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Educational Exclusion and Learning Inequalities among Nomadic and De-notified Tribes in Uttar Pradesh: A Meta-Analytical Review of Evidence and Policy Implications

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Abstract: *This Systematic Review investigates the educational conditions and persistent challenges experienced by nomadic and de-notified tribes (DNTs) in Uttar Pradesh, the most populous state in India. Notwithstanding constitutional safeguards and a range of policy initiatives intended to promote educational inclusion, these communities continue to encounter substantial disadvantages when compared with the broader population. Drawing upon a systematic review of 30 empirical studies published between 2003 and 2023, the study consolidates existing evidence relating to educational accessibility, enrolment trends, retention patterns, and learning outcomes among nomadic and DNT populations. The findings indicate that educational inequalities are sustained by multiple interconnected factors, including inadequate educational infrastructure, the disconnect between formal schooling structures and community lifestyles, economic hardship, and persistent social marginalization. Although innovative strategies such as mobile education programs, culturally responsive curricular approaches, and community-based participation models have demonstrated encouraging outcomes, their implementation remains limited and uneven. The review emphasizes the importance of policy frameworks that are responsive to the distinctive socio-cultural realities of nomadic and de-notified communities while simultaneously addressing broader structural barriers within educational systems. The study recommends the adoption of flexible modes of educational delivery, strengthened teacher preparation for culturally inclusive practice, and enhanced investment in educational programs specifically tailored to the needs of nomadic and DNT populations in Uttar Pradesh.*

Key words: Nomadic communities, De-notified tribes, Educational inequality, School participation.

1. Introduction- 1.1 Historical Background of Nomadic and De-notified Tribes in India:

Nomadic and de-notified tribes (DNTs) constitute some of the most historically marginalized social groups in India. Their contemporary socioeconomic conditions are deeply rooted in colonial policies that institutionalized exclusion and stigmatization. De-notified tribes continue to experience the legacy of their classification as “Criminal Tribes” under the Criminal Tribes Act of 1871, despite the formal repeal of the legislation in 1952. Similarly, nomadic communities, traditionally dependent on occupations such as pastoralism, itinerant trade, and performing arts, have witnessed significant disruptions to their livelihood systems due to economic transformation, urbanization, and environmental change.

Collectively, these communities account for nearly 60 million individuals, representing approximately 5% of India’s population, with substantial concentrations in states such as Uttar Pradesh, Maharashtra, Rajasthan, and Gujarat.¹ Despite their demographic significance and rich cultural heritage, nomadic and de-notified tribes remain disproportionately affected by poverty, social exclusion, discrimination, and restricted access to essential public services, particularly education.²

1.2 Educational Inequality and Constitutional Commitments: Educational deprivation remains one of the most persistent manifestations of marginalization among nomadic and de-notified communities. Although Article 46 of the Constitution of India mandates the promotion of educational and economic interests of socially disadvantaged groups, many nomadic and de-notified tribes have remained outside conventional affirmative action frameworks due to administrative ambiguities and classification challenges.³

National data indicate literacy levels ranging between 28% and 33% among these communities, considerably lower than the national literacy rate of 74%.⁴ The situation is particularly severe in Uttar Pradesh, where literacy levels in certain nomadic communities remain below 15%.⁵ While the Right to Education Act (2009) established education as a fundamental entitlement, its implementation has been less effective for populations characterized by mobility, economic insecurity, and social vulnerability. Consequently, access to schooling, continuity of attendance, and educational retention continue to present significant challenges for these communities.⁶

1.3 Research Objectives and Significance: This study undertakes a systematic meta-analysis of existing scholarship concerning the educational conditions of nomadic and de-notified tribes in Uttar Pradesh. The primary objective is to synthesize available evidence relating to educational access, participation, and outcomes among these historically marginalized populations. Specifically, the study seeks to: (i) examine structural and institutional barriers affecting educational participation; (ii) identify effective interventions and promising practices implemented by governmental and non-governmental actors; (iii)



assess the extent to which existing educational policies respond to the distinctive needs of nomadic and de-notified communities; and (iv) formulate evidence-based recommendations for strengthening educational policy and practice.

