

B. TECH. PROJECT REPORT

On

**Policies and Challenges
regarding education of PVTGs in
India**

By

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**DISCIPLINE OF MECHANICAL ENGINEERING
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Policies and Challenges regarding education of PVTGs in India

A PROJECT REPORT
*Submitted in partial fulfillment of the
requirements for the award of the degree
of*
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in
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CANDIDATE'S DECLARATION

I hereby declare that the project entitled “**Policies and Challenges regarding education of PVTGs in India**” submitted in partial fulfillment for the award of the degree of Bachelor of Technology in “**Discipline of Mechanical Engineering**” completed under the supervision of **Dr. Neeraj Mishra**, Assistant Professor, School of Humanities and Social Sciences, IIT Indore is an authentic work.

Further, I declare that I have not submitted this work for the award of any other degree elsewhere.


Madhusudan

CERTIFICATE by BTP Guide(s)

It is certified that the above statement made by the students is correct to the best of my/our knowledge.



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Preface

This report on “**Policies and Challenges regarding education of PVTGs in India** ” is prepared under the guidance of **Dr. Neeraj Mishra**, Associate Professor, School of Humanities and Social Sciences.

Through this report I have tried to find out problems and have tried to find the solutions that can bridge the gap between PVTGs and their development in field of education. I have tried my best to cover every aspect of the project problem and tried to find solutions on a global level.

I have tried to the best of our abilities and knowledge to explain the content in a lucid manner. I have also added figures and data to make it more illustrative.

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Nomenclature and abbreviation

Nomenclature/ Abbreviation	Description
P	Problem
SP	Sub-problem
S	Solution/Way Forward

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ABSTRACT

PVTGs are the most isolated section of society across the country and sections & classes. Due to this there are many hindrances in governmental policies reaching them. Also due to the isolation, no proper attention and focus is given by the authorities and institutions established for their aid, worsening the situation because it then leads to corruption, immorality and heavy loss in Government treasury which constitutes majorly of taxpayers' hard-earned money. Hence there is a gap of information required to provide necessary aid to the PVTGs, between PVTGs and Government. This project hence aims to find out anomalies and hindrances in PVTGs getting required education and also find out solutions for each problem.

Nation is made up of its citizen, and ensuring each one of people's growth and development is important and should be our priority.

Chapter 1

Introduction

India is a diverse country in terms of human and cultural variety. We have both autochthones and migrant communities coexisting due to its vast geographical dispersion and history of cultural connections. ST is an artificial division formed by the Indian government under Article 336 in order to offer specific provisions for their upliftment. However, ST is not a homogeneous group; it includes several sub-groups that have decided to remain isolated and are not eligible for any government-sponsored social services.

There are tribal societies with dwindling or static populations, low literacy, pre-agricultural technology, and economic underdevelopment. 75 such tribal groups have been recognised and classified in 18 states and one union territory as PVTGs.

Sahariya tribe has the highest population among PVTGs.

Education is necessary as well as important not only for individual growth but for society's and country's growth as well. Because an educated person is an invaluable asset not only for his family but also for his country. And for overall growth in development of a country contribution of each and every capable citizen is required.

Due to isolation PVTGs have remained untouched by the schemes and policies of government for their development and welfare. Hence this project acts as a bridge between PVTGs and policy makers in the government.

In order to understand the challenges and problems in education of children of Saharia tribe I decided to visit Saharia tribe and witness the challenges in first hand.

I chose Gwalior as my site for this field work. As field work and participant observation was very must and was very much required in my opinion, to understand and observe the situation. Because consistent efforts are being made to uplift the tribal people and bring them in the mainstream of the society since we got independence in 1947.

Even our first Prime Minister Mr. Jawahar Lal Nehru was of the opinion that tribal people should not be left on their own but efforts need to be made such that we could incorporate the tribals into the mainstream of society naturally without force while letting them retain their own ancient tribal values and cultures.

After that so many efforts were made in order to uplift the lives of tribals but still after so many years of independence their current situation is not what we had expected or what it should be.

That's why I chose to study the challenges PVTGs face regarding education in India, and selected Saharia tribe of Gwalior as my subject of study.

Chapter 2

Objectives

The following chapter discusses the objectives of this project and what we aim to achieve.

The objectives constitute of-

- To identify hindrances- psychological, societal and the ones created by external factors.

Psychological factors are the factors which are limiting the access of education to people and they are present in their surroundings and are accepted by the people sub consciously.

- To cross examine the truthfulness of governmental data and facts.

This will require for me to go visit and check the authenticity of facts, figures, information and also to visit and check the efficiency and usability of government establishments and policies.

