



### HOLISTIC CULTURAL DEVELOPMENT OF TRIBES: EDUCATIONAL PROGRAMMES AND POLICIES

**\*Dr. Meenu Jain**

*Jiwaji University, Gwalior, MP.*

**\*\*Gaurav Dhakad**

*Devi Ahilya University, Indore, MP.*

#### Abstract:

India is a country of multi-racial groups which is reflected by different cultures, religions, languages and racial groups. These social groups are at different levels of development. Tribal community in India has been the most vulnerable community. Their fundamental human rights are violated in every step of life. Tribals are backward and poor, living in naturally isolated regional inhabitants. The Scheduled Tribe is one of the principle groups which have a history of discrimination. They are economically, politically and educationally backward. Right from independence Government of India has taken many progressive initiatives for the holistic developmental of the tribal. In this endeavor, the Right to Education bill 2009 was a landmark step in realizing the cherished goal of universal elementary education which will also certainly help tribal community. It is a well-established fact that there is a close relationship between level of education and economic prosperity. An educated person is given more respect and then an uneducated. So receiving education is essential for every individual. Education is considered as one of the important tool for the socio-economic development of tribal. This paper attempts to highlight different constitutional safeguards and also highlights laudable programmes and schemes for promotion of education among Scheduled Tribe in India.

**Keywords:** Tribal Community, Socio-Economic Development of Tribal, Scheduled Tribe, Education, Schemes and Programmes Education and Economic.

**Copyright © 2023 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

#### Introduction:

In India the tribes form a significant section of the population mainly because of two factors : (a) they constitute 8.14% of the total population, numbering 8,45,11,216 persons (2001 census) and (b) they have distinct cultures, dialects and economic pursuits in different ecological settings. Since independence they have been incessantly drawing the attention of policy makers because of their geographical isolation,

backwardness, shyness of contact, primitive traits etc. Since the 16th century, the tribes have been perceived as sub-humans who live under primitive conditions (Saxe, 2005). Ancient Indian texts and historical documents describe them as dasyus, daityas, rakshasas and nishads. Moreover, in the sociological and anthropological literatures this community has been described by various nomenclatures such as aborigines/aboriginals (Risley 1903., Elwin 1944), submerged humanity (Das & Das



1955) and backward Hindus (Ghurye 1963). The Schedule Tribes in India :- Tribal population in India is around 8.2 per cent of the total population living in the country. Majority of the tribal population live in the states of Odessa, Jharkhand, Chhattisgarh, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Gujarat, Andhra Pradesh and West Bengal. These states account for about 80 percent of the total tribal population in the country.

In some of the States and in the Union Territories, the population is predominantly Scheduled Tribe viz., Mizoram 94.75%, Laksha Dweep (93.15%), Nagaland (87.10%), Meghalaya (85.83%), Dadra Nagar Haveli (79.98%) and Arunachal Pradesh (63.66%). Among the 15 major states, Madhya Pradesh has the largest proportion of Scheduled Tribe population (23.27%) followed by Orissa (22.2 1 %).

### **Study the Constitutional Safe Guards of India for tribal.: The constitution of India has made various provisions to safeguard the interests of the tribal. :**

Article 15 of the constitution provides equal rights and opportunities to all the citizens of India (including the tribal) without any discrimination. :-

- Article 16(4), 320(4) and 335 reservation in employment is made for the tribal.
- Article 330, 332, 334 seat have been reserved for the tribals in the legislatures (in Lok Sabha and State Vidhan Sabhas)
- Articles 19(5) the tribal can own property and enjoy it in any part of the country.
- Article 275 a large amount of money can be taken from the consolidated fund of India to be spent on the tribal welfare activities.
- Article 338 empowers the President of India to appoint a Commissioner to look after the tribal welfare activities.
- Article 339(2) the Central government can give directions to the states in the formation and execution of tribal welfare plans, projects and programmes.

