

## Education Challenges and Aspirations of Different Communities in India - A Study

<sup>1</sup> K. RAJINI\* , <sup>2</sup> Prof. T. Yadagiri Rao\*\*

<sup>1</sup> Research Scholar , Public Administration & HRM, Kakatiya University.

<sup>2</sup> Professor, Head. Public Administration & HRM, Kakatiya University.

Email - rajini7755@gmail.com

Email: drtyrao@gmail.com

**Abstract:** In this research paper is to analyse the status of education and challenges faced by various communities to understand the factors responsible for difference in the aspirations, plans and achievement among the different community students with reference to their gender and community. The proposed study explores the inter-caste inequalities 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 students as a uniform category that clubs together all communities, while inter-caste inequalities are significant and growing faster demanding attention to ensure inclusive development among varied 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 people. Hence, the educational status of the scheduled caste and 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 in Telangana state.

**Key Words:** education, various communities, inter caste inequalities.

### 1. INTRODUCTION :

The Indian higher education system is huge and complex with the presence of different types of Universities and colleges. As per the annual All India survey of higher education (AISHE, 2019-20), there are totally 55,165 institutions and 1043 universities, 11779 stand alone institutions and 42343 colleges. 396 Universities are privately managed. 420 Universities are located in rural area. 17 Universities are exclusively for women. In addition to 1 Central Open University, 14 State Open Universities and 1 State Private open University, there are 110 Dual mode Universities, which offer education through distance mode also and the maximum 13 of them are located in Tamilnadu. There are 522 General, 177 Technical, 63 Agriculture & Allied, 66 Medical, 23 Law, 12 Sanskrit and 11 Language Universities and rest 145 Universities are of other categories.

Total enrolment in higher education has been estimated to be 38.5 million students with 19.6 million boys and 18.9 million girls students. Female students constitute 49% of the total enrolment. Gross Enrolment Ratio (GER) in Higher Education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for female, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribe, it is 18.0 as compared to the national GER of 27.1. The undergraduate programme has high intake with distributed enrolment in each faculty of discipline as arts & humanities (32.7%), science (16%), Commerce (14.9%) and Engineering and Technology (12.6%). Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu. The total number of foreign student enrolled in higher education is 49,348. The foreign students come from 168 different countries from across the globe. The total number of teachers are 15,03,156, out of which about 57.5% are male teachers and 42.5% are female teachers. Pupil Teacher Ratio (PTR) in Universities and Colleges is 28. 38,986 students were awarded Ph.D. level degree during 2019-20 with 21,577 male and 17,409 female. The country is expected to meet higher education GER as 30% by 2020, with the accounted growth of 7% in the last decade. Still there will be a huge qualified higher secondary school students, will find difficulty in higher education access (Sharma, 2018). The current tertiary education

enrolment will get expanded five times in the coming years and expect the expansion of institutional capacity with three times (“India’s Education Policy”, 2018).

**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).

## 2. OBJECTIVES:

Objectives of the proposed study include the following:

- To understand educational inequalities including literacy rate and higher education in Telangana State. To analyse the challenges of Illiteracy in areas in Telangana.
- To study the socio economic profile of 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.
- To examine the role of different government agencies engaged in community development to explore convergence and integrated approach for holistic educational development of the students in scheduled areas covered under the study.

## 3. 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 reports, Telangana state Socio Economic Outlook-2017.

## 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

### SCHEDULED TRIBES LITERATE POPULATION AND LITERACY RATE, 2011 CENSUS

Sl. No.	District	Total Population	Literates			Literacy Rate		
			Males	Females	Total	Male	Female	Total
1	Adilabad	495794	1,30,838	89,084	2,19,922	61.44	41.37	51.35
2	Nizamabad	192941	47,085	28,752	75,837	57.97	34.25	45.92
3	Karimnagar	1,06,745	28,820	20,090	48,910	60.85	42.19	51.49
4	Medak	1,68,985	40,976	22,146	63,122	56.92	32.04	44.73
5	Hyderabad	48,937	16,659	12,641	29,300	76.09	62.08	69.34
6	Rangareddy	2,18,757	62,588	41,495	1,04,083	65.73	45.87	56.05
7	Mahbubnagar	3,64,269	83,464	45,555	1,29,019	53.71	30.44	42.29
8	Nalgonda	3,94,279	1,04,938	59,065	1,64,003	59.96	35.56	48.08
9	Warangal	5,30,656	1,36,361	90,593	2,26,954	57.81	38.96	48.45
10	Khammam	7,65,565	2,00,493	1,50,974	3,51,467	59.75	43.67	51.59
	Total	32,86,928	8,52,222	5,60,395	14,12,617	59.49	39.44	49.51

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.

#### 4. Challenges in Education :

The major challenges that are as follows:

- **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 is 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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

## **5. Improvement measures in Education :**

**5.1) 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.

**5.2) 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

**5.3) 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.

**5.4) 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.

## 6. 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.

## REFERENCES:

1. Chimis, Suma (1981), A Long Way to Go, ICSSR Allied Publisher Pvt Ltd, New Delhi.
2. Duray, Nabakumar (2010), Education in Tribal India A Study of West Bengal, Mittaj Publications, Darya Ganj, Delhi ISBN :9788183242509
3. Madhan.T.N (1952), Education of Tribal India, Eastern Anthropologist, Oxford University Press, New Delhi. N.K Ambasht, "Impact of education on tribal cultures", „Indian science Congress, New Delhi,199, pp.34-45.
4. Mukherjee, A. (2009). Tribal Education in India: An Examination of Cultural Imposition and Inequality. Kansas State University. Retrieved July 15, 2019.
5. Rani, B.S. (2007). Problems Faced by Tribal Children in Education. Acharya N.G. Ranga Agricultural University. Retrieved July 16, 2019.