

DYNAMICS OF TRIBAL EDUCATION IN ANDHRAPRADESH

*(With reference to Education Schemes of
Scheduled Tribes in ITDA KR Puram)*

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Abstract:

The greatness of India described as a melting pot of races and tribes. In the word of Roy Burman “India is a land of castes and tribes”. India has the second largest concentration of tribal population in the world next to Africa in the world. In the words of experts “Education helps to improve functional and logical capability to open up opportunity for individual and group and manifests access to labour market and livelihood of people in the world. Education enhances efficiency but an effective mechanism besides democratic participation to individual and promote social life style”. The Education Commission also described the role of education in social and economic transformation of India. In India, The tribal population of the country, as per 2011 census, is 10.43 core, constituting 8.6 percent of the total population, 89.97 percent of them live in rural areas and 10.03 percent in urban areas. The decadal population growth of the tribal communities from census 2001 to 2011 has been 23.66 percent against the 17.69 percent of the entire population. Scheduled Tribes are simple people with exotic customs, traditions and practices because low level of education. Robert M. Hutchins expressed as “The object of education is to prepare the young to educate themselves throughout their lives.” Education is a very important tool in the welfare of the society. The gap in literacy levels of SCs 3 percent and STs 19 percent when compared with that of the General population has to be bridged with special educational programmes to promote the quality of education, imparting life skills through adult literacy etc.,

The main schemes implemented by ITDAs include education, minor irrigation, soil conservation, horticulture, fisheries, sericulture, medical and health and provide necessary infrastructure for social support services while economic development. Centrally sponsored schemes are also being implemented to tackle special problems namely, malnutrition, adult literacy and rehabilitation of shifting cultivators. In the words of John Holt “learning is not the product of teaching, learning is the product of the activity of learners”. ITDAs are apex organisation for development of tribal communities. The present study insists concept of tribal welfare in ITDA, while support to evaluate the educational development schemes of ITDA KR Puram, West Godavari, Andhra Pradesh.

Key wards : ITDA, Ashram schools , Scholarships, Population, Scheduled Tribe

Introduction:

The tribal people in India are residing in remote areas without any direct contact with the rest of the society, without sufficient medical, proper educational facilities, without accessibility to the developmental and welfare programmes of the government. Both union and State Governments in our country have initiated so many welfare programmes for elevate tribal population in terms

of education, health, employment and many more. But the condition of tribal people could not been improved. The Constitution of India laid legal provisions such as special agency courts were also set up to give speedy justice to the tribes with free of cost. However, tribal economy is intimately connected with the forests. Naturally, these communities live in wretched poverty having Spartan capital assets, health and educational facilities and scarcely safety in vagaries of nature. However, it has not managed to address the crucial issues of basic human and fundamental rights of the tribal people support the view of Herbert Spencer "Education is preparation to live completely." The Tribes Advisory Council (TAC) was formed, consisting of political representatives and administrators, in order to advise and guide the policies of the state in relevant tribal matters.

Table-1.1
District Wise Population of Scheduled Tribes of A.P. 2011 census

S. No	District	Total population	ST population	ST Male population	ST Female Population	% of Male to ST	% of Female to ST	% of ST Total Population
1	Srikakulam	2703114	166118	81382	84736	3.01	3.13	6.15
2	Vizianagara m	2344474	235556	114687	120869	4.89	5.16	10.05
3	Visakhapatnam	4290589	618500	302905	315595	7.06	7.36	14.42
4	East Godavari	5285824	297044	144548	152496	2.73	2.88	5.62
5	West Godavari	3994410	133997	65439	68558	1.64	1.72	3.35
6	Krishna	4517398	132464	66734	65730	1.48	1.46	2.93
7	Guntur	4887813	247089	125105	121984	2.56	2.50	5.06
8	Prakasam	3397448	151145	76677	74468	2.26	2.19	4.45
9	SPSR Nellore	2963557	285997	145168	140829	4.90	4.75	9.65
10	YSR kadapa	2882469	75886	38571	37315	1.34	1.29	2.63
11	Karnul	4053463	82831	42052	40779	1.04	1.01	2.04
12	Ananthapur	4081148	154127	78573	75554	1.93	1.85	3.78
13	Chittoor	4174064	159165	79756	79409	1.91	1.90	3.81
	Total AP	49575771	2739919	1361597	1378322	2.75	2.78	5.53

