



# SCHEDULED TRIBES AND EDUCATION: A STUDY ON GAJAPATI DISTRICT OF ODISHA

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## ABSTRACT

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*The objective of the paper is to study the status of education among the scheduled tribes of Gajapati district. The study is based on primary and secondary data. Primary data collected from 02 blocks viz., Mohana and R.Udayagiri block under the Gajapati district in 2021. The analysis is based on Demographic variables i.e., size of households and Literacy level; educational variables i.e., illiterate, literate without formal schooling, literate below primary, primary education, middle education, secondary education, higher secondary education, diploma/ certificate course, graduation, post graduation, post graduate and above and health parameters like Medical facility in Gajapati district using descriptive statistics ( mean, standard deviation) correlation and bar charts. Tribal education level is very low, no basic facilities, lack of infrastructure, no sustainable livelihood; economic insecurity of tribal's all these problems may eradicate through the tribal sub-plan. The Tribal sub plan is a strategic plan; it was introduced by the Government of India, for the quick socio economic development of Tribal people in India. Through the Annual Plans of State and Union Territory grants are given under the TSP in the Proportion size of population. The TSP strategy consists of two pronged approaches viz. (1) socioeconomic development of tribals (2) protection of tribals against exploitation. This strategy was the result of consultations among anthropologists, NGOs, development administrators and policy makers.*

**KEY WORDS:** Tribal sub-plan, economic security, infrastructure, education

## 1. INTRODUCTION

Education is the most precious asset of a human being, which gives licence to keep his position top and help to live a meaningful life. Education gives a self identification for every individual and a society as well. Due to education people learn lots and develop themselves. The impact of education has a great value in this computer generation. If we look back our ancient time i.e., two thousand years back there was huge lack of education. The people of primitive age were no idea of how to live life in a meaningful way. Their main focus was to eat, so shall the time makes them learn to live life meaningfully. Slowly and gradually according to the changes of time, they also change their trend. Today they taught us to live our life

in a different fascinate way, and it's only possible due to the rapid development of education.

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution.

**1.1. Schedule tribes and their socio-economy status**  
Tribe (ST) population in Odisha is 95,90,756 comprising 22.85% of the total population Scheduled of the state (2011 census) and 9.66% of the total tribal population of the country. Odisha has the third largest

concentration of tribal people in the country. There are 62 tribal communities including 13 Primitive Tribal Groups (PTGs) in the State.

About 44.70% of the State's geographical area has been declared as Scheduled Area which covers 12 districts and is inhabited by about 68.09% of the STs in the State comprising the districts of Mayurbhanj, Koraput (undivided) and Sundargarh, Kandhamals, Sambalpur, Keonjhar, Kalahandi and Balasore districts. The rest of the tribal population habitation is designated into MADA, Cluster pockets and Dispersed Tribal Areas. In 7 districts namely Malkangiri, Nabarangpur, Rayagada, Sundargarh, Kalahandi, Koraput and Gajapati, STs are more than 50% of the total population in the district. Majority of STs live in hilly and forest areas, which are mostly inaccessible and isolated.

### 1.2. A Brief Profile Study area

Gajapati District has been named after Maharaja Sri Krushna Chandra Gajapati Narayan Deo, the Ex-Raja Sahib of Paralakhemundi estate (the 1st Prime Minister of Odisha State), who is remembered for his contribution in formation of a separate Odisha province and inclusion of Paralakhemundi estate in Odisha. It got a District status on 2nd October 1992 after bifurcated from Ganjam District. It was Paralakhemundi sub-division in Ganjam and yet it is only sub division in Gajapati.

There are 7 Tahasils, 7 Blocks, 1,612 Villages, 129 Gram Panchayats and 10 Police stations. Covering an area of 3850 sq km, Gajapati District lies between 180.6' to 190.39' North Latitude and 830.48' to 840.08' East Longitude. Climatic condition in the Gajapati District varies between 16 degree to 40 degree Celsius and the normal rainfall received is 1403.30 mm. The District is surrounded by Andhra Pradesh in its South, Ganjam District in its East, Rayagada in its West and Kandhamal in its North. The soil and climate is suitable for plantation of crops and there is a great potential of horticulture development in the District. More than 60 percent of lands are situated in hilly terrain and high lands. Those are mainly suitable for horticulture. Other cultivable lands are coming under medium lands (20 percent) and low lands (15 percent) category.

