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Education in tribal welfare residential schools :A case of Andhra Pradesh

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ABSTRACT

Tribal Welfare Residential Schools are considered as the main institutions that are bringing the interior, scattered, socially and economically backward tribal habitants into main streams. These schools are also called Ashram Schools which are providing general education in addition with accommodation and food with free of cost. These residential institutions bringing the students in to main stream for our National integrity and more over they are taking care of their social, cultural and economic development. The present paper examines the development in AP tribal welfare residential schools in terms of enrolment, students' performance in examinations, facilities development based on secondary data available from the reports and information given to public.

KEYWORDS: *Education, Tribal welfare, Residential Schools, Ashram Schools*

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1. INTRODUCTION

There are still disadvantaged sections in every country. The development of any country is mainly depending on uplifting the disadvantaged sections of the people in every aspect. In India, the Constitution has given special status to the Scheduled Tribes (STs) traditionally referred to as adivasis, vanvasis, tribes, or tribals. Scheduled Tribes constitute about 8 per cent of the Indian population¹. The development of this community cannot be neglected. Moreover, just welfare schemes alone are not enough to put them in the main line to get all the benefits of our country development².

The education is considered as strong prime mover for opening the doors of modernization and hence many Government agencies and philanthropists recognized this point and putting their efforts³. Ten states such as Madhya Pradesh, Maharashtra, Orissa, Chattisgarh, Gujarat Jharkhand, Rajasthan, Andhra Pradesh, West Bengal and Karnataka constitute major chunk of Scheduled Tribes population in India. According to 2011 census the details are listed in Table.1. One can observe that states of Maharashtra, Gujarat and Karnataka are in top three positions in terms of the literacy rates in ST population. However, the state of Andhra Pradesh has least Literacy rate of 49.21% as compared to the other aforementioned ten states and overall literacy rate of 67.02%. The gap between General and ST population is about 17.81%⁵.

Table.1 Status of ST Population according to 2011 census

		Population	Males	Females	Children (0-6)	Literacy
	India	10,45,45,716	5,25,47,215	5,19,98,501	16.01%	58.95%
1	Madhya Pradesh	1,53,16,784	77,19,404	75,97,380	18.46%	50.55%
2	Orissa	95,90,756	47,27,732	48,63,024	15.86%	52.24%
3	Maharashtra	1,05,10,213	53,15,025	51,95,188	14.78%	65.73%
4	Rajasthan	92,38,534	47,42,943	44,95,591	18.40%	52.80%
5	Chhattisgarh	78,22,902	38,73,191	39,49,711	15.33%	59.09%
6	Gujarat	89,17,174	45,01,389	44,15,785	15.85%	62.48%
7	Jharkhand	86,45,042	43,15,407	43,29,635	16.97%	57.13%
8	Andhra Pradesh	59,18,073	29,69,362	29,48,711	13.03%	49.21%
9	West Bengal	52,96,953	26,49,974	26,46,979	13.17%	57.93%
10	Karnataka	42,48,987	21,34,754	21,14,233	13.19%	62.08%

(Source: <https://www.census2011.co.in/scheduled-tribes.php> date: 25-01-19)

National Policy on Education (NPE 1986) recognized some of the specific needs for Tribal people such as⁴

1. Opening primary schools In tribal areas and construction of school buildings
2. Development of instructional material in their own languages at initial stages and plan to switch over for other regional languages as they distinctive characteristics due their own way socio-cultural set-ups.

3. Educated tribal students are encouraged and trained for taking up teaching in their own areas.
4. Residential schools and Ashram Schools need to be established in large scale.
5. Incentive schemes are need to be formulated based on their special needs and life styles
6. Scholarships will be provided for Higher education with emphasis on professional, technical and para-professional courses for ST students. Moreover, special remedial courses need be provided to remove socio-psycho impediments.
7. Need to focus on non-formal education, adult education and early childhood or pre-school education major tribal populated areas.
8. The curriculum need be designed to create awareness of their rich cultural identity and enormous creative talent.

The elementary and adult education for 10th five year plan (2002-07) emphasized the need to improve the quality of education of tribal children and ensuring equity besides further improving the access^{4, 5}.

2. SCHEDULE TRIBES DEMOGRAPHY IN ANDHRA PRADESH

According to Scheduled Castes and Scheduled Tribes Orders (Amendment) Act, 1976 there are 33 ST categories in the undivided Andhra Pradesh. Out of which five categories namely Goudu, Malis, Nayaks, Thoti and Valmiki are notified with area restriction.

