

ACTION PLAN
FOR
ACCELERATED DEVELOPMENT OF EDUCATION
IN
TRIBAL AREAS OF ANDHRA PRADESH

TRIBAL CULTURAL RESEARCH AND TRAINING INSTITUTE
TRIBAL WELFARE DEPARTMENT
GOVERNMENT OF ANDHRA PRADESH
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ACTION PLAN FOR ACCELERATED DEVELOPMENT OF EDUCATION
IN TRIBAL AREAS OF ANDHRA PRADESH

Girija Vidya Vikas Kendramulu
(Centres for Education of Tribals)

Section - I

GEO-ETHNIC MATRIX:

Not far away from the palm fringed sea shore of Srikakulam district lie the sylvan tracts interspersed with hill ranges popularly called Eastern Ghats running through the upper part of the Vizianagaram and Visakhapatnam, East and West Godavari districts to wall off the wooded tracts from the rest of the area. It is this forest and hilly habitat called 'Scheduled Area' under the constitution, sprawling from Srikakulam on the Orissa border touching Bastar in Madhya Pradesh in Khammam district to the Maharashtra border in Adilabad district, which constitutes the traditional habitat of a majority of Scheduled tribes of Andhra Pradesh. This forest and hill ranges sealed off these aborigines for long from the winds of change and development. The tribals in this isolated habitat remained unlettered and undeveloped, and consequently more or less stagnant and caught up in a web of superstition ignorance and poverty. The preliterate people steeped in ignorance could not

keep pace with changes and all round development that swept outside the tribal areas, in modern times.

Given the present level of investment and the massive effort on the part of the Government it should have been possible to take a giant leap-forward; but we find that tribals with the exception of those in the North Eastern part of our country have by and large remained backward in the field of education. This is attributable to not only to their own resistance to change but to other factors like their isolated habitat. In the field of education reluctance on the part of the non-tribal teachers and other functionaries to stay and work in these difficult areas is an impediment. Thus the habitat of the tribal is an important factor which has to be taken into account while planning for educational development of the tribals.

TRIBAL SETTLEMENTS:

The tribal settlements are usually located in the jungle clearings and flat lands on mountain slopes and around the cliffs. Entry into or exit are through bridle paths and jungle foot paths. Each settlement is a village by itself or hamlet of a large village. Majority of the main villages, especially these on

the road side are mainly inhabited by non-tribals with tribals living in a separate part of the village or satellite hamlet. This is more true of the tribal villages in the Eastern Ghats, while the tribal habitates in Telengana are different in the sense that the villages are situated on flat lands and plateau tribal and non-tribal population being interspersed. Usually each hamlet is occupied by a particular tribal group. The nomenclature of the hamlets vary from area to area viz., Guda, Penta, Gudon, Valasa etc., with the name of the tribal group inhabiting prefixed to it. More than 50% (i.e. 18.18 lakhs) of the 33 Scheduled tribes (whose total population is 31.76 lakhs) are living in such settlements. The Primitive tribes like Savaras in Srikakulam, Vizianagaram districts, Porjas, Khonds, Gadabas of Visakhapatnam district, Konda Reddis of East Godavari, West Godavari, Khammam districts, and Kolams of Adilabad district generally live in interior places and their settlements are inaccessible during rainy season.

In accessibility of the tribal habitations is another factor which militates against the smooth implementation of not only education programmes but also other time bound schemes. It is very important that

we take into account the inaccessibility factor and devise a programme which will overcome this handicap. One alternative could be to make these remote and farof lung habitations accessible by laying a net work of main roads and arterial roads, but this is not only involves huge investment but is also a time consuming process. In such a situation it becomes inevitable to provide educational facility at the door step of the tribal by adopting a pattern of educational institutions different from what it is in the plains areas.

There are 6,172 scheduled villages and 906 non-scheduled villages (7078) in sub plan area of 8 I.T.D.A. districts. There is pre-ponderance of Schedule Tribes population in both scheduled and non-scheduled sub-plan villages. The sub-plan villages are delineated for taking up integrated development in predominantly tribal villages. The total scheduled areas cover 30,030 sq.kms., constituting 11% of the total geographical area of the State. The density of population in tribal area is 125 per sq.km. as against 194 in plain areas.

MAJOR TRIBES:

The major tribes inhabiting the 8 I.T.D.A.

areas of the State are Gonds, Kolams, Pardhans, Lambadas and Naikpods of Utnoor I.T.D.A. in Adilabad district, Lambadas and Koyas of Eturnagaram I.T.D.A. areas of Warangal district and Palwoncha I.T.D.A. area of Khammam district, Koyas and Konda Reddys of Eluru I.T.D.A. of West Godavari district and Rampachodavaram of East - Godavari district. About 15 groups belonging to Scheduled Tribes such as Bagata, Valmiki, Reddy Dora, Mooka Dora, Kotiya, Konda Dora, Gadaba, Mali, Porja, Khonds etc. are inhabiting the I.T.D.A. area of Paderu in Visakhapatnam district where a little less than half of the total ITDA villages in the State are located. Savara, Jatapu and Konda Dora are the most important tribes inhabiting the ITDA areas of Parvathipuram of Vizianagaram district and Seethampet of Srikakulam district. Numerically predominant scheduled tribes in sub-plan area whose population is more than one lakh are Koyas, Lambadas and Konda Doras.

The attitude of each tribal group towards education and their present level of literacy is a factor relevant to planning of future development. The primitive Tribal Groups like Khond and Kolam have low level of literacy and even the major tribal groups like

Gonds also fall in the range of 2.125% literacy rate. The problems becomes more complex in areas where both relatively advanced tribal groups and Primitive Tribal Groups live in symbiosis, it becomes necessary in this situation to adopt habitation approach rather than area approach.

Section - II

TRIBES AND THEIR ECONOMIC CONDITIONS:

Generally those who are economically backward remain educationally backward and these without education languish in poverty. Tribals today are found in this State. Importance of education as an input for economic and human resource development has been very well recognized now and the entire country is marching towards this goal. Now a massive effort has to be launched in the tribals areas also as otherwise the existing hiatus between tribals and non-tribals will increase. In the context of tribal situation in A.P. it is very essential that we take note of the fact that as many as 30 out of 33 tribal groups of Andhra Pradesh live in the tribal areas which are the subject matter of this discussion. Each tribal group represents a distinct level of economic development. Consequently the effort which will have to go into the process of development has to be carefully modulated to suit the needs of each tribal group.

