995. Kasturba Gandhi Balika Vidyalaya (KGBV) is residential upper primary schools for girls from ST and SC communities and National Programme of Education for Girls at Elementary Level (NPEGEL) were also launched by the Government of India. The Ministry of Tribal Affairs provides financial assistance to construct different categories of educational institutions in the tribal areas of all states. In this way, many changes are found in the tribal children's education system of India. In spite of different attempts made by the Central Government and State Government, the literacy rate of Lodha tribe is very low in comparison to other communities / tribes of Odisha.

Based on LDA report of long term the education pace of Lodha people group of Morada and Suliapada Blocks, was 37.98%, female proficiency: 31.31% and male literacy: 44.26% separately. Under the Lodha Development Agency, Morada, 12 villages are incorporated. They are Chikitamatia, Ghodabandha, Tiansi, Godigaon, Handibhanga, Purnachandrapur, Bhadrasole, Samaidihi, Patharanesa, Dhobani, Sansasole and Nekdagunja. The all out number of instructed Lodha youngsters under Lodha Development Agency are under Matric 24, +2 pass: 08, +3 pass: 3 and P.G. Pass: Nil separately ("A Survey Report directed during the year 2015-16 by the Lodha Development Agency", Morada; Mayurbhanj). The quantities of PVTGs Service at Government and private area are 34, 16 utilized under Government area and 18 in private area separately ("A Survey Report directed during the year 2015-16 by the Lodha Development Agency", Morada; Mayurbhanj).

In contrast with the prior, at present Lodhas are attempting, best case scenario, to teach their youngsters at Chikitamatia School and different schools. Through the ITDA of Baripada and Kaptipada, LDA, various kinds of educational plans are being presented for the improvement of the Lodha youngsters in the public arena. Presently, the children of Lodha people group are keen on current training, yet intense monetary emergency urges them to blend in with outside society for fostering their scholarly type. At present grade schools and M.E. Schools and High schools are discovered to be set up in the Lodha regions to acquire the Lodha youngsters to the standard of the general public. A couple of the

Lodha children are going to close schools for advanced education.

### 3.1.2. Education of Lodha Children at KISS

Genuinely, the tribals of Odisha including Lodhas impart in as various vernaculars and languages and it gets hard to show them in their own tongues. In my practical field discernment, it might be said that there is need for interface language to show the Lodha individuals of our state. With the assorted beneficiary objections for the familial children including Lodha faction, Kalinga Institute of Social Sciences (KISS) started with only 125 Tribal young people in the year 1993, has now changed into the greatest private Institute of Asia for the genealogical children. All of the tribal posterity of Odisha and outside state are being Truly, the tribals of Odisha including Lodhas communicate in as numerous dialects and vernaculars and it gets hard to show them in their own tongues. In my pragmatic field perception, it very well may be said that there is need for connect language to show the Lodha children of our state. With the distinctive recipient destinations for the tribal youngsters including Lodha tribe, Kalinga Institute of Social Sciences (KISS) began with just 125 Tribal children in the year 1993, has now transformed into the biggest private Institute of Asia for the tribal children. Every one of the tribal children of Odisha and outside state are being conceded in to various classes for getting instruction at KISS grounds, Bhubaneswar. Here every one of the tribal children are given training, food, convenience, medical care, dress and all essential offices of life totally free. At first KISS confronted a ton of issues in seeking after the tribal guardians to send their youngsters to class, so they would know about misuse and other essential wrongs (Patnaik, 2010, pp.104-105). At first, it was exceptionally troublesome with respect to Hon'ble Founder (Prof. A. Samanta) of KISS just as the whole group of KISS to propel the guardians living in the tribal regions of Odisha.