- Article 275(i) the Centre is required give grants-in-aid to the States for approved schemes of tribal welfare.
- Article 164 empowers the state government to appoint a separate minister to look into the welfare of the tribal.
- Article 46 consists of provisions that protect the economic and educational interests of the tribal.
- Articles 224 give instructions to the administrator to take special care to protect tribal interests in “scheduled Tracts” or “areas”
- Article 342 gives powers to the President of the India to declare on the recommendation of the Governor some groups or communities as “Scheduled Tribes”. Recently, the 93rd Constitution amendment Bill making education a fundamental right for children between six and 14 has secured the Parliament’s nod. With the law backing the Centre’s Sarva Shiksha Abhiyan, Human Resource Minister, believed this as the second revolutionary step after adult suffrage.

### **The programmes and schemes for promotion of education among Schedule Tribes in India :- Different Educational Schemes are :-**

- 1. Strengthening Education among Scheduled Tribe Girls in Low Literacy District :-** This scheme is specifically meant for tribal girls. he objective of scheme is to reduce the gap in education attainment between tribal and non tribal girls and to ensure that all tribal girls attend schools in the identified Districts or Zones, especially in Naxal hit areas and in areas occupied by Primitive Tribal Groups (PTG). The scheme stress on lowering dropout rate in schools by providing better environment for education. Mainly purpose of the scheme is maintenance of tribal hostels. It also provides housing and school amenities in the locales where there are no such amenities. In order to encourage tribal girls tuitions, incentives and awards are also provided. Under the scheme 54 recognized districts in 12 States and 1 Union



Territory where the tribal population is 25% or more and tribal female literacy rate is below 35% are covered. In addition, any other tribal block in a district, other than abovementioned 54 recognized districts, which has tribal population 25% or above and tribal female literacy rate below 35% are also included. The priority is given to Naxal affected areas and PGT areas. The scheme is implemented by nongovernmental organizations (NGOs) and independent bodies of the State Governments/Union Territory.

2. **Coaching For Scheduled Tribes** :- Those tribal students which come from poor families find very difficult to compete with students who come rich families. In order to overcome this handicap, Scheduled Tribe candidates are provided free quality coaching so that can compete with others. The scheme provides coaching to tribal students for various competitive examinations viz. Civil Services/State Civil Services/Other Exams conducted by UPSE like CDS, NDA, etc./professional courses like Medical, Engineering., Business Administration/Banking/ Staff selection Commission/Railway Recruitment Boards/insurance companies, etc. The financial rules of the scheme have been amended during 2007-08. The scheme covers coaching fees, monthly stipend @ Rs.1000/- per tribal student per month and boarding/lodging charges for outstation students @ Rs.2000/- per tribal student per month till he completes coaching.
3. **Pre-Matric Scholarship** :- Scholarship under the Scheme will be available for studies in India only and will be awarded by the Government of the State/Union Territory to which the applicant belongs i.e. where she/he is domiciled. Objectives of the scheme are: (a) To support parents of tribal children for education of their children studying in classes IX and X so that the number of drop-out, particularly in the transition from the elementary to the secondary

stage is reduced. (b) To increase participation of tribal children in classes IX and X of the pre-matric stage, so that they perform better and have a better chance of progressing to the post-matric stage of education.

4. **Post-Matric Scholarship for Scheduled Tribes Students** :- Under the scheme financial support is given to the tribal students so that they can continue education after matriculation in recognized institutes. The scheme includes distance courses, professional/non-professional and technical/non-technical courses. The scheme is implemented by the State Government and UT Administrations, which receive 100% Central assistance over IRJMSH Volume 5 Issue 3 [Year 2014] online ISSN 2277 – 9809 International Research Journal of Management Sociology & Humanity Page 320 www.irjms.com and above the committed liability which is required to be borne by them from their own budgetary provisions. The Scheme is in functional since 1944-45
5. **Up gradation of Merit of ST Students** :- It is special and remedial coaching that is provided to tribal students in classes IX and XII in order to upgrade their merit. The objective of the scheme is to remove weakness subjects and prepare them to compete in different competitive examination and to make entry in course like medical and engineering. Centre provides hundred percent assistance to states and union territories. Every year Rs.15, 000/- per student per year is provided by centre.
6. **Girls' Hostels for Scheduled Tribes** : Attainment of tribal girls is far less than the nontribal girls, Government started construction of hostels for tribal girls. The expenditure of construction is shared by the state and central government on 50:50 bases. During 1999-2000 funds were released to the States/UTs for construction of 29 girl's hostels and 11 girl's hostels during 2000-2001. The hostels are meant for tribal girls in primary, middle, secondary, college and



