PREFACE
The problem, welfare and development of Scheduled Tribes in India have become the triple distinct foci of planners, policy makers and the governments at large. India has the largest tribal population in the world with more than 450 tribal communities speaking different languages and dialects. These tribal communities are spread across the country and live mainly in the forest and hilly regions. These Scheduled Tribes are the lowest strata of Indian Society and for generations, most of these communities were neglected by the rest of the Nation. Since Independence, however, the development of Scheduled Tribes and their welfare have occupied the attention of Central and State Governments. The Government of India has been trying to ameliorate the tribals with the main stream through social change. Social change is a multi-faceted and continuous process. There are many factors which are responsible for the changing situation of tribals. Imparting education to the tribals can be taken as one of the most vital forces in social change in tribals. It also believed by many that through a gradual spread of education amongst the tribal people they can be brought more easily to the horizon of effective development.

Educational inequalities are deep rooted in Indian tradition and after Independence the Government pursued its laudable aim of alleviating of all inequalities through protective discrimination and provision of concessions and facilities to the socially disadvantaged sections like the Scheduled Tribes. For
Scheduled Tribes education is an input not only for their economic development but also for promoting in them self-confidence and inner strength to face new challenges. In Indian Constitution a great deal of emphasis is laid on the spread of education amongst Scheduled Tribes.

The Directive Principles of State Policy states that the State shall strive to promote the welfare of the people by securing and protecting as effectively as it may be a social order in which justice – social, economic and political shall inform to all institutions of national life. The Government of India has rightly responded to the provisions laid down in the Indian Constitution and made it a policy to develop tribals in all spheres of their life like, social, economic, political, cultural and so on. Assessing the real implications of education as a vital social force, the government has been taking several measures to accelerate the process of educational development in all States bringing into its fold the tribals. These measures included reservation of jobs, political participation through reservation of seats in Parliament, State Assemblies and local bodies, special facilities in the field of education and comprehensive institutional care through establishment and running of tribal welfare hostels for elementary, and secondary school and college going children, awarding of scholarships, fellowships and so on.

Andhra Pradesh State has the largest tribal concentration in Southern India constituting 6.59 percent of the total population of the country. It is the traditional home of nearly 33 tribal groups and they present a fascinating
diversity with its variagated socio-cultural traditions, plurality of occupations and diverse linguistic heritage. The Government of Andhra Pradesh has also adopted various measures for their development and welfare through extending appropriate legal and administrative support and designing and implementing of various developmental and welfare programmes, including establishment of Tribal Welfare Hostels and Ashram Schools for Tribal boys and girls.

Rayalaseema in Andhra Pradesh is one of the three geographical regions comprising four revenue districts namely; Anantapur, Chittoor, Kadapa and Kurnool. It is one of the drought-prone backward regions of the country with a total tribal population of 3.86 lakhs of which 1.99 lakhs are male and 1.88 lakhs are female. Of the thirty three categories of Tribes found in the State, 29 tribal categories spread found in these four districts and 3.35 lakh tribals live in rural areas and only 0.51 lakh tribal population dwell in urban areas. Majority of the tribals live on agriculture or as agricultural labourers or other workers. The literacy and education among these people is very poor when compared to other tribals and other general population in the State. The tribal enrolment rate in the schools as well as dropout rate is much dissatisfactory. The situation is much worse in respect of women in general and rural women in particular. In order to bring out socio-economic change among the tribal population, the Government of Andhra Pradesh through its Ministry of Tribal Welfare, as a constitutional obligation introduced various developmental schemes and welfare programmes touching the various aspects of tribal life. One such is educational programme for the development of literacy and education among Scheduled Tribes. It is also
proposed to continue efforts of government to improve access of Tribal children to schools, measures for retaining them in the schools and reduce their dropout rate. Particular attention is being paid for providing greater access to girl children and also for encouraging education among them. The programme of educational development designed for Scheduled Tribe children comprised of not only starting of schools for them but also running welfare hostels to school going children with facilities of boarding and shelter along with the package of incentives like supply of Text books and Note books, dresses, pocket money etc., and also provide comprehensive institutional care for the growth and progress of these children.

To fulfil the objectives of education for tribals, tribal development and welfare, the Department of Tribal Welfare, Government of Andhra Pradesh has established as many as 53 Tribal Welfare Hostels and 5 Ashram schools in the four districts of Rayalaseema. Among the Tribal Welfare Hostels 41 hostels are earmarked for boys and 12 hostels are meant for girls. The boys and girls who were enrolled in the near by schools for primary and secondary education commencing from III standard to X standard and whose parents annual income is less than Rs.18000 per annum are given admission in these hostels. By the end of 2005-2006 academic year as many as 7971 boarders were on rolls in the above hostels and Ashram schools of which 5724 were boys and 2247 were girls. The Government is allocating budget every year to meet the expenditure in running the above hostels and Ashram Schools. The District Tribal Welfare
Officers are made responsible to run these hostels with the assistance of Hostel Welfare Officers appointed one to each hostel.

