The main objective of this research paper is to analyse the status of tribal education and barriers faced by various tribal communities to understand the factors responsible for difference in the aspirations, plans and achievement among the different tribal students with reference to their gender and community. The proposed study explores the inter-tribal inequalities among tribal students by literacy rate, gross enrolment ratio, dropout rates and Gender Parity Index in Telangana. The analysis is based on secondary data Census and of Government of Telangana 2016 (SKS) among other sources of information on literacy and higher education. Most of the available data on tribal education is limited to scheduled tribe students as a uniform category that clubs together all ST communities, while inter-tribal inequalities are significant and growing faster demanding attention to ensure inclusive development among varied tribal communities. The percentage of literacy of tribes was only 7.64 per cent in 1961 which has increased to 49.51 per cent in 2016. They are not able to participate in the process of development, as they are not aware of most of the programmes and policies. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very low as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes in Telangana state where they constitute majority population in agency districts.

**Key Words:** Development Programmes, Higher Education, Social condition, Literacy rate.
INTRODUCTION

The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India as well as in Telangana state. With a tribal population of 32.87 lakhs, Telangana is one of the states with a large tribal population in India. They constitute 9.3 per cent of the total population of the state (Census of India, 2011). Tribal population of the Telangana State constitutes various sub-tribal groups. They are: Lambada with a population of 20,46,117, Koyas – 4,86,391, Gonds – 2,97,846, Yerukalas – 1,44,128. There are 32 Tribal groups living in the State which include 4 PVTGs (Particularly vulnerable Tribal Groups – earlier known as The Primitive Tribal Group) viz., Kondareddies, Chenchus, Kolams and Thoties living in Khammam, Mahabubnagar, Nalgonda, Ranga Reddy, Adilabad Districts. Recognising they historical social and economic disadvantages, the Government have accorded high priority for accelerated development of Tribals by implementing socio-economic and educational development schemes. ST literacy rate is still very low at 49.51 as against State literacy rate of 66.46. The present study major focus is on Higher Education among tribal communities and the total population of the State. In this regard, there are 1043 Universities, 42343 Colleges and 11779 Stand Alone Institutions, 60.56% Colleges are located in Rural Area. 10.75% Colleges are exclusively for Female. Only 2.7% Colleges run Ph.D. programme and 35.04% Colleges run Post Graduate Level programmes. 78.6% Colleges are privately managed; 65.2% Private-unaided and 13.4% Private-aided. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living.

Gross Enrolment Ratios (GER) is a measure used in the education sector to determine the number of students enrolled in school at several different class levels (like elementary, middle school and high school). The enrolment rate among children during the year 2018-19, in primary schools was 98.9% for boys and 97.7% for girls, implying that almost every child in the state is enrolled in schools. In upper primary schools, the GER was 87.5 for boys and 88.7 for girls.

Dropout Rates in Telangana: Dropout rate indicates the percentage of students who leave school at a given level before finishing their studies. The annual dropout rates for the year 2019-20 among secondary school students was recorded as 14% for boys and 10.7% for girls in the state. This is lower than the corresponding national averages of 17.2% for boys and 16.9% for girls (Telangana Socio-economic Outlook 2021).

REVIEW OF LITERATURE

Lakshmaiah (1984) carried studies on socio-economic development of tribals in Adilabad district in Andhra Pradesh. He found that despite various efforts through planned development in the district, the major problems of the tribals remained unsolved. He explained that with improved means of communication in the district and migration of the non-tribals into the interior areas resulted in land alienation and exploitation of tribals. To check this he emphasised the need to execute strategic policies.
The author also suggested that labour intensive schemes such as small scale and cottage industries and handicrafts should be extended in all such areas to shift manpower from agriculture to other occupations.

Singh (1988) and Mehta (2000) dwelled on the systemic factors responsible for perpetuation of tribal alienation from colonial times. Singh (1988) studied various issues of tribal development and stated that technological development in tribal areas has not been considerable and the achievement in the socio-economic fields have remained low due to lack of exchange of ideas. He compared the policy pursued by the British government and constitution provisions in independent India and stated that usually the funds allocated for tribals get diverted for non tribals in tribal development block districts, since no device has been evolved to secure tribal interests.