The study is significant because it addresses a critical dimension of educational inequality within India's most populous state. Educational exclusion among nomadic and de-notified tribes has profound implications for social mobility, economic participation, and long-term community development. By consolidating and critically evaluating existing evidence, this research contributes to broader debates on educational justice and inclusion while generating practical insights for policymakers, educators, and development practitioners working to improve educational opportunities for historically disadvantaged populations.⁷

2. Literature Review- 2.1 Structural Determinants of Educational Exclusion: Existing scholarship examining the educational experiences of nomadic and de-notified tribes in Uttar Pradesh consistently identifies educational exclusion as a multidimensional phenomenon shaped by structural, cultural, economic, and institutional factors. The available evidence suggests that barriers to educational participation extend beyond issues of physical access and are deeply embedded within broader processes of social marginalization. Longitudinal research conducted by Singh and Sharma (2011) across five nomadic communities in eastern Uttar Pradesh reported literacy levels ranging from 12.6% to 26.3%, accompanied by substantial gender disparities, with male literacy reaching 31.4% compared with only 7.9% among females. The study further revealed that 73% of surveyed households experienced interruptions in their children's education due to seasonal migration patterns. Similarly, Khan (2017) documented that only 18% of children between six and fourteen years of age within the Sapera community were enrolled in formal schooling, with irregular attendance closely associated with occupational mobility requirements. Collectively, these findings indicate that mobility remains a defining structural factor influencing educational continuity among nomadic populations.

2.2 Educational Accessibility and Infrastructure Constraints: The literature identifies geographical accessibility and institutional infrastructure as critical determinants of educational participation. Several studies demonstrate that educational facilities remain physically inaccessible for a significant proportion of nomadic and de-notified settlements. Rana, Kumar, and Singh (2014) mapped educational infrastructure across regions characterized by high concentrations of DNT populations and reported that 64% of settlements were situated more than three kilometers from the nearest government primary school. This distance substantially exceeds the accessibility benchmarks established under the Sarva Shiksha Abhiyan framework and creates additional barriers for already marginalized communities.

Beyond physical distance, research highlights the distinction between nominal and functional access to schooling. Verma (2017), through a mixed-method investigation conducted across six districts, observed that the existence of school buildings alone does not guarantee meaningful educational participation. Persistent challenges including teacher absenteeism, inadequate classroom capacity, and insufficient sanitation infrastructure significantly reduced the effectiveness of educational provision. These deficiencies were found to disproportionately affect girls from nomadic communities, whose participation in schooling is particularly sensitive to safety and sanitation considerations. Consequently, educational exclusion is not solely attributable to geographical remoteness but is also reinforced by deficiencies in the quality and functionality of educational infrastructure.

2.3 Economic Vulnerability and School Participation: Economic disadvantage emerges as one of the most consistently reported barriers to educational engagement among nomadic and de-notified communities. Existing studies indicate that household educational decisions are strongly influenced by livelihood insecurity, fluctuating income sources, and competing economic priorities. Kumar and Joshi (2018), in a survey involving 240 DNT households, found that 76% of families temporarily withdrew children from school during periods of intensified economic activity. The study further reported that educational expenditures, including uniforms, learning materials, and informal school-related costs, accounted for approximately 18% of annual household expenditure among families with school-going children.

These financial pressures are further compounded by broader historical processes of economic marginalization. Research suggests that land dispossession, occupational displacement, and the gradual erosion of traditional livelihood systems have significantly weakened the economic resilience of many nomadic and de-notified communities (Rao, 2015). In the absence of stable and sustainable income opportunities, education is frequently perceived as a secondary priority when compared with immediate



household survival needs. As a result, economic insecurity continues to undermine both school attendance and long-term educational retention.

2.4 Cultural and Linguistic Barriers to Learning: A recurring theme within the literature concerns the disconnect between formal educational systems and the socio-cultural realities of nomadic and de-notified communities. Several scholars argue that prevailing curricular frameworks and pedagogical approaches inadequately recognize indigenous knowledge systems, cultural practices, and community histories. Ethnographic research undertaken by Saxena (2016) among the Nat community demonstrated that classroom content frequently failed to reflect the lived experiences and cultural heritage of learners, thereby generating feelings of alienation and reducing educational engagement.

Linguistic barriers constitute an additional challenge affecting learning outcomes. Mishra (2015) reported that children from nomadic backgrounds who primarily communicated through non-standard dialects encountered considerable difficulties within Hindi-medium educational settings. These language-related challenges were associated with reduced academic performance, diminished classroom participation, and elevated dropout rates. The interaction between cultural exclusion and linguistic disadvantage suggests that educational systems often privilege dominant social and linguistic norms while inadequately accommodating the diversity of learner backgrounds. Consequently, culturally responsive and linguistically inclusive educational approaches have emerged as important themes within contemporary discussions on educational equity for nomadic and de-notified populations.

