



**CENTER OF POLICY**  
RESEARCH AND GOVERNANCE

2022

REPORT

# SAMVAD

THE STATUS OF TRIBAL  
EDUCATION AND NATIONAL  
EDUCATION POLICY-2020



**CENTER OF POLICY**  
**RESEARCH AND GOVERNANCE**

## About CPRG India

Center of Policy Research and Governance(CPRG) is a research organization comprising inquisitive minds from all walks of life with a high level of experience in political and socio-economic fields, dedicated to addressing and solving a wide range of policy issues.

The organization is founded by Dr. Ramanand and other people under the guidance of some leading voices in the education, community and economic field etc. in the year 2016. Since 2016, CPRG has been striving hard to propose effective solutions to the discussions related to policy affairs. The think-tank is involved in analyzing and formulating policies in its areas of focus encompassing Education, Economy, Regional Development, Training and Governance, Social, Security and International Relations, and Science and Technology.

In collaboration with the Central government, State Governments as well as reputed Institutions and Commissions, CPRG provides gainful opportunities to nurture curious minds to promote young people's involvement in policy making and politics. It connects many thinkers and professionals from different spheres of life to conduct in-depth research on a wide spectrum of policy-related areas to revamp policymaking through thorough research and analysis. It has persistently worked to aid in making the process of policy making and policy implementation efficacious.

**"FROM A CIRCLE OF INTELLECTUALS TO A  
PUBLIC SERVING THINK TANK"**

# **The Status of Tribal Education and National Education Policy-2020**

## Message from the Chairman, NCST

The problems of the Scheduled Tribes are different from the 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 communities 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 Vish(negatives) for the overall betterment of the world. The Saksharta Abhiyaan of 1991-92 is a learning experience. It was launched to provide minimum level of 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 Tribes want to learn. Our Scheduled Tribes are not under the pressure of getting educated because they know that they can get employment based on the numerous inherent skills that 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 their 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 every professional skill so that one can get a job even when one is not educated enough. This SAMVAD was organized to explore various issues faced by the Scheduled Tribes 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 Ministries for the effective implementation of education policies in Scheduled Areas.

**SHRI HARSH CHOUHAN**  
**CHAIRMAN, NCST**

## PREFACE

Center of Policy Research and Governance (CPRG) in collaboration the National Commission for Scheduled Tribes organized a two day conference with a special focus on the involvement of the members from tribal communities in the effective implementation of the National Education Policy in tribal areas of India. The conference, rightly called SAMVAD, endeavored to follow the stakeholder approach so as to ensure maximum input for effective and efficient implementation of the policy with respect to the tribal community.

The idea of SAMVAD was conceptualized by Shri Harsh Chouhan, Hon'ble Chairperson, NCST who wanted to have a free-flowing dialogue with the representatives of the tribal community. His particular concern was about making SAMVAD a discussion that should be led by the stakeholders. CPRG aimed at making the conference a platform to emphasize the significance of educating the tribal community by involving the representatives of the tribal community in providing efficacious solutions for their own advancement. We also endeavored to bring into light the pertinence of the integration of the tribal education system with the present day education system which would go a long way in the contextual skill development of the large chunk of tribal youngsters to aid in the overall development of the country.

With its involvement in the organization of SAMVAD, Center of Policy Research and Governance strived towards addressing the issues of the tribals by connecting them with the decision makers spread across various streams and resolving their problems by taking their inputs from community members for effective implementation of the National Education Policy.

I am thankful to Shri Harsh Chouhan, Chairman, NCST, Shri Ananta Nayak, Member, NCST, Smt. Alka Tiwari, Secretary, NCST, for steering the discussion throughout the two days of SAMVAD and providing their valuable insights for furthering the objective of advancement of tribal education. I also express my sincere gratitude to the Hon'ble Education Minister, Shri Dharmendra Pradhan and the Hon'ble Minister of Tribal Affairs, Shri Arjun Munda for taking out the time to share their experiences at the conference. I express deep gratitude to the representatives of the all tribal community members, who came from all parts of India, for turning the SAMVAD into a meaningful dialogue.

Further, I am thankful to my team comprising Rupal Kalebere, Deepti Kushwaha, Nidhi Rai and Akshara Gupta for their valuable contribution to the management and smooth functioning of the conference and Dr.Amita Toppo, Anju Saxena,Chahat Mahajan and Jagriti Singh for giving the report its present shape.

**DR RAMANAND  
DIRECTOR**

# SESSION PLAN

Day 1 (22rd March 2022)

Time	Session	Speakers
10:00-11:15	Inauguration	Session I (The Status of Tribal Education and NEP) <ol style="list-style-type: none"><li>1. <b>Smt. Alka Tiwari</b>, Secretary, NCST</li><li>2. <b>Shri harsh Chauhan</b>, Hon'ble Chairperson, NCST</li><li>3. <b>Dr. Subhas Sarkar</b>, Hon'ble Minister of State for Education</li><li>4. <b>Shri Ananta Nayak</b>, Hon'ble Member, NCST</li><li>5. <b>Shri Rajaram Katara</b>, Shiv Ganga, Social Worker</li></ol>
Time	Session	Speakers
11:30-13:30	Pre-primary, Primary Secondary	Session II <ol style="list-style-type: none"><li>1. <b>Shri Maneesh Garg</b>, Joint Secretary, Department of School Education and Literacy</li><li>2. <b>Shri Sanyam Bharadwaj</b>, Controller of Examination, CBSE</li><li>3. <b>Prof. S. C. Chauhan</b>, Head, Department of Education of Groups with Special Needs (DEGSN), NCERT</li><li>4. <b>Shri Mahesh Sharma</b>, Padma Shri Awardee, Social Worker</li><li>5. <b>Shri Asit Gopal</b>, Commissioner, NESTS- (EMRS)</li></ol> Mod.: <b>Shri Ramanand</b>

Time	Session	Speakers
14:15-15:45	University System	<p>Session III</p> <ol style="list-style-type: none"> <li><b>Shri Mrityunjay Behara</b>, Economic Advisor, Department of Higher Education, Ministry of Education, Gol</li> <li><b>Dr. Rajnish Jain</b>, Secretary, University Grants Commission</li> <li><b>Prof. Badri Narayan</b>, Director, GB Pant Social Science Institute, Prayagraj, Uttar Pradesh</li> <li><b>Prof. Bipin Jojo</b>, Dean - School of Social Work, TISS, Mumbai</li> </ol> <p>Mod.: <b>Smt. Alka Tiwari</b>, Secretary, NCST</p>

Time	Session	Speakers
16:00-18:00	Professional Institutions & Skill Education	<p>Session IV</p> <ol style="list-style-type: none"> <li><b>Dr. M.P. Poonia</b>, Vice Chairman, AICTE</li> <li><b>Shri Girish Prabhune</b>, Padma Shri Awardee, Punarutthan Samarasata Gurukulam</li> <li><b>Shri Ved Mani Tiwari</b>, CEO NSDC</li> <li><b>Dr. Nomesch Bolia</b>, IIT Delhi</li> </ol> <p>Mod.: <b>Shri Vivek Kumar</b></p>

## Day 2 (23rd March 2022)

Time	Session	Speakers
10:00-11:30	People who are providing solutions in school education: Experience Sharing	<p>Session V</p> <ol style="list-style-type: none"> <li>1. <b>Shri Praveen Kumar</b>, CSO &amp; Head - Education, SVYM</li> <li>2. <b>Prof. Vandana Saxena</b>, Dept. of Education, Delhi University</li> </ol> <p>Mod.: Shri Ramanand</p>
Time	Session	Speakers
11:45-13:30	People who are providing solutions in Higher education: Experience Sharing	<p>Session VI</p> <ol style="list-style-type: none"> <li>1. <b>Prof. Badri Narayan</b>, Director, GB Pant Social Science Institute, Prayagraj, Uttar Pradesh</li> <li>2. <b>Prof. Prasanna Kumar Samal</b>, Dean: Faculty of Tribal Studies, Indira Gandhi National Tribal University</li> </ol> <p>Mod.: <b>Smt. Alka Tiwari</b>, Secretary, NCST</p>
Time	Session	Speakers
14:15-15:45	Skill / Technical Education	<p>Session VII</p> <ol style="list-style-type: none"> <li>1. <b>Dr. Shrikant Patil</b>, Centre for Research and Industrial Staff Performance (CRISP)</li> <li>2. <b>Prof. Satyajit Majumdar</b>, TISS</li> <li>3. <b>Dr. Nirupama Deshpande</b>, Sampurna Bamboo Kendra</li> </ol> <p>Mods.: <b>Shri Vivek Kumar</b></p>

Time	Session	Speakers
16:00-18:00	Mass Education (0-6 years, 6-16 years, 16-32 years, 32+)	Session VIII 1. <b>Dr. Archana Singh</b> 2. <b>Shri Manish Garg</b> 3. <b>Shri Mahesh Sharma</b> Mods: <b>Shri Prakhar Jain</b>

Time	Session	Speakers
18:30-20:00	Valedictory Ceremony	Session IX 1. <b>Smt. Alka Tiwari</b> , Secretary, NCST 2. <b>Shri Harsh Chouhan</b> , Hon'ble Chairperson, NCST 3. <b>Shri Dharmendra Pradhan</b> , Hon'ble Education Minister 4. <b>Shri Ananta Nayak</b> , Hon'ble Member, NCST

# SAMVAD at a Glance

**Total Number of Delegates present at SAMVAD: 72**

**Number of Speakers at SAMVAD: 27**

**Total Number of States represented: 18**

**Number of government institutions that took part in SAMVAD: 12**

**Number of Ministries represented at SAMVAD: 5**

**Number of NGOs that participated in SAMVAD: 3**

## Speakers at SAMVAD

### **Dr. Subhas Sarkar**

**Minister of State for Education**

Dr. Subhas Sarkar is a medical practitioner and Indian politician. He was elected to the lower house of the Parliament of India from Bankura, West Bengal in the 2019 general election. He is currently serving as the Union Minister of State in the Ministry of Education (India) in the second BJP regime.

### **Smt Alka Tiwari**

**Secretary, National Commission for Scheduled Tribes**

Smt Alka Tiwari is a 1988 batch IAS officer of the Jharkhand cadre who is presently serving as the Secretary for the National Commission for Scheduled Tribes (NCST). She has also served as a former member of the Central Vigilance Commission and NITI Aayog.

### **Shri Rajaram Katara**

**Member, Shivganga**

Shri Rajaram Katara joined the conceptual team of Shivganga Samagra Gramvikas Parishad (SSGP) in the year 2001 after completing his graduation in 2001. Belonging to the Bhil tribe of Dhar district of Madhya Pradesh, he has been influential in taking the message of his organization to the local tribes and has contributed in making the tribal community self-reliant.

### **Shri Harsh Chouhan**

**Hon'ble Chairman, National Commission for Scheduled Tribes**

Shri Harsh Chouhan completed Mechanical Engineering from SGSITS, Madhya Pradesh and his Masters from IIT Delhi in 1984. He has been active in the field of social work since 1988. He served as the State Secretary and State President of Vanvasi Kalyan Ashram. He was one of the founding members of Shivganga Shivganga Samagra Gramvikas Parishad and has been recently appointed as Chairman of NCST - National Commission for Scheduled Caste by the President of India.

## **Shri Ananta Nayak**

**Member, National Commission for Scheduled Tribes**

Ananta Nayak has served as the former member of the Lok Sabha in India. He is a member of the BJP and represents the Keonjhar constituency of Odisha. Shri Nayak became the Member of Parliament at the age of 30 from the Kendujhar Parliamentary constituency. He is the President (Tribal Morcha) in India and he was appointed as a Member of National Commission for Scheduled Tribes of India.

## **Shri Mahesh Sharma**

**Padma Shri Awardee, Social Worker**

Shri Mahesh Sharma was born on 14th March 1957 in a small village near Datia, Madhya Pradesh. His village happened to be near a Math named 'Peetambara Peeth'. He spent his childhood and teenage years in the company of social reformers and leaders who planted a seed of becoming a social change agent in him. He is Padamshree awardee who is the cofounder of Shivganga Samagra Gramviaks Parishad (SSGP).

