

# INTERNATIONAL JOURNAL OF LAW MANAGEMENT & HUMANITIES

[ISSN 2581-5369]

---

Volume 5 | Issue 6

---

2022

© 2022 *International Journal of Law Management & Humanities*

Follow this and additional works at: <https://www.ijlmh.com/>

Under the aegis of VidhiAagaz – Inking Your Brain (<https://www.vidhiaagaz.com/>)

---

This article is brought to you for “free” and “open access” by the International Journal of Law Management & Humanities at VidhiAagaz. It has been accepted for inclusion in the International Journal of Law Management & Humanities after due review.

In case of **any suggestions or complaints**, kindly contact [Gyan@vidhiaagaz.com](mailto:Gyan@vidhiaagaz.com).

---

**To submit your Manuscript** for Publication in the **International Journal of Law Management & Humanities**, kindly email your Manuscript to [submission@ijlmh.com](mailto:submission@ijlmh.com).

---

# National Education Policy 2020: National Perspective to Education of Tribes

---

SUNITA MEENA<sup>1</sup>

## ABSTRACT

*Education has been institutionalized in the form of formal education in the schools and higher educational institutions in the remote and tribal areas gradually with the changing educational policies and programmes in independent India with the advent of developing educational infrastructure and Awareness in the remote areas. This resulted in a gradual increase in the percentage of literacy rate.*

*The National Education Policy 2020, which aims to ensure equity and inclusion, has given a national perspective to the education of tribes and is a true manifest of good governance. programmes like Digital India, Samagra Shiksha, etc are facilitating students from tribal and rural areas to compete at the national level.*

*The present paper tries to evaluate how much extent the national education policy 2020 helps tribal students to encourage them to take entry into the threshold of education and to carry on their studies. Again, it also tries to bring out the probability of how it helps tribal students to get them excelled in the job field and enhance their socio-economic conditions by creating more taxpayers in the society from the tribal community.*

**Keywords:** *National Education Policy 2020, Tribes, Tribes Education, Digital India, Samagra Shiksha, National Prospective.*

## I. INTRODUCTION

India is a vast country with a number of caste and Communities, faiths and occupations. The scheduled Tribes are one of them. Tribal communities live, in various ecological and geo-climatic conditions ranging from plains and forests to hills and inaccessible areas. Tribal groups are at different stages of social, economic and educational development. While some tribal communities have adopted a mainstream way of life, at the other end of the spectrum, there are certain Scheduled Tribes, 75 in number known as Particularly Vulnerable Tribal Groups (PVTGs),<sup>2</sup> who are characterised by

- Pre-agriculture level of technology

---

<sup>1</sup> Author is a Research scholar at Department of Law, University of Rajasthan, Jaipur, Rajasthan, India.

<sup>2</sup> Sub-classification of Scheduled Tribe or section of Scheduled Tribe, Who are most vulnerable in certain parameter then the other Scheduled Tribe Community .

- Stagnant or declining population
- Extremely low literacy
- Subsistence level of economy

The Scheduled Tribes are notified in 30 States/UTs and the number of individual ethnic groups, etc. Notified as Scheduled Tribes is 705. The tribal population of the country, as per 2011 census, is 10.43 crore, constituting 8.6% of the total population. 89.97% of them live in rural areas and 10.03% in urban areas. The decadal population growth of the tribal's from Census 2001 to 2011 has been 23.66% against the 17.69% of the entire population. The sex ratio for the overall population is 940 females per 1000 males and that of Scheduled Tribes 990 females per thousand males. The meena and the Bhils are the major tribal groups in India and majority of them are settled in Central India.

