



CHALLENGES AND OPPORTUNITIES OF NOMADIC TRIBES UNDER INDIA'S NEW EDUCATION POLICY

¹Ramteke Dilip Jiwan, ²Kumbhare Dr. Sanjay

¹Associate Professor, ²Associate Professor

¹Department of Sociology

¹Dr. Ambedkar College of Arts, Commerce & Science, Chandrapur, Maharashtra, India

Abstract: The complete development of people and civilizations depends on education, which is a fundamental human right. But getting access to high-quality education is fraught with difficulties for marginalized groups, like the Indian nomadic tribes. Long-lasting inequities continue despite efforts to resolve these issues. Under India's new education policy framework, this study article examines the unique difficulties encountered by nomadic tribes in the nation. This article aims to identify the barriers to education that nomadic tribes face and how India's new education strategy may help them overcome them. It does this by doing a thorough review of official records, case studies, and literature. By bringing these challenges to light, this article hopes to educate stakeholders, educators, and policymakers on the significance of supporting inclusive and equitable education and attending to the educational requirements of nomadic tribes.

Keywords: Nomadic tribes, National Education Policy, Cultural factors, Policy gaps etc.

1. Introduction: Education is widely recognized as a basic human right and a major force behind social and economic advancement. It encourages critical thinking, human empowerment, and inclusive society. However, underprivileged groups, like India's nomadic tribes, still have difficulty obtaining high-quality education despite notable advancements in the worldwide expansion of educational access.

Indigenous groups, sometimes referred to as nomadic tribes or denotified communities, possess a unique way of life and a wealth of cultural traditions. They have historically experienced economic hardship, social shame, prejudice and exclusion from mainstream culture. Nomadic tribes are also marginalized in the field of education, where they frequently face obstacles that prevent them from accessing and completing their education.

With its enormous variety and intricate socio-economic structure, India has put in place a number of laws and programs to support inclusive education for everyone. But nomadic tribes' educational requirements have frequently gone unmet or been only partially met. The National Education Policy (NEP) 2020 presents a chance to reassess and strengthen initiatives aimed at resolving the obstacles that nomadic tribes encounter in obtaining education.

2. Scope of the Study:

This study offers a thorough examination of the opportunities and problems that nomadic tribes in India face in light of the country's recently implemented education strategy. It starts by looking at the socio-economic background and the marginalization of nomadic tribes historically. After that, it reviews India's educational policies and how they affect these people. The National Education Policy 2020 (NEP 2020) is then thoroughly examined the article, with an emphasis on its goals, tenets, and applicability to nomadic tribes. The socio-economic, cultural, infrastructure and policy-related obstacles that specifically impede nomadic tribes' access to schooling are identified and examined. The report also addresses how NEP 2020 may present chances to solve these issues, including the incorporation of traditional knowledge and inclusive education practices. Case studies, policy proposals, and practice enhancements are also presented.

3. Objectives: The primary objectives of this research paper are as follows:

1. To assess the difficulties that India's nomadic tribes encounter in getting an education.
2. To assess how the new education strategy in India, NEP 2020, affects the tribes that live in nomadic areas.
3. To determine whatever chances NEP 2020 offers to meet the educational requirements of tribes who are nomadic.

4. In order to support inclusive and equitable education for India's nomadic tribes, recommendations are being made to policymakers, educators, and stakeholders.

4. Overview of Nomadic Tribes in India

India's nomadic tribes comprise a diverse array of ethnic communities distinguished by their semi-nomadic or migratory ways of existence. These groups don't have permanent homes and frequently relocate throughout certain seasons in quest of employment possibilities. The diverse range of customs, languages, traditions, and social structures exhibited by nomadic tribes is well-known. The Banjara, Gujjar, Lambadi, Bedia, Saperas, and several more tribes are examples of nomadic people in India. The richness of India's cultural legacy and the complexity of its social structure are reflected in this variety.

The Indian nomadic tribes face a number of socioeconomic obstacles, including poverty, restricted access to basic utilities, and inadequate opportunity for healthcare and education. Due to their reliance on traditional jobs like pastoralism, hunting, gathering, or seasonal labor, many nomadic tribes experience economic marginalization. Because of their movement and reliance on natural resources, nomadic lifestyles sometimes provide obstacles to receiving government benefits, services, and entitlements. Furthermore, poor literacy rates, a lack of proper healthcare facilities, and a lack of suitable educational infrastructure are common problems for nomadic groups, all of which contribute to the marginalization and poverty cycles that they experience.

