

## Challenges and Remedies of Tribal Students at Primary Level (With Reference with ITDA KR Puram West Godavari District)

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**ABSTRACT:-** “A family is like a forest, when you are outside it is dense, when you are inside you see that each tree has its place, it is famous” African Proverb. According to the view of Roy Burman (1971) India is a land of castes and tribes. According to an estimate there are about 427 tribal groups in the Country. Anthropological Survey of India (1967) has estimated the number at 314 considering a number of tribes to be the constituents of a group of tribes designated by a common name such as the Gonds, the Bhils, etc. In 1950, the number of scheduled tribes was 212. This number increased in 1956 with the revised list. All this gave rise to fluctuating figures of tribal communities and the tribal population. According to Majumdar (1963) “Tribe is ordinarily an endogenous unit, the members of which confine their marriage within the tribe. Several clans constitute a tribe.” Thus the characteristic features of a tribal group are that the members of the; group not only live together, speak the same dialect but also identify themselves with one common originator. “Home-grown peoples live in all regions of the world and own, occupy or use some 22 percent of global land area. It depicts at least 370-500 million, original peoples represent the greater part of the world’s cultural diversity, and have created and speak the major share of the world’s almost 7000 languages. Almost all native peoples continue to be confronted with marginalization, extreme poverty and other human rights violations.” survey conducted by UNECEF

The objective of Government of India concentrate towards all round development of tribal communities, in which establishment of Integrated tribal Development Agencies in India. In this process ITDAs mainly focus to eradication of poverty while, educational empowerment of tribal communities such as women and Primitive Venerable Tribal groups like Konda Reddys, in ITDA KR Puram. Government of Andhra Pradesh Focus on Education, rural development: Rs 24,961 crore allocated for educational development in budget 2018-19, which has 14.8 percent of total budget. However, A.P renewed as Knowledge hub with promotion of education with technical and skill development. Recently Govt. introduced Vidyonnathi programme provides for free coaching and financial assistance for SC, ST candidates towards (civils) UPSSC examinations preparation assistance.

Tribal administration vastly improved after creating these institutions. The present study insists concept of tribal welfare in ITDA level while support to evaluate the challenges, development and reforms while remedies of primary education ITDA KR Puram, West Godavari, Andhra Pradesh.

**Key words:** Challenges, Teachers, Primary, Tribal pupil, curriculum, remedial teaching.

### Introduction:

In 1958, the first Prime Minister of India, Jawaharlal Nehru laid emphasis on tribal development. Tribal people are expectant to develop their own cultural patterns rather than imposing advanced culture upon them. Tribal rights to lands and forests should be respected and protected. Efforts should be made to prepare and train local people to take over the regions' administrative tasks rather than assigning responsibility to outside officers and agencies. 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%) and STs (19%) 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., The tribal Sub-Plan approach and ITDA had come into operation (and still exist) following the fifth Five Year Plan. The State of Andhra Pradesh was the first to adopt this model, from 1975. The ITDAs are registered as an autonomous society, fully sponsored by the Tribal Welfare Department, and headed by a Project Officer who has a senior administrator, from Indian Administrative Service officer. However, ITDA KR Puram established in 1986, it can implement number of educational reforms and inculcated educational habit for tribal pupils. The present study focused by tribal educational problems and remedies adopted by ITDA KR Puram.

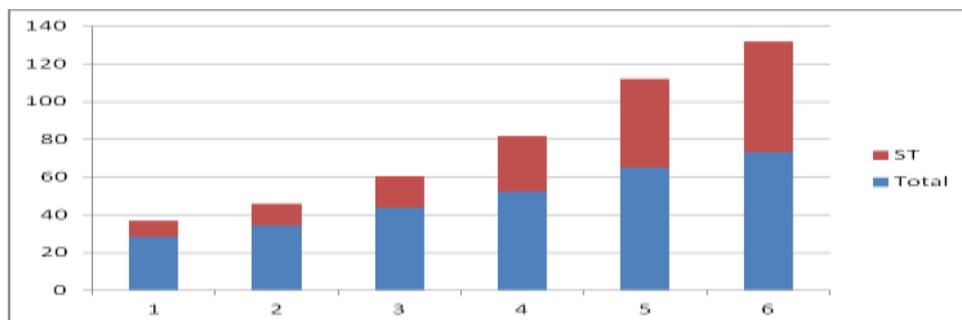
Table1.1

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 evidenced 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 a 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 focused 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 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 Praitchi 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.

