



## TRIBAL EDUCATION AND RESEARCH DEVELOPMENT PROGRAMMES IN INDIA: A STUDY

**Mr.Devaraj Mahabaleshwara Naik**

*Research Scholar, Department of Sociology, Central University of Odisha, Koraput, Odisha.*

### **Abstract**

*Tribes are said to be the earth's initial inhabitants. They are regarded to be indigenous people who live in society in several groups or communities, each having a different culture, customs, traditions, language, and faith. Tribes are sometimes known as "Adivasis," which means "first inhabitants of the motherland." Tribal peoples need education to help them deal with national integration, according to government planners. Additionally, education will decide their level of success, affluence, and security throughout life. The tribes that continue to lack access to education or to it will be held accountable. Education can serve as the cornerstone of integrated development in native communities. Several programs have been put in place by the Indian government to support tribal groups' research and educational advancement. Establishing residential schools such as Ashram Schools and Eklavya Model Residential Schools (EMRS), offering scholarships, and assisting Tribal study Institutes (TRIs) as centres of knowledge and study are a few examples. Enhancing access to high-quality education, conserving tribal culture, and encouraging evidence-based planning for tribal development are the main goals. The present article will discuss education and research development of tribal people in India with focus on welfare programmes by the government.*

**Key words:** Tribes, Culture, Education and Research, National Integration, Indian government.

### **Introduction**

Tribes are said to be the earth's initial inhabitants. They are regarded to be indigenous people who live in society in several groups or communities, each having a different culture, customs, traditions, language, and faith. Tribes are sometimes known as "Adivasis," which means "first inhabitants of the motherland." Around the time of the Greek city states and the early development of the Roman Empire, the term "tribe" was coined. The Latin term "tribus" has been repurposed to imply "a community of people who claim descent from a common ancestor". "A social division in a traditional society consisting of families or groups tied by social, economic, religious, or blood ties, with a common culture and dialect, and typically having a recognized leader," according to the Google search engine. Similarly, the Cambridge dictionary defines tribe as "a group of people, frequently from related families, who live together and share the same language, culture, and history, particularly those who do not dwell in towns or cities".

Tribal peoples need education to help them deal with national integration, according to government planners. Additionally, education will decide their level of success, affluence, and security throughout life. The tribes that continue to lack access to education or to it will be held accountable. The literacy percentage among India's indigenous peoples is only 6%, compared to the overall population's 29.34% literacy rate. Despite significant financial investments, the Union and state governments have not seen much progress in the education of indigenous youngsters. No change in tribal welfare would take place, according to the Commissioner for Scheduled Castes and Scheduled Tribes, until exploitation among the tribes is prevented and eradicated via education. Education can serve as the cornerstone of integrated development in native communities. Several programs have been put in place by the Indian



government to support tribal groups' research and educational advancement. Establishing residential schools such as Ashram Schools and Eklavya Model Residential Schools (EMRS), offering scholarships, and assisting Tribal study Institutes (TRIs) as centres of knowledge and study are a few examples. Enhancing access to high-quality education, conserving tribal culture, and encouraging evidence-based planning for tribal development are the main goals.

### **India's Scheduled Tribes**

India's tribal population accounts for around 8.2% of the country's total population. Odisha, Jharkhand, Chhattisgarh, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Gujarat, Andhra Pradesh, and West Bengal are home to the majority of the tribal population. These states account for roughly 80% of the country's overall tribal population. With 14.7 percent of India's overall tribal population, Madhya Pradesh has the highest tribal population. Similarly, Maharashtra and Odisha are the states that contribute the most to the total tribal population. Lakshadweep has the biggest proportion of tribal people, accounting for 94.8 percent of the total population of the union territory, followed by Mizoram (94.4 percent) and Nagaland (86.5 percent). Similarly, with 0.56 percent of its total population, Uttar Pradesh has the fewest scheduled tribes, followed by Tamil Nadu and Bihar with 1.1 and 1.28 percent, respectively. According to the ministry of tribal affairs, the Indian government has notified 705 tribal groups. Odisha has the highest number of tribal communities, more than any other state in the country. Within the 705 tribal groups, 75 have been designated as Particularly Vulnerable Tribal Groups (PVTGs) and live in different sections of the country.

