

**A Report on the Status of Primary
Education of Adivasi Children in Andhra
Pradesh and Orissa in the Context of the
Right to Education Act 2009**



*Submitted by
Dhaatri Resource Centre for Women and Children*

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Acknowledgements

This study is mainly brought out to highlight the status of adivasi children with respect to their right to Primary education. We wish to acknowledge first, the inputs and interaction from the children of every village and school that we visited in order to bring out this report. We are most grateful to NEG-FIRE for placing their trust in us and extending a very spontaneous support for undertaking this study. It is because of their assistance that the Dhaatri Resource Centre got a new break to continue its work in the area of adivasi education. The study helped in revisiting some of the interior adivasi areas and make fresh connections with local groups who are campaigning for their rights. It also helped in spreading more awareness on the Right to Education Act 2009 (RTE Act) and in getting insights into local and official perceptions over this new legal instrument.

We wish to thank Dr. Shantha Sinha, Chairperson of the National Commission for the Protection of Child Rights (NCPCR), for suggesting that we take up a study of this nature so as to help the Commission have a better understanding of the status of the adivasi children's education and for pursuing with the departments concerned on the findings from this study. We hope that this will enable us to strengthen our advocacy for the rights of adivasi children's Primary education through this process. We also wish to thank Dr. Jandhyala Kameshwari for her constant help and support in our work on education.

Mr. Rajendra Prasad, the co-State Representative for monitoring of the RTE Act on behalf of NCPCR for Andhra Pradesh, and their organisation MV Foundation, have been the greatest support, not only accompanying us and facilitating many of the field visits, but in also sharing their perspectives on the RTE Act's implications in the field context. Our most sincere thanks go to Mr. Prasad and MV Foundation.

We are most grateful to Mrs. Chandana Khan, Principal Secretary, School Education, Andhra Pradesh, for her very positive and supportive time in introducing us to many of the State officials and in ensuring their cooperation both for the work as State Representatives and for any information that we sought from time to time to undertake this study. We much appreciate her keen efforts to make the RTE Act an effective instrument for children's right to free and compulsory Primary education and for her cooperation to review and follow up on the concerns we have raised from the field in the process of this study. We also wish to thank the State and district level officials of the Departments of School Education and Tribal Welfare and the officials of the Sarva Shiksha Abhiyan/Rajiv Vidya Mission (SSA/RVM) in both the States of Andhra Pradesh and Orissa for giving us their valuable time and sharing information regarding adivasi children's education during our meetings with them. Particularly we wish to thank Dr. VNVK. Sastry from SSA/RVM, Andhra Pradesh, and Mr.Chinaveerabhadru from Tribal Welfare Department, Andhra Pradesh, for all their facilitation in retrieving data and information for us. We wish to thank the Project Officers of the Integrated Tribal Development Agencies (ITDAs) and SSAs for giving us interviews and facilitating the district level data and logistical arrangements for our field visits. We wish to extend a special thanks to the ITDAs of Bhadrachalam, Utnoor, Srisailam and Parvathipuram for all their help and cooperation. The National University for Educational Planning and Administration (NUEPA) was a major source of information with respect to secondary data. We are most thankful to NUEPA for providing us with information whenever we approached them. Specifically we would like to thank Dr. K.Sujatha for sharing with us her valuable research perspectives and insights into adivasi education. We would also like to thank Dr.

Poonam Batra, of the Academic Research Centre, Delhi University, on the interaction with regard to teacher training.

Ms. Sakuntala Vantala is acknowledged for undertaking primary data collection and collation of secondary data of schools visited. The field visits and primary data collection was possible due to assistance we received from organisations working in these areas. We wish to first thank MV Foundation and their local networks with Indira Kranthi Patham (IKP) teams and community-based organisations. We'd like to thank the IKP teams of Khammam and Mahabubnagar districts and particularly Mr. Krishna Reddy of DREAM, Adilabad, and Mr. Narsireddy of IKP, Bhadrachalam. We are most grateful to Ms. Padmaja, Mr. Pari Naidu and their team from Jattu, Vizianagaram, particularly Mr. Raju who volunteered most patiently to take us around in the field. We also wish to thank the children of Jattu Ashram for taking care of our team and for their very touching hospitality. We appreciate the help of Mr. Lakhi Deori and his team at Community Coordination Network (Lakshmipuram) and Mr. Manmadharao and his team of Adivasi Mitra, (Paderu), for all the support for our field visits in Visakhapatnam and Koraput districts. We also wish to extend our heartfelt thanks to Mr. Anil Pradhan and his team at Sikshasandhan, Bhubaneswar, for facilitating our field visits to Mayurbhanj district, Orissa.

List of Abbreviations

AIE	Alternative and Innovative Education
ANM	Auxiliary Nurse cum Midwife
APS	Ashram Primary School
B. Ed.	Bachelor of Education
BC	Backward Caste
BPC	Biology Physics Chemistry
BPL	Below Poverty Line
BRCC	Block Resource Centre Coordinator
CDS	Community Development Societies
CLAP	Committee for Legal Aid to Poor
CLAPS	Childrens Learning Acceleration Programme for Sustainability
CLIP	Children Language Improvement Programme
CRCC	Cluster Resource Centre Coordinator
CTS	Child Tracking System
CWSN	Children with special needs
DIET	District Institute of Educational Training
DISE	District Information System for Education
DPEP	District Primary Education Programme
DSE	Director of School Education
DWCRA	Development of Women and Children in Rural Areas
EDI	Educational Development Index
EGS	Education Guarantee Scheme
GER	Gross Enrolment Ratio
GVVK	Girijana Vidya Vikasa Kendra
HDI	Human Development Index
HDR	Human Development Report
HHS	Household Survey
HS (G)	High School (Girls)
HS	High School
IKP	Indira Kranthi Patham
IMR	Infant Mortality Rate
ITDA	Integrated Tribal Development Agency
KGBV	Kasturba Gandhi Balika Vidyalaya
MADA	Modified Area Development Approach

MEO	Mandal Education Officer
MLE	Multi Lingual Education
MMR	Maternal Mortality Ratio
MPC	Math Physics Chemistry
MPPPS	Mandal Praja Parishad Primary School
MPPUPS	Mandal Praja Parishad Upper Primary School
MRC	Mandal Resource Coordinator
MRO	Mandal Revenue Officer
MRP	Mandal Resource Person
NCERT	National Council for Educational Research and Training
NCF	National Curriculum Framework
NCLP	National Child Labour Project
NCPCR	National Commission for the Protection of Child Rights
NER	Net Enrolment Ratio
NGO	Non-governmental Organisation
NPEGEL	National Programme for Education of Girls at Elementary Level
NRBC	Non-residential Bridge Centres
NUEPA	National University for Educational Planning and Administration
OBC	Other Backward Caste
OPEPA	Orissa Primary Education Programme Authority
PHC	Primary Health Centre
PMRC	Project Monitoring Resource Centre
PS	Primary School
PSHM	Primary School Head Master
RBC	Residential Bridge Centres
RSBP	Reconstruction of School Buildings Project
RTE	Right to Education
RVM	Rajiv Vidya Mission
SC	Scheduled Caste
SCERT	State Council for Educational Research and Training
SEC	Student Education Committee
SGT	Secondary Grade Teachers
SHG	Self Help Group
SMC	School Management Committee
SoE	School of Excellence

SPD	State Project Director
Sq km	Square kilometres
SRC	School Report Card
SSA	Sarva Shiksha Abhiyan
SSC	Secondary School Certificate
ST	Scheduled Tribe
TLM	Teaching Learning Material
TSP	Tribal Sub-plan
TWAHS (B)	Tribal Welfare Ashram High School (Boys)
TWAHS (G)	Tribal Welfare Ashram High School (Girls)
TWAPS	Tribal Welfare Ashram Primary School
TWAS (G)	Tribal Welfare Ashram School (Girls)
TWAUPS	Tribal Welfare Ashram Upper Primary School
TWPS	Tribal Welfare Primary School
UGMES	Upgraded Middle English School
UPS	Upper Primary School
VTG	Vulnerable Tribal Group

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EXECUTIVE SUMMARY

Introduction

The children from adivasi/Scheduled Tribe (ST) communities face serious development neglect, particularly evident in the status of Primary education across India among different tribal groups. Universal Primary education is today a national agenda with the enforcement of the Right to Education Act 2009 (RTE Act). Yet achievement of universal Primary education in the context of ST children is dependent upon several factors at policy, implementation and governance levels as well as civil society and community levels in their ability to demand for this Constitutional mandate of the government. Unless clarity and a conscious recognition of the extent of problems and the complexities involved with delivery of Primary education by the State and its institutions are brought out for a national debate and planning, utilising the Constitutional rights provided by the Act for achieving free and compulsory education for ST children would remain unfulfilled. The current study, **‘A Report on the Status of Primary Education of Adivasi Children in Andhra Pradesh and Orissa in the Context of the Right to Education Act 2009’**, was undertaken to further this national dialogue on behalf of adivasi children and their entitlements to Primary education.

Dhaatri Resource Centre for Women and Children works for the protection and rights of adivasi children in Andhra Pradesh, especially for their right to education. As a resource centre for education, and particularly in our current role of providing the institutional support to the State Representative for the National Commission for the Protection of Child Rights (NCPCR) on the monitoring of the RTE Act in Andhra Pradesh, we have witnessed several gaps in terms of access, physical infrastructure, teachers and their pedagogic capacities. However, to build a concrete argument on these gaps and to lobby for focused interventions and policy by the State, the broader picture of ST education with an analysis across States on the implementation of the RTE Act was seen as a way forward to facilitate such a dialogue.

The study was undertaken in the two States of Andhra Pradesh and Orissa due to the high population of STs and the scope for our advocacy work in the region. Andhra Pradesh has 35 tribal communities who number nearly 50.24 lakhs and constitute 6.6% of the total population of the State. Orissa has the second highest population of STs in the country. The 62 communities comprise 22.1% of the total population of the State and number 81.45 lakhs (figures as per Census 2001). The current study focuses on selected districts coming under the Fifth Schedule area in these two States and attempts to assess the status of education among the ST children in the age group of 6–14 years.

Primary Objectives of the Study

This is a study that was undertaken to understand the present status, vulnerabilities, threats and gaps in the fulfillment of universal Primary education for children of STs in two States, Orissa and Andhra Pradesh, within the larger context of the RTE Act. The study was initiated with the following objectives:

1. To understand the current status and delivery of Primary education by the State for ST children in India, particularly in the context of the RTE Act.
2. To identify the gaps and challenges which currently exist for the State in the delivery of Primary education services

3. To enable the strengthening of a dialogue between the civil society and the State institutions on policy and implementation with respect to implementing Primary education for ST children in the country.

Methodology

The study covers ST children in the age group of 6–14 years which is the group that has entitlements under the RTE Act. The study is based on a process of action research and consultation with government and civil society on specific concerns and problems of elementary education for ST children in the two States. It was undertaken over a period of 4 months (February–May 2011), in the Fifth Schedule areas of Andhra Pradesh and Orissa which have a predominantly ST population, with a few follow-up visits in June 2011. The study has attempted to cover the quantitative analysis of the status of ST children, policy and management of ST education, process of implementation of the RTE Act in the Fifth Schedule areas and studying the National Curriculum Framework 2005 (NCF) from the perspective of ST education. This action research consisted of secondary research on ST education in the two States, field visits and primary data collection from different categories of schools in the Scheduled Areas, dialogue with government departments and institutions/projects related to ST education, and engagement with civil society groups and educational institutions. The study primarily looked at the interventions and delivery of education services in government schools located in the Fifth Schedule areas.

In Andhra Pradesh field visits were made to 46 schools in the Fifth Schedule areas of the districts of Adilabad, Khammam, Mahabubnagar, Visakhapatnam and Vizianagaram. In Orissa 27 schools from the districts of Koraput, Mayurbhanj and Rayagada were surveyed

The three main parameters on which the study was based are:

1. Access for which the primary indicators were enrolment and retention, school drop-out rates and out-of-school children,
2. Quality for which the primary indicators were physical infrastructure of schools and hostels, security and safety of students, teacher capacities and training, quality of education material, curriculum and innovations
3. Management for which the administration of schools, governance and monitoring was included.

Primary data

Primary data was collected through visits to schools in five districts in Andhra Pradesh and three districts in Orissa. The criteria for selection of districts was based on ensuring a coverage of the different regions in each State, the availability of local organisations who could facilitate the visits and the distribution of tribes, particularly the vulnerable tribal groups (VTGs). For constraints of time and resources, we could only select three districts in Orissa, particularly as the study was implemented within a short duration of 2 months at the end of the academic year. First hand interviews and discussions were held with teachers, headmasters/principals, para-teachers/vidya volunteers/sikshya sahayaks, non-teaching staff, mid-day meal cooks, and students in each of the schools visited.

We also interviewed parents, panchayat leaders, womens self-help groups (SHGs) wherever we could meet them. We visited the local government offices and met field functionaries at

the mandal/block level of the Education and Tribal Welfare Departments, perused their monitoring tools and information and field data available in their offices. We took the assistance of local non-governmental organisations (NGOs) in identifying the schools to be visited and in getting their inputs regarding the local situation. We had meetings with the Mandal Resource Persons (MRPs), Block Resource Centre Coordinators (BRCCs), Cluster Resource Centre Coordinators (CRCCs) of the Sarva Shiksha Abhiyan (SSA) [or Rajiv Vidya Mission (RVM) as it is called in Andhra Pradesh]/Orissa Primary Education Programme Authority (OPEPA) (in Orissa), Mandal Development Officers, Mandal Education Officers (MEOs), Block Education Officers, District Project Officers of RVM/OPEPA, Project Officers of the Integrated Tribal Development Agencies (ITDAs), State Project Directors (SPDs) of RVM/OPEPA, Directors'/Commissioners of ST/SC (Scheduled Caste) Development Department, Secretaries of Departments of School Education and Tribal Welfare. The interviews centred on access, quality and management issues as well as the awareness and implementation strategies for effective compliance with the RTE Act.

The primary data collection involved visits to different types of schools through a questionnaire that was developed based on the objectives and parameters identified for study. These were filled by the research team based on our discussions with the above mentioned sources and from our own observations in the schools and communities visited. The type of schools visited included Government Primary Schools, Upper Primary Schools, High Schools, residential Ashram Schools and Sevashrams, Gurukulams, Kasturba Gandhi Balika Vidyalayas (KGBVs), a School of Excellence (SoE), hostels, aided schools, Alternative and Innovative Education/Education Guarantee Scheme (AIE/EGS) centres, Residential Bridge Centres (RBCs) and Non-residential Bridge Centres (NRBCs) run directly by the government or by NGOs.

Secondary data

Intensive secondary data was collected for this study from various sources and a major part of the analysis of the study is based on the secondary data collected. For secondary data, and official perspectives and feedback on ST education, we primarily engaged with four departments/agencies in the government—National University for Educational Planning and Administration (NUEPA), Department of School Education, RVM/OPEPA and Tribal Welfare Department.

Secondary data collection sources included RVM/OPEPA offices at the State and district level, Tribal Welfare Department at the State and district level through the ITDAs. The RVM website of the Andhra Pradesh government, OPEPA of Orissa and that of NUEPA were accessed extensively in addition to various reports and documents of government, NGOs and research institutions. Extensive discussions were also held with NUEPA (New Delhi), Joint Secretary of the Ministry of Tribal Welfare and the Academic Research Centre in Delhi University.

The secondary data consisted of State and district level data on ST education for the age group 6–14 years. Therefore, the study is presented in three parts:

- I. State level profile for each State,
- II. District level profiles for the districts visited and
- III. Analysis from primary data and observations from field visits.

Structure of the Report

This report is organised in the following manner:

Chapter I gives the background of the study and its purpose, the methodology adopted, the geographical area and the type of schools covered, the parameters which were used for assessing the status, the sources of data and analysis, and the limitations and gaps faced while undertaking this study.

Chapter II provides the State scenario with respect to ST Primary education in Andhra Pradesh and Orissa giving an overview drawn from secondary sources of information. The data are analysed as per the compilation from various sources.

Chapter III provides the scenario for districts where the field visits were conducted and also presents the field observations and analysis from primary sources of data and information. It gives a description of the schools visited based on the parameters identified for the study and presents an analysis of these parameters in each State.

Chapter IV draws the summary of the research findings and conclusions based on the secondary and primary data and puts forth the recommendations of the research team from these conclusions drawn.

Annexures compiled by the research team consisting of a series of tables and data which are directly and indirectly related to the subject. These tables are presented here for reference and verification of specific sections and parameters that this study addresses.

Overview of Scheduled Tribe Primary Education in Andhra Pradesh

Some indicators

The State level indicators of ST primary education reveal an alarming picture on all aspects of literacy, retention and completion of schooling for ST children. The population in the age group of 7–14 years for ST children is 1110340 and the literates in this age group as per Census 2001 are 747522 which indicate that close to 33% of the children in this age group were illiterate. Some districts show more alarming trends as also some of the vulnerable tribal group (VTG) communities. With respect to inter-tribe variances, Kondh tribe, one of the VTGs in the State has the lowest literacy female rate of 9.34% and total literacy rate of just 17.81%. The female literacy among some of the tribes like the Mali is only 12.02%. Savara, Reddi Dora, Kolam, Porja, Jatapu and others are more or less in a similar situation of low percentages both for male and female literacy. There are 34801 ST children with special needs as well in the age group 0–19 years.

Administration of Primary education

In Andhra Pradesh, the delivery of Primary education services is shared primarily between the Tribal Welfare Department and the Department of School Education through its flagship programme, the SSA or the RVM as it is registered in the State. Some Primary and High Schools are run by the local bodies. While the Primary schools run by the Tribal Welfare Department are either called Tribal Welfare Primary Schools or Girijana Vidya

Vikasa Kendras (GVVKs) and residential schools, the RVM supports Primary and Upper Primary Schools, AIE/EGS centres and KGBVs and other programmes. The RVM is also in charge of the National Programme for Education of Girls at the Elementary Level (NPEGEL) and the multi-lingual education (MLE) initiative which has been initiated in 2248 schools in eight languages.

Under the Tribal Welfare Department there are only 599 Ashram Schools (residential schools) having student strength of around 141971 or 156113¹, 442 hostels with enrolment of 77420 or 75479² and 272 Gurukulam residential institutions (from V to Inter depending on the kind of institution) with an enrolment of 73052. There are GVVKs numbering 4317 (enrolment of 101852) of which 2902 (with an enrolment of 86980) are in the ITDAs. There are 1425 AIE/EGS centres in the State with student strength of 25706 and 5120 ST children enrolled in 111 Best Available Schools across the State. These figures show that all the managements put together still do not cater to more than a quarter of the ST children. Access to Primary schooling as shown from the various sources of data on enrolment, school drop-out, out-of-school and never enrolled children is shockingly low.

What the numbers say

Data shows that each year there is a huge gap between the number of children enrolled at the Primary level compared to Upper Primary and High School levels. Whereas enrolment at the Primary level is varying between years 2006-09 as 761772, 738623 and 731732 children at the Upper Primary level the numbers are varying between 210541, 201651 and 192975. There is a visible gap in enrolment figures between Primary, Upper Primary and High School levels, with the numbers falling drastically in Class VI and then at Class VIII. For instance, for the year 2008-09 the number fell from 731732 in Class I–V to 192975 in Class VI. Although official figures for out-of-school ST children are very low (88881 for 2006), in reality this is far from the truth.

Data indicates that majority of child labour, out-of-school children and children who have dropped out from school among ST children are from the Koya, Sugali, Yanadi and Gond tribes. They are mostly present in districts like Adilabad, Guntur, Khammam, Warangal, Nalgonda, Kurnool and Rangareddy where tobacco, chilly, cotton and cotton seed farming are on a larger scale and these are mostly or partially outside the Fifth Schedule area. Again, children from VTG communities like the Chenchu, Khond, Kondareddi and Savara are out-of-school due to various reasons of poverty and lack of access to school. In terms of drop-out rates, while for general population it is 53.36%, for ST children in Andhra Pradesh it is 76.75%. The Gross Enrolment Ratio (GER) that gives the percentage of children of school-going age who are actually attending school also indicates that there is a steady lowering of enrolment in the Primary and Upper Primary levels.

While the general reasons for ST children being out-of-school are stated to be poverty, migration and household compulsions, other glaring reasons are also related to lack of access and failure of administration in ensuring Primary School facilities. This is evident in the fact that there are only 2902 Primary Schools in the year 2011 in all the ITDAs put together whereas there are over 3500 villages in Visakhapatnam Scheduled Area alone. Again there are 1425 AIE/EGS centres in the whole State with 25706 students which does not reflect the total coverage of school-less hamlets as Visakhapatnam district alone has

¹ As per Andhra Pradesh Socio-economic Survey 2010-11 and DSE 2009 respectively

² As per Andhra Pradesh Tribal Welfare Department and DSE 2008-09 respectively

over 1100 hamlets which have no access to Primary School. Over 14126 schools are said to be running without any infrastructure. Small size of population, less number of children and geographical difficulties are given as reasons for lack of Primary Schools in these hamlets. Shortage of teachers and low teacher recruitment are a serious hurdle for meeting the minimum standards in Primary Schools.

In Andhra Pradesh there were only 20445 ST teachers at the Primary level, with a gross gender imbalance where female teachers were only 5977 in the year 2009. At all levels and specifically in Upper Primary and High School levels, subject teachers are not available thereby causing difficulties in completion of syllabus and ensuring a standard of teaching. Further, it is reported that 40% of ST teachers are unqualified and untrained with majority of them having studied only upto High School or Secondary level. This poses a major challenge to the tribal areas for compliance with the RTE Act which directs that only qualified teachers be appointed in all Primary Schools.

Monitoring and governance

The ITDA administration seems to be weakened by vacancies in senior positions like the Project Officers that are, in some places, taken on as additional charge by other district officials. The multiple players in the administration of education have sometimes also led to lack of coordination in efforts. Particularly after the inception of the RVM and its active role in monitoring, infrastructure and training inputs, the administration of education between the RVM and the ITDAs has not always been well coordinated and both departments admit to these lapses where Scheduled Areas are concerned. While the SSA has financial resources for school infrastructure, teacher training and education material, the Tribal Welfare Department states that due to lack of resources and manpower, the infrastructure in residential schools is of very poor condition and that monitoring at the field level is ineffective.

Due to poor monitoring, the student as well as teacher performance is visibly low across districts. To some extent, language barriers have been tried to be addressed by initiatives like the MLE method at Primary level for some tribes, yet due to lack of proper institutionalisation of the same, this approach is at an experimental stage. The State reports to have initiated RBCs and NRBCs and the NPEGEL particularly with the aim of bringing ST children from hill-top villages through engagement with civil society groups. However, these are currently at a planning stage as far as tribal areas are concerned. Extensive education material has been developed for Primary Schools as a way of making education creative and child-friendly.

Overview of Scheduled Tribe Primary Education in Orissa

Some indicators

The State which has over 22% of its population from ST communities has a ST children population of over 17 lakh in the age group of 6–14 years, as per Census 2001. The total ST literate children in the age group 7–14 years was 893577 with districts like Malkangiri, Mayurbhanj, Koraput and Rayagada showing very low percentages and almost all districts having more than 50% of ST girls illiterate. Regional, inter-tribe and gender disparities in literacy levels are very distinct in Orissa as per Census 2001. The number of children with special needs among STs in the age group 0–19 was 64942.

Administration

As in Andhra Pradesh, the administration of ST education in Orissa is shared between the Scheduled Caste (SC) and ST Development Department and School and Mass Education Department through OPEPA which is the counterpart to RVM under the SSA programme. However, the difference between the two States is that in Orissa the OPEPA has limited operational activities in the Scheduled Areas and the SC and ST Department solely supports the financial requirements of the Sevashrams whereas in Andhra Pradesh the RVM provides school infrastructure support. KGBVs and the special plan for KBK (Kalahandi, Bolangir and Koraput) districts under OPEPA are supposed to have improved the delivery and outreach of Primary education services in Scheduled Areas. The MLE method has been introduced in 10 languages in 544 Primary Schools as a way of improving the quality of student performance and strengthening the cultural diversity of the tribes and their languages. For this, a resource centre has been set up within OPEPA to give focus to tribal languages and curriculum development.

What the numbers say

In Orissa due to discrepancies in data between OPEPA and Census 2001 as well as NUEPA, there are differing figures for Primary education which makes it difficult to give an accurate analysis. Among the STs the total number enrolled in the age group 6–14 years was 1677446 (boys: 862812; girls: 814634). But there is a steady decrease in enrolment as one goes to the higher classes. In Class I the number of boys enrolled was 161902, by Class VIII this number reduced to just 21290. According to the Census 2001 ST children population for the age of 7 was 222475. In 2009-10 the number of students in Class VII was 153952. This reflects that almost one-third of the children in this age group dropped out. Worse, there is a huge drop from Class VII to Class VIII when this figure has decreased to 21290. In 2009-10 in the case of girls, while 150364 girls are enrolled in Class I the number is just 24353 in Class VIII and while there are more ST girls than boys enrolled at this level it is a dismally low figure compared to their total population.

The decline in numbers enrolled starts from Class II with a significant drop-out by Class III and IV reflecting that at the Primary level of education itself there are major challenges in retention. This is true for both boys and girls. This decline gets steeper in Upper Primary and High School levels. The GER for STs in Primary education increased from 67.7% in 1980-81 to 99.7% in 1999-2000; however, among social groups the STs had the lowest GER. In the case of Upper Primary education the GER was 41.1% in 1999-2000 and 28.5% in 1990-91. The GER for STs in Primary education increased from 67.7% in 1980-81 to 99.7% in 1999-2000; however, among social groups the STs had the lowest GER.

The percentage of out-of-school in the tribal predominant districts of Rayagada, Malkangiri and Nabarangapur are very high—17.04%, 13.92% and 11.21% respectively. Among the ST population the out-of-school children according to the OPEPA is 90612 (boys: 43469; girls: 47145) or 5.55% (boys: 5.135%; girls: 5.996%). These are conservative figures with actual out-of-school numbers being far higher. The drop-out rate for ST students continues to be at a high of 10.69% with ST girls having a higher drop-out rate of 12.34%. A comparison of the district-wise drop-out rates shows that the tribal predominant districts have higher drop-out rates. The State average being 32.09%, with the exception of Rayagada that has a drop-out of just 19.24%, the districts of Koraput (42.14%), Kandhamal (49.19%), Malkangiri (48.21%), Mayurbhanj (52.79%), Sundargarh (49.21%) and Nabarangapur (52.56%) have higher drop-out rates.

The ST population drop-out rates are markedly higher as well. Some of the tribal predominant districts like Mayurbhanj, Koraput, Nabarangpur, Sundargarh and Keonjhar have high child labour statistics as per official records which shows that several problems related to poverty, internal displacement and landlessness, industrialisation and failure of agriculture have all contributed to migration, child labour and children being out-of-school. Other major causes for children dropping out of school are reported to be non-functioning of Primary Schools, teacher absenteeism, poor academic environment and lack of access to school with children especially at Upper Primary level having long distances to travel. Merely upgrading Primary Schools to Upper Primary Schools without complementing it with adequate teacher and infrastructure strength has led to children dropping out from school. Of the total 52820 villages in the State, 12445 or 23.5% have no school according to the Child Tracking Report 2005, and majority of these are assumed to be in the tribal area.

Like in Andhra Pradesh, the lack of access to Primary School has been temporarily addressed through setting up of AIE/EGS centres, but there is no concrete plan for regularising these centres or providing basic amenities for a consistent Primary education in these hamlets. Again, among teachers, the ST teachers are only 15704 at Primary level, out of which barely 4205 are female teachers.

Overview of Primary Education Status from Primary Data

Andhra Pradesh

Adilabad district which has a high ST population, shows low levels of literacy and high drop-out rates in mandals with concentration of ST population. However, data gives a very negligible rate of out-of-school and drop-out rate for ST children. As per RVM estimates there are 2180 ST children between the ages of 6 and 14 years who are out-of-school and only 273 ST drop-outs. Only 330 children in the entire district are reported to have never been enrolled in school which shows that enrolment is not an indicator of the accurate status of children being in school. The ITDA in Utnoor has 927 Tribal Welfare Primary Schools or GVVKs (academic year 2010-11) with a total enrolment of 28859. There are 1146 Secondary Grade Teacher (SGT) posts and 123 Primary School Head Master (PSHM) posts sanctioned of which 965 SGT teachers and 115 PSHMs are working. Adilabad district has the highest number of unqualified teachers among STs because of relaxation of norms for teacher recruitment in Scheduled Areas. However, as a result the quality of student performance and functioning of schools has been seriously affected as was seen in the field visits to the district.

Khammam district has the highest ST population in the State and the largest geographical area under Scheduled Area. The ST child population in the Bhadrachalam ITDA is 113410 in the age group of 6–14 years and has out-of-school ST children numbering 6399. The total drop-outs are around 2300 with boys numbering around 1300 and girls 1000 in the age group 6–14 years. The Kondareddi who are a VTG community show poor education indicators reportedly due to lack of access to school and proper infrastructure and poor teacher attendance in hill-top villages. There are only 50 Ashram Primary Schools, 19 Ashram Upper Primary Schools and around 50 Ashram High Schools as per the ITDA Bhadrachalam with a very low capacity compared to population of children. This and the shortage of teachers, especially female ST teachers at Primary, Upper Primary and High School levels have led to high drop-out rate.

Adilabad and Khammam districts also have a higher strength of private schools in the Scheduled Area indicating the failure of State machinery.

Mahabubnagar district where the ITDA was primarily set up for the development of the Chenchu tribe a VTG community also has a large population of Sugali/Lambada. While the ST children population is 68207 for the age group 7–14 years, those enrolled in Class I were 16457, those enrolled in Class II 10142 and which declined to 4474 by Class VIII in the year 2009. This is a district that has an extremely poor track record of not only retention but also enrolment of children. Number of ST teachers in the district is also very low—only 504 male and 184 female at the Primary level. In Mahabubnagar district the total enrolment in residential facilities that includes KGBVs, Mini-gurukulams and Ashram Schools is 2663 of which the Chenchu number just 828 and Sugali are 1392. Of the total 122 GVVK schools 55 are non-functional while the enrolment was just 1317.

Totally the ST children in 34 Ashram Schools under Srisailam ITDA for six districts are 4663 only of which Chenchu children enrolled were 2578, while in the five Andhra Pradesh Tribal Welfare Residential Schools for VTG boys and girls (Class III–X), the total number of Chenchu children enrolled were 1884. The Sugali and Yerukala enrolment in these schools together is 965. The sanctioned strength in these schools was 3150 of which only 3044 were enrolled in the year 2010-11. In the 12 KGBVs of the Srisailam ITDA only 158 Chenchu girls are enrolled while Sugali number 816; the sanctioned strength is 2040. In the SoE there are only 29 Chenchu students. The entire ITDA of Srisailam spread across the six districts cover a total of 338 villages. Of these 177 of the villages do not have a Primary School facility. Of the 123 villages in Mahabubnagar, 70 of them or nearly 57% of the villages lack Primary Schools. It is shockingly the worst status of ST children's education in the State.

Visakhapatnam district has the third largest ST population in the State. There are 119360 ST children in the age group 7–14 years. From Class I to Class VIII the ST enrolment is 124342. The district boasts ridiculously low figures of out-of-school ST children at 1700 with little information on drop-out rates. Visakhapatnam has the distinction of having the most challenging situation with respect to hill-top villages and school-less habitations. There are 1100 such schools as per ITDA record out of which 700 are covered under the AIE/EGS scheme. However, it is admitted that these do not function regularly nor do they provide any entitlements to children in terms of infrastructure or educational facilities. Ashram Schools are insufficient in number for the high population. Especially in the case of girls lack of access to Upper Primary and High Schools, and the overcrowding in these institutions are major causes for dropping out.

Vizianagaram district has an ST children population of 46229 and an enrolment of 7864 in Class I and only 3104 students in Class VIII. This shows a high drop-out rate from Primary to High School level. There are 1063 ST children out-of-school as per RVM records, but class-wise data reveals that around 19352 students only have access to education in the age group 6–14 years in the district. When compared with the population of the same age group it is clear that the outreach of education for ST students in the district is extremely low and inadequate.

Orissa

In Mayurbhanj district which has the highest ST population, there are 266118 children in the age group of 7–14 years, only about 50% are literate as per OPEPA. While there are a total of 52278 ST students in Class I, there are just 4802 students in Class VIII. There is a huge fall in enrolment as one goes to the higher classes. Among STs the out-of-school children in the age groups 6–11 and 11–14 are 13317 and 3174 respectively. The drop-out rate for ST children in

Mayurbhanj district at the Primary level is 58.64% and at the Upper Primary level is 67.59%. The Upper Primary Schools are only a third of the Primary Schools. For the total number of schools (3807 as per NUEPA and 4223 as per CLAP report), the district of Mayubhanj has a total teacher strength of 6894 at Primary level and 2021 at Upper Primary level. At the Primary and Upper Primary levels, more than 50% of teachers are unqualified or are at the SSC (Secondary School Certificate) level or Higher Secondary level. Further, Mayurbhanj has the highest number of MLE schools due to diversity of languages but implementation of the same has several loopholes.

Rayagada district which is a fully Scheduled district has a ST children population of 89845. The total children enrolled in school at Primary level are 113699 and Upper Primary are 24634 for the year 2007-08. The district provides a figure of 17265 ST children as being out-of-school of which 8536 are boys and 8729 are girls that indicates to 16.29% of ST children being out-of-school. The drop-out rate for ST children in Rayagada for Primary level is 26.71% and for Upper Primary level is 73.22%. There are 920 villages not having schools, which amount to 32.4% of total villages (2833) in the district. The status of Sevashrams is very hazardous, unsafe and in need of major repairs. Here also, majority of teachers are unqualified and untrained, with very low female teaching staff at all levels.

In Koraput district the population in the age group 7–14 years is 112466 with an enrolment of 169260 at Primary level and only 32709 for Upper Primary level in the year 2007-08. Some of the blocks have extremely low enrolment figures and this is a cause for concern although official figures for out-of-school are only 1021. Child labour is high and this is reflected in the high drop-out rates for STs at the Primary (47.07%) and even higher rates at Upper Primary (79.16%) level. OPEPA data indicates a requirement of 475 Upper Primary Schools. A large number of AIE/EGS centres (910) for the district with an enrolment of 16058 reflects the lack of regular Primary Schools in many hamlets. At least 30% of Primary Schools are reported to have no infrastructure facilities. Teachers are again unqualified and untrained and highly insufficient in number in the district with little in-service training given to them for upgrading their skills.

Observations from Field Visits in the Two States

These observations are based on the three parameters of access, quality and management.

In Andhra Pradesh, although enrolment was recorded to be universal in all the five districts studied, most Primary Schools visited had less number of children present in school compared to enrolment. Both teacher absenteeism and student absenteeism was found to be very high with some districts like Adilabad and Mahabubnagar having non-functioning Primary Schools. In Mahabubnagar district, it was seen that in some of the Chenchu habitations schools have been closed down due to domination of other communities. In Visakhapatnam district, the schools in the VTG communities were evidently irregular in functioning where the communities complained of high teacher absenteeism. Most Primary Schools were found to have only vidya volunteers present in school and regular teachers were reported by the community to be irregular. Vizianagaram district displayed a comparatively better picture with students and teachers present in most of the schools visited.

In Orissa gender disparities in enrolment and retention were found to be high, with girls dropping out earlier and more in number. Teacher absenteeism was reportedly high in Mayurbhanj and Koraput districts. In some blocks like Rayagada there appeared to be too many Primary and Upper Primary Schools leading to poor student strength in each school,

whereas in interior blocks of the same district and Koraput, it was reported that there are many school-less habitations and children not having access to school.

In terms of student performance, majority of children were much below the level of their age and class, exposing the malfunctioning of Primary Schools. In Khammam and Vizianagaram districts performance was better in some schools. Mahabubnagar, Visakhapatnam and Adilabad were abysmally poor in academic performance. In Mayurbhanj district, student performance particularly among the Santhalis was found to be very low due to problems with language and irregular attendance of teachers. However, in the Upper Primary and Ashram Schools, performance and academic activities appeared to be much better due to the residential facility and regular functioning of schools. Yet, student performance needs to be largely improved, particularly in math and languages. A few schools showed exceptionally good performance and this was evident in the teacher capacities and commitments. The KGBVs showed that girls who have dropped out are able to build their levels with supportive inputs from teachers.

With respect to infrastructure, Primary Schools were generally adequate in space and physical infrastructure. As students are very low in number, the single class-room with verandah was sufficient for the teachers to take separate classes. Most schools had boundary walls and playground, but the condition of kitchens and toilets were inferior to the extent of being dysfunctional. No Primary School visited had a functioning toilet. Very few teachers ensured that drinking water was available in the school. Cooking was done in an unhygienic manner with little facility for space, utensils or storage. Some schools had electricity but connection was removed due to non-payment of dues. In the case of Ashram Schools and KGBVs, infrastructure was shockingly below any minimum standards of safety or dignity. Especially the hostels and dormitories are either non-existent where classrooms double up as dormitories, or are in a very dilapidated condition.

With respect to girls' hostels, poor infrastructure demonstrates lack of social and physical security to adolescent girls. It was noticed that some girls' hostels had male wardens and no medical staff, creating a situation of vulnerability for girls. Toilets were few in number and badly maintained due to lack of water facility and poor management. Hostels were overcrowded leading to concerns over hygiene and sanitation. Very few hostels were found to have a separate room for the sick and in-house nursing care. Teaching staff in Ashram Schools and KGBVs complained of lack of residential facilities, staff rooms, store rooms, library and laboratory facilities.

Lack of sports equipment and facilities was also identified in most schools. Kitchens in residential schools were ill-ventilated, unhygienic and with poor facilities for cooking and storage of food and water. Often, stagnant water and food waste was found to be aggravating the unsanitary condition of hostels. It was noticed that some students were found to have diarrhea during the visits. The quality of food served in the residential as well as Primary Schools was extremely poor both in quantity and quality. This was universally observed in all the schools.

Mid-day meal programme was implemented with delays in delivery of funds and stock, poor monitoring and guidance to the cooks and lack of reserve funds available with the cooks for investing in purchase of provisions and vegetables. Some hostels in Mayurbhanj district were being managed by private/aided institutions with students having to pay for their food and accommodation.

In terms of teaching and education material, it was observed that Primary Schools were equipped with blackboards, several story books, colourful charts, creative teaching learning material and a Teaching Learning Material (TLM) fund for teachers. However, it was observed that TLM fund was grossly unutilised for the purpose it was given. It was in the Ashram Schools that education material was inadequate. However, library material given was not always found to be adequately utilised by students and teachers.

It was clear that majority of the Primary School teachers were unqualified and were severely handicapped in academic and teaching knowledge. In Andhra Pradesh while many schools had single teacher schools, some were supported by vidya volunteers. However, in Upper Primary and High Schools, shortage of teachers in specific subjects was clearly seen. Delays in appointment of vidya volunteers were reported to be a cause for lapses in completion of syllabus or in improving the performance of students.

Teacher training for ST teachers proves to be inadequate, with most teachers left out of the regular annual training programmes of SSA. The generic guidance and training is highly insufficient as ST teachers are unqualified and do not have the teaching skills at all levels. Training in the MLE method and approach is also highly insufficient and this was reflected in the poor and chaotic implementation of the MLE programme, wherever we could visit the schools.

The RBCs/NRBCs run by voluntary organisations were poor in infrastructure facilities due to lack of adequate funds and timely release of funds. Many of the children were found to be already enrolled children and not, never-enrolled or school drop-outs, which leads to suspicion that out-of-school children will remain out of reach of Primary education. Work site schools did not seem to fulfill any educational purpose as they were found to be too temporary in nature and with unqualified teachers.

Presence of child labour was clearly evident in some of the districts like Mahabubnagar, Visakhapatnam, Koraput and Mayurbhanj. They were either working in their own fields or were hired as bonded or daily wage labour. The official out-of-school data and the realities in the field are critically varying on the issue of out-of-school children.

School management and monitoring in the tribal areas were found to be extremely low both from administration and from the community and public. The SSA/OPEPA field functionaries were found to be negligent in their monitoring roles, which was reflected in the blatant non-functioning of schools, poor performance of students, absenteeism among teachers and poor quality of food and residential facilities. The Tribal Welfare Department has few personnel while the SSA has block and mandal level functionaries. Yet, it was found that they were not familiar with the tribal region and needs and were unwilling to fulfill their tasks adequately. The local community, most often, was unaware of their entitlements, and did not assert any authority over school management. In Andhra Pradesh the Academic Monitoring Committees were found to be continuing in a token manner and in Orissa the School Management Committees (SMCs) were being created with similar tokenism. The local bodies and panchayats have shown no authority or responsibility in school monitoring, because of which the internal mechanisms within the SSA/OPEPA and Tribal Welfare Departments were non-vigilant, unproductive and having no checks and balances. Grievance redressal mechanisms for students and parents were non-existent at the local level. The generosity of the tribal communities towards teachers and school management institutions seems to be taken advantage of at all levels. Although in Orissa, the government has initiated a toll free number for grievance redressal, no school reported to have utilised this facility.

Conclusions

A large number of ST children are still outside the access of Primary education and a high percentage of them drop-out without reaching Class X.

Enrolment alone is not an indicator of progress in education, but a close scrutiny of children dropping out at each level, the tribe-wise, gender-wise discrepancies is urgently necessary.

The educational institutions for ST children are highly inadequate in terms of quantity and quality. This is particularly true of residential school facilities which have proved to be the most effective system for retaining ST children in school. The quality of these residential schools is shockingly below the minimum standard of human dignity for any child.

Primary Schools in the tribal region have almost become dysfunctional. This is a serious violation of the rights of ST children.

Retention of teachers in the tribal Primary Schools is, therefore, a precedent to retention of children in school. Teacher qualifications and capacities are abysmally low. This is not compensated with supportive training for in-service teachers nor is the government able to motivate tribal teachers to upgrade their qualifications. Hence, poor investments and lack of focus on teacher training have been a cause for poor educational quality and student performance in Primary Schools.

Shortage of regular teachers, particularly in Upper Primary and High Schools where relevant subject teachers and female teachers are far short of the requirement is another distinct gap. *Ad hoc*-ism and contractual/temporary nature of teacher recruitment across the States is a national level compromise on standards for teacher-pupil ratios. Disproportionate number of unqualified ST teachers is a major reason for the poor quality of teaching and student performance among ST children.

Addressing the need for pluralism and cultural context has so far been restricted to recognising the need for mother tongue as medium of instruction at the Primary level. This is being implemented only in a programmatic manner at an experimental level. While the complexities of contextualising the curriculum for tribal communities are challenging, there is also no overarching policy on school education curriculum for ST children to give direction to a broader framework that would make NCF applicable and that would institutionalise MLE beyond being just an additional programme. Therefore, the teacher training is also in a scattered manner.

The mid-day meal programme which is key to government's flagship intervention for nutritional support to poor children has indeed brought many children into school and assures atleast one meal in a day for them. However, it is being conducted without the due seriousness it deserves. It is not duly supported by other basic facilities like kitchens, utensils and water supply to ensure quality. There is no collective ownership or implementation of the programme at the school/community level either through the SHGs or the panchayats/gram sabhas as is intended, in order to ensure accountability and quality. In spite of the scheme's vulnerability to delays and misuse at different levels, there is no strong monitoring at periodical intervals from independent bodies. The rice supplied under the scheme is reported as too inferior for human consumption and a violation of children's right to food and nutrition.

Given also that there are no grievance redressal mechanisms for parents, communities and the public, with respect to education services, while that of internal reviewing mechanisms are weak, gaps in accountability and follow up on complaints are visible.

Effective implementation and quality in education suffer due to inadequate monitoring and is hindered by poor coordination between the Tribal Welfare and School Education Departments.

Governance institutions and constitutionally accountable local bodies have been stripped of their role in education monitoring and management and *ad hoc* committees have replaced them. Thus the governance has taken on a programmatic approach with no ownership or assertive capacities either from communities or from local bodies.

RVM and OPEPA are merely projects with a specific time-frame. They have only begun their job of supporting the education programmes with soft skills and extension. They merely house the tribal resource units within their programmes with little ownership or coordination from the Tribal Welfare Departments for their long term coordination. Therefore, sustainability of these initiatives in each of the States remains a question once this flagship programme of the Centre is wound up.

It is ironical that education is not a priority concern of the Ministry of Tribal Affairs, and therefore, also the rationale for low investments. Yet, at the State level they are responsible for the management of Primary education through the residential institutions which require recurring financial assistance. Thus there is a gross mismatch between field responsibility and national level planning and allocations for education to the Tribal Welfare Departments from the Centre.

The right to free and compulsory Primary education under the RTE Act for the tribal child is still a far away dream. Although there is a limited time frame given for the fulfillment of the norms under the RTE Act, planning and actions to ensure compliance suffer from lack of seriousness towards the Act, atleast where the tribal child is concerned. It was observed that the RTE Act has not been taken seriously due to lack of confidence by the concerned authorities in fulfilling the mandate of the Act coupled with the lack of State investments to meet the huge challenges.

Recommendations

It may seem that the RTE Act is too optimistic and ambitious in the demands it places on providing free and compulsory Primary education from the public and private institutions responsible for school education while it is nebulous on several other fronts. Especially with respect to achieving any of the parameters and standards for schools in remote tribal areas, the general perception one comes across is that of skepticism. However, when one visits the Ashram Schools/Sevashrams and Primary Schools in the tribal areas, it is a heart-wrenching sight to see the inhuman state in which we take care of our children. It is a violation of children's right to life and if anything is a violation of this right, it demands rectification—whatever the cost and the effort required to set it right. No nation can proclaim its progress without achieving this basic benchmark of its fundamental duty towards a decent Primary education to its children, even if they are in far away hills and forests. Therefore, unless we believe in this fundamental duty, any recommendations to fulfill the norms laid out under the Act and beyond the Act may seem ambitious and unachievable.

Having said this, presented here are possible mechanisms as a way forward to improve and strengthen the right of universal Primary education for ST children:

The State has the primary responsibility for delivery of elementary education in these remote areas where there are few other players and fewer capacities of the communities to fulfill this need of their children. Many of them are still the first generation waiting to receive Primary education. Universal Primary education should be an immediate and achievable mandate. This mandate should not be measured in terms of enrolment but in terms of retention of children upto High School level. Therefore, the State should move beyond its target of enrolment to retention and completion of Primary education of ST children upto High School in its Twelfth Five Year Plan. However, to meet this goal in the tribal areas, there is a huge task in front of the State.

The foremost is the need for increasing investments and setting standards for access, quality and management of ST education. The tribal child should not be taken for granted in order to compromise on investments and quality. While the government insists on fulfillment of norms where private schools are concerned, these very basic norms are violated and waived off when it comes to government schools. This discriminatory approach should be stopped, more so when the State has greater public accountability than private institutions.

Particularly when it comes to meeting the requirements of access to Primary School within 1 km reach of every child or even further relaxation with respect to difficult terrains, a detailed mapping and micro-planning has to be immediately undertaken to identify and find ways to make this possible in tribal areas. Improving the access and connectivity to these hamlets and between hamlets to make for safety of children in reaching the schools is of foremost importance. Viability of investments cannot be assessed from the point of numbers in the tribal areas. The government has to invest in setting up schools and appointment of teachers even where a small number of children are present.

Further, Mini-gurukulams have been found to be an effective means of providing access to Primary education to VTGs and hill-top areas. It is unfortunate that due to the failure of the State to provide Primary education, the concept of Mini-gurukulams has emerged. However, this is not the ideal solution of taking children away from their families at such a young age, and is a violation of their rights. Therefore, the children should not pay the price for ineffective administration and we strongly recommend that Primary Schools be increased in number and monitoring be made more rigorous.

The AIE centres and the *ad hoc*-ism of running them have to be stopped and these centres need to be regularised, although RBCs and NRBCs would still be required for migrant and nomadic population. This is a homework that has to be undertaken with utmost seriousness and with the involvement of the concerned gram sabhas, panchayats and local civil society groups.

The other necessary strategy where there are few children above 6 years of age would be to combine the anganwadi centres/Early Education Centres and Primary School for children between 4 and 10–12 years of age to study together as a preparatory school before they are admitted into Ashram Schools in Class III. This would ensure that younger children remain with their parents and, through the MLE approach the school could be made into a child-friendly institution for smaller children. The anganwadi teacher and Primary School teacher should be trained to work as one unit/school/institution in habitations having low student strength. Intensive training and monitoring is necessary to ensure teacher motivation and quality and this requires a coordinated effort of different Departments—Tribal Welfare, School Education, Women and Child Development—at policy and implementation levels.

Bringing out-of-school children back into school is not an easy task as parents have little hope in education, have several limitations in sparing their children from economic activities and children themselves resist coming back to school as they do not find school a stimulating place. It is a laborious process that requires sincere efforts at identifying children not attending school, counting every child missing from school, perseverance and patience in intensive counseling to parents and repeatedly approaching them until we succeed in getting their children into school without losing hope. It further requires doggedness in follow-up for ensuring retention of children brought back into school.

Therefore it is a test of our ability for community outreach which requires resources and manpower with a skill for community mobilisation. Currently, the field functionaries of

SSA/OPEPA are not sufficient in numbers or attitudinal capacities to make these sincere efforts. SSA/OPEPA will have to identify such critically vulnerable regions/ villages/communities and adopt intensive measures through local community mobilisers whose task would be to continuously motivate, bring back children and ensure their retention. Unless such intensive micro efforts are made, many children will be left out and bridge schools will not be an honest reflection of bringing out-of-school children into Primary education.

The ratio of 1:2 with respect to Primary Schools and Upper Primary Schools has to be implemented as proximity to Upper Primary School provides opportunity for ST children to continue in school and not drop-out. This requires opening up of more residential schools within each mandal/block to meet the current demand and to prevent overcrowding of existing schools.

Unless the Ashram Schools are increased in number and their proximity to the communities, even if this implies a major increase in expenditure and funding, there will be no real improvement in ST education. Primary education for the marginalised communities is an important State responsibility that cannot be compromised. Huge expenditure on Primary Schools is not providing the returns in student performance as the residential schools are capable of. This is a policy and financial decision that needs to be taken at the national and State levels in finding the resources for not only establishment but with a minimum standard of quality and recurring costs of maintenance.

These allocations have to be planned both for residential purposes as well as pedagogic facilities like education material, science laboratories, sports and other facilities for all-round development of the ST students. To state that not a single school for ST children in the two States visited has a science laboratory, is a case for national shame. So is it a national shame that there was not a single Primary School visited which had a 'functioning' toilet. To house a large number of students without a minimum number and quality of toilets is a serious breach of right to life. A major overhaul of the infrastructure and physical amenities of Ashram Schools/Sevashrams is urgently needed.

Social security of students, especially of adolescent girls is of great concern in residential schools. The students have no mechanism of grievance redressal until a serious crime/abuse is exposed. The SMCs have to be constituted immediately so that students and parents have an access to grievance redressal and to ensure school vigilance. An independent monitoring body on social security which conducts regular enquiries and reviews the status of schools, consults with local bodies and parents, has to be constituted for protection of children's rights. The local women's groups/mahila samakyas and women members of SMCs could play a vital role in providing the first level of monitoring and grievance redressal to girls on social security concerns.

A review of the mid-day meal programme is required. First, timely release of grants for mid-day meals is necessary for demanding quality from the cooks. Responsibility for delivery of mid-day meals should be delegated at an institutional level like SMCs, gram sabha or SHGs and not to individuals except for their remuneration. Regular internal monitoring and periodical external evaluation with follow up action are a prerequisite to ensure effective delivery of a programme that is vulnerable to bottlenecks and misuse at several levels. Tracking of stock delivery at Primary and Ashram Schools has to be available to public through transparent online information systems.

If the NCF were to be made relevant to the tribal context, this approach needs to have a broader vision and planning to include not only the MLE programme and developing primers in the mother tongue, but in evolving an entire curriculum, policy, teacher training, research, developing

education material and monitoring should be instituted for tribal education as a specialised institution.

The RVM/OPEPA has a short life span upto the year 2015. They have only begun implementing their mandate of improving Primary education and are nowhere close to the targets set for the year 2010. The several special initiatives for ST children like the MLE, teacher training and curriculum and, education material preparation are in need of institutionalisation which will otherwise remain as State experiments. Unless these progress beyond being just schemes and gain an institutional and sustainable capacity, they will die an untimely death.

Therefore institutionalisation of ST education at all levels starting from the Primary level with long term vision to focus on quality, contextual and cultural based education is urgently required. This should include pre-service teacher education, curriculum development, in-service teacher training, research on tribal knowledge and education, vocational education and convergence with mainstream education and policy that fits into the overarching NCF and the RTE Act. The current generic teacher training course imparted by SSA to bring focus to the above aspects that are specific to teacher qualification/training needs for tribal areas. The training modules should be a dynamic and continuous process instead of the sort term programme that it currently is.

Further, unless pre-service teacher education for fulfilling the academic needs of ST students and bringing focus on tribal education are also addressed, these gaps will continue not only with in-service teachers but also with new recruits. This is not merely a need for skill upgradation but a more comprehensive approach and policy required for teacher education in the adivasi context. The current system of using the school complex as a unit for teacher guidance and skills upgradation should be strengthened to provide mentor teachers and trainers (perhaps on a rotation basis) who have the sole responsibility of continuous training, guidance and monitoring of teacher performance as currently no meaningful academic guidance is taking place.

A serious planning has to be undertaken for reforming existing teacher education courses and their content with strengthening theoretical knowledge and building skills for teaching in tribal areas and tribal populations. The teacher education courses have to be more intensive in pedagogy and inclusive of these special sectors of need as in courses tailored for teacher education for children with special needs. It cannot be a mere tinkering/schematic approach with an MLE programme or a few books in tribal languages. It has to take shape for evolving a policy, curriculum and long term approach to ST education. This requires a larger perspective planning without deviating into a separatist/exclusion model but within the overarching framework of the NCF.

With the SSA and its large manpower at the district level a coordinated effort with the Tribal Welfare Department is necessary to tighten the monitoring of schools in these remote areas. The ITDAs have to be strengthened with senior level leadership and consistency in posting of Project Officers. The Project Monitoring Resource Centres (PMRCs) role in teacher education, monitoring and follow up has to be more clearly defined with a more structured mandate that can be reviewed by an independent monitoring body periodically. Similarly, the RVM/OPEPA services have to be reviewed periodically on defined parameters based on the RTE Act by the independent body.

The independent monitoring body at the State level should comprise senior educators, civil society groups and ST parents and representatives. The RVM/OPEPA and the ITDAs have to actively involve the panchayats and local civil society groups in making information regarding school education accessible to tribal communities, in planning and monitoring of the school management.

BACKGROUND

The adivasi/tribal/Scheduled Tribe (ST)³ child stands at the centre of an educational irony. From the mainstream perspective of education, he/she is the most deprived child receiving little or no education from the formal system, a victim of education indicating an alarming status as the least opportune child *vis-à-vis* the benchmarks of a minimum standard of mainstream elementary education. On the other hand the adivasi child is the most privileged child in the country receiving the most natural form of education in the midst of bounteous learning tools and bestowed with the opportunity of gaining an evolved knowledge from ancestral teachers and community elders through the most natural, creative and artistic way of life. Education philosophies have emerged from the roots of such a natural form of education which only the adivasi communities continue to carry forward as living examples of practicing education through life skills.

In traditional indigenous connotation the ultimate goal of education is to overcome the three primary goals of life—to overcome hunger, to overcome pain and to overcome fear. These were the benchmarks for survival, and education of the child revolved around achieving these goals. From this fundamental theory of education, we have brought the adivasi child to today's juncture of mainstream education that has increasingly become a necessity for the survival of the adivasis. Today their survival through education impinges on their ability to

- overcome mainstream exploitation
- harmonising the internal with the external, and
- to overcome the fear of losing their dignity.

The transition into the social context of mainstream pressures for the adivasis meant neither being allowed the opportunity of continuing their internal education in peace nor enriching their knowledge with external wisdom. The external world has merely taken its new definitions of education of resource exploitation, market slavery and unsustainable living as the only way of life to the unsuspecting adivasis. The State which has tacitly and steadily relented to these market definitions has championed itself in a half-hearted attempt to educate the adivasi child through these same connotations of education. In the process, it has willingly shrunk its social responsibility to the extent of providing an education that is de-humanising and non-dignifying, leaving them with no choices of defining their aspirations and desired forms of education. These diluted aspirations of the adivasi today deteriorates to a superfluous scheme or two thrown into their midst in our limited understanding of what connotes equity, contextual education and pluralism.

A review of education for adivasi children, therefore, places before us, a plethora of dilemmas and complex approaches. In a larger philosophical context, the same challenges that would have confronted the making of the National Curriculum Framework 2005 (NCF) stand before us when we try to understand education for the adivasi child. Therefore, the NCF aids in paving the way forward for pedagogy of the child through laying emphasis on the need for a natural and pluralistic character of education for all children—more so in the context of the adivasi child who has the best environment for such a framework. However, to study this becomes difficult as the history of education given by the State and the mainstream actors to adivasi children is confined to making the child literate in the reading, writing and numerical skills of a text book context, and this, in a most corrupted manner.

³ The terms tribal, adivasi and ST have been used interchangeably throughout the report to refer to indigenous or tribal people of India

For the present study, therefore, we have put aside the larger philosophy of adivasi education and focused on what the State has delivered or has attempted to deliver in the last few decades and to understand where it stands in this corroded manner of education. Because the State took over the responsibility and even before it began its task, has begun to abandon this responsibility to the private market forces, there is a need to bring it face to face with the results of its labour. There is a need to bring to its consciousness the need to deliver to the adivasi children atleast the minimum that it has promised to deliver, and to give an impetus to the adivasis to demand for more, and with righteousness.

INTRODUCTION

India and China together share two-thirds of the indigenous population of the world. In India the indigenous people are referred to as adivasis, tribal people or the Scheduled Tribes (STs) (Article 342 of the Indian Constitution). India has the second largest indigenous population having 84326240 STs as per Census 2001 comprising 8.2% of the total population of the country.⁴

While the ST population is unique in their cultures and history, living in the midst of nature in the interior hills and forest regions of the country, like most indigenous people in the world, they too reflect some of the worst Human Development Indicators (HDIs). Marginalisation of these communities due to development neglect and the historical exploitation by mainstream society continues today with majority of the population being below the poverty line, experiencing economic exclusion and social disintegration. The development contradiction lies in the fact that few modern facilities or basic amenities have reached these resource rich forest and hill areas while external influences to exploit these resources are causing serious erosion of traditional knowledge base and resource ownership.

This marginalisation is reflected most visibly in the poor development indicators with respect to ST children in most of the States in India. ST population in India is spread across nine States in the Fifth Schedule areas and in seven States in the Sixth Schedule areas of northeastern India. Among Fifth Schedule areas, States having the highest ST population are Chhattisgarh (31.8%), Jharkhand (26.3%), Madhya Pradesh (20.3%), Orissa (22.1%), Andhra Pradesh (6.6%), Gujarat (14.8%), Rajasthan (12.6%) and Maharashtra (8.9%)⁵. The population of ST children for the age group 6–11 years is 11922064 (boys: 6117779; girls: 5804285) and for 11–14 years is 6483182 (boys: 3382457; girls: 3100725). At a national level, the literacy level for ST population stands at just 47.1% with male literacy at 59.17% and female literacy at an abysmally low 34.76%⁶ (Census 2001 figures for general population are 64.84% with male literacy at 75.26% and female literacy at 53.67%). The female literacy rate is lowest for STs in Bihar (15.54%), followed by Uttar Pradesh (20.7%), Orissa (23.37%) and Andhra Pradesh (34.73%).⁷ Bihar, Orissa, Andhra Pradesh and West Bengal also show very low enrolment rates for ST girls.

The drop-out rates for STs are particularly high both in Scheduled and non-Scheduled States. The all India drop-out rate for STs was 52.6% for Classes I–VIII. The State with the highest ST drop-out rate was Orissa (83%), followed by Assam (75.5%) and then Andhra Pradesh (72.4%). Female drop-out rates among STs (Class I–VIII) is highest for Orissa (83.4%)

⁴ URL: http://censusindia.gov.in/Census_Data_2001/India_at_glance/scst.aspx (retrieved August 2011)

⁵ URL: http://censusindia.gov.in/Tables_Published/SCST/scst_main.html (retrieved August 2011)

⁶ Lok Sabha Unstarred Question No. 4090, dated 20.12.2005

⁷ Lok Sabha Unstarred Question No. 4090, dated 20.12.2005

followed by Andhra Pradesh (74.7%), Bihar (73.5%), Assam (71%), Gujarat (67.8%) and Rajasthan (68.3%) also have very high drop-out rates among ST girls indicating the urgent need for greater emphasis on strengthening girl child education among STs in these States.⁸

Variances in development between general population and ST population is also very vast with indicators like health, infant and child mortality and out-of-school children in Fifth Schedule States with a large adivasi population being quite poor. While the all India Infant Mortality Rate (IMR) is 55 the same for a few of Fifth Schedule States is much higher (Chhattisgarh 59; Madhya Pradesh 72; Orissa 71; Rajasthan 65)⁹. Similarly in the case of under-five mortality the all India figure is 73, and for Fifth Schedule States this too is higher with Chhattisgarh at 78, Madhya Pradesh 93, Orissa 91 and Rajasthan at 88. The Maternal Mortality Ratio (MMR) for all India is 254 the same for Chhattisgarh is 335, Jharkhand 312, Madhya Pradesh 335, Orissa 303 and Rajasthan was is at 388¹⁰. The ST population below poverty line in rural areas was at 45.86% and 34.75% in urban areas in the year 1999-2000¹¹ whereas for general population it was between 25–28% during this period¹². In terms of the poverty index, again Bihar and Orissa take the lead in having the worst figures for STs.

Primary Education and Scheduled Tribe Children

The National Curriculum Framework 2005 and the Right to Education Act 2009

The education of ST children is challenged not only due to various socio-economic factors but also because of serious lapses in policy, governance and implementation. In almost all the States having a tribal population, school drop-out rates for ST children are high with very few students accessing High School education. For instance, in all the States put together, there were 14782710 ST children enrolled at Primary level (Class I–V) and 4686296 enrolled at Upper Primary level (Class VI–VIII). However of these 19469006 children enrolled, only 1779862 children were in High School (Class IX–XII) which implies that 17689144 ST children of the total enrolled had dropped out by High School level¹³. This is a challenge that marks the reality of ST children's education.

Some of the serious problems reported with regard to Primary education for ST children largely relate to access, quality and context/content but several conventionally identified problems continue to exist with new challenges posed by changing policies or lack of policy focus specific to education. Questions of economic viability, parity in quality, cultural identity, changing aspirations, mainstreamisation and transitional trends are some of the challenging areas that remain unaddressed. Yet, the focus and struggle of the State even today, at this juncture of the Twelfth Five Year Plan, remains at the level of providing access and ensuring enrolment for ST children.

Hence, the two most important instruments that provide a hope, a focus and direction for improving the pace and quality of education in India, especially for the children from marginalised communities, are the Right to Education Act 2009 (RTE Act) and the NCF. The NCF was a result of extensive and intensive thought evolved out of a rich experience, knowledge and national consultation on education. It gave a strong direction and an

⁸ MHRD 2010

⁹ Statistics released by Office of Registrar General, India (sourced from Indiatat in 2010)

¹⁰ Das et al (no year), IIPS & Macro International 2007; MoHFW 2009.

¹¹ URL: <http://ncst.nic.in/writereaddata/mainlinkFile/File415.pdf> (retrieved August 2011)

¹² URL: <http://www.indexmundi.com/g/g.aspx?c=in&v=69> (retrieved August 2011)

¹³ MHRD 2010

overarching framework for a child friendly philosophy to achieving quality in education. While several efforts have since been made to enable quality under the guidance of the NCF, the ground realities for India's marginalised children like the STs has only marginally changed. Lack of legal accountability, political will, weak governance, lack of focus on minority and marginal communities and poor investments were reported to be some of the major hurdles in effectively translating this framework into quality education.

However, with the enforcement of the RTE Act, universal elementary education has become a Constitutional obligation of the State and a fundamental right of children, as the Act lays down rules and guidelines for minimum standards in providing free and compulsory Primary education. Despite the several loopholes and criticisms that limit or restrict the rights of children under this Act, the need for lobbying effectively for the spirit of the NCF and the RTE Act to be implemented by the State, particularly in view of marginalised communities like the ST children, is critical at this juncture of the country's poor performance in ST education.

The Twelfth Plan's approach to education will reflect the seriousness and commitment of the government in translating these guidelines and rules into policy decisions and tangible investments. The study is therefore aimed at understanding the extent to which the governments at the Centre and in the States are applying the rights and rules provided by the RTE Act and their implementation strategies for the improvement of ST education. We bring this report at a point when dialogue with the State on its policy and implementation of Primary education has to be brought with greater force from all quarters in order to bring genuine State accountability towards the poor children, especially from ST communities.

This report is organised in the following manner:

Chapter I gives the background of the study and its purpose, the methodology adopted, the geographical area and the type of schools covered, the parameters which were used for assessing the status, the sources of data and analysis, and the limitations and gaps faced while undertaking this study.

Chapter II provides the State scenario with respect to ST Primary education in Andhra Pradesh and Orissa giving an overview drawn from secondary sources of information. The data are analysed as per the compilation from various sources.

Chapter III provides the scenario for districts where the field visits were conducted and also presents the field observations and analysis from primary sources of data and information. It gives a description of the schools visited based on the parameters identified for the study and presents an analysis of these parameters in each State.

Chapter IV draws the summary of the research findings and conclusions based on the secondary and primary data and puts forth the recommendations of the research team from these conclusions drawn.

Annexures compiled by the research team consisting of a series of tables and data which are directly and indirectly related to the subject. These tables are presented here for reference and verification of specific sections and parameters that this study addresses.

CHAPTER - I

THE STUDY AND ITS FOCUS

Purpose and Selection of the States

The **Dhaatri Resource Centre for Women and Children** works for the protection and rights of adivasi children in Andhra Pradesh, especially for their right to education. Having worked at a community level in engagement with the State on strengthening Primary education and on developing innovative culturally contextual education and training for adivasi children and teachers, we have felt the need for a more concrete dialogue with the State and with institutions engaged in the education of children. Particularly in our current role of providing the institutional support to the State Representative for the National Commission for the Protection of Child Rights (NCPCR) on the monitoring of the RTE Act in Andhra Pradesh, we find the need for a larger understanding of the current status of Primary education for ST children.

At the field we have witnessed several gaps in terms of access, physical infrastructure, teachers and their pedagogic capacities. However, to build a concrete argument on these gaps and to lobby for focused interventions and policy by the State, the broader picture of ST education had to be concretely presented. A national study was too ambitious, and therefore, we decided to undertake a research in two States so that a larger understanding on governance and administration could be compared. With our core work based in Andhra Pradesh where a study of this nature would lead to follow-up and lobbying with the State government, we selected Orissa as the other State for the study due to its extreme backwardness with respect to development indicators for STs in most aspects. Orissa and Andhra Pradesh have contiguous tribal regions and have parallel interventions in tribal education programmes for ST children that could be analysed and compared.

Besides, the two States that have a considerable population of STs are that of Andhra Pradesh and Orissa. Andhra Pradesh has 35 tribal communities who number nearly 50.24 lakhs and constitute 6.6% of the total population of the State. Orissa has the second highest population of STs in the country. The 62 communities comprise 22.1% of the total population of the State and number 81.45 lakhs (figures as per Census 2001). The current study focuses on selected districts coming under the Fifth Schedule area in these two States and attempts to assess the status of education among the ST children in the age group of 6–14 years.

Primary Objectives of the Study

This is a study that was undertaken to understand the present status, vulnerabilities, threats and gaps in the fulfillment of universal Primary education for children of STs in two States, Orissa and Andhra Pradesh, within the larger context of the RTE Act. The study was initiated with the following objectives:

- To understand the current status and delivery of Primary education by the State for ST children in India, particularly in the context of the RTE Act.
- To identify the gaps and challenges which currently exist for the State in the delivery of Primary education services.
- To enable the strengthening of a dialogue between the civil society and the State institutions on policy and implementation with respect to implementing Primary education for ST children in the country.

Methodology

The study is based on a process of action research and consultation with government and civil society on specific concerns and problems of elementary education for ST children in the two States. It was undertaken over a period of 4 months (February–May 2011)—with a few follow-up visits in June 2011—in the Fifth Schedule areas of Andhra Pradesh and Orissa which have a predominantly ST population. The study has attempted to cover the quantitative analysis of the status of ST children, policy and management of ST education, process of implementation of the RTE Act in the Fifth Schedule areas and studying the NCF from the perspective of ST education. This action research consisted of secondary research on ST education in the two States, field visits and primary data collection from different categories of schools in the Scheduled Areas, dialogue with government departments and institutions/projects related to ST education, and engagement with civil society groups and educational institutions. The study primarily looked at the interventions and delivery of education services in government schools located in the Fifth Schedule areas.

In Andhra Pradesh field visits were made to 46 schools in the Fifth Schedule areas of the districts of Adilabad, Khammam, Mahabubnagar, Visakhapatnam and Vizianagaram. In Orissa 27 schools from the districts of Koraput, Mayurbhanj and Rayagada were surveyed (Box 1: List of schools visited, Andhra Pradesh and Orissa).

Box 1: List of schools visited, Andhra Pradesh and Orissa

Andhra Pradesh
Adilabad district (<i>Neradigonda and Narnoor mandals</i>)
Chinthaguda Tribal Welfare Primary School
Lingatla Tribal Welfare Primary School
Shankarapur Mandal Praja Parishad Primary School
Lakampur Tribal Welfare Ashram High School for Girls
Gangapur Primary School
Gangapur Tribal Welfare Primary School
Nadamguda Tribal Welfare Primary School
Lokari Mini-gurukulam
Khammam district (<i>Kunavaram, VR Puram and Chintur mandals</i>)
Repaka Colony Mandal Praja Parishad Primary School
Kuturu Mandal Praja Parishad Upper Primary School
Abicherla Mandal Praja Parishad Primary School
Tekuloddi Tribal Welfare Ashram Upper Primary School
Chatti Special Residential Bridge Centre for Gothi Koya
Narasimhapuram Ashram Upper Primary School
Peddapolipaka Mandal Praja Parishad Primary School
Jediguppa Mandal Praja Parishad Primary School
Jediguppa Tribal Welfare Ashram Upper Primary School
Pochavaram Tribal Welfare Ashram Upper Primary School
Somulagudem Tribal Welfare Ashram High School for Girls
Rekapalle Kasturba Gandhi Balika Vidyalaya
Mahabubnagar district (<i>Amarabad and Lingal mandals</i>)
Macharam Colony Tribal Welfare Primary School
Macharam Mandal Praja Parishad Primary School
Petalacheruvu Tribal Welfare Primary School
Jangamreddypally Tribal Welfare Ashram High School for Girls
Appapuram Tribal Welfare Ashram Primary School
Srirangapur Tribal Welfare Primary School
Yerrapenta Tribal Welfare Primary School
Chennampally Mandal Praja Parishad Upper Primary School
Lingal Kasturba Gandhi Balika Vidyalaya

Visakhapatnam district (*Munchingput mandal*)

Laxmipuram Tribal Welfare Ashram Upper Primary School
Birriguda Tribal Welfare Primary School
Labburu Tribal Welfare Ashram High School for Boys
Barada Mandal Praja Parishad Upper Primary School
Hamsabanda Tribal Welfare Primary School
Antabongu Alternative and Innovative Education Centre
Sangamvalasa Tribal Welfare Primary School
Kenduguda Tribal Welfare Primary School
Kenduguda Mandal Praja Parishad Primary School
Suttiguda Mandal Praja Parishad Primary School

Vizianagaram district (*Komarada, Kurupam and GL Puram mandals*)

Ulipiri Tribal Welfare Ashram High School for Girls
Komarada Tribal Welfare Ashram High School for Boys
Manda Mandal Praja Parishad Primary School
Gumma Gadabavalasa Alternative and Innovative Education Centre
Kothaguda Tribal Welfare Ashram High School for Boys
Komarada Kasturba Gandhi Balika Vidyalaya
Jogampeta School of Excellence

Orissa

Koraput district (*Laxmipur, Dasmantpur, Nandhapur and Semliguda blocks*)

Ponchada High School
Gadyaguda Upper Primary School
Balighat Upper Primary School
Podagada Upper Primary School
Podagada Elementary School
Balighat High School
Podagada Tribal Welfare Ashram School for Girls
Thilantar Ashram Upper Primary School
Suvari Hight School
Pitaguda Tribal Welfare Ashram School

Mayurbhanj district (*Khunta and Kaptipada blocks*)

Arapata Sevashram
Tikayatpur Governemtn High School for Girls
Kalamgodia Upgraded Middle English School
Kaptipada Upgraded Middle English School and Kasturba Gandhi Balika
Vidyalaya
Kukudagodi Primary School
Padmapokhari Primary School
Salachua Primary School
Chowrashi Gram Panchayat High School
Kaneibandha Nodal Primary School
Prafullachandrapur New Primary School

Rayagada district (*Rayagada block*)

Mitu Kereda Primary School
Ganganapenta Primary School
Sant Seskhal Government High School
Sant Seskhal Ashram Primary School
Badaraising Sevashram
Manikjhol Primary School
Tentliguda Primary School

The three main parameters on which the study was based are:

1. Access for which the primary indicators were enrolment and retention, school drop-out rates and out-of-school children,
2. Quality for which the primary indicators were physical infrastructure of schools and hostels, security and safety of students, teacher capacities and training, quality of education material, curriculum and innovations
3. Management for which the administration of schools, governance and monitoring was included.

Primary data

Primary data was collected through visits to schools in five districts in Andhra Pradesh and three districts in Orissa. The criteria for selection of districts was based on ensuring a coverage of the different regions in each State, the availability of local organisations who could facilitate the visits and the distribution of tribes, particularly the vulnerable tribal groups (VTGs). For constraints of time and resources, we could only select three districts in Orissa, particularly as the study was implemented within a short duration of 2 months at the end of the academic year. First hand interviews and discussions were held with teachers, headmasters/principals, para-teachers, non-teaching staff, mid-day meal cooks, and students in each of the schools visited. We also interviewed parents, panchayat leaders, womens self-help groups (SHGs) wherever we could meet them.

We visited the local government offices and met field functionaries at the mandal/block level of the Education and Tribal Welfare Departments, perused their monitoring tools and information and field data available in their offices. We took the assistance of local non-governmental organisations (NGOs) in identifying the schools to be visited and in getting their inputs regarding the local situation.

We had meetings with the Mandal Resource Persons (MRPs), Block Resource Centre Coordinators (BRCCs), Cluster Resource Centre Coordinators (CRCCs) of the Sarva Shiksha Abhiyan (SSA) [or Rajiv Vidya Mission (RVM) as it is called in Andhra Pradesh]/Orissa Primary Education Programme Authority (OPEPA) (in Orissa), Mandal Development Officers, Mandal Education Officers (MEOs), Block Education Officers, District Project Officers of RVM/OPEPA, Project Officers of the Integrated Tribal Development Agencies (ITDAs), State Project Directors (SPDs) of RVM/OPEPA, Directors'/Commissioners of ST/SC (Scheduled Caste) Development Department, Secretaries of Departments of School Education and Tribal Welfare. The interviews centred on access, quality and management issues as well as the awareness and implementation strategies for effective compliance with the RTE Act.

The primary data collection involved visits to different types of schools through a questionnaire that was developed based on the objectives and parameters identified for study. These were filled by the research team based on our discussions with the above mentioned sources and from our own observations in the schools and communities visited. The type of schools visited included Government Primary Schools, Upper Primary Schools, High Schools, residential Ashram Schools and Sevashrams, Gurukulams, Kasturba Gandhi Balika Vidyalayas (KGBVs), a School of Excellence (SoE), hostels, aided schools, Alternative and Innovative Education/Education Guarantee Scheme (AIE/EGS) centres, Residential Bridge

Centres (RBCs) and Non-residential Bridge Centres (NRBCs) run directly by the government or by NGOs.

Secondary data

Intensive secondary data was collected for this study from various sources and a major part of the analysis of the study is based on the secondary data collected. For secondary data, and official perspectives and feedback on ST education, we primarily engaged with four departments/agencies in the government—National University for Educational Planning and Administration (NUEPA), Department of School Education, RVM/OPEPA and Tribal Welfare Department.

Secondary data collection sources included RVM/OPEPA offices at the State and district level, Tribal Welfare Department at the State and district level through the ITDAs. The RVM website of the Andhra Pradesh government, OPEPA of Orissa and that of NUEPA were accessed extensively in addition to various reports and documents of government, NGOs and research institutions. Extensive discussions were also held with NUEPA (New Delhi), Joint Secretary of the Ministry of Tribal Welfare and the Academic Research Centre in Delhi University.

The secondary data consisted of State and district level data on ST education for the age group 6–14 years. Therefore, the study is presented in three parts:

- I. State level profile for each State,
- II. District level profiles for the districts visited and
- III. Analysis from primary data and observations from field visits.

Secondary data collection revealed that although data is available and there are multiple institutions involved with implementation and research on education, for ST children the data is in a very scattered form and it required a great deal of groundwork by the research team, in compiling and analysing the different sources and time periods. Also there were data discrepancies among the different sources accessed, and these are discussed in the text. Wherever available, data from NUEPA was taken, and in the absence of data from NUEPA other sources were referred to.

Limitations and Gaps in Data Collection

Due to constraints of time—we started the research at the end of the academic year in February-March—we could not visit some of the interior and hill-top villages as earlier planned. The Primary Schools had shifted to their summer schedule of morning schools because of which we could only visit a limited number of schools each day. The time frame for field visits was also hindered by the agitation in the Telangana region of Andhra Pradesh as most offices and schools were constantly being shut down during this period and we were forced to change dates and locations for the study because of these agitations.

We could not cover schools where the multi-lingual education (MLE) programme was being implemented in Orissa as our study sites did not have these schools. Therefore, we were unable to have an understanding of the implementation and progress of ST children in relation to this new direction in ST education.

It was not possible to get the perspective of the senior level officials in Orissa due to their hectic work schedules. Therefore some of the policy level directions in implementing the RTE Act and ST education are missing.

Analysing secondary data was complicated due to differing figures between the sources. For instance, the OPEPA in Orissa bases its statistics on Orissa Child Census which was undertaken in 2004-05 and presents very low population figures and higher enrolment and retention whereas the Census and NUEPA provide distinctly higher figures for population, drop-out rates and low enrolment of STs. Unless these figures are reconciled, it would be difficult to make an accurate analysis.

Unfortunately, the study was undertaken at the time when the Census 2011 is in progress. As only provisional statistics are put out, and as the latest detailed ST related statistics are not yet available, we had to depend, to a large extent, on Census 2001 data. However, education reports from SSA and NUEPA are for more recent years, and therefore, we had to extrapolate the Census 2001 data with the education related reports for analysing the status of enrolment, drop-out rates and out-of-school children.

Mainly district level data is easily available either with the State governments or with NUEPA. Block/mandal level data was difficult and time consuming to retrieve and often due to poor responses from local officials, we could not get adequate data, especially for Orissa. However, for a micro-analysis of ST children, district level data would be insufficient as these communities are concentrated only in some blocks/mandals or panchayats in many districts (unless they are fully Scheduled Areas). Inter-tribe variances are also difficult to retrieve as the Census does not collate caste-wise/tribe-wise data for all indicators.

Also, the Department of School Educations do not seem to have a focus on ST children or data regarding teachers as they have been compiling only general data for each district. For instance, we were handicapped in our analysis of teacher-pupil ratios, teacher qualifications and capacities, teachers who underwent training and other teacher relevant data for ST areas and ST teachers. It is only in the recent past that some form of convergent planning between the RVM/OPEPA and the SC/ST Departments has been initiated to bring this focus on ST education and teachers, and it is hoped that this also gets reflected in compilation of exclusive data for STs.

Nevertheless, we did manage to be swarmed with volumes of secondary data. Therefore, a major part of our research work was involved in trying to put together secondary data from various sources and in comparing these figures.

Although the study was undertaken on three basic parameters, compilation of data from secondary sources and from primary data and field visits was not always uniform in extent and quality of data available. Hence, it has been difficult to maintain a consistency in the level of secondary and primary data reported in this study. For instance, primary data for infrastructure could be extensively gathered from the field visits, but this was difficult to extract from secondary sources. Hence description of physical amenities and infrastructure has been extensively covered in Chapter III on field visit observations, whereas this was inadequately covered in Chapter II in the State overviews. Similarly, teacher capacities and qualifications are more detailed in the field reports.

There was insufficient data with respect to budgets and financial allocations and expenditure. The report does not cover analysis of this aspect which needs to be done in an indepth manner with the help of institutions which have more experience in analysing budgets and expenditure patterns.

CHAPTER II

CONCERNS OVER ELEMENTARY EDUCATION OF SCHEDULED TRIBE CHILDREN

SECTION 1: ANDHRA PRADESH

Scheduled Tribes of Andhra Pradesh: Overview and Population

The population of Andhra Pradesh stood at 76210007 (male: 38527413; female: 37682594) according to Census 2001 figures. As per the Census 2011, the population stands at 84665533 (male: 42509881; female: 42155652), with the State's percentage share in the total population of the country at 7% and ranked fifth in terms of population size.

The child population of Andhra Pradesh in the age group 0–6 years is 8642686 according to the Census 2011 (boys: 4448330; girls: 4194356); this was 10171857 according to Census 2001 (boys: 5187321; girls: 4984536). The population in the age group 6–14 years is 14333720 (boys: 7343550; girls: 6990170). The projected child population for the year 2010 was 13144715 in the age group 5–13 years of which boys numbered 6688599 and girls 6456115.

Andhra Pradesh has 35 different tribal communities. The largest tribal community numerically is the Sugali/Lambada which is found in several parts of the State. Sugali, Koya, Yenadi, Yerukala and Gond together account for 76% of the ST population of the State. Andhra Pradesh has 12 tribal groups recognised as VTGs that include the Chenchu, Gadaba (Bodo and Gutob), Kolam, Konda Reddi, Kondh (Kuttiya and Dongaria), Porja (Bondo, Khond and Parangi), Savara and Thoti. District-wise the ST communities are concentrated in the districts of Khammam, Visakhapatnam, Nalgonda, Warangal and Adilabad with different communities in these districts. These five districts also constitute 48.9% of the ST population of the State. The Scheduled Areas in Andhra Pradesh extend over 31485.34 sq km in nine districts covering 5948 villages, which is about 11% of the total area of the State and hold 60% of the State's ST population. The rest are dispersed in the remaining districts.¹⁴

The total ST population of the State as per Census 2001 is 5024104 (male: 2548295; female: 2475809). This constitutes 6.6% of the total population of the State. The percentage of ST population to the total population of the State has seen a steady increase from the year 1961, when it was 3.68% to the 6.6% in 2001.

However, it should also be noted that the inclusion of the Sugali/Lambada (who constitute 40% of ST population in the State) as STs in Andhra Pradesh contributed to a sudden increase in the ST population which almost doubled between 1971 and 1981. Khammam district has the highest concentration of ST population in proportion to general population (26.47%).¹⁵

Among the different tribes the largest population consists of the Sugali or Lambada (41.3%) followed by Koya, Yenadi, Yerukala and Konda Dora. In view of the backwardness of certain tribes in comparison to the rest, and to give administrative and development focus for the progress of these communities, the State government declared 12 tribal communities as VTGs, their population numbering 457123. Of these the Thoti number as few as 2074.¹⁶

¹⁴ Census 2001; URL: <http://www.aptribes.gov.in/bstribeslist.html> (retrieved March 2011); URL: <http://www.aptribes.gov.in/bsschvillages.html> (retrieved May 2011); Samata 2007

¹⁵ Census 2001

¹⁶ Census 2001; URL: <http://www.aptribes.gov.in/bstribesexpop.html> (retrieved March 2011)

Population of Scheduled Tribe Children in Andhra Pradesh

The population in the age group 0–14 years among the STs was 1973184 (boys: 1026775; girls: 946409). ST children population in the school-going of age of 7–14 years was 1110340 (boys: 589126; girls: 521214) (Table 1: ST child population in the age group 0–14 years, Andhra Pradesh).

While Khammam district has the highest population of ST children of 0–14 year's age group at 262564, Visakhapatnam comes second with 210948 followed by Warangal (178560) and Adilabad with 175666. Of the districts which are outside the Fifth Schedule, Nalgonda has the highest ST child population with 141621 followed by Nellore with 82458 and Guntur with 77753 (Table 2: District-wise ST child population in the age group 0–14 years in Andhra Pradesh). The ST children in these non-Scheduled Areas mainly belong to Sugali/Lambada, Yanadi, Chenchu and Yerukula tribes¹⁷. These figures show that there are a little over 13 lakh ST children in the age group of 6–14 years as per Census 2001.

