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INCLUSIVE POLICY AND DEVELOPMENT OF TRIBALS IN INDIA THROUGH EDUCATION: INSIGHTS FROM THE NEW EDUCATION POLICY

Abstract

This paper explores and analyses the overall development scenario among the tribal in India from the past 100 years. It includes the British era as well as the post-independent era. Throughout these years the policy of exclusion has affected the Indian tribes in all spheres. The major setback are visible in their education status and health status. Further, they do not find a place in top bureaucracy, apex courts, apex universities and higher education institutes including IIMs and IITs. It requires overhauling of the whole mechanism and paraphernalia dealing with the tribes. Education has been the weakest point for them. In 1951 only 1.2 per cent were literate which went up to about 47 per cent in six decades, i.e., in the 2011 census. The New Education Policy (NEP) has a lot of promises which are yet to be realised. In fact, most of the educational policies earlier made hefty promises for the tribals. However due to their improper implementation and lack of honesty on the part of officials, could not fulfill their respective mandates and promise. In light of this, the present paper would analyze development of tribals in India through the NEP and how it may bring in a more innovative inclusive policy.

Keywords: Tribal development, problems in education, New Education Policy, exclusion and inclusion.

This paper is located within anthropology of education. Anthropology of education deals mainly with education among tribes and simple societies, their pedagogy in the cultural context, education in multicultural context, local method of learning, and cultural context of teachers and students as well. George Spindler (1955) among others have written on the subject.

The state of affairs regarding education¹ in tribal areas of India has attracted many scholars of tribes (Vinay Kumar Srivastava 1991b; Singh and Mahanti 1997; Jaganath Pathy 1999a, b; Bhowmick and Bhowmick 2000; Xaxa 2001). Insightful works are available on the working of schools in tribal areas (Chakravarthi and Singhrol 1988; Ratha and Behera 1990). Some studies

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conclude that the health profiles of tribes can be improved by educating them (Pandey et al., 1999). Rita Sinha (1996) submits that the most important aspect in education is the development of a relevant curriculum which meets the learning needs of specific groups. She calls it a 'localized curriculum' or the 'tribalization of education.'

Till recently the whole category of tribe, the manners in which it has been understood reflected colonial hangover. The anthropological perspective of evolution has contributed significantly for a lopsided understanding of the tribe. For example, the tribes were treated in the evolutionary ladder in a sequential manner: from hunter-gatherers to shifting cultivators to settled agriculturalist. However, idea was contested by N.K. Bose (1972) and Surajeet Sinha (1980)² who said that Indian tribes coexisted with civilization in India. However, the coexistence concept has treated the tribes from the point of view of core and periphery debate, where the core is neutral, innocuous and the periphery is mainly geographical. Posing a counter-argument, recent studies have pointed out that this core-periphery dialectics is a larger design where exclusion principles are operative to keep them on the margin (Chaudhury 2008a). Exclusion leading to marginalization is not by accident or chance but by a particular design of state formation. Tribal land has been usurped for public purpose in the name of industrialization and infrastructure and development. As said earlier, historically tribes have been marginalized, they have been voiceless, and they have been exploited in spaces created within the system of governance. Meena Radhakrishnan's Study '*Dishonoured with History: Study of Ex-criminal Tribes*' (2001) is a case in point. Understanding of the question of exclusion, marginalization, and subjugation is possible only by adopting a right-based approach to development leading to empowerment in a sustainable way so that interaction between tribes and mainstream remains vibrant, meaningful and futuristic. In order to understand the whole process, the paper will discuss briefly what all has happened in the British era and the post-independent era.

British Era

Mainly the problem started with the problem of cultural contact with the tribe. Of course, once upon a time they were living in the stage of homeostasis, i.e., happy-go-lucky worldview reflected in the lifestyle but contact with outsiders resulted in various changes among them (Roy Burman 1992, Dube 1975, Bhowmick 1989, Srivastava 1989).

The taxation system started during the Mughal era. Christoph von Furer-Haimendorf (1982) says that the Muslims rulers though started taxation; they had a *laissez faire* policy. Only the revenue officials used to go to the tribal villages to collect a part of the produce. In this manner, the tribal maintained and insulated system or a homeostasis (Chaudhury and Patnaik 2008b). Oommen (2010) says that the tribals continued with a subsistence system

which never wanted surplus. All the interfering agencies constructed the idea of poverty and further imposed it on them, which created too many development goals and thus were never realized. Further Furer-Haimendorf says that the exploitative cultural contact started in the colonial era, both for academic and non-academic interests: academic means British Anthropologists studied them which included W.H.R. Rivers, A.R. Radcliffe-Brown; non-academic means the missionary activities and the role of Christianity in development (it had differential impact on different tribes in different regions).