**Chinnamanaidu Jammu (2018)** his study insists concept of tribal welfare in ITDA, while support to evaluate the educational development schemes of ITDA KR Puram, West Godavari, Andhra Pradesh. 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. 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 with establishment of Ashram, ALA, Best available schools colleges with provides uniforms, text books along with stationery and MTF and RTF, while admissions in to corporate colleges with adopt Quality improve methods like PUNADI, QUEST and DISHA etc .and Top class education, vocational training and ITI centre with ISO standards adopted by ITDA KR Puram

**Need of the study:** 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 Educational schemes for Welfare of Tribal communities.

**Statement of the Problem:** 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 implimented by ITDA KR Puram, West Godavari district of Andhra Pradesh besides Government of India.

**Objectives:**

- To measure the difficulty faced by Students in primary level on tribal education.
- To address pedagogical factors affected by pupils.
- To find out the possibilities of socio-economic factors of tribal students in education.
- To create awareness among parents and teachers about local centered curriculum.
- To evaluate educational schemes implemented by ITDA KR Puram
- To assesses the budget allotment under Tribal sub plan.

**Tools Used in the Study**

The study conducted simple quantitative techniques such as percentages, simple and compound growth rates were used for analyzing the data whenever necessary.

**Data and Methodology**

The study is totally based on the secondary data. The secondary data collected from the published documents, such as census, Five Year Plan documents of Andhra Pradesh; Statistical abstract of A.P and Annual reports of ITDA KR Puram, West Godavari.

**Factors Affecting Tribal Education**

- Language Problem
- Ancestral Standardized Ethnic
- Parental Norms
- Pedagogical Factors
- Curriculum
- Transactional
- Syllabus
- Strategies
- Tribal Socio -Economic Factors
- Education
- Strata Financial Benefits
- Crisis
- Text Book
- Teacher
- Factors
- Written & Bulk
- Attitude
- Tribal Aptitude
- Dedication
- Non-Tribal Standardized
- (Students & Teachers)
- Language Ethnic

**Problems of Tribal students:****Language:**

Our education system adopts English is window of knowledge, but Tribal students follow vernacular and special language. In this reason number of tribal pupils faced several problems at learning stage of education, it can evidence of research conducted by K. Sujatha," Education of Indian Scheduled Tribes" However, some tribal people oppose the learning foreign language due to inculcate narrow sense while follow superstitions blind way.

**Technology:**

In our country, most of the tribal communities living remote and agency areas with low level of education. Whenever, these schools located in remote areas and non accessibility of network, as a result of arrangement of digital class rooms and virtual class rooms not possible.

**Aptitude of students:**

Generally, most of the tribal parents are illiterates and do not awareness about educational fruits. However, these behavioral parents does not continue study their pupils. It reveals stagnation and discontinuity of tribal students at primary level.

**Competitive nature:**

Most of the tribal students not attend to schools regularly due to attend agricultural and other seasonal activities for helping parents. It reveals, student do not achieve appropriate way of expectations. As a result of fact, swell slow learning and irregular pupils are not fit for continuity of study like regular students in competitive education world.

**Culture:**

India has a unity of diversity, which tribal communities have own culture and heritage. It varies from community to community, place to place and time to time such as food habits, wearing of cloths, devotees etc. The study reveals regional and vernacular culture inculcate adverse influence to tribal pupils at the early stage of education.

**Stagnation and Retention:**

Usually, Most of the tribal pupils attend schools irregularly and do not concentrated entire time towards education like non tribal students studied in plain areas. As a result, students learning attitude and level of education lower than normal students, it reveals stagnation and detention of pupils while do not achieve minimum learning level.

**Poverty:**

Tribal people lived agency and remote areas, their primary source of living agriculture or hunting which communities belongs to below poverty line. These families are not willing to spend huge amount of financial sources besides dependents of child for helping bread winner of the family at child hood stage. However, most of the time spend either help to parents in agricultural activities or serve to land lords housekeeping in child hood of tribal communities.

