



THE EMERGING ROLE OF INTEGRATED TRIBAL DEVELOPMENT AGENCY (ITDA) ASHRAM HIGH SCHOOLS IN DEVELOPMENT OF TRIBAL EDUCATION IN TELANGANA STATE

Sabavath Ravi

Assistant Professor , Dept of Political Science ,
Osmania University.

ABSTRACT

The term 'Development', in a general context would mean as a process of maximising human potential. Similarly, education is also commonly defined as a realisation of human potential. While education is considered as an important factor in the process of development, progress of educational status is considered as an important indicator of development itself. However, education in a broader sense would involve the process of acquiring the knowledge and skills, appropriate in a particular situation and cultural context, in order to put into its maximum use for productive and creative purposes, in the progress of a particular individual and society.



KEY WORDS : human potential , particular situation and cultural context.

1. INTRODUCTION

On the other hand, development always implies the progressive expansion of the existing potentialities towards higher outcome. Thus, development and education have common grounds in the process of making human existence worthy and meaningful. Tribal development has been a major challenge for the policy makers and development planners for its multiple approaches and inherent complexities.

India has 705 tribal groups with a population of the tribal population of the country, as per the 2011 Census, is 8.63 crore, constituting 8.6% of the total population. The population of tribes had grown at the rate of 23.7 % during the period 2001-2011. The united Andhra Pradesh consists of 33 tribal groups with a population of 5.7 % of ST Population in State to the total ST population of the country. A large chunk of tribal population in the state is mainly concentrated in the nine scheduled districts like Srikakulam, Vizianagaram, Visakhapatnam, West Godavari, East Godavari, Warangal, Khammam, Adilabad and Kurnool. The Majority of the tribal populations in the state stand below the poverty line and facing the problems like indebtedness, illiteracy, malnutrition and exploitation. The interior tribals still live relatively in isolation. According to 2011 census, the literacy rate among the tribes of Andhra Pradesh is only 37% and extremely low when compared to national and state levels (73% and 67%). There is a lot of variation in the percentage of literacy between the tribal mandals within the state.

Education is concerned with learning. Learning is a process of acquiring knowledge or skills by instruction study or experience; in this broad sense, learning is a life-long process. Education refers to the methods by which a society attempts to direct and accelerate the learning process of its members through formal, informal and non-formal education. The special programmes for the Tribes constitute free supply of school uniforms, slates, books, notebooks etc., for primary school students; mid-day meal, payment of term and other compulsory fees for secondary school students; pre-metric and post-metric scholarships, facilities

for additional coaching, vocational and pre-service training classes, Balwadies, Ashrama shalas and free hostel facilities, reservation of seats in institutions of higher and technical education and so on. The ITDPs/ITDAs (Integrated Tribal Development project/ Agency) are generally contiguous areas of the size of a Tehsil or Block or more in which the ST population is 50% or more of the total. On account of demographic reasons, however ITDPs. in Assam, Karnataka, Tamil Nadu, West Bengal may be smaller or not contiguous. Andhra Pradesh and Orissa have opted for an Agency model under the Registration of Societies Act and the ITDPs there are known as ITD Agencies (ITDAs). So far 196 ITDPs/ITDAs have been delineated in the country in the states of Andhra Pradesh, Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal and Union Territories of Andaman & Nicobar Island and Daman & Diu. In Jammu and Kashmir though no ITDP has been delineated yet the areas having ST Population in the State are treated as covered under the TSP strategy. In eight states having scheduled areas the ITDPs/ITDAs are generally co terminus with TSP areas. The ITDPs/ITDAs are headed by Project Officer though they may be designated Project Administrators or Project Directors. The main function of ITDA is to take up several welfare measures to the Tribal People residing in the Agency

