PREFACE

Education is the is most potent factor so far as this social characteristics having deep bearing on the development of over all personality of an individual is concerned. Education is a term which is concerned with learning. Education is a key to development. Education is an effective tool for upliftment of an individual and society in every way whether it be personality development, social and economic development and so on.

Education helps an individual to think critically and imbibes a sense of responsibility towards the world around. It also plays an important part in the emerging occupational pattern of a society. An occupation is considered more than a means of fulfilling one’s basic needs. It affects all aspects of one’s life.

This is a paradox in India’s development, that at times when the country is giving serious thought to developing information technology, and going consumer oriented items for the interests of a minority group, the rural poor who constitute majority are deprived of their basic needs like drinking water, housing, employment, education, health facilities, etc. The basic human needs should get the highest priority in the process of development. Development should mean the development of all sections in all fields. The ideal of democracy will be well realized only when it ensures the widest possible participation of the people in decision-making and planning for the country.

In almost every developing country a great deal of emphasis has been placed on creating and strengthening infrastructure facilities. So a country’s economic and industrial development involves large-scale development of resources. The greater the urge of development, the wider the lag to catch up with and therefore the faster the pace of development, especially in the third world countries. These countries, in a hurry as they are, no very well that the process of recourse mobilization and utilization for the development backward reasons entails heavy sacrifices. But what is usually glossed over in this process is the involuntary displacement of huge populations for the sake of national development. The problem is that the laws of many countries provide for the accusation of land in the national interest, and the state is under no effective obligation to
demonstrate the ‘public purpose’ which is held to be necessary to justify the expropriation of people.

The National Policy on Education 1986 (NPE) regarded Scheduled Tribe, Scheduled Caste, Minorities, Handicapped and Other Educationally Backward Sections as the deprived groups needing special attention. The 1968 Education Policy Resolution called for a strategy of educational development correct regional imbalances and minimization of intra and inter-group disparities. As education and health are most important indicators of human resource development, it is ironic that the tribal women are neglected in this regard on account of policy formulations and planning in the efforts of the government and its various departments.

Unfortunately the primitive tribes of Orissa have relatively little or no access to even the most elementary form of education and socio-economic development. Tragically enough, they are the very people who are in utmost need of care and attention because they are most backward and neglected ones. And it is the tribal women who are the lowest rung of all kinds of development activities including education and health. As education is the most important indicators of human resource development, this thesis will assess the programme and policies relating to education and socio-economic development of the tribals which are in operation under the Central and State Government of Orissa. The main focus will be to see that what post-independence period has done to improve the tribal through various policies and programmes relating to education and socio-economic development and its impact on them in the society at large. The study will also seek to find out the failure of policies and planning in tribal areas and gives some recommendations/suggestions to address the problems.

The thesis is an attempt to assess the educational development in General and their impact on the society in particular in the post-independence period. Despite the efforts made during the past 60 years through various educational and tribal development approaches, the overall tribal situations has not changed much. Though there has been improvement in the educational and socio-economic development of the tribals. Considerably much needs to be done in this regard for their all round development.