

INNOVATIONS

Present Social exclusion of tribals-RTE Act. a way forward for social inclusion a deep review on Balangir district

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Abstract: The access to minimum education for all children has been a much-discussed subject for more than a century in our country. It is only because the educational process that takes place throughout life, continuously, is contributing to the successful overcoming of present obstacles for the social inclusion of individuals and eliminating the root causes of social isolation in particular reference to tribals. In response to international agreements, recent Indian legislation has raised expectations that all children, regardless of need or ability, should gain access to formal education that is inclusive and addresses their social and learning needs. Initiatives like **RTE Act. 2009** designed to support the implementation of this legislation have been undertaken in several parts of India. In this study, the common issues and challenges that emerged, in deterring inclusion or in the process of social exclusion of tribal in Balangir district of Odisha that were: attitudinal barriers, lack of awareness of the legal provisions and subsequent schemes, accessibility of schools being meagre, lack of necessary infrastructure, lack of and retention of trained staff adaptation of curriculum and materials and lack of control systems as well as demotivate administrators. Though India has taken ownership for inclusive education by establishing legal provisions through the RTE, several issues continue to be faced. While many innovative programmes have been initiated, a stronger partnership between the government and the common man together is what is required to bring about the desired difference. With reference to the above aims three objectives are framed with same number of research questions. To prove the above objectives information's were collected from different primary and secondary sources. Finally, researcher tried to analyse different backdrop an attempt of government is made to examine the cause for exclusion of tribals, impact of educational policies and constitutional provision on inclusion of tribals in terms of literacy. Finally, suggestion was drawn for inclusion of excluded tribals in mainstream education.

Key Words:1. RTE Act 2009 2. Tribal 3. Social Exclusion 4. Social Inclusion 5. Balangir District
6. Attitudinal Barriers and Isolated Communities etc.

Introduction

The Scheduled Tribes population of the country, as per the 2011 census, is 10.43 crore, constituting 8.6 per cent of the total population; and 22% of Odisha and are multi-dimensionally deprived even compared to the dalits. Being culturally distinct and spatially alienated, the dawn

of independence witnessed a sharp difference in the policy approach towards them. The population of Scheduled Tribes had grown at the rate of 23.66 per cent during the period 2001-2011. More than half the Scheduled Tribes population is concentrated in the States of Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Gujarat, Jharkhand and Chhattisgarh.

Scheduled Tribes communities live in about 15 per cent of the country's areas, in various ecological and geoclimatic conditions ranging from plains and forests to hills and inaccessible areas its also same in district like Balangir. Here tribal groups are at different stages of social, economic and educational development. While some tribal communities have adopted a mainstream way of life, at the other end of the spectrum, there are certain Scheduled Tribes, 75 in number known as Particularly Vulnerable Tribal Groups, who are characterized by (a) a pre-agriculture level of technology; (b) a stagnant or declining population; (c) extremely low literacy; and (d) a subsistence level of economy.

The constant above social disadvantage has a detrimental effect on their cognitive ability, as a result of which they struggle to attain academic, social and other achievement and their educational growth varies fully from that of non-tribal students (Muthukumar and Tamilenth, 2013). Even after seven decades of independence, the tribal people are still lagging from the development. Still high dropouts and illiteracy rate is high among the tribal in comparison to other communities (Rupavath, 2016). Teaching tribal children presents a special challenge to teachers, policymakers and administrators more so especially when it is a composite classroom with children from both tribal and non-tribal cultures. It raises several difficulties and dilemmas for teachers, such as the medium of instruction for teaching tribal students, as well as adoption and assimilation of cultural practices. The issue is further complicated by the fact that language varies not only within a limited geographical area but also among the various tribes and sub-tribes.

