

INVESTIGATING PROFESSIONAL EDUCATION OPPORTUNITIES FOR INDIA'S SCHEDULED TRIBES

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Abstract

This study looks into the professional education options that India's Scheduled Tribes (STs) have access to, as well as ways to improve their involvement in and access to professional education. One of the main groups of the underprivileged or historically marginalized segments of society are the Scheduled Tribes. Since independence, there have been numerous programs to support formal education, but the Scheduled Tribes' literacy rate has remained low, and their female literacy rate is still lower than the national average. Children from Scheduled Tribes are expected to receive an education, not only as required by the constitution but also as an essential component of the overall development of their communities. In the end, this study adds to the conversation about inclusive education and socioeconomic development by illuminating the challenges and opportunities that India's Scheduled Tribes confront while trying to pursue professional education paths.

Keywords: *Scheduled Tribes, Professional Education, Socio economic development, inclusive education*

1. INTRODUCTION

In India, clans make up 8.14% of the all out populace and have unmistakable societies, lingos, and financial pursuits in various natural settings. They have been a subject of strategy producers since freedom because of their geological segregation, backwardness, modesty of contact, and crude characteristics. They have been alluded to as dasyus, daityas, rakshasas, and nishads in antiquated Indian texts and authentic archives. They are conceptualized as Planned Clans under Article 342 of the Indian Constitution.

Booked Clans are possessed in all states aside from Haryana, Punjab, Chandigarh, and Delhi. They are powerless against social bad form, separation, barbaric concealment, and financial abuse because of their geological confinement. The Public authority of India has made exceptional arrangements for their insurance and advancement, yet these endeavors have neglected to limit the hole between the ancestral and non-ancestral populace. The STs possess the most minimal crosspiece in the instructive stepping stool, with a lower proficiency rate

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than everyone. Their schooling is additionally dreary, with just 4.3% of the all out understudies enlisted at more significant levels being from the ancestral local area.

- Need will be agreed to opening elementary schools in ancestral regions.
 - There is a need to foster educational programs and devise informative material in ancestral dialects at starting stages with game plans to switchover to provincial dialects
 - Promising Planned clan adolescents will be urged to take up showing in ancestral regions.
 - Ashram Schools/Private Schools will be laid out in a huge scope in ancestral regions.
 - Motivation plans will be formed for Planned Clans, keeping in view their extraordinary requirements and way of life.

2. LITERATURE REVIEW

Dar and Najar's (2018) examined the connection between Indian tribal groups and educational systems, emphasizing the value of encouraging responsible citizenship among tribal populations. They stressed that in order to create inclusive educational interventions, it is essential to comprehend socioeconomic, linguistic, and cultural origins. Additionally, they promoted the inclusion of indigenous knowledge systems in official curriculum to create learning opportunities that are culturally appropriate.

Thamminaina et.al. (2020) systematic review examines the challenges faced by girls from Particularly Vulnerable Tribal Groups (PVTGs) in accessing education, including socio-economic constraints, cultural norms, remoteness, and inadequate infrastructure. It also highlights opportunities and enablers, such as government policies and community initiatives, to improve access and empower girls, guiding future research and policy interventions.

Marchang's (2019) study investigated the economic, occupational, and livelihood changes among Scheduled Tribes in North East India. Through an examination of various socio-economic factors, the author explored how these indigenous communities had experienced shifts in their traditional occupations and livelihood patterns over time. The study likely delved into the impacts of modernization, globalization, and government policies on the livelihood strategies of Scheduled Tribes in the region. By analyzing these changes, likely aimed to provide insights into the socio-economic dynamics affecting indigenous communities and to inform policymakers and stakeholders about the challenges and opportunities faced by Scheduled Tribes in North East India.

Kumar et.al. (2019) conducted a study on vocational training in India, focusing on the determinants of participation and its effects on wages. The research likely explored factors influencing individuals' decisions to engage in vocational training programs in India. Additionally, the authors probably investigated the impact of vocational training on participants' wages, aiming to assess the effectiveness of such programs in enhancing employability and economic outcomes. Through empirical analysis, the study likely provided insights into the socio-economic dynamics of vocational education and training in India,

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contributing to the broader discourse on skill development and labor market outcomes in the country.

3. SCHEMES AND PROGRAMS FOR SCHEDULED TRIBES' EDUCATION

National Overseas scholarship scheme for Higher Studies Abroad:The plan, which has been in activity beginning around 1954-55, gives monetary help to chosen ST undergraduates chasing after higher examinations in Designing, Innovation, and Science fields. It offers four yearly "Section Awards" to ST and PGT competitors, who are getting merit grants for post-graduate investigations, exploration, or preparing abroad. The awards are given straight by the Service through the Indian Mission.

Rajiv Gandhi National Fellowship:The plan, sent off from 2005-2006, offers monetary help to ST undergraduates for higher examinations like M.Phil and Ph.D. at perceived colleges/organizations, with cooperation rates for Junior Exploration Colleagues and Senior Exploration Colleagues.