2.5 Teacher Perceptions and Institutional Discrimination: The literature consistently highlights the influence of teacher attitudes and institutional practices on the educational experiences of nomadic and de-notified communities. Beyond structural and economic barriers, the quality of interactions within educational settings significantly shapes student engagement, academic confidence, and learning outcomes. Research examining educators' perceptions reveals the persistence of prejudicial attitudes and deficit-oriented assumptions toward children from these communities.

Srivastava (2019), in a survey involving 120 teachers serving schools with substantial DNT enrolment, reported that 67% of respondents expressed explicitly negative perceptions regarding the academic abilities and educational commitment of nomadic and de-notified communities. Such perceptions were found to influence expectations, instructional approaches, and student-teacher interactions. Complementing these findings, Singh (2016) documented considerably lower levels of classroom engagement between teachers and students from nomadic backgrounds when compared with their non-DNT peers. Reduced feedback, limited academic encouragement, and lower participation opportunities contributed to an educational environment that reinforced existing inequalities.

These findings suggest that educational disadvantage is not solely a consequence of external socio-economic conditions but is also reproduced within institutional environments through discriminatory assumptions and unequal pedagogical practices. Consequently, teacher preparedness, cultural sensitivity, and inclusive educational approaches emerge as critical components of efforts aimed at improving educational outcomes among nomadic and de-notified populations.

2.6 Retention Patterns and Gendered Educational Disparities: While enrolment rates among nomadic and de-notified communities have shown modest improvements over time, educational retention remains a persistent challenge. Existing evidence indicates that progression through the formal education system is characterized by substantial attrition, particularly during the transition between primary and upper-primary levels. Longitudinal research conducted by Sharma, Kumar, and Verma (2018) tracked 320 children from DNT communities over a six-year period and found that only 23% of students who entered Grade 1 successfully completed Grade 5. This figure contrasts sharply with the state average completion rate of 71%, highlighting the magnitude of educational discontinuity experienced by these populations.

Gender-related inequalities further intensify these challenges. The literature consistently demonstrates that girls from nomadic and de-notified communities encounter multiple and overlapping barriers to educational participation. Concerns relating to personal safety, domestic responsibilities, caregiving obligations, and early marriage practices frequently contribute to school withdrawal and reduced educational attainment. Jain and Saxena (2016) argue that educational exclusion among girls in these communities reflects a process of 'double marginalization,' whereby tribal identity and gender interact to produce compounded disadvantages. Consequently, gender-sensitive interventions remain essential for improving educational retention and ensuring equitable participation across all levels of schooling.

2.7 Intervention Approaches and Community Participation: A growing body of research has examined innovative educational interventions designed to address the unique challenges faced by nomadic



and de-notified populations. Although outcomes vary across contexts, several initiatives demonstrate the potential of flexible and community-centered educational approaches. Mobile education programs represent one of the most frequently studied interventions. Sachar and Mahajan (2016), through their evaluation of the Siksha Gadi initiative, reported measurable improvements in foundational literacy and numeracy competencies among children drawn from five nomadic communities. Nevertheless, concerns relating to long-term sustainability, institutional integration, and financial viability constrained the broader impact of the program.

Bridge education programs have similarly been introduced to facilitate transitions from informal learning environments into mainstream educational institutions. Khan and Singh (2017) found that such programs contributed positively to enrolment rates; however, participants continued to experience difficulties associated with academic adjustment, classroom integration, and long-term retention. These findings suggest that enrolment gains alone are insufficient unless accompanied by sustained support mechanisms.

Community participation has emerged as another important dimension of successful educational intervention. Joshi (2016) documented that school management committees with substantial representation from DNT communities generated improvements in school attendance and educational quality through strengthened accountability and local ownership. Likewise, Deshpande (2018) demonstrated that mother-tongue-based multilingual education initiatives implemented across three districts contributed to enhanced learning outcomes and increased parental engagement by recognizing linguistic diversity within instructional practices. Collectively, these studies emphasize the importance of participatory, culturally responsive, and community-driven approaches in improving educational outcomes.

2.8 Policy Implementation Challenges and Research Gaps: Despite the existence of scholarship programs, residential schooling facilities, and targeted welfare measures intended to support educational inclusion, the literature identifies significant implementation challenges that limit the effectiveness of these initiatives. Administrative complexity, documentation requirements, procedural barriers, and inadequate awareness among beneficiaries frequently restrict access to available educational support mechanisms. Kumar (2017) reported that only 23% of eligible DNT students within the study sample had successfully accessed scholarship schemes, largely due to documentation-related difficulties and institutional inefficiencies.

