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RESEARCH ARTICLE

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PRIMARY EDUCATION STATUS OF SCHEDULED TRIBES IN ANDHRA PRADESH: AN ASSESSMENT

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ABSTRACT

Tribal communities have historically struggled to reach their full potential due to limited education and development opportunities. The UNESCO has identified tribal communities as one of its focal groups. Education for Sustainable Development aims to develop and educate impoverished communities, especially tribes. The present paper critically reviews various educational interventions and the resultant trends in the participation and learning outcomes in the domain of tribal education in India. Moreover the research study aim is to understand and identify the enrollment of primary education students by class and to analyze the enrollment of Schedule Tribal (ST) primary education students by class in both Palnadu District and Andhra Pradesh for the academic years 2022–23 and 2023–24. Additionally, it observed that the employ a mixed-methods research design, integrating both quantitative and qualitative approaches. Quantitative methods will be used to analyze enrollment data, while qualitative methods will provide contextual insights and perspectives. The research study found that the total enrollment decreased by approximately 9.02% from 2022-23 to 2023-24 while the enrollment in Palnadu District decreased by approximately 11.36% from 2022-23 to 2023-24. It also reveals that the total enrollment of Schedule Tribal (ST) students witnessed a decrease of approximately 4.18% over the two academic years, reflecting a concerning trend. Within Palnadu District, the situation is more pronounced, with a significant decline of approximately 11.58% in the enrollment of Schedule Tribal (ST) students during the same period. Moving forward, it is imperative for education authorities and stakeholders to collaborate closely to implement proactive measures aimed at improving enrollment rates and ensuring equitable educational opportunities for Schedule Tribal (ST) students.

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INTRODUCTION

Development is often associated with higher per capita income and improved quality of life. Development as a process aims to maximize human potential. Education is seen as an important element for attaining sustainable development Amartya Sen (1999). Education is the primary foundation of our civilization. It trains an individual, improving his reasoning and decision-making abilities. A well-educated individual does not rely on anyone else for anything. He gains confidence, knowledge, and the capability to get what he desires. If all citizens are educated, the country will undoubtedly prosper in all areas. Education promotes all-round development. Education entails not only the acquisition of knowledge and experience, but also the development of skills, habits, and attitudes that enable a person to live a full and productive life. Education is the process of preparing a person to achieve his or her goals by fully utilizing all of his or her abilities as a member of society. This aim is

discovered by reason and by his freewill (Aristotle). India is home to a diverse range of religions, castes and ethnicities. Tribes account for 8.6 percent of the Indian population. According to Article 342 of the Constitution, a few communities in the country have been designated as Scheduled Tribes (ST) based on five criteria: (i) "primitive" traits, (ii) distinct culture, (iii) geographical isolation, (iv) shyness in contacting the larger community, and (v) backwardness. The characteristics indicate how distinct the tribes are from all other communities in India. In accordance to a notification issued by the Government of India in 1993, some Scheduled Tribes are more marginalized due to three factors: (i) a pre-agricultural level of technology, (ii) very low literacy levels, and (iii) a declining or stagnant population. These tribes were initially notified as Primitive Tribal tribes (PTGs), but were later renamed PVTGs. According to the Ministry of Tribal Affairs, the government of India, approximately 75 tribes have been designated as PVTGs across the country. V. Subramanyam, (2020). Geographical segregation and isolation are the primary reasons why India's scheduled tribes are

separated from the country's mainstream population and so-called civilized people. Aside from these two factors, poverty, illiteracy, and food insecurity all contribute to the tremendous social marginalization that indigenous communities in India face. Because of their illiteracy, innocence, and ignorance, the vast majority of tribal people have limited access to public welfare facilities and infrastructure, and they do not fully participate in all development activities. The Lambadi is one of the largest scheduled tribes in Andhra Pradesh. Prior to 1976, they were notified as a denotified tribe. They live in exclusive settlements called 'tanda', maintaining their cultural and ethnic identity.

