



The role of state and national tribal development institutions

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Abstract

This study undertakes a comparative analysis of developmental programs and policies for rural and urban tribals in India, focusing on the period post-independence. Tribal communities in India, which account for a significant portion of the country's diverse demographic, face unique challenges due to their geographical, socio-economic, and cultural characteristics. Since independence, Numerous initiatives have been launched by the Indian government with the goal of bettering the economic and social circumstances of indigenous communities. These efforts have encompassed areas such as education, healthcare, employment, infrastructure, and land rights, with the dual aim of fostering development and preserving cultural heritage. This research examines the disparities in development outcomes between rural and urban tribal communities, exploring how various policies have impacted these two groups differently. The study assesses key programs such whereby the Tribal Sub-Plan (TSP), the Integrated Tribal Development Projects (ITDP), and various welfare schemes targeting education, employment, and healthcare. Using a research strategy that makes use of both quantitative and qualitative techniques, the research highlights the differential access to resources, effectiveness of policy implementation, and socio-economic outcomes in rural and urban settings. The findings reveal that while urban tribal communities often have better access to services and infrastructure, they face challenges related to cultural assimilation and identity. Conversely, rural tribals struggle with isolation, limited access to healthcare and education, and land dispossession. The study concludes with recommendations for bridging these gaps, emphasizing the need for more localized, context-sensitive policies that address the specific requirements of indigenous communities in urban and rural areas. This analysis contributes to the broader discourse on sustainable development, social equity, and the protection of indigenous peoples' rights in India.

Keywords: Schedule tribe, five-year plans, constitution, socially, and economically

Introduction

India has the biggest indigenous population of any country on the planet. Even though they are acknowledged as the country's original occupants, tribal people are denied access to basic requirements. Not only are they educationally, socially, and economically behind, but they also endure widespread prejudice. From land expropriation to forcible removal from their homes, they have been subjected to several sorts of exploitation in the name of progress. The forest has always been an integral part of tribal life, serving as a backdrop for ceremonies, rituals, and the source of food and income. However, it seems that the government is often cutting off their leaving the forest behind is like removing a fish from its water source. The fundamental essence of their tribal identity is embedded in the land and forests. Regardless, indigenous communities do have some protections under the Forest Rights Act of 2006 in relation

to the forest and its resources. Unfortunately, it seems that the provision is mostly focused on paper and there is a noticeable lack of action when it comes to putting it into practice. Despite the country's fast development, the indigenous community's situation remains inadequate, even though we've been free for 72 years. Among the indigenous peoples' development process is moving at a glacial pace. It seems that Indigenous peoples still face several obstacles on their path to full global equality, even though the federal government has made great strides in recent years and state governments have periodically implemented a number of laws and programs.

People from different tribes were said to have settled the planet initially. They have lived here for a very long time and are the original residents' distinct communities with similar lifestyles but their religious beliefs, language, and cultural practices vary greatly. As a collective noun,

"Adivasi" refers to tribal people and denotes the first people to live in the homeland. The term "tribe" was first used in reference to the early Roman Empire and the city-states of Greece. A "tribe" is now defined as "A group of persons forming a community and claiming descent from a common ancestor," a phrase borrowed from Latin. "A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader" is how Google defines a tribe. Another definition from the Cambridge English Dictionary is "A group of people, often of related families, who live together, sharing the same language, culture and history, especially those who do not live in towns or cities."

Literature Review

Banoth Rajkumar (2023) ^[1] The problems faced by indigenous communities have prompted the development of many laws and programs since independence. But it doesn't seem to be enough to liberate the indigenous people, who have been shackled by underdevelopment for decades. This study delves deeply into the several initiatives launched by the Indian government to better the lives of the country's indigenous peoples. To ensure that society's most vulnerable members are fairly treated, it is the fundamental duty of any state to formulate and execute policies that promote equity. People in India's tribal communities face several challenges on a daily basis, including a lack of access to basic commodities that others take for granted. Both the federal and state governments have long placed a premium on tribal development. It is said that the government has worked tirelessly to help the tribal community as a whole find a path to development and sustainable progress. The purpose of this meeting is to go over this study report.