**Teachers Qualification:**

According to law non -tribal teachers are not appointed as teachers in scheduled areas. Tribal community teachers appointed as teachers exempted some qualifications like B.ed, D.Ed., However, minimum marks of qualified examinations are reduced for tribal teachers for instance, Govt. of Andhra Pradesh conduct Teacher eligibility Test for qualified teachers before entering teaching profession, general candidates obtained 60 percent, but tribal student teachers required only 45 percent for qualified marks.

**Teachers Competency:**

In our state most of the qualified teachers engaged in local tribal village and vernacular language background for whom teaching pupils. However, these teachers are recruited as reservation basis than competency. For instance English

teachers in tribal schools thought regional language than target language, which results of English subject lower than when ever expected way of Government.

**Single Teacher Schools:**

Generally, tribal schools are run by government without profit making, but strengthen human resources. However, these schools have situated in agency and remote areas enroll few pupils .As a result Government adopt rationalization process most of the schools have single teacher teach all subjects and entire classes in the school besides non teaching work also assigned to that teacher, which school progress lower than normal schools. For illustration polavram mandal have 18 single teacher schools out of 53 elementary schools. But 12 single teacher schools out of 18 ITDA schools in the mandal .It can evidence of data 66.67 percent of tribal schools have one/ none teacher.

**Teachers less Schools:**

Some agency schools do not have regular teacher, which engage disqualified persons like volunteers CRPs etc. For instance, polavaram mandal has two teachers less schools out of 53 primary schools run by CRPs.

**Infrastructure:**

Tribal schools have poor infrastructure such as buildings, furniture, lighting, roads, toilets, drinking water and black board etc. Some of the villages do not have constructed proper roads. Children are faced several problems in tribal tandas without sufficient amenities.

**Teachers Absenteeism:**

Generally tribal teachers are stay at near agency city or town. It reveals promote absenteeism supported by research conducted by Ratnaih (1977) tribal areas de motivated teachers to work in tribal areas, resulting in teacher absenteeism

**TLM:**

In our India, most of the tribal schools adopt poor and out dated teaching learning methods. It reveals poor performance of teaching learning output. However, these methods are not attracted by pupils and create fatigue.

**Conveniences:**

Usually, tribal schools located at remote and sensory areas. Some of the villages do not laying proper roads, Tele-communications etc. Now, Government implemented number of apps uploaded in androids. However, teachers focus to upload apps and finish non teaching activities wasted valuable pupil school hours.

**Internet:**

Recently, internet and advanced technology helps teaching learning process effectively. However, plain area pupils learn by joy full way of learning with use internet, computers.

**Occupation:**

Agriculture is backbone of tribal economy. Most of the families occupied primary sector. These families has low earning level relatively other occupational professions which parents do not invest higher amount to education.

**Health Conditions:**

Our agency areas located thick interior places from towns, as a result frequently spread seasonal diseases such as malaria, typhoid, Jahndues etc. which pupils suffering and lose number of valuable learning days.

**Methods:**

Tribal teachers are follows old and outdated methods of teaching. For example Mathematics teaching use rote memory for learning tables, only grammar translation method for teaching English etc. However, learning ability of child poor in these methods of teaching creates fatigue, do not mould smart pupils.

**Dropouts:**

Tribal community students are attended irregularly than other plain pupils due to poor family background. It reveals high level of dropouts and stagnation of girijan students.

**Education pattern:**

Now, most of the new generated child hood learns English media while enter nursery, kinder garden and promote to I class, but tribal pupils directly enroll I standard without pre primary/ basic education. It reveals increase fatigue and dropouts of girijan students.

**Govt. Policies:**

Now, Government object promote quality education like education is universal, child centered education, vocational, skill development and job oriented education means learning by earning modes etc with help of public, private partnership policy. Unaided private international corporate schools are advanced standards than Government and aided schools.

**Teacher Student Ratio:**

In our state most of the tribal schools have lower rate of enrollment, because outside school pupils and bridge school required girl students. As a result of fact the ratio this discouraged to both teacher and pupils at teaching learning process.

**Remedies for tribal education****ALA schools:**

Ananda Lahari Abhyasana', which is currently being implemented for classes I and II will be extended to classes III, IV and V during 2018-19 academic year onwards. The initiative was inaugurated by chief minister N Chandrababu Naidu on a pilot basis in Chittoor district and was later extended to around 1,340 schools in the state in 2017-18 academic years for only classes I and II. Following its success, the school education department has proposed to cover the remaining classes at the elementary stage.

