



Educational Amenities to Tribal School Children in Guntur District, Andhra Pradesh

Dr.V.Suresh Assistant Professor, Department of Public Administration, Valluvar College of Science and Management, Karur, Tamilnadu, India,

Abstract

An attempt is made in this paper to analyze the 'the Policies and Programmes for Inclusive Education for Tribal in Guntur district in Andhra Pradesh.' Tribes in Guntur district are educationally excluded and they were not brought under the fold of literacy and education as per the literacy rate shown in Census 2011. This may be due to obvious reasons and hence the government and non-governmental organizations have now addressing the problems of social exclusion through their policies and programmes of inclusive education as and affirmative action to combat social exclusion of tribal.

Key Words: *Inclusive Growth, Right to Education, Tribal Development, Policies and Programmes.*

1. Introduction

The constitution of India provides a number of safeguards for promoting and safeguards the interest of the scheduled tribes. India has the second largest concentration of tribal population, after that of the African continent. Tribal are generally called as 'Adivasis' implying 'Original Inhabitants' of the land. There are about 360 tribal groups speaking more than 100 languages and dialects in India. They have been specified as Scheduled Tribes (STs) in accordance with the Presidential Orders issued since 1950. The Scheduled Tribes population of the country, according to 2011 Census was 8, 43, and 26,000 and constitutes 8.20% to the total India population. The areas inhabited by the Scheduled Tribes (STs) in the Country are termed as 'Scheduled Areas'. These are popularly known as 'Agency Areas' since the Colonial times. These areas are specially defined in Para 6 of the Part 'C' of the Fifth Schedule of the Indian Constitution. Although the genesis of the

concept of Scheduled Areas was traced back to the Scheduled Districts Act of 1874, in the Pre-Independence period, the Scheduled Areas were retained to assist the tribe's in enjoying their customary rights without exploitation and to develop and protect the tribe's and their environments. Accordingly as per the provisions of the Scheduled Areas, Part - A States Order of 1950 and the amended Scheduled Areas, Part - B States Order of 1950 certain tribal areas in the States of Andhra Pradesh, Madhya Pradesh, Maharastra, Orissa, Rajasthan, Bihar, Gujarat and Himachal Pradesh were declared as Scheduled Areas. In India the right to free and compulsory education was retained in Article 45 of Part IV of the Constitution that incorporates the Directive Principles of the State Policy, thus making a distinction from the Fundamental Rights. The most relevant interpretation of Article 21 from education point of view was the Supreme Court's Unnikrishnan Judgment (1993). This ruled that Article 45 of the Directive Principles of State



Policy must be read in harmonious conjunction with Article 21 Court since; right to life and personal liberty loses its meaning if a child is deprived of elementary education (Unnikrishnan Vs. State of Andhra Pradesh, 1993, Supreme Court of India, 217), However, though this article 21A has provided renewed opportunity to reduce the increasing inequality in education at the elementary level and achieve the goals of justice – social, economic and political, it has yet to acquire the state of other fundamental rights.

2. Right to Education Bill

- State shall ensure a school in every child's neighborhood. Every school shall conform to certain minimum standards defined in the Bill.
- Government schools shall provide free education to all admitted children. Private schools shall admit at least 25% of children from weaker sections: no fee shall be charged to these children screening test at the time of admission and capitation fees are prohibited for all children.
- School Management Committees (SMC) mostly composed of parents will manage government schools. Teachers will be assigned to a particular school; there will be no transfers.
- The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.
- There is mixed evidence on the ability of SMCs in improving quality of schools and learning outcomes of children.

3. Policies and Programmes

Education of Tribal Children

The Indian Constitution assigns special status to the Scheduled Tribes (STs). Traditionally referred to as adivasis, tribes, or tribals. STs constitute about 8% of the Indian population. There are 573 Scheduled Tribes living in different parts of the country, having their own languages, which are different from the one mostly spoken in the State where they live. There are more than 270 such languages in India. According to the 2011 census, the tribal population in India is 74.6 million. The largest number of tribes is in undivided Madhya Pradesh (16.40 million), followed by Odisha (7 million) and Jharkhand (6.6 million). There were 16 million ST children (10.87 million of 6-11 years and 5.12 million of 11-14 years) as of March 2001, out of the total population in India of about 193 million the age group of 6 to 14 years. Education of ST children is considered important, not only because of the Constitutional obligation but also as a crucial input for total development of tribal communities.