REVIEW OF LITERATURE

Dr. Chittibabu Putcha (2020) the researchers will carry out research and intervention studies on a range of issues related to tribal education for the benefit of the underprivileged tribal children as well as the educational development of our county's advasis. It also stated that, to promote literacy and fulfill one of the Millennium Development Goals, "Universalization of primary /elementary education," in our nation's tribal areas, so that they are on par with India's other rural and urban areas, all welfare and economic programs should be connected to education, particularly in the tribal areas. According to, V. Sucharita (2023) an analysis of the current formal education regulations, there aren't any explicit legislative provisions for educating indigenous children in a way that meets their sociocultural demands. They are frequently lumped in with other underprivileged groups and seen as little more than recipients of different government incentives and programs. A "one size fits all" strategy may not be effective given the great diversity of the tribal groupings, as it destroys their identity and obscures cultural distinctions. Additionally, rather than emphasizing inclusion, the treatments have mostly concentrated on their integration into mainstream society. Motkuri, Venkatanarayana (2023) the researcher found that the differences in adult educational attainment have not changed, despite the fact that social group differences in reading and child education are closing. There has been practically little improvement in the health of these areas. Concerning the state of the economy and the rate of poverty, particularly among the STs, the situation is concerning. Concern should be expressed about the prolonged stagnation among STs as well as the slow progress toward the anticipated shift in the employment structure away from agriculture in general. Furthermore, a greater number of people, particularly STs, were without land.

RESEARCH METHODOLOGY

This study will employ a mixed-methods research design, integrating both quantitative and qualitative approaches. Quantitative methods will be used to analyze enrollment data, while qualitative methods will provide contextual insights and perspectives.

Data Collection Methods: Quantitative Data Collection: Enrollment data for primary education students will be collected from educational authorities and relevant government sources for Palnadu District and Andhra Pradesh for the academic years 2022–23 and 2023–24. Class-wise enrollment data will be obtained to understand the distribution of students across different grades. Specific data pertaining to Schedule Tribal (ST) primary education students will be extracted and segregated for analysis.

Primary Education in India

Total Number of School Students in India: A Statistical View: The table presents statistics on the number of students enrolled in different school levels in India from 2017 to 2022. In 2017, there were 15,16,53,186 primary school students, which decreased to 13,69,19,419 in 2018 and further to 13,55,58,914 in 2019. This trend slightly increased in 2020 to 13,58,93,559 before remaining relatively stable in 2021 at 13,57,00,574. However, there was a significant surge in 2022, with primary school students reaching 18,86,32,942. It also observed that the secondary school students increased consistently from 4,54,14,392 in 2017 to 4,32,71,007 in 2020, before experiencing a slight decrease in 2021 to 4,27,71,213. Similarly, higher secondary school students increased from 6,42,73,157 in 2017 to 8,59,78,200 in 2021, then decreased to 2,85,79,050 in 2022. The total number of school students fluctuated over the years. It increased from 26,13,40,735 in 2017 to 26,45,27,575 in 2020 before slightly decreasing to 26,44,49,987 in 2021. However, there was a notable increase in 2022, reaching 26,52,35,830. It state that the dynamic changes in student enrollments across different educational levels in India during the specified period.

Percentage of Girls Enrolled (Approximately 47.93%): This suggests that girls make up around 48% of all elementary school students in India. Put another way, there are about 48 girls for every 100 primary school pupils in the nation.

Table 1. Number of School Students in India from 2017 to 2022

Year	Total Primary School Students	Total Secondary School Students	Total Higher Secondary School Students	Total School Students
2017	15,16,53,186	4,54,14,392	6,42,73,157	26,13,40,735
2018	13,69,19,419	4,37,84,785	8,09,33,023	26,16,37,227
2019	13,55,58,914	4,21,17,977	8,26,17,325	26,02,94,216
2020	13,58,93,559	4,32,71,007	8,53,63,009	26,45,27,575
2021	13,57,00,574	4,27,71,213	8,59,78,200	26,44,49,987
2022	18,86,32,942	3,85,28,631	2,85,79,050	26,52,35,830

Table 2. Total Number of Primary School Students in India

Category	Total Girls Students	Total Boys Students	Total
Number of Primary School Students in India	5,83,24,595	6,35,17,655	121842250

Source: Latest UDISE+ Report 2022

Objective of the study

The major objectives are as follows:

- To evaluate the primary education status of scheduled tribes in India.
- To understand and identify the enrollment of primary education students by class in the study area.
- To analyse the enrollment of Schedule Tribal (ST) primary education students by class in both Palnadu District and Andhra Pradesh for the academic years 2022–23 and 2023–24.

Percentage of Boys Enrolled (Approximately 52.07%): On the other hand, boys make up about 52% of all elementary school students in India. This suggests that there are roughly 52 boys for every 100 elementary school pupils. These figures illustrate the gender gap in primary school enrollment in India, showing that there are marginally more boys than girls enrolled in these institutions. Despite this discrepancy, attempts to achieve gender parity and guarantee that all children, regardless of gender, have equal access to education are still vital.

