

GOVERNMENT OF KARNATAKA
and
N.C.E.R.T., NEW DELHI

TRIBAL STUDY

UNDER

DISTRICT PRIMARY EDUCATION PROGRAMME

PROJECT REPORT

D.S.E.R.T., BANGALORE

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PROJECT REPORT

**P. Sharadamma
State Co-ordinator
Tribal Study, Karnataka**

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CO-ORDINATOR'S WORD

Tribal study, one of the component of District primary education programme helps in the implementation of universalisation of primary education in a better manner by identifying the reasons for the educational backwardness of tribals and providing the necessary educational facilities for their upliftment. The study was conducted in two selected districts and this report has been prepared by collecting the data from all concerned to tribal study.

Some repetitions may be noticed in the report as some common questions about availability of incentives, teaching learning problems and reasons for irregularity have been asked to all section of samples like teachers, parents, leaders and children. Some frank opinion have been given at the conclusion chapter only with the intention of highlighting the problems of the tribal and to facilitate them with better schemes.

I am highly grateful to our higher officers for providing me this opportunity. My sincere thanks to the DDPI's and AEO's of the project areas.

I will be failing in my duties if I don't thank Sri.Kemparaje Gowda, Professional Assistant; Sri. R.Rajiv, Computer Assistant and all field investigators who have worked throughout the study.

Mysore
Date : 21-02-94

P.Sharadamma
State Co-ordinator
Tribal Study, Karnataka

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1994

STUDY

EXERCISE

SUMMARY

1994

STUDY

EXECUTIVE SUMMARY

Education helps the allround development of the individual and 'education is a unique investment in the present and in the future'. This implies that education is essential for all. Our country is trying to provide free and compulsory education to all, that education helps in promoting the goals of socialism, secularism and democracy enshrined in our Constitution. It also helps to meet the challenge of challenging.

Education plays a vital role in the development of human potentials. In our situation the developing Educational system must build upon the gains of the past and the present for a better future. It is possible to reach all our people with the benefits of our Economic and Technical developments only through a well planned and well implemented system of Education. Young and coming generations must be well prepared to face the challenges and take advantages of the opportunities that come their way. They must develop the ability to think and apply new ideas constantly, creatively and skillfully. Their action should be guided by a strong commitment to human values and social justice. Our National policy of Education provides a comprehensive national perspective for Education which lays special emphasis on Educational opportunities by attending to specific needs of those who have so far been denied Equality.

FORMAL AND NONFORMAL EDUCATION

Provision for elementary education to all children is a basic need for the developing countries. India has given a very high priority for the programme of universalisation of Elementary Education. The formal education has to be supplemented by the non-formal education which is being given a great deal of emphasis for the eradication of adult illiteracy.

Since there are large disparities even within our State, the Government has identified and declared some districts not only as educationally backward but also lag behind socially and economically as other problems and needs are quite unique among themselves. Emphasis has been laid in implementing Gender-study, Tribal study under D.P.E.P. project to achieve universalisation of elementary education for the children between the age group of 6-14 years.

Karnataka is one of the States selected to implement DPEP work. Mandya, Kolar, Raichur and Belgaum Districts have been declared as D.P.E.P. Districts for the improvement in Primary Education. Two districts Raichur and Kolar have been selected for Tribal Study since a significant Tribal Population is spread over in these districts. 10 villages each from Gowribidanur block in Kolar district and Devadurga block in

Raichur district have been selected for Tribal study in order to get a opinion on the cross section of the educational needs of Tribal children.

NEED OF TRIBAL STUDY

Tribals are the vulnerable section of the Indian population. They are being exploited by various agents of vested interests, because of their illiteracy and general ignorance. Their inability to cope with the many advanced forces impringing now-a days on tribal villages and on an economy which had remained virtually unchanged for centuries is by no means due to any innate lack of intelligence. Tribals are brought up in a system in which all communications are by word of mouth and hence used to trusting verbal statements. They get confused by constant reference to documents and written rules, which increasingly determine all aspects of rural life.

Tribal people are poor, illiterate, underdeveloped and helpless. They want to retain their original dominant culture. Some tribes are nomadic in nature. Their problems are too many. Tribals are barbarious and are not introduced to civilised way of life. Apart from the privileges granted to the tribals under the Constitution, Governments are continuously and constantly trying to help them out of the situation for their all-round development

and to uplift them from the poverty line by implementing special schemes such as I.T.D.P. Some voluntary agencies like DEED in Hunsur taluk, MYRADA in H.D.Kote taluk, VIVEKANANDA GIRIJANA SAMSTHE in B.R.Hill etc. play an important role in improving their social, economic and educational conditions.

OBJECTIVES OF TRIBAL STUDY:

The main objectives of Tribal Study are to identify the educational needs of tribal children as well as infrastructure available in various stages and to provide a better way for ensuring quality education in tribal areas.

IDENTIFICATION OF TRIBES:

In Gowribidanur block Nayakas, Valmikis, Hakki pikkis, Bedas Sukali have been identified as Tribes and they are the inhabitants in some villages. In Devadurga of Raichur district Valmikis, Bedas, Nayaka and Hakki pikki are the tribes living in selected villages.

STATE FUNCTIONARY:

State co-ordinator, the Professional Assistant and the Computer Assistant constitute the State functionary. A team of eight field investigators helped in collecting data during the field survey work from both the blocks

The sample survey work has been conducted in all the 20 villages with the help of the Instruments designed by the N.C.E.R.T. The field survey was conducted from 6.12.1993 to 3.1.1994. The Project Assistant and Computer Assistant under the guidance of the State co-ordinator supervised the survey work in both the blocks and helped the field investigators in collecting data very accurately.

KEY NOTE DATA:

As it is proposed under D.P.E.P., the sample survey is conducted on tribal education in the selected villages of both Gowribidanur and Devadurga blocks. The study enable the State functionary to identify the attitudes of tribal parents, opinion of the leaders, teachers of tribal children, school going children and school administrators towards the need of educational facilities in the tribal areas. In Devadurga block the total population is 1,76,889 out of which 35,662 are the Scheduled Tribes. Whereas in Gowribidanur block the total population is 2,40,115 and out of which 34,483 are the Scheduled Tribes. During the course of field survey in both these blocks, 48 teachers, 20 Headmasters, 20 Pradhans, 397 school going including dropouts and non school going children, 200 parents, 80 community leaders and 2 D.D.P.I's from the selected districts have been interviewed and their opinion collected.

Teachers play an important role in implementing the system of Education. The Karnataka state has prescribed S.S.L.C. with T.C.H. as the minimum qualification for appointment of Primary school teacher and all the teachers working in tribal area are professionally well qualified and 50 % of them have not been given in-service training. Though the Operation Black Board scheme is introduced and extended to all parts of Karnataka, the facilities provided are not adequate such as building inadequacy, scarcity of teachers, lack of teaching learning materials. It is a happy thing to note that most of the schools are having two teachers. In some upper primary schools only 2 teachers have to look after all the seven classes. Though they like teaching profession, it is not possible to function properly due to heavy crowd of students who are made to sit in a single room. As per the opinion of the teachers in tribal areas, all schools should be equipped with adequate facilities to attract the tribal children for schooling.

The teachers feel that the effective teaching is not possible for the tribal children due to non-availability of teaching learning materials, science kits, maps and charts and good black boards. Since there are no Non Formal Education centres in Karnataka, teachers are motivating the students to learn in learning centres of T.L.C. scheme which are playing a

significant role in removing the illiteracy. They opine that the schemes like free text books to SC/ST children, mid day meals, free uniforms are to be supplied well in time to create interest among tribal children. As per the data 58 % tribal children are not attending schools due to poverty and lack of parental interest.

The Head masters who are the liaison officer between the community and the school say that only Education Department is authorised to supervise the schools and there must be effective and frequent inspection to improve the achievement of the educational goals. All the Heads of the Institutions have suggested that a special training in new methodology should be given to teachers to teach Science and Mathematics. Most of them felt that they need furniture, electricity, building, drinking water facility, toilets, excess teachers to meet the problems.

The role of parents of tribal children is important in utilising the educational facilities and the incentive schemes. Due to illiteracy, they do not show any interest in making use of the Educational opportunities. They are not able to assess the system of Education, 'whether it is suitable for their children to come up in life as good citizens' or not. Their main occupation is agriculture, collie and labour work. Besides this, now a days they involve in farming labour also. In Devadurga the

monthly average income of the parent is Rs. 333/-, where as in Gowribidanur it is Rs. 178/-. It shows that the tribals are in better position in Devadurga block.

Involving tribal children in wage labour is a common phenomenon in tribal family because they are the supporters of their parents in supplementing family income. 50 % of parents prefer to send their children for wage labour rather than sending them to school which cannot ensure a good future and a government job. As school timings clash with their labour work, large scale of absenteeism is a common feature in the schools. 90 % of parents are not aware of the incentive schemes available to their children. Some parents have replied that they liked the curriculum and text books prescribed are suitable to their children and opine that Kannada should be the medium of instruction. Their participation towards school functions is less due to illiteracy and ignorance.

In Devadurga block 100 % of parents speak Kannada as spoken language. But in Gowribidanur block, 20 % speak Kannada, 20 % speak Lambani, 50 % speak Telugu and other 10 % speak Gujarathi. In the same block only 12 % of parents suggested that tribal dialect should be the medium of instruction and seperate education for tribal should be provided. Influence of Telugu language in Gowribidanur block is coming as an important hindrance in the school.

Some parents need Residential (Ashrama) schools to be started in their villages so that their children get all facilities, and job oriented courses should be introduced in the schools. They opine that the provision of mid day meals, free education upto degree level should be given prominence. Tailoring, embroidery work and the knowledge in household work should be taught for girls in the schools.

The community participation is very much essential for the effective implementation of the educational policies. In the studied blocks, the community leaders and the Pradhans are somehow aware of the educational schemes because of their identity as leaders and their involvement in school activities. They are participating in school functions as leaders as Chief guests, as an audience and as a well wisher of the schools and sometimes to guide the teachers for the improvement of educational facilities. Though they talk about school betterment they do not come forward to improve the physical facilities of the school. They suggested that the present homogeneous system of education is suitable and good for both boys and girls.

Whatever the type of educational project implemented in a particular area, it is for the benefit of school going children only. To improve the standard of education of tribal children, this study collected data from the learners at primary level. We

have interviewed the children in the age group of 6-14 years school going, non-school going and dropouts. Students are the real judges to decide whether the educational system is good or not and about their teachers also. Though some attractive schemes have been brought out for the tribal children, they are not aware in getting the benefits of those schemes. Due to poverty and poor economic conditions, tribal parents are forced to put their children for wage labour to support their family income. So the large scale absenteeism is a common feature in schools. Normally 42 % of boys and 28 % of girls are attending schools in both the blocks. The rest are keeping away from the schools and are involved in farming work, wage labour, house hold duties, looking after cows and other animals.

Some students hate their teachers who give corporal punishment, give heavy home work, irregular to schools and not good in teaching. Some tribal students are frankly denied to go back to schools due to lack of necessary facilities like free text books, uniforms, mid day meals, which are not being provided well in time. But 65 % of children like their teachers, text books, curriculum and give respect to their teachers also. 44 % of dropout children said that they do not go back to schools as their parents are not interested due to poverty and financial problems. The other notable things such as students failure in

the examinations, overburdening of home work, sickness of the child and the irresponsible teachers are the root cause for the students to keep away from the schools.

As the tribals are educationally, socially and economically backward, a good system of education will have to be adopted to improve their living condition.

Though many educationists have recommended for a different curriculum in their dialect atleast in first two standards for creating interest in education, it is noticed that all the parents, leaders, learners are not for it. They want to study state curriculum in the regional language to have all the state benefits.

OPERATIONAL

AND

MANUAL

STUDY

CHAPTER I

OBJECTIVES OF THE TRIBAL STUDY.

It was proposed to undertake a study in education of tribal children with particular reference to the tribal girl child under the District Primary Education Project. The main purpose of the study is to enhance the provisions already available in the various states with significant tribal population and also to introduce additional provisions for ensuring education of tribal children. The main focus is to find out the attitude of tribal parents tribal children of school going age, and the administrators of education institutions towards both availability of education opportunity as well as expectations from the educational system as a whole which helps the planners at district level to make more meaningful and direct interventions for ensuring quality education in tribal areas.

The main objectives of the tribal study as mentioned by the planners of DPEP are as follows:

- 1) Study of educational needs of the tribal children.
- 2) Study of educational facilities and incentives available for tribal children and their impact on children's enrollment, motivation and achievement.

- 3) Status of curriculum and teaching - learning materials and their relevance to the needs and capacities of the tribal children. (Special attention will be paid to tribal language and their use in both curriculum development as well as teaching - learning materials)
- 4) Identification of gaps in educational facilities as well as infrastructure available.
- 5) Status of teachers in tribal areas and their training.
- 6) Status of monitoring and inspection of schools in the tribal areas.
- 7) Extent of community participation in the educational programmes.
- 8) Case studies of selected Ashram schools in the tribal areas under study.
- 9) Opinion of the parents about the present educational system and their expectations.
- 10) Opinion of the teachers in improving the educational facilities to tribal children.

The above ten objectives were dealt in detail one by one during our study.

1. STUDY OF EDUCATIONAL NEEDS OF TRIBAL CHILDREN:

Tribals, still lead an isolated and segregated life are scattered throughout Karnataka. 4.26 % of the total population are tribals and they are living in hilly areas, forest areas, and some of them near the villages. They are socially, economically and educationally backward. The latest developmental schemes are not reaching them and most of them are not aware of these schemes. If they are to be uplifted, it is only through education. So, it is very much essential to educate them. This study helps us to identify the existing lacuna in educational facilities and the needs of tribal education.

2. STUDY OF EDUCATIONAL FACILITIES AND INCENTIVES AVAILABLE FOR TRIBAL CHILDREN AND THEIR IMPACT ON CHILDREN'S ENROLLMENT, MOTIVATION AND ACHIEVEMENT

Central and State Governments have brought out so many useful and attractive incentive schemes to educate tribal children. Still noticeable educational development has not taken place and most of the schemes are not reaching them. This study helps us to discover whether these incentive schemes have reached them completely, reasons for not reaching them, has it shown any improvement in enrollment, whether it has motivated the children for education and how far these tribal children are successful in achieving the target.

3. STATUS OF CURRICULUM AND TEACHING - LEARNING MATERIALS AND THEIR REVELAVANCE TO THE NEEDS AND CAPACITIES OF THE TRIBAL CHILDREN.

This is a very important aspect of our study. Tribals, who lead a segregated life will be having their own dialect, culture, social habits and skills. The educational facilities that we extend to them should not be forced on them and they should feel that they are not exposed to a new situation. This study helps us to identify the relevance of the curriculum to their needs and to enhance their capacities.

4. IDENTIFICATION OF GAPS IN EDUCATIONAL FACILITIES AS INFRA STRUCTURE AVAILABLE

Every state will be having the approved educational facilities for the proper functioning of the school. Still there will be some gaps, may be because of administrative lacuna or financial reason which comes in the way of providing good education and this study helps us to identify the gaps in the educational facilities and to over come them.

5. STATUS OF TEACHERS IN TRIBAL AREAS AND THEIR TRAINING:

The policy of education has been changed and the teachers must be capable of meeting the needs of the changing society particularly the teachers who are working in tribal areas have to

be more careful in attracting, motivating the children. In doing so, they will be having some problems which are different from other teachers. They will be having personal as well as official problems like residential problem, lack of in-service training facilities, language problem, students irregularity, hygienic problem and isolation problem etc. This study helps us to know the status of teachers, their attitude towards tribal children, their problems, their achievement in inspiring, and educating the tribal children.

6. STATUS OF MONITORING AND INSPECTION OF SCHOOLS IN THE TRIBAL AREAS :

Normally tribal schools are away from the cities and tribal leaders will not show any interest in education. Most of the schools are not functioning properly. Even the administrators show least interest in visiting, inspecting and providing immediate necessities for reasons of their own. This study gives us clear idea how these schools are monitored and inspected and how the supervision is effectively done.

7. EXTENT OF COMMUNITY PARTICIPATION IN THE EDUCATIONAL PROBLEM.

Community participation is very much essential for the effective implementation of the educational policies. But tribals are least bothered about their role in the school

activities except in a few cases. This study focuses how the community is involving in school activities, what is their opinion about the present day curriculum, method of teaching and what is their expectations by schooling.

8. CASE STUDIES OF SELECTED ASHRAM SCHOOLS IN THE TRIBAL AREAS UNDER STUDY.

Ashram schools are providing better educational facilities with residential facilities to tribal children. They care more to develop the skills of the tribal children along with the regular education. Karnataka is having more than 76 Ashram schools in the state. This study will help us to know how effectively these Ashram schools are functioning in tribal areas and how the tribal children are availing this facility.

9. OPINION OF THE PARENTS ABOUT THE PRESENT EDUCATIONAL SYSTEM AND THEIR EXPECTATION.

Every parent is ambitious of their children's future and the tribal parents do have their own expectation from educational system. By this study we can collect the opinion of the tribal parents about the present day curriculum, language to be used, the implication of education on their family. At least he will be motivated to think on these lines and they will be able to form his own opinion.

10. OPINION OF THE TEACHERS IN IMPROVING THE EDUCATIONAL FACILITIES.

It is the teacher who makes any policy successful or failure and it is he who is to inspire and show progress of tribal students. But it is not so easy as he has to work in between many problems. He is the right person to give suggestions for better educational facilities. This study helps us to identify the problems and the suggestions for the improvement.

Thus this tribal study is having clear objectives to identify the educational facilities, and incentives that is extended to tribal children, their implications on them, administrative draw backs and their expectation from education.

TRIAL STUDY

OPERATIONAL

STAGES

KAMATAKA

STATE

CHAPTER II

National Council of Educational Research and Training has selected Karnataka as one of the 7 states for tribal study with significant tribal population spread through out the state. As per 1991 census the total population of Karnataka is 4,49,77,201 out of this 19,15,691 are tribals and their percentage is 4.26. This study is restricted to DPEP Districts viz Raichur and Kolar since it collects the sample from tribal community.

STATE FUNCTIONARY:

A state co-ordinator and one Professional Assistant have been nominated by the Government of Karnataka to take up the tribal study. One Computer Assistant has been appointed temporarily for 3 months.

STATE CO-ORDINATOR:

Smt. P.Sharadamma, Principal, DIET, KUDIGE,
COORG District.

PROFESSIONAL ASSISTANT:

Sri Kemparaje Gowda, Subject Inspector, Office
of the Deputy Director of Public Instruction,
Mysore.

COMPUTER ASSISTANT:

Sri. R.Rajiv, Mysore

All the above three constitute the State functionary.

SELECTION OF LOCATION:

As already mentioned, out of the four DPEP Districts Raichur, Kolar, Mandya and Belgaum; two districts Raichur and Kolar have been selected for tribal study. Devadurga in Raichur District and Gowribidanur in Kolar District have been selected as Blocks.

Since it is a sample study 10 villages in each Block have been selected.

The selected villages are as follows:

Gowribidanur Block.

- | | |
|-------------------------|----------------------|
| 1. Golla Chinnena hally | 2. Bandamindu thanda |
| 3. Sukali thanda | 4. Dandigana hally |
| 5. Hakki Bikki colony | 6. Hulikunte |
| 7. Kudumala Kunte | 8. Dyavara hally |
| 9. Hosakote | 10. Adde koppa |

Devaqurga Block.

