

# 2nd Half-Yearly Monitoring Report of Sarva Shiksha Abhiyan of Andhra Pradesh

(1<sup>st</sup> April 2012 to 30<sup>th</sup> September 2012)



## District(s) Monitored

Anantapur  
East Godavari  
Khammam  
Vizianagaram  
West Godavari

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## **ACKNOWLEDGEMENTS**

The present report is an outcome of committed research investigators to the field survey and cooperation received from Teachers and Head Masters concerned along with officials of, District Project Office and State Project Office of Sarva Shiksha Abhiyan of Andhra Pradesh. The author duly thanks them for their fullest cooperation and facilities provided in successfully completion of the Monitoring Report.

The author expresses gratitude and sincere thanks to Officials of Ministry of Human Resource Development, New Delhi for sponsoring this monitoring project and also to Dr. M.V.Rao, IAS, Director General, NIRD Hyderabad, for providing an opportunity to undertake this survey. Similar gratitude is also expressed to Dr R.R.Prasad, Professor & Head, Centre of Equity and Social Development, NIRD, Hyderabad for his consistent encouragement, guidance and suggestions for timely completion of this monitoring report.

We also thank Ms. Lakshmi for her assistance and support in data entry, processing and bringing analytical output. Last but not least, we express our thanks to all those who directly and indirectly involved and helped in conducting the monitoring work.

**T. Vijaya Kumar**

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**2<sup>nd</sup> Half Yearly Monitoring Report of National Institute of Rural Development, Rajendranagar,  
Hyderabad (Monitoring Institution) on SSA for the State/UT of Andhra Pradesh for the  
Period of 1<sup>st</sup> April 2012 to 30<sup>th</sup> September 2012**

**1. General Information**

<b>Sl. No.</b>	<b>Information</b>	<b>Details</b>
	Period of the report	1 <sup>st</sup> April 2012 to 30 <sup>th</sup> September 2012
	No. of Districts allotted	Five
	Districts' name	Anantapur, East Godavari, Khammam, Vizianagaram and West Godavari.
	Month of visit to the Districts / Schools (Information is to be given district wise i.e District 1, District 2, District 3 etc)	1. Anantapur: July to August 2. East Godavari: September 3. Khammam: July and August 4. Vizianagaram: August 5. West Godavari: September
	Total number of elementary schools (primary and upper primary to be counted separately) in the Districts Covered by MI (Information is to be given district wise i.e District 1, District 2, District 3 etc.)	Detailed List category wise and District wise provided in Annexure --1
	Number of elementary schools monitored (primary and upper primary to be counted separately) Information is to be given for district wise i.e District 1, District 2, District 3 etc)	The District wise details of schools are provided in Annexure -1
	<b>Types of school visited</b>	Total 40 x 6 = 240
a)	Special training centers (Residential)	3
b)	Special training centers (Non Residential)	3
c)	Schools in Urban Areas	8
d)	School sanctioned with Civil Works	2
e)	School from NPEGEL Blocks	3
f)	Schools having CWSN	3
g)	School covered under CAL programme	3
h)	KGBVs	3
8.	Number of schools visited by Nodal Officer of the Monitoring Institute	15
9.	Whether the draft report has been shared with the SPO : YES / NO	Yes
10.	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	Yes
11.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes

12. Details regarding discussion held with state officials: Before monitoring information shared

13. Selection Criteria for Schools In consultation with DPOs

**14. Items to be attached with the report:**

a) List of Schools visited by MI.

## Consolidated Report for the monitored Districts

### 1. Access

#### A. Physical Access

##### 1. Anantapur District

- Monitoring Institute has monitored 43 schools in Anantapur district. Out of this 29 Primary schools, 15 Upper Primary schools and primary and secondary sections. Except 04 primary schools in almost in all the schools the SSA norm of Physical Access is fulfilled.
- Except One school all the other sample schools children are having safe vicinity and route.
- There are 19 Primary Schools out of the 43 Sample schools and three schools MP Schools at Gooti, Khanampally, Prasanthigram, Puttaparthi do not have the Upper primary schools within the radius of 3 Kms.
- In Anantapur district out of total Sample schools 38 schools, the student class room ratio (SCR) is within in the norm of SSA, whereas in case of MPPS SC colony, Narapala 1:53, MPPS vengalamma cheruvu 1:58, Srikrishna Devaraya MPS Arvindnagar it is 1:43, MPPS Kamuru, Kuderu 1:57 and MPPS Kuderu main it is 1:43 found to be adverse SCR
- Out of the 43 sample schools, in 27 PS and 13 Upper primary schools all classrooms are properly ventilated whereas in 2 Primary schools and 2 Upper Primary schools the class room conditions are not satisfactory i.e. MPUPS Peda Kondapuram, Ramgiri, MPLPS, 1st Ward, Anantapur and MPPS Beedupally, Parathi and KGBV Mudigubba class rooms are not properly lighted.
- Out of 43 sample schools in 28 Primary schools and 14 Upper Primary schools the black boards have been placed centrally in class rooms on the wall. Writings on black boards of all classrooms are visible to the children. In case of MPPS Beedupally, Parathy, MPPS Kanampally, Garladinne and KGBV Bathulapally, the writings on the black boards are not visible to the children because the black boards are not centrally placed in the class rooms, instead they are kept on the corners of the room.
- Out of 43 sample schools 8 Primary schools and 7 Upper Primary Schools are having the ramps whereas the 29 schools are not having ramps in the school buildings which are not accessible by the CWSN children without others support.

- In Anantapur district out of the 43 sample schools 5 Primary schools and 3 Upper Primary schools are having ramps with hand rails and in 6 Primary schools and 3 Upper Primary schools ramps are properly sloped to suit the needs of the CWSN, whereas in remaining schools the hand rails along with quality of the ramps are also not appropriate
- Out of the 43 sample schools, toilet exists in 27 Primary schools and 12 Upper primary schools whereas in remaining schools the toilet facility is not available. They are KGBV, MUDIGUBBA; MPUPS, SAMACHENUBVLU, GANDLAPENT; MPUPS, GOTUKUR; MPPS, VENKATAPURAM, RANGIRI and MPPS, BEEDUPALLY, PARATHI. This amounts to be 29% out of the sample schools. Separate provision of toilet facility for boys and girls is noticed in 20 Primary schools and 5 Upper Primary schools.
- Out of 43 sample schools, 23 Primary schools and 11 Upper primary schools are having water facility within this 50% schools are having piped water facility and 22.7% Tube well facility followed by 13.% Dug well facility.
- Out of the 43 sample schools, pupil-teacher ratio (PTR) is as per the SSA norm in most of the schools whereas in MPPs Brahmanapally, Puttaparthi post the adverse PTR is 1:46, MPPs Kamuru, Kadiri it is 1:43, MPS Gooty it is 1:37, followed by MPI UPS Mashanam, Kadiri it is 1:66 is observed by the monitoring institute representatives.
- Out of the 43 Sample schools, in case of 38 schools, the student class room ratio (SCR) is within in the norm of SSA, whereas in case of MPPS SC colony, Narapala 1:53, MPPS vengamma cheruvu 1:58, Srikrishna Devaraya MPS Arvindnagar it is 1:43, MPPS Kamuru, Kuderu 1:57 and MPPS Kuderu main it is 1:43 found to be adverse SCR.

## **2. Khammam District**

- In East Godavari district Monitoring Institute has monitored 45 schools, out of these majority of the sample schools the SSA norm of Physical Access is fulfilled
- Out of the 44 Sample schools in five primary schools and 3 Upper primary schools the student class room ration is found to be adverse in Khammam district.
- In 39 schools 24 Primary schools and 15 Upper primary schools the ventilation and light is found to be good whereas in remaining 5 schools the ventilation and lighting is improper.

- In 22 sample schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings

### **3. East Godavari District.**

- In East Godavari district Monitoring Institute has monitored 45 schools, out of these majority of the sample schools the SSA norm of Physical Access is fulfilled.
- Out of the 45 Sample schools, 13 schools, the student class room ratio (SCR) is either 30:1 or less than it. Remaining schools the student class room ratio is adverse
- In 33 samples school the black boards in class room are centrally placed and the writings on black board are visible to the children. Where as in respect 8 schools the black boards are not placed at the centre and as a result the students are facing difficulty in reading black board writings.
- In 17 out of 45 schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings in 24 schools. Thus some of the school buildings are not accessible by the CWSN without other's support
- Out of the 45 sample schools, toilet exists in 80% Primary schools and 81% Upper primary schools. Separate toilets for boys and girls exist in 63% Primary schools and 63.6% upper primary schools.
- In East Godavari district out of 45 sample schools monitored by the MI 35 schools (90%) are having drinking water facility. But in 06 schools, the drinking water facility is not available .In case of source of drinking water facility 44.4% schools are having tube wells whereas 8.3% schools are having dug well and the remaining 7.2% schools are having piped water facility..

### **4. Vizianagaram District**

- . Monitoring Institute has monitored 45 schools in Vizianagaram district Almost in all the schools the SSA norm of Physical Access is fulfilled. In case of the following schools the Physical access is as against the norm of RTE and SSA.
- Out of the 45 Sample schools, in most of the schools, the student class room ratio (SCR) is either 30:1 or less than it. Remaining schools it is adverse.

- In almost all the sample schools, black boards have been placed centrally in class rooms on the wall. Writings on black boards of all classrooms are visible to the children. In case of KGBV Gantyada the writings on the black boards are not visible to the children.
- In 13 out of 45 schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings in 28 schools. Thus some of the school buildings are not accessible by the CWSN without other's support.
- Out of the 45 sample schools, toilet exists in 38 schools whereas in 3 schools namely Bdevalasa, Mentada MPUPS, GPS Kondalevidi and MPPS Regidi, GL Puram the toilet facility is not available
- With regard to the source of drinking water out of 45 schools 66% schools are having tube wells, 17% each schools are having the water piped water and Dug well facility. In 30 schools the available water is safe for drinking and 11 schools the water is not safe for drinking.

## **5. West Godavari District**

- Monitoring Institute has monitored 47 schools in West Godavari district. Out of this 34 Primary schools, 13 Upper Primary schools and schools primary and secondary sections Almost in all the schools the SSA norm of Physical Access is fulfilled Out of the 40 sample schools, in all the schools where children are comfortable with the route and vicinity of the school.
- Out of the 47 Sample schools, in case of 31 schools, the student class room ratio (SCR) is either 30:1 or less than it. Remaining schools the ratio is higher side
- In almost all the sample schools, black boards have been placed centrally in class rooms on the wall. Writings on black boards of all classrooms are visible to the children
- In 18 out of 47 schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings in 29 schools. Thus some of the school buildings are not accessible by the CWSN without other's support



- Out of the 47 sample schools, toilet exists in 42 schools in 4 schools no toilet facility is available. Separate toilet facility is available for schools 32 and 14 schools they do not have the separate toilet facility for children.
- Out of the available water sources in the sample schools 70% are from Piped water, 18% are from tube well and remaining 11% are from the dug well.

## **B.Social Access**

### **1.Anantapur District**

- 38 out of the 43 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year
- In Anantapur district among ST children out of 340 enrolled 249 children attended, SC 1157 enrolled and 839 attended and among girls 3382 enrolled and 1744 attended the school on the day of MI Visit. Among Muslim children out of 493 enrolled 313 attended and among other Christian minority students 748 attended out of 1012 enrolled on the day of visit.
- In all 43 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for class VI, VII and VIII boys and girls.

### **2. Khammam District**

- In all 40 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for class VI, VII and VIII boys and girls.
- For the purpose of launching special training interventions, some out of school children have been identified and have been enrolled in 02 of the 03 sample schools

### **3. East Godavari District.**

- 35 out of the 40 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year 2012
- In all 40 sample schools the sitting arrangement has been made to encourage mixing of all children.

- In all 40 sample schools, teachers interact with all categories of children without making any discrimination

#### **4. Vizianagaram District**

- 38 out of the 40 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year 2012.
- In all 45 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for class VI, VII and VIII boys and girls.
- In all 45 sample schools, teachers interact with all categories of children without making any discrimination

#### **5. West Godavari District**

- In all 47 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for higher classes in upper primary schools of the West Godavari district.
- In all 47 sample schools, teachers interact with all categories of children without making any discrimination.

#### **2. Special Training (Out of School Children)**

In all the sample districts, as far as special training is concerned, DPO had identified the agencies for establishment of the Special Training centres and recently some Special Training Centres were started i.e at the time Monitoring. Some STCs have appointed the trained Educational Volunteers and started training also for the children. Funds for the establishment of STC were not released. Detailed guidelines for establishment of STCs and Functioning of STCs were prepared by the State Project Office and given to the DPO for implementation. The enrolments of children in the age appropriate classes in regular schools followed by enrolling in STC were undertaken. The MI has observed the functioning of STCs in Anantapur, Vizianagaram and East Godavari.. The functioning is found to be satisfactory.

### **3. Quality issues**

#### **A. Enabling conditions**

In all the sample districts number of teachers in position and number of teacher post vacant is found to be mismatched. Schools are unable to provided the clear picture of sanctioned and in position of teacher post.

##### **i.Pupil teacher ratio**

In all the five sample districts majority of the schools are having the pupil teacher ratio as per the SSA norm i.e. less than or equal to 30:1. Where as in few schools of each district the highest PTR i.e. more than 30:1 in Primary Schools and 35:1 in Upper primary schools is observed.

##### **ii. Teacher Vacancies**

In all the sample districts there are vacancies of teachers in sample schools ranges from 5 to 15.

##### **iii. Teachers availability for teaching science, maths and languages**

In all the five sample districts among upper primary schools majority of the schools maths, science and languages teachers are available. As far as the availability of teachers to each class is concerned in most of the schools regular teachers are not available. However, trained Educational Volunteers are deployed to discharge the school duties.

##### **iv. Details of the training received during 2011-12**

Out of all the sample districts in majority of the schools teachers have received in-service training. This includes monthly interaction at the schools complex level and 1 to 3 days orientation training programmes on learning enhancement programmes etc.

##### **v. Usefulness of training programmes**

In all the sample districts the teachers opined that in service training Programmes provided by SSA are useful. But the quality of resource persons and also the number of the trainees per batch is need to be looked in i.e. qualified and experienced resource persons may be engaged for trainings.

**vi. Teachers awareness about duties and responsibilities of teachers under RTE Act**

In all most all the sample districts it is noticed that teachers do not have requisite awareness about the duties and responsibilities of teachers under RTE act.

**vii. Receiving of text books**

In all the sample districts it is observed that majority of the schools received text books within one month of opening of schools i.e. July. In few schools the delay of text books in some sample districts is noticed i.e Vizianagaram Multi lingual text books for tribals.

**B. Teaching Learning Material**

In all most all the sample districts majority of the teachers said that they mostly use TLM like charts, slim cards and other material. However on the day of MI visit it is noticed that in few schools the teachers are using TLM materials.

**C. Receiving of Grants**

Majority of schools in all the sample districts received school grants in between July and August 2012.

**D. Teachers understanding about the constructive approach**

Not much data was collected from the five sample districts but it is observed that teachers are having a little understanding of constructive approach and NCF regarding teaching of language and social sciences.

**E. Involvement of children in teaching learning process**

It is observed from the sample districts that the majority of the schools teachers are involving the students in teaching learning process by under taking one or other activities. The activities are some how routine in nature.

**F. Method of evaluation of children**

In the entire sample districts it is observed that majority of schools are not following continuous comprehensive evaluation. Though the Project has given training on CCE.

#### **G. On site academic support to the Teachers**

In all the sample districts majority of the teachers revealed that they are not getting much on-site academic support from the school complexes. There is a need to improve the on-site academic support and also supervision at the Mandal or Block level.

#### **H. Class room management**

In majority of the schools of the sample districts it is observed that the teachers are managing class rooms by making the children to sit in a small groups and conducting activities by involving all the children of the class. Except in few schools it is observed that teachers are not involving all the children in group activities.

#### **4. Computer aided learning**

Monitoring Institute has observed that in majority of the schools in sample districts computers are functioning and they are kept in separate room. In districts like Anantapur and Vizianagaram it is observed that in some schools loose electric connection, , non availabilities of CDs and inadequate training for the teachers for dealing the computers is noticed. Particularly for repairs and maintenance of the computers the agencies are taking lot of time for attending the problems at the school point.

#### **5. Girls Education (NPEGEL)**

It is observed that NPEGEL programme in all the sample districts has taken up with massive allotment of funds and trainings of vocational skills. In majority of schools 3 months vocational training skills with special Vidhya volunteers has been taken up and this created lot of awareness and interest among girls which prompted the regular attendance.. As far as efforts towards address the gender gap it is observed that majority of the schools have conducted life skills education and mobilization of parents to promote girls education under NPEGEL programme. Majority of the schools in the sample districts the MI has observed that girls are participating in games and sports activities of the schools. The implementation of the NPEGL programme has to be

relooked and strengthen for future project should have control over the Samatha society activities under NPEGL programme.

#### **6. Kasturba Gandhi Balika Vidyalayas (KGBVs)**

In all the four sample districts where the KGBV programme is being implemented it is observed that the KGBVs are managed by three separate societies' i.e. APREIS, APSWREIS, APTWRIES and also some are managed by the RVM project it self.. Involvement of community and parents in management of KGBVs are very limited. As far as capacity building of the teachers of KGBV it is observed that most of the teachers in the sample schools received training. However, there is a need to conduct more training frequently every year. With regard to the quality and adequacy of facilities it is observed that in the sample schools managed by social welfare societies the bedding, uniform, shoes and trunk box are of good qualities observed in Vizianagaram whereas the food quality is good in all the sample schools of the four districts. Some of the RVM project managed KGBVs it is observed that proper facilities were not provided to the children.

#### **7. Inclusive Education**

In all the sample schools of CWSN of five districts it is observed that seating arrangement of the children is inclusive. Most of the sample schools of CWSN are having teaching learning material. But these are not suitable to CWSN children. Therefore there is a need of procuring special teaching learning materials to suit the CWSN. Majority of the CWSN schools of six districts are availing the services of resource teacher. Preparation of IEP by the teacher for CWSN is rarely observed in the sample school. Parental counselling and visits of resource teacher to the schools and home based education activities is found to be satisfactory.

#### **8. Civil works**

In all the selected sample schools among the five districts revealed that community manuals for construction of civil works are not available. In adequate training to SMCs regarding the monitoring of Civil works and non availability of sand in the state is noticed as major problem for slow progress of Civil works in the state. Technical consultant services are available in most of the sample schools for construction of the buildings.

## **9. Community awareness**

In all most all the schools of sample districts school management committees are formed newly by involving the parents of the children. The State project has conducted orientation programme for the SMC in March 2012. Still there is a need of massive capacity building activities for SMCs for effective implementation of RTE.

## **10. Management Information System (MIS)**

In the entire sample schools selected from the six districts have filled that Data Capture Format and supplied data under DISE 2011. In 90 % of the teachers received training to fill up the DISE data format. In 70 % of sample schools the community reading of DISE data reported in DCF was conducted as the measure of social audit. In 75 % of the sample schools a copy of the filled DCF format is available. Majority of the schools are having school report cards but few schools are displayed the notice board.

## **11. Financial Management**

Majority of the sample schools in five districts reveal the availability of cash books and pass books. Most of the schools are updating the cash books. Stock register are available in 80 % of the sample schools and in some schools it is noticed that stocks are not being entered.

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## **1.0 BACKGROUND**

### **1. Towards a Rights Based Framework**

**1.1** The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. The original Article 45 in the Directive Principles of State Policy in the Constitution mandated the State to endeavour to provide free and compulsory education to all children up to age fourteen in a period of ten years. The National Policy on Education (NPE), 1986/92, states: *“In our national perception, education is essentially for all... Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit - thus furthering the goals of socialism, Secularism and democracy enshrined in our Constitution”*

**1.1.2** With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE. These efforts were intensified in the 1980s and 1990s through several schematic and programme interventions, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P Basic Education Project (UPBEP), *Mahila Samakhya* (MS), Lok Jumbish Project (LJP), and Teacher Education which put in place a decentralised system of teacher support through District Institutes of Education and Training, District Primary Education Programme (DPEP). Currently the *Sarva Shiksha Abhiyan* (SSA) is implemented as a Centrally Sponsored Scheme in Partnership with State Governments for universalising elementary education across the country.

**1.1.3** Over the years there has been significant spatial and numerical expansion of elementary schools in the country. Access and enrolment at the primary stage of education have reached near universal levels. The number of out-of-school children has reduced significantly. The gender gap in elementary education has narrowed and the percentage of children belonging to scheduled castes and tribes enrolled is proportionate to their population. Yet, the goal of universal elementary education continues to elude us. There remains an unfinished agenda of universal education at the upper primary stage.



The number of children, particularly children from disadvantaged groups and weaker sections, who drop out of school before completing upper primary education, remains high. The quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education.

**1.1.4** The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The need to address inadequacies in retention, residual access, particularly of un-reached children, and the questions of quality are the most compelling reasons for the insertion of Article 21-A in the Constitution of India and the passage of the RTE Act, 2009 in the Parliament.

**1.1.5 Article** 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age Group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

## **1.2 The Present Context**

**1.2.1** Currently, Sarva Shiksha Abhiyan (SSA) is implemented as India's main programme for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers,

periodic teacher training and academic resource support, textbooks and support for learning achievement. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act.

**1.2.2** The new law provides a justifiable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

### **1.3 Salient Features of the RTE Act, 2009**

**1.3.1** The RTE Act, 2009 provides for:

- (i) The right of children to free and compulsory education till *completion* of elementary education in a neighbourhood school.
- (ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- (iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- (iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- (v) It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or 4 District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and

parliament, and disaster relief.

(vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

(viii) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

(ix) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

#### **1.4 Child Entitlements – the Rights Perspective**

**1.4.1** In the present phase of SSA, it is mandatory to ensure that the approach and strategies for universalising elementary education are in conformity with the rights perspective mandated under the RTE Act. The RTE Act provides that 'Every child of the age of 6-14 years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. Free education is defined as 'removal of any financial barrier by the state that prevents a child from completing eight years of schooling'. 'Compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child *in the six to fourteen age group*.

In addition to the SSA provisions, most States are addressing the issue of financial barriers by providing incentives in the form of uniforms, notebooks, stationary, school bags, scholarships and transportation facilities, as required. However, the incentive based approach would need to shift to an entitlements perspective. This paradigm shift needs to be reflected not only in SSA, but in all interventions, programmes and schemes for elementary education of the State Governments, as also in the mind set of all the agencies involved in the implementation of the SSA.

**1.4.2** The Rights perspective under the RTE Act has also brought in new monitoring mechanisms to ensure that child rights under the Act are protected. The RTE Act provides for constitutionally created independent bodies like the National and State Commissions for Protection of Child Rights to perform this role. These bodies, with quasi-judicial powers bring in an element of monitoring new to the implementation of

SSA, requiring that internal monitoring mechanisms under the SSA engage purposefully with these independent bodies.

### **1.5 Objectives of Monitoring by the Independent Research Institutes:**

The MI shall monitor the Schemes with the objectives of

- (i) assessment and analysis of the implementation of the approved interventions and processes underlying these Interventions at the habitation and school level keeping in view the overarching goals of these schemes and the provisions under RTE Act, 2009 and
- (ii) Identification of the social, cultural, linguistic or other barriers coming in the way of successful implementation of the schematic interventions and attainment of these goal.

### **1.6 Methods Used**

Data collection tools were developed by the Sub Group of Monitoring Institutions formulated by the Ministry of Human Resource Development; GoI.Data was then collected by the qualified monitors from the six districts. A total of 48 monitors along with Nodal officer participated in the monitoring process. The methods used in data collection included observation, interviews drawings, focus group discussions and meetings. The tools used included questionnaires, interview schedules, observation schedules and focus group discussion checklists.

### **1.7 Collection of Data**

For the purpose of data collection, the study team made physical visit to all the schools for preliminary interaction with teaching staff and appraising themselves with the physical and academic conditions prevailing there of. Since the data collection is to be covered in a span of less time and the task is of gigantic proportion, required number of research investigators were identified and trained thoroughly in terms of appropriate data collection methods. Specific care has been taken to identify the research investigators keeping in view the requirement of exposure to school education. Hence, Post Graduates having B.Ed, M.Ed, and M.Phil qualification were specifically drafted as research investigators for the purpose of the study. They were in turn given a five-day orientation

on data collection, observation and capturing the information from the schools and then placed for actual data collection.

The school management concerned was informed in advance to keep the records ready for secondary data collection as well. On the day of visit to the schools, the structured schedule was administered for primary data collection under the supervision of research team.

### **1.8 Monitored Schools**

The schools that were monitored during First Half yearly period **i.e. April 2012 to September 30,2012** by the monitoring institute i.e. National Institute of Rural Development, Rajendranagar, Hyderabad in Six districts include the following:

**1. Ananatapur 2.East Godavari 3.Khammam 4.Vizianagaram and 5.West Godavari.**

In each district as per the TOR the Monitoring Institute is supposed to monitor the 40 schools with due representation to certain interventions as well as Urban and Rural areas. Before starting the monitoring activity the State Project Office has been informed about the monitoring districts and requested the State Project Director Sarva Shiksha Abhiyan and Commissioner of School Education for Mid day Meal scheme to instruct the concerned Project Offices of the districts and District Educational Officers about the activity of monitoring.

The schools in each district are identified in consultation the District Project Officers of the concerned district and at the time of monitoring the District project officers and their representatives also accompanied along with the monitoring teams of the Monitoring Institute. The selected schools in each district represents 40 out of this 8 schools are from the Urban area, 3 schools from Computer Aided Learning Schools, 3 schools from KGBV, 3 Schools from NPEGEL, 2 Schools from Civil Works and the remaining schools are from Rural and Special training centres and NCLP schools where ever the establishments are available. The detailed list of Schools monitored in Five districts are provided in Annexure I.

\*\*\*\*\*

### 3. District Level half yearly Monitoring Report

#### DISTRICT: ANANTAPUR

#### 1. Access

#### A. Physical Access

Sl. No.	Items to be seen & captured																																						
1	<b>Catchment area/s of school – Habitation/s</b>																																						
	Primary primary schools Monitoring Institute has monitored 43 schools in Anantapur district. Out of schools, 15 Upper Primary schools and primary and secondary sections. Except schools in almost in all the schools the SSA norm of Physical Access is fulfilled. which are not within in the norm of Physical access are given below.			this 29 04 The																																			
	<table border="1"> <thead> <tr> <th>School Name</th> <th></th> <th>Name of Habitation</th> <th>Distance from the school</th> <th>No. of children coming to school</th> </tr> </thead> <tbody> <tr> <td>MPPS, BUDEDU KRISHNAPURAM, GARLADINNE</td> <td>2</td> <td>SANJEEVAPURAM</td> <td>2</td> <td>2</td> </tr> <tr> <td>MPPS, KUDERU MAIN G &amp; III CATEGORY</td> <td>4</td> <td>KADADHARAKUNTA</td> <td>3</td> <td></td> </tr> <tr> <td>YSR MUNICIPAL CORPORATION ELEMENTARY SCHOOL, TARAKARAM KOTALU</td> <td>2</td> <td>BJP KOTTALU</td> <td>4</td> <td>30</td> </tr> <tr> <td>MPPS, BRAHMANAPALLY, PUTTAPARTHI POST</td> <td>3</td> <td>PRASANTHI GRAM</td> <td>2</td> <td>3</td> </tr> <tr> <td></td> <td>4</td> <td>BY PASS ROAD</td> <td>4</td> <td>1</td> </tr> <tr> <td>BHAGATH SINGH MUNICIPAL CORPORATION SCHOOL, NEERUGANTY VEEDHI, ANANTHAPUR</td> <td>1</td> <td>NEEGANT</td> <td>5</td> <td>41</td> </tr> </tbody> </table>				School Name		Name of Habitation	Distance from the school	No. of children coming to school	MPPS, BUDEDU KRISHNAPURAM, GARLADINNE	2	SANJEEVAPURAM	2	2	MPPS, KUDERU MAIN G & III CATEGORY	4	KADADHARAKUNTA	3		YSR MUNICIPAL CORPORATION ELEMENTARY SCHOOL, TARAKARAM KOTALU	2	BJP KOTTALU	4	30	MPPS, BRAHMANAPALLY, PUTTAPARTHI POST	3	PRASANTHI GRAM	2	3		4	BY PASS ROAD	4	1	BHAGATH SINGH MUNICIPAL CORPORATION SCHOOL, NEERUGANTY VEEDHI, ANANTHAPUR	1	NEEGANT	5	41
School Name		Name of Habitation	Distance from the school	No. of children coming to school																																			
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	4	BY PASS ROAD	4	1																																			
BHAGATH SINGH MUNICIPAL CORPORATION SCHOOL, NEERUGANTY VEEDHI, ANANTHAPUR	1	NEEGANT	5	41																																			
2	<b>Vicinity/Route to the school</b>																																						
	Out of the 43 sample schools, there are 39 schools where children are comfortable with the route and vicinity of the school. Where as in one school i.e. YSR Municipal corporation school at Tarakaram kotalu the road is very dangerous to children to have access																																						

**3 Nearby Upper Primary School**

There are 19 Primary Schools out of the 43 Sample schools and three schools MP Schools at Gooti, Khanampally, Prasanthigram, Puttaparthi do not have the Upper primary schools within the radius of 3 Kms

**B. Quality of Access**

S.No.	Items to be seen & captured																																																								
<b>1</b>	<b>Student Classroom Ratio</b>																																																								
	Out of the 43 Sample schools, in case of 38 schools, the student class room ratio (SCR) is within in the norm of SSA, whereas in case of MPPS SC colony, Narapala 1:53, MPPS vengalamma cheruvu 1:58, Srikrishna Devaraya MPS Arvindnagar it is 1:43, MPPS Kamuru, Kuderu 1:57 and MPPS Kuderu main it is 1:43 found to be adverse SCR.																																																								
<b>2</b>	<b>Light and Ventilation</b>																																																								
	Out of the 43 sample schools, in 27 PS and 13 Upper primary schools all classrooms are properly ventilated whereas in 2 Primary schools and 2 Upper Primary schools the class room conditions are not satisfactory i.e. MPUPS Peda Kondapuram, Ramgiri, Ward, Anantapur and MPPS Beedupally, Parathi and KGBV Mudigubba class rooms are not properly lighted.	classrooms the class MPLPS, 1st are not																																																							
	<b>lighting and ventilation of classrooms</b>																																																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Rural</th> <th colspan="2">Urban</th> <th colspan="2">Total</th> </tr> <tr> <th>PS</th> <th>UPS</th> <th>PS</th> <th>UPS</th> <th>PS</th> <th>UPS</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td style="text-align: center;">20</td> <td style="text-align: center;">11</td> <td style="text-align: center;">7</td> <td style="text-align: center;">2</td> <td style="text-align: center;">27</td> <td style="text-align: center;">13</td> </tr> <tr> <td></td> <td style="text-align: center;">95.2%</td> <td style="text-align: center;">84.6%</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">100.0%</td> <td style="text-align: center;">93.1%</td> <td style="text-align: center;">86.7%</td> </tr> <tr> <td>No</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td></td> <td style="text-align: center;">4.8%</td> <td style="text-align: center;">15.4%</td> <td style="text-align: center;">12.5%</td> <td style="text-align: center;">.0%</td> <td style="text-align: center;">6.9%</td> <td style="text-align: center;">13.3%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">21</td> <td style="text-align: center;">13</td> <td style="text-align: center;">8</td> <td style="text-align: center;">2</td> <td style="text-align: center;">29</td> <td style="text-align: center;">15</td> </tr> <tr> <td></td> <td style="text-align: center;">100.0%</td> <td style="text-align: center;">100.0%</td> <td style="text-align: center;">100.0%</td> <td style="text-align: center;">100.0%</td> <td style="text-align: center;">100.0%</td> <td style="text-align: center;">100.0%</td> </tr> </tbody> </table>			Rural		Urban		Total		PS	UPS	PS	UPS	PS	UPS	Yes	20	11	7	2	27	13		95.2%	84.6%	87.5%	100.0%	93.1%	86.7%	No	1	2	1	0	2	2		4.8%	15.4%	12.5%	.0%	6.9%	13.3%	Total	21	13	8	2	29	15		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Total	21	13	8	2	29	15																																																			
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%																																																			



**3 Blackboard in Classroom**

Out of 43 sample schools in 28 Primary schools and 14 Upper Primary schools the black boards have been placed centrally in class rooms on the wall. Writings on black boards of all classrooms are visible to the children. In case of MPPS Beedupally, Parathy, MPPS Kanampally, Garladinne and KGBV Bathulapally, the writings on the black boards are not visible to the children because the black boards are not centrally placed in the class rooms, instead they are kept on the corners of the room.

**4 Ramp**

Out of 43 sample schools 8 Primary schools and 7 Upper Primary Schools are having the ramps whereas the 29 schools are not having ramps in the school buildings which are not accessible by the CWSN children without others support.

**Ramp facility in sample schools**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	5	7	3	0	8	7
	23.8%	53.8%	37.5%	.0%	27.6%	46.7%
No	16	6	5	2	21	8
	76.2%	46.2%	62.5%	100.0%	72.4%	53.3%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**In following schools ramp facility is unavailable:**

1. MPPS, JANAKAM PALLI , BUKKA PATNAM
2. KGBV, MUDIGUBBA
3. MPPS, KUDERU MAIN G & III CATEGORY
4. MUNICIPAL UPS, MASHANAM, KADIRI
5. MPPS, BRAHMANAPALLY , PUTTAPARTHI POST
6. RSTC, RURAL AND ENVIRONMENT SOCIETY, KADIRI
7. MPPS, BC COLONY, SANJEEVAPURAM , GARLADINNE
8. MPPS, VARIGIREDDY PALLI
9. MPPS, VENGALAMMA CHERUVU
10. KGBV, BATHULAPALLY
11. MPPS, KAMMURU, KUDERU
12. MPUPS, PEDA KONDAPURAM, RAMAGIRI
13. MPUPS, SAMACHENUBVLU, GANDLAPENTA
14. MPPS, PRASANTHIGRAM , PUTTAPARTHI
15. RSTC, TV TOWER, LENIN NAGAR
16. MPPS, ARAVAKURU, KUDERU
17. MPPS, PERRUR, RAMGIRI
18. MPPS, KATHIVARI PALLY
19. KGBV, PUTTAPARTHI
20. MPPS, GOKULAM, PUTTAPARTHI
21. RDT RSTC, INDUSTRIAL ESTATE, KUMMARAVARI PALLY
22. MPUPS, GOTUKUR
23. BHAGATH SINGH MUNICIPAL CORPORATION SCHOOL, NEERUGANTY VEEDHI, ANANTHAPUR

- 24. MPPS, VENKATAPURAM, RANGIRI
- 25. MPPS, BEEDUPALLY, PARATHI
- 26. RSTC, CRSENT RAIN BOW, BHARATHAMATHA MUNICIPAL ELEMENTARY SCHOOL, LAXMINAGAR
- 27. MPPS, GOOTY
- 28. MPPS, Y KOTTAPALLI
- 29.KGBV, GANDLAPENTA

In Anantapur district out of the 43 sample schools 5 Primary schools and 3 Upper Primary schools are having ramps with hand rails and in 6 Primary schools and 3 Upper Primary schools ramps are properly sloped to suit the needs of the CWSN, whereas in remaining schools the hand rails along with quality of the ramps are also not appropriate.

**5 Toilets in the schools:**

**Availability of Toilet**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	19	10	8	2	27	12
	90.5%	76.9%	100.0%	100.0%	93.1%	80.0%
No	2	3	0	0	2	3
	9.5%	23.1%	.0%	.0%	6.9%	20.0%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

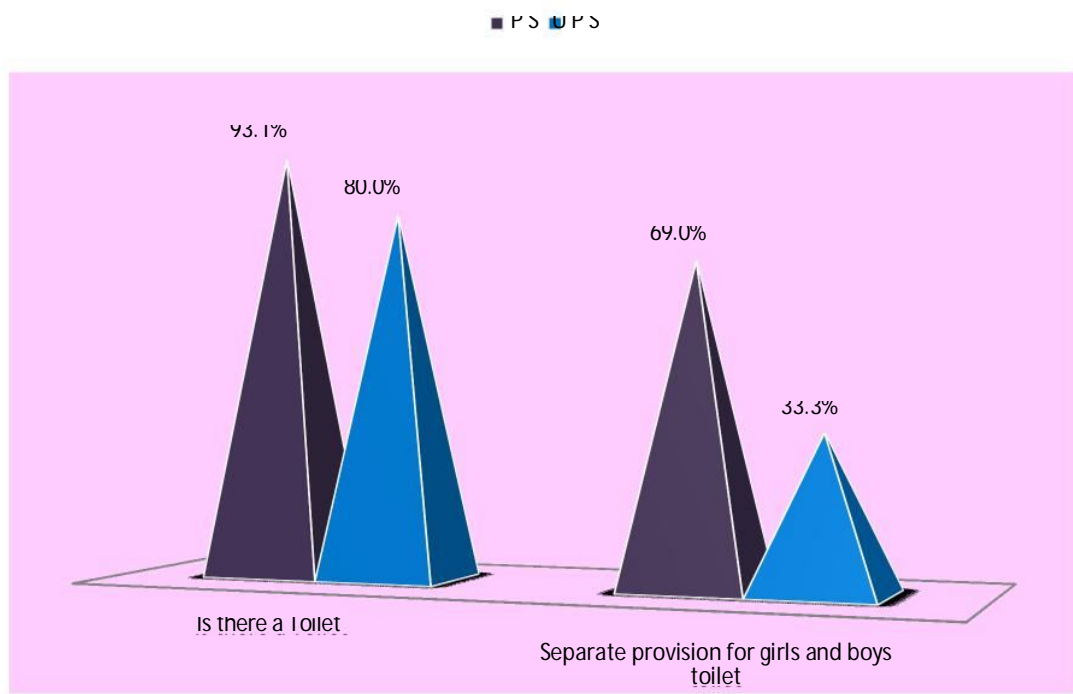
Out of the 43 sample schools, toilet exists in 27 Primary schools and 12 Upper primary schools Whereas in remaining schools the toilet facility is not available. They are KGBV, MUDIGUBBA; MPUPS, SAMACHENUBVLU, GANDLAPENT; MPUPS, GOTUKUR; MPPS, VENKATAPURAM, RANGIRI and MPPS, BEEDUPALLY, PARATHI. This amounts to be 29% out of the sample schools. Separate provision of toilet facility for boys and girls is noticed in 20 Primary schools and 5 Upper Primary schools. The schools which do not have the toilet facility are as follows.

**List of Schools where separate toilet facility boys and girls are not available.**

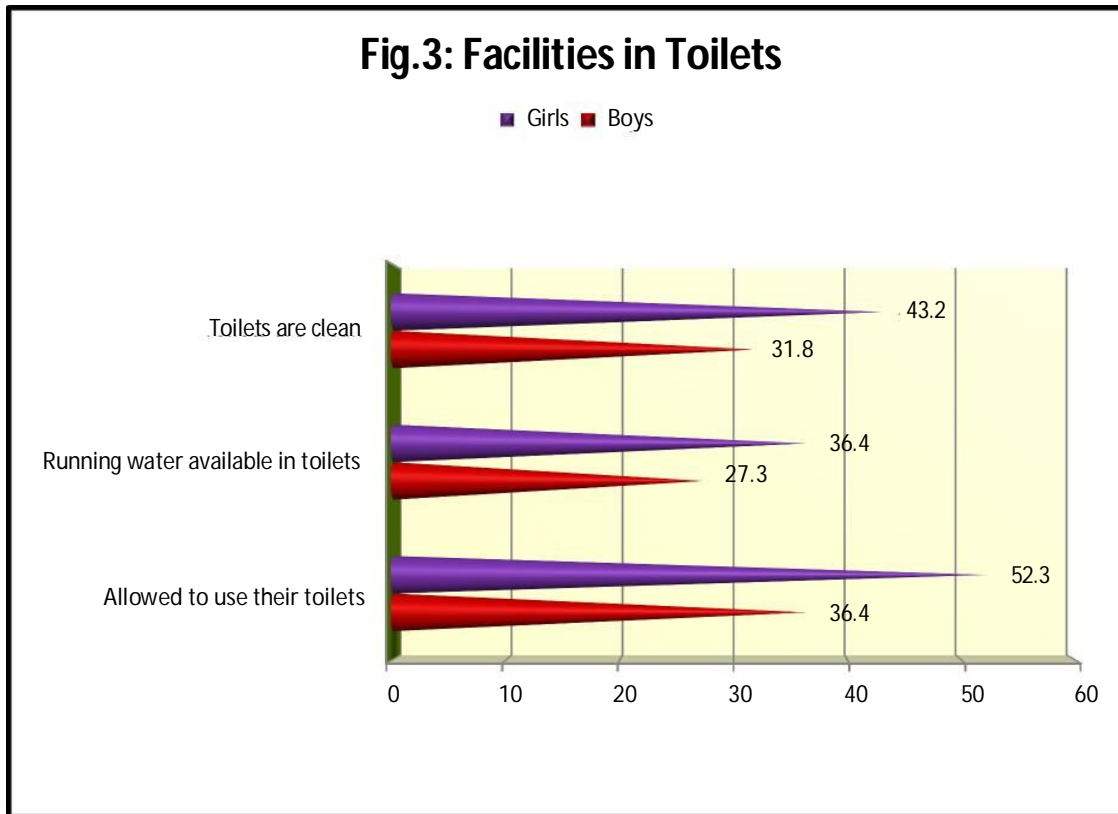
1. MPUPS, VENKATAPALLI, NARAPALA
2. MPUPS, VIRUPAPURAM, PEDDAVADUGUR
3. KGBV, MUDIGUBBA
4. MPPS, SC COLONY, NARPALA
5. ZPHS GIRLS (RS), GOOTY
6. KGBV, BATHULAPALLY
7. MPUPS, PEDA KONDAPURAM, RAMAGIRI
8. MPUPS, SAMACHENUBVLU, GANDLAPENTA
9. MPPS, ARAVAKURU, KUDERU
10. MPPS, PERRUR, RAMGIRI
11. MPPS, KATHIVARI PALLY
12. MPPS, GOKULAM, PUTTAPARTHI
13. MPUPS, GOTUKUR
14. MPPS, VENKATAPURAM, RANGIRI
15. MPPS, KATARU PALLY, GANDLAPANTA
16. MPPS, BEEDUPALLY, PARATHI
17. RSTC, CRSENT RAIN BOW, BHARATHAMATHA MUNICIPAL ELEMENTARY SCHOOL, LAXMINAGAR

- 18. MPUPS, KHANAMPALLI, GARLADINNE
- 19. KGBV, GANDLAPENTA

**Fig.2: Toilet Facilities**



**Fig.3: Facilities in Toilets**



Out of the total sample visited by the MI in Anantapur district 43% schools with Girls toilets are clean whereas 31.8% Boys toilets are clean. Running water facility is available in 36.4% Boys toilets and 52% Girls toilets (details are in following tables) of the available toilets in schools are allowed to use the toilets by the student's.

**Toilets are clean for Girls**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	10	4	4	1	14	5
	47.6%	30.8%	50.0%	50.0%	48.3%	33.3%
No	11	9	4	1	15	10
	52.4%	69.2%	50.0%	50.0%	51.7%	66.7%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Girls students allowed to use their toilets**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	11	5	6	1	17	6
	52.4%	38.5%	75.0%	50.0%	58.6%	40.0%
No	10	8	2	1	12	9
	47.6%	61.5%	25.0%	50.0%	41.4%	60.0%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Boys students allowed to use their toilets**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	9	1	5	1	14	2
	42.9%	7.7%	62.5%	50.0%	48.3%	13.3%
No	12	12	3	1	15	13
	57.1%	92.3%	37.5%	50.0%	51.7%	86.7%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Running water available in Boys toilets**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	8	1	2	1	10	2
	38.1%	7.7%	25.0%	50.0%	34.5%	13.3%
No	13	12	6	1	19	13
	61.9%	92.3%	75.0%	50.0%	65.5%	86.7%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Running water available in Girls toilets**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	8	4	3	1	11	5
	38.1%	30.8%	37.5%	50.0%	37.9%	33.3%
No	13	9	5	1	18	10
	61.9%	69.2%	62.5%	50.0%	62.1%	66.7%
Total	21	13	8	2	29	15

**6Drinking Water**

	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Out of 43 sample schools, 23 Primary schools and 11 Upper primary schools are having water facility within this 50% schools are having piped water facility and 22.7% Tube well facility followed by 13.% Dug well facility.

**Availability of drinking water facility in schools**

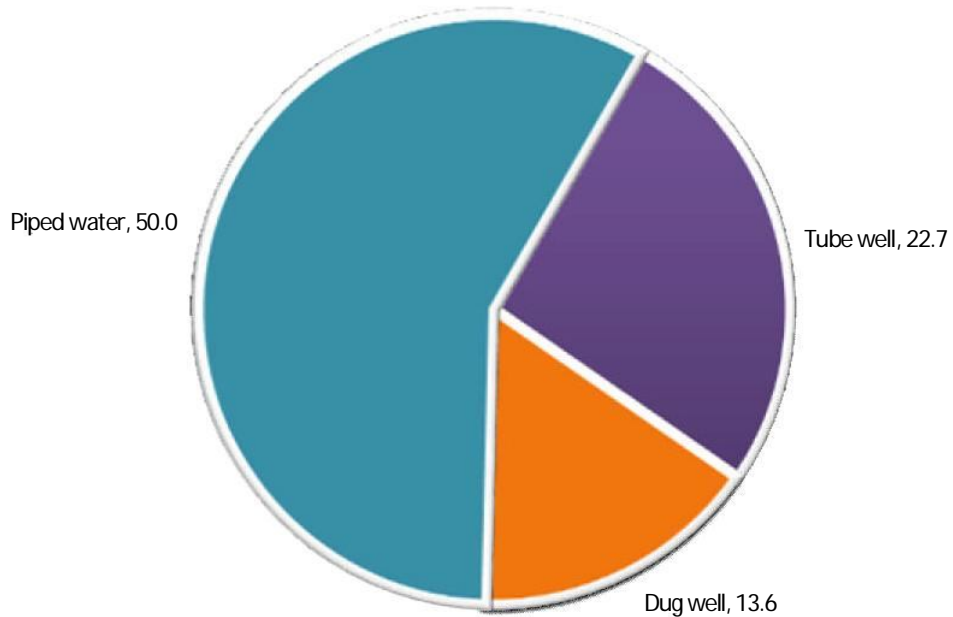
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	15	9	8	2	23	11
	71.4%	69.2%	100.0%	100.0%	79.3%	73.3%
No	6	4	0	0	6	4
	28.6%	30.8%	.0%	.0%	20.7%	26.7%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools which are not having the facility of drinking water.**

1. MPPS, EXTENSION , GOOTY
2. MPPS, BC COLONY, SANJEEVAPURAM , GARLADINNE
3. MPUPS, PEDA KONDAPURAM, RAMAGIRI
4. MPUPS, SAMACHENUBVLU, GANDLAPENTA
5. MPPS, ARAVAKURU, KUDERU
6. MPUPS, GOTUKUR
7. MPPS, VENKATAPURAM, RANGIRI
8. MPPS, BEEDUPALLY, PARATHI
9. MPUPS, CHAMALURU, NARPALA
10. MPPS, Y KOTTAPALLI



**Fig.4: Source of Drinking Water**



With

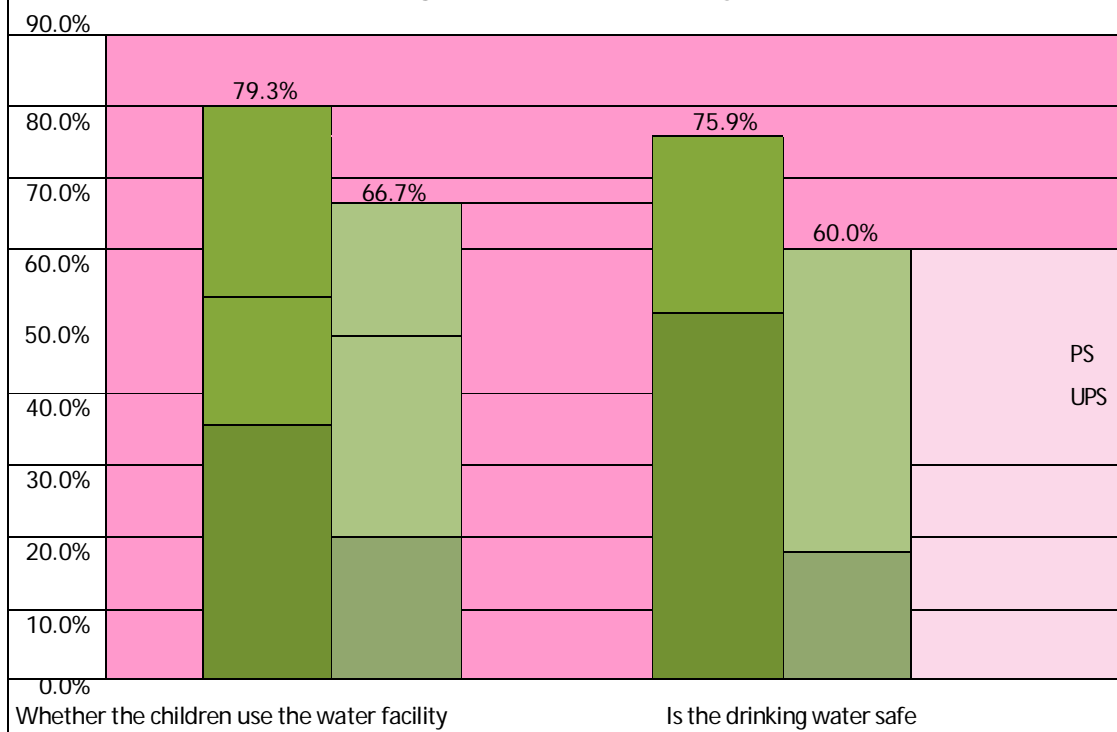
regard to the source of drinking water out of 40 schools 79.3% primary schools and 66.7% Upper primary schools the children use the available water facility whereas in 75.9% primary schools 60% Upper primary schools the available water source is safe for drinking

**List of Schools where the available drinking water is not safe.**

1. MPUPS, VIRUPAPURAM , PEDDAVADUGUR
2. MPUPS, KN PALEM , KADIRI
3. MPPS, EXTENSION , GOOTY
4. MPPS, KAMMURU, KUDERU
5. MPUPS, PEDA KONDAPURAM, RAMAGIRI
6. MPUPS, SAMACHENUBVLU, GANDLAPENTA
7. MPPS, ARAVAKURU, KUDERU
8. MPPS, PERRUR, RAMGIRI
9. MPPS, KATHIVARI PALLY
10. MPUPS, GOTUKUR
11. MPPS, VENKATAPURAM, RANGIRI
12. MPPS, BEEDUPALLY, PARATHI
13. MPUPS, CHAMALURU, NARPALA



**Fig.5: Water Facility**



**7 Playground**

Only 20 Primary schools and 09 Upper Primary schools out of the 40 sample schools have a playground. In remaining schools the playground facility is not available.

