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Tribals and Higher Education

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Abstract:

Education is a fundamental right of all citizens. It is the most important qualification of human beings. Education enables empowerment. The tribals are still one of the marginalized sections and are still deprived of education. in India. They are constitutionally known as the 'Scheduled Tribe'. The scheduled tribes constitute 8.6% of the total population of India (census 2011). The higher education among the Tribals is very low. Higher education gives quality education and employment. In this paper we elaborately discuss higher education among the tribals in India, the issues accessing higher education and problems, the significance of the different schemes and plannings for the tribals by the governments, the sphere of National Education Policy (NEP), 2020 and the tribals in India. A mixed type of research analysis would be used for the study. Different case studies, numerical data, and content analyses would be initiated for the study.

Keywords: Tribals, Higher education, MoTA, Students, scholarship, backward, university.

Introduction

Education is the key for human development in any society. It is also a fundamental right of human beings. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Education would help them to be organized for human development and also helps to give a rational and critical approach thinking. In order to achieve it, one needs education. It does not only possess literacy rate. One needs to be highly qualified and well. India is diversified country. There are many marginalised groups resides. Education is still deprived or inaccessible to them. One of the marginalised groups that are 'Tribals' which are constitutionally known as 'Scheduled Tribes' are lack in field of education. In 77 years of independence with various programmes and schemes for their education and development tribals are still deprived of education. There are officially over 730



Scheduled Tribes notified under Article 342 of the Constitution of India. Their population in India numbering around 10.4 crores, which constitute approximately 8.6% of population. They are the most undeveloped and deprived community in India. They are historically, socially, economically, politically and educationally backward compared to non-tribal communities. There is also a subgroup in ST known as Particularly Vulnerable Tribal Groups (PVTGs) which are mostly backward and assailable tribal groups in STs. They need special nourishment and visitation for their development along with education.

As per Periodic Labour Force Survey (PLFS) report (July 2021 - June 2022), published by Ministry of Statistics & Programme Implementation (MoSPI), estimated literacy rate for Scheduled Tribes in India is 72.1% compared to India which is 79.7%. According to census 2011, the literacy rate of STs in India is just 59% compared to 74.04% of India which is very low. Just the literacy rate does not determine the whole education, which is necessary for the human development. They need higher education. But the condition of higher education among the Tribals is very low. According to the Ministry of Education, total enrolment in higher education was more than 4.33 crore in 2021-22 in which only about 6.3% of ST students pursue higher education, compared to the national average of around 27.3%. The Gross Enrolment Ratio (GER) in higher education for the academic year 2020-21 is estimated to be 27.3% for the age group 18-23 years, the GER of STs Students is 18.9%.

After independence the constitution of India has taken some affirmative actions and provided the constitutional rights to the STs for their betterment and development. Besides the efforts by governments since independence for the education of the tribals, it does not be achieved to the satisfactory level. There are certain challenges and problems that constrain the development and education of tribals in India. This paper will fully discuss the diaspora of Higher Education amongst the tribals (along with PVTG) in India; their issues, limitations, challenges and suggestions in order to access the higher education.

Review related literature

The imprints of colonial governance accompanied with logics of unbridled capitalism can be seen easily in the official discourse, particularly as it relates to questions of Adivasi autonomy, self-governance, legitimacy and claims of authentic history. The official stance of the independent Indian State on issues such as land tenure, natural resources and cultural identity of Adivasis is fraught with tensions and contradictions.



Gomati Bodra Hembrom, in '**Sociological Analysis of Educational Experiences of Adivasi Children**' says that, 'despite substantial progress in literacy and education in post-independence period as well as numerous programmes being launched by the Indian government for the expansion of basic educational facilities among tribals, the overall picture remains bleak due to numerous obstacles'. Till today, the accessibility and affordability of education for a big proportion of tribal population have remained a major issue. Inequality in education is the major concern in Indian society, jeopardizing any effort at universalizing education, as large sections of the society including the Adivasis remain disadvantaged and marginalized. It is the reflection of the structural inequalities embedded in Indian social system. The skewed educational opportunities clearly mark the crisis in education system.

Dhaneswar Bhoi, in '**Living Conditions, Learning Status and Educational Performance of Tribal Students**' wrote that even after different specific policies, programme and schemes, the educational status of Scheduled Tribes is still low at different levels of education. Starting from their learning aids need to the residential school facilities, several policies, programmes and schemes are trying to bring the STs at par with the other categories at different levels of education. Despite these efforts, the STs still have very low access to enrolment, retention and evaluation (pass out/successful completion) at national as well as state and union territory levels.

Dr Jagannath Ambagudia, in '**Tribes and Quality Education: Issues, Concerns and Prospects**', mentioned that, their ethnic and social identities of STs candidates have been discriminated and alleged that they are less meritorious and, if employed, will downgrade the quality of teaching-learning environment, though the reality indicates differently. The quality of education in India in general and tribal society, in particular, is disheartening. Interaction and interface between different factors have been determining the level and quality of education. Hence, it is difficult to concede that a particular factor is entirely responsible for affecting the quality of tribal education in India. However, there is greater scope for the improvement of education delivered to the tribal communities. So, there is a need to initiate processes that would probably contribute to the quality of education. Unless organised attempts and sensitive and more targeted policies are framed, tribal education will continue to languish at the margin of the society and continue to remain as one of the hot topics for debates, discussions and deliberations among the academic circle, social activists and policy-makers in contemporary India.



Dr Deepa Ghosh, in '**Emotional Intelligence and Self Efficacy of the Tribal Higher Secondary School Students: Its Relation with Educational Attitude**' talks about the emotional intelligence and self-efficacy which plays a vital role in achieving success in one's life. The attendance of the tribal students is comparatively lower than the non-tribals both in school and colleges. She also mentioned that, the status of women in the tribal societies is better in comparison to the women in general society - apparently so. She also wrote about the language barrier in tribal children are unable to establish communication link with the teacher and thus leading to termination of their education in some point or the other.

She also mentioned about the psychological factors that further, being the student of the tribal community, they feel ashamed to mix up with the other students of the different community in the classroom. Thus, they become introvert, less talkative with their peer groups. She also mentioned that the majority of the tribal people live in the villages where it is a common practice that children will help their parents in carrying out their livelihood activities such as cattle grazing, collection of wood or forest production, and bringing water from the remote areas, cooking etc. Without finishing all the household jobs, they will not be permitted to attend the school. After returning from school, again they have to perform some household chores. Indeed, in majority of tribal families, parents do not possess positive attitude towards education. These might be the reasons behind their lack of positive attitude towards education.

Statistic and Evaluation

Let, understand the sphere of Tribal education in India with some available data. Data shows the demographic status in India of Scheduled Tribes in India, their literacy rate, the enrolment in Primary education and Secondary Education, the status of Higher education among the tribals, their gross enrolment ratio, and the dropout trend among them.



i) Demographic Status of Tribals in India

Table – 1.1 Scheduled Tribe Population in India.

Scheduled Tribe Population		
Total Population	Rural Population	Urban Population
10,42,81,034	9,38,19,162	1,04,61,872

Source: Census of India, 2011

Table – 1.2 Percentage of STs to total Population.

Percentage of STs in 2001			Percentage of STs in 2011		
Total	Rural	Urban	Total	Rural	Urban
8.2	10.4	2.4	8.6	11.3	2.8

Source: 2001 Census Report, 2011 Census Report

Table – 1.3 State / UT wise overall population, ST population, percentage of STs in India / State to total population of India / State and percentage of STs in the State to total ST population.

