



Cover Page



## THE EDUCATIONAL ADVANCEMENT OF TRIBAL CHILDREN IN TELANGANA

<sup>1</sup>Prof. Ganta Ramesh and <sup>2</sup>Gangasani. Naveen

<sup>1&2</sup>Department of Education

<sup>1</sup>Maulana Azad National Urdu University and <sup>2</sup>Kakatiya University

<sup>1</sup>Hyderabad and <sup>2</sup>Warangal

Telangana State, India

### Abstract

Education is the key to advancement and prosperity. It prepares an individual and fosters his thinking and dynamic power. Knowledgeable individual gains information, to carry on with a significant and intentional existence, and gets certainty, information and potential to secure what he needs in life. In the event that each resident is educated, the nation will absolutely thrive in all fields. Schooling is for the all-around advancement of human character. Education implies both securing of information and experience as well as improvement of the abilities, propensities and perspectives, which assist an individual with having a full and beneficial existence.

**Keywords:** Tribals Education, Developmental Measures.

### Introduction

Schooling is the method involved with preparing a man to understand the reason for life by fostering every one of the resources to the furthest reaches as a citizen. This can be found by reason and by his free will.

### Tagore held that

“Education means enabling the mind to find out the ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner life, not of power but of the love, making the truth of its own and giving expression to it”<sup>1</sup>

### Gandhi Ji opined that

“By education, I mean drawing out of the best in the child’s and man’s body, mind and spirit”<sup>2</sup>

Education is the most remarkable weapon one can use to influence the world. While teaching the characters of our childhood, we should not neglect to instruct their hearts. Dalai Lama declares that “Education is for economic development”.<sup>3</sup> The purpose of education is manifold. One of its objectives is to prepare the people for economic development by overcoming their technical, cultural and social backwardness. Education is for a social turn of events or change the school; it is a social office and it has a social responsibility. Education is a social cycle and hence it plays a critical part in labour supply arranging in the illumination of the individual as need might arise.

Schooling is an amicable improvement of the person with regard to the local area in which he has a place. unswervingly there is collaboration between the climate and the person. The character of the individual is formed generally by the way of life where he is conceived and raised. Hence, education is connected with culture. Pedagogy has been created out of this comprehension. Subsequently, the term ‘education’ has been defined in different contexts. These definitions comprehend it from a general process of ‘enculturation’ to that of a process of ‘schooling’

Formal education is a cycle, which runs for quite a long time together. It has various stages: primary /rudimentary, optional and tertiary/advanced education. Primary education alludes to the time of tutoring during which each youngster should stay in school. There are various boundaries to the establishment and implementation of compulsory schooling regulations in numerous nations. Primary schooling is frequently alluded to as 'rudimentary education and is vital for the general public and a country overall. Rudimentary schooling is vital whether it is a non-industrial nation or a created world. Rudimentary instruction starts typically at 6 years and is at 1 grade and as a rule, closes at a decade old and is at 5th grade. The fundamental reason for essential education is to give kids areas of strength in the rudiments of an overall educational program, with an accentuation on reading, writing and doing essential math. Primary schooling is the fundamental right of each and every youngster. Its accessibility and arrangement aren't just the obligations of the state yet additionally rest with the guardians and local area. Each and every youngster that implies boys and girls ought to finish essentially indispensable schooling as a sacred commitment.



Cover Page



The Indian Constitution didn't at first incorporate 'Schooling' as one of the principal privileges. In any case, the Right to education has later been incorporated as a principal right in India. The post-autonomy India saw an amazing extension in the space of rudimentary schooling. Gigantic headway has been made as far as expansion in the number of foundations from 224 thousand elementary schools in 1951 to 754 thousand schools in 1955 and 5,816,673 grade schools in 2011. In spite of this multitude of accomplishments the objective of understanding the Universalization of Elementary education actually stays an unfulfilled objective.

To accomplish the goals of Universalization of Elementary Education the Indian government has started various mediations as state and halfway supported programmes during the past years. The acknowledgement of the significance of Universalization of Elementary Education (U.E.E) for accomplishing fundamental goals of monetary development, value, quality and independence prompted the plan of formative projects for various degrees of education.

The 1990s have seen the endeavours of a number of legislatures to meet the target of Universalization of Elementary Education (U.E.E) It has been seen that UEE has turned into a need program in India and has been a main point of contention in the strategy reports remembering Public Approach for Education. It has been progressively felt that there is a need to support the neighbourhood drive in light of thought and adaptability with an emphasis on quality learning.

According to the established, commitment-free and mandatory education ought to be given to everyone aged 6-14. Since the 1950s, endeavours are being made by the state and central legislatures as education is on the need list for accomplishing 'schooling for all.