**Availability of Play ground in the schools**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	13	8	7	1	20	9
	61.9%	61.5%	87.5%	50.0%	69.0%	60.0%
No	8	5	1	1	9	6
	38.1%	38.5%	12.5%	50.0%	31.0%	40.0%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who do not have play ground**

1. MPUPS, KN PALEM , KADIRI
2. MUNICIPAL UPS, MASHANAM, KADIRI
3. MPPS, BRAHMANAPALLY , PUTTAPARTHI POST
4. RSTC, RURAL AND ENVIRONMENT SOCIETY, KADIRI
5. MPPS, SC COLONY, NARPALA
6. MPPS, VARIGIREDDY PALLI
7. KGBV, BATHULAPALLY

8. MPPS, KAMMURU, KUDERU
9. MPUPS, PEDA KONDAPURAM, RAMAGIRI
10. MPUPS, SAMACHENUBVLU, GANDLAPENTA
11. MPPS, PERRUR, RAMGIRI
12. MPPS, KATHIVARI PALLY
13. MPPS, GOKULAM, PUTTAPARTHI
14. MPPS, VENKATAPURAM, RANGIRI
15. MPUPS, CHERLOPALLI

### C. Social Access

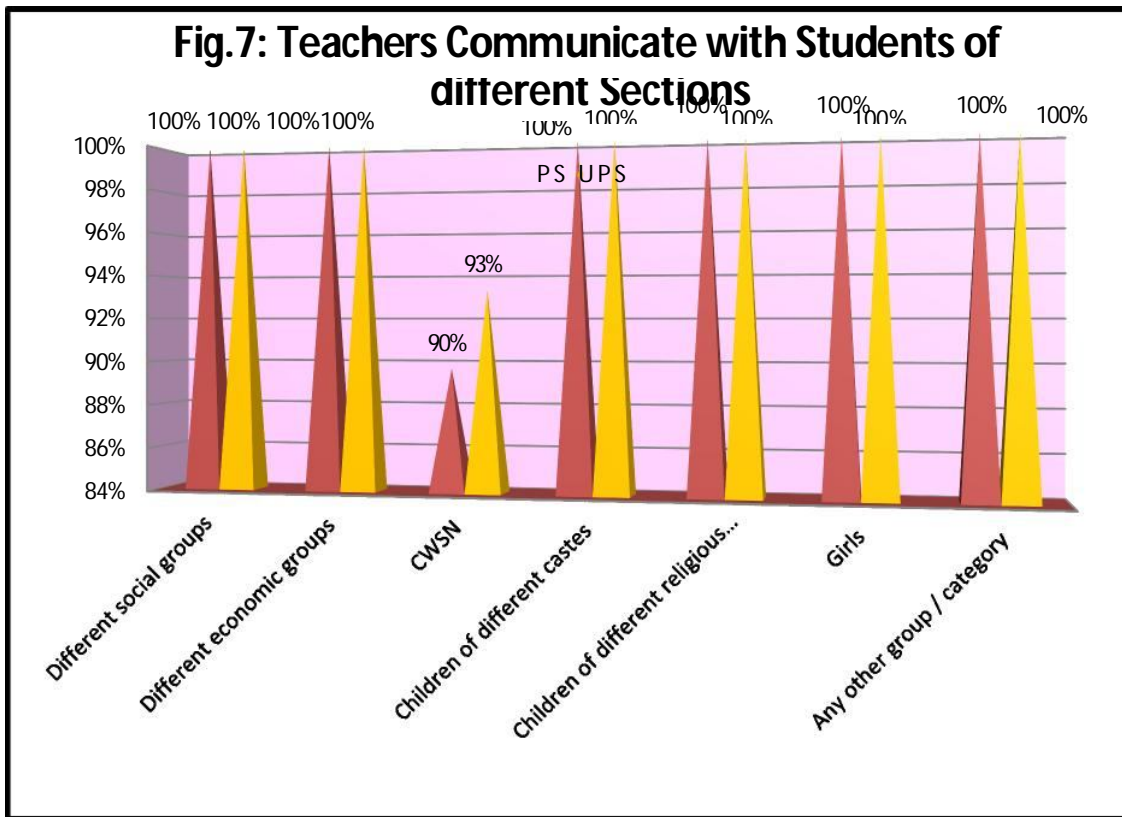
**S.No.** **Items to be seen & captured**

<b>1</b>	<p><b>Pattern of population of the habitation and enrollment in the school</b></p> <p>As per the norms of RTE, 2009, it is the duty of the local authority to maintain records of children (0 to 14 years) residing within its jurisdiction.</p> <p>38 out of the 43 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year 2012. Hence accurate percentage share of SC/ST/Muslim/Girl children in the 6 to 14 years child population could not be assessed for these schools. However, the average number of children attending and enrolled is given in the below figure. In the absence of these data, the percentage shares of SC, ST, and Muslim and girl children in total 6 to 14 years children enrolled could not be compared with the percentage shares of these children to the total 6 to 14 years child population.</p>
<b>2</b>	<p><b>Attendance pattern of the girls children from disadvantaged groups and weaker section</b></p> <p>Along with achieving universal enrollment, SSA envisages to ensure regular attendance of the enrolled children at school.</p> <p>The attendance pattern of SC, ST, Muslim and girl children vary among themselves in each school but in every school there exists low attendance of these children at schools. In Anantapur district among ST children out of 340 enrolled 249 children attended, SC 1157 enrolled and 839 attended and among girls 3382 enrolled and 1744 attended the school on the day of MI Visit. Among Muslim children out of 493 enrolled 313 attended and among other Christian minority students 748 attended out of 1012 enrolled on the day of visit.</p>


<b>3</b>	<b>Perception and understanding of social cultural and linguistic barriers</b>
	<p>The reason of low attendance may be varied but should be analyzed to address them. The social, cultural and linguistic barriers to children's attendance need to be specially analyzed for this purpose.</p> <p>The reasons for low attendance vary widely but are social / cultural / economic / health. In some schools teachers have not responded on the reason for low attendance of these categories of children.</p>
<b>4</b>	<b>Important efforts made for addressing these barriers</b>
	No significant effort has been made either by SMC/ teacher to improve the attendance of children.

**D. Additional Items in the context of RTE.**

<b>S.No.</b>	<b>Items to be seen &amp; captured</b>
1	<b>School as an Agency of Social Cohesiveness</b>
	<p>Every school is to act as an agency to strengthen social cohesiveness. Children of different social groups should sit and study together. During the monitoring visits, in every school it has been found that children of all categories of social groups sit, eat and study together. They also attend the prayer class, play games and participate in school functions together.</p> <p>At every school, children of all social categories attend prayer class together; sit together in classroom; and take Mid Day Meals together. All children together participate in games and sports and celebrate the school functions. In this way, school acts as an agency of social cohesiveness.</p>
2	<b>Sitting arrangements</b>
	<p>Achieving social cohesiveness among all categories of children is an important value enshrined in the constitution of our country and the RTE, 2009 also envisages achieving it at school level.</p> <p>In all 43 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for class VI, VII and VIII boys and girls.</p>
3	<b>Communication between teachers and students</b>
	<p>RTE, 2009 envisages that the Govt. should ensure that the child belonging to weaker section and disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any ground.</p> <p>In all 43 sample schools, teachers interact with all categories of children without making any discrimination.</p>



The teachers communicate with the children of different economic groups also with other social groups in all the sample schools of the district.

## **2. Special Training (for Out of School Children)**

<b>1</b>	<b>Village Education Register (VER)/ Ward Education Register</b>
	For the purpose of monitoring the operation of special training activity in this District, The special training centres are yet to operationalise in this district. But for the purpose of understanding the maintenance of Village Education Register looked into and it reveals that out of 43 schools 01 school is maintaining village Education register but no updating.

2	<p><b>No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)</b></p> <p>The data related to enrollment of the children from the Village Education Register is not available in the schools and habitations.</p>
3	<p><b>Details of above children enrolled/not enrolled</b></p> <p>RTE, 2009 in its Chapter II, Section IV envisages that an out of school child have 6 years of age shall be enrolled in his/her age –appropriate class and has a right to get special training to be suitably mainstreamed.</p> <p>No data available from school.</p>
4	<p><b>Number of children dropped out (with reference to state's definition of drop out)</b></p> <p>It is seen that a few of the enrolled children fail to continue their study owing to various reasons. They may remain absent from coming to school for a short or long period of time continuously or discontinuously. The State of Andhra Pradesh has defined to declare some children as dropouts under certain conditions and accordingly the school declares them as dropouts.</p> <p>In 2010-11, no child has been declared as dropout in all the sample schools.</p>
5	<p><b>Does the habitation witness the phenomenon of seasonal migration? Y/N.</b></p> <p>Some of the socially / economically disadvantaged families migrate out of their habitations for a particular season in search of waged labour. This affects the study of their children. In such cases, SSA has made some provisions to protect those children from the impact of seasonal migration of their parents.</p> <p>In case of Six schools out of 43 schools (15% of seasonal migration of children is reported and reasons for low attendance due to seasonal works of the parents is reported in 9 schools (22.5%)</p>
6	<p><b>Has school started any special training intervention for the OoSC- Yes/No</b></p> <p>The dropout and never enrolled children, as per the govt. policy, are to be admitted in their age-appropriate classes. But keeping in view their learning deficiencies, Special Training facility is to be provided to them so that they can be properly mainstreamed.</p> <p>Out of the sample schools, special training intervention has been started in few schools. It is because; the process of establishment of Special training centers is in progress.</p>

7	<b>No. of children enrolled and present under special training on the day of visit (check from school record &amp; also head count)</b>
	For the purpose of launching special training interventions, some out of school children have been identified and have been enrolled in sample schools But no special arrangements were made. As far as special training centres separate guidelines were issued by the state project Office.
8	<b>Whether above children enrolled in the age - appropriate classes in the regular school? Y/N</b>
	As per the SSA norm, the out of school children are to be first enrolled in the age-appropriate classes in the nearby regular schools and then they are to get the special training facility to mainstream them. It is observed by the monitoring institute that in schools where the enrolled children from the Out of school category teachers quite hesitant to enroll in age appropriate classes. In this regard proper orientation is required for the teachers. However, special training centres are being established by the DPO for that preliminary arrangements were initiated.
10	<b>Details of Education Volunteer</b>
10.1	<b>Education Volunteer's Educational Qualification</b>
	<p>In order to functionalize the special training activity, Educational Volunteers (EV) is to be posted.</p> <p>In all the 03 sample schools visited by the MI for monitoring, EV has been placed for teaching the children. The volunteers are trained teachers.</p>
10.2	<b>Education Volunteer (Trained/Untrained)</b>
	EVs are Trained in RDT Special Training centres.
11	<b>Teaching learning and evaluation process (through observation &amp; interaction).</b>
	Special training activity is through activity mode and individualized.
12	<b>Type of support received from head teacher / teacher of the regular school</b>
	No special support from the Head teacher
13	<b>Parents' involvement:</b>
	Parent's involvement is very poor Special training activity.
14	<b>Whether children mainstreamed within the given time frame?</b>

	In RDT running centers of the district the mainstreaming process is time bound.
<b>15</b>	<b>(a) Whether grants for ST received in time?</b>
	Special training activity has in the district. The delay in receipt of grants is observed.
	<b>(b) Whether honorarium for EV received in time?</b>
	Received by the EV with one to two months delay.

### **3. Quality Issues**

#### **1 Enabling Conditions**

<b>Sl.No.</b>	<b>Related Questions</b>
<b>1</b>	<b>Number of teachers (Male &amp; Female),</b>
	<p>Elementary level of education is very sensitive and crucial in the life of every person. It is in this period that every child learns the basic knowledge of living in the world and also develops his/ her core personality that always influences his/her own life in future. A child obtaining proper elementary education is likely to express all his/her capabilities in an excellent manner. Needless to say, a motherly touch from the elementary school teachers is more required than a fatherly touch. A combination of both is the best choice.</p> <p>All the 43 sample schools Total number of teacher in position is found to be 63 male teachers and female teachers 110.</p>
<b>2</b>	<b>Pupil Teacher Ratio</b>
	<p>As per the SSA norms, each school should have 01 teacher for every 30 children, i.e. pupil teacher ratio (PTR) of 30:1, in primary and 35:1 upper primary levels of education,</p> <p>Out of the 43 sample schools, pupil-teacher ratio (PTR) is as per the SSA norm in most of the schools whereas in MPPs Brahmanapally, Puttaparthi post the adverse PTR is 1:46, MPPs Kamuru, Kadiri it is 1:43, MPS Gooty it is 1:37, followed by MPI UPS Mashanam, Kadiri it is 1:66 is observed by the monitoring institute representatives.</p>



<b>3</b>	<b>Teachers' vacancies.</b>									
<p>The quality of elementary education greatly depends on availability of appropriate conditions of teaching. Vacancy of teaching posts is an obstacle for providing requisite teaching environment. Hence SSA has emphasized for placement of teachers as per the prescribed norms yielding to reduction of teacher vacancy. Total 4 teacher posts are vacant in Primary schools and 10 posts are in Upper Primary schools.</p>										
<b>No. of teaching post lying vacant in sample schools</b>										
		Rural			Urban			Total		
		PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
No. of teaching post lying vacant	Mean	2	2	2	-	4	4	2	2	2
	Sum	4	6	10	-	4	4	4	10	14
<b>4</b>	<b>Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school)</b>									
<p>As per the RTE, 2009, for upper primary education (class VI to VIII), there shall be at least one teacher each available for teaching (1) Language, (2) Social studies and (3) Science and Mathematics. In rural Upper Primary schools 3 science posts 5 Math's posts and 6 language posts are available.</p>										
<b>Availability of Teachers</b>										
		Rural			Urban			Total		
		PS	UPS		PS	UPS		PS	UPS	
Science			3			0			3	
			23.10%			0.00%			20.00%	
Maths			5			0			5	
			38.50%			0.00%			33.30%	
Language			6			0			6	
			46.20%			0.00%			40.00%	
Each Class		6	5	4	0		10		5	
		28.60%	38.50%	50.00%	0.00%		34.50%		33.30%	
<b>5</b>	<b>No. of untrained teachers.</b>									
<p>For the purpose of providing quality teaching, as per SSA norm, all teachers should be trained teachers having qualification of D.Ed/ B.Ed. / M.Ed. In the District, every year provision has been made under SSA to refresher training to the untrained teachers to declare them as trained teachers after completing such training.</p> <p>There are no untrained teachers in the sample schools of the Anantapur district.</p>										

6	<p><b>Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).</b></p>
	<p>Under SSA three broad categories of teacher training programmes are to be conducted. “One of them is a 20 days programme, named as in-service training”. This programme is meant to upgrade the teaching capabilities of every teacher. Each teacher is to get this training every year. Another is a 30 days programme named as “induction training”. This is to be given to the freshly appointed teachers. It is mainly meant to apprise the teachers about SSA programme. The third is a 60 days programme named as “refresher training” meant to train the untrained teachers.</p> <p>In this District, the MI has noticed that all teachers of the 43 sample schools have got ‘in-service training’ for duration of 7 days during 2011-12 and the remaining days are counted from the monthly interactions of the school complex level trainings.</p>
7	<p><b>How useful were training programme attended by teachers</b></p>
	<p>All types of in-service trainings obtained have been felt by the teachers as useful to them in executing more effective teaching. As far as selection of Resource persons for the training some of the teachers said that improvement is needed.</p>
8	<p><b>Teachers’ awareness of the duties and responsibilities of teacher under RTE Act, 2009.</b></p>
	<p>None of the sample teachers of the sample-checked schools has the requisite awareness about the duties and responsibilities of teacher under RTE Act, 2009.</p>
9	<p><b>(a) Were text books received in within one month of the commencement of the school?</b></p>
	<p>As per the SSA norms, all textbooks are to be supplied to the students within one month of opening of school in every academic season. In view of this, in A.P the textbooks are to be supplied by 31<sup>st</sup> July every year.</p> <p>In 24 Primary schools and 14 Upper Primary sample schools the text books are received in the month of June and in remaining schools text delivery was delayed reported that they have not received within one month of the commencement of the school year.</p>

<b>Were text books for all subjects received within one month of the commencement of the school this year?</b>						
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	17	12	7	2	24	14
	81.0%	92.3%	87.5%	100.0%	82.8%	93.3%
No	4	1	1	0	5	1
	19.0%	7.7%	12.5%	.0%	17.2%	6.7%
Total	21	13	8	2	29	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

<b>10</b>	<b>TLMs other than the textbooks used in the school.</b>
	<p>In order to make the classroom teaching more effective, child-friendly, joyful and participatory, teachers are given grants for making teaching learning materials (TLMs) and using them during classroom teaching. They are also given training on how to prepare and use topic specific and low / no cost TLMs under SSA programme.</p> <p>Other than textbooks, TLMs like SLIM Cards, flash cards, maps, picture cards, plastic and clay models are used by teachers.</p>
<b>11</b>	<b>What are the TLMs used in schools other than text books?</b>
	<p>Other than textbooks, flash cards, maps, charts etc. are used as TLMs in every school. Some of these are purchased from local market and some prepared by the teachers. Most of the teachers said they prepare the TLM for the Mela purpose it is quite useful and competitive. Those aids are teachers using.</p>
<b>12</b>	<b>Has school received school grants within two months of the commencement of school?</b>
	<p>Under SSA in order to provide enabling environment for quality education, each school is given a school grant every year. This grant is to be given to each school within two months of opening of school every year, in Andhra Pradesh; each school should get it by 12<sup>th</sup> August every year.</p> <p>Out of the 43 sample schools almost all the schools were received school grants in the month July 2012.</p>

13	<b>Has school received maintenance grants within two months of the commencement of school?</b>
	<p>To improve the enabling environment for quality education, each school under SSA is to given a maintenance grant every year. This grant is to be given to each year by August 2012. All the school received well in advance as per the norm of SSA.</p>
14	<b>Has school received TLM grants within two months of the commencement of school?</b>
	<p>For the purpose of facilitating teachers to use TLMs during classroom teaching, under SSA each teacher is given Rs. 500/- per year as TLM grant which is to be utilized by the teacher either to purchase or to prepare TLMs as per his / her teaching needs. SSA envisages that this grant should reach to the school every year by August every year so that teachers can procure and use TLMs throughout the year.</p> <p>None of the sample schools has received the TLM grant within two months of opening of school .Majority of the sample schools received TLM grants in the month of August 6 Primary school and 3 Upper primary schools have not received the TLM grants. The reported reason is problem with the school account number.</p>
15	<b>Purposes for which these grants were used.</b>
	<p>All the above mentioned three grants are given for specific purposes and hence a detailed guideline is to be given soon after releasing grant to school defining how to utilize them.</p> <p>Till the visit day of MI, 38 out of 43 sample schools have not utilized their school grant received for the year 2011-12. Similarly, the maintenance grant received for the year 2011-12 has not been utilized by 38 out of 40 sample school .The Head master and Committee members are operating the accounts of the school grants.</p>

## 2. Teaching Learning Process

Sl.No.	Related Questions
1	<p><b>Teachers' understanding of the constructivist approach to teaching learning process.</b></p>
	<p>SSA has envisaged the practice of constructivist approach to teaching learning process and has emphasized that every teacher should have a full understanding of it and should also practice it during classroom teaching.</p> <p>As per the prescribed data collection tool, MI has examined the extent to which some key aspects of constructivist approach of teaching is understood / practiced by the teachers. It has therefore discussed with one teacher from each of the 40 sample schools and also observed one complete period of classroom teaching executed by the teacher.</p> <hr/> <p>In all 43 sample schools, the sample teachers have opined that in teaching learning process, learner is more important and for that purpose, they are practicing activity based teaching, using TLMs in classroom teaching, behaving friendly with the students and giving students the scope for constructing knowledge through group activities. In 11 of these schools, teachers have shunned dictating notes to students. They have given student talk time between 10 to 30 minutes per class depending upon the topic covered for the class. Further, in 34 schools, teachers have shared concrete experiences and in 19 schools, they have shared personal life experiences with the students during classroom teaching observed by the MI. By doing so, they have given the students to construct their own thinking relating to their own environment and experiences. The teachers in 33 schools have been found not to insist upon rote memory and in 36 schools; they have taken classes using activity based teaching i.e. Slim cards and other material related to the activities.</p>
2	<p><b>Involvement of children in teaching learning process.</b></p> <p>Under SSA, it is expected that classroom teaching learning process should be learner-centric and hence children should have scope for involvement in the process for instance, they should get freedom to participate in learning activities; they should actively participate during learning; they should get scope for thinking; and they should</p>

	<p>happily participate during learning process.</p> <p>In all 43 sample schools, MI has found that the sample teachers have given freedom to children to participate in learning activity. They give scope to the children a scope for thinking. The children are also found to actively and happily participate during learning.</p>
7	<p><b>Method of evaluation being followed in the school.</b></p>
	<p>The RTE, 2009 has emphasized in its para 22 (2) of part VII that “while laying down the curriculum and evaluation procedure, the State Council of Educational Research and Training (SCERT) shall prepare guidelines for putting into practice continuous and comprehensive evaluation (CCE). In other sense, the RTE, 2009 envisaged that evaluation should be treated as an integral part of classroom teaching rather than an event that follows the completion of teaching. Continuous evaluation implies that teacher’s work should be continuously guided by the child’s response and participation in classroom activities in other words, evaluation should be seen as a process whereby the teacher learns about the child in order to be able to teach better. Comprehensive evaluation implies that a teacher is to view the child from holistic perspective rather than merely in terms of a learner of different school subjects. He / she is to perceive child’s health, personality, behavior and attitude in the context of development and growth. It does not mean that each and every aspect of child’s behavior and attitude is measured or graded. Instead, the teacher is first to understand in a dynamic manner the different aspects of child’s evolving nature and then to formulate his/ her comments based on observation.</p> <p>Though teachers were trained in CCE method of evaluation. In practice not a single school in the sample is being followed. In all schools, learner’s knowledge is evaluated by grading method without following the actual CCE methodology.</p>
8	<p><b>Onsite academic support teachers are receiving.</b></p> <p>SSA has strongly emphasized upon improving the quality of education by facilitating different types of training programmes for the teachers. The whole purpose is to improve the teaching capability of teachers keeping in view the goal of RTE and the educational philosophy of the nation. SSA also focuses on sustaining the teaching</p>

	<p>capabilities gained by teachers through trainings by providing post-training follow up and on-site academic support to teachers.</p> <p>In 39 out of the 40 sample schools, the sample teachers have said that they have not received onsite academic support in this year from MRCs. Some of them have got it regularly. None of these sample teachers have said that Resource persons have extended onsite support to them</p>
<b>09</b>	<b>Comments on the classroom management with reference to:-</b>
	<p>SSA has given emphasis upon the practice of activity-based, child-centered learning wherein children are expected to sit in small groups composed of children without any discrimination on the basis of gender, Caste, community etc. MI has monitored the occurrence of it.</p>
	<b>&gt; Whether children are made to sit in small groups.</b>
	In 25 out of 40 sample schools, the M has found during classroom observation of the sample teachers that children are made to sit in small groups.
	<b>&gt; If groups are formed of children from the same class or with children from different classes.</b>
	In 25 out of the 40 sample schools, the children sitting in small groups have belonged to same class.
	<b>&gt; If there is a permanent kind of sitting arrangement for children or they keep changing their places.</b>
	There is no permanent kind of sitting arrangement. Children keep changing their place. In upper primary classes the boys and girls however sit in separate groups.
	<b>&gt; If children from disadvantaged groups and children with disabilities sit separately and on the back benches.</b>
	In all the sample schools it is noticed that disadvantaged groups children are being treated equally on par with the other children no separate treatment or sitting arrangement.
	<b>&gt; Do children feel frank to express their views with the teachers or are they afraid or inhibited to do so?</b>
	In the classrooms of all the 40 sample schools, the children feel frank to express their views with their teachers. The teachers encourage children to participate in classroom learning without fear.

**> If children have any role in the management of classroom.**

	In 19 out of 40 sample schools, the MI has noticed that the students have played role in classroom management like formation of small groups, naming of small groups, selection of group leader, cleaning of classroom etc.
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**3. Issues in Equity in Quality**

Sl.No.	Related Questions
1	<b>If there are any noticeable gaps in the learning achievement level of the children of different social groups. If yes, reasons thereof?</b>
	There are gaps in learning achievement level of the children of different social groups This is because of individual differences.
2	<b>If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers observed.</b>
	No discrimination
3	<b>Use of co-curricular activities to boost the morale and self-esteem of the children from weaker sections.</b>
	In general teachers are using the teaching learning material and other supportive devices for boosting the morale and self-esteem of the children of a class.

**4. Computer Aided Learning**

Sl. No.	Items to be seen and Captured
1.	<b>Status of Upkeep and Maintenance of Computers and other accessions (egg. Printer/ UPS/ LCD projector/ Chairs and tables/ Generator/ Integrated computer-cum-projector trolley) provided under CAL.</b>
	In order to monitor specifically on the operation of the CAL activity, the MI as per the ToR has to monitor 03 schools however, monitored the Cal programme in ten schools. Out of these in 5 schools the computers were kept in separate room and in 5 schools the computers were kept in class room. In 8 schools the computers



accessories are available and 2 schools only some accessories are available.

Further, the computer rooms of all the 03 schools are in good condition. In 04 schools the computers were arranged with proper electrification and earthing MPUPS, VENKATAPALLI , NARAPALA ;MPUPS, VIRUPAPURAM , PEDDAVADUGUR.

Whereas in remaining schools i.e. 06 no earthing and proper electrification.

The concerned Head masters lodged the complaint but no action has been initiated by the agency till the date of monitoring of the MI.The Head Teacher has lodged complain and expects that the service shall be obtained within 15 days after lodging of complaint. But services have not been obtained even more than 2 months after lodging of complain Geraldine mandal.

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<b>2.</b>	<b>Whether activity based digital content TLMs are used as supplementary materials to the course materials or integrated with teaching learning process as a part of classroom transaction?</b>
	In three sample schools, a subject and topic wise list of digital materials is available at schools. Only a few students know how to use computers.
<b>4.</b>	<b>Whether the subject teachers who have been provided with training on use CAL resources are comfortable on use of CAL resources and equipments?</b>
	In all the sample schools teachers were given training but they are not using because of certain problems... In all the 3 sample schools all the teachers are having the basic knowledge to operate computer and can develop digital materials.

## 5. Girls Education, NPEGEL & KGBV, Girls' Education & NPEGEL

Sl. No.	Items to captured
<b>1.</b>	<b>1.Gender gap in enrolment, attendance, learning and achievement and reasons thereof</b>
	In the District, in all the selected sample schools the programme is being implemented. All the school has been monitored by the MI. namely MPPS, EXTENSION , GOOTY MUNICIPAL UPS, MASHANAM, KADIRI In the absence of WER or any other record relating to 6 to 14 years child population of

	<p>2012, GER could not be calculated and hence gender gap in GER also could not be analyzed in this school. However, as far as the percentage of attendance in school on the visit day of MI is concerned, girls are more in number in attendance when compared to boys.</p> <p>Furthermore, the gender gap relating to learning achievement reveals in favor of girls which is a positive sign.</p>
<b>2.</b>	<b>How do teachers and community view this gender gap?</b>
	The reason for less attendance of girls than the boys on the visit day of MI could not be explained by the teacher.
<b>3.</b>	<b>Efforts made to address the gender gap/issues – at the levels of mindset and removing the physical barriers.</b>
	In order to keep the gender gap in favour of the girls, in the sample school, parents have been counseled to promote girl's education; community has been mobilized to promote girls' education; school dress has been given to girls; and life skill education / mela / games / sports / has been organized in the sample school. Besides, girls' toilet has been constructed and teachers have been trained on girls' education under the NPEGEL programme.
<b>4.</b>	<b>1-Participation level of girls in classroom processes and co-curricular activities.</b>
	In both the schools, girls participate in games and sports.

## Kasturiba Gandhi Balika Vidyalaya

Sl. No.	Items to be seen and capture		
1	<b>Nature of KGBV</b>		
	<p>At present the monitoring institute has visited the 3 KGBV schools. Namely KGBV, MUDIGUBBA ; KGBV, BATHULAPALLY; KGBV, PUTTAPARTHI. out of these Mudigubba is managed by tribal department, Bathulapally by puttaparthi is managed by APREI.</p>		RVM and
	DISTRICT	No. of such facility to be provided as per KGBV norm	No. of such facility available at present
	Class rooms	10 (2)	10 (2)
	Kitchen	2 (2)	2 (2)
	Bedding	-	-
	Dresses (uniforms)	2 (1)	4 (2)
	Cosmetic charges	100 (2)	56 (2)
	Toilet	30 (2)	10 (1)
	Drinking Water source	-	-
	Teachers	15 (2)	8 (1)
	Non-teaching staff	14 (2)	17 (2)
2	<b>Involvement of Community &amp; Parents in management of KGBVs:</b>		
	<p>Since the schools are of residential type parents involve in limited occasions only. At the time term holiday parents come to the school and take away the wards at that time only the parents interact with the teachers and special officer. And there is no specific role of community and parents in management of KGBVs.</p>		
3	<b>Capacity building of teachers</b>		
	<p>The subject wise teachers were given capacity building in enhancement of teaching and learning skills, how to manage the school in residential mode and other supervisory aspects related to the KGBVs. 3 day orientation course was conducted to the CRTs of KGBVs. Special Officers of KGBV are also being given the orientation and periodical reviews for effective management.</p>		
4	<b>Quality and Adequacy of Facility available</b>		
	<p>The quality and Adequacy of facilities available in the schools is found to be Good. All the children were given cosmetic charges on monthly basis along with bedding, uniform, Shoes and trunk boxes also in case of KGBV Mudigubba. For teaching and</p>		

	learning free notebooks and text books were also supplied to the students of KGBVs Parents and students are quite happy with the facilities provided in KGBVs and demanding for the extension of these schools to Plus two classes.
5	<b>Status of fund flow and maintenance</b>
	In KGBVs managed by the APSWR Societies it is noticed that fund flow is very smooth and the staff is comfortable with the available funds. Where as the schools managed by APREI society paucity of funds and delay release of funds is noticed.

## 6. Inclusive Education with Special Reference to CWSN

Sl.No.	Item to be Captured
1	<b>Number of CWSN in the school</b>
	The MI has visited MPPS, KUDERU MAIN G & III CATEGORY; YSR MUNICIPAL CORPORATION ELEMENTARY SCHOOL, TARAKARAM KOTALU; MUNICIPAL UPS, MASHANAM, KADIRI ;MPPS, BRAHMANAPALLY , PUTTAPARTHI POST. In each schools there are 3 to 4 children total 16 children are enrolled in these schools.
2	<b>Presence of CWSN on the day of MI visit</b>
	Out of the 16 children 12 children are present on the day of MI visit.
3	<b>Type of disability CWSN suffers from.</b>
	Most of the children are physically disabled followed by moderate MR and hearing handicapped.
5	<b>Seating arrangement.</b>
	SSA focuses to ensure that every child with special needs (CWSN), irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It also provides that as far as possible every CWSN should be placed in regular schools with needed support services to facilitate inclusive education to them. Inside the classroom the CWSN should not be treated with discrimination. The classroom situation should be such that the CWSN gets normal treatment like other children.

	In order to monitor the inclusive education activities, as per the ToR, 03 schools have been identified and, The MI has observed that in all the sample schools children were arranged to sit in inclusive way. The support extended by the peer group is friendly and children are comfortable.
<b>6</b>	<b>Participation level of CWSN in classroom processes.</b>
	In all the 03 sample schools, the CWSN have been participating in classroom activities and they are feeling comfortable.
<b>7</b>	<b>Encouragement of CWSN by teacher.</b>
	The teachers of the sample schools also encourage the CWSN to participate in classroom activities. In case of MPElementary school Nakrekal teachers are paying special attention with regard to CWSN children.
<b>8</b>	<b>Availability of TLM with CWSN</b>
	In one of the 03 sample schools, special TLMs suitable to teach CWSN have been available. Words Framing is used in the schools
<b>9</b>	<b>Peer Interaction with CWSN.</b>
	In all the 03 the sample schools, peers have extended friendly behavior towards the CWSN.
<b>10</b>	<b>Type of peer support to CWSN</b>
	The peers also support the CWSN when the CWSN try to sit in classroom in MPPS BRAHMANAPALLY, In other 02 schools, the CWSN do not need any support from peers.
<b>11</b>	<b>Teacher behavior towards the CWSN.</b>
	In all the 03 sample schools, the teachers pay special attention to the CWSN. During examination, the teachers also give extra time to the CWSN
<b>12</b>	<b>Teacher training.</b>
	The teachers of all the sample school received training on teaching of CWSN.
<b>13</b>	<b>Adequacy of teacher training.</b>
	Received training is adequate to handle the CWSN

<b>14</b>	<b>Preparation of IEP by the school for CWSN.</b>
	Some teachers are preparing the IEP for CWSN and they need further training for effective implementation activities for CWSN.
<b>15</b>	<b>Availability of Resource Teacher.</b>
	Resource Teachers are available for all the 03 sample schools and they are in position at MRC offices.
<b>16</b>	<b>Frequency of visits of Resource Teacher to school.</b>
	The Resource Teachers visit for twice in week to the children's House and supporting through the Home based Education. In all the sample schools the resource teachers are extending academic support to teacher's i.e monthly twice.
<b>17</b>	<b>Nature of support by the resource teacher.</b>
	The Resource Teacher suggests the teacher how to help the CWSN to concentrate in study and also helps the teacher on how to develop knowledge of CWSN.
<b>18</b>	<b>Awareness of Parent About the availability of Resource Teacher.</b>
	All parents of CWSN know that Resource Teachers have been engaged to help in the education of their CWSN. At the district resource centre the parents are being exposed to different awareness activities.
<b>19</b>	<b>Status of parent counseling.</b>
	In two schools MI has noticed that Parents of CWSN have been counsel to send their children regularly to school and to pay attention to the study.
<b>20</b>	<b>Status of medical assessment of CWSN.</b>
	In 01 of the 03 sample schools, the CWSN have attended the medical assessment test in camp conducted by the Mandal Head Quarters.
<b>21</b>	<b>Condition and Functionality of assistive devices.</b>
	In all the sample schools it is noticed that assistive devices are available to help the students.
<b>22</b>	<b>CWSN in need of home based support, and frequency and duration of home visit of resource teacher/volunteer /care giver and Nature of support given to CWSN.</b>
	The CWSN of 02 of the 03 sample schools are getting home based support.

The Inclusive Volunteers visit home to guide the CWSN children. They visit 01/04 days in a month and stay for about 02 hours per visit and train the CWSN and counsel the parents with regard to skills and techniques of physiotherapy and counseling.

## 7. Civil works

Sl. No.	Items to be seen and captured
1	<b>Type, agency, MoU and Status of work</b>
	<p>Civil works like construction of school building, additional classroom, toilet, drinking water facility, boundary wall etc. are important components of facilitating quality education at school level. SSA has envisaged a procedure to be followed for implementing the sanctioned civil works. It has emphasized that civil works should be conducted by the VECs, but VECs are signed on a MoU with the SSA authority to do so as per the prescribed guidelines.</p> <p>In order to monitor the civil work, the MI as per the ToR has visited 02 sample schools. They are 1.MPPS Gooty 2) MPPS Brahmanapally</p> <p>In both the schools the type of civil work sanctioned for 2011-12 has been construction of additional class rooms and at the time of visit the work status is completed and the work is found to be good. The school committees are signed MoU and operating work.</p>
2	<b>Availability of community manual etc.</b>
	<p>SSA intends that VECs should be supported for construction of civil works as per norms. Hence community manual and design drawings are provided to it.</p> <p>In both the sample schools, community manual is not available.</p>
3	<b>Adequate training of SMC</b>
	<p>SSA also envisages that the VECs should be given adequate training for civil works during the construction stage.</p> <p>The VEC/SMC of both the schools is not effective due to inadequate training... Head masters are playing major role in school construction activities.</p>

<b>4</b>	<b>Separate Accounts and transparency; System of fund flow</b>
	<p>As per the SSA financial norms a separate account is to be kept on civil works and be updated so that the accounts should tally with the progress of civil work. The grant received and utilized should also be shown in the School Display Board for the sake of transparency.</p> <p>In the both schools, the civil work grant has been received by e-transfer to the joint account of the HM and the committee. All Funds are received by the School committee through Bank only. The financial account of civil work is maintained by Head Teacher. Receipt of fund and expenditure particulars displayed in Garladenna school</p>
<b>5</b>	<b>Technical personal visits</b>
	<p>Under SSA, Technical Consultants have been engaged at Mandal level to extend technical guidance to VECs relating to civil works.</p> <p>The Technical Consultants have visited both the schools during the construction of foundation, lintel, plinth and roof .They have given technical guidance to the constructors and have explained the design-drawings. MI also verified the design and drawings of the construction. Head masters are maintaining the accounts in two of the sample schools. Civil works balance is also tallied in one school.</p>

## 8. Community Awareness

<b>Q.1</b>	<b>What is the composition of SMC? (As per RTE Act)</b>
	<p>School management committes are formed as per the norms of RTE act, and in the month of March 2012 all the committes are oriented and supplied hand book to each SMC member regarding the functions of SMC.</p>
<b>Q.2</b>	<b>Awareness of the SMC members about their role and responsibility as notified by the State Government.</b>
	<p>SMCs are the school level authority approved under SSA to manage and implement SSA activities at school. They are to be formed at each school and function adequately for development of school.</p>



	<b>a) Whether the SMC members have been provided the copy of the guidelines.</b>
	Effective functioning of SMC needs awareness of SMC members about their role and responsibility as notified by the State Government and hence SMC should be provided with guidelines. The SPO has provided the guidelines and also trained.
	<b>b) Whether the SMC members have been oriented on their roles and responsibilities.</b>
	Oriented by the Master trainers and trained on their roles and responsibilities. But in practice it is very poor.
	<b>c) Whether the guidelines has been printed in simple / local language for the community members to understand.</b>
	The SMC guidelines have been printed in simple local telugu Language and the SMC members do not find any difficulty in understanding it.
<b>Q.3</b>	<b>Frequency of SMC meeting</b>
	As per the prescribed SMC guidelines, the SMC is to convene at least 01 meeting every month. In Ananatapur district these committees are organizing the monthly meetings and monitoring the students learning achievements and teachers teaching processes and attendance.
<b>Q.4</b>	<b>Awareness level of the SMC members with the following</b>
	Besides utilization of grants, the SMC is expected to fill up the DISE Capture format and VER and discuss them along with the school report card while preparing the school development plan every year.  SMC members are having low awareness. There fore there is a need of awareness generation programmes for the community members continuously.

<b>Q.5</b>	<b>Source of awareness of SMC members regarding school activities</b>
	Through trainings and schools meeting.
<b>Q. 6</b>	<b>Are the SMC members know the guidelines regarding school development plan?</b>
	As per the section 22 of RTE, 2009, the VEC of each school has to prepare a School Development Plan (SDP) every year for the school. In view of this, each VEC is expected to be familiar with SDP. Hence each school should get a copy of SDP guidelines. Some of the members know about the school development plan but practically they cannot do the plan.
<b>Q.7</b>	<b>Whether the SMC members given training? Yes / No</b>
	Since SDP preparation is mandatory for each school, the VEC/SMC is required to be trained accordingly. Orientation has given but lot of trainings are to be organized to equip the SMC for development of SDPs.
<b>Q. 8</b>	<b>How frequently the SMC members visit the school?</b>
	Occasionally some time monthly once when they come for meeting.
<b>Q.9</b>	<b>During the visit to the school as a SMC member, what will you observe?</b>
	They just interact with the teachers
<b>Q.10</b>	<b>Role of SMC members in monitoring:</b>
	<b>a) Student attendance</b>
	VEC /SMChas a responsibility to monitor the student attendance and motivate the parents of absent students to regularly send their children to schools. This aspect is monitored by the AMCs but the committee roles are restricted to limited aspects only.
	<b>b) Text book distribution</b>
	They just know that text books are being distributed
	<b>c) Proper use of toilet and cleaning</b>
	They suggest the HM of the school to monitor
	<b>d) Teacher absenteeism</b>

	The VEC is also expected to monitor teacher attendance and to motivate the teachers to come to school in time.
	<b>e) School and school processes</b>
	They are involved in school processes.
	<b>f) Mid May Meal</b>
	Some time they taste the food and distribute.
<b>Q.11</b>	<b>Contribution made by the community for the upliftment of school.</b>
	Under SSA, the VEC is authorized to contribute / mobilize resources to uplift the school and to promote elementary education. Out of 40 sample schools. Some of the schools got good number of articles through donations of the community since long time.
<b>Q.12</b>	<b>Whether the minutes of the SMC meetings are available at school?</b>
	Every VEC is expected to write down the minutes of its meetings in a register for the sake of transparency At the school point the resolutions are available.

## 9.Management Information system

<b>Sl.No.</b>	<b>Items to be seen and Captured</b>
<b>1.</b>	<p><b>Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF)</b></p> <p>It is mandatory under SSA that progress of every activity be recorded for monitoring; evaluation and need based planning at different levels. The school level documentation of these data is required for school level planning and monitoring. District Information of School Education (DISE) is a District level data generated from each and every school using a structured data capture format every year. It is expected that 01 copy of the filled in format be kept at school for reference of the VEC and others and the other be taken by the CRCC for cluster level compilation.</p>

<b>Did the school supply data under DISE, for the current year (2011)</b>						
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	14	9	5	1	19	10
	66.7%	69.2%	83.3%	50.0%	70.4%	66.7%
No	7	4	1	1	8	5
	33.3%	30.8%	16.7%	50.0%	29.6%	33.3%
Total	21	13	6	2	27	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Out of the 43 schools 19 Primary schools and 10 UP schools it is found that the copy of the DISE data is available.

**2. Whether any training on filling up of DCF was provided to the teacher! head teacher?**

In 33 out of 40 sample schools, the Head Teacher / Teacher have received training to fill up the DISE data capture format. 7 schools the teachers have not received any training on filling of DCF of DISE.

**3. Did the CRC coordinator! headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan**

As per the SSA norm, the CRCC / Head Teacher should conduct Jan-Vaachan activity of the DISE data reported in the school DCF as a measure of social audit.

In 27 of the 40 sample schools, the school has conducted Jan-Vaachan / Community reading of the DISE data of 2011-12. During December and January months

**4. Did the school receive the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?**

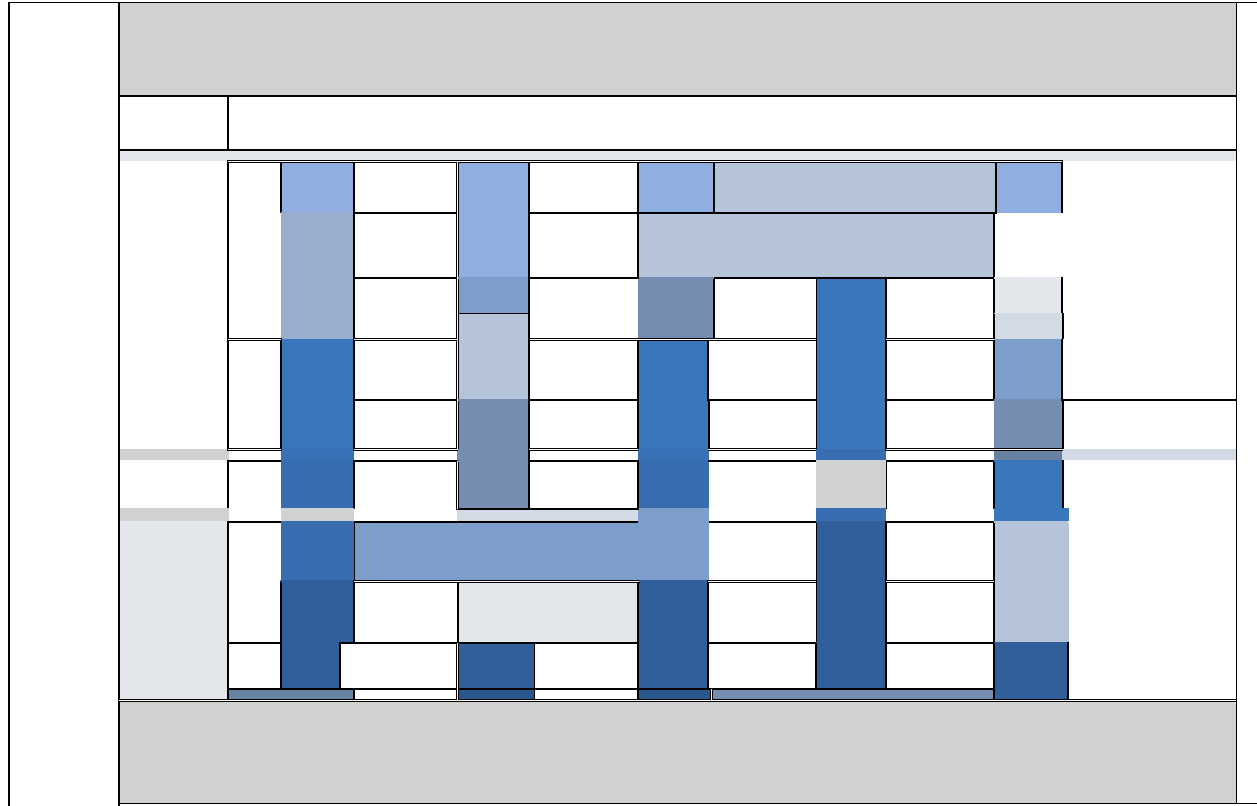
As per the SSA norm, a School Report Card is to be prepared for each school by the District Project Office of SSA and give it to the school for reference and display for public awareness.

25 of the 40 sample schools have received a printed copy of the School Report Card for 2011-12. And displayed on the notice board by 8 schools. The date is matching with the actual position in 18 schools of the sample.

<b>5.</b>	<b>If the DCF/ School report card is available with the school does it match with the actual position in the school</b>
	School Report Card for 2011-12 is available to the schools and matched with the actual position in 18 schools.
<b>6.</b>	<b>Are the schools records being maintained and updated regularly</b>
	<p>For smooth management of school and proper reporting of data, each school is expected to maintain and update its office records regularly.</p> <p>In 32 out of the 43 sample schools all school records are maintained and updated regularly whereas in the rest 08 schools, some records are maintained regularly.</p>

## 10. Financial Management

<b>Sl. No</b>	<b>Items to be seen and captured</b>
<b>1.</b>	<b>Maintenance of financial records and registers.</b>
	<p>All schools are expected to maintain financial records and registers relating to various grants received in every year. Cash book, pass book and stock register are to be updated regularly.</p> <p>The MI has found that in 37 and 40 sample schools, passbook and cashbook are available respectively. Cashbook has been updated properly in 34 out of the 40 sample schools. Stock register is available at 35 out of 40 sample schools but this register shows stock entry in all the schools</p>



<b>2.</b>	<p><b>Mode of transfer of fund to the SMC/ VEC from the state or District levels</b></p> <p>All kinds of grants sanctioned to the school are released by e-transfer system from the DPO to the bank account and the accounts are maintained by HM and committee members.</p>
<b>3.</b>	<p><b>Type of funds / grants received and the month of receipt during the current financial year.</b></p> <p>As per the SSA financial norm, every school should receive the school grant, maintenance grant and teacher grant within 02 months of opening of school in each academic year. Thus in Andhra Pradesh state, each school should get these grants by August every year.</p> <p>In 2011-12, All the 43 sample schools have shown evidences of receiving the school grant, maintenance grant and teacher grant but these grants have been received by these schools during June and July 2012. Similarly, the school dress grant has been received by the schools during March 2012</p>

4.	<b>If the VEC/SMC is covered by audit. If yes, has the audit observations been shared with the community</b>
	In 39 out of 40 schools, fund is withdrawn with the joint signatures of the Committee members and Head Masters. In sample schools of Anantapur district it is noticed that evidence of audit shared with community is observed.
5.	<b>If the proposals for expenditure and expenditure statements are shared with the community</b>
	In all the sample school evidence of sharing of proposals for expenditure with the community is observed. In 7 schools the community members objected the expenditure proposals.





## 4. District Level half yearly Monitoring Report

### DISTRICT: KHAMMAM

#### 1. Access

##### A. Physical Access

Sl. No.	Items to be seen & captured																																	
<b>1</b>	<b>Catchment area/s of school – Habitation/s</b>																																	
	<p>Monitoring Institute has monitored 44 schools in 04 primary schools the habitations are more than 1 km distance given in below table. Almost in all the sample schools the SSA norm of Physical Access is fulfilled.</p> <p>Primary schools above 1 km distance habitations</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">School Name</th> <th style="text-align: center;">No.</th> <th style="text-align: center;">Name of Habitation</th> <th style="text-align: center;">Distance from the school</th> <th style="text-align: center;">No. of children coming to school</th> </tr> </thead> <tbody> <tr> <td>MPPS, SARAPAKA, BURGAMPADU</td> <td style="text-align: center;">1</td> <td>BASSAPACAMPU</td> <td style="text-align: center;">2</td> <td style="text-align: center;">10</td> </tr> <tr> <td>MPPS, ROTARY NAGAR, KHAMMAM</td> <td style="text-align: center;">1</td> <td>SRINAGAR COLONY</td> <td style="text-align: center;">1.05</td> <td style="text-align: center;">10</td> </tr> <tr> <td></td> <td style="text-align: center;">2</td> <td>GOPALA PURAM</td> <td style="text-align: center;">2</td> <td style="text-align: center;">10</td> </tr> <tr> <td>GPS, CHINNAARLAGUDEM, DHUMMAGUDEM</td> <td style="text-align: center;">1</td> <td>KODIVARI GUMPU</td> <td style="text-align: center;">3</td> <td style="text-align: center;">15</td> </tr> <tr> <td>MPPS, MALLEMADUGU</td> <td style="text-align: center;">1</td> <td>DANAVAI GUDEM</td> <td style="text-align: center;">1.05</td> <td style="text-align: center;">25</td> </tr> </tbody> </table>				School Name	No.	Name of Habitation	Distance from the school	No. of children coming to school	MPPS, SARAPAKA, BURGAMPADU	1	BASSAPACAMPU	2	10	MPPS, ROTARY NAGAR, KHAMMAM	1	SRINAGAR COLONY	1.05	10		2	GOPALA PURAM	2	10	GPS, CHINNAARLAGUDEM, DHUMMAGUDEM	1	KODIVARI GUMPU	3	15	MPPS, MALLEMADUGU	1	DANAVAI GUDEM	1.05	25
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	2	GOPALA PURAM	2	10																														
GPS, CHINNAARLAGUDEM, DHUMMAGUDEM	1	KODIVARI GUMPU	3	15																														
MPPS, MALLEMADUGU	1	DANAVAI GUDEM	1.05	25																														
<b>2</b>	<b>Vicinity/Route to the school</b>																																	
	<p>Out of the 44 sample schools, almost in all schools children are comfortable with the route and vicinity of the schools whereas in following schools highways and railway tracks are posing danger to the children.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">1</td> <td>MPUPS, JAGADEESH COLONY</td> <td>BHADRACHALAM HIGH WAY ROAD SIDING THE DANGER WALK</td> </tr> <tr> <td style="text-align: center;">2</td> <td>GPS, NSC, KHAMMAM</td> <td>HIGH WAY ROAD</td> </tr> <tr> <td style="text-align: center;">3</td> <td>MPPS, KONIJERLA</td> <td>NATIONAL HIGH WAY</td> </tr> <tr> <td style="text-align: center;">4</td> <td>GOVT TWUPS, PRUDVI RAJ NAGAR</td> <td>RAILWAY TRACK</td> </tr> <tr> <td style="text-align: center;">5</td> <td>GPS, PATHA KOTHAGUDEM</td> <td>RAILWAY TRACK AND HIGH WAY ROAD</td> </tr> </tbody> </table>				1	MPUPS, JAGADEESH COLONY	BHADRACHALAM HIGH WAY ROAD SIDING THE DANGER WALK	2	GPS, NSC, KHAMMAM	HIGH WAY ROAD	3	MPPS, KONIJERLA	NATIONAL HIGH WAY	4	GOVT TWUPS, PRUDVI RAJ NAGAR	RAILWAY TRACK	5	GPS, PATHA KOTHAGUDEM	RAILWAY TRACK AND HIGH WAY ROAD															
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There are 25 Primary Schools out of the 40 Sample schools in Khammam district and all of them have an Upper Primary school within the radius of 03 Kms.

