

IMPLICATIONS OF RIGHT TO EDUCATION ACT ON SCHOOL EDUCATION SYSTEM: A STUDY IN THE SCHOOLS OF LAMMASINGI TRIBAL VILLAGE OF VISAKHA AGENCY, ANDHRAPRADESH

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Abstract: The Right to Education (RTE) Act is considered as one of the inclusive education policies which aimed to improve the literacy rate and provide quality, education to children at both primary and secondary school levels. The basic aim of this Act is to increase the school enrolment rate and to improve the quality of education. This research paper tries to explain the implications and impediments of the Right to Education Act (RTE) in the school education system in the tribal areas of Andhra Pradesh with the empirical evidence of primary and secondary schools located in Lammasingi village of Visakha agency, Andhra Pradesh. The paper provides both qualitative and quantitative explanations based on the empirical data collected by employing conventional Anthropological methods and techniques in addition to following the ethnographic methodological procedure in conducting in-depth and intensive fieldwork for a period of one year in the tribal village of Lammasingi. This research study work largely dwells upon the theoretical conceptual framework of "Anthropology of Education". The data was collected from the head teachers, teachers, students, parents, and school management committee members by using semi-structured schedules. The data were analysed through a computer-based S.P.S.S package, explanations given in the paper are mostly analytical and descriptive in nature and comprise both semantic and scientific.

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Introduction

The Right to Education (RTE) Act was actually formulated and accepted by the president of India on 26th August 2009. This act actually came into effect on 1st April 2010 in the combined state of Andhra Pradesh. Even after the bifurcation of the state in 2014, this act is in operation in both Telangana and Andhra Pradesh states. The main objective of this Act is to provide free and compulsory education to children in the age group of 6 to 14 years. The Right to Education (RTE) Act is considered as one of the inclusive education policies which aimed to improve the literacy rate and provide quality, education to children at both primary and secondary school levels. The Hindu daily newspaper dated 2-4-2018 reported that even after the implementation of the R.T.E Act in Andhra Pradesh still an estimated six lakh children were not enrolled in schools as the RTE was not implemented in a full-fledged manner. Of every 100 children enrolled in schools, 24 per cent were dropping out after primary education and 64 per cent were dropping out of school before completing their S.S.C. Most of these children belong to S.C/S.T/B.C and minority communities. Many school-age children among the vulnerable tribes were not enrolled in the schools due to poverty and economic backwardness. A similar situation prevails in almost all the tribes inhabiting interior forest villages of inaccessible areas, experiencing geographical isolation and ecological constraint.

This Act comprises 63 entitlements, many of these entitlements are not known by the implementing authorities and teachers, especially in the scheduled tribal areas of Andhra Pradesh. As per this Act, 25 per cent of seats need to be allocated to the poor in private and corporate schools. But in practice, it is not fulfilled by almost all the private management schools in the state of Andhra Pradesh due to a lack of legal action against such schools. Still, low literacy rate, low enrolment rate and high dropout rate were recorded among the scheduled tribes of Andhra Pradesh, added with poor infrastructural facilities in many tribal schools. This research paper tries to explain the implications and impediments of the Right to Education Act (RTE) in the school education system in the tribal areas of Andhra Pradesh with the empirical evidence of primary and secondary schools located in Lammasingi village of Visakha agency, Andhra Pradesh. The paper provides both qualitative and quantitative explanations based on the empirical data collected by employing conventional Anthropological methods and techniques in addition to following the ethnographic methodological procedure in conducting in-depth and intensive fieldwork for a period of one year in the tribal village of Lammasingi. This research study work largely dwells upon the theoretical conceptual framework of “Anthropology of Education”. The data were collected from the head teachers, teachers, students, parents, and school management committee members by using semi-structured schedules. The data were analysed through a computer-based S.P.S.S package, explanations

given in the paper are mostly analytical and descriptive in nature and comprise both semantic and scientific.

Significant contributions were made by the Anthropologists toward the field of education specifically in simple or primitive societies. The Anthropologists stressed the importance and value to study simple societies and their educational systems, which should be useful in understanding the educational and educational process in complex societies. Some of the pioneer Anthropologists like Melville Herskovits (1943), Haimendorf (1944), Margaret Mead (1953) and George Spindler (1955) have contributed to the engagements between Anthropology and education and out of their works emerged a special branch of 'Anthropology of Education.

