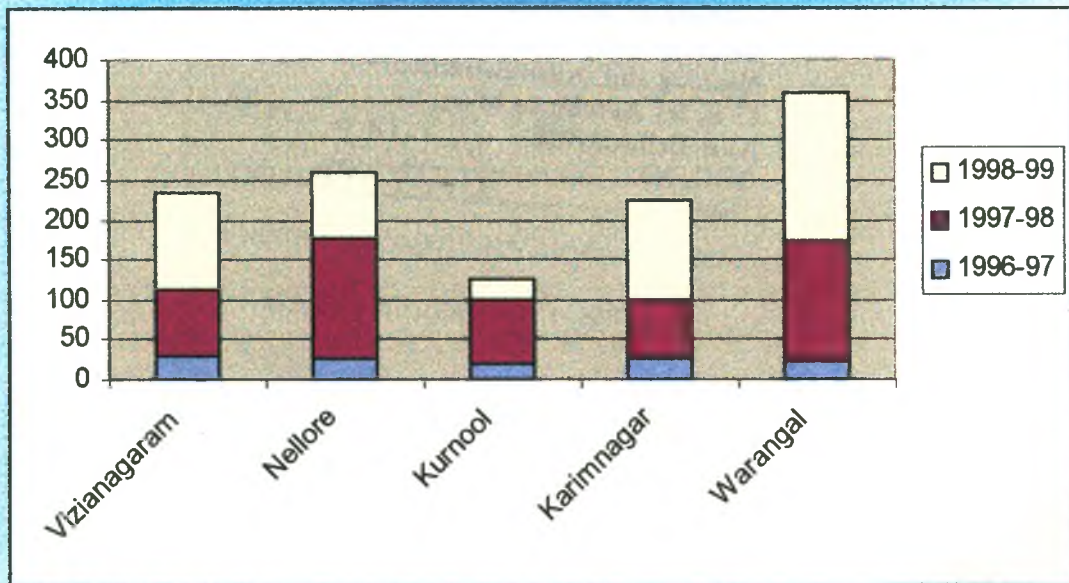


A ANDHRA PRADESH
DPEP-I STATE COMPONENT PLAN
ANNUAL WORKPLAN AND BUDGET 1999-2000



DPEP NEWSCHOOLS



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AP DPEP 1

ANNUAL WORKPLAN AND BUDGET 1999 – 2000

CHAPTER I

EDUCATION SITUATION IN ANDHRA PRADESH – PAST AND PRESENT

1.0 Growth of Educational Facilities, Enrolment and Dropout rates in Andhra Pradesh.

The State of Andhra Pradesh is endeavouring to fulfil the Constitutional obligation of free and compulsory education to all children upto the age of 14 years to the maximum extent by giving top priority to education, more so to Elementary Education. During the past five decades, there has been a phenomenal expansion of Elementary Education. As a result there are around 49,919 Primary Schools and 25400 Non-formal centres in the State by 1998, providing schooling facilities within a walking distance of 1 K.M. As per VIth All India Education Survey 2.38% of the Rural Habitations do not have primary schooling facility within a walking distance of 1 KM. Number of Upper Primary Schools increased from 329 in 1956-57 to 8142 in 1997-98. 20.46% of the Rural Habitations do not have upper primary schooling facilities within a walking distance of 3.1 kms to more than 5kms. (Table 1.0)

With the impressive increase in the number and spread of institutions there has been more than 3 fold increase in enrolment in class I-V from about 25 lakhs (24.83) in 1956-57 (when the State was formed into the present geographical shape) to 83.70 lakhs in 1997-98. The increase in enrolment at the Upper primary level is 17.92 times during the same period (Table 1.1). Dropout rate at the Primary level decreased from 55.2 in 1985-86 to 45.48 in 1997-98. 44.36% in the case of boys and 46.77% in the case of girls. Drop-out rate in the case of SCs and ST also decreased from 64.09% and 80.49% to 55.45% and 74.26% in 1997-98 respectively. Similarly teaching force in the school education increased from 67,815 in 1956-57 to 2,97,192 in 1997-98 upto secondary level and at the Primary Level alone, it is 1,21,446.

Number of teachers per school increased from 2.00 in Primary School (1980-81) to 2.18% in 1997-98 – [J.B. Tilak, page 53]. With increase in number of teachers, Teacher pupil ratio decreased from 50 in 1980-81 to 48.88 by 1997-98. At Upper Primary level, number of teachers per school increased from 6.84 in 1990-91 to 7.18 in 1997-98. Table 1.2 and 1.3

1.1 The Government of Andhra Pradesh realised the strategic importance of education for achieving basic objectives of economic growth, equity and self reliance. For instance the Government of Andhra Pradesh stated in clear terms that education gives us knowledge, skills, values that contribute to personal growth on one hand and social development on the other [performance Budget 1998-99]. At the same time Government is aware of the current status of the Education situation and accepts that, "Andhra Pradesh is one of the Nine educationally backward states in the country,

marked by insufficient enrolment and high dropout rates". Therefore new initiatives, strategies are being formulated to improve the situation in the state. The draft Ninth Five Year Plan aims at universalisation of Primary Education, Universal Access, Universal Enrolment and Retention upto Class V and with particular emphasis on Girl Child Education, increasing access and enrollment to SC, ST and Minority Children, improvement in quality of education and provision of infrastructure facilities.

To achieve the above, in addition to several conventional programmes of development and on-going initiatives to improve the status of education in the state, recently the State Govt launched a few significant and far reaching strategies which are discussed overleaf.

- **Decentralisation in educational Planning & Management** has been one particular area, where a significant reform has been introduced in the most recent past. The Government of Andhra Pradesh has enacted a State legislation in April 1998 for reforming School Education in the State by ensuring **people's participation in Administration of Schools**. The Act provides establishment of Committees at various levels – a School Committee, a Panchayat Education Committee, Mandal Education Committee, Municipal Education Committee, District Education Committee and with two boards one at the District level called District Education Board and the other at State Level called State Advisory Board for School Education. The Committees are vested with several powers including levying cess and resource generation and utilisation. Over 60,000 School committees have been accordingly constituted.
- As a response to the demand from school committees for assisting them in improving the classroom environment, an amount of Rs 15.97 crores have been sanctioned to enable the School Committees to engage 52,000 Vidya Volunteers who are appointed by the School Committee to assist the teacher in their class-room transaction.
- For the first time a massive construction programme of about 25,000 school buildings has been taken up during 1998-99 aimed at providing improved school environment ultimately to achieve higher enrollment and retention. Funds required are released to the School Committees who were trained to actively participate in the construction, to ensure timely construction and quality construction of the School Buildings. Further, the Government of Andhra Pradesh provided assistance to School Committees to engage 1237 site consultants, 12 Engineering consultants on contract basis by linking the payment of their honorarium to timely completion and to maintenance of requisite standards / quality construction. The School Committees are also provided with "a manual in Telugu" to equip them to effectively monitor the quality of construction.
- **"Back to School Programme"** was launched with a view to bring the children from the work to schools, which is primarily aimed at bringing SC and ST children and working children of weaker communities. They are exposed to an intensive bridge course of two months duration so that

their academic levels are made good equal to that of level when they dropped out of schools and they are admitted them in a near by school with a hostel facility to ensure their retention.