Physical access details in the monitored schools of Khammam

1	GPS, MAMILLAGUDEM, KHAMMAM	0.1 KM
2	MPUPS, PUNYAPURAM, WYRA	0.5 KM
3	MPPS, SC COLONY, KANIJERLA	0.5 KM
4	MPPS, CHINAMANDVA	1 KM BELOW
5	MPPS, ROTARY NAGAR, KHAMMAM	ALL THE STUDENT COME TO SCHOOL WITH IN 2 KMS
6	GOVT TWUPS, PRUDVI RAJ NAGAR	BELOW 2 KMS
7	MPUPS, GAIGOLLAPALLI, KUSUMANCHI	IN TUMMAL THANDA NO PRIMARY SCHOOL, OTHER SCHOOL HAS NO UPS
8	MPPS, MALLEMADUGU	KAMACHIKA ROAD DISTANCE OF PROBLEM & NO COMFORT OF ROAD IN COMING TO THE SCHOOL
9	GPS, CHINNAARLAGUDEM, DHUMMAGUDEM	THERE IS NO SCHOOL
10	MPPS, KUSUMANCHI, KHAMMAM	WALKABLE DISTANCE
11	MPUPS, KARAKVAGU, PALVANCHI	WALKABLE DISTANCE
12	GPS, NSC, KHAMMAM	WALKABLE DISTANCE
13	MPUPS, GOLLANAPADU	WALKABLE DISTANCE
14	PS, GANGA BANDA THANDA, KURUMANCHI	WALKABLE DISTANCE
15	MPPS, NAGINENIPROLU, BURGAMPAHAD	WALKABLE DISTANCE
16	MPPS, BOLLORUGUDEM, PALVANCHA	WALKABLE DISTANCE
17	MPPS, K DANTHANAM, DUMMUGUDEM	WALKABLE DISTANCE
18	GIRIJAN PS, THUNIKA CHERUVU	WALKABLE DISTANCE
19	MPPS, VV KISTAPURAM, MUDIGONDA	WALKABLE DISTANCE
20	MPUPS, SADASHIVAPURAM, NELAKONDA PALLI	WALKABLE DISTANCE
21	MPUPS, CHINABANDIREVU, DUMMAGUDEM	WALKABLE DISTANCE
22	MPUPS, AREMPALA	WALKABLE DISTANCE
23	GPS, KASBA BAZAR, KHAMMAM	WALKABLE DISTANCE
24	MPPS, THIRUMALA PURAM, NELAKONDA PALLY	WALKABLE DISTANCE
25	MPPS, SITHA RAM PURAM, PINAPAKA	WALKABLE DISTANCE
26	MPPS, VALLABHI, MUDIGONDA	WALKABLE DISTANCE
27	MPPS, NELAKONDA PALLI	WALKABLE DISTANCE
28	MPUPS, JAGADEESH COLONY	WALKABLE DISTANCE
29	MPPS, SAMITHISINGARAM, MANUGURU	WALKABLE DISTANCE

## B. Quality of Access

S.No.	Items to be seen & captured						
<b>1</b>	<b>School Classroom</b>						
	Out of the 44 Sample schools in the following schools the student class room ration is found to be adverse in Khammam district.						
	<b>Sl. No.</b>	<b>Name of the School</b>	<b>Total Strength</b>	<b>No. of class rooms</b>	<b>Student Classroom Ratio</b>		
	<b>PRIMARY SCHOOLS</b>						
	3	GPS, MAMILLAGUDEM, KHAMMAM	149	3	50		
	6	GPS, NSC, KHAMMAM	374	9	42		
	11	MPPS, BOLLORUGUDEM, PALVANCHA	184	4	46		
	13	MPPS, CHINAMANDVA	145	4	36		
	16	MPPS, ROTARY NAGAR, KHAMMAM	142	3	47		
	25	MPPS, MALLEMADUGU	230	5	46		
	<b>UPPTER PRIMARY SCHOOLS</b>						
	33	MPUPS, KARAKVAGU, PALVANCHI	212	5	42		
	43	KGBV, KAMEPALLI, DUMMAGUDEM	200	4	50		
	44	MPUPS, JAGADEESH COLONY	205	7	29		
<b>2</b>	<b>Light and Ventilation</b>						
	<b>Ventilation and Lighting in the classrooms</b>						
		Rural		Urban		Total	
		PS	UPS	PS	UPS	PS	UPS
Yes		18	14	6	1	24	15
		85.7%	93.3%	85.7%	100.0%	85.7%	93.8%
No		3	1	1	0	4	1
		14.3%	6.7%	14.3%	.0%	14.3%	6.2%
Total		21	15	7	1	28	16
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	In 39 schools 24 Primary schools and 15 Upper primary schools the ventilation and light is found to be good whereas in remaining 5 schools the ventilation and lighting is improper.						

	<p><b>List of Schools who said 'NO'</b></p> <ol style="list-style-type: none"> <li>1. GPS, NSC, KHAMMAM,</li> <li>2. MPUPS, GOLLANAPADU</li> <li>3. MPPS, NAGULA VANCHA, CHINTAKANI, KHAMMAM</li> <li>4. GIRIJAN PS, THUNIKA CHERUVU</li> <li>5. GPS, NEW GOLLA GUDEM, KOTTA GUDEM</li> </ol>																																																				
<b>3</b>	<b>Blackboard in Classroom</b>																																																				
	<p style="text-align: center;"><b>Writings on blackboard are clearly visible to all children in all classrooms</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Rural</th> <th colspan="2">Urban</th> <th colspan="2">Total</th> </tr> <tr> <th>PS</th> <th>UPS</th> <th>PS</th> <th>UPS</th> <th>PS</th> <th>UPS</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Yes</td> <td>19</td> <td>15</td> <td>6</td> <td>1</td> <td>25</td> <td>16</td> </tr> <tr> <td>90.5%</td> <td>100.0%</td> <td>85.7%</td> <td>100.0%</td> <td>89.3%</td> <td>100.0%</td> </tr> <tr> <td rowspan="2">No</td> <td>2</td> <td></td> <td>1</td> <td></td> <td>3</td> <td></td> </tr> <tr> <td>9.5%</td> <td></td> <td>14.3%</td> <td></td> <td>10.7%</td> <td></td> </tr> <tr> <td rowspan="2">Total</td> <td>21</td> <td>15</td> <td>7</td> <td>1</td> <td>28</td> <td>16</td> </tr> <tr> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> </tr> </tbody> </table> <p>In majority the sample schools of the district it is noticed the black boards are placed centrally in the class rooms and whereas in 3 primary schools the black boards are not placed centrally. And the writings on the black boards are not visible. They are</p> <ol style="list-style-type: none"> <li>1. GPS, MAMILLAGUDEM, KHAMMAM</li> <li>2. MPPS, NAGINENIPROLU, BURGAMPAHAD</li> <li>3. MPPS, NAGULA VANCHA, CHINTAKANI, KHAMMAM</li> </ol>		Rural		Urban		Total		PS	UPS	PS	UPS	PS	UPS	Yes	19	15	6	1	25	16	90.5%	100.0%	85.7%	100.0%	89.3%	100.0%	No	2		1		3		9.5%		14.3%		10.7%		Total	21	15	7	1	28	16	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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<b>4</b>	<b>Ramp</b>																																																				
	<p>In 22 sample schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings in the following schools. List is given below</p> <ol style="list-style-type: none"> <li>1. MPPS, VELUGUMATLA, KHAMMAM</li> <li>2. MPUPS, SEETHAMPET</li> <li>3. GPS, MAMILLAGUDEM, KHAMMAM</li> <li>4. MPPS, KUSUMANCHI, KHAMMAM</li> <li>5. MPPS, SARAPAKA, BURGAMPADU</li> <li>6. MPUPS, GOLLANAPADU</li> <li>7. KGBV, PALVANCHA</li> <li>8. MPUPS, PICHUKALAPADU, BHADRACHALAM</li> </ol>																																																				

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13. GIRIJAN PS, THUNIKA CHERUVU
14. MPPS, CHAVALIGUEDEM, ASWAPURAM
15. MPPS, VV KISTAPURAM, MUDIGONDA
16. MPUPS, CHINABANDIREVU, DUMMAGUEDEM
17. GPS, NEW GOLLA GUEDEM, KOTTA GUEDEM
18. KGBV, KAMEPALLI, DUMMAGUEDEM
19. MPPS, SITHA RAM PURAM, PINAPAKA
20. MPPS, MALLEMADUGU
21. MPUPS, JAGADEESH COLONY and 22.MPPS, SAMITHISINGARAM, MANUGURU

**Ramp facility in the schools**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	11	7	4	0	15	7
	52.4%	46.7%	57.1%	.0%	53.6%	43.8%
No	10	8	3	1	13	9
	47.6%	53.3%	42.9%	100.0%	46.4%	56.2%
Total	21	15	7	1	28	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**If yes, please comment on the quality of ramp.**

	Rural		Urban	Total	
	PS	UPS	PS	PS	UPS
Properly sloped	6	5	2	8	5
	54.5%	71.4%	50.0%	53.3%	71.4%
Not properly sloped	5	2	2	7	2
	45.5%	28.6%	50.0%	46.7%	28.6%
Total	11	7	4	15	7
	100.0%	100.0%	100.0%	100.0%	100.0%

In 13 sample schools the MI has noticed that Ramps are properly sloped whereas in remaining schools the ramps arenot properly sloped.

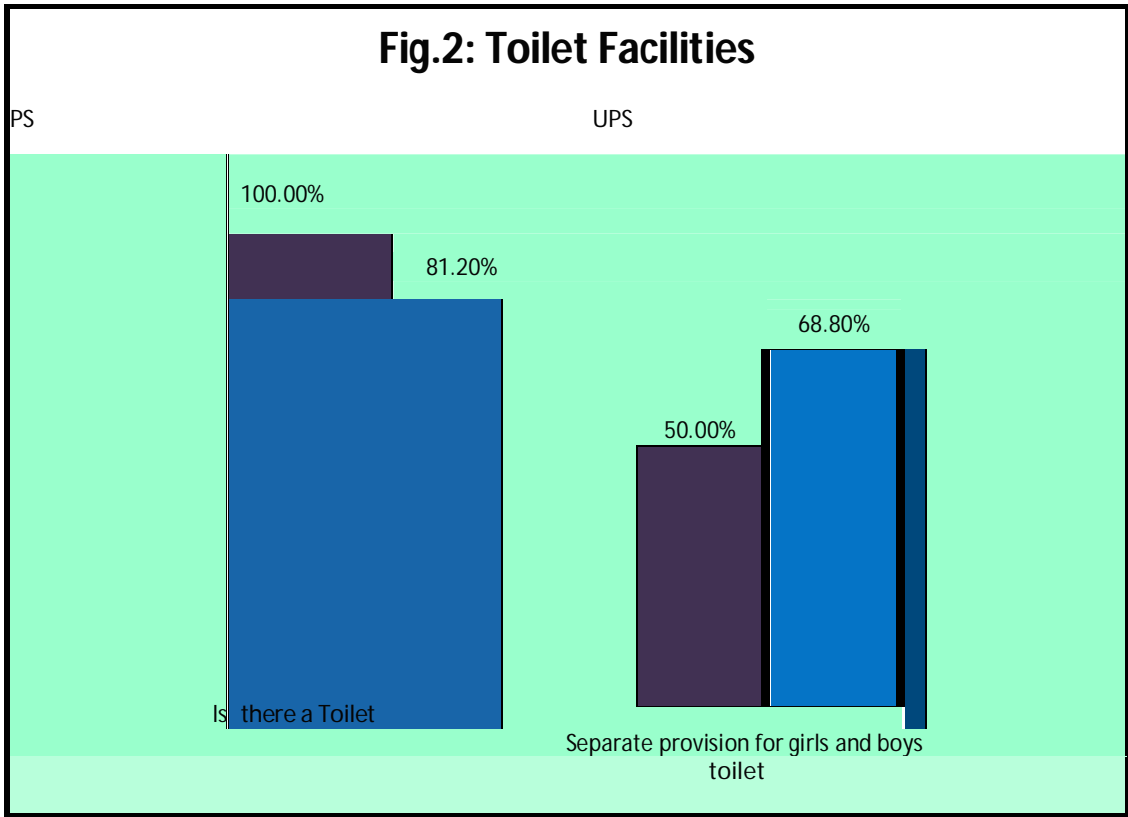
1. MPUPS, KARAKVAGU, PALVANCHI
2. GPS, NSC, KHAMMAM
3. PS, GANGA BANDA THANDA, KURUMANCHI

	4. MPPS, NAGINENIPROLU, BURGAMPAHAD 5. MPPS, CHINAMANDVA 6. MPPS, ROTARY NAGAR, KHAMMAM 7. MPUPS, SADASHIVAPURAM, NELAKONDA PALLI 8. MPPS, VALLABHI, MUDIGONDA 9. MPPS, NELAKONDA PALLI
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**5 Toilets in the schools**

Out of the 40 sample schools, toilet exists in all the sample Primary schools and in 81.2% UP schools. The Separate toilets for boys and girls exist in 50% of the sample primary schools and 68% Upper Primary schools. No toilet facility in following schools.

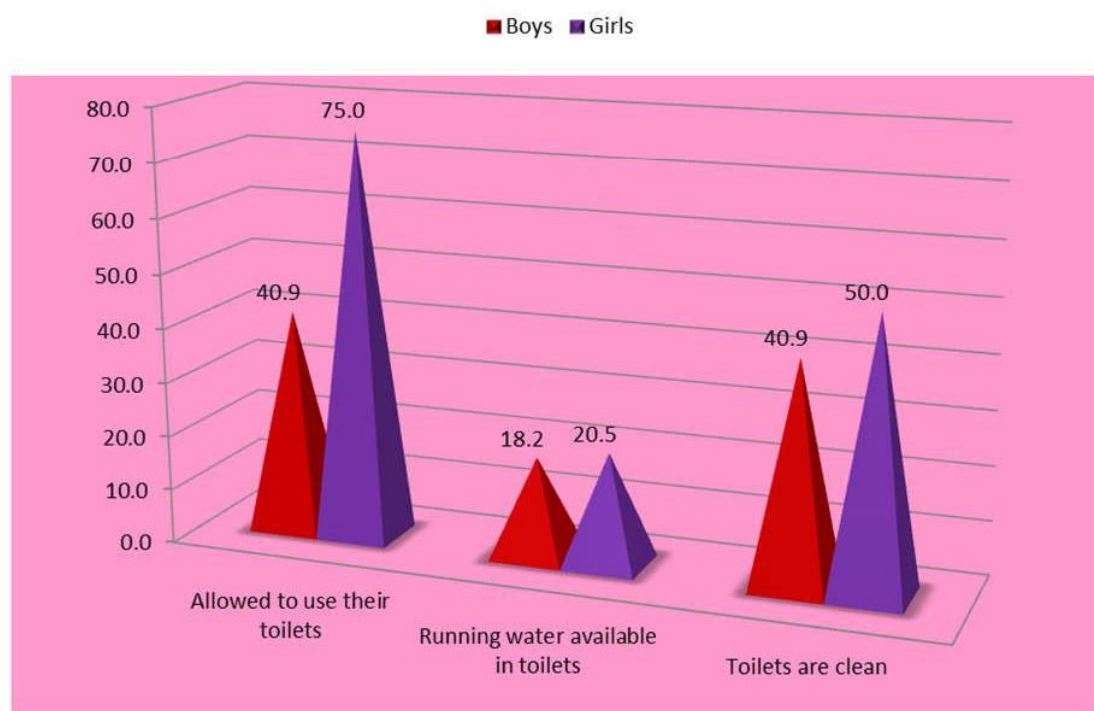
1. MPUPS, SEETHAMPET
2. KGBV, PALVANCHA
3. MPUPS, CHINABANDIREVU, DUMMAGUDEM .



No provision of separate toilet facility for boys and girls in following schools.

1. MPPS, VELUGUMATLA, KHAMMAM
2. MPPS, KONIJERLA
3. MPUPS, SEETHAMPET
4. GOVT TWUPS, PRUDVI RAJ NAGAR
5. MPPS, SARAPAKA, BURGAMPADU
6. GPS, NSC, KHAMMAM
7. MPPS, SC COLONY, KANIJERLA
8. GPS, PATHA KOTHAGUEDEM
9. MPPS, ROTARY NAGAR, KHAMMAM
10. MPPS, CHAVALIGUEDEM, ASWAPURAM
11. MPPS, VV KISTAPURAM, MUDIGONDA
12. MPPS, THIRUMALA PURAM, NELAKONDA PALLY
13. MPPS, SITHA RAM PURAM, PINAPAKA
14. MPPS, MALLEMADUGU
15. MPPS, VALLABHI, MUDIGONDA
16. MPPS, SAMITHISINGARAM, MANUGURU

**Fig.3: Facilities in Toilets**



Out of 43 sample schools 33 schools are having drinking water facility. Where as in 11 schools the water facility is not available.

**Does the drinking water facility exist?**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	14	11	7	1	21	12
	66.7%	73.3%	100.0%	100.0%	75.0%	75.0%
No	7	4	0	0	7	4
	33.3%	26.7%	.0%	.0%	25.0%	25.0%
Total	21	15	7	1	28	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Water facility not available in following schools.

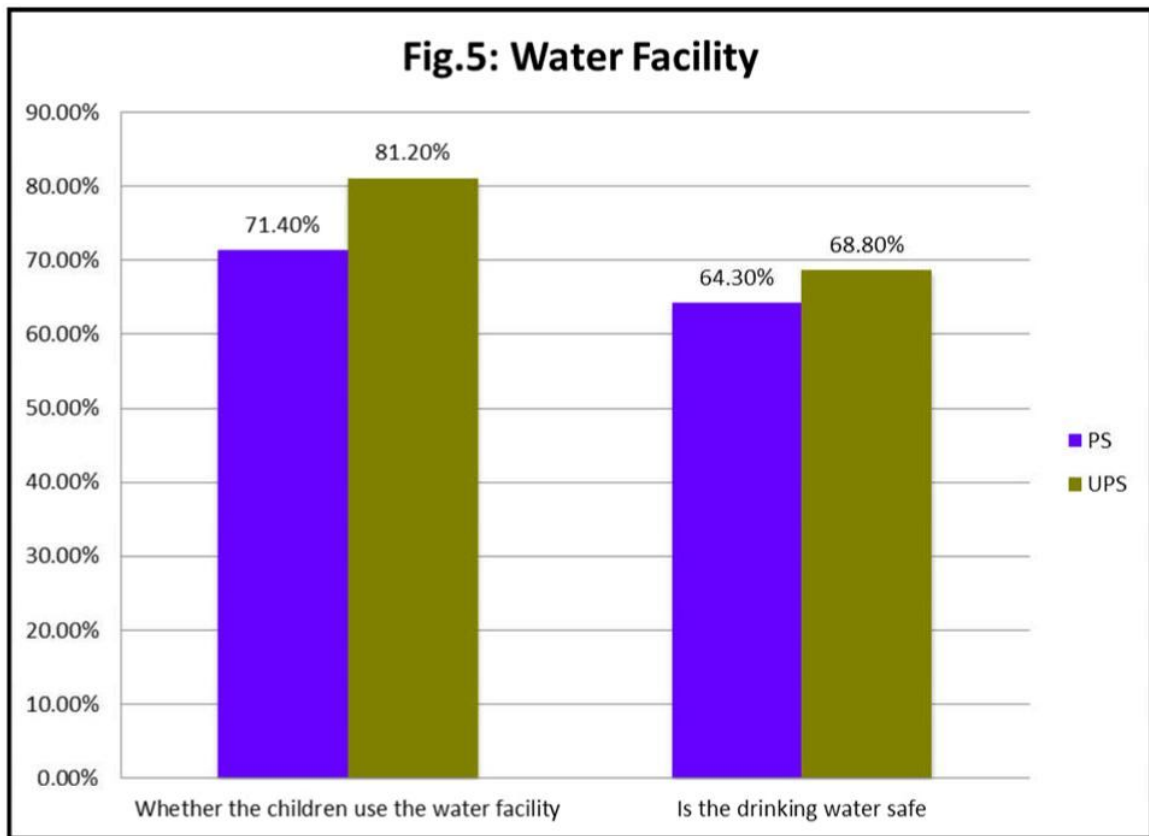
1. PS, GANGA BANDA THANDA, KURUMANCHI
2. KGBV, PALVANCHA
3. KGBV, KUSUMANCHI
4. GIRIJAN PS, THUNIKA CHERUVU
5. MPPS, CHAVALIGUDEM, ASWAPURAM
6. MPUPS, SADASHIVAPURAM, NELAKONDA PALLI
7. GPS, NEW GOLLA GUDEM, KOTTA GUDEM
8. MPUPS, AREMPALA
9. MPPS, SITHA RAM PURAM, PINAPAKA
10. MPPS, MALLEMADUGU
11. MPPS, SAMITHISINGARAM, MANUGURU

**Source of water**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Tube well	6	7	2	1	8	8
	35.3%	53.8%	28.6%	100.0%	33.3%	57.1%
Dug well	2	2	1	0	3	2
	11.8%	15.4%	14.3%	.0%	12.5%	14.3%
Piped water	9	3	4	0	13	3
	52.9%	23.1%	57.1%	.0%	54.2%	21.4%
Water Tank		1		0		1
		7.7%		.0%		7.1%
Total	17	13	7	1	24	14
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Out of the total sample schools 16 schools are having tube well facility followed by 5 schools dug well, 16 schools piped water facility and One schools is having water tank.





71% Primary schools and 81% Upper primary schools of the sample it is reported that water facility available in the schools are safe and in all these schools children are using the available water facility.

In case of 64% Primary schools and 68% Upper Primary schools the available water is not safe for the children. In following schools the water is not safe.

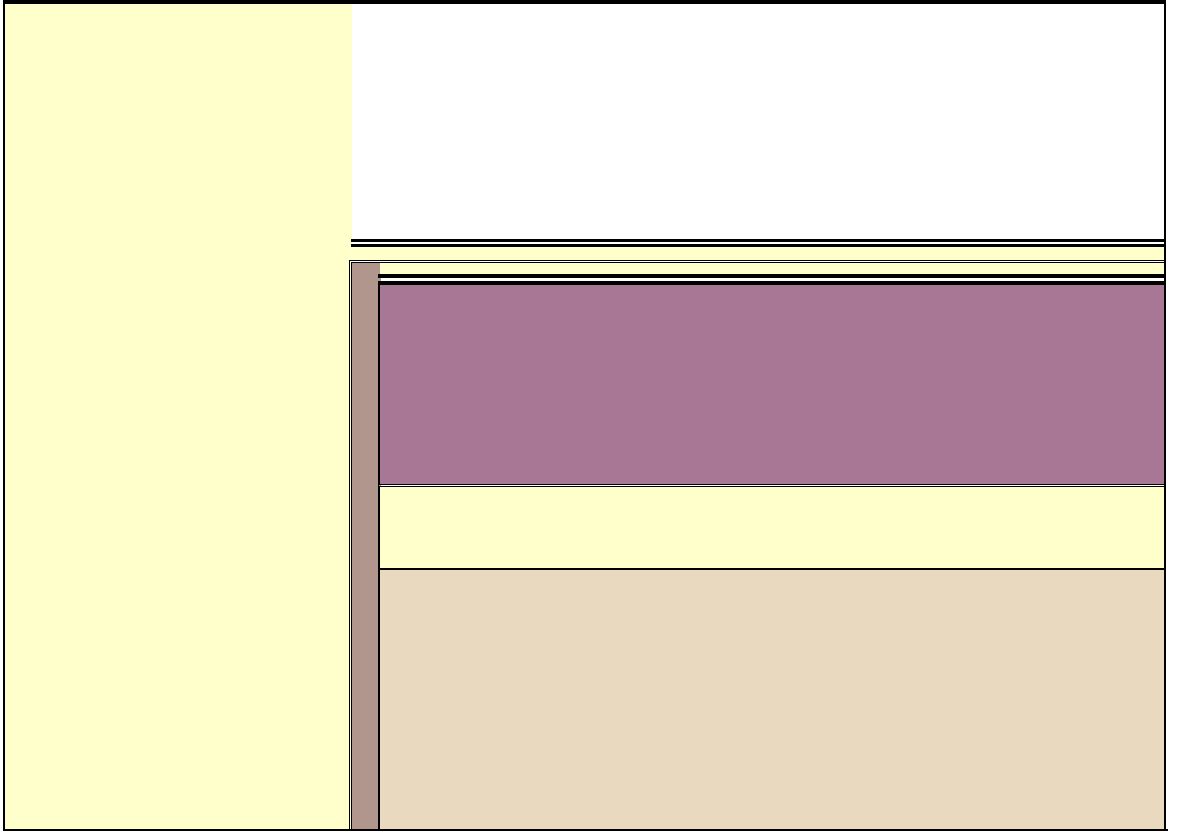
1. MPUPS, GOLLANAPADU
2. PS, GANGA BANDA THANDA, KURUMANCHI
3. KGBV, PALVANCHA
4. MPPS, SC COLONY, KANIJERLA
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9. MPUPS, AREMPALA
10. MPPS, THIRUMALA PURAM, NELAKONDA PALLY
11. GPS, CHINNAARLAGUDEM, DHUMMAGUDEM
12. MPPS, SITHA RAM PURAM, PINAPAKA

	13. MPPS, MALLEMADUGU 14. MPPS, NELAKONDA PALLI 15. MPPS, SAMITHISINGARAM, MANUGURU					
<b>9</b>	<b>Playground</b>					
	<b>Does the school have play ground?</b>					
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	15	12	5	0	20	12
	71.4%	80.0%	71.4%	.0%	71.4%	75.0%
No	6	3	2	1	8	4
	28.6%	20.0%	28.6%	100.0%	28.6%	25.0%
Total	21	15	7	1	28	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<p>Out of the total sample schools monitored by the MI 32 schools are having playground facility it includes 20 Primary schools and 12 Upper primary schools. The schools do not have the playground are as follows.</p> <ol style="list-style-type: none"> <li>1. PS, GANGA BANDA THANDA, KURUMANCHI</li> <li>2. KGBV, PALVANCHA</li> <li>3. MPUPS, PICHUKALAPADU, BHADRACHALAM</li> <li>4. MPPS, BOLLORUGUEDEM, PALVANCHA</li> <li>5. MPPS, SC COLONY, KANIJERLA</li> <li>6. MPPS, K DANTHANAM, DUMMUGUEDEM</li> <li>7. MPUPS, GAIGOLLAPALLI, KUSUMANCHI</li> <li>8. MPPS, VV KISTAPURAM, MUDIGONDA</li> <li>9. GPS, NEW GOLLA GUEDEM, KOTTA GUEDEM</li> <li>10. GPS, KASBA BAZAR, KHAMMAM</li> <li>11. MPPS, THIRUMALA PURAM, NELAKONDA PALLY</li> <li>12. MPUPS, JAGADEESH COLONY</li> </ol>						

**C. Social Access**

**S.No.**

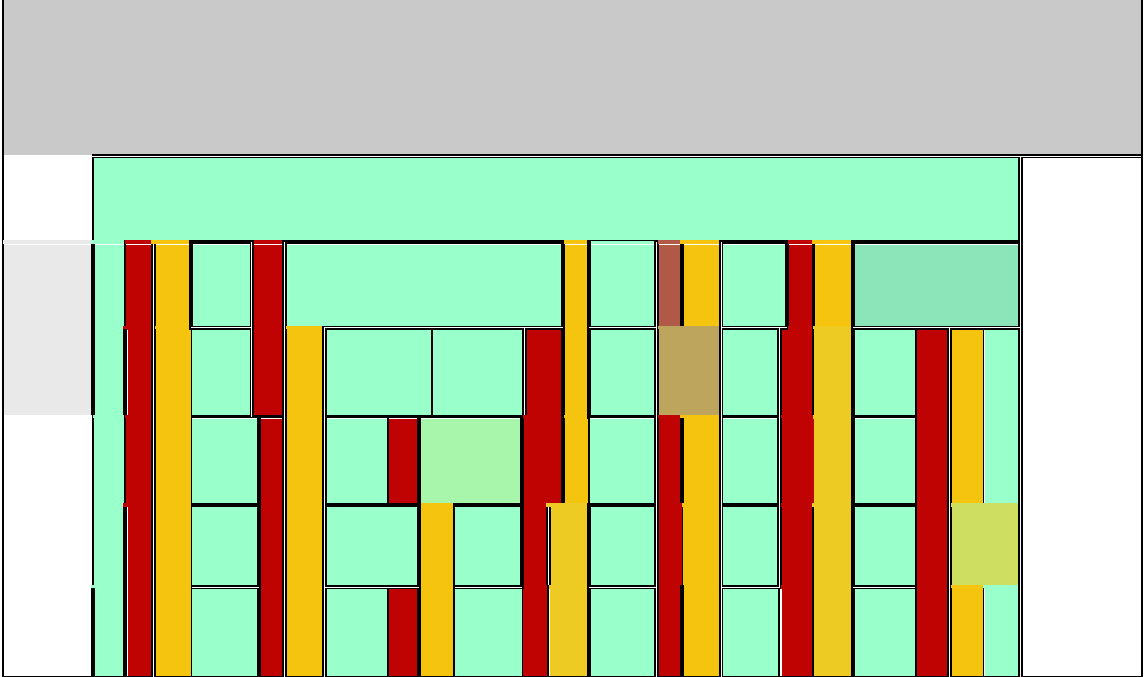
**Items to be seen & captured**

<p>1</p>	<p><b>Pattern of population of the habitation and enrollment in the school</b></p> <p>As per the norms of RTE, 2009, it is the duty of the local authority to maintain records of children (0 to 14 years) residing within its jurisdiction.</p> <p>36 out of the 40 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year 2012. Hence percentage share of SC/ST/Muslim/Girl children in the 6 to 14 years child population could not be assessed for these schools. In the absence of these data, the percentage shares of SC, ST, and Muslim and girl children in total 6 to 14 years children enrolled could not be compared with the percentage shares of these children to the total 6 to 14 years child population.</p> 
<p>2</p>	<p><b>Attendance pattern of the girls children from disadvantaged groups and weaker section</b></p>

	<p>Along with achieving universal enrollment, SSA envisages to ensure regular attendance of the enrolled children at school.</p> <p>The attendance pattern of SC, ST, Muslim and girl children vary among themselves in each school but in every school there exists low attendance of these children at schools. The details are given in above Fig.6.</p>
<b>3</b>	<b>Perception and understanding of social cultural and linguistic barriers</b>
	<p>The reason of low attendance may be varied but should be analyzed to address them. The social, cultural and linguistic barriers to children's attendance need to be specially analyzed for this purpose.</p> <p>The reasons for low attendance vary widely but are social / cultural / economic / health. In 33 schools teachers responded on the reason for low attendance of these categories of children and attributed the cause to parental involvement in work and in 5 schools it is reported that ill health of the children followed by sibling care are the major reasons for their low attendance.</p>
<b>4</b>	<b>Important efforts made for addressing these barriers</b>
	No significant effort has been made either by SMC / teacher to improve the attendance of children.

#### D. Additional Items in the context of RTE.

<b>S.No.</b>	<b>Items to be seen &amp; captured</b>
1	<b>School as an Agency of Social Cohesiveness</b>
	<p>Every school is to act as an agency to strengthen social cohesiveness. Children of different social groups should sit and study together. During the monitoring visits, in every school it has been found that children of all categories of social groups sit, eat and study together. They also attend the prayer class, play games and participate in school functions together.</p> <p>At every school, children of all social categories attend prayer class together; sit together in classroom; and take Mid Day Meals together. All children together participate in games and sports and celebrate the school functions. In this way, school acts as an agency of social cohesiveness.</p>

2	<b>Sitting arrangements</b>
	<p>Achieving social cohesiveness among all categories of children is an important value enshrined in the constitution of our country and the RTE, 2009 also envisages achieving it at school level.</p> <p>In all 40 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for class VI, VII and VIII boys and girls.</p>
3	<b>Communication between teachers and students</b>
	<p>RTE, 2009 envisages that the Govt. should ensure that the child belonging to weaker section and disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any ground.</p> <p>In all the sample schools, teachers interact with all categories of children without making any discrimination.</p> 

## 2. Special Training (for Out of School Children)

1	<b>Village Education Register (VER)/ Ward Education Register</b>
	<p>For the purpose of monitoring the operation of special training activity in this District, The special training centres are yet to operationalise in this district. But for the purpose of understanding the maintenance of Village Education Register looked into and it reveals that out of 40 schools not a single schools is maintaining village Education register but no updation.</p>
2	<b>No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)</b>
	<p>The data related to enrollment of the children from the Village Education Register is not available in the schools and habitations.</p>
3	<b>Details of above children enrolled/not enrolled</b>
	<p>RTE, 2009 in its Chapter II, Section IV envisages that an out of school child have 6 years of age shall be enrolled in his/her age –appropriate class and has a right to get special training to be suitably mainstreamed.</p> <p>No data available from school.</p>
4	<b>Number of children dropped out (with reference to state's definition of drop out)</b>
	<p>It is seen that a few of the enrolled children fail to continue their study owing to various reasons. They may remain absent from coming to school for a short or long period of time continuously or discontinuously. The State of Andhra Pradesh has defined to declare some children as dropouts under certain conditions and accordingly the school declares them as dropouts.</p> <p>In 2011-12, no child has been declared as dropout in all the sample schools.</p>
5	<b>Does the habitation witness the phenomenon of seasonal migration? Y/N.</b>
	<p>Some of the socially / economically disadvantaged families migrate out of their habitations for a particular season in search of waged labour. This affects the study of their children. In such cases, SSA has made some provisions to protect those children from the impact of seasonal migration of their parents.</p> <p>In one school seasonal migration of family is reported and as a result children are absenting from the school.</p>
6	<b>Has school started any special training intervention for the OoSC- Yes/No</b>

	The dropout and never enrolled children, as per the govt. policy, are to be admitted in their age-appropriate classes. But keeping in view their learning deficiencies, Special Training facility is to be provided to them so that they can be properly mainstreamed.
<b>8</b>	<b>No. of children enrolled and present under special training on the day of visit (check from school record &amp; also head count)</b>
	For the purpose of launching special training interventions, some out of school children have been identified and have been enrolled in 02 of the 03 sample schools
<b>9</b>	<b>Whether above children enrolled in the age - appropriate classes in the regular school? Y/N</b>
	As per the SSA norm, the out of school children are to be first enrolled in the age-appropriate classes in the nearby regular schools and then they are to get the special training facility to mainstream them. It is observed that in sample schools Children have not been enrolled in age-appropriate classes.
<b>10</b>	<b>Details of Education Volunteer</b>
<b>10.1</b>	<b>Education Volunteer's Educational Qualification</b>
	In order to functionalize the special training activity, Educational Volunteers (EV) is to be posted.  In none of the 03 sample schools visited by the MI for monitoring special training facility,
<b>10.2</b>	<b>Education Volunteer (Trained/Untrained)</b>
	Trained volunteers are placed in some special training centres.
<b>11</b>	<b>Teaching learning and evaluation process (through observation &amp; interaction).</b>
	Special training activity has not been started in the entire District.
<b>12</b>	<b>Type of support received from head teacher / teacher of the regular school</b>
	Special training activity has started in the entire District.
<b>13</b>	<b>Parents' involvement:</b>
	Parents are availing the special training activity
<b>14</b>	<b>Whether children mainstreamed within the given time frame?</b>
	Mainstreamed details are not available with the schools

<b>15</b>	<b>(a) Whether grants for ST received in time?</b>
	Special training activity grants are delayed for RSTCs
	<b>(b) Whether honorarium for EV received in time?</b>
	Honorarium is delayed to Educational volunteers of Residential STCs

### **3. Quality Issues**

#### **1 Enabling Conditions**

<b>Sl.No.</b>	<b>Related Questions</b>
<b>1</b>	<b>Number of teachers (Male &amp; Female),</b>
	<p>Elementary level of education is very sensitive and crucial in the life of every person. It is in this period that every child learns the basic knowledge of living in the world and also develops his/ her core personality that always influences his/her own life in future. A child obtaining proper elementary education is likely to express all his/her capabilities in an excellent manner. Needless to say, a motherly touch from the elementary school teachers is more required than a fatherly touch. A combination of both is the best choice.</p> <p>All the 40 sample schools Total number of teacher in position is found to be 56% each male and female teachers are positioned.</p>
<b>2</b>	<b>Pupil Teacher Ratio</b>
	<p>As per the SSA norms, each primary school should have 01 teacher for every 30 children, i.e. pupil teacher ratio (PTR) of 30:1, in primary and 35:1 upper primary levels of education, provided that there are at least two teachers in each primary school and at least 02 teaches along with 01 Head Teacher in each Upper Primary school. There should be at least 01 teacher for every upper primary class with specific teachers for Mathematics and Science. This norm has been modified under RTE, 2009. As per the RTE, 2009 norm, each primary school should have at least two teachers and PTR of</p>



30:1 and each upper primary school should have at least three teachers and a PTR of 35:1.

Out of the 40 sample schools, majority schools are having pupil-teacher ratio (PTR) is as per the SSA norm of 30:1 or less than in the sample schools monitored by the Monitoring Institute. The higher PTR is noticed in the following schools.

**Details of Pupil Teacher Ratio**

Sl. No.	School Details	No. of Students	No. of Teachers	Pupil Teacher Ratio
2	MPPS, KONIJERLA	164	5	33
9	MPPS, SARAPAKA, BURGAMPADU	171	5	34
19	MPPS, BOLLORUGUDEM, PALVANCHA	184	6	31
21	MPPS, CHINAMANDVA	145	4	36
24	MPPS, ROTARY NAGAR, KHAMMAM	142	3	47
27	MPUPS, GAIGOLLAPALLI, KUSUMANCHI	99	3	33
34	MPUPS, AREMPALA	164	5	33
40	MPPS, MALLEMADUGU	230	5	46

**3 Teachers' vacancies.**

The quality of elementary education greatly depends on availability of appropriate conditions of teaching. Vacancy of teaching posts is an obstacle for providing requisite teaching environment. Hence SSA has emphasized for placement of teachers as per the prescribed norms yielding to reduction of teacher vacancy.

There are 11 teachers posts are lying vacant in the sample schools. Teacher vacancy certainly affects the quality of teaching but the extent of vacancy can be reduced by rationalization of teacher posting.

**No. of teaching post lying vacant**

		Rural			Urban			Total		
		PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
No. of teaching post lying vacant	Mean	1	1	1	2		2	2	1	1
	Sum	1	4	5	2		2	3	4	7

4	<b>Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school)</b>						
<p>As per the RTE, 2009, for upper primary education (class VI to VIII), there shall be at least one teacher each available for teaching (1) Language, (2) Social studies and (3) Science and Mathematics.</p> <p>In 4 schools, the science teachers and in 5 schools maths teachers are available to teach the upper primary sections of the school. Where as in 5 schools language teachers are available.</p>							
<b>Availability of Teachers</b>							
		Rural		Urban		Total	
		PS	UPS	PS	UPS	PS	UPS
Science		3		1		4	
		20.0%		100.0%		25.0%	
Maths		4		1		5	
		26.7%		100.0%		31.2%	
Language		4		1		5	
		26.7%		100.0%		31.2%	
Each Class	5	3	2	1	7	4	
	23.8%	20.0%	28.6%	100.0%	25.0%	25.0%	
5	<b>No. of untrained teachers.</b>						
<p>For the purpose of providing quality teaching, as per SSA norm, all teachers should be trained teachers having qualification of D.Ed/ B.Ed. / M.Ed. In the District, every year provision has been made under SSA to refresher training to the untrained teachers to declare them as trained teachers after completing such training.</p> <p>In case one school in Khammam district the Monitoring Institute is found that un trained teacher is working.</p>							

6	<p><b>Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).</b></p>
	<p>Under SSA three broad categories of teacher training programmes are to be conducted. “One of them is a 20 days programme, named as in-service training”. This programme is meant to upgrade the teaching capabilities of every teacher. Each teacher is to get this training every year. Another is a 30 days programme named as “induction training”. This is to be given to the freshly appointed teachers. It is mainly meant to apprise the teachers about SSA programme. The third is a 60 days programme named as “refresher training” meant to train the untrained teachers.</p> <p>In this District, the MI has noticed that all teachers of the 40 sample schools have got ‘in-service training’ during 2011-12 and none have got either refresher training or induction training, the in-service training includes (1) monthly sharing meetings at school complex and LEP trainings and orientation trainings at the mandal level.</p> <p>In case of 39 schools it is reported that the teachers have received trainings at school complex level followed by MRC level trainings. In case of 4 schools the residential mode of training received by the teachers. This is mainly in Kasturba Gandhi Balika Vidyalaya. At school complex level 9 interactive training days were conducted and MRC level Six days training programmes were conducted.</p>
7	<p><b>How useful were training programme attended by teachers</b></p>
	<p>All types of in-service trainings obtained have been felt by the teachers as useful to them in executing more effective teaching. However, they reported that the resource person’s quality has to be improved.</p>
8	<p><b>Teachers’ awareness of the duties and responsibilities of teacher under RTE Act, 2009.</b></p>
	<p>None of the sample teachers of the sample-checked schools has the requisite awareness about the duties and responsibilities of teacher under RTE Act, 2009.</p>
9	<p><b>(a) Were text books received in within one month of the commencement of the school?</b></p> <p>As per the SSA norms, all textbooks are to be supplied to the students within one month of opening of school in every academic season. In view of this, in</p>

	<p>Telugu the textbooks are to be supplied by 12<sup>th</sup> August every year.</p> <p>Out of 40 sample schools 38 schools had received free textbooks within in one month of the reopening of the school. Where as in two schools the distribution of the text books delayed for two to three months.</p>
<b>10</b>	<b>TLMs other than the textbooks used in the school.</b>
	<p>In order to make the classroom teaching more effective, child-friendly, joyful and participatory, teachers are given grants for making teaching learning materials (TLMs) and using them during classroom teaching. They are also given training on how to prepare and use topic specific and low / no cost TLMs under SSA programme.</p> <p>Other than textbooks, TLMs like SLIM cards and flash cards, maps, picture cards, plastic and clay models are used by teachers.</p>
<b>11</b>	<b>What are the TLMs used in schools other than text books?</b>
	<p>Other than textbooks, flash cards, maps, charts etc. are used as TLMs in every school. Some of these are purchased from local market and some prepared by the teachers.</p>
<b>12</b>	<b>Has school received school grants within two months of the commencement of school?</b>
	<p>Under SSA in order to provide enabling environment for quality education, each school is given a school grant every year. This grant is to be given to each school within two months of opening of school every year, in Andhra Pradesh; each school should get it by 12<sup>th</sup> of August every year.</p> <p>Out of the 40 sample schools, majority of the schools received school grants but in different period of time June and July 2012.</p>
<b>13</b>	<b>Has school received maintenance grants within two months of the commencement of school?</b>
	<p>To improve the enabling environment for quality education, each school under SSA is to given a maintenance grant every year. This grant is to be given to each year by 12<sup>th</sup> August 2012.</p> <p>Maintenance grants released to the schools.</p>

<b>14</b>	<b>Has school received TLM grants within two months of the commencement of school?</b>
	<p>For the purpose of facilitating teachers to use TLMs during classroom teaching, under SSA each teacher is given Rest. 500/- per year as TLM grant which is to be utilized by the teacher either to purchase or to prepare TLMs as per his / her teaching needs. SSA envisages that this grant should reach to the school every year by August 2010 so that teachers can procure and use TLMs throughout the year.</p> <p>None of the sample schools has received the TLM grant within two months of opening of the school. It is after the two months of school reopening.</p>
<b>15</b>	<b>Purposes for which these grants were used.</b>
	<p>All the above mentioned three grants are given for specific purposes and hence a detailed guideline is to be given soon after releasing grant to school defining how to utilize them.</p> <p>Till the visit day of MI, 22 out of 40 sample schools have not utilized their school grant received for the year 2011-12. Similarly, the maintenance grant received for the year 2010-11 is also not fully utilized by the schools. Most of the schools are having unspent balances in their pass books</p>

## 2. Teaching Learning Process

<b>Sl.No.</b>	<b>Related Questions</b>
1	<b>Teachers' understanding of the constructivist approach to teaching learning process.</b>
	<p>SSA has envisaged the practice of constructivist approach to teaching learning process and has emphasized that every teacher should have a full understanding of it and should also practice it during classroom teaching.</p> <p>As per the prescribed data collection tool, MI has examined the extent to which some key aspects of constructivist approach of teaching is understood / practiced by the teachers. It has therefore discussed with one teacher from each of the 40 sample</p>

	<p>schools and also observed one complete period of classroom teaching execute by the teacher.</p> <p>In all 40 sample schools, the sample teachers have opined that in teaching learning process, learner is more important and for that purpose, they are practicing activity based teaching, using TLMs in classroom teaching, behaving friendly with the students and giving students the scope for constructing knowledge through group activities. In 14 of these schools, teachers have shunned dictating notes to students. They have given student talk time between 10 to 25 minutes per class depending upon the topic covered for the class. Further, in 36 schools, teachers have shared concrete experiences and in 15 schools, they have shared personal life experiences with the students during classroom teaching observed by the MI. By doing so, they have given the students to construct their own thinking relating to their own environment and experiences. The teachers in 30 schools have been found not to insist upon rote memory and in 36 schools; they have taken classes using activity based teaching.</p>
<p><b>2</b></p>	<p><b>Teachers' understanding of the NCF regarding teaching of language and social sciences.</b></p>
	<p>Not in ToR. Hence data not collected. However, the general observation is teachers are not having proper understanding about the NCF and related aspects.</p>
<p><b>3</b></p>	<p><b>Involvement of children in teaching learning process.</b></p>
	<p>Under SSA, it is expected that classroom teaching learning process should be learner-centric and hence children should scope for involvement in the process for instance, they should get freedom to participate in learning activities; they should actively participate during learning; they should get scope for thinking; and they should happily participate during learning process.</p> <p>In all 40 sample schools, MI has found that the sample teachers have given freedom to children to participate in learning activity. They give scope to the children a scope for thinking. The children are also found to actively and happily participate during learning.</p> <p>After introducing the SLIM cards in Primary schools the involvement of the children in teaching and learning process had become active and students are accelerating their learning.,</p>

<b>4</b>	<b>Method of evaluation being followed in the school.</b>
	<p>The RTE, 2009 has emphasized in its para 22 (2) of part VII that “while laying down the curriculum and evaluation procedure, the State Council of Educational Research and Training (SCERT) shall prepare guidelines for putting into practice continuous and comprehensive evaluation (CCE). In other sense, the RTE, 2009 envisaged that evaluation should be treated as an integral part of classroom teaching rather than an event that follows the completion of teaching. Continuous evaluation implies that teacher’s work should be continuously guided by the child’s response and participation in classroom activities in other words, evaluation should be seen as a process whereby the teacher learns about the child in order to be able to teach better. Comprehensive evaluation implies that a teacher is to view the child from holistic perspective rather than merely in terms of a learner of different school subjects. He / she is to perceive child’s health, personality, behavior and attitude in the context of development and growth. It does not mean that each and every aspect of child’s behavior and attitude is measured or graded. Instead, the teacher is first to understand in a dynamic manner the different aspects of child’s evolving nature and then to formulate his/ her comments based on observation.</p> <p>In all the 40 sample schools, teachers are not fully practicing the continuous and comprehensive evaluation. In all schools, learner’s knowledge is evaluated by grading method.</p>
<b>5</b>	<p><b>Onsite academic support teachers are receiving.</b></p> <p>SSA has strongly emphasized upon improving the quality of education by facilitating different types of training programmes for the teachers. The whole purpose is to improve the teaching capability of teachers keeping in view the goal of RTE and the educational philosophy of the nation. SSA also focuses on sustaining the teaching capabilities gained by teachers through trainings by providing post-training follow up and on-site academic support to teachers.</p> <p>In 39 out of the 40 sample schools, the sample teachers have said that they need on site academic support from the clusters/School complexes. At present there is no onsite academic support at the school level.</p>

6	<b>Comments on the classroom management with reference to:-</b>
	SSA has given emphasis upon the practice of activity-based, child-centered learning wherein children are expected to sit in small groups composed of children without any discrimination on the basis of gender, Caste, community etc. MI has monitored the occurrence of it and has found that class room management is not effective.
	<b>&gt; Whether children are made to sit in small groups.</b>
	In 35 out of 40 sample schools, the MI has found during classroom observation of the sample teachers that children are made to sit in small groups.
	<b>&gt; If groups are formed of children from the same class or with children from different classes.</b>
	In 18 out of the 40 sample schools, the children sitting in small groups have belonged to same class
	<b>&gt; If there is a permanent kind of sitting arrangement for children or they keep changing their places.</b>
	There is no permanent kind of sitting arrangement. Children keep changing their place. In upper primary classes the boys and girls however sit in separate groups.
	<b>&gt; If children from disadvantaged groups and children with disabilities sit separately and on the back benches.</b>
	In none of the 40 sample schools, the SC / ST / Minority / disabled children are found to sit separately or on the back benches. In all sample schools except 01, disabled children do not sit separately or on back benches.
	<b>&gt; Do children feel frank to express their views with the teachers or are they afraid or inhibited to do so?</b>
	In the classrooms of all the 40 sample schools, the children feel frank to express their views with their teachers. The teachers encourage children to participate in classroom learning without fear.
	<b>&gt; If children have any role in the management of classroom.</b>
	In 33 out of 40 sample schools, the MI has noticed that the students have played role in classroom management like formation of small groups, naming of small groups, selection of group leader, cleaning of classroom etc.



### 3. Issues in Equity in Quality

SI.No.	Related Questions
1	<b>If there are any noticeable gaps in the learning achievement level of the children of different social groups. If yes, reasons thereof?</b>
	There are gaps in learning achievement level of children in general.
2	<b>Teachers understanding of the challenges and advantages of diversity in a classroom.</b>
	Some teachers are understanding the challenges and advantages of diversity in a class room whereas in remaining there is no understanding casually they are teaching one and the same for all the children.
5	<b>Efforts made to connect the text book lessons to the knowledge and experience of the children from socially disadvantaged groups?</b>
	No special efforts by the teachers.

