



Welfarism through Tribal Student Sustainable Development in Professional Education: A Case Study

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ABSTRACT

This study explores the role of welfarism in promoting sustainable development among tribal students pursuing professional education in India. Despite several governmental and institutional initiatives, tribal communities continue to face barriers in accessing and completing higher education. The paper examines how welfare measures—such as scholarships, reservation policies, residential facilities, and skill-development programs—affect the educational progression and empowerment of tribal students. Using a case study design, data were collected from selected professional institutions in Andhra Pradesh to analyze the influence of welfare interventions on academic and socio-economic outcomes. The findings highlight that educational welfarism significantly contributes to sustainable development when implemented inclusively and contextually. Integrating welfare with cultural sensitivity and livelihood-oriented education is vital to achieving equity and sustainability among tribal learners.

Keywords: welfarism, tribal students, professional education, sustainable development, educational equity.

1. Introduction

The term Tribe generally referred as human social group which mainly live in a forested region and survive by hunting animals and by carrying out shifting cultivation. They have their own culture, religious beliefs and traditions which are completely different from main stream practices.

Tribal's are the group of people who live in forests or backward areas. They are completely depended on forests for their livelihood and survival. Indian constitutional assembly members notified the facts that certain communities in India were suffering from extreme social, educational and economical backwardness. These communities were notified as Scheduled Caste and Scheduled Tribes as per the provisions contained in clause 1 of article 341 and 342 of the Constitution respectively.



In India Tribal communities have been recognized by the Indian constitution under the ‘Schedule 5’. Hence the reorganization of the tribes in the constitution is known as “Scheduled Tribes”. Article 366 (25) defines about Scheduled Tribes as “Such tribes or tribal communities or part of or groups within such tribes or tribal communities as we deemed under Article 342 to be Scheduled Tribes for the purpose of this constitution”

The Scheduled Tribes are protected by the article 19(5) of the Indian constitution and every state has reserved the right to impose reasonable restrictions on the freedom throughout the country to reside and settle in any part of the country with the protection of the interests of any Scheduled Tribes. Schedule V and VI of the Indian constitution listed the special provisions for the tribal communities in North East and Central India.

Most important conflict of the tribal community is the displacement and dispossession due to the usage of forest areas for mining. Rich minerals are available in the forests and corporate mining companies extracting those mining and industrializing those areas. Even the government’s also exploiting the natural resources in the tribal areas, thus outsiders making the troubles for the tribal peoples. Symbiotically there was a spiritual, historical relationship for the Adivasis with their own lands. Their identity interlinked with forest areas so, leaving their lands against their belief and detrimental to their existence.

Tribal Population

In India there are more than 640 distinct tribes in India. In Andhra Pradesh major tribes are Bhil, Chenchu, Konda, Mannadhora, Koya, Yanadhis, Banjaras, Sugali, Gondu, etc. Bhil are the largest tribe and Gonds are the second largest tribe in India. Nearly 30 types of tribes are living in all over Andhra Pradesh with 6.6 per cent population.

Table -1.1

Growth of Scheduled Tribe population in India

Census	Total Population of India(2011) (in crores)	Total population of Scheduled Tribes (in crores)	Percentage of Scheduled Tribes Total Population
1951	36.1	2.25	6.23
Ko1961	43.9	3.02	6.87
1971	54.8	3.80	6.94
1981*	68.3	5.38	7.58
1991**	84.6	6.78	8.08
2001	102.8	8.48	8.20
2011	121.01	10.43	8.61

*Excluding
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demonstrating that there is constant growth in the Scheduled Tribe population. According 2011 census, the tribal population in India was 104 million which constitute 8.61 Per cent of the India’s population. Bhil is the largest tribal group with 38 per cent of total tribal group. Bhil tribe found in Maharastra, Gujarath, Bihar , Jarkand etc.,

According to the Census 2011 Scheduled Tribe population in Andhra Pradesh is 13.61 lakhs where the total population is 495.75 lakhs. In entire population Scheduled Tribe population in Andhra Pradesh is 5.53 per cent only. Table 1.2 explains that Scheduled population is more in the districts of Visakhapatnam, vijayanagarm, SPSR Nellore, Srikakulam etc.