Age (in years)	Boys	Girls	Total
0–6	437649	425195	862844
7	74768	71415	146183
8	99486	94560	194046
9	72187	63528	135715
10	99945	88661	188606
11	49719	40276	89995
12	85472	73416	158888
13	52583	44003	96586
14	54966	45355	100321
Total	1026775	946409	1973184

Source: Census 2001

Table 2: District-wise ST children population in the age group 0–14 years, Andhra Pradesh

District	Age (in years)									Total
	0–6	7	8	9	10	11	12	13	14	
Adilabad										
Boys	39168	6256	8546	5565	9363	3737	8438	4330	5042	90445
Girls	38754	6307	8495	5001	8707	3066	7317	3567	4007	85221
Total	77922	12563	17041	10566	18070	6803	15755	7897	9049	175666
Anantapur										
Boys	9477	1919	2254	1991	2234	1530	2179	1612	1575	24771
Girls	8971	1685	2030	1738	2009	1211	1818	1245	1184	21891
Total	18448	3604	4284	3729	4243	2741	3997	2857	2759	46662
Chittoor										
Boys	10593	2037	2246	1843	1946	1078	1641	1124	1073	23581
Girls	10346	1974	1973	1514	1676	934	1392	914	866	21589
Total	20939	4011	4219	3357	3622	2012	3033	2038	1939	45170
East Godavari										
Boys	14552	2921	3704	3192	3397	2084	2937	1963	1996	36746
Girls	14684	2892	3537	2887	3023	1793	2591	1897	1855	35159
Total	29236	5813	7241	6079	6420	3877	5528	3860	3851	71905
Guntur										
Boys	16945	2896	3764	2888	4123	2013	3225	2151	2001	40006
Girls	16339	2732	3600	2526	3750	1842	3020	2015	1923	37747
Total	33284	5628	7364	5414	7873	3855	6245	4166	3924	77753

¹⁷ URL: <http://www.aptribes.gov.in/adminsetup.html> (retrieved March 2011)

District	Age (in years)									Total
	0-6	7	8	9	10	11	12	13	14	
Hyderabad										
Boys	2987	404	584	363	599	298	561	298	356	6450
Girls	2685	381	596	349	603	265	560	328	344	6111
Total	5672	785	1180	712	1202	563	1121	626	700	12561
Kadapa										
Boys	5268	1054	1175	937	1122	529	881	540	605	12111
Girls	4808	944	1118	762	865	431	670	458	418	10474
Total	10076	1998	2293	1699	1987	960	1551	998	1023	22585
Karimnagar										
Boys	7995	1354	1645	1162	1739	862	1579	916	981	18233
Girls	7912	1269	1633	1081	1604	748	1304	727	747	17025
Total	15907	2623	3278	2243	3343	1610	2883	1643	1728	35258
Khammam										
Boys	56296	10381	12270	9632	12743	6964	10968	7665	7966	134885
Girls	55486	10069	12122	8898	11068	6068	10029	6886	7053	127679
Total	111782	20450	24392	18530	23811	13032	20997	14551	15019	262564
Krishna										
Boys	8627	1680	1984	1565	2086	1100	1809	1136	1150	21137
Girls	8229	1537	1701	1362	1739	938	1469	1164	1019	19158
Total	16856	3217	3685	2927	3825	2038	3278	2300	2169	40295
Kurnool										
Boys	6390	1189	1611	1321	1586	816	1391	833	833	15970
Girls	5982	1126	1463	983	1398	633	1029	544	613	13771
Total	12372	2315	3074	2304	2984	1449	2420	1377	1446	29741
Mahabubnagar										
Boys	29384	4229	6954	4101	6854	2653	5739	2975	3406	66295
Girls	27473	3926	6633	3389	6114	1977	4715	2127	2415	58769
Total	56857	8155	13587	7490	12968	4630	10454	5102	5821	125064
Medak										
Boys	14415	2189	3286	1872	3044	1291	2694	1326	1555	31672
Girls	14353	2206	3010	1663	2600	905	2172	1025	1113	29047
Total	28768	4395	6296	3535	5644	2196	4866	2351	2668	60719
Nalgonda										
Boys	32104	5176	7490	5163	7549	3428	6706	3983	4103	75702
Girls	29493	4705	6784	4448	6613	2568	5339	2913	3056	65919
Total	61597	9881	14274	9611	14162	5996	12045	6896	7159	141621
Nellore										
Boys	19534	3387	3997	3117	4055	1908	2970	1892	2023	42883
Girls	18521	3206	3616	2961	3350	1675	2608	1825	1813	39575
Total	38055	6593	7613	6078	7405	3583	5578	3717	3836	82458
Nizamabad										
Boys	16938	2590	3420	2273	3337	1562	3028	1631	1725	36504
Girls	16242	2540	3457	1958	2990	1203	2440	1310	1317	33457
Total	33180	5130	6877	4231	6327	2765	5468	2941	3042	69961
Prakasam										
Boys	9918	1892	2305	1685	2502	986	1721	1089	1197	23295
Girls	9433	1608	2270	1464	2005	909	1571	975	1030	21265
Total	19351	3500	4575	3149	4507	1895	3292	2064	2227	44560
Rangareddy										
Boys	14977	2207	3209	2035	3320	1428	2837	1389	1687	33089
Girls	14237	2004	3275	1752	3049	1171	2437	1175	1273	30373
Total	29214	4211	6484	3787	6369	2599	5274	2564	2960	63462

District	Age (in years)									Total
	0-6	7	8	9	10	11	12	13	14	
Srikakulam										
Boys	11339	2349	3176	2785	2858	1894	2585	1720	1622	30328
Girls	11465	2145	2784	2235	2541	1522	2112	1466	1384	27654
Total	22804	4494	5960	5020	5399	3416	4697	3186	3006	57982
Visakhapatnam										
Boys	45168	7447	11189	7982	10643	5602	8577	5931	5890	108429
Girls	46420	7353	10421	6792	9789	4054	7768	4725	5197	102519
Total	91588	14800	21610	14774	20432	9656	16345	10656	11087	210948
Vizianagaram										
Boys	17540	2899	4244	3369	3885	2437	3202	2065	2124	41765
Girls	17825	3006	3996	3017	3418	1969	2930	1854	1814	39829
Total	35365	5905	8240	6386	7303	4406	6132	3919	3938	81594
Warangal										
Boys	40603	6876	8688	5919	9294	4447	8368	4985	5025	94205
Girls	38210	6486	8382	5308	8160	3281	6822	3818	3888	84355
Total	78813	13362	17070	11227	17454	7728	15190	8803	8913	178560
West Godavari										
Boys	7431	1436	1745	1427	1666	1072	1436	1029	1031	18273
Girls	7327	1314	1664	1440	1590	1113	1303	1045	1026	17822
Total	14758	2750	3409	2867	3256	2185	2739	2074	2057	36095
Grand Total										
Boys	437649	74768	99486	72187	99945	49719	85472	52583	54966	1026775
Girls	425195	71415	94560	63528	88661	40276	73416	44003	45355	946409
Total	862844	146183	194046	135715	188606	89995	158888	96586	100321	1973184

Source: Census 2001

Scheduled Tribe Literacy in Andhra Pradesh

Literacy levels of STs in the State continue to be lower than that of other groups with ST women being the most backward. The overall ST literacy still remained at 37% and female literacy was at 34%¹⁸. Inter-district variances are also very high especially in the case of ST girls. The low attendance districts in the case of STs are Mahabubnagar, Medak, Guntur and Rangareddy, with gender disparity in attendance also being high in these districts.

In terms of school attendance, the same is low for ST girls in the rural areas of the districts of Mahabubnagar, Medak, Guntur, Nalgonda, Rangareddy and Nizamabad. For both ST boys and girls the low attendance districts are Nellore, Mahabubnagar and Prakasam.

The ST literacy levels are way below the national average. Mahabubnagar has the lowest female literacy among STs at 13.33 % while Nalgonda with 29.12% has the lowest ST male literacy rate. While districts with ITDAs have low female literacy, literacy rates are worryingly low across the State with the highest female literacy not exceeding 46% even in the district of Hyderabad (Table 3: District-wise literates and literacy rates for ST population, Andhra Pradesh).

With respect to inter-tribal variances, Kondh tribe, one of the VTGs in the State, has the lowest female literacy rate of 9.34% and total literacy rate of 17.81%. The female literacy for Mali is only 12.02%. Savara, Reddi Dora, Kolam, Porja, Jatapu and others are more or less in a similar situation of low percentages both for male and female literacy.¹⁹

¹⁸ Annexure 1: ST literacy levels between 1961 and 2001, Andhra Pradesh

¹⁹ Census 2001

Table 3: District-wise literates and literacy rates for ST population, Andhra Pradesh

District	Number of literates			Literacy rate (%)		
	Male	Female	Total	Male	Female	Total
Adilabad	89169	45199	134368	52.32	26.88	39.68
Anantapur	32186	16209	48395	57.22	30.89	44.52
Chittoor	28740	18880	47620	52.78	35.83	44.44
East Godavari	40633	31771	72404	50.36	38.91	44.6
Guntur	41539	23651	65190	46.59	27.59	37.28
Hyderabad	9598	6400	15998	64.52	45.67	55.38
Kadapa	13635	7501	21136	51.7	30.1	41.2
Karimnagar	17408	8173	25581	46.04	22.14	34.23
Khammam	138021	78042	216063	47.97	27.57	37.85
Krishna	23893	15808	39701	51.3	35.78	43.75
Kurnool	16562	7909	24471	55.75	28.7	42.73
Mahabubnagar	42745	14411	57156	37.58	13.33	25.76
Medak	22401	7301	29702	41.06	14.26	28.08
Nalgonda	71853	27136	98989	29.12	20.13	35.22
Nellore	43587	32833	76420	41.9	32.77	37.42
Nizamabad	29779	10931	40710	44.99	16.47	30.71
Prakasam	23785	13943	37728	46.87	28.96	38.15
Rangareddy	27813	12537	40350	46.3	22.09	34.53
Srikakulam	34096	19742	53838	53.32	30.61	41.92
Visakhapatnam	107248	52772	160020	45.98	22.67	34.34
Vizianagaram	39492	23832	63324	44.6	26.21	35.28
Warangal	89160	41300	130460	47.97	27.57	37.85
West Godavari	22604	19049	41653	55.87	45.96	50.86
Total	1005947	535330	1541277	47.66	26.11	37.04

Source: Census 2001

Literacy among Scheduled Tribe children

The population in the age group of 7–14 years for ST children is 1110340 and the literates in this age group as per Census 2001 are 747522 which indicates that close to 33% of the children in this age group were illiterate (Table 4: Total number of ST literates in the age group 7–14 years, Andhra Pradesh).

Khammam district has the highest number of literates (108523) in the age group of 7–14 years followed by Visakhapatnam district with 80326 and Warangal with 69133 (Table 5: District-wise ST literates in the age group 7–14 years, Andhra Pradesh).

Table 4: Total number of ST literates in the age group 7–14 years, Andhra Pradesh

Age (in years)	Boys	Girls	Total
7	47355	39322	86677
8	73483	58150	131633
9	59408	43779	103187
10	74887	50577	125464
11	42284	27257	69541
12	63208	38202	101410
13	41722	24361	66083
14	40960	22567	63527
Total	443307	304215	747522

Source: Census 2001

Table 5: District-wise ST literates in the age group 7–14 years, Andhra Pradesh

District	Age (in years)								Total
	7	8	9	10	11	12	13	14	
Adilabad									
Boys	3932	6128	4495	6952	3186	6237	3464	3841	38235
Girls	3615	5288	3519	5289	2250	4144	2152	2122	28379
Total	7547	11416	8014	12241	5436	10381	5616	5963	66614
Anantapur									
Boys	1041	1951	1826	1993	1432	1868	1419	1313	12843
Girls	913	1607	1459	1534	969	1218	795	673	9168
Total	1954	3558	3285	3527	2401	3086	2214	1986	22011
Chittoor									
Boys	1428	1907	1657	1607	959	1312	935	846	10651
Girls	1355	1570	1249	1256	739	980	664	575	8388
Total	2783	3477	2906	2863	1698	2292	1599	1421	19039
East Godavari									
Boys	2095	2972	2782	2737	1801	2335	1660	1557	17939
Girls	1994	2746	2425	2295	1526	1881	1500	1364	15731
Total	4089	5718	5207	5032	3327	4216	3160	2921	33670
Guntur									
Boys	1581	2510	2228	2876	1556	2193	1562	1388	15894
Girls	1302	1999	1567	2007	1081	1385	984	915	11240
Total	2883	4509	3795	4883	2637	3578	2546	2303	27134
Hyderabad									
Boys	288	381	277	413	242	399	257	281	2538
Girls	243	367	232	374	197	362	245	233	2253
Total	531	748	509	787	439	761	502	514	4791
Kadapa									
Boys	660	946	785	824	458	669	442	465	5249
Girls	542	780	553	533	309	400	275	235	3627
Total	1202	1726	1338	1357	767	1069	717	700	8876
Karimnagar									
Boys	890	1189	981	1365	774	1254	756	768	7977
Girls	692	957	762	920	507	683	394	328	5243
Total	1582	2146	1743	2285	1281	1937	1150	1096	13220
Khammam									
Boys	7010	9821	8249	10157	5969	8364	6066	5975	61611
Girls	6194	8723	6788	7220	4337	5804	4017	3829	46912
Total	13204	18544	15037	17377	10306	14168	10083	9804	108523
Krishna									
Boys	1104	1553	1307	1557	918	1399	900	892	9630
Girls	914	1131	1000	1120	644	863	687	596	6955
Total	2018	2684	2307	2677	1562	2262	1587	1488	16585
Kurnool									
Boys	706	1252	1112	1217	705	1054	654	643	7343
Girls	578	974	683	830	403	486	288	291	4533
Total	1284	2226	1795	2047	1108	1540	942	934	11876
Mahabubnagar									
Boys	2144	3949	2863	4171	1942	3402	2062	2029	22562
Girls	1363	2328	1329	1804	683	1152	563	524	9746
Total	3507	6277	4192	5975	2625	4554	2625	2553	32308

District	Age (in years)								Total
	7	8	9	10	11	12	13	14	
Medak									
Boys	1175	2029	1300	1958	990	1683	930	1004	11069
Girls	814	1177	690	821	339	564	294	251	4950
Total	1989	3206	1990	2779	1329	2247	1224	1255	16019
Nalgonda									
Boys	3409	5612	4326	5890	3004	5167	3275	3136	33819
Girls	2392	3663	2690	3155	1441	2223	1243	1146	17953
Total	5801	9275	7016	9045	4445	7390	4518	4282	51772
Nellore									
Boys	2041	2880	2416	2792	1510	1984	1272	1295	16190
Girls	1860	2559	2289	2267	1225	1658	1133	1091	14082
Total	3901	5439	4705	5059	2735	3642	2405	2386	30272
Nizamabad									
Boys	1513	2323	1734	2309	1254	2124	1179	1238	13674
Girls	1145	1544	971	1162	555	823	471	402	7073
Total	2658	3867	2705	3471	1809	2947	1650	1640	20747
Prakasam									
Boys	1216	1706	1367	1812	785	1179	808	827	9700
Girls	959	1567	1044	1262	633	859	541	504	7369
Total	2175	3273	2411	3074	1418	2038	1349	1331	17069
Rangareddy									
Boys	1311	2141	1563	2286	1149	1909	1020	1134	12513
Girls	973	1576	935	1368	633	933	519	467	7404
Total	2284	3717	2498	3654	1782	2842	1539	1601	19917
Srikakulam									
Boys	1608	2678	2500	2459	1756	2211	1550	1396	16158
Girls	1342	2116	1828	1889	1212	1456	989	835	11667
Total	2950	4794	4328	4348	2968	3667	2539	2231	27825
Visakhapatnam									
Boys	4724	8029	6613	7763	5004	6488	4994	4707	48322
Girls	3879	6020	4678	5225	2956	3921	2729	2596	32004
Total	8603	14049	11291	12988	7960	10409	7723	7303	80326
Vizianagaram									
Boys	1619	3323	2755	3051	2070	2413	1628	1593	18452
Girls	1471	2723	2259	2189	1500	1856	1129	971	14098
Total	3090	6046	5014	5240	3570	4269	2757	2564	32550
Warangal									
Boys	4842	6769	5047	7337	3876	6392	4047	3799	42109
Girls	3878	5413	3573	4771	2143	3499	1911	1836	27024
Total	8720	12182	8620	12108	6019	9891	5958	5635	69133
West Godavari									
Boys	1018	1434	1225	1361	944	1172	842	833	8829
Girls	904	1322	1256	1286	975	1052	838	783	8416
Total	1922	2756	2481	2647	1919	2224	1680	1616	17245
Grand total									
Boys	47355	73483	59408	74887	42284	63208	41722	40960	443307
Girls	39322	58150	43779	50577	27257	38202	24361	22567	304215
Toal	86677	131633	103187	125464	69541	101410	66083	63527	747522

Source: Census 2001

Box 1: Population of ST children with disabilities, Andhra Pradesh

As per Census 2001 statistics, there are a total of 34801 ST children in the age group of 0–19 years suffering from various categories of disabilities (CWSN or children with special needs). Of them, children with impairment in movement are the highest in number followed by the visually impaired (Table 6: Disabled ST population in the age group 0–19 years, Andhra Pradesh). The State government for inclusive education has a number of schemes like home based education, special RBC camps, specially trained resource teachers at the mandal level as well as developing infrastructure to enable access to schools. However, schools visited during the course of this study were found lacking even in ramps or where they existed, could not be used as they were broken. Barely any children with disabilities were seen in the schools visited.

Table 6: Disabled ST population in the age group 0–19 years, Andhra Pradesh

Disability type	Age group (in years)			
	0–4	5–9	10–19	Total
In seeing				
Male	1195	1909	3095	6199
Female	1209	1641	2468	5318
Total	2404	3550	5563	11517
In speech				
Male	137	1169	1424	2730
Female	98	839	1188	2125
Total	235	2008	2612	4855
In hearing				
Male	56	306	510	872
Female	56	230	312	598
Total	112	536	822	1470
In movement				
Male	769	2101	4814	7684
Female	577	1469	3272	5318
Total	1346	3570	8086	13002
Mental				
Male	214	701	1286	2201
Female	167	528	1061	1756
Total	381	1229	2347	3957
Total disabled population				
Male	2371	6186	11129	19686
Female	2107	4707	8301	15115
Total	4478	10893	19430	34801
<i>Source: Census 2001</i>				

Status of Elementary Education of Scheduled Tribe

Understanding the administration of school education in tribal areas of Andhra Pradesh

The Tribal Welfare Department under the Ministry of Tribal Affairs is responsible for the overall development and protection of STs across the State. From the Fifth Plan period (1975 onwards) it has been implementing the tribal sub-plan (TSP) programme through its 10 ITDAs, 41 Modified Area Development Approach (MADA) and 17 Clusters. The administrative concept of single line administration of all government programmes and activities through the ITDAs which function at the district level for the TSP areas has been the most effective administration evolved for making State machinery accessible to the illiterate tribal people. The ITDAs are headed by a Project Officer.²⁰

The responsibility of delivery of school education services in the tribal areas is shared between the Department of School Education, the Tribal Welfare Department and the local bodies. The Department of School Education which has the primary responsibility has now a bifurcation of responsibilities within its structure with the main Department performing the core functions of school administration, teacher recruitment and transfers and implementing the mid-day meal programme while the SSA which functions through the registered institution RVM (Rajiv Vidya Mission) provides the soft skills support. The Department of School Education directly oversees the functioning of all schools other than the tribal welfare schools and hostels. It is

²⁰ URL: <http://www.aptribes.gov.in/bsschvillages.html> (retrieved May 2011); URL: <http://aptribes.gov.in/oldsite/GOs/gosmain.htm/basicstats.pdf> (retrieved May 2011)

difficult to give an exact figure for schools run in TSP areas by the Department. It also extends functions of curriculum development, teacher training, infrastructure maintenance and repairs of all schools including tribal welfare schools, through the flagship RVM.

Sarva Shiksha Abhiyan/Rajiv Vidya Mission

The RVM was introduced in the State in 2001-02 and all districts were covered from the year 2002-03. The pattern of funding is 60 (Central):40 (State) for 2009-10 and 65:35 for 2010-11 with the latter ratio to continue for the next 5 years. The objectives under the RVM are:

- All children in school, AIE/EGS schools, back-to-school camp.
- All children complete 8 years of elementary schooling.
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at elementary education level.
- Universal retention.

The interventions include opening Primary Schools, upgrading schools from Primary to Upper Primary, upgradation of EGS/AIEs centres to Primary Schools, regular as well as additional teachers, civils works to improve school infrastructure (buildings, classrooms, compound wall, drinking water, toilets, etc), strengthening Mandal Resource Coordinator (MRC) and teacher centres, grants to schools, teacher training, support for children with special needs, interventions for out-of-school children, training for community leaders and research, evaluation, supervision and monitoring²¹. The RVM also implements the national programmes like National Programme for Education of Girls at Elementary Level (NPEGEL), KGBVs, and MLE in the State.

National Programme for Education of Girls at Elementary Level

NPEGEL, a special scheme for improving the education of the girl child, was launched by the Central government in 2003 with objectives of developing and promoting facilities to provide access and to facilitate retention of girls and to ensure greater participation of women and girls in the field of education. In Andhra Pradesh, the scheme covers 661 educationally backward mandals in the 23 districts that have female literacy less than the national average of 46.13%. The NPEGEL is being implemented on Model Cluster School approach in a decentralised manner. This is a model for girl child friendly Upper Primary or High Schools identified in the backward districts. In total 5765 Model Cluster Schools were identified with each cluster having 5–10 habitations.

The major interventions of NPEGEL programme include providing child-friendly facilities worth Rs. 30000/- to every model school for purchasing library books, vocational equipments and games and sports material to implement additional interventions for promotion of girls education like supportive material for slow learners, bridge camps, honorarium for part-time volunteers, training to teachers on gender sensitisation, awards to best schools, maintenance grant and community mobilisation.²²

Kasturba Gandhi Balika Vidyalayas

The KGBVs are run by different residential educational institutions/societies such as the Andhra Pradesh Residential Educational Institutions Society (APREIS), Andhra Pradesh

²¹ Andhra Pradesh Socio-economic Survey 2010-11

²² Andhra Pradesh Socio-economic Survey 2010-11

Social Welfare Residential Educational Institutions Society (APSWREIS) and Andhra Pradesh Tribal Welfare Residential Educational Institutions Society (APTWREIS) and Disabled Welfare Department. A total of 395 KGBVs sanctioned are operational with an enrolment of 41843 girl students. There is normally one KGBV per mandal and in the tribal area mandals, the majority of girls are from ST and SC communities.²³

The KGBVs have been a very good step in strengthening girl child education in tribal areas and this has helped in bringing drop-outs back into school and also providing an access to Upper Primary and High School education in areas where there are insufficient Ashram Schools for girls. The State government recognises the need for more number of KGBVs in the tribal areas due to the high drop-out rate among ST girls and the lack of adequate number of Ashram Schools for girls.

Multi-Lingual Education

For improvement of ST education RVM has developed a tribal education programme called the MLE which focuses on teaching in the mother tongue for the Primary classes. Text book primers were developed in eight tribal languages—Adivasi Oriya, Banjara, Gondi, Kolami, Konda, Kui, Koya and Savara—and the programme is being implemented in 2248 tribal Primary Schools across the State (Table 7: MLE centres, Andhra Pradesh). Under this programme it is planned that the children will be taught in the mother tongue as the medium of instruction using the language primers with a gradual shift to Telugu/English medium of instruction (Box 3: Curriculum planning in the MLE method). All the primers have been developed in Telugu script with mother tongue language and teachers appointed preferably from local communities in these schools are imparted special training in MLE. This programme is intended to facilitate tribal children’s learning and improve their retention in school.²⁴

Table 7: MLE centres, Andhra Pradesh

ITDA	District	No. MLE centres	Strength			Vidya volunteers engaged
			Boys	Girls	Total	
Seethampeta	Srikakulam	167	1675	1624	3299	175
Parvathipuram	Vizianagaram	128	1418	2920	4338	123
Paderu	Visakhapatnam	297	2586	2539	5125	297
RC Varam	East Godavari		None			
KR Puram	West Godavari	113	829	847	1676	42
Bhadrachalam	Khammam	250	4440	4388	8828	154
Eturunagaram	Warangal	702	7509	3599	12236	702
Utnoor	Adilabad	591	5439	5536	10975	431
Total		2248	23896	21457	46477	1924

Source: URL: <http://www.aptribes.gov.in/mle.html> (retrieved May 2011)

Mid-day meal programme

The Department of School Education implements the mid-day meal scheme of the Central government. In Andhra Pradesh it is being implemented from January 2003 for the Classes I–VII and for Classes VIII–X from October 2008. This extends to the tribal areas as well. During the year 2010-11, 84.9 lakh children were covered under this programme out of whom 45.47 lakh are in Primary (I–V) and 24.97 lakh in Upper Primary (VI–VIII) and 0.25 lakh were children of the National Child Labour Programme (NCLP). Development of

²³ Andhra Pradesh Socio-economic Survey 2010-11

²⁴ Andhra Pradesh Socio-economic Survey 2010-11

Women and Children in Rural Areas (DWCRA)/Community Development Societies (CDS)/SHGs/Student Education Committee (SEC)/other agencies like temples, NGOs with a proven track record, charitable trusts/group of parents (in this order of preference) are identified by the Mandal Revenue Officers (MROs) as the implementing agencies in the rural areas. All schools are provided with a cook, kitchen devices and kitchen cum store shed.²⁵

Box 2: Curriculum planning in the MLE method

Class I - Child learns in the mother tongue and the curriculum subjects are the tribal language and math.

Class II - Child learns in the mother tongue and the curriculum subjects are the tribal language and math as well as Telugu (second language) orally.

Class III - Language, math, environmental studies in mother tongue and Telugu introduced as second language

Class IV - Mother tongue and second language as medium of instruction (bilingual textbooks) and introducing oral third language, English.

Class V - Mother tongue and second language as medium of instruction (bilingual textbooks) and reading and writing of of third language (English).

Class VI—Transition to second language (Telugu) as medium of instruction in all the curricular subjects.

Source: http://ssa.ap.nic.in/F_Multi_Lingual_Edn.pdf (retrieved June 2011)

Education Services and Schemes by the Andhra Pradesh Tribal Welfare Department

One of the important functions of the Tribal Welfare Department of the State at the district level in the ITDAs is the administration of Ashram Schools, Girijana Vidya Vikasa Kendras (GVVKs), Gurukulams, tribal welfare hostels, AIE/EGS centres, and other education programmes like post-matric scholarships and Best Available School scheme.

Ashram Schools

In order to make an effective inroad into addressing the low levels of literacy and education among tribal people and keeping in mind the habitation pattern in tribal areas, it was envisaged that residential schools were critical to bringing and retaining tribal children in school. Therefore two tiers of school education were initiated—GVVKs or Primary Schools for Classes I–III and Ashram Schools with hostel facilities under one roof from Class III–X. The Tribal Welfare Department is maintaining 599 Ashram Schools having student strength of 141971²⁶ or 156113 (figures as per DSE 2010). These are categorised into Ashram Primary Schools (Class III–V), Ashram Upper Primary Schools (III–VII) and Ashram High Schools (III–X).²⁷

The total student coverage under Ashram Schools is 156113 for a total population of around 13 lakh tribal students in the age group of 6–14 years (Table 8: District-wise, category-wise number of Ashram Schools, Andhra Pradesh). This far from meets the current demand for Ashram Schools. This implies that each class can absorb only a little over 17000 children into the Ashram Schools each year. For a child population of 8 years which is 194046 or 135715 for the 9 years (figures for the age group as per Census 2001), only about 17000 children get admission into Ashram Schools for this age group; the gap is indeed alarming! The current number of 599 Ashram Schools, thus, seems grossly inadequate.

²⁵ Andhra Pradesh Socio-economic Survey 2010-11

²⁶ Andhra Pradesh Socio-economic Survey 2010-11

²⁷ URL: <http://www.aptribes.gov.in/distasramschoools.html> (retrieved May 2011)

Hostels for Scheduled Tribe students

ST students studying from Class III–X in schools run by different managements (both government and quasi-government) are admitted into tribal welfare hostels. At present there are hostels numbering 442 of which 111 are meant for ST girls, and with a total strength of 75479 as per DSE 2008-09 (Table 9: District-wise government hostels for STs, Andhra Pradesh).

Table 9: District-wise government hostels for STs, Andhra Pradesh

District	Andhra Pradesh Tribal Welfare Department website						DSE 2008-09	
	No. of hostels			Strength			Number	Strength
	Boys	Girls	Total	Boys	Girls	Total		
Adilabad	10	1	11	1289	83	1372	11	1977
Anantapur	10	7	17	1023	780	1803	17	3239
Chittoor	12	4	16	1081	437	1518	16	1788
East Godavari	14	5	19	1607	896	2503	19	2670
Guntur	24	8	32	3328	1438	4766	32	3968
Hyderabad	5	2	7	298	218	516	7	473
Kadapa	8	2	10	872	204	1076	10	1413
Karimnagar	13	2	15	1591	474	2065	15	1403
Khammam	25	20	45	3447	5953	9400	45	7693
Krishna	12	7	19	1841	915	2756	19	2910
Kurnool	8	2	10	1045	163	1208	10	1319
Mahabubnagar	14	7	21	4603	1877	6480	21	4865
Medak	13	3	16	1565	573	2138	16	2152
Nalgonda	31	5	36	8864	3460	12324	36	12760
Nellore	18	6	24	1646	725	2371	24	2258
Nizamabad	11	2	13	2029	689	2718	13	1468
Prakasam	17	5	12	2107	697	2804	22	2674
Ranga Reddy	9	3	12	1984	681	2665	12	2445
Srikakulam	8	1	9	1112	86	1198	9	1332
Visakhapatnam	12	1	13	2339	259	2598	13	2763
Vizianagaram	12	5	17	845	602	1447	17	1925
Warangal	32	8	40	6559	3373	9932	40	10577
West Godavari	13	5	18	695	1067	1762	18	1407
Total	331	111	442	51770	25650	77420	442	75479

Sources: URL: <http://www.aptribes.gov.in/disthostels.html> (retrieved May 2011); DSE 2010

Girijan Vidya Vikasa Kendras

Introduced in 1986, GVVKs were set up by the government to provide access to Primary education in school-less ST habitations. These were initially single teacher schools for the first two/three grades after which the students are admitted into Ashram Schools. Currently many of them have been upgraded to Class V level with atleast two teachers, one of whom may be a vidya volunteer. In all these schools the government relaxed the educational and professional qualifications in favour of local STs. Teachers' seats in these institutions are reserved for STs who even if they have not passed their Secondary School Certificate (SSC) examination and are sent for training at government cost. Since inception several of these GVVKs have also been upgraded to Primary Schools with the government providing permanent buildings for these upgraded schools. At present there are 4317 GVVKs renamed as Government Primary Schools (Tribal Welfare) with student strength of 101852²⁹. In the ITDAs there are 2902 schools with a total enrolment of 86980 [Table 10: Tribal Welfare Primary Schools (GVVKs), Andhra Pradesh].

²⁹ Andhra Pradesh Socio-economic Survey 2010-11

Table 10: Tribal Welfare Primary Schools (GVVKs), Andhra Pradesh

ITDA	District	No. of schools	Strength		Total
			Boys	Girls	
Seethampeta	Srikakulam	218	1907	1951	3858
Parvathipuram	Vizianagaram	330	3674	3468	7142
Paderu	Visakhapatnam	610	11748	11591	23339
RC Varam	East Godavari	237	3012	2953	5965
KR Puram	West Godavari	58	381	476	857
Bhadrachalam	Khammam	382	5719	5697	11416
Eturunagaram	Warangal	157	3195	1708	4903
Utnoor	Adilabad	892	14281	14575	28856
Nellore	Nellore	20	325	319	644
Total		2902	44242	42378	86980

Source: URL: <http://www.aptribes.gov.in/twps.html> (retrieved May 2011)

Gurukulam

The first residential school for STs was established by the State government in the year 1975 at KSD Site, Khammam district. Till the year 1999 these tribal welfare residential institutes were managed by the Andhra Pradesh Residential Educational Society (APRES) in Hyderabad at which point they were bifurcated into Andhra Pradesh Residential Educational Institutions Society (APREIS) and Andhra Pradesh Tribal Welfare Residential Educational Institutions Society (APTWREIS). The objective of the latter was improving enrolment and retention of tribal children and improving quality of education and is today known by the name Gurukulam. The Gurukulams provide free education, hostel facility, pocket money, amenities like uniform, note books, text books, reading material, bedding material etc., to the ST students.

The Gurukulam runs 272 institutions of which 72 are residential schools, three are SoEs, 41 are Mini-gurukulams and 102 are KGBVs, while the rest are Colleges of Excellence (three) and Residential Junior Colleges (51) (Table 11: Category-wise institutions, Andhra Pradesh). Out of the 272 residential institutions 56 residential schools and two Upgraded Residential Junior Colleges (+2) come under general ST residential schools. Out of this 33 are for boys and 25 are for girls. The residential institutions have classes from V to X and in some of them Intermediate level as well. The sanctioned strength in Class V is 80 and the remaining classes, from VI to X, is 90 in each class. The three SoEs located in the ITDAs of Parvathipuram, Bhadrachalam and Srisailam are from Class VIII to Intermediate. Each class has 90 seats of which 30% are reserved for ST girls.

At the Intermediate level each group has 45 seats and there are two groups, MPC (Math, Physics, Chemistry) and BPC (Biology, Physics, Chemistry). Mini-gurukulams function to provide education to the ST girls in the low literacy pockets. The classes extend from I to V with each class having 30 seats (total 150). KGBVs numbering 102 provide secondary education to drop-out girls with preference being accorded to ST girls. There are two models of KGBV: Model 1 and Model 2 with the sanctioned strength in the former being 170 (in reality most of them have almost 200 students) with each class having strength of 34 and the latter, 100 with class strength of 25. These KGBVs have classes VI to X.

There are three Colleges of Excellence that select 100% ST students based on entrance test and of the 40 seats in each group (groups MPC and BPC) sanctioned in each college, 20% seats are reserved for ST girls. Residential Junior Colleges and Upgraded Residential Junior Colleges have 40 seats in each group that include MPC, BPC and in one commerce/arts group. While 163 of these residential institutions are managed by the Tribal Welfare Department, 105 are

managed by the Department of School Education and four by the Department of Intermediate Education [Table 12: Residential institutions (Gurukulams) under different departments, Andhra Pradesh]. These 272 residential institutions are spread across the districts of the State with Adilabad, Visakhapatnam and Khammam having the highest numbers.³⁰

Table 11: Category-wise institutions, Andhra Pradesh

Category of institutions	Class	Number of institutions			Total	Sanctioned strength	Enrolled		
		Boys	Girls	Co-ed			Boys	Girls	Total
General ST schools	V–X	32	24	0	56	29670	15640	12030	27670
VTG schools	III–X	10	2	0	12	10320	6883	1521	8404
English medium residential schools	V–X	4	0	0	4	2560	2366	0	2366
Residential Junior colleges	Inter	29	20	0	49	17090	7520	5848	13368
General Upgraded Residential Junior Colleges	V– Inter	1	1	0	2	1560	547	857	1404
Schools of Excellence	VIII– Inter	0	0	3	3	1350	775	335	1110
Colleges of Excellence	Inter	0	0	3	3	480	294	77	371
Mini-gurukulams	I–V	0	41	0	41	6150	0	5987	5987
KGBVs	VI–X	0	102	0	102	13995	0	12372	12372
Total		76	190	6	272	83175	34025	39027	73052

Source: URL: <http://www.apwgurukulam.gov.in/> (retrieved May 2011)

Table 12: Residential institutions (Gurukulams) under different departments, Andhra Pradesh

Category of institution	Tribal Welfare	Department of School Education	Department of Intermediate Education	Total
Residential Schools (TM)	65	03	0	68
Residential Schools (EM)	04	0	0	4
Upgraded Residential Junior Colleges (TM) (1 boy+1girl)	2	0	0	2
Residential Junior Colleges (TM) (29 for boys and 20 for girls)	45	0	04	49
SoE (EM) (Class VIII–Intermediate) (co-ed with 30% reservation for ST girls)	03	0	0	3
Colleges of Excellence (EM) (Only Intermediate) (co-ed with 20% reservation for ST girls)	03	0	0	3
Mini-gurukulams (TM) (Class I–V) (girls only)	41	0	0	41
KGBVs (TM) (Class VI–X) (girls only)	0	102	0	102
Total	163	105	4	272

TM=Telugu medium; EM=English medium

Source: URL: <http://www.apwgurukulam.gov.in/> (retrieved May 2011)

³⁰ URL: <http://www.apwgurukulam.gov.in/> (retrieved May 2011)

The 41 Mini-gurukulams and eight of the residential facilities—seven schools known as Ekalavya Model Residential Schools and one Junior College—are sanctioned by the Central government under the Centrally Sponsored Scheme under Article 275(1). The institutions sanctioned by the State government and funded by the Tribal Welfare Department number 99 (Table 13: Institutions sanctioned by government of Andhra Pradesh and funded by Tribal Welfare Department). Four Residential Junior Colleges are being funded by the Board of Intermediate Education. The School of Education funds 18 residential schools sanctioned by the Government of Andhra Pradesh.

Table 13: Institutions sanctioned by government of Andhra Pradesh and funded by Tribal Welfare Department

Category of institution	No.
Tribal Welfare Residential Schools	44
Tribal Welfare English Medium Residential Schools	4
Tribal Welfare Residential Junior Colleges	38
Tribal Welfare Residential Junior Colleges under RIAD ³¹ Scheme	6
Tribal Welfare Upgraded Residential Junior College	1
SoE	3
Colleges of Excellence	3
Total	99

Source: URL: <http://www.aptwgurukulam.gov.in/?url=govtofap.html> (retrieved May 2011)

The sanctioned strength in these residential institutions remains unfulfilled normally as there would be drop-outs every year and often, there are lapses in taking students to fill these vacant seats. In terms of English medium schools, there is not a single school for girls whereas there are four for boys. Even the regular Gurukulams are lower in number for girls compared to schools for boys (24 and 32 respectively). The enrolment and capacity of all these institutions put together do not appear to have student strength of more than 3.5 lakhs. This is not even a fifth of the ST child population in the State. Recognising the need for improving the enrolment of children from hill-top villages and school-less habitations, the Tribal Welfare Department initiated Mini-gurukulams from Classes I to V; however, these are very few in number. The KGBVs have proved to be an excellent approach to bringing focus on the tribal girl child, especially girls who drop-out after the Primary level, largely due to lack of proximity to residential schools. In most places they are filled to their capacity of 100/170 as the case may be. SoEs have been created with a view to provide models of quality education for tribal students and to prepare them for professional courses in higher education as seats reserved for ST students in professional courses have remained unutilised for many years now.

Best Available Schools

The Tribal Welfare Department provides opportunity for ST students to study in private schools—identified as Best Available Schools—with eligibility for scholarship paid from the Department to these institutions. At present there are 2434 students in Classes V–VII and 2686 students in Classes VIII–X enrolled in 111 such schools across the State. Students studying receive pre-matric scholarships ranging from Rs. 8800/- to Rs. 2 lakh/- per annum from the Tribal Welfare Department. Another 265 students are also studying in Hyderabad

³¹ Remote and Interior Areas Development

Public Schools. The students are selected by the District Selection Committee under the Chairmanship of the District Collector.³²

Alternative Innovative Education Centres/Education Guarantee Scheme Schools

This innovative education programme which is a centrally sponsored scheme has been adapted in the tribal areas for school-less habitations where there are no GVVKs or Primary Schools reaching out to children in the Primary level of education. The AIE centres have been set up usually in hill-top villages and in habitations having at least 20 children of Class I, II and III levels. Many of these schools are also found in VTG villages having small populations. There are 1425 such schools operating/set-up in the State with student strength of 25706 (Table 14: AIE/EGS schools, Andhra Pradesh). These centres have single teachers run by vidya volunteers as they are now called, who are hired on a temporary basis, and most often from the local community or area. The RVM is also contributing to the AIE centres by supporting the vidya volunteers' honorarium.

Table 14: AIE/EGS schools, Andhra Pradesh

ITDA	District	No. AIE/EGS centres	Strength			Vidya volunteers engaged
			Boys	Girls	Total	
Seethampeta	Srikakulam	162	894	912	1806	162
Parvathipuararam	Vizianagaram	198	1279	1199	2482	198
Paderu	Visakhapatnam	717	7792	7140	14943	717
RC Varam	East Godavari	109	739	745	1484	109
KR Puram	West Godavari	4	31	21	52	4
Bhadrachalam	Khammam	166	NA	NA	3777	166
Eturunagaram	Warangal	35	337	262	599	35
Utnoor	Adilabad	34	271	292	563	34
Total		1425	11343	10571	25706	1425
NA=Not available						
Source: URL: http://www.aptribes.gov.in/aie.html (retrieved May 2011)						

Problems Identified in Scheduled Tribe Education in Andhra Pradesh: Based on Secondary Data and Through Meetings with Officials

ACCESS

Enrolment: The invisible trends

Due to the low levels of literacy among STs, there is today a strong focus on ensuring enrolment of ST children to universalise Primary education and to meet the goals envisaged for fulfillment by year 2010. Of the total child population in the age group of 6–14 years ST children enrolled are 1030246 of which 538789 are boys and 491457 are girls. The enrolment figures indicate that the State has yet to achieve 100% enrolment of ST children where more than 3 lakh children are not even enrolled as per this official record.

³² Annexure 2: District-wise number and ST strength in Best Available Schools, Andhra Pradesh

The data shows that each year there is a huge gap between the number of children enrolled at the Primary level compared to Upper Primary and High School levels. Whereas enrolment at the Primary level is varying between years 2006 and 2009 as 761772, 738623 and 731732 children at the Upper Primary level the numbers are varying between 210541, 201651 and 192975 (Table 15: Stage-wise enrolment in educational institutions of ST population, Andhra Pradesh). This is a steep drop in child enrolment between Primary and Upper Primary levels. Between Upper Primary and High School, the variance shown in the 3 years is not very large and sometimes the enrolment figures seem to be increasing in Class VIII.

There is a visible gap in enrolment figures between the Primary, Upper Primary and High School levels, with the numbers falling drastically in Class VI from 731732 to 192975 and slightly picking up at 228126 by High School level for the year 2008-09. What is of concern is the depreciation in enrolment at each level and the need for assessment of actual retention in real terms of the ST children's attendance, regularity of attendance in school and learning abilities.

Table 15: Stage-wise enrolment in educational institutions of ST population, Andhra Pradesh

Class	2006-07			2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I-V	384884	366888	761772	382779	355844	738623	377188	354544	731732
VI-VII	118123	92328	210451	111068	90583	201651	105013	87962	192975
VIII-X	116417	83793	200210	120587	95370	215957	123974	104152	228126
Total	619424	543009	1172433	614434	541797	1156231	606175	546658	1152833

Source: DSE 2010

Data for class-wise ST enrolment is available from different sources that include NUEPA, Director of School Education (DSE) and RVM. There is a marginal discrepancy in the data on enrolment between NUEPA and that of the DSE and RVM. The enrolment as per DSE and RVM in Class I is 199671 and in Class VIII is 83874³³. Taking the NUEPA data and assuming that the current Class VIII of 2009-10 was of 6 years age group in 2001, the population for this age group was approximately 12000 for Adilabad district and the enrolment for Class VIII in 2009-10 is 6847. This indicates that almost 50% of the children dropped out of school by the time they reached Class VIII.

Similarly for East Godavari district if 6 year olds were approximately 6000 in number, the enrolment for Class VIII is only 3387. For Khammam district assuming there were around 20000 children of age six as per Census 2001, the student strength of Class VIII in 2009-10 was 12258. Therefore, there is a significant drop-out of children (40-50%) by the time they reach Upper Primary level in every district [Table 16: District-wise, class-wise enrolment of ST population between Class I and IV (2009-10), Andhra Pradesh; Table 17: District-wise, class-wise enrolment of ST population between Class V and VIII (2009-10), Andhra Pradesh].

³³ Annexure 3: District-wise and class-wise ST enrolment for Class I-IV (2009-10) (as per DSE 2010 and RVM Hyderabad), Andhra Pradesh and Annexure 4: District-wise and class-wise ST enrolment for Class V-VIII (2009-10) (as per DSE 2010 and RVM Hyderabad), Andhra Pradesh

Table 16: District-wise, class-wise enrolment of ST population between Class I and IV (2009-10), Andhra Pradesh

District	Class I			Class II			Class III			Class IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adilabad	11378	11041	22419	8514	8223	16737	7365	7071	14436	6964	6504	13468
Anantapur	1955	1795	3750	1802	1576	3378	1626	1391	3017	1486	1381	2867
Chittoor	1977	1864	3841	1940	1856	3796	1712	1560	3272	1500	1486	2986
East Godavari	3057	2950	6007	2438	2347	4785	2273	2396	4669	2090	2157	4247
Guntur	3423	3350	6773	2664	2674	5338	2634	2405	5039	2311	2148	4459
Hyderabad	1119	1148	2267	981	947	1928	906	923	1829	879	731	1610
Kadapa	1401	1305	2706	1242	1012	2254	1068	931	1999	915	812	1727
Karimnagar	2088	2019	4107	1591	1598	3189	1766	1746	3512	1734	1682	3416
Khammam	11115	10352	21467	8542	8606	17148	8368	8273	16641	7968	7947	15915
Krishna	1859	1800	3659	1711	1628	3339	1561	1709	3270	1504	1603	3107
Kurnool	1437	1280	2717	1231	1064	2295	1282	1243	2525	1106	1023	2129
Mahabubnagar	8345	8112	16457	5170	4972	10142	4756	4058	8814	4043	3084	7127
Medak	5118	4816	9934	2999	2664	5663	2386	2278	4664	2105	1809	3914
Nalgonda	8253	7788	16041	5351	4932	10283	4705	4279	8984	4114	3641	7755
Nellore	4394	4058	8452	3504	3464	6968	3219	3048	6267	2693	2558	5251
Nizamabad	3312	3062	6374	2759	2701	5460	2630	2474	5104	2446	2232	4678
Prakasam	2878	2721	5599	2260	2105	4365	2049	1882	3931	1649	1512	3161
Rangareddy	5363	4985	10348	3986	3845	7831	3759	3366	7125	3367	2933	6300
Srikakulam	2715	2599	5314	2022	1970	3992	1944	1803	3747	1816	1725	3541
Visakhapatnam	14390	13816	28206	11595	11483	23078	8897	7891	16788	7844	7080	14924
Vizianagaram	3949	3915	7864	3413	3208	6621	3606	3053	6659	3352	2910	6262
Warangal	11579	11428	23007	6417	6834	13251	6124	6288	12412	5748	5705	11453
West Godavari	1415	1326	2741	1324	1203	2527	1220	1198	2418	1148	1103	2251
Total	112520	107530	220050	83456	80912	164368	75856	71266	147122	68782	63766	132548

Source: File sent by NUEPA (2009)

Table 17: District-wise, class-wise enrolment of ST population between Class V and VIII (2009-10), Andhra Pradesh

District	Class V			Class VI			Class VII			Class VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adilabad	6597	5860	12457	5005	4235	9240	4246	3746	7992	3533	3314	6847
Anantapur	1534	1486	3020	1151	1217	2368	1122	1156	2278	1013	1035	2048
Chittoor	1660	1515	3175	1346	1213	2559	1272	1106	2378	1049	988	2037
Kadapa	876	816	1692	639	563	1202	567	523	1090	477	485	962
East Godavari	2013	2129	4142	1933	1906	3839	1672	1877	3549	1664	1723	3387
Guntur	1994	1819	3813	1633	1361	2994	1468	1107	2575	1226	1001	2227
Hyderabad	767	671	1438	680	568	1248	593	569	1162	496	445	941
Karimnagar	1600	1571	3171	1382	1261	2643	1238	1234	2472	1141	1091	2232
Khammam	7748	7733	15481	6985	6580	13565	6290	6261	12551	6142	6116	12258
Krishna	1447	1390	2837	1145	943	2088	1064	806	1870	894	737	1631
Kurnool	1061	925	1986	892	801	1693	936	679	1615	876	629	1505
Mahabubnagar	3721	2510	6231	3264	2098	5362	2900	1882	4782	2804	1670	4474
Medak	2102	1599	3701	1795	1143	2938	1696	1104	2800	1636	1002	2638
Nalgonda	4243	3363	7606	3430	2664	6094	3486	2599	6085	3187	2277	5464
Nellore	2322	2354	4676	1569	1403	2972	1243	1182	2425	1038	997	2035
Nizamabad	2360	1982	4342	2104	1661	3765	2148	1622	3770	1945	1468	3413
Prakasam	1536	1306	2842	972	734	1706	792	652	1444	644	552	1196
Rangareddy	3150	2684	5834	2906	2346	5252	2719	2020	4739	2315	1850	4165
Srikakulam	1752	1599	3351	1557	1134	2691	1439	973	2412	1413	1086	2499
Visakhapatnam	7399	6231	13630	5616	4579	10195	5133	4088	9221	4498	3802	8300
Vizianagaram	3068	2729	5797	2202	1757	3959	1899	1690	3589	1573	1531	3104
Warangal	6041	5410	11451	5263	4161	9424	5189	4141	9330	4676	3884	8560
West Godavari	1083	1084	2167	854	871	1725	775	808	1583	747	769	1516
Total	66074	58766	124840	54323	45199	99522	49887	41825	91712	44987	38452	83439

Source: File sent by NUEPA (2009)

The Gross Enrolment Ratio (GER) that gives the percentage of children of school-going age who are actually attending school also indicates that there is a steady lowering of enrolment in the Primary and Upper Primary levels [Table 18: District-wise GER for ST population (2009-10), Andhra Pradesh]

Table 18: District-wise GER for ST population (2009-10), Andhra Pradesh

District	Age group								
	6–10 years			11–12 years			13–15 years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adilabad	198.6	192.92	195.8	109.65	96.67	103.23	75.12	73.76	74.45
Anantapur	139	133.52	136.37	89.99	96.52	93.13	78.93	80.62	79.74
Chittoor	146.33	143.06	144.73	101.46	94.18	97.89	74.13	68.91	71.58
East Godavari	122.96	124.32	123.64	94.32	98.77	96.55	78.82	90.22	84.5
Guntur	132.26	134.02	133.12	74.33	62.74	68.67	49.61	42.54	46.17
Hyderabad	273.5	281.94	277.55	177.79	171.23	174.64	113.94	112.56	113.28
Kadapa	175.93	167.57	171.91	101.26	96.79	99.1	73.23	71.68	72.49
Karimnagar	199.09	202.48	200.75	142.49	140.74	141.63	112.4	107.3	109.9
Khammam	128.22	129.86	129.03	96.13	95.04	95.59	80.87	83.83	82.33
Krishna	152.36	163.35	157.68	99.64	83.83	91.97	72.56	58.88	65.95
Kurnool	180.4	177.43	178.98	127.97	112.68	120.64	103.34	84.94	94.56
Mahabubnagar	194.5	181.71	188.32	108.55	74.61	92.12	87.87	52.28	70.7
Medak	222.09	212.17	217.29	126.16	86.19	106.77	101.08	62.78	82.57
Nalgonda	154.66	152.48	153.62	96.52	81.88	89.53	84.6	66.25	75.88
Nellore	134.5	136.79	135.62	57.81	56.63	57.24	33.06	35.64	34.31
Nizamabad	169.1	160.24	164.72	127.46	99.94	113.8	107.42	77.33	92.55
Prakasam	175.36	174.15	174.77	74.29	62.17	68.42	46.2	41.69	44.02
Rangareddy	272.34	265.17	268.88	186.72	154.59	171.17	136.83	110.54	124.16
Srikakulam	122.43	115.32	118.89	96.82	69.12	82.97	77.63	66.11	71.89
Visakhapatnam	153.72	144.14	148.95	96.19	78.06	87.15	68.99	62.03	65.54
Vizianagaram	157.62	141.7	149.62	96.41	79.79	88.03	66.3	59.48	61.38
Warangal	153.84	164.36	158.91	110.77	94.13	102.73	92.45	80.06	86.49
West Godavari	134.52	128.04	131.27	85.07	86.8	85.94	65.52	73.61	69.57
Total	160.31	157.18	158.78	102.27	88.78	89.53	78.87	70.23	74.65

Source: DSE 2010

Scheduled Tribe children out-of-school

The State of Andhra Pradesh gives an official estimate of 243158 children as being out-of-school of which 107437 are boys and 133851 are girls (Table 19: District-wise, category-wise out-of-school children, Andhra Pradesh). This is perhaps a very conservative estimate as child labour is being reported on a very large scale especially in agriculture, mining, quarrying and other urban industries, with many boys also involved in hazardous industries. This is directly linked to children being out-of-school. As per RVM estimates number of ST children out-of-school in the year 2006 were 88881 and those children in school were 1029617.

For the tribal areas, although reasons for children being out-of-school have been reported to be poverty and need to supplement family incomes, also common to general population, there are other equally major reasons for children not going to school. These, as the data shows, relate to lack of access to school, villages not having Primary Schools, teacher absenteeism and lack of stimulating environment in school apart from their responsibilities of sibling care, livestock management and other agricultural and forestry/household activities.

ST children, unlike mainstream poor children are lesser in number in terms of agricultural wage labour or industrial wage labour and are more involved in their own household activities. It is mainly children who are outside the Fifth Schedule areas and where agriculture is largely cash crop based farming like chilly, tobacco or cotton, to give a few examples, that ST children are involved in agricultural wage labour. Therefore we see the majority of child labour among ST children among the Koya, Sugali, Yanadi and Gond tribes where they are present in districts like Adilabad, Guntur, Khammam, Warangal, Nalgonda, Kurnool and Rangareddy where tobacco, chilly, cotton and cotton seed farming are on a larger scale and these are mostly or partially outside the Fifth Schedule area. This also leads to the question of increasing migration, displacement and relocation of tribal people from Scheduled to non-Scheduled areas, thereby increasing the vulnerability of ST children to higher drop-out from school.

Children out-of-school are highest among the Sugali (who are the majority ST population outside Scheduled Areas) with 32974 as marginal workers and 24692 as agriculture labour, followed by the Koya (also corresponding with their population strength) with 8004 as marginal workers and 6009 as agricultural labourers, and Gond with 3423 as marginal workers and 2440 as agriculture labour (Table 20: Tribe-wise workers in the age group 5–14, Andhra Pradesh). However, these figures may be extremely conservative, as enrolment data shows a high drop-out rate among ST children at Primary and Upper Primary levels, which indicate that they would be engaged in some form of labour if they are not in school.

Scheduled Tribe children: Drop-out rate in Andhra Pradesh

In the ST children's context, assessment of progress in enrolment is not the best indicator for progress in education. Instead, an assessment of retention and drop-out rates is more revealing. Although enrolment is high with each district showing very few children as being out-of-school, we need to study the class-wise and age-wise retention at Primary, Upper Primary and High School levels. While drop-out rate for general population is 53.36%, for the ST children it is 76.75% (Class I–X).

Table 19: District-wise, category-wise out-of-school children, Andhra Pradesh

District	Total out-of-school children			No. of out-of-school children in age group 5–8 years			No. of children in age group 9–13 years dropped out (in 2007)			Working children in age group 9–13 years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adilabad	5753	6476	12499	1247	1375	2622	465	537	1002	2388	3113	5501
Anantapur	7422	8318	15740	1340	1351	2691	427	513	940	2857	3448	6305
Chittoor	2048	2834	4882	264	321	585	192	307	499	759	1023	1962
East Godavari	2069	2068	4677	598	563	1161	186	138	324	674	501	1175
Guntur	8105	10745	18850	1654	1646	3300	356	515	871	2255	4198	6453
Hyderabad	--	--	--	--	--	--	--	--	--	--	--	--
Kadapa	2418	3362	5780	310	327	637	318	398	716	868	1682	2550
Karimnagar	1016	1098	2114	273	219	492	84	96	180	223	321	544
Khammam	5991	6192	12183	1236	1198	2434	584	526	1110	2421	2698	5119
Krishna	2044	3200	6304	448	412	860	248	277	525	709	1047	1756
Kurnool	7914	10317	18231	2081	2323	4404	236	340	576	2357	3809	6166
Mahabubnagar	16758	22562	39320	5466	6267	11733	311	534	845	4295	6815	11110
Medak	5251	6805	12056	1149	1290	2439	284	439	723	2378	3343	5721
Nalgonda	3894	6740	10634	747	990	1737	255	401	656	1641	3376	5017
Nellore	5837	5722	11559	1436	1262	2698	430	415	845	1339	1725	3064
Nizamabad	3231	3987	7218	771	840	1611	163	305	468	1244	1797	3041
Prakasam	5157	7043	12200	1229	1255	2484	277	470	747	1658	2934	4592
Rangareddy	3563	4273	7836	968	1057	2025	148	202	350	1252	1621	2873
Srikakulam	2853	3573	6426	728	811	1539	130	204	334	677	1144	1821
Visakhapatnam	3908	4827	8735	981	1213	2194	253	303	556	1446	2009	3455
Vizianagaram	4032	5170	9202	684	675	1359	250	368	618	1584	2453	4127
Warangal	2833	3606	6439	629	675	1304	148	157	305	1063	1648	2711
West Godavari	5340	4933	10273	575	468	1043	513	576	1089	1980	2204	4184
Total	107437	133851	243158	24814	26538	51352	6258	8021	14278	36068	52909	89247

Source: URL: <http://ssa.ap.nic.in/outofschool.html> (retrieved March 2011)

Table 20: Tribe-wise workers in the age group 5–14, Andhra Pradesh

Tribe	Marginal workers			Cultivators			Agricultural labourers			HHI			Other workers		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andh	42	81	123	4	5	9	30	51	81	5	18	23	3	7	10
Bagata	362	705	1067	149	218	367	164	411	575	10	29	39	39	47	86
Bhil	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Chenchu	373	380	753	38	37	75	192	267	459	16	7	23	127	69	196
Gadaba	159	249	408	18	43	61	116	185	301	4	7	11	21	14	35
Gond	1491	1932	3423	200	234	434	1000	1440	2440	35	114	149	256	144	400
Goudu	29	45	74	8	8	16	17	23	40	0	1	1	4	13	17
Hill Reddi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jatapu	790	1119	1909	126	117	243	539	865	1404	11	19	30	114	118	232
Kammara	170	208	378	14	20	34	131	168	299	4	3	7	21	17	38
Kattunayakan	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
Kolam	383	477	860	50	40	90	257	359	616	12	11	23	64	67	131
Konda Dora	920	1232	2152	138	192	330	590	841	1431	31	50	81	161	149	310
Konda Kapu	22	37	59	2	5	7	15	25	40	0	3	3	5	4	9
Kondareddi	369	414	783	77	64	141	233	307	540	16	20	36	43	23	66
Kondh	524	757	1281	128	168	296	340	502	842	22	31	53	34	56	90
Kotia	193	437	630	39	57	96	98	240	338	18	101	119	38	39	77
Koya	3443	4561	8004	353	378	731	2410	3599	6009	127	161	288	553	423	976
Kulia	1	1	2	0	0	0	0	1	1	0	0	0	1	0	1

Tribe	Marginal workers			Cultivators			Agricultural labourers			HHI			Other workers		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mali	14	25	39	7	14	21	7	11	18	0	0	0	0	0	0
Manna Dora	85	94	179	12	7	19	59	79	138	1	1	2	13	7	20
Mukha Dora	211	290	501	33	67	100	154	191	345	5	12	17	19	20	39
Nayak	84	119	203	4	4	8	75	106	181	1	5	6	4	4	8
Pardhan	41	63	104	3	6	9	26	42	68	2	2	4	10	13	23
Porja	133	271	404	52	69	121	59	141	200	11	18	29	11	43	54
Reddi Dora	22	27	49	1	3	4	16	19	35	0	0	0	5	5	10
Rona	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
Savara	751	1208	1959	81	101	182	571	945	1516	12	35	47	87	127	214
Sugali	11555	21419	32974	1228	1798	3026	8117	16575	24692	383	721	1104	1827	2325	4152
Thoti	7	8	15	0	0	0	6	4	10	0	2	2	1	2	3
Valmiki	95	168	263	21	30	51	65	115	180	1	5	6	8	18	26
Yenadi	1877	2037	3914	33	37	70	1325	1632	2957	51	52	103	468	316	784
Yerukula	1136	1842	2978	37	47	84	598	1216	1814	148	271	419	353	308	661
Generic tribes	102	134	236	3	4	7	46	79	125	5	12	17	48	39	87

HHI=Household Industry Worker

Source: Census 2001

Guntur district which is outside the Fifth Schedule area and has a high cash crop agriculture of cotton and tobacco with child labour playing a major role, has one of the highest figures for school drop-out right from Primary (46.39%) upto the High School level (81.49%). In 2009-10, total drop-out rate for Primary level was 37.03%, for Upper Primary it increased to 58.56% and for total of Class I–X, the rate was 76.75% [Table 21: District-wise drop-out rate for ST population (2009-10), Andhra Pradesh]. Similarly and more severe are the figures for Mahabubnagar, Medak, Prakasam, Nellore and Warangal. This also reflects the drop-out rate among specific tribes. For instance the Chenchu are the predominant tribe in most of these districts followed by Sugali and Yanadi.

Table 21: District-wise drop-out rate for ST population (2009-10), Andhra Pradesh

District	(%)								
	Class I–V			Class I–VII			Class I–X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adilabad	33.98	39.15	36.51	53.4	56.68	54.99	81.21	81.52	81.36
Anantapur	19.4	20.16	19.77	27.45	21.37	24.58	52.79	58.32	55.48
Chittoor	13.81	20.92	17.32	34.59	39.76	37.11	63.31	67.92	65.55
East Godavari	16.13	9.6	12.89	45.56	38.42	42	68.8	59.44	64.22
Guntur	44.87	47.94	46.39	59.19	66.91	62.93	79.77	83.27	81.49
Hyderabad	32.12	43.42	37.91	60.83	61.61	61.21	64.52	66.74	65.65
Kadapa	26.95	27.07	27	49.84	48.61	49.26	68.11	68.74	68.41
Karimnagar	36.91	36.04	36.48	51.77	52.93	52.36	71.43	70.96	71.21
Khammam	24.29	24.51	24.4	39.12	38.36	38.75	62.12	59.67	60.91
Krishna	26	28.15	27.07	38.75	53.08	45.89	69.51	77.43	73.48
Kurnool	20.37	23.79	22	35.65	47.81	41.41	61.49	66.95	64.08
Mahabubnagar	51.31	62.71	56.64	63.43	74.33	68.66	61.92	89.07	85.17
Medak	50.32	62.18	56.25	69.74	80.66	75.25	81.97	87.58	84.47
Nalgonda	45.39	53.3	49.18	60.66	68.32	64.38	78.19	83.68	80.75
Nellore	43.72	39.51	41.68	73.02	72.76	72.89	86.23	85.11	85.69
Nizamabad	21.79	29.15	25.35	40.94	54.15	47.46	77.66	84.67	80.92
Prakasam	39.43	43.26	41.27	72.56	76.25	74.36	85.09	87.08	86.05
Rangareddy	37.2	41.72	39.37	48.57	58.99	53.6	75.44	80.78	77.96
Srikakulam	0	7.61	2.74	38.34	55.04	46.45	71.89	74.24	73.05
Visakhapatnam	18.78	32	25.41	63.2	70	66.56	75.01	74.34	74.68
Vizianagaram	0.77	11.24	5.99	49.24	53.75	51.47	63.98	66.12	65.03
Warangal	53.46	57.51	55.47	64.35	70.79	67.53	79.72	83.88	81.78
West Godavari	25.17	25.97	25.58	42.2	38.67	40.45	73.32	66.22	69.83
Total	34.51	39.64	37.03	55.76	61.46	58.56	75.73	77.85	76.75

Source: DSE 2010

QUALITY

Extent of reach and coverage

In 1997 Andhra Pradesh had 49919 Primary and 8142 Upper Primary Schools. In 2009-10 the numbers for both stand at 65932 and 15384 respectively that are divided into Central or State government schools, zilla parishad, mandal parishad, municipal schools and private aided/unaided schools.³⁴

Although the coverage of Primary Schools for the State in general amounts to 92.97%³⁵, for Upper Primary level 77.7%³⁶ and for Secondary level 72.5%³⁷, the tribal areas continue to have lesser accessibility where education is concerned. The Andhra Pradesh Human Development Report (APHDR) 2007 states that “...., the availability of primary schools for children in habitations with very small population (of say below 500) is not sufficient. Incidentally, these habitations predominantly have SC and ST inhabitants [...]. The intensity of neglect is the highest for ST children. It was reported in 1989 that only 35 per cent of the habitations in the state with more than 50 per cent ST population had primary schools within their habitations. In 25 per cent of habitations children had to walk up to 2 km and in 40 per cent they had to walk more than 3 km to reach schools”.

Infrastructure

In terms of infrastructure, data specific to tribal areas was not available. However, across the State basic infrastructure like toilets for girls, drinking water, kitchen sheds, playgrounds, etc., are still not provided in most schools in the tribal areas or those that are provided have little functional relevance. At the Primary level there are 112 schools running from tents and 14126 schools without any building—a majority of these could be assumed to be located in the tribal areas.³⁸

Teachers: The human resource

According to the State Report Cards (SRCs) 2008-09 of NUEPA, Andhra Pradesh has a total of 148343 government teachers at the Primary level, 59558 at Primary with Upper Primary and 6312 at Primary with Upper Primary, Secondary/Higher Secondary level. In the tribal areas, the field visits made gave a glimpse into the current crisis of insufficient teachers at all levels, although State level data was difficult to compile. For the year 2009 as per NUEPA, the numbers of ST teachers at Primary level for Andhra Pradesh were 20445 with male teachers numbering 14468 and females at 5977.

Table 22: ST teachers, Andhra Pradesh

School category	ST teachers		
	Male	Female	Total
Primary only	14468	5977	20445
Primary+ Upper Primary	4404	1927	6331
Primary+Upper Primary+Sec./Hr. Sec.	445	208	653
Upper Primary only	0	0	0
Upper Primary+ Sec./Hr. Sec.	3905	1761	5666
Total	23222	9873	33095
Primary cycle=I–V; Upper Primary cycle=VI–VIII			
<i>Source: NUEPA 2011</i>			

³⁴ DSE 2010

³⁵ 24774 villages of total 26646 have Primary School facility and of 66431 habitations 61609 or 92.74% have Primary School facility upto a distance of 1 km.

³⁶ Comprising 51620 habitations having Upper Primary facility upto a distance of 3 km

³⁷ Comprising 48162 habitations having Secondary level upto a 5 km distance

³⁸ NUEPA 2011

This reflects the gross gender imbalance at the Primary level itself. At schools having Primary and Upper Primary levels together, there are 6331 teachers of whom 4404 are male and 1927 are female. At the Upper Primary and High School level, there are 5666 ST teachers with 3905 male and 1761 female (Table 22: ST teachers, Andhra Pradesh). This gives a total teacher strength of 33095 among the STs for the whole of Andhra Pradesh—this for a child population of 13 lakh. Although it provides a State average of 1:40 teacher-pupil ratio, this does not indicate any decent teacher strength keeping in view the low student strengths in Primary Schools, the scattered nature of habitations and the high concentration of students at Ashram and other residential schools without adequate number of teachers at the Upper Primary and High School levels for different subjects. The Primary Schools have fewer children in each class, but multiple grades in the same class which can be quite a challenge for the teacher. Vidya volunteers have been appointed at both Primary and Upper Primary levels with a view to improving the teacher-pupil ratio in all the districts.

In the tribal areas, teachers are recruited mainly from tribal communities as a policy of administration of the Tribal Welfare Department. The Tribal Welfare Department recruits teachers for Ashram Schools and GVVKS and is directly responsible for their monitoring, remuneration and training. The Department of School Education recruits teachers for the Zilla Praja Parishad and Mandal Praja Parishad schools, while the RVM is recruiting teachers for the AIE centres, RBCs, NRBCs and other special schemes. RVM is also providing additional teachers to Ashram Schools and GVVKS where there is shortage of teachers. [Table 23: Teacher strength in Tribal Welfare Primary Schools (GVVKS), Andhra Pradesh].

Table 23: Teacher strength in Tribal Welfare Primary Schools (GVVKS), Andhra Pradesh

ITDA	District	No. of schools	School strength	No. of regular teachers working	Vidya volunteers engaged
Seethampeta	Srikakulam	218	3858	239	50
Parvathipuram	Vizianagaram	330	7142	399	0
Paderu	Visakhapatnam	610	23339	528	213
RC Varam	East Godavari	237	5965	310	126
KR Puram	West Godavari	58	857	85	11
Bhadrachalam	Khammam	382	11416	517	68
Eturunagaram	Warangal	157	4903	284	8
Utnoor	Adilabad	892	28856	1012	150
Nellore	Nellore	20	644	20	20
Total		2902	86980	2924	646

Source: URL: <http://www.aptribes.gov.in/twps.html> (retrieved May 2011)

Problems in relation to teachers in tribal areas

Discussions with State level officials of the Department of School Education, RVM and Tribal Welfare Department revealed that in terms of teacher related problems, the glaring concerns are:

- Low recruitment of regular teachers and lack of policy decisions on teacher recruitment
- Lack of qualified teachers and lack of motivation among in-service teachers to upgrade their qualifications

- Insufficiency of teachers, particularly subject related teachers at the Upper Primary and High School levels
- Teacher absenteeism particularly in elementary schools
- Inadequate training for teachers on aspects related to pedagogy and motivation
- Reluctance of teachers to remain in the village where they are appointed.

It is reported that almost 40% of teachers in tribal areas are not qualified as per the norms of RVM and the RTE Act. This is due to several problems. In the initial period of implementation of Ashram Schools and GVVKs, due to lack of qualified youth among ST communities, there was relaxation of norms for first generation teachers from tribal communities. Hence teachers are at different levels of educational qualifications and teaching capacities. The range of teacher qualifications in tribal areas is between SSC failed teachers to Higher Secondary education, graduates with or without Elementary Teacher Education/Bachelors in Education (B.Ed.), post-graduates with or without B. Ed. Particularly there is a dearth of teachers in the sciences and mathematics and very few female tribal teachers with these qualifications are available. This is reported by the State level officials as being one of the reasons for poor performance and quality of education in tribal schools.

It is admitted that there is a backlog of teacher vacancies that need to be filled in tribal areas in Ashram Schools and Primary Schools. For lack of subject teachers especially in the Upper Primary and High School levels, teachers are being hired either on contract basis or existing teachers are over-burdened with multiple subjects. In girls' Ashram Schools, for lack of female subject teachers, male teachers and wardens are reported to be posted.

For Primary Schools and AIE centres, and some of the Ashram Schools as well, the government has hired vidya volunteers. While in the AIE centres it is mainly the vidya volunteers who work as single teachers, in the Primary Schools where there is a need for two teachers, one of them is most often, a vidya volunteer who may or may not be qualified as per RTE Act. This method of hiring vidya volunteers has proved to be *ad hoc* with little focus on the quality of teachers and with the main objective being to cut down costs on teacher expenditure. The State government assures that, in order to be compliant with the RTE Act, there is a move to rationalise and regularise the AIE centres, RBCs and NRBCs into regular government Primary Schools. This is a huge exercise that the State government is in the process of undertaking.

The teachers reported that they have been instructed to ensure children joining back into government schools in order to undo the alarming trend in rural areas where mushrooming of private schools has led to steep decline in student strength in a big way in the last decade. Rather, it is believed that the inability of the State to deliver quality education either due to lack of teachers, lack of access to schools or lack of regular functioning of schools in rural/tribal areas has led to the privatisation of Primary education in rural areas. The teachers complain that, having convinced parents to put children back into government schools, with a promise of delivering quality, they face parental wrath due to lack of sufficient teachers in government schools and the slow administrative pace at which teacher recruitment, even of a vidya volunteer nature, is taking place.

The State government is proposing new incentives for addressing the problem of lack of qualified teachers and a huge strength of unqualified in-service teachers. One of them is to encourage in-service teachers to upgrade their qualifications through distance education

from the Indira Gandhi National Open University while receiving salaries for the period of education and stipend for their education. A series of training programmes are also being planned to enhance the existing teacher training modules for in-service teachers. A special cell set up in the RVM office at Hyderabad has the mandate of working towards a plan of action for the TSP areas in Primary education. These training programmes, keeping in mind the different levels of teacher qualifications, are to be delivered by the Project Monitoring Resource Centres (PMRCs) located in each ITDA with a convergence of planning between the Tribal Welfare Department and the RVM.

To improve the children's pace and quality of learning a strong effort has been made in providing a fund of Rs. 500/- per teacher for purchasing/preparing Teaching Learning Material (TLM) and through the use of slim cards, story books, and other education material. Libraries have been introduced in the residential schools/Ashram Schools and Upper Primary and High Schools. However, the State government expressed dissatisfaction at the manner in which the TLM was being utilised.

MANAGEMENT

Problems in administration of education for Scheduled Tribe children

With respect to administration and governance, there are several concerns. The ITDA administration seems to be weakened by vacancies in senior positions like the Project Officers which are, in some places, taken on as additional charge by other district officials. The multiple players in the administration of education have sometimes also led to lack of coordination in efforts. Particularly after the inception of the RVM and its active role in monitoring, infrastructure and training inputs, the administration of education between the RVM and the ITDAs has not always been well coordinated and both Departments admit to these lapses where Scheduled Areas are concerned.

The Tribal Welfare Department has low allocations for education but larger investment and maintenance responsibilities due to management of residential schools while RVM is blessed with funds and a huge manpower with the latter having unspent budgets in some districts most of the time. Therefore, the physical status and maintenance of schools under management of Tribal Welfare Department reflect extremely poor quality and lack of infrastructural and man-power capacity, thereby denying access to residential education for a large population of ST children. Due to this, the Tribal Welfare Department expresses its inability to expand the residential school facility or to improve the quality of existing schools.

The ratio of ST child population to the number of schools, particularly residential schools, is extremely low. The State, in principle, believes in achieving a ratio of 1:2 with respect to Upper Primary to Primary Schools. However, this is not being achieved in the tribal areas where the proximity of Ashram/Upper Primary Schools for most children is not available. The secondary data shows conflicting points of view with respect to enrolment, out-of-school and school drop-out children in tribal areas. Whereas enrolment figures are high and out-of-school figures are low, the class-wise student strength shows a steep decline at each level. These are the invisible children dropping out of school each year. This is an urgent area that needs to be addressed by the tribal welfare administration.

Andhra Pradesh has a distinct problem of tribal hamlets which do not have Primary Schools. A substantial number of villages, especially in VTG communities have student strength of less than 20 or 25 per hamlet. These have been so far, either addressed through setting up of AIE centres or completely left out of the access of children to Primary education. Meetings with State level officials revealed a hesitation towards regularisation of these centres or setting up Primary Schools in school-less habitations. These villages are being reported as not having 'viable' student strength, by the officials. Making these villages compliant with the RTE Act remains a challenge to the administration.

The State government is in the process of looking at multiple approaches to meeting this challenge. It proposes to undertake a mapping of tribal areas to identify school-less habitations and proposes options like providing transport facilities where possible, enrolling children in the nearest Ashram Schools, initiating Mini-gurukulams for a cluster of hamlets for the first few grades or providing vidya volunteers for expanding the AIE centres. The process is underway as the government has been given time for ensuring fulfillment of norms under the RTE Act. However, State level officials of the Tribal Welfare Department also point to several practical implementation problems and financial incapacities in setting up schools as a reason for their lack of confidence in fulfilling the mandate of the RTE Act.

Inadequacies in financial resources have, to some extent, been met by the special financial assistance extended by the Central government to States with political disturbances or which are affected by Left Wing Extremism. Andhra Pradesh is one of the highest recipients of this fund from the Centre. At the district level this fund has been wisely utilised for improving infrastructure of schools and hostels in some of the districts.

For instance in the year 2009-10, Andhra Pradesh received an amount of Rs. 20677.4 lakhs towards construction of Ashram Schools and 42 schools were reported to be constructed with this fund. Yet there seems to be huge gaps in budget allocations, release and expenditure and inadequate funds for the Tribal Welfare Department to improve Ashram Schools and hostels, when discussed with State level officials. This needs more careful examination.



With a few exceptions all schools visited had a blackboard



In the absence of chairs and desks or even mats children are forced to sit on the dirty floor



Most Primary Schools consist of single rooms. Children from different classes sit together or some classes are held in the verandah



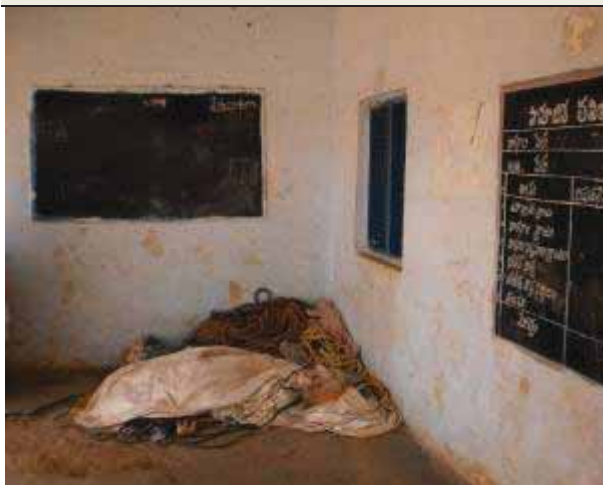
Eager children but absent teachers. Teacher absenteeism was very high in Adilabad district



A boundary wall for a Primary School made of sticks and twigs. In several schools boundary walls were absent



A playground is mostly non-existent for most Primary and Upper Primary Schools



School verandah being used to store material



Appapruam TWAPS, Mahabubnagar district, has very basic infrastructure. The residential school is situated in the core area of the Rajiv Gandhi Tiger Sanctuary (Srisailam)



TLM material available but often not being used

A number of out-of-school children were noticed during the field visits



Broken and non-functional toilets a common sight

Poor facilities for storage of drinking water



Drinking water is not purified before consumption

Hygiene is a major area of concern especially in the residential schools and hostels



Kitchen shed to cook mid-day meals: Extremely basic infrastructure



No proper storage facilities for provisions



Ingredients used for cooking the mid-day meal: Inadequate and unhygienically stored



The night meal in the Appapuram TWAPS, Mahabubnagar district.



With no separate dining room facility, children have their meals in the verandah



Lack of space in hostels result in classrooms doubling up as dormitories

SECTION 2: ORISSA

Scheduled Tribes of Orissa: Overview and Population

The population of Orissa stood at 36706920 (male: 18612340; female: 18094580) according to Census 2001 figures. As per Census 2011 the population stands at 41947358 (male: 21201678; female: 20745680), with Orissa's percentage share in the total population of the country at 3.47% and ranked eleventh in terms of population size. The child population of Orissa in the age group 0–2 years is 1952825 (boys: 1004067; girls: 948758), 3–5 years is 2569088 (boys: 1310187; girls: 1258901), and 7685959 (boys: 3764340; girls: 3921619) between 6 and 14 years.³⁹

The ST population is concentrated in the Fifth Schedule areas of Orissa—that covers 44.7%⁴⁰ of the State's geographical area—and includes the entire districts of Mayurbhanj, Sundargarh, Koraput, Malkangiri, Nabarangapur, Rayagada and Kandhamal. Kuchinda tehsil of Sambalpur district, Keonjhar and Champua tehsils of Keonjhar district, R.Udaygiri tehsil of Gajapati district, Sorada tehsil of Ganjam district, Thuamul Rampur and Lanjigarh blocks of Kalahandi district and Nilagiri block of Balasore also form a part of the Scheduled Area of the State⁴¹. The VTGs reside in 20 blocks of 12 districts.⁴²

The Fifth Schedule areas in the State are notified under the TSP and extend over 118 blocks and 12 districts spread across a geographical area of 86124 sq km⁴³ and having nearly 68% of the total tribal population of the State. There are 21 ITDAs in the State that are co-terminus with the Fifth Schedule.

There are 62 different tribal communities⁴⁴ of which, the Khond with a population of 1395643 and constituting 17.1% of the total ST population, is the most populous tribe. Gond, the second largest community, number 782104 and constitute 9.6%. Six other tribes namely, Santal, Kolha, Munda, Saora, Shabar Lodha and Bhattada along with Khond and Gond constitute 64.2% of the total ST population of the State. Bhumij, Bhuiya, Oraon, Paroja and Kisan have a population ranging from 248144 to 321592. Together, they form 18.1%. Five communities that include Bhumia, Binjhal and Koya having population in the range of 103537 to 196846 constitute 9% of total ST population. The remaining 44 tribes along with the generic tribes constitute the rest of the 8.8% of total ST population of the State.

Five tribes namely Chenchu, Mankidi, Desua Bhumij, Ghara and Tharua are very small groups having less than 500 population⁴⁵. Among these communities 13 of them are classified as VTGs and include (1) Birhor, (2) Bondo Paraja, (3) Didayi, (4) Dongria Khond, (5) Juang, (6) Kharia, (7) Kutia Kondh, (8) Lanjia Saora, (9) Lodha, (10) Mankidi, (11) Paudi Bhuyan, (12) Saora and (13) Chuktia Bhunjia.⁴⁶ The VTG population has seen an increase to 78519 in a survey conducted in 2007 from 70657 in 2001.⁴⁷ The ST communities are spread across the different districts of the State.⁴⁸

As per the Census 2001 the ST population of the State was 8145081 (male: 40667883; female: 4078298) constituting 22.1% of the total population of the State and 9.7% of the total tribal population of the country. The State holds third and eleventh rank among the States and Union

³⁹ Orissa State Plan of Action for Children 2009-12

⁴⁰ Orissa Economic Survey 2008-09

⁴¹ URL: <http://orissa.gov.in/census/cen7.gif> (retrieved March 2011)

⁴² Orissa Economic Survey 2009-10

⁴³ FSI 2009

⁴⁴ URL: <http://www.orissa.gov.in/stsc/index.htm> (retrieved April 2011)

⁴⁵ Census 2001

⁴⁶ Naik 2010

⁴⁷ Orissa Economic Survey 2009-10

⁴⁸ Census 2001; CLAP (no year)

Territories in terms of ST population and the proportion of ST population to total population of the State respectively. While the ST population has seen an increase from about 42.24 lakh in 1961 to 81.45 lakh in 2001, their proportion to the total population has seen a decrease from 24.07% in 1961 to 22.13% in 2001⁴⁹. Mayurbhanj has the highest population of STs numbering 1258459 followed by Sundargarh that has a population of 918903.⁵⁰

Among the districts Malkangiri has the highest proportion of STs (57.43%) followed by Mayurbhanj (56.6%), Rayagada (55.76%) and Nabarangapur (55.03%)⁵¹ and nine districts have 40% or more population of STs.⁵²

Population of Scheduled Tribe children

The population of ST children in the age group 0–14 years is 3082413 (boys: 1573069; girls: 1509344) with total child population from 0 to 6 years being 1433185 and from 7–14 years having a population of 1649228. The highest child population is in the age group of 10 years numbering 289938 (boys: 150677; girls: 139261) (Table 24: ST child population age-wise, Orissa). Mayurbhanj district has the highest population of children in the age group of 0–14 years numbering 495501 (Table 25: District-wise and age-wise ST child population in the age group 0–14 years, Orissa).⁵³

Table 24: ST child population age-wise, Orissa

Age group (years)	Boys	Girls	Total
0–6	724206	708979	1433185
7	112417	110058	222475
8	146242	138065	284307
9	91067	83529	174596
10	150677	139261	289938
11	64171	57005	121176
12	134927	127783	262710
13	70558	68377	138935
14	78804	76287	155091
Total	1573069	1509344	3082413

Source: Census 2001

Table 25: District-wise and age-wise ST child population in the age group 0–14 years, Orissa

District	Age group (in years)									Total
	0–6	7	8	9	10	11	12	13	14	
Angul										
Boys	12124	1980	2310	1459	2465	1053	2110	1268	1261	26030
Girls	11788	1921	2257	1362	2228	917	2129	1210	1224	25036
Total	23912	3901	4567	2821	4693	1970	4239	2478	2485	51066
Balasore										
Boys	21946	3119	4810	2428	5143	1697	4518	2083	2425	48169
Girls	20952	3048	4595	2304	4636	1600	4057	2087	2285	45564
Total	42898	6167	9405	4732	9779	3297	8575	4170	4710	93733
Bargarh										
Boys	18949	2953	3315	2601	3545	2186	3715	2296	2673	42233
Girls	18125	3120	3209	2530	3449	2046	3516	2312	2941	41248
Total	37074	6073	6524	5131	6994	4232	7231	4608	5614	83481
Bhadrak										
Boys	2514	336	586	237	592	202	496	233	246	5442
Girls	2400	344	487	227	509	150	432	197	219	4965
Total	4914	680	1073	464	1101	352	928	430	465	10407
Bolangir										
Boys	20751	3191	3732	2776	4108	2133	4382	2356	2936	46365
Girls	20356	3408	3660	2637	3996	1885	4142	2138	2783	45005

⁴⁹ Orissa Economic Survey 2009-10

⁵⁰ Census 2001

⁵¹ Census 2001

⁵² CLAP (no year)

⁵³ Annexure 5: District-wise ST child population in age group 6–11 and 12–14 years, Orissa

District	Age group (in years)									Total
	0-6	7	8	9	10	11	12	13	14	
Total	41107	6599	7392	5413	8104	4018	8524	4494	5719	91370
Boudh										
Boys	3823	525	619	368	660	322	758	383	415	7873
Girls	3672	560	589	390	650	309	708	331	371	7580
Total	7495	1085	1208	758	1310	631	1466	714	786	15453
Cuttack										
Boys	6921	1226	1479	862	1457	580	1334	666	775	15300
Girls	6916	1070	1359	734	1311	511	1327	627	822	14677
Total	13837	2296	2838	1596	2768	1091	2661	1293	1597	29977
Deogarh										
Boys	8064	1221	1407	905	1530	687	1514	932	991	17251
Girls	7925	1290	1492	920	1551	674	1510	872	974	17208
Total	15989	2511	2899	1825	3081	1361	3024	1804	1965	34459
Dhenkanal										
Boys	11776	1887	2576	1385	2552	946	2264	1142	1255	25783
Girls	11427	1857	2227	1237	2231	934	2213	1154	1297	24577
Total	23203	3744	4803	2622	4783	1880	4477	2296	2552	50360
Gajapati										
Boys	27200	4114	5571	3268	5487	2224	4624	2124	2465	57077
Girls	26359	3610	5224	2742	5083	1760	4503	1952	2281	53514
Total	53559	7724	10795	6010	10570	3984	9127	4076	4746	110591
Ganjam										
Boys	8218	1182	1698	869	1775	633	1588	651	922	17536
Girls	7997	1055	1602	820	1632	527	1456	618	783	16490
Total	16215	2237	3300	1689	3407	1160	3044	1269	1705	34026
Jagatsinghpur										
Boys	708	117	141	96	137	86	153	63	103	1604
Girls	585	132	164	100	141	77	138	84	97	1518
Total	1293	249	305	196	278	163	291	147	200	3122
Jajpur										
Boys	12359	1908	2585	1554	2632	990	2323	1221	1289	26861
Girls	11455	1812	2339	1354	2319	905	2194	1114	1403	24895
Total	23814	3720	4924	2908	4951	1895	4517	2335	2692	51756
Jharsuguda										
Boys	11369	2023	2175	1683	2393	1511	2362	1725	1796	27037
Girls	11148	2055	2239	1740	2337	1486	2369	1629	1759	26762
Total	22517	4078	4414	3423	4730	2997	4731	3354	3555	53799
Kalahandi										
Boys	32752	4570	5681	3810	6421	2624	5746	3114	3450	68168
Girls	33312	4610	5795	3616	6088	2304	5402	2966	3283	67376
Total	66064	9180	11476	7426	12509	4928	11148	6080	6733	135544
Kandhamal										
Boys	32878	5099	6410	4295	6073	3339	5494	3083	3143	69814
Girls	32172	4898	6068	3892	5909	2647	5366	2832	2983	66767
Total	65050	9997	12478	8187	11982	5986	10860	5915	6126	136581
Kendrapara										
Boys	650	89	123	83	128	59	115	65	83	1395
Girls	646	106	106	72	121	44	98	58	77	1328
Total	1296	195	229	155	249	103	213	123	160	2723
Keonjhar										
Boys	64786	10451	12906	8542	13022	6026	11993	6307	7005	141038
Girls	62775	10390	12300	8180	11854	5514	11184	6411	6893	135501
Total	127561	20841	25206	16722	24876	11540	23177	12718	13898	276539

District	Age group (in years)									Total
	0-6	7	8	9	10	11	12	13	14	
Khurda										
Boys	7836	1304	1782	998	1749	745	1731	963	1072	18180
Girls	7525	1263	1645	819	1603	615	1567	857	992	16886
Total	15361	2567	3427	1817	3352	1360	3298	1820	2064	35066
Koraput										
Boys	54308	8177	11819	6101	11655	3792	9070	3846	4359	113127
Girls	53494	7605	10784	5077	10825	3104	8377	3678	4197	107141
Total	107802	15782	22603	11178	22480	6896	17447	7524	8556	220268
Malkangiri										
Boys	26802	3868	6330	2974	6629	1765	5064	2023	2267	57722
Girls	26405	3861	5825	2770	5930	1496	4706	1954	2240	55187
Total	53207	7729	12155	5744	12559	3261	9770	3977	4507	112909
Mayurbhanj										
Boys	116846	18277	24506	15369	24287	10127	21864	11630	12668	255574
Girls	112537	17713	22032	13957	21626	9131	20459	11094	11378	239927
Total	229383	35990	46538	29326	45913	19258	42323	22724	24046	495501
Nabarangapur										
Boys	54336	8159	10614	6636	11432	4061	9805	4413	5120	114576
Girls	54482	8205	10374	6007	10463	3581	8789	4183	4781	110865
Total	108818	16364	20988	12643	21895	7642	18594	8596	9901	225441
Nayagarh										
Boys	3515	492	772	386	919	370	902	370	496	8222
Girls	3455	529	774	342	842	267	757	362	523	7851
Total	6970	1021	1546	728	1761	637	1659	732	1019	16073
Nuapada										
Boys	15248	2406	2877	1876	3313	1383	2855	1709	1693	33360
Girls	14887	2516	2845	1794	3166	1243	2878	1629	1713	32671
Total	30135	4922	5722	3670	6479	2626	5733	3338	3406	66031
Puri										
Boys	286	60	74	32	73	34	89	51	47	746
Girls	301	54	58	44	58	38	58	34	46	691
Total	587	114	132	76	131	72	147	85	93	1437
Rayagada										
Boys	44477	6694	9517	4955	9467	2840	7449	2863	3439	91701
Girls	44431	6097	8782	3866	8585	2181	7091	2733	3286	87052
Total	88908	12791	18299	8821	18052	5021	14540	5596	6725	178753
Sambalpur										
Boys	24523	4294	4796	3630	4916	3031	4841	3165	3412	56608
Girls	23959	4302	4683	3459	4691	2823	4967	3299	3640	55823
Total	48482	8596	9479	7089	9607	5854	9808	6464	7052	112431
Sonepur										
Boys	3825	632	739	555	816	470	856	497	575	8965
Girls	3868	655	760	524	740	408	806	488	631	8880
Total	7693	1287	1499	1079	1556	878	1662	985	1206	17845
Sundargarh										
Boys	74416	12063	14292	10334	15301	8255	14912	9316	10423	169312
Girls	73625	11972	13791	10013	14687	7828	14584	9474	10385	166359
Total	148041	24035	28083	20347	29988	16083	29496	18790	20808	335671
Grand total										
Boys	724206	112417	146242	91067	150677	64171	134927	70558	78804	1573069
Girls	708979	110058	138065	83529	139261	57005	127783	68377	76287	1509344
Total	1433185	222475	284307	174596	289938	121176	262710	138935	155091	3082413

Source: Census 2001

Scheduled Tribe Literacy in Orissa

Overall literacy levels in Orissa have shown an increase from 21.66% in 1961 to 63.08% in 2001, growing at an annual compound rate of 2.81% as against the national level of 2.58%⁵⁴. However, among the different communities in Orissa, the STs continue to have very low literacy rates. In 2001 the STs had the lowest literacy rates of 37.4% with the male literacy rate at 51.5% and female literacy rate at just 23.37%. Gender, regional and tribe-wise disparities continue to persist in the State, especially in the tribal predominant districts.