S. No	India / State	Total Population	ST Population	% STs in India/ State to total population of India/ State	% STs in the State to total ST population in India
		(in lakh)			
	India	12108.55	1045.46	8.6	-
1	Andhra Pradesh	493.87	26.31	5.3	2.5
2	Arunachal Pradesh	13.84	9.52	68.8	0.9
3	Assam	312.06	38.84	12.4	3.7



4	Bihar	1040.99	13.37	1.3	1.3
5	Chhattisgarh	255.45	78.23	30.6	7.5
6	Goa	14.59	1.49	10.2	0.1
7	Gujarat	604.40	89.17	14.8	8.5
8	Haryana	253.51	NST	NA	NA
9	Himachal Pradesh	68.65	3.92	5.7	0.4
10	J&K	125.41	14.93	11.9	1.4
11	Jharkhand	329.88	86.45	26.2	8.3
12	Karnataka	610.95	42.49	7.0	4.1
13	Kerala	334.06	4.85	1.5	0.5
14	Madhya Pradesh	726.27	153.17	21.1	14.7
15	Maharashtra	1123.74	105.1	9.4	10.1
16	Manipur	28.56	11.67	40.9	1.1
17	Meghalaya	29.67	25.56	86.1	2.4
18	Mizoram	10.97	10.36	94.4	1.0
19	Nagaland	19.79	17.11	86.5	1.6
20	Orissa	419.74	95.91	22.8	9.2
21	Punjab	277.43	NST	NA	NA
22	Rajasthan	685.48	92.39	13.5	8.8
23	Sikkim	6.11	2.06	33.8	0.2
24	Tamil Nadu	721.47	7.95	1.1	0.8
25	Telangana	351.94	32.87	9.3	3.1
26	Tripura	36.74	11.67	31.8	1.1
27	Uttarakhand	100.86	2.92	2.9	0.3
28	Uttar Pradesh	1998.12	11.34	0.6	1.1
29	West Bengal	912.76	52.97	5.8	5.1
30	A & N Islands	3.81	0.29	7.5	0.0
31	Chandigarh	10.55	NST	NA	NA



32	D & N Haveli	3.44	1.79	52.0	0.2
33	Daman & Diu.	2.43	0.15	6.3	0.0
34	Delhi	167.88	NST	NA	NA
35	Lakshadweep	0.64	0.61	94.8	0.1
36	Puducherry	12.48	NST	NA	NA

Source: Census 2011, Office of the Registrar General, India

NST: No notified Scheduled Tribe (as in 2011), NA: Not Applicable

The above demographic status shows about the Tribal population in India. Surprisingly, the most marginalised community of India, has the population growth from 2001 to 2011. This trend could be expected in next census of India. Almost 89.96% of the total tribal population lives in Rural areas. There is only a slight shift of the ST population from Rural to Urban. Data shows that Madhya Pradesh, Maharashtra, Odisha, Chhattisgarh, Rajasthan have the highest number of the Tribal population in the country while Punjab, Haryana, Delhi, Puducherry, Chandigarh have zero tribal population. Mizoram, Meghalaya, Nagaland and Arunachal Pradesh have almost the population of the states as tribals (more than 70%) while Uttar Pradesh, Kerala, Tamil Nadu and Bihar have the least tribal population of their state (less than 2%). This data further helps in evaluating the Tribal education along with other parameters.

ii) Literacy Rate among the tribals in India.

Year	All			Scheduled Tribes		
	Persons	Males	Females	Persons	Males	Females
1961	28.30	40.40	15.35	8.53	13.83	3.16
1971	34.45	45.96	21.97	11.30	17.63	4.85
1981	43.57	56.38	29.76	16.35	24.52	8.04
1991	52.21	64.13	39.29	29.60	40.65	18.19
2001	64.84	75.26	53.67	47.10	59.17	34.76
2011	73.00	80.90	64.60	59.00	68.50	49.40



Source: Office of the Registrar General, India

Table – 2.2 Literacy Rates of All Population, St Population and Gaps: Census 2011.

Sl. No	State / UT	Persons			Male			Female		
		All	ST	Gap	All	ST	Gap	All	ST	Gap
	INDIA	73	59	14.0	80.9	68.5	12.4	64.6	49.4	15.2
1	Jammu & Kashmir	67.2	50.6	16.6	76.8	60.6	16.2	56.4	39.7	16.7
2	Himachal Pradesh	82.8	73.6	9.2	89.5	83.2	6.3	75.9	64.2	11.7
3	Uttarakhand	78.8	73.9	4.9	87.4	83.6	3.8	70	63.9	6.1
4	Rajasthan	66.1	52.8	13.3	79.2	67.6	11.6	52.1	37.3	14.8
5	Uttar Pradesh	67.7	55.7	12.0	77.3	67.1	10.2	57.2	43.7	13.5
6	Bihar	61.8	51.1	10.7	71.2	61.3	9.9	51.5	40.4	11.1
7	Sikkim	81.4	79.7	1.7	86.6	85	1.6	75.6	74.3	1.3
8	Arunachal Pradesh	65.4	64.6	0.8	72.6	71.5	1.1	57.7	58	-0.3
9	Nagaland	79.6	80	-0.4	82.8	83.1	-0.3	76.1	76.9	-0.8
10	Manipur	76.9	72.6	4.3	83.6	77.3	6.3	70.3	67.8	2.5
11	Mizoram	91.3	91.5	-0.2	93.3	93.6	-0.3	89.3	89.5	-0.2
12	Tripura	87.2	79.1	8.1	91.5	86.4	5.1	82.7	71.6	11.1
13	Meghalaya	74.4	74.5	-0.1	76	75.5	0.5	72.9	73.5	-0.6
14	Assam	72.2	72.1	0.1	77.8	79	-1.2	66.3	65.1	1.2
15	West Bengal	76.3	57.9	18.4	81.7	68.2	13.5	70.5	47.7	22.8
16	Jharkhand	66.4	57.1	9.3	76.8	68.2	8.6	55.4	46.2	9.2
17	Odisha	72.9	52.2	20.7	81.6	63.7	17.9	64	41.2	22.8
18	Chhattisgarh	70.3	59.1	11.2	80.3	69.7	10.6	60.2	48.8	11.4
19	Madhya Pradesh	69.3	50.6	18.7	78.7	59.6	19.1	59.2	41.5	17.7
20	Gujarat	78	62.5	15.5	85.8	71.7	14.1	69.7	53.2	16.5
21	Daman & Diu	87.1	78.8	8.3	91.5	86.2	5.3	79.5	71.2	8.3