## **Shri Maneesh Garg**

**Joint Secretary, Department of School Education and Literacy**

Shri Maneesh Garg is B.Tech graduate from IIT Delhi who completed his Masters in Global security from King's College, London. He is presently serving as a Joint Secretary in the Department of Education and Literacy, Government of India. He is passionately working towards the cause of health and wellbeing of the children in schools.

## **Shri Asit Gopal**

**Commissioner, NESTS - EMRS**

Shri Asit Gopal is a 1990 batch IFS officer who has been appointed as the Commissioner of the Eklavya Model Residential Schools, National Educational Society for Tribal Students (NESTS), Ministry of Tribal Affairs for a period of five years. He therefore works towards catalyzing socio-economic development of the most underprivileged groups in India i.e. the Scheduled Tribes (STs), in a coordinated and a planned manner considering it as an effective instrument for their holistic empowerment.

## **Prof. S.C. Chauhan**

**Head, Department of Education of Groups with Special Needs (DEGSN)  
NCERT**

Professor S.C. Chauhan has been serving as the Head of Department of Education of Groups with Special Needs (DEGSN) since December, 2017. Prior to joining in the NIE, NCERT in January, 2000 as Lecturer, he was working as DMS teacher in Regional Institute of Education, Bhopal. He has conducted and contributed in a number of research activities, developed resource materials for teachers, contributed in writing of text books, organized training and orientation programmes for stakeholders of education and organized National, State and regional level conferences and workshops in the area of education of children belonging to Socially Disadvantaged Groups.

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

Prof. Rajnish Jain has more than thirty years of professional experience which includes teaching, research, administration, institution building and corporate training. In his administrative assignments, he has initiated a number of innovative practices for promotion of core and Workplace Values, Knowledge Forum, Student Clubs, Staff Development Programmes etc. for the growth and development of students, staff and teachers. He has significantly contributed in the developmental activities of the Devi Ahilya University, Indore and also served as Chairman in many important committees.

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

Prof. Badri Narayan is a Social Historian and Cultural Anthropologist and currently serving as a Professor at the G.B. Pant Social Science Institute, Allahabad. His wide ranging interests cover culture, memory and politics, contemporary histories, ethnography of marginalized politics, social and anthropological history, Dalit and subaltern issues and Identity formation and the question of power.

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

He has been teaching at Tata Institute of Social Sciences (TISS), Mumbai since 1997. He has been involved in teaching, research and training in the areas of tribal issues of governance, land, forest, Social Work with Tribal Perspective, tribal education, migration; development displacement and participatory development.

**Dr. M.P. Poonia****Vice Chairman, All India Council for Technical Education**

Dr. MP Poonia has been serving as the Vice Chairman of the All India Council for Technical Education since 20th January, 2017. The major responsibility of the AICTE is to plan and coordinate the development of technical and management education system in India. The AICTE accredits graduate and postgraduate programmes under specific categories. Dr. Poonia emphasizes on quality education, good governance, e-learning, Go- Green Environment, skill development and assists the University Grants Commission, National Board of Accreditation, NAAC, Consortium for Educational Communication (CEC) and Telecom Sector Skill Council (TSSC) of India.

## **Shri Girish Prabhune**

**Punaratthan Samarasata Gurukulam**

**Padma Shri Awardee in the field of Social Work**

He started the Punaratthan Samarasata Gurukulam, an NGO run by Krantiveer Chapekar Smarak Samiti, in Chinchwad, Pune. Today, more than 320 students from tribal communities are studying in this school for the deprived who complete their 12th standard in this school. While the medium of instruction is the mother tongue (Marathi), the students are also taught other languages viz. English, Hindi and Sanskrit.

As the focus is on experiential learning of the students, they are also exposed to multiple vocational skills through experience such as Engineering ( Welding , Plumbing, carpentry, Metal work, Otkaam etc), sculpting, ayurveda, vegetable-farming, Nursery, painting (Warli, Madhubani ), bamboo work, drone making , masonry, vehicle repairing, computer education, sports and physical education. All this is possible because Gurukul is a fully residential school and believes in the potential of Indian culture and the students of the tribal community.

## **Dr. Nomesh Bolia**

**Professor, IIT Delhi**

Nomesh Bolia is a professor in the Department of Mechanical Engineering at IIT Delhi. He holds a B-Tech from IIT Bombay and a PhD in Operations Research from the University of North Carolina, Chapel Hill. He also has two years of work experience at Infotech Financials Pvt Ltd (Mumbai) and Tata Institute of Fundamental Research, Mumbai. His research interests include applications of operations research in public systems such as public transport, justice system and public policy. He is passionate about playing a part in the improvement of the Higher Education system of the country.

## **Professor Vandana Saxena**

**Department of Education, Delhi University**

Dr. Vandana Saxena is currently working as a Professor at CIE, Delhi University. In her academic persuasion to cultivate democratic educational environment, she is engaged in teaching, training, research and consultations focusing upon developing research-based thought-provoking pedagogical designs addressing issues of Diversity and Inclusion across all ages. She has worked on multiple projects and assignments with the Ministry of Human Resource Development, World Bank, USIEF (Fulbright), UGC, NCERT, NCTE, NIOS, RCI and several civil society organizations. She has been conducting workshops at the pan India level for the conceptualization of research in education.

## **Shri Sanyam Bhardwaj**

**Controller of Examination, CBSE**

Dr Sanyam Bhardwaj, Controller of Examinations CBSE, MHRD, Govt of India has extensive experience in the field of competitive examinations of large magnitude, School Education, framing of new Policies in education, use of ICT in education, capacity Building, vocational education, Open and Distance Education etc. He is also a Member of the committee

constituted by Hon'ble Supreme Court of India under retired Justice Singhvi to suggest ways and means to ensure fair conduct of examinations. Dr Bhardwaj has authored 7 research papers in various countries including Italy, Germany, Hong Kong, the US and published several articles in various magazines. He has been bestowed with numerous awards including the 'Digital India' award of Govt. of India and the 'Leader of the Year' award by several organizations.

### **Professor Prasanna Kumar Samal**

**Dean, Faculty of Tribal Studies**

**Indira Gandhi National Tribal University**

Prof. Prasanna K. Samal (B.Sc. Hons in Botany), MA (Anthropology) and Ph.D. (Resource Management/Tribal Development) is Head of the Department of Tribal Studies. Formerly, he was with G.B. Pant National Institute of Himalayan Environment & Sustainable Development (MoEF&CC, Govt. of India) in the capacities of a scientist, Incharge of North East Unit, Head of Socio-Economic Development Theme etc. His areas of specializations include Social Anthropology, Tribal Studies and Resource Management. He has more than 28 years of teaching experience and has served as the member of about 24 National and State Level Committees.

### **Shri Satyajit Majumdar**

**Dean, School of Management and Labor Studies**

**Tata Institute of Social Sciences**

Shri Satyajit Mujumdar is presently serving as a Professor at the Centre for Social Entrepreneurship, and Dean of School of Management and Labor Studies, Tata Institute of Social Sciences, Mumbai. He is associated as Mentor to business and social enterprises with Biotechnology Research Assistance Council (BIRAC), Department of Biotechnology, Government of India. He is also a Member of the Core Committee for National Entrepreneurship Award, Ministry of Skill Development and Entrepreneurship, Government of India. His primary research interest areas are entrepreneurship and social entrepreneurship with specific focus on 'growth strategy', 'business models' and 'CSR'.

### **Dr. Srikant Patil**

**Managing Director,**

**Centre for Research and Industrial Staff Performance (CRISP)**

Dr Shrikant Patil has multiple post graduate degrees and PhD in Skill Development and Employment Generation. He has also contributed to National level Skill and Employment Generation policy. He has worked with various national and international universities as a mentor and guest faculty. One of his major contributions is the crafting of the Atmanibhar Bharat mission to generate employment and self-employment in 11 sectors in the next 5 years in India. He has written National Employment and Entrepreneurship Mission Policy for a Nation by communicating with 30 Group of Ministries formed by Honorable.

He has been appointed to build and create best practices in Skill development and Employment to fulfill Atma Nirbhar MP's Sustainable Development Goals of research, capacity building and Employment generation. CRISP is a 25 years old organization working in domain of skill, Employment and entrepreneurship. He is appointed as Chairman (Executive Board) and MD to upgrade and nurture this organization to become an international level institution in the times ahead.

### **Dr. Nirupama Deshpande**

**Founder**

**Sampoorna Bamboo Kendra**

Nirupama Deshpande, an academically trained social worker is one of the pioneers of the Sampoorna Bamboo Kendra which combines the traditional skills of the tribals with modern needs to promote bamboo craftsmanship. Mrs Deshpande has therefore played a crucial role in making the tribal communities of the Melghat region self-reliant. Sampoorna Bamboo Kendra undertakes training, research, organization and design development. So far, 5,000 tribal youth have taken training and 20 other similar centres are operating around the country thereby promoting skill development and entrepreneurship among the tribal community.

### **Shri. Ved Mani Tiwari**

**Chief Executive Officer**

**National Skill Development Corporation**

Shri. Ved Mani Tiwari serves as the Chief Operating Officer at National Skill Development Corporation (NSDC) and is responsible for managing the organisation's operations. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. A key member of the senior leadership team, he plays an integral role in developing and executing NSDC's strategies to drive skilling operations through Sector Skill Councils (SSC), Training Providers and Industry Engagement.

### **Dr. Archana Singh**

**Associate Professor**

**G B Pant Social Science Institute, Prayagraj**

Dr. Archana Singh is Associate Professor at G B Pant Social Science Institute, Prayagraj. After completion of her Ph.D. in Philosophy, she did her post-doctoral project entitled "Eco-feminism: A War Against Survival of the Fittest" under the aegis of Indian Council of Philosophical Research, New Delhi. She is persistently working on contemporary caste and gender issues among Dalits, tribes and minorities. She has been regularly addressing workshops to sensitize police, administrators, professors and students on the issue of gender sensitivity. She conducts various projects on gender sensitivity and everyday experiences of Dalit women in modern India and its socio-political scenarios. She is presently working on emerging leadership initiatives among women from disadvantaged communities in North India and the acceptance of this leadership in society.

## **Shri Prakhar Jain**

### **PESA**

Prakhar Jain is currently the Convener of PESA. You have worked on education in Bastar region. As a journalist, you have worked on the development policies of the government, issues related to tribal society, environmental issues. You have been educated on Dalit and Adivasi subjects from Tata Institute of Social Sciences. He did his media studies from the Asian School of Journalism.

## **Shri Dharmendra Pradhan**

### **Hon'ble Education Minister**

Dharmendra Pradhan is an Indian politician serving as the Minister of Education and Minister of Skill Development and Entrepreneurship in the Government of India. He has also been the Minister of Petroleum & Natural Gas and Minister of Steel. Pradhan was promoted to a cabinet minister on 3 September 2017. Under the Narendra Modi government elected in 2014, he served as the minister of State (Independent Charge) of the Ministry of Petroleum & Natural Gas. Serving under this ministry, he has visited more than 24 countries and attended many summits and participated in many international programs as an Indian delegate. He was appointed the Minister of petroleum and natural gas for a second term in 2019. He was also made the Minister of Steel.

## **Shri Arun Haldar**

### **Vice Chairman, NCSC**

Born in 1968, Arun Haldar is presently serving as the Vice Chairman National Commission for Scheduled Castes Government of India. He is an arts graduate from the University of Calcutta. He had served as the Secretary of MotherTala International Movement for social welfare, Barasat and as a Joint Secretary at IMASCED, New Delhi. He was the State Vice President of the Asian Front for Human Rights. He is associated with Barasat Cancer Research Centre, North 24 Parganas and many other renowned social organizations.

## **Shri Arjun Munda**

### **Honorable Minister of Tribal Affairs**

He is the current Minister of Tribal Affairs in the Second Modi ministry. As an ardent advocate for tribal rights, he was elected the Welfare Minister, Govt. of Jharkhand. He was also the Chief Minister of Jharkhand. He has also served as a member of parliament having served in the 15th Lok Sabha He was elected from the Jamshedpur constituency in the 2009 parliamentary elections. Munda alleviated the tensions brought on by "Domicile movement" in 2002. He contended that every citizen has a constitutional right to live and work freely in any part of the Indian state.

