

# Schedule Tribes in Dadra & Nagar Haveli: Challenges in Higher Education

Nalini Patel and Nisha Valvi\*

Department of Education & Extension, Savitriabi Phule Pune University, Pune, Maharashtra, India

\*Corresponding author: gourinisha77@gmail.com

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## ABSTRACT

Education is an important parameter for any inclusive growth in an economy and it is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. Higher education is vital for the country, as it is a powerful tool to build a knowledge-based society of the 21st Century. India's higher education system is under pressure from the State and an increasingly educated youth population to achieve multiple objectives, such as growth, quality, and equitable access. To reach these political targets, national and provincial policymakers take an activist approach, such as providing adequate resources, enabling private provision of higher education, and so forth. Literacy and educational attainment are powerful indicators of social and economic development among the backward groups. Education is in fact, an input not only for the economic development of tribes but also for the inner strength of the tribal communities which helps them to face the challenges of life. India is home to a large variety of indigenous people. The Scheduled tribe represents one of the most economically impoverished and marginalized groups in India. The education of tribal students is still an issue to increase their enrolment and to complete schooling is a challenge. Lot many reports on tribal education evidenced a lack of awareness, and availability of schooling nearby residents in the tribal belt. So there is a high need to know the educational status of Schedule Tribes to provide the best educational facilities, government schemes, and policies and also the way to overcome the challenges. This study was carried out by the researcher to find out the educational status of Scheduled Tribes in Dadra & Nagar Haveli and Daman. In this study, the researcher explores the issues and challenges of Scheduled Tribes, Educational status, Enrolment Ratio, dropout rate, and gender of Scheduled Tribes in Dadra & Nagar Haveli and Daman and also the way to overcome the challenges.

**Keywords:** Enrolment, Dropout, Gender parity, Literacy

Education is a process of controlling the Behaviour of an individual. Education is one of the most important means to improve personal endowments, build capabilities, overcome constraints, and in the process, enlarge the available set of opportunities and choices for a sustained improvement in well-being. The process of education and attainments thereof has an impact on all aspects of life. It is a critical invasive instrument for bringing about social, economic, and political inclusion of people. Education can be used as a tool to empower the individual. Through student-centered learning, students can see their role in transformation. Societal

change comes from the collective transformation of the individuals within that society. The relationship between education and social change takes a dual form-education as an instrument and education as a product. This implies that education is an instrument that is used as a means for bringing about desired changes in society and in the latter case changes in the educational structure follow as

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a consequence of changes that have already taken place in the society.

Education is an important parameter for any inclusive growth in an economy and it is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. Literacy and educational attainment are powerful indicators of social and economic development among the backward groups. The male-female gap in literacy and educational attainment among the scheduled tribes is significant. Scheduled Tribes are geographically, socially isolated, and economically marginalized communities. In the post-independence period, sincere and concerted efforts were made for the economic and educational development of tribes. Despite these efforts, the performance of the tribes in education is still much lower than the Scheduled Castes. This has led to dropouts and directly impacted their overall educational status.

India is home to a large variety of indigenous people. The Scheduled tribe represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2 crores, India has the single largest tribal population in the World. This constitutes 8.6% of the total population of the country (census of India, 2011) Education is one of the primary agents of transportation towards development. Education is in fact, an input not only for the economic development of tribes but also for the inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity or a series of activities or a process that may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for sustained improvement in their well-being.

Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India. Currently, the tribes lag behind not only the general population but also the scheduled caste population in literacy and education. This disparity is even more marked among scheduled tribe women, who have the lowest literacy rates in the Country (Maharashtra, 2005).