### 4. Computer Aided Learning

SI. No.	Items to be seen and Captured
1.	<b>Status of Upkeep and Maintenance of Computers and other accessions (eg. Printer/ UPS/ LCD projector/ Chairs and tables/ Generator/ Integrated computer-cum-projector trolley) provided under CAL.</b>
	<p>In order to monitor specifically on the operation of the CAL activity, the MI as per the ToR has monitored 03 schools. However while choosing the sample 3 more schools with CAL intervention also covered. These are MPUPS, SEETHAMPET; GOVT TWUPS, PRUDVI RAJ NAGAR MPUPS, KARAKVAGU, PALVANCHI</p> <p>In all these schools, all computers and accessories received under CAL are physically available in school and are kept in a separate computer room.</p> <p>Further, the computer rooms of two schools are showing seepage and dilapidated condition. And also computer rooms were electrified with proper earthing. In all the schools till the date of Monitoring Institute visit CDs were not supplied as</p>

	result teachers are loosing interest to use their training inputs. In all these schools Monitoring Institute found that computers were functioning properly. In but teachers are not showing interest to teach the computer lessons instead opined that separate computer instructors may be appointed for teaching computer lessons. .
2.	<b>Whether activity based digital content TLMs are used as supplementary materials to the course materials or integrated with teaching learning process as a part of classroom transaction?</b>
	In some of the sample schools, a subject and topic wise list of digital materials CDs are not available that's why teachers are not teaching the content.
3.	<b>Whether the subject teachers who have been provided with training on use CAL resources are comfortable on use of CAL resources and equipments?</b>
	In the sample schools teachers received training to use the computers and they have basic knowledge to operate computer and can develop digital materials.

## 5. Girls Education, NPEGEL & KGBV, Girls' Education & NPEGEL

Sl. No.	Items to captured
1.	<b>1.Gender gap in enrolment, attendance, learning and achievement and reasons thereof</b>
	<p>In Khammam district Monitoring institute has monitored 3 schools. The schools are MPUPS, TEKULA CHERVU ;GOVT TWUPS, PRUDVI RAJ NAGAR GPS, MAMILLAGUDEM, KHAMMAM ;MPUPS, PUNYAPURAM, WYRA MPPS, KUSUMANCHI, KHAMMAM</p> <p>, In absence of proper updation of Village Education Register or any other record relating to 6-14 years child population of 2010, GER could not be calculated and hence gender gap in GER also could not be analyzed in these schools.</p> <p>However, as far as the percentage of attendance in school on the visit day of MI is concerned, the girl's attendance is more than the boys.</p>

<b>2.</b>	<b>How do teachers and community view this gender gap?</b>
	Community and teachers are not adequately equipped with the skill to identify the gender gap Therefore it is difficult to analyse the view on this. There is needed to take up lot of awareness generation activities among the community on gender issues in education.
<b>3.</b>	<b>Efforts made to address the gender gap/issues – at the levels of mindset and removing the physical barriers.</b>
	<p>In order to keep the gender gap in favour of the girls, in the sample school, parents have been counseled to promote girl's education; community has been mobilized to promote girls' education; school dress has been given to girls; and life skill education / mela / games / sports / has been organized in the sample school. Besides, girls' toilet has been constructed and teachers have been trained on girls' education under the NPEGEL programme.</p> <p>In case of two schools counseling of parents on gender issues were taken up. In the entire sample schools No separate girl's toilets. Where as in two schools vocational training is being imparted.</p>
<b>4.</b>	<b>1-Participation level of girls in classroom processes and co-curricular activities.</b>
	In three schools of the sample it is noticed that only 6and 7 class girls are getting opportunity to learn the vocational skills. I.e. embroidery. The grant received for the NPEGEL activities are being utilized in consultation with the School Management committee.
	<b>2-Stereotype attitude towards girls</b>
	Monitoring institute observed that there is a need to orient the teachers and student on gender issues and concerns to change the stereotype attitude towards girls.

## Kasturiba Gandhi Balika Vidyalaya(KGBV)

Sl. No.	Items to be seen and capture
1	<p><b>Nature of KGBV</b></p> <p>KGBV schools are established in residential mode for the children of disadvantaged communities especially to fill the gender gap. In this district the KGBVs are managed by different societies. Monitoring Institute has visited 3 KGBVs in Khammam district. <b>KGBV, PALVANCHA</b></p> <p><b>KGBV, KONIJERLA THANIKELLA</b></p> <p><b>KGBV, KUSUMANCHI</b></p>
2	<p><b>Involvement of Community &amp; Parents in management of KGBVs:</b></p> <p>Since, the management of KGBVs is under Residential school societies the involvement of community and a parent in management is minimal. They are attending only parents meeting.</p>
3	<p><b>Capacity building of teachers</b></p> <p>Capacities building of teachers for KGBVs were taken up by way of orientation programme training were given to the contract resident teachers of the KGBVs. Out of the Two monitored schools only in One school. KGBV Husnabad two teachers were attended the training. It is noticed that teachers were attended orientation training programme.</p>
4	<p><b>Quality and Adequacy of Facility available</b></p> <p>Quality and adequacy of facilities in KGBVs are satisfactory in addition to the managerial problem from the side of the administration.</p> <p>In all the sample schools children were provided Two pairs of Uniforms, cosmetic charges, Bedding and free textbooks and notebooks..</p> <p>In all the schools the toilet facilities for girls are adequate and good menu is being maintained.</p>

	<b>Name of facility to be provided to KGBV as per KGBV norm</b>		
	<b>DISTRICT</b>	<b>No. of such facility to be provided as per KGBV norm</b>	<b>No. of such facility available at present</b>
	Class rooms	10 (2)	28 (3)
	Kitchen	1 (1)	4 (3)
	Bedding	3 (1)	
	Dresses (uniforms)	2 (1)	2 (1)
	Cosmetic charges	100 (2)	150 (3)
	Toilet	10 (1)	34 (3)
	Drinking Water source	-	-
	Teachers	20 (3)	21 (3)
	Non-teaching staff	23 (3)	29 (4)
<i>Figures in parentheses are No. of schools</i>			
<b>5</b>	<b>Status of fund flow and maintenance</b>		
	Status of fund flow and maintenance is found to be satisfactory		

## 6. Inclusive Education with Special Reference to CWSN

<b>Sl.No.</b>	<b>Item to be Captured</b>
<b>1</b>	<b>Number of CWSN in the school</b>
	In all the sample schools 15 CWSN children are noticed by the MI.
<b>2</b>	<b>Presence of CWSN on the day of MI visit</b>
	On the day of Monitoring Institute Visit all the children enrolled were present in three schools.
<b>3</b>	<b>Attendance of CWSN</b>
	. All the enrolled children were attended.
<b>4</b>	<b>Type of disability CWSN suffers from.</b>
	In MPUPS chandrampet the type of disability CWSN suffers from i.e. Hearing impairment and mentally retarded.

<b>5</b>	<b>Seating arrangement.</b>
	<p>SSA focuses to ensure that every child with special needs (CWSN), irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It also provides that as far as possible every CWSN should be placed in regular schools with needed support services to facilitate inclusive education to them. Inside the classroom the CWSN should not be treated with discrimination. The classroom situation should be such that the CWSN gets normal treatment like other children.</p> <p>In order to monitor the inclusive education activities, as per the ToR, 03 schools have been identified and they are GPS, KASBA BAZAR, KHAMMAM MPPS, VV KISTAPURAM, MUDIGONDA MPPS, NAGINENIPROLU, BURGAMPAHAD MPPS, CHAVALIGUDEM, ASWAPURAM</p>
<b>6</b>	<b>Participation level of CWSN in classroom processes.</b>
	In all the 04 sample schools, the Participation of CWSN in class room teaching is not effective.
<b>7</b>	<b>Encouragement of CWSN by teacher.</b>
	The teachers of the sample schools are not encouraging the children. This is because of their dis- orientation. NO Resource teacher is available to support the counseling and guidance with regards to CWSN category children.
<b>8</b>	<b>Availability of TLM with CWSN</b>
	In the entire sample school visited by MI there is no separate TLM for CWSN children. However, In Chandrampet school only hearing aids are available.
<b>9</b>	<b>Peer Interaction with CWSN.</b>
	In all the sample schools, peers have extended friendly behavior towards the CWSN.
<b>10</b>	<b>Type of peer support to CWSN</b>
	The peers also support the CWSN when the CWSN try to sit in classroom in UPS Kokkerakuntal.CWSN does not need any support from peers.

<b>11</b>	<b>Teacher behavior towards the CWSN.</b>
	In all the sample schools it is observed that teachers' behaviour towards CWSN is very sympathetic but not helpful to the children.
<b>12</b>	<b>Teacher training.</b>
	The teachers of all the sample schools have not received adequate training on training of CWSN.
<b>13</b>	<b>Adequacy of teacher training.</b>
	In adequate teacher training with regard to CWSN category in Kammam district.
<b>14</b>	<b>Preparation of IEP by the school for CWSN.</b>
	No preparation of IEP by the school teachers for CWSN.
<b>15</b>	<b>Availability of Resource Teacher.</b>
	Resource Teachers are occasionally available in the sample schools since they are also engaged in home based education.
<b>16</b>	<b>Frequency of visits of Resource Teacher to school.</b>
	. Resource teacher to school is weekly basis
<b>17</b>	<b>Nature of support by the resource teacher.</b>
	By way of counseling and using the aids and appliances.
<b>18</b>	<b>Awareness of Parent About the availability of Resource Teacher.</b>
	There is need to organize massive counseling programme with the specialist resource teachers for the parents of CWSN in Karimnager district.
<b>19</b>	<b>Status of parent counseling.</b>
	In all the sample schools it is observed that parental counseling is very poor.

<b>20</b>	<b>Status of medical assessment of CWSN.</b>
	In all the sample schools it is noticed that not a single student of CWSN attended the medical assessment camp.
<b>21</b>	<b>Condition and Functionality of assistive devices.</b>
	The assistive devices are in working condition students are using in chandramapet school
<b>22</b>	<b>CWSN in need of home based support, and frequency and duration of home visit of resource teacher/volunteer /care giver and Nature of support given to CWSN.</b>
	.Home based support Khammam district needs to be strengthened and proper orientation to the parents should be taken up by appointing professionally trained Resource teachers and Home based Education support may be extended.

## 7. Civil works

<b>Sl. No.</b>	<b>Items to be seen and captured</b>
<b>1</b>	<b>Type, agency, MoU and Status of work</b>
	<p>Civil works i.e. Construction of school building, additional classroom, toilet, drinking water facility, boundary wall etc. is important components of facilitating quality education at school level. SSA has envisaged a procedure to be followed for implementing the sanctioned civil works. It has emphasized that civil works should be constructed by the VECs/SMCs, but VECs/SMCs are to sign on a MoU with the SSA authority to do so as per the prescribed guidelines.</p> <p>In order to monitor the civil work, the MI as per the ToR has visited 02 sample schools and the civil works progress is slow because of non-availability of sand in the district..</p>
<b>2</b>	<b>Availability of community manual etc.</b>
	<p>SSA intends that VECs should be supported for construction of civil works as per norms. Hence community manual and design drawings are provided to it.</p> <p>In both the sample schools, community manual is not available.</p>



<b>3</b>	<b>Adequate training of SMC</b>
	SSA also envisages that the VECs should be given adequate training for civil works during the construction stage. In adequate training to SMC.
<b>4</b>	<b>Separate Accounts and transparency; System of fund flow</b>
	As per the SSA financial norms a separate account is to be kept on civil works and be updated so that the accounts should tally with the progress of civil work. The grant received and utilized should also be shown in the School Display Board for the sake of transparency.  In the both schools, the civil work grant has been received by e-transfer To the schools and Head Masters are maintaining the accounts. With regards to the maintenance of accounts SMC members do not have proper understanding.
<b>5</b>	<b>Technical personal visits</b>
	In all the sample schools Technical consultants services are available and technical consultants visited the schools while construction of the buildings at various levels. I.e. foundation, roof level, and flooring and completion stage.

## 8. Community Awareness

<b>Q.1</b>	<b>What is the composition of SMC? (As per RTE Act)</b>
	The composition of the SMC is as per the guidelines of RTE Act of Andhra Pradesh.
<b>Q.2</b>	<b>Awareness of the SMC members about their role and responsibility as notified by the State Government.</b>
	SMCs are the school level authority approved under SSA to manage and implement SSA activities at school. The roles and responsibilities are oriented through one day training programme.

	<b>a) Whether the SMC members have been provided the copy of the guidelines.</b>
	Effective functioning of SMCs huge capacity building activity has been undertaken by the district ad state though the required awareness has not come up Therefore the continuous training to be organized at the school point and Mandal point..
	<b>b) Whether the SMC members have been oriented on their roles and responsibilities.</b>
	Given Orientation to all the School Management committees.
	<b>c) Whether the guidelines has been printed in simple / local language for the community members to understand.</b>
	The VEC guidelines have been printed in simple local Telugu language and the SMC members do not find any difficulty in understanding it.
<b>Q.3</b>	<b>Frequency of SMC meeting</b>
	As per the prescribed SMC guidelines, the SMC is to convene at least 01 meeting every month.
<b>Q.4</b>	<b>Awareness level of the SMC members with the following</b>
	The Awareness level of the SMC members is not adequate lot of activities are to be organized for awareness generation of the members of the school management committees.
<b>Q.5</b>	<b>Source of awareness of SMC members regarding school activities</b>
	Orientation activities and school teachers.
<b>Q. 6</b>	<b>Are the SMC members know the guidelines regarding school development plan?</b>
	knowledge regarding the school development plan is given to the SMC members but in practice it is not seen.

<b>Q.7</b>	<b>Whether the SMC members given training? Yes / No</b>
	Yes given.
<b>Q. 8</b>	<b>How frequently the SMC members visit the school?</b>
	occasional
<b>Q.9</b>	<b>During the visit to the school as a SMC member, what will you observe?</b>
	Generally they do involve deeply.
<b>Q.10</b>	<b>Role of SMC members in monitoring:</b>
	<b>a) Student attendance</b>
	VEC has a responsibility to monitor the student attendance and motivate the parents of absent students to regularly send their children to schools.  But this will be verified after establishment of SMC under RTE act 2009.
<b>Q.11</b>	<b>Whether the minutes of the SMC meetings are available at school?</b>
	In majority of the schools the minutes of the SMC meetings are available but they in routine in nature.

## 9.Management Information System

<b>Sl.No.</b>	<b>Items to be seen and Captured</b>
<b>1.</b>	<b>Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF)</b>
	It is mandatory under SSA that progress of every activity be recorded for monitoring; evaluation and need based planning at different levels. The school level documentation of these data is required for school level planning and monitoring. District Information of School Education (DISE) is a District level data generated from each and every school using a structured data capture format every year. It is expected that 01 copy of the filled in format be kept at school for reference of the VEC and others also further compilation of the data at school complex and mandal level.  In 2010-11, In all the 40 schools the supplie of the DISE data to

	Mandal level offices through the copy of the filled in data capture format for 2011-12 at school
<b>2.</b>	<b>Whether any training on filling up of DCF was provided to the teacher / head teacher?</b>
	In 37 out of 40 sample schools, the Head Teacher / Teacher have received training to fill up the DISE data capture format.
<b>3.</b>	<b>Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan</b>
	As per the SSA norm, the CRCC / Head Teacher should conduct Jan-Vaachan activity of the DISE data reported in the school DCF as a measure of social audit.  In three schools out of the 40 sample schools, the VEC has conducted Jan-Vaachan / Community reading of the DISE data of 2011-12.
<b>4.</b>	<b>Did the school receive the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?</b>
	As per the SSA norm, a School Report Card is to be prepared for each school by the District Project Office of SSA and give it to the school for reference and display for public awareness.  Four out of the 40 sample schools have received a printed copy of the School Report Card for 2011-12.
<b>5.</b>	<b>If the DCF/ School report card is available with the school does it match with the actual position in the school</b>
	Out of 33 Sample schools 14 schools data is matching with the actual position in the school.
<b>6.</b>	<b>Are the schools records being maintained and updated regularly</b>
	For smooth management of school and proper reporting of data, each school is expected to maintain and update its office records regularly.  In 33 out of the 40 sample schools all school records are maintained and updated regularly whereas in the rest 07 schools, some records are maintained regularly.

## 10. Financial Management

Sl. No	Items to be seen and captured
1.	<p><b>Maintenance of financial records and registers.</b></p> <p>All schools are expected to maintain financial records and registers relating to various grants received in every year. Cash book, pass book and stock register are to be updated regularly.</p> <p>The MI has found that in 39 out of 40 sample schools, passbook and cashbook are available respectively. Cashbook has been updated properly in 39 out of the 40 sample schools. Stock register is available in 40 sample schools and stocks are being entered.</p>

<b>2.</b>	<b>Mode of transfer of fund to the SMC/ VEC from the state or District levels</b>
	All kinds of grants sanctioned to the school are released by e-transfer system from the DPO to the bank account of the School SMC/HM.
<b>3.</b>	<b>Type of funds / grants received and the month of receipt during the current financial year.</b>
	As per the SSA financial norm, every school should receive the school grant, maintenance grant and teacher grant within 02 months of opening of school in each academic year. Thus in Andhra Pradesh state, each school should get these grants by 12 <sup>th</sup> August every year. All the schools have received In the month of June and July only.
<b>4.</b>	<b>If the VEC/SMC is covered by audit. If yes, has the audit observations been shared with the community</b>
	None of the sample school covered by Monitoring Institute shown the sharing of audit observation with the community.
<b>5.</b>	<b>If the proposals for expenditure and expenditure statements are shared with the community</b>
	In 35 schools out of 40 schools, the VEC has shared the expenditure proposal and statement with community in PTA meetings. In 7 schools community members objected the expenditure statements.

## 5. District Level half yearly Monitoring Report

### DISTRICT: EAST GODAVARI

#### 1. Access

#### A. Physical Access

Sl. No.	Items to be seen & captured																																		
1	<b>Catchment area/s of school – Habitation/s</b>																																		
	<p>which</p> <p><b>Primary</b></p> <p>In East Godavari district Monitoring Institute has monitored 45 schools, out majority of the sample schools the SSA norm of Physical Access is fulfilled. The</p>				of these schools																														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">School Name</th> <th style="width: 5%;"></th> <th style="width: 25%;">Name of Habitation</th> <th style="width: 15%;">Distance from the school</th> <th style="width: 25%;">No. of children coming to school</th> </tr> </thead> <tbody> <tr> <td>MPPS, S Colony, Peraramachandrapuram</td> <td style="text-align: center;">1</td> <td>DUPPALAPUDI</td> <td style="text-align: center;">2.5 KM.</td> <td style="text-align: center;">20</td> </tr> <tr> <td>MPPS, Opp. Market, G.Mamidada, Pedapudi</td> <td style="text-align: center;">2</td> <td>RAJUPALLAM LANKA</td> <td style="text-align: center;">1.5 KM.</td> <td style="text-align: center;">1</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td>PYNA</td> <td style="text-align: center;">3 KM.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>MPPS, Kotturi Jagannadhapuram, Ainavilli</td> <td style="text-align: center;">1</td> <td>KADALIVARAPU PALLEM</td> <td style="text-align: center;">2 KM.</td> <td style="text-align: center;">10</td> </tr> <tr> <td>MPPS, Iriapalle, Rampachodavaram</td> <td style="text-align: center;">2</td> <td>PANDIRIVEEDHI</td> <td style="text-align: center;">2 KM.</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>					School Name		Name of Habitation	Distance from the school	No. of children coming to school	MPPS, S Colony, Peraramachandrapuram	1	DUPPALAPUDI	2.5 KM.	20	MPPS, Opp. Market, G.Mamidada, Pedapudi	2	RAJUPALLAM LANKA	1.5 KM.	1		1	PYNA	3 KM.	3	MPPS, Kotturi Jagannadhapuram, Ainavilli	1	KADALIVARAPU PALLEM	2 KM.	10	MPPS, Iriapalle, Rampachodavaram	2	PANDIRIVEEDHI	2 KM.	1
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	<p><b>Upper Primary Schools (&gt; 2 km)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">School Name</th> <th style="width: 5%;"></th> <th style="width: 25%;">Name of Habitation</th> <th style="width: 15%;">Distance from the school</th> <th style="width: 25%;">No. of children coming to school</th> </tr> </thead> <tbody> <tr> <td>MPUPS, Seethapalle, Rampachodavaram</td> <td style="text-align: center;">2</td> <td>POLAVARAM</td> <td style="text-align: center;">4 KM.</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>					School Name		Name of Habitation	Distance from the school	No. of children coming to school	MPUPS, Seethapalle, Rampachodavaram	2	POLAVARAM	4 KM.	2																				
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MPUPS, Seethapalle, Rampachodavaram	2	POLAVARAM	4 KM.	2																															

## 2 Vicinity/Route to the school

Out of the 45 sample schools, almost in all schools children are comfortable with the route and vicinity of the school. Whereas in the following schools the some danger is prevailed in the vicinity and route of the schools.

1	MPPS, Allavaram	Road crossing
3	Municipal PS, Ramanayyapeta, Kakinada	Roads are not clear
4	MPPPS, Mahapatrun Cheruvu, Mummidivaram	NH.214 ROAD,
5	MPPS, Pedageddapa, Rampachodavaram	For Pedapadu children, due to canal in between, its difficult to come to school

## 3 Nearby Upper Primary School

out of the 45 Sample schools in East Godavari district the details of the available UPSchools are give below.

3	MPPS (Main), Someswaram, Rayavaram, Mandal	ZPHS, Someswaram	Beside
4	GPS, Thamarapalli, R.Chodavaram Mandal	MPUPS, Sithapally	4 km.
5	MPPS, AP Trayam, Pedapudi Mandal	ZPHS, AP Trayam	Below 1/2 km.
6	MPPS, S Colony, Peraramachandrapuram	ZPHS, Anaparthi	4 km.
7	MPPS, Opp. Market, G.Mamidada, Pedapudi	ZPHS, G.Mamidada	0 km.
8	MPPS, Kotturi Jagannadhapuram, Ainavilli	ZPHS, K.Jagannadhapuram	Beside
9	MPPS, Iriapalle, Rampachodavaram	Govt. HS, Rampachodavaram	3 km.
11	MPPS, Ketharajupalli, Ravulapalem	ZPHS, Devarapally	3 km.
12	MPPPS, Nemagiri-1, Kadium	ZPHS, Vemagiri	
13	MPPPS, Vadapalli, Atreyapuram	ZPHS, Vadapalli	0 km.
14	MPPS, Allavaram	ZPHS, Allavaram	
15	MPPS, Ganeshnagar, Kothapeta	ZPHS, Kothapeta	2 km.
16	VB Puram Special MPLCPS, Rajahmundry	ZPHS, Rajahmandry	2 1/2 km.
17	Mpl Corp. PS, Dummulapeta, Kakinada	AHG Missionary School	1 km.
18	Moulana Abdul Kalam Azad Mpl Urdu PS, Gollagudem,	ZPHS, Boys & Girls Center	



	Amalapuram		
19	Nehru Nagar Municipal Corp. Elementary School, Rajahmandry	Nehru Nagar MCHS	0 km.
20	Municipal PS, Ramanayyapeta, Kakinada	MCHS, Ramanayyapeta	200 mts.
24	MPPS (Main), Rayavaram	ZPPS, Rayavaram	1 1/2 km.
26	IWAUPS, Vetukuru, Maredumilli	UP	
27	MPPPS, Mahapatrun Cheruvu, Mummidivaram	UPPS, Mallaihpalem	4 km.
28	MPPS, Singarayapale, Uppalaguptam	ZPHS, Bheemanaparey	1/2 km.
33	KGBV, Thomdaligi, Vontimamidi	ZPHS, DHANAVAIPEIA	2 KVI.
34	Mpl. Corp. Ele. School, Ramadaspetta, Rajahmandry	MUNICIPAL HS, ANANDNAGAR, RAJAHMANDRY	0.5 KVI.
36	Sri Puchalapally Sundarayya MPS, Sitapathiraopet, Amalapuram	ZP BOYS HS, AMALAPURAM	1 KVI.
37	MPPPS, Metla Colony, Ambajipeta	ZPHS, GANGALAKURRU	0.5 KVI.
38	MPPS, Shankavaram	ZPHS, SHANKARAVARAM	0.5 KVI.
42	ARDO RSTC, Rampachodavaram	ZPHS, RAMPACHODAVARAM	5 KVI.
44	MPPS, Pedageddapa, Rampachodavaram	ZPHS, PEDAGADDADA	0.5 KVI.
45	Govt. PS, Velamalakota, Rampachodavaram	ZPHS, GANGAVARAM	3 KVI.

Out of the above listed table sl. No. 4 and 45 the schools are very far and above the SSA Norm of 3 kms.

## B. Quality of Access

S.No.	Items to be seen & captured																																																																																				
1	<b>School Classroom</b>																																																																																				
	<p>30:1 given</p> <p><b>Student</b></p> <p>Out of the 45 Sample schools, 13 schools, the student class room ratio (SCR) is either or less than it. Remaining schools the student class room ratio is adverse the details are</p> <table border="1" data-bbox="261 825 1442 1482"> <thead> <tr> <th data-bbox="261 825 375 915">Sl. No.</th> <th data-bbox="375 825 1073 915">Name of the School</th> <th data-bbox="1073 825 1190 915">Total Strength</th> <th data-bbox="1190 825 1312 915">No. of class rooms</th> <th data-bbox="1312 825 1442 915">Student Classroom Ratio</th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="261 915 1442 947"><b>PRIMARY SCHOOLS</b></td> </tr> <tr> <td data-bbox="261 947 375 989">1</td> <td data-bbox="375 947 1073 989">MPPS (Main), Someswaram, Rayavaram, Mandal</td> <td data-bbox="1073 947 1190 989">106</td> <td data-bbox="1190 947 1312 989">3</td> <td data-bbox="1312 947 1442 989">35</td> </tr> <tr> <td data-bbox="261 989 375 1031">4</td> <td data-bbox="375 989 1073 1031">MPPS, S Colony, Peraramachandrapuram</td> <td data-bbox="1073 989 1190 1031">76</td> <td data-bbox="1190 989 1312 1031">2</td> <td data-bbox="1312 989 1442 1031">38</td> </tr> <tr> <td data-bbox="261 1031 375 1073">5</td> <td data-bbox="375 1031 1073 1073">MPPS, Opp. Market, G.Mamidada, Pedapudi</td> <td data-bbox="1073 1031 1190 1073">259</td> <td data-bbox="1190 1031 1312 1073">8</td> <td data-bbox="1312 1031 1442 1073">32</td> </tr> <tr> <td data-bbox="261 1073 375 1115">10</td> <td data-bbox="375 1073 1073 1115">MPPPS, Vadapalli, Atreyapuram</td> <td data-bbox="1073 1073 1190 1115">131</td> <td data-bbox="1190 1073 1312 1115">3</td> <td data-bbox="1312 1073 1442 1115">44</td> </tr> <tr> <td data-bbox="261 1115 375 1157">11</td> <td data-bbox="375 1115 1073 1157">MPPS, Allavaram</td> <td data-bbox="1073 1115 1190 1157">121</td> <td data-bbox="1190 1115 1312 1157">3</td> <td data-bbox="1312 1115 1442 1157">40</td> </tr> <tr> <td data-bbox="261 1157 375 1199">19</td> <td data-bbox="375 1157 1073 1199">MPPPS, Mahapatrun Cheruvu, Mummidivaram</td> <td data-bbox="1073 1157 1190 1199">49</td> <td data-bbox="1190 1157 1312 1199">1</td> <td data-bbox="1312 1157 1442 1199">49</td> </tr> <tr> <td data-bbox="261 1199 375 1241">24</td> <td data-bbox="375 1199 1073 1241">MPPS, Shankavaram</td> <td data-bbox="1073 1199 1190 1241">98</td> <td data-bbox="1190 1199 1312 1241">2</td> <td data-bbox="1312 1199 1442 1241">49</td> </tr> <tr> <td data-bbox="261 1241 375 1283">27</td> <td data-bbox="375 1241 1073 1283">ARDO RSTC, Rampachodavaram</td> <td data-bbox="1073 1241 1190 1283">50</td> <td data-bbox="1190 1241 1312 1283">1</td> <td data-bbox="1312 1241 1442 1283">50</td> </tr> <tr> <td data-bbox="261 1283 375 1325">30</td> <td data-bbox="375 1283 1073 1325">Govt. PS, Velamalakota, Rampachodavaram</td> <td data-bbox="1073 1283 1190 1325">42</td> <td data-bbox="1190 1283 1312 1325">1</td> <td data-bbox="1312 1283 1442 1325">42</td> </tr> <tr> <td colspan="5" data-bbox="261 1325 1442 1356"><b>UPPER PRIMARY SCHOOLS</b></td> </tr> <tr> <td data-bbox="261 1356 375 1398">4</td> <td data-bbox="375 1356 1073 1398">MPUPS, Peera Ramachandrapuram, Anaparthi</td> <td data-bbox="1073 1356 1190 1398">187</td> <td data-bbox="1190 1356 1312 1398">5</td> <td data-bbox="1312 1356 1442 1398">37</td> </tr> <tr> <td data-bbox="261 1398 375 1440">6</td> <td data-bbox="375 1398 1073 1440">KGBV, Rampachodavaram</td> <td data-bbox="1073 1398 1190 1440">98</td> <td data-bbox="1190 1398 1312 1440">2</td> <td data-bbox="1312 1398 1442 1440">49</td> </tr> <tr> <td data-bbox="261 1440 375 1482">7</td> <td data-bbox="375 1440 1073 1482">KGBV, Maredmilli</td> <td data-bbox="1073 1440 1190 1482">158</td> <td data-bbox="1190 1440 1312 1482">2</td> <td data-bbox="1312 1440 1442 1482">79</td> </tr> <tr> <td data-bbox="261 1482 375 1524">10</td> <td data-bbox="375 1482 1073 1524">Mother Theresa Municipal HS, Godarigunta, Kakinada</td> <td data-bbox="1073 1482 1190 1524">407</td> <td data-bbox="1190 1482 1312 1524">9</td> <td data-bbox="1312 1482 1442 1524">45</td> </tr> </tbody> </table>					Sl. No.	Name of the School	Total Strength	No. of class rooms	Student Classroom Ratio	<b>PRIMARY SCHOOLS</b>					1	MPPS (Main), Someswaram, Rayavaram, Mandal	106	3	35	4	MPPS, S Colony, Peraramachandrapuram	76	2	38	5	MPPS, Opp. Market, G.Mamidada, Pedapudi	259	8	32	10	MPPPS, Vadapalli, Atreyapuram	131	3	44	11	MPPS, Allavaram	121	3	40	19	MPPPS, Mahapatrun Cheruvu, Mummidivaram	49	1	49	24	MPPS, Shankavaram	98	2	49	27	ARDO RSTC, Rampachodavaram	50	1	50	30	Govt. PS, Velamalakota, Rampachodavaram	42	1	42	<b>UPPER PRIMARY SCHOOLS</b>					4	MPUPS, Peera Ramachandrapuram, Anaparthi	187	5	37	6	KGBV, Rampachodavaram	98	2	49	7	KGBV, Maredmilli	158	2	79	10	Mother Theresa Municipal HS, Godarigunta, Kakinada	407	9	45
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2	<b>Light and Ventilation</b>																																																																																				
	<p>In East Godavari District Out of the 45 sample schools, in most of the schools all classrooms are properly ventilated and lighted. In case of the following schools the class rooms are not properly ventilated.</p>																																																																																				

<b>All classrooms properly lighted and ventilated?</b>							
	Rural		Urban		Total		
	PS	UPS	PS	UPS	PS	UPS	
Yes	19	9	7	1	26	10	
	82.6%	90.0%	100.0%	100.0%	86.7%	90.9%	
No	4	1	0	0	4	1	
	17.4%	10.0%	.0%	.0%	13.3%	9.1%	
Total	23	10	7	1	30	11	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
<p><b>In these schools the class rooms are not properly ventilated.</b></p> <ol style="list-style-type: none"> <li>1. MPPS, Allavaram</li> <li>2. KGBV, Maredmilli</li> <li>3. MPPPS, Metla Colony, Ambajipeta</li> <li>4. ARDO RSTC, Rampachodavaram</li> <li>5. Govt. PS, Velamalakota, Rampachodavaram</li> </ol>							
<b>3</b>	<b>Blackboard in Classroom</b>						
<p>In 33 samples school the black boards in class room are centrally placed and the writings on black board are visible to the children. Where as in respect 8 schools the black boards are not placed at the center and as a result the students are facing difficulty in reading black board writings.</p> <p style="text-align: center;"><b>How are the blackboards located in all classrooms?</b></p>							
	Rural		Urban		Total		
	PS	UPS	PS	UPS	PS	UPS	
Centrally placed	17	8	7	1	24	9	
	73.9%	80.0%	100.0%	100.0%	80.0%	81.8%	
Placed at corner	6	2	0	0	6	2	
	26.1%	20.0%	.0%	.0%	20.0%	18.2%	
Total	23	10	7	1	30	11	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
<p><b>List of Schools who said 'NOTHING / Placed at corner'</b></p> <ol style="list-style-type: none"> <li>1. MPPS, Opp. Market, G.Mamidada, Pedapudi</li> <li>2. MPPPS, Mahapatrun Cheruvu, Mummdivaram</li> <li>3. KGBV, Maredmilli</li> <li>4. KGBV, Nellipudi</li> <li>5. ARDO RSTC, Rampachodavaram</li> <li>6. Rural India Self Development Society, Amalapuram</li> <li>7. MPPS, Pedageddapa, Rampachodavaram</li> <li>8. Govt. PS, Velamalakota, Rampachodavaram</li> </ol>							

In 17 out of 45 schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings in 24 schools. Thus some of the school buildings are not accessible by the CWSN without other's support. The list of the schools are given below.

**Does the school have a ramp**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	11	2	4	0	15	2
	47.8%	20.0%	57.1%	.0%	50.0%	18.2%
No	12	8	3	1	15	9
	52.2%	80.0%	42.9%	100.0%	50.0%	81.8%
Total	23	10	7	1	30	11
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. G.T.W.A.G.H. School, Gangavaram
2. MPPS, AP Trayam, Pedapudi Mandal
3. MPPS, Opp. Market, G.Mamidada, Pedapudi
4. MPPS, Kotturi Jagannadhapuram, Ainavilli
5. MPUPS, Seethapalle, Rampachodavaram
6. MPPS, Ketharajupalli, Ravulapalem
7. MPPPS, Nemagiri-1, Kadium
8. MPPPS, Vadapalli, Atreyapuram
9. VB Puram Special MPLCPS, Rajahmundry
10. Mpl Corp. PS, Dummulapeta, Kakinada
11. Municipal PS, Ramanayyapeta, Kakinada
12. TWAUPS, Vetukuru, Maredumilli
13. MPPS, Singarayapale, Uppalaguptam
14. KGBV, Rampachodavaram
15. KGBV, Maredmilli
16. KGBV, Nellipudi
17. .KGBV, Thomdaligi, Vontimamidi
18. Mother Theresa Municipal HS, Godarigunta, Kakinada
19. MPPS, Shankavaram
20. TWAUPS, Vootla, Rampachodavaram
21. Viswam Education Society, Ravulapalem
22. RSTC, Masa, Jagannadagiri, Tuni
23. ARDO RSTC, Rampachodavaram
24. Govt. PS, Velamalakota, Rampachodavaram

In 7 schools the MI has noticed that the ramps are having hand rails whereas in remaining schools the school ramps are not having hand rails Below the table list of schools are also given.

**Does the ramp have handrails?**

	Rural		Urban	Total	
	PS	UPS	PS	PS	UPS
Yes	4		3	7	
	36.4%		75.0%	46.7%	
No	7	2	1	8	2
	63.6%	100.0%	25.0%	53.3%	100.0%
Total	11	2	4	15	2
	100.0%	100.0%	100.0%	100.0%	100.0%

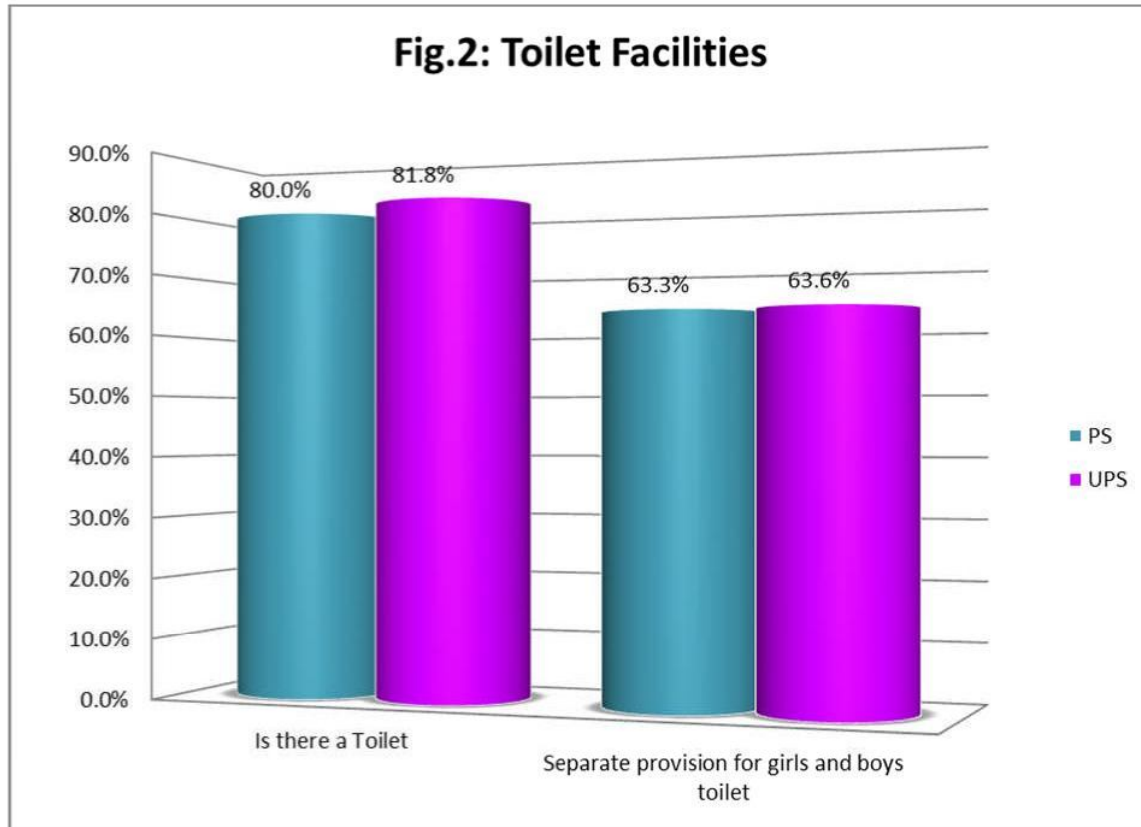
**List of Schools who said 'NO'**

1. MPUPS, Chaithanya Nagar, Kadiyam
2. GPS, Thamarapalli, R.Chodavaram Mandal
3. MPPS, Iriapalle, Rampachodavaram
4. MPPS, Allavaram
5. Moulana Abdul Kalam Azad Mpl Urdu PS, Gollagudem, Amalapuram
6. MPPS (Main), Rayavaram
7. MPUPS, Peera Ramachandrapuram, Anaparthi
8. MPPPS, Mahapatrun Cheruvu, Mummidiavaram
9. MPPPS, Metla Colony, Ambajipeta
10. MPPS, Pedageddapa, Rampachodavaram

**List of Schools with 'Comment on the quality of ramp'**

1	MPUPS, Chaithanya Nagar, Kadiyam	Properly sloped
2	MPPS (Main), Someswaram, Rayavaram, Mandal	Properly sloped
3	MPPS, S Colony, Peraramachandrapuram	Properly sloped
4	MPPS, Allavaram	Properly sloped
5	MPPS, Ganeshnagar, Kothapeta	Properly sloped
6	Mpl. Corp. Ele. School, Ramadaspetta, Rajahmandry	Properly sloped
7	MPPPS, Metla Colony, Ambajipeta	Properly sloped
8	GPS, Thamarapalli, R.Chodavaram Mandal	Not properly sloped
9	MPUPS, Peera Ramachandrapuram, Anaparthi	Not properly sloped
10	MPPS, Pedageddapa, Rampachodavaram	Not properly sloped
11	Sri Puchalapally Sundarayya MPS, Sitapathiraopet, Amalapuram	Adequately wide
12	Rural India Self Development Society, Amalapuram	Adequately wide
13	Moulana Abdul Kalam Azad Mpl Urdu PS, Gollagudem, Amalapuram	Not adequately wide
14	Nehru Nagar Municipal Corp. Elementary School, Rajahmandry	Not adequately wide

Out of the 45 sample schools, toilet exists in 80% Primary schools and 81% Upper primary schools. Separate toilets for boys and girls exist in 63% Primary schools and 63.6% upper primary schools.



As far as the facilities of the toilets are concerned 63% Boys and 75% girls schools the children are allowed to use the toilet facilities. Whereas running water facility is available in 56% boys toilets and 61% girls toilets and toilets are clean in 56% boys toilets and 63% girls toilets The details are given in the below figure.

**Fig.3: Facilities in Toilets**



**In the following schools there is no provision of separate facility of toilets for boys and Girls.**

**List of Schools who said 'NO'**

1. MPUPS, Chaithanya Nagar, Kadiyam
2. MPPS (Main), Someswaram, Rayavaram, Mandal
3. GPS, Thamarapalli, R.Chodavaram Mandal
4. MPPS, S Colony, Peraramachandrapuram
5. MPPS, Iriapalle, Rampachodavaram
6. MPPS, Ketharajupalli, Ravulapalem
7. MPPS, Allavaram
8. VB Puram Special MPLCPS, Rajahmundry
9. Nehru Nagar Municipal Corp. Elementary School, Rajahmundry
10. KGBV, Maredmilli
11. KGBV, Nellipudi
12. KGBV, Thomdaligi, Vontimamidi
13. Mpl. Corp. Ele. School, Ramadaspetta, Rajahmundry
14. ARDO RSTC, Rampachodavaram
15. Govt. PS, Velamalakota, Rampachodavaram

## 8 Drinking Water

In East Godavari district out of 45 sample schools monitored by the MI 35 schools (90%) are having drinking water facility. But in 06 schools, the drinking water facility is not available. In case of source of drinking water facility 44.4% schools are having tube wells where as 8.3% schools are having dug well and the remaining 7.2% schools are having piped water facility..

### Does the drinking water facility exist?

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	20	7	7	1	27	8
	87.0%	70.0%	100.0%	100.0%	90.0%	72.7%
No	3	3	0	0	3	3
	13.0%	30.0%	.0%	.0%	10.0%	27.3%
Total	23	10	7	1	30	11
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

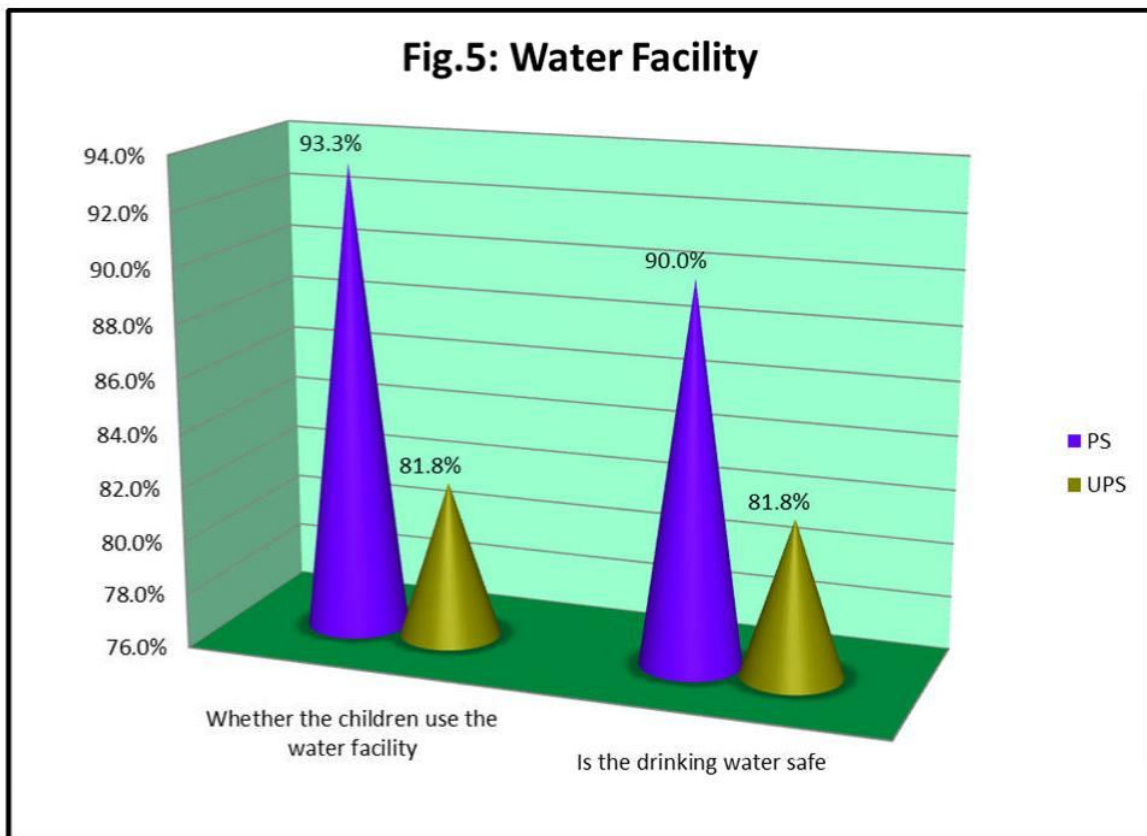
### List of Schools which are not having drinking water facility are

1. MPUPS, Chaithanya Nagar, Kadiyam
2. MPPS, Ketharajupalli, Ravulapalem
3. KGBV, Rampachodavaram
4. KGBV, Maredmilli
5. ARDO RSTC, Rampachodavaram
6. Govt. PS, Velamalakota, Rampachodavaram

### Source of water

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Tube well	12	3	1	0	13	3
	57.1%	42.9%	14.3%	.0%	46.4%	37.5%
Dug well	2	1	0	0	2	1
	9.5%	14.3%	.0%	.0%	7.1%	12.5%
Piped water	7	3	6	1	13	4
	33.3%	42.9%	85.7%	100.0%	46.4%	50.0%
Total	21	7	7	1	28	8
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%





In 93% sample Primary schools and 81% Upper Primary schools it is reported that water facility is available in the schools and safe and in all these schools children are using the available water facility.

**List of Schools which are not having safe drinking water facility.**

1. MPUPS, Chaithanya Nagar, Kadiyam
2. KGBV, Maredmilli
3. RSTC, Masa, Jagannadagiri, Tuni
4. ARDO RSTC, Rampachodavaram
5. Govt. PS, Velamalakota, Rampachodavaram

## 9Playground

Only 30 out of the 45 sample schools have a playground of their own. These schools organize games and sports in their grounds. In case of 11 schools, playground is not available. For the out door activities children go to mango garden, in class room verandah and nearby ground. The list of the schools which do not have the facility of playground are given below.

### Does the school have play ground?

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	15	9	5	1	20	10
	65.2%	90.0%	71.4%	100.0%	66.7%	90.9%
No	8	1	2	0	10	1
	34.8%	10.0%	28.6%	.0%	33.3%	9.1%
Total	23	10	7	1	30	11
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

### List of Schools who said 'NO'

1. MPPS, AP Trayam, Pedapudi Mandal
2. MPPS, Ketharajupalli, Ravulapalem
3. MPPPS, Vadapalli, Atreyapuram
4. Nehru Nagar Municipal Corp. Elementary School, Rajahmandry
5. MPPPS, Mahapatrun Cheruvu, Mummidivaram
6. MPPS, Singarayapale, Uppalaguptam
7. KGBV, Maredmilli
8. Mpl. Corp. Ele. School, Ramadaspetta, Rajahmandry
9. Viswam Education Society, Ravulapalem
10. ARDO RSTC, Rampachodavaram 11.Govt. PS, Velamalakota, Rampachodavaram

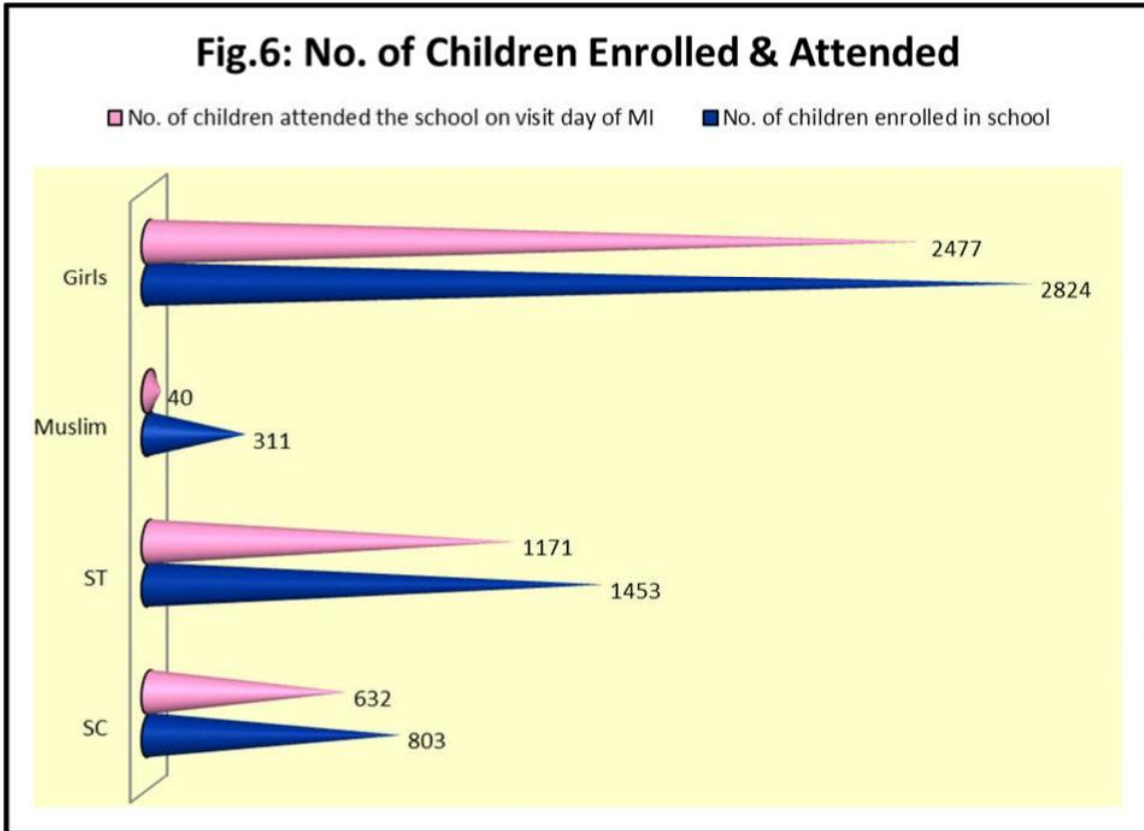
**C. Social Access**

**S.No. Items to be seen & captured**

**1 Pattern of population of the habitation and enrollment in the school**

As per the norms of RTE, 2009, it is the duty of the local authority to maintain records of children (0 to 14 years) residing within its jurisdiction.