## **Moderators at SAMVAD**

### **Shri Ramanand**

**Director, Center of Policy Research and Governance**

Shri Ramanand is presently serving as the Director of Centre of Policy Research and Governance. He has worked as an advisor on the National Education Policy with the Ministry of Education, GOI, from its inception and worked with both committees. Skilled in Public Speaking, Policy Analysis and Data Analysis, He is a strong professional with a PhD in Interface of Education and Democracy with reference to Electoral Behaviour from Delhi University. He writes on education, policy, and inclusion for The Print, News18, TOI, etc.

### **Shri Vivek Kumar**

**IIT Delhi**

Shri Vivek Kumar is presently serving as a Professor in the Centre for Rural Development and Technology, Indian Institute of Technology, New Delhi. He has 99 publications to his credit and he is also working as the Co- coordinator of Unnat Bharat Abhiyaan. He is vehemently working in the areas of Sustainable development of technology and sustainable use of resources.

### **Names of Speakers and the organization they represent**

1. Shri Harsh Chouhan, National Commission for Scheduled Tribes
2. Smt. Alka Tiwari, National Commission for Scheduled Tribes
3. Shri Rajaram Katara, Shivganga
4. Dr. Subhas Sarkar, Minister of State for Education
5. Shri Ananta Nayak, National Commission for Scheduled Tribes
6. Shri Mahesh Sharma
7. Shri Maneesh Garg, Department of School Education and Literacy
8. Shri Asit Gopal, NESTS-EMRS
9. Professor S.C Chauhan, DEGSN, NCERT
10. Doctor Rajnish Jain, UGC
11. Professor Badri Narayan, GB Pant Social Science Institute
12. Professor Bipin Jojo, TISS, Mumbai
13. Dr. M.P. Poonia, Vice Chairman, AICTE
14. Shri Girish Prabhune, Punarutthan Samarasata Gurukulam
15. Doctor Nomesh Bolia, IIT Delhi
16. Professor Vandana Saxena , Department of Education, DU
17. Shri Sanyam Bhardwaj, CBSE
18. Professor Prasanna Kumar Samal, Indira Gandhi National Tribal University(IGNTU)
19. Shri Satyajit Majumdar, TISS
20. Doctor Srikant Patil, Centre for Research and Industrial Staff Performance (CRISP)
21. Doctor Nirupama Deshpande, Sampoorna Bamboo Kendra
22. Shri Ved Mani Tiwari, NSDC
23. Doctor Archana Singh, GB Pant Social Science Institute
24. Shri Prakhar Jain, PESA
25. Shri Dharmendra Pradhan, Minister of Education
26. Shri Arun Haldar, NCSC
27. Shri Arjun Munda, Minister of Tribal Affairs

### **Names of the States represented at SAMVAD**

1. Andhra Pradesh
2. Assam
3. Bihar
4. Chhattisgarh
5. Delhi
6. Gujarat
7. Hyderabad
8. Jharkhand
9. Kerala
10. Madhya Pradesh
11. Maharashtra
12. Manipur
13. Mizoram
14. Rajasthan
15. Tamil Nadu
16. Telangana
17. Tripura
18. Uttar Pradesh

### **Names of the Ministries**

1. Ministry of Education
2. Ministry of Tribal Education
3. Ministry of Skill Development and Entrepreneurship
4. Ministry of Panchayati Raj
5. Ministry of Rural Development

### **Names of the Special Guests (Ministers/ MPs) who participated/visited in SAMVAD**

1. Shri Dharmendra Pradhan, Minister of Education
2. Shri Arjun Munda, Minister of Tribal Affairs
3. Doctor Subhas Sarkar, Minister of State for Education

### **Names of the Government Institutions that took part in SAMVAD**

1. National Commission for Scheduled Tribes(NCST)
2. National Commission for Scheduled Caste(NCSC)
3. Central Board of Secondary Education (CBSE)
4. National Education Society for Tribal Students(NESTS)
5. National Council of Educational Research and Training(NCERT)
6. All India Council for Technical Education(AICTE)
7. National Skill Development Corporation(NSDC)
8. University Grants Commission(UGC)
9. Centre for Research and Industrial Staff Performance( CRISP)
10. Department of School Education and Literacy
11. Indian Institute of Technology(IIT), Delhi
12. Indira Gandhi National Tribal University (IGNTU)

### **Names of NGOs which took part in SAMVAD**

1. Sampurna Bamboo Kendra
2. Shivganga Samagra Gramviaks Parishad (SSGP)
3. Punaruththan Samarasata Gurukulam

## ENCAPSULATION OF SAMVAD

National Commission of Scheduled Tribes is a constitutional body formed under Article 338A of the Indian Constitution. Article 338A empowers the NCST to oversee the implementation of the safeguards provided to the Scheduled Tribes under the Constitution of India or any other law in force in the country. NCST discharges the functions related to the welfare of the Scheduled Tribes and participates in planning the process of socio economic development of the tribal population.

NCST has been tirelessly making efforts towards the advancement of the Scheduled Tribes and the organization of SAMVAD was one of the most important efforts towards the fulfillment of their goals. SAMVAD organized by NCST in collaboration with the Center of Policy Research and Governance (CPRG) was an attempt to involve the grassroots in the analysis of the impact of the National Education Policy, 2020 on the Tribal community. CPRG aims at capitalizing on the opportunities provided by the young and emergent India so as to promote the involvement of young people in policymaking and politics in India and pave the way towards the realization of the goal of making India a hub of knowledge. The collaboration of NCST and CPRG endeavored to ensure the involvement of all the stakeholders in the effective implementation of the NEP in the tribal areas of India.

National Education Policy is striving to bring about a paradigm shift in the pedagogy of the education system in India. One of the main components of the much needed NEP in consonance with the Sustainable Development Goal 4 is inclusive education through the involvement of the community which has been the goal of the Government of India since times immemorial. National Education Policy aims to provide shape to this goal of the government by making us realize that social justice and social inclusion are at the core of making the education system effective and successful and NCST's organization of SAMVAD was a step ahead in the furtherance of this goal thereby making the process more participatory and democratic.

SAMVAD began with a brief introduction about the status of tribal education in India. SAMVAD was so called because of the ingenious plan put forward by Shri Harsh Chauhan to move ahead with the conference in the form of dialogue. The idea behind the dialogue form of the conference was to enable the expression of neutral perspectives and viewpoints of the representatives of the tribal community from all around the country. The sharp-witted plan of the esteemed chairman of NCST led to the coming up of all kinds of politically neutral outlook of all our delegates towards the status of tribal education in India. The conference moved ahead with the speakers welcoming the delegates and delineating the aim of the conference in a holistic and coherent manner.

# SESSION 1: INAUGURATION

**Theme: The Status of Tribal Education and NEP**

**Speakers:**

- Doctor Subhas Sarkar, Honorable Minister of State for Education
- Smt. Alka Tiwari, Secretary, NCST
- Shri Rajaram Katara, Shiv Ganga, Social Worker
- Shri Harsh Chouhan, Honorable Chairman, NCST
- Shri Ananta Nayak, Honorable Member, NCST



**Abstract**

The sessions focused on the significance and the role of the NCST for advancement of the Scheduled Tribes of India. It went ahead with discussions about the increasing pertinence of educating tribal communities and the constraints in the implementation of the policies related to educating them. The celebration of Birsa Munda’s birth anniversary as the Janjatiya Gaurav Divas speaks volumes about the long pending recognition of the contribution of the tribal community in the growth and development of India. The session discussed the status of tribal education in India and aimed at acknowledging the fact that NEP would serve as a useful instrument in fulfilling the needs and aspirations of the tribal communities all over India and pave the way for gaining recognition of their soft skills throughout the world.

## Presentations by the Panelists

### **Dr. Subhas Sarkar, Minister of State for Education**

Doctor Subhas Sarkar expressed his happiness on his presence at SAMVAD and welcomed the esteemed speakers and the Padma Shri awardees at the conference. After the recognition of the contribution of the work done by Mahesh Sharma and Girish Prabhune in the furtherance of the interests of the tribals, Dr Subhas Sarkar of the interests of the tribals, Dr Subhas Sarkar drew the participants' attention to the famous slogan of "Sabka Sath, Sabka Vikas Sabka Vishvaas" coined by the Honorable Prime Minister of India and added "Sabka Prayaas" to it. This slogan talked about the whole hearted and active participation of all the stakeholders and the assurance of the joint efforts of all the people in the achievement of goals of NEP, 2020.

He talked about the. Further, he focused upon the need for holistic education which should be "inclusive", "accountable", "interdisciplinary" and "multidisciplinary" so

that the fruits of education can be shared with all the members of the society. He exemplified by referring a student as a tree which bears fruits not only for parents and neighbors but also for the society, village and the entire nation.

He explained the provision of multiple entry and exit in the National Education Policy which would be helpful in curbing the dropout rates and aid in the effective utilization of the demographic dividend of India. He talked about the enhancement of skills of the tribals through the development of unconventional courses in the New Education Policy, 2020.

### **Smt Alka Tiwari, Secretary, National Commission for Scheduled Tribes**

Smt. Alka Tiwari elucidated the responsibilities of National Commission for STs established under Article 338 of the Constitution of India. It renders advice to the President of India about the programmes and policies designed for the welfare, development and advancement of the tribal community and monitors them. The 1988 batch IAS officer informed the participants about her involvement in a series of innovative discussions based on the stakeholder approach and thereafter welcomed the delegates and speakers to the SAMVAD on behalf of NCST. In the context of the National Education Policy (NEP), she



emphasized the importance of education for the empowerment and socio-economic development of the scheduled tribes of India. According to her, Education is crucial for the entire society but it becomes all the more pertinent in the case of the tribal community due to the lack of resources and entrepreneurship in those areas.

She highlighted various problems related to the education of tribals in an effective, efficient and transparent manner. She mentioned the wide gap of 14% in the overall literacy rate and the tribal literacy rate in India and presented the fact that only 20% of the tribal students reach 10th standard. The status of women is even worse. She expressed concerns about these problems and was determined to come up with effective solutions to solve these problems. She talked about the crucial problem of geographical isolation faced by the tribal community and their lack of accessibility to the educational institutions.

The Government of India faces a “Cache 22” situation in the process of provision of schools in every area. Enough amenities might not be provided if the schools are developed near every village and if schools are developed away from villages with all the possible amenities then they will not be accessible for village children. This becomes a significant issue in case of tribal development. Parents of the tribal students might not be educated enough to provide an enabling environment for proper learning of children, which hinders the progress of a student. The secretary also pointed out the language barrier in the education of tribals and the issue of migration. She also said that enough attention to vocational and skill-based education is not given and we need to aim at the convergence of the educational needs of the child with the needs of the society.

She emphasized the role and responsibilities of the members of the civil society in providing effective solutions to the problems of the tribal community and hoped that SAMVAD would aid in looking at the problems of education from the lens of the tribal community itself. She brought forward the role of the community in the education of a child. She said that community can help in providing better solutions than the bureaucracy and it can be useful in following the ‘Bottom-Up Approach’ in place of the conventional Top-Down Approach and giving way to Good Governance.

The Secretary concluded her speech on a positive note with the hope that effective implementation of NEP will lead to improvement in learning outcomes. She highlighted the need for providing innovative solutions in addition to the government schemes. She also highlighted the imperative role of the Civil Society in the successful implementation of the proposed solutions.

**Shri Rajaram Katara,  
Shiv Ganga, Social Worker**

Shri Rajaram Katara talked about the urgent need of “SAMVAD” on the status of Tribal Education in India. He also emphasized the crucial role of education in the overall development of the country in general and tribals in particular. He reminisced about the past saying that each one from Jhabua village was skilled and problems related to unemployment and lack of resources were not there 70 years ago. But today’s education system educates students to serve as cogs in the machine and it comes at the cost of development of the inherent skills of the tribals. He exemplified himself saying that his younger brother has been

running the house since he was 12 but he was only fit for getting a job due to his education and could not perform the other essential functions. He thereby raised concern about the lack of development in the villages. He had put forth an important question which led everyone to do self-analysis: "What actually are we contributing to the overall good of the society, after investing most of our lives in educating ourselves?" He talked about the existing ground realities of Jhabua district of Madhya Pradesh and shared his expectations from the government. He emphasized that tribals want to study in a way that leads to the overall development of the society and their contribution to the society is of utmost importance in making India Aatmanirbhar.

