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GPI of Scheduled Tribes in India

Dr. Kailas Sunil Patil

Asst. Professor, Dept. of Economics
Vivekanand College (Autonomous), Kolhapur.
Email- ecokailasvita@gmail.com

Abstract:

Since last two decades, importance of inclusive growth is increased in the field of socio economic environment at every level of governance. Social inclusion is depends on various factors but out of them level of education and employment is prior because it is directly related to purchasing power and finally level of satisfaction of any society. This paper presents macro view of education level, gross enrollment in different level of education and gender parity index of Indian scheduled tribes. Gender parity index indicates potential of human capital base of a community. The analysis is made comparatively and connected it with their aggregate socio economic development.

Key words : Gross enrollment, GPI, socio-economic development, inclusive growth

1. Introduction:

Success of socially inclusive growth of any region or nation is depends on development of marginalized section. Scheduled tribes are locally known as 'Adiwasi'. The term ST- scheduled Tribes is first appeared in the Constitution of India. The definition of scheduled tribes is given in article 366(25) as "Such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under article 342 to be scheduled tribes for the purpose of this constitution." Article 342 prescribes procedure to be followed in the matter of specification of scheduled tribes. In India, tribal communities are varied in their socio economic development. There are many policies are made and implemented for this community but only small portion or say number of tribal people have been benefited by the policies and programmes meant for specially this community. This shows an imbalanced progress and uneven process of change and development in their occupational structure and their standard of livings.

The term workforce is also called as labour force which indicates total supply of labour or worker in the economy at a particular period of time either they are employed or unemployed. The socioeconomic development of any community is depends on favorable change in structure of occupation or workforce engaged in more productive sector. This situation is related with level of education. There is close and direct relationship between education, workforce engagement and socioeconomic development. Well designed and successfully implemented education policy, skilled human capital and required adequate training facility develops workforce so that they obtain job on one side and creates favorable environment for sustainable economic progress ultimately.

Gender Parity Index :

GPI that is Gender parity index is an indicator which indicates relative access to education of male and females. This index is released by United Nations Educational, Scientific and Cultural Organization i.e. UNESCO. It is measured by using quotient of the number of females by the number of males enrolled in given stage of education. The stages of education are primary education, secondary education, higher secondary education and higher education. GPI value equal to one indicates that there is equality between male and female. If the numeric value of GPI is less than one then it indicates that females are away from educational opportunities and if the GPI is more than one then it indicates that it is in favors in female than the male.

2. Objectives :

1. To know education status of ST in India
2. To understand GPI of ST in India.

3. Research Methodology :

The approach of the paper is descriptive and exploratory. The information and data is collected from secondary sources.

4. Review of Literature

Motkuri, Venkatanarayana in his research paper 'Stagnant Structure of Workforce among Scheduled Tribes (STs) in Andhra Pradesh: A Macro View' published in MPRA has analyzed the changes in the structure of the workforce of Scheduled Tribes in Andhra Pradesh its impact in the inclusive growth perspective. He has find out that although there has been progress on many development indicators in the Scheduled Tribe community in the state Andhra Pradesh, the said community still lagged behind the 'other' social groups. Slow progress in expected change in structure of employment towards secondary and tertiary sector or non-agriculture in general and stagnation among Scheduled Tribes for a long time is a cause of concern.

Mohanty Abhijit in his article 'Education for tribals: Bottlenecks and the way forward' published in 'DownToEarth' has explained about tribal culture their languages, cognitive learning capacity of children's and find out that there is need of strategic discot of governance for tribal education. He also suggested that policy framers need strategy to enhance educational status of tribal children's.

The **TATA trusts** have been working to improve systems and infrastructure by partnering with governments bodies. The Tata Institute of Social Sciences reviewed tribal residential schools in 2019 and point out that the schools were distant from nearby villages, leading to the isolation of students and an increased apathy of school management and teachers towards the students' welfare. Number of the schools are facing problems of basic infrastructure. By setting some important and needy goals the trust is working on it.

Daripa Shamal Kumar has published a research paper on 'Tribal Education in India : Government Initiative and Challenges' and elucidate educational status of ST with different schemes up to 201. He find out that since the attainment of independence, government of India has taken several initiatives, schemes and programmes and allotted funds to different plans to spread education among the tribes. He also suggested that to take help of various NGOs and local media to create awareness among the tribes about importance of education and initiatives of government.

