



## EDUCATIONAL STATUS OF HILL KORWA OF CHHATTISGARH

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### ABSTRACT:

The study identifies the educational barriers faced by the members of Hill Korwa tribe in Chhattisgarh through the discussion of virtual community solutions. Despite efforts by government to address the problem, the education of the tribal population is plagued by a lack of access to educational opportunities that is largely ascribed to the thorny issue of low literacy and advanced school drop-out rates, and inadequate facilities and the generalised inability to reach higher educational institutions. The study has used descriptive method by integrating survey data and interviews and case studies conducted in Jashpur and Raigarh districts. Hill Korwa way of life boasts of such of a high majority of families with no one holding graduates with high-high school diploma and education normal house following primary degree education. Tribal thrives villages do not have higher secondary schools and colleges and this causes a hindrance to progress for student in school of higher education. The absence of Drinking water, Electricity, Toilets etc making the students learning environment bad affects negatively. Digital education accessibility where unequipped students remained during the pandemic period, causing that more dis-benefit Knowledge loss Nutrition of the children's food along with their school attendance was badly affected with the cancellation of the mid- day meal scheme. The study suggests an immediate need of improvement in school infrastructure and enhancement in digital access and design of specific policy intervention for addressing educational disparities among Hill Korwa students. The Hill Korwa tribe needs continuous hard work on education development that depends on better virtual learning systems, additional school facility and start of community education programs.

### KEYWORDS:

**HILL KORWA, TRIBAL HEALTH, MALNUTRITION, WATER SCARCITY, SANITATION, FOOD INSECURITY, HEALTHCARE ACCESSIBILITY, MATERNAL HEALTH, PVTG, CHHATTISGARH.**

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### Introduction

Chhattisgarh emerged in 2000 as a separate state upon separating from Madhya Pradesh yet it maintains 42 tribal communities whose members account for 32% of the population. Seven tribal communities with Particularly Vulnerable Tribal Group (PVTG) status reside in Chhattisgarh. The state counts Kamar and Birhor as well as Hill Korwa and Abhujmadia from the central list along with Pando and Bhurjia from the state list.<sup>1</sup> These PVTGs struggle with restricted access to education and economic backwardness and poor literacy.<sup>2</sup> The Tribal Research and Training Institute has a crucial function to preserve tribal culture and support their economic progress. Government-supported initiatives have not produced substantial improvements in tribal literacy since the current rates remain at 50.03% and PVTGs show a wide range between 10% and 44%.<sup>3</sup> The Standing Committee on Social Justice and Empowerment (2018) reported poor outcomes from Ashram Schools and scholarship programs due to ineffective implementation and monitoring.<sup>4</sup> Digital education expanded during that time but insufficient infrastructure denied learning possibilities to several students. The government endorsed Open and Distance

Learning initiatives but the digital gap increased most intensely within rural and tribal areas. Usage of modern information technology infrastructure in schools must expand to guarantee inclusive digital learning systems for permanent education success. The pandemic revealed how essential it is to develop modern education systems which deliver continuous learning possibilities to marginalized groups especially tribals. The implementation of accessible education and technology-based solutions constitutes the primary method for combatting these challenges to build long-term educational progress in India.<sup>5</sup>

### METHODOLOGY

The research method is descriptive whereas the data collection process makes use of a questionnaire schedule. To achieve complete research the study conducted case studies as part of its investigation process. The researcher performed interviews with local Sarpanch together with students and teaching staff of the school throughout the target area. The research investigates two districts of Jashpur and Raigarh that exist in Chhattisgarh state. All family members of Hill Korwa compose the study's participant group. The researchers selected 149

participants based on calculations from Krejcie and Morgan method and continued with lottery-based simple random sampling.