Most of the tribals living in hilly and forest areas partly subsist by collecting edible tubers, roots, wild fruits and hunting small game. Some hill tribes also

Savaras of Srikakulam, Vizianagaram, Konda Dora, Perja, Khonds of Visakhapatnam and Konda Reddies of East Godavari West Godavari and Khamman resort to slash and burn cultivation on the hill slopes. Gonds, Khammas, Pardhans, Koyas, Naikpods, Bagatias, Walnikis and Jatapus are mainly settled plough cultivators. Banjara economy is characterised by both agriculture and cattle rearing. The unique feature of Konda or hill dwelling savaras agriculture is terrace cultivation which is practised by constructing small terrace fields all along the contours of a running hill stream. Wet crops like k. ginger, turmeric and paddy are raised on these fields by diverting water from the running hill stream. 'Konki-borigi' or a 'bee gun digging stick' with iron blades on either end of a handle is the main agricultural implement used on these fields. The regional variations in agricultural practices are discernible in their cropping pattern also. The back bone of the agro-economy of the Gond area is cotton growing. Tobacco and chillies are the main commercial crops grown by the tribes of Khamman, East and West Godavari districts besides the food crop jawar, Nigar is the commercial oil seed crop of the tribes of Visakhapatnam, Besides jowar, Chodi, the other food crops grown are small millets like Korra,

Gante, Sama etc., and pulses like Alasanda, Redgram, especially of the hill variety. Most of the tribal groups are at the subsistence level of economy. It is estimated that 90% of the tribal families living in the sub-plan area are below poverty line.

As the habitat of tribals is rugged and mostly infertile all the members of the family have to work hard to earn the meagre income. The low productivity in the tribal areas is also due to primitive methods of exploiting natural resources and cultivation practices. Men, Women and even grownup children constitute the working force. All agricultural operations are usually undertaken with family labour without any hired labour. In peak season labour is engaged on exchange basis from neighbouring families. Every member of a tribal family contributes to the family income even from tender age. For instance even a child of 8 to 10 years of age is found engaged in tending cattle, hunting small game or collecting minor forest produce or looking after the younger siblings at home while the elders are engaged in other pursuits. This is a major impediment in the spread of education among tribal children. Usually tribal parents are either reluctant to enrol them in schools or indifferent or even encourage dropping out of school because their services are required in family pursuits.

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S e c t i o n - III

EDUCATION AND TRIBAL DEVELOPMENT:

The programme of directed change has been in operation in tribal areas ever since India opted for planned development about 35 years ago. Realising that education builds up the inner strength of the tribal and insulates him against outside exploitation, it has been given priority in the development programmes for tribals. Therefore creation of more opportunities, smoother and harmonious integration of tribal groups into the main stream of the nation will not be possible unless hitherto neglected tribal communities attain educational standards comparable with plains people.

During the past 35 years with the beginning of every plan period, new approaches, concepts, strategies and the institutional infrastructure have been introduced in tribal areas for the exclusive benefit of scheduled tribes. Education has always been vital component of the development programmes resulting in the establishment of variegated educational institutions. The range of educational institutions varies from the simple single teacher school to the complex and sophisticated residential school. Special incentives have been provided to attract tribal students to schools

sustain their interest in education. Even the covered educational institutions like public schools, convents, reputed institutions which were exclusive domains of the larger society's elite have been thrown open to the tribal candidates. About half of the Tribal Welfare budget is earmarked for education today.

The working group on the development of Scheduled Tribes during VIIth Five Year Plan observe that " during the past three decades and odd most of the educational programmes have been aimed at quantitative expansion... the qualitative aspect is however being neglected". The present situation in A.P. is vastly different now as this aspect was carefully studied and in the last 3 years the educational infrastructure has been suitably modified to adequately take care of the qualitative aspects.

The working group also observed that " Adult Education has an important role to play. Greater effort in promoting adult education including adult women's education in tribal areas..... should be taken up".

Adult Education:

Eradication of illiteracy is sine-qua-non for active participation of the tribals in the process of political decision making and nation building. In

view of this urgent need a massive programme of Adult Education has been introduced since 1979-80 to spread literacy among adult population in the age group of 15-35 years. There are 4,059 adult education centres in the sub-plan area of the state with 1.31 lakhs adult tribals on rolls and each centre is manned by an Adult Education Organiser. The centres are grouped into a number of projects, each comprising 300 centres and headed by a Project Officer. At the State level a separate Directorate is created. As there are 7078 sub-plan villages more than 2000 adult literacy centres have to be established during current plan period.

NON FORMAL EDUCATION:

The Non-Formal Education programme was launched to create awareness about the problem of illiteracy to spread functional literacy at quicker pace, to infuse spirit of self reliance, self confidence among tribals and finally to give a meaningful boost to the developmental activities.

A separate programme of Non-Formal Education is also in operation for the tribal children in the age group of 9-14. It is actually a support programme to formal education programme as it aims to introduce

the illiterate and reinduct the dropouts into formal education at primary or upper primary level since the initiation of the programme in 1979-80, 2070 centres have been opened with 51,730 tribal beneficiaries in the sub-plan area. 60 centres are opened in each Block with 25 children in each centre. Each centre is organised by an Instructor and at Block level one Supervisor is appointed. The District Educational Officer at District level and a Joint Director in the Directorate of school Education oversee the programme implementation process.

Section - IVCRITICAL APPRAISAL:

In spite of these multifarious education programmes, the hiatus between the levels of education of the general population and tribal people could not be bridged or even reduced. The percentage of literacy (1981 Census) among Scheduled Tribes is 7.84 while the state average is 29.54. Literacy among Women belonging to tribes is as low as 3.46% where as female literacy of National and State level are 17.99 and 20.52 respectively. The district-wise details of female literacy among tribals is furnished in Annexure-I. The female literacy in major I.T.D.A. Districts like Visakhapatnam and Adilabad is very low compared to state female literacy.

The literacy rate among the tribals of Andhra Pradesh is appallingly low when compared to National and State levels. The following statement illustrates this trend.

Sl. No.	Census period	India		Literacy % Andhra Pradesh	
		General	Tribal	General	Tribal
1.	1951	16.67	5.96	15.81	3.46
2.	1961	28.29	8.54	21.19	4.41
3.	1971	34.45	11.29	24.57	5.34
4.	1981	36.23	16.35	29.94	7.80

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It is evident from the above table that there is wide disparity in the literacy levels between all India general, Andhra Pradesh general and all India Tribal and A.P. Tribal population. The literacy rate among the scheduled tribes of Andhra Pradesh is not even half of the National literacy of the Scheduled Tribes as per 1981 census reports. The decennial growth rate of literacy for S.Ts at National level is more than 5% whereas at State level tribals registered growth rate of only 2.46% between 1971 to 1981. Further the literacy rate after independence at National level increased about 3 times but during same period i.e. 1951 to 1981 literacy in this state pertaining to tribals only doubled.

In tribal literacy level, Andhra Pradesh occupied fourth place among Southern States, and 3rd place from bottom among all sixteen states having tribal population in India. Bihar and Madhya Pradesh occupying the lowest and 2nd lowest rungs, (Annexure-2) as per 1971 census report. This trend indicates the need for a massive investment in educational programme.

The District wise distribution of Scheduled Tribe population with literacy (1981 census) and Tribe wise literacy (1971 census) in Andhra Pradesh are given in Annexure(3) and Annexure-4)

In 4 districts i.e. Mahabubnagar, Nizamabad, Karimnagar, and Nalgonda tribal literacy is less than 5%, 10 districts fall in the literacy range of 5 to 10% which includes the 6 major ITDA districts of Srikakulam, Vizianagaram, Visakhapatnam, Khannan, Warangal and Adilabad. In 8 districts including the 2 ITDA districts of West Godavari and East Godavari districts, tribal literacy rate is between 10.1 and 15%. Only in Hyderabad district tribal literacy rate is more than 15%. (details vide Annexure-5).