Anthropology and education refer to anthropological research in classrooms, homes and neighbourhoods (Spindler, 2000). Some of the most interesting research has been done in classrooms, where anthropologists observe interactions among teachers, students, parents and visitors. Jules Henry's classic account of the American Elementary school classroom (1955) shows how students learn to conform to and compete with their peers. Rama Mohan K.R (2000) examined the problems and perspectives of primary education in tribal areas of Visakhapatnam district, Andhra Pradesh. Subramanayam V (2003) investigated the role of government in the enhancement of education status among tribes in the Integrated Tribal Development Agency areas of Paderu, Andhra Pradesh.

Apart from these studies, some of the other social scientists and education scholars also contributed to various issues concern to tribal education in India. Midatala Rani (2009) has published a book on the problems of tribal education in India, issues and prospects. Apart from the aforementioned published works, the central government education policy documents namely Nation policy on Education (NPE) 1986, Sarva Siksha Abhiyan (SSA), District Primary Education Programme (DPEP) and the recent Right to Education Act (RTE) 2009 are also available for reference purpose. A very limited number of published material in the form of research articles and books are available on the issue concerning to 'Right to Education Act 2009'. The present research paper write-up is based on the empirical data collected in the schools located at Lammasingi village of tribal sub-plan area of Paderu I.T.DA, Visakhapatnam district, Andhra Pradesh.

Research Scope: The problem of this research work has contemporary social relevance and wider scope in the field of education and anthropology of education. The results of the study can be useful for improving school education and gives a glance at the effect of the RTE Act on the school education system in tribal areas of Andhra Pradesh State.

Research Aim: The aim of this research work is to assess the impact and effect of the RTE Act on the school education system.

Research Objectives: The objectives are-

- (i) To understand all the entitlements of the Right to Education Act 2009 and its efficacy in the school education system.
- (ii) To know the impact and effect of the RTE Act on the school education system in a tribal village.
- (iii) To examine the implications of the RTE Act in Primary and Secondary school education in a Tribal settlement
- (iv) To find out the role of the Right to Education Act 2009 in the promotion of quality education among tribal children

About Lammasingi Village

Lammasingi is a multi-tribal village attached to the Chintapalle Mandal for administrative purposes. It is both a revenue and panchayat village. For revenue administrative purposes about 18 hamlets are attached to this village. Under the Panchayati Raj administration total of 25 hamlets are attached to this village. This panchayat village consists of 691 households with a population of 3293, out of the total population 1547 (46.98 per cent) are male persons and 1746(53.02 per cent) are female persons. The female population in this panchayat village is found to be more in number when compared to the male population. In general, the female sex ratio is slightly higher in the tribal population when compared to the caste population of the district Visakhapatnam. The total population of this panchayat village is distributed in 25 settlements including Lammasingi. Lammasingi's main village consists of 103 households with a population of 1260, which constitute 38.26 per cent of the total population of the panchayat administrative village unit of Lammsingi.

The Studied Schools of Lammasingi: The implications and impediments of the Right to Education Act 2009 in the school education system are examined through the micro-level study in Govt. Primary, School, High School and Girls Ashram School Located at Lammasingi Village of Chintapalli tribal Mandal in Visakhapatnam district, of Andhra Pradesh State.

The Mandal Praja Parishad Primary School at Lammasingi was established in the year of 1946, a year before India's independence. This school has a school building with four classrooms, currently, four teachers are working including the Head-teacher of the school. One teacher post is vacant. The only teacher who is native of Lammasingi village is residing in the village and the remaining three teachers are residing in Narisipatnam town. During school working days these three teachers commute from their residence to the school village either by bus or on their own motor bicycles. Multi-grade teaching for class I and class II is a regular feature in the school, due to the lack of five classrooms, to handle

separately each class. The side of this school in the same compound premises available also locates the Zilla Parishad High School.

This school has the facilities like a playground, Blackboard, and Furniture available for teachers only. Usually, the students sit on the floor of the classroom. There is no toilet facility in the school even for the girls. The P.H.C doctor and A.N.M. did the student's health check-ups in the school three times during 2013-2014.

The total student strength in the school during the academic year 2013-2014 is 184. Out of the total students, 88 are boys and 96 are girls. The girl's enrolment percentage in the school is slightly higher than the Boy's enrolment.