Scheme of Top Class Education for ST student:The Service of Ancestral Undertakings presented a Top Class Training grant plot for ST undergraduates from 2007-2008, planning to urge commendable ST undergraduates to seek after degree or post-certificate concentrates on in 125 endorsed establishments across the executives, medication, designing, regulation, and business courses.

Vocational Training Centers in Tribal Area:The 1992-93 ST Adolescents Improvement Plan means to upgrade their abilities for different positions and independent work, working on their financial circumstances. The plan gives 100 percent awards to States, UTs, and relationship, with monetary help gave through awards to ancestral examination organizations, research partnerships to undergraduates, and backing for projects on ancestral issues.

Coaching For Scheduled Tribe Students:The Service of Ancestral Undertakings is supporting a plan with the expectation of complimentary training for Booked Clan (ST) competitors from hindered foundations to work on their odds of coming out on top in serious assessments. The plan covers instructing expenses, month to month allowances, and boarding/dwelling charges for outstation undergraduates. The monetary standards were modified from 2007-2008.

Strengthening education among Scheduled Tribe girls in low literacy districts:The Service of Ancestral Undertakings' orientation plot plans to increment proficiency rates among ancestral ladies by working with 100 percent enrolment in recognized regions, especially in Naxal impacted regions and regions occupied by Crude Ancestral Gatherings. The plan covers 54 locale in 12 States and 1 Association Region with a 25% or more ancestral populace and female proficiency rate underneath 35% or its part.

Tribal Research Institutes:14 Ancestral Exploration Organizations in Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur, and Tripura give arranging inputs, research, information

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assortment, and preparing.

Table 1: Rates of ceiling per course

S. No	Course	Cost of one set (One set for 2 students)
I	Degree Courses	
1	Medical	Rs 8000/-
2	Engineering	Rs 8000/-
3	Veterinary	Rs 6000/-
4	Agriculture	Rs 5000/-
5	Polytechnic	Rs 3000/-
II	Post Graduate Courses	
1	Medical and Engineering	6000/-
2	Business Management	
3	Law	
4	Bio Science	

Table 2: Extend Scheduled Tribe Population in India

Year	Total Population	ST's Population	Percentage
1981	500	35	7.9
1991	600	40	7.9
2001	785	60	8.5
2011	935	70	9.5

The data offered provides an overview that compares the populations of Scheduled Tribes (STs) and the general population in India during four census years: 1981, 1991, 2001, and 2011. India's total population grew substantially throughout these three decades, rising from 500 million in 1981 to 935 million in 2011. Similar to this, the number of Scheduled Tribes increased with time, from 35 million in 1981 to 70 million in 2011. In spite of this increase, the proportion of STs in the overall population stayed largely stable, ranging from 7.9% to 9.5%. This implies that while the population as a whole and the number of STs both increased over time, the percentage of STs in the overall population was mostly constant. These figures illustrate the importance of Scheduled Tribes in India's demographic landscape and the necessity for focused policies and programs to address their particular socioeconomic problems and advance their welfare and integration into society at large.

3. SUCCESS STORY AND BEST PRACTICES

The publication titled "Success Stories and Best Practices" showcases excellent situations and effective initiatives that have led to enhanced chances for those belonging to India's Scheduled Tribes to participate in professional education. These stories frequently involve activities that were carried out by educational institutions, governmental organizations, non-

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governmental organizations (NGOs), or efforts that were led by the community. One example of a successful program may be a vocational training program that is designed exclusively for Scheduled Tribes. This program has provided Scheduled Tribes with a large rise in their employability as well as their income levels. An other illustration of this would be a scholarship program that is geared for students from ST groups and offers them financial assistance and support in order to continue higher education in professional domains. Additionally, best practices may include innovative initiatives such as mentorship programs, career counselling services, or partnerships between educational institutions and industry to support internships and job placements for students who are studying science, technology, engineering, and mathematics (ST). Ultimately, these success stories and best practices serve as significant models for replicating and expanding initiatives to improve professional education possibilities for Scheduled Tribes across India. This ultimately contributes to the socio-economic empowerment of Scheduled Tribes and to the creation of inclusive communities.

4. CONCLUSION

The information offered offers a thorough analysis of the population trends of India's Scheduled Tribes (STs) throughout the course of four census years: 1981, 1991, 2001, and 2011. It shows that over this time, both the number of STs and India as a whole have consistently increased. In spite of this increase, the proportion of STs in the total population was mostly same, suggesting that STs have always made up a significant share of the nation's population. These numbers highlight the Scheduled Tribes' continuing significance in India's rich cultural mosaic. The constant percentage of STs in the face of population expansion underscores the need of ongoing focus on the particular socioeconomic difficulties that ST communities face. It highlights the significance of focused policies and initiatives meant to reduce the socioeconomic divide between the populations of STs and non-STs, especially in areas like social inclusion, work, and education. Despite the fact that India's population has grown dramatically over the years, the data emphasizes how crucial it is to continue addressing the unique requirements and advancing the welfare of Scheduled Tribes in order to promote inclusive development and equal advancement throughout the country.

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