The reviewed literature also highlights several important gaps requiring further scholarly attention. Existing research remains uneven across different nomadic and de-notified communities, with many groups receiving limited academic attention despite considerable cultural and geographical diversity. Furthermore, there is a scarcity of studies examining educational models capable of balancing cultural continuity with meaningful participation in formal schooling systems. Research exploring long-term educational trajectories, intergenerational educational mobility, and sustainable intervention frameworks remains particularly limited.

Additionally, comparative analyses across regions and communities are relatively underdeveloped, restricting opportunities to identify transferable best practices and policy innovations. Addressing these gaps would contribute significantly to the development of evidence-based educational strategies capable of responding to the complex realities of nomadic and de-notified populations in Uttar Pradesh and beyond.

3. Methodology- 3.1 Systematic Literature Identification and Study Selection: The present meta-analysis adopted a systematic review methodology to identify and evaluate scholarly literature addressing the educational experiences of nomadic and de-notified tribes in Uttar Pradesh. A comprehensive search strategy was developed to ensure broad coverage of both international and Indian academic sources. The search process was conducted across major databases, including JSTOR, Scopus, Web of Science, the Education Resources Information Center (ERIC), and the Indian research repository Shodhganga.

A combination of thematic keywords and community-specific search terms was employed to maximize retrieval of relevant studies. Core search terms included “nomadic tribes,” “de-notified tribes,” “education,” “literacy,” “school enrolment,” and “Uttar Pradesh,” alongside specific community identifiers such as “Sapera,” “Nat,” “Kanjara,” and “Banjara.” To enhance the comprehensiveness of the review, database searches were supplemented through manual examination of reference lists and consultation of grey literature sources, including government publications, policy reports, NGO assessments, and evaluation documents.

Eligibility criteria were established prior to the screening process. Studies were included if they: (i) presented original empirical evidence; (ii) focused specifically on nomadic or de-notified communities located in Uttar Pradesh; (iii) examined educational access, participation, retention, or learning outcomes;

(iv) were published between 2003 and 2023; and (v) were available in either English or Hindi. The initial search yielded 176 potentially relevant publications. Following sequential screening of titles, abstracts, and full texts against the predefined inclusion criteria, 30 studies were retained for detailed analysis and synthesis.

3.2 Data Synthesis and Analytical Approach: A structured data extraction protocol was employed to ensure consistency in the collection and interpretation of information across the selected studies. Extracted variables included methodological characteristics such as research design, sample composition, sample size, and data collection procedures. Additional information relating to geographical coverage, specific tribal communities examined, educational indicators, barriers to participation, intervention models, and principal findings was also systematically documented.

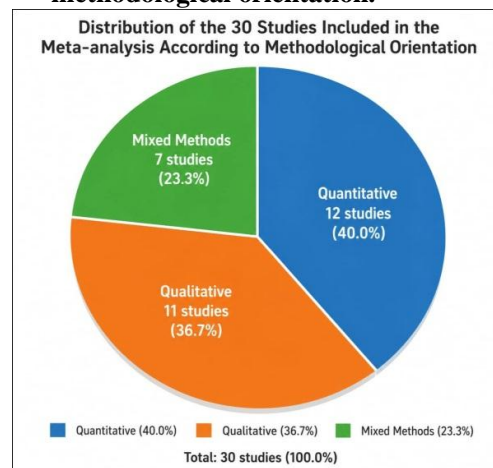
Based on methodological orientation, the selected studies were categorized as quantitative (n = 12), qualitative (n = 11), and mixed-methods investigations (n = 7). This classification facilitated comparative analysis while acknowledging the diversity of methodological approaches represented within the literature.

The analytical framework guiding the review was informed primarily by Nancy Fraser’s multidimensional theory of social justice and Amartya Sen’s Capability Approach.

Table 1. Classification of Studies Included in the Review

Research Design	Number of Studies (n)	Percentage (%)
Quantitative	12	40.0
Qualitative	11	36.7
Mixed Methods	7	23.3
Total	30	100.0

Figure 1. Distribution of the 30 studies included in the meta-analysis according to methodological orientation.



