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ACTION RESEARCH

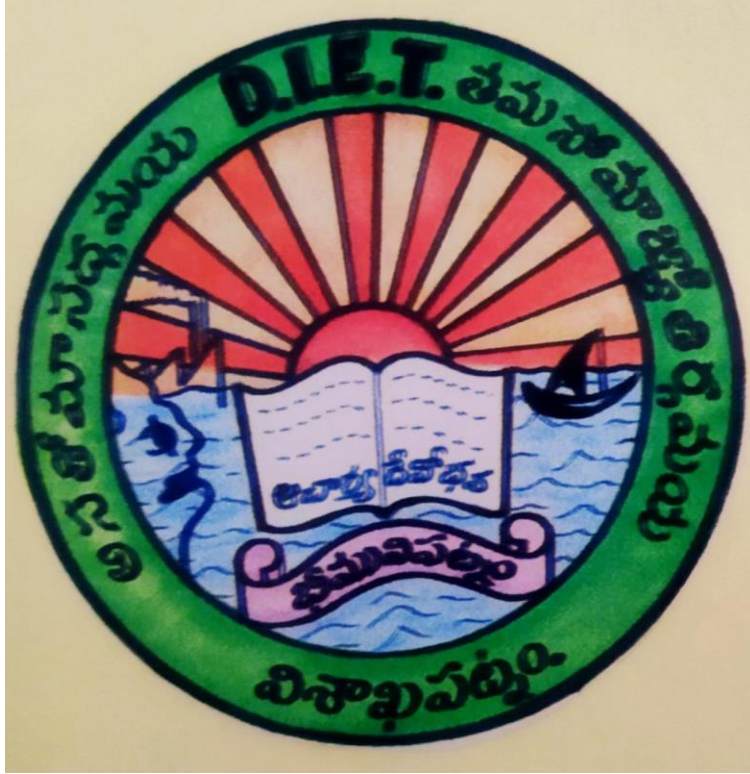
**“A STUDY ON EDUCATIONAL NEEDS OF THE TRIBAL
CHILDREN IN EARESTWHILE VISAKHAPATNAM
DISTRICT”**



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CONTENT

1. STATEMENT OF THE PROBLEM	4
2. INTRODUCTION	7
3. NEED OF THE STUDY	9
4. REVIEW OF RELATED LITERATURE	
10	
5. OBJECTIVES OF THE STUDY	12
6. HYPOTHESIS	13
7. METHODOLOGY	14
8. RESEARCH DESIGN	15
9. SAMPLE	
16	
10. TOOL DESCRIPTION	
18	
11. ANALYSIS AND INTERPRETATION OF THE DATA	
20	
12. RESULTS	
26	
13. SUMMARY	

	29
14.	RECOMMENDATIONS
	34
15.	CONCLUSION
	38
16.	BIBLIOGRAPHY
	40
17.	APPENDIX
	41

STATEMENT OF THE PROBLEM

“A STUDY ON EDUCATIONAL NEEDS OF THE
TRIBAL CHILDREN IN EARESTWHILE
VISAKHAPATNAM DISTRICT.”



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INTRODUCTION

“Education is a natural harmonious and Progressive development of man's innate powers.” - **Heinrich Pestalozzi**.

"Education is the most powerful weapon Which you can use to change the world." - **Nelson Mandela**.

Education is the process of facilitating the acquisition of knowledge, skills, values, beliefs, habits, and economic development of the individual as well as the development of society. Our country is marked by a mixture bowl of languages, casts, religions, and different regions. In the Indian context, the tribal population represents one of the most economically impoverished and marginalized groups in India.

"A tribe is an Independent political division of population with a common culture " - **Lacy Mair**.

According to the 2011 census 8.6 percent of the total Indian population among the 8.6 percent in Andhra Pradesh 49.2 percent tribes living.

Our Indian constitution provides many provisions through different articles. Regarding these post-independent periods, Sincere and concerted efforts were made for the economic and educational development of tribals.

Despite these efforts, the performance of the tribes in education is still much lower. Education is one of the primary agents of transformation towards development. Education is in fact input not only for the economic development of tribes but also for the inner. Strength of the tribal communities, and help them in meeting the new challenges of life.



NEED OF THE STUDY

The study aimed to analyze the education of tribal children. Because it is well known that the educational background of tribes is very discouraging as compared to the rest of the population.

The literacy rate of tribal areas in Andhra Pradesh 48.9 percent is much less than the national average of the tribal 59 percent. The tribal male literacy rate increased from 47.66 percent to 56.96 percent while that of females from 26.11 percent to 48.89 percent during the 2001 and 2011 Census. The male and female gap in literacy and educational achievement among the scheduled tribes is significant.

Tribal children have very low levels of participation because the development of the tribes is taking place in country development as well as individual development.

Education is an important path for upgrading the economic and social status of tribal communities.

This study emphasized the hurdles facing the tribal children to enroll in the Schools, after that successful completion of their studies and to receive quality education. To overcome these hurdles necessary Educational needs of tribal children identification. is the foremost step.

REVIEW OF THE RELATED **LITERATURE**

The present action research proposal is An investigation into the "**Educational needs of the tribal children**" in Earestwhile **Visakhapatnam District**.