The creditable concepts of Inclusion, Welfare and Development are the triple distinct wings found centering on the tribal population in India. Andhra Pradesh has more than fifty lakhs tribal population, the largest tribal concentration in South India, constituting 6.59 per cent of the total population of the country. The Guntur district has a total tribal population of 1.27 lakhs as per 2011 Census. The tribes of Andhra Pradesh in general and Guntur district in particular present a fascinating diversity with its variegated socio-cultural traditions, plurality of occupations and diverse linguistic heritage. The Government of India has been trying to ameliorate the tribals with



the main stream through social change. The concept of tribal welfare and development as general policy has emerged since the beginning of Plan period. Various policies, plans and programmes have been made effected to touch the lives of the tribals. But the policy of total coverage of all the tribals in all fields of socio-cultural and politico-economic development has been missing since the beginning. For reasons obvious, the attempts to include the tribals of Guntur district since the commencement of planning era, have been not adequate and appropriate. Majority of the tribal groups in Andhra Pradesh were not drawn into the fold of education and they remained illiterate and uneducated. The percentage of rural scheduled tribe's population to the total district population is 77.93 the predominant tribal groups in this district are; Sugalis and Yerukalas who are scattered throughout the 63 panchayatmandals of the district. There are 463 mandals in the district as per of these the male literacy percent is 38.50 and female literacy percentage is 14.09.

4. Educational Programmes

For Scheduled Tribes education is an input not only for their economic development, but also for promotion in them self-confidence and inner strength to face new challenges. It is worthwhile to note that the education increased at a faster rate amongst Scheduled Tribes than in the general population. Various educational programmes which are they implemented by the Government of Andhra Pradesh are given in the following lines:

GirijanaVidyaVikasKendras (GVVK)

Providing access to educational institutions has been the first task attended to by government. In this direction Andhra Pradesh had set the

pioneering examples when compared to the rest of the country. One major decisive step in this direction was opening 4317 GVVKs in 12 districts namely Srikakulam, Vijayanagaram, Vishakhapatnam, East Godavari, West Godavari, Guntur, Prakasham, Nellore, Chittoor, Adilabad, Warangal, Khammam and Srisailam ITDA area. In all these schools, government has relaxed the education and professional qualification in favor of local Scheduled Tribes. The posts are reserved for local Scheduled Tribes only. Even if they are 10th class failed they were appointed as teachers and later sent for teacher training at government cost. This measures introduced in 1986 brought an enrolment explosion in tribals area out of 4317 GVVKs 351 GVVKs are upgraded to primary schools in 2001-02. Government of Andhra Pradesh has sanctioned permanent buildings for all these upgraded schools under DPEP during 2003-04. Presently, these GVVKs are called as Tribal Welfare Primary Schools.

Ashram Schools

The Ashram Schools are opened in 1974 to provide both school and hostel under the same roof. The Ashram Schools are exclusively for Scheduled Tribes. The Ashram Schools are established in all districts of Andhra Pradesh state. Presently, 599 Ashram Schools are functioning in the tribal concentrated areas. Out of 599 Ashram Schools 451 for Boys and 148 for Girls are functioning in the state. These Ashram Schools are being categorized into Ashram Primary Schools, Ashram Upper Primary Schools and Ashram High Schools. There are 99 Ashram Primary School, 209 Ashram Upper Primary School and 291 Ashram High Schools, working in Andhra Pradesh. In the tribal areas, Ashram Schools have been centers of awareness,



social renaissance and qualitative academic performance.

Maabadi(Alternate Schools)

While GVVKs are opened in the habitations wherever there are more than 20 school age Scheduled Tribes children, still a number of scheduled tribe habitations are left out without access to education as the habitations are having school age children less than 20 in each case. In order to reach those areas certain local initiatives have taken place. The 926 community schools are launched in 1997-98. This resulted in opening of 5441 community schools in the entire tribal areas of the state.