- **'Girl Child Participation (GCP)'**: This scheme is basically aimed to promote adoption of the small family norm and also to benefit the Girl Child in poor families by promoting family planning, discouraging the tendency to prefer male children and promoting welfare of Girl children through meaningful programme called GCP. This is also to encourage enrolment of girls in schools, to reduce school dropouts and to motivate girls to get married only after 18 years of age. A sum of Rs 5000/- for each girl child whose parental income is less than Rs. 11000/- per annum, will be deposited in public A/c by the Government with an annual interest of 12% to be maintained in the name of the beneficiary girl child. The amount will be given periodically to the family for the girl child to complete Primary / High school education. In the year 1998-99 Rs. 25.00 crores is incurred to cover 54,156 girl children. (In the year 1998-99, 56,211 beneficiaries are benefited by the scheme).
- **'Kishora Balika Pathakam'** is yet another innovative scheme engineered to bring social attitudes, develop self-esteems and ensure capabilities, self perception of girls and, women to generate awareness against child labour and to achieve 100% Universalisation of Elementary Education especially for girls. The target group is girls in the age group of 11-17 covering 20 girls in each village and 20 villages each in 80 non-world bank Integrated Child development service projects. Rs. 15.35 crores is the estimated amount for the implementation of the scheme during the 5 years. Bridge course education is imparted to bring them back to main stream of education. In the year 1999-2000 it is proposed to cover 20 girls per village in each of the 20 villages, in the 80 non-world bank Integrated Child development service projects.

1.2 INVESTMENT IN EDUCATION

Government of Andhra Pradesh increased its budget on education from Rs. 153845.51 lakhs in 1998-99 to Rs 246060.90 lakhs in 1999-2000 (Demand No VIII Education 1999-2000) which includes Non-plan and plan provisions. 86.67% of the total budget outlay of Rs. 8997.98 lakhs for the School Education is ear-marked for Elementary Education in the budget estimates of 1998-99 which is almost 1.5 times higher than what has been provided in 1997-98 (Rs 5018.00 lakhs was provided under state plan outlay for School Education in 1998-99, Out of which 2404.263 lakhs ear-marked for Elementary Education). Besides this an amount of Rs.25000.00 lakhs is provided under economic restructuring programme. Thus total amount provided for elementary education comes to 93% of total budget for school education

While the Department of School Education meets a major share of expenditure on education, other development departments are also financing almost one fifth to one-fourth of the total expenditure on education (Table 1.4).

J.B.G Tilak in his report on Public Expenditure on Education in Andhra Pradesh, has made the following observation on State share of budget spent on education.

“The relative position of Andhra Pradesh in terms of share of the budget spent on education is relatively better. It is one of the top four States [among the 16 major states]. As compared with other states, the performance of the state with respect to this indicator is also better than the performance of the state with respect to share of education in SDP. [Tilak, J.B Public Expenditure on Education in A.P page 68-69]

1.3. Other Programmes / Initiatives:

1.3.1. Infrastructure facilities for schools:

- One of the problems of education and particularly Primary Education is lack of sufficient number of well-equipped classrooms. This often leads to lack of proper ambience with the result that the children do not feel sufficiently interested to remain in the classrooms. Crowded and ill ventilated class-rooms are not only a disincentive for the children but also make the teachers' task much more difficult with the result that they may not be able to get their best.

Some of initiatives to tackle this problem include.

- **OPERATION BLACKBOARD :** Under this scheme 27,009 classrooms have been sanctioned for construction. Out of these, 24496 classrooms were taken up under OBB and 23,677 have been completed. 42310 schools have been proposed for supplying with Teaching Learning Material.
- **JRY SCHEME :** 10,075 Class-rooms were sanctioned under Five phases upto April 1998 out of which, 7849 were completed.
- **Xth FINANCE COMMISSION:** Under Xth Finance Commission in 19 districts with low female literacy additional facilities like toilets and drinking water and one additional class-room for Upper Primary Schools and Drinking Water for Primary Schools as a package for infrastructure facilities for promotion of Universalisation of Elementary Education with emphasis on Girl Education are provided. During 1998-99 Rs. 1774.88 lakhs and Rs. 2676.47 lakhs for the year 1999-2000 are provided for this purpose.

1.4.2. INCENTIVE SCHEMES TO REDUCE DROPOUT RATE:

Second biggest problem is high dropout rate. Certain incentive schemes are formulated to reduce dropout rate which include _

- (a) *Free supply of Textbooks) to all children studying in Primary Schools.:* 76 lakhs of children are benefited by this scheme.
- (b) *Mid-day meal programme:* Aimed at giving 3Kgs of rice to each student who puts in 80% of attendance in a month belonging to white card holders. 76 lakh children are benefited by this programme.
- (c) *Supply of colour T.Vs and RCCPs :* To improve instruction in Primary Schools, Government have so far sanctioned 12,850 CTVs & 17,342 RCCPs under E.T. Scheme financed by GOI and Govt. of Andhra Pradesh 7000 VCPs and 45 Video Cassettes containing 129 Video Lesson based on curriculum for classes I to III are supplied to schools.

As a result of the Incentives / initiative and huge investments, the general dropout rate in the Primary classes declined from 55.2% in 1985-86 to 45.48% in 1997-98. Likewise it decreased from 69.89% in 1985-86 to 63.46% in 1997-98 in the Upper Primary classes.

1.5. VISION 2020

However, Universalisation of Primary Education in the State remained an elusive goal. Hence, the following priorities are identified in Vision 2020 to achieve UPE.

“Education has a critical role to play in development. Recognising this, Andhra Pradesh firmly believe that outlays on education are an important and not an expenditure”.

“Andhra Pradesh will not just be a literate but a knowledge society capable of meeting the challenges by the 21st Century”.

To achieve the vision, Andhra Pradesh will also need to make education a dynamic and vibrant sector, keeping pace with the changing needs of the State's economy and society. This will call for the strengthening, transforming and expanding of elementary and higher education, including the revamping of their management, curricula, and teaching methods. The emphasis will be on providing high quality education to the poor to correct the current unequal situation in which quality school and college education is available only to the better half in society.

