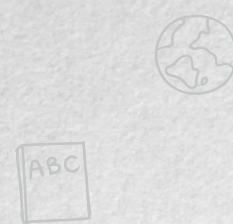




राष्ट्रीय अनुसूचित जनजाति आयोग

NATIONAL COMMISSION FOR
SCHEDULED TRIBES

(A Constitutional Body Under Article 338 A of the Constitution of India)



राष्ट्रीय अनुसूचित जनजाति आयोग

NATIONAL COMMISSION FOR SCHEDULED TRIBES



A+



SAMVAD - 4

The status of Tribal Education and NEP-2020

जनजातीय शिक्षा अवस्था और एनईपी-2020



22nd and 23rd March

Venue: Gulmohar Auditorium, India Habitat Centre, New Delhi



सत्यमेव जयते

राष्ट्रीय अनुसूचित जनजाति आयोग

NATIONAL COMMISSION FOR SCHEDULED TRIBES



SAMVAD - 4



FOREWORD



The problems of the Scheduled Tribe communities are different from the problems faced by other sections of the country and SAMVAD is essential for the correct articulation of the significant issues that can arise in the implementation of the National Education Policy in the Scheduled areas. SAMVAD will also help us in curbing its negative results and using its positive results for the overall benefit of the tribal community as happened in the case of Samudra Manthan (churning of the ocean), a best-known Hindu religious legend, which is believed to have ended with the intake of Amrit (positives) and the Vish (negatives) for the overall betterment of the world. The Saksharta Abhiyaan of 1991-92 is a learning experience. It was launched to provide a minimum education to the tribal people so that they could sign a document. But many of them were not interested in getting educated in that manner. Hence, there is a need to suggest to the Government the ways in which the Scheduled Tribe community wants to learn. Scheduled Tribe communities are not under the pressure of getting educated because they know that they can get employment based on the numerous inherent skills they have. Whereas, the larger middle class of the country can get a job only if they are educated. Therefore, we need to sensitize the Government that it would be difficult for the country to provide jobs for all based on education alone. The development of other soft skills is very important. Learning new skills along with the existing curriculum will help the nation to get out of the trap of education. The Government should dignify all the other professional skills so that one can get a job even when one is not educated enough. This SAMWAD was organized to explore various issues faced by the Scheduled Tribe communities in the education domain, through the views, suggestions, and rich experiences of various stakeholders, the commission shall draft recommendations to be sent to the concerned ministry for the effective implementation of education policies in Scheduled areas.

Harsh Chouhan
Chairperson
National Commission for
Scheduled Tribes

Thanking you

ABOUT NCST



National Commission for Scheduled Tribes (NCST), is a Constitutional body established under article 338A of the Constitution of India. The Commission's organizational structure comprises a Chairperson, Vice-Chairperson, and three Members appointed by the President of India. The Chairperson holds the rank of Union Cabinet Minister, the Vice-Chairperson has the status of Minister of State and other Members have the rank of a Secretary to the Government of India. The Commission has a permanent Secretariat in New Delhi and six regional offices across the country. The Commission has all the powers of a Civil Court. The framers of the Constitution had realized that the problems of Janjati communities (Tribal communities) are peculiar in nature and have distinct social-cultural value systems across different regions. Janjati (Tribal communities) have been following a development approach ensuring ecological balance along with economic development, which is termed Sustainable Development in the modern world. Considering this perspective, specific needs were identified and thus National Commission for Scheduled Tribes has been given a special Constitutional status that envisages:

- a. To investigate and monitor all matters relating to the safeguards provided for the Scheduled Tribes
- b. To inquire into specific complaints with respect to the deprivation of rights and safeguards of the Scheduled Tribes
- c. To participate and advise on the planning process of socio-economic development of the Scheduled Tribes and to evaluate the progress of their development under the Union and any State
- d. To make in such reports recommendations as to the measures that should be taken by the Union or any State for the effective implementation of those safeguards and other measures for the protection, welfare and socio-economic development of the Scheduled Tribes
- e. To discharge such other functions in relation to the protection, welfare and development and advancement of the Scheduled Tribes
- f. To present to the President, annually and at such other times as the Commission may deem fit, reports upon the working of those safeguards

The Union and every State Government shall consult the Commission on all major policy matters affecting Scheduled Tribes.

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CONCEPT NOTE



The National Commission for Scheduled Tribes (NCST) was established under Article 338A of the constitution of India. The Commission evaluates and monitors the programs and policies designed and implemented for the protection, welfare, development, and advancement of the Scheduled Tribes(ST) communities.

NCST is organizing a “SAMVAD” series to bring forth the important issues linked to ST communities and suggest corrective actions, and initiate advocacy for the needed policy reforms with an inclusive and democratic approach. This dialogue is planned on the subject of Tribal Education, the way forward for Scheduled Tribes and Scheduled Areas.

Education is one of the primary agents of the transformation towards development. Education is in fact, an input not only for the economic development of ST communities but also for the inner strength of the tribal people which helps them in meeting new challenges of life. There is however, a long way to go to ensure holistic education in the tribal hinterland. As per the 2011 Census, the Scheduled Tribes in India constitute 8.61% of the total population out of which only 59% are literates.

Education among the ST communities needs more attention, as the overall presence of their students in higher education remains lowest in comparison to other classes. The issue of education among tribal communities is not only limited to infrastructure or accessibility but also has concerns with quality and representation in the curriculum. We hardly find any reference to tribal culture or tradition in our textbooks.

The National Education Policy -2020 (NEP - 2020 or NEP)is one key policy document that raises the expectation of all the people in India, including the tribal communities as it focuses on education for a holistic development. It is necessary to understand the NEP document from the perspective of the tribal communities. It requires a dialogue between policymakers, practitioners, and all stakeholders to identify the basic issues and suggest changes, if necessary, as per the requirement of the tribal communities.

The “SAMVAD” reflecting NCST goals and commitments will focus on understanding the principles of equitable and inclusive education while learning about the New Education Policy-2020. The discussion will explore the issues and challenges relating to education at the school and higher education levels with specific concerns of the ST communities.

The two days conference will feature opening and closing plenary sessions as well as interactive thematic sessions by distinguished speakers and invitees which shall include policymakers, scholars, researchers, representatives from tribal communities and other stakeholders.

LIST OF ABBREVIATIONS



AICTE	All India Council for Technical Education
CBSE	Central Board for Secondary Education
CUET	Central Universities Entrance Test
DIKSHA	Digital Infrastructure for Knowledge Sharing
ECCE	Early Childhood Care and Education
EMRS	Eklavya Model Residential School
GIS	Geographic Information System
IGNTU	Indira Gandhi National Tribal University
JNV	Jawahar Navodaya Vidyalaya
KGBV	Kasturba Gandhi Balika Vidyalaya
KV	Kendriya Vidyala
MOOCs	Massive Open Online Courses
NAS	National Achievement Survey
NCERT	National Council for Education Research
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCST	National Commission for Scheduled Tribes
NDEAR	National Digital Education Architecture
NEP	National Education Policy, 2020
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NISHTHA	National Initiative for School Heads' and Teachers' Holistic Advancement
NSDC	National Skill Development Council
NTA	National Testing Agency
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
SBK	Sampoorna Bamboo Kendra
SC	Scheduled Castes
ST	Scheduled Tribes
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
UDISE	Unified District Information System for Education
UGC	University Grants Commission
VTCL	Vivekanand Tribal Center for Learning

SESSION PLAN



Day-1 (22nd March 2022)

Time	Session	Speakers
10:00-11.15	Inauguration	Session 1 1. Smt. Alka Tiwari , <i>Secretary, NCST</i> 2. Shri Harsh Chouhan , <i>Hon'ble Chairman, NCST</i> 3. Dr.Subhas Sarkar , <i>Hon'ble Minister of State for Education</i> 4. Shri. Ananta Nayak , <i>Hon'ble Member NCST</i> 5. Shri Rajaram Katara , <i>Shiv Ganga, Social Worker</i>
11.15-11.30		Tea Break
11.30-01.30	Pre-primary, Primary, Secondary	Session 2 1. Shri.Maneesh Garg , <i>Joint Secretary, Department of School Education and Literacy</i> 2. Shri. Sanyam Bharadwaj , <i>Controller of Examination, CBSE</i> 3. Prof. S.C. Chauhan , <i>Head, Department of Education of Groups with Special Needs (DEGSN), NCERT</i> 4. Shri. Mahesh Sharma , <i>Padma Shri Awardee, Social Worker</i> 5. Shri. Asit Gopal , <i>Commissioner, NESTS- (EMRS)</i> Mod: Shri Ramanand
01.30-02.15		Lunch Break