- | | |
|------------------|-----------------|
| 1. Kotigudda | 2. Kotha doddi |
| 3. Arakera | 4. K. Erabagera |
| 5. Devathgal | 6. Karigudda |
| 7. Chinchodi | 8. Jala hally |
| 9. Bunkala doddi | 10. H.N. Thanda |

The above 20 villages have been selected because of tribal population on consultation with the District and block educational authority. The block maps are prepared and enclosed.

PREPRATION OF INSTRUMENT:

The sample from each tribal community consists of teachers, parents, village head, community leaders, children and administrators, seperate instruments for each sample was prepared at NCERT. Nine instruments which cover the above samples were prepared. It was also suggested to hold focused group discussions to assess the attitude and opinion of the community. A training manual which gives details of the data collection was also prepared and supplied by NCERT during the preliminary workshops and training programmes at NEW DELHI.

FIELD INVESTIGATORS:

It was decided to appoint field investigators temporarily for 2 months. It was also decided to appoint equal number of ladies

and gents to carry out the study effectively. Thus 4 ladies and 4 gents were selected as Field Investigators with the help of the concerned D.D.P.I's of the selected Districts. The names of the Field Investigators is given below.

For Gowribidanur Block:

1. Byappa Reddy
2. Hanumantharayappa
3. M.G.Shylashree &
4. H.R. Manjula

For Devadurga Block:

1. Ramappa Durgappa
2. Shankara S.
3. Latha Majumdar &
4. Padmavathi Majumdar

They were trained for 4 days in Mysore. A training manual was given to them and the way in which the study is to be carried out was discussed in detail with practical work.

In the meantime the Instruments were translated to Kannada and printed. The training manual was not translated to Kannada, because most of the field Investigators selected were double graduates and able to understand the manual in thread bare. The identity cards were given to them to carry out the work smoothly. Letters to the district, taluk and school authorities were sent in advance requesting their cooperation during the study.

The Field Investigators were made to 4 groups, one male and one female as their member and called as Neethi, Preethi, Shanthi

and Jyothi's team and they were supplied with a regular time table and they were asked to be in each village for 4 days. The time table copy is enclosed in Appendix.

Actual survey was started from 6.12.1993 and concluded on 3.1.1994 (since there was Panchayat elections in Karnataka on 28/29.12.93 and one more village has to be covered as there were no tribals in one of the selected villages)

The filled in Instruments and diaries were collected by the Investigators and they were asked to write an essay on their experiences in the field. In the mean time software was received by NCERT, the consolidation and analysis of data collected was done as per the instructions which were given in the last meeting at NCERT to all the State Functionaries on 21st, 22nd of January 1994.

STATUS REPORT:

A Status report, which gives the complete picture of tribals of Karnataka, their progress and problems with special reference to education was prepared by Dr. R.Indira, Reader, Manasagangothri, University of Mysore, Mysore as per the guide lines of NCERT and submitted.

STUDY REPORT :

A Study report which contains the whole process and procedure, data analysis with the required documents is also prepared.

LOCATIONS

NEW YORK
NEW YORK
NEW YORK
NEW YORK
NEW YORK

NEW YORK
NEW YORK
NEW YORK
NEW YORK
NEW YORK

CHAPTER III

Karnataka is one of the states selected for tribal study because of its significant tribal population. Out of the total 4,49,77,201 population, 19,15,691 are tribals. It is situated in the western part of peninsular India, constituting the southern extension of Deccan Plateau. It is rhomboid in shape. Surrounded by Maharashtra in the North, Andhra Pradesh on the East, Tamilnadu on the South and Arabian sea on the West, it stretches from 11° 5' North to 19° North latitude and from 74° East to 78° 6' East longitude. It has got 1,91,791 sq. kms total area and it is the sixth largest state in India. It is divided into 20 districts for administrative purpose (and 21 educational districts) and grouped into 4 divisions namely Bangalore, Mysore, Belgaum and Gulbarga.

Kolar from Bangalore Division, Mandya from Mysore Division, Belgaum District from Belgaum Division and Raichur from Gulbarga Division have been selected as DPEP Districts. But only two Districts i.e., Kolar and Raichur have been selected for tribal study considering the tribal population.

KOLAR

Kolar, which is the head quarter town of the district, by which name the district is also called was known as 'Kolahala', 'Kuvala' and 'Kolala' in the former time. It belongs to the

maidan (plain) group of districts and it is the eastern most district of Karnataka State. It is situated between 12° 46' and 13° 58' North latitude and 77° 21' and 78° 35' East longitude. Its greatest length from North to South and East to West is almost same i.e., 136 km.

It is bounded by the Districts of Bangalore, Tumkur on the west and surrounded by the districts of Andhra Pradesh and Tamil Nadu (adjoining states) on the east side. It is roughly rectangular in shape and having a total area of 8236.5 sq.kms. which is nearly 1/23 of the whole area of the State. The population is steadily increasing and it is 22,16,889 according to 1991 census. Out of them 1,53,019 are tribals.

There are no natural features like rivers or mountains forming the boundaries of the district separating it from other districts. The central and the eastern parts of the district forming the valley of the polar area undulating and well cultivated. The general level varying between 2786 ft. at Kolar and a considerable depression occurs in the valley of the north i.e., towards Gowribidanur.

ETHNOLOGICAL AND LINGUISTIC FEATURES:

The language other than mother tongue used most commonly in the district is Kannada. In recent decades, there has been gradually a large influx of persons from the neighbouring Telugu

and Tamil areas. Usually the migrants learnt and became conversant with Kannada. The KGF Gold mining industry has attracted large number of Tamil speaking persons from the Tamil Nadu and they are concentrated in the city. There are 43 languages and dialects written as mother tongue in the district. In Gowribidanur block Telugu speaking people occupy the first place than Kannada speaking people. The percentage of mother tongue speaking is as follows:

Kannada speaking people are 34.7 %

Telugu speaking people are 43.2 %

Tamil speaking people are 20.5 %

Marathi, Gujarathi, Banjari, Vadari are the other dialects spoken by other people.

SOCIAL AND ECONOMIC FACTORS:

All the Hindu castes and communities are governed by Hindu law, inheritance being universally in the male line. Social, economic, linguistic, territorial, religion and occupational differences often prove effectual bars to inter marriage. Traditionally in the past a number of castes preferred child marriages have gone out owing to social reforms and legislation. Ragi and Rice are the staple food grains through out the district. The temporary huts erected by the labourers for the migrating classes are called Gudasalus or Gudlus.

Kolar Gold Field (KGF), Bharath Earth Movers Limited (BEML) and Atomic Energy Station, Gowribidanur Sahakara Sakkare Karkhane are the important industries in Kolar district, which provide employment to a good number of people. The working population is classified as cultivators, Agricultural labourers, labourers in mining, quarrying, livestock, fishing, hunting and other household industries.

RAICHUR

The district Raichur has got historical importance since the beginning. It is lying between the rivers Krishna and Thunga Bhadra and potentially rich. It derives its name Raichur from its headquarters town as do most of the other districts also in the State. The name of this place, which has considerable antiquity can be traced back to the 12 th century atleast. It has been mentioned as 'Rachavoor' or 'Rachavoor' in the inscriptions of Vishnuvardhana, the King of Belur. 'Racha' being derived from Raja (king) and 'Oor' means a place or town i.e., Rachavoor means "king's place", which confirms that it was an important town in Karnataka. A story is there, that a rabbit turning on a dog and perished him and tearing the dog to pieces at this place, though that the heroic and unusual action was a fit place to build a fort and named as 'Naichoor' then becoming Raichur. It is also known as the 'stone town'. Rai means stones

and 'oor' means town. Whatever the story may be, Raichur district is situated in the North-Eastern part of Karnataka and falls within the northern maidan region. The chief characteristics of which are expanses of treeless plains, black soil with a bare hillock here or a boulder there and some lower belts following the main rivers Krishna and Thunga bhadra.

It lies between 15° and $16^{\circ} 34'$. North latitude and 75° and $77^{\circ} 85'$ East longitude. In between the two major rivers Krishna and Thunga bhadra, the general slope of the district is from North-west towards the South-east. Its average height above the mean sea level being just 1,311 ft.

The district is bounded in the north by Gulbarga district, Bijapur and Dharwad towards west, Mehboob nagar of Andhra Pradesh towards east, Kurnool of Andhra Pradesh and Bellary district towards south. Its geographical area is 14,015 sq. kms and the total population is 23,09,887 according to 1991 census. The main occupation of this district is also agriculture and labour. A famous Thermal Power Project is at Raichur only.

ETHNIC BACK GROUND:

The position of Raichur district almost in the heart of the Deccan plateau has made it comparatively speaking, less open to racial intermixture than the coastal regions which have had from time immemorial trade and other contacts with the foreign

countries. Until about the advent of the Muslims, there has not been much evidence of ethnic fusion or inter racial influence. After the invasion of Muslims caused a rapid racial mixture in the district gave rise to the birth of a new type called the "Deccani" who is muslim in religion but largely Hindu in customs and manners. In Devadurga region, we came across such type of people having this racial customs.

In the district and in some parts of Devadurga block, the Scheduled tribes such as Bhil, Chenchus, Gond, Koya, Thoti are the inhabitants in some villages. The denotified tribes are Lambani, Woddars, Paradhis, Yerkula and Kaidadi.

But for our tribal study, we have come across Beda, Valmeeki and Nayakas in Deodurga block who are the dominant tribal people there.

Hinduism, Brahmanism, Veerashaivism, Jainism, Islam, Christianity are the important religions in the Raichur district.

LINGUISTIC FACTORS:

The main language spoken in the district is Kannada. Languages like Telugu and Urdu are also spoken by some people who are also quite familiar with Kannada. Until recent times (1956), Urdu was the official language and the medium of instruction in the erstwhile Hyderabad State. The Kannada language as spoken in the district now a days has many Urdu and Telugu words.

SOCIO - ECONOMIC FACTORS:

A refreshing feature of social life in the district is that the old time habits of reverence to elders and obtaining guidance from them in all matters have not died out even to day. Raichur district has also been the birth place of most famous Haridasa exponents of the cult, which incessantly spread the message of Bhakti. Social evils like drinking alcohol and prostitution have been a profession as old as human society and they are pursued in cities and towns almost all over the district.

The district is on the threshold of a rapid economic development. The economic developments of any district depends largely on the local natural resources. Keeping this in view, economic growth has been planned in recent years under Five year plans having regard to its potentialities in the field of Irrigation, Agriculture, Industries, Communications etc. The mighty Tunga Bhadra Project and other programmes carried out under Five Year Plans have brought about development of a far reaching importance and have laid the foundation for its future prosperity. Life has become more active and the people have been encouraged to work better for their economic progress.

The district will naturally be a granary for the whole state as it will produce large quantities of Paddy, Jowar, Wheat, Cotton, Groundnut and Pulses. Yet as at present, on the whole

the district and the Devadurga block are found to be backward where per capita income is Rs. 540/- occupied the 19th place in the State.

The tribes that we came across during our study are Bedas also called as Nayakas, Valmikis in different region and Hakki pikki. As Dr. Hoehel rightly pointed out "tribe possess a distinctive culture that marks it off from other tribe". Each tribe differ to great extent in all aspect.

BEDAS:

Bedas are also called as 'Nayakas' in some region and 'Valmikis' in some region, are originally a wild tribe living in jungles and mountains and supporting themselves by hunting. They used to infest the highways for robbery and were considered fit instruments for all act of rapine and cruelty. Their early habits fitted them well for the army of which in later times they became a most important element. They were largely employed in the army of Vijayanagar empire who gradually spread to south and by the time of Hyder Ali they not only constituted the pick of the troops but many of the castes had set themselves up as petty chiefs known as 'Palegars', who had also men of the same caste in their armies.

Even to-day they are scattered throughout Mysore, Kolar, Bijapur, Chitradurga, Bellary, Belgaum, Dharwad and Raichur districts. Their population is 2,71,134 in total whereas 1,38,345 being males and 1,32,789 being females, according to 1981 census. Though they are named as 'Nayakas', their economic condition is very poor and most of them are cultivators and do hunting occasionally. But a few of them are coming up very well availing all benefits of State and Central governments.

HAKKI PIKKI:

They are called as trappers and sellers of birds, which they were doing in early days. They are the nomadic tribes but now a days government is making all efforts to settle them at a place by allotting free houses, granting lands and providing agricultural instruments. They want to live in their own thandas. They are fair complexed, ill healthed. Women earn money by putting tatoos, selling beeds, needle etc. Men sometimes steal. Now a days, they have started rearing domestic animals like cows, sheep, goat and poultry etc.

They are having their own dialect which is a colloquial telugu, marathi, gujarathi in Gowribidanur taluk.

Since the male/female tribal population in blocks is not available in any census book, the total number of tribals have been given in both the districts. The literacy rate is as follows:

Raichur:	Total population:	23,09,887
	Male :	11,64,735
	Female :	11,45,152
	Literates Total :	6,63,668
	Male :	4,60,480
	Female :	2,03,188
Literates in Devadurga	:	29,040
	Male :	22,040
	Female :	7,516
Kolar:	Total Population :	22,16,889
	Male :	11,25,516
	Female :	10,91,373
	Literates Total :	9,45,737
	Male :	5,97,550
	Female :	3,48,222
Gowribidanur Literates	:	93,106
	Male :	60,334
	Female :	32,772

The percentage of Female literacy is considerably less in Devadurga block.

INSTRUMENT

ANALYSIS

TEACHER

NAME

DATE

CHAPTER IV

ANALYSIS OF INSTRUMENTS

INTRODUCTION:

As already mentioned this tribal study was proposed to find out the provisions already available in the state and also to introduce additional provisions for ensuring better education of tribal children. The samples of this study are the teachers, community leaders and children of school going age. Separate questionnaires have been prepared to collect information and opinion of all the above mentioned group. Since our study is with reference to education of tribal children, more concentration has been given to collect information about school physical facilities, curriculum, method of teaching etc. Four instruments have been prepared, three to teachers and one to Head master to collect the required data. One questionnaire has been prepared to collect the opinion of the village head and one more to collect the opinion of the village leaders. There is a questionnaire to parents which collects their opinion about school, their participation etc. One more to children and one to administrators. Thus 9 instruments have been prepared and data thus collected are analysed as follows:

INSTRUMENT I

Teacher, the builder of the Nation plays a significant role in the field of education. East or West, everywhere he has been respected for his remarkable service to the mankind. Like a gardener, caressing the plants, he caresses young human beings and look after their physical, mental and social growth and development. It is he who fashions the child in the shape of his image and gives second birth to the child. He plays the most prominent role in moulding the habits, tastes and character of the pupils and thus he is rightly called as the "Architect of the Nation", "the harbinger of the progress of culture", "the maker of a man" and the "maker of history". It is accepted by every one that the future of any country is in the hands of teacher who has the prerogative of moulding the character of the children who are going to shape the destiny of the country.

The responsibility of teacher is increasing day by day. Unless the teacher discharges his duty sincerely and honestly education cannot progress. It is through him that practical work starts and whatever the lacuna may be, if the teacher is interested and enthusiastic he can provide better education. That is why the tribal study has given importance to collect the

opinion of teachers and 3 instruments have been designed to improve the tribal education.

Instrument No. I is prepared for primary school teachers of tribal area. It has two parts, part A and part B, where in part A has got 9 questions and is filled by the school teachers only.

PART A

Question no. 1 asks for the name of the teachers. The list of 48 teachers interviewed is enclosed at the Appendix. II question about their sex, out of 48 teachers interviewed 36 are men which constitute 75 % of males 25 % of female teachers. Though more than 40 % of teachers are ladies in Karnataka, the selected lady teachers are not willing to work in rural areas particularly in tribal areas.

Question no. III collects the age group of teachers. 85 % of the teachers are between the age group of 25-50, who are having good experience in teaching, patience and enthusiasm in their profession. 8 % of them are within 25 years of age, bubbling with interest and ideal and others are above 50 years age group.

Fourth question is to know about teachers marital status, 83 % of the teachers working in tribal area are married and only

17 % are not married. This 17 % of unmarried teachers include 8 % of below 25 years age group also. No difference has been noticed in the work of married teachers and unmarried teachers. Question no. 5 is about the educational qualification of the teachers. There are 10.42 % of below matric, 31.25 % high school, 54.16 % higher secondary and only 4.17 % graduates. There are no post graduate teachers working in tribal area.

Sixth question is about professional qualification. 87.5 % teachers are having pre-service training where as 12.5 % have got professional training after joining the department and all of them have passed T.C.H. i.e., elementary training only. The Karnataka state has prescribed SSLC + TCH as the minimum qualification for appointment of primary school teachers since recently.

For the 7th question, Have you ever attended any in-service training programme 52.1 % of the teachers responded 'Yes' and said that Directorate of Education has conducted the training programme and 47.9 % have not attended any in-service training programme. According to question no. 8, 6.25 % of schools are single teacher, 56.25 % of schools are having two teachers and 37.5 % of schools are having multi teachers. As per the Operation Black Board scheme most of the schools in Karnataka are having more than one teacher and even most of the tribal schools

are having minimum two teachers. 9th question is to know the details of classes that the teachers are teaching. Majority of them are teaching from I to IV standard. 43.75 % teachers to class I, 39.60 % to II class, 50 % to III class and 58.33 % to class IV. If there are two teachers in a lower primary school, they have to teach minimum 2 to 3 classes and thus they are teaching more than 1 class.

PART B

This part has got only 4 questions which collect their opinion about their profession and problems they are facing while teaching.

For the first question "Do you find your job interesting", 100 % of the teachers said 'yes' and like the following aspect most in their job which are grouped in the descending order

1. Interested in teaching
2. Like to give effective teaching
3. to teach Mathematics and English effectively
4. likes to teach script writing
5. likes teaching and playing with young children.

The second and third questions are very important which deal with their experience of problems while teaching to the tribal

children, 48 % of the teachers have experienced the following problems like

1. language problem
2. Cleanliness problem
3. Parents' uncivilisation (?)
4. Financial problem and
5. Irregularity problem

52 % have not experienced any problem and according to 62.5 % teachers the tribal children do have some specific learning problems like

1. Language problem
2. Understanding problem (they cannot understand?)
3. Parents not encouraging them for studies
4. Food problem

But 37.5 % of teachers have not noticed any learning problem.

The last question in part B is also very important as it speaks about girls problem. 58% of the teachers admit that problem of tribal girls are different from boys as girls will have specific problems. They are-

1. They have to do house hold work
2. Parents are not interested in girls education.
3. They have to take care of young children.
4. Some of them are to be married early (Child marriage)

But 42% of the teachers have not noticed any difference between the problems of boys and girls.

Thus instrument I gives bio-data of the teacher and their opinion about learning problems of tribal children.

Imp.:- 1. Almost all teachers working in tribal area are trained.

2. Most of the schools have minimum two teachers.

3. In service training programmes are being provided to teachers through DIETS.

4. Almost all schools are having their own building. operation Black Board facilities are extended to all districts in Karnataka.

INSTRUMENT II

Instrument II is also for teachers. It has got two parts, Part I and Part II. Part I is again divided into two sub heads A and B.

Sub head A of Part I has got 8 questions and is filled up by the teachers only.

Question No. 1 is about the schooling facility in that village. 100 % of the villages are having primary schools, (Since this instrument is filled by the teacher. But we have selected 4 small habitats without primary schools for our study 62.8% are having higher primary schools. 20.8% are having high schools and no village is having higher secondary schools.