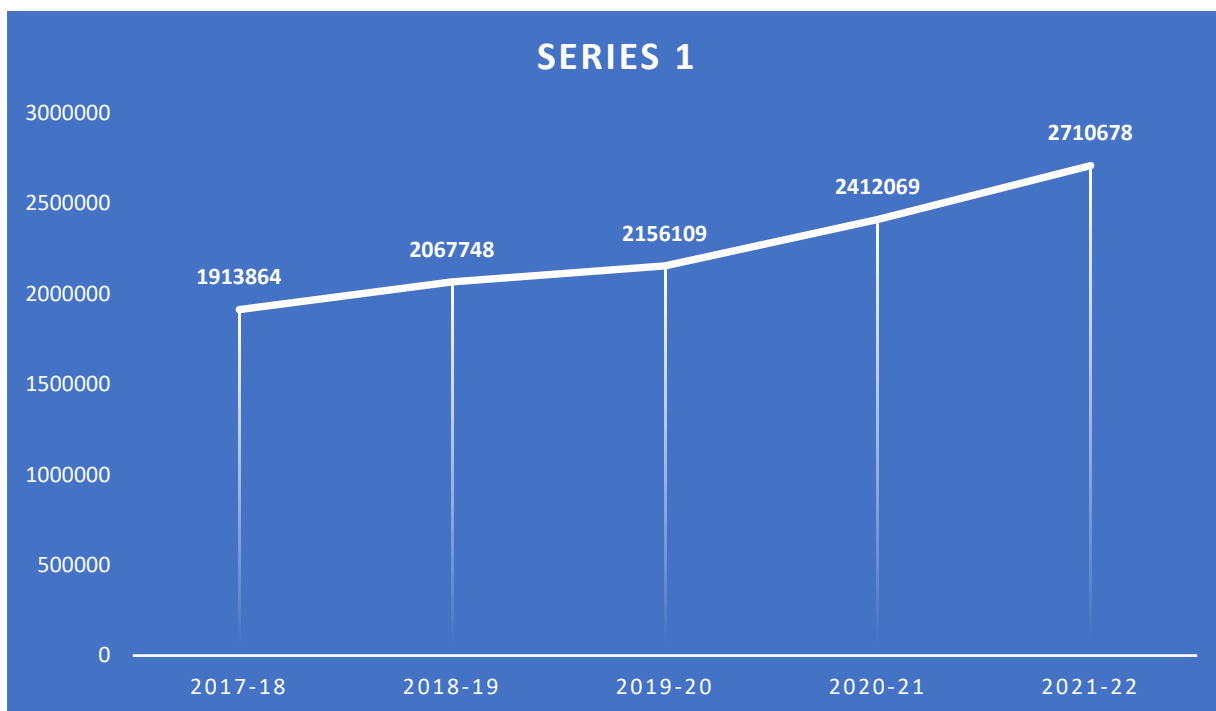
22	Dadra & Nagar Haveli	76.2	61.9	14.3	85.2	73.6	11.6	64.3	50.3	14
23	Maharashtra	82.3	65.7	16.6	88.4	74.3	14.1	75.9	57	18.9
24	Telangana	66.5	49.5	17.0	75	59.5	15.5	57.9	39.4	18.5
25	Andhra Pradesh	67.4	48.8	18.6	74.8	56.9	17.9	60	40.9	19.1
26	Karnataka	75.4	62.1	13.3	82.5	71.1	11.4	68.1	53	15.1
27	Goa	88.7	79.1	9.6	92.6	87.2	5.4	84.7	71.5	13.2
28	Lakshadweep	91.8	91.7	0.1	95.6	95.7	-0.1	87.9	87.8	0.1
29	Kerala	94	75.8	18.2	96.1	80.8	15.3	92.1	71.1	21
30	Tamil Nadu	80.1	54.3	25.8	86.8	61.8	25	73.4	46.8	26.6
31	A & N Islands	86.6	75.6	11.0	90.3	80.9	9.4	82.4	69.9	12.5

Source: Census 2011

The tribal literacy rate is lowest among all the communities and also from the national literacy rate. The literacy rate has been increased since independence but still 41% of the tribal population is illiterate. Half of the female tribal population is illiterate. North-Eastern state tribals have the highest literacy rate in India among the tribes, also the female literacy rate is also far better and almost equal to the male population. The literacy rate among the tribes is the lowest in the country, the higher education among the tribals is far away.

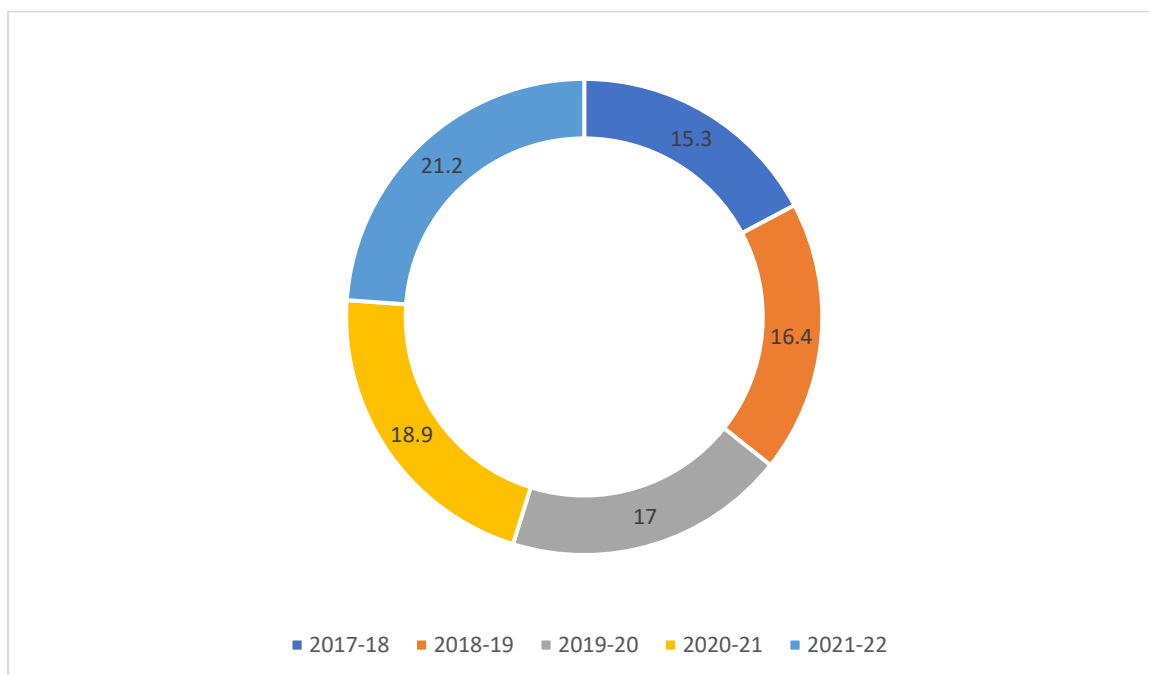
iii) Gross Enrolment Ration (GER) and trends among the STs

Figure - 3.1 Total Enrolment Under ST category during last five years.



Source: All India Survey on Higher Education, 2021-22, MoE, Government of India

Figure – 3.2 GER of ST category during last 5 years.