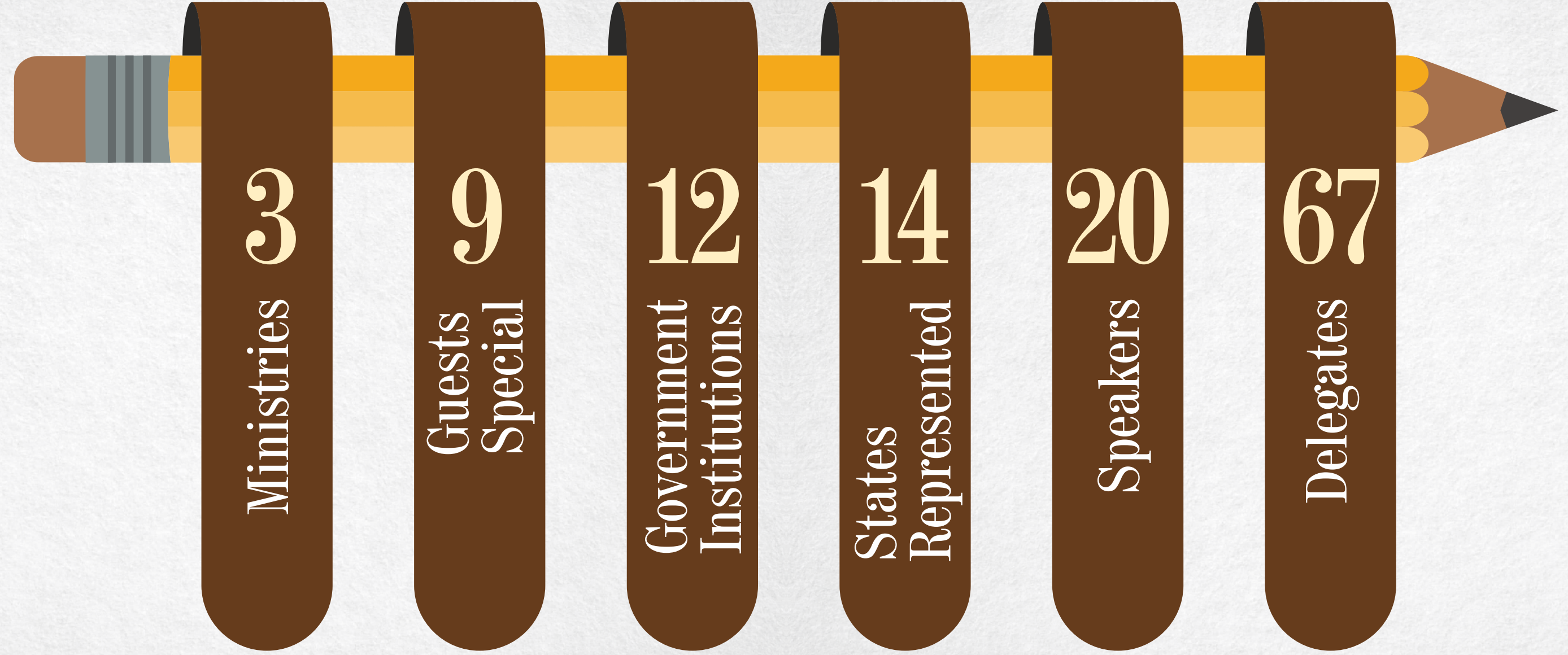
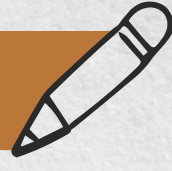
02.15-03.45	University System	Session 3 1. Shri Mrityunjay Behara, <i>Economic Advisor, Department of Higher Education, Ministry of Education, GoI</i> 2. Dr. Rajnish Jain, <i>Secretary , University Grant Commission</i> 3. Prof. Badri Narayan, <i>Director, GB Pant Social Science Institute, Prayagraj, Uttar Pradesh</i> 4. Prof. Bipin Jojo, <i>Dean - School of Social Work, TISS, Mumbai</i> Mod: Smt Alka Tiwari, Secretary, NCST
03.45-04.00		Tea Break
04.00-06.00	Professional Institutions & Skill Education	Session 4 1. Dr. M.P. Poonia, <i>Vice Chairman AICTE</i> 2. Shri. Girish Prabhune, <i>Padma Shri Awardee, Punarutthan Samarasata Gurukulam</i> 3. Shri. Ved Mani Tiwari, CEO, NSDC 4. Dr.Nomesh Bolia, IIT Delhi Mod: Shri Vivek Kumar

Day-2 (23rd March 2022)

10.00-11.30	People who are providing solution in school education: Experience Sharing	Session 5 1. Shri Praveen Kumar, <i>CSO & Head - Education, SVYM</i> 2. Prof.Vandana Saxena, <i>Dept. of Education, Delhi University</i> Mod: Shri Ramanand
11.30-11.45		Tea Break
11.45-01.30	People who are providing solutions in Higher	Session 6 1. Prof.Badri Narayan, <i>Director, GB Pant Social Science Institute, Prayagraj, Uttar Pradesh</i>

Time	Session	Speakers
11.45-01.30	education: Experience Sharing	2. Prof Prasanna Kumar Samal, <i>Dean : Faculty of Tribal Studies, Indira Gandhi National Tribal University</i> Mod: Smt Alka Tiwari, Secretary, NCST
01.30-02.15		Lunch Break
02.15-03.45	Skill / Technical Education	Session 7 1. Dr.Shrikant Patil, <i>Centre for Research and Industrial Staff Performance (CRISP)</i> 2. Prof Satyajit Mujumdar, TISS 3. Dr. Nirupama Deshpande, <i>Sampoorna Bamboo Kendra</i> Mod: Shri Vivek Kumar
3.45 PM- 4:00 PM		Tea
04:00-06:00 (0-6 Years, 6-16 y, 16-32 y, 32+)	Mass Education	Session 8 1. Dr. Archana Singh 2. Shri Manish Garg 3. Shri Mahesh Sharma Mod: Shri. Prakhar Jain
06:00-06.30		High Tea
06.30-08.00	Valedictory	Session 9 1. Smt. Alka Tiwari, Secretary, NCST 2. Shri. Harsh Chouhan, <i>Hon’ble Chairman, NCST</i> 3. Shri. Dharmendra Pradhan, <i>Hon'ble Education Minister</i> 4. Shri. Ananta Nayak, <i>Hon’ble Member, NCST Commission</i>
08.00 PM		Dinner

AT A GLANCE



P R E F A C E



The National Commission for Scheduled Tribes (Commission) is the Constitutional body under article 338A with the mandate to investigate, evaluate and monitor the programs and policies designed and implemented for the Scheduled Tribes in India.

Unfortunately, the Scheduled Tribes are perceived through the colonial literature that distorted reality to serve the colonial agenda. Everyone looks at the community through the colonial lens only. The result is that even with the best intention one can have sympathy but not empathy. This leads to conflicts, failing the schemes, projects, and initiatives even with the best efforts.

Scheduled Tribes as a larger community or an entity are victims of the Image vs Reality problem. People who are working in the area of tribal development talk about spreading awareness and showing sympathy for the tribal communities. However, the requirement is to generate empathy towards them. Often, the concept of mainstreaming the tribal communities takes center stage in discussions that are based on the misconstrued understanding of these communities. Champions of mainstreaming assume the position of a savior thus infantilizing tribal populations. To view the State as the provider is the biggest impediment for the tribal communities. It is generally referred to as the image vs reality gap.

Historically, Indian society came to be formed along the lines of Nagarvasis (Urban Dwellers), Gramvasis (Village Dwellers), and Vanvasis (Forest Dwellers). This distinct feature should not be compared with divisions brought by the modern-day racial segregation theory. These categories formed the inalienable and intrinsically connected parts of the Indian social system. The Scheduled Tribes enjoyed autonomy under the rules of Indian kings. However, the social structure was severely disturbed during the British Raj in India.

Another major challenge faced by the Scheduled Tribes which is significant to mention, is the clubbing of Schedule Castes (SCs) and Scheduled Tribes (STs) together, more so in the vision of policymakers and intellectuals of the country even though the framers of the Constitution acknowledged the difference between SCs and STs. Deprivation of the SCs is based on untouchability while STs were deprived because of apathy. This is the reason why the policies which seem effective for the Scheduled Castes fail in the case of Scheduled Tribes.