Social inclusion Vs. Exclusion

The above both term 'social exclusion' and 'social inclusion' are most widely used in recent years by politicians, bureaucrats, sociologist and the public as well. The term social inclusion was originated in French social policy in the 1970s. The concept of inclusion describes the surrounding of the entire population in the performances of the individual function systems. On the one hand, this concerns access to these benefits and on the other by all, dependence of individual modes of living on them. To the extent that inclusion is achieved, groups disappear that do not or only marginally participate in social living. In the other hand social exclusion has to be seen as an institutionalized form of inequality, the failure of society to extend to all sections of its population, the economic resources and social recognition which they need in order to participate fully in the collective life of the community as a whole. Social exclusion is a kind of mechanism by which 'accesses and recognition is granted or denied. Another way to look at the mechanism of exclusion is the discrepancy between 'given' and 'chosen'. While chosen groups are obviously ones which individuals join of their own accord, and which they are also able to exit of their own accord, they are not all equally 'open'. 'Given' groups, on the other hand, are by definition are closed groups with the additional features that they are less easy to join and less easy to abandon. Particularly tribal people are not always in a position to choose who they are, where they belong and how they wish to be perceived for person who has little to do with what they own or earn. Thus, in totality, social exclusion denotes the following characteristics of a society at large or individuals at least. i) Inability to participate effectively in economic, social, political and cultural life. ii) Distance and alienation from a so called mainstream society. iii) Isolation from major mechanisms which produce or distribute social resources. Social exclusion is a broader concept. It is a related concept with unemployment and poverty, but not an identical

one with them. Social exclusion is a relative term particular to a place or country on certain circumstances. It is always related to a social agent or agents. Exclusion is also dynamic term depending upon people's immediate condition.

Review of related studies

If we will analyse the following studies and publications, we can better understand that how different problems in our tribal society related to exclusion and what the benefits of RTE Act are. in the tribal areas in particular reference to social inclusion. In India the discourse of inclusion in elementary education is largely in the realm of education of children with disability and special educational needs. A significant emphasis in policy and programmes (in India) has been given on hitherto educationally deprived groups such as Dalits (scheduled castes), Adivasis (scheduled tribes), religious minorities and girls who comprise the majority of children who are out of school (**Nambissan 2006, p. 225**). As indicated by Gross Enrolment Ratio statistics, many parts of the country have achieved near universal enrolment (**Govinda and Bandyopadhyay, 2008, p. 9**). **Pradhan and Sanjay Kumar (2011)** describe that despite special initiatives like Ashram schools, introducing vernacular at primary level, and teaching in local dialects, the tribals are still lagging behind the non-tribals. Under such circumstances, the government and policy makers should put best efforts to improve their educational status. **Puhan, R.R. (2016)** describes that for better inclusion of tribal in different field of society starting from education up to employment following measures should be taken into consideration Strict implementation of reservation of seats in public sector employment, Proper looking into reservation of seats in institutions of higher learnings, Formulation of proper welfare schemes for prosperity of Tribals based on fact Data, In private sector also these should be reservations for schedule tribes, The present 7.5% of reservation for government services should be increased, whenever necessary, Destroy of their habitations should be reduced because, major projects, SEZs and other projects are causing for migration of STAs Empowering Tribals in governance is the most needed one. During every plan review and revision is must to alter policies. The draft **NEP (2016)** envisions that a credible and high performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitude and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever globalizing, knowledge-based economy and society. In other words, the new policy combines inclusivity with quality to harness the opportunity available in the global market for skill-based employment. **B.K Roy Burman, 2009** finds that the policy makers have made targets without understanding the nitty-gritty of their cultural and traditional life. This resulted in a situation where, according to Roy Burman, the new laws seeking to protect the tribals actually led to greater exploitation of tribals. It appears that development is possible only with the involvement of local people. Based on this observation, the orientation of planning must be customised, i.e., the planners must study the problems of tribals and plan accordingly. As **Xaxa (2011)** observed that traditional tribal society was not aware of formal education. It was the Christian missionaries who introduced this alien phenomenon of education to tribal society. As the school and its environment were alien to traditional tribal milieu, young tribal children do not wish to stay in it. Entering into school brings a new and external environment in which the child may not adjust. Also as those engaged in imparting knowledge were strangers to their society, the tribal students do not feel comfortable. The serious problem of high drop-out rate in tribal society is to a considerable extent linked to this phenomenon also. **Tali, 2019** observed that Provision of accommodation facilities and residential schools are the major determinants initiatives to ensure educational participation of any marginalized sections of society in India. Hence, Government provides accommodation and residential school facilities for social inclusion of tribal because most of the tribal people belong to the hilly and remote areas which are properly not connected

