



Fact Of Literacy Status Of Tribal Areas Of Himachal Pradesh

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“Sit idle no more. Go get an education”

Savitri bai Phule

Abstract

Education is the main indicator to make women self-reliant and empower their socio-economic status. The female literacy rate of the nation is 64.63 percent (Census Report 2011) with a gap of around 16 percent compared to male literacy. However, the literacy rate of females in Himachal Pradesh is higher in proportion with 75.73 percent with approximately the same gender gap as per national level. The tribal districts of Himachal Pradesh viz. Kinnaur; Lahaul -Spiti as well as Pangi and Bharmour (now tehsil Bharmour and sub-tehsil Holi) Sub-Divisions of Chamba district also have almost a similar gender gap in literacy, nevertheless, the causes may vary. This research aims to provide insight into the status of the literacy gap among females and males of the tribal districts by reviewing and providing an analysis of these districts.

Keywords: Women, Education, Literacy, Tribe, Himachal Pradesh

Introduction:

India has different geographical boundaries with different customs rituals and heterogeneous populations. Every region has its legacy; hence, women face heterogeneity in this pluralistic nation. Recent years have seen substantial and consistent economic growth, which has created a special chance and momentum for the social sector to develop more quickly (Sen,1999). Education is a major component of achieving the World Bank's social development goals, promoting equitable growth, social cohesion, and accountability in progress (Sen, 1999). While education and literacy are often used interchangeably, they represent distinct concepts with varying implications. Education encompasses the holistic process of acquiring knowledge, skills, values, and attitudes through formal schooling, informal learning, and life experiences. It involves the ability to read and write critical thinking, problem-solving, and social and emotional development. In India, education is formalized through schools, colleges, universities, vocational institutions, and various educational programs. Literacy, on the other hand, refers specifically to the ability to read and write at a basic level. It is typically measured through literacy rates, which indicate the percentage of people within a population who can read and write a simple sentence in any language. While literacy is an essential foundation for education, it does not necessarily guarantee access to quality education or the development of higher-order cognitive skills. Education has a significant influence on the development of any society. It has to do with facets of life that are social, political, economic, professional, philosophical, and cultural. In essence, it transfers the knowledge, abilities, and mindset required by people to operate more productively in their respective fields of expertise,

and for that, education is among the best tools. On January 25, 1971, Himachal Pradesh—previously a union territory—became a state of India. The Population of Himachal Pradesh as per the census 2011 was 6,856,509. Himachal Pradesh's population is made up of numerous diverse social castes and ethnolinguistic groupings. The most well-known communities are the Gujari, Kinnauri, Lahuli, Pangwali, and Gaddi (Gaddi). Although Buddhists predominate in the sparsely inhabited districts of Lahaul Spiti and Kinnaur, these districts share a border with Tibet and the vast majority of people are Hindu. The official state languages of Himachal Pradesh are Hindi and Pahari. However, in Lahaul, Spiti, and Kinnaur, the Sino-Tibetan language is the most generally spoken one. In the latter part of the 20th century, Himachal Pradesh worked hard to increase educational opportunities. As a result, enrolment at all levels has increased in tandem with a notable increase in the number of primary, secondary, and post-secondary institutions.

The Scheduled Tribes (STs) are accorded special status by the Indian Constitution. Historically called "tribes," "adivasis," "vanbasis," or "tribals," STs make up roughly eight percent(8%) of all Indians. The whole Kinnaur and Lahaul-Spiti districts, as well as Pangi and Bharmour (now tehsil Bharmour and sub-tehsil Holi) Sub-Divisions of Chamba district, meet the minimal requirement of 50 percent S.T. population concentration in a C.D. Block to become Scheduled areas in the State. These are some of the most isolated and difficult-to-reach places in the Himachal State, with an average elevation of 3281 meters above mean sea level. These tribal areas are located in the north and northeast of Himachal Pradesh, forming a contiguous band in the deep hinterland behind steep mountain ranges. Since the country's independence, numerous initiatives and programs have been launched in recognition of the fact that Scheduled Tribes are among the most underprivileged and marginalized groups in terms of access to education in the Fifth Five-Year Plan. Tribal Sub-Plans prioritize elementary education.