The Commission has thus, made a beginning through SAMVAD to have a discussion with all the stakeholders involved with the issue. It acts as a platform for interactions amongst active field practitioners, social organizations, social activists, lawyers, policymakers, and bureaucrats who are working with the janjati (tribal) communities.

The present SAMVAD on the topic “Tribal Education and National Education Policy 2020” aims to bring social justice and social inclusion to the core of Education for effective inclusion on the ground for the tribal communities. The SAMVAD attempts to understand Education from the perspective of Scheduled Tribes to provide effective solutions. It strives to sensitize the policymakers regarding the issues of the tribal people for effective implementation of the National Education Policy.

Against this backdrop, the National Commission for Scheduled Tribes has proposed to organize a two-day conference on the “Tribal Education and National Education Policy 2020.”

E X E C U T I V E S U M M A R Y



Since its inception, the National Commission for Scheduled Tribes (NCST) has always played a key role in the advancement and in securing the rights of Scheduled Tribes in India. Education is crucial for the entire society but it becomes all the more pertinent in the case of the tribal communities. Being a primary agent of transformation for socio-economic development, education also builds the inner strength of people in meeting the new challenges in their life. With these perspectives in the background, the NCST has organized a SAMVAD on “Tribal Education and National Education Policy 2020” for two days on 22nd and 23rd March 2022 at the India Habitat Centre, New Delhi, to understand education from the perspective of the Scheduled Tribes, with a larger participation of representatives from the Scheduled Tribes from various parts of the country.

On the first day, the Inaugural Session in the forenoon had four speakers namely, Dr. Subhash Sarkar, Hon'ble Union Minister of State for Education, Shri. Rajaram Katara, a prominent Social Worker, Shri Harsh Chouhan, Hon'ble Chairperson, National Commission for Scheduled Tribes, and Smt Alka Tiwari, Secretary, NCST. The importance of the National Education Policy of India 2020 (NEP 2020) in ensuring equity and inclusion through programs like Digital India, Samagra Shiksha (an integrated scheme for school education covering from pre-school to class XII), and so on, were highlighted in facilitating students from tribal and rural areas to compete at the national level. The Hon'ble Prime Minister of India, Shri Narendra Modi's vision of making India self-reliant i.e. Aatmanirbhar Bharat, through the ideals of Sabka Saath, Sabka Vikas, Sabka Vishwas, and Sabka Prayas was emphasized by the speakers.

The second session in the forenoon focused on Pre-primary, Primary, and Secondary Education on the themes of Inclusivity and Equality in the Education System and had speakers, namely, Shri Mahesh Sharma, Padma Shri Awardee and a prominent Social Worker, Shri Maneesh Garg, Joint Secretary, Department of School Education and Literacy, Shri Asit Gopal, Commissioner, NESTS – EMRS and Prof. S.C. Chauhan, Head, Department of Education of Groups with Special Needs (DEGSN), NCERT. The discussions focused on the importance of the formative years of education in the life of a child, understanding the ground realities of the tribal children and students, the status of progress, and support in this regard as extended by the Ministry of Education, Eklavya Model Residential Schools (EMRS) and the National Council for Education, Research and Training (NCERT). Other themes of discussion included, the role of mother tongue and local dialects in education and representation of tribal heritage in professional education, and experiences of tribal students in the education system.

In the afternoon, a session on the University System, moderated by Smt Alka Tiwari, Secretary, NCST, had four speakers, namely, Dr. Rajnish Jain, Secretary, University Grants Commission, Prof. Badri Narayan, Director, GB Pant Social Science Institute, Prayagraj, Uttar Pradesh Prof. Bipin Jojo, Dean, School of Social Work, TISS, Mumbai and Shri Ananta Nayak, Hon'ble Member, NCST. The session discussed the University System in India under the scope of the National Education Policy (NEP), the situation of Scheduled Tribe learners in universities previously, and the changes expected to materialize after the NEP rollout. Discussions focused on entrepreneurial skill development and future employability prospects of Scheduled Tribe graduates, Government support for the tribal students through scholarships and fellowships, and location and accessibility of Higher Education Institutions (HEIs) to the tribal students.

The last session of the first day was on “Professional Institutions and Skill Education”. It was moderated by Shri Vivek Kumar and had Dr. M.P. Poonia, Vice Chairman, AICTE, Shri Girish Prabhune, Padma Shri Awardee, Punarutthan Samarasata Gurukulam, Dr. Nomesh Bolia, IIT Delhi and Shri Harsh Chauhan, Hon'ble Chairperson, NCST as speakers. The speakers gave a call to stop idolizing the west and start feeling proud of the treasure of the traditional skills of India. The efficiency of the practices of the tribal communities, relevance of the revival of the practical learning techniques of the Gurukul system, inclusiveness, and better representation of the tribal communities were emphasized by the speakers.

On the second day of the SAMVAD, in the forenoon, two sessions were fully devoted to “Experience Sharing of People who are providing solutions in School Education”. The first one was moderated by Shri Ramanand, Director, CPRG and it had four speakers, namely, Professor Vandana Saxena, Department of Education, Delhi University, Shri Praveen Kumar, CSO, and Head- Education, SVYM, Shri Sanyam Bhardwaj, Controller of Examination, CBSE and Shri Harsh Chouhan, Hon'ble Chairperson, NCST. It was emphasized by the speakers that, when formulating policies, the most important part was to allow a platform for discussions and recommendations from the experts who are already working in the field at the grass-root level. Creating a local curriculum that can be added to the academic curriculum of tribal students, adopting the approach of teaching and learning through local stories and songs in the tribal dialects, giving practical projects to the students relevant to today's environment, integrating sports, arts, agricultural skills, etc. into their skill learning are some of the important aspects to be adopted in school education for tribal children.

The second session focused on the experiences of people working in higher education in tribal areas. Professor Prasanna Kumar Samal, Dean, Faculty of Tribal Studies, Indira Gandhi National Tribal University, talked about the various steps taken by the UGC to improve the education standard in Scheduled Areas. Professor Badri, emphasized upon NCST's participation in ensuring proper education in tribal areas. Shri Ananta Nayak, Hon'ble Member, NCST, informed the speakers and discussants about the proposal of the NCST to have a tribal cell at secondary and higher education levels, for a better representation in the institutions catering to the interests and skills of the tribal children. There is a need for sensitization programs at the higher education level as some participants noted that still issues like, discrimination and harassment take place in their workplaces, especially in the medical and engineering colleges. Another issue raised was the shortage of trained teachers and a single teacher handling multiple subjects. Connectivity is another important issue, posing problems for teachers to reach the schools on time, thus reducing the school hours. Another important concern was the lack of motivation among the tribal students to pursue higher education. The representatives of the tribal communities also came up with the fact that modern education should not be imposed on them and tribal culture, livelihood, and lifestyles should also be given due importance in the curriculum.

The next session was on “Skill and Technical Education”. Chaired by Shri Ananta Nayak, Hon'ble Member, NCST, and moderated by Professor Satyajit Mujumdar, TISS. The session had Dr. Srikant Patil, Centre for Research and Industrial Staff Performance (CRISP), Dr. Nirupama Deshpande, Sampoorna Bamboo Kendra, and Shri Ved Mani Tiwari, CEO, NSDC as speakers. They emphasized introducing skill training at a young age. Skill-based education provides the opportunity for economic benefits. The absence of vocational and technical institutions in the rural areas has created learning inequality and induced migration. The skill development clubbed with entrepreneurial skills can help in addressing the migration and promoting livelihood opportunities for tribal youth.

The last session on Mass Education, moderated by Shri Prakhar Jain and chaired by Shri

Harsh Chauhan, Hon'ble Chairperson, NCST had Dr. Archana Singh, G B Pant Social Science Institute, Prayagraj, Shri Maneesh Garg, Joint Secretary, Ministry of Education and Shri Mahesh Sharma, Padma Shree Awardee, Social Worker as speakers. The speakers supported integrating life skill education with general education. Tribal society being closer to nature and it is basically learning through practicing, it becomes necessary that their traditional skill-based education is merged with modern education.

Shri. Arjun Munda, Hon'ble Minister, Ministry of Tribal Affairs too emphasized that the process of community learning was already an integral part of the lifestyle of the tribal population. Children in these communities learn by imitating their elders and other community members.

On the whole, the two days conference SAMVAD helped in sensitizing the representatives of the tribal communities about the objectives of the National Education Policy and involving them in providing solutions to their own problems. It also facilitated the policymakers and policy implementers to get inputs from the people working in the field so that the policy could actually benefit the tribal communities.