Education is the backbone of the society. The social progress depends on the quality education. Education is a powerful means of development in Any community. Various formal and informal forms Of education exist in different societies.<sup>3</sup> Education Remained a very vital aspect of society since time Immemorial, when it was either in the formal Educational form of Gurukul shiksha and temple Education or in informal educational form of youth ,dormitories, such as, Ghotul of Muria Tribe, Dhumkeria of Oraon, etc. Education has been utilized As a significant means of bringing deprived sections Of the society into the mainstream. Education has Been institutionalized in the form of formal education In the schools and higher education institutions in The remote and tribal areas gradually with the Changing educational policies and programmes in The independent India with the advent of developing Educational infrastructure and awareness in the Remote areas.<sup>4</sup> This resulted in the gradual increase in The percentage of literacy rate. But, perhaps few tribal Groups, especially PVTGs, could not come up Effectively in full pace with their co-habits and become Part of the developing change in their villages and Surroundings, due to their geological, environmental And situational demerits. Agaria and Baiga tribe are Example of such groups residing in the adjacent part Of Madhya Pradesh and Chhattisgarh.

## **II. EDUCATIONAL SCHEMES FOR TRIBALS**

The Standing Committee on Social Justice and Empowerment <sup>4</sup> submitted report on 'Educational Schemes for Tribals' on January 3, 2018.

---

3 Dr.Laxmi Ram Gope, Analysis of National Education policy: A prospective

4 Tribal Needs and Expectations: National Education policy, Amit

Soni <sup>4</sup> Chairperson: Ramesh Bias

1. **Performance of existing schemes:** The Committee noted that despite many educational schemes for tribals in the country, the literacy rate of tribals (59%) is far below the national literacy rate (74%). Reasons highlighted for it include: (i) poor economic conditions of Scheduled Tribes (ST), (ii) considerable distance between home and school (especially for secondary education and above), and (iii) lack of awareness about the long-term value of formal education. The Committee observed that efforts made by the Ministry of Tribal Affairs through Ashram Schools, Pre-Matric Scholarships, and Post-Matric Scholarships for ST students have not yielded the desired results in improving their education status. It noted that the schemes being implemented lack conviction and supervision. The Committee recommended a more committed approach by the Ministry for the implementation of the schemes.
2. **Development of bilingual primers:** Bilingual primers are meant to contain text in regional and tribal languages to facilitate learning (reading and writing) in schools in tribal areas. The Committee observed the slow development of bilingual primers and recommended that the Ministry must pursue the matter with the states.
3. **Status of hostels:** The Committee observed that there are 1,470 functional hostels in the country for ST students. Such hostels seek to provide accommodation to ST students who would otherwise have been unable to continue their education due to economic reasons. The Committee noted that hostels have poor building structure and sub-standard quality of food. The Committee also noted that since substantial amount of Ministry's money has gone into building these hostels and other infrastructure, they must be properly monitored for them to run well.

### **III. PERFORMANCE OF SPECIFIC SCHEMES**

- i. **Scheme for the establishment of Ashram schools:** The Scheme for the establishment of Ashram schools in tribal sub-plan areas is a centrally sponsored scheme for construction of all girls' Ashram Schools and boys' Ashram Schools in certain extremism affected areas. States are responsible for the operation and maintenance of these schools. According to the Committee, this delegation of maintenance of ashram schools to state governments has resulted in the poor condition of these schools. The Committee recommended putting in place a mechanism to ensure that the schools adhere to the laid down parameters and have regular monitoring by the states.
- ii. **The Post-Matric Scholarship Scheme:** The Post-Matric Scholarship Scheme provides financial assistance to ST students pursuing post-matric courses in recognised

institutions. The Committee noted that most of the state governments are reluctant to bear their share of liabilities related to the funds of the scheme. This leads to difficulties for ST students in continuing their

- iii. **The Pre-Matric Scholarship Scheme:** The Pre-Matric Scholarship Scheme is for tribal students studying in classes 9 and 10. The Committee noted that from 2014-15 to 2017-18, funds have not been released to certain states under the scheme. The Committee observed that the lack of determination on the part of the Ministry has led to such negligence in disbursement of grants.
- iv. **Eklavya Model Residential Schools (EMRS):** EMRS are set up with a capacity of 480 students per school to provide quality middle and high level education to ST students. Establishment of EMRS is demand driven based on the proposals received from states. The funding of such schools is from the state governments. The Committee noted that most of the EMRS are not running well, have poor infrastructure, and inadequate teaching staff. The Committee recommended that the Ministry must devise a mechanism that will help uplift the standard of these schools and make them properly functional
- v. **National Overseas Scholarship Scheme:** The National Overseas Scholarship Scheme provides financial assistance to 20 students selected for pursuing higher studies abroad for Ph.D. and post-doctoral studies. The Committee observed that over the years, the number of students receiving this scholarship has been declining. It stated that this might be due to the lack of awareness about the scheme among students. In this context, the Committee stated that proper guidance and publicity are key for any scheme to be successful.