Source: All India Survey on Higher Education, 2021-22, MoE, Government of India



Percentage of Total Graduate and Above (col. 3)

Sl. No	India / State / UT	Total Graduate and Above	Graduate degree other than technical degree	Post graduate degree than technical degree	Technical degree or diploma equal to degree or post graduate degree					
					Engineering and technology	Medicine	Agriculture and dairying	Veterinary	Teaching *	Others
1	2	3	4	5	6	7	8	9	10	11
	INDIA	1763879	64.08	18.28	5.92	1.94	0.36	0.11	9.27	0.04
1	Jammu & Kashmir	19320	55.01	22.51	7.16	3.98	0.61	0.45	10.09	0.20
2	Himachal Pradesh	16983	57.57	27.58	4.57	1.74	0.18	0.11	8.20	0.05
3	Uttarakhand	18868	61.74	28.87	4.43	1.35	0.20	0.01	3.40	0.00
4	Rajasthan	199280	52.83	22.17	3.14	1.20	0.11	0.06	20.49	0.01
5	Uttar Pradesh	18275	71.22	19.62	3.64	1.00	0.20	0.01	4.31	0.00
6	Bihar	12772	83.34	9.02	4.60	1.43	0.05	0.10	1.46	0.01
7	Sikkim	9401	71.71	16.93	5.94	2.60	0.55	0.20	2.01	0.06
8	Arunachal Pradesh	33331	70.94	13.40	8.99	3.32	1.03	0.36	1.94	0.02
9	Nagaland	75326	75.44	15.18	4.25	2.22	0.68	0.28	1.92	0.03
10	Manipur	60186	82.04	12.68	2.62	1.61	0.15	0.04	0.85	0.01
11	Mizoram	45681	70.62	16.57	5.51	2.43	0.48	0.38	4.01	0.02
12	Tripura	12074	72.58	15.83	5.47	3.35	0.80	0.15	1.81	0.02
13	Meghalaya	63897	73.85	13.05	5.59	2.47	0.61	0.28	4.13	0.03
14	Assam	74746	83.24	9.80	3.93	1.66	0.19	0.18	0.98	0.02
15	West Bengal	62032	79.85	13.50	3.00	1.03	0.12	0.04	2.44	0.01
16	Jharkhand	144262	79.58	12.76	2.62	0.95	0.13	0.06	3.90	0.01
17	Odisha	64859	71.23	9.64	14.56	1.24	0.14	0.06	3.13	0.00
18	Chhattisgarh	109384	54.98	37.76	4.09	1.39	0.38	0.05	1.35	0.01
19	Madhya Pradesh	121374	59.30	32.64	4.72	1.41	0.37	0.05	1.51	0.00
20	Gujarat	133702	56.13	19.54	5.11	3.11	0.38	0.05	15.55	0.13
21	Daman & Diu	170	63.53	14.71	7.06	3.53	0.00	0.00	11.18	0.00
22	Dadra & Nagar Haveli	2232	38.22	12.90	4.57	4.17	0.00	0.00	40.10	0.04
23	Maharashtra	185590	55.83	15.81	5.78	2.33	0.87	0.09	19.28	0.01
24	Andhra Pradesh	63124	57.36	13.61	10.52	2.75	0.27	0.14	15.11	0.24
25	Telangana	83954	56.08	14.55	13.17	2.89	0.17	0.11	12.88	0.15
26	Karnataka	102014	57.84	12.29	10.82	1.95	0.30	0.09	16.68	0.03
27	Goa	3990	77.57	8.47	6.24	3.48	0.18	0.00	4.06	0.00
28	Lakshadweep	1986	44.66	21.70	8.61	5.09	1.71	0.45	17.12	0.65



29	Kerala	10675	62.49	17.80	8.51	4.14	0.36	0.24	6.41	0.06
30	Tamil Nadu	13970	49.20	20.76	20.08	2.66	0.46	0.19	6.63	0.03
31	A & N Islands	421	46.32	17.10	3.33	5.23	0.00	0.71	27.32	0.00

**Teaching – Junior Basic Training (JBT), B.Ed., M.Ed., etc.*

Source: Census 2011, Of ice of the Registrar General, India

This data shows the higher education and the trend of course selected by ST students. The tribal student opts for non-technical courses (64.08%) more instead of technical degree. Tribal student took less interest in technical or professional courses like engineering, medicine, agriculture, etc which is less than 6%. Trend shows that ST students opt for Teaching courses (9.27%).

There were 4.33 crore students enrolled in 2021-22, in which 6.3% belonged to the Scheduled Tribe. ST student enrolment was 27,10,678 which is 6.3% of the total enrolment and ST female enrolment is 13,46,154 (49.7% of total ST enrolment). The Gender Parity index is better in Scheduled Tribes. STs are more democratic in Gender role.

In case of Scheduled Tribe students, the enrolment has increased to 27.1 lakh in 2021- 22 from 24.12 lakh in 2020-21. A 41.6% increase in ST enrolment has been observed since 2017-18 and the overall increase in ST Student enrolment since 2014-15 is 65.2%. The enrolment of ST Female students has increased to 13.46 lakh in 2021-22 from 12.21 lakh in 2020-21. Substantial increase of 47.6% in ST female enrolment is observed during last 5 years and 80% increase since 2014-15. ST student GER has increased to 21.2 in 2021-22 from 18.9 in 2020-21. There is also a significant improvement in GER from 2014-15 which was 13.5. ST female GER has increased to 20.9 in 2021-22 from 19.1 in 2020-21 and 12.2 in 2014-15

iv) Trends among ST student in opting courses/degree in Higher Education

Table 4.1 Educational Level - Graduate and Above for Scheduled Tribes age 15 and above.

v) Drop out data of ST students in Central Universities, IITs, IIMs and NLUs

Table – 5 Drop out numbers of tribal student in Central Institutions.

S. No.	Institutes	No. of Students Drop out		
		OBC	SC	ST



1	Central Universities (CUs)	4596	2424	2622
2	Indian Institutes of Technology (IITs)	2066	1068	408
3	Indian Institutes of Management (IIMs)	163	188	91

Source: Government of India, Ministry of Education, Department of Higher Education

LOK SABHA, UNSTARRED QUESTION NO.188, ANSWERED ON 04/12/2023

With the efforts of the government the dropout rate in the country has reduced. Also data shows that the enrolment of girls in higher education has increased. The enrolment of Scheduled Tribe students has increased by more than 65 per cent. But the dropout rate is concerning. The government data shows that over the last five years, 13,626 OBC, SC & ST students have discontinued their education. According to data, 3,121 ST students dropped out from Central universities and other technical institutes. These are the data of only from the central universities, Indian Institutes of Technology, and Indian Institutes of Management. The data from State universities, private universities and colleges are unknown.

According to the government in higher education, tribal students have multiple options and they choose to migrate across institutions and from one course/programme to another in the same institution or other institution. But there is no record. There can be many reasons for the drop out of ST students from higher education can be the Poverty and economic conditions, cost of higher education and residential problems, psychological changes and introvert in new social changes, behavioural changes, ragging and discrimination against the tribal students and lack of interest can be the reasons. The topmost reason that many tribal students drop out because they are poor and can't afford simple cost of their higher education. The dropout rate among the tribal students must be necessary to decrease. The tribal students need to be facilitated with certain educational programmes or schemes to provide the assistant in completing their higher education.

The sphere of National Education Policy, 2020 and the tribals in India

Education plays a vital role in the socio-economic betterment of the weaker sections of society which includes Scheduled Castes, Scheduled Tribes and Persons with Disabilities. The Government of India has taken several measures to promote the interests of the weaker sections



of society and ensure equity. Efforts have also been made to ensure better access by increasing the number of educational institutes.

National Policy on Education

The first National Policy on Education was propagated in 1968. The first NPE was based on the recommendations of the Education Commission (1964-66). The National Policy on Education, 1986, was revised in 1992, a path-breaking policy document. The policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for women, Scheduled Tribes and the Scheduled Caste communities. Scholarships, adult Education, teacher recruitment from the marginalised, incentives for poor families to send their children education, development of new institutions where subject matter of this policy.

The Union Cabinet approved the National Education Policy (NEP) in July 2020. National Education Policy, 2020 (NEP) envisions a massive transformation in education through– “an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower.” The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future.