university. The scheme of Girls' Hostels, which started in the Third Plan, is a helpful in spreading education among tribal girls, whose literacy still stands at 34.76% as against the general female literacy of 54.28% as per 2001 census.

**7. Boy's Hostel for Scheduled Tribes :-** Boy's hostels scheme was started in 1989-90 under the same pattern as the Girl's Hostels. During 2000- 2001, funds were released for construction of 15 boy's hostels. The aim of construction of boy's hostel is to facilitate the expansion education among tribal boys. The scheme has same condition as for girl's hostel.

**8. Rajiv Gandhi National Fellowship Scheme (RGNF)**

:- Under the scheme financial assistance is provided to tribal students for pursuing higher education. The fellowship can be given for a period of five years only. Any tribal student who has passed post graduation can avail of this fellowship. This Scheme was introduced in the year 2005-06. Every year 667 fellowships are provided to tribal students. The scheme is being implemented by University Grant Commission (UGC) on behalf of the Ministry of Tribal Affairs. Under the scheme those tribal students, who have passed postgraduation from a UGC recognized university can apply.

**9. Scheme of Top Class Education for ST Students:-**

Ministry of Tribal Affairs has started a new Central Sector Scholarship Scheme of Top Class Education for tribal Students from the academic year 2007-08. Each institute has been allocated five wards, with a ceiling of total 635 scholarships per year. The family income of the tribal students from all the sources should not be more than Rs. 2.00 lakh per annum. The tribal students will be provided scholarship for full tuition fee and other non-refundable dues in respect of Government/Government-funded institutions. However, there will be a ceiling of Rs.2.00 lakh per annum per student for private sector institutions and Rs.3.72 lakh per annum per student for the private

sector flying clubs for Commercial Pilot Training. A new scholarship scheme has been introduced by Ministry of Tribal Affairs for tribal students. The main aim of the scheme is to encourage bright tribal students to pursue studies at degree and post degree studies in identified institutes. Under the scheme 127 institutes have been identified covering the field of management, medicine, engineering, law and commercial courses.

**10. Establishment of Ashram School :-** The scheme of Ashram Schools was launched in 1990- 91 In order to provide residential facility to the tribal students in order increase their enrollment and overall literacy rate, the scheme of Ashram Schools was launched Government. Fund for the scheme is provided by the State and Centre Governments on 50:50 basis, while cent percent assistance is given to union territories.

**11. Vocational Training in Tribal Areas :-** This scheme was introduced in 1992-93 and is being implemented through the State Governments/UT Administrations, Institutions or Organizations set up by Government as autonomous bodies, educational and other institutions like local bodies and cooperative societies and Non-Governmental Organizations (NGO). Under this scheme vocational skill are provided to the tribal boys and girls in order to make them stand on their own feet. Through this scheme tribal students can avail of the different employment opportunities in government and private sector or they establish their own business units. Main aim of this scheme is to develop the skills of the tribal youth in order to enable them to gain employment/self employment opportunities. A vocational centre can give training to 100 tribals at a time and hostel facility is provided to 50 students. Each student is provided training two trades of his/her choice for a period of three months.

