



# Education For Tribal Communities In Chhattisgarh: Challenges And Measures

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**Abstract:** The objective of the National Education Policy of India 2020 (NEP 2020) is to provide equity and inclusion in education for the Scheduled Tribes of India. Numerous issues affect the education of Indian tribal communities, such as multilingualism, attitude, the medium of teaching, contextualization of the topic, teacher preparation, methodological aspects, and identifying and nurturing potential. However, the absence of basic infrastructure, such as classrooms, schools, and other amenities, makes it impossible for impoverished children to learn in a secure environment in many tribal locations. A step toward adopting NEP 2020 in tribal area has also been taken by the government through the inclusion of regional languages and dialects in the primary school curriculum. This would ensure that kids receive a top-notch education in a fair, inclusive classroom atmosphere that takes into account their diverse origins, language requirements, and academic aptitudes while also allowing them to participate actively in the learning process.

**Key Words:** Constitution, Education, Tribal, RTE, NEP

## 1. Introduction

In India, many different indigenous, multicultural, and ethnic groups are living; the tribal people are the most underappreciated and disadvantaged. As per census 2011, 10.42 crore people are classified as Scheduled Tribes (ST) in the country. India is expected to become a high income country by 2047 according to Prime Minister Mr. Narendra Modi's ambitious 'Viksit Bharat Vision'. It implies that Indians will acquire the necessary education and talent to earn high incomes by comparison with other countries. It is well acknowledged that the educational system is in dire need of updating, becoming more dynamic, and taking a more all-encompassing approach. In addition to administrative, developmental, and specific legislation, the Indian Constitution provides a number of safeguards. Additionally, the government has started a number of programs to support tribal people's access to education.

### 1.1 What is Education?

Education is the process by which we get the skills, knowledge, information, and understanding required to identify, understand, and uphold the obligations we have to our families, communities, and nation. So, education is crucial for a number of reasons throughout life. The potential of education to provide everyone a favorable perspective on society and the outside world is what makes it valuable in life. Education can help us learn and investigate new ideas. "The highest education is that which does not merely give us information but makes our life in harmony with all existence," said Rabindranath Tagore.

## 1.2 Who is Tribal?

Certain tribes or tribal communities, or sections or groups thereof, as the President may notify, are notified as Scheduled Tribes under Article 366 (25) of the Constitution as read in conjunction with Article 342 of the Constitution. After public notification, such tribes or tribal communities shall be recognized as Scheduled Tribes in regard to each State and Union Territory in accordance with Article 342 (1) of the Constitution.

## 1.3 Importance of Education

People should be suitable to think more critically and develop their own view points and world views via education. It can increase your intelligence and get you the respect of others. Education promotes positive societal transformation. A person with a lot of ideas may discuss and investigate many different topics, such as politics, the environment, and society. Having information based on education may help you make informed judgments and choose the right path of action. Education gives us the tools to pursue our passions, overcome obstacles, eradicate poverty, and strengthen our resolve to fight injustice. It also makes knowledge sharing, problem-solving, and skill development easier. Everybody should have the fundamental right to access education.

## 1.4 Right to Education

The Unni Krishnan case observed the Court formally acknowledge each child's basic right to free and compulsory primary education as far as the age of fourteen, as stipulated by then Article 45 of the Constitution. However, the Eighty-Sixth Constitutional Amendment of 2002 inserted Article 21-A into the Constitution to guarantee the adequate and effective implementation of this right and to reassert national will and commitment in this respect. The State shall offer "free and compulsory education to all children between the ages of six and fourteen in a way that the State may, by legislation, designate, according to Article 21-A". This right is embodied in "the Right of Children to Free and Compulsory Education (RTE) Act, 2009", which represents the consequential legislation envisaged under Article 21-A. On April 1, 2010, the RTE Act and Article 21-A went into force. The terms "free and compulsory" are used in the title of the RTE Act. "Free education" means that "no child shall be required to pay any fees, charges, or expenses that would prohibit them from pursuing and completing their elementary education, with the exception of a child who has been admitted by their parents to a school that is not supported by the relevant Government". "Compulsory education" places "a duty on the relevant government and local authorities to guarantee that all children in the 6–14 age range be admitted, attend, and complete their primary education". By doing this, India has advanced toward a rights-based framework that places legal obligations on the central and state governments to carry out the basic right to education for children as guaranteed by "Article 21-A of the Constitution" and in compliance with the RTE Act's provisions.