In this, a glance at the previous investigations in the related areas will evidently bring light and make the part of an investigator with abundant information. Previous studies regarding "**Education needs of the Tribal children**" incorporated.

These previous investigations will deliberately help the investigator to pursue the research study.

Bhat, 2008:- Social disadvantages, resulting in significant differences in their completion of school education. Gujjar and Bakarwals were underprivileged, deprived, and lagging behind in literacy and Education.

Samatha 2008:- "A study on the status and problems of Tribal children in Andhra Pradesh". This study is divided into Three broad areas: Education, Health, and natural resource rights of the tribal children.

Dr. Battula Vera Bhadudu (2015):- State of Tribal Education in Visakhapatnam Tribal Region of Andhra Pradesh. International Journal of Educational Research.

Chinnamanaidu Jammu 2019:- Development of Tribal Education in Andhra Pradesh. With reference to the Education status of Scheduled Tribes in ITDA KR Puram.

Bhat and Khan (2021):- Stated that a declining trend had been observed in overall enrollment growth in Jammu and Kashmir from 2012-13 to 2018-19.

OBJECTIVES OF THE STUDY

- TO IDENTIFY THE EDUCATIONAL NEEDS OF THE TRIBAL CHILDREN THAT ARE FACING PROBLEMS IN THEIR EDUCATIONAL OPPORTUNITIES.
- TO FIND OUT THE REASONS FOR LOW ENROLLMENT/LOW LITERACY RATE IN TRIBAL AREA CHILDREN.
- TO IDENTIFY THEIR TABOOS/SUPERSTITIONS AFFECTING ON THEIR CHILDREN EDUCATION.
- TO KNOW WHICH STEPS WILL IMPROVE TRIBAL CHILDREN EDUCATION.
- TO FIND OUT WHAT STEPS WILL BE NEEDED TO IMPLEMENT QUALITY EDUCATION IN TRIBAL AREAS.



HYPOTHESIS

1. IF THE SCHOOLS ARE MORE ACCESSIBLE TO THE TRIBAL CHILDREN ENROLLMENT WILL BE INCREASED.
2. IF THE ECONOMIC CONDITIONS OF THE TRIBAL PEOPLE IMPROVE, CHILDREN ENROLLMENT PERCENTAGE WILL INCREASE.
3. IF AWARENESS IS CREATED AMONG THE TRIBAL PEOPLE ABOUT DIFFERENT TABOOS AND SUPERSTITIONS, TRIBAL CHILDREN'S EDUCATION WILL BE IMPROVED.
4. IF THE ROADS AND TRANSPORT SYSTEM INCREASED IN TRIBAL AREAS CHILDREN EDUCATION WOULD BE MORE EFFECTIVE.
5. IF THE SCHOOLS HAVE SUFFICIENT TEACHERS AND PROFESSIONAL DEVELOPMENT INCREASED TRIBAL CHILDREN WILL RECEIVE MORE QUALITY EDUCATION.
6. IF THE FREQUENT SUPERVISION AND INSPECTIONS INCREASE IN CHILDREN ABSCENTISM WILL BE DECREASED IN TRIBAL SCHOOLS AND QUALITY EDUCATION WILL BE RECEIVED.
7. IF VOCATIONAL-BASED EDUCATION IS INTRODUCED IN TRIBAL EDUCATION THE ECONOMIC DEVELOPMENT WILL BE INCREASED AMONG THE TRIBES.
8. IF THE HEALTH AWARENESS/ HEALTH IMPROVEMENT PROGRAM IS IMPLEMENTED IN TRIBAL AREAS TRIBAL CHILDREN'S ABSENTEEISM IN THE SCHOOL WILL BE DECREASED.

METHODOLOGY

To study the "**Educational needs of the tribal children**". To identify the educational needs of the tribal children prepare questions. This questionnaire consists of 45 questions. Through these questions/items measure Social aspects, Financial conditions, Govt. policies, Teacher's attitudes, medium of Instruction, family attitudes, Residential schools and non-residential schools preferences, infrastructure facilities, and the impact of private schools.

