



RECENT ETHNIC ISSUES AS POTENTIAL IMPEDIMENTS IN BALANGIR DISTRICT OF ODISHA: A STUDY ON TRIBAL INCLUSION AND RTE ACT, 2009

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Abstract

The identification of attitudes and interactions was the main objective of this effort. In some regions of Balangir district of Odisha, it appeared to hinder the participation of tribal children. These attitudes and encounters were frequently barriers to inclusion posed by teachers and other educational professionals. The other educational professionals play prominent role in developing inclusion percentages. The researcher has made an effort to point out some practical, and long-term approaches. However, by establishing legal rules through the RTE Act of 2009 and Articles 21, which raised the education right to the status of a fundamental freedom, India has taken the lead on promoting inclusive education. However, we are aware that while Indian laws are intentionally motivational, unfriendly and demotivated, governments prevent them from being truly applied. There are a number of issues and obstacles that need to be looked into and discussed in order to properly execute the Right to Education Act, with specific reference to the Balangir district in the state of Odisha. Three research questions and the equal number of targets have been selected to study the existing situation and preparations for implementing the RTE Act in tribal communities. With 100 elementary school teachers, 50 tribal tutors, and 50 non-tribal tutors, a descriptive survey study design was adopted. Additionally, a research design was used, consisting of 50 educational professionals, 25 tribal educators, and 25 non-tribal educators. Mean, SD, and the "t" test were used to analyse the data. The results revealed racial and ethnic disparities among teachers in terms of their access to quality education. Additionally, it was shown that there are racial differences among educators with regard to the right to education. Conclusion of the study included some recommendations, one of which was that the government should focus on women's health issues with more consideration. When it comes to including native children, community and non-governmental involvement is extremely lacking. Association and strategic discourse between the government and policy-makers are urgently needed. Children from indigenous groups should have equal access to and opportunities on in order to inspire themselves to participate in everything.

Keywords: Elementary Education, Tribal Inclusion, Attitudinal Barriers, RTE Act 2009, Tribal, Ethnic Issues, Balangir District, Article 21, Hurdles

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1. Introduction

In India the condition of people having fewer material resources is referred to poverty or economic distress according to some objectives or accepted norms. In this aspect, inclusion is defined by the NCERT as, promoting engagement of all children and adults while eradicating exclusion, bias, and barriers to learning and participation. The idea of inclusion focuses on assisting educational institutions in adjusting to the diversity of children's backgrounds, passions, life experiences, and skills. When they first enroll in the school, the majority of the kids face a variety of obstacles. Children encountering obstacles are hindered in their learning and involvement. These obstacles place them in a disadvantageous situation. They are unclear about how to approach this situation. These obstacles frequently play a role in kids dropping out of school. Barriers can be found in places besides schools, like communities and families. By identifying, an inclusive environment must be created. All children who experience oppression, marginalisation, discrimination, and exclusion from educational opportunities and school accessibility have educational needs, and structural improvements need to be implemented both within and outside of the classroom. Building relationships between schools and the communities they serve is a key component of inclusion in education. It helps individuals comprehend how progress is possible when everyone works together, according to NCERT (2019). According to Sen (1983, 1999), "it is now commonly acknowledged that poverty has many different manifestations. Including a lack of leadership skills or competencies a life that one can be proud of in terms of social isolation, for example (Room, 1995; Atkinson, 1998)." Poverty is defined by both unequal access to social services and a lack of financial resources. It's sometimes thought that unequal access to social and educational opportunities indicates social isolation. (Redmond Gerry 2008) Social inclusion is characterised as a state in which social diversity are fully acknowledged, valued, and evenly allocated avenues for leading respectable lives. A society is said to be socially inclusive when its individuals are completely able to participate in life's activities that are regarded as normal. Social inclusion is a lifelong process, inclusion in society includes all facets of existence. It might entail having access to a top-notch education, being exempt from caste, class, and gender prejudice, receiving an equal chance to lead a moral life, etc (UNESCO, 2005).