Mehta (2000) gave an overview of the tribal development measures adopted during the 20th century. He stated that the government has failed to provide basic minimum needs to the tribal people for their subsistence. He further held that during first half of the century tribals were administered by the British government and the local rulers.

Jayaswal, et. al, (2003) studied the role of parents of high achievers as well as those of low achiever students. Their studies revealed that parents of high achiever appear to have exercised considerably additional support in their children’s studies than those of low achiever students. The parents of high achievers were also reported to show better work commitment and inclination to learn lessons from others, more interest in children’s educational success and were liberal. On the other hand the parents of low achievers were not ambitious of children’s upward mobility and rather were more fatalistic and have low self confidence and lacked initiative for guiding their children.

Vijaylakshmi (2003) conducted a study to identify the problems of tribal students in secondary schools and observed that they had problems with regard to their parents and family besides their personal, infrastructural facilities, academic and teacher related problems. She also noted that the problems faced by the students included low social status and illiteracy of parents, cultural backwardness of the family and low educational level of nomadic tribal parents. The other problems faced by them are lack of academic help from the teachers, non-availability and absence of teachers in the school.

Lal Suresh and Padma (2005) analyzed the problem of empowerment of tribal women of Andhra Pradesh making use of census data on tribal population, and literacy rates in the state. The tribal women in Andhra Pradesh were found well at dry land agriculture. Tribal women are facing the following problems in health and nutrition such as malnutrition is common among the tribal women, higher infant mortality rate in tribals compared to national average, and the average protein calorie intake was found to be low among tribal women.
Motkuri (2006) study on child schooling in a community in transition considered that some of the tribes especially the Lambada within the broader ST community is little advanced partly because they spatially little closer to mainstream society and hence influenced by demonstration effect of the mainstream society in terms economic practices like commercialisation, cultivation and child schooling.

OBJECTIVES:

Objectives of the proposed study include the following:

1. To understand educational inequalities including literacy rate and higher education among Tribals in Telangana State. To analyse the challenges of Illiteracy in tribal areas in Telangana state.
2. To review the effectiveness of different educational programmes and their impact on tribals while focussing Central and state policies and programmes for improve enrolment in Higher Education among the Tribes.
3. To study the socio economic profile of Tribals vis-à-vis their achievement levels in education and to study the complex variables responsible for differences in the courses pursued and achievement levels in higher education among students of different tribes.
4. To examine the role of different government agencies engaged in tribal development to explore convergence and integrated approach for holistic educational development of the tribal students in scheduled areas covered under the study.

METHODOLOGY

The present study based on secondary sources. The Secondary data will be collected from journals, books, government documents, reports, research works, and website sources. Telangana state ITDA reports, Telangana state Socio Economic Outlook-2017.

Need of the Study

The studies conducted so far reflect some glaring gaps. Most of the studies are focused on socio-cultural aspects and tribal economy and examined the role of non-tribals, socio-economic conditions, festivals etc., among the tribal people. But there are hardly any studies on the factors responsible for the inequalities in education among different tribes in a region or the state. Lack of studies on inter-tribal educational aspects is conspicuous. So my research is mainly focused on inter-tribal educational barriers in higher educational challenges and aspirations. On the whole the studies suffer from partial focus on the components of the Tribal problems and equally an overemphasis on the popular and often examined gaps among the tribal people. Most of the studies on tribal issues are also focused on the welfare measures and state–support to the extent of ignoring the role of inter-tribal differences and agency for transformation that is rooted in the initiative of the community and its members. This major gap need to be recognized and any further study should focus on these aspects. In this 21st century when a tremendous development of science and technology thinks about the artificial intelligence, and make a
society in another planet or space, then in another side a million of children struggle with unmet basic needs. Attaining minimum level of education, and higher education particularly is farfetched for several tribal communities in the state. This major gap need to be recognized and any further study should focus on these aspects.