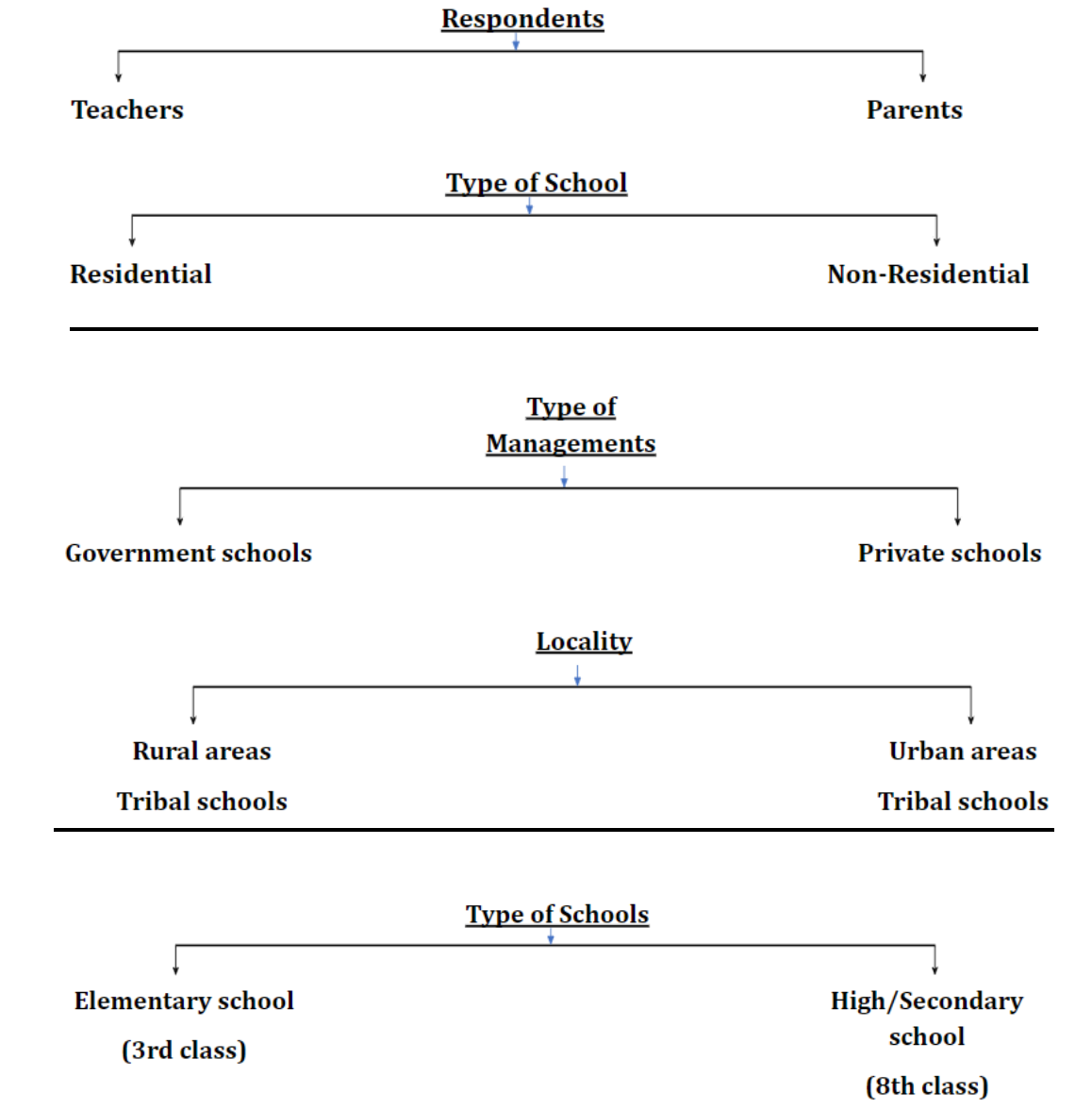
All the items were arranged from one aspect after another. Each item of the inventory/tool has a chance to open their idea freely because we had interviewed each parent individually.

In this research proposed to follow the survey method and take samples randomly However, classes are restricted i.e. Elementary level 3rd class dealing with teachers and parents, and 8th class dealing with teachers and their parents randomly.



RESEARCH DESIGN

Table showing the variables category-wise



SAMPLE

THE REPRESENTATIVE PROPORTION OF THE POPULATION IS CALLED A "SAMPLE". TO OBTAIN A REPRESENTATIVE SAMPLE, THE RESEARCHER SELECTED EACH UNIT OF SPECIFIED WAY CONTROLLED CONDITIONS.

A SAMPLE OF 110 WERE TAKEN FROM RANDOMLY SELECTED SECONDARY SCHOOLS AND ELEMENTARY SCHOOLS FIVE TEACHERS AND PARENTS FROM EACH CLASS i.e., 3RD AND 8TH CLASS RANDOMLY SELECTED, ASR DISTRICT NEAR ARAKU, PADERU AND VISAKHAPATNAM RESIDENTIAL SCHOOLS.

TOTAL 13 SCHOOLS ASSOCIATED WITH DIFFERENT MANAGERMENTS i.e.GPS, KGBV, EKALAVYA, APR SCHOOL, MPP SCHOOL, MPUP SCHOOLS, GTWA SCHOOLS, ZPH SCHOOLS AND PVT. SCHOOLS.

THE SAMPLE WAS COLLECTED BY USING A SIMPLE RANDOM SAMPLING TECHNIQUE SCHOOL TEACHERS AND PARENTS ARE THE RESPONDENTS OF THE RESEARCH.

TABLE SHOWING THE LIST OF SCHOOLS SELECTED

S.NO	NAME OF THE INSTITUTION	NO.OF TEACHERS AND PARENTS TAKEN FOR STUDY
1	KGBV(GIRLS) – HUKUMPETA	5+5=10
2	APRS(GIRLS) – TALAR SINGH	5+5=10
3	GTWA(BOYS) – MODA PATTU	5+5=10
4	EKALAVYA – G.MADUGULA	5+5=10
5	ZPH SCHOOL - HUKUMPETA	5+5=10
6	PVT. HIGH SCHOOL - SUNDRUPUTTU	5+5=10
7	Govt. PRIMARY SCHOOL – ALAGAM(G.MADUGULA)	1+1=2
8	MPP SCHOOL - SUNDRUPUTTU	2+2=4
9	MPP SCHOOL - HUKUMPETA	3+3=6
10	MPUP SCHOOL – K.KADAPALLI	4+4=8
11	PVT. ELEMENTARY SCHOOL - SUNDRUPUTTU	5+5=10
12	KGBV - BHEEMUNIPATNAM	5+5=10

13	APRS - BHEEMUNIPATNAM	5+5=10
TOTAL:-		110

TOOLS DESCRIPTION

The inventory involved 45 questions for better results interview method was used for gathering information from the parents and teachers. So that each question again associated with a number of relevant questions for a better understanding of the parents because they are illiterate people from their responses to these questions brought relevant answers to questions.