Review of Related Studies

We may be able to better grasp how and what the benefits of the RTE Act are in the process of enrolling tribal children in the tribal areas if we look at the research and publications listed below. The benefits of doing so are limited, and there is little evidence to support the idea that paying teachers more or hiring teachers with more education will improve teacher quality, according to Banerjee et al. (2007). In an experiment by Banerjee et al., they employed young women without the necessary teacher credentials to instruct students who were lacking in fundamental literacy and numeracy skills. The programme raised the average test scores of all students in treatment schools, mostly as a result of significant gains made by students at the bottom of the distribution of test results. Abdul Fareed (2014) mentions, the author looks at a number of important issues that have an impact on the RTE Act's implementation. He claims that merely using the Act as a legal tool to pursue legal action against organizations or people who are thought to be in violation of the act's provisions will not effectively solve the problems of illiteracy and access to education. To solve the issues that exist across many domains, a multi-dimensional strategy is necessary. In 2013, an evaluation of the Effectiveness of the Right to Children's Free and Compulsory Education Act 2009 by Economic and Political Weekly made. Despite advancements in education, particularly in the physical infrastructure of the schools, the Annual Status of Education Report (ASER) emphasized the dropping enrollment of pupils in the class over the preceding five years as well as the declining quality of learning. The government should focus on delivering high-quality education, it was also urged, by employing enough teachers in the classroom, paying special attention to texts, teacher preparation, and making the learning experience engaging enough to maintain students who had been persuaded to enroll. According to Fathima.Sk (2014), "quality education requires providing adequate facilities, an adequate number of qualified teachers, learning outcomes, evaluation, curriculum pedagogy, and the formation of school management committees to monitor the operation of the schools". To effect the required change, it is crucial that all stakeholders are aware of the Act and its provisions. The administration, parents, and community members should actively participate in developing the school. According to JUNEJA (2012), "rights are occasionally obtained without battle. 2009's Right of Children to Free and Compulsory Education Act is ineffective. However, everything went smoothly once it was put into place. There are many different stakeholders involved, and not simply the governments. It must take part in helping kids

receive better education. For them, the journey is extremely far away” Kalyani (2014). The formation of neighborhood schools, the development of necessary infrastructure, cooperation from the private school sector, and a genuine admissions screening process are the biggest challenges facing the RTE Act's implementation. All of the stakeholders must involve in the process to overcome the obstacles. The nation as a whole, not just the federal and state governments, should assume accountability in this matter. The concerned agencies should collaborate more closely. Community involvement and support are essential to achieve the aim.

Rationale of the Study

India's education system is currently severely stressed. Rising illiteracy rates, increasing absenteeism rates, and ongoing elementary school dropout rates characterize the situation nationally. Since the government alone could not sufficiently serve the sizable population of the country, it chose a public-private partnership. Private schools were suddenly burdened with this. The government was unable to handle the problem on its own, therefore they were forced to take on this task.

Government schools exclusively offer free education to students between the ages of 6 and 14. Therefore the children must enroll in a government schools and attend the school from the first grade to the eighth grade. The Right of Compulsory Education Rule, 2010 put into effect by the Government of Odisha in accordance with the authority granted under section 38 of the RTE Act, 2009. It becomes effective on September 27, 2010. The RTE Act of 2009 and the Government of Odisha's policy on free basic education share the same principles. It addresses issues relating to how laws are implemented in particular places. It also includes a methodology for evaluating management awareness and comprehension of RTE legislation, the level of RTE implementation, the issues each stakeholder in the Balangir district is encountering, as well as the attitude of tutors and educational workers towards inclusion in tribal schools.

Objectives of the Study

The questions that the researcher posed and made an effort to address during the investigation are listed below:

1. To draw attention to the Right to Education Act's impact on inclusion due to racial and ethnic diversity among teachers.
2. To examine how ethnic differences among educational professionals affect tribal children's social inclusion in terms of their right to education.