D.N. Majumdar says that the cultural contact started mainly due to a few reasons:- (a) existence of mineral resources in tribal areas, (b) entry of administrators and missionaries, (c) entry of specialists like medicine men, agents and vendors (d) development of transport and communication (e) displacement of tribal population from their traditional habitat. Vidarthi and Rai (1977) said that broadly two factors are responsible for culture contact: traditional factors and modern factors. Traditional factors include: (a) Hinduisation, (b) Sanskritization, (c) tribe-caste continuum, (d) tribe-rajput continuum, (e) revitalisation process like the Bhagat Movement among the Oraon.³ The modern Factors are: (a) Christianisation (b) Urbanisation (c) Industrialization (d) Development Programmes (administration, communication, Community Development Programme and education).

As said earlier there are three serious problems in tribal education in India' i.e., the system of formal education created these three problems of absenteeism, stagnation and dropout.⁴ So far before the onset of modern formal education they had their traditional ways of learning things. The family socialized, educated and trained the child about the social values, norms, customs, traditions, folkways and mores. The tribal youth dormitories (Ghotul among the Muria and Gonds and Dhumkuriya among the Oraons) were important traditional institution for the purpose of learning many things. However, modern education system could not be geared up in tune with the tribal cultures and the result was that the child became alienated after being educated or was lost to the family by doing some white-collar jobs. Therefore, it was suggested that education should be presented to the tribal in such a manner that it should cut the barriers of superstitions and prejudices. For example, some tribals believed that their gods will be angry if they sent their children to school run by outsiders (Chaudhury 2004).

Economic Factors:

There are certain economic factors which prevented the tribals from sending their children to the school. Their children always helped the parents in economic activities like cultivation, collection of forest produce and grazing of cattles. They also helped in household activities like taking care of infants and small children while their mothers are away in performing economic activity, sometimes even cooking for all members of the household, cleaning

of utensils of the house etc. The school timings always coincided with their economic activity timings. Therefore, the parents do not desire to send the children to the school. Their school going reduced the economic stability and soundness of the family. Further, parents do not have the patience to wait for a long period to get the economic benefit of the child out of education. Further, the tribals cannot afford good quality higher education and technical education because of backward economy.

Furthermore, the structure and content of formal education failed to attract the tribal children to school. There was no special curricular to teach them which could sustain their interest. They are taught the same thing as being taught to non-tribal and general population. They are taught history and geography of the country without any reference to their history and origin and geography. L.R.N. Srivastava (1967), one of the tribal education expert suggested that the tribal child should be taught about the local history and culture first, then should be taught about the neighbouring community and finally about the national scenario.

There used to be a problem of medium of instruction to the tribal children. Most of the states imparted education in regional languages making it uninteresting to the tribals. Probably the tribal's sentiments for his/her own language were hurt. Another problem is that of nature of habitat. Most of the tribal villages are scattered and inaccessible. The child had to travel a long distance to attend the school. Besides this S.N. Ratha (1992) pointed out that there was no proper school building; at best they had roofless structures without any furniture, chalk and blackboard. Role of teacher was another distraction. Most of the schools were single teacher schools where the teacher could not pay attention to all classes. Non-tribals teachers did not have any idea about tribal life, culture and problems. The teacher is usually having pre-conceived and biased notion about the tribals and treated them as inferiors. Some of them were interested in private tuitions. Many teachers were also de-motivated to work because of low salary, lack of accommodation in difficult terrains. The Christian teachers had a dual role – that of a teacher and a preacher. They behaved differently with Christian and non-Christian students. For the nomadic tribes, there were facing more problems because they do not stay at one place for a longer duration of time and are 'mobile'. The above instances reflect upon the cumulative stagnation and wastage as the outcome of formal education. Many tribal students failed year after year because of absenteeism by both teachers and students. Many scholars pointed out that tribal students lack mathematical ability.

Several suggestions came in including providing tribal students special curricular, having more extra-curricular activities, appointing tribal teachers, having residential type of schools, having local medium of instruction, having textbooks which include lessons depicting tribal ways of life and culture, making the school timings and holidays adjustable to meet the local needs, providing

the students mid-day meals etc. Most of the above suggestions have been implemented but the end result has not been very fruitful except the fact that there is a rise in literacy level. It will be clearer when we discuss the Xaxa Committee Report (2014).