A total of 45 questions consist of 9 areas those are:

- 1 to 5 questions related to social aspects,
- 6 to 8 questions related to Financial aspects,
- 9 to 12 questions related to Govt policies,
- 13 to 18 questions related to the Teacher's attitude,
- 19 to 24 questions related to the Medium of Instruction,
- 25 to 29 questions related to Family attitude,
- 30 to 34 need of Residential and nonresidential schools,
- 35 to 37 Need of the infrastructure for schools
- 38 to 43 effects of the private schools. The Remaining
- 44 and 45 questions related to What are the main changes they are expecting in the field of education and to opinions about the importance of education for their development and society's development.

Inventory can be scored by hand. The respondents were asked relevant questions according to their opinion finalized opinion for the questions, finally What are the opinions they have, What are the problems and taboos /superstitions they are following, what are the educational needs needed to be described based on their percentage of the opinions?



ANALYSIS AND **INTERPRETATION OF THE** **DATA**

The technique of the significance of the difference percentage is used, here we obtained 110 samples in nine categories considered for comparison and percentage of the opinions because it's a small-scale research. Each and every area/criterion has many teachers and parents expressing the same opinions calculated for each category and changed into percentages based on the percentages, and came to the conclusion of the educational needs of the tribal children in various aspects.



TABLES SHOWING THE VARIABLES CATEGORY-WISE

Table. 1

Res pon ses	KGBV+APRJC(Urban)						ZPH. school					
	Teachers			Parents			Teachers			Parents		
	P	N	O	P	N	O	P	N	O	P	N	O
1-5	26	24	-	30	18	2	8	17	-	10	15	-
6-8	20	10	-	25	04	01	5	10	-	6	9	-
9-12	30	10	-	30	05	05	14	6	-	17	03	-
13-18	45	15	-	45	15	-	18	12	-	18	12	-
19-24	47	13	-	40	17	03	25	5	-	12	18	-
25-29	30	20	-	30	20	-	15	10	-	17	08	-
30-34	45	5	-	35	13	02	12	13	-	11	7	07
35-37	15	15	-	17	13	-	10	5	-	10	5	-
38-43	20	40	-	40	20	-	7	23	-	14	16	-
Tota l	288	152	-	292	125	13	114	101	-	115	93	7
Perc enta ge	66.9	35.3	-	67.9	29	3	53	46.9		53.6	43.2	3.2

Table 2.

Res pon ses	Ekalavya+KGBV						APRJC+GTWA					
	Teachers			Parents			Teachers			Parents		
	P	N	O	P	N	O	P	N	O	P	N	O
1-5	24	26	-	19	31	-	20	30	-	20	30	-
6-8	13	17	-	15	15	-	11	19	-	7	18	05
9-12	28	12	-	28	12	-	25	15	-	32	07	01
13-18	47	13	-	40	20	-	38	22	-	40	20	-
19-24	35	25	-	32	28	-	25	35	-	27	33	-
25-29	32	18	-	37	10	3	27	23	-	26	22	02
30-34	21	19	10	09	25	16	22	28	-	11	14	05
35-37	17	7	6	18	06	06	12	19	09	10	17	03
38-43	49	11	-	35	25	-	32	28	-	32	24	04
Total	266	148	16	253	176		212	207	09	217	185	20
Perc enta ge	61.8	34.3	3.7	54.1	40.9		49.3	48.1	1.09	50.4	44.7	4.9

Table. 3

R e s p o n s e s	Pvt H. school						Pvt Elementary						M.P.P , M.P.U.P, G.P.S					
	Teachers			Parents			Teachers			Parents			Teachers			Parents		
	P	N	O	P	N	O	P	N	O	P	N	O	P	N	O	P	N	O
1-5	8	17	-	10	14	01	14	11	-	13	12	-	29	21	-	23	27	-
6-8	8	7	-	2	13	-	7	8	-	7	8	-	17	13	-	15	15	-
9-12	15	5	-	10	7	03	12	10	3	13	5	2	27	10	03	26	10	04
13-18	21	9	-	15	15	-	21	9	-	21	9	-	33	19	08	29	25	06
19-24	24	6	-	8	17	05	12	13	5	12	13	5	35	15	5	22	22	11
25-29	16	09	-	15	0	5	15	08	2	15	8	02	36	14	-	26	16	8
30-34	15	10	-	-	15	10	0	03	22	0	03	22	26	11	03	14	9	17
35-37	9	6	-	10	05	-	0	01	14	0	0	15	15	18	02	15	12	08
38-43	26	04	-	12	08	10	15	0	15	15	0	15	37	10	13	22	14	24
Total	142	68	00	82	99	35	96	63	61	101	58	61	225	131	34	192	150	78
Percentage	66	33.9	00	38.6	45.3	16.3	41.8	29	28.2	46.1	26.9	27	53.1	35.4	11.5	44.6	34.8	18.1