#### **IV. ABOUT NATIONAL EDUCATION POLICY (NEP) 2020**

The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The NEP 2020 is the first education policy of the 21<sup>st</sup> century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21<sup>st</sup> century needs and aimed at bringing out the unique capabilities of each student.

#### **NEP 2020 aims at equality, gave tribal education a perspective:**

- Eklavya Model Residential School (EMRS) Scheme is reflective of Prime Minister
- Narendra Modi's visionary approach towards inclusive education.
- Government has started the model residential schools to impart quality education to tribal students across India.
- Programmes like Digital India, Samagra Shiksha etc are facilitating students from tribal and rural areas to compete at the national level.

The National Education Policy 2020 aims to ensure equity and inclusion and has given a national perspective to the education of tribals, Union Tribal Affairs Minister Arjun Munda has said<sup>5</sup>. Mr Munda also said the Eklavya Model Residential School (EMRS) Scheme is reflective of Prime Minister Narendra Modi's visionary approach towards inclusive education.

Under the scheme, the government has started model residential schools to impart quality education to tribal students across India. The National Education Policy 2020, which aims to ensure equity and inclusion, has given a national perspective to the education of tribals, and is a true manifest of good governance," the minister said in a webinar organised by the Education Ministry. He also said that programmes like Digital India, Samagra Shiksha etc are facilitating students from tribal and rural areas to compete at the national level. Samagra Shiksha Abhiyan is an integrated scheme for school education extending support to states from preschool to senior secondary level. Mr Munda also reminded the academia about their responsibility of giving wings to the aspirations of the new generation, particularly the deprived ones.

## **V. BENEFITS TO TRIBALS UNDER NATIONAL EDUCATION POLICY, 2020**

To ensure inclusive governance, UGC has taken initiatives to expand access through online and Open and Distance Learning (ODL) programmes in more HEIs.<sup>6</sup> To overcome language barrier being faced by students, Massive Open Online Courses MOOCs are being translated in Indian languages. Several other efforts are being made by Government of India and UGC such as offering financial assistance to different deprived sections of society; Swami Vivekanand Single Girl Child Fellowship for Research in Social Science; PG Indira Gandhi Scholarship for Single Girl Child; Post-Doctoral Fellowship for Women; PG Scholarship for SC/ST Candidates; National Fellowship for SC Candidates; PG Scholarship for Professional Courses for SC/ST candidates; Post-Doctoral Fellowship for SC/ST Candidates; National Fellowship for Students of Other Backward Classes (OBC); Maulana Azad National Fellowship for Minority Students

---

<sup>5</sup> the minister said in a webinar organised by the Education Ministry in 23 September 2021

<sup>6</sup> Universities, colleges, and further education institutions offering and delivering higher education.

NEP 2020 aims to ensure inclusive and equitable quality education at all levels of school education and higher education including access to education. Since education is a concurrent subject, State/UT Governments play a vital role in the implementation of the National Education Policy 2020. Further, it aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. It proposes special emphasis to be given on Socially and Economically Disadvantaged Groups (SEDGs). The NEP 2020 reaffirms that bridging the social category gaps in access, participation, and learning outcomes in both school and higher education will continue to be one of the major goals of all education sector development programmes.

Department of School Education and Literacy (DoSEL), Ministry of Education is implementing Samagra Shiksha scheme, effective from 2018-19. Bridging gender and social category gaps at all levels of school education is one of the major objectives of the scheme. The Scheme reaches out to girls, and children belonging to SC, ST, Minority communities and transgender. The Scheme also focuses on the identified Special Focus Districts (SFDs) on the basis of adverse performance on various indicators of enrolment, retention, and gender parity, as well as concentration of SC, ST and minority communities. The major interventions of Samagra Shiksha include RTE entitlements under which two sets of uniforms for all girls, and children belonging to SC/ST/BPL families' in Government schools up to class VIII are provided and provision is also made for textbooks to all children including SC/ST in Government/Local Body and Government aided schools, including Madarasas. Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs). KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL).