Primary Education in Andhra Pradesh: The table3 demonstrates the total number of school in Andhra Pradesh during the 2022.

Total 3. Number of Schools in Andhra Pradesh - 2022

Total Primary Schools	Total Upper Primary Schools	Total Secondary Schools	Total Higher Secondary Schools	Total Schools
38430	8477	11877	3164	61948

Source: Latest UDISE + Report 2022

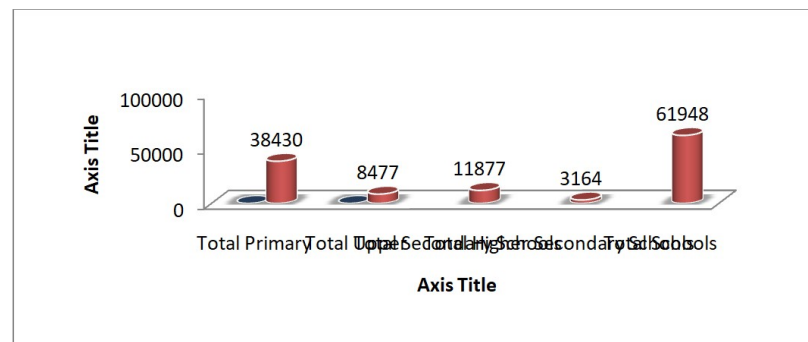


Figure 1. Total Number of Schools in Andhra Pradesh – 2022

Table 4. Classwise from 1 to 5 students Enrolment in Andhra Pradesh and Palnadu District from 2022-22 to 2023 -224

Area	Years	Class I			Class II			Class III			Class IV			Class V		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	2023-24	328863	304164	633027	315939	292332	608271	331090	303076	634166	384689	354751	739440	412716	381564	794280
	2022-23	334809	304582	639391	333571	304639	638210	390759	359774	750533	417924	385783	803707	405288	376501	781789
Palnadu District	2023-24	13692	12582	26274	13366	12178	25544	14117	12714	26831	16222	14960	31182	18053	16256	34309
	2022-23	14750	13073	27823	14398	12777	27175	16853	15329	32182	18211	16341	34552	17924	16306	34230

Table 5. Schedule Tribal (ST) Class wise Enrolment in Andhra Pradesh 2022-23 and 2023-24