The growth of tribal literacy in the 23 districts of the State between 1961 and 1971 and 1971 and 1981 is given in Annexure-5. The table shows the uneven increase in the rates of literacy between the three decennial census figures. For example the percentage of tribal literacy between 1961 and 1971 in Srikakulam district came down from 5.12 to 3.60 and again increased by about 2½ times, i.e., 9.6% between 1971 and 1981. The percentage of tribal literacy marginally increased from 3.99 to 4.39 between 1961 and 1971 in Visakhapatnam district, whereas between 1971 and 1981 the literacy percentage increased by about 2% i.e. from 4.39 to 6.3 between 1971 and 1981. The percentage of Literacy which was 3.65 in 1961 increased to 6.54 by 1971 and

to 12.6 by 1981 in East Godavari district which is a uniform growth rate. Again in West Godavari district, the percentage of tribal literacy increased from 5.49 to 6.53 between 1961 and 1971 census, where as it showed up to 11.4% by 1981 census. Similar is the case with the percentage of literacy in Adilabad district. The percentage of tribal literacy increased marginally from 2.52 to 3.28 between 1961 and 1971 and more than double i.e. 6.8% between 1971 and 1981. So is the case with percentage of tribal literacy in Khammam district. The percentage of growth between 1961 and 1971 was less than 1% where as it almost double by 1981. In Warangal district the percentage of tribal literacy showed a growth of 0.53% between 1961 and 1971. The growth rate between 1971 and 1981 was 1.44 which is more than double. Thus in districts having sizeable tribal concentration, the decennial growth rate between the three census periods is not uniform and steady. But significant literacy growth rate from 1971 to 1981 is due to establishment of large number of Ashram Schools and Hostels for respective I.T.D.As.

The wide disparity in educational levels among tribals is not only conspicuous in different districts but also among different tribal groups. The Primitive

tribal groups who are most backward and who are at the bottom layer of the tribal societies are also educationally backward. Annexure-6 indicates that four tribal groups are having less than 2% literacy level including the 2 Primitive tribal groups namely Khond and Kolam. The literacy rates of 9 tribes, including the 3 Primitive Tribal Groups ie. Savara, Konda Reddy and Gadaba besides the major tribes of Gond, Koya and Jatapu are in the range of 2.1 to 5.0%. As many as 14 tribes including the primitive tribal groups, Chenchu and major tribes like Bagathas, Kotia, Pardhan, Sugali and Yanadi are having literacy rates ranging between 5.1 to 10.0%. One Primitive Tribal Group, Thoti and three major tribes, Valniki, Yerukala and Kulia are having literacy rates in the range of 10.1 to 15%.

Annexure-6 gives the tribe wise percentage of literacy during 1961 and 1971 census periods. A glance at the percentage of literacy increased either marginally or sizeably, in case of others it decreased. The percentage of literacy increased almost two fold between 1961 and 1971 among Andhs and Pardhans, the two tribes of Adilabad. Bagathas of Visakhapatnam show a marginal increase of about 0.7% between 1961 and 1971 census. Among Konda Doras the increase in literacy rate is nil

between 1961 and 1971 census. More than two fold increase was shown in the literacy rate of Konda-Reddis between the two census periods. Khonds, Mannacoras, Mukacoras and Nayaks showed decrease in their literacy rates between 1961 and 1971 census. A steep fall is noticed in the literacy rate of Savaras i.e. 6.62% in 1961 to 2.3% in 1971. This shows that there are many variations both negative and positive in the growth rates of literacy among various tribal groups. (The tribe wise literacy rates for 1981 census are yet to be published by Census Department.)

The reasons for low level of literacy amongst the tribals are:

1. Inadequate coverage of tribal villages/hamlets with schools.
2. Non functioning of even the meagre number of schools.
3. Lack of a systematic programme of adult education.
4. Lack of facilities to teach the tribal children in their own dialect.
5. Relapsing to illiteracy because of lack of facilities.

S e c t i o n - V

EDUCATIONAL INFRASTRUCTURE:

There were only three residential schools for tribals earlier but in 1981-85, 6 Residential schools were started. In 1985-86 Government sanctioned another 10 Residential schools exclusively for tribals and in 1986-87, 9 more have been sanctioned (8 for Primitive Tribal Groups and 1 for other tribal groups). Thus a giant leap was taken by our State in the direction of providing quality education to tribals during last 2 or 3 years. Establishment of fullfledged Residential High Schools mostly in Sub-plan areas and in P.T.Gs area outside Sub-plan area will certainly facilitate attainment of good standard in the educational fields. Presently most of the seats in professional courses and coveted jobs are being cornered by advanced tribal groups who are living in the plain areas where good facilities are available. The hill tribes are hardly entering into courses like B.E., and M.B.B.S. These Residential schools will go a long way in instilling self-confidence and enable children of hill tribes to compete on a footing of equality with advanced tribes and other non tribal groups. The list of Residential schools established up to 1985-86, and the school wise strength and

facilities both at post and pre-matric level. The facilities mainly comprise of free supply of text books to 4.09 lakhs students (Day scholars), free supply of note-books and one pair of dress. The day scholars are given scholarships at the following rates:-

Class	I	Rs.20/-per annum
Class	II to VII	Rs.50/-per annum
Class	VIII to X	Rs.70/-per annum

At the post-matric level, besides the Govt. of India scholarships, assistance is given by the State Govt. for students in students managed hostels, and attached hostels. Further assistance is given by way of free supply of essential text books and instruments. The strength of students in pre-matric classes is given in Annexure-10.

It may be seen from this Annexure that the rate of dropouts is high as one progresses from Primary to Upper primary and Upper primary to High schools. The results of VII and X classes is given in Annexure-11.

The number of students in various post matric classes is as follows:-

1.	I.T.Is.	:	846
2.	Polytechnics	:	450
3.	Intermodiate	:	5,471
4.	Graduation	:	
	a)Engincering	:	216
	b) Medical	:	170
	c) Others	:	2,444
5.	Post-Graduate courses	:	150

In order to ensure effective supervision of educational institutions in sub-plan area Government have sanctioned 4 posts of D.E.Os. and 4 posts of Dy.D.E.Os. for major and minor I.T.D.As, respectively. With the help of these functionaries it is hoped, the academic aspects in tribal educational institutions will improve.

Section - VI

Problems:

A general survey of state of education in tribal areas brings in to focus the following problems:-

1. Persisting wide gap in levels of literacy between tribal and general population.
2. Inadequate educational institutions especially primary schools, strict adherence to the criteria of 200 population threshold and non-availability of educational facility within a radius of 1.5 km. for opening of school resulting in the denial of Educational facility to a large number of small and isolated settlements.
3. Heavy incidence of absenteeism and wastage especially between I and II and II and III classes which is as high as 75% to 80%. Case studies conducted on the performance of two primary Ashram schools located in Srikakulam and Vizianagaram I.T.D.As and two High schools located in tribal villages of Visakhapatnam and East Godavari I.T.D.As. showed that percentage of wastage varied from 62.5 to 80.0 as per cohort method of calculation. Details are given in Annexure-12.
4. Lack of motivation on the part of tribal parents to educate their children. This is more pronounced among tribals living in small and isolated settlements without any educational institutions as they are reluctant to send their children to schools located in distant villages. Even if the school is located in the same village, the tribals living in hamlets are reluctant to send their children to school. The school going child also drops out at the earliest opportunity due to inter play of various socio-economic pull and push factors.
5. Insistence upon posting only qualified teachers and the consequent dependance upon unwilling and

unsympathetic non-tribal teacher as no local tribal teachers are available with such high qualifications prescribed. As opined by Dhebar Commission "A teacher in tribal areas must have a thorough knowledge of tribal life and culture. He must speak the tribal language. Actually, the gulf between teacher and taught can be best reduced by appointing teachers from the tribal community itself".