3. To identify some long-lasting and creative ideas for including tribal kids in educational systems.

Research Questions

The goal of this study was to draw attention to some key issues, including:

1. In the process of inclusion, does the Rights to Education Act e affect instructors differently depending on their ethnicity?
2. Does the Rights to Education Act have an impact on the diversity of racial and cultural backgrounds among educators?
3. What innovative ideas could be put forth to increase their rate of participation in the process of education?

2. Methodology

To acquire data on numerous variables and better understand how stakeholders felt about various concerns, the researchers used a descriptive survey method (Hittleman and Simon, 1997). Information on current circumstances, events, and scenarios can be gained using this technique (UNESCO, 2005). The RTE Act's influence and effectiveness, as well as difficulties with tribal inclusion and stakeholder attitudes, must be evaluated. The researchers employed this approach in the current study to exclude them from the educational institution, educate them, include them, and eradicate problems from the source.

Sample

50 educators from each group and 100 teachers who evenly represent both groups in government schools make up the total. The research was conducted in the Balangir district's elementary schools while taking into account the demographics and range of customers. 100 teachers and 50 other educators were randomly chosen from each of the three subdivisions' schools to represent the sample. The sample was carefully chosen to include an equal number of individuals from the tribal and non-tribal sectors.

Tool of the Present Study

Participants' opinions regarding the RTE Act in the workplace or at school, and their attempts to be involved in the process were gathered using a self-standardized questionnaire in the current study. The researcher conducted interviews with 100 teachers and 50 other educational professionals to better understand their perspectives on the present inclusion process as well as their motivations, efforts, and impacts on their current inclusion with a focus on the RTE Act.

Statistical Techniques

In the most recent study, the data were analysed and interpreted using statistics, including standard

deviation, mean, percentage, and t-test. The goals of the study were taken into account when selecting these statistics.

Analysis and Interpretation

A barrier to inclusion is teachers' ethnic diversity in connection to the Right to Education Act

	Non-Tribal Teachers			Tribal Teachers			
	SD	M	N	SD	M	N	t
Right to Education	2.65	19.66	50	2.10	21.64	50	4.13**

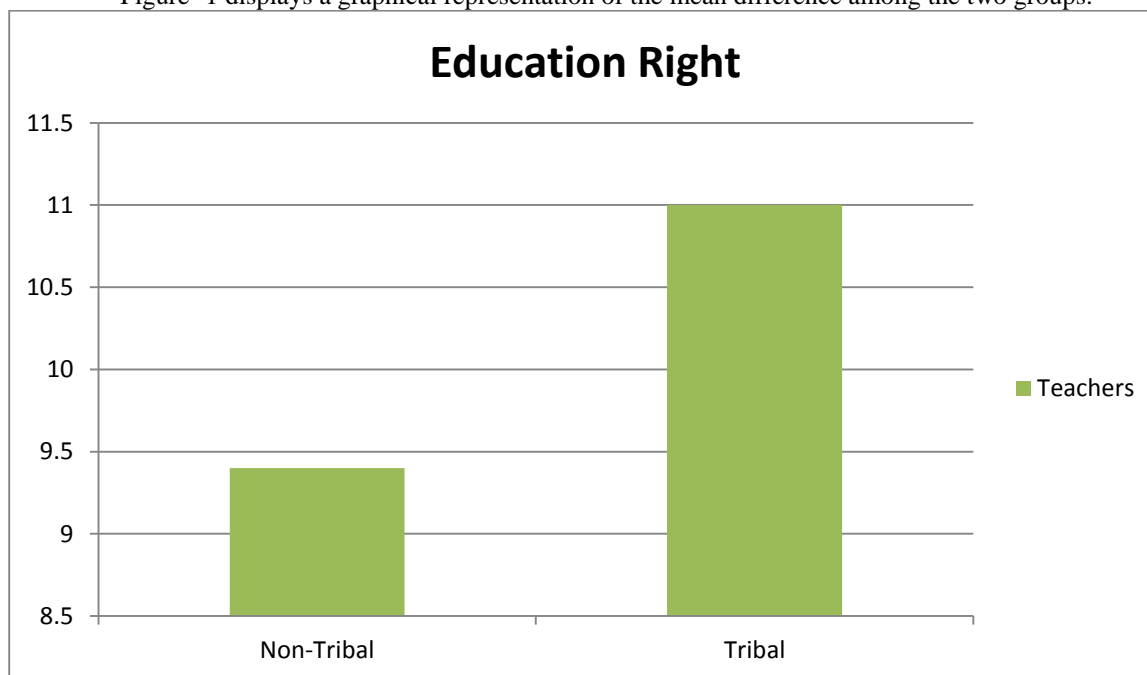
Note: (**P<.01.)