## 2. Challenges regarding Education for Tribal Communities

Regretfully, many Indian tribal people continue to face obstacles in their quest for this fundamental right, particularly those who reside in isolated and undeveloped locations. These communities face with difficult issues that have social, cultural, and historical roots. A multitude of challenges, including to attitude, the teaching medium, the contextualization of the topic, teacher training, pedagogical aspects, multilingualism, and identifying and nurturing potential, confront children from Scheduled Tribes in their educational pursuits. In many tribal areas, there are inadequate classrooms, schools, and other infrastructure (such basic utilities), which significantly affects the learning environment and jeopardizes the safety of the poor children. When school buildings are dangerous and the facilities are unsanitary, parents may be reluctant to send their children there. Poverty is rampant in tribal communities, where many families struggle to make ends meet. When survival takes precedence over education, attending school becomes less significant. Young children are driven into labour because of limited economic possibilities and the expectation that they contribute to household income. Focusing on 'skill-based' and 'vocational education' is especially important for indigenous children. According to recent study from TISS, Mumbai, all issues with higher education among tribal groups have to do with accessibility and success. Students living in tribal communities face major obstacles to their academic development due to their 'socio-economic position' and 'lack of supporting surroundings'. Another problem is the shortage of financial resources accessible to tribal populations. 400 government schools in the Bastar region had been closed for over 15 years for a variety of reasons, including Maoist warfare. Some of them are still locked. This undermines the government's claim to the right to an education. The proportion of multigrade Std. II and Std. IV classrooms in Chhattisgarh has

also grown during the past 10 years. As an example, in 51.1% of Std. IV classes in 2010, 53.9% in 2014, 53.3% in 2018, and 65.3% in 2022, kids were seen to be seated among students from various grades. Most of Chhattisgarh's Right to Education measures either show reductions from 2018 levels or no change at all, the proportion of schools with accessible girls' bathrooms fell from 75.7% in 2018 to 60% in 2022, while the proportion of schools with even one accessible washroom decreased from 85.7% in 2018 to 71.3% in 2022. As information given in the 'legislative assembly' of Chhattisgarh, in the state 300 schools are without teachers, while five thousand schools have only one teacher. There are over 100 schools in Chhattisgarh out of 48 thousand total, with more schools in Bastar and Surguja having fewer than ten students. These schools will now be combined with neighboring schools by the School Education Department.

### **3. Steps has been taken for solve Problem**

The State Governments, the Central Government's Ministry of Education, and the Ministry of Tribal Affairs were formed to ensure a planned, coordinated, and targeted approach to the development of scheduled tribes.

#### **3.1 Different educational scheme for the development of tribal education**

The Indian Ministry of Tribal Affairs is running many programs aimed only at improving the status of education of Scheduled Tribes (STs). Residential schools, or ashram schools, are the main means by which tribal children's educational needs are met. According to information presented in Parliament on February 13, 2023, by the 'Ministry of Tribal Affairs of the Union Government of India', there are 1205 centrally approved ashram schools located around the nation. These provide youngsters living in tribal communities accommodation till they finish their secondary school. In addition to these, the department has established 690 (401 functional schools) 'Eklavya Model Residential Schools', which are modeled after 'Navodaya and Kasturba Gandhi Balika Vidyalayas' (KGBVs). Additionally, ST students are eligible for Pre-Matric and Post-Matric scholarships, National Overseas Scholarships for ST Candidates to Study Abroad, and National Fellowship & Scholarship for ST Students to Further Their Education.

Year 2008 saw the introduction of the "National Means-cum-Merit Scholarship Scheme," a Central Sector initiative, with the intention of providing scholarships to deserving kids from economically disadvantaged backgrounds so as to prevent their dropping out of class VIII and to motivate them to pursue secondary school. Every year, one lakh new scholarships are given out to carefully chosen students in class IX, with the option for these scholarships to be renewed or continued in classes X to XII for study at State Government, Government-aided, and Local Body institutions. Beginning on April 1, 2017, the scholarship will be awarded for Rs. 12000 year (previously awarded for Rs. 6000 annually).

Additionally, an "Integrated Centrally Sponsored Scheme for School Education" called "Samagra Shiksha" has been introduced by the "Department of School Education and Literacy" as of 2018–19. The program is now in line with NEP 2020 recommendations to ensure that every child has access to a high-quality education in a fair and inclusive classroom setting that accommodates their varied backgrounds, multilingual needs, and varying academic aptitudes while also involving them as active learners. Under the program, financial support is given to States and UTs besides other things for carrying out different initiatives aimed at lowering the number of "Out of School Children." These initiatives include providing education to homeless children, establishing or bolstering new schools up to the senior secondary level, building new school buildings and extra classrooms, and more.

Additionally, the 'Department of School Education and Literacy' has budgeted up to Rs. 2000 per year for the first time in 2021–2022 to support "Out of School Children" from socioeconomically disadvantaged families who are 16–19 years old and want to complete their education through the 'National Institute of Open Schooling' (NIOS) and 'State Institute of Open Schooling' (SIOS) in so as to obtain certification and course materials.