Table-1.2

District wise Tribal population in Andhra Pradesh

SL No	District Name	Total population (In Lakhs)	Total Scheduled Tribe population (In Lakhs)	Scheduled Tribe population (per cent)
1	Srikakulam	27.03	1.66	6.15
2	Vijayanagaram	23.44	2.35	10.05
3	Visakapatnam	42.90	6.18	14.42
4	East Godhavari	52.85	2.97	5.62
5	West Godhavari	39.94	1.33	3.35
6	Krishna	45.17	1.32	2.93
7	Guntur	48.87	2.47	5.06
8	Prakasam	33.97	1.51	4.45
9	SPSR Nellore	29.63	2.85	9.65
10	YSR Kadapa	28.82	0.75	2.63
11	Kurnool	40.53	0.82	2.04
12	Ananthapuramu	40.81	1.54	3.78
13	Chittoor	41.74	1.59	3.81
	Andhra Pradesh	495.75	13.61	5.53

Source: Census of India, 2011

Education in India

Education is the weapon for the removing of the barriers of backwardness and marginalization of any community. Development of any nation is depended on the up lifting of the weaker section, deprived people, Scheduled Tribe and Scheduled Caste. Revolutionary modifications are necessary in the educational system to development of all section of people equally. Education injects the knowledge, self identity, self confidence, courage and ability among the marginalized people to overcome their problems associated with exploitation and deprivation.



Higher Education in India and Andhra Pradesh

Continuing the education after intermediate education that is tertiary education to get the award of degree is called higher education. It is also called post secondary education. Education will be helpful to the people to become good citizens and it will get best life. Education reminds the importance of hard work and values in the society. It will make everyone to understand their rights, laws and regulations. The famous philosopher **Aristotle** Quoted that “True Education reveals self potential”. **Bernett** (1992), explained four predominant concepts of professional education.

1. Professional education is the production of qualified human resource. In this view higher education is eyed as a process in which the students counted as ‘products’. So, Professional Education plays an important role in the growth and development of the industries and business.
2. Professional education is the development of research career.
3. Higher education is the effective management of the profession of teaching.
4. Professional education is the matter of extending the quality of life.

Level of Professional Education included the studying in the college and university level. Teaching and learning at Professional level promotes every individual towards higher educational qualification. Here researcher studying the status of Schedule Tribe Professional Education in the courses like Post Graduaion, B.Tech, B.B.M, M.C.A, M.B.A, M.B.B.S, B.Ed, Degree etc.,

2.Significance of the Study

Every individual and every community in the society confronted with the various societal problems such as poverty, illiteracy, unemployment, and homelessness, etc. Addition to this various other issues like Learning impairments, introversion, unawareness, seclusion, sociological, educational, psychological issues, financial issues, and so on are examples of these. These issues are daunting and serve as obstacles in the pursuit of academic attainment. It is highly difficult to evaluate the overall conditions of Scheduled Tribes in professional education across the country, but it is also difficult to concentrate on significant number of Scheduled Tribes. But even there is multi dimensioned segments of Scheduled Tribe population Education system trying to bring into main stream. Here have been in-depth studies on higher education, Scheduled Tribes and college students, but there is little to no literature on the overlap of these topics.

3.Statement of the Problem

Development of India has a long history, particularly Since Independence (1947), India has continually achieved educational, cultural, social and economical development, which is different among various class people and religious groups. Indian culture is unity in diversity. It allows various religious groups to have their own religious identity. According 2011 census forward caste population comprises 26 per cent, other backward comprises 43 percent, Scheduled caste comprises 22 per cent and Scheduled Tribes comprises 9 per cent population.



Scheduled Tribe are the least in population in overall population of 1.21 billion people (2011 census). In literature, Janis's have highest percentage of literates (86%) where Muslims have least percent of literates (57%). After the Muslims Scheduled Tribes are the least literate (59%) people in India.

4.Objectives of the Study

1. To study theoretical back ground of Scheduled Tribes Professional education.
2. To explore the relationship between socio-economic conditions of Scheduled Tribe and their professional education.
3. To examine the factors determining participation and performance of Scheduled Tribe students professional education.
4. To analyze the perception and awareness of the Scheduled Tribes about policies and programs of the government to welfare the Scheduled Tribes.
5. To understand the problems of Scheduled Tribe students in the achievement of their education and career goals.
6. To draw the findings and make a suitable suggestions to the policy makers for the development of Tribals in drought prone areas.

5.Hypothesis of the Study

Ho: There is no satisfactory enrolment in professional education by Scheduled Tribe students.

