

Draft Report
**LITERACY AND EDUCATION LEVELS OF SCHEDULED TRIBES IN
ANDHRA PRADESH**

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Draft Report

**LITERACY AND EDUCATION LEVELS OF SCHEDULED TRIBES IN
ANDHRA PRADESH***

Section-1: INTRODUCTION

1.1. Importance of Education:

Literacy is considered to be a crucial factor in the socio-economic and cultural development of any nation. To live and adjust to the fast changing technological world education is necessary. For the development of nation development of education is considered to be important and education levels are considered as indicators of development. In an unequal world education is considered to be an important instrument of equalising opportunities. Provision of quality education to either to neglected sections is considered to be an important way of uplifting marginalised sections without affecting the interests of other sections.

When compared to other social groups Scheduled Tribes (STs) face severe disadvantages at multiple levels due to various historical and geographical reasons. In several respects STs are lagging behind other groups. They have been by passed by development planning process and thus suffer from multiple deprivations. Governments-both at the Central and state level have initiated several programs for the upliftment of the community.

In the field of education also one can find several programs to improve the literacy and educational levels among the STs both at the state and national level. In India education is included under concurrent list where both Central and State governments have a role in the development of education. But in reality the main responsibility in the provision of education-particularly school education-continues to be with the State governments. Education of STs received more attention after independence in India. Realising the importance of education by the policy makers efforts in a systematic way for the development of education among the marginalised sections, including STs were made.

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With a population of about 10.5 crores, STs account for 8.6 percent of population in India. The literacy rate of STs increased from 8.5 percent to 59 percent during 1961 and 2011. Compared to overall literacy rate which increased from 28.3 percent to 73 percent, STs are lagging much behind. Overall literacy gap between STs and general population in India has come down from 19.8 percent to 14.0 percent during the same period. At the time independence the literacy rate of females (only 3.86% in 1961) was almost negligible but by 2011 half of the females became literate. It shows significant progress on the education front which became possible due to concerted efforts for the development of education among STs.

In India the development of education is uneven across states. In most of the north eastern states like Meghalaya, Mizoram and Nagaland the literacy rate among STs are on par with the general population. On the other hand, lowest literacy rate was observed in Bihar, Madhya Pradesh and Andhra Pradesh.

National Policy of Education (1986) has emphasised the need for opening of educational institutions in tribal areas. Appointing tribal youth as teachers in the schools in the tribal areas is considered important. Further, the policy suggested the need to devise suitable and relevant curriculum and production of learning material in the tribal language. Because of geographical conditions the necessity of opening of Ashram and Residential schools for tribal children are also considered important.

Andhra Pradesh is one of the states with low literacy among the general population but also the state with low literacy among the STs. After the bifurcation of combined state of Andhra Pradesh (United Andhra Pradesh) in 2014 into Andhra Pradesh(with 13 districts) and Telangana State(with 10 districts) Government of Andhra Pradesh is spending huge amount of money towards tribal education, taking new initiatives while continuing with the earlier ones. To what extent the STs are able to benefit from all these initiatives is an important question that needs to be answered. It is in this context that present study primarily analyses the literacy and educational levels of STs in the 13 districts of the state of Andhra Pradesh.

1.2. Objectives of the Study

The following are the specific objectives of the study:

1. To know the literacy and education levels among the STs of Andhra Pradesh;
2. To trace the changes in literacy levels of STs vis-à-vis all social groups over time in the 13 districts of Andhra Pradesh;
3. To identify the gaps in educational development (literacy and education level) in between the STs and all social groups;
4. To know the literacy and education levels among the STs in Scheduled Areas of Andhra Pradesh;
5. To know the literacy and education levels among different sub groups STs of Andhra Pradesh;
6. To know the literacy and education levels of Chenchus, one of the PVTGS Andhra Pradesh.

1.3. Methodology

The research study is based mainly on the secondary sources of data. The main sources include Census Reports, Government publications like MHRD Reports on Education, Directorate of Economics and Statistics publications like District at a Glance. Census data of 2001 and 2011 constitute main source on literacy and education among STs. To the extent possible data related to literacy and education from other sources for the latest years are utilised. To supplement secondary data primary data are collected based on a fieldwork in March 2020. Field work was very limited and fieldwork on larger scale could not be carried out due to the prevailing conditions. As a result of non-availability of secondary data and the limited field work some gaps have remained which prevented an in depth analysis of the problem. The study results will be useful to bridge the educational development gap and helpful for the educational administrators to initiate measures to enhance the literacy and education levels among the STs of Andhra Pradesh.

The study is divided into five sections. In the next section(Section-2) the literacy levels of STs at the State, District and Sub-group level is analysed. The education among STs in Andhra Pradesh is examined in Section-3. Based on the information collected during field work literacy and education among Chenchu community is reviewed in Section-4. Summary and concluding observations on literacy and education levels STs are made in the last Section.

Section-2: ITERACY LEVELS OF SCHEDULED TRIBES IN ANDHRA PRADESH

2.1. Basic Information:

Andhra Pradesh has 163 thousand sq.kms area with 51 revenue divisions, 13 districts , 670 mandals, 12918 gramapanchyats, 17366 habitations (including 914 uninhabited ones) 110 municipalities 12718976 households and 49577 thousand population .

According to Census 2011 the population of STs in Andhra Pradesh was 27.4lakhs (including about one lakh population of seven mandals of Khammam district of Telangana state added to Andhra Pradesh as per the Reorganisation Ordinance 2014) and accounts for 5.53% of population of the state. Andhra Pradesh accounts for 2.5 percent of ST population of India. The share of STs in state population declined from 6.51 percent in 2001. Rural population accounts for about 88% of the ST population in the State. Females (50.3 percent) outnumber male population of STs in the state. There are 4764 scheduled villages where 53 percent of the ST population live and 12.89 lakhs live in plain areas of Andhra Pradesh state.

Out of 13 districts four districts-Srikakulam, Vijayanagaram, Visakhapatnam, East Godavari and Nellore have more than state average share (5.53%) in ST population. These districts account for about three-fifth of the total ST population. How ever, numerically ST population is concentrated in the districts of Visakhapatnam, East Godavari, Nellore, Guntur and Vijayanagaram- which account for nearly half of the ST population in the state. The districts of Visakapatnam, East Godavari and Nellore have more concentration of STs in absolute and as percentage of STs than the State (5.53%).

As per the records there are about 34 sub-groups among the STs in Andhra Pradesh. The sub-groups vary in several respects-population size, geographical, economic, cultural, literacy and education etc. Some sub-groups are numerically more while many other sub-groups have less than one thousand population.

2.2. Literacy Levels of STs at the State Level

Literacy levels in the state of Andhra Pradesh are less than all India average. As against 74 percent at the national level the literacy rate in Andhra Pradesh was only 67.35 percent in 2011. Only few states have literacy rate lower than Andhra Pradesh.

Table- 1: Literacy Rate of Scheduled Tribes in Andhra Pradesh State

Year	All				STs			
	Persons	Male	Female	MFG	Persons	Male	Female	MFG
2001	52.45	63.12	48.78	14.34	37.04	47.66	26.11	21.55
2011	67.35	74.77	59.96	14.81	48.83	56.91	40.89	16.02

MFG-Male Female Gap; Literates exclude Children in the age group of (0-6) years.

Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, Andhra Pradesh, Hyderabad;

The literacy rate in the state increased from 52.45 percent to 67.35 percent during 2001 and 2011 (Table-1). The male literacy rate increased from 63.12 percent to 74.77 percent while that of females from 48.78 percent to 59.96 percent during 2001 and 2011. The male female gap which was 14.34 in 2001 increased to 14.81 in 2011.

Compared to general population the literacy rate among STs is less. The literacy rate among the STs in the state increased from 37.04 percent to 48.83 percent during 2001 and 2011. Literacy rate of STs in Andhra Pradesh (48.9%) is much less than the national average (59%). The tribal male literacy rate increased from 47.66 percent to 56.91 percent while that of females from 26.11 percent to 40.89 percent during 2001 and 2011. The gender gap which was 21.55 in 2001 declined to 16.02 in 2011. Thus, gender gap is more among STs compared to general population but registered a steep decline in the case of STs (Table-1).

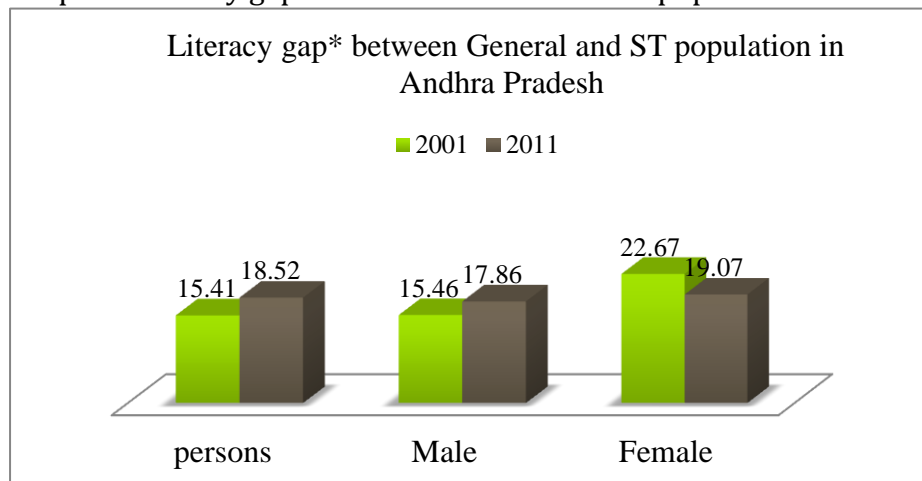
Table-2: Literacy gap* between General and ST population in Andhra Pradesh

Census Year	Andhra Pradesh State Vs AP Scheduled Tribe (Gap)		
	Persons	Male	Female
2001	15.41	15.46	22.67
2011	18.52	17.86	19.07

*Gap is the difference between literacy rate of general and ST population

Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, Andhra Pradesh, Hyderabad; Literates excluded Children in the age group of (0-6) years.

Graph-1: Literacy gap* between General and ST population in Andhra Pradesh



*Gap is the difference between literacy rate of general and ST population

The gap in literacy rate between general and STs in the state increased from 15.41 percent in 2001 to 18.52 percent in 2011. However, the literacy gap among males increased while that among females declined during the same period (Table-2 and Graph-1). It may be noted that gender gap among STs is less than among the general population in the state. Therefore, to reduce the gap between general population and STs, it is necessary to focus more on increasing the female literacy rate in the state.

2.3. District-wise Literacy Rate of Scheduled Tribes in Andhra Pradesh

There are wide geographical differences in the literacy rate among STs in Andhra Pradesh. According to Census 2011 out of 13 districts five districts- Anantapur, Kurnool, Srikakulam, Prakasham and Vijayanagaram-have less than state average literacy rate among the general population in Andhra Pradesh (See Table -3 for 2001 and Table-4 for 2011).

Male female literacy gap among general population is more than the state average (14.34%) in majority of the districts. The districts with less than the average include East Godavari, West Godavari, Krishna and Nellore. Gender gap among STs is less than the state average (21.55%) in the districts of Chittoor, East Godavari, Guntur, West Godavari, Krishna and Nellore, Prakasham and Vijayanagaram (Graph-2). It may be noted that Nellore district (9.13%) has less gender gap among STs than among general population (13.63%).

