



Perception of Tribal Students towards Implementation of Educational Initiatives by Integrated Tribal Development Authority (ITDA).

- ✦ **Prof S.Vijayavardhini**, Department of education, Dravidian university
- ✦ **Dr .GNaveen** Teacher Educator, College of Education, Badrachalam.

ABSTRACT

Education is an instrument for balanced development of an individual in relation to the community / society one belongs to. Personality of an individual is shaped by the culture in which he/she born in and raised. Hence, education is associated to culture and value system of the society. Further, it comprehends from general process of enculturation to that of a process of schooling. In light of the significance of education the ITDA serving the educational needs of the Tribal children in Bhadrachalam district of Telangana state. In this context the investigator made an attempt to know the Perception of Students towards Implementation of ITDA Educational Initiatives. The sample for the study were collected from the 12 identified ITDA schools and 360 tribal students studying in ITDA schools by using simple random technique. The collected data was analyzed by using appropriate statistical technique like frequencies, and Percentages. The study revealed that the ITDA schools are providing Infrastructural facilities and meeting educational needs of the Tribal children.

INTRODUCTION:

Education is an instrument to the Human and National Development. It trains, develops reasoning and advance power of decision making. An educated individual gains knowledge in order to lead a meaningful and purposeful life. A well-educated person acquires knowledge, confidence to lead a quality life. If every citizen is educated then the country will certainly prosper in all fields. Education promotes all round development of human personality. Education is a tool to acquire knowledge, gain experience, and develop certain skills and habits that help human being to emerge oneself as a complete person with integral personality.

Rabindranath Tagore the Noble Laureate observed Education as a means enabling the mind to find out the ultimate truth which emancipates us from bondage of the dust and gives us the wealth and not of the things but of inner life, not of power but of the love making truth of its own and giving expression to it. *Dalai Lama* was of the view that Education is the foremost requirement of overall development and progress of a country. It is construed that the purpose of Education is manifold. Education is an instrument for balanced development of an individual in relation to the community / society one belongs to. Personality of an individual is shaped by the culture in which he/she born in and raised. Hence, education is associated to culture and value system of the society.

Further, it comprehends from general process of enculturation to that of a process of schooling. Education is the key factor for social development. It plays a very important role in determining social status and social mobility. But due to various reasons large portion of population do not get an opportunity of becoming part of an educated society. In the presence of great social diversity in India, it is difficult to change the social

background of students, parents and their economic conditions. Therefore the only option left for one is to provide uniform or relatively equal quality of teaching learning resources etc. For quality education across the country there should be a network, which provide equal quality education to all students, including the students coming from the rural and tribal areas.

NEED AND SIGNIFICANCE OF THE OF THE STUDY:

Tribals in Andhra Pradesh and Telangana continue to suffer even after 70 years of independence. Allocations made in budget did not reach them and no major change is there in their living conditions. Tribal welfare is being ignored by successive Governments. Social and economic conditions of tribes did not improve much due to poor implementation of Scheduled Tribal developmental plans. Even the funds allocated to implement these ST plans were diverted to other sectors.

Considering above in view, it is felt imminent to carry out a comprehensive study on “Integrated Tribal Development” is essential. Educational, Social deprivations and the discrimination faced by tribes are being acknowledged by many researchers in India. In order to protect tribes from such humiliations and discriminations, and enable them to have basic fundamental rights, provisions for empowerment and development of tribes further efforts are needed with a research base.

Scheduled Tribes in India are still at the bottom level of national educational index. The Government of India emphasizing on inclusive growth but the reality is altogether different. Our National Plans in spite of spending huge amounts on tribal education but it is not yielded the expected outcomes in the case of Education of the tribes. Different governments took many initiatives and established schools in remote tribal areas, appointed teachers from mostly local communities, provided free books, food and cloths. Even with these initiatives tribal education does not reach satisfactory levels in terms of quality and access. Integrated Tribal Development Agency in Bhadrachalam Kothagudem District (erstwhile Khammam District) registered with the aim of overall development of tribes. The Objectives of ITDA (i) To achieve socio-economic development of tribal population (ii) Eliminating disparities in development levels between non tribal and tribal areas. (iii) Increase productivity of horticulture, agriculture, forestry, animal husbandry etc. to enable tribals to increase their status thus help to reduce poverty among the tribal population. (iv) Eradicating exploitation with respect to money lending, alienation of the tribal lands from excise, forest, and liberating them from debt bondage etc. among the tribal population. A project ITDA exists where tribal population is found in more number and it is responsible for planning, and monitoring development and welfare programmes for the tribes. implementing and monitoring development and welfare programmes for the tribes Strategy adopted for evolving schemes was not a stereo typed one and independent programmes were evolved to suit the local situations, their life styles, levels of development, etc. Consequently, though integrated development approach was the main theme, the focus on different sectors differ from region to region. Focus on educational programmes with tribal bias and agricultural development constitute the hub of all developmental programmes in Gond and Koya areas of Adilabad and Warangal districts.