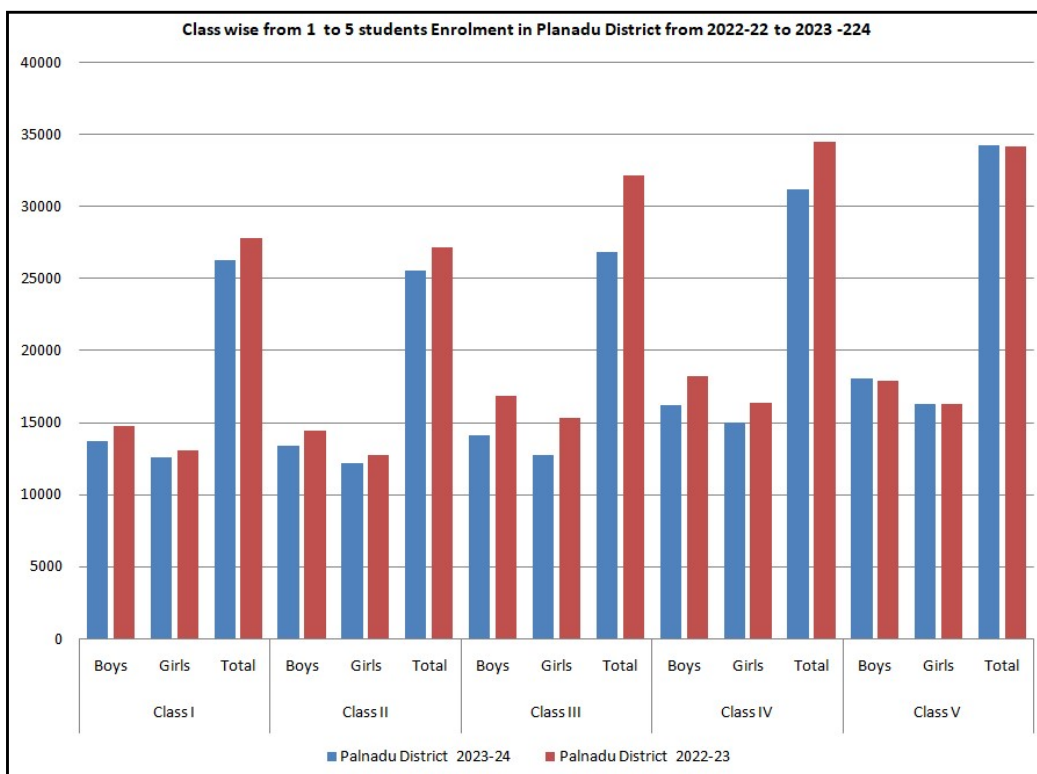
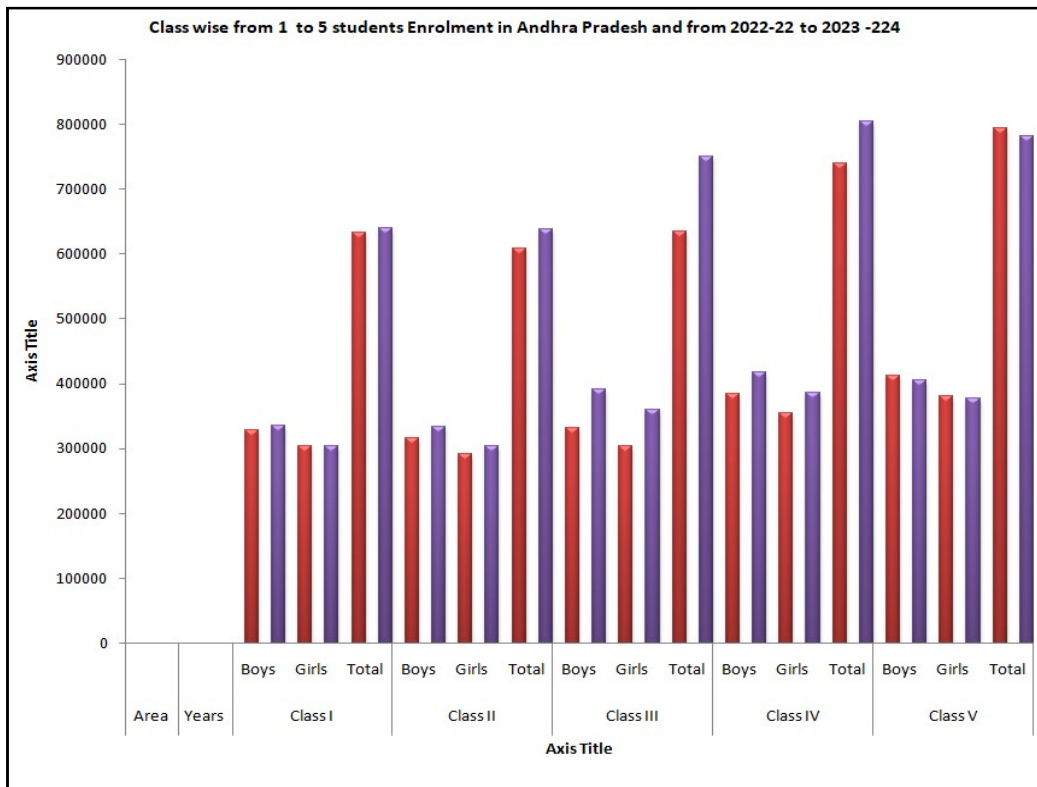
Area	Years	Class I			Class II			Class III			Class IV			Class V		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	2023-24	30108	28848	58956	28501	27221	55722	25626	24063	49689	29475	28034	57509	31453	30148	61601
		28759	27142	55901	24964	23571	48535	29940	28453	58393	31823	30438	62261	30341	28812	59153
	2022-23	1477	1306	2783	1342	1259	2601	1338	1208	2546	1481	1380	2861	1796	1557	3353
Palnadu District	2023-24	30108	28848	58956	28501	27221	55722	25626	24063	49689	29475	28034	57509	31453	30148	61601
	2022-23	28759	27142	55901	24964	23571	48535	29940	28453	58393	31823	30438	62261	30341	28812	59153