Manjula Upadhyay (2018) ^[2] A multitude of tribal belts dot the Indian subcontinent that have been defined according to physical traits and other living characteristics. Even though most of them live in more remote or semi-rural locations, there are a few who have come into touch with modern society through factors such as urban migration for employment, development projects in their area, students from nearby universities, and the government's current efforts to include them in inclusive development initiatives. Many so-called civilized people have taken their land instead of helping them as they acculturated, which has harmed them as well. They are socially separate from the majority and have preserved many of their traditions and practices. Tribal peoples are becoming more popular among academics. It would be more environmentally friendly and sustainable for state departments to promote organic crop cultivation rather than push for input intensive agriculture among tribal farmers in developing nations, where local knowledge is derived from close interaction with physical and natural environments and cultural adaptation. They had been practicing sustainable agriculture before coming into touch with modern society, but they were mired in debt after adopting techniques that were unsustainable and capital expensive. Government agencies, NGOs, and academic institutions are now resurrecting traditional organic farming methods in an effort to help indigenous communities increase their incomes. Issues of inclusive development center on tribal welfare.

Kiran Kulkarni *et al.* (2022) ^[3] Among India's most oppressed and underprivileged communities lives the Scheduled Tribe (ST) people. Their unique strategy, plans, and policies for development are mandated by the Constitution of India itself. In an effort to narrow the gap between ST and other socioeconomic categories, the central and state governments of India, together with other important players, have been implementing targeted policy and programmatic interventions over the last seventy-four years. Important development indices have shown improvement, demonstrating the effectiveness of these efforts. But there are still a lot of unanswered questions and problems, that's why we have to start all over from scratch in terms of the initial strategies and plans that guided the interventions at the policy and execution levels. This article presents a different, more targeted method that considers the factors associated with geographical, cultural, and developmental variability via the lens of a "virtual region as planning unit." Using the framework of virtual region planning, we have laid out specific plans to address these issues and put into action a number of policies and programs.

Shyam K Gore (2023) ^[4] In its quest for rural development since gaining independence in 1947, India has seen a long and winding road. Policies and initiatives have been launched with the goal of tackling difficulties and promoting inclusive development, with a focus on the remote areas' socioeconomic perspective. When so many people in a country rely on agriculture and allied sectors for their livelihood, rural development becomes critically important.

Ravi S Dalawai *et al.* (2020) ^[5] The Indian government's welfare policies and programs for indigenous communities include the primary subject of this article. The conversation starts during the colonial era and continues through the years of British rule, the years leading up to independence, the years after freedom, and even into the current day. An obvious byproduct of this kind of liberalization would be to hasten the integration of India's indigenous peoples into mainstream society, which would be a boon to the independence movement. Accordingly, the British objective of tribal separation was achieved via the establishment of excluded and partially excluded regions. British ideals of excluding the tribals gained academic validity when anthropologists also stated their views for isolation. According to the research, the goal of tribal development programs is to help indigenous communities maintain their cultural identity while also fostering their members' integration into mainstream society.

Tribal development in post-independence era

Industries, large dams, mining, and other developmental projects were prioritized by the Indian government shortly after independence. These, along with other five-year plans, aimed to strengthen the economy and improve the nation as a whole. Further, the government cared much about tribal affairs and developed many policies and programs to help the tribal people thrive. So that the downtrodden people of India might have access to a framework for their development, the constitution's framers recognized the importance of providing special treatment to the scheduled tribes. Established in 1999, the "Ministry of Tribal Affairs"

is responsible for managing all matters pertaining to India's Scheduled Tribes. The government established many constitutional entities, such as well as the NCST, in the United States and made specific provisions for Scheduled Areas to aid in tribal development. In order to handle and resolve matters pertaining to the tribal community, the National Council of State Tribes (NCST) was formed by constitutional methods. The Joint Commission for Scheduled Castes and Scheduled Tribes was originally constituted under Article 338 of the Indian Constitution. However, in 2004, the NCST was removed from the NCSC as a result of the 89th amendment act of 2003, which introduced extra article 388A to the constitution. Furthermore, the Constitution of India guarantees certain rights to the social, economic, and educational advancement of indigenous peoples as well as the protection of their language, traditions, customs, and culture under various sections.

India's Post-Independence Rural Development

A large percentage of India's people relied on agriculture for their livelihood when the nation gained its independence in 1947. Most of the population lived in rural regions. Nevertheless, rural India faced significant obstacles and structural problems that hindered economic and social progress. Agriculture employed the vast majority of Indians and contributed significantly to the GDP of the nation. Low productivity and susceptibility to weather fluctuations resulted from the dominance of traditional agricultural systems. Many people in rural India lived in poverty, and it was a common occurrence. Infrastructural, educational, and healthcare gaps between rural and urban areas were particularly noticeable, as were socioeconomic inequalities. Roads, irrigation systems, and other basic services including schools and hospitals were severely underdeveloped in rural regions. Farmers' economic options were limited due to difficulties in connecting to markets. A large portion of the rural population lacked land ownership because of how concentrated landownership was. There was an urgent need to address the exploitation of tenant farmers and ensure fair allocation of land.

