

# **TRIBAL STUDIES IN INDIA: INTERDISCIPLINARY PERSPECTIVES AND APPROACHES**

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**Lecture33**

## **Lecture 33:Constitutional Provisions, Protective Discrimination & Welfare of Tribes in India:Part- I**

Good morning, and welcome back to the lecture series on tribal studies in India: interdisciplinary perspectives and approaches. So today, we are going to discuss the constitutional provisions, protective discrimination, and welfare of the tribes in India. So, the Indian Constitution provides the tribes with different provisions and facilities in the fields of employment, economy, social upliftment, educational facilities, as well as cultural rights. While sociologists and social anthropologists continue to define the characteristics of any given tribe, the Constitution recognizes that tribal communities need and deserve special protections, and that the politico-administrative establishment must act to ensure such protections are extended to them. These constitutional measures for the Scheduled Tribes (STs) provide protections from non-tribals, particularly in matters of land alienation, money lending, and political representation, as well as provisions for autonomous decision-making on various matters.



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- Such autonomous frameworks constitute the recognition of the adverse effect of including tribal communities within the global political economy, as well as the distinctiveness of tribal culture and identity that are threatened by the cultural imperialism of the non-tribal majority.
- The state is empowered under Article 16(4) to provide reservations in appointments and posts to backward classes to ensure fair representation.
- Article 244 (1) enforces the Fifth Schedule for the governance of Scheduled Areas. It contains provisions relating to the administration of Scheduled Areas other than Northeast India. It provides for the creation of a Tribes Advisory Council (TAC) in each State, having Scheduled Areas. The TAC advises the Governor on matters of tribal welfare and advancement.



Such autonomous frameworks constitute the recognition of the adverse effects of including tribal communities within the global political economy or global political-economic system or network. They also recognize the distinctiveness of tribal culture and identity, which are constantly jeopardized and threatened by the cultural imperialism of the non-tribal majority. The state is empowered under Article 16(4) to provide reservations in appointments and posts to the backward classes in order to ensure fair representation. Article 244 enforces the Fifth Schedule for the governance of scheduled areas.

It contains provisions relating to the administration of scheduled areas other than Northeast India. It provides for the creation of a Tribes Advisory Council (TAC) in each state that has a scheduled area. So, the TAC advises the governor on matters of tribal welfare and advancement. Article 244(2) and 275(1) enforce the Sixth Schedule, which provides for the administration of tribal areas in Assam, Meghalaya, Tripura, and Mizoram through autonomous district and regional councils endowed with legislative, judicial, and executive powers. Further, Article 275 provides financial assistance or grants-in-aid to states covered under the Fifth and Sixth Schedules for tribal welfare.

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- Article 244 (2) and 275 (1) enforce the Sixth Schedule, which provides for the administration of Tribal Areas in the States of Assam, Meghalaya, Tripura and Mizoram through Autonomous District and Regional Councils that are endowed with legislative, judicial, and executive powers.
- Article 275 provides financial assistance (Grants-in-Aid) to states covered under the Fifth and Sixth Schedules for tribal welfare.
- On comparing the Fifth and Sixth Schedules, it is apparent that the provisions of the Sixth Schedule have given greater powers of political autonomy to the tribes of the Northeast, as was the intention of the Constituent Assembly.



When comparing the Fifth and Sixth Schedules, it is apparent that the provisions of the Sixth Schedule have granted greater political autonomy to the tribes of the Northeast, as originally intended by the Constituent Assembly. The Indian state has implemented several policies for the economic development of scheduled tribe communities in India. It has introduced various employment and welfare schemes to improve the socio-economic conditions of tribal communities. Some of the economic and employment-oriented welfare policies are as follows. These include the Tribal Subplan or Scheduled Tribe Component.

