

The Role Of Five Years Plans For Tribal Development In India: An Overview

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Abstract

Five Years Plans Set Up Sub-Plan Development Approach In Order To Promote Education, Economic, Health And Housing Etc And Provide The Special Needs And All Round Development Of The Scheduled Tribes. Expansion Of Education Promotes Quality Of Life. Educational Development Plays An Important Role For Development Of Tribal Society. Educational Status Improves Socio-Economic Awareness And Status Of Scheduled Tribes Largely. Education Acts As A Substantial Instrument For Socio-Economic Transformation Of Tribal Society. Each Five Year Plan Was Designed In Order To Carry Out A Positive Policy For Helping The Welfare Of Tribal People And Invoked A Productive Socio- Economic Life. In This Backdrop, The Present Study Has Focused Thematically On The Role Of Five Years Plans For Tribal Development In India.

Keywords: Tribals, Development, Five, Year, Plans

Introduction:

There Are Particularly Vulnerable Tribal Groups(Pvtgs) Who Are Characterized By I) Pre-Agriculture Level Of Technology, Ii) Stagnant Or Declining Population, Iii) Extremely Low Literacy And Iv) Subsistence Level Of Economy. Education Constitutes A Pivotal Role In The Overall Development Of People, Making Able Them To Greater Socio-Economic Awareness, Better Understanding Of Their Social Political And Cultural Environment Providing Opportunities In The Improvement Of Their Socio-Economic Conditions. Tribal Communities Live In Various Ecological And Geo-Climatic Conditions Ranging From Plains And Forests To Hills And Accessible Areas. Article 38(1) Stated That The State Shall Strive To Promote The Welfare Of The People By Securing And Protecting As Effectively As It May A Social Order In Which Justice, Social, Economic And Political Shall Inform All The Institutions Of The National Life. The Tribal People Are Confronting Many Problems Like Land Alienation, Indebtedness, Rehabilitation And Effective Implementation Of Tribal Plans. In Order To Solve These Various Problems, The Tenth Plan Has Chalked Out A Comprehensive National

Policy For Empowering Tribal People. Bose,S.(1963) Conducted A Socio-Psychological Study Of Tribal Children .He Revealed That I) The Children Belonged To Middle Socio-Economic Class And Were Found Educational

Backward With Religious Feelings And Not Rigid Inter-Tribal Group Relations; Ii) They Were Found Low In Moral And Fairly Communal Due To Thwarted Social Need, Flexible In The Aspects Of Emotional And Temperament And Without Any Cognizable Amount Of Economic Frustration. N.N.Vyas And N.D Chaudhury (1970) Investigated The Drop-Outs In Tribal Situation Focused That I) The Incidence Of Dropouts And Stagnation Occurred Among Students Belonging To Scheduled Tribes, Scheduled Castes And Other Caste And There Was No Evidence To Show That It Occurred More Amongst A Particular Group Of Boys And Girls, Ii) In The Higher Classes (Class Vi To Class Xi) The Extent Of Stagnation Was More And The Incidence Of Dropout Was Not High. The Study Showed That I) The State Government Provided Facilities Like Stipend, Hotel And Ashram For Educational Development, Ii) The Government Should Attempt To Promote The Financial Position Of The Tribal Families, Iii) Tribal Students Should Have Awareness About The Governmental Schemes And Facilities To Assist Them, Iv) Most Of The Students Proposed That Sts Students Should Be Given Training For Self –Employment(Gaur, 1989.Fser,P1635)).The Human Development Report 2011 Of The Planning Commission Advocated That Though The Consumption Expenditure Of Scheduled Tribes Has Been Increasing Overtime , The Rate Of Increase Was Lower Than The All India Average. The Tribal Communities Are Vulnerable Because They Are Poor, Asset Less, Illiterate And Unable To Negotiate And Adjust The Process Of Incorporation With The Main Economy And Society. Various Five Year Plans Designed A Positive Policy For Helping The Welfare Of Tribal People As Helping Them To Promote Their Natural Resources And To Invoke A Productive Economic Life. Five Years Plans Set Up Sub-Plan Development Approach In Order To Provide The Special Needs And All Round Development Of The Tribes. In This Backdrop, The Present Study Has Focused On The Role Of Five Years Plans For Tribal Development In India. The Study Has Been Conducted On The Basis Of Secondary Information Regarding Census Reports And Five Year Plan Reports.