**12. National Overseas Scholarship Scheme for Scheduled Tribes :-** Under the scheme financial help



is given to tribal students studying outside country at masters level courses, Ph.D. and PostDoctoral research programmes, in the field of Engineering, Technology and Science. The selected candidates are given cost of tuition and other educational fees charged by the foreign university etc., maintenance and other grants along with travel expenses. In addition passage grants are also available to candidates belonging in receipt of merit scholarship for postgraduate studies, research or training abroad (excluding attending seminars, workshops, conferences) from a foreign government/organization or under any other scheme where cost of passage is not provided. Scheme of National Overseas Scholarship has been revised in 2007-08 as Plan scheme. 15 awards would be sanctioned to tribal students per year. The tribal students are given all educational charges including travel and maintenance expenses :- In the perspective of the trend of providing quality residential schools for the promotion of education in all regions and habitations in the country, the Eklavya Model Residential Schools (EMRS) for tribal students take their place among the Jawahar Navodaya Vidyalayas, the Kasturba Gandhi Balika Vidyalayas and the Kendriya Vidyalayas.

**Eklavya Model Residential Schools (EMRS) :-** are constructed and maintained in States/UTs with grants under Article 275(1) of the Indian Constitution. The aim of EMRS is to give quality middle and high stage educations to tribal students in far-flung areas and to ensure that tribal have educational opportunities available at par with non-tribal. This would be achieved by: a) Integrated physical, mental and socially relevant development of all students enrolled in each and every EMRS. Students will be empowered to be change agent, beginning in their school, in their homes, in their village and finally in a larger context. b) Focus differentially on the educational support to be made available to those in

Standards XI and XII, and those in standards VI to X, so that their distinctive needs can be met. c) Support the annual running expenses in a manner that offers reasonable remuneration to the staff and upkeep of the facilities. d) Support the construction of infrastructure that provides education, physical, environmental and cultural needs of student life. Schemes and Programmes for Education of Scheduled Tribes Education is precondition for removing the barriers of backwardness and marginalization of any society/ community. Therefore, the education of Scheduled Tribe has been a priority for the Government of India. Here are the descriptions of some of the programmes and schemes launched for the promotion of education among this disadvantaged section of society.

**Post-Matric Scholarship Scheme :** This scheme has been in operational since 1944-45. The objective of this scheme is to provide financial assistance to the Scheduled Tribes students studying at post – matriculation or post-secondary levels to enable to complete their education This scheme is open to all ST students whose parent’s annual income is Rs 1.08 lakh or less and the scholarships are awarded through the Government of the State/Union Territory where he/she is domiciled. Schemes for construction of hostels for ST Girls and Boys : The scheme for construction of ST Girls’ Hostel was started during the Third Plan period. A separate scheme for construction of ST Boys was launched in 1989- 90. Both schemes were merged into one scheme during 10th Five Year Plan. The objective of the scheme is to promote literacy among tribal students by providing hostel accommodation to such ST students who would otherwise have been unable to continue their education because of their poor economic condition, and the remote location of their villages.

**Schemes for the establishment of Ashram School in Tribal Sub-Plan Areas :** This scheme is operational in tribal sub plan 1990-91. The presence of boarding and lodging facilities has been found to be the factor of





higher rate of enrolment in schools (Ayadappanavar, 2003). The objective of this scheme is to promote and extend educational facilities to Scheduled Tribe students including PGTs. Ashram Schools provide education with residential facilities in an environment conducive to learning. This is a centrally Sponsored Scheme on a cost sharing basis between the Centre and the States. Up gradation of merit : This scheme which was operating earlier has in the tenth five year plan been merged into the scheme of Post –Matric scholarships. It is since been functioning only as sub-scheme of the PMS. The objective of this scheme is to upgrade the merit of Scheduled Tribe including PGTs students in classes 11th and 12th by providing them with facilities for all around development through education in residential schools so that they can compete with other students for admission to higher education courses and senior administrative and technical positions. Under this scheme a revised package grant of Rs 1900/-per student per year is provided from 2008-09 which includes honorarium to be paid to the Principal or Experts imparting coaching and also meet incidental charges. Book Bank : In order to reduce the drop-out rates of the ST students from the professional institutes /universities, funds are provided for the purchase of books under this scheme. The central assistance to States /UT Administration for setting up Books Banks is limited to the following ceiling or actual cost of the set, whichever is less. This is a Centrally Sponsored scheme and the expenses are shared between the Centre and States on 50:50 basis. However, in respect of UT Administration cent percent grants are given by the ministry.