Gender, regional and inter-tribe disparities in education

Among STs in Orissa, while female literacy has increased from a very low 4.76% in 1981 to 23.37% in 2001, this is significantly lower than that of SC or the general female population literacy rate^{55,56}. Gender disparity in the coastal districts of Khurda, Cuttack and Jagatsinghpur are lower than that of the backward districts in the south of the State⁵⁷. The female literacy rate of STs in Nabarangapur district is just 1.8% while that of Rayagada is 3.4% Koraput 2.14% and Malkangiri 2.32%.⁵⁸

Regional disparities are also evident in the rates of literacy. The literacy rates for the total population in the tribal-dominant districts are less than 40%—Koraput (36.2%), Malkangiri (31.26%), Rayagada (35.61%) and Nabarangapur (34.26%). Sundargarh is an exception with an overall literacy rate of 65.22%. Khurda district which has the capital Bhubaneswar has the highest literacy rate at 80.19%. Female literacy is also highest in Khurda. In general the backward southern districts of the State have lower male and female literacy rates⁵⁹. ST literacy rates are low across all districts with the highest being 38.49% in Puri. Districts with the lowest ST literacy rates are Malkangiri (6.77%), Korpaut (8.34%) and Nabarangapur (9.66%).⁶⁰

Among the different ST communities, 85% of the Bathudi are literate followed by the Kuli at 61%. The Khond who are the largest tribal community in the State have only 26% of their population literate. The percentage of literates among the Santal, Gond, Saora, Kolha, Munda and Shabar Lodha—the tribes with larger populations—are 33%, 39%, 34%, 21%, 32% and 29% respectively⁶¹. The gender gap between male and female literacy is also visible and in some cases is alarmingly wide. Although Khond are the highest ST population in Orissa, their literacy levels are very poor, particularly among women. Among the Khond, for example, while 36% of the male population is literate, only 15% of the women are literate. Similar are the gaps for the other predominant tribal communities like Saora, Shabar Lodha, Munda, Santal and Gond. The Paroja are some of the lowest in literacy, both male and female.⁶²

⁵⁴ Orissa Economic Survey 2009-10

⁵⁵ Annexure 6: Literacy rates (%) among STs, Orissa

⁵⁶ Orissa Economic Survey 2009-10

⁵⁷ Orissa HDR 2004

⁵⁸ Census 2001

⁵⁹ Orissa HDR 2004

⁶⁰ Census 2001

⁶¹ The percentage of literates being referred to here were calculated= $100/\text{Total population of the community} \times \text{Total number of literates}$

⁶² Census 2001

Literacy among Scheduled Tribe children

For the ST children the Census 2001 shows the number of literates in the age group 7 years as 91151 of the total child population in this age group of 222475. Boys were 52151 of the 112417 population and girls were only 39000 of the 110058 population in this age group. The total literates among 7–14 year olds was 893577 with girls' numbering 358668 and boys 534909 from a total of population of 800365 girls and 848863 boys in the same age group (Table 26: Total number of ST literates in the age group 0–14 years, Orissa).

Table 26: Total number of ST literates in the age group 0–14 years, Orissa

Age (in years)	Boys	Girls	Total
0–6	0	0	0
7	52151	39000	91151
8	79081	55397	134478
9	62194	42568	104762
10	93433	59982	153415
11	49918	33198	83116
12	88343	56560	144903
13	52986	35552	88538
14	56803	36411	93214
Total	534909	358668	893577

Source: Census 2001

Sundargarh district has the highest number of literates in the age group of 14 years (16291 out of 20808; the latter being the total ST children's population in the same age for the district) followed by Mayurbhanj with 15328 (out of 24046) and Keonjhar district with 8751 (out of 13898). Malkangiri had only 395 literate girls in the age group 14 years of the 2240 population in the same age group, Gajapati had only 628 out of 2281, Keonjhar had 3572 out of 6893, Koraput had 835 out of 4197, Rayagada had 731 out of 3286 and Mayurbhanj had only 5799 out of 11378. Almost all the districts had more than 50% of girls in this age group illiterate (Table 27: ST district-wise literates in the age group 7–14 years, Orissa).

Table 27: ST district-wise literates in the age group 7–14 years, Orissa

District	Age (in years)								Total
	7	8	9	10	11	12	13	14	
Angul									
Boys	932	1384	1016	1647	847	1537	989	964	9316
Girls	740	1034	777	1131	590	1067	683	639	6661
Total	1672	2418	1793	2778	1437	2604	1672	1603	15977
Balasore									
Boys	1135	1939	1270	2622	1102	2593	1297	1470	13428
Girls	727	1205	758	1418	645	1305	768	813	7639
Total	1862	3144	2028	4040	1747	3898	2065	2283	21067
Bargarh									
Boys	1873	2580	2272	2985	2002	3087	2040	2255	19094
Girls	1795	2257	1995	2493	1693	2437	1667	1906	16243
Total	3668	4837	4267	5478	3695	5524	3707	4161	35337
Bhadrak									
Boys	107	187	106	253	122	240	122	137	1274
Girls	64	95	68	124	53	131	63	71	669
Total	171	282	174	377	175	371	185	208	1943
Bolangir									
Boys	1769	2518	2201	3080	1820	3330	1915	2302	18935
Girls	1532	2023	1709	2235	1308	2183	1219	1410	13619
Total	3301	4541	3910	5315	3128	5513	3134	3712	32554

District	Age (in years)								Total
	7	8	9	10	11	12	13	14	
Boudh									
Boys	249	411	274	503	277	573	309	323	2929
Girls	231	302	206	359	206	353	167	184	2008
Total	480	713	480	862	483	926	476	507	4927
Cuttack									
Boys	564	787	577	820	429	864	473	542	5056
Girls	274	473	312	464	264	491	270	305	2853
Total	838	1260	889	1284	693	1355	743	847	7909
Deogarh									
Boys	489	756	631	1071	574	1114	737	784	6156
Girls	447	675	528	858	461	877	559	589	4994
Total	936	1431	1159	1929	1035	1991	1296	1373	11150
Dhenkanal									
Boys	900	1461	934	1659	696	1464	796	891	8801
Girls	723	929	574	1071	546	994	565	582	5984
Total	1623	2390	1508	2730	1242	2458	1361	1473	14785
Gajapati									
Boys	1569	2574	2108	3175	1652	2721	1544	1607	16950
Girls	871	1621	1122	1773	812	1358	665	628	8850
Total	2440	4195	3230	4948	2464	4079	2209	2235	25800
Ganjam									
Boys	414	757	526	951	456	926	461	630	5121
Girls	251	461	312	583	245	528	252	288	2920
Total	665	1218	838	1534	701	1454	713	918	8041
Jagatsinghpur									
Boys	71	79	70	90	69	99	52	83	613
Girls	81	92	68	82	55	80	55	65	578
Total	152	171	138	172	124	179	107	148	1191
Jajpur									
Boys	735	1180	868	1372	629	1326	756	798	7664
Girls	422	632	436	677	352	668	397	422	4006
Total	1157	1812	1304	2049	981	1994	1153	1220	11670
Jharsuguda									
Boys	1432	1761	1503	2066	1375	2052	1566	1572	13327
Girls	1353	1668	1416	1783	1252	1783	1256	1314	11825
Total	2785	3429	2919	3849	2627	3835	2822	2886	25152
Kalahandi									
Boys	1715	3145	2637	4226	2083	3956	2341	2558	22661
Girls	1218	2124	1724	2419	1244	2132	1253	1287	13401
Total	2933	5269	4361	6645	3327	6088	3594	3845	36062
Kandhamal									
Boys	2769	4191	3478	4625	2922	4360	2660	2594	27599
Girls	2055	3071	2409	3213	1824	2805	1675	1609	18661
Total	4824	7262	5887	7838	4746	7165	4335	4203	46260
Kendrapara									
Boys	31	55	53	81	47	78	45	61	451
Girls	30	39	42	44	29	51	24	31	290
Total	61	94	95	125	76	129	69	92	741
Keonjhar									
Boys	4928	7170	5720	8245	4672	7805	4789	5179	48508
Girls	3931	5326	4290	5543	3244	5250	3606	3572	34762
Total	8859	12496	10010	13788	7916	13055	8395	8751	83270
Khurda									
Boys	722	1191	772	1312	651	1358	794	885	7685
Girls	599	852	489	889	405	839	543	543	5159
Total	1321	2043	1261	2201	1056	2197	1337	1428	12844

District	Age (in years)								Total
	7	8	9	10	11	12	13	14	
Koraput									
Boys	3076	4839	3504	5316	2477	4235	2311	2303	28061
Girls	1535	2270	1464	2273	996	1636	775	835	11784
Total	4611	7109	4968	7589	3473	5871	3086	3138	39845
Malkangiri									
Boys	1074	1852	1243	2205	957	1915	962	936	11144
Girls	712	1012	661	993	432	851	405	395	5461
Total	1786	2864	1904	3198	1389	2766	1367	1331	16605
Mayurbhanj									
Boys	8221	13333	10275	15642	7779	14954	8979	9529	88712
Girls	5847	8474	6693	9600	5068	9475	6052	5799	57008
Total	14068	21807	16968	25242	12847	24429	15031	15328	145720
Nabarangapur									
Boys	3099	4765	3768	5596	2630	4900	2577	2758	30093
Girls	1955	2786	1990	2573	1180	1980	1032	1021	14517
Total	5054	7551	5758	8169	3810	6880	3609	3779	44610
Nayagarh									
Boys	209	463	269	632	308	669	295	380	3225
Girls	183	344	174	432	183	421	234	286	2257
Total	392	807	443	1064	491	1090	529	666	5482
Nuapada									
Boys	1093	1635	1339	2140	1096	1922	1249	1252	11726
Girls	735	1108	803	1148	617	1025	644	591	6671
Total	1828	2743	2142	3288	1713	2947	1893	1843	18397
Puri									
Boys	35	55	23	59	33	76	44	43	368
Girls	25	39	31	41	27	37	25	36	261
Total	60	94	54	100	60	113	69	79	629
Rayagada									
Boys	2667	4051	3050	4550	1958	3548	1674	1805	23303
Girls	1528	2299	1380	2126	847	1598	785	731	11294
Total	4195	6350	4430	6676	2805	5146	2459	2536	34597
Sambalpur									
Boys	2857	3642	3071	4082	2668	4079	2768	2897	26064
Girls	2623	3234	2694	3357	2278	3622	2471	2556	22835
Total	5480	6876	5765	7439	4946	7701	5239	5453	48899
Sonepur									
Boys	408	563	480	669	420	711	441	474	4166
Girls	356	517	396	527	319	532	347	403	3397
Total	764	1080	876	1196	739	1243	788	877	7563
Sundargarh									
Boys	7008	9757	8156	11759	7167	11851	8000	8791	72489
Girls	6157	8435	7047	9753	6023	10051	7095	7500	62061
Total	13165	18192	15203	21512	13190	21902	15095	16291	134450
Grand Total									
Boys	52151	79081	62194	93433	49918	88343	52986	56803	534909
Girls	39000	55397	42568	59982	33198	56560	35552	36411	358668
Total	91151	134478	104762	153415	83116	144903	88538	93214	893577
Note: The number of literates in the age group 0–6 is given as zero for all districts									
Source: Census 2001									

Box 3: Population of ST children with disabilities, Orissa

The total disabled population in the age group of 0–19 years in the State is 64942, with 35143 visually impaired and 14659 impaired in movement. However there is no data available on the institutional support provided for the education needs of these children or data on children enrolled in various government schools that offer education for these children (Table 28: Disabled ST population in the age group 0–19 years, Orissa).

Table 28 : Disabled ST population in the age group 0–19 years, Orissa

Disability type	Age group			Total
	0–4	5–9	10–19	
In seeing				
Male	4169	5609	8481	18259
Female	3998	5175	7711	16884
Total	8167	10784	16192	35143
In speech				
Male	209	1330	1964	3503
Female	139	1118	1801	3058
Total	348	2448	3765	6561
In hearing				
Male	172	759	1200	2131
Female	137	573	964	1674
Total	309	1332	2164	3805
In movement				
Male	1181	2319	4855	8355
Female	932	1633	3739	6304
Total	2113	3952	8594	14659
Mental				
Male	320	705	1497	2522
Female	273	582	1397	2252
Total	593	1287	2894	4774
Total disabled population				
Male	6051	10722	17997	34770
Female	5479	9081	15612	30172
Total	11530	19803	33609	64942

Source: Census 2001

Administration of Education in Orissa and Schemes for Scheduled Tribe Education

Orissa is the second State in the country to have passed the Right of Children for Free and Compulsory Education Rules 2010. The government of Orissa's goals for Primary and elementary education and literacy include (i) universalisation of elementary education and 5 years of Primary education by 2007 and 8 years of elementary education by 2010; (ii) universal literacy—literacy rate of at least 88%—by 2011 and total literacy by 2015. The Das Committee Report in Orissa laid special emphasis on elementary education and intended to cover the aspects of universal access and enrolment, universal retention of children up to 14 years of age and improvement in quality of education to achieve essential levels of learning. The State Plan of Action for Children gives two milestones by 2012 that include (i) all children of 6–14 years to be in school and (ii) reducing drop-out ratio in Upper and Primary stage by 10%.⁶³

The School and Mass Education Department in Orissa has the primary responsibility to achieve the goals of universal elementary education in the State. It operates through two

⁶³ Orissa State Plan of Action for Children 2007-12

agencies, the Department of Elementary Education and OPEPA. While the Department of Elementary Education manages the entire manpower of teachers, inspectors and administrators, OPEPA implements four supplementary programmes in the State. In addition the ST and SC Development Department, District Institute of Educational Training-State Council for Educational Research and Training (DIET-SCERT) and Panchayat Raj Department also aid implementation of education. The Minister of the State heads the School and Mass Education Department at the State level and provides policy guidance and leadership. The Secretary executes the decisions of the government and is the link between the government and the field functionaries. Under the Secretary are several departmental functionaries at the different levels.

Orissa Primary Education Programme Authority: Operational structure and functions

OPEPA was set up to provide Primary education for children in the age group of 6–14 years. OPEPA functions under the School and Mass Education Department and has a Governing Body with the Chief Minister as the Ex-officio President. It has an Executive Committee with the Commissioner cum Secretary of School and Mass Education as the Chairperson. The SPD is the Member Secretary of OPEPA with District Project Coordinators assisting him/her in fulfilling the mandate of universal Primary education. The School and Mass Education structure at the district and block levels have now been dovetailed into the OPEPA functioning with the Director of Elementary Education reporting to the SPD and the School Inspectors working under the supervision of the BRCC under whom the CRCC function. Each CRCC has an operational area of 20–25 schools with a mandate to monitor them through 80 given parameters including pedagogic and school management indicators for monitoring the functioning of schools.

As a project on Primary education, OPEPA manages the five programmes that include SSA, District Primary Education Programme (DPEP), NPEGEL, KGBV and Reconstruction of School Buildings Project (RSBP)⁶⁴. As per the discussion with the SPD of OPEPA around 54000 schools in the State are taken care of by OPEPA. In order to achieve its mandate, it is responsible for infrastructure development and maintenance, teacher training, curriculum development and management of text books and education material for Primary education. The latter function is undertaken in coordination with the SCERT. The OPEPA facilitates non-residential Primary Schools, NRBCs and RBCs.

Sarva Shiksha Abhiyan

SSA was initially introduced in 14 districts—Angul, Balasore, Bhadrak, Cuttack, Deogarh, Ganjam, Jagatsinghpur, Jajpur, Jharsuguda, Kendrapara, Khurda, Nayagarh, Puri and Sundargarh—and was later extended to all the districts in the State. Schemes and incentives under SSA include construction of new schools, RBCs, Block Resource Centres', opening of new Primary and Upper Primary Schools, providing text books, uniforms, toilets and other facilities.

The ratio of funding for the programme between the Central and State were envisaged as 85%:15% (Centre: State) under IX Plan (upto March 2002), 75%:25% during the X Plan (from 2002 to 2007) and from XI Plan onwards (from March 2007) as 50%:50%. However, currently OPEPA reported that the sharing was 65%:35%.

⁶⁴ RSBP was an initiative launched in 13 districts affected by the 1999 floods and involved reconstruction of safe and appropriate Primary school buildings. Source: URL: <http://www.opepa.in/DirectorDesk.asp?glink=GL001> (retrieved June 2011)

State initiative for improving ST education include

1. Teacher training on attitudinal issues
2. Prepared eight tribal primers
3. Community mobilisation in tribal areas

SSAs operational area is less in the Scheduled Areas as the management of schools is shared by the ST and SC Development Department. The only residential schools managed by OPEPA in the tribal areas, as explained by the SPD, are the KGBVs. The other schools run by School and Mass Education Department with support from OPEPA are Primary level non-residential schools. In the tribal areas, its assistance is extended in the form of teacher training, text books and implementation of the MLE programme. Besides these, it provides additional teachers to Sevashram schools where there is a shortage of teachers. Unlike in Andhra Pradesh it does not provide infrastructure facilities to schools in tribal areas.

District Primary Education Programme

Introduced in three phases, the DPEP is active in eight districts in the State, and the programme includes setting up of Primary schools, building additional classrooms, Block Resource Centres, toilets and tubewells.⁶⁵

National Programme for Education of Girls at Elementary Level

The NPEGEL launched in the year 2003, is being implemented in 3159 clusters of 150 blocks.⁶⁶ The programme has provided vocational training to 27873 girls, 52021 master trainers were formed in Primary and Upper Primary Schools, remedial teaching centres for low achievers among girls was opened in 2711 clusters and District Resource Group training and Meena Clubs for life-skilled education have been organised⁶⁷. Several other interventions in terms of infrastructure improvement were also undertaken.

Kasturba Gandhi Balika Vidhyalaya

The KGBV scheme launched to provide schooling facilities for out-of-school girls from educationally backward areas having low female literacy and a large gender gap extends to SC, ST, Other Backward Castes (OBCs) and other minorities. Under this 157 residential hostels have been opened in 23 districts and 15410 girls have been enrolled⁶⁸ with several incentives/interventions that include infrastructure, education material, and stipend for students, vocational training and capacity building. The financial outlay for the year 2011-12 is Rs. 6256.25 lakhs.⁶⁹

Special plan for KBK districts

For the eight KBK⁷⁰ districts which directly cater to ST children of Koraput, Malkangiri, Nabarangapur, Rayagada, Bolangir, Kalahandi and Nuapada, the Revised Long Term Action Plan was launched in 1998-99 to promote general and female literacy of SCs and STs by providing scholarships and hostel facilities. The achievements under the special plan for KBK districts include:

- 400 forty-seated ST girls hostels constructed between 1998-99 and 2001-02
- 471 Primary School hostels repaired/renovated with an expenditure of Rs. 15.83 crore between 2002-03 and 2007-08

⁶⁵ Orissa Economic Survey 2009-10

⁶⁶ Orissa Economic Survey 2009-10

⁶⁷ Orissa Economic Survey 2009-10

⁶⁸ Orissa Economic Survey 2009-10

⁶⁹ Orissa Outcome Budget 2011-12

⁷⁰ Undivided Kalahandi, Bolangir and Koraput that were divided into 8 districts in 1992-93

- 246 hostels for both ST/SC boys and girls constructed with an expenditure of Rs. 32.10 crores between 2005-06 and 2007-08
- Eight High Schools upgraded to Higher Secondary Schools during 2007-08 and Rs. 4.8 crores spent on these⁷¹.

Multi-lingual Education as an approach to improving quality in Scheduled Tribe Education

According to the Orissa Child Census 2005 conducted by the OPEPA, there are 11479 schools having approximately 673622 students belonging to more than 20 linguistic minority groups. The State Tribal Advisory Committee approved MLE to be introduced in Orissa in 10 languages in the year 2006-07. This is the most direct and focused education related activity of OPEPA with respect to ST children at the Primary level. In recognition of the need for contextualising the cultural needs of tribal children and to improve their quality of learning, the MLE programme was initiated in 2007-08 with introduction of mother tongue as a medium of instruction in 10 tribal languages.

On a pilot basis it was introduced in 164 schools and by 2009-10 it has been extended to 544 schools. As a policy it is planned that until 2012 the programme will be intensified and confined to these 544 schools rather than expanding the programme to all the schools. As most of the tribal languages do not have a script except for Santhali, the approach to the MLE has been to teach the mother tongue using Oriya script with a gradual shift to Oriya medium by Class V (Table 29: Transition plan under MLE for bridging of languages, Orissa). The tribal language is intended to be taught as a subject till the High School level as a way of maintaining the link to tribal culture within the education framework. Tribal language teachers were appointed to teach in tribal languages like Santali, Saora, Munda, Bonda, Kui, Kuvi, Juang, Koya, Kisan and Oraon.

Table 29: Transition plan under MLE for bridging of languages, Orissa

Language and content	Pre-school	Class I	Class II	Class III	Class IV	Class V
MT language learning	Language Oral MT	Language MT	Language MT	Language MT	MT as subject	MT as subject
Math	Number in MT	Math in MT	Math in MT	Math in MT	Math in L2	Math L2
Curriculum content EVS I&II	EVS in MT	EVS in MT	EVS in MT	EVS in MT	EVS in MT/L2	EVS in L2
Second language learning: Oriya			Oral L2+ Written L2	Reading and writing in L2	Developing fluency in L2	Language in L2
Third language learning: English				Oral L3 (80%)+written L3(20%)	Oral L3+ written L3	Reading writing and comprehension in L3
MT= Mother tongue; EVS=Environmental studies; L2=Second language; L3=Third language						
<i>Source: OPEPA</i>						

To facilitate this programme OPEPA houses a Resource Centre for MLE within its office that is exclusively dedicated to developing the text books, preparing teacher training methodology and undertaking the training and implementation of the programme as well as monitoring its

⁷¹ Orissa Economic Survey 2009-10

delivery and progress among the children. So far the Resource Centre has full-fledged text books prepared, published and distributed to all the children in the 544 schools for Classes I and II with authentication from the SCERT. For Class III text books have been prepared but only partially printed. For the academic year 2011-12 it is envisaged that text books will be provided upto Class IV to all the children as planned in the vision statement.

Local teachers who speak the language of the community have been identified and trained to teach with the new set of text books. Each teacher receives a training of around 15 days in a year on the MLE model. So far the feedback from teachers, parents and reviewers like the National Council for Educational Research and Training (NCERT) has been extremely positive with a perceived demand for universalising it in all the tribal schools where children belong to their indigenous mother tongue and not Oriya. However, the biggest challenge faced by OPEPA in operationalising this approach is the availability of teachers locally belonging to the specific mother tongue.

Other programmes for general and ST children

Mid-day meal scheme of the School and Mass Education Department

This was introduced in the year 1995 and during the year 2008-09 the total coverage of the scheme was 4689829 students in 66230 Primary Schools and 177230 students in 18930 Upper Primary Schools. Daily ration costs are Rs. 2.22 and Rs. 2.74 per student for Primary and Upper Primary Schools respectively. During 2009-08 an amount of Rs. 517.19 crore (Rs.440 crore under Central and Rs.77.19 crore under State plan) were spent. In addition, in the same year the Central government also gave an additional grant of Rs. 360.95 crore towards construction of 60159 kitchen sheds and Rs.31.85 crores for replacing kitchen equipment/devices in 63705 Primary and Upper Primary Schools.⁷²

Others

- An amount of Rs. 121.78 lakh was also released during 2008-09 to provide bicycles for 5492 ST girls in ITDA areas.⁷³ ST boys of Class X were also provided with bicycles
- The State government also provides two sets of school uniforms free of cost to girl students [SC/ST/Below Poverty Line (BPL)] studying in government schools in Classes I–VIII.⁷⁴
- It is also the first State to institute a toll free School Student's Helpline (18003456722).

Education services under the Scheduled Tribe and Scheduled Caste Development Department

As stated above, delivery of Primary, Upper Primary and High School education is mainly shared between School and Mass Education Department and ST and SC Development Department, although the latter feels that the primary responsibility lies with the School and Mass Education Department. While non-residential schools in the Scheduled Areas are managed by the former, there are residential Primary, Upper Primary and High Schools managed by the latter. The ST and SC Development Department runs 1548 Primary School hostels (one per panchayat), 1026 Primary Non-residential Sevashrams, 142 Primary Residential Sevashrams, 109 Ashram Schools for boys, 11 model tribal schools, 155 residential schools for boys and 143 for girls, 400 hostels for ST girls in KBK districts and seven special tribal hostels. Facilities provided by the Department for education include provision of text books, school uniforms, drinking water,

⁷² Orissa Economic Survey 2009-10

⁷³ Orissa Economic Survey 2009-10

⁷⁴ Orissa Outcome Budget 2011-12

infrastructure, stipends, special coaching and other peripheral activities (Table 30: Number of residential schools under the ST and SC Development Department, Orissa; Table 31: Number of hostels under the ST and SC Development Department, Orissa).

Table 30: Number of residential schools under the ST and SC Development Department, Orissa

Category	Number
Ekalavaya Model Residential Schools	11
Higher Secondary Schools (Science and Commerce)	8
High Schools	156
Girls High Schools	143
Ashram Schools for boys	109
Secondary Teacher Training Schools	2
Residential Sevashrams	142
Sevashrams	1026
B.Ed. Training Colleges	1
Total	1598
<i>Source: ST & SC DD 2011</i>	

Table 31: Number of hostels under the ST and SC Development Department, Orissa

Category	Number
Primary School Hostels (in ITDA blocks)	1548
Primary School Hostels (in KBK districts)	400
ST girls Hostels (existing)	1003
ST girls Hostels (under construction)	1040
ST boys Hostel in five districts under left-wing extremism affected districts construction)	288
Hostel for SC girls and boys (existing)	438
Hostel for SC girls and boys (under construction))	55
Residential Ashram Schools in TSP	52
Special Hostels for STs	7
Total (existing)	3448
Total (under construction)	1383
<i>Source: ST & SC DD 2011</i>	

Pre-matric scholarships have also been given to SC and ST students to pursue their education. The SC and ST boarders studying in Classes I–X of the ST and SC Development Department schools and in Classes VI–X of the School and Mass Education Department are able to avail of these scholarships (Table 32: Pre-matric scholarships for ST students, Orissa). In 2008-09 an amount of Rs. 126.75 crores was released for 566172 ST students toward stipend and in the same year Rs. 15.5 crores was released for payment of scholarships for 48793 ST students.

Table 32: Pre-matric scholarships for ST students, Orissa

Year	Amount provided (Rs. in crore)	Students benefited (in laksh nos)
2002-03	NA	3.67
2003-04	56.53	3.88
2004-05	57.95	4.18
2005-06	54.8	4.43
2006-07	74.07	4.5
2007-08	115.82	5.47
NA= Not available		
<i>Source: Orissa Economic Survey 2009-10</i>		

Discussions with State level officials of the ST and SC Development Department revealed that although education is not their primary responsibility they are keen on improving the quality of education in the schools run by them. However, there is no plan for expansion of the schools in terms of quantity. The Department claims that there is a high investment of State funds apart from the Special Central Assistance for tribal education in terms of construction of new schools

and hostels to replace the existing schools that are in very poor condition. There is confidence that in the next academic year there will be a huge improvement in the infrastructure and quality of schools run by the Department. However, the situation witnessed in the field gives an impression that efforts are urgently required in a major way to improve the status of infrastructure in these interior areas.

Status of Elementary Education of Scheduled Tribe Children: What the Numbers Say

ACCESS

Enrolment

Enrolment in school in Orissa, like in the other States, was explosive post independence, with the number of students in Primary education increasing nineteen-fold between 1947-48 and 2003-04. During the year 2011-12 the State government has targeted to enroll 64.61 lakh students in the age group between 6 and 14 years. The achievement for the year 2009-10 was 71.06 lakhs.

Among the STs the total number enrolled in the age group 6–14 years was 1677446 (boys: 862812; girls: 814634). But there is a steady decrease in enrolment as one goes to the higher classes. In Class I the number of boys enrolled is 161902, by Class VIII this number is reduced to just 21290. According to the Census 2001 ST children population for the age of 7 was 222475. In 2009-10 the number of students in Class VII was 153952. This reflects that almost one-third of the children in this age group dropped out. Worse, there is a huge drop from Class VII to Class VIII when the figure for total enrolment dropped from 153952 to 45643. In 2009-10 in the case of girls, while 150364 girls are enrolled in Class I the number is just 24353 in Class VIII and while there are more ST girls than boys enrolled at this level it is a dismally low figure compared to their total population [Table 33: District-wise ST enrolment (2009-10) for Class I–IV, Orissa; Table 34: District-wise ST enrolment (2009-10) for Class V–VIII, Orissa].

The decline in numbers enrolled starts from Class II with a significant drop-out by Class III and IV reflecting that at the Primary level of education itself there are major challenges in retention. This is true for both boys and girls. This decline gets steeper in Upper Primary and High School levels. For instance, according to Census 2001, the ST population for the age of 7 for Kalahandi district was 9180 but the student strength in Class VIII only shows 1975. Similarly, for Keonjhar the ST population was 20841 and only 1918 were enrolled, for Koraput it was 15782 and only 2697 were enrolled, for Mayurbhanj it was 35990 and only 4802 were enrolled and for Sundargarh there were 24035 children but only 8879 were studying in Class VIII. This is an alarming disparity between the estimated population and enrolment High School.

The ST literate population for the age group 7 years as per Census 2001 was 91151; however, the total population for this age group was 222475. In the year 2001 ST child population for age 6 years was more than 2 lakh and in the year 2009-10 when this age group should have been in Class VIII, the student strength for this class was 21290 for boys and 24353 for girls (total 45643). This implies that around 1.8 lakh children in this age group have dropped out of school by Class VIII and are out-of-school.

As per OPEPA child population data, the population in the age group for 12–14 years for Koraput district was 52667 where students enrolled between Classes VI and VIII were 17284, which indicates a huge gap between population and retention in the Upper Primary level. Similarly, for Rayagada it was 45939 whereas retention for Upper Primary is only 13478. However, the enrolment data reveals that fewer girls have dropped out than boys by Class VIII which is a positive trend in terms of gender disparities but a cause for concern at the steep drop-out among boys.

Table 33: District-wise ST enrolment (2009-10) for Class I-IV, Orissa

District	Class I			Class II			Class III			Class IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Angul	3024	2947	5971	2650	2713	5363	2514	2598	5112	2473	2354	4827
Balasore	5322	4940	10262	4962	4795	9757	4052	3910	7962	3281	3109	6390
Bargarh	2939	2753	5692	2610	2480	5090	2651	2691	5342	2801	2535	5336
Bhadrak	812	706	1518	788	681	1469	602	528	1130	529	416	945
Bolangir	5290	4890	10180	4800	4702	9502	4445	4510	8955	3921	3880	7801
Boudh	736	688	1424	696	719	1415	750	739	1489	778	790	1568
Cuttack	1371	1222	2593	1376	1293	2669	1333	1383	2716	1224	1138	2362
Deogarh	2090	2014	4104	1712	1738	3450	1495	1495	2990	1403	1433	2836
Dhenkanal	2489	2426	4915	2504	2509	5013	2355	3126	5481	2208	2209	4417
Gajapati	6681	5987	12668	6691	6264	12955	5611	5399	11010	5051	4432	9483
Ganjam	2051	1680	3731	2249	2104	4353	2059	2408	4467	1905	1747	3652
Jagatsinghpur	217	214	431	236	207	443	185	197	382	173	178	351
Jajpur	3542	2966	6508	3289	2767	6056	2612	2394	5006	2228	1968	4196
Jharsuguda	1906	1824	3730	1645	1692	3337	1717	1788	3505	1616	1677	3293
Kalahandi	7269	6649	13918	6501	5820	12321	6643	6697	13340	5566	5509	11075
Kandhamal	7541	7298	14839	7401	7021	14422	6783	7055	13838	5978	5921	11899
Kendrapara	250	186	436	269	331	600	206	409	615	206	213	419
Keonjhar	15892	14649	30541	13374	12440	25814	11723	11456	23179	10418	9509	19927
Khurda	1336	1319	2655	1328	1285	2613	1290	1555	2845	1226	1207	2433
Koraput	10705	9912	20617	10758	10530	21288	10840	12029	22869	9068	9042	18110
Malkangiri	6602	6429	13031	6792	6521	13313	6662	6812	13474	5190	4933	10123
Mayurbhanj	27497	24781	52278	22100	20382	42482	19331	18390	37721	17238	16026	33264
Nabarangapur	10119	10139	20258	10874	10804	21678	10050	10817	20867	8659	8843	17502
Nayagarh	941	912	1853	878	794	1672	776	901	1677	833	820	1653
Nuapada	4233	4446	8679	3740	4131	7871	3517	4011	7528	3309	3425	6734
Puri	205	223	428	206	182	388	164	211	375	171	130	301
Rayagada	8914	7563	16477	8798	7674	16472	7520	7939	15459	7041	6628	13669
Sambalpur	4720	4349	9069	4141	3856	7997	3888	3734	7622	3844	3571	7415
Sonepur	703	629	1332	663	699	1362	653	707	1360	642	676	1318
Sundargarh	16505	15623	32128	13573	13450	27023	11740	12020	23760	10838	10501	21339
Total	161902	150364	312266	147604	140584	288188	134167	137909	272076	119818	114820	234638

Source: File sent by NUEPA (2009)

Table 34: District-wise ST enrolment (2009-10) for Class V–VIII, Orissa

District	Class V			Class VI			Class VII			Class VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Angul	2362	2336	4698	2118	1824	3942	2032	1757	3789	408	395	803
Balasore	3248	2986	6234	2707	2157	4864	2660	2010	4670	323	203	526
Bargarh	2800	2677	5477	2593	2524	5117	3300	3199	6499	561	807	1368
Bhadrak	519	382	901	295	163	458	323	163	486	63	33	96
Bolangir	3823	3605	7428	3349	2712	6061	3374	2963	6337	813	999	1812
Boudh	769	713	1482	616	559	1175	553	492	1045	135	167	302
Cuttack	1192	1168	2360	818	717	1535	729	623	1352	123	164	287
Deogarh	1333	1345	2678	1308	1240	2548	1309	1363	2672	114	90	204
Dhenkanal	2294	2062	4356	1739	1538	3277	1957	1617	3574	210	287	497
Gajapati	4436	4076	8512	2835	2467	5302	2592	1981	4573	1058	962	2020
Ganjam	1805	1655	3460	932	785	1717	984	720	1704	290	236	526
Jagatsinghpur	122	128	250	112	102	214	118	106	224	53	54	107
Jajpur	2064	1792	3856	1393	1162	2555	1322	982	2304	191	167	358
Jharsuguda	1793	1788	3581	1808	1752	3560	2503	2504	5007	453	503	956
Kalahandi	5130	4732	9862	3869	3058	6927	3831	2994	6825	1092	883	1975
Kandhamal	5542	5198	10740	3686	3457	7143	3641	2960	6601	1341	1587	2928
Kendrapara	166	135	301	118	91	209	109	52	161	18	6	24
Keonjhar	9803	9129	18932	6545	5831	12376	6509	5382	11891	767	1151	1918
Khurda	1181	1081	2262	1071	722	1793	1052	705	1757	323	132	455
Koraput	8503	7648	16151	4358	3072	7430	4378	2779	7157	1520	1177	2697
Malkangiri	4618	3664	8282	2307	1625	3932	2081	1235	3316	653	632	1285
Mayurbhanj	16342	15208	31550	12898	11797	24695	12771	11162	23933	1375	3427	4802
Nabarangapur	7910	7611	15521	5075	4226	9301	4490	3556	8046	1992	2033	4025
Nayagarh	781	805	1586	649	632	1281	643	632	1275	205	199	404
Nuapada	2849	3030	5879	2387	2010	4397	2230	1752	3982	674	580	1254
Puri	139	114	253	222	126	348	195	178	373	77	49	126
Rayagada	5789	4645	10434	3199	2472	5671	2804	1980	4784	1552	1471	3023
Sambalpur	3730	3556	7286	3480	3417	6897	4338	4227	8565	710	788	1498
Sonepur	585	588	1173	595	590	1185	616	685	1301	188	300	488
Sundargarh	10310	10253	20563	9505	9220	18725	10062	9687	19749	4008	4871	8879
Total	111938	104110	216048	82587	72048	154635	83506	70446	153952	21290	24353	45643

Source: File sent by NUEPA (2009)

The absolute figures on enrolment and the high growth rate are not, however, an indicator of progress in education. To gauge progress it is important to look at the percentage of children of school-going age who are actually attending school or the GER. The GER for STs in Primary education increased from 67.7% in 1980-81 to 99.7% in 1999-2000; however, among social groups the STs had the lowest GER. In the case of Upper Primary education the GER was 41.1% in 1999-2000 and 28.5 in 1990-91 (Table 35: GER in Primary and Upper Primary levels for STs, Orissa)

Table 35: GER in Primary and Upper Primary levels for STs, Orissa

Year	Primary (6–11 years) in %			Upper Primary (11–14 years) in %		
	Boys	Girls	Total	Boys	Girls	Total
1980-81	92.3	42.3	67.7	20.7	5.9	13.4
1990-91	128.8	63.6	97.0	40.2	16.7	28.5
1999-2000	130.0	69.8	99.7	49.5	32.7	41.1

Source: Orissa HDR 2004

Out-of-school

An estimate made by DPEP in the year 1999-2000 gave the number of out-of-school children as 21 lakhs which was 26.89% of the total number of children in the age group 6–14 years. The district of Puri was estimated to have the highest number (43.35%) of out-of-school and Kandhamal district has the lowest (13.51%). Another estimate of the SSA in August 2003 gave the out-of-school children at 8.09 lakhs in the State. The OPEPA gives the out-of-school children as 271204 (boys: 136391; girls: 134813) or in terms of percentage of out-of-school children at 4.561% (boys: 4.368%; girls: 4.775%). In the year 2008-09 the number of out-of-school children reduced from 6.03 lakh to 1.87 lakhs⁷⁵. Again the out-of-school percentage in the tribal predominant districts of Rayagada, Malkangiri and Nabarangapur are very high—17.04%, 13.92% and 11.21% respectively.

Among the ST population the out-of-school children according to the OPEPA is 90612 (boys: 43469; girls: 47145) or 5.55% (boys: 5.135%; girls: 5.996%). Rayagada district has the highest number of out-of-school children at 16.29% (Table 36: District-wise out-of-school children in the age group 6–14 years for ST population, Orissa). The above are however, very conservative figures. In a presentation in 2009⁷⁶ the numbers given for ST out-of-school were much higher with 10 districts contributing to 80% of the total ST out-of-school children. These were Koraput (25540), Nabarangapur (25273), Rayagada (22771), Keonjhar (19645), Sundargarh (13293), Malkangiri (12938), Mayurbhanj (12172), Sambalpur (11348), Kalahandi (10600) and Bolangir (9994).

Table 36: District-wise out-of-school children in the age group 6–14 years for ST population, Orissa

District	Total children			Out-of-school children			% of out-of-school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Angul	16653	15691	32344	1035	1175	2210	6.215	7.488	6.833
Balasore	25602	23855	49457	263	245	508	1.027	1.027	1.027
Bargarh	11184	10079	21263	110	106	216	0.9835	1.052	1.016
Bhadrak	7012	4926	11938	423	1380	1803	6.033	28.01	15.1
Bolangir	28713	27193	55906	685	999	1684	2.386	3.674	3.012

⁷⁵ Orissa Outcome Budget 2011-12

⁷⁶ Dhal & Mishra 2009

District	Total children			Out-of-school children			% of out-of-school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Boudh	5387	4820	10207	56	46	102	1.04	0.9544	0.9993
Cuttack	6704	6289	12993	26	29	55	0.3878	0.4611	0.4233
Deogarh	11098	10879	21977	223	242	465	2.009	2.224	2.116
Dhenkanal	18581	15962	34543	268	212	480	1.442	1.328	1.39
Gajapati	49817	41914	91731	2644	1704	4348	5.307	4.065	4.74
Ganjam	18817	16804	35621	2280	2538	4818	12.12	15.1	13.53
Jagatsinghpur	1288	1278	2566	8	11	19	0.6211	0.8607	0.7405
Jajpur	13298	10943	24241	469	429	898	3.527	3.92	3.704
Jharsuguda	11958	12112	24070	222	265	487	1.856	2.188	2.023
Kalahandi	31400	31836	63236	3759	5620	9379	11.97	17.65	14.83
Kandhamal	44928	40843	85771	1299	1298	2597	2.891	3.178	3.028
Kendrapara	1655	1852	3507	78	430	508	4.713	23.22	14.49
Keonjhar	78069	66778	144847	4404	4283	8687	5.641	6.414	5.997
Khurda	12124	10865	22989	590	507	1097	4.866	4.666	4.772
Koraput	54918	53643	108561	502	519	1021	0.9141	0.9675	0.9405
Malkangiri	28925	26734	55659	1510	1486	2996	5.22	5.558	5.383
Mayurbhanj	168947	151341	320288	8973	8749	17722	5.311	5.781	5.533
Nabarangapur	38731	42439	81170	2755	3025	5780	7.113	7.128	7.121
Nayagarh	4772	4613	9385	175	201	376	3.667	4.357	4.006
Nuapada	19949	20452	40401	607	1447	2054	3.043	7.075	5.084
Puri	900	651	1551	2		2	0.2222		0.1289
Rayagada	54318	51686	106004	8536	8729	17265	15.71	16.89	16.29
Sambalpur	19989	19146	39135	455	444	899	2.276	2.319	2.297
Sonepur	3764	3785	7549	27	26	53	0.7173	0.6869	0.7021
Sundargarh	56990	56871	113861	1085	1000	2085	1.904	1.758	1.831
Total	846491	786280	1632771	43469	47145	90612	5.135	5.996	5.55

Source: URL: <http://www.opepa.in/> (retrieved March 2011)

Drop-out rate among Scheduled Tribe children

At the Primary level the drop-out rate for general population in 2000-01 was 41.8% which declined to 4.95% in 2008-09. In the case of boys the drop-out rates fell from 42.3% to 5% and of girls from 41.4% to 4.89% over this period. The drop-out rates among STs, however, continues to be high, at 10.69%. The tribal predominant district of Mayurbhanj has the highest drop-out rate at 9.9% and Bargarh the lowest at 1.51%. Lack of infrastructure is given as an important reason for drop-out and poor enrolment, as several of the Primary Schools are devoid of basic amenities. The drop-out rates for girls among the total population is less than that of boys; however, in the case of ST population the girls have a higher drop-out rate of 12.34% for the year 2008-09. At the Upper Primary level, in terms of ST children's drop-out,

while the rate has declined from 74% in 2000-01 to 15.12% in 2008-09, it continues to be on the high especially in Bhadrak district (20.46%). The drop-out rates for ST girls continues to be worryingly high as seen in the year 2008-09 which was 15.96% higher than that of boys; the drop-out rates for girls of the total population at 8.43% is only slightly higher than that of boys at 8.42% (Table 37: Drop-out rates at Primary and Upper Primary levels for ST population, Orissa).⁷⁷

The overall drop-out rate for the State is given as 32.09% at the Primary level and 49.16% at the Upper Primary level. A district-wise analysis indicates that the drop-out rates for the tribal dominant districts are much higher. At the Primary level, with the exception of Rayagada that has a drop-out of just 19.24%, the districts of Koraput (42.14%), Kandhamal (49.19%), Malkangiri (48.21%), Mayurbhanj (52.79%) Sundargarh (49.21%) and Nabarangapur (52.56%) have higher drop-out rates.⁷⁸ The ST population drop-out rates are markedly higher as well (Table 38: District-wise drop-out rates at Primary and Upper Primary level for ST population for the year 2004-05, Orissa).

One of the main problems in analysis has been the several different sources of data that make comparisons over the years difficult and in turn lead to variances in calculation of drop-out and out-of-school rates. Population figures available include Census 2001, while the Orissa State government relies on the OPEPA Census figures of 2004-05 for reference. Similar is the case with other indicators like enrolment, out-of-school and drop-out. For instance, the total number of drop-outs in the districts given by OPEPA is lower than those of the CLAP report.

Table 37: Drop-out rates in Primary and Upper Primary level for ST population, Orissa

Year	Primary level (%)			Upper Primary level (%)		
	Boys	Girls	Total	Boys	Girls	Total
1973	90.6	96.1	92	--	--	--
1995-96	67.8	74.7	70.2	79	84.6	81.2
1996-97	67.1	74.1	69.9	28.7	84.2	80.9
1997-98	63.4	71.3	68.7	73.5	79.7	76
1998-99	63.1	68.3	65	72	78.1	74.5
1999-2000	63	67.9	64.7	71.7	78	74
2000-01	61.7	66.5	64.1	70.9	77.1	74
2001-02	61	65	63	70	76	73
2002-03	49.3	57.4	53.3	75	80.3	77.7
2003-04	48.2	56.6	52.4	73	78.5	75.8
2004-05	48	56	52	67	72	69.5
2005-06*	12.44	24.34	23.32	35.89	38.46	37.07
2006-07	18.7	27.05	22.88	29.91	34.97	32.44
2007-08	14.03	19.75	16.89	22.13	25.53	23.83
2008-09	9.05	12.34	10.69	14.28	15.96	15.12

*2005-06 year based on Orissa Child Census 2004-05
Sources: Orissa HDR 2004; Orissa Economic Survey 2009-10

⁷⁷ Orissa HDR 2004; Orissa Economic Survey 2009-10

⁷⁸ CLAP (no year)

Table 38: District-wise drop-out rates at Primary and Upper Primary level among ST population for the year 2004-05, Orissa

District	Primary (%)	Upper Primary (%)
Angul	29.31	48.85
Balasore	52.43	71.37
Bargarh	14.91	47.27
Bhadrak	62.89	89.25
Bolangir	38.56	68.25
Boudh	61.64	82.67
Cuttack	41.93	75.11
Deogarh	56.4	66.42
Dhenkanal	20.62	57.11
Gajapati	30.08	59.31
Ganjam	29.4	38.95
Jagatsinghpur	49.75	79.9
Jajpur	69.26	86.19
Jharsuguda	38.92	62.83
Kalahandi	52.11	72.43
Kandhamal	50.85	74.83
Kendrapara	21.88	52.65
Keonjhar	50.77	63.9
Khurda	44.82	73.9
Koraput	47.07	79.16
Malkangiri	54.83	85.27
Mayurbhanj	58.64	67.59
Nabarangapur	57.85	77.71
Nayagarh	32.76	61.67
Nuapada	53.17	75.55
Puri	19.48	28.13
Rayagada	26.71	73.22
Sambalpur	16.46	46.98
Sonepur	19.91	51.73
Sundargarh	52.27	63.95
Total	40.97	65.91

Source: CLAP (no year)

Child labour and reasons for drop-out and out-of-school

The Census 2001 figures for child labour indicate that Orissa has 377594 working children spread across its 30 districts. This could very well be an underestimation as data on child labour is hard to come by. The district of Mayurbhanj with 32994 has one of the highest numbers of child workers. This high numbers of child workers are evident in the other tribal predominant districts of Rayagada (16982), Nabarangapur (29765), Koraput (24010) and Sundargarh (19407).⁷⁹

There are several reports on child labour and child trafficking being reported by mainstream media and NGOs that point to the tribal areas as regions of concern. For example as per NCLP Ganjam district, 4% (1682) of child labourers brought into their 2001 programme belonged to STs. Earlier studies on child labour report that the main reasons for the drop-out and non-enrolment in schools is that the child is an earning member of the family. The other reasons primarily are financial difficulties and being engaged in household work⁸⁰. This reflects on the failure of the State in delivery of economic development programmes in the Scheduled Areas and economic empowerment of the STs effectively enough to ensure that ST children are not forced to leave school in order to support their families. The figures are indicative of the high pressure on the child to participate in economic and household activities and the fact that the school fails to provide a stimulating environment for the child to show interest in education.

Another major reason also points to the problems with teachers which is leading to dropping out of school (Table 39: Reason for out-of-school and number of out-of-school children among ST, Orissa; Table 40: Reason for and number of students out-of-school in the age group 6–14 years in the fully Scheduled districts, Orissa).

Table 39: Reason for out-of-school and number of out-of-school children among ST children, Orissa

Reason	Age 6–11 years			Age 11–14 years		
	B	G	T	B	G	T
Sibling care	411	1050	1461	301	873	1174
Different work	404	341	745	315	274	589
Dislike of parents	2064	2097	4161	1739	1589	3328
Failure in class	156	119	275	290	162	452
Lack of awareness	1426	1311	2737	1167	1031	2198
Earn money due to poverty	3092	2912	6004	3550	2949	6499
School is far from home	3269	2947	6216	2104	1967	4071
Gender	72	209	281	70	420	490
Others	940	865	1805	944	721	1665
Out of country	288	242	530	328	280	608
Work for home	7000	8156	15156	9271	9939	19210
School not attractive	64	74	138	79	60	139
B=Boys; G=Girls; T=Total						
<i>Source: URL: http://www.opepa.in/ (retrieved May 2011)</i>						

⁷⁹ CLAP (no year)

⁸⁰ Orissa HDR 2004

Table 40: Reason for and number of students out-of-school in the age group 6–14 years in the fully Scheduled districts, Orissa

Reason for out-of-school	Age group 6–11 years																					
	Malkangiri		Mayurbhanj		Rayagada		Nabarangapur		Kandhamal		Sundargarh		Koraput		Total							
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total						
Sibling care	20	42	62	44	127	171	45	116	161	65	222	287	11	26	37	16	30	46	33	79	112	876
Different work	28	20	48	32	27	59	14	16	30	60	41	101	4	1	5	26	35	61	31	27	58	362
Dislike of parents	282	272	554	190	210	400	172	168	340	373	376	749	30	40	70	123	95	218	192	176	368	2699
Failure in class	5	5	10	27	17	44	10	4	14	4	0	4	3	4	7	8	12	20	5	4	9	108
Lack of awareness	125	119	244	169	153	322	92	94	186	205	163	368	47	36	83	84	82	166	82	70	152	1521
Earn money due to poverty	180	174	354	636	599	1235	103	89	192	293	272	565	50	29	79	207	194	401	116	101	217	3043
Distance from home	346	305	651	662	588	1250	343	259	602	451	476	927	71	81	152	90	81	171	310	304	614	4367
Gender	2	8	10	14	32	46	2	32	34	4	16	20	0	9	9	5	6	11	4	20	24	154
Others	23	15	38	114	104	218	124	89	213	94	73	167	56	42	98	19	10	29	70	35	105	868
Out of country	1	1	2	36	28	64	19	11	30	8	9	17	9	6	15	11	6	17	6	11	17	162
Work at home	639	706	1345	716	791	1507	789	965	1754	1349	1559	2908	103	154	257	237	280	517	673	726	1399	9687
School not attractive	2	2	4	9	12	21	2	4	6	10	11	21	1	1	2	1	5	6	7	10	17	77
Total	1653	1669	3322	2649	2688	5337	1715	1847	3562	2916	3218	6134	385	429	814	827	836	1663	1529	1563	3092	23924
Reason for out-of-school	Age group 11–14 years																					
	Malkangiri		Mayurbhanj		Rayagada		Nabarangapur		Kandhamal		Sundargarh		Koraput		Total							
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total						
Sibling care	16	37	53	21	63	84	22	105	127	47	165	212	8	22	30	15	33	48	43	82	125	679
Different work	11	15	26	27	20	47	19	11	30	36	29	65	10	10	20	28	20	48	31	29	60	296
Dislike of parents	135	124	259	134	126	260	202	199	401	274	224	498	44	51	95	94	73	167	198	100	298	1978
Failure in class	5	5	10	46	13	59	2	4	6	21	7	28	4	4	8	30	12	42	14	11	25	178
Lack of awareness	60	61	121	135	102	237	83	66	149	141	101	242	38	51	89	56	42	98	88	63	151	1087
Earn money due to poverty	109	89	198	573	525	1098	268	190	458	269	190	459	67	43	110	263	193	456	204	114	318	3097
Distance from home	111	93	204	242	242	484	310	289	599	285	246	531	49	64	113	60	48	108	204	200	404	2443
Gender	1	19	20	10	24	34	3	87	90	6	30	36	0	7	7	4	9	13	61	1	62	262
Others	17	9	26	88	74	162	86	74	160	65	57	122	111	81	192	24	7	31	99	53	152	845
Out of country	1	3	4	32	16	48	17	7	24	11	6	17	14	14	28	15	15	30	24	25	49	200
Work at home	578	562	1140	714	766	1480	1303	1393	2696	1454	1429	2883	189	220	409	262	286	548	1231	1179	2410	11566
School not attractive	4	3	7	11	8	19	2	6	8	9	3	12	0	0	0	5	3	8	4	6	10	64
Total	1048	1020	2068	2033	1979	4012	2317	2431	4748	2618	2487	5105	534	567	1101	856	741	1597	2201	1863	4064	22695

Source: URL: <http://www.opepa.in/> (retrieved May 2011)

Access and school infrastructure

One of the major problems that can be pointed out in delivery of education in tribal areas is that of extent and outreach,

The stated aim of the administration was to provide Primary Schools within 1 km and Upper Primary Schools within 3 km for habitations having a population of more than 300 (200 in the case of remote or hilly areas) and 500 respectively. However, Orissa, like Andhra Pradesh has a serious problem of access and proximity of Primary Schools in the Scheduled Areas. There is a great need for more schools in the Scheduled Area districts like Rayagada, Mayurbhanj, Koraput, Sundargarh, Malkangiri, Bolangir, Ganjam and Kalahandi. This is a concern that was discussed with the OPEPA and the ST and SC Development Departments both of which are aware of this and have stated that they are working for finding ways to address this gap.

The OPEPA reported that some of the RBCs would be regularised, while the ST and SC Development Department reported that the Sevashrams would be improved to accommodate more children.⁸¹ As per the State government's decision ST girls' hostels and Primary School hostels were opened in 109 Ashram Schools and 142 Sevashrams. Remaining Sevashrams located in thickly populated areas and in places where Upper Primary/Middle English Schools are not available within 3 km have been upgraded to Upper Primary Schools (upto Class VIII) from the academic year 2008-09.

The OPEPA is providing sikshya sahayaks (earlier known as swecchasevi sikshya sahayaks) and allotted funds for these upgraded schools for teaching and infrastructure. The ST and SC Development Department also opened, in the year 2008-09, 52 new residential schools from Classes VI to X in 52 tribal blocks of 11 districts where there were no girls High Schools, with an intake capacity of 250 girls per school⁸² (Table 41: Numbers of different types of schools for STs, Orissa).

Table 41: Numbers of different types of schools for STs, Orissa

Category of schools	No. of schools	Category of hostels	No of hostels
Ekalavya Model Residential Schools	11	Primary Schools Hostels (in ITDA blocks)	1548
Higher Secondary Schools	8		
High Schools	155		
Girls High Schools	143	Primary Schools Hostels (ST girls and boys) KBK	646
Ashram Schools	109		
Secondary Teachers Training Schools	2		
Residential Sevashrams	142	ST Girls Hostels	1003
Sevashrams	1026		
Total	1596	Total	3197

Source: Orissa Economic Survey 2009-10

Quality of schools is also important in determining enrolment, drop-out and retention. An analysis of the Education Development Index (EDI) (2008-09) gives an idea of the quality of education in the different districts. A comparison of overall EDI ranking (that takes into account infrastructure, access and teacher quality) indicates that the districts of Angul, Balasore, Cuttack, Jajpur, Jharsuguda, Kendrapara, Keonjhar, Khurda, Mayurbhanj, Nabarangapur, Nuapada and Sundargarh have improved, while those of Bargarh, Bhadrak, Bolangir, Boudh,

⁸¹ Meetings with OPEPA and SC/ST Departments in June 2011

⁸² Orissa Economic Survey 2009-10

Deogarh, Gajapati, Ganjam, Kalahandi, Kandhamal, Malkangiri, Nayagarh, Puri, Rayagada, Sambalpur and Sonepur have declined. Dhenkanal, Jagatsinghpur and Koraput have neither declined nor improved. Most of the tribal predominant districts have showed either stagnation or decline in EDI with only Mayurbhanj, Sundargarh and Keonjhar showing an improvement.

Where access is concerned, the EDI indicates that the districts of Angul, Balasore, Bargarh, Bhadrak, Cuttack, Deogarh, Dehkanal, Jagatsinghpur, Jajpur, Jharsuguda, Kendrapara, Keonjhar, Khurda, Nabarangapur, Nayagarh and Puri have improved much while EDI of districts of Bolangir, Boudh, Gajapati, Kalahandi, Kandhamal, Koraput, Malkangiri, Mayurbhanj, Rayagada, Sambalpur, Sonepur and Sundargarh declined with Ganjam showing no improvement or decline⁸³. Here again the tribal predominant districts presents a worrying scenario (Table 42: District-wise comparison of overall EDI ranking, Orissa).

Table 42: District-wise comparison of overall EDI ranking, Orissa

District	Rank (2005-06)	Rank (2006-07)	Rank (2007-08)	Rank (2008-09)	Improved/Declined/ Remained same
Angul	10	15	17	14	+
Balasore	28	16	15	7	+
Bargarh	2	11	3	5	-
Bhadrak	29	19	20	21	-
Bolangir	16	24	21	26	-
Boudh	5	25	16	20	-
Cuttack	4	18	5	3	+
Deogarh	3	1	8	11	-
Dhenkanal	7	22	6	6	0
Gajapati	20	3	18	23	-
Ganjam	30	28	26	28	-
Jagatsinghpur	6	23	2	2	0
Jajpur	19	13	25	15	+
Jharsuguda	1	12	4	1	+
Kalahandi	23	6	28	29	-
Kandhamal	15	14	13	17	-
Kendrapara	13	30	14	13	+
Keonjhar	18	4	19	16	+
Khurda	14	29	11	10	+
Koraput	27	5	24	24	0
Malkangiri	26	20	29	30	-
Mayurbhanj	21	27	22	18	+
Nabarangapur	22	26	30	25	+
Nayagarh	11	8	7	8	-
Nuapada	9	2	27	22	+
Puri	17	21	10	12	-
Rayagada	24	7	23	27	-
Sambalpur	8	9	1	4	-
Sonepur	12	17	9	19	-
Sundargarh	25	10	12	9	+

+ = improved; - = declined; 0=remained same
Source: DISE & CTS 2008-09

⁸³ DISE & CTS 2008-09

QUALITY

Infrastructure

In terms of infrastructure in the school, facilities like toilets for girls are quite poor. The condition of classrooms is such that a relatively large percentage is in need of some form of repairs, whether minor or major. At the Primary level only 48.6% are in good condition and at the Upper Primary level only 39.08%. Not all schools have pucca buildings, especially in the Scheduled Areas (as seen from field visits). At the Primary (only) level this is particularly so with 4765 schools having partially pucca buildings, 461 kuccha and 19 are just tents. A large number (3147) have no building at all while 12762 are multiple types. While the figures are not specific to STs, the situation is similar as was observed in the field visits.⁸⁴

In terms of villages that do not have schools, although specific data on STs was not readily available with either OPEPA or with the ST and SC Development Department, it was admitted that a majority of these villages are tribal villages or fall in the Scheduled Area. The reasons given for this were mainly the small size of the habitations where there are less than 20 children of school-going age and the hill-top location. The RTE Act poses a challenge to this gap in implementation of education in the Scheduled Areas which is recognised by both OPEPA and ST and SC Development Department. They have given broad indications on how they would overcome this problem but it remains a question.

There is again a discrepancy in the data between OPEPA and the CLAP report with regard to school-less habitations and the 'eligibility criteria' for setting up schools. Of the total 52820 villages, 12445 or 23.5% have no school according to the CLAP report while the OPEPA data indicates that of the 53001 villages 12262 do not have schools (Table 43: Villages with and without schools, Orissa).

Table 43: Villages with and without schools, Orissa

District	CLAP			OPEPA	
	No. of villages	No. of villages without school	% of villages having no school	No. of villages	No. of villages without school
Angul	1934	627	32.4	1934	786
Balasore	3240	1199	31	3250	1166
Bargarh	1228	29	2.3	1230	29
Bhadrak	1374	28	18	1374	248
Bolangir	1850	55	2.9	1850	54
Boudh	1251	455	36.3	1251	419
Cuttack	2058	388	18.8	2058	388
Deogarh	734	161	21.9	734	160
Dhenkanal	1246	357	28.8	1252	305
Gajapati	1547	343	22.1	1547	342
Ganjam	3457	924	26.7	3457	924
Jagatsinghpur	1330	343	25.8	1330	341
Jajpur	1709	323	18.9	1709	318
Jharsuguda	426	33	7.7	432	35
Kalahandi	2276	514	22.5	2293	501
Kandhamal	2602	984	37.8	2603	960

⁸⁴ NUEPA 2011

District	CLAP			OPEPA	
	No. of villages	No. of villages without school	% of villages having no school	No. of villages	No. of villages without school
Kendrapara	1548	272	17.5	1548	267
Keonjhar	2152	331	15.3	2153	329
Khurda	1736	673	38.8	1736	661
Koraput	2146	641	29.9	2150	467
Malkangiri	997	305	30.5	999	294
Mayurbhanj	3725	450	12	3844	516
Nabarangapur	914	40	4.4	914	39
Nayagarh	1694	601	35.5	1701	591
Nuapada	688	60	8.7	688	58
Puri	1840	483	26.2	1841	473
Rayagada	2833	920	32.4	2833	918
Sambalpur	1531	327	21.3	1536	321
Sonepur	937	168	17.9	937	167
Sundargarh	1817	191	10.5	1817	185
Total	52820	12445	23.5	53001	12262

Sources: CLAP (no year); URL: <http://www.opepa.in/> (retrieved May 2011)

Human resource: Teachers and teaching methods

While infrastructure in tribal areas for operationalising universal Primary education poses a major challenge, teachers and their attitudinal approach to tribal children seem to have been formally acknowledged by the government of Orissa as another major area of concern.

Among the teachers the total number of ST teachers at the Primary (only) level is 15704 of which the female teachers number just 4205 and male teachers 11499 (Table 44: ST teachers, Orissa).

Table 44: ST teachers, Orissa

School category	Male	Female	Total
Primary only	11499	4205	15704
Primary+ Upper Primary	7693	3542	11235
Primary+Upper Primary+Sec./Hr. Sec.	427	239	666
Upper Primary only	471	242	713
Upper Primary+ Sec./Hr. Sec.	1460	851	2311
Total			
Primary cycle=I–V; Upper Primary cycle=VI–VIII			

Source: NUEPA 2011

The overall teacher EDI for the districts of Angul, Bargarh, Boudh, Ganjam, Jagatsinghpur, Kalahandi, Kandhamal, Keonjhar, Khurda, Koraput, Puri and Sonepur have declined, those for Balasore, Bhadrak, Bolangir, Cuttack, Deogarh, Dhenkanal, Gajapati, Jajpur, Jharsuguda, Kendrapara, Mayurbhanj, Nabarangapur, Nuapada, Rayagada, Sambalpur and Sundargarh improved, and Malkangiri and Nayagarh showed neither improvement nor decline. Here again there are tribal dominant districts that are areas of concern.⁸⁵

⁸⁵ DISE & CTS 2008-09

Improving teacher quality

The Orissa Human Development Report (HDR) 2004 points to the unsatisfactory status of education in tribal areas of Orissa giving teacher absenteeism, apathy among teachers, corporal punishment, unsuitable timings and lack of parents' participation in school management as primary reasons. In addition the reasons given for deterioration of education in the tribal areas are also attributed to growing inferiority complex among tribal students, different languages used at home and school and lack of training to teachers to deal with bilingualism, apathetic attitude of non-tribal teachers towards tribal students, lack of resources and academic support at the district and sub-district level, reluctance of tribal parents to send girls to school and individualism of the teachers.

To overcome these problems and make Primary education more effective and in line with the RTE Act, the OPEPA special programmes for tribal education like the MLE approach, training of teachers in attitudinal changes and pedagogic improvement are some of the attempts. All teachers, both general and ST areas receive annual training of approximately 2 weeks on academic topics, subject specific inputs and management. To what extent this capsule of training is adequate and effective is questionable, especially with respect to ST teachers and teachers working in tribal areas who are mostly under-qualified and untrained. There is no clear data available on the number of sikshya sahayaks who are temporarily recruited in tribal areas in order to fill the gap in teacher vacancies, to estimate the extent of trained and untrained teachers posted in tribal areas.



Classrooms dilapidated and used as storerooms



Drinking water sources are borewells and no purification is done before consumption



Quantity of mid-day meal cooked is often insufficient for the strength of students present in schools and hostels. The above picture shows curry cooked for 165 students



Rice with watery dal served as mid-day meal hardly meets nutritional requirement of students



Most schools lack boundary walls or gates: Gate of the Ganganapenta PS Rayagada district, not fixed



Schools lack sufficient space for a playground



Non-functional toilets a common feature of all schools visited



Cracking roof and walls a safety hazard to children



Broken windows and other poor infrastructure of hostels a common sight



Ill-ventilated and cramped sleeping quarters in hostels



Cooking areas are poorly ventilated and lack basic cooking and storing equipment



Toll free helpline numbers displayed on walls but very little awareness among teachers or students about the same

CHAPTER III

STATUS OF SCHEDULED TRIBE EDUCATION: REALITIES FROM THE FIELD

SECTION I: OVERVIEW OF SCHEDULED TRIBE EDUCATION IN FIELD VISIT DISTRICTS

Andhra Pradesh District Profiles for Scheduled Tribe Primary Education

As part of the research at the field level, the report provides a compilation of the profiles of the five districts on ST education to support the small sample size of schools selected for field assessment. District profiles are very important for understanding the status of ST children's education as they provide a clear picture of the ground realities and help in identifying the micro level gaps in numbers and quality. This data has been compiled from RVM district offices and ITDAs although RVM is the main institution compiling data on education and children. It is important to take a closer scrutiny at the block/mandal levels within each district as ST population are found in concentrated pockets and therefore district level statistics alone would give a deceptive picture of ST status.

A brief overview of the population, literacy, enrolment, out-of-school and drop-out rates of ST children in school, institutional and infrastructure facilities and teacher details at mandal levels are presented here for understanding the background of the field situation. The district level picture is as alarming as that of individual school and children status. However, segregated data for ST population is difficult to retrieve, and hence the profiles are hindered to some extent by lapses in data on some of the parameters.

Adilabad district

Adilabad district, located on the northern part of the State of Andhra Pradesh, has an ST population of 416511 of which 209586 are males and 206925 are females. They account for 8.29% of the total ST population of the State and 16.74% of the total population of the district. Of the total 16105 sq km area of the district 6138.5 sq km or 38.12% of the total area of the district comprises the Scheduled Area which falls under the ITDA Utnoor. The Fifth Schedule area is spread across 37 mandals of which five mandals come fully and 32 partially under the Scheduled Area. The ITDA, established in 1974, extends across 412 Scheduled villages, 234 non-Scheduled villages (TSP) and 12 Cluster villages in the district. Gond, Sugali, Kolam, Naikpod, Pardhan, Koya, Andh, Thoti and Yerukala are some of the tribal communities in this district. In addition to Kolam and Thoti, the other VTG group with a population presence in this district is the Chenchu.

Scheduled Tribe population

The total population of ST children between 6 and 14 years is estimated to be around a lakh with 6–11 year olds accounting for 73624 and 11–14 year olds being 27594. Narnoor mandal, where the field visits were conducted, has the second highest ST child population next to Utnoor followed by Adilabad mandal.⁸⁶

⁸⁶ Annexure 7: Block-wise ST child population and enrolment in the age group 6–14 years, Adilabad district

Literacy and enrolment

The district has a total of 134368 ST literates with 89169 literate males and 45199 literate females. The overall literacy rate of the district is 39.68% with 52.32% and 26.88% being the male and female literacy rates respectively. The female literacy rate of the district is lower than the female literacy rate for the State. Among children in the age group of 7–14 years 66614 were literate of which 38235 were boys and 28379 were girls.⁸⁷

Most of the ST children in the district are enrolled and there is little discrepancy between population and enrolment. For a population of 73624 in the age group 6–11 years 73239 are shown as enrolled while 25799 of a population of 27594 in the age group 11–14 years are shown as enrolled.⁸⁸

The class-wise enrolment however reveals that in the mandals having high ST child population there is a high drop-out rate as well. For example, in Adilabad mandal while enrolment in Class I is 1030 in Class VIII it is only 595. In Narnoor mandal the enrolment for Class I was 1728 and that in Class VIII was 268. These have to be assessed against the population of the children of this age group [Table 45: Block-wise and class-wise ST enrolment in all recognised schools from Class I to IV (as per NUEPA), Adilabad district; Table 46: Block-wise and class-wise ST enrolment in all recognised schools from Class V to VIII (as per NUEPA), Adilabad district]. The figures for enrolment provided by NEUPA and RVM Hyderabad are only marginally different.⁸⁹

Out-of-school

As per ITDA Uttoor data the number of ST out-of-school children in the age group 6–11 years was 385 and for the age group 11–14 years is 1795 for the entire district. This appears to be a very small number of ST children out-of-school considering that ST population is very high in Adilabad district. Some mandals actually show a nil out-of-school status for some of the age groups⁹⁰. This is in contrast to the schools visited where most Primary Schools were closed and children are not attending school. Enrolment appears to be based on the inclusion of the child in the school register and not necessarily children actually attending school. Hence enrolment alone cannot be a reliable indicator of children being in school.

Drop-out

Similar to the situation of enrolment is the data regarding drop-out rates. For Adilabad mandal there are only 273 ST children who have dropped out of school, and in Narnoor 117 and Uttoor 89 children⁹¹. However, considering that very few children were actually found in the classroom when we visited, it is not clear what the field reality is. Since the children are not formally recorded as dropped out, the figures indicate that majority of the children are in school. Of those only about 330 ST children are reported to have never been enrolled in school.⁹²

⁸⁷ Census 2001

⁸⁸ Annexure 7: Block-wise ST child population and enrolment in the age group 6–14 years, Adilabad district

⁸⁹ Annexure 8: Block-wise and class-wise ST enrolment from Class I–IV (as per RVM Hyderabad) (2009-10), Adilabad district and

Annexure 9: Block-wise and class-wise ST enrolment from Class V–VIII (as per RVM Hyderabad) (2009-10), Adilabad district

⁹⁰ Annexure 10: Block-wise ST out-of-school children in the age group 6–14 years, Adilabad district

⁹¹ Annexure 11: Block-wise number of ST drop-outs in the age group 6–14 years, Adilabad district

⁹² Annexure 12: Block-wise ST never-enrolled children in the age group 6–14 years, Adilabad district

Table 45: Block-wise and class-wise ST enrolment in all recognised schools from Class I to IV (as per NUEPA), Adilabad district

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Adilabad	549	481	1030	476	379	855	359	330	689	358	328	686
2	Asifabad	292	265	557	218	206	424	265	181	446	258	133	391
3	Bazarhathnoor	162	179	341	147	119	266	168	164	332	163	132	295
4	Bejjur	475	512	987	333	343	676	273	230	503	239	215	454
5	Bela	229	254	483	203	234	437	196	225	421	179	191	370
6	Belampally	66	57	123	56	40	96	53	46	99	40	55	95
7	Bhainsa	63	65	128	35	41	76	36	32	68	38	31	69
8	Bhimmi	51	45	96	33	36	69	33	34	67	23	42	65
9	Boath	228	255	483	222	193	415	193	169	362	189	168	357
10	Chennur	57	45	102	43	32	75	49	25	74	34	26	60
11	Dahegoan	116	121	237	84	82	166	58	77	135	83	88	171
12	Dandepally	75	85	160	66	58	124	48	45	93	50	72	122
13	Dilawarpur	87	77	164	66	55	121	57	44	101	57	49	106
14	Guidhathnoor	175	187	362	148	163	311	127	156	283	121	137	258
15	Ichoda	278	257	535	220	222	442	204	187	391	190	179	369
16	Indervelly	575	542	1117	485	438	923	410	390	800	411	386	797
17	Jainad	49	62	111	63	56	119	52	60	112	61	64	125
18	Jainoor	345	329	674	262	251	513	224	238	462	237	280	517
19	Jaipur	58	41	99	32	38	70	50	58	108	40	28	68
20	Jannaram	191	174	365	137	119	256	102	100	202	112	99	211
21	Kaddam	290	251	541	185	178	363	157	162	319	180	152	332
22	Kagaznagar	166	178	344	143	122	265	104	104	208	101	75	176
23	Kasipet	196	174	370	127	115	242	104	110	214	125	103	228
24	Kerameri	291	262	553	232	239	471	236	230	466	186	218	404
25	Khanapur	564	530	1094	314	295	609	165	165	330	147	107	254
26	Kotapally	66	80	146	68	52	120	75	52	127	55	66	121
27	Koutala	163	191	354	142	162	304	134	158	292	128	119	247

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
28	Kubeer	311	245	556	213	182	395	142	145	287	124	130	254
29	Kuntala	130	102	232	89	82	171	47	54	101	34	29	63
30	Laxetipet	33	37	70	16	19	35	20	38	58	25	17	42
31	Laxmanchanda	30	34	64	28	32	60	17	35	52	20	22	42
32	Lohesra	77	62	139	42	40	82	22	26	48	33	32	65
33	Mamda	154	205	359	98	137	235	96	99	195	111	115	226
34	Mancherilal	103	117	220	107	98	205	91	75	166	105	71	176
35	Mandamarry	73	71	144	70	64	134	74	59	133	90	70	160
36	Mudhole	71	47	118	47	37	84	48	45	93	39	37	76
37	Narnoor	855	873	1728	629	682	1311	586	566	1152	407	420	827
38	Nennal	53	73	126	65	86	151	68	80	148	64	69	133
39	Neradigonda	218	239	457	126	195	321	124	173	297	172	111	283
40	Nirmal	186	110	296	160	98	258	143	101	244	124	66	190
41	Rebbena	112	105	217	101	77	178	65	66	131	70	65	135
42	Sarangapoor	176	172	348	136	136	272	117	119	236	112	99	211
43	Sirpur (T)	101	110	211	96	88	184	80	67	147	69	68	137
44	Sirpur (U)	598	587	1185	377	376	753	332	325	657	276	273	549
45	Talamadugu	117	128	245	115	133	248	121	109	230	95	106	201
46	Tamsi	173	214	387	144	156	300	118	118	236	124	149	273
47	Tandur	82	72	154	50	56	106	63	49	112	40	38	78
48	Tanoor	63	47	110	44	49	93	29	32	61	32	49	81
49	Thiryani	583	507	1090	310	341	651	262	243	505	279	265	544
50	Utnoor	786	743	1529	617	534	1151	523	492	1015	546	442	988
51	Vemanpally	42	58	100	53	43	96	36	29	65	36	55	91
52	Wankidi	394	384	778	241	214	455	209	154	363	132	163	295
	Total	11378	11041	22419	8514	8223	16737	7365	7071	14436	6964	6504	13468

Source: File sent by NUEPA (2009)

Table 46: Block-wise and class-wise ST enrolment in all recognised schools from Class V to VIII (as per NUEPA), Adilabad district

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I-VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Adilabad	422	305	727	441	336	777	393	229	622	334	261	595	5981
2	Asifabad	277	203	480	210	155	365	161	177	338	163	164	327	3328
3	Bazarhathnoor	159	146	305	135	89	224	124	94	218	111	62	173	2154
4	Bejjur	200	193	393	137	146	283	104	140	244	85	117	202	3742
5	Bela	193	186	379	120	55	175	75	46	121	93	37	130	2516
6	Belampally	46	39	85	39	35	74	29	32	61	35	41	76	709
7	Bhainsa	27	21	48	25	62	87	20	48	68	12	43	55	599
8	Bhimmi	60	61	121	21	18	39	18	11	29	11	9	20	506
9	Boath	211	170	381	156	110	266	144	97	241	102	93	195	2700
10	Chennur	42	38	80	51	17	68	36	28	64	10	25	35	558
11	Dahegoan	72	93	165	52	44	96	43	20	63	10	15	25	1058
12	Dandepally	52	47	99	15	35	50	22	37	59	13	34	47	754
13	Dilawarpur	72	35	107	55	19	74	37	24	61	33	16	49	783
14	Guidhathnoor	154	128	282	75	91	166	62	67	129	34	102	136	1927
15	Ichoda	236	239	475	199	204	403	212	220	432	199	219	418	3465
16	Indervelly	328	346	674	181	226	407	156	226	382	101	152	253	5353
17	Jainad	40	51	91	36	39	75	37	34	71	42	28	70	774
18	Jainoor	213	220	433	163	266	429	145	160	305	146	167	313	3646
19	Jaipur	55	39	94	65	39	104	56	33	89	45	30	75	707
20	Jannaram	115	97	212	56	33	89	72	40	112	71	45	116	1563
21	Kaddam	151	132	283	96	85	181	70	62	132	35	16	51	2202
22	Kagaznagar	99	79	178	73	26	99	86	19	105	84	19	103	1478
23	Kasipet	113	102	215	77	59	136	77	77	154	86	71	157	1716
24	Kerameri	143	116	259	66	79	145	67	54	121	46	59	105	2524
25	Khanapur	65	44	109	83	82	165	54	77	131	67	127	194	2886
26	Kotaply	46	49	95	27	72	99	22	49	71	13	36	49	828
27	Koutala	121	113	234	82	35	117	63	16	79	37	9	46	1673

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I-VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
28	Kubeer	92	80	172	79	17	96	41	8	49	33	4	37	1846
29	Kuntala	21	13	34	13	26	39	9	27	36	7	11	18	694
30	Laxetipet	30	20	50	52	47	99	43	61	104	34	42	76	534
31	Laxmanchanda	23	25	48	20	9	29	8	9	17	8	10	18	330
32	Lohesra	25	27	52	15	17	32	12	11	23	16	9	25	466
33	Mamda	80	99	179	27	39	66	28	10	38	16	15	31	1329
34	Mancherilal	86	83	169	110	92	202	114	98	212	129	99	228	1578
35	Mandamarry	80	61	141	66	50	116	48	56	104	35	30	65	997
36	Mudhole	44	29	73	68	21	89	35	17	52	47	9	56	641
37	Narnoor	344	313	657	195	221	416	151	198	349	142	126	268	6708
38	Nennal	57	57	114	50	42	92	51	31	82	18	22	40	886
39	Neradigonda	134	135	269	89	150	239	63	160	223	50	71	121	2210
40	Nirmal	172	63	235	128	105	233	107	69	176	94	92	186	1818
41	Rebbena	66	73	139	60	25	85	45	30	75	29	36	65	1025
42	Sarangapoor	106	100	206	55	79	134	35	52	87	22	42	64	1558
43	Sirpur (T)	51	60	111	34	60	94	40	69	109	55	52	107	1100
44	Sirpur (U)	266	260	526	118	45	163	135	64	199	76	35	111	4143
45	Talamadugu	139	108	247	97	82	179	93	81	174	92	74	166	1690
46	Tamsi	148	160	308	118	71	189	92	68	160	76	31	107	1960
47	Tandur	34	31	65	37	18	55	27	22	49	14	13	27	646
48	Tanoor	27	37	64	17	19	36	16	6	22	6	3	9	476
49	Thiryani	187	172	359	128	102	230	111	119	230	77	120	197	3806
50	Utnoor	545	381	926	525	326	851	482	303	785	365	323	688	7933
51	Vemanpally	27	43	70	54	24	78	41	22	63	37	6	43	606
52	Wankidi	101	138	239	114	91	205	34	38	72	37	42	79	2486
	Total	6597	5860	12457	5005	4235	9240	4246	3746	7992	3533	3314	6847	103596

Source: File sent by NUEPA (2009)

Coverage of schools and teachers for Scheduled Tribe students

The ITDA in Utnoor has 927 Tribal Welfare Primary Schools or GVVKs (academic year 2010-11) with a total enrolment of 28859. There are 1146 Secondary Grade Teacher (SGT) posts and 123 Primary School Head Master (PSHM) posts sanctioned of which 965 SGT teachers and 115 PSHMs are working. These schools have been attached to 41 school complexes each of which has a Society for the Elimination of Rural Poverty (SERP) to monitor the schools. During the year 2009-10, 482 Gondi schools with student strength of 8162 and 126 Kolami schools with strength of 2671 were being run by teachers/vidya volunteers in all 27 TSP mandals. In the academic year of 2010-11, two Satellite Centre Schools were opened. 'Ten Satellite Centres that were supplied colour TV, dish antennae and DVDs for entertainment for VTG students are said to have reduced drop-out rate' as per report of ITDA Utnoor!⁹³

For the year 2009-10 there were 30736 ST students enrolled in government Primary (907) and Upper Primary Schools (eight) under ITDA Utnoor. Of these 15319 are boys and 15417 are girls. At the Upper Primary level some of the mandals do not have even a single school and there are only eight schools in the district at this level (Table 47: Block-wise enrolment in Tribal Welfare Primary Schools for the year 2009-10, Adilabad district).