Total population of the Gajapati District (2011 census) was 5,77,817 (59.42%) comprising total 2,82,882 (48.96%) male population and 2,94,935 (51.04%) female population. Total ST population is 3,13,714 out of this ST male is 1,51,902(48.42%) and female is 1,61,812(51.58%). The literacy rate among the STs is 52.24% against the overall literacy rate of 43.7% of state (2011 census). The ST male and female literacy rates are 55.4% and 32.8% respectively.

Mohana block is one of the largest blocks in the district and second largest in Odisha. It has 39 Gram

Panchayats. There are basically two types of schedule tribes are living, i.e. kandha and sabara or soura. The languages of kandhas are kui and sabarar are saura.

### 1.3. Objectives of the study

1. To study the status of education among the Scheduled tribes in Gajapati District.
2. To find out the educational institutions educational infrastructure in the study area
3. To study the educational expenditure of scheduled tribes in the study area.

### 1.4. Review of related literature

Review of related literature enables the research to acquaint him with current knowledge in the field or area in which he is going to conduct his research. A careful review of the research journals, books, dissertations, thesis and other sources of information or the problem to be investigated, is one of the most important step in any research study.

**Bheemaraya, B. (2022)** on Indian Tribal Welfare Schemes and Their Implementation: A Study. The tribal people having their own spirit, world view and community feeling, and their own way of life, are sometimes confused with the planned approaches of development programmes. The socioeconomic conditions of the tribal people of India are not appreciable. Their standards of living are still low. Moreover the tribal development schemes have not brought any changes in the life of majority of the tribal people. Inclusive growth is not making the fruits of development available and accessible to the tribal population of India. The present research paper is confined to the origin and theoretical background of Tribal Welfare and to evaluate the tribal development planning, and important eyesight to tribal development in India, particularly in Karnataka

**Saha, A & Roy, M (2020)** on Government Policies and Financial Assistance for Development of Tribal Education in Tripura. The central government and state government have been making continuous effort by emphasising on the infrastructural development and financial assistance extension for the educational development and promotion of tribal students. Financial assistance is being provided by Tripura government by means of disbursing funds in pre-metric, post-metric and merit award. The state government is also providing subject specific coaching classes for ITI, competitive exams and many as such which is of course appreciable and encouraging. But the assistance seems inadequate as the modern education system has transformed in the global scenario. Therefore, more technical assistance and vocational courses should be implemented in order to get them job-oriented.

**Suresh, P.R., (2015)** on Social Structural Determinants of Education among Tribes in Kerala he

has taken three tribal predominant districts of Kerala such as Idukki, Palakkad and Wayanad. In his study he found that, there is so many determinants are responsible for tribe’s education. Education budget under Tribal Sub-Plan has shown an increase due to the sharp rise in state plan allocation. The Major proportion of budget under education component was allocated construction as well as running of Ashram schools and hostels and also he found socio, economic, cultural and institutional problems.

**Singh (2005)** studied the determinants of learner achievement at primary stage and found that high socio economic status was positively related with achievement, the achievement of students belonging to SC/ST groups was low; achievement of government school students was also poor.

**1.5. Research Methodology**

The actual conduction of research is very dependent upon planning. Careful consideration of exactly what is to be done and how it will avoid any of many of the errors and hastily compromises that might otherwise characterize a research proposal. The method of the study population, sample, procedure of data collection and tools and techniques used.

**1.5.1. Method**

The researcher has followed the survey method for the study. Since, it convenient for understanding descriptive and analytical studies. Generally, the method attempts to determine the states of the phenomenon under investigation.