The two teacher participant groups' means and standard deviations are displayed in the table (non-tribal and tribal). The gender disparities between the two groups (tribal and non-tribal) in terms of the rights to education were compared using the t-test. The table displayed the t value for the education right. In terms of the education right, the

tribal teachers had a standard deviation and mean of SD = 2.10 and M = 21.64 compared to non-tribal teacher's SD = 2.65 and M = 19.66.

The right to education was shown to have a t value of (4.13**) in the analysis of the t test, which was noteworthy at .001 level (p< .01). This proved that there are racial differences when it comes to the education right.

Figure- 1 displays a graphical representation of the mean difference among the two groups.



Ethnic backgrounds of educators and the inclusion of indigenous people in the education right

	Non-Tribal Educators			Tribal Educators			
	SD	M	N	SD	M	N	t
Right to Education	1.50	9.40	25	1.87	11.00	25	3.33**

Note: (**P<.01.)

The table displays the standard deviations and means for two groups of participants (tribal and non-tribal educators). To compare the racial disparities between the two groups (non-tribal and

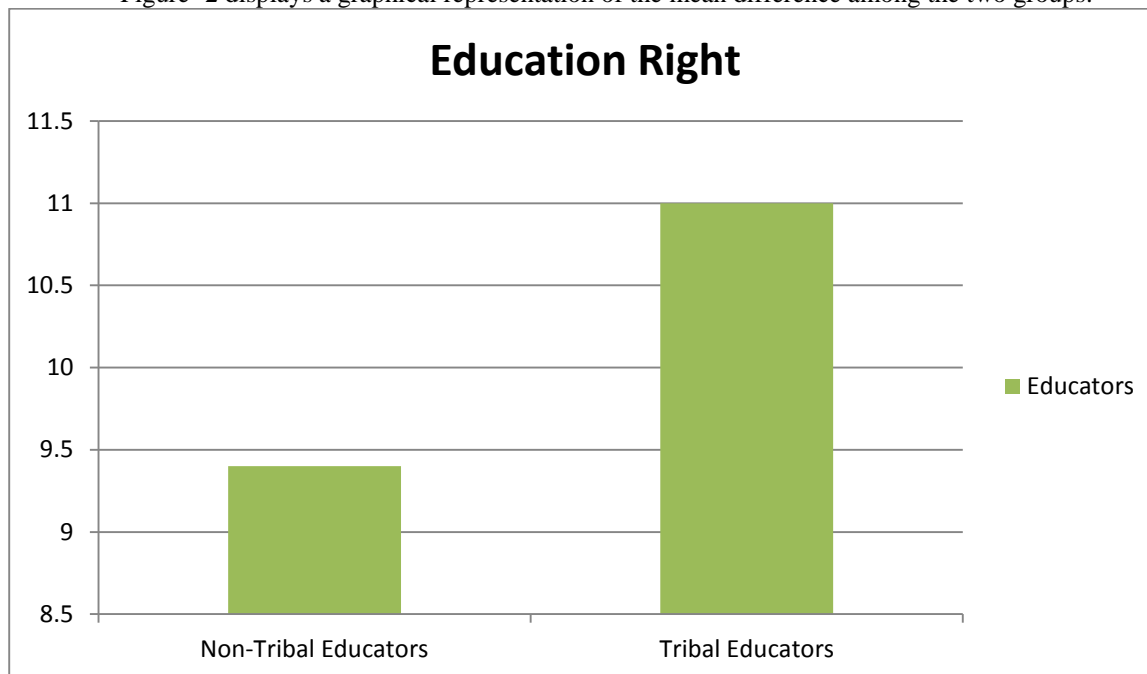
tribal) in terms of the right to education, the t- test was used. The t value for the education right was shown in the table. Tribal educators had a mean and standard deviation in right to education of