Table 47: Block-wise enrolment in Tribal Welfare Primary Schools for the year 2009-10, Adilabad district

Block/mandal	No. of Tribal Welfare Primary Schools (GVVKs)	No. of Upper Primary Schools	Boys	Girls	Total
Adilabad	49	1	769	786	1555
Asifabad	45		684	607	1291
Bazarhathnoor	26		438	467	905
Bejjur	29	1	641	735	1376
Bela	34		617	627	1244
Boath	28		351	394	745
Guidhathnoor	29		415	494	909
Ichoda	27	1	407	438	845
Indervelly	63	2	1207	1207	2414
Jainoor	51		1137	1105	2242
Jannaram	30		328	314	642
Kasipet	26		384	376	760
Kerameri	32		384	397	781
Khanapur	44		645	722	1367
Koutala	19		435	446	881
Narnoor	84		1852	1854	3706
Neradigonda	24	1	316	299	615
Sirpur (U)	49		846	854	1700
Talamadugu	18		275	261	536
Tamsi	21		295	297	592
Tiryani	69		918	861	1779
Utnoor	78	2	1370	1351	2721
Wankidi	32		605	525	1130
Total	907	8	15319	15417	30736

Source: ITDA Utnoor

⁹³ Data provided by ITDA Utnoor

There are 2048 male and 541 female ST teachers working at Primary level with the gender difference being starkly evident. At the Upper Primary and High School level there are barely 147 female teachers and there are only six male teachers from the ST community working at the Primary+Upper Primary+High School level⁹⁴. Adilabad district is reported to have one of the highest numbers of Primary teachers among STs who are unqualified due to recruitment of ST youth who had failed or just completed SSC as an incentive to these communities. The condition of the Primary Schools from the field visits made, in the later section of this report, gives supporting evidence of the abysmal state of Primary Schools and the shocking rate of teacher absenteeism in Adilabad district.

Khammam district

Khammam district, is situated in the northern part of the State of Andhra Pradesh and bordering the State of Chhattisgarh, has the highest ST population of 682167 (344027 males and 338590 females) for Andhra Pradesh. The STs in the district account for 13.59% of the total ST population of the State and 26.47% of the total population of the district. Of the total 16029 sq km area of the district 6899.92 sq km or 43.05% of the total area of the district comprises the Scheduled Area which falls under the ITDA Bhadrachalam. The Fifth Schedule area is spread across 32 mandals of which 19 mandals come fully and 13 partially under the Scheduled Area. The ITDA, established in 1974, extends across 891 Scheduled villages and three non-Scheduled villages (TSP) in the district. Koya, Sugali, Gond, Lambada and Konda Reddy are some of the tribal communities found in this district. The predominant VTG group in this district is the Konda Reddy.

Schedule Tribe population

The ST child population for the entire district as per Census 2001, in the age group 0–14 years is 262564 (boys: 134885; girls: 127679) and in the age group 7–14 years is 150782 (boys: 78589; girls 72193)⁹⁵. The ST children population in the age group 6–14 years in the ITDA Bhadrachalam alone is a total of 113410 of which 57918 are boys and 55492 are girls⁹⁶. As per the RVM records for Khammam district, ST children population in the age group 6–14 years is 124881⁹⁷ which is marginally different from the data provided by the ITDA Bhadrachalam. The mandals having the highest number of ST children in the school-going age of 6–14 years are Bhadrachalam (4752), Chintur (6787), Dummugudem (6069), Kothagudem (6057), Palvoncha (5240), Tekulapally (5120) and Yellandu (6267). Khammam (Rural) and Kothagudem do not fall within the Scheduled Area but have a considerable population of ST children (8909) as per the figures provided by RVM Khammam. The corresponding figures from ITDA Bhadrachalam are Bhadrachalam (5792), Chintur (6941), Dummugudem (6403), Kothagudem (6651), Palvoncha (6107), Tekulapally (6048) and Yellandu (7702) that are higher than the RVM figures.⁹⁸

Literacy and enrolment

The total number of literates among STs is 467138, of which 354059 are male and 135367 are female. The number of female literates is considerably low (total female ST population of the district is 338590). The literacy rates for male are 47.97% and female 27.57%, with an overall literacy rate of 37.85%.⁹⁹

Different sources of enrolment data were obtained that included figures sent by RVM office in Khammam and the office in Hyderabad, ITDA Bhadrachalam and NUEPA. There are marginal differences between the figures of RVM offices and NUEPA. RVM Hyderabad gives total ST enrolment in the entire district between the age group 6 and 14 years as

⁹⁴ Annexure 13: ST teachers, Adilabad district

⁹⁵ Census 2001

⁹⁶ Annexure 14: Population of ST children in the age group 6–14 years, ITDA Bhadrachalam

⁹⁷ HHS/VER survey data provided by RVM Khammam

⁹⁸ Data provided by ITDA Bhadrachalam

⁹⁹ Data provided by RVM Khammam

121591¹⁰⁰, RVM district office in Khammam shows an enrolment of 121054¹⁰¹ while the corresponding figure for NUEPA is 125026 [Table 48: Class-wise and block-wise ST enrolment in all recognised schools from Class I to IV (as per NUEPA), Khammam district; Table 49: Class-wise and block-wise ST enrolment in all recognised schools from Class V to VIII (as per NUEPA), Khammam district)]. However, the ITDA Bhadrachalam gives a total ST enrolment from Class I–VIII in 29 mandals as 214236¹⁰². This is vastly different from the enrolment figures of the other sources. In addition, it is also higher than the ST population figures given by the ITDA for the age group 6–14 years which is given as 113410.

The GER of ST population in the Primary level for the entire district is 113.17 and Net Enrolment Ratio (NER) is 58.19, while for the Upper Primary level the corresponding figures for GER and NER are 89.6 and 42.6 respectively.¹⁰³

Out-of-school

The total ST out-of-school children in the age group 6–14 years district number 3827. Among the mandals Cherla, Chintur, Dummugudem, Mulakapally and Velairpadu have more than 200 ST children who are out-of-school. These are also the mandals that come under the fully Scheduled Area of the district¹⁰⁴. As per the ITDA Bhadrachalam the total ST children out-of-school in the age group 6–14 years is 6399 with boys numbering 3482 and girls 2917.

Drop-out

As per RVM Khammam, the total number of drop-outs among STs is given as 3173 with number of boys dropped out being 1904 and girls being 1269. As per the ITDA Bhadrachalam the total drop-outs are around 2300 with boys numbering around 1300 and girls 1000 in the age group 6–14 years.

Infrastructure

The infrastructure in the district for ST children in terms of schools and teachers is quite poor in the mandals of Khammam district. The number of Ashram Schools for most of the mandals is only two or a little more except for mandals like Chintur, Dummugudem, VR Puram and Wazeedu which have more than 10 institutions. This indicates that on an average there is only one school for an average of 1000 children whereas the Ashram School strength is much lower. Although it is clear that the schools under the Tribal Welfare Department do not have the capacity to absorb the children in the age group of 6–14 years in current institutions, there is a reluctance to upscale these institutions due to financial implications.

Out of 820 sanctioned posts for teachers there are 736 filled and the rest vacant. Out of 130 schools 98 have functional water facility and the rest have a problem. However, visits to the schools revealed that most schools have a shortage of water and water storage facilities because of which student's hygiene and sanitation are compromised. Again, out of 130 schools only 64 have kitchens and the quality of those that exist are questionable as no school visited had a proper kitchen with hygienic facilities. Out of 766 toilets, only 432 are functional, but the definition of functional varies from records to ground realities based on our definitions of minimum standards. Only 12 schools have ramps.¹⁰⁵

¹⁰⁰ Annexure 15: Block-wise and class-wise ST enrolment from Class I–IV (as per RVM Hyderabad) (2009-10), Khammam district and Annexure 16: Block-wise and class-wise ST enrolment from Class V–VIII (as per RVM Hyderabad) (2009-10), Khammam district

¹⁰¹ Annexure 17: Block-wise ST enrolment in the age group 6–14 years (as per RVM Khammam), Khammam district

¹⁰² Annexure 18: Block-wise and class-wise enrolment of students Class I–V, ITDA Bhadrachalam and Annexure 19: Block-wise and class-wise enrolment of students Class VI–VIII, ITDA Bhadrachalam

¹⁰³ Data provided by RVM Khammam

¹⁰⁴ Annexure 20: Block-wise number of ST out-of-school children in the age group 6–14 years, Khammam district

¹⁰⁵ Annexure 21: Data on infrastructure of Ashram Schools, Khammam district

Table 48: Class-wise and block-wise ST enrolment in all recognised schools from Class I to IV (as per NUEPA), Khammam district

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aswapuram	170	148	318	144	109	253	136	137	273	140	117	257
2	Aswaraopeta	355	351	706	240	264	504	259	244	503	220	243	463
3	Bayyaram	357	315	672	233	219	452	236	250	486	200	218	418
4	Bhadrachalam	383	377	760	331	278	609	306	310	616	286	308	594
5	Bonakal	17	24	41	17	18	35	27	21	48	28	19	47
6	Burgumpadu	220	176	396	183	153	336	172	184	356	166	181	347
7	Chandrugonda	142	170	312	121	147	268	150	174	324	136	143	279
8	Cherla	468	442	910	337	336	673	264	264	528	261	214	475
9	Chintakani	17	10	27	10	17	27	9	16	25	6	11	17
10	Chintur	951	804	1755	503	501	1004	488	383	871	441	352	793
11	Dammapeta	313	295	608	267	296	563	276	258	534	265	263	528
12	Dummugudem	494	496	990	408	425	833	391	416	807	312	328	640
13	Eknoor	148	148	296	135	136	271	107	98	205	131	106	237
14	Garla	219	196	415	180	180	360	175	170	345	155	160	315
15	Gundala	412	403	815	245	257	502	287	256	543	248	270	518
16	Julurpadu	238	210	448	147	170	317	149	156	305	154	143	297
17	Kallur	91	86	177	92	71	163	81	68	149	74	79	153
18	Kamepally	147	192	339	141	149	290	89	138	227	107	157	264
19	Khammam (Rural)	115	117	232	101	117	218	103	108	211	90	110	200
20	Khammam (Urban)	516	454	970	436	396	832	403	405	808	420	488	908
21	Konijerla	81	97	178	73	97	170	84	90	174	87	58	145
22	Kothagudem	596	464	1060	447	437	884	404	401	805	385	396	781
23	Kukunoor	178	144	322	115	103	218	92	87	179	93	62	155
24	Kunavaram	193	197	390	162	155	317	192	175	367	153	148	301
25	Kusumanchi	201	196	397	169	210	379	169	163	332	146	125	271
26	Madhira	24	25	49	21	17	38	36	38	74	33	59	92

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
27	Manuguru	245	220	465	177	176	353	148	148	296	152	148	300
28	Mudigonda	11	17	28	16	13	29	18	14	32	23	14	37
29	Mulakapally	304	241	545	253	224	477	235	207	442	229	209	438
30	Nelakondapally	73	90	163	66	111	177	66	121	187	59	109	168
31	Palvoncha	402	360	762	360	329	689	367	306	673	371	303	674
32	Penuballi	96	93	189	89	88	177	86	80	166	84	94	178
33	Pinapaka	262	285	547	179	217	396	222	187	409	160	211	371
34	Sathupally	192	162	354	161	142	303	127	151	278	127	162	289
35	Singareni	301	292	593	251	255	506	269	258	527	312	268	580
36	Tekulapally	519	408	927	401	411	812	387	381	768	436	386	822
37	Thallada	49	30	79	18	28	46	17	33	50	20	40	60
38	Thirmalayapalem	213	230	443	206	207	413	172	225	397	172	194	366
39	VR Puram	265	307	572	209	227	436	187	215	402	176	177	353
40	Velairpadu	206	215	421	203	231	434	227	193	420	161	145	306
41	Vemsoor	34	21	55	24	20	44	29	29	58	19	24	43
42	Venkatapuram	168	166	334	127	145	272	138	141	279	191	116	307
43	Wazeedu	176	181	357	117	142	259	137	128	265	118	119	237
44	Wyra	20	28	48	23	20	43	31	21	52	20	29	49
45	Yellandu	509	451	960	385	350	735	394	402	796	390	423	813
46	Yerrupalem	24	18	42	19	12	31	26	23	49	11	18	29
	Total	11115	10352	21467	8542	8606	17148	8368	8273	16641	7968	7947	15915

Source: File sent by NUEPA (2009)

Table 49: Class-wise and block-wise ST enrolment in all recognised schools from Class V to VIII (as per NUEPA), Khammam district

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I-VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Aswapuram	159	108	267	139	72	211	128	69	197	143	42	185	1961
2	Aswaraopeta	217	223	440	226	153	379	134	153	287	191	84	275	3557
3	Bayyaram	142	188	330	117	104	221	110	101	211	101	94	195	2985
4	Bhadrachalam	304	364	668	400	393	793	280	349	629	288	299	587	5256
5	Bonakal	22	15	37	20	14	34	15	19	34	13	6	19	295
6	Burgumpadu	179	173	352	139	148	287	132	131	263	113	132	245	2582
7	Chandrugonda	139	133	272	105	114	219	107	84	191	100	113	213	2078
8	Cherla	213	209	422	142	124	266	115	147	262	105	148	253	3789
9	Chintakani	12	9	21	4	3	7	6	2	8	8	11	19	151
10	Chintur	430	293	723	311	179	490	252	184	436	259	155	414	6486
11	Dammapeta	310	262	572	350	334	684	265	267	532	284	368	652	4673
12	Dummugudem	348	383	731	328	367	695	316	289	605	277	276	553	5854
13	Eknoor	122	97	219	129	98	227	110	72	182	126	85	211	1848
14	Garla	151	124	275	157	231	388	138	245	383	150	227	377	2858
15	Gundala	246	239	485	197	246	443	194	295	489	184	292	476	4271
16	Julurpadu	143	144	287	97	100	197	95	97	192	79	91	170	2213
17	Kallur	66	81	147	62	81	143	62	73	135	72	81	153	1220
18	Kamepally	98	144	242	82	98	180	75	106	181	110	92	202	1925
19	Khammam (Rural)	99	99	198	59	85	144	59	64	123	65	54	119	1445
20	Khammam (Urban)	414	490	904	360	419	779	355	359	714	333	406	739	6654
21	Konijerla	57	73	130	53	58	111	47	41	88	49	27	76	1072
22	Kothagudem	384	310	694	388	306	694	312	273	585	329	260	589	6092
23	Kukunoor	75	49	124	55	36	91	41	42	83	77	53	130	1302
24	Kunavaram	146	253	399	75	211	286	79	197	276	60	196	256	2592
25	Kusumanchi	134	121	255	138	85	223	144	95	239	114	63	177	2273
26	Madhira	28	50	78	34	58	92	40	67	107	30	54	84	614

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I-VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
27	Manuguru	167	147	314	115	156	271	123	123	246	78	160	238	2483
28	Mudigonda	12	7	19	21	8	29	15	12	27	11	14	25	226
29	Mulakapally	208	194	402	131	74	205	112	79	191	84	38	122	2822
30	Nelakondapally	54	88	142	57	85	142	61	83	144	62	91	153	1276
31	Palvoncha	430	282	712	488	249	737	479	219	698	388	200	588	5533
32	Penuballi	76	97	173	89	61	150	64	79	143	81	76	157	1333
33	Pinapaka	158	194	352	101	163	264	99	169	268	105	160	265	2872
34	Sathupally	112	171	283	147	174	321	109	142	251	130	163	293	2372
35	Singareni	348	257	605	333	256	589	348	272	620	388	257	645	4665
36	Tekulapally	332	293	625	351	204	555	375	198	573	291	174	465	5547
37	Thallada	30	30	60	24	18	42	32	20	52	12	14	26	415
38	Thirmalayapalem	149	206	355	114	100	214	116	95	211	125	98	223	2622
39	VR Puram	134	208	342	144	164	308	99	212	311	115	204	319	3043
40	Velairpadu	142	145	287	66	106	172	48	89	137	14	112	126	2303
41	Vemsoor	13	21	34	19	17	36	23	10	33	10	14	24	327
42	Venkatapuram	108	103	211	130	105	235	103	109	212	91	89	180	2030
43	Wazeedu	141	112	253	36	52	88	62	54	116	31	46	77	1652
44	Wyra	22	15	37	25	39	64	26	27	53	23	32	55	401
45	Yellandu	453	512	965	407	413	820	361	415	776	428	429	857	6722
46	Yerrupalem	21	17	38	20	19	39	24	33	57	15	36	51	336
	Total	7748	7733	15481	6985	6580	13565	6290	6261	12551	6142	6116	12258	125026

Source: File sent by NUEPA (2009)

The total strength of ST students in the residential schools between Class III and VIII number 13944 of which 7455 are boys and 6489 are girls (Table 50: Class-wise number of ST students and teachers in residential schools, ITDA Bhadrachalam). In the GVVK schools the total number of students enrolled between Class I and V are 11002 of which 5484 are boys and 5518 are girls (Table 51: Class-wise number of ST students and teachers in GVVK/alternate schools, ITDA Bhadrachalam).

Table 50: Class-wise number of ST students and teachers in residential schools, ITDA Bhadrachalam

Class	No. of schools having the class	No of ST boys in this class	No of ST girls in this class	Total	No. of teachers for the particular class
III	49	465	264	729	Minimum 3 SGTs+1 FL HM.
IV	49	636	350	986	
V	49	909	547	1456	
VI	53	2037	1914	3951	As per sanctioned cadre strength.
VII	53	1549	1576	3125	
VIII	53	1859	1838	3697	
IX	53	1858	2015	3873	
X	53	1827	2228	4055	
Total		11140	10732	21872	

FL=Female literacy; HM=Headmaster
Source: ITDA Bhadrachalam

Table 51: Class-wise number of ST students and teachers in GVVK/alternate schools, ITDA Bhadrachalam

Class	No. of schools having the class	No of ST boys in this class	No of ST girls in this class	Total	No. of teachers for the particular class
I	382	1568	1489	3057	2 + 1 LFL
II	382	1315	1323	2638	2 + 1 LFL
III	382	979	981	1960	2 + 1 LFL
IV	382	894	932	1826	2 + 1 LFL
V	382	728	793	1521	2 + 1 LFL
Total		5484	5518	11002	

LFL=Low female literacy
Source: ITDA Bhadrachalam

As per the ITDA Bhadrachalam there are a total of 50 Ashram Primary Schools (Class I–V) that have a total enrolment of 3783 students of which 2254 are boys and 1529 are girls [Table 52: Strength particulars of Ashram Primary Schools (2010-11) , ITDA Bhadrachalam]. This is an extremely low figure in comparison to the number of ST school-going children in the age group. In the Ashram Upper Primary Schools (Class I–VII) that are 19 in number, the total enrolment is given as 2993 (boys: 1614; girls: 1379) [Table 53: Strength particulars of Ashram Upper Primary School (2010-11), ITDA Bhadrachalam]. In the Ashram High Schools (Class VI–VIII) the total students enrolled are 5293 while in the Ashram Girls High School the enrolled number are 4966 [Table 54: Strength particulars of Ashram High Schools (2010-11), ITDA Bhadrachalam]. The school administration is done by the Tribal/Social Welfare Department while several schools are under private management as well.¹⁰⁶

¹⁰⁶ Data provided by ITDA Bhadrachalam

Table 52: Strength particulars of Ashram Primary Schools (2010-11), ITDA Bhadrachalam

Mandal/block	No of schools	Class I			Class II			Class III			Class IV			Class V			Total I-V		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
		Aswapuram	1	0	0	0	0	0	0	12	0	12	18	1	19	29	3	32	59
Aswaraopeta	2	2	1	3	1	1	2	31	0	31	50	1	51	56	1	57	140	4	144
Bayyaram	1	11	8	19	1	2	3	18	9	27	22	5	27	15	1	16	67	25	92
Bhadrachalam	1	7	11	18	5	1	6	7	3	10	6	6	12	22	5	27	47	26	73
Burgumpadu	1	3	3	6	2	4	6	7	2	9	10	15	25	16	1	17	38	25	63
Charla	1	0	37	37	0	12	12	0	19	19	0	32	32	0	13	13	0	113	113
Chintur	4	20	23	43	10	12	22	35	13	48	26	4	30	32	4	36	123	56	179
Dammapeta	4	17	14	31	14	25	39	35	34	69	33	29	62	43	61	104	142	163	305
Dummugudem	5	14	16	30	10	11	21	33	38	71	61	69	130	61	94	155	179	228	407
Eknoor	1	3	5	8	3	7	10	15	3	18	4	0	4	14	3	17	39	18	57
Gundala	3	4	11	15	3	6	9	16	3	19	19	9	28	35	19	54	77	48	125
Kothagudem	2	13	10	23	12	11	23	29	8	37	42	13	55	40	8	48	136	50	186
Kukunoor	1	0	0	0	0	0	0	14	0	14	15	0	15	38	0	38	67	0	67
Kunavaram	2	0	21	21	0	0	0	5	13	18	9	13	22	27	67	94	41	114	155
Mulakapally	1	6	7	13	3	8	11	7	6	13	20	7	27	7	20	27	43	48	91
Palvoncha	3	13	17	30	13	7	20	57	18	75	92	19	111	142	7	149	317	68	385
Pinapaka	2	11	2	13	9	8	17	12	20	32	18	18	36	23	43	66	73	91	164
Singareni	3	1	3	4	4	3	7	29	1	30	43	0	43	55	1	56	132	8	140
Tekulapally	2	12	6	18	6	4	10	43	11	54	66	6	72	60	2	62	187	29	216
Venkatapuram	1	3	4	7	4	2	6	3	0	3	12	0	12	14	0	14	36	6	42
Velairpad	1	0	0	0	0	0	0	0	0	0	0	14	14	0	31	31	0	45	45
VR Puram	3	9	14	23	3	5	8	32	44	76	30	55	85	55	90	145	129	208	337
Wazedu	2	5	5	10	6	6	12	2	7	9	4	5	9	4	12	16	21	35	56
Yellandu	3	9	8	17	4	6	10	36	7	43	39	29	68	73	67	140	161	117	278
Total	50	163	226	389	113	141	254	478	259	737	639	350	989	861	553	1414	2254	1529	3783

B=Boys; G=Girls; T=Total
Source: ITDA Bhadrachalam

Table 53: Strength particulars of Ashram Upper Primary School (2010-11), ITDA Bhadrachalam

Block/mandal	No. of schools	Class														Total		
		I		II		III		IV		V		VI		VII		B	G	T
		B	G	B	G	B	G	B	G	B	G	B	G	B	G			
Aswaraopeta	2	7	7	4	6	23	59	22	49	17	57	30	71	21	31	124	280	404
Bhadrachalam	1	0	0	0	0	24	9	11	9	19	10	20	18	20	11	94	57	151
Cherla	1	4	3	3	1	1	1	0	0	6	4	39	0	20	0	73	9	82
Chintur	6	32	30	30	28	91	80	133	88	139	88	130	48	100	34	655	396	1051
Dummugudem	1	0	0	0	0	30	9	39	22	29	19	43	17	18	0	159	67	226
Gundala	2	0	0	0	0	27	22	23	24	24	26	25	9	15	0	114	81	195
Kunavaram	1	23	12	21	30	6	11	4	7	7	8	3	4	0	0	64	72	136
VR Puram	3	14	13	37	37	36	67	64	65	38	40	43	33	16	19	248	274	522
Velairpadu	1	0	0	0	0	15	16	19	8	12	9	21	15	16	10	83	58	141
Venkatapuram	1	0	0	0	0	0	21	0	16	0	8	0	31	0	9	0	85	85
Total	19	80	65	95	102	253	295	315	288	291	269	354	246	226	114	1614	1379	2993
B=Boys; G=Girls; T=Total																		
Source: ITDA Bhadrachalam																		

Table 54: Strength particulars of Ashram High Schools (2010-11), ITDA Bhadrachalam

Mandal/block	No of schools	Class VI			Class VII			Class VIII			Total VI-VIII		
		B	G	T	B	G	T	B	G	T	B	G	T
Ashram High Schools													
Aswaraopeta	3	246	19	265	147	23	170	20	134	154	413	176	589
Bayyaram	1	25	0	25	39	0	39	74	0	74	138	0	138
Bhadrachalam	1	60	1	61	60	0	60	67	0	67	187	1	188
Burgumpadu	1	31	1	32	50	0	50	44	1	45	125	2	127
Chintur	2	69	0	69	59	3	62	107	0	107	235	3	238
Dammapeta	2	124	6	130	97	4	101	94	2	96	315	12	327
Dummugudem	3	140	0	140	111	0	111	152	0	152	403	0	403
Eknoor	1	28	4	32	19	3	22	22	2	24	69	9	78
Grundala	1	40	0	40	44	0	44	47	0	47	131	0	131
Kothagudem	2	96	13	109	80	6	86	67	15	82	243	34	277
Kukunoor	1	31	0	31	31	0	31	30	0	30	92	0	92
Kunavaram	1	59	0	59	42	0	42	21	0	21	122	0	122
Mulakapally	1	32	5	37	20	3	23	19	11	30	71	19	90
Palvoncha	3	249	5	254	123	11	134	177	13	190	549	29	578
Pinapaka	1	43	11	54	55	8	63	59	3	62	157	22	179
Singareni	2	131	0	131	91	2	93	121	4	125	343	6	349
Tekulapally	2	121	8	129	80	5	85	107	13	120	308	26	334
Venkatapuram	1	66	0	66	39	0	39	43	0	43	148	0	148
VR Puram	1	49	0	49	57	0	57	70	0	70	176	0	176
Wazeedu	1	46	17	63	44	11	55	65	17	82	155	45	200
Yellandu	2	188	4	192	135	14	149	145	13	158	468	31	499
Total	30	1874	94	1968	1423	93	1516	1551	228	1809	4848	415	5293

Mandal/block	No of schools	Class VI			Class VII			Class VIII			Total VI-VIII		
		B	G	T	B	G	T	B	G	T	B	G	T
Ashram Girls High School													
Charla	1	0	35	35	0	12	12	0	33	33	0	80	80
Chintur	2	0	139	139	0	90	90	0	128	128	0	357	357
Dammapeta	2	0	230	230	0	170	170	0	174	174	0	574	574
Dummugudem	3	0	327	327	0	181	181	0	323	323	0	831	831
Garla	1	0	102	102	0	76	76	0	90	90	0	268	268
Gundala	2	0	215	215	0	152	152	0	265	265	0	632	632
Kunavaram	1	0	174	174	0	111	111	0	114	114	0	399	399
Pinapaka	1	0	125	125	0	117	117	0	119	119	0	361	361
Singareni	1	0	56	56	0	70	70	0	91	91	0	217	217
Velairpadu	1	0	91	91	0	65	65	0	87	87	0	243	243
Venkatapuram	1	0	31	31	0	63	63	0	59	59	0	153	153
VR Puram	2	0	163	163	1	98	99	0	170	170	1	431	432
Wazeedu	1	0	38	38	0	30	30	0	33	33	0	101	101
Yellandu	1	0	90	90	0	131	131	0	97	97	0	318	318
Total	20	0	1816	1816	1	1366	1367	0	1783	1783	1	4965	4966
B=Boys; G=Girls; T=Total													
Source: ITDA Bhadrachalam													

Among teachers at the Primary level there are 4657 ST male and 747 female teachers. As in other areas the number of ST female teachers is quite low in Khammam district as well¹⁰⁷. The teacher-pupil ratio for the district as a whole is 1:27 without vidya volunteers and 1:18 with vidya volunteers. In some of the mandals falling under the fully or partially Scheduled Areas the teacher-pupil ratio without vidya volunteers is higher than the norm of 1:40—Kukunoor (1:53), Pinapaka (1:43), Velirpadu (1:64), Wazeedu (1:90).¹⁰⁸ In terms of access and habitations without Primary Schools in the district, it is evident that most of the school-less habitations falls in the tribal predominant regions as well.¹⁰⁹

The main problem stated here by the ITDA officials was concerning the irregular functioning of Primary Schools in hill-top villages where the Konda Reddy reside and the problem of seasonal migrant labour from Chhattisgarh. The third is the proposed displacement due to the Polavaram dam which would submerge two entire Scheduled Area mandals and several other ST villages. The problems related to these are discussed in the following section on field visit observations.

Mahabubnagar district

(Including ITDA Srisailam which covers six districts)

Although this overview primarily focuses on Mahabubnagar district where the field visits were undertaken, the data from six other districts are also included in some parts as the ST population is scattered across these districts and the ITDA Srisailam was set up to take care of the STs (particularly the VTG Chenchu tribe) in all these districts. Mahabubnagar district has an ST population of 278702 of which 143115 are males and 135587 are females. They account for 5.55% of the total ST population of the State and 7.94% of the total district population. Of the total 18432 sq km area of the district 1191.9 sq km or 6.47% of the total area of the district comprises the Scheduled Area which falls under the ITDA Srisailam. The ITDA, mainly created for the development of the VTG Chenchu community in 1974, however, extends over five other districts of Kurnool, Prakasam, Rangareddy, Nalgonda and Guntur covering one mandal fully and 40 mandals partially in all the six districts. In Mahabubnagar district along with the Chenchus, there is a large population of Sugali/Lambada, and hence the statistics given for this district profile of ST population covers both the tribes and other tribes like the Yerukula in a smaller number. However, focus is more on the Chenchu as they are a VTG tribe and highly vulnerable to external exploitation, with serious inter-tribe variances in education and other development indicators.

Population

The population of Chenchu in the State numbers 49232 of which 8272 are in Mahabubnagar district, 7282 are in Kurnool, 10413 in Prakasam, 2706 in Rangareddy, 992 in Nalgonda and 9791 in Guntur with the remaining spread across the other districts of the State¹¹⁰. The Chenchu population in the ITDA in the age group of 6–14 years is 16398 of which 8787 are boys and 7611 are girls (Table 55: Chenchu population in the age group 6–14 years, ITDA Srisailam).

Age	Boys	Girls	Total
6 years	5088	4246	9334
7–14 years	3699	3365	7064

Source: ITDA Srisailam

¹⁰⁷ Annexure 22: ST teachers, Khammam district

¹⁰⁸ DISE 2010-11 (RVM Khammam)

¹⁰⁹ Annexure 23: Habitations without regular Primary Schools, Khammam district

¹¹⁰ Census 2001

The ST child population of Mahabubnagar district in the age group 0–14 years is 125064 of which 66295 are boys and 58769 are girls. The child population in the age group 7–14 years is 68207 (boys: 36911; girls: 31296)¹¹¹.

Literacy and enrolment

The total number of literates among STs in Mahabubnagar district is 57156 of which the men number 42745 and women literates are 14411. The literacy rates for STs in the district are 37.58% male, 13.33% female and 25.76% is the total ST literacy rate. Mahabubnagar district has the lowest female ST literacy rate in the State. The total number of ST literates in the age group 7–14 years is 32308 of which 22562 are boys and girls number an abysmally low figure of 9746¹¹².

The total ST students enrolled in the district between Classes I and VIII are 63389 (boys=35003; girls=28386) as per NUEPA [Table 56: Block-wise and class-wise ST enrolment in all recognised schools from Class I to IV (as per NUEPA), Mahabubnagar district and Table 57: Block-wise and class-wise ST enrolment in all recognised schools from Class V to VIII (as per NUEPA), Mahabubnagar district].

The enrolment in Class I is 16457 while in Class VIII it falls to a disturbingly low 4474. While in Class I the enrolment for boys is 8345 and girls is 8112, the corresponding figures in Class VIII are 20 and 26 for boys and girls respectively. The fall in enrolment is evident right after Class I where the total enrolment in Class II is just 10142. The figures provided by RVM Hyderabad gives a total enrolment of 64439; there is thus not much discrepancy in the data between the two sources.¹¹³

Out-of-school and drop-outs

Data on ST out-of-school and drop-out specifically was not available. A look at the out-of-school, drop-out and working figures for the district from RVM in the year 2007 indicates that the total out-of-school children in the district numbered 39320, of which 11733 were in the age group of 5–8 years (boys: 5466; girls: 6267) and those in the age group 9–13 years who have dropped out numbered 845 (boys 311; girls: 534). The working children in the age group 9–13 years are given as 11110 of which 4295 are boys and 6815 are girls. Considering the fall in enrolment of STs between Classes I and VIII it is clearly indicative that there are a considerable number of ST children either out-of-school or who have dropped out.

Infrastructure

The entire district of Mahabubnagar has a total of 2651 government Primary Schools and 7193 teachers. At the Primary+Upper Primary the corresponding numbers are 743 and 5464, while at the Primary with Upper Primary and Secondary/Higher Secondary the figures are 10 schools and 138 teachers¹¹⁴. The total number of ST teachers in the district is also very low—only 504 male and 184 female at the Primary level.¹¹⁵

¹¹¹ Census 2001

¹¹² Census 2001

¹¹³ Annexure 24: Block-wise and class-wise ST enrolment: Class I–IV (2009-10)(as per RVM Hyderabad), Mahabubnagar district and Annexure 25: Block-wise and class-wise ST enrolment: Class V–VIII (2009-10)(as per RVM Hyderabad), Mahabubnagar district

¹¹⁴ NUEPA 2009

¹¹⁵ Annexure 26: ST teachers, Mahabubnagar district

Table 56: Block-wise and class-wise ST enrolment in all recognised schools from Class I to IV (as per NUEPA), Mahabubnagar district

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Achampet	614	456	1070	254	212	466	323	138	461	280	89	369
2	Addakal	45	45	90	28	35	63	24	34	58	32	30	62
3	Alampur	8	4	12	5	7	12	4	5	9	8	4	12
4	Amangal	369	442	811	244	257	501	197	188	385	145	127	272
5	Amarabad	326	381	707	183	140	323	285	213	498	248	137	385
6	Atmakur	75	70	145	59	54	113	37	35	72	41	17	58
7	Balagar	336	313	649	238	232	470	202	188	390	143	124	267
8	Balmoor	100	58	158	41	36	77	75	94	169	51	40	91
9	Bhootpur	108	131	239	80	79	159	54	61	115	45	36	81
10	Bijenepally	141	179	320	109	130	239	74	99	173	82	82	164
11	Bomraspet	384	364	748	216	192	408	211	184	395	138	143	281
12	CC Kunta	50	74	124	28	44	72	33	50	83	31	42	73
13	Damarigidda	47	41	88	28	45	73	22	37	59	39	21	60
14	Devarakadra	46	34	80	38	27	65	33	27	60	36	19	55
15	Dhanwada	134	93	227	92	65	157	77	79	156	61	48	109
16	Dharoor	55	54	109	50	54	104	43	25	68	30	20	50
17	Doulatabad	98	107	205	78	78	156	47	58	105	41	30	71
18	Farooqnagar	269	257	526	219	203	422	244	168	412	232	154	386
19	Gadwal	53	48	101	49	32	81	50	34	84	58	43	101
20	Gattu	34	34	68	43	23	66	23	16	39	28	17	45
21	Ghanpur	221	225	446	104	148	252	126	129	255	137	46	183
22	Gopalpet	138	153	291	63	64	127	66	55	121	44	33	77
23	Hanwada	143	163	306	122	129	251	81	76	157	80	82	162
24	Ieeja	18	14	32	6	4	10	11	7	18	3	0	3
25	Itikyala	10	10	20	14	9	23	6	7	13	4	4	8
26	Jadcherla	264	267	531	184	181	365	177	116	293	169	122	291
27	Kalwakurthy	136	112	248	107	65	172	110	154	264	106	158	264
28	Keshampet	86	99	185	52	62	114	35	53	88	49	35	84
29	Kodair	132	115	247	64	79	143	51	51	102	39	38	77
30	Kodangal	106	80	186	56	33	89	58	37	95	45	27	72
31	Koilkonda	270	306	576	175	158	333	127	111	238	88	65	153
32	Kollapur	96	113	209	76	59	135	95	50	145	59	52	111
33	Kondurg	49	58	107	30	22	52	26	21	47	16	14	30

No.	Block/mandal	Class I		Class II		Class III		Class IV					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
34	Kosgi	82	64	146	61	32	93	47	26	73	26	30	56
35	Kothakota	132	111	243	71	74	145	57	27	84	50	33	83
36	Kothur	158	139	297	92	104	196	88	81	169	45	56	101
37	Lingal	192	208	400	94	118	212	149	108	257	92	67	159
38	Maddur	195	187	382	110	155	265	117	70	187	69	69	138
39	Madgul	204	193	397	111	145	256	76	90	166	59	82	141
40	Maganoor	11	10	21	16	12	28	13	10	23	11	9	20
41	Mahabubnagar	311	299	610	258	197	455	196	195	391	208	192	400
42	Makthal	21	26	47	14	16	30	6	12	18	5	12	17
43	Maldakal	17	24	41	25	19	44	29	18	47	27	18	45
44	Manopad	0	2	2	1	2	3	3	1	4	2	0	2
45	Midjil	81	96	177	59	51	110	42	41	83	25	31	56
46	Nagarkurnool	52	23	75	44	44	88	33	21	54	40	17	57
47	Narayanpet	179	104	283	110	76	186	96	65	161	82	62	144
48	Narwa	35	32	67	26	25	51	25	15	40	21	13	34
49	Nawabpet	147	151	298	91	81	172	84	65	149	59	64	123
50	Pangal	149	131	280	60	81	141	52	48	100	53	34	87
51	Pebair	62	52	114	31	35	66	25	24	49	24	14	38
52	Peddakothapally	61	56	117	17	25	42	26	13	39	20	10	30
53	Peddmandadi	100	108	208	64	58	122	35	44	79	31	19	50
54	Tadoor	22	25	47	13	13	26	12	12	24	8	18	26
55	Talkondapally	294	324	618	130	140	270	96	101	197	56	59	115
56	Telkapally	12	18	30	14	8	22	7	3	10	9	10	19
57	Thimmajipet	127	116	243	94	112	206	58	58	116	62	43	105
58	Uppununthala	81	104	185	43	46	89	26	35	61	7	17	24
59	Utkoor	22	14	36	11	15	26	8	9	17	8	8	16
60	Veepangandla	31	34	65	14	6	20	13	12	25	19	10	29
61	Veldanda	159	156	315	108	101	209	83	85	168	64	51	115
62	Waddepally	11	8	19	8	4	12	6	4	10	4	3	7
63	Wanaparthy	297	222	519	163	166	329	174	126	300	217	115	332
64	Wangoor	139	175	314	82	53	135	47	39	86	32	19	51
	Total	8345	8112	16457	5170	4972	10142	4756	4058	8814	4043	3084	7127

Source: File sent by NUEPA (2009)

Table 57: Block-wise and class-wise ST enrolment in all recognised schools from Class V to VIII (as per NUEPA), Mahabubnagar district

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I-VIII				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total			
1	Achampet	190	61	251	195	52	247	201	41	242	134	48	182	3288
2	Addakal	34	17	51	22	24	46	22	10	32	19	8	27	429
3	Alampur	5	4	9	7	1	8	1	4	5	3	1	4	71
4	Amangal	145	85	230	179	107	286	145	110	255	150	116	266	3006
5	Amarabad	227	100	327	210	110	320	161	72	233	192	79	271	3064
6	Atmakur	38	8	46	40	18	58	33	17	50	31	14	45	587
7	Balanga	200	101	301	178	81	259	185	72	257	173	50	223	2816
8	Balmoor	66	41	107	56	39	95	41	36	77	41	28	69	843
9	Bhoothpur	42	26	68	26	36	62	35	24	59	37	20	57	840
10	Bijenepally	90	58	148	89	35	124	79	33	112	95	23	118	1398
11	Bomraspet	138	96	234	84	69	153	67	99	166	54	52	106	2491
12	CC Kunta	32	40	72	13	12	25	17	19	36	25	1	26	511
13	Damarigidda	17	23	40	13	3	16	25	8	33	12	1	13	382
14	Devarakadra	33	32	65	31	27	58	40	25	65	24	32	56	504
15	Dhanwada	65	44	109	47	28	75	32	18	50	27	17	44	927
16	Dharoor	30	17	47	12	11	23	1	4	5	4	0	4	410
17	Doulatabad	28	14	42	21	23	44	22	10	32	27	8	35	690
18	Farooqnagar	203	115	318	160	103	263	137	78	215	163	73	236	2778
19	Gadwal	52	31	83	29	14	43	46	14	60	29	18	47	600
20	Gattu	22	25	47	26	19	45	14	11	25	17	6	23	358
21	Ghanpur	108	20	128	111	32	143	80	36	116	48	34	82	1605
22	Gopalpet	38	17	55	44	15	59	40	10	50	32	8	40	820
23	Hanwada	87	59	146	52	42	94	50	33	83	41	41	82	1281
24	Ieeja	1	3	4	3	1	4	2	5	7	1	1	2	80
25	Itikyal	9	2	11	12	2	14	5	0	5	2	0	2	96
26	Jadcherla	147	110	257	134	98	232	143	112	255	175	116	291	2515
27	Kalwakurthy	98	234	332	151	185	336	123	156	279	138	119	257	2152
28	Keshampet	29	26	55	36	32	68	28	23	51	35	17	52	697
29	Kodair	28	20	48	17	11	28	17	18	35	20	9	29	709
30	Kodangal	59	34	93	49	8	57	37	11	48	60	15	75	715
31	Koilkonda	91	50	141	73	34	107	36	27	63	64	26	90	1701
32	Kollapur	70	34	104	72	26	98	66	20	86	55	26	81	969

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I-VIII				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total			
33	Kondurg	21	9	30	18	15	33	10	11	21	10	3	13	333
34	Kosgi	30	21	51	31	22	53	30	13	43	24	15	39	554
35	Kothakota	35	11	46	34	12	46	15	10	25	14	8	22	694
36	Kothur	45	41	86	32	39	71	36	50	86	33	34	67	1073
37	Lingal	96	52	148	49	19	68	62	21	83	57	34	91	1418
38	Maddur	70	35	105	40	54	94	30	43	73	33	31	64	1308
39	Madgul	53	51	104	55	14	69	54	9	63	38	23	61	1257
40	Maganoor	8	4	12	2	0	2	0	0	0	0	0	0	106
41	Mahabubnagar	229	156	385	218	120	338	207	111	318	200	111	311	3208
42	Makthal	4	4	8	5	3	8	2	1	3	6	1	7	138
43	Maldakal	23	15	38	2	2	4	2	1	3	2	0	2	224
44	Manopad	1	0	1	1	1	2	0	1	1	3	1	4	19
45	Midjil	33	23	56	12	33	45	15	20	35	14	15	29	591
46	Nagarurnool	32	21	53	23	22	45	21	20	41	21	21	42	455
47	Narayanpet	52	40	92	40	26	66	39	15	54	30	19	49	1035
48	Narwa	10	7	17	26	3	29	14	2	16	7	0	7	261
49	Nawabpet	48	51	99	56	28	84	50	25	75	54	27	81	1081
50	Pangal	50	36	86	34	40	74	36	29	65	43	30	73	906
51	Pebbar	14	9	23	17	1	18	9	10	19	8	3	11	338
52	Peddakothapally	20	9	29	8	10	18	6	4	10	1	2	3	288
53	Peddmandadi	25	18	43	5	5	10	7	6	13	6	3	9	534
54	Tadoor	7	10	17	4	12	16	7	6	13	6	4	10	179
55	Talkondapally	73	46	119	65	64	129	64	71	135	46	56	102	1685
56	Telkapally	4	8	12	6	16	22	6	6	12	8	9	17	144
57	Thimmajipet	50	39	89	60	20	80	36	28	64	27	15	42	945
58	Uppununthala	11	17	28	12	14	26	9	6	15	5	0	5	433
59	Utkoor	6	7	13	2	0	2	1	3	4	0	0	0	114
60	Veepangandla	8	6	14	11	3	14	6	1	7	8	6	14	188
61	Veldanda	41	29	70	35	22	57	19	22	41	27	16	43	1018
62	Waddepally	4	3	7	1	3	4	5	1	6	1	1	2	67
63	Wanaparthi	167	167	334	137	147	284	129	148	277	124	149	273	2648
64	Wangoor	29	18	47	31	30	61	42	32	74	20	26	46	814
	Total	3721	2510	6231	3264	2098	5362	2900	1882	4782	2804	1670	4474	63389

Source: File sent by NUEPA (2009)

In Mahabubnagar district the total enrolment in residential facilities that includes KGBV, Mini-gurukulam and Ashram Schools is 2663 of which the Chenchu number just 828 and Sugali are 1392. However there are only seven ST students in the three Best Available Schools in the district implying that ITDA is not ensuring more seats for STs in private schools [Table 58: Strength particulars in residential schools (1 August 2010), Mahabubnagar district].

Table 58: Strength particulars in residential schools (1 August 2010), Mahabubnagar district

School	Sanctioned strength	Chenchu	Sugali	Yerukala	SC	BC	OC	Total
Andhra Pradesh Tribal Welfare Residential Schools, Mannanur	660	386	278	0	18	5	2	689
KGBV, Balmur	170	17	19	67	20	27	0	170
Mini-gurukulam, Amarabad	150	48	102	0	0	0	0	150
Mini-gurukulam, Lingal	150	55	95	0	0	0	0	150
Total	1130	506	494	67	38	32	2	1159
Ashram Schools								
11 schools		322	898	25	84	121	5	1504
Best Available Schools								
Number	No. of students upto VII		No. of students from VIII to X		Total			
	Boys	Girls	Boys	Girls				
3	1	5	1	0	7			

Source: ITDA Srisailam

As seen in the field visit the functioning of schools was very irregular, especially at the Primary School level and particularly in Chenchu habitations. This is supported by data received from the ITDA Srisailam office. Of the total 122 GVVK schools 55 are non-functional while the enrolment in the remaining 67 was just 1317 of which 716 were boys and 601 were girls [Table 59: GVVK or Government Primary Schools (Tribal Welfare) schools strength particulars (2010-11), ITDA Srisailam].

Table 59: GVVK or Government Primary Schools (Tribal Welfare) schools strength particulars (2010-11), ITDA Srisailam

District	GVVK schools			Boys	Girls	Total
	Number	Functioning	Non-functioning			
Mahabubnagar	44	23	21	160	156	316
Prakasam	38	21	17	229	204	433
Kurnool	15	7	8	120	81	201
Guntur	13	8	5	105	91	196
Nalgonda	7	3	4	47	17	64
Rangareddy	5	5	0	55	52	107
Total	122	67	55	716	601	1317

Source: ITDA Srisailam

The six Mini-gurukulams (Classes I–V) are functioning at full capacity with 903 students enrolled (sanctioned strength 900). Tribe-wise, however, the Sugali/Lambada form the majority who are enrolled, numbering 604 while the Chenchu number just 287 [Table 60: Caste-wise strength particulars of Mini-gurukulam (year 2010-11), ITDA Srisailam].

Table 60: Caste-wise strength particulars of Mini-gurukulam (year 2010-11), ITDA Srisailam

Name of the Mini-gurukulam	Sanctioned	Class	Cate-wise strength particulars			
			Chenchu	Sugali	Yerukala	Total
NR Kunta	30	I	21	8	1	30
	30	II	13	17	0	30
	30	III	2	27	1	30
	30	IV	3	26	1	30
	30	V	2	26	2	30
Total	150		41	104	5	150
Amarabad	30	I	19	11	0	30
	30	II	12	18	0	30
	30	III	9	21	0	30
	30	IV	8	22	0	30
	30	V	11	19	0	30
Total	150		59	91	0	150
Gudipaducheruvu	30	I	5	21	0	26
	30	II	12	20	0	32
	30	III	9	24	0	33
	30	IV	1	34	0	35
	30	V	1	23	0	24
Total	150		28	122	0	150
Lingal	30	I	15	14	1	30
	30	II	15	13	2	30
	30	III	7	22	1	30
	30	IV	4	24	2	30
	30	V	4	25	1	30
Total	150		45	98	7	150
Y Palem	30	I	19	11	0	30
	30	II	16	14	0	30
	30	III	25	11	0	36
	30	IV	16	14	0	30
	30	V	9	15	0	24
Total	150		85	65	0	150
Chandampeta	30	I	7	23	0	30
	30	II	8	22	0	30
	30	III	5	29	0	34
	30	IV	4	26	0	30
	30	V	5	24	0	29
Total	150		29	124	0	153
Grand total	900		287	604	12	903

Source: ITDA Srisailam

In the 34 Ashram Schools (Class I–VIII) across the four districts of Prakasam, Kurnool, Guntur and Mahabubnagar the total ST enrolment in the schools was 4663 (boys: 2196; girls: 2467). The Chenchu enrolled number 2578. The district wise class-wise enrolment in Ashram Schools reflects the poor enrolment of students in each class. Some schools give zero enrolment for some classes and zero enrolment of boys/boys and girls after a certain class. For instance, for Prakasam district the total strength of each Ashram School is very less and enrolment is in single digits. Of the 14 schools only two schools show enrolment after Class V with a very low student enrolment. After Class IV in some schools there are neither boys nor girls and it is not clear whether they have dropped out or shifted to another Ashram School. Guntur district has only three schools and 586 students enrolled when there is a considerable Chenchu (9791) and Sugali population in this district. Of these, two schools appear to be girls' Ashram Schools and one a boys' Ashram School.

The number of boys enrolled in Prakasam and Guntur are much lesser than girls. In Prakasam district only 1775 children are in Ashram Schools, in Guntur only 586, Kurnool 903 and in Mahabubnagar only 1399 are in Ashram School. Nalgonda has a very large ST children population but there is no Ashram School here. Therefore totally the ST children in Ashram Schools under Srisailam ITDA for six districts are 4663 only, and these are figures of 2010-11! In most of these districts it is shocking that there are barely any children after Class V [Table 61: Class-wise strength in Ashram Schools (2010-11), ITDA Srisailam].

In the five Andhra Pradesh Tribal Welfare Residential Schools for VTG boys and girls (Class III–X), the total number of Chenchu children enrolled were 1884 (boys: 1501; girls: 383). The Sugali and Yerukala enrolment together is 965. The sanctioned strength in these schools is 3150; however the total enrolled are only 3044 [Table 62: Class-wise and caste-wise boarders in residential schools (2010-11), ITDA Srisailam]. When one looks at the caste-wise class-wise enrolment of all ST children in all residential schools within Srisailam ITDA there are only 1884 Chenchu, 733 Sugali and a smattering of other tribes. Although the Andhra Pradesh Tribal Welfare Residential Schools for VTGs is meant for the Chenchu, there are many Sugali children also, which implies that the administration is unable to bring sufficient number of Chenchu children to these schools.

In the 12 KGBVs of the ITDA Srisailam with a sanctioned strength of 2040 girls, students enrolled are just 1813 between the Classes VI and X; there are a large number of seats vacant. Of those enrolled the Chenchu girls number only 158; Sugali with 816 in number is the largest ST group enrolled¹¹⁶. In the SoE (Class VIII–X), there are only 29 Chenchu students of a total sanctioned strength of 270. Of these in Class X there are only seven Chenchu (boys: 6; girls: 1)¹¹⁷. The ITDA which was primarily set up for development of the VTG Chenchu population has little focus on this tribe.

The entire ITDA of Srisailam spread across the six districts cover a total of 338 villages. Of these 177 of the villages do not have a Primary School facility. Of the 123 villages in Mahabubnagar, 70 of them or nearly 57% of the villages lack Primary Schools—this is a shocking percentage! In Prakasam, of the 81 villages, 32 do not have schools and in Guntur of the 48 under ITDA jurisdiction, 32 do not have Primary Schools; in Rangareddy of the 31, 26 do not have Primary Schools. These are districts which are outside the Scheduled Area and where villages are not as interior or hill-top as in the Scheduled Areas, yet they do not have schools nor are the children brought to nearby Ashram or other residential schools, as shown by the low enrolment data for these schools.¹¹⁸

¹¹⁶ Annexure 27: KGBV strength particulars (as on 14 September 2010), ITDA Srisailam

¹¹⁷ Annexure 28: Strength particulars of SoE (2010-11), ITDA Srisailam

¹¹⁸ Annexure 29: Block/mandals that have no Primary School, ITDA Srisailam

Table 61: Class-wise strength in Ashram Schools (2010-11), ITDA Srisaillam

District	No of schools	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total											
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T							
Prakasam	14	16	15	31	48	43	91	1	6	7	2	2	4	0	0	0	0	0	0	0	0	0	0	67	66	133			
		4	10	14	6	10	16	0	72	72	0	81	81	0	18	18	0	10	10	0	9	9	10	210	220				
		0	40	40	0	19	19	0	27	27	0	19	19	0	11	11								0	116	116			
		14	13	27	19	19	38	14	11	25	11	7	18	7	3	10								65	53	118			
		26	16	42	15	7	22	21	6	27	11	5	16	8	5	13								81	39	120			
		28	28	56	5	9	14	5	7	12	13	5	18	0	0	0								51	49	100			
		7	10	17	5	3	8	7	1	8	4	2	6	5	3	8								28	19	47			
		23	11	34	26	17	43	11	9	20	14	12	26	7	3	10								81	52	133			
		18	12	30	10	11	21	7	7	14	5	5	10	6	5	11								46	40	86			
		21	18	39	21	18	39	17	11	28	5	14	19	6	14	20								70	75	145			
Total		31	27	58	21	7	28	16	9	25	8	2	10	8	3	11							84	48	132				
		20	7	27	15	18	33	23	39	62	13	0	13	6	0	6	12	0	12	14	2	16	7	0	7	110	66	176	
		11	7	18	22	21	43	8	6	14	6	0	6	0	0	0								47	34	81			
		63	36	99	25	23	48	6	3	9	6	4	10	1	1	2								101	67	168			
		282	250	532	238	225	463	136	214	350	98	158	256	54	66	120	12	10	22	14	11	25	7	0	7	841	934	1775	
		Guntur	3																							0	248	248	
				20	38	58	3	32	35	0	19	19	0	18	18	0	27	27	0	19	19	0	17	17	23	170	193		
				13	14	27	22	19	41	20	0	20	22	0	22	9	0	9	15	0	15	11	0	11	112	33	145		
		Total		33	52	85	25	51	76	20	74	94	22	87	109	9	71	80	15	78	93	11	38	49	0	0	135	451	586
				Kurnool	6	21	0	21	17	0	17	33	0	33	35	0	35	40	0	40	37	0	37	38	0	38	221	0	221
0	15	15	0			10	10	0	75	75	0	34	34	0	25	25	0	15	15	0	16	16	0	190	190				
Total		8	8	16	16	0	16	13	1	14	12	0	12	4	0	4	7	0	7				60	9	69				

District	No of schools	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total																															
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T																											
		15	23	38	2	15	17	0	18	18	0	31	31	0	24	24	0	20	20	0	12	12	17	143	160																								
		0	0	0	61	16	77	27	5	32	27	5	32	18	6	24	12	3	15				145	35	180																								
		12	10	22	18	6	24	12	2	14	8	0	8	5	0	5	3	0	3	7	0	7	65	18	83																								
Total		56	56	112	114	47	161	85	101	186	82	70	152	67	55	122	59	38	97	45	28	73	0	0	508	395	903																						
Mahabubnagar	11							0	23	23	0	35	35	0	34	34	0	42	42	0	24	24	0	29	29	0	187	187																					
								42	0	42	19	0	19	18	0	18	16	0	16	10	0	10		105	0	105																							
								0	44	44	0	33	33	0	13	13	0	22	22	0	6	6		0	118	118																							
								0	0	0	26	0	26	18	0	18	22	0	22	20	0	20	30	0	30	116	0	116																					
		36	14	50	14	10	24	10	4	14	8	1	9	7	2	9							75	31	106																								
								36	0	36	26	0	26	20	0	20	15	0	15	13	0	13		110	0	110																							
		0	53	53	0	33	33	0	21	21	0	22	22	0	13	13	0	19	19	0	10	10		0	171	171																							
								10	0	10	34	0	34	14	0	14	21	0	21	12	0	12		91	0	91																							
		28	0	28	18	0	18	40	0	40	31	0	31	23	0	23	19	0	19	11	0	11		170	0	170																							
		13	10	23	8	11	19	11	11	22	13	6	19	0	0								45	38	83																								
		0	62	62	0	27	27	0	12	12	0	14	14	0	15	15	0	9	9	0	3	3		0	142	142																							
Total		77	139	216	40	81	121	149	115	264	157	111	268	100	77	177	93	92	185	66	43	109	30	29	59	712	687	1399																					
Grand total	34	448	497	945	417	404	821	390	504	894	359	426	785	230	269	499	179	218	397	136	120	256	37	29	66	2196	2467	4663																					
Tribe-wise population for the above:																																																	
Chenchu: Boys-1322; Girls-1256; Total-2578																																																	
Sugali: Boys- 623; Girls: 903;Total-1526																																																	
Yerukala: Boys-46; Girls-26; Total-72																																																	
B=Boys;G=Girls; T=Total																																																	
Source: ITDA Srisailam																																																	

Table 62: Class-wise and caste-wise boarders in residential schools (2010-11), ITDA Srisailam

Name of the Residential School	Sanctioned strength	Class	Class-wise and caste-wise																		
			Chenchu			ST			Yerukala			Others			Total						
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T				
Andhra Pradesh Tribal Welfare Residential School for VTG boys (Palem)	80	III	120	0	120	0	120	1	0	1	0	0	0	0	0	3	0	3	124	0	124
	80	IV	80	0	80	8	0	8	0	8	0	0	0	0	0	4	0	4	92	0	92
	80	V	73	0	73	6	0	6	6	0	6	0	0	0	0	4	0	4	83	0	83
	80	VI	49	0	49	41	0	41	0	41	0	0	0	0	0	4	0	4	94	0	94
	80	VII	33	0	33	67	0	67	0	67	0	0	0	0	0	4	0	4	104	0	104
	80	VIII	23	0	23	20	0	20	0	20	0	0	0	0	0	4	0	4	47	0	47
	90	IX	22	0	22	18	0	18	0	18	0	0	0	0	0	4	0	4	44	0	44
	90	X	18	0	18	16	0	16	0	16	0	0	0	0	0	4	0	4	38	0	38
	660		418	0	418	177	0	177	0	177	0	0	0	0	0	31	0	31	626	0	626
	Andhra Pradesh Tribal Welfare Residential School for VTG boys (Nagarjunasagar)	80	III	75	0	75	2	0	2	0	2	0	0	0	0	3	0	3	80	0	80
80		IV	75	0	75	2	0	2	0	2	0	0	0	0	3	0	3	80	0	80	
80		V	75	0	75	2	0	2	0	2	0	0	0	0	3	0	3	80	0	80	
80		VI	75	0	75	2	0	2	0	2	0	0	0	0	3	0	3	80	0	80	
80		VII	75	0	75	2	0	2	0	2	0	0	0	0	3	0	3	80	0	80	
80		VIII	75	0	75	2	0	2	0	2	0	0	0	0	3	0	3	80	0	80	
90		IX	85	0	85	2	0	2	0	2	0	0	0	0	3	0	3	90	0	90	
90		X	85	0	85	2	0	2	0	2	0	0	0	0	3	0	3	90	0	90	
660			620	0	620	16	0	16	0	16	0	0	0	0	24	0	24	660	0	660	
Andhra Pradesh Tribal Welfare Residential School for VTG boys (Mannanur)		80	III	79	0	79	0	0	0	0	0	0	0	0	0	4	0	4	83	0	83
	80	IV	104	0	104	0	0	0	0	0	1	0	1	0	3	0	3	108	0	108	
	80	V	64	0	64	0	0	0	0	0	1	0	1	0	5	0	5	70	0	70	
	80	VI	41	0	41	0	0	0	0	0	54	0	54	0	3	0	3	98	0	98	
	80	VII	53	0	53	0	0	0	0	0	60	0	60	0	6	0	6	119	0	119	
	80	VIII	28	0	28	0	0	0	0	0	38	0	38	0	5	0	5	71	0	71	

Name of the Residential School	Sanctioned strength	Class	Class-wise and caste-wise																							
			Chenchu						ST						Others						Total					
			B			G			T			B			G			T			B		G		T	
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
	90	IX	38	0	38	0	0	0	0	0	0	37	0	37	0	37	3	0	3	78	0	78				
	90	X	24	0	24	0	0	0	0	0	41	0	41	2	0	2	0	0	2	67	0	67				
Total	660		431	0	431	0	0	0	0	0	232	0	232	31	0	31	0	31	694	0	694					
Andhra Pradesh Tribal Welfare Residential School for VTG girls (Mahanandi)	80	III	0	56	56	0	0	0	0	0	0	0	0	0	0	0	0	4	4	0	60	60				
	80	IV	0	82	82	0	1	1	0	0	0	0	0	0	0	0	0	3	3	0	86	86				
	80	V	0	55	55	0	8	8	0	0	0	0	0	0	0	0	0	3	3	0	66	66				
	80	VI	0	54	54	0	41	41	0	0	0	0	0	0	0	0	0	4	4	0	99	99				
	80	VII	0	32	32	0	32	32	0	0	0	0	0	0	0	0	0	4	4	0	68	68				
	80	VIII	0	36	36	0	29	29	0	0	0	0	0	0	0	0	0	3	3	0	68	68				
	90	IX	0	32	32	0	27	27	0	0	0	0	0	0	0	0	0	4	4	0	63	63				
	90	X	0	36	36	0	27	27	0	0	0	0	0	0	0	0	0	3	3	0	66	66				
Total	660		0	383	383	0	165	165	0	165	0	0	0	0	0	0	0	28	28	0	576	576				
Andhra Pradesh Tribal Welfare Residential School for VTG boys (Srisailam)	80	V	4	0	4	53	0	53	0	53	0	0	0	0	0	0	17	0	17	74	0	74				
	80	VI	1	0	1	58	0	58	0	58	0	0	0	0	0	0	15	0	15	74	0	74				
	80	VII	4	0	4	59	0	59	0	59	0	0	0	0	0	0	14	0	14	77	0	77				
	90	VIII	8	0	8	69	0	69	0	69	0	0	0	0	0	0	10	0	10	87	0	87				
	90	IX	5	0	5	69	0	69	0	69	0	0	0	0	0	0	12	0	12	86	0	86				
	90	X	10	0	10	67	0	67	0	67	0	0	0	0	0	0	13	0	13	90	0	90				
Total	510		32	0	32	375	0	375	0	375	0	0	0	0	0	0	81	0	81	488	0	488				
Grand total	3150		1501	383	1884	568	165	733	232	0	232	167	28	195	2468	576	3044									

Source: ITDA Srisailam

Visakhapatnam district

Visakhapatnam district has the third largest ST population in the State numbering 557472. Of this 278399 are males and 279173 are females, the female population being marginally higher than the male population. The STs in the district account for 11.1% of the total ST population of the State and 14.55% of the total population of the district. Of the total 11161 sq km area of the district 5904.51 sq km or 52.9% of the total area of the district comprises the Scheduled Area which falls under the ITDA Paderu. The ITDA was established in 1974 and covers 11 mandals, fully and seven mandals, partially. The Scheduled villages number 3373 and non-Scheduled number 91 (TSP). The predominant tribal communities in this district are Konda Dora, Savara, Bagata, Valmiki, Porja, Gadaba and Kondh. Of these Konda Dora, Gadaba, Porja, Kondh and Savara are VTG groups.

Population

The total ST children population in the age group 0–14 years is 210948 (boys: 108429; girls: 102519) as per Census 2001. The population in the age group 7–14 years is 119360 (boys: 63261; girls: 56099). As per the results of a household survey (HHS) sent by RVM Visakhapatnam the ST population in the age group 6–14 years is about a lakh and concentrated in the fully and partially Scheduled mandals of the district¹¹⁹. As per the the District Information System for Education (DISE) 2009-10 (file sent again by RVM Visakhapatnam) the ST population in the age group 6–14 years is similar in number.¹²⁰

Literacy and enrolment

The total number of ST literates in the district are 160020 (male 107248; female: 52772) with literacy rate of 34.34% (male: 45.98%; female: 22.67%). The ST literates in the age group 7–14 years are 80326 (boys: 48322; girls: 32004) as per Census 2001. The ST literacy rates in a few of the Scheduled mandals are better than the district literacy rates—for example Araku Valley—while for others it is lower than the district average.¹²¹

The ST enrolment as per NUEPA for Classes I–VIII is 124342 [Table 63: Block-wise and class-wise ST enrolment for Class I–IV (as per NUEPA), Visakhapatnam district; Table 64: Block-wise and class-wise ST enrolment for Class V–VIII (as per NUEPA), Visakhapatnam district] while that of RVM Hyderabad is 105619¹²². The enrolment of ST children as per DISE 2009-10 (provided by the RVM Visakhapatnam) gives the ST enrolled students in the age group 6–14 years as around one lakh¹²³. Another source provided by the RVM Visakhapatnam (HHS) for ST children gives the enrolled students also around 1 lakh for the age group 6–14 years¹²⁴. Thus there do exist discrepancies in data from different sources as is evident.

The GER at the Primary level for ST population in Visakhapatnam district is 111 while NER is 54.18. At the Upper Primary level the GER and NER are 86.7 and 86.7 respectively.¹²⁵

¹¹⁹ Annexure 30: Block-wise ST population in the age group 6–14 years (as per HHS), Visakhapatnam district

¹²⁰ Annexure 31: Block-wise ST population in the age group 6–14 years (as per DISE 2009-10), Visakhapatnam district

¹²¹ Data provided by RVM Visakhapatnam

¹²² Annexure 32: Block-wise and class-wise ST enrolment: Class I–IV (as per RVM Hyderabad), Visakhapatnam district and Annexure 33: Block-wise and class-wise ST enrolment: Class V–VIII (as per RVM Hyderabad), Visakhapatnam district

¹²³ Annexure 34: Block-wise enrolment of ST children in the age group 6–14 years (as per DISE 2009-10), Visakhapatnam district

¹²⁴ Annexure 35: Block-wise enrolment of ST children in the age group 6–14 years (as per HHS), Visakhapatnam district

¹²⁵ Data provided by RVM Visakhapatnam

Table 63: Block-wise and class-wise ST enrolment for Class I-IV (as per NUEPA), Visakhapatnam district

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Anakapalli	37	32	69	34	33	67	49	35	84	26	37	63
2	Anandapuram	16	12	28	11	14	25	12	11	23	10	15	25
3	Ananthagiri	1416	1400	2816	1106	1119	2225	621	584	1205	563	550	1113
4	Araku Valley	1140	1198	2338	905	945	1850	662	651	1313	670	559	1229
5	Atchutapuram	1	1	2	4	1	5	18	6	24	25	2	27
6	Bheemunipatnam	7	4	11	7	10	17	6	13	19	8	11	19
7	Butchiahpetta	2	1	3	6	1	7	1	5	6	2	1	3
8	Cheedikada	34	32	66	31	41	72	43	34	77	14	20	34
9	Chinagadila	32	33	65	35	24	59	47	19	66	42	35	77
10	Chintapalli	1307	1176	2483	1215	1202	2417	874	739	1613	873	778	1651
11	Chodavaram	6	5	11	7	8	15	8	5	13	19	15	34
12	Devarapalli	62	59	121	72	66	138	61	41	102	61	53	114
13	Dumbriguda	927	890	1817	718	782	1500	632	604	1236	495	504	999
14	GK Veedhi	1464	1384	2848	1026	1008	2034	712	615	1327	703	650	1353
15	G Madugula	1644	1545	3189	1209	1173	2382	764	728	1492	648	667	1315
16	Gajuwaka	40	30	70	44	43	87	36	30	66	39	39	78
17	Golugunda	86	64	150	73	62	135	59	41	100	57	59	116
18	Hukumpeta	1054	894	1948	845	867	1712	664	630	1294	621	524	1145
19	K Kotapadu	5	1	6	12	6	18	34	14	48	21	17	38
20	Kasimkota	4	5	9	17	15	32	30	11	41	23	8	31
21	Kotauratla	16	12	28	14	8	22	14	9	23	17	10	27
22	Koyyuru	889	813	1702	839	749	1588	652	483	1135	514	411	925

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
23	Makavarapalem	3	3	6	3	6	9	10	6	16	1	4	5
24	Mungapaka	1	2	3	3	2	5	1	2	3	1	1	2
25	Munchingput	1251	1346	2597	909	970	1879	778	766	1544	661	648	1309
26	Nakkapalli	11	6	17	6	6	12	8	6	14	5	5	10
27	Narasipatnam	31	28	59	34	24	58	56	33	89	45	39	84
28	Nathavaram	74	94	168	92	93	185	132	77	209	69	51	120
29	Paderu	859	842	1701	705	734	1439	702	658	1360	624	521	1145
30	Padmanabham	0	1	1	0	2	2	3	1	4	3	3	6
31	Parwada	15	9	24	14	11	25	5	8	13	15	4	19
32	Payakaraopeta	7	8	15	8	7	15	14	13	27	11	11	22
33	Pedabayalu	1609	1556	3165	1271	1177	2448	782	664	1446	641	528	1169
34	Pedagantayada	3	7	10	14	4	18	16	9	25	16	5	21
35	Pendurthy	38	37	75	30	24	54	36	41	77	32	30	62
36	Rambilli	1	0	1	1	0	1	1	0	1	1	0	1
37	Ravikamatham	55	60	115	44	45	89	36	38	74	44	44	88
38	Rolugunta	48	31	79	28	29	57	35	27	62	16	12	28
39	S Rayavaram	1	0	1	1	1	2	1	0	1	1	2	3
40	Sabbavaram	8	0	8	3	2	5	5	2	7	4	1	5
41	V Madugula	99	94	193	89	77	166	111	116	227	81	72	153
42	Visakhapatnam	84	100	184	108	88	196	165	114	279	120	133	253
43	Yellamanchili	3	1	4	2	4	6	1	2	3	2	1	3
Total		14390	13816	28206	11595	11483	23078	8897	7891	16788	7844	7080	14924

Source: File sent by NUEPA (2009)

Table 64: Block-wise and class-wise ST enrolment for Class V–VIII (as per NUEPA), Visakhapatnam district

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I–VIII				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total			
1	Anakapalli	34	43	77	33	33	66	12	21	33	13	7	20	479
2	Anandapuram	11	10	21	10	13	23	9	6	15	14	16	30	190
3	Ananthagiri	475	372	847	473	249	722	388	234	622	341	186	527	10077
4	Araku Valley	596	632	1228	506	426	932	426	404	830	300	389	689	10409
5	Atchutapuram	20	0	20	19	0	19	4	1	5	2	0	2	104
6	Bheemunipatnam	6	13	19	8	22	30	6	19	25	20	8	28	168
7	Butchiahpetta	4	1	5	5	2	7	8	3	11	28	2	30	72
8	Cheedikada	21	25	46	25	4	29	34	11	45	28	13	41	410
9	Chinagadila	187	32	219	186	24	210	97	17	114	92	21	113	923
10	Chintapalli	719	642	1361	548	441	989	526	376	902	450	380	830	12246
11	Chodavaram	11	11	22	15	19	34	20	16	36	14	9	23	188
12	Devarapalli	49	25	74	42	16	58	17	15	32	34	10	44	683
13	Dumbriguda	451	401	852	377	268	645	369	159	528	359	183	542	8119
14	GK Veedhi	576	534	1110	297	493	790	317	455	772	314	423	737	10971
15	G Madugula	709	485	1194	556	326	882	428	308	736	405	220	625	11815
16	Gajuwaka	36	43	79	38	36	74	57	55	112	39	43	82	648
17	Golugunda	61	39	100	36	10	46	26	15	41	37	5	42	730
18	Hukumpeta	571	438	1009	368	323	691	400	387	787	312	292	604	9190
19	K Kotapadu	18	10	28	21	11	32	20	6	26	4	1	5	201
20	Kasimkota	15	14	29	10	9	19	8	9	17	10	40	50	228
21	Kotauratla	11	9	20	6	4	10	1	2	3	8	9	17	150
22	Koyyuru	572	381	953	389	310	699	479	261	740	354	305	659	8401

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I-VIII			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total		
23	Makavarapalem	9	2	11	8	4	12	1	13	4	18	22	94
24	Mungapaka	1	5	6	1	0	1	0	1	4	7	11	32
25	Munchingput	600	554	1154	383	331	714	342	231	573	308	288	596
26	Nakkapalli	4	8	12	1	4	5	4	7	11	8	7	15
27	Narasipatnam	51	46	97	46	51	97	46	62	108	59	53	112
28	Nathavaram	46	43	89	39	12	51	25	9	34	24	9	33
29	Paderu	563	631	1194	559	561	1120	491	525	1016	426	402	828
30	Padmanabham	1	2	3	1	3	4	1	4	5	1	0	1
31	Parwada	15	7	22	12	19	31	18	13	31	20	22	42
32	Payakaraopeta	7	7	14	5	21	26	16	10	26	9	1	10
33	Pedabayalu	559	472	1031	360	255	615	303	206	509	280	189	469
34	Pedagantayada	57	28	85	5	2	7	6	4	10	1	3	4
35	Pendurthy	30	27	57	31	22	53	11	15	26	8	6	14
36	Rambilli	0	1	1	0	0	0	0	1	1	1	1	2
37	Ravikamatham	50	37	87	12	29	41	5	20	25	12	38	50
38	Rolugunta	10	15	25	7	4	11	2	5	7	14	2	16
39	S Rayavaram	0	2	2	0	0	0	1	0	1	4	1	5
40	Sabbavaram	9	1	10	10	1	11	9	2	11	16	0	16
41	V Madugula	75	63	138	57	117	174	85	89	174	43	100	143
42	Visakhapatnam	149	113	262	108	95	203	96	93	189	77	66	143
43	Yellamanchili	10	7	17	3	9	12	7	11	18	1	27	28
Total		7399	6231	13630	5616	4579	10195	5133	4088	9221	4498	3802	8300

Source: File sent by NUEPA (2009)

Out-of-school

The total number of ST out-of-school children in the district is around 1700 as per DISE data for 2009-10 (provided by RVM Visakhapatnam). The fully Scheduled mandals have the highest number of the out-of-school children. Another figure provided by RVM Visakhapatnam (HHS) gives the out-of-school ST children to be around the same¹²⁶. Most of the mandals have recorded zero out-of-school children for both age groups.

Drop-out

There were no specific drop-out figures for STs available for the district. However, the total number of drop-out children as per RVM Hyderabad in the year 2007 in the age group 9–13 years was 556. In some of the ST predominant mandals like Ananthagiri the number of drop-outs were higher than in others. In Chintapalli only 10 children have dropped out, in Dumbriguda merely 20, in Munchingput just 26, in Paderu only one, and in Pedabayalu only 10.¹²⁷

These ridiculously low figures are highly conservative. The field visit observations present a very contrary situation. Especially as Visakhapatnam district which has more than 6000 villages in the 11 mandals, it has the highest number of villages/hamlets in the State which do not have Primary Schools or only have AIE centres. The latter are functioning with mere tokenism and are almost dysfunctional.¹²⁸ There are several children who have no access to Primary education in these hamlets and are out-of-school.

Infrastructure

The RVM Visakhapatnam gives the total number of Primary Schools to be 3102 and Upper Primary Schools to be 800. The data provided also indicates that all schools have a building and basic amenities¹²⁹. However, the reality as observed during the field visits was vastly different. Drinking water, toilets, kitchen sheds and even buildings and classrooms were either absent or were very basic in nature.

The Primary Schools especially were being run by vidya volunteers with regular teachers absent or not having been appointed for the school. As per NUEPA there are 2821 male and 763 female ST teachers in the Primary level. This number seems grossly inadequate to meet the current requirements, especially in the Primary Schools.¹³⁰

The data provided by RVM Visakhapatnam also indicates that there are no habitations in the mandals that do not have a Primary School within a distance of 1 km or a Upper Primary School within a distance of 3 km.¹³¹

The estimates of zero villages with no Upper Primary School facility within 3 km radius in Visakhapatnam district seems to be far-fetched as several villages do not have proximity of Upper Primary Schools and High Schools. Similarly estimates that there are no villages without a Primary School or AIE facility within 1 km radius may also be incorrect per information provided by local groups that shows that there are villages with no AIE/EGS facility and even if the Primary School were within 1 km radius, the hazards of crossing

¹²⁶ Annexure 36: Block-wise out-of-school children from ST community (as per HHS), Visakhapatnam district

¹²⁷ URL: http://ssa.ap.nic.in/DistWiseOSC_4/3.pdf (retrieved May 2011)

¹²⁸ As per complaints received from local NGOs

¹²⁹ Annexure 37: Data on ST schools infrastructure, Visakhapatnam district

¹³⁰ Annexure 38: ST teachers, Visakhapatnam district

¹³¹ Annexure 39: Block-wise habitations and access details (Primary) (2010-11), Visakhapatnam district; Annexure 40: Block-wise habitations and access details (Upper Primary) (2010-11), Visakhapatnam district

streams and walking through the forest for small children of 5–7 years of age prevents them from attending school.

NGOs working in the region have provided a list of hamlets that do not have schools and where schools are being run by them¹³². This is a small sample of school-less habitations and number of ST children not provided Primary education by the government in Visakhapatnam district. This is an assessment undertaken by the local groups on ST children not having school facility or even an AIE centre. However, this is only an example from a scattered group of villages and does not cover the whole district. Yet as per RVM out-of-school ST children for this district are not more than 800 whereas the information by the local groups provides an estimate of 586 children from 36 villages alone. The mid-day meal scheme is also not being provided in these schools.

The AIE centres in most of the villages are reported not to have any infrastructure, not even temporary huts or tents, and neither any blackboards or education material. There is no semblance of a school either permanent or temporary. Some AIE centres report to be providing mid-day meal facility, but local communities and NGOs complain that this is not implemented in most places. Hence, Visakhapatnam district poses a serious violation of the rights of ST children and their access to Primary education.

In this situation the RTE Act has to be applied in its true spirit where it specifies the need for relaxation of the norm of 1 km radius for those communities who live in inaccessible terrains. The State government of Andhra Pradesh states that as per their norms the eligibility criteria for setting up a Primary School is a minimum of 20 children per village. However, there are many villages having 15–30 children and not having any school. The official estimates of number of children (18541)¹³³ who are left out of the access to Primary School seems to be very conservative considering the complaints received from local organisations. Chintapalli mandal in particular has a high number of children—this is one of the areas with thick forest cover, political disturbances and having majority VTG communities. These have to be priority areas for setting up schools.

With respect to villages which have no access to Upper Primary Schools, the mandals that have more serious a problem, again even by the conservative estimates of the government are, Paderu, Munchingput, Pedabayalu, Ananthagiri, Araku, G Madugula and Hukumpeta i.e., literally all the Scheduled mandals of the district have gaps in Upper Primary Schools.

Vizianagaram district

Vizianagaram district has an ST population of 214839 of which 106079 are males and 108760 are females, with the female population marginally higher than the ST male population. The STs in the district account for 4.28% of the total ST population of the State and 9.55% of the total population of the district. Of the total 6539 sq km area of the district 1740.98 sq km or 26.62% of the total area of the district comprises the Scheduled Area which falls under the ITDA Parvathipuram. The ITDA was established in 1979 and covers one mandal, fully and 13 mandals, partially. There are 302 Scheduled villages and 181 non-Scheduled villages (TSP). The predominant tribal communities in this district are Savara and Jatapu who are also VTG communities.

¹³² Annexure 41: School-less habitations in Scheduled Area, Visakhapatnam district

¹³³ See Annexure 39: Block-wise habitations and access details (Primary) (2010-11), Visakhapatnam district

Population

The ST children population in the age group 0–14 years as per Census 2001 is 81594 (boys: 41765; girls 39829). The population in the age group 7–14 years is 46229 (boys: 24225; girls: 22004). As per RVM Vizianagaram (HHS) the ST population for the district in the age group 6–14 years is around 41000.¹³⁴

Literacy and enrolment

The total number of ST literates in the district is 63324 of which the men number 39492 and women 23832. The literacy rates are 44.6% and 26.21% for men and women respectively with an overall ST literacy rate of 35.28% as per the Census 2001. The literates among the children's population of 7–14 years is 32550 (boys: 18452; girls 14098). The literacy rates in the fully Scheduled mandal of GL Puram is shown to be quite high—51.52 %—and similarly in the partially Scheduled mandals.¹³⁵

The total ST enrolment between Classes I and VIII as per NUEPA is 43855 [Table 65: Block-wise and class-wise ST enrolment in all recognised schools for Class I–IV (as per NUEPA) Vizianagaram district; Table 66: Block-wise and class-wise ST enrolment in all recognised schools for Class I–IV (as per NUEPA), Vizianagaram district], while the data provided by RVM Hyderabad gives a marginally different figure of 41051¹³⁶. The enrolment figures as per RVM Vizianagaram gives the enrolment in the age group 6–14 years as about 40000¹³⁷. A steady fall in enrolment is noticed between Class I and Class VIII.

Out-of-school and drop-outs

The total number of ST out-of-school children in the age group 6–14 years as per RVM Vizianagaram (HHS) number over 1000 with Kurapam and GL Puram mandals accounting for nearly 200 of the out-of-school children¹³⁸. The ITDA Parvathipuram gives the number of drop-outs at 1063 with boys numbering 635 and girls 428, with Salur mandal having the highest number of drop-outs.¹³⁹

Infrastructure

The district of Vizianagaram has a total of 2391 government Primary Schools with 5393 teachers¹⁴⁰. Of these there are only 887 ST male teachers and 323 female ST teachers at the Primary level. For the Primary and Upper Primary levels the total number of government teachers is 2373 while the ST teachers number only 257 (male: 183; female: 74).¹⁴¹

There are several gaps in infrastructure as well, especially with respect to drinking water and toilets that are glaringly visible in the Scheduled mandals or mandals having majority ST children. The mandals that show poor indicators are GL Puram, Komarada, Kurapam, Pachipenta, Parvathipuram and Saluru.¹⁴²

¹³⁴ Annexure 42: Block-wise ST child population in the age group 6–14 years, Vizianagaram district

¹³⁵ Data provided by RVM Vizianagaram

¹³⁶ Annexure 43: Block-wise and class-wise ST enrolment: Class I–IV (as per RVM Hyderabad), Vizianagaram district and Annexure 44: Block-wise and class-wise ST enrolment: Class I–IV (as per RVM Hyderabad), Vizianagaram district

¹³⁷ Annexure 45: Block-wise ST enrolment (as per HHS), Vizianagaram district

¹³⁸ Annexure 46: Block-wise ST out-of-school children, Vizianagaram district

¹³⁹ Annexure 47: Block-wise number of drop-outs, ITDA Parvathipuram

¹⁴⁰ NUEPA 2009

¹⁴¹ Annexure 48: ST teachers, Vizianagaram district

¹⁴² Annexure 49: Block-wise number of schools without drinking water, boys and girls toilets, Vizianagaram district

Table 65: Block-wise and class-wise ST enrolment in all recognised schools for Class I-IV (as per NUEPA), Vizianagaram district

No.	Block/mandal	Class I		Class II		Class III		Class IV					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
1	Badangi	15	15	30	16	16	32	8	13	21	13	4	17
2	Balijipeta	16	17	33	15	15	30	12	7	19	14	13	27
3	Bhogapuram	1	0	1	0	2	2	1	2	3	1	4	5
4	Bobbili	66	51	117	58	46	104	68	49	117	43	50	93
5	Bondapalli	25	16	41	22	27	49	24	17	41	22	17	39
6	Cheepurupalli	8	10	18	2	5	7	3	7	10	4	6	10
7	Dathirajeru	3	6	9	10	4	14	8	9	17	9	2	11
8	Denkada	8	4	12	2	4	6	7	4	11	4	6	10
9	GL Puram	654	660	1314	615	606	1221	796	746	1542	807	732	1539
10	Gajapathinagaram	10	21	31	11	11	22	7	15	22	12	16	28
11	Gantyada	50	30	80	39	22	61	39	18	57	34	15	49
12	Garividi	7	17	24	7	6	13	13	15	28	17	14	31
13	Garugubilli	12	12	24	16	8	24	16	8	24	9	3	12
14	Gurla	14	11	25	5	6	11	9	13	22	8	6	14
15	Jami	7	10	17	6	4	10	8	13	21	5	5	10
16	Jiyyammavalasa	147	144	291	115	115	230	149	128	277	142	95	237
17	Komarada	310	284	594	270	263	533	333	270	603	249	280	529
18	Kothavalasa	23	19	42	21	15	36	28	22	50	27	23	50
19	Kurapam	746	688	1434	629	573	1202	743	585	1328	653	553	1206
20	Lakavarapukota	1	3	4	2	2	4	3	0	3	1	0	1
21	Makkuvu	182	184	366	160	149	309	140	101	241	131	86	217
22	Mentada	103	122	225	73	79	152	42	39	81	54	32	86
23	Merakamudidam	15	9	24	11	7	18	13	11	24	13	13	26

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	Nellimarla	8	8	16	8	9	17	9	6	15	15	9	24
25	Pachipenta	490	477	967	365	372	737	257	213	470	259	194	453
26	Parvathipuram	189	205	394	157	143	300	129	119	248	147	138	285
27	Pusapatirega	7	2	9	7	5	12	1	3	4	3	1	4
28	Ramabhadrapuram	62	55	117	55	45	100	67	59	126	60	59	119
29	Saluru	561	608	1169	502	461	963	415	357	772	413	374	787
30	Seethanagaram	12	10	22	12	14	26	16	13	29	12	10	22
31	Srungavarapukota	107	124	231	121	108	229	130	113	243	91	91	182
32	Therlam	23	18	41	14	14	28	16	15	31	5	12	17
33	Vepada	39	47	86	31	23	54	62	44	106	42	24	66
34	Vizianagaram	28	28	56	36	29	65	34	19	53	33	23	56
	Total	3949	3915	7864	3413	3208	6621	3606	3053	6659	3352	2910	6262

Source: File sent by NUEPA (2009).

