

Tribal Development Strategies

According to the 2011 census, India's Scheduled Tribes (ST) constitute 8.6% (10.45 crore) of the total population of the country, witnessing seeing an increasing trend since from 6.9% in 1961 out of which 92% lives in the village. But the socio-economic progress of ST people vis-à-vis the rest of India has remained affected due to their traditional lifestyles, remoteness of habitations, dispersed population, and frequent displacement. The steps taken for their welfare include:

Constitutional Safeguards

The constitution of India contains special provisions for STs that not only ensure them socio-economic justice but also protection against exploitation. They are listed below.

Table 1: Constitutional Provisions for Welfare of STs

S.No.	Articles/Schedules	Provisions in Brief
1	14	Equality before the law or the equal protection of laws.
2	15	Government not to discriminate against any citizen on the grounds of religion, race, caste, sex, place of birth.
3	15(4)	States can make any special provisions for the advancement of any socially and educationally backward classes of citizens including STs.
4	16(4)	Reservation of appointments or posts by States.
5	38	State to strive to promote the welfare of its people by securing and protecting a social order.
6	46	State to promote educational and economic interests of all the weaker sections including STs.
7	164(1)	States with a large proportion of ST population (Bihar, Madhya Pradesh, and Odisha) shall have a Minister-in-charge of tribal welfare.
8	275(1)	Grants-in-aid for promoting the welfare of the STs and for raising the level of administration of the scheduled areas.
9	330, 332 & 335	Reservation of seats for STs in the Lok Sabha, the State legislative assemblies and services.
10	340	State to appoint a commission to investigate the conditions of the socially and educationally backward classes.
11	342	States to specify tribes or tribal communities as STs.
12	275(1)	Grants from the consolidated funds of India each year to be released for promoting the Welfare of STs.
Schedule		
13	Fifth	Prescriptions outlined for the administration of Scheduled Areas and the setting up of Tribal Advisory Councils for monitoring and advising the matters relating to welfare of the tribal community [Article 244(1)].
14	Sixth	Administration of Scheduled Areas in the States of Assam, Meghalaya, Tripura, and Mizoram by designating certain areas as Autonomous Districts and Autonomous Regions and also by constituting District Councils [Article 244(2)].

Constitutional Amendments		
15	73 rd & 74 th Amendments & Panchayats (Extension to the Scheduled Areas Act 1996)	Major shift towards empowering and enabling the scheduled tribes to look after their own interest and welfare through their own initiative. PESA provides a constitutional, legal and policy framework to ensure sustainable autonomous tribal governance.

Development Plans and Programmes

Government gave utmost priority to the welfare and development of STs since the first five-year plan (1951-56) as it recognized the need of integrated planning to improve the socio-economic conditions of STs in the country. The following steps were taken for their welfare spread across different five-year plans-

Five-Year Plans	Steps Taken
1 st (1951-56)	Laid down the principle of designing plans and programmes for adequately catering the need of the underprivileged.
2 nd (1956-61)	Focus was laid on economic inequalities in society and the development programmes in scheduled areas were grouped under four heads: <ol style="list-style-type: none"> 1. Communications. 2. Education and Culture. 3. Development of Tribal Economy 4. Health, Housing and Water Supply. 43 Tribal Development Blocks were developed.
3 rd (1961-66)	Continued plans and policies prescribed and followed during 2 nd five-year plan to provide equal opportunities to STs.
4 th (1969-74)	Vowed to realize rapid rise in living standards, ensuring equality and social justice to all.
5 th (1974-78)	Launched Tribal Sub-Plan (TSP) aimed at promoting the development activities to raise the living standards of STs and provided them legal and administrative support.
6 th (1980-85)	Ensured high degree devolution of funds and earmarked poverty alleviation programme for at least 50% ST families to cross poverty line.
7 th (1985-90)	Established Tribal Cooperative Marketing Development Federation (TRIFED) and National Scheduled Castes and Scheduled Tribes Finance and Development Cooperation.
8 th (1992-97)	Focused on ST problems like suppression of rights, land alienation, non-payment of wages, restrictions on right to collect minor forest produce etc.
9 th (1997-2002)	Envisaged creation of an enabling environment conducive for STs to exercise their rights freely and enjoy their privileges.
10 th (2002-07)	Focused on resolving unsolved issues faced by STs on a time-bound basis.
11 th (2007-12) & 12 th (2012-17)	Consolidated welfare measures and directed STs to plan activities for development.

Factors Which Relate To Socio-Economic Status Of STs**1. Livelihood Development -**

- a. Tendulkar methodology was adopted to estimate poverty incidence in India based on survey results conducted by National Statistics Survey Office (NSSO) in 2011 -12.
- b. The survey suggested 45.3% ST population living below poverty line in rural areas and 24.1% in urban areas.
- c. According to NSSO's PLFS survey 2019-20, unemployment rates reduced from 4.3% to 3.4% between 2017-18 and 2019-20.

2. Literacy and Education-

- a. According to the 2011 census, the literacy rate of STs for all age groups was 59.0 when compared with that of general population which was 73.0. Such a widening gap between literacy rates of general population and STs indicates that governments literacy drives are yet to benefit all citizens equitably.
- b. ST dropout rate showed declining trend for primary, upper primary and secondary classes.
- c. To address the issues of literacy and dropouts, ST students have been accorded special incentives like free textbooks, uniforms and free education.
- d. Government established tribal schools in TSP areas starting from 1990-91 and ***Eklavya Model Residential Schools*** for classes 6-12th to provide quality education to ST students by using funds provided under Article 275(1).