Present Educational Status Of Scheduled Tribes In India:

The Constitution Of India Undertook The Tribal Welfare Programme By Including Important Provisions Such As (I) Statutory Recognition Of Tribal Communities, (Ii) Creation Of Scheduled Areas For The Thorough Development Of The Tribals, (Iii) Special Representations In The Parliament, In The Legislative Assemblies And Local Bodies, (Iv) Special Privileges In The Form Of Reservation Of A Certain Percentage Of Posts In Government Services And Seats In Educational Institutions, (V) Recognition Of The Right To Use Local Language For Administration And Other Purposes And To Profess One's Faith. Article 275(1) Of The Constitution Provides For Grant-In-Aid From The Union To The States For Promoting The Welfare Of The Scheduled Tribes Or For Raising The Level Of Administration Of The Scheduled Areas.

The Role Of Five Years Plans For Tribal Development In India: An Overview

The Constitution Also Provides For The Appointment Of A Commission For Scheduled Tribes For Safeguarding Their Interests. So In The Real Sense Tribal Development In India Is A Fact Of Post Independence Concept And Creates The Encouragement From The Constitution Itself.

Tribal Groups Are At Different Stages Of Social, Economic And Educational Development. Sts Constitute 8.6 % Of The Country's Total Population And 11.3 % Of The Total Rural Population In 2011. The Sex Ratio Among Scheduled Tribes Is 990 Females Per 1,000 Males In 2011 That Indicates A Significant Increase From 978 In 2001 Census. Among St Males The Literacy Rate Went Up From 59.2 % In 2001 To

68.5 % In 2011 And Among St Females It Went Up From 34.76 % To 49.35 During The Same Period. The Literacy Rate Of Sc Female About 42 % In 2001 Which Increased To 56.5 % In 2011. Among The Sc Males It Went Up To 66.6 % To 75.2

% In The Same Period. Madhya Pradesh Has The Highest Scheduled Tribes Population (14.7 %) And Meghalaya Has The Lowest (2.5 %). 53 % Of Sts Live In Dilapidated Houses And Most Of Their Households Are Single Rooms. 46.6 Percent Of Scheduled Castes And Scheduled Tribes Drink Water Directly From Taps. The Other Depend On Wells, Hand Pumps, Bore Wells And Other Means. Only 52 % Of Sts And Scs Have Access In Water Within Their Premises. Only 52 Percent Of St Households And 59 Percent Of Sc Households Use Electricity. 46 Per Cent Of St Households And 40 % Of Sc Households Use Kerosene. (Source: Ministry Of Tribal Affairs, GoI, 2013). According To 2011 Census About 91.7 % Tribal Population Resides At Rural Areas And 8.3 % In Urban Areas. The Literacy Rates Of Scheduled Tribes Increased From 8.53 Per Cent In 1961 To 58.24 Per Cent In 2011 For Sts As Compared To Corresponding Figures For All India Estimated 28.30 Per Cent In 1961 To 74.04 Per Cent In 2011.