In the remote and culturally rich regions of Kinnaur Lahaul-Spiti and Bharmour, nestled within the majestic Himalayas. The educational status of women in these communities serves as a critical lens through which we can understand societal dynamics and developmental challenges. Within these communities, the educational status of women of these communities reflecting the challenges of accessing modern education and preserving age-old customs and traditions.

India has made remarkable progress in improving literacy rates, particularly through initiatives like the Education for All, National Literacy Mission, etc. but the challenges remain in ensuring equitable access to quality education, especially in rural and marginalized communities. Therefore, while literacy serves as a fundamental building block, efforts must continue enhancing the quality and inclusivity of education across the nation. The literacy rate of women in rural and urban areas from the year 1951 to 2011 has seen steady growth over time, as shown in Table No.- 1

Table No.-1

Literacy Rate of India from 1951 to 2011

Year	Rural			Urban			Combined		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
1951	4.87	19.02	12.1	22.33	45.6	34.59	8.86	27.15	18.32
1961	10.1	34.3	22.5	40.5	66	54.4	15.35	40.4	28.31
1971	15.5	48.6	27.9	48.8	69.8	60.2	21.97	45.96	34.45
1981	21.7	49.6	36	56.3	76.7	67.2	29.76	56.38	43.57
1991	30.17	56.96	36	64.05	81.09	67.2	39.29	64.13	52.21
2001	46.7	71.4	59.4	73.2	86.7	80.3	53.67	75.26	64.83
2011	57.93	77.15	66.77	79.11	88.76	84.11	64.63	80.88	72.98

*Source: Census of India, Office of Registrar General, India 2011.

The population aged 5 and over is the target audience for the literacy rates for 1951, 1961, and 1971, whereas the population aged 7 and over is the target audience for the literacy rates for 1981, 1991, 2001, and 2011. Mao Maram, Paomata, and Purul Subdivisions of the Senapat district of Manipur are not included in the 2001 literacy rates.

The literacy rates from 1991 do not include Jammu and Kashmir, because unrest prevented a census from being taken in 1991.

The 1981 literacy rates exclude Assam where the 1981 Census could not be conducted

Table No. 1 shows the literacy rate in India from 1951 to 2011. The table shows that in the year 1951, the literacy rate of rural females was 4.87% but in the year 2011 the literacy rate reached 57.93 percent. On the other side, the urban literacy rate of females in the years 1951 and year 2011 was 22.33 percent and 79.76 percent respectively. Thus it can be concluded that there was a vast improvement in rural females' literacy as compared to urban areas of India.

Table no.- 2 State-wise Literacy Rate of India

*Source: Office of Registrar General, India 2011.

State/Union Territory	2001			2011		
	Female	Male	Total	Female	Male	Total
Andaman & Nicobar Islands	75.2	86.3	81.3	82.4	90.3	86.6
Andhra Pradesh	50.4	70.3	60.5	59.1	74.9	67.0
Arunachal Pradesh	43.5	63.8	54.3	57.7	72.6	65.4
Assam	54.6	71.3	63.3	66.3	77.8	72.2
Bihar	33.1	59.7	47.0	51.5	71.2	61.8
Chandigarh	76.5	86.1	81.9	81.2	90.0	86.0
Chhattisgarh	51.9	77.4	64.7	60.2	80.3	70.3
Dadra & Nagar Haveli	43.0	73.3	60.0	64.3	85.2	76.2
Daman & Diu	70.4	88.4	81.1	79.5	91.5	87.1
Delhi	74.7	87.3	81.7	80.8	90.9	86.2
Goa	75.4	88.4	82.0	84.7	92.6	88.7
Gujarat	58.6	80.5	70.0	69.7	85.8	78.0
Haryana	45.7	78.5	67.9	65.9	84.1	75.6
Himachal Pradesh	67.4	85.4	76.5	75.9	89.5	82.8
Jammu & Kashmir	43.0	66.6	55.5	56.4	76.8	67.2
Jharkhand	38.9	67.3	53.6	55.4	76.8	66.4
Karnataka	56.9	76.1	66.6	68.1	82.5	75.4
Kerala	87.9	94.2	90.9	92.1	96.1	94.0
Lakshadweep	80.5	92.5	86.7	87.9	95.6	91.8
Madhya Pradesh	50.3	76.1	63.7	59.2	78.7	69.3
Maharashtra	67.0	86.0	76.9	75.9	88.4	82.3
Manipur	60.5	80.3	70.5	70.3	83.6	76.9
Meghalaya	59.6	65.4	62.6	72.9	76.0	74.4
Mizoram	86.8	90.7	88.8	89.3	93.3	91.3
Nagaland	61.5	71.2	66.6	76.1	82.8	79.6
Odisha	50.5	75.4	63.1	64.0	81.6	72.9
Puducherry	73.9	88.6	81.2	80.7	91.3	85.8
Punjab	63.4	75.2	69.7	70.7	80.4	75.8
Rajasthan	43.9	75.7	60.4	52.1	79.2	66.1
Sikkim	60.4	76.0	68.8	75.6	86.6	81.4
Tamil Nadu	64.4	82.4	73.5	73.4	86.8	80.1
Tripura	64.9	81.0	73.2	82.7	91.5	87.2
Uttar Pradesh	42.2	68.8	56.3	57.2	77.3	67.7
Uttarakhand	59.6	83.3	71.6	70.0	87.4	78.8
West Bengal	59.6	77.0	68.6	70.5	81.7	76.3
India	53.7	75.3	64.8	64.6	80.9	73.0

