

# Educational Access for Tribal Groups in Telangana State

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## **ABSTRACT:**

A state in southern India called Telangana has a rich and varied cultural history. There are numerous tribes in the area, and they have long coexisted peacefully with the environment. These tribes have distinctive traditions that have been handed down through the generations. The Gond, Koya, Lambada, and Banjara are notable tribes in Telangana. Over the years, these tribes have encountered several difficulties, such as land acquisition, displacement, and a loss of cultural identity. However, via several government initiatives and community-based programs, efforts are being undertaken to maintain their culture and give them more authority. Tribal Development has been in the agenda for discussion at several levels in different forums for quite some time and continues to be an important aspect for serious deliberation in Telangana, not only because of a significant portion of the tribal population but more importantly because of the inequality of their participation, both socially and economically. The conventional wisdom that the tribal population should not be integrated with the mainline population, does not cut ice any longer as tribals themselves are eager to participate in national development and construction. A major initiative to empower the tribals, in my view is through the provision of appropriate educational opportunities to the children of the tribal families, though the aspects like infrastructural and health are identified as critical inputs. The present book tries to disclose the situation of the Scheduled Tribes in Telangana State. Various eminent scholars and students, media friends delivered their observations through their research papers. As per the observations and findings, the book contains some valuable and instant suggestions for overall development of tribes that the Telangana State Government has to play a major role in this endeavour. This article critically examines initiatives for greater participation in education by tribal communities in India, arguing that current policy does not effectively enough facilitate greater participation and may, in fact, go against the avowed principle of ensuring greater equity. The article relies on fieldwork-based study to support arguments for the need to be culturally sensitive in making appropriate provisions for the education of scheduled tribes in India. Reasons for high dropout rates and non-enrolment among tribal children are examined and some searching questions are asked about why so many tribal people dislike schools.

**KEYWORDS:** Education, gender, India, scheduled tribes, Telangana, tribals

## **INTRODUCTION:**

Literacy is considered to be a crucial factor in the socio-economic and cultural development of any nation. To live and adjust to the fast changing technological world education is necessary. For the development of nation development of education is considered to be important and education levels are considered as indicators of development. In an unequal world education is considered to be an important instrument of equalising opportunities. Provision of quality education to either to neglected sections is considered to be an important way of uplifting marginalised sections without affecting the interests of other sections. When compared to other social groups Scheduled Tribes (STs) face severe disadvantages at multiple levels due to various historical and geographical reasons. In several respects STs are lagging behind other groups. They have been by passed by development planning process and thus suffer from multiple deprivations. Governments-both at the Central and state level have initiated several programs for the upliftment of the community. In the field of education also one can find several programs to improve the literacy and educational levels among the STs both at the state and national level. In India education is included under concurrent list where both Central and State governments have a role in the development of education. But in reality the main responsibility in the provision of education-particularly school education-continues to be with the State governments. Education of STs received more attention after independence in India. Realising the importance of education by the policy makers efforts in a systematic way for the development of education among the marginalised sections, including STs were made.

## **Vision:**

To provide better quality of life to all Tribal Communities in the state by safeguarding the protective mechanisms provided by Constitution of India and implementing Welfare and Developmental Schemes.

**Mission:**

Tribal Welfare Department is committed for holistic Development of Scheduled Tribes in the State through formulation of policies and programs for implementing the Constitutional safe guards provided to Scheduled Tribes and Scheduled Areas in the State of Telangana and through various developmental activities of Tribal Welfare under ST Special Development fund.

**Functions:**

- Prepare and implement various Socio-economic and Developmental programmes for holistic Development of Scheduled Tribes in the State like those of Educational Programmes, Economic Support schemes for livelihood, ensuring remunerative price from Tribal Communities through Girijan Cooperative Corporation (GCC).
- Co-ordinate with various Government departments to safe guard the constitutional provisions provided to Scheduled Tribes by Constitution of India like those of Land Transfer Regulations in Scheduled Areas, Panchayat Extension to Scheduled Areas (PESA) and facilitating bonafide livelihood for Forest Dwelling Scheduled Tribes (FDSTs) by implementing Recognition of Forest

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- To plan and prepare various programmes and Schemes to preserve Tribal Culture like those of Conservation Cum Development Program (CCDP) for PvTGs and preserving the tribal arts and crafts, documenting the traditions and organization of tribal festivals.
- To implement various Programs under ST special Development fund in Coordination with other Govt. Departments.