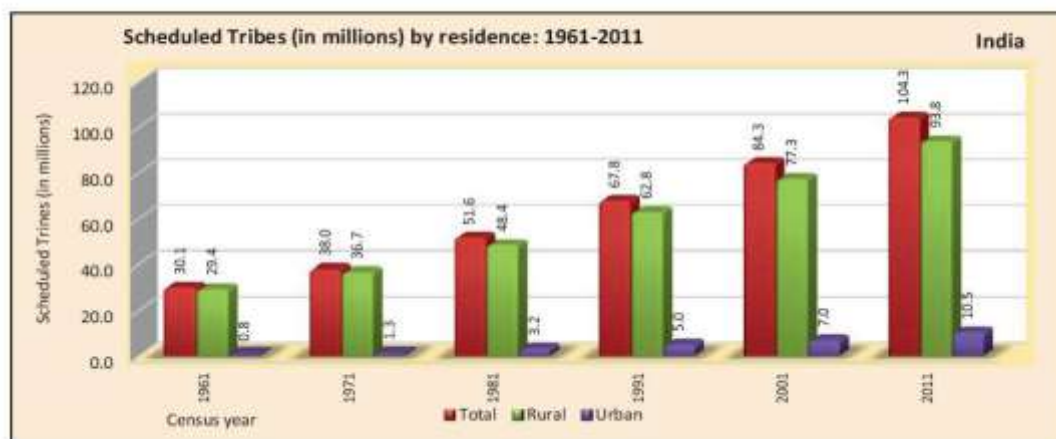
Source: Census 2011

Enunciated the table Visakhapatnam, Vizianagaram and SPSR Nellore districts have 14.42, 10.05

and 9.65 percents of tribal communities out of total population. These three districts have first three tribal population districts in the state. However, Karnool, YSR Kadapa and Krishna have last three ranks in tribal population. In present study West Godavari has 3.35 percent of tribal population; it has below in state tribal population of 5.53 percent. It can be traced the table 1.1 percent of tribal male, where as 2.78 percent of female population, it indicates the progressive gender ratio of tribal communities in Andhra Pradesh.

Figure-1

Scheduled Tribe population and decadal change by residence : PERSONS



Education trends in Tribal Communities

As per 2011 census, the literacy rate among tribal communities (58.95 per cent) is found to be far below the overall literacy of the country (72.99 per cent). The female literacy rate among tribes is far lower (49.35 per cent) as compared to overall female literacy for the country (64.64 per cent). However, the significant point is the increase in total as well as female literacy among tribal community, though still at lower pace as compared to the overall population for the country. Though the tribal areas are endowed with rich natural resources the previous Government had no vision to develop the tribal areas in a comprehensive manner. The proof of this is clearly visible from the fact that the funds allotted to the tribal welfare were not spent fully.

Table-1.2
YEARWISE TRIBAL SUB PLAN ALLOCATION AND EXPENDITURE

SNO	YEAR	ALLOCATION (Cr.)	EXPENDITURE (Cr.)	% OF EXPENDITURE
1	2010-11	2529.19	1576.78	62.34
2	2011-12	2973.13	2206.42	74.21
3	2012-13	3622.46	2197.72	60.67
4	2013-14	3666.60	2056.09	56.08
5	2014-15	1500.26	1442.47	96.15
6	2015-16	1904.48	1505.09*	80.03

7	2016-17	3099.96		
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*Expenditure as on 15-3-2016

Enunciate the clearly point out that the expenditure in the last two years has improved and almost all the funds allocated are utilised compared to the previous five years where the expenditure was in the range of 50 percent to 70 percent only. The allocation under the Tribal Sub plan for the current year is 63 percent higher than the previous year and it is almost equal to the allocations under the combined state.

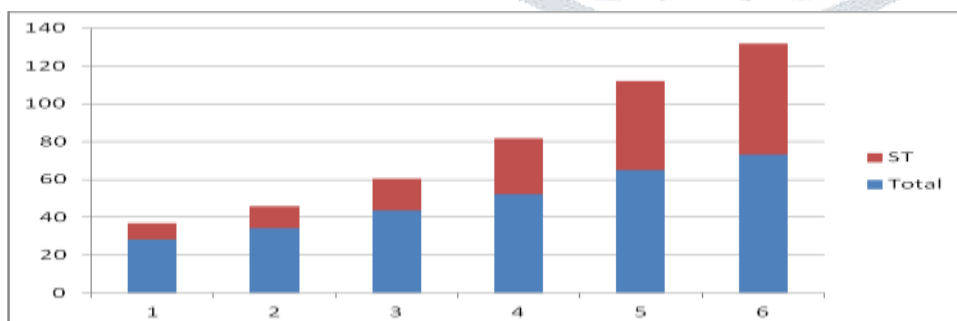
Table1.3

Statement showing the details of literacy rate of all Social Groups and ST population in INDIA(1961 to 2011)						
Year	All Social groups			Tribal Community (ST)		
	Male	Female	Total	Male	Female	Total
1961	40.40	15.35	28.30	13.83	3.16	8.53
1971	45.96	21.97	34.45	17.63	4.85	11.30
1981	56.38	29.76	43.57	24.52	8.04	16.75
1991	64.13	39.29	52.21	40.65	18.19	29.60
2001	75.26	53.67	64.84	59.17	34.76	47.10
2011	80.89	64.64	72.99	68.53	49.75	58.96

Source: Census 2011

Enunciate the table 1.3 depicts trends of total literate rate and respective tribal literacy rate from 1961 to 2011. It can be evidence from the table total literacy rate increased from 28.30 to 72.99 percent, while tribal literacy rate 8.53 to 58.96 percent six decades of Indian population. It reveals 157.92 percent and tribal literacy growth rate 591.21 times, it is favourable condition.