with the rest of the modern world. During the third five-year plan period, a plan for providing hostel accommodation for tribal girls was introduced, and a similar plan for Tribal boys was launched in 1989-1990 which was merged in the tenth five-year plan. This scheme aims to provide hostel accommodation to peripheral tribal students who are unable to continue their education due to financial constraints or their residence's location. Kasturba Gandhi Balika Vidyalaya (KGBV) is a girl's empowerment scheme launched by the Government of India in July 2004 to set up fully residential upper primary schools in rural areas for girls primarily from SC, ST, OBC, and minority groups. The initiative is being introduced in educationally disadvantaged areas of the country, where female rural literacy is lower than the national average and the gender gap in literacy is higher than the national average. It works for the most oppressed Indian girls at a critical juncture in their lives, and it plays an important role in fostering incremental change, beginning with improving teachers' and students' values, perceptions, and expectations, with the great goal of educating girl children so that they can cope with society with ease. **Nambissan, (2012)** Still, there are instances of exclusion in the classroom where Tribal and Dalit students, in particular, have been given differential treatments by the teachers and peers. They have been discriminated in a different form in the classroom by abusing tribal children verbally, addressing them by their caste names, not giving individual attention and moral and emotional support. **Brahmanadam and Bosubabu, (2016)** There are several reasons for the deprivation of tribal in education ranging from structural and procedural causes. Many tribal habitats are inaccessible and as a consequence, development there either lacking or is sub-standard. Abject poverty and lack of proper education compound the problem of tribal people. The tribal' subsistence economy is so closely controlled that children are either a part of their economic operation or play supporting roles in families' economic pursuits. This has been the case for many tribal households engaging children in agricultural and other allied activities make up the acculturative process. According to **Kabeer (2000)** 'institutional rules and norms can spell out particular patterns of inclusion and exclusion, they cannot cause them to happen. It is the social actors who make up these institutions, the collectivises they form and the interactions between them, which provide agency behind patterns'. The initial field observations focuses on micro actions that go into building the larger pattern of school life. The observations indicate that the inclusion of student from the weaker sections is not to merely mark their representation. The school's pedagogy and the student-teacher relationship that are based on schools ethos make the representation meaningful by extending it to the pedagogy, school environment, co-curricular activities and teacher behaviour.

Rationale of the Study

The apparent disparities between urban and rural tribal areas in both incidence of disability and social inclusion as well as access to services for families who have a child with disability or low social category, has been identified as an area of concern and one in need of further investigation. The importance of increasing empirical study in this area and gaining greater understanding of the needs of tribal families who have a child with a low economic status and illiteracy in rural Indian tribal communities as well as strategies of RTE Act. For their inclusion is apparent. With this need in mind, the small-scale investigation reported in this paper was conducted within the state of Odisha in Balangir district with the intention of gathering data to inform understanding and to assist in planning further actions to provide necessary professional support. The research conducted for the study reported here, aimed to obtain insights into the current situation in Balangir distinct districts of Odisha with the express purpose of assisting the further development of service provision and delivery to families of children with special educational needs and exclusion students. In particular the study aimed to gain an understanding of gaps in current provision as identified by both service users and providers. It is anticipated that the data obtained

will be used to assist both policy makers and practitioners to consider changes to the services on offer. Three specific research questions provided the focus for the investigation, these being:

Issues in Hand

Following are the questions raised by the researcher and tried to solve it within the study

1. What are the support systems available in RTE Act. 2009 to families and children's of social exclusion in the Balangir district of Odisha?
2. What are the dimensions of social exclusion in the said district?
3. What are the opportunities and RTE provisions for tribal children's inclusions in mainstream?

Objectives

Following are the objectives for the current study:

1. To highlight different support systems available in RTE Act. 2009 to families and children's of tribals and their social exclusion.
2. To analyze different dimensions of social exclusion in tribal areas of Balangir district of Odisha
3. To find out some everlasting innovative practices under RTE Act. 2009 towards inclusion of the tribal students in the way of mainstreaming.