Question No. 2 is about other educational centres in the village. Karnataka is not having non formal education centres. So 100% villages are not having NFE's, 33 % of the villages are having adult education centres, 14.58% villages are having Balawadis and 93.75% have Anganawadi's. Now a days more importance has been given to start more Anganawadis and Balawadis in rural areas.

According to Question No. 3, only 18.75% of schools are having all facilities available under block board operation

81.25% schools needs more facilities. The immediate needs of the 81.25% of schools are

1. teachers
2. Science Kits and Equipments
3. Furniture

The needs in the long run are

1. School building and play ground
2. School field and TV
3. Library

Question 5 is about village education committees. Only 29.16% schools are having VEC's and 70.84% schools are not having and according to Question 6, these 29% of VEC's take active part in the educational programmes of the school.

7th question is very important and it speaks about the incentive schemes to tribal.

Stipend is given in 12.5% of schools

Free text books in 2.7%

Free stationary in 10.41%

Free Uniforms in 100%

Midday meals in 58.33%

Attendance scholarship 35.41%

There are no schemes like providing chappals, school bag, free meals, allowances free transport facility in these schools. But Milk scheme and scholarship scheme to SC & ST is also there in Karnataka.

According to Question 8 only 23% of the teachers have said that these incentives are given to children in time but other 77% have said it is delayed because -

1. Govt. is not supplying the materials in-time.
2. Officers carelessness
3. Adiminstrative reasons

The incentives like supply of text-books midday meals, uniforms should be supplied in the beginning of the year' says many teachers.

SECTION B

Section B has got 7 questions filled up by the teacher.

Question 1 is about regular attendance of the school. Only 25.5% of teachers opinion is that children are regular another 87.5% teachers say that they are irregular because of following reasons in the descending order.

- | | |
|-------------------------------------|--------|
| 1. Economic condition of the family | 95.23% |
| 2. House hold work | 90.47% |
| 3. Work in the farm | 85.71% |

4. Parents unwillingness	52.38%
5. Non availability of text books	28.57%
6. Sickness of the child	23.8 %
7. Unwillingness of the child to go to school	21.42%
8. School atmosphere	9.52%
9. Failure in exams	7.14%

and two other reasons are: 1. Social problems and (2) no midday meal facility.

According to Question no. 3, 64.58% of teachers working in tribal area belong to local community like Nayaka , Beda, Golla and Kuruba etc. For Question no. 4, 40% of teachers have replied that they come from adjoining villages and for Question no. 5, 56.26% of teachers are coming from distant places. For 6th question, 78% of teachers have responded that they are staying in the same village.

Question No. 7 is to know whether the teachers have motivated the non-school going children to go to NFE centre or not, 56% of teachers say 'Yes' and they are motivating them

1. to attend the class after school hours
2. to go to evening classes

Since there are no NFE centres in Karnataka the teachers are motivating them to learn in 'Kalika Kendra's ' of TLC scheme, Raichur is having post literacy campaign programmes and Kolar is having mass literacy programmes.

Part II has got 5 questions filled up by the investigator with the help of the records. According to Question No.1, the total population of the village, women, men, girls and boys of 6-14 age group is given as follows.

In Gowribidanur taluk the total population of ten villages (Many are new habitats like Hakki Pikki thanda) is 5313. Out of them 2599 are women, 2708 are men, 450 are girls and 435 are boys.

In Devadurga the total population is 24,730. Out of them 12,310 are women, 12437 are men, 3534 are girls and 3989 are boys.

The locations selected in Devadurga are big and settled villages where as some of the locations selected in Gowribidanur are new habitats. Government has identified the nomadic tribes like Hakki pikki and provided them all the required necessities like free housing, free landing et. to settle. That is why the population in Gowribidanur is less compared to Devadurga. Even to the second question is about the percentage of tribal population in the selected 20 locations are as follows:

In Gowribidanur, the total tribal population is 53.09 %. 53.9 % are women, 52.2 % are men, 52.4 % are girls and 56.18 per cent are boys. Most of the villages in Gowribidanur are having more than 50 percentage of tribal population.

In Devadurga 52.81 % is the total tribal population. 53.46 per cent are women, 52.27 % are men, 47.67 % are girls and 45.53 % are boys, which is considerably high. This information has been collected by our investigator by conducting door to door census.

Question no. 3 gives the percentage of tribal literates. The total tribal literacy percentage in Gowribidanur block is 25.74. It is 16.2 % in case of women, 33.31 % in case of men, 44.59 % girls and 61.19 % boys. It is very less in case of ladies. In Devadurga it is still worse. 16.61 % is the total literacy. 2.55 % women, 6.53 % men, 34.75 % girls and 64.75 % boys.

"Do all the children go to school or NFE?" is the fourth question, for which 100 per cent teachers responded 'No' in both blocks, because all children are not going to school. Since there are no NFE centres question of sending them to NFE centres does not arise. For the fifth question, the teachers responded that, only two categories are found in Karnataka, (1)Percentage of tribal children in primary schools (2)Percentage of tribal children not attending schools. 31.77 % of girls, 41.19 % of boys are attending schools and 54.78 % and 38.36 % are not attending schools in Gowribidanur block. It is better in Devadurga, 42.38 % of girls and 49.72 % of boys are attending schools and 65.12 % of girls and 35.38 % of boys are not attending schools.

- Important: 1. There are primary schools in all villages except new habitats. Schools are to be provided with all required necessities like building, play ground, science apparatus, library, more teachers etc. Incentives are not reaching the students well in time and more than 58 % of the children are not attending schools.
2. There are no NFE centres in Karnataka.

INSTRUMENT III:

Instrument no. III is also for the teachers, which gives information about the curriculum. The text books, the educational facilities, and the community participation. It also contains two parts I and II, and Part I is subdivided into sub-groups A and B.

Part I has got 9 questions which are filled up by the teacher only. For first question 100 % teachers say that they are following state curriculum and to the second question also 100 % teachers say that the language used in text books is Kannada and according to question no. 3, 94 % of them opine that the present curriculum is suitable to tribal children, 6 % of them say that it is not suitable but they have not substantiated their statement with reasons. It is true that all tribal schools are following state curriculum in Kannada language as medium of instruction. Now a days steps have been taken by some voluntary agencies to provide separate books to tribal children but not accepted by the tribal community as they want their children to learn Kannada and to study state books only.

To question 4, 81.25 % of teachers are having access to teaching aids and other materials required for teaching. Others

are not having access to teaching aids because they are facing problems like:

1. The need of teaching materials
2. Sufficient teaching aids are not there
3. Maps and Science kits are required
4. They feel that effective teaching is not possible.

But these replies are not satisfactory and they are to be oriented to use teaching aids.

According to the reply to question no. 5, 100 % of teachers give home work to tribal children and according to question no.6, 56.25 % teachers says children do it on a regular basis where as another 43.75 % says that they are not regular in doing home work, because of the following reasons (question no. 7) in descending order

- | | |
|---------------------------------------|--------|
| 1. Children have to do household work | - 48 % |
| 2. Lack of time | - 19 % |
| 3. Lack of interest | - 19 % |
| 4. Lack of understanding the subject | - 17 % |
| 5. Too much of home work | - 4 % |

and some of them have specified that 'no power supply in the village'.

All the above 5 reasons are to be accepted and even the specified reason, 'because there is no electricity in villages,

tribal students who will be free from all house hold work during night time cannot do the home work' is also to be considered as one of the reason.

Questions 8 and 9 are about the examination system that the teachers are following. 100 % of teachers are following half yearly and annual examination system and 91.66 % are conducting monthly exam/unit test and only 29.16 % are conducting quarterly/semester system and 100 % of teachers are not to involving the community members to evaluate their children.

PART B

Part B has got 7 qualitative questions, which are very important and helpful to study the needs of tribal children.

For the first question, only 75 % of teachers have responded that present education system is helpful to fulfill the needs of tribal children and the rest 25 % say 'NO'. According to question no. 2, 77 % of the teachers opined that the present system of education helps the girl child to develop herself as a useful member of society and 23 % say it is not suitable for girls. Question no. 3, according to 81 % teachers, the present curriculum is relevant to girls and 83 % teachers it is relevant for boys. To question no. 4, 71 % of teachers say that the text books used by children are easy to understand and the rest 29 % say it is not so easy to understand.

For the fifth question, only 37.5 % teachers have responded that a special methodology is needed to tribal children and 62.5% say that special methodology is not required and to question no.6 only 27 % teachers use tribal dialect to explain the difficult concepts but other noticeable 73 % are using Kannada language to explain difficult concepts. For the last question 95.83 % of teachers opine that Kannada should be used as medium of instruction (text books). Most of the teachers are not for tribal dialect, special curriculum and special method of teaching to tribal children. They want them to be educated as other children get education to make them equal to other children.

PART II

Part II has got only 4 questions which are filled up by the investigator with the help of school records. First question is to know the exact number of working days in Devadurga and Gowribidanur blocks. The number of working days in Devadurga is 213.9 (average) where as it is less in Gowribidanur taluk i.e., 189.5 days. Second and third question is about the initial enrollment and dropouts in each block. It is as follows:

	DEVADURGA		GOWRIBIDANUR	
	Girls	Boys	Girls	Boys
Enrollment:				
I	43.1	66.8	8.0	12.0
II	30.4	42.4	0.6	0.1
III	15.1	30.9	0.4	0.0
IV	8.7	18.3	0.0	0.0
Dropouts:				
I	1.2	1.0	0.9	1.2
II	1.4	1.9	0.8	1.2
III	2.5	3.1	0.7	0.8
IV	1.0	1.8	0.3	0.1

The enrollment is very good in Devadurga and even drop outs average is less. But enrollment needs lot of improvement in Gowribidanur and creating awareness for tribal education is to be campaigned.

Important: 1. Teachers feel that present education is helpful to fulfill the needs of tribal students.

2. 37 % of teachers advocate special method of teaching to tribal students.

3. 100 % teachers recommend for Kannada as the medium of instruction.

WARRIORS

WARRIORS

WARRIORS

WARRIORS

WARRIORS

WARRIORS

INSTRUMENT IV

Head Master may be described as the solar orbit round whom all the teacher planets revolve. In fact, as a head of the administration in the school, he may be compared to a 'Captain of the Ship'. He is the hub of the school activity, draws the whole plan of the school, executes the plan, distributes work and co-ordinates activities. He is the liaison officer between the community, the school and the administration. Because he is the first man exposed to inspection and supervision, he is the right person to comment on inspection and thus tribal study has given prominence to collect his opinion and a separate instrument has been designed for it.

Instrument IV gives information about the school inspection and administration. This also contains 2 parts A and B.

For the first question 'which department is responsible for the supervision of your school', 100 % have replied that Education Department and they have specified that Health department is also supervising them in maintenance of health and hygienic aspects. For question no. 2, in case of 55 % of schools the Block Educational Officer supervises, 10 % schools are supervised by V.E.C., 75 % of schools are supervised by District Educational Officer/Inspector of schools and 60 % of schools are

supervised by Deputy Director. The supervision work is done by all Block level and District level officers. According to question no. 3, 75 % of schools are being supervised once in a year, 45 % of schools are supervised once in every three months, 45 % of schools once in a month and only 5 % of schools supervised once in a fort night. Almost all schools are supervised regularly. The Head Masters also specified that the officers are giving surprise visits and sometimes even the Zilla Panchayat members also give surprise visit. To the fourth question, all Head Masters of 20 villages have said that they received feed back from the supervisory staff. For question no. 5, according to them the following are the aspects which are covered by the supervisory staff during their visit.

1. Teaching methodology	-	100 %
2. Management & Administration	-	95 %
3. Children's achievement	-	95 %
4. Medium of instruction	-	85 %
5. School building	-	80 %
6. Co-curricular activities	-	75 %
7. Aspects regarding incentive schemes	-	60 %

They have also specified

1. School gardening
2. Attendance improvement
3. Punctuality

Almost all aspects have been covered during supervision.

To question no. 6, 50 % of the Head Masters have said that they have to fill in many questionnaires for furnishing information to higher authorities and 50 % have said that they need not. Those who have furnished information have said that they have filled in the questionnaire 2-8 times a year.

According to reply of 7th question, 45 % of the Head Masters have received appreciation by the higher authority where as 55 % have not received and those who have received appreciation have specified - (1) appreciation by the Officer (2) encouragement by the department etc.

Part B has got only 5 questions which collect the Head Masters' opinion about Inspection/Supervision filled up by Head Masters only. For question no. 1, 55 % of the Head Masters think that regular supervision is an important component of education system, whereas 45 differ from them. For question no. 2, 3, 4, 90 % of them remarked that the present supervision system helps in improving the working of the school and helps them to improve their capabilities and also encourages for better learning by the children. On the whole they say that supervision is effective in improving the school work and they have suggested some more points for improving the supervision system. They are:

1. Inspection should be twice in a year
2. Officers should give frequent visits

3. Teachers should not be deputed for other works except school duties.
4. Officers should inspire the teachers with suggestions
5. Inspection should be effective

Important: 1. Almost all schools in Karnataka are supervised by Education Department

2. All Head Masters are satisfied with the type of supervision they are having

3. Some of the Head Masters have received appreciation for their good work by the higher officers.

RESEARCH

ANALYSIS

RESEARCH

RESEARCH

RESEARCH

INSTRUMENT V

Pradhan, called as President of the village in Karnataka plays a prominent role in the development of the village. He being the liaison officer between the villagers and the district administration, works for the betterment of the villagers. It is through him that most of the schemes are implemented and he will be knowing the details of the Programmes and their implications.

Instrument V is for the head of the village, which collects information about the tribal benefit schemes, Ashram schools and voluntary organisations. It is the saying that some of the tribal developmental schemes have not reached all the villages. It varies from village to village. This study helps to identify it. According to the reply to question no. 1, Kudumala Kunte of Gowribidanur taluk tops the list in availing 9 tribal development schemes, then comes Adde Koppa enjoying 7 schemes, then Hosakote and Dyavara hally having 6 schemes, Golla chinnena hally, Bandaminda thanda with 4 schemes, Dandigana hally having 3, Sukali thanda and Hakki pikki thanda with 2 schemes and Hulikunte having only one developmental schemes. Hulikunte is a big village but tribal families are only 8, all of them are educationally backward and not aware of the schemes.

It is still worse in Devadurga taluk. Though the tribal population is more, the schemes that have reached them are only a few. Kotigudda and K.Erabagera is having 5 tribal developmental schemes, Karregudda - 4, Jalahally, Chinchodi and Arakera are having 3 schemes each. Bunkala doddi, Devathagal having 2 each and H.N. thanda, Kothana doddi only one scheme.

Question no. 2: The tribal developmental schemes in Gowribidanur are IRDP, Bhagya jyothi, free drinking water supply, Ashraya, free lands to landless, loan facility, Jawahar Rojagar, 100 wells schemes etc., all by State Government (Some banks are giving loans to them) implemented through Zilla Panchayat. K.E.B., Water supply to rural areas, Block development officer and some Banks.

In Devadurga also all the above mentioned schemes are there. All the schemes and implementing departments are the same in both the blocks.

For question no. 3, only three heads of Gowribidanur have replied that there is hostel facilities in the taluk headquarters and 4 heads from Devadurga have replied that there is hostel facilities in Jallihalli village, Arakera village and in the taluk and District headquarters. 23 boys in Gowribidanur and 30 boys in Devadurga blocks are residing in hostels. No girls in both the blocks are availing hostel facility. Here the data collection is not clear and it varies from question to question.

There are non governmental organisations working for the betterment of the tribal people in (1) Hakki pikki colony (2) Kudumala kunte and (3) Addekoppa of Gowribidanur taluk. They are working in the field of Education, development, social welfare and in service motto. All the above activities are carried out through VEC, head of the village and through Panchayat.

There are no primary schools in Hakki pikki colony, Bandeminda thanda, Gollachinnena hally and Dyavara hally as they are newly settled habitats. Still a branch school is sanctioned in Hakki pikki colony from this year. In Devadurga allmost all tribal villages are having school facility. The children of Hakki pikki colony, Golla chinnena hally, Bandaminda thanda go to nearby schools which are within 1 or 2 Kms.

Most of the villages selected for study are having schools within a Km except Bandaminda thanda.

Nearly 188 children of 6-14 age group including 105 girls are going to schools in Gowribidanur taluk and 1157 children including 364 girls are going to schools in Devadurga taluk.

Regarding the results of the developmental schemes, 65 % of the village heads have said that these schemes are fruitful; whereas 35 % have said that they are not and 95 % of them have stressed that there must be more co-operation in implementing the

schemes and 5 % remarks 'not necessary'. The suggestions for the better implementation are as follows:

1. Effective implementation from the administrative authority must be there.
2. Government officials should visit the village again and again to recognise the poor and give needy help.
3. More developmental schemes to be brought out.

Important:

1. Some of the village heads are not aware of the tribal developmental schemes.
2. Some of them are not able to make difference between Ashram schools and primary schools.
3. The tribal people have started to show positive attitude towards their children's education.

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INSTRUMENT VI

Home being the first school of the child and parent (mother) being the first teacher are considered to be very important in the field of education. They have number of responsibilities like understanding the child, their allurity, interests, aptitudes and encouraging them to learn good aspects in life, check their unsocial behaviour by providing good education. It is the parent who watches the progress of the child and tribal study is taking their opinion in the Instrument VI.

This instrument is designed to collect data from the parents of school going tribal children, their concern about the problems of the present system of education, their opinion about the utility of incentive schemes available to their children in the schools and their participation in the activities of the school etc. It makes them to assess whether the present schooling is suitable for their children to come up in life as a good citizen. It also makes them to think whether the school has brought any change in the life style of their family and their views of necessary changes to be made effectively.

This instrument has two parts A and B.

SECTION A

In the beginning parents both father and mother are supposed to give their names, village name, their age, occupation and monthly income. 5 parent couple have been interviewed in each village. Most of them are agriculturists and some are agricultural labourers.

According to question 6, in Gowribidanur block, the monthly income of the parent ranges from Rs. 150/- to Rs. 225/-. So the average income is Rs. 178/-. All come below povety line.

In Devadurga block, the monthly income varies from Rs. 230/- to Rs. 550/-. The average income is Rs. 333/-. So the tribal people in Devadurga are better placed.

As this project relates to tribal people, the interviewed parents in the field survey are Scheduled Tribes.

Eighth question asks about their mother-tongue in the selected locations. The data shows that the tribal people in Gowribidanur block have different languages as their mother-tongue. The people in 5 villages (50 %) have Telugu as their mother-tongue. Kannada in 2 villages (20 %), Lambani in 2

villages (20 %) and Gujarathi in 1 village as their mother-tongue (10 %). There is 80 % difference in mother tongue from Regional language and the rest 20 % is same.

Where as in Devadurga block, the people in all the 9 villages have Kannada as their mother tongue (90 %). As per their opinion, there is 90 % no difference in mother tongue from Regional language Kannada and the difference of only 10 % is identified.

Nineth question gives about the educational level of the parents.

	Gowribidanur Block		Devadurga Block	
	Father	Mother	Father	Mother
1. Without formal education	68 %	96 %	54 %	94 %
2. Primary education	30 %	4 %	42 %	4 %
3. Below matric	2 %	-	2 %	2 %
4. Graduates	-	-	2 %	-

Tenth question collects information about the average number of boys and girls in each village of the selected two blocks.