The habitation pattern in the tribal areas has necessitated opening of Ashram Schools and these Ashram Schools are being provided with school and hostel facilities under one roof. At present, 504 Ashram School, exclusively for Scheduled Tribes, with a strength of 1, 45,599 inmates. These Ashram Schools can also be categorized into Ashram Primary Schools, Ashram Upper Primary Schools and Ashram High Schools. There are 163 Ashram Primary Schools, 202 Ashram Upper Primary Schools and 139 Ashram High Schools. In the Ashram Primary Schools, children shall study 3rd to 5th classes and in Ashram Upper Primary Schools, 3rd to 7th while in Ashram High Schools, the children shall study from 3rd to 10th classes. Keeping the need, necessity and availability of students, Ashram Primary Schools are upgraded into Ashram Upper Primary Schools and Ashram Upper Primary Schools into Ashram High Schools.

2. NEED AND SIGNIFICANCE OF THE STUDY

Universal provision of a school is an essential prerequisite for the extension of education in a given geographical area. Existence of a school in a village induces the parents to send their children to Tribal school. Differential provision of school facilities in an area is therefore, a significant factor in differential educational attainments. It is observed that the geographical isolation of the tribal communities, living in inaccessible hilly and forest areas in scattered settlements, the adequate school facilities are not being made available to them. The geographical isolation and the inadequate educational facilities constraint the extension of education among the tribal. But still the Tribal people were far behind in educational development. Even though a large number of schools were opened in the area during the last two decades after Independence, yet we find that there are many Chenchugudems/thandas without even a single teacher school. As a result the number of villages covered and the area of operation of each school have become unmanageable. Despite all these efforts, tribal education has not registered considerable progress and results have not been to the desired extent. Like other areas of education, tribal education continues to be plagued by the evils of wastage and stagnation, poor enrolment and poor scholastic achievement of the pupils. Even after 65 years of independence and in spite of initiation of dozens of welfare schemes in the post-independence era, the lot of surveyed population of Scheduled Tribes living in our country has not improved to an appreciable level. A very low level of literacy accompanied by widespread poverty and very low extent of spatial and occupational mobility has perhaps hampered their economic upliftment. As a result, they are still either marginal or small farmers having very meager economic resources. Their housing condition is also relatively poor as majority of them are living in kutcha and semi-pucca houses having fewer living rooms. Lastly in spite of initiation of a number of schemes in educational and other sectors, many among Scheduled Tribes have not received the benefits and that too primarily in education sector. Tribal

development is a Constitutional obligation and therefore, all concerted efforts must be made to ensure that there is no significant gap in the levels of development among the tribals and the non-tribals.