He said that tribal people want to learn their cultural and traditional skills. We might know everything about the entire world but we have forgotten the values of our own culture in the process of knowing about the world. He made a point that our education should be inclusive and a shift from rote learning to root learning is needed. He further elaborated that we all need to work for our prosperity and education is the only means to achieve that. Also, while designing the education system, it is imperative to include the views of all stakeholders. He hoped that SAMVAD will become successful in providing ways to make education meaningful and practical for tribals.

**Shri Harsh Chouhan,  
Honorable Chairman, National Commission for Scheduled Tribes**

Shri Harsh Chouhan welcomed all the delegates present in the conference and praised Smt Alka Tiwari and Shri Rjaram Katara for setting the tone of the conference. The significance of the conference lies in the fact that the problems of the tribals are different from problems of the other sections of the country and SAMVAD is essential for correct articulation of the significant issues that can arise in the implementation of the National Education Policy.

Relating the conference title SAMVAD to the famous cultural term of the Hindus 'Manthan', Shri Harsh Chauhan instilled hope in all the delegates that the conference would make us brainstorm for implementation of the National Education Policy (NEP) in a righteous manner. It will also help us in curbing its negative results and using its positive results for the overall benefit of the tribal community. He provided an apt reference of the samudra manthan which is believed to have ended with the intake of amrit (positives) and the vish (negatives) for the overall betterment of the world.

He shared that policy makers do not understand the ground realities of tribals which is quite different from the way tribals are portrayed. The problems of tribals are different from the rest of the society which makes it crucial to understand the National Education Policy from the perspective of tribals. He said that SAMVAD should be able to come up with elaborated and comprehensive expectations of the tribal community from the National Education Policy. Referring to his experience, he cited the Saksharta Abhiyaan of 1991-92 which was launched to provide adequate education to tribals so as to ensure that they can sign a document but many of them were not interested in getting educated. Hence, there is a need to suggest to the government about the ways in which the tribal community wants to learn. The Chairman also said that this notion of middle class is wrong and only education can lead to employment. He suggested that the Government of India should dignify other skills so that one can get a job even when one is not educated enough. The tribal community is still not

encouraged to get educated because they know that they can get employment on the basis of the numerous inherent skills, whereas middle classes can get a job only on the basis of their education. We therefore need to sensitize the government that it would be difficult for the country to provide jobs on the basis of education so development of soft skills is equally important. He ensured that learning new skills along with the existing curriculum will help the nation to get out of the trap of education. NEP can suggest innovative ways of educating tribals so that they can contribute to the society in a much organized and better way. At last, he said that through SAMVAD, we will try to understand the policy and provide solutions

**Shri Ananta Nayak,**  
**Member, National Commission for Scheduled Tribes**

Shri Ananta Nayak started with the status of education among tribals and expected that the provisions of NEP would help in the improvement of the status of education of the tribal community. He sought to answer some of his own questions through SAMVAD. He focused on the importance of a role model in the life of a child who can inspire the child to become a better person. He related this to his own childhood where his father encouraged him to read more and more stories. He also went back to pre-colonial era where the people of India were well versed and there was no discrimination among the different sections of the society. There was a time when the number of educated people in the tribal community was quite good but we have not been able to reach that level of education among the tribals post-independence. He therefore emphasized on the inclusion of the ancient tribal practices into the current education system so that we can make people aware of the significant tribal practices through its incorporation in the present system.

# SESSION 2: PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION

**Theme: Inclusivity and Equality in the Education System**

**Moderator:** Dr. 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



## Abstract

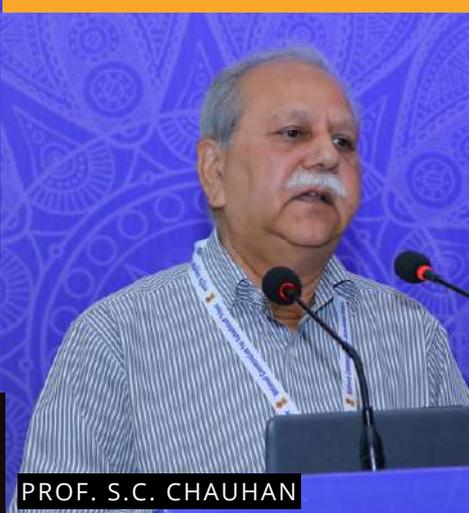
The sessions followed an innovative approach to involve all the stakeholders of Tribal Education in India as suggested by the revered Chairman of NCST, Shri Harsh Chauhan. They were about the importance of the formative years of education in the life of a child and highlighted the need to adopt the positive aspects of the cultural education of India. The session started with the discussants mentioning the problems faced by the tribal community, which helped us in understanding the perspectives of scholars, policymakers and researchers about the status of tribal education. These problems were addressed by the panelists in the later part of the session so as to follow the democratic and participative approach in the conduct of the conference. The panelists made everyone aware about the various initiatives proposed by the National Education Policy for the improvement of the status of tribal education in India. This also helped in addressing the questions of the stakeholders and coming up with innovative solutions by taking inputs from the components of the National Education Policy.

### **Questions and Concerns raised by the discussants**

- Education should be based on the language of the tribals and the time table of the school should be in consonance with the preoccupations of the tribal community.
- Learning in the tribal community is still quite low and the capability of the student is not considered while assigning homework.
- There is a lack of concern about student's learning because most of the teachers are outsiders and are not connected enough to the students to contribute to their development.
- The presence of multiple boards at the same time and the co-existence of both public and private schools can lead to inequalities in the learning process of students.
- Tribal education may not make the tribals competent enough to compete with the mainstream.
- Tribal literature, tribal History and tribal culture should be included in the curriculum so that they can feel recognized and the other communities will also become aware about the tribal history and culture and the skills that they practice.
- The teachers usually do not understand the language and dialect of the tribals which makes them incompetent to understand the needs and aspirations of the community.



SHRI MAHESH SHARMA



PROF. S.C. CHAUHAN



SHRI ASIT GOPAL



DR. RAMANAND



SHRI MANEESH GARG

## Presentation by the Panelists

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

Mahesh Sharma started with sharing his experiences of interacting with the tribal children who have inherent qualities of handling responsibilities and working hard for the benefit of their community. He shared his own concerns related to the primary education of the tribals. He said that education plays an important role in the development of an individual but the tribal population is still not well developed as compared to the rest of the Indian Population. He expected SAMVAD to answer questions related to this stark difference.

He said that students feel happy in going to schools and parents feel equally delighted when their child studies but the 88% dropout rate was ironic given the happiness of the parents and the students. Giving the example of the efforts made by a little girl in bringing water for him, he pointed out that the present education system does not value and recognize these skills of the tribal community and they only notice that the students fail in the subjects taught at school. The girl did not know the ways of the modern education system but her inherent qualities at such a young age were incomprehensible. He said "Hamare janjati samaj ke bache bahut medhavi hain." They even understand simple mathematical calculations since they are involved in the transactions in the local market but they fail in the subject of mathematics. Such failure demoralizes the students and they become reluctant to attend school or study the school curriculum.

Further, he spoke about the importance of primary education in the formative years of a child and its role in the development of an individual and the society. But the problem arises when the statistics show that 88% of the school students do not attend college and remain dropouts. Students are quite eager to acquire primary education but they have a problem in focusing and studying the present curriculum. Those who are learning are learning the school curriculum at the cost of their skills of "Swavlamban" and "Svanirnay". Elders in Jhabua are also concerned about the lack of interest of the educated ones in farming in the villages. He made us aware of the reality that education is much more than getting stuck inside the four walls of the school and books. It is therefore necessary to focus on the overall development of the individual by making them learn the skills of the tribal community in addition to the school curriculum.

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

Shri Maneesh Garg talked about the various initiatives taken by the Department of Education for the tribals and the differences in the overall gross enrollment ratio and gross enrollment ratio of the Scheduled Tribes. The table below shows this difference:

<b>GROSS ENROLLMENT RATIO (GER)</b>	<b>PRIMARY</b>	<b>UPPER PRIMARY</b>	<b>SECONDARY</b>	<b>HIGHER SECONDARY</b>
Overall	102.74	89.67	77.90	51.42
ST	107.1	93.50	76.70	42.90

After talking about the high rate of dropouts at the Higher Secondary level, he went on to make the delegates aware about all the initiatives taken by the Department of Education for the advancement of the tribals. He specifically focused on the Samagra Shiksha Scheme which is launched with the objective of bridging the gender and social security gaps at all the levels of school education. Special focus districts are identified on the basis of concentration of tribal communities and 109 such Special Focus Districts have been identified where the percentage of tribal population is above 25%. Kasturba Gandhi Balika Vidyalayas have also been sanctioned for all the special focus districts. He also informed the participants about the 7.5% reservation for scheduled tribes in admission to kendriya vidyalayas and the exemption from the payment of tuition fees upto class XII.

The NEP recommendations related to the advancement of the Scheduled Tribes were also brought to the focus of all the stakeholders present at the conference. Early Childhood Care and Education is also included in Samagra Shiksha Scheme and development of indigenous and toy-based pedagogy with a focus on foundational literacy and numeracy is also part of it. He emphasized the need to curtail dropout rate and ensure universal access.

Maneesh Garg also talked about the change in curriculum and pedagogy in schools so that students can learn in their mother tongue. The provision of bilingual textbooks to bridge the gap between mother tongue and the other languages was also recommended. One of the solutions provided by him was the introduction of 'Bagless Days' and connecting with the local artisans to learn traditional arts in schools. He also said that instead of following a top-down approach inputs from the grassroots should be included during development of the national curriculum. He suggested moving away from the existing system of education which is confined to the four walls of the schools. He also provided a solution to build connections between teachers and students and also suggested training of teachers through programs like NISHTHA.

### **Shri Asit Gopal, Commissioner, NESTS-EMRS**

Shri Asit Gopal thanked NCST for giving him a chance to make the people aware about the Eklavya Model Residential Schools launched by the Ministry of Tribal Affairs. He explained the importance of the tribal ministry in the field of education of the tribals.

EMRS became quite popular which made it turn into a separate scheme in 2018-19. NEST also came up for the coordination of all the Eklavya Model Residential Schools for the advancement of the students of the tribal community. EMRS strives to integrate the cultural values of the tribal community with the education system through the establishment of EMRS at the block level.

He talked about the efforts made in the progress and growth of the tribal population as far as the pre-primary, primary and secondary education is concerned. He provided answers to the concerns raised about the inequalities in the learning process by suggesting the urgency to adopt inclusive and equitable learning for all which is a very significant component of NEP as well. He also talked about bringing Eklavya Model Residential Schools to the standards of Jawahar Navodaya Vidyalayas.

The Commissioner vouched for the holistic and all-round development of the students in the tribal areas through the integration of the cultural and ethnic knowledge of the tribals in the existing school curriculum. He further highlighted the need to focus on capacity building of teachers for developing digital content in different subjects. He mentioned STEM education encompassing the design and development of the hands-on activities, toys, models, exhibits which lead to conceptual understanding of the subject at hand.

**Prof. S.C. Chauhan,**

**Head, Department of Education of Groups with Special Needs (DEGSN), NCERT**

Professor S.C. Chauhan started with explaining the structure and function of DEGSN which is working towards solving problems of the marginalized section of the society with respect to the educational needs of these sections of the country. He focused on spreading awareness about the provision of equitable and inclusive education and the structural changes in the school education recommended by the National Education Policy. He further talked about the major issues and concerns related to education of children belonging to the Scheduled Tribes which included multilingualism and teacher education.

He enlisted the efforts taken by the NCERT for the implementation of National Education Policy 2020 that encompassed development of the curriculum guidelines for foundational training, development of alternative academic calendar, development of pre-vocational modules, development of teacher's training package NISHTHA and the development of training of training modules for master trainers for enhancing quality of education in schools. He expressed concerns about development of a roadmap for quality education for children residing in difficult terrains of the country.

## SESSION 3: UNIVERSITY SYSTEM

**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, Member, NCST



### Abstract

The session began with an emphasis on the university system of India and its pertinence in the overall development of the personality of an individual. It focused on the relevance of tribal knowledge in the contemporary times and acknowledged the significant contributions of the tribal community since pre independence times. It stated the various initiatives taken by the Government of India for increasing enrollment of students in higher education systems. The discussion about the consequences of adopting Macaulay's Education system resulting in the education of tribal students at the cost of their practical and ancestral skills formed a major part of this session. Smt Alka Tiwari moderated the session and compiled the views of the speakers in an efficient and coherent manner. She mentioned that there is a gap between the demand and supply of education and that we do not have enough supply in the areas with excessive demand for education. The need for academicians and civil society to serve as change agents was emphasized so as to ensure the creation of awareness among the tribal community. She also insisted on incorporating on the emotional quotient as a part of holistic education.