The agricultural sector and related sectors rely heavily on rural regions, which are the economic backbone of India. Raising rural areas' standard of living has an overall economy via a multiplier effect. By catering to the requirements of the rural populace, rural development promotes inclusion. For growth to be fair and balanced, the gap between rural and urban areas must be filled. Millions of people might be lifted out of poverty if rural development projects are successful in increasing incomes and providing jobs. By giving them more agency, rural residents are better able to take part in the nation's political and economic life. Rural development is crucial to guaranteeing food security for the whole population of India, since the country is mostly an agricultural region.

To achieve balanced growth, avoid overburdening metropolitan centers, and promote sustainable urbanization, rural development must be prioritized. To put it simply, rural development is an all-encompassing strategy for nation-building, not only a sector-specific effort. It strengthens communities, solves the country's social and economic issues by getting to the root of them reach its

ultimate objective of comprehensive and sustainable development. Understanding and meeting the needs of rural India is critical to guiding the nation toward inclusive and equitable development, as becomes clear when we delve into the historical journey the improvement of rural areas in India.

In India, rural development has been going strong for quite a while now gone through a number of distinct stages, each with its own unique narrative. Urban and rural areas are the two main classifications used to describe India. In contemporary India, an urban area is defined as a city or town with 50,000 or more residents and enough infrastructure for transportation, power, and communication. When there are less resources, fewer roads, and poor communication facilities, we say that a population is rural if it's less than 50,000. The level of economic and social development in a rural region is indicative of the general health of that community. Enhancement in remote regions. The majority of Indians still call the countryside home and agriculture continues to be the country's primary economic driver. An enormous portion of India's GDP comes from the country's rural population. The Indian economy has shifted towards a more agrarian model. India's progress is greatly enhanced by the substantial contributions of a vast majority of its rural residents, the majority of whom rely on agriculture for their livelihood. Issues and problems faced by rural India, as well as its historical context, will be covered in this chapter.

Historical perspectives of rural development

This article will serve as a synopsis the most noteworthy happenings and advancements in rural development in India.

Prior to independence, agricultural development was the main emphasis of rural development initiatives. A number of laws and practices instituted by the British colonial administration-including the Zamindari system had a profound effect on rural economy. In fact, agricultural growth was the center of India's initiatives to improve rural areas before to independence, and the colonial laws and practices imposed by the British had a significant impact on rural economies at that period. Take a closer look at these details here:

Agricultural Focus: When the British colonial government in India set up a high value on agriculture due to its central role in the Indian economy. In order to further their financial interests, they created a number of policies meant to boost agricultural output. But Indian farmers frequently lost out because of these practices that benefited the British.

Zamindari System: British policymakers placed a premium on the Zamindari system. The British administration established a new class of middlemen called zamindars, often called landlords, to collect land tax from peasants under this system. The zamindars' extortionate rents from the peasants were a direct result of this system's exploitative behaviors, which in turn caused widespread poverty and landlessness.

Permanent Settlement Act (1793): Land revenue rates were established in perpetuity under the Permanent

Settlement Act, which the British enacted in Odisha, Bihar, and Bengal. As a result, zamindars had little motivation to engage in land improvements, which stifled agricultural output.

Ryotwari System: Ryotwari was implemented in some regions of southern India, in opposition to the Permanent Settlement. The riots, or individual farmers, were liable to the British government for land tax under this arrangement. The burden on the peasants remained great, even if the function of middlemen was decreased.

Commercialization of Agriculture: In many cases, food crops were neglected in favor of cash crops like as indigo, cotton, and jute, which were promoted for export by the British. There were frequent famines because staple crops were ignored due to the commercialization of agriculture, which disturbed traditional agricultural techniques.

Infrastructure Development: Some agricultural infrastructure, like railroads and irrigation systems, was funded by the British, and this investment had both beneficial and bad effects. Though these advancements enhanced irrigation and transportation in some regions, they often served to facilitate the export of agricultural goods instead of helping Indian farmers.