PROBLEM:

The success in the achievement of socio-economic development among Scheduled Tribes in general and educational development of illiterate and poverty-sticken tribal children in particular always depends upon the efficient and effective management of Tribal Welfare hostels established by the Government as a welfare measure. Organisation and working of these hostels must be in such a way that these institutions should provide comprehensive institutional care on one side and promote academic growth and success in their school life. Timely release of funds, supply of text books and note books in time, adequate and nutritious food, healthy residence, congenial environment for regular study, health and hygiene, regular and consistent stewardship of the Hostel Welfare Officers, and their regular supervision on the behaviour of boarders, congenial hostel environment, cent per cent results in public examinations and so on will go a long way for the growth and development of tribal children in these hostels.

But the present controversy and altercation is that the Tribal Welfare hostels which are established and entrusted with the responsibility of providing comprehensive institutional care through their effective management are not successful in fulfilling the above objectives. There is lot of criticism on the unconcern attitude and failure of the Hostel Welfare Officers in managing the hostels and moulding the character of the boarders in these hostels. The
enormous omissions and complaints brought out by the newspapers and other media in respect of lapses in hostel administration very frequently has been causing great alarm. The series of complaints levelled by the boarders themselves against the quality and quantity of food served, ill health, poor care and protection, lack of minimum facilities, above all, delay and inadequacy in meeting their basic needs, frequent absenteeism of boarders, dropouts from the schools, poor performance of boarders in SSC Public Examinations, hostel indiscipline, and free access to unauthorised persons into hostels, all these show that all is not well with the working of Tribal Welfare Hostels in Rayalaseema Region.

SCOPE OF THE STUDY:

Hence an attempt is made in this thesis to study the organization and working of Tribal Welfare Hostels in the four districts viz., Anantapur, Chittoor, Kadapa and Kurnool of Rayalaseema region in Andhra Pradesh, their operational problems and predicaments, boarders issues, and various other related flaws with a view to improve the performance standard and enhance the functional efficiency with a sincere aim to make these tribal welfare hostels more academic oriented and welfare spirited.

OBJECTIVES OF THE STUDY:

The objectives of the present study are Eight fold in Character:

They are:
1. to trace out the historical origin of Scheduled Tribes in India and the constitutional safeguards and facilities provided to them.

2. to discuss the socio-economic, cultural and demographic profile of Scheduled Tribes in Andhra Pradesh.

3. to describe the administrative system and organizational structure of Tribal Welfare Ministry and Departments at Central and State level.

4. to analyse the Educational Welfare Programmes for Scheduled Tribes in Andhra Pradesh.

5. to explain the socio-economic profile of Scheduled Tribes in the four districts of Rayalaseema.

6. to assess the working of Tribal Welfare Hostels in Rayalaseema.

7. to test the perceptions of the Boarders (inmates) in respect of the working and performance of Tribal Welfare Hostels.

8. to appraise the problems in the functioning of hostels in Rayalaseema and offer suitable suggestions for the reorganisation and reorientation of Tribal Welfare Hostels in Rayalaseema and make them more boarder-activated, welfare-oriented and academic-spirited.

**METHODOLOGY:**

The present study is based on both primary and secondary data. Keeping in view the problems and objectives, suitable research tools have been adopted in the collection as well as evaluation of data.
Collection of Data from Primary Sources:

The primary data was collected from 16 Tribal Welfare Hostels and two Ashram Schools functioning in urban and rural areas of the four revenue districts viz., Anantapur, Chittoor, Kadapa and Kurnool of Rayalaseema region.

Of these 18 hostels, 10 Boys hostels and 8 girls hostels are chosen on the basis of purposive random sampling technique. The guidelines that have been adopted for selecting these hostels are:

a) all the districts of Rayalaseema have to be studied
b) from each district four hostels representing two from urban areas and two from rural areas.
c) of the two urban hostels, one boys hostel and the other girls hostel.
d) of the two rural hostels, one boys hostel and the other girls hostel.
e) in certain district like Kadapa, only one Girls hostel is functioning in one rural area. In view of this, in the place of urban girls, urban boys hostel is chosen.
f) of the two Ashram hostels one boys and one girls is chosen.
g) exclusively, Scheduled Tribe boarders are taken as samples.
h) in respect of Tribal Welfare Hostels, boarders studying VIII, IX and X standards are chosen and in respect of Ashram Schools VI and VII standard boarders are taken.

Well-structured questionnaires were prepared and administered to Boarders and Hostel Welfare Officers for the collection of required data. The questionnaires comprised of several dimensions and factors related directly or indirectly to the working of tribal welfare hostels. The other required information
was elicited by conducting informal interviews and discussions with the District Tribal Welfare Officers, Assistant Tribal Welfare Officers, Director of Tribal Cultural Research & Training Centre and other state level officials and politicians. Discussions were also held with the cross section of boarders parents, village sarpanches, school teachers and members of tribal organisations in the region. To gain an insight into the process and working of Tribal Welfare Hostels in the region, personal visits were conducted to make on-the-spot study of day-to-day life of boarders in the hostels and the operational problems faced by the officers.