3. Entrepreneurship and Skill Development -

- a. Under Skill India Mission, the Ministry of Skill Development (MSDE) has been delivering short term and long-term skills to youth from all sections of the society through schemes like ***Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Shikshan Sansthan (JSS) scheme, National Apprentice Promotion Scheme (NAPS), Craftsman Training Scheme (CTS), Industrial Training Institutes (ITIs)*** etc.
- b. These schemes have a mandatory provision of utilizing funds for tribals through Scheduled Tribes (ST) Component.
- c. But the main problem is how to encourage participation of youth and employable STs in various vocations by mapping their needs.

Conclusion

Although the government has identified several problems of STs and is continuously working on the solutions through various initiatives, the result is skewed across states. There is still a poverty gap between STs and all population and most of the STs living under the poverty line are landless agricultural labourers with minimal or no access to productive assets. This shows their economic backwardness. Thus, the government needs to-

- Set-up tribal specific participatory self-governance system so that the tribals can manage their own resources, empower themselves and create their own destiny.
- Provide need-based training and skill upgradation for ST youth to enhance their skill and knowledge base.
- Make efforts to improve the quality of forest and agriculture produce and help it link to the markets as the tribals rely on the forest produce for their needs.
- Make efforts for Intra-department cooperation, coordination, and convergence for better implementation of schemes designed for upliftment of STs.

WELFARE OF TRIBES

Tribal community possesses the most traditional and indigenous skill set, ancient wisdom and access to natural resources which needs to be harnessed. So, to provide a focused approach towards integrated socio-economic

development of tribals, Ministry of Tribal Affairs was setup in October 1999 after bifurcation of Ministry of Social Justice and Empowerment. Ministry of Tribal Affairs is the nodal ministry for overall planning and coordination of development programmes for STs. All the central ministries are primarily responsible for the promotion of tribal interests. Ministry of Tribal Affairs supplements their efforts by administering specially tailored schemes comprising of economic, social, and educational development through institution building mainly implemented by state governments/UT administration.

Organizations for Development of Scheduled Tribes

1. National Scheduled Tribes Finance and Development Corporation (NSTFDC)-

- Established for creation and promotion of sustainable livelihood and boost economic development of STs.
- Provides concessional loans for various income generation activities by collaborating with state ST corporations and banks.
- It offers credit support under various schemes like the term loan scheme for viable projects of upto 50 lakhs per unit, the Adivasi Mahila Sashaktikaran Yojna (AMSY) for tribal women, Micro Credit Scheme for self-help groups, Adivasi Shiksha Rinn Yojana (ASRY) for students etc.

2. Tribal Cooperative Marketing Development Federation (TRIFED)-

- Set-up in 1987 to provide remunerative price for forest and agricultural produce of tribal people.

3. National Education Society for Tribal Students (NESTS)-

- Registered as a society under the Societies Registration Act XXI of 1860 to establish, endow, maintain, control, manage and promote the Eklavya Residential Model Schools (ERMS).

4. National Commission for Scheduled Tribes (NCST)-

- Set-up in 2004 by amending Article 338 and inserting 338A in the constitution under 89th Amendment Act, 2003.
- It investigates, monitors and evaluates all matters relating to safeguards provided for STs.
- It enquires about specific complaints with respect to the deprivation of rights and safeguards of STs.

Welfare Schemes For STs Administered Under Ministry of Tribal Affairs

- Pre-Matric Scholarship and Post-Matric Scholarship
- Support to Tribal Research Institute
- Development of Particularly Vulnerable Tribal Groups (PVTGs)
- Special Central Assistance to Tribal Sub-Scheme (SCA to TSS)
- Grants to States under Article 275(1)
- Eklavya Model Residential Schools etc.

Central Government Schemes

- **Logistics and Marketing of Tribal Products** for development of tribal entrepreneurship in Northeast.
- **Pradhan Mantri Janjatiya Vikas Mission (PMJVM)** to strengthen tribal entrepreneurship activities and facilitate livelihood opportunities by promoting more efficient, equitable, self-managed, optimum use of natural resources, Agri/ Non-timber forest produce (NTFP)/ Non-farm enterprises.
- **Van Dhan Vikas Kendras** set-up through Tribal Cooperative Marketing Development Federation (TRIFED) target employment generation for tribal population by harnessing *Van Dhan* (forest wealth).
- **Marketing and Logistics Development for Promoting Tribal Products from Northeastern Region** for strengthening livelihood opportunities for tribal artisans through increased procurement, marketing, and logistics of tribal products.

- **Venture Capital Fund for Scheduled Tribes (VCF-ST)** to promote entrepreneurship and start-up ideas among tribals oriented towards innovation and technology.
- **Stand-Up India**, the flagship scheme of Indian government that aims to facilitate bank loans between Rs. 10 lakhs to Rs. 1 crore to at least one SC/ST borrower and one woman borrower per bank branch of all commercial banks for setting up projects.
- **Prime Minister's Employment Generation Programme** by Ministry of MSME to facilitate employment opportunities for unemployed youth by setting up micro-enterprises in non-farm sectors.