Although agriculture was a primary emphasis of the pre-independence British colonial government, its policies and practices were mostly exploitative and hurtful to rural populations' interests. Despite the country's independence in 1947, these policies continued to hinder its progress due to their effects on rural poverty, inequality, and civil instability.

Encouraging Scheduled Tribe Girls in Districts with Low Literacy Rates to Stay in School

It is the program's intention to ensure that all indigenous girls in certain blocks, particularly those who have been impacted by naxal violence, enroll in school, thereby eliminating the gender literacy gap. To decrease primary school dropout rates and provide an atmosphere conducive to learning, the plan zeroes emphasis on regions populated by especially vulnerable tribal groups (PVTGs). For indigenous females to fully engage in and reap the benefits of socio-economic development, it is imperative that their literacy rate be raised. The plan is put into action by administrative institutions within the state or union territory, as well as by non-governmental organisations (NGOs) and volunteer organisations (VOs). District collectors, committees, and authorities are required to conduct inspections once a year, although the central government-designated ministry and independent organizations also conduct parallel monitoring. The project is also being monitored by the Panchayati Raj agency.

Vocational Training in Tribal Areas

Tribal people, who are already at a disadvantage, will be given more agency as a result of this plan. More possibilities to work and earn money were urgently needed to aid in the socioeconomic development of indigenous communities. In order for tribal kids to be able to get suitable work or start

their own businesses, they aim to enhance their abilities in a range of traditional and contemporary occupations that take into account their degree, present economic climate, and future prospects. Vocational Training Centres (VTCs) and other approved educational institutions are eligible to receive funding to host vocational training programs that adhere to standards that are reviewed over time. The strategy is based on what's required is put into place not only for PVTGs but also for scheduled tribes around the nation. However, places impacted by extremism and distant tribal regions, particularly those with vulnerable tribes, are given priority. In addition, the district collectors, commissioner, or institutional authority will perform frequent inspections following the established protocol. Furthermore, relevant ministries from the federal government also monitor the program's development.

Ashram Educational Institutions Set Up in Tribal Sub-Planned Regions

One of the declared goals of the strategy is to ensure that scheduled tribes and PVTGs have access to educational opportunities. Residential schools run by Ashram provide an atmosphere that is ideal for learning. Since 1990–1991, the plan has been running. The UT Administration and the Tribal Sub-Plan are in charge. Primary, secondary, and senior secondary education at the Ashram School, with an emphasis on enhancing the present Ashram School for both girls and boys from the Tribal community, including PVTGs, would be built using the money provided by the plan. The government provides full financing under the initiative to develop an Ashram school in the TSP region. This includes the school facilities, shelters, kitchens, and staff spaces. But Ashram schools in the TSP region get half the money for additional one-time expenses. Additionally, all expenses, both regular and unexpected, are going toward building The TSP region is home to Ashram Schools for children, and the area has been classified as a naxal-affected zone. According to the Government of India (2008c), the implementing agencies keep a careful eye on the development and report back about tribal matters, to the ministry every three months.

Hostels for Special Needs Boys and Girls Funded by the Government

Boys and girls from scheduled tribes will be able to stay in dorms at various institutions run by the federal government, individual states, or union territories as part of this program. The Indian constitution, under Article 16, allows for the creation of unique measures to aid the economically and socially disadvantaged. The government's first priority is education since it empowers the weakest sections of society; as a result, dormitory facilities should be improved so that tribal students may attend college. Both the tribal student dropout rate and the legal literacy rate may be reduced with the use of this strategy. The federal government authorizes grants for the purpose of building hostels throughout the states and union territories. Secondary, college, and university dorms are all part of the program's scope as well as vocational training centers. The federal government pays for all of the costs associated with girls' hostels, whereas the state and federal governments split the bill 50/50 for boys' hostels. And yet, in naxal-affected regions, the central

government provides full funding for just that. Until the project is finished, the implementing agency will report to the minister of tribal affairs every three months.

Institutions for tribal development at the state and national levels

A) National Level

Oversees Agency: The administration of tribal welfare programs and schemes is supervised by many authorities. The bare minimum of government agencies at the state level includes the Ministry of Welfare, the Commissioner for Scheduled Tribes and Scheduled Castes, the National Commission for Scheduled Castes and Scheduled Tribes, the Secretary in the Cabinet Secretariat, and the Planning Commission Indian government to which at least five entities belong.