In other words, Andhra Pradesh will need to transform the current education system so that it can play a catalytic role in the economy and society. Such a system will :

- ensure universal literacy by providing effective, high quality, and widespread elementary education, non-formal education and an effective adult literacy programme.
- develop specific programmes to promote education for girls.
- focus secondary and higher education on building marketable skills.
- actively involve the private sector in higher education.
- manage and fund education more effectively, particularly through community participation.

Approach : To achieve universal P.E, the State will need to follow a two-pronged approach. First, the State will need to provide quality primary education for all and improve enrolment and retention rates. This will require a number of interventions, namely, providing more teachers; building more schools and classrooms; increasing the number of residential schools; redesigning curricula; expanding early childhood education; introducing programmes to bring drop-outs back to school; focusing on specific disadvantaged groups and locations; providing non-formal education and increasing adult literacy; and involving the community in increasing enrolment and improving retention rates. Second, the State will need to re-orient non-formal education for drop-out children, with a commitment to bringing them back into formal education, as well as strengthen and expand its adult literacy programme.

Initiatives identified are :	<i>Providing more teachers and training</i>
	<i>Building more schools and classrooms</i>
	<i>Increasing the number of residential schools</i>
	<i>Redesigning curricula</i>
	<i>Expanding early childhood care and education</i>
	<i>Strengthening programmes to bring drop-out back to school</i>
	<i>Focusing on specific disadvantaged groups and locations</i>
	<i>Providing non-formal education and increasing adult literacy</i>
	<i>Involving the community in increasing enrolment and improving retention</i>
	<i>Promote Education for Girls</i>

TABLE 1.0

Availability of Schooling Facilities in Andhra Pradesh, 1993

Availability of Schooling Facilities in Andhra Pradesh, 1993 (Number of Rural Habitations with schooling facilities)	
	Percent
Primary	
Within the habitation	92.45
Within a distance of	
Upto 0.5 km	3.12
0.6 – 1.0 km	2.05
1.1 – 2.0 km	1.38
More than 2 km	1.00
Upper Primary	
Within the habitation	42.99
Within a distance of	
upto 1.0 km	13.70
1.1 – 2.0 km	11.85
2.1 – 3.0 km	10.89
3.1 – 4.0 km	6.19
4.1 – 5.0 km	5.21
More than 5 km	9.16

Source: J.Tilak: Public Expenditure on Education in Andhra Pradesh page 51

Table 1.1
Growth of Educational Facilities and Enrolment in Andhra Pradesh

State	No of Institutions					Enrolment in 000'				
	1956-57	1980-81	1990-91	1996-97	1997-98	1956-57	1980-81	1990-91	1995-96	1997-98
i) Primary	29076	40408	48731	49125	49919	2483	5368.8	7536.6	7640.0	8370.0
ii) Upper Primary	329	4571	6118	7298	8142	98	1187.4	2124.1	1621.0	1757.0

Source: DSE -- Select Educational Statistics -- 1997-98.

Table 1.2
Number of Teachers per school in Andhra Pradesh

Year	Primary	Middle
1980-81	2.00	7.83
1990-91	2.27	6.84
1996-97	2.18	6.50
1997-98	2.43	7.18

Table 1.3**Teacher Pupil Ratio in Andhra Pradesh**

Year	Primary	Middle
1980-81	50	38
1990-91	53	47
1997-98	48.88	38.9

Source: 1. Select Educational Statistics – 1997-98

2. Ibid

TABLE 1.4
EXPENDITURE ON EDUCATION BY THE SCHOOL EDUCATION
AND OTHER DEPARTMENTS IN A.P (Revenue Account)

Rs. In Crores

Year	Department of School Education	Other departments	Total	Percentage of share of	
				Education department	Other departments
1990-91	998.4	243.0	1241.40	80.4	17.8
1991-92	1123.5	345.7	1469.20	76.5	23.5
1992-93	1320.1	428.2	1748.30	75.5	24.5
1994-95®	1621.7	505.6	2127.3	76.2	23.8
1995-96	1865.4	552.1	2417.5	77.2	22.8

Source: J.B.G.Tilak – Public Expenditure on Education in A.P

CHAPTER II

2.0 PROGRESS OVERVIEW OF DPEP PLANS SINCE 1996-97:

District Primary Education Programme a new intervention was launched with the assistance of DFID in the State during 1996-97 in five districts viz., Vizianagaram, Nellore, Kurnool, Karimnagar and Warangal. This is a seven year programme commenced in the year 1996-97 with a baseline project cost of Rs. 17272.60 lakhs with Rs. 6811.75 lakhs provision for contingencies. Total project amount is Rs. 24084.35 lakhs. The patternwise breakup of baseline project cost is as follows.

		Percentage	
(a)	Investment Cost	Rs. 5,468.37 lakhs	31.66%
	Recurrent Cost	Rs. 11,804.23 lakhs	68.34%

		Rs. 17,272.60	

(b)	State Project Office	Rs. 1,644.00 lakhs	
	Vizianagaram Office	Rs. 2,873.00 lakhs	
	Nellore Office	Rs. 3,387.00 lakhs	
	Kurnool	Rs. 2,971.00 lakhs	
	Karimnagar	Rs. 3,228.00 lakhs	
	Warangal	Rs. 3,170.00 lakhs	

		Rs. 17,273.00 lakhs	

(c)	Physical contingencies	Rs. 1209.674 lakhs	
(d)	Price Contingencies	Rs. 5602.678 lakhs	

	Total Rs.	24085.352 lakhs	

2.1 The programme was launched with the following objectives in the Year 1996-97 viz.,

1. To reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five percent.
2. To reduce overall primary dropout rates for all students to less than 10 percent.
3. To raise average achievement levels by 25% over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies by all children in the Primary Schools
4. To provide according to national norms, access for all children to Primary Education classes (I to V) i.e., Primary Schooling wherever possible, or its equivalent non-formal education.

2.2 Major Interventions & Improvements identified:

The project has several interventions for the improvement of the Primary Education in the State both in terms of quality and quantity. Some of the interventions and improvements identified are as follows:

- Increasing access by opening primary schools and constructing additional classrooms in the existing institutions, appointing new teachers, stimulating demand for education and organising targeted programmes to reach groups with special needs (Girls, SC, ST, working children and children with disabilities).
- Improving quality of Education and retention of students, continuous training to teachers, supporting the development and provision of learning materials and starting Early Childhood Education centres and schools.
- Strengthening the state's capacity to provide quality primary education by strengthening the capacity of state and district institutions and establishing village education committees to support and sustain key programmes established under District Primary Education Programme.

2.3 Goals / Targets:

In order to achieve the above major interventions, action oriented specific targets have been identified under each major component which are discussed below.

Access:

- Opening of 1410 new primary schools in school-less habitations in the 5 DPEP districts.
- Construction of 1410 new primary school buildings.
- Appointment of 2820 regular teachers to the new schools.
- Opening of 575 alternative schools in school-less habitations.
- Construction of 575 sheds to Alternative Schools.
- Appointment of 575 Alternative school Instructors.