INAUGURAL SESSION



Dr. Subhash Sarkar, *Hon'ble Minister of State for Education*

As a forerunner of growth for Scheduled Tribes in India, the National Education Policy of India 2020 (NEP 2020) aims to ensure equity and inclusion. It gives a national perspective to the education of tribal people. Programs like Digital India, Samagra Shiksha, and so on are facilitating students from tribal and rural areas to compete at the national level. The success of the NEP rests upon Sabka Prayas i.e. collective effort. The multiple entries and exit provisions in NEP provide a fillip to the academic performance and qualifications of the Scheduled Tribes' students, who happen to drop out of formal education at different levels. Academia has the primary responsibility of giving wings to the aspirations of the new generation, particularly the deprived ones. Inclusive education under the NEP emphasizes accountability, equity, and transparency to enrich society. The Hon'ble Prime Minister of India, Shri Narendra Modi, also emphasized that Aatmanirbhar Bharat could be achieved only through the ideals of Sabka Saath, Sabka Vikas, Sabka Vishwas, and Sabka Prayas.

Smt. Alka Tiwari, *Secretary, NCST*:

The NCST, as a constitutional body, has played a key role in the advancement and securing of the rights of Scheduled Tribes in India. Education is crucial for the entire society but it becomes all the more pertinent in the case of the tribal communities due to the lack of resources and entrepreneurship in their areas. There is a wide gap of about 14 percent between the overall literacy rate and the tribal literacy rate in India. Only 20 percent of the tribal students reach the 10th standard. The status of women is even worse. Geographical isolation is still a difficulty faced by many tribal communities, due to which there is a lack of access to educational institutions. Sometimes, parents of the tribal students are not educated enough to provide an enabling environment for proper learning of children which hinders the progress of tribal students. Migration and learning in a language other than their own mother tongue, are other issues in the education of tribal communities. There is a need to pay more attention to vocational and skill-based education for tribal students. It is necessary to follow the 'Bottom-Up Approach' in place of the conventional 'Top-Down Approach' for Good Governance.

Shri. Rajaram Katara, *Social Worker*:

Education is a sensitive and essential aspect of the comprehensive development of tribal people in India. In the case of the tribal communities living in Jhabua district, Madhya Pradesh, and in other areas too, the life of tribal communities before



independence was comparatively self-sufficient and skill-based. Rapid urbanization and development of urban areas almost left many tribal villages untouched to such an extent that the people from these areas migrate to cities for livelihood and sustenance. Hence, inclusive and equitable growth is the biggest challenge. To many people, education is largely about securing white-collar jobs and not learning skills or crafts. The current educational system talks in length about America and other countries than our own towns, tribal communities, or their problems. There are difficulties for tribal children to learn other languages in Government-run schools. Learning, in other languages, not only changes their dressing style, their worldview too. Therefore, we need to be cautious while imparting education to the tribal children so that cultural loss or erosion does not take place in tribal societies.


Shri Harsh Chouhan, Hon'ble Chairperson, NCST

The significance of the conference lies in the fact that the problems of the tribal people are different from the problems of other sections of the country and SAMVAD is essential for the correct articulation of the significant issues that can arise in the implementation of the National Education Policy. It will also help us in curbing its negative results and using its positive results for the overall benefit of the tribal community as happened in the case of Samudra Manthan (churning of the ocean), a best-known Hindu religious legend, which is believed to have ended with the intake of Amrit (positives) and the Vish (negatives) for the overall betterment of the world. The Saksharta Abhiyaan of 1991-92 is a learning experience. It was launched to provide a minimum education to the tribal people so that they could sign a document. But many of them were not interested in getting educated in that manner. Hence, there is a need to suggest to the Government about how the tribal community wants to learn. Tribal people are not under the pressure of getting educated because they know that they can get employment based on the numerous inherent skills they have. Whereas, the larger middle class of the country can get a job only if they are educated. Therefore, we need to sensitize the Government that it would be difficult for the country to provide jobs for all, based on education alone. The development of other soft skills is very important. Learning new skills along with the existing curriculum will be of great help. The Government should dignify all the other professional skills so that one can get a job even when one is not educated enough.










SESSION I



PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION



Tuesday, 22nd March 2022 – 11:30 am to 1:30 pm

THEME

Inclusivity and Equality in the Education System

MODERATOR

Shri Ramanand, *Director, CPRG*

SPEAKERS

Shri Mahesh Sharma, *Padma Shri Awardee, Social Worker*

Shri Maneesh Garg, *Joint Secretary, Department of School Education and Literacy*

Shri Asit Gopal, *Commissioner, NESTS–EMRS*

Prof. S.C. Chauhan, *Head, Department of Education of Groups with Special Needs(DEGSN), NCERT*





The discussions were focused on the importance of the formative years of education in the life of a child, understanding the ground realities of the tribal children and students, the status of progress, and support in this regard as extended by the Ministry of Education, Eklavya Model Residential Schools (EMRS) and the National Council for Education, Research and Training (NCERT). These are the key Government bodies influencing the pre-primary, primary, and secondary education of students in the country. Speakers addressed the concerns expressed by the tribal representatives, social workers, and activists in the context of the NEP. Other themes of discussion included, the role of mother tongue and local dialects in education, representation of tribal heritage in professional education, experiences of tribal students in the education system, the role of experiential learning, the performance of EMRS and JNV (Jawahar Navodaya Vidyalaya) and the scope for cooperative federalism in education policy.

Mahesh Sharma, Padma Shree awardee, and a renowned Social Worker

There is a strong dissonance between what schools teach and the environment in students' homes, i.e. the skills taught versus the skills needed by the tribal students. Children in villages are active participants in community life and local trade. They have a sharp economic sense and a flourishing understanding of the self and the community. However, their intelligence and industriousness are not rewarded in professional education. For instance, from the statistics pertaining to the tribal population in Jhabua district, Madhya Pradesh, which makes up 87 percent of the district's population, what we get is a dismal picture. There is very little progress achieved by the tribal students while the general population is reaping most of the benefits of education. It needs to be probed whether the fault lies with the policy or with the society. Although the Government's efforts in improving the accessibility and effectiveness of education for tribal students are commendable, there are very few jobs available to them in the job market. Therefore, there is a need for allowing and encouraging inter-generational knowledge and skill transfer. Since most culturally-rooted local practices in the tribal communities survive on familial values, the focus should be placed on the growth of individuals through community life. The formal education system has to incorporate these values for the tribal people to effectively participate in nation-building.

Shri. Maneesh Garg, Joint Secretary, Department of School Education and Literacy:

The comparative statistics on various educational indicators of the overall population and the Scheduled Tribes' population suggest that though Gross Enrolment

Ratio for Scheduled Tribes' students in Primary and Upper-Primary education is higher than the overall population, the Annual Average Dropout Rates are significantly higher as well in Scheduled Tribes populations in higher classes. The Samagra Shiksha Scheme, which is a merger of three different schemes, has brought all stages of school education from Primary to 12th grade under its purview. It includes a multitude of initiatives, like providing free uniforms and books, building new schools, strengthening existing infrastructure, grants for sports and co-curricular activities, and bridging gender and social category gaps. It especially emphasizes on delivery of the scheme benefits for girls, Scheduled Castes, Scheduled Tribes, and minority communities. Some important provisions under the National Curriculum Framework include tackling the high tribal dropout rate through vocational education, distance learning, education in the tribal language, bilingual textbooks, and incorporating local tribal stories, poems, and folk songs.

Prof. S.C. Chauhan, *Head, DEGSN (NCERT)*

The Department of Education of Groups with Special Needs (DESGN) undertakes various academic activities ranging from Research and Development to Training and Extension on the educational issues of children of disadvantaged groups like Scheduled Castes and Scheduled Tribes. Children from Socially-Economically Disadvantaged groups (SEDGs) are broadly categorized, based on gender identity, socio-cultural identity, geographical identity, and disabilities. Their education is given special focus under 'Equitable and Inclusive Education' of the NEP. Several challenges to the education of children from Scheduled Tribes have been identified, like, attitude, medium of instruction, contextualization of contents, teacher training, pedagogical aspects, multilingualism, and identifying and nurturing of talents. The NCERT undertakes several crucial tasks in implementing the NEP recommendations, such as, developing learning outcomes at all levels, developing teacher training packages for NISTHA, creating curriculum guidelines, alternative academic calendars for ST schools, and developing Pre-vocational modules. The new curriculum and textbooks will incorporate tribal culture and their experiential learning so that they will fully utilize all facilities to improve their education.