## Questions and Concerns raised by the discussants

- Universities and colleges for tribal education don't exist. Teachers in these higher educational institutions are not aware of the tribal culture.
- Most of these institutions are not located in the close vicinity of the tribal areas. In states like Bihar, the promises for the establishment of such universities have not been fulfilled.
- It becomes quite difficult for a tribal student to fulfill the minimum requirements and the fee structure of the universities which makes it difficult for them to get admission in these institutions.
- Tribal people in Assam are still fighting for the establishment of universities in the State and some privileged tribals are encroaching upon the reserved seats of those who are in dire need for reservation.
- Books about the stories of tribal communities are not a part of the curriculum and the libraries do not issue books containing knowledge about the culture and ethnicity of tribals.
- The common entrance test proposed by the National Education Policy can inhibit the growth of the tribal communities due to the lack of accessibility and the lack of resources.
- The colleges do not offer courses in botanical education and environment which is quite necessary for the tribals.



## **Presentation by the Panelists**

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

Doctor Rajnish Jain welcomed all our esteemed delegates to the first of its kind dialogue called SAMVAD and thanked the Chairman of NCST for coming up with such an unconventional idea. He reiterated the issues stated by the representatives of the tribal communities. He recognized the problems of accessibility, commutation, finances and accommodation encountered by the community in acquiring higher education. He instantly brought forward the solutions suggested by NEP, 2020 by saying that “Rashtriya Shiksha Niti dvara in samasyaon ke vishay mein sakaaratmak prayaas kiye ja rahe hain.” This means that NEP 2020 provides effective solutions in the form of inclusive and equitable education, psychological and career counseling, betterment of the Socio-Economic Disadvantaged Sections and the online access to education through DTH channels and various other modes developed by the Government of India.

He said that the formation of the Indira Gandhi National Tribal University is a step forward in making universities accessible to the tribal community since it aims at opening centers in the tribal dominated states of India.

The secretary opined that multiple entry and multiple exits can curb the rate of dropouts in the tribal community since the system would grant certificates to the ones who complete the first year, diploma after the completion of second year and degree after the completion of the third year. The establishment of the Student Support Centers in universities and colleges is a step ahead in the creation of an environment conducive to the education and inclusion of tribals in the mainstream.

He also talked about the scholarship coaching offered to the tribal communities by the UGC for the preparation of various competitive exams, Doctoral and Post-Doctoral Fellowships offered by the Ministry of Tribal Affairs can help in addressing the problem of lack of financial resources among tribals. He commented on the common entrance test and said that it is conducted in about 3 languages is boon for the people of the tribal community and the language barrier would no longer matter due to the availability of about 27 courses in various languages on SWAYAM PRBHA.

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

In his reply to the issue of non-existence of botanical education, Professor Badri Narayan pointed out the relevance of the existing courses as per the aspirations of the tribals. He emphasized that it would be better to have courses that provide satisfaction to the tribal community which would further ensure skill development and employability. This would happen only when the tribal community feels connected to the education system but the modern education system has ruptured this connection. The coming together of ethnicity

and modernity would ensure the co-existence of knowledge and experience along with education, which is the only way forward for the enhancement of the interest of the tribal community in today's education system. He further narrated a story about a boy from a city meeting a boy from the tribal community explaining that both of them have their own models of knowledge which need to be integrated to bring fruitful results. NEP, 2020 has therefore provided enough space for the tribals to move towards modern education through the various provisions entailed in the policy. He also talked about the necessity of sensitization of those who are at the helm of the implementation of the National Education Policy to make them aware of the needs of the community and help them understand their perceptions as well. He vouched for the establishment of Student Support centers recommended by Dr. Rajnish Jain.

Further, Professor Narayan emphasized the role of community intellectuals to serve as change agents in spreading awareness about the education among tribals for their better enrollment in the universities and colleges. The lack of accessibility can be taken care of with the effective work done by these change agents. The creation of "University without walls" and "University within walls" for the aforesaid integration of the indigenous knowledge systems with the modern system is a must.

Further he said that in order to arouse the interest of the tribals in pursuing higher education, there is a requirement of inclusion of the stories about tribal heroes in our textbooks through research. Spreading awareness about the various efforts made by the Government of India for the welfare of the tribal community can help in instilling faith in the government and the educated tribal population can become a harbinger for bringing positive change in their areas.

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

Post independent India saw the isolation, assimilation and integration of tribals which led to the formulation of schemes related to the tribal population. Although various schemes for the enrollment of tribals are in play, yet the gross enrollment ratio of the Scheduled Tribes is less than the national average.

According to the 2019-20 data on the students in higher education, the Gross Enrollment Ratio for the Scheduled Tribes is just 18% and the tribes represent just 5% of the total students enrolled in the higher education system. The All India Studies conducted by Professor Jojo on education confirms that all the issues of the tribals come down to the issue of accessibility and attainment. The socio-economic background and the poor enabling environment in the tribal communities also hinders the growth of the students living in the tribal areas.

Another concern that came into light pertained to the lack of financial resources available to the tribal community. There is a uniform stipend available to the tribal community till the 10th standard level but lack of uniformity among the states in the time and amount of the stipend provided in the post matric education causes financial crunch leading to dropouts. It is therefore a crucial issue which needs to be addressed. Further, the lack of institutions in the rural areas forces the tribal students to shift to the hostels in the urban areas. The provision of hostels should therefore be ensured by the government and the maintenance of proper standard of living should be taken care of.

Professor Jojo went on to raise significant problems in perspectives that need to be addressed. Modern day education creates a drift between the individual and his or her own cultural values. All of us tend to get attracted to the west rather than our own society and culture, which leads to idolization of the west and demeaning of our own culture.

“Aaj ka shiksha mujhe mere samaaj, mere language, mere culture se door kar raha hai”

Giving his own example, he mentioned that our culture teaches to be more community oriented but modern education is making us so individualistic that we are forgetting our value systems. We are becoming self-centered instead of thinking about the greater good of the community we live in. This “epistemicide” is resulting in misplacing priorities of the tribals and it is taking away their cultural knowledge and community centered perspectives. We therefore need to find a way to blend the best of both the cultures and come up with something that best addresses the contingencies of our society and NEP might aid us in the process of this integration.

**Shri Ananta Nayak,**  
**Member, NCST**

Shri Ananta Nayak recognized the existence of various policies and brought forward the loopholes in their implementation. We have made various policies for the adjustment of tribals into the mainstream but we have not worked towards making policies for actually involving them in the course of development.

Giving the example of Odisha, he pointed out the lack of acceptance of the tribal community by the general population. Online education might make education accessible and solve the problem of financial resources but it does not lead to the broadening of the perspectives of the tribal community which inhibits their progress. The lack of consonance between the mindset of the tribals and the education provided to them causes a problem in their employability. He further embarked upon(mentioned about) the intricacies involved in the formation and implementation of the policies related to the tribal community so as to ensure that the aspirations of the community are given due consideration.

Shri Nayak stressed upon the fact that there is less proportion of people from the tribal community who are at the helm of affairs. This causes hindrances in shifting focus towards their needs because no one at the helm of affairs thinks from the lens of the tribal community. There is therefore the need for more acceptance of the tribals in the mainstream through a behavioral change, and change in the mindset of the people and the structural change for the better involvement of tribal communities in the policy making and policy implementation level. It is therefore a right time to put forward the perspectives and mindset of the tribal community in the implementation of the National Education Policy through this SAMVAD.

# SESSION 4: PROFESSIONAL INSTITUTIONS AND SKILL EDUCATION

**Moderator:** Shri Vivek Kumar

**Speakers:**

- Dr. M.P. Poonia, Vice Chairman, AICTE
- Shri Girish Prabhune, Padma Shri Awardee, Punarutthan Samarasata Gurukulam
- Dr. Nomesh Bolia, Professor IIT Delhi
- Shri Harsh Chauhan, Member, NCST



**Abstract**

The session bewitched the audience by revering India’s self-dependence in the 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 imbibe the feeling of pride and treasure the skills of the Indian people. The efficacy of the tribal practices 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 community. It is pertinent to incorporate the skill set of the tribals in our education system in order to ensure sustainable and inclusive development along with fuller utilization of resources.

## Questions and Concerns raised by the discussants

- The Indian population is prejudiced towards the tribal community and they are not usually welcomed. We know this due to the experience shared by an IISER Pune student in the conference. The prejudice does not let tribals learn from each other and contribute to each other's growth and they remain outcast.
- The Indian population is prejudiced towards the tribal community and they are not usually welcomed. We know this due to the experience shared by an IISER Pune student in the conference. The prejudice does not let tribals learn from each other and contribute to each other's growth and they remain outcast.
- We are developing at the cost of nature. The knowledge of the tribal community needs to be valued and protected and it is high time that we realize this.
- The state of Assam bifurcates between the tribal of the plains and tribal of the hills. It is quite common here to use someone else's certificates for getting admissions in colleges.
- Tribal communities already have Tribal Development Agencies and employment exchanges but they are not functioning well. They do not provide any adequate information so UGC should work in collaboration with these agencies to provide information to tribal students.
- Tribal Community is at the core of the production of organic products which makes the community quintessential in carrying out the process of skill development. The correct implementation of skill development would help to take the products of tribals to the world.
- 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 poor quality of life forces them to ultimately resign from their jobs since they do not even get paid properly for these jobs. Therefore, it is needed to carefully design the courses.
- If we talk about vocational education, the concepts taught in school don't connect well with real life which defeats the very purpose of vocational education.
- Diploma Holders and Engineers might have the same skills but the former does not satisfy the minimum qualification criteria whereas the degree holders do. NEP might have proposed a change in this system but what will happen to the students who are already facing the consequences of the old system?
- The students from the tribal areas find it very difficult to adjust in the urban areas. It would be much better if they can get trainings in their respective villages.
- If we do not have enough jobs for all, what would happen to those who are left behind in this competitive India?
- The ones who were heroes of their community have become a burden today. They are unable to stand in the tough competition and they turn into addicts.
- There is therefore a dire need for capacity building of the younger generation so as to realize the benefits of the demographic dividend.

## **Presentation by the Panelists**

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

Dr. MP Poonia praised the Chairman for his commendable idea of bringing together the stakeholders from all parts of India. He started on a positive note stating that our villages were self-dependent and each one was engaged in doing some kind of work. There was a well-knit community with no comparison but our education system has served as a bane in certain arenas as well. We failed to provide for the use of regional languages of the tribals in our education system. Our professional education system did not provide the tribal community with an opportunity to study in a language apart from English.

The children of our country became more concerned about idolizing and imitating the west rather than acquiring knowledge. According to him, students are often forced to pursue courses that do not interest them and student's inability to understand English language can be another reason for high dropout rates in the tribal areas. It is necessary that the youth of the country get employed if we want to fulfill the Prime Minister's objective of entrepreneurship.

He further focused on the solutions provided by the National Education Policy for accommodating dropouts and developing the youth of the country. NEP has come to the rescue of the dropouts by providing certificates in the first year, diploma in the second year and degree in the third year. In this way students can get employed even with the minimum qualification of a diploma. He also talked about the importance of bridge courses and the KARMA initiative of AICTE to enable skilling of the people of India.

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

Shri Girish Prabhune came forward with his experiences in working for the denotified tribes in India. He talked about the katkari tribes who did not have any free time since they used to work so hard for their community. He further said that meagre number of students from tribal communities have graduated or passed 12th and the reason for slow pace of education in tribals is high rate of dropouts. He said "Shiksha ki yeh gati ki vajah dropout hain."

He described that the tribal students are either not accepted or not retained due to the differences in the language spoken by them. He went on to make the delegates aware about the skills of tribals by giving examples of his personal interactions with them. He also mentioned sacrifices of the tribal community in the battle of Plassey in 1757 which bears testimony to their invaluable contribution in saving the pride of India.

As far as 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. In his words "Janjaati ke logon ne har ghar tak prayogshala pahunchai hai"

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 losing these skills and they are unable to realize the use of the education system that they are forced to undertake.