3.3 Quality Appraisal and Evidence Integration: To ensure methodological rigor, all included studies underwent a systematic quality assessment process using criteria appropriate to their respective research designs. Quantitative investigations were evaluated using adapted STROBE guidelines, while qualitative studies were assessed using Lincoln and Guba’s trustworthiness framework. The review adopted both narrative and analytical synthesis techniques, and direct comparisons were undertaken cautiously due to methodological heterogeneity across studies.

4. Critical Analysis of Existing Literature- 4.1 Conceptual and Definitional Challenges: A critical examination of the existing literature on the educational experiences of nomadic and de-notified tribes in Uttar Pradesh reveals several conceptual and methodological shortcomings that limit the development of a comprehensive evidence base. One of the most significant challenges concerns the absence of consistency in the definition and classification of nomadic and de-notified communities. Researchers have adopted diverse approaches when identifying study populations, with some relying on official administrative categories, others emphasizing mobility patterns, and still others employing historical classifications as the primary basis for categorization. Such inconsistencies complicate comparative analysis and constrain the accumulation of coherent knowledge across studies.

The lack of a standardized conceptual framework has further implications for policy formulation and implementation. Variations in community identification often result in fragmented findings, making it



difficult to assess educational trends or evaluate intervention outcomes across different contexts. Consequently, the literature remains characterized by limited comparability and reduced analytical coherence, restricting its usefulness for evidence-based policy development.

4.2 Methodological Constraints in Existing Research: Methodological limitations are evident across a substantial proportion of the reviewed studies. The predominance of convenience and purposive sampling approaches raises concerns regarding representativeness and generalizability. While many investigations provide valuable contextual insights, their findings are frequently derived from relatively small and geographically restricted samples. For example, several influential studies focus on a limited number of communities or specific regions within Uttar Pradesh, thereby limiting the extent to which their conclusions can be generalized to the broader nomadic and de-notified population.

Another notable limitation concerns the scarcity of longitudinal research. Only a small number of studies have examined educational trajectories over extended periods, creating significant gaps in understanding patterns of persistence, educational progression, and long-term intervention outcomes. As a result, much of the current evidence remains cross-sectional in nature, providing only a partial understanding of the processes shaping educational participation and achievement over time.

4.3 Measurement and Analytical Limitations: The literature also exhibits weaknesses in relation to the measurement of educational outcomes. Many studies employ assessment instruments originally developed for mainstream populations without adequately considering the cultural and linguistic characteristics of nomadic and de-notified communities. Such practices raise questions regarding the validity and reliability of reported findings, particularly when educational achievement is assessed using standardized measures that may not accurately reflect the experiences of culturally distinct groups.

Although a limited number of studies have undertaken efforts to adapt measurement tools through culturally responsive approaches, such practices remain relatively uncommon. Consequently, concerns persist regarding the extent to which existing assessment instruments capture educational attainment in a manner that is both contextually appropriate and methodologically robust. These limitations affect the comparability of findings and restrict confidence in conclusions regarding educational outcomes.

4.4 Gaps in Theory and Interpretation: Theoretical engagement within the literature remains uneven. Gender, for instance, is frequently treated as a descriptive demographic variable rather than as a complex social construct that shapes educational experiences and opportunities. While disparities between boys and girls are regularly reported, relatively few studies employ analytical frameworks capable of examining how gender relations interact with tribal identity, mobility patterns, and institutional practices to influence educational outcomes.

Similarly, the perspectives and agency of children receive limited attention across much of the research. Children are often portrayed primarily as beneficiaries of educational services rather than active participants navigating complex educational and social environments. Studies adopting participatory and child-centered methodologies remain relatively rare despite their potential to provide deeper insights into educational aspirations, challenges, and decision-making processes.

Intervention-focused research also demonstrates methodological weaknesses. A large proportion of program evaluations rely on descriptive reporting, beneficiary satisfaction measures, or simple pre- and post-intervention comparisons without adequately controlling for external influences. This limits the ability to establish causal relationships and weakens the evidence base supporting specific educational interventions.

4.5 Policy Evaluation and Comparative Research Deficits: Existing policy-oriented research frequently emphasizes outcomes while providing limited analysis of implementation processes and institutional dynamics. Although numerous studies document the existence of educational schemes, scholarship programs, and targeted interventions, fewer investigations critically examine how bureaucratic structures, administrative procedures, and governance mechanisms influence program effectiveness. This restricts understanding of why many educational initiatives fail to achieve intended outcomes despite substantial policy commitments.