Picture-1



Review of Literature:

A brief review is worthwhile in order to highlight what has already been depth studied in the field. In the study focussed on tribal education of Andhra Pradesh.

Soma Sekhar(1983) studied Economic conditions of Tribal groups with specific community of koyas in Badrachalam taluk of formal Khammam district of Andhra Pradesh. His study deals with the tribal economic conditions such as agriculture, forests, exploitation besides the profile of Godavari Valley in which the majority of Koyas in habits and ekes out their livelihood. He is identified koya community education level higher than other tribal communities.

K. Sujatha (1994) contends that the perspective adopted for educational development of tribal communities fails to adequately address the specific disadvantages characterizing the tribal population. She identified her study that one of the major constraints of tribal education at the planning level is the adoption of a dual system of administration is a cause of low level of learning in tribal communities.

The Praitichi Committee Report (2002) identifies cost of schooling, lack of motivation of teachers, lack of inspection, and the increasing dependence on private tutoring to be the main hurdles in the path of education for tribal children.

Arun Kumar Ghosh's paper (2007) provides in-depth literature on the tribal education in Jharkhand and West Bengal. He says that few tribals are badly in need of special attention for literacy and basic education.

Sedwal, M. and Kamat, S. (2008) focused on issues related to Scheduled Castes and Scheduled Tribes – groups which are recognised for affirmative action within the Constitution of India.

Abdulraheem, A. (2011) explained that education as an important parameter for any inclusive growth in an economy and the policies have to focus on inclusive rather than divisive growth strategies.

Pradhan and Sanjay Kumar (2011) describe that despite special initiatives like Ashram schools, introducing vernacular at primary level, and teaching in local dialects, the tribals are still lagging behind the non-tribals. Under such circumstances, the government and policy makers should put best efforts to improve their educational status.

Gaurang Rami's (2012) paper discusses the status of primary education in the tribal district of Dang in Gujarat. In the district, there are about 412 primary schools; out of which 378 primary schools are run by the district panchayat. The paper concludes that most of the schools have buildings, but they fail to attract the girl students owing to lack of other essential amenities like drinking water as well as separate toilets for boys and girls. The common toilet facility has prevented many tribal girls from enrolling beyond 5th standard. Hence, the drop out ratio goes higher among the tribal girls. Another problem that makes tribal students leave schools is the medium of instruction which is quite different from their own vernacular dialect.

Virginus Xaxa (2015) He says that the post Independent India also continued the same policy with little modification such as providing certain percentage of seats in state sponsored educational institutions and government services. Under these provisions, 7.5 per cent jobs were reserved both in central and state government for tribals. This has opened a large pool of government services to them. Though reservation provides employment opportunities, the lack of educational qualifications and necessary skills denied them of the jobs, and the reserved seats remain vacant in many cases. In the case of quota for higher grade services, the condition is even worse as candidates with necessary qualifications are not available.

Need of the study: The Government has been designing and implementing a number of welfare schemes for the welfare of the Tribal people throughout India but the living styles and Socio – Economic conditions of tribal people have not improved. The West Godavari District of Andhra Pradesh is also not exception to this. So that a lot of research is of utmost necessary to study the performance evaluation of Governments i.e., State and Union funds utilized in maximum extent. Most of the adjusting studies and Tribal Welfare measures are at District Level and State Level.

The studies mostly concentrated on the socio-economic profile of the Tribal Communities and neglected the functioning of the administrative setup viz., integrated tribal development agency, K.R. Puram, West Godavari District which is implementation agency for all the tribal welfare schemes of both Central and State Governments. Hence, it can be said that there is dearth of studies on the functioning of I.T.D.A, K.R. Puram and its performance evaluation. In reality the integrated development agencies take important decisions that are useful to the dwellers of the Tribal Areas. Thus, it is a necessary to study the activities of I.T.D.A, K.R.Puram, and W.G, which has been organizing various Tribal Welfare measures viz.,

nutrition, immunization, medical facilities, agriculture, education, horticulture and skill development programs etc., With this background an attempt has been made to study the Tribal Welfare measures of I.T.D.A's K.R.Puram, West Godavari District of Andhra Pradesh in the present study entitled "A study on performance evaluation of I.T.D.A's in Andhra Pradesh" (with special reference to I.T.D.A, K.R.Puram, W.G.District).