**1.5.2. Population and Sample**

In this research, the study has been taken randomly selected the Mohana block and R.Udayagiri block in the Gajapati District. The sample of present study comprised 212 household from the two panchayats viz. Paniganda and Katama Gram Panchayat from the Mohana block and Sabarpalli Gram Panchayat from the R.Udayagairi block in the Gajapati district. The present study is concerned with identifying the education problems of STs. Moreover the investigator purposively selected the Mohana block and

R.Udayagiri block in the Gajapati district. The main consideration is selecting the Mohana block and R.Udayagiri block as it represented most of schedule tribe population not only in Gajapati district but also Odisha.

**1.5.3. Tools used for data collection**

The following tools were used for the present study.

- Questionnaire for the household respondent developed by the investigator
- Interview schedule for tribal household by the investigator.

**1.5.4. Procedure of the data collection**

For collection of data, the investigator will visited to different schools personally for administering the questionnaires to collect data for this research purpose. The investigator discussed the purpose and importance of the present study with the head master of the concerned primary school. After getting the permission the investigator administered the questionnaire to the ST students and conducted interview with the head master and also interview with the teachers. Before administering the questionnaire the investigator told the students as to what to do? The investigator tried to eliminate the fear and doubts from the mind of the students by explaining the purpose of the study and giving assurance to keep the responses strictly confidential. In this way the investigator collected data from a sample of 100 students.

**1.5.5. Statistical techniques used**

The tabulated data are statistically discussed, analyzed and interpretation is with the help of percentage, mean, media, mode, standard deviation, kurtosis and range analysis.

**1.5.6. Analysis and interpretation of the data**

On the basis of data collected through the tools to be adopted the investigator made analysis. Then he interpreted by using with statistical technique. The investigator collected by administering questionnaire to the standards to measure their attitude to find out their socio-economic problems.

**2. RESULT, DISCUSSION AND FINDINGS**

**2.1. Family Size**

**Table: 1**

Number of family members	Male	% of Male	Female	% Female	Total Population	% of total
Children (1<17)	278	43.78	277	43.55	555	43.67
Adults(18 & 59 age)	336	52.91	317	49.84	653	51.38
Aged (60 & above)	21	3.31	42	6.60	63	4.96
<b>Total</b>	<b>635</b>	<b>49.96</b>	<b>636</b>	<b>50.04</b>	<b>1271</b>	

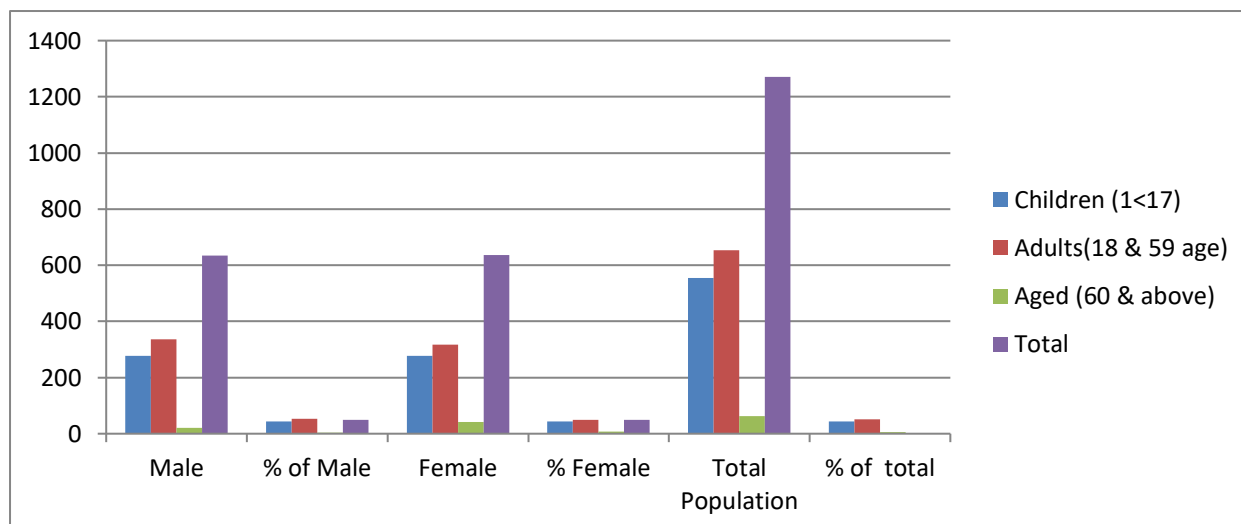
Source: Primary Survey Data

From the above table out of 1271 population sample the percentage of male is 49.96 and female is 50.4 %. Categorically, the age children between 1 to 17 is male