6. Lack of tribal bias to the educational system especially in lower classes, in course content, teacher component, school atmosphere, structure and style of functioning.
7. Poor retention capacity of high schools and colleges and the resultant return of disillusioned and semi-educated tribal youth to native villages, only to fall pray to extremist preachings.
8. Failure to comprehend educational needs at micro level and evolve institutions to suit the needs of small population.
9. Lack of basic facilities for locating schools, hostels, teacher quarters etc.
10. Lack of adequate facilities for female education.
11. Inaccessibility and lack of transportation facilities in the tribal habitats.
12. Extension of same norms and conditions even to tribal areas for starting new schools inspite of distinct geo-ethnic conditions.

It is therefore imporative to take a comprehensive view of the strategies and programmes so far evolved and implemented.

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S e c t i o n - VII

EXPERT OPINION:

Even a cursory look at the state of Education system shows the same storee typed institutions and curriculum that have been in existence in the plains areas are being duplicated in tribal areas. The conditions existing in these schools are in no way better than what they were some 40 years back. Dr. Ayyappan in his report (1948) graphically described that the existing schools are more apologies for schools and if we had societies for the prevention of cruelty of children the authorities running these schools would have to face their action. These schools are just very bad and dirty copies of the schools of the plains and betray complete lack of imagination, thought and even elementary interest in the children on the part of the inspectorate and high authorities". "Similarly Malayappan committee report (1951) also mentions that" the standard of education is deplorable, low and the pupils do not seem to have been much influenced by the teaching of 3 Rs. The attendance in these schools was irregular and even the boys who attended regularly usually leave the school after reaching 3rd standard, secondly instead of appointing plains men as teachers,

it will do well to recruit teachers from among the tribal communities themselves who can understand their conveniences and psychological peculiarities, and based on such understanding can induce the boys to take up interest in education".

"Except giving them education according to routine system of syllabus, nothing has been done in the agency areas to develop education, according to local genius and to meet local conditions".

The working group development of Scheduled Tribes during the VII plan has observed. "One issue which has hung fire for a long time concerns medium of instruction for tribal children in the context of the provisions of Article 350 A of the Constitution which lays down that in villages where the population is small, adequate facilities for instruction in the mother tongue shall be provided. This aspect has been taken care of in our State as primers have been prepared in Tribal dialects.

The paper on policy perspective of education issued by Govt. of India has rightly pointed out that "One very significant issue which has to be discussed here pertains to the specifically oriented educational

effort essential for reducing these disabilities of Scheduled Caste and Scheduled Tribe students which cannot be removed only by the provisions for reservation. In fact reservation of seats in professional courses and jobs fails to achieve the desired results because of the absence of these efforts. It has to be recognised that the majority of Scheduled Caste and Scheduled Tribe students are first generation learners and these as well as others who may not fall in this category, often suffer from the after effects of early childhood malnutrition, a sense of social inadequacy, unsuitable work habits and lack of self-confidence in realising their academic potentials. These factors often militate against their adjustment in the streams of higher education and professional work and their performance vis-a-vis others in a competitive situation. This leads to psychological strain and tension vis-a-vis their peers. While some programmes for enhancing the competence of Scheduled Caste and Scheduled Tribe students have been initiated, appropriate steps are still to be taken to ensure that young people from these backgrounds get fully integrated with the others". In the tribal areas of Andhra Pradesh as pointed out in section V efforts are being made to provide quality education and improve the academic inputs.

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Section - VIII

Conclusion

The main objective of establishing the proposed mini primary schools in schoolless villages and hamlets belonging to tribal is to boost up the literacy rate of tribals up to 25% by the end of VIIIth Five Year Plan. The twin laudable objectives of Fifth Five Year Plan which is a significant mile stone in history of tribal development were to bridge the gap in respect of Development levels between tribals and non tribals and to improve the quality of life. These objectives which are continue to be in force cannot be achieved unless educational opportunities are spread to nook and corners of tribal areas. Free and compulsory educational will be meaning less unless institutions of primary education are easily accessible to all tribals.

In order to eradicate mass illiteracy and to minimise the problems of absentism and wastage "Girijana-Vidya Vikas Kendramulu" have to be established in all the schoolless villages where there are at least minimum 20 school age children. These centres of

learning should be made as integrated centre where pre-primary, mini-primary, Adult and non formal education has to be organized. The following guidelines may be followed in establishing Girijan Vidya-Kendras.

1. Micro level planning for tribal education with habitation as the smallest unit for starting a school.
2. Bifurcation of primary education to phase I and phase II with 1st and 2nd classes, and 3rd to 5th classes respectively and starting separate institutions for 1st phase and utilising the existing schools for the II phase while gradually expanding it to accommodate the successful pupils who come out of phase I primary.
3. Appointing educated Tribal youth who dropped out from High school or college stage and remained unemployed in their villages as teachers. Thus creating employment for the tribal youth in their village and in the process mitigate their frustration besides weaning them away from extremist path.
4. Imparting education in phase I schools with tribal dialect as medium of communication between the

teacher and the student, the hand books being in Telugu. In the II phase both medium of communication and books will be in Telugu. The Primers with Telugu script in tribal dialect have already been prepared, in Koya and Gondi for students in I and II classes. I and II primers are being prepared in other tribal dialects also with Telugu script. These will be utilized in the I and II classes of the Girijan Vidya Vikas Kendras.

5. Ensuring people participation by entrusting the phase I primary schools to the local tribal committees specially formed for the purpose who will construct the school hut according to local design and partly contribute for the maintenance of the ^etacher.
6. Entrusting the ITDA with the responsibility of maintaining academic standards and supply of teaching aids to the schools besides meeting part of the maintenance charges of the tacher by way of paying fixed monthly honorarium.
7. Boosting up adult literacy programme and non-formal education for the spread of literacy among adults in the age groups of 15-35 years and

reintroducing the drop outs and introducing the illiterate child in the age group of 9-14 years to the schools respectively by planning them with habitation as the unit.

