



PERCEPTION OF SCHEDULE TRIBE SUDENTS ON PROFESSIONAL EDUCATION WITH SPECIAL REFERENCE TO ANANTHAPURAMU DISTRICT OF ANDHRA PRADESH

Adiandhra Nagesh* Dr.G.V. Ramana**

**Research Scholar, Dept. of Sociology, S.K. University, Anantapuramu.*

***Professor, Head & Chairman, BOS, Dean of Social Sciences, Dept. of Sociology, S.K. University, Anantapuramu.*

Abstract

India has described as a melting pot of races and tribes. India has the second largest concentration of tribal population in the world next to Africa. As per the 2011 census India Tribal population is 10.43 crores, constituting 8.6 percent of total population. Among them 89.97 percent Schedule tribes are living in rural areas and 10.03 percent living in urban areas. In Andhra Pradesh Schedule Tribe population is 5.53 percent (2011). Schedule Tribe is simple people with exotic customs and practices because of their low level of education and social status. They have been lagging been lagging with all aspects such as education, employment etc., There are so many reasons which are responsible for lower literacy and have least vision particularly on professional education among schedule tribes. It has been observed that the schedule tribe does not have enthusiasm on providing the education to their children. Most of the schedule tribe parent encourage to their children to work in their traditional work which has been doing from so many generations. Now it is essential to emphasis on the importance of the education with the little efforts to change their traditional educational system to acquire the knowledge relevant to the needs of the changing world. Professional education has high demand as the world grows at a breakneck pace. Professional education is critical to a country's progress. As a result professional education can play a major contribution to wellbeing economic development for every individual. Providing Higher education leads to Opportunities for Empowerment and social status. Professional education will make every individual to get ability to take own decisions, self-thinking and obtain the rights to exert control over their lives and pursue their preferred goals. These are referred as getting opportunities of empowerment. Schedule tribe should make use of their educational opportunities to gain opportunities to increase their status and to have good living space. So we can claim promoting professional and higher education for schedule tribes will leads to the number of opportunities of empowerment. The present paper highlighted the perception of selected Schedule Tribe students on professional education in the study area.

Keywords: *scheduled Tribes, Development, perception, Professional Education.*

Introduction

Fundamentally Indian society has been separated socially on the basis of class, religion, language, region, sex etc. Though there was formation of different structures of the society. Casteism is deeply rooted in the Indian society. Casteism caused large disparities, social disorder, inequalities in socio-economic structure. Casteism caused for the practice of discrimination, rise of inequalities, social disorder. Now democratic government has been facing risk to coordinate to the different sections of the people. Among the various caste lowest castes has bee facing the problem of untouchability, discrimination, poverty, illiteracy, atrocities etc., These are the obstacles of the development of Indian society.



Even though government has been implementing various schemes and programs for the safeguarding these communities and generating various rights and equalities present society has been struggling with ill practices. To develop the society there must be eradication of poverty, industrialization, entrepreneurship has played pivotal role. Indian constitution provided reservation for backward classes, Schedule caste and Schedule Tribes But it is meaningless unless our government protect these people from exploitation.

Table 1, Growth of Schedule Tribe population in India

Census	Total Population of India(2011) in crores	Total population of Scheduled Tribes in lakhs	Percentage of Scheduled Tribes to Total Population
1951	36.1	225	6.23
1961	43.9	302	6.87
1971	54.8	380	6.94
1981*	68.3	538	7.58
1991**	84.6	678	8.08
2001	102.8	848	8.20
2011	121.01	1,043	8.61

*Excluding Assam

**Excluding Jammu and Kashmir

Above table showing Schedule Tribe Population and their growth from 1951 to 2011. It is demonstrating that there is constant growth in the Schedule tribe population. According to 2011 census, the tribal population in India was 104 million which constitute 8.61 Percent of the India's population.

Schedule Tribes Education in India

Education is the weapon for the development and empowerment of all marginalized people like SC's, ST's, Muslim minorities, women etc., It has been playing an important role in getting the self-respect and dignified life in the society and helpful to earn the employment and prosperous livelihood.

Table – 2, Literacy Rate among Schedule Tribes and All (India)

Year	Schedule Tribes	All Categories	Gap
1961	8.53	28.30	19.77
1971	11.30	34.45	18.15
1981	16.35	43.57	19.88
1991	29.60	52.21	22.61
2001	47.10	64.84	18.28
2011	59.00	74.04	14.03

Source- Office of the Registrar general, India

Above table shows that literacy gap between Schedule tribe category and all other categories in India from 1961 to 2011. As per the 1961 schedule tribe literacy rate is 8.53 percent and all other categories literacy rate is 28.30 percent. Comparatively there is a literacy gap between Schedule Tribes and other categories are 19.77 percent in the year 1961. In between these categories literacy gap is more in 1991 and it has reached to the least literacy gap by 2011 with 14.03 percent. It is showing that Schedule tribes



are lagging in their education and require keeping more efforts on improvement of literacy rate among Schedule tribes.

