

Tribal Education - A Key Factor for Social Inclusion - An Exploratory Study of Scheduled Tribes

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Abstract

Education is a basic human right that increases the economic, social and political cultural opportunities available to all and it is a corner stone of empowerment of human society because it creates capacity to respond to opportunities, to challenge their traditional roles and to change their lives. Literacy is an important and primary index of Human Development. According to 2011 census tribes constitute about 8.6 per cent of the total population of the country. The tribal people living conditions are poor; they have to struggle hard for their existence. Most of the children belonging to these families do not go to school. It is really paradoxical to observe that while the state is eulogised by the rest of the country and in the media as the most advanced state in using information technology, it is however true that the literacy rate in the state is the lowest in the south . The governments have formulated a number of schemes for the socio-economic development and adopted tribal sub-plan. Education was conceived as a means for promoting the overall development of the tribes and also adopted as a strategy for mainstreaming them. The Paper explores that Education is one of the key aspects for the human development among tribal people.

Key words : Education, Social inclusion, Exploratory Study, Scheduled Tribes, Human Development.

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Introduction

Education forms an important component in the overall human development of individuals enabling them to greater awareness; education is a basic human right that increases the economic, social and political, cultural opportunities available to all and it is a corner stone of empowerment of human society because it creates capacity to respond to opportunities, to challenge their traditional roles and to change their lives. Literacy is an important and primary index of Human Development. Literacy as an indicator of socio-economic status is highly essential for the economic development as well as social development. Education has been recognized as an important ingredient of human resource among tribes and remains as an ultimate basis of wealth of nations. According to 2011 census tribes constitute about 8.6 per cent of the total population of the country. There are 705 Scheduled tribes living in different parts of India. Recognizing the backwardness of the tribes, the governments have formulated a number of schemes for the socio-economic development and adopted tribal sub-plan. Education was conceived as a means for promoting the overall development of the tribes and also adopted as a strategy for mainstreaming them.

Present Education Status of ST Children with special reference to Visakhapatnam Agency Area in Andhra Pradesh

Education is a continuous process from birth to death and is not only an instrument of enhancing efficiency but also an effective tool of augmenting and widening democratic participation and upgrading the overall quality of individual and society. Andhra Pradesh is one of the educationally backward States in India. The tribal people living conditions are poor; they have to struggle hard for their existence. It is really paradoxical to observe that while the state is eulogised by the rest of the country and in the media as the most advanced state in using information technology, it is however true that the literacy rate in the state is the lowest in the south. A critical look at the nature of the problem brings in the fact that the state has a large chunk of scheduled tribes, and other backward classes that make the difference. Most of the children belonging to these families do not go to school. They keep their children engaged in the household chores since very childhood. Even if they enter the school, they drop out and join the labour force as child labourers. Ultimately they lap into illiteracy. That is the one

of reason among tribes human development rank in Andhra Pradesh. It ranks as high in child labour in the country. As a result, the tribals have to face the problem of illiteracy. However, the scheduled tribes are homogenous group. Andhra Pradesh is one which accommodates nearly 35 tribal groups. As per 2011 Census the scheduled tribe population in Andhra Pradesh is 26.31lakhs that constitutes 5.7% of India's total tribal population, and the percentage of ST population in Visakhapatnam to total population of the state is 6.18lakhs that constitutes 14.42 per cent. There are 11 mandals in Visakha agency area exclusively inhabited by tribes which constitute 5.48lakhs.