Table- 3: District-wise Literacy Rate of Scheduled Tribes in Andhra Pradesh, 2001

S.No	District Name	Scheduled Tribe Literacy Rate					
		Persons	Male	Female	Persons	Male	Female
01	Anantapur	64.28	74.09	54.31	44.52	57.22	30.89
02	Chittoor	72.36	81.15	63.65	44.44	52.78	35.83
03	East Godavari	71.35	74.91	67.82	44.60	50.36	38.91
04	Guntur	67.99	75.40	60.64	37.28	46.59	27.59
05	YSR Kadapa	67.88	78.41	57.26	41.20	51.70	30.10
06	Krishna	74.37	79.13	69.62	43.75	51.30	35.78
07	Kurnool	61.13	71.36	50.81	42.73	55.75	28.70
08	SPSR Nellore	69.15	75.93	62.30	37.42	41.90	32.77
09	Prakasam	63.53	73.53	53.40	38.15	46.87	28.96
10	Srikakulam	62.30	72.25	52.56	41.92	53.32	30.61
11	Visakhapatnam	67.70	75.47	60.00	34.34	45.98	22.67
12	Vizianagaram	59.49	69.04	50.16	35.28	44.60	26.21
13	West Godavari	74.32	77.63	71.05	50.86	55.87	45.96

Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, Andhra Pradesh, Hyderabad; Literates excluded Children in the age group of (0-6) years.

Compared to 2001 the gender gap declined in 2011 in almost all the districts. This is true both in the case of general and ST literacy rate. However, the decline is marginal in the case of general population in majority of the districts. In the case of STs the gender gap declined more in some of the districts-Ananthapur, Visakapatnam, Kurnool, Prakasam Kaddapa and East Godavari.

Graph-2: District-wise Gender Gap Literacy Rate of General and ST in Andhra Pradesh, 2011

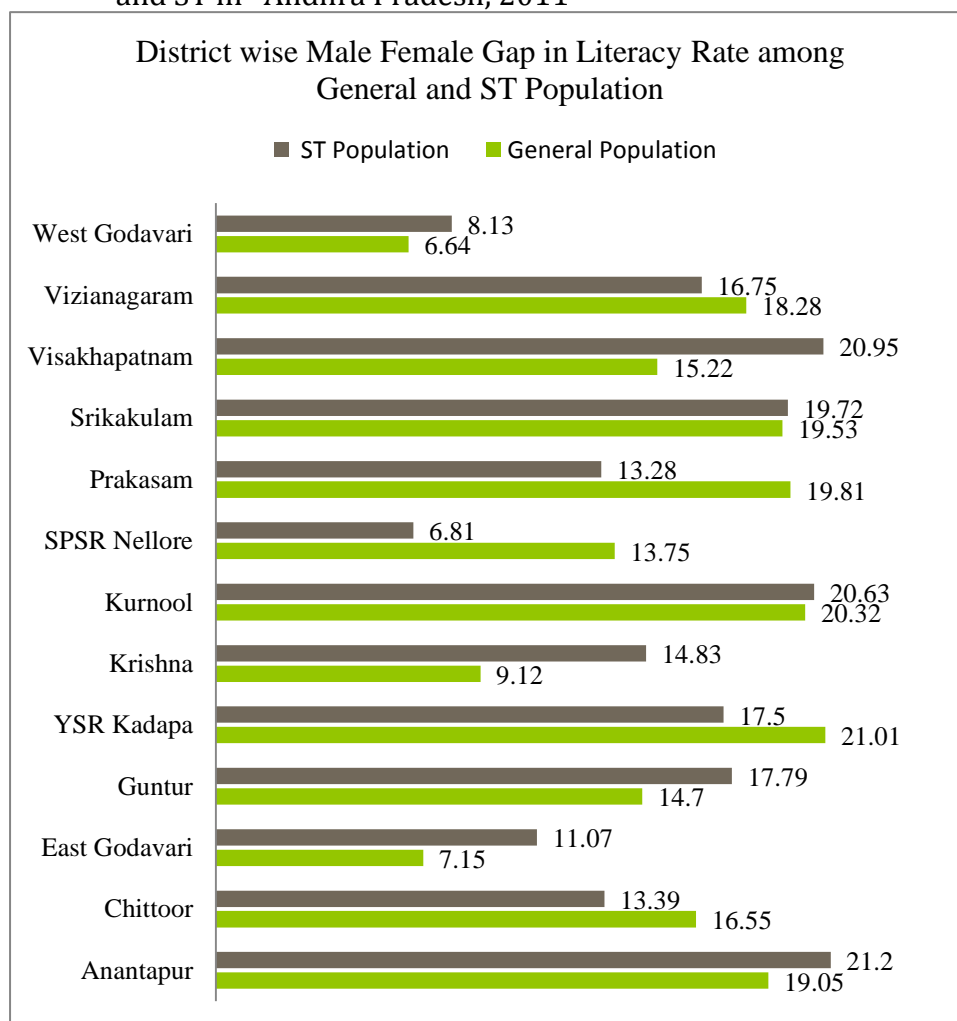


Table-4: District-wise Literacy Rate of Scheduled Tribes in Andhra Pradesh State 2011

Sl. No	District Name	Scheduled Tribe Literacy Rate					
		Persons	Male	Female	Persons	Male	Female
01	Anantapur	63.57	73.02	53.97	54.98	65.44	44.24
02	Chittoor	71.53	79.83	63.28	52.66	59.36	45.97
03	East Godavari	70.50	74.10	66.95	54.15	59.82	48.75
04	Guntur	67.40	74.79	60.09	46.45	55.26	37.47
05	YSR Kadapa	67.30	77.78	56.77	48.76	57.39	39.89
06	Krishna	73.74	78.30	69.18	53.69	61.07	46.24
07	Kurnool	59.97	70.10	49.78	55.04	65.23	44.60
08	SPSR Nellore	68.90	75.74	61.99	42.78	46.15	39.34
09	Prakasam	63.08	72.92	53.11	47.12	53.68	40.40
10	Srikakulam	61.74	71.61	52.08	53.36	63.46	43.74
11	Visakhapatnam	66.91	74.56	59.34	44.90	55.62	34.67
12	Vizianagaram	58.89	68.15	49.87	46.57	55.19	38.44
13	West Godavari	74.32	77.65	71.01	57.05	61.22	53.09

Literates excluded Children in the age group of (0-6) years. Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, Andhra Pradesh, Hyderabad

The above information is based on Census data for 2001 and 2011. There may be changes in the literacy rate in the last decade. Praja Sadhikara Survey 2016 conducted Government of Andhra Pradesh in 2016 provides some data on literacy rate for STs in the state. A comparison of 2011 and 2016 indicate significant progress in female literacy rate among STs during 2011 and 2016 (Table-5). In few districts like Kadappa, Nellore and West Godavari there is some decline in male literacy rate.

Table -5: Comparison of Literacy Rates of STs as per Census 2011 and Praja Sadhikara Survey 2016 in Andhra Pradesh

S.No	Districts	Literacy Rate (%)			Literacy Rate (%)			Change in Literacy Rate during 2011 and 2016		
		Scheduled Tribe 2011 Census			Scheduled Tribe Praja Sadhikara Survey 2016					
		Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
1	Anantapur	54.98	65.44	44.24	59.44	67.66	51.59	4.46	2.22	7.35
2	Chittoor	52.66	59.36	45.97	54.88	59.94	50.11	2.22	0.58	4.14
3	East Godavari	54.15	59.82	48.75	57.70	63.28	52.59	3.55	3.46	3.84
4	Guntur	46.45	55.26	37.47	49.62	57.93	41.35	3.17	2.67	3.88
5	YSR Kadapa	48.76	57.39	39.89	50.32	57.08	43.68	1.56	-0.31	3.79
6	Krishna	53.69	61.07	46.24	57.63	64.84	50.70	3.94	3.77	4.46
7	Kurnool	55.04	65.23	44.60	61.35	68.71	54.50	6.31	3.48	9.90
8	SPSR Nellore	42.78	46.15	39.34	42.14	44.40	39.91	-0.64	-1.75	0.57
9	Prakasam	47.12	53.68	40.40	50.09	54.49	45.84	2.97	0.81	5.44
10	Srikakulam	53.36	63.46	43.74	58.80	67.60	50.87	5.44	4.14	7.13
11	Visakhapatnam	44.90	55.62	34.67	49.46	59.26	40.67	4.56	3.64	6.00
12	Vizianagaram	46.57	55.19	38.44	51.86	59.78	44.67	5.29	4.59	6.23
13	West Godavari	57.05	61.22	53.09	57.24	60.57	54.22	0.19	-0.65	1.13

Source: Census 2011 and Scheduled Tribe Praja Sadhikara Survey 2016

As observed above, the literacy rate increased significantly both for the general and ST population in all the districts. The increase was more among STs and as a result the literacy gap between general and ST population declined in all the districts (Table-6 and Graph-3). In majority of the districts the literacy gap between general and STs was more among females than among males in all the districts except in Chittoor, Kadappa, Nellore, Prakasham and Vijayanagaram (Table-6 and Graph-3). Due to rise in literacy rate among ST females compared to general population not only the gender gap but also the gap between STs and General population declined considerably. Therefore, to reduce gender gap and gap between General population and STs there is a need to concentrate more on female education in general and in selected districts of the state in particular.

Graph-3: District wise Gap in Literacy Rate between General and ST Population in Andhra Pradesh

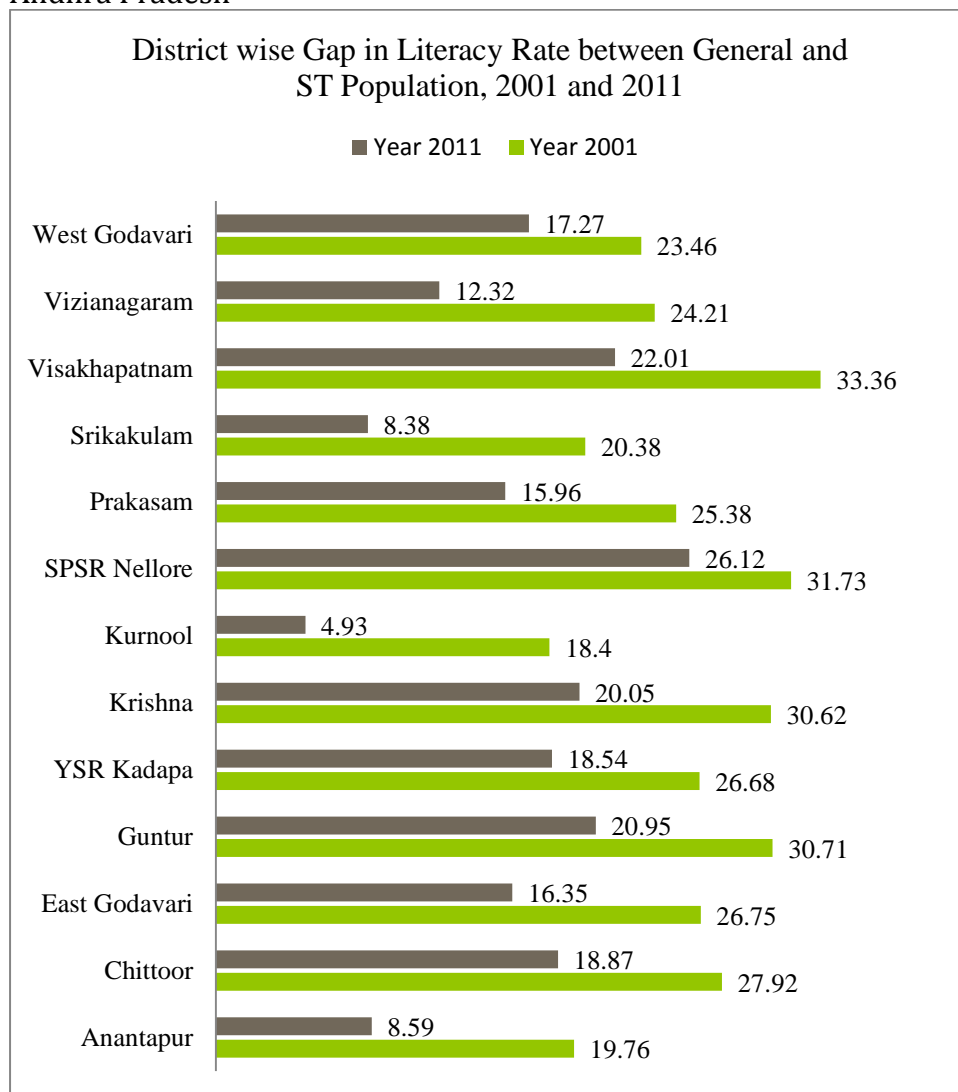


Table- 6: District wise Gap in Literacy Rate between General and STs in Andhra Pradesh