Ho: Scheduled Tribe students are not entering into professional educational institutions due to the financial constrains.

Ho: No private educational institutions is sufficiently offering the professional education for Scheduled Tribe students.

6.Research Methodology

The present research study conducted on the Scheduled Tribes population and has taken from Anantapuramu district of Andhra Pradesh. This districts is drought prone area and here as per the 2011 there are 166118(6.15%) Scheduled Tribes where in Andhra Pradesh has 2739919 (5.53%) Scheduled Tribes. Average population of Anantapuramu district population is more than Andhra Pradesh State average population.

According to the 2011 census Tribals literacy rate in Ananthapuramu district is 54.9 per cent where Andhra Pradesh Scheduled Tribes literacy rate is 48.9 per cent. Anantapuramu district Scheduled Tribe literacy is much better than Andhra Pradesh but Andhra Pradesh literacy is worst when we compare with the national level Scheduled Tribes Literacy (59%) rate.

7.Sampling

The sample of 300 respondents had chosen from the various Engineering Colleges, Medical College, pharmacy colleges and Post Graduation colleges with purposive sampling method.



Researcher has collected the data from the students studying higher education level such as B.Tech, M.Tech, MBBS, pharmacy and post graduation. The study conducted in 20 selected colleges from Ananthapuramu district. Due to the least availability of the Scheduled Tribes students researcher selected the students who ever available in higher educational level.

8.Methods of Data Collection

After the observation of Scheduled Tribes Researcher directly visited the colleges and selected 300 respondents from 20 different colleges. Researcher used Questionnaire, Interview and observation in the research. Along with this primary data secondary data also collected from various sources and tried to describe the empowerment of Scheduled Tribes through higher education.

9.Major Findings

- Ananthapuramu district urban population is less than rural population and growth rate of population has been reducing slowly.
- Ananthapuramu Mandal urban population is more than rural population
- It is found that in Andhra Pradesh there are 30 tribal groups are living with 6.6 percent population.
- Present study found that there is 14.03 percent literacy rate gap between total literacy and Scheduled Tribes literacy rate in India.
- It is found that enrolment of Scheduled Tribe in various professional courses in Ananthapuramu district has been increasing slowly.
- Present research study found the literacy rate of Andhra Pradesh is 67 percent and Scheduled Tribe literacy rate is 48.9 percent only according to the 2011 census and it is identified as lesser than national level.
- This study found that 77.33 per cent respondents, representing 232 Scheduled Tribe students reported as education is certainly needed to get bright future and respect from the society. 15 percent of the respondents reporting as somewhat education will be helped to get respect from the society, 06.67 percent respondents did not express their opinion either positively and negatively and only 01 percent respondents reported as education is not at all helpful for promotion of respect in the society.
- It disclosed that 67.33 percent respondents representing 202 Scheduled Tribe students expressed their opinion as highly satisfied regarding professional educational institutions in India. 17 percent of respondents reported as moderately satisfied and 15.67 percent respondents reported as low satisfied about the professional educational institutions in research area.
- Researcher found that 91.33 percent of the respondents, representing 274 Scheduled Tribe students expressing their opinion as certainly they have been facing the financial problem to attain professional education, 06.67 percent respondents reported as somewhat they are facing the financial problems and only 02 percent respondents reported as they did not face any financial problems to attain professional education.



- Present study depicted 63.33 percent of respondents, representing 190 Scheduled Tribe students reported as there are sufficient private colleges are located in Anantapuramu district for getting admission by the Scheduled Tribe students. 13 percent of respondents reporting as somewhat available of private colleges to join into them and 23.67 percent respondents reported as private colleges are not available for the Scheduled Tribe students for studying professional education.

10. Conclusions

Growing youth aspirations and massive expansion of schooling in creating a huge demand for higher education. A holistic and balanced expansion approach is needed to encourage the society. More efforts should be on for consolidating and improving the capacity and quality of existing institutions. New Institutions may be set up to bridge regional imbalance and disparity across disciplines and to address the economics/social and technological needs of the country. Empowerment bestows on women the qualities of requires self-help, confidence, daring knowledge and skill. Higher education is particular equity a Scheduled Tribe woman with many of the internal and external factory that help in leading a productive life and also to help the nation in its development. Employment plays a vital role in improving women's status in a society education of women is of prime importance in any women empowerment programme.

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