



विज्ञान एवं प्रौद्योगिकी विभाग
DEPARTMENT OF
SCIENCE & TECHNOLOGY

**DST-Centre for Policy Research
NISER Bhubaneswar**

POLICY DIALOGUE

TRIBAL EDUCATION IN EASTERN INDIA

**JANUARY 25, 2024
NISER BHUBANESWAR**



Concept Note

Background

Tribals in Eastern India remain backward in all educational indicators. The dropout rates remain very high, and the transition rates to secondary, higher secondary, tertiary, and technical education remain lower than their counterparts in the northeastern states. What can be done to increase their retention rate in higher education?

Among the five selected states, the proportion of the tribal population to the total state population is the highest in Chhattisgarh (31 %), followed by Jharkhand (26%), Odisha (23%), West Bengal (6 %) and Bihar (1.3%). In tribal literacy, Chhattisgarh outperformed other states with 59 percent, followed by West Bengal (57.9%), Jharkhand (57.1%), Odisha (52.2%) and Bihar (51.1%). Odisha has a maximum gap (22.5%) between the state literacy rate and tribal literacy rate, followed by Jharkhand (22%), Chhattisgarh (20.9%), Bihar (20.9%) and West Bengal (20.5%). The gross enrolment ratio of tribal children in higher secondary education (XI-XII) is the highest in Bihar (79.63%), followed by Chhattisgarh (62.22%), West Bengal (50.61%), Odisha (38.8%) and Jharkhand (37.85%). It seems that Odisha and Jharkhand can probably learn from Chhattisgarh to improve the educational achievements of tribal children.

Challenges

Union and state governments have implemented various policies to improve the educational outcomes of the tribal children. Odisha has the maximum number of tribes, followed by Chhattisgarh (42), West Bengal (40), Jharkhand (32), and Bihar (32). Is diversity among tribal communities serving as a barrier to the implementation of government policies? Most tribal hamlets are located near or inside the forests and lack connectivity. What are the significant barriers to tribal education? What innovations could be introduced to improve the educational achievements of tribal communities?

Discussion Points

The Policy Dialogue will focus on the following issues.

- Reasons behind educational deprivation of tribal children
- Government Policies for tribal education by national and state governments
- What can Odisha and Jharkhand learn from Chhattisgarh?
- What innovations should be introduced to improve the educational achievement of tribal children?

Stakeholders

- Policy makers
- Researchers
- Civil Society Organisations
- Economists
- Social Scientists
- Tribal leaders
- Teachers of tribal schools

Expected Outcomes

- The Policy Dialogue will bring together all stakeholders on a single platform to discuss the challenges of tribal education. The policymakers will share the challenges they faced in improving the education of tribal communities and the policy measures they took. Researchers and civil society organisations will present the macro and micro findings on tribal education.
- The key findings of the Policy Dialogue will be published as policy briefs for eastern Indian states. State-specific roadmaps will be drawn for improving the education of tribal children. The policy dialogue will also provide a platform for future partnerships.

Contact Person

Dr. Amarendra Das

Coordinator, DST- Centre for Policy Research

NISER Bhubaneswar, 752050, India

Email: amarendra@niser.ac.in

9439923626

Organising Committee

- Dr. Pranay Kumar Swain, NISER Bhubaneswar
- Dr. Subhankar Mishra, NISER Bhubaneswar
- Professor Saudamini Das, IEG, Delhi
- Dr Bibhunandini Das, Berhampur University
- Dr. Chandrasekhar Bahinipati, IIT Tirupati
- Dr Gopal Krishna Sarangi, TERI University, New Delhi

About DST CPR, NISER

With the generous funding of Department of Science and Technology, Government of India the DST Centre for Policy Research is established at the School of Humanities and Social Sciences (SHSS), National Institute of Science Education and Research (NISER) Bhubaneswar, Odisha, India from April 01, 2023.

The research focus of the CPR is Energy Transition and Tribal Education in Eastern India covering Odisha, Bihar, Chhattisgarh, Jharkhand, and West Bengal. The coordinator (Principal Investigator) of the Centre is **Dr. Amarendra Das, SHSS, NISER Bhubaneswar**. The other Co-PIs are (1) Dr. Pranay Kumar Swain, NISER Bhubaneswar, (2) Dr. Subhankar Mishra, NISER Bhubaneswar, (3) Professor Saudamini Das, Institute of Economic Growth, Delhi, (4) Dr Bibhunandini Das, Berhampur University, (5) Dr. Chandrasekhar Bahinipati, IIT Tirupati and (6) Dr Gopal Krishna Sarangi, TERI University, New Delhi

For more details, please visit our website <https://dstcpr.niser.ac.in>