S.No	District Name	Gap in Literacy Rate					
		2001			2011		
		Persons	Male	Female	Persons	Male	Female
1	Anantapur	19.76	16.87	23.42	8.59	7.58	9.73
2	Chittoor	27.92	28.37	27.82	18.87	20.47	17.31
3	East Godavari	26.75	24.55	28.91	16.35	14.28	18.2
4	Guntur	30.71	28.81	33.05	20.95	19.53	22.62
5	YSR Kadapa	26.68	26.71	27.16	18.54	20.39	16.88
6	Krishna	30.62	27.83	33.84	20.05	17.23	22.94
7	Kurnool	18.4	15.61	22.11	4.93	4.87	5.18
8	SPSR Nellore	31.73	34.03	29.53	26.12	29.59	22.65
9	Prakasam	25.38	26.66	24.44	15.96	19.24	12.71
10	Srikakulam	20.38	18.93	21.95	8.38	8.15	8.34
11	Visakhapatnam	33.36	29.49	37.33	22.01	18.94	24.67
12	Vizianagaram	24.21	24.44	23.95	12.32	12.96	11.43
13	West Godavari	23.46	21.76	25.09	17.27	16.43	17.92

*Gap is the difference between literacy rate of general and ST population

Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, Andhra Pradesh, Hyderabad; Literates excluded Children in the age group of (0-6) years.

2.4. Literacy Rate among Scheduled Tribe Subgroups in Andhra Pradesh

As per the records there are about 34 sub-groups among the STs in Andhra Pradesh. The sub-groups vary in several respects-population size, geographical, economic, cultural, literacy and educational respects. Some sub-groups are numerically more than many sub-groups whose population is limited to few hundreds/thousands. There are few ST groups, mostly live in plain/semi-hill regions are numerically strong. For example, Yanadis, Yerukalas, Sugalis who mostly live in plain areas are numerically more than other ST groups (Table-7).

Table- 7: Population of Scheduled Tribe Groups in Andhra Pradesh ,2011

Sl No	Scheduled Tribe Group	Persons	% of ST Population	Sl No	Scheduled Tribe Groups	Persons	% of ST Population
1	2	3	4	5	6	7	8
1	Andh etc.	315	0.1	19	Kotia etc.	45291	1.72
2	Bagata	132577	5.04	20	Koya etc.	104348	3.97
3	Bhil	69	0.00	21	Kulia	385	0.01
4	Chenchu etc.	47315	1.80	22	Malis	5244	0.2
5	Dhulias	665	0.03	23	Manna Dhora	13636	0.52
6	Gadabas	37798	1.44	24	Mukha Dhora etc.	42375	1.61
7	Generic Tribes etc.	74498	2.83	25	Nakkala	4584	0.17
8	Gond etc.	6691	0.25	26	Nayaks	1870	0.07
9	Goudu	6997	0.27	27	Pardhan	47	0.0
10	Hill Reddis	157	0.01	28	Porja etc.	36145	1.37
11	Jatapus	126659	4.81	29	Reddi Dhoras	390	0.04
12	Kammara	48912	1.81	30	Rona etc.	1012	0.04
13	Kattunayakan	57	0.0	31	Savaras etc.	137613	5.23
14	Kolam etc.	107	0.0	32	Sugalis etc.	361520	13.14
15	Konda Dhoras	210509	8.0	33	Valmiki	70513	2.68
16	Konda Kapus	10054	0.38	34	Yenadis	533746	20.29
17	Kondareddis	90937	3.46	35	Yerukulas	375209	14.26
18	Kondhs etc.	102378	3.89		Total	2739919	100.0

Total may not tally due to regrouping/adding/excluding some sub-groups. Total includes population of seven mandals of Khammam district added to AP.

Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, AP, Hyderabad

As can be observed from Table-8 and Table-9 there are large variations in literacy rate among ST sub-groups. In some cases the within group difference (difference between literacy rate of the sub-group and literacy of the STs) is more than the difference between STs and general population. There are some groups whose literacy rate increased faster than other sub-groups.

The data presented in the Tables indicate that there are about ten sub-groups having literacy rate above the state average for STs. For example, the literacy rate of Andhs is on par with literacy rate of general population while for Kolam, and Pardhan it is more than state average.

Table- 8: Sub-group wise literacy rate and Gap between Average ST and Sub-group literacy rate, 2001

(State General Literacy rate 54.45% and State ST Literacy 37.04% in 2001)

S.No	ST Sub-Group	Literacy rate (%)			Gap*		
		P	M	F	P	M	F
		11	12	13	14	15	16
1	Andh etc.	53.85	68.18	35.29	-16.81	-20.52	-9.18
2	Bagata	34.38	46.20	22.51	2.66	1.46	3.60
3	Bhil	44.44	50.00	33.33	-7.40	-2.34	-7.22
4	Chenchu etc.	25.18	31.30	18.87	11.86	16.36	7.24
5	Gadabas	31.29	38.83	23.91	5.75	8.83	2.20
6	Generic Tribes etc.	35.80	42.71	28.70	1.24	4.95	-2.59
7	Gond etc.	28.96	34.33	23.28	8.08	13.33	2.83
8	Goudu	21.24	30.32	12.52	15.80	17.34	13.59
9	Hill Reddis	27.59	43.75	7.69	9.45	3.91	18.42
10	Jatapus	32.72	41.64	24.17	4.32	6.02	1.94
11	Kammara	33.29	40.33	26.46	3.75	7.33	-0.35
12	Kattunayakan	56.14	61.54	51.61	-7.31	-4.63	-10.72
13	Kolam etc.	31.78	40.32	20.00	17.05	16.59	20.89
14	Konda Dhoras	29.63	37.81	21.39	7.41	9.85	4.72
15	Konda Kapus	41.47	46.88	36.20	-4.43	0.78	-10.09
16	Kondareddis	35.18	41.17	29.21	1.86	6.49	-3.10
17	Kondhs etc.	14.14	20.95	7.37	22.90	26.71	18.74
18	Kotia etc.	34.34	47.25	21.90	2.70	0.41	4.21
19	Koya etc.	43.30	47.90	38.82	-6.26	-0.24	-12.71
20	Kulia	40.08	50.41	30.16	-3.04	-2.75	-4.05
21	Malis	21.84	34.22	9.76	15.20	13.44	16.35
22	Manna Dhora	36.88	43.77	30.02	0.16	3.89	-3.91
23	Mukha Dhora	21.87	30.10	13.68	15.17	17.56	12.43
24	Nayaks	38.63	41.94	35.51	-1.59	5.72	-9.40
25	Pardhan	65.96	68.97	61.11	-17.13	-12.06	-20.22
26	Porja etc.	21.88	31.30	12.69	15.16	16.36	13.42
27	Reddi Dhoras	13.57	18.37	8.62	23.47	29.29	17.49
28	Rona etc.	25.95	35.00	16.67	11.09	12.66	9.44
29	Savaras etc.	28.75	37.25	20.27	8.29	10.41	5.84
30	Sugalis etc.	35.79	46.43	24.24	1.25	1.23	1.87
31	Valmiki	50.24	60.37	40.24	-13.20	-12.71	-14.13
32	Yenadis	29.51	33.32	25.52	7.53	14.34	0.59
33	Yerukulas	39.78	48.27	31.14	-2.74	-0.61	-5.03

*Gap -Difference between Literacy rate of the group and Average ST literacy rate of the state

Source: Primary Census Abstract, Census 2001, Directorate of Census Operations, Andhra Pradesh, Hyderabad; Literates excluded Children in the age group of (0-6) years.

Table- 9: literacy rate and gap Scheduled Tribe with subgroup wise 2011
(State General Literacy rate 67.3 5% and State ST Literacy 48.83% in 2011)

S.No	ST Sub-Group Names	Literacy Rate (%)			Gap		
		P	M	F	P	M	F
1	2	3	4	5	6	7	8
1	Andh, etc.	67.10	70.44	63.58	-18.27	-13.53	-22.69
2	Bagata etc.	45.26	55.18	35.75	3.57	1.73	5.14
3	Chenchu etc.	32.92	37.78	27.98	15.91	19.13	12.91
4	Dhulia	47.82	57.99	38.44	1.01	-1.08	2.45
5	Gadabas etc.	42.79	49.29	36.65	6.04	7.62	4.24
6	Generic Tribes etc.	44.34	52.33	36.48	4.49	4.58	4.41
7	Gond etc.	37.60	41.20	34.00	11.23	15.71	6.89
8	Goudu (in the Agency tracts)	35.50	45.80	25.58	13.33	11.11	15.31
9	Hill Reddis etc.	55.41	61.45	48.65	-6.58	-4.54	-7.76
10	Jatapus etc.	43.97	52.44	36.15	4.86	4.47	4.74
11	Kammara etc.	45.93	52.80	39.38	2.90	4.11	1.51
12	Kattunayakan etc.	66.67	65.63	67.86	-29.63	-17.97	-41.75
13	Kolam, Kolawar	78.57	77.78	80.00	-41.53	-30.12	-53.89
14	Konda Dhoras etc	40.32	48.00	32.81	8.51	8.91	8.08
15	Konda Kapus etc.	57.64	63.78	51.62	-8.81	-6.87	-10.73
16	Kondareddis etc.	46.79	53.04	40.73	2.04	3.87	0.16
17	Kondhs etc.	24.30	33.32	15.56	24.53	23.59	25.33
18	Kotia etc.	43.34	55.04	32.19	5.49	1.87	8.70
19	Koya etc.	52.95	57.22	48.94	-4.12	-0.31	-8.05
20	Kulia	44.94	54.04	35.29	3.89	2.87	5.60
21	Malis	38.81	47.56	30.42	10.02	9.35	10.47
22	Manna Dhora	50.89	57.21	44.82	-2.06	-0.30	-3.93
23	Mukha Dhora etc.	31.03	39.08	23.34	17.80	17.83	17.55
24	Nakkala etc.	20.96	23.95	18.08	27.87	32.96	22.81
25	Nayaks etc.	59.63	63.19	55.81	-10.80	-6.28	-14.9
26	Pardhan etc.	72.22	70.00	75.00	-35.18	-22.34	-48.89
27	Porja, etc.	29.90	38.92	21.36	36.83	43.91	26.89
28	Reddi Dhoras etc.	38.71	49.69	27.15	10.12	7.22	13.74
29	Rona etc	55.73	61.57	49.80	-6.90	-4.66	-8.91
30	Savaras etc.	43.52	51.74	35.61	5.31	5.17	5.28
31	Sugalis etc.	47.48	56.92	37.51	1.35	-0.01	3.38
32	Valmiki etc.	59.87	67.96	52.30	-11.04	-11.05	-11.41
33	Yenadis etc.	35.10	37.96	32.18	13.73	18.95	8.71
34	Yerukulas etc.	48.31	55.30	41.33	0.52	1.61	-0.44

Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, Andhra Pradesh, Hyderabad; Literates excluded Children in the age group of (0-6) years.