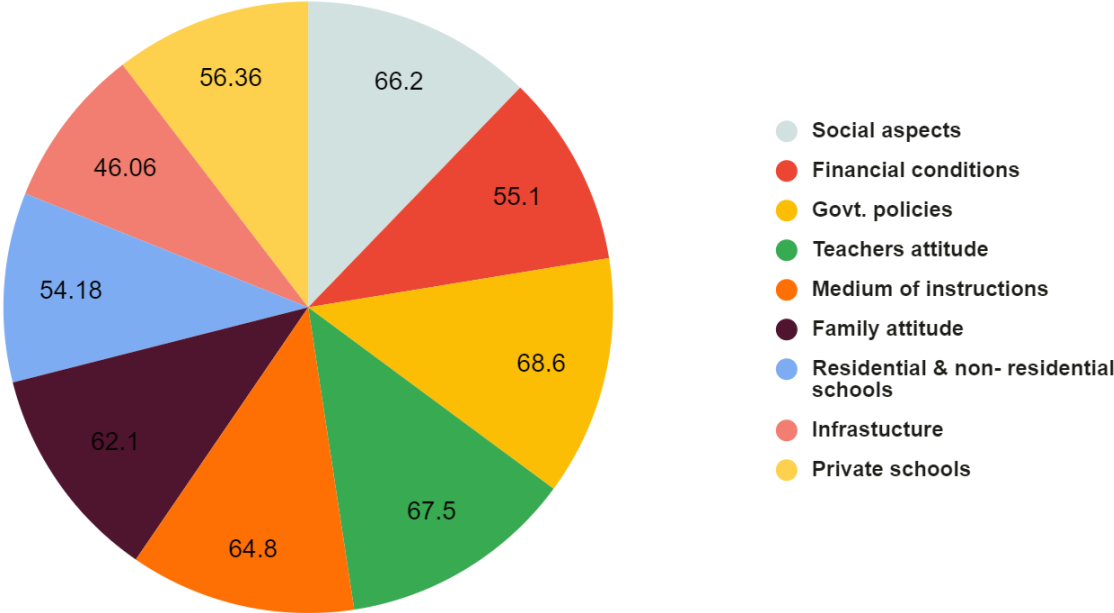
Table 4. All schools total responses

No of Responses	Teachers						Parents					
	Positive	Percentage %	Negative	Percentage %	Others	Percentage	Positive	Percentage %	Negative	Percentage %	Others	Percentage
Social aspects 1-5	182	66.2	93	33.8	-		187	68	88	32	-	
Financial conditions 6-8	91	55.1	74	44.8	-		117	70	42	30	6	
Govt Policies 9-12	151	68.6	63	28.6	6		156	70.9	49	29.1	15	
Teachers attitude 13-18	223	67.5	99	30	8		208	63	116	37	6	
Medium of Instructions 19-24	214	64.8	116	35.1	0		227	68.7	103	31.3	-	
Family attitude 25-29	171	62.1	102	37.0	2		157	57.1	88	42.9	29	
Residential & non-residential 30-34	149	54.18	126	45.8	-		191	69.4	84	30.6	-	
Infrastructure 35-37	76	46.06	66	40.0	23		83	50.3	60	49.7	22	
Private schools	186	56.36	116	35.1	28		176	53.3	120	46.7	34	

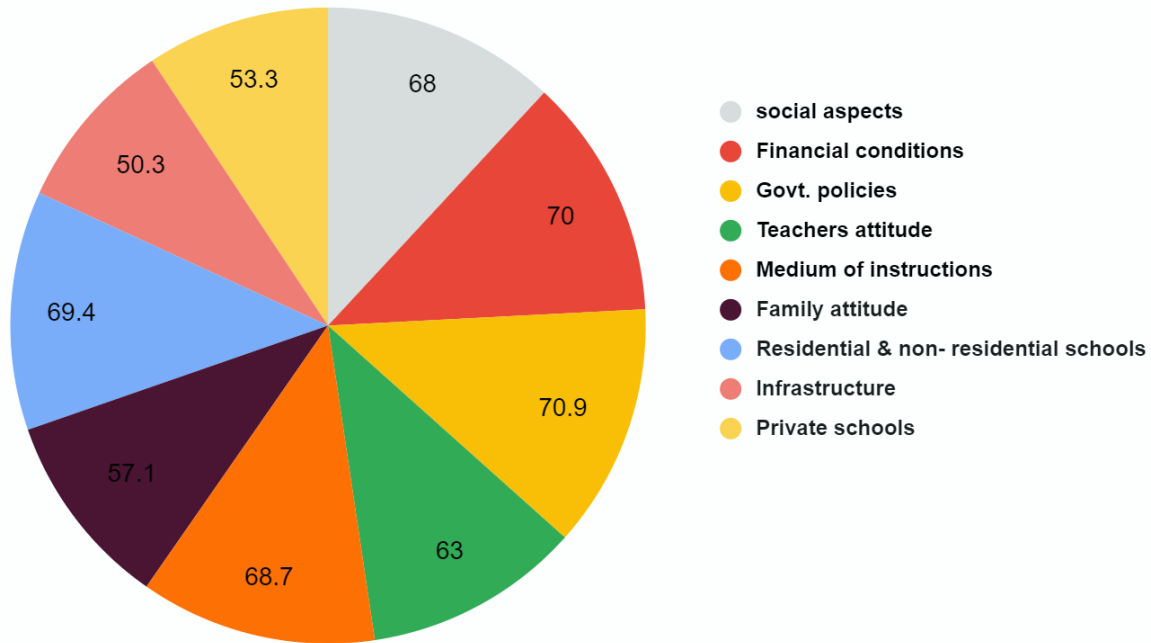
38-43												
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Below **Pie charts** shows the **Educational needs of the Tribal children**, Through given responses of the both teachers and parents in earestwhile viskhapatnam in 9 areas :