The questionnaire administered to the hostel boarders was prepared in Telugu as well as in English languages. The copies of questionnaire were personally administered by the researcher to the selected boarder-respondents of all the 18 tribal welfare hostels in the study region. At the outset, the nature and importance of the study was explained and requested them to give their free and frank opinions about the points asked without any fear or reservation. In order to create confidence and freedom among the inmates, and keep them in an atmosphere of fearlessness, the questionnaires were administered to the boarders avoiding the presence of their Hostel Welfare Officers in the hostels. The boarder-respondents were also given an assurance that their responses would be kept confidential. The filled in questionnaires were collected by the researcher then and there itself. At the end of the questionnaire, the respondents were asked to offer their suggestions also.
Description of finalised questionnaire:

The finalised questionnaire administered to boarder-respondents contained three sections viz., Section-A, Section-B and Section-C. Section-A contained the questions relating to socio-economic background of the respondent, Section-B contained twenty questions relating to their life and facilities in the hostels and Section-C comprised of Eight questions pertaining to their perceptions about tribal welfare hostels. For Section-B questions, the respondents were asked to give their opinions in a three-graded indications like (a) Good (b) Average and (c) Bad. In other words, to give positive or neutral or negative perceptions. The perceptions of the boarders were calculated and computed by using a common statistical technique of 'Weighted Average' and the perceptions of 500 boarder-respondents were weighted and results were drawn.

Collection of Secondary Data:

Secondary data was collected from the reports of the Commissioner, Scheduled Castes and Scheduled Tribes, reports of various committees and commissions on Scheduled Tribes, Five Year Plans, Census reports, the Annual Performance Reports and Performance Budgets of Department of Tribal Welfare, Government of Andhra Pradesh, Andhra Pradesh State Administration Reports, Students School Records, Hostel records, District Statistical Reports, Reports prepared by District Tribal Welfare Officers and various Government Orders issued by Government of Andhra Pradesh from time to time in respect of Tribal Welfare. Further various books, journals relating to
social and tribal welfare, education, organisation and management and other related documents were consulted. Data was also collected from the Commissioner, Department of Tribal Welfare, Tribal Cultural Research and Training Institute, Hyderabad, State Central Library, Hyderabad and various other University and College Libraries in the State, National Institute of Rural Development, Hyderabad and National Institute of Tribal Development, Hyderabad. Finally national and regional newspapers, brochures and pamphlets released by the Department of Tribal Welfare from time to time were also made use of. Besides, the historical data was collected from State Archives, Hyderabad.

Plan of Analysis:

The present thesis has been organised into EIGHT chapters.

Chapter – I INTRODUCTION

It deals with tracing out of the origin of Scheduled Tribes in Indian continent, their demographic profile, the constitutional safeguards and facilities provided to them during post-independence era;

Chapter –II PROFILE OF SCHEDULED TRIBES IN ANDHRA PRADESH

It deals with the socio-cultural and demographic profile of Scheduled Tribes in Andhra Pradesh.
Chapter – III  ADMINISTRATIVE STRUCTURE

It deals with the evolution of Administrative system for Tribal Welfare over a period of time, administrative structure at National level, formation of Tribal Welfare Department at State level in Andhra Pradesh, and the present organisational structure at State and District levels.

Chapter – IV EDUCATIONAL WELFARE PROGRAMMES FOR SCHEDULED TRIBES IN ANDHRA PRADESH

It deals with origin and growth of welfare in India, educational scenario of Scheduled Tribes in India, and Andhra Pradesh, educational programmes for Scheduled Tribes and growth of Tribal Welfare Schools and Hostels in Andhra Pradesh.

Chapter – V SCHEDULED TRIBES IN RAYALASEEMA

It deals with the historical background, socio-economic and demographic profile of Scheduled Tribes in Rayalaseema Region.

Chapter – VI WORKING OF TRIBAL WELFARE HOSTELS IN RAYALASEEMA

It deals with the working of Tribal Welfare Hostels and Ashram Schools in the four districts of Rayalaseema, and the performance of hostel inmates in public examinations.
Chapter – VII BOARDERS’ PERCEPTIONS

It deals with the perceptions of selected Boarder-respondents relating to the working of selected Tribal Welfare Hostels, their life in, and their views on these hostels.

Chapter – VII SUMMARY AND CONCLUSIONS

It gives the summary of the present study and points out the problems, inherent deficiencies and lapses in the organisation and working of Tribal Welfare Hostels in Rayalaseema region and gives suitable suggestions for making the Tribal Welfare Hostels efficient and effective and more welfare oriented and academic spirited.

The thesis finally ends with annexures and bibliography.