

ADMINISTRATIVE RESPONSE ON TRIBAL WELFARE IN TELANGANA STATE: A STUDY

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Abstract: There are 32 Scheduled Tribes in the State of Telangana as per A.P. Reorganization Act, 2014. The Tribal population account for 9% of the total population in the State. ST population in ITDA districts is 52.96 % of the total ST population in the State and remaining 47.04 % Tribals inhabit the plain areas. The main communities of Tribals in the State. The main objective of this research paper is to analyse the status of tribal education and barriers faced by various tribals 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.

Key Words: Development Programmes, Administration, Social condition, Literacy rate.

1. 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 their 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.

Table:1.1
Major Scheduled Tribes in Telangana

SL.NO	Name of the Tribe	Total	% to Total ST Population	Predominantly inhabiting Districts
1	Lambadis	2044039	64.32	Across the State

2	Koya	381354	12.00	Bhadradi-Kothagudem, Khammam, Mulugu, Bhupalapally, Mahabubabad
3	Gond / Naikpodu	297846	9.37	Adilabad, Komrambheem-Asifabad, Mancherial
4	Yerukula	144128	4.54	Across the State
5	Kolam	44805	1.41	Adilabad, Komrambheem-Asifabad, Mancheria
6	Pardhan	24776	0.78	Adilabad, Komrambheem-Asifabad, Mancherial
7	Chenchu	16912	0.53	Nagarkurnool, Mahabubnagar, Nalgonda.
8	Andh	12882	0.41	Adilabad, Komrambheem-Asifabad,
9	Thoti	4811	0.15	Adilabad, Komrambheem-Asifabad, Karimnagar
10	Kondareddi	2000	0.06	Bhadradi Kothagudem, Khammam

Source: Tribal welfare department report (ITP) 2020

Constitutional Provisions

Scheduled Tribes:

Article 342 provides for specification of Tribes or Tribal communities or parts of or groups within tribes or tribal communities which are deemed to be for the purposes of the Constitution the Scheduled Tribes in relation to that State or Union Territory. In pursuance of these provisions, the list of Scheduled Tribes are notified for each State or Union Territory within the jurisdiction of that State or Union Territory .

Scheduled Areas: o 244 (1) The provisions of the Fifth Schedule apply to the administration and control of the Scheduled Areas and Scheduled Tribes in any State specified in Part A or Part B of the First Schedule other than the States of Assam, Meghalaya, Tripura and Mizoram.

Under Para 5(1) of fifth schedule, the Governor may by public notification direct that any particular Act of Parliament or of the Legislature of the State shall not apply to a Scheduled Area or any part thereof in the State or shall apply to a Scheduled Area or any part thereof in the State subject to such exceptions and modifications.

Rule of Reservation :

Access for Scheduled Tribes to seats in the various Legislatures, to Government jobs, and to enrollment in higher educational institutions. Prevention of Atrocities 1989 o Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989 to prevent atrocities against Scheduled Castes and Scheduled Tribes. Act 16 of 1993 and Rules. To curb false community certificates, A.P (SCs, STs and BCs) Regulation of Issue of Community Certificates, Act, 1993 was enacted.

Panchayat Extention to Scheduled Areas(PESA) Act 1996 For participatory governance and democratic decentralization. Recognition of Forest Rights Act, 2006 To safeguard the livelihood of the forest dependant scheduled tribes. Scheduled Tribes Special Development Fund(Planning, Allocation and Utilization of Financial Resources- Act 2017 o For allocation of financial resources in proportion to ST Population for schemes potential to bridge the development gap between STs and general population.