Financial Support to STs

- There are several major centrally sponsored schemes under which credit is provided by banks and subsidy is received through government agencies.
- RBI monitors the credit flow under these schemes.
- Each of the schemes provide significant reservation and relaxation to the members of ST communities.
- RBI has allowed all banks(except RRBs) to charge interest at rates less than the base rate if NSTFDC is the refiner under such scheme and considers it as priority sector lending, making the refinance by NSTFDC more attractive.
- The allocation for Scheduled Tribes welfare scheme across all Ministries has witnessed an increase from Rs. 31,920.00 crore in 2017-18 to Rs. 78,256.31 crore in 2021-22.
- Enhanced budget outlay of Rs. 8451.92 crore for Ministry of Tribal Affairs for 2022-2023 reflects an increase of 12.32% from previous year budget allocation of Rs. 7524.87 crore.

Conclusion

The government has made substantial efforts towards holistic upliftment of STs by launching welfare schemes, providing soft loans at highly concessional interest rates and increased budget allocations. But tribal development is far more languishing in comparison to India's overall development calling for the need of focused, tailored, and innovative interventions at the grassroot levels to harness the actual potential of tribal population. This can be done through an innovation-driven and entrepreneurship based modern economic system with the aim to transform the target group from passive recipient of welfare scheme to active managers of sustainable economic livelihood system.

TRIBAL ART AND CULTURE

Every tribe maintains its own art, culture, dialect, and economic activities within its own ecological habitat. They have contributed to many dimensions of India's ancient culture. Four major ethnicities converged to establish the Indian civilization-

- Vedic Culture of Indo-Aryans
- Indus Valley or Harappan culture and its antecedents
- Dravidian culture of South India
- Mongoloid people speaking languages of Sino-Tibetan family.

Some of the scholars have categorized Mongoloid, Western Brachycephals as tribes.

Early Evidence

The evidence of the earliest tribal culture comes from India's upper paleolithic period when a variety of tools confirmed that this culture was alive but still developing. Twelve years before the discovery of the earliest rock painting of the world in Altamira in Spain, India discovered its first known discovery of rock painting in 1867-68. These paintings consist of stick like human figures and animal motifs of fox, multi-legged lizard, a creature with a long nose. Few examples include Bhimbetka, Jogimara in Madhya Pradesh, Lakhudiyar in Uttarakhand,

Tekkalkotta in Karnataka etc. These paintings are superimposed starting from black, to red and finally in white colour. Painting subjects evolved during the historic, early historic and neolithic period when creatures like bull, horse, sheep started to appear. The Mesolithic period depicted hunting scenes. Community dance was a common theme.

Indus Valley Civilization (IVC)

The copper and bronze age coincided with this earliest known human civilization. IVC artists possessed excellent artistic taste and strong imagination as their depiction of human and animal figures were highly realistic. For example, red sandstone figure of a man's torso, soapstone bust of a bearded man, steatite seals and tablets with figures of unicorn, bison, tigers, elephants etc. From baked clay to gold and semi-precious stones, beads and ornaments were made of every imaginable material.

India's Tribal Culture

There are roughly 645 different tribes in India recognized as "Scheduled Tribes" under Schedule Five of the Indian Constitution. It has become easier to access various cultures in today's time because of technology and rising awareness. Some of the famous tribal cultures of India include-

- **Bhil-**
 - Largest tribal group of India according to 2011 census.
 - Place high value on art.
 - Their paintings are characterized by large, un-life like shapes of everyday characters filled-in with earthy yet bold colours in the background covered with uniform dots in a diverse array of colours and patterns on the top.
 - These paintings have rich textures and are steeped in rituals, symbolism and traditions which connects them to nature.
- **Warli-**
 - Traditional art form of Maharashtra tracing back to 10th century AD.
 - Basic geometric shapes like circles, triangles, squares dominate these paintings.
 - Central themes depict scenes like hunting, fishing, farming and festivals with dances, trees, and animals.
- **Saura-**
 - A tribe from jungle with a unique culture.
 - Found in states like Odisha, Jharkhand, Madhya Pradesh, Andhra Pradesh, and Maharashtra.
 - Their majority of paintings are based on "Tree of Life" which symbolizes the harmonious co-existence of humans and animals by depicting them as tree branches.
 - They honour their primary diety *Idital* by wall paintings called *Italons* or *Ikons*.

Indian Tribal Crafts

They are typically ritualistic drawing a clear distinction between the artist and the art lover. Majority of craft forms have practical applications. Ranging from intricate wood carvings to extensive weavings they cover a broad variety of topics. Some famous tribal crafts include-

- **Dhokra-**
 - Ancient folk art from eastern states like West Bengal, Orrisa, Jharkhand and Chattisgarh.
 - Characterized by simple, organic designs and are motifs-driven by native culture and way of life.
- **Longpi Pottery-**
 - A type of pottery shaped by hand and with the help of moulds and not by potter's wheel.

- **Thui-**

- It is a double-walled basket made from cane and bamboo.

Tribal Dance forms

- **Kalbelia-**

- Rajasthani folk dance listed in Humanity's Intangible Cultural Heritage by UNESCO in 2010.
- Women wearing black lehengas dance and mimic serpent movements while men play Khanjari and poongi.

- **Dumhal-**

- Performed by the Rauf tribe of Kashmir.
- Dancers wearing long colorful robes and pointed caps adorned with beads and shells, sing and dance around a banner dug into the ground while singing in chorus and drums playing around.

- **Hojagiri-**

- Performed by Riang community of Tripura.
- The dancers are not allowed to move upper torsos or arms while dancing.

- **Bhavada-**

- Performed by Kokna tribe of Dadar and Nagar Haveli.
- Dancer's wear colourful costumes and masks and perform on summer nights.