RESEARCH QUESTIONS:

- Whether the Infrastructural facilities Created by the ITDA in the secondary schools are sufficient?
- To what extent that the educational Initiatives Implemented by the ITDA are relevant to the needs and aspirations of the students?
- To what extent that the Teaching Effectiveness of the Teachers teaching in ITDA schools as perceived by the students?

OBJECTIVES:

With in the per view of the scope of the study the following objectives were formulated to assess the implementation of the educational programmes for the development of tribal's carried out by ITDA.

- To study the Infrastructural facilities that are available in the ITDA run schools.
- To assess the implementation of the Educational Initiatives as perceived by the students.

- To study the Teaching Effectiveness of the Teachers teaching in ITDA schools.

LOCALE AND SAMPLE OF THE STUDY:

To study the present problem the investigator selected ITDA, Bhadrachalam in Khammam district of Telangana state. There are four revenue divisions in Khammam district i.e.i) Khammam, ii) Kothagudem, iii) Bhadrachalam and iv) Palwancha.

In the First Phase the investigator selected Bhadrachalam, which consists of eight mandals. Among all the 8 mandals there are 28 ITDA Schools. For the purpose of the study the investigator identified 12 secondary schools out of 28 ITDA Schools. In the second phase from each secondary school the researcher selected 30 students who are studying 8th and 9th classes by using simple random sampling technique. Thus the total sample consists of students 360.

Showing the sample of the Study

Total No. of schools in ITDA Bhadrachalam	No. of Schools selected	No. of Students	No. of Parents
28	12	$12 \times 30 = 360$	$12 \times 10 = 120$

Tools:

In order to address the stated objectives and research questions the researcher aimed at to collect the related data from the selected sample. Hence, the investigator developed and used questionnaire and a schedule to obtain the needed data.

Questionnaires facilitated the researcher to know about the educational initiatives carried out by ITDA, Bhadrachalam their status and effectiveness from the view of tribal students. Possible care was taken in preparing the questionnaire to be simple in view of the tribal students studying 8 & 9 classes and also in view of the information required for the study.

Establishment of Reliability and Validity of the Tool:

The Telugu Version of the questionnaire was administered on a representative sample of 120 students selected with stratified random sampling technique of 12 ITDA schools for the tribal children in 5 mandals of Bhadrachalam, which represents Bhadrachalam, Dummugudem, Charla, Venkatapuram and Wazedu. . In the present study the investigator adopted test- retest method to establish the reliability of the tools. The correlation co-efficient between the two sets of scores was 0.63 which is significant at 0.01 level. Hence, the questionnaire considered as having high degree of reliability. The intrinsic validity is 0.79. Thus the validity of the tool is justified.

DATA COLLECTION PROCEDURE

The investigator personally visited each school and houses selected for the sample of the study and obtained permission from the respective heads of the institutions. The subjects identified for the study were briefed about the purpose of the study and the need of their involvement eliciting valid information in conducting the study in a scientific manner.

STATISTICAL TECHNIQUES

To analyze the collected data the investigator employed appropriate statistical technique like frequencies, Percentages and chi- square.

DATA ANALYSIS

Infrastructural & Material facilities available

Sl.No.	Infrastructural & Material facilities	Yes	%	No	%
1.	I) Infrastructural facilities Class rooms } Library }	336	93.3%	24	6.7%
	Play-Ground	348	96.7%	12	3.3%
	Drinking Water & Washrooms	306	85%	54	15%
2.	II) Material facilities i) Reading Material (Textbooks & Note books)	300	83.3%	60	16.7%
	ii) Play material	348	96.7%	12	3.3%
	iii) Uniform	115	95.0%	5	4.2%

From the above table it is evident that majority of the students expressed that the Infrastructural facilities like class rooms, Library, Play-Ground (93.3%), Drinking water (96.7%) and Washroom (85%) are fairly good. Whereas only few students opined that the infrastructural facilities are not up to the mark.