There are about two dozen sub-groups having less than state average literacy rate of STs. There is no guarantee that ST sub-groups mostly living in plain areas have more literacy rate than those residing in remote areas. Plain areas which account for about 47 percent of state population have four major ST sub-groups-Yanadis, Yerukala, and Sugalis. These groups account for more than three-fourth of STs in plain areas. But literacy rate of these groups is less than the average ST literacy rate.

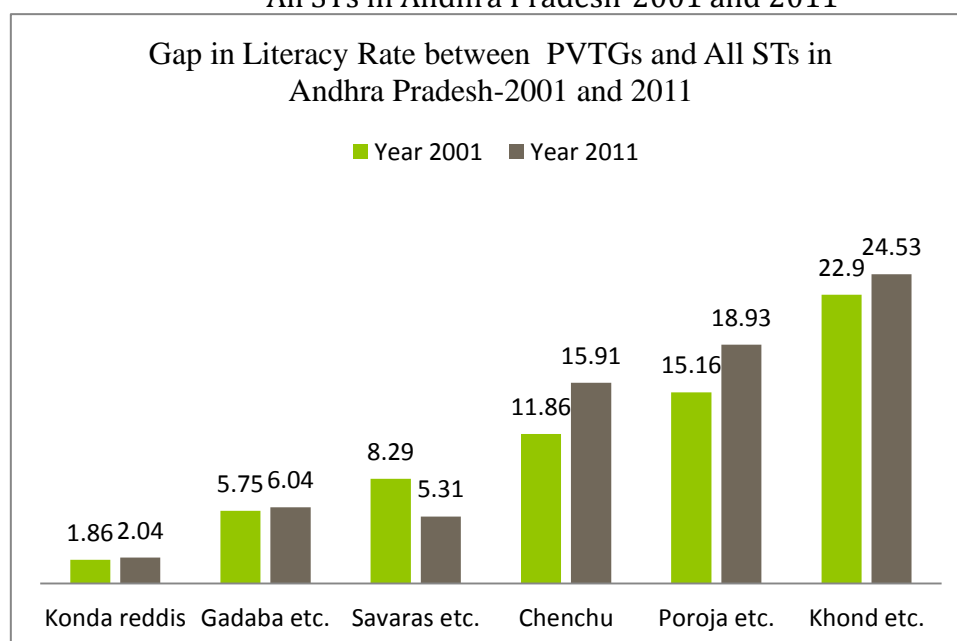
2.5. Literacy Rate among Particularly Vulnerable Tribe Groups (PVTGS)

There are some Particularly Vulnerable Tribe Groups(PVTGs) earlier known as Primitive Tribal Group(PTG) are backward in several respects including in literacy rate. In Andhra Pradesh there are six such PVTGs whose literacy rate is below the average literacy rate of STs. The literacy rate of them increased significantly during 2001 and 2011(Table-10). However, the gap between them and average ST literacy rate widened during 2001 and 2011. There are also differences in literacy rates within PVTGs in the state. Literacy rate of Khonda (24.30) and Poroja etc (29.90) was less than the state STs average (48.83) in 2011. However, the literacy rate of other PVTGs like Konda reddy and Savara is better and not far away from average literacy rate of STs in Andhra Pradesh. Literacy rate of Chenchus, another PVTG is somewhere between them (See Section-4 for more on Chenchus).

Table-10: Literacy Rate of PVTGs in Andhra Pradesh-2001 and 2011.

S.NO	PVTGS Tribe Name	2001	2011	Change % (2001-2011)
1	Gadaba etc.	31.29	42.79	11.5
2	Poroja etc.	21.88	29.90	8.02
3	Chenchu	25.18	32.92	7.74
4	Khond etc.	14.14	24.30	10.16
5	Konda reddy	35.48	46.79	11.31
6	Savaras etc.	28.75	43.52	14.77
Total PVTG'S Groups		26.20	37.57	11.37

Graph-4: Gap in Literacy Rate between PVTGs and All STs in Andhra Pradesh-2001 and 2011



Gap between literacy rate of PVTGs and average literacy rate increased during 2001 and 2011 for all (Table-11 and Graph-4) . It was less in 2001 compared to 2011. The gap is more for Khonds and Poroja compared to others. The gap for Chenchus is nearer to the gap between STs and general population of the state (15.41 in 2001 and 18.52 in 2011).

Table-11: Gap in Literacy Rate between PVTGs and All STs in Andhra Pradesh-2001 and 2011.

S.NO	PVTGS Tribe Name	2001	Gap with state average (37.04) in 2001	2011	Gap with state average (48.83) in 2011
1	Gadaba etc.	31.29	5.75	42.79	6.04
2	Poroja etc.	21.88	15.16	29.90	18.93
3	Chenchu	25.18	11.86	32.92	15.91
4	Khond etc.	14.14	22.90	24.30	24.53
5	Konda reddyis	35.48	1.86	46.79	2.04
6	Savaras etc.	28.75	8.29	43.52	5.31

Table 12: PVTG'S Groups Literate Population 2001

Sl. No	PVTGS Tribe Name	PVTG'S Population	No. of Literates			S.T. Literacy Rate (%)		
			Population	Male	Female	Population	Male	Female
1	2	3	4	5	6	7	8	9
1	Gadaba etc.	36051	11279	6921	4358	31.29	37.97	24.45
2	Poroja etc.	32434	7095	5012	2083	21.88	30.52	13.01
3	Chenchu	32824	8266	5218	3048	25.18	31.36	18.83
4	Khond etc.	85035	12023	8879	3144	14.14	20.82	7.42
5	Konda reddy	75758	26882	26658	15568	35.18	41.00	29.21
6	Savaras etc.	122279	35154	22740	12414	28.75	37.14	20.33
Total PVTG'S Groups		384381	100699	75428	40615	26.20	74.90	53.85

Source: Census 2011

Gender differences in literacy rates are more visible among PVTGS than among other groups (Table-12 and Table-13). Gender gap is more among those (Poroj and Khonds) having low literacy rate than among others.

Table-13: PVTG'S Groups Literate Population 2011

Sl. No	PVTGS Tribe Name	PVTG'S Population	No. of Literates			S.T. Literacy Rate (%)		
			Population	Male	Female	Population	Male	Female
1	2	3	4	5	6	7	8	9
1	Gadaba etc.	37798	16175	9057	7118	42.79	49.29	36.65
2	Poroja etc.	36145	10806	6837	3969	29.90	38.92	21.36
3	Chenchu	47315	15576	9009	6567	32.92	37.78	27.98
4	Khond etc.	102378	24874	16775	8099	24.30	33.32	15.56
5	Konda reddy	90937	42549	23730	18819	46.79	53.04	40.73
6	Savaras etc.	137613	59893	34936	24957	43.52	51.74	35.61
Total PVTG'S Groups		452186	169873	100344	69529	37.57	59.07	69.29

2.6. Literacy Rate in Scheduled Areas of Andhra Pradesh

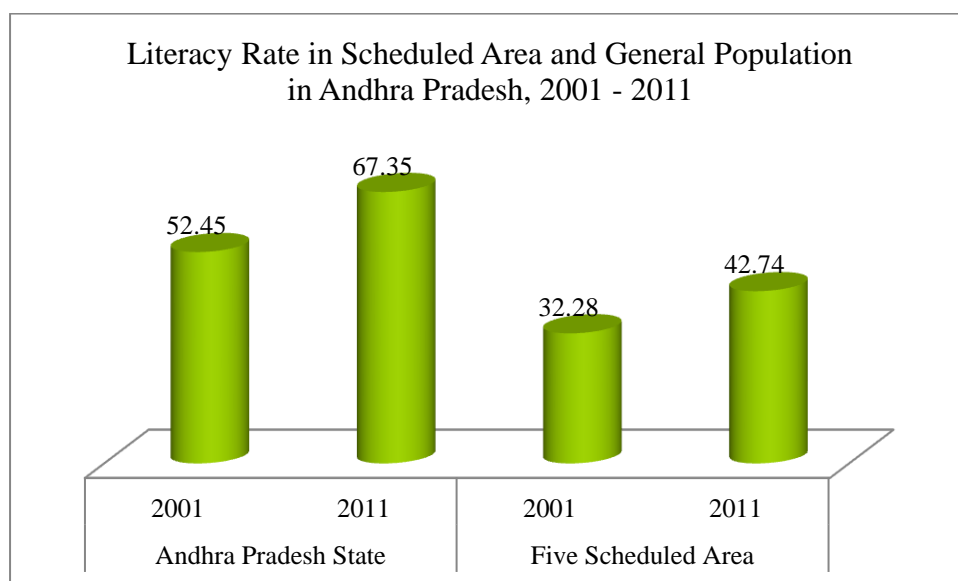
When compared to other social groups STs live in contiguous areas and considered to be more easier to have area approach for developmental activities. Based on certain criteria some areas in Andhara Pradesh are classified as Scheduled Areas. 4764 scheduled villages of the districts of Srikakulam, Vizianagaram, Visakhapatnam, East Godavari and West Godavari are classified as Scheduled Areas.

Average literacy rate in scheduled area districts is less than the state average (Table-14 and Graph-5). However, literacy rate in scheduled area districts increased more than the state average during 2001 and 2011 (Table-15). Female literacy rate increased much faster than the male literacy rate in the area.

Table-14: Literacy Rate in Scheduled Area and General Population in Andhra Pradesh, 2001 - 2011

Census Year	Andhra Pradesh State			Five Scheduled Area		
	Persons	Male	Female	Persons	Male	Female
2001	52.45	63.12	48.78	32.28	20.14	12.14
2011	67.35	74.77	59.96	42.74	24.66	18.08

Graph-5: Literacy Rate in Scheduled Area and General Population in Andhra Pradesh, 2001 - 2011



Literacy rate in Scheduled Area of a district is less than district average literacy rate. Non-scheduled area of the district has more literacy rate (Table-15). Literacy rate of the scheduled area of West Godavari has more than the average ST literacy rate. All other scheduled areas have less than the state average in 2001 as well as in 2011

Table -15: District wise Literacy Rate in Scheduled Area, 2001 – 2011

Sl.No	District	S.T. Literacy Rate 2001 (%)			S.T. Literacy Rate 2011 (%)		
		Population	Male	Female	Population	Male	Female
1	2	3	4	5	6	7	8
1	Srikakulam	35.60	22.54	13.05	47.46	27.53	19.93
2	Vizianagaram	29.48	18.38	11.09	41.05	23.62	17.43
3	Visakhapatnam	28.70	19.23	9.46	39.06	23.63	15.43
4	East Godavari	37.80	21.21	16.59	47.67	25.73	21.95
5	West Godavari	43.09	23.39	19.71	50.40	26.34	24.06
Andhra Pradesh		32.28	20.14	12.14	42.74	24.66	18.08

2.7. Literacy Rate in ITDA Area in Andhra Pradesh

Within a scheduled area some parts having more than 50 percent ST population have been identified for developmental activities. The main objective of ITDA is socio-economic development of tribal communities through income generating schemes. In Andhra Pradesh eight areas are brought under ITDA.