- **Gussadi-**

- Performed by Raj Gonds of Telangana.
- It is a fortnight long festival starting on full moon day and lasting till fourteenth day of Diwali's dark night. It is presented by Dandari troupes.

- **Mudiyattam-**

- Tribal group dance performed by women in Kerala.
- Background music guides the movement rhythm.
- Its main feature is the uncombed hair of participants swinging with rhythmic waves.

Tribal Music

- **Dollu Kunitha-**

- Drum-dance song performed to singing by Kuruba community (a group of shepherds) in Karnataka.

- **Tarphaor Pavri-**

- It is a wind instrument made of dried gourd which accompanies Kokna tribal dance in hilly areas of Northwestern region. The dance is thus called Trapha Nach or Pavri Nach.

CHANGING LIVES OF NORTH-EASTERN TRIBES

Central governments flagship programme "**Pradhan Mantri Van Dhan Yojana (PMVDY)**" intended to bring significant positive changes by improving livelihood opportunities for the tribal people living in the forest areas across the country. Tribal Cooperative Marketing Federation of India (TRIFED) under the Ministry of Tribal Affairs is responsible for developing, designing, and pivoting PMVDY across the country. Tribal-community owned Van Dhan Vikas Kendra Clusters (VDVKCs) have been setup in the forested tribal districts with each cluster constituting 15 tribal SHGs/Van Dhan Kendras. Government of India provides 100% fund through TRIFED, and each cluster is provided Rs. 15 lakhs to conduct its activities.

India's northeast region is one of the most ethnically and linguistically diverse regions in Asia and consists of 136 recognized scheduled tribes and 250 ethnic communities. Several interrelated activities are making PMVDY successful in Northeast states.

Assam

- Nodal Agency- Welfare of Plain Tribes and Other Backward Classes (WPT&BC).
- Implementing Agency - Assams Plains Tribes Development Corporation (APTDC).
- Resource Agency- Guwahati based Indian Institute of Entrepreneurship (IIE).
- 302 Van Dhan Vikash Kendras have become fully functional covering 92,119 beneficiaries (most of them women).
- TRISSAM, launched in 2020 and designed by IIE to bring uniform identity of all products manufactured by tribal beneficiaries through national and state level exhibitions and fairs. It is the most important aspect of PMVDY in Assam.

Manipur

- PMVDY has emerged as beacon of change in Manipur by providing employment to the tribal women and making them financially empowered.
- 200 VDVK's have been setup with 3,320 SHGs covering around 60,400 beneficiaries mostly in the tribal majority districts of Churachundpur, Tamenglong, Ukhru, Noney, Kangpokpi and Pherzawl.
- These kendras produce products like amla candies, jams, pickles, mushroom, spices and hill broom.
- The VDVK's are equipped with mobile vans for door to door selling.
- Cluster wise workshops managed by master trainers and experts carry out the work of mobilization and sensitization.
- Due to all these concerted efforts, Manipur is the leading state in the implementation of PMVDY.

Mizoram

- The Van Dhan Vikas Kendras established by TRIFED have emerged as centers of livelihood, self-employment and income generation for tribals of Mizoram.
- These VDVKs aim to bring sustainable livelihood for forest tribals by providing facilities like skill updation, capacity building, training as well as promoting value addition to various minor forest produce.
- Implementing & Monitoring Agency- Registrar of Cooperative Societies under the Department of Cooperation.
- 46,168 beneficiaries under 159 VDVKs are producing products like hill broom, bamboo shoot, edible wild fruits etc.

Nagaland

- It has emerged as an example of tribal entrepreneurship with the implementation of Pradhan Mantri Van Dhan Vikas Yojana.
- Implementing Agencies- The Directorate of Under-Developed Areas (DUDA), Nagaland State Cooperative Marketing and Consumer's Federation Ltd. and Nagaland Bee-Keeping and Honey Mission.
- The state has 206 Van Dhan clusters and manufactures products like wild honey, amla, bael, neem seeds etc. these clusters have emerged as centers for economic empowerment for the tribal communities.
- Apart from the products, the annual Hornbill festival held at Kisama tourist village in December has emerged as a major event to buy products.

- The VDVY and MSP for Minor Forest Produce (MFP) scheme focuses on farmers entrepreneurship programmes through processing, packaging, branding, and marketing locally available products.

Tripura

- The Pradhan Mantri Van Dhan Vikas Yojana was launched in Tripura in 2020 with a central grant of Rs. 2.26 crore.
- Implementing Agencies- Tripura Rehabilitation Plantation Corporation and Tripura Rural Livelihood Mission under Tribal Welfare and Forest Departments.
- It has 37 VDVKs each equipped with pucaa sheds, storage warehouses and add-on equipments.
- It's bamboo water bottle has become a major income generating item under PMVDY.

Meghalaya

- Signed an MoU with TRIFED in January 2021.
- Nodal Agency- Department of Planning
- Implementing Agency- Meghalaya Basin Management Agency.
- It has 39 VDVK clusters.
- It is the leading producer of plum, pineapple, orange, apricot, litchi etc.

Arunachal Pradesh

- Signed an MoU with TRIFED in March 2021.
- Nodal Agency- State Rural Development Department
- Implementing Agency- Arunachal Pradesh State Rural Livelihood. Mission (ArSRLM).
- 85 VDVK with 1275 SHGs cover 25000 beneficiaries.