Table 1: School-wise sex of the sample students covered

<i>Type of school</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Total</i>	<i>Total Boys per cent</i>	<i>Total Girls per cent</i>
Primary school	40	10.05	29	7.29	69	17.34
High School	126	31.66	144	36.18	270	67.84
Girls Ashram School	59	14.82	-	-	59	14.82
Total	225	56.53	173	43.47	398	100.00

The table 1 shows the school-wise sex of the sample students covered under micro-level study in Lammasingi village. About 398 sample students were selected to know their awareness, opinions and views on the Right to Education Act 2009. Out of the total sample of students, 43.47 per cent of them are boys and 56.53 per cent of them are girls. Of the selected sample students, 17.34 per cent of them are studying in primary school,

Table 2: Class-wise sex of the sample students covered

<i>Class</i>	<i>Boys</i>	<i>per cent to Total</i>	<i>Girls</i>	<i>per cent to Total</i>	<i>Boys and Girls</i>	<i>per cent to Total</i>
2 nd Class	-	-	1	0.025	1	0.25
3 rd Class	12	3.01	2	0.50	14	3.52
4 th Class	8	2.01	29	7.29	37	9.30
5 th Class	9	2.26	30	7.54	39	9.80
6 th Class	39	9.80	31	7.79	70	17.59
7 th Class	25	6.28	50	12.56	75	18.84
8 th Class	30	7.54	33	8.29	63	15.83
9 th Class	29	7.29	22	5.53	51	12.81
10 th Class	21	5.28	27	6.78	48	12.06
Total	173	43.47	225	56.53	398	100.00

67.84 per cent of them are studying in High school and 14.82 per cent of them are studying in the Girls Ashram Schools. More students were covered in high school studying in classes VI, VII and VIII.

Table 2 explains the class-wise sex of the sample students covered under the study. In class 2, only girl student was covered, from class 3 and 12 (3.01) boys and 2 girls (0.50 per cent) were chosen in 4th class, 8 (2.01 per cent) boys and 29 girls (7.29 per cent) were chosen in 5th class, 9 boys (2.26 per cent), and 30 (7.54 per cent) girls were chosen in 6th class, 39(9.80 per cent) boys and 31(7.07 per cent) girls were chosen in 7th class, 25(6.28 per cent) boys and 50(12.56 per cent) girls were selected in 8th class, 30(7.54 per cent) boys and 33(8.79 per cent) girls were chosen in 9th class, 29 (7.29 per cent) boys and 22(5.53 per cent) girls were chosen in 10th class, 21 (5.28 per cent) boys and 27 (6.78 per cent) girls were selected for the study.

Table 3: Caste and Class wise enrolment of students in the MPP school of Lammasingi

S. No	Tribe/Caste	Classes/Sex										Total Boys & Girls	per cent to Total
		First Class		Second Class		Third Class		Fourth Class		Fifth Class			
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
1	Bagata	2	1	2	-	3	2	6	7	4	1	37	20.11
2	Valmiki	-	1	-	5	8	1	3	2	3	6	24	13.04
3	Khond	7	10	5	5	5	2	13	20	5	2	78	42.39
4	Konda kammara	-	2	1	1	1	2	-	2	1	4	12	6.52
5	Konda Dora	-	-	-	-	2	-	-	4	1	-	11	5.98
6	Nooka Dora	-	-	-	-	1	-	-	-	-	1	1	0.54
7	Gadaba	-	-	-	-	-	-	1	1	-	1	2	1.09
8	Porja	-	-	-	-	-	-	-	1	5	-	8	4.35
9	Kummari (Bc-B)	-	-	-	-	-	-	-	1	-	-	1	0.54
10	Kammari (Bc-B)	-	-	-	-	3	-	-	-	2	-	5	2.72
11	Kotiya	-	-	-	-	-	-	-	-	1	1	2	1.09
12	Mali	-	-	-	-	-	-	2	-	-	-	2	1.09
13	Agency Goudu	-	-	-	-	-	-	-	-	1	-	1	0.54
	Total	9	14	8	11	23	7	25	38	23	26	184	100.00

The table 3 shows that, out of the total students in all the classes of M.P.P School, 42.39 per cent of students belong to the Khond tribe, 20.11 per cent of students belong to Bagata tribe, 13.04 per cent of students belong to the Valmiki tribe 6.52 per cent of students belong to Konda Kammara, 5.98 per cent of students belongs Knoda Dora, 4.35 per cent of students belong to Proja tribe and 2.72 per cent of students belong to Kamari caste. Low School enrolment of students is found in Nooka Dora, Gadaba, Kotiya, Mali, and Agency Goudu. A Single girl student who belongs to the Kummari caste in class IV, attending this school. Multiple cultural complexity and heterogeneity were observed in the elementary school education system. The medium of instruction is given in the regional language to all the children belonging to different tribes. Hence, many slow learner students are found in the tribes which have their own dialects. This is a basic constraint for the poor quality of education among the children of vulnerable tribes.