43.78%, female 43.55% and total male and female is 43.67%. The adult population is 52.91 % male and 49.84 % is female. The population between 60 to

above is male only 3.31 % and female 6.60 %. Out of the total population sample children, adult and aged is

respectively 43.67%, 51.38 % and 4.96 %. Adult population is highest in the study area.



## 2.2. Educational Institution/infrastructure in the study area

Table No: 2

Sl No.	Village Name	Anganawadi		Primary School/U.P. School		High School		Junior College/Degree College	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Bithala	Yes		Yes			No		No
2	Raiganda	Yes			No		No		No
3	Telengapada	Yes		Yes			No		No
4	Kutuniganda	Yes		Yes			No		No
5	Pajigudi	Yes		Yes			No		No
6	Bayaguda	Yes		Yes			No		No
7	Jiranga	Yes		Yes			No		No
8	Kendusahi	Yes			No		No		No
9	Anjarsahi	Yes			No		No		No
10	Luhakhunti	Yes		Yes			No		No

Source: Primary Survey Data

Above table shows that all the 10 villages there are Anganawadi centres for pre-primary school. Out of 10 no. of villages 8 villages have primary and Upper Primary school and 2 villages there are don't have primary school. The table indicates that there are no high school and Junior college or degree colleges in

the study area. It indicates the low level of education among the tribal students and educational infrastructure especially secondary and senior secondary as well as degree colleges are very poor in the study area.

### 2.3. Educational Status

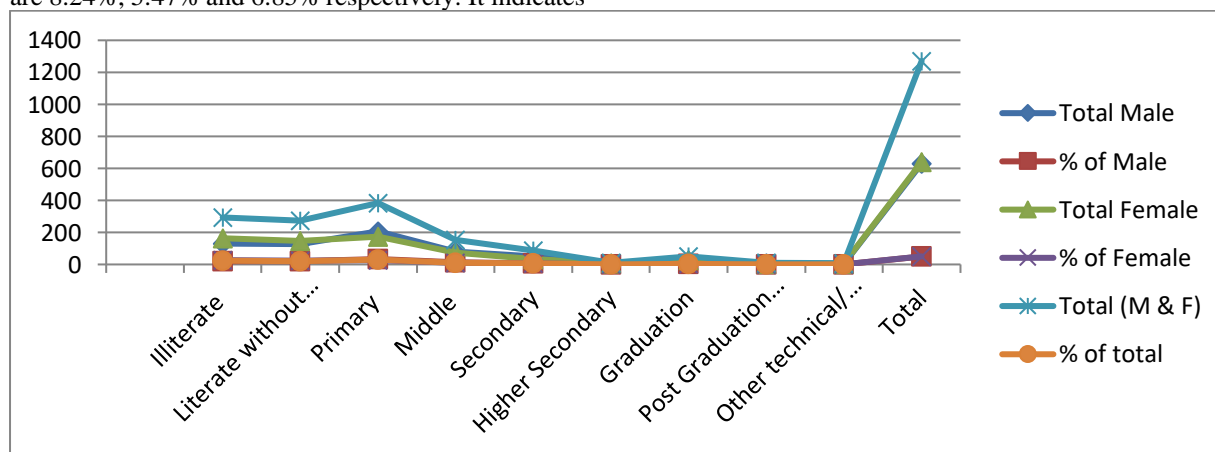
**Table: 3**

Educational Level	Total Male	% of Male	Total Female	% of Female	Total (M & F)	% of total
Illiterate	130	20.60	165	25.78	295	23.21
Literate without educational level	126	19.97	147	22.97	273	21.48
Primary	207	32.81	175	27.34	382	30.06
Middle	79	12.52	74	11.56	153	12.04
Secondary	52	8.24	35	5.47	87	6.85
Higher Secondary	4	0.63	8	1.25	12	0.94
Graduation	24	3.80	26	4.06	50	3.93
Post Graduation and above (PG/M.Phi., Ph.D.)	6	0.95	5	0.78	11	0.87
Other technical/ Professional qualification	3	0.48	5	0.78	8	0.63
<b>Total</b>	<b>631</b>	<b>49.65</b>	<b>640</b>	<b>50.35</b>	<b>1271</b>	