Shri. Asit Gopal, *Commissioner, Eklavya Model Residential Schools, National Education Society for Tribal Students, Ministry of Tribal Affairs*

The scheme of Eklavya Model Residential Schools (EMRS) was started in the year 1997-98 to impart quality education to tribal children in remote areas in order to enable them to avail of opportunities in high and professional education courses and get employment in various sectors. The schools focus not only on academic education but on

the all round development of the tribal students. The schools are aimed to provide quality upper primary, secondary and senior secondary level education to ST and PVTG students in tribal-dominated areas, along with extra-curricular activities, to enable them to access the best opportunities in education and to bring them at par with the general population. Each school has a capacity of 480 students, catering to students from Class VI to XII. Previously, the grants were given for the construction of schools and recurring expenses to the States under Grants under Article 275 (1) of the Constitution. In order to give further impetus to EMRS, it has been decided that by the year 2022, every block with more than 50% ST population and at least 20,000 tribal people, will have an EMRS. Eklavya schools will be on par with Navodaya Vidyalaya and will have special facilities for preserving local art and culture besides providing training in sports and skill development. Across the country, as per census 2011 figures, there are 564 such sub-districts out of which there is an EMRS in 102 sub-districts. Thus, 462 new schools have to be opened by the year 2022

DISCUSSION

The main concerns raised were about the location of schools and their distance from ST community habitations, the use of local dialects in pre-primary and primary education, poor involvement of parents in the education of first-generation ST school-goers, and the lack of syllabi uniformity across public and private schools. It was requested that learning be handed over to local communities to ensure an emphasis on tribal culture in the learning process. Skills were requested to be imparted right from the primary education level to facilitate better future prospects for ST students. The need for recruiting local teachers in schools was emphasized so as to further a sense of community affiliation in ST students who are more prone to dropping out due to a sense of alienation and disconnect from their peers and curriculum.





SESSION II



THE UNIVERSITY SYSTEM

Tuesday, 22nd March 2022 – 02:15 pm to 3:45 pm

MODERATOR

Smt Alka Tiwari, *Secretary, NCST*





SPEAKERS

Dr. Rajnish Jain, *Secretary, University Grants Commission*

Prof. Badri Narayan, *Director, GB Pant Social Science Institute, Prayagraj, Uttar Pradesh*

Prof. Bipin Jojo, *Dean, School of Social Work, TISS, Mumbai*

Shri Ananta Nayak, *Hon'ble Member, NCST*





The session discussed the University System in India under the scope of NEP, the situation of Scheduled Tribe learners in universities hitherto, and the changes expected to materialize after the NEP rollout. The speakers were educators and administrators in India's Higher Education Institutions (HEIs) and the University Grants Commission (UGC). The objective was to reflect the ST consciousness in HEIs while addressing the way forward. Themes of focus were aimed at entrepreneurial skill development and future employability prospects of Scheduled Tribe graduates, Government support for the tribal students through scholarships and fellowships, location and accessibility of HEIs, ways of improving representation of ST students and performance at the University levels along with IGNTU's role in integrating tribal students and mainstreaming experiences of adversity faced by the tribal students at such levels.

Dr. Rajneesh Jain, Secretary, UGC:

There is a need for targeted outreach programs to facilitate education among the tribal students, career counseling from a young age, and technology-based learning. Tools of mass broadcasting like Doordarshan on TV, Radio, and the internet can be used to disseminate information among the remotely-located tribal learners. The tribal students in India's Higher Education Institutions still face issues pertaining to their accommodation, lack of financial resources, and tokenization of 'progress' through marks and attendance. The provisions of the NEP aim to help the tribal students by multiple points of entry and exit, academic bank of credit, research component in the 4-year undergraduate courses, Central Universities Entrance Test (CUET) for admission to 45 Central Universities and conducting National Testing Agency (NTA) tests in 13 languages. The UGC has set up a Massive Open Online Course (MOOC) platform which has 521 courses translated into vernacular languages, full-fledged online degrees, and a special drive to fill vacancies meant for the candidates from Scheduled Tribes.

Prof. Badri Narayan, GB Pant Social Science Institute

Any academic course should have two motives, one is employability and the other is intellectual satisfaction derived by the student. The tribal people as a community have both knowledge and experience which is a rare combination, but what they lack is education according to changing modern demands. The tribal and the urban students have their own spheres of knowledge, and integrating the former into modern higher education is addressed by the NEP. Other provisions in NEP like, multiple entry and exit can benefit tribal students only if it is implemented comprehensively and creatively. It is to be noted that NEP policy implementers and teachers who carry out the teaching as per the new policy don't necessarily hail from tribal communities.

Hence sensitization programs for all the implementers are highly recommended. The teacher training should have a component on tribal cultures, traditions, and societal requirements in order to sensitize those who don't come from the tribal community, as they hold the responsibility of implementing NEP. The attendees have to be 'organic intellectuals' to bridge the gap between Government policies and community awareness. They need to play the role of change-agents and promoters of education in their own communities.

Prof. Bipin Jojo

Post-independence India saw the isolation, assimilation, and integration of tribal people which led to the formulation of schemes related to the tribal population. Although various schemes for the enrolment of tribal students are there, the gross enrolment ratio of the Scheduled Tribes is still lesser than the national average. The recent studies from the TISS, Mumbai on higher education among the tribal communities confirm that all the issues point to accessibility and attainment. The socio-economic background and the lack of enabling environment in the tribal communities very much hinder the growth of the students living in tribal areas. Another concern is the lack of financial resources for the tribal communities. There is no uniformity in the timing and amount of stipend available to the tribal students across the States at the post-matric education level and that causes a financial crunch leading to dropouts. Further, the lack of institutions and hostels in the rural areas and their proper maintenance are important issues to be addressed. On the other hand, it is a fact that modern education has created a kind of isolation of the educated tribal youth from their own communities, traditional landscapes, and their value and knowledge systems.



SESSION III

PROFESSIONAL INSTITUTIONS AND SKILL EDUCATION

Tuesday, 22nd March 2022 – 04:00 pm to 6:00 pm

MODERATOR

Shri Vivek Kumar

SPEAKERS

Dr. M.P. Poonia, *Vice Chairman, AICTE*

Shri Girish Prabhune, *Padma Shri Awardee, Punarutthan Samarasata Gurukulam*

Dr. Nomesh Bolia, *IIT, Delhi*

Shri Harsh Chauhan, *Hon'ble Chairperson, NCST*



The session bewitched the audience by referring to India's self-dependence in ancient times and recognizing the legacy of the tribal community in the development of India in the pre-independence as well the post-independence period. The speakers gave a call to stop idolizing the west and start feeling proud of the treasure of skills of the Indian people. The efficacy of practices of the tribal community was also emphasized and the relevance of the revival of the practical learning techniques of the Gurukul system was focused upon. The session also talked about inclusiveness and better representation of the tribal communities. It is pertinent to incorporate the skill set of the tribal people in our education system in order to ensure sustainable and inclusive development along with fuller utilization of resources.

PRESENTATION BY THE PANELISTS

Dr. M.P. Poonia, Vice Chairman, AICTE

Our villages were self-dependent and each village was engaged in doing some productive work. There was a well-knit community with no comparison but our education system has served as a bane in certain areas. We failed to provide education in tribal languages. The children of our country became more concerned about idolizing and imitating the west rather than acquiring knowledge. Students are often forced to pursue courses that do not interest them and students' inability to understand the English language can be the reason for high dropout rates in the tribal areas. The NEP has come to the rescue of the dropouts by providing certificates in the first year, diplomas in the second year, and degrees in the third year. In this way, students can get employed even with the minimum qualification of a diploma.

Shri Girish Prabhune, Padma Shri Awardee, Punarutthan Samarasata Gurukulam

I would like to talk about the Katkari tribe who did not have any free time since they used to work so hard for their community. A meager number of students from the tribal community have graduated or passed 12th and the reason for the slow pace of education in tribals is the high rate of dropouts. Tribal students are either not accepted or not retained due to the differences in the language spoken by them. Tribals have been serving the nation since time immemorial, the battle of Plassey in 1757 bears testimony to their invaluable contribution to saving the pride of India. As far as the post-independence period is concerned, tribals know everything about the uses and medicinal properties of the variety of plants around them. There is a lab in every house and they can tell about the existence of copper or gold in the mud by merely smelling it. Our forests used to be the seedbed of food, medicines, and our scientific research and observations. But Indians have failed to realize their own value systems. Tribals

understand that their children are gradually losing the traditional skills and they are also unable to realize the use of the education system that they are forced to undertake.