Table -16: Literacy Rate in ITDA Area of Andhra Pradesh, 2001- 2011

Census Year	Andhra Pradesh State			ITDA wise		
	Persons	Male	Female	Persons	Male	Female
2001	52.45	63.12	48.78	38.42	46.80	30.04
2011	67.35	74.77	59.96	46.01	51.08	32.37

Literacy rate in ITDA area increased significantly during 2001 and 2011. But it is much less than the overall literacy rate in the state but closer to the average literacy rate of STs in the state (Table-16 and Graph-6). Among the ITDA areas Parvatipuram has the

lowest but increased faster than other areas. Nellore has the highest literacy rate in 2001 but experienced slowest progress. (Table-17).The gender difference is more in Chinthur and minimum in Rampachodavaram.

Graph-6: Literacy Rate in ITDA Area of Andhra Pradesh, 2001- 2011

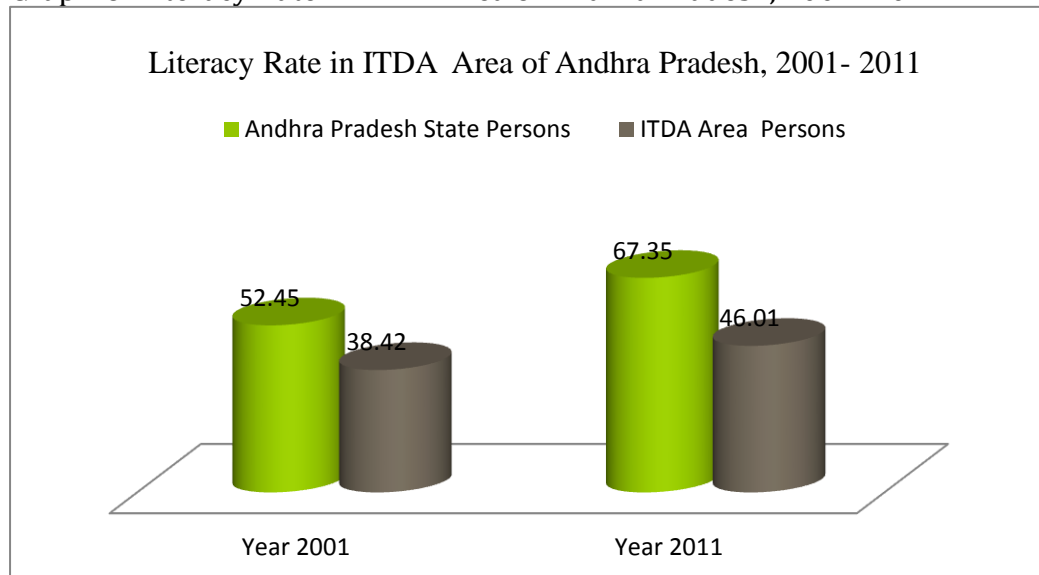


Table -17: ITDA wise Literacy Rate in Andhra Pradesh, 2001- 2011

Sl.No	ITDA Name	S.T. Literacy Rate 2001 (%)			S.T. Literacy Rate 2011 (%)		
		Persons	Male	Female	Persons	Male	Female
1	2	3	4	5	6	7	8
1	Kotaramachandrapuram	36.05	39.17	32.93	41.05	50.93	31.16
2	Paderu	43.34	52.49	34.18	52.12	65.80	38.43
3	Parvathipuram	30.14	35.45	24.82	39.75	47.48	32.01
4	Rampachodavarm	36.48	45.99	26.97	39.52	46.92	32.12
5	Seethampeta	41.74	51.04	32.43	48.04	59.32	36.75
6	Chinthur	38.33	51.92	24.74	47.94	65.76	30.11
7	Nellore	46.72	55.29	38.15	50.78	60.33	41.22
8	Srisailam	34.56	43.06	26.06	48.89	56.20	41.57
Total ITDA		38.42	46.80	30.04	46.01	51.08	32.37

Section-3: EDUCATION OF SCHEDULED TRIBES IN ANDHRA PRADESH

3.1. Introduction

Government of Andhra Pradesh and Government of India have initiated several educational programs for the development of education among STs. Some of them include: opening of primary schools, Ashram Schools and Residential Schools in the tribal areas(Gurukulams); running hostels for ST students; sponsoring students to reputed schools and colleges; provision of scholarships; providing assistance for coaching for competitive examinations; there is also provision for studies abroad. Government of Andhra Pradesh is spending major part of Tribal Welfare budget for the purpose of education.

In this section an attempt is made to examine whether all the above initiatives have contributed to the development of education among the STs in Andhra Pradesh. This is done by looking at the several indicators- Gross Enrolment Ratio (GER), Drop-out and Transition Rate and Performance of ST children. Based on the availability of data development of education among STs is examined in this section. There is some problem in getting data on the above indicators for a specified year(s). To the extent possible the data for the latest available year is presented.

3.2. Enrolment and Gross Enrolment Ratio (GER)

Coming to the enrolment there are about 12.36 lakh ST students in 2013-14 in Andhra Pradesh. They are enrolled in regular school, Girijana Vidya Vikas Kendra (GVVK) Schools, Ashram Schools, Residential Schools and other institutions. Majority of the ST students are enrolled in regular schools. At present there are 378 Ashram schools with an enrolment of 84 thousands and 184 Gurukulams enrolling 45 thousand students.

Gross Enrolment Ratio (GER) indicates the participation of children in education appropriate to their age. Hundred percent indicates that all the children in the relevant age group have been into school. Up to Elementary Stage (Classes I-VIII) GER is expected to be hundred percent to meet Constitutional obligation indicated in RTE Act 2009. In this respect STs in Andhra Pradesh are better than others as GERs in Elementary Education for STS is more than for all the groups (Table-18 and Graph-7). However, as the level of education goes up the gap between STs and all categories is widening. Except in higher education the girls' participation is better than boys.

Graph-7 :GER for STs in AP, 2015-16

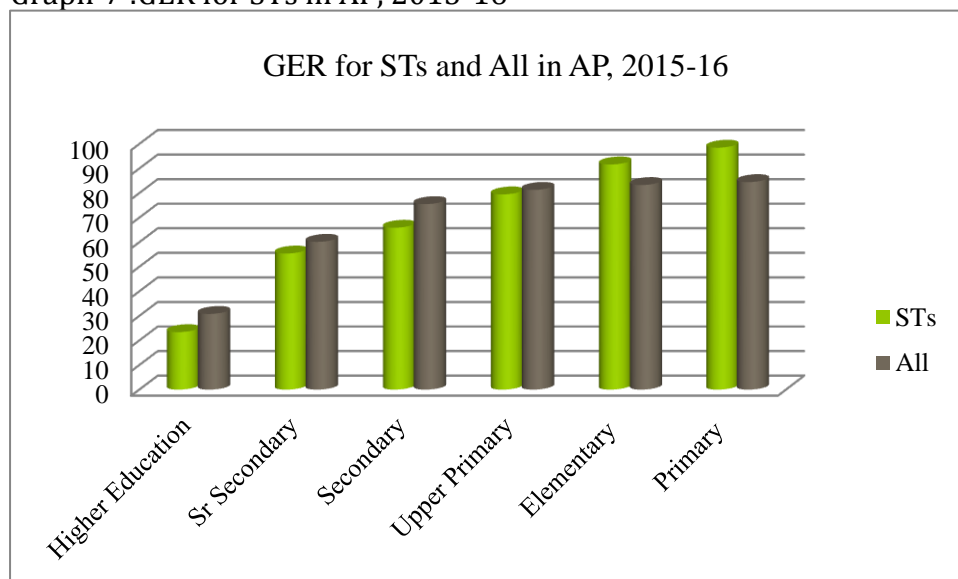


Table- 18: GER for STs in AP, 2015-16

Stage	STs			All			Gap Total (All-STs)
	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8
Primary	97.98	99.02	98.48	84.88	84.05	84.48	-14.0
Upper Primary	79.97	80.02	79.47	81.12	81.56	81.30	1.83
Elementary	91.13	92.21	91.65	83.46	83.11	83.29	-8.36
Secondary	64.14	67.17	65.9	74.63	76.48	75.51	9.61
Sr Secondary	54.94	55.91	55.4	58.28	62.27	60.16	4.76
Higher Education	27.4	19.8	23.4	34.7	26.9	30.8	7.4

Source: MHRD(2019) Educational Statistics at a Glance 2018 Table-45

As per AISHE2019 the number of ST students pursuing higher education increased after 2013-14 in the state (Table-19). The number increased from 64 thousands in 2013-14 to 78.7 thousands in 2018-18. The increase was more for ST boys than for girls. As result of increase in enrolment the GER for STs in higher education also increased from 18.2 percent to 23 percent during 2013-14 and 2018-19. Despite increase in GER of STs they lag behind other Social groups. For example as against GER of 29 percent for all categories the GER for STs was 22.9 Percent only.

Table-19: Trends in Enrolment and GER of STs in Higher Education in Andhra Pradesh

Year	Enrolment			GER		
	Boys	Girls	All	Boys	Girls	All
2013-14	33796	30187	63983	20.5	23.0	18.2
2014-15	40903	32937	73840	23.9	28.1	20.1
2015-16	39407	32293	71700	23.4	27.4	19.8
2016-17	41161	34502	75663	24.9	29.0	21.3
2017-18	39229	34426	73655	24.5	27.9	21.5
2018-19 *	42159	36528	78687	26.49 (32.4)	30.4 (35.8)	22.9 (29.0)

*figures in parenthesis are GER for All Source: AISHE 2018-19 Table-T45

<http://aishe.nic.in/aishe/viewDocument.action?documentId=263>

3.3. Drop-out and Transition Rates of STs in Andhra Pradesh

It may be noted that all those who enrol do not continue till the completion of a particular stage. As per the RTE Act 2009 all the children should successfully complete eight years of schooling. In the state the drop-out rate is insignificant at the primary but continues to rise at upper primary and secondary stage. Higher drop-out rate among STs compared to All the groups indicate that programmes at improving the education of STs did not yield the desired results (Table-20 and Graph-8).