Methodology of the study

Methodology

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to measure the impact and effectiveness of RTE Act. and issues with regarding to the tribal dropout problem, their exclusion from the educational institution and education and their inclusion, Also the problems and its eradication from the root.

Secondary data collection

The sources of secondary data are the published and unpublished reports. Data from secondary sources were gathered from books, articles, journals, published reports, and Government documents. Quantitative information with regard to current impact, issues on integrated policies and issues on RTE Act and tribal inclusion.

Analysis and interpretation

Support systems available in RTE Act. 2009 Vs. tribals children's social exclusion

The most predominant generous of discrimination in special reference to tribal, which is reported in the researches of past was not only being given or allowed to sit on benches, which varied for Dalits, Adivasi, Muslim, as well as for CWSN in different parts and institutions of our society, but also form of exclusion is not allowing children from above these categories to take up leadership roles like that of class monitor ship and as a group leader in a class.

The above support system will be needed to especially tribals because, Within the Tribal populations, nomadic and De-notified communities and the children are among the most discriminated and disadvantaged communities today and face particular disabilities and deprivations in the realm of education. Many of these communities continue to live nomadic lives and the rest have been 'de-notified' from the label of criminality, but continue to face the same social exclusion. Spread across various administrative schedules as SC, ST, OBC and even general community, they are not covered with adequate policy, administrative or budgetary provisions, and hence development opportunities are extremely limited. So following are the provisions or support made in RTE Act, 2009 for their inclusion in the education system in particular and society in general.

- Free and compulsory education to all children of India in the 6 to 14 age group.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
- Proof of age for admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth, Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof
- A child who completes elementary education shall be awarded a certificate.
- Call needs to be taken for a fixed student-teacher ratio especially in tribal areas.
- Twenty-five per cent reservation for economically disadvantaged communities in admission to Class I in all private schools is to be done.
- Improvement in the quality of education is important.
- School teachers will need adequate professional degree within five years or else will lose job.
- School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.
- Financial burden will be shared between the state and the central government.

Different dimensions of social exclusion in tribal areas @ Balangir district of Odisha

Odisha is distinctive not only in terms of very high concentration of tribal population (22%), but also in the same time its congregations the largest number of tribal communities i.e. (62 Scheduled Tribe communities including 13 Particularly Vulnerable Tribal Groups (PVTGs) with each one different from each other).

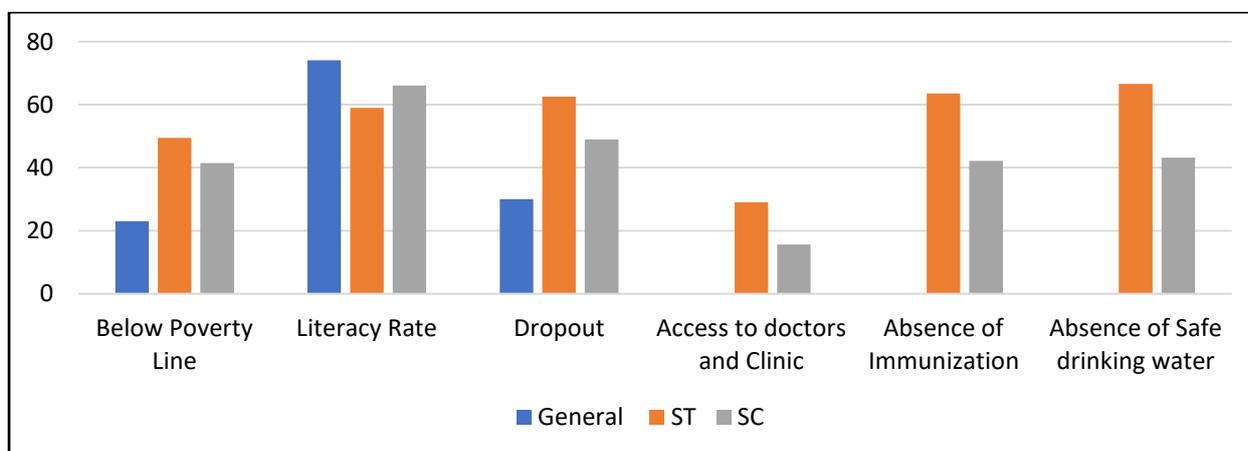
The Human Development Index (HDI) of the tribals show that their condition continues to be much lower compared to the rest in terms of perceptible parameters like education, health, income, etc. The Scheduled Tribe population registered poverty rates significantly higher than the rest of the population or their counterparts. A comparative picture of the general category, vulnerable

sections like SC & ST on different dimensions of deprivation in the society in the table below bring out a painful picture.