Dr. Nomesh Bolia, IIT, Delhi

Documenting and registering the illustrations of ingenuity and industriousness of the tribal communities in textbooks and sensitization modules would make the general population aware of the vital contribution of the Scheduled Tribes to the development of India. Naming the local streets, markets etc. after the local leaders and role models would instill a sense of pride in community identity, especially among the tribal communities. Books pertaining to the culture, tradition, and achievements of the tribal communities should be published, and also roads of Delhi should be renamed after the tribal heroes so that they get their due recognition. A behavioral change in the citizens of our country is needed, in order to ensure the inclusion of the tribal community in the process of development. This change would require the incorporation of skill education into the curriculum so that the Indian Knowledge System and culture get their well-deserved reverence and acknowledgment.

Shri Harsh Chouhan, Hon'ble Chairperson, NCST

We should stop focusing on following the education system of the Britishers and start using the inherent strength of our cultural knowledge system to neutralize our weaknesses. Instead of teaching the tribals the way to relearn their legacy, we should focus on learning the techniques from them since they work quite well on the basis of all that they know. We should hasten the process of heralding a change in the education system and this change doesn't mean changes in the formal education system only. It needs to focus on the holistic and overall development of the nation in general and tribals in particular.

DISCUSSION

There is still prejudice towards the tribal communities and they are not usually welcomed. We are developing at the cost of nature. The knowledge of the tribal communities needs to be valued and protected and it is high time that we realize this. The UGC should work in collaboration with Tribal Development Agencies to provide adequate information to tribal students. For instance, the tribal population of Dantewada who get admitted into the vocational courses are compelled to migrate to nearby areas in search of employment because the demand for those particular vocational skills is not there in their own area. The concepts taught in schools don't connect well with real life which defeats the very purpose of vocational education.

SESSION IV

PEOPLE WHO ARE PROVIDING SOLUTIONS: EXPERIENCE SHARING IN SCHOOL EDUCATION

Tuesday, 23rd March 2022 – 10:00 pm to 11:30 pm

THEME

People who are providing solutions in School Education

MODERATOR

Shri Ramanand, Director, CPRG

SPEAKERS

Professor Vandana Saxena, Department of Education, Delhi University.

Shri Praveen Kumar, CSO, and Head of Education, SVYM

Shri Sanyam Bhardwaj, Controller of Examinations, CBSE

Shri Harsh Chouhan, Hon'ble Chairperson, NCST



Knowledge might be power, but it's much more powerful when it's shared. Information about a particular work or initiative is really just the data or details of something, but sharing knowledge opens up the experience and context of somebody who has understood and used that data in the particular field. Experience sharing allows us to know the perspectives of people who applied certain practices directly in the field. When they share those experiences, they allow others to skip the trial-and-error phase and get right to productivity. Thus, when formulating policies, the most important part is to allow a platform of discussions and recommendations from the experts who are already working in the field at a ground level. The second day of the conference began with the input of the delegates who were representing the tribal communities of their respective States. The dialogic nature of the conference enabled the involvement of those who would be affected by the implementation of policy.

PRESENTATIONS BY THE PANELISTS

Prof. Vandana Saxena, *Department of Education, Delhi University*

An adequate understanding of the language is a prerequisite to understanding various concepts but the language should not be considered the only barrier since people have learned through sign languages as well. Each subject also has a language of its own. So, any language which is offered as a medium to study another subject needs to be enriched to continue to be the medium of instruction till higher education including professional education. Any individual with any social background can teach a language as a subject, provided the higher education curriculum for language-based programs inculcates the true sensitivity and passion for that language. The experts would need to work hand in hand to develop the native language so that the complexities in any subject can be presented with equal rigor in that language. Tribal people are a samaj with an in-built unique value system that only they can narrate authentically. Hence, they must participate in the process of documentation about themselves exemplifying the diversity among them. With a spirit to celebrate the diversity in our country in the upcoming years, with emphasis on both local and global, the rich traditions of India should exist without any hierarchy.

Shri Praveen Kumar, *SVYM*

The inherent social values of tribal children are commendable and the community bonding is already exemplary. There is so much that we adults can learn from these kids. We do not need to teach them any new techniques but should focus on magnifying

the traits they already have.

I would like to talk about our school and the four areas we are working on. They are:

- Education at VTCL – Creating a local curriculum that can be added to the academic curriculum of tribal students. We have adopted the approach of teaching and learning through local stories and songs in the tribal dialects. Another approach undertaken by us is giving practical projects to the students relevant to today’s environment, e.g.- flora and fauna, medicine, electricity, food practices, etc.

- Co-scholastic areas– Individual focus on a child's extracurricular activities and integration of sports, arts, agricultural skills, etc. into their skill learning. The time allotted for co-scholastic subjects is as per the child’s strength and capacity. Hence school functions as the springboard of tribal aspirations.

- Teacher learning center– A three-month program of teacher sensitization where they learn the complexities of their students and how to deal with them.

- Community engagement– It calls for parents’ participation in their child’s academic journey in school.

Shri Sanyam Bhardwaj, *Controller of Examination, CBSE*

There is a need to re-evaluate the educational policies. We also need to make some changes in the procedures related to the evaluation of children. The problems need to be compartmentalized and to be effectively solved. Communication and discussion can aid in developing effective ways of evaluation. Tribal people are the ones who know what kind of problems exist at the ground level and they also know their solutions. Hence, they are the people who can provide the necessary knowledge on dealing with such issues, and the policies for their upliftment should be made on the basis of the solutions they provide. We at CBSE are open to suggestions by the communities with respect to infrastructure, technology, primary-secondary-higher education, agricultural studies, cultural studies, etc.

Shri Harsh Chouhan, *Hon’ble Chairperson, NCST*

The medium of language and language of learning are two different aspects. Policymakers will play an important role in dealing with the language barrier. Children have better chances of understanding and learning mathematics in their native language rather than forcibly learning it in the English language. Tribal people live on the principle of simple living and high thinking and the present system of education is attempting to alter that because we all are caught up in the airtight containers of a textbook and we need to understand that education is much more than

the confines of a textbook. We are still following the same education system and curriculum that Britishers followed to establish their control over the country. The examination and the grading system are extremely regressive in nature and CBSE is working to solve this issue. The tribal people do not want to become rich but want to be good, working for their community. The people here have no problem with the challenges but are concerned about how the solutions for the challenges are carried out.

DISCUSSION

Proper lines on language learning are not drawn clearly, leaving children confused and hence leaving them incapable to study. A child doesn’t drop out all of a sudden, there are many stages of dropping out. We must focus on the reasons behind dropout. The farming season demands all children of the family to work together which results in the absence of the child from school. One more issue which increases the dropout rate is schools following the national academic calendar which misses out on most of the festivals celebrated by the tribal communities, thus resulting in students missing out on school days. Therefore, schools should get autonomy in deciding their academic calendar. In this way, the dropout rate can be reduced and people also would not feel left out.



SESSION V

PEOPLE WHO ARE PROVIDING SOLUTIONS IN HIGHER EDUCATION

Tuesday, 23rd March 2022 – 11:45 pm to 1:30 pm

MODERATOR

Smt Alka Tiwari, *Secretary, NCST*

SPEAKERS

Professor Prasanna Kumar Samal, *Dean, Faculty of Tribal Studies, Indira Gandhi National Tribal University.*

Professor Badri Narayan, *Director, GB Pant Social Science Institute, Prayagraj, Uttar Pradesh*

Shri Ananta Nayak, *Hon'ble Member, NCST*



This session's theme was to listen to the experiences of people working in higher education in tribal areas. Professor Prasanna Kumar Samal, Dean, Faculty of Tribal Studies, Indira Gandhi National Tribal University, talked about the various steps taken by the UGC to improve the education standard in Scheduled Areas. Professor Badri Narayan, emphasized on NCST's participation in ensuring proper education in tribal areas whereas, Shri Ananta Nayak, Hon'ble Member, NCST, informed the speakers and discussants about the proposal of the NCST to have a tribal cell at secondary and higher education levels, for a better representation in the institutions catering to the interests and skills of the tribal children.