Due to sociocultural biases and colonial practices, Nomadic tribes have encountered several difficulties due to historical marginalization, including laws from the British government like the Criminal Tribes Act of 1871, which have exacerbated their socioeconomic disadvantage and prevented them from accessing education. These groups have experienced separation from their land, forced relocation, and social marginalization. Their vulnerability has been made worse by the government's failure to acknowledge them, which has prevented them from receiving political representation, social welfare benefits, and land rights.

In conclusion, the varied cultural legacy, socioeconomic struggles, and historical marginalization of India's nomadic tribes are what define them. Creating inclusive policies and initiatives that meet their particular needs and goals requires an understanding of the complexity of their identities, lives, and problems.

5. The Development of Indian Education Policies:

Over time, as goals and socio-political settings changed, India's efforts to advance universal education changed as well. Prior to independence, educational programs mostly concentrated on increasing access to elementary education and basic literacy, paying little regard to the needs of disadvantaged groups, such as nomadic tribes.

To overcome educational gaps and advance equitable development, the Indian government launched a number of policies and initiatives after independence. Still, there have been persistent gaps in educational achievement and access because the educational requirements of nomadic tribes were frequently disregarded.

In the past, socioeconomic obstacles like poverty and seasonal migrations, linguistic and cultural differences and barriers, institutional and structural limitations like inadequate school facilities and a lack of qualified teachers, and gaps in policy and legislation, such as unclear recognition and sparse application and enforcement of existing provisions, have all made it difficult for nomadic tribes to receive an education.

6. India's New Education Policy: An Extensive Analysis:

India's education system has undergone a major change with the implementation of the New Education Policy (NEP) 2020, which aims to suit the changing demands of students in the twenty-first century and solve a number of issues.

- 6.1 Introduction to NEP 2020 :** The Indian government's Ministry of Education created NEP 2020 as a policy paper to offer a blueprint for changing the education industry. It takes the place of the earlier policy, which was created in 1986 and revised in 1992. To guarantee widespread participation and consensus-building, the policy was produced through a comprehensive consultation process including a variety of stakeholders, including legislators, educators, specialists, and the general public.
- 6.2 Important Goals and Ideas:** In order to promote fair access, improve quality, encourage innovation, and support holistic growth in the educational system, NEP 2020 lays out a number of important goals and guiding principles. Key goals include making education universal from preschool to secondary school, guaranteeing that all students have equitable access to high-quality instruction, encouraging holistic development that encompasses the physical, social, emotional, and cognitive domains, and incorporating skill development and vocational education into the curriculum to improve employability.
- 6.3 Changes in Structure:** A more comprehensive and adaptable learning environment is intended by NEP 2020, which calls for major structural changes in the educational system, such as breaking up schooling into four phases: foundational (3–8 years), preparatory (8–11 years), middle (11–14 years), and secondary (14–18 years). A National Mission on Foundational Literacy and Numeracy is also recommended by the policy in order to guarantee that all children have these skills by the time they enter Grade 3.
- 6.4 Reforms in the Curriculum and Pedagogy:** NEP 2020 places a strong emphasis on the need for pedagogical and curriculum changes to encourage experience learning, creativity, and critical thinking. It promotes cutting back on curricular content to concentrate on key ideas and learning objectives. To make learning more interesting and

applicable for students, the policy promotes the use of cutting-edge pedagogical techniques including activity-based learning, collaborative learning, and interdisciplinary methods.

- 6.5 Professional Development and Training for Teachers:** NEP 2020 emphasizes the value of professional development and teacher training in raising teaching standards and efficacy. It suggests creating a National Mission for Mentoring to offer teachers ongoing assistance and direction in their professional lives. The policy also highlights the necessity of continuous professional development programs for teachers in order to provide them with the abilities and know-how required to use learner-centered pedagogies, incorporate technology into their lesson plans, and meet the varied requirements of their students.
- 6.6 Digital education and technology integration:** NEP 2020 acknowledges that technology has the ability to revolutionize education and promotes the use of digital tools and platforms to improve teaching-learning procedures. The policy encourages the use of technology in content production, delivery, evaluation, and teacher preparation. It also supports giving students in underprivileged and distant locations access to digital resources and educational opportunities.
- 6.7 Equity and Inclusive Education:** With a focus on addressing inequalities based on gender, socioeconomic position, language, disability, and geography, NEP 2020 emphasizes the significance of inclusive education and equity. In order to meet their unique needs and problems, the policy promotes the integration of children from disadvantaged communities—including nomadic tribes—into mainstream educational programs as well as the provision of focused interventions and support measures.
- 6.8 Monitoring and Implementation Mechanisms:** The implementation techniques and institutional structures needed to enable the successful execution of policy objectives are outlined in NEP 2020. It highlights how state and municipal governments, academic institutions, and civil society organizations drive policy implementation and track advancements. The National Assessment Centre - 'PARAKH' (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) and Rashtriya Shiksha Aayog (National Education Commission) are among the statutory bodies that the policy suggests being established in order to supervise policy implementation and offer strategic guidance.

