

GOVERNMENT OF INDIA
MINISTRY OF TRIBAL AFFAIRS
LOK SABHA
UNSTARRED QUESTION NO.†122
TO BE ANSWERED ON 03.02.2020

EDUCATION FOR TRIBALS IN THEIR MOTHER TONGUE

†122. SHRI RAMDAS C. TADAS:

Will the Minister of TRIBAL AFFAIRS be pleased to state:

- (a) the current status of education with regard to Scheduled Tribes in the country;
- (b) the steps taken by the Government to provide education to the children of Scheduled Tribes in their own mother tongue at pre-primary and primary level;
- (c) the details of ratio of scheduled tribe teachers in schools, State-wise;
- (d) whether the adaption programmes regarding tribal languages and culture are run for regular and contractual teachers in tribal regions;
- (e) whether the Government supports any initiative to publish the text books and children books in tribal languages and if so, the details thereof; and
- (f) whether the tribal festivals and occasions are considered while making the teaching time-table and if so, the details thereof?

ANSWER

MINISTER OF STATE FOR TRIBAL AFFAIRS
(SMT. RENUKA SINGH SARUTA)

(a) : As per the census 2011, the literacy rate of Scheduled Tribes (STs) is 59 % as compared to 73 % for all category. Further, as per 71st round (January – June, 2014) survey conducted by National Sample Survey Office (NSSO), Ministry of Statistics & Programme Implementation ‘Social Consumption: Education’ literacy rate for STs is 67% and corresponding figure for all category is 76%.

As per data of Ministry of Human Resource Development, the average annual Drop-Out rate of Scheduled Tribe students for the year 2014-15 in respect of Primary, Upper Primary and Secondary levels is 6.93, 8.59 and 24.68 respectively. The Gross Enrolment Ratio (GER) of Scheduled Tribe Students for the year 2016-17 in respect of Primary, Upper Primary, Elementary, Secondary and Senior Secondary levels is 101.6, 95.7, 99.6, 73.5 and 42.7 respectively.

(b) : Section 29 (2) (f) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 states that “medium of instruction shall, as far as practicable, be in child’s mother tongue”. The National Curriculum Framework (NCF), 2005 emphasizes the importance of imparting primary education in the mother tongue of the child. Since education is in the Concurrent List of the Constitution, States have the liberty to decide the medium of instruction in schools. The NCF clearly states that the Three-Language Formula is an attempt to address the challenges and opportunities of the linguistic situation in India. As per the “Three Language Formula” the first language to be studied must be the mother tongue or the regional language.

(c) Percentage of Scheduled Tribe Teachers in Primary with Upper Primary and Secondary Schools – All Areas, All Management is given at Annexure – I.

(d) Governments of Andhra Pradesh, Jharkhand and Telangana have informed that such programmes are conducted in their States.

(e): Ministry of Tribal Affairs extends support to State Governments / UTs for mother tongue-based education and development of bilingual Primers for enhancement of learning achievement level amongst the Scheduled Tribe Students. So far 82 language primers have been developed by various State Governments as detailed below:

State	Primers Details	Language / tribe covered
Tripura	14 Primers	Kokborak, halam, Mog, Garo, Kuki, Mizo
Odisha	5 Primers	Juang, Kisan, Koya, Oram, Saora
Maharashtra	11 Primers	Gondi, Halbi, Kokni, Kolami, Korku, Madiya, Mavchi, Pardhi, Pawari, Thakri
Madhya Pradesh	15 Primers	Halbi, Kudhukh, Bhili, Gondi, Korku,
Kerala	6 Primers	Kattunaikan, Paniyan
Chhattisgarh	5 Primers	Kukudu, Praja, Halbi, Bharia
Jharkhand	5 Primers	Kukudu, Khadia, Khorat
Telangana	5 Primers	Gondi, Koya, Kolami, Kondh, Banjara
West Bengal	16 Primers	Olchiki, Kuduk

(f) Ministry of Tribal Affairs advocates for considering tribal festivals and occasions while making the teaching time-table through issuance of advisories to the States from time to time. Government of Jharkhand has informed that academic calendar is prepared considering local holidays and tribal festivals. Government of Telangana has informed that State Government is giving flexibility to the District Collectors, Project Officers of Integrated Tribal Development Agencies to declare local holidays to Education Institutions during Tribal Festivals.

**Annexure I referred to in reply to part (c) of Lok Sabha Unstarred Question No. 122 for 03.02.2020
regarding 'Education for Tribals in their Mother Tongue'**

**Percentage of Scheduled Tribe Teachers in Primary with Upper Primary and Secondary Schools
– All Areas All Management**

S. No	India / State	Male	Female
	India	9.32	6.18
1	Andhra Pradesh	18.88	9.41
2	Arunachal Pradesh	48.05	60.11
3	Assam	14.03	12.75
4	Bihar	1.66	2.69
5	Chhattisgarh	14.61	11.90
6	Goa	4.10	1.32
7	Gujarat	8.74	7.03
8	Haryana	0.04	0.05
9	Himachal Pradesh	5.31	4.86
10	Jammu & Kashmir **	8.40	4.73
11	Jharkhand	13.58	27.97
12	Karnataka	4.71	2.72
13	Kerala	2.18	1.70
14	Madhya Pradesh	4.33	4.14
15	Maharashtra	5.68	3.76
16	Manipur	37.49	35.99
17	Meghalaya	69.96	79.39
18	Mizoram	*	*
19	Nagaland	72.67	86.23
20	Odisha	14.46	9.07
21	Punjab	0.02	0.02
22	Rajasthan	9.01	4.96
23	Sikkim	38.69	40.25
24	Tamil Nadu	1.22	0.96
25	Telangana	8.20	3.57
26	Tripura	26.45	31.10
27	Uttarakhand	2.42	2.23
28	Uttar Pradesh	1.03	0.78
29	West Bengal	3.56	5.05
30	Andaman & Nicobar Islands	10.98	10.97
31	Chandigarh	0.14	0.15
32	Dadar & Nagar Haveli#	63.38	20.00
33	Daman & Diu#	6.06	5.33
34	Delhi	3.41	0.49
35	Lakshadweep	100.00	95.00
36	Puducherry	0.00	0.04

*States does not have such school type.

**Figure of Jammu & Kashmir is before bifurcation into two UTs -- Jammu and Kashmir, and Ladakh.

#Figures are before unification of the two UTs – Dadra & Nagar Haveli & Daman & Diu

Source: Elementary Educations in India, 2016-17, National Institute of Educational Planning and Administration (NIEPA) & Department of School Education and Literacy, Ministry of Human Resource Development Government of India.