



MODEL PLAN FOR EDUCATION DEVELOPMENT
IN
TRIBAL AREAS
OF
KHAMMAM DISTRICT

TRIBAL CULTURAL RESEARCH AND TRAINING INSTITUTE
TRIBAL WELFARE DEPARTMENT
GOVERNMENT OF ANDHRA PRADESH
HYDERABAD
1980

C O N T E N T S

Introduction ..	1
Review of Educational Development ..	2
Koya Education Scheme	3
Education Topography	8
Block-wise Identified low-literacy Pockets	11
Structural imbalance	16
Triple Problems ..	22
Educational Plan ..	29

--: oOo :--

INDEX

1	Introduction
2	History of the Institution
3	Object and Aims
4	Organization
5	Curriculum
6	Faculty
7	Students
8	Library
9	Extracurricular Activities
10	Financial Statement
11	Appendix
12	Index

INTEGRATED EDUCATIONAL DEVELOPMENT PLAN
FOR
TRIBAL AREAS OF KHAMMAM DISTRICT

In pursuance of national policy on tribal development during the Fifth Five Year Plan, perspective plans for optimum utilisation of resource endowment over a span of 10 to 15 years time in the identified tribal concentrated areas of the State have been prepared. As a part of this exercise a perspective plan for integrated development of tribal and tribal areas of Khammam district was prepared. This plan envisages optimal utilisation of varied resources of the integrated tribal development agency area to the maximum benefit of the tribal area. The success of this programme will naturally depend on the skill capital and its resource development. The total tribal population was illiterate in the pre-independence period due to various reasons. Consequently the new skill requirement of the various programmes envisaged under Integrated Tribal Development Agency could not be met with by the human resource of the native

population i.e., tribals. A comprehensive education development programme has been given due priority in the Integrated Tribal Development Plan of the Khammam district as direct investment for all round development of the area.

REVIEW OF EDUCATIONAL DEVELOPMENT:

A review of educational programmes in the project area is a prerequisite for identification of bottlenecks in the programme implementation. The educational programme started in the year 1940 in the project area of the district has recorded impressive growth in terms of educational institutions, enrolment of children in the age group of 6-11 years, supply of text books, writing material and dress material, opening of Ashram schools and hostels, sanctioning of scholarships etc. Education has socio-cultural and economic objectives, and it was recognised that sound foundation for sustained growth and balanced development of tribal society could be achieved only through a system of education.

The then Government of Hyderabad State initiated a programme for education development among the tribals inhabiting various districts in the State,

under the expert guidance of Prof.C.Von Furer Haimendorf as early as in 1940's.

KOYA EDUCATION SCHEME:

The Koya Education Scheme similar to that of Gond Education Scheme in Adilabad district was drawn up under the expert guidance of Prof.Haimendorf and implemented in Yellandu, Palwancha and Boorgampad taluks of the former Warangal district of the then Hyderabad State in the year 1946. The scheme included programmes like Teacher Training Centres, opening of village schools, collection and printing of literature on local mythology, tradition and folk songs, free supply of school material, opening of adult education centres, training for employment as village officers, forest guards etc., translation of tribal languages, practical training in agriculture and cottage industries. The main aim of the scheme is to wipe the illiteracy among the tribal adults besides imparting training to the tribal adults to man their schools in their respective villages and to provide the instruction material in Koya language. The teacher training school at Sudimalla was first established for this purpose and nearly 32,000 tribals were brought under the fold of this scheme. There were 20 primary schools with 669 students on their

roll, of which 19 were single teacher schools while only one school at Pottuvarigudem of Palwancha taluk was plural teacher school. All these schools were under the control of the Social Welfare Department. In addition to the above schools there were 45 schools working in the tribal areas. Besides this, Godavari Valley Rural Welfare Scheme of Warangal district was also extended to the riverian tract of Palwancha and consequently Koida village of Boorgampad taluk were covered under Godavari Valley Cooperative Rural Development Society. The objectives of the scheme was to encourage thrift, selfhelp and cooperation among its members to promote the economic and social interests of the members. Schools were also opened simultaneously for the education of tribals under this programme. Two single teacher schools were opened at Burgampad and Koida villages with a strength of 64 students. Thus the Koya Education Scheme and Godavari Valley Rural Welfare Scheme have helped in development of education, literacy among the tribals in the project area. An amount of Rs.2.35 lakhs was spent on education programmes during the period of 5 years i.e., 1946-47 to 1950-51. The year-wise expenditure particulars of the above two schemes are furnished hereunder.

(Rs.in lakhs)

S.No. Scheme	1946-47	1947-48	1948-49	1949-50	50-51
1. Koya Education Schemes at Yellandu, Palwancha and Boorgampad Tqs.	0.14	0.29	0.29	0.50	0.21
2. Godavari Valley Rural Welfare Education Scheme at Boorgampad and Koida villages	0.17	0.20	0.20	0.17	0.08

The tribal development programmes initiated in 1940's were given a new direction with the implementation of Five year Plans since 1951 and community development programmes in 1952. The tribal development schemes viz., Koya Education Scheme and Rural Welfare Scheme were however discontinued. The Khammam district was carved out of the territory of Warangal district in October, 1953, the newly formed district included Khammam, Yellandu, Boorgampad, Palwancha and Madhira taluks and Khammam town was made district headquarters. With the discontinuation of the education schemes, the educational institutions were transferred to Education Department and placed under the complete control of the

District Educational Officer and were brought into the main stream of education programmes in the district. The educational institutions have recorded an increase during the period 1952-53 and the project area had 142 primary schools, and 2 middle schools with a strength of 8,139 and 1,227 respectively. There are altogether 436 teachers working in the above institutions. Bhadrachalam which was formerly in East Godavari district was also tagged on to the newly constituted Khammam district in 1959 on administrative and accessibility considerations. During the First and Second Five Year Plans, an amount of Rs.1.12 lakhs was spent towards education programmes.

The Third Five Year Plan marked the beginning of an era of intensive development of tribals and tribal areas. The Panchayat ^{Samithies} with tribal concentration were converted into Tribal Development Blocks. The establishment of Tribal Development Blocks at Bhadrachalam, Kunavaram, V.R.Puram and Aswaraopet, tribal blocks at Venkatapuram, Boorgampad and Sudimalla, and backward blocks at Kothagudem, and Yellandu had given boost to the Educational Development Programme in the tribal areas of the district.

To combat malnutrition problem on war footing, Special Nutrition Programme was added to the educational sector in the Fourth Five Year Plan period. An amount of Rs.14.32 lakhs as against 116.00 lakhs was spent on educational programmes. The following educational institutional facilities are available for the benefit of tribals in the project area.

Integrated Tribal Development Agency has 529 primary schools, 64 upper primary schools and 39 high schools. In addition to these 55 primary Ashram schools, 3 upper primary ashram schools and 22 hostels of which 4 hostels exclusively for girls are functioning for the benefit of tribals under Tribal Welfare schemes in the project area. The block-wise distribution of various educational institutions in the project area are furnished in the Annexure No.

RESIDENTIAL SCHOOL:

Residential school at Yanambile, a village abutting Kinnerasani dam site started during the year 1975-76 is a land mark in the educational development programme implementation for the benefit of scheduled tribe students in the State. It is run by the Andhra Pradesh Residential Educational Institutions (Regd.) Society, Hyderabad. The main aim of the scheme is to

provide best possible quality education for bright tribal students. The sanctioned strength of the institution is 90. The institution started functioning with primary section with 85 students on the roll, of which 70 belonged to scheduled tribes. Now it is upgraded into high school.

EDUCATIONAL TOPOGRAPHY:

Huge amounts were spent on educational development programmes by opening a number of primary schools, upper primary schools, hostels, high schools etc. Though there has been impressive growth of institutional facility, the results were not commensurate with the investment and development efforts, as the illiteracy rate continues to be high, coupled with poor enrolment rate among the school age children among the tribal children. This phenomena is the product of various factors like socio-economic environment, physiography etc. In the project area most of the tribal settlements are situated on the banks of river Godavari and Sabari. All these villages are not accessible by motor vehicles while motor launch is the only mode of transport. Even, the motor launch services will be suspended during peak periods of floods, and some of the block headquarters like Venkatapuram, V.R.Puram and

Kunavaram and most of the villages in Boorgampad, Sudimalla and V.R.Puram blocks become inaccessible by road for 3 to 4 months in a year and block the movement of men and material. The communications play an important role for all round development of the tribals. The roads network is highly inadequate and it renders supervision work difficult. This ultimately results in creating snags in the educational programmes.

The rate of literacy is zero in almost all the isolated and tiny tribal settlements which are situated in the hilly and dense forest areas of the project. About 80 to 90% of the villages have less than 200 population and they are not viable units for opening sustaining educational institutions. Besides this problem, a good number of hill streams are passing through the project area and many villages become inaccessible in the rainy and flood seasons.

The studies conducted on the organisation and functioning of various educational institutions in the project bring the following ^{facts} into sharp focus.

(1) Even though, most of the villages are covered by schools, a wide gap continues to exist between the tribal and non-tribals in literacy level

i.e., 5% among scheduled tribes are literates as against 18.5% among the total population of the district as per 1971 Census and it compares very low to the State.

(2) The study of educational topography of the project area high lights the sharp variation in literacy percentage among the various units of the project area. This is attributed to the erratic distribution of schools, perceptible inequalities among different tribes in terms of educational development and disadvantageous location of certain pockets. This has culminated in structural imbalance. The sharp variations are reflected in the villages with mixed population and villages situated on road side and villages in remote areas. For instance the literacy rate is comparatively high in Kothagudem, Aswaraopeta and Yellandu Panchayat Samithi villages located on road side with preponderance of non-tribal population while there are villages with zero literacy in the low literacy pockets situated in the isolated and hilly forest areas of Kunavaram, V.R.Puram, Bhadrachalam, Venkatapuram, Boorgampad and Sudimalla Panchayat Samithis.

LOW LITERACY AREAS:

The literacy rate of scheduled tribes of the State are 4.41% (1961) and 5.34% (1971) while the general literacy rate of State are 21.2% and 24.6% as per 1961 and 1971 Census respectively. The literacy rate of scheduled tribes in the project area is 5% as against 18.5% of the district which indicates the wide gap between the literacy rates of scheduled tribes population and non-tribal population.