### **Provisions of the Constitution:**

The constitution's authors were well aware that the Indian tribal people need particular provisions in order to achieve social justice and empowerment. Several particular provisions in the constitution were developed with this in mind for general development and to connect the indigenous population to the mainstream society. The phrase "Scheduled Tribes" was first used in the Indian constitution, which defines them as "those tribes or tribal communities, or sections of or groups within such tribes or tribal communities, as are regarded to be Scheduled Tribes for the purposes of this constitution under Article 342." After consulting the governor of the concerned region, the President of India has the constitutional authority to define or proclaim tribal populations or groups to be scheduled in respect to any state or union territory. Additional Articles 244 and 244

Provide for the unique administration of the tribals in the Fifth and Sixth Schedules, respectively. The Panchayats (Extension to Scheduled Areas) Act, 1996 (PESA) was enacted in the Fifth Schedule Areas to ensure tribal people's local self-government. The constitution also prohibits discrimination on the basis of religion, race, caste, sex, or place of birth (Art. 15), equality of opportunity in public employment (Art. 16), protection of certain rights, such as freedom of speech (Art. 19), and promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes, and other weaker sections (Art. 46). (Art. 335). Furthermore, Articles 330 and 332 of the Constitution provide for reservations of seats in the House of People and the Legislative Assemblies of the States for Scheduled Castes and Scheduled Tribes, respectively. Article 243 D also provides for reservations in Panchayat seats. The National Commission for Scheduled Tribes (NCST) was established under Article 338 A to oversee Scheduled Tribes' concerns.



### **Tribal Areas' Vocational Training**

The programme aims to empower tribal people, who are the most marginalized in society. It was critical to create additional job opportunities and money production opportunities for tribals in order to aid their socioeconomic growth. Their purpose is to develop tribal youth's skills in a variety of traditional and modern vocations, based on their educational qualifications, current economic trends, and market potential, so that they can find suitable employment or start their own business. Financial subsidies are available to support the organization of vocational trainings in authorized institutes or Vocational Training Centres (VTCs) in compliance with periodically revised norms. According to the requirements, the system is implemented not just for PVTGs, but also for scheduled tribes wherever in the country. However, distant tribal areas, particularly those with vulnerable tribes, are highlighted as locations affected by extremist operations. Furthermore, district collectors/Commissioners/Institutional Authorities performs periodical inspections in a prescribed framework. In addition, the scheme's development is monitored by a concerned ministry in the federal government. In the tribal sub-plan areas, ashram schools are being established.

The scheme's goal is to improve education among scheduled tribes, which includes PVTGs. Ashram Schools provide instruction as well as residential accommodations in a learning-friendly setting. Since 1990-91, the programme has been in place. The scheme is run by the UT Administration and the Tribal Sub-Plan. The project will fund the establishment of an Ashram School for primary, secondary, and senior secondary education, as well as the upgrading of existing Ashram schools for both tribal boys and girls, including PVTGs. The government provides 100 percent support for the infrastructure of an Ashram school, such as school buildings, shelters, kitchens, and staff areas for females in the TSP region, through the scheme. Other non-recurring items, on the other hand, are split 50:50 between Ashram schools in the TSP region. Meanwhile, the establishment of Ashram Schools for kids in the TSP region, which has been classified as a Naxal-affected area, will receive 100% of the money, including all recurring and non-recurring items of expenditure. The implementing agencies keep a careful eye on the situation and report to the Ministry of Tribal Affairs on a quarterly basis.

### **Hostel Scheme for ST Boys and ST Girls, Sponsored by the Central Government**

The scheme's goal is to create hostels for boys and girls from scheduled tribes in various schools, colleges, and universities run by the federal, state, or union territory governments. Article 16 of the Indian constitution allows for the formulation of special provisions for the socioeconomic development of the poor. Education is the government's top priority, and in order to empower the weaker sections, hostel facilities must be improved to make it easier for indigenous students to receive an education. The programme aids in the reduction of law literacy and tribal student dropout rates. The federal government approves grants for the construction of hostels, which are then executed by the states and union territories. Hostels are built at the middle, secondary, college, and university levels, as well as vocational training centres. Girls' hostels are fully supported by the federal government, whilst boys' hostels are split 50:50 between the federal and state governments. However, in Naxal-affected areas, the centre provides a full grant for this reason. Until the project is completed, the implementing agency submits a quarterly report to the ministry of tribal affairs.

### **Scholarships for Pre-Matric (Classes IX and X) and Post-Matric students (PMS)**

Article 46 of the Constitution, Directive Principles of State Policy (Part-IV), discusses the development of education and economic interests of the weakest sections of society, particularly Scheduled Castes



and Scheduled Tribes. According to Article 38 (2) of the constitution, the state must reduce income disparities and eradicate disparities in state, facilities, and opportunities between individuals, as well as between groups of persons living in various regions or working in different occupations. The system is intended to achieve the goal outlined in the preceding paragraphs of the constitution. Students in grades IX to X benefit from the Pre-Matric scholarship programme. Parents should have an annual income of more than Rs.2.00 lakhs from all sources. Scholarships are paid monthly for a period of 10 months at Rs.150/- for Day Scholars and Rs.350/- for Hostellers. Students having a qualification of registration into class X or above can apply for a Post-Matric scholarship to study at any recognized and qualified institution. The total income of the parents should be higher than 2.50 lacks. The educational institution's essential fees are refunded in the form of a scholarship ranging from Rs 230 to Rs 1,200 per month for a ten-month term. The Indian government provides 75:25 state/UT aid (90:10 for NER and Hilly States) for both scholarships. This is disseminated by the State Government and the UT Administration.