Literacy rates pertain to the population aged 7 years and above. Literacy rates for 2001 and 2011 exclude Mao Maram, Paomata, and Purul Sub-divisions of the Senapati district of Manipur

Table no.2 shows that as per the census 2001 and 2011, Kerala has the highest (94.0%) literacy rate, followed by Mizoram and Lakshadweep (91.3%%) and (91.8%). It is observed that these states have historically placed a strong priority on education and adopted progressive policies. On the other hand, because of poverty, gender inequality, and limited access to high-quality education, states like Bihar(61.80%), and Rajasthan(66.05%) followed by Jharkhand (66.04%) have serious literacy problems. As per the census report 2011, Bihar state has the lowest literacy rates(61.80%) in India. However, Himachal Pradesh's female literacy rate is much better than more than 21 states of India and the city areas of H.P. generally have higher literacy rates than rural areas. Himachal Pradesh has a steep topography which creates difficulties for people to go to educational institutions even then H.P. state has succeeded in creating a network of universities and schools. There are different programs like "School on Wheels," which strives to provide education to rural communities.

PROFILE OF HIMACHAL PRADESH

Table No- 3 District-wise literacy rate of Himachal Pradesh

o.-	District Name	Total	Male	Female
1.	Hamirpur	88.15	94.36	82.62
2.	Una	86.53	91.89	81.11
3.	Kangra	85.67	91.49	80.02
4.	Bilaspur	84.59	91.16	77.97
5.	Solan	83.68	89.56	76.97
6.	Shimla	83.64	89.59	77.13
7.	Mandi	81.53	89.56	73.66
8.	Kinnaur	80.00	87.27	70.96
9.	Kullu	79.40%	87.39	70.91
10.	Sirmaur	78.80%	85.61	71.36
11.	Lahaul and Spiti	76.81%	85.69	66.84
12.	Chamba	72.17%	82.59	61.66
Literacy rate in Himachal Pradesh				82.80%

*Source: Census of India 2011

Above table No. -3 makes it abundantly clear that in the tribal areas, literacy rates remain low as compared to the districts without tribal populations. Nontribal districts like Una(81.11%), Solan(76.97%), Shimla(77.13%), Kangra(80.02%), Hamirpur(82.62%), and Bilaspur(77.97%) are the only five districts that have female literacy rates above the state average. However, Himachal Pradesh's literacy rate has significantly increased since it was carved out as a state, standing at 82.80% according to the 2011 Census.

KINNAUR

As per the census report 2011, the literacy rate of Kinnour district is 70.80 percent and the female literacy rate is about 80 percent which is better than other districts of Himachal Pradesh This shows that people living in Kinnaur have more access to education and are more likely to be literate. The Kinnaur has a unique blend of Hinduism and Buddhism. The influence of both religions contributes to a rich culture further Kinnaur has the benefits of both tourism and apple farming despite its remote location. This may be the reason that more initiatives in education are tangentially supported by these economic activities.