Objectives of the study

1. To study about the importance of professional education in India.
2. To analyse the perception of Schedule tribe students on professional education.

Hypotheses

1. Ho: There is no need to have any education to survive their life
2. Ho: There is an opportunity to earn money without education

Research Methodology: The present study conducted on Schedule tribes population has taken from drought prone district Ananthapuramu district of Andhra Pradesh in India. As per 2011 census Indian Tribal population is 8.6 percent and In Andhra Pradesh Tribal population is 5.53 percent in total population.

Sampling

In research sample refers to smaller unit I larger group. It is a subset containing the similar character of larger group. In this study we have taken 300 samples of schedule tribe students from professional educational levels like B.Tech, M.Tech, MBBS, B.Ed., BBA, pharmacy, post-graduation etc.

Methods of Data Collection

Observed the socio economic conditions of schedule Tribe students and visited 20 selected colleges with Questionnaire and selected 300 sample students from schedule tribe community. Researcher used the Questionnaire, Interview and Observation in the research. Secondary data also used to study for comparing the status of Schedule Tribes professional education in Ananthapuramu district.

Table-3, Number of samples taken from different colleges, and different courses

University	SSSIHL	YSR H U	JNTU	SKU	TOTAL
B.Tech& M.Tech	10 (17.25)	00 (00)	26 (44.82)	22 (37.93)	58 (100)
Pharmacy	00 (00)	00 (00)	22 (41.50)	31 (58.50)	53 (100)
B.B.A	00 (00)	00 (00)	00 (00)	13 (100)	13 (100)
MBBS	00 (00)	09 (100)	00 (00)	00 (00)	09 (100)
B.Ed & TTC	00 (00)	00 (00)	00 (00)	25 (100)	25 (100)
Post Graduation	24 (40.00)	00 (00)	00 (00)	36 (60.00)	60 (100)
Nursing	08 (33.33)	00 (00)	06 (25.00)	10 (41.67)	24 (100)
BA/B.SC/B.COM	00 (00)	00 (00)	00 (00)	58 (100)	58 (100)
Total	42 (14.0)	09 (03.0)	54 (18.0)	195 (65.0)	300 (100)



Statistical tools

To analyze the collected data statistical tools were used like mean, averages, weighted averages, percentages and chi-square test and interpretation of data and systematically arranged and presented.

Table-4, Special privileges are permanently needed for Schedule Tribe Students

S.No	Opinion	No. of Respondents
1	Strongly agree	72 (24.0)
2	Agree	124 (41.33)
3	Neither agree nor disagree	41 (12.67)
4	Disagree	59 (19.67)
5	Strongly disagree	04 (01.33)
Total		300(100)

Source: Field Survey

Note: Figures in Parenthesis denote row percent.

Special privileges like welfare programs and reservations are the most important for the weaker section people for their development in socially and economically. Here, The schedule Tribe people are living under the condition of longtime suppression and under poverty line, hence, they required the special privileges continuously for the around development of Schedule tribe students. In this context researcher raised the question that 'special privileges are needed for the schedule tribes continuously.' As per the above table 24 percent representing 72 respondents expressing their opinion as strongly agree for the statement Is special privileges needed permanently for schedule tribes. 41.33 percent of respondents are reporting as agree, 12.67 percent respondents reported as neither agree nor disagree, 19.67 percent respondents reported as disagree and 01.33 percent respondents reported as strongly disagree for having the special privileges permanently in the study area.(table 4)

Table-5, Schedule tribe students certainly needed education inputs to study well

S.No	Opinion	No. of Respondents
1	Strongly agree	132 (44.0)
2	Agree	140 (46.67)
3	Neither agree nor disagree	21 (07.00)
4	Disagree	06 (02.00)
5	Strongly disagree	01 (00.33)
Total		300 (100)

Source: Field Survey

Note: Figures in Parenthesis denote row percent



Regarding the need of educational inputs especially among schedule tribes explained in the table-5 with the various responses such as strongly agree, agree, neither agree nor disagree, disagree, strongly disagree.

It can be noticed from the table- 5 that among 300 samples 272 sample respondents representing 90.67 per cent responses range from strongly agree to agree and only 03 per cent has given negative response, i.e., there is no need for special educational inputs to the Schedule tribe students

It is quite interestingly found that 07 percent of the respondents did not give any response, i.e., neutral response in the study area. It clearly concluded from the above results that majority of the Schedule tribes have been stated that they required various educational inputs for development of the Schedule tribes.