The constitution of India doesn't perceive the right to schooling as a crucial right however has set it expressly in Article 45 under the Mandate standards of the state strategy. This article puts a commitment on the state to attempt to plan free of charge and compulsory education for all youngsters up to the age of 14 years. The foundations which have been recognized by India, remembering the show for the freedoms of the kid and the global expression on monetary, social and communal privileges explicitly accommodate the right to instruction up to the Elementary level or as long as 14 years.

Instruction is a vital element for the social turn of events. It assumes a vital part in making economic well-being and social versatility. In any case, a huge segment of our populace couldn't be a part of an educated society because of different reasons.

Everywhere in India, the government provides primary education at no cost or negligible cost. We have many schools, enough teachers and facilities for students and teachers. But the great variation in the quality of education is found due to certain factors like the social background of students, and parents, different standards of teaching and teacher training programs. Within the sight of extraordinary social variety in India, changing the social foundation of understudies, guardians and their monetary conditions is troublesome. Subsequently, the main choice left for one is to give a uniform or generally equivalent nature of showing learning assets and so on. For quality education, the nation over there ought to be an organization, which give equivalent quality instruction to all understudies, including the understudies from the provincial regions and tribal regions.

After Freedom, a lot of endeavours have been made by the government of India and State legislatures to work on their social and monetary status. Article 46 of the Constitution expresses that, "The State will advance, with unique consideration, the education and monetary interests of the more fragile areas of individuals, and, specifically Cooperation of Scheduled Tribe Children at the Essential Stage in India. These arrangements should be completely used to assist these more vulnerable areas in our general public. Regardless of this multitude of endeavours, it needs some more consideration and endeavours to bring them totally to the standard.

Tribal Development in India is a subject which is being examined among faculty of higher positions, legislators, scholastics and researchers for north than sixty years. During this period, it has turned into a subject which drew serious and far and wide concern and articulated consideration from a few quarters going from strategy creators and program organizers to academicians. Since the state is turning out to be progressively significant with regards to tribal turn of events, the public strategy and authoritative framework connecting with this field have been exposed to serious scholarly examination for such an extremely long time. Hence tribal improvement has come to possess a vital spot in the plan of sociology research in the country.

The Scheduled Tribes, for ages, have been casualties of financial abuse and have been consigned to low pay creating occupations, sub-par exchanges, undesirable climate and messy untalented occupations. Albeit clear unapproachable practices might be declining in many parts of the country, caste rigidities keep on binding many Scheduled Tribe labourers in disparaging occupations,



Cover Page



DOI: <http://ijmer.in.doi/2022/11.10.95>  
[www.ijmer.in](http://www.ijmer.in)

which put them in a difficult spot when contrasted with different networks. The powers of urbanization, social and defensive regulations, positive separation and different measures taken by the government have prompted progressive improvement in word-related portability and expectations for everyday comforts throughout the long term, however, the day-to-day environments of most the Scheduled Tribes keep on showing financial backwardness. Tribals in India structure an exceptional social gathering, avoiding the public standard, and have an unmistakable spot in the financial milieu of our country. They are drenched in neediness, and obliviousness and live in geological seclusion.

Tribal regions constitute a very noteworthy part of backward areas of the country and the areas covered by the tribal sub-plan consist of 15% of the total area of the country and 7.63% of the total population. As a result, there is a marked disproportion in the Tribals' economic standard of living in the areas of their attention compared to the people in the surrounding areas. This disparity in the standard is well evident in terms of pattern and productivity of agriculture and receptivity of modern techniques, size of holdings, per capita income, the quantum of unemployment as well as the absence of market and marketing facilities and scope for secondary occupations.

Even after over 75 years of Independence, these native Tribes in India are oppressed and are being embarrassed by social promotion, monetary hardship, political isolation and persecution and are being denied principal freedoms and honours. Lack of education, sickness, neediness, abuse and exhausting timberland assets and regular abundance make tribal gatherings the most helpless of all populaces in the country. Certain hereditary illnesses and the absence of a multi-faceted way to deal with medical conditions made the endurance of a portion of these Tribes problematic. In addition, tragically their way of life and way of life is named as crude and they are marked as unseemly. Tribal people are the greatest survivors of financial and political abuse. Since everything connected with tribal's is exceptional, there is a monstrous and prompt need to enable these favoured individuals in all parts of life and their uniqueness needs protection for their thriving.

India has been portrayed as a mixture of races and Tribes. India has the second biggest convergence of tribal populace on the planet close to Africa. In India, there are around 10, 42, 81, 034 Scheduled Tribes who comprise 8.6 per cent of the country's populace according to the 2011 census. Tribal peoples have exceptional qualities which are not quite the same as others. They are basic with outlandish traditions, customs and practices. For quite a long time they carried on with an existence of geological seclusion. In India, crude Tribes have lived for millennia in woods and slopes with practically no kind of contact with concentrations of human progress. There is a requirement for coordinating them into the standard of the general public as legitimate individuals, failing which, the ethnic division would persevere and extend, which is perilous for the actual presence of human and social concordance.