**National Overseas scholarship scheme for Higher Studies Abroad** : This scheme has been in operation since 1954-55. This was a Non Plan Scheme which became a Plan Scheme from 2007-08. .The objective of this scheme is to provide financial assistance to selected ST students pursuing higher studies (Masters, Doctoral and Post-Doctoral level) in certain specified fields of

Engineering, Technology and Science only. Four annual “Passage Grants” to ST and PGT candidates are available under this scheme. The passage grants are open throughout the year to such candidates who are in the receipt of a merit scholarship for post-graduate studies, research or training abroad from a foreign university /Government or under any other scheme, where the cost of passage is not provided. The scheme provides grants for to and fro passage from India to back by economy class. Grants are given to the selected candidates on 100 percent basis directly by the Ministry through the Indian Mission.

**Rajiv Gandhi National Fellowship:** The scheme has been launched from the year 2005-2006. The objective of this scheme is to provide fellowships in the form of financial assistance to students belonging to the STs to pursue higher studies such as M.Phil and Ph.D. This scheme covers all the Universities/Institutions recognized by the UGC under section 2(f) of the UGC Act. The rate of fellowship for Junior Research Fellow (JRF) and Senior Research Fellow (SRF) is at par with the UGC Fellowship as amended from time to time.

**Scheme of Top Class Education for ST student:** Ministry of Tribal Affairs has introduced a new scholarship scheme of Top Class Education for the ST students from the year 2007-2008. The objective of the scheme is to encourage meritorious ST students for pursuing studies at degree or post degree level in any of the selected lists of institutions, in which the scholarship scheme would be operative. There are 125 institutions approved under the scheme in both the Government and private sectors covering the field of management, medicine, engineering, law and commercial courses. Each institute has been allotted five awards with ceiling of total 625 scholarships per year.

**Vocational Training Centers in Tribal Area:** This scheme was introduced in 1992-93 and is continuing. The main objective of this Scheme is to develop the skills of the ST Youths for a variety of job as well as self



employment and to improve their socio economic conditions by enhancing their income. Under this scheme 100% grants are provided to the States, UTs and other Associations implementing the scheme. Under this scheme, the Ministry provides financial assistance under three components :

- Grants to Tribal Research Institutes on 50:50 sharing basis; for conducting Research and Evaluation Studies, Seminars, Workshops etc.
- Awards of Research Fellowships to Tribal Students on 100% basis registered in Indian Universities and
- Supporting projects of All-India or Inter-State nature on 100% basis to NGOs/Universities etc. for conducting research on tribal matters, travel Grants and for the Publication of Books on tribal.

**Coaching For Scheduled Tribe Students** : The scheduled tribe candidates coming from deprived families and disadvantaged environment find it difficult to compete with those coming from a socially and economically advantageous background. To promote a more level playing field, and give ST candidate a better chance to succeed in competitive examinations, the Ministry of Tribal Affairs supports a scheme for coaching for the disadvantaged ST candidates in quality coaching institutions to enable to successfully compete in examinations for jobs/admission to professional courses. The scheme supports free coaching to ST candidates for various competitive examinations viz. Civil Services /State Civil Services/ Other Exams conducted by UPSC like CDS, NDA, etc. / professional courses like Medical, Engineering, Business Administration/Banking/Staff Selection Commission / Railway Recruitment Boards / insurance companies etc. The financial norms of the scheme have been revised during 2007-2008. The scheme covers coaching fees, monthly stipend @Rs 1000/- per ST student per month and boarding/lodging charges for out station students @Rs 2000/- per student per month for the period of coaching.