Netaji Subhash Chandra Bose (NSCB) Awasiya Vidyalayas and Hostels under Samagra Shiksha <sup>7</sup>are support for reaching out to children in sparsely populated, or hilly and densely forested areas with difficult geographical terrain and border areas where opening a new primary or upper primary school and Secondary/Senior Secondary schools may not be viable. Preference are given to Educationally Backward Blocks (EBBs), LWEs,<sup>8</sup> Special Focus Districts (SFDs) and the 115 aspirational districts. 15% seats for Scheduled Caste and 7.5% seats for Scheduled Tribes are reserved in all fresh admissions in all Kendriya Vidyalayas. Those SC/ST students who are admitted under RTE quota are exempted from payment of fee and also are provided with free books, uniform, stationary and transportation. Also, there are provision for reservation

---

<sup>7</sup> An integrated scheme for school education covering the entire gamut from pre-school to class XII.

<sup>8</sup> Learning Wings Education Systems

of seats in Jawahar Navodaya Vidyalaya in favour of children belonging to scheduled castes and scheduled Tribes. The Central Sector Scheme 'National Means-cum-Merit Scholarship Scheme' has objective to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. D/o Higher Education is implementing three schemes for providing financial assistance to the students pursuing higher education namely; Central Sector Scheme of Scholarship for College and University Students (CSSS), Special Scholarship Scheme for J&K (SSS for J&K); and Central Sector Interest Subsidy Scheme (CSIS). Further, UGC also offers PG scholarships, PG Scholarships for professional courses and Post-Doctoral Fellowship for ST Candidates for the benefit of tribals across the country including tribals of Gujarat. NEP 2020 states that while several programmatic interventions to uplift children from tribal communities are currently in place, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions. Further, under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. The information was given by the Minister of State for Education, Dr. Subhas Sarkar in a written reply in the Lok Sabha .

## **VI. CONCLUSION**

Education is the key to tribal development, but tribal children have very low levels of participation. The development of tribes is taking place in India, but the pace is slow. If the government does not take drastic steps, the status of education among tribes will continue to be pathetic. Hence it is time to move beyond the "banking system" of education and provide more avenues for Scheduled Tribe students to engage with education.

New National Education Policy 2020 ignores the old problems of socially and economically backward and marginalised groups and especially Adivasi socio-cultural Identities. It is no solution to push marginalised students out of the mainstream and create labourers out of them in the guise of vocational training.

Education is the key to any kind of development. It is no different for the tribal community. Due to poor educational status among tribal communities, their development is also quite slow. Only drastic measures can improve the status of the tribes of India.

Sensitization as well as preservation of culture should play a key role in the education of tribal children. The culture and integrity of tribal communities is an asset and a major part of their identity. Thus, teaching methodology and curricula need be designed keeping these aspects in

mind. It is important to assimilate and incorporate tribal culture and values to ensure that education is an inclusive and enjoyable experience.

The NEP must keep these things in mind when implementing the new system. Socially and economically marginalized groups like the tribals need to be nurtured to ensure their development. The vocational training that is part of the NEP could be a step towards this. It can ensure that tribal children learn skills that will help them get jobs in the modern economy, and they can move beyond the traditional occupations such as agriculture.

\*\*\*\*\*

**VII. REFERENCES**

1. <https://prsindia.org>
2. <https://www.news9live.com>
3. <https://pib.gov.in>
4. <https://vikaspedia.in>
5. <https://www.smilefoundationdia.org>
6. Dr.Parimal Sarkar, “Liberal education implication as per NPE 2020 and its implication to solve
7. tribal educational issues in India”. Assistant Professor, Department of Education, NSOU, West Bengal, India.
8. Amit Soni, “Tribal Needs and Expectations:National Policy for Education” Assistant Professor, Dept. Of Tribal Studies, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh
9. Dr. Laxmiram Gope, “Analysis of National Education Policy: A Perspective” Assistant Professor, Sidho Kanho-Birsha University Purulia, India

\*\*\*\*\*