Source: Primary Survey Data

From the above table the illiterate male population is 20.60%, female is 25.78% and total illiterate population is 23.21%. The literate without educational level of male is 19.97%, female is 22.97% and out of total population literate without education level is 21.48%. The table indicates that the primary education of male is 32.81%, female 27.34% and total population of primary education is 30.06%. Out of total population middle education is 12.52 % and female is 11.56%. Total middle education of tribal people is 12.04%. The above table shows that the secondary education of tribal male, female and total are 8.24%, 5.47% and 6.85% respectively. It indicates

that the higher secondary educational levels of tribals are 0.63% and 1.25% respectively male and female. Out of total population only 0.94% of population are received higher secondary education. It indicates that only 3.93% of population have graduation degree. Male 3.80% and female is 4.06%. The table shows that the post graduation qualification of tribal population of study area. It indicates that only 0.95% of male, 0.78% of female and 0.87% of total population have Post Graduation degree. Other professional degrees like, MBA, B.Tech., Nursing, B.Ed. and M.Ed. is very less and total Post graduation qualification is 0.63%.



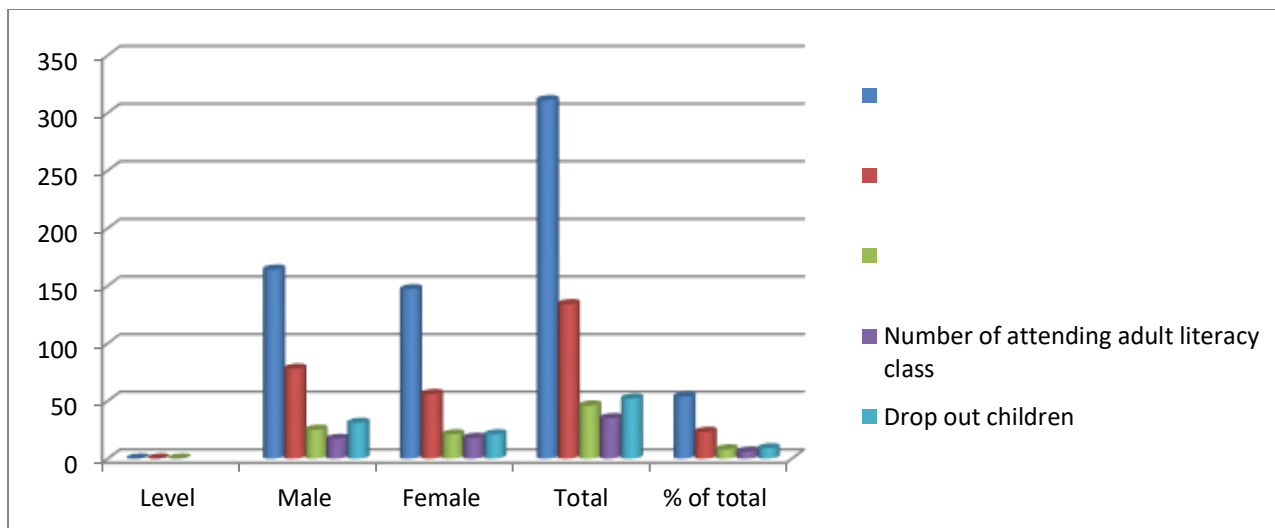
**Table No.4**

Number of children currently attending school	Level	Male	Female	Total	% of total
	Primary	164	147	311	53.81
	Middle	78	56	134	23.18
	Other	25	21	46	7.96
Number of attending adult literacy class		17	18	35	6.06
Drop out children		31	21	52	9.00

Source: Primary Survey Data

The above table indicates that the number of children currently attending school and drop out children scenario. In the primary level both male and female children those who currently attending school are 53.81%. It indicates that in the middle level those who

currently attending in the school are 23.18% and others are 7.96%. The number of attending adult literacy rate is very less and it is only 6.06% where as drop out children rate is only 9%.