Statement of the Problem: Even since India got independence both the Government of India and Government of Andhra Pradesh have been introducing No.of schemes and allocating huge amounts in 5 years plans for over all development of the people who are living in forest areas (or) Tribal Areas. Exclusively for the welfare of the Tribal people the Government setup Integrated Tribal development agencies throughout India. Recently the Government of Andhra Pradesh, implementation of Tribal sub- plans also to curtail the deviations in the allocated funds for the development of Tribal Communities.

Even though all these efforts both the Central and State Governments are continuing, the Tribal people of this Country are not in the position to reap the benefits of development of this Country which is a fast-growing economy. In the rain season the Tribal areas of this country in general and Tribal Areas of West Godavari District of Andhra Pradesh State in particular are becoming disease prone areas with poor medical facilities transportation, sanitation, what need everything. Every year during the rainy season the problems of Tribal Areas of West Godavari District are hitting the headlines of news dailies. Hence a micro level study to know the ground level loopholes in the tribal welfare administration is an urgent requirement.

Scope of the study: The study has wider concept implemented by ITDA KR Puram, West Godavari district of Andhra Pradesh besides Government of India.

Objective of the Study

- To evaluate educational schemes implemented by ITDA KR Puram
- To assess the educational monetary benefits
- To review the newly educations schemes monitor by ITDA KR Puram
- To measure the performance of various educational institutions
- To assesses the budget allotment under Tribal sub plan.

Tools Used in the Study

The study adopts simple quantitative techniques such as percentages,ratios, simple and compound growth rates for analyzing the data.

Data and Methodology

The study is based on the secondary data. The secondary data have been collected from the published documents, such as Five Year Plan documents of both India and Andhra Pradesh; Statistical abstract of India and A.P. Records of Tribal Welfare Department, West Godavari District of Andhra Pradesh and Annual reports of ITDA KR Puram.

Newly introduced Activities in ITDA controlled Educational Institutions:

Education is a very important tool for in the welfare of the society. The gap in literacy levels of Schedule Castes 3 percent and tribal community 19 percent when compared with that of the General population has to be bridged with special programmes to improve the quality of education, imparting life skills through adult literacy etc., Government shall bring corporate standards in the quality of education by implementing the following.

- Upgrading all the Tribal hostels into Residential Educational Institutions with in this academic year.

- Bring different management of tribal institutions under one umbrella entity for better and qualitative management
- Introduction of centralised kitchen with the support and partnership of reputed agencies in the tribal areas.
- Introduction of buffet system and customised menu in all hostels and residential schools after assessment of nutritional requirement of the students through professional agencies like national institute of nutrition etc.
- Outsourcing to professional agencies all the facility management services in the educational institution for better health and hygiene.
- Periodical health check-up of all the children in the Educational Institutions.
- Introduction of biometric attendance in all educational institutions and hostels to fix accountability and maintaining transparency with the help of technology.
- Grading of all educational institutions according to performance.
- Promotions and transfers of teachers to be linked with performance achievement.
- Providing Wi-Fi connectivity to all residential schools with use of perusal class room equipment.
- Provision of Start-up and Incubation labs in all residential schools.
- Provision of digital content in all residential schools from the coming academic year.
- Shifting to common examination system for the sake of uniform quality standards, adopt new and innovative evaluation techniques for assessment of child in all round development.
- Establishing a special sports school for SC & ST children for promoting sports and train SC & ST children who can compete at national and international level in various games and sports.
- Promoting extracurricular activities such as kuchipudi, yoga, NCC, NSS, scouts etc in all residential schools.
- In order to improve sanctions in the Ambedkar Overseas Vidya Nidhi for tribal students, instead of a fixed cut off a rolling cut off system wherein students will get admitted with whatever mark till the seats are filled up completely.
- Strengthening of all referral institutions in agency area.
- All the diagnostic tests to be done at PHC level in the agency areas
- Opening of health ATMs and providing more ambulances in agency area.

In the first Five-Year Plan itself about 4000 schools were opened in the tribal areas. Education up to X standard has been made completely free for them. The tribal students were getting various concessions such as free tuition fee, stipends, scholar ships, and free supply of text books, stationery and other required equipment for improvement of tribal education standards. In all schools mid-day meals are also supplied. Free boarding and lodging facilities are provided for them. Moreover, for the Scheduled Tribes and Scheduled Castes twenty per cent of the seats are reserved in technical education and relaxation is made in respect of age limit and qualifying marks (Neha Pansare, 2014).