Table: Representing Comparative Picture of General Category, SC & ST

Category	% of Below Poverty Line	% of Literacy Rate	% Of Dropout	% of No Access to Doctors & Clinic	% of Absence of Immunization	% of Absence of Safe Drinking Water
General	23	74.04	30	--	--	--
ST	49.5	59.00	62.5	29	63.6	66.6
SC	41.5	66.10	49	15.6	42.2	43.2

Source: Demographic Perspective on Indian Tribes, Arup Maharatna



It would be seen from the above chart as we as tabular representation that apart from nearby 50% of population below poverty line, the dropout percentage of scheduled tribes is abnormally high i.e., 62.5% as compared to 49% and 30% respectively in case of scheduled caste and general. The scenario is also miserable in terms of access to doctors & clinic, immunization, safe drinking, are the critical parameters along with different simultaneously parameters from healthy living environment to other environments like education which is a fundamental right under Article 21 of our Constitution.

Along with above factors some are below common factors also linked with social as well as educational exclusion of tribals from the mainstream, some district specific problems highlighted as under-

Financial constrictions: it's a fact a number of children were drop out of school due to financial complications in their family caused mainly by sickness of family member or death of bread earner or it may be adequate govt. provisions unavailable for their economic inclusion. Due to inadequate income of the family, quite a few dropouts had to leave their schools in order to augment family income. Most of the children ended up finding work in the messy sector.

Child Insecurity in school: Safety of girls is a major issue today in the capital city and even in the place of the rural tribal residence. Day by day increasing case of eve teasing hold families from sending girls to school. Also presence of boys in school and more number of male teachers is

often a deterrent factor. Insecurity in commuting alone to school, bad locality specially in slums is also a factor which leads dropout.

Own Peer Mate: Current institutional environment and the peer mate that one keeps is often a major contributor to the number of dropouts. Some students dropped out because their friends have done that or they were motivated by the fact that their friends have started earning at early age.

Disputed Family and Society: many times, within the family environment of households living in slums turns violent for a variety of reasons also the society where they reside. This may variety of reasons like financial constraints, job loss and chronic unemployment, addiction to alcohol and other substances can lead to frequent disruptions in the family as well as in the society. This can be unbearable for several children especially girls and emotional tribal children's, they lose interest and attend school mechanically leading to low academic performance that may ultimately result in dropout. In addition, as most of the parents of the dropped-out children were working in private and unorganized sector, their incomes are irregular and insufficient.

Irregular academic performance: As the children living in tribal peninsula or slum areas do not have favourable academic environment at home, and even in school the teachers lack motivation to teach, as a result of which the incidence of failure is very high among them. It was observed that 2 children in slum cited failure as the most significant reason for dropping out as detention in the same grade caused embarrassment to them.

Insufficient Infrastructural Facilities: Poor infrastructural facilities in school i.e., unclean toilets, absence of safe and pure drinking water, non-working fans, lack of proper seating arrangements in schools often cause students to compromise with bad facility, irregularity or drop out specially in case of girls for whom clean toilets become a necessity.

Absence of quality teaching: Method of teaching by teacher plays important role in absorption of what is taught in the class. Mostly in government schools in Balangir teachers lack ability and motivation to teach. Non-strictness related to teachers' attendance and regularity results in careless behaviour of teachers. It is the case in this district that teachers do not come regularly to take classes and even if they come they refuse to teach, this fails to attract students to school.

Continuous illness of Child: Chronic illness, epidemics often prevent students from attending to school for long which may lead to problems like inability to cope, disinterest in studies or name being struck off by the school.

Readmission problem: In case when matter comes transfer of child, readmission procedure after standards 5,8, 10, many children end up dropping out either due to unawareness of formal procedures or simple lack of interest to continue formal schooling.