The NEP 2020 emphasizes transformative changes to India's education system, including a focus on tribal education along with their traditional knowledge system and languages. Tribals are one the most backward community socio-economically, educationally and psychologically. Tribal children often find discomfort in the modern education system as they are nurtured in different cultural traits, which may be perceived irrelevant and foreign to their lives. Several policies are emphasized in NEP 2020 for the educational development of tribal students. This policy focuses special attention for STs by reducing inequality in the educational development. NEP 2020 also focuses on ensuring equitable access to quality higher education for the tribal students.

Merits of NEP 2020 for Tribal Students



- 1) **Focus on Foundational Literacy and Numeracy (FLN):** It propagates basic skills in reading, writing, and mathematics; the ability to read and understand a basic text write and perform simple mathematical operations. It emphasizes early childhood care and education, including tribal students, attaining foundational literacy and numeracy.
- 2) **Three Language Policy:** The policy promotes education in the mother tongue or regional language for the students of certain geographical areas apart from 22 scheduled languages, which can be particularly beneficial for tribal students who verbalize in regional languages.
- 3) **Holistic Development:** The policy emphasizes holistic development, including physical education, arts, vocational skills along with Traditional knowledge systems which can be aligned with tribal culture traits.
- 4) **Flexible Learning Pathways:** NEP 2020 offers flexible learning pathways, as it focuses on vocational education and skill development, which can provide relevant opportunities for tribal students.
- 5) **Teacher Training:** The policy focuses on improving teacher training, including training in tribal languages or regional languages with co-operation with their culture, which can enhance the quality of education for tribal students.
- 6) **Infrastructure Development:** NEP 2020 strengthen infrastructure development, including the provision of schools and hostels in tribal areas, to improve access to education.

Demerits of NEP 2020 in Tribal Education

- 1) **Implementation Challenges:** The implementation of several policies like TKS, three language policy in tribal areas or for tribal centric may face challenges due to infrastructure development, geographic isolation, lack of infrastructure and teacher shortages.
- 2) **Curriculum:** Curriculum which is based on a positive approach towards tribals, balanced with tribal knowledge and culturally appropriation, ensuring that the curriculum is relevant for tribal students can be a complex task.
- 3) **Teacher Capacity:** Teachers in tribal areas may require specialized training and support to effectively implement the policy. Effective Teacher training and adaptation



of the tribal centric curriculum is challenging. Also, the proper availability and appointment of Teachers is also a need.

- 4) **Language Barrier:** NEP 2020 promotes three languages policy: challenges may arise in developing teaching materials and textbooks in tribal languages. The three languages policy should be implemented systematically and be ensured for Tribal Students.
- 5) **Information Divide:** The emphasis on information and technology in education may widen the digital divide in tribal areas, where access to digital resources is limited. This can restrict the socio-economic and educational development among tribals or tribal areas.

NEP 2020 is the policy of the new generation for new generations. This policy can be a significant opportunity to improve the quality and accessibility of education for tribal students. The implementation of any policy or act for tribal must be assured. Special measures need to be taken for ST children benefit from these interventions. The successful implementation of this will require careful planning, adequate resources and infrastructure development along with a deep understanding of the issues of the Tribal community.

Initiatives and Schemes

The Constitution of India provides specific provisions for the development and welfare for the STs. According to Article 46 of the Indian Constitution, "the state shall promote the weaker sections of the people, particularly. STs and SCs, and shall protect them from social injustice and all other forms of exploitation."

There are many constitutional bodies to address the rights and welfare of Scheduled Tribes. The Ministry of Tribal Affairs (MoTA) was set up in 1999, with the objective of providing a more focussed, co-ordinated and planned approach towards the integrated socio-economic development of Scheduled Tribes. MoTA is the nodal Ministry for the overall policy, planning and coordination of programmes for the development of STs. It has prominent responsibility of economic, educational and social development of Tribal communities. Along with the Central Ministries, state governments, NGOs, the Ministry of Tribal Affairs complements their efforts by way of various developmental interventions in critical sectors through specially tuned schemes.



The National Commission for the Scheduled Tribes (NCST) is a constitutional body in India set up under MoTA. The National Commission for Scheduled Tribes (NCST) was established by amending Article 338 and inserting a new Article 338A in the Constitution through the Constitution (89th Amendment) Act, 2003. By this amendment, the erstwhile National Commission for Scheduled Castes and Scheduled Tribes was replaced by two separate Commissions namely- (i) the National Commission for Scheduled Castes (NCSC), and (ii) the National Commission for Scheduled Tribes (NCST). A separate commission for STs was necessary with the time, as the needs and issues of STs were quite different from those of SCs. A distinctive motion for problems and development, an independent machinery was considered necessary. It was set up for socio-economic & educational development and to protect the cultural interests of STs.

Along with the Ministry of Tribal Affairs, as a key stakeholder the Ministry of Education (MoE) has provided special assistant and implemented several initiatives for the educational development of STs. These initiatives aim to provide educational opportunities, improve quality education and reduce discrepancy for ST students. In order to encourage the access to higher education, various scholarships/ fellowship programmes have also been implemented by the Government for tribal students.

Also, the University Grants Commission (UGC), along with the Government of India, MoTA, MoE and NCST, is making special programmes and efforts for the educational development of STs at the level of higher education. UGC makes continuous attempts from time to time for implementing various regulations, programmes and schemes like reservations, provision of seats in Hostels, Scholarships, fellowships, remedial courses, special assistance to colleges in Tribal areas, recruitment to teaching and non-teaching posts, etc for the scheduled tribes. Some schemes and initiatives for tribal students in higher education are:

- 1) **Post-Matric Scholarship Scheme (PMS):** The objective of the scheme is to provide financial assistance to the ST students for pursuing Post secondary level of education, whose family annual income is up to Rs.2.50 lakh. The student can study anywhere in the country and scholarships are awarded through the Government of the State/Union Territory where he/she is domiciled.

In this scheme the tuition fee as fixed by the state fee regulatory committee is reimbursed. The students are also provided maintenance allowance depending on the type of course. The courses have been divided into four categories and the rates vary from Rs.230/- per month to Rs. 1200/



per month. In addition to the above, provision for ST students with disabilities has been made in the ranges from Rs 160 to Rs 240.

- 2) **National Fellowship for ST Students:** The objective of the scheme is to provide fellowships in the form of financial assistance to students belonging to the Scheduled Tribes for pursuing higher studies such as MPhil and Ph.D.

Under the Scheme 750 fellowships will be provided to the ST students each year. The maximum duration of the fellowship is 5 years in case of Ph.D. and 2 years for M.Phil. There is no income ceiling in this scheme.

- 3) **National Scholarship (Top class) Scheme [Graduate level]:** The objective of the scheme is to encourage meritorious ST students, whose parental income is less than Rs. 6.00 lacs, for pursuing studies at degree and post-degree level in notified 252 institutions.

The ST students will be awarded scholarship covering full tuition fees and other non-refundable dues in respect of Government funded institutions. However, there will be a ceiling of Rs.2.50 lakh per annum per student for private institutions. The scheme is 100% funded by the MoTA and the funds are released directly into the Bank account of the beneficiary/institutions.