Table 4: Class and Sex Wise Students Enrolled and Student's Presents at the time of Data Collection

S.No	Class	Sex-wise enrolled Students		Sex Wise Students Present at the Data Collection		Total Students Absent
		Boys	Girls	Boys	Girls	
		1	I	9	14	
2	II	8	11	7	9	3
3	III	23	7	21	6	3
4	IV	25	38	21	35	7
5	V	23	26	21	24	5
Total		88	96	76	84	25

Table 4 explains the total enrolled children in the school and absent from the school at the time of data collection. From the table out of the total students 184, 25 (13.59 per cent) students were absent on the day of data collection in the school. It is evident that students' absenteeism from school seems to be very common in tribal schools. In this school, about 13.59 per cent of students were absent on the day of data collection. It is observed that students' absenteeism is more in the interior tribal schools when compared to roadside schools, especially during tribal festival occasions and also during weekly shandy days. Even the teacher's absenteeism in the interior tribal schools is very common. The single teacher's schools are also very often closed due to no other alternative arrangement of teaching in the absence of regular teachers to run such schools. Prior to this academic year, usually, Vidya Volunteers of the natives take charge to handle the teaching work of all the classes in the absence of regular teachers. During the festival occasion usually, a certain number of students would absent the school, on an average of 3 to 5 days as per the head teacher information of this school.

Table 5: Tribe-wise sex of the students in the school from VI Class to X Class

S.No	Tribe/Caste	Sex The Students Class Wise														Total Boys ↔ Girls	per cent to Total
		Vth Class		VIth Class		VIIth Class		VIIIth Class		IXth Class		Xth Class					
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls				
1	Bagata	10	-	14	14	14	14	15	10	10	10	5	10	102	32.58		
2	Valmiki	8	-	3	2	3	3	1	6	5	4	1	4	33	10.54		
3	Konda Dora	9	-	3	11	6	6	6	2	3	2	4	2	46	14.70		
4	Porja	3	-	4	5	5	11	11	-	2	1	5	1	36	11.50		
5	Nooka Dora	1	-	3	2	2	2	-	1	-	1	-	1	10	3.24		
6	Mali	-	-	1	-	-	-	1	3	-	-	2	-	7	2.24		
7	Khond	5	-	5	8	7	4	4	15	2	4	6	4	56	17.89		
8	Gadaba	1	-	-	1	2	5	5	-	-	1	1	2	12	3.83		
9	Konda Kammara	-	1	2	-	-	-	-	1	-	1	1	1	6	1.92		
10	Konda Kummari	-	-	-	-	1	1	1	-	-	-	-	-	2	0.64		
11	Non-Tribal Students (BC Castes)	-	-	-	-	-	-	1	1	-	1	-	1	3	0.96		
	Total	37	1	35	43	41	44	44	38	23	26	25	26	313	100.00		

Table 5 explains tribe/caste wise, and the sex of the students from sixth class to tenth class of Zilla Parishath High school located in Lammasingi village. Out of the total students, 137 are girls and 176 are boys. The percentage of girl students is 43.77 and in regard to tribes wise percentage of boys and girls, 32.58 per cent of them belong to Bagata Tribe, 10.54 per cent of them belong to Valmiki tribe, 14.70 per cent of them belongs to Konda Dora tribe, 11.50 per cent of them belongs to Proja tribe, 17.89 per cent of them belongs to Khond tribe, 3.83 per cent of them belong to Konda Kummari caste, 0.06 per cent of them belongs to other backward castes. It is noted that more number of Bagata students pursuing secondary education in the school. A considerable number of Khond students are also found in the school. Exclusionary practices are also observed in the school and classroom situation. The students belonging to the vulnerable tribes are experiencing social exclusion in the place where mid-day meal is served and also they usually sit apart from the other students in the classroom. Gender discrimination is also observed in the school. The girl students are involved in sweeping the classrooms and washing the utensils and plates quite often by the teachers of the school.