Care to their younger siblings: Most of the girls in some cases boys also dropped out due to this above reason. Usually, first born girl has to look after her siblings and also manage household responsibilities sometimes if her/his mother goes out of work or if there is a family crisis. This is a major issue in almost all households where both the parents go out for work daily.

Unmotivated Parents: Not only do educated parents incline to follow the same road for their children but even less educated but motivated parents also want their children to attend school like regular students. Even motivation of one parent is enough to not let the child drop out due to reasons like disinterest of child. Interest of child matters in education but decision of dropping out of school rests finally with parents in this district but cases may vary.

De-motivated students in Academics: problems may Poor facilities in school, bad teaching and poor comprehension of child lead to disinterest in studies. Current period incentives as early earning, time to play etc. does not allow child to look for longer term benefits of education.

Details from Dropout School Students The reasons are collected from the tribal school students in the form of an interview for dropping out from the school. The following are the causes for drop out from the school as found in the form of Focus Group Discussion. They are

1. Negative attitude towards education.	7. Migration of parents.
2. Linguistic problems.	8. Ill health of children.
3. Fear about the teachers and their teaching methods.	9. Poor economic condition.
4. Problem of learning English.	10. Due to puberty of girl students.
5. Indifferent attitude of tribal parents.	11. Lack of transport.
6. Punishment given in schools.	12. Wildlife threat and others.

Innovative practices under RTE Act. 2009 towards inclusion

According to census data Children from Scheduled Tribes (ST) communities constitute 8.2% of the children in the country, come from over 573 notified scheduled tribes and speak 218 languages throughout India. In numbers, 170.5 lakhs ST children were estimated to be in the age group 6 to 13 years. The expanded provisions of schooling under the SSA as well as RTE Act 2009 have increased their enrolments. However, the high rate of dropout among ST children is alarming at present. Among all children, ST children have the highest dropout rates, both for boys and girls in relation to their counterpart, whether it is from Classes 1-5, Classes 1-8, or Classes 1-10. About a third of all ST children who enrol in class 1 are found to drop out at grade V. Dropout in Classes 1-10 is 75.21%. SSA and RTE Act. 2009 identified many critical reasons for the gaps in ST children not enjoying their right to education in the present days; so following are some of inclusion strategies under RTE Act. described as under:

1. Education for all free and Compulsory

It is mandatory for the Government to provide free and compulsory elementary education to each and every child, in a neighbourhood school within 1 km, up to class 8 in India. No child is liable to pay fees or any other charges that may prevent him or her from pursuing and completing elementary education. Free education also includes the provisions of textbooks, uniforms, stationery items and special educational material for children with disabilities in order to reduce the burden of school expenses

2. The yardstick mandate

The Right to Education Act lays down norms and standards relating to Pupil-Teacher-Ratios (number of children per teacher), classrooms, separate toilets for girls and boys, drinking water facility, number of school-working days, working hours of teachers, etc. Each and every elementary school (Primary school + Middle School) in India has to comply with these set of norms to maintain a minimum standard set by the Right to Education Act.

3. Equity in class and provisions

The Right to Education Act mandates that an out of school child should be admitted to an age-appropriate class and provided with special training to enable the child to come up to age-appropriate learning level.

4. Quantity and quality of teachers

The Right to Education Act provides for balanced deployment of teachers by ensuring that the specified Pupil-Teacher-Ratio is continued in every school with no urban-rural imbalance whatsoever. It also mandates appointing appropriately trained teachers i.e. teachers with the requisite entry and academic qualifications.

5. Discrimination and harassment not anymore tolerated

The Right to Education Act 2009 proscribes all kinds of physical punishment and mental harassment, discrimination based on gender, caste, class and religion, screening procedures for admission of children capitation fee, private tuition centres, and functioning of unrecognised schools.

6. Safeguarding all round growth and development of children

The Right to Education Act 2009 provides for development of curriculum, which would ensure the all-round development of every child. Build a child's knowledge, human potential and talent.

7. Improving learning outcomes to minimise detention

The Right to Education Act dictates that no child can be held back or expelled from school till Class VIII. To improve performances of children in schools, the Right to Education Act introduced the Continuous Comprehensive Evaluation (CCE) system in 2009 to ensure grade appropriate learning outcomes in schools. Another reason why this system was initiated was to evaluate every aspect of the child during their time in school so that gaps could be identified and worked on well in time.