8. Administrative integration of the two phases of primary education and adult and non-formal education at ITDA levels so as to avoid duplication in supervisory infrastructure and the consequent expenditure. The ITDA/DEO/DY.DEOs, whose appointment is under the consideration of Government may be able to look after all the educational programmes and institutions in the project area.
9. Starting of Integrated schools with the nomenclature "Girijan Vidya Vikas Kendram" in every school-less habitation in which the phase I primary, adult education will be imparted by the same teacher according to a time schedule and prescribed syllabus. Here it may be pointed out that a teacher with a minimum of VII class pass can be able to channel the drop out by coaching him so as to enable him to join suitable primary class. The stage II non formal education which is intended for enabling a student to join upper primary class will be taken care of by a

nearly Girijana Vidya Vikas Kendran where there is a tribal teacher. The Girijan Vidya Vikas Kendran thus functions as a sort of Micro level open school. Even underaged tribal children may also attend the school along with elder siblings. Thus girls education also receives proper attention as they need not go out of village or leave their younger siblings at home while attending classes.

10. Evolving integrated orientation training course in teaching techniques for the newly appointed Tribal teacher to suit the teaching of phase I primary, adult literacy and non-formal education.

The criteria of minimum 200 and above population and a distance of more than $1\frac{1}{2}$ k.ms. away from the existing school may be relaxed in opening new schools in tribal areas in view of peculiar geo-ethnic conditions, past neglect etc, as it is proposed to bring all educational activities such as mini primary schools. Adult education and non-formal education under one roof. Educated tribal youth may be appointed as teachers by paying consolidated honorarium. This is proposed as

outside teachers are reluctant to work in tribal areas and to solve the problem of un-employment in the tribal areas.

The concept of Girijan Vidya Vikas Kendram is evolved to suit the scattered and small settlements even with less than 50 inhabitants. This is because even in habitations of this size about 10 school age children, 15 adults in the age group of 15 to 35 and 10 illiterate or drop out boys in the age group @ 9-14 (non-formal) are expected to make up a centre for 30 pupils which is normally the prescribed minimum for a viable literacy centre.

According to the provisional figure of educational survey ITDA wise position with regard to the school-less centres is given in Annexure-13.

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Section - IX

Action Plan

APPROACH AND STRATEGY:

In the light of the foregoing discussions it follows that a special approach has to be adopted to tackle the problem of low level of literacy among the scheduled Tribes living in the sub-plan area. For the purpose of assessing the magnitude of the problem a specific survey of the sub-plan area was undertaken covering all the relevant aspects comprehensively. So far as the number of habitations (including villages) is concerned the data that has emerged is summarised in the following table.

Sl. No.	Name of the ITDA.	Total no. of villages.	No. of Villages identified for opening of schools.	No. of Hamlets identified for opening of schools.	Total habitations identified for opening of schools.
1.	Srikakulam	821	207	23	230
2.	Vizianagaram		167		167
3.	Visakhapatnam	3538	1000	--	1000
4.	East Godavari	775	340	--	340
5.	West Godavari	106	15	6	21
6.	Khammam	911	180	40	220
7.	Warangal	285	68	14	82
8.	Adilabad	642	26	4	30
Total:		7078	2003	87	2090

It may be seen from the above table that out of 7078 sub plan villages 2003 villages do not have the facility of a school. In other words 28.29% of the villages have to be provided with this basic amenity. Besides the said number of villages, there are 87 hamlets which need a school. All together 2090 habitations have to be provided with schools.

The district wise position of villages hamlets identified for opening schools indicates that Visakhapatnam district has the maximum number proposed followed by East Godavari, Srikakulam and Khanam districts. While the minimum number of schools proposed is found in West Godavari district. In this exercise, attempt is made to identify villages hamlets viable for opening schools i.e. habitations having a minimum of 20 school age children and in other areas cluster approach has been adopted for identifying the number of schools and central places for opening Girijan Vidya Vikas Kendram to cater to the needs of eligible schoolage children. The clusters cover villages as well as hamlets which are not viable units by themselves.

In the 8 ITDAs the scheduled Tribes population as per 1981 census is 18.18 lakhs. Taking into account

the normal growth rate (2.5%) the population of scheduled tribes in 1985 would be 20,008 lakhs on the basis of this, estimated figure of population the number of school going age children would be 2.25 lakhs i.e. in the age group 6-II(primary). The actual number of children attending schools is 1.71 lakhs in the ITDA as per the statistics furnished by the Director of Schools Education (68%) so there is a gap of 54,000 students to be enrolled. To meet this requirement 2,700 schools would be needed. But only 2090 schools are proposed to be started in view of the fact that in every centre the number of students will not be uniform. There will be variation between 20 to 30 depending upon the size of population of the centre. Moreover centres will be located at a distance of more than 1.5 kms apart and in some cases the topographical conditions would compell opening of centres a distance less than 1.5 kms. also.

In the proposed centres, the village community will provide a hut/building to run the centre as part of the peoples effort. The centre will be manned by a local educated tribal youth with a minimum of VII class pass as qualification. The teacher will not only run classes for the regular phase I primary education but also run

the classes for Adult and non formal sections in the same premisses with different timings. For every 10 centres, a supervisor will be appointed with at least matriculation qualification. The job of the supervisor will be to frequently visit the centres, guide the teachers and report to the Extension Officer Education and Deputy Inspectors of Schools regarding the functioning of the school. The Extension Officer and Deputy Inspectors of Schools will also periodically inspect the schools. The entire scheme will function under the supervision of the Deputy District Educational Officers and District Educational Officers in the 8 I.T.D.As.

Teachers who are going to be appointed will be given a capsule teachers training course at selected centres by the Education Department teachers trainers. Each school will be equipped with appropriate teaching aids and other furniture.

LITERACY PROJECTIONS:

With the implementation of the above strategy it is expected that substantial increase will be achieved in the levels of literacy in sub-plan area as discussed below:

The estimated adult population is 6 lakhs and the coverage by Adult education centres is 1.31 lakhs. The I phase Girijan Vidya Vikasa Kendranulu will cover 54,000 students. The students already enrolled number about 2 lakhs from classes I to X in the existing Institutions. In the sub-plan area, there are 1,56,000 existing, literates. Thus, at the end of 1990 i.e. at end of VII plan, there will be 7.02 lakhs literates out of a population of 25 lakhs(Projected).

The details are as follows:

	<u>Present</u>	<u>After 5 years</u>
1. Adult Literacy Centres	1.31	6.55
2. Girijan Vidya Vikas Kendranulu	0.54	0.54
3. Students already enrolled:		
a) Primary	1.71	1.71
b) Above primary	0.29	1.45
4. Existing literates	1.56	1.56
	-----	-----
Total:	5.41	11.81
	-----	-----

60% dropout margin will have to be allowed for item 1 and 50% item 3(a) therefore in the final analysis the position will be as follows:

1. A.L.Cs.	2.62
2. G.V.V.Ks.	0.54
3. a) Primary	0.85
b) Above primary	1.45
4. Existing literates	1.56

	7.02

At the end of VII plan we will have 7.02 lakhs literates in the Sub-plan area who will constitute 28% of the projected (1990) population of 25 lakhs tribals in the sub-plan area. Thus in other words the present rate of literacy will go up from 7.80 (present) to 28% (1990).