To sum up, NEP 2020 is a comprehensive and progressive policy framework designed to change India's educational system to better serve the interests and goals of students in the twenty-first century. Through prioritizing equity, quality, inclusiveness, and innovation, the policy aims to provide a framework for an education system that is more responsive, equitable, and inclusive, equipping students for the possibilities and challenges of the future.

7. Relevance to Nomadic Tribes:

The necessity of inclusive education is emphasized by the NEP 2020, which acknowledges the special requirements and difficulties experienced by excluded people, especially nomadic tribes. Among the important clauses of the policy that apply to nomadic tribes are:

- 7.1 Flexible and Multilingual Education:** The NEP 2020 advocates for flexible and multilingual education, giving children the chance to learn in both their native tongue and a regional language while also having the opportunity to acquire new languages. Given that many nomadic tribes have unique languages or dialects, this is very important.
- 7.2 Inclusive Education methods:** Students from marginalized populations are among those whose needs are addressed by inclusive education methods, which are supported by the policy. In order to meet the unique issues encountered by the community, it highlights the significance of community ownership and participation in educational efforts.
- 7.3 Integration of Traditional Knowledge:** In order to honor the importance of cultural heritage and traditional knowledge systems, the NEP 2020 promotes their inclusion in the curriculum. Especially for nomadic tribes, whose traditional knowledge and skills are ingrained in their way of life and have been passed down through generations, this is significant.
- 7.4 Capacity Building and Infrastructure Development:** The policy emphasizes the need for teacher training programs and infrastructure development to ensure that every student obtains a top-notch education. Two instances of this include preparing teachers to work with a diverse group of pupils, including those from nomadic tribes, and enabling individuals living in remote and impoverished areas to have greater access to educational resources.

8. Challenges Faced by Nomadic Tribes:

- 8.1 Socio-Economic impediments:** Education is impeded for nomadic tribes due to notable socio-economic impediments. These consist of:
- **Poverty:** With little access to necessities like food, housing, and medical care, a large number of nomadic tribes are impoverished. Low enrollment and high dropout rates among children from nomadic households are consequences of poverty, which often pushes families to put survival above education.
 - **Seasonal Movements:** Children's schooling and educational continuity are disrupted by the nomadic lifestyle, which is typified by seasonal movements in pursuit of grazing pasture or economic opportunities. It is hard for nomad families to get their kids enrolled in school and keep up regular attendance when they move around a lot.
- 8.2 Language and Cultural Barriers:** Tribal nomadic groups frequently encounter language and cultural obstacles that limit their access to schooling. Among these are:
- **Language Barriers:** Differentiated languages or dialects spoken by several nomadic tribes may not be acknowledged or encouraged in traditional educational settings. Children that live nomadic lifestyles find it challenging to comprehend and participate in the curriculum because to language limitations that impede communication between educators and learners.

- **Cultural Differences:** Cultural differences can create hurdles to education because the customs, values, and conventions of nomadic tribes may differ from those of settled societies. Since they see formal education as unnecessary or incompatible with their way of life, some nomadic families place a higher value on traditional knowledge and abilities than on it.

8.3 Infrastructural and Institutional Barriers: The lack of adequate infrastructure and institutional support frequently prevents nomadic tribes from providing their members with high-quality education. Among them are:

- **Inadequate Educational Facilities:** Schools, classrooms, libraries, and sanitary facilities are among the fundamental educational infrastructures that are frequently absent from nomadic communities. Children are forced to travel great distances or give up school entirely because educational institutions are underfunded in remote and underprivileged areas where nomadic tribes reside.
- **Lack of Trained Instructors:** The educational gaps among nomadic tribes are made worse by the lack of competent instructors in rural and isolated places. The special requirements of nomadic children, such as linguistic and cultural difficulties, are not well understood or met by the instructors in many schools in nomadic communities.