- 4) **National Overseas Scholarship (NOS) for ST students:** The objective of this Central Sector Scheme is to provide financial assistance to students selected for pursuing higher studies abroad for Master degree, Ph. D and Post-Doctoral research programmes. Candidates belonging to PVTGs can be awarded the scholarship annually for pursuing Post Graduate, Doctoral and Post-Doctoral level courses abroad.

The scholarship is awarded to ST candidates (one member in a family), provided the total income of the candidate and his guardians does not exceed Rs.6.00 lakh - per annum. Minimum 55% marks or equivalent grade in relevant qualifying examination is required. Special provisions for students with disabilities under the schemes being implemented by the MoTA.

- 5) **Post-Graduate Scholarships for Professional courses to ST Students:** This scheme is being implemented to provide an opportunity to undertake post-graduate level studies in professional courses. During 2022, an amount of Rs. 9.38 cr. was released to 1204 students.
- 6) **Central Sector Interest Subsidy and Credit Guarantee Scheme (CSIS):** The objective of the Scheme is to ensure that no one from the Economically Weaker



Sections including minorities, SCs, STs, women and disabled, is denied access to professional higher education only for the reason that he or she is poor.

Students enrolled in professional or technical courses from National Assessment and Accreditation Council (NAAC) accredited Institutions or professional or technical programmes accredited by National Board of Accreditation (NBA) or Institutions of National Importance or Centrally Funded Technical Institutions (CFTIs) are eligible. The interest subsidy is admissible only once either for Under Graduation or Post Graduation or integrated courses. Financial assistance of Rs 78,000/-p.a. to MTech. students and Rs 47,000/-p.a. to other professional courses is provided

7) **Post-Doctoral Fellowship for ST Candidates:** The objective of the Scheme is to provide fellowship to ST candidates, who have obtained a doctorate degree and have published research work to their credit for doing advanced research in their chosen areas. An amount of Rs.3.50 crore was disbursed to 78 beneficiaries in 2022.

8) **Coaching for SC/ST/OBC (non- creamy layer) & Minorities:** UGC has been contributing towards social equity and social economic mobility of the underprivileged section of society through following special coaching schemes in Universities and Colleges.

- Remedial coaching for STs along with other marginalised community students: Remedial Coaching for the benefit of Undergraduate/Post-graduate to improve & strengthen their knowledge, academic skills and linguistic proficiency in various subjects and to improve overall performance in the examination
- Coaching for NET/SET for ST candidates with the objective to prepare for National Eligibility Test (NET) or the State Eligibility Test (SET) Examination, which is an essential eligibility condition for becoming a Lecturer in Universities & Colleges.
- Remedial coaching for ST students, for the benefit of Undergraduate/Post-graduate Rs.1.50 Lakhs per annum
- Coaching Classes for entry in services for ST community Students: In order to get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching scheme for entry into services



9) **Establishment of Special Cells for Scheduled Castes and Scheduled Tribes in**

Universities: Establishment of SC/ST Cell in each of the institutions is mandated as per instructions of the Government of India. Further, UGC requested all Central Universities and UGC funded deemed to be Universities to comply the instructions of DoPT for setting up of special Reservation Cell for enforcement of orders of reservations in Posts and services and other related works. For the establishment of Cell, the Commission has approved the non-teaching positions.

10) **Guidelines for implementation of Tribal Sub Plan (TSP) in University Grants**

Commission: The Ministry of HRD allocates earmarked funds for TSP to the extent of 7.5%, as a consequential step UGC should monitor that funds to the extent earmarked for TSP are not diverted elsewhere. For this purpose, separate sanction letters are issued for TSP funds.

11) **Prevention in Caste discrimination:** UGC has advised all the Universities and Colleges that,

- The official and faculty members should desist from any act of discrimination against SC/ST students on ground of their social origin.
- The University/Institute/College may develop a page on their website for lodging such complaints of caste discrimination by SC/ST students and also place a complaint register in the Registrar/Principal office for the purpose. If any such incident comes to the notice of the authorities, action should be taken against the erring officials/faculty member promptly.
- The University may constitute a committee to look into the discrimination complaint received from ST students, Teachers and Non- teaching staff,

12) **Programmes/Schemes implemented by All India Council for Technical Education**

(AICTE): AICTE through its various schemes is providing financial and technical support to SC/ST Students pursuing technical courses in AICTE approved Institutions either as a Scheme or as beneficiaries under a Scheme.

AICTE- Scheme for Campus Accommodation & Facilities Enhancing Social experience (CAFES) - Considering the accommodation problem being faced by SC/ST students taking admissions in good engineering colleges, a scheme for providing financial assistance for construction of hostels for men and women was launched. It is being operated with the name AICTE-Scheme for Campus Accommodation & Facilities Enhancing Social-experience (CAFES) from the year 2020-21, with CAFES-SC/ST now as a variant within the Scheme. In



addition, for establishment of Gym, indoor sports facilities and creating a library (including installation of 10 Desktop PCs) for preparation of tests for competitive examination or higher education, funding of Rs. 5 lakh, 10 lakh and 10 lakhs respectively being provided from the year 2020-21.

13) Skill and Personality Development Program (SPDP) Centre for SC/ST Students:

The scheme supports establishment of SPDP Centre in institutes, to empower the SC and ST students by providing special skill training apart from regular study. The training is provided through modules on communication, personality development and proficiency in the English language. Thus, it boosts the confidence of SC and ST students and provides them with better career opportunities, so that their employability for industry increases.

Major Issue and Problems:

Scheduled Tribe is the most marginalised and backward community of the country. Most of the people still lived in a poor state. They are socio-economically and educationally deprived and oppressed communities. Thus, they faced many problems and challenges in their day-to-day life. They struggle in their everyday lives, which is more important than education and others. There are some major issues in STs that can be observed in getting education, that are:

1) Social Factor: Tribals in India considered to be a primitive and homogenous society. They still live lives in backwardness. They are mostly marginalised. They faced many social challenges like exploitation, casteism, and helplessness.

2) Economic conditions: Tribals in India are the most economically backward community. Most of the population lives in forests and villages. They even lack basic resources. They are mostly deprived. Their source of income is daily wages, farming or forest produce which is not a stable source of income. They are even unable to meet their basic requirements for food, employment and adequate shelter. They first fight to earn two meals a day. So how can they send their kids to school and how to get into higher studies?

3) Unemployment: Tribals mostly live in Forests and villages. Earlier their social system had a different cultural trait which was entirely different from non-tribal society. They were backward but yet lived peacefully. With change of time and modernisation, their lives changed drastically. They mostly depend on Agriculture and daily wage labourer works. Also, they are



mostly uneducated due to social circumstances which lack skills. Also, they rely on secondary sources of income such as animal husbandry, poultry, weaving, pastoralism etc.

4) Indebtedness: Due to economic backwardness and unemployment, poor tribals don't have enough banking facilities, so they rely on secondary sources. They lend money from money lenders on a high interest rate, but are unable to repay their loan. This leads to loss of their land holding, or valuable items. Also, this leads to bond labouring and child labouring, exploitation, economically and socially deprived.

5) Exploitation: Due to deprived social and economic condition, leads to bond labouring, child labouring, exploitation by others. Even some government officials take disadvantages of tribals like bribes, fake cases etc. These exploitations aren't addressed properly and solved on time.