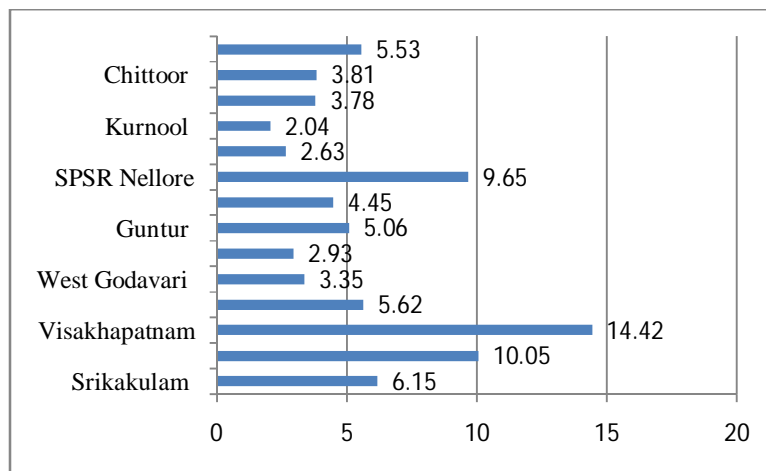


Fig.1 Percentage of ST population in Andhra Pradesh according 2011 census data

(Source: http://censusindia.gov.in/Tables_Published/SCST/dh_st_andhra.pdf, date: 25-01-19)

Further, the Fig. 2 shows the demographical distribution of ST population in terms of gender.

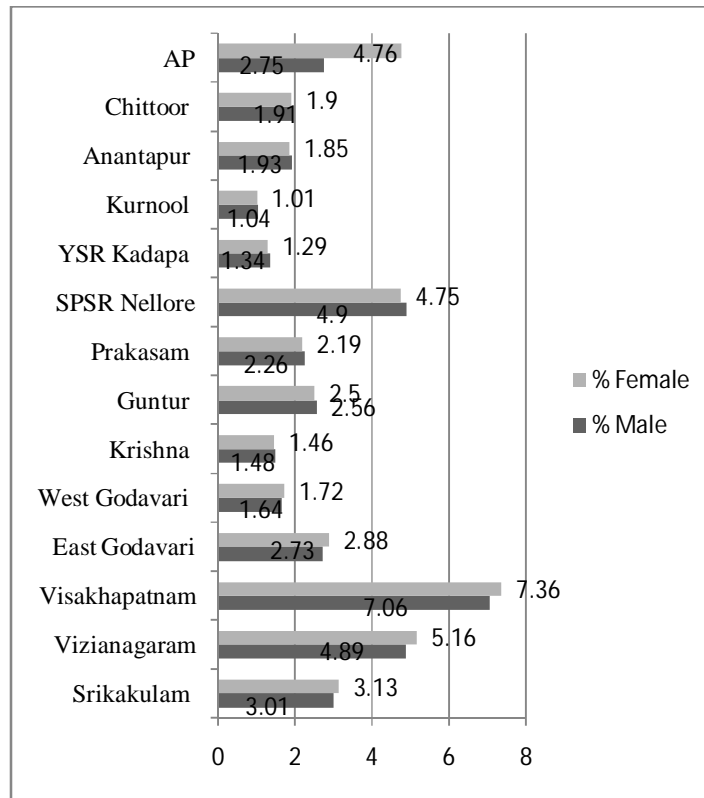


Fig.3 Percentage (%) of Population by gender wise w.r.t total ST population of AP

Table.2 Rural and Urban ST population in Andhra Pradesh by residence (From 1961 census to 2011 census)

Year	Rural ST population	% with respect to total	Urban ST population	% with respect to total
1961	1267287	95.69	57081	4.31
1971	1572627	94.87	85030	5.13
1981	2978593	93.78	197408	6.22
1991	3880254	92.4	319227	7.6
2001	4646923	92.49	377181	7.51
2011	2401876	55.26	338043	16.88

3. SPECIAL SCHEMES FOR TRIBAL SCHOOLS & EDUCATION

Various schemes that are implemented by the Government of Andhra Pradesh for development of Tribal children are described in the section.

(a) Gurukulam Institutions

There are about 184 educational institutions are functioning under the control of AP Gurukulam. Out of which 82 are residential institutions funded by Government of AP. In addition to this 12 Mini Gurukulams meant for low literacy areas funded by Govt. of India and 80 newly converted Hostels into Tribal Welfare Residential schools are also functioning under Gurukulam. There are different types of residential schools as listed in Table.3.

S.No	Type of School	Focused classes
1	Residential Schools	5 th -10 th
2	PTG Res. Schools	3 rd -10 th
3	Residential Jr. Colleges	Intermediate
4	Upgraded Residential Jr.Colleges	5 th -Intermediate
5	Schools of Excellence	8 th -Intermediate
6	Colleges of Excellence	Intermediate
7	Converted Hostels into TW Schools	3 rd -6 th
8	Mini Gurukulams	1 st -5 th /8 th
9	New 10 EMRS	5 th

(Source: http://aptwgurukulam.ap.gov.in/?url=introduction_institutions.html, date: 25-01-19)

(b) Other Amenities in Gurukulam Institutions

The Government is also providing many other facilities in addition with free education like (i) Diet charges (ii) Uniforms (iii) Stitching charges (iv) Bedding material including Carpet ,Towel, Blanket (v) Note Books (vi) Text books with free of cost. More over some items like graph sheets, rough note books , Geometry boxes ,record books, Hair cutting charges are also supplying without any charges.

(c) Medical Insurance

The students of all residential school under Triabal welfare are covered underferd medi-claim policy which is called as “Rajiv Giri Bala Raksha”, in addition with other health facilities.