These odd Tribes of India present a mosaic of expanded social, social and mental frameworks and examples. Their economy is generally straightforward, independent, unstructured and non-specific. The degree of the tribal economy is very lopsided. On the one limit, there are tribal networks that are incredibly in reverse and at the food-gathering and hunting stage and at the other limit; there are tribal networks which have become undistinguishable from the populace.

The constitution of independent India acknowledged centuries of social, economic and educational deprivations suffered by Schedule Tribes and incorporated specific provisions to protect them from discrimination as well as to facilitate their development. Micro-level evidence shows that interventions and initiatives of women like the Mid-day Meal Program, creation of Self-Help Groups, environmental building programs, developing partnerships between schools and village communities, and appointment of local teachers have helped tribal's to realize the importance of education, health and develop positive attitudes towards education and health and in developing the same among of their children. But still, a lot is to be done in this regard, since their health and educational standards are far inferior to their counterparts in society.

Indeed, even after 75 years of self-rule, Tribals in the State of Telangana and other states live in misery. The monetary distributions never came to poor people and no tremendous change is seen in their way of life. Progressive state-run administrations keep on disregarding the government assistance of Tribals and anything that guarantees they make is confined to either political race manifestoes or strategies. Their financial condition actually continues as before with the unfortunate execution of ST sub-designs and redirecting the assets allocated for their monetary improvement to a few other areas.

An exhaustive report on the coordinated tribal improvement looking at the beginning and verifiable viewpoint of the Tribes other than the idea and meaning of the term tribe is felt fundamental. The long stretches of social, financial and educational hardships and segregation that the Scheduled Tribes are exposed to have been recognized by the legislators, lawmakers and humanitarians of



Cover Page



Free India. Thus, to shield them from such oppressive embarrassments and give them a potential chance to appreciate the least essential privileges, explicit arrangements for managing the cost of their turn of events and strengthening are consolidated in the constitution of India.

The tribes belong to various racial, linguistic, economic, social and religious categories. There are differences between these tribes because they are at different levels of development and participation in national life. The fact that tribal people need special attention can be observed from their low social, economic and participatory indicators. Whether it is maternal and child mortality, size of agricultural holdings or access to drinking water and electricity, tribal communities lag far behind the general population.

The Scheduled Tribes in India are still at the bottom level of national educational percentage. The Govt. of India is emphasizing on inclusive growth but the reality is altogether different. Our National Plans spending huge amount on education but it has not yielded the expected results in case of education among the tribals.

The following are some of the structural impediments of tribal cultures and their environment, which even today hinder the progress of education in tribal areas:

- Tribal children are economic assets to their families and so the parents are not willing to lose this benefit by sending their children to the educational institutions.
- Since the tribal communities have no tradition of formal education they have negative attitude towards formal education.
- Each tribal community has its own dialect and not conversant with the regional languages used as medium of instruction, thus the children find it difficult to understand the instruction in the class room.
- A communication gap exists between the teachers and the taught because of medium of instruction used in the schools and also irrelevant curriculum

The cumulative effect of all the structural impediments as mentioned is that tribal parents lack motivation to send their children to the schools. Enrolment figures are very poor and a large part of even these enrolled kids drop out after some time. Wastage and stagnation are still serious problems in tribal education.

The Scheduled Tribes are notified in 29 States/UTs and the number of individual ethnic groups, etc. notified as Scheduled Tribes is 705. The tribal population of the country, as per 2011 census, is 10.43 crore, constituting 8.6% of the total population. 89.97% of them live in rural areas and 10.03% in urban areas. The decadal population growth of the tribal's from Census 2001 to 2011 has been 23.66% against the 17.69% of the entire population. The sex ratio for the overall population is 940 females per 1000 males and that of Scheduled Tribes 990 females per thousand males. Broadly the STs inhabit two distinct geographical areas – the Central India and the North- Eastern Area. More than half of the Scheduled Tribe population is concentrated in Central India, i.e., Madhya Pradesh (14.69%), Chhattisgarh (7.5%), Jharkhand (8.29%), Andhra Pradesh (5.7%), Maharashtra (10.08%), Orissa (9.2%), Gujarat (8.55%) and Rajasthan (8.86%). The other distinct area is the North East (Assam, Nagaland, Mizoram, Manipur, Meghalaya, Tripura, Sikkim and Arunachal Pradesh).