Higher education plays a dominant role and is an integral part of development in every sphere of life. Not only does it play a catalytic role in ensuring faster economic and social development, but also plays a vital role in building national ideology and character. The last quarter of the twentieth century has brought education high on the agenda of many nations. It occupies a pivotal position in the educational structure. Providing manpower for many areas of production, planning, management technological development, influences practically every important activity. India has a fairly large and diversified education system. Its billion-plus population consists of a higher proportion of children and young individuals, especially in the age group of 6- 24 years, which is the most prospective age group in terms of academic inclinations. This age group accounts for more than one-third of India's population and can be a great resource for development and growth. Higher education is seen as a driving force for the technological progress and economic development of the nations. It gives returns that change the quality of life, individuals, society, and the nation as a whole.

In addition, they inculcate the spirit of individual dignity and self-respect, which in a true sense are hallmarks of a person's freedom. One simply cannot quantify these returns and try to judge them in terms of economic growth but they are the entities that build a nation. Higher education protects and strengthens human endeavours for a healthier and lasting civilized existence in the globe. India's system of higher education is the third largest system in the world in terms of enrolment and largest in terms of number of institutions. But the absence of equity, quality and access plagues Indian higher education. Expansion of higher education is needed for extending its benefits to tribal communities but at the same time the quality in higher education has to be maintained. Higher education is all about establishing and expediting social mobility. The education of tribal people will definitely give the chance to build a better life for them and their future family. For a pluralistic society which is democratically established, denial to provide means of social mobility is unacceptable as it is unfair. There should not be any waste of potential talent.

India is the home to about 350 main tribal communities and they inhabit almost all the states and union territories. All the tribal communities not only possess rich cultural heritage but also have evolved unique traditional systems of social control. The traditional institutions exercise enormous social, moral, religious, economic, and political control over these communities. Most of these communities present an unwritten code of conduct and a distinct traditional mechanism to enforce these codes. The customary laws are based on their mythologies, beliefs, values, traditions, perceptions of the universe, and transmitted social and cultural heritage. In the Northeastern states of Arunachal Pradesh, Meghalaya, Mizoram, and Nagaland, 90 percent of the population is tribal. However, in the remaining North-East states of Assam, Manipur, Sikkim, and Tripura, tribal people form between 20 and 30 percent of the population. The largest tribes are found in central India, although the tribal population accounts for only around 10 percent of the region's total population. Major concentrations of tribal people live in Maharashtra, Orissa, and West Bengal. In the south, about 1 percent of the populations of Kerala and Tamil Nadu are tribal, whereas about 6 percent in Andhra Pradesh and Karnataka are members of tribes.

Despite the sincere and concerted efforts by the government for the overall development of the Scheduled tribes, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the programs and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the Scheduled Tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. In this context, the objective of this study is to analyze the educational status, enrolment, dropout, gender parity, and issues and challenges of Scheduled Tribes in Dadra & Nagar Haveli and Daman.

## **Dadra and Nagar Haveli**

The U.T. of Dadra & Nagar Haveli is located on the western side of the foothills of western Ghat and has undulating terrain 40% of the total geographical area is covered with forests and thus offers it a look of woodland. The major river Daman Ganga and its tributaries crisscross the U.T. and drain into the Arabian Sea at Daman. The U.T. has a population of 2.20 lakhs as per the 2001 census which has a predominance of tribals forming a major chunk of 62% of the total population.

The major tribes are Varlies, Kokana, Dhodia and Dublas. The tribals have their distinct culture of their own consisting of curious rituals and colorful folklore. No occasion in tribal life is complete, be it a marriage or harvest without a folk dance. The major dances are Tarpa, Dhol, Bhavada, and Gherria. The performers of these foot-tapping dances are equally good in other arts and art forms and are almost independent for most of their daily requirements. This area of 491 sq. km. is the homeland of nearly one lakh people of various tribes. It has seen many rulers, ranging from the mighty Marathas to the fiery Portuguese. Yet, the essence of tribal life, its richness and variety, its art, myth, song, and folklore, have all remained unchanged.