Ashram Schools: There are Ashramam Schools for providing basic education and vocation training for schedule tribe community. Establishment of Ashram Schools creates a congenial atmosphere for teaching-learning activities for students belonging to scheduled tribes for free of cost. Teachers and children living together in the same premises were expected to have the benefit of close interaction and learning opportunities.

Vidyonmathi: Now, Andhra Pradesh introduced a new scheme i.e., NTR Vidhyonathi which provides free coaching, boarding and lodgings, printing & stationery charges, supply of text and reference books, internet charges and pocket money for selected candidates selected by component authority for appearing UPPSC examinations conducted by Government of India.

Eklavya Model Residential Schools (EMRS)

Objectives of EMRS

The objective of the schools were provide quality education to tribal students middle and high level in sensitive areas, not only to enable them to avail of reservation in high and professional

educational courses creates employment opportunities in government, public and private sectors but also to have access to the best opportunities in education at par with the non-tribal community.

- To achieve cognitive physical, mental and socially relevant development of all students enrolled in each and every EMRS. However, Students will be empowered to be change agent, beginning in their school, in their homes, in their village and finally in a larger context.
- To focus differentially on the educational support to two states i.e. available Standards XI and XII, and standards VI to X, so that their distinctive needs can be met according to situation.
- To support the annual running expenses in a manner that offers reasonable remuneration to the staff and upkeep of the facilities.
- To funding the construction of infrastructure that provides education, physical, environmental and cultural needs of student life.

TABLE-1.4
Details of Educational Institutions in K.R.Puram during 2014-15

S.NO	Management	High	Upper	Primary	Total
		Schools	Primary	Schools	
1	Tribal Welfare	21	16	111	148
2	Government	01	00	000	001
3	Panchayat Raj	11	27	168	206
4	KBGV	03	00	000	03
5	APTWRS	03	00	000	03
6	Aided	01	01	014	16
7	Private	07	11	007	25
	Total	47	55	300	402

Source: Annual report of K.R.Puram 2014-15

Enunciated the table 1.4 the particulars of number of educational institutions running the K.R. Puram agency area under different managements have been presented. It can be evidence from the table that around 37 percent of the total educational institutions are under the management of tribal welfare department which constitutes 148, out of which high schools are 21, Upper Primary Schools are 16 and the Primary schools are 111. The remaining 73 per cent of the educational institutions are under various managements viz., Government, Panchayat Raj, Kasturba Gandhi Vidyalayas (KBGV) APTWRS, Aided and Private un aided management

institutes. However, 11 high schools, 27 upper primary and 168 primary schools run by panchayat raj department. It reveals the prominent role played by Panchayat raj dept. maintained by 206 educational institutions. Finally, as a result, gave most priority to basic education than secondary education.

Chart-2

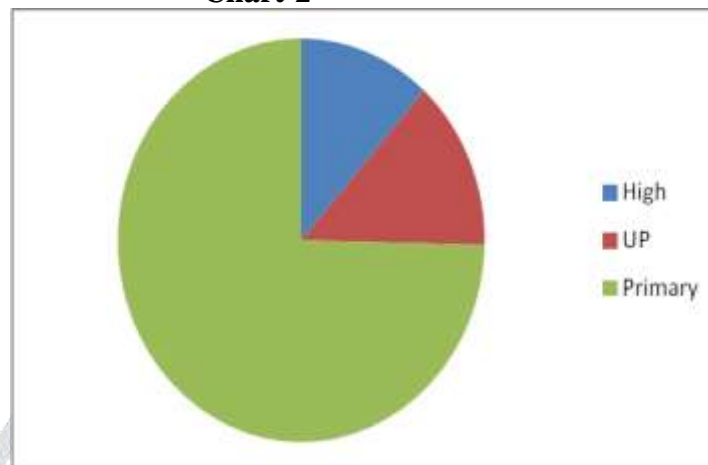


TABLE-1.5

Statement showing the total number of tribal welfare hostels in the K.R.Puram Agency during 2014-15.

Institution/s	No. of institutions			Admitted Strength		
	Boys	Girls	Total	Boys	Girls	Total.
Ashram Schools	11	13	24	2200	2600	4800
ST Hostels	02	1	03	200	100	0300
TW Res schools	2	1	03	960	480	1440
TW Res college	2	1	3	680	295	0975
KGBVs	0	1	1	0	200	0200
P M College Hostels	07	06	13	700	600	1300
Grand Total	24	23	46	4740	4275	9015

Source: Annual Report of ITDA, KRPuram – 2014-15.