Table 66: Block-wise and class-wise ST enrolment in all recognised schools for Class V–VIII (as per NUEPA), Vizianagaram district

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I–VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Badangi	13	16	29	6	20	26	8	9	17	8	4	12	184
2	Balijipeta	11	12	23	15	3	18	11	4	15	11	4	15	180
3	Bhogapuram	0	2	2	2	0	2	1	2	3	1	0	1	19
4	Bobbili	48	30	78	20	61	81	30	78	108	18	84	102	800
5	Bondapalli	13	19	32	1	6	7	3	1	4	5	5	10	223
6	Cheepurupalli	2	3	5	11	10	21	4	6	10	9	21	30	111
7	Dathirajeru	3	5	8	6	2	8	10	4	14	4	0	4	85
8	Denkada	1	6	7	4	2	6	4	4	8	0	1	1	61
9	GL Puram	674	685	1359	443	560	1003	341	470	811	305	495	800	9589

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I-VIII				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total			
10	Gajapathinagaram	13	12	25	3	10	13	10	10	20	3	2	5	166
11	Gantiyada	34	11	45	30	13	43	28	6	34	6	5	11	380
12	Garividi	9	9	18	9	2	11	11	4	15	10	8	18	158
13	Garugubilli	7	12	19	6	6	12	4	6	10	8	7	15	140
14	Gurla	7	7	14	2	8	10	3	5	8	5	4	9	113
15	Jami	5	10	15	3	11	14	1	12	13	2	9	11	111
16	Jiyyammavalasa	143	73	216	119	47	166	111	101	212	75	54	129	1758
17	Komarada	309	236	545	172	138	310	136	147	283	89	134	223	3620
18	Kothavalasa	29	26	55	21	12	33	6	13	19	2	23	25	310
19	Kurapam	462	436	898	365	161	526	356	186	542	283	149	432	7568
20	Lakavarapukota	0	1	1	5	4	9	3	5	8	2	17	19	49
21	Makkuvu	108	94	202	70	29	99	103	35	138	84	33	117	1689
22	Mentada	43	47	90	33	19	52	35	31	66	40	7	47	799
23	Merakamudidam	9	9	18	6	1	7	1	4	5	5	7	12	134
24	Nellimarla	9	15	24	39	21	60	25	12	37	5	6	11	204
25	Pachipenta	362	259	621	200	163	363	153	123	276	83	109	192	4079
26	Parvathipuram	170	109	279	204	53	257	159	46	205	239	70	309	2277
27	Pusapatirega	7	3	10	4	4	8	6	1	7	5	1	6	60
28	Ramabhadrapuram	55	54	109	22	12	34	26	18	44	10	2	12	661
29	Saluru	352	370	722	191	215	406	148	192	340	106	130	236	5395
30	Seethanagaram	14	5	19	4	2	6	5	2	7	4	10	14	145
31	Srungavarapukota	91	73	164	74	43	117	61	32	93	52	31	83	1342
32	Therlam	13	14	27	9	9	18	3	5	8	3	3	6	176
33	Vepada	24	22	46	66	13	79	44	5	49	63	18	81	567
34	Vizianagaram	28	44	72	37	97	134	49	111	160	28	78	106	702
	Total	3068	2729	5797	2202	1757	3959	1899	1690	3589	1573	1531	3104	43855

Source: File sent by NUEPA (2009)

In terms of access there are 789 children mostly from the TSP areas who do not have access to Primary Schools. However, the out-of-school ST children for Vizianagaram district is given as 633 which is lower than the number of children out-of-school due to not having Primary School or AIE/EGS centres in their habitations. It is not clear whether these 789 children are in residential Ashram Schools as these schools are only meant for children from Class III onwards¹⁴³. In the Upper Primary level there are 787 children who do not have access to Upper Primary Schools as per the norms¹⁴⁴. The ITDA Parvathipuram has 49 school-less habitations with the majority being in Kurapam and Saluru mandals.¹⁴⁵

The total number of children studying in 349 GVVVs run by the Tribal Welfare Department, between the Classes of I and V number 7173 [Table 67: Strength particulars of Government Primary Schools (Tribal Welfare) (GVVK) under control of ITDA Parvathipuram (2010-11)]. In Ashram Schools and Hostels of the ITDA the children enrolled between Class III and VIII number 9682 (Table 68: Strength particulars of students in Ashram Schools/Hostels, ITDA Parvathipuram), while in the Gurukulams the number enrolled between Class III and VIII is 2497 [Table 69: Strength particulars of Gurukulams (as on 1 December 2010), ITDA Parvathipuram]. This indicates that only about 19352 students in the age group of 6–14 years have access to schooling while the population in the district in the age group is nearly 87000. Hence the outreach of education for ST students is extremely low and inadequate.

Table 67: Strength particulars of Government Primary Schools (Tribal Welfare) (GVVK) under control of ITDA Parvathipuram (2010-11)

Block/mandal	No of schools	I		II		III		IV		V		Total		Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
GL Puram	82	198	188	250	228	175	182	154	116	112	139	886	852	1738
Jiyyammavalasa	24	60	55	43	49	39	32	27	24	15	20	187	177	364
Kurupam	66	201	185	210	178	156	139	125	98	88	82	790	680	1470
Parvathipuram	18	42	70	34	43	47	29	35	21	46	31	204	193	395
Komarada	39	106	90	86	60	78	78	91	77	68	57	429	362	791
Makkuva	23	44	30	42	48	44	44	39	35	38	33	204	191	395
PAchipenta	51	157	121	142	163	71	79	34	42	47	33	438	444	890
Saluru	46	165	164	128	130	107	95	93	88	84	76	577	553	1130
Total	349	973	903	935	899	717	678	598	501	498	471	3715	3452	7173

Source: ITDA Parvathipuram

¹⁴³ Annexure 50: Block-wise details of access to Primary Schools, Vizianagaram district

¹⁴⁴ Annexure 51: Block-wise details of access to Upper Primary Schools, Vizianagaram district

¹⁴⁵ Annexure 52: Block-wise school-less habitations in ITDA Parvathipuram

Table 68: Strength particulars of students in Ashram Schools/Hostels, ITDA Parvathipuram

Category		Primary Schools	Upper Primary Schools	High Schools	Hostels	Total
No of schools		7	19	25	11	62
III	Boys	109	355	123	159	746
	Girls	83	199	90	118	490
IV	Boys	109	463	144	183	899
	Girls	101	171	98	138	508
V	Boys	99	379	157	181	816
	Girls	58	135	259	122	574
VI	Boys	0	375	734	135	1244
	Girls	0	73	729	96	898
VII	Boys	0	314	654	102	1070
	Girls	0	33	639	69	741
VIII	Boys	0	0	752	54	806
	Girls	0	0	812	16	828
IX	Boys	0	0	671	32	703
	Girls	0	0	775	21	796
X	Boys	0	0	576	33	609
	Girls	0	0	669	0	669
Total	Boys	317	1886	3811	879	6893
	Girls	242	611	4071	580	5504
Total		559	2497	7882	1459	12397

Source: ITDA Parvathipuram

Table 69: Strength particulars of Gurukulams (as on 1 December 2010), ITDA Parvathipuram

Name of institution	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
APTWRS (Boys), Bhadragiri					70	79	83	73	90	82	477
APTWRS (PTG-Girls), Bhadragiri			77	80	86	83	127	82	92	79	706
APTWRS (Boys) Komarada					67	69	76	73	67	64	416
APTWRS (Boys) P Konavalasa					77	80	82	80	90	76	485
APTWRS (Girls) Kurupam					78	79	85	81	88	87	498
SOE Parvathipuram								79	79	69	227
KGBV Makkuvu						30	26	45	32	19	152
KGBV GL Puram						46	32	37	30	22	167
KGBV Mentada						40	20	31	11	7	109
KGBV Pachipenta						43	16	29	11	6	105
KGBV Komarada						35	33	38	34	30	170
Mini-gurukulam, Pachipenta	30	30	30	30	30						150
Total	30	30	107	110	408	584	580	648	624	541	3662

Source: ITDA Parvathipuram



Classrooms were found to be littered and dirty



No benches or chairs even for High School students



Ramps are either non-existent or were found to be broken in most schools



Reading and comprehension among children was found to be quite poor



Several schools lacked a playground, boundary wall or gates



Slim cards are available in schools but often they are not used effectively for teaching



Children wasting away their time due to teacher absenteeism in Adilabad district



Semi-constructed and non-functional toilets were a common sight in all districts visited



Less students, more teachers in schools in Adilabad district



Lack of hygiene is a serious issue in residential schools. The area where taps for drinking water have been provided were dirtied by dogs [Jangamreddypally TWAHS(G), Mahabubnagar district]



Drinking water was found to be scarce in some sites. Also no form of water purification is carried out prior to consumption



Unsafe access into classroom in a Primary School. Broken and rundown infrastructure a common sight



High student strength and poor infrastructure a common feature of residential schools



The roof of the residential school is used by the girls to dry their clothes and has no parapet walls on its sides [Jangamreddypally TWAHS(G), Mahabubnagar district]



Classrooms double as sleeping areas in many residential facilities



Congested classrooms cum sleeping areas



Primary schools /AIE centres in Visakhapatnam district were found to lack even basic infrastructure. Despite repeated complaints the conditions have not improved



A flimsy shed to cook mid-day meals



A spoonful of dal with rice is hardly able to meet nutritional requirements of a child



Mid-day meal cooks are most often not paid their salaries on time or receive very delayed reimbursements of bills

Orissa

The study covered three districts in Orissa—Mayurbhanj, Koraput and Rayagada—for primary level field visits. The following is an education profile of these districts which can be compared to the field visit observations to understand the district level situation of STs. For Orissa more detailed district level information is presented as all the three districts have fully Scheduled Areas and therefore, the overall district picture is more or less the status of STs in these districts.

Mayurbhanj district

Mayurbhanj has a total population of 2221782 (male: 1121982; female: 1099800) that is 6.05% of the population of the entire State. It is one of the districts with the largest ST population and Scheduled Area. Indicators of this district for STs provide a representation of the general condition of the ST population of the State. The predominant tribal groups in the district are Santal, Kharia, Kolha, Lodha, Bathudi, Bhumij, Ho, Munda and Sounti. The entire district with an area of 10416.6 sq km comes under the Fifth Schedule.

Population and literacy

The total ST population of the district is 1258459 (male: 631149; female: 627310) which constitutes 56.6% (male: 56.19%; female: 57.01%) of the total population of the State. The total ST child population in the district between the age groups 0 and 14 is 495501 (boys: 255574; girls: 239927) as per Census 2001 (Table 70: Total ST child population in the age group 0–14 years, Mayurbhanj district). According to SSA Mayurbhanj the child population is around 2.6 lakh.¹⁴⁶

Table 70: Total ST child population in the age group 0–14 years, Mayurbhanj district

Age	0–6	7	8	9	10	11	12	13	14	Total
Boys	116846	18277	24506	15369	24287	10127	21864	11630	12668	255574
Girls	112537	17713	22032	13957	21626	9131	20459	11094	11378	239927
Total	229383	35990	46538	29326	45913	19258	42323	22724	24046	495501

Source: Census 2001

The total number of ST literates in the district are 399319 (men: 278272; women: 121047) and the literacy rate stands at 24.1% (male: 37.72%; female: 10.5%). ST female literacy is abysmally low in the district while male literacy is also not without concern. Of the 266118 ST children in the district in the age group 7–14 years, only 145720 are literate and almost 50% children are illiterate or out-of-school (Table 71: Total number of ST literates in the age group 7–14 years, Mayurbhanj district). This is for the year 2008 but the wide discrepancy between population and literacy is evident here. This is not including the age group of 6 years.

Enrolment

In terms of enrolment it can be observed that while the numbers in the first few grades in each block are between 1200 and around 3000, the number of children in Class VII and VIII are a few hundred in each block. While there are a total of 52278 ST students in Class I there are only 4802 students in Class VIII. This is a huge difference in the strength in each class going down steeply by Class VIII level [Table 72: Class-wise and block-wise

¹⁴⁶ Annexure 53: Block-wise ST child population in the age group 6–14 years, Mayurbhanj district

enrolment of ST students for Class I–IV (as per NUEPA), Mayurbhanj district; Table 73: Class-wise and block-wise enrolment of ST students for Class V–VIII (as per NUEPA), Mayurbhanj district]. In terms of population, Mayurbhanj has almost 50% ST population, this being a Fifth Schedule district. However, the number of ST children enrolled is most often less than 50% of the general population. Yet, low rates of enrolment from ages 6–11 to 11–14 reflect that retention is poor for both general and ST children in this district. For Kaptipada block, the number of children enrolled from general population is the same as from ST children. While total enrolment for general population between 6–11 years is 219339 and for STs is 191605, it goes down to 99690 for general in the age group 11–14 years and down to 54795 for ST population. This means that there are less than half the children in Class VIII as there are in Class I for general population and about a quarter of children in Class VIII as compared to Class I for ST population.¹⁴⁷

Table 71: Total number of ST literates in the age group 7–14, Mayurbhanj district

Age	Boys	Girls	Year 2008 Total
7	8221	5847	14068
8	13333	8474	21807
9	10275	6693	16968
10	15642	9600	25242
11	7779	5068	12847
12	14954	9475	24429
13	8979	6052	15031
14	9529	5799	15328
Total	88712	57008	145720

Source: URL: <http://www.opepa.in/> (retrieved February 2011)

Out-of-school and drop-outs

For general population, the total out-of-school children are 18528 and 4114 respectively for the age groups 6–11 and 11–14 years and for ST children it is 13317 and 3174 respectively. It is difficult to understand how there are more children out-of-school in the lower age group for both sections. However, it is also not clear how out-of-school children are enumerated when the drop-out rate is so high in the Upper Primary and High School levels. For some of the blocks it is ridiculously low at single digits (as low as two) and double digits (as low as 11). The percentage of children out-of-school compared to their total ST population is also very low and ranges from 0.7% to 11% (Table 74: Block-wise out-of-school children among STs in the age group 6–14 years and ST out-of-school children as a percentage of child population, Mayurbhanj district). The drop-out rate for ST children in Mayurbhanj district at the Primary level is 58.64% while that for general population is 52.97%. At the Upper Primary level the ST drop-out rates are 67.59% while for the general population it is 60.88% (figures for 2004-05).¹⁴⁸

¹⁴⁷ Annexure 54: Enrolment 6–14 years: All communities and STs, Mayurbhanj district

¹⁴⁸ CLAP (no year)

Table 72: Class-wise and block-wise enrolment of ST students for Class I–IV (as per NUEPA), Mayurbhanj district

Block	Class I			Class II			Class III			Class IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bahalda	683	640	1323	650	618	1268	706	614	1320	628	526	1154
Bangriposi	1675	1520	3195	1162	1043	2205	805	884	1689	788	685	1473
Baripada	1083	898	1981	801	699	1500	671	584	1255	650	485	1135
Barasahi	1479	1281	2760	1025	1036	2061	921	902	1823	907	763	1670
Betnoti	1212	1098	2310	893	836	1729	798	745	1543	729	685	1414
Bijatola	1047	979	2026	710	711	1421	661	587	1248	512	506	1018
Bisoi	883	856	1739	766	647	1413	651	651	1302	595	567	1162
Gopabandhu Nagar	805	832	1637	623	637	1260	569	582	1151	504	468	972
Jamda	788	676	1464	728	717	1445	673	669	1342	559	517	1076
Jashipur	1435	1261	2696	1059	1002	2061	921	883	1804	766	704	1470
Kaptipada	1499	1072	2571	1615	1277	2892	1530	1235	2765	1313	1017	2330
Karanjia	1261	1195	2456	850	804	1654	791	686	1477	672	692	1364
Khunta	1106	1005	2111	824	711	1535	750	666	1416	680	636	1316
Kuliana	1369	1234	2603	983	973	1956	702	812	1514	723	736	1459
Kusumi	778	709	1487	728	732	1460	768	711	1479	670	723	1393
Morada	1030	950	1980	749	795	1544	607	600	1207	528	545	1073
Rairangpur	458	444	902	482	450	932	448	398	846	429	376	805
Raruan	768	622	1390	566	480	1046	508	414	922	437	394	831
Rasgovindpur	1064	890	1954	847	722	1569	871	794	1665	701	704	1405
Samakhunta	962	898	1860	790	731	1521	672	629	1301	534	511	1045
Saraskana	959	907	1866	838	726	1564	682	654	1336	690	662	1352
Sukuruli	862	792	1654	523	508	1031	434	498	932	400	388	788
Suliapada	690	624	1314	679	620	1299	574	549	1123	524	525	1049
Thakurmunda	1596	1576	3172	1402	1320	2722	1120	1144	2264	969	885	1854
Tiring	656	608	1264	544	515	1059	505	452	957	405	409	814
Udala	919	831	1750	941	776	1717	716	718	1434	645	595	1240
Urban												
Baripada (MPL)	222	180	402	156	143	299	106	169	275	123	140	263
Karanjia NAC	100	76	176	84	70	154	87	82	169	82	80	162
Rairangpur NAC	46	58	104	32	35	67	36	37	73	35	60	95
Udala NAC	62	69	131	50	48	98	48	41	89	40	42	82
Total	27497	24781	52278	22100	20382	42482	19331	18390	37721	17238	16026	33264

Source: File sent by NUEPA (2009)

Table 73: Class-wise and block-wise enrolment of ST students for Class V–VIII (as per NUEPA), Mayurbhanj district

Block	Class V			Class VI			Class VII			Class VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bahalda	594	488	1082	410	374	784	437	315	752	82	107	189
Bangriposi	726	593	1319	451	435	886	513	438	951	38	48	86
Baripada	571	511	1082	323	345	668	317	303	620	11	70	81
Barasahi	856	776	1632	777	647	1424	763	600	1363	20	154	174
Betnoti	666	570	1236	587	408	995	558	401	959	40	151	191
Bijatola	461	373	834	458	310	768	389	296	685	0	15	15
Bisoi	543	576	1119	444	454	898	500	478	978	32	120	152
Gopabandhu Nagar	453	440	893	387	454	841	318	312	630	1	43	44
Jamda	470	475	945	406	360	766	423	326	749	103	147	250
Jashipur	715	685	1400	529	497	1026	512	452	964	110	209	319
Kaptipada	1279	971	2250	905	519	1424	861	515	1376	100	136	236
Karanjia	625	644	1269	529	422	951	491	409	900	76	129	205
Khunta	660	628	1288	531	482	1013	448	470	918	76	115	191
Kuliana	667	747	1414	579	596	1175	590	530	1120	85	157	242
Kusumi	646	628	1274	461	455	916	496	546	1042	1	77	78
Morada	504	443	947	536	403	939	509	321	830	3	119	122
Rairangpur	443	407	850	292	212	504	273	217	490	41	43	84
Raruan	413	397	810	328	315	643	329	337	666	2	74	76
Rasgovindpur	751	698	1449	582	471	1053	602	472	1074	82	132	214
Samakhunta	613	545	1158	395	487	882	425	375	800	21	109	130
Saraskana	760	660	1420	413	440	853	432	431	863	15	152	167
Sukuruli	395	381	776	354	463	817	411	415	826	9	123	132
Suliapada	451	553	1004	328	417	745	347	397	744	26	121	147
Thakurmunda	879	736	1615	686	610	1296	717	586	1303	20	120	140
Tiring	395	389	784	378	372	750	350	342	692	149	198	347
Udala	562	574	1136	481	402	883	372	384	756	14	126	140
Urban												
Baripada (MPL)	102	118	220	123	188	311	128	152	280	26	145	171
Karanjia NAC	72	77	149	104	105	209	120	124	244	57	100	157
Rairangpur NAC	34	89	123	79	103	182	91	158	249	103	131	234
Udala NAC	36	36	72	42	51	93	49	60	109	32	56	88
Total	16342	15208	31550	12898	11797	24695	12771	11162	23933	1375	3427	4802

Source: File sent by NUEPA (2009)

Table 74: Block-wise out-of-school children among STs in the age group 6–14 years and ST out-of-school children as a percentage of child population, Mayurbhanj district

Block	Age group							
	6–11 years				11–14 years			
	Boys	Girls	Total	% of ST child population	Boys	Girls	Total	% of ST child population
Bahalda	80	62	142	2.28	7	4	11	0.7
Bangriposi	366	367	733	7.46	109	121	230	10.74
Baripada	177	170	347	4.97	55	38	93	5.46
Barsahi	172	200	372	3.69	83	73	156	4.7
Betnoti	282	273	555	6.11	82	103	185	7.48
Bijatola	329	334	663	9.74	57	42	99	5.9
Bisoi	281	284	565	7.94	36	34	70	3.07
Gopabandhu Nagar	56	71	127	2.12	55	45	100	5.85
Jamada	202	189	391	6.23	9	11	20	1.19
Jashipur	758	779	1537	15.03	123	55	178	6.45
Kaptipada	249	237	486	3.62	53	59	112	4.02
Karanjia	209	192	401	4.77	113	81	194	9.16
Khunta	131	124	255	3.4	23	42	65	2.74
Kuliana	282	337	619	6.64	167	186	353	11.8
Kusumi	252	291	543	7.77	10	12	22	0.93
Moroda	351	355	706	9.19	109	144	253	11.08
Rairangpur	229	192	421	9.28	13	21	34	3.13
Raruan	199	230	429	8.34	47	58	105	6.18
Rasgobindpur	141	124	265	3.13	61	72	133	5.8
Samakhunta	453	439	892	11.68	115	95	210	11.24
Saraskana	292	336	628	7.91	36	24	60	3
Sukruli	44	74	118	2.37	11	2	13	0.58
Suliapada	173	161	334	5.75	93	88	181	8.35
Thakurmunda	339	361	700	5.66	32	46	78	2.69
Tiring	196	203	399	7.71	11	13	24	1.47
Udala	182	206	388	5.28	79	65	144	7.05
Baripada (MPL)	129	125	254	14.22	20	14	34	5.67
Karanjia NAC	3	4	7	0.92	5	2	7	1.42
Rairangpur (NAC)	20	16	36	7.38	0	0	0	0
Udala (NAC)	4	0	4	0.73	5	5	10	4.46
Total	6581	6736	13317	6.5	1619	1555	3174	5.48

Source: SSA Mayurbhanj

Infrastructure

Mayurbhanj district appears to have a high number of private-aided and unaided schools and the State of their infrastructure as seen in the field visits made is not only sub-standard but the ST children have to pay for their hostel facilities and food.¹⁴⁹

¹⁴⁹ Annexure 55: Management-wise number of schools, Mayurbhanj, Rayagada and Koraput districts

The Upper Primary Schools are only a third of the Primary Schools. For the total number of schools (3807 as per NUEPA and 4223 as per CLAP report), the district of Mayubhanj has a total teacher strength of 6894 at Primary level and 2021 at Upper Primary level as per CLAP and 10630 as per NUEPA, which indicates a teacher strength of less than three per school on an average. Of them only 41.96% are female teachers at the Primary level and 26.77% at Upper Primary level. It appears that female teachers are low in qualifications to be appointed at the Upper Primary level. The overall teacher strength is also extremely low considering that many of these schools are Upper Primary Schools. The school visits to the district also corroborate this problem of shortage of teachers at the Sevashrams and Upper Primary Schools.

The MLE programme is reportedly implemented the most in Mayurbhanj district due to the large number of ST children from different language background. Although the research team could not visit any of these schools, the OPEPA reports that the response is extremely positive from the tribal communities, especially the Santhali who have been demanding for its introduction in all the schools that have Santhali children. The MLE developed in Santhali language uses the traditional Santhali script. The other language is Munda for which the Oriya script is used. Mayurbhanj has 120 MLE centres for the Santhali language.

In terms of infrastructure like toilets and drinking water the district overall does not seem to fare well with only about 24% Primary Schools having toilets for girls and nearly 10% not having any drinking water facility. There are also very few female teacher schools at the different levels. The teacher-pupil ratio is on the higher side at 1:32 for the Primary level (Table 75: Performance indicators of schools, Mayurbhanj district). A large percentage of the classrooms also seem to require some form of repair (Table 76: Number and condition of classrooms, Mayurbhanj district). There are nearly 103 schools from the Primary to the Upper Primary levels that do not have any form of buildings for classrooms and two schools at the Primary level are being conducted in tents (Table 77: Number of schools by type of building, Mayurbhanj district).

Table 75: Performance indicators of schools, Mayurbhanj district

Indicator (%)	Primary only	Primary + Upper Primary	Primary with Upper Primary and Sec./Hr.Sec	Upper Primary only	Upper Primary with Sec./Hr.Sec
Single classroom school	5	0.2	0	1	0
Single teacher school	18.5	0.8	0	4.7	0
Schools with Student Classroom Ratio>60	2.9	3.2	9.1	16.2	10
Schools with common toilets	28.5	51.9	63.6	30.6	55
Schools with girls toilets	23.9	41.8	40.9	25.3	42.5
Schools with drinking water facility	89.5	92.6	100	80.5	95
Schools with blackboard	99.9	100	100	99.7	100
No of female teacher schools (tch>=2)	29	26.4	13.6	57.6	22.5
Government schools with kitchen shed	16.4	21.4	43.8	4.2	27
Teacher Pupil Ratio (not expressed in %)	32	36	28	36	22
Student Classroom Ratio (not expressed in %)	27	31	35	36	29
Schools with <=50 students	31.6	1.3	9.1	18.9	2.5
Female teachers	41.5	39.7	46	22.5	28.4
Primary cycle=I-V; Upper Primary cycle=VI-VIII					
Source: NUEPA 2009					

Table 76: Number and condition of classrooms, Mayurbhanj district

School category	Total classrooms	% good condition	% minor repairs	% major repairs
Primary only	6840	38.3	33	28.7
Primary+Upper Primary	4557	38	32.8	29.2
Primary with Upper Primary and Sec./Hr.Sec	179	57.5	34.8	7.7
Upper Primary only	730	27	36.5	36.6
Upper Primary with Sec./Hr.Sec	296	28.7	50.3	20.9
Primary cycle=I-V; Upper Primary cycle=VI-VIII				
<i>Source: NUEPA 2009</i>				

Table 77: Number of schools by type of building, Mayurbhanj district

School category	Pucca	Partially pucca	Kuccha	Tent	Multiple type	No building
Primary only	741	202	30	2	1333	85
Primary+ Upper Primary	133	25	3	0	702	6
Primary+Upper Primary+Secondary	13	1	0	0	7	1
Upper Primary only	78	53	15	0	140	10
Upper Primary+Secondary	7	10	1	0	21	1
Primary cycle=I-V; Upper Primary cycle=VI-VIII						
<i>Source: NUEPA 2009</i>						

The educational qualifications of teachers are a good indicator of the poor levels of teacher quality in the district. At the Primary there are 1625 teachers who have only completed SSC. There are only 1039 graduates and 111 post-graduates in the Primary level. In Upper Primary Schools also a majority of them have only completed Secondary and Higher Secondary education. This shows that teachers are not equipped to teach in higher classes but are taking Upper Primary and High School classes also. This is a shocking state of the quality of teachers (Table 78: Teachers by educational qualification, Mayurbhanj district). Also, barely any ST teachers are available for teaching in the district; at the Primary level for the entire district ST teachers number just 1297 (Table 79: Teachers by gender and caste, Mayurbhanj district).

Table 78: Teachers by educational qualification, Mayurbhanj district

School category	Below Sec.	Sec.	Hr. Sec.	Graduate	Post - graduate	M.Phil	Others
Primary only	71	1625	775	1039	111	3	0
Primary+ Upper Primary	39	824	450	973	127	1	0
Primary+Upper Primary+Sec./Hr. Sec.	4	16	28	118	35	1	0
Upper Primary only	8	115	110	231	39	0	0
Upper Primary+ Sec./Hr. Sec.	8	35	31	172	87	1	0
Para-teachers	63	991	1140	1584	235	12	0
Primary cycle=I-V; Upper Primary cycle=VI-VIII							
<i>Source: NUEPA 2009</i>							

Table 79: Teachers by gender and caste, Mayurbhanj district

School category	Total	Regular teachers		Para-teachers		SC teachers		ST teachers	
		Male	Female	Male	Female	Male	Female	Male	Female
Primary only	5755	2136	1488	1233	898	454	279	908	389
Primary+ Upper Primary	3992	1467	947	940	638	272	130	500	248
Primary+Upper Primary+Sec./Hr. Sec.	226	109	93	13	11	10	10	13	11
Upper Primary only	742	418	85	157	82	24	16	63	16
Upper Primary+ Sec./Hr. Sec.	387	247	87	30	23	13	6	31	14

Primary cycle=I–V; Upper Primary cycle=VI–VIII
Source: NUEPA 2009

In-service training provided to teachers is very low although this figure alone does not provide information on quality and content of the training. However, only 7.9% male and 6.4% female teachers are reported to have been trained at the Upper Primary and High School levels. This is where the need for specialised training on subject specific pedagogy is required, but training inputs are very low. Even at the Primary level, considering the low qualifications of teachers, the data suggests that training inputs have been very low (Table 80: Teachers who received in-service training in the previous year, Mayurbhanj district).

Table 80: Teachers who received in-service training in the previous year, Mayurbhanj district

Performance indicators	Primary only	Primary with Upper Primary	Primary, Upper Primary, Sec./Hr. Sec.	Upper Primary only	Upper Primary with Sec./Hr. Sec.
Male	47.8	53	13.1	42.4	7.9
Female	41.5	40.9	6.7	43.7	6.4

Primary cycle=I–V; Upper Primary cycle=VI–VIII
Source: NUEPA 2009

Rayagada district

The southern district of Orissa, Rayagada attained a separate district status only in 1992 from the erstwhile Koraput district. It is a fully Scheduled district with an area of 8534 sq km. The predominant ST communities in the district are Kondh, Saora, Jatapu, Dhuruba, Paroja and Shabar. It has a vast forest cover spread across its 14 blocks. Of the total 1997 villages in the district 1915 are inhabited while 82 are uninhabited. Its mineral resources, thick forests and abundant water resources are the basis for the State making huge investments and inviting private investments on industries. The history of such an industrial intrusion has had serious impacts on the ST population and the children as they are the predominant population.

Population and literacy

The total population of Rayagada district is 83019 as per Census 2001. The ST population is 463418 of which the men number 224908 while women number 238510. The ST population accounts for 54.88% of the total population of the district. The ST child population in the age group 0–14 years is 178753 while that in the age group 7–14 is 89845 (boys: 47224; girls: 42621).

The literates among the total population are 243100 of whom male are 158543 and female are 84557 indicating 35.61% literacy. Among the ST population, the literacy rate is 10.39% with female literacy as low as 3.4%. In actual numbers 56229 STs are literate with only 19539 females and 75768 males as per Census 2001. The number of ST literates in the age group 7–14 years is 34597 and among them only 11294 girls are literate. This is a totally shocking progress in female literacy¹⁵⁰.

Enrolment

The total children enrolled in school at Primary level are 113699 and Upper Primary are 24634 for the year 2007-08 as given by NUEPA. The ST children enrolled in school for the year 2009-10 again provides a glimpse into the sad state of ST education. In Bissam Cuttack if there are 1855 children in Class I, there are only 254 children in Class VIII. In Kasipur block there are 2493 in Class I but only 221 in Class VIII; in Rayagada 2324 in Class I but only 512 in Class VIII. These discrepancies in class strength require serious action for improvement [Table 81: Block-wise and class-wise ST enrolment for Class I–IV (as per NUEPA), Rayagada district; Table 82: Block-wise and class-wise ST enrolment for Class V–VIII (as per NUEPA), Rayagada district]. As per OPEPA the total ST enrolment is 121697 in 2591 schools of which the enrolment in 1751 government schools is 102691, 768 AIE/EGS centres is 17423, 30 private recognised schools is 403 and 42 private unrecognised schools is 1180.

Table 81: Block-wise and class-wise ST enrolment for Class I–IV (as per NUEPA), Rayagada district

Block	Class I			Class II			Class III			Class IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bissam Cuttack	1011	844	1855	898	869	1767	715	730	1445	727	757	1484
Chandrapur	479	362	841	575	414	989	371	391	762	380	265	645
Gudari	485	386	871	445	368	813	397	380	777	491	449	940
Gudari NAC	25	6	31	25	17	42	17	23	40	19	39	58
Gunupur	1042	896	1938	925	910	1835	821	914	1735	621	632	1253
Gunupur NAC	131	110	241	138	118	256	95	120	215	50	84	134
K Singpur	614	454	1068	690	570	1260	555	511	1066	551	450	1001
Kasipur	1345	1148	2493	1336	1020	2356	1056	1147	2203	998	836	1834
Kolnara	853	759	1612	956	771	1727	843	925	1768	816	757	1573
Muniguda	527	500	1027	427	424	851	342	396	738	364	270	634
Padampur	426	413	839	456	372	828	472	417	889	438	421	859
Ramanaguda	502	481	983	500	522	1022	439	554	993	462	533	995
Rayagada	1258	1066	2324	1284	1172	2456	1260	1300	2560	1003	1014	2017
Rayagada MPLT	216	138	354	143	127	270	137	131	268	121	121	242
Total	8914	7563	16477	8798	7674	16472	7520	7939	15459	7041	6628	13669

Source: File sent by NUEPA (2009)

¹⁵⁰ Census 2001

Table 82: Block-wise and class-wise ST enrolment for Class V–VIII (as per NUEPA), Rayagada district

Block	Class V			Class VI			Class VII			Class VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bissam Cuttack	612	529	1141	312	265	577	359	229	588	115	139	254
Chandrapur	344	213	557	128	84	212	112	65	177	82	67	149
Gudari	307	231	538	137	79	216	121	66	187	21	44	65
Gudari NAC	21	15	36	31	53	84	33	58	91	46	66	112
Gunupur	536	431	967	280	228	508	234	163	397	98	73	171
Gunupur NAC	51	84	135	94	44	138	84	55	139	78	38	116
K Singpur	407	269	676	228	165	393	193	161	354	134	127	261
Kasipur	791	576	1367	317	194	511	318	168	486	115	106	221
Kolnara	681	578	1259	391	291	682	351	298	649	176	142	318
Muniguda	292	245	537	257	216	473	158	123	281	102	125	227
Padampur	379	287	666	232	214	446	216	170	386	71	60	131
Ramanaguda	381	298	679	176	177	353	139	116	255	106	177	283
Rayagada	886	795	1681	537	389	926	412	263	675	293	219	512
Rayagada MPLT	101	94	195	79	73	152	74	45	119	115	88	203
Total	5789	4645	10434	3199	2472	5671	2804	1980	4784	1552	1471	3023

Source: File sent by NUEPA (2009)

Out-of-school and drop-outs

The district provides a figure of 17265 ST children as being out-of-school of which 8536 are boys and 8729 are girls. This amounts to 16.29% of ST children out-of-school whereas 17.04% of total children are out-of-school in the district. This indicates that the general status of children in the district is very poor for all communities¹⁵¹. Kasipur has the highest number of children out-of-school followed by Chandrapur and Muniguda. Incidentally these are the blocks that are also facing serious conflicts with respect to land rights and industrialisation. In the absence of literacy and high drop-out rates, it is a cause for worry with regard to children as this form of industrialisation in other places has shown an increase in child labour and children out-of-school (Table 83: Block-wise information on out-of-school in the age group 6–14 years, Rayagada district). The drop-out rate for ST children in Rayagada for Primary level is 26.71% and for Upper Primary level it is 73.22%. This huge increase in drop-out in Upper Primary level is a worrying indicator.

Table 83: Block-wise information on out-of-school in the age group 6–14 years, Rayagada district

Block	Boys	Girls	Total
Bissam-Cuttack	264	265	529
Chandrapur	783	568	1351
Gudari	241	148	389
Gunupur	302	442	744
K Singpur	687	528	1215
Kasipur	918	1310	2228
Kolnara	599	463	1062
Muniguda	739	518	1257
Padampur	214	221	435
Ramanaguda	232	206	438
Rayagada	486	362	848
Urban			
Gudari NAC	13	10	23
Gunupur NAC	9	12	21
Rayagada MPLT	10	13	23
Total	5497	5066	10563

Source: DISE & CTS

Infrastructure

There are a total of 1860 schools of different categories of management in the district with the ST and SC Development Department managing only 125 (mainly Sevashrams)¹⁵². The total number of Primary and Upper Primary Schools in the district are 1660 and 431

¹⁵¹ OPEPA (retrieved March 2011)

¹⁵² Annexure 55: Management-wise number of schools, Mayurbhanj, Rayagada and Koraput districts

respectively. The MLE is being implemented in 100 Primary Schools in two tribal languages in Rayagada district. The total numbers of teachers at the Primary level are 3179 of which 755 are female teachers and 585 teachers at the Upper Primary level of which 124 are female teachers. Only 23% and 21 % out of the total teachers respectively are female in the Primary and Upper Primary levels¹⁵³.

Here again on an average, there are two teachers per school which is very low especially with regard to Upper Primary Schools. In this district there appears to be a mismatch in teacher ratios as the Primary Schools visited in the border areas of Andhra Pradesh have good teacher strength even where children are only 10 per school. This could be due to the fact that they are not very interior areas and teachers would demand posting in these areas. The situation in the hill-top villages and Sevashrams would be a totally different picture given the low teacher strength overall in the district.

Rayagada is one of the districts which has a huge problem of hamlets/villages not having schools. The hill-top villages with smaller size population would be a major reason for the State to invest in a regular Primary School. There are 920 villages not having schools, which amount to 32.4% of total villages (2833) in the district. The OPEPA is still not clear on the future plan of action for the children here as it has to follow the RTE Acts norms in making Primary education free and compulsory for all children.

The performance indicators for the district in terms of infrastructure are quite poor in terms of toilets, drinking water and government schools having kitchen shed. Only 13% of schools at the Primary level have toilets for girls and 31.4% have common toilets. Nearly 20% of schools do not have drinking water facility and almost 805 of Primary Schools do not have kitchen sheds for cooking mid-day meals (Table 84: Performance indicators of schools, Rayagada district).

Table 84: Performance indicators of schools, Rayagada district

Indicator (%)	Primary only	Primary+Upper Primary	Primary with Upper Primary and Sec./Hr. Sec	Upper Primary only	Upper Primary with Sec. /Hr.Sec
Single classroom school	18	2.7	3.4	5	0
Single teacher school	12.8	0.7	0	5	3.4
Schools with Student Classroom Ratio>60	2.8	8	3.4	10	6.9
Schools with common toilets	31.4	53.3	62.1	40	37.9
Schools with girls toilets	13	19.9	69	20	44.8
Schools with drinking water facility	80.5	87.7	100	75	96.6
Schools with blackboard	99.8	100	100	100	100
No of female teacher schools (tch>=2)	53.9	51.8	10.3	40	3
Government schools with kitchen shed	22.6	34.4	69.2	5.9	33.3
Teacher Pupil Ratio (not expressed in %)	23	30	24	30	37
Student Classroom Ratio (not expressed in %)	25	32	26	38	36
Schools with <=50 students	68.4	9.2	6.9	20	6.9
Female teachers	24.5	29.1	53.5	30	28.4
Primary cycle=I-V; Upper Primary cycle=VI-VIII					
<i>Source: NUEPA 2009</i>					

¹⁵³ CLAP (no year)

In terms of classrooms as per NUEPA 31.1% and 25.1% classrooms at the Primary level require minor and major repairs (Table 85: Number and condition of classrooms, Rayagada district). From observations during the field visits it was noticed that while Primary Schools, seemed to be in a better condition, the Upper Primary and Sevashram schools, required major repairs, expansion and basic facilities urgently. The Sevashrams in particular are unsafe, unhygienic and non-dignifying places for children to reside and study. Ninety-four of the Primary Schools in the district do not have any buildings either (Table 86: Number of schools by type of building, Rayagada district).

Table 85: Number and condition of classrooms, Rayagada district

School category	Total classrooms	% good condition	% minor repairs	% major repairs
Primary only	2788	43.8	31.1	25.1
Primary+Upper Primary	1755	54.1	25.1	20.7
Primary with Upper Primary and Sec./Hr. Sec	310	79	17.4	3.5
Upper Primary only	47	36.2	29.8	34
Upper Primary with Sec./Hr.Sec	214	57.9	21.5	20.6
Primary cycle=I-V; Upper Primary cycle=VI-VIII				
<i>Source: NUEPA 2009</i>				

Table 86: Number of schools by type of building, Rayagada district

School category	Pucca	Partially pucca	Kuccha	Tent	Multiple type	No building
Primary only	441	396	17	0	330	94
Primary+ Upper Primary	109	31	1	0	268	4
Primary+Upper Primary+Secondary	16	4	1	0	8	0
Upper Primary only	9	4	0	0	6	1
Upper Primary+Secondary	12	4	0	0	12	1
Primary cycle=I-V; Upper Primary cycle=VI-VIII						
<i>Source: NUEPA 2009</i>						

The caste-wise distribution of teachers shows that, although this is fully Scheduled district and has a large ST population, the ST teachers are however, a much lesser percentage compared to other castes. Their qualifications are also lesser than that of teachers from general population. The qualifications of teachers in the district reveal that a large number of teachers at the Primary Schools are below graduate level. Majority of them have only passed SSC (1143) in all levels of schools. It can be observed that among the sikshya sahayaks there are more graduates than from the regular teachers. This is because the sikshya sahayaks are new recruits and young in age. This is an indication that a large number of teachers who are in service are unqualified and they need to be provided with in-service training in order to guide them to improve the quality of teaching (Table 87: Teachers by educational qualification, Rayagada district). In this district also, female ST teachers are very few in number and mainly in the Primary Schools. There is only one female teacher at the Upper Primary and High School level from the STs. Also there are more sikshya sahayaks than regular ST teachers (Table 88: Teachers by gender and caste, Rayagada district). Only about 60% of the female teachers have attended in-service training at the Primary level while an equally low percentage (63.6%) of male teachers have undergone training (Table 89: Teachers who received in-service training in the previous year, Rayagada district).

Table 87: Teachers by educational qualification, Rayagada district

School category	Below Sec.	Sec.	Hr. Sec.	Graduate	Post graduate	M.Phil	Others
Primary only	190	1143	452	591	88	2	0
Primary+ Upper Primary	63	539	226	579	64	0	0
Primary+Upper Primary+Sec./Hr. Sec.	6	24	39	183	61	3	0
Upper Primary only	2	10	6	26	4	0	0
Upper Primary+ Sec./Hr. Sec.	1	18	25	91	31	2	0
Para-teachers	15	231	197	443	84	3	0
Primary cycle=I-V; Upper Primary cycle=VI-VIII							
<i>Source: NUEPA 2009</i>							

Table 88: Teachers by gender and caste, Rayagada district

School category	Total	Regular teachers		Para-teachers		SC teachers		ST teachers	
		Male	Female	Male	Female	Male	Female	Male	Female
Primary only	3012	1875	591	400	146	310	53	482	110
Primary+ Upper Primary	1831	1067	404	232	128	154	40	198	55
Primary+Upper Primary+Sec./Hr. Sec.	331	146	170	8	7	18	17	11	6
Upper Primary only	60	36	12	6	6	2	3	0	0
Upper Primary+ Sec./Hr. Sec.	208	125	43	24	16	4	5	10	1
Primary cycle=I-V; Upper Primary cycle=VI-VIII									
<i>Source: NUEPA 2009</i>									

Table 89: Teachers who received in-service training in the previous year, Rayagada district

Performance indicators	Primary only	Primary with Upper Primary	Primary, Upper Primary, Sec./Hr. Sec.	Upper Primary only	Upper Primary with Sec./Hr. Sec
Male	63.6	71.4	9.7	78.6	3.4
Female	59.8	61.3	6.8	66.7	5.1
Primary cycle=I-V; Upper Primary cycle=VI-VIII					
<i>Source: NUEPA 2009</i>					

Koraput district

The entire district of Koraput, located on the southeastern part of Orissa is a Fifth Schedule Area and the predominant tribal communities in the district of Orissa are Didaya, Koya, Kondh, Saora, Paroja, Bonda, Gadaba, Bhattada, Bhumia, Gond and Omanatya. The district covers an area of 8534 sq km.

Population and literacy

As per Census 2001 the total ST population of the district is 585830 with a male population of 290306 and female population of 295524. This is 49.14% of the total district population. The Koraput District Plan 2011-12 gives the ST population of the district as 554554 (male: 274750; female: 279804). The ST child population for 0-14 years age group is 220268 with

girls numbering 107141 and boys 113127. The population in the age group 7–14 years is 112466 (boys: 58819; girls: 53647)¹⁵⁴. As per the CLAP report the ST child population in the age group 0–14 years for the district is 220268 (boys: 113127; girls: 107141).

The literacy rate of total population is 36.2% only with female literacy at 24.81% and 122129 female persons. The number of male literates is 234292 and the literacy level is 47.58%¹⁵⁵. Bandhugam, Boipariguda and Pottangi are the blocks with lowest literacy rates¹⁵⁶. Among the ST population 69024 male and 20273 female are literate (total 89297) which corresponds to 14.61% and 2.14% as literate respectively with an overall ST literacy rate of 8.34%. Koraput district is one of the lowest in the country in terms of female literacy. Ironically, it has the most industries and commercial economic activities. The number of ST literates in the age group of 7–14 years is 39845 with 11784 girls among them being literate. As this data is from Census 2001, we have to analyse the Census 2011 data to see the decadal progress as the government states that much work has happened in this period. However, when the number of literate girls is only 11784, based on field visits, it is not likely that dramatic changes would have occurred.

Enrolment

For the Primary level the enrolment of total population is 169260 and for Upper Primary it is only 32709 in the year 2007-08. This is again a very big gap in children found in school in the lower grades and their decline in Class VII and VIII¹⁵⁷. With regard to ST enrolment for Bandhugam block the number of children in Class I is 1234 and in Class VIII there are only 75. In Boipariguda there were 1764 in Class I and only 117 in Class VIII; in Pottangi 1745 and 143 respectively, in Narayanpatna 1214 and 50 respectively. These are extremely low figures when compared to the ST children population in the district and the low enrolment is a cause for concern [Table 90: Block-wise and class-wise ST enrolment for Class I–IV (as per NUEPA), Koraput district; Table 91: Block-wise and class-wise ST enrolment for Class V–VIII (as per NUEPA), Koraput district].

Table 90: Block-wise and class-wise ST enrolment for Class I–IV (as per NUEPA), Koraput district

Block	Class I			Class II			Class III			Class IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bandhugam	600	634	1234	639	659	1298	672	709	1381	599	575	1174
Boipariguda	888	876	1764	864	861	1725	991	993	1984	703	635	1338
Borigumma	1081	927	2008	1136	1053	2189	1134	1128	2262	871	960	1831
Dasmantpur	651	589	1240	674	669	1343	590	711	1301	661	581	1242
Jeypore	916	951	1867	879	895	1774	916	1053	1969	831	815	1646
Jeypore MPL	172	149	321	163	154	317	153	145	298	138	141	279
Koraput	468	446	914	538	454	992	466	518	984	397	366	763
Koraput NAC	155	120	275	165	160	325	95	128	223	109	113	222
Kotpad	694	691	1385	748	749	1497	824	751	1575	672	675	1347
Kotpad NAC	79	68	147	58	48	106	47	36	83	55	39	94
Kundra	552	542	1094	615	789	1404	513	619	1132	467	479	946
Lamtaput	456	362	818	444	412	856	530	591	1121	404	440	844
Laxmipur	685	635	1320	718	675	1393	697	776	1473	533	562	1095
Nandapur	806	858	1664	776	735	1511	720	1079	1799	617	772	1389
Narayanapatna	682	532	1214	674	663	1337	756	784	1540	612	579	1191
Pottangi	979	766	1745	868	741	1609	997	925	1922	811	661	1472
Semliguda	599	492	1091	557	520	1077	514	634	1148	404	347	751
Sunabeda NAC	242	274	516	242	293	535	225	449	674	184	302	486
Total	10705	9912	20617	10758	10530	21288	10840	12029	22869	9068	9042	18110

Source: File sent NUEPA (2009)

¹⁵⁴ Census 2001

¹⁵⁵ Census 2001

¹⁵⁶ Koraput District Plan Report 2011-12

¹⁵⁷ NUEPA 2009

Table 91: Block-wise and class-wise ST enrolment for Class V–VIII (as per NUEPA), Koraput district

Block	Class V			Class VI			Class VII			Class VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bandhugam	550	510	1060	188	143	331	134	94	228	39	36	75
Boipariguda	611	559	1170	227	186	413	291	187	478	55	62	117
Borigumma	836	771	1607	470	362	832	498	238	736	218	64	282
Dasmantpur	545	490	1035	194	126	320	170	125	295	58	59	117
Jeypore	807	757	1564	451	325	776	438	254	692	105	36	141
Jeypore MPL	125	132	257	73	74	147	90	64	154	74	82	156
Koraput	376	310	686	303	208	511	293	223	516	135	113	248
Koraput NAC	117	130	247	110	83	193	122	81	203	61	65	126
Kotpad	619	584	1203	403	316	719	455	338	793	171	73	244
Kotpad NAC	52	26	78	53	40	93	74	57	131	35	51	86
Kundra	406	424	830	240	202	442	200	193	393	36	104	140
Lamtapur	360	309	669	168	123	291	135	86	221	20	32	52
Laxmipur	534	494	1028	331	153	484	349	107	456	170	19	189
Nandapur	704	585	1289	335	243	578	294	179	473	76	130	206
Narayanapatna	528	395	923	129	81	210	120	46	166	43	7	50
Pottangi	720	606	1326	308	180	488	262	162	424	90	53	143
Semliguda	436	380	816	215	185	400	255	265	520	35	141	176
Sunabeda NAC	177	186	363	160	42	202	198	80	278	99	50	149
Total	8503	7648	16151	4358	3072	7430	4378	2779	7157	1520	1177	2697

Source: File sent by NUEPA (2009)

Out-of-school and drop-out

As per OPEPA the district shows 9056 children as being out-of-school with ST children being 1021 among them (0.9% of total children). However, reports by media and local groups regarding out-of-school children provide a different picture. Therefore, the ground realities may perhaps be very different to these conservative estimates. Child labour is, however, reported as 24010 for Koraput district. This is reflected in the high drop-out rates for STs at the Primary (47.07%) and even higher rates at Upper Primary (79.16%) level.¹⁵⁸

Infrastructure

The infrastructure situation in the district calls for serious attention. Of the 2430 schools in the district only 144 are managed by the ST and SC Development Department¹⁵⁹. The Primary Schools number 2103 but there is a requirement of 475 more Upper Primary Schools to achieve the 1:2 ratio between Primary and Upper Primary Schools—the existing 577 Upper Primary Schools are inadequate in number¹⁶⁰. As per OPEPA data, there are a large number of AIE/EGS centres (910) for the district with an enrolment of 16058. Henceforth these will need to be regularised into Primary Schools to comply with the norms of the RTE Act.

In terms of infrastructure the district, like the other districts performs poorly. Toilets, drinking water and kitchen shed infrastructure is severely inadequate. In the entire district only at the Primary level nearly 30% schools have no facility for drinking water, 75% have no toilets for girls and 84%—a seriously large percentage—do not have kitchen sheds for cooking mid-day meals. Even blackboards are not provided in all Primary Schools (Table 92: Performance indicators of schools, Koraput district). In terms of conditions of classrooms for Upper

¹⁵⁸ CLAP (no year)

¹⁵⁹ Annexure 55: Management-wise number of schools, Mayurbhanj, Rayagada and Koraput districts

¹⁶⁰ CLAP (no year)

Primary Schools in the district only 17.1% of schools are reported as in need of major repairs (Table 93: Number and condition of classrooms, Koraput district). These are very subjective analyses and unless clear standards for minimum infrastructure for a residential school are defined, it is difficult to assess the condition. Among Primary Schools 255 of them do not even have a building from which to function (Table 94: Number of schools by type of building, Koraput district). From our field visits, the Sevashrams in the tribal areas of Orissa certainly require a major upheaval in terms of providing basic facilities, hygiene, sanitation and decent quality of academic support structures for quality education. This is seriously lacking in any of the schools visited with the exception of some KGBVs and model schools.

Table 92: Performance indicators of schools, Koraput district

Indicator (%)	Primary only	Primary+ Upper Primary	Primary with Upper Primary and Sec./Hr.Sec	Upper Primary only	Upper Primary with Sec./Hr.Sec
Single classroom school	16	2.3	0	2.9	0
Single teacher school	44.1	9.9	0	2.9	5.1
Schools with Student Classroom Ratio>60	6.3	5.9	6.1	23.5	10.3
Schools with common toilets	35.8	57.6	66.7	61.8	69.2
Schools with girls toilets	25.4	51.3	97	50	69.2
Schools with drinking water facility	71.9	90.1	97	82.4	92.3
Schools with blackboard	84.9	96.8	90.9	94.1	92.3
No of female teacher schools (tch>=2)	23.7	39.9	6.1	41.2	17.9
Government schools with kitchen shed	16.2	29.5	64.3	10	22.9
Teacher Pupil Ratio (not expressed in %)	32	38	35	33	30
Student Classroom Ratio (not expressed in %)	32	32	24	41	31
Schools with <=50 students	56.5	10.6	3	11.8	5.1
Female teachers	36.9	37.4	59.1	42.5	37.7
Primary cycle=I-V; Upper Primary cycle=VI-VIII					
<i>Source: NUEPA 2009</i>					

Table 93: Number and condition of classrooms, Koraput district

School category	Total classrooms	% good condition	% minor repairs	% major repairs
Primary only	3347	38	38.7	23.2
Primary+Upper Primary	2289	48.4	34.5	17.1
Primary with Upper Primary and Sec./Hr.Sec	566	87.8	9.2	3
Upper Primary only	91	40.7	37.4	22
Upper Primary with Sec./Hr.Sec	308	45.5	31.5	23.1
Primary cycle=I-V; Upper Primary cycle=VI-VIII				
<i>Source: NUEPA 2009</i>				

Table 94: Number of schools by type of building, Koraput district

School category	Pucca	Partially pucca	Kuccha	Tent	Multiple type	No building
Primary only	716	593	8	0	152	255
Primary+ Upper Primary	241	83	1	0	230	1
Primary+Upper Primary+Secondary	23	1	0	0	8	1
Upper Primary only	18	7	0	0	8	1
Upper Primary+Secondary	21	10	0	0	8	0
Primary cycle=I-V; Upper Primary cycle=VI-VIII						
<i>Source: NUEPA 2009</i>						

There are 4921 teachers totally in the district of which only 711 are in Upper Primary Schools. This indicates that there are two teachers per school on an average. Again the Upper Primary Schools which have multiple classes may be far short of the teacher requirement. Only 37.83% of the teachers are female and only 269 of them are in Upper Primary Schools. There are 641 villages of the total of 2146 villages that do not have schools and these amounts to 29.9% of villages not having schools. This is a large population that is not covered and is a violation of the RTE Act. It is not clear whether these are apart from the 920 AIE centres and if that is, more than 1560 villages have to be considered for Primary Schools¹⁶¹.

In Koraput district majority of the teachers have studied only upto the Secondary School level (1291 for Primary School) and some even below that. Even in the Upper Primary Schools we find this large number. Most of the sikshya sahayaks appointed in the district are also of secondary school education level, although a good number among them are also graduates. Therefore majority of the teachers in the tribal areas are unqualified and untrained with no specific teaching qualifications (Table 95: Teachers by educational qualification, Koraput district). There are only 122 female ST teachers even at the Primary level, which is a reflection of the low female literacy of the district and the lack of women teachers at all levels (Table 96: Teachers by gender and caste, Koraput district).

There are a high percentage of Primary Schools who would have received some form of in-service training but this drastically falls down at the Upper Primary and High School levels from 79.3% to 3.1% (Table 97: Teachers who received in-service training in the previous year, Koraput district). This gives a strong case for the government to focus its energy on a serious plan and strategy for in service as well as pre-service teacher training that is focused on improving the quality of education in tribal areas.

Table 95: Teachers by educational qualification, Koraput district

School category	Below Sec.	Sec.	Hr. Sec.	Graduate	Post-graduate	M.Phil	Others
Primary only	104	1291	531	637	95	2	0
Primary+ Upper Primary	64	653	250	443	88	0	0
Primary+Upper Primary+Sec./Hr. Sec.	4	24	38	183	113	3	0
Upper Primary only	1	37	10	40	4	0	0
Upper Primary+ Sec./Hr. Sec.	2	31	39	143	71	1	0
Para-teachers	32	408	282	338	88	7	0
Primary cycle=I-V; Upper Primary cycle=VI-VIII							
<i>Source: NUEPA 2009</i>							

¹⁶¹ CLAP (no year)

Table 96: Teachers by gender and caste, Koraput district

School category	Total	Regular teachers		Para-teachers		SC teachers		ST teachers	
		Male	Female	Male	Female	Male	Female	Male	Female
Primary only	3314	1656	1004	436	218	307	139	444	122
Primary+ Upper Primary	1934	901	597	310	126	148	81	258	53
Primary+Upper Primary+Sec./Hr. Sec.	386	153	212	5	16	15	9	16	6
Upper Primary only	113	55	37	10	11	6	4	3	6
Upper Primary+ Sec./Hr. Sec.	310	185	102	8	15	14	2	9	7

Primary cycle=I-V; Upper Primary cycle=VI-VIII
 Source: NUEPA 2009

Table 97: Teachers who received in-service training in the previous year, Koraput district

Performance indicators	Primary only	Primary with Upper Primary	Primary, Upper Primary, Sec./Hr. Sec.	Upper Primary only	Upper Primary with Sec./Hr. Sec.
Male	79.3	72.2	9.5	58.5	3.1
Female	72.8	70.1	5.3	52.1	4.3

Primary cycle=I-V; Upper Primary cycle=VI-VIII
 Source: NUEPA 2009



Chipped and dusty classroom floor



Dirty or non-functional toilets a common sight



Several schools visited had no boundary wall, playground or gates



Drinking water from borewells but no form of purification before drinking



Hostel infrastructure is poor in several of the schools and hostels visited



Iron beds for sleeping: Stifling hot in summer and very cold in winter



Inadequate space in several of the hostels giving a cramped appearance



Ramps for disabled not made available in all schools or if present are broken



Quantity and quality of mid-day meals a cause for concern



Infrastructure for cooking mid-day meal very bare. Hardly any cooking or storage facilities

DETAILED DIET CHART OF EACH BOARDERS				MISCELLANEOUS EXPENDITURE				
DETAILS OF MATERIALS	QUANTITY	NO OF TIMES	PRICE PER UNIT	AMOUNT PER DAY	AMOUNT PER MONTH	MATERIALS	AMOUNT PER DAY	AMOUNT PER MONTH
RICE	250 gm	2	Rs. 2.00	Rs. 1.00	Rs. 30.00	PERSONAL PROTECTIVE	0.32	Rs. 10.00
DAL	40 gm	2	Rs. 46.00	Rs. 3.68	Rs. 110.00	MEDICINE		Rs. 10.00
VEGETABLE	100 gm	2	Rs. 30.00	Rs. 2.66	Rs. 80.00	EXHIBITS FOR SCHOOL TRIP		Rs. 30.00
OIL	15 gm		Rs. 56.00	Rs. 0.99	Rs. 29.70	POCKET MONEY INCLUDING OTHER EXPENSES FOR S.S.D.		Rs. 115.00
MILK & BUTTER					Rs. 25.00			
MEALS					Rs. 30.00			
BRUSH					Rs. 2.00			
TIFIN					Rs. 40.00			
TOTAL DIETARY EXPENSES - Rs. 345.00						TOTAL - Rs. 165.00		

Diet chart displayed in the hostels



Toll free helpline numbers are displayed on school walls but both teachers and students were not very aware of how to use the same

SECTION II: A VIEW FROM THE FIELD

As part of the study, research was conducted in five districts of Andhra Pradesh—Adilabad, Mahabubnagar, Khammam, Visakhapatnam and Vizianagaram—and three districts in Orissa—Koraput, Rayagada and Mayurbhanj. The districts cover the southern, central, northern and coastal regions of the two States and across are home to different tribal groups. Field visits to these districts included visits to government Primary, Upper Primary and High Schools, Sevashrams/Ashram Schools, Gurukulams and Mini-gurukulams, KGBVs and AIE/EGS centres, run by both Tribal Welfare Department as well as the Department of School Education, and some RBCs and NRBCs run by NGOs.

In all, 46 such schools were visited in different mandals of the five districts in Andhra Pradesh and 27 schools in the three districts of Orissa (See Box 1 for list of schools). These visits also included meetings with district level ITDA and OPEPA/RVM officials, community meetings and social audit meetings. In Andhra Pradesh, the districts of Khammam, Adilabad and Visakhapatnam have the highest ST population while Vizianagaram has a very small Scheduled Area comparatively and Mahabubnagar is one of the most backward districts having the VTG community Chenchus. In Orissa the districts visited have a considerable ST population and are some of the most backward districts in the State. The visits were facilitated by local organisations in the districts (Box 4: Local organisations that facilitated the field study).

Box 4: Local organisations that facilitated the field study

Andhra Pradesh

Adilabad - MV Foundation (Hyderabad), Dream (Adilabad)

Mahabubnagar - MV Foundation (Hyderabad), IKP team members

Khammam - MV Foundation (Hyderabad), IKP team members

Visakhapatnam - Adivasi Mitra (Paderu mandal), Community Coordination Network (Visakhapatnam)

Vizianagaram - Jattu (Parvathipuram mandal)

Orissa

Koraput - Adivasimitra

Mayurbhanj - Shiksha Sandhan

Rayagada - Jattu

The tribal communities in the field visit sites in Andhra Pradesh included Chenchu, Konda Reddy, Konda Dora, Jatapu, Savara, Kolam, Andh, Pradhan, Gond, Thoti, Naikpod, Lambada, Gadaba, Yerukala, Gothi Koya, Bagata, Valmiki, Porja, Nooka Dora, Konda Kamara, Kutia, Mali and Rana. In Orissa the tribal communities covered were Khond, Santhal, Munda, Kulho, Bhumijor, Kondadora, Jatapu and Ho.

The field visits were conducted during the months of February, March and April with a few visits in June for verifying local data. These were towards the end of the academic year 2010-11 when half day schools had begun and the High Schools were preparing for the public examinations. In Adilabad district schools visited were in Neradigonda and Narnoor mandals, Kunavaram mandal Vararamachandrapuran (VR Puram) and Chintur mandals in Khammam, Amarabad and Lingal mandals in Mahabubnagar, Munchingput mandal in Visakhapatnam

and Parvathipuram, Komarada, Gummalakshmiapuram (GL Puram) and Kurupam mandals in Vizianagaram. In Orissa blocks visited covered included Laxmipur, Dasmantpur, Nandhaour and Semliguda in Koraput, Khunta and Kaptipada in Mayurbhanj and Rayagada block in Rayagada district.

The concerns raised below are a result of these extensive visits made to the eight districts in the two States. The assessment of the field situation was based on the following parameters:

1. Access and extent with indicators of enrolment and retention, school drop-out rates and out-of-school children.
2. Quality with indicators of physical infrastructure of schools and hostels, student performance, teacher capacities, and quality of education material, innovations and cultural identity.
3. Management that covered administration of schools, governance and monitoring.

The research team's analysis for each of these parameters was based on physical assessment of these facilities and status, feedback from school management, students and community and interviews with governance and administrative functionaries.

I. ACCESS

Enrolment and retention

In both the States the Primary Schools recorded almost universal enrolment of children in the villages visited as stated by the teachers. This is reflected in the district enrolment data which show negligible out-of-school children, provided by OPEPA/RVM and the ITDAs for almost all the blocks/mandals visited. However, at the time of visit to the schools, there were differing situations that were witnessed. In Adilabad district, in each Primary School visited, there were only a handful of children found in any school (if the school was open at all) although the schools visited were all roadside schools. In some of the Primary Schools here, due to the high teacher absenteeism, the community members interviewed explained that children were either withdrawn from the school or sent to a private school as verified during meetings with local communities and parents [example Chinthaguda Tribal Welfare Primary School (TWPS), Lingatla TWPS, Shankarapur Mandal Praja Parishad Primary School (MPPPS) and Gangapur Primary School (PS)].

Particularly in Gangapur PS which has mostly Lambada children, almost all the children are reported to have been withdrawn although the attendance register continues to carry their names. In the Ashram Schools and Gurukulams, on the other hand, there was high enrolment and attendance of students. In Lakampur Tribal Welfare Ashram High School for Girls [TWAHS(G)] there were 424 girls enrolled and in the Lokari Mini-gurukulam, there were 147 girls enrolled. However, the Mini-gurukulam did not have a student strength as per the school capacity displayed on the notice board and the VTG girls from Kolam tribe for whom the school was mainly set up, had very few girls enrolled from that community.

While Adilabad was a shocking situation of almost non-functioning Primary Schools with no clear ground level indication of enrolment and retention, in Mahabubnagar district the Chenchus who have extremely poor literacy levels, are unable to assert for the regular functioning of schools or teacher attendance. In this district Primary Schools which were set up mainly for Chenchu children have either been closed down or shifted to non-tribal section of the villages. For instance, the Macharam Colony TWPS no longer functions and

the teacher has reportedly shifted to Macharam MPPPS which is in the non-tribal colony of the same village. Of the 35 Chenchu households having almost 20 children earlier enrolled in its Primary School only six to seven children attend the Macharam MPPPS and the rest have dropped out. Although 73 children are enrolled in the school register here, 59 of these children were non-tribals. In Petralacheruvu TWPS it was reported that 15–17 children were enrolled but it was not possible to verify as the teacher was absent and there were no children.

In Srirangapur TWPS it was reported that 20 children were enrolled although the village has 73 Chenchu houses and 50 families belonging to the Backward Castes (BCs). However, extensive discussions with community members revealed that the school has not been operating for more than a year due to as the teacher had attended school only a handful of times in the whole year. Six to seven older children are sent to the High School in the neighbouring village and the rest of the children are out-of-school. During the field visit, we found ST children in this area between the ages of five and 16 working in the fields and tending cattle. The team was informed that they are engaged as labour by the non-tribal farmers.

In Yerrapenta TWPS of the same village, which is an exclusive Chenchu hamlet, there are about 25 children reportedly enrolled in the school. As the teacher was not present (he had last visited the school in January on the Republic Day) and the school appeared distinctly abandoned, the team could not verify the children enrolled or attending. It was obvious that the school never functions as the single room building was broken down, dirty and frequented by cattle. As a result some of the children have been taken out and enrolled in the Ashram School in Amarabad but these children were also found in the village on the day of the visit as the parents brought them to the village for a festival and did not drop them back.

The Ashram School in Amarabad mainly has children from the Sugali tribe and both enrolment and drop out rate among Chenchu children is high as reported by local NGOs. Chenchu children are neither attending the school in the village nor the Ashram School although they are enrolled in both places. Several of the children in this village looked very ill and malnourished, and suffered from skin infections and severe cough.

Appapuram Tribal Welfare Ashram Primary School (TWAPS) located in the core area of the Rajiv Gandhi Tiger Reserve, was set up in order to ensure enrolment of the cluster of Chenchu villages around Appapuram. As per the vidya volunteers present, it was reported that 74 Chenchu children, both boys and girls, were enrolled. However, when the team visited the school late in the evening not more than 35–40 children having their evening meal and a good number of them were under 6 years of age who are not enrolled in the school but come every evening to have the meal.

In Chennampally Mandal Praja Parishad Upper Primary School (MPPUPS), the headmaster initially reported that the majority of the children enrolled were Chenchus, but on checking the school registers it was found that 122 children were enrolled of whom only 23 were STs and that too mostly Sugalis. The teachers commented that the Chenchu children are irregular and cannot cope with studies. In Jangamreddypally TWAHS (G) students enrolled were 221 but 63 of them were absent on the day of the field visit. Of the 221, only 59 girls enrolled were from Chenchu tribe and 134 were from Sugali tribe and the rest were non-tribal girls. Therefore, although the ITDA Srisailam was set up for Chenchus, they were found to be a minority in most schools.

In Khammam district, Repaka Colony MPPPS, there were 25 ST children enrolled as per the school register; however barely 10 children were present on the day of the field visit. The vidya volunteer reported that a good number do not come to school although they are making efforts to motivate the parents. Kuturu MPPUPS and Abicherla MPPPS have 33 and 50 children enrolled respectively. But for a small number of absentees, the two schools appeared to have regular attendance. The children's academic performance was extremely good when the team interacted with them.

In Tekuloddi Tribal Welfare Ashram Upper Primary School (TWAUPS), located in an interior forest and that caters to a cluster of hill-top VTG villages, the enrolment as per the register showed 66 children but on the day of the field visit a lesser number of students were present. In Somulagudem TWAHS(G), the headmaster reported that there were 720 girls totally enrolled as the Primary and High Schools were clubbed together in one campus, although 685 students are in the school registers. The SRC-DISE gives the number of girls as 316 for Class VI–VIII of which 312 are ST girls, while the number of girls on the schools rolls for the same classes was 334.

In Hamsabanda TWPS, Visakhapatnam district, of the 17 children enrolled, there were none present on the day of the visit but the mid-day meal was being prepared. In Kenduguda TWPS there were barely four children playing near the school; there are about 15 households in the village. Only Birriguda TWPS was found to be working with 35 students enrolled and present on the day of the visit. In Sangamavalasa TWPS the register showed 42 students enrolled and although there were many students at the time of field visit, about 10–15 students were not present. In Barada MPPUPS the school register had 77 children enrolled. In Laxmipuram TWAUPS while the capacity is for 450 students only 381 are actually enrolled. Here the SRC-DISE mentions that 16 children in this school are children with special needs. Munchingput mandal, where these schools are located, enrolment and retention are strongly linked to teacher absenteeism as parents complained in most of the hamlets visited that as the schools do not run regularly, they are not able to send their children.

In Vizianagaram district, the situation of enrolment and retention, based on field visits, appeared to be somewhat better. The Primary Schools visited were functioning to a large extent and this was reflected in the children's reading and writing abilities. However, since the team could not visit any of the interior or hill-top villages and hence generalising the functioning of schools cannot be made. For the Gadaba communities the enrolment was low due to low population. Also, Vizianagaram district seems to have a number of aided schools. The schools visited had very few children—only eight children in one school. However, the enrolment in the Ashram Schools was high, both for boys' and girls' schools, example the Ulipiri TWAHS (G) and the Komarada Tribal Welfare Ashram High School for Boys [TWAHS(B)].

The enrolment data collected during the field visit and those available with the SRC-DISE do have some discrepancies (even taking into consideration the different years for which data was analysed i.e. field visit between January and March 2011 and SRC-DISE for 2008-09). The DISE data is not yet available for the current year (Table 98: Enrolment in some of the schools visited and comparison with SRC-DISE, Andhra Pradesh and Orissa).

Table 98: Enrolment in some of the schools visited and comparison with SRC-DISE, Andhra Pradesh and Orissa

		Field visit (Jan-March 2011)						SRC-DISE 2008-09					
		Total			ST			Total			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh													
Adilabad													
Lingatla TWPS	I-V	11	9	20				13	10	23	13	10	23
Lakampur TWAHS(G)	V-X	0	424	424				0	249	249	0	228	228
Gangapur PS				28				26	23	49	25	22	47
Gangapur TWPS				58				36	20	56			
Nadamguda TWPS				18				6	12	18	4	9	13
Lokari Mini-gurukulam	I-V	0	147	147				0	137	137	0	137	137
Khammam													
Repaka Colony MPPPS	I-III	12	13	25	12	13	25	8	12	20	8	12	20
Kuturu MPPUPS	I-V	16	17	33	16	17	33	21	23	44	21	21	42
Abicherla MPPPS	I-V	16	34	50	16	34	50	33	18	51	33	18	51
Tekuloddi TWAUPS	I-VI	30	36	66	30	36	66	22	27	49	22	27	49
Chatti Special RBC	I-IV	58	37	95	58	37	95	60	40	100	60	40	100
Peddapolipaka MPPPS	I-V	24	22	46	24	22	46	20	23	43	20	23	43
Jediguppa MPPPS	I-IV	14	16	30	14	16	30	17	19	36	17	19	36
Pochavaram TWAUPS	I-VII	62	62	124	62	62	124	53	64	117	52	62	114
Somulagudem TWAHS(G)	III-X	0	685	685	0	685	685	0	316	316	0	312	312
Rekapalle KGBV Mahabubnagar	VI-X	0	157	157	0	157	157	0	98	98	0	97	97
Macharam MPPPS	I-V	39	34	73				39	43	82	7	2	9
Jangamreddypally TWAHS(G)	III-X	0	221	221	0	193	193	0	172	172	0	153	153
Appapuram TWAPS	I-V			74				42	40	82	42	40	82
Chennampally MPPUPS	I-VI	58	64	122	12	11	23	73	65	138	24	10	34
Lingala KGBV		0	128	128				0	82	82	0	5	5

SRC-DISE 2008-09											
Field visit (Jan-March 2011)						ST					
Total			Total			Total			Total		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Visakhapatnam											
Laxmipuram TWAUPS	I-VII	256	125	256	125	381	127	372	245	127	372
Birriguda TWPS	I-V	17	18	17	18	35	17	27	10	17	27
Labburu TWAHS(B)	I-X	459	0	459	0	459	0	255	234	0	234
Barada MPPUPS	I-VII	39	38	39	38	77	38	72	34	38	72
Hamsabanda TWPS	I-IV	6	11	6	11	17	9	20	11	9	20
Antabongu AIE	I-II	15	6	15	6	21	7	23	16	7	23
Sangamvalsa TWPS	I-IV	17	25	17	25	42	21	34	13	21	34
Vizianagaram											
Ulipiri TWAHS(G)	III-X	0	411	0	388	388	0	225	0	215	215
Komarada TWAHS(B)	V-X	404	0	404				315	0	260	260
Gumma Gadabavalasa AIE	I-V	4	8	4	8	12	8	15	7	8	15
Kothaguda TWAHS(B)	V-X	237	0	237	0	235	0	167	166	0	166
Komarada KGBV	VI-X	0	166	166				96	0	75	75
Orissa											
Koraput											
Ponchada HS	I-X	494	167	661	391	114	146	601	369	107	476
Podagada UPS	VIII-X	114	111	225	16	11	27	123	21	3	24
Podagada TWAS(G)	I-X	0	462	462	0	424	377	377	0	351	351
Rayagada											
Mitu Kereda PS	I-V	8	15	23		14	11	18	5	7	12
Sant Seshhal APS	I-V	70	16	86	58	9	23	91	59	13	72
Manikjhola PS	I-V	13	8	21			8	20	12	8	20
Tentliguda PS	I-VII	20	14	34			20	43	19	19	38
Mayurbhanj											
Kalamgodia UGMES	I-VII	124	69	193			36	58	36	21	57
Kukudagodi PS	I-V			80			59	91	49	26	75
Salachua PS	I-V	75	38	113			88	141	62	24	86

In Orissa all the children of 6–14 years age group in most of the villages were enrolled in schools as per the statements of the teachers. The problem, however, seems to lie with retention and actual attendance of students on a regular basis.

In the Mitu Kereda PS, the teacher stated that all the children are enrolled in the village school but go to the Primary school in the neighbouring village which is in Andhra Pradesh, as the parents prefer the Telugu medium school. But the team could not verify whether the children were actually present in the neighbouring school. As per the school records the total number of students enrolled were 23. However, it was difficult to gauge the actual number of children attending as the teacher arrived late to school and there were only eight children present in the school premises. Another village by the roadside called Ramachandrapuram, again on the border of Andhra Pradesh, has no Primary School as the village has very few households and the number of school going children are between 10 and 15. While about six of the children attend the Jimmidipeta High School (HS) in the neighbouring village, the younger children between 6 and 7 years of age are out-of-school. One girl from this village was made to leave school by the Jimmidipeta school management—as reported by the community—as she was suffering from epilepsy and the teachers felt ill-equipped to handle her seizures.

There were variances in enrolment shown on record and actual attendance when field visits were made to Primary Schools in all three districts of Mayurbhanj, Rayagada and Koraput. In Ganganapeta PS that has Classes I to IV, there were only 10 children enrolled and a single teacher is posted here. Of those enrolled only six children were present on the day of the field visit. In the Sant Seskhal HS there was a low enrolment of students in each class and some of the classes were made to sit together as there were few students in each class and there were insufficient number of classrooms due to repairs being undertaken. The school management in each school informed that due to the proximity of too many schools in the block, the schools had low enrolment. However, as per the OPEPA report there are 918 (920 as per CLAP report) villages having no schools in Rayagada district which implies that there may be a skewed distribution of schools located within the district with some blocks having too many schools and too few children enrolled in each school and some of the interior hill-top villages having no access to schools. In the Sant Seskhal Ashram Primary School (APS)—a co-educational school but boarding only for boys—the school register showed 86 students enrolled. Of these only 40 are boarders while the rest are day scholars. On the day of the field visit not more than 40 children were found to be present.

Some discrepancies in enrolment data between school registers at the time of field visits as given by the school management and the SRC-DISE data were also noted. The discrepancy could possibly be due to report cards being for the year 2009-10 and that students were admitted in Sevashrams and residential schools this year. The school records of 2010-11 showed a comparatively lower enrolment figure in most of the schools visited. An example in a few of the schools visited is provided in Table 98.

There was also very sharp gender difference found in enrolment in the schools visited. For instance, in Ponchada HS, Koraput district, the enrolment of ST boys was 391 whereas that of girls was only 114. Similarly, in Gadyaguda Upper Primary School (UPS), ST boys enrolled were 71 while girls were only 29. In Mayurbhanj district, Kaneibandha Nodal PS there were 119 ST boys from Classes I to VII and only 67 girls while the Salachua PS has 75 boys and only 38 girls. The Padmapokhari PS has 150 boys and 40 girls while the Kalamgodia Upgraded Middle English School (UGMES) has 124 boys and 69 girls enrolled; both are in Mayurbhanj district. The Sant Seskhal APS, Rayagada, had only nine ST girls enrolled compared to 58 ST boys while in the Tentliguda PS there were 20 boys and 14 girls enrolled.

Only in a few schools (Mitu Kerada, Arapata Sevashram, Badaraising Sevashram, Prafullachandrapur and Podagada) where field visits were made was the enrolment of girls found to be higher than that of boys. Overall the ST girls' enrolment was between 12% and 60% on an average.

Most of the school teachers reported that one of the mandates given to them is to motivate parents and ensure that all children were enrolled in school. A good number of them displayed skepticism towards parental motivation to enroll their children. Some teachers also commented that they were instructed to show 100% enrolment of students in the records. It was observed that the mid-day meal was a significant incentive for enrolment of children. This arrangement appears to be convenient for both parents as well as teachers.

In Orissa many of the schools in the Fifth Schedule area also have a good number of non-ST students enrolled. For example, in Ponchada HS, Koraput district the whole of which is a Fifth Schedule district, there were 156 non-tribal students enrolled. In the case of Podagada UPS, in the same district, there were 138 students who were non-tribal students and 27 ST students.

As all the children are reported to be enrolled but few were present in the schools at the time of field visits, there was no way of getting information on actual drop-outs. The team saw a few teenage youth working as daily labour but no children. However, what is important to note is that the high rate of absenteeism from school which is not recognised as out-of-school.

During the field visits it was observed that in most of the Primary Schools, the number of students present in class was much less compared to the enrolment as per record implying that not all children are regular to school. In Kukudagodi PS, Mayurbhanj district, the headmistress reported that there were many children out-of-school and that she makes regular community visits to motivate parents to enroll their children. In the Ponchada HS, Koraput district, the teachers reported that 46 students dropped out due to poverty. In Podagada Tribal Welfare Ashram School [TWAS (G)], Koraput district, 17 students were reported to have dropped out.

In some districts children were found working in agriculture and cattle grazing activities. In Khammam district of Andhra Pradesh it was the season of chilly harvesting and several truckloads of children from the Gothi Koya community of the neighbouring State of Chhattisgarh were seen working in the chilly farms around Bhadrachalam. The administration feels it is difficult to address this problem as it is a seasonal activity. There have been no official discussions with the Chhattisgarh government in addressing this issue of child labour either although migration to the district is regular. The children of the Gothi Koya tribe are most vulnerable with no security of housing, food or education. The ITDA of Khammam (Bhadrachalam) has taken initiative to set up RBCs and Ashram Schools for these children in the bordering mandals like the Special RBC for Gothi Koya at Chatti village in Chintur mandal that were visited by the team and which had high student strength of Gothi Koyas. However, this outreach does not seem to be adequate to meet the critical need of the Gothi Koya children.

In Mahabubnagar district Chenchu children were seen working in the fields or taking cattle for grazing as well. Due to the high presence of non-tribal farmers in this region, the Chenchus have been made landless and their poverty has been a serious cause for child labour. The political history of exploitation of the Chenchu tribe leading to high alcoholism and impoverishment was visible in these hamlets where most of the parents were found in an inebriated condition. Therefore community meetings were disrupted and the interaction was

difficult. The administrative machinery does not seem to have tightened its monitoring and improved access and quality of education for these children in order to meet the challenge of the vulnerability of the Chenchu tribe. Where children have dropped out due to various social factors, the schools have been closed down and shifted to non-tribal hamlets, thereby perpetrating the illiteracy and exploitation of this tribe. Yet from most of these districts, the data for children out-of-school is very low.

Children are considered to be out-of-school if they are never enrolled or they do not attend school for a continuous stretch of time exceeding one month. However, teachers reported that children attend school in a staggered manner with absenteeism being higher during agricultural work and festival seasons slowly leading to dropping out from school. Discussion with the parents and local community led to a third reason for the staggered-ness of student attendance which corresponds with teacher absenteeism. The parents complained that irregular attendance from the teachers' side has been a cause for lack of parental motivation in enrolment and retention of their children in school. This was found to be particularly a problem in Primary Schools visited in both Orissa and Andhra Pradesh where irregular functioning of schools and teacher absenteeism is perhaps a major cause for children being out-of-school. This is substantiated in the secondary data where reduction in student numbers is visible right after Class I.

There are 131 villages/habitations in Koraput district that do not have Primary Schools, as per the record given by District Project Coordinator, SSA. Out of these 30 are eligible for setting up Primary Schools as per their norms and 101 habitations do not fall within their criteria to set up Primary Schools. These habitations have 909 children as per record, majority of who are STs. It is not clear how the government proposes to make these villages compliant with the RTE Act and ensure Primary education to these tribal children. Meetings with OPEPA/SSA and ST and SC Development Department State level officials only provided broad indications and strategies like providing transport for children to reach the nearest Primary School, enrolling more students into Sevashrams and such other plans. Transport facilities may not be feasible in most of the hill-top villages. The officials do admit that it is a challenge they find difficult to address and that they may not be able to immediately meet the requirements.

II. QUALITY

Student performance

Student performance was found to be varying across districts and at different levels in both the States. It was not possible to make an accurate or in-depth assessment of the student performance levels in all the schools. Therefore random assessment was undertaken for some classes. In the Primary Schools, the overall performance of students was extremely poor except in some pockets of Koraput district. This was glaringly visible in Adilabad and Mahabubnagar districts where Primary Schools are almost non-functional or are functioning very irregularly (Table 100: Status of infrastructure of schools visited, Andhra Pradesh and Orissa) In Adilabad district in almost all the schools visited except for Gangapur TWPS and Nadamguda TWPS the children's levels were below average. Most of them could not recognise alphabets or numbers, read sentences or perform basic Class I level of math. This low performance was visible for all classes in the Primary level. However, children in all the schools visited were bright and responded intelligently to informal interaction, activities and questions by the research team. We also came across some amazing artists, singers and math wizards among the children.

As most of the Primary Schools visited were closed for most part of the year as reported by the local communities and the MRP, the children are not having opportunity to gain any academic skills (Table 99: Status of some schools on day of visit, Andhra Pradesh). In Mahabubnagar district, the situation was similar for Chenchu children who are attending Primary Schools. However in the Lokari Mini-gurukulam, Adilabad district, the student performance was extremely good. It was only in Class I where the children do not understand Telugu that the children had problems reading and writing, but from Class II onwards all the girls were very bright and had excellent reading, writing and numerical skills.

In Koraput district the overall assessment of students showed that they were able to read and write in Oriya, English and Hindi (with respect to higher classes) but with mistakes. Some students were average and some below average with respect to math. In the Mitu Kereda PS, Rayagada district, the few children present were able to read and write Class I level and a couple of children were able to do arithmetic. In Manikjhola PS of the same district the children looked very bright and were able to read, write and recite poems. Some children were in Class IV and seemed to be at the desired level. They could all read the slim cards well and were very excited to use them when they were given the cards. It was only the teachers who were withholding these cards and not giving them to the children often enough for fear of the cards getting damaged. In this school the female teacher appeared to be more effective as her class students were performing better.

It was found that in Ashram/Sevashram Schools and residential schools like Gurukulams, Mini-gurukulams and KGBVs the student performance was better due to regular functioning of the schools and attendance of teachers. The student performance in the KGBVs was also found to be good in most of the districts and the girls were very focused in preparing for their Class X exams. Even in Appapuram TWAPS in Mahabubnagar district which has problems with only some teachers being regular and monitoring being a major challenge, the children who were present on the day of the visit were able to read and write. The Ashram High Schools in most of the districts like the Lakampur TWAHS(G) in Adilabad, the Kothaguda TWAHS(B) in Vizianagaram, Jangamreddypally TWAHS(G) and Chennampally MPPUPS in Mahabubnagar, Jediguppa MPPPS in Khammam, to give a few examples, showed that students were performing well and teaching was regularly happening.

Table 99: Status of some schools on day of visit, Andhra Pradesh

School	Status on day of visit
Adilabad	
Chinthaguda TWPS	Closed and highly irregular in functioning
Lingatla TWPS	Functional
Shankarapur MPPPS	Functional but very irregular
Gangapur PS	Closed
Gangapur TWPS	Functional
Nadamguda TWPS	Functional
Khammam	
Repaka Colony MPPPS	Functional
Kuturu MPPUPS	Functional
Abicherla MPPPS	Functional
Chatti Special RBC	Functional
Peddapolipaka MPPPS	Functional
Jediguppa MPPPS	Functional

School	Status on day of visit
Mahabubnagar	
Macharam Colony TWPS	Non-functional
Macharam MPPPS	Functional
Petralacheruvu TWPS	Closed and highly irregular in functioning
Srirangapur TWPS	Closed and highly irregular in functioning
Yerrapenta TWPS	Non-functional
Chennampally MPPUPS	Functional
Visakhapatnam	
Birriguda TWPS	Functional
Barada MPPUPS	Functional
Hamsabanda TWPS	No students present
Antabongu AIE	Functional
Sangamvalsa TWPS	Functional
Kenduguda TWPS	Closed
Kenduguda MPPPS	Closed
Vizianagaram	
Manda MPPPS	Closed
Gumma Gadabavalasa AIE	Functional

In Arapata Sevashram, Mayurbhanj, the students were adequately capable in reading skills but their writing skills seemed to be poor as they could not write even simple sentences correctly. They also had problems doing basic arithmetic. Especially the Class I students, who are from Santhali, Mundo and Kulho communities could not understand Oriya and were finding it difficult to read and write. In Kalamgodia UGMES the student academic levels, upon a brief assessment, appeared to be very low. Here even the students of Class V could barely recognise the letters of the Oriya alphabet. The sikshya sahayak reported that this is because of two reasons—Oriya is not their mother tongue and the one permanent teacher posted here is highly irregular. In Sant Seskhal APS we found older boys studying in Classes I and II and the teachers were not aware that they have a duty to bring the children’s academic level on par with their age as per the RTE Act.

