

Education of Tribal Children in Khammam - A Case Study

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ABSTRACT

Nations are people with different ways of life and society. They live somewhere in a certain place. They have their own customs, traditions, religious belief, etc. What makes them different from other national communities. The literacy of tribes is generally below the literacy rate of most people of the world. According to the 2011 population the national literacy rate (59.00%) is found to be significantly lower than the national literacy rate (73.00%). This paper focuses on educating the tribal children of the nation and the challenges they face

Keywords: Tribal, Education, Literacy

1. INTRODUCTION

Tribes are people with different ways of life and society. They live somewhere. They have their own customs, traditions, religious belief, etc. What makes them different from others? They have their own local language. According to Dr. DNMazdur, a tribe is a group of families with the same name, a member of a tribe living in the same territory, speaking the same languages, looking for alternatives to marriage, craftsmanship and making a well-researched and revenge plan. T.B. Naik provided the following ethnic features in Indian Context;

- Traditional methods of using natural resources, the national economy must be in a prosperous and prosperous economy
- There should be a comparatively diverse population.
- They should have a common language.
- The tribes must be politically organized and the public panchayat must be influential.

According to the 1951 census, 5.6% of the country's total population was national. According to the Census 2011, the number of organized nations in India is 10,42,81,034. 8.6% of the total population of India. There are 9, 38, 19,162 people of organized ethnic groups living in rural areas and 1, 04, 61,822 people are in urban areas. Organized nations make up 11.3% of the total population of rural areas and 2.8% of urban areas. There are about 550 ethnic groups in India. The literacy of organized nations as a whole is below the national literacy rate. According to the 2011 population the national

literacy rate (59.00%) is found to be significantly lower than the national literacy rate (73.00%).

- A tribe should have least functional interdependence within the community.
- It should be economically backward (i.e primitive means of exploiting natural resources, tribal economy should be at an under developed stage and it should have multifarious economic pursuit).
- There should be a comparative geographical isolation of its people.
- They should have a common dialect.
- Tribe should be politically organized and community panchayat should be influential.
- A tribe should have customary laws.

2. TRIBAL LITERACY IN INDIA

As per 1951 census, 5.6% of the total population of the country was tribal. According to Census-2011, the number of scheduled tribes in India is 10,42,81,034. It is 8.6% of the total population of India. A total of 9,38,19,162 people belonging to scheduled tribes reside in rural areas whereas 1,04,61,872 people in urban areas. The scheduled tribes are 11.3% of the total population of rural areas and 2.8% of urban areas. There are about 550 tribes in India. The literacy scenario of the Scheduled tribes in general is below the literacy rate of the general population of the country. As per 2011 census the literacy rate among tribal (59.00%) is found to be far below the overall literacy of the country (73.00%).

FACTORS AFFECTING TRIBAL EDUCATION

- **Attitude of other students-** it is the one of the important factor which affect the promotion of tribal students in higher education.
- **Social Factor-** There is still a widespread feeling among the nation that education makes them go out of their way to deviate, degrade and isolate them from society as a whole. As some of the nation's educated boys felt isolated and severed their ties with their families and villages after receiving a good education and education.
- **Economic Factors-** Vijaya Lakshmi (2003) identifies the problems of national students. Other things like most of the tribe's children were involved in important family activities such as cattle inspection, working in the workplace, collecting firewood and other small forest products, quarrying, mining and household chores such as processing forest products. The level of use of technology in the national area remains extremely low.
- **Lack of Interest in Formal Education** - Another problem they face is the lack of academic support for teachers, the unavailability of teachers is the main reason. In this case in many provinces, the method of teaching was the regional language; many of the children of the tribe do not understand the textbooks, which were usually at the district level
 - According to Desai.B & Patel.A (1981), in relation to effectiveness of various interventions for improving tribal education studied that only 18 out of 22 residential schools have 100% teacher's strength and in some cases the educational qualification of the teacher was below X, which also adversely affect the student achievement.
 - **Lack of Resources** Vijaya Lakshmi (2003) conducted a study to identify the problem of international students in high schools. The findings of the study revealed that the poorest schools in terms of infrastructure, poor hygiene and poor nutrition during the day.