Out of the total inhabited villages in the project area, 127 villages (16.24%) are with zero literacy rate and 94 villages (12.02) are in less than 2% literacy rate range. About 221 villages falling in low literacy range do not have any transport facility. Most of identified backward pockets inhabited by primitive community like Konda Reddis are concentrated in the Kunavaram, V.R.Purem and Boorgampad Panchayat Samithis.

BLOCK-WISE IDENTIFIED LOW LITERACY POCKETS:BHADRACHALAM:

The identified backward pocket in Bhadrachalam block covers 27 tribal villages. The total

population in the 27 villages is 5,810 of which 5,731 are tribals. Even though there are 3 primary Ashram schools and 3 primary schools, the average literacy is less than 2% which is very low. In the identified low literacy pocket, Tunikicheruvu area consists of 4 villages with a population of 383 persons belonging to Koya tribe recorded zero percent literacy.

KUNAVARAM:

The low literacy pocket is Kunavaram is very big in size with 42 villages consisting population of 8,094 of which 7,988 are tribals. It is a sparsely populated area inhabited by two educationally backward tribes viz., Koyas and Konda Reddis.

In the identified low literacy pockets of Kunavaram block, Kuturu and Uppanapalli Gattu pocket is one of the isolated pockets in the block. All the villages have less than 200 population each. It is a sparsely populated pocket and exclusively inhabited by Konda Reddis who are the most educationally and economically backward community. They are living in the hilly and remote areas where there are no communications and transport facilities. Even to reach the

main villages is a very difficult task in these areas. Recently, one primary Ashram school started functioning at Tekuloddi with 20 students on its roll. The literacy rate is zero in the 10 villages identified in the pocket.

Almost all the villages are situated in the interior forest and flanking river Godavari and Sabari. Eventhough, there are 11 primary schools and 4 primary ashram schools in the identified low literacy pockets, the literacy rate is zero in 31 villages while 11 villages have less than 2%.

V.R.PURAM:

There are 24 villages in the identified low literacy pockets with a total population of 3,855 of which 3,727 are tribals. It is also a sparsely populated area predominantly inhabited by Konda Reddis and Koyas. During the rainy season many villages remain isolated and cut off from the other parts. Of the 24 tribal villages in the pocket 6 villages recorded less than 2% literacy and the remaining 18 villages with zero percent literacy. There are only 3 primary schools and one primary ashram school in the pocket. But the literacy remains at zero percent in 75% of the villages identified.

BOORGAMPAD:

The block area is co-terminus with taluk covering an area of 1,652.42 sq.kms. It extends in an area of 170 kms from Venkatapuram block boundary to V.R.Puram block boundary and biggest block in the project area. The pocket covers 11 tribal villages flanking river Godavari. In this pocket, the literacy rate is zero in 4 villages and less than 2% in 7 villages. The villages are sparsely populated and launch is the only means of transport. The remoteness and lack of communication facilities render difficult effective supervision for Deputy Inspectors of Schools and other developmental officers of the block. The identified villages are also not viable units by themselves for establishment of schools. The villages are predominantly inhabited by Koyas and Konda Reddis with a population of 3,452 as against 4,728. There are no schools in the identified low literacy pocket.

VENKATAPURAM:

Venkatapuram block stands second in extent of an area i.e., 1,616.16 sq.kms. 22 villages constitute low literacy pocket. There are 16 sparsely populated villages inhabited by Koyas with a population

of 1,663 as against the total population of 1,784.

Of the total 16 villages, 13 villages (30%) are with zero percent literacy. Even though one primary school and 2 primary ashram schools are functioning in the pocket, the literacy rate is zero in 70% of the villages.

The small sized villages like Battenapalli, Penugolu, Chimal pardu, Puligundla etc., are isolated and not contiguous for establishment of Ashram schools.

BLOCK-WISE IDENTIFIED LOW LITERACY VILLAGES:

KOTHAGUDEM:

Two villages viz., Punukuduchelka and Gattumalla have recorded zero percent and 0.23 percent literacy rates respectively. The total population in the two villages works out to 1,023 of which 728 are tribals. Only one primary school is functioning at Gattumalla. In Kothagudem block, the larger the size of population of the villages the lesser the tribal composition. The literacy is apparently higher in the main villages due to non-tribals while the literacy among tribals in respective hamlets is zero.

ASWARAOPET:

In this block, no pocket of zero literacy has been identified and low literacy is recorded in

BOORGAMPAD:

The block area is co-terminus with taluk covering an area of 1,652.42 sq.kms. It extends in an area of 170 kms from Venkatapuram block boundary to V.R.Puram block boundary and biggest block in the project area. The pocket covers 11 tribal villages flanking river Godavari. In this pocket, the literacy rate is zero in 4 villages and less than 2% in 7 villages. The villages are sparsely populated and launch is the only means of transport. The remoteness and lack of communication facilities render difficult effective supervision for Deputy Inspectors of Schools and other developmental officers of the block. The identified villages are also not viable units by themselves for establishment of schools. The villages are predominantly inhabited by Koyas and Konda Reddis with a population of 3,452 as against 4,728. There are no schools in the identified low literacy pocket.

VENKATAPURAM:

Venkatapuram block stands second in extent of an area i.e., 1,616.16 sq.kms. 22 villages constitute low literacy pocket. There are 16 sparsely populated villages inhabited by Koyas with a population

of 1,663 as against the total population of 1,784. Of the total 16 villages, 13 villages (30%) are with zero percent literacy. Even though one primary school and 2 primary ashram schools are functioning in the pocket, the literacy rate is zero in 70% of the villages. The small sized villages like Battenapalli, Penugolu, Chimal p-odu, Puligundla etc., are isolated and not contiguous for establishment of Ashram schools.

BLOCK-WISE IDENTIFIED LOW LITERACY VILLAGES:

KOTHAGUDEM:

Two villages viz., Punukuduchelka and Gattumalla have recorded zero percent and 0.23 percent literacy rates respectively. The total population in the two villages works out to 1,023 of which 728 are tribals. Only one primary school is functioning at Gattumalla. In Kothagudem block, the larger the size of population of the villages the lesser the tribal composition. The literacy is apparently higher in the main villages due to non-tribals while the literacy among tribals in respective hamlets is zero.

ASWARAOPET:

In this block, no pocket of zero literacy has been identified and low literacy is recorded in

the interior villages viz., Gundlavai (1.29%) Khannerupadu (0.40%) and Rachannagudem (0.72%) with a population of 814 of which 806 are tribals. There are no schemes in these villages.

YELLANDU AND SUDIMALLA:

The percentage of literacy is very low in 10 villages of Sudimalla block and one village of Yellandu block. Out of 11 villages in the taluk only 4 villages have recorded zero percent literacy. The population in majority of villages is more than 1,000. The main villages are inhabited by non-tribals, whereas tribals are living in the hamlets located in radius of 2 to 6 Kms. There are 5 primary schools and one primary ashram school functioning in the low literacy villages.

STRUCTURAL IMBALANCE:

The educational institutions in the project area are not evenly distributed, consequently this structural imbalance has caused varying degrees of development of education. It is observed that there is over concentration of the schools in high literacy pockets, while low literacy pockets have the least school facility. The identified high literacy pocket villages mostly flank the high ways connecting Kunavaram, Venkatapuram,

Aswarapeta, Sathupalle, Singaram, Kothagudem, Chintoor and Enkur while the other high literacy pockets are also located on the banks of river Godavari and Sabari a tributary of Godavari.

High literacy rate in these areas is attributed to several factors. The tribal areas of Khammam district differ from other tribal areas in terms of topography, settlement pattern, ethnic composition, level of development etc. Kothagudem, Yellandu and Boorgampad taluks are rich in natural resources like coal and other minerals and are developed into urban centres. The establishment of Thermal power station and other mineral industries at Palwancha, coal mining operation at Kothagudem, Singareni and Manuguru, Andhra Pradesh Paper Boards at Bhadrachalam etc., have contributed to growth of literacy rate in these areas. The lands on the river banks of Godavari and Sabari with black alluvial soils are very fertile and suitable for virginia tobacco, and chillies cultivation. Paddy is also grown as rain fed crop. The high literacy rate in the villages flanking river Godavari between Venkata-puram and Kunavaram may be attributed to immigration of large number of non-tribal agriculturists from neighbouring districts of East and West Godavari and Krishna. These non-tribal progressive agriculturists have been attracted

by the remunerative agricultural potential i.e., commercial crops like chillies, tobacco. They are well established and also acquired lands from tribals.

It is also observed that wherever the settlements are big in size, the tribal concentration in those settlements is very less. For example in Yellandu, Sudimalla, Boorgampad and Aswaraopet Panchayat Samithis, the settlements with non-tribal population are very big in size and have school facility, while the tribals are living in hamlets and in such places tribals are not covered by educational institutions and consequently the literacy rate among tribals is very poor.

The primary school village ratio, and high school village ratio in the project area and low literacy pocket areas are as follows:

	<u>Project Area</u>	<u>Literacy Pocket</u>	<u>Illiteracy Pocket</u>
Primary school village ratio	1:1.2	1:4.4	1:1.01
High school village ratio	1:20	Nil	1:16

LEVELS OF LITERACY:

The literacy percentages plotted on the map of the project area show the marked differences in the

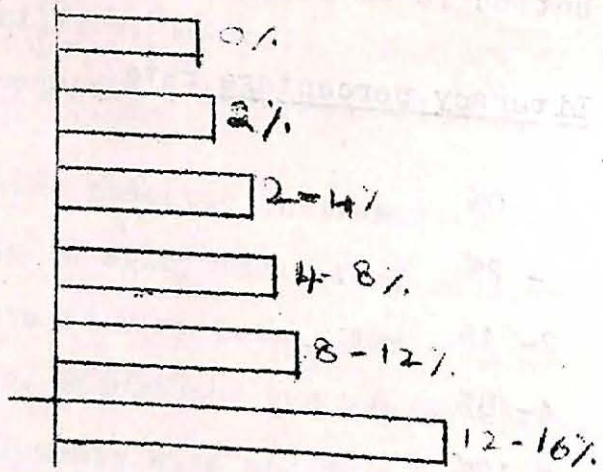
literacy levels of various villages and their distribution is as follows:

<u>Literacy percentage rate</u>	<u>No. of villages*</u>
0%	127
- 2%	94
2- 4%	76
4- 8%	142
8-12%	115
12-16%	94
16 and above	126

From the above statement, the distribution of villages according to the percentage of literacy, one can observe that 127 villages are in the zero literacy group while 94 are in low percentage range and 76 villages are in 2 to 4% range. There are marked variations in 4% to 16% and above literacy range. Further it is observed that the villages with mixed population i.e., tribals and non-tribals, the literacy percentage is more than 4.