Infrastructure

Schools, classrooms and hostel facilities

The primary data included survey of the status of infrastructure in terms of school building, classrooms, dormitories where there were hostels, condition of toilets and kitchens, boundary walls, ramps, education material, uniforms and other incentives for students, medical facilities, mid-day meal and human resources. The field visits revealed two types of situations. Most of the Primary Schools had adequate infrastructure in terms of pucca buildings, spacious classrooms and playgrounds in most places. At the same time some schools appeared to be in need of repairs as the floors, the walls and ceiling were not in good condition. However, in Munchingput mandal of Visakhapatnam district, even the Primary Schools had no infrastructure to accommodate the few children who were enrolled. It was reported that Birriguda and Kenduguda TWPSs, and Antabongu AIE for example, had no infrastructure and the classes were conducted in the verandah of one of the houses and a temporary shelter provided by the local NGO.

In Mahabubnagar district, the infrastructure was in a poor condition in some of the Primary Schools visited or are being used for cattle instead of for classes as seen in Yerrapenta TWPS. The reasons for damages to the infrastructure appear to be due to the school not functioning regularly and being locked up or abandoned by the school management.

In Adilabad district most of the Primary Schools visited had good infrastructure and there was space for outdoor activities. Some of the Primary Schools in this district that needed repairs did not have teachers attending regularly but the school maintenance grant was being utilised for repair works. For example in Lingatla TWPS, there was no boundary wall or toilet or drinking water facility, the doors and windows were broken, the floor was in poor condition and the white washing was of very poor quality. Yet the regular teacher insisted that the School Maintenance Fund was spent on infrastructure repairs! Besides, some of the Primary Schools had single rooms and hence multiple classes were being conducted in the same room. The verandahs in some of these schools are spacious but either they are under repair, or most often only one teacher is present (mostly a vidya volunteer) and hence all the children are made to sit in the same room.

In Khammam district the Pochavaram TWAUPS is under threat of being submerged by the proposed Polavaram irrigation project. Here children from six villages are studying. The school has poor facilities for children and teachers with no proper drinking water or toilets. There was very little space outside and hence no playground. The girls' hostel which is on the banks of the River Godavari has few toilets and the girls wash their clothes and bathe in the river.

In Rayagada district of Orissa, the condition of the Primary Schools visited was either average or adequate. It was found that the Primary Schools had basic infrastructure with pucca buildings but sometimes having no boundary walls. The classrooms were mostly spacious, and had more than one room. But some of them are in need of better maintenance and some had waste material dumped inside the rooms. In several of the schools visited the headmaster/teachers have no separate room for themselves and the classrooms double up as staff cum store rooms, thereby restricting the mobility of the children and causing disturbance to the class. On the other hand, we found some schools having too much of infrastructure or buildings in excess without the requisite student strength or some of them had unplanned infrastructure being added without a proper design. Although multi-grade children were sitting in the same room with a single teacher, as there were few children, the classrooms did not appear to be crowded.

In Mayurbhanj district it was similar but some Primary Schools require major repairs like the Kukudagodi PS or are incomplete constructions like the Prafullachandrapur New PS which is being run from a semi-pucca structure. It has a thatched roof and is the house of the school cook. Primary Schools run by the Department of School Education were mostly found to have pucca infrastructure and adequate space.

With respect to Upper Primary Schools and High Schools, some had adequate number of classrooms but others were insufficient and were in need of repairs.

In the case of Ashram Schools and residential schools the state of infrastructure is shocking in most places in both the states. It is highly inadequate, unhygienic and lacking in basic amenities. In Andhra Pradesh the classrooms in most of the schools visited were in a better condition as the RVM provides infrastructure support to the schools but in Orissa, both hostels and classrooms are entirely maintained by the ST and SC Development Department and they were universally found to be poor in quality.

In Andhra Pradesh the hostels except for the KGBVs, are entirely maintained by the Tribal Welfare Department where construction, maintenance and repair works were absent in the schools visited. While the classrooms had a better appearance which is a contribution of RVM, the hostels were dilapidated.

In Adilabad district, Lakampur TWAHS(G) is an example of the highly inadequate infrastructure for students. The classrooms are used as dormitories at night. All the verandahs in the school were filled with the students' boxes and buckets as there was no hostel facility. These were getting spoilt as they are exposed to the sun and rain. There was not even a single hostel room for the 400 students housed in this school.

More shocking than this school was the Somulagudem TWAHS(G) in Kunavaram mandal, Khammam district. According to the headmaster there are 720 girls of Primary, Upper Primary and High School level (685 as per school register), all housed in the same campus. Every classroom, hostel room and verandah was packed with girls aged between 6 and 16 years sleeping over each other for lack of space. With so many girls packed together, the noise was deafening and the children have somehow mastered the art of sleeping through the chaos.

The rooms were extremely dirty and dusty with cracked walls and floors. There was no place for drying clothes, and hence wet clothes were dripping from every window. The headmaster himself did not have an office room. There was neither any privacy nor safety for any of the rooms, even where adolescent girls were residing. There is no auxiliary nurse cum midwife (ANM) for such a large number of girls and the warden cum headmaster is a young man and there are only two teachers residing in the school—the headmaster and his wife. Such situations are a serious compromise on the social security of girls who have no access for grievance redressal.

In Appapuram TWAPS which has been set up on a priority basis in order to make education accessible to the core area Chenchu villages, the infrastructure is very poor. Due to legal issues of providing road, electricity or other facilities, the school is run on solar lights which are dimly lit and insufficient. When the team visited the school it was late in the evening and the children were being served dinner. Although the school is spaciouly located, the building is in poor condition.

The children eating at the school were from the local village, many of them below 5 years of age. The food was served in very dirty vessels cooked in an extremely dirty kitchen. The cook who is a young local Chenchu woman is also the caretaker of the children and is the only adult who stays with the children at night. Due to lack of proper bedding and other amenities, most of the children enrolled from the neighbouring villages were not present and it was reported that they commute on a daily basis. Therefore, they may not be very regular to school. Very few children were found to be residing in the school. There were no toilets found in this hostel, and water is reported to be scarce.

There were no sick rooms available in any of the Ashram Schools or KGBVs except the Ulipiri TWAHS(G) that had a sick room with metal cots but no resident ANM. In the absence of a separate sick room, children who were ill were found sleeping in the same dormitories/classrooms as the rest of the children. The medical kits available in each Ashram School had only few supplies. Only in Lakampur TWAHS (G) in Adilabad was there a resident nurse. Even in the interior, Appapuram TWAPS in Mahabubnagar, there was no resident nurse either for the community or for the school. In other hostels, the local ANMs are reported to visit the schools or the teachers themselves take the children to the nearest Primary Health Centre (PHC). Most of the Ashram Schools reported to have received the student health cards but no school has been visited by the medical officers so far.

In Orissa almost all the tribal welfare Sevashram schools visited were in a decrepit, unsafe and unhygienic state and urgently requiring major repairs or reconstruction. The Sant Seskhal APS, Rayagada district, was a very old and cramped building with cracked and leaking walls, and lacking in space for classrooms, hostel or playground. Classrooms are few in number and some are too unsafe for use. The headmaster and teachers have no separate staff room. One of the overcrowded multi-grade classrooms also served as a staff room. The school premises being very small, the headmaster explained that it was impossible to build additional rooms. The windows of the hostel rooms were broken and the teachers reported that snakes and insects crawl inside due to the open fields all around.

The Kalamgodia UGMES, Mayurbhanj, was in a similar condition, with a collapsing roof and with just two ill-ventilated rooms serving as the hostel. The Padmapokhari PS has a leaking roof and the building is in a poor state. In almost all the residential schools the classrooms doubled up as dormitories as well. In some places the students were giving their stipend for maintenance of low cost hostels. The Chowrashi Gram Panchayat HS which is an aided school is an example of this.

In Orissa the Sant Seskhal APS with 40 boys as boarders had two small rooms serving as dormitories. Both of these were extremely dilapidated with broken floor, cracked walls and ceiling, and broken windows. The hostels had very poor and inadequate bedding and sleeping facilities for the students. In most of the girls' hostels there were iron cots—that are very cold to lie on in winter and very hot in summer—and that were insufficient in number or in a state of disrepair. The girls preferred to sleep on the floor instead. The girls here complained that they were given only a thin carpet that did not keep them warm in the winter.

As the school campuses are cramped and lacking in space, the students have no place to dry their clothes. Most of the dormitories, when we visited, had dripping clothes hanging on window sills or inside these ill-ventilated dormitories leading to unhygienic and a humid condition in the rooms. In Padmapokhari PS, that has a low cost hostel for 40 girls, the hostel roof leaks in the monsoon season and as students have not been given proper bedding facilities, the teachers complained that it is very cold and unhealthy for the children to sleep on the almost bare floor. The hostels visited had dimly lit bulbs, most often no fans and some with no electricity at all (Arapata Sevashram).

In some of the Sevashram schools there are no living quarters for the teachers and wardens and they are forced to share the dormitory with the students or find temporary arrangements as in Tikayatpur High School for Girls [HS(G)] where the headmistress is accommodated in the watchman's quarter.

The students were provided with three sets of uniforms, two bed-clothes, and Rs.30/- per girl student per month for cosmetics. However in some of the hostels the students are paying from their pockets for meeting these needs. For example in Arapata Sevashram the headmistress reported that she collects Rs. 20/- from each girl every month to purchase sanitary napkins. In Chowrashi Gram Panchayat HS the students are contributing Rs.500/- each for hostel and food expenses as it is an aided school.

Medical kits were absent in most of the schools visited. In the Sevashrams we found poorly equipped medical boxes. It is the warden's responsibility to take care of sick children and refer them to the nearest PHC in case of emergencies. There were no separate rooms for sick children and no nurses or ANMs posted in the schools for taking care of the medical needs of the children.

The stark contrast was visible in the Kothaguda TWAHS(B), Vizianagaram district, where the classrooms had tiled floors and well painted walls but the hostel which was overcrowded was old, having broken windows and doors, chipped off flooring and leaking roof.

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Some of the KGBVs have new buildings like the Lingal KGBV and almost all of them are reported to be in the process of getting new buildings. However, the present state of some of them like the Komarada KGBV, Vizianagaram district, and Rekapalle KGBV in Khammam district were in a highly degraded condition. The Komarada KGBV is temporarily housed in one of the buildings of the TWAHS (B). It is very old, with cracked walls and floors, and there is not sufficient space for hostel and classrooms. There were only few toilets and bathrooms and the stink was so strong that it was difficult to even enter into the school. The lighting in the school was dim and reported to be erratic with some of the rooms not having bulbs and fans.

The KGBV does not have a boundary wall either and the boys' hostel is immediately behind it. It does not have a separate kitchen or cooking arrangements and shares the facility with the TWAHS (B). These infrastructure problems draw issues of security and safety of the girls. The school has a male warden cum headmaster and the rest of the teachers are young women who are vidya volunteers or Contractual Residential Teachers. Most of the KGBVs visited reported their reluctance to shift to the new buildings for the small size and limited infrastructure.

The Rekapalle KGBV in Khammam was in an abandoned government infrastructure which was extremely dirty and insufficient. The students complained of lack of sanitation and space, reasons for which some girls dropped out. There were very few toilets and bathrooms with severe water problems due to which these were in a bad condition. The teachers live in shared accommodation for lack of rooms. Although the KGBVs are meant to accommodate 100 (Model 2) or 170 (Model 1) girls each, there is a higher number found in every KGBV which implies that there is a lot of demand for these schools from tribal communities.

At present the KGBVs are very few in number particularly in the tribal areas where the drop-out rate of girls from Upper Primary School level is much higher than other areas and where the Ashram Schools for girls are also insufficient to meet the need of providing residential education. The size of the classrooms was also small compared to the students' strength and each class was found with students crammed against each other for lack of space. The same problem was noticed in the Ashram Schools as well.

Infrastructure in Residential Bridge Centres

The team also visited some RBCs for tribal children who are out-of-school. These were mainly in Khammam district and maintained by local NGOs. The two RBCs visited, one in Rekapalle and the other in Chatti are mainly for the Konda Reddy and Gothi Koya tribes. The Rekapalle RBC is housed in a building that was a police station and the Chatti RBC is in an abandoned PHC. Due to serious problems in the funds allocated and released to NGOs for running these RBCs it is not possible for them to maintain decent infrastructure and provide even the basic amenities or food. Both the RBCs were very filthy, overcrowded and did not even have proper toilets, residential quarters either for students or teachers, drinking water, kitchen or cooking facilities. Although these are intended to be bridge schools and therefore temporary in nature, lack of even basic amenities and lack of funds is a serious violation of children's basic human rights. It is ironic that the children have to be housed in police stations for no crime of theirs! Unless the government provides proper infrastructure facilities and timely and adequate financial allocations in these remote areas to the NGOs, running the RBCs in a qualitative manner is difficult for the NGOs.

Infrastructure for academic needs in High Schools

In the government High Schools and Ashram Schools, infrastructure related to academic needs is glaringly absent. Except for the Komarada TWAHS(B), Vizianagaram district, that had a separate botany and natural sciences lab, a computer room with 10 computers and a separate library, the team did not come across a single school that has a science laboratory, sports facilities, computer laboratory or other recreation space. While some schools had desks and/or chairs for children, these were very schools. In many schools the teacher himself/herself did not have a table and chair.

In the Kothaguda TWAHS(B), Vizianagaram district, the classrooms had tiled floors and chairs for the higher classes, but there were no tables for the students or for the teacher. When the team visited, Class VIII was in the midst of a geometry lesson and the students and teacher were drawing the diagrams with books on their laps, with no scope for accuracy or symmetry in their diagrams. Very few students were able to afford purchasing geometry material, and hence most of them were simply watching those who had the material with them.

Some of the Ashram Schools and KGBVs had library books but they were usually kept in a cupboard in the teachers' room as there is no separate library facility. The books were usually found in very good condition, or sometimes with sealed covers, indicating that usage by students is nominal. Although tribal communities are unique for their arts, music and craft, none of the Ashram Schools or KGBVs visited provide this opportunity for promoting their indigenous knowledge. Under the RVM there are financial allocations for vocational education and arts and craft for the KGBVs under NPEGEL. Some KGBVs visited reported to be providing vocational skills like candle-making, stitching and tailoring.

Toilets

With respect to toilets in the Primary Schools almost all schools visited had one or two toilets. However, they were either abandoned, in need of major repairs or only partially used as they had no water facility or were unfit for use. Even the teachers reported that they do not use the toilets in the school. Most of them were too few in number, and with only few having separate toilets for girls and boys. Of those which were functional atleast one was kept for the teachers, as there were no separate toilets for staff. In some instances the toilets were far away from the hostel and not in a state of being used as in the Kothaguda TWAHS (B). In the Komarada KGBV the 170 girl students had only a couple of functional toilets.

In the Ashram Schools even where there were toilets, due to lack of water facility many were not being used. Majority of schools have very few toilets compared to student strength thereby raising the issue of ratio of toilets to students. There were no separate toilets for teachers in the residential institutions. Female teachers especially find it a major problem. In Badaraising Sevashram there were toilets and bathrooms (in an extremely filthy state) for girls only, and not for the boys. Only in Chowrashi Gram Panchayat HS and the Kaptipada Government UGMES/KGBV were the bathrooms functional and clean. The others were non-functional or very dirty, with scarcity of water being a major issue leading to insanitation and unhygienic condition for the students and teachers.

Only in the KGBV at Kaptipada, Mayurbhanj district, were there basic amenities existing including 10 clean functioning toilets, a kitchen garden and herbarium, separate room for medical purposes, separate resource room for display of craft material and library cum computer room.

Water for drinking and cooking

Drinking water is a cause for concern especially in the residential schools where there is water scarcity in most places, and no purification facility. In Visakhapatnam and Adilabad districts none of the Primary Schools visited had drinking water facility. In some schools there was a bore-well or deep well nearby, so children go home or use the public facility for drinking water. Only in a couple of schools was a pot of water kept for drinking.

In Andhra Pradesh, only in Jangamreddypally TWAHS (G), Mahabubnagar, did we see a drinking water treatment plant which was installed but not yet functioning. A row of taps have also been fitted outside the newly constructed dining hall, but they are not being used yet, and stray dogs were occupying the space of the dining hall and verandahs. In other schools the source and storage of drinking water was highly questionable and this is a serious problem in tribal areas during the monsoon season when epidemics are likely to break out due to water borne diseases. It is alarming that there is no investment being made in the Ashram Schools to first ensure clean and potable drinking water. In the Kothaguda TWAHS(B) there were pools of water inside the kitchen where utensils were being washed, adding to the filth. As the school does not have a proper source of water, they are using boiled water for drinking. However, the water boiled was yellow and muddy and looked unfit for drinking. Two boys were found to be suffering from diarrhea in this school.

In Orissa, the Kaptipada UGMES and KGBV was the only institution with a purification system. The Sant Seskhal APS had a small water filter that was not being used. The main source of water was handpumps either in the school premises or close to the school. In some schools the teacher took care to ensure that drinking water was made available in the school. In the Primary Schools some teachers were making the children take up duties for bringing water (for eg. Mitu Kereda PS). In the Ashram Schools, majority of the schools visited reported water shortage both for drinking and bathing purposes.

The status of infrastructure of the schools visited is given in **Table 100: (Status of infrastructure of schools visited, Andhra Pradesh and Orissa).**

Table 100: Status of infrastructure of schools visited, Andhra Pradesh and Orissa

School	Toilet	Drinking water	Electricity	Boundary wall	Play-ground
Andhra Pradesh					
Adilabad					
Chinthaguda TWPS	NF	Y	N	Y	N
Lingatla TWPS	N	N	Y\NC	N	N
Shankarapaur MPPPS	NF	NF	Y	N	N
Lakampur TWAHS(G)	F/I	Y	Y	Y	Y
Gangapur PS	NF	NF	Y\NC	Y	N
Gangapur TWPS	NF	Y/I	N	N	N
Nadamguda TWPS	N	NF	Y	Y	N
Lokari MG	F/I	Y	Y	N	N
Khammam					
Repaka Colony MPPPS	N	N	N	N	N
Kuturu MPPUPS	Y/I/OG	N	Y	N	Y
Abicherla MPPPS	N	N	Y	Y/B	Y/S

School	Toilet	Drinking water	Electricity	Boundary wall	Play-ground
Tekuloddi TWAUPS	NF	Y	N	Y/B	Y
Chatti Special RBC	Y/I/OG	Y/I	N	N	N
Narsimhapuram AUPS	Y/I	Y/I	N	Y	Y
Peddapolipaka MPPPS	Y	Y	Y	Y	Y
Jediguppa MPPPS	N	N	N	N	N
Jediguppa TWAUPS	Y	Y	Y	Y	Y
Pochavaram TWAUPS	Y/I/OG	N	Y	Y	N
Somulagudem TWAHS(G)	Y/I	Y/I	Y	Y	Y
Rekapalle KGBV	Y/I	Y/I	Y	Y	Y
Mahabubnagar					
Macharam Colony TWPS	N		N	N	N
Macharam MPPPS	NF	Y	Y	Y	Y
Petalacheruvu TWPS	N	Y	N	N	N
Jangamreddypally TWAHS(G)	F	Y	Y	Y	N
Appapuram TWAPS	N	Y/I	N/G	Y/B	Y/S
Srirangapur TWPS	N	Y	Y	N	N
Yerrapenta TWPS	N	Y	N	N	N
Chennampally MPPUPS	NF	Y/I	Y	Y	N
Lingala KGBV	F	Y	Y	N	N
Visakhapatnam					
Laxmipuram TWAUPS	NF	Y	Y	N	Y
Birriguda TWPS	Y	N	N	N	N
Labburu TWAHS(B)	Y	Y	Y	N	Y
Barada MPPUPS	NF	Y/I	N	N/WF	Y
Hamsabanda TWPS	N	N	N	N	Y
Antabongu AIE	N	N	N	N	Y/S
Sangamvalsa TWPS	N	N	N	N/WF	Y/S
Kenduguda TWPS	NF	N	N	N	N
Kenduguda MPPPS	NF	N	N	N	N
Suttiguda MPPPS	NF	N	N	N	N
Vizianagaram					
Ulipiri TWAHS(G)	Y	Y	Y	Y	N
Komarada TWAHS(B)	Y	Y	Y	N	Y
Manda MPPPS	N	Y	N	Y	Y/S
Gumma Gadabavalasa AIE	NF	Y	N	N	N
Kothaguda TWAHS(B)	F	Y	Y	N	N
Komarada KGBV	Y/I	Y	Y	N	N
Orissa					
Koraput					

School	Toilet	Drinking water	Electricity	Boundary wall	Play-ground
Ponchada HS	Y/OG	Y	Y	Y	Y
Gadyaguda UPS	N	Y	N	Y	N
Balighat UPS			N		
Podagada UPS	N	Y	N	Y	N
Podagada Elementary School	OG	Y	Y	Y	N
Podagada TWAS(G)	Y	Y	Y	Y	Y
Balighat HS			N		
Thilantar AUPS			Y		
Suvari HS			Y		
Pitaguda AS			Y		
Rayagada					
Mitu Kereda PS	N	Y		Y/B	N
Ganganapenta PS	NF	Y		Y	N
Sant Seskhal HS	NF	Y	Y	Y	Y
Sant Seskhal APS	Y/OG/I	Y	Y	Y	N
Badaraising Sevashram	Y/OG/UCB	Y	Y	Y	N
Manikjhola PS	Y (1 attached to classroom)	N		N	N
Tentliguda PS	NF	Y		N	N
Mayurbhanj					
Arapata Sevashram	Y	Y	N	Y	N
Tikayatpur HS(G)	NF	Y/I	N	Y	Y
Kalamgodia UGMES	NF	N	N		N
Kaptipada UGMES/ KGBV	Y	Y	Y		
Padmapokhari PS		Y/I	Y	Y	
Salachua PS	Y	Y/I	N		Y
Chowrashi Gram Panchayat HS	Y	Y	N		N
Kaneibandha Nodal PS	NF	N	N	Y	Y/S
Prafullachandrapur New PS	N		N	N	N

Y=Yes; N=No; I=Inadequate; NF=Exists but not functional; OG=Only for girls; UCB=Under constructions for boys; WF=Wooden fence; NC=No connection; B=Broken; S=Small; G=Generator

Other basic amenities

Electricity and other amenities

Most of the Primary Schools visited had no electricity or the connection was removed because of pending dues. In Lingatla TWPS the teacher reported that the School Management Fund was used 2 years ago to pay for electricity connection, but the school has not yet been given connection. Playgrounds were small and inadequate and sports material non-existent. Boundary walls were also absent or broken or made from sticks and twigs.

In Tentliguda PS in Orissa, the villagers complained that as the school has no boundary wall and is adjacent to the main road, the children are under risk of accidents. The villagers informed that one child recently died while crossing the road to the school. Most of the schools visited also lacked space for a playground or even a small open space that could be used by the children for sports/games

In Orissa some schools had electricity but a few either did not have connection or connection was removed because of pending dues. Electricity was mainly for lighting only but the students complained that the hostels have very dim lighting in the night and that the sleeping area usually had no fans which made the heat during the summer months unbearable with the metal cots and ill-ventilated rooms adding to the discomfort.

Ramps for children with disabilities were also either not built or were broken and could not be used. The schools were found to be normally cleaned and swept by the children themselves and therefore, some of the schools did not look very clean.

Kitchens and cooking areas

All the schools reported to be serving mid-day meals (with the exception of Sant Seskhal HS). The kitchens/sheds where meals are cooked were dismal with only the barest of infrastructure, dark, ill-ventilated with broken roof and floor. Some of the schools had food being cooked outside in open sheds or in the house of the person who was hired for cooking. The cooking paraphernalia was most minimal with a couple of vessels and a few assorted sacks and bottles holding provisions. For lack of sufficient utensils, it was found that cheap plastic buckets and mugs were used to keep cooked food, sometimes without lids.

There is no basic standard maintained for kitchen and cooking areas; water for cooking and washing is inadequate in most places. There was no facility for storage of water for cooking or for washing and it is left to the cook to make his/her own arrangements. The washing area is adjoining the kitchen in most places leaving stagnant water around. The children bring their own plates, so many of them were seen to be sharing plates. In some cases the kitchen shed is in a potentially hazardous location. In Mitu Kereda PS the kitchen shed was being constructed between two classrooms. In the Sant Seskhal APS, the kitchen shed was unsafely wedged between the hostel room and classroom in a small shed with no ventilation, lighting, flooring or basic hygiene. As food is cooked on wood fire, the smoke emanating from the kitchen suffocates the whole school due to lack of ventilation. There was no fire safety precautions taken anywhere; this need has not even occurred to any school management visited (See Table 101: Status of mid-day meals and related infrastructure in some of schools visited, Andhra Pradesh and Orissa).

Mid-day meal scheme

In almost all the schools visited, Primary, Upper Primary and High Schools, the mid-day meals were reported to be provided in both the States. However, in Munchingput mandal, Visakhapatnam district, the parents complained that the mid-day meal was provided only a few times a week. Infact, in the other Primary Schools, even if the school was not functioning, mid-day meal was being cooked (example Adilabad and Mahabubnagar districts). There are several problems with regard to mid-day meal implementation and quality.

Release of funds for the persons hired for preparing the mid-day meal and for the purchase of provisions seems to be a major hurdle. Although in Andhra Pradesh, the honorarium has been increased for the cooks and direct payments are made, the women reported that there are regular delays. The cooks who are poor illiterate women are hired for purchasing of stock,

collection of firewood and water, preparing the meals, washing the utensils and reporting the purchases to the teachers and MRPs.

Detailed interviews with the mid-day meal cooks revealed that, for them, as funds are not released on a monthly basis, they do not understand the amount they receive as honorarium and the amount for purchase of food. Very few of them were aware of the amount per child per day. Since they advance the money from their pockets, they are unable to make proper estimates for purchases and cooking. This has created problems of two kinds. It is difficult to hold them responsible for poor quality and quantity of food served to the children even if there was misappropriation as they do not get the funds on time, and it is difficult for them to plan their purchasing and cooking as they receive staggered amounts.

In Srirangapur TWPS, Mahabubnagar district, the cook reported that she has not received money either for her honorarium or for food purchases for almost a year (Box 5: The tragic story of the mid-day meal cooks).

Box 5: The tragic story of the mid-day meal cooks

A poor woman belonging to the Chenchu tribe, the cook has not received money for the entire academic year. She is a landless labourer who has no means of survival. Yet she has at times put aside her wages and taken a loan to prepare food for the children of this school as she fears action against her from the government. Often she also borrows rice from other families in the village and repays from her personal rations. She was too afraid to even speak up in the village meeting. The bank pass-book has not shown any entries since the time she was handed over the task and she was ignorant about how the system worked. She herself looked extremely malnourished.

The mid-day meal was either assigned to an elderly woman from the village if it was a Primary School or to the women's SHG if it was a High School or a hostel. In some hostels (Sant Seskhal APS) we found male cooks. There were several problems with regard to quantity and quality and hygiene of the food being served. Where the women were hired to cook they reported long delays in receiving funds. Some of them were not aware of the amount they receive, expenditure and planning for the purchases as they are illiterate women. The President of the SHG responsible for cooking the mid-day meal in Badaraising Sevarshram, who was called for a discussion during our visit could not give much information. It was clear that the SHG was not involved in the activity, nor does it monitor the cooking or facilitate the cook. The school management here blamed the SHG for not doing a proper job. The sarpanch was also present during our visit, but said it was not possible for him to monitor the programme regularly.

Here it needs mention that the purpose of handing over the mid-day meal responsibility to SHGs was not being met as there was no collective ownership and management of the programme from the SHG. There was no involvement of SHGs in advancing money, purchasing provisions, nor do they receive the funds allocated for the meal. It is merely the responsibility of individual women members. Hence the risks and benefits are borne by individual women. Neither did the SHG seem to have the capacity to demand for the timely delivery of provisions and funds.

These illiterate women face severe problems with regard to timely release of funds and the promised quantity of supplies. Often they are taking loans or are forced to advance money from their pockets to purchase the provisions. Because of these delays they are unable to

provide the adequate quantity and quality of food and have also been incorporated into the cycle of learning to ‘manage’ the programme, as the local community and students themselves commented in many places. The teachers and management are also not in a position to monitor the quality of food being prepared due to these constraints.

In Chennampally MPPPS of the same district, two elderly illiterate women are working as cooks. The food served was grossly inadequate for the 122 children—only 1.5 kg of dal was cooked for this number. But the cooks complained that they had not received any money for the last 4 months. In Lingatla TWPS, Adilabad district, half a kilo of vegetables was cooked for 20 children. Here also the cook is an elderly illiterate woman. She has been receiving the new honorarium of Rs.1000/- and the fund for provisions. However, she has been used to cooking low quantities in the past to make up for her losses and continues to follow the same method either out of ignorance or otherwise.

Every school had a similar story. Some of them were aware of the quantity of dal and rice to be cooked per child, but every school visited had quantities and quality well below the minimum required. It was found that some of the non-tribal children and less poorer children do not take the mid-day meal. In the Primary Schools, the teachers give the cooks a daily requirement based on student attendance, but they are instructed to cook a certain amount even if the teacher was absent and the school was closed (for example Gangapur PS, Adilabad).

In Adilabad district some of the schools had problems with estimation and release of funds. For example, in Gangapur PS the teacher is reported to have been absent for several months and some of the children have been shifted to private schools. The school has only 28 children on record, but has received a grant of Rs.28000/- whereas the neighbouring, Gangapur TWPS which has 58 children received only Rs.11000/- in the last quarter. The headmaster complained that the cook had stopped preparing the meal as she was not reimbursed for the expenditure she had incurred. In some schools the parents complained that if eggs were given for a meal, then the mid-day meal was not provided for the next few days (Table 101: Status of mid-day meals and related infrastructure in some of schools visited, Andhra Pradesh and Orissa).

Table 101: Status of mid-day meals and related infrastructure schools visited, Andhra Pradesh and Orissa

School	MM	MM Infrastructure
Andhra Pradesh		
Adilabad		
Chinthaguda TWPS	Y	
Lingatla TWPS	Y	
Shankarapur MPPPS	Y	Semi-constructed room; run out of funds
Lakampur TWAHS(G)	Y	
Gangapur PS	Y	Funds for MM not received for 6 months
Gangapur TWPS	N	Non-payment of funds so mid-day meal stopped; Kaccha shed of sticks and branches
Nadamguda TWPS	Y	
Lokari MG	Y	Dark ill-ventilated room

School	MM	MM Infrastructure
Khammam		
Repaka Colony MPPPS	Y	No shed
Kuturu MPPUPS	Y	No shed
Abicherla MPPPS	Y	No shed
Tekuloddi TWAUPS	Y	
Chatti Special RBC	Y	Very kaccha shed
Narsimhapuram AUPS	Y	
Peddapolipaka MPPPS	Y	Small shed
Jediguppa MPPPS	Y	No shed
Jediguppa TWAUPS	Y	
Pochavaram TWAUPS	Y	
Somulagudem TWAHS(G)	Y	No shed
Rekapalle KGBV	Y	Thatched shed
Mahabubnagar		
Macharam Colony TWPS	Y	No shed
Macharam MPPPS	Y	Small ill-ventilated room
Petralacheruvu TWPS	Y	No separate shed/room
Jangamreddypally TWAHS(G)	Y	Prepared under a staircase; room is ill-ventilated
Appapuram TWAPS	Y	Small and ill-ventilated
Srirangapur TWPS	Y	No shed
Yerrapenta TWPS	N	
Chennampally MPPUPS	Y	Prepared under a staircase as there is no room
Lingal KGBV	Y	
Visakhapatnam		
Laxmipuram TWAUPS	Y	Small shed
Birriguda TWPS	Y	No shed
Labburu TWAHS(B)	Y	Basic shed
Barada MPPUPS	Y	A makeshift hut of thatch
Hamsabanda TWPS	Y	No infrastructure; meals cooked in cooks house
Antabongu AIE	Y	No shed
Sangamvalsa TWPS	Y	Very kaccha shed of thatch with no walls
Kenduguda TWPS	Y	
Kenduguda MPPPS	Y	Meals not provided every day
Suttiguda MPPPS	Y	
Vizianagaram		

School	MM	MM Infrastructure
Ulipiri TWAHS(G)	Y	
Komarada TWAHS(B)	Y	
Manda MPPPS	Y	
Gumma Gadabavalasa AIE	Y	Broken down shed
Kothaguda TWAHS(B)	Y	Ill-ventilated with broken roof
Komarada KGBV	Y	Shared with boys hostel next door
Orissa		
Koraput		
Ponchada HS	Y	Kitchen shed present
Gadyaguda UPS	Y	Kitchen shed present
Podagada UPS	N	No shed
Podagada Elementary School	Y	No shed
Podagada TWAS(G)	Y	Kitchen shed present
Rayagada		
Mitu Kereda PS	Y	No shed. A new kitchen being constructed between two classrooms
Ganganapenta PS	Y	No shed
Sant Seskhal Government HS	N	Ready to provide but problem of infrastructure. Children bring meals from home
Sant Seskhal APS	Y	Very ill-ventilated and dirty room as kitchen
Badaraising Sevashram	Y	Very inadequate infrastructure
Manikjhola PS	Y	No kitchen shed; meal cooked in cooks house
Tentliguda PS	Y	A small shed
Mayurbhanj		
Arapata Sevashram	Y	Small dark ill-ventilated room
Tikayatpur Governemtn HS(G)	Y	Separate shed
Kalamgodia UGMES	Y	Dark and dingy shed
Kaptipada UGMES and KGBV	Y	
Salachua PS	Y	
Chowrashi Gram Panchayat HS	Y	Very inadequate
Kaneibandha Nodal PS	Y	
Prafullachandrapur New PS	Y	No shed
Y=Yes; N=No; MM=Mid-day meal		

In the Ashram Schools too, the food served is of poor quantity and quality. The allocation for each student which is currently Rs. 425/- for Upper Primary level, appears adequate. Yet, here also, although there is no problem of release of money as in a mid-day meal, the food

cooked is sub-standard. In Komarada TWAHS (B), Vizianagaram district that had 387 boys present on the day of the visit (of the 404 enrolled), only 10 kg of vegetables was cooked. This was to be also shared by the 166 girls from the KGBV that was located on the same campus. The warden reassured the team that it was more than adequate. In the Ulipiri TWAHS (G) of the same district, it was a similar sight. The Tekuloddi TWAUPS appeared to be well stocked but it was not possible to see the meal being served to make a proper assessment.

In Sant Seskhal HS, Orissa we found that mid-day meal was not provided due to students refusing to eat the meals served. In some schools visited, food was cooked only for a small number of children even where the school strength was more than 200. We clearly witnessed this in Jimmidipeta HS. In Badaraising Sevashram the team was present during lunch time and found that the dal cooked was grossly inadequate. Some children who stood at the end of the queue only got plain rice as there was no dal left. This was a marked difference to what was displayed in the diet chart in the headmaster's office (Box 6: Diet chart displayed in the headmaster's office at the Badaraising Sevashram).

Box 6: Diet chart displayed in the headmaster's office at the Badaraising Sevashram

Commodity	Quantity	Time	Rate/kg	Per day amt (Rs.)
Rice	200 g	2 times	2.5	1.00
Dal	25 g	2 times	60	5.00
Oil	5 g	2 times	60	0.50
Salt	10 g	2 times	10	0.20
Fuel		2 times	100	2.00
Vegetables	100 g	2 times	15	3.00
Mealmaker	10 g	1 time	44	0.44
Moot/tur	10 g	½	26	0.26
Spice	10 g	2	100	2.00
Non-veg		Once a week	30	
Soap, oil electricity			60	
Tiffin			14	

The mid-day meal programme delivery and quality require serious upheaval. Currently, it is being delivered without accountable structures at all levels. While the incentives to cooks have increased due to better honorarium given, bottlenecks with respect to timely delivery of funds and provisions, orientation and monitoring to cooks for quality maintenance and providing adequate infrastructure for ensuring standards of hygiene and sanitation were found to be universally absent.

NGOs report that some of the AIE centres do not receive mid-day meal. It is also not clear to them whether the village has an AIE centre as neither a teacher nor mid-day meal programme is visible in some hill-top villages. Those children who live in school-less habitations, are therefore denied of their right to free and compulsory Primary education and also their right to food as they do not get the mid-day meal (especially in the interior and hill-top villages of the Scheduled Areas).

Of the schools visited, Khammam district appeared to have a better situation in terms of food, facilities and academic inputs, particularly in the schools having predominantly Koya tribe. The Konda Reddis live in the interior and hill-top villages where the literacy rates are much lower.

In stark contrast to the Ashram Schools was the Jogampeta SoE near Parvathipuram in Vizianagaram district. Starting from Class VIII to Intermediate, the school has been created as a model of excellence to ensure tribal children getting into professional courses. The school has a large and spacious campus, well designed dormitories separate for boys and girls, and cots for all students. There were adequate and well maintained toilets, dining and kitchen facilities. The school also had a drinking water treatment plant installed and working. Although there was a large strength in each class, there are subject teachers and guidance for preparing them for the Class X and entrance exams for higher studies like EAMCET.

Teachers, qualifications and teaching material

With respect to teacher-pupil ratio and teacher availability in the Primary Schools, there are some very significant observations that could be made. Primary Schools are of two categories in the tribal areas—those that have Class I–III and those that are from Class I to V. Further, there are two types of Primary Schools—regular Primary Schools run by the Tribal Welfare Department or by the Department of School Education or local bodies and AIE centres. Every Primary School has a minimum of two teachers irrespective of the strength of the school. In many of the Primary Schools visited we found this practice with one regular teacher and one vidya volunteer.

However, in some districts like Mahabubnagar, Khammam and Visakhapatnam single teachers were posted in some schools, like in Yerrapenta and Srirangapur TWPS in Mahabubnagar district, Jediguppa MPPPS in Khammam and Kenduguda TWPS and Antabongu AIE in Visakhapatnam. In Primary Schools having upto Class V the team was informed that the number of teachers appointed were between two and five with some being regular teachers while some were vidya volunteers. In the single teacher schools, many of the schools were found locked up and the teacher was reported absent for a considerable period by the parents and the MRP. A very glaring example was the schools in Adilabad and Mahabubnagar districts. An assessment of the children's academic levels was also a clear indicator that the school was not functioning regularly in these places where parents complained.

During the field visits it was found that in most of the Primary Schools which had two teachers, only the vidya volunteers were present. The team did not meet a single regular teacher in this category of schools visited in Adilabad district except for Lingatla TWPS where the teacher rushed to the school on hearing of our visit. However, he did not know the name of even a single child of the 20 children enrolled in this school, reflecting his poor attendance to school. Most of the vidya volunteers are young, a considerable number being women. Where women vidya volunteers were present, atleast some of the children showed better performance and the parents/local communities reported that the school was opened regularly—for example, Shankarapur MPPPS and Lingatla TWPS in Adilabad, Repaka MPPPS in Khammam. However, they lack proper training and qualifications to manage multiple grades.

In some of the schools the vidya volunteers do not have the education material with them as the stock is locked up by the regular teacher and was not available when the team visited. In one single teacher school (Jediguppa MPPPS) in Khammam district where a young teacher was recently appointed, the student performance was extremely satisfactory. The teacher-pupil ratio for non-residential schools was favourable, but for residential facilities was quite high even where there were vidya volunteers. Hence, the Primary Schools seem to be compliant with the RTE Act as far as teacher-pupil ratio is concerned (Table 102: Teacher absenteeism in schools during field visit, Andhra Pradesh and Orissa; Table 103: Teacher-pupil ratio with and without vidya volunteers, Andhra Pradesh and Orissa).

Table 102: Teacher absenteeism in schools during field visit, Andhra Pradesh and Orissa

School	Teachers			
	Regular	VV	CRT	Remarks
Andhra Pradesh				
Adilabad				
Chinthaguda TWPS	1	1	0	Both teacher and VV absent on day of visit and very irregular to school
Lingatla TWPS	1	1	0	Regular teacher absent; school functional under VV. The regular teacher who came later could not identify a single child, their name and class in which they are studying
Shankarapur MPPPS	1 HM	1	0	Headmaster on leave since 2 months due to conflict with community, no new teacher posted; and school functions currently with 1 vidya volunteer
Gangapur PS	1	1	0	Teacher absent (gone for cricket match); school was locked up and only VV present but no children; community reported that teacher never comes to school
Gangapur TWPS	2+1 HM	1	0	1 teacher absent and 1 MLE teacher present
Nadamguda TWPS	1 HM	1	0	Only VV present
Khammam				
Repaka Colony MPPPS	1	1	0	Only VV present
Kuturu MPPUPS	1	2	0	Only 2 VVs conducting all the classes
Abicherla MPPPS	1	2	0	Regular teachers present and school was functioning well
Tekuloddi TWAUPS	4	0	3	Only 3 teachers present
Narsimhapuram AUPS				Only 1 CRT present
Peddapolipaka MPPPS	2	0	0	2 regular teachers present and school functioning well
Jediguppa MPPPS	1	1	0	Single teacher school with teacher present; very good performance
Jediguppa TWAUPS	6	2	4	Only 6 teachers present
Somulagudem TWAHS(G)	11	0	0	Residential hostel has only 2 teachers to take care of 685 students
Mahabubnagar				

School	Teachers			
	Regular	VV	CRT	Remarks
Macharam Colony TWPS				Not functioning; a few children from the school attend the Macharam MPPPS
Macharam MPPPS	3	0	0	Only 1 teacher present. One on deputation and one on invigilation duty
Petalacheruvu TWPS				Teacher irregular; absent on day of visit
Jangamreddypally TWAHS(G)	5	0	8	One regular teacher on deputation and one in a training programme
Appapuram TWAPS	1 HM+3	0	2	Functioning but only cook was present at the time of visit for the residential students (evening)
Srirangapur TWPS				School closed; teacher does not attend as reported by parents; children out of school and only 5–6 attend neighbouring High School-cook not paid for almost a year
Yerrapenta TWPS				No teacher since 26 January 2011
Chennampally MPPUPS	5+1 HM	0		4 teachers present on day of visit
Lingal KGBV	6+1 HM	0		Teachers present
Visakhapatnam				
Laxmipuram TWAUPS	4	1	0	Teachers present
Birriguda TWPS	1 HM	2	0	Only 2 VVs present on day of visit
Labburu TWAHS(B)	11	2	4	Teachers present
Barada MPPUPS	2	4	0	Both regular teachers absent only VVs present
Hamsabanda TWPS	1	1	0	Only VV present; regular teacher highly irregular
Antabongu AIE	0	1	0	VV present; school has no regular teacher
Sangamvalsa TWPS	1	2	0	Only 1 VV present
Kenduguda TWPS	0	2	0	School closed and teacher absent during field visit
Kenduguda MPPPS	1	2		Closed on day of visit; regular teacher irregular and absent for a few months
Suttiguda MPPPS				Teacher present
Vizianagaram				
Ulipiri TWAHS(G)	13+1 HM	1	4	1 on deputation and 1 teacher on long leave

School	Teachers			
	Regular	VV	CRT	Remarks
Komarada TWAHS(B)				Teachers present
Manda MPPPS	1 HM+2			All teachers gone for wedding; none present on day of visit
Gumma Gadabavalasa AIE	2	0	0	1 teacher present
Kothaguda TWAHS(B)	10	4	0	Teachers present
Komarada KGBV			7	Teachers present
Orissa				
Rayagada				
		Gana shiks hak	Sikshya sahayak	
Mitu Kereda PS	1	0	0	Teacher present and school functioning
Ganganapenta PS	1	0	0	Teacher present and school functioning
Sant Seskhal HS	6	0	0	Teachers present and school functioning
Sant Seskhal APS	3	0	0	Teachers present and school functioning
Badaraising Sevashram	1HM+3	0	0	Teachers present and school functioning
Manikjholra PS	1HM+1	0	0	Teachers present and school functioning
Mayurbhanj				
Arapata Sevashram	1HM+1	1	1	Teachers present and school functioning
Tikayatpur HS(G)	1HM	7		
Kalamgodia UGMES	1	1	1	Permanent teacher very irregular
Kaptipada UGMES/KGBV	5	2		
Kukudagodi PS	1 HM	1		
Padmapokhari PS	1HM+2	2		Head master is on deputation
Salachua PS	1HM	2	1	Only HM and sikshya sahayak were present on day of visit
Chowrashi Gram Panchayat HS	7		5	Only the school Sanskrit teacher was present on day of visit
Kaneibandha Nodal PS	1HM+2	2	1	Permanent teachers not present
Prafullachandrapur New PS	1 HM		1	HM has not been to school for over 2 years; school being run by remedial teacher
VV=Vidya volunteers; CRT=Contractual Residential teachers; HM=Headmaster				

Table 103: Teacher-pupil ratio with and without vidya volunteers, Andhra Pradesh and Orissa

School	Regular	VV/GS	CRT/SS	TPR (with VV+CRT)	TPR (without VV+CRT)
Andhra Pradesh					
Adilabad					
Lingatla TWPS	1	1	0	10	20
Lakampur TWAHS(G)	11	0	9	21	39
Gangapur PS	1	1	0	14	28
Gangapur TWPS	2+1 HM	1	0	15	19
Nadamguda TWPS	1 HM	1	0	9	18
Lokari MG	1 HM	2	4	21	147
Khammam					
Repaka Colony MPPPS	1	1	0	12.5	25
Kuturu MPPUPS	1	2	0	11	33
Abicherla MPPPS	1	2	0	17	50
Tekuloddi TWAUPS	4	0	3	9	17
Chatti Special RBC	4	0	0	24	24
Peddapolipaka MPPPS	2	0	0	23	23
Jediguppa MPPPS	1	1	0	15	30
Jediguppa TWAUPS	6	2	4	17	33
Pochavaram TWAUPS	3	0	0	41	41
Somulagudem TWAHS(G)	11	0	0	62	62
Rekapalle KGBV	1	0	7	20	157
Mahabubnagar					
Macharam MPPPS	3	0	0	24	24
Jangamreddypally TWAHS(G)	5	0	8	17	44
Appapuram TWAPS	1 HM+3	0	2	12	19
Chennampally MPPUPS	5+1 HM	0		20	20
Lingal KGBV	6+1 HM	0		18	18
Visakhapatnam					
Laxmipuram TWAUPS	4	1	0	76	95
Birriguda TWPS	1 HM	2	0	12	35
Labburu TWAHS(B)	11	2	4	27	42
Barada MPPUPS	2	4	0	13	39
Hamsabanda TWPS	1	1	0	9	17
Antabongu AIE	0	1	0	21	

School	Regular	VV/GS	CRT/SS	TPR (with VV+CRT)	TPR (without VV+CRT)
Sangamvalsa TWPS	1	2	0	14	42
Vizianagaram					
Ulipiri TWAHS(G)	13+1 HM	1	4	22	29
Gumma Gadabavalasa AIE	2	0	0	6	6
Kothaguda TWAHS(B)	10	4	0	17	24
Komarada KGBV			7	24	
Orissa					
Koraput					
Ponchada HS	11	0	0		60
Gadyaguda UPS	3	0	0		
Podagada UPS	8	0	0		42
Podagada Elementary School	3	0	0		56
Podagada TWAS(G)	3	0	0		154
Rayagada					
Mitu Kereda PS	1	0	0		23
Ganganapenta PS	1	0	0		10
Sant Seskhal HS	6	0	0		10
Sant Seskhal APS	3	0	0		29
Badaraising Sevashram	1HM+3	0	0		53
Manikjhola PS	1HM+1	0	0		10
Mayurbhanj					
Arapata Sevashram	1HM+1	1	1	41	82
Tikayatpur HS(G)	1HM	7		33	264
Kalamgodia UGMES	1	1	1	64	193
Kaptipada UGMES/KGBV	5	2			
Kukudagodi PS	1 HM	1		40	80
Padmapokhari PS	1HM+2	2		38	63
Salachua PS	1HM	2	1	28	113
Chowrashi Gram Panchayat HS	7		5		
Kaneibandha Nodal PS	1HM+2	2	1	31	62
Prafullachandrapur New PS	1 HM		1	29	59
VV=Vidya volunteers; CRT=Contractual Residential Teachers; HM=Headmaster; TPR=Teacher-pupil ratio; GS=Gana shikshak; SS=Sikshya sahayak					

In the Primary Schools that have more than two teachers, atleast one teacher was absent from each school on the day of the visit. The student strength is quite low in most of these schools. Particularly in III, IV and V grades student strength is quite low as many of them go to Ashram Schools. In Khammam district the team found higher student strength in these grades. Some schools in Adilabad district were found to have an additional teacher for MLE. In Khammam district, in order to overcome the problem of teacher absenteeism in hill-top villages, an arrangement has been made for teachers to work in fortnightly shifts where they have to stay in the school at a stretch for a fortnight and are allowed to take the next fortnight off.

The qualifications of teachers varied between schools. Due to low literacy levels in the tribal areas and the policy to recruit teachers belonging to tribal communities, the teacher qualifications were relaxed substantially in these areas. Hence teachers from SSC level to graduation were found in these schools. Some of the teachers are Contractual Residential Teachers while others have obtained B. Ed. degree. In some schools there are language teachers for Telugu and English who either share teaching of some subjects or only teach their subjects depending on the management planning by the school headmaster. The team also found that some teachers were overburdened with too many subjects and too many classes. This was again based on the leadership of the headmaster.

The SPD of RVM in Andhra Pradesh explained that 40% of the teachers in the tribal schools are unqualified. Some of the teachers of Primary Schools, particularly in Adilabad district, were found to be lacking in language and numerical skills as was seen from their school registers and corrections of children's books. On the other hand, some of the vidya volunteers were graduates, better qualified, young and were more competent academically.

As far as teaching material was concerned, every school had a blackboard, with the exception of Munchingput mandal, Visakhapatnam district, where some schools did not even have a building. Text books are supplied by the government but note books are to be purchased by the parents. All the children in most schools had text books but only some children had the MLE books in the MLE schools (example Gangapur PS, Adilabad). But most children did not have note books or slates especially the Chenchus. The team scrutinised the note books of children and found that in most of the schools there were very few pages of written text, indicating that school may not be functioning regularly or the students may not be regular in attendance.

All the Primary Schools in Adilabad district had colourful walls with basic numerals and alphabets. The teachers had, in addition to the text books, the 'Snehabala' kits which consist of a set of slim cards and a manual for teachers to guide them, and the MLE kits for the schools selected under the MLE programme. The Primary Schools were also equipped with story books and reading material for children. All these gave an impression that there was good amount of education material available in the Primary Schools today. However, as most of the schools are managed by vidya volunteers, there is confusion over using the multiple books available with them and how to plan their lessons between the text books and the Snehabala kits. As they are more comfortable with the text books, most of them were not using the slim cards effectively.

The Lokari Mini-gurukulam (Adilabad district) stands out as a model of teaching and dedication of teachers. Here, except for the headmaster, the rest of the teachers, mainly female, are Contractual Resident Teachers and have had no proper teacher training or qualifications. Yet, the dedication of the teachers was reflected in the excellent performance

of the students, the hygiene and maintenance of the school and the active responses of the girls. However, the MLE programme is not being implemented in the residential schools even where there are Mini-gurukulams with students from different tribal languages. A school like the Lokari Mini-gurukulam would hugely benefit from introducing the MLE programme where teachers have the enthusiasm and the Class I children need the mother tongue medium.

With respect to Upper Primary and High Schools, the teachers complained that subject teachers for math and science were not appointed and temporary arrangements were being made or existing teachers who are not qualified in the subjects were forced to teach them. A similar situation was found in several of the schools visited—Ulipiri TWAHS (G), Kothaguda TWAHS (G) and Komarada KGBV in Vizianagaram, Lakampur TWAHS (G) in Adilabad, Somulagudem TWAHS (G), Khammam, and Jangamreddipally TWAHS (G) in Mahabubnagar to give a few examples. These were schools which have high student strength in the higher classes. The teachers were finding it difficult to prepare the Class X students for the public exam in the absence of subject teachers.

In the KGBVs there was a similar problem especially with regard to having female subject teachers for the higher classes. Yet the team found some teachers teaching very effectively despite these handicaps. The math and science teachers in Chennampally MPPUPS (Mahabubnagar), Rekapalle KGBV (Khammam), Lakampur TWAHS (G) (Adilabad) and Kothaguda TWAHS (B) (Vizianagaram)—to give a few examples—were found to be doing their best in improving the performance and meeting the subject requirements.

None of the High Schools, except for the Komarada TWAHS (B), and Upper Primary Schools have science laboratory or laboratory equipment. This is a gross violation of the norms for schools as set by the Department of School Education for sanctioning of schools. In addition it is a violation of the norms under the RTE Act. In Ulipiri TWAHS (G) the science teacher showed the team chemicals which were outdated and a few science equipment that are too old to be used for any experiments. The teachers explained that the TLM fund for the school was insufficient to purchase laboratory equipment.

With regard to teacher training, the RVM has become the primary agency for imparting training to teachers across the State. However, there is a parallel process of teacher training implemented by the Tribal Welfare Department with special focus on Gurukulams. All the teachers who the research team met in the field stated that they receive 10–20 days of training per year. They normally receive 1 week of training at the beginning of the academic year at the PMRC level by the Tribal Welfare Department. These training programmes consist of academic inputs, administrative procedures and school maintenance plans. Subsequently, RVM also involves them in the general training for all teachers and on subject specific inputs, particularly in the higher classes for the math, English and science subjects. Most of the teachers reported that they received training in using the Snehabala kits.

Further, over 2000 schools selected for MLE programme receive training from RVM in using the new primers developed. Discussions with State level officials revealed that the MLE concept is based on the approach of imparting Primary education through the mother tongue as the medium of instruction and moving on to Telugu after the first three to four grades. The languages are taught using Telugu as the script.

The few schools visited in Adilabad district showed that the MLE programme is being

received with a lot of enthusiasm by the teachers but faced many challenges as well. The schools have not completely shifted to the mother tongue medium and it appeared for a lay person visiting that the MLE teacher was merely a supplementary teacher taking extra lessons in the mother tongue. In some districts it is reported by the RVM that the schools have shifted to MLE by using mother tongue as the medium of instruction. However, they do admit challenges in implementation, the most difficult being finding local youth who can speak the specific language of the school and be able to motivate them to remain in village after they are appointed.

What is more important is the content and time period of the training imparted. The in-service annual training seems to be highly inadequate as teachers are unqualified. The cultural context and motivational aspects also seem to be missing in the content of the training. Government has been investing hugely on school expenditure but excluding the most critical area —teacher quality and motivation.

In Orissa, there were atleast two teachers posted in most of the Primary Schools except for Mitu Kereda, Ganganapeta and Prafullachandrapur PS which were single teacher schools. In Prafullachandrapur New PS, where there are 59 students enrolled, the teacher had been absent and the community complained that he had not attended the school for the last 2 years. On people's demand a temporary teacher has been posted but she is continuing beyond her period of posting due to pressure from parents. The hill-top village near Mitu Kereda PS, has a Primary School with a single teacher but the team met the teacher at the roadpoint at 10.30 a.m on his way to his school. Even if here were to reach by 11 a.m., it was unlikely that the children would be present in the school when he reaches the village.

The schools in Mayurbhanj district had several gana shikshaks/sikshya sahayaks. The Arapata Sevashram has two regular teachers, one gana shikshak and one sikshya sahayaks. Tikayatpur High School for Girls [HS(G)] with 264 students has only one permanent teacher and the other seven are on contractual basis. Kaneibandha Nodal PS has three permanent teachers, one sikshya sahayak and two gana shikshaks for a student strength of 186. Kukudagodi PS has one permanent teacher and one gana shishak for 80 students. In Kalamgodia UGMES there are 193 students and only one permanent teacher, one gana shikshak and one sikshya sahayak. In Mayurbhanj and Koraput districts teachers were permanent. Subject teachers were inadequate as was reported in Badaraising Sevashram that did not have a subject teacher for math.

In Manikjhol PS which had classes from I to V, there were two teachers—one male and one female. Both of them reside in Rayagada town which is about 10 km away. There are 21 students here and the majority of them appear to be regular. Most of them could read and write according to their level. The students had text books and the school had TLM material given to them. But they were very neat and appeared not to be used much. Most of the teachers seem to feel the cards will be soiled if they use them regularly. In Badaraising Sevashram a lot of education material was provided by OPEPA in the last few years, both for the students and for teachers, but the team found that they were not utilised properly by the school management as the headmaster's room was littered with maps and books piled up and unused. Although they reported that the syllabus has changed and that new books were given, the teachers did not appear to have the motivation to make use of them as reading material or use the charts for classroom teaching. The furniture in most schools mainly consisted of a table and chair for the teacher and sometimes, one shelf for keeping education material. Although the schools were small in size, due to less number of students the space was adequate.

Most of the Primary Schools visited had blackboards (of some form) and the walls were found to be painted with colourful pictures, alphabets, numbers or rhymes. Prafullachandrapur New PS was the exception. Here the school did not even have a blackboard or any other material, so the temporary teacher writes on the floor using pieces of coal and brick. The villagers were furious about the regular teacher and said they were not aware of the school fund or other details. In Kukudagodi PS the teachers complained that every year they face the problem of not getting enough text books for the children and therefore the children have to share the books.

School management funds

All the teachers stated that they receive the School Management Fund and the School Maintenance Fund which is between Rs.5000/- (for Primary Schools) and Rs.7000/- (for Upper Primary Schools) for each component annually. They reported that they have used the School Maintenance Funds in the last 2 years for white washing or for minor repairs like reconstruction of boundary wall, fixing the gates and windows, fixing leaks to the walls, repairing the floors or for getting electricity connection. With regard to School Management Fund, they reported that they have used this fund for making/purchasing blackboards, painting the walls with alphabets and other education related maps. In addition they also receive the TLM fund of Rs.500/- per year which is used.

This is a marked change from the past, in the investments made by government on maintenance and education material for Primary Schools. However, in the Sevashram schools and High Schools the teachers reported that the fund was inadequate and therefore they are unable to equip the schools with proper education material or improve the physical infrastructure. In fact there was no science laboratory or library or teaching material for the Upper Primary and High School sections existing in any of the schools visited.

All the schools visited had TLM material. Unfortunately none of the schools visited is an MLE school, so we could not get an impression of its implementation. Only in Sant Seskhal APS the children are reported to have received books in Kui language. Some teachers were not even aware that this programme was being implemented. Others commented that they would like to have the MLE system implemented in their schools as they have received a positive feedback from teachers who are using these materials. They also reported that parents are demanding for this in their schools.

The teachers reported that they undergo training every year for a period of 10–20 days. They are given training on the subjects they teach and on basic administrative and monitoring procedures. Some of them reported that they were aware of the RTE Act but did not receive any formal training on the rules and framework of the Act. In Koraput district the teachers reported that they received training on the RTE Act. They could not articulate clearly whether they felt the need for more intensive pedagogic training. Some of the subject teachers in the Upper Primary and High Schools expressed the need for more inputs. The team observed that some teachers were not equipped to teach the subject allotted to them, the most common being English language teaching.

III. MANAGEMENT

School monitoring

So far Andhra Pradesh has a system of Academic Monitoring Committees at the school level. The constitution of these committees is made up of parents of best performing students and 'worst' performing students in a school. This system is now officially acknowledged as an incorrect approach and the government proposes to shift the management and monitoring as per the RTE Act to School Management Committees (SMCs). Under this the sarpanch of the panchayat is to be the chairperson of the committee and will include parents, teachers, SHGs and local civil society groups.

In all the field visits made, it was observed that there was no active participation or ownership of the panchayats in monitoring of schools. Meetings with the Department of Panchayat Raj revealed that the panchayats have been excluded from these responsibilities and have been divested of most of their functions by transferring these to *ad hoc* vidya committees and local institutions like the SHGs. This has reportedly destabilised decentralisation in governance and powers to local bodies. The new space provided in the SMC for the sarpanch is perhaps intended to bring back the schools into the purview of panchayats.

In Koraput district of Orissa, it was reported that parent-teacher meetings were held once a month to discuss progress of students, but this could not be verified. In some of the Ashram Schools it was reported that meetings with parents were conducted twice a year. Some schools like the Padmapokhari PS reported to have SMCs in operation but others visited in the same district did not have SMCs in place. The schools reported visits by the CRCC'S atleast once this year. At the time of the field visits the team met some of them who showed the 81 parameters on which they are expected to monitor the schools. These are reported to OPEPA but it was not clear how the mechanism of sharing the monitoring reports between OPEPA and the ST and SC Development Department took place.

Some schools reported that they had a committee with the local sarpanch and ward members for overseeing the School Maintenance Fund but it was not clear how effectively this was put into practice. In Koraput district many of the schools reported that they have regular parent-teacher meetings to discuss student performance and school management, but there was no means of verification for the same.

In both the States the MRPs and CRCCs and the State level SSA offices stated that they do not have the mandate of taking punitive action and can only give feedback to the District Education Officers who were the direct authorities. The record of complaints and follow up action in the grievance redressal /child helpline cells in both the SSA offices reflect that there have been poor responses and disciplinary actions from the authorities concerned and SSA has had limited influence in hastening the process of action.

The new grievance redressal mechanism set up by OPEPA displays a toll free number for parents, students and the public to submit their complaints. The schools visited did not have any member of the community or students utilise this facility so far, so it was not possible to assess the extent to which it was effective as a tool for grievance redressal for the tribal communities.

During the field visits it was observed that the community of parents is unable to assert and demand for their children's right of access and quality education. In most places they were reluctant to speak up openly or get their panchayats to effectively represent their demands. Even the more articulate Lambada community has been unable to put pressure on the administration. Hence, it was clear that the problem is not restricted to that of the teacher alone but to the entire chain of administration and local governance.

Andhra Pradesh



Classrooms are kept dirty and not cleaned regularly



Broken windows and poor infrastructure a common sight



Some of the Chenchu children from Macharam Colony that has a non-functional primary school attend the Macharam MPPPS, Mahabubnagar district



Saturday morning but empty classroom: Teachers absent (Manda MPPPS, Vizianagaram district)



A number of schools were found to be non-functional in the Chenchu hamlets, Mahabubnagar district



No separate library or storage space for books



Class V student with an empty notebook



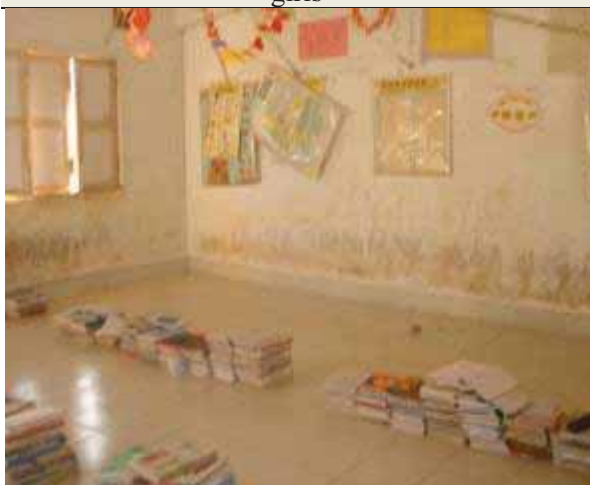
Antabongu AIE, Visakhapatnam district, had no blackboard even. Vidya volunteers teach 21 students here



Absence of boundary walls and gates is a danger especially in the case of residential schools like the Lokari Mini-gurukulam, Adilabad district, for girls



Status of ramps: Non-existent or broken



Tiled classrooms but no benches or chairs even in high schools visited



CWSN children not found in the school development plan



Most often headmasters do not have a room of their own. The headmasters office of the Somulagudem TWAHS(G), Khammam district



Single room schools but multiple classes



Primary Schools lack space for a playground



Water being boiled for drinking: Initially transparent but on boiling becomes muddy in colour. Potable water is a major concern in schools and hostels



Water filtration plant set up but not yet functional. The only one seen in all the schools visited [Jangamreddypally TWAHS(G), Mahabubnagar district]



Some of the tribal children were found to be in poor health and suffering from skin infections and severe cough



Students enrolled at the Gumma Gadabavalasa AIE, Vizianagaram district. The village has a small population of Gadabas, a tribal community that seems to be declining in numbers



Slim cards used as learning material. In some schools the teachers were reluctant to give these out to children for fear they would be damaged



With teachers absent for the day children of the Manda MPPPS, Vizianagaram district, were found playing in the village or helping with household chores



Children unable to identify even alphabets



Anxious mothers complaining about teacher absenteeism, Adilabad district



Children out-of-school as a result of teacher not attending in Mahabubnagar district



Several children were found to be engaged in child labour in the districts visited



Dilapidated school building of Kenduguda TWPS, Visakhapatnam district



Bathrooms are located at considerable distance from the schools or dormitories. This causes hardship for the boarders especially girls



Disused or semi-constructed toilets



Schools lacked separate libraries or even space to store the TLM



With no separate dining room available children have their meals in the verandah



Space crunch in hostels means classrooms double as dormitories



Jediguppa TWAUPS, Khammam district, will disappear if the Polavaram dam is constructed



Somulagudem TWAHS(G), Khammam district, has nearly 700 girls in a cramped and overcrowded premises



Meals being cooked under a staircase



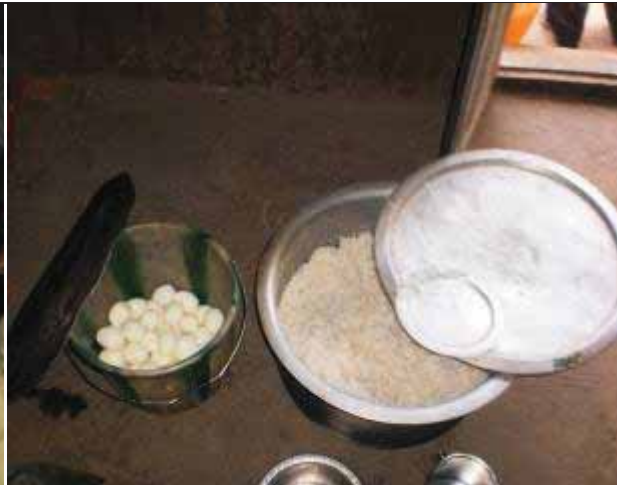
'Infrastructure' for mid-day meals: A flimsy hut of twigs and branches



No proper space for storing provisions



The mid-day meal cook is usually illiterate and poorly equipped to deal with supply and stock issues. Payments are delayed forcing them to take loans to provide for the meals



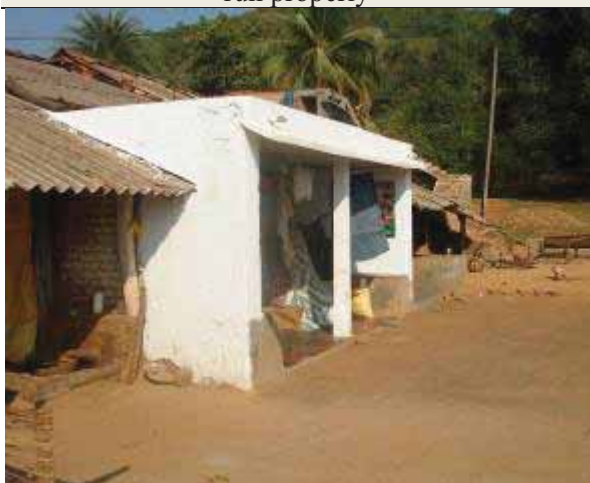
Mid-day meal of rice, eggs and tomato curry for the children. 55 eggs for 67 children in a school in Mahabubnagar district



Community meetings in Adilabad district: Frustrated parents complained of school not being run properly



Providing quality education to the Appapuram TWAPS, Mahabubnagar district, children is a huge challenge owing to a multitude of factors



Likkidi hamlet, Vizianagaram district, with eight households has no school. Children here expressed reluctance to go to the nearest school at Kothaguda about 4 km away



Children eager to study but face numerous challenges in terms of access and quality of education imparted

Orissa



Benches and chairs non-existent in most classes.
Children sit on dirty and dusty floors



Six children of ten enrolled present on day of visit:
Low enrolment as parents and children prefer private schools (Ganganapenta PS, Rayagada district)



Chipped floor of classrooms



Bathroom built attached to the classroom



Students of two classes are accommodated in the same room



No storage space for books and TLM



No form of purification of drinking water



Schools either had no electricity or the same was disconnected due to non-payment of bills



Toilets broken down, lack water and are mostly non-functional



No space for playground



While most schools had blackboards, some were using rolled up sheet as a blackboards



Residential hostels lacked proper medical/first-aid kits



Ramachandrapuram village, Rayagada district, has no Primary School



Prafullachandrapur New PS, Mayurbhanj district, has no school building (under construction). Classes are held in the cooks house



Cosmetics given to children in residential schools



Sleeping quarters are bare and children are forced to hang their wet clothes to dry making the room damp and unhealthy



Hostel boarders have to often stay alone due to repeated absence of warden in Kalamgodia UGMES, Mayurbhanj district



Hostel for boys: Students contribute Rs.500/- per month at the Chowrashi Gram Panchayat HS, Mayurbhanj district



Rice and water as mid-day meal: Both quality and quantity of the mid-day meals were found to be poor



Infrastructure for kitchens is lacking and utensils for cooking are also very basic



Storeroom for keeping provisions and vegetables are not available in majority of schools or hostels



Kitchen being constructed between classrooms—a potentially hazardous situation (Mitu Kereda PS, Rayagada district)

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SECTION I: SUMMARY OF RESEARCH FINDINGS

The present study was undertaken to look at the status of Primary education of ST children and the effectiveness of the State in delivery of educational services in the Scheduled Areas in the context of the RTE Act. From the data drawn from various sources at the State and district levels and from the visits made to schools and villages within and outside Scheduled Areas, we have tried to capture the status as described below.

Primarily, a large number of ST children seem to have been brought into school by a series of efforts, motivational camps, bridge schools, special schemes for vulnerable groups like ST children especially girl children and children from VTGs. Multiple incentives like the mid-day meal, increase in residential facilities, creation of models of excellence and English medium schools, to name a few have dramatically improved the Primary education scenario since the last decade in Andhra Pradesh and Orissa. Besides, the target approach to increasing enrolment in schools has embedded this goal into all the field functionaries' tasks. Some efforts towards improving learning and making teaching more child friendly through a series of innovative approaches and education material by the SSA/OPEPA like the Child Language Improvement Programme (CLIP) and Children's Learning Acceleration Programme for Sustainability (CLAPS), the MLE approach of promoting mother tongue as the medium of instruction in tribal areas and the interactive learning through material like Snehabala kits certainly reflect this progressive growth.

While many of these innovative steps are at an experimental stage and have a long way to go in institutionalisation of these concepts to see a more sustainable direction, the efforts with respect to quantitative growth are hindered by several factors of policy and implementation. We present here some of the major findings from this study that need urgent attention from the State and those stewarding the education of ST children at the national and State levels.

I. ACCESS

Numbers and their reality for ST children

The overall condition of the schools and the status of education performance demand a serious review of Primary education. Lack of access to Primary School, lack of proximity of Upper Primary and High Schools, the high rate of student drop-out at different levels and the need for urgent action to retain both teachers and students in school are areas that need to be urgently addressed. Current alternatives like the AIE/EGS centres are simply not functioning in most of the Scheduled Areas and stand as a mockery to Primary education for ST children.

Enrolment, retention, drop-out and out-of-school children

- Literacy levels for ST population in Andhra Pradesh and Orissa are alarmingly low. Inter-tribe and regional variations were distinct in Orissa with some tribes like the Khonds, Bondas, Porjas, Bhumia, Bhattada and others showing very low levels of literacy. Districts like Nabarangapur, Koraput, Malkangiri and Rayagada have shockingly low female literacy rates. Gender disparities in literacy are very wide with some districts like Nabarangapur, Malkangiri and Rayagada registering between 1% and 8% female literacy only. Regional and inter-tribe disparities are also quite marked in the State. Gender disparities are not as marked in Andhra Pradesh compared to Orissa but the overall ST literacy levels are far lower than that for general population. However, in Andhra Pradesh 40% of the ST population belongs to the Sugali/Lambada tribe and hence their enrolment also corresponds to this figure. Tribe-wise literacy indicates that some tribes like the

Konda Reddi, Kolam, Kondh, Chenchu, Savara (mainly the VTGs) show lower literacy levels. These could lead to imbalanced growth and conflicts within tribal communities.

- A large section of ST children in both Andhra Pradesh and Orissa are not having the access and right to free and compulsory education. While enrolment in Class I is high, an alarming rate of children drop-out from Class II level, with consistently steep decline between Primary and Upper Primary levels and with only a small minority retained between Class VIII and X. In Andhra Pradesh, for example, for the year 2009-10 there were merely 83874 in Class VIII and there was only half this number in Class X where this age group would have had a population of over 1.5 lakh. This reflects the extent of school drop-out children among the STs. Drop-out rate for ST children in Andhra Pradesh stands at 76.75% with some of the districts like Adilabad, Medak, Nalgonda, Prakasam, Mahabubnagar, Guntur, Nellore and Warangal registering a higher percentage—all registering over 80% drop-out rate.
- In Andhra Pradesh, out of a ST child population of over 13 lakhs (6–14 years age group), statistics from different sources show a varying number of 7–9 lakhs ST children being out-of-school/dropping-out at different levels. In Orissa the ST children out-of-school as given by OPEPA are 90612, which is less than 15% of total child population. However, the class-wise and sex-wise enrolment from Class I to VIII gives an alarming picture if one compares the population in Census 2001 and the enrolment in High School (Class VIII recorded 45000 enrolled in 2009-10 whereas their population was around 2.2 lakh). Some of the districts like Koraput and Rayagada record more alarming figures with respect to decline in class-wise enrolment with the only positive trend being that fewer girls drop-out in Upper Primary and High School levels if they are able find their way to the Upper Primary level.
- It is important to note that drop-out rate among ST students is more in districts which are outside the Scheduled Area where there is a higher percentage of ST children engaged as agricultural and migrant labour. The Koya, Yanadi, Sugali and Gond tribes dominate these areas in Andhra Pradesh and hence children from these tribes are most vulnerable to child labour in areas having cash crop related farming and industries. The population trends show an increase in ST population outside the Scheduled Area thereby increasing the vulnerability of ST children to child labour.
- A considerable number of ST children are completely denied access to Primary education or are taught in an *ad hoc* manner through the AIE centres. This is because Primary Schools do not exist in some remote and hill-top villages in both the States, with some districts having a more pronounced situation. Many of the AIE centres are reported to exist only on record with no infrastructure, teacher or mid-day meals being provided in many villages and with the children not receiving any form of literacy. In Andhra Pradesh the Tribal Welfare Department has cognizance of this problem but states that practical difficulties in implementation do not give them confidence that regular schools can be set up in many of these villages to be made compliant with the RTE Act. However they report some steps being taken towards bringing some of these children into school. In Orissa, the OPEPA also could not give a clear plan of intervention to setting up schools in school-less habitations. Many villages remain excluded as the States claim they do not fulfill the ‘eligibility’ criteria, despite the mandate to fulfill the norms of the RTE Act.
- The tragedy of Primary schools: Children out-of-school or teachers out of school? Majority of Primary Schools we visited in the tribal areas were dysfunctional, were not regularly running or showed poor performance due to high rate of teacher absenteeism and student absenteeism, both being mutually causative. Parents and community members complained of this irregularity in functioning of Primary Schools. Therefore, retention of

teachers is a precedent to retention of students in school. Lack of teacher motivation to stay in interior villages and constraints in monitoring have been reported by the Tribal Welfare Department with regard to the problem of teacher absenteeism. Even where local teachers are appointed, the officials complain of teachers' reluctance to be stationed in their respective villages. In residential schools the problem is less severe due to the collective accountability and need for teachers to reside in the school premises or close to school premises. Therefore, in the tribal areas, it is mainly the residential schools that are functioning regularly but Primary Schools have reached a stage of near collapse.

- Privatisation of school education is fast catching up in the interior tribal areas due to this loss of hope in the government Primary Schools. We found villages where the government Primary School was shut down and all children enrolled in here attending private schools in the neighbourhood. However, mid-day meals were being cooked in such non-functioning Primary Schools also. This is a violation of the right to free and compulsory education of ST children.
- The SC/ST or Tribal Welfare Departments in both States have very low capacities for providing Primary education in Ashram/Sevashram Schools. They are unable to accommodate even a quarter of the ST children in each of the States. For example, in Andhra Pradesh the total strength of students in Ashram Schools and Gurukulams is nearly 3.2 lakhs whereas the population of 6–14 years is 13 lakhs or more. Each year only around 17000 children are admitted into the Ashram Schools. The lack of proximity to residential schools is found to be a major reason for drop-out of ST students after Primary level. The ratio of 1:2 between Primary and Upper Primary levels is not being met in the Scheduled Areas. Orissa with its high ST children population, both numbers and quality of residential institutions are severely wanting. In some mandals/blocks there are no Upper Primary and High Schools.
- Gender imbalance in education facilities: Residential schools for girls are much lesser in number, especially those with English medium, Gurukulam and SoEs facilities. The KGBVs have provided some relief to this problem but they are not sufficient to meet the current requirements of ST girls in the level of Upper Primary and High School education.
- The bridge course centres (RBCs/NRBCs/Residential Special Training Centres or RSTCs and work site schools, etc) for out-of-school children have several gaps in implementation. Many of the children brought to bridge schools are not really out-of-school children but those already enrolled in school. Children whose parents refuse to send their children to school are not approached again and hence are permanently left out. The education methodology in bridge schools is not geared towards bringing drop-outs to their age specific levels within a short period of time and, efforts at retention are tokenistic.
- Very few ST children with special needs were found to be enrolled in any schools whereas the State level data indicates that there are ST children with disabilities. The broken ramps, the only facility created, do not serve any purpose. Perhaps, in a situation where ensuring basic Primary education for 'normal' children itself is a major challenge, any serious thinking towards creating a conducive environment for children with special needs sounds like a bizarre expectation. Although the State government in Andhra Pradesh has come up with a mandal level rehabilitation and physio-therapy programme with special educators posted for making home and school visits, this outreach is far from adequate for providing any meaningful education for children with special needs. Moreover, there is a paucity of qualified teachers with B. Ed. in Special Education, particularly in the tribal areas because of which there are several vacancies in posts being created for special educators under SSA.

II. QUALITY

Student performance

In Andhra Pradesh student performance was good, as per the field visit observations, where Primary Schools were functioning regularly with either the regular teacher or vidya volunteers attending school regularly. However, in most of the Primary Schools only a small number of children could read and write. The majority were well below the level of the class in which they were studying. This problem was particularly glaring in Adilabad, Mahabubnagar and Visakhapatnam districts. State level officials of the Tribal Welfare Department also admit to this serious lapse in student performance. In the Ashram Schools and particularly in KGBVs and Gurukulams their performance seems to have improved due to the regular functioning of the schools and availability of teachers. However, the overcrowded classrooms in residential schools gave an impression that it was difficult for teachers to focus on improving the quality of individual student performance. In Orissa the field visits gave a glimpse into student performance although it is difficult to draw conclusions. Student performance in the Primary Schools visited in Rayagada and Koraput districts was comparatively better but in Mayurbhanj it was very poor. Oriya medium appeared to be a problem for many children. Hill-top villages were reported to reflect a poor performance due to irregular functioning of schools apart from having a different mother tongue. In the Upper Primary and High Schools, the performance was average and somewhat better than in Primary Schools. However, student performance is based on several factors of education access and quality.

Infrastructure

Primary school infrastructure

With respect to Primary Schools in the two States, the infrastructure facilities like classrooms, school building, play-ground and boundary wall seemed to be adequate in the schools visited. Due to low student strength and due to access of school management grants, the physical space in Primary Schools did not seem to be a major constraint, except for classrooms being in need of minor repairs. But the two important facilities either totally missing or in a negligent state were toilets and drinking water. No school in either of the States visited had a functioning toilet. Electricity was also not available in most schools and where there was a connection, it was removed due to non-payment of dues. No school has a pucca kitchen or a decent cooking facility and therefore the mid-day meal is being prepared with low priority towards hygiene and sanitation.

In Primary Schools, there were blackboards, colourful walls, and many had education material put up on the walls. Especially in Orissa, the Primary Schools were well painted, and had charts pinned to the walls.

Where Primary Schools are being upgraded into Upper Primary and High Schools, there is no corresponding infrastructure capacity built in to provide decent physical space and human resource. We found multiple classes in one classroom and shortage of teachers in such Upper Primary Schools. The impression one gets is that the enrolment drive for universal Primary education is not being matched with the same level of administrative planning, adequate number of institutions and estimation of students at the Upper Primary level. This unplanned growth appears to have led to a huge shortage of infrastructure and human resources at Upper Primary and High School levels.

In June 2011, the academic year began without preparation to meet these requirements, where schools visited reported of non-availability of teachers, classrooms, school uniforms and hostel facilities. School headmasters complain that they are forced to admit students into hostels much beyond the capacity of each school. On the contrary, media has widely reported on the proposals of the Andhra Pradesh State government to close down some of the tribal welfare hostels due to low student strength! These discrepancies in extreme conditions of either overcrowded or under-utilised hostels are a contradicting phenomenon in the delivery of school education services for ST students.

Unfinished/abandoned school buildings, kitchens and toilets were a frequent sight during our field visits. Facilities for children with disabilities indicated mere tokenism and were more hazardous than beneficial even for normal children (example, broken ramps in most Primary Schools). Both non-residential schools under the management of Department of School Education and residential schools under the management of ST/SC or Tribal Welfare Departments have fallen short of this responsibility in many places. The Chapter on field visit observations in this report contains several examples of this situation.

Infrastructure of residential institutions

A major concern that brings to question the dignity of the child is the condition of residential schools managed by ST/SC or Tribal Welfare Department in both the States. It can be stated that the general condition of Ashram Schools and Sevashrams is most dehumanising, hazardous and unhygienic for children to live. The infrastructure in the hostels is of the barest minimum—cracked walls, floors and ceilings, leaking roofs, and broken doors and windows were a common sight. Majority of schools do not have separate dormitories. Classrooms double up as dormitories with students having no place to keep their belongings. There are no separate medical/sick rooms and children who are sick sleep in the overcrowded dormitories with the rest of the children. Physical safety of the children is a cause for concern as children sleep on the floor in dormitories with broken doors and windows putting the children at risk of snake bites and other such hazards. None of the schools are equipped to handle emergencies of this nature. Poor hygiene and sanitation are an alarming phenomenon in every residential school.

Toilets and washing facilities: A serious concern in residential schools is the condition of toilets. The ratio of toilets to students is in a shocking range of 1:40 and even 1:70 in some places. This cannot be considered permissible by any stretch of minimum standards. The toilets, whether functional or non-functional, are far too low in number, are highly insanitary and unfit for use. Sevashrams, KGBVs, girls' residential schools are all universally suffering from serious problems of hygiene and sanitation with adolescent girls being at risk of gynecological and other illnesses. Most of the girls' hostels visited stank due to the poor condition of the toilets and washing areas. The poor maintenance funds for residential schools give little scope for regular maintenance and upkeep of toilets.

Washing and bathing areas: These face similar problems of lack of adequate water and inadequate storage facility. The schools also do not provide proper washing and drying facilities for the students and hence, wet clothes were often found dripping from doors and windows of dormitories from where they were hung for drying. In some schools we found a number of taps provided in the washing area, but as there is no water supply, these are left unused. These are again minimum requirements, and in the absence of any standard norms for hostel infrastructure, the lack of facilities is being accepted as a norm. In some of the schools the girls reported that the condition of the infrastructure was a serious cause for drop-

out as students do not return to school from home when they fall sick in the hostel. In some of the girls' hostels the students complained of lack of privacy for bathing and toilet, as they have to use the open spaces and the streams. Adolescent girls in some of the KGBVs are particularly facing this problem.

Kitchen and cooking areas: These are again a cause for alarm as no school has infrastructure facilities that can support decent cooking arrangements for an institutional establishment. While Primary Schools have no kitchens for the mid-day meal, in residential schools the kitchens are ill-ventilated, dark, have no electricity or water supply/storage facilities, no provision for proper storage of food items, and have inadequate utensils and washing facilities. Washing of utensils is also done near the cooking area, making the place a breeding ground for bacteria and mosquitoes with cesspools of stagnant water and food waste. Due to shortage of water in most places, compromise on hygiene was clearly evident in all schools visited.

Drinking water: Water for drinking was not treated or purified in any of the Sevashrams/Ashram Schools visited except in the SoE, Vizianagaram. Unsafe and contaminated water for drinking was seen in most schools. Residential schools in the tribal areas are prone to epidemics due to waterborne diseases in the monsoon season. This is an area that needs serious attention.

Medical facilities: Access to medical care was found negligible in almost all residential schools. Except in the case of one Ashram High School for girls not even a single school had a separate room or resident ANM to care for sick children. Medical kits had limited supply in most schools and with expired stock in some. It is shocking that even in Ashram Schools for girls that have a high student enrolment and where the warden is a male teacher, there was no ANM posted in the school, posing a threat to the health and security of the children. In Andhra Pradesh student medical cards were given to residential schools under the new health insurance scheme but we did not find a single school where the medical officers had visited and undertaken health check up.

Social security in residential schools is a serious concern, as media reports are repeatedly exposing incidents of abuse and atrocities. However, at the school level, there does not seem to be a strong grievance redressal as the SMCs have not yet been constituted and the local bodies are not actively involved. In Orissa, we saw the student toll-free helpline numbers on the walls of every school, but not a single call was reported to be made from the schools we visited. In the tribal areas, this is not yet seen as a vehicle of filing complaints. There were also some reservations expressed against the effectiveness of this helpline as it is an internal section of SSA, and therefore, may not respond to complaints within the structure.