Graph-8: Annual Average Drop-out Rate of ST Students in Andhra Pradesh 2017-18

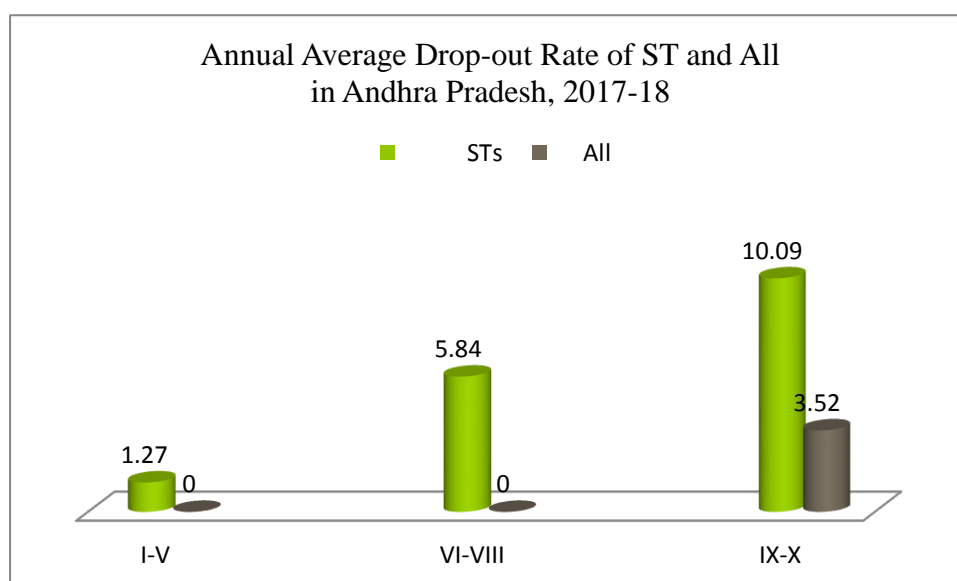


Table-20: District-wise ST Annual Average Drop-out Rate, 2017-18

Sl No	District	School Enrolment (Total) 2018-19	Classes I-V	Classes I-VIII	Classes IX-X
1	Srikakulam	376314	0	3.77	7.46
2	Vizianagaram	309150	0.3	4.18	10.99
3	Visakhapatnam	647856	1.6	4.83	7.82
4	East Godavari	730866	3.31	5.6	9.77
5	West Godavari	535127	2.59	5.15	13.48
6	Krishna	605643	0	3.33	6.06
7	Guntur	683003	1.02	5.98	8.85
8	Prakasam	483240	1.58	9.43	10.62
9	S.P.S.Nellore	396261	3.22	15.89	20.89
10	Y.S.R	440103	0	3.38	10.84
11	Kurnool	676725	0.0	4.13	7.12
12	Ananthapur	584456	1.01	1.95	5.83
13	Chittoor	573244	0.2	5.98	17.08
	Andhra Pradesh	-	1.27 (0)	5.84 (0)	10.09 (3.52)

Figures in parenthesis are drop-out rates for all groups

Source: DES (2018) District at a Glance-Andhra Pradesh Table 12 p 102

The drop-out rates are not uniform across the districts. The districts with more than state average drop-out rate at all stages include Nellore, Prakasham, West Godavari. The drop-out rates in Visakapatnam, East Godavari and Guntur are nearer to the state average. The drop-out rates are very high at secondary stage in some districts like West Godavari, Nellore and Chittoor. It is difficult to explain the reasons for such differences. As per the policy towards education of STs there are no district wise differences except in ITDA segment.

Closely related to the drop-out rate is the transition rate which indicates percentage of students going for next level of education after completing a particular stage. The transition rates for ST students are less than other social groups. Table-21 indicates the difference in Transition Rates from Upper Primary to Secondary Level for ST and General Category of Students in Andhra Pradesh. The difference is more for ST students when compared to others and high in 2016-17 compared to 2015-16.

Table-21: Difference in Transition Rates from Upper Primary to Secondary Level for ST and General Category of Students in Andhra Pradesh

Social Group	Base Year 2015-16	Reference Year 2016-17
ST	4.8	10.2
SC	0.5	2.3
OBC	4.1	1.3

Source: NITI (2019) SEQI Tables- 13,14 &15 PP 71-74

3.4. Performance of ST Students in Andhra Pradesh

Due to non –detention policy no child is detained on the grounds of low levels of learning. They are automatically promoted to the next class if they put in required attendance (normally 75%). A child can reach class -10 without obstacle if he/she continues to attend the school. But at the end of the class-10 students face first public examination, known as Secondary School Certificate (SSC). The performance in this examination shapes the students' carrier to a larger extent.

Table-22: Pass Percentage of ST Students in SSC Examination 2017-18 AP

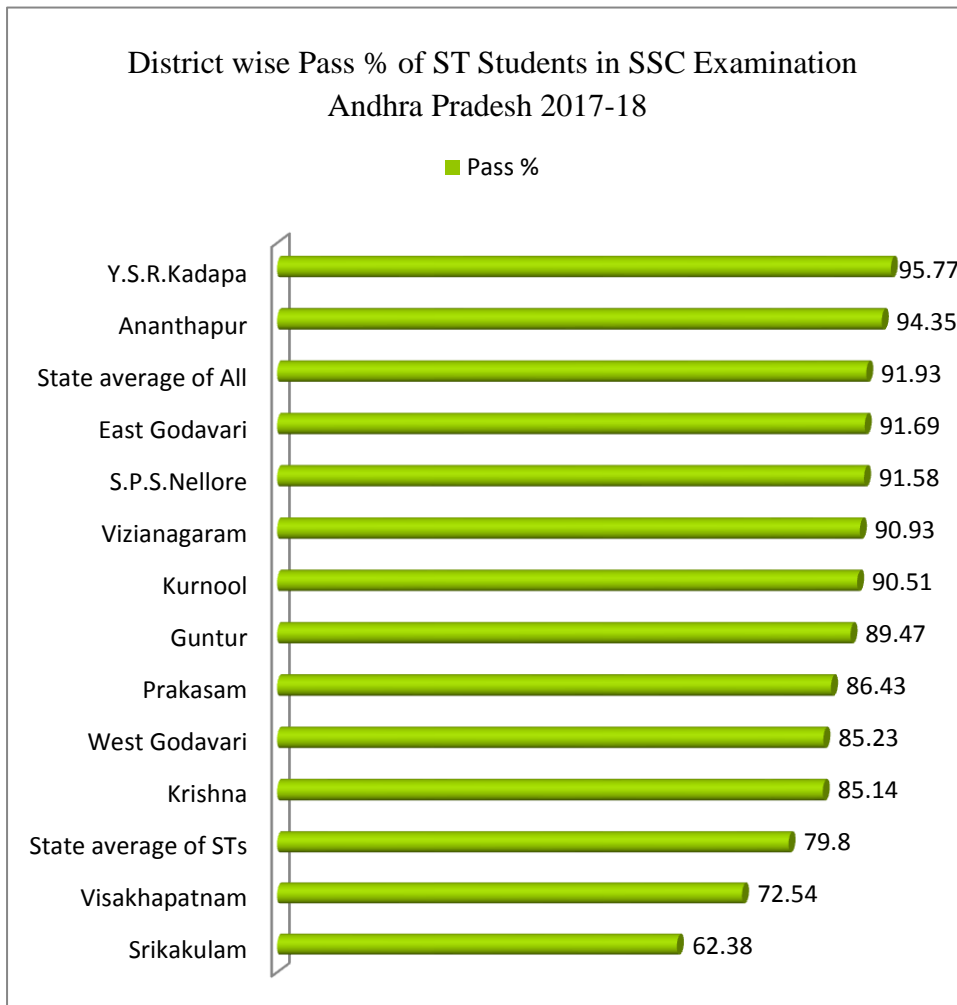
Sl No	District	Pass Percentage
1	Srikakulam	62.38
2	Vizianagaram	90.93
3	Visakhapatnam	72.54
4	East Godavari	91.69
5	West Godavari	85.23
6	Krishna	85.14
7	Guntur	89.47
8	Prakasam	86.43
9	S.P.S.Nellore	91.58
10	Y.S.R.Kadapa	95.77
11	Kurnool	90.51
12	Ananthapur	94.35
13	Chittoor	---
Andhra Pradesh		79.83 (91.93)*

*State Pass percentage for All groups

Source: <http://aptribes.gov.in/reports/TWD%20SSC%20Results%202017.pdf>

In Andhra Pradesh the district wise data on pass percentage in the SSC examination for the year is presented in Table-22 (also Graph-9). ST students (with 79.8%) lagged behind the state average (91.9%) in SSC . There are inter- district variations. The pass percentage is less in Srikakulam and Visakhapatnam and more in other districts.

Graph-9: Pass Percentage of ST Students in SSC Examination 2017-18 Andhra Pradesh



Now a days there is much discussion about learning levels of children who are retained in schools. There is a global concern about deterioration in the quality of education reflected in low learning levels. In India, including in Andhra Pradesh there is a wide gap between expected and actual outcomes. Further, there is a wide gap between learning levels among social groups.

The mean achievement score is less for Class-10 students of Andhra Pradesh. There are subject wise differences and differences between social groups. In Andhra Pradesh the difference between mean score of All and STs was seven in English but was 22 in Mathematics (Graph-10).

Table- 23: Performance ST Students in Andhra Pradesh 2017-18

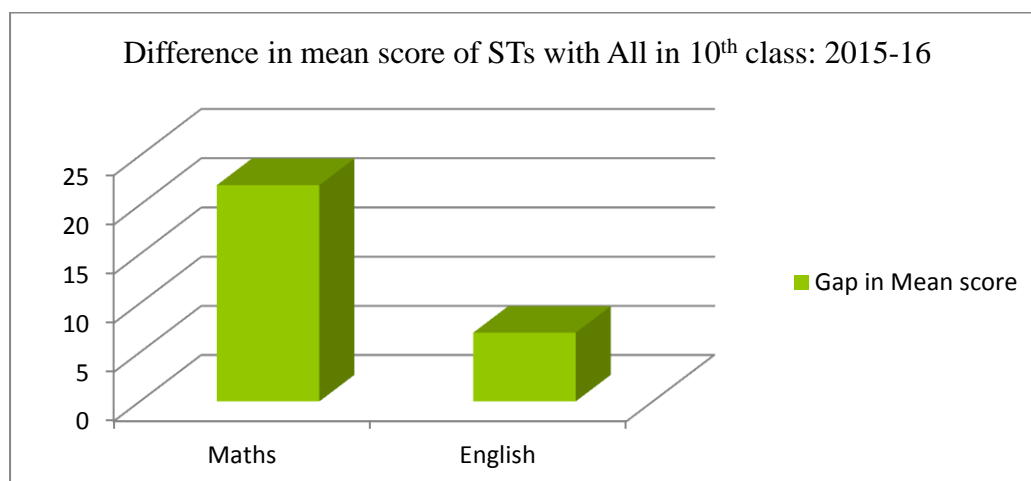
Subject	Class-3		Class-5		Class -8		Class-10	
	ST	All	ST	All	ST	All	ST	All
Env Sc	68	73	57	64	-	-	-	
Language*	75	79	61	67	54	58	41	43
Maths	70	74	57	64	45	50	35	41
Science	-	-	-	-	44	48	37	41
Social Sc	-	-	-	-	44	49	38	43
English	-	-	-	-	-	-	35	43

*Modern Indian Language for Class-10

Source: NCERT(2019) National Achievement Survey 2017-18

In Andhra Pradesh performance of ST students as reflected in the test scores is very unsatisfactory. This is true at all stages of school education. What is worse is the performance of STs and also for all groups declining with increasing grades (Table-23). Mean achievement score of ST students of class- 10 is much less than mean achievement score of All the groups in two important subjects like English and Mathematics which indicates that much is needed to improve the quality of education, particularly among STs (Table-24.)

Graph-10: Mean Achievement Scores of ST Student in Class 10, 2015-16



3.5 .Level of Education among STs in Andhra Pradesh

Over a period of time the educational level of STs and also others is increasing in the state. This is true for both males and females (Table-25). The percentage of STs with below primary stage declined significantly from 35.37 to 19.39 percent for males and from 45.26 to 23.98 percent for females during 2001 and 2011. On the other hand, the percentage of STs with secondary and higher secondary education increased significantly from 14.5 to 21.1 percent for males and from 9.4 to 18.6 percent for females during 2001 and 2011. Compared to males females are lagging behind but progressing much faster among STs in Andhra Pradesh.