 *Figures excludes of Kothagudem, Yellandu, Singareni, Palwancha towns and non-scheduled villages viz., Boorgampad, Kuknoor, Nellipaka and Seripuram.

The distribution of villages with reference to percentage of literacy can be diagrammatically presented as follows:



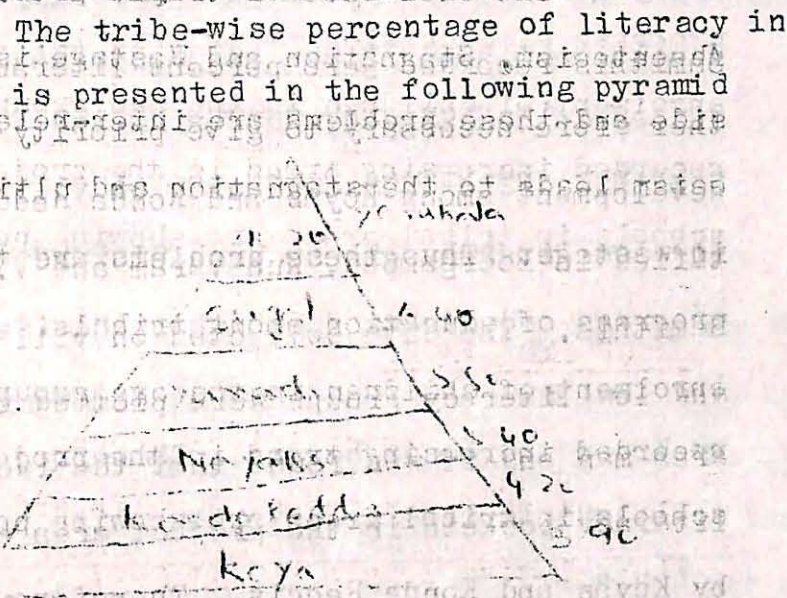
GROUP IMBALANCE:

The major tribal groups inhabiting the project area are Koyas, Sugalis and Konda Reddis. The relative levels of literacy of various tribal groups as per 1971 Census are as follows:

<u>Tribe</u>	<u>% of literacy</u>
Koya	3.90
Konda Reddi	4.20
Nayaks	5.40
Yanadi	5.80
Sugali	6.40
Yerukula	10.20

Even though, Nayaks are in the list of scheduled tribes, they are not enumerated in the list of scheduled tribes and they are treated as non-tribals in Khammam district as per 1971 census.

The tribe-wise percentage of literacy in the State is presented in the following pyramid diagram.

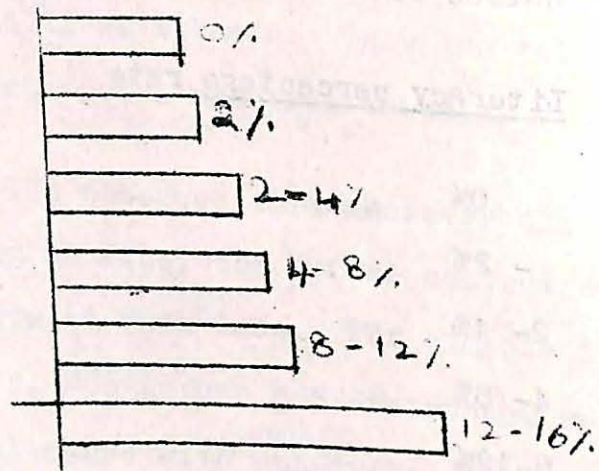


It is seen from the literacy pyramid that Yerukulas occupy the top position followed by Sugalis while the Koyas occupy the lowest rung as they have poor literacy rate.

LOW LITERACY POCKETS AND LOW LITERACY GROUPS:

There are variations in literacy levels among various tribal groups in the interior areas and in the relatively advanced areas. Koyas and Konda Reddis have the lowest literacy level among

The distribution of villages with reference to percentage of literacy can be diagrammatically presented as follows:



GROUP IMBALANCE:

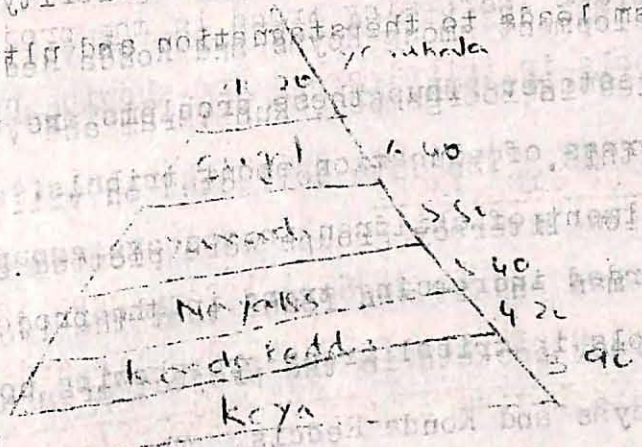
The major tribal groups inhabiting the project area are Koyas, Sugalis and Konda Reddis. The relative levels of literacy of various tribal groups as per 1971 Census are as follows:

<u>Tribe</u>	<u>% of literacy</u>
Koya	3.90
Konda Reddi	4.20
Nayaks	5.40
Yanadi	5.80
Sugali	6.40
Yerukula	10.20

... although, Nayaks are in the list of scheduled tribes, they are not enumerated in the list

of scheduled tribes and they are treated as non-tribals in Khammam district as per 1971 census.

The tribe-wise percentage of literacy in the State is presented in the following pyramid diagram.



It is seen from the literacy pyramid that Yerkulas occupy the top position followed by Sugalis while the Koyas occupy the lowest rung as they have poor literacy rate.

LOW LITERACY POCKETS AND LOW LITERACY GROUPS:

There are variations in literacy levels among various tribal groups in the interior areas and in the relatively advanced areas. Koyas and Konda Reddis have the lowest literacy level among

other tribal groups as explained above. Koyas and Konda Reddis inhabiting the interior villages of Boorgampad, Kunavaram and V.R.Puram Panchayat Samithis recorded zero percent literacy. It is therefore necessary to give priority for educational development among Koyas and Konda Reddi pockets identified in Boorgampad, Kunavaram and V.R.Puram Panchayat Samithis. The data collected on village-wise literacy and low literacy groups were plotted on the project area map and it was found that the identified low literacy pockets in the project area are haibtated by Koyas and Konda Reddis. Therefore these pockets will have to receive priority while opening Ashram schools.

ABSENTEEISM, WASTAGE AND STAGNATION:

The incidence of triple problems -- Absenteeism, Stagnation and Wastage is on the high side and these problems are inter-related as absenteeism leads to the stagnation and ultimately culminates in wastage. Thus these problems are truncating the progress of education among tribals. Eventhough the enrolment of children in the age group 6-14 years has recorded increasing trend in the project area the schools in tribal areas are showing poor progress.

This is attributed to high incidence of absenteeism, stagnation and wastage which are causative factors for this phenomena. A study on absenteeism, stagnation and wastage conducted by the Tribal Cultural Research and Training Institute revealed that the incidence of absenteeism, stagnation and wastage in primary schools of tribal areas was 35.00%, 42% and 75% respectively.

STRUCTURAL SNAGS:

There cannot be any real progress in the development of education as long as the causative factors are not identified and the solution is attempted. An objective analysis of the factors throws into relief the following causative factors for slow pace of educational development in the project area.

School education starts for tribal children at the age of six years. This late starting is based on the presumption that tribal children have pre-primary education i.e., in the age of three to six years. This presumption holds good in case of some rural areas and urban areas where children have tradition of education either through kindergarten schools or pre-primary education at home. The tribal children do not have either of them. Besides late starting the

tribal children are expected to learn the instructional material meant for first standard in one year period and the tribal child do not have that much of absorbing capacity. Either the child has to work hard or the child should be given intensive coaching. The education pattern is universalised and urban oriented. This structural lacuna has got to be eliminated. This wrong starting lays foundation for stagnation in the education process.

As mentioned above the education is urban oriented and universalised. The learning process is crippled due to non-tribal orientation in contents and poor quality of teaching and the tribal children do not have adequate and sound foundation in pre-primary education. The schools in the tribal areas do not take into cognisance these deficiencies of the socially and economically backward groups. The tribal children find it hard to cope up with and even to maintain average pace as the educational system presumes certain standards while these tribal children do not have. The discontinuation detention system in annual examinations has also contributed to the poor progress. The slow pace of learning of tribal children tends to be a permanent feature.

Education, primarily is sharing of experience by tribal children with the outside world and it helps them to acquire knowledge in understandable and intelligible form. Hence it is imperative to evolve environment based education. While in practice the primary education in tribal areas is out of tune with the local socio-cultural and geographical environment. The curriculum is stereotyped and meant for non-tribal children living in different environment. The type of curriculum and system is beset with triple dangers (1) it fails to attract the tribal children to school; (2) the system provides them only reading and writing experience but without really understanding or assimilating the lessons; (3) it lays foundation for alienation of the child from the household, community, and environment at large. The tribal parents are aptly worried about the alienation process. The educated tribal child finds traditional life values, customs and habits of his parents and community as inferior and degrading and tribal child develops snob values. He prefers urban employment and is anxious to wipe out the vestiges of traditional heritage from the life of his progeny. This creates a gulf between the illiterate older people and the educated younger generation. The situation of drop outs

at secondary level is still worse as neither they can secure employment due to low level of educational qualification nor they prefer to fall back on the traditional calling as they consider this as undignified. They become misfits in tradition-bound society due to their snob values acquired through education. Ultimately, being nonearners they become burden to their poor family. The parents are sceptical about their children's education.