Table-1
Mandal wise Scheduled Tribes Population and Literacy in
Visakhapatnam-2011

S.No	Mandal Name	Scheduled Tribes			No. of Literates			Literacy rate (%)		
		Total Persons	Male	Female	Total Persons	Male	Female	Total Persons	Male	Female
1	Munchilingupali	61518	31478	30040	14738	9302	5436	24.30	28.28	21.79
2	Podilayala	49917	24779	25138	16423	10096	6326	32.80	42.88	23.56
3	Dumkelpala	46476	23358	23118	16451	10322	6129	41.27	54.33	28.02
4	Arakavally	51826	25867	25959	22259	13771	8488	31.44	63.27	48.48
5	Anantagiri	44198	21928	22269	14133	8809	5324	32.00	46.64	27.60
6	Hakampet	48994	24121	24873	18884	11823	7061	42.73	64.72	31.43
7	Paduru	48904	23807	25097	24853	14366	10487	51.76	68.88	47.51
8	G.Madapala	46976	24768	22208	16015	10271	5744	33.10	48.32	26.32
9	Chintapalli	64760	31791	32969	22486	14186	8300	49.31	51.32	39.51
10	Chilamuri Vandri	56517	27268	29249	19756	11815	8171	48.88	49.88	32.88
11	Koyyuru	41213	20408	20805	17333	10000	7333	42.09	58.95	38.89
12	Sakharavaram	756	467	289	711	433	278	94.87	96.44	92.03
13	Pandalurthi	1664	800	864	1025	607	418	75.30	92.47	68.34
14	Anantapuram	1119	588	531	487	237	250	46.26	52.48	48.16
15	Padmaradhnam	281	127	154	133	78	55	48.33	64.30	32.28
16	Rheeramanipatnam	412	195	217	312	146	166	83.87	86.90	81.37
17	Visakhapatnam(R)	4068	2123	1945	3698	1541	2157	74.81	88.83	67.56
18	Visakhapatnam(U)	8814	5021	4793	7840	3823	4017	88.31	97.86	73.19
19	Poduguntayyala	1126	621	505	698	397	301	65.92	73.28	56.98
20	Gajuwaka	4698	2177	1961	2654	1628	1026	78.78	89.79	71.62
21	Parravada	684	385	299	478	247	231	87.28	91.48	84.40
22	Nakharavaram	5922	2959	2963	2271	1310	961	42.82	48.87	36.40
23	Chilapende	3781	2066	2715	2612	1353	1259	69.09	78.26	68.44
24	Narasipatnam	2382	1098	1284	1764	812	952	78.78	83.87	74.77
25	Kodigumta	2423	1260	1163	964	591	373	48.24	53.86	38.73
26	Ravikuramam	4041	2136	2225	1743	1028	715	45.16	54.83	38.02
27	Kotamreddy	1271	676	595	528	331	197	49.03	53.65	37.17
28	Makurupalem	141	68	73	100	56	44	78.18	89.02	68.16
29	Nakkapalle	726	384	342	365	206	159	63.79	68.87	60.50
30	Poyalanapet	350	186	164	280	99	181	68.12	78.71	62.28

31	8.rajavaram	187	51	34	68	39	39	16.83	67.25	68.42
32	Mudugala	1876	808	348	478	230	224	48.93	53.38	44.88
33	Choodikonda	2482	1121	146	160	704	444	47.51	51.87	34.76
34	Duvapala	4882	2371	233	180	1156	685	41.88	51.85	31.24
35	K.Ratnapadu	668	347	341	302	248	283	78.81	84.70	71.48
36	Amdapalle	1739	983	879	946	533	348	60.93	78.88	31.44

Source:Director of Census Operation-2011, Hyderabad

The above table reveals that in Visakhapatnam district total literate population is 25.68lakhs forming 59.85% of the total population of the District, of which Male literates constitute 66.52% while female literates forming 53.23%. In Visakhapatnam district (46 mandals) total tribal literates are 2.41lakhs (44.90%), Male 1.46lakhs (55.62%), females 95453 (34.67%). Agency area of Visakhapatnam consist tribal dominated 11 mandals and the ST literate population in these mandals is 1.86lakhs, constituting males 1.15lakhs and females 71,747.

Review of Literature

The article by Ramarao.M (2019), Tribal Education Development in Andhra Pradesh –A perspective”, shows the need of strengthening literacy level by promoting opportunities at gross root level. The tribal people lack access to basic services particularly health and education makes women especially vulnerable. The major strategy is to address this issue to educate the ‘panchayat’ representative to safeguard the position of tribal people. Any educational process has to be sustainable through creating conditions for being updated on current events and how they impart to local communities.