“Hostel is an ideal place where I can have a better educational” put above question to the sample Schedule tribe students, get opinion, analysed and presented in table-5. It can be noticed that 19.33 percent representing 58 sample respondents opinion range is strongly agreed , 37 percent respondents reporting as just agreed, 23.33 percent represent 70 are gave neutral opinion nearly 20.34 percent respondents response ranges from disagreed to strongly disagreed in the study area. (Table-6)

Table-6, Hostel is an ideal place where I can have a better education

S.No	Opinion	No. of Respondents
1	Strongly agree	58 (19.33)
2	Agree	111 (37.00)
3	Neither agree nor disagree	70 (23.33)
4	Disagree	55 (18.34)
5	Strongly disagree	06 (02.00)
	Total	300(100)

Source: Field Survey

Note: Figures in Parenthesis denote row percent

Table-7, Satisfaction levels of Schedule tribes on government policies

S.No	Satisfaction level	No. of Respondents
1	Strongly satisfied	122(40.67)
2	Somewhat	52(17.33)
3	Can't say	51 (17.00)
4	Not satisfied	06(03.00)
5	Not at all	24(08.00)
	Total	300(100)

Source: Field Survey

Note: Figures in Parenthesis denote row percent.



The above table-7 explained that the satisfaction level of the schedule tribe students on the implementation of welfare programs and schemes by the various governments in India. Respondents opinion the statement was classified as five dimensions such as strongly agree, somewhat, cant say, not satisfied and not at all. It has been stating that 40.67 percent respondents representing 122 schedule tribe respondents reported as strongly satisfied regarding the government welfare programs implementation. 17.33 percent respondents reported as somewhat satisfied, 17 percent respondents reported as neutrally, 03 percent respondents reported as not satisfied with the implementation of government welfare programs and 08 percent respondents reported as not at all in the study area. (Table-7)

Education is most important to empower the people in all dimensions of the people. Here researcher analyzed that most of the respondents studied for better job or position. Respondents want to settle in better way through the education either in private sector or public sector. Regarding this researcher raised the statement ‘does your education assure job in your future?’ for this 73.33 respondents representing 222 schedule tribe respondents reported as certainly education assure the job in their future. 16 percent respondents reported as education assure job in future somewhat, Only 03.67 percent respondents reported neutral opinion, 01.33 percent respondents very little assurance the job with education and 0.67 percent respondents reported as doubtful assurance the job with education in the study area. (Table 8)

Table-8, Does your education assure a job in future

S.No	Opinion	No. of Respondents
1	Certainly	222 (73.33)
2	Somewhat	58 (16.00)
3	No idea	14 (03.67)
4	Very little	04 (01.33)
5	Doubtful	02 (0.67)
	Total	300(100)

Source : Field Survey

Note: Figures in Parenthesis denote row percent.

It has analyzed and concluded that from above table that majority of the schedule tribe student community has been studying to settle in better position

Conclusion

Education promotes knowledge to understand the world with updated information through the various means of communications. Educate civilized the people and promote the knowledge and skills to apply at various situations. Education is important to explore and increase curiosity among the students to invent new things peculiarly. Education should provide to all sections of people equally to achieve social equality. According to this study Schedule tribe students require to develop their educational levels and governments also require to put more efforts to promote education among schedule tribe students equally among various communities especially in drought prone area it is very much essential. Acquiring the education is only alternative for the all-round development of every individual.



References

1. Ragi, M. (2014). Critical Study of Tribal Schools in Wayanad District. Unpublished M.Ed Dissertation, University of Calicut.
2. Manikanta, P. (2013). A Study on the Health Status of the Tribal Elderly of Andhra Pradesh Paripex-Indian Journal Of Research, 2(10) 188-190.
3. Malagi, VV (2012): Student Support Services for Disadvantaged Group in Higher Education. Golden Research Thoughts. Vol. 2. No. 4. October 2012.
4. Rami, Gaurang. 2012. 'Status of Primary Education in the Tribal District of Gujarat: A Case Study of the Dangs District', International Journal of Rural Studies, 19(1):1-6.
5. Sanjay Kumar Pradhan. 2011. 'Problems of Tribal Education in India' Kurukshetra, 59(7): 26-31
6. Rajam, V and Malarvizhi, V (2011): A Study on Educational Status of Tribal Children in the Nilgris District. International Journal of Business Economics & Management Research. Vol. 1. No. 2. November 2011. P. 197-210.
7. Bagai, Shweta and Nundy, Neera (2009): Tribal Education: A Fine Balance. Mumbai: Dasra, April 2009.
8. MacKenzie Pamela J., (2009): "Mother Tongue First Multilingual Education among the Tribal Communities in India", International Journal of Bilingual Education and Bilingualism.