AP Sarva Shiksha Abhiyan revealed, hundreds of students were re-enrolled in Government schools from private schools after the introduction of ALA. "With the introduction of the ALA system, absenteeism has significantly dropped and children are excited to come to school. It has drawn wide appreciation for introducing technology that was earlier seen as a prerogative of urban and private schools".

**Ashram schools:**

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. However, funds have been provided by Ministry of Tribal Affairs for establishment of 1205 Ashram Schools across the country for 1,15,500 seats for tribal students. Besides, 3272 Ashram Schools have also been opened for tribal boys and girls by various State Governments. The state of Andhra Pradesh has huge number of Ashram schools (437) in the country with pupils' enrolment of 41,768.

**Gurukulams:**

The level of knowledge is an important poverty indicator and the inability of the tribal children to access and acquire knowledge is the main reason for the backwardness of tribes. Education is the basic necessity for the socio-economic development of any individuals and the society. An ideal and customized education system that suits the special needs of the tribal children and provides an opportunity to pursue the personal aspirations and career goals, is the cornerstone to the progress of tribal communities.

**Girijan schools:**

Recently, Government of Andhra Pradesh launches Girijana patasalas for promotion of tribal primary education in Girijan tandas. These schools are run by dept of tribal welfare sanctioned funds from tribal sub plan.

**Mid day meals:**

Generally, all primary schools provide mid meals for promotion of enrolment while eradication of dropouts of pupils. Provide mid day meals for Pain area students at working days of the school, but tribal schools provide meals to students at summer holidays also, it reveals strengthen attendance and nutrition of tribal pupil.

**Pre primary education:**

The objective of Government of Andhra Pradesh has a knowledge hub, which focuses pre primary education in the form of establishment of Balabadis and create school atmosphere for pre learners age below six years. Under this purpose engage un trained Anganwadi workers, would train them Adikavi Nannayya University design special curricula for training anganwadi workers for improve quality education for pre primary education level.

**Digital class rooms:**

Now, Government of Andhra Pradesh introduced Digital class rooms and virtual class rooms in tribal schools. It promotes joyful learning without stress for tribal child learners; it indicates quality of education rendered to girijan pupils.

**Radio classes:**

It is one of the most popular methods of teaching in India. It cans working accessible remote and agency area whenever school located. Now, FM radio and DTH serve tribal areas. However, it can promote attendance of both pupils and teachers.

**Unifrms:**

Generally, tribal pupils have weak financially background, which not capable for purchase uniforms. It provide by the Government for free of cost, which encourage towards education and reduce burden of tribal parents.

**Text books and stationary:**

Free textbooks and other stationary such as note books, pens, pencils, wring pads etc supplied by Government. It promotes learning skills with help of study material.

**Remedial Teaching:**

Usually, tribal students are slow learners and irregular students whose do not achieve expected level of education which provide special classes and adopt special methods of teaching according to the level of pupils capabilities. It reveals equalization of education to all.

**Best Available schools:**

This is one of the most encouraging schemes for tribal primary education. The government paid tuition fee and lodging and boarding fees on behalf of tribal pupils to leading corporate educational institute. ITDA KR Puram has one best available school.

Details below:

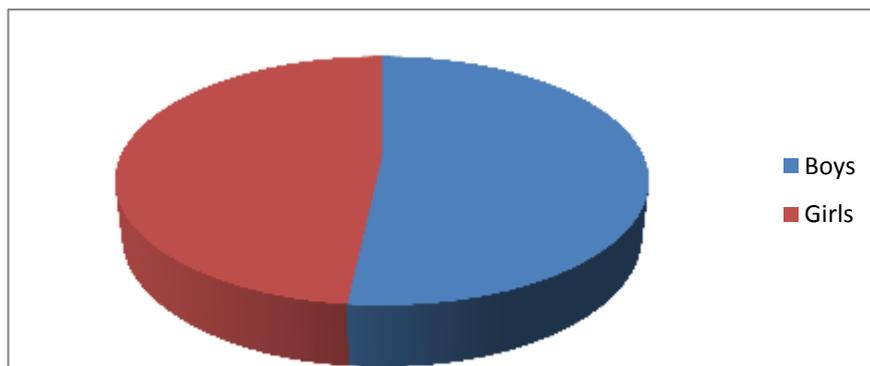
TABLE-1.2

Statement showing the Beneficiaries of Scheme for Best Available School in ITDA KR Puram									
Name of the School	Renewal			Fresh			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
St.Francies E/M									
HighSchool, Polavaram	89	83	172	1	1	2	90	84	174
<b>Total</b>	<b>89</b>	<b>83</b>	<b>172</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>90</b>	<b>84</b>	<b>174</b>

Source: Annual Reports of ITDA KR Puram 2014-15

Enunciated the table 1.2 depicts the admitted strength particulars of meritorious tribal students admission into 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.