Financial Implications:

The financial implications of the scheme are as follows:

1. No. of schools to be opened	2090	
2. No. of Teachers to be appointed	2090	
3. No. of supervisors to be appointed		
1. Supervisor for 10 schools	209	
4. Teacher cost @Rs.400/-pm per teacher for one year for 2090 schools $400 \times 12 \times 2090 =$		Rs. 1,00,32,000
5. Supervisor Cost @Rs.500/-pm. per supervisor for 12 months for 209 supervisors $500 \times 12 \times 209 =$		Rs. 12,54,000

Total:		Rs. 1,12,86,000
6. Teaching aids + equipment @Rs.1000/-per school for 2090 schools (non-recurring)		Rs. 20,90,000
7. Cost of Training of Teachers @Rs.100/-per teacher for 2090 teacher (non-recurring)		Rs. 20,90,000 ^{2,09,000}

Total:		Rs. 22,99,000

Recurring	Rs. 1,12,86,000
Non-Recurring	Rs. 22,99,000
Grand Total:	Rs. 1,35,85,000

8. Total expenditure for 5 years.

Recurring	Rs. 5,64,30,000
Non-Recurring	Rs. 22,99,000
	Rs. 5,87,29,000

Total financial requirements for opening the 2090 Girijan Vidya Vikas Kendras works out to Rs. 1,35,85,000. This includes the recurring expenditure of Honorarium to teachers @ Rs.400/-per month and to supervisors @ Rs.500/-per month and non-recurring expenditure of Rs. 1000/-per centre, towards equipment and Rs.100/-per teacher for payment in training period.

Total expenditure of the scheme for 5 years works out to Rs. 5,87,29,000.

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A n n e x u r e - I

DISTRICT-WISE S.T. LITERATES IN ANDHRA PRADESH

Sl. No.	District	Male literates	Female literates	Total literates	Percentage of female literates
1	2	3	4	5	6
1.	Srikakulam	7697	2428	10125	4.65
2.	Vizianagaram	9152	3078	12230	4.02
3.	Visakhapatnam	18727	3509	22236	2.02
4.	East Godavari	11965	6099	18064	8.58
5.	West Godavari	4764	2812	7576	8.46
6.	Krishna	6838	2993	9736	8.84
7.	Guntur	13987	5075	19062	7.46
8.	Prakasham	8226	3187	11413	8.42
9.	Nellore	10109	8438	14547	5.16
10.	Chittoor	5351	1489	6840	3.90
11.	Cuddapah	3447	710	4157	3.95
12.	Ananthapur	7915	2098	10013	5.22
13.	Kurnool	4333	1260	5593	6.49
14.	Mahabubnagar	5784	906	6690	1.19
15.	RangaReddy	4225	893	5123	2.53
16.	Hyderabad	2388	1384	4272	20.03
17.	Medak	3402	438	3840	1.31
18.	Nizamabad	3864	322	4186	0.73
19.	Adilabad	16477	2203	18680	1.62
20.	Karimnagar	2698	478	3176	1.61
21.	Warangal	12883	1972	14855	1.39
22.	Khammam	21883	5278	27161	2.49
23.	Nalgonda	7893	968	8861	1.02
A.P.:		194508	53928	248436	8.46

Source: Primary Census, abstract for S.Ts. 1981.

* Sixth column indicates percentage of female S.T. literates to total female S.T. population of the district.

Annexure - 2

COMPARATIVE LEVELS OF LITERACY AMONGST SCHEDULED
TRIBES IN DIFFERENT STATES 1971

(In percent)

Sl. No.	STATE	Tribal			All population		
		Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	8.33	2.13	5.33	33.18	15.75	24.57
2.	Assam	34.62	17.16	26.02	37.19	19.27	28.72
3.	Bihar	18.45	4.85	11.64	30.64	8.72	19.94
4.	Gujarat	21.83	6.5	14.12	46.11	24.75	35.79
5.	Himachal Pradesh	25.25	5.53	15.89	43.19	20.23	31.96
6.	Karnataka	21.71	7.67	14.85	41.62	20.97	31.52
7.	Kerala	32.01	19.40	25.72	66.62	54.31	60.42
8.	Madhya Pradesh	13.05	2.18	7.62	32.70	10.92	23.14
9.	Maharashtra	19.06	4.21	11.74	51.04	26.43	39.18
10.	Manipur	38.64	18.87	28.71	46.04	19.53	32.91
11.	Meghalaya	30.11	22.79	26.45	34.12	24.66	29.49
12.	Nagaland	30.17	17.68	24.01	35.02	18.65	28.40
13.	Orissa	16.38	2.58	9.46	38.29	13.92	16.18
14.	Tamilnadu	13.34	4.48	9.02	51.78	26.86	39.46
15.	Tripura	23.60	5.76	15.03	40.20	21.10	30.98
16.	West Bengal	18.49	3.09	8.92	42.81	22.42	33.20

* Includes the figures for Mizoram district, now a Union Territory.

Source: Sharma B.D.

Planning for Tribal Development.

Annexure - 3

LITERACY AMONG SCHEDULED TRIBES OF ANDHRA PRADESH-1981

Sl. No.	District	Tribal Population (in lakhs)	Literates (in lakhs)	Percentage
1.	Srikakulam	1.05	0.10	9.52
2.	Vizianagaram	1.53	0.12	7.84
3.	Visakhapatnam	3.54	0.22	6.21
4.	East Godavari	1.43	0.18	12.59
5.	West Godavari	0.67	0.08	11.94
6.	Krishna	0.67	0.10	14.93
7.	Prakasham	0.78	0.11	14.10
8.	Nellore	1.78	0.15	8.43
9.	Chittoor	0.79	0.07	8.86
10.	Cuddapah	0.38	0.04	10.53
11.	Ananthapur	0.82	0.10	12.20
12.	Kurnool	0.40	0.06	15.00
13.	Mahaboobnagar	1.55	0.07	4.52
14.	Hyderabad	0.15	0.04	26.67
15.	Medak	0.69	0.04	5.80
16.	Nizamabad	0.90	0.05	4.44
17.	Adilabad	2.73	0.19	6.96
18.	Karimnagar	0.61	0.03	4.92
19.	Warangal	2.93	0.15	5.12
20.	Khammam	4.30	0.27	6.28
21.	Nalgonda	1.96	0.09	4.59
22.	Ranga Reddy	0.73	0.05	6.85
23.	Guntur	1.40	0.19	13.57
Total:		31.76	2.49	7.84

Annexure - 4
TRIBE-WISE LITERACY RATES - 1971

Sl.No.	Tribe	Literacy rate (1971-%)
1.	Andh	8.81
2.	Bagatha	6.60
3.	Bhil	7.80
4.	Chenchu	6.50
5.	Gadaba	3.40
6.	Gonds	3.30
7.	Hill Reddis	4.20
8.	Jatapu	4.40
9.	Kammaras	7.50
10.	Kattumayakam	15.20
11.	Kondakapu	5.50
12.	Kondareddi	4.20
13.	Kondha	0.90
14.	Kondadora	3.20
15.	Kotia/Benthooriya	5.40
16.	Kolan	1.30
17.	Koya or Gond	3.90
18.	Kulia	14.80
19.	Malis	7.50
20.	Mannedora	5.60
21.	Mukadora	1.90
22.	Nayaks	5.40
23.	Pardhan	8.70
24.	Porja	2.40
25.	Reddidora	1.80
26.	Rona, Rena	8.30
27.	Savara	2.30
28.	Sugali	6.40
29.	Thoti	11.80
30.	Valmiki	12.80
31.	Yanadi	5.80
32.	Yerukula	10.20
33.	Unspecified	16.30
A.P.		5.34.