6) Family Background and Negative Parental Attitude: Most tribal parents work hard to earn two meals a day. In order to get this and support their family, they tend their children to work with them or help them. As an example, during the Rice Transplantation time, tribal farmers urge their children to work with them as this is a crucial time for farming which ultimately helps in family needs instead of studying. Tribal parents have poor educational backgrounds and lack critical approach. Tribal society has the highest sex ratio (1000:990) in India compared to other communities. They don't discriminate against girl children. But on the matter of education some people still think conservatively. Some of them can't even afford the education of their son's child. Some of them want their children to study but can't even provide basic facilities to them.

7) Momentary issues: With the courage, tribal parents let their children study. Children get their primary and secondary education somehow. But they lag on higher education. They can't even afford or arrange the tuition fees of their children in higher studies.

8) Transportation: Tribals live in village, hilly and forest areas, which have less development. They lack basic facilities. The attitude of the state to provide basic lags in tribal development. Road network and transportation in tribal areas is very poor. This leads to ultimately loss to tribals.

9) Health & Nutritional problem: Due to socio-economic conditioning, tribals faced poor health and nutritional challenges. Lack of basic facilities for tribals, their living pattern in deprived conditions, absent of nutrition diet leads to face poor health. This leads to debility and even death.



10) Drinking water problem: Tribals lives in remote area. They are the prominent conserver of environment, still lack access to clean drinking water. This not only shows their living condition but also shows the reality of development in tribal areas. This is vicious to them. Also, collection of water often done by females, so mothers took their girl children with them to help them. This ultimately loss to study.

11) Basic infrastructure development: The tribal villages, tribal homes, tribal communities lack basic facilities like food, water, employment, development is not provided. This makes a loss in the study of children.

12) Basic Amenities in School: Most of the tribal schools lack basic facilities and infrastructure development like school building, toilets, drinking water, nutritional meal, electricity, transportation etc. Even some schools have no teacher. Schools are closed or run with little amenities.

13) Lack of Trained Teachers: Tribals has different cultural trait. This needs to understand. The attitude of Teaching to tribal student needs special training. Also due to teacher deficit, tribal schools are unable to run and retain tribal students. Without proper secondary education, students could not get into higher studies.

14) Communication and language: Tribal are linguistically different from non-tribal society. The regional/tribal language is prominent to them. Communication gap between teacher and tribal students is a concern. Teachers couldn't comprehend the student's language and students couldn't understand the teacher's dialect. The linguistics gap makes tribal children far from the studies.

15) Students attitude: Most of the tribal children only complete their secondary education. They can't pursue higher education. There are two main reasons a) due to socio-economic condition they left their studies and move to work and support their families b) the family background which is highly uneducated poor but haven't rational thinking could not let their children study if they don't want.

16) Residential problem: Most of the children have to move out from their native place for higher studies. Even they manage to get admission after submitting tuition fees for higher studies, they lack to find residential support or hostels. Unavailability of economic PG or unaffordable hostel leads them to rethink their higher education to continue.



17) Security: Security is major concerns for tribal students. When they moved out their comfort place for higher studies, they faced caste and racial discrimination (especially north-east tribals). Also, female students concerned about safety in cities, as some of the cases has been recorded. This makes parents rethink their child's education.

18) Lack of understanding: After completing secondary education, tribal students face a lack of understanding of what to study, what to choose, which subject should opt for, what to learn, what will further help in their career in higher studies. Lack of guidance in their higher studies ultimately loss to their higher studies.

19) Difficulty in getting admission: After all hurdles, they also face difficulty in getting admission, as they have digital divide, discrimination at various levels, time intervention, unhelpful attitudes towards tribals.

20) Hurdles after admissions: After all the hurdles, poor tribal students get admissions in institution fir their higher studies, the faces many issues and challenges. They even can't get scholarship timely or not even wholly. Which ultimately leads to the dropout of tribal students.

21) Lesser Scope of Government Scholarship Schemes: Scholarships are beneficiary in higher education of Scheduled Tribe Students. Scholarships provide financial assistance to poor tribal students. But it too has drawbacks! For example, Scholarship under 'National Fellowship and Scholarship for Higher Education of ST Students', for graduation courses covers 252 institutions, but these are Technical, Medical and Management institutions! There are so many economically deprived tribal students who can't even afford non-technical graduation courses in the Universities or colleges!

22) Lack of Proper monitoring: Poor tribal students need proper monitoring and special nurturing in their higher studies Scholarship problems, social hindrance in institutions, security concerns and challenges are ignored.

Suggestions

1) Begins with Beginning: The primary and secondary education for tribals should be reform and centric policies should be made with proper infrastructure development, basic amenities and nutritional meals. Students should be free from hurdles in their studies. If the base is strong then the higher virtue is.



2) Implementation of Three language policy: Three languages policy should not only implement in primary but also in higher studies. This will helpful for students to nurture in their mother tongue. In order to this the Tribal languages should be recognised by the Constitution. This also helps in the preservation of tribal languages.

3) Attitude of Parents to be changed: As we discussed, the attitude of poor parents towards education is not much progressive, this must be changed via regular guidance, changing the socio-economic pattern of poor families and by providing stable employment to the parents to support the child's education. Literacy awareness campaigns should be organized to create awareness about the importance of education.

4) Tribal Staff recruitment: From the primary to higher education level, proper trained teachers and non-teaching staff from the tribal communities should be recruited as to create social and psychological support at various levels and they don't feel academically backward.

5) Guidance programmes for ST students: After completing education, tribal students lack understanding in higher education. They should be properly guided before pursuing higher education, that makes them skilful and highly interested in their studies.

6) Financial Support: Poor student can get secondary education somehow. But for higher education, they need proper financial aids to continue their education. A proper scholarship system should be provided to the tribal students which don't hurdles in their study and does not lead to dropout. Financial support by the state could help many poor students to complete their education.

7) Residential Institutions: Residential model schools, colleges and universities which are tribal centric should be established in India. Residential schools in each district, degree colleges in each district and tribal university in each zone, that will help poor students who move out from remote places.

8) Free Hostel Facilities: Most of the tribal students come from poor families whose parent are farmer, daily wage workers, labourer, etc who can't even afford tuition fees. The financial assistance for hostel or resident for them and helps to continue their education.

9) Social security and Safety: Social security is major concern. Tribal student faces many racial and caste discrimination in academia at various level. Also, the safety of the girl students is primarily concern in cities. Parents psychology fears sending the girl child for higher studies.



10) Skill and Professional shift: In a data, Tribal students pursue their higher education in basic subjects/courses/degree! This ultimately leads to unemployment. A shift is needed from basic courses to professional courses which make them skilful and employable.

11) Psychological and Mental Awareness: Many tribal students feel lonely and physiologically inferiority complex in academia that leads to depression and mental breakdown. Guidance, training and sessions should be organised in institutions that extend to all the students for co-adoptive existence.

12) Wider range of scholarship schemes: Government is trying to shift the students from non-technical courses to technical courses that can help in improving their skills. But all cannot be assimilated in technical fields. As we know, 85% of the Tribal population are living in rural areas and more than half of them are very economically deprived. Most of them can't even afford basic requirements for higher education. Though the government is trying to provide education to ST students, they need to be wider the scope of scholarships to the non-technical courses in colleges & universities as well providing the financial assistance in all the government institutions to economically deprived tribal students.

13) Proper Monitoring: Proper monitoring should be done for tribal students. Guidance programmes, psychological training, requirements check, feedbacks, institutional provisions, their education progress need to be monitored and eliminated the issues.