The Drop-Out Rates Of Sts For All India Declined From 1990-91 To 2007-08 For Both Boys And Girls From Class 1 To X. Drop-Out Rates Of Sts Estimate Considerable Lower In The Classes 1-V Than The Higher Classes (VI-X) Indicating Higher Drop-Out Rates In Higher Classes. There Are Many Barriers Which Take Place Days And Days Out In The Process Of Tribal Development In India. It Should Be Undertaken As Challenges For Eradication Of Barriers Of Tribal Development. The Barriers Of Tribal Development May Be Classified As Poverty Of Tribal Family, Illiteracy Of Tribal People, Wastage And Stagnation At School Education Due To Dropping Out, Low Enrolment, Lack Of Motivation To Tribal Students From Their Parents, Lack Of Appropriate Home Environment For Education, Inadequate Government Assistance And Lack Of Appropriate Socio-Economic Conditions (Sec).

The Ministry Of Tribal Affairs Was Set Up In 1999 In Order To Focus On The Following Aspects As (I) Social Security And Social Insurance With Respect To

Scheduled Tribes, (Ii) Tribal Welfare Planning, Project, Formulation, Research, Evaluation, Statistics And Training, (Iii) Promotion And Development Of Voluntary Efforts On Tribal Welfare, (Iv) Scheduled Tribes, Including Scholarship To Students Belonging To Such Tribes And (V) Development Of Scheduled Tribes.

Table- 1: Dropout Rates In School Education For Scheduled Tribes Students

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Year/ Classes	Classes(I-V)			Classes(1-Viii)			Classes(I-Ix)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-2012	36.1	34.4	35.3	57.3	57.1	57.2	64.4	67.6	65.9
2012-2013(P)	33.3	31.2	32.3	50.6	47.5	49.2	63.2	62.6	62.7
2013-2014(P)	31.9	30.7	31.3	49.8	46.4	48.2	63.2	61.4	62.4

Source: Source: Ministry Of Tribal Affairs, Goi, Annual Report 2016-17

Data In Table-1 Exhibit That Drop-Out Rates In School Education For Scheduled Tribe Students Have Continuously Declined For Classes Like I-V, I-Viii And I-Ix During 2011-12 To 2013-14. Drop-Out Rates For Classes (I-V) Have Declined From 35.3% In 2011 To 31.3 % In 2013-2014, Followed By Classes (I-Viii) From 57.2 % In 2011-2012 To 48.2 % In 2013-2014 And Classes (I-Ix) From 65.9 % In 2011-2012 To 62.4 % In 2013-2014. Drop-Out Rates For Boys At Classes (I-Iv) And (I-Viii) Are Higher As Compared To That Of Girls During 2011-2012 To 2013-2014 And Drop-Out Rates For Boys At Classes (I-Ix) Are Higher As Compared To That Of Girls During 2012-2013 To 2013-2014. Though Drop-Out Rates For Girls Are Higher Than That Of Boys In 2011-2012.

Table -2: Gender Parity Index During 1986-87 To 2004-05 In India

Year	Scheduled Caste Students			Scheduled Tribe Students		
	(I-V) /Primary	(Vi-Vii)/Up	(1-Viii) /Elementary	(I-V) /Primary	(Vi-Vii)/Up	(1-Viii)/ Elementary
1	2	3	4	5	6	7
1986-87	0.62	0.50	0.60	0.61	0.48	0.59
1990-91	0.69	0.52	0.63	0.65	0.50	0.60
1995-96	0.76	0.62	0.72	0.70	0.61	0.71
1996-97	0.77	0.68	0.74	0.69	0.63	0.70
1997-98	0.82	0.67	0.75	0.73	0.64	0.73
1998-99	0.79	0.71	0.77	0.72	0.63	0.70
1999-2000*	0.78	0.68	0.76	0.73	0.63	0.71
2000-01*	0.80	0.70	0.78	0.73	0.66	0.72
2001-02*	0.80	0.72	0.78	0.80	0.70	0.77
2002-03*	0.81	0.69	0.78	0.84	0.68	0.81
2003-04*	0.89	0.80	0.87	0.93	0.79	0.90
2004-05*	0.86	0.79	0.85	0.93	0.71	0.88

*Provisional

Selected Educational Statistics (2004-05, Govt, Of India, Mhrd)