Habitat environment - The majority of the population is dispersed. This includes a long trip to school. Family Environment - The environment or Nature is one of the most important factors in human development. Most of the nation is illiterate and the fathers of the nation are addicted to alcohol and other beverages that negatively affect the family's economic status. Jayawal, et .al (2003) examined the role of parental support in the academic success of national students, research found that the most successful parent provides the greatest support for his or her children. Low-level parents, on the other hand,

were not so keenly interested in their children's progress.

Stakeholder co-operation - Partnerships are important in promoting education in the context of national students. Their funds flow into one's hands several times and will eventually reach the student's hand. Delays in fundraising cause problems in their education. Bargava.S.M (1989) conducted research on weak class education; The study found that the nation's formal educational institutions for the poor were relatively poor compared to others in the region in terms of textbooks, free uniforms, maintenance and mid-day meals.

- - Co-operation is essential for promoting education in the case of tribal students. Their funds are flowing through a number of person's hands and at last it will reach student hand. The delay and flow of fund creating problems in their education. Bhargava.S.M (1989) conducted survey on education for weaker section; the study found that the educational facilities for scheduled caste tribe are poorer in comparison to others in the district related to textbook, free uniform, stipends and mid day meals.

3 OBJECTIVES OF THE STUDY

By understanding the problems facing international students, the study focused on the following objectives:

- Learning about student problems in families and colleges that hinder education.
- Assessing students' satisfaction with Government funding for national education.
- Propose appropriate remedial measures to improve the existing situation.

4 RESEARCH METHODOLOGY

India is one of the most populous places in the world. According to the 2011 census, the population of India makes up 8.6% of the total population. There are about 550 tribes and peoples in various parts of India. Most tribes live in well-defined but independent hilltops that are often inaccessible, developed and poorly integrated with the rest of the nation.

The current study was conducted in Khammam district in Telangana. A sample of 50 tribal children attending an Undergraduate college was selected using a simple random sampling method. Current research is based on key data by providing an interview process. The interview schedule was initially taken to look at clarity and clarity and the necessary modifications were made on the basis of experience gained through hypocrisy. The data collected was tabulated and analyzed for the purpose of providing accurate and precise information. There are four key areas related to higher education presented in the questionnaire. Student responses were analyzed based on the following:

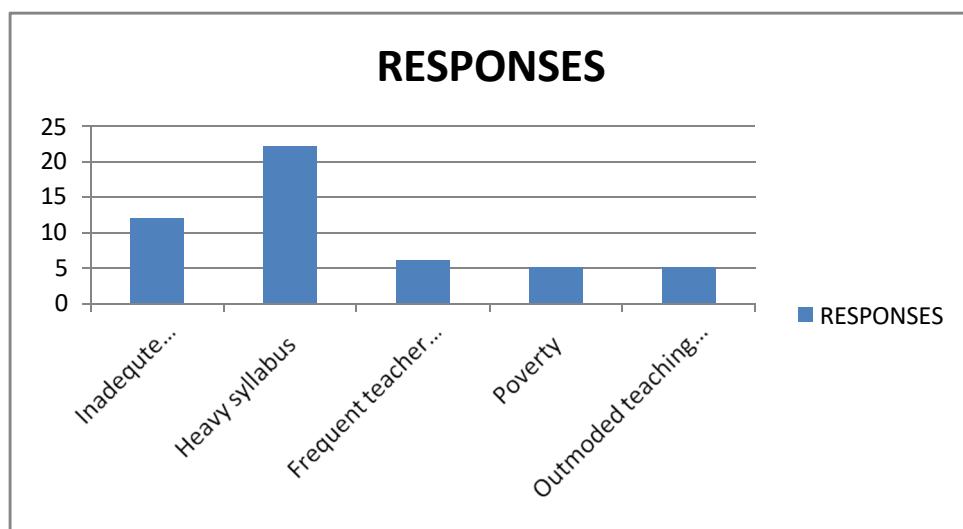
- (i) Obstacles to the pursuit of higher education
- (ii) Motivational factor
- (iii) Reason for absenteeism
- (iv) Government support