($M=11.00$, $SD=1.87$), which was higher than non-tribal educators ($M=9.40$, $SD=1.50$).

The right to education was shown to have a t value of 3.33^* in the t -test analysis, which was

noteworthy at .002 level ($p<.01$). This proved that the education right is affected differently depending on race.

Figure- 2 displays a graphical representation of the mean difference among the two groups.



Consistently creative recommendations for improving inclusiveness within the RTE Act, 2009

The following actions must be considered in order to ensure that every child in the nation in general, and in Balangir district in particular, receives education:

- The government should raise awareness of women's health issues so that students can easily access them at school.
- Parents of tribal children will be more likely to take their wards to school with a sense of security, if there is adequate connectivity and transportation available in the tribal areas.
- As far as inclusion of tribal children is concerned, non-governmental organisations and community involvement are still severely lacking. Therefore, the new projects and programmes can successfully work to include children while achieving the RTE objective.
- Local governments now have an easier time supporting anganwadi centres, which are a part of ICDS programmes and can help with the inclusion process, and implementing the RTE Act of 2009 correctly from top to bottom.
- With the community's and civic society's active participation, the percentage of native children enrolled in educational institutions can be raised.

- Equal access and opportunity should be made available on the school site in order to enable indigenous children to integrate themselves into the learning environment.
- Over the past few decades, tribal groups in our country have not made the necessary economic or educational advancements, which make it challenging to foster an economically and socially linked, healthy community in remote places and hinder the inclusion of their children.
- In order to modify the inclusion rate of native children, this connection must be changed right way.
- It is crucial that the government, policymakers, academic institutions, inter-governmental organizations, and international organizations collaborate to address the ongoing issues like, inclusion and to allot enough money from the state and federal budgets for tribal education and their proper inclusion.
- To improve indigenous children's educational outcomes and ensure their inclusion in practice, the policymakers must put a long-term plan in place.
- Genuine cooperation involves advocating for inclusive and high-quality education on the premises by supporting caretakers and community activists as well as reaching out to marginalised and at-risk youngsters.

- Intensive community mobilization and sensitization programmes must now be created for community leaders and other important tribal education participants. These awareness-raising events ought to be planned by institutions with a solid reputation and knowledge of indigenous education.
- To address the current inclusion issue among indigenous children, mother tongue-based early childhood education should be taken into account.
- NCF at the national level to expand the primary curriculum to include children from tribal backgrounds and to enhance the technical expertise of teachers to handle it effectively.
- To encourage tribal children to participate, the government should support the creation of Child Friendly Schools and Systems (CFSS) with strict guiding principles.
- It is important to respect and honor the tribe children's culture, traditions, mannerisms, languages, and cultural history to encourage them to attend the classes and stay longer, and it will be easier to retain them.

3. Conclusion

Educational institutions must be barrier-free, inclusive of all students, including those from indigenous backgrounds, and non-discriminatory. Such institutions must provide a welcoming environment that helps each student feel at home. Only then it can encourage kids to take part in extracurricular and school activities. The main characteristics of a school are inclusively, gender sensitivity, addressing diversity, and providing high-quality education. All aspects of the school environment, including the cultural, social, emotional, physical, etc., should be safe and healthy for children.

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