In Gowribidanur block, the average number of girls are in between 0.2 to 1.9 and the boys are in 1.3 to 2.5. The average number of both girls and boys is 3.1 (3).

In Devadurga block, the average number of girls are in between 1.2 to 4. whereas the boys are in 1.6 to 3.4. The average number of both girls and boys is 4.75 (5).

For eleventh question, the respondents, give responses whether all the children of their family are going to school/NEF centre/Balawadi/Anganawadi or not.

34 % of children in Gowribidanur block and 21 % in Devadurga block are attending school/Balawadi/Anganawadi respectively. The rest are out of the schools.

Twelfth question collects data regarding the number of children in the age group of 6-14 are in the respective family.

In Gowribidanur block, the average number of children between the age group of 6-14 in each family is 2. Whereas in Devadurga block 3 children are in each tribal family.

As per the responses given by the respondents for 13th question, 46 % of the children in 3-6 age group are there in each village of Gowribidanur block. Whereas in Deodurga block it is 54 %. 50 % and 8.7 % of the children in 3-6 age group are attending Anganawadi and Balawadi respectively in Gowribidanur block. But in Deodurga it is 66.67 % and 3.7 % only. (village list is enclosed).

For fourteenth Question, in Gowribidanur block, 78 % of the parents would like the present system of education being operative in their respective areas and the rest 22 % did not like it.

In Deodurga block, 93 % of parents like the school system as good and the remaining 7 % do not like.

According to replies to Question 15, both the blocks 82 % of the parents say that the teachers in tribal areas are regular at their school duties and the rest 18 % of the parents say that the teachers are irregular.

As per the collected data the question 16, in Gowribidanur block 60 % of parents said that their children are happy with the behavior of the teacher but not in view of the 40 % of the parents.

In Deodurga block, 94 % of parents have responded that their children are in good relation and they are happy with the teachers behavior but rest 6 % of parents have given negative answer.

For seventeenth question, the parents were supposed to respond about the teachers whose concern towards the problems of the village.

In Gowribidnur block, 35 % of parents have responded that the teachers working at present in their respective areas show concern and sometimes interact to the problems of the village in overcoming those problems but in the view of other 65 % of the parents, the teachers do not feel any concern.

In Deodurga Block, 83 % of parents responded about their area teachers who involved in village problems the rest have given negative response.

The responses given by the tribal parents for question 18. In Gowribidnur block, 89 % of parents like the present school working hour which is suitable for their children and the other 11 % gives negative attitude.

Where as in Deodurga block, 95 % of the parents have responded and liked that the present schooling is suitable to the tribal children.

While responding to the nineteenth question, 15 % of parents of Gowribidnur block and 44 % in Deodurga block have said that they are actively participating in any school functions organised by the school authority, but the rest of the parents do not take part in the school functions.

12 % of parents in both the blocks are attending in the school meeting organised by the schools. But the other 88 % of parents are ignorant and uninterested in involving in the school educational and developmental programmes.

Regarding the building up of familiarity of the parents with the school activities only 36 % of parents in Gowribidnur block and 29 % in Deodurga block have got in touch with and much involvement in the school activities. The rest are not.

Question 22, collects data about the language spoken by the parents at home. In Gowribidnur block,

20 % of the parents speak kannada at home

20 % of the parents speak Lambani at home

50 % of the parents speak Telugu at home

10 % of the parents speak Gujarati at home

Where as in Deodurga block all the parents (100%) speak Kannada as their spoken language at home.

As per the responses given by the parents to question 23, they responded that their children speak kannada in the schools. They stick on to the Regional language only (100 %)

For the question relating to the language to be used as a medium of instruction at school, 88 % of parents in Gowribidnur

block have said that the Regional language kannada should be the medium of instruction in schools but rest 12 % of parents opted Tribal dialect should be the medium of instruction.

But in Deodurga block all the parents have responded that kannada should be the medium of instruction in school education.

For the last question in Section A, only 20 % and 34 % of parents respectively from Gowribidnur and Deodurga blocks have given responses that the present school system has brought some changes in the life style of their family, that changes were students good discipline, maintenance of cleanliness and good health. The rest of the parents gave negative answers.

SECTION - B

Section B has got 10 questions which helps the parents to give their responses about the school teacher, teaching, learning materials used in schools and some measures to be taken up to improve the qualitative development of school education.

1. For the first question, 53 % of parents in Gowribidanur block have responded that some immediate steps have to be taken up in schools to fulfill the needs of the tribal children and to mould them for the future citizens of India. They preferred that

- i. Job-oriented courses should be introduced in the school, so that the child can earn for his livelihood after the schooling.
- ii. They want separate education for tribal children because they are deprived in the society.
- iii. They want that education should be imparted in mother-tongue only and not by any other language. Where as in Deodurga block, only 17 % of the parents need some changes to be brought about.

As per the specified responses, the parents want good teachers with dedication to improve the school educational schemes. The rest in both the blocks do not show any interest in bringing changes in the present system of education.

2. For the second question, 42 % and 43 % of parents respectively from both the blocks have said that the present teachers are sufficient to run the schools effectively. The rest of the parents i.e., 58 % want more teachers to teach the tribal children effectively.

3. In this question, the respondents assessed the quality of text books which are being used in schools. 81 % and 98 % of parents from Gowribidanur and Deodurga respectively came to the

conclusion that the prescribed text books used in the schools are good enough for their children. The remaining 19 % and 2 % gave negative reply.

4. It collects the opinion of the tribal parents about the text books prescribed are suitable to their children or not.

70 % of parents from Gowribidanur block and 91 % of parents from Deodurga block have given their responses that their children are happy with the text books used in schools.

5. For the fifth question, only 40 % and 34 % of parents respectively from Gowribidanur and Deodurga blocks that they are aware and familiar with the incentive schemes which are being operative in their areas for the development of tribal children. The rest in both the blocks do not know and ignorant of the schemes.

6. Sixth question makes the tribal parents to suggest the new type of schemes to be introduced in addition to the present system. 84 % of parents from Gowribidanur and 18 % from Deodurga blocks want some new type of schemes to be introduced such as,

- i. Provision of mid-day meal and financial help
- ii. Opening of Residential Schools
- iii. Make provision of free education up to Degree level.

7. While giving responses to question no. 7, the parents from both the blocks i.e., 95 % and 78 % respectively shown interest in sending their children to colleges for higher studies.

Further they want their children to become the Teacher, Engineer, Conductor, Doctor, Tahsildar, Policeman and any Government job to earn and to lead a better life in the society.

8. For eighth question, 82 % of parents from both the blocks appreciated firmly that the present system of education would help their children to come up in life as a good citizen.

The rest of the parents (i.e., 18 % parents) who gave negative answer have specified the following for effective development of education.

- i. Good teachers should be appointed and posted to the tribal areas.
- ii. Job oriented courses should be introduced
- iii. Need of more educational incentives and excess teacher to tribal schools.

9. In replying to 9th question, 35 % and 31 % of the parents from Gowribidanur and Deodurga blocks respectively interested and

opted to send their children to primary schools in their respective areas, because

- i. Primary schools are in their own villages or in the nearby villages.
- ii. They thought that the Government school teachers are good at teaching
- iii. They want their children always to be at home
- iv. Residential schools are not suitable for girls
- v. Due to house hold duties the girl students should not be expected to go out of the village.

But the remaining 65 % and 69 % of parents from both the blocks respectively have shown willingness to send their children to Ashrama schools, because of the following facilities available there:

- i. All the necessary facilities will be provided at Ashrama Schools.
- ii. There should not be no financial burden for the parents to look after their children.

10. The last question in Instrument VI collects data from the parents with regard to homogeneous system of education to be provided to tribal children only.

90 % and 73 % of parents from Gowribidanur and Deodurga blocks respectively have come to conclusion that there should not be different system of education for boys and girls. In society differentiation in equality should not be seen, because they have got equal right in their opinion. Only 10 % parents from Gowribidanur and 27 % from Deodurga responded negatively. They specified that :

- i. Education is not important for girls.
- ii. Tailoring, embroidery work, and the knowledge in House hold work should be taught for girls in schools.
- iii. They stressed that the job oriented courses should be introduced in tribal schools, so that they can earn even without the government employment.

CONCERN

APPLY

CONVERT

LEADER

ANYONE

EVER

INSTRUMENT VII

School is a social institution created to serve specific needs of the society. It, therefore not only gets its aims and objectives from society but its contents and methods are determined in accordance with the activities carried on in society, for which and in which the school functions. A school is not merely a place of learning, but also a place of social learning and it should reflect all that is significant and characteristic in the life of community. So, community involvement is very much essential in the development of the school activity which is stressed even in 1986 Education Policy and an Instrument VII is designed for the community leaders which throws light on several educational aspects of the tribal children. This instrument is having 2 parts, A and B. Part A contains some questions about quantitative aspects and Part B qualitative.

Question no. 1: In Gowribidanur block, out of the ten villages selected there are 1182 children of 6-14 age group which works out to an average of 118.2 % . In Devadurga block the total strength is 7523 and average is 752.3 %.

Question no. 2: Among them 519 are girls in Gowribidanur (51.9% average) and 3534 are girls in Devadurga (353.4 % average).

For the third question whether all these children are going to school, only one has responded YES and 39 have said NO i.e., 2.5 % and 97.5 % in Gowribidanur but in Devadurga block 10 people have answered YES and 30 NO i.e., 25 % and 75 %.

As stated by the community leaders, the reasons for not going to school in descending order in both the blocks are:

- i. Agricultural work
- ii. House hold work
- iii. Financial problem

The other reasons mentioned i.e., the child failing in the examination, health problem and teachers conduct are also given by many of them.

Other than the above reasons, some more reasons given by them are:

- i. Children have to earn money
- ii. Children are not interested in going to school
- iii. School is not good
- iv. School is far away
- v. Parents are not interested

Which through light on the conditions of the tribal people, their financial problem, lack of awareness etc.

For question no. 4, 100 % of leaders have responded, that there are no non formal education centres in both the blocks. Karnataka is not having NFE centres.

For question no. 5, regarding their involvement in school activities 42.5 % of Gowribidanur leaders have positively responded where as 57.5 % have said that they are not participating. It is better in Devadurga taluk, there are 77.5 % of the leaders are participating in school activities and only 22.5 % are not. They are participating in school activities as:

- i. a community leader
- ii. a chief guest in functions
- iii. a guest
- iv. an audience
- v. a well wisher of the school - to guide them and to give suggestions to them.
- vi. a president
- vii. a member
- viii. to see the progress of their children
- ix. an observer

It seems that Community participation is restricted to the functions and not for academic involvement.

Question no. 7, 85 % of the community leaders of Gowribidanur says that the community should have control over the schools in

- i. supervision work
- ii. giving suggestions
- iii. participating in the school activities and also to improve the educational standard. But 75 % of them are for giving suggestions for schools improvement.

In Devadurga only 42.5 % leaders says that they should have control over the schools but they have got least interest (11 %) to participate, to inspect to supervise and to give suggestions. They just wanted the over all control of the school

For 8th question, only 12 leaders (30 %) have accepted that they do have VEC in Gowribidanur taluk and the rest 28 (70 %) are not having. The villages where VEC's are there have taken the responsibility of

- i. school building
- ii. to improve children's' attendance

iii. to improve physical facilities and specified the supply of teaching aids and other materials to school.

In Devadurga block, they do not have VEC's at all. In Karnataka most of the schools had SBC's now renamed as SEC's but not constituted in some blocks.

Question no.10: 22.5 % of the leaders have said that some voluntary organisations are doing work in Gowribidanur. They are doing work in the field of :

- i. Health
- ii. Social welfare
- iii. Education
- iv. Social awareness work

Even in Devadurga 22.5 % of leaders have accepted that voluntary organisations are doing

- i. Economic improvement work
- ii. Educational improvement
- iii. Social welfare

Now a days, many voluntary organisations are coming forward to uplift the poor.

PART B

Part B has got 3 Questions.

Question no. 1: In Gowribidanur taluk most of the leaders have not experienced any problem in getting school facility where as a few have suffered a lot to get a school and some have said as there is no school in the village, no problem is experienced by them because they have not tried for a school to be sanctioned to their village.

In Devadurga taluk also most of the leaders have not experienced any problem in getting a school but a few have faced several problems due to the irresponsible officers and from higher officers.

Question no. 2: Most of the leaders of both Gowribidanur and Devadurga taluk need change in the present curriculum. They want it to be mixed with job orientation course. Some of them want Kannada to be continued as medium of instruction. They do not want their tribal dialect teaching in the schools - A few of them are happy with present education system but they say that it is to be given effectively.

Question no. 3: Nearly 70 % of the leaders of Gowribidanur and 65 % of the leaders of Devadurga want the same education

system to girls also. 30 % of Gowribidanur and 35 % of Devadurga disagree for same education system to girls. They want job oriented courses to girls

They want

- (a) Tailoring to be taught to them
- (b) House hold training to be given to them
- (c) College education is of no use to them
- (d) separate useful education to be given to them

- Important :
1. An awareness is created among the community leaders about their children's schooling
 2. They want their children to study in state language only so that they can have all the benefits
 3. Most of them want their children to be provided with job orientation courses.

PROGRAM

ANALYSIS

CONTROL

SYSTEMS

CONCEPTS

THE
SUN

AMALYS

REPORTS

BY

THE

AMALYS

REPORTS

AMALYS

THE
SUN

AMALYS

INSTRUMENT - VIII

Instrument no. VIII is for children of 6-14 age group having three parts, Part I, II and III filled up by the investigator with the help of school going and non-school going children, who are the target of our study. It is the children who give the correct picture of our schools and educational facilities. We have surveyed at least 20 children, 14 school going and 6 non-school going and dropout children per village to collect the information. In Devadurga block, we have interviewed 60 boys and 60 girls who are going to school and in Gowribidanur 59 boys and 50 girls have been interviewed. Their names, father's names, sex, age are being given in the beginning four questions. Most of the school going children have brothers and sisters according to question no. 5, and a few of them are going to school according to question no. 5.

For question no. 6, in Devadurga only 30.82 % of the children's brothers and sisters have attended school and it is still worse in Gowribidanur, which is only 13.76 %. 40 brothers and 18 sisters have attended schools in Devadurga block and 16 brothers and 8 sisters have attended schools in Gowribidanur block. Their educational level is 45 % of brothers and 27.7 % of sisters have completed primary level, 27.5% of brothers and 44.6 % sisters

have completed upper primary and 27.5 % of brothers and 27.71 % of sisters have completed secondary level in Devadurga block. In Gowribidanur block, 18.7 % of brothers 37.4 % of sisters have completed primary, 62.6 % of brothers and 37.4 % of sisters have completed upper primary and 18.7 % of brothers and 25.2 % of sisters have completed secondary level of education. It is a good sign that some of the tribals have completed high schools. For question no. 7, in Devadurga 41.67% of boys and 25% of girls are attending school and in Gowribidanur 44.95 % of boys and 30.27% of girls are attending schools. The percentage of school going children is showing some improvement. But for 8th question, in Devadurga 60% of the children are out of school and it is less in Gowribidanur, that is 34.86%. Questions No. 9 - Those who are not going to school are doing the following work in both the blocks. 1. Collie, 2. Household work. 3. Cattle rearing, 4. Labour work, 5. Agricultural work, 6. Sheep rearing, 7. to look after younger children, 8. play games.

For the tenth question, 81.67% of children in Devadurga and 76.85% in Gowribidanur blocks have to do house-hold work. such as

1. To handle younger brothers and sisters.
2. to go to forest to bring fire wood.
3. to clean the house
4. to help parents in their work
5. to look after cows and other animals

Though they are attending schools, they are to do house hold work during their free time. But according to the reply for 12 th question, only 5 % of children from Devadurga block and 15.6 % of children from Gowribidanur block are working to earn money. They work as coolies, labourers and in agricultural fields.

Question no. 13 : 85 % of children in Devadurga block go to school regularly but it is very bad in Gowribidanur which is only 32.1 %. The reasons for their irregularity are as follows (in the descending order) :

DEVADURGA	GOWRIBIDANUR
1. They feel sick 100 %	1. They have to look after their mothers and sisters 40.54 %
2. Their class mates were not friendly 61.44 %	2. Home work was not done 28.37 %
3. They have to go out of village frequently 61.44 %	3. They had to go out of the village frequently 27 %
4. They have to look after their brothers/sisters 44.44 %	4. They feel sick 17.56 %
5. They have to help their parents in their work 27.78 %	5. They have to help their parents in their work 17.56 %
6. They did not like the school 27.78 %	6. Their class mates were not friendly 17.56 %

The reasons given above can be solved, if the parents make up their mind to send them to school regularly.

For 14 th question, 93.33 % of children from Devadurga and 93.57 % of children from Gowribidanur like their teacher, which is very important. They have specified the reasons for their liking as follows:

- i. Teachers are good in teaching
- ii. They tell stories
- iii. Their behavior is good
- iv. Their teaching is good

Those who do not like their teachers give the following reasons but their percentage is less 6.67 % and 6.43 %.

- i. Teachers are very strict and punish too much
- ii. Teaching is not good
- iii. Teachers are not regular
- iv. Teachers are not good in teaching

It is observable in both the blocks most of the teachers are liked by the students. Similarly, for 15 th question 94.16 % of children from Devadurga and 96.33 % of children from Gowribidanur like school. Only 5.84 % and 3.67 % children does not like for the reasons mentioned below :

- | | |
|---------------------------------|-------|
| i. Studies are too difficult | 100 % |
| ii. Fear of corporal punishment | 75 % |
| iii. School is not attractive | 71 % |

- iv. Text books are not available 71 %
- v. Teachers remain absent 71 %
- vi. Play facility is not available 71 %

For 16 th question, 74.17 % from Devadurga and 78.89 % from Gowribidanur are having text books and those who are not having, will borrow books (70.97 % and 73.91 %) and some take teacher's help (29.03 % and 26 %) for their study (question no.17) and 95 % from Devadurga and 76.15 % from Gowribidanur like their text books. 91.67 % from Devadurga can understand easily whereas it is less in Gowribidanur 56.88 % only can understand.

It is very important to note that majority of the children like their teachers, schools and text books in both the blocks.

PART II

This part is to be filled in by the investigator with the help of documents. The percentage of attendance of the children in Devadurga is 79.9 % and in Gowribidanur is 80.5 %. because they have to look after their brothers and sisters, bring firewood, look after cows, sheep and help parents in their work.

PART III

This has been filled up by the investigator with the help of non-school going children and drop-outs. 41 boys and 40 girls from Devadurga and 42 boys and 45 girls from Gowribidnur have

been interviewed. Their name, father's name, sex, age have been given for the first four questions. They have got brothers and sisters. For 6th question only 37 % from Devadurga and 10.3% from Gowribidanur have replied that their brothers & sisters have attended school. Out of them 26 are boys and 4 are girls in Devadurga and 9 are boys and no girls in Gowribidanur Block. The education level of those brothers and sisters is 10 boys and 4 girls (38.4 % & 10 %) have attended primary school 9 boys (34.6%) have attended upper primary school 3 boys (11.5 %) have attended secondary school and 4 boys (15.5 %) have completed higher secondary level in Devadurga block.