Religious Agency: Additional local religious organizations that are involved in tribal welfare activities include among others, the Christian missionaries, the Arya Samaj, and the Ramakrishna Mission.

Voluntary Agency: All-India Backward Classes Federation, Bhartiya Depressed Classes League, Indian Red Cross Society, Indian Council for Child Welfare, and the Servants of India Society are some additional deserving volunteer organizations.

Anthropological Agency: The works of Dube (1949), Chattopadhyay (1949), Majumdar (1958), Bose (1960), Vidyarthi (1960), and maybe others handful of other anthropologists brought attention to the many issues faced by the Adivasis and proposed solutions to improve their social and economic circumstances.

Groups of people known as Scheduled Castes and Scheduled Tribes subject of study at seventeen different institutions, with eleven dedicated to tribal studies.

National Forest Policy: In accordance with the 1952 National Forest Policy, the percentage of land covered by forests was to rise to 33% of the total, with 60% of that total to be found in hilly areas and 20% in plains.

Investigating Agency: On a national level, lawmakers have lodged charges against the head of the backward classes' department, looking into everything having to do with the protections afforded to indigenous people. With the support of regional directors, the director general oversees all tribal welfare programs and manages the funding. Every year, he turns in a report that covers all he and his Regional Directors have seen.

There has been a total of eighteen committees, study teams, the government-appointed committees that looked at the welfare programs for SC/ST people from 1949 to 1970.

B) State Level

Development Agency: The state's several advisory bodies, including the State Legislature Committees, which include many tribe members. Eight of the states have Scheduled Areas, while two of them, West Bengal and Tamil Nadu, do not successful district and project level committees as well as a tribe's advisory council.

Investigating Agency: The initiative has been delegated to the Governor at the state level, who will be assisted in carrying it out by inside the tribal areas, the Minister of Welfare and the Chief Minister. The state maintains a separate ministry for tribal welfare in some heavily populated tribal areas. The Tribal Research Institute and the Tribes Advisory Council are two organizations that provide advice to the Welfare Ministry on matters pertaining to tribal welfare policy and programming.

Conclusion

The study had extended to the analysis of anticipated and actual impact on development initiatives and their recipients' results exposed that the perceived effectiveness of the beneficiaries on development programs is very low and the expected effectiveness of the beneficiary on development programs is very high. Thus, there exist a wide gap in between the degree to which recipients believe and anticipate that development initiatives will achieve their goals. As a result, the research concludes that the development programs do have a certain impact of on the development of tribal living conditions but their vigor and viscosity are to be strengthen and effective implementation has to be done in order to have a fruitful reaction by the development programs so that the tribal community's socioeconomic situation might be improved. As a result, the state agencies by considering the suggestions made herein can formulate new policies and regulations on development programs destined to ensure the safety and well-being of the indigenous people society and to succeed in attaining millennium development goals subject to the welfare of tribal economy.

Education and people have a tight link. Education is considered the most powerful tool for human emancipation and empowerment, and man has made great strides in nearly every area, but all of this progress and comfort has come at the expense of his knowledge and abilities. Getting a good education is a great way to improve your life and the lives of others around you. It changes a man's beliefs and thinking in addition to improving his knowledge, abilities, competences, potential, values, and attitudes. It is also believed to be a means by which the human spirit is shaped to seek and do good deeds. Agriculture, trade and business, transportation, communication, science and technology, production, and many more areas have all seen success in India as a result of global developments and progress. Due to these remarkable developments, education is growing rapidly in India. Previously, it was considered the country's Human Resource Development (H.R.D.), but after gaining independence, the government has made a greater effort to educate its citizens. Consequently, it has implemented a number of educational schemes and programs aimed at raising the educational bar, fostering socioeconomic growth, and advancing society as a whole.

Distinct social classes have developed within Hindu society as a result of its long-established political, economic, and cultural norms. Furthermore, for the same reason, these segments have emerged as the most disadvantaged. Those who are less fortunate include members of minority groups, women, and those from scheduled castes and tribes, as well as other disadvantaged classes (A.R. Desai). This shift or growth in education, however, has not reached all

demographics or socioeconomic levels. People from disadvantaged backgrounds, such as scheduled castes and tribes, continue to face significant educational gaps. Consequently, research on the ever-changing nature of these disadvantaged groups in connection to the current state of affairs is ongoing and includes topics like education and minority groups, women's empowerment and education, and Scheduled Castes and Scheduled Tribes.

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