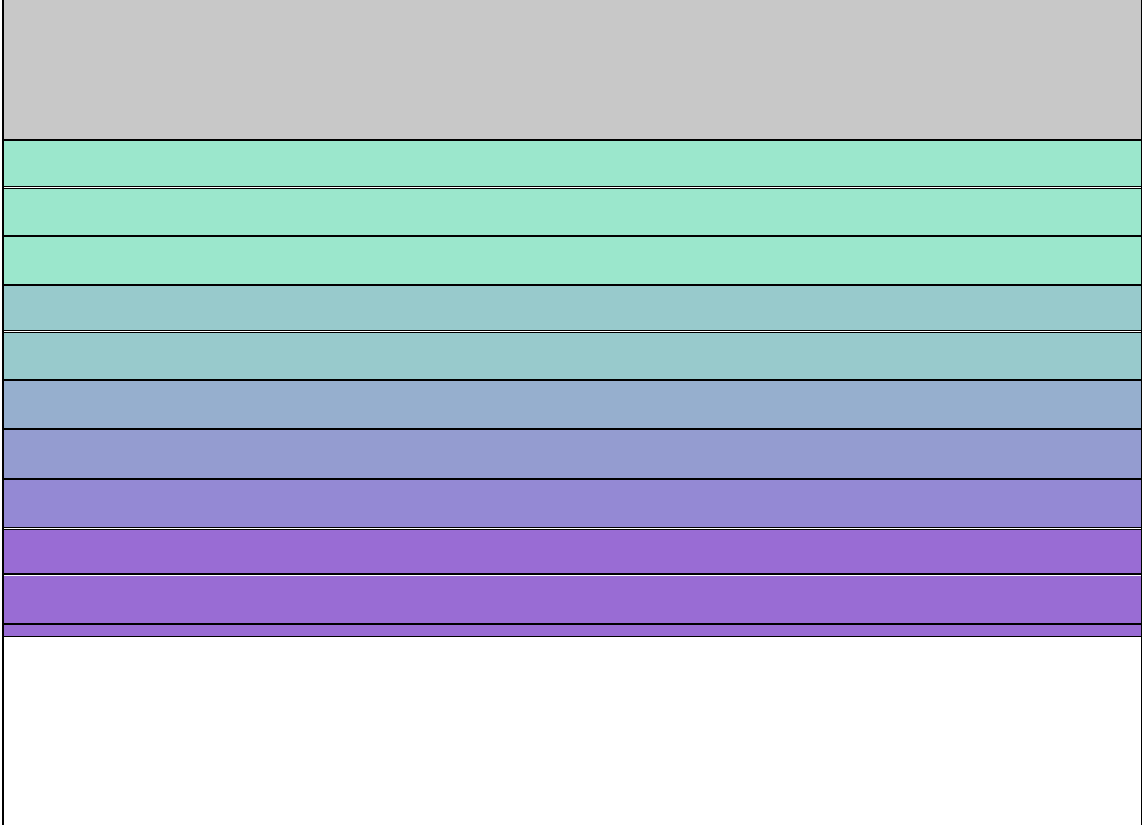
35 out of the 40 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year 2012. Hence percentage share of SC/ST/Muslim/Girl children in the 6 to 14 years child population could not be assessed for these schools. In the absence of these data, the percentage shares of SC, ST, and Muslim and girl children in total 6 to 14 years children enrolled could not be compared with the percentage shares of these children to the total 6 to 14 years child population.



<b>2</b>	<b>Attendance pattern of the girls children from disadvantaged groups and weaker section</b>
	<p>Along with achieving universal enrollment, SSA envisages to ensure regular attendance of the enrolled children at school.</p> <p>The attendance pattern of SC, ST, Muslim and girl children vary among themselves in each school but in every school there exists low attendance of these children at schools.</p>
<b>3</b>	<b>Perception and understanding of social cultural and linguistic barriers</b>
	<p>The reason of low attendance may be varied but should be analyzed to address them. The social, cultural and linguistic barriers to children's attendance need to be specially analyzed for this purpose.</p> <p>The reasons for low attendance vary widely but are social / cultural / economic / health.</p>
<b>4</b>	<b>Important efforts made for addressing these barriers</b>
	<p>No significant effort has been made either by VEC / teacher to improve the attendance of children.</p>

#### D. Additional Items in the context of RTE.

<b>S.No.</b>	<b>Items to be seen &amp; captured</b>
1	<b>School as an Agency of Social Cohesiveness</b>
	<p>Every school is to act as an agency to strengthen social cohesiveness. Children of different social groups should sit and study together. During the monitoring visits, in every school it has been found that children of all categories of social groups sit, eat and study together. They also attend the prayer class, play games and participate in school functions together.</p> <p>At every school, children of all social categories attend prayer class together; sit together in classroom; and take Mid Day Meals together. All children together participate in games and sports and celebrate the school functions. In this way, school acts as an agency of social cohesiveness.</p>

2	<b>Sitting arrangements</b>
	<p>Achieving social cohesiveness among all categories of children is an important value enshrined in the constitution of our country and the RTE, 2009 also envisages achieving it at school level.</p> <p>In all 40 sample schools the sitting arrangement has been made to encourage mixing of all children.</p>
3	<b>Communication between teachers and students</b>
	<p>RTE completing and discrimination.</p> <p>2009 envisages that the Govt. should ensure that the child belonging to weaker section disadvantaged group are not discriminated against and prevented from pursuing and elementary education on any ground.</p> <p>In all 40 sample schools, teachers interact with all categories of children without making any</p> 

## **2. Special Training (for Out of School Children)**

1	<b>Village Education Register (VER)/ Ward Education Register</b>
	<p>For the purpose of monitoring the operation of special training activity in this District, The special training centres are yet to operationalise in this district. But for the purpose of understanding the maintenance of Village Education Register looked into and it reveals that out of 40 schools not a single schools is maintaining village Education register but no updation.</p>
2	<b>No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)</b>
	<p>The data related to enrollment of the children from the Village Education Register is not fully available in the schools and habitations.</p>
3	<b>Details of above children enrolled/not enrolled</b>
	<p>RTE, 2009 in its Chapter II, Section IV envisages that an out of school child have 6 years of age shall be enrolled in his/her age –appropriate class and has a right to get special training to be suitably mainstreamed.</p> <p>No data available from school.</p>
4	<b>Number of children dropped out (with reference to state's definition of drop out)</b>
	<p>It is seen that a few of the enrolled children fail to continue their study owing to various reasons. They may remain absent from coming to school for a short or long period of time continuously or discontinuously. The State of Andhra Pradesh has defined to declare some children as dropouts under certain conditions and accordingly the school declares them as dropouts.</p> <p>In 2011-12, no child has been declared as dropout in all the sample schools.</p>
5	<b>Does the habitation witness the phenomenon of seasonal migration? Y/N.</b>
	<p>Some of the socially / economically disadvantaged families migrate out of their habitations for a particular season in search of waged labour. This affects the study of their children. In such cases, SSA has made some provisions to protect those children from the impact of seasonal migration of their parents.</p>

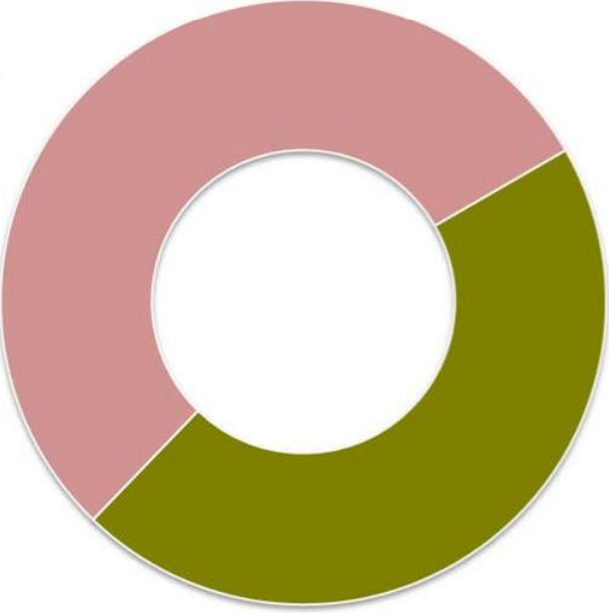
<b>6</b>	<b>Has school started any special training intervention for the OoSC- Yes/No</b>
	<p>The dropout and never enrolled children, as per the govt. policy, are to be admitted in their age-appropriate classes. But keeping in view their learning deficiencies, Special Training facility is to be provided to them so that they can be properly mainstreamed.</p> <p>In none of the sample schools, special training intervention has been started. Separate special training centres established in East Godavari district.</p>
<b>8</b>	<b>No. of children enrolled and present under special training on the day of visit (check from school record &amp; also head count)</b>
	For the purpose of launching special training interventions, some out of school children have been identified and have been enrolled in Special Training
<b>9</b>	<b>Whether above children enrolled in the age - appropriate classes in the regular school? Y/N</b>
	<p>As per the SSA norm, the out of school children are to be first enrolled in the age-appropriate classes in the nearby regular schools and then they are to get the special training facility to mainstream them. It is observed that in sample schools</p> <p>Children have not been enrolled in age-appropriate classes. However in special training centres they are teaching relevant class text books</p>
<b>10</b>	<b>Details of Education Volunteer</b>
<b>10.1</b>	<b>Education Volunteer's Educational Qualification</b>
	<p>In order to functionalize the special training activity, Educational Volunteers (EV) is to be posted.</p> <p>In Special training centres Educational volunteers are placed and they are trained.</p>
<b>10.2</b>	<b>Education Volunteer (Trained/Untrained)</b>
	EVs are placed are trained.
<b>10.3</b>	<b>Details of Education Volunteer (Type of Training/Duration/Organiser of Training/Training venue)</b>
	EVs are placed But they are trained.
<b>11</b>	<b>Teaching learning and evaluation process (through observation &amp; interaction).</b>
	Special training activity started in East Godavari District by establishing special training centres.

<b>12</b>	<b>Type of support received from head teacher! teacher of the regular school</b>
	. In regular schools the concept of special training is not been followed by HM and other teachers.
<b>13</b>	<b>Parents' involvement:</b>
	Parent's involvement in special training centres is minimal.
<b>14</b>	<b>Whether children mainstreamed within the given time frame?</b>
	The special training centres are started recently and the stage of mainstreaming has not come..
<b>15</b>	<b>(a) Whether grants for ST received in time?</b>
	Data is not available.
	<b>(b) Whether honorarium for EV received in time?</b>
	Not in time.
<b>16</b>	<b>Check the latest evaluation sheets of the students and sample check learning competencies! levels of children.</b>
	Learning competencies are minimal. It is in beginning stage.
<b>17</b>	<b>Whether children mainstreamed within the given time frame.</b>
	In initial stage of enrollment.
<b>18</b>	<b>Whether EV has maintained IEP for each child enrolled in the centre.</b>
	No IEP maintained by the EV in Special training centres.
<b>19</b>	<b>If the fund for honorarium and other expenses received in time by EV.</b>
	Not received. The allotment of fund is in the process at time of MI Visit.



### 3. Quality Issues

#### 1 Enabling Conditions

Sl.No.	Related Questions						
1	<b>Number of teachers (Male &amp; Female),</b>						
	<p>Elementary level of education is very sensitive and crucial in the life of every person. It is in this period that every child learns the basic knowledge of living in the world and also develops his/ her core personality that always influences his/her own life in future. A child obtaining proper elementary education is likely to express all his/her capabilities in an excellent manner. Needless to say, a motherly touch from the elementary school teachers is more required than a fatherly touch. A combination of both is the best choice.</p> <p>All the 40 sample schools Total number of teacher in position is found to be 54% for female and 46% male teachers are positioned..</p> <div data-bbox="297 972 1433 1801" style="border: 1px solid black; padding: 10px;"><p style="text-align: center;"><b>Fig.8: No. of Teachers</b></p><p>The donut chart illustrates the gender distribution of teachers. The larger segment, colored pink, represents female teachers at 54%. The smaller segment, colored olive green, represents male teachers at 46%.</p><table border="1"><thead><tr><th>Gender</th><th>Percentage</th></tr></thead><tbody><tr><td>Female</td><td>54%</td></tr><tr><td>Male</td><td>46%</td></tr></tbody></table></div>	Gender	Percentage	Female	54%	Male	46%
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Female	54%						
Male	46%						

<b>2</b>	<b>Pupil Teacher Ratio</b>																																																																											
	<p>As per the SSA norms, each school should have 01 teacher for every 30 children, i.e. pupil teacher ratio (PTR) of 30:1, in primary and 35:1 upper primary levels of education, provided that there are at least two teachers in each primary school and at least 02 teaches along with 01 Head Teacher in each Upper Primary school. There should be at least 01 teacher for every upper primary class with specific teachers for Mathematics and Science. This norm has been modified under RTE, 2009 Out of the 45 sample schools, pupil-teacher ratio (PTR) is as per the SSA norm of 30 or less than it in most of the sample schools monitored by the Monitoring Institute. The adverse PTR is found in following schools of the East Godavari District.</p> <p><b>Details of Pupil Teacher Ratio</b></p> <table border="1" data-bbox="305 835 1451 1478"> <thead> <tr> <th data-bbox="305 835 394 919">Sl No.</th> <th data-bbox="394 835 1092 919">School Details</th> <th data-bbox="1092 835 1206 919">No. of Students</th> <th data-bbox="1206 835 1328 919">No. of Teachers</th> <th data-bbox="1328 835 1451 919">Pupil Teacher Ratio</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>G.T.W.A.G.H. School, Gangavaram</td> <td>417</td> <td>12</td> <td>35</td> </tr> <tr> <td>3</td> <td>MPPS (Main), Someswaram, Rayavaram, Mandal</td> <td>106</td> <td>3</td> <td>35</td> </tr> <tr> <td>4</td> <td>GPS, Thamarapalli, R.Chodavaram Mandal</td> <td>63</td> <td>2</td> <td>32</td> </tr> <tr> <td>5</td> <td>MPPS, AP Trayam, Pedapudi Mandal</td> <td>128</td> <td>4</td> <td>32</td> </tr> <tr> <td>6</td> <td>MPPS, S Colony, Peraramachandrapuram</td> <td>76</td> <td>2</td> <td>38</td> </tr> <tr> <td>7</td> <td>MPPS, Opp. Market, G.Mamidada, Pedapudi</td> <td>259</td> <td>5</td> <td>52</td> </tr> <tr> <td>16</td> <td>VB Puram Special MPLCPS, Rajahmundry</td> <td>165</td> <td>4</td> <td>41</td> </tr> <tr> <td>17</td> <td>Mpl Corp. PS, Dummulapeta, Kakinada</td> <td>184</td> <td>6</td> <td>31</td> </tr> <tr> <td>19</td> <td>Nehru Nagar Municipal Corp. Elementary School, Rajahmandry</td> <td>236</td> <td>7</td> <td>34</td> </tr> <tr> <td>20</td> <td>Municipal PS, Ramanayyapeta, Kakinada</td> <td>147</td> <td>4</td> <td>37</td> </tr> <tr> <td>25</td> <td>MPUPS, Peera Ramachandrapuram, Anaparthi</td> <td>187</td> <td>4</td> <td>47</td> </tr> <tr> <td>34</td> <td>Mpl. Corp. Ele. School, Ramadaspetta, Rajahmandry</td> <td>163</td> <td>4</td> <td>41</td> </tr> <tr> <td>35</td> <td>Mother Theresa Municipal HS, Godarigunta, Kakinada</td> <td>407</td> <td>13</td> <td>31</td> </tr> <tr> <td>38</td> <td>MPPS, Shankavaram</td> <td>98</td> <td>2</td> <td>49</td> </tr> </tbody> </table>	Sl No.	School Details	No. of Students	No. of Teachers	Pupil Teacher Ratio	1	G.T.W.A.G.H. School, Gangavaram	417	12	35	3	MPPS (Main), Someswaram, Rayavaram, Mandal	106	3	35	4	GPS, Thamarapalli, R.Chodavaram Mandal	63	2	32	5	MPPS, AP Trayam, Pedapudi Mandal	128	4	32	6	MPPS, S Colony, Peraramachandrapuram	76	2	38	7	MPPS, Opp. Market, G.Mamidada, Pedapudi	259	5	52	16	VB Puram Special MPLCPS, Rajahmundry	165	4	41	17	Mpl Corp. PS, Dummulapeta, Kakinada	184	6	31	19	Nehru Nagar Municipal Corp. Elementary School, Rajahmandry	236	7	34	20	Municipal PS, Ramanayyapeta, Kakinada	147	4	37	25	MPUPS, Peera Ramachandrapuram, Anaparthi	187	4	47	34	Mpl. Corp. Ele. School, Ramadaspetta, Rajahmandry	163	4	41	35	Mother Theresa Municipal HS, Godarigunta, Kakinada	407	13	31	38	MPPS, Shankavaram	98	2	49
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<b>3</b>	<b>Teachers' vacancies.</b>																																																																											
	<p>The quality of elementary education greatly depends on availability of appropriate conditions of teaching. Vacancy of teaching posts is an obstacle for providing requisite teaching environment. Hence SSA has emphasized for placement of teachers as per the prescribed norms yielding to reduction of teacher vacancy</p>																																																																											

There are 19 teachers posts are lying vacant in the sample schools. Teacher vacancy certainly affects the quality of teaching but the extent of vacancy can be reduced by rationalization of teacher posting.

**No. of teaching post lying vacant**

		Rural			Urban			Total		
		PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
No. of teaching post lying vacant	Mean	1	3	2	1	1	1	1	2	2
	Sum	1	13	14	4	1	5	5	14	19

**4 Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school)**

As per the RTE, 2009, for upper primary education (class VI to VIII), there shall be at least one teacher each available for teaching (1) Language, (2) Social studies and (3) Science and Mathematics.

**Availability of Teachers**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Science	0	3	1	1	1	4
	.0%	30.0%	14.3%	100.0%	3.3%	36.4%
Maths	0	3	1	1	1	4
	.0%	30.0%	14.3%	100.0%	3.3%	36.4%
Language	0	3	1	0	1	3
	.0%	30.0%	14.3%	.0%	3.3%	27.3%
Each Class	7	3	2	0	9	3
	30.4%	30.0%	28.6%	.0%	30.0%	27.3%

<b>5</b>	<b>No. of untrained teachers.</b>																																																	
	<p>For the purpose of providing quality teaching, as per SSA norm, all teachers should be trained teachers having qualification of D.Ed/ B.Ed. / M.Ed. In the District, every year provision has been made under SSA to refresher training to the untrained teachers to declare them as trained teachers after completing such training.</p> <p>In case of Special training centres of East Godavari district the Monitoring Institute is found that un trained teacher are working.</p>																																																	
<b>6</b>	<b>Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).</b>																																																	
	<p>Under SSA three broad categories of teacher training programmes are to be conducted. “One of them is a 20 days programme, named as in-service training”. This programme is meant to upgrade the teaching capabilities of every teacher. Each teacher is to get this training every year. Another is a 30 days programme named as “induction training”. This is to be given to be given to the freshly appointed teachers. It is mainly meant to apprise the teachers about SSA programme. The third is a 60 days programme named as “refresher training” meant to train the untrained teachers.</p> <p><b>Details of the Training received during this year</b></p> <p style="text-align: center;"><b>Report</b></p> <table border="1" data-bbox="280 1276 1390 1507"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Rural</th> <th colspan="3">Urban</th> <th colspan="3">Total</th> </tr> <tr> <th>PS</th> <th>UPS</th> <th>Total</th> <th>PS</th> <th>UPS</th> <th>Total</th> <th>PS</th> <th>UPS</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of untrained teachers</td> <td>-</td> <td>12</td> <td>12</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>12</td> <td>12</td> </tr> <tr> <td>No. of teachers received training</td> <td>88</td> <td>51</td> <td>139</td> <td>42</td> <td>25</td> <td>67</td> <td>130</td> <td>76</td> <td>206</td> </tr> <tr> <td>No. of days trained</td> <td>192</td> <td>85</td> <td>277</td> <td>82</td> <td>22</td> <td>104</td> <td>274</td> <td>107</td> <td>381</td> </tr> </tbody> </table>		Rural			Urban			Total			PS	UPS	Total	PS	UPS	Total	PS	UPS	Total	No. of untrained teachers	-	12	12	-	-	-	-	12	12	No. of teachers received training	88	51	139	42	25	67	130	76	206	No. of days trained	192	85	277	82	22	104	274	107	381
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	PS	UPS	Total	PS	UPS	Total	PS	UPS	Total																																									
No. of untrained teachers	-	12	12	-	-	-	-	12	12																																									
No. of teachers received training	88	51	139	42	25	67	130	76	206																																									
No. of days trained	192	85	277	82	22	104	274	107	381																																									
<b>7</b>	<b>How useful were training programme attended by teachers</b>																																																	
	<p>All types of in-service trainings obtained have been felt by the teachers as useful to them in executing more effective teaching. However, the teachers reported that the quality of modules and resource teacher’s expertise is not satisfactory.</p>																																																	

8	<b>Teachers' awareness of the duties and responsibilities of teacher under RTE Act, 2009.</b>
	None of the sample teachers of the sample-checked schools has the requisite awareness about the duties and responsibilities of teacher under RTE Act, 2009
9	<b>(a) Were text books received in within one month of the commencement of the school?</b>
	<p>As per the SSA norms, all textbooks are to be supplied to the students within one month of opening of school in every academic season. In view of this, in Telugu the textbooks are to be supplied by 12<sup>th</sup> August every year.</p> <p>Out of 40 sample schools 34 schools have received free textbooks within in one month of the reopening of the school.</p>
10	<b>TLMs other than the textbooks used in the school.</b>
	<p>In order to make the classroom teaching more effective, child-friendly, joyful and participatory, teachers are given grants for making teaching learning materials (TLMs) and using them during classroom teaching. They are also given training on how to prepare and use topic specific and low / no cost TLMs under SSA programme.</p> <p>Other than textbooks, TLMs like SLIM cards and flash cards, maps, picture cards, plastic and clay models are used by teachers.</p>
11	<b>What are the TLMs used in schools other than text books?</b>
	Other than textbooks, flash cards, maps, charts etc. are used as TLMs in every school. Some of these are purchased from local market and some prepared by the teachers.
12	<b>Has school received school grants within two months of the commencement of school?</b>
	<p>Under SSA in order to provide enabling environment for quality education, each school is given a school grant every year. This grant is to be given to each school within two months of opening of school every year, in Andhra Pradesh; each school should get it by 12<sup>th</sup> of August every year.</p> <p>Out of the 40 sample schools, majority of the schools received school grants</p>

<b>13</b>	<b>Has school received maintenance grants within two months of the commencement of school?</b>
	<p>To improve the enabling environment for quality education, each school under SSA is to given a maintenance grant every year. This grant is to be given to each year by 12<sup>th</sup> August 2012.</p>
<b>14</b>	<b>Has school received TLM grants within two months of the commencement of school?</b>
	<p>For the purpose of facilitating teachers to use TLMs during classroom teaching, under SSA each teacher is given Rs. 500/- per year as TLM grant which is to be utilized by the teacher either to purchase or to prepare TLMs as per his / her teaching needs. SSA envisages that this grant should reach to the school every year by August 2012 so that teachers can procure and use TLMs throughout the year.</p> <p>Most of the sample schools has received the TLM grant within two months of opening of the school.</p>
<b>15</b>	<b>Purposes for which these grants were used.</b>
	<p>All the above mentioned three grants are given for specific purposes and hence a detailed guideline is to be given soon after releasing grant to school defining how to utilize them.</p> <p>Till the visit day of MI, majority of the sample schools it is noticed that the school grants are being utilized for purchase of Radio, Piece of chalks and for payment of electricity charges and white washing. Deviation is found in utilization of maintenance grant i.e. this grant is being used for purchase of stationary, radio and meeting expenses of enrollment drives.</p>

## 2. Teaching Learning Process

Sl.No.	Related Questions
1	<p><b>Teachers' understanding of the constructivist approach to teaching learning process.</b></p>
	<p>SSA has envisaged the practice of constructivist approach to teaching learning process and has emphasized that every teacher should have a full understanding of it and should also practice it during classroom teaching.</p> <p>As per the prescribed data collection tool, MI has examined the extent to which some key aspects of constructivist approach of teaching is understood / practiced by the teachers. It has therefore discussed with one teacher from each of the 40 sample schools and also observed one complete period of classroom teaching executed by the teacher.</p> <p>In all 40 sample schools, the sample teachers have opined that in teaching learning process, learner is more important and for that purpose, they are practicing activity based teaching, using TLMs in classroom teaching, behaving friendly with the students and giving students the scope for constructing knowledge through group activities. In 14 of these schools, teachers have shunned dictating notes to students. They have given student talk time between 10 to 25 minutes per class depending upon the topic covered for the class. Further, in 36 schools, teachers have shared concrete experiences and in 15 schools, they have shared personal life experiences with the students during classroom teaching observed by the MI. By doing so, they have given the students to construct their own thinking relating to their own environment and experiences. The teachers in 30 schools have been found not to insist upon rote memory in 17 schools, they have taken classes using activity based teaching.</p>
2	<p><b>Teachers' understanding of the NCF regarding teaching of language and social sciences.</b></p>
	<p>Not in ToR. Hence data not collected. However, the general observation is teachers are not having proper understanding about the NCF and related aspects.</p>

### 3 Involvement of children in teaching learning process.

Under SSA, it is expected that classroom teaching learning process should be learner-centric and hence children should scope for involvement in the process for instance, they should get freedom to participate in learning activities; they should actively participate during learning; they should get scope for thinking; and they should happily participate during learning process.

In all 34 sample schools, MI has found that the sample teachers have given freedom to children to participate in learning activity. They give scope to the children a scope for thinking. The children are also found to actively and happily participate during learning.

After introducing the SLIM cards in Primary schools the involvement of the children in teaching and learning process had become active and students are accelerating their learning.,

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**Method of evaluation being followed in the school:** The RTE, 2009 has emphasized in its para 22 (2) of part VII that “while laying down the curriculum and evaluation procedure, the State Council of Educational Research and Training (SCERT) shall prepare guidelines for putting into practice continuous and comprehensive evaluation (CCE). In other sense, the RTE, 2009 envisaged that evaluation should be treated as an integral part of classroom teaching rather than an event that follows the completion of teaching. Continuous evaluation implies that teacher’s work should be continuously guided by the child’s response and participation in classroom activities in other words, evaluation should be seen as a process whereby the teacher learns about the child in order to be able to teach better. Comprehensive evaluation implies that a teacher is to view the child from holistic perspective rather than merely in terms of a learner of different school subjects. He / she is to perceive child’s health, personality, behavior and attitude in the context of development and growth. It does not mean that each and every aspect of child’s behavior and attitude be measured or graded. Instead, the teacher is first to understand in a dynamic manner the different aspects of child’s evolving nature and then to formulate his/ her comments based on observation.

In majority of the sample schools, there is a practice of continuous and comprehensive evaluation. In all schools, learner’s knowledge is evaluated by grading method. Teachers are to be trained thoroughly in this method of evaluation.

<b>8</b>	<b>Onsite academic support teachers are receiving.</b>
	<p>SSA has strongly emphasized upon improving the quality of education by facilitating different types of training programmes for the teachers. The whole purpose is to improve the teaching capability of teachers keeping in view the goal of RTE and the educational philosophy of the nation. SSA also focuses on sustaining the teaching capabilities gained by teachers through trainings by providing post-training follow up and on-site academic support to teachers.</p> <p>In 39 out of the 40 sample schools, the sample teachers have said that they need on site academic support from the clusters/School complexes. At present there is onsite academic support occasionally in 20 schools and not at all in 6 schools of the district.</p>
<b>9</b>	<b>Comments on the classroom management with reference to:-</b>
	<p>SSA has given emphasis upon the practice of activity-based, child-centered learning wherein children are expected to sit in small groups composed of children without any discrimination on the basis of gender, Caste, community etc. MI has monitored the occurrence of it and has found that class room management is not effective.</p>
	<b>&gt; Whether children are made to sit in small groups.</b>
	<p>In 36 out of 40 sample schools, the MI has found during classroom observation of the sample teachers that children are made to sit in small groups.</p>
	<b>&gt; If groups are formed of children from the same class or with children from different classes.</b>
	<p>In 18 out of the 40 sample schools, the children sitting in small groups have belonged to same class</p>
	<b>&gt; If there is a permanent kind of sitting arrangement for children or they keep changing their places.</b>
	<p>There is no permanent kind of sitting arrangement. Children keep changing their place. In upper primary classes the boys and girls however sit in separate groups.</p>
	<b>&gt; If children from disadvantaged groups and children with disabilities sit separately and on the back benches.</b>

	In Five out of the 40 sample schools, the SC / ST / Minority / disabled children are found to sit separately or on the back benches.
	<b>&gt; Do children feel frank to express their views with the teachers or are they afraid or inhibited to do so?</b>
	In the classrooms of all the 40 sample schools, the children feel frank to express their views with their teachers. The teachers encourage children to participate in classroom learning without fear.
	<b>&gt; If children have any role in the management of classroom.</b>
	In 34 out of 40 sample schools, the MI has noticed that the students have played role in classroom management like formation of small groups, naming of small groups, selection of group leader, cleaning of classroom etc.

### 3. Issues in Equity in Quality

Sl.No.	Related Questions
1	<b>If there are any noticeable gaps in the learning achievement level of the children of different social groups. If yes, reasons thereof?</b>
	There are gaps in learning achievement level of the children of different social groups.
2	<b>If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers observed.</b>
	No discrimination among the social or community by the teachers or peers is observed.
3	<b>Use of co-curricular activities to boost the morale and self-esteem of the children from weaker sections.</b>
	Very little use of co-curricular activities to boost the morale of the children.
4	<b>Teachers understanding of the challenges and advantages of diversity in a classroom.</b>
	Very little understanding and use of this approach.
5	<b>Efforts made to connect the text book lessons to the knowledge and experience of the children from socially disadvantaged groups?</b>
	No significant effort made by the teachers in this regard is noticed by MI.

#### 4. Computer Aided Learning

Sl. No.	Items to be seen and Captured
1.	<p><b>Status of Upkeep and Maintenance of Computers and other accessions (eg. Printer/ UPS/ LCD projector/ Chairs and tables/ Generator/ Integrated computer-cum-projector trolley) provided under CAL.</b></p>
	<p>In order to monitor specifically on the operation of the CAL activity, the MI as per the ToR has monitored 03 schools. However while choosing the sample 3 more schools with CAL intervention also covered. These are MPPS, Allavaram ;MPPS (Main), Rayavaram</p> <p>VB Puram Special MPLCPS, Rajahmundry ;Moulana Abdul Kalam Azad Mpl Urdu PS, Gollagudem, Amalapuram ;G.T.W.A.G.H. School, Gangavaram</p>
2.	<p><b>Whether activity based digital content TLMs are used as supplementary materials to the course materials or integrated with teaching learning process as a part of classroom transaction?</b></p>
	<p>In all the sample schools, a subject and topic wise list of digital materials CDs are available that's why teachers are teaching the content.</p>
3.	<p><b>Whether the subject teachers who have been provided with training on use CAL resources are comfortable on use of CAL resources and equipments?</b></p>
	<p>In the sample schools, out of 5 schools all the schools teachers received training to use the computers and they have basic knowledge to operate computer and can develop digital materials.</p>

## 5. Girls Education, NPEGEL & KGBV, Girls' Education & NPEGEL

Sl. No.	Items to captured
1.	<b>1. Gender gap in enrolment, attendance, learning and achievement and reasons thereof</b>
	<p>In East Godavari district Monitoring institute has monitored 3 schools. The schools are G.T.W.A.G.H. School, Gangavaram ;MPUPS, Chaithanya Nagar, Kadiyam ;Moulana Abdul Kalam Azad Mpl Urdu PS, Gollagudem, Amalapuram ;Mpl. Corp. Ele. School, Ramadaspetta, Rajahmandry Mother Theresa Municipal HS, Godarigunta, Kakinada</p> <p>, In absence of proper updation of Village Education Register or any other record relating to 6-14 years child population of 2012, GER could not be calculated and hence gender gap in GER also could not be analyzed in these schools.</p> <p>However, as far as the percentage of attendance in school on the visit day of MI is concerned, the girl's attendance is more than the boys.</p>
2.	<b>How do teachers and community view this gender gap?</b>
	<p>Community and teachers are not adequately equipped with the skill to identify the gender gap Therefore it is difficult to analyse the view on this. There is needed to take up lot of awareness generation activities among the community on gender issues in education.</p>
3.	<b>Efforts made to address the gender gap/issues – at the levels of mindset and removing the physical barriers.</b>
	<p>In order to keep the gender gap in favour of the girls, in the sample school, parents have been counseled to promote girl's education; community has been mobilized to promote girls' education; school dress has been given to girls; and life skill education / mela / games / sports / has been organized in the sample school. Besides, girls' toilet has been constructed and teachers have been trained on girls' education under the NPEGEL programme.</p> <p>In case of two schools counseling of parents on gender issues were taken up. In all the sample schools No separate girls toilets. Where as in two schools vocational training is being imparted. The girls were given training in the trades like Handi craft, Saree paintings and fabric paintings.</p>

<b>4.</b>	<b>1-Participation level of girls in classroom processes and co-curricular activities.</b>
	In all the schools of the sample it is noticed that girls are getting opportunity to learn the vocational skills. i.e embroidery. The grant received for the NPEGEL activities are being utilized in consultation with the School Management committee.
	<b>2-Stereotype attitude towards girls</b>
	Monitoring institute observed that there is a need to orient the teachers and student on gender issues and concerns to change the stereotype attitude towards girls.

### **Kasturiba Gandhi Balika Vidyalaya(KGBV)**

<b>Sl. No.</b>	<b>Items to be seen and capture</b>					
1	<p><b>Nature of KGBV:</b></p> <p><i>The monitoring institute has visited the following KGBVs in East Godavari.</i></p> <table border="1" style="width: 100%;"> <tr> <td>KGBV, Rampachodavaram</td> </tr> <tr> <td>KGBV, Maredmilli</td> </tr> <tr> <td>KGBV, Nellipudi</td> </tr> <tr> <td>KGBV, Thomdaligi, Vontimamidi</td> </tr> <tr> <td> </td> </tr> </table> <p>The tribal educational society and all the eligible provisions were KGBV are maintained by given to the student.</p>	KGBV, Rampachodavaram	KGBV, Maredmilli	KGBV, Nellipudi	KGBV, Thomdaligi, Vontimamidi	
KGBV, Rampachodavaram						
KGBV, Maredmilli						
KGBV, Nellipudi						
KGBV, Thomdaligi, Vontimamidi						
2	<p><b>Involvement of Community &amp; Parents in management of KGBVs:</b></p> <p>Involvement of community is very minimal whereas the parents are frequently visiting the schools and not much involved in the management of the KGBVs</p>					
3	<p><b>Capacity building of teachers</b></p> <p>.For all the KGBV teachers orientation and training was given and teachers are utilizing the training in puts in their teaching.</p>					

#### 4 Quality and Adequacy of Facility available

Name of facility to be provided to KGBV as per KGBV norm		
DISTRICT	No. of such facility to be provided as per KGBV norm	No. of such facility available at present
Class rooms	19 (3)	10 (3)
Kitchen	3 (3)	
Bedding	129 (1)	
Dresses (uniforms)	129 (1)	
Cosmetic charges	229 (3)	176 (2)
Toilet	18 (3)	8 (2)
Drinking Water source	-	-
Teachers	26 (3)	19 (3)
Non-teaching staff	25 (3)	17 (3)

*Figures in parentheses are No. of schools*  
The facilities provided in the KGBVs are good children are happy.

#### 5 Status of fund flow and maintenance

The status of fund flow is satisfactory.

### 6. Inclusive Education with Special Reference to CWSN

Sl.No.	Item to be Captured
1	<b>Number of CWSN in the school</b>
	In all the sample schools 17 CWSN children are noticed by the MI. MPPS, Allavaram ;Nehru Nagar Municipal Corp. Elementary School, Rajahmandry MPPPS, Mahapatrun Cheruvu, Mummidivaram ;MPPS, Singarayapale, Uppalaguptam
2	<b>Presence of CWSN on the day of MI visit</b>
	On the day of Monitoring Institute Visit all the children enrolled were present in three schools and the district level review meeting with resource teachers is going on MI also interacted with the resource teachers and observed their activities.
3	<b>Attendance of CWSN</b>
	.All the enrolled children were attended.

<b>4</b>	<b>Type of disability CWSN suffers from.</b>
	Mental retardation, Hearing impairment and Visual impairment.
<b>5</b>	<b>Seating arrangement.</b>
	<p>SSA focuses to ensure that every child with special needs (CWSN), irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It also provides that as far as possible every CWSN should be placed in regular schools with needed support services to facilitate inclusive education to them. Inside the classroom the CWSN should not be treated with discrimination. The classroom situation should be such that the CWSN gets normal treatment like other children.</p> <p>In order to monitor the inclusive education activities, as per the ToR, 03 schools have been identified and they are  MPPS, Allavaram ;Nehru Nagar Municipal Corp. Elementary School, Rajahmandry  MPPPS, Mahapatrun Cheruvu, Mummidivaram ;MPPS, Singarayapale, Uppalaguptam</p>
<b>6</b>	<b>Participation level of CWSN in classroom processes.</b>
	In all the 04 sample schools, the Participation of CWSN in calsss room is inclusive.
<b>7</b>	<b>Encouragement of CWSN by teacher.</b>
	The teachers of the sample schools are encouraging the children. This is because of their orientation. Resource teacher are available to support the counseling and guidance with regards to CWSN category children.
<b>8</b>	<b>Availability of TLM with CWSN</b>
	In the entire sample school visited by MI there is separate TLM for CWSN children. However, it is reported that the available TLM is inadequate.
<b>9</b>	<b>Peer Interaction with CWSN.</b>
	In all the sample schools, peers have extended friendly behavior towards the CWSN.
<b>10</b>	<b>Type of peer support to CWSN</b>
	The peers also support the CWSN when the CWSN try to sit in classroom in All the sample schools do not need any support from peers.



<b>11</b>	<b>Teacher behavior towards the CWSN.</b>
	In all the sample schools it is observed that teacher's behaviour towards CWSN is very sympathetic but not helpful to the children.
<b>12</b>	<b>Teacher training.</b>
	The teachers of all the sample schools have received adequate training on training of CWSN.
<b>13</b>	<b>Adequacy of teacher training.</b>
	Adequate teacher training with regard to CWSN category is noticed in East Godavari district.
<b>14</b>	<b>Preparation of IEP by the school for CWSN.</b>
	Preparation of IEP by the school teachers for CWSN is noticed in most of the schools..
<b>15</b>	<b>Availability of Resource Teacher.</b>
	Resource Teachers are available for all the service of CWSN in sample schools.
<b>16</b>	<b>Frequency of visits of Resource Teacher to school.</b>
	.Resource Teacher visits 3 to 4 time to the schools as per their assignment.
<b>17</b>	<b>Nature of support by the resource teacher.</b>
	Resource teachers orient in handling the CWSN and gives training in counseling.
<b>18</b>	<b>Awareness of Parent About the availability of Resource Teacher.</b>
	Parental awareness is being done by Resource Teachers in the district.
<b>19</b>	<b>Status of parent counseling.</b>
	In all the sample schools it is observed that parental counseling is satisfactory..

<b>20</b>	<b>Status of medical assessment of CWSN.</b>
	In all the sample schools it is noticed that students are attending medical assessment camps and getting assistive devices.
<b>21</b>	<b>Condition and Functionality of assistive devices.</b>
	The assistive devices are in working in good condition students are using in the sample school
<b>22</b>	<b>CWSN in need of home based support, and frequency and duration of home visit of resource teacher/volunteer /care giver and Nature of support given to CWSN.</b>
	.Home based support in East Godavari district, the Resource teachers are visiting the CWSN childrens Homes once in a week and extends full support to the children.

## 7. Civil works

<b>Sl. No.</b>	<b>Items to be seen and captured</b>
<b>1</b>	<b>Type, agency, MoU and Status of work</b>
	<p>Civil works i.e. Construction of school building, additional classroom, toilet, drinking water facility, boundary wall etc. is important components of facilitating quality education at school level. SSA has envisaged a procedure to be followed for implementing the sanctioned civil works. It has emphasized that civil works should be constructed by the VECs/SMCs, but VECs/SMCs are to signed on an MoU with the SSA authority to do so as per the prescribed guidelines.</p> <p>In order to monitor the civil work, the MI as per the ToR has visited 02 sample schools.. In these schools school building and additional class rooms were constructed.</p>
<b>2</b>	<b>Availability of community manual etc.</b>
	<p>SSA intends that VECs should be supported for construction of civil works as per norms. Hence community manual and design drawings are provided to it.</p> <p>In both the sample schools, community manual are not available.</p>

<b>3</b>	<b>Adequate training of SMC</b>
	SSA also envisages that the VECs should be given adequate training for civil works during the construction stage. In adequate training to SMC.
<b>4</b>	<b>Separate Accounts and transparency; System of fund flow</b>
	<p>As per the SSA financial norms a separate account is to be kept on civil works and be updated so that the accounts should tally with the progress of civil work. The grant received and utilized should also be shown in the School Display Board for the sake of transparency.</p> <p>In the both schools, the civil work grant has been received by e-transfer to the schools and MEOs are maintaining the accounts namely MPPS Gandhinagar, Edupugallu. With regards to the maintenance of accounts SMC members do not have proper understanding.</p>
<b>5</b>	<b>Technical personal visits</b>
	In all the sample schools Technical consultants services are available and technical consultants visited the schools while construction of the buildings at various levels. I.e. foundation, roof level, and flooring and completion stage.

## 8. Community Awareness

<b>Q.1</b>	<b>What is the composition of SMC? (As per RTE Act)</b>
	Not in ToR. Hence data not gathered. Reporting Format given after data collection. It will be obtained during subsequent stages of monitoring.
<b>Q.2</b>	<b>Awareness of the SMC members about their role and responsibility as notified by the State Government.</b>
	<p>VECs are the school level authority approved under SSA to manage and implement SSA activities at school. They are to be formed at each school and function adequately for development of school.</p> <p>The SMC members were given the orientation about their role and responsibility as notified by the state government.</p>

	<b>a) Whether the SMC members have been provided the copy of the guidelines.</b>
	Effective functioning of VECs needs awareness of SMC members about their role and responsibility as notified by the State Government and hence SMC should be provided with guidelines.
	<b>b) Whether the SMC members have been oriented on their roles and responsibilities.</b>
	.Given orientation training
	<b>c) Whether the guidelines has been printed in simple / local language for the community members to understand.</b>
	The SMC guidelines have been printed in simple local Telugu language and the SMC members do not find any difficulty in understanding it.
<b>Q.3</b>	<b>Frequency of SMC meeting</b>
	As per the prescribed VEC/AMC guidelines, the SMC is to convene at least 01 meeting every month. They are conducting meetings.
<b>Q.4</b>	<b>Awareness level of the SMC members with the following</b>
	Actually in Andhra Pradesh as soon as the School Management Committees are formed under RTE awareness creation trainings were conducted.
<b>Q.5</b>	<b>Source of awareness of SMC members regarding school activities</b>
	Teachers, meetings and orientation programmes.
<b>Q. 6</b>	<b>Are the SMC members know the guidelines regarding school development plan?</b>
	Guidelines were given but it is inadequate. Regular capacity building activities are to be undertaken.
<b>Q.7</b>	<b>Whether the SMC members given training? Yes / No</b>
	Yes given
<b>Q. 8</b>	<b>How frequently the SMC members visit the school?</b>
	Occasionally and whenever meetings are organized.
<b>Q.9</b>	<b>During the visit to the school as a SMC member, what will you observe?</b>
	Not much but they observe certain things like students attendance and grants.

<b>Q.10</b>	<b>Role of SMC members in monitoring:</b>
	<b>a) Student attendance</b>
	<p>VEC has a responsibility to monitor the student attendance and motivate the parents of absent students to regularly send their children to schools.</p> <p>But this will be verified after establishment of SMC under RTE act 2009.</p>
<b>Q.11</b>	<b>Contribution made by the community for the upliftment of school.</b>
	<p>Under SSA, the VEC/SMC is authorized to contribute / mobilize resources to uplift the school and to promote elementary education.</p> <p>Out of the 40 sample schools, the community members of 20 schools has contributed to uplift the school and to promote elementary education in 2012-11 i.e</p> <p>By way of contributing the donations for purchase of plates in midday meal and for other school activities.</p>
<b>Q.12</b>	<b>Whether the minutes of the SMC meetings are available at school?</b>
	<p>Every VEC is expected to write down the minutes of its meetings in a register for the sake of transparency.</p> <p>Resolution and minutes books are available with the head master of the concerned schools and it is verified.</p>

## 9. Management Information System

Sl.No.	Items to be seen and Captured
1.	<p><b>Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF)</b></p> <p>It is mandatory under SSA that progress of every activity be recorded for monitoring; evaluation and need based planning at different levels. The school level documentation of these data is required for school level planning and monitoring. District Information of School Education (DISE) is a District level data generated from each and every school using a structured data capture format every year. It is expected that 01 copy of the filled in format be kept at school for reference of the VEC and others also further compilation of the data at school complex and mandal level.</p> <p>In 2011-12, In 33 out of 40 schools the supply of the DISE data to Mandal level offices through the copy of the filled in data capture format for 2011-12 at school</p>
2.	<p><b>Whether any training on filling up of DCF was provided to the teacher / head teacher?</b></p> <p>In 31 out of 40 sample schools, the Head Teacher / Teacher has received training to fill up the DISE data capture format.</p>
3.	<p><b>Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan</b></p> <p>As per the SSA norm, the CRCC / Head Teacher should conduct Jan-Vaachan activity of the DISE data reported in the school DCF as a measure of social audit.</p> <p>In 22 schools out of the 40 sample schools, the SMC has not conducted Jan vachan programme in the schools.</p>

<b>4.</b>	<b>Did the school receive the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?</b>
	<p>As per the SSA norm, a School Report Card is to be prepared for each school by the District Project Office of SSA and give it to the school for reference and display for public awareness.</p> <p>27 out of the 40 sample schools have received a printed copy of the School Report Card for 2010-11.</p>
<b>5.</b>	<b>If the DCF/ School report card is available with the school does it match with the actual position in the school</b>
	Out of 40 Sample schools 20 schools data is matching with the actual position in the school.
<b>6.</b>	<b>Are the schools records being maintained and updated regularly</b>
	<p>For smooth management of school and proper reporting of data, each school is expected to maintain and update its office records regularly.</p> <p>In 30 out of the 40 sample schools all school records are maintained and updated regularly whereas in the rest of the schools, some records are maintained regularly..</p>

## **10. Financial Management**

<b>Sl. No</b>	<b>Items to be seen and captured</b>
<b>1.</b>	<b>Maintenance of financial records and registers.</b>
	<p>All schools are expected to maintain financial records and registers relating to various grants received in every year. Cash book, pass book and stock register are to be updated regularly.</p> <p>The MI has found that in 31 out of 40 sample schools, passbook and cashbook are available respectively. Cashbook has been updated properly in 39 out of the 40 sample schools. Stock register is available in 29 sample schools and stocks are being entered.</p>





<b>5.</b>	<b>If the proposals for expenditure and expenditure statements are shared with the community</b>
	In 20 schools out of 40 schools, the SMC has shared the expenditure proposal and statement with community in PTA meetings



## 6. District Level half yearly Monitoring Report

### DISTRICT: VIZIANAGARAM

#### 1. Access

##### A. Physical Access

Sl. No.	Items to be seen & captured																												
<b>1</b>	<b>Catchment area/s of school – Habitation/s</b>																												
	schools Physical Primary			the the																									
	Monitoring Institute has monitored 45 schools in Vizianagaram district Almost in all the SSA norm of Physical Access is fulfilled. In case of the following schools access is as against the norm of RTE and SSA.																												
	<b>Upper</b>																												
	<b>Primary Schools (&gt;3 km )</b>																												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">School Name</th> <th style="width: 5%;"></th> <th style="width: 25%;">Name of Habitation</th> <th style="width: 15%;">Distance from the school</th> <th style="width: 20%;">No. of children coming to school</th> </tr> </thead> <tbody> <tr> <td>MPPS, SV NAGAR COLONY, GARIVIDI</td> <td style="text-align: center;">1</td> <td>CHINTHAPALLY PETA</td> <td style="text-align: center;">1.05 KM</td> <td style="text-align: center;">2</td> </tr> <tr> <td>TMES, VIVEKANANDA COLONY, DUGARAJUPETA</td> <td style="text-align: center;">2</td> <td>SIVINI</td> <td style="text-align: center;">2</td> <td style="text-align: center;">25</td> </tr> <tr> <td>MPLPS, RAJIV NAGAR</td> <td style="text-align: center;">1</td> <td>JAMMU NAGAR ANAPURAM</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>MPPS, KALLIKOTA, KOMARADA</td> <td style="text-align: center;">2</td> <td>GARAVALASA</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>				School Name		Name of Habitation	Distance from the school	No. of children coming to school	MPPS, SV NAGAR COLONY, GARIVIDI	1	CHINTHAPALLY PETA	1.05 KM	2	TMES, VIVEKANANDA COLONY, DUGARAJUPETA	2	SIVINI	2	25	MPLPS, RAJIV NAGAR	1	JAMMU NAGAR ANAPURAM	2	2	MPPS, KALLIKOTA, KOMARADA	2	GARAVALASA	4	2
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2	<b>Vicinity/Route to the school</b>																																																																																																																								
	Out of the 45 sample schools, in all the schools where children are comfortable with the route and vicinity of the school.																																																																																																																								
3	<b>Nearby Upper Primary School</b>																																																																																																																								
	an <b>Name</b>																																																																																																																								
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38	MPPS, REGIDI, GL PURAM	TWUP DHORAJAMMAM	3
39	MPUPS, KUMARAM, GARIVIDI	ZPHS CHIPURUPALLI BOYS & GIRLS	5
40	MPUPS, MUNGINA PALLI	ZPHS GUNUPURUPET	4
41	MPUPS, MARUPENTA, GARUGUBILLI	ZPHS ULLIBHADRA	3

## B. Quality of Access

S.No.	Items to be seen & captured																																																																						
1	<p><b>School Classroom</b></p> <p>(SCR)</p> <p><b>Student</b></p> <p>Out of the 45 Sample schools, in most of the schools, the student class room ratio is either 30:1 or less than it. Remaining schools it is adverse the list is given below.</p> <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Name of the School</th> <th>Total Strength</th> <th>No. of class rooms</th> <th>Student Classroom Ratio</th> </tr> </thead> <tbody> <tr> <td colspan="5"><b>PRIMARY SCHOOLS</b></td> </tr> <tr> <td>1</td> <td>MPPS, DUVVUPETA, DENKADA</td> <td>64</td> <td>2</td> <td>32</td> </tr> <tr> <td>2</td> <td>MPPS, VIKRAMAPURAM, BC KOMARADA</td> <td>51</td> <td>1</td> <td>51</td> </tr> <tr> <td>5</td> <td>GPS, BODDAMANUGUDA, KURUPAM</td> <td>34</td> <td>1</td> <td>34</td> </tr> <tr> <td>6</td> <td>MPPS, PEDAMERANGI</td> <td>33</td> <td>1</td> <td>33</td> </tr> <tr> <td>11</td> <td>MPS, KATA STREET</td> <td>72</td> <td>2</td> <td>36</td> </tr> <tr> <td>18</td> <td>MPPS, PEDDURU, GARU GUBILLI</td> <td>105</td> <td>3</td> <td>35</td> </tr> <tr> <td>21</td> <td>MPPS, RAMAVARAM GANLJADA</td> <td>162</td> <td>5</td> <td>32</td> </tr> <tr> <td>22</td> <td>MPPS, CHINAKUDUMA, JIYYAMAVALASA</td> <td>93</td> <td>3</td> <td>31</td> </tr> <tr> <td colspan="5"><b>UPPER PRIMARY SCHOOLS</b></td> </tr> <tr> <td>1</td> <td>TWA UPS, BORAJAMMU, GL PURNAM</td> <td>248</td> <td>7</td> <td>35</td> </tr> <tr> <td>11</td> <td>KGBV, GANTYADA</td> <td>134</td> <td>4</td> <td>34</td> </tr> <tr> <td>13</td> <td>MPUPS, GADDEPUVALASA, GARIVIDI</td> <td>207</td> <td>5</td> <td>41</td> </tr> </tbody> </table>	Sl. No.	Name of the School	Total Strength	No. of class rooms	Student Classroom Ratio	<b>PRIMARY SCHOOLS</b>					1	MPPS, DUVVUPETA, DENKADA	64	2	32	2	MPPS, VIKRAMAPURAM, BC KOMARADA	51	1	51	5	GPS, BODDAMANUGUDA, KURUPAM	34	1	34	6	MPPS, PEDAMERANGI	33	1	33	11	MPS, KATA STREET	72	2	36	18	MPPS, PEDDURU, GARU GUBILLI	105	3	35	21	MPPS, RAMAVARAM GANLJADA	162	5	32	22	MPPS, CHINAKUDUMA, JIYYAMAVALASA	93	3	31	<b>UPPER PRIMARY SCHOOLS</b>					1	TWA UPS, BORAJAMMU, GL PURNAM	248	7	35	11	KGBV, GANTYADA	134	4	34	13	MPUPS, GADDEPUVALASA, GARIVIDI	207	5	41
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3	<p><b>Light and Ventilation</b></p> <p>Out of the 45 sample schools, in 40 schools all classrooms are properly ventilated and lighted. Whereas in only one school i.e. MPUPS Gollupalen Bondapally it is noticed that class rooms are not ventilated</p>																																																																						

<b>All classrooms properly lighted and ventilated?</b>						
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	18	14	7	1	25	15
	100.0%	93.3%	100.0%	100.0%	100.0%	93.8%
No		1		0		1
		6.7%		.0%		6.2%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>List of Schools who said 'NO'</b>						
1 MPUPS, GOLLUPALEM, BONDAPALLI						
<b>5</b>	<b>Blackboard in Classroom</b>					
<p>In almost all the sample schools, black boards have been placed centrally in classrooms on the wall. Writings on black boards of all classrooms are visible to the children. In case of KGBV Gantiyada the writings on the black boards are not visible to the children.</p> <p><b>How are the blackboards located in all classrooms?</b></p>						
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Centrally placed	18	14	7	1	25	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	18	14	7	1	25	15
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>List of Schools who said 'NOTHING'</b>						
1 KGBV, GANTYADA						
<b>Writings on blackboard are clearly visible to all children in all classrooms</b>						
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	16	14	7	1	23	15
	88.9%	93.3%	100.0%	100.0%	92.0%	93.8%
No	2	1	0	0	2	1
	11.1%	6.7%	.0%	.0%	8.0%	6.2%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>List of Schools who said 'NO'</b>						
1. MPPS, JM VALASA 2. KGBV, GANTYADA 3. MPPS, CHALLAPETA, MENTADA						

In 13 out of 45 schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings in 28 schools. Thus some of the school buildings are not accessible by the CWSN without other's support. The list is given below.