Classrooms and teaching facilities: There is a difference in administrative functioning between Andhra Pradesh and Orissa which is reflected in the nature of classrooms. In Orissa the ST and SC Development Department is solely responsible for the Sevashrams because of which both hostel and classroom infrastructure was found to be extremely poor. In Andhra Pradesh as SSA provides infrastructure support to Ashram Schools, the classrooms are in a reasonably good condition. Infact in some schools there were tiled floors and neat walls with good quality blackboards. Some schools also had desks and seating arrangements for students. Due to the high density of students in each class, many classrooms were overcrowded and the students had to sit elbow to elbow. In some schools the teachers themselves have not been provided with table and chair. Although the classroom size was found to be large enough in most schools, the overcrowded Ashram Schools have students beyond their capacity in each classroom. Although new infrastructure facilities are being created to many of the KGBVs,

the common complaint heard was regarding the small size of the new premises where inadequate space for classroom/dormitory facilities and residential needs of staff is again a reinstatement of the overcrowded and insanitary conditions.

Except in the case of one Ashram High School for Boys none of the schools visited has a science laboratory. It is shocking that when one of the mandatory requirements for obtaining school recognition for Upper Primary and High Schools is a science laboratory, none of the government schools subscribe to this norm and there is no provision for this facility. Some of the schools had a few instruments but these were broken or could not be used. While separate rooms were not available as a library, many of the schools had books stored in shelves but not regularly used. Sports material for children was also non-existent in almost all the schools. Both students and teachers of Ashram Schools expressed a keen desire for sports equipment and facilities.

The SoE seen in Vizianagaram district of Andhra Pradesh with a similar model in Orissa are only exclusive schools with limited capacities to absorb students. On the contrary, in order to fulfill the mandate of the RTE Act, the SoEs should serve as a minimum benchmark for every residential school, not an exception in ST education.

Mid-day meal

In both Orissa and Andhra Pradesh the mid-day meal programme is being implemented in Primary Schools. All Primary Schools including those which did not appear to function regularly too, reported that mid-day meal was provided. However, in the hamlets which do not have schools or only have AIE centres children are deprived of both education as well as supplementary food.

Some critical issues that were observed with respect to the mid-day meal programme during the field visits are outlined.

The quality of the food served is very poor, and the rice supplied for this programme is of the most sub-standard quality as reported by parents and as seen in the field. Many children were not interested in taking the meal in school and expressed anger when questioned. The dal and vegetables were of very low quantity, quality and variety. There is little nutritive value in the mid-day meal provided under this scheme.

Although the per child allocation for the meal seems to be adequate, the delays in release of funds to the cooks and the pilferage/payments at the higher level before the rice and funds reach the cooks (who are illiterate women) was reported as a serious reason for the cooks not providing the stipulated quantity and quality. These delays are also the reason for reluctance to monitor and check implementation of the scheme at the school level either by the local bodies or by the teachers or the parent community. Some of the cooks reported that they had not received their honorarium or the funds for purchase of provisions for many months. These are illiterate, mostly landless daily wage labourers who themselves have no way of survival. The parents also find it difficult to assert or demand for quality from the cooks when the implementation is hindered at several levels.

The mid-day meal programme needs administrative changes in the manner of release of funds and delivery of services. It is not possible for individual poor women to have the financial capital for providing the services and later claiming for bills, as is the normal procedure in government contracts. The erratic nature of funds release leads to lack of accountability from

the cooks and the right of demanding for accountability from parents and school management. While the honorarium of the cooks should be directly paid through bank transfers to the cooks, the funds for the meals should have a more institutional mechanism. It should be either delegated to the SMCs, to the local panchayat/gram sabhas in the tribal context, or to the women's SHGs as a collective, but not as individual members. The funds should be released in advance, either as a corpus amount to be adjusted periodically or every month/quarter so that there is no scope for escaping poor implementation of the service. The funds released, the amounts given to the cooks for purchase of material, etc., should be boldly displayed on the school notice board for information of all parents and community and SMCs should submit a stock taking report of the mid-day meal programme for public scrutiny of parents and government. Similar to the PDS mechanisms of transparency adopted in Tamil Nadu, tracking of release of funds and stock to each school and hostel should be made available online.

There is no minimum standard for mid-day meal facilities. Utensils, cooking and water storage arrangements are of the barest minimum with no attention to hygiene and sanitation.

Mid-day meal is not an indicator of enrolment and retention of children in school—even in the case of non-functioning schools the mid-day meal programme is continued as a symbol of the school functioning.

Teaching material

Unlike in the past, the government Primary Schools are equipped with good resource material. In Andhra Pradesh the schools have Snehabala kits and slim cards, story books and text books. In Orissa also the teachers were given slim cards, flip charts and story books. Many Primary Schools we visited had stacked away these useful resources inside the shelves either out of lack of interest or for fear of damaging them. The government provides text books free of cost to every child, but the child is expected to bring his/her own note books, although the RTE Act directs provision of note books as well. As SSA and OPEPA are centrally sponsored schemes, there are similarities in funding and education materials in both the States. The teacher is provided an annual grant of Rs.500/- for purchase of TLM. In most schools the teachers reported that they spent the amount on purchase of charts, maps and other small items required for the lesson but it was obvious that some schools did not have the material that was claimed to be purchased. In Orissa, these aspects are included in the parameters for monitoring schools by the CRCCs but, the discrepancies in expenditure and material available in the schools reflects lack of seriousness in monitoring.

Multi-lingual education

Both the State governments have initiated the MLE programme for improving the learning capabilities of ST children. In the MLE schools all the children are to be provided the language primers as per the MLE policy but we did not find all children having these books when we visited the schools in Andhra Pradesh. It appeared that MLE was being taught as an additional subject with a special teacher, contrary to the concept that the medium of instruction is imparted in the mother tongue. In Orissa, the MLE structure seemed to have made more headway, and was found to be more defined upto Class IV and V. There is greater confidence at the State level that they can provide the books and training adequately and make the programme effective. The NCERT is reported to have undertaken an evaluation of this programme in Orissa and the broad conclusions are that there is a marked improvement in the learning and performance of students through this approach,

Apart from the MLE programme for the Primary level, there is no specific curriculum or education material for culturally specific and contextual education.

Teachers and the process of teaching

At the Primary School level, the teacher-pupil ratio is not an issue of anxiety in either of the States as the children are less in number in every school. However, there are some dissimilarities in functioning of Primary Schools.

In Andhra Pradesh some schools still have only single teachers but most of them, even where the student strength is less than 30, have two teachers, one of them being a vidya volunteer. However, in a majority of the Primary Schools visited that has two teachers, the team did not come across a single regular teacher present in any of the schools. It was only the vidya volunteers who were taking the classes indicating that permanent teachers are regularly absent. This inequality in employment status of the teachers reflects on the vidya volunteers being vulnerable to exploitation by regular teachers. This form of *ad hoc* teacher recruitment has created discrimination among teacher peers, in turn affecting their performance. In some districts it was observed that the vidya volunteers are better educated than the regular teachers but some are untrained. However, if school monitoring continues in the current sluggish manner, instead of receiving guidance in academic aspects from their seniors, the lack of motivation and absenteeism could be more dominating trends that would be imbibed by the vidya volunteers. But deeper assessment in this area needs to be undertaken before any generalisation can be done. In Orissa there are fewer schools that are single teacher schools although teacher absenteeism seems to be on a similar scale.

With respect to Sevashrams/Ashram Schools and residential schools there is a serious concern over teacher-pupil ratio due to teacher vacancies especially for specific subjects in the High School level. The schools visited reported that they were short of teachers in math, sciences, and English language in many schools. Either existing teachers are being forced to teach subjects that they are not qualified to teach or teachers are appointed on a contractual basis without proper planning. In the High School, the students were found to be suffering from quality inputs due to these delays and hasty manner of completing the syllabus. Therefore, at all levels—Primary to High School—there seems to be reluctance on the part of government to recruit regular teachers as a way of cutting costs, thereby compromising on the quality of education.

Teacher training and qualifications

It was observed that many teachers were appointed without the necessary qualifications and training, especially at the Primary level—officially this is recognised as 40% of the ST teachers in Andhra Pradesh. As they are already in service, their poor academic knowledge and teaching capacities pose a problem of improving the quality of teaching. Similarly in High Schools, there is a shortage of subject teachers and qualified female teachers. It is reported that the teachers in the tribal schools are at varying levels of qualifications and training as many first generation teachers were appointed with just an SSC qualification. In Andhra Pradesh, the Tribal Welfare Department stated its inability to motivate in-service teachers to upgrade their qualifications; yet, this is a necessity as per the RTE Act. There was no clarity on how this mandate would be achieved. It was also observed that the RTE Act is not yet consciously perceived as a vehicle for legal accountability or as giving a confidence that it is deliverable.

There is also no clear action plan that has yet emerged on a structured training for in-service and pre-service teachers for upgrading teacher qualifications as per the RTE Act. The Tribal Welfare Department reports that despite the incentives offered for in-service teachers for upgrading their qualifications, they are unable to persuade the teachers to do so. During meetings with teachers and local ITDA officials there was evidence of the resistance from tribal teachers with respect to any form of teacher assessment or upgrading of qualifications. However, if the teachers do not fulfill the requisite qualifications within the time period given, teacher qualifications in the tribal areas would remain a violation of the RTE Act.

Critics of the current distance education courses under the Indira Gandhi National Open University are skeptical about the relevance of these courses in upgrading the skills of teachers in any functional and qualitative manner. While teacher qualifications have to be upgraded, this alone may not suffice to make a meaningful change in teaching skills or academic knowledge of in-service tribal teachers. Besides skill upgradation, the lack of motivation to teach in remote areas and attitudinal problems and approaches to tribal areas are also recognised as concerns that impede quality teaching. In Orissa it was learnt that the OPEPA has recognised the problem of attitudinal concerns and has conducted a series of training workshops for teachers. These are still inadequate to bring a distinct change in the teacher prejudices and their poor performance.

Although the SSA has the mandate of teacher training, there is little focus, access or expertise in understanding tribal concerns, whereas the Tribal Welfare Department has the access and familiarity of tribal culture. Currently in both the States the role of providing academic inputs and guidance is being given by MRPs/Cluster or Block Resource Coordinators under SSA. However, field observations revealed that they are unable to fulfill this role due to multiple administrative activities given to them and due to lack of strong focus on this aspect from the district and State levels. Unless an institutionalised mechanism of teacher training is housed in the Tribal Welfare Department with strong support and resources from the SSA, there will not be a planned and long term approach to upgrading teacher qualifications or skills.

Moreover, this is a dynamic, intensive and continuous need that has to be structured into the education planning and which also requires the technical and creative professionalism for teacher training. Teacher training and the multi-lingual approach have to be combined for a special training for tribal areas to tighten the loose and ineffective nature of MLE training currently being imparted. This area of tribal education requires seriousness in allocation of resources, engagement with professional institutions and universities and inclusion of relevant subjects related to tribal culture in in-service and pre-service teacher education courses for tribal areas. Owing to the geographical and social challenges, the in-service teacher training requires concentrated planning and implementation.

The School Complex mechanism although is a good initiative for bringing academic inputs and training, is again not effectively functioning in the area of academic guidance to teachers. It was found that most of the teachers leading the School Complexes were not even aware of the MLE approach and had provided little guidance to teachers. Hence, from the School Complex level upwards, a team of teacher mentors exclusively dedicated (perhaps by rotation) to in-service teacher education and training have to be structured into the education plan. There is a need for a dedicated team of academic guidance teachers on a full-time basis for more intensive hand-holding to ST teachers.

II. MANAGEMENT

Administration of education

Currently, the administration and delivery of Primary education is shared between the Department of School Education and Tribal Welfare Departments in both the States. There are several discrepancies and challenges in sharing of this responsibility in the tribal areas. Right from inconsistencies in data and numbers, there are several areas that need to be addressed.

As RVM/OPEPA has taken responsibility for administration including documentation of education data, the Tribal Welfare Department has reduced its role in this aspect. Due to this, the focus on compiling ST specific data has also been reduced as SSA caters to all children in general.

Although there is involvement of both Tribal Welfare and School Education Departments in the administration and monitoring of education in the tribal areas, lack of coordination and consistency in monitoring and follow-up is seriously lacking. In spite of the RVM/OPEPA having extensive district and field level functionaries who are given the mandate of monitoring schools, and the ITDA PMRCs which are also performing similar functions, there is little monitoring and follow-up action as far as schools in tribal areas are concerned. It is shocking that Primary Schools openly remain closed whether in roadside villages or in hill-top villages in majority of places due to this poor monitoring. This scale of absenteeism and poor performance requires strengthening of both internal and external monitoring and evaluation.

In Andhra Pradesh the institution of ITDAs are losing their dynamism due to several reasons like senior officers not being posted and recurring vacancies to these posts, shortage of resources, etc. Full time positions of Project Officers remain vacant in some districts thereby diluting the authority and monitoring capacity.

Administration of teacher training, curriculum and teacher review is being handled by both the Department of School Education and Tribal Welfare Department without much coordinated effort. For instance the MLE programme is mainly an initiative of the SSA and being implemented in many Primary Schools. This programme is not being implemented in any of the Ashram Schools for the Primary classes, not even in Mini-gurukulams. It is not clear whether the Tribal Welfare Department endorses and cooperates in implementation of this programme.

In Andhra Pradesh due to the inclusion of Ashram Schools in the SSA mandate as far as infrastructure is concerned, the physical status of classrooms, as mentioned earlier, is better than in Orissa. But the status of hostels in both States is abysmal and requires urgent financial investments and expansion capacity to maintain a minimum standard.

In Andhra Pradesh, as the Tribal Welfare Department is stretched in its resources and skills, the quality of both Ashram Schools and Gurukulams seems to be suffering greatly. The number of Ashram Schools is highly inadequate to meet the residential school requirements of ST children at the age of Primary education. Whereas the population exceeds 13 lakh children, the outreach of Ashram Schools is not beyond 3.5 lakhs for the whole State. Only about 17000 children are absorbed into the Ashram Schools each year. This is a gross mismatch!

In Orissa, the OPEPA and the ST and SC Development Departments work in parallel ways. The latter states that Primary education is not the responsibility of the Department but that of OPEPA. Yet, the Department manages the Sevashrams and other residential schools without any assistance from OPEPA with regard to infrastructure. The State government reported that as they have a commitment to ST children the State is generating its own internal funds to support ST schools for infrastructure. We were informed that a massive reconstruction programme for Sevashrams is in the process to set up new schools and hostels. But in terms of numbers, the Sevashrams in Orissa are also few and reach out only to a small majority of ST children.

RVM/OPEPA is a project approach to management of school education and has a short existence. Several programmes and processes have been put into place for 'hastening' the pace of education delivery and quality. It is not clear how these new administrative systems would be sustained beyond the project period of SSA/OPEPA and how the mother Departments of School Education and Tribal Welfare would take on these responsibilities. Development in education is a dynamic and continuous process and would require sustained implementation, monitoring and innovation.

At the national level, the Ministry of Tribal Affairs does not perceive education as a priority sector of its intervention and this is reflected in the low allocations for education. However, at the field level, the ITDAs have a huge responsibility of administration of residential and Primary school education that requires sustained incomes for recurring and maintenance costs. Therefore, the national agenda and ground responsibilities within the ministry are contradictory.

The role of SMCs as provided under the RTE Act has to be taken seriously and they have to be constituted with equal seriousness. Currently, they are either not yet constituted or the present Academic Monitoring Committees are simply being shown as SMCs for functional purposes. Only when the SMCs and the local bodies are built seriously to take on responsibilities of management, monitoring and community interface, no centralised or administrative structures within SSA or Tribal Welfare can ensure effective management and delivery of education services. This requires intensive training, community awareness and giving powers to the SMCs to take decisions at the school level.

It was also observed that there is no clear periodical external review and monitoring of either the academic or management performance of elementary education. Despite the multiple levels of administration created within the SSA, there is a need for external evaluation from time to time. This has to be undertaken on various aspects of student performance, teacher performance, school infrastructure, SMCs and their role, curriculum and content in order to bring about checks and balances through external professional forces. Particularly, with the enforcement of the RTE Act, a review of the status and compliance assessment of elementary education to the Act is required.

Governance and community ownership

Primary education is no longer a mandate given to the panchayats, because of which involvement and ownership of local bodies in this core responsibility is starkly absent. This community development and decentralisation model of governance of the earlier Five Year Plans has shifted to a project and schematic management approach in the current policy framework where non-Constitutional bodies have been promoted in lieu of constitutionally representative institutions like the panchayats. Thus from the State to the local level,

parallel structures of governance and administration have been created to ‘hasten’ the process of development. At the State level some of the functions of the Department of School Education have been shifted to a temporary project called the SSA, at the district level to the District Project Offices of SSA and at the community level to Academic Monitoring Committees, SHGs and the like instead of to the panchayats and the gram sabhas.

The Panchayats (Extension to Scheduled Areas) Act 1996 (or PESA Act) has not been made relevant with respect to strengthening the role of gram sabhas in ownership and decision-making over education. Therefore, panchayats have stopped feeling a sense of ownership to the educational institutions within their jurisdiction. This has distanced the first level of responsibility in monitoring Primary education replacing it with *ad hoc* institutions. The sustainability of such monitoring has to be reviewed.

In the tribal areas, the lack of information to communities regarding education and their lack of access to governance and administration has alienated them from the participation and assertion for their children’s right to education. Nowhere did we find a community aware of their entitlements to Primary education for their children whether it was related to teacher absenteeism, mid-day meals, physical amenities or status of performance. They have been simply taken for granted, especially in the hill-top villages. In many places, communities expressed that they had made repeated representations on problems related to the school or lack of school in their villages, but had given up due to lack of response from administrative machinery. This lack of faith in the administration needs to be reinstated—the responsibility lies with the State government and its political will.

In some of the field visits we came across challenges of larger development issues of displacement and eviction that would impact Primary education of ST children. In Khammam district an entire mandal visited (Kunavaram) is proposed to be submerged by the Polavaram dam. In Mahabubnagar district, the threat of eviction looms large over the Chenchu who are threatened by the tiger reserve and the proposed mining activities. In Khammam district again, the problem of in-migration of the Gothi Koya from Chhattisgarh due to political disturbances has created a problem of child labour and children out-of-school for the ITDA administration to deal with. We witnessed truck loads of Gothi Koya children being brought to harvest chilly crop just outside Bhadrachalam, the ITDA headquarters, but the administration has found it difficult to stop this practice or provide for RBCs for such short periods at all locations.

In Orissa in Koraput and Keonjhar districts most of the areas had witnessed large-scale displacement in the past due to major industries and projects. Landlessness and increase in poverty has impacted children’s quality of life and opportunities for education. Keonjhar has one of the highest numbers of child labour and school drop-out children among STs. Sundargarh district is reported to have a high rate of trafficking among ST girls.¹⁶² These are factors that need to be recognised in order to improve the quality of education in these vulnerable regions as Orissa stands out as the State that is hasty in relocating its ST population for the sake of industries and projects. Future of ST education depends on these disturbances and State cognizance of their impacts on children.

¹⁶² Dhaatri-Samata and HAQ 2010

SECTION II: CONCLUSIONS

A large number of ST children are still outside the access of Primary education and a high percentage of them drop-out without reaching Class X.

Enrolment alone is not an indicator of progress in education, but a close scrutiny of children dropping out at each level, the tribe-wise, gender-wise discrepancies is urgently necessary.

The educational institutions for ST children are highly inadequate in terms of quantity and quality. This is particularly true of residential school facilities which have proved to be the most effective system for retaining ST children in school. The quality of these residential schools is shockingly below the minimum standard of human dignity for any child.

Primary Schools in the tribal region have almost become dysfunctional. This is a serious violation of the rights of ST children.

Retention of teachers in the tribal Primary Schools is, therefore, a precedent to retention of children in school. Teacher qualifications and capacities are abysmally low. This is not compensated with supportive training for in-service teachers nor is the government able to motivate tribal teachers to upgrade their qualifications. Hence, poor investments and lack of focus on teacher training have been a cause for poor educational quality and student performance in Primary Schools.

Shortage of regular teachers, particularly in Upper Primary and High Schools where relevant subject teachers and female teachers are far short of the requirement is another distinct gap. *Ad hoc*-ism and contractual/temporary nature of teacher recruitment across the States is a national level compromise on standards for teacher-pupil ratios. Disproportionate number of unqualified ST teachers is a major reason for the poor quality of teaching and student performance among ST children.

Addressing the need for pluralism and cultural context has so far been restricted to recognising the need for mother tongue as medium of instruction at the Primary level. This is being implemented only in a programmatic manner at an experimental level. While the complexities of contextualising the curriculum for tribal communities are challenging, there is also no overarching policy on school education curriculum for ST children to give direction to a broader framework that would make NCF applicable and that would institutionalise MLE beyond being just an additional programme. Therefore, the teacher training is also in a scattered manner.

The mid-day meal programme which is key to government's flagship intervention for nutritional support to poor children has indeed brought many children into school and assures atleast one meal in a day for them. However, it is being conducted without the due seriousness it deserves. It is not duly supported by other basic facilities like kitchens, utensils and water supply to ensure quality. There is no collective ownership or implementation of the programme at the school/community level either through the SHGs or the panchayats/gram sabhas as was envisaged, in order to ensure accountability and quality. In spite of the scheme's vulnerability to delays and misuse at different levels, there is no strong monitoring at periodical intervals from independent bodies.

Given also that there are no grievance redressal mechanisms for parents, communities and the public, with respect to education services, while that of internal reviewing mechanisms are weak, gaps in accountability and follow up on complaints are visible.

Effective implementation and quality in education suffer due to inadequate monitoring and is hindered by poor coordination between the Tribal Welfare and School Education Departments.

Governance institutions and constitutionally accountable local bodies have been stripped of their role in education monitoring and management and *ad hoc* committees have replaced them. Thus the governance has taken on a programmatic approach with no ownership or assertive capacities either from communities or from local bodies.

RVM and OPEPA are merely projects with a specific time-frame. They have only begun their job of supporting the education programmes with soft skills and extension. They merely house the tribal resource units within their programmes with little ownership or coordination from the Tribal Welfare Departments for their long term coordination. Therefore, sustainability of these initiatives in each of the States remains a question once this flagship programme of the Centre is wound up.

It is ironical that education is not a priority concern of the Ministry of Tribal Affairs, and therefore, also the rationale for low investments. Yet, at the State level they are responsible for the management of Primary education through the residential institutions which require recurring financial assistance. Thus there is a gross mismatch between field responsibility and national level planning and allocations for education to the Tribal Welfare Departments from the Centre.

The right to free and compulsory Primary education under the RTE Act for the tribal child is still a far away dream. Although there is a limited time frame given for the fulfillment of the norms under the RTE Act, planning and actions to ensure compliance suffer from lack of seriousness towards the Act, atleast where the tribal child is concerned. It was observed that the RTE Act has not been taken seriously due to lack of confidence by the concerned authorities in fulfilling the mandate of the Act coupled with the lack of State investments to meet the huge challenges.

SECTION III: RECOMMENDATIONS

It may seem that the RTE Act is too optimistic and ambitious in the demands it places on providing free and compulsory Primary education from the public and private institutions responsible for school education while it is nebulous on several other fronts. Especially with respect to achieving any of the parameters and standards for schools in remote tribal areas, the general perception one comes across is that of skepticism. However, when one visits the Ashram Schools/Sevashrams and Primary Schools in the tribal areas, it is a heart-wrenching sight to see the inhuman state in which we take care of our children. It is a violation of children's right to life and if anything is a violation of this right, it demands rectification—whatever the cost and the effort required to set it right. No nation can proclaim its progress without achieving this basic benchmark of its fundamental duty towards a decent Primary education to its children, even if they are in far away hills and forests. Therefore, unless we believe in this fundamental duty, any recommendations to fulfill the norms laid out under the Act and beyond the Act may seem ambitious and unachievable.

Having said this, we present possible mechanisms as a way forward to improve and strengthen the right of universal Primary education for ST children:

The State has the primary responsibility for delivery of elementary education in these remote areas where there are few other players and fewer capacities of the communities to fulfill this need of their children. Many of them are still the first generation waiting to receive Primary education. Universal Primary education should be an immediate and achievable mandate. This mandate should not be measured in terms of enrolment but in terms of retention of children upto High School level. Therefore, the State should move beyond its target of enrolment to retention and completion of Primary education of ST children upto High School in its Twelfth Five Year Plan. However, to meet this goal in the tribal areas, there is a huge task in front of the State.

The foremost is the need for increasing investments and setting standards for access, quality and management of ST education. The tribal child should not be taken for granted in order to compromise on investments and quality. While the government insists on fulfillment of norms where private schools are concerned, these very basic norms are violated and waived off when it comes to government schools. This discriminatory approach should be stopped, more so when the State has greater public accountability than private institutions.

Particularly when it comes to meeting the requirements of access to Primary School within 1 km reach of every child or even further relaxation with respect to difficult terrains, a detailed mapping and micro-planning has to be immediately undertaken to identify and find ways to make this possible in tribal areas. Improving the access and connectivity to these hamlets and between hamlets to make for safety of children in reaching the schools is of foremost importance. Viability of investments cannot be assessed from the point of numbers in the tribal areas. The government has to invest in setting up schools and appointment of teachers even where a small number of children are present.

Further, Mini-gurukulams have been found to be an effective means of providing access to Primary education to VTGs and hill-top areas. It is unfortunate that due to the failure of the State to provide Primary education, the concept of Mini-gurukulams has emerged. However, this is not the ideal solution of taking children away from their families at such a young age, and is a violation of their rights. Therefore, the children should not pay the price for ineffective administration and we strongly recommend that Primary Schools be increased in number and monitoring be made more rigorous.

The AIE centres and the *ad hoc*-ism of running them have to be stopped and these centres need to be regularised, although RBCs and NRBCs would still be required for migrant and nomadic population. This is a homework that has to be undertaken with utmost seriousness and with the involvement of the concerned gram sabhas, panchayats and local civil society groups.

The other necessary strategy where there are few children above 6 years of age would be to combine the anganwadi centres/Early Education Centres and Primary School for children between four and 10–12 years of age to study together as a preparatory school before they are admitted into Ashram Schools in Class III. This would ensure that younger children remain with their parents and, through the MLE approach the school could be made into a child-friendly institution for smaller children. The anganwadi teacher and Primary School teacher should be trained to work as one unit/school/institution in habitations having low student strength. Intensive training and monitoring is necessary to ensure teacher

motivation and quality and this requires a coordinated effort of different Departments—Tribal Welfare, School Education, Women and Child Development—at policy and implementation levels.

Bringing out-of-school children back into school is not an easy task as parents have little hope in education, have several limitations in sparing their children from economic activities and children themselves resist coming back to school as they do not find school a stimulating place. It is a laborious process that requires sincere efforts at identifying children not attending school, counting every child missing from school, perseverance and patience in intensive counseling to parents and repeatedly approaching them until we succeed in getting their children into school without losing hope. It further requires doggedness in follow-up for ensuring retention of children brought back into school.

Therefore it is a test of our ability for community outreach which requires resources and manpower with a skill for community mobilisation. Currently, the field functionaries of SSA/OPEPA are not sufficient in numbers or attitudinal capacities to make these sincere efforts. SSA/OPEPA will have to identify such critically vulnerable regions/villages/communities and adopt intensive measures through local community mobilisers whose task would be to continuously motivate, bring back children and ensure their retention. Unless such intensive micro efforts are made, many children will be left out and bridge schools will not be an honest reflection of bringing out-of-school children into Primary education.

The ratio of 1:2 with respect to Primary Schools and Upper Primary Schools has to be implemented as proximity to Upper Primary School provides opportunity for ST children to continue in school and not drop-out. This requires opening up of more residential schools within each mandal/block to meet the current demand and to prevent overcrowding of existing schools.

Unless the Ashram Schools are increased in number and their proximity to the communities, even if this implies a major increase in expenditure and funding, there will be no real improvement in ST education. Primary education for the marginalised communities is an important State responsibility that cannot be compromised. Huge expenditure on Primary Schools is not providing the returns in student performance as the residential schools are capable of. This is a policy and financial decision that needs to be taken at the national and State levels in finding the resources for not only establishment but with a minimum standard of quality and recurring costs of maintenance.

These allocations have to be planned both for residential purposes as well as pedagogic facilities like education material, science laboratories, sports and other facilities for all-round development of the ST students. To state that not a single school for ST children in the two States visited has a science laboratory, is a case for national shame. So is it a national shame that there was not a single Primary School visited which had a ‘functioning’ toilet. To house a large number of students without a minimum number and quality of toilets is a serious breach of right to life. A major overhaul of the infrastructure and physical amenities of Ashram Schools/Sevashrams is urgently needed.

Social security of students, especially of adolescent girls is of great concern in residential schools. The students have no mechanism of grievance redressal until a serious crime/abuse is exposed. The SMCs have to be constituted immediately so that students and parents have an access to grievance redressal and to ensure school vigilance. An independent monitoring

body on social security which conducts regular enquiries and reviews the status of schools, consults with local bodies and parents, has to be constituted for protection of children's rights. The local women's groups/mahila samakyas and women members of SMCs could play a vital role in providing the first level of monitoring and grievance redressal to girls on social security concerns.

A review of the mid-day meal programme is required. First, timely release of grants for mid-day meals is necessary for demanding quality from the cooks. Responsibility for delivery of mid-day meals should be delegated at an institutional level like SMCs, gram sabha or SHGs and not to individuals except for their remuneration. Regular internal monitoring and periodical external evaluation with follow up action are a prerequisite to ensure effective delivery of a programme that is vulnerable to bottlenecks and misuse at several levels. Tracking of stock delivery at Primary and Ashram Schools has to be available to public through transparent online information systems.

If the NCF were to be made relevant to the tribal context, this approach needs to have a broader vision and planning to include not only the MLE programme and developing primers in the mother tongue, but in evolving an entire curriculum, policy, teacher training, research, developing education material and monitoring should be instituted for tribal education as a specialised institution.

The RVM/OPEPA has a short life span upto the year 2015. They have only begun implementing their mandate of improving Primary education and are nowhere close to the targets set for the year 2010. The several special initiatives for ST children like the MLE, teacher training and curriculum and, education material preparation are in need of institutionalisation which will otherwise remain as State experiments. Unless these progress beyond being just schemes and gain an institutional and sustainable capacity, they will die an untimely death.

Therefore institutionalisation of ST education at all levels starting from the Primary level with long term vision to focus on quality, contextual and cultural based education is urgently required. This should include pre-service teacher education, curriculum development, in-service teacher training, research on tribal knowledge and education, vocational education and convergence with mainstream education and policy that fits into the overarching NCF and the RTE Act. The current generic teacher training course imparted by SSA to bring focus to the above aspects that are specific to teacher qualification/training needs for tribal areas. The training modules should be a dynamic and continuous process instead of the sort term programme that it currently is.

Further, unless pre-service teacher education for fulfilling the academic needs of ST students and bringing focus on tribal education are also addressed, these gaps will continue not only with in-service teachers but also with new recruits. This is not merely a need for skill upgradation but a more comprehensive approach and policy required for teacher education in the adivasi context. The current system of using the school complex as a unit for teacher guidance and skills upgradation should be strengthened to provide mentor teachers and trainers (perhaps on a rotation basis) who have the sole responsibility of continuous training, guidance and monitoring of teacher performance as currently no meaningful academic guidance is taking place.

A serious planning has to be undertaken for reforming existing teacher education courses and their content with strengthening theoretical knowledge and building skills for teaching

in tribal areas and tribal populations. The teacher education courses have to be more intensive in pedagogy and inclusive of these special sectors of need as in courses tailored for teacher education for children with special needs. It cannot be a mere tinkering/schematic approach with an MLE programme or a few books in tribal languages. It has to take shape for evolving a policy, curriculum and long term approach to ST education. This requires a larger perspective planning without deviating into a separatist/exclusion model but within the overarching framework of the NCF.

With the SSA and its large manpower at the district level a coordinated effort with the Tribal Welfare Department is necessary to tighten the monitoring of schools in these remote areas. The ITDAs have to be strengthened with senior level leadership and consistency in posting of Project Officers. The PMRCs role in teacher education, monitoring and follow up has to be more clearly defined with a more structured mandate that can be reviewed by an independent monitoring body periodically. Similarly, the RVM/OPEPA services have to be reviewed periodically on defined parameters based on the RTE Act by the independent body. The independent monitoring body at the State level should comprise senior educators, civil society groups and ST parents and representatives. The RVM/OPEPA and the ITDAs have to actively involve the panchayats and local civil society groups in making information regarding school education accessible to tribal communities, in planning and monitoring of the school management.

ANNEXURES

ANNEXURES

Annexure 1: ST literacy levels between 1961 and 2001, Andhra Pradesh

	(%)		
Year	Male	Female	Total
1961	7.3	1.5	4.4
1971	8.5	2.1	5.4
1981	12	3.5	7.8
1991	20.1	6.9	13.6
2001	47.7	34.8	37.1

Source: APHDR 2007

Annexure 2: District-wise number and ST strength of Best Available Schools, Andhra Pradesh

District	Number	Admitted strength Class V–VII	Admitted strength Class VIII–X
Adilabad	6	215	268
Anantapur	5	76	68
Chittoor	3	56	78
East Godavari	3	0	0
Guntur	9	135	78
Hyderabad	2	30	23
Kadapa	3	29	40
Karimnagar	5	45	56
Khammam	6	392	414
Krishna	1	56	57
Kurnool	4	23	51
Mahabubnagar	6	161	148
Medak	2	73	67
Nalgonda	12	187	331
Nellore	3	65	103
Nizamabad	4	100	62
Prakasam	3	61	61
Rangareddy	4	113	49
Srikakulam	3	112	184
Srisailem Project	5	27	13
Visakhapatnam	5	25	102
Vizianagaram	6	175	88
Warangal	10	245	300
West Godavari	1	33	45
Total	111	2434	2686

Source: URL: <http://www.aptribes.gov.in/pdfs/BASchools.pdf> (retrieved May 2011)

Annexure 3: District-wise and class-wise ST enrolment for Class I-IV (2009-10) (as per DSE 2010 and RVM Hyderabad), Andhra Pradesh

District	Class I			Class II			Class III			Class IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adilabad	10820	10455	21275	8179	7901	16080	7186	6874	14060	6894	6432	13326
Anantapur	2028	1834	3862	1880	1614	3494	1690	1417	3107	1522	1380	2902
Chittoor	2010	1868	3878	1965	1888	3853	1780	1599	3379	1561	1547	3108
East Godavari	2605	2479	5084	2178	2091	4269	2265	2387	4652	2090	2157	4247
Guntur	3455	3420	6875	2760	2791	5551	2712	2498	5210	2383	2235	4618
Hyderabad	1119	1148	2267	981	947	1928	906	923	1829	879	731	1610
Kadapa	1291	1184	2475	1139	959	2098	1040	879	1919	931	825	1756
Karimnagar	2069	1993	4062	1574	1567	3141	1746	1724	3470	1712	1669	3381
Khammam	10067	9444	19511	8145	8204	16349	8198	8097	16295	7875	7870	15745
Krishna	1835	1776	3611	1700	1615	3315	1541	1684	3225	1493	1587	3080
Kurnoor	1456	1282	2738	1247	1080	2327	1302	1252	2554	1121	1041	2162
Mahabubnagar	8518	8232	16750	5287	5098	10385	4824	4126	8950	4102	3134	7236
Medak	5057	4762	9819	2974	2641	5615	2356	2259	4615	2099	1803	3902
Nalgonda	8031	7558	15589	5254	4801	10055	4662	4222	8884	4092	3612	7704
Nellore	4204	3915	8119	3393	3310	6703	3141	2995	6136	2700	2609	5309
Nizamabad	3305	3062	6367	2733	2693	5426	2599	2468	5067	2414	2226	4640
Prakasam	2723	2600	5323	2137	2023	4160	2039	1903	3942	1676	1544	3220
Rangareddy	5287	4942	10229	3955	3800	7755	3740	3339	7079	3352	2921	6273
Srikakulam	1808	1692	3500	1532	1484	3016	1911	1776	3687	1796	1707	3503
Visakhapatnam	9175	9014	18189	7670	7797	15467	8761	7748	16509	7773	7018	14791
Vizianagaram	3015	3033	6048	2769	2639	5408	3637	3085	6722	3398	2949	6347
Warangal	10726	10679	21405	6084	6506	12590	5992	6115	12107	5702	5625	11327
West Godavari	1389	1306	2695	1310	1188	2498	1209	1188	2397	1144	1098	2242
Total	101993	97678	199671	76846	74637	151483	75237	70558	145795	68709	63720	132429

Source: DSE 2010 & RVM Hyderabad

Annexure 4: District-wise and class-wise ST enrolment for Class V–VIII (2009-10) (as per DSE 2010 and RVM Hyderabad), Andhra Pradesh

District	Class V			Class VI			Class VII			Class VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Adilabad	6557	5817	12374	4992	4220	9212	4232	3735	7967	3531	3314	6845
Anantapur	1579	1457	3036	1195	1214	2409	1179	1144	2323	1076	1035	2111
Chittoor	1748	1565	3313	1364	1237	2601	1284	1124	2408	1060	1008	2068
East Godavari	2013	2129	4142	1933	1906	3839	1672	1877	3549	1664	1723	3387
Guntur	2053	1897	3950	1659	1395	3054	1506	1151	2657	1253	1040	2293
Hyderabad	767	671	1438	680	568	1248	593	569	1162	496	445	941
Kadapa	900	830	1730	670	590	1260	616	554	1170	512	519	1031
Karimnagar	1583	1569	3152	1382	1269	2651	1237	1239	2476	1141	1100	2241
Khammam	7719	7666	15385	6978	6541	13519	6295	6256	12551	6124	6112	12236
Krishna	1440	1376	2816	1145	941	2086	1062	806	1868	892	737	1629
Kurnool	1075	932	2007	907	811	1718	946	691	1637	881	637	1518
Mahabubnagar	3775	2541	6316	3290	2118	5408	2945	1905	4850	2849	1695	4544
Medak	2099	1596	3695	1796	1143	2939	1696	1104	2800	1637	1002	2639
Nalgonda	4231	3328	7559	3433	2703	6136	3477	2647	6124	3195	2322	5517
Nellore	2387	2416	4803	1602	1441	3043	1265	1232	2497	1059	1024	2083
Nizamabad	2336	1978	4314	2104	1661	3765	2148	1622	3770	1945	1468	3413
Prakasam	1556	1343	2899	995	752	1747	814	671	1485	668	563	1231
Rangareddy	3130	2675	5805	2906	2346	5252	2718	2018	4736	2315	1850	4165
Sriakulam	1730	1566	3296	1518	1120	2638	1407	968	2375	1378	1086	2464
Visakhapatnam	7372	6202	13574	5615	4578	10193	5133	4088	9221	4498	3802	8300
Vizianagaram	3103	2763	5866	2204	1759	3963	1900	1692	3592	1573	1532	3105
Warangal	5988	5367	11355	5265	4170	9435	5203	4149	9352	4687	3902	8589
West Godavari	1082	1083	2165	857	874	1731	778	809	1587	751	773	1524
Total	66223	58767	124990	54490	45357	99847	50106	42051	92157	45185	38689	83874

Source: DSE 2010 & RVM Hyderabad

Annexure 5: District-wise ST child population in age group 6–11 and 12–14 years, Orissa

District	Age group		Total
	6–11 years	12–14 years	
Angul	141906	57537	199443
Balasore	313094	110497	423591
Bargarh	132206	62306	194512
Bhadrak	220713	72966	293679
Bolangir	166877	69980	236857
Boudh	49750	19563	69313
Cuttack	267530	100130	367660
Deogarh	38735	13540	52275
Dhenkanal	133850	51676	185526
Gajapati	82225	24863	107088
Ganjam	406601	148942	555543
Jagatsinghpur	120525	48929	169454
Jajapur	237307	87786	325093
Jharsuguda	62121	27910	90031
Kalahandi	207920	76538	284458
Kandhamal	111396	30404	141800
Kendrapara	169032	65699	234731
Keonjhar	212968	71511	284479
Khurda	227350	84068	311418
Koraput	148614	52667	201281
Malkangiri	82618	23381	105999
Mayurbhanj	289632	92622	382254
Nabarangapur	166208	49754	215962
Nayagarh	111968	41715	153683
Nuapada	84168	30961	115129
Puri	202021	75511	277532
Rayagada	131337	45939	177276
Sambalpur	113303	53237	166540
Sonepur	65180	27944	93124
Sundargarh	232622	93330	325952
Total	4929777	1811906	6741683

Source: URL: <http://www.opepa.in/> (retrieved May 2011)

Annexure 6: Literacy rates (%) among STs, Orissa

Year	Male	Female	Total	Gender gap in literacy
1961	13	1.77	7.36	11.27
1971	16.4	2.28	9.45	13.8
1981	23.3	4.76	14	18.51
1991	34.4	10.21	22.3	24.23
2001	51.5	23.37	37.4	28.11

Source: Orissa Economic Survey 2009-10

Annexure 7: Block-wise ST child population and enrolment in the age group 6–14 years, Adilabad district

No	Block/mandal	Age group														
		6–11 years							11–14 years							
		Population			Enrolment				Population			Enrolment				
Boys	Girls	Total	Boys	Girls	Total	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Adilabad	1787	1554	3341	1784	1546	3330	1242	939	2181	1168	907	2075			
2	Asifabad	1196	909	2105	1193	906	2099	570	467	1037	559	452	1011			
3	Bazarhathnoor	754	705	1459	754	705	1459	290	214	504	275	204	479			
4	Bejjur	1351	1321	2672	1344	1315	2659	434	454	888	417	437	773			
5	Bela	878	961	1839	878	959	1837	345	242	587	336	233	569			
6	Belampally	231	208	439	227	207	434	113	105	218	110	104	214			
7	Bhainsa	188	186	374	187	184	371	71	87	158	66	85	151			
8	Bhimmi	164	179	343	162	179	341	87	72	159	86	70	156			
9	Boath	1004	916	1920	1001	913	1914	350	294	644	345	290	635			
10	Chennur	213	148	361	212	148	360	100	71	171	95	69	164			
11	Dahegoan	351	406	757	339	384	723	193	179	372	162	136	298			
12	Dandepally	256	284	540	256	283	539	82	98	180	77	95	172			
13	Dilawarapur	287	240	527	283	238	521	170	86	256	163	74	237			
14	Guidhathnoor	641	713	1354	641	712	1353	249	249	498	239	239	478			
15	Ichoda	1011	981	1992	1003	976	1979	608	548	1156	589	526	1115			
16	Indervelly	2048	1933	3981	2036	1920	3956	591	662	1253	533	620	1153			
17	Jainad	228	251	479	228	251	479	113	120	233	113	119	232			
18	Jainoor	1207	1206	2413	1201	1202	2403	496	725	1221	472	693	1165			
19	Jaipur	224	206	430	224	206	430	143	97	240	142	95	237			
20	Jannaram	637	560	1197	632	555	1187	221	164	385	212	152	364			
21	Kaddam	835	705	1540	831	704	1535	347	318	665	343	310	653			
22	Kagaznagar	560	529	1089	558	526	1084	231	103	334	214	92	306			
23	Kasipet	584	547	1131	577	543	1120	298	299	597	263	269	532			
24	Kerameri	1015	1024	2039	1011	1019	2030	301	225	526	268	191	459			
25	Khanapur	1228	1096	2324	1228	1096	2324	240	216	456	223	207	430			
26	Kotapally	252	225	477	249	224	473	77	179	256	71	161	382			
27	Koutala	587	646	1233	584	642	1226	226	170	396	221	154	301			

No	Block/mandal	Age group											
		6-11 years						11-14 years					
		Population			Enrolment			Population			Enrolment		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
28	Kubeer	854	731	1585	846	725	1571	185	158	343	147	94	241
29	Kuntala	310	279	589	308	272	580	52	89	141	42	71	113
30	Laxetipet	95	109	204	95	109	204	121	134	255	121	134	255
31	Laxmanchanda	108	134	242	108	134	242	43	41	84	43	36	79
32	Lohesra	203	193	396	203	191	394	49	51	100	43	37	80
33	Mamda	508	610	1118	502	602	1104	117	133	250	103	116	219
34	Mancherilal	499	454	953	499	454	953	352	292	644	345	287	632
35	Mandamarry	320	283	603	320	283	603	174	136	310	174	136	310
36	Mudhole	254	211	465	254	211	465	164	63	227	161	54	215
37	Narnoor	2758	2707	5465	2739	2699	5438	643	603	1246	584	572	1156
38	Nennal	283	348	631	283	348	631	122	92	214	122	92	214
39	Neradigonda	722	802	1524	716	791	1507	285	415	700	259	380	639
40	Nirmal	726	432	1158	726	428	1154	360	226	586	352	219	571
41	Rebbena	355	330	685	352	324	676	161	126	287	142	107	249
42	Sarangapoor	622	613	1235	602	596	1198	181	218	399	136	163	299
43	Sirpur (T)	354	345	699	348	341	689	135	142	277	125	132	257
44	Sirpur (U)	1745	1719	3464	1745	1719	3464	478	334	812	386	244	630
45	Talamadugu	599	591	1190	599	590	1189	292	241	533	282	237	519
46	Tamsi	618	700	1318	613	695	1308	273	250	523	250	231	481
47	Tandur	251	234	485	249	224	473	97	78	175	86	66	152
48	Tanoor	213	212	425	212	211	423	52	46	98	47	38	85
49	Thiryani	1541	1467	3008	1530	1460	2990	493	480	973	434	434	868
50	Utnoor	2997	2551	5548	2995	2548	5543	1329	901	2230	1298	877	2175
51	Vemanpally	176	201	377	175	200	375	105	62	167	99	55	277
52	Wankidi	1015	886	1901	1014	885	1899	235	247	482	222	238	460
	Total	37843	35781	73624	37656	35583	73239	14656	12938	27594	13765	12034	25799

Source: ITDA Utnoor

Annexure 8: Block-wise and class-wise ST enrolment from Class I–IV (as per RVM Hyderabad) (2009–10), Adilabad district

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Adilabad	513	439	952	459	354	813	354	320	674	358	328	686
2	Asifabad	265	239	504	203	189	392	263	179	442	258	133	391
3	Bazarhathnoor	156	169	325	139	110	249	163	159	322	159	125	284
4	Bejjur	469	508	977	330	336	666	270	229	499	239	215	454
5	Bela	222	247	469	202	227	429	190	217	407	178	189	367
6	Belampally	66	57	123	56	40	96	53	46	99	40	55	95
7	Bhainsa	58	58	116	35	41	76	36	32	68	37	31	68
8	Bhimni	51	45	96	33	36	69	33	34	67	23	42	65
9	Boath	220	245	465	210	180	390	185	159	344	187	166	353
10	Chennur	57	45	102	43	32	75	49	25	74	34	26	60
11	Dahegoan	116	121	237	84	82	166	58	77	135	75	85	160
12	Dandepally	66	78	144	61	55	116	44	43	87	42	65	107
13	Dilawarpur	87	77	164	66	55	121	57	44	101	57	49	106
14	Guidhathnoor	168	174	342	142	158	300	122	146	268	119	132	251
15	Ichoda	278	257	535	220	222	442	204	187	391	190	179	369
16	Indervelly	556	526	1082	466	423	889	401	379	780	408	381	789
17	Jainad	49	62	111	63	56	119	52	60	112	61	64	125
18	Jainoor	345	329	674	262	251	513	224	238	462	237	280	517
19	Jaipur	58	41	99	32	38	70	50	58	108	40	28	68
20	Jannaram	180	159	339	124	104	228	101	94	195	109	98	207
21	Kaddam	289	251	540	185	178	363	157	162	319	180	152	332
22	Kagaznagar	164	177	341	142	122	264	104	103	207	101	75	176
23	Kasipet	176	151	327	118	112	230	101	106	207	125	103	228
24	Kerameri	233	209	442	196	210	406	200	203	403	171	205	376
25	Khanapur	467	437	904	296	286	582	164	162	326	147	103	250
26	Kotapally	66	80	146	68	52	120	75	52	127	55	66	121
27	Koutala	163	184	347	141	158	299	129	150	279	128	117	245
28	Kubeer	306	238	544	204	171	375	138	141	279	124	130	254
29	Kuntala	123	92	215	88	70	158	47	54	101	34	29	63
30	Laxetipet	27	33	60	16	19	35	16	28	44	20	16	36
31	Laxmanchanda	30	34	64	28	32	60	17	35	52	20	22	42
32	Lohesra	77	62	139	42	40	82	22	26	48	33	32	65

No.	Block/mandal	Class I		Class II		Class III		Class IV					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
33	Mamda	152	195	347	98	137	235	96	99	195	111	115	226
34	Mancherilal	102	111	213	104	95	199	87	72	159	99	70	169
35	Mandamarry	73	71	144	70	64	134	74	59	133	90	70	160
36	Mudhole	71	47	118	47	37	84	48	45	93	39	37	76
37	Narnoor	831	849	1680	614	665	1279	586	566	1152	407	420	827
38	Nennal	50	68	118	62	85	147	63	77	140	64	69	133
39	Neradigonda	209	229	438	111	180	291	115	170	285	172	111	283
40	Nirmal	186	110	296	160	98	258	143	101	244	124	66	190
41	Rebbena	111	103	214	96	75	171	64	61	125	70	65	135
42	Sarangapoor	174	169	343	130	134	264	111	116	227	112	99	211
43	Sirpur (T)	97	107	204	90	85	175	78	65	143	68	61	129
44	Sirpur (U)	545	522	1067	355	356	711	322	321	643	274	268	542
45	Talamadugu	117	128	245	115	133	248	121	109	230	95	106	201
46	Tamsi	156	194	350	137	143	280	113	115	228	119	146	265
47	Tandur	72	55	127	46	51	97	59	40	99	40	35	75
48	Tanoor	63	47	110	44	49	93	29	32	61	32	49	81
49	Thiryani	567	490	1057	302	334	636	262	243	505	279	265	544
50	Utnoor	721	702	1423	560	492	1052	494	456	950	542	441	983
51	Vemanpally	42	57	99	53	43	96	36	29	65	36	55	91
52	Wankidi	380	377	757	231	206	437	206	150	356	132	163	295
	Total	10820	10455	21275	8179	7901	16080	7186	6874	14060	6894	6432	13326

Source: RVM Hyderabad

Annexure 9: Block-wise and class-wise ST enrolment from Class V–VIII (as per RVM Hyderabad) (2009-10), Adilabad district

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I–VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Adilabad	422	305	727	441	336	777	393	229	622	334	261	595	5846
2	Asifabad	277	203	480	210	155	365	161	177	338	163	164	327	3239
3	Bazarhathnoor	159	146	305	135	89	224	124	94	218	111	62	173	2100
4	Bejjur	200	193	393	137	146	283	104	140	244	85	117	202	3718
5	Bela	193	184	377	120	55	175	75	46	121	93	37	130	2475
6	Belampally	46	39	85	39	35	74	29	32	61	35	41	76	709
7	Bhainsa	26	21	47	25	62	87	20	48	68	11	43	54	584
8	Bhimmi	60	61	121	21	18	39	18	11	29	11	9	20	506
9	Boath	209	169	378	156	110	266	144	97	241	102	93	195	2632
10	Chennur	42	38	80	51	17	68	36	28	64	10	25	35	558
11	Dahegoan	68	84	152	52	44	96	43	20	63	10	15	25	1034
12	Dandepally	49	45	94	15	35	50	22	37	59	13	34	47	704
13	Dilawarpur	72	35	107	55	18	73	37	23	60	33	16	49	781
14	Guidhathnoor	148	124	272	75	91	166	62	67	129	34	102	136	1864
15	Ichoda	236	239	475	199	204	403	212	220	432	199	219	418	3465
16	Indervelly	326	343	669	181	226	407	156	226	382	101	152	253	5251
17	Jainad	40	51	91	36	39	75	37	34	71	42	28	70	774
18	Jainoor	213	220	433	163	266	429	145	160	305	146	167	313	3646
19	Jaipur	55	39	94	65	39	104	56	33	89	45	30	75	707
20	Jannaram	115	97	212	56	33	89	72	40	112	71	45	116	1498
21	Kaddam	151	132	283	96	85	181	70	62	132	35	16	51	2201
22	Kagaznagar	98	78	176	73	26	99	86	19	105	84	19	103	1471
23	Kasipet	113	102	215	77	59	136	77	77	154	86	71	157	1654
24	Kerameri	141	113	254	66	79	145	67	54	121	46	59	105	2252
25	Khanapur	63	44	107	83	82	165	54	77	131	67	127	194	2659
26	Kotapally	46	49	95	27	72	99	22	49	71	13	36	49	828
27	Koutala	119	108	227	82	35	117	63	16	79	37	9	46	1639
28	Kubeer	92	80	172	79	17	96	41	8	49	33	4	37	1806
29	Kuntala	21	13	34	13	26	39	9	27	36	7	11	18	664
30	Laxetipet	28	18	46	52	47	99	43	61	104	34	42	76	500
31	Laxmanchanda	23	25	48	20	9	29	8	9	17	8	10	18	330
32	Lohesra	25	27	52	15	17	32	12	11	23	16	9	25	466

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I-VIII				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total			
33	Mamda	80	99	179	27	39	66	28	10	38	16	15	31	1317
34	Mancherilal	85	80	165	110	92	202	114	98	212	129	99	228	1547
35	Mandamarry	80	60	140	66	50	116	48	56	104	35	30	65	996
36	Mudhole	44	29	73	68	21	89	35	17	52	47	9	56	641
37	Narnoor	344	313	657	195	221	416	151	198	349	142	126	268	6628
38	Nennal	57	56	113	50	41	91	50	31	81	17	22	39	862
39	Neradigonda	134	135	269	89	150	239	63	160	223	50	71	121	2149
40	Nirmal	172	63	235	128	105	233	107	69	176	94	92	186	1818
41	Rebbena	65	73	138	60	25	85	45	30	75	29	36	65	1008
42	Sarangapoor	106	100	206	55	79	134	35	52	87	22	42	64	1536
43	Sirpur (T)	48	59	107	34	60	94	40	69	109	55	52	107	1068
44	Sirpur (U)	266	260	526	118	45	163	135	64	199	76	35	111	3962
45	Talamadugu	139	108	247	97	82	179	93	81	174	92	74	166	1690
46	Tamsi	146	160	306	118	71	189	92	68	160	76	31	107	1885
47	Tandur	31	29	60	25	11	36	15	18	33	14	13	27	554
48	Tanoor	27	37	64	17	19	36	16	6	22	6	3	9	476
49	Thiryani	187	172	359	128	102	230	111	119	230	77	120	197	3758
50	Utnoor	543	378	921	525	326	851	482	303	785	365	323	688	7653
51	Vemanpally	26	43	69	53	18	71	40	16	56	37	6	43	590
52	Wankidi	101	138	239	114	91	205	34	38	72	37	42	79	2440
	Total	6557	5817	12374	4992	4220	9212	4232	3735	7967	3531	3314	6845	101139

Source: RVM Hyderabad

Annexure 10: Block-wise ST out-of-school children in the age group 6–14 years, Adilabad district

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Adilabad	3	8	11	44	32	76
2	Asifabad	3	3	6	11	15	26
3	Bazarhathnoor	0	0	0	15	10	25
4	Bejjur	7	6	13	17	17	34
5	Bela	0	2	2	9	9	18
6	Belampally	4	1	5	3	1	4
7	Bhainsa	1	2	3	5	2	7
8	Bhimni	2	0	2	1	2	3
9	Boath	3	3	6	5	4	9
10	Chennur	1	0	1	5	2	7
11	Dahegoan	12	22	34	31	43	74
12	Dandepally	0	1	1	5	3	8
13	Dilawarpur	4	2	6	7	12	19
14	Guidhathnoor	0	1	1	10	10	20
15	Ichoda	8	5	13	19	22	41
16	Indervelly	12	13	25	58	42	100
17	Jainad	0	0	0	0	1	1
18	Jainoor	6	4	10	24	32	56
19	Jaipur	0	0	0	1	2	3
20	Jannaram	5	5	10	9	12	21
21	Kaddam	4	1	5	4	8	12
22	Kagaznagar	2	3	5	17	11	28
23	Kasipet	7	4	11	35	30	65
24	Kerameri	4	5	9	33	34	67
25	Khanapur	0	0	0	17	9	26
26	Kotapally	3	1	4	6	18	24
27	Koutala	3	4	7	5	16	21
28	Kubeer	8	6	14	38	64	102
29	Kuntala	2	7	9	10	18	28
30	Laxettipet	0	0	0	0	0	0
31	Laxmanchanda	0	0	0	0	5	5
32	Lohesra	0	2	2	6	14	20
33	Mamda	6	8	14	14	17	31
34	Mancherilal	0	0	0	7	5	12
35	Mandamarry	0	0	0	0	0	0
36	Mudhole	0	0	0	3	9	12
37	Narnoor	19	8	27	59	31	90
38	Nennal	0	0	0	0	0	0
39	Neradigonda	6	11	17	26	35	61
40	Nirmal	0	4	4	8	7	15
41	Rebbena	3	6	9	19	19	38

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
42	Sarangapoor	20	17	37	45	55	100
43	Sirpur (T)	6	4	10	10	10	20
44	Sirpur (U)	0	0	0	92	87	179
45	Talamadugu	0	1	1	10	4	14
46	Tamsi	5	5	10	23	19	42
47	Tandur	2	10	12	11	12	23
48	Tanoor	1	1	2	5	8	13
49	Thiryani	11	7	18	59	46	105
50	Utnoor	2	3	5	31	24	55
51	Vemanpally	1	1	2	6	7	13
52	Wankidi	1	1	2	13	9	22
	Total	187	198	385	891	904	1795

Source: ITDA Utnoor

Annexure 11: Block-wise number of ST drop-outs in the age group 6–14 years, Adilabad district

No.	Block/mandal	Age group											
		6–8 years			8–11 years			11–14 years			6–14 years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Adilabad	7	11	18	26	17	43	126	86	212	159	114	273
2	Asifabad	3	2	5	3	5	8	26	25	51	34	33	67
3	Bazarathnoor	0	0	0	0	0	0	30	38	68	31	39	70
4	Bejjur	2	6	8	4	8	12	41	44	85	49	59	108
5	Bela	3	3	6	0	0	0	16	22	38	19	25	44
6	Belampally	4	0	4	0	1	1	6	2	8	10	4	14
7	Bhainsa	0	1	1	8	5	13	34	32	66	45	39	84
8	Bhimni	2	1	3	4	2	6	8	8	16	16	11	27
9	Boath	3	4	7	6	1	7	17	10	27	27	15	42
10	Chennur	1	0	1	3	1	4	15	13	28	25	21	46
11	Dahegoan	15	20	35	11	31	42	79	112	191	127	183	310
12	Dandepally	0	0	0	0	0	0	7	8	15	10	10	20
13	Dilawarpur	1	0	1	4	1	5	14	33	47	27	41	68
14	Guidhathnoor	0	0	0	1	1	2	10	10	20	11	11	22
15	Ichoda	3	4	7	15	4	19	38	42	80	63	59	122
16	Indervelly	10	5	15	3	5	8	79	54	133	94	71	165
17	Jainad	0	0	0	0	0	0	0	4	4	0	4	4
18	Jainoor	3	2	5	3	2	5	30	40	70	39	46	85
19	Jaipur	0	0	0	0	0	0	4	12	16	10	16	26
20	Jannaram	3	7	10	2	0	2	16	15	31	21	22	43
21	Kaddam	3	0	3	1	1	2	5	8	13	9	9	18
22	Kagaznagar	5	4	9	3	4	7	76	85	161	93	96	189
23	Kasipet	6	6	12	5	3	8	45	40	85	56	51	107
24	Kerameri	8	5	13	4	8	12	47	51	98	59	64	123
25	Khanapur	0	0	0	0	0	0	26	14	40	26	14	40
26	Kotapally	3	4	7	1	4	5	18	53	71	29	64	93
27	Koutala	0	0	0	14	16	30	40	55	95	57	72	129
28	Kubeer	5	2	7	11	10	21	95	165	260	121	193	314
29	Kuntala	0	2	2	0	6	6	28	34	62	33	45	78
30	Laxettipet	2	0	2	0	0	0	0	0	0	2	0	2

No.	Block/mandal	Age group											
		6-8 years			8-11 years			11-14 years			6-14 years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
31	Laxmanchanda	0	0	0	1	1	2	10	11	21	11	12	23
32	Lohesra	0	0	0	0	9	9	36	41	77	36	50	86
33	Mamda	0	2	2	6	4	10	37	47	84	45	58	103
34	Mancherilal	0	0	0	1	1	2	19	9	28	20	10	30
35	Mandamarry	0	0	0	0	0	0	0	0	0	0	0	0
36	Mudhole	0	0	0	0	0	0	4	9	13	4	9	13
37	Narnoor	19	8	27	0	0	0	59	31	90	78	39	117
38	Nennal	0	0	0	0	0	0	0	0	0	0	0	0
39	Neradigonda	0	5	5	7	6	13	33	42	75	50	54	104
40	Nirmal	1	2	3	1	5	6	42	27	69	49	35	84
41	Rebena	4	8	12	3	1	4	35	66	101	50	77	127
42	Sarangapoor	32	28	60	0	0	0	71	74	145	103	102	205
43	Sirpur (T)	0	1	1	0	2	2	21	26	47	33	41	74
44	Sirpur (U)	0	0	0	0	0	0	92	87	179	92	87	179
45	Talamadugu	0	0	0	1	3	4	22	7	29	23	11	34
46	Tamsi	3	2	5	3	5	8	26	41	67	35	50	85
47	Tandur	2	4	6	1	2	3	22	33	55	27	50	77
48	Tanoor	0	1	1	1	1	2	24	39	63	27	41	68
49	Thiryani	3	0	3	7	3	10	59	38	97	73	54	127
50	Utnoor	1	2	3	2	2	4	44	37	81	48	41	89
51	Vemanpally	0	0	0	3	3	6	18	36	54	23	39	62
52	Wankidi	2	0	2	7	9	16	41	43	84	73	67	140
	Total	159	152	311	176	193	369	1691	1859	3550	2202	2358	4560

Source: ITDA Utnoor

Annexure 12: Block-wise ST never-enrolled children in the age group 6–14 years, Adilabad district

No.	Block/mandal	Age group								
		6–8 years			8–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Adilabad	0	0	0	0	0	0	0	0	0
2	Asifabad	0	0	0	0	1	1	2	0	2
3	Bazarhathnoor	0	0	0	0	0	0	1	1	2
4	Bejjur	1	0	1	1	0	1	0	1	1
5	Bela	0	0	0	0	0	0	0	0	0
6	Belampally	0	0	0	0	0	0	0	1	1
7	Bhainsa	1	0	1	0	1	1	2	0	2
8	Bhimni	2	0	2	0	0	0	0	0	0
9	Boath	0	0	0	0	0	0	1	0	1
10	Chennur	1	2	3	3	1	4	2	4	6
11	Dahegoan	18	11	29	0	4	4	4	5	9
12	Dandepally	1	2	3	1	0	1	1	0	1
13	Dilawarpur	4	3	7	1	1	2	3	3	6
14	Guidhathnoor	0	0	0	0	0	0	0	0	0
15	Ichoda	6	5	11	1	0	1	0	4	4
16	Indervelly	2	4	6	0	3	3	0	0	0
17	Jainad	0	0	0	0	0	0	0	0	0
18	Jainoor	0	0	0	0	0	0	3	2	5
19	Jaipur	1	1	2	2	1	3	3	2	5
20	Jannaram	0	0	0	0	0	0	0	0	0
21	Kaddam	0	0	0	0	0	0	0	0	0
22	Kagaznagar	2	1	3	1	2	3	6	0	6
23	Kasipet	0	1	1	0	1	1	0	0	0
24	Kerameri	0	0	0	0	0	0	0	0	0
25	Khanapur	0	0	0	0	0	0	0	0	0
26	Kotapally	7	3	10	0	0	0	0	0	0
27	Koutala	0	0	0	0	0	0	3	1	4
28	Kubeer	6	9	15	1	0	1	3	7	10
29	Kuntala	4	3	7	1	0	1	0	0	0
30	Laxettipet	0	0	0	0	0	0	0	0	0
31	Laxmanchanda	0	0	0	0	0	0	0	0	0
32	Lohesra	0	0	0	0	0	0	0	0	0
33	Mamda	1	2	3	0	0	0	1	3	4
34	Mancherilal	0	0	0	0	0	0	0	0	0
35	Mandamarry	0	0	0	0	0	0	0	0	0
36	Mudhole	0	0	0	0	0	0	0	0	0
37	Narnoor	0	0	0	0	0	0	0	0	0
38	Nennal	0	0	0	0	0	0	0	0	0
39	Neradigonda	0	0	0	0	0	0	10	1	11
40	Nirmal	0	0	0	2	0	2	3	1	4
41	Rebbena	1	0	1	0	0	0	7	2	9
42	Sarangapoor	0	0	0	0	0	0	0	0	0
43	Sirpur (T)	11	12	23	0	0	0	1	0	1
44	Sirpur (U)	0	0	0	0	0	0	0	0	0
45	Talamadugu	0	0	0	0	0	0	0	1	1
46	Tamsi	0	0	0	2	0	2	1	2	3
47	Tandur	1	4	5	1	2	3	0	5	5
48	Tanoor	2	0	2	0	0	0	0	0	0
49	Thiryani	0	4	4	1	0	1	3	9	12
50	Utnoor	0	0	0	0	0	0	1	0	1
51	Vemanpally	1	0	1	1	0	1	0	0	0
52	Wankidi	12	0	12	4	6	10	7	9	16
	Total	85	67	152	23	23	46	68	64	132

Source: ITDA Utnoor

Annexure 13: ST teachers, Adilabad district

School category	Male	Female	Total
Primary only	2048	541	2589
Primary+ Upper Primary	591	172	763
Primary+Upper Primary+Sec./Hr. Sec.	6	0	6
Upper Primary only	0	0	0
Upper primary+ Sec./Hr. Sec.	486	147	633
Total	3131	863	3994
Primary cycle=I-V; Upper Primary cycle=VI-VIII			
<i>Source: NUEPA 2009</i>			

Annexure 14: Population of ST children in the age group 6–14 years, ITDA Bhadrachalam

Age	Boys	Girls	Total
6	9614	8855	18469
7	7143	7136	14279
8	7032	6772	13804
9	6685	6418	13103
10	6545	6246	12791
11	5807	5304	11111
12	5166	5087	10253
13	5037	4911	9948
14	4889	4763	9652
Total	57918	55492	113410
<i>Source: ITDA Bhadrachalam</i>			

Annexure 15: Block-wise and class-wise ST enrolment from Class I-IV (as per RVM Hyderabad) (2009-10), Khammam district

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aswapuram	163	135	298	144	107	251	137	142	279	142	126	268
2	Aswaraopeta	350	348	698	236	261	497	251	239	490	216	239	455
3	Bayyaram	343	296	639	225	204	429	230	235	465	204	206	410
4	Bhadrachalam	355	357	712	318	268	586	296	303	599	287	309	596
5	Bonakal	17	24	41	17	18	35	27	21	48	28	19	47
6	Burgumpadu	211	169	380	179	149	328	168	182	350	166	180	346
7	Chandrugonda	133	151	284	125	148	273	153	176	329	140	149	289
8	Cherla	345	322	667	281	279	560	256	263	519	256	209	465
9	Chintakani	17	10	27	10	17	27	9	16	25	6	11	17
10	Chintur	548	602	1150	450	447	897	447	339	786	406	330	736
11	Dammapeta	315	297	612	269	296	565	278	257	535	265	264	529
12	Dummugudem	434	413	847	377	381	758	394	408	802	318	324	642
13	Eknoor	148	148	296	135	136	271	107	98	205	131	106	237
14	Garla	217	197	414	178	177	355	174	174	348	154	160	314
15	Gundala	385	376	761	229	243	472	283	252	535	252	270	522
16	Julurpadu	237	194	431	145	165	310	152	157	309	157	143	300
17	Kallur	91	85	176	92	70	162	81	68	149	74	79	153
18	Kamepally	143	180	323	141	142	283	88	135	223	98	150	248
19	Khammam (R)	113	110	223	101	114	215	99	106	205	89	107	196
20	Khammam (U)	496	434	930	418	387	805	395	399	794	417	491	908
21	Konjerla	84	96	180	68	100	168	80	91	171	83	59	142
22	Kothagudem	556	426	982	417	406	823	404	401	805	385	396	781
23	Kukunoor	190	156	346	120	107	227	94	90	184	97	65	162
24	Kunavaram	165	180	345	143	146	289	174	169	343	140	148	288
25	Kusumanchi	201	196	397	169	210	379	169	163	332	146	125	271
26	Madhira	24	25	49	21	17	38	36	38	74	33	59	92
27	Manuguru	180	162	342	155	167	322	142	142	284	139	145	284
28	Mudigonda	11	15	26	16	13	29	18	14	32	23	14	37
29	Mulakapally	290	235	525	245	215	460	230	205	435	229	209	438
30	Nelakondapally	68	90	158	64	108	172	63	117	180	58	103	161
31	Palvoncha	380	342	722	354	321	675	364	304	668	369	302	671
32	Penuballi	95	93	188	89	88	177	86	80	166	84	94	178

No.	Block/mandal	Class I		Class II		Class III		Class IV					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
33	Pinapaka	242	251	493	165	211	376	210	188	398	159	213	372
34	Sathupally	186	148	334	153	133	286	125	139	264	127	153	280
35	Singareni	301	292	593	245	250	495	262	254	516	301	261	562
36	Tekulapally	468	359	827	391	394	785	381	364	745	431	382	813
37	Thallada	49	30	79	18	28	46	17	33	50	20	40	60
38	Thirmalayapalem	213	224	437	197	203	400	163	221	384	163	190	353
39	VR Puram	248	283	531	198	216	414	187	215	402	176	177	353
40	Velairpadu	190	190	380	171	209	380	220	186	406	153	135	288
41	Vemsoor	34	21	55	24	20	44	29	29	58	19	24	43
42	Venkatapuram	119	121	240	110	120	230	133	126	259	195	120	315
43	Wazeedu	164	175	339	117	142	259	137	128	265	118	119	237
44	Wyra	20	28	48	23	20	43	31	21	52	20	29	49
45	Yellandu	504	440	944	383	339	722	392	386	778	390	418	808
46	Yerrupalem	24	18	42	19	12	31	26	23	49	11	18	29
	Total	10067	9444	19511	8145	8204	16349	8198	8097	16295	7875	7870	15745

Source: RVM Hyderabad

Annexure 16: Block-wise and class-wise ST enrolment from Class V–VIII (as per RVM Hyderabad) (2009–10), Khammam district

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I–VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Aswapuram	161	112	273	139	72	211	128	69	197	143	42	185	1962
2	Aswaraopeta	213	222	435	226	153	379	134	153	287	191	84	275	3516
3	Bayyaram	156	173	329	141	98	239	136	96	232	101	94	195	2938
4	Bhadrachalam	311	366	677	400	393	793	280	349	629	288	299	587	5179
5	Bonakal	22	15	37	20	14	34	15	19	34	13	6	19	295
6	Burgumpadu	179	173	352	139	148	287	132	131	263	113	132	245	2551
7	Chandrugonda	148	139	287	105	114	219	107	84	191	100	113	213	2085
8	Cherla	213	209	422	142	124	266	115	147	262	105	148	253	3414
9	Chintakani	12	9	21	4	3	7	6	2	8	8	11	19	151
10	Chintur	413	274	687	299	164	463	241	171	412	226	138	364	5495
11	Dammapeta	312	266	578	351	334	685	266	267	533	288	368	656	4693
12	Dummugudem	351	374	725	328	356	684	316	284	600	277	276	553	5611
13	Eknoor	122	97	219	129	98	227	110	72	182	126	85	211	1848
14	Garla	151	128	279	155	231	386	135	245	380	149	227	376	2852
15	Gundala	246	239	485	197	246	443	194	295	489	184	292	476	4183
16	Julurpadu	146	146	292	97	100	197	95	97	192	79	91	170	2201
17	Kallur	66	78	144	62	81	143	62	73	135	72	81	153	1215
18	Kamepally	97	136	233	82	98	180	75	106	181	110	92	202	1873
19	Khammam (R)	95	98	193	59	85	144	59	64	123	65	54	119	1418
20	Khammam (U)	416	495	911	360	419	779	355	359	714	333	406	739	6580
21	Konjerla	58	77	135	48	63	111	47	46	93	49	27	76	1076
22	Kothagudem	384	310	694	388	306	694	312	273	585	329	260	589	5953
23	Kukunoor	79	52	131	55	36	91	41	42	83	77	53	130	1354
24	Kunavaram	146	253	399	75	211	286	79	197	276	60	196	256	2482
25	Kusumanchi	134	121	255	138	85	223	144	95	239	114	63	177	2273
26	Madhira	28	50	78	34	58	92	40	67	107	30	54	84	614
27	Manuguru	160	141	301	115	156	271	123	123	246	78	160	238	2288
28	Mudigonda	12	6	18	21	8	29	15	12	27	11	14	25	223
29	Mulakapally	208	194	402	131	74	205	112	79	191	84	38	122	2778
30	Nelakondapally	50	83	133	57	85	142	61	83	144	62	91	153	1243
31	Palvoncha	430	282	712	488	249	737	479	219	698	388	200	588	5471
32	Penuballi	61	84	145	83	58	141	64	79	143	81	76	157	1295

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I-VIII				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total			
33	Pinapaka	160	208	368	106	164	270	106	173	279	105	160	265	2821
34	Sathupally	114	157	271	147	164	311	109	137	246	130	163	293	2285
35	Singareni	348	257	605	333	256	589	348	272	620	388	257	645	4625
36	Tekulapally	327	296	623	351	204	555	375	198	573	291	174	465	5386
37	Thallada	30	30	60	24	18	42	32	20	52	12	14	26	415
38	Thirmalayapalem	141	203	344	108	98	206	107	95	202	120	98	218	2544
39	VR Puram	134	208	342	144	164	308	99	212	311	115	204	319	2980
40	Velairpadu	122	134	256	49	100	149	35	87	122	14	112	126	2107
41	Vemsoor	13	21	34	19	17	36	23	10	33	10	14	24	327
42	Venkatapuram	113	99	212	130	96	226	103	105	208	91	89	180	1870
43	Wazeedu	141	112	253	36	52	88	62	54	116	31	46	77	1634
44	Wyra	22	15	37	25	39	64	26	27	53	23	32	55	401
45	Yellandu	453	507	960	418	430	848	368	435	803	445	442	887	6750
46	Yerrupalem	21	17	38	20	19	39	24	33	57	15	36	51	336
	Total	7719	7666	15385	6978	6541	13519	6295	6256	12551	6124	6112	12236	121591

Source: RVM Hyderabad

Annexure 17: Block-wise ST enrolment in the age group 6–14 years (as per RVM Khammam), Khammam district

No.	Block/mandal	Age group											
		6–11 years				11–14 years				6–14 years			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aswapuram	611	535	1146	426	256	682	1037	791	1828			
2	Aswaraopeta	1246	1239	2485	789	569	1358	2035	1808	3843			
3	Bayyaram	1142	1040	2182	498	404	902	1640	1444	3084			
4	Bhadrachalam	1415	1375	2790	911	933	1844	2326	2308	4634			
5	Bonakal	95	88	183	52	38	90	147	126	273			
6	Burgumpadu	699	647	1346	556	421	977	1255	1068	2323			
7	Chandrugonda	538	648	1186	295	259	554	833	907	1740			
8	Cherla	1334	1244	2578	564	511	1075	1898	1755	3653			
9	Chintakani	49	63	112	25	16	41	74	79	153			
10	Chintur	2235	2080	4315	1174	921	2095	3409	3001	6410			
11	Dammapeta	1196	1219	2415	777	1090	1867	1973	2309	4282			
12	Dummugudem	1767	1906	3673	1016	1137	2153	2783	3043	5826			
13	Eknoor	740	701	1441	404	296	700	1144	997	2141			
14	Garla	798	760	1558	435	528	963	1233	1288	2521			
15	Gundala	1346	1318	2664	628	625	1253	1974	1943	3917			
16	Julurpadu	772	674	1446	303	274	577	1075	948	2023			
17	Kallur	335	290	625	176	210	386	511	500	1011			
18	Kamepally	536	650	1186	260	303	563	796	953	1749			
19	Khammam (R)	2464	2438	4902	1822	2099	3921	4286	4537	8823			
20	Khammam (U)	441	488	929	244	255	499	685	743	1428			
21	Konijerla	386	408	794	143	152	295	529	560	1089			
22	Kothagudem	2142	1745	3887	1111	895	2006	3253	2640	5893			
23	Kukunoor	548	460	1008	213	112	325	761	572	1333			
24	Kunavaram	707	664	1371	237	512	749	944	1176	2120			

No.	Block/mandal	Age group											
		6-11 years				11-14 years				6-14 years			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
25	Kusumanchi	750	736	1486	467	292	759	1217	1028	2245			
26	Madhira	118	154	272	130	159	289	248	313	561			
27	Manuguru	806	776	1582	435	472	907	1241	1248	2489			
28	Mudigonda	73	56	129	70	31	101	143	87	230			
29	Mulakapally	1177	1071	2248	406	265	671	1583	1336	2919			
30	Nelakondapally	368	539	907	196	231	427	564	770	1334			
31	Palvoncha	1506	1352	2858	1525	741	2266	3031	2093	5124			
32	Penuballi	371	353	724	206	214	420	577	567	1144			
33	Pinapaka	1025	1017	2042	412	529	941	1437	1546	2983			
34	Sathupally	741	700	1441	392	499	891	1133	1199	2332			
35	Singareni	1121	1087	2208	1010	741	1751	2131	1828	3959			
36	Tekulapally	1719	1541	3260	1090	666	1756	2809	2207	5016			
37	Thallada	98	125	223	84	70	154	182	195	377			
38	Thirmalayapalem	773	889	1662	377	407	784	1150	1296	2446			
39	VR Puram	844	996	1840	530	711	1241	1374	1707	3081			
40	Velairpadu	717	776	1493	228	495	723	945	1271	2216			
41	Vemsoor	108	91	199	50	52	102	158	143	301			
42	Venkatapuram	560	543	1103	393	394	787	953	937	1890			
43	Wazeedu	520	545	1065	247	205	452	767	750	1517			
44	Wyra	104	114	218	76	94	170	180	208	388			
45	Yellandu	1533	1650	3183	1217	1734	2951	2750	3384	6134			
46	Yerrupalem	91	62	153	60	58	118	151	120	271			
	Total	38665	37853	76518	22660	21876	44536	61325	59729	121054			

Source: HHS/VER (RVM Khammam)

Annexure 18: Block-wise and class-wise enrolment of students Class I-V, ITDA Bhadrachalam

Block/mandal	Class I			Class II			Class III			Class IV			Class V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Aswapuram	415	361	776	344	311	655	342	317	659	313	297	610	366	316	682
Aswaraopeta	688	714	1402	490	531	1021	555	557	1112	462	507	969	497	503	1000
Bayyaram	634	537	1171	417	386	803	428	412	840	369	348	717	300	338	638
Bhadrachalam	1015	926	1941	869	752	1621	834	839	1673	827	898	1725	907	874	1781
Burgumpadu	729	680	1409	681	591	1272	666	621	1287	584	591	1175	614	667	1281
Chandrugonda	385	399	784	308	360	668	308	356	664	322	359	681	405	318	723
Cherla	661	601	1262	493	473	966	442	419	861	442	377	819	387	381	768
Chintur	1036	884	1920	567	581	1148	567	451	1018	514	426	940	511	343	854
Dammapeta	544	502	1046	470	539	1009	481	442	923	462	464	926	582	483	1065
Dummugudem	619	634	1253	497	526	1023	516	548	1064	427	432	859	439	488	927
Eknoor	328	308	636	331	325	656	290	254	544	344	280	624	333	219	552
Garla	369	314	683	319	304	623	334	312	646	311	306	617	317	266	583
Gundala	516	495	1011	299	318	617	338	306	644	312	315	627	308	287	595
Julurpadu	400	357	757	272	290	562	263	263	526	264	261	525	249	234	483
Kamepally	448	466	914	282	298	580	253	296	549	281	314	595	256	297	553
Kothagudem	1627	1520	3147	1453	1373	2826	1378	1397	2775	1432	1334	2766	1462	1361	2823
Kukunoor	376	330	706	249	253	502	232	239	471	238	225	463	238	217	455
Kunavaram	314	269	583	265	226	491	275	234	509	240	221	461	221	326	547
Manuguru	938	809	1747	767	701	1468	737	697	1434	740	708	1448	740	759	1499
Mulakapally	431	356	787	342	334	676	330	318	648	326	318	644	303	349	652
Palvoncha	1282	1152	2434	1108	1012	2120	1182	1046	2228	1203	1022	2225	1285	1078	2363
Pinapaka	562	615	1177	404	449	853	453	394	847	380	442	822	396	458	854
Singareni	476	454	930	401	392	793	394	406	800	468	421	889	504	418	922
Tekulapally	615	487	1102	458	487	945	441	444	885	503	469	972	395	357	752
VR Puram	344	393	737	264	295	559	239	287	526	241	254	495	208	281	489
Velairpadu	300	271	571	278	298	576	294	249	543	231	215	446	194	207	401
Venkatapuram	353	342	695	296	337	633	332	320	652	354	278	632	308	271	579
Wazeedu	314	339	653	239	269	508	248	262	510	215	235	450	242	228	470
Yellandu	1058	915	1973	868	786	1654	883	913	1796	861	893	1754	915	966	1881
Total	17777	16430	34207	14031	13797	27828	14035	13599	27634	13666	13210	26876	13882	13290	27172

Source: ITDA Bhadrachalam

Annexure 19: Block-wise and class-wise enrolment of students Class VI–VIII, ITDA Bhadrachalam

Block/mandal	Class VI			Class VII			Class VIII			Total I–VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Aswapuram	307	242	549	323	250	573	341	222	563	2751	2316
Aswaraopeta	467	420	887	336	418	754	389	299	688	3884	3949	7833
Bayyaram	267	244	511	245	227	472	177	188	365	2837	2680	5517
Bhadrachalam	914	910	1824	763	882	1645	775	831	1606	6904	6912	13816
Burgumpadu	520	595	1115	505	590	1095	410	628	1038	4709	4963	9672
Chandrugonda	348	290	638	337	255	592	379	273	652	2792	2610	5402
Cherla	315	276	591	296	298	594	276	240	516	3312	3065	6377
Chintur	396	258	654	319	246	565	311	209	520	4221	3398	7619
Dammapeta	618	512	1130	505	457	962	510	533	1043	4172	3932	8104
Dummugudem	444	459	903	409	370	779	374	360	734	3725	3817	7542
Eknoor	368	226	594	280	229	509	276	208	484	2550	2049	4599
Garla	294	365	659	283	381	664	299	383	682	2526	2631	5157
Gundala	258	288	546	244	329	573	226	322	548	2501	2660	5161
Julurpadu	190	197	387	192	186	378	172	161	333	2002	1949	3951
Kamepally	203	246	449	232	250	482	223	214	437	2178	2381	4559
Kothagudem	1583	1342	2925	1571	1434	3005	1455	1346	2801	11961	11107	23068
Kukunoor	171	152	323	172	142	314	169	137	306	1845	1695	3540
Kunavaram	153	277	430	149	262	411	111	249	360	1728	2064	3792
Manuguru	608	656	1264	609	632	1241	498	616	1114	5637	5578	11215
Mulakapally	238	149	387	197	172	369	168	113	281	2335	2109	4444
Palvoncha	1233	944	2177	1188	878	2066	1137	926	2063	9618	8058	17676
Pinapaka	297	388	685	304	386	690	300	366	666	3096	3498	6594
Singareni	489	422	911	514	432	946	534	411	945	3780	3356	7136
Tekulapally	412	278	690	442	272	714	346	230	576	3612	3024	6636
VR Puram	189	218	407	160	275	435	161	263	424	1806	2266	4072
Velairpadu	121	170	291	85	126	211	58	151	209	1561	1687	3248
Venkatapuram	291	247	538	229	245	474	222	214	436	2385	2254	4639
Wazeedu	150	139	289	133	128	261	90	95	185	1631	1695	3326
Yellandu	925	913	1838	815	911	1726	935	917	1852	7260	7214	14474
Total	12769	11823	24592	11837	11663	23500	11322	11105	22427	109319	104917	214236

Source: ITDA Bhadrachalam

Annexure 20: Block-wise number of ST out-of-school children in the age group 6–14 years, Khammam district

No.	Block/mandal	Age group									
		6–11 years			11–14 years			6–14 years			Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Aswapuram	11	13	24	25	16	41	36	29	65	
2	Aswaraopeta	52	27	79	67	36	103	119	63	182	
3	Bayyaram	11	10	21	40	19	59	51	29	80	
4	Bhadrachalam	26	23	49	39	30	69	65	53	118	
5	Bonakal	0	0	0	3	2	5	3	2	5	
6	Burgumpadu	28	31	59	20	18	38	48	49	97	
7	Chandrugonda	12	13	25	9	20	29	21	33	54	
8	Cherla	38	31	69	78	57	135	116	88	204	
9	Chintakani	0	0	0	0	0	0	0	0	0	
10	Chintur	125	106	231	91	55	146	216	161	377	
11	Dammapeta	12	9	21	14	4	18	26	13	39	
12	Dummugudem	73	43	116	90	37	127	163	80	243	
13	Eknoor	6	5	11	7	10	17	13	15	28	
14	Garla	7	6	13	10	10	20	17	16	33	
15	Gundala	20	14	34	101	44	145	121	58	179	
16	Julurpadu	2	6	8	5	7	12	7	13	20	
17	Kallur	1	0	1	2	1	3	3	1	4	
18	Kamepally	4	2	6	4	4	8	8	6	14	
19	Khammam (R)	15	35	50	19	17	36	34	52	86	
20	Khammam (U)	5	2	7	8	7	15	13	9	22	
21	Konijerla	10	28	38	9	26	35	19	54	73	
22	Kothagudem	38	26	64	62	38	100	100	64	164	
23	Kukunoor	16	12	28	26	14	40	42	26	68	
24	Kunavaram	28	18	46	30	16	46	58	34	92	
25	Kusumanchi	6	3	9	6	4	10	12	7	19	
26	Madhira	1	4	5	1	3	4	2	7	9	
27	Manuguru	23	24	47	26	16	42	49	40	89	
28	Mudigonda	0	0	0	0	0	0	0	0	0	