Though the curriculum includes teaching of craft, neither the schools are equipped to teach, nor teachers are qualified and interested in imparting the required skills in the tribal environment. The overcrowded syllabus with emphasis on reading and writing and unimaginative teaching methods makes education only a punishment rather than joyous experience. Further the cane-wielding, non-tribal teachers, dull and drab appearance of class room and school, fails to instill an abiding interest in tribal children to attend school regularly. The school fails to fulfil the creative urge of the tribal children and the exclusion local joi de vivre as co-curricular programme at primary stage contributed to high incidence of absenteeism among tribal children.

GIRLS EDUCATION:

The project area is very much lagging behind in respect of girls education. While the general literacy level is low i.e., at 5% in the project area, while the female literacy state is still lower. As per 1971 census female literacy in the district was at 11.6% which is largely attributed to traditional apathy towards girls education among the tribal communities. The tribal communities are yet to realise the benefits of education in general and as a means of employment in particular. Emphasis has to be laid for increased enrolment of girls at various levels of education. A package of incentives for students, parents and teachers will ensure higher enrolment rate. Appointment of women as teachers would help to increase the enrolment of girls in primary education. To achieve considerable progress in this regard it would be essential to fix up realistic targets and provide incentives for teachers exceeding the targets.

CITIZEN EDUCATION:

Adult education and social education programmes were implemented in the previous plan periods to impart basic knowledge to illiterate mass. Much

impact was not created due to lack of sustained effort. The perspective plan for the Integrated Tribal Development Agency envisages various innovative programmes in different sectors, the success of which depends largely on the effective dissemination of extension information on the plan programme. Vast majority of the beneficiaries are illiterate and unaware of the programmes due to their disadvantageous location. The citizen education programme should aim at equipping the illiterate adults with the basic knowledge about the country, state, their role in national life, rights and duties as citizens of the country and administrative organisation at various levels of development programmes implemented in the country, privileges and concessions extended to scheduled tribes, various protective legislations, tribal development programmes, channels for receiving government aid, loans etc., channels for redressal of grievances, explaining disadvantages of wasteful traditional practice of podu cultivation, benefits of improved agricultural practices, and availing of veterinary and health programmes etc. Therefore citizen education programme through a network of adult literacy and adult education centres has been proposed.

EDUCATIONAL PLAN -- A MULTI-DIMENSIONAL EXERCISE:

The integrated educational plan would therefore calls for reorientation of curricular and personnel policy, reorganisation of various institutions, supervision and administration and provision of various support programmes to educational institutions in the project. The educational planning is a multidimensional exercise as various programmes evolved to tackle the problems of educational development and to accelerate the pace of development have to be balanced and integrated. Government of India in Ministry of Home Affairs in their policy document have suggested following:-

- a) Evolving realistic targets for enrolment for each area within the project.
- b) Provision of institutional net work to achieve the set targets.
- c) Provision of package of incentives for students, tribal parents and teachers.
- d) Reorientation of the curriculum.
- e) Reorganisation of supervision and administration of educational institutions.

ENROLMENT TARGETS:

The physical targets have to be meticulously worked out for each region keeping the resource constraints in view. The concept of tribal education has wider

ambit than the mere school education, therefore the planning for the physical targets should clearly spell out these components; while deciding the overall targets it has to be ensured that statistics do not camouflage the low literacy pockets and therefore its logical conclusion is that minimum targets will vary with reference to each area and tribal group. The time lag between the most primitive community and advanced community within the area in terms of literacy level have to be defined so as to reduce the disparity in short time.

INSTITUTIONAL INFRASTRUCTURE:

Adequate institutional network has to be provided to achieve the targets so fixed. As the targets for each area vary with reference to literacy level, a suitable network of educational institutions for each area have to be provided not only to ensure adequate enrolment of school age children but also to bring adequate number of adults into the fold of citizen education scheme. Therefore it is imperative to provide a hierarchy of educational institutions i.e., primary, upper primary and secondary schools with efficient linkages and man power in each area. The next step will be provision of residential facilities. The network of educational facilities have to be matched by suitable hostel facilities. Zero literacy pockets and most backward tribal group settlements have to be given top priority while planning for

ashram schools in the tribal areas. The hostel facilities are suggested for upper primary and secondary schools on viability criteria i.e., student population.

PACKAGE OF INCENTIVES:

A package of incentives have to be provided to tribal students, parents and school teachers. These proposed incentives consist free supply of books, writing material, educational appliances, dress, bedding material, mid-day meals in non-residential schools, non-residential scholarships etc. Incentives for parents will include preferential treatment in the provision of agricultural inputs including loans, while at community level, to involve the villages in the process of education development, road construction programmes etc., would be linked up with enrolment in primary schools. Monetary awards to teachers for achieving cent percent enrolment of tribal children would also go a long way in development of education. Teacher pupil ratio cannot be uniform and it has to vary with the density of population and topography of the area etc. A lower ratio may be determined in hilly or forest and sparsely populated areas while in densly populated and educationally advanced areas a higher ratio may be suggested.

ambit than the mere school education, therefore the planning for the physical targets should clearly spell out these components; while deciding the overall targets it has to be ensured that statistics do not camouflage the low literacy pockets and therefore its logical conclusion is that minimum targets will vary with reference to each area and tribal group. The time lag between the most primitive community and advanced community within the area in terms of literacy level have to be defined so as to reduce the disparity in short time.

INSTITUTIONAL INFRASTRUCTURE:

Adequate institutional net work has to be provided to achieve the targets so fixed. As the targets for each area vary with reference to literacy level, a suitable net work of educational institutions for each area have to be provided not only to ensure adequate enrolment of school age children but also to bring adequate number of adults into the fold of citizen education scheme. Therefore it is imperative to provide a heirarchy of educational institutions i.e., primary, upper primary and secondary schools with efficient linkages and man power in each area. The next step will be provision of residential facilities. The net work of educational facilities have to be matched by suitable hostel facilities. Zero literacy pockets and most backward tribal group settlements have to be given top priority while planning for

ashram schools in the tribal areas. The hostel facilities are suggested for upper primary and secondary schools on viability criteria i.e., student population.

PACKAGE OF INCENTIVES:

A package of incentives have to be provided to tribal students, parents and school teachers. These proposed incentives consist free supply of books, writing material, educational appliances, dress, bedding material, mid-day meals in non-residential schools, non-residential scholarships etc. Incentives for parents will include preferential treatment in the provision of agricultural inputs including loans, while at community level, to involve the villages in the process of education development, road construction programmes etc., would be linked up with enrolment in primary schools. Monetary awards to teachers for achieving cent percent enrolment of tribal children would also go a long way in development of education. Teacher pupil ratio cannot be uniform and it has to vary with the density of population and topography of the area etc. A lower ratio may be determined in hilly or forest and sparsely populated areas while in densely populated and educationally advanced areas a higher ratio may be suggested.

Husband-wife teacher teams may help in providing pre-primary education to tribal children as the trained teacher will handle primary classes while his wife would manage the pre-primary classes, for the benefit of children in the age group of 3-5 years. This will, not only help to generate interest in the plastic minds of the children about schooling but also enable them to grasp lessons quickly in primary classes. This will help to reduce incidence of stagnation among tribal children and also this team arrangement will help to check the absenting tendency among teachers. The teachers have to be provided with a package of incentives. Firstly they have to be provided with rent free accommodation and have to be posted for a stipulated period and not to be transferred in the middle of academic year so that they can be held responsible for the results. Minimum targets have to be set for teachers so as to make teaching a result oriented job, special incentives in the form of advanced increments have to be provided for teacher and headmasters who show better results in the public examinations. Special remote areas allowance may have to be provided for teachers posted in interior areas to compensate their hardship.

ACADEMIC PLANNING:

The administrative planning and physical planning have to be followed by academic planning for the project

simultaneously. Changes in curriculum for primary and citizen education have to be effected in consultation with the technical bodies like NCERT, SCERT and PCR & TI., Hyderabad. Marked variations in levels of education among tribal groups make uniform syllabus inappropriate and less effective. Therefore the degree of backwardness and cultural content has to be kept in view while formulating syllabus. Semieducated unemployed tribals can be fruitfully utilised for implementation of citizen education scheme and they can be paid monthly Rs 50/- as monthly honorarium and village Panchayat Officer/ or Primary Schools after school hours can be used as class rooms. This require appropriate integration of operations and suitable administrative machinery. Therefore all the Schools of the project area have to be kept under the control of the District Educational Officer exclusively who would exercise administrative and technical control.

ENROLMENT - MINIMUM TARGETS:

During the Fifth Plan Period, cent percent enrolment of school age boys and eighty percent among the school age girls have been envisaged under Minimum Needs Programme. However, these targets would be unrealistic and are not feasible in the tribal areas of Khammam District in view of the low literacy rate

obtaining in the project area. Further it may be seen that even after three decades of development the enrolment rate is at 54.49%, and therefore the coverage of 100% among boys and 80% among girls of the school age children would be unrealistic in a span of five years, but also it

unfolds ignorance of various **factors** in the process of development. Kovas and Konda Reddis constitute % to the tribal population of the project area and they are educationally backward and the literacy rate is hardly about half the State average rate of the Scheduled tribes of the State. It has been estimated that 76,735 are the school age children of whom 41,813 are on rolls in the age group of 6-11 years; leaving a large portion of them outside ^{the} fold of schooling. The enrolment of Scheduled Tribe Students is 12,013 i.e. 49.39% of the School age children enrolled as against 74.4% in the State. The enrolment in Upper Primary Section works out to 246 Tribal Students as against 2,656 students.

As mentioned earlier there are as many as 52 schoolless villages in the project area. In view of the regional and group imbalances, structural snags and Other problems involved, it has been proposed to increase the enrolment. This is only a minimum target but not ceiling in this respect. Efforts are to be made to ensure that minimum targets for enrolment of girls will

not be less than 50% of the boys enrolment. The time lag between the high literacy groups and low literacy groups should be defined and low literacy groups should be given priority so that educational statistics after 5 years do not camouflage the group and regional imbalances. In this process the time lag between low literacy group pockets and high literacy groups and pockets, will be reduced to five years at the end of 5 years. It will not be difficult to achieve these objectives with the coverage of low literacy groups and pockets by innovative and enrolment booster institutions and package of incentives.