Table -2 Measures Gender Parity Index (Gpi) During 1986 To 2004-05. The Gpi Is A Socio-Economic Index Usually Designed To Measure The Relative Access To Education Of Males And Females. In General, A Value Less Than 1 Indicates A Disparity In Favour Of Boys And A Value Greater Than 1 Indicates A Disparity In Favour Of Girls. It Is Found That Gpi Of Sts Has Improved During 1996-87 To 2004-05 Steadily Which Indicates A Positive Change Of Tribal Society Towards Education Of St Girls And Their Socio- Economic Empowerment.

Table -3: Gender Parity Index (Gpi) For Scheduled Tribes Students

Level/ Year	Secondary(Ix-X)	Senior Secondary(Xi-Xii)	Higher Education#
2011-2012@	0.89	0.82	0.78
2012-2013@	0.98	0.90	0.79
2013-2014@@	0.99	0.94	0.81
2014-2015@@	1.0	0.95	0.81

Source: Ministry Of Tribal Affairs, Goi, Annual Report 2016-17

Table -3 Brings Out Gender Parity Index (Gpi) For Scheduled Tribes Students At Secondary, Senior Secondary And Higher Education Levels. Given Data In Table -3 Indicate That Gpi For Scheduled Tribes Has Increased Positively From 0.89 In 2011-2012 To 1.0 In 2014-2015 At Secondary Level And 0.82 In 2011-2012 To 0.95 In 2014-2015 At Senior Secondary Level. At Higher Education Level, It Has Also Promoted From 0.78 In 2011-12 To 0.81 In 2014-2015 Focusing The Progressiveness Of Tribal Society Not Only Secondary Level And Senior Secondary Level But Also Higher Education.

Various Developmental Programmes Of Scheduled Tribes Under Different Five Year Plans: Each Five Year Plan Adopted Various Development Efforts For Welfare Of Tribal People In Order To Provide Additional Financial Resources Through A Community Development Approach. The Central And State Government Have Been Undertaking Various Efforts For Socio-Economic Promotion Of Tribal People In India.

First Five Year Plan (1951-1956) Designed A Positive Policy For Helping The Welfare Of Tribal People As (I) Helping Them To Promote Their Natural Resources And To Invoke A Productive Economic Life Wherein They Will Rejoice The Fruits Of Economic Forces From Outside, (Ii) It Is Not Desirable To Disclosed Changes In Their Religions And Social Life , Except At The Initiative Of The Tribal People And With Their Willing Consent, (Iii) It Is Conceived That There Are Many Features In Tribal Life That Should Not Only Be Protected But Also Promoted And (Iv) The Qualities Of Their

Dialects, And The Rich Content Of Their Arts And Crafts Also Need To Be Applaud And Conserved Properly.

Second Five Year Plan (1956-61) Started A Massive Programme Of Integrated Development Through The National Extension Blocks (Neb) In Tribal Areas Taking Into Consideration Of An Average Population 25,000 Each Area. A Number Of Special Multipurpose Tribal Development Block (Smpt) Was Introduced Having Covered About 71 % Of Tribal Areas.

Third Five Year Plan(1961-66) Gave Emphasis On Programmes Like Land Improvement, Land Reclamation, Social Conservation, Minor Irrigation, Supply Of Improved Seeds And Manure, Bullocks, Provision Of Training Facilities And Demonstration, Fisheries, Poultry, Sheep Breeding, Organization Of Training Cum Production Centres And Provision Of Assistance To Village Artisans. Education Was Conceived As Priority In Tribal Areas And Stipends, Scholarships And Freeships Were Rendered With The Medical And Health Care Programme.