#### 2.4. Different aspects on education

Table No. 5

Background characteristics	Response	% of Response
<b>Do you feel your children should study?</b>		
Yes	205	96.70
No	7	3.30
<b>level of children want to study</b>		
Below High School or High School	11	5.19
Plus Two/ Higher Secondary	19	8.96
As per eligible	15	7.08
Don't know	59	27.83
Don't have Children in the family	2	0.94
No Limit	30	14.15
Graduation	72	33.96
PG	4	1.89
<b>Willingness of parents for the study of children</b>		
below High School or High School	30	14.15
Plus Two/ Higher Secondary	30	14.15
As per eligible	2	0.94
Don't know	46	21.70
Don't have Children in the family	2	0.94
No Limit	41	19.34
Graduation	58	27.36
PG	2	0.94
Other professional /MBBS	1	0.47

**Role of Ashram/Sevashram School and hostels in tribal area**

Do not Know	179	84.43
Easy access to education to girl students	4	1.89
Has helped all round development such as free education, health & hygiene care, discipline in tribal students	23	10.85
Increase literacy rate	5	2.36
Job oriented education in technical institutions.	1	0.47

**Do you have problem in medium of teaching**

Yes	69	32.55
No	143	67.45

**Which benefit your children get during education?**

Food	1	0.47
Uniform	2	0.94
No Children	2	0.94
Scholarship	3	1.42
Scholarship / books	11	5.19
Scholarship / books / uniform	12	5.66
Scholarship / books / uniform / food	133	62.74
Uniform / food	48	22.64

**Does your girl child going to school for study?**

Yes	148	69.81
No	64	30.19

**If, Yes then why?**

for better future	146	68.87
to get knowledge	1	0.47
Self independent	1	0.47

**If, No then why?**

Money problem	64	30.19
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**Are teachers regular in schools?**

Yes	94	44.34
No	118	55.66

**Does any teacher live in village?**

Yes	78	36.79
No	77	36.32
Don't have School in the village	57	26.89

Source: Primary Survey Data

From the above table no.5 it indicates that educational status of tribal families of research area. It indicates that 96.70% of the households are interested to study their children and 3.30% are not interested due to several reasons. The level of tribal children wants to study is very less. It indicates that only 5.19% of students want to study high school or below high school level. Also it shows that the children wants to

study at different level are 8.96%, 33.96%, and 1.89% respectively higher secondary level, graduation and PG. Only 7.08% children are wants to study as per their eligible. Out of 27.83% of children's are don't know about their education level and 0.94% families don't have children. Only 14.15% of children's are wants to study as per capable and they don't have limit.

It shows that only 14.15% of parents are willingness for the study of their children at least high school or below high school level of education. The table indicates that the parents willingness for their children’s education at different level are 14.15%, 27.36%, 0.94% and 0.47% respectively higher secondary, graduation, post graduation and other professional level of education like MBBS, MBA, MCA etc. 0.94% of parents are willingness to continue children’s education as per eligible. Out of 21.70% parents are don’t know regarding their children’s education. 19.34% of parents are willingness to provide education as per their capable and don’t have limit.

Above table indicates that 84.43% of household are don’t know about the role of Ashram or Sevashram schools and hostels in tribal area. It indicates that the underdevelopment of tribal education system because of the Ashram schools and hostel are covering maximum level primary education of the tribal student as well a tribal area. only 1.89% of household are knows about role of Ashram/ Sevashram Schools and hostels which are helps to easy access to girl student education. It helps all round development such as free education, health and hygiene care, and discipline of tribal students is only 10.85%. The Ashram schools are helps to increase literacy rate is 2.36%. It helps to tribal students in job oriented education in technical institutions are only 0.47%.