BALANCED INSTITUTIONAL NET WORK:

In ~~view~~ view of the conditions obtaining in the tribal areas, the teacher pupil ratio i.e., 1:40 has been relaxed in favour of tribal areas and ratio of 1:20 for low literacy areas and 1:30 in case of other areas are being adopted in the project area. Based on this, the total requirements of teachers and schools for the project area has been worked out. At the rate of one teacher for 20 to 30 students one institution can be opened in a village with 200 to 300 population and the school age population in such a village will not be less than 24 to 36. The general population cannot be ignored for education facilities as envisaged under minimum needs programme. Sparsely populated and inacce-

ssible and low literacy pockets should receive top priority in opening of Ashram Schools. The settlement pattern of the project area necessitates clustering of these habitations for locating Ashram Schools and primary schools. Of 889 villages in the project area 246 have less than 200 persons and 217 villages have less than 400 population, 128 villages have less than 900 population while 172 villages have less than 1000 persons. 127 villages are with zero literacy level and 94 villages are with 2% literacy level and the remaining villages are having more than 2% literacy level and these villages with zero or low literacy level are exclusively or predominantly with tribal population in composition. The settlements have been grouped in such a manner as to be viable for sustaining schools. The clustering pattern of villages for locating the Ashram schools and non-residential primary schools are furnished in annexures. It has been proposed to open 59 Ashram schools and 32 primary schools and 15 single teacher primary schools in sparsely populated and isolated villages. As per the departmental norms, one Upper Primary School is there for every 6 primary schools and at this rate the project needs, about 88 upper primary schools. As against this there are 78 upper primary schools and 3 upper primary Ashram Schools.

Opening of all the proposed instructions is not immediately necessary but can be opened in a phased manner and the details are furnished below.

Sl. No.	Y E A R	No. of Primary Schools	Single teacher schools	No. of Ashram Schools	No. of U.P.S	No. of Hostels	No. of Ashram Schools in isolated Pockets	High Schools
1.	1979-80	10	5	10	3	1	7	-
2.	1980-81	6	4	8	3	1	5	-
3.	1981-82	6	2	7	1	1	5	1
4.	1982-83	6	2	5	-	1	5	1
5.	1983-84	4	2	4	-	3	3	2
Total:		32	15	34	7	7	25	4

It has been proposed to open 32 primary schools in low literacy pockets and 15 single teacher schools in the isolated pockets of the project area during VI Five Year Plan. Similarly 59 Primary Ashram Schools have been proposed to be opened in the project area. of this 34 Schools are proposed for sparsely populated area 25 for isolated pockets (34 Primary Ashram Schools in sparsely populated over and 25 in isolated pockets). The Integrated Tribal Development Agency has a programme for opening of 4 high Schools in a phased manner. There is a proposal for opening of 3 Junior Colleges at Venkatapuram, Kunavaram and Vara Ramachandrapuram Blocks and these blocks have a heavy concentration of tribal population.

H O S T E L S:

There are as many as 22 hostels functioning in the project area for the benefit of Scheduled Tribes and Denotified Tribes. Of these, 18 hostels are providing boarding facilities exclusively for boys while 4 are meant for girls. In addition to the existing hostels it has been proposed to provide 7 hostels with 320 boarders (4 for boys and 3 for girls). The details of proposed hostels are given in the Annexure.

SCHOOL BUILDINGS AND RESIDENTIAL QUARTERS FOR TEACHERS:-

As discussed earlier under package of incentive inputs to motivate the teachers working in the tribal areas and also to attract the competent teachers it has been proposed to construct residential quarters for teachers. Priority is to be accorded to low literacy pockets and isolated areas. In view of the high cost of the pucca buildings and due to financial resource constraint it is proposed to build houses with cheap but durable material which is locally available at an estimated cost of Rs 5,000/- per house. Besides this, an amount equivalent to 10% of the estimated cost of the building is also proposed to be allocated towards maintenance charges per annum. However, a phased construction programme for pucca buildings is under way with the finance available from Nationalised banks through Andhra Pradesh Scheduled Tribes Co-operative Finance Corporation.

SUPPORT PROGRAMMES FOR STUDENTS TEACHERS AND VILLAGERS:-

A package deal for tribal students, parents and teachers to motivate them has been proposed in this plan and its financial implications are furnished in the Annexure. The package of incentive inputs are essentially meant for inculcating sustained interest in education both for tribal student and their parents to reduce incidence of absenteeism, wastage and stagnation among tribal students. The proposed incentives for parents should be linked with agriculture sector and be in cash or kind, while the other incentive should be at community level and linked with common benefit programmes like roads, community irrigation wells etc.

It is proposed to start 60 Citizen Education Centres in the Project area and these are to be managed by semi-educated (dropouts) tribal candidates. Pre-primary Sections are also envisaged in low literacy pockets and these proposed to be attached to the primary schools and will be manned by wives of the teachers working in the primary schools of the project area. Necessary financial implications have been worked out for the proposed pre-primary educational and institutions.

Persistence of low literacy pockets in the project area despite decades of educational programmes goes to prove that medium of instruction and curriculum in these schools have failed to attract the tribal children and their parents. Promotion of sustained interest in education and attracting a good number of tribal children to the Schools are of vital importance for the successful implementation of educational programmes in the plan period. This inevitably calls for reorientation of curriculum at these schools while new curriculum is essential for equipping the tribal child with scientific outlook and at the same time care has to be taken to see that tribal child is not unduly alienated from his family and cultural pattern. Therefore the contents of the course should be suitably revised according to the changing and local needs. The text books in the primary classes have miserably failed to catch the imagination of tribal children as the culture contents of these lessons incorporated in the text books vary and are alien to the tribal culture. This is partly responsible for slow learning of the tribal child. Therefore it would be advisable to draw the material from local culture, folklore and economy.

The child should be ~~enable~~ able to participate in some form of productive work in conditions resembling real life situation and for this the work experience should be part and parcel of curriculum. This provides

the much needed corrective to the heavy academic load and the bookish nature, and the curriculum-cum-work experience programme has to be devised in the light of the environment, local condition and age of the Students.

Out door works, love for freedom, games and sports, dance and songs ^{are} inherent among tribals.

Therefore the curriculum should incorporate all these items as co-curricular activities. Thus a well designed physical education programme should include tribal games, sports like archery, tree climbing, mountain scaling etc., while the cultural programmes should provide healthy channel for development of the inherent talent in the tribal child in tribal dances and folk songs, scouting through its varied but delightful methods which have already made a dent on the tribal mind and working as enrolment booster in tribal areas. As such scouting programme should be made a necessary component to the tribal schooling system. As mentioned earlier alien medium of instruction is responsible for slow pace of learning and its concomitant phenomena like wastage and stagnation. Introduction of tribal language as medium of instruction will help to solve this problem. To start with, Government have initiated action in preparation of instruction material in Gondi language. Similarly the instruction material should be prepared in other major tribal languages for their use in primary schools.

Adequate number of teachers should be trained to teach in tribal languages. Introduction of tribal language as medium of instruction, preparation of instructional material in tribal languages, introduction of play techniques and audio-visual aids and inclusion of work experience, development of cultural talents and physical education and scouting as co-curricular programme are envisaged under academic planning.

The Government of India has taken various steps to improve the quality of education in tribal areas. The Ministry of Education has initiated a number of schemes and programmes to address the specific needs of tribal children. These include the provision of free textbooks, mid-day meals, and scholarships. The Government has also established tribal colleges and universities to provide higher education to tribal students. In addition, the Ministry has been working to improve the infrastructure of schools in tribal areas, including the construction of new schools and the renovation of existing ones. The Government is committed to ensuring that all children, regardless of their background, have access to quality education and the opportunity to succeed.

TALUK AND BLOCK WISE VILLAGES

DISTRICT: KHAMMAM

Taluk	Sl. No.	Block	Total Villages	U.I. Villages	Total inhabited villages
Bhadrachalam	1.	Kunavaram	122	9	113
Bhadrachalam	2.	V.R.Puram	112	18	94
Bhadrachalam	3.	Bhadrachalam	123	8	115
Nugur	4.	Venkatapuram	207	60	147
Boorgampad	5.	Boorgampad	107	9	98
Kothagudem	6.	Kothagudem	60	4	56
Sattupalli	7.	Aswaraopet	66	6	60
Yellandu	8.	Yellandu	43	-	43
Yellandu	9.	Sudimalla	60	4	56
Total:			900	118	782

A B S T R A C T

STATEMENT SHOWING THE PARTICULARS OF EXISTING EDUCATIONAL INSTITUTIONS IN I.T.D.A. - KHAMMAM

Sl. No.	Taluk	Block	Total	High Schools	Upper Primary Schools	Upper Primary Ashram Schools	Primary Schools	Primary Ashram Schools	Remarks
1	2	3	4	5	6	7	8	9	10
1.	Bhadrachalam	Kunavaram	71	2	3	--	59	7	--
2.	Bhadrachalam	V.R.Puram	52	3	1	1	38	9	--
3.	Bhadrachalam	Bhadrachalam	77	4	7	--	58	8	--
4.	Boorgampad	Boorgampad	96	9	11	1	70	5	--
5.	Nugur	Venkata puram	70	2	4	--	61	3	--
6.	Kothagudem	Kothagudem	94	17	15	--	61	1	--
7.	Sattupalli	Aswaraopet	79	5	8	--	58	8	--
8.	Yellandu	Yellandu	109	9	21	--	74	5	--
9.	Yellandu	Sudimalla	83	5	8	1	60	9	--
		Total:	731	56	78	3	539	55	--

NOTE:- The No. of institutions includes of Schools in Kothagudem, Yellandu and Palwancha towns.