Enrollment and Retention:

- Appointment of regular teachers to the existing primary schools for the additional enrolment.
- Opening of 1897 Early Childhood Education Centres.
- Promoting Integrated Education component for disabled children on pilot basis.
- Starting of 240 bridge course centres for the education of child labour.
- Appointment of 1000 Girl Child Education Promoters to improve the Education of Girls in remote rural areas.
- Constitution of 29902 school committees.

- Organising Kalajathas / Exhibitions / Rallies at Habitation, Mandal and District level.
- Development of awareness material for school committees and others directly involved in DPEP.
- Provision for toilets, drinking water and other add on facilities to schools.
- Provision of School Improvement fund i.e. @2000 per school to all the schools.

Quality:

- Constitution of State Resource Group (SRG) for Teacher training, ECE and Community Mobilisation.
- Conduct of refresher Training Programmes to SRG members for their capacity building.
- Providing regular training to all the teachers of primary schools.
- Provision of teacher grant (@500 per teacher) to all the teachers.
- Provision of training to Alternative School instructors.
- Provision of training to teachers and child labour, Girl Child Education Volunteers.
- Conduct of monthly meetings to teachers at teacher centres.
- Training of ECE, Anganwadi workers.
- Training of School Committee members.

Capacity Building:

- Establishment of 254 Mandal Resource Centres.
- Appointment of 508 Mandal Resource Persons and 254 Mandal Girl Child Development Officers.
- Conduct of recurrent training programmes to MRPs and GCDOs for their capacity building.
- Strengthening of DIETs and SCERT.
- Strengthening of teacher centres.
- Providing Rs. 2000/- Annual grant to Teacher Centres.
- Provision of furniture, equipment to MRCs, DPOs, DIETs, and SCERT.
- Supply of MIS equipment (Computer Hardware, Software etc) to DPOs, DIETs and SPO.
- Provision for evaluation and documentation to DPOs and SPO.
- Provision for undertaking Research at District and State level.
- Indicators to monitor the project performance.

2.4 As ~~desired~~ above, DPEP is a goal oriented programme with specific targets to be achieved, the following measurable indicators are identified to ~~measure~~ the programme at mid-term and at the end of the project viz.,

	Indicator	Unit	Status as on 1995-96	At Mid-Term	Project end goal
1.	Increase enrollment	Additional Student package	15,53,090 (5 DPEP districts)	2,50,000	6,00,000
2.	Difference in enrollment ratio in terms of gender and other social group	Percent	10-20 among different group	-	10%
3.	Reduction in dropout in Primary Classes	Percent	50.44	35	10
4.	Difference in dropout rates between Gender as other social groups	Percent	25	-	Less than 5%
5.	Additional Teachers (a) Project (b) G.O.A.P.	-	-	13,000 12,000	13,000 37,000
6.	Inservice Training for Teachers	Percent	-	All teachers	All teachers
7.	Increase in achievement of Students over baseline measurement	Class I Language=46.30 Mathematics=43.50 Class IV Language=41.60 Mathematics=32.50	-	-	25
8.	New Schools	Number	-	4,000	6,500
9.	Additional Classrooms	-	-	3,000	3,500

2.5 Educational Scenario of the Five Districts in 1995-96

- Educational Scenario of the 5 DPEP districts before launching the project in terms of indicators like literacy, school-less habitations, enrolment ratios and drop-out ratios are identified as stock indicators of education development as they reflect the pace of change in education development over the 7 years.

There were 1462 School-less habitations in all the 5 districts as per door to door survey conducted with 384 in Vizianagaram, 259 in Nellore, 125 in Kurnool, 334 in Karimnagar and 360 in Warangal. Enrolment ratios varied from 65.91 in Karimnagar to 83.24 in Kurnool and dropout rates also varied from 62.53 in Nellore to 42.77 in Karimnagar, with Nellore registering very high drop out rate (62.53). Table 2.5 shows the educational scenario of the 5 DPEP districts. (Table 2.5)

Relative position of 5 districts in respect of enrolment ratios and dropout rates showed that Vizianagaram had high enrolment and high dropout rate, Warangal & Nellore had high dropout and high enrolment rate, whereas Karimnagar showed low enrolment and low dropout rate and Kurnool showed high enrolment and low dropout rate.

Table 2.5

High Enrolment / High dropout (75.00 & above) (50.00 & above)	High Enrolment / Low dropout
Vizianagaram : 78.77 / 52.90	Kurnool : 83.24 / 48.87
High dropout / High Enrolment	Low dropout / Low Enrolment (Less than 50%) (Less than 75%)
Warangal : 60.51 / 77.55 Nellore : 62.53 / 75.40	Karimnagar : 42.77 / 65.91

2.6 Review of 3 Years Plans:

The project commenced in the year 1996-97. It is a seven year programme. In fact 1999 - 2000 is the Fourth Year of the Seven-year programme. Third year AWP&B plan was prepared to fine tune the strategies and strengthen all measures planned in the first two years to achieve the targets fixed in the specific context of the districts.

In the first two years of the project implementation i.e., 1996-97 to 1997-98 interventions like opening of new schools in schoolless habitations, construction of

school buildings and additional classrooms, Construction of toilets and Provision of drinking water facilities, opening of ECE centres were initiated. Besides these interventions activities like awareness campaigns, formation of VECs / SECs, Orientation to women groups, training programme to teachers and Head-Masters at different levels were organized. For imparting quality education and to improve school effectiveness, new textbooks were introduced in classes I & II. Workbook in Mathematics was introduced in Class I. To reduce Pupil-Teacher ratio additional teachers were appointed. Training was imparted to all Teachers. Financial support was provided to schools and teachers releasing school grant of Rs. 2,000.00, Teacher grant of Rs 500.00.

Besides continuing the strategies and initiatives planned, 1998-99 plan focussed on

- Caring for the disabled children and ensuring equal opportunity for the disabled on a pilot basis.
- Strengthening programmes to bring back out of school children and dropouts to the schools.
- Expanding early childhood Education.
- Promoting Education for Girls, SC and ST and Child labour through Bridge courses.
- Increased community participation in Education Planning and Management and administration through PTAs, SECs, PEC, MEC, Municipal Education Committees.
- Increased convergence with Government, non-government agencies to achieve programme objectives in a co-ordinated fashion.

2.7 Review of Interventions planned and achieved over 3 years:

It is time to review the progress of Interventions planned and achieved over three years to identify major achievements and weaknesses including strategies planned and methodologies adopted and implemented. Table 2.7 reflects the Interventions planned, targets fixed and achieved.