According to the Census of 2011, "every person above the age of 7 years who can read and write with understanding in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be 74.07%. The youth literacy rate, measured within the age group of 15 to 24, is 81.1% (84.4% among males and 74.4% among females), while 86% of boys and 72% of girls are literate in the 10-19 age group. As of 2011, enrolment rates are 58% for pre - primary, 93% for primary, 69% for secondary, and 25% for tertiary education.

Despite the high overall enrolment rate for primary education, among rural children of age 10, half could not read at a basic level, over 60% were unable to do division, and half dropped out by the age 14.

Regional wise Kerala is the most literate state in India, with 93.91% literacy. Bihar is the least literate state in India, with a literacy of 63.82%. Several other social indicators of the two states are correlated with these rates, such as life expectancy at birth, infant mortality per 1,000 live births, birth rate per 1,000 people and death rate per 1,000 people and on all these parameters Kerala stands in a better position which is an indication that there is a high correlation between education and other bio-social indicators.

Six Indian states account for about 70% of all illiterates in India: Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, erstwhile Andhra Pradesh and West Bengal. Slightly less than half of all Indian illiterates (48.12%) are in the six Hindi-speaking states of Uttar



Cover Page



Pradesh, Bihar, Rajasthan, Madhya Pradesh, Jharkhand and Chhattisgarh.

Large variations in literacy exist even between contiguous states. While there are few states at the top and bottom, most states are just above or below the national average. The primary and secondary school education is imparted by government, aided and private schools, under the administration of School Education Department of the state.

These schools include Municipal, Residential, Social Welfare Residential, Zilla Parishad, aided and unaided private schools. The mediums of instruction followed by the schools are Telugu, English, Urdu, Hindi, Kannada, Odia and Tamil.

According to the report of Sarva Shiksha Abhiyan (2011–2012) and Statistical Abstract (2012–2013), 3,745,340 children out of 3,805,791 (98.4%), were enrolled in Primary schools with a teacher/student ratio of 29.3%. 2,101,928 children out of 2,156,577 (97.5%), were enrolled in Upper Primary schools with a teacher/student ratio of 24.6%. (The figures mentioned above is by and large for the state of combined Andhra Pradesh)

Andhra Pradesh has the largest concentration of tribal's in South India. The tribes in Andhra Pradesh inhabit the plains as well as the agency areas. There are 35 Scheduled Tribes in Andhra Pradesh and out of which 4 tribal communities viz., Banjara/Sugali, Nakkala, Yanadi and Yerukula are in non-Agency area, scattered in plain areas in different districts of Andhra Pradesh. The tribes inhabiting the agency areas are the Andh, the Bagatha, the Gadaba, the Gond, the Kolam, and the Koya, Gothi Koya the Savara, the Jatapu, and the Konda Reddi etc.

## Conclusion

The scheduled tribes in terms of demography, physical barriers, ecology, economy and other socio-cultural aspects are different from the rest of the population. Despite many developmental and educational programmes launched for the benefit of the tribal communities, they still remain backward socially, educationally and economically. Out of the 4 tribal communities inhabit plain area, only Sugali/Banjara is comparatively more educated and significantly high in getting employment opportunities. The Nakkala and Yanadi live adjacent to Caste populations and having a very low level of literacy. After independence, National and State governments-initiated number of programmes for the integrated development of tribal's in the combined state of Andhra Pradesh. Among the different developmental programmes, education occupied a prominent place. Successive governments introduced number of initiatives which include establishment of schools in the far plunged tribal areas, including in accessible areas, appointment of teachers mostly from the local communities, providing free books, cloths and food. Even with all these interventions still the education among the tribal's is not satisfactory levels both in terms of access and quality. Among the varied programmes initiated for tribal's Integrated Tribal Development Agency (ITDA) is a milestone and flagship programme of government of India and to the implemented by the state government, with an exclusive emphasis on overall development of tribal's in the identified scheduled areas, where the tribal population is predominant.

## References

- Gandhi, M. K. (1938) Educational Reconstruction. Wardha: Hindustani Talimi Sangh.
- Pylee, M.V. (1999). India's Constitution. New Delhi: S. Chand and Company. ISBN 978-81-219-1907-4.
- Ramachandran, Vimala (ed) (2004). Gender and social equity in primary education: Hierarchies of Access. New Delhi: SAGE.
- Government of India (1998). Reaching Out Further: Para teachers—An Overview, District Primary Education Programme, Government of India.
- G.S.Ghurya, 1963 The Scheduled Tribes, Popular Prakashan, Bombay, P-89
- Kumar (2002), "Tribal Development in India", Samp and Sons, New Delhi.
- D.N. Majundar (1937), "A Tribe in Transition - A Study in Cultural Pattern", Longmans Green and Co., London.
- Kumar, A., (2002), 'Tribal Development in India', Swaroop and Sons, New Delhi.
- K.S. Singh, (1994)," The Schedule Tribes: People of India", Oxford University Press, New-Delhi.