8. Intensive care compliance of RTE norms

School Management Committees (SMCs) play a crucial role in strengthening participatory democracy and governance in elementary education. All schools covered under the Right to Education Act 2009 are obligated to constitute a School Management Committee comprising of a head teacher, local elected representative, parents, community members etc. The committees have been empowered to monitor the functioning of schools and to prepare school development plan.

9. Right to Education Act is justiciable

The Right to Education Act is justiciable and is backed by a Grievance Redressal (GR) mechanism that allows people to take action against non-compliance of provisions of the Right to Education Act 2009.

10. Creating inclusive spaces for all

The Right to Education Act 2009 mandates for all private schools to reserve 25 per cent of their seats for children belonging to socially disadvantaged and economically weaker sections. This provision of the Act is aimed at boosting social inclusion to provide for a more just and equal nation.

11. 25% Quota for poor and Disadvantaged

The Supreme Court upheld the constitutional validity of Right of Children to Free and Compulsory Education Act, 2009, on April 12, 2012 and directed every school, including privately-run ones, to give immediately free education to students from socially and economically backward classes from class-I till they reach the age of 14 years.

Strategies for better implementation of RTE Act. In tribal areas# social inclusion of tribals

For quality education to truly reach every child in the country, it is necessary that the following steps are taken:

- ✓ Social security act should be extended to all workers so that child's education is not suffered in case of death of family earner and sickness of any family member.
- ✓ Database of all dropped out students should be made by government organisation and efforts should be made to get them back to the school.
- ✓ RTE act and SSA should also ensure schooling in terms of quality education and not only in terms of quantifiable targets.
- ✓ A surprise audit for all government schools must be done on regular basis which checks facilities according to the rules and regulations mentioned in the RTE act.
- ✓ Skill building workshop related to some local occupation should be organised in schools to attract and retain students
- ✓ Schools should come up with more interactive and innovative modes of teaching to attract students. Special care should be taken to help students who are unable to cope up. This can be ensured through after school teaching and classes during vacation.
- ✓ Local NGOs should play a hand in getting dropped out students back to school, and spread awareness about long term benefits of education by organizing community functions. NGOs should also help in sorting out readmission problems and help in simplification of formal procedures for admissions in schools.
- ✓ Emphasis should be given by formulating tribal education policy to promote literacy along the girls and high dropout rate. Because, there is wider gap between the boys and literacy rates and also other community girls. For which girl parents may be given priority while extending any benefit from the Government.
- ✓ Further research focused upon the provision of inclusive education in rural India should attempt to identify innovation and models of good practice. The exemplification and dissemination of such practices could significantly increase the confidence of parents and professionals in the ability of state governments to provide a more equitable service. It is important that researchers maintain a view of practice that is having an impact and ensure that this is shared with practitioners in order to support professionals working in schools.
- ✓ Furthermore, economic incentives and life skill education should be given to the tribal considering the economic status of the family.

Conclusion

As history witnessed and recent research says education is the key to Tribal Development as well as a key to economic development of any country. But, the level of participation of Tribal children is at low level than counterpart means tribal communities in India have been historically deprived

of access to resources and opportunities, including the opportunity to get educated. Instead, tribal children are made to put up with an offensive and insulting climate that continuously discriminates and alienates. Though the Government has been giving utmost priority for the wellbeing of the ST's and SC's after recognizing the isolation of Scheduled Tribes and cast, the constitution of India has made certain special provisions for promotion of educational opportunities in the aim of their inclusion in the mainstream. However, the pace of development has been slow in the programme administration in the grassroot level. It is need of the hour to take concrete steps for the development Tribal education not only through RTE Act or Article-21 but also various need-based programmes for them, otherwise the status of education among the tribals is not satisfactory and exclusion must be increase day by day. Against this background, government should take new initiatives for inclusive growth of tribals by allocating necessary funds and formulate an action policy and adopting intervention strategies so as to provide good opportunities to the tribal children and make them to participate in the economic development of the country.

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