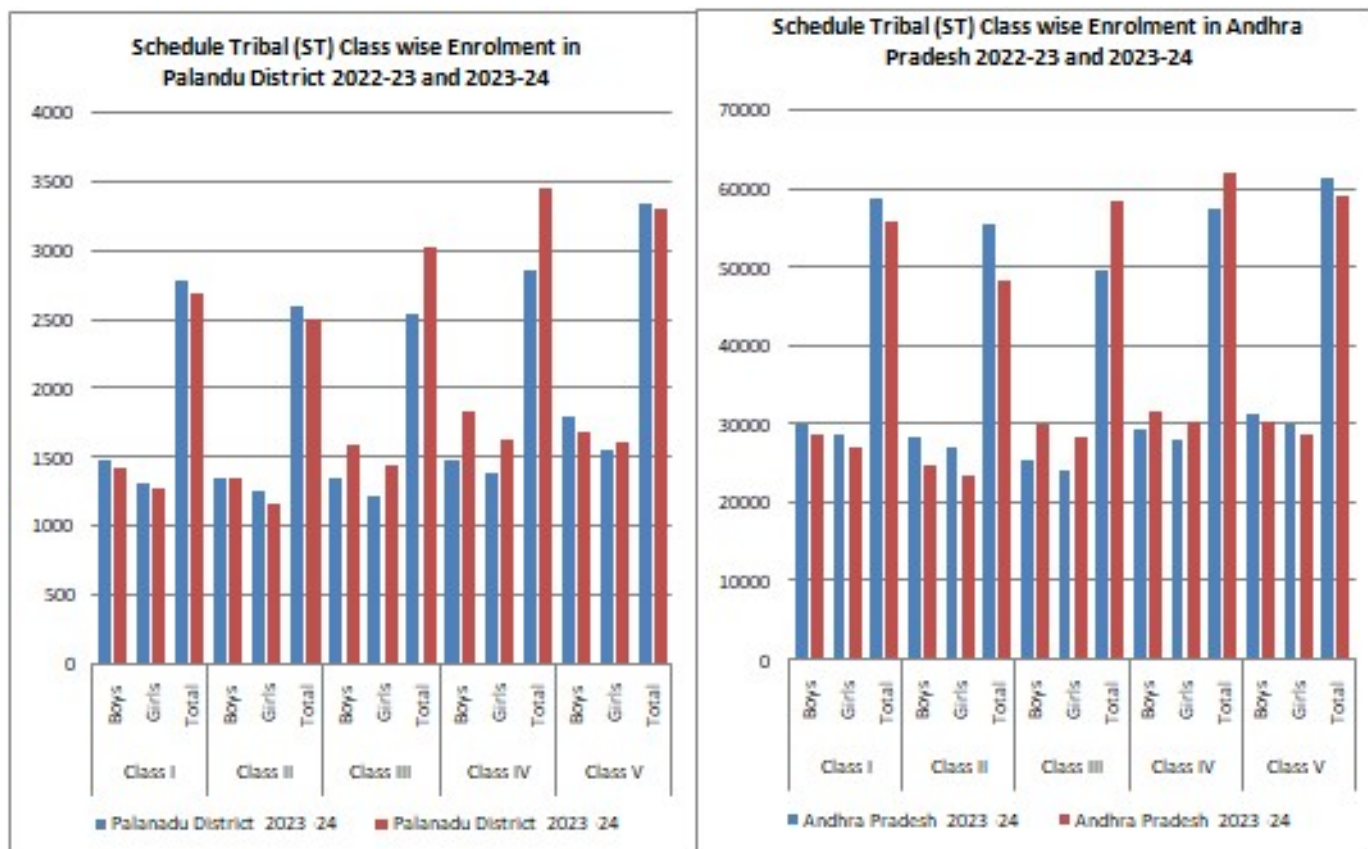
Andhra Pradesh has 61,948 schools that serve students at various learning levels in 2022, making it a well-developed educational system. The basis for children's education is provided by the 38,430 primary schools that are among them. 8,477 upper primary schools support basic education by facilitating a smooth transition to the next grade. Further academic and skill development possibilities are provided to pupils via 11,877 secondary schools. 3,164 higher secondary schools, located at the

top of the educational pyramid, provide pupils with specialized knowledge and get them ready for either further education or careers. The commitment of Andhra Pradesh to offering high-quality, easily accessible education at all levels is demonstrated by this extensive educational infrastructure. It symbolizes the commitment of the state to fostering the intellectual and personal growth of its people, creating the conditions for a workforce that is knowledgeable and skilled, and advancing the general welfare and advancement of society.