LIVELIHOOD OPPORTUNITIES FOR TRIBALS

Tribal habitations in the hilly areas are geographically isolated and far from urban and industrial buzz but due to abundance of natural resources like minerals, coal, water resources, forests etc. industry and business fraternities got attracted towards such places to invest and make profits. The forest and hilly areas inhabited by tribals have been identified by the government for mining, power generation, irrigation, forest protection, wildlife conservation etc. to facilitate rural and urban communities and industrial competition. But, in this process the tribals have lost their livelihood.

Special measures have been provided in the constitution for the tribals that ensure they are not left isolated, illiterate, hungry and in poverty. Both central and state governments have been working to create opportunities for tribals in terms of education, health and wellbeing, employment, opportunities in political representation and relief and rehabilitation in case of displacement.

Pre-Independence Conditions of Tribals-

Before the advent of Mughals and British, the tribals were considered equal part of the society and were involved in kingships, land and forest politics, tributary relationships, occupational specializations, commerce, and war. But India's colonization exploited their resources- cutting of trees, clearing of forestland for tea, rubber, coffee plantations, construction of railway lines and roads etc. ruined the natural resources. Zamindari system and Indian Forest Act 1927 gave control of vast tribal territories and forest areas to the British and affected tribal livelihood. But the tribals continued agriculture practice in these lands without official land ownership. This practice of logging, hunting, foraging by tribals and non-tribals alike led to encroachments.

Post-Independence Conditions of Tribals -

Indian constitution provided several provisions for tribal welfare and development. The Panchsheel Policy of Government in 1952 provided five principles for tribal welfare-

- Tribals should be allowed to develop according to their own genius.
- Their land and forest rights should be respected.
- They should be trained to undertake administration and development without induction of too many outsiders.
- Their development should be undertaken without disturbing tribal social and cultural institutions.
- The tribal development index should be quality of life and not the money spent.

Livelihood and Other Relevant Issues-

Article 275 of the constitution mandates a special financial grant to be provided for programmes for the social and economic welfare of the tribal population living in scheduled areas. Thus, central government made several provisions spread across all its five-year plans-

Five Year Plan	Initiatives Taken
1st (1951-56)	Made a provision of Rs. 12 crores for moving towards settled agriculture or terrace cultivation, introduction of improved agriculture methods for community benefit.
2nd (1956-61)	<ul style="list-style-type: none"> • Focused on development programmes based on- <ol style="list-style-type: none"> i) Communications. ii) Education and culture iii) Tribal economy development and health iv) Housing and water supply • State governments provided for development and regeneration of forest land, distribution of agricultural implements and pedigree bulls, training in various crafts and establishment of cottage industries.
3rd (1961-66)	<ul style="list-style-type: none"> • Envisaged for economic rehabilitation of people engaged in shifting cultivation, working of forests through cooperatives and formation of multi-purpose cooperatives for meeting tribal credit requirements. • Undertook several programmes for product marketing, land improvement, land reclamation, soil conservation, minor irrigation, seed supply, training facility, development of poultry etc.
4th (1969-74)	<ul style="list-style-type: none"> • It was the most important programme for economic betterment of tribes. • It focused on tribal blocks for intensive development. • Gave priority to increasing agricultural and livestock production, diversifying, and modifying occupational patterns of landless labourers. • Economic upliftment schemes like land allotment, grant of subsidies in purchase of bullocks, seeds and ploughs, soil conservation, development of cooperatives etc. continued.
5th (1974-78)	<ul style="list-style-type: none"> • Incorporated tribal sub-plan for 16 States and 2 Union Territories. • It was funded through provisions of state plans and central assistance.

VAJIRAM & RAVI

<p>6th (1980-85)</p>	<ul style="list-style-type: none"> • Focused on poverty and envisaged development effort in identified areas with resources pooled from state plan outlays, central ministries investment, special central assistance, and institutional finance. • Set-up Large Area Multipurpose Societies (LAMPS) to provide credit and marketing facilities. • Facilitated resettlement of shifting cultivators.
<p>7th (1985-90)</p>	<ul style="list-style-type: none"> • Focused on development of folk and tribal arts especially the ones facing extinction such as Himalayan folk art. • Voluntary organizations were engaged in these arts to support them. • Special attention was given to children, pregnant women, and nursing mothers under direct nutrition subvention schemes like Supplementary Nutrition Programme (SNP), Mid-Day Meals Programme (MDM) etc. • LAMPS were strengthened by introducing board of directors. • Tribal Marketing Organization was set up. • Tribal Sub-plan (TSP) strategy was adopted which consisted of- <ol style="list-style-type: none"> i) Identifying state of development blocks with majority of tribal population with a view of integrated and project-based approach for their development. ii) Earmarking funds for TSP and ensuring flow of funds from Centre, States, and financial institutions. iii) Creation of Appropriate administrative structures in tribal areas and adoption of appropriate personal policies.
<p>8th (1992-97)</p>	<ul style="list-style-type: none"> • The Tribal Cooperative Marketing Development Federation started managing collection and marketing of minor forest produce through State Tribal Development Cooperative Corporations. This ensured reasonable returns to tribals. • Provided increased access to credit from banks and cooperative institutions.
<p>9th (1997-2002)</p>	<ul style="list-style-type: none"> • Ministry of Tribal Affairs was set-up to work exclusively for tribal development. It implemented various schemes for creating sustainable livelihood opportunities for tribals. • States/UT's setup independent Tribal Welfare Departments.
<p>10th (2002-07), 11th (2007-12) & 12th (2012-17)</p>	<p>Implemented major programmes to promote livelihood opportunities among tribals. Some of them are-</p> <ol style="list-style-type: none"> 1) Institutional Support for Development and Marketing of Tribal Products: under this scheme, grants-in-aid are released to State Tribal Development Cooperative Corporations (STDCCs) and Tribal Cooperative Marketing Development Federation of India Ltd. (TRIFED) to give comprehensive support to tribals. 2) Marketing of Minor Forest Produce (MFP) through Minimum Support Price (MSP) and Development of Value Chain for MFP: provides safety net and support to tribals and forest dwellers. It ensures fair returns to minor forest produce gatherers through MSP. 3) Van Dhan Vikas Yojana (VDVK): It aims livelihood generation for tribals by harnessing forest wealth and taps traditional knowledge and tribal skill set by adding technology to convert their skills into viable economic activity.