### **National Scholarships for ST Students in Higher Education**

The scheme began in the academic year 2007-08 with the goal of encouraging deserving ST students to pursue graduate/postgraduate courses in professional subjects such as management, medicine, engineering, information technology, and law at recognized government and private institutions of excellence. Previously, the programme was known as the "Top Class Scholarship." The initiative has recognized 127 institutes in both the public and private sectors that offer management, medicine, engineering, law, and commercial courses. Every year, a total of 1000 spots are available for scheduled tribal students to apply for a scholarship. The applicant's parents income from all sources should not exceed 6 lakhs per year. The scheme covers full tuition fees up to 2.5 lakhs per year, plus living expenses of 2200 rupees per month, 3000 rupees per year for books and stationery, and a one-time gift of 45,000 rupees for computer peripherals.

### **National Fellowship for ST Students in Higher Education**

The scheme's goal is to encourage ST students, who represent a segment of society with the lowest literacy rates in the country, to pursue higher education through fellowships to pursue M.Phil. and Ph.D. programmes. The Rajiv Gandhi National Fellowship (RGNF) scheme for Scheduled Tribes was launched in 2005-06 and is now known as the National Fellowship for Higher Education of ST Students. It is supported by the Ministry of Tribal Affairs of the Indian government. The scheme allows Scheduled Tribe candidates to pursue higher education, including ordinary and full-time M.Phil and Ph.D seekers in Sciences, Humanities, Social Sciences, and Engineering & Technology. Every year, a total of 750 spots are allocated to Scheduled Tribe applicants across all subjects. A fellowship might last for up to five years. The scheme offers subsidies of 31,000 rupees per month for the first three years and 35,000 rupees per month for the remaining two years.

### **National Overseas Scholarship Program for Scheduled Tribes**

Students from scheduled tribes can apply for a financial grant to study abroad for their Masters, Doctorate, or Post-Doctorate. Every year, a total of 20 prizes are given out. There are 17 awards for ST students and three awards for students from Particularly Vulnerable Tribal Groups. The candidate's total annual income from all sources should not exceed Rs.6.00 lakhs. For candidates in the United Kingdom, an annual maintenance allowance of £9900/-, an annual contingency & equipment allowance of £1116/-, tuition costs as per real, and other permissible fees are supplied. Candidates in the United States will get an annual maintenance allowance of \$1,500.





Annual contingency & equipment: \$15400/- Allowance of \$1532/- is supplied, as well as actual tuition costs and other permissible fees. Candidates from other countries will be paid in US dollars or similar currency. The fund is disbursed by the Ministry of External Affairs/Indian Missions in other countries.

### **Tribal Research Institutes are being aided (TRI)**

The Indian government, through the Ministry of Tribal Affairs, provides Tribal Research Institutes (TRI) with every conceivable support, including amended budgetary norms and identified interventions from time to time. TRI focuses on its fundamental tasks as a knowledge and research organization by providing information on tribal development, tribal heritage conservation, evidence-based planning, and relevant legislation to the country. It aims to strengthen tribes, individuals, and institutions involved in tribal issues, as well as disseminate knowledge and raise awareness. The fundamental goal of this initiative is to strengthen Tribal Research Institutes (TRI) in terms of infrastructure, research and documentation, training and competency development, and other areas. Andhra Pradesh, Assam, Chhattisgarh, Jharkhand, Gujarat, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Sikkim, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur, and Tripura are among the states where TRI operates.

### **Centre of Excellence Scheme**

The initiative intends to encourage and strengthen active and dynamic research in universities and reputable institutions, as well as institutions with potential, such as NGOs, Registered Professional Organizations, and Autonomous Bodies engaged in tribal development and research. The Ministry of Tribal Affairs provides funding to research institutes and organizations to conduct short-term research and extension work among tribal people around the country. To keep the research studies going on a regular basis, the Ministry of Tribal Affairs has been recognizing institutes/organizations as Centers of Excellence and enlisting their help in conducting long-term, policy-oriented research studies for the development of the country's tribals. This effort necessitates assistance in the locations or fields in which they operate. The scheme's main goal is to (i) strengthen and expand the institutional resource capabilities of various NGOs, research institutes, and university departments so that they can conduct qualitative, action-oriented, and policy research on tribal populations. (ii) To strengthen and update the existing skills, expertise, and technical understanding of NGOs, Research Institutes, and University Departments in order for them to be able to safeguard the country's cultural diversity and empower the country's Scheduled Tribes. (iii) Working with the Ministry of Tribal Affairs to increase the efficiency of existing institutions for developing appropriate tribal development strategies.