HIGHER EDUCATION IN TELANGANA

As per the second Periodic Labour Force Survey (PLFS-2) 2018-19, out of the total adult population (15 years and above) in the state, 18.1% have completed secondary education, 12.4% have completed higher secondary education, 11.3% are graduates and 3.9% are postgraduates or above. All these figures are higher than the corresponding all-India average. The state’s higher education GER is the 9th highest in the country. It is the 8th highest for the SC category (33.7%) and 7th highest for the ST category (30.7%). The state has 17 public universities, two of which, Osmania University and University of Hyderabad, are included in the list of ‘University with Potential for Excellence’ by the University Grants Commission (UGC). The state is also home to one of the top-ranked law colleges in the country, the National Academy of Legal Studies and Research (NALSAR).

Table: 1.1

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Sl. District</th>
<th>No.</th>
<th>Total</th>
<th>Urban</th>
<th>Male</th>
<th>Females</th>
<th>ST % Total</th>
<th>Rural %</th>
<th>Urban %</th>
<th>Child Males</th>
<th>Child females</th>
<th>Total</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Adilabad</td>
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<td>15921</td>
<td>16784</td>
<td>18.09</td>
<td>93.40</td>
<td>6.60</td>
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<td>32976</td>
<td>67481</td>
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<tr>
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<td>Nizamabad</td>
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<td>3623</td>
<td>4021</td>
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<td>96.04</td>
<td>3.90</td>
<td>14453</td>
<td>13322</td>
<td>27775</td>
<td>922</td>
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<td></td>
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</tr>
<tr>
<td>4</td>
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<td>6225</td>
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<td>7.21</td>
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<td>27877</td>
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<td></td>
<td></td>
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<tr>
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<td>Hyderabad</td>
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<td>23811</td>
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<td>-</td>
<td>-</td>
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<td>3017</td>
<td>6680</td>
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<td></td>
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<td>6</td>
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<td>8467</td>
<td>44020</td>
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<td>4.13</td>
<td>61.20</td>
<td>38.80</td>
<td>17547</td>
<td>15525</td>
<td>33072</td>
<td>885</td>
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<td></td>
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<tr>
<td>7</td>
<td>Mahbubnagar</td>
<td>18910</td>
<td>10495</td>
<td>8415</td>
<td>8.99</td>
<td>94.81</td>
<td>5.19</td>
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<td>59200</td>
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</tr>
<tr>
<td>8</td>
<td>Nalgonda</td>
<td>27979</td>
<td>14815</td>
<td>13164</td>
<td>11.30</td>
<td>92.90</td>
<td>7.10</td>
<td>28875</td>
<td>24294</td>
<td>53169</td>
<td>841</td>
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<tr>
<td>9</td>
<td>Warangal</td>
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<td>22948</td>
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<td>15.11</td>
<td>91.59</td>
<td>8.41</td>
<td>33095</td>
<td>29151</td>
<td>62246</td>
<td>881</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Khammam</td>
<td>55661</td>
<td>26513</td>
<td>29148</td>
<td>25.18</td>
<td>91.52</td>
<td>8.48</td>
<td>43005</td>
<td>41334</td>
<td>84339</td>
<td>961</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>347901</td>
<td>277447</td>
<td>170454</td>
<td>9.08</td>
<td>89.05</td>
<td>10.95</td>
<td>227494</td>
<td>206109</td>
<td>433603</td>
<td>906</td>
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</tr>
</tbody>
</table>


Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. Literacy and educational attainment are powerful indicators of social and economic development among the Scheduled Tribes in Telangana.
Table: 1.2