Comparative perspectives are similarly underdeveloped. Few studies systematically compare educational approaches across states, regions, or international contexts characterized by similar nomadic populations. The limited availability of comparative research reduces opportunities for policy learning and restricts the identification of transferable best practices. Greater engagement with comparative methodologies could provide valuable insights into alternative models of educational provision and support the development of more effective strategies for addressing educational exclusion among nomadic and de-notified communities.



Collectively, these conceptual, methodological, and analytical limitations highlight the need for more rigorous and theoretically informed scholarship. Future research should prioritize longitudinal designs, culturally responsive methodologies, participatory approaches, and comparative analyses to strengthen the evidence base and support the development of effective educational policies and interventions for nomadic and de-notified populations in Uttar Pradesh.

5. Discussion- The consolidated evidence portrays the educational realities of nomadic and de-notified tribes in Uttar Pradesh as the outcome of multiple, interconnected forms of disadvantage requiring coordinated and context-sensitive responses. Four major themes emerge from the reviewed literature. The first concerns the persistent mismatch between standardized educational structures and the socio-cultural realities of mobile communities. Although the formal education system is designed around assumptions of permanent settlement, fixed attendance patterns, and uniform curricular delivery, many nomadic groups continue to maintain livelihood practices that involve seasonal mobility. Consequently, conventional schooling arrangements frequently fail to accommodate their educational needs, resulting in interrupted learning trajectories and reduced educational continuity. International experiences involving flexible schooling arrangements for indigenous and mobile populations demonstrate that alternative educational models can support both educational participation and cultural continuity while maintaining academic standards.

A second theme relates to the close relationship between educational exclusion and broader socio-economic vulnerability. The evidence indicates that educational disadvantage cannot be separated from livelihood insecurity, occupational displacement, economic marginalization, and limited access to social protection mechanisms. Educational participation is often constrained by immediate household survival needs, reducing the effectiveness of interventions that focus exclusively on schooling. The literature suggests that educational improvement is more likely when educational initiatives are integrated with broader community development, economic empowerment, and social welfare strategies.

The third theme concerns the gap between policy commitments and implementation outcomes. Although policy frameworks increasingly acknowledge the educational needs of nomadic and de-notified communities, practical implementation remains constrained by administrative inefficiencies, documentation barriers, resource limitations, and weak accountability mechanisms. Strengthening implementation systems through community monitoring, transparent grievance procedures, and institutional oversight may contribute to improved policy effectiveness and greater educational inclusion.

A fourth and particularly significant finding relates to the role of educators and institutional culture. Negative stereotypes, reduced expectations, and discriminatory classroom practices continue to affect educational experiences and learning opportunities. The evidence highlights the importance of comprehensive teacher preparation programs that promote cultural responsiveness, inclusive pedagogies, multilingual instructional competence, and awareness of the specific circumstances facing nomadic and de-notified populations.

Collectively, these findings indicate that meaningful educational advancement requires approaches that extend beyond enrolment expansion and infrastructure provision. Effective interventions are characterized by flexibility, cultural relevance, active community participation, educational continuity mechanisms, and integration with wider social development efforts. The reviewed literature further suggests that educational equity should be understood not merely in terms of access but also through recognition of cultural diversity, equitable resource distribution, and meaningful participation in educational decision-making processes.

6. Conclusion- This study provides a comprehensive examination of the educational conditions of nomadic and de-notified tribes in Uttar Pradesh through a systematic synthesis of empirical research conducted between 2003 and 2023. The findings demonstrate that despite constitutional protections and targeted policy measures, substantial educational inequalities continue to affect these communities. Educational exclusion remains shaped by multiple and mutually reinforcing factors, including structural incompatibilities between formal schooling systems and mobile lifestyles, economic deprivation, cultural and linguistic barriers, and discriminatory institutional practices.

The review further demonstrates that isolated interventions have achieved only limited and localized success. Sustainable improvements in educational participation and attainment require integrated strategies that simultaneously address educational, economic, cultural, and governance-related barriers. Future research should prioritize longitudinal investigations, rigorous evaluation of innovative educational models,



and participatory methodologies that foreground community perspectives and indigenous knowledge systems.

From a policy perspective, greater emphasis should be placed on flexible educational delivery mechanisms, culturally responsive curricula, strengthened teacher preparation, enhanced accountability structures, and improved coordination between educational and social protection programs. Ultimately, advancing educational equity for nomadic and de-notified tribes requires educational systems that accommodate diversity rather than expecting conformity to dominant institutional norms. Ensuring meaningful educational opportunities for these historically marginalized communities remains essential not only for social inclusion but also for the broader realization of equitable and sustainable development.

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