(d) Improving Access

The primary schools in ST habitation areas are increased massively these days ,however the absenteeism of non-tribal teachers is most common phenomenon some years back. The Government has taken steps to overcome these issues and reserve 100% of posts only for Tribal people for teacher in schools most favorable for STs. Also relaxed educational qualifications for teacher posts. Later newly appointed teachers are sponsored for training according to NCTE guide lines.

(e) School complexes

Under Sarva Siksha Abhiyan (SSA) school complexes are constructed with all facilities like class rooms, additional class rooms and sanitation facilities. Every school complex is group of 20 to 30 schools in a specific geographic area to share all best practices of teaching –learning, monitoring school functioning, sharing learning material etc.

(f) Digital Learning

To promote the digital learning efforts are being taken care in the tribal welfare residential schools and one class room in every Ashram school is designed as digital class room and content is supported by SCERT. The tribal welfare department of AP is also working with Tata edge content in all tribal welfare residential schools.

(g) Health Check ups

Continuous and periodic health checks are taken place in every week for all inmates of Tribal welfare residential schools. In emergencies they are referred to good territory hospitals.

(h) Online monitoring

The attendance, academic performance, supply of various incentives, basic data, and health status are monitored online.

4. STATUS OF EDUCATION IN TRIBAL WELFARE RESIDENTIAL SCHOOLS

Status of the education in tribal welfare residential schools are given in terms of pass percentage in SSC (10th Class) final examination results and student enrolment. One can observe from Fig.4 that the pass percentage somewhat lower than state average but it is more than 79 % successively for last three years. Further, from Fig .5 one can observe enrolment trend is increasing in continuously from the year of its inception.

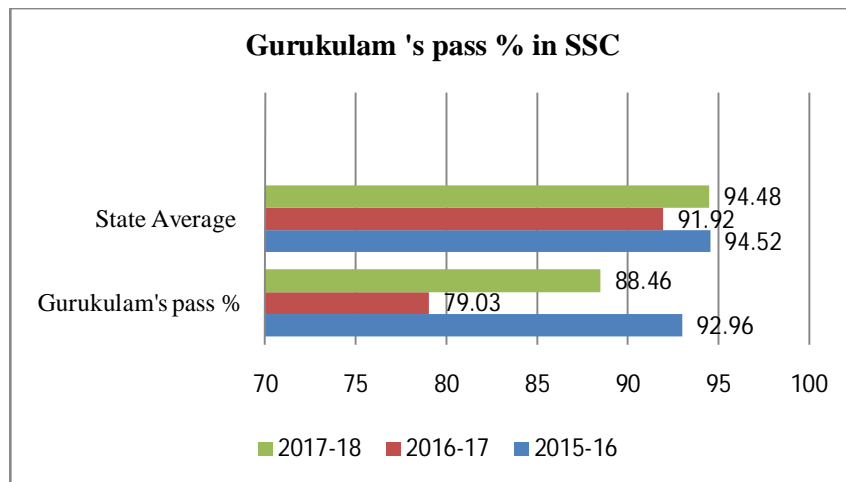


Fig. 4 Tribal welfare residential school pass % in SSC (10th class)

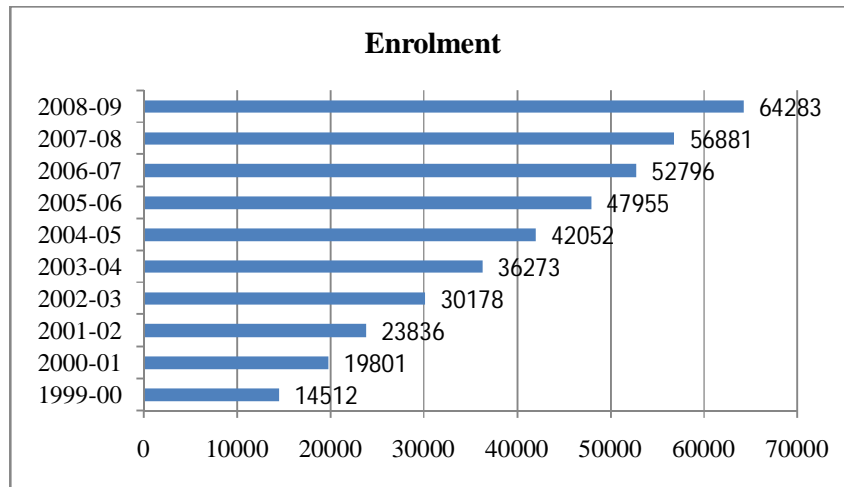


Fig.5 Enrolment in undivided Andhra Pradesh from the inception
(Source: <http://aptwgurukulam.ap.gov.in/?url=enrollmentsinceinception.html>, date: 25-01-19)

5. CONCLUSION

The present paper briefly presents the education in the tribal welfare residential schools and more significantly the development of these schools in Andhra Pradesh. Recently some trends have been changed in Tribal Welfare residential schools and showing some significant improvements. However, to keep the tribal community in to main line some more steps need to be taken with good implementation strategies.

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