LAHAUL SPITI

The literacy rate of Lahaul and Spiti is 76.81% as per census report 2011, which is a little lower than the state average. The literacy rate of Men is 85.69% and of the female is 66.84% (census report 2011). The percentage of female literacy is comparatively lower as people are more influenced by local customs which includes the Buddhist influence. There are about 62.01% of people are from Buddhism religion and they train their people in monasteries on philosophical lessons. It's the main barrier among the people to get a formal education. The district is the largest area but the population is very small, therefore educational institutions are in a large distance which eventually comes up as a barrier in itself. The dominance of religion is also an obstacle to getting literacy

Often, monasteries or other religious institutions provide education for monks. Monks' training may center on philosophical lessons, religious texts, and rituals. Even though it might not coincide, this specialized education might point to a different kind of knowledge and skill than ordinary formal literacy. The same goes for female nuns they prefer to gain religious knowledge and learn to read and write Buddhist textbooks which do not count in formal literacy. The district is the largest area but the population is very less so the distance of educational infrastructure is also large which eventually comes up as a barrier in itself.

PANGI AND BHARMOUR

Pangi is a Himachal Pradesh tehsil located in Chamba, India. The Pangi Valley is one of the most isolated places in the state of Himachal Pradesh and a tribal territory with low levels of development. population of this area is 18,868 area of 1523 sq. km(census 2011). The Gaddi tribe, which makes up the majority of the population in Bharmour, is renowned for its kind hospitality and uncomplicated way of life. The Gaddis are mostly herders who travel over the Himalayan grasslands with their flocks. The population of this area is 25,014 with an area of 952.9 sq. km(census 2011). They have a nomadic way of life. Their distinct customs, vibrant clothing, and folklore all contribute to Bharmour's allure. In the district of Chamba, the overall literacy rate is 73.19% as per census 2011. In Chamba, the percentage of men who are literate is 84.19%, while the percentage of women is 62.14% as per census 2011. Bharmour has issues with connectivity, infrastructure, and a lack of educational institutions. When compared to cities of Himachal Pradesh areas, Bharmour in Pangi has a lower literacy rate. The lack of access resulting from severe weather and rough terrain impacts the provision of educational resources and schools. In the Chamba district, there is a clear gender difference in literacy rates. Women's literacy rate is lower than men's literacy rate.

Rationale of Study:

The purpose of this study is to understand the literacy gaps among marginalized people in Himachal Pradesh with special reference to the tribal area of Himachal Pradesh. Analyzing the literacy status of communities can help them understand and improve their way of living and provide recommendations to the government to take initiatives that will improve tribal inhabitants' access to high-quality education. In this study researcher tried to understand the the literacy status of tribal communities and the quality of education.

Objective:

1. Examine the total literacy rates of tribal areas of Himachal Pradesh
2. Analyzing the dropout rate of tribal areas of Himachal Pradesh
3. Compare the male and female literacy rates of tribal areas of Himachal Pradesh

METHODOLOGY:

The source of data collection is secondary. The data is collected from census reports, and documents with quantitative data construction. The data is used to see facts about the literacy rate in tribal districts of Himachal Pradesh and to know the status of women's literacy in Himachal Pradesh.

ANALYSIS AND INTERPRETATION OF DATA**Area-specific student dropout in Himachal Pradesh:****Table 4 Dropout rate at the Primary and Middle Level of HP**

District	Primary			Middle		
	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	0.66	1.03	0.84	0.69	0.00	0.12
Chamba	0.00	0.00	0.00	1.62	0.00	0.69
Hamirpur	1.05	1.19	1.11	0.10	0.00	0.00
Kangra	0.00	0.00	0.00	0.00	0.17	0.00
Kinnaur	4.82	5.39	5.10	4.86	2.97	3.91
Kullu	0.87	1.86	1.36	0.33	1.49	0.91
L-Spiti	1.48	0.00	0.00	0.00	8.44	3.49
Mandi	0.00	0.09	0.02	0.54	0.86	0.70
Shimla	1.34	1.04	1.19	1.62	1.31	1.47
Sirmour	0.00	0.00	0.00	0.05	0.00	0.00
Solan	0.00	0.00	0.00	0.63	1.45	1.01
Una	0.00	0.00	0.00	1.47	0.28	0.92
H.P.	0.00	0.00	0.00	0.62	0.52	0.57

*Source: - Education Department, (SSA)

Table number -4 shows the dropout rate at the primary level of Kinnaur district is 5.10%, whereas at L-Spiti and Chamba districts there is no dropout rate at the primary level. However, the dropout rate at the middle level of Kinnaur districts is 3.91%, followed by L-Spiti (3.49%) and Kullu (0.91%). Whereas districts like Solan, Una Kangra, etc. have almost no dropouts at the primary and middle levels. On the whole, Thus it can be concluded that the dropout rate of Tribal areas of H.P. is more at the middle level of education the reason may be fewer secondary schools in these areas and more ministries or religious institutions at the kinnor and L-Spiti regions which can be the cause of dropouts.