Evolution of educational policy in India

The universal compulsory education has come through Article 45 and Article 46 of the Constitution of India. It is also stated that the State has the responsibility of taking special care of the educational interest of the Scheduled Castes and the Scheduled Tribes. It is important to note that the literacy rate of the tribals in 1951 was only 3.46 per cent.⁵

This was mainly because there was no formal education system among them earlier. Gradually, schools were opened up in the tribal areas but the tribal people were not used to any organized formal system education system which was based on colonial western education. The colonial government depended upon the Christian missionaries to induce and educate the tribal since 1854. A few government schools and schools run by missionaries confined to small areas, were all that existed for educating the tribals. Lack of sufficient educational avenue left the tribal people lagging behind other social groups (Xaxa 2014). According to Xaxa (2014), two Commissions: The Scheduled Areas and Scheduled Tribes Commission (1960-1961) chaired by Shri U. N. Dhebar and the Indian Education Commission (1964-66) closely examined the low educational levels of the tribals, with a view to address the disparity. The Dhebar commission found the problems of absenteeism, stagnation and drop-outs among the tribals which were for greater than other social groups. Nehru's Panchsheel policy for the tribes influenced the Dhebar commission in the sense that it recognized the pedagogical ingredients in tribal culture and thus aimed to make use of tribal language and culture resources, such as folklore, songs and history in teaching. Further, it recommended for the appointment of teachers from the tribal community to remove the existing cultural gulf between teachers and students (Xaxa 2014:156).

Later on, every educational commission recommended for a better educational status for the tribals through various measures but the trend of growth was slow. The National Policy on Education (1986) tried to promote tribals in higher education especially technical, professional, and para professional courses by providing several incentives. The policy also suggested expansion of residential schools including Ashram schools, Anganwadis and Adult Educational Centres. Both Operation Blackboard in 1987 and the National Literacy Mission in 1988 envisioned positive outlook for the tribals. The government drew out a program of action in 1992 with many important steps in the interest of the tribal education: (i) Opening up the primary school in every tribal habitation before the end of 8th five year plan, (ii) Coordination of balwadis, non-formal education, adult education and elementary education

under an Educational Complex, (iii) Making teachers responsible for the enrolment drives, (iv) Under Operation Blackboard, covering all schools within two years, (v) Preparation of instructional materials in tribal languages, (vi) Linking rates of pre-matric and post-matric scholarships with the increase in the cost of living index, (vii) Organization of special coaching, training and remedial teaching classes and also providing residential facility to those preparing for the competitive examinations, (viii) Additional scholarship to girls students, (ix) Providing quality reading material in cheaper rate and (x) Raising teachers from community to meet the shortage of teachers.

The government tried to revamp the education system under the above actions through many steps: (a) Started educational complex in 136 districts for girls education in 1993-94; (b) National Program of Nutritional Support in 1995; (c) Minimum Level of Learning Programme; and (d) A committee chaired by Prof. Yash Pal prepared a report titled Learning Without Burden in 1993. At secondary education level, vocationalization program was introduced, it enhanced the level of education among tribals. The National Open School system also helped them.

Three programmes: Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Rashtriya Uchchatar Shiksha Abhiyan (R.U.S.A) helped improving the educational status of tribals at all levels. Further making free and compulsory education of the 6-14 years children through the Eighty Sixth Amendment to Constitution in 2002 improved the situation in a great way. The Mid Day Meal Scheme, Kasturba Gandhi Balika Vidyalaya also helped a lot in improving gross enrolment ratio.

Xaxa (2014: 166-167) says that the outcome of the mission was positive, i.e. an improvement across the educational level formed. Under R.U.S.A. massive infrastructure development took place. The gap between Scheduled Castes and Scheduled Tribes and other social groups narrowed down. The number of tribal households within one kilometer of the vicinity of primary school rose from 77.12% to 88.46% (Table 1). Comparing to Scheduled Castes and general categories, the growth of Scheduled Tribe enrolment⁶ was almost steady (Table 2). The Gross Enrolment Ratio⁷ Gross Enrolment ratio (GER): GER for any stage (different classes) is defined as percentage of the enrolment in that stage to the estimated child population in the respective age group. was on the rise among the Scheduled Tribes (Table 3). The drop-out ratio among them has been contained (Table 4). Xaxa (ibid) says despite all these measures, there are many loopholes or grey areas found in improving educational status of the Scheduled Tribes. For example, the minimum facilities are not found in many schools. Low student attendance rate, teacher absenteeism continue in tribal areas. The learning level has declined as well: 93% of class V Rural student was unable to read class II textbooks (Xaxa 2014:175). Further Xaxa (ibid) reported that education has been a site of discrimination. The teaching and learning method have not been child friendly, adding to that the load of

heavy curriculum and tiring of examination continues. The traditional social prejudice against the tribal children still continues. Such prejudice not only precludes the potential for tribal children learning in the classroom, it also perpetuates discrimination and exclusion. This is found in the area of higher education as well. In the University departments low marks are given in viva-voce as well as written examinations. Tribal students are demoralized and humiliated, derogatory names are given and anti-tribal psyche is stronger in higher technical institutes as well (Xaxa 2014:176).