### Livelihoods and Employment of Tribals

- The Indian State has several policies for the economic development of the Schedule Tribe communities in India. It has implemented several employment and welfare schemes to improve the socio-economic conditions of tribal communities.
- Some of the Economic and Employment oriented welfare policies are—
- **Tribal Sub Plan/ Scheduled Tribe Component:** The Tribal Sub Plan (now known as the Development Action Plan for Scheduled Tribes (DAPST)), was adopted in 1974-75 during the Fifth Five Year Plan as a strategy for the development of Scheduled Tribes and areas by allocating dedicated funds across various sectors.



The Tribal Subplan, now known as the Development Action Plan for Scheduled Tribes (DAPST), was adopted in 1974-75 during the Fifth Five-Year Plan. It was adopted in 1974-1975 during the Fifth Five-Year Plan as a strategy for the development of scheduled tribes and scheduled areas by allocating dedicated funds across various sectors. Next is the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). Employment under the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), which came into effect in February 2006, was designed to provide jobs

for scheduled tribes, scheduled castes, and other categories of the rural poor. Additionally, there is the National Scheduled Tribes Finance and Development Corporation (NSTFDC).

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The National Scheduled Tribes Finance and Development Corporation was established by the Union Government to provide concessional loans to eligible scheduled tribe individuals for income generation or self-employment activities as per schematic norms. Furthermore, there is a more recent policy. It is called the Pradhan Mantri Van Bandhu Kalyan Yojana. The Pradhan Mantri Van Bandhu Kalyan Yojana (PMVKY) was implemented in 2014.

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- **Pradhanmantri Vanabandhu Kalyan Yojana (PMVKY):** The Pradhan Mantri Vanbandhu Kalyan Yojana (2014) is a government initiative aimed at the holistic development of tribal communities in India. It was launched to bridge the development gap between tribal and non-tribal populations by focusing on various sectors like education, health, livelihood, and infrastructure.
- **Pradhanmantri Van Dhan Yojana (PMVDY):** Van Dhan Yojana (2018) is an initiative that is targeted towards livelihood generation for tribals by harnessing various forest resources. It aims to boost tribal livelihoods by enhancing the value addition and marketing of Minor Forest Produce (MFP) collected by tribal communities.



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It's a government initiative aimed at the holistic development of tribal communities in India. It was launched to bridge the development gap between tribal and non-tribal populations by focusing on various sectors such as education, health, livelihood, and infrastructure. Next, we have Pradhan Mantri Vandhan Yojana. So, Vandana Yojana,

which was implemented in the year 2018, is an initiative targeted towards livelihood generation for tribals by harnessing various forest resources. It aims to boost tribal livelihoods by enhancing the value addition and marketing of minor forest produce, also called MFP in short, which is collected by tribal communities.

In the field of education, we see that the principle of universal, free, compulsory education has been embedded in Articles 45 and 46 of the Indian Constitution. It directs the Indian state to uphold the responsibility of taking special care of the educational interests of the Scheduled Castes as well as the Scheduled Tribes. As per the Khakha Committee report that came out in 2014, when compared with the non-tribal population, the tribals were considered the most backward sections of society, except for a few pockets in Northeast and Central India. The tribal societies were hardly influenced by the modern education system, or in other words, the modern education system has hardly been effective enough to bring tribal people into its loop or to include them wholeheartedly in a holistic fashion. It has not been effective enough to bring tribal people into its loop or to include them wholeheartedly in a holistic manner.

So, to address poor educational conditions such as inadequate school facilities, irrelevant curriculum, ineffective teaching methods, and poverty, the government has undertaken several measures in the post-colonial period. For example, the government launched Operation Blackboard in 1987 and the National Literacy Mission in 1988. Operation Blackboard was meant to provide basic infrastructure and essentials of schooling, such as classrooms, teacher facilities, and ensuring teachers were available in these classrooms. The Literacy Mission aimed at creating a positive outlook among the adult population to encourage compulsory elementary education for children. Later, we see that the Ministry of Human Resource Development, in the year 1990-1991 under its tribal division, initiated the establishment of new schools from primary to secondary levels in tribal sub-plan areas with an equal fund-sharing arrangement between the center and the states.