Students at the elementary school level receive lunch in government and government-aided schools under the "Pradhan Mantri Poshan Shakti Nirman" (PM POSHAN) program of the 'Department of Education and Literacy'.

The Prime Minister's Schools for Rising India (PM Shri) program seeks to turn many schools into model institutions in accordance with the National Education Policy 2020. Academic and physical upgrades will be made to these schools, and students will benefit from cutting-edge learning resources including gamified learning, Atal Tinkering Labs, Virtual Reality Labs, and AI Robotics. Smart classrooms, digital libraries, ICT laboratories, and areas for both indoor and outdoor sports will also benefit them. In addition, the



program offers summer camps, adventure sports, career counseling, and assistance. The Ministry of Education oversees the PM-USHA (Pradhan Mantri Uchchatar Shiksha Abhiyan) Scheme, a centrally financed program designed to improve access and quality of higher education nationwide. In 2013, it was first introduced as the Rashtriya Uchchatar Shiksha Abhiyan (RUSA). In 2023, it was called PM-USHA. The PM-USHA program seeks to enhance the curriculum, infrastructure, employability, accrediting bodies, and teacher preparation. However, fresh initiative has begun the Prime Minister's Schools for Rising India (PM Shri Yojana) has authorized 52 schools for the state of Chhattisgarh, including five schools for grades 6–12 and 47 schools for grades 1–12. As of right now, the state will upgrade of 263 schools as model schools. Shaheed Mahendra Karma Vishwavidyalaya, Bastar received Rs. 100 crore, while Pt. Ravi Shankar Shukla University, Raipur, and Atal Bihari Vajpayee Vishwavidyalaya (ABVV), Bilaspur, were allowed for Rs. 20–20 crore under PM-USHA scheme.,

The Government of India has approved ULLAS, a centrally sponsored program on education for all (formerly known as adult education), with a financial outlay of Rs. 1037.90 crore for implementation during FYs 2022–2023 to 2026–2027. This program is in line with the recommendations of the National Education Policy (NEP) 2020. All illiterates who are at least 15 years old are the target for the program. The five elements of the plan are as follows: Foundational literacy and numeracy, Critical Life Skills (financial, digital, legal, healthcare, awareness, childcare, education, family welfare, etc.), Basic Education (preparatory, classes 3–5), Middle (classes 6–8), and Secondary Stage (classes 9–12) equivalency, Vocational Skills (developing skills will be a part of the continuous learning process to obtain local employment), and Continuing Education (This involves offering comprehensive adult education programs in the "arts," "sciences," "technology," "culture," "sports," and "recreation," among other subjects that local learners might find useful or interesting.).

The Ministry of Education, Government of India, launched the experiential learning program PRERANA in order to empower the nation's youth by providing students from all districts with an unforgettable, inspirational, and meaningful experience. The main portion this curriculum is the value-based education concept, which is also the foundation of NEP 2020. With the use of cutting-edge technology and practical exercises, the PRERANA will make students to encounter and absorb these principles.

In order to facilitate multi-mode access to education, a comprehensive project known as PM e-VIDYA is introduced. It integrates all activities pertaining to digital, online, and on-air education. Almost 25 crore school-age children nationwide would gain from this. Volunteerism will be used to carry out the plan. The objectives of this program are as follows: 'Basic Education' (classes 3–5), 'Middle School' (classes 6–8), 'Secondary School' (classes 9–12) equivalency; 'Vocational Skills' (skill development will be a part of the continuous learning process for neo-literates to obtain local employment); 'Critical Life Skills' (which include 'financial literacy', 'digital literacy', 'legal literacy', 'healthcare' and 'awareness', 'childcare' and 'education', 'family welfare', etc.); and Continuing Education. Swayam Prabha Schemes, epathashala for digital material, and "Digital Infrastructure for Knowledge Sharing" (DIKSHA) are among its components. 'Swayam Prabha' is a collection of DTH channels that airs educational content seven days a week, twenty-four hours a day. It uses the GSAT-15 satellite to function. The Bhaskaracharya Institute of Space Applications and Geo-Informatics, located near Gandhinagar, is the source of the uplinked channels. The 'NPTEL', 'IITs', 'UGC', 'CEC', 'IGNOU', 'NCERT', and 'NIOS' are the providers of the contents. The website is maintained by the INFLIBNET Center. Through a dedicated portal, the community and volunteers can connect directly with the government and government-aided schools to contribute their services, assets, materials, and/or equipment through Vidyanjali, an initiative of the "Ministry of Education's Department of School Education and Literacy".

### 3.4 The National Education Policy 2020: A way forward

The failure of the National Policies of Education 1968 and 1986 can be judged to the disparity of almost 14% between India's general literacy rate and the literacy rate of its tribal populations, as reported by the 2011 Census. Although the NPE 86 places particular focus on "equalizing educational opportunity and removing disparities by attending to the specific needs of those who have been deprived thus far," "We won't be able to have equality in society until we get equality in education," stated Sonia Stomayor.