Prof. Prasanna Kumar Samal, Dean, Faculty of Tribal Studies, Indira Gandhi National Tribal University (IGNTU)

As far as the problems of discrimination and harassment faced by the tribal students in Higher Education Institutions are concerned, steps have been effectively taken by the UGC to tackle those issues through student counseling, tribal cell, north-east cell, equal opportunity cell, and so on. The IGNTU has also introduced Eklavya Model Residential Schools on the campus for the tribal children. As the subject of Tribal Studies is not there in the National Eligibility Test of the UGC, i.e. UGC- NET, efforts are being made to include Tribal Studies as a subject for UGC- NET. The IGNTU has approved Hindi as well as English, as the languages for Ph.D. Degree. The major objectives of the IGNTU is to provide higher education to the Scheduled Tribes in their environment, document their knowledge systems, and create 'tribal people-centric' developmental models. As mentioned in the NEP, the subjects which are focused on developing entrepreneurship skills are introduced in the IGNTU. It is also developing the dictionaries, grammar, and literature for the local tribal languages and bringing these languages to mainstream education.

Professor Badri Narayan, Director, GB Pant Social Science Institute

On the issues of inclusion and representation, an advisory should be issued by the NCST to get the educational mapping of tribal zones in terms of Micro Planning and Community Based Planning. Where inclusive education is focused upon, marginal communities should work in unison with civil society. *Cultural Arrogance and Cultural Isolation should be avoided. The curriculum should include knowledge of India as a whole.*

Shri Ananta Nayak, *Hon'ble Member, NCST*

The stereotypical portrayal of tribal people is different from the true image of them. As long as the public do not have the right mindset toward tribal communities, the Government's efforts to promote and develop the tribal people will be less effective. The gap between the tribes and non-tribes should be reduced. A major section of the tribal population is still not aware of the policies and programs meant for them. Hence, a provision should be made to make them aware of the rights, welfare schemes and policies pertaining to the Scheduled Tribes. There is immense potential for tribal people to excel in sports. Their sports, local medicines, and their unique cultural practices have to be promoted. The National Commission for Scheduled Tribes (NCST) has proposed to have a tribal cell at secondary and higher education levels, for a better representation in the institutions catering to the interests and skills of the tribal children.

DISCUSSION

There is a need for sensitization programs at the higher education level as some participants noted that still issues like, discrimination and harassment take place in their workplaces, especially in the medical and engineering colleges. Another issue raised was the shortage of trained teachers and a single teacher handling multiple subjects. Connectivity is another important issue, posing problems for teachers to reach the schools on time, thus reducing the school hours. Another important concern was the lack of motivation among the tribal students to pursue higher education. Other concerns were, experts be called for a brief period to motivate the students for higher studies; all the schools should provide counseling to tribal students about the options in higher education within and outside the country and the availability of costs, grants, and scholarships and fellowships. The representatives of the tribal communities also came up with the fact that modern education should not be imposed on them. Tribal culture, livelihood, and lifestyles should also be given due importance in the curriculum.



SESSION VI

SKILL/ TECHNICAL EDUCATION

Tuesday, 23rd March 2022 – 02:15 pm to 3:45 pm

CHAIR

Shri Ananta Nayak, *Hon'ble Member, NCST*

MODERATOR

Shri Satyajit Mujumdar, *TISS*

SPEAKERS

Dr. Srikant Patil, *Centre for Research and Industrial Staff Performance (CRISP)*

Dr Nirupama Deshpande, *Sampoorna Bamboo Kendra*

Shri Ved Mani Tiwari, *CEO, NSDC*



The session discussed skill and technical education pertaining to the STs. Currently, the education system doesn't embrace marketable skills which can ensure employability or entrepreneurial initiative. Introducing skill training at a young age helps to grab opportunities impacting positively the well-being of the family and in general, the workforce of the country. Technical education should inculcate the finer skills of life which build self-confidence and independence as traits of personality. Skill-based education provides the opportunity for economic benefits from education. It also takes fewer years than School education and can be clubbed with the existing education system. Hence, when viewing the skill education from the perspective of the tribal community considering their economic challenges and hardships, the absence of vocational and technical institutions in the rural areas has created learning inequality and induced migration. Skill development clubbed with entrepreneurial skills can help in addressing the issue of migration and promote the livelihood opportunities.

PRESENTATIONS

Dr. Shrikant Patil, MD, Centre for Research and Industrial Staff Performance

There is a need for a skill-gap analysis to identify prior learning in different communities. The flawed education policy has focused on teaching the STs, the skills that they are already adept in. This has played a critical role in worsening their perceptions of school education, over time. Professionals who are posted in rural areas should partake in rural development. With their understanding of local communities and contexts, they can bring great improvement in the development of the communities. There is a need of opening up start-up hubs for children and facilitating industrial linkages from the school level. It is necessary to know from the local communities the priority of their needs.

Prof Nirupama Deshpande, Sampoorna Bamboo Kendra

Sampoorna Bamboo Kendra (SBK) was started in the year 1988 under the guidance of Mr. Vinoo Kale at Nagpur. It was founded with an objective to promote the bamboo art forms, and to provide livelihood opportunities for the local residents of the Melghat region. The institution deals with the highly appreciable properties of bamboo and its various uses. It promotes handmade and handcrafted products from the value chain to the supply chain. To bring all the bamboo artisans on one platform, the Karigar Panchayat was created by the artisans. Regular communication and a flexible source of earnings have encouraged many women to become members of this organization. Karigar Panchayat helps the artisans to establish their own professional identities as individuals and also promotes the exchange of thoughts and indigenous skills among

all the members. Financial Literacy is another important development measure promoted by the SBK. Imparting financial education and management skills through SBK helped the tribal people in creating 210 Self Help Groups.

Shri. Ved Mani Tiwari, *CEO, National Skill Development Corporation (NSDC)*

Interpretation of Prime minister Modi's 'Vocal for Local', a slogan for self-sufficiency on a national scale actually means 'local talent, local resources, local markets'. The emphasis on entrepreneurship and skills is not the search for big markets or big financing banks but to identify the local skills to support the local market. It is important to note that some skills have become indispensable in the modern world which can open many opportunities. For instance, the skill of digital and financial literacy, to know how to use UPI and other digital payment transactions. Some vital and critical digital skills will increase the value of a person as an employee or service provider, increasing their desirability and employability. The NSDC collaborates with different organizations to promote tribal crafts by giving market access. The project addresses the problem of monetary benefits of local handicrafts not percolated or shared with the makers of those products, rather other value-added services take a disproportionate share of the income. Hence, this project aims at how the middlemen can be distanced and how the producers can be directly integrated with exporters.

Shri Satyajit Mujumdar, *TISS*

Shortcomings in the implementation of Government policies are the result of a lack of field research at the planning level. Skilling methods and teaching methods sometimes fail. There is a need for system correction while making the policies. Sometimes issues like the absence of reference material in the local language hamper the success of any policy. Issues like this are important to work in tribal areas but often overlooked. Skills can be taught only through practice. The traditional Gurukul system of education was based on practicing which is relevant to practical training.

Shri Ananta Nayak, *Hon'ble Member, NCST*

Policies have many indirect and unintended consequences as they are implemented on the ground. In this context, the simpler the policy prescriptions are, the lower the margin for error and distortions. Policies need to be reflective of the needs of the communities which they seek to help.

DISCUSSION

Skill development programs in ST areas implemented by the Central Government hardly reach the Zilla zones. If the skills imparted have no relevance in the local market, it encourages migration. Currently, raw materials, skills, and techniques of local artists and manufacturers are taken away and marketed by corporations. There is a need to train tribal youth in entrepreneurship along with skill training.





SESSION VII



MASS EDUCATION (FOR AGE GROUPS 0-6, 6-16, 16-32, 32+)

Tuesday, 23rd March 2022 – 04:00 pm to 6:00 pm

CHAIR

Shri Harsh Chauhan, *Hon'ble Chairperson, NCST*

MODERATOR

Shri Prakhar Jain

SPEAKERS

Dr. Archana Singh, *G B Pant Social Science Institute, Prayagraj*

Shri Maneesh Garg, *Joint Secretary, Ministry of Education*

Shri Mahesh Sharma, *Padma Shree Awardee, Social Worker*





This session was aimed to increase the participation of ST students in education at all levels. It requires integrating life skill education with general education. Tribal societies being closer to nature, they place more importance for their traditional education or learning systems. Thus, it becomes imperative for inclusive education to merge traditional education with modern education. Unfortunately, traditional knowledge is fading away which may create a hurdle for inclusive education. Another important aspect of tribal education is learning through practicing. The most profound learning often comes from experience that is supported by guidance, context-providing, foundational knowledge, and intellectual analysis.