In the year 1992, the government introduced a policy called the Program of Action in the Interest of the Tribals. It included a number of important programs that involved the following. A, universal primary education, or establishing schools in every tribal habitation by 1997. B, an integrated educational approach, coordinating the Balwadi's non-formal adult and elementary education under one system. Third, teacher responsibility, making teachers accountable for enrollment drives with community support.

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- In 1992, the Government drew out a policy called the **Program of Action** in the interest of the tribals. It had several important programmes listed out that involved —
  - a) **Universal Primary Education:** Establishing schools in every tribal habitation by 1997.
  - b) **Integrated Educational Approach:** Coordinating Balwadis, non-formal, adult, and elementary education under one system.
  - c) **Teacher Responsibility:** Making teachers accountable for enrollment drives with community support.
  - d) **Operation Blackboard Expansion:** Equipping all tribal schools within two years of establishment.
  - e) **Tribal Language Instruction:** Developing study materials in tribal languages with a transition to regional languages.



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Next, Operation Blackboard expansion, equipping all tribal schools within two years of establishment. And then next, we have tribal language instruction, developing study materials in tribal languages with a transition to regional languages. Further, we had scholarship reforms, linking scholarships to inflation and disbursing them through banks or post offices. Next, we had special coaching and residential support, providing coaching, training, and hostel facilities for competitive exams. Next, we have girl student incentives, additional scholarships, and remedial coaching at secondary and senior secondary levels for female students.

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- f) **Scholarship Reforms:** Linking scholarships to inflation and disbursing them through banks/post offices.
- g) **Special Coaching & Residential Support:** Providing coaching, training, and hostel facilities for competitive exams.
- h) **Girl Student Incentives:** Additional scholarships and remedial coaching at secondary and senior secondary levels for female students.
- i) **Affordable Quality Reading Materials:** Translating and adapting books from Indian and foreign languages.
- j) **Community-Based Teacher Recruitment:** Training local teachers through District Institutes of Educational Training.



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Further, we have affordable quality reading materials, translating and adapting books from Indian and foreign languages. And we also have community-based teacher recruitment, training local teachers through district institutes of educational training. Since 2000, we have had three missions launched, one each on elementary education, secondary education, and higher education. So, the policy on elementary education is known as Sarva Shiksha Abhiyan, then the secondary education mission is known as

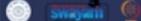
Rashtriya Madhyamik Shiksha Abhiyan, and the policy or the mission for higher education is known as the Rashtriya Uchchar Shiksha Abhiyan.

These were launched in the year 2000. Each mission addresses tribal interests in various ways. Let's take them one by one. What does Sarva Shiksha Abhiyan do? This policy was introduced to achieve universal elementary education in a time-bound manner, a central government scheme in partnership with state governments, addressing the needs of 192 million children in 1.1 million habitations.

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- Since 2000, three missions, one each on elementary education, secondary education and higher education, called 'Sarva Shiksha Abhiyan', 'Rashtriya Madhyamik Shiksha Abhiyan', and 'Rashtriya Uchchar Shiksha Abhiyan' respectively, have been launched. Each mission takes care of the tribal interest in various ways.
- **Sarva Shiksha Abhiyan:** This policy was introduced to achieve Universalization of Elementary Education in a time-bound manner, which is a scheme of the Centre in partnership with the States, addressing the needs of 192 million children in 1.1 million habitations. An important support to the program also came from the National Program of Nutritional Support to Primary Education, popularly known as the Mid-Day Meal Scheme.



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An important support to the program also came from the National Program of Nutritional Support to Primary Education, popularly known as the Midday Meal Scheme. Further, we have the Rashtriya Madhyamik Shiksha Abhiyan. This was introduced in 2009. The mission's goal was to widen access to secondary education, emphasizing enrollment of girls, scheduled castes, and scheduled tribes, particularly in science, commerce, and vocational streams. This mission's objectives were to provide a secondary school within a reasonable distance of every habitation, achieve a gross enrollment ratio of around 75% for classes 9 and 10 within 5 years by improving education quality and ensuring all secondary schools conform to prescribed norms.