Only 3 boys have gone to primary school (33.3 %) 2 boys (22.22%) to upper primary and 4 boys (44.45 %) to secondary schools in Gowribidnur taluk

This is very important because the respondent here is a non school going boy but his brothers and sisters have got education. And for 7th question, 43.2 % of boys 49.38 % of girls from Devadurga and 54 % of boys and 47 % of girls from Gowribidanur are attending school. It is noticeable that though the interviewed girl/boy is a drop out, it is happy thing that his/her brothers/sisters are attending school. But, their brothers/ sisters who are out of school are also more in number i.e., 61.7%

from Devadurga and 36.78 % from Gowribidanur. Those who do not go to school will do the following work -

- 1) Collie work
- 2) House hold work
- 3) Look after younger brothers/sisters
- 4) Look after Cows, Cattle rearing
- 5) Go to forest to bring fire wood.

For 10th question, 95 % in Devadurga and 10 % in Gowribidanur have replied that they required to do house hold work as follows in descending order.

Question no. 11: The following type of they are doing.

- 1) To go to forest to bring fire wood
- 2) To handle younger brothers and sisters
- 3) To clean the house
- 4) To look after Cows and other animals.

There is similarity between the work that the school going and non school going children are doing. some of them are working to earn money. According to the reply of 12th question, 40.74 % from Devadurga block and 56.3 % from Gowribidanur are working for money by doing collie, agriculture and sericulture labour in fields.

Question no. 13, only 24 % of children in Devadurga and 28.7% in Gowribidanur have attended school for 31.6 months average in Devadurga and 28.3 months average in Gowribidanur. That means they are dropouts attended 2 to 4 years of schooling and have left schools. (Q. No.14) for following reasons

- 1) Parents were not interested
- 2) Due to house hold work
- 3) Financial problems
- 4) To look after young children
- 5) Not interested in studies
- 6) To look after Cows, Sheep etc.
- 7) Teachers were irregular etc.

For the last question (question no. 15), the reply is very important 38.2 % from Devadurga and 57.4 % from Gowribidanur like to continue their studies again. Those who do not want to go back to school give following reasons.

- 1) Due to house hold work
- 2) Parents are not interested
- 3) Due to financial problem
- 4) Non interested in studies.

If opportunity is given at least 45 to 50 % of the children want to continue their studies even now.

DISTRICT SCHEDULE

The Deputy Director of Public Instruction, the Head of the District Education Office, is directly concerned with the programmes and progress of the education. He not only supply the incentives to the schools but also inspect the work of the schools and thus will be knowing the things from both the sides. The DDPI's of Kolar and Raichur have been interviewed and data has been collected. According to the information given by DDPI's the major caste groups in Kolar is general (other than SC. ST & OBC) and it is general in Raichur also. The major profession being 'agriculture' in both the districts.

The total children of 6-14 age group in Raichur is 5,00,000 in 1981 and 5.56,510 in 1991; and it is 4,96,609 in 1991 in Kolar which constitutes around 1/4 of the total population. Literacy rate in Raichur in 1981 is 25%, out of them only 5.5% are female and it is 28.8% in 1991, out of them 10.3% are female. There is a considerable increase in the tribal female literacy from 1981 to 1991. Male literacy is 10.4% in 1981 and 21.6% in 1991 which is almost doubled in 10 years. Kolar DDPI has not furnished the information.

Number of primary schools in Kolar District is 3016 in 1992-93 and 1605 in Raichur District and there seems to be continuous increase in number of schools from year to year, which is shown in the graph and number of lower primary schools in Kolar is 2028 and in Raichur 984.

The private schools are 103 and 286 in Raichur and Kolar respectively. The total number of teachers working in Raichur is 2931 and in Kolar district 8601. There is large disparity in number of teachers as there is great disparity in number of schools of both the district and there are 1352 private school teachers in Kolar district in 1992-93 and 196 in Raichur district. There is steady increase in number of teachers from 1988-89 to 1992-93. Only 5 SC posts are vacant in Raichur district (The details are given in the chart).

Though there are number of schools and teachers in Kolar the supervisory staff is 47 at block level and 8 at district level. It is 34 at block level and 7 at district level in Kolar. It seems that no post of supervisory staff is vacant either at taluk level or at district level.

The DDPI's are not able to give the correct picture of incentives in both the district. The DDPI of Raichur says that only scholarship and uniform have been given to ST students and DDPI of Kolar says that only scholarship, uniform and free books have been distributed. The yearwise expenditure is enclosed herewith. Nothing is given about mid day meals, milk, Akshaya etc. in both the districts.

The DDPI of Kolar is not facing any difficulty in selection of teachers to tribal area except the lady teachers. Husbands

are not allowing them to live in tribal areas but the DDPI of Raichur is not facing any problem and he suggests that the tribal area teachers may be posted to their native taluka. But both the officers are facing many difficulties in posting them to tribal areas and suggests that residential facilities may be provided to the ladies and ST teachers.

The in-service training facility in both the districts is good. Nearly 450 teachers in Raichur district have been trained through DIET, which is started just last year. Kolar is going to have the training facility through DIET from this year.

The ST children of both the districts are using the same teaching learning materials used by other children. No agency has developed any special materials for teachers and DDPI says that 'they are at it'. No DDPI is satisfied with the education and achievement of ST children as there is regular dropout, but both of them are happy with the supervisory staff and suggests to provide vehicle for proper supervision. Raichur DDPI has not faced any problem of teachers absenteeism where as Kolar DDPI is facing absenteeism problem for which he needs vehicle to strengthen the inspectorate. The DDPI's of both districts feel that special teaching learning materials are to be prepared, residential facilities are to be provided to teachers and some attractive schemes are to be brought out to reduce the dropouts immediately.

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CHAPTER V

ANALYSIS OF INVESTIGATORS DIARY AND FOCUSED GROUP DISCUSSION :

The investigators who have worked in the field level, collected data, held group discussions in the villages, maintained diary as per the instructions issued by the NCERT. The information available in diary and the results of group discussions are much more interesting than the collection of data. The teachers, the community leaders and parents were not very keen to give their opinions in writing. However, they have given their sincere opinion in the group discussions - which have been narrated by investigators in their diary. The investigators have worked to the satisfaction of the employer and some of them have excelled in their way of functioning.

The following are the main findings of the investigators of Devadurga block during their survey and group discussions.

1. All tribal areas in Devadurga block are having primary schools.
2. Many schools are in need of more teachers, buildings, equipments and teaching learning materials.
3. The tribal developmental schemes have not reached the needy people. There are many villages without drinking water facilities and that is one of the reason for the

irregular attendance of the girl students as they have to fetch water from far off places.

4. Community leaders have identified the late coming and irregular teachers. One teacher was absent for 5 months, but they think that it is not their concern to question them or to report to higher authority.
5. There are some teachers who give corporal punishment to tribals for not coming in clean clothing, which has not been questioned by the community leaders.
6. Tribal people are very poor, illiterate and ignorant of the schemes and facilities. Some of them are afraid to talk to the educated. They still want to be isolated as they have been exploited by many people.
7. Tribal parents are not interested in sending their children to school. They pose questions like "what is the use of sending our children to school? Even if they complete their education they will not get employment and they also feel shy to work in field and to look after household work. Instead if they are asked to do work since the beginning they will do it in a better way". If at all the need of the education is explained to tribals they will laugh at and say 'education is not for poor'.

8. Some parents are hopeful that the present education system is able to solve their problems and they want separate education system to girls.
9. Parents are having negative attitude towards Girls education, they feel that general education is not required for them. Some parents want to send their children to school if there is lady teacher and they want girls to be given education in maintenance of house.
10. Most of the incentives like free uniform, free text books and scholarships are not reaching the students in time. It was noticed during the study that many of the students were without proper clothing and books in the school. Some have bought books and some have come without any books and stationary. Even the nutritious food that is supplied in the afternoon is not liked by the children.
11. 'Milk distribution', one of the incentives of Government of Karnataka is coming in the way of normal functioning of the school as the teachers have to spend 2-3 hours in bringing, preparing and distributing the milk. It is observed that even this scheme is being misused in some villages.

12. Though there are many Ashram schools nearby, it is seen that they have not influenced any tribal parent and the enrollment in Ashram school which is less.
13. Tribal people are having more children, 5-8 children and feel that having more children means earning more as each one can earn money and supplement the family.
14. Tribal people never make any distinction between girl and boy in other aspects except in education, because girls in the family are more responsive and co-operative.
15. Many of the leaders feel that if non-formal education facility is provided to them, they can send their children in their free time and get education.
16. Balawadies are there in all villages and there is no link to primary education.
17. Ill health is one of the characteristic feature of tribals and health facilities are not reaching them properly.
18. The leaders feel that the incentives should be given in time, school timings should suit to the environment, teaching should be attractive, teachers should be sympathetic and good in teaching, job oriented courses to be associated with teaching and immediate financial assistance should be given to uplift them.

While analysing the diaries and group discussions of the investigators of Gowribidanur block it was noticed that same type of opinions have been expressed except the following.

1. Though most of the teachers have said that they like their job interesting, but in reality some of them are not showing any interest in their work. They spend their time chatting with the villagers and doing something other than teaching. Some teachers are interested, but overburdened as they have to look after 4 classes and many children.
2. Influence of telugu language in school teaching is more in Gowribidanur. Though the medium of instruction is Kannada, most of the school teachers use telugu to explain the difficult concepts and encourage students to respond in telugu only. Except teaching Kannada, other activities and instructions are given in telugu language only. That may be the reason that even after 7 years schooling the students of this block are not able to identify Kannada scripts and not able to speak in Kannada. One more special thing noticed is that most of the tribal community leaders, Parents knowing fully that the language problems is coming in the way of learning, but they want their children to study in Kannada only.

3. 4 villages (new habitats) are without school and proposals have been sent to open new schools from next academic year.
4. It is surprised to note that many backward tribal villages in Gowribidanur are not having midday meal facility and parents want that proper midday meal facility to be given to their children. The proteinicious food that is given to some schools are of defective nature and it is stopped temporarily. The community participation is encouraging in this block and they are satisfied with the education facilities, but some of them want job oriented courses to their children.
5. Language problem is the important problem faced by the children in this area.
6. Girls education is not encouraging even in this area.
7. It is shocking to note that the tribal community teachers are not having sympathy towards their own community children. They are also not giving good education to children.
8. The tribal in this area are very backward socially, educationally, and are settled as agriculturists. Tribal Villages are not having roads, electricity, and drainage systems etc.

CHAPTER - VI

BROAD FEATURES ON THE EXTENT OF PRIMARY EDUCATION IN THE DISTRICTS STUDIED

Kolar and Raichur are the two selected districts for tribal study and it is seen that Govt. of Karnataka has started primary school in all the villages including new settlements. Some of the new habitats are also proposed with a school from next academic year. To provide free and compulsory education upto the age of 14, Karnataka Government is coming forward with many attractive projects like Akshaya (now it is stopped) free midday meals, free text books, free uniforms, Scholarship and free conveyance. A special scheme like enrollment drive was launched through out Karnataka to attract the students to schools, & all efforts are being made to retain them in school at least for 7 years to achieve the universalisation of primary education target.

The private agencies are also coming forward to start private schools and to provide better education and these private schools are liked by the public. But these private schools are found only in Urban areas, that too their interest is to grab money from the middle class people by giving English medium coaching but, there are some English and Kannada medium schools which are doing good work. There are two types of primary schools in both the districts. (1) lower primary having classes up to 4, (2) Higher primary having classes upto 7. Usually there will be lower primary schools in

each village and higher primary schools will be sanctioned depending upon the strength. No case was seen during our study where the students stopping -their education for want of schooling facility.

As already said the schools will be having Kannada medium generally, but English medium, schools are also there. Urdu, Tamil, Marathi & Telugu schools are giving education to the minority language people. Language, environmental studies and mathematics are taught in the first four classes and English from the fifth class. The number of primary schools in each district is given in district schedule for reference.

PARTICIPATION OF TRIBAL CHILDREN IN PRIMARY SCHOOL

As the Primary Education is considered as basic education to all children in the age group of 6 to 14 years, greater emphasis has been laid on enrollment, retention and improvement in the quality of education. The tribals are socially, economically and educationally backward. So top priority is given in opening primary schools and Residential schools in tribal areas to help the children to attend the schools in a walkable distance.

Participation and receiving School Education is very much essential to the children of all community to improve their physical, mental, moral and spiritual strength. As per the data

collected from Gowribidanur and Deodurga block, only 42 % of boys and 28 % of girls in tribal area are attending schools. The rest are engaged in house hold work, farming work, wage labour due to economic condition of the tribals.

Those who are attending school regularly are showing progress not only in education but also in physical activities. They are doing homework as other children. If proper encouragement is given by their parents. if they are free from other house hold problems and poverty they would have responded in a much better manner. But in schools like Arakera and Hosakote the students participation was quite good and encouraging. Even the teachers have felt that their learning is satisfactory except for the language barrier. Some have felt that they do not have cleanliness and create problems in school, which was not noticed during our visits.

Because most of the tribal parent are illiterate, the students will not get any support in educational aspects and feel that they are weak in learning. If the teacher removes this complex and made known to them. that, education is their right for better future, they will participate more meaningfully.

CONDITIONS OF INFRASTRUCTURE AND PHYSICAL FACILITIES.

Karnataka Government is trying to provide "Education for All" in the real sense and schools have been started in almost all villages. Even the new habitats are to be provided with educational facilities. As the population is showing rapid increase and new schools are started yearly, many schools are without physical facilities like adequate building, furniture, teaching materials etc. That does not mean that there is no building at all. Almost all primary schools in Karnataka are having school building, but not adequate, having a single room for all 4 classes, sometimes 2 rooms for 7 classes. Except old primary schools (model) which are having good building with play ground, garden, other schools are not having sufficient ground. The schools in tribal area are having one or two rooms at the most. and in some cases there is no place to construct more rooms.

The community is not coming forward to give hand to solve the building problem. As the strength is increasing day by day there is acute shortage of building and most of the teachers have responded that they need building immediately. Zilla Panchayat, which is looking after education in the district has taken the problem seriously and construction of more class rooms to the needy schools is being done on priority basis. The Operation

Black Board is in full swing and many rural schools are getting one more class room under this scheme. But the community also should join its hand to solve this problem.

In Karnataka there is approved type of curriculum prepared as per the guidelines of national curriculum for all-round development of the child. The text books are prepared accordingly keeping in view of the mental, physical and social development of the child. Text books are printed and supplied by the Government through Department of Education. Free books were supplied to all the children studying in Government Kannada medium schools upto last year, but now it is restricted to the deprived classes like SC/ST and BT only. We came across so many children not receiving text books. may be because of administrative problem. The medium of instruction in all tribal schools is Kannada.

Incentives help one to do better work and the same are provided to tribal children to attract them to schools. Government of Karnataka has brought out many useful and attractive incentive schemes to tribals such as

- i. Supply of free text books
- ii. Supply of free uniforms
- iii. Supply of milk
- iv. Mid day meals or nutritious food

- v. Scholarships
- vi. Free hostel facilities
- vii. Free conveyance upto 12 years
- viii. Free health facilities

But it is largely accepted by one and all that these schemes are not reaching them in proper time and the uniforms supplied will not be according to the size of the child etc. As Government is spending crores of Rupees on these schemes, it is the look out of the administrative authorities to implement it properly.

Operation Black Board is just like a boon in the field of primary education which is providing the minimum necessities to the primary schools. It is being one of the important programmes of National Education Policy of 1986, caring for the requirement of primary schools by providing second teachers to all single teacher schools, a class room, a library, equipments, teaching aids and things of daily use in an 'operational manner'. Many schools in Karnataka are seeing some library books, equipments and teaching aids etc. for the first time and making use of them to the maximum extent. It is because of this scheme, the schools have got atleast minimum requirements for better functioning.

STATUS OF TEACHERS

The teacher, who decides the destiny of the nation plays a dominant role in the field of education. It is he who works in

the field and make the policies and principles more effective unless the teacher discharges his duties sincerely and honestly, education cannot progress.

The teacher of Karnataka is much better placed with good salary and position. Formerly he was lighting the candle of education not only in school but also in the whole village. He used to play a vital role in the welfare of the village and most of the villagers used to depend on his sayings in deciding many important aspects. But now a days things are changed and teacher is loosing his position day by day not only in the society but also in the field of education. Some of them are involving in politics and some others are showing least interest in their work. There are some teachers who are good in their profession, but their number is not high.

Most of the teachers working in rural areas and tribal areas are not residing in the place of working and they are rushing towards their urban residence, soon after the working hours. Some of the teachers will be having their own occupations like agriculture, farming, business etc and have accepted the teacher post to improve their financial status and it is obvious that no better work can be turned out by this sort of teachers.

The teachers in Karnataka are well qualified having SSLC and TCH as the minimum qualification. Some of them are having

graduation also. In-service training facility is very good and DIETS are entrusted with providing the required training to them. The teachers organisations are well established and working for the benefit of the teachers. A State level Teacher Benefit Fund is also there to take care of teachers problems like severe health problem, higher education problem, economic problem etc.

No doubt, teachers working in tribal area are facing some problems like language problem, students irregularity, lack of interest of parents, children, community, yet they have to inspire them through their good work and sincere efforts. The good services of teachers are being recognised both by the Government and Non Government Organisations. On 5th September of every year in an admirable manner.

ATTITUDE OF PARENTS

Home being the first school of the child and mother being the first teacher is considered to be very important in the field of education. Parents not only protect the children but also provide proper education and thus help them to be useful citizens of the country. But this is different in case of tribals. Tribal parents, who are illiterates are not aware of their responsibilities. They are not having any positive opinion about education and they feel that education is not for them and even if given it should be useful to them. Job oriented courses are their immediate need which help them to earn money.

Many of the parents who are sending their children to schools, have not noticed any change over their children. Some of them feel the education could be given only when they are free and thus they need some changes in school timings. ' The incentives also should reach the children well in time ' is the opinion of many parents. They also feel that the teachers must have more concern to improve their children and proper education should be given to them to earn money, to lead their own way of life.

ATTITUDE OF COMMUNITY LEADERS:

A school is not merely a place of formal learning but also a place of social learning and it should reflect all that is significant and characteristic in the life of community. So community involvement is very much essential in the development of school activity and thus community leaders can assess the work of the school in a better manner.

Community leaders who work for the improvement of their community will be having better knowledge about educational facilities, the need of education and the implication of education on their children. They have brought the school, to eradicate illiteracy at least among their children and they are participating in school activities. But most of the leaders

think that participating in school functions itself is enough. They should influence their people to send their children to school regularly. They should be involved to reduce absenteeism and premature drop outs. They have to be oriented about their responsibilities.

Most of the community leaders feel that incentives are to be increased and supplied well in time. Method of teaching should be attractive and children should be encouraged for better education.

ATTITUDE OF TEACHERS:

Teachers are the principle functionary in implementing any educational programmes for the re-organisation of education. Almost all teachers have got liking for their profession but because of personal inconveniences some of them feel that they have been punished by making them to work in tribal schools. They feel that it is very difficult to teach them because of language problem, irregularity and poverty. "Tribal children do not have cleanliness and hygienic sense and even if it is taught they will not follow. The tribal parents are not co-operative, they show least concern for education ". These are the saying of the teachers. It is a surprise to note that even the tribal community teachers are having the same negative attitude towards their children. The community teachers who can analyse the

reasons for their slow learning and who can give better suggestions for their improvement are not showing any interest in the upliftment of their children.

There are some teachers who are really interested, are identifying the talents of the tribal children giving remedial teaching, trying to improve the skills. But their number is considerably less. Some special provisions to be made to the teacher to have a better deal with greater accountability and the teacher working in tribal area should be specially trained to deal with the tribal children and they are to be encouraged by giving special allowance so that there will be competition to work in tribal schools.