Several other problems persist concerning tribal education. Lack of proper teaching material in tribal language, exploitation of girl children in residential schools and problem in Maoist affected areas, the educational domain and the knowledge on tribes by experts is not proper. There has been a shortage of quality teachers. The language barrier for the tribal students continues.

There has been incidence of high drop-out rates among the tribal students. The Xaxa committee gave many recommendations to improve the situation significant among them are (a) provide education which can create capability to earn a livelihood; (b) gender gap^s in education has to be minimized; (c) adequate infrastructure should be provided; (d) teachers should be recruited locally and they should be qualified and trained properly; (e) inclusion of local culture, folklore and history in the curriculum including music, dance, story-telling, theatre, painting and sports such as football, archery; (f) indigenous knowledge should be documented; (g) to improve quality secondary and higher secondary schools and there is need to establish Jawahar Navodaya Vidyalayas; (h) in residential schools sexual abuse neglect exploitation and violence against students have to be controlled; (i) Regional Resource Centers in states with significant tribal population should be established to provide training, academic and other technical support for development of pedagogic tools and education materials catering to multi lingual situation; (j) Tribal Chair should be established by the UGC in universities in every state comprising Fifth Schedule Areas.

The government has tried to improve the situation through various programmes and schemes. Of late the National Education Policy 2020 (NEP 2020) has come up which is producing some policies for inclusion of the tribes into almost all categories of jobs, education, employment opportunity and so on. The Ministry of Tribal Affairs Annual Report 2021-22 says that 452 new Eklavya Model Residential Schools (EMRS) will be opened up in the tribal area making it a total of 740 schools having 480 students each. It said that by 2025 every block with more than 50% ST population or at least 20,000 ST persons could have EMRS functioning from its own building. The operation of the National Education Society for Tribal Students (NESTS) has been streamlined. A training program has been launched for the teachers called National Initiative of School Head's and Teacher's Holistic Advancement (NISHTHA) has been launched

Atal Tinkering Lab in EMRS schools in collaboration with ATAL Innovation Mission NITI Aayog has been established. The number of fellowships for higher studies including research to ST students has been enhanced

The Ministry has since long promoted the tribal students with pre-metric scholarships to tribal students studying in classes IX and X. This has been mainly done with the objective of minimizing dropouts, especially in transitional stage from elementary to secondary education. It also aimed at improving the participation of ST students in classes IX and X so that they perform well and have a better chance of progressing to post-metric stages of education. The government has also given a post-metric scholarship for studying post-matriculation or post-secondary level to enable them to complete their education.

All the above schemes are quite ideal and undoubtedly students are getting tremendous benefits out of them. However, there are many more actions to be seriously thought about for better performance.

The New Education Policy 2020⁹

After independence so far nine major committees, commissions and policies have been implemented in India with regard to education:

- i. 1948-49 University Education Commission
- ii. 1952-53 Secondary Education Commission
- iii. 1964-66 Education Commission under Dr D.S. Kothari
- iv. 1968- National Policy on Education
- v. 1976- 42nd Constitutional Amendment, Education in the Concurrent List
- vi. 1986- National Policy on Education
- vii. 1992- NEP 1986 modified
- viii. 2016- T.S.R. Subramaniam Committee Report
- ix. 2019- Dr. K. Kasturirangan Committee Report

Again in 2020 for the tenth time another policy came up called the New Education Policy 2020 which brought a number of reforms after 34 years as the government report says (NEP, 2020) the main features of NEP is replacing the previous academic structure with the new pedagogical and curricular structure which is as follows:

Part I. SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education

will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

Key Highlights:

1. All higher education Institutions, except legal and medical colleges, to be governed by a single regulator.
2. Common norms to be in place for private and public higher education institutions.
3. M.Phil. courses to be discontinued.
4. Board exams to be based on knowledge application.
5. Home language/ mother tongue/regional language to be the medium of instruction.
6. Common entrance exam for admission to universities and higher education institution.
7. School curriculum to be reduced to core concepts, integration of vocational education from class 6.
8. Government plans to achieve gross enrolment ratio (GER) of 50% by 2035 and promote multi-disciplinary and inclusive learning.
9. Increasing the use of technology for learning.
10. Aims to ensure that no child loses any opportunity to learn and excel.
11. Includes setting up to of Gender Inclusive Fund and Special Education Zones for disadvantaged regions and groups.
12. Common National Professional Standards for Teachers(NPST) will be developed by National Council for Teacher Education by 2022.
13. Promotion of Indian languages by setting up Indian Institute of Translation and Interpretation (IITI), National Institute (or institutions) for Pali, Persian and Prakrit.
14. Building digital infrastructure, digital content and capacity building for e-education.