It also aimed to remove gender, socio-economic, geographic, and disability barriers. Further, it aimed for universal access to secondary education by 2017. In other words, by the end of the 12th five-year plan, universal access to secondary education had to be achieved. Finally, universal student retention by the year 2020. Next, we have the policy called Rashtriya Uchchar Shiksha Abhiyan.

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- **Rashtriya Madhyamik Shiksha Abhiyan:** This was introduced in 2009. The case for the mission was that the access to secondary education would be widened 'with emphasis on enrolment of girls, Scheduled Castes and Scheduled Tribes, particularly in science, commerce and vocational streams.'
- The mission's objectives were: i) to provide a secondary school within a reasonable distance of every habitation, ii) to achieve a gross enrolment ratio of 75 per cent for classes IX-X within five years by improving the quality of education by making all secondary schools conform to prescribed norms, iii) to remove gender, socio-economic, geographic and disability barriers, iv) universal access to secondary-level education by 2017, that is, by the end of the Twelfth Five Year Plan, and v) universal retention by 2020.



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This mission was initiated in September 2013. It was spread over two five-year plan periods. It stood for a strategic intervention for the improvement of access, equity and quality in the country's higher education through a special centrally sponsored scheme. So, the Rashtriya Uchchita Siksha Abhiyan focuses on state universities and institutions under them that are funded by the government. This policy addresses that the gross enrollment ratio of the scheduled castes, scheduled tribes and other backward castes is far below than that of the general population and therefore it pushes for greater access with special emphasis on tribal and rural areas.

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- **Rashtriya Uchchatar Siksha Abhiyan:** This mission was initiated in September 2013. It was spread over two Five-Year Plan periods. It stood for a strategic intervention for the improvement of access, equity and quality in the country's higher education through a special centrally-sponsored scheme.
- It focuses on State Universities and institutions under them, funded by the Government. This policy addressed that the Gross Enrolment Ratio of Scheduled Castes, Scheduled Tribes and Other Backward Castes is far below than that of the general population and pushed for greater access with special emphasis on tribal and rural areas.



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Alongside, we see that the Indian government introduces the Rajiv Gandhi Fellowship, Centers for Studies in Discrimination and Exclusion, Indira Gandhi National Tribal University and a number of other central universities, more Indian Institutes of Technology or IITs and Indian Institutes of Management or IIMs in the interest of the weaker sections and the tribals. The government of India has introduced several schools and hostels, particularly for the tribal population of the country, which include the Ashram School, Ekalavya Model School and the Kasturba Gandhi Balika Vidyalaya. The

government has also opened the Indira Gandhi National Tribal University. So, as a way of concluding, we see that in the contemporary times, we have the national education policy, in short NEP that has been implemented since the year 2020 and it has been put forward by the government of India. It stresses on forming inclusive educational policies, particularly for the scheduled tribes.

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- In contemporary times, the **National Educational Policy (NEP, 2020)**, put forward by the Government of India, has also stressed on forming inclusive educational policies, particularly for the Scheduled Tribes. It focuses on the following—
  - a) Emphasis on early education in tribal languages with a gradual transition to regional and national languages.
  - b) Promotion of Eklavya Model Residential Schools (EMRS) to strengthen tribal schools to provide quality education and infrastructure.
  - c) It also encourages flexible learning & vocational training for tribal students to improve employability.



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So, some of the areas that NEP focuses on include an emphasis, an overall emphasis on early education in tribal languages with a gradual transition to regional and national languages. So, NEP considers it imperative for a tribal child to first be trained in his or her vernacular at the elementary level. before gradually transitioning to the regional and further the national languages. Next, we see that NEP promotes the Eklavya Modern Residential Schools or EMRS as a way of strengthening the tribal schools for providing quality education and infrastructure. Finally, we see that NEP encourages flexible learning and vocational training for the tribal students as a way of improving

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Their employability as a way of ensuring that, upon completion of their educational degree, they are absorbed into the job market. So, with this, we come to the end of our lecture today. Let us continue with the same topic in our next lecture. Thank you.