ATTITUDE OF LEARNERS:

Learners are the output of our education system and every thing the curriculum, text books and facilities are designed for the allround development of the learner. It is noticed during our survey that nearly 90 % of the learners are interested in learning. But they have got language problem which is coming in their way of learning. They also have financial problem as another great hindrance which is making them to work for money, leaving the school. They are considered to be slow learners as far as the script learning and lessons are concerned but very

good in the physical activities and identifying the environmental specialities. Some of them are very good in identifying the flora and fauna in a much better way than a biology student.

Most of the tribal learners belong to the first generation learners and will be having their own problems in learning. They feel that they are exposed to a new situation and show reluctance in the beginning. If they are properly encouraged they will come out of their problem and respond to teaching. Because they have to do house hold work, take care of their brothers and sisters, supplement the family by earning and they will not be having nourished food, they will be tired in school hours and sometimes skip off the school.

Their family background is to be known by the teacher and he must have sympathy for them and remedial courses to be given by developing special instructional material according to their requirement. They are to be encouraged to come to school regularly.

VII CONCLUDING CHAPTER

Education which helps for the all-round development of the individual also helps for the development of the country. It plays a vital role in the development of human potentials. For a developing country like India, which is having a democratic setup of Government education plays a dominant role, and our Governments are trying to provide, free and compulsory education to all not only in the access but also in the conditions for success, specially to tribals. Many schemes have been brought out to improve the educational opportunities to tribals, the latest being the tribal study.

During our study we have visited 20 selected villages contacted 48 primary school teachers, 200 parents, 100 community leaders 397 children and 2 district administrators. In addition to this we have visited some important tribals rehabilitation centers in B.R.Hills Bylakuppe, H.D.Kote, Hunsur etc. It is observed that tribal people are not making use of the educational facilities provided to them. Though there are many Ashram schools nearby which provides free and better education to tribal children, the enrollment to these schools is considerably less and enrollment to primary schools is still less. It was noticed that those who has been admitted to schools are irregular, 42 % boys and 28 % girls are attending the schools and the rest are irregular.

The dropouts percentage is very high and since there are no

non formal centers in Karnataka. These dropouts are not having any educational facility.

Most of the school going aged children (6-14) are found working in the fields, farms, houses and factories. It is very difficult to convince the parents to send their children to schools because of following main reasons,

1. Poverty
2. Lack of awareness
3. Ill health
4. Language problem
5. Migration
6. School timings
7. Lack of relevance in curriculum
8. Lack of attractive educational facilities
9. Lapses in providing incentives
10. Lack of interest among teachers

As we have discussed the above reasons in detail in the previous chapters, it is better to concentrate on remedial measures. It is accepted that poverty of all tribals cannot be removed in a day or two unless, they come forward for education and starts thinking. But the tribal developmental projects are to be implemented properly so that at least a few of them can have benefit for progress, and others by observing their progress

will try to come out of their isolation. We came across a village where in the tribals refused to live in free houses supplied by the Government saying that ' the houses may collapse in a month or two and construction is not good which seems to be true. 'Similarly the lands that are allotted to them are not fit for agriculture and even if they work hard, there will be no yield!' tribal leader comments. Instead of explaining the demerits in detail it is concluded by saying that fruitful developmental schemes are to be provided to the tribals meaningfully and the social evils like drinks, smoking are to be stopped and they must also made known their responsibility in removing their poverty.

An awareness campaign with the help of the community leaders, film shows should be conducted continuously to realise the importance of education in their life. They should be briefed with all educational opportunities with incentives. Here the role of community leaders is very much essential as they are like the bridge between us. Nutritious food or proper midday meals are to be served to all children with free text books, uniforms, stationary and free conveyance in the beginning of the academic year itself. Scholarships are to be increased in the beginning years and to be distributed properly.

It is high time to think about the 'relevance of the curriculum' and immediate steps to be taken accordingly. As almost all tribal people are for Kannada learning, it is better to plan how best it could be taught in lower classes and the teachers are to be specially trained for it. There must be some flexibility in school timings which suits the needs of the parents. The schools in tribal should be better equipped and maintained. Students should feel proud to attend the school and teachers must have real concern and feel that they are participating in the progress of the country by giving good and attractive teaching. Their problems are to be solved by the higher officers on priority basis.

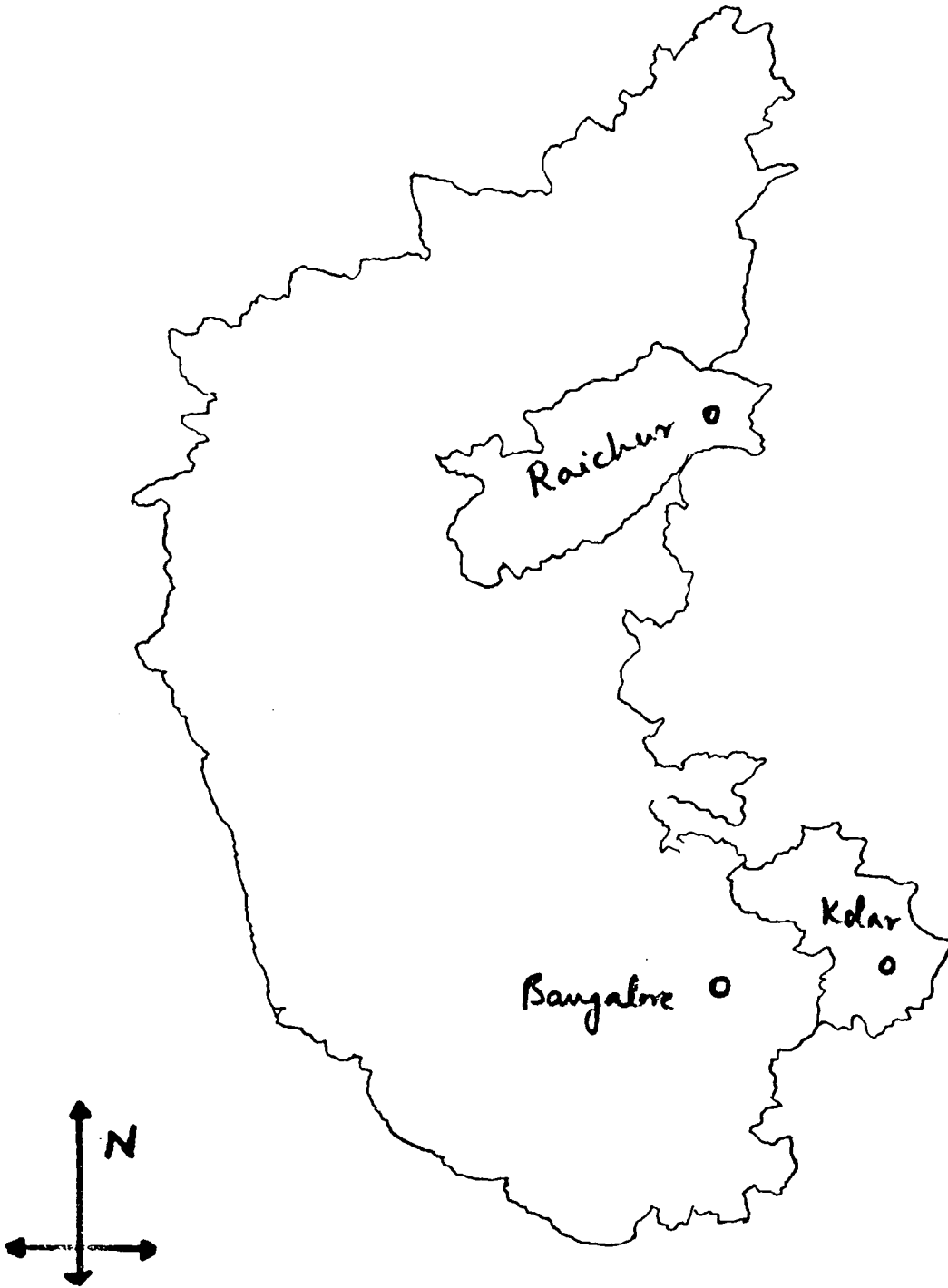
Residential facilities are to be provided to teachers. Lady teachers are to be posted and good teachers must be encouraged for their good work either by sanctioning 'tribal development allowance or rural development allowance'.

Community participation should be increased by making them to realise their role to play in providing good education. They have to convince their people to send their children to school and check the work of the school atleast by looking into the progress of the children. If they come forward with the problems of the school they are to be decided with due prominence. It will be more useful to the dropouts if there are non formal centers in the tribal area. If pre-primary schools are attached to primary schools it would be much better. Free health

facilities are to be extended. Most of these things have been done as per the directions, but this study insists to implement it meaningfully for the betterment of tribal education.

KARNATAKA

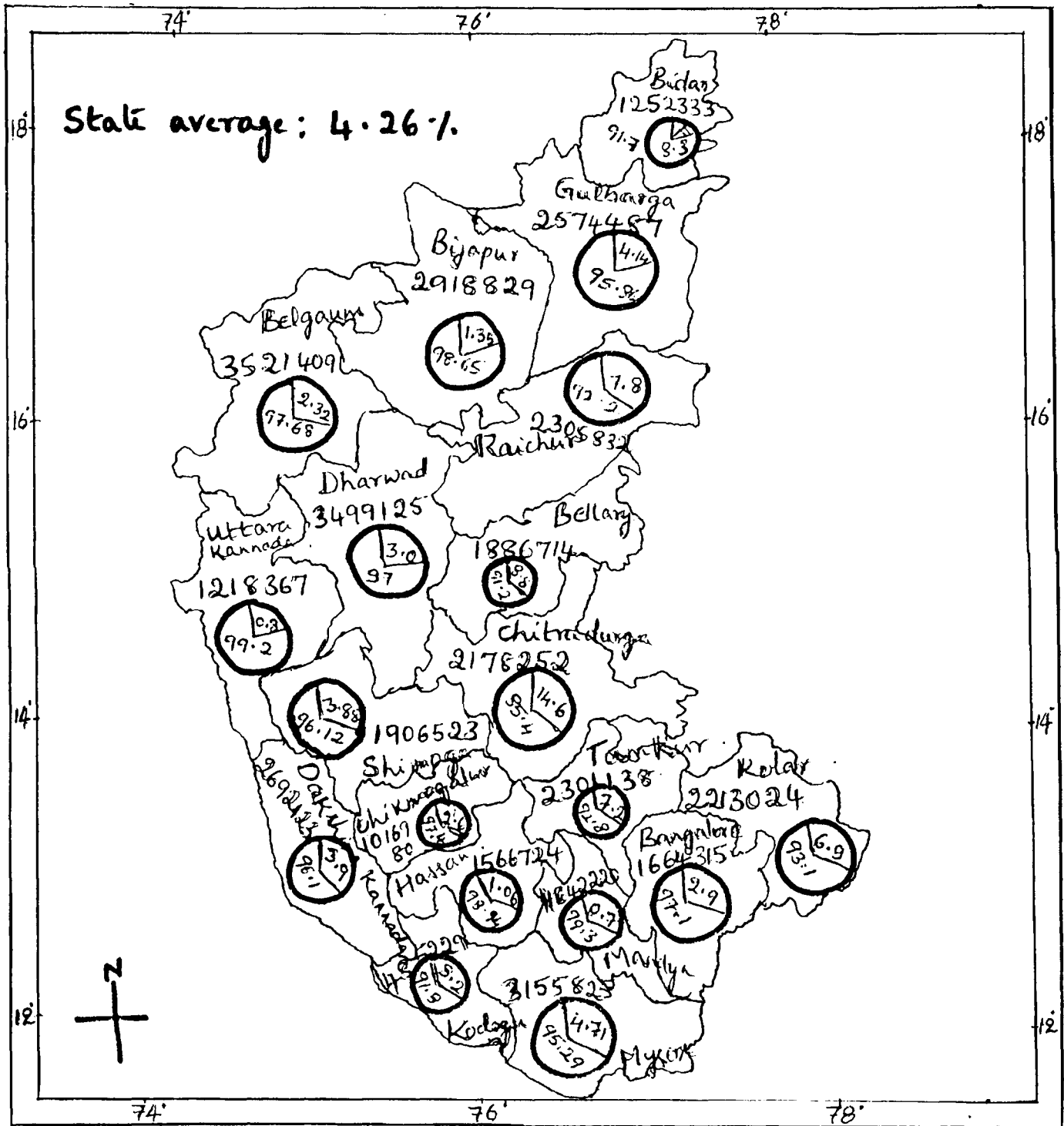
Selected D.P.E.P. districts for tribal study.



MAP - 1

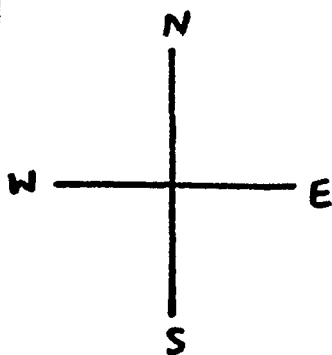
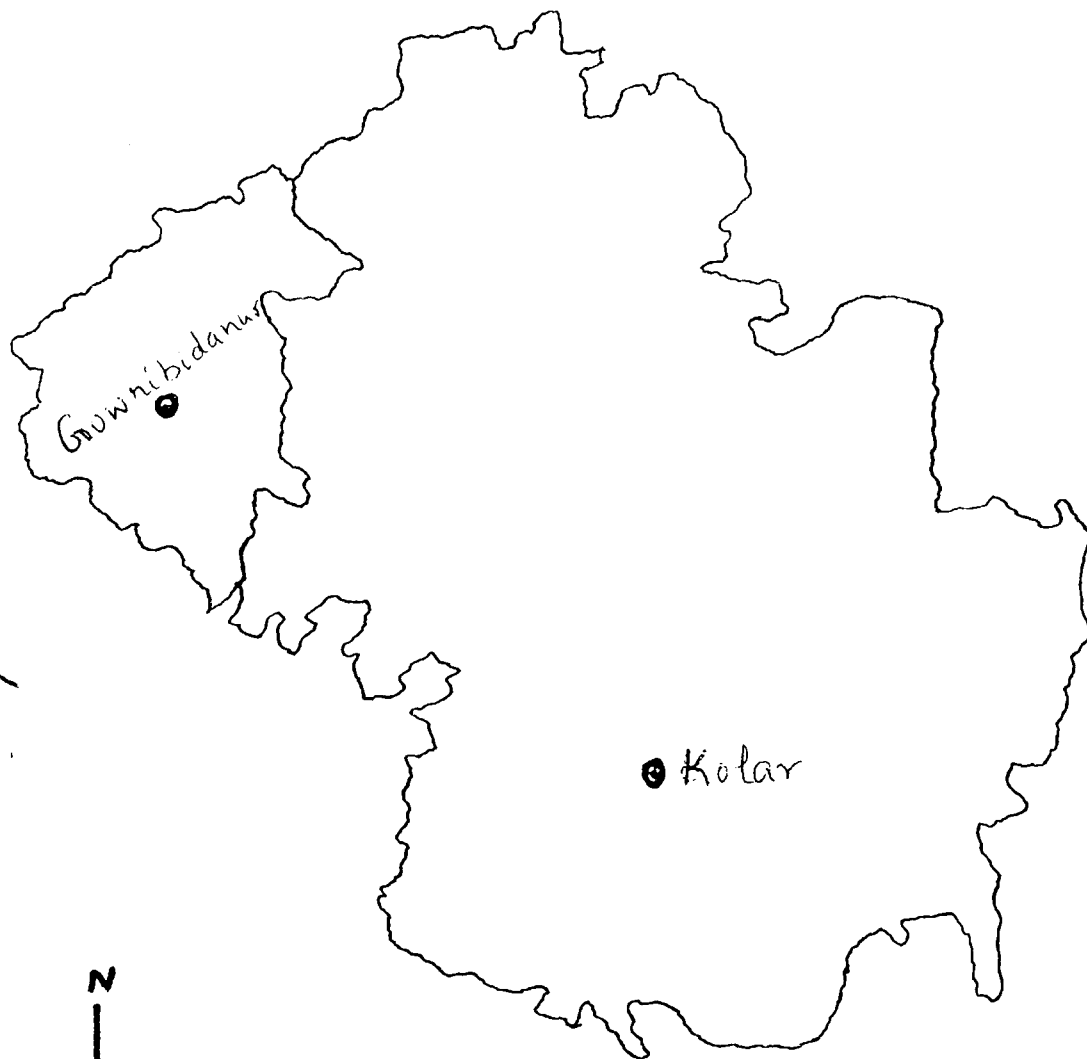
KARNATAKA

Percentage of tribal population to total Population - 1991.