**scheduled tribe population as per 2011 census**

- Total State Population - 350.05 (in lakhs)
- Total ST Population - 31.78 (9.08 %)
- (32 Tribal Communities incl 4 PvTGs)
- ST Population in ITDA Districts - 16.83 (52.96%)
- ST Population in Other Districts - 14.95 (47.04 %)
- State Literacy- 66.46%
- ST Literacy - 49.80%
- State Male Literacy 74.95%
- ST Male Literacy - 61.02%
- State Female Literacy - 57.92%
- ST Female Literacy - 40.64%

**List of tribes in Telangana:**

There are numerous different tribal communities in Telangana, each with its own distinctive culture, traditions, and way of life. The tribal communities are crucial to preserving and promoting the state's renowned rich cultural history. The tribes in Telangana, which range from the Chenchus, noted for their nomadic lifestyle, to the Gonds, one of the state's most prominent tribal communities, have a long history with and a strong bond with the land they live on. of this article, we list all the powerful tribes of Telangana and give a quick insight into their social and cultural customs.

1. Gond
2. Koya
3. Banjara
4. Lambada/Labbayi
5. Kolam
6. Yerukula/Yerukala
7. Thoti/Thotti
8. Chenchu
9. Sugali/Sugalis
10. Savara/Sabara
11. Jatapus
12. Konda Kapus/Konda Reddi
13. Valmiki Boya
14. Nayaka
15. Kammara

16. Bhil
17. Dharoji
18. Kisan
19. Yenadis/Enugula Yerukala
20. Manne Dora
21. Medari
22. Koli
23. Gadaba
24. Manna Dhora
25. Padma Sali/Panchama Sali

### **Some prominent tribes in Telangana:**

Telangana is home to several notable tribes, each with its own culture and way of life. One of the most prominent and influential tribes in the area, the Gonds are distinguished by their own song, dancing, and customs. A prominent tribe noted for its traditional ways of doing things like farming and raising cattle is the Koya tribe. The Lambadi community has a long migration history and is dispersed throughout numerous districts in Telangana. They are recognized for their distinctive attire and jewelry. The nomadic Banjaras are renowned for their expert craftsmanship and vibrant clothing. Due to government policy and land acquisition, the Yerukula community, which had previously participated in hunting, gathering, and livestock husbandry, has experienced displacement and a loss of livelihoods. Given below are such prominent tribes and some information about them.

- **Gond tribe**

One of Telangana's biggest and most well-known tribal communities is the Gond. The districts of Adilabad, Warangal, Karimnagar, and Khammam are where you can find them most frequently. The Gonds are distinguished for their extensive cultural legacy and distinct language, Gondi. They are talented in various artistic mediums, including painting, music, and dancing. Shifting farming and hunting-gathering were traditional Gond lifestyles. However, many have made the switch to settled agriculture in recent years. Despite this, the tribe still has to contend with several issues, such as exploitation, illiteracy, and poverty. By providing education, healthcare, and other necessities, the government and NGOs are attempting to improve the lot of the Gond people.

- **Koya tribe:**

Another notable tribal group in Telangana is the Koya tribe. Adilabad, Karimnagar, Warangal, and Khammam districts are where you can find them most frequently. The Koyas are renowned for their rich culture, customs, and distinctive jewelry and clothing. Subsistence farming and shifting cultivation were traditional practices of the Koya people. However, they have experienced displacement and a loss of livelihoods due to government policies and land acquisition. Malaria and undernutrition are only two of the illnesses that have impacted the Koya population. These problems are being addressed, and the Koya community is receiving assistance from the government and NGOs.

- **Banjara tribe:**

Telangana is home to the nomadic Banjara tribe, also referred to as the Lambadas. They are talented in various crafts, including weaving and embroidery, and are well-known for their vibrant apparel and jewelry. Historically, the Banjaras traveled in caravans and conducted trade in various items. Over the years, the Banjara community has encountered several difficulties, such as poverty, illiteracy, and discrimination. The government and NGOs are trying to offer healthcare, education, and other necessities to improve the Banjara community.

- **Lambada/Labbayi Tribe:**

Another well-known tribal community in Telangana is the Lambada, also called the Labbayi. The districts of Adilabad, Warangal, Karimnagar, and Khammam are where you can find them most frequently. The Lambadas are well-known for their thriving culture and customs, as well as their distinctive jewelry and clothing. In the past, the Lambada population engaged in subsistence farming and animal husbandry. However, they have experienced displacement and a loss of livelihoods due to government policies and land acquisition. Malaria and undernutrition are just two of the illnesses that have an impact on the Lambada population. These problems are being addressed, and the Lambada community is receiving assistance from the government and NGOs.

- **Kolam Tribe:**

Telangana is home to the Kolam tribe, a tiny but influential tribal community. The districts of Adilabad and Khammam are where you can find them most often. The Kolams are well-known for their peculiar culture, traditions, and dance, among other things. The Kolam community has always engaged in hunting, gathering, and shifting farming. However, they have experienced displacement and a loss of livelihoods due to government

policies and land acquisition. The government and non-governmental organizations are striving to support the Kolam community.