Govt. Primary Schools (Tribal Welfare) are functioning in agency area admitted the strength of 9015 (Boys - 4740 and Girls-4275) gender wise and strength wise particulars of Tribal Welfare

Hostels in the agency area of K.R.Puram have been presented in Table 1.5 It is evident from the table that the total number of tribal welfare hostels in the West Godavari agency is 46, which accommodates around 9015 students. 24 boys' hostels and the remaining 23 are girl's hostels, out of the 46 tribal welfare hostels which accommodate 4740 boys and 4275 girls respectively. The tribal welfare hostels in the agency area constitute Ashram Schools, S.T. Hostels, Tribal Welfare Residential Schools, Tribal Welfare Residential Colleges, Kasthuraba Gandhi Balika Vidyalayas, Mini Gurukulams and ST College Hostels and PM College Hostels, Admissions in to Best Available Schools In order to provide quality education to the selected meritorious Tribal students in the selected private best schools, one school was recognised as best available school. Under this scheme Rs.15000/- for 3rd to 7th class and Rs.20000/- for 5th to 10th classes has been paid per student per annum during the year 2015-16 against sanctioned seats 174 categorised as Renewal-172 and Fresh-02 (Total-174) the admitted strength.

TABLE-1.6

Statement showing the Beneficiaries of Scheme for Best Available School in ITDA KR Puram during 2014-15.									
Name of the school	Renewal			Fresh			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
St.Francis E/M HighSchool, polavaram	89	83	172	1	1	02	90	84	174
Total	89	83	172	1	1	02	90	84	174

Source: Annual Report of ITDA, K.R.Puram – 2015-16.

The table 1.6 depicts the admitted Strength particulars of meritorious tribal pupils' admissions in to the best available schools in West Godavari District with the financial aid from the ITDAs. It can be evidence from the table 172 students, are benefited from this scheme, and in which 89 pupils are boys and remains 83 belongs to girls in case of renewal. Whenever, only two candidates are benefited under scheme in take fresh admissions in to the best available schools in equal proportion of both boys and girls i.e.1:1 ratio. It can conclude 90 students' are boys out of 174 pupils' remains 84 candidates belong to girls.

Admission of ST Students in Corporate Colleges

Under "Admission of Weaker section students in to Corporate Colleges", the Meritorious Schedule Tribe students have been admitted in to selected corporate colleges since 2008-09. However, 14 candidates are admitted during the year 2015-16 out of 30 sanctioned seats .The Government is sanctioning Rs.38, 000/- per student per annum under this scheme.

TABLE – 1.7

Statement showing the details of Uniforms to Hostel boarders of the year 2014-15

Category of Institutions	Strength	Total pairs distributed	% Distributed
1) Ashram Schools & Hostels @ 4	5672	22688	100
2) T.W.Res.Schools @ 4	1442	5768	100
3) T.W.Res.Jr.Colleges @ 4	504	2016	100
4) KGBV @ 2	180	720	100
Total	7798	31192	100

Source: Annual reports ITDA K.R.Puram 2014-15.

Depict the table 1.7 classified four types of educational institutions total 31192 pairs distributed to 7798 strength of pupils, it indicates 100 percent distribution.

Table-1.8

Statement showing the details of distribution of incentives to the boarders of I.T.D.A.K.R .Puram during 2014-15

Sl. No	Item	Opening Balance	Indent	Supplied by the firm	Yet to be supplied
1	Cloth for dresses (Mts)	12175	55533	38191	93724
2	Note books (Nos)	3661	71772	41671	113443
3	Bed sheets (Nos)	277	7000	-	7000
4	Carpets (Nos)	277	7000	-	7000
5	Trunk Boxes (Nos)	-	4000	4000	-
6	Steel Plates and Glasses(Sets)	-	4000	4000	-
7	Sports Material (Sets)	-	37	37	-
8	Library material (Sets)	-	46	46	-
9	Sanitary Napkins	-	10000	10000	-

Source: Annual Report of ITDA, K.R.Puram – 2014-2015

Enunciated the table 1.8 disclose the details of incentives viz., Cloth for dresses, Note Books, Bed Sheets, Library material, napkins and Woollen Blankets (Carpets) which were distributed to the different boarders for admissions in to corporate colleges during the year 2014-15. It is apparent from table that around 38191 meters of cloth, 41671 Note Books, 277 Bed sheets, 277Carpets and 10000 Sanitary Napkins have been distributed to the hostel and Ashram schools during the year 2014-15.

TABLE – 1.9**Statement showing the details of Uniforms to Hostel boarders of the year 2014-15**

Category of Institutions	Stren gth	Total pairs to be distributed	Total pairs distribute d so far	Balance pairs to be distributed	% Distributed
1) Ashram Schools & Hostels @ 4	5672	22688	19050	12684	84
2) T.W.Res.Schools @ 4	1442	5768	5768	0	100
3) T.W.Res.Jr.Colleges @ 4	504	2016	2016	0	100
4) KGBV @ 2	180	720	720	0	100
Total	7798	31192	27554	12684	---

Source: Annual reports ITDA K.R.Puram 2014-15.