PRESENTATIONS

Dr. Archana Singh, *Faculty Member, GB Pant Institute of Social Sciences*

There have been a lot of positive interventions by the policymakers but the intended results have not been achieved because the knowledge systems imposed on students were never relevant to them. This created a distance between the students and the school system. Policymakers must collaborate and communicate with the communities concerned. Correcting historical wrongs can only be successful if it is a collective, collaborative effort. Indigenous knowledge and traditional wisdom are lost as a result of commercialization and colonization. Indigenous knowledge must be reintroduced into the mainstream educational system. The national education policy attempts to address this issue by recommending the inclusion of traditional knowledge systems into the curriculum.

Shri Maneesh Garg, *Joint Secretary, Ministry of Education*

In continuation of the debate on the integration of traditional knowledge into the curriculum, it will be addressed in the National Curriculum Framework proposed under the National Education Policy. Experiential learning, local History, and Geography will also be incorporated into the National Curriculum Framework which will improve the learning experience of the learners. Shri Garg introduced the following key initiatives for the promotion of traditional knowledge:

- Under Samagra Siksha Abhiyan, innovative space is provided for states to promote traditional schools like Moharang.
- Kala Utsav provides an opportunity to showcase their traditional art and dance form.
- Ek Bharat Shreshtha Bharat aims to enhance interaction and promote mutual understanding between people of different States/Union Territories through the

concept of State/Union Territory pairing.

- Samajik Chetna Kendra to involve community learning in the idle space of school after school hours.
- Skill hubs initiatives to utilize school labs for vocational training of those who are outside of the formal education system.

Shri Mahesh Sharma, Padma Shri Awardee & Social Worker

The categories created in the society, like, General, SCs, STs, etc have created a mentality of placing the general category on the top of the knowledge system and considering the other marginal groups as less knowledgeable sections which is strongly problematic considering that the ST communities are the most capable and skilled amongst all. Tribal communities already know the means and ways of sustainable living with nature and the urban society need to value the way of living of the tribal communities. Mass education should be provided based on the skills of the people. There is a need to rethink and restructure the education system to meaningfully cater to the educational needs of the tribal communities. It is important to understand tribal societies before looking at tribal mass education, to see where the problems in those regions arise from and where the frustrations arise from. If we have a close look at it, all the problems in those communities are those created by external factors, while a tribal person is self-sufficient and works in extreme conditions. While others complain even in comfort, the tribal communities stay content and keep working even in challenging environments. The community thrives on its robust native systems. Tribal communities must be acknowledged and appreciated for their skill set beyond categorization...

SPECIAL GUEST

Shri. Arjun Munda, Hon’ble Minister, Ministry of Tribal Affairs

The tribal communities believe in preserving their culture which is evident from the fact that bow and arrow are an integral part of the rituals of the community right from birth to death. The tribal communities do not leave or forget their core values. The process of community learning is already an integral part of the lifestyle of the tribal population. Children in these communities learn by imitating their elders and other community members. The major issue in tribal areas is the reluctance of teachers to work in these areas. The language barrier between teachers and students is another concern. It is imperative that both the community and the system utilize Eklavya Model Residential Schools based on the model of Navodaya Vidyalayas properly. These schools aim at promoting local art-culture, traditional as well as international sports

through various activities. Community involvement is important to ensure a hundred percent enrolment rate and zero dropouts. The Pradhan Mantri Adi Adarsh Gram Yojana aimed to recognize villages with zero dropouts and 100 percent enrolment at the State and national levels. As part of the Ministry's plan to promote education among these communities, access to broadband in these areas will also be increased.

Shri Harsh Chauhan, Hon’ble Chairperson, NCST

Learning goes beyond the classroom and is a lifelong process. Every community has its own way of learning from different experiences and integrating those into daily life. One of the perceived imperatives of nation-building in the modern world has been a commitment to mass elementary education. Community-based learning is a teaching and learning strategy that integrates meaningful community engagement with instruction. It gives greater emphasis on reciprocal learning and reflection, teaches civic responsibility, and strengthens the community. In this way, it enriches the learning experiences of those who receive it. It is a pedagogical approach that is based on the premise that the most profound learning often comes from experience that is supported by guidance, context-providing, foundational knowledge, and intellectual analysis. The communities of which we are a part can benefit from the resources of our faculty and students, while the courses can be educationally transformative in powerful ways. With respect to mass education, there are two different aspects. Education for the mass includes education for each age group of society, from the youngest to the oldest. Another aspect of mass education is that communities have their own knowledge systems and mechanisms of learning and passing on knowledge from generation to generation.



VALEDICTORY SESSION

Smt. Alka Tiwari, *Secretary, NCST*

Education is the most important aspect of life for socio-economic and political development. The major concerns of the disadvantaged sections, including the Schedule Tribes, are the issue of medium of instruction or language of learning, low gross enrolment ratio, and poor representation in higher educational institutions.

The weakness in foundational learning is one of the reasons for the high rate of dropouts and the NEP strives to solve this problem by improving the education at the foundational level. It replaces the 10+2 structure of the education system with the 5+3+3+4 structure for providing early childhood education through the medium of the Anganwadi school system, early primary education, and the development of SEDG zones for universal coverage of education. Furthermore, it is important to replace rote learning with critical thinking and establish a refined grading and assessing system. Other important views of the delegates and the solutions provided by them during the two days of the SAMVAD were:

- Restructuring the higher educational institutions for research work in different fields.
- Schools should get the freedom to customize their timetable and academic calendar as per local requirements.
- With regard to higher education, the foremost concern that emerged was of low enrolment ratio.
- Many participants expressed their concerns regarding not getting the subject of their choice.

Shri. Harsh Chauhan, *Hon'ble Chairperson, NCST*

The Commission is indebted to the delegates and panelists for taking out two days from their valuable time to this SAMVAD. The Commission's intention of documenting concerns on tribal education and presenting them before the Government of India is the objective of the SAMVAD. Through this SAMVAD, the Government gets the right feedback in implementing NEP for the Scheduled Tribes of the country. Community learning and traditional knowledge are the most important strengths already present



in the teaching-learning system at the village level. Instead of imposing a new system, policy-makers should strengthen these existing systems. It will lead to greater results in the future. National Education Policy is a way forward that has included the aspirations, concerns and reality of the tribal communities. However, the challenge is in the implementation on the ground which requires empathy and cooperation towards the tribal communities.

Shri. Dharmendra Pradhan, Hon'ble Minister, Ministry of Education

If we want India to become a knowledge based economy, every citizen needs to be involved in the world of education. There is no age for acquiring education and we all should act together to make India a hub of knowledge. A Steering Committee was formed under Dr. Kasturirangan for the reformation of the National Curriculum Framework. In this Framework, more than 20 Focus Groups have been created covering tribal education, inclusive education, the importance of local languages and several other aspects. The National Commission for Scheduled Tribes has eased our work. It has a crucial role to play in the success of the New Education Policy for Scheduled Tribes.

Experiences of the people present here in the audience, who have immense knowledge of things happening at the field level, would help the policy-makers in taking right decisions related to the journey of a child from the age of 6 years till higher education.

Shri. Ananta Nayak, Hon'ble Member, NCST

The National Education Policy should ensure that the tribal skill sets are taught to the younger generations as well. It is also important that the ethical and cultural value systems of the tribal people do not get sacrificed in the race for a modern education system. Active participation of all the delegates and their dedicated involvement in addressing the tribal issues and challenges, gives a hope to the tribal communities to overcome these challenges.

SUMMARY

The two-day SAMVAD aimed at discussing the intricacies of the status of tribal education and the gaps that can occur in the implementation of the National Education Policy, 2020. It was a good idea to involve people working at the grassroots in SAMVAD in order to discuss the issues that would come up in the implementation of the policy as far as the education of Scheduled Tribes is concerned. The need of the hour that has

been unanimously acknowledged is to upgrade the education system constantly and make it dynamic while giving it a holistic approach. Ambitious policy-making should meet the expectations on the ground. A critical point that was raised is that despite there being several schemes and provisions with respect to the education of the STs, these are largely limited to expenditure on school infrastructure, hostels, and incentives such as various forms of scholarships and fees, though their coverage is low. These components, while being easily implementable or monitorable, are cost-intensive due to which other critical issues that affect schooling experiences are less easily implementable. For instance, changes to the school environment and culture receive little attention. The conference helped in sensitizing the representatives of tribal communities about the objectives of the policy and involving them in providing solutions to their own problems. It, therefore, helped the policymakers and policy implementers to utilize inputs of people working in the field so that the policy can actually benefit the targeted people. The idea of SAMVAD was an incarnation of the citizen-centric, participatory democracy paving the way towards the goal of the Bottom-Up Approach in the Governance of India.