Amar jyothi Mahanta (2016), has examined the Impact of Education on fertility: showing Evidence from a tribal society in Assam, India. The article shows the linkage between education & fertility in tribal society. Crops conducted the study by applying sampling method. The paper reveals that educational status of men and women has impact on fertility. If wife is more educated than husband then the number of live births born is significantly less. Three districts of Assam namely Dhemji, Lakimpur and Jorhat have been taken into consideration for the study. 880 households have been selected from 23 villages through a random sampling technique. The paper recommends policies for expansion of family education and retention of the females in education.

Haseena V A, Ajims P Mohammed (2014), discussed the Scope of Education and Dropouts among Tribal Students in Kerala – A Study of Scheduled Tribes in Attappady. The main objective of the study is to discuss the facilities available to tribal students in higher education, constraints faced by them, causes for dropouts and policies and programmes initiated by government. Survey was conducted in three Panchayats namely Agali, Pudhur and Sholayoor of Attappady hamlet. As per the survey it was found that around 30.9% dropouts were found in Agali panchayat, 27.6 % in Pudhur Panchayat and 32.1% in Sholayoor Panchayat. Reasons for the drop out are 100% lack of interest, 91.7% economic problem, 85% increase in household activities, 80% distance from home to school, 53.3% lack of awareness of parents and proper guidance, 31.7% early marriage, linguistic problems. Typical life of a tribal child is care free and uncontrolled. Deprivation of studies in turn is linked with the poor economic conditions and poverty.

Objectives

The following were the specific objectives formulated for detailed examination in the Study:

1. To study the Socio-economic and Demographic profile of the tribals in India with special reference to Andhra Pradesh.
2. To study the impact of developmental programs on education among the tribals in the study area.

Methodology

The study was conducted drawing a Multi Stage Random Sample of 300 respondents drawn at random from the 9 villages from 3 Mandals out of the 11 Tribal dominant Mandals of agency area of Visakhapatnam district of Andhra Pradesh. 11 mandals in Visakhapatnam Agency were divided into 3 regions and from each region one mandal namely Paderu, Chintapalli and Munchingput mandal was selected for the study. Three villages from each mandal i.e. a total of 9 villages were selected for the study. Randomly 100 respondents from each mandal were selected for the study by adopting Multi-Stage random sampling method. The present study is primarily based on both *Primary and Secondary Data*. Primary Data will be collected from the sample respondents by using *pre-designed Interview Schedule* in the selected villages of Visakhapatnam Agency. Information will be filled in by the

Researcher after having developed rapport with the respondents. The Secondary Data will be collected from the latest Census reports, District Hand Book of Statistic report Published by the Chief Planning Office of Visakhapatnam, Action plan of ITDA Paderu, recent Publications, Research reports, Journals and related Books. In this study, *Descriptive Research Design* has been adopted to describe Socio-economic Conditions.

Education as a Key to Human Development among the Tribals

Education imparts knowledge, and knowledge of self identity and human environment will infuse a sense of confidence, courage and ability among the tribal society to know and overcome their problems associated with exploitation and deprivation, and helps them to avail socio-economic and political opportunities extended to them. But, the rate of literacy in the developing courtiers is very low. Being a developing country, as well as highly populous India is lagging behind in terms of literacy. Recognizing its plight, the government of India has launched several programmes since its Independence for the promotion of literate society in the country both in formal and non-formal streams of education. Education is one of the key aspects for the human development among tribal people.

Table-2

Distribution of respondents in terms of Literacy Level from Father to Respondent

S.No	Literacy level	Paderu N=100		Chintapalli N=100		Munchinggut N=100		All Mandals N=300	
		Father	Respondent	Father	Respondent	Father	Respondent	Father	Respondent
1	Illiterate	62	31	70	41	75	49	207 (69.00%)	121 (40.33%)
2	Primary	29	35	25	30	21	28	75 (25.00%)	93 (31.00%)
3	Secondary	5	15	3	13	3	11	11 (3.66%)	39 (13.00%)
4	Intermediate	4	12	2	10	1	7	7 (2.33%)	29 (9.67%)
5	Graduate & above	0	7	0	6	0	5	0	18 (6.00%)

Source: Field Data

Note: Figures in parentheses indicate percentages to the total.