- To Identify remedies/solutions/way ahead for the escalation of the problem.

This will require me to find solutions of similar problems across the globe, identifying other works done globally to correct the wrongs and hindrances limiting their access to education.

Chapter 3

Novelty

- In this project I have not just relied upon the existing data available but I have visited the subjects and interacted with them in first person over a period of time.
- This project aims to uncover the realities on the ground zero without any secondary or tertiary medium or source of information.
- Hence all the information that I have collected reflects the true picture of the current situation and I have tried my best to keep it that way only.
- The novelty of this project is verified by all the above-mentioned facts method of research that I had chosen, which is called 'Participant Observation' in the field of Anthropology.
- At last, I have tried my best to keep this project unbiased to my personal opinions and by relying majorly on the real ground scenarios/information present.

Chapter 4

Methodology

PARTICIPANT OBSERVATION

Participant observation, also known as immersion in a culture, is the most important methodological component of anthropological fieldwork. As a check on observations, the researcher observes people and their behaviors in the social setting under investigation, progressively increasing participation in the culture. As a result, continuous observation enables greater and more precise engagement. The ethnographer is able to make field notes as both a cultural participant and an observer as the process progresses, generating depth and complexity in the qualitative and quantitative data collected and processed. Participant observation can take place in projects that last anywhere from a few weeks to many years, with an average of one to two years. Participant observation can be conducted in any physical context.

Bronislaw Malinowski's fieldwork in the Trobriand Islands is considered symbolic of this new type of data gathering since he attempted to describe in detail people's daily lives rather than reconstructing previous culture or putting them into a preexisting evolutionary framework. In sociology, there is also a tradition of using participant-observation extending back to the 1920s and 1930s. Participant observation has recently been used by educational scholars and others in the humanities and social sciences.

QUESTIONNAIRE

A questionnaire is a research tool that consists of a series of questions that are used to gather data from respondents. These instruments use an interview-style structure either written or oral questions.

Questionnaires may include open or closed questions, or a combination of the two. Respondents can respond in their own words, in as much or as little detail as they want, to open-ended questions. Closed questions offer responders a set of predefined responses from which to choose.

I have utilized this method of research during my field research to collect information and data and have asked questions like-

- 1) How many people are there in your family?
- 2) How many children are there in the family?
- 3) What is your educational qualification?
- 4) Do you send your ward to school?
- 5) Can you read and write in any language? Etc.

INTERVIEW

There are two types of Interviews in Anthropology-

Informal & Unstructured-

Informal interviewing, on the one hand, is characterized by a complete lack of organization and control. The researcher just tries to recall discussions over the course of a single day in the field.

It's also utilized in ethnographic fieldwork to improve rapport and identify fresh areas of interest that could otherwise go unnoticed.

While, Unstructured interviewing isn't at all informal, and it's certainly not deceitful. You have to sit down and conduct an interview with another person. Period. You both know what you're doing, and there's no shared sense that you're just having a good conversation.

Unstructured interviews have a defined strategy that you keep in mind at all times, but they also have a limited amount of control on the people's responses. The goal is to encourage people to open up and express themselves on their own and at their own speed. The majority of ethnographic interviewing is unstructured.

I have utilized both these type of Interview methods during my field work.

RESEARCH

Finally, in this I'll do research on the internet, interact with authorities, stake-holders etc., crosscheck facts and data and compare both the governmental data and the data on the ground which I found during my field research and will try to find instances globally where solutions for similar problems to be found and then analyzed whether they can be applied here or not.

Chapter 5

How I Started

In order to know the data regarding where do people belonging to Saharia tribe lives, I visited Tribal Welfare Development Department, Gwalior (Agrim Jan Jaati Kalyan Vibhag, Gwalior) on 1st of December.

From there I collected details of places and how many families are residing in each place from the zonal officer and she was kind enough to provide me the documents.

After analysing the data, I chose a village named *Utila* which lies in Morar Rural city of district Gwalior.

There were 70 families of Saharia tribe residing in that village.

I first visited Utila on 4th of December.

I was greeted by 3 young boys of Saharia tribe.

One of them was busy smoking, while the other one was too shy to talk to a stranger like me.

Finally, the third one talked to me and he directed me to a person named Toran, he told me that Toran Dada is like the leader of that particular colony and also that he's little bit educated.

When I asked them about their educational qualification all three of them started laughing as if I were like Elon Musk talking about some impossible Mars inhabitation mission to them.

Laughingly they told me that we don't study here because study will yield nothing and they'll have to do majdoori (labour work) in the end so what's the point in studying, which I found shocking.