Pie chart of Teachers



Pie chart of Parents



RESULTS

The researcher has taken 110 samples from secondary schools and Elementary schools from each school 5 teachers and 5 parents of the 3rd and 8th classes randomly selected in earestwhile Visakhapatnam district.

A total of 13 schools were associated with different management The sample was collected by using a simple random sample technique.

After the collection of data, Analyzed their responses and converted them into percentages. According to the percentage 9 areas which we are taken as follows:

1) The First area is the social aspects, This area is related to the taboos/superstitions of the tribal area. we got the results overall 110 samples 66.2% of teachers and 68% of parents have given a positive response, which means tribal areas are following taboos/superstitions.

2) The second aspect related to Financial aspects in this area teachers positively responded 55,1 percent and parent's positive response was 70% This indicates high economic problems faced by the tribal people.

3) Government policies in this area teachers given a positive response is 68.6% But tribal parent's positive response is 70% which means awareness and implementation of the different government policies and schemes are not reaching properly and they are expecting more financial support.

4) The fourth area is "Teachers attitudes" In this area Teachers had given 67,.5% positive responses But parents had given 63 teachers do not have the commitment to come regularly to schools, provide quality education, and lack of motivation from parents point of view.

5th Area related to Medium of Instructions In this area Teachers has given 63% of parents have given 49% positive responses which means the medium of Instruction in English is facing difficulty in understanding and acquiring knowledge.

6th area is related to the family attitude in this area 62 percent of the teachers gave a positive response, tribal area children face, many family problems there are many children, lack of education family disputes. In this area parents 58% positively responded some others hesitated to agree on the situation.

7th area is related to Residential schools and Non-Residential schools in this area teachers also give importance to 50% of residential schools, and parents give 68% importance to Residential schools in the area is related to infrastructure the schools in this area, 46% of the high school teachers comfortable to infrastructure, But elementary schools, having proper infrastructure, parents 51% had given response to need infrastructure. Elementary Schools needed more infrastructure and transport facilities. 9th area related to private schools, in this area Teachers gave positive responses and parents gave 54% interest towards private schools. According to these responses, teachers mainly feel joining private schools with their children is symbolic.

44th response related to what are the changes needed in the education system, in this response many of the teachers' and parents' views are to include in education vocational training and sports and games to their better improvement.

45 responded about their attitude towards education, and many of them responded positively a few parents are not interested due to their economic conditions.

The above results show many laps in tribal education through these results. What are the educational needs of the tribal children we can Understand comprehensively.

SUMMARY

Tribals live in far-flung areas where forests are unreachable and inaccessible. Moreover, tribal life and livelihood are directly linked to the forest resources. It is very essential for backward communities that the government has to do a lot more to improve their educational status.

This study aimed to analyze the educational needs of tribal children. Because it is well known that the educational background of tribes is very discouraging as compared to the rest of the population.

In this research, 110 samples were taken randomly in Earesthile Visakhapatnam district. 90 samples out of 110 have been taken from the Aruku and Paderu schools 20 samples have been taken from urban residential schools. Responses were taken from both teachers and parents of 3rd and 8th-class students. 13 schools related to different management schools Residential and non-residential were taken.

Total responses of 45 were taken related to nine major areas. In each area, they had the chance to open their view to ask relevant questions as an interview-based

because the parents were comfortable expressing their ideas/opinions freely.

1) Social aspects: In this area identified the beliefs of the tribal people. The Indian Tribes have a symbiotic relationship with the forest & their customs. Nowadays also they follow some misbeliefs that mainly affect their children's education mainly on girl child education In some areas parents do not expect to send outside their girl child, and they are encouraging early/child marriages. In this area, teachers also agreed that 66.2 percent of tribes follow taboos/superstitions.

2) Financial conditions: In this area a major percentage expressed their economic background was very poor. They depend on agriculture, and they generate less income from such work. so they think their children are the economic Source of their family. 70% of parents responded that their economic backwardness is the reason for dropping out of school.

3) Government schemes and policies benefit the schemes do not have an effective low level of awareness about these schemes among the tribe's masses. They need pre-matric and post-matric Scholarships, stipends other financial support Seeking for their children's educational development not only for one child but total family support they are expecting

4) Teacher's Attitude: Teachers are not working with commitment towards their duties. Not following new

methods, and time management, to motivate the children towards education is very less. Frequent monitoring and supervision of the schools are not followed in the tribal area. If they minimize the dropout rate, and absenteeism, and improve the quality of education among tribal children. need frequent supervision of the school education department and ITDA.