Inclusion of Tribals: NEP 2020 will enhance the tribals Education in a long way, some of its features are as follows:

1. Every Childhood Care and Education:
The Foundation of Learning will be introduced in the Ashramshalas in tribal-dominated areas. The process for integration and implementation of ECCE in Ashramshalas will be similar to that of the entire country.
2. Mother tongue/regional language to be the medium of instruction up to class 5.
3. Under the activity on 'The Languages of India' (sometimes in Grades 6 to 8) such as under the 'Ek Bharat Shreshth Bharat' initiative, students will learn about major Indian languages including tribal languages (their nature and structure, commonly spoken terms and phrases).
4. "Knowledge in India" will include knowledge from ancient India and its contributions to modern India. These elements will be incorporated in school curriculum including tribal knowledge and Indigenous and traditional ways of learning.
5. Specific courses in tribal ethno-medicinal practices, forest management, organic crop cultivation, natural farming at etc. will also be made available.
6. The policy recognises that children from STs face disadvantages at multiple levels due to various historical and geographical factors. It states that while several programmatic interventions to uplift children from tribal communities are currently in place and will continue to be pursued, special mechanism need to be made to ensure that children belonging to tribal communities recline the benefit of these interventions.
7. Measures for Socio-Economically Disadvantages Groups (SEDGs) like STs have been rolled out. Example- providing bicycles, organising cycling and walking groups.
8. Regions with large population of SEDGs (SC, ST, OBC, minority) be declared as Special Education Zones (SEZs) where all schemes are implemented to the maximum through additional efforts.
9. Women make up half of all SEDGs. Hence schemes will be designed specially targeted towards girls in SEDGs.
10. A 'Gender Inclusion Fund' will be set up to provide quality education to girls 4 transgender students. Other 'Inclusion Fund' schemes shall be developed for other SEDGs.
11. Free boarding facilities for students from SEDGs, Kasturba Gandhi Balika Vidyalays will be strengthened and expanded for girls of SEDGs.

12. Within SEDGs and with respect to all policy points, special attention will be given to reduce the disparities in educational development of SCs and STs special hostels in dedicated regions, financial assistance (fee maintenance and scholarships) etc.
13. Efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students.
14. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC and other SEDGs.
15. Equitable access to quality education to all students, with a special emphasis on SEDGs.

Conclusion

The objective of the paper was to dwell upon the nature and context of education among the tribal communities in India. It emerged that tribal children / students face problems with reference to the medium of instruction, physical access to schooling; and the diverse 'tribal' socio-cultural context. The historic and perpetual social marginalization and oppression are the main causes for lower literacy among the tribal students.

In order to achieve the quality education to the tribal children in their own environment and in realising the inclusive and egalitarian tribal education in India; following suggestions can play significant role:

1. a two-language formula needs to be implemented rigorously so that the tribal students can understand the classroom pedagogy in a much better way.
2. 'Bridge material' and remedial / tutorial classes should be given priority in every educational institution.
3. The expenditure and allocation of Budget should be increased manifold in the areas of Post Matric Scholarship, Ashram Schools and Strengthening Education tribal girls.
4. Provision and facility of residential facilities to tribal girl students would facilitate their retention in schools.
5. Tribal Research Institutes (TRIs) should be given more financial autonomy and they should be encouraged to take up action research in the areas of tribal education.

Notes

- 1 This paragraph including in text references has been taken from Srivastava and Chaudhury (2009)
- 2 For a detailed account see Chaudhury (2007)
- 3 The Bhagat Movement was found with plural groups like Vishnu Bhagat, Mahadev Bhagat and Kabirpanthi Bhagat. The Tanabhatagat Movement of 1940 among the Oraon aimed to revive the Oraon religion, i.e., Kurukh Dharma. They wanted to abandon bad practices like consuming liquor and meat among other things and also wanted to recognise one God.
- 4 Dropout Rate (Classes 1-10) Dropout rate is the proportion of students who leave school during the year as well as those who complete the year but fail to enrol in the next year level the following school year to the total number of students enrolled during the previous school year. It is a critical indicator reflecting the lack of educational development and inability of a given social group to complete a specific level of education.
- 5 Literacy Rate (LR) of Total and ST Population during 1961-2011: Literacy Rate (LR) is defined as percentage of literates among the population aged 7 years and above. Although LR levels of STs have improved, the gap in literacy levels, both for tribal men and women, has not declined significantly (see Table 5).
- 6 Enrolment: Though India's education system over the past few decades has made significant progress, the literacy rate of STs has been a matter of concern. This is despite the fact that the largest population of centrally sponsored schemes for tribal development are related to the single sector of education.
- 7 Goss Enrolment ratio(GER):GER for any stage (different classes) is defined as percentage of the enrolment in that stage to the estimated child population in the respective age group.
- 8 Gender Parity Index (GPI)GPI is a socio-economic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (primary, secondary etc.)
- 9 Under the leadership of Dr Kasturiranjana NEP has the vision to create multi disciplinary learning environments that catered to well rounded education for all individuals.