8.4 Policy and Legal Gaps: The lack of clarity in policies and laws prevents nomadic tribes from receiving an education. Among them are:

- **Ambiguities in Recognition:** It's possible that nomadic tribes won't have formal recognition or inclusion in educational policies and initiatives, which will keep them out of specific interventions and support services. The marginalization of nomadic tribes within the educational system is sustained and made worse by the lack of acknowledgment.
- **Inadequate Enforcement and Implementation:** Although inclusive education laws and procedures exist, their ability to reach nomadic tribes is hampered by insufficient enforcement and implementation measures. Nomadic populations are underfunded and susceptible to educational exclusion because government programs frequently fail to reach remote and underprivileged locations.

In short, recognizing the socioeconomic, cultural, and geographic variety of nomadic tribes is essential to developing comprehensive solutions to address these issues. Infrastructure development, culturally sensitive methods, community involvement, and policy changes suited to the unique requirements of nomadic groups are all necessary components of any effort to increase educational access and attainment.

9. Opportunities NEP 2020 Offers:

The National Education Policy 2020 (NEP 2020) offers many avenues for addressing the issues that nomadic tribes encounter and advancing inclusive education. Among these opportunities are:

9.1 Strategies for Inclusive Education:

In order to guarantee that all children, particularly those from vulnerable communities like nomadic tribes, have fair access to high-quality education, NEP 2020 places a strong emphasis on inclusive education. In order to meet the varied requirements and backgrounds of students, the policy promotes flexible and diversified educational techniques. These approaches permit the use of non-formal education programs, vocational training, open and online learning, and other alternative forms of instruction. Because of their nomadic existence, nomadic tribes may have special educational needs, therefore this flexibility might be very helpful to them.

9.2 Integration of Traditional Knowledge:

NEP 2020 promotes the inclusion of traditional knowledge systems and cultural heritage in the curriculum because it acknowledges their importance. This offers a chance to integrate within the educational framework the rich cultural traditions, languages, histories, and contributions of nomadic groups. Through the integration of traditional knowledge, NEP 2020 seeks to promote cultural inclusion and validate the significance of indigenous knowledge systems while cultivating a feeling of pride, identity, and belonging among students from nomadic tribes.

9.3 Developing Infrastructure and Increasing Capacity:

NEP 2020 emphasizes how important it is for professional development programs and teacher training to improve teachers' abilities, especially when it comes to interacting with a diverse student body. The strategy also highlights how crucial it is to enhance the infrastructure so that educational facilities may be made accessible and furnished to accommodate the requirements of all students. This entails constructing new schools, renovating current ones, and supplying basic utilities in isolated and underprivileged locations where nomadic tribes reside.

9.4 Community Participation and Ownership:

NEP 2020 promotes increased community ownership and involvement in the processes of decision-making and execution related to education. This gives nomadic communities a chance to actively participate in creating their educational initiatives and programs, making sure they are sustainable, culturally appropriate, and responsive. NEP 2020 aims to promote a feeling of ownership and accountability among communities by incorporating them in the development, execution, and assessment of educational interventions. This should result in more inclusive and successful results for nomadic tribes.

9.5 Integration of Technology:

NEP 2020 places a strong emphasis on utilizing technology to improve educational outcomes and teaching-learning processes. This offers a chance to use digital tools and platforms to get beyond geographical constraints and give nomadic tribes, even in isolated and underserved locations, access to high-quality education. NEP 2020 seeks to improve educational opportunities and results for nomadic communities by bringing digital learning materials, interactive tools, and online support services to them through the integration of technology into education delivery.

Overall, NEP 2020 offers a thorough framework for advancing inclusive and equitable education, giving opportunity to address the unique difficulties encountered by nomadic tribes and enabling them to pursue their dreams of receiving a top-notch education and reaching their full potential. Stakeholders, educators, and legislators may collaborate to create an inclusive and equitable education system that doesn't leave anybody behind by taking advantage of these possibilities and putting focused solutions into place.