4) **Equity Support to National/State Scheduled Tribes Finance and Development Corporation (NSTFDC/STFDCs):** National Scheduled Tribes Finance and Development Corporation is a government aided not for profit organization which provides concessional financial assistance to STs for their economic and educational development. Adivasi Mahila Sashaktikaran Yojana(AMSY) is its exclusive scheme for economic development of tribal women.

Conclusion

Government is committed for empowerment and development of tribals and has taken landmark initiatives to eliminate poverty and for upliftment of their social and economic status.

EDUCATION FOR TRIBALS

Government has formulated various plans for the socio-economic development of tribals and education was conceived as a means for promoting overall development of tribals. According to the study of Kotaskova et al (2018)- “higher the quality of education, greater is its impact on economic growth”.

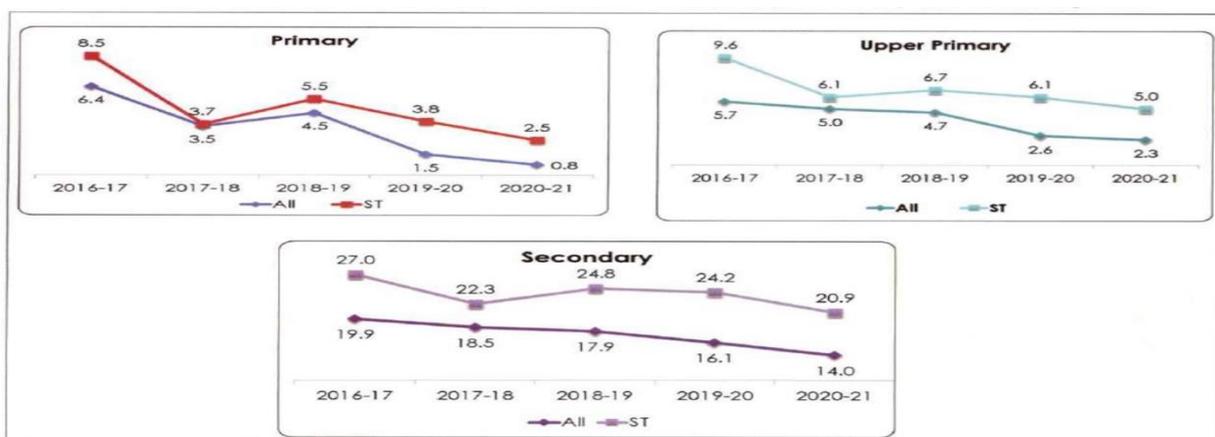
Education Status of STs:

- Literacy rates of SC/STs continue to be lower than other communities. For example, the literacy rate of STs was 29.60% when compared to the rate of general population which was 52.21% according to 1991 census. By 2001, the literacy rate for general population jumped to 64.84% but for STs it remained 47.10% only and it was just 58.96% in 2011 against 72.99% national literacy rate. The gap bridged but the difference was still on higher side.

All castes	All Persons	Male	Female
	72.99	80.89	64.64
Scheduled Tribes	58.96	68.53	49.35
Differential in literacy rates of all Communities & ST (in %)	14.03	12.36	15.29

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

- The Gross Enrolment Ratio (GER) has improved over the years and in the last five years i.e., from 2016-17 to 2020-21, the GER for ST students is above the national average for the last five years at primary and upper primary level but it starts decreasing at secondary and senior secondary level.
- Student dropout rate is another challenge. As per the data of UDISE, dropout rates at primary, upper primary and secondary level from 2016-17 to 2020-21 indicates a decreasing trend and hence there is an improvement in the status of school going tribal children at all levels.



Source: UDISE database from 2016-17 to 2020-21

Figure: Annual average Drop-out Rate at Primary, Upper Primary and Secondary Levels

Educational Policies and Their Focus on Tribal Education

- The Scheduled Areas and Scheduled Tribe Commission (1960-61) recommended educating the tribes in vernacular languages with support of trained teachers from tribal communities in the nearby places. It also identified basic issues related to educational backwardness of tribal communities and student dropouts. This led to the formation of new tribal education policies.
- Dhebar Commission, 1961 and Kothari commission, 1966 emphasized on the need of promoting parental education among tribals and suggested to take immediate actions on early childhood learning of tribal children in the next five years.
- Second national policy on education (NPE) formulated in 1986 aimed at removing disparities and inequality and to bring educational opportunity for all. It gave priority to tribal education and suggested setting up of primary schools, anganwadis, model residential schools including Ashram schools in tribal areas.
- Ramamurti commission, 1990 reviewed NPE and recommended special earmarking for girls within special component plan for SC/STs sub-plan.