No.	Block/mandal	Age group									
		6-11 years			11-14 years			6-14 years			Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
29	Mulakapally	49	22	71	81	48	129	130	70	200	
30	Nelakondapally	1	1	2	3	5	8	4	6	10	
31	Palvoncha	36	36	72	28	16	44	64	52	116	
32	Penuballi	5	7	12	17	4	21	22	11	33	
33	Pinapaka	23	15	38	71	30	101	94	45	139	
34	Sathupally	13	14	27	15	15	30	28	29	57	
35	Singareni	10	9	19	32	21	53	42	30	72	
36	Tekulapally	26	19	45	38	21	59	64	40	104	
37	Thallada	1	0	1	1	0	1	2	0	2	
38	Thirmalayapalem	2	9	11	11	16	27	13	25	38	
39	VR Puram	15	11	26	22	9	31	37	20	57	
40	Velairpadu	72	37	109	69	35	104	141	72	213	
41	Vemsoor	6	1	7	6	11	17	12	12	24	
42	Venkatapuram	28	14	42	41	28	69	69	42	111	
43	Wazeedu	23	14	37	79	33	112	102	47	149	
44	Wyra	0	0	0	1	0	1	1	0	1	
45	Yellandu	26	19	45	55	33	88	81	52	133	
46	Yerrupalem	1	1	2	1	1	2	2	2	4	
	Total	907	720	1627	1363	837	2200	2270	1557	3827	

Source: HHS/VER (RVM Khammam)

Annexure 21: Data on infrastructure of Ashram Schools, Khammam district

Block/mandal	No. of schools	Sanctioned teachers	Teachers in position	Building status	Classrooms	Total toilets	Functional toilets	Common toilets	Functional common toilets	Boys toilet	Functional Boys toilet	Boys toilet	Functional Boys toilet	Girls toilet	Functional girls toilet	Water facility	Functional Water facility	Compound wall	Ramp	Kitchen
Aswapuram	2	19	19	2	4	21	20	1	0	20	20	0	0	0	0	2	2	2	1	0
Aswaraopeta	5	40	31	5	27	18	9	3	0	14	9	1	0	0	0	5	3	4	0	2
Bayyaram	2	17	16	2	11	4	0	2	0	0	0	0	0	0	0	2	2	2	0	2
Bhadrachalam	4	28	28	4	14	34	34	1	1	30	30	3	3	3	4	4	4	2	0	2
Burgumpadu	2	16	16	2	8	31	23	31	23	0	0	0	0	0	0	2	2	2	0	2
Cherla	3	21	17	3	16	3	0	2	0	0	0	0	1	0	0	3	3	3	1	1
Chintur	14	87	67	14	84	33	0	14	0	0	0	0	19	0	14	11	14	1	1	12
Dammapeta	8	48	48	8	55	53	0	0	0	9	0	0	0	0	0	7	5	6	1	4
Dummugudem	13	90	83	13	109	65	2	18	0	4	0	0	0	0	0	13	13	10	1	7
Eknoor	1	9	9	1	12	10	10	0	0	10	10	0	0	0	0	1	0	1	0	1
Garla	1	7	5	1	7	40	40	0	0	0	0	0	0	0	0	1	1	1	0	0
Gundala	8	45	42	8	49	49	41	5	0	5	5	3	9	3	6	8	6	7	0	2
Julurpadu	1	2	2	1	3	2	0	2	0	0	0	0	0	0	0	1	1	0	0	0
Kothagudem	4	27	26	4	27	8	0	2	0	0	0	0	0	0	0	4	0	4	0	1
Kukunoor	2	12	12	2	9	6	6	4	4	2	2	0	0	0	0	1	1	2	0	2
Kunavaram	4	28	20	4	17	22	18	5	4	16	14	1	0	0	0	4	4	4	0	3
Mulakapally	2	14	14	2	15	7	0	4	0	0	0	0	0	0	0	2	1	1	0	0
Palvoncha	5	37	36	5	29	62	62	5	5	52	52	5	5	5	5	5	4	5	2	2
Pinapaka	4	28	28	4	42	7	0	4	0	1	0	0	0	0	0	4	3	4	0	1
Singareni	6	42	42	6	33	68	34	5	4	17	11	4	6	18	6	5	5	5	1	3
Tekulapally	4	29	29	4	25	70	68	10	10	50	48	10	10	10	4	4	4	2	1	2
VR Puram	11	51	39	11	63	41	7	14	2	3	3	2	3	2	2	9	7	9	0	7
Velairpadu	2	12	12	2	6	7	4	2	0	2	2	0	0	0	0	1	1	2	0	1
Venkatapuram	4	18	18	4	14	38	0	1	0	2	0	0	0	0	0	4	3	4	2	3
Wazeedu	11	40	25	11	29	24	21	10	7	1	1	1	1	1	1	11	6	6	0	0
Yellandu	7	53	52	7	39	43	33	6	1	30	30	7	7	2	6	6	6	5	1	4
Total	130	820	736	130	747	766	432	151	61	268	237	347	133	124	98	107	12	64	12	64

Source: DISE 2010-11 (RVM Khammam)

Annexure 22: ST teachers, Khammam district

School category	Male	Female	Total
Primary only	4657	747	5404
Primary+ Upper Primary	768	342	1110
Primary+Upper	10	6	16
Primary+Sec./Hr. Sec.			
Upper Primary only	0	0	0
Upper primary+ Sec./Hr. Sec.	643	252	895
Total	6078	1347	7425
Primary cycle=I-V; Upper Primary cycle=VI-VIII			
<i>Source: NUEPA 2009</i>			

Annexure 23: Habitations without regular Primary Schools, Khammam district

Mandal/block	No of habitations	Habitation population
Aswapuram	1	112
Aswaraopeta	2	232
Bayyaram	5	752
Bhadrachalam	12	1237
Burgumpadu	6	1041
Chandrugonda	5	504
Cherla	12	1307
Chintur	13	1862
Dammapeta	1	166
Dummugudem	12	878
Gundala	9	851
Julurpadu	3	277
Khammam (R)	1	132
Kothagudem	5	238
Kukunoor	3	311
Kunavaram	6	455
Manuguru	7	886
Mudigonda	1	33
Mulakapally	8	867
Palvoncha	4	292
Penuballi	1	61
Pinapaka	15	1999
Tekulapally	4	448
VR Puram	7	460
Velairpadu	4	252
Venkatapuram	13	893
Wazeedu	3	239
Yellandu	3	265
Total	166	17050
<i>Source: RVM Khammam</i>		

Annexure 24: Block-wise and class-wise ST enrolment: Class I–IV (2009-10)(as per RVM Hyderabad), Mahabubnagar district

No.	Block/mandal	Class I		Class II		Class III		Class IV		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
1	Achampet	655	491	273	227	334	158	492	290	92	382
2	Addakal	45	45	28	35	24	34	58	32	30	62
3	Alampur	8	4	5	7	4	5	9	8	4	12
4	Amangal	391	466	272	269	222	195	417	156	132	288
5	Amarabad	326	381	183	140	285	213	498	248	137	385
6	Atmakur	75	70	59	54	37	35	72	41	17	58
7	Balanger	347	321	244	237	205	191	396	146	129	275
8	Balmoor	100	58	41	36	75	94	169	51	40	91
9	Bhoothpur	108	131	80	79	54	61	115	45	36	81
10	Bijenepally	145	167	116	129	73	95	168	87	82	169
11	Bomraspet	389	366	218	194	212	184	396	139	146	285
12	CC Kunta	54	74	29	44	33	50	83	31	42	73
13	Damarigidda	47	41	28	45	22	37	59	39	21	60
14	Devarakadra	46	34	38	27	33	27	60	36	19	55
15	Dhanwada	134	93	92	65	77	79	156	61	48	109
16	Dharoor	55	54	50	54	43	25	68	30	20	50
17	Doulatabad	98	107	78	78	47	58	105	41	30	71
18	Farooqanagar	274	259	227	209	246	170	416	238	156	394
19	Gadwal	53	48	49	32	50	34	84	58	43	101
20	Gattu	34	34	43	23	23	16	39	28	17	45
21	Ghanpur	221	225	104	148	126	129	255	137	46	183
22	Gopalpet	131	144	62	62	66	55	121	41	33	74
23	Hanwada	160	176	130	140	88	81	169	81	82	163
24	Ieeja	18	14	6	4	11	7	18	3	0	3
25	Itikyal	10	10	14	9	6	7	13	4	4	8
26	Jadcherla	265	270	187	181	178	117	295	170	122	292
27	Katwakurthy	137	112	107	66	110	154	264	106	159	265
28	Keshampet	87	99	52	63	36	53	89	50	36	86
29	Kodair	132	115	64	79	51	51	102	39	38	77
30	Kodangal	106	80	57	33	58	37	95	45	28	73
31	Koilkonda	271	306	175	160	127	111	238	88	65	153
32	Kollapur	96	144	75	91	89	60	149	57	58	115
33	Kondurg	51	58	31	22	27	22	49	17	16	33

No.	Block/mandal	Class I		Class II		Class III		Class IV					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
34	Kosgi	91	69	160	70	37	107	52	36	88	31	37	68
35	Kothakota	135	113	248	73	75	148	57	30	87	53	33	86
36	Kothur	158	139	297	92	104	196	88	81	169	45	56	101
37	Lingal	192	208	400	94	118	212	149	108	257	92	67	159
38	Maddur	199	190	389	113	159	272	118	70	188	69	69	138
39	Madgul	204	193	397	112	145	257	76	90	166	60	82	142
40	Maganoor	11	10	21	16	12	28	13	10	23	11	9	20
41	Mahabunagar	317	299	616	263	199	462	199	195	394	213	196	409
42	Makthal	21	26	47	14	16	30	6	12	18	5	12	17
43	Maldakal	17	24	41	25	19	44	29	18	47	27	18	45
44	Manopad	0	2	2	1	2	3	3	1	4	2	0	2
45	Midjil	81	96	177	59	51	110	42	41	83	25	31	56
46	Nagarkurnool	52	23	75	44	44	88	33	21	54	40	17	57
47	Narayanpet	184	107	291	110	77	187	99	66	165	83	64	147
48	Narwa	35	32	67	26	25	51	25	15	40	21	13	34
49	Nawabpet	147	151	298	91	81	172	84	65	149	59	64	123
50	Pangal	188	153	341	67	101	168	58	55	113	61	40	101
51	Pebbair	64	54	118	33	36	69	30	26	56	25	16	41
52	Peddakothapally	61	56	117	17	25	42	26	13	39	20	10	30
53	Peddmandadi	99	107	206	64	58	122	36	44	80	32	19	51
54	Tadoor	22	25	47	13	13	26	12	12	24	8	18	26
55	Talkondapally	294	324	618	130	140	270	96	101	197	56	59	115
56	Telkapally	12	18	30	14	8	22	7	3	10	9	10	19
57	Thimmajipet	127	116	243	94	112	206	58	58	116	62	43	105
58	Uppununthala	81	104	185	43	46	89	26	35	61	7	17	24
59	Uttoor	22	14	36	11	15	26	8	9	17	8	8	16
60	Veepangandla	31	34	65	14	6	20	13	12	25	19	10	29
61	Veldanda	161	157	318	111	105	216	86	88	174	64	53	117
62	Waddepally	12	8	20	11	8	19	6	4	10	5	4	9
63	Wanaparthi	291	208	499	163	165	328	170	123	293	215	112	327
64	Wangoor	140	175	315	82	54	136	47	39	86	32	19	51
	Total	8518	8232	16750	5287	5098	10385	4824	4126	8950	4102	3134	7236

Source: RVM Hyderabad

Annexure 25: Block-wise and class-wise ST enrolment: Class V–VIII (2009-10) (as per RVM Hyderabad), Mahabubnagar district

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		TOTAL I–VIII			
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls				
		Total	Total	Total	Total	Total	Total	Total	Total				
1	Achampet	208	68	276	195	57	252	49	250	134	58	192	3490
2	Addakal	34	17	51	22	24	46	10	32	19	8	27	429
3	Alampur	5	4	9	7	1	8	4	5	3	1	4	71
4	Amangal	153	86	239	179	107	286	145	255	150	116	266	3149
5	Amarabad	227	100	327	210	110	320	161	233	192	79	271	3064
6	Atmakur	38	8	46	40	18	58	33	50	31	14	45	587
7	Balanga	202	101	303	202	85	287	216	299	203	58	261	2970
8	Balmoor	66	41	107	56	39	95	41	77	41	28	69	843
9	Bhoorthpur	42	26	68	26	36	62	35	59	37	20	57	840
10	Bijenepally	92	58	150	89	35	124	80	114	96	23	119	1401
11	Bomraspet	140	96	236	84	69	153	67	166	54	52	106	2509
12	CC Kunta	32	40	72	13	12	25	17	36	25	1	26	516
13	Damarigidda	17	23	40	13	3	16	25	33	12	1	13	382
14	Devarakadra	33	33	66	31	27	58	40	65	24	32	56	505
15	Dhanwada	65	44	109	48	28	76	34	52	31	17	48	934
16	Dharoor	30	17	47	12	11	23	1	5	4	0	4	410
17	Doulatabad	28	14	42	21	23	44	22	32	27	8	35	690
18	Farooqnagar	206	117	323	160	103	263	137	215	163	73	236	2816
19	Gadwal	52	31	83	29	14	43	46	60	29	18	47	600
20	Gattu	22	25	47	26	19	45	14	25	17	6	23	358
21	Ghanpur	108	20	128	111	32	143	80	116	48	34	82	1605
22	Gopalpet	38	17	55	44	15	59	40	50	32	8	40	798
23	Hanwada	90	60	150	52	42	94	50	83	41	41	82	1347
24	Ieeja	1	3	4	3	1	4	2	7	1	1	2	80
25	Itikyal	9	2	11	13	2	15	6	6	2	0	2	98
26	Jadcherla	148	111	259	134	98	232	143	255	175	116	291	2527
27	Katwakurthy	98	234	332	151	185	336	123	279	138	119	257	2155
28	Keshampet	33	28	61	37	38	75	33	56	43	20	63	731
29	Kodair	28	20	48	17	11	28	17	35	20	9	29	709
30	Kodangal	60	34	94	49	8	57	37	48	60	15	75	718
31	Koilkonda	91	50	141	73	34	107	36	63	64	26	90	1704
32	Kollapur	70	45	115	72	37	109	66	88	55	26	81	1063

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			TOTAL I-VIII
		Boys		Total	Boys		Total	Boys		Total	Boys		Total	
		Girls	Total		Girls	Total		Girls	Total		Girls	Total		
33	Kondurg	22	9	31	18	15	33	11	11	22	10	3	13	343
34	Kosgi	33	24	57	31	22	53	30	13	43	24	15	39	615
35	Kothakota	35	14	49	34	12	46	15	10	25	14	8	22	711
36	Kothur	45	41	86	32	39	71	36	50	86	33	34	67	1073
37	Lingal	96	52	148	49	19	68	62	21	83	57	34	91	1418
38	Maddur	70	35	105	40	54	94	30	43	73	33	31	64	1323
39	Madgul	53	51	104	55	14	69	54	9	63	38	23	61	1259
40	Maganoor	8	4	12	2	0	2	0	0	0	0	0	0	106
41	Mahabubnagar	231	161	392	218	120	338	207	111	318	201	114	315	3244
42	Makthal	4	4	8	5	3	8	2	1	3	6	1	7	138
43	Maldakal	23	15	38	2	2	4	2	1	3	2	0	2	224
44	Manopad	1	0	1	1	1	2	0	1	1	3	1	4	19
45	Midjil	33	23	56	13	36	49	17	20	37	14	15	29	597
46	Nagarkurnool	32	21	53	23	22	45	21	20	41	21	22	43	456
47	Narayanpet	54	40	94	40	26	66	39	15	54	30	19	49	1053
48	Narwa	10	7	17	26	3	29	14	2	16	7	0	7	261
49	Nawabpet	48	51	99	56	28	84	50	25	75	54	27	81	1081
50	Pangal	53	38	91	34	40	74	36	29	65	43	30	73	1026
51	Pebbar	17	10	27	17	1	18	9	10	19	8	3	11	359
52	Peddakothapally	20	9	29	8	10	18	7	4	11	1	2	3	289
53	Peddmandadi	26	18	44	5	5	10	7	6	13	6	3	9	535
54	Tadoor	7	10	17	4	12	16	7	7	14	6	4	10	180
55	Talkondapally	73	46	119	65	64	129	64	71	135	46	56	102	1685
56	Telkapally	4	8	12	6	16	22	6	6	12	8	9	17	144
57	Thimmajipet	50	39	89	60	20	80	36	28	64	27	15	42	945
58	Uppunuthala	11	17	28	12	14	26	9	6	15	5	0	5	433
59	Uttoor	6	7	13	2	0	2	1	3	4	0	0	0	114
60	Veepangandla	8	6	14	11	3	14	6	1	7	8	6	14	188
61	Veldanda	42	29	71	35	22	57	19	22	41	27	16	43	1037
62	Waddepally	4	3	7	1	3	4	5	1	6	1	1	2	77
63	Wanaparthi	161	158	319	135	138	273	130	148	278	125	149	274	2591
64	Wangoor	29	18	47	31	30	61	42	32	74	20	26	46	816
	Total	3775	2541	6316	3290	2118	5408	2945	1905	4850	2849	1695	4544	64439

Source: RVM Hyderabad

Annexure 26: ST teachers, Mahabubnagar district

School category	Male	Female	Total
Primary only	504	184	688
Primary+ Upper Primary	241	98	339
Primary+Upper Primary+Sec./Hr. Sec.	6	5	11
Upper Primary only	0	0	0
Upper primary+ Sec./Hr. Sec.	130	51	181
Total	881	338	1219
Primary cycle=I-V; Upper Primary cycle=VI-VIII			
<i>Source: NUEPA 2009</i>			

Annexure 27: KGBV strength particulars (as on 14 September 2010), ITDA Srisailam

Name of the KGBV	Sanctioned	Class	Class-wise and tribe-wise particulars				Total
			Chenchu	Sugali	Yerukala	Others	
Prakasam district							
Pullacheruvu	33	VI	6	5	0	28	39
	33	VII	6	5	0	19	30
	34	VIII	3	13	0	24	40
	35	IX	3	13	0	14	30
	35	X	2	15	0	14	31
Total	170		20	51	0	99	170
Ardhaveedu	33	VI	1	10	0	10	21
	33	VII	0	22	0	13	35
	34	VIII	1	9	0	18	28
	35	IX	0	21	0	12	33
	35	X	0	25	0	9	34
Total	170		2	87	0	62	151
Yerragondapalem	33	VI	10	11	0	11	32
	33	VII	7	9	0	17	33
	34	VIII	6	19	0	6	31
	35	IX	4	19	0	10	33
	35	X	1	9	0	4	14
Total	170		28	67	0	48	143
Kurnool district							
Kothapalli	33	VI	1	12	3	12	28
	33	VII	2	22	0	12	36
	34	VIII	1	9	1	8	19
	35	IX	2	11	6	5	24
	35	X	2	25	3	1	31
Total	170		8	79	13	38	138
Mahanandi	33	VI	0	9	3	8	20
	33	VII	1	4	3	20	28
	34	VIII	2	9	4	19	34
	35	IX	1	9	1	21	32
	35	X	0	3	1	11	15
Total	170		4	34	12	79	129
Chagalamarri	33	VI	0	2	0	21	23
	33	VII	0	5	0	35	40

Name of the KGBV	Sanctioned	Class	Class-wise and tribe-wise particulars				
			Chenchu	Sugali	Yerukala	Others	Total
	34	VIII	0	5	0	35	40
	35	IX	0	4	0	28	32
	35	X	0	2	0	25	27
Total	170		0	18	0	144	162
B.Atmakur	33	VI	0	2	0	20	22
	33	VII	0	0	0	29	29
	34	VIII	0	1	0	30	31
	35	IX	1	0	4	25	30
	35	X	0	2	0	21	23
Total	170		1	5	4	125	135
Mahabubnagar district							
Balmoor	33	VI	10	10	0	16	36
	33	VII	0	16	0	18	34
	34	VIII	5	17	1	13	36
	35	IX	0	21	0	14	35
	35	X	0	12	0	11	23
Total	170		15	76	1	72	164
Guntur district							
Macherla	33	VI	5	15	6	4	30
	33	VII	10	13	3	7	33
	34	VIII	9	22	0	6	37
	35	IX	5	23	4	4	36
	35	X	4	19	8	1	32
Total	170		33	92	21	22	168
Bollapalli	33	VI	3	20	4	5	32
	33	VII	1	20	1	7	29
	34	VIII	1	26	2	5	34
	35	IX	2	29	3	1	35
	35	X	0	22	1	5	28
Total	170		7	117	11	23	158
Durgi	33	VI	4	29	0	1	34
	33	VII	4	23	0	5	32
	34	VIII	1	29	0	3	33
	35	IX	4	21	1	8	34
	35	X	1	13	0	11	25
Total	170		14	115	1	28	158
Veldurthi	33	VI	3	10	0	1	14
	33	VII	9	15	0	10	34
	34	VIII	8	20	2	9	39
	35	IX	3	21	1	7	32
	35	X	3	9	0	6	18
Total	170		26	75	3	33	137
Grand total	2040		158	816	66	773	1813

Source: ITDA Srisailam

Annexure 28: Strength particulars of SoE (2010-11), ITDA Srisailam

Class	Sanctioned strength	Tribe-wise particulars												Grand total
		Chechu		Sugali		Yerukala		Yanadi		Others		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
VIII	90	9	2	43	7	7	3	1	0	0	0	60	12	72
IX	90	8	3	49	19	6	2	1	0	2	0	68	24	92
X	90	6	1	43	17	9	5	0	0	0	0	58	23	81
Total	270	23	6	135	43	22	10	2	0	2	0	186	59	245

Source: ITDA Srisailam

Annexure 29: Block/mandals that have no Primary School, ITDA Srisailam

Block/mandal under ITDA having Chenchu population	Total number of villages in the block/mandal under ITDA	Number of villages that do not have a Primary School
Mahabubnagar district		
1.Amarabad	28	9
2.Amangal	6	4
3.Achampet	14	9
4.Lingal	30	19
5.Balmur	9	3
6.Kollapur	25	20
7.P.Kothapally	4	3
8.Hanwada	5	2
9.Talkondapally	1	1
10.Uppununthala	1	0
Total	123	70
Prakasam district		
1.Ardhaveedu	8	5
2.Markapur	2	2
3.Dornala	27	8
4.Peddaraveedu	2	2
5.Giddaluru	3	2
6.Pullalacheruvu	14	4
7.Y.Palem	25	9
Total	81	32
Kurnool district		
1.Allagadda	3	2
2.Chagalamarri	3	0
3.Rudravaram	2	2
4.B.Atmakur	3	1
5.Atmakur	11	3
6.Pamulapadu	1	0
7.Jupadubanglaw	1	0
8.Kothapally	7	0
9.Mahanandi	3	0
10.Pagidyala	1	0
11.Panyam	1	0
12.Srisailam	2	0
13.Velugodu	2	1
Total	40	9
Guntur district		
1.Bollapally	3	2
2.Durgi	8	6
3.Karampudi	1	0

Block/mandal under ITDA having Chenchu population	Total number of villages in the block/mandal under ITDA	Number of villages that do not have a Primary School
4.Macherla	13	9
5.Rentachintala	1	1
6.Veldurthy	22	14
Total	48	32
Nalgonda district		
1.Chandampet	12	5
2.Dindi	2	2
3. Peddavoora	1	1
Total	15	8
Rangareddy district		
1.Basheerabad	3	3
2.Gandeedu	6	5
3.Kulkacherla	17	17
4.Pargi	1	1
5.Peddemul	1	0
6.Pudur	1	0
7.Vikarabad	2	0
Total	31	26
Total	338	177

Source: ITDA Srisailam

Annexure 30: Block-wise ST population in the age group 6–14 years (as per RVM Visakhapatnam), Visakhapatnam district

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anakapalli	161	113	274	97	90	187
2	Anandapuram	59	60	119	36	31	67
3	Ananthagiri	4073	3766	7839	1138	614	1752
4	Araku Valley	4045	3951	7996	1353	1306	2659
5	Atchutapuram	51	10	61	43	7	50
6	Bheemunipatnam	37	51	88	35	57	92
7	Butchiahpetta	17	3	20	31	16	47
8	Cheedikada	114	115	229	68	26	94
9	Chinagadila	301	154	455	540	91	631
10	Chintapalli	4474	4397	8871	1605	1205	2810
11	Chodavaram	49	37	86	35	52	87
12	Devarapalli	326	219	545	115	33	148
13	Dumbriguda	3249	3277	6526	1205	1007	2212
14	GK Veedhi	4017	3893	7910	1168	1248	2416
15	G Madugula	4652	4390	9042	1388	984	2372
16	Gajuwaka	218	210	428	149	129	278
17	Golugunda	313	240	553	117	43	160
18	Hukumpeta	3108	3045	6153	1061	710	1771
19	K Kotapadu	91	63	154	58	27	85
20	Kasimkota	79	77	156	27	47	74
21	Kotauratla	102	51	153	34	16	50
22	Koyyuru	2994	2509	5503	1123	759	1882
23	Makavarapalem	64	32	96	18	11	29
24	Mungapaka	8	4	12	11	6	17
25	Munchingput	3579	3674	7253	1228	1067	2295
26	Nakkapalli	49	44	93	15	25	40

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
27	Narasipatnam	235	170	405	150	154	304
28	Nathavaram	352	313	665	92	52	144
29	Paderu	3148	3142	6290	1208	1600	2808
30	Padmanabham	6	7	13	2	3	5
31	Parwada	69	41	110	59	48	107
32	Payakaraopeta	130	85	215	58	30	88
33	Pedabayalu	4220	4161	8381	1108	874	1982
34	Pedagantyada	108	42	150	60	19	79
35	Pendurthy	135	148	283	102	108	210
36	Rambilli	3	0	3	0	0	0
37	Ravikamatham	198	220	418	102	28	130
38	Rolugunta	130	112	242	42	25	67
39	S Rayavaram	4	3	7	2	2	4
40	Sabbavaram	31	12	43	42	14	56
41	V Madugula	374	370	744	216	272	488
42	Visakhapatnam	574	662	1236	460	414	874
43	Yellamanchili	12	21	33	10	31	41
	Total	45959	43894	89853	16411	13281	29692

Source: HHS/VER (RVM Visakhapatnam)

Annexure 31: Block-wise ST population in the age group 6–14 years (as per DISE 2009-10), Visakhapatnam district

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anakapalli	149	134	283	83	93	176
2	Anandapuram	62	60	122	39	40	79
3	Ananthagiri	3877	3777	7654	1105	833	1938
4	Araku Valley	3492	3621	7113	1343	1381	2724
5	Atchutapuram	68	10	78	25	1	26
6	Bheemunipatnam	32	47	79	26	52	78
7	Butchiahpetta	13	8	21	13	5	18
8	Cheedikada	128	137	265	83	40	123
9	Chinagadila	332	136	468	381	62	443
10	Chintapalli	4502	4307	8809	1784	1314	3098
11	Chodavaram	56	39	95	49	30	79
12	Devarapalli	302	245	547	84	46	130
13	Dumbriguda	2934	2863	5797	1044	778	1822
14	GK Veedhi	3938	3780	7718	1392	1648	3040
15	G Madugula	4417	4144	8561	1748	1138	2886
16	Gajuwaka	190	179	369	143	133	276
17	Golugunda	316	257	573	102	37	139
18	Hukumpeta	3350	3044	6394	1487	1353	2840
19	K Kotapadu	83	44	127	46	22	68
20	Kasimkota	76	43	119	37	44	81
21	Kotauratla	58	42	100	22	12	34

No.	Block/mandal	Age group					
		6-11 years			11-14 years		
		Boys	Girls	Total	Boys	Girls	Total
22	Koyyuru	3252	2639	5891	1245	825	2070
23	Makavarapalem	21	20	41	24	15	39
24	Mungapaka	8	11	19	6	7	13
25	Munchingput	3521	3771	7292	1377	1101	2478
26	Nakkapalli	34	31	65	11	18	29
27	Narasipatnam	198	153	351	161	166	327
28	Nathavaram	372	326	698	131	56	187
29	Paderu	2994	2843	5837	1580	1737	3317
30	Padmanabham	6	8	14	4	8	12
31	Parwada	60	38	98	47	43	90
32	Payakaraopeta	37	32	69	37	42	79
33	Pedabayalu	4351	4114	8465	1162	688	1850
34	Pedagantayada	78	37	115	69	37	106
35	Pendurthy	153	145	298	73	63	136
36	Rambilli	3	0	3	2	2	4
37	Ravikamatham	218	216	434	29	59	88
38	Rolugunta	118	97	215	30	21	51
39	S Rayavaram	4	4	8	3	1	4
40	Sabbavaram	34	9	43	30	4	34
41	V Madugula	416	395	811	214	156	370
42	Visakhapatnam	621	545	1166	345	305	650
43	Yellamanchili	17	14	31	16	49	65
	Total	44891	42365	87256	17632	14465	32097

Source: DISE 2009-10 (RVM Visakhapatnam)

Annexure 32: Block-wise and class-wise ST enrolment: Class I-IV (as per RVM Hyderabad), Visakhapatnam district

No	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Anakapalli	27	27	54	28	28	56	45	29	74	26	34	60
2	Anandapuram	16	12	28	11	14	25	12	11	23	10	15	25
3	Ananthagiri	664	681	1345	631	648	1279	621	584	1205	563	550	1113
4	Araku Valley	835	914	1749	632	685	1317	657	643	1300	667	552	1219
5	Atchutapuram	1	1	2	4	1	5	18	6	24	25	2	27
6	Bheemunipatnam	7	4	11	7	10	17	6	13	19	8	11	19
7	Butchiahpetta	2	1	3	6	1	7	1	5	6	2	1	3
8	Cheedikada	21	24	45	15	24	39	24	24	48	14	20	34
9	Chinagadila	32	33	65	35	24	59	47	19	66	42	35	77
10	Chintapalli	800	758	1558	746	768	1514	874	739	1613	873	778	1651
11	Chodavaram	6	5	11	7	8	15	8	5	13	19	15	34
12	Devarapalli	57	52	109	61	55	116	49	35	84	54	45	99
13	Dumbriguda	738	683	1421	624	671	1295	629	600	1229	495	504	999
14	GK Veedhi	837	818	1655	657	657	1314	707	606	1313	693	631	1324
15	G Madugula	827	780	1607	610	646	1256	757	720	1477	641	664	1305
16	Gajuwaka	40	30	70	44	43	87	36	30	66	39	39	78
17	Golugunda	70	57	127	57	44	101	52	37	89	56	55	111
18	Hukumpeta	674	662	1336	608	673	1281	664	630	1294	621	524	1145
19	K Kotapadu	5	1	6	12	6	18	34	14	48	21	17	38
20	Kasimkota	4	5	9	17	15	32	29	11	40	23	8	31
21	Kotauratla	13	10	23	10	7	17	13	7	20	12	10	22
22	Koyyuru	555	516	1071	477	438	915	652	483	1135	514	411	925
23	Makavarapalem	3	3	6	3	6	9	10	6	16	1	4	5
24	Mungapaka	1	2	3	3	2	5	1	2	3	1	1	2
25	Munchingput	934	990	1924	687	720	1407	774	758	1532	661	648	1309

No	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
26	Nakkapalli	11	6	17	6	6	12	8	6	14	5	5	10
27	Narasipatnam	31	28	59	34	24	58	56	33	89	45	39	84
28	Nathavaram	49	53	102	66	63	129	113	52	165	53	43	96
29	Paderu	706	698	1404	597	644	1241	694	650	1344	622	520	1142
30	Padmanabham	0	1	1	0	2	2	3	1	4	3	3	6
31	Parwada	15	9	24	14	11	25	5	8	13	15	4	19
32	Payakaraopeta	7	8	15	8	7	15	14	13	27	11	11	22
33	Pedabayalu	876	837	1713	666	607	1273	766	638	1404	633	525	1158
34	Pedagantayada	3	7	10	14	4	18	16	9	25	16	5	21
35	Pendurthy	38	37	75	30	24	54	36	41	77	32	30	62
36	Rambilli	1	0	1	1	0	1	1	0	1	1	0	1
37	Ravikamatham	43	48	91	32	28	60	24	25	49	32	38	70
38	Rolugunta	47	29	76	21	22	43	29	25	54	16	12	28
39	S Rayavaram	1	0	1	1	1	2	1	0	1	1	2	3
40	Sabbavaram	8	0	8	3	2	5	5	2	7	4	1	5
41	V Madugula	83	83	166	75	66	141	104	112	216	81	72	153
42	Visakhapatnam	84	100	184	108	88	196	165	114	279	120	133	253
43	Yellamanchili	3	1	4	2	4	6	1	2	3	2	1	3
	Total	9132	8975	18107	7631	7755	15386	8704	7708	16412	7737	6969	14706

Source: RVM Hyderabad

Annexure 33: Block-wise and class-wise ST enrolment: Class V–VIII (as per RVM Hyderabad), Visakhapatnam district

No	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I–VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Anakapalli	32	42	74	32	32	64	12	21	33	13	7	20	435
2	Anandapuram	11	10	21	10	13	23	9	6	15	14	16	30	190
3	Ananthagiri	475	372	847	473	249	722	388	234	622	341	186	527	7660
4	Araku Valley	586	617	1203	506	426	932	426	404	830	300	389	689	9239
5	Atchutapuram	20	0	20	19	0	19	4	1	5	2	0	2	104
6	Bheemunipatnam	6	13	19	8	22	30	6	19	25	20	8	28	168
7	Butchiahpetta	4	1	5	5	2	7	8	3	11	28	2	30	72
8	Cheedikada	21	25	46	25	4	29	34	11	45	28	13	41	327
9	Chinagadila	187	32	219	186	24	210	97	17	114	92	21	113	923
10	Chintapalli	719	642	1361	548	441	989	526	376	902	450	380	830	10418
11	Chodavaram	11	11	22	15	19	34	20	16	36	14	9	23	188
12	Devarapalli	49	25	74	42	16	58	17	15	32	34	10	44	616
13	Dumbriguda	451	401	852	377	268	645	369	159	528	359	183	542	7511
14	GK Veedhi	569	527	1096	297	493	790	317	455	772	314	423	737	9001
15	G Madugula	709	485	1194	556	326	882	428	308	736	405	220	625	9082
16	Gajuwaka	36	43	79	38	36	74	57	55	112	39	43	82	648
17	Golugunda	59	39	98	36	10	46	26	15	41	37	5	42	655
18	Hukumpeta	571	438	1009	368	323	691	400	387	787	312	292	604	8147
19	K Kotapadu	18	10	28	21	11	32	20	6	26	4	1	5	201
20	Kasimkota	15	14	29	10	9	19	8	9	17	10	40	50	227
21	Kotauratla	10	9	19	6	4	10	1	2	3	8	9	17	131
22	Koyyuru	572	381	953	389	310	699	479	261	740	354	305	659	7097
23	Makavarapalem	9	2	11	8	4	12	12	1	13	4	18	22	94
24	Mungapaka	1	5	6	1	0	1	1	0	1	4	7	11	32
25	Munchingput	600	554	1154	383	331	714	342	231	573	308	288	596	9209

No	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I-VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
26	Nakkapalli	4	8	12	1	4	5	4	7	11	8	7	15	96
27	Narasipatnam	51	46	97	46	51	97	46	62	108	59	53	112	704
28	Nathavaram	45	43	88	39	12	51	25	9	34	24	9	33	698
29	Paderu	561	626	1187	559	561	1120	491	525	1016	426	402	828	9282
30	Padmanabham	1	2	3	1	3	4	1	4	5	1	0	1	26
31	Parwada	15	7	22	12	19	31	18	13	31	20	22	42	207
32	Payakaraopeta	7	7	14	5	21	26	16	10	26	9	1	10	155
33	Pedabayalu	557	471	1028	360	255	615	303	206	509	280	189	469	8169
34	Pedagantayada	57	28	85	5	2	7	6	4	10	1	3	4	180
35	Pendurthy	30	27	57	31	22	53	11	15	26	8	6	14	418
36	Rambilli	0	1	1	0	0	0	0	1	1	1	1	2	8
37	Ravikamatham	50	37	87	12	29	41	5	20	25	12	38	50	473
38	Rolugunta	10	15	25	7	4	11	2	5	7	14	2	16	260
39	S Rayavaram	0	2	2	0	0	0	1	0	1	4	1	5	15
40	Sabbavaram	9	1	10	10	1	11	9	2	11	16	0	16	73
41	V Madugula	75	63	138	57	117	174	85	89	174	43	100	143	1305
42	Visakhapatnam	149	113	262	108	95	203	96	93	189	77	66	143	1709
43	Yellamanchili	10	7	17	3	9	12	7	11	18	1	27	28	91
	Total	7329	6150	13479	5573	4533	10106	5112	4061	9173	4471	3779	8250	105619

Source: RVM Hyderabad

Annexure 34: Block-wise enrolment of ST children in the age group 6–14 years (as per DISE 2009-10), Visakhapatnam district

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anakapalli	149	134	283	83	93	176
2	Anandapuram	62	60	122	38	37	75
3	Ananthagiri	3812	3703	7515	1067	784	1851
4	Araku Valley	3444	3563	7007	1271	1301	2572
5	Atchutapuram	68	10	78	25	1	26
6	Bheemunipatnam	30	43	73	26	52	78
7	Butchiahpetta	13	8	21	13	5	18
8	Cheedikada	128	137	265	79	39	118
9	Chinagadila	332	136	468	381	62	443
10	Chintapalli	4476	4294	8770	1677	1267	2944
11	Chodavaram	56	39	95	49	30	79
12	Devarapalli	302	245	547	84	45	129
13	Dumbriguda	2903	2836	5739	1001	729	1730
14	GK Veedhi	3897	3731	7628	1318	1566	2884
15	G Madugula	4404	4128	8532	1714	1100	2814
16	Gajuwaka	190	179	369	143	133	276
17	Golugunda	315	257	572	100	36	136
18	Hukumpeta	3330	3008	6338	1462	1318	2780
19	K Kotapadu	83	44	127	46	22	68
20	Kasimkota	76	43	119	37	44	81
21	Kotauratla	58	42	100	22	12	34
22	Koyyuru	3251	2638	5889	1174	760	1934
23	Makavarapalem	21	20	41	24	15	39
24	Mungapaka	8	11	19	6	7	13
25	Munchingput	3503	3749	7252	1342	1056	2398
26	Nakkapalli	34	31	65	11	18	29
27	Narasipatnam	198	153	351	159	166	325
28	Nathavaram	371	326	697	123	52	175
29	Paderu	2952	2827	5779	1553	1724	3277
30	Padmanabham	6	8	14	4	8	12
31	Parwada	60	38	98	47	43	90
32	Payakaraopeta	37	32	69	37	42	79
33	Pedabayalu	4321	4101	8422	1122	674	1796
34	Pedagantayada	78	37	115	69	37	106
35	Pendurthy	153	145	298	73	63	136
36	Rambilli	3	0	3	2	2	4
37	Ravikamatham	218	216	434	29	59	88
38	Rolugunta	118	97	215	30	21	51
39	S Rayavaram	4	4	8	3	1	4
40	Sabbavaram	34	9	43	30	4	34
41	V Madugula	415	394	809	189	141	330
42	Visakhapatnam	610	531	1141	342	303	645
43	Yellamanchili	17	14	31	14	47	61
	Total	44540	42021	86561	17019	13919	30938

Source: DISE 2009-10 (RVM Visakhapatnam)

**Annexure 35: Block-wise enrolment of ST children in the age group 6–14 years (as per HHS),
Visakhapatnam district**

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anakapalli	161	113	274	97	90	187
2	Anandapuram	59	60	119	36	31	67
3	Ananthagiri	3955	3699	7654	1098	585	1683
4	Araku Valley	4017	3924	7941	1299	1251	2550
5	Atchutapuram	51	10	61	43	7	50
6	Bheemunipatnam	37	51	88	35	57	92
7	Butchiahpeta	17	3	20	31	16	47
8	Cheedikada	114	115	229	68	26	94
9	Chinagadila	301	154	455	540	91	631
10	Chintapalli	4462	4384	8846	1544	1191	2735
11	Chodavaram	49	37	86	35	52	87
12	Devarapalli	326	219	545	115	33	148
13	Dumbriguda	3239	3270	6509	1144	948	2092
14	GK Veedhi	4007	3882	7889	1104	1206	2310
15	G Madugula	4625	4377	9002	1329	982	2311
16	Gajuwaka	218	210	428	149	129	278
17	Golugunda	313	240	553	117	43	160
18	Hukumpeta	3108	3045	6153	1061	710	1771
19	K Kotapadu	91	63	154	58	27	85
20	Kasimkota	79	77	156	27	47	74
21	Kotauratla	102	51	153	34	16	50
22	Koyyuru	2988	2499	5487	1085	729	1814
23	Makavarapalem	64	32	96	18	11	29
24	Mungapaka	8	4	12	11	6	17
25	Munchingput	3574	3664	7238	1203	1039	2242
26	Nakkapalli	47	40	87	9	17	26
27	Narasipatnam	235	170	405	150	154	304
28	Nathavaram	352	313	665	92	52	144
29	Paderu	3135	3120	6255	1176	1559	2735
30	Padmanabham	6	7	13	2	3	5
31	Parwada	69	41	110	59	48	107
32	Payakaraopeta	130	85	215	58	30	88
33	Pedabayalu	4220	4161	8381	1083	848	1931
34	Pedagantayada	108	42	150	60	19	79
35	Pendurthy	117	127	244	77	76	153
36	Rambilli	3	0	3	0	0	0
37	Ravikamatham	198	220	418	102	28	130
38	Rolugunta	130	112	242	42	25	67
39	S Rayavaram	4	3	7	2	2	4
40	Sabbavaram	31	12	43	42	14	56
41	V Madugula	374	370	744	201	263	464
42	Visakhapatnam	453	476	929	329	268	597
43	Yellamanchili	12	21	33	10	31	41
	Total	45589	43503	89092	15775	12760	28535

Source: HHS/VER (RVM Visakhapatnam)

**Annexure 36: Block-wise out-of-school children from ST community (as per HHS),
Visakhapatnam district**

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Anakapalli	0	0	0	0	0	0
2	Anandapuram	0	0	0	0	0	0
3	Ananthagiri	118	67	185	40	29	69
4	Araku Valley	28	27	55	54	55	109
5	Atchutapuram	0	0	0	0	0	0
6	Bheemunipatnam	0	0	0	0	0	0
7	Butchiahpetta	0	0	0	0	0	0
8	Cheedikada	0	0	0	0	0	0
9	Chinagadila	0	0	0	0	0	0
10	Chintapalli	12	13	25	61	14	75
11	Chodavaram	0	0	0	0	0	0
12	Devarapalli	0	0	0	0	0	0
13	Dumbriguda	10	7	17	61	59	120
14	GK Veedhi	10	11	21	64	42	106
15	G Madugula	27	13	40	59	2	61
16	Gajuwaka	0	0	0	0	0	0
17	Golugunda	0	0	0	0	0	0
18	Hukumpeta	0	0	0	0	0	0
19	K Kotapadu	0	0	0	0	0	0
20	Kasimkota	0	0	0	0	0	0
21	Kotauratla	0	0	0	0	0	0
22	Koyyuru	6	10	16	38	30	68
23	Makavarapalem	0	0	0	0	0	0
24	Mungapaka	0	0	0	0	0	0
25	Munchingput	5	10	15	25	28	53
26	Nakkapalli	2	4	6	6	8	14
27	Narasipatnam	0	0	0	0	0	0
28	Nathavaram	0	0	0	0	0	0
29	Paderu	13	22	35	32	41	73
30	Padmanabham	0	0	0	0	0	0
31	Parwada	0	0	0	0	0	0
32	Payakaraopeta	0	0	0	0	0	0
33	Pedabayalu	0	0	0	25	26	51
34	Pedagantayada	0	0	0	0	0	0
35	Pendurthy	18	21	39	25	32	57
36	Rambilli	0	0	0	0	0	0
37	Ravikamatham	0	0	0	0	0	0
38	Rolugunta	0	0	0	0	0	0
39	S Rayavaram	0	0	0	0	0	0
40	Sabbavaram	0	0	0	0	0	0
41	V Madugula	0	0	0	15	9	24
42	Visakhapatnam	121	186	307	131	146	277
43	Yellamanchili	0	0	0	0	0	0
	Total	370	391	761	636	521	1157

Source:HHS/VER (RVM Visakhapatnam)

Annexure 37: Data on ST schools infrastructure, Visakhapatnam district

Indicator	Primary School	Upper Primary School	Total
No. of schools	3102	800	3901
No. of schools with own building	3102	800	3901
No. of schools in dilapidated condition	0	0	0
No. of schools with no buildings	23	0	23
Total no. of pucca classrooms	156	120	276
No. requiring repair	472	204	676
Toilets common	2320	578	2898
Toilets for girls	2038	527	2565
Drinking water	2962	790	3752
No. of schools with access ramp	377	182	559
Boundary wall	1777	504	2281
Kitchen shed for midday meal	603	337	940

Source: RVM Visakhapatnam

Annexure 38: ST teachers, Visakhapatnam district

School category	Male	Female	Total
Primary only	2821	763	3584
Primary+ Upper Primary	614	196	810
Primary+Upper Primary+Sec./Hr. Sec.	20	18	38
Upper Primary only	0	0	0
Upper primary+ Sec./Hr. Sec.	474	182	656
Total	3929	1159	5088
Primary cycle=I-V; Upper Primary cycle=VI-VIII			

Source: NUEPA 2009

Annexure 39: Block-wise habitations and access details (Primary) (2010-11), Visakhapatnam district

No.	Block/mandal	Habitations covered by				Habitations without Primary Schools/EGS				
		Habitations		Habitations without PS/EGS (within 1 km)		Habitations eligible for PS as per state norms		Habitations not eligible for PS/EGS		
		Total no. of habitations	PS (within 1 km)	EGS (within 1 km)	Habitations without PS/EGS (within 1 km)	No. of children in habitations	No. of children in habitations eligible for EGS	No. of children in habitations	No. of children in habitations not eligible for PS/EGS	
1	Anakapalli	63	61	2	0	0	0	0	2	53
2	Anandapuram	108	108	0	0	0	0	0	0	142
3	Ananthagiri	368	293	75	0	0	0	0	75	2007
4	Araku Valley	256	199	57	0	0	0	0	57	1152
5	Atchutapuram	80	80	0	0	0	0	0	0	27
6	Bheemunipatnam	98	98	0	0	0	0	0	0	0
7	Butchiahpetta	63	62	1	0	0	0	0	1	31
8	Cheedikada	60	56	4	0	0	0	0	4	78
9	Chinagadila	60	60	0	0	0	0	0	0	0
10	Chintapalli	316	209	107	0	0	0	0	107	2048
11	Chodavaram	48	48	0	0	0	0	0	0	0
12	Devarapalli	92	90	2	0	0	0	0	2	50
13	Dumbbriguda	306	278	28	0	0	0	0	28	632
14	GK Veedhi	284	194	90	0	0	0	0	90	2041
15	G Madugula	375	276	99	0	0	0	0	99	2612
16	Gajuwaka	15	14	1	0	0	0	0	1	28
17	Golugunda	91	84	7	0	0	0	0	7	117
18	Hukumpeta	356	293	63	0	0	0	0	63	1163
19	K Kotapadu	55	55	0	0	0	0	0	0	0
20	Kasimkota	39	39	0	0	0	0	0	0	0
21	Kotauratla	54	52	2	0	0	0	0	2	59
22	Koyyuru	279	220	59	0	0	0	0	59	1297
23	Makavarapalem	56	55	1	0	0	0	0	1	16

No.	Block/mandal	Habitations covered by			Habitations without Primary Schools/EGS						
		Total no. of habitations	PS (within 1 km)	EGS (within 1 km)	Habitations eligible for PS as per state norms			Habitations not eligible for PS/EGS			
					No	No. of children in such habitations	No	No. of children in such habitations	No	No. of children in such habitations	
		Habitations without PS/EGS (within 1 km)			Habitations not eligible for EGS			Habitations not eligible for PS/EGS			
24	Mungapaka	47	47	0	0	0	0	0	0	0	0
25	Munchingput	379	319	60	0	0	0	60	1182	0	0
26	Nakkapalli	61	60	1	0	0	0	1	26	0	0
27	Narasipatnam	49	48	1	0	0	0	1	15	0	0
28	Nathavaram	84	72	12	0	0	0	12	263	0	0
29	Paderu	294	266	28	0	0	0	28	600	0	0
30	Padmanabham	50	50	0	0	0	0	0	0	0	0
31	Parwada	82	82	0	0	0	0	0	0	0	0
32	Payakaraopeta	34	34	0	0	0	0	0	0	0	0
33	Pedabayalu	369	270	99	0	0	0	99	2472	0	0
34	Pedagantayada	35	35	0	0	0	0	0	0	0	0
35	Pendurthy	67	67	0	0	0	0	0	0	0	0
36	Rambilli	56	56	0	0	0	0	0	22	0	0
37	Ravikamatham	87	83	4	0	0	0	4	101	0	0
38	Rolugunta	67	62	5	0	0	0	5	92	0	0
39	S Rayavaram	46	42	4	0	0	0	4	127	0	0
40	Sabbavaram	77	77	0	0	0	0	0	0	0	0
41	V Madugula	108	105	3	0	0	0	3	88	0	0
42	Visakhapatnam	50	50	0	0	0	0	0	0	0	0
43	Yellamanchili	43	43	0	0	0	0	0	0	0	0
Total		5607	4792	815	0	0	0	815	18541	0	0

PS=Primary School; EGS=Education Guarantee Scheme
Source: Microplanning 2009-10 (RVM Visakhapatnam)

Annexure 40: Block-wise habitations and access details (Upper Primary) (2010-11), Visakhapatnam district

No.	Block/mandal	Total no. of habitations	No. of habitations having UPS facility in 3 km	No. of habitations without UPS facility in 3 km	No. of eligible schoolless habitations for UPS as per distance and	No. of Primary Schools (govt. & govt. aided)	No. of UPS (govt. & govt. aided)	Upper Primary and Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
1	Anakapalli	63	63	0	0	87	31	2.81	44	13
2	Anandapuram	108	108	0	0	70	21	3.33	35	14
3	Ananthagiri	368	368	0	0	133	19	7.00	67	48
4	Araku Valley	256	256	0	0	118	13	9.08	59	46
5	Atchutapuram	80	80	0	0	48	19	2.53	24	5
6	Bheemunipatnam	98	98	0	0	78	30	2.60	39	9
7	Butchiahpetta	63	63	0	0	45	18	2.50	23	5
8	Cheedikada	60	60	0	0	36	18	2.00	18	0
9	Chinagadila	60	60	0	0	59	21	2.81	30	9
10	Chintapalli	316	316	0	0	141	29	4.86	71	42
11	Chodavaram	48	48	0	0	42	18	2.33	21	3
12	Devarapalli	92	92	0	0	45	21	2.14	23	2
13	Dumbriguda	306	306	0	0	129	21	6.14	65	44
14	GK Veedhi	284	284	0	0	145	28	5.18	73	45
15	G Madugula	375	375	0	0	157	26	6.04	79	53
16	Gajuwaka	15	15	0	0	44	10	4.40	22	12
17	Golugunda	91	91	0	0	50	12	4.17	25	13
18	Hukumpeta	356	356	0	0	155	15	10.33	78	63
19	K Kotapadu	55	55	0	0	48	17	2.82	24	7
20	Kasimkota	39	39	0	0	42	18	2.33	21	3
21	Kotauratla	54	54	0	0	38	16	2.38	19	3
22	Koyyuru	279	279	0	0	126	21	6.00	63	42
23	Makavarapalem	56	56	0	0	42	20	2.10	21	1
24	Mungapaka	47	47	0	0	39	13	3.00	20	7
25	Munchingput	379	379	0	0	152	26	5.85	76	50

No.	Block/mandal	Total no. of habitations	No. of habitations having UPS facility in 3 km	No. of habitations without UPS facility in 3 km	No. of eligible schoolless habitations for UPS as per distance and	No. of Primary Schools (govt. & govt. aided)	No. of UPS (govt. & govt. aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
26	Nakkapalli	61	61	0	0	57	18	3.17	29	11
27	Narasipatnam	49	49	0	0	40	17	2.35	20	3
28	Nathavaram	84	84	0	0	46	18	2.56	23	5
29	Paderu	294	294	0	0	130	24	5.42	65	41
30	Padmanabham	50	50	0	0	46	12	3.83	23	11
31	Parwada	82	82	0	0	70	18	3.89	35	17
32	Payakaraopeta	34	34	0	0	38	17	2.24	19	2
33	Pedabayalu	369	369	0	0	146	18	8.11	73	55
34	Pedagantayada	35	35	0	0	34	5	6.80	17	12
35	Pendurthy	67	67	0	0	63	15	4.20	32	17
36	Rambilli	56	56	0	0	45	17	2.65	23	6
37	Ravikamatham	87	87	0	0	59	20	2.95	30	10
38	Rolugunta	67	67	0	0	38	14	2.71	19	5
39	S Rayavaram	46	46	0	0	37	27	1.37	19	-8
40	Sabbavaram	77	77	0	0	56	13	4.31	28	15
41	V Madugula	108	108	0	0	49	20	2.45	25	5
42	Visakhapatnam	50	50	0	0	102	53	1.92	51	-2
43	Yellamanchili	43	43	0	0	42	17	2.47	21	4
	Total	5436	5436	0	0	3010	792	3.80	1355	721

UPS= Upper Primary School

Source: Microplanning 2009-10 (RVM Visakhapatnam)

Annexure 41: School-less habitations in Scheduled Area, Visakhapatnam district in sample villages

Village	Mandal	Children			Distance from road (km)
		Boys	Girls	Total	
Ambhavada	Hukumpeta	11	4	15	10
Thokaduggam	Hukumpeta	5	8	13	7
Nimmalagondi	Hukumpeta	3	9	12	6
Masada	Hukumpeta	12	9	21	
P.Panasaputtu	Hukumpeta	5	6	11	10
Boddaputtu	Hukumpeta	11	7	18	5
Junjuruvada	Paderu	5	8	13	9
Panthalachintha	Paderu	5	11	16	6
Chidimetta	Paderu	6	5	11	10
Bodicattu	Paderu	5	6	11	12
Buradapadu	Paderu	8	4	12	10
Buruguchettu	Paderu	8	10	18	17
Vanthalagummi	Paderu	11	20	31	1
Rallavalasa	Ananthagiri	16	11	27	20
Gangudivalasa	Ananthagiri	9	2	11	22
Dondlavalasa	Ananthagiri	8	8	16	3
Kuda	Dumbriguda	7	15	22	9
Garidela	Dumbriguda	11	7	18	7
Jangidivalasa	Dumbriguda	9	7	16	8
Devuduvalasa	Dumbriguda	15	12	27	20
Karakavalasa	Dumbriguda	12	11	23	22
Malingavalasa	Dumbriguda	10	13	23	21
Odiyavalasa	Dumbriguda	6	11	17	23
Gondhivalasa	Dumbriguda	14	14	28	25
Gollorivalasa	Dumbriguda	3	12	15	18
Chinakagu valasa	Dumbriguda	12	9	21	26
Amalaguda	Dumbriguda	6	11	17	22
Sirasaguda	Dumbriguda	6	11	17	25
Anjoda	Dumbriguda	5	10	15	11
Kolaput	Dumbriguda	7	11	18	10
K.Panasaputtu	Dumbriguda	7	8	15	1
Jankaravalasa	Dumbriguda	10	3	13	2
MM Lodhi	Nathavaram	7	3	10	7
BM Lodhi	Nathavaram	7	8	15	9
Total		282	304	586	

Source: Samata & CRYNet 2010

Annexure 42: Block-wise ST child population in the age group 6–14 years, Vizianagaram district

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Badangi	68	62	130	45	28	73
2	Balijipeta	75	70	145	27	19	46
3	Bhogapuram	5	6	11	2	4	6
4	Bobbili	250	222	472	98	185	283
5	Bondapalli	106	92	198	19	39	58
6	Cheepurupalli	19	27	46	11	20	31
7	Dathirajeru	33	33	66	18	12	30
8	Denkada	22	19	41	13	11	24
9	GL Puram	3048	3000	6048	1233	1318	2551
10	Gajapathinagaram	48	65	113	39	30	69
11	Gantyada	196	120	316	103	38	141
12	Garividi	31	47	78	27	13	40
13	Garugubilli	51	42	93	14	19	33
14	Gurla	35	38	73	34	26	60
15	Jami	20	30	50	12	26	38
16	Jiyyamavalasa	603	503	1106	270	180	450
17	Komarada	1321	1179	2500	510	380	890
18	Kothavalasa	92	104	196	53	70	123
19	Kurapam	2907	2417	5324	1023	642	1665
20	Lakavarapukota	10	2	12	9	17	26
21	Makkuvu	673	574	1247	266	144	410
22	Mentada	274	261	535	104	88	192
23	Merakamudidam	57	52	109	19	13	32
24	Nellimarla	48	30	78	67	53	120
25	Pachipenta	1361	1357	2718	528	453	981
26	Parvathipuram	749	806	1555	660	454	1114
27	Pusapatirega	52	36	88	24	8	32
28	Ramabhadrapuram	289	231	520	74	34	108
29	Saluru	2189	2100	4289	483	627	1110
30	Seethanagaram	53	56	109	74	34	108
31	Srungavarapukota	469	495	964	231	158	389
32	Therlam	72	46	118	22	25	47
33	Vepada	145	159	304	151	37	188
34	Vizianagaram	210	170	380	149	123	272
	Total	15581	14451	30032	6412	5328	11740

Source: HHS/VER (RVM Vizianagaram)

Annexure 43: Block-wise and class-wise ST enrolment: Class I-IV (as per RVM Hyderabad), Vizianagaram district

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Badangi	15	15	30	16	16	32	8	13	21	13	4	17
2	Balijipeta	16	15	31	15	15	30	12	7	19	14	13	27
3	Bhogapuram	1	0	1	0	2	2	1	2	3	1	4	5
4	Bobbili	53	40	93	44	46	90	72	52	124	51	58	109
5	Bondapalli	25	16	41	22	27	49	24	17	41	22	17	39
6	Cheepurupalli	8	10	18	2	5	7	3	7	10	4	6	10
7	Dathirajeru	3	6	9	10	4	14	8	9	17	9	2	11
8	Denkada	8	4	12	2	4	6	7	4	11	4	6	10
9	GL Puram	574	581	1155	540	538	1078	809	771	1580	833	750	1583
10	Gajapathinagaram	10	21	31	11	11	22	7	15	22	12	16	28
11	Gantada	29	21	50	26	15	41	39	18	57	34	15	49
12	Garividi	7	17	24	7	6	13	13	15	28	17	14	31
13	Garubilli	12	12	24	16	8	24	16	8	24	9	3	12
14	Gurla	14	11	25	5	6	11	9	13	22	8	6	14
15	Jami	7	10	17	6	4	10	8	13	21	5	5	10
16	Jiyammavalasa	134	137	271	112	105	217	150	128	278	143	95	238
17	Komarada	241	223	464	224	223	447	333	270	603	249	280	529
18	Kothavalasa	23	19	42	21	15	36	28	22	50	27	23	50
19	Kurapam	555	536	1091	493	442	935	743	585	1328	653	553	1206
20	Lakavarapukota	1	3	4	2	2	4	3	0	3	1	0	1
21	Makkuvu	136	129	265	118	117	235	140	101	241	131	86	217
22	Mentada	49	58	107	44	57	101	48	45	93	57	37	94
23	Merakamudidam	15	10	25	11	7	18	13	12	25	13	13	26

No.	Block/mandal	Class I			Class II			Class III			Class IV		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24	Nellimarla	6	6	12	5	8	13	8	1	9	15	9	24
25	Pachipenta	287	298	585	259	255	514	257	213	470	259	194	453
26	Parvathipuram	157	170	327	129	121	250	129	119	248	147	138	285
27	Pusapatirega	7	2	9	7	5	12	1	3	4	3	1	4
28	Ramabhadrapuram	62	55	117	55	45	100	67	59	126	60	59	119
29	Saluru	391	426	817	395	374	769	430	370	800	421	382	803
30	Seethanagaram	12	10	22	12	14	26	16	13	29	12	10	22
31	Srungavarapukota	89	99	188	91	82	173	128	110	238	91	91	182
32	Therlam	23	18	41	14	14	28	16	15	31	5	12	17
33	Vepada	18	28	46	19	17	36	57	36	93	42	24	66
34	Vizianagaram	27	27	54	36	29	65	34	19	53	33	23	56
	Total	3015	3033	6048	2769	2639	5408	3637	3085	6722	3398	2949	6347

Source: RVM Hyderabad

Annexure 44: Block-wise and class-wise ST enrolment: Class V–VIII (as per RVM Hyderabad), Vizianagaram district

No.	Block/mandal	Class V			Class VI			Class VII			Class VIII			Total I–VIII
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Badangi	13	16	29	6	20	26	8	9	17	8	4	12	184
2	Balijpeta	11	12	23	15	3	18	11	4	15	11	4	15	178
3	Bhogapuram	0	2	2	2	0	2	1	2	3	1	0	1	19
4	Bobbili	50	34	84	20	61	81	30	78	108	18	84	102	791
5	Bondapalli	13	19	32	1	6	7	3	1	4	5	5	10	223
6	Cheepurupalli	2	3	5	11	10	21	4	6	10	9	21	30	111
7	Dathirajeru	3	5	8	6	2	8	10	4	14	4	0	4	85
8	Denkada	1	6	7	4	2	6	4	4	8	0	1	1	61
9	GL Puram	696	707	1403	444	561	1005	341	470	811	305	495	800	9415
10	Gajapathinagaram	13	12	25	3	10	13	10	10	20	3	2	5	166
11	Gantyada	34	11	45	30	13	43	28	6	34	6	5	11	330
12	Garividi	9	9	18	9	2	11	11	4	15	10	8	18	158
13	Garugubilli	7	12	19	6	6	12	4	6	10	8	7	15	140
14	Gurla	7	7	14	2	8	10	3	5	8	5	4	9	113
15	Jami	5	10	15	3	11	14	1	12	13	2	9	11	111
16	Jiyammavalasa	143	73	216	119	47	166	111	101	212	75	54	129	1727
17	Komarada	309	236	545	172	138	310	136	147	283	89	134	223	3404
18	Kothavalasa	29	26	55	21	12	33	6	13	19	2	23	25	310
19	Kurapam	462	436	898	365	161	526	356	186	542	283	149	432	6958
20	Lakavarapukota	0	1	1	5	4	9	3	5	8	2	17	19	49
21	Makkuvu	108	94	202	70	29	99	103	35	138	84	33	117	1514
22	Mentada	45	48	93	33	19	52	35	31	66	40	7	47	653
23	Merakamudidam	9	9	18	7	2	9	2	6	8	5	8	13	142
24	Nellimarla	9	15	24	39	21	60	25	12	37	5	6	11	190
25	Pachipenta	362	259	621	200	163	363	153	123	276	83	109	192	3474
26	Parvathipuram	170	109	279	204	53	257	159	46	205	239	70	309	2160
27	Pusapatirega	7	3	10	4	4	8	6	1	7	5	1	6	60
28	Ramabhadrapuram	55	54	109	22	12	34	26	18	44	10	2	12	661

No.	Block/mandal	Class V		Class VI		Class VII		Class VIII		Total I-VIII				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total			
29	Saluru	361	377	738	191	215	406	148	192	340	106	130	236	4909
30	Seethanagaram	14	5	19	4	2	6	5	2	7	4	10	14	145
31	Srungavarapukota	91	73	164	74	43	117	61	32	93	52	31	83	1238
32	Therlam	13	14	27	9	9	18	3	5	8	3	3	6	176
33	Vepada	24	22	46	66	13	79	44	5	49	63	18	81	496
34	Vizianagaram	28	44	72	37	97	134	49	111	160	28	78	106	700
	Total	3103	2763	5866	2204	1759	3963	1900	1692	3592	1573	1532	3105	41051

Source: RVM Hyderabad

Annexure 45: Block-wise ST enrolment (as per HHS), Vizianagaram district

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Badangi	68	62	130	45	28	73
2	Balijipeta	75	70	145	26	14	40
3	Bhogapuram	5	3	8	2	4	6
4	Bobbili	250	222	472	95	176	271
5	Bondapalli	102	92	194	13	36	49
6	Cheepurupalli	18	27	45	10	20	30
7	Dathirajeru	33	33	66	14	8	22
8	Denkada	22	19	41	13	11	24
9	GL Puram	3008	2955	5963	1178	1272	2450
10	Gajapathinagaram	47	65	112	38	30	68
11	Gantyada	180	108	288	97	33	130
12	Garividi	31	47	78	24	13	37
13	Garugubilli	51	42	93	14	19	33
14	Gurla	32	35	67	12	24	36
15	Jami	20	30	50	9	26	35
16	Jiyyammavalasa	598	501	1099	267	174	441
17	Komarada	1295	1152	2447	484	356	840
18	Kothavalasa	92	104	196	53	69	122
19	Kurapam	2878	2387	5265	966	573	1539
20	Lakavarapukota	10	2	12	9	17	26
21	Makkuvu	631	547	1178	220	108	328
22	Mentada	255	246	501	92	77	169
23	Merakamudidam	57	52	109	13	10	23
24	Nellimarla	48	30	78	66	52	118
25	Pachipenta	1346	1350	2696	514	443	957
26	Parvathipuram	748	806	1554	655	452	1107
27	Pusapatirega	52	35	87	23	8	31
28	Ramabhadrapuram	289	231	520	73	34	107
29	Saluru	2177	2085	4262	444	595	1039
30	Seethanagaram	53	56	109	73	32	105
31	Srungavarapukota	455	474	929	213	139	352
32	Therlam	72	46	118	22	25	47
33	Vepada	145	159	304	151	37	188
34	Vizianagaram	210	170	380	149	115	264
	Total	15353	14243	29596	6077	5030	11107

Source: HHS/VER (RVM Vizianagaram)

Annexure 46: Block-wise ST out-of-school children, Vizianagaram district

No.	Block/mandal	Age group					
		6–11 years			11–14 years		
		Boys	Girls	Total	Boys	Girls	Total
1	Badangi	0	0	0	0	0	0
2	Balijipeta	0	0	0	1	5	6
3	Bhogapuram	0	3	3	0	0	0
4	Bobbili	0	0	0	3	9	12
5	Bondapalli	4	0	4	6	3	9
6	Cheepurupalli	1	0	1	1	0	1
7	Dathirajeru	0	0	0	4	4	8
8	Denkada	0	0	0	0	0	0
9	GL Puram	40	45	85	55	46	101
10	Gajapathinagaram	1	0	1	1	0	1
11	Gantyada	16	12	28	6	5	11
12	Garividi	0	0	0	3	0	3
13	Garugubilli	0	0	0	0	0	0
14	Gurla	3	3	6	22	2	24
15	Jami	0	0	0	3	0	3
16	Jiyammavalasa	5	2	7	3	6	9
17	Komarada	26	27	53	26	24	50
18	Kothavalasa	0	0	0	0	1	1
19	Kurapam	29	30	59	57	69	126
20	Lakavarapukota	0	0	0	0	0	0
21	Makkuvu	42	27	69	46	36	82
22	Mentada	19	15	34	12	11	23
23	Merakamudidam	0	0	0	6	3	9
24	Nellimarla	0	0	0	1	1	2
25	Pachipenta	15	7	22	14	10	24
26	Parvathipuram	1	0	1	5	2	7
27	Pusapatirega	0	1	1	1	0	1
28	Ramabhadrapuram	0	0	0	1	0	1
29	Saluru	12	15	27	39	32	71
30	Seethanagaram	0	0	0	1	2	3
31	Srungavarapukota	14	21	35	18	19	37
32	Therlam	0	0	0	0	0	0
33	Vepada	0	0	0	0	0	0
34	Vizianagaram	0	0	0	0	8	8
	Total	228	208	436	335	298	633

Source: HHS/VER (RVM Vizianagaram)

Annexure 47: Block-wise number of drop-outs, ITDA Parvathipuram

Block/mandal	Number of drop-outs		
	Boys	Girls	Total
GL Puram	141	77	218
Kurupam	36	28	64
Parvathipuram	23	26	49
Komarada	64	41	105
Makkuva	68	41	109
Pachipenta	1	3	4
Salur	237	171	408
Jiyyammavalasa	65	41	106
Total	635	428	1063

Source: ITDA Parvathipuram

Annexure 48: ST teachers, Vizianagaram district

School category	Male	Female	Total
Primary only	887	323	1210
Primary+ Upper Primary	183	74	257
Primary+Upper Primary+Sec./Hr. Sec.	1	4	5
Upper Primary only	0	0	0
Upper primary+ Sec./Hr. Sec.	127	67	194
Total	1198	468	1666

Primary cycle=I-V; Upper Primary cycle=VI-VIII

Source: NUEPA 2009

Annexure 49: Block-wise number of schools without drinking water, boys and girls toilets, Vizianagaram district

No.	Block/mandal	Number of schools without		
		Drinking water	Boys toilet	Girls toilet
1	Badangi	2	13	20
2	Balijipeta	5	20	29
3	Bhogapuram	0	26	26
4	Bobbili	3	15	18
5	Bondapalli	2	15	18
6	Cheepurupalli	2	49	11
7	Dathirajeru	4	26	28
8	Denkada	3	30	22
9	GL Puram	58	139	132
10	Gajapathinagaram	3	24	14
11	Gantyada	2	25	20
12	Garividi	0	27	28
13	Garugubilli	8	9	14
14	Gurla	2	25	31
15	Jami	1	29	32
16	Jiyyammavalasa	1	54	54
17	Komarada	32	93	87
18	Kothavalasa	0	41	8
19	Kurapam	36	84	63
20	Lakavarapukota	0	16	36
21	Makkuvu	14	33	35
22	Mentada	3	23	35
23	Merakamudidam	2	12	30
24	Nellimarla	4	24	25
25	Pachipenta	25	28	35
26	Parvathipuram	17	36	43
27	Pusapatirega	4	34	47
28	Ramabhadrapuram	4	24	19
29	Saluru	12	109	100
30	Seethanagaram	0	14	30
31	Srungavarapukota	1	17	36
32	Therlam	1	10	47
33	Vepada	3	26	24
34	Vizianagaram	15	30	34
	Total	269	1180	1231

Source: DISE 2010-11 (RVM Vizianagaram)

Annexure 50: Block-wise details of access to Primary Schools, Vizianagaram district

No.	Block/mandal	Total no. of habitations	Habitations covered by		Habitations without Primary School/EGS	Habitations without Primary Schools /EGS		
			Primary School	EGS		Habitations eligible for Primary School	No. of children such habitations	Habitations that cannot be provided Primary schools as per neighbourhood norm
1	Badangi	39	37	2	0	0	0	0
2	Balijipeta	39	34	2	0	0	0	102
3	Bhogapuram	91	87	0	4	0	0	0
4	Bobbili	60	58	4	0	0	0	0
5	Bondapalli	42	42	0	0	0	0	14
6	Cheepurupalli	61	58	3	0	0	0	25
7	Dathirajeru	60	58	2	0	0	0	45
8	Denkada	71	71	0	0	0	0	0
9	GL Puram	194	153	30	11	0	0	56
10	Gajapathinagaram	45	43	2	0	0	0	0
11	Gantiyada	53	51	2	0	0	0	35
12	Garividi	65	63	2	0	0	0	2
13	Garugubilli	46	46	0	0	0	0	18
14	Gurla	70	68	0	2	0	0	0
15	Jami	47	46	0	0	0	0	0
16	Jiyammavalasa	120	115	5	0	0	0	0
17	Komarada	147	126	18	3	0	0	49
18	Kothavalasa	69	67	1	0	0	0	1
19	Kurapam	270	194	50	26	0	0	166
20	Lakavarapukota	53	52	1	0	0	0	80
21	Makkuvu	84	70	17	0	0	0	46
22	Mentada	88	77	0	11	0	0	25
23	Merakamudidam	62	61	1	0	0	0	0
24	Nellimarla	47	44	2	0	0	0	0
25	Pachipenta	125	70	24	0	0	0	7
26	Parvathipuram	94	79	11	0	0	0	0
27	Pusapatirega	74	74	0	0	0	0	84
28	Ramabhadrapuram	40	40	0	0	0	0	0

No.	Block/mandal	Total no. of habitations	Habitations covered by		Habitations without Primary School/EGS	Habitations without Primary Schools /EGS			
			Primary School	EGS		Habitations eligible for Primary School	No. of children such habitations	Habitations that cannot be provided Primary schools as per neighbourhood norm	No. of children in such habitations
29	Saluru	213	166	40	7	0	0	7	0
30	Seethanagaram	52	52	0	0	0	0	0	0
31	Srungavarapukota	65	45	8	12	0	0	12	30
32	Therlam	58	58	0	0	0	0	0	0
33	Vepada	52	45	5	2	0	0	2	4
34	Vizianagaram	72	70	2	0	0	0	0	0
		2690	2420	230	40	0	0	40	789

Source: HHS/VER (RVM Vizianagaram)

Annexure 51: Block-wise details of access to Upper Primary Schools, Vizianagaram district

No.	Block/mandal	Total no. of habitations	Habitations covered by		Habitations without Upper Primary Schools/EGS-Upper Primary	Habitations without Upper Primary Schools/EGS			
			Upper Primary	EGS-Upper Primary		Habitations eligible for Upper Primary School	No. of children such habitations	Habitations that cannot be provided Upper Primary Schools	No. of children in such habitations
1	Badangi	39	38	0	0	0	0	0	12
2	Balijipeta	39	39	0	0	0	0	0	13
3	Bhogapuram	91	91	0	0	0	0	0	28
4	Bobbili	60	60	0	0	0	0	0	15
5	Bondapalli	42	42	0	0	0	0	0	12
6	Cheepurupalli	61	61	0	0	0	0	0	20
7	Dathirajeru	60	52	0	8	0	0	8	13
8	Denkada	71	71	0	0	0	0	0	20
9	GL Puram	194	98	0	96	0	0	96	58
10	Gajapathinagaram	45	45	0	0	0	0	0	11
11	Gantyada	53	52	0	0	0	0	0	8
12	Garividi	65	65	0	0	0	0	0	7
13	Garubilli	46	40	0	6	0	0	6	18

No.	Block/mandal	Total no. of habitations	Habitations covered by		Habitations without Upper Primary Schools/EGS		Habitations that cannot be provided		No. of children in such habitations
			Upper Primary	EGS-Upper Primary	Habitations eligible for Upper Primary School	No. of children in such habitations	Upper Primary Schools	No. of children in such habitations	
14	Gurla	70	65	0	5	0	0	5	13
15	Jami	47	39	0	8	0	0	8	14
16	Jiyyammavalasa	120	64	0	56	0	0	56	22
17	Komarada	147	106	0	41	0	0	41	81
18	Kothavalasa	69	69	0	0	0	0	0	22
19	Kurapam	270	161	0	121	0	0	121	65
20	Lakavarapukota	53	49	0	4	0	0	4	12
21	Makkuvu	84	36	0	48	0	0	48	36
22	Mentada	88	72	0	15	0	0	15	13
23	Merakamudidam	62	62	0	0	0	0	0	14
24	Nellimarla	47	47	0	0	0	0	0	7
25	Pachipenta	125	104	0	0	0	0	0	43
26	Parvathipuram	94	65	0	29	0	0	29	38
27	Pusapatirega	74	65	0	9	0	0	9	23
28	Ramabhadrapuram	40	40	0	0	0	0	0	18
29	Saluru	213	127	0	88	0	0	88	63
30	Seethanagaram	52	52	0	0	0	0	0	21
31	Srungavarapukota	65	75	0	0	0	0	0	13
32	Therlam	58	50	0	8	0	0	8	15
33	Vepada	52	52	0	0	0	0	0	12
34	Vizianagaram	72	72	0	0	0	0	0	21
	Total	2729	2188	0	542	0	0	542	787

Source: HHS/VER (RVM Vizianagaram)

Annexure 52: Block-wise school-less habitations in ITDA Parvathipuram

Block/mandal	No. of school-less habitations
GL Puram	0
Kurupam	21
Parvathipuram	0
Komarada	0
Makkuva	5
Pachipenta	4
Salur	19
Jiyyammavalasa	0
Total	49

Source: ITDA Parvathipuram

Annexure 53: Block-wise ST child population in the age group 6–14 years, Mayurbhanj district

Block	Age group					
	6–11 years			11–14 years		
	Boys	Girls	Total	Boys	Girls	Total
Bahalda	3139	3101	6240	817	748	1565
Bangriposi	4868	4960	9828	1054	1087	2141
Baripada	3633	3350	6983	881	821	1702
Barsahi	4994	5087	10081	1748	1568	3316
Betnoti	4749	4329	9078	1494	979	2473
Bijatola	3288	3516	6804	974	705	1679
Bisoi	3518	3602	7120	1131	1150	2281
Gopabandhu Nagar	2780	3207	5987	834	875	1709
Jamada	3056	3218	6274	853	824	1677
Jashipur	5054	5173	10227	1404	1355	2759
Kaptipada	7334	6096	13430	1691	1096	2787
Karanjia	4098	4308	8406	1107	1012	2119
Khunta	3729	3762	7491	1150	1224	2374
Kuliana	4380	4947	9327	1471	1520	2991
Kusumi	3338	3650	6988	1101	1270	2371
Moroda	3879	3806	7685	1294	989	2283
Rairangpur	2269	2267	4536	596	492	1088
Raruan	2573	2570	5143	811	888	1699
Rasgobindpur	4291	4166	8457	1222	1072	2294
Samakhunta	3682	3952	7634	854	1014	1868
Saraskana	3899	4038	7937	978	1022	2000
Sukruli	2369	2620	4989	971	1259	2230
Suliapada	2805	2999	5804	952	1215	2167
Thakurmunda	6313	6057	12370	1568	1334	2902
Tiring	2511	2667	5178	760	873	1633
Udala	3667	3678	7345	977	1066	2043
Urban						
Baripada (MPL)	842	944	1786	210	390	600
Karanjia NAC	369	390	759	227	267	494
Rairangpur NAC	178	310	488	190	310	500
Udala NAC	259	287	546	95	129	224
Total	101864	103057	204921	29415	28554	57969

Source: SSA Mayurbhanj (2010-11)

Annexure 54: Enrolment 6–14 years: All communities and STs, Mayurbhanj district

Block	Age group											
	6–11 years						11–14 years					
	All communities			ST			All communities			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bahalda	5164	4845	10009	3059	3039	6098	1516	1490	3006	810	744	1554
Bangriposi	6512	6026	12538	4502	4593	9095	1685	1599	3284	945	966	1911
Baripada	4502	3872	8374	3456	3180	6636	1145	1060	2205	826	783	1609
Barasahi	9075	8262	17337	4822	4887	9709	3372	3187	6559	1665	1495	3160
Betnoti	9178	8463	17641	4467	4056	8523	3543	2718	6261	1412	876	2288
Bijatola	4156	3882	8038	2959	3182	6141	1328	1015	2343	917	663	1580
Bisoi	3237	3318	6555	3237	3318	6555	1696	1619	3315	1095	1116	2211
Gopabandhu Nagar	2724	3136	5860	2724	3136	5860	1521	1466	2987	779	830	1609
Jamada	2854	3029	5883	2854	3029	5883	1227	1214	2441	844	813	1657
Jashipur	4296	4394	8690	4296	4395	8691	2024	2001	4025	1281	1300	2581
Kaptipada	7085	5859	12944	7085	5859	12944	2692	2164	4856	1638	1037	2675
Karanjia	3889	4116	8005	3889	4116	8005	1617	1541	3158	994	931	1925
Khunta	3598	3638	7236	3598	3638	7236	1541	1527	3068	1127	1182	2309
Kuliana	4098	4610	8708	4098	4610	8708	2139	2080	4219	1304	1334	2638
Kusumi	3086	3359	6445	3086	3359	6445	1903	2022	3925	1091	1258	2349
Morada	3528	3451	6979	3528	3451	6979	2699	2138	4837	1185	845	2030
Rairangpur	2040	2075	4115	2040	2075	4115	1182	959	2141	583	471	1054
Raruan	2374	2340	4714	2374	2340	4714	1509	1537	3046	764	830	1594
Rasgobindpur	4150	4042	8192	4150	4042	8192	2278	2003	4281	1161	1000	2161
Samakhunta	3229	3513	6742	3229	3513	6742	1271	1434	2705	739	919	1658
Saraskana	3607	3702	7309	3607	3702	7309	1847	1758	3605	942	998	1940
Sukruli	2325	2546	4871	2325	2546	4871	1586	1885	3471	960	1257	2217

Block	Age group											
	6-11 years						11-14 years					
	All communities						ST					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Suliapada	2632	2838	5470	2632	2838	5470	2456	2815	5271	859	1127	1986
Thakurmunda	5974	5696	11670	5974	5696	11670	2076	1899	3975	1536	1288	2824
Tiring	2315	2464	4779	2315	2464	4779	1039	1142	2181	749	860	1609
Udala	3485	3472	6957	3485	3472	6957	1297	1474	2771	898	1001	1899
Urban												
Baripada (MPL)	713	819	1532	713	819	1532	1075	1545	2620	190	376	566
Karanjia NAC	366	386	752	366	386	752	563	605	1168	222	265	487
Rajrangpur NAC	158	294	452	158	294	452	605	775	1380	190	310	500
Udala NAC	255	287	542	255	287	542	287	299	586	90	124	214
Total	110605	108734	219339	95283	96322	191605	50719	48971	99690	27796	26999	54795

Source: SSA Mayurbhanj

Annexure 55: Management-wise number of schools, Mayurbhanj, Rayagada and Koraput districts

District	Mayurbhanj	Rayagada	Koraput
Total number of schools	3807	1860	2430
Managed by:			
Department of Education	3552	1629	2190
Tribal and Social Welfare Department	141	125	144
Local body	3	0	0
Private aided	40	4	31
Private unaided	65	65	45
Others	6	37	20

Source: URL: <http://www.schoolreportcards.in/> (retrieved March 2011)

GLOSSARY

Adivasi: The term used to refer to the indigenous or tribal population of India (Sanskrit language adi=beginning; vasi=dweller).

Anganwadi: A government sponsored child care and mother care centre in India. It caters to children in the 0–6 age group. The word means ‘courtyard shelter’ in the Hindi language. These were started by the Indian government as a part of the Integrated Child Development Services programme to combat child hunger and malnutrition.

Block: District sub-division in India.

Cluster: Clusters are identified pockets of tribal concentration containing 50% or more ST population within a total population of about 5000 or more.

District: Local administrative unit that generally form the tier of local government immediately below that of India's sub-national states and territories.

Fifth Schedule: The Fifth Schedule [under Article 244 (1) of the Constitution of India] essentially provides a historic guarantee to the adivasi people in the country on the right over their lands. The Fifth Schedule deals with the administration and control of specified areas (termed Scheduled Areas) and the adivasis living in these areas.

Gana shikshak: Means peoples teacher

Gram sabha: All men and women above 18 years of age in a village constitute a Gram Sabha.

Integrated Tribal Development Agency (ITDA): These are generally contiguous areas the size of a tehsil or block or even larger in which the ST population makes up more than 50% or more of the total population.

Kuccha: Refers to semi-permanent structures

Mandal: Mandal, taluk or tehsil is an administrative level in India below states and districts.

Modified Area Development Approach (MADA): These are pockets of concentration of ST population containing 50% or more ST population within a total population of minimum 10000.

Other Backward Classes (OBC): In the Indian Constitution, OBCs are described as ‘socially and educationally backward classes’, and the government is enjoined to ensure their social and educational development.

Panchayat Raj (Extension to Scheduled Areas) Act 1996: Progressive legislation passed through the 73 Amendment of the Indian Constitution that paved the way for a separate and progressive legal and administrative regime for genuine adivasi self-rule in Scheduled Areas.

Panchayat: Literally means assembly (yat) of five (panch) wise and respected elders chosen and accepted by the village community. Traditionally, these assemblies settled disputes between individuals and villages.

Para-teachers: The term is a generic term applied to characterise all teachers appointed on contract basis often under varying service conditions in terms of emoluments and qualification requirements. They are referred to by various names in the different States.

Pucca: Refers to permanent and strong structures.

Sarpanch: The sarpanch or Chairperson is the head of the gram panchayat.

Scheduled Area: Those regions with a predominantly adivasi population. Scheduled Areas are spread across nine states in India

Scheduled Caste (SC): Any of the historically disadvantaged Indian castes of low rank, now under government protection. Some Scheduled Castes are also known as dalits.

Scheduled Tribe (ST): Specific indigenous peoples whose status is acknowledged to some formal degree by national legislation in India.

Sikshya sahayak: Term for para-teachers in Orissa (see definition of para-teachers)

Sixth Schedule: The Sixth Schedule [under Articles 244 and 275] contain provisions for the administration of the northeastern States of Assam, Tripura, Meghalaya and Mizoram, that have a predominant tribal population.

Taluka: see mandal

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006: Or the Forest Rights Act 2006 is a key legislation passed in India and is concerned with the rights of forest-dwelling communities to land and other resources, denied to them over decades.

Tribal sub-plan (TSP): The TSP is a plan within the ambit of the State or Union Territory plan meant for welfare and development of tribal people.

Vidya volunteer: Term for para-teachers in Andhra Pradesh (see definition of para-teachers)

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