### OBJECTIVE OF THE STUDY

In the present study to evaluate nutritional status of Hill Korwa tribe, the study has following objectives

1. To know the educational status in Hill Korwa.
2. To examine the educational facilities in Hill Korwa.
3. To study the impact of covid 19 in education in Hill Korwa

### EDUCATIONAL STATUS IN HILL KORWA

The information shows how members of the respondents' households are distributed according to their educational levels. A large percentage of families lack members who finished high school education (89.04%) while another major percentage does not have members who completed middle school education (61.79%). A significant proportion of illiterate families contains two uneducated members (36.54%) yet families with one such person represent 25.58% of families. Most families in primary education have educated members limited to either one or two. Records show minimal instances of families having three or more members who obtained middle or high school education while their education levels decreased as their schooling continued. Every family educational category shows extremely low occurrences of having four or more members who achieved education levels beyond primary school. Few family members of the respondents show high school completion as the main educational milestone gained according to the data. Research shows that 91.69% of families do not have someone who finished higher secondary education and all families (100%) lack college graduation among their members. The parents of 5.32% of the families finished their education at higher secondary level and another 2.99% of families had two members graduate at this level. The data shows total access failure to higher education because no family reaches three or more educational stages. The research data shows extensive deficits in educational advancement after secondary level education inside the respondent households.

### DROPOUT STATUS IN HILL KORWA

The data highlights the dropout rates at different educational levels among respondents' family members. A significant proportion of families (55.48%) have no dropouts at the primary level, while 26.25% have at least one member who dropped out from primary school, showing early-stage discontinuation. Dropout rates decrease as education progresses, with 77.08% of families having no middle school dropouts, 96.68% having no high school dropouts, and 87.38% having no higher secondary dropouts. However, a small percentage of families (7.31%) have two members dropping out at the higher secondary level, which is relatively higher than at the high school level (1.99%). Overall, the data suggests that while

dropout rates are highest at the primary level, there are still notable cases of dropouts at higher secondary education, indicating barriers to sustained education. The table shows the number of ongoing education members in the families of Hill Korwa respondents. A significant portion of families (45.85%) have no members currently pursuing education, indicating educational deprivation among this group. Among those with ongoing education, the most common case is having one member studying (24.92%), followed by two members (15.61%), while fewer families have three (5.65%) or four (3.32%) members in education. Only 1.66% of families have more than or equal to seven members studying, and no families have six members in education. The data suggests that while some families support education, a large number lack access or opportunities for continuing education.

### AVAILABILITY OF EDUCATIONAL INSTITUTIONS

Statistics show that educational facilities exist in 92.36% of the villages plus 7.64% do not have any educational institutions. Primary schools lead the institutions available to villagers at 48.84% while high schools stand at 23.59% and middle schools stand at 4.32%. Higher education facilities are absent from these villages since neither higher secondary schools nor colleges exist within them. The 23.26% of institutions in Pahadi Korwa hostels operate as primary schools to provide designated educational support for tribal communities. These villages lack both higher secondary schools and colleges which presents a major obstacle to students who wish to proceed to college-level education.

### EDUCATIONAL FACILITIES

Statistics regarding village educational institutions show that school utility availability displays worrying trends. Research indicates that 75.08% of schools possess basic structural facilities featuring buildings and classrooms yet no essential amenities such as drinking water, electricity, toilets, tables, chairs, and blackboards can be found in any of them. The existing educational buildings likely don't have sufficient resources to create appropriate learning spaces even though they have been built. Lack of drinking water facilities threatens student health and hygiene because water accessibility remains essential in academic institutions. The lack of electricity would negatively affect classroom instruction since regions with insufficient natural lighting cannot function efficiently. The shortage of bathrooms affects female students more severely because it may cause higher drop-out rates along with particularly adverse impacts on upper grade students. The absence of separate teacher reporting could stem from accessibility issues or from not including them in the assessment process. A shortage of tables alongside chairs leads students to sit on the floor creating discomfort which degrades their concentration level and interferes with their entire learning process. Physical and mental development of children faces lasting detrimental impacts when schools lack proper play areas since play constitutes an integral aspect of holistic education.

## UTILISATION OF EDUCATIONAL FACILITIES

Government support serves as the main source of funding for 51.83 percent of schools whereas 2.66 percent do not benefit from these grants. Most schools (45.51%) have been classified as "Not Applicable" while other unregistered educational institutions or private institutions or non-functional schools account for this category. Respondents reported similar levels of satisfaction (51.83%) regarding school facilities but 2.66% dissatisfied while 45.51% did not apply to the assessment. The substantial portion of 45.51% indicates that many respondents do not participate in formal education programs because they lack access to it. A large proportion of 43.19% of respondents have educational facilities within one kilometer from their homes thus enabling students to access these facilities easily. Out of all respondents, 4.32% travel between one and two kilometers distance to their educational institution. This distance remains manageable for their school commute. Educational access starts to become unmanageable because no respondents reported attending schools between two to five kilometers from their homes. Students who need to pursue their studies at institutions located outside their city or village numbers 4.32% of the total population. Schools which receive government funding together with accessible locations serve most students although numerous individuals either do not have school access or fail to participate in educational activities according to survey results. Improvements in educational infrastructure together with better school facilities should be prioritized to boost educational standards in these villages.