**Does the school have a ramp**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	4	6	2	1	6	7
	22.2%	40.0%	28.6%	100.0%	24.0%	43.8%
No	14	9	5	0	19	9
	77.8%	60.0%	71.4%	.0%	76.0%	56.2%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. MPPS, DUUVUPETA, DENKADA
2. MPPS, VIKRAMAPURAM, BC KOMARADA
3. MPPS, CHANDAKAPETA, BONDA PALLY
4. GPS, BODDAMANUGUDA, KURUPAM
5. MPPS, PEDAMERANGI
6. MPUPS, UDDAVOLLU
7. MPUPS, CHENDRAMPETA, KOMARADA
8. GPS, KONDALEVIDI
9. MPPS, JM VALASA
10. GPS, PENGURA, GL PURAM
11. TWAUPS, UDAYAPURAM, KURUPAM
12. MPS, KATA STREET
13. TMES, VIVEKANANDA COLONY, DUGARAJUPETA
14. MES, GEMBALI VARI VEEDI
15. MHPS, CONTONMENT
16. KSMES, PATHA BELAGAM
17. MPUPS, GOLLUPALEM, BONOPALLI
18. MPPS, PEDDURU, GARU GUBILLI
19. MPPS, GUANAPURAM
20. KGBV, PARVATHIPURAM
21. KGBV, GANTYADA
22. KGBV, RAAVI VALASA
23. MPPS, IDDANAVALASA
24. MPPS, CHINAKUDUMA, JIYYAMAVALASA
25. MPPS, KALLIKOTA, KOMARADA
26. MPPS, REGIDI, GL PURAM
27. MPUPS, KUMARAM, GARIVIDI
28. MPUPS, MARUPENTA, GARUGUBILLI

As far as hand rails to the ramps are concerned in only 2 schools the facility is available for the constructed ramps. Whereas in case of 11 schools hand rails are not available. List is given below. Quality of the ramp list concerned in 3 schools ramps are properly sloped to suit the requirements of the CWSN whereas in 10 schools the ramps slope is not suiting

the requirements of CWSN

Does the ramp have handrails?

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	1	1	0	0	1	1
	25.0%	16.7%	.0%	.0%	16.7%	14.3%
No	3	5	2	1	5	6
	75.0%	83.3%	100.0%	100.0%	83.3%	85.7%
Total	4	6	2	1	6	7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. MPPS, AMBATIVALASA, BONDAPALLY
2. TWA UPS, BORAJAMMU, GL PURNAM
3. MPUPS, BADEVALASA, MENTADA
4. MPLPS, RAJIV NAGAR
5. MPUPS, KRISHNAPALLE
6. RME SCHOOL, CHIKKALAVEEDI
7. MPUPS, PINATADIVADA
8. MPUPS, NANDAM
9. MPPS, RAMAVARAM GANLJADA
10. MPPS, CHALLAPETA, MENTADA
11. MPUPS, MUNGINA PALLI

If yes, please comment on the quality of ramp.

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Properly sloped	1	2	0	0	1	2
	25.0%	33.3%	.0%	.0%	16.7%	28.6%
Not properly sloped	3	4	2	1	5	5
	75.0%	66.7%	100.0%	100.0%	83.3%	71.4%
Total	4	6	2	1	6	7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'Not Properly Sloped':**

1. MPPS, AMBATIVALASA, BONDAPALLY
2. TWA UPS, BORAJAMMU, GL PURNAM
3. MPLPS, RAJIV NAGAR
4. MPUPS, KRISHNAPALLE
5. RME SCHOOL, CHIKKALAVEEDI
6. MPUPS, PINATADIVADA
7. MPUPS, NANDAM
8. MPPS, RAMAVARAM GANLJADA
9. MPUPS, GADDEPUVALASA, GARIVIDI
10. MPPS, CHALLAPETA, MENTADA



## 7 Toilets in the schools

Out of the 45 sample schools, toilet exists in 38 schools whereas in 3 schools namely Bdevalasa, Mentada MPUPS, GPS Kondalevidi and MPPS Regidi, GL Puram the toilet facility is not available.

### Is there a Toilet

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	16	14	7	1	23	15
	88.9%	93.3%	100.0%	100.0%	92.0%	93.8%
No	2	1	0	0	2	1
	11.1%	6.7%	.0%	.0%	8.0%	6.2%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

### List of Schools who said 'NO'

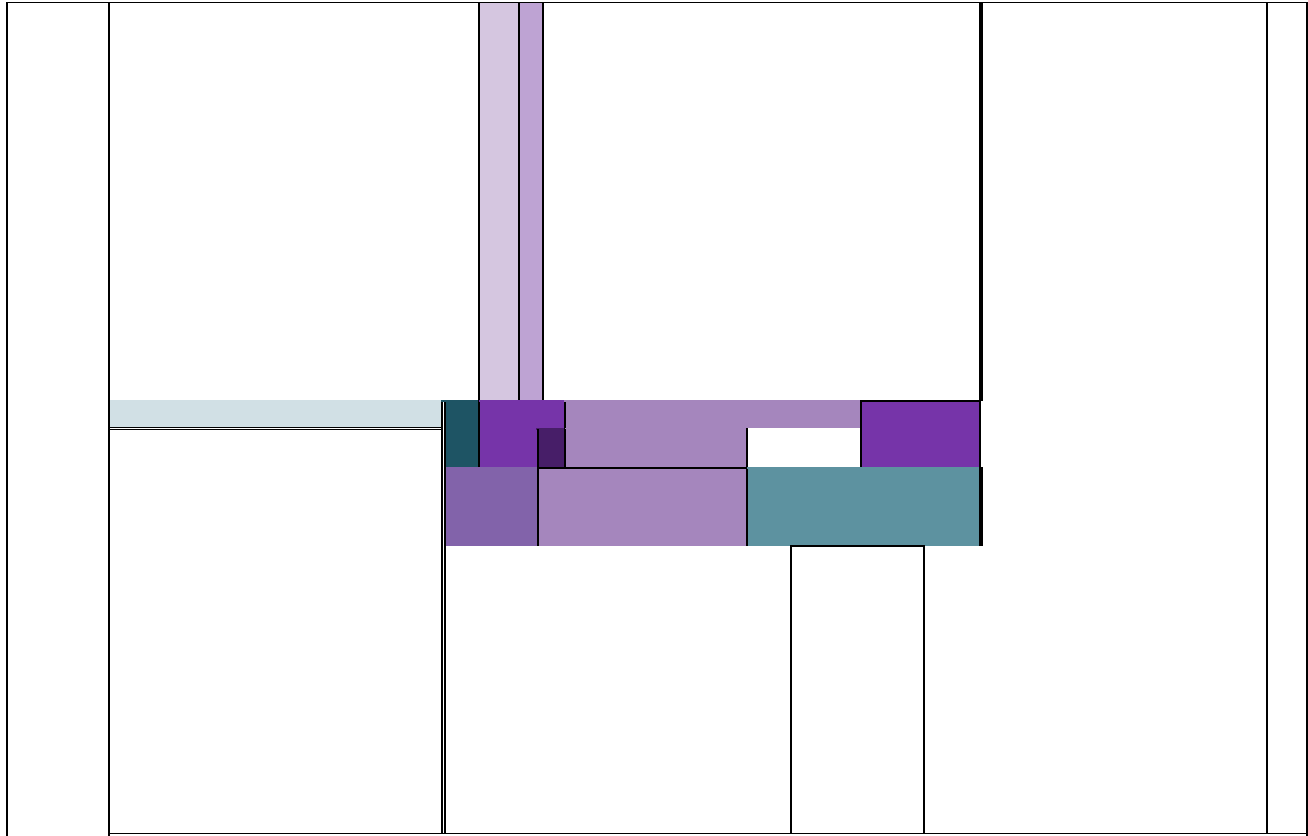
1. MPUPS, BADEVALASA, MENTADA
2. GPS, KONDALEVIDI
3. MPPS, REGIDI, GL PURAM

### Separate provision for girls and boys toilet?

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	10	7	4	1	14	8
	55.6%	46.7%	57.1%	100.0%	56.0%	50.0%
No	8	8	3	0	11	8
	44.4%	53.3%	42.9%	.0%	44.0%	50.0%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

### List of Schools who said 'NO'

1. MPPS, CHANDAKAPETA, BONDA PALLY
2. MPPS, SV NAGAR COLONY, GARIVIDI
3. MPUPS, UDDAVOLLU
4. MPUPS, BADEVALASA, MENTADA
5. GPS, KONDALEVIDI
6. MPPS, JM VALASA
7. GPS, PENGURA, GL PURAM
8. MPS, KATA STREET
9. MPLPS, RAJIV NAGAR
10. MES, GEMBALI VARI VEEDI
11. MPUPS, PINATADIVADA
12. MPUPS, NANDAM
13. KGBV, PARVATHIPURAM
14. KGBV, GANTYADA
15. KGBV, RAAVI VALASA
16. MPPS, CHINAKUDUMA, JIYYAMAVALASA
17. MPPS, CHALLAPETA, MENTADA
18. MPPS, REGIDI, GL PURAM
19. MPUPS, MUNGINA PALLI



**8 Drinking Water**

Out of 45 sample schools, 32 schools are having drinking water facility. But in 09 schools, the drinking water facility is not available. List is given below

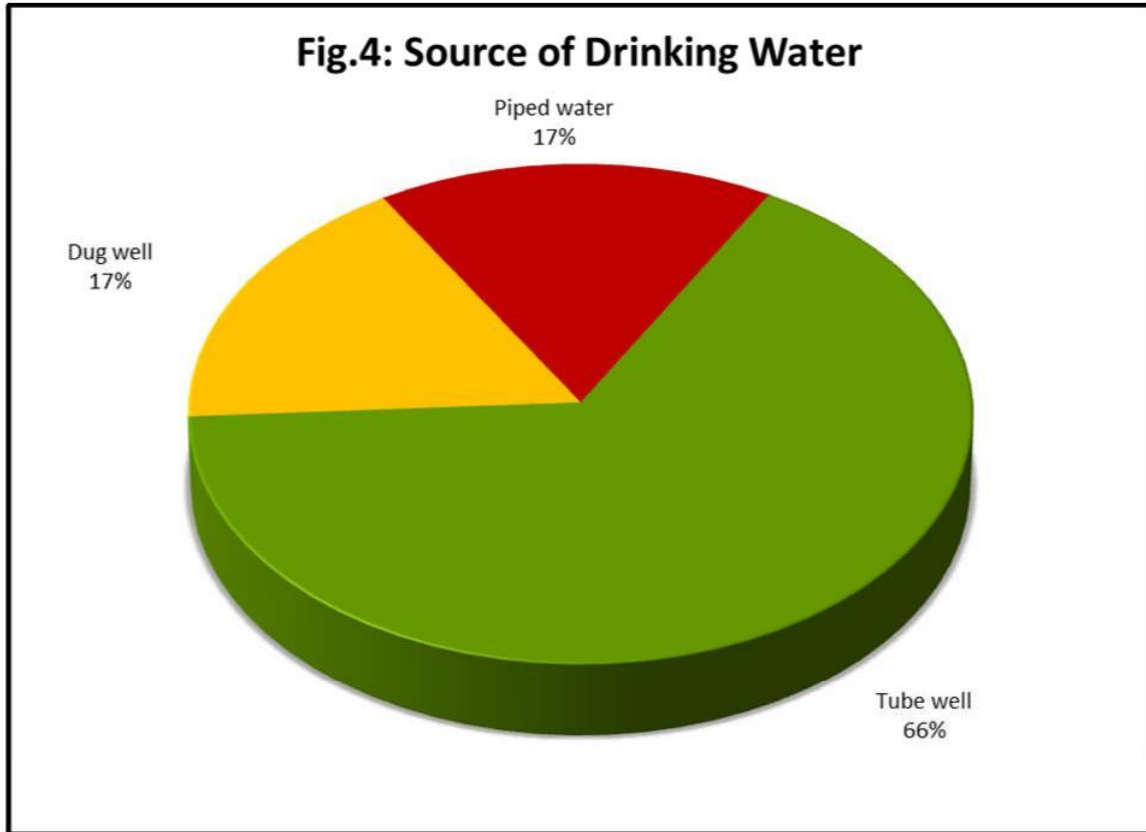
**Does the drinking water facility exist?**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	11	13	7	1	18	14
	61.1%	86.7%	100.0%	100.0%	72.0%	87.5%
No	7	2	0	0	7	2
	38.9%	13.3%	.0%	.0%	28.0%	12.5%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. MPPS, VIKRAMAPURAM, BC KOMARADA
2. MPPS, AMBATIVALASA, BONDAPALLY
3. GPS, BODDAMANUGUDA, KURUPAM
4. MPUPS, BADEVALASA, MENTADA
5. GPS, KONDALEVIDI
6. KGBV, GANTYADA
7. MPPS, CHINAKUDUMA, JIYYAMAVALASA

- 8. MPPS, CHALLAPETA, MENTADA
- 9. MPPS, REGIDI, GL PURAM



With regard to the source of drinking water out of 45 schools 66% schools are having tube wells,17% each schools are having the water piped water and Dug well facility. In 30 schools the available water is safe for drinking and 11 schools the water is not safe for drinking.

**Is the drinking water safe?**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	9	14	7	0	16	14
	50.0%	93.3%	100.0%	.0%	64.0%	87.5%
No	9	1	0	1	9	2
	50.0%	6.7%	.0%	100.0%	36.0%	12.5%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. MPPS, VIKRAMAPURAM, BC KOMARADA
2. MPPS, CHANDAKAPETA, BONDA PALLY
3. MPPS, AMBATIVALASA, BONDAPALLY
4. GPS, BODDAMANUGUDA, KURUPAM
5. GPS, KONDALEVIDI
6. MPPS, JM VALASA
7. MPUPS, KRISHNAPALLE
8. KGBV, GANTYADA
9. MPPS, IDDANAVALASA
10. MPPS, CHALLAPETA, MENTADA
11. MPPS, REGIDI, GL PURAM

**9 Playground**

Only 27 out of the 45 sample schools have a playground of their own. These schools organize games and sports in these grounds. Whereas in 14 schools the playground facility is not available as a result the children are facing the difficulty for games and sports.

**Does the school have play ground?**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	15	9	3	0	18	9
	83.3%	60.0%	42.9%	0.0%	72.0%	56.2%
No	3	6	4	1	7	7
	16.7%	40.0%	57.1%	100.0%	28.0%	43.8%
Total	18	15	7	1	25	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

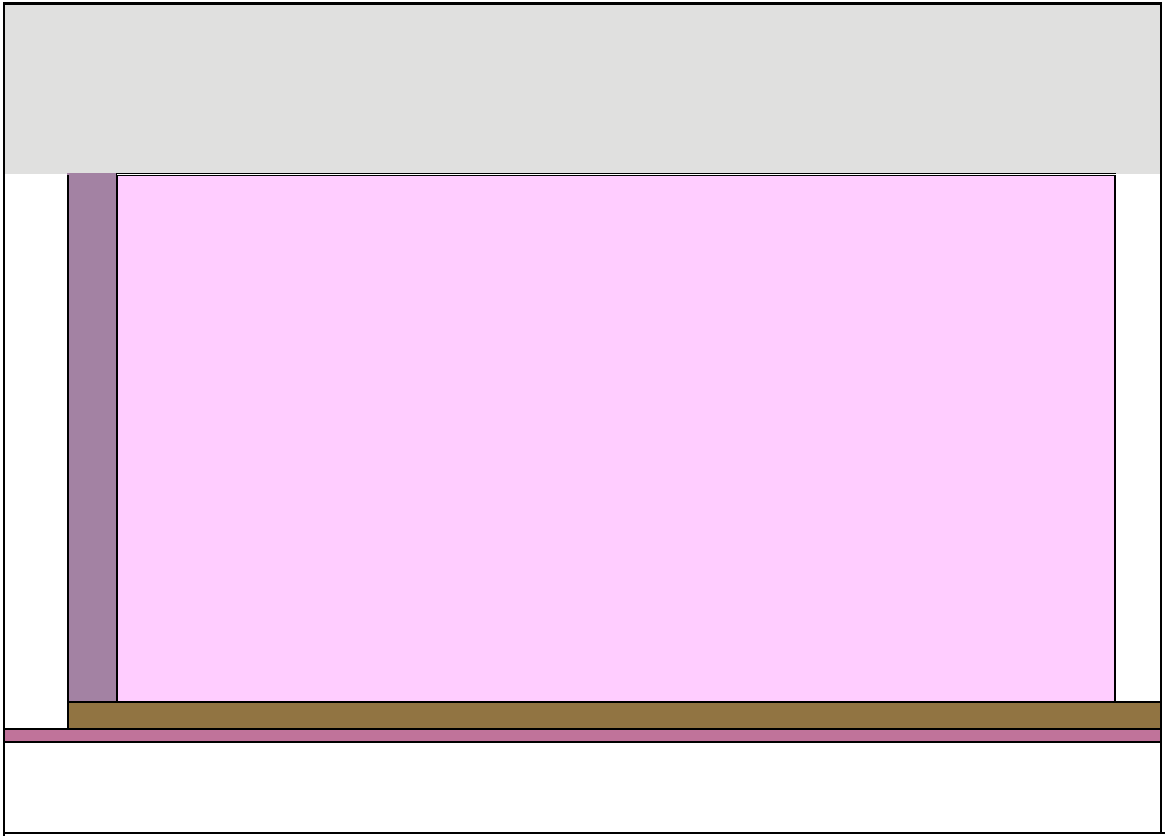
1. GPS, BODDAMANUGUDA, KURUPAM
2. MPUPS, CHENDRAMPETA, KOMARADA
3. GPS, KONDALEVIDI
4. TWAUPS, UDAYAPURAM, KURUPAM
5. MPS, KATA STREET
6. TMES, VIVEKANANDA COLONY, DUGARAJUPETA
7. MES, GEMBALI VARI VEEDI
8. MPUPS, KRISHNAPALLE
9. KSMES, PATHA BELAGAM
10. MPUPS, GOLLUPALEM, BONOPALLI
11. MPUPS, NANDAM
12. KGBV, PARVATHIPURAM
13. MPPS, CHINAKUDUMA, JIYYAMAVALASA
14. MPUPS, KUMARAM, GARIVIDI

### C. Social Access

S.No.

Items to be seen & captured

1	<p><b>Pattern of population of the habitation and enrollment in the school</b></p> <p>As per the norms of RTE, 2009, it is the duty of the local authority to maintain records of children (0 to 14 years) residing within its jurisdiction.</p> <p>38 out of the 40 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year 2012. Hence accurate percentage share of SC/ST/Muslim/Girl children in the 6 to 14 years child population could not be assessed for these schools. However, the average number of children attending and enrolled is given in the below figure. In the absence of these data, the percentage shares of SC, ST, and Muslim and girl children in total 6 to 14 years children enrolled could not be compared with the percentage shares of these children to the total 6 to 14 years child population.</p>
2	<p><b>Attendance pattern of the girls children from disadvantaged groups and weaker section</b></p> <p>Along with achieving universal enrollment, SSA envisages to ensure regular attendance of the enrolled children at school.</p> <p>The attendance pattern of SC, ST, Muslim and girl children vary among themselves in each school but in every school there exists low attendance of these children at schools.</p>



<b>3</b>	<b>Perception and understanding of social cultural and linguistic barriers</b>
	<p>The reason of low attendance may be varied but should be analyzed to address them. The social, cultural and linguistic barriers to children's attendance need to be specially analyzed for this purpose.</p> <p>The reasons for low attendance vary widely but are social / cultural / economic / health. In some schools teachers have not responded on the reason for low attendance of these categories of children</p>
<b>4</b>	<b>Important efforts made for addressing these barriers</b>
	<p>No significant effort has been made either by SMC / teacher to improve the attendance of children.</p>

#### D. Additional Items in the context of RTE.

S.No.	Items to be seen & captured
1	<b>School as an Agency of Social Cohesiveness</b>
	<p>Every school is to act as an agency to strengthen social cohesiveness. Children of different social groups should sit and study together. During the monitoring visits, in every school it has been found that children of all categories of social groups sit, eat and study together. They also attend the prayer class, play games and participate in school functions together.</p> <p>At every school, children of all social categories attend prayer class together; sit together in classroom; and take Mid Day Meals together. All children together participate in games and sports and celebrate the school functions. In this way, school acts as an agency of social cohesiveness.</p>
2	<b>Sitting arrangements</b>
	<p>Achieving social cohesiveness among all categories of children is an important value enshrined in the constitution of our country and the RTE, 2009 also envisages achieving it at school level.</p> <p>In all 45 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for class VI, VII and VIII boys and girls.</p>
3	<b>Communication between teachers and students</b>
	<p>RTE, 2009 envisages that the Govt. should ensure that the child belonging to weaker section and disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any ground.</p> <p>In all 45 sample schools, teachers interact with all categories of children without making any discrimination.</p>

## **2. Special Training (for Out of School Children)**

1	<b>Village Education Register (VER)/ Ward Education Register</b>
	<p>For the purpose of monitoring the operation of special training activity in this District, The special training centres are yet to operationalise in this district. But for the purpose of understanding the maintenance of Village Education Register looked into and it reveals that out of 40 schools 11 schools are maintaining village Education register but no updation.</p>
2	<b>No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)</b>
	<p>The data related to enrollment of the children from the Village Education Register is not available in the schools and habitations.</p>
3	<b>Details of above children enrolled/not enrolled</b>
	<p>RTE, 2009 in its Chapter II, Section IV envisages that an out of school child have 6 years of age shall be enrolled in his/her age –appropriate class and has a right to get special training to be suitably mainstreamed.</p> <p>No data available from school.</p>
4	<b>Number of children dropped out (with reference to state's definition of drop out)</b>
	<p>It is seen that a few of the enrolled children fail to continue their study owing to various reasons. They may remain absent from coming to school for a short or long period of time continuously or discontinuously. The State of Andhra Pradesh has defined to declare some children as dropouts under certain conditions and accordingly the school declares them as dropouts.</p> <p>In 2011-12, no child has been declared as dropout in all the sample schools.</p>
5	<b>Does the habitation witness the phenomenon of seasonal migration? Y/N.</b>
	<p>Some of the socially / economically disadvantaged families migrate out of their habitations for a particular season in search of waged labour. This affects the study of their children. In such cases, SSA has made some provisions to protect those children from the impact of seasonal migration of their parents.</p> <p>No case of seasonal migration of children has been found.</p>



<b>6</b>	<b>Has school started any special training intervention for the OoSC- Yes/No</b>
	<p>The dropout and never enrolled children, as per the govt. policy, are to be admitted in their age-appropriate classes. But keeping in view their learning deficiencies, Special Training facility is to be provided to them so that they can be properly mainstreamed.</p> <p>In none of the sample schools, special training intervention has been started. It is because; the process of establishment of Special training centres is in progress.</p>
<b>8</b>	<b>No. of children enrolled and present under special training on the day of visit (check from school record &amp; also head count)</b>
	<p>For the purpose of launching special training interventions, some out of school children have been identified and have been enrolled in sample schools But no special arrangements were made. As far as special training centres separate guidelines were issued by the state project Office and that will be followed very soon.</p>
<b>9</b>	<b>Whether above children enrolled in the age - appropriate classes in the regular school? Y/N</b>
	<p>As per the SSA norm, the out of school children are to be first enrolled in the age-appropriate classes in the nearby regular schools and then they are to get the special training facility to mainstream them. It is observed by the monitoring institute that in schools where the enrolled children from the Out of school category teachers quite hesitant to enroll in age appropriate classes. In this regard proper orientation is required for the teachers. However, special training centres are being established by the DPO for that preliminary arrangements were initiated.</p>
<b>10</b>	<b>Details of Education Volunteer</b>
<b>10.1</b>	<b>Education Volunteer's Educational Qualification</b>
	<p>In order to functionalize the special training activity, Educational Volunteers (EV) are to be posted.</p> <p>In all the 03 sample schools visited by the MI for monitoring special training facility, EV has been placed.</p>
<b>10.2</b>	<b>Education Volunteer (Trained/Untrained)</b>
	EVs are placed and trained

<b>10.3</b>	<b>Details of Education Volunteer (Type of Training/Duration/Organizer of Training/Training venue)</b>
	EVs are trained volunteers and again project also given training.
<b>11</b>	<b>Teaching learning and evaluation process (through observation &amp; interaction).</b>
	Special training activity has started in the entire District.
<b>12</b>	<b>Type of support received from head teacher / teacher of the regular school</b>
	Special training activity has started in the entire District.
<b>13</b>	<b>Parents' involvement:</b>
	Special training activity has started in the entire District.
<b>14</b>	<b>Whether children mainstreamed within the given time frame?</b>
	Special training activity has started in the entire District.
<b>15</b>	<b>(a) Whether grants for ST received in time?</b>
	Special training activity has not been started in the entire District.
	<b>(b) Whether honorarium for EV received in time?</b>
	Special training activity has not been started in the entire District.
<b>16</b>	<b>Check the latest evaluation sheets of the students and sample check learning competencies / levels of children.</b>
	Special training activity has started in the entire District.
<b>17</b>	<b>Whether children mainstreamed within the given time frame.</b>
	Not available in this short span of activity.
<b>18</b>	<b>Whether EV has maintained IEP for each child enrolled in the centre.</b>
	Special training activity in RSTCs only.
<b>19</b>	<b>If the fund for honorarium and other expenses received in time by EV.</b>
	Special training activity started in RSTCs

**3. Quality Issues**

**1 Enabling Conditions**

Sl.No.	Related Questions
1	<b>Number of teachers (Male &amp; Female),</b>
	<p data-bbox="285 478 1435 793">Elementary level of education is very sensitive and crucial in the life of every person. It is in this period that every child learns the basic knowledge of living in the world and also develops his/ her core personality that always influences his/her own life in future. A child obtaining proper elementary education is likely to express all his/her capabilities in an excellent manner. Needless to say, a motherly touch from the elementary school teachers is more required than a fatherly touch. A combination of both is the best choice.</p> <p data-bbox="285 814 1435 888">All the 45 sample schools Total number of teacher in position is found to be 207 out of this male teachers 116 and female teachers 91</p> <div data-bbox="272 919 1149 1675" style="background-color: #d3d3d3; width: 100%; height: 100%;"></div>

2	<b>Pupil Teacher Ratio</b>																														
	<p>As per the SSA norms, each school should have 01 teacher for every 40 children, i.e. pupil teacher ratio (PTR) of 40:1, in both primary and upper primary levels of education, provided that there are at least two teachers in each primary school and at least 02 teaches along with 01 Head Teacher in each Upper Primary school. There should be at least 01 teacher for every upper primary class with specific teachers for Mathematics and Science. This norm has been modified under RTE, 2009. As per the RTE, 2009 norm, each primary school should have at least two teachers and PTR of 30:1 and each upper primary school should have at least three teachers and a PTR of 35:1.</p> <p>Out of the 45 sample schools, pupil-teacher ratio (PTR) is as per the SSA norm of 30:1 or less than most of the sample schools whereas in remaining schools the ratio is higher side.</p> <p><b>Details of Pupil Teacher Ratio</b></p> <table border="1" data-bbox="297 945 1453 1186"> <thead> <tr> <th>Sl. No.</th> <th>School Details</th> <th>No. of Students</th> <th>No. of Teachers</th> <th>Pupil Teacher Ratio</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>MPPS, DUVVUPETA, DENKADA</td> <td>64</td> <td>2</td> <td>32</td> </tr> <tr> <td>5</td> <td>GPS, BODDAMANUGUDA, KURUPAM</td> <td>34</td> <td>1</td> <td>34</td> </tr> <tr> <td>7</td> <td>TWA UPS, BORAJAMMU, GL PURNAM</td> <td>248</td> <td>8</td> <td>31</td> </tr> <tr> <td>11</td> <td>MPUPS, BADEVALASA, MENTADA</td> <td>182</td> <td>4</td> <td>46</td> </tr> <tr> <td>43</td> <td>MPUPS, KUMARAM, GARIVIDI</td> <td>231</td> <td>6</td> <td>39</td> </tr> </tbody> </table>	Sl. No.	School Details	No. of Students	No. of Teachers	Pupil Teacher Ratio	1	MPPS, DUVVUPETA, DENKADA	64	2	32	5	GPS, BODDAMANUGUDA, KURUPAM	34	1	34	7	TWA UPS, BORAJAMMU, GL PURNAM	248	8	31	11	MPUPS, BADEVALASA, MENTADA	182	4	46	43	MPUPS, KUMARAM, GARIVIDI	231	6	39
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43	MPUPS, KUMARAM, GARIVIDI	231	6	39																											
3	<b>Teachers' vacancies.</b>																														
	<p>The quality of elementary education greatly depends on availability of appropriate conditions of teaching. Vacancy of teaching posts is an obstacle for providing requisite teaching environment. Hence SSA has emphasized for placement of teachers as per the prescribed norms yielding to reduction of teacher vacancy.</p> <p style="text-align: center;"><b>No. of teaching post lying vacant</b></p> <table border="1" data-bbox="414 1596 1201 1732"> <thead> <tr> <th colspan="3">Rural</th> <th colspan="3">Total</th> </tr> <tr> <th>PS</th> <th>UPS</th> <th>Total</th> <th>PS</th> <th>UPS</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>5</td> <td>3</td> <td>2</td> <td>5</td> </tr> </tbody> </table>	Rural			Total			PS	UPS	Total	PS	UPS	Total	2	1	1	2	1	1	3	2	5	3	2	5						
Rural			Total																												
PS	UPS	Total	PS	UPS	Total																										
2	1	1	2	1	1																										
3	2	5	3	2	5																										

4	<p><b>Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school)</b></p>																																																																					
	<p>As per the RTE, 2009, for upper primary education (class VI to VIII), there shall be at least one teacher each available for teaching (1) Language, (2) Social studies and (3) Science and Mathematics.</p> <p style="text-align: center;"><b>Availability of Teachers</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Rural</th> <th colspan="2">Urban</th> <th colspan="2">Total</th> </tr> <tr> <th>PS</th> <th>UPS</th> <th>PS</th> <th>UPS</th> <th>PS</th> <th>UPS</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td></td> <td>7</td> <td></td> <td>1</td> <td></td> <td>8</td> </tr> <tr> <td></td> <td></td> <td>46.7%</td> <td></td> <td>100.0%</td> <td></td> <td>50.0%</td> </tr> <tr> <td>Maths</td> <td></td> <td>7</td> <td></td> <td>1</td> <td></td> <td>8</td> </tr> <tr> <td></td> <td></td> <td>46.7%</td> <td></td> <td>100.0%</td> <td></td> <td>50.0%</td> </tr> <tr> <td>Language</td> <td></td> <td>6</td> <td></td> <td>0</td> <td></td> <td>6</td> </tr> <tr> <td></td> <td></td> <td>40.0%</td> <td></td> <td>.0%</td> <td></td> <td>37.5%</td> </tr> <tr> <td>Each Class</td> <td>5</td> <td>5</td> <td>1</td> <td>0</td> <td>6</td> <td>5</td> </tr> <tr> <td></td> <td>27.8%</td> <td>33.3%</td> <td>14.3%</td> <td>.0%</td> <td>24.0%</td> <td>31.2%</td> </tr> </tbody> </table>		Rural		Urban		Total		PS	UPS	PS	UPS	PS	UPS	Science		7		1		8			46.7%		100.0%		50.0%	Maths		7		1		8			46.7%		100.0%		50.0%	Language		6		0		6			40.0%		.0%		37.5%	Each Class	5	5	1	0	6	5		27.8%	33.3%	14.3%	.0%	24.0%	31.2%
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	<p>For the purpose of providing quality teaching, as per SSA norm, all teachers should be trained teachers having qualification of D.Ed/ B.Ed. / M.Ed. In the District, every year provision has been made under SSA to refresher training to the untrained teachers to declare them as trained teachers after completing such training.</p> <p>There are no un trained teachers in the sample schools of Viizianagaram.</p>																																																																					
6	<p><b>Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).</b></p> <p>Under SSA three broad categories of teacher training programmes are to be conducted. “One of them is a 20 days programme, named as in-service training”. This programme is meant to upgrade the teaching capabilities of every teacher. Each teacher is to get this training every year. Another is a 30 days programme named as “induction training”. This is to be given to be given to the freshly appointed teachers. It is mainly meant to apprise the teachers about SSA programme. The third is a 60 days programme named as “refresher training” meant to train the untrained teachers.</p> <p>In this District, the MI has noticed that all teachers of the 45 sample schools have got ‘in-service training’ for duration of 7 days during 2011-12 and the remaining days are counted from the monthly interactions of the school complex level trainings</p>																																																																					

7	<b>How useful were training programme attended by teachers</b>
	<p>All types of in-service trainings obtained have been felt by the teachers as useful to them in executing more effective teaching. As far as selection of Resource persons for the training some of the teachers said that improvement is needed.</p>
8	<b>Teachers' awareness of the duties and responsibilities of teacher under RTE Act, 2009.</b>
	<p>None of the sample teachers of the sample-checked schools has the requisite awareness about the duties and responsibilities of teacher under RTE Act, 2009.</p> <p>Orientation programmes were conducted for the teachers on roles and responsibilities under RTE but most of the teachers do not have proper understanding about these.</p>
9	<b>(a) Were text books received in within one month of the commencement of the school?</b>
	<p>As per the SSA norms, all textbooks are to be supplied to the students within one month of opening of school in every academic season. In view of this, in A.P the textbooks are to be supplied by 31<sup>st</sup> July every year.</p> <p>In all the sample schools the text books are received from June onwards and some titles were received in august. MLE text books were distributed very late at the time of monitoring the district Multi Lingual text book for Tribals have not reached especially 4<sup>th</sup> class children.</p>
10	<b>TLMs other than the textbooks used in the school.</b>
	<p>In order to make the classroom teaching more effective, child-friendly, joyful and participatory, teachers are given grants for making teaching learning materials (TLMs) and using them during classroom teaching. They are also given training on how to prepare and use topic specific and low / no cost TLMs under SSA programme.</p> <p>Other than textbooks, TLMs like SLIM Cards, flash cards, maps, picture cards, plastic and clay models are used by teachers.</p>
11	<b>What are the TLMs used in schools other than text books?</b>
	<p>Other than textbooks, flash cards, maps, charts etc. are used as TLMs in every school. Some of these are purchased from local market and some prepared by the</p>

	<p>teachers. Most of the teachers said they prepare the TLM for the Mela purpose it is quite useful and competitive. Those aids are teachers using.</p>
<b>12</b>	<p><b>Has school received school grants within two months of the commencement of school?</b></p>
	<p>Under SSA in order to provide enabling environment for quality education, each school is given a school grant every year. This grant is to be given to each school within two months of opening of school every year, in Andhra Pradesh; each school should get it by 12<sup>th</sup> August every year.</p> <p>Out of the 45 sample schools, 03 schools have received school grants in August 2012. Whereas the remaining 42 schools the school grants were received in July 2012.</p>
<b>13</b>	<p><b>Has school received maintenance grants within two months of the commencement of school?</b></p>
	<p>To improve the enabling environment for quality education, each school under SSA is to given a maintenance grant every year. This grant is to be given to each year by August 2010.</p> <p>None of the sample schools who have got maintenance grant has received the grant within August 2012 / two months of opening of school. Most of the schools received maintenance grants in the month of August 2012.</p>
<b>14</b>	<p><b>Has school received TLM grants within two months of the commencement of school?</b></p>
	<p>For the purpose of facilitating teachers to use TLMs during classroom teaching, under SSA each teacher is given Rs. 500/- per year as TLM grant which is to be utilized by the teacher either to purchase or to prepare TLMs as per his / her teaching needs. SSA envisages that this grant should reach to the school every year by August every year so that teachers can procure and use TLMs throughout the year.</p> <p>None of the sample schools has received the TLM grant within two months of opening of school .Majority of the sample schools received TLM grants in the month of August.</p>

15	<b>Purposes for which these grants were used.</b>
	<p>All the above mentioned three grants are given for specific purposes and hence a detailed guideline is to be given soon after releasing grant to school defining how to utilize them.</p> <p>Till the visit day of MI, 35 out of 40 sample schools have utilized their school grant received for the year 2010-11. Similarly, the maintenance grant received for the year 2010-11 has been utilized by 20 out of 40 sample school .The Head master and Mandal Educational Officers are operating the accounts of the school grants. The resolutions made in the schools are only with the teachers and Head Masters. Actually as per SSA norm School Management committee members should be involved in maintenance of the school grants.</p>

## 2. Teaching Learning Process

Sl.No.	Related Questions
1	<b>Teachers' understanding of the constructivist approach to teaching learning process.</b>
	<p>SSA has envisaged the practice of constructivist approach to teaching learning process and has emphasized that every teacher should have a full understanding of it and should also practice it during classroom teaching.</p> <p>As per the prescribed data collection tool, MI has examined the extent to which some key aspects of constructivist approach of teaching is understood / practiced by the teachers. It has therefore discussed with one teacher from each of the 40 sample schools and also observed one complete period of classroom teaching execute by the teacher.</p>



In all 40 sample schools, the sample teachers have opined that in teaching learning process, learner is more important and for that purpose, they are practicing activity based teaching, using TLMs in classroom teaching, behaving friendly with the students and giving students the scope for constructing knowledge through group activities. In 11 of these schools, teachers have shunned dictating notes to students. They have given student talk time between 10 to 30 minutes per class depending upon the topic covered for the class. Further, in 36 schools, teachers have shared concrete experiences and in 19 schools, they have shared personal life experiences with the students during classroom teaching observed by the MI. By doing so, they have given the students to construct their own thinking relating to their own environment and experiences. The teachers in 33 schools have been found not to insist upon rote memory and in 36 schools; they have taken classes using activity based teaching i.e. Slim cards and other material related to the activities.

2	<p><b>Involvement of children in teaching learning process.</b></p>
	<p>Under SSA, it is expected that classroom teaching learning process should be learner-centric and hence children should scope for involvement in the process for instance, they should get freedom to participate in learning activities; they should actively participate during learning; they should get scope for thinking; and they should happily participate during learning process.</p> <p>In all 40 sample schools, MI has found that the sample teachers have given freedom to children to participate in learning activity. They give scope to the children a scope for thinking. The children are also found to actively and happily participate during learning</p>
3	<p><b>Method of evaluation being followed in the school.</b></p> <p>The RTE, 2009 has emphasized in its para 22 (2) of part VII that “while laying down the curriculum and evaluation procedure, the State Council of Educational Research and Training (SCERT) shall prepare guidelines for putting into practice continuous and comprehensive evaluation (CCE). In other sense, the RTE, 2009 envisaged that evaluation should be treated as an integral part of classroom teaching rather than an event that follows the completion of teaching. Continuous evaluation implies that teacher’s work should be continuously guided by the child’s response and participation in classroom activities in other words, evaluation should be seen as a process whereby the teacher learns about the child in order to be able to teach better. Comprehensive</p>

	<p>evaluation implies that a teacher is to view the child from holistic perspective rather than merely in terms of a learner of different school subjects. He / she is to perceive child's health, personality, behavior and attitude in the context of development and growth. It does not mean that each and every aspect of child's behavior and attitude is measured or graded. Instead, the teacher is first to understand in a dynamic manner the different aspects of child's evolving nature and then to formulate his/ her comments based on observation.</p> <p>In none of the 45 sample schools, there is a practice of continuous and comprehensive evaluation. In all schools, learner's knowledge is evaluated by grading method. Teachers are not having proper understanding about the CCE still they are in confusion state of mind.</p>
<b>8</b>	<b>Onsite academic support teachers are receiving.</b>
	<p>SSA has strongly emphasized upon improving the quality of education by facilitating different types of training programmes for the teachers. The whole purpose is to improve the teaching capability of teachers keeping in view the goal of RTE and the educational philosophy of the nation. SSA also focuses on sustaining the teaching capabilities gained by teachers through trainings by providing post-training follow up and on-site academic support to teachers.</p> <p>In 39 out of the 40 sample schools, the sample teachers have said that they have received onsite academic support in 2011-12 from MRCs. Some of them have got it regularly. None of these sample teachers have said that Resource persons have extended onsite support to them</p>
<b>9</b>	<b>Comments on the classroom management with reference to:-</b>
	<p>SSA has given emphasis upon the practice of activity-based, child-centered learning wherein children are expected to sit in small groups composed of children without any discrimination on the basis of gender, Caste, community etc. MI has monitored the occurrence of it..</p>
	<b>&gt; Whether children are made to sit in small groups.</b>
	<p>In 35 out of 45 sample schools, the MI has found during classroom observation of the sample teachers that children are made to sit in small groups.</p>
	<b>&gt; If groups are formed of children from the same class or with children from different classes.</b>

	In 32 out of the 45 sample schools, the children sitting in small groups have belonged to same class.
	<b>&gt; If there is a permanent kind of sitting arrangement for children or they keep changing their places.</b>
	There is no permanent kind of sitting arrangement. Children keep changing their place. In upper primary classes the boys and girls however sit in separate groups.
	<b>&gt; If children from disadvantaged groups and children with disabilities sit separately and on the back benches.</b>
	In none of the 45 sample schools, the SC / ST / Minority / disabled children are found to sit separately or on the back benches. In all sample schools except 01, disabled children do not sit separately or on back benches. In Badahata PS of Satyabadi Block, 01 disabled child of class V is found to sit separately because the child very often urinates in the class.
	<b>&gt; Do children feel frank to express their views with the teachers or are they afraid or inhibited to do so?</b>
	In the classrooms of all the 40 sample schools, the children feel frank to express their views with their teachers. The teachers encourage children to participate in classroom learning without fear.
	<b>&gt; If children have any role in the management of classroom.</b>
	In 09 out of 45 sample schools, the MI has noticed that the students have played role in classroom management like formation of small groups, naming of small groups, selection of group leader, cleaning of classroom etc.

### 3. Issues in Equity in Quality

Sl.No.	Related Questions
1	<b>If there are any noticeable gaps in the learning achievement level of the children of different social groups. If yes, reasons thereof?</b>
	Learning achievement gaps are noticed in some of the children.

2	<b>If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers observed.</b>
	Not observed
3	<b>Use of co-curricular activities to boost the morale and self-esteem of the children from weaker sections.</b>
	No co curricular activities in the schools with regards to weaker sections.
4	<b>Teachers understanding of the challenges and advantages of diversity in a classroom.</b>
	Very little understanding.
5	<b>Efforts made to connect the text book lessons to the knowledge and experience of the children from socially disadvantaged groups?</b>
	Not significant efforts.
6	<b>Efforts made to highlight the contributions of different socio-cultural groups to the society.</b>
	Not much is reported.

#### 4. Computer Aided Learning

Sl. No.	Items to be seen and Captured
1.	<b>Status of Upkeep and Maintenance of Computers and other accessions (eg. Printer/ UPS/ LCD projector/ Chairs and tables/ Generator/ Integrated computer-cum-projector trolley ) provided under CAL.</b>
	<p>In order to monitor specifically on the operation of the CAL activity, the MI as per the ToR has monitored 03 schools. These are MPUPS, GOLLUPALEM, BONDAPALLI . MPUPS, UDDAVOLLU; MPUPS, KRISHNAPALLE: MPUPS, BADEVALASA, MENTADA. Out of these three schools two schools namely MPUPS puricherla and MPUPS peta the computers are arranged in class rooms. Where as in case of Hanuman nagar school the computers are kept in a separate room.</p> <p>Further, the computer rooms of all the 03 schools are in good condition.</p>

	The Head Teacher has lodged complain and expects that the service shall be obtained within 15 days after lodging of complaint. But services have not been obtained even more than 2 months after lodging of complain..
2.	<b>Whether activity based digital content TLMs are used as supplementary materials to the course materials or integrated with teaching learning process as a part of classroom transaction?</b>
	In all the 03 sample schools, a subject and topic wise list of digital materials is not available at schools. Only a few students know how to use computers.
3.	<b>Whether the subject teachers who have been provided with training on use CAL resources are comfortable on use of CAL resources and equipments?</b>
	In two schools namely MPUPS Puricherla and MPUPS Peta Nandikotkur only two teachers got training where as in Hanuman agar schools teachers were not trained. In all the 3 sample schools all the teachers are having the basic knowledge to operate computer and can develop digital materials.  In case of MPUPS Peta Nandikotkur the digital teaching learning material is available and students are comfortable with the use of this material in teaching and learning process.

### 5. Girls Education, NPEGEL & KGBV, Girls' Education & NPEGEL

Sl. No.	Items to captured
1.	<b>1.Gender gap in enrolment, attendance, learning and achievement and reasons thereof</b>
	In the District, in all the selected sample schools the programme is being implemented. All the school has been monitored by the MI. In the absence of WER or any other record relating to 6 to 14 years child population of 2010, GER could not be calculated and hence gender gap in GER also could not be analyzed in this school However, as far as the percentage of attendance in school on the visit day of MI is concerned, girls are more in number in attendance when compared to boys.  Furthermore, the gender gap relating to learning achievement reveals in favor of girls which is a positive sign.

2.	<b>How do teachers and community view this gender gap?</b>
	The reason for less attendance of girls than the boys on the visit day of MI could not be explained by the teacher.
3.	<b>Efforts made to address the gender gap/issues – at the levels of mindset and removing the physical barriers.</b>
	In order to keep the gender gap in favour of the girls, in the sample school, parents have been counseled to promote girl's education; community has been mobilized to promote girls' education; school dress has been given to girls; and life skill education / mela / games / sports / has been organized in the sample school. Besides, girls' toilet has been constructed and teachers have been trained on girls' education under the NPEGEL programme.
4.	<b>1-Participation level of girls in classroom processes and co-curricular activities.</b>
	In both the schools, girls participate in games and sports.
	<b>2-Stereotype attitude towards girls</b>
	Not in ToR.

### **Kasturiba Gandhi Balika Vidyalaya**

Sl. No.	Items to be seen and capture
1	<b>Nature of KGBV</b>
	In Vizianagaram the KGBVs are managed by the Residential Educational Societies. The sample schools are selected among these.  KGBV, PARVATHIPURAM (RVM SSA) KGBV, GANTYADA KGBV, RAAVI VALASA (RVM SSA)
2	<b>Involvement of Community &amp; Parents in management of KGBVs:</b>
	Since the schools are of residential type parents involve in limited occasions only. At the time term holiday parents come to the school and take away the wards at that time only the parents interact with the teachers and special officer. And there is no specific role of

	community and parents in management of KGBVs.																															
<b>3</b>	<b>Capacity building of teachers</b>																															
	The subject wise teachers were given capacity building in enhancement of teaching and learning skills, how to manage the school in residential mode and other supervisory aspects related to the KGBVs.																															
<b>4</b>	<b>Quality and Adequacy of Facility available</b>																															
	The All uniform, <b>Name</b> quality and Adequacy of facilities available in the schools is found	to be satisfactory. along with bedding,																														
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<b>5</b>	<b>Status of fund flow and maintenance</b>																															
	The fund flow is satisfactory in KGBV management.																															

### 6. Inclusive Education with Special Reference to CWSN

Sl.No.	Item to be Captured
<b>1</b>	<b>Number of CWSN in the school</b>
	15 children in the monitored schools of Vizianagaram.
<b>2</b>	<b>Presence of CWSN on the day of MI visit</b>
	Out of 15 children 12 were present on the day of MI visit.

<b>3</b>	<b>Attendance of CWSN</b>
	The attendance of the Cwsn children in these schools are nearly 60%.
<b>4</b>	<b>Type of disability CWSN suffers from.</b>
	Majority of the children in these sample school of cWSN are hearing impaired followed by Physically challenged.
<b>5</b>	<b>Seating arrangement.</b>
	<p>SSA focuses to ensure that every child with special needs (CWSN), irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It also provides that as far as possible every CWSN should be placed in regular schools with needed support services to facilitate inclusive education to them. Inside the classroom the CWSN should not be treated with discrimination. The classroom situation should be such that the CWSN gets normal treatment like other children.</p> <p>In order to monitor the inclusive education activities, as per the ToR, 03 schools have been identified and they are</p> <p>MPUPS, NANDAM  MPUPS, GADDEPUVALASA, GARIVIDI  MPPS, PEDDURU, GARU GUBILLI  KSMES, PATHA BELAGAM</p>
<b>6</b>	<b>Participation level of CWSN in classroom processes.</b>
	In all the 03 sample schools, the CWSN have been participating in classroom activities..
<b>7</b>	<b>Encouragement of CWSN by teacher.</b>
	The teachers of the sample schools also encourage the CWSN to participate in classroom activities.
<b>8</b>	<b>Availability of TLM with CWSN</b>
	In none of the 03 sample schools, special TLMs suitable to teach CWSN have been available.