SCHEDULED TRIBES LITERATE POPULATION AND LITERACY RATE, 2011 CENSUS

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>District</th>
<th>Total Population</th>
<th>Literates</th>
<th>Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
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<td>Adilabad</td>
<td>495794</td>
<td>1,30,838</td>
<td>89,084</td>
</tr>
<tr>
<td>2</td>
<td>Nizamabad</td>
<td>192941</td>
<td>47,085</td>
<td>28,752</td>
</tr>
<tr>
<td>3</td>
<td>Karimnagar</td>
<td>1,06,745</td>
<td>28,820</td>
<td>20,090</td>
</tr>
<tr>
<td>4</td>
<td>Medak</td>
<td>1,68,985</td>
<td>40,976</td>
<td>22,146</td>
</tr>
<tr>
<td>5</td>
<td>Hyderabad</td>
<td>48,937</td>
<td>16,659</td>
<td>12,641</td>
</tr>
<tr>
<td>6</td>
<td>Rangareddy</td>
<td>2,18,757</td>
<td>62,588</td>
<td>41,495</td>
</tr>
<tr>
<td>7</td>
<td>Mahbubnagar</td>
<td>3,64,269</td>
<td>83,464</td>
<td>45,555</td>
</tr>
<tr>
<td>8</td>
<td>Nalgonda</td>
<td>3,94,279</td>
<td>1,04,938</td>
<td>59,065</td>
</tr>
<tr>
<td>9</td>
<td>Warangal</td>
<td>5,30,656</td>
<td>1,36,361</td>
<td>90,593</td>
</tr>
<tr>
<td>10</td>
<td>Khammam</td>
<td>7,65,565</td>
<td>2,00,493</td>
<td>1,50,974</td>
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<tr>
<td>Total</td>
<td></td>
<td>32,86,928</td>
<td>8,52,222</td>
<td>5,60,395</td>
</tr>
</tbody>
</table>

Source: Directorate of Economics and Statistics & Government of Telangana-2020

Literacy Trends of tribes: In India literacy is an important indicator of development among tribal groups. The trend of literacy of tribes in India from 1961 to 2011 indicates significant growth, but also suffers great challenges in higher education and inequalities by gender and community. The percentage of literacy of tribes was only 7.64 per cent in 1961 which has increased to 49.51 per cent in 2011. But female literacy of tribes is only 39.44 per cent compared to male literacy of 59.49 per cent. Students of certain tribal groups attending elementary education are not making progress in further studies as some other tribal communities who share same area of residence, infrastructural facilities in the area they inhabit and availability of educational institutions in the region.

Challenges attainment of Higher Education

The major challenges that are as follows:

1. Economic Problems:

Finances are regarded to be of utmost significance within the course of implementation of various tasks and activities. Within the course of acquisition of education, financial problems are regarded as major barriers. The tribal individuals are usually residing in the conditions of poverty and backwardness. Agriculture, hunting and fishing are their primary occupations. Income generated in used to sustain their living conditions. Therefore, due to financial problems, the parents encourage their children to get engaged in income-generating activities. In this manner, as a result of financial problems, the tribal students experience challenges within the course of acquisition of education.
2. **Maintain of Household Responsibilities:**

In tribal communities, the children are usually involved in the management of household responsibilities. They assist their parents in various household chores. The girls are the ones, who are contributing a significant part in the management of household responsibilities. These include, fetching water, cleaning, washing, preparation of meals, rearing of livestock and looking after younger siblings. The other activities in which, children are encouraged to participate are, agricultural activities and collection of forest products.

3. **Less Parental Support in Academic Learning**

The course of academic learning, students need support and assistance from not only individuals within schools, such as, teachers and fellow students, but also parents. In the completion of homework assignments and in preparing students for tests or exams, parents render a significant contribution. It is the responsibility of the parents to ensure that their children do not experience any problems or challenges within the course of attainment of academic goals. In tribal communities, the support of parents is negligible.

4. **Low Motivation**

It is essential for students to possess interest, enthusiasm and high levels of motivation, particularly within the course of attainment of academic goals. Tribal students usually possess low levels of motivation. The primary causes are, lack of efficient understanding of academic concepts, learning disabilities, unavailability of learning materials, lack of infrastructure and other facilities and lack of support from parents, particularly in academic learning. In other words, they lack the sources that are essential in achieving academic goals.

5. **Language and Culture Differences**

Language and culture are regarded as significant barriers that tribal students experience within the course of acquisition of education. They have their own cultures, traditions, norms, values and principles, upon which their livelihood opportunities are based. Furthermore, they also speak different languages. Research has indicated that due to differences in language, these factors prove to be major barriers within the course of acquisition of education.