## MEANS OF TRAVEL

Knowledge-based analysis shows that walking stands as the main method of school travel since 55.48% of students select this option while no one utilizes cycles or bikes or buses. Walking stands as the main method of transportation due to unavailability or inaccessibility of other options. A substantial portion of people identified as not attending school which accounts for 44.52% of the total respondents. A total of 78.74 percent of respondents attend school in the same village where they reside. Open schooling programs do not seem to be used by any respondents as shown by the lack of high school completion over this platform. Data indicates that only 8.31% of respondents study elsewhere than their village with 91.69% staying within their village boundaries. Many students stay in their own village because they avoid higher education pursuits or encounter financial obstacles and absence of educational opportunities. The collected information reveals major barriers preventing students from accessing education since it shows transportation limitations as well as barriers to attending higher-level schooling. The students in this village mostly receive their education from local institutions because few options exist for transportation and education-related migration is minimal. The solution of these problems would enhance educational attendance rates and student advancement.

## IMPACT OF COVID-19 ON EDUCATION AMONG HILL KORWA RESPONDENTS

The pandemic affected education for Hill Korwa respondents at a high rate because 55.48% of respondents reported educational harm. School closures together with limited access to online learning and disrupted academic schedules had probably caused these problems. A significant 44.52% of respondents maintained unchanged education levels because they received support from home or community sources despite the pandemic disruptions. The educational institutions worked on continuing academic learning during the lockdown period because students confirmed that 54.49% of classes were still held. Educational classes operated in three different formats that included distant learning, community-based instruction and small face-to-face teaching segments whenever possible. Students living in regions with restricted digital connectivity as well as inadequate infrastructure faced a barrier to education because 45.51% of them received no instructional classes. Learning opportunities structured around the curriculum were missing during this time period which resulted in educational backsliding and higher risk of dropping out and decreased student interest in academics. The essential mid-day meal scheme which protects children's nutrition remained disrupted across various schools when lockdowns began. The survey revealed that mid-day meals operated for 54.49% of respondents but 45.51% received no mid-day meals during this time. Many children belonging to susceptible backgrounds stopped receiving mid-day meals according to 45.51% of respondents which caused food insecurity that negatively impacted their learning abilities and health. The suspension of the mid-day meal program creates long-term developmental problems for children since it supports both school attendance and reduces childhood malnutrition.

## CONCLUSION

Educational barriers faced by Hill Korwa tribe members in Chhattisgarh exist prominently through minimal access to education and high school desertions and insufficient educational facilities. Most families do not have members who achieved high school graduation while no household contained graduates in their composition. The majority of children discontinue their education at the primary level because of multiple economic hurdles. The educational path for students gets blocked by the scarcity of higher secondary schools and colleges throughout most villages. The educational infrastructure is inadequate due to lacking access to basic facilities such as drinking water and electricity and proper toilet availability. The research shows that educational inequalities grew worse due to COVID-19 and its resulting disruptions. The lack of digital access deprived numerous students of educational opportunities during online learning thus causing substantial learning setbacks. Mid-day meal program disruptions were accompanied by nutritional concerns about children as well as its effects on education outcomes. Most students continue to face transportation difficulties

because their schools lack economical and accessible transportation systems to move students between home and school. Government intervention has not been sufficient to expand educational opportunities sufficiently thus requiring quick and essential reforms. The educational gap requires three main steps to tackle it which include strengthening educational institutions and improving infrastructure and delivering digital inclusivity services to students. Enhancing educational retention requires specific policies which focus on tribal education programs and community outreach initiatives and financial support pathways. The Hill Korwa tribe and other marginalized communities require a complete sustainable educational framework that unites technology enhancements with infrastructure building and socio-economic assistance programs.

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