<b>9</b>	<b>Peer Interaction with CWSN.</b>
	In all the 03 the sample schools, peers have extended friendly behavior towards the CWSN.
<b>10</b>	<b>Type of peer support to CWSN</b>
	The peers also support the CWSN when the CWSN try to sit in classroom in, In other 02 schools, the CWSN do not need any support from peers.
<b>11</b>	<b>Teacher behavior towards the CWSN.</b>
	In all the 03 sample schools, the teachers pay special attention to the CWSN . During examination, the teachers also give extra time to the CWSN
<b>12</b>	<b>Teacher training.</b>
	The teachers of all the 03 sample schools have not received training on teaching of CWSN.
<b>13</b>	<b>Adequacy of teacher training.</b>
	In the sample schools teachers have not received any training.
<b>14</b>	<b>Preparation of IEP by the school for CWSN.</b>
	In Municipal Corporation Primary school Budawari peta individual education plan has been prepared for the CWSN . In other 02 schools, this plan has not been done.
<b>15</b>	<b>Availability of Resource Teacher.</b>
	Resource Teachers are available for all the 03 sample schools and they are in position at MRC offices.
<b>16</b>	<b>Frequency of visits of Resource Teacher to school.</b>
	The Resource Teachers visit for 1 to 2 days in a month to all the sample schools to extend academic support to teachers i.e. monthly twice.
<b>17</b>	<b>Nature of support by the resource teacher.</b>
	The Resource Teacher suggests the teacher how to help the CWSN to concentrate in study and also helps the teacher on how to develop knowledge of CWSN.

<b>18</b>	<b>Awareness of Parent About the availability of Resource Teacher.</b>
	All parents of CWSN know that Resource Teachers have been engaged to help in the education of their CWSN.
<b>19</b>	<b>Status of parent counseling.</b>
	Parents of CWSN have been counseled to send their children regularly to school and to pay attention to the study of the CWSN this activity is seen occasionally.
<b>20</b>	<b>Status of medical assessment of CWSN.</b>
	In 02 of the 03 sample schools, the CWSN have attended the medical assessment test.
<b>21</b>	<b>Condition and Functionality of assistive devices.</b>
	In all the sample schools it is noticed that no assistive device is found to help the students.
<b>22</b>	<b>CWSN in need of home based support, and frequency and duration of home visit of resource teacher/volunteer /care giver and Nature of support given to CWSN.</b>
	The CWSN of 02 of the 03 sample schools are getting home based support. The Inclusive Volunteers visit home to work with the CWSN. They visit 01/04 days in a month and stay for about 01 to 02 hours per visit and train the CWSN on how to study, how to do daily work, physiotherapy etc.

## 7. Civil works

<b>Sl. No.</b>	<b>Items to be seen and captured</b>
<b>1</b>	<b>Type, agency, MoU and Status of work</b>
	Civil works like construction of school building, additional classroom, toilet, drinking water facility, boundary wall etc. are important components of facilitating quality education at school level. SSA has envisaged a procedure to be followed for implementing the sanctioned civil works. It has emphasized that civil works should be conducted by the VECs, but VECs are to sign on a MoU with the SSA authority to do so

	<p>as per the prescribed guidelines.</p> <p>In order to monitor the civil work, the MI as per the ToR has visited 02 sample schools. In both the schools the type of civil work sanctioned for 2011-12 has been construction of school building and at the time of visit the work status is ongoing. In Vizianagaram district unlike other districts the schools accounts are managed by the HM and MEO in joint operation mode. There is no school management committee's role in management of schools.</p>
<b>2</b>	<b>Availability of community manual etc.</b>
	<p>SSA intends that VECs should be supported for construction of civil works as per norms. Hence community manual and design drawings are provided to it.</p> <p>In both the sample schools, community manual is not available.</p>
<b>3</b>	<b>Adequate training of SMC</b>
	<p>SSA also envisages that the VECs should be given adequate training for civil works during the construction stage.</p> <p>The VEC/SMC of both the schools is dysfunctional. Head masters are playing major role in schools activities.</p>
<b>4</b>	<b>Separate Accounts and transparency; System of fund flow</b>
	<p>As per the SSA financial norms a separate account is to be kept on civil works and be updated so that the accounts should tally with the progress of civil work. The grant received and utilized should also be shown in the School Display Board for the sake of transparency.</p> <p>In the both schools, the civil work grant has been received by e-transfer to the joint account of MEO and Head Master.. The financial account of civil work is maintained by Head Teacher .The daily cement account is maintained by Head teacher</p>
<b>5</b>	<b>Technical personal visits</b>
	<p>Under SSA, Technical Consultants have been engaged at Mandal level to extend technical guidance to VECs relating to civil works.</p> <p>The Technical Consultants have visited both the schools during the construction of foundation, lintel, plinth and roof .They have given technical guidance to the constructors and have explained the design-drawings.</p>

## 8. Community Awareness

<b>Q.1</b>	<b>What is the composition of SMC? (As per RTE Act)</b>
	Not in ToR. Hence data not gathered. Reporting Format given after data collection. It will be obtained during subsequent stages of monitoring. However the School Management committees are not in place almost they are dysfunction. Need of establishment of New SMCs
<b>Q.2</b>	<b>Awareness of the SMC members about their role and responsibility as notified by the State Government.</b>
	VECs are the school level authority approved under SSA to manage and implement SSA activities at school. They are to be formed at each school and function adequately for development of school.  The SMCs were given training and orientation about the role ad responsibility as notified by the State Government.
	<b>a) Whether the SMC members have been provided the copy of the guidelines.</b>
	Effective functioning of VECs needs awareness of VEC members about their role and responsibility as notified by the State Government and hence VEC should be provided with guidelines.  SMC members have been provided the copy of the guidelines..
	<b>b) Whether the SMC members have been oriented on their roles and responsibilities.</b>
	Not in ToR. Hence data not gathered. Reporting Format given after data collection. It will be obtained during subsequent stages of monitoring.
	<b>c) Whether the guidelines has been printed in simple / local language for the community members to understand.</b>
	The VEC guidelines have been printed in simple local telugu Language and the VEC members do not find any difficulty in understanding it. Apart from these one day orientation and also school level discussions were organized to these SMCs.

<b>Q.3</b>	<b>Frequency of SMC meeting</b>
	As per the prescribed VEC guidelines, the VEC is to convene at least 01 meeting every month. IN Vizianagaram district SMCs were established and functioning.. These committees are organizing the monthly meetings and monitoring the students learning achievements and teachers teaching processes and attendance.
<b>Q.4</b>	<b>Awareness level of the SMC members with the following</b>
	Besides utilization of grants, the SMC is expected to fill up the DISE Capture format and VER and discuss them along with the school report card while preparing the school development plan every year.  Academic Monitoring committee members are having little awareness . Still there is a need of awareness generation programmes for the community.
<b>Q.5</b>	<b>Source of awareness of SMC members regarding school activities</b>
	Awareness source is teachers and students.
<b>Q. 6</b>	<b>Are the SMC members know the guidelines regarding school development plan?</b>
	As per the section 22 of RTE, 2009, the SMC of each school has to prepare a School Development Plan (SDP) every year for the school. In view of this, each SMC is expected to be familiar with SDP. Hence each school should get a copy of SDP guidelines.  But the SMC members are not having the capacity to undertake this type of planning works.
<b>Q.7</b>	<b>Whether the SMC members given training? Yes / No</b>
	Since SDP preparation is mandatory for each school, the SMC is required to be trained accordingly.
<b>Q. 8</b>	<b>How frequently the SMC members visit the school?</b>
	occasionally
<b>Q.9</b>	<b>During the visit to the school as a SMC member, what will you observe?</b>
	Some times observe the mid day meal distribution and grants.

<b>Q.10</b>	<b>Role of SMC members in monitoring:</b>
	<b>a) Student attendance</b>
	<p>SMChas a responsibility to monitor the student attendance and motivate the parents of absent students to regularly send their children to schools.</p> <p>This aspect is monitored by the AMCs but the committee roles are restricted to limited aspects only.</p>
	<p>The VEC is also expected to monitor teacher attendance and to motivate the teachers to come to school in time.</p>
<b>Q.11</b>	<b>Contribution made by the community for the upliftment of school.</b>
	<p>Under SSA, the SMC is authorized to contribute / mobilize resources to uplift the school and to promote elementary education. Out of 45 sample schools. Some of the schools got good number of articles through donations of the community since long time.</p>
<b>Q.12</b>	<b>Whether the minutes of the SMC meetings are available at school?</b>
	<p>Every VEC is expected to write down the minutes of its meetings in a register for the sake of transparency.</p> <p>Yes available in the school.</p>

### 9. Management Information system

Sl.No.	Items to be seen and Captured
1.	<p><b>Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF)</b></p> <p>It is mandatory under SSA that progress of every activity be recorded for monitoring; evaluation and need based planning at different levels. The school level documentation of these data is required for school level planning and monitoring. District Information of School Education (DISE) is a District level data generated from each and every school using a structured data capture format every year. It is expected that 01 copy of the filled in format be kept at school for reference of the VEC and others and the other be taken by the CRCC for cluster level compilation.</p> <p>In 2011-12, 37 out of the 40 schools have supplied the DISE data to MRC but 32 schools has kept a copy of the filled in data capture format for 2011-12 at school</p>
2.	<p><b>Whether any training on filling up of DCF was provided to the teacher / head teacher?</b></p> <p>In 30 out of 40 sample schools, the Head Teacher / Teacher have received training to fill up the DISE data capture format.</p>
3.	<p><b>Did the CRC coordinator / headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan</b></p> <p>As per the SSA norm, the CRCC / Head Teacher should conduct Jan-Vaachan activity of the DISE data reported in the school DCF as a measure of social audit.</p> <p>In 09 of the 40 sample schools, the school has conducted Jan-Vaachan / Community reading of the DISE data of 2011-12</p>
4.	<p><b>Did the school receive the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?</b></p>

	<p>As per the SSA norm, a School Report Card is to be prepared for each school by the District Project Office of SSA and give it to the school for reference and display for public awareness.</p> <p>17 of the 40 sample schools have received a printed copy of the School Report Card for 2010-11. and displayed on the notice board by 8 schools.</p>
<b>5.</b>	<b>If the DCF/ School report card is available with the school does it match with the actual position in the school</b>
	School Report Card for 2010-11 is available to the schools and matched with the actual position in 17 schools.
<b>6.</b>	<b>Are the schools records being maintained and updated regularly</b>
	<p>For smooth management of school and proper reporting of data, each school is expected to maintain and update its office records regularly.</p> <p>In 28 out of the 40 sample schools all school records are maintained and updated regularly whereas in the rest 12 schools, some records are maintained regularly. The cash book, stock register is maintained in 33 schools.</p>

### **10. Financial Management**

<b>Sl. No</b>	<b>Items to be seen and captured</b>
<b>1.</b>	<b>Maintenance of financial records and registers.</b>
	<p>All schools are expected to maintain financial records and registers relating to various grants received in every year. Cash book, pass book and stock register are to be updated regularly.</p> <p>The MI has found that in 33 and 40 sample schools, passbook and cashbook are available respectively. Cashbook has been updated properly in 33 out of the 40 sample schools. Stock register is available at 36 out of 40 sample schools but this register shows stock entry only in 27 schools</p>
<b>2.</b>	<b>Mode of transfer of fund to the SMC/ VEC from the state or District levels</b>
	<p>All kinds of grants sanctioned to the school are released by e-transfer system from the DPO to the bank account and the accounts are maintained by HM and MFO</p>



<b>3.</b>	<b>Type of funds / grants received and the month of receipt during the current financial year.</b>
	<p>As per the SSA financial norm, every school should receive the school grant, maintenance grant and teacher grant within 02 months of opening of school in each academic year. Thus in Andhra Pradesh state, each school should get these grants by August every year.</p> <p>In 2011-12, 39 out of 40 sample schools have shown evidences of receiving the school grant, maintenance grant and teacher grant but these grants have been received by these schools after August 2012. Similarly, the school dress grant has been received by the schools during March 2012</p>
<b>4.</b>	<b>If the VEC/SMC is covered by audit. If yes, has the audit observations been shared with the community</b>
	<p>In 39 out of 40 schools, fund is withdrawn with the joint signatures of the HM and MEO. In sample schools of Vizianagaram district it is noticed that no evidence of audit shared with community is observed.</p>
<b>5.</b>	<b>If the proposals for expenditure and expenditure statements are shared with the community</b>
	<p>In all the sample school no evidence of sharing of proposals for expenditure with the community is observed.</p>

## 7. District Level half yearly Monitoring Report

### DISTRICT: WEST GODAVARI

#### 1. Access

##### A. Physical Access

Sl. No.	Items to be seen & captured																		
<b>1</b>	<b>Catchment area/s of school – Habitation/s</b>																		
	Monitoring Institute has monitored 47 schools in West Godavari district. Out of this 34 Primary schools, 13 Upper Primary schools and schools primary and secondary sections Almost in all the schools the SSA norm of Physical Access is fulfilled.																		
<b>2</b>	<b>Vicinity/Route to the school</b>																		
	<p>comfortable safe route</p> <p>Out of the 47 sample schools, in most of the schools where children are with the route and vicinity of the school. The school vicinities are located in place and there is no harm to the children. Whereas in six schools the vicinity and</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1</td> <td>PPMCUPS, Powerpet, Eluru</td> <td>RAOD CROSSING</td> </tr> <tr> <td style="text-align: center;">2</td> <td>MPUPS, Ramnagudem, Tadepalligudem</td> <td>ROAD CROSS PROBLEM</td> </tr> <tr> <td style="text-align: center;">3</td> <td>MPPS, Muddagudem, Bhuttaigudem</td> <td>MUSLIMS GRAM YARD SITUATED BEHIND THE SCHOOL FRAME ,2. THE SCHOOL IS ADJUSTMENT TO THE SUB MAIN ROAD</td> </tr> <tr> <td style="text-align: center;">4</td> <td>MPPSSW, Kaspapentapadu</td> <td>MAIN ROAD</td> </tr> <tr> <td style="text-align: center;">5</td> <td>MPPS, Singanamuppavaram, Chagallu</td> <td>MAIN ROAD</td> </tr> <tr> <td style="text-align: center;">6</td> <td>MPLPS, Nehrupeta, Bhimavaram</td> <td>MAIN ROAD</td> </tr> </table>	1	PPMCUPS, Powerpet, Eluru	RAOD CROSSING	2	MPUPS, Ramnagudem, Tadepalligudem	ROAD CROSS PROBLEM	3	MPPS, Muddagudem, Bhuttaigudem	MUSLIMS GRAM YARD SITUATED BEHIND THE SCHOOL FRAME ,2. THE SCHOOL IS ADJUSTMENT TO THE SUB MAIN ROAD	4	MPPSSW, Kaspapentapadu	MAIN ROAD	5	MPPS, Singanamuppavaram, Chagallu	MAIN ROAD	6	MPLPS, Nehrupeta, Bhimavaram	MAIN ROAD
1	PPMCUPS, Powerpet, Eluru	RAOD CROSSING																	
2	MPUPS, Ramnagudem, Tadepalligudem	ROAD CROSS PROBLEM																	
3	MPPS, Muddagudem, Bhuttaigudem	MUSLIMS GRAM YARD SITUATED BEHIND THE SCHOOL FRAME ,2. THE SCHOOL IS ADJUSTMENT TO THE SUB MAIN ROAD																	
4	MPPSSW, Kaspapentapadu	MAIN ROAD																	
5	MPPS, Singanamuppavaram, Chagallu	MAIN ROAD																	
6	MPLPS, Nehrupeta, Bhimavaram	MAIN ROAD																	
<b>3</b>	<b>Nearby Upper Primary School</b>																		
	There are 34 Primary Schools out of the 47 Sample schools and all of them have an Upper Primary school within the radius of 03 Kms.																		

Sl. No.	School Name	Name of the UPS	Distance (Kms.)
2	MPPS, Taderu, Bhimavaram	ZPPS TADERU	3
3	MPUPS, Tillapudi, Palakkullu	ZPS SCHIKKAL	4.5
4	SGM MPS, Undi	UPS PADDA PULUAV 2 KM	2
5	MPPS No.1, Ananthapallem, Nallajerla	ZP & UPS ANANATHA PALLE NALLAJERLA	
6	MPPS, Muthana Veedu, Pedavegi	MPUPS RAYAPALLEM	3
7	MPPS, Padamara Veedhi, Eluru	UPS AMADAM APPLASWAMY	1
8	Ramakrishna JB MPL PS 220	MHS	1/2
9	MPPS, Pedapadu WG	ZPHS PEDDAPADU	1
12	MPPS, Kalisipudi, Undi	MPUP PEDDAPULERU	3
13	MPUPS Lakshmaneshwaram, Narsapuram	ZPHS LB CHERLA	3
14	MPPS Main, Pennada Agraharam	ZPHS PENNADA	BELOW 1/2 KM
15	MPPS Kamavarapu Kota	ZPHS K KOTA	1/2
16	PPMCUPS, Powerpet, Eluru	GANDHI ANDRA JATHIYA VIDYALAYAM	1
17	MPPS Main, Thimmapuram	ZPHS THIMMAPUR DWARAKA THIRUMALA	200 METERS
18	MMHS, Yagallapally, Tadepalligudem	RCH PETA SPECL ELEMENTARY MS	BELOW 1 KM
19	MPPS Main, Vadapalli, Kovvuru	ZPHS VADAPALLI	1/2
20	NTR MUPS, No 1, 15th ward, Tanuku	TANGUTURUI PRAKASHAM PANTULU HS	1/2
21	MPUPS, Ramnagudem, Tadepalligudem	ZPHS PEDDATHADEPALLI	5
22	MPPS, Kapavaram	ZPHS PANGIDI	2
24	Parasu Rama MEPS, 37 Div	SUBHAMMADEVI HS	1 1/2
25	MPPS, Kowali denduluru	SVSRB ZPPHS KOVVALI	150METERS
26	MPPS, Badapudi, Unguturu	ZPHS BADAMPUDI	1
27	MPUPS, Vijeeshwaram, Nidadavole	ZPHS MADDUR KOVVURU	3
28	MPPS, Vindravaripalem, Iragavaram	ZPHS IRAGAVARAM	1
29	MPPS, Gutala	ZPHS GUTALA	1
30	SSCD of Eluru, Xavier Nagar	POWER PETA MSUPS	1
31	MPPS, Muddagudem, Bhuttaigudem	ZTWHS RAJANAGARAM	3
32	Navayuga Spl Municipal Elementary School, Eluru	AD ANDHRA UP SCHOOL THERYALA MADI 50 DIV	1
33	MPUPS, Chodimella Village, Eluru Road	ZPHS SHENIVARAPETA	5
34	Balagangadhar Tilak Oriental High School, Benerjipet, Eluru	DR AMBEDKAR MC UPS	1/4
35	MPPS, East Palem, Akividu	PLSZPHZ BOYS SCHOOL	1
36	MPPS, No.1, Palangi, Undrajavaram	ZPHS UNDRAJAVARAM	2
37	Spandana Organisation, Palangi, Undrajavaram	MES TANKU	1/2

38	MPUP, Dippakayalapadu	ZPHS KANPURAM	3
39	Damian Leprosy Centre, Vegavaram	ZPHS GOPALAPALEM	1 1/2
40	AAMCUPS, Eluru	ARDGK HS ADHIVAARI PETA	2
41	MPPS, No.2, Gundu Golanu, Bheemadolu	ZPHS GUNDUGOLANU	1
42	MPPSSW, Kaspapentapadu	ZPHS SCHOOL K PENTAPADU	BELOW 1/2 KM
43	MPPS, Singanamuppavaram, Chagallu	ZPSS BRAHMANAGUDEM	BELOW 3 KM
44	MPPS, Randithavilluru, Poduru	ZPSS PANDITHA VILLURU	BELOW 1/2 KM
46	MPPS, Gollagudem, Uppalapadu	ZPHS RAVIKAM PADU	5
47	Asakiranam RSTC, St Theresas College Campus, Eluru	MPS SRERAMNAGAR ELURU	5

## B. Quality of Access

S.No.	Items to be seen & captured			
1	<b>School Classroom</b>			
	(SCR) given <b>Student</b> Out of the 47 Sample schools, in case of 31 schools, the student class room			ratio are
Sl. No.	Name of the School	Total Strength	No. of class rooms	Student Classroom Ratio
<b>PRIMARY SCHOOLS</b>				
2	MPPS, Taderu, Bhimavaram	156	4	39
4	MPPS No.1, Ananthapallem, Nallajerla	335	10	34
9	MPPS, Gowri patnam	187	5	37
12	MPPS Kamavarapu Kota	330	6	55
13	MPPS Main, Thimmapuram	63	2	32
14	MPPS Main, Vadapalli, Kovvuru	39	1	39
17	MPPS, Kovvali denduluru	242	7	35
18	MPPS, Badapudi, Unguturu	146	3	49
26	Spandana Organisation, Palangi, Undrajavaram	200	4	50
28	MPPS, No.2, Gundu Golanu, Bheemadolu	232	6	39
32	MPLPS, Nehrupeta, Bhimavaram	215	3	72
<b>UPPER PRIMARY SCHOOLS</b>				

	2	ZPHS, Ganapavaram	530	10	53		
	4	PPMCUPS, Powerpet, Eluru	215	6	36		
	6	NTR MUPS, No 1, 15th ward, Tanuku	307	8	38		
	7	MPUPS, Ramnagudem, Tadepalligudem	195	5	39		
	10	Balagangadhar Tilak Oriental High School, Benerjipet, Eluru	383	7	55		
<b>3</b>	<b>Light and Ventilation</b>						
	Out of the 40 sample schools, in 37 schools all classrooms are properly ventilated and lighted. In case of following listed schools the class room are not properly ventilated.						
	<b>All classrooms properly lighted and ventilated?</b>						
		Rural		Urban		Total	
		PS	UPS	PS	UPS	PS	UPS
Yes	21	8	4	4	25	12	
	77.8%	100.0%	57.1%	100.0%	73.5%	100.0%	
No	6		3		9		
	22.2%		42.9%		26.5%		
Total	27	8	7	4	34	12	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	<b>List of Schools who said 'NO'</b> <ol style="list-style-type: none"> <li>1. Premanvitha Saviour Charitable Trust, Eluru</li> <li>2. SGM MPS, Undi</li> <li>3. MPPS, Muthana Veedu, Pedavegi</li> <li>4. Ramakrishna JB MPL PS 220</li> <li>5. MPPS Main, Pennada Agraharam</li> <li>6. MPPS, Muddagudem, Bhuttaigudem</li> <li>7. Damian Leprosy Centre, Vegavaram</li> <li>8. MPPS, Randithavilluru, Poduru</li> <li>9. Asakiranam RSTC, St Therasas College Campus, Eluru</li> </ol>						
<b>5</b>	<b>Blackboard in Classroom</b>						
	In almost all the sample schools, black boards have been placed centrally in class rooms on the wall. Writings on black boards of all classrooms are visible to the children.						

**How are the blackboards located in all classrooms?**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Centrally placed	22	7	5	4	27	11
	81.5%	87.5%	71.4%	100.0%	79.4%	91.7%
Placed at corner	5	1	2	0	7	1
	18.5%	12.5%	28.6%	.0%	20.6%	8.3%
Total	27	8	7	4	34	12
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. Premanvitha Saviour Charitable Trust, Eluru
2. SGM MPS, Undi
3. MPPS, Muthana Veedu, Pedavegi
4. MPPS Main, Pennada Agraharam
5. MPPS, Kapavaram
6. MPUP, Dippakayalapadu
7. Damian Leprosy Centre, Vegavaram
8. Asakiranam RSTC, St Therasas College Campus, Eluru

**Writings on blackboard are clearly visible to all children in all classrooms**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	20	7	5	3	25	10
	74.1%	87.5%	71.4%	75.0%	73.5%	83.3%
No	7	1	2	1	9	2
	25.9%	12.5%	28.6%	25.0%	26.5%	16.7%
Total	27	8	7	4	34	12
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. Premanvitha Saviour Charitable Trust, Eluru
2. MPUPS, Tillapudi, Palakkullu
3. SGM MPS, Undi
4. MPPS, Muthana Veedu, Pedavegi
5. MPPS, Pedapadu WG
6. MPPS Main, Pennada Agraharam
7. MMHS, Yagallapally, Tadepalligudem
8. MPPS, Kapavaram
9. Spandana Organisation, Palangi, Undrajavaram
10. Damian Leprosy Centre, Vegavaram
11. Asakiranam RSTC, St Therasas College Campus, Eluru

In 18 out of 47 schools, ramp has been constructed to facilitate the physical access to classrooms for the CWSN. But such ramp does not exist for all the school buildings in 29 schools. Thus some of the school buildings are not accessible by the CWSN without other's support.

**Does the school have a ramp**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	10	5	1	2	11	7
	37.0%	62.5%	14.3%	50.0%	32.4%	58.3%
No	17	3	6	2	23	5
	63.0%	37.5%	85.7%	50.0%	67.6%	41.7%
Total	27	8	7	4	34	12
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. Premanvitha Saviour Charitable Trust, Eluru
2. MPPS, Taderu, Bhimavaram
3. Ramakrishna JB MPL PS 220
4. MPPS, Pedapadu WG
5. MPPS, Gowri patnam
6. ZPHS, Ganapavaram
7. MPPS, Kalisipudi, Undi
8. MPUPS Lakshmaneshwaram, Narsapuram
9. MPPS Main, Pennada Agraharam
10. MPPS Kamavarapu Kota
11. PPMCUPS, Powerpet, Eluru
12. MMHS, Yagallapally, Tadepalligudem
13. MPPS Main, Vadapalli, Kovvuru
14. NTR MUPS, No 1, 15th ward, Tanuku
15. Parasu Rama MEPS, 37 Div
16. MPPS, Kovvali denduluru
17. MPPS, Badapudi, Unguturu
18. MPPS, Gutala
19. SSCD of Eluru, Xavier Nagar
20. MPPS, East Palem, Akividu
21. MPPS, No.1, Palangi, Undrajavaram
22. Spandana Organisation, Palangi, Undrajavaram
23. Damian Leprosy Centre, Vegavaram
24. MPPS, No.2, Gundu Golanu, Bheemadolu
25. MPPS, Randithavilluru, Poduru
26. MPLPS, Nehrupeta, Bhimavaram

27. MPPS, Gollagudem, Uppalapadu
28. Asakiranam RSTC, St Therasas College Campus,

As far as the quality of the ramp is concerned in the sample schools 9 schools are having properly sloped ramps and remaining i.e 4 schools are not properly sloped ramps in their schools.

**If yes, please comment on the quality of ramp.**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Properly sloped	7	1	0	1	7	2
	87.5%	33.3%	.0%	100.0%	77.8%	50.0%
Not properly sloped	1	2	1	0	2	2
	12.5%	66.7%	100.0%	.0%	22.2%	50.0%
Total	8	3	1	1	9	4
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

- |   |   |                     |
|---|---|---------------------|
| <ol style="list-style-type: none"> <li>1. MPPS No.1, Ananthapallem, Nallajerla</li> <li>2. MPPS, Padamara Veedhi, Eluru</li> <li>3. MPPS Main, Thimmapuram</li> <li>4. MPPS, Kapavaram</li> <li>5. MPPS, Vindravaripalem, Iragavaram</li> <li>6. MPUPS, Chodimella Village, Eluru Road</li> <li>7. AAMCUPS, Eluru</li> <li>8. MPPSSW, Kaspapentapadu</li> <li>9. MPPS, Singanamuppavaram, Chagallu</li> </ol> | } | Properly sloped     |
| <ol style="list-style-type: none"> <li>11. MPUPS, Vijeewaram, Nidadavole</li> <li>12. MPPS, Muddagudem, Bhuttaigudem</li> <li>13. Navayuga Spl Municipal Elementary School, Eluru</li> <li>14. MPUP, Dippakayalapadu</li> </ol>   | } | Not Properly sloped |

**7**

**Toilets in the schools**

Out of the 47 sample schools, toilet exists in 42 schools in 4 schools no toilet facility is available. Separate toilet facility is available for schools 32 and 14 schools they do not have the separate toilet facility for children.



**Is there a Toilet?**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	24	8	6	4	30	12
	88.9%	100.0%	85.7%	100.0%	88.2%	100.0%
No	3		1		4	
	11.1%		14.3%		11.8%	
Total	27	8	7	4	34	12
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. MPPS, Padamara Veedhi, Eluru
2. MPPS Kamavarapu Kota
3. Damian Leprosy Centre, Vegavaram
4. Asakiranam RSTC, St Theresas College Campus, Eluru

**Separate provision for girls and boys toilet?**

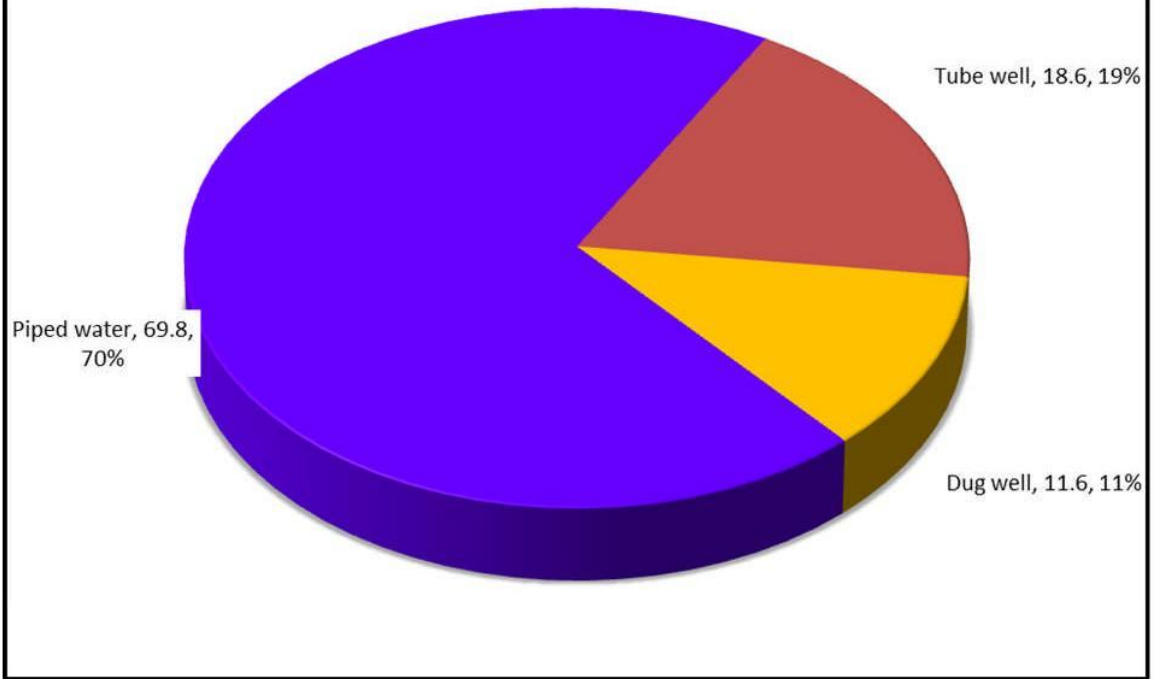
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	18	7	4	3	22	10
	66.7%	87.5%	57.1%	75.0%	64.7%	83.3%
No	9	1	3	1	12	2
	33.3%	12.5%	42.9%	25.0%	35.3%	16.7%
Total	27	8	7	4	34	12
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**List of Schools who said 'NO'**

1. MPPS, Padamara Veedhi, Eluru
2. ZPHS, Ganapavaram
3. MPPS, Kalisipudi, Undi
4. MPPS Kamavarapu Kota
5. MPPS Main, Thimmapuram
6. MMHS, Yagallapally, Tadepalligudem
7. MPPS, Badapudi, Unguturu
8. MPPS, Vindravaripalem, Iragavaram
9. SSCD of Eluru, Xavier Nagar
10. MPPS, Muddagudem, Bhuttaigudem
11. Damian Leprosy Centre, Vegavaram
12. MPPS, Singanamuppavaram, Chagallu
13. MPLPS, Nehrupeta, Bhimavaram
14. Asakiranam RSTC, St Theresas College Campus, Eluru



**Fig.4: Source of Drinking Water**



Out of the available water sources in the sample schools 70% are from Piped water, 18% are from tube well and remaining 11% are from the dug well.


**9 Playground**

Only 36 out of the 47 sample schools have a playground of their own. These schools organize games and sports in these grounds. In case of some schools, games and sports are being organized either in the playground of nearby High School Where as in 10 schools the play ground is not available they are (list given below.)

**Does the school have play ground?**

	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Yes	22	6	5	3	27	9
	81.5%	75.0%	71.4%	75.0%	79.4%	75.0%
No	5	2	2	1	7	3
	18.5%	25.0%	28.6%	25.0%	20.6%	25.0%
Total	27	8	7	4	34	12
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

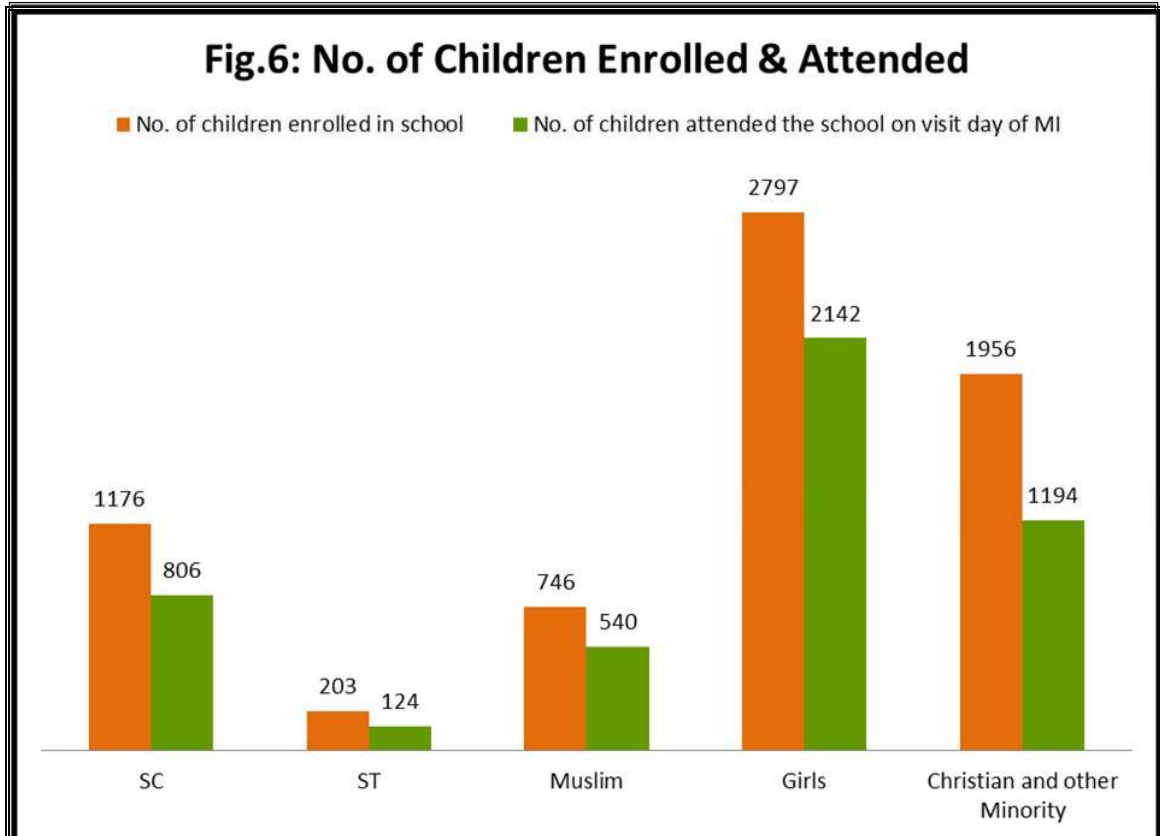
	<p><b>List of Schools who said 'NO'</b></p> <ol style="list-style-type: none"> <li>1. Ramakrishna JB MPL PS 220</li> <li>2. PPMCUPS, Powerpet, Eluru</li> <li>3. MPPS Main, Thimmapuram</li> <li>4. NTR MUPS, No 1, 15th ward, Tanuku</li> <li>5. MPPS, Kapavaram</li> <li>6. MPPS, East Palem, Akividu</li> <li>7. MPUP, Dippakayalapadu</li> <li>8. Damian Leprosy Centre, Vegavaram</li> <li>9. MPPS, Gollagudem, Uppalapadu 10.Asakiranam</li> <li>RSTC, St Therasas College Campus, Eluru</li> </ol>
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**C. Social Access**

**S.No.**

**Items to be seen & captured**

1	<p><b>Pattern of population of the habitation and enrollment in the school</b></p> <p>As per the norms of RTE, 2009, it is the duty of the local authority to maintain records of children (0 to 14 years) residing within its jurisdiction.</p> <p>38 out of the 40 sample schools do not have any official record showing the data relating to 6 to 14 years child population for the year 2012. Hence percentage share of SC/ST/Muslim/Girl children in the 6 to 14 years child population could not be assessed for these schools. In the absence of these data, the percentage shares of SC, ST, and Muslim and girl children in total 6 to 14 years children enrolled could not be compared with the percentage shares of these children to the total 6 to 14 years child population.</p>
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**2 Attendance pattern of the girls children from disadvantaged groups and weaker section**

Along with achieving universal enrollment, SSA envisages to ensure regular attendance of the enrolled children at school.

The attendance pattern of SC, ST, Muslim and girl children vary among themselves in each school but in every school there exists low attendance of these children at schools.

**3 Perception and understanding of social cultural and linguistic barriers**

The reason of low attendance may be varied but should be analyzed to address them. The social, cultural and linguistic barriers to children’s attendance need to be specially analyzed for this purpose.

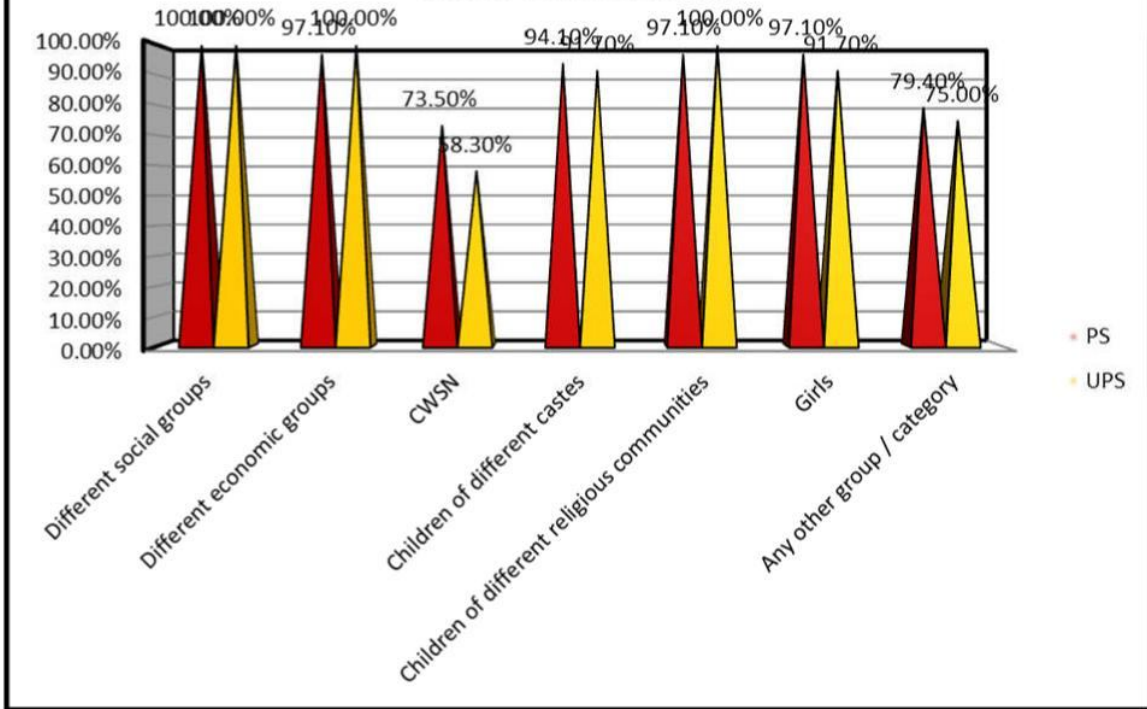
The reasons for low attendance vary widely but are social / cultural / economic / health. In some schools teachers have not responded on the reason for low attendance of these categories of children

<b>4</b>	<b>Important efforts made for addressing these barriers</b>
	No significant effort has been made either SMC / teacher to improve the attendance of children.

**D. Additional Items in the context of RTE.**

<b>S.No.</b>	<b>Items to be seen &amp; captured</b>
<b>1</b>	<b>School as an Agency of Social Cohesiveness</b>
	<p>Every school is to act as an agency to strengthen social cohesiveness. Children of different social groups should sit and study together. During the monitoring visits, in every school it has been found that children of all categories of social groups sit, eat and study together. They also attend the prayer class, play games and participate in school functions together.</p> <p>At every school, children of all social categories attend prayer class together; sit together in classroom; and take Mid Day Meals together. All children together participate in games and sports and celebrate the school functions. In this way, school acts as an agency of social cohesiveness.</p>
<b>2</b>	<b>Sitting arrangements</b>
	<p>Achieving social cohesiveness among all categories of children is an important value enshrined in the constitution of our country and the RTE, 2009 also envisages achieving it at school level.</p> <p>In all 47 sample schools the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for higher classes in upper primary schools of the West Godavari district.</p>
<b>3</b>	<b>Communication between teachers and students</b>
	<p>RTE, 2009 envisages that the Govt. should ensure that the child belonging to weaker section and disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any ground.</p> <p>In all 47 sample schools, teachers interact with all categories of children without making any discrimination.</p>

**Fig.7: Teachers Communicate with Students of different Sections**



**2. Special Training (for Out of School Children)**

1	<b>Village Education Register (VER)/ Ward Education Register</b>
	For the purpose of monitoring the operation of special training activity in this District, The special training centres are yet to operationalise in this district. But for the purpose of understanding the maintenance of Village Education Register looked into and it reveals that out of 40 schools 11 schools are maintaining village Education register but no updating...
2	<b>No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years)</b>
	The data related to enrollment of the children from the Village Education Register is not available in the schools and habitations.



**3 Details of above children enrolled/not enrolled**

RTE, 2009 in its Chapter II, Section IV envisages that an out of school child have 6 years of age shall be enrolled in his/her age –appropriate class and has a right to get special training to be suitably mainstreamed.

No data available from school.

**4 Number of children dropped out (with reference to state's definition of drop out)**

It is seen that a few of the enrolled children fail to continue their study owing to various reasons. They may remain absent from coming to school for a short or long period of time continuously or discontinuously. The State of Andhra Pradesh has defined to declare some children as dropouts under certain conditions and accordingly the school declares them as dropouts.

In 2011-112, no child has been declared as dropout in all the sample schools.

**5 No. of children who remained absent for more than one third days of the school days during last six months (from school register)**

Data not collected as it is not a part of the ToR.

**6 Does the habitation witness the phenomenon of seasonal migration? Y/N.**

Some of the socially / economically disadvantaged families migrate out of their habitations for a particular season in search of waged labour. This affects the study of their children. In such cases, SSA has made some provisions to protect those children from the impact of seasonal migration of their parents.

No case of seasonal migration of children has been found.

**7 Has school started any special training intervention for the OoSC- Yes/No**

The dropout and never enrolled children, as per the govt. policy, are to be admitted in their age-appropriate classes. But keeping in view their learning deficiencies, Special Training facility is to be provided to them so that they can be properly mainstreamed.

Special Training programme started in RSTCS in the district.

**8 No. of children enrolled and present under special training on the day of visit (check from school record & also head count)**

For the purpose of launching special training interventions, some out of school children have been identified and have been enrolled in 02 of these 03 sample schools

<b>9</b>	<b>Whether above children enrolled in the age - appropriate classes in the regular school? Y/N</b>
	<p>As per the SSA norm, the out of school children are to be first enrolled in the age-appropriate classes in the nearby regular schools and then they are to get the special training facility to mainstream them.</p> <p>No such case was observed in the sample schools.</p>
<b>10</b>	<b>Details of Education Volunteer</b>
<b>10.1</b>	<b>Education Volunteer's Educational Qualification</b>
	<p>In order to functionalize the special training activity, Educational Volunteers (EV) is to be posted.</p> <p>In none of the sample schools visited by the MI for monitoring special training facility, EV were placed.</p>
<b>10.2</b>	<b>Education Volunteer (Trained/Untrained)</b>
	EVs are placed.
<b>10.3</b>	<b>Details of Education Volunteer (Type of Training/Duration/Organizer of Training/Training venue)</b>
	EVs are trained
<b>11</b>	<b>Teaching learning and evaluation process (through observation &amp; interaction).</b>
	Special training activity has started in the entire District.
<b>12</b>	<b>Type of support received from head teacher / teacher of the regular school</b>
	Special training activity started in the entire District.
<b>13</b>	<b>Parents' involvement:</b>
	Special training activity has not been started in the entire District.
<b>14</b>	<b>Whether children mainstreamed within the given time frame?</b>
	Special training activity has started in the entire District.
<b>15</b>	<b>(a) Whether grants for ST received in time?</b>
	Special training activity has started in the entire District. There is a delay of grants in some centres.
	<b>(b) Whether honorarium for EV received in time?</b>
	Honorarium for Evs are relased but delay is noticed.

<b>16</b>	<b>Check the latest evaluation sheets of the students and sample check learning competencies / levels of children.</b>
	Checked and found satisfactory.
<b>17</b>	<b>Whether children mainstreamed within the given time frame.</b>
	Not yet mainstreamed.
<b>18</b>	<b>Whether EV has maintained IEP for each child enrolled in the centre.</b>
	No observation regarding the maintenance of IEP by the EV
<b>19</b>	<b>If the fund for honorarium and other expenses received in time by EV.</b>

### **3. Quality Issues**

#### **1 Enabling Conditions**

<b>Sl.No.</b>	<b>Related Questions</b>
<b>1</b>	<p><b>Number of teachers (Male &amp; Female),</b></p> <p>Elementary level of education is very sensitive and crucial in the life of every person. It is in this period that every child learns the basic knowledge of living in the world and also develops his/ her core personality that always influences his/her own life in future. A child obtaining proper elementary education is likely to express all his/her capabilities in an excellent manner. Needless to say, a motherly touch from the elementary school teachers is more required than a fatherly touch. A combination of both is the best choice.</p> <p>All the 40 sample schools Total number of teacher in position is found to be 189 out of this male teachers 40 and female teachers 60. .</p>

<b>2</b>	<b>Pupil Teacher Ratio</b>
	<p>As per the SSA norms, each school should have 01 teacher for every 40 children, i.e. pupil teacher ratio (PTR) of 40:1, in both primary and upper primary levels of education, provided that there are at least two teachers in each primary school and at least 02 teaches along with 01 Head Teacher in each Upper Primary school. There should be at least 01 teacher for every upper primary class with specific teachers for Mathematics and Science. This norm has been modified under RTE, 2009. As per the RTE, 2009 norm, each primary school should have at least two teachers and PTR of 30:1 and each upper primary school should have at least three teachers and a PTR of 35:1.</p> <p>Out of the 47 sample schools, pupil-teacher ratio (PTR) is as per the SSA norm of 30:1 or less than it in 38 schools .The adverse PTR is found in the following schools.</p>

<b>Details of Pupil Teacher Ratio</b>										
Sl. No.		School Details				No. of Students	No. of Teachers	Pupil Teacher Ratio		
5		MPPS No.1, Ananthapallem, Nallajerla				335	9	37		
15		MPPS Kamavarapu Kota				330	9	37		
19		MPPS Main, Vadapalli, Kovvuru				39	1	39		
20		NTR MUPS, No 1, 15th ward, Tanuku				307	6	51		
36		MPPS, No.1, Palangi, Undrajavaram				63	3	21		
37		Spandana Organisation, Palangi, Undrajavaram				200	2	100		
45		MPLPS, Nehrupeta, Bhimavaram				215	2	108		
<b>3 Teachers' vacancies.</b>										
<p>The quality of elementary education greatly depends on availability of appropriate conditions of teaching. Vacancy of teaching posts is an obstacle for providing requisite teaching environment. Hence SSA has emphasized for placement of teachers as per the prescribed norms yielding to reduction of teacher vacancy. There are 23 teacher vacancies are noticed in the sample schools of Viianagaram.</p>										
<b>No. of teaching post lying vacant</b>										
		Rural			Urban			Total		
		PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
No. of teaching post lying vacant	Mean	1	3	2	1	3	2	1	3	2
	Sum	4	10	14	3	6	9	7	16	23
<b>4 Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school)</b>										
<p>As per the RTE, 2009, for upper primary education (class VI to VIII), there shall be at least one teacher each available for teaching (1) Language, (2) Social studies and (3) Science and Mathematics.</p> <p>In 09 each schools, the maths and science teachers are available to teach the upper primary sections of the school. Where as in 07 schools language teachers are available. But in 13 schools teachers are not available to each class and in these schools</p>										

untrained teachers are discharging the duties of teachers.						
Availability of Teachers						
	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Science	1	4	1	3	2	7
	3.7%	50.0%	14.3%	75.0%	5.9%	58.3%
Maths	1	3	1	2	2	5
	3.7%	37.5%	14.3%	50.0%	5.9%	41.7%
Language	1	4	1	3	2	7
	3.7%	50.0%	14.3%	75.0%	5.9%	58.3%
Each Class	7	3	0	3	7	6
	25.9%	37.5%	.0%	75.0%	20.6%	50.0%

<b>5</b>	<b>No. of untrained teachers.</b>
	<p>For the purpose of providing quality teaching, as per SSA norm, all teachers should be trained teachers having qualification of D.Ed/ B.Ed. / M.Ed. In the District, every year provision has been made under SSA to refresher training to the untrained teachers to declare them as trained teachers after completing such training.</p> <p>No untrained teachers in sample schools of Vizianagaram district.</p>
<b>6</b>	<p><b>Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).</b></p> <p>Under SSA three broad categories of teacher training programmes are to be conducted. “One of them is a 20 days programme, named as in-service training”. This programme is meant to upgrade the teaching capabilities of every teacher. Each teacher is to get this training every year. Another is a 30 days programme named as “induction training”. This is to be given to be given to the freshly appointed teachers. It is mainly meant to apprise the teachers about SSA programme. The third is a 60 days programme named as “refresher training” meant to train the untrained teachers.</p> <p>In this District, the MI has noticed that all teachers of the 40 sample schools have got ‘in-service training’ during 2011-12 and none have got either refresher training or induction training, the in-service training includes (1) monthly sharing meetings (10 days) at the school complex level and also trainings at the MRC level and District level training programmes.</p>

7	<b>How useful were training programme attended by teachers</b>
	All types of in-service trainings obtained have been felt by the teachers as useful to them in executing more effective teaching. However, the teachers opined that the selection of Resource persons some times affecting the quality of the training programmes.
8	<b>Teachers' awareness of the duties and responsibilities of teacher under RTE Act, 2009.</b>
	None of the sample teachers of the sample-checked schools has the requisite awareness about the duties and responsibilities of teacher under RTE Act, 2009.
9	<b>(a) Were text books received in within one month of the commencement of the school?</b>
	<p>As per the SSA norms, all textbooks are to be supplied to the students within one month of opening of school in every academic season. In view of this, in Andhra Pradesh the textbooks are to be supplied by August every year.</p> <p>In 21 of the 40 sample schools, free textbooks have been received within June and July. Where as in 19 schools it is noticed that the text books supply was delayed.</p>
	<b>(b) Have all the children got text books of the entire subject.</b>
	Not in ToR. Hence data not obtained.
10	<b>TLMs other than the textbooks used in the school.</b>
	<p>In order to make the classroom teaching more effective, child-friendly, joyful and participatory, teachers are given grants for making teaching learning materials (TLMs) and using them during classroom teaching. They are also given training on how to prepare and use topic specific and low / no cost TLMs under SSA programme.</p> <p>Other than textbooks, TLMs like SLIM Cards, flash cards, maps, picture cards, plastic and clay models are used by teachers.</p>

<b>11</b>	<b>What are the TLMs used in schools other than text books?</b>
	<p>Other than textbooks, flash cards, maps, charts etc. are used as TLMs in every school. Some of these are purchased from local market and some prepared by the teachers.</p>
<b>12</b>	<b>Has school received school grants within two months of the commencement of school?</b>
	<p>Under SSA in order to provide enabling environment for quality education, each school is given a school grant every year. This grant is to be given to each school within two months of opening of school every year, in Andhra Pradesh; each school should get it by August every year.</p> <p>Out of the 47 sample schools, 21 schools have received school grant for 2011-12 within August 2012. The rest 19 schools have received the school grant after July 2012; i.e. after two months of opening of school.</p>
<b>13</b>	<b>Has school received maintenance grants within two months of the commencement of school?</b>
	<p>To improve the enabling environment for quality education, each school under SSA is to given a maintenance grant every year. This grant is to be given to each year by August 2012.</p> <p>8 of the sample schools have got maintenance grant within August 2012 two months of opening of school ..</p>
<b>14</b>	<b>Has school received TLM grants within two months of the commencement of school?</b>
	<p>For the purpose of facilitating teachers to use TLMs during classroom teaching, under SSA each teacher is given Rest. 500/- per year as TLM grant which is to be utilized by the teacher either to purchase or to prepare TLMs as per his / her teaching needs. SSA envisages that this grant should reach to the school every year by July so that teachers can procure and use TLMs throughout the year.</p> <p>None of the sample schools has received the TLM grant within two months of opening of school. The releases of TLM grants were delayed.</p>



<b>15</b>	<b>Purposes for which these grants were used.</b>
	<p>All the above mentioned three grants are given for specific purposes and hence a detailed guideline is to be given soon after releasing grant to school defining how to utilize them.</p> <p>Till the visit day of MI, 21 out of 40 sample schools have utilized their school grant received for the year 2010-11. similarly, the maintenance grant received for the year 2010-11 has been utilized by 13 out of 40 sample school The SMCs have utilized the grants after taking resolutions in SMC meetings and following the prescribed guidelines. Wall painting, purchasing of letter box and fire extinguisher, wall painting, white washing, window and building coloring, purchase of office stationery, clock, filter, aqua sure, water drum, fan, radio etc. are the purpose for which school grant has been utilized. The maintenance grant has been utilized for repairing of water tank, floor, boundary wall, school gate, door, toilet, display board, verandah, classroom, blackboard, roof etc. Some schools deviation in expenditure is also observed</p>

## 2. Teaching Learning Process

SI.No.	Related Questions
1	<b>Teachers' understanding of the constructivist approach to teaching learning process.</b>
	<p>SSA has envisaged the practice of constructivist approach to teaching learning process and has emphasized that every teacher should have a full understanding of it and should also practice it during classroom teaching.</p> <p>As per the prescribed data collection tool, MI has examined the extent to which some key aspects of constructivist approach of teaching is understood / practiced by the teachers. It has therefore discussed with one teacher from each of the 40 sample schools and also observed one complete period of classroom teaching execute by the teacher.</p>

In all 40 sample schools, the sample teachers have opined that in teaching learning process, learner is more important and for that purpose, they are practicing activity based teaching, using TLMs in classroom teaching, behaving friendly with the students and giving students the scope for constructing knowledge through group activities. In 11 of these schools, teachers have shunned dictating notes to students. They have given student talk time between 10 to 20 minutes per class depending upon the topic covered for the class. Further, in 34 schools, teachers have shared concrete experiences and in 16 schools, they have shared personal life experiences with the students during classroom teaching observed by the MI. By doing so, they have given the students to construct their own thinking relating to their own environment and experiences. The teachers in 31 schools have been found not to insist upon rote memory and in 32 schools; they have taken classes using activity based teaching.