At the Kalinga Institute of Social Sciences (KISS), the tribal children are given the offices to seek after their investigations from Kindergarten to Post-Graduation (K.G.to P.G.) level. Because of solid assurance and devotion for teaching the tribal children, presently the KISS turned into the biggest private foundation of India only for 27,000 tribal youngsters. Kalinga Institute of Social Sciences has additionally got the situation with Deemed

surrendered in to different classes for getting guidance at KISS grounds, Bhubaneswar. Here all of the genealogical children are outfitted with guidance, food, accommodation, clinical consideration, dress and all fundamental workplaces of life thoroughly free. From the start KISS went up against a huge load of issues in seeking after the familial watchmen to send their youths to class, so they would think about misuse and other essential debacles (Patnaik, 2010, pp.104-105). From the outset, it was astoundingly irksome concerning Hon'ble Founder (Prof. A. Samanta) of KISS similarly as the entire gathering of KISS to energize the watchmen living in the genealogical spaces of Odisha.

University on 25th August, 2017. The KISS has gotten an ideal focal point of learning for the least fortunate of the helpless areas of the tribal society having an attention on practical occupation, training and degree for all round advancement (Patnaik, 2010, pp.104-105). KISS is giving various sorts of training/openings for the social and educational advancement of tribal children. This foundation is resolved to give most extreme openness to the tribal children by offering them chances to dominate in their abilities through instruction, extracurricular preparing and a few professional instructional classes, similar to readiness of saline, fitting, fishery, crafted works, and so forth Presently, KISS is moving towards to good example of Santiniketana. By keeping the youngsters amidst regular environmental factors and by giving the children of nature transformed KISS into a novel organization, which is named as a Second Santiniketana by Padma Bibhusana Magsaysay Award Winner Mahasweta Devi (Patnaik, 2010, p.105). Truly, KISS is planting or developing vegetables or some other professional preparing for an economical work, children of KISS do it easily. KISS fills a double need, on the grounds that with those exercises the youngsters stay associated with nature and the climate while professional preparing imparts trust in them. The tale plan to be paid for their work resembles "acquiring while as yet learning" makes KISS special.

The tribal youngsters are furnished with the offices to seek after their examinations from Kindergarten to Post Graduation (KG to PG) level at the Kalinga Institute of Social Sciences since 1993. After quite a long time after year the children,



seeming the High School endorsement assessment are accompanying 100% pass result against the state normal of 54% (Patnaik, 2010, p.106). Truly, KISS has effectively captured the issue of dropout without even a solitary case saw at this point. In the National Science Congress and National Children Science Congress, the understudies of KISS are making their quality felt through their analyses and models showed there. For the advancement of tribal understudies, KIIT has approached with an arrangement of 5% seats in the entirety of its wings held for the children of KISS to seek after higher examinations in Engineering, Law, and Medical Sciences. The issues of dropout of tribal youngsters including Lodha children are being checked totally. The papers, pens, books and other instructing helps are being given by KISS to the tribal youngsters, so they don't confront any trouble in getting quality training, understudies and educators are remaining together in grounds.

Other than the investigation, even in the games, the KISS Rugby Team gave a beginning exhibition at the world under 14 Rugby Championship in London. They crushed the extreme South African group by 19-5 objectives (Patnaik, 2010, p.107). It isn't the Rugby alone, the tribal children of KISS have been showing wonderful exhibitions in other state level games including football, volley ball, cricket, and so on The plenitude of ability of the tribal youngsters which stayed undiscovered till date presently track down a valid and significant openness through the endeavours of KISS. Such sorts of degrees offer a brilliant chance to the tribal youngsters, for which the children of various tribal networks including Lodha tribe of Odisha can dominate in all things.

Measurements accessible with the public authority and the realities gathered from the Census report of 2001 leave no uncertainty at all that the tribals in Odisha are living in most despicable state without sufficient food and nourishment (Patnaik, 2010, p.107). The Lodhas of Mayurbhanj and different spots of Odisha are totally in dismissed condition. Intense neediness has reminded instrumental in keeping them unskilled and uninformed of the advancement around them. At this condition of their hardship, they are handily attracted to unlawful exercises now and then without knowing the results thereof and now and again without tracking down any elective source to create and delineate their abilities for a practical vocation. Kalinga Institute of Social Sciences somewhat has