Table 6: Tribe-wise enrolment of girl student's primary and upper primary levels in the School

<i>S.No</i>	<i>Name of the Tribe</i>	<i>Primary school level</i>	<i>Upper primary school level</i>	<i>Total</i>	<i>per cent to Total</i>
1	Bagata	13	12	25	17.61
2	Khond	40	24	64	45.07
3	Konda Dora	9	2	11	7.75
4	Porja	6	6	12	8.45
5	Konda Kammara	8	23	10	7.04
6	Kotiya	-	3	3	2.11
7	Nooka Dora	1	8	9	6.34
8	Konda Kummari	2	3	5	3.52
9	Mali	3	-	3	2.11
	Total	82	60	142	100.00

Table 6 shows the tribe-wise enrolment of tribal girls in primary and upper primary levels. This Ashram School provides education to the tribal girls from Class III to Xth. Out of the total students, 82 (57.75 per cent) girls are at primary level and 60 (42.25 per cent) girls are at upper primary level schooling. Among the total girl students, 45.07 per cent of them belong to the Khond tribe, 17.61 per cent of them belong to Bagata tribe,

7.75 per cent of them belong to Konda Dora Tribe, 8.45 per cent of them belong to Porja tribe, 7.04 per cent of them belong to Konda Kammara tribe, 2.11 per cent of them belong to Kotiya tribe and 2.11 per cent of them belong to Mali tribe. It is interesting to note that more girls belong to vulnerable tribes like Khond and Proja. It is also noted that the tribal parents are preferring to admit their daughters to the nearby Ashram schools rather than joining them in the locally available primary schools due to parental economic backwardness. It is noted that the tribal parents do not have any financial commitment to schooling their daughters in this type of school.

Table 7: Type of School and availability of infrastructure facilities

<i>S.No</i>	<i>Name of the facility</i>	<i>Primary</i>	<i>High School/ Secondary school</i>	<i>Girls Ashram School</i>
1	School building	Available	Available	Available
2	Electricity	Available	Available	Available
3	Drinking Water	Available	Available	Available
4	Toilets for boys and teachers	Not Available	Available but not in working condition	Available
5	Separate toilets for girls	Not Available	Available but not in working condition	Available
6	Playground	Available	Available	Not Available
7	Library	Not Available	Not Available	Not Available
8	Computers	Not Available	Available but not in working condition	Not Available
9	Blackboard	Available	Available	Available
10	Furniture	Available for teachers only	Available for IX & X class students and teachers	Available for teachers only
11	Compound wall	Available	Available	Available
12	Gate	Available	Available	Available
13	Separate Kitchen for mid-day meal cooking	Available	Available	Available
14	Teaching aids and learning materials	Not Available	Not Available	Not Available

Table 7 explains the availability of infrastructural facilities to the local schools, such as school building, electricity, drinking water, toilets, playground, library, computers, blackboard, furniture, compound wall with gate, separate kitchen for mid-day meal cooking purposes, teaching aids and learning materials. All three schools are lacking the facilities like a library

and teaching and learning materials. The Primary school is lacking toilets, a library, computers, and furniture for students, and T.L.M. the secondary school and girls ashram schools have better infrastructural facilities when compared to primary school. All three types of schools have certain common facilities like a school building, electricity, drinking water, a blackboard, a compound wall with a gate and a separate kitchen for mid-day meal cooking purposes.

Table 8: Major constraints in the implementation of R.T.E Act 2009 in a different types of schools (Information Obtained from the Concerned School Head Teacher)

<i>S.No</i>	<i>Constraints in Primary School</i>	<i>Constraints in High School</i>	<i>Constraints in Girls Ashram School</i>
1	Parental illiteracy	1. Irregularity of teachers in the school	1. Students and teachers unaware of the R.T.E Act
2	Tribal Children engaging in farm and domestic works	2. Teachers residing outside the school village	2. Lack of certain facilities like library, T.L.M and secretarial assistance
3	Unaware of R.T.E Act by the students/school-age children	3. lack of proper infrastructural facilities for the school	3. Medium of instruction in Telugu to all the tribal girls
4	Caring for younger siblings	4. lack of community participation/members of SMC do not attend the meetings	4. Cultural constraints.
5	Child labour	5. Students' absenteeism	5. Lack of sufficient funds/ grants for maintaining the school and hostel.
6	Lack of students' interest in studies /education	6. Lack of student interest in studies	6. Lack of security for the girl's students.
7	Teachers absenteeism	7. Vacant teacher post not filled.	7. Low salary to the CRTTC.
8	Poverty and economic backwardness of tribal communities	8. Poverty and backwardness of Adivasis	8. Backwardness of Adivasis.