Hostels

Scheduled tribe student who are studying 3rd to 10th classes in the schools run by different managements both under government and quasi-government are being admitted into tribal welfare hostels. These hostels are opened in 1977 and 65 special hostels for scheduled tribe boys and girls studying in intermediate and higher courses are opened during 1994-95. These hostels are called as Post Metric Hostels. At present, there are 441 hostels running 23 districts of Andhra Pradesh. Out of 441 hostels, 332 for boys and 109 for girls are functioning in Andhra Pradesh. In these hostels, accommodation and boarding are provided to the students free of cost.

Integrated Hostels

From 2006-07 onwards Government of Andhra Pradesh has started Integrated Hostels. Out of 120 hostels sanctioned during 2006-07 14 hostels have been entrusted to tribal welfare for management. During 2007-08 it is proposed to start 240 hostels out of which 28 will be entrusted to Tribal Welfare for management. Each of the Integrated

Welfare Hostel Complexes will be provided accommodation for 400 boarders belonging to scheduled castes, Scheduled Tribes and backward class. For each complex, buildings and other amenities are being provided adequately.

Post-Metric Scholarships

The objective of the scheme is to provide scholarships to scheduled tribe students studying post-matriculation or post-secondary state to enable them to complete their education and also provide books to scheduled students studying professional courses under Book Banks Scheme. The students staying in the post metric hostels receive the post metric scholarships @ Rs. 525 per month

Pre Metric Scholarships

Under Pre Metric Scholarships bright scheduled children are identified and provided opportunity to receive quality education in reputed institutions and institutions of excellence.

Best Available Schools

Bright children among Scheduled Tribes are selected by district selection committee under the chairmanship of Collector in each district and the selected scheduled tribe children are being admitted in the best available schools. This scheme is functioning from 1999 onwards. The best available schools are identified in all districts of Andhra Pradesh state and also in Srisaliam. And presently 113 Best Available Schools are functioning in Andhra Pradesh.

Hyderabad Public Schools

The Department is sponsoring scheduled tribe children for admission into Hyderabad Public Schools, which are established in 1966 at Begampet, Ramantapur, R.K.Vidyalaya and Sainkपुरi. Apart from the sponsored



candidates, department is also sanctioning scholarship to all eligible scheduled tribe candidates admitted in the schools since 1993. The department is also maintaining two hostels for the day scholars of Scheduled Tribes' studying in the public schools.

English Medium Schools for Scheduled Tribes

Government of Andhra Pradesh has started four English Medium Residential Schools for boys during 2002-03 at Hyderabad, Warangal, Tirupati and Visakhapatnam. Under the management of Gurukulam with a capacity of 480 students from Class-V to X for each institution.

Schools of Excellence

Government of Andhra Pradesh has started three Schools of Excellence at Parvathipuram, Bhadrachalam and Srisailam during 2005-06 with a long term objective of preparing the students for IIT and competitive exams.

College of Teacher Education

A college of Teacher Education was started at Bhadrachalam to provide B.Ed., training to the Scheduled Tribes of Andhra Pradesh in 2000. The college has an intake capacity of 100 per year and the training is being imparted as per NCTE norms. The college is also providing distance mode training to in-service teachers. This college is also functioning as a study centre of Indira Gandhi National Open University for B.Ed., courses through distance mode.

Coaching and Allied Schemes

Coaching is provided to tribal children for competitive examinations through five Pre-Examination Training Centers. Part of the coaching cost is provided by Government of India under Coaching and

Allied Scheme. These five Pre-Examination Training Centers are located at Hyderabad, Bhadrachalam, Visakhapatnam, Eturnagaram, Utnoor. Vocational Training Institutes (VTIs) are established in 9 areas at Seethampata, Jeergiram, Paderu, RampaChodaVadam, K.R.Puram, Bhadrachalam, Eturnagaram, Kerameri, Srisailam.