PERCENTAGE OF LITERACY -- KHAMMAM DISTRICT

Percentage of literacy	Bhadrachalam	Innavavaram	V.R. Puram	Aswaro-pet	Venkata-puram	Boorgampad	Yellandu	Sudimalla	Kothagudem	Total Villages	Percentage to total Villages
1	2	3	4	5	6	7	8	9	10	11	12
-0	21.74	29.20	34.04	Nil	15.64	4.08	Nil	14.29	3.57	127	16.02
0 - 2	15.65	17.70	14.89	6.67	7.48	12.24	2.35	21.43	3.57	94	12.02
2 - 4	13.04	1.85	12.77	11.67	6.80	10.20	6.97	8.93	7.14	76	9.72
4 - 8	15.65	15.04	14.89	33.33	17.69	20.41	13.95	16.07	21.43	142	18.10
8 - 12	7.85	4.43	7.45	13.33	17.69	25.51	32.55	17.86	21.43	116	14.8
12 - 16	9.57	3.54	7.45	15.00	15.65	14.29	23.25	7.14	23.22	95	12.1
16 and above	16.52	21.24	8.51	20.00	19.05	13.27	20.93	14.28	19.64	132	16.8
Total Villages	115	113	94	60	147	98	43	56	56	782	-

A B S T R A C T

STATEMENT SHOWING THE PARTICULARS OF EXISTING EDUCATIONAL INSTITUTIONS IN INTEGRATED TRIBAL DEVELOPMENT AGENCY : K H A M M A M

S.No.	Taluk	Block	Total No. of Schools	High Schools	Upper Primary Schools	Upper Primary Ashram Schools	Primary Schools	Primary Ashram Schools
1	2	3	4	5	6	7	8	9
1.	Bhadrachalam	Kunavaram	71	2	3	-	59	9
2.	Bhadrachalam	V.I.Puram	52	3	1	1	38	8
3.	Bhadrachalam	Bhadrachalam	77	4	7	-	58	5
4.	Boorgampad	Boorgampad	96	9	11	1	70	3
5.	Nugur	Venkatapuram	70	2	4	-	61	1
6.	Kothagudem	Kothagudem	66	5	7	-	53	8
7.	Sathupalli	Aswaraopet	79	5	8	-	58	5
8.	Yellandu	Yellandu	96	4	15	-	72	9
9.	Yellandu	Sudinalla	83	5	8	1	60	-
Total:			690	39	64	3	529	55

* No. of Institutions excludes of schools in Kothagudem, Yellandu and Palwancha towns.

DISTRICT: KHAMMAM

Block	SI. No	Census Code No.	Location of Ashram School	Sanctioned Strength	Actual Strength	Remarks
PRIMARY ASHRAM SCHOOLS						
Bhadrachalam	1	182	Uppanapalli	60	34	
	2	128	Bodugudem	60	47	
	3	228	Repaka	60	43	
	4	147	Nallakunta	60	48	
	5	220	Kuturugattu (Tekuloddi)	60	13	
	6	188	Edugurallapalli	60	56	
	7	175	Narasimhapuram	100	100	
	8	340	Kolluru	100	96	
	9	323	Pocharam	60	38	
	10	232	Somulagudem	50	36	
	11	223	Mallethota	60	60	
	12	239	Kunduluru	60	60	
	13	254	Kalleru	60	60	
	14	327	Gudur	50	50	
	15	333	Thulugonda	50	42	
	16	267	Kamsuluru	50	40	

1

2

3

4

5

6

7

8

Bhadrachalam

Bhadrachalam

Gowram

Manguwai

Arlagudem

K.Reguballi

Narayan Raopet

Ramachandrapet

Kothapalli

Narayana puram

Uppusaka

Elchireddipalli

Koida

Gondigudem

Madhavaram

Pamnoor

Chirutapalli

Gollagudem

Palwancha

Durgamcollegudem

Cheepurugudem

Anantharam

Parkalagondi

Boorgampad

Boorgampad

Nugur

Venkata puram

Kothagudem

Kothagudem

Sattupalli

Aswaraopet

56

60

29

35

60

30

60

8

66

66

66

66

66

66

60

60

60

60

60

60

62

29

66

60

60

60

60

60

60

60

60

66

66

66

66

66

66

100

60

60

60

66

66

60

66

66

11

31

46

53

64

73

76

117

60

16

104

51

80

113

61

93

11

109

97

124

83

Yellandu	1	39	Kamala puram	66	61
Yellandu	2	111	Sunnambatti	66	61
Yellandu	3	126	Kavadi gundla	60	51
Yellandu	4	82	Ankamplem	66	66
Yellandu	5	69	Relakayapalli	66	66
Yellandu	6	63	Chennangulagedda	66	66
Yellandu	7	100	Sarvaram	60	60
Yellandu	8	90	Mulapalem	60	60
Yellandu	9	66	Usirikayalappalli	60	45

Yellandu	1	9	Kachenepalli	76	70
Yellandu	2	40	Gangaram	76	76
Yellandu	3	45	Rampaid (Girls)	76	76
Yellandu	4	44	Bojjai gudem	76	75
Yellandu	5	7	Issulepuram	100	100
Yellandu	6	38	Ananthogu	76	70
Yellandu	7	36	Mamakannu	60	60
Yellandu	8	42	Koyagudem	76	76
Yellandu	9	18	Sambhoni gudem	76	76

UPPER PRIMARY ASHRAM SCHOOLS:

1	2	3	4	5	6	7	8
Bhadrachalam	V.R.Puram	1	279	Sunnamvarigudem H/o Chinnametta- palli	75	75	
Boorgampad	Boorampad	1	5	Karakagudem	110	110	
Yellandu	Suliralla	1	28	Markodu	76	76	

EXISTING UPPER PRIMARY SCHOOLS

DISTRICT : KHAMMAM

Block	Sl. No.	Census Code No.	Location of U.P. School	Total Strength	S.T. Strength
1	2	3	4	5	6
Kunavaram	1	169	Aided - Tekubaka	160	24
	2	135	Seethapuram	132	6
	3	86	Nandigampadu	135	3
V.R.Puram	4	331A	Fore by Camp	175	2
	2	279	Sunnamvarigudem (Ashram)	116	101
Bhadrachalam	1	2	Parnasala	117	15
	2	59	Narsapuram	122	4
	3	115	Gundla	90	26
	4	111	Bhadrachalam		
	5	111	Bhadrachalam (SRS) (Guttameeda)		
	6	111	Bhadrachalam (SSK) (Korrajulagutta)		
	7	109	Yetapaka (CSI)	184	34
Boorgampad	1	47	Nagineniprolu	299	5
	2	90	Rudremkota	84	--
	3	56	Yanambile	446	9
	4	62	Boorgampad	509	67
	5	67	Sridhara	82	--
	6	82	Vinjaram	98	--
	7	39	Mallelamadugu	158	--
	8	26	Ramanujavaram	98	4
	9	64	Pinapakapattinagar	167	8
	10	12	Janampeta	169	9
	11	58	Pandurangaapuram	166	23
	12	5	Karakagudem (Ashram)	168	105

1	2	3	4	5	6
Kothagudem	1	45	Madçukur	131	8
	2	70	Rajapuram H/o Narsapuram	164	1
	3	66	Lingagudem	168	13
	4	11	Old Palwancha	231	1
	5	16	Gattugudem	221	5
	6	16	Dhanbad	827	11
	7	62	Jannaram	151	--
	8	60	Lachagudem	142	15
	9	16	Anandakeri	600	15
	10	16	Venkateshwaraghani	349	9
	11	55	Gundepudi	117	13
	12	53	Kakarala	129	3
	13	11	Palwancha	1296	40
	14	16	Rudrampur (A)	313	12
	15	16	Karavagu	194	79
Aswaraopet	1	107	Malkapuram	154	9
	2	96	Mandalapalli	155	1
	3	89	Maddulagudem	144	--
	4	83	Patwarigudem	160	5
	5	111	Mamillavarigudem	106	8
	6	111	Tirumalakunta	96	17
	7	123	Narayanaapuram	103	7
	8	92	Nacharam	167	2
Yellandu	1	68	Yellandu	472	22
	2	68	Mohalla No.16, Yellandu	317	26
	3	68	Station Basthi (Yellandu)	262	46
	4	68	Market Yellandu	176	38
	5	68	Govt.U.P.S.Yellandu	340	--
	6	98	Hemachandrapuram	139	33
	7	7	Bajumallaihgudem	125	4
	8	30	Madharam	155	16
	9	46	Chellasamudram	148	22
	10	68	Singabhupalem	101	6

1	2	3	4	5	6
Yellandu	11	37	Gate Karepalli	210	58
	12	44	Pulluru	154	18
	13	50	Viswanadhapalle	132	3
	14	52	Utukuru	180	--
	15	92	Papkolu	227	2
	16	90	Bhradaraghava puram	108	30
	17	87	Maddulapalli	124	29
	18	92	Pathalingala	186	4
	19	79	Kothalingala	176	9
	20	68	Yellandu (Mission)	351	--
	21	72	Komatlagudem	88	44
Sudimalla	1	28	Markodu (Ashram)	83	6
	2	57	Garla	516	46
	3	17	Komararam	157	58
	4	57	Seethampet	145	67
	5	42	Tekulapalli	168	42
	6	42	Sulanagar	85	10
	7	43	Bodu	102	7
	8	6	Venkatarampuram	125	35
	9	45	21 Pit, H/o Rompedu	546	33
Venkatapuram	1	41	Wayeedu		
	2	124	Albaka		
	3	167	Cherla	560	71
	4		Ramachendrapuram	85	10

EXISTING HIGH SCHOOLS

DISRICT : KHAMMAM

T a l u k	B l o c k	Sl. No.	Census Code No.	Location of High School
1	2	3	4	5
Bhadrachalam	Kunavaram	1	139	Gowridevipeta
		2	296	Kunavaram
Bhadrachalam	V.R.Puram	1	297	V.R.Puram
		2	109	Chinturu
		3	331 A	Mothugudem (Project)
Bhadrachalam	Bhadrachalam	1	111	Jr.College High School, Bhadrachalam
		2	111	Bhadrachalam (Girls)
		3	124	Nellipaka
		4	33	Dummagudem
Boorgampad	Boorgampad	1	62	Boorgampad (Girls)
		2	32	Manuguru
		3	17	Bayyaram
		4	22	Pinapaka
		5	43	Nellipaka
		6	93	Velarpad
		7	86	Kukunur
		8	75	Amaravaram
		9	39	Aswapuram
Nugur	Venkata puram	1	167	Cherla
		2	92	Venkatapuram
Kothagudem	Kothagudem	1	11	Palwancha
		2	56	Julurpad
		3	59	Enkur
		4	47	Chandragonda
		5	67	Peddireddigudem (Terrangunta)
		6	17	Penuballi
		7	16	Rudrampur (Aided) St. Joseph.