Table 8 clearly explains the various constraints for implementation of the R.T.E, Act in total in the local schools. The major constraints are parental illiteracy, child labour, unawareness of the R.T.E Act by the students and teachers, and school-age children engaging in caring for their younger siblings. Teacher absenteeism, poverty, economic backwardness of certain tribal families, lack of facilities, lack of proper supervision, and monitoring of schools and school education system. It is noted the majority of the children among vulnerable tribes lack apathy toward formal education.

Table 9: Difficult subjects to learn by the students in the local schools

<i>S. No</i>	<i>Difficult Subjects in the Students</i>	<i>Number of Students</i>	<i>Percentage of total students</i>
1	English	22	5.53
2	Maths	27	6.78
3	Science	16	4.02
4	Telugu	33	8.29
5	Telugu, Science, Maths	7	1.76
6	Hindi, English and Maths	47	11.81
7	English, Science, and Maths	7	1.76
8	English and Maths	34	8.54
9	Telugu, English, and Maths	25	6.28
10	Hindi	32	8.04
11	Hindi and English	75	18.84
12	Hindi and Telugu	7	1.76
13	Social	4	1.01
14	No difficult subjects	62	15.58
	Total	398	100.00

The table 9 shows about the difficult subjects to learn by the students in the studied three schools. From the table it is observed that 18.84 per cent of the students are facing difficulty in learning Hindi and English subjects, 11.81 per cent of them are facing difficulty in learning Hindi, English and Mathematics; 8.54 per cent of them are experiencing difficulty in learning English and Mathematics subjects, about 8.29 per cent of the students are facing difficulty in learning the subject Telugu, the regional language; around 6.78 per cent of students facing difficulty in learning mathematics: about 6.28 per cent of them are facing difficulty in learning Telugu and Mathematics. A large majority of the students informed that English, Mathematics and Science are difficult subjects for them to learn. Only 15.58 per cent of the students in all the three schools said that they are not facing any problems to learn the contents of subjects prescribed to them. This category of students is very less among the tribal communities.

Students' Awareness about R.T.E Act 2009

Almost all the students of three local schools are not aware of R.T.E Act 2009 and its entitlement. But they are receiving certain benefits from this act. Table 12 explains the type of concession and benefits received by the students as per the R.T.E Act. Out of the total sample students, 47.99 per cent of them received the benefits in the form of textbooks, uniforms and mid-day meals 46.98 per cent of them received the RTE benefits in the

form of textbooks, stationary, uniform, mid-day meal and writing material, 3.52 per cent of them received the benefits in the form of textbooks, stationary, uniform, mid-day meal, shoes, school bag and writing material, 1.51 per cent of them received the benefits of textbooks, uniform, mid-day meal and stationery. It is evident that almost all the students in the local schools are receiving the concession of the R.T.E Act such as textbooks, uniforms and mid-day meals, but only certain students received school bags, writing material and shoes along with the aforementioned three items.

In regard to corporal punishment, 66.08 per cent of the students informed that the teachers give corporal punishment to them and the rest 33.92 per cent of them told that the teachers don't punish them as per the R.T.E Act. It is observed that the teachers do give punishment to the students if they misbehave and are weak in their studies. Usually, the teachers give punishment in the form of hitting and abusing and also giving extra homework to the irregular and indisciplined students.

In the case of the parental education of the sample students of all the three schools, about 83.67 per cent of students' parents are illiterates, only 16.33 per cent of students' parents are literates, and they seek the help of their parents in doing the homework given by the teachers. The majority of the literate parents of the students have a primary and upper primary level of education in all the three schools and about 84 per cent of the students are first-generation learners and they largely depend on the teachers to get education through formal schooling only. Tribal parents' illiteracy is one of the major impediments to the poor performance level among *Adivasis* students.