* Tribe-wise literacy rate as per 1981 census reports are not available.

A n n e x u r e - 5

DISTRICT-WISE LITERACY AMONG S.T. POPULATION

Sl. No.	District	Percentage of Literacy		
		1961	1971	1981
1.	Srikakulam	5.12	3.60	9.6
2.	Vizianagaram	--	--	8.0
3.	Visakhapatnam	3.99	5.39	6.3
4.	East Godavari	3.65	6.54	12.6
5.	West Godavari	5.49	6.53	11.4
6.	Krishna	6.23	11.83	14.0
7.	Guntur	9.78	9.60	12.6
8.	Prakasham	--	8.81	14.7
9.	Nellore	3.93	5.62	8.2
10.	Chittoor	4.26	5.62	8.7
11.	Cuddapah	4.67	5.97	11.1
12.	Ananthapur	5.10	6.32	12.2
13.	Kurnool	6.90	12.12	14.0
14.	Mahaboobnagar	1.92	4.39	4.3
15.	Ranga Reddy	..	..	7.1
16.	Hyderabad	13.54	19.52	29.5
17.	Medak	4.71	2.50	5.6
18.	Nizamabad	1.49	10.55	4.6
19.	Adilabad	2.52	3.28	6.8
20.	Karimnagar	1.37	2.60	5.2
21.	Warangal	3.07	3.66	5.1
22.	Khammam	2.56	3.30	6.3
23.	Nalgonda	3.16	7.13	4.5
	Andhra Pradesh	4.41	5.34	7.8

A N N E X U R E - 6

Sl. No.	Scheduled Tribe	Literate and Educated Persons 1961	Percentage of literacy 1961	Literates and Educated Persons 1971	Percentage of literacy 1971
1	2	3	4	5	6
1.	Andh	66	4.5	212	8.20
2.	Bagatha	8,299	5.9	4,747	6.50
3.	Bhil	24	28.9	44	7.80
4.	Chenchu	1,047	5.9	1,594	6.50
5.	Gadaba	551	2.5	5,213	3.40
6.	Gond	3,628	2.5	5,213	3.30
7.	Hill Reddis	102	2.6	182	4.20
8.	Jatapus	2,513	4.0	3,332	4.40
9.	Kanmaras	715	2.9	2,690	7.50
10.	Kolas	157	0.9	367	1.30
11.	Koya	6,529	2.9	11,204	3.90
12.	Kattumayakam	1	1.3	44	15.20
13.	Kondaçora	2,795	3.2	3,343	3.20
14.	Kondakapus	1,413	5.1	2,099	5.50
15.	Kondareddis	656	1.8	1,820	4.20
16.	Kondhs	220	1.1	318	0.90
17.	Kotia BenthOriya	366	3.3	975	5.40
18.	Kulia	3	3.5	28	14.80
19.	Malis	107	7.4	149	7.50
20.	Mannedora	608	7.1	526	5.60
21.	Mukha dora	294	2.9	258	1.90
22.	Nayaka	176	6.1	216	5.40
23.	Porja	170	1.8	295	2.40
24.	Pardham	464	4.7	995	8.70
25.	Reddichoras	69	2.2	98	1.80

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1	2	3	4	5	6
26.	Rena	--	--	1	8.30
27	Savaras	4,508	6.6	1,914	2.30
28	Sugalis	4,542	4.7	8,579	6.40
29	Valniki	2,394	10.6	3,728	12.80
30	Yenadis	9,948	6.8	14,002	5.80
31	Thoti	66	12.1	212	11.80
32	Yerukula	10,286	8.0	16,656	10.20
33	Goudu	323	9.5	--	--
34	S.T.not known	313	9.5	1,805	16.30
Total:		58,353	4.4	88,501	5.34

Annexure - 7

LIST OF RESIDENTIAL SCHOOLS FOR S.TS. DURING 1985-86

Sl. No.	A.P. Residential Schools for S.Ts.	District	No. of institutions	Sanctioned strength 1985-86
1	2	3	4	5
1.	Upper Sileru(Boys)	1. Visakhapatnam	3	540
2.	Koyyuru(Boys)	-do-		90
3.	Peddabayalu(Boys)	-do-		90
4.	Bhadragiri(Boys)	2. Vizianagaram	2	270
5.	P. Konavalasa(Boys)	-do-		90
6.	Seethampeta(Boys)	3. Srikakulam	2	270
7.	Peddabadi(Boys)	do		90
8.	R.C. Varam(Boys)	4. East Godavari	2	180
9.	Addateegala(Boys)	do		90
10.	Kannapuram (Boys)	5. West Godavari	1	180
11.	Eturunagaram(Boys)	6. Warangal	2	240
12.	Ashoknagar (Boys)	do		90
13.	Kinnerasani Dam(Boys)	7. Khammam	3	600
14.	Chintoor (Boys)	-do-		90
15.	Bhadrachalam (Girls)	-do-		150
16.	Adilabad (Boys)	8. Adilabad	3	330
17.	Asifabad (Girls)	do		150
18.	Utnoor (Boys)	do		90
19.	Srisaillam (Boys)	9. Kurnool	1	330
Total:			19	3,960

annexure - o

STATEMENT SHOWING THE CLASS WISE STRENGTH PARTICULARS IN HOSTELS

S.No.	District	Class wise strength actually maintained										Total
		I	II	III	IV	V	VI	VII	VIII	IX	X	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Srikakulam	17	14	39	73	66	139	175	200	205	147	1075
2.	Vizianagaram	90	131	135	140	82	152	152	170	203	88	1343
3.	Visakhapatnam	488	278	263	210	179	363	334	351	371	234	3081
4.	East Godavari	241	212	178	141	105	135	204	245	253	263	1977
5.	West Godavari	233	203	154	155	106	212	213	186	179	67	1708
6.	Krishna	87	95	126	125	158	202	230	159	131	112	1425
7.	Guntur	69	204	271	337	304	344	455	299	335	179	2807
8.	Nellore	35	109	144	155	257	284	255	193	198	135	1766
9.	Prakasham	155	177	265	263	240	263	296	241	254	181	2335
10.	Cuddapah	--	--	8	92	176	200	191	139	212	69	1087
11.	Kurnool	77	29	53	63	90	131	175	110	132	105	965
12.	Chittoor	6	18	70	145	181	210	224	123	162	121	1260
13.	Ananthapur	--	1	63	124	167	269	422	169	214	136	1565
14.	Khammam	34	50	77	147	186	479	583	351	393	246	2546

contd.... 2.