Table 5 Gender wise Dropout rate at Elementary and Secondary level

District	Elementary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total
Bilaspur	0.67	0.45	0.57	1.97	0.00	0.24
Chamba	0.00	0.00	0.00	4.31	4.31	4.31
Hamirpur	0.68	0.52	0.60	0.00	0.00	0.00
Kangra	0.00	0.00	0.00	1.21	0.03	0.67
Kinnaur	4.83	4.54	4.69	5.48	4.78	5.14
Kullu	0.66	1.72	1.18	2.36	1.65	2.01
L-Spiti	0.00	1.66	0.85	19.88	20.65	20.28
Mandi	0.19	0.40	0.29	0.61	0.59	0.60
Shimla	1.45	1.14	1.30	4.05	1.13	2.67
Sirmour	0.00	0.00	0.00	2.35	1.43	1.91
Solan	0.00	0.00	0.00	3.08	1.68	2.44
Una	0.19	0.00	0.00	0.26	0.00	0.00
H.P.	0.00	0.00	0.00	1.96	0.90	1.47

*Source: Education Department, (SSA) H.P

Table no. 5 indicates that in Himachal Pradesh gender wise highest dropout rate at the primary level was in Kinnaur and Shimla where boys' dropout rates were 4.83% and 1.45 % respectively and the highest primary level dropout rate of girls' districts were Kinnaur and Shimla were 4.54%, 1.14% respectively. Whereas the highest dropout rate at the secondary level of boys and girls in H.P. Districts was L-Spiti(19.88% (Boys) 20.65%(Girls)) followed by Kinnaur (5.48% (Boys) 4.78%(Girls)) Chamba(4.31% (Boys) 4.31%(Girls)) Shimla (4.05% (Boys) 1.13%(Girls)) while lowest dropout districts like Sirmour, Solan, and Una at primary level and secondary level districts like Una, Hamirpur, and Bilaspur. Thus it can be concluded that L-Spiti has a higher dropout rate at the secondary level.

Distribution of educational institutions of tribe area of Himachal Pradesh: Kinnaur, Lahaul Spiti and Pangi

Table 6 Educational institution

KINNAUR		LAHUAL SPITI	PANGI
Primary schools	189	205	64
Middle school	35	33	18
High school	22	29	6
Sr. sec. school	25		
College	1	1 at kukumseri (Udaipur)	1
Others	ITI, DIET	DIET	IT

*Source: District Statistical Office, Kinnaur 2011

Table 6 shows that tribal areas of Himachal Pradesh have limited educational institutions. Himachal Pradesh has many tribal areas that are inaccessible and remote because of the challenging topography and severe weather. Tribal groups in Himachal Pradesh live in Scheduled Areas, which comprise about 42.49% of the state's total land area. The distance increases the cost of building infrastructure and impacts the availability of educational facilities. Historically, the everyday requirements of tribal groups were met by the natural world. They centered their methods of subsistence on natural resources. For example, during winter, the Lahaul and Spiti district was cut off from the outside world for about five to six months.

Dropout phenomena among tribes:

Customs and traditions prevalent in tribal societies often prioritize informal education and other aspects of life over formal schooling. These cultural norms emphasize practical skills, community service, and local knowledge, valuing them more than academic education. Pathania et al. (2008) explained that Polyandry an age-old custom is prevalent, where a woman is married to multiple brothers not to share property which likely influences family dynamics and educational pursuits. This cultural practice brings women one step back. Women in areas where Buddhism is followed often choose to become nuns instead of joining the workforce, contributing to a notable gap in literacy rates between Kinnaur and Lahaul Spiti. This cultural tradition significantly affects the educational landscape in these regions, as evidenced by the contrasting literacy rates illustrated in Table 3. Furthermore, various studies have indicated that women in tribal areas often have modest aspirations collectively, which results in their satisfaction with limited educational attainment and reluctance to pursue higher opportunities. This phenomenon is attributed to a combination of socio-cultural factors and a lack of awareness. Education is among the basic parameters to gauge the development in any society as it leads to involvement in better-paying jobs. In tribal regions, although women are a significant part of the workforce, they remain limited to household chores and agricultural and related activities. Most of this work is either unpaid or underpaid, leading to a gap in economic opportunities and control over finances. This is where education becomes imperative, sensitizing women about the significance and economic importance of the work they do. Better education would also mean that the women of the region can enter other, better paying, jobs. In