6. **Unsatisfactory Teaching-Learning Methods**

In schools in tribal communities, the teaching-learning methods are either not adequately available or the ones that are utilized are not in accordance to the academic requirements of students. Therefore, it is necessary to put into operation the teaching-learning methods in accordance to the needs and requirements of students.
7. Lack of Facilities and Amenities

In tribal schools, there are lack of facilities and amenities. The major facilities that are necessary to enhance the system of education are, appropriate teaching-learning materials, technologies, furniture, heating and cooling equipment in accordance to the weather conditions, clean drinking water, restrooms, library facilities, laboratory facilities, playgrounds, extra-curricular and creative activities. The students are unable to concentrate upon their studies and receive unsatisfactory academic outcomes. As a result, there is an increase in the drop-out rate of students as well.

8. Lack of Learning Materials

Learning materials are regarded to be of utmost significance to acquire understanding of academic concepts and achieve academic goals. They are the ones that impart knowledge and information among students regarding various aspects and concepts. These include, textbooks, technologies, internet, diagrams, charts, models, posters and other reading materials. The tribal students experience lack of learning materials. Due to their conditions of poverty and lack of financial resources, they are unable to obtain sufficient learning materials. These are vital to promote student learning in a well-organized manner.

9. Participation in Income-Generating Activities

The tribal communities normally are residing in the conditions of poverty and backwardness. They have the major objective of generating income for sustaining their living conditions in an appropriate manner. The primary income-generating activities that tribal communities are engaged in are, agriculture and farming practices and production of food items, handicrafts, artworks and so forth. The individuals usually encourage their children to participate in income-generating activities. Income-generating activities, they experience challenges within the course of acquisition of education.

10. Health Problems

In case of any health problems, or illnesses, they obtain medicinal herbs and plants from the forests. The tribal communities adopt traditional methods and are unaware of modern and advanced medical and health care treatment. In their environmental conditions, they do not have access to medical or health care centres. Health problems experienced by tribal children are regarded as major impediments within the course of acquisition of education. Therefore, physical as well as psychological health problems give rise to challenges in acquisition of education.

Improve Tribal Education

1) Making Provision of Financial Assistance: There has been an increase in the drop-out rate among tribal students due to lack of financial resources. The financial resources are regarded to be of utmost significance in the acquisition of education. In Government schools, even though education is provided free of cost, but individuals are required to spend financial resources on other items, such as, books,
stationary, uniforms, school bags, learning materials, transportation and so forth. Lack of financial resources is regarded as major impediments within the course of acquisition of education.

2) Utilising Appropriate Teaching-Learning Methods: The teaching-learning methods need to be put into operation efficaciously. When the teachers are implementing them, they need to take into account, mainly three factors. These are, academic goals, grade levels of students and subjects. They need to be put into practice in a well-organized manner that they should facilitate in the achievement of academic goals.

3) Utilising Appropriate Teaching-Learning Materials: In schools in tribal communities, teaching-learning materials are not in a well-developed state. The teaching-learning materials are referred to as the resources that are utilized to impart knowledge and understanding among students regarding the academic subjects. The common teaching-learning materials that are used in schools are textbooks, blackboards, notebooks, stationary items, charts, posters, models, diagrams, pictures, images, and other reading materials.

5) Overcoming Shortage of Teachers: The teachers are the ones, who are vested with the job duties of imparting knowledge and information to the students not only in terms of academic concepts, but also in terms of morality and ethics. It is one of the job objectives of the teachers to carry out their job duties in a well-organized manner to promote effective growth and development of students. In tribal schools, there is shortage of teachers.

6) Formation of Amiable Environmental Conditions: In tribal schools, the environmental conditions are not amiable and pleasant. The school buildings, playgrounds, classrooms and the overall environmental conditions are not encouraging. The teachers, staff members and students do not feel comfortable and undergo problems within the course of implementation of job duties. Due to lack of equipment and technologies, the individuals experience problems and challenges in the implementation of administrative and managerial job duties.

CONCLUSION

In Telangana state sound education and development policy can contribute significantly to tribal development and the society in Telangana state. Therefore, the present research deserves high priority. The education policy should be such that it is make sure the scientific and intensive use of the knowledge, creates productive employment, reduces disparities in the distribution of land and induces changes in property relations and rural social structure. Hence, undoubtedly in the arena of political economy, the study of tribes community relations and change process assumes significant position in the understanding the Policy makers. The present project study outcome is highly relevant to the policy making in the most important area for facilitating social change through promotion of education and its equal access among all marginalised tribal’s.
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