- (i) Hurdles in pursuing higher education:

REASON	RESPONSES
Inadequate infrastructure facilities	12
Heavy syllabus	22
Frequent teacher absenteeism	6
Poverty	5

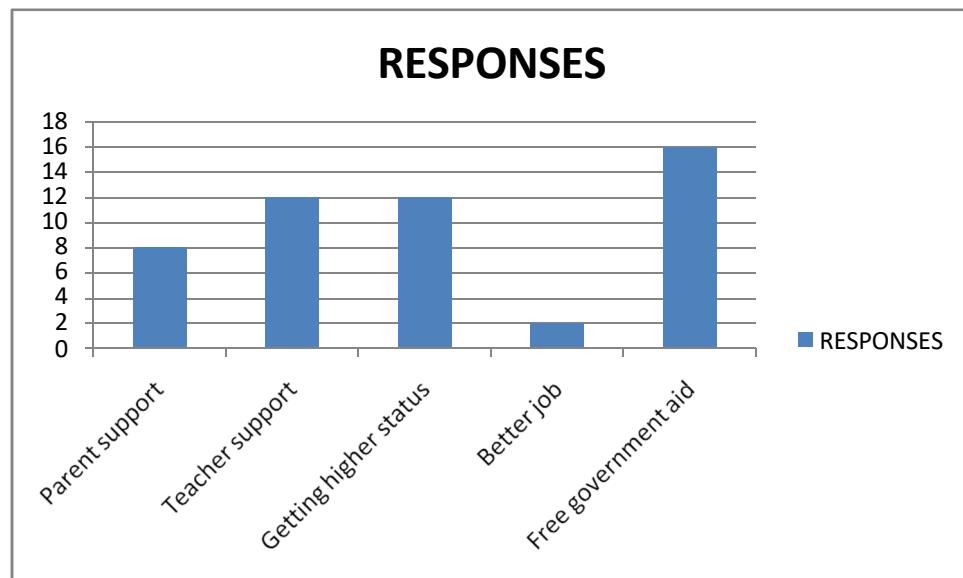
Outmoded teaching methods

5



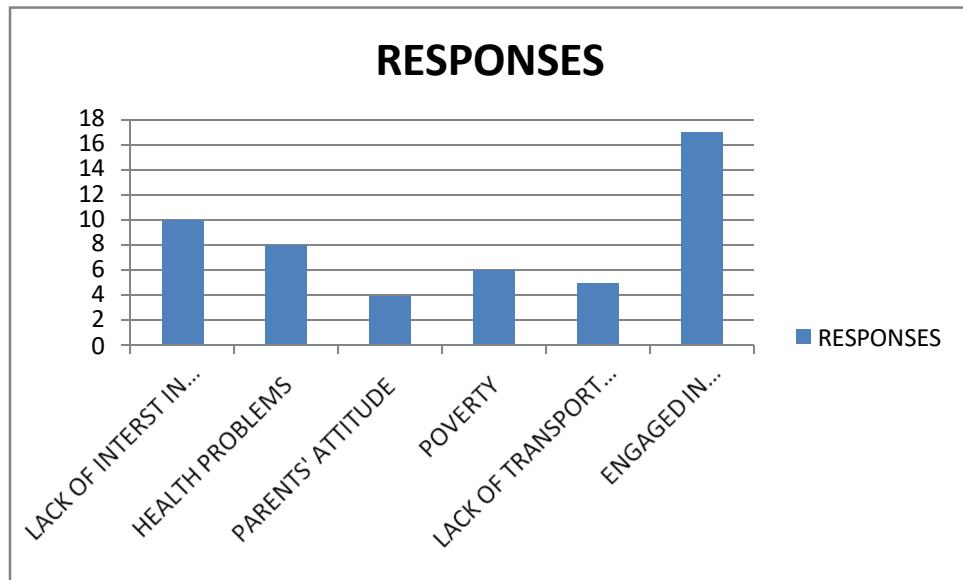
(ii) Motivating factor:

MOTIVATING FACTOR	RESPONSES
Parent support	8
Teacher support	12
Getting higher status	12
Better job	2
Free government aid	16



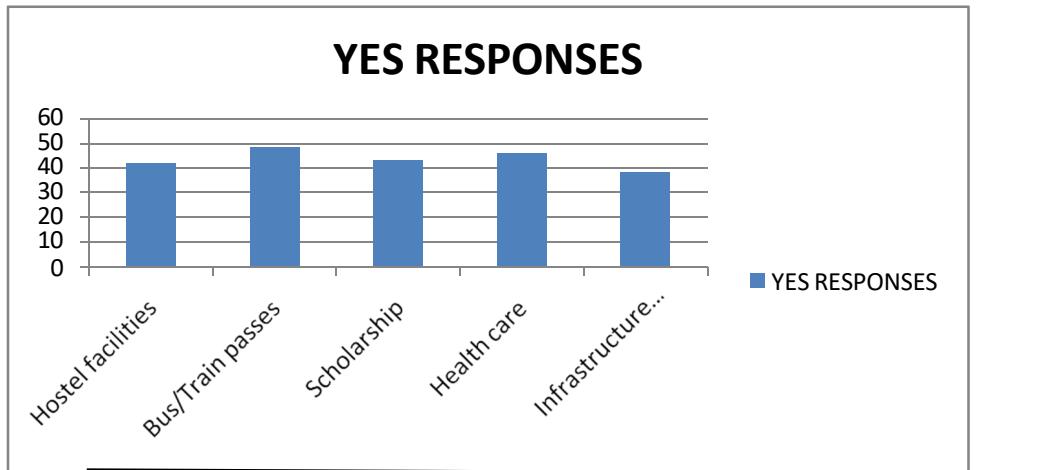
(iii) Reason for absenteeism:

REASONS FOR ABSENTEEISM	RESPONSES
LACK OF INTERST IN STUDIES	10
HEALTH PROBLEMS	8
PARENTS' ATTITUDE	4
POVERTY	6
LACK OF TRANSPORT FACILITIES	5
ENGAGED IN EMPLOYMENT	17



(iv) LEVEL OF SATISFACTION ABOUT GOVERNMENT FACILITIES:

Level Of Satisfaction About Government Facilities	YES RESPONSES
Hostel facilities	42
Bus/Train passes	48
Scholarship	43
Health care	46
Infrastructure facilities	38



5 CONCLUSION AND SUGGESIONS

- After the implementation of semester system, tribals opined that, syllabus became quite heavy.
- Government aid is motivating them towards achieving greater goals in life.
- They stated that, engagement in other employment activity is the root cause of their absenteeism.
- Majority of the students are satisfied with the government facilities.
- All the students opined that, reimbursement should be withdrawn for the students who are studying in private UG colleges.

Article 46 of the Indian Constitution stresses promotion of the scheduled tribes and scheduled caste people with special care in educational and economic establishment. The spread of education among scheduled tribes during the last four decades has been quite uneven. Ignorance and illiteracy among tribal should be minimized and routed out by providing proper education of tribals. To improve the educational status of the tribals, opportunities for basic and adult education with training leading to better employment should be provided. Hostel facilities to tribal students should be surveyed and improved. Tribal welfare department may design and launch new programs to generate employment opportunities for tribal. The Director of employment and training may provide effective career guidance service to tribal students so as to help them to make self assessment of their abilities, aptitudes and plan for the career. Ensuring of high quality education to tribal students and residential education need to be strengthened further. Massive awareness and literacy program with involvement of NGO's should be organized in the tribal areas.

LIMITATIONS OF THE STUDY:

- ✓ Time is very limited.
- ✓ Resources are limited.
- ✓ Only Khammam town's tribals, that too, only fifty was taken as the sample.

SUGGESTIONS FOR FURTHER RESEARCH:

- ✓ Sample size may be increased.
- ✓ Study may be conducted across places to be generalized.

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