Some of these earlier studies focused on efforts made by government on spared of education among the tribes and analyzed it statistically. The present research paper is spotlighting on gender based enrollment of tribes and their relevance.

5. Scheduled Tribes in India

The Tribal communities have social and cultural importance in India. There are near about 550 communities comes under tribes. A **tribe** is a social division in a traditional society consisting of families linked by social, economical and religious ties, with a common culture. These communities possesses certain qualities and characteristics that make it a unique cultural with social and political entity.

In 1951, the number of scheduled tribes in India was 5.6 percent of total population. As per 2001 Census, it was 8.2% of the total population of India. Census data 2011 shows that the number of scheduled tribes in India is 10,42,81,034. It is 8.6 percent of the total population of India.

Table No. 1 Literacy rate in Scheduled Tribes

Year		1961	1971	1981	1991	2001	2011
Total	All India	28.3	34.45	43.57	52.21	64.84	73
	ST	8.53	11.3	16.35	29.6	47.1	59
Male	All India	40.4	45.96	56.38	64.13	75.26	80.9

	ST	13.83	17.63	24.52	40.65	59.17	68.5
Female	All India	15.35	21.97	29.76	39.29	53.67	64.6
	ST	3.16	4.85	8.04	18.19	34.76	49.4

Source : Office of the Registrar General, India

Since last sixty years, overall literacy rate of India has increased. In case of scheduled tribes the literacy rate was just 8.53 percent in 1961 and in the year 2011 it seems 59 percent of total ST population but it is less than general literacy rate. The male literacy rate of scheduled tribes is also increased from 13.83 percent in 1961 to 68.5 percent in 2011 and it is also comparatively low. In side of tribal women literacy the condition was poor in 1961 and rate was just only 3.16 percent and it takes favorable change and the ratio is 49.4 percent.

Gender Parity Index (GPI) :

The Gender Parity Score indicates women's enrollment or success to acquire education at different level of education. The key advantage of the Gender Parity Index is that it enables comparisons to be made over time and among region or communities on the basis of gender.

Year	Secondary (IX-X)	Senior Secondary (XI-XII)	Higher Education
2013-14	1.00	0.93	
2014-15	1.01	0.95	
2015-16	1.02	0.97	0.85
2016-17	NA	NA	0.85

NA: Not available
Data Source:
For School Education: U-DISE), NUEPA
For Higher Education: AISHE Reports, MHRD

On the basis of information collected by Unified- District Information System for Education (U-DISE), NUEPA for school level education and the data available with All India Survey on Higher Education (AISHE), MHRD related to higher education gender parity index is calculated. The table no. 2 shows that since 2013-14 Gender Parity Index of Scheduled tribe in India at school level is more than 01 it indicates that the enrollment of female is more than male at this level. In case of senior secondary level of education the score is always more than 0.90 and it is also somehow favor in female. Index related to higher education indicates that there is need to made efforts for providing opportunities to tribal women's for higher education. The data series indicates inconsistency of women education in tribes. In the year 2013-14 STs GPI at secondary level of education is 1.00 and in the next phase of same enrolled candidates GPI is 0.95 and 0.97 for the year 2015-16 and 2016-17 respectively. This gap indicates female dropout at the level and the dropout rate is increased at higher level of education because it is comes to score 0.85 on the year 2016-17.

Basically tribes are located in hilly area and most of the communities are changing their locations as per their occupation it impacts on the education status of this community in general and on female's education in particular. The factors which reduce school enrollment and drop out in ST community and the GPI less than 1 are illiterate parents, lack of awareness, Poor physical facilities, expensive schooling, lack of teaching staff and punitive practices etc.

To increase enrollment of tribes on all levels of education as well as to sustain GPI up to higher level there is need to provide physical and academic facilities to tribe located educational institutes on one

side and on another side efforts to be made on government level as well as with the help of NGOs for to create awareness and provide scholarship like financial facilities. Now it is phase that higher education should provide placements related facilities and active in placement drive so that these newly higher educated employed tribes will be an ideals for their community and they can understand the importance of education with gender neutrality.

Conclusion:

Social development and standard of living of any community is depends on economic condition of the members of that society. There is strong relationship between the education level and employment opportunities. Inclusive growth is possible if it is based on equal opportunities. GPI of scheduled tribes indicates that there is need of strategic plan for creating equality in education so that it helps to create favorable environment for inclusive growth and socioeconomic upliftment of tribes in India

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