Table-25: Distribution of ST population according to level of Education in Andhra Pradesh 2001 and 2011(%)

Level of Education	2001		2011	
	Male	Female	Male	Female
Not Literate	59.20	74.82	50.56	64.23
Literate without educational level	6.05	7.87	6.66	6.25
Below Primary	35.37	45.26	19.39	23.98
Primary	31.87	30.40	31.58	33.57
Middle	9.34	7.03	11.88	12.19
Matric/Secondary	9.69	6.15	12.99	12.01
Higher Secondary	4.96	3.27	8.12	6.61
Non-Technical	3.27	2.13	7.11	6.23
Technical	3.65	1.43	4.51	3.55
Graduate & Above	3.41	1.83	6.88	5.38

Source: Primary Census Abstract, Census 2011, Directorate of Census Operations, Andhra Pradesh, Hyderabad

Within ST graduates about 71 percent have general education(graduation and post-graduation). Those with engineering education account for 24 percent of total ST graduates (Table-26 and Graph-11).

Graph-11: Type wise Distribution of ST Graduates in Andhra Pradesh 2011

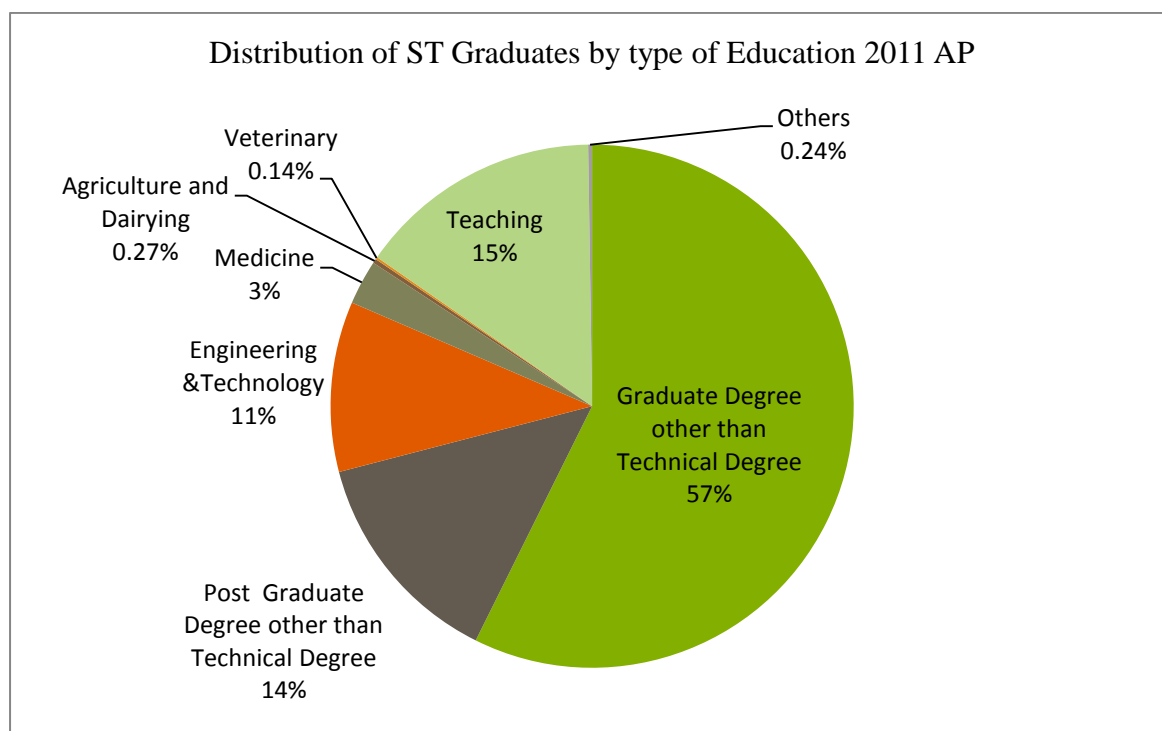


Table-26: Distribution of ST Graduates by type of Education 2011 AP

Sl no	Type of Education	% Graduates	
1	Graduate Degree other than Technical Degree	57.3	
2	Post Graduate Degree other than Technical Degree	13.6	
3	Engineering & Technology	10.52	
4	Medicine	2.75	
5	Agriculture and Dairying	0.27	
6	Veterinary	0.14	
7	Teaching	15.11	
8	Others	0.24	
		100(63124)*	

*Figures in parenthesis are the total number of ST Graduates.

Source: [tribal.gov.in/writer/readdata/Annual Report/AR2017-18 pdf](http://tribal.gov.in/writer/readdata/Annual%20Report/AR2017-18.pdf). PP 148-149

Section-4: LITERACY AND EDUCATION OF CHENCHUS IN ANDHRA PRADESH

4.1. Socio-Economic Conditions of Chenchus

Chenchus are classified as one of the PVTG groups in India. As per 2011 Census the population of them is 47315 accounting for 1.8 percent of STs in Andhra Pradesh. They live both in plain and deep forest of the Nallamala forest area of Kurnool, Prakasham and Guntur districts. Telugu is the main language of Chenchus. However, there is some difference in the language spoken by Chenchus who live in plain and in deep forest 'particularly in all the prosodic features and phonology'.

Some of the details related to the places visited during the field work are given below. The visit related to two villages- Chinnarutla Penta and Thummalabayalu- in Dornal mandal of Prakasham district of Andhra Pradesh. As part of the school visit basic information related to them are collected. These two villages are habited entirely by Chenchus and are hamlet villages of Chintala Gram Panchyat. Penta means houses of Chenchus. The individual household is called Boddugudise (hut). The complex of 'Buddu Gudeses' or group of families where Chenchus live is called 'Penta. But in the two villages, there is no Boddu Gudise. The houses are 'Pucca houses' constructed by an NGO named Rural Development Trust (RDT). These two villages are located in semi-plane area of Dornal mandal of Praksham district. There is no electricity facility in the Chinnarutla penta in day time. But there are solar lights which work at night time. Thummalabayalu village has electricity facility. These two villages have road connectivity to ITDA headquarter, mandal headquarter and Gram Panchayat. But bus facility is very rare. There are cement/metal internal roads in the two villages. Some households are maintaining the two wheelers. Safe drinking water is provided by the NGO/ Government in both villages.

Due to lack of electricity use of TV facility is not observed in Chinnarutla. But in case of Thummalabayalu village, 90 per cent of the houses have Television facility where there is day time electricity facility. There is low utilisation of mobile phone due to network problems. However, use of mobile phone is more among Cenchus in plane area while compared to those living in deep forest.

Chinnarutla Penta is 22kms away from the Sunni Penta ITDA of Andhra Pradesh. It is observed that the basic work of the Chenchus is farming and collecting forest products. Usually they collect the forest products and sell to the GCC and get the PDS items (Sugar, wheat, rice and kerosene). Due to lack of knowledge in marketing and innocence their products rarely get a remunerative price. So they are getting very less income which is hardly sufficient to meet their daily needs.

Basic features of the Chinnarutla Village indicate that number of households in the village have come down from 58 in 2011 to 46 now (March 2020). Similarly the population also declined from 185 to 168. Total workers in Chinnarutla are 112 (male 54 and female 58). It is clear that female work force is more in selected area of the study (Table -27). These people also engaged in MGNREGS works in the respected villages and also maintaining bank account. But maintaining of balance in the bank is poor due to their meagre earnings. Women self-help groups also appeared in the study area. They are also seeking loans through the SHGs but functioning of them are not effective.

Table- 27: Chinnarutla Penta and Thummalabayalu Village

Sl No	Particulars	Chinnarutla Penta			Thummala bayalu Village		
		Total	Male	Female	Total	Male	Female
1	Total No. of Houses	58	-	-	133	-	-
2	Population	185	96	89	510	260	250
3	Child (0-6)	47	23	24	93	47	46
8	STs	185	96	89	510	260	250
5	Literacy	40.58%	50.68%	29.23%	61.63%	67.14%	55.88%
6	Total No Workers	112	54	58	253	123	130
7	Main Worker	105	-	-	241	-	--
9	Marginal Worker	7	1	6	12	6	6

Source: Census Report-2011

When compared to Chinnarutla Penta, Thummala Bayalu is a medium size village of Dornala Mandal, which is about 50km away from Sunnipenta ITDA headquarter. The number of households in the village has increased from 133 in 2011 to 146 now. Similarly the population also increased from 530 to 1063. As per 2011 Census about half the population is engaged in economic activities. Female workers outnumber male workers.

4.2. Literacy Rate of Chenchus

Chenchus have very low literacy rate and have not increased significantly during 2001 and 2011. The literacy rate of Chenchus increased from 25.18 per cent to 32.92 per cent during 2001 and 2011. The gender difference though declined still continues to be around 10 percentage points (Table-28).

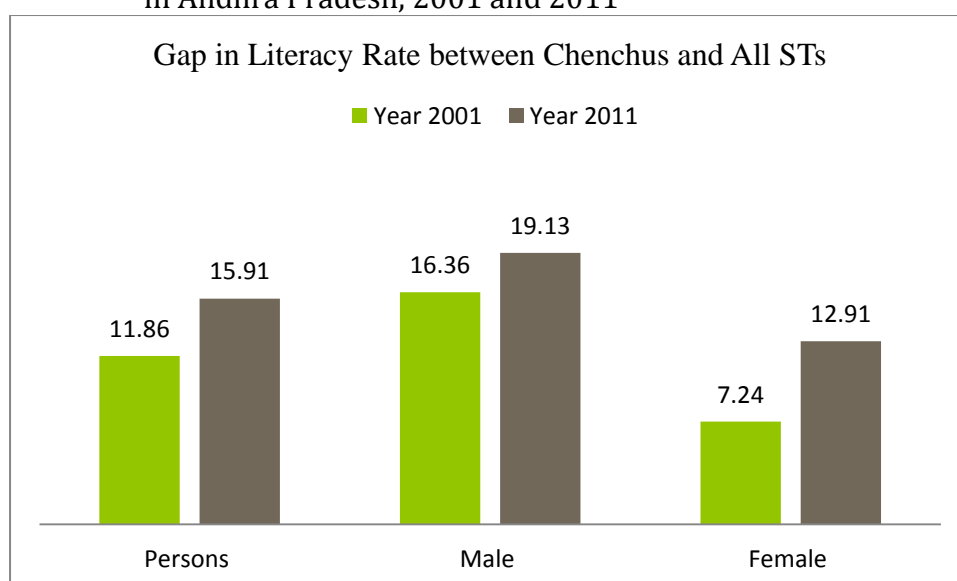
Table-28: Literacy Rate among Chenchus in Andhra Pradesh

Sl No	Year	Literacy Rate(%)			Male-Female Gap	Gap(ST average minus Chencus Literacy Rate)		
		Persons	Male	Female		Persons	Male	Female
1	2001	25.18	31.30	18.87	12.43	11.86	16.36	7.24
2	2011	32.92	37.78	27.98	9.80	15.91	19.13	12.91

Source: Census 2001 and 2011

How ever, the gap between literacy rate of Chenchus and average literacy rate of STs has increased both for the males and females during 2001 and 2011(Graph-12). The gap among females increased more than the gap among the males. This is a cause of concern as the difference is expected to narrow down over a period of time.