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Table 1: Distance between Household and Nearest Primary School, 1993-94 to 2007-08 (per cent)

Groups	Percentage of Households										
	1km		2km		3km		4km		5km		
	1993-94	2007-08	1993-94	2007-08	1993-94	2007-08	1993-94	2007-08	1993-94	2007-08	
ST	77.12	88.46	13.39	8.25	6.27	2.35	3.21	0.36	-	0.58	
SC	84.31	92.29	12.47	6.57	2.87	0.92	0.35	0.19	-	0.03	
GEN	85.07	92.15	11.46	6.58	2.97	1.03	0.50	0.19	-	0.05	
Total	83.94	91.67	11.87	6.81	3.37	1.19	0.82	0.21	-	0.12	
					Rural						
ST	73.86	88.00	14.85	8.32	7.45	2.52	3.84	0.43	-	0.72	
SC	81.09	92.36	14.83	6.38	3.66	0.99	0.42	0.24	-	0.03	
GEN	80.43	91.86	14.17	6.67	4.70	1.17	0.70	0.24	-	0.06	
Total	79.43	91.31	14.41	6.89	4.98	1.36	1.19	0.27	-	0.17	
					Urban						
ST	92.57	90.26	6.48	7.95	0.72	1.67	0.23	0.08	-	0.03	
SC	91.35	92.11	7.30	7.05	1.14	0.75	0.20	0.05	-	0.04	
GEN	91.01	92.59	7.99	6.44	0.76	0.82	0.24	0.11	-	0.04	
Total	91.15	92.33	7.81	6.64	0.81	0.88	0.23	0.10	-	0.04	

Source: Xaxa 2014: 167

Table 2: Educational Level-wise Enrolment, 1980-81 to 2010-11 of STs and Others (in Lakhs)

Year/ Level	Scheduled Tribes										Scheduled Castes										All Categories																
	Primary (I-V)					Upper Primary (VI-VIII)					Primary (I-V)					Upper Primary (VI-VIII)					Primary (I-V)					Upper Primary (VI-VIII)											
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total													
1980-81	31	15	46	5	3	7	72	38	110	16	6	22	453	285	738	139	68	207	1990-91	49	29	78	11	6	17	97	66	157	27	14	41	570	404	974	215	125	340
1990-91	49	29	78	11	6	17	97	66	157	27	14	41	570	404	974	215	125	340	2000-01	63	47	110	19	12	31	121	91	212	41	26	67	640	498	1138	258	175	428
2000-01	63	47	110	19	12	31	121	91	212	41	26	67	640	498	1138	258	175	428	2005-06	75	67	142	25	20	45	140	118	253	53	38	91	705	616	1321	289	238	522
2005-06	75	67	142	25	20	45	140	118	253	53	38	91	705	616	1321	289	238	522	2006-07	76	68	144	26	20	46	144	118	262	54	39	93	710	627	1337	298	246	544
2006-07	76	68	144	26	20	46	144	118	262	54	39	93	710	627	1337	298	246	544	2007-08	76	70	146	26	21	47	137	125	262	53	46	99	711	644	1355	310	262	572
2007-08	76	70	146	26	21	47	137	125	262	53	46	99	711	644	1355	310	262	572	09(P)	79	73	152	27	23	50	138	127	265	56	49	105	700	645	1345	294	260	554
09(P)	79	73	152	27	23	50	138	127	265	56	49	105	700	645	1345	294	260	554	2009-10(P)	79	73	152	28	23	51	138	127	265	58	51	109	708	648	1356	318	276	594
2009-10(P)	79	73	152	28	23	51	138	127	265	58	51	109	708	648	1356	318	276	594	11(P)	77	72	149	28	25	54	141	129	270	59	53	112	705	648	1353	328	292	620
11(P)	77	72	149	28	25	54	141	129	270	59	53	112	705	648	1353	328	292	620	Level	Higher Education (IX-XIII)					Higher Education (IX-XIII)					Higher Education (IX-XIII)							
Level	Higher Education (IX-XIII)					Higher Education (IX-XIII)					Higher Education (IX-XIII)					Higher Education (IX-XIII)					Higher Education (IX-XIII)																
1980-81	2	1	3	NA	NA	NA	9	3	12	NA	NA	NA	76	34	110	35	13	48	1990-91	7	2	9	NA	NA	NA	17	6	23	NA	NA	NA	128	63	191	34	15	49
1990-91	7	2	9	NA	NA	NA	17	6	23	NA	NA	NA	128	63	191	34	15	49	2000-01	10	5	15	NA	NA	NA	24	14	38	NA	NA	NA	169	107	276	54	32	86
2000-01	10	5	15	NA	NA	NA	24	14	38	NA	NA	NA	169	107	276	54	32	86	2005-06	13	9	22	4	3	6	34	23	56	10	6	16	223	161	384	88	55	143
2005-06	13	9	22	4	3	6	34	23	56	10	6	16	223	161	384	88	55	143	2006-07	15	10	25	4	3	7	35	23	59	12	6	18	229	169	398	96	60	156
2006-07	15	10	25	4	3	7	35	23	59	12	6	18	229	169	398	96	60	156	2007-08	14	10	24	6	3	9	36	27	63	15	9	24	252	193	445	106	66	172
2007-08	14	10	24	6	3	9	36	27	63	15	9	24	252	193	445	106	66	172	09(P)	16	11	27	6	3	9	37	28	66	14	8	22	256	199	455	112	73	185
09(P)	16	11	27	6	3	9	37	28	66	14	8	22	256	199	455	112	73	185	2009-10(P)	17	13	30	7	4	11	46	36	82	15	9	24	267	215	482	124	83	207
2009-10(P)	17	13	30	7	4	11	46	36	82	15	9	24	267	215	482	124	83	207	2010-11(P)	18	14	32	NA	NA	NA	48	38	87	NA	NA	NA	283	229	512	155	111	266
2010-11(P)	18	14	32	NA	NA	NA	48	38	87	NA	NA	NA	283	229	512	155	111	266																			