many tribal areas, the education system is not well-developed, becoming an impediment. Multiple areas cause the occurrence of inconsistencies and limitations. Often, people in the tribal area are found to believe that from early childhood, girls should be trained in handling household responsibilities, such as cleaning, washing, preparing meals, fetching water, and caring for the needs of the family, among others. This also stems from a belief that girls need to eventually get married and in their marital homes, they would not have much use for their educational qualifications. In turn, the girls need to focus on training to handle household responsibilities and chores.

Benefits of National Educational Policy 2020 to the tribal area of Himachal Pradesh

According to Press Information Bureau The Samagra Shiksha project is being implemented by the Ministry of Education's Department of School Education and Literacy (DoSEL) and operational from the year 2018 to year 2019.

- One of the main goals of the program is to close the gaps in gender and socioeconomic class at all levels of schooling. The Plan makes contact with girls, as well as kids from transgender, SC, ST, and minority communities. The Plan also concentrates on the Special Focus Districts (SFDs) that have been designated due to their poor performance on several enrolment, retention, and gender parity metrics, as well as their concentration of SC, ST, and minority populations.
- Samagra Shiksha's primary initiatives are RTE entitlements, which provide all females with two sets of uniforms.
- Children from BPL, SC, and ST families are given free textbooks for all government schools up to class VIII.
- Every child in government/local body schools and government-aided schools, including Madarasas, including SC/ST students. Kasturba Gandhi Balika Vidyalayas are a feature of Samagra Shiksha (KGBVs).
- KGBVs are residential schools for girls from underprivileged groups, including SC, ST, OBC, Minority, and Below Poverty Line (BPL), that serve students in classes VI through XII.
- Shiksha is a resource for connecting with kids in remote, hilly, heavily wooded locations with challenging topography and border regions where a new primary or upper primary school is being opened.
- In every Kendriya Vidyalaya, there are reserved seats for Scheduled Castes (7.5%) and Scheduled Tribes (15%) for newly admitted students.
- Students from SC/ST groups who are admitted under the RTE quota are not required to pay any fees and are also given free books, uniforms, stationery, and transportation.

NEP 2020 stipulates that further measures must be taken to guarantee that children who are part of tribal communities benefit from these interventions. Moreover, the auspices of State Governments and the Ministry of Defense may support the establishment of NCC wings in secondary and upper secondary schools, especially those situated in areas where tribes predominate.

Conclusion:

The most effective and crucial factor in tribal development is education. Between 1971 and 2011, the literacy rate in Himachal Pradesh's tribal districts increased by about three times, and the state was able to close the literacy gaps between scheduled tribes and the general population. However, the disparity in the literacy rates of men and women remains a cause for concern. The most pressing issue facing the educational system is these dropout rates. Girls frequently enroll in primary school but drop out because of the amount of work they have at home that prevents them from attending regularly. She is unable to study or complete her homework at home if she has to attend lessons. Tribals have substantially lower literacy rates than other recorded groups. In addition, a very high percentage of tribal youngsters drop out of primary education. Less successful learning outcomes are a result of worse education quality as well. The Right to Education (RTE) Act presents a significant chance to advance tribal education throughout the state. The most important thing is the development of infrastructure in remote areas. As we can compare from Tables 6 and 8 Kinnaur has much higher access to infrastructure as compared to Lahaul Spiti due to economic factors. For Tribal education, numerous improvements have to be made particular programs, methods, and provisions are required. The issue of school facilities being inaccessible to tribal children has been largely seen and it is also concerning because

there is educational disparity among tribal people. Given the seriousness of the issues with females' education, a lot more work needs to be done. To address this issue, it is necessary to promote a good attitude toward girls' education. The best way to lessen and eradicate females' educational and other issues is through teamwork and a fresh perspective. New education policy with its programs and schemes will be able to fill the gaps and will give new scenarios to the education profile of the tribal districts of Himachal Pradesh.

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