3. REVIEW OF RELATED LITERATURE

P.C. Dave, 1954, makes a report on the ashram and Sevashram schools in Orissa giving the general routine of the Ashram schools and details of stipends and scholarships. Choudhuri, P. and Sinha, U.P., 1959, studied concrete intelligence of tribals and non-tribals. N.K. Das Gupta, (1964), discussed in great detail, tribal economy with reference to education in the context of the Santal. The nature and content of tribal education have also been discussed. J.P. Naik (Report of the Seminar on the Employment of Scheduled Castes and Scheduled Tribes, Manohar Publications, New Delhi) dealt with the problems of education of scheduled castes and tribes. A study of Adivasi students in Ranchi district was conducted by Gupta S.P, (1965). In Andhra Pradesh, significant studies on tribal education have been produced. The first was done by E.V. Rathnayya (1974). Kumar, V, (1978), studied Higher Education among scheduled tribes: Pandey, M.R., (1981) conducted a study on Social Aspects of Academic Achievement and Aspirations of Scheduled Tribe Students. Jha. P (1985) took up an Evaluation Study of the Hostels and Ashrams for Tribal Girl students, Bhopal. Krishna Rao. R, (1986) conducted a study of Seven Tribal Area Schools (TCRTI, Hyderabad). Sujatha K., (1994) studied 'Educational Development among tribes' (A study of sub-plan areas in Andhra Pradesh) Thombare, Vidya Vasudeo, (1994) A critical study of the Ashram Schools in the state of Maharashtra with special Reference to Kolhapur and Satara Districts. G. Ananda (1999), has studied Ashram Schools in Andhra Pradesh. Pushpa Mondal (2000) studied Ashram Schools in action. Ananda G. (2000) studied 'Educating Tribals' (An Ashram Schools Approach). Reddy, P. Sudhakara (2002) assessed Functioning of Ashram Schools in Tribal Areas of Andhra Pradesh and Maharashtra. Balaramulu.D (2006) has studied Tribal Welfare Residential Educational Institutions in Andhra Pradesh. Raghunath Rath (2006) in an article on "Education of Tribal Children in Kandhamal District –Orissa". Reasons for drop-out problem of tribal students. Dr. (Ms.) Nafisa Goga D'souzalaya(2008), conducted a study on Empowerment And Action: Laya's Work In Tribal Education. Dash Anjali (2013), conducted a study on Tribal Education and Health: Evidence from Rural Odisha, India. Main objective of this study is, to determine impact of education on health status among primitive tribal people in tribal areas and rural areas. It also analyses the correlation relationship between health, education and poverty. Srinivas akula (2013) Education For Children Of Tribal Community- A Study Of Adilabad District. Study mapping the existing academic achievement of three tribal school children (gond, kolam and pradhan) of adilabad district. Vijaya Kumar¹, et.al (2014) study on Education and Health Status of Scheduled Tribes in Andhra Pradesh-A Study, noticed that the literacy rates of tribes in Andhra Pradesh during different period census are recorded very low. However, the female and male literacy rates of the tribes are showing a little bit improvement during last two periods. Still the female literacy rates of the tribes are recorded very low when compared to male literacy rates. The state of low female literacy rates of tribes in Andhra Pradesh necessitates the further intensification of female literacy programmes in the agency areas of Andhra Pradesh. Nisha .R and M.Asokhan (2015), The study entitled "Empowerment of tribal women through livelihood development" aimed to study the profile characteristics of tribal women, to analyse the relationship of socio-personal and socio-psychological characteristics with the level of participation of tribal women, to find out the empowerment level of tribal women to explore the constraints faced by the tribal women in participating in the cultural practices and to get suggestions to overcome the constraints. A study conducted by Jayakumar et.al.,(2016) on socio-economic status of scheduled tribes in Kalrayan hills addresses the socio economic status of the scheduled tribes in Kalrayan hills Salem district Tamilnadu (India). The majority of the household occupations are Agriculture. Cultivation is the primary occupation participated by the most heads of the sample households. Income from cultivation support majority of the sample population. More than 83 percent of the agriculture has from income around below Rs 5000-10000 level. Even daily wage labours are present in the sample population. There is a need to put more attention on educational aspects of scheduled tribes, where this only can motivate them for future life. Suresh Lal, B.