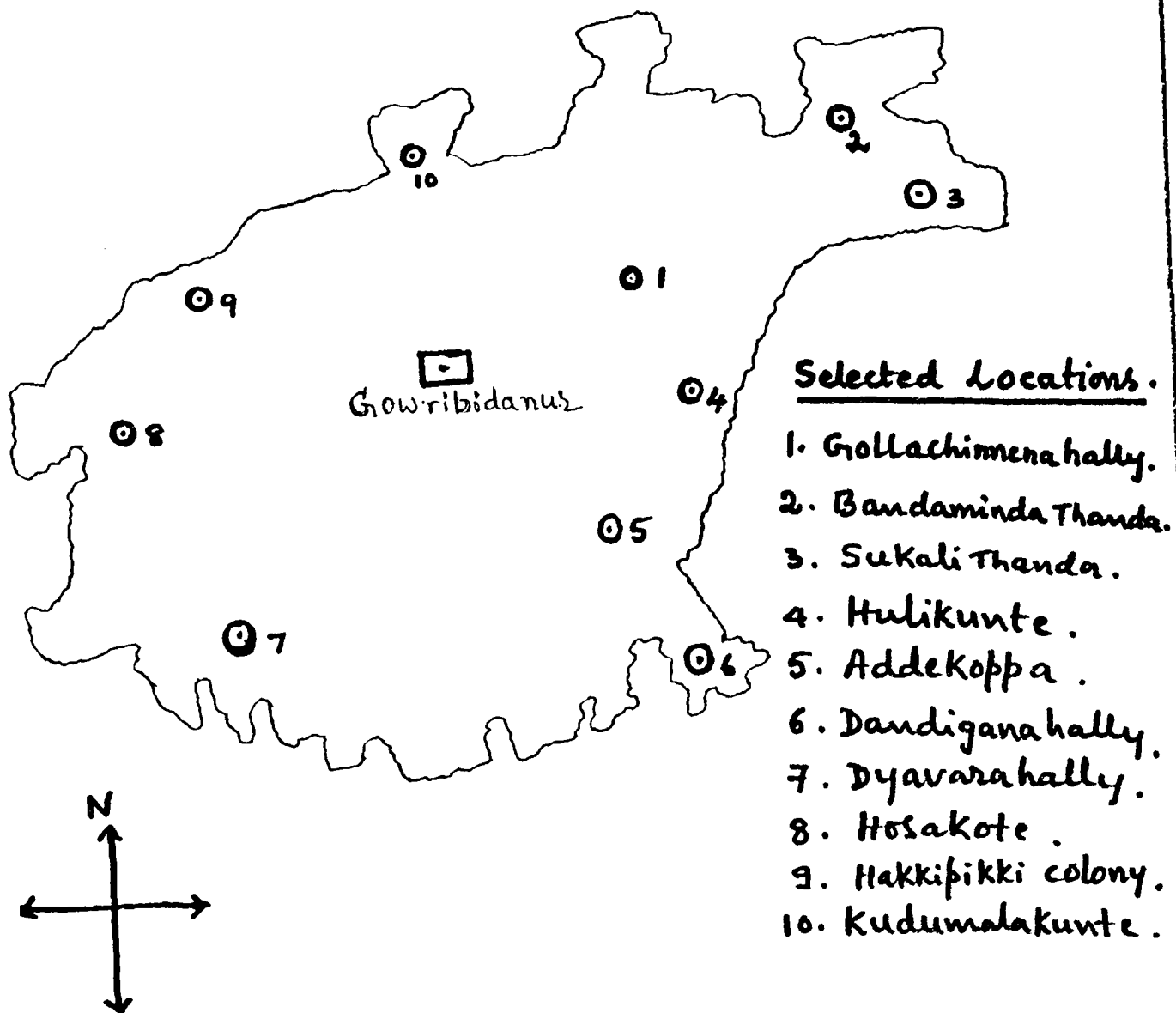
MAP-2

Gownibidanur block in Kolar District



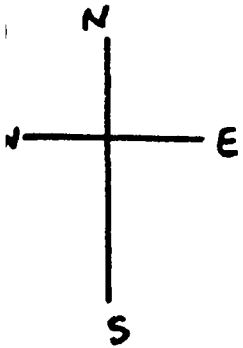
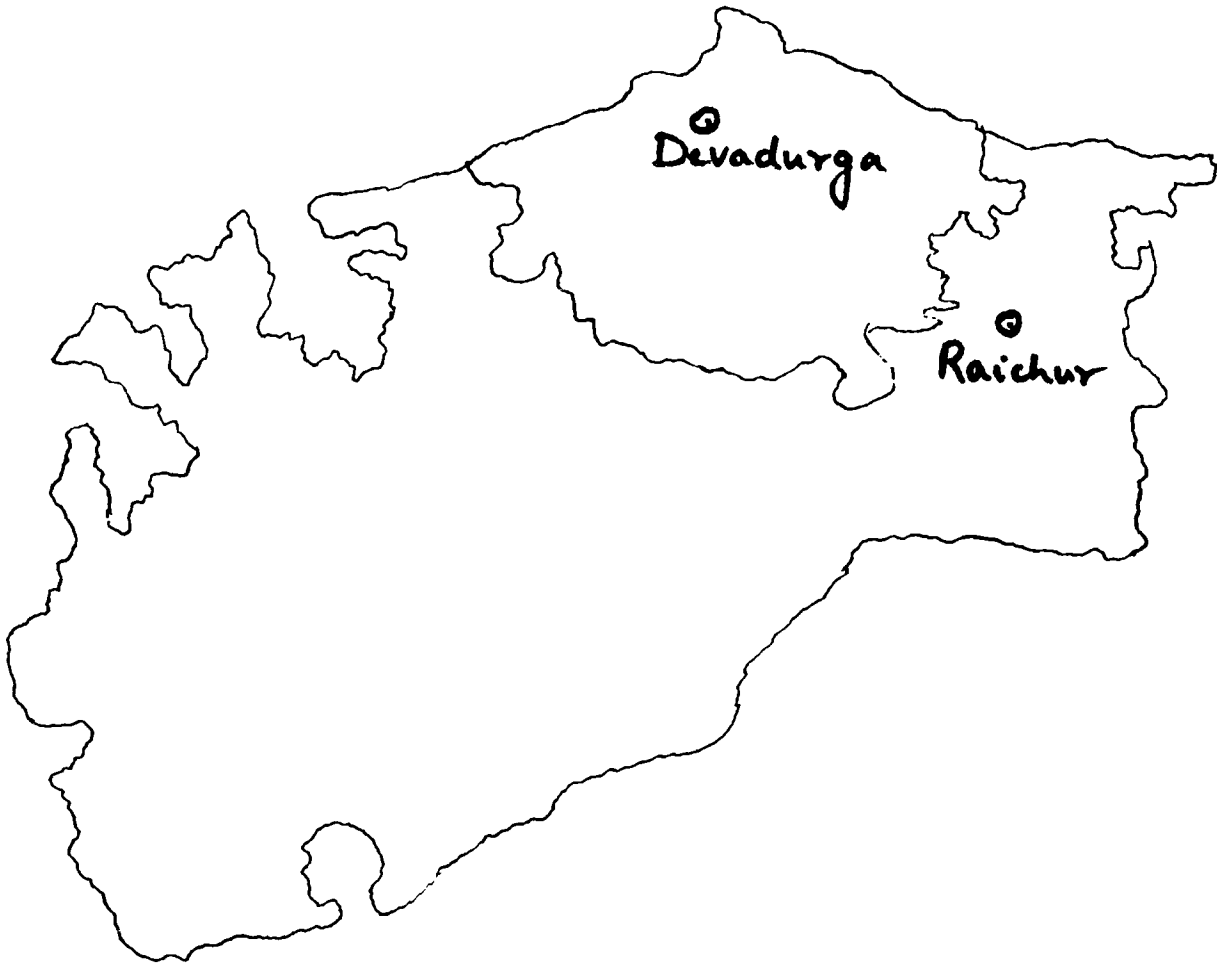
MAP - 3

GOWRIBIDANUR BLOCK AND ITS LOCATIONS.



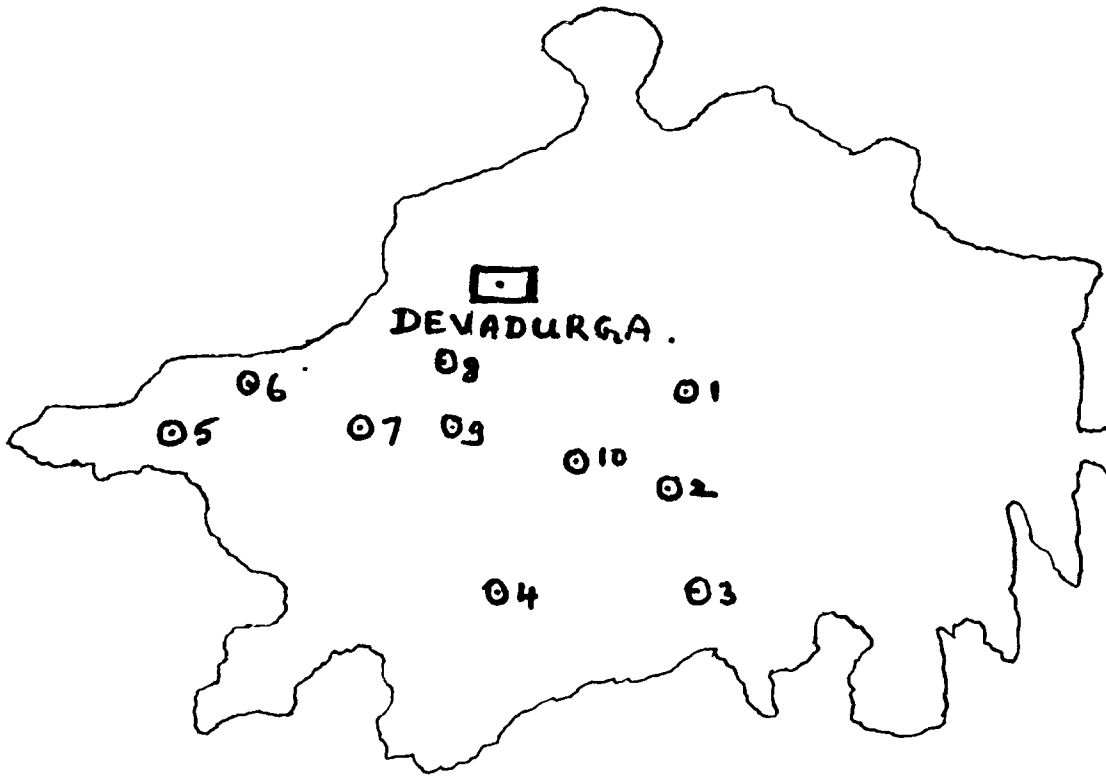
MAP - 4

Devadurga block in Raichur District

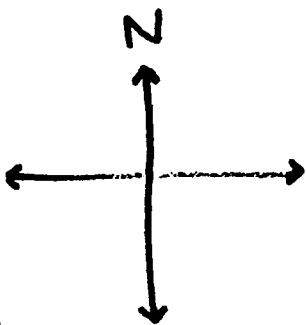


MAP - 5

DEVADURGA BLOCK AND ITS LOCATIONS.



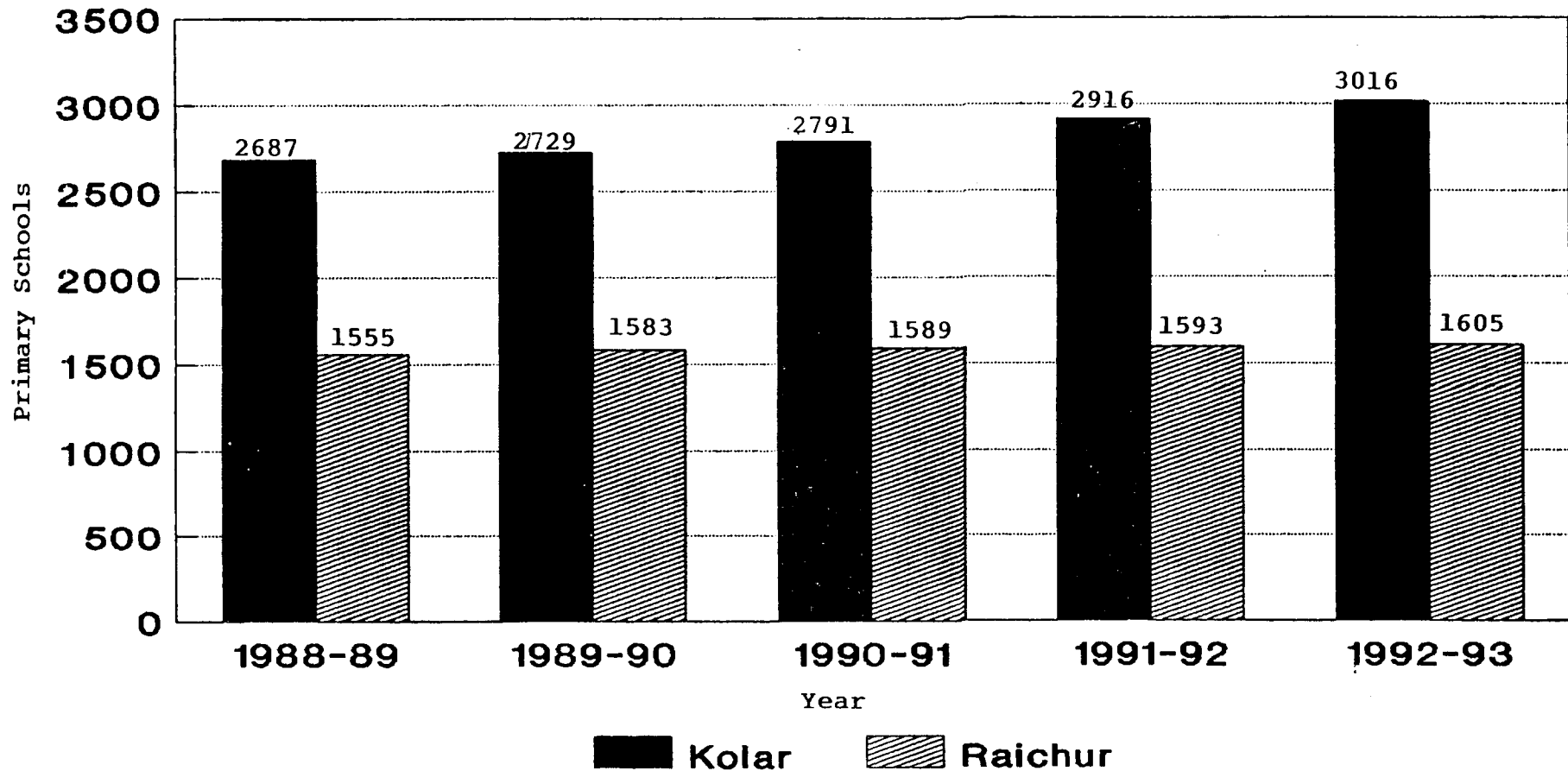
Selected Locations.



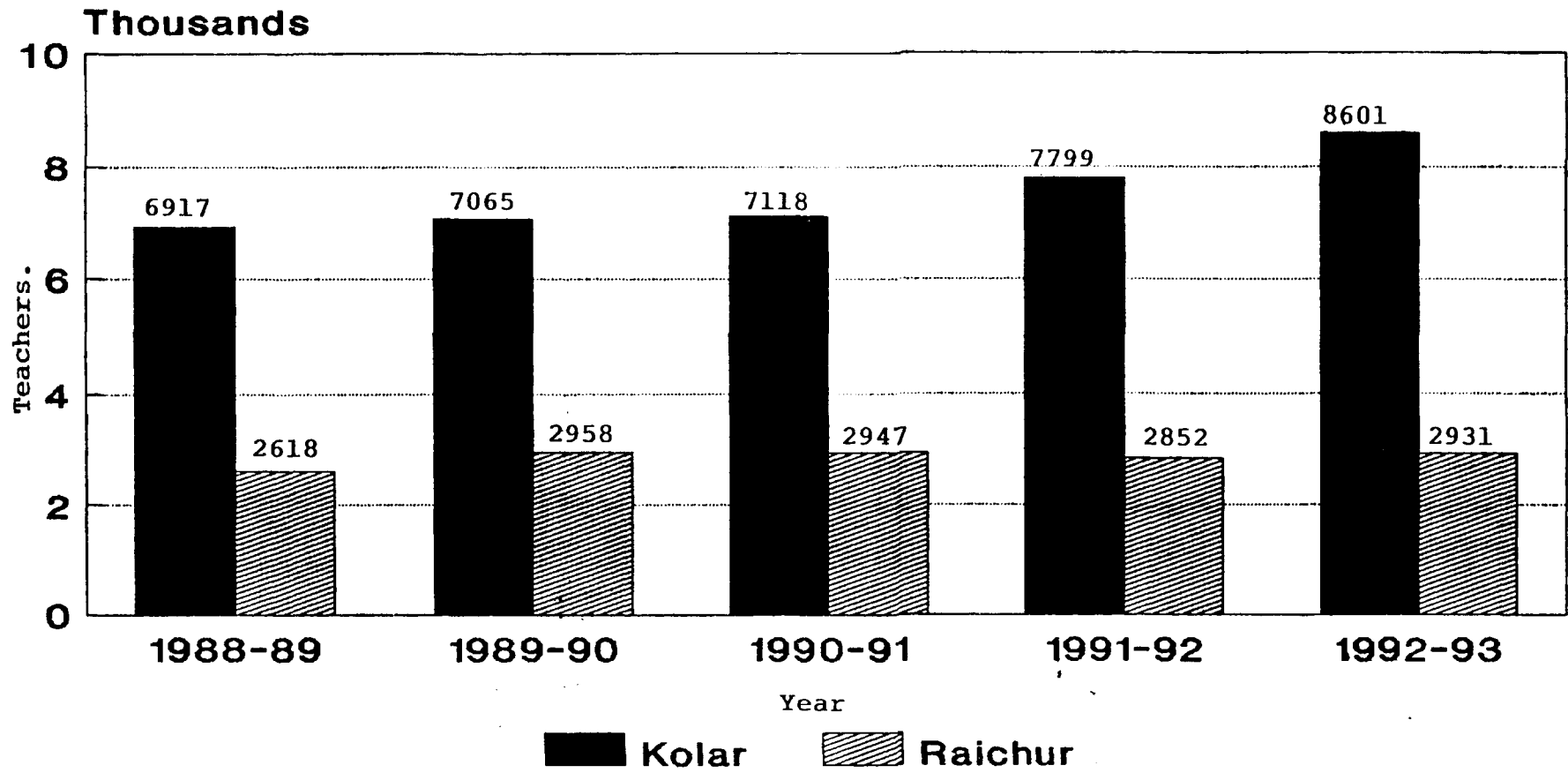
- | | |
|-----------------|-------------------|
| 1. Kotigudda. | 6. Chinchodi |
| 2. Kothadoddi. | 7. Talahally. |
| 3. Araker a. | 8. Karegudda. |
| 4. Devathgal. | 9. H.N. Thanda. |
| 5. Bunkaldoddi. | 10. K. Erabagera. |

Number of Primary Schools - Yearwise

Graph - I



Number of Primary School teachers in the
District - Yearwise
Graph - II



**Time Table for the Field Investigators of Devadurga Taluk (Raichur District) and
Gowribidanur Taluk (Kolar District) for Field Work under Tribal Study**

DEVADURGA TALUK (RAICHUR DISTRICT)

Name of the group	Name of the Field Investigator	Name of the villages selected for survey	Dates against each village				
			6th-9th Dec '93	10th-14th Dec '93	15th-18th Dec '93	20th-23rd Dec '93	27th-30th Dec '93
1	2	3	4	5	6	7	8
1. NEETHI GROUP	1. Ramappa Durgappa 2. Latha Majumdar	1. Kare Gudda 2. Chinchodi 3. Bunkala Doddi 4. Jalahally 5. H.N.Thanda	Kare Gudda - - - -	- Chinchodi - - -	- - Bunkala Doddi - -	- - - Jalahally -	- - - - H.N.Thanda
2. PREETHI GROUP	1. Shankar S. 2. Padmavathi Majumdar	1. Koti Gudda 2. Kotha dodd 3. Arakera 4. Devatgal 5. K. Irabagera	Koti Gudda - - - -	- Kotha dodd - - -	- - Arakera - -	- - - Devatgal -	- - - - K. Irabagera

TABLE - I

GOWRIBIDANUR TALUK (KOLAR DISTRICT)

Name of the group	Name of the Field investigator	Name of the villages selected for survey	Dates against each village				
			6th-9th Dec '93	10th-14th Dec '93	15th-18th Dec '93	20th-23rd Dec '93	27th-30th Dec '93
1	2	3	4	5	6	7	8
3. SHANTHI GROUP	1. Hanumantharayappa 2. Manjula	1. Jaly hally	Jaly hally	-	-	-	-
		2. Kudumala kunte	-	Kudumala kunte	-	-	-
		3. Hakkibikki colony	-	-	Hakkibikki colony	-	-
		4. Hosakote	-	-	-	Hosakote	-
		5. Dyavara hally	-	-	-	-	Dyavara hally
		6. Addekoppa	31.12.93 to 3.1.94	(Because there were no STs in Joly hally)			
4. JYOTHI GROUP	1. Byappa Reddy 2. Shylashree	1. Gollachinnena hally	Gollachi-nnena hally	-	-	-	-
		2. Bandaminda Thanda	-	Bandaminda thanda	-	-	-
		3. Sukali Thanda	-	-	Sukali thanda	-	-
		4. Hulikunte	-	-	-	Hulikunte	-
		5. Dandigana hally	-	-	-	-	Dandigana hally

State Coordinator
Tribal Study, DPEP.

TABLE - 2.

POPULATION OF THE DISTRICT ACCORDING TO 1991 CENSUS.