10. Best Practices and Case Studies:

- **Effective Interventions Aimed at Nomadic Tribes:** A number of programs have been put in place in India to support inclusive education and cater to the educational requirements of nomadic tribes. These consist of bridging courses created especially for youngsters who are nomads, residential hostels, community-based education initiatives, and mobile schools. Among nomadic tribes, these strategies have been effective in raising enrollment, boosting attendance, and improving learning outcomes.
- **Crucial Elements of Effectiveness:** Culturally appropriate curricula and instructional materials, flexible and accessible learning opportunities, teacher support and training, infrastructure development, government funding and support, and community ownership and involvement are all important components of the success of interventions aimed at nomadic tribes.
- **Potential for Scalability and Replicability:** Effective interventions aimed at helping nomadic tribes may be expanded and re-implemented in different areas and situations. The identification of best practices and lessons gained can facilitate the development and implementation of successful policies by policymakers, educators, and stakeholders to promote inclusive education for India's nomadic populations.

11. Suggestions Regarding Procedure and Policy:

- **Enhancing Implementation processes:** To guarantee that programs and policies meant to support inclusive education for nomadic tribes are successfully carried out and tracked, policymakers and government organizations should enhance implementation processes. Ample resource allocation, forming alliances with pertinent parties, carrying out frequent assessments, and promptly resolving implementation-related issues are all part of this.
- **Improving Collaboration and Coordination:** In order to support inclusive education for nomadic tribes, cooperation and coordination between governmental bodies, civil society groups, educational institutions, and community-based organizations are crucial. Through collaborative efforts, stakeholders may effectively utilize their knowledge, assets, and connections to create and execute all-encompassing and enduring approaches to meet the educational requirements of peripatetic societies.
- **Investing in Research and Data Collection:** To gain a deeper understanding of the educational requirements, obstacles, and prospects faced by India's nomadic tribes, further investigation and data gathering are required. To gather information on enrolment rates, attendance, learning results, the need for teacher preparation, infrastructural shortages, and community priorities, surveys, assessments, and evaluations are conducted. Policymakers, educators, and other stakeholders may make well-informed choices and customize interventions to address the unique requirements of nomadic communities by allocating resources towards research and data collecting.

12. Result and Discussion:

- **Summary of Findings:** The potential and difficulties faced by nomadic tribes in India under the country's new education policy framework have been examined in this research article. It has recognized potential offered by NEP 2020 to address these issues as well as socioeconomic, cultural, infrastructure, and policy-related hurdles impeding nomadic populations' access to and achievement in education.
- **Implications for Policy and Practice:** The conclusions of this study have a number of ramifications for stakeholders, educators, and legislators that support inclusive education for India's nomadic tribes. Through the identification and resolution of the issues raised in this article, stakeholders may create and execute plans that enhance educational fairness, quality, and accessibility for populations living on the move.
- **Request for Action:** Encouraging inclusive education for tribal people who travel about demands cooperation and dedication from all parties involved. Collaboratively, policymakers, educators, civil society groups, and community leaders need to devise and execute all-encompassing and enduring solutions that tackle the distinct requirements and obstacles encountered by nomadic communities. We can empower nomadic tribes, advance social justice and equality, and create a more wealthy and inclusive society by investing in education.

References:

1. Agarwal, B. 2018. Education of Nomadic Tribes in India: Issues and Challenges. *International Journal of Advanced Educational Research*, 3(4): 50-55.
2. Government of India. 2020. National Education Policy 2020. Ministry of Education. Retrieved on January 31, 2024 from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
3. Kaur, J., & Kaur, R. 2017. Education of Nomadic Tribes in India: A Critical Analysis. *International Journal of Applied Research*, 3(8): 1037-1040.
4. Kumar, V., & Taneja, M. 2019. Educational Status of Nomadic Tribes in India: A Review. *International Journal of Education, Culture and Society*, 4(2): 47-56.
5. Ministry of Tribal Affairs, Government of India. (2017). Report of the Expert Committee on Tribal Health. Retrieved from https://tribal.nic.in/DivisionsFiles/HealthDivision/ReportExpertCom_TribalHealth.pdf
6. Planning Commission, Government of India. (2013). Report of the Expert Group to Review the Methodology for Estimation of Poverty. Retrieved from http://planningcommission.gov.in/reports/genrep/pov_rep0707.pdf

7. Sharma, S. 2016. Inclusion of Nomadic Tribes in Indian Education System: An Analytical Study. *Journal of Education and Practice*, 7(17): 76-81.
8. Singh, R. 2015. Educational Development of Nomadic Tribes in India. *International Journal of Multidisciplinary Approach & Studies*, 2(2): 106-111.
9. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2019). *Global Education Monitoring Report 2019: Migration, Displacement and Education – Building Bridges, Not Walls*. UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368065>