## **Need and Importance of the Study**

The Scheduled tribe represents one of the most economically impoverished and marginalized groups in India. The education of tribal students is still an issue to increase their enrolment and to complete schooling is a challenge. Lot many reports on tribal education evidenced a lack of awareness and availability of schooling near residents in the tribal belt. Economic and social development should be inclusive. Unfortunately, that is not the case with the tribal population from Dadra and Nagar Haveli who were around 1.78 lakh as per the 2011 Census. With severe challenges in acquiring higher education, the tribal population has remained grossly underdeveloped. While the literacy rate for India as per the 2011 Census was 74%, it was only 59% for Dadra and Nagar Haveli. Such a big gap speaks volumes for the severity of challenges in acquiring education in general. The problem is more aggravated at the higher education level where there are issues like high dropouts. Systematic research is therefore needed to understand various

challenges faced by the tribal students in acquiring higher education which is considered as a key for socio-economic development. There is a need for a study that will comprehensively and systematically analyze various issues that are challenging the process of higher education acquisition in Dadra and Nagar Haveli. A proper understanding of the problems led to practical and effective solutions. So thus the present study was undertaken to address the difficulties of the Scheduled Tribes Student by analyzing their literacy rate, gross enrollment ratio, dropout Rates, Gender Parity, and Challenges in Higher Education.

### Conceptual & Operational Definition

**Scheduled Tribes:** The provisions under Article 342(1) Scheduled Tribes — the President may with respect to any State or Union Territory, and where it is a State, after consultation with the Governor thereof, by a public notification, specify the tribes or tribal communities or part of or groups within tribes or tribal communities as Scheduled Tribe in relation to that State or Union Territory as the case may be.

*In the Present study it means all scheduled tribe's students notified by the Government of Dadra & Nagar Haveli.*

**Literacy Rate:** The Oxford Dictionary gives the meaning of literacy rate as follows, the percentage of people who are able to read and write

*In the Present study it means the students pursuing education from Dadra & Nagar Haveli.*

**Gross enrolment ratio:** According to UNESCO 'Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.'

*In the Present study it means the students pursuing the primary, secondary, higher secondary, graduate and Post Graduate Course from Dadra & Nagar Haveli.*

**Dropout rates:** According to UNESCO 'Proportion of pupils from cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year'

*In the Present study it means the students leaving the primary, secondary, higher secondary, graduate and Post Graduate Course from Dadra & Nagar Haveli.*

**Gender parity:** According to Macmillian Dictionary 'a situation in which rights and opportunities are same for people of all genders'.

*In the Present study it means the students (girls & boys) pursuing the primary, secondary, higher secondary, graduate and Post Graduate Course from Dadra & Nagar Haveli.*

**Challenges in Higher education:** In the Present study it means the Problems faced by Tribal Students pursuing Higher Education.

### Objectives of the Study

1. To analyze the status of schedule tribe students with respect to their literacy rate, gross enrolment ratio, dropout rates & gender parity in Dadra & Nagar Haveli.
2. To identify the Challenges of tribal students in higher education from Dadra & Nagar Haveli.
3. To explore the ways in which the tribal students have overcome the Challenges.

### Assumptions

1. Right to Education Act – 2009 is implemented all over India. (Article 21A of the Indian Constitution.)
2. Dadra & Nagar Haveli and Daman is a tribal majority populated Union Territory. (Citizen Charter, Directorate of Education – U.T. of Dadra and Nagar Haveli, Silvassa).
3. In Dadra and Nagar Haveli ST Students takes admission in Higher Education.

### Research Questions

1. What is the status of schedule tribe students with respect to their literacy rate, gross enrolment ratio, dropout rates & gender parity in Dadra & Nagar Haveli? (For Objective 1)
2. What are the Challenges of tribal students in higher education from Dadra & Nagar Haveli? (For Objective 2)
3. What are the ways in which the students have overcome the Challenges? (For Objective 3)



## Scope of the Study:

1. The Scope of the Present Study was the Schedule Tribe students in educational institutions from Dadra & Nagar Haveli.
2. This study was related to the literacy rate, gross enrollment ratio, Dropout rates, Gender Parity and challenges of Schedule Tribe students in Higher Education from Dadra & Nagar Haveli.
3. This study was related to the challenges of Tribal Students of UT of Dadra and Nagar Haveli

## Delimitations

1. This study was delimited to Dadra & Nagar Haveli only.
2. This study was delimited to only the Schedule Tribe Students from Dadra & Nagar Haveli.
3. This study was delimited to Previous 5 year's data i.e. 2020-21, 2022-23, 2023-24 and 2024-25.