With respect to the Material facilities like Supply of Text books, Note books (83.3%) Play material (96.7%) and Uniform are Adequate. Only few students expressed that the Material facilities like Supply of Text books, Note books (16.7%) Play material (3.3%) and Uniform (4.2%) are inadequate.

It is seen that the students are quite comfortable with the facilities available by the ITDA in their schools. Development of infrastructural facilities is a continuous process and accordingly ITDA should strive to improve the existing facilities so as to meet the needs and requirements of the students and as well the educative process.

To assess the implementation of Educational initiatives

Sl.No.	Educational initiatives	Yes	%	No	%
1.	Computer Education	288	80%	72	20%
2.	Spoken/ Communicative Skills	288	80%	72	20%
3.	Vocational class/ Skill Development.	306	85%	54	15%
4.	Organizing Educational Tour	333	92.5%	27	7.5%
5.	Conduct of TLM Exhibition	315	87.5%	45	12.5%

From the above table it is evident that 288(80%) of students responded positively stating that the resources persons for computer learning and spoken English are really helpful. Whereas the remaining 72(20%) of the students replied that the resource persons are not helpful.

The data pertaining to the vocational classes for skill development of students in their school is 306(85%) of students positively responded by saying that the vocational classes are conducted for skill development in their school. However 54(15%) students are of view that no such classes are conducted in their school. Conduct of vocational classes for skill development in ITDA schools is paramount important. ITDA should have a strategy to integrate vocational aspects in the regular curriculum besides conducting some skill development programmes close to their traditional means of making livelihood.

Among the selected sample 333(92.5%) of students responded positively by saying that the ITDA schools are organizing the educational tour for their students every year. Where as only 27 (7.5%) students said that the school is not conducting any educational tour for their students.

The present data pertaining to the conduct of exhibitions by ITDA in their schools among the selected sample 315 (87.5%) students responded saying that the ITDA regularly organizing the exhibitions which will enable them to show case their potential. However only 45(12.5%) of students are of the view that the exhibitions are not conducted by ITDA regularly.

The Teaching Effectiveness of the Teachers teaching in ITDA school

Sl.No.	Teaching Effectiveness	Yes	%	No	%
1.	Quality Education	312	86.7%	48	13.3%
2.	Teachers monitoring studies	324	90%	36	10%
3.	Remedial Teaching	336	93.3%	24	6.7%
4.	Extra Educational Interventions in language learning.	288	80%	72	20%
5	Guidance and Counseling	348	96.7%	12	3.3%

It is evident from the above table that the perception of the students with regard to satisfaction level of the education that is imparted in the schools runs by ITDA. It is observed that majority 312 (86.7%) of the students were quite happy with the quality education. Only 48 (13.3%) expressed that the quality of education that is imparted in the schools is not satisfactory.

Majority 324 (90%) of the students responded that their teachers regularly visit and monitor their studies. Only 36 (10%) of the students responded that their teachers are hardly visit and monitor their studies. As the school happens to be a residential in nature each and every teacher working in the schools should monitor the students study every moment as they are away from their parents.

It is obvious that the majority of the students 336(93.3%)expressed that their teachers closely monitor their academic activities after the school, and help the slow learners, learning difficult students by taking up remedial clas,mostly by their interaction. They will also call their parents and brief student's academic progress.

It is evident from the above table that out of 360 respondents 288(80%) of students expressed that the school could able to provide extra interventions for effective learning of languages like English and Telugu. Whereas 72(20%) students opined that there are no interventions are made available for better learning of languages. As the Tribal students speak their own native language any other language taught in the school is a foreign language for them. Therefore to make them ease to learn languages like Telugu or English the school provide extra interventions and also the teachers are to be trained in teaching such languages to the tribal students.

From the above table it is very much obvious that 348(96.7%) of students responded positively by saying that the guidance and concealing facility is available in their school. However the remaining 12(3.3%) of students who are very few in number expressed that such facility is not available in the school. It is further ascertained that the school is simply created a provision for guidance and counselling instead of that there should be any trained counsellor is made available to take care the psychological and other educational related issues besides providing a road map for their future life.