Fourth Five Year Plan (1969-74) Introduced Six Pilot Projects Under Tribal Development Agencies (Tda) In The Tribal Areas Covering About 40,000 Tribal Families With An Investment Of Rs. 150 Crores Per Project. The Agencies Took Up Mostly Agriculture, Veterinary Services And Fisheries As The Core Of Economic Sectors. The Tribal Development Block Programme Was The Most Important Programme That The Government Undertook To Promote The Economic Condition Of Tribals. Apart From These The Schemes Pertinent To Education, Economic Upliftment, And Health And Housing Etc. Were Also Adopted For The Development Of Tribals Both Under Central And State Sectors.

Fifth Five Year Plan (1974-79) Set Up Tribal Sub-Plan (Tsp) Strategy In Order To Provide The Special Needs And All Round Development Of The Tribes And Attempted (I) To Develop The Quality Of Life Of Tribal Communities, (Ii) To Reduce The Gap Between The Level Of Development And Other Areas, And (Iii) To Attain Social And Cultural Integration Of Tribals With The Rest Of The Society. Tps Is A Multi-Pronged Strategy Which Covers Support For Education, Health, Sanitation, Water Supply, Likelihood Etc.

Sixth Five Year Plan (1980-85) Endorsed The Following Objectives In Favour Of Tribal Development As (I) A Progressive Reduction In The Incidence Of Poverty And Unemployment, (Ii) Promoting The Quality Of Life Through Minimum Needs Programme, (Iii) Infrastructural Development For Further Absorption Of Potential Of The Tribal Region And (Iv) Alleviating The Gap Between The Level Of Development Of The Tribals And Other Developed Communities And Accomplished A Qualitative Change In The Life Of A Tribal Community.

Seven Five Year Plan (1985-90) Put Forward The Following Aspects For Tribal Development As (I) Finding Out The Development Blocks For Tribal People With High Incidence Of Tribal Population And Their Constitution Into Integrated Tribal Development Projects (Itcps) With A View To Take Up An Integrated And Project- Based Approach For Development, (Ii) Allotting Of Funds For The Tribal Sub-Plan And Assuring The Flow Of Funds From The Control Of State Plan, Sectoral Outlays And From Financial Institutions, (Iii) Generating Appropriate Administrative Structure In Tribal Areas And Taking Up Appropriate Personnel Policies, (Iv) This Plan Period Also Laid Emphasis On Rehabilitation Of Poor Tribals And The Removal Of Tribal Women's Backwardness.

Eight Five Year Plan (1992-97) Opined The Following Objectives As (I) Progressive Alleviation In Poverty And Generation Of Employment Opportunities Thereby Rendering Reduction In Income Disparities, (Ii) Enhancing The Quality Of Life Through A Minimum Needs Programme, (Iii) Improving And Making Substantial The Infrastructure For Further Economic Absorption Of The Tribal Sub-Plan Area, (Iv) Development Of Self-Reliance Of Tribals Along The Desired Line Along With Deepening Educational Activities And (V) Human Resources Development Through Education, Vocational/Craftsman Training Would Be Adopted To Promote The Skills Of Tribal.

Nine Five Year Plan (1997-2002) Aims To Assure Food And Nutritional Security For All, Particularly The Vulnerable Sections Of Society. The Ninth Plan Therefore Intends To Carry Out People Oriented Planning In Which The Government And The People Particularly The Poor Can Fully Participate. Other Objectives Of This Plan Are Creation Of Adequate Productive Employment, Alleviation Of Poverty And Empowerment Of Women And Socially Disadvantaged Groups.

Tenth Five Year Plan (2002-2007) Undertook Programmes For The Expansion Of Economic And Social Opportunities For All Sts In India In Order To Assure Significant Progress Towards Promotion Of The Quality Of All Sts Such As Programmes Of Promotion Of Education And Women Empowerment Taking Into Consideration Of The Schemes For Construction Of Hostels For Girls And Boys To Promote Literacy Among The Tribal Students And The Schemes For Educational Complex In Low Literacy Packets For Development For Female Literacy.