Source: Xaxa 2014: 169

Table 3: Educational Level-wise Gross Enrolment Ratio of STs and Others, 1986-87 to 2010-11 (in percentage)

Level/ Year	Scheduled Tribe										All Categories										
	Primary (I-V)					Upper Primary (I-V)					Primary (VI-VIII)					Upper Primary (VI-VIII)					
	6-10 Yrs		11-13 Yrs			6-10 Yrs		11-13 Yrs			6-10 Yrs		11-13 Yrs			6-10 Yrs		11-13 Yrs			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1986-87	111	68	90	46	22	34	104	65	85	53	27	40	-	-	-	-	-	-	-	-	-
1990-91	125	81	104	54	27	41	126	86	106	69	36	58	95	72	84	80	52	67	-	-	-
1995-96	115	80	97	57	35	47	110	83	97	71	45	59	-	-	-	-	-	-	-	-	-
2000-01	117	86	101	73	48	60	107	86	97	76	53	65	105	86	96	67	50	59	-	-	-
2005-06	131	121	126	78	65	72	126	110	119	81	65	74	113	106	109	75	66	71	-	-	-
2006-07	134	124	129	80	68	74	132	115	124	83	67	76	115	108	111	78	70	74	-	-	-
2007-08	136	131	134	81	70	76	126	124	125	82	78	80	115	113	114	82	74	78	-	-	-
2008-09P	143	139	141	86	78	82	130	130	130	87	84	85	114	114	114	78	74	76	-	-	-
2009-10P	140	137	139	88	79	83	128	129	128	91	87	89	116	115	116	85	78	82	-	-	-
2010-11P	137	137	137	91	87	89	131	133	132	94	91	92	115	117	116	88	83	86	-	-	-

Source: Xaxa 2014:170

Table 4: Dropout Rate of Scheduled Tribes and Others, 1990-91 to 2010-11 (in percentage)

Level/Year	Sec./Sr. Sec. (IX-X) 14-17 Yrs			Higher Edu (18-23)			Sec./Sr. Sec. (IX-X) 14-17 Yrs			Higher Edu (18-23)		
	Sec./Sr. Sec. (IX-X) 14-17 Yrs	Higher Edu (18-23)	Sec./Sr. Sec. (IX-X) 14-17 Yrs	Higher Edu (18-23)	Sec./Sr. Sec. (IX-X) 14-17 Yrs	Higher Edu (18-23)	Sec./Sr. Sec. (IX-X) 14-17 Yrs	Higher Edu (18-23)	Sec./Sr. Sec. (IX-X) 14-17 Yrs	Higher Edu (18-23)	Sec./Sr. Sec. (IX-X) 14-17 Yrs	Higher Edu (18-23)
1986-87	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1990-91	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1995-96	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2000-01	31	19.8	25.7	5.8	2.6	4.2	-	-	-	-	-	-
2001-02	-	-	-	-	-	-	37	27	33	8	4	6
2005-06	34	23	29	9	5	7	42	31	36	10	6	8
2006-07	36	25	31	10	6	8	44	33	39	12	7	9
2007-08	37	27	32	12	7	10	43	38	41	13	9	11
2008-09P	40	30	35	12	7	9	44	40	42	13	8	11
2009-10P	44	34	39	13	8	10	55	49	52	13	9	11
2010-11P	45	37	42	NA	NA	NA	57	52	55	NA	NA	NA