Ensuring fairness and inclusion is the goal of the National Education Policy of India 2020 (NEP 2020), which is a precursor to progress for Scheduled Tribes in India. It offers the education of indigenous people a national viewpoint. According to NEP 2020, inclusive education prioritizes openness, fairness, and responsibility in order to improve society. Every kid under the age of five will go to a "Preparatory Class," which is equivalent to Class 1, and is taught by an ECCE-qualified teacher. According to NEP 2020's

"Three Language Formula," all Indian students must study three languages: English should be learned as the third language, and two of the languages must be local to the country, including one regional tongue. The three languages can be used as the medium of teaching, and the formula works for both public and private schools. The "Three Language Formula's" main goals are to facilitate successful cross-national communication among students and to advance multilingualism in India. By exposing kids to other cultures and languages and encouraging tolerance for linguistic variety, it also seeks to improve national integration. As guarantee given to inclusive and high-quality education, the Chhattisgarh government has also made a step toward adopting NEP 2020 in tribal regions by including regional languages and dialects into the primary school curriculum. Its goal is to make education more accessible and of higher quality in tribal communities so that kids may continue to learn in their mother language and maintain a connection to their culture. As per the 2011 Census of India Report, more than 177 mother languages are spoken in Chhattisgarh. Additionally, the effort will aid in the preservation of regional customs and culture. NEP 2020's view of "learning for work" for secondary school pupils is primarily reliant on a "complete reimagination" of the ways in which 'vocational education' is provided to students. Additionally, Chhattisgarh has declared that summer camps would be held in government schools each year.

The NCERT develops pre-vocational modules, teacher training packages for schools, and learning outcomes at all levels—all essential jobs in putting the NEP recommendations into practice. "Tribal culture" and "experiential learning" will be included into the curriculum and textbooks so that students may make the most of all available resources to further their education. The University of Georgia has established a 'Massive Open Online Course' (MOOC) platform with more than 500 courses available in more than fifty languages, in addition to full-fledged online degrees.

The goal of the education system, as stated in NEP 2020, is to have all students proficient in basic reading and numeracy by 2025. Only once our kids have completed this most basic learning requirement—basic reading, writing, and math skills—will the remaining provisions of this policy become applicable to them. The government's operational plan for implementing initiatives to achieve this aim is called National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat.

As per the "Annual Status of Education Report" (ASER) Chhattisgarh 2022, 81.7 percent of state's children 6–14 age group were enrolled in government schools in 2022. 13.5% of the ages of 15 and 16 are not enrolled in school. The percentage of students in grades III–V who can read texts at the second grade level is 40.1%, whereas the percentage of students in same grades who can at least subtract is 34.4%. The percentage of students in grades VI–VIII who can read texts at the second grade level is 72.9%, whereas the number of students in same grades who can do division is 31.9%. 90% of the 14–18 age group reported having a smartphone at home, and more than 90% reported being able to operate one, according to "Annual Status of Education Report" (ASER) statistics. This demonstrates the potential for technology-based learning. This is encouraging news for the effectiveness of online learning. According to NEP 2020, schools with less than 30 pupils ought to shut. Many students—including Native students—will be impacted. NEP suggests clustering schools according to regions; nevertheless, indigenous pupils will not benefit from this.

#### 4. Conclusion

By increasing enrollment and decreasing dropout rates in the tribal belt, the programs will surely benefit tribe children. Tribal students are meant to benefit from the features of the NEP, which include multiple ports of entry and exit, an academic bank of credit, and a research component for four-year undergraduate courses. The two main goal of any academic course should be to provide intellectual fulfillment and to assist students in becoming employed. Although the tribe's members are unique in their knowledge and experience, they are not well-educated for the changing demands of modern society. Teaching staff members ought to get training on tribe customs, traditions, and social norms, as they have the duty of executing the NEP. This would aid in raising awareness among non-tribal members of the public. "Foundational Literacy and Numeracy" (FLN) has been awarded to it. More instructors are desperately needed to enhance the teaching-learning process. To close the knowledge gap between the public and governmental policies, "organic intellectuals" must be present. Such person to assume the roles of champions for education and change agents in their local communities in addition to in society at large. By NEP 2020, every demographic group that has been marginalized has been consolidated into a single category. It is more difficult for students from nomadic and de-notified tribes (NT-DNT) to speak up for themselves. The Constitution, RTE, and even NEP all share the aim of "education for all" means any single child must not leave from attend school and become literate. The collaborative initiative and effort of

students, parents, local, state, and central governments, non-governmental organizations, and countless other volunteers is necessary for efficient and competent learning.

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