Table 10: Needful Facilities to Improve the Education Quality

<i>S. No</i>	<i>Needful Facilities</i>	<i>Number</i>	<i>Percentage to Total</i>
1	T.V and Play kits	1	0.25
2	Library, Toilets	7	1.76
3	Library and playground	55	13.82
4	All basic facilities	24	6.03
5	Good food and all books	11	2.76
6	Good Teacher	82	20.60
7	A teacher who can teach in our language	15	3.77
8	A sufficient number of classrooms, All books and cultural activities	20	5.03
9	School compound, playground, Quiz, debates	2	0.50
10	All books	5	1.26
11	Transportation facility	19	4.77
12	Classroom	39	9.80
13	Classroom and books	5	1.26
14	Not responded	113	28.39

Table 10 explains the needful facilities to improve the educational quality among tribal children in accordance with the sample students' information. Out of the total students, 20.6 per cent of them said the requirement of good teachers with quality teaching, 13.82 per cent of them told the need for library and playground facilities, 9.8 per cent of them said the need for all the infrastructural facilities, 5.03 per cent of them said the need of a sufficient number of classrooms to all classes, the textbooks adequate cultural activities, 3.77 per cent of them said the need of medium instruction instructions in the tribal language. 2.76 per cent of them said that good quality food to be provided in mid-day meal and also the supply of all textbooks in time, 4.77 per cent of them said the need for transportation facility to reach the school, 1.16 per cent of them said the need for a library, 1.26 per cent of them said the need of classrooms for each class and all the textbooks. Concerning improving the quality of education for tribal children, about 28.39 per cent of them not responded and also not expressed their opinions about it, however, the majority of the students in all the three schools expect some more provisions and concessions for them as well as better infrastructural facilities (toilets, protected drinking water, furniture, playground, library) for their respective schools.

Table 11: Problems with learning and following lessons

<i>S.No</i>	<i>Problems</i>	<i>No. of students</i>	<i>Percentage to Total</i>
1	Fear towards teachers for beating	223	56.03
2	Unable to the following lesson initially	25	6.28
3	Do not know/ cannot say	1	0.25
4	No problem	77	19.35
5	Fear towards study due to inability of understanding of them	43	10.80
6	Unable to understand	14	3.52
7	None of the above	15	3.77
	Total	398	100.00

The table 11 shows the problems faced by the students in learning and understanding the lessons taught by the teachers. From the table, it is noted that the major learning problems of the students are (i) Fear of the teacher, unable to understand the lessons taught by teachers in the regional language (ii) Fear of studies and (iii) Unable to understand the regional language in Telugu in which instruction is given. It is understood that the existing curriculum and pedagogy in the school education system of universal application, is not relevant to the tribal students' cultural background. Regarding students' regularly at

the school, 97.49 per cent of them informed that they are regular at the school, however about 2.5 per cent of the students accepted that they are irregular at the school. In general tribal students' absenteeism from school is more, especially during agricultural peak periods, monsoon and winter seasons.

Major Findings of the Research Study

These are stated below-

- (i) The schools located in Lambasting village, such as primary, secondary and Girls' Ashram schools are lacking proper infrastructural facilities like drinking water, playground, toilets, furniture, a library, and sufficient teaching material and aids.
- (ii) The school buildings are also leaking during the rainy season due to defective construction- the constructed model of the school buildings is not suitable for all weather conditions as well for the high-altitude forest environment of the agency area.
- (iii) School management Committees are not functioning very effectively, moreover, S.M.C members are not aware of the Right to Education Act and its entitlements –S.M.C meetings are also not conducted regularly in all the three schools, but maintaining records for official purposes.
- (iv) Certain tribes have their own dialects, but the students belonging to different tribes attend the school and sit in the classroom and are given them instructions in the regional language Telugu even for classes I and II. For instance, the children belonging to the Khond tribe do not follow the lessons taught by the teachers in Telugu and it ultimately leads to their drop-out of school.
- (v) The concessions and provisions extended to the tribal children as per R.T.E Act are not reaching them in time, and some students did not receive certain textbooks and notebooks.
- (vi) About 90 per cent of the teachers are not staying or residing in the school village. They commute to the school from the nearest urban town Narisipatnam and Mandal headquarters Chinthapalli. Only C.R.Ts (Contract Residential Teachers) of Girls Ashram Schools are residing on the school premises itself along with the students.
- (vii) The tribal girl's welfare hostel is upgraded as a girl's ashram school from the academic year 2014-2015 without additional space, pucca buildings and additional infrastructural facilities.
- (viii) The newly constructed tribal welfare boys' hostel also lacks toilets and bathrooms as well as a protected drinking water facility.