Education Programmes and Schemes-

- 1) **RTE Act:** The Right of Children to Free and Compulsory Education (RTE) Act, 2009 gave legal mandate to provide free and compulsory elementary education to every child in the age group of 6-14 years.
- 2) **Samagra Shiksha Scheme-**
 - a) Implemented by Department of School Education and Literacy (DoSEL).
 - b) Aims at bridging gender and social category gaps at all levels of school education.
 - c) Reaches out to girls and children from SC/ST, minority communities and transgenders.
 - d) Has a provision of Kasturba Gandhi Balika Vidyalaya, a type of residential schools for girl students of 6-12th class belonging to SC/STs, OBC, Minority and Below Poverty Line (BPL).
- 3) **Kendriya Vidyalayas and Navodaya Vidyalayas.**
- 4) **National Means-cum-Merit Scholarship Scheme-** Awards scholarships to meritorious students of economically weaker sections to arrest their dropout rates & encourage them to study at secondary stage.
- 5) **Schemes by Ministry of Tribal Affairs-**
 - a) **Eklavya Model Residential Schools (EMRS):** Established in every block having 50% tribal population with the aim of providing quality education to tribal children in their own environment.
 - b) **National Fellowship and Scholarship for Higher Education ST Students:** Provides financial assistance for pursuing graduate and post-graduate courses.
 - c) **National Overseas Scholarship (NOS) to the ST students for Studies Abroad:** Provides financial assistance to 20 ST students every year for pursuing higher studies abroad.
 - d) **Pre-Matric Scholarship:** Financial assistance is provided to 9th and 10th class ST students.
 - e) **Post-Matric Scholarship:** Financial assistance is provided to ST students beyond 10th class.
 - f) **Support to Tribal Research Institute (TRI):** Aims to strengthen TRIs to carry out research, documentation, training, and capacity building activities.
 - g) **Development of Particularly Vulnerable Tribal Groups (PVTGs):** Aims to adopt a habitat level development approach to improve quality of life of tribals.

Major Challenges Faced by Tribal Education:

- 1) **Lack of adequate School Infrastructure-** Tribal areas located in hilly, remote, and dense areas lack the basic facilities a school should have like gender segregated functional toilets, pucca building, water, electricity, play area etc. These issues lead to child dropping out of school.
- 2) **Low learning Level of Children-** The recently released results of National Achievement Survey (NAS), 2021 indicate that only 42% children at Grade III are proficient in all subjects which decreases to 23% in class X.

- 3) **Medium of Instruction-** Learning in mother tongue is easier. When one language dominates learning and education as a medium of instruction, it leaves many illiterate and fosters unproductive learning. This struggle between mother tongue and dominant language in classroom leaves the aspiring learners from scheduled tribes behind in learning.
- 4) **Lack of Teachers and Appropriate Pedagogy-** Disproportionate teacher deployment in far flung areas leads to teacher shortage. The teachers are not aware of student needs due to language problem which leads to communication gap. This affects the students learning. Teachers should adapt play-based and activity-based pedagogy to make learning interesting.

Way Forward

- National Education Policy 2020 recognises the challenges faced by the tribal communities at multiple levels due to various historical and geographical factors both culturally and academically and thus ensures inclusion of marginal communities in quality educational space.
- Preservation and assimilation of tribal knowledge in curriculum framework will ensure that quality education is not only accessible to all diverse groups but is also relevant and connected with their traditions, aspirations and needs and will pave way for improved learning outcomes of tribal students.
- Propagation of mother tongue as a medium of instruction wherever possible.
- Employing local teachers or those familiar with local languages will resolve issues of availability of teachers and communication gap between teachers and students.
- Ensure inclusive and equitable quality education at all levels of school education including access to school facilities in order to ensure no child is left behind due to their birth or background.

TOURISM POTENTIAL IN TRIBAL REGION

Social and geographical isolation of the tribal community from the outside world can be attributed to their poverty. Tourism related to indigenous people can be used to remove this isolation. Considering the sheer diversity and sensitivities of tribal people in India, there can't be "one size, fits all" mantra to tribal tourism development pan India. There must be a tailor-made approach for tribal regions of tourism potential identified.

Tribal Tourism in India

The intangible heritage that the tribal population possesses along with the traditional knowledge system contains many positive and productive elements that are precious for entire humanity. Tourism can be one of tools through which the rich cultural heritage of tribes manifested in their folklore, costumes, jewelry, lifestyle, indigenous practices can be offered to the potential visitors. This can benefit them economically. Tourism can act as a motivation (monetary incentive) for cultural preservation and promotion and can prevent cultural facets from fading into oblivion.

In 2018, Ministry of Tourism inaugurated the project "Development of Tribal Circuit in Chattisgarh", implemented under Swadesh Darshan Scheme (SDS) which focuses on development of thematic circuits in a planned manner. It was the first tribal circuit project under SDS.

Tribal Tourism and Museum Development in Uttar Pradesh: Tharu Tribe

- **About The Tribe:**
 - Tharu tribe is a tribal community which lives in the Terai (foothills of Himalayas) lowlands of Uttar Pradesh. This tribe is also found in Nepal, Bihar and Uttarakhand.
 - They worship mother goddess Earth as *Bhumsen* and Lord Shiva as *Mahadev*.
 - They follow Theravada Buddhism.
 - Most of them work as farmers or forest dwellers.