Table 2.7

Sl No.	Item	Target	Achievement
1.	Opening of New Schools	1462	1303
2.	Appointment of Regular Teachers to new schools	2924	2924
3.	Appointment of Para Teachers (Vidya volunteers) to New Schools by the State Government	3969	128
4.	Setting up of Alternative Schools	575	477
5.	Appointment of Alternative School Instructors	575	477
6.	Conducting Bridge courses for child labour	240	82
7.	Establishing Early Childhood Education Centres	1897	1697
8.	Establishing Mandal Resource Centres	254	254
9.	Appointment of Mandal Resource persons	508	435
10.	Appointment of Girl Child Development Officers	252	101
11.	Appointment of Girl Child Education Promoters	1000	764
12.	Release of school grants (Rs. 2000/- per school)	10448	10448
13.	Release of teacher grants (Rs. 500/- per teacher)	34161	34161
14.	Training programme to teachers	34161	30831
15.	Training Programme to school committees	29902	138174
16.	Construction of New primary school buildings	1462	453
17.	Construction of Additional classrooms	770	479
18.	Construction of Sheds to Alternative Schools	575	477
19.	Establishment of 254 Mandal Resource Centres	254	254
20.	Appointment of 508 Mandal Resource persons & 254 MGCDOs	508	508

Access, Enrolment and Equity:

To move towards the goal of Universal Primary Education, provision of formal and Alternative centers of learning within the easy reach of everyone is a Pre-requisite. Depending upon the nature of target group, number and norms identified at the State level, it may be a formal school or an alternative school. In terms of accessibility as against the target of opening of 1462 formal schools, 1303 are opened; 477 alternative schools are opened as against the target of 575 and 1697 ECE centres are opened as against the target of 1897. Thus accessibility increase is more than 80% over the target fixed.

The problem of providing education to working children is a pre-requisite for attaining the goal of UPE. As against the target of 240 Bridge Course centres proposed for education of child labour 82 centres were opened. The increase in access to child labour is 34% as against the target fixed.

The kind of learning environment and processes characterising the educational institution will have to be strengthened by providing (a) additional teachers to reduce teacher-pupil ratio (b) strengthening of academic support system at the mandal level (c) release of school grants, teacher grants for Teachers (d) capacity building of teachers on continuous basis through In-service training programme and (e) strengthening the capacities of newly formed school committees in Educational Planning and Management. The achievement on the 5 indicators is more than 80% except training programme to school committees.

Provision of better physical facilities to schools is identified as one of the essential requisite for better curriculum transaction and to overcome space problem. As against the target of 1462 school buildings planned for new schools, 453 are constructed. Likewise as against 770 additional classrooms 479 are constructed; 96 buildings are constructed for building less schools as against the target of 318. Details of Targets and achievements in respect of 20 Interventions planned is shown in Table 2.7.

2.8 Project Cost:

Cumulative expenditure upto March 1999 vis-à-vis total project of 3 years cost component wise is another indicator of monitoring efficiency of project management. The review shows that the overall rate of utilisation is 59.34% over 3 years (upto March 1999). Total investment cost is 61.93% where as the recurrent cost is 23.73%. Investment cost is more than 60% with less recurrent costs which is a good sign of project management. With respect to civil works, the rate of utilisation is 98.7%. Under - utilisation is conspicuous in respect of innovations (6.0%), Research studies (4.0%), Alternative Schooling (7.01%), Capacity Building (0.2%), Development of Textbooks (0.5%), Teaching Learning Material (73.9%) and Training cost (64.85%) .(Table 2.11.1)

2.9 Convergence with other Government departments and Non-government organizations.

In order to realise its goals of attaining universal access retention and providing qualitative education, DPEP recognized the importance of working in co-ordination with other Departments and agencies of objective similarities.

DPEP resolved to work together with 1) Department of Women & Child Welfare for Girl Child Development and ECE. 2) Department of Health for school health. 3) Department of Adult Education for the literacy of the parents and adult members of the families of the school going & non-going children. 4) Department of Social Welfare and Tribal Welfare, for acquiring support services to benefit the educational development of disadvantage groups and disabled. 5) Department of Rural Development & Municipal Administration for acquiring facilities & programmes for education institutions in the rural & urban areas. 6) Department of labour for the education of working children and NGOs like M.V. Foundation for education of working children and unenrolled children.

2.9.1 Structures:

At state level, co-ordination between various departments is ensured with Secretaries, Commissioners of the various departments as members of Executive Council of the State Implementing Society (SIS). At district level, co-ordination committees are constituted with District Collector as Chairman and district officers of various departments as members. Similarly at mandal level with the formation mandal education committee and the school level school education committees convergence is achieved. The committees meet periodically to chalk out action plans for a convergent action for the over all development of the child. Above all convergence at the habitation level is achieved through JANMA BHOOMI PROGRAMME, a programme aimed at involving local people in developmental activities and bringing administration to the door steps of people.

2.9.2 AREAS OF CONVERGENCE PLANNED AND ACHIEVED

To bring effective convergence process, a meeting of Secretary Education with the Secretaries of other departments was also organised. Further, this issue is also discussed in the Collectors conference.

2.10 Project Performance Monitoring Indicators based on EMIS data and selected educational statistics of DSE.

Key Educational Indicators

District Information System for Education (DISE) provided rich information to monitor the progress of primary education of the districts by monitoring key educational indicators like enrolment ratios, dropout rates, teacher-pupil ratio, schools not inspected, % of single teacher schools, % of repeaters in primary classes and school facilities available in the schools etc.

For the present review the following indicators are identified.

(1) Increase in enrolment ratios, (2) Reduction in difference in enrolment between gender and other social groups, (3) Reduction in dropout rate in primary classes, (4) Reduction in difference in dropout rates between gender and other social groups, (5) Increase in achievement levels of students over base line study, (6) % of single teacher schools (7) Average working days, (8) % of schools not inspected, (9) pupil-teacher ratios. These indicators can also be called 'FLOW' indicators of education since the pace of development in primary education over years is better reflected in terms of enrolment ratios, increase in retention with decreased rates of dropouts and increased levels of achievement levels of students.

For performance monitoring of gross enrolment ratios GER of year 1995-96 is taken as baseline GER. State level GER was 74.92 whereas the corresponding GER in the 5 DPEP districts varied from 65.91 (Karimnagar) to 83.24 (Kurnool). Vizianagaram (78.77), Nellore (75.40), Kurnool (83.24), Warangal (77.55) exceeded State GER and only Karimnagar (65.91) was with low GER. Over two years, the GER of the state increased to 82.87 (1997-98). The increase in GER in 5 DPEP districts also increased steeply. 4 districts namely Vizianagaram with 87.92, Nellore with 84.45, Kurnool with 100.84 and Warangal with 88.63 exceeded state average. This increase is highly impressive (Table 2.10). However, in Karimnagar district, increase in GER over baseline year is very conspicuous [65.91 to 77.79] but it remained less than the State average GER of 82.87 in the year 1997-98 (source SCS, DSE). In terms of sheer number of students enrolled increase in enrolment, between the year 1996-97 and 1997-98 is more than 2.56 lakhs as per DISE 1996-97.

s. No.	Name of the district	Enrolment number		
		1996-97	1997-98	1998-99
1.	Vizianagaram	2,43,229	2,55,508	2,98,618
2.	Nellore	2,70,925	2,94,504	
3.	Kurnool	3,57,380	4,25,437	
4.	Karimnagar	2,79,910	3,33,961	
5.	Warangal	2,90,250	3,13,966	

The same trend is seen in the difference in enrolment between gender and other social groups except.