- (ix) Still, more than 10 per cent of the school-age children belonging to vulnerable tribes like Khond and Porja are not enrolled in school.
- (x) The locally available Anganwadi centre is not providing pre-school education due to a lack of qualified teachers, moreover, this centre is exclusively focusing on the nutritional aspects of children, pregnant women and lactating mothers. But the Anganwadi teacher is playing some role in enrolling the school-age children in primary school. It is noted that the tribal children in the age group of 3 to 5 years do not have access to pre-school education even though that provision was mentioned in R.T.E Act.
- (xi) School timings are not properly followed, and all the teachers are not attending the schools in time. Teachers' absenteeism in the schools is a common feature not only in Lammasingi but it is a universal phenomenon in almost all the schools, located in the tribal sub-plan area of Visakhapatnam District.
- (xii) Lack of proper supervision, monitoring, management and evaluation of the school functioning system is seen in Lammasingi as well as in other school villages of the agency area during the fieldwork. There are varied reasons for it, but geographical and ecological constraints are the prime most one for this kind of situation.
- (xiii) The existing curriculum and textbooks are not suitable for the vulnerable tribal cultures and also for the tribal children who have their own dialects.
- (xiv) Multi-grade teaching practice still prevails in primary school, because lack of a sufficient number of teachers and separate classrooms for each class-multi grade teaching is found in almost all the primary schools managed by the tribal welfare department and local government.
- (xv) Parental illiteracy, poverty and economic backwardness are the major causes of the problems of dropout, low enrolment and absenteeism by the tribal children.
- (xvi) Temporary and permanent migration of certain tribal families also affects the children's education.
- (xvii) Teachers are not properly using teaching and learning materials (TLM) for teaching effectively to the tribal children.
- (xviii) Continuous and comprehensive evaluation (CCE) was not done in all the schools as per the R.T.E Act norms and guidelines.
- (xix) Teachers are neither committed to their profession nor providing basic/quality education to the tribal children due to a lack of proper orientation and training periodically to them. About 90 per cent of the teachers who are working in the tribal

schools are belonging to tribes only. As per G.O No.3, only tribal teachers should be appointed in the school's scheduled areas of the district Visakhapatnam.

- (xx) Still, the large majority of the teachers, Headteachers and other educational personnel who are working in tribal areas, S.M.C members, students and parents are not aware of the aims, Objectives and all entitlements of the R.T.E Act. However, in the research study, an interface workshop was conducted in the school complex Lammasingi and created awareness among all the participants about it in course of discussions. In sum, it is a felt need to strengthen the school education system especially in the remote tribal areas, as well as in the habitats of vulnerable tribal groups, who are still at the pre-agricultural stage of the economy and living in the most economically backward condition. All the tribal welfare and economic programmes to be linked with education: All the tribal welfare and economic programmes to be linked with education in the tribal areas in order to promote literacy among the *Adivasis*, who have still not access to formal schooling and educational facilities.

Conclusion

This research paper provides information relating to the school education system and the Right to Education Act with the evidence of micro-level study at Lammasingi. It clearly depicts the actual function system of schools in the village and the issues relating to the Right to Education Act. Both Qualitative and Quantitative information provided in this research paper is definitely useful; to the education administration implications and impediments of the R.T.E Act in the school education system especially in the tribal areas of Andhra Pradesh State. The school management, administration and monitoring system, need to be strengthened to improve the learning level and quality of education among the tribal students at both primary and secondary school levels. In sum, the R.T.E Act 2009 is one of the inclusive policies of education, if it is properly implemented by the concerned education administration in all the tribal schools, in turn, which definitely improves the literacy levels and promotes quality education among tribal children.

Recommendation

- (i) The School Education system should be brought under one management of the tribal welfare department.
- (ii) The school monitoring system needs to be strengthened and school management committee meetings to be conducted regularly as per the Right to Education Act 2009.
- (iii) Periodical evaluation studies are to be taken up on the school education system in tribal areas by the concerned education department and universities.

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