Eleventh Plan (2007-2012) Emphasized On High Priority To Facilitate Educational Development Among Sts By Providing Educational Facilities, Incentives And Support Especially Highlighting The St Girls Covering Post Matric Scholarship, Hostels For St Girls/ Boys, Upgradation Of Merit, Free Coaching For Sts, Scholarship For Top Class Education, Ashram Schools And Strengthening Education Among St Girls.

Twelfth Five Year Plan (2012-2017) Must Be To Attain Overall Promotion In The Socio-Economic Conditions Of Scheduled Tribes Such As (I) Preferring Engaging People From The Tribal Community Itself In The Areas Predominantly Inhabited By Tribals For Government Efforts At Spreading Education, Health And Extension Services, Nutrition And Public Distribution, (Ii) Coverage Mgnrega With Artisanal Work To Render Livelihood To Tribals, Many Of Whom Are Engaged In Artisanal Work, (Iii) Increase Coverage Of The Most Vulnerable Within The Sts In The Health Sector And (Iv) Better And Speedy Implementation Of Panchayats (Extension To Scheduled Areas) Act, 1996 And Fra Institutional Mechanism Of Conflict Resolutions.

Ministry Of Tribal Affairs, GoI In Annual Report 2016-17 Put Forward The Following Socio-Economic Activities For Tribal Development As (I) Housing, (Ii) Connectivity, (Iii) Irrigation, (Iv) Sanitation, (V) Promotion Of Sports, (Vi) Education, (Vii) Social Empowerment, (Viii) Economic Development, (Ix) Protection Of Rights, (X) Health And (Xi) Promotion Of Culture, Craft, Heritage, Crops.

Conclusion:

Article 366(25) Of The Constitution Of India Refers To Scheduled Tribes As Those Communities Who Are Scheduled In Accordance With Article Of 342 Of The Constitution. The Inclusion Of A Community As Scheduled Tribes Is Considered As A Continuous Process. The Essential Characteristics, First Laid Down By The Lokur Committee, For A Community To Be Identified As Scheduled Tribes As I) Indications Of Primitive Traits; Ii) Distinctive Culture; Iii) Shyness Of Contact With The Community At Large, Iv) Geographical Isolation And V) Backwardness. Tribal Communities Dwell In Various Environments And Socio-Economic Conditions (Sec) Varying From Inaccessible And Isolated Hilly And Forest Areas. Education For All And For Tribal Women In Particular Is A Potent Tool In The Emancipation And Empowerment Of Tribal. It Is Indispensable That Education Status Enables Tribal People For Self Esteem, Self Confidence, Courage And Inner Strength To Face Challenges In Life. Education Is Considered As A Substantial Equalizing Factor Which Plays An Important Role To Improve The Better Standard Of Living. The Sub-Plan Guidelines Were Endorsed By The Planning Commission Within The Objectives Of Elimination Of All Forms Of Exploitation, Boosting Up The Process Of Socio-Economic Changes, Making An Inner Strength Of The People And Promotion Of The Organizational Capabilities Of The Tribals. The Nine Five Year Plan (1997-2002) Also Gave Emphasis On The Need For National Policy For Tribal Development, Protection For Tribal Economy And Cooperation Against Threats From The External Markets, The Ownerships/ Patent Rights Of The Tribal People In Respect Of Non-Timber Forest Products (Ntfps) And Use Of Medicinal Plant As Per Provision Of Intellectual Property Rights (Ipr). Eleventh Plan (2007-2012) Emphasized On High Priority To Facilitate Educational Development Among Sts By Providing Educational Facilities,

Incentives And Support. Only One-Third Sts And Around Half Of Scs Reside In Pucca Houses Compared To 66 Per Cent For All India. Over Time, St Households, Due To A Slower Pace In Improvement Have Experienced A Growing Divergence From The National Average Of Households Residing In Pucca Houses (12th Five Year Plan, 2012-17).

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