Year	All			SC			ST		
	Total	Girls	% of girls to total	Total	Girls	% of girls to total	Total	Girls	% of Girls to total
1996-97	137902	616930	44.70	300207	137072	46.65	11592	48885	43.80
1997-98	1636684	788873	48.19	307122	142461	46.38	77388	34383	114.43
Increase	256782	171943	3.49	6915	5389	0.73			

Likewise satisfactory trend is seen in respect of reduction in dropout rate from state average of 50.44 in 1995-96 to 45.48 in 1997-98. In the DPEP districts except Warangal (56.57), Karimnagar (45.70) other ~~three~~ districts showed decrease in dropout rate viz., Vizianagaram (42.95) Nellore (57.15) and Kurnool (32.52). Further, when compared to baseline year, the reduction in dropout rate is quite impressive in four DPEP districts viz., Vizianagaram 52.90 to 42.95, Nellore 62.53 to 57.15, Kurnool 48.87 to 32.52 and Warangal 60.51 to 56.57. In Karimnagar, however, there is slight increase in dropout rate from 42.77 to 45.70. The same trend is seen in respect of difference in dropout rates in terms of gender and other social groups in the 5 districts (Table 2.10). Source Select Educational statistics – DSE **Plausible inference that could be drawn from the statistical analysis of GER and dropout ratios is that the system has shown marginal improvement with respect to retention.** (Source : selected educational statistics, DSE)

The fifth indicator namely increase in achievement levels of students after the Baseline study is yet to be monitored. It is proposed to conduct mid-term assessment of achievement levels of students in the month of July-August of 99. (Table 2.10)

The other indicators identified are : No. of working days schools worked , % of single teacher schools, % of schools not inspected and teacher pupil ratio Details are from DISE data The table 2.10 shows there is positive trend in the 3 indicators also.

2.11 Releases by GOI and GOAP

Statement showing the allocations & Expenditure in R/O DPEP-I and DPEP-II

S No.	Scheme	Year	Annual Plan	Spill over	Amounts released by			Amts spent	Remarks
					GOI	GAP	Total		
1.	DPEP-I				Pre-Project		Pre-Project		a) Sanction have been accorded by GAP per Rs. 1.0 crores, but cheque not yet received and credited to DPEP account b) GAP released Rs. 4.48 crores for 1999 amount credited to PD account on 1-4-99.
		1996-97	14.13		12.00	2.11	14.11	5.73	
		1997-98	37.72	8.57	33.50	5.66	39.16	20.11	
		1998-99	35.32	19.68	10.00		10.00	36.12	
Total			87.17	28.25	56.00 + 10.00 (A)	7.77+ 4.48 (B)	63.77	61.96	

2.12 Progress Overview of AWP & B 1998-99:

(A) 1998-99

Rate of Utilisation: During 1998-99 out of the annual out lay of Rs.5500.482 lakhs allocated to DPEP I districts. Rs 3611.051 lakhs was utilised. The rate of utilisation is 65.65%.

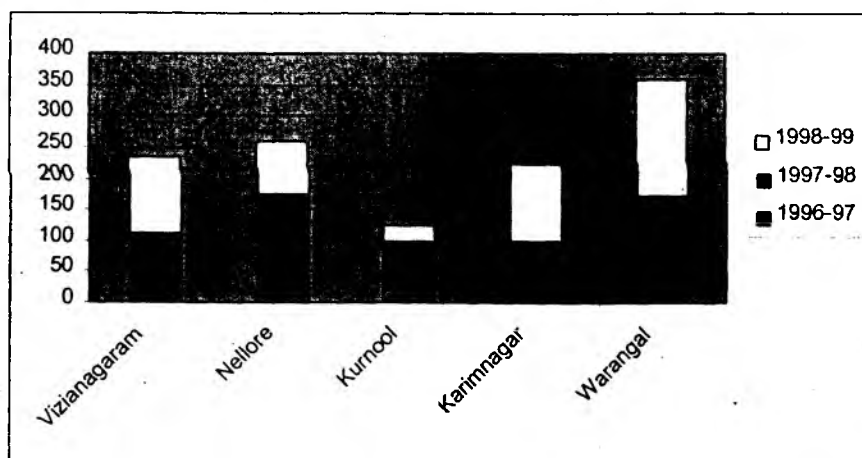
Access: One of the main objectives of DPEP is to provide universal access and enrol all children in the age group of 6-11 years and to reduce the difference in enrolment, dropout and learning achievement between the genders and social groups to less than 5%. All children irrespective of their gender and social position shall have equal access and opportunities to achieve certain defined level of learning. In order to achieve this objective the following strategy is adopted by the DPEP.

- Providing new schools according to population norms.
- Providing new buildings wherever physical barriers including distance are creating problems.
- Providing additional classrooms wherever high student teacher ratio is an impediment to access for children.
- Providing ECE centres to provide feeder and support programme to primary education and as a support programme for working women.
- Providing alternate schooling and transitional classes wherever formal schools are found not feasible.
- Providing drinking water facility and toilets.

New Schools:

Table showing Details of new schools opened

S. No.	Name of the district	No. of school less habitations	Schools opened		
			1996-97	1997-98	1998-99
1.	Vizianagaram	384	30	83	121
2.	Nellore	259	25	150	84
3.	Kurnool	125	20	80	25
4.	Karimnagar	280	25	75	125
5.	Warangal	360	24	150	186
	Total	1408	124	538	541



Enrolment:

At the beginning of the project implementation it was estimated that approximately 25% of the children in the school going age group are out of school.

During the year 1996-97, 124 new schools are opened enrolling approximately 6,200 children so also during the year 1997-98, 538 schools were opened enrolling approximately 21,000 children.

In the year 1998-99, 541 schools were opened with enrolment of 21,000 children. On the whole in the newly opened DPEP schools, 49,260 new children were enrolled in school-less habitations.