**Chart-2**



**Scholarships:**

Our Government can arrange for pre metric scholarships for tribal pupils belongs to below poverty line for enrichment of primary/basic education for tribal communities.

TABLE-1.3

Budget details of ITDA KR Puram in the Academic Year 2014-15

<b>Budget details of ITDA KR Puram in the Academic Year 2014-15</b>				
<b>MTF/RTF</b>	<b>Budget released</b>	<b>Expenditure</b>	<b>Balance available</b>	<b>Students covered</b>
MTF	218.79	155.79	63.58	2475
RTF	480.72	442.71	38.01	2245
<b>Total</b>	<b>699.51</b>	<b>597.92</b>	<b>101.59</b>	<b>2475</b>

Source: Annual Reports ITDA KR Puram 2014-15

Table 1.2 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.

**RVM (SSA) Supported Programmes**

**Additional Class rooms:**

Government of Andhra Pradesh provides 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 regularly.

### **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 1<sup>st</sup> to 5<sup>th</sup> classes in their local I 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.

### **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.

### **Maintaining of Out of School Children**

Recently, 23917 number of out of school children were identified in the K.R. Puram agency area. These outside children are admitted various schools respective age groups successfully.

### **Sanction and filling up of 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.

### **Curriculum:**

National Curriculum Frame Work 2005 and other relevant education policies are implemented by Government of Andhra Pradesh. It reveals improvement of teaching proficiency and achieve goal by tribal pupils. For instance, aadhivasi language books and instruction adopted by new curriculum.

### **Teachers' attendance:**

The aim of government promotes teachers attendance 100 percent with the help of biometric authentication linked with Real Time Governance system. The system can express date time and location of attendance etc maintained permanent record of evidence. Recently, ITDA KR Puram implementation 100 percent of biometric attendance for entire school teachers monitoring by RTGS at secretariat of Andhra Pradesh for eradication of absenteeism of tribal teachers.

### **Orientation Classes:**

According to Tagore "Teacher is a regular learner". She/he update his knowledge, skills frequently with the help of attend complex meetings, science exhibitions, seminars, symposia, paper presentations and debates etc. Recently, Department of Education conduct refreshment courses and orientation programmes with celebration of INTEL and other corporate organisations. It leads various skills acquired by teachers.

### **Evaluation:**

As a fact, evaluation is dynamic aspect. Usually, teachers are olden day's assessment of students' progress, now it can be changed to evaluation i.e. assessed all round development hence, justification of progress of pupils with a systematic way. In the process objective than subjective questions, CCE model LEP model and continuous evaluation by pupils.

**Examination Pattern:**

Recently, examination system meant reforms like descriptive to objective and simplified examinations at primary level avoid ambiguity of young learners. However, year end to semester system, unit to slip test, written to oral innate to activity, rote to express, separate to cognitive same to creativity examinations are basic reforms of tribal education.

**Suggestions:**

In our tribal schools have rich and sound infrastructure facilities are provided by these elite schools, but our public stream schools are very week to be providing facilities.

- Teachers in our public sector schools professionalized like private un aided schools.
- To accelerate the enrolment of tribal pupils instead of child labour.
- Provide Primary Schools in their own locality near the tribal tandas
- Orientation programme to teachers who works in tribal dominated area.
- Minimize the language conflict that arises in primary stage i.e. introduced English primary schools.
- Trained tribal teacher's appointed in primary level.
- Need based curriculum for tribal students.
- Promote ethnic ethics in education especially in Primary level.
- Conduct parental awareness programmes and participate tribal parents.
- New and dynamic teaching learning material exhibited in class rooms
- Adopt feedback oriented teaching in tribal schools.
- Create competitive awareness both teacher and students.
- Provide additional financial intensives.

**Conclusion:**

In the study observed 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, West Godavari and Vizianagaram. 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 while success full implementation of various education schemes.

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