He further ridiculed the apotheosis of Macaulay's Education System by the Indians and reiterated that India has forgotten about its invaluable culture and spirituality. He emphasized on the relevance of the 'Gurukula system' and pinpointed that the villages were indeed 'Aatmanirbhar' till the beginning of the 'Paathshala'. In the end, he explained the real meaning of 'Bharat' i.e. the ones that work for self.

**Dr. Nomesh Bolia,**  
**Professor, IIT Delhi**

Dr. Bolia questioned the stakeholders on non-implementation of all the proposed changes and provided solutions to make the citizens of the country more aware about the vital contributions of the tribal community. He gave the idea of publishing books related to the tribal community and naming Delhi's roads after the tribal heroes so that they get their due recognition. He focused on bringing a behavioral change in the citizens of the country in order to ensure the inclusion of the tribal community in the process of development. This change would require the incorporation of skill education in the curriculum. Doctor Bolia focused on making the curriculum more ethnocentric so that Indian Knowledge System and culture gets its well-deserved reverence and acknowledgement. He suggested the government re-imagine the education system from the perspective of the tribal community so that such re-imagination seeps into the mind and life of the people.

**Shri Harsh Chouhan,**  
**Chairman, NCST**

Harsh Chouhan concluded the session by saying that 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 re-learn their legacy, we should focus upon learning the techniques from them since they work quite well on the basis of all that they know. We should try to not hamper our skills by leaning towards the eradication of our weaknesses. 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.

# SESSION 5: PEOPLE WHO ARE PROVIDING SOLUTIONS: EXPERIENCE SHARING

**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- Education, SVYM
- Shri Sanyam Bhardwaj, Controller of Examination, CBSE
- Shri Harsh Chouhan, Chairman, NCST



## Abstract

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 into the experience and context of somebody who has understood and used that data in the particular field. Experience sharing allows us to know perspectives of people who applied certain practices directly into 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 inputs from our delegates who were representing the tribal community of their respective states. The dialogic nature of the conference enabled involvement of those stakeholder who would be affected by the implementation of policy.

## Questions and Concerns raised by the discussants

Participants raised concerns over the language issues faced by tribals and the need to promote mother tongue in school education. One of the participants noted that proper lines on language learning are not drawn clearly, leaving children confused and hence leaving them incapable of studying. The other issue was the increasing dropout rate in the tribal community. One of the participants expressed his observation on the issue and suggested that a child doesn't drop out suddenly, there are many stages of dropping out. We must focus on the reason 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 raised on the lines of the dropout rate was about schools following the national academic calendar which misses out most of the festivals celebrated by the tribal community thus, resulting in students missing out schooldays. Therefore, the participants suggested that they should get autonomy in deciding their academic calendar. In this way people will not feel left out.

The other concern that was raised by the participants was to alter the curriculum to include subjects more relatable to the students' geographical surroundings for developing their interest in the studies. For example, classes 1-8 should include topographical factors such as – Strengths, culture, facts and skills which can result in building self confidence in the students and a progressive thinking for the betterment of their villages.

Various other concerns that were raised by the participants were related to shortage of teachers, lack of skill education in schools, need to include indigenous day in the academic calendar to increase the moral of the tribal community, poor network connections which causes hindrance to online learning and the need to introduce gurukul education system in the education policy.



## **Presentations by the Panelists**

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

Prof. Vandana Saxena critically questioned the issues related to language while addressing the concerns raised by the participants. In her own words, "When we are talking about participation, we need to know what is our preparation in the said matter". She pointed towards the importance of preparation of the participants in raising critical issues which can meaningfully change their life experiences. She emphasized on the capability of the children to learn multiple languages in their formative years and the need for carefully selecting a language as medium for other subjects.

She also focused on the fact that an adequate understanding of the language is a prerequisite to understand various concepts. But, verbal language should not be considered as the only barrier since people have learned through sign languages as well. She placed the concerns related to mother tongue which she preferred to call as 'native language' in two categories- about including each language as a medium of education and about teaching each language as part of school curriculum. She added a dimension saying, "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". According to her, the experts 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.

Addressing the issues of representation of tribal identity in the textbooks Prof. Saxena mentioned that tribals are a samaj with an in-built unique value system which only they can narrate authentically. Hence, they must participate in the process of documentation about themselves, and exemplify the diversity among them. With a spirit to celebrate the diversity in our country, she convincingly endorsed, "in the upcoming years, with emphasis on both local and global, the rich traditions of India should coexist without any hierarchy".

### **Shri Praveen Kumar, Head, Education, SVYM**

Praveen Kumar started the discussion by narrating a story from his experience. Mr. Kumar noted, "the inherent social values of children are commendable and the community bonding is already exemplary. There is a lot that we as 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". He talked about the exceptional social values of the tribal children and the importance of the incorporation of such values in the life of every individual.

Later, Mr. Kumar explained about his school and the four areas it is working on. They are:

- Education at VTCL- Creating local curriculum which can be added into the academic curriculum of tribal students. They have adopted the approach of teaching and learning through local stories and songs in the tribal dialects. Another approach undertaken by them is giving practical projects to the students in relevance to today's environment, for e.g.- flora and fauna, medicine, electricity, food practices etc.

- Co-scholastic areas– individual focus on child’s extracurricular activities. Integration of sports, arts, agricultural skills, etc. into their skill learning. The time allotted for co-scholastic subjects is as per 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 parent’s participation in their child’s academic journey in school.

**Shri Sanyam Bhardwaj,  
Controller of Examination, CBSE**

Sanyam Bhardwaj addressed his concerns about the education system and the need to re-evaluate the educational policies. He raised the questions on the procedures and related methods of evaluation of children and the need to reform them. The problems need to be compartmentalized to be effectively solved.

According to him, "Communication and discussion can aid in developing effective ways of evaluation". He diligently spoke on the tribal participation in the formulation of education policy. He said, "you (tribals) are the ones who know what kind of problems exist at the ground level and you also know their solutions." Hence, they are the people who can provide necessary knowledge on dealing with such issues and the necessary policies for their upliftment should be made based on their feedback.

He stated, "We at CBSE are open to any and all suggestions by the communities in educational fields– infrastructure, technology, primary-secondary-higher education, agricultural studies, cultural studies, etc."

**Shri Harsh Chauhan,  
Chairman, NCST**

Shri Harsh Chauhan, emphasized the importance of mother tongue and noted, "the medium of language and language of learning are two different aspects". He said that policy makers will play an important role in dealing with the language barrier. He substantiated the issue with an example saying, "children have better chances of understanding and learning mathematics in their native language rather than forcibly learning it in the English language". Mr. Chauhan further noted, "Tribals 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". He said that we are still following the same education system and same curriculum that Britishers followed to establish their control over the country. The examination and the grading system is extremely regressive in nature and CBSE is working to solve this issue.

Concluding his statements, the Hon'ble Chairman said that these are not his views but he is representing the feelings of the participants. To state in his own words, "the tribal doesn't want to become a rich man but a good man working for their community; The people here have no problem with their challenges but with how the solutions for the challenges are being carried out."

## SESSION 6: PEOPLE WHO ARE PROVIDING SOLUTIONS IN HIGHER EDUCATION

**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



PROF. PRASANNA KUMAR SAMAL



PROFESSOR BADRI NARAYAN



SHRI ANANTA NAYAK

## **Questions and Concerns raised by Delegates**

A number of perspectives emerged in the general discussion. Several participants noted concerns regarding racial discrimination, academic harassment, cultural alienation leading to groupism, need for tribal sensitization programs at higher education especially in medical and engineering colleges. One participant stated, "We face discrimination and social alienation in the colleges because we come from a reserved category. Hence, colleges should work in documenting why reservation is necessary for the upliftment of certain communities and the problems we face in tackling a number of barriers to reach higher education." The other participants noted that the authorities should work in increasing the community's presence and representation in the universities to deal with the harassment and discrimination issues.

The second issue raised was the teacher shortages at institutions and scarcity of trained teachers. The availability of a single teacher for teaching multiple subjects leads to a problem in case of absence of that teacher and the entire school suffers. Also, the infrastructure issues pose problems for teachers to reach schools on time as the available facilities are far away from the schools thus, reducing the school hours.

Another important concern was the lack of motivation in the tribal students to pursue higher education. One participant noted that specialized people should be called from government authorities for a brief period to motivate the students for higher studies. Some other participants noted that all schools should be provided with counseling sessions to educate children regarding the options available to them for higher education in India and abroad and the availability of grants, scholarships and fellowships.

The representatives of the tribal community also came up with the fact that modern education should not be imposed on them. Tribal culture should act as a supplement to our education system since scholars all around the world are also realizing the importance of education.

One participant noted that children choose to earn money at a very young age to support their family. A common perspective that prevails in the society is that rather than wasting 5-6 hours on education it is better to make money instead. To deal with such issues, sports can play a vital role in encouraging children to join schools. The other participant said that there is a need to promote sports and arts in higher studies and drawing inspirations from the celebrities in both art and sports can work in favor of motivating students.

## **Presentation by the Panelists**

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

Prof. Prasanna Kumar addressed the different issues raised by the participants and explained the role and need of universities that are dedicated to the tribal communities like Indira Gandhi National Tribal University (IGNTU). Prof. Kumar addressed the issues related to inclusion of tribal knowledge, regional disparity, formal education, entrepreneurship and about the role of IGNTU and its contribution with respect to NEP.

Mr. Samal addressed the questions raised on discrimination and academic harassment dealt by the tribal kids and informed the people about the initiatives taken by the UGC to tackle those issues. For example: student counseling, tribal cell, north-east cell etc. In his words, "UGC and the universities are taking various steps for sensitizing other students towards tribals, there are opportunity cells in the universities to provide them opportunities to participate. IGNTU has also introduced Eklavya Model Schools in their campus for the children from tribal communities". He also addressed the issues in the National Eligibility Test (NET). In this exam there isn't any subject related to tribal studies. Prof. Samal stated, "IGNTU and UGC are trying to include Tribal Studies as a subject for NET". He further said that IGNTU has approved Hindi as well English as the language for PhD. He briefly presented the objectives and the commonalities between IGNTU and NEP.

He noted, "The major objectives of the IGNTU are to provide higher education to the tribes in their environment and culture, advanced knowledge and documentation of their knowledge and the third major objective is to develop tribal centric developmental models which they can administer themselves. As mentioned in NEP, the subjects which are focused on developing entrepreneurship skills are there in the IGNTU. University is also focusing on enhancing the skills that these communities have". And lastly, he stated that the major role of IGNTU is developing the dictionaries, grammar and literature for the local tribal languages and also to bring these languages into mainstream education. Prof. Samal noted, "Additionally, they are also working on documenting traditional and local medicines, integrating them into the curriculum and bringing them to the market. Students at IGNTU are continuously trained and skilled by the university".

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

Commenting on the issues of inclusion and representation, Professor Badri Narayan said, "Advisory should be issued by NCST to get the educational mapping of tribal zones. For example: Micro Planning and Community based planning. He gave the example of UP where inclusive education focuses and recommends that marginal communities should work in unison with the civil society".

Talking further on the issue, he raised his views on discrimination and said, "Cultural arrogance and cultural isolation should be avoided". To deal with these challenges, Professor Badri Narayan suggested that the curriculum should include knowledge of India as a whole so that we can improve our understanding about each other while respecting each other's identities and differences.

Prof. Prasanna Kumar addressed the different issues raised by the participants and explained the role and need of universities that are dedicated to the tribal communities like Indira Gandhi National Tribal University (IGNTU). Prof. Kumar addressed the issues related to inclusion of tribal knowledge, regional disparity, formal education, entrepreneurship and about the role of IGNTU and its the contribution with respect to NEP.

Professor Narayan laid out a number of suggestions to work in this field, like:

- Documentation of tribal wisdom.
- Differentiation between SC and ST communities which are often culturally combined together thus forming misrepresentation of both the communities.
- An inclusive textbook on tribal knowledge inspired by Bharat-ko-Jano.

**Shri Ananta Nayak,  
Member, NCST**

Shri Ananta Nayak concluded the session by advocating for the National Education Policy. He demonstrated efforts of NEP to promote education at different levels and in tribal communities to encourage children to go back to schools and take up higher education. According to Shri Ananta Nayak, "the stereotypical portrayal of tribes is very different from the true image of them. As long as the public does not have the right mindset toward tribal communities, the government's efforts to promote and develop the tribes will be less effective than they could be". He stated that the gap between the tribes and non tribes should be reduced. Mr. Anant Nayak acknowledged, "the tribes are not aware of the schemes and policies for most of the time. A provision should be made to make them aware about their rights, schemes and policies designed for them".