1	2	3	4	5
Kothagudem	Kothagudem	8	16	Gutanpur (9th incline
		9	16	Coolie line, Kothagudem
		10	19	Ramavaram
		11	16	Kothagudem (Sri Ramachandra)
		12	16	Kothagudem (Bus Stand)-do- (Girls)
		13	16	Boodidagedda, Kothagudem - do -
		14	16	Singareni (Girls)
		15	16	St. Andrews, Kothagudem
		16	16	St. Marry, Kothagudem
		17	16	Ravi Bala Niketan, Kothagudem.
Sattupalli	Aswaraopet	1	100	Aswaraopet
		2	85	Dammamet
		3	73	Annapureddipalli
		4	91	Nagupalli
		5	32	Mulkapalli
Yellandu	Yellandu	1	65	Singareni
		2	66	Usirikayalapalli
		3	74	Kompalli
		4	91	Kesupalli
		5	101	Sujathnagar
		6	68	Yellandu
		7	68	Yellandu
		8	68	Yellandu
		9	68	Yellandu
Yellandu	Sudimalla	1	57	Garla
		2	51	Gandhampalli
		3	6	Bayyaram
		4	9	Mutyalampadu
		5	52	Mulkanur

EXISTING SCHEDULED TRIBES AND DEMOLIFIED TRIBE HOSTELS

DISTRICT: KHANNAM

Taluk	Block	Sl. No.	Census Code No.	Location of S.T. / Hostel	Sanctioned Strength	Actual strength	Remarks
<u>SCHEDULED TRIBE HOSTELS:-</u>							
Bhadrachalam	Kunavaram	1	296	Kunavaram (Boys)	42	42	--
Bhadrachalam	V.R.Puram	2	297	V.R.Puram (Boys)	50	37	--
Bhadrachalam		3	331 A.	Mothugudem (Boys)	50	30	Recently opened
Bhadrachalam		4	111	Bhadrachalam (Boys)	100	100	--
Bhadrachalam		5	111	Bhadrachalam (Girls)	50	50	--
Bhadrachalam		6	33	Dumma-gudem (Boys)	50	40	--
Boorgampad		7	62	Boorgampad (Boys)	70	68	--
Boorgampad		8	62	Boorgampad (Girls)	50	41	--
Boorgampad		9	86	Kukunoor (Boys)	50	21	--
Kothagudem		10	11	Palwancha (Boys)	110	110	--
Kothagudem		11	19	Ramavaram (Boys)	102	N.A.	Recently opened
Kothagudem		12	16	Kothagudem (Girls)	50	N.A.	Recently opened
Sathupalli	Aswaraopet	13	100	Aswaraopet (Boys)	60	60	--
Sathupalli		14	85	Damma-pet (Boys)	60	60	--
Sathupalli		15	32	Mulka-palli (Boys)	50	60	--
Yellandu		16	68	Yellandu (Boys)	70	65	--
Yellandu		17	68	Yellandu (Girls)	50	50	--
Yellandu	Sudime lla	18	20	Gundala (Boys)	50	50	--

PANGGILAN KE DAPATKUN

1	2	3	4	5
Kothagudem	Kothagudem	8	16	Gutanpur (9th incline)
		9	16	Coolie line, Kothagudem
		10	19	Ramavaram
		11	16	Kothagudem (Sri Ramachandra)
		12	16	Kothagudem (Bus Stand)-do- (Girls)
		13	16	Boodidagedda, Kothagudem - do -
		14	16	Singareni (Girls)
		15	16	St. Andrews, Kothagudem
		16	16	St. Marry, Kothagudem
		17	16	Ravi Bala Niketan, Kothagudem.
Sattupalli	Aswaraopet	1	100	Aswaraopet
		2	85	Dammamet
		3	73	Anna pureddipalli
		4	91	Nagupalli
		5	32	Mulkaipalli
Yellandu	Yellandu	1	65	Singareni
		2	66	Usirikayalapalli
		3	74	Kompalli
		4	91	Kesupalli
		5	101	Sujathnagar
		6	68	Yellandu
		7	68	Yellandu
		8	68	Yellandu
		9	68	Yellandu
Yellandu	Sudimalla	1	57	Garla
		2	51	Gandhampalli
		3	6	Bayyaram
		4	9	Mutyalampadu
		5	52	Mulkanur

EXISTING SCHEDULED TRIBES AND DENOTIFIED TRIBE HOSTELS

DISTRICT: KHAMMAM

Taluk	Block	Sl. No.	Census Code No.	Location of S.T./ Hostel	Sanctioned Strength	Actual strength	Remarks
Bhadrachalam	Kunavaram	1	296	Kunavaram (Boys)	42	42	--
Bhadrachalam	V.R.Puram	2	297	V.R.Puram (Boys)	50	37	--
Bhadrachalam	Bhadrachalam	3	331 A.	Mothugudem (Boys)	50	30	Recently opened
Bhadrachalam	Bhadrachalam	4	111	Bhadrachalam (Boys)	100	100	--
Bhadrachalam	Bhadrachalam	5	111	Bhadrachalam (Girls)	50	50	--
Bhadrachalam	Bhadrachalam	6	33	Dunmagudem (Boys)	50	40	--
Boorgampad	Boorgampad	7	62	Boorgampad (Boys)	70	68	--
Boorgampad	Boorgampad	8	62	Boorgampad (Girls)	50	41	--
Boorgampad	Boorgampad	9	86	Kukunoor (Boys)	50	21	--
Kothagudem	Kothagudem	10	11	Palwancha (Boys)	110	110	--
Kothagudem	Kothagudem	11	19	Ramavaram (Boys)	102	N.A.	Recently opened
Kothagudem	Kothagudem	12	16	Kothagudem (Girls)	50	N.A.	Recently opened
Sathupalli	Aswaraopet	13	100	Aswaraopet (Boys)	60	60	--
Sathupalli	Aswaraopet	14	85	Dammaapet (Boys)	60	60	--
Sathupalli	Aswaraopet	15	32	Mulkapalli (Boys)	50	60	--
Yellandu	Yellandu	16	68	Yellandu (Boys)	70	65	--
Yellandu	Yellandu	17	68	Yellandu (Girls)	50	50	--
Yellandu	Sudime lle	18	20	Gundala (Boys)	50	50	--

SCHEDULED TRIBE HOSTELS:-

	1	2	3	4	5	6	7	8
Nugur		Venkatapuram	19	92	Venkatapuram (Boys)	50	50	--
			20	10	Peruru (Boys)	50	50	--
			21	167	Cherla (Boys)	50	50	--
Yellandu		Sudimala	22	57	Garla (Boys)	50	50	--

DENOTIFIED TRIBE HOSTELS:

FINANCIAL IMPLICATIONS FOR THE PURPOSED EDUCATIONAL INSTITUTIONS

Year	Hostels		Ashram Schools		Upper Primary Schools		High Schools	
	Physical targets	Estimated cost Rec. Non-Rec.	Physical targets	Estimated cost Rec. Non-Rec.	Physical targets	Rec. Non-Rec	Physical targets	Rec. Non-Rec
1978-79	1	7.00 1.00	10	40.00 6.00	3	29.70 3.00	-	-
1979-80	1	5.60 1.00	8	25.60 4.80	1	7.92 1.00	1	2.25
1980-81	1	4.20 1.00	7	16.80 4.20	2	11.88 1.00	1	1.50
1981-82	1	2.80 1.00	5	8.00 3.00	1	7.92 1.00	2	1.50
1982-83	3	4.20 3.00	4	3.20 2.40	7	57.42 6.00	4	5.25
	7	23.80 7.00	34	93.60 20.60				

Year	Ashram School is isolated pockets		Plural Teacher Schools		Single Teacher Schools	
	Physical targets	Estimated cost Rec. Non-Rec.	Physical targets	Estimated cost Rec. Non-Rec.	Physical targets	Rec. Non-Rec
1978-79	7	28.00 4.20	10	9.00 0.50	5	1.50 0.25
1979-80	5	16.00 3.00	6	4.70 0.30	4	0.96 0.20
1980-81	5	12.00 3.00	6	3.20 0.30	2	0.40 0.20
1981-82	5	8.00 3.00	6	2.20 0.30	2	0.26 0.10
1982-83	3	2.40 1.80	4	0.80 0.20	2	0.12 0.10
	25	66.40 15.00	32	19.90 1.60	15	3.24 0.75

A B S T R A C T

(Rs in lakhs)

S.No.	Institutions	No. purposed	Estimated cost		Total cost
			Rec.	Non-Rec.	
1	2	3	4	5	6
1.	Hostels	7	23.80	7.00	30.80
2.	Ashram Schools	34	93.60	20.60	114.20
3.	Upper Primary Schools	7	57.42	6.00	63.42
4.	High Schools	4	5.25	4.00	9.25
5.	Ashram Schools is isolet@d pockets.	25	66.40	15.00	81.40
6.	Plurel Teacher Schools	32	19.90	1.60	21.50
7.	Single Teacher Schools	15	3.24	0.75	3.99
		269.61	269.61	54.95	324.56

SINGLE TEACHER SCHOOLS

(Proposed in low Literacy Areas)

Name of Taluk	Name of Block	Sl. No.	Location Code No.	Location of proposed School Village.	No. of Villages to be covered	Total Population	S.T. Population
1	2	3	4	5	6	7	8
Yellandu	Sudimitta	1	42	Kollapuram H% Bethampudi	1	150	150
		2	42	Kondanagula Bodu H% Bethampudi	1	150	150
Yellandu	Yellandu	3	83	Kondaigudem	1	668	47
		4	95	Kommugudem H% Karivai gudem	1	1470	86
		5	93	Banjra H% Padamati Narsapuram	1	1275	176
		6	86	Marrigudem H% Jasthipally	1	2682	191
Kothagudem	Ashwaraojet	7	71	Namavaram	1	205	92
		8	72	Teljarla	1	636	179
		9	117	Koya Madharam	1	142	114
Boorgampadu	Boorgampadu	10	69	Gummenapally	1	271	122
		11	24	Setharapuram	1	112	112
Nugur-in-Sub	Venkatiapuram	12	152	Bathenapally	1	110	110
		13	163	Chimalapadu	1	198	181
		14	207	Puligundaa	1	99	99
		15	28	Penugolu	1	148	148

