

**Inclusive Education For Dalit, Adivasi And Nomadic Tribes In India: Prospects And Challenges****Dr. Chandrakant Lonkar,**S.N.T. College of Education, Bhor.  
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Arvi, Tal. Haveli, Dist.- Pune, Dept. of B. Ed.**Abstract:**

*Cultural, religious, caste based and racial diversity are the major aspects of Inclusive education in India. Quality Education is a fundamental right of every human being on the earth. Dalit, Adivasi and Nomadic Tribes population live in rural area, hilly area, and slum area mostly suffer from lack of quality education. There are problems of mainstream inclusion of these communities. Indian society is a multi-lingual, multi-cultural, multi-racial and caste based diverse and unique society. Indian society constitutes 15% Dalits, 7% Adivasis (Scheduled Tribes) and 7 to 9% Nomadic Tribes. Somehow Adivasi and Nomadic Tribes also broadly called Dalits in India. But the researcher wants to focus distinct features of these communities separately. They are approximately 30% population of Indian society. Education is a panacea for all socio-economic problems. After independence and constitution implementation, all over India public, private and NGO education access are available to these communities. But the problems of inclusion of quality school education which is the base of higher education, technical education etc. With the help of this paper, researcher wants to propose quality inclusive school education for these communities to improve their quality of life.*

**Keywords:** Inclusive Education, School Education, Dalits, Adivasis, Nomadic Tribes, Quality Education, Educational Inclusion, Social Inclusion

**1. Introduction:**

Indian society is a unique diversified society. It requires more inclusive education system than other societies. Ancient society was segregated in different castes, religions, cultures and regions etc. Foreign invaders came here, ruled over, some left and some settled down in the society. So India is a multi-cultural, multi-colour, multi-racial melting pot like the modern America. Dalits (Constitutionally known as Scheduled Castes) were outcaste's social groups in the Hindu religion. They were historically oppressed and disadvantaged weaker sections of the society. Adivasis (Constitutionally known as Scheduled Tribes) are also disadvantaged sections of Indian society because they are not in the mainstream of society by geographically, socially, politically and educationally. Nomadic Tribes are wandering communities, they are not settled down in any specific area. Dalits, Adivasis and Nomadic Tribes have some common problem of poverty, socially backward, lack of education and some problems are specific to these communities. Indian constitution has given special provisions to uplift these communities after impendence. Now they are trying

to get education, every community wants to get benefits of education. They face the problems of quality school education. This paper tries to focus on alternative solutions to the problems of quality school education.

**2. Concept of Inclusive Education:**

UNESCO has adopted the framework of Inclusive Education set by the Salamanca Conference in 1994. The key statements, articles are as follows:

- i) "Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions" (Article 3, Salamanca Framework for Action)
- ii) "Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide effective education to the majority of society of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system."
- iii) "In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly ... Education

systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners....” (Education for All: Meeting our Collective Commitments, Expanded Commentary on the Dakar Framework for Action, para 33: 2000)

### **3. Provisions, Challenges and Measures for Quality School Education of Dalit Children in India:**

Dalits are social groups of castes found in South Asia, especially in India and Nepal. The word Dalit itself represents ‘oppressed/ downtrodden’, ‘socially unacceptable’ or ‘untouchables’. Historically, religiously, they are excluded from mainstream society. They are poorer, disadvantaged than other social groups which some social indicators expose the reality.

After independence, constitutional provisions are made for the social, educational and other inclusions like Article 17 abolition of untouchability, Article 46 promotion of educational and economic interests, Article 16 and 335 preferential treatment in matters of employment in public services, Article 330 and 332 reservation seats etc. Central and state governments made various provisions for Dalits education like scholarships, reserved seats, special schools, hostels, free books and cloths etc. In 1990 District Education Programme DPEP and now Sarva Shiksha Abhiyan (SSA) were addressing on budgetary inadequate resources and teaching facilities etc. Central Govt. RTE (2009) bill passed in parliament and implemented from 1 April 2010 to the every child of India as a fundamental right.