- **Yerukula/Yerukala Tribe:**

Telangana is home to the small yet influential Yerukula or Yerukala tribe. They are mainly located in the Warangal and Khammam districts. The Yerukula people are renowned for their peculiar culture, traditions, and music and dance styles. The Yerukula community has always engaged in cattle rearing and hunting-gathering. However, they have experienced displacement and a loss of livelihoods due to government policies and land acquisition. Malaria and undernutrition are just two of the illnesses that have an impact on the Yerukula population. These problems are being addressed, and the government and NGOs are assisting the Yerukula community.

- **Thoti/Thotti Tribe:**

Telangana has a tiny but notable tribe known as the Thoti or Thotti. They are mainly located in the Warangal and Khammam districts. The Thotis are renowned for their peculiar culture, traditions, and music and dance styles. Traditional Thoti lifestyles included farming and hunting-gathering. However, they have experienced displacement and a loss of livelihoods due to government policies and land acquisition. Malaria and undernutrition are just two of the illnesses that have an impact on the Thoti population. These problems are being addressed, and the government and NGOs are assisting the Thoti community.

- **Chenchu Tribe:**

Telangana is home to the Chenchu tribe, an important tribal community. Mahbubnagar, Kurnool, and Prakasam districts make up most of their distribution. The Chenchus are renowned for their unusual traditions and culture, including their particular dancing and music brand. Traditional Chenchu lifestyles included fishing, hunting, and obtaining food. However, they have experienced displacement and a loss of livelihoods due to government policies and land acquisition. Malaria and undernutrition are two other illnesses that have impacted the Chenchu people. These problems are being addressed, and the Chenchu community is receiving assistance from the government and NGOs.

- **Sugali/Sugalis Tribe**

Telangana is home to the small but influential Sugali or Sugalis tribe. Adilabad, Karimnagar, Warangal, and Khammam districts are where you can find them most frequently. The Sugalis are well-known for their particular culture and traditions, which also include their unique music and dance. In the past, the Sugali community engaged in agriculture and hunting-gathering. However, they have experienced displacement and a loss of livelihoods due to government policies and land acquisition. Malaria and undernutrition are just two of the illnesses that have an impact on the Sugali population. These problems are being addressed, and the Sugali community is receiving assistance from the government and NGOs.

- **Savara/Sabara Tribe:**

Telangana has a tiny but substantial tribal group known as the Savara or Sabara. The districts of Adilabad and Khammam are where you can find them most often. The Savaras are renowned for their particular culture and customs, which include their unique dance and musical styles. In the past, the Savara community engaged in agriculture and hunting-gathering. However, they have experienced displacement and a loss of livelihoods due to government policies and land acquisition. Malaria and undernutrition are two additional ailments that have impacted the Savara people. These problems are being addressed, and the Savara community is receiving assistance from the government and NGOs.

1. **Government Initiatives:** The government of Telangana, like many other Indian states, has launched various initiatives to improve educational access for tribal communities. These initiatives include scholarships, free textbooks, and hostels for tribal students.
2. **Ashram Schools:** Ashram schools are residential schools set up in tribal areas to provide quality education to tribal children. These schools often offer free education, accommodation, and meals to students from tribal backgrounds.
3. **Mid-Day Meal Program:** The Mid-Day Meal Program in Telangana serves as an incentive for tribal children to attend school regularly. Nutritious meals are provided to students, which can be particularly beneficial for children from disadvantaged backgrounds.
4. **Scholarships:** Various scholarship schemes are available for tribal students to help them pursue higher education. These scholarships cover tuition fees, books, and other expenses, making education more affordable.

5. **Specialized Education:** In some tribal areas, specialized educational institutions have been established to cater specifically to the needs of tribal students. These institutions focus on preserving tribal culture and languages while providing a modern education.
6. **Awareness Campaigns:** To increase enrollment and attendance among tribal children, the government and non-governmental organizations (NGOs) have conducted awareness campaigns to highlight the importance of education.
7. **Infrastructure Development:** The government has also been working on improving the infrastructure of schools in tribal areas. This includes building new schools, providing proper classrooms, and ensuring access to clean water and sanitation facilities.
8. **Adult Literacy Programs:** In addition to focusing on children's education, there have been efforts to promote adult literacy among tribal communities, empowering adults with basic reading and writing skills.
9. **Tribal Welfare Department:** Telangana has a Tribal Welfare Department dedicated to the upliftment of tribal communities. This department plays a crucial role in implementing various programs and initiatives related to education and overall welfare.