Construction of Buildings

A separate society in the name of Andhra Pradesh Tribal Welfare Residential Educational Institutions Society (Gurukulam) was established in 1999 for managing these institutions. Out of 84 institutions 52 are for boys and 26 for girls and six for co-education. There are 10 institutions exclusively for Primitive Tribal Groups and two for Yanadis. Out of 84 institutions 38 are having Junior College sections and Government have permitted to bifurcate them in 2006-07. Apart from this six full-fledged Junior colleges are functioning. Gurukulam is also managing 41 Educational Complexes in female low literacy pockets (Mini-Gurukulams) sanctioned by Government of India and 40 Kasturba Gandhi Balika Vidyalayas (KGBVs) sanctioned by Ministry for Human Resource Development, Government of India for scheduled tribe drop-out girls. Gurukulam is also providing special attention towards scouting, computer education, yoga, physical education, cultural activities and EMCET coaching. Gurukulam is now proposing to identify monitoring the quality of curricular practice by taking up panel inspections of academic practice every quarter and also to strengthen career guidance counseling



Residential Schools for Girls

This is a new scheme intended to provide quality education to scheduled tribe girl students through residential junior colleges in the uncovered areas by opening six Residential Junior Colleges at P.Konalavalasa, Chiutapalli, Rampachodavaram, Utnoor, Mannanur and Eturunagarm and also to provide buildings for all the proposed 6 institutions to accommodate 960 girls in 1st year intermediate.

Hostel Buildings for Degree Colleges in Riad Areas

The scheme is intended to provide hostel buildings for Post-Metric scheduled tribe students studying in eight degree colleges in the RIAD areas. Each degree college will have one boys' hostel and one girls' hostel. Children admitted in the hostels will receive maintenance charges @ of Rs. 525 per month under Post Metric Scholarships.

Construction of High Schools in Riad Areas

The scheme is intended to provide additional accommodation to high schools especially tribal welfare girls' ashram high schools located in the RIAD area.

Buildings for Educational Institutions

The objective of the scheme is construction of buildings (new/additional accommodation) to Integrated Hostels, Post Metric Hostels and Ashram Schools which are in private accommodation. The funding is shared by state and central government as 50:50 basis.

5. Policies and Programmes

BadiPilustondi (School Calling)

Badi Pilustondi programme is a new initiative programme for Never Enrolled,

Enrolled but dropped out students. The programme started by Honorable Chief Minister of Andhra Pradesh Sri. N. Chandra Babu Naidu on 25th July 2014 to 2nd August 2014 at Guntur. The objective of the programme is to ensure 100% enrolment of all eligible children in schools. The Primary Objective of Right to Education Act, 2009 is to ensure enrolment of all children in the age group of 6-14 years in to the school. In spite of best efforts it is unfortunate still some children remain out of the school. Such children can be divided into two categories', Never Enrolled, Enrolled but dropped out. Some children are also involved in hazardous occupations and engaged as "child labour". Seasonal out migration and in migration of families has added to the problem of dropouts and many such children are discontinuing of Education. In effect, there is a dropout rate of 19.06% up to elementary level in the present Andhra Pradesh State.

Government of Andhra Pradesh in its commitment towards implementation of "RTE" has proposed for special drive with the following objectives.

1. To ensure 100% enrolment of all eligible children in schools.
2. To ensure that no child in the age group of 6-14 years is left out of school.
3. To bring back all drop out children to school.
4. To ensure that no child work as labourer i.e., to implement "Child Labour Prohibition and Regulation Act, 1986" under earnest spirit.
5. To involve various stake holder like local bodies, NGOs, SHGs, and officials in this endeavour.
6. To improve infrastructural facilities and provide good ambience in the school.



7. To implement and monitor this programme, District level committee and state level Committee is formed.

6. Conclusion

Illiteracy is the root cause of backwardness of the STs in our country. Through various programmes and schemes the government has been making serious effort for improving educational standards of them. Multiple reasons have hindered the participation of STs in education. Merely launching the programmes and schemes is not a panacea for evil of illiteracy among tribal masses. The benefits of these schemes have percolated to them scantily. Low level of awareness about these schemes among the tribal masses, peculiar nature of their dwellings, apathy of administrative officials in implementation of these schemes and programmes are bottlenecks in the ST's Education. Local media and ST Intelligence can work jointly for creating awareness among the STs. The administrative machinery should be sensitized towards peculiarities of tribal habitat

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