The table 4 represents that the class wise from 1 to 5 students Enrolment in Andhra Pradesh and Planadu District from 2022-22 to 2023 -24. In Andhra Pradesh, the total enrolment across all classes decreased from 639,391 in 2022-23 to 633,027 in 2023-24. Conversely, Palnadu District witnessed an increase in total enrollment from 78,789 in 2022-23 to 78,092 in 2023-24. The researcher state that the inn both regions and academic years, there's a trend of higher enrollment of boys compared to girls across all classes. For example, in Andhra Pradesh for 2023-24, the total enrollment for boys and girls in Class 1 was 328,863 and 304,164 respectively.

Across both regions, Class 3 consistently demonstrates the highest enrollment figures, followed by Classes 1 and 2. For instance, in Andhra Pradesh for 2022-23, total enrollment in Class 3 was 750,533. Andhra Pradesh experiences a slight decrease in total enrollment from 2022-23 to 2023-24, whereas Palnadu District shows a slight increase during the same period. The largest decrease in enrollment in Andhra Pradesh is observed in Class 4, with a decrease of approximately 33,992 students from 2022-23 to 2023-24. The table 5 shows that the Scheduled Tribal (ST) students in Andhra Pradesh for the academic years 2022-23 and 2023-24.





From the analysis it identified that, In 2022-23, the total ST enrollment across all classes was 287,59, while in 2023-24, it decreased to 271,42. This indicates a decrease in ST enrollment over the specified period. Across both years, Class 1 had the highest ST enrollment, followed by Classes 3 and 5. In 2022-23, Class 1 ST enrollment was 30,108, and in 2023-24, it decreased to 28,848. Similarly, in 2022-23, Class 3 ST enrollment was 29,475, and in 2023-24, it decreased to 28,034. Class 5 ST enrollment also decreased from 31,453 in 2022-23 to 30,148 in 2023-24. The researcher also found that the total ST enrollment in Andhra Pradesh decreased by approximately 16,917 students from 2022-23 to 2023-24. The largest decline was observed in Class 1, with a decrease of 1,260 students from 2022-23 to 2023-24. In summary, the comparative analysis of ST enrollment in Andhra Pradesh indicates a decrease in enrollment figures across various classes from 2022-23 to 2023-24. This highlights the importance of addressing challenges faced by ST communities to ensure equitable access to education and improve educational outcomes.

Major Findings

- The findings highlight a concerning decline in the enrollment of Schedule Tribal (ST) students in both Andhra Pradesh and Palnadu District over the academic years 2022-23 and 2023-24.
- The researcher state that the inn both regions and academic years, there's a trend of higher enrollment of boys compared to girls across all classes. The largest decrease in enrollment in Andhra Pradesh is observed in Class 4, with a decrease of approximately 33,992 students from 2022-23 to 2023-24.
- The decrease in ST enrollment in Andhra Pradesh raises concerns about potential barriers to education access and retention among ST communities.

Suggestions

- The study suggest that the adequate facilities must be offered, such as classroom furniture, lab equipment, weather-appropriate buildings, restrooms, libraries, playgrounds, and teaching and learning resources.

Additionally, all students must have access to boarding and lodging options, reading materials, stationery, and uniforms, as well as scholarships, rewards, and awards for merit-based students.

- It suggests a need for targeted interventions and policies to address factors affecting ST enrollment, such as access to quality education, infrastructure, and socio-economic challenges.
- In tribal schools, teachers must be appointed who are both tribal and non-tribal.
- Regular planning is required for extracurricular activities and health programs.
- It is necessary to guarantee the regularity of both teachers and students at the primary school.

CONCLUSION

In conclusion, the findings highlight a concerning decline in the enrollment of Schedule Tribal (ST) students in both Andhra Pradesh and Palnadu District over the academic years 2022-23 and 2023-24. The significant decrease observed underscores the urgent need for targeted interventions to address the underlying challenges hindering the access and participation of Schedule Tribal (ST) students in primary education. These enrollment trends may reflect various factors such as population changes, migration patterns, or shifts in educational policies. Understanding the reasons behind these enrollment changes is essential for educational planning and resource allocation in both regions. Moving forward, it is imperative for education authorities and stakeholders to collaborate closely to implement proactive measures aimed at improving enrollment rates and ensuring equitable educational opportunities for Schedule Tribal (ST) students. By investing in community engagement, improving educational infrastructure, providing financial assistance, enhancing teacher training, and promoting cultural sensitivity, it is possible to create a more inclusive and supportive learning environment that empowers Schedule Tribal (ST) students to thrive academically and contribute positively to society.

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