**Strengthening education among Scheduled Tribe girls in low literacy districts** : It is a gender scheme of the Ministry of tribal affairs .The scheme aims to bridge the gap in literacy between the general female population and tribal women, through facilitating 100 %enrolment of tribal girls in the identified districts or blocks, more particularly in the naxal affected areas and in the areas inhabited by the Primitive Tribal Groups (PGTs), and reducing drop -out rates at the elementary level by creating required ambience for education. The scheme covers 54 identified districts in 12 States and 1 Union Territory where the ST population is 25% or more, and ST female literacy is below 35% or its fraction as per census 2001. In addition, any other tribal block in a district, other than aforesaid 54 identified districts, which has scheduled tribal population 25% or above, tribal female literacy rate below 35 % or its fraction, as per census, are also covered. The scheme is implemented by nongovernmental organizations and autonomous societies of the State Government/ Union Territory.

**Tribal Research Institutes** :- Fourteen Tribal Research Institutes have been set up by Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur and Tripura. These research institutes are engaged in providing planning inputs to the state government, conducting research and evaluation studies, collection of data, codification of customary law and conduct of training, seminars and workshops.

**Conclusion** :- Illiteracy is the root cause of backwardness of the STs in our country. Through various programmes and schemes the government has been making serious effort for improving educational standards of them. Multiple reasons have hindered the participation of STs in education. Merely launching the programmes and schemes is not a panacea for evil of illiteracy among tribal masses. The benefits of these schemes have percolated to them scantily. Low level of awareness about these schemes among the tribal masses,



peculiar nature of their dwellings, apathy of administrative officials in implementation of these schemes and programmes are bottlenecks in the ST's Education. The administrative machinery should be sensitized towards peculiarities of tribal habitat.

### References :-

- All India Survey on Higher Education (2010- 11), Government of India.
- Bisht, B.S. (2006) : Tribes of Uttaranchal - A study of Education, Health, Hygiene and Nutrition. New Delhi : Kalpaz Publication. Census of India, 1951-2001.
- Abstract of Statistics of School Education, 2007-08, Ministry of Human Resource Development, Government of India.
- Statistical Profiles of Scheduled Tribes of India, 2011
- Xaxa, V. (2005) : Politics of Language, Religion and Identity : Tribes in India. Economic and Political Weekly, March 26.
- Ghurye, G.S. (1963): The Mahadev Kolis. Bombay: Popular Prakashan.
- Das, R.K & R.S Das. (1955) : India's Submerged Humanity in Modern Review. New Delhi: Mittal Publication
- Elwin, V. (1944): The Aborigines. Bombay: Oxford University Press.
- Azad Ahmad Andrabi (2014): Tribal Education and Government intervention., International Research Journal of Management Sociology & Humanity. (IRJMSSH) Volume 5 Issue 3 [Year 2014] online ISSN 2277 – 9809, pp 321-323
- Patel, S. (1991). , Tribal Education in India. Mittal Publications, New Delhi.
- Risley, H.H.(1915): People of India. New Delhi.
- Gautam, Neera, (2013) : Education of Scheduled Tribe in India : Schemes and Programmes., Journal of Education and Practice. ISSN 2222-288X (Online) Vol.4, No.4, 2013.
- Yadappanavar, A.V. (2003) : Tribal Education in India. New Delhi : Discovery Publishing Group.
- Pothal, S. P., & Panda, B. K. (2017). Status and determinants of literacy and education among tribals in Odisha. ZENITH International Journal of Multidisciplinary Research, 7(12), 63-77.
- Singh, K. S. (1982). Transformation of tribal society: integration vs assimilation. Economic and Political Weekly, 1376-1384.
- Spiers, J. (2000). New perspectives on vulnerability using emic and etic approaches. Journal of advanced nursing, 31(3), 715-721.

### Cite This Article:

**\*Dr. Jain M. & \*\* Dhakad G. (2023).** *Holistic Cultural Development of tribes: Educational Programmes and Policies, Electronic International Interdisciplinary Research Journal, XII, Issues – VI(Special Issues-I), Nov - Dec, 2023, 67-74.*