## Limitation

Findings of the Present study was depending on the response of the students of Dadra & Nagar Haveli.

## Research Methodology

Sl. No.	Objectives	Research Methodology
1	To analyze the status of schedule tribe students with respect to their literacy rate, gross enrolment ratio, dropout rates & gender parity in Dadra & Nagar Haveli.	Document Analysis Method
2	To identify the Challenges of tribal students in higher education from Dadra & Nagar Haveli.	Survey Method
3	To explore the ways in which the students have overcome the Challenges.	Survey Method

**Sample:** The sample of the study was all the UG and PG Tribal Students of higher educational Institutions from Dadra & Nagar Haveli.

**Population:** All the UG & PG Tribal students of higher educational Institutions of Dadra & Nagar Haveli.

## Sample and sampling techniques

1. Selection of Higher Educational Institutions (under graduate & post graduate level) & Selection of Schedule Tribe Students.
2. For survey method: - 25% Higher Educational Institutions from Dadra & Nagar Haveli and the 400 Schedule Tribe Students (UG & PG) from same institutions was selected by simple random sampling.

## Objective wise methods

### For Objectives 1:

1. To analyze the status of schedule tribe students with respect to their literacy rate, gross enrolment ratio, dropout rates & gender parity in Dadra & Nagar Haveli.  
(For 1<sup>st</sup> objective document analysis method was used.)

### For Objective 2 & 3

2. To identify the Challenges of tribal students in higher education from Dadra & Nagar Haveli.
3. To explore the ways in which the students have overcome the Challenges.  
For 2<sup>nd</sup> & 3<sup>rd</sup> objective Survey method was used.

## Data Collection Tools & Techniques

For 1<sup>st</sup> objective document analysis method was used. Data sheets were prepared.

For 2<sup>nd</sup> 3<sup>rd</sup> objective - Questionnaire was administered on tribal students.

**Statistical tools:** Percentage was used as statistical tool and Graphical presentation was also used.

## Major Findings of the study

1. 95 Tribal Students belong to the Dadra group, 83 from Naroли, 69 from Silvassa, 63 from Surangi, and 90 from Khanvel.
2. 95 Tribal Students belongs to Dadra group, whereas 63, the minimum belongs to the Surangi group.
3. The majority of Higher Educational Institutes are aware of government policies/ schemes.

4. Overall Enrolment ratio of Tribal students of Dadra and Nagar Haveli is 83%.
5. Dropout rate for the year 2023-2024 of Tribal students of Dadra and Nagar Haveli is 17% which is very high/low.
6. Literacy rate of the Tribal students of Dadra and Nagar Haveli is 83% and most of them are the female students.
7. Dropout reasons in Higher Educational Institutes are Migration, Poor financial condition, language problem, adjustment issues, family problems and the household work.
8. According to the data, most of students' parents are giving importance to education, especially the girl's education.
9. All H.E. Institutes follows the admission procedure according to the RTE Act, 2009.
10. According to the Tribal Students, all H.E. Institutes are adopted policies and practices for tribal student's Government scholarship/fellowship.
11. 70% of the students are faced challenges during admission process.
12. As per the Data, 60% Higher Educational institutes provide good & healthy environment and well equipped infrastructure, better educational facilities and resources to their students.
13. According to the students, some of the institutes have the Management Committee to solve the problems of tribal students.
14. Most of Tribal students are aware about all government policies for education of tribal students.
15. 60% of the students face problems while taking benefits of the government scheme/Scholarship.
16. 70% Higher Educational institutes provide the Hostel facility to their students.
17. Most of the Higher Educational Institutes provide the medical facilities to their students.
18. 40% of the HEI's students faced challenges such as Enrolment, Equity, Quality, Poor infrastructure, political interference, less human as well as educational resources,

Accreditation, and also the less well-qualified professional teachers & staff.