According to the table 1.9 depicts the total pairs available for distribution, pair's distribution so far and their balance of pairs to respective strength of boarders in various educational institutions located in ITDA K.R.Puram. It can be evidence from the table 22688 pairs of uniforms distributed to Ashram schools and hostels, 5768 and 2016 pairs to TWR schools, and TWR Junior Colleges respectively, only 720 pairs available for distribution to KGBV for strength of 7798. It is apparent from the table that around 27554 pairs are distribute so far out of 31192 pairs remaining 12684 pairs are balance pairs to be distributed to their respective eligible boarders in different schools and ashram schools. It can be furnished the data all schools and junior colleges except ashram schools and hostels distributed 100 percent of pairs and 84 percent of pairs to respective boarders during the year 2014-15.

TABLE-1.10**MTF/RTF details of ITDA KR Puram in the Academic Year 2014-15**

MTF/RTF	Budget	Expenditure	Balance	Students
MTF	218.79	155.79	63.58	2475
RTF	480.72	442.71	38.01	2245
TOTAL	699.51	597.92	101.59	2475

Source: Annual reports ITDA K.R.Puram 2014-15.

Table 1.10 furnishes the particulars of budget released and spent expenditure towards Mess Charges (MTF) and RTF towards availability and recovered details during the year 2014-15 It can be evidence the table that Rs. 597.92 lakh have been spent their sanctioned expenditure, out of the total grant of Rs. 699.51 lakh, which is released for the purpose and 2475 student are budget allotted.

TABLE-1.11

**Statement showing the Particulars of Employment Registration and Placements of ITDA
KR Puram during 2014-15**

Category		No. Registered	No .got Employment
1	Below 9 th Class	886	-
2	10th Class	6812	-
3	Inter	3207	160
4	Degree	1142	-
Total		12047	

Source: Annual reports ITDA K.R.Puram 2014- 2015

The details of class wise number of literates registered in the sub-employment exchange of K.R.Puram ITDA, and the number of registered candidates got employment, have been presented in table 1.11. It can be seen from the table that out of the total 36815 registered candidates of sub-employment exchange, 886 are below 9th class, 6812 are 10th standard, 3207 are Intermediate only 1142 are Graduates. Only 160 candidates got employment through this employment exchange.

Multi Lingual Education Schools

In order to impart the primary education in their mother tongue, MLE Schools were started in 2004 in 29 villages on pilot basis. From 2009-10 MLE parallel sections were started in 107 more MPP/GES/GPS (TW) schools. At present in the 29 pilot MLE schools education has been provided from 1st to 5th classes in their local / mother tongue languages of Konda, Koya. 34 Konda Schools, 81 Kuvi Schools (Total-115 Schools) are functioning in all the agency mandals except Jeeligamilli with enrolment of 2277 students. Textbooks are being supplied by the RVM (SSA). The Honorarium to the Vidya Volunteers engaged to this purpose is being paid by the RVM (SSA), West Godavari through Project Officer, ITDA K.R. Puram.

TABLE-1.12
School Grants details in ITDA KR Puram during 2014-15

No	Category of School	TLM	School	Maintenance Grant
		Grant	Grant	
1	Primary Schools	500-00	5000-00	5000-00
2	UP Schools	500-00	5000-00	7000-00
3	High Schools	500-00	5000-00	10000-00

Source: Annual reports ITDA K.R.Puram 2015

Table 1.12 furnishes the particulars of Grants released from the Rajeev Vidhya Mission(RVM)) Sarva Sikhsha Abhiyan (SSA) to schools in the agency area of West Godavari under the heads of Teaching Learning Materials Grant, School Grant and Maintenance Grant. It can be seen from the table that Rs.500/- towards TLM Grant and Rs.5000/- for School Grant to the entire Primary, Upper Primary and High Schools has been sanctioned. In addition, Rs.500/- for each Primary School, Rs.7000/- for each Upper Primary School and Rs.10, 000 for each High School has been

sanctioned towards maintenance Grant Kasturibha Gandhi Balika Vidyalayas. To achieve 100 Percent girl child enrolment KGBVs are established in all 5 agency mandals in KGBV.