The above table-2 shows literacy level of the respondents to their father. Illiterates in father level are (69%) which is very high when compared to respondents (40.33%). Around 6% of the respondents have completed graduation but in parent level it is nil. It is inferred from the above data that literacy level has been increased from father level to respondents.

Table-3

Distribution of respondents in terms of Literacy Level from Respondent to Children

S.No	Literacy level	Paderu N=100		Chintapalli N=100		Munchingput N=100		All Mandals N=300	
		Respondent	children	Respondent	children	Respondent	children	Respondent	Children
1	Illiterate	31	10	41	9	49	13	121 (40.33%)	32 (10.67%)
2	Primary	35	50	30	51	28	57	93 (31.00%)	158 (52.67%)
3	Secondary	15	16	13	19	11	14	39 (13.00%)	49 (16.33%)
4	Inter	12	15	10	13	7	10	29 (9.67%)	38 (12.67%)
5	Graduate & above	7	9	6	8	5	6	18 (6.00%)	23 (7.66%)

Source: Field Data

Note: Figures in parentheses indicate percentages to the total.

The above table-3 shows that literacy level of the respondents to their Children. Approximately 90% of the children are literates when compared to respondents and their parents. 10.66% of the children are illiterates when compared to 40.33% of the illiterate respondents. Primary education among the children is found 52.67% followed by secondary 16.33%, intermediate 12.67% and graduates and above 7.67%. In all literacy levels there is gradual improvement in children when compared to respondents.

Table-4**Distribution of respondents Perception on Sending Girl Child to School**

S.No.	Perception	Paderu N=100	Chintapalli N=100	Munchingput N=100	All Mandals N=300
1	Education is not required for girls	11	12	15	38 (12.67%)
2	Need for primary education for girls	23	32	33	88 (29.33%)
3	Need for secondary education for girls	34	30	27	91 (30.33%)
4	No discrimination in between Boys and Girls in education	32	26	25	83 (27.67%)

*Source: Field Data**Note: Figures in parentheses indicate percentages to the total.*

The above table-4 reveals that distribution of opinion of the respondents on sending girl child to School. Only 12.67% of the total respondents think that education is not required for girl child. More than 1/4th of the total respondents i.e. 83 respondents feel no discrimination in between girl and boy child education. The remaining 60% of the total respondents think that education is required for girl child either primary or secondary.

Table-5**Distribution of respondents Children Studying by Institution**

S.No	Institutions	Paderu N=100	Chintapalli N=100	Munchingput N=100	All Mandals N=300
1	Govt. School / ITDA	51	55	67	173 (57.67%)
2	Residential School	25	22	19	66 (22.00%)
3	Convent	10	6	3	19 (6.33%)

*Source: Field Data**Note: Figures in parentheses indicate percentages to the total.*

The above table-5 shows the distribution of the respondents Children Studying, Institution Wise. It can be inferred from the above data that more than half of the total respondents i.e. 57.67% respondents send their children to Government school for studies, only 6.33% of respondents afford to send their children to convents.