### **Suggestions for improvement of Education and the ways to overcome the challenges of HEI given by the experts:**

- ❑ There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive.
- ❑ Higher educational institutes need to improve quality and reputation.
- ❑ There should be a good infrastructure of colleges and universities which may attract the students.
- ❑ Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.
- ❑ There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.
- ❑ Universities and colleges in both public private must be away from the political affiliations, Favouritism, money making process should be out of education system etc.
- ❑ There should be a multidisciplinary approach in higher education so that students' knowledge may not be restricted only up to his own subjects.

### **CONCLUSION AND RECOMMENDATIONS**

Education is a vital element for the development of tribal students. However, in many tribal regions in India, those living in remote areas do not have equal access to education as tribal living in plains. This will affect the overall literacy rate of the tribal population. The government has implemented many schemes and programs to increase the tribal

ratio in Higher Education despite its tribal lack of education. Hence, there is a need for various govt. Intervention, planners, and policymakers to address the problem of tribal receiving quality education in HEIs. From the data obtained through the Questionnaire, the researcher also concludes that there is a high need for proper management of Human Resources, Staffing, and recruitment. There is a high need to provide teacher training programs for teachers at District/ State/ National or International Level. According to data for the implementation of various government schemes/policies, there is a need to establish a special committee or staff to achieve the goals of the National Education Policy NEP. HEIs should take some specific initiative through various programs like awareness camps, street drama, counseling, etc which can create awareness among the tribal about the importance of education, career or job-oriented courses, the need to open new teacher training programs institutes for Tribal Students and more hostel facilities with better study environment should be created and parents and students should be motivated to avail such facilities. According to responses, the researcher highlights the following points that need to be discussed.

**1. Need of Training Programmes:** There is need to arrange training programmes for the teachers at District/ State/ National or International Level. Through attending various programmes conducted by RCI and NCERT teachers can get basic knowledge and skills required to enhance the quality of teaching-learning process and also to be prepare for the inclusive schools. There is high need to aware about various disabilities, their diagnosis, management and rehabilitation. Through these programmes they can improve the skills of managing classroom to meet the needs of special children. Through the training programmes to the teachers they can guide to be able to distinguish between sympathy and empathy.

**2. Upgradation in curriculum:** A carefully and well-executed curriculum plays a significant role in the success or achievement of institutes, their students and their teachers. The curriculum not only determines the objectives but also the subject matter, teaching methods, and evaluation processes. There is a need to modify curriculum as per the student's needs. There is a need to incorporate activities, and

skill-based and technology-based learning in the classrooms for the better development and success of the students.

**3. Planning for implementing policies/schemes:** For the successful implementation of every policy/scheme, strategic planning is needed. Planning and management are most important before implementing such government policies/ schemes. The strategic plan for implementing government policies/schemes includes the proper management of resources, sufficient staff, proper guidance, work distribution according to ability, knowledge and information regarding the schemes/policies.

**4. Upgradation in infrastructure:** To provide better education and facilities to students there need to upgrade infrastructure. The classrooms should be Spacious and well digital & well equipped Well-equipped labs, network connectivity, learning resources and better transport facilities for the students and the staff.

**5. Need of Human Resources:** There is a need for staffing and recruitment. According to the responses, there is a need to provide more human resources to the Higher Educational Institutes. Almost staff of H.E. institutes are involved in academic and non-academic work. The staffs already try to balance between academics and non-academic work. Because of less or insufficient staff, there is a high risk of mismanagement. For the successful implementation of government policies or schemes, there is a need to establish special committee or recruitment of separate or sufficient staff.

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