RVM (SSA) Supported Programmes

Additional Class rooms: Additional Class Rooms have been sanctioned to the schools as per SSA norms based on DISE information. These works have been executed by Tribal Welfare Engineering Department. The status of the additional class rooms sanctioned during various years is as follows:

TABLE-1.13

Statement showing the details of Student's Additional Class Rooms in ITDA KR Puram during 2014-15

Sl. No.	NnSchools	No. of Schools	No. of Schools covered so far			
			Phase-I	Phase-II	Phase-III	Total
1	TW Ashram Schools	21	-	-	6	6
2	APTWR Schools	3	-	-	-	0
3	KGBVs	3	-	-	-	0
Total		27	0	0	6	6

Source: Annual reports ITDA K.R.Puram 2015

Enunciated the table 1.13 explains construction of additional buildings only three ashram schools in the third face out of 21 ashram schools.

Quality Improvement Measures: In order to achieve basic competencies of reading, writing, mathematical operations and life skills "PUNADI" has been implemented from 14.03.2012 in Welfare Schools.

Quest: to improve the quality of Education of Tribal Children by taking up the teaching learning processes in a systematic and scientific way so as to attain class specific and subject specific competencies through practice of exercises and learning tasks by the children, a programme titled as Quality Education for Tribal Children "Quest" was launched on 16.08.2012 Appropriate material was developed for both teachers and students for classes VI to IX. Quest is implemented in 126 institutions for classes VI to IX covered 23415 students.

Disha: which a programme aims at enabling SSC failed Tribal Students to pass SSC as well as develop their personality by organizing coaching cum personality development centres so as to ensure work readiness and employability of tribal youth. The programme shall be for a period of 9 months from 15.07.2015

Maintaining of Out of School Children: Government can found the during the education fortnight, 23917 number of outside of school children were identified in the K.R.Puram Agency Area.

Sanction and recruited Teachers posts: The Government have sanctioned teacher posts additionally to TW Ashram schools during 2014-15 while teacher posts were filled through special DSC- 2015 and posts being filled in Special DSC-2016 for which notification was issued on 18.01.2016. While conducting the special DSC 35 teacher post are vacant due to unqualified local tribe candidates.

Engaging of Contract Residential Teachers (CRTs)

Government appoints Contract Residential Teachers @Rs.5, 000/- pm for language Pandit teachers and @Rs.6, 000/- pm for other subject graduate teachers have been engaged in order to avoid loss of instruction and to improve the SSC results in the existing teacher vacancies.

Special DSC: ITDA KR Puram conduct special DSC for tribal teacher for recruiting teaching

posts in various agency schools for promotion of quality teaching conduct teacher recruitment test in selection of various posts.

Top Class Education: The scheme purely central sponsored by central government which provide financial assistance to higher studied tribal pupils for promotion of higher education in professional studies. As a result of fact identified 213 prestigious and institution of excellence like IITs, IIMs, NITs and IIITs etc. It provide scholarship includes tuition fee, living expenses and allowances for reference books, computers, laptops etc

Vocational Training centres: These centres inculcate skills for tribal youth whenever necessary their qualifications in various trades such as marketing, housekeeping and relevant training, which enrich skills while promote competency.

ITI: Establish the Industrial Training Institute by ITDA KR Puram for promotion of trade skills and create employment for tribal students. It located at head quaters of ITDA monitor by PO ITDA KR Puram.

Coaching centres: ITDA KR Puram takes initiative activities, which provide coaching facility for unemployed educated tribal youth for RRB, SSC, RPF, DSC and Group IV etc,

ISO 2000: It is a symbol of Quality Education. Bodigudem Girijana Ashram Balika Patasala, which obtained ISO 95-2000 certificate, which has first residential school in India. However, the school create modern facilities while quality education to tribal girls.

Conclusion

It noticed that the literacy rates of tribes in our state during different period census are recorded very low level. However, the female and male literacy rates of the tribes are showing a little bit improvement during last two decades. Still the female literacy rate low when than male literacy rate. The state has low female literacy rate of tribal communities in Andhra Pradesh necessitates the further intensification of female literacy programmes in the agency areas for PTVGs. However literacy rate among the male and female tribes at the state level 47.66 percent and 26.11 percent respectively. Over 70 percent of the tribal literates fall in the categorizing or below primary and primary level of education. While 8 percent each covered under middle and secondary level of education. 72 percent of primary school has been located in four districts in the order of, Vishakhapatnam, East Godavari and Vijayanagaram. The four districts account for nearly 80 percent of primary schools students of the tribal community. The government has provided good education infrastructure for the development of tribes in Andhra Pradesh. The dropout rate in the case of students from class I–VIII is 75 percent for the year 2005–06. It is significant note that nearly 78 percent dropout rate has been observed in case of girls students. The high dropout rate clearly mirrors the lack of awareness about the fruits of education to tribal community pupils. The opinion of Aristotle "Education is an ornament in prosperity and a refuge in adversity" The objective of ITDAs in Andhra Pradesh can reduce dropout rates, promote literacy rate while promote quality education with traditional and ethical values in tribal communities.

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