<b>2</b>	<b>Involvement of children in teaching learning process.</b>
	<p>Under SSA, it is expected that classroom teaching learning process should be learner-centric and hence children should scope for involvement in the process for instance, they should get freedom to participate in learning activities; they should actively participate during learning; they should get scope for thinking; and they should happily participate during learning process.</p> <p>In all 40 sample schools, MI has found that the sample teachers have given freedom to children to participate in learning activity. They give scope to the children a scope for thinking. The children are also found to actively and happily participate during learning.</p>
<b>7</b>	<p><b>Method of evaluation being followed in the school.</b></p> <p>The RTE, 2009 has emphasized in its Para 22 (2) of part VII that “while laying down the curriculum and evaluation procedure, the State Council of Educational Research and Training (SCERT) shall prepare guidelines for putting into practice continuous and comprehensive evaluation (CCE). In other sense, the RTE, 2009 envisaged that evaluation should be treated as an integral part of classroom teaching rather than an event that follows the completion of teaching. Continuous evaluation implies that teacher’s work should be continuously guided by the child’s response and participation in classroom activities in other words, evaluation should be seen as a process whereby the teacher learns about the child in order to be able to teach better. Comprehensive evaluation implies that a teacher is to view the child from holistic</p>

	<p>perspective rather than merely in terms of a learner of different school subjects. He / she are to perceive child's health, personality, behavior and attitude in the context of development and growth. It does not mean that each and every aspect of child's behavior and attitude is measured or graded. Instead, the teacher is first to understand in a dynamic manner the different aspects of child's evolving nature and then to formulate his/ her comments based on observation.</p> <p>In all the 47 sample schools, there is a practice of continuous and comprehensive evaluation. In all schools, learner's knowledge is evaluated by grading method is also adopted for this purpose. Still teachers opined that there is a need of much more orientation on continuous comprehensive evaluation.</p>
<b>8</b>	<p><b>Onsite academic support teachers are receiving.</b></p> <p>SSA has strongly emphasized upon improving the quality of education by facilitating different types of training programmes for the teachers. The whole purpose is to improve the teaching capability of teachers keeping in view the goal of RTE and the educational philosophy of the nation. SSA also focuses on sustaining the teaching capabilities gained by teachers through trainings by providing post-training follow up and on-site academic support to teachers.</p> <p>In 37 out of the 47 sample schools, the sample teachers have said that they are not receiving onsite academic support from the School complex coordinators.</p>
<b>9</b>	<p><b>Comments on the classroom management with reference to:-</b></p> <p>SSA has given emphasis upon the practice of activity-based, child-centered learning wherein children are expected to sit in small groups composed of children without any discrimination on the basis of gender, Caste, community etc. MI has monitored the occurrence of it...</p>
	<p><b>&gt; Whether children are made to sit in small groups.</b></p> <p>In 33 out of 40 sample schools, the MI has found during classroom observation of the sample teachers that children are made to sit in small groups.</p>
	<p><b>&gt; If groups are formed of children from the same class or with children from different classes.</b></p>

	In 31 out of the 40 sample schools, the children sitting in small groups have belonged to same class
	<b>&gt; If there is a permanent kind of sitting arrangement for children or they keep changing their places.</b>
	There is no permanent kind of sitting arrangement. Children keep changing their place. In upper primary classes the boys and girls however sit in separate groups.
	<b>&gt; If children from disadvantaged groups and children with disabilities sit separately and on the back benches.</b>
	In one of the 40 sample schools, the SC / ST / Minority / disabled children are found to sit separately or on the back benches.
	<b>&gt; Do children feel frank to express their views with the teachers or are they afraid or inhibited to do so?</b>
	In the classrooms of all the 40 sample schools, the children feel frank to express their views with their teachers. The teachers encourage children to participate in classroom learning without fear.
	<b>&gt; If children have any role in the management of classroom.</b>
	In 28 out of 40 sample schools, the MI has noticed that the students have played role in classroom management like formation of small groups, naming of small groups, selection of group leader, cleaning of classroom etc.

### 3. Issues in Equity in Quality

Sl.No.	Related Questions
1	<b>If there are any noticeable gaps in the learning achievement level of the children of different social groups. If yes, reasons thereof?</b>
	Some learning achievement gaps were noticed
2	<b>If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers observed.</b>
	There is no discrimination against children of any social group.

3	<b>Use of co-curricular activities to boost the morale and self-esteem of the children from weaker sections.</b>
	Co-curricular activities were organized for develop the self-esteem of the children
4	<b>Teachers understanding of the challenges and advantages of diversity in a classroom.</b>
	Little understanding of the challenges and advantages of diversity In a class room.
5	<b>Efforts made to connect the text book lessons to the knowledge and experience of the children from socially disadvantaged groups?</b>
	Not much efforts by the teachers.
6	<b>Efforts made to highlight the contributions of different socio-cultural groups to the society.</b>
	No significant contribution.

#### 4. Computer Aided Learning

Sl. No.	Items to be seen and Captured
1.	<b>Status of Upkeep and Maintenance of Computers and other accessions (eg. Printer/ UPS/ LCD projector/ Chairs and tables/ Generator/ Integrated computer-cum-projector trolley) provided under CAL.</b>
	<p>In order to monitor specifically on the operation of the CAL activity, the MI as per the ToR has monitored 03 schools. These are MPPS, Pedapadu WG ;NTR MUPS, No 1, 15th ward, Tanuku ;MPUPS, Ramnagudem, Tadepalligudem MPPS Kamavarapu Kota PPMCUPS, Powerpet, Eluru</p> <p>. In all these 03 schools, all computers and accessories received under CAL are physically available in school and are kept in a separate computer room.</p> <p>Further, the computer room of one sample school the computer room is soaking.</p> <p>In all the three sample schools for computer rooms proper electrification with earthing is observed.</p> <p>In All the sample schools the computers are functioning</p>

2.	<b>Whether activity based digital content TLMs are used as supplementary materials to the course materials or integrated with teaching learning process as a part of classroom transaction?</b>
	In all the 03 sample schools, a subject and topic wise list of digital materials is not available at school.
3.	<b>Whether the subject teachers who have been provided with training on use CAL resources are comfortable on use of CAL resources and equipments?</b>
	In one of the sample schools, all teachers are trained to use computers. I.e. Government Girls High school, Bhongir Mandal where as in two other sample schools no teachers have received training under CAL and they don't have basic knowledge to operate computer and can develop digital materials.

## 5. Girls Education, NPEGEL & KGBV, Girls' Education & NPEGEL

Sl. No.	Items to captured
1.	<b>1.Gender gap in enrolment, attendance, learning and achievement and reasons thereof</b>
	<p>In West Godavari District, The Monitoring Institute has selected two sample schools for monitoring i.e. ZPHS Gundram Pally, Chityal Mandal and GGHS Bhongir Mandal In the absence of WER or any other record relating to 6 to 14 years child population of 2010, GER could not be calculated and hence gender gap in GER also could not be analyzed in this school (#</p> <p>However, as far as the percentage of attendance in school on the visit day of MI is concerned, the gender gap (boys-girls) shows 12.5% and 7.5% this indicates that boys are more in percentage than the girls.</p>
2.	<b>How do teachers and community view this gender gap?</b>
	The reason for less attendance of girls than the boys could not be explained by the teachers on the day of visit of MI to the schools.

3.	<b>Efforts made to address the gender gap/issues – at the levels of mindset and removing the physical barriers.</b>
	In order to keep the gender gap in favour of the girls, in the sample schools, parents have been counseled to promote girl's education; community has been mobilized to promote girls' education and life skill education / mela / games / sports / have been organized in the sample schools. Besides, girls' toilet has been constructed and teachers have been trained on girls' education under the NPEGEL programme. But in the selected sample schools there are no girl's toilets.
4.	<b>1-Participation level of girls in classroom processes and co-curricular activities.</b>
	In both the schools, girls participate in games and sports. Vocational training is being imparted in two schools. Further it is noted that NPEGEL funds are being unspent in one of the sample school.

Kasturba Gandhi Balika Vidyalaya (KGBV)

### No KGBV scheme implementation in West Godavari district

### 6. Inclusive Education with Special Reference to CWSN

Sl.No.	Item to be Captured
1	<b>Number of CWSN in the school</b>
	The Monitoring institute has selected 3 schools for monitoring the intervention of CWSN. The selected schools are Premanvitha Saviour Charitable Trust, Eluru MPPS, Gowri patnam ,MPPS, East Palem, Akividu
2	<b>Presence of CWSN on the day of MI visit</b>
	All the enrolled students related to CWSN were present on the day of MI visit.
3	<b>Attendance of CWSN</b>
	. All the children are reported to be attended in the school

<b>4</b>	<b>Type of disability CWSN suffers from.</b>
	In ZPHS Dataipally two polio affected children these are physically challenged and one is low vision child and in case of MPPS chityal mandal one student is Hearing impaired and other one is mentally retarded.
<b>5</b>	<b>Seating arrangement.</b>
	SSA focuses to ensure that every child with special needs (CWSN), irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. It also provides that as far as possible every CWSN should be placed in regular schools with needed support services to facilitate inclusive education to them. Inside the classroom the CWSN should not be treated with discrimination. The classroom situation should be such that the CWSN gets normal treatment like other children.  In order to monitor the inclusive education activities, as per the ToR, 03 schools have been identified and they are are Premanvitha Saviour Charitable Trust, Eluru MPPS, Gowri patnam ,MPPS, East Palem, Akividu
<b>6</b>	<b>Participation level of CWSN in classroom processes.</b>
	In all the 03 sample schools, the CWSN have been participating in classroom activities.
<b>7</b>	<b>Encouragement of CWSN by teacher.</b>
	The teachers of the sample schools also encourage the CWSN to participate in classroom activities.
<b>8</b>	<b>Availability of TLM with CWSN</b>
	In all the sample schools there is a need of special TLM to cater the needs of CWSN.
<b>9</b>	<b>Peer Interaction with CWSN.</b>
	In all the 03 the sample schools, peers have extended friendly behavior towards the CWSN.
<b>10</b>	<b>Type of peer support to CWSN</b>
	The peers extend moral and physical support to the needy CWSN for undertaking day to day activities and movements.



<b>11</b>	<b>Teacher behavior towards the CWSN.</b>
	In all the 03 sample schools, the teachers are sympathetic and friendly to these children.
<b>12</b>	<b>Teacher training.</b>
	The teachers of one sample school have received training on teaching of CWSN.
<b>13</b>	<b>Adequacy of teacher training.</b>
	Teachers opined that the given training is quite helpful in discharging the duties. However, they still need advanced training to handle the differently abled children...
<b>14</b>	<b>Preparation of IEP by the school for CWSN.</b>
	In one school teachers are preparing IEP
<b>15</b>	<b>Availability of Resource Teacher.</b>
	Resource teachers are available and they are extending support on monthly basis.
<b>16</b>	<b>Frequency of visits of Resource Teacher to school.</b>
	The Resource Teachers visit for monthly twice and also extends home based education.
<b>17</b>	<b>Nature of support by the resource teacher.</b>
	The Resource Teacher suggests the teacher how to help the CWSN to concentrate in study and also helps the teacher on how to develop knowledge of CWSN.
<b>18</b>	<b>Awareness of Parent About the availability of Resource Teacher.</b>
	All parents of CWSN know that Resource Teachers have been engaged to help in the education of their CWSN.
<b>19</b>	<b>Status of parent counseling.</b>
	Parental counseling is being taken up quite often. But parents are expecting to have regularly.
<b>20</b>	<b>Status of medical assessment of CWSN.</b>

	Not a single child from the selected sample schools attended the medical assessment camp.
<b>21</b>	<b>Condition and Functionality of assistive devices.</b>
	Some CWSN have been diagnosed to get some assistive devices. But in the selected sample schools assistive devices are not available.
<b>22</b>	<b>CWSN in need of home based support, and frequency and duration of home visit of resource teacher/volunteer /care giver and Nature of support given to CWSN.</b>
	The CWSN of 01 sample school is getting home based support. The Inclusive Volunteers visit home to work with the CWSN. They visit 01/04 days in a month and stay for about two hours per visit and train the CWSN on how to study, how to do daily work, physiotherapy etc.

## 7. Civil works

<b>Sl. No.</b>	<b>Items to be seen and captured</b>
<b>1</b>	<b>Type, agency, MoU and Status of work</b>
	<p>Civil works like construction of school building, additional classroom, toilet, drinking water facility, boundary wall etc. are important components of facilitating quality education at school level. SSA has envisaged a procedure to be followed for implementing the sanctioned civil works. It has emphasized that civil works should be conducted by the SMCs, but SMCs are to sign on a MoU with the SSA authority to do so as per the prescribed guidelines.</p> <p>In order to monitor the civil work, the MI as per the ToR has visited 02 sample schools. In both the schools the type of civil work sanctioned for 2011-12 has been construction of school building. The construction work has been managed by the SMC and Head Master of the school.</p> <p>The works are on going and likely to reach finishing stage very soon.</p>

<b>2</b>	<b>Availability of community manual etc.</b>
	<p>SSA intends that SMCs should be supported for construction of civil works as per norms. Hence community manual and design drawings are provided to it.</p> <p>In both the sample schools, community manual is available...</p>
<b>3</b>	<b>Adequate training of SMC</b>
	<p>SSA also envisages that the SMCs should be given adequate training for civil works during the construction stage.</p> <p>In adequate training to School Management committees.</p>
<b>4</b>	<b>Separate Accounts and transparency; System of fund flow</b>
	<p>As per the SSA financial norms a separate account is to be kept on civil works and be updated so that the accounts should tally with the progress of civil work. The grant received and utilized should also be shown in the School Display Board for the sake of transparency.</p> <p>In the both schools, the civil work grant has been received by e-transfer to the school committee and jointly operated by the Head Master and committee members.</p>
<b>5</b>	<b>Technical personal visits</b>
	<p>Under SSA, Technical Consultants have been engaged at Block level to extend technical guidance to SMCs relating to civil works.</p> <p>The Technical Consultants have visited both the schools during the construction of foundation, lintel, plinth and roof They have given technical guidance to the SMCs and have explained the design-drawings.</p>

## 8. Community Awareness

<b>Q.1</b>	<b>What is the composition of SMC? (As per RTE Act)</b>
	<p>Not in ToR. Hence data not gathered. Reporting Format given after data collection. It will be obtained during subsequent stages of monitoring.</p>
<b>Q.2</b>	<b>Awareness of the SMC members about their role and responsibility as notified by the State Government.</b>
	<p>SMCs are the school level authority approved under SSA to manage and</p>

	<p>implement SSA activities at school. They are to be formed at each school and function adequately for development of school.</p> <p>Not in ToR. Hence data not gathered. Reporting Format given after data collection. It will be obtained during subsequent stages of monitoring.</p>
	<b>a) Whether the SMC members have been provided the copy of the guidelines.</b>
	<p>Effective functioning of SMCs needs awareness of SMC members about their role and responsibility as notified by the State Government and hence SMC should be provided with guidelines.</p> <p>All the SMC members have been provide the copy of the guidelilnes.</p>
	<b>b) Whether the SMC members have been oriented on their roles and responsibilities.</b>
	<p>Not in ToR. Hence data not gathered. Reporting Format given after data collection. It will be obtained during subsequent stages of monitoring.</p>
	<b>c) Whether the guidelines has been printed in simple / local language for the community members to understand.</b>
	<p>The SMC guidelines have been printed in simple local Telugu language and the SMC members do not find any difficulty in understanding it.</p> <p>Though the guidelines and hand book given are in telugu some of the members are finding it as difficult to understand the information</p>
<b>Q.3</b>	<b>Frequency of SMC meeting</b>
	<p>As per the prescribed SMC guidelines, the SMC is to convene at least 01 meeting every month. In most of the sample schools the SMCs are dysfunctional but AMC meetings are monthly once conducting. Some of the schools at the time of grants old SMC members will come and seek the information.</p>
<b>Q.4</b>	<b>Awareness level of the SMC members with the following</b>
	<p>Besides utilization of grants, the SMC is expected to fill up the DISE Capture format and VER and discuss them along with the school report card while preparing the school development plan every year.</p> <p>Out of 47 sample schools, Not a single school is having effective functioning of SMC, There is a need of re establishment of new SMCs and they may be trained.</p>

<b>Q.5</b>	<b>Source of awareness of SMC members regarding school activities</b>
	Teachers and students
<b>Q. 6</b>	<b>Are the SMC members know the guidelines regarding school development plan?</b>
	As per the section 22 of RTE, 2009, the SMC of each school has to prepare a School Development Plan (SDP) every year for the school. In view of this, each SMC is expected to be familiar with SDP. Hence each school should get a copy of SDP guidelines.  Guidance and orientation has given through programmes on SDP
<b>Q.7</b>	<b>Whether the SMC members given training? Yes / No</b>
	Since SDP preparation is mandatory for each school, the SMC is required to be trained accordingly.
<b>Q. 8</b>	<b>How frequently the SMC members visit the school?</b>
	Occasionally
<b>Q.9</b>	<b>During the visit to the school as a SMC member, what will you observe?</b>
	The school activities
<b>Q.10</b>	<b>Role of SMC members in monitoring:</b>
	<b>a) Student attendance</b>
	SMC has a responsibility to monitor the student attendance and motivate the parents of absent students to regularly send their children to schools.
	<b>f) Mid May Meal</b>
	SMC members observe the distribution some time s contribute some vegetables.
<b>Q.11</b>	<b>Contribution made by the community for the upliftment of school.</b>
	Under SSA, the SMC is authorized to contribute / mobilize resources to uplift the school and to promote elementary education.  Out of the 47 sample schools, it is observed that community members here and there contribute to the welfare and development of the school. It depends on the strength of the local community.

<b>Q.12</b>	<b>Whether the minutes of the SMC meetings are available at school?</b>
	<p>Every SMC is expected to write down the minutes of its meetings in a register for the sake of transparency.</p> <p>Minutes of the SMC meetings are available at school level.</p>

### **9. Management Information System**

<b>Sl.No.</b>	<b>Items to be seen and Captured</b>
<b>1.</b>	<b>Did the school supply data under DISE for the current year? If yes, does the school have a copy of the filled- in Data Capture Format (DCF)</b>
	<p>It is mandatory under SSA that progress of every activity be recorded for monitoring; evaluation and need based planning at different levels. The school level documentation of these data is required for school level planning and monitoring. District Information of School Education (DISE) is a District level data generated from each and every school using a structured data capture format every year. It is expected that 01 copy of the filled in format be kept at school for reference of the SMC and others and the other be taken by the CRCC for cluster level compilation.</p> <p>In 2011-12, 39 out of the 40 schools have supplied the DISE data to MRCC and all of them kept a copy of the filled in data capture format for 2011-12 at school</p>
<b>2.</b>	<b>Whether any training on filling up of DCF was provided to the teacher! head teacher?</b>
	<p>In 38 out of 40 sample schools, the Head Teacher / Teacher have received training to fill up the DISE data capture format.</p>
<b>3.</b>	<b>Did the CRC coordinator! headmaster conducted the Jan-Vaachan (community reading as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan</b>

	<p>As per the SSA norm, the CRCC / Head Teacher should conduct Jan-Vaachan activity of the DISE data reported in the school DCF as a measure of social audit.</p> <p>In two of the 47 sample schools, the SMC has conducted Jan-Vaachan / Community reading of the DISE data of 2011-12. In August 2012 and 24<sup>th</sup> September 2011.</p>
<b>4.</b>	<b>Did the school receive the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?</b>
	<p>As per the SSA norm, a School Report Card is to be prepared for each school by the District Project Office of SSA and give it to the school for reference and display for public awareness.</p> <p>Four of the 47 sample schools have received a printed copy of the School Report Card for 2011-12 (Table 9.2 at page 65).</p>
<b>5.</b>	<b>If the DCF/ School report card is available with the school does it match with the actual position in the school</b>
	School Report Card for 2011- is available with four schools.
<b>6.</b>	<b>Are the schools records being maintained and updated regularly</b>
	<p>For smooth management of school and proper reporting of data, each school is expected to maintain and update its office records regularly.</p> <p>In 20 out of the 40 sample schools all school records are maintained and updated regularly whereas in the rest 14 schools, some records are maintained regularly.</p>





<b>2.</b>	<b>Mode of transfer of fund to the SMC/ SMC from the state or District levels</b>
	All kinds of grants sanctioned to the school are released by e-transfer system from the DPO to the bank account of the SMC /SMC.
<b>3.</b>	<b>Type of funds / grants received and the month of receipt during the current financial year.</b>
	<p>As per the SSA financial norm, every school should receive the school grant, maintenance grant and teacher grant within 02 months of opening of school in each academic year. Thus in Andhra Pradesh state, each school should get these grants by 31<sup>st</sup> May every year.</p> <p>In 2011-12, 39 out of 40 sample schools have shown evidences of receiving the school grant, maintenance grant and teacher grant but these grants have been received by these schools after May 2010. Delay in receipt of school grants and other grants were noticed.</p>
<b>4.</b>	<b>If the SMC/SMC is covered by audit. If yes, has the audit observations been shared with the community</b>
	In 33 schools audit observations were shared with the community members.
<b>5.</b>	<b>If the proposals for expenditure and expenditure statements are shared with the community</b>
	In 09 out of 40 schools, the SMC has shared the expenditure proposal and statement with community in PTA meetings. And in case of all of these 6 schools, the community has raised any objection to the expenditure statement

## 8. Conclusions and Recommendations

The monitoring of various interventions under Sarva Shiksha Abhiyan reveals that some of the schools have not provided the proper information. It shows that Head Masters and Teachers concerned do not have proper awareness on some of the interventions and Right to Education act and its provisions. In altogether the monitoring works for the second half yearly period i.e. April 1 2012 to September 30 2012 in five districts namely Anantapur, East Godavari, Khammam, Vizianagaram and West Godavari indicates the status of implementation of interventions. Accordingly, the following conclusions drawn from the monitoring activity.

1. In almost all the sample schools the SSA norm of Physical access is fulfilled. Except in 10% schools.
2. Majority of the schools i.e. 96% in sample districts, it is noticed that the children are comfortable with the route and vicinity of the school.
3. In most of the sample schools the student class room ratio is within in the norm of SSA. In all the districts of the sample the monitoring institute has observed that adverse SCR in the school.
4. Majority of the sample schools in the five districts it is noticed that ramps are not constructed even in some schools the construction of ramps are not in accordance with the norms of construction.
5. Majority of the schools the separate toilets for Boys and Girls are not available. In available schools the it is noticed that some of the schools are not allowing the children to use the toilets and running water is not available.
6. In 70% of the sample schools it is observed that drinking water facility is available. and even in available schools the water is not useful for drinking.
7. Almost 75% sample schools do not have the Playground and adequate play material for their children to go playing.
8. In all the sample schools it is observed that the attendance pattern of SC, ST, Muslim and girl children vary among themselves in each school but in every school there exists low attendance of these children at schools.

9. In all the 200 sample schools of the five districts the sitting arrangement has been made to encourage mixing of all children. In upper primary schools, sitting arrangement has been made separately for class VI, VII and VIII boys and girls.
10. In majority of the sample schools the Village Education Register is not maintained properly and there is no updating of the children's information.
11. In most of the sample schools, special training intervention has been started. Even for the started STC the fund release has become an obstacle for the effective functioning.
12. In all the sample districts there are vacancies of teachers it ranges from 3 to 20 in the sample schools i.e. 200.
13. Out of all the sample districts in majority of the schools teachers have received in- service training. This includes monthly interaction at the schools complex level and 1 to 3 days orientation training programmes on learning enhancement programmes etc.
14. In all most all the sample districts it is noticed that teachers do not have requisite awareness about the duties and responsibilities of teachers under RTE act and also the understanding about the continuous comprehensive evaluation procedure.
15. In all the sample districts it is observed that majority of the schools received text books within one month of opening of schools i.e. July. Where as in some districts like Vizianagaram, Khammam, East Godavari few schools have not received text books in stipulated period of time.
16. In all most all the sample districts majority of the teachers said that they mostly use TLM like charts, slim cards and other material. However on the day of MI visit it is noticed that in few schools only teachers are using TLM materials.
17. Majority of schools in all the sample districts received school grants in between July 2012.
18. In majority of the schools of the sample districts it is observed that the teachers are managing class rooms by making the children to sit in a small groups and conductin

g activities by involving all the children of the class. Except in few schools it is observed that teachers are not involving all the children in group activities

19. Monitoring Institute has observed that in majority of the schools in sample districts computers are functioning and they are kept in separate room.
20. In majority of schools 3 months Vocational training skills with special Vidhya volunteers has been taken up and this created lot of awareness and interest among girls which prompted the regular attendance.
21. Capacity building of teachers of KGBV was taken up and it is observed that most of the teachers in the sample schools received training. However, there is a need to conduct more training frequently every year. With regard to the quality and adequacy of facilities it is observed that in the sample schools managed by social welfare societies the bedding, uniform, shoes and trunk box are of good quality.
22. In all the sample schools of CWSN of five districts it is observed that seating arrangement of the children is inclusive..
23. In all most all the schools of sample districts school management committees are in place at the schools and capacity building of SMC is a challenge for their effective functioning.
24. In all the sample schools selected from the five districts have filled that Data Capture Format and supplied data under DISE 2011. In 89 % of the teachers received training to fill up the DISE data format.
25. Majority of the sample schools in five districts reveal the availability of cash books and pass books. Most of the schools are updating the cash books. Stock register are available in 70 % of the sample schools and in some schools it is noticed that stocks are not being entered.

Based on the monitoring some of the **recommendations** were arrived at for improving implementation of the project, they are

- i. Orientation and training of Project officers of District Project Office is to be organized for effective functioning.
- ii. **For appointing Project officers and Sectoral Officers at the State Project Office there should be pre requisite qualifications like experience in working in Education Projects and Programmes and Project Management skills should be made as mandatory for effective management of the SSA Project.**
- iii. **First Preference to Education sector officers should be given and considered for the Project Officers and Sectoral Officers Posts**
- iv. Induction training to all the project staff including project officers and other sectoral officers on Right to Education and SSA interventions for further enhancement of understanding.
- v. Content analysis of textbooks should be carried out for ensuring right attitudes and values expected for all round development of children. The modules prepared by SSA should be reviewed before publication to avoid duplication. MI has observed lot of duplication in many modules.
- vi. Training of Head Masters should be taken up for better implementation of programme initiatives.
- vii. For Ensuring effective monitoring system and quality of primary education the SSA Project should be synchronized with the Line Education department.
- viii. Mandal is a basic unit of project management and implementation of Education Programmes. Mandal Educational Officers are to be appointed immediately.
- ix. **To bring the quality of Teacher training and programme implementation there is an urgent need for strengthening the Government Diets by filling all the vacancies.(Since inception of DIETs in Andhra Pradesh i.e. 1990 not a single post was filled through Direct recruitment)**

- x. For the improvement of primary education in tribal areas, the tribal teachers should be given more training on attitude and behavioral change, improvement of language proficiency as well as teaching competencies.
- xi. Intra and inter coordination between the SSA, Education department and other departments is a new challenge that should be worked out and attempted seriously** so that most of the implementation difficulties will be solved.
- xii. School complex monitoring system is totally dysfunctional and there should be separate system of cluster resource centres.**

(T. Vijaya kumar)

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## Annexure -1

**ANANTHAPUR****LIST OF SCHOOLS**

Sl. No.	DISE Code	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
1	1213020	MPPS, BUDEDU KRISHNAPURAM , GARLADINNE	PS	Rural		√			√
2	1227301	MPUPS, VENKATAPALLI , NARAPALA	UPS	Rural	√	√			√
3	1207301	MPUPS, VIRUPAPURAM , PEDDAVADUGUR	UPS	Rural	√	√			√
4	1244306	MPUPS, KN PALEM , KADIRI	UPS	Rural		√			√
5	1250031	MPPS, JANAKAM PALLI , BUKKA PATNAM	PS	Rural		√			√
6	1238614	KGBV, MUDIGUBBA	UPS	Rural	√	√	√		
7	1400901	MPPS, KUDERU MAIN G & III CATEGORY	PS	Rural		√		√	√
8	1225081	YSR MUNICIPAL CORPORATION ELEMENTARY SCHOOL , TARAKARAM KOTALU	PS	Urban		√		√	
9	1206068	MPPS, EXTENSION , GOOTY	PS	Rural		√			√
10	1244330	MUNICIPAL UPS, MASHANAM, KADIRI	UPS	Urban		√		√	
11	1249051	MPPS, BRAHMANAPALLY , PUTTAPARTHI POST	PS	Rural				√	
12		RSTC, RURAL AND ENVIRONMENT SOCIETY, KADIRI	PS	Rural					
13		RSTC, PEDDAVADUGURU	PS	Rural					
14	1213022	MPPS, BC COLONY, SANJEEVAPURAM , GARLADINNE	PS	Rural		√			√
15	1227013	MPPS, SC COLONY, NARPALA	PS	Rural		√			√
16	1206602	ZPHS GIRLS (RS), GOOTY	UPS	Rural		√			√
17	1244031	MPPS, VARIGIREDDY PALLI	PS	Rural		√			√
18	1249008	MPPS, VENGALAMMA CHERUVU	PS	Rural		√			√
19	1231607	KGBV, BATHULAPALLY	UPS	Rural	√	√	√		
20	1400603	MPPS, KAMMURU, KUDERU	PS	Rural		√			

21	1225178	SRI KRISHNA DEVARAYA MPS, ARAVINDNAGAR	PS	Urban		√			
22	1235302	MPUPS, PEDA KONDAPURAM, RAMAGIRI	UPS	Rural	√	√			
23		MPUPS, SAMACHENUBVLU, GANDLAPENTA	UPS	Rural	√	√			
24	1249021	MPPS, PRASANTHIGRAM , PUTTAPARTHI	PS	Urban		√			
25		RSTC, TV TOWER, LENIN NAGAR	PS	Urban		√			
26	1214015	MPPS, ARAVAKURU, KUDERU	PS	Rural		√			
27	2590102	MPLPS, 1st WARD, ANANTHAPUR	PS	Urban		√			
28		MPPS, PERRUR, RAMGIRI	PS	Rural		√		√	
29	1243052	MPPS, KATHIVARI PALLY	PS	Rural		√			
30	1249611	KGBV, PUTTAPARTHI	UPS	Urban	√	√	√		
31	1249006	MPPS, GOKULAM, PUTTAPARTHI	PS	Urban		√			
32		RDT RSTC, INDUSTRIAL ESTATE, KUMMARAVARI PALLY	PS	Rural		√			
33	1400703	MPUPS, GOTUKUR	UPS	Rural		√			
34	1225065	BHAGATH SINGH MUNICIPAL CORPORATION SCHOOL, NEERUGANTY VEEDHI, ANANTHAPUR	PS	Urban		√			
35	1235015	MPPS, VENKATAPURAM, RANGIRI	PS	Rural		√			
36	1243020	MPPS, KATARU PALLY, GANDLAPANTA	PS	Rural		√		√	
37	4900704	MPPS, BEEDUPALLY, PARATHI	PS	Rural		√			
38		RSTC, CRSENT RAIN BOW, BHARATHAMATHA MUNICIPAL ELEMENTARY SCHOOL, LAXMINAGAR	PS	Urban		√			
39	1213302	MPUPS, KHANAMPALLI, GARLADINNE	UPS	Rural		√			
40	1227307	MPUPS, CHAMALURU, NARPALA	UPS	Rural	√	√			
41	1207001	MPPS, GOOTY	PS	Rural		√			√
42	1244029	MPPS, Y KOTTAPALLI	PS	Rural		√			√
43	1249307	MPUPS, CHERLOPALLI	UPS	Rural	√				√
44	1243607	KGBV, GANDLAPENTA	UPS	Rural	√		√		



## KHAMMAM

### LIST OF SCHOOLS

Sl. No.	DISE Code	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
1		MPPS, VELUGUMATLA, KHAMMAM	PS	Urban		√			
2	3500702	MPPS, KONIJERLA	PS	Rural					
3	4201404	MPUPS, SEETHAMPET	UPS/HS	Rural	√	√			
4	1501207	MPUPS, TEKULA CHERVU	UPS/HS	Rural		√			
5	1700918	GOVT TWUPS, PRUDVI RAJ NAGAR	UPS/HS	Rural	√	√			
6		GPS, MAMILLAGUDEM, KHAMMAM	PS	Urban		√			
7	2243305	MPUPS, PUNYAPURAM, WYRA	UPS/HS	Rural		√			
8	2239060	MPPS, KUSUMANCHI, KHAMMAM	PS	Rural		√			
9	1500302	MPPS, SARAPAKA, BURGAMPADU	PS	Rural					
10	2216316	MPUPS, KARAKVAGU, PALVANCHI	UPS/HS	Rural	√	√			
11	2236058	GPS, NSC, KHAMMAM	PS	Urban		√			
12	2243310	MPUPS, GOLLANAPADU	UPS/HS	Rural	√	√			
13	2239611	PS, GANGA BANDA THANDA, KURUMANCHI	PS	Rural		√			
14	2215004	MPPS, NAGINENIPROLU, BURGAMPAHAD	PS	Rural		√		√	
15	2216632	KGBV, PALVANCHA	UPS/HS	Rural	√	√	√		
16	4302201	MPPS, PALADUGU, WYRA, KHAMMAM	PS	Rural		√			
17	4201403	MPPS, NAGULA VANCHA, CHINTAKANI, KHAMMAM	PS	Rural		√			
18	902403	MPUPS, PICHUKALAPADU, BHADRACHALAM	UPS/HS	Rural		√			
19	2216082	MPPS, BOLLORUGUDEM, PALVANCHA	PS	Urban		√			
20	3500703	MPPS, SC COLONY, KANIJERLA	PS	Rural		√			
21	4201601	MPPS, CHINAMANDVA	PS	Rural		√			
22	808	MPPS, K DANTHANAM, DUMMUGUDEM	PS	Rural		√			√

Sl. No.	DISE Code	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
23	1701302	GPS, PATHA KOTHAGUDEM	PS	Urban		√			
24	2236133	MPPS, ROTARY NAGAR, KHAMMAM	PS	Urban		√			
25	2235611	KGBV, KONIJERLA THANIKELLA	UPS/HS	Rural	√	√	√	√	
26	2239610	KGBV, KUSUMANCHI	UPS/HS	Rural	√	√	√		
27	3900105	MPUPS, GAIGOLLAPALLI, KUSUMANCHI	UPS/HS	Rural		√			√
28	2209081	GIRIJAN PS, THUNIKA CHERUVU	PS	Rural		√			
29	2207014	MPPS, CHAVALIGUDEM, ASWAPURAM	PS	Rural				√	
30	2241014	MPPS, VV KISTAPURAM, MUDIGONDA	PS	Rural		√		√	√
31	4000809	MPUPS, SADASHIVAPURAM, NELAKONDA PALLI	UPS/HS	Rural		√			√
32	2208302	MPUPS, CHINABANDIREVU, DUMMAGUDEM	UPS/HS	Rural	√				
33	2217083	GPS, NEW GOLLA GUDEM, KOTTA GUDEM	PS	Rural		√			
34	2237310	MPUPS, AREMPALA	UPS/HS	Rural	√	√			
35	223164	GPS, KASBA BAZAR, KHAMMAM	PS	Urban		√		√	√
36	4001801	MPPS, THIRUMALA PURAM, NELAKONDA PALLY	PS	Rural		√			√
37	2208110	KGBV, KAMEPALLI, DUMMAGUDEM	UPS/HS	Rural	√	√	√		
38	2208091	GPS, CHINNAARLAGUDEM, DHUMMAGUDEM	PS	Rural		√			√
39	2204016	MPPS, SITHA RAM PURAM, PINAPAKA	PS	Rural		√			√
40	2237046	MPPS, MALLEMADUGU	PS	Rural		√			
41	2241027	MPPS, VALLABHI, MUDIGONDA	PS	Rural		√			
42	2240007	MPPS, NELAKONDA PALLI	PS	Rural		√			
43	2209329	MPUPS, JAGADEESH COLONY	UPS/HS	Urban	√	√			
44	2206074	MPPS, SAMITHISINGARAM, MANUGURU	PS	Rural		√			

## EAST GODAVARI

### LIST OF SCHOOLS

Sl. No.	DISE Code	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
1	412602	G.T.W.A.G.H. School, Gangavaram	UPS	Rural	√	√			
2	3100309	MPUPS, Chaithanya Nagar, Kadiyam	UPS	Rural		√			
3	440014	MPPS (Main), Someswaram, Rayavaram, Mandal	PS	Rural					
4	413075	GPS, Thamarapalli, R.Chodavaram Mandal	PS	Rural					
5	435015	MPPS, AP Trayam, Pedapudi Mandal	PS	Rural					
6	433007	MPPS, S Colony, Peraramachandrapuram	PS	Rural					
7	435002	MPPS, Opp. Market, G.Mamidada, Pedapudi	PS	Rural					
8	449047	MPPS, Kotturi Jagannadhapuram, Ainavilli	PS	Rural					
9	413034	MPPS, Iriapalle, Rampachodavaram	PS	Rural					
10	413302	MPUPS, Seethapalle, Rampachodavaram	UPS	Rural					
11	444019	MPPS, Ketharajupalli, Ravulapalem	PS	Rural					
12	431005	MPPPS, Nemagiri-1, Kadiam	PS	Rural					
13	443045	MPPPS, Vadapalli, Atreyapuram	PS	Rural					√
14	455005	MPPS, Allavaram	PS	Rural	√			√	√
15	446020	MPPS, Ganeshnagar, Kothapeta	PS	Rural					√
16	3095394	VB Puram Special MPLCPS, Rajahmundry	PS	Urban	√				
17	424042	Mpl Corp. PS, Dummulapeta, Kakinada	PS	Urban					√
18	454069	Moulana Abdul Kalam Azad Mpl Urdu PS, Gollagudem, Amalapuram	PS	Urban	√	√			√
19	3095302	Nehru Nagar Municipal Corp. Elementary School, Rajahmundry	PS	Urban				√	
20	424044	Municipal PS, Ramanayyapeta, Kakinada	PS	Urban					√

24	4000209	MPPS (Main), Rayavaram	PS	Rural	√				
25	433302	MPUPS, Peera Ramachandrapuram, Anaparthi	UPS	Rural	√				
26	401305	TWAUPS, Vetukuru, Maredumilli	UPS	Rural	√				
27	5000906	MPPPS, Mahapatrun Cheruvu, Mummidivaram	PS	Rural				√	
28	453081	MPPS, Singarayapale, Uppalaguptam	PS	Rural				√	
30	413612	KGBV, Rampachodavaram	UPS	Rural	√		√		
31		KGBV, Maredmilli	UPS	Rural	√		√		
32		KGBV, Nellipudi	UPS	Rural			√		
33	407323	KGBV, Thomdaligi, Vontimamidi	UPS	Rural	√		√		
34	430102	Mpl. Corp. Ele. School, Ramadaspetta, Rajahmandry	PS	Urban		√			
35	424666	Mother Theresa Municipal HS, Godarigunta, Kakinada	UPS	Urban		√			
36	454122	Sri Puchalapally Sundarayya MPS, Sitapathiraopet, Amalapuram	PS	Urban					
37	448063	MPPPS, Metla Colony, Ambajipeta	PS	Rural					
38	439008	MPPS, Shankavaram	PS	Rural					
39	413307	TWAUPS, Vootla, Rampachodavaram	UPS	Rural					
40		Viswam Education Society, Ravulapalem	PS	Rural					√
41		RSTC, Masa, Jagannadagiri, Tuni	PS	Rural					√
42		ARDO RSTC, Rampachodavaram	PS	Rural					√
43		Rural India Self Development Society, Amalapuram	PS	Rural					√
44	413003	MPPS, Pedageddapa, Rampachodavaram	PS	Rural					
45	413091	Govt. PS, Velamalakota, Rampachodavaram	PS	Rural					

## VIZIANAGARAM

### LIST OF SCHOOLS

Sl. No.	DISE Code	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
1	2227051	MPPS, DUVVUPETA, DENKADA	PS	Rural		√			√
2	201058	MPPS, VIKRAMAPURAM, BC KOMARADA	PS	Rural		√			√
3	2001906	MPPS, CHANDAKAPETA, BONDA PALLY	PS	Rural		√			
4	2003001	MPPS, AMBATIVALASA, BONDAPALLY	PS	Rural		√			√
5	203093	GPS, BODDAMANUGUDA, KURUPAM	PS	Rural		√			
6	204007	MPPS, PEDAMERANGI	PS	Rural		√			
7	202307	TWA UPS, BORAJAMMU, GL PURNAM	UPS	Rural		√			
8	222034	MPPS, SV NAGAR COLONY, GARIVIDI	PS	Rural		√			
9	205304	MPUPS, UDDAVOLLU	UPS	Rural	√	√			
10	201309	MPUPS, CHENDRAMPETA, KOMARADA	UPS	Rural		√			
11	1802402	MPUPS, BADEVALASA, MENTADA	UPS	Rural	√	√			
12	203087	GPS, KONDALEVIDI	PS	Rural		√			
13	204037	MPPS, JM VALASA	PS	Rural		√			
14	202068	GPS, PENGURA, GL PURAM	PS	Rural		√			
15	301202	TWAUPS, UDAYAPURAM, KURUPAM	UPS	Rural		√			
16	228052	MPS, KATA STREET	PS	Urban		√			
17	206116	TMES, VIVEKANANDA COLONY, DUGARAJUPETA	PS	Urban		√			√
18	2891232	MPLPS, RAJIV NAGAR	PS	Urban		√			
19	206118	MES, GEMBALI VARI VEEDI	PS	Urban		√			
20	228072	MHPS, CONTONMENT	PS	Urban		√			√
21	206302	MPUPS, KRISHNAPALLE	UPS	Urban	√	√			√
22	228139	RME SCHOOL, CHIKKALAVEEDI	PS	Urban		√			√

Sl. No.	DISE Code	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
23	206119	KSMES, PATHA BELAGAM	PS	Urban				√	√
24	227303	MPUPS, PINATADIVADA	UPS	Rural	√	√			
25	220301	MPUPS, GOLLUPALEM, BONOPALLI	UPS	Rural	√	√			
26	229305	MPUPS, NANDAM	UPS	Rural		√			
27	205038	MPPS, PEDDURU, GARU GUBILLI	PS	Rural		√		√	√
28	201059	MPPS, GUANAPURAM	PS	Rural		√		√	√
30	206070	KGBV, PARVATHIPURAM	UPS	Rural	√	√	√		
31		KGBV, GANTYADA	UPS	Rural	√	√	√		
32	205612	KGBV, RAAVI VALASA	UPS	Rural	√	√	√		
34		MPPS, IDDAVALASA	PS	Rural		√			
35	2904401	MPPS, RAMAVARAM GANLJADA	PS	Rural		√			
36	204092	MPPS, CHINAKUDUMA, JIYYAMAVALASA	PS	Rural		√			
37	222316	MPUPS, GADDEPUVALASA, GARIVIDI	UPS	Rural	√	√		√	√
38		MPPS, CHALLAPETA, MENTADA	PS	Rural		√			
39		MPPS, KALLIKOTA, KOMARADA	PS	Rural		√			√
42	202036	MPPS, REGIDI, GL PURAM	PS	Rural		√			
43	222315	MPUPS, KUMARAM, GARIVIDI	UPS	Rural	√	√			√
44	227301	MPUPS, MUNGINA PALLI	UPS	Rural		√			√
45	205314	MPUPS, MARUPENTA, GARUGUBILLI	UPS	Rural		√			√

## WEST GODAVARI

### LIST OF SCHOOLS

Sl. No.	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
1	Premanvitha Saviour Charitable Trust, Eluru	PS	Urban		V		V	
2	MPPS, Taderu, Bhimavaram	PS	Rural		V			
3	MPUPS, Tillapudi, Palakkullu	UPS	Rural		V			
4	SGM MPS, Undi	PS	Rural		V			
5	MPPS No.1, Ananthapallem, Nallajerla	PS	Rural		V			
6	MPPS, Muthana Veedu, Pedavegi	PS	Rural		V			
7	MPPS, Padamara Veedhi, Eluru	PS	Rural		V			
8	Ramakrishna JB MPL PS 220	PS	Urban		V			
9	MPPS, Pedapadu WG	PS	Rural	V	V			
10	MPPS, Gowri patnam	PS	Rural				V	
11	ZPHS, Ganapavaram	UPS	Rural		V			
12	MPPS, Kalisipudi, Undi	PS	Rural		V			
13	MPUPS Lakshmaneshwaram, Narsapuram	UPS	Rural		V			
14	MPPS Main, Pennada Agraharam	PS	Rural		V			
15	MPPS Kamavarapu Kota	PS	Rural	V	V			
16	PPMCUPS, Powerpet, Eluru	UPS	Urban	V	V			V
17	MPPS Main, Thimmapuram	PS	Rural		V			V
18	MMHS, Yagallapally, Tadepalligudem	UPS	Urban	V	V			
19	MPPS Main, Vadapalli, Kovvuru	PS	Rural		V			V
20	NTR MUPS, No 1, 15th ward, Tanuku	UPS	Rural	V	V			
21	MPUPS, Ramnagudem, Tadepalligudem	UPS	Rural	V	V			V
22	MPPS, Kapavaram	PS	Rural		V			V

Sl. No.	School Details	Category	Area	CAL	NPEGL	KGBV	CWSN	Special Training
24	Parasu Rama MEPS, 37 Div	PS	Urban		V			V
25	MPPS, Kovvali denduluru	PS	Rural	V	V			V
26	MPPS, Badapudi, Unguturu	PS	Rural	V	V			V
27	MPUPS, Vijeewaram, Nidadavole	UPS	Rural	V	V			V
28	MPPS, Vindravaripalem, Iragavaram	PS	Rural		V			V
29	MPPS, Gutala	PS	Rural		V			V
30	SSCD of Eluru, Xavier Nagar	PS	Urban					
31	MPPS, Muddagudem, Bhuttaigudem	PS	Rural		V			V
32	Navayuga Spl Municipal Elementary School, Eluru	PS	Urban		V			
33	MPUPS, Chodimella Village, Eluru Road	UPS	Rural	V	V			V
34	Balagangadhar Tilak Oriental High School, Benerjipet, Eluru	UPS	Urban	V	V			
35	MPPS, East Palem, Akividu	PS	Rural	V			V	
36	MPPS, No.1, Palangi, Undrajavaram	PS	Rural		V			
37	Spandana Organisation, Palangi, Undrajavaram	PS	Rural				V	
38	MPUP, Dippakayalapadu	UPS	Rural	V	V			V
39	Damian Leprosy Centre, Vegavaram	PS	Rural					
40	AAMCUPS, Eluru	UPS	Urban	V	V			V
41	MPPS, No.2, Gundu Golanu, Bheemadolu	PS	Rural	V	V			
42	MPPSSW, Kaspapentapadu	PS	Rural		V			V
43	MPPS, Singanamuppavaram, Chagallu	PS	Rural		V			
44	MPPS, Randithavilluru, Poduru	PS	Rural		V			
45	MPLPS, Nehrupeta, Bhimavaram	PS	Urban		V			
46	MPPS, Gollagudem, Uppalapadu	PS	Rural		V			
47	Asakiranam RSTC, St Theresas College Campus, Eluru	PS	Urban		V			