Moving forward I visited the house where Toran Dada lives and met with him. He was a man who is in his 40s.

I asked him about his educational qualification and got to know that he is just 8th standard passed, he wanted to study further but financial conditions of his family forced him to take up labour job to support his family as he was the eldest of 4 children in his family.

Later, he was the person who supported me in collecting all the data, facts and information which I'll be presenting in this report.

Chapter 6

Findings

As per Periodic Labour Force Survey (PLFS) report 2017-18 published by Ministry of Statistics and Programme Implementation, literacy rate for STs is 67.7% and corresponding figure over for all India is 76.9%. But literacy rate of PVTGs in India is 10-44% varying from region to region.

I found literacy rate in my field of research to be 28% which is well within the governmental data (majorly due to increased usage of smartphones, here credit goes more toward Digital India campaign in case of younger subjects.)

Hence, here I found that the governmental data is matching accurately with the reality on ground.

NOTE- Literacy rate is calculated by dividing total number of people above 7 years of age who can read and write in at least one language by total number of people above 7 years of age.

Also, I verified the studies which informs us about the respiratory related issues among Saharia tribals including Pulmonary Tuberculosis, many people there during the research confessed to having respiratory issues like phases of difficulty in breathing etc. and also that it keeps getting worse with time. Notably research and studies regarding this medical issue is undergoing in various institutions including Jiwaji University, Gwalior.

Chapter 7

Policies for Tribal welfare

- **PMGAY- Pradhan Mantri Gramin Aawas Yojna**

- Under this subsidy is given to poor people so that they can build a concrete (*pukka*) house for themselves. I found local authorities practicing corruption and not providing the full amount sanctioned for poor, rather I found out that they cheated them and they just handed 5000₹ to each individual and took their signature on the official document and brushed them away.

Regarding this me and my father have visited the Municipal Corporation of Gwalior and requested them to look into the matter with priority.

- **Boarding school for Tribals**

- I found many irregularities in the school, proper hygiene was not maintained in the campus, teachers for each and every subject were not available all the time, improper living conditions were prevailing in the hostel.

- **Scheme of development of Particularly Vulnerable Tribal Groups (PVTGs)- MoTA, 2015**

- Under this All the 18 State Governments and the Union Territory of A&N Island shall prepare a long term “Conservation-cum-Development (CCD) Plan” for each PVTG of their State, but in 2022 also there are no results visible on the ground. State Governments have still not worked out a comprehensive policy targeting PVTGs in their respective states.

- **PDS- Public Distribution System**

- Under this scheme, subsidised ration is provided to poor people, but there is no PDS centre close to the area where the Saharia tribe resides.

Chapter 8

Discussion- Problem and their proposed Solutions

P1- Younger children are held back by parents, especially mothers.

S1- Counselling by Asha workers and Facilitation events for mothers of local successful people organized at place where PVTGs reside. Because the achievers are always interviewed and facilitated but the real power behind them, their parents often go unnoticed. Hence organizing facilitation for parents would instill a sense of motivation and hope among the local mothers and fathers.

P2- Low to no zeal in teenagers for study (according to some, it's not cool) and Lack of psychological motivational factor due to their environment/ 'surrounding cocoon'.

S2- Organizing talks by successful people locally, to make them identify benefits of education and help them differentiate between the better life they can have by getting educated vs one without education. Eg. Asha Kandara Case Study

Mrs. Asha was a sweeper in Jodhpur Municipal Corporation, her husband left her with two children after 5 years of marriage, she then with her sheer will, prepared for RAS exam and cleared it with flying colours.

These type of real life case studies can act as a catalyst in bringing out the real potential and would act as breeder for hopes and motivation in the youth who themselves come from very humble background.

SP- No incentive of attending such talks and events

(We don't become officer narrative-

When I asked parents that you should get your ward educated, their response was that they think that it is other urban people who can prepare, study and become officer. For them, it is not even allowed according to them, and this thing shocked me. Because there is one thing not having the proper resources for getting educated, and on the other hand these people are not even aware of their basic rights as a citizen.)

S- Taking help of local politicians, organisations, NGOs etc in providing refreshments and gift hampers. For this I have talked to local MLA, I have seen him organizing such events and he agreed to club both the causes, so that people can get basic amenities and they can be benefited by the talks and real-life case studies of successful people from similar background.

P3- Engage in work (labour) as soon as children come to age.

S3- Government should provide zero condition scholarship to students aged 14- till at least when they complete Class 12th to make them continue their study without having burden of earning money for the family. There are already provisions for scholarship for students in some countries around the world for higher studies but we need to ensure that students attend their elementary schooling first without getting stuck in the web of child labour early in their life. It will relieve pressure from both students and their parents.