and Silver Devanna(2016), paper on socio-economic development of primitive tribes: an empirical study in Adilabad District examines the development of the primitive tribes in Adilabad district. Nearly 60% respondents are in young age group. Majority tribes of the study area illiterates. About 91% respondents are got married and 87% are follows Hindu religions. Majority respondents are adopted cultivation as their primary occupation and they possess below five acres of dry land. 91% sample respondents use to work in agriculture as labourer for 25 days in a month. 31% tribes do not have any skills and 58% are practicing mono cropping pattern. 52% primitive tribes acquired the modern inputs from Integrated Tribal Development Agency. 87% respondents are earning income less than 1500 rupees per month. 73% respondents are opinion that they have got awareness on schemes and programmes of ITDA. Sunita Nautiyal(2017), A comparative study of educational problems of tribal and non-tribal students of higher education in garhwal himalayas The objectives of the research paper are to analyses the problems of tribal and non-tribal education with medium of instruction and adjustment with schedule of institution. A sample of 760 students of under graduate and post graduate level, 190 Guardians/Eminent person and 88 Teachers/Administrators of Chamoli and Uttarkashi District, Uttarakhand was selected by multistage stratified random sampling technique. The result showed that the majority of the tribal and non-tribal students whether studying in UG or PG classes has not shown any problem with medium of instructions in Hindi. Some tribal and non-tribal boys responded English as medium of instruction were mostly the students of PG science classes. M. S. Meena et.al(2017), Inequality and Determinants of Income among Rural Households in Tribal Dominated Areas of Jharkhand, The study was undertaken to analyse the extent, diversity, inequality and determinants of income of rural households in Jharkhand-one of the most poverty stricken state of India. The study is based on the high frequency primary data collected from 160 rural households by resident investigators under the ICAR-ICRISAT collaborative project on "Tracking Changes in Rural Poverty in Household and Village Economies in South Asia". Both descriptive and quantitative methodologies were used to analyse the above issues. Tabular analysis was used to assess the level of income among different categories of rural households. While Herfindahl-Hirschman Index was used to assess the diversity of income sources, income inequality was measured by Ginni Ratio and Lorenz curve. Further, the linear regression model was used to identify the determinants of income of rural households in tribal dominated areas of the state. The study depicted a wide variation in the level of income among different categories of households with high and pervasive income inequality among them. Though the income inequality did not exhibit a consistent relationship with farm size, the extent of inequality was found highest among labour households. Education, adoption of high yielding varieties and access to non-farm income opportunities emerged as the significant determinants of income. These findings explicitly call for sustained efforts to create rural non-farm employment opportunities, promote adoption of modern agricultural technologies and enhance education among rural households in the study area.

A good deal of work has already been done on different aspects of tribal education. However, no specific study has so far been conducted on the role of ITDA Tribal Welfare ashram High schools in development of education among tribals. The present study is an attempt to fulfill this felt need. Hence the need and significance of the study has been justified. As a consequence, the present study was emerged as new area for research. The findings of the present study will certainly have academic implications in realizing the fruits of education to reach more number of tribal students, and in developing appropriate programmes for attaining the goal of education for all

4. STATEMENT OF THE PROBLEM

The statement of the problem is stated as

"The Emerging Role of Integrated Tribal Development Agency (ITDA) Ashram High Schools in Development of Tribal Education in Telangana"

5. OBJECTIVES

The present study attempts to pursue the following objectives

- To study the role of I.T.D.A Tribal Welfare ashram High schools in Development of Education of Tribal's.
- To evaluate the Physical Facilities and Human resources and functioning of I.T.D.A Tribal Welfare ashram High schools.
- To explore the opinions of HMs, Teachers, Students and Parents with respect to some independent variables such as gender, type of school
- To enquire into the learning environment of I.T.D.A Tribal Welfare ashram High schools.

LIMITATIONS OF THE STUDY

- This study is limited to the Integrated Tribal Development Agencies Budhrachalum, Eturunagaram, and Utnoor Tribal Welfare Ashram High Schools of Telangana region.
- The performance of the students is limited to Class X.
- The study is limited to infrastructure and human resources available in the prescribed schools.

Variables:

Dependent variables: Opinions of HMs, Teachers, Students and Parents and Details of information such as physical facilities, Human Resources, Functioning, Learning environment etc. are considered as Dependent variables.

Independent Variables: Type of School (HMs), Gender (HMs , Teacher, Student), class(Student), experience(HMs, Teacher,), academic and professional qualifications(HMs , Teacher,), Locality (Teacher), Tribe(Parents), type of family(Parents), and employment(Parents), are considered as independent variables.