CHILDREN 6 - 14 AGE GROUP

TOTAL			S.C			S.T			O.B.C			General			Grand Total
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<u>KOLAR DISTRICT</u>															
251499	245110	496609	62875	61278	124154	20120	19609	39729	-	-	-	168504	164223	332727	496609
<u>RAICHUR DISTRICT</u>															
283934	272576	556510	43634	40575	84209	28315	26918	55233	111560	111497	223057	98006	96005	194011	556510

TRIBAL POPULATION WITH LITERACY PERCENTAGE IN THE PROJECT AREA

Block Name	Total Population	Women	Men	Girls	Boys
POPULATION PERCENTAGE					
Gowribidanur	53.09	53.90	52.20	52.40	56.18
Devadurga	52.81	53.46	52.27	47.67	45.53
LITERACY PERCENTAGE					
Gowribidanur	25.74	16.20	33.31	44.59	61.19
Devadurga	52.81	53.46	52.27	47.67	45.53

VARIOUS INCENTIVE SCHEMES FOR CHILDREN OF ST COMMUNITY

EXPENDITURE

Name of the Schemes	1988-89	1989-90	1990-91	1991-92	1992-93
<u>KOLAR DISTRICT</u>					
1. Scholarship	-	1,41,743/-	1,58,825/-	1,66,925/-	2,50,000/-
2. Free Books	-	-	-	-	-
3. Uniforms	36,679/-	40,755/-	53,379/-	63,658/-	75,079/-
<u>RAICHUR DISTRICT</u>					
1. Scholarship	26,600/-	27,100/-	60,325/-	6,30,375/-	6,47,950/-
2. Free Books	1,02,760/-	1,08,880/-	1,27,303/-	2,07,584/-	3,96,452/-
3. Uniforms	-	2,76,770/-	7,41,184/-	4,50,457/-	7,66,433/-

LIST OF TEACHERS

KARNATAKA STATE

TOTAL No :- 48

SATHYAARAYANA T
NARAYANA SWAMY K
K A SOMAPPA
N TYAGARAJU
N THYAGARAJU
K A SOMAPPA
VENKATARAVANAPPA.B.C.
VARALAKSHMAMMA.
RAMAKRISHNA.B.
KARIBASAVAI AH
GANGAPPA
JANARDHANA CHARI
B.S.USHA
GANGAPPA.B.V.
K.V.S.WADEYAR.
MALIKARJUNAI AH.
SAYAD KALEEL
A.VENKATACHALAPATHY.
GANGARATHNAMMA.A.V.
GOVINDAPPA
RANGANNA.
PRABHAI AH.D.
SUBBANNA.
HANDAPPA
CHANDRASHEKAR
H.MALIKARJUNA
SRI.SOLLAPURA BALAPPA
MADHURAO
VIJAYALAKSHMI
SRI RUDRAGOUDA PATILA
RAJANI BAI.D KULKARNI.
BHAHABADDIN.S.
SHANTHAI AH.G.
JAVLAGERA AMARESHA.
SUJATHA.
MALIKARJUNA.
VENKANNA.A.
BHIMANNA M
NAGAMANI
PARVATHI
GOWARAMMA
BASAVARAJ BIRADAR
ALIES PRAKASH
AKKAMAHADEVI BASAVRAJ DANDINAM
MAHALINGAMMA.
M.RAVINDRA
G.SIDDAPPA
RAGHAVENDRA CHARYA P

LIST OF HEADMASTERS

KARNATAKA STATE
TOTAL NO:- 20

NARAYANA SWAMY K
N TYAGARAJU
K A SOMAPPA
VARALAKSHMAMMA.
KARIBASAVAI AH
GANGAPPA
B. S. USHA
GANGAPPA. B. V.
SAYAD KALEEL
GOVINDAPPA
SUBBANNA.
CHANDRASHEKAR
SRI. SOLLAPURA BALAPPA
SRI RUDRAGOWDA PATILA
SUJATHA.
VENKANNA. A.
PARVATHI
MAHALINGAMMA.
G. SIDDAPPA
RAGHAVENDRA CHARYA P

LIST OF PARENTS

KARNATAKA STATE

TOTAL NO :- 200

NARAYANAPPA
GANGAPPA
PARVATHAMMA
LACHAMAMMA
VENKATALAKSHMAMMA
RAMANJANAPPA
NYATHAPPA
GANGAMMA
MUDDAGANGAMMA
ADINARAYANAPPA
BHAYAGAMMA
DODDANARAYANA NAYAK
NARAYANA NAYAK
MANGALA BAI
NARANI BAI
NAHI NAYAK.S.
JANAKI BAI
RAME NAYAK
RAMASWAMY NAYAK
SAKI BAI
NARAYANA NAYAK
NARANI BAI
NARAYANA NAYAK
SALI BAI
SAKI BAI
GOPE NAYAK
TULASI BAI
VENKATA NAYAK
LAKSHMI BAI
KRISHNA NAYAK
SANJEVAMMA
LAKSHMAMMA
GANGADRAPPA
NARAYANAMMA.
SAKARPPA.
VENKATARAMANAPPA.
MUTHAPPA.
VENKATARAYAPPA.
MUNIYAMMA.
GANGARATHNAMMA.
KARIYAPPA
KUSUMAKKA
CHALAPATHAMMA
VIJAY.
RAJAMANI
BANIS
NARAPPA.
JAYAMMA.
SINGARAPPA

DEVANURA BAI
CHIKKA GANGAPPA
GANGAMMA
GANGARATHNAMMA
GANGAPPA
GANGAPPA
ANJANAMMA
GANGARATHNAMMA
GANGAIAH
NYATHAPPA
GANGALAKSHMAMMA
VENKATARAMANAPPA
PUTTAMMA
KADIRAPPA
KADARAMMA
DADDAKKA
ASHWATHAPPA
ASHWATHAPPA
NUDDAMMA
GANGAMMA
LAKSHMAIAH
RAMAKRISHNAPPA
PARVATHAMMA
LAKSHMINARASAPPA.
JAYAMMA
NARASAMA
RAMAPPA
GANGAPPA
PUTTANARASAMMA
GOWRAMMA
RAMAPPA
SAVITRAMMA.
CHANAPPA.
SIDAPPA.G.
KAMBAKKA.
MUDAMMA.
GOVINDA RAJU.
NARAYANAPPA.
RAMANJANAMMA.
RAMAKRISHNAPPA.
GANGAMMA.
GOWRANGAPPA
LAKSHMAMMA
NAGARAJU
K. GAYATHRI
PANDURANGAPPA
GANGARATHNAMMA
CHIKKA AVALAKONDAPPA
VENKATAMMA

HANUMANTHANAYAK
VENKATANARASAMMA
BHEMAIAH.
BASAMMA.
INGEDAL NARASAMMA.
INGEDAL SHIVAGANI.
PAMAGANU MAKANNA.
PAMAGENU BHEEMAVVA
PAMAGENU SHANTHAMMA.
PAMAGENU GOLLAPPA.
NAYAKARU MUDAKAMMA.
NAYAKARU JATEPPA.
NAGAYAARAMANASALAH
NAGANODRUSHIVAMMA
MYAKALARANGALAH
MYAKALARUNINGAMMA
AGAYARAHANUMALAH
NAGANURUBASAMMA
GUGERANARASALAH
GUGERURANGAMMA
GUGERAHANUMANTHI
GUGERUNARASALAH
POLCE NINGANA GOWDA
POLICE RANGAMA
RANGALAH
MALLAMMA
MALI PATEL SHIVAMMA
MALLI NAYAKANA DODDI
RANGAMMA
SHIVARAYA
SHIVANNA
MAJIGI AMRAPPA
MANGAMMA
SHIVAMMA
NARASALAH
MARIYAPPA
HANUANTHI
NAGAMMA
HANUMEGOWDA
DEVAMMA
IYAMMA
THAYAPPA
AKALA KUMPI YALLALAH
PEDEYAVARU VENKOBA
PEDEYURU YELLAMMA.
KOTHVALLA IYAMMA.
KOTHVAL MUDAKAPPA
BADLAVARU BASALAH.
BADLAVARU VENKAMMA.
JALLEYAVARU SHIVARAJA
JALLEYAVARU IYAMMA.
NAYAKA CHENABASAVA.
NAYAKARU RAMADEVI
CHANDRAMAPPA.

DURGAMMA.
IYANNA.
THIPAMMA.
MUDAKAPPA METI.
HANUMANTHA
NARASINGA RAYA.
MONAMMA.
DURGAPPA.
NAGAMMA.
BASANA GOWDA
SHARANAMMA
RAMANNA
ESHWARAMMA
BALALAH
NAGAMMA
KRISHNAPPA
LAKSHMI
RANGANNA
HAMPAMMA.
HANUMANTHA.
DURGAMMA.
CHANDRAMAPPA.
DEVAMMA.
YALAMMA LINGADALU.
RANGALAH LIGADALLI
SIDANNA.
SABAMMA.
YANKAPPA.
THIMMAVVA.
THIMMAVVA
BYRAPPA
RANGANNA
MALLAMMA
JATTAMMA
BHEMANNA
GOVINDAPPA
THIMMAVVA
BHEMANNA HULAKALLI
JATEYAMMA
MEGHAPPA
JAMBALAVVA
LACHAMANNA
DEVAMMA
DHARMANNA
DEVAMMA
RUKKANNA
CHAVALAVVA
THAKRAMMA
NOORAPPA

**LIST OF STUDENTS
KARNATAKA STATE
TOTAL NO : — 229**

HARISH N	GANGAMMA
KONDAPPA D	GANGADEVI. S.
SUBBAMMA K	GAYATHRI.
LAKSHMINARASIMHA	UMADEVI
ADAPPA P	RAMAKKA.
V THIPPAMMA	GANGADHARAPPA.
VENKATESHA A	PAPANNA.
ANANDI	EIRAPPA
MYSHVERAPPA G	CHANDRASHEKAR.
GANGADHAR G	GANGARAJU
MANJULA A	RENUKAMURTHY.
SHARADA BAI	ANANDA
LAKSHMI BAI. P.	ANJANAMMA
BALI BAI.	SUJATHA. G. A.
PADMA BAI.	K. N. NAGARAJ.
ADI NARAYANA NAYAK	NAGESH. N
GOVINDA NAYAK.	MANJULA. A.
RANGE NAYAK.	K. SIDDESHWARA
GOVINDA NAYAK.	R. PARVATHAMMA
RAVI NAYAK.	K. N. NARASIMHA MURTHY
LAKSHME NAYAK.	SRINIVASA. K. V.
MANJU BAI	KAVITHA. G. A.
KAVITHA BAI	USHA. K. A.
VANI BAI	GAYATHRI
ANITHA BAI	SUNANDAMMA
MANJULA BAI	SOMBHAGYA
SHAMALA BAI	VIMALAMMA. M.
SHIVA NAYAK	GANGAMMA
RAVI NAYAK . B.	GANGAMMA
GOVINDA NAYAK	RAMESHA
BALAKRISHNA NAYAK	RAMESHA
SRINIVASA NAYAK	KANTHARAJA. N.
MOHAN NAYAK	SEENAPPA
MANJUNATH. H.	RAMESHA
ANANDA. D. S.	KRISHNAMURTHY
MOHAN. R.	PARIJATHA
RAVIKUMAR. C.	CHANDRASHEKAR.
MANJUNATHA. V.	NARASIMAHARAJA. S. C.
RAVIKUMAR. D. N.	SRINIVASA. H. D.
VARALAKSHMI. G.	MANJUNATHA.
BHARATHI. S.	MAHENDRA. H. N.
PUSHPAVATHI. S.	NAGESH. N.
GANGAMMA. V.	VENKATALAKSHMI. H. V.
LAKSHMIDEVAMMA. A.	SRI LAKSHMI.
LAKSHMIDEVI. M.	NEELAKSHI.
BASAVA RAJU.	SAVITRAMMA. H. P.
KISHORE	LAKSHMI. H. C.
DHARMESH.	SHYLA. H. C.
DHARMIKUMAR.	PUSHPA
SHANKAR	NARASIMHA MURTHY
SAMBAR.	MANJUNATHA. G.

SRINIVASA
VENKATESHA
RAMESHA
MANIRAJA
PADMAVATHI.
RASHMI
ARUNAVATHI
PAMAGENU KARIYAPPA.
PAMAGENU SIDDANNA.
HEERE REDDY PRANESHA.
PUJARI HANUMANTHA RAYA.
GOOGALUR RAGHAVENDRA.
CHIKADADAVARU BASAMMA.
KYATHALARU KRISHNAVENI.
MITTIRU ANURADHA.
NAYAKARUSHANTHAMMA.
NAYAKARU SHANKARAMMA.
YALAGATTIYAVARU CHENAMMA.
INGADALA LAKSHMI.
MAHANANDA
MYATHALURU HANUMANTHARAYA
GOVINDA RAJ
BHAGAPPA
GUGERUSHIVAPPA
RANGAPPA
PADAMMA
KALLAVARU YALLAMMA
NILUVANJIRANGAMMA
HANUMANTHI
VENKAMMA
GOOGIPADAMMA
HANUMANTHARAYA
THIRUMALLAIAH
SANJEEVAIAH
BASAVANAGOWDA
VENKAPPA
THIMMANA GOWDA
KAMPI SHANTHAMA
LAKSHMI
MANGAMMA
SIDDAMMA
LAKSHMI
SAMAVVA
RANGOJI
CHENNAMMA
MUDUKAMMA
BASAMMA
RANGOJI
LAKSHMI
HANUMAGOWDA
IYAPPA

HANUMAGOWDA
NARASAIAH
SHIVARAJA
CHENNAPPA
SWAMYA RANI.
JELLEYAVARU VENKATESHA.
PUJARI HANUMANTHARAYA.
BADLURU HANUMANTHARAYA.
JALLEYAVARU SIDDANNA.
LAKSHMI
TALVARU RANGAMMA.
KOTHVAL PADAMMA.
PADEYARU CHENAMMA.
PADMAJA.
GURIKARU SRIDHAR
PEBBERU RAVICHANDRA.
BASAVARAJ
THOMMANNA
HANUMANTHARAYA
BASAVARAJ
BASAVARAJ
GURUNATH
PADMA
SARASWATHI
HANUMANTHI
RENUKA RAMAIAH
VIJAYALAKSHMI
BASAMMA
SARASWATHI
LINGAMMA
REKUNAKA
YGUNDAMMA
MARILINGAMMA.
GULUMMA
PARAMAIAH
RAGHAVENDRA
HANUMANTHA
MALLAPPA.
AIAYALAPPA.
SHIVALINGA
HANUMANTHA.
AMBAPPA.
RANGANATH
HANUMAGOWDA.
HULIRAJ.
SUBASHCHANDRU.
NIRMALA DEVI.
SRIDEVI.
SHANTHAMMA.
SHANKUNTALA
ANNAPURNA.

GANGAMMA.
SABANNA
MUDDAPPA
DEVINDRAPPA
MOINESHA
THIMMANNA
MOINESHA
DEVANNA
LAKSHMI
SABANNA
THIMNAVVA
BASANNA
FAKEERANNA
LAKSHMIBAI
UMADEVI
GONAVVA
SHANTHANNA
GIRIYANNA
THIPPANNA
RAMANNA
SHIVANANNA
UMAPATHY
MANANNA
CHUKKANNA
RUKKANNA

LIST OF DROPOUTS AND NON-SCHOOL GOING CHILDREN
KARNATAKA STATE

TOTAL No:— 168

GANGAMMA	GANGAPPA
NARAYANA	JAYAMMA
GANGAMMA	NAAJAMMA.
ASHWATHANARAYANA	LAKSHMI NARASAMMA
ASHWATHANARAYANAPPA	RAMANJANAMMA
GIRIYAPPA B	RAMAKRISHNA
CHENNAKESHAVAPPA	NARASIMHA MURTHY.
RAMAPPA S	RAJU
VIJI NAYAK.L.	NARASIMHAMURTHY
PEREY NAYAK.	RATHNAMMA
PRAMILA BAI.	ASWATHAMMA
RAME BAI	USHARANI
LALITHA BAI.	CHIKKAMMA
RUKMINI BAI.	GANGAIAH
ADI NARAYANA.K.	NAGESHA
NARAYANE BAI.	SRINIVASA
VENKATANAYAK.G.	RAMAKRISHNA
AMMIBAI.	JAYALAKSHMI
GEETHA BAI	HANUMANTHAPPA
LACHU BAI	MANJULA
THIPEE BAI	MANJU
ADI NARAYANA NAYAK	SARVAMMA
KRISHNA NAYAK	MANJULA
ARUNA BAI	SHABIR.
CHANDRA NAYAK	PRAKASH.
GEETHA BAI.	ANJANAMMA.
PARVATHI BAI	ROOPA.
VENKATACHALAPATHY.	RAMAMURTHY.
CHIKANARASIMHAIAH.	SAVITRAMMA.
MANJUNATHA.	GAYATHRI
SUNANDAMA.	GANGAMMA
KEMPAKKA.	VENKATAMMA
GUNDAMMA.	NARAYANASWAMY.J.
MANJULA.	LAKSHMI
MUNIRAJAPPA.	GANGADHARAPPA
PAPANNA.	GANGADHARAPPA
KONDAPPA.	MADE SABAIAH.
ANAJANAIAH.	MASKIYAVARU BASAMMA.
SHANKARAPPA.	GOODERU SABAIAH.
VIJAY SHANTHI.	PAMAGENU BALAMMA.
VENKATESH.	HANNA GEVARU HANUMANTHARAYA.
CHARAN RAJ.	MOTALARU LAKSHMI.
KALYAN.	IRADAIRU MANGAMMA.
CHANDULAL.	GUGALARANGAPPA.
SUVARNA.	MARILINGAMMA
THIPAMMA.	GUGERUKAREMMA
SHANTHAMMA.	MYAKALABASALINGAMMA
MAHONAMMA.	KUDURERAMANNA
MAHESH.	MANGAMMA
SAKAMMA	NAGARAJA
THIMMAKKA.D	NAGANAGOWDA

MARAGEVVA
SHARANAMMA
PAPI RANGAPPA
YANKAPPA
KANAPARATHI ERAPPA
SHIVANGAMMA
PAPI BHEEMAVVA
ERAMMA
JETTARU THIRUPATHY
KARIYAMMA
BHODEMMA
YALLAMMA
HANUMEGOWDA
DEVAPPA
HANUMANTHARAYA
NINGANNA
IYAMMA

WARASAI AH
JALLEYAVARU RACHANNA.
JALLEYAVARU HANUMANTHA.
KABBERU MANJUNATHA.
JALLEYAVARU SHIVAMMA.
PADDEYAVARU NAGAMMA.
KABBERU LAKSHMI
KUTEERU DEVENDRAPPA.
KOTHWAL LAKSHMIDEVI
SHANKRAPPA
THIMMANNA
BASAVARAJ
DURGAMMA
DURGAMMA
BASAMMA
MALAPPA
AMARAMMA
SHIVAMMA.
BIMANNA.
MALLAIAH.
HANUMANTHARAYA.
BASAVARAJ
UMADEVI
MARILINGAMMA.
MAHADEVAMMA.
HANUMANTHA.
AMARESH.
THIMANNA.
DURGAMMA.
SHIVAMMA.
SHIVAKANTHAMMA.
RAMANNA.
ANJALI.
HULAGAMMA

DEVAPPA
THIMMAVVA
DEVAMMA
YANKAMA
YALLAPPA
THIMMANNA
YALLAPPA
HEMAVVA
ERAMMA
BOJANNA
GONAPPA
ROKAPPA
HONNAMMA
MANAVVA
VALAPPA

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New Delhi-110016

DOC, No

Date