Sources: Xaxa 2014:171

Table 4: Dropout Rate of Scheduled Tribes and Others, 1990-91 to 2010-11 (in percentage)

ST Students	Scheduled Tribe						Scheduled Caste						All Categories					
	Classes (I-VIII)		Classes (I-X)		Classes (I-VIII)		Classes (I-X)		Classes (I-VIII)		Classes (I-X)		Classes (I-VIII)		Classes (I-X)			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-91	76	82	79	83	88	85	64	73	68	74	83	85	59	65	61	68	77	71
2000-01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2001-02	67	73	69	80	83	81	59	64	61	71	75	73	-	58	54	66	72	69
2002-03	67	71	69	78	83	80	58	62	60	70	75	72	-	-	-	-	-	-
2003-04	69	71	70	78	81	79	57	62	59	71	76	73	-	-	-	-	-	-
2004-05	65	67	66	78	81	79	55	60	57	69	74	71	-	-	-	-	-	-
2005-06	63	63	63	78	79	79	54	57	55	68	74	71	49	49	49	60	64	62
2006-07	63	62	63	77	79	78	52	55	53	67	72	69	46	45	46	59	62	60
2007-08	63	62	63	76	78	77	54	51	53	68	69	68	44	41	43	57	57	57
2008-09(P)	58	59	58	76	77	76	51	44	48	67	67	67	45	39	42	56	56	56
2009-10(P)	55	61	58	75	76	75	51	52	51	59	60	59	41	44	42	53	52	53
2010-11(P)	55	55	55	71	71	71	47	39	43	57	54	56	40	41	41	50	48	49

Source: Xaxa 2014:172

Table 5: Comparative Literacy Rates of STs and Total Population (in percent)

Census Year	1961	1971	1981	1991	2001	2011
Total Population	28.3	34.45	43.57	52.21	64.84	72.99
STs	8.53	11.30	16.35	29.60	47.10	58.96
Gap	19.97	18.15	19.88	22.61	18.28	14.03

Source: Statistical Profile of Scheduled Tribes in India, 2013 Ministry of Tribal Affairs, Statistics Division Government of India

Table 6: Percentage Enrolment of ST Students to all Categories

Year	Primary	Upper Primary	Secondary
1995-96	8.8	6.1	4.9
1999-2000	9.4	6.9	5.0
2000-2001	9.7	7.2	5.4
2003-2004	9.8	7.5	5.6
2007-2008	10.8	8.2	6.3
2009-2010	11.2	8.6	6.3
2010-2011	11.0	8.7	6.4

Source: Statistical Profile of Scheduled Tribes in India, 2013 Ministry of Tribal Affairs, Statistics Division Government of India

Table 7: Gross Enrolment Ratio (GER)

Classes 1-5	137	116
Classes 6-8	88.9	85.5
Classes 9-10	53.3	65
Classes 11-12	28.8	39.3
Classes 1-12	94.8	86.5

Source: Statistical Profile of Scheduled Tribes in India, 2013 Ministry of Tribal Affairs, Statistics Division Government of India

Table 8: Drop Out Rates (DOR) (in present)

Classes	Boys		Girls		Total	
	ST	All	ST	All	ST	All
1-5Gap- 8.6	37.2	28.7	33.9	25.1	35.6	27
1-8Gap- 14.4	54.7	40.3	55.4	41	55	40.6
1-10Gap- 21.6	70.6	50.4	71.3	47.9	70.9	49.3

Source: Statistical Profile of Scheduled Tribes in India, 2013 Ministry of Tribal Affairs, Statistics Division Government of India

Table 9: Gender Parity Index (GPI)

Classes	STs	All Categories
1-5	1.00	1.01
6-8	0.96	0.95
1-8	0.99	0.99
9-10	0.86	0.88
1-10	0.97	0.97
11-12	0.76	0.86
9-12	0.82	0.87
1-12	0.96	0.96

Source: Statistical Profile of Scheduled Tribes in India, 2013 Ministry of Tribal Affairs, Statistics Division Government of India

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