Land Transfer Regulations Provides for prohibition on transfer of land of Tribals to non-Tribals; and non-Tribal to non- Tribal, restoration of land to Tribals in case of unauthorized alienation. Mahals (Abolition and conversion into Ryotwari) Regulation, 1969 Tribal ryots in law ful possession of land continuously for a period of not less than one year immediately before the notified date entitled to a ryotwari patta to such land. Scheduled Areas Money Lenders Regulation, 1960 Provides for prohibition of Money lending in Scheduled Areas without license, and fixes a condition for renewal of license for money lenders once in a year. Scheduled Tribes Debt Relief Regulation, 1960 and 1970. Provides that all loans advanced by unlicensed money lenders are null and void and unenforceable in any Court. Amount of debt limited to the amount of principal only. Local Scheduled Area Reservation Provides for the Local Scheduled Tribe reservation for certain category of posts. G.O.Ms.No.24, TW (LTR.1) Dept. dtd 12.06.2018 issued prescribing proforma for issue of Local ST Certificate. o G.O.Ms.No.30 TW (LTR.1) Dept., dtd 11.7.2019 to Rule 14 in G.O.Ms.No.24, TW (LTR.1) Dept. dtd 12.06.2018 including other notifications issued under Para 5

2. REVIEW OF LITERATURE:

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.

3. OBJECTIVES:

Objectives of the proposed study include the following:

- To understand the administrative response on Tribals welfare in Telangana State. To analyse the challenges of Illiteracy in tribal areas in Telangana state.
- To review on tribal welfare while focussing Central and state policies and programmes for development of the Tribes.
- To study the Tribals achievement levels in education and to study the differences in the courses pursued and achievement levels in higher education among students of different tribes.
- To examine the role of different government agencies engaged in tribal development to explore convergence and integrated approach for holistic development of the tribal students in scheduled areas covered under the study.

4. 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-2020.

Administrative Response 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).

Central and State Governments Welfare and Developmental Schemes for Welfare of STs

A. Provisions for Grants under Article 275(1): Majority of these Grants are for infrastructure development in the Scheduled Areas like creation additional facilities , construction of model GP schools and GCC DR Depots etc.,

B. Special central assistance to Tribal Sub Scheme (SCA to TSS) : Majority of these grants are utilized for gap filling of the State Government support provided to the economic support schemes like Economic Support Schemes, Energisation of borewells and Skill Training etc.,

C. Conservation Cum Development Plan for PVTGs: The funds are utilized for focused habitat development PVTG Habitations each year covering PVTGs of Chenchu, Kolam, Kondareddi and Thotis like Health and Nutritional support for PVTGs, construction of CC Roads & Drains, Livelihoods and agriculture seed supply etc.

Table:1.2

SCHEDULED TRIBES POPULATION BY AREA, GENDER AND CHILD (0-6 YEARS) POPULATION, 2011 CENSUS

Sl. No.	Sl. No. District	Total Urban	Male	Females	ST % Total	Rural %	Urban %	Child Males	Child females	Total	Sex Ratio
1	Adilabad	37705	15921	16784	18.09	93.40	6.60	34505	32976	67481	956
2	Nizamabad	7644	3623	4021	7.56	96.04	3.90	14453	13322	27775	922
3	Karimnagar	14392	7291	7101	2.83	86.52	13.48	6134	5630	11764	918
4	Medak	12184	6225	5919	5.57	92.79	7.21	14586	5630	27877	911
5	Hyderabad	48937	25556	23381	1.24	-	100.00	3663	3017	6680	824
6	Rangareddy	84867	44020	40847	4.13	61.20	38.80	17547	15525	33072	885
7	Mahbubnagar	18910	10495	8415	8.99	94.81	5.19	31631	27569	59200	875
8	Nalgonda	27979	14815	13164	11.30	92.90	7.10	28875	24294	53169	841
9	Warangal	44622	22948	21674	15.11	91.59	8.41	33095	29151	62246	881
10	Khammam	55661	26513	29148	25.18	91.52	8.48	43005	41334	84339	961
	Total	347901	277447	170454	9.08	89.05	10.95	227494	206109	433603	906

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

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:1.3

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.

5. Improve Tribal development in Education:

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.

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.

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..

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.

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. 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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