been fruitful in alter the course. By the novel trial, KISS diminished the dropout rate, encouraged the abilities to ingrain trust in the children to dominate in instruction, professional preparing, games and sports and bringing lauries for the state and the nation (Patnaik, 2010, p.108). Almost certainly, KISS is working, best case scenario, for the educational improvement of tribals. According to the report of KISS, a couple of understudies of Lodha tribe have conceded into the KISS, Bhubaneswar. The significant goal behind the conceptualization of the KISS is to enable the native youngsters through free comprehensive and quality training (KISS Annual Report 2015-2016, p.22). Truly, KISS has numerous aspiring plans up to its sheaths. An unobtrusive endeavour has effectively made by the KISS in giving a level battleground to the tribal children of all networks including the Lodhas of Odisha. The untiring endeavours of KISS group will prevail with regards to making mindfulness among all the partners, common social orders to take a gander at the issue of the tribals and work for the strengthening of them through instruction (KISS Annual Report 2015-2016, p.22). The tribal children of KISS have procured acknowledgment in scholastics, professional capacities and worldwide acknowledgment in sports. Educator Achyuta Samanta, the Honorable Founder of KISS is of the view that offering training to tribal children resembles offering vision to an outwardly impeded individual. A few Lodha children of Odisha are admitted into the different classes at the Kalinga Institute of Social Sciences, Bhubaneswar for their education. In spite of noble efforts made by the Government as well as NGOs, the literacy rate of the Lodha children is not eye-catching in comparison to the literacy rate of children of the Santal tribe of Odisha.

#### **IV. Conclusion**

We can summarize from the above discussion that the Lodhas having a spot with the Primitive Tribal Groups of Odisha. The Lodhas of Odisha are backward and they were staying in the far away forest regions. As of now a days, extraordinary road correspondences are found to be given by the state Government. Already, Lodhas were not propelled by guidance, for which the capability rate was the most diminished interestingly with other familial organizations of Odisha. In view of different Educational plans of Central and State Governments, Anganwari centers, free private

school like Chikitamatia Educational Complex set up by the Lodha Development Agency, Morada. Through the ITDA of Baripada and Kaptipada, LDA, different sorts of educational plans of Governments are being introduced for the headway of tutoring among the Lodha children of Mayurbhanj. As of now, the children of Lodha tribe are enthused about current guidance, At present Primary schools, M.E. Schools and High Schools are discovered to be set up in better places for the Lodha children. For the spread of guidance among the children of tribal networks, Kalinga Institute of Social Sciences is giving different sorts of tutoring/openings for the genealogical youths including Lodhas. This establishment is made plans to give tutoring, extracurricular and a couple of expert informative classes for the posterity of Lodha social class and moreover for various tribes of India. With the establishment of the Educational Complex for Boy's and Girl's of Lodha tribe at Chikitamatia, curiously, the standard exit Lodha children are checked. Despite various Government Educational plans, a couple of NGOs are similarly taking thought for the spread of tutoring among the Lodha children of Mayurbhanj through different care programs. A few the Lodha young people are yielded into nearby colleges for high level training. In light of insight from different sources, it is understood that people of Lodha tribe are abiding in the far off districts and in view of nonattendance of care among them for which their young people's capability rate is amazingly low. Lately, the Lodha families are captivated to teach their children through Anganwari, free non-public school like Chikitamatia Educational Complex set up by the Central Government Schemes through the Lodha Development Agency, Morada and Tribal Development Agencies of different spots of Odisha. As of now, Central Government of India, Sate Government of Odisha, KISS and other Non Governmental Organizations are endeavouring, most ideal situation, for the spread of instruction among the Lodha children of Odisha. Regardless of various advances taken by the Governments and NGOs, the educational status of Lodha tribe is in poor in comparison to the community of Odisha. The propositions given by the scholar in the hypothesis are proved in the subject. On the whole, the educational arrangement for the Lodha children of Odisha particularly of Mayurbhanj district is an intriguing aspect to know the educational status of

one of the Primitive tribal groups of Odisha in Eastern India.

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