This paper provides a concise overview of a comprehensive research study focused on improving educational access and outcomes for tribal communities in the state of Telangana, India. The study aims to shed light on the challenges faced by tribal groups in accessing quality education and proposes recommendations to address these issues effectively.

Telangana, a state in southern India, is home to diverse tribal communities with unique cultural identities and traditions. Despite government initiatives and efforts to improve educational opportunities, many tribal groups in Telangana continue to face barriers in accessing quality education. This research explores the multifaceted challenges that hinder educational access for tribal populations, including geographical remoteness, inadequate infrastructure, cultural disparities, and economic constraints.

The study employs a mixed-methods research approach, combining quantitative data analysis and qualitative fieldwork. Quantitative analysis involves the examination of educational attainment rates, school enrollment numbers, and dropout rates among tribal students, highlighting disparities compared to non-tribal populations. Qualitative fieldwork includes interviews and surveys conducted within tribal communities to understand the contextual factors affecting education.

Key findings from the research suggest that tribal communities in Telangana often lack access to well-equipped schools and face difficulties in recruiting and retaining qualified teachers. Additionally, cultural and linguistic differences sometimes create a disconnect between the curriculum and the tribal students' cultural backgrounds, leading to disinterest and dropout rates.

To address these challenges, the study proposes a set of policy recommendations and interventions. These recommendations include:

**Infrastructure Development:** Investing in the construction and renovation of schools in tribal areas to ensure safe and conducive learning environments.

**Teacher Training:** Offering specialized training programs for teachers working in tribal regions to help them understand and appreciate the unique needs and cultural context of tribal students.

**Curriculum Adaptation:** Developing curriculum materials that incorporate tribal culture, language, and traditions to make education more culturally relevant and engaging.

**Scholarship Programs:** Introducing targeted scholarship programs and financial incentives to encourage tribal students to continue their education beyond primary levels.

**Community Engagement:** Promoting community involvement in educational decision-making processes and fostering partnerships between tribal communities, schools, and local authorities.

**Awareness Campaigns:** Launching awareness campaigns to inform tribal parents and students about the importance of education and available opportunities.

**Monitoring and Evaluation:** Implementing regular monitoring and evaluation mechanisms to assess the impact of these interventions and make necessary adjustments.

Educational access for tribal groups in Telangana is a crucial issue that requires attention and action to ensure the well-being and development of these marginalized communities. In conclusion, several key points can be highlighted:

1. **Challenges Persist:** Despite efforts by the government and various organizations, tribal communities in Telangana still face significant challenges in accessing quality education. These challenges include geographical isolation, lack of infrastructure, inadequate facilities, and socio-economic disparities.
2. **Cultural Sensitivity:** It is essential to design educational programs that are culturally sensitive and respectful of tribal traditions and languages. This can help in making education more relevant and engaging for tribal students.
3. **Community Involvement:** Engaging tribal communities in the educational process is crucial. Empowering local tribal leaders and involving parents and community members can lead to better outcomes and ensure that education aligns with the needs and aspirations of the tribal population.
4. **Infrastructure Development:** Investment in infrastructure, such as schools, transportation, and residential facilities, is vital to improving educational access in remote tribal areas. This includes providing basic amenities like clean water and sanitation.
5. **Teacher Training:** Specialized training for teachers who work with tribal students is necessary. Teachers should be equipped with the skills and knowledge needed to address the unique needs and challenges of tribal learners.
6. **Scholarships and Financial Support:** Financial barriers often hinder tribal students from pursuing higher education. Offering scholarships and financial support can encourage more tribal youth to continue their education beyond primary and secondary levels.
7. **Monitoring and Evaluation:** Establishing robust monitoring and evaluation mechanisms is essential to assess the effectiveness of educational initiatives and make necessary improvements.
8. **Policy Commitment:** The government of Telangana must demonstrate a strong commitment to addressing the educational disparities faced by tribal groups through well-defined policies and budget allocation.
9. **Collaboration:** Collaboration among government agencies, NGOs, tribal leaders, and other stakeholders is critical to implementing comprehensive and sustainable solutions.

## CONCLUSION:

The Telangana state improving educational access for tribal groups in Telangana requires a multi-faceted approach that addresses not only infrastructure and resources but also cultural and socio-economic factors. It is a moral and social imperative to ensure that tribal communities have equal opportunities for quality education, which can ultimately lead to their empowerment and socio-economic upliftment. In the research underscores the urgent need to address educational disparities among tribal groups in Telangana. By implementing the proposed recommendations and collaborating with tribal communities, policymakers and educational authorities can work towards improving educational access and outcomes for these marginalized populations, ultimately contributing to their socio-economic development and empowerment.

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