5) Medium of Instruction: It is a major problem in tribal children's education Even the Regional language teaching used the medium of teaching in the schools, The tribal children could not Understand, Now English is the medium of instruction very difficult for the children to learn, understanding and writing. Even though the teachers are also not efficient in English. to teach effectively in the classroom in this area, 69 percent of the parents expressed their difficulty level.

6) Family Attitude: Many social issues among families affect their children's education, 4 or 5 children in the family, and only one child gets a scholarship due to this and the lack of value of education, girl child education not encouraging, and many family dispute children not getting love and affection and proper care for their education is the major problems.

7) Residential schools non Residential schools:

Most of the tribal people are interested in sending their children to residential schools Because If they go to work, their children will get proper care and protection in the

residential schools. Another major issue is if they send their children to residential schools they don't have the burden to provide food thrice a day.

Tribal people are interested in Urban residential schools rather than tribal area residential schools because tribal residential schools do not give quality education to their children.

8) Related to Infrastructure: In tribal areas, schools do not have sufficient infrastructure facilities Especially elementary and some of the hostels also do not have proper rooms as well as classrooms. Transport facilities are creating problems. There is no technological base teaching due to a lack of signal in tribal areas. Most of the Tabs not utilized are because of the lack of technical knowledge and the lack of Signals Digital classrooms not working properly.

9) Private schools: In tribal areas establishing private schools is not accessible to all but utilizing those who are working in government sectors tribal people getting an increasing misconception towards private schools, which will provide quality education. They are seeking such a type of quality education for their children. They feel that Studying in a private school is a status symbol such prejudices enter their minds.

44th response related to what are the changes you need in education, many of them suggesting vocational training and should inculcate the curriculum. Sports and games

implementation in the schools in a serious manner in the educational system will increase the enrolment in the schools.

45th response attitude towards education Some of the tribals responded positively as it is a major source of individual development as well as society development.



RECOMMENDATIONS

The results yielded through this study most of the educational schemes are not fully supportive of tribal children's education and they have not generated adequate significant impact. Hence time has come to think seriously about tribal education and inclusive growth.

> Accessibility of the schools is the major problem. The location of school buildings in their areas is far from their living areas, so they are unable to attend school.

> Need to improve infrastructure facilities in the elementary schools.

> The tribal population is located in isolated hill and forest areas. Transport facilities are the major problem.

> So, Tribal people wishing to join their children in Residential schools, for security purposes prefer residential schools.

> To establish more Residential schools with all amenities and, appoint quality teacher security persons to provide social security for students, especially adolescent girls is of great concern in residential schools

> Proper monitoring is required for the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers to control the absenteeism of the children and irregularity of the teachers.

- > More suggestable to appoint more tribal teachers and female teachers in tribal areas the ecological, cultural, and psychological characteristics of tribal children should be considered carefully by the teachers of tribal areas.
- > Should provide teachers with professional development training frequently, to use dynamic methods of teaching, effective teaching learning material, and use of new technology in their pedagogical practices.
- > Medium of Instruction is a great barrier in tribal children's education. English is the medium of Instruction (Regional language also) diminishes to acquire quality education for tribal children.
- > Regional language is the medium of instruction that will decrease the dropout rate.
- > Secondary school Teachers need training in the English language for better improvement of their capabilities in their relevant subjects.
- > The economic condition of tribal people is so poor some tribal people send their children to work in fields for their family's economic support. Due to this reason drop rate and low literacy rate show Tribal people blessing 4 or 5 children but they are not sending all of them to schools due to their poor economic condition.
- > Govt should encourage through pre-matric and post-matric scholarships Stipends and various scholarships/ financial support to the tribal people for all children in a family.

- > Immediate establishment of vocational training along with education workshops (hands-on practice) is needed. vocational training can enable the tribal to gain suitable employment or become self-employed.
- > Vocational training acts as a catalyst to educate extreme poverty and hunger.
- > Needed extensive literacy campaigns basis to literate the tribal parents' attitudes like taboos/superstitions, and Negative attitudes towards education/ child marriages. In favor of girl's education taboos/superstitions should be improved through proper counseling and guidance.
- > Establish Night Schools and adult education with the collaboration of Govt. and private organizations as a vibrant task.
- > There should be proper accountability of the state education department to mobilize the tribal to primary education to skill development.
- > Should take necessary actions on the health conditions of the tribal children, due to health problems more absenteeism represents, leading to decreased interest in education and receiving a quality education.

Education is the most important thing by which individuals and society can improve. Individuals build a level of capacity to overcome obstacles and expand opportunities for continuous improvement in their welfare.

Need for state government intervention, planners & policymakers to address this problem and Substantial steps and solutions for the improvement of tribal education Integrate holistic education, nutrition food, arrest dropout rate, and improve the health conditions of the tribal children.



CONCLUSION

Illiteracy is the root cause of the backwardness of the tribes in Andhra Pradesh. Through various programs and schemes, they have been making serious efforts to improve their educational standards.