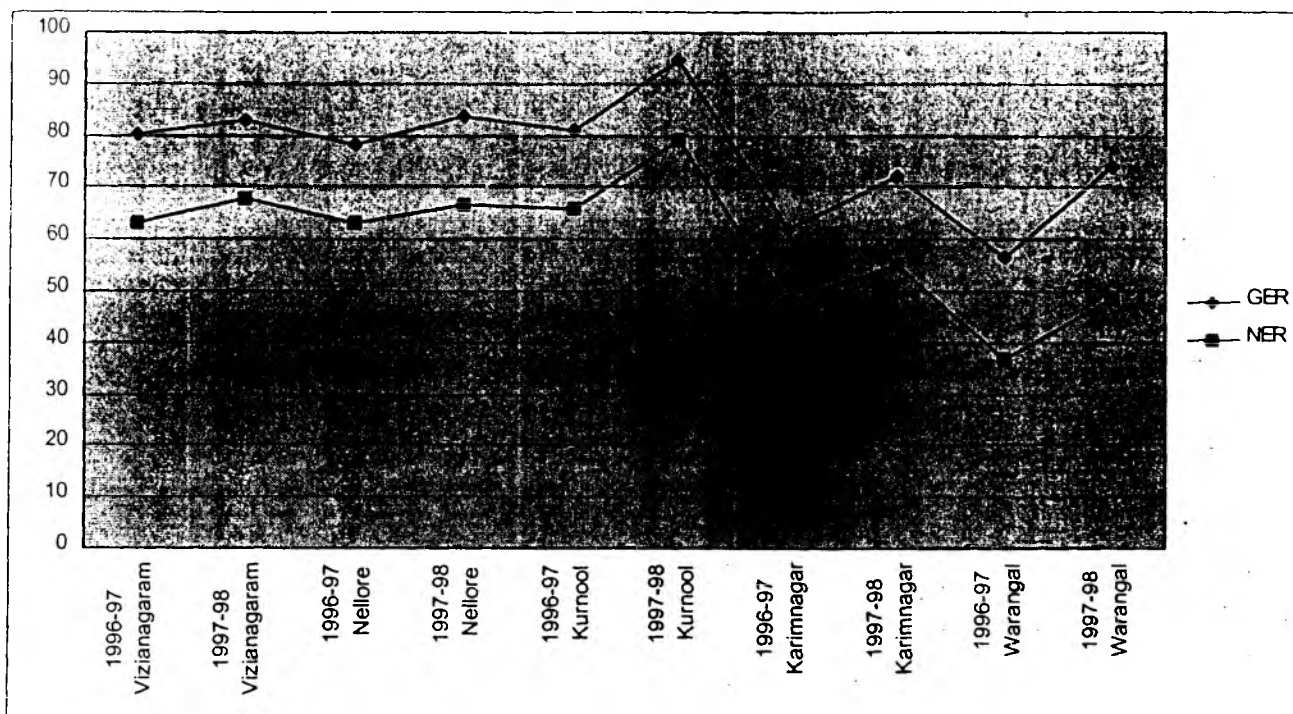
Thus the project has provided facility for addl. enrolment for 49,260 children in the new schools. On the whole there is an increase in enrolment to the extent of 2.56 lakhs over 96-97 in the five DPEP districts. (1998-99 figures are under computerisation)

GER AND NER.

There is an increase in GER and NER in five DPEP districts as detailed below:

S No.	District	Year	GER	NER
1.	Vizianagaram	1996-97	80.21	63.21
		1997-98	82.95	67.94
2.	Nellore	1996-97	78.21	63.35
		1997-98	83.58	66.84
3.	Kurnool	1996-97	81.20	65.76
		1997-98	94.73	79.10
4.	Karimnagar	1996-97	61.99	47.98
		1997-98	72.19	55.11
5.	Warangal	1996-97	56.73	36.95
		1997-98	74.15	48.30

(Source DISE)



Source : DISE

Equity:

In terms of equity annual work plan introduces specifically to the earlier efforts to remove disparities between social groups. Discrimination which creeps into the system unconsciously is sought to be removed by addressing equity concerns directly. Major social groups which need this type of attention are scheduled caste and tribe children and handicapped children. Girls across the caste divisions need focus to achieve the objective reducing the access difference of 5%.

Gender:

DPEP recognises the importance of examining the planning of implementation of all activities through a gender lens in an effort to integrate a gender perspective in programme interventions with a focus on educationally backward districts which have female literacy rate below the National Average. The primary objective of DPEP is to reduce the differentials in enrolment, dropout and learning achievement between social groups and among girls and boys to less than five per cent.

- Government of Andhra Pradesh enacted A.P. School Education (CP) Act 1998 reforming school education by ensuring peoples participation in the administration of schools. The act provides for formation of Parent Teacher Association with (one of) the parents of the children in a family enrolled in the school as members.

Further a School Committee with four parent members elected or nominated from the parents of the children enrolled in the school out of which two will be women members one belonging to ST or SC or backward or minorities. This ensures greater participation of women in the administration of schools.

- Planned to strengthen Mothers Associations already formed in DPEP districts. Opened one thousand ECE centres in order to liberate older girl children from sibling care and provide relief to mothers.
- Trained members of Mothers Association under Capacity building.
- Appointed girl child activist in habitations where girls enrolment and retention is very low
- The action of having appointed Mandal Girl Child Officer has been further strengthened by providing orientation courses and training programmes.
- Effective linkages at mandal level have been established between Mandal Girl Child Officer and girl child activist
- Funds were released to Mothers Associations directly to run the ECE Centres.

Tribal Education:

Scheduled tribes whole population is 41,99,481, with 33 communities constitute a major group in Andhra Pradesh for whom access and motivation are the main problems for primary education. They live in remote areas of the state and need special focus to solve their problems.

Activities planned:

S. No.	District	Total Tribal Population			Main Tribal Groups	Specific Problems	Interventions proposed for implementation
		Men	Women	Total			
1	Vizianagaram	94993	95192	190185	Savara, Gadaba, Jatapu	Access, Language Problem, Low motivation, child labour, sibling care, Agricultural labour.	1. Opening of schools in School-less areas/ Providing alternative schooling facility in small habitations 2. Opening of ECE centres 3. Organisation of Motivational campaigns 4. Sensitising VECs and women groups 5. House to House Campaigns 6. Adoption of local specific calendar 7. Adoption of bilingual approach in teaching language 8. Adoption of activity based teaching 9. Implementation of school readiness programmes.
2	Nellore	109968	104076	214044	Yanadi, Yerukala		
3	Kurnool	29201	27254	56455	Chenchu, Lambada, Yerukala		
4	Karimnagar	42301	40017	82318	Koya, Lambada, Gond		
5	Warangal	199198	186071	385269	Koya, Lambada		

Strategy paper for Tribal Education was prepared with 17 programmes

1. Rationalization of teachers posts
2. Providing alternative schooling facility in school-less habitations
3. Change of working hours and holidays in time with local needs
4. Adopting of bilingual approach in teaching language
5. Multigrade teaching
6. Maintenance of census registers
7. Empowerment of community
8. School complex programme
9. Convergence of schools
10. School readiness programme
11. Activity based teaching-learning process
12. Construction of school buildings
13. Kalajathas
14. Timely supply of incentives
15. Primitive tribal groups development
16. Research
17. Teacher training programmes

3. Education of SCs.

1. SC Education Scenario in the State:

As per 1991 census the population of scheduled Centres is 1,05,92,066 (53,99,654 males and 52,12,412 females) which constitute 15.93% of States population. The percentage of literacy among SC population is 31.40 (41.88% males and 20.92% females) as against 44.09% of the State. The Gross enrolment in classes I to V in case of SC children is 93.75% . The dropout rate is 61.32% (59.27% boys and 63.94% girls).