14) Nationalisation of Education: India is vast and diverse country, has many communities, ethnicity, distinction etc. Most of the people are poor who even can't afford primary education even today. Government needs to provide free and compulsory education to all. This can promote equality and development of the country.

15) Development in Tribal Areas: Without the development, nothing going to be changed. Development brings new dimensions and new course in life. Development in tribal areas reach out to more and more people, that they come out from their zone and lean toward primary and higher education.

Other Recommendations

Education is an important part of human development. It gives empowerment to society. The pioneer of the Constitution of India and champion of Marginalised 'Dr B.R. Ambedkar' said,



“Education is what makes a person fearless, teaches him the lesson of unity, makes him aware of his rights and inspires him to struggle for his rights.” Education should be earned at all costs. Education transforms society. This transformation could not be done alone. It took courses of time. The tribals in India are a homogeneous community. The way of social life is entirely different from the non-tribal communities. The cultural complex is entirely different and has a different perspective and approach. The Tribals are the most backward community and educationally primitive. It needs to be transformed. Apart from the socio-economic development, it needs special transformation in the educational system for the tribals in India. It can be done into three stages:

1) Setting up the Traditional Tribal Schooling System: NEP 2020, supports the Traditional Knowledge System (TKS). Before the modern system of education, tribals had different knowledge systems which were socially inbuilt in their social life. Earlier they used to learn their language, traditional knowledge for future perspective, social systems and life, survival skills, community development, tribal defence system, farming and horticulture, culture, morality etc. from the earlier stage of life. This made them more civilized and tends to live life. Traditional systems like ‘Gotul’ in Maharashtra, Madhya Pradesh, Telangana, Chhattisgarh, Odisha was the prominent learning institution in Gond (sub-tribes) community; ‘Dhamkudia’ in Jharkhand, Bengal and Odisha was the prominent learning system in Oran community. These traditional institutions were full of knowledge systems. This needs to be revived. The government needs to support these institutions for basic education of children especially in Tribal areas. This will not only support employment to tribals but also retrieve the culture of tribals. These tribal institutions should be the autonomous, teacher from the tribal communities and infrastructure development supported by the government could transform the education among tribals.

2) Tribal Universities: After the schooling higher education is necessary for the tribals to empower themselves. Tribal universities are the best initiative in Higher Education for the tribals. There are two Central Tribal Universities; 1) the Indira Gandhi National Tribal University, Amarkantak, MP and 2) Central Tribal University of Andhra Pradesh, Vizianagram, AP provides avenues of higher education and research facilities primarily to the tribal students. Besides this establishment of a new Central Tribal University in Telangana is forthcoming. The tribal university with 50% of reservations to Scheduled Tribes allows tribal students to access and improves the quality of higher education. It also facilitates and promotes avenues of higher education with advanced knowledge by emphasising instructional and research facilities in



tribal art, culture, tradition, language, medicinal systems, customs, forest-based economic activities, flora, fauna and advancement in technologies to the tribal population in the State. Tribal Universities gave a sense of feeling of togetherness. Students from remote tribal areas feel affinity towards the community. They don't feel any barrier or psychological complex. This also helps the poor tribal student to facilitate higher studies and accommodate comfortably in a new turn of life. This type of institution should be made in every tribal dominant state that would be transformative in Tribal Education.

3) Distance Learning and IGNOU: Distance learning among tribal students who are inaccessible to higher education should be promoted. Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 to provide access to quality education to all segments of society through Open and Distance Learning (ODL) mode. The University offers innovative and need-based programmes at different levels. The University democratizes education by making it inclusive and reaching out to the disadvantaged and marginalized segments of society in all parts of the country at affordable costs. There are many tribal students who can't pursue regular higher education courses, or there are some who are engaged in different studies and want to complete their higher studies. A flexible and affordable distance learning can be helpful and beneficial for tribal students especially who live in remote areas. This initiative could also transform the tribal higher education in India.

Conclusion

Education is an important aspect of life. Only literacy cannot help one's life. Higher education is necessary for the tribals for critical approach and rational thinking, which empowers not only individuals but also the community. Tribals are socially, economically, politically and educationally the most backward and marginalised community in India. Tribals has the lowest literacy rate and lowest higher education enrolment compared to other communities in India. This needs to be changed. The Tribal community, government and the students need to come together to achieve this goal. Tribal communities have many issues and challenges, which need to be addressed and resolved. Higher education among the tribals should be encouraged, that makes the community empower.



Abbreviations

ST	Scheduled Tribes
NEP	National Education Policy
PVTG	Particularly Vulnerable Tribal Groups
PLFS	Periodic Labour Force Survey
MoSPI	Ministry of Statistics & Programme Implementation
MoTA	Ministry of Tribal Affairs
MoE	Ministry of Education
NCST	National Commission for the Scheduled Tribes
NCSC	National Commission for Scheduled Castes
UGC	University Grants Commission
NET	National Eligibility Test
SET	State Eligibility Test
TSP	Tribal Sub Plan
GER	Gross Enrolment Ratio
DoPT	Department of Personal and Training

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DROPOUT OF STUDENTS IN CENTRAL UNIVERSITIES, IITs, IIMs AND NLUs, GOVERNMENT OF INDIA, MINISTRY OF EDUCATION, DEPARTMENT OF HIGHER EDUCATION, LOK SABHA, UNSTARRED QUESTION NO.188, ANSWERED ON 04/12/2023



MOE: Alarming dropout rates among SC, ST, and OBC students in premium institutes of India since 2018

<https://sabrangindia.in/moe-alarming-dropout-rates-among-sc-st-and-obc-students-in-premium-institutes-of-india-since-2018/>

Dropout rate has reduced; enrolment of girls, SC, ST and OBC students in higher education up: President Murmu

<https://m.economictimes.com/news/india/dropout-rate-has-reduced-enrolment-of-girls-sc-st-and-obc-students-in-higher-education-up-president-murmu/articleshow/107289796.cms>

Annexure I

Case Study I: *Higher Education, Fees, and Economic Disparity*

Recently from a state in India 3 tribal girl students have gotten into higher studies. 2 of them selected for Indian Institute of Technology (IITs) and 1 have been selected for Clinical Psychology in a Central University. The parents of all the students are either farmers or daily wage workers who can't even afford their higher education. In this condition, they need to be dropped out. The government extended the financial support to the girls who got into IITs to pursue their education. And the girl who was selected was helped by an NGO and community people. They were lucky to get financial support. But we can imagine how many poor students dropped out from higher studies, just because of financial problems.



Annexure II

Case Study II: *Fundraising for Fees*

A poor girl student from Bastar belonged to a PVTG community, and got into a reputed university of India. The university promised for the fellowship, but only provided assistance in only the first year of college. In second year, she faced difficulties to pay the fee, as she was from a single mother child's poor family. She opted for fundraising to support her higher education in a crucial stage. She gets the support and pays the fees via fundraising.

Annexure III

Case Study III: *Psychological complex, Scholarship and Loan*

A tribal girl from Wardha, belongs to a poor family whose family income source is only farming, getting admission into the reputed National Law School. She faced many challenges in the city after moving out of her zone. She faced caste and racial-colour discrimination, psychological inferiority complex. She had applied for a scholarship to support her higher education but wasn't received by the government. As a strong will, she had applied for a student loan even after knowing she can't repay properly or may not be employed sooner. But to continue her higher education this was crucial to do. We can imagine the dropped out who can't get scholarships or can't be able to take student loans.