### **Model Residential Schools Eklavya (EMRSs)**

EMRS were established to provide high-quality education to Scheduled Tribes (ST) students in rural areas of the country, not only to enable them to obtain reservation in further and professional education, but also to enable them to compete for jobs in the public and private sectors with non-STs. The Eklavya Model Residential Schools (EMRS) for ST kids is one of the most well-known schools in the country, alongside the Jawahar Navodaya Vidyalays, Kasturba Gandhi Balika Vidyalays, and Kendriya Vidyalays. Eklavya Model Residential Schools (EMRS) are established using funds under Article 275(1) of the Indian Constitution in states and union territories. Students are admitted to EMRS through suitable selection or an open competition, with preference given to tribals from PVTGs and first-generation students, among others. The ministry of tribal affairs oversees the scheme's implementation and administration, which is also assessed on a regular basis by the implementing agency or the relevant state government (GoI 2010). The Ministry of Tribal Affairs has sanctioned 271 EMRS by the



year 2019, of which 190 have been made operational and the others are in various states of development.

### **Strengthening Education for Girls from Scheduled Tribes in Low Literacy Areas**

The project aims to close the literacy gap between tribal women and the broader female population by facilitating 100% enrolment of tribal girls in selected locations or blocks, particularly in Naxal-affected areas. The initiative aims to reduce school dropouts at the primary level and provide an atmosphere conducive to learning in areas inhabited by especially vulnerable tribal groups (PVTGs). It is critical to increase tribal girls' literacy rates in order for them to properly participate in and profit from socioeconomic development. Voluntary Organizations (VOs)/Non-Governmental Organizations (NGOs) and autonomous entities of the State or Union Territory Administration implement the system. In addition to the annual mandated inspection by District collectors/committees/authorities, the central government designated ministries and independent agencies conduct parallel monitoring. The scheme is also being monitored by the Panchayati Raj agency.

### **Summary**

The most significant impediment to tribal communities' long-term growth is a lack of awareness of laws and programmes designed specifically for them, which must be strengthened, which can only be accomplished by increasing tribal literacy rates. According to government data, tribals have a literacy rate of 59 percent, according to the 2011 census. However, it is a cruel fact that a huge portion of these literary tribes are merely literate for the sake of being literate. They dropped out of school at a young age, have little knowledge of the policies and programmes designed for them, and are uninformed of their rights. Government policy should not only focus on tribal development, but also on the long-term development of tribes with their rich culture, customs, traditions, and language, as tribal identity is rooted in their unique culture and traditions passed down from their forefathers. In this day of globalization, the tribal group urgently requires certain special policies to defend and preserve its culture and identity. Development has no relevance if the true identity of scheduled tribes is jeopardized.

### **References**

1. Basu, D.D., Constitutional Law of India, Fourth Edition, New Delhi: Prentice Hall of India, 1985, P.34
2. Murthy, C.S., U.N. Murthy and M. Krishna Mohan (2000) "The impact of development on disparities between SC/STs and others" Published in Subba Rao et al (2000) "Development of weaker sections (essays in honour of Prof K.S. Chalam), Rawat publications, Jaipur.
3. Dana Dunn 2012. "Gender Inequality in Education and Employment in the Scheduled Castes and tribes of India", Vol.12, No.1 1993, pp.53-70.
4. Mukhopadhyay, M. 1984. Silver Shackles, Women and development in India. Oxford: Oxfam.
5. Pulla Rao, D. 2013. "Socioeconomic Status of schedule Tribes", MERC Global's International Journal of Management, Vol.1, Issue.1: July 2013, pp.36-50.
6. Singh, K.S., 1994. The Scheduled Tribes. Oxford University Press.
7. Mishra, R.P., Rural development natural policies and experience, witted Nations center for regional development, regional development series, Nogoya, Japan, Vol. 4, p.13, 1981.
8. Upadhyaya, R., Integrated rural development in India basic approach in policy, Himalaya publication in Bombay, 1989, p. 52 to 23.
9. RR Patil, (2000) Tribal Development in India: Challenges and Prospects in Tribal Education, Sage publication
10. AD. Yadapavanar, (2003) Tribal Education in India, Discovery publishing House, New Delhi.