PHULAR - TEACHER - SCHOOLS

(PROPOSED IN LOW LITERACY POCKETS)

Name of Taluk	Name of Block	Sl. No.	Location Code No.	Location of proposed School - Village	No. of Villages to be covered	Total population	S.T. Population
1	2	3	4	5	6	7	8
Bhadrachalam	Bhadrachalam	1	23	Pydakulamadugu	1	270	260
		2	118	Pembally	1	256	256
		3	119	Panduranga puram	1	240	232
Bhadrachalam	Kunavaram	4	192	Surakunta	1	209	209
		5	148	Banda Ragarapuram	1	363	348
		6	82	Chinnabandirevu	3	347	219
		7	338	Tulasipaka	3	349	331
Yellandu	Sadiritta	8	274	Tekuluru	1		
		9	10	Mamidi gundala	1	572	495
		10	26	Sama thimothe	2	3085	2032
Yellandu	Yellandu	11	46	Lachayagudem H%	1	4,449	1,681
		12	92	Challasa mudram Gundla Revu H% Papakole	1	7,033	782
		13	66	Thodlagudem H% Uririkavalapally	1	8,004	2,192
		14	46	Veemalawada H% Challasa mudram	1	4,449	1,681

LIST OF PROPOSED HOSTELS

Name of Taluk	Name of Block	Sl.No.	Code No.	Location of the Hostel Village	Proposed Strength	Total population	S.T. Population
	Kunavaram	1	296	Kunavaram (Girls)	40	3,619	468
Badhrachalam	V.L.Puram	2	249	Chinturu (BOYS)	60	1,326	487
Badhrachalam	Sudimabla	3	52	Mulkaanoor (Boys)	60	4,730	519
Yellandu	Ashwaraopet	4	100	Ashwaraopet (Girls)	40	5,944	747
Kothagudem	Boorgampad	5	93	Velair H% Repaka Gammu (Boys)	40	3,102	930
Boorgampad	Venkatapuram	6	192	Sathyanarayana puram H% R.Kothagudem (Boys)	40	1,404	334
Nuguru-Ind-Sub	Venkata puram	7	91	Venkata puram (Girls)	40	3,500	215

1	2	3	4	5	6	7	8
Kothagudem	Ashwaraopet	15	100	Gangavaram H% Ashwaraopet	1	5,944	747
		16	116	Rallapadi	1	473	331
		17	40	Ramachandrapuram H% Chaparalla	1	1,499	636
		18	32	Kampagudem H% Mulkalapally	1	2,147	391
		19	23	Annavaram	1	352	259
		20	79	Surampalem H% Jaganathapuram	1	3,314	2,144
		21	125	Khannaigudem	1	864	347
		22	107	Talamada H% Malkaram	1	1,729	524
		23	97	Aki nepally	1	1,313	688
		24	93	Ralla Banjra H% Ganeshpadu	1	577	210
Boorgampadu	Boorgampadu	25	55	Karegathu	1	427	191
		26	52	Volvanoor	1	1,267	776
		27	75	Amaravaram H% Jenampeta	1	1,499	413
		28	72	Banjaragudem H % Thondi paka	1	1,583	344
Kothagudem	Kothaguder	29	10	Thogugudem	1	1,029	307
		30	5	Suraram	1	679	245
Nuguru-Ind-Sub	Venkatapuram	31	38	Nagaram	1	1,300	666
		32	90	abestagudem	1	272	272

ASHRAM PRIMARY SCHOOLS

PROPOSED IN IDENTIFIED LITERACY POCKETS

Name of the Taluk	Name of the Block	Sl.No.	Location Code No.	Location of Village School	Proposed Strength	No. of Villages to be covered.	Total population to be covered.	Re S.T.		
Bhadrachalam	Bhadrachalam	1	58	Lachigudem	60	7	1,289	1,282		
		2	60	Whitenagaram	60	4	846	817		
		3	95	Tunikicheruvu	60	4	383	383		
		4	39	Mahadeva puram	60	9	2,678	2,637		
		5	26	Chintaguppa	60	3	614	612		
						27	5,810	5,731		
Bhadrachalam	Kunavaram	6	202	Gangannametta	60	6	1,301	1,297		
		7	209	Singanna gudem	60	8	2,331	2,281		
		8	191	Pega	60	6	982	975		
		9	178	Bodunuru Alar Palagudem	60	8	1,100	1,097		
		10	198	Kurunugattu	60	4	370	367		
		11	150	Yerrabonu	60	5	865	826		
		12	126	Kusumanapalli	60	5	1,145	1,145		
								42	8,094	7,988

1	2	3	4	5	6	7	8
Kothagudem	Ashwaraopet	15	100	Gangavaram H% Ashwaraopet	1	5,944	747
		16	116	Rallapadi	1	473	331
		17	40	Ramachandrapuram H% Charalla	1	1,499	636
		18	32	Kampagudem H% Mulkalapally	1	2,147	391
		19	23	Annavaram	1	352	259
		20	79	Surampalem H% Jaganathapuram	1	3,314	2,144
		21	125	Khannaigudem	1	864	347
		22	107	Talamada H% Malkaram	1	1,729	524
		23	97	Aki nepally	1	1,313	688
		24	93	Ralla Banjra H% Ganeshpadu	1	577	210
Boorgampadu	Boorgampadu	25	55	Karegathu	1	427	191
		26	52	Volvanoor	1	1,267	776
		27	75	Amaravaram H% Janampeta	1	1,499	413
		28	72	Banjaragudem H % Thondi paka	1	1,583	344
Kothagudem	Kothagudem	29	10	Thogugudem	1	1,029	307
		30	5	Suraram	1	679	245
Nuguru-Ind-Sub	Venkatapuram	31	38	Nagarani	1	1,300	666
		32	90	abestagudem	1	272	272

ASHRAM PRIMARY SCHOOLS

PROPOSED IN IDENTIFIED LITERACY POCKETS

Name of the Taluk	Name of the Block	Sl.No.	Location Code No.	Location of Village School	Proposed Strength	No. of Villages to be covered.	Total population to be covered.	S.T.		
Bhadrachalam	Bhadrachalam	1	58	Lachigudem	60	7	1,289	1,282		
		2	60	Whitenagaram	60	4	846	817		
		3	95	Tunikicheruvu	60	4	383	383		
		4	39	Mahadevapuram	60	9	2,678	2,637		
		5	26	Chintaguppa	60	3	614	612		
						27	5,810	5,731		
Bhadrachalam	Kunavaram	6	202	Ganganname tta	60	6	1,301	1,297		
		7	209	Singannagudem	60	8	2,331	2,281		
		8	191	Pega	60	6	982	975		
		9	178	Bodunuru Alar Palagudem	60	8	1,100	1,097		
		10	198	Kurunugattu	60	4	370	367		
		11	150	Yerrabonu	60	5	865	826		
		12	126	Kusumanapalli	60	5	1,145	1,145		
								42	8,094	7,988

Bhadrachalam

V.R.Puram

	3	4	5	6	7
13	328			60	5
14	250			60	5
15	263			60	5
16	240			60	9

Kothapalli 736
 Yerrampeta 971
 Gammalakora 589
 Kunjavarigudem 1,447
 1,431

24 3,855 3,727

Yellandu

Sudimalla

17	22			60	5
18	21			60	4

Lingagudem 3,854
 Konamvarigudem 1,757

9 6,967 5,611

Sattupalli

Aswaraopet

19	115			60	1
20	121			60	1
21	036			60	1

Gundlavai 150
 Khammapadu 247
 Rachanna padu 409

Boorgampadu

Boorgempad

22	105			60	2
23	101			60	4

Tekulapalle 435
 Siddaram 1,409
 (Chigurumami-
 di also
 included)

3 814 806

24	99			60	3
25	91			60	1
26	49			60	1

Kothuru 1,292
 Pocharam 154
 Hummalacheruvu 162

4,728 3,452

1 2 3 4 5 6 7 8 9 10

Kothagudem Kothagudem 27 1 Punukuduchelu 60 2 1023 728

Nugur Tenkatalapuram 28 21 Arlagudem (2) 40 2 229 155
29 61 Chirtapalli (2) 40 2 254 254
30 88 Rachapalli 40 3 309 300
31 133 Vanticalintagudem 40 1 148 116
32 146 Vaddipeta (2) 40 2 170 164
33 116 Chalamala 60 3 450 450
34 118 Tippapuram 40 3 214 214

16 1,784 1,663

ASHRAM PRIMARY SCHOOLS

(Proposed in sparsely populated and isolated uncovered villages Hamlets)

Name of the Taluk	Name of the Block	S.No.	Location Code No.	Location of Village School	Proposed Strength	No. of Villages to be covered	Total populets to be covered	Remarks
		1	3	5	6	7	8	9
Bhadrachalam	V.R. Puram	1	339	Eruwada	40	2	105	105
		2	319	Buruguwada	40	2	180	124
Yellandu	Sudimalla	3	11	Kambhalapalli	60	1	1,410	770
		4	17	Mamikyavaru	60	1	4,974	1,680
		5	2	M/81 Kattimapuram	60	4	1,754	923
		6	39	Ramachandraraopet	60	1	1,489	1,235
Yellandu	Yellandu	7	66	Usirikayalapalli	60	1	8,004	2,182
		8	98	Seetarapuram H/o Korukonda	60	1	5,268	1,043
		9	67	Ragahvinagudem	60	1	1,337	678
		10	92	Rachabandlekoyagudem H/o Papkole	60	1	7,033	782
Sattupalli	Aswaraopet	11	83	Sudhapally H/o Patwari-gudem.	60	1	2,238	973
		12	91	Reddyalapadu H/o Nagulapalli	60	1	5,431	1,467

TRIBAL CULTURAL RESEARCH & TRAINING INSTITUTE
H.No 6-3-628/9, Ravindra Nagar, Khairatabad,
Hyderabad-500004 (A. P.)
Phone : 3 2 5 9 1