P4- Upper caste domination in politics.

S4- Sensitization of society towards tribals as a whole and more autonomy to be given to whole section of Tribals (Sub level Local Government) This type of autonomous local government is already in practice in some north eastern states of India and the model has worked well for them, hence we can take inspiration from there and can implement this at a small scale here too. This

will lead to increase in engagement and interest level of tribals in political and leadership affairs. It will also ensure credibility and unbiased distribution of resources.

P5- Government schools are located at a far distance; Parents remain unwilling to send younger kids.

S5- Starting special classes in tribal locality with guest teachers on voluntary/compulsory basis, some days a week, to get the younger students engage with academics and make them more ready than before to attend proper school when they come to age. Because it's always better late than never. Also, we need to ensure special travel facilities directly from home to the school and back. So that parents can remain worry free regarding the safety of their wards.

P6- Language barrier between school teacher and tribal students.

S6- Implementation of teaching in Bilingual way (as proposed in NEP 2020), and appointment of local translator with teachers to achieve the afore-mentioned goal. It will also help create employment opportunities for the tribals.

(Refer Annexure-1 for reference of international research paper supporting this fact)

P7- Corruption

S7- Awareness campaigns should be run to make aware the people about the policies running for them. Because there are many policies run by the government but there is no policy currently to make people aware about the policies running from them and the benefits that they can avail from them. In this case help of NGOs and other non-profit organisations could be taken to spread the awareness as PVTGs stay in isolation and are not connected very well with the outer

world and availability of mass media tools are also unavailable or scarcely available in remote locations.

P8- Poor health conditions

S8- Implementation of proper safety measures at their work site for e.g., at Brick Kilns because Saharia of Gwalior are involved in this occupation and it means dealing with hazardous smoke all day long. Also, frequent medical check-up camps and medicine distribution should be organised by government, as Saharia people suffer from respiratory diseases in all over Madhya Pradesh, study regarding the prominence of respiratory disease is in progress in Jiwaji University Gwalior.

P9- High use of intoxicants

S9- I found many teenagers involved in smoking, eating paan masala, gutkha etc. Children are unaware regarding ill effects of these intoxicants. Awareness drives need to be run. Ironically Awareness ads regarding cigarettes and gutka is run in cinema halls, and are shown to that audience who is literate and already know the bad consequences of these ill habits, while no such ads are available to show to tribal people who are unaware and are majorly illiterate. We should make children understand that education can provide for a better lifestyle but they will need a healthy body to sustain it.

P10- Unavailability of quality food grains and variety in diet.

S10- Authorities need to ensure establishment of PDS centers close to their place as most of the tribals live in outskirts of a city, due to labor job in industries, mills and kilns. As studies across times have shown that the tribal people here are often times under-nourished and in worse cases malnourished. Hence assuring availability of healthy food is non-negotiable because as it is said, *A healthy mind resides in a healthy body.*

Chapter 9

Future Scope

During this project I tried to find anomalies both in external machinery, system and in psychology of the minds of tribals people and I have tried to give solutions based on previous similar situations across the globe and how people handled them and my experience.

This project could prove to be a crucial and useful tool which can be used by the authorities and government in both formulating new policies and bridging the gap that is present between currently running policies and the people who are supposed to be benefitted from them.

Chapter 10

Conclusion

Nation is build-up of individuals, if we can ensure that every person can reach his/her full potential, Nation's growth and development will get ensured as a by-product.

And education is the key to reach that potential, hence ensuring proper basic education to our citizens should be responsibility of each one of us, and this project is my little contribution in that.

Also, it is not only about getting people educated. Education has the power to change people's lives, and there is no greater noble work than saving and changing lives. And this cause can only be achieved when we make people self-sufficient by getting them educated and making them aware of policies running for them and making them aware about their basic rights as a citizen of India.

Annexure-1 (to be read with Solution-6)

‘Tainui Maaori’ is an indigeneous tribe in New Zealand.

The development of a tribal strategy for Maaori’s began in 1986 when the Centre for Maaori Studies and Research issued a paper entitled, ‘**Report to the Tainui Maaori Trust Board: A Tainui Education Strategy 1987-1997**’.

This paper recommended support for ‘bilingual education’ and the establishment of Maaori operated training programs for unemployed youth.

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- Research paper titled- Selected risk factors associated with pulmonary tuberculosis among Saharia tribe of Madhya Pradesh, central India.
- Government Census, websites and other data.
- Internet