- They plant rice, wheat, mustard, corn, lentils etc. and collect minor forest produce.
- They hunt deer, rabbit and wild boar and also practice fishing.
- They stay in isolation in their localities.
- Wine made by rice is popular in this tribe.
- *Bagiya* or *Dhikri* and *Ghonghi* are their major food items.

- **Tribal Tourism**

- The Government of Uttar Pradesh has decided to promote tribal tourism in the regions inhabited by the Tharu tribe.
- The scheme aims to offer tourists an experience of living in the natural Tharu habitat that contains huts made of natural materials.
- The scheme also aims to connect Tharu villages in the Nepal bordering districts with the '*Home Stay Scheme*' of UP Forest Department under which tourists will be able to stay in local Tharu homes and enjoy home-cooked meals.

- **Museum Development:**

- UP government announced setting up of "Tharu Janjati Museum" in Imlia Koder village of Balrampur district.
- Museums are effective mediums to preserve and promote cultural facets.

Advantages of Tribal Tourism

- 1) **Strengthen Supply Side**- There is a huge demand for tribal artifacts, textiles, ornaments, potteries, cane and bamboo products but the supply side is way below the demand side of economy. Thus, the community fails to profit from its produce. Promoting tribal tourism will help strengthen supply side.
- 2) **Economic Development**- Tourism will help generate jobs and bring economic independence and advancement in tribal community.
- 3) **Financial Opportunities**- Tribal handicrafts will get buyers which will create new financial opportunities.

Conclusion

Tourism development in destinations characterized by indigenous people will pave way for preservation and protection of tribal heritage in a sustainable way. Tribal tourism can act as an instrument of economic development and employment generation. It can play an important role in achieving growth of equity. But to boost tribal tourism, there is a need of capacity building for local tribal community members in terms of tour guiding, hospitality, and tour operations. The opinion of tribal community and their participation in planning and development of tribal tourism at each stage is also important to make tribal tourism a success.

RECONSIDERING INDIGENOUS KNOWLEDGE SYSTEM

Tribal communities though marginalized, have a rich Indigenous Knowledge System (IKS). This indigenous knowledge is embedded in their community practices, institutions, relationships, and rituals and is inextricably linked to the identity of indigenous people. Indigenous people therefore consider passing this knowledge to future generations very important so that their identity and culture can be preserved. IKS is thus an integral part of tribal culture and it could be helpful in mainstreaming tribal communities living in remote areas, devoid of infrastructure and government schemes and programmes.

Key Issues and Concerns

- 1) **Comparison with Modern Knowledge System**-
 - a) Comparisons are made on the grounds of lack of validation, accreditation, and scientific authority to prove that scientific or modern knowledge is better than the indigenous knowledge system.
 - b) But both have their own strengths and weaknesses. Creativity and innovativeness of both systems should be taken into consideration.

c) For example, tribal communities have rich knowledge of medicines, if properly integrated with the primary healthcare delivery systems in India it could be very beneficial.

2) Poor Documentation-

- a) Due to remote and difficult geographical locations and low level of education, knowledge and innovations of tribals remain unnoticed and unrecognized.
- b) A repository should be created to store, display, and disseminate IKS.
- c) Local and Indigenous Knowledge Systems (LINKS) programme launched by UNESCO aims at empowering local and indigenous people in various aspects of environmental management by advocating recognition and mobilization of their unique knowledge.

3) Biopiracy-

- a) When researchers' appropriate indigenous knowledge without proper procedure, acknowledgement, or benefit-sharing agreement, this is called *biopiracy*.
- b) For example, patenting of traditional medicines by western companies without granting due recognition to indigenous communities whose knowledge was used in identifying the active ingredients useful for treating ailments can be considered biopiracy.
- c) In the absence of strong regulatory framework, traditional knowledge is being exploited for profit.
- d) United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) recognizes rights of indigenous people to self-determination, self-governance, and organizational structures to support these rights.

Reconsidering Indigenous Knowledge System

Growing number of scientists and organizations are recognizing that IKS offers cheap, locally adapted solutions to development problems or that it can be combined with scientific knowledge to boost productivity and living standards. Thus, there is a need-

- For more research on IKS and wider dissemination of those findings. Dedicated research labs should be established to validate and accredit various indigenous innovations.
- To create a National Consortium of Indigenous Knowledge and Innovation for preservation and expansion of IKS.
- Of a strong legal framework that facilitates social participation, indigenous practices, and protection and conservation of indigenous knowledge and resources.
- To analyze National Education Policy and identify public policy initiatives that would allow indigenous knowledge components to be added into the curricula of secondary schools, universities, and extension training institutes.
- Of full and effective participation of indigenous communities in various decision-making institutions related to their society, economy, and culture.
- To focus on Intellectual property Rights (IPR) and Access and Benefit sharing (ABS).
- To create new and more efficient knowledge systems that merge the positive aspects of indigenous and scientific knowledge systems.

For the IK Communities or Individuals	For Policymakers (National and State level)
Establish a representative association for IK communities or individuals, and a formalised legal structure that can enter into legally binding agreements with outside stakeholders	Involve IK-holding communities (or individuals) in policy consultations
Document your IK to ensure its preservation, and determine which elements must remain secret and which can be shared with outside stakeholders	Ensure your domestic policies and provide laws for IK-holders to control access to, and to benefit from exploitation of their knowledge
Ensure that access agreement with outside stakeholders benefits your association and the communities where association members live and work	Support IK documentation projects initiated by IK-holding communities