"Tribals have a lot of potential to excel in the sports but since their representation at the administration level is low, they don't get an opportunity to participate. They should be promoted in sports. Their knowledge of local medicines and their cultural lifestyle should also be promoted. Every administration looking after tribal affairs should have maximum representation from different tribal communities". He stated that there should be promotion of tribal knowledge and literature in colleges so that the children who choose higher education remain connected to their roots rather than moving away from them. "It is also important to promote tribal skills so that tribal students can relate to them and gain the opportunity to make their livelihood from them. They should not be forced to lose their identities and the skills in the process of getting educated. He then informed everyone that the National Commission for Scheduled Tribes (NCST) has proposed to have a tribal cell at secondary and higher education for better representation of tribals in the institutions catering to the tribal student's interests and skills".

Lastly, Mr. Ananta Nayak remarked that 90% tribals are efficient in sports but less than 10% of the community gets representation . Hence sports associations must have tribal representatives to aid in the issues.

# SESSION 7: SKILLING AND TECHNICAL EDUCATION

**Moderator:** Shri Satyajit Mujumdar, TISS

**Speakers:**

- Doctor Srikant Patil, Centre for Research and Industrial Staff Performance (CRISP)
- Doctor Nirupama Deshpande, Sampurna Bamboo Kendra
- Shri Ved Mani Tiwari, CEO, NSDC
- Shri Satyajit Mujumdar, TISS
- Shri Ananta Nayak, Member, NCST

**Abstract**

In this ever-growing world, expansion, interests, technology are growing and one has to be ready to redefine and learn new skills to adapt to the changes. If we don't maintain the pace of time in this developing world, then we can face problems to supply as per the want of time. We need to consequently learn about the things essential to achieve our goals and dreams and create new things.

Students often rely on the strategies that they have learned in schools and colleges to face the real world and are not able to cope with mainstream education. This could be because of economic reasons or academic in-capabilities. Sadly, our school system does not embrace the practical knowledge and prior skill training to face the world with confidence and courage. It often relies on the theoretical approach of study which does not contribute in shaping the child's personality and mentality and leaves them defenseless in the field to fish out the jobs which are basically nonexistent.

Introducing skill training at a young age is the solution in directing these students to opportunities that will have a larger impact on the general fabric of the workforce in this country. Technical education is knowledge about finer skills in life, which gives an added advantage to students besides mainstream education. It encourages self-learning, builds independence and offers skill based learning and nuanced employment opportunities. Also, Vocational learning opportunities play a critical role in skill development and employability. The importance of vocational development can largely be summed up as the difference between theoretical knowledge vs. practical skills.

Students who go through vocation-based schooling also have the chance to receive a variety of different economic benefits from their education. Vocational schools often provide degrees or certificates which are completed in less period of time and they often have a cheaper fee structure. Hence, when viewing this scheme from the perspective of the tribal community and their economic challenges, vocational and technical training at secondary and higher education is the answer to their concerns and hardships.

## Questions and Concerns raised by Delegates

On addressing the issues of skill education in villages, the foremost concern raised by all was the absence of vocational and technical institutions in the rural areas. A participant expressed his concern over government schemes not being able to reach the targeted population. He also added that the government should look into this matter and come up with the solutions to promote the schemes in a proper manner.

The second issue brought forth by the participants was the quality of technical education. One participant stated that technical education might be good but the knowledge is not relevant for making tribals technically competent. The curriculum should focus on the skills already acquired by the villagers and should focus on refining those skills.

One of the delegates, Mahesh Sharma explained that the education system should encourage people to work for their community's betterment. Skilled people should work for the creation of jobs leading to the overall development of the society instead of finding employment opportunities.

Many participants suggested that different skills should be added to vocational training, including, age old farming techniques, forest education, medicine practices among others. A participant suggested integration of local resources with local markets would provide skilled workers and artisans financial support.



## **Presentations by the Panelists**

### **Dr. Srikant Patil,**

#### **Centre for Research and Industrial Staff Performance (CRISP)**

Doctor Patil raised concerns about the bottlenecks in the development of the tribal youth in India that involves ethnic violence, geographical isolation and the lack of acceptance and representation.

Talking about "way forward" by addressing the concerns presented before the panel he presented 4 important areas CRISP wants to work in. They are:

- Capacity building program for tribal school teachers.
- RPL (recognition of prior learning) for youth to refine the already existing skills and create pathways for their future endeavors.
- Grami Udyami: Concept of posting a rural engineer for every gram to look into the matters and the solutions of the gram and provide a platform for tribal youth. Taking care of the aspirations of the students and the availability of infrastructure to fulfill those aspirations.
- Startup hubs for tribal youth where business ideas can be generated.

Dr. Srikant Patil lastly stated, "There is no issue of the lack of resources in the tribal areas and the tribal community always talks about the ways of improvement. So it would be wrong to think that the tribal community is living in a state of helplessness".

### **Doctor Nirupama Deshpande,**

#### **Sampoorna Bamboo Kendra**

Nirupama Deshpande started his speech by introducing Sampoorna Bamboo Kendra which was started 27 years ago for the Korku, Gond and Bilala tribes of Melghat where Korkus population is 95%. She mentioned, "We, at Sampoorna bamboo kendra witnessed that the most pressing issue of the Melghat was unemployment which forced the people of the region to migrate into cities for 8 months a year. Thus, the main objective of setting up the centers was to provide employment to the people of Melghat including women and children."

Dr. Nirupama Deshpande presented a series of photos from different kendras to make the delegates aware of the impact of her institutions on improving the living conditions of the people of Melghat. The different kendras work towards improvement in their skills thereby creating pathways for the artisans to sell their products in the local markets. The Mission therefore ensures self-employment to the tribal population residing in Melghat.

Further, the women artisan training program led to the employment of about 450 people and the creation of about 1700 houses made from bamboo. She remarked, "The mission tirelessly works to provide skill-based education and training to the dropouts so that they can become skill-based artisans".

Her innovative mission not only provided skill-based education, it also worked in ensuring financial literacy and environmental consciousness in the tribal community, through the effective use of resources in the construction of 150 bamboo-based washrooms in over 5 villages. She therefore gave a clarion call to the delegates to make persistent efforts to change the lives of the tribal community by using such missions as instruments.

She also answered various questions of the representatives of the tribal communities by proving that practical efforts can lead to changes. She added that "education system is not the only way to make the youth employable".

**Shri Ved Mani Tiwari,  
CEO, NSDC**

Nirupama Deshpande started his speech by introducing Sampoorna Bamboo Kendra which was started 27 years ago for the Korku, Gond and Bilala tribes of Melghat where Korkus population is 95%. She mentioned, "We, at Sampoorna bamboo kendra witnessed that the most pressing issue of the Melghat was unemployment which forced the people of the region to migrate into cities for 8 months a year. Thus, the main objective of setting up the centers was to provide employment to the people of Melghat including women and children."

The CEO emphasized that the National Skill Development Council has reached the remotest parts of the country for promoting 'Vocal for Local'. He believed that 'Vocal for Local' was intended to make India a self-reliant state but his interaction with the tribal people made him realize that the true meaning of 'vocal for local' encompasses local resources, local skills, local talent as well as local market as its components. "We should therefore focus on developing the inherent skills of the tribal community instead of focusing on imitating the western culture".

He further said that financial literacy was enhanced through Digital India and post-demonetization but efforts are still required for financial literacy of the tribal community to increase their knowledge through better education. The CEO of NSDC rightfully noted, "Although we accept that there have been a number of hurdles in establishing a successful digital platform for micro financing, yet it is effort and the progress that is making us more capable day by day". This financial literacy is the digital literacy which will take us forward in the future.

Today, a cab driver not only acquires driving skills but also knows the use of google maps and is adept at making transactions and sending his location. Every vendor knows about digital payments. These are the steps which are contributing toward our country's financial literacy.

In the end, Mr. Tiwari stated, "The creation of PMKVY centers is a step forward in the skill development of people but there is a need to integrate PMKVY with tribal oriented centers". He hoped that the PMKVY center reaches the grass-root level so as to create social awareness and relate the good of the tribal community with the common good of all.

**Shri Satyajit Mujumdar,**  
**Managing Director, TISS**

Shri Satyajit Mujumdar pointed out the loopholes that often occur in the implementation of government policies due to lack of research at the ground level where the programs are required to reach the local people. He said, "Skilling methods and teaching methods sometimes fail". He said that he is just pointing out the need for system correction while making the policies. He provided an example for the same by narrating a little story. Mr. Mujumdar said, "Recently a program came to us which was somewhat related to the issues that we are discussing today. There was a need for PMVVK (Pradhan Mantri Vandhan Vikas Kendra) to include entrepreneurial skills which was the basic objective of the program". He therefore highlighted the issues faced by his team. There was a need to convert the syllabus in the regional languages as well as local dialects. Translation of the syllabus required a lot of time. Moreover, these challenges are time consuming and result in delay of a number of tasks. Furthermore, the program was unsuccessful as the program required 30 days of training but the local people were unable to dedicate their time as they were engaged in several village activities like farming required their commitment. He stated that we forgot to take into consideration these small but important details about the communities which led to the failure of the program. "Vyavastha ki cheeze jis kalpana se aati hain voh humesha safal nhi ho paatin".

In the end, Shri Satyajit Mujumdar emphasized that, "Learning can only happen by practicing the taught skills". He talked about relevance of practical training and vouched for the Gurukul system of education.

**Shri Ananta Nayak,**  
**Member, NCST**

Shri Ananta Nayak emphasized culture-based development. He brought to our attention that the tribal community has inbuilt and inherent skills which do not require any re-learning. He said, "The policy-makers are whole heartedly preparing the policies for the implementation at the grassroots level but the intended purpose is not getting fulfilled in its genuine sense resulting in the lack of involvement of the tribal communities in the programs. Hence, the policy makers should be up-skilled with the grass root issues so as to ensure a proper sense of direction in creation of policies. Further, the implementing agencies at the ground level should be skilled enough to act as mentors of the tribal community".

He noted, "Their skills should rather be supplemented and complemented by the Scientific Skill Development Methods. We should work together to support and direct the functioning of the tribal community in order to ensure a community centric and participatory approach which would ultimately lead to the success of the education policies".

In the end, he hoped that efforts will be made by the NCST to involve ITDA (The Integrated Tribal Development Agency) for further matters. This will aid in creating the real picture of the tribal community which the district administration still fails to present. He commented, "instead of involving people from the tribal states to provide solutions for their own welfare, the mindset of the people at higher positions to think on behalf of the tribal community hinders the development and upliftment of tribals".

# SESSION 8: MASS EDUCATION

**Moderator:** Dr. Ramanand, Director CPRG, New Delhi

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

**Speakers:**

- Dr. Archana Singh, G B Pant Social Science Institute, Prayagraj
- Shri Mahesh Sharma, Padma Shree Awardee, Social Worker
- Shri Maneesh Garg, Joint Secretary, Ministry of Education
- Shri Arjun Munda, Hon'ble Minister, Ministry of Tribal Affairs



## Abstract

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 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.

When talking about 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, emphasized by Shri Harsh Chauhan, chairman of the NCST, is that communities have their own knowledge systems and mechanisms of learning and passing on knowledge from generation to generation. The session was conceptualized based on both aspects of mass education.

## Questions and Comments by the Delegates

SAMVAD began with an important note by Mr. Prakhar Jain who believed that "jan shiksha ko sametne ka ek mukaam mil sakta hai". The delegates from different tribal communities spoke about concerns they face at grassroots level and suggested innovative practices they have been implementing in their communities.

One of the delegates introduced the Ghotul (community learning center) and Pundum (festival) system of learning. Through these systems communities learn and pass the traditional knowledge through celebrating the festival as well as through different activities of life. He laid emphasis on the need for including community learning in the education policy which won't be straining the education budget as well.

Many participants stressed on the need to integrate life skill education with the general education thus giving children the freedom to choose their futures. A delegate from Jharkhand remarked the relevance of community-based learning by providing the example of the Dhumkuria tribe and said, "*Dhumkuria ka vikaas toh samajik shiksha ka vikaas*".