BIBLIOGRAPHY

1. Adinarayan Reddy, P & Umadevi, P. (2005) Tribal Women Education, constrain and strategies, the Associated Publications, Ambala, P. 13, 14. 175 & 176
2. Alka Saxena, (2002) Dynamic of Tribal Education, Rajat Publication, New Delhi.
3. Ananda G (2000) Educating Tribals (An Ashram School Approach) Common Wealth Publishers, New Delhi.
4. Bose, A.B., 1970. 'Problems and Educational Development of Scheduled Tribes'. Man in India, Vol. 50, No.1 Ranchi.
5. Dash Anjali(2013)Relates on Tribal Education and Health: Evidence from Rural Odisha, India , *International Research Journal of Social Sciences*, ISSN 2319–3565,Vol. **2(11)**, 11-16, November **(2013)** *Int. Res. J. Social Sci.*
6. Dr. G. Vijaya Kumar¹, et.al (2014) Education and Health Status of Scheduled Tribes in Andhra Pradesh-A Study *Global Journal of Finance and Management*.ISSN 0975-6477 Volume 6, Number 7 (2014), pp. 655-662
7. Gore, M.S., Desai, I.P., and Suma Chitnis, 1967. 'Sociology of Education in India'. New Delhi: National Council of Educational Research and Training.
8. Jayakumar Et. Al., Socio-Economic Status Of Scheduled Tribes In Kalrayan Hills *International Journal Of Social Sciences* Vol.4 (Iss.3: SE): March(2016)
9. Kaul Lokesh (2000), Methodology of Educational research, Vikas publishing House Ltd., New Delhi.
10. M. S. Meena (2017), Inequality and Determinants of Income among Rural Households in Tribal Dominated Areas of Jharkhand, *Indian Journal of Agricultural Sciences*, Vol. 87(1), p. 92–96, Jan 2017
11. Manmatha Kundu (1990) Cultural Anthropology and Tribal Education, Amar Prakashan, Ashoka Vihar, New Delhi, P. 3 & 4.

12. Nisha .R and M.Asokhan (2015), Empowerment of Tribal Women through Livelihood Development *IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 8, Ver. I (Aug 2015), PP 06-10 e-ISSN: 2279-0837, p-ISSN: 2279-0845.*
13. Popham, (1967): "Educational Statistics: Use and Interpretation" Harper and Row Publications, New York, Evasion, London.
14. Pushpa Mandal (2000) Ashram Schools in Action
15. Raghunath Rath (2006) Article on "Education of Tribal Children in Kandhamal District –Orissa".
16. Shaw, B.N., 1958. 'Success of Ashram School'. Adibasi, Vol. III, No.2, Bhubaneshwar.
17. Srinivas akula (2013) Education For Children Of Tribal Community- A Study Of Adilabad District Study mapping the existing academic achievement of three tribal school children (gond, kolam and pradhan) of adilabad district. American International Journal of Research in Humanities, Arts and Social Sciences ISSN (Print): 2328-3734, ISSN (Online): 2328-3696, ISSN (CD-ROM): 2328-3688
18. Sujatha K., 1989. 'Education in Ashram Schools'. A case of Adilabad District, Journal of Education and Social Change, Vol. III No.1.
19. Sujatha, K. (1994) Educational Development Among Tribes (NIEPA) South Asian Publication Delhi, P-4, 5, 179 & 180
20. Sujatha, K. (1994) Educational Development Among Tribes, A Study of Sub-plan areas in Andhra Pradesh, South Asian Publishers Pvt., Ltd., New Delhi & NIEPA, New Delhi.
21. Sunita Nautiyal(2017), A comparative study of educational problems of tribal and non-tribal students of higher education in garhwal himalayas Kaav International Journal Of Arts, Humanities & Social Sciences ,Kijahs/Apr-Jun2017/Vol-4/Iss-2/A11 ,Page No-50-53 Issn:2348-4349
22. Suresh Lal, B. and Silver Devanna(2016),socio-economic development of primitive tribes: an empirical study in Adilabad District , *International Journal of Information Research and Review*,Vol. 03, Issue, 10, pp. 2951-2956.
23. Thakur DN (1995) Tribal Education, Deep and Deep Publishers p 62
24. Tribal Welfare Development and NCERT,AP Hyderabad (1995) Report on AP residential Educational Institutions for Scheduled tribes p 5 and 12