There are many challenges before Dalit children to get quality school education such as social discrimination, poverty, lack of educational facilities, drop-out rate, parent’s attitude towards girls, discriminatory attitude of higher caste members, migration for labour, teachers attitude and lack of skill-based education etc. City area Dalits though they are poor in slums but have good access of educational facilities than rural area Dalits children. Some castes are more aware among them and they get benefit of educational and other opportunities. Educated Dalits prefer to send their children in private quality schools instead of Govt.

schools they reap the benefits of reservation but they are alienates from their fellow brothers.

Government, school stakeholders, local communities and parents should take following measures to ensure Dalit children to achieve quality school education. They are like reducing poverty of Dalit parents, reduce drop-out rate, inclusion in public and private schooling, eradication of caste based prevalence system, teacher sensitization programme, changing positive mentality of high caste communities, increasing allocation of education funds and its accountability, advanced teaching pedagogies, infrastructural facilities, joyful equity based learning experiences, skill based education, education for bread and butter etc.

### **4. Provisions, Challenges and Measures for Quality School Education of Adivasi Children in India:**

Adivasis or Scheduled Tribes are the tribal communities notified by the President of India Article 342. These communities are not part of Hindu traditional caste structure. These are ‘indigenous’ or ‘native people’ of India. They comprise 8.6% population (Census 2011), 573 tribes and more than 270 languages spoken communities.

After independence, central and state governments made various provisions to fulfill constitutional obligations such as opening primary school in tribal areas, developing instructional material in tribal language at primary stage and the switch or to regional language, Adivasi youths encouraged to take jobs in tribal areas, Ashram/Residential schools start on a large scale in tribal areas, incentive schemes (NPE 1986), special training for tribal teachers, awareness through community leaders, Anganwadis for girls relieving for education, free mid-day meal etc.

There are typical challenges before Adivasi children’s quality school education like geographically away from civilized society, gap of communication between government and communities, administration and them language gap, extreme poverty, malnutrition problem, exploitation by mainstream society, parents negative attitude, teachers absenteeism etc. They don’t have advanced modern facilities and quality teachers guidance.

Government, school stakeholders, local communities and parents should take following

measures to ensure Adivasi children to achieve quality school education. They are like training for Adivasis to become quality teachers to develop their society, special language training for teachers, instructional material development in tribal language, shift from tribal to national and international language, reducing poverty of parents, providing quality Ashram/Residential schools, respect for their culture, and healthy communication between parents, community leaders, school administrators and Govt. officers, skill based education etc.

### **5. Provisions, Challenges and Measures for Quality School Education of Nomadic Tribes Children in India:**

Nomadic Tribes are the wandering communities in India for Ex. Dhangar (Shepherd), Paradhi, Kaikadi in Maharashtra and Dhebar Rabari in Gujrat. Some communities were known as criminal communities in the British Raj. They are disadvantaged weaker sections of Indian society. Nomads comprise millions of people living on land and water who pursue a wide variety of livelihoods that require spatial mobility: there are 'peripatetics' (Rao 1987) who offer specialized services to others (de Jongh and Steyn 2006) and hunter-gatherers, sea nomads, fisher folk and mobile pastoralists. Some nomadic tribes fall under Scheduled tribes list and some fall under Other Backward Class list, there is no proper uniformity.

Government made special provisions for the communities for education promotion like Ashram/Residential schools, scholarships, SSA started seasonal sight-based schools, camps and bridge courses, Sakhar Shala. In Jammu and Kashmir 'Seasonal Educational Schools'(SES) established to provide pastorals children's education, teachers live in camps. (Suri, 2014). In Andhra Pradesh government started 'School on Boat' for 189 fishermen's children and now shifted as 'River Bank School'.

There are so many challenges before nomadic children quality school education like teacher recruitment, their residential problems, they also have language challenges, and community language is different from standard textbook languages.

Government should take special measures to set nomadic tribes education policy, special trained

teacher's recruitment, and flexibility in mobile school facilities. Campaign should start among community about education awareness, Residential school should start for these communities etc.

### **6. Conclusion:**

Professor Amartya Sen recently emphasized education as an important parameter for any inclusive growth in an economy. If we want to make India a Superpower country, then Central and state Governments must pay inclusive quality education of these communities. Without providing quality educational inclusion of Dalits, Adivasis and Nomadic Tribes, we cannot enlist India in the list of developed countries.

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