Our Indian constitution provided many provisions to promote the ST & SC people with special care in education and economic establishment and the spread of education.

From the first year five-year plan period the Government allocates financial resources, as a part of this plan. 43 special Multi-purpose tribal development projects (MTDPS) were created. In 1961-66 the government of India adopted the strategy of converting areas with more than 66% (TBDS) tribal concentration into 504 Tribal Development Blocks.

Additionally, in 1972 the tribal sub-plan strategy (TSP) was based on twin objectives of socio-economic development and protection against exploitation. Andhra Pradesh Government supports through many educational & economic supporting programs like Ammavadi, Vidya Deevena, and JV kits and the main Schemes implemented by ITDAs include educational development programs.

Despite This programmes implementing the benefits of these schemes have improved tribal children's education

significantly. Because of the low level of awareness about these schemes among the tribal masses.

Tribals live in far-flung areas where forests are unreachable and inaccessible. Moreover, tribal life and livelihood are directly linked to the forest resources. It is very essential and in urgent need of various government interventions, planners, and policymakers to address this problem. Policymakers rethink it seriously about tribal education. Administrative officials in the implementation of these Schemes and programs. Easy access and more opportunities should be provided to the tribal children in order to bring them to the mainstream of economic development.

The inclusion of local cultural folklore can help build confidence among the tribal children; this approach may help increase their literacy.

Even after the implementation of savva siksha only 88.46% of tribe households are covered under primary education in a radius of 1 km.

* Multiple reasons have delayed the participation of scheduled tribes in education

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APPENDIX



**ACTION RESEARCH OF D.I.E.T. LECTURER,
BHEEMUNIPATNAM**

Topic: “A Study on Educational Needs of the Tribal Children in Earast
while Visakhapatnam District”.

**Investigator
HARINI PETA,
M.sc, MA, A,M.Ed.,P.G.D.G.C,Ph.D
D.I.E.T Lecturer, Social Sciences and
Humanities,
Bheemunipatnam.**

APPEAL

Respected Teachers and Parents,

I (Harini Peta) am doing action research as a Govt. DIET lecturer in Bheemunipatnam. I am seeking your cooperation in this case, In my action research you can help me by boldly speaking/giving me answers to the following questions on "Educational Needs of the tribal children". These are 45 Questions in different areas so please give your answers boldly and without hesitating. I will keep the information you provided confidential using it for my research only.

By

Investigator,
HARINI PETA,
M.SC, MA, MA. MED, PGDGC (Ph.D.)
DIET lectures,
Bheemunipatnam.

personal Data:

Teachers/ parents name:

School name, place:

Management of the School: Govt/2P/PVE/APRJC/MPPS /KGBV /
EKalavya/GPS

1. Does tribal society seem to still have blind beliefs?
2. Whether child marriages are supported/occurring in tribal areas
3. Schools are far away from home.
4. Are co-education schools facing difficulties in sending students?
5. Not being able to properly send older children to school to look after younger children.
6. Are you unable to send your students to school due to financial backwardness?
7. Are you sending to school because of the mid-day meal scheme and for other schemes
8. Whether financial conditions are good/or not.
9. Ammavadi and Jagananna kits are available for lunch.
10. How is the infrastructure? Buildings and drinking water, electricity, toilets, etc
11. Any other government schemes were available.
12. Is there any shortage of teachers in your schools,
13. Are all the teachers in your school working with dedication,
14. Is there any difference between newly inducted teachers and previously in-service teachers through direct recruitment,
15. Are the teachers able to reach the hill schools on time,
16. Is there a transport facility for remote and hilly schools,
17. Do teachers motivate students towards education and School attendance,
18. How many times during the year were your schools regularly monitored and supervised by the Education Officers (TWD and SED)?
19. Which medium of instruction you are following
20. If the medium of instruction is English, do the students face any difficulty in understanding,

21. Are teachers facing difficulties teaching in English,
22. Are the students facing any difficulties writing the exams in English,
23. Because of education in English medium, students do not get help from their parents in the matter of Home Work & Educational Support.
24. Are students dropping out of school because of the English medium,
25. Family members are illiterate because they do not know the value of education.
26. Are children being given proper motivation from the family towards education,
27. Family discord, parentage, other guardians present, adopted children.
28. Are the parents able to spend with their children the time they need,
29. If you have many children, how many of them are studying,
30. Do the parents prefer a residential school or a non-residential school
31. Reasons for not wanting non-residential schools
32. Reasons against residential schools: care, protection, medical facilities, etc.
33. Are there any problems in residential schools, Care, protection, medical facilities, etc
34. What is the enrollment percentage of residential/non-residential school attendance,
35. Reasons for low attendance.
36. Are there any difficulties in primary schools: Buildings, distance from home, teachers, quality education
37. Are there any difficulties in high schools:

- Buildings, distance from home, teachers, quality education
38. Are private schools available in your area,
 39. Are private schools providing quality education,
 40. Are the fees of private schools affordable,
 41. What is the attendance percentage of students in private schools,
 42. The main reason for spending money on private schools.
 43. Medium of Instruction What do private schools follow,
 44. What changes do teachers and parents expect in relation to education,
 45. In your opinion, education is the main tool for personal development and community development.