Graph-12: Gap in Literacy Rate between Chenchus and All STs in Andhra Pradesh, 2001 and 2011



According to Census 2011, average literacy rate of Chinnarutla penta is 45.58 per cent. Male literacy rate (50.68%) is higher than female literacy rate(29%). The literacy rate of Chinnarutla penta is more than the state average for Chenchus but less than the average literacy rate of STs (Table-29). And in case of Thummalabayalu village average literacy rate is 61.63 per cent (male-67.14% and female-55.88%) which is more than

the average literacy rate among STs (Table-29). In the entire Dornala mandal Chinnarutla village has the lowest literacy rate while Thummanabayalu appeared as one of the top five villages in literacy rate.

Table-29 : Literacy Rate in the Villages of the Study area (2011)

Villages	Total(%)	Male(%)	Female(%)
Chinnarutla	40.58	50.68	29.23
Thummanabayalu(GP)	61.63	67.14	55.88
Peddarutla	45.00	60.00	30.00
Chintala(GP)	89.16	95.52	82.62
Dornala (Mandal)avg	54.00	65.06	42.88

Source: Census Reports -2011.

4.3. Education of Chenchus

The village Chinnartula has one school known as Girijana Vidya Vikas Kendra(GVVK) school where enrolment is too low. It is a single teacher school. The primary school, which has been running smoothly since 2000, caters to children between 6 and 10 years of age, providing formal education up to Class- 3. The number of children have gone down due to decline in fertility rate and migration. Average Household size which was between 6-8 few years back has come down to 4-6 in recent years. Once children cross the age of 6, they are sent from the Anganwadi centre to the village school but in Chinnartula there is no Anganwadi centre.

Enrolment as per the records is 22 but the total number of students studying there is around 14 students including seven students (boys-5, girls-2) in Class-1 (Table-30). Some of them appeared as dropouts. Few children of the Chinnartula are admitted in nearby residential schools and returned back due to their disinterest in studies. Some of the discontinued high school students are supporting their parents in the village. Some of the irregular/drop-outs are taking care of their younger siblings below the age of 5 years. Parents also not forcing them go to school. Poor financial position, lack of proper advice to the family lead to the irregularity/drop-out of some children.

Table-30: Enrolment in Chinnarutla Penta School

Enrolment	Total Students	Boys	Girls
As per the Records	22	12	10
Actually Present	7	5	2

Source: Schools Records

The school has only one teacher (on deputation) who studied Teacher Training Certificate (TTC) Course. She commutes from a nearby town and hence does not come to the school every day as her visit to the school depends on the public transport facility. She teaches all subjects including Maths, English and Telugu to the students.

The learning levels of the students are not that dissatisfying given the teaching learning environment. Students are able to write and speak to some extent. They are not provided with uniforms. The school has no drinking water facility and also do not serve midday meal. There is no Anganwadi centre in Chinnarutla at present. Change of religion to Christianity did not bring expected awareness about education among Chenchu families in the village.

Though the teacher reviews the progress of the students regularly the improvement is not up to the mark. The drop-out rate is very high. The teacher said that she interacts with the parents on a regular basis to share the children's performance. However, the parents' lack of concern for the school and teacher's inexperience has lead to the poor teaching learning environment.

Availability of Anganwadi Center and provision of midday meal considered important in addressing the issue related to nutrition and school readiness. Provision of safe drinking water and regular health check ups are also considered important in addressing the problem of educating Chenchu children.

Thummanabayalu village has one Ashram School which is under the management of District Tribal Welfare Office (DTWO). Earlier it was under the ITDA. The school campus is very spacious. It provides schooling facilities with boarding and lodging facilities to primary school children. The school has pucca building and ground to play. Though accommodation is technically available students are not interested to stay in the hostel, because majority of the students belongs to the same or nearby village. There is Anganwadi centre in the village

Table-31: Enrolment in Thummanabayalu Ashram School

Class	Total	Boys	Girls
1	18	08	10
2	26	10	16
3	11	04	07
4	11	05	06
5	05	05	02
Total	71	30	41

Source : School Records-2019-20

As per the records the enrolment in the school is 71(30 boys and 41 girls) for the academic year 2019-20(Table-31). The enrolment of girls is more in the school (except in Class-5) which is correlated to the mandal and state average. At present education is provided up to seventh class in this school. There is no use of hostel accommodation facilities. Due to hostel facility in Chinatal high school many from the village prefer that school. Hence, the enrolment in Thummabayalu school is less.

The school, which is running since 1975, serves children between the ages of 6 to 13, with formal education up to seventh grade. After the children have passed the seventh grade, they are sent to the Tribal Welfare Ashram High School in Chinthala village. The school currently has six staff members, including three full-time teachers, one cook and one ANM. The school headmaster is absent on the day of visit and appears to be regularly irregular. Some teachers, including her teacher relatives manage the school in her absence.

The Reverse osmosis (RO) water plant was set up in the school, but not in use. The school has dysfunctional bore well and toilets which are not in use due to water shortage. There is one ANM, who is also irregular, to take care of the health issues of children. First Aid box is not available. There is no use of hostel accommodation facilities. There is no proper maintenance of the campus. The midday meal chart given by the government is not being followed. There is a kitchen in the school, but it is in dilapidated condition, and the cooking items are not good. The food provided is of poor quality.

Performance of the students in the school is far from satisfactory. Writing and reading of students in this school is not satisfactory. Performance of the students of class seven in English and mathematics is quite unsatisfactory. Students cannot read and write English properly. Students cannot sing country's national anthem properly. The school has a library with hardly any book and digital projector which is not functional. It is also observed in the study area that there is no suitable machinery to identify dropout students and send them back to school again.

As per the opinion of some teachers the performance of the school has gone down due to shifting the supervision from ITDA to DTWO. A proper monitoring system can promote the quality of the school. As per the opinion of some teachers the school can be improved if it is brought back again under the supervision of ITDA.

Ashram School in Thummalabayalu needs improvement in several respects to provide quality of education. School premises need to be kept clean and green. The building requires some repairs. The midday meal chart provided by the government needs to be followed daily and must be provided with quality meals. Provision of safe drinking water along with regular supply of water in the toilets is urgently needed. Children need regular health check-ups.

Though the teachers review the progress of the students regularly the improvement is far from satisfactory. The drop-out rate is very high. The teachers said they interact with the parents on a regular basis to share the children's performance. Along with the subjects there is a need to teach some general knowledge.

Besides the above two schools a visit to the APTWREIS school in Sunnipenta, the headquarters of ITDA, was made. Though located in the Chenchu habited area there are very few students belong to this sub group in the school. The school has a pucca building and spacious accommodation and playground. There is a conducive atmosphere for teaching and learning. The school is run under the dynamic principal who belongs to the tribal community. The learning levels of the students is good and satisfactory. There is an arrangement for conducting virtual teaching in each class room. Adoption of technology in the school is very attractive and encouraging.

Section-5: SUMMARY AND CONCLUSION

3.1. Summary

Literacy and Education are considered to be important and basic indicators of level of development of a region, group or a society. They help in overall improvement of other aspects of development such as health, hygiene, nutrition, income and other socio-economic conditions.

The initiatives undertaken for the overall improvement in literacy and education levels among STs in Andhra Pradesh did succeed to certain extent. The literacy rate among STs increased significantly and as a result the gap between general population and STs declined. The gender differences in literacy rate also have come down. Though declined the gender gap is more among STs compared to general population and continued to be significant.

There are inter-district variations in the literacy rate of STs. In majority of the districts the literacy gap between general and STs was more among females than among males. In the case of STs the gender gap declined more in some districts compared to others.

The 34 ST sub-groups vary in literacy and education levels. There are about two dozen sub-groups having less than state average literacy rate of STs. Gender differences in literacy rates are more visible among PVTGS than among other groups. Gender gap is more among those (Poroj and Khonds) having low literacy rate than among others. Gap between literacy rate of PVTGs and average literacy rate increased.

Literacy rate in Scheduled Area of the district is less than district average literacy rate. Non-scheduled area of the district has more literacy rate. Female literacy rate increased much faster than the male literacy rate in the Scheduled area. Literacy rate in ITDA area increased significantly during 2001 and 2011. But it is much less than the overall literacy rate in the state but closer to the average literacy rate of STs in the state.

As the level of education goes up the GER gap between STs and all categories is widening. Except in higher education the girls' participation is better than boys. Despite increase in GER, STs lag behind other Social groups.

Drop-out rate among STs is more compared to All other social groups. The drop-out rates are not uniform across the districts. The transition rates for STs are less than other social groups. The difference is more for ST students when compared to others.

The pass percentage of ST students in SSC examination is less than the state average. There are inter- district variations. Further, the performance of ST students as reflected in the test scores is very unsatisfactory. This is true at all stages of school education. What is worse is the performance of STs declined with increasing grades. There are subject wise differences.

The education level of STs increased. The percentage of STs with below primary stage declined significantly and that with secondary and higher secondary education increased. Compared to males females are lagging behind but progressing much faster in Andhra Pradesh. Within ST graduates majority are graduates in general education and about one-fourth have engineering degree.

Chenchus, one of the PVTGs, have very low literacy rate and have not increased significantly. The gender difference though declined still continues to be there among Chenchus. However, the gap between literacy rate of Chenchus and average literacy rate of STs has increased both for the males and females.

In the sample villages, the literacy rate of Chinnarutla penta is more than the state average for Chenchus but less than the average literacy rate of STs and Thummanabayalu village has more than the state average literacy rate of STs. In the entire Dornala mandal Chinnarutla village has the lowest literacy rate while Thummanabayalu appeared as one of the top five villages in literacy rate. The teaching learning environment is not conducive and performance of the students in the schools is not satisfactory in both the schools.

3.2. CONCLUSION

It is necessary to increase literacy rate of STs from the present level to reach state/national level. To increase literacy levels among STs in the coming years it is necessary to universalise elementary education. At present the enrolment and GERs of STs appears encouraging but require steps to increase transition rates and improve in the learning levels of those enrolled. Otherwise those who drop-out after few years of schooling end up as illiterates given the poor learning levels of ST children.

Regular, GVVK and Ashram Schools, though played a role in enhancing the enrolment, have been deficient in reducing drop-outs and improving learning levels. Academic activities, which are inadequate need to be increased. A proper monitoring system can promote the quality of the education. Lack of convergence between Departments concerned with education of STs is also adding to the deficiencies in monitoring and supervision. Even the management of the school requires qualitative change.

Availability of Anganwadi Centre and integrating it with regular school is necessary. Provision of quality midday meal is important in addressing the issue related to nutrition and school readiness. Provision of safe drinking water and regular health check-ups are also necessary.

Mother tongue continues to be an issue when it comes to tribal education. Supplementing material in the tribal dialect is necessary to overcome the difficulties in learning in Telugu /English medium. Teaching of English, Maths and Science subjects have become major challenges in tribal education and steps are needed to overcome them. Recruitment of teachers from the same community to teach in schools located in Tribal areas, though preferred, has some issues.

As adhoc component of the teaching community (part-time, guest) is significant a mechanism to provide them proper guidance is needed. The existing mechanism for the parental involvement is minimal and needs to be strengthened to track non-enrolled, drop-out and weak students. Community interaction with the school, which is minimal at present, needs to be strengthened.

At present majority of the schools lack teaching learning environment due to deficiency in physical infrastructure. There is a need to improve the physical infrastructure of schools. Though most of the schools have 'pucca' buildings but lack some necessary facilities like regular water supply, toilets, compound walls, proper Kitchen in Ashram schools. Maintenance and repairs of physical infrastructure on a regular basis is also necessary to enhance the learning environment.

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