It shows that regarding problem in medium of teaching to tribal students is 32.55% and 67.45% of households gives their views on medium of teaching and they don’t have problem in medium of teaching. Tribal students are getting benefit in various aspects during education. Only 0.47% students are getting only books at the time of education. It indicates that childrens getting benefits in different aspects are uniform; scholarship; scholarships and books; Scholarships, books and uniform; scholarship, uniform, books and food; uniform and food are respectively 0.94%, 1.42%, 5.19%, 5.66%, 62.74% and 22.64%. Regarding girl children education only 69.81% families girl students are going to school for the study and 30.19 % of families girl students are not going to school. Tribal girl students are going to school for better future, to get knowledge and self independent are respectively 68.87%, 0.47 % and 0.47%. Only 30.19% of families girl student are not going to school due to money problem.

The above table indicates that only 44.34% of household members opines that regular teachers in the school for teaching and 55.66% households opines that teacher are not coming regularly to the school. In the research area only few tribal villages there are primary schools. 26.389% of villages don’t have schools. Many teachers are not residing in the head quarters as well as in their school villages. Only 36.79% of household opines that teachers are living in villages and 36.32% of households opine that teachers are not living in villages.

**2.5. Yearly Family Expenditure on Education of the children**

**Table No.6**

<b>Education (Amount, Rs.)</b>	
Mean	11149.28
Standard Error	1244.82
Median	5000
Mode	0
Standard Deviation	18082.17
Sample Variance	326964892.3
Kurtosis	56.51
Skewness	6.00
Range	200000
Minimum	0
Maximum	200000

Source: Primary Survey Data

Economic development of the family helps to increase of family education system. Family education system can prove the monthly or yearly family expenditure on children education. The above table indicates that family expenditure of education of the children. The mean of the family expenditure on education of the children is Rs.11149.28 where as median and mode of

the family expenditure on education of the children is respectively Rs. 5000.00 and 0. Standard error of the family expenditure is Rs.1244.82 and standard deviation of the family expenditure on children education is Rs.18082.17. Sample variance, kurtosis and Skegness of family expenditure on children education are respectively Rs. 326964892.3, Rs.56.51



and Rs.6.00. The range of the family expenditure on education is Rs.200000. Maximum yearly family expenditure on children education is Rs.200000.

### 3. SUGGESTION

Teacher should mix with the pupils hearty and try to find out their measures to teaching learning process. Therefore they will come to level best and ask question to the teachers frequently. Government should lay emphasis on providing books at right time to the students otherwise education system would be obstructed. Encouragement should be provided to the parents of the students towards the value of education through government and voluntary organization. As a result they will come to know the value of education. Books should be written in tribal language for ST students and all the schools teacher knowing tribal languages should be appointed as teacher in the school. Government should provide adequate scholarship for the ST students as a result they will not face the financial deficiency. Special classes should be conducted for the development of tribal students' education.

So, govt. should make a provision for special classes for ST students in schools. Smart class room should be provided to the schools which provided outlook of the students and also interest. ST students should be provided medicine free of cost in every schools as they are unable to purchase medicines from the outside the market. ST students are very poor. Government should establish hostels and provide free staying and food in the hostels. Technical education should be given to the ST students which would help them to be self dependent. Teachers should be provided quarter facility otherwise they cannot guide the students properly by making to and from long distance to the school. So, govt. should provide those quarters who are serving in the remote areas. Students should be given award those who are doing well in the examination otherwise their interest and real towards education may be decrease. So, there should be provision of award to the students who perform well in the examination.

### 4. RECOMMENDATION FOR FURTHER STUDY

On the basis of above findings the author intends to recommend a few measures with a view to solve the problems faced by the tribal people especially in education. A comparative study of the educational problems of ST students and general caste can be taken up. The study can be conducted to see the effects of socio-economic status on the educational achievement level and health status of tribal peoples. Similar research can be conducted in college and university level. More schools and colleges should be established for tribal people.

### 5. CONCLUSION

This study will give a clear picture relating to the education problems of tribal villages of Mohana and R.Udayagiri block in Gajapati district. On the basis of findings of the study constructive suggestions will be offered. This research study will also give appropriate direction to the government and also welfare department of the government of Odisha to take appropriate steps for qualitative improvement of tribal education.

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