FINDING OF THE STUDY:

- ✓ Majority of the students expressed that the Infrastructural facilities like class rooms, Library, Play-Ground (93.3%), Drinking water(96.7%) and Washroom(85%) are fairly good . It is seen that the students are quite comfortable with the facilities made available by the in their school.
- ✓ With respect to the Material facilities like Supply of Text books, Note books (83.3%) Play material (96.7%) and Uniform are Adequate.
- ✓ It is evident that 288(80%) of students responded positively stating that the resources persons for computer learning and spoken English are really helpful.
- ✓ Majority of the students 306 (85%) positively responded by saying that the vocational classes are conducted for skill development in their school very much useful for them.
- ✓ Among the selected sample 333(92.5%) of students responded positively by saying that the ITDA schools are organizing the educational tour for their students every year.
- ✓ The present study revealed that the selected sample 315 (87.5%) students responded that the ITDA regularly organizing the exhibitions which will enable them to show case their potential.
- ✓ Majority 312 (83%) of the student expressed that they were quite happy with the quality education.
- ✓ Majority 324 (90%) of the students responded that their teachers regularly visit and monitor their studies.
- ✓ Out of 360 sample for the study, majority of the students 336(93.3% expressed that their teachers closely monitor their academic activities after the school, and help the slow learners, learning difficult students by taking up remedial class.
- ✓ Out of 360 respondents 288(80%) of students expressed that the school could able to provide extra interventions for effective learning of languages like English and Telugu.
- ✓ Majority of the students 348(96.7%) responded positively by saying that the guidance and concealing facility is available in their school.
- ✓ It is very much obvious that 348(96.7%) of students responded positively by saying that the guidance and concealing facility is available in their school.

EDUCATIONAL IMPLICATIONS:

Development of infrastructural facilities is a continuous process and accordingly ITDA should strive to improve the existing facilities so as to meet the needs and requirements of the students and as well the educative process.

The organisation of the educational tour itself is a challenge for the teachers. As the students are tribes the places to be visited are to be selected very cautiously and teachers should prepare themselves with the required information about the places to be visited and explain to the students cautiously. While doing so wherever it is possible teachers should give them a comparative perspective to the students relating it to their own place of living, culture and values with other places that they visited.

As the Tribal students speak their own native language any other language taught in the school is a foreign language for them. Therefore to make them ease to learn languages like Telugu or English the school should provide extra interventions and also the teachers are to be trained in teaching such languages to the tribal students.

It is further ascertained that the school is simply created a provision for guidance and counselling instead of that there should be any trained counsellor is made available to take care the psychological and other educational related issues besides providing a road map for their future life.

CONCLUSION:

The present study was conceived observing the number of developmental programmes and several other initiatives introduced in Education by the ITDA vis-à-vis the perception of the students / parents about the initiatives and their impact on their life. The present study revealed that the initiatives brought in by the ITDA in Education could successfully address the issue of access to school education even in the far-flung areas including hill areas where tribes are living. The ITDA initiatives not only created access to schooling but also brought the dropout rate to the negligible level. ITDA is also providing hostel facility free of cost to all the children along with the supply of the materials required for a student to pursue their Education. On the whole the ITDA Bhadrachalam is striving hard to impart quality education to the tribal children studying in their secondary schools. Further it is also evident that the schools are well equipped with the physical and material facilities. All the schools covered in the study do have required number of teachers. In addition to the facilities the teachers are working hard with outmost professional commitment not only in their teaching but also organizing extra curricular activities for the students, which may facilitate the students to encourage themselves as individuals with wholistic personality.

REFERENCES:

- Bailey, F. G. (1960).** Tribe, Caste, and Nation. A Study of Political Activity and Political Change in Highland Orissa. Manchester: Manchester University Press.
- Bara, J. (2002).** Tribal Education, the Colonial State and Christian Missionaries. *Education and the disprivileged: Nineteenth and twentieth century India*, 123.
- Bara, J. (2002).** Tribal Education, the Colonial State and Christian Missionaries. *Education and the disprivileged: Nineteenth and twentieth century India*, 123.
- Becher, T., & Trowler, P. (2001).** *Academic tribes and territories*. McGraw-Hill Education (UK).
- Becher, T., & Trowler, P. (2001).** *Academic tribes and territories*. McGraw-Hill Education (UK).
- Vidyarthi, L. P. (1972).** Problems and prospects of tribal development in India. *Indian Anthropologist*, 2(2), 80-93.
- Vidyarthi, L. P. (1973).** "Report of the task force on development of tribal areas," Chairman — L. P. Vidyarthi, Delhi, Govt, of India