1	2	3	4	5	6	7	8	9	10	11	12	13
15.	Adilabad	237	204	277	387	350	450	424	534	591	433	3815
16	Nizamabad	-	8	129	97	117	122	105	93	96	69	836
17	Karimnagar	71	66	96	86	132	137	139	119	129	106	1081
18	Nalgonda	172	149	286	415	561	545	600	511	482	415	4136
19	Mahaboobnagar	52	19	106	201	201	305	210	269	188	179	1818
20	Warangal	20	65	131	214	254	431	432	430	387	288	2702
21.	Medak	169	124	181	151	155	151	124	126	126	66	1374
22	Hyderabad	10	67	93	99	97	96	93	72	74	43	734
23	Ranga Reddy	6	57	73	112	111	121	147	103	101	75	906
Total:		2260	2280	3208	3932	4363	5441	6233	5203	5344	3758	42342

Annexure - 9

STATEMENT SHOWING THE CLASS WISE STRENGTH PARTICULARS OF ASHRAM SCHOOLS

Sl. No.	District	CLASS WISE										Total
		I	II	III	IV	V	VI	VII	VIII	IX	X	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Srikakulam	1165	691	471	334	212	105	51	66	--	1	3095
2.	Vizianagaram	737	414	323	220	152	16	24	36	47	40	2009
3.	Visekhapatnam	1089	680	651	522	434	328	324	213	155	139	4535
4.	East Godavari	1175	890	710	369	361	138	133	72	64	22	3934
5.	West Godavari	764	555	464	408	279	105	58	29	--	1	2663
6.	Krishna	24	16	11	12	16	--	--	--	--	--	79
7.	Guntur	49	36	14	19	10	--	--	--	--	--	129
8.	Prakasham	615	295	234	134	86	--	--	--	--	--	1364
9.	Nellore	6	17	29	31	23	28	42	--	--	--	176
10.	Kurnool	153	105	98	83	70	--	--	--	--	--	509
11.	Mahaboobnagar	380	166	119	102	23	--	--	--	--	--	790
12.	Ranga Reddy	91	46	48	36	21	--	--	--	--	--	242
13.	Khammam	1658	721	550	648	537	204	191	69	58	--	4636
14.	Warangal	682	362	332	330	216	62	102	81	x69	59	2295
15.	Karimnagar	282	103	91	96	--	12	--	--	--	--	584
16.	Nalgonda	164	82	98	102	82	--	--	--	--	--	528
17.	Adilabad	4117	1528	1432	1006	799	385	323	206	103	26	9925
18.	Medak	25	21	19	8	--	--	--	--	--	--	73
		13176	6728	5694	4460	3321	1383	1248	772	496	287	37565

Annexure - 10

Class wise Enrolment in 8 I.T.D.A. Districts (1988)

Sl.No.	District	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
1.	Srikakulam	3,929	2,929	2,330	1,609	1,364	997	506	627	198	167	14,656
2.	Vizianagaram	5,963	4,963	3,745	1,651	1,963	458	458	262	159	178	20,800
3.	Visakhapatnam	10,164	6,787	5,659	3,559	2,336	1,284	1133	769	754	618	33,083
4.	East Godavari	3,670	3,390	3,261	3,178	3,086	1,201	1150	1091	1052	980	22,059
5.	West Godavari	3,819	2,564	2,064	1,542	962	407	405	186	160	150	12,259
6.	Warangal	12,397	5,830	4,035	3,158	2,610	2,137	1182	939	883	441	33,612
7.	Khammam	15,692	6,685	4,713	3,293	1,408	1,981	1492	817	602	447	38,136
8.	Adilabad	3,606	6,331	3,470	2,574	2,276	1,051	997	212	161	257	25,935
Total:		64,240	39,479	29,277	21,569	17,006	9,516	7323	4923	3969	3238	200,540

Annexure - II

STATEMENT SHOWING THE PERCENTAGE OF PASSES VIITH CLASSES PUBLIC EXAMINATION FROM
T.W.HOSTEL BOARDERS DURING 1984-1985.

Sl. No.	District	VIITH class Public Examination			Xth class public examination				
		No. appeared.	Passed	Percentage Passed	No. Appeared.	Ist class	Passed	Total	Percentage passed.
1	2	3	4	5	6	7	8	9	10
1.	Srikakulam	174	138	79%	112	2	8	10	9%
2.	Visakhpatnam	362	278	84%	162	5	70	75	45%
3.	Vizianagaram	275	200	76%	140	1	10	11	8%
4.	East Godavari	224	165	73%	178	4	31	35	20%
5.	West Godavari	186	115	62%	95	-	26	26	27%
6.	Krishna	236	115	50%	124	--	16	16	13%
7.	Nellore	286	122	59%	123	-	17	17	14%
8.	Guntur	421	293	70%	194	3	42	45	23%
9.	Prakasham	283	222	78%	137	3	55	58	42%
10.	Ananthapur	381	143	37%	154	2	38	10	7%
11.	Cuddapah	148	128	86%	76	-	41	41	55%
12.	Kurnool	163	88	54%	96	10	35	45	46%
13.	Chittoor	189	121	64%	107	2	20	22	20%
14.	Adilabad	398	371	93%	353	20	100	120	33%

contd....2

contd...2.

1	2	3	4	5	6	7	8	9	10
15	Khammam	446	276	61%	204	2	37	39	19%
16	Karimangar	120	102	85%	70	--	22	22	31%
17	Mahaboobnagar	213	197	92%	127	10	62	72	56%
18	Medak	84	78	92%	58	-	32	32	55%
19	Nalgonda	--	--	NF.					
20	Nizamabad	91	83	91%	56	5	22	27	48%
21	Warangal	464	390	85%	272	26	80	106	38%
22	Ranga Reddy	122	90	74%	61	7	31	38	62%
23	Hyderabad	72	66	92%	39	5	14	19	48%
Total:		5338	3890	71%	2936	107	779	886	30%

Annexure - 12

STATEMENT SHOWING EXTENT OF WASTAGE IN 4 SCHOOLS IN I.T.D.A. OF SRIKAKULAM, VIZIANAGARAM
VISAKHAPATNAM AND EAST GODAVARI DISTRICTS.

Sl. No.	I.T.D.A.	Location of the school	Year of admission	No. of students admitted into Class-I.	No. of students passed V or VII or X class			% of col. 6 to 8 to col. 5	Wastage	
					V	VII	X		No. of students	Percentage
1	2	3	4	5	6	7	8	9	10	11
1.	Srikakulam	Badapolla (Seethampeta PS)	1980-81	21	6	--	--	28.6	15	71.5
2.	Vizianagaram	Tadikonda (Bhadragiri PS)	1980-81	10	3	..	..	30.0	7	70.0
3.	Visakhapatnam	Bkunpeta	1975-76	8	..	..	1	12.5	5	62.5
										(One student failed in X class one student has taken T.C.)
4.	East Godavari	Devarapally (Maredumilli PS)	1978-79	15	..	3	..	20.0	12	80.0

Source: A case study of schools in the above I.T.D.A. areas by T.C.R. & T.I.

Annexure - 13

STATEMENT SHOWING I.T.D.A. WISE NUMBER OF SCHOOLS LESS CENTRES.

Sl. No.	Name of the I.T.D.A.	No. of schools less Centre		
		Village	Hamlets	Total
1.	Srikakulam	207	23	230
2.	Vizianagaram	167	--	167
3.	Visakhapatnam	1000	--	1000
4.	East Godavari	340	--	340
5.	West Godavari	15	6	21
6.	Khammam	180	40	220
7.	Warangal	68	14	82
8.	Adilabad	26	4	30
Total:		2003	87	2090

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