Low literacy levels in the study area

Several reasons were identified for low literacy rate, several factors causing for low enrolment and high dropout students among tribal area particularly in visakha agency area. Many of the tribal groups especially living close to Orissa border and living in remote villages usually speak Adivasi Oriya, Kuvi, Khonda basha. Many of the tribal children are facing difficulties to understand lessons in Telugu particularly the student who are at 1st and 2nd class. Tribal children do household work, labour work and cattle rearing is quite common practice by children in this region, unfortunately most of the tribal parents fell that this is children's responsibility. By this kind of attitudes of parents, girl children are unable to get 'regular' education. Remoteness is one of the crucial elements along with distance levels which have negative impact on tribal children education, especially girl children. During rainy session many of the streaks flow across roads in the tribal region, therefore, children coming from nearer village do not attend the school in entire session. Many of the schools situated in visakha agency area are lacking basic facilities like safe drinking water, toilets etc a few parents do not show interest in sending their girl children. In addition to this teachers do not deliver their duties properly and their irregularity in attending to the schools, lack of infrastructure facilities, lack of proper or no transportation to the school, lack of commitment of teachers combine together for lowering the quality of education in visakha tribal area. Moreover, the government policies which are meant for benefiting the tribal students need to change based on suitability to the local environment rather than state or national environment. Though, there are several programmes like mid-day meals, supply of books etc. these are not reaching properly to the targeted group like PTGs. Awareness and orientation camps on importance of education definitely help for high enrolment.

The Social Inclusion in Tribal Education

The Scheduled Tribes, one of the major segments of marginalized section of Indian Society are still lagging behind in all stages of education and completely excluded from the mainstream society. Visakha agency is one of the educationally backward areas in the district due to low levels of literacy, especially among tribes. This is a formidable task. Despite constant efforts by both Central and State governments to spread the education of Scheduled Tribes, the level of education of tribes is very low in comparison to general castes and other communities. Therefore the most urgent priority is to ensure access to and improve the quality of education for tribals to remove every obstacle that hampers their active participation in developmental processes. It is education which is an imperative for the intensive growth and progress of every sphere of life. In recent days 'inclusion' is the progress mantra for policy makers of our country. This is to be achieved by the time the next census in 2021 is taken up.

Findings

1. Majority of the tribal people were found in Chintapalle mandal (64703), while lowest number is found in Rambilli mandal (62) in Visakhapatnam District.
2. Majority of the Literates in the tribal population were found in Paderu mandal (24853) while lowest number of literates is found in Ramilli mandal (29) in Visakhapatnam District.
3. Highest literacy rate in tribal population was found in Sabbavaram mandal (64.67%) while lowest literacy rate was noted in Anantagiri mandal (37.05%) in Visakhapatnam District.
4. Majority of the respondents (40.33%) and respondents father (69%) were reported to be illiterate, while 6% of the respondents and 0% of the respondents father were found to be graduate and above graduate.
5. Majority of the respondents (40.33%) were found to be illiterate while 6% respondents were found to be graduate and above graduate. Similarly majority of the respondent children (52.67%) were found to be studying primary level education while 7.66% respondents children were found to be studying graduate and above.

6. Majority of the total respondents (30.33%) believe that secondary education is required for girls where as the lowest percentage (12.67%) of respondent children believe that education is not required for girl children
7. Majority of the respondents (57.67%) were found to be sending their children to Government school /ITDA for studies while few respondents (6.33%) were sending their children to Convents.

Suggestions

1. There is need to establish tribal residential schools in every panchayat at the nearest distance to the tribal habitations in order to facilitate the tribes to send their children to the hostel.
2. Keeping in view the low literacy level of parents adult education classes are to be conducted systematically.
3. Awareness and orientation camps on importance of education definitely help for high enrolment of students to the schooling.

Conclusion

Andhra Pradesh is one of the backward states in the country and its literacy index is less than the national average. Low literacy rate is noted in tribal areas especially in the agency area of viskhaptanam district in Andhra Pradesh. The above data infers that human development programme through education implemented by government played an important role in recent years when compared to respondent's period. Respondent's period is found to be transition period in between father's period and their children period. When compared with father's period, respondent's period there are noticeable and positive results in children period. Human development programme among tribes improved the status of the girl child and the discrimination between girl child and boy child is found but in negligible figure, it bridges the gap in literacy levels between the general female population and tribal women. ITDA in collaboration with government has established many schools in rural/agency areas for the development of tribal education like Ashramaha, Residential Patashalas etc. Recognizing their plight, the Government of India has launched several programmes since its Independence for the promotion of literate society in the country both in

formal and non-formal streams of education. The impact of development programmes, and the tribal's capacity to absorb them are limited. Education is one of the key aspects for the human development among tribal people.

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