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Q4(c)

Elucidate the problems and challenges in educational attainment of the Scheduled Tribes

UPSC Civil Services Mains 2021 · Anthropology GS 2 · 15 marks · Problems of exploitation and deprivation of Scheduled Castes, Scheduled Tribes and Other Backward Classes. Constitutional safeguards for Scheduled Tribes and...

7.1 Problems of exploitation and deprivation of Scheduled Castes, Scheduled Tribes and Other Backward Classes. Constitutional safeguards for Scheduled Tribes and Scheduled Castes.

Core demand of the question

- What are the problems and challenges in the educational attainment of Scheduled Tribes?
- Keep the answer to a 15-mark length of about 200 words

Revision summary

ST attainment lags because of distance, migration, and teacher gaps.

Unscheduled home languages meet a majority-medium school.

Ashram and Eklavya schools raise enrolment more than outcomes.

Reservation helps the few who finish the ladder.

Health and land poverty keep education a risky bet.

Introduction

Scheduled Tribe educational attainment lags national averages at school and college. The challenge is not a single deficit of talent. It is language, distance, livelihood, and a school that still feels like someone else's house.

Body

Access and survival

- Habitations are scattered. Hostels help, and they also uproot children from language and work calendars.
- Seasonal migration and forest-farm labour pull children out before Class 8. Girls leave earlier where safety and water work bite.
- Teacher vacancy and absenteeism in **Fifth Schedule** blocks are a repeated official finding.

Language and curriculum

- Home speech is often unscheduled. **Article 350A** promises mother-tongue primary help that many tribal schools never get.
- Curriculum and history remain plains-Hindu or national-urban. Dropout is cultural as well as economic.

Quality and mobility

- Ashram schools and Eklavya model schools expand enrolment. Learning outcomes and higher-secondary science seats still lag.
- First-generation graduates face a thin social-capital bridge into university and service jobs, even with reservation under **Articles 15 and 16**.
- Christian mission schools raised literacy in parts of the North-East and Chotanagpur. That path is uneven and politically contested.

Structural load

- Malnutrition and poor health cut attendance. Land alienation makes education a risky long bet against wage work.

Flow diagram

Distance migration -> Low attainment
Language mismatch -> Low attainment
Poverty health -> Low attainment
Hostel EMRS reservation -> Partial bridge

Conclusion

ST education fails at the junction of distance, language, poverty, and a mismatched school. Hostels and reservation open doors. Mother-tongue primary teaching and local teachers are the harder remaining work.

Facts & figures

Article 350A

Directive for mother-tongue primary facilities, weakly delivered for many tribal tongues.

Eklavya Model Residential Schools

Central scheme of residential schooling aimed at ST students.

Fifth Schedule

Areas where teacher vacancy and scattered hamlets repeatedly show in education data.

Article 15 and 16

Allow special provision and job equality tools that still need a completed school pipeline.