A participant rightfully noted that "paramparik gyaan" i.e. traditional knowledge is fading away day by day and adequate measures should to be taken by the government to preserve these traditions by including the "paramparik gyaan" in the education policies.

Other innovative practices from grassroots levels were:

- Farm schools in which local farmers teach farming skills to each other once in a week.
- Arogya Jagriti Shivir includes learning of various skills by women from different communities.
- Shram daan where the youngsters come together to teach the elder members of the society.

The major concern was regarding the gap that exists between the traditional or indigenous knowledge and modern education and the ways to bridge that gap through new education policy.



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

Dr. Archana Singh began the discussion by entailing the differences between popular and traditional knowledge in response to the numerous issues and concerns mentioned by our delegates. Dr. Singh stated that some common knowledge intended for the general public was not provided to them and "the tribal cultural knowledge was left behind while making policies related to them and this is responsible for the educational crisis of tribals which we are facing today".

On talking further on the issue, Dr. Singh noted, "there has been a lot of positive interventions by the policy makers but the intended results have not been achieved because we failed to understand that the knowledge systems imposed on students by us were never relevant for them. This created a distance between the students and the school system". She emphasized on the need to "de-learn" the old teaching methods in order to connect to the children's lives and move towards the successful implementation of the policies made by the government. "Thus, an inclusive relation between teachers and students is the necessary step in this direction" she added.

Indigenous knowledge which is exclusively known by very few people nowadays was quite well known once upon a time. Indigenous wisdom is being lost as a result of commercialization and colonization. It must be reintroduced into the mainstream educational system. The national education policy has attempted to solve this issue by recommending the integration of the traditional Indian knowledge with the curriculum. "Something has been left behind that needs to be reintroduced", she said.

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

In continuation of the debate on integration of traditional Indian knowledge into the curriculum, Shri Manish Garg said that this issue will be addressed in the National Curriculum Framework proposed under the National Education Policy. Experiential learning, local History and Geography will also be incorporated in the National Curriculum Framework which will improve the learning experience of the learners. Shri Garg introduced following key initiatives for promotion of traditional Indian 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 Shrestha 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,  
Sociologist, Padma Shree Awardee**

Shri Mahesh Sharma began his speech with the question on the understanding of mass education. "Do we know what exactly mass education is?" While summing up the session on mass education, Mr. Sharma again questioned participants' understanding on mass education.

According to Shri Mahesh Sharma "The categories created in the society viz. general, SC and ST has created a mentality of placing the general category on the top of knowledge system and considering the other marginal groups as less knowledgeable sections but I strongly disagree with this notion and I believe the ST community is the most capable and skilled community amongst us". He was concerned about making people understand a clear picture of the tribal people instead of living with their misconceptions. He added that tribal communities already know the means and ways of sustainable living with nature and the Indian citizens need to value the way of living of the tribal community.

"Is our education system well developed to cater to the needs of the tribal community?" was the question raised by Mr. Sharma. According to him, mass education should be provided on the basis of the skills of the people. "We need to rethink and restructure the education system to meaningfully cater to the educational needs of our tribal community. We have the most capable brains in the tribal communities be it in the field of Science, Medicine, Agriculture, art etc. and the policy makers need to make sure that they are provided the right education in the form of mass education so as to ensure that the most talented scholars from the coming generation of the tribal community stand on the highest podium."

Concluding his statements, Shri Mahesh Sharma noted that our tribal communities must be acknowledged and appreciated for their skill set beyond categorization. It is important to think about the ways to encourage these exceptionally brilliant minds within our tribal communities and the ways to develop great capabilities of the tribal communities that will lead India to rise to the top of the world.

**Shri Arjun Munda,  
Hon'ble Minister, Ministry of Tribal Affairs**

In his address, Shri Arjun Munda touched upon important aspects of education for tribal communities. He said that the tribal community believes in preserving their culture which is evident from the fact that bow and arrow is an integral part of the rituals of the community right from birth till death. The tribal communities do not leave or forget their core values. We talk about the process of community learning which 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.

While addressing the issues related to tribal education, the Minister raised concerns regarding the appointment of teachers. According to the experience shared by Shri Arjun Munda, teachers are not willing to work in these parts of the country due to the lack of facilities. There could have been a better system of developing human resources in the field of education given its geography. The language barrier between teachers and students largely affects tribal education. The difference between economic activities at various levels is another issue which is a barrier in the education of these communities.

Shri Munda expressed his appreciation for the New Education Policy which tries to address the maximum issues that he raised earlier. He further adds that it is imperative that both the community and the system utilize Navodaya Vidyalayas properly. These schools aim at promoting traditional as well as international sports and local art-culture through various activities. Shri Arjun Munda expressed his views on the role of community in the education of the tribals. He emphasized maximum community involvement to ensure a hundred percent enrollment rate and zero dropouts. Speaking about the Pradhan Mantri Adi Adarsh Gram Yojana, Shri Munda said that it aimed to recognize villages with zero dropouts and 100 percent enrollment 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 Arjun Munda ended his speech with a note of optimism that the outcome of this dialogue will be expressed in the form of a successful resolution which means the tribal community will not only be fully educated but will also gain recognition for their knowledge when we will be celebrating our hundred years of freedom.

## SESSION 9: VALEDICTORY CEREMONY

### Speakers:

- Smt. Alka Tiwari, Secretary, NCST
- Shri Harsh Chouhan, Chairman, NCST
- Shri Dharmendra Pradhan, Hon'ble Education Minister
- Shri Ananta Nayak, Member, NCST
- Shri Arun Halder, Vice Chairman, NCSC
- Dr. Ramanand, Director, CPRG

### Abstract

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 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.

When talking about 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, emphasized by Shri Harsh Chauhan, chairman of the NCST, is that communities have their own knowledge systems and mechanisms of learning and passing on knowledge from generation to generation. The session was conceptualized based on both aspects of mass education.



## Presentation by the Panelists

### **Dr. Ramanand,** Director, Center of Policy Research and Governance

Dr. Ramanand presented the basic idea of the dialogue and key points which were discussed in the two days of the SAMVAD. He emphasized on Honorable Chairman's perspective to give more importance on 'learning' than 'institution'. He stressed that we need to think beyond the boundary of school. He also highlighted that one of the key issues that came up through the discussion of Hon'ble Chairman was the need to focus on social or community learning.

### **Smt Alka Tiwari,** Secretary, NCST

Smt Alka Tiwari summarized the two-day SAMVAD and complimented the uniqueness of the conference that took place in the form of a dialogue and strived towards providing satisfactory answers to the questions raised by the stakeholders present at the conference. To quote her, "Education is the most important aspect of life for socio-economic-political development." While talking about the disadvantaged sections including the Schedule Tribes, the concerns majorly included the issue of language, low gross enrollment ratio and poor representation in higher educational institutions. According to Smt. Tiwari, "The weakness in foundational learning is one of the reasons for the high rate of dropouts and NEP strives to solve this problem by improving the education at the foundational level. It replaces the 10+2 structure of education system with the 5+3+3+4 structure for providing early childhood education through the medium of Anganwadi school system, early primary education, and development of SEDG zones for universal coverage of education. Furthermore, the need



to replace rote learning with critical thinking and establishment of a refined grading and assessing system was stressed upon. Carrying on with her remarks, Smt. Alka Tiwari put forth some of the important views brought forth by the delegates and the solutions provided by them in the two days of SAMVAD. They were:

- Restructuring the higher educational institutions for research work in different fields.
- Innovative solutions like following a different time table in different regions to prevent student absenteeism as the whole family including children participates in the activities of the farming season. Also, schools in different regions should get the freedom to decide their academic calendar as the national calendar followed by the schools often misses on the festivals celebrated in different regions. It results in higher rate of student absenteeism.
- With regard to higher education, the foremost concern that emerged was of low enrollment ratio.
- Lack of proper advocacy of different schemes provided by the government in the interests of the tribal communities.
- Many participants expressed their concerns regarding not getting the subject of their choice. Furthermore, "when we talk about skill education, it should not force the child for migration" stated Smt. Tiwari.

Concluding her statements, Smt. Alka Tiwari expressed the need for sensitization at school and higher education level. In her own words "ek doosre ko jab tak samjhenge nhi kisi neeti ka pratifaal nhi milega". Lastly, she remarked that the communities are very well aware about their own needs, wants and aspirations and the government should start working on how to accomplish this.

**Shri Harsh Chauhan,  
Chairman, NCST**

Shri Harsh Chauhan emphasized on Community learning in the valedictory session of the conference. In his words, "The most important strength is community learning and the traditional knowledge which is 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". According to him, the age-old norms and practices of the tribal community should be preserved and transferred to the younger generations so that they value the Indian system instead of idolizing the western culture.

The Chairman of the NCST stated that we should persistently strive towards bringing a change so that the legacy of the tribals is recognized and given its due acknowledgement through its incorporation in the newly created education system of India. Quoting him "vyavastha aisi bnayenge jisse yeh samvad bna rahe aur neeti nigrani jaari rahe".

In the end, he concluded by noting that a number of important solutions have come to the table through SAMVAD and policy-makers need to perform more profoundly to address the grassroots issues.

**Shri Dharmendra Pradhan,  
Hon'ble Education Minister**

The education minister thanked the Chairman of NCST for ensuring an active participation of the representatives of the tribal community from about 17 states. He emphasized the importance of NEP 2020 which comes after a long gap of 34 years. In his words, "If we want India to become a knowledge power nation in the 21st century, 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."

The Hon'ble Education Minister mentioned about the steering committee formed under Dr. Kasturirangan for the reformation of the National Curriculum Framework. In the framework, more than 20 focus groups on tribal education, inclusive education, importance of language etc. has been created. He rightfully recognized the contribution of NCST in providing inputs for the development of the curriculum of New Education Policy through the conduct of SAMVAD.

Shri Dharmendra Pradhan stated that the experiences of the people present in the audience who have the knowledge of everything happening at the field level would help policy-makers in making fitting decisions related to the below mentioned areas:

- The journey of a child from the age of 6 years till higher education.
- Representation through employment.
- Inclusivity
- Equity
- Affordable education for the marginal groups.
- Need for critical thinking in the issues.

He further talked about the importance of multilingualism in the education system of India. He provided an example of the games played in his village which led the representation of India in the Olympics by the tribal community. He proposed to include examples from practices of the tribal community in the explanation of the topic of sustainability in the NCERT syllabus.

The education minister hoped that SAMVAD organized by NCST would aid in the integrating Indian knowledge systems with the formal education system of India so that the students of the tribal community develop in an effective manner. He further assured that the inputs of the tribal community would play a role in the determination of the curriculum under the New Education Policy thereby providing shape to the concept of New India.

**Shri Ananta Nayak,  
Member, NCST**

Shri Ananta Nayak began his talk by saying, "I hope this 2-day SAMVAD will bear fruitful results." He talked about the issues that emerged in two-day SAMVAD and the solutions provided by panelists and the delegates. He also vouched for the co-existence of the tribal knowledge systems with the modern education system for the overall development of the society and emphasized that the tribal community's strengths should be recognized and their education should not happen at the cost of their skills.

He further stated that the incorporation of the ethical and cultural value systems in the National Education Policy would take care of the fact that the tribal skill sets are taught to the younger generations as well and they do not get sacrificed in the race for learning the modern concepts of the present education system.

In the end, Shri Ananta Nayak concluded by expressing his gratitude to all the panelists and the delegates who made two-day SAMVAD possible and greatly successful. On behalf of NCST he specially thanked participants from different states of India. To quote him, "the participation of all the delegates and their dedication in addressing the tribal issues and challenges faced by them in the education system shows the dedication of the tribal community to overcome these challenges. I thank everyone who has left their schools and centers for two days and have joined us in this dialogue to address their issues on the ways of providing justice to our tribal community in the field of education."

## CONCLUSION

The two-day SAMVAD aimed at diving into 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 grassroots in the SAMVAD in order to discuss the issues that would come up in the implementation of the policy as far as the education of tribals is concerned. The conference helped in sensitizing the representatives of the tribal community about the objectives of the policy and involving them in providing solutions to their own problems. It therefore helped the policy makers and policy implementers to utilize the inputs of the 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 Bottom-Up Approach in the governance of India.