During the 1998-99 the following programmes were implemented in SC areas. Details are shown in district plans.

- Opening of new primary schools/alternative schooling in school less SC habitations.
- Construction of buildings to the new schools.
- Construction of the buildings to the schools having no buildings.
- Construction of toilets and drinking water facility to the schools.
- Opening of ECE centres to relieve the girl child from sibling care and other household work.
- Organisation of awareness campaigns.
- Provision of teacher and school grants.
- Change of school timings to the local needs.
- Adoption of activity based joyful learning process.
- Constitution of mother's committees.

(B) State Component Plan : Rate of utilisation during 1998-99

Out of Rs. 450.098 lakhs allocated to SPOs office, Rs. 230.528 lakhs were utilised leaving a balance of unspent amount of Rs. 219.570 lakhs.

The overall rate of utilisation is 51.21% as on March 99.

On the following activities the utilisation is over and above 75% which is a positive sign.

(Rs. In lakhs)

S.No	Category	Allocation	Expenditure	Rate of utilisation (%)
1.	Civil Works	43.490	39.200	89.213
2.	Awareness Campaign	17.500	13.491	77.091
3.	Distance Education	5.000	4.132	82.640
4.	Salaries	57.000	50.154	87.889

ii) Excess expenditure incurred on the following activities

1. Books and libraries
2. Office expenses
3. Operation f maintenance of equipment
4. Equipment.

iii) Under utilisation is seen on the following activities

1. Research studies
2. Innovation
3. Training workshop and seminar
4. Capacity building
5. Development of text books.

During the fourth coming year the above activities will be strengthened.

Progress of other major indicators are discussed in chapter IV.

MAJOR INFERENCES:

The following major inferences are drawn based on performance indicators and their level of achievement.

1. There is an impressive increase in enrolment to the extent of 2.56 lakhs over the baseline year. This is further strengthened by increase in gross enrolment ratios (DISE 1998-99).

2. Likewise, satisfactory trend is seen in respect of reduction in dropout rate in four districts. Vizianagaram with 52.90 (1995-96) to 42.95 (1997-98), Nellore with 62.53 (1995-96) to 57.15 (1997-98), Kurnool with 48.87 (1995-96) to 32.52 (1997-98) and Warangal 60.51(1995-96) to 56.57 (1997-98). However, there is slight increase in dropout rate in Karimnagar district i.e., 42.77 (1995-96) to 45.70(1997-98). Source : Selected Education Statistics of DSE.
3. Overall Rate of utilisation is 33.44% over 7 years baseline cost and 55.33% on three years cost with investment cost of 61.93% and recurrent cost of 23.73%. This higher rate of investment costs improved the enrolment and retention of students. In fact there is progressive increase in GER and retention levels in 5 DPEP districts.

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP-I)

BUDGET ALLOCATION FOR 98-99 AND EXPENDITURE APRIL 98 TO MAR 99

April 98 to March 99

(Rs. In lakhs)

Sl. No.	Sub-activity	State			Vijayanagaram			Nellore			Kumool			Karimnagar			Warangal			Grand Total		
		Allocation for 98-99	Expenditure upto 3/99	Balances	Allocation for 98-99	Expenditure upto 3/99	Balances	Allocation for 98-99	Expenditure upto 3/99	Balances	Allocation for 98-99	Expenditure upto 3/99	Balances	Allocation for 98-99	Expenditure upto 3/99	Balances	Allocation for 98-99	Expenditure upto 3/99	Balances	Allocation for 98-99	Expenditure upto 3/99	Balances
1	Civil works	43.940	35.955	4.954	365.530	258.240	110.290	284.290	330.720	-46.430	413.440	353.438	55.002	359.230	337.765	32.064	21.200	450.145	71.112	2001.340	1774.315	227.022
2	Furniture	5.000	1.433	3.507	6.117	3.490	2.627	10.551	0.000	10.551	6.500	0.975	5.524	10.979	0.351	10.615	13.255	0.145	13.110	52.402	6.465	45.937
3	Equipment	4.000	9.190	-5.190	52.656		52.656	58.505	0.000	58.505	53.537	0.025	53.512	44.334	4.229	39.455	47.756	0.307	47.449	260.838	14.451	246.387
4	Books and Libraries	5.217	14.568	-9.251	6.422		6.422	7.470	0.400	7.070	6.440		6.440	7.010		7.010	7.510	1.000	6.510	40.069	15.965	24.101
5	Office Expenses including consumables and vehicles	31.500	33.531	-7.031	23.825	12.630	11.199	39.033	22.106	16.927	27.285	10.626	16.659	21.400	12.353	9.047	24.730	16.158	8.572	167.777	112.404	55.373
6	Awareness Campaigns	17.500	13.171	4.329	7.745	0.970	6.776	2.596	10.197	-7.601	10.283	2.541	7.742	2.880	8.447	-5.537	6.850	3.559	3.291	47.855	38.855	9.000
7	Research & Studies	39.507	8.189	31.315	3.500	0.250	3.250	2.500	0.487	2.013	2.500		2.500	2.000	0.253	1.717	2.000	0.176	1.822	52.007	9.357	42.620
8	Innovations	52.000		52.000	1.000		1.000	1.000	0.000	1.000	1.000		1.000	1.000		1.000	1.000	3.000	-2.000	57.000	3.000	54.000
9	Distance Education	5.000	0.800	4.200	1.000	0.100	0.900		0.000	0.000	1.000		1.000	1.000		1.000			0.000	8.000	0.900	7.100
10	Salaries	57.000	55.185	1.814	193.000	164.820	28.180	259.770	184.818	74.951	181.000	162.430	18.570	228.420	132.625	95.794	220.258	202.814	17.444	1139.448	902.695	236.753
11	Training	36.850	8.209	28.641	90.421	47.950	42.471	94.301	52.995	41.306	106.458	79.638	26.820	106.621	53.199	53.422	101.477	65.262	36.215	536.128	307.253	228.875
12	Workshops and Seminars	25.741	4.409	21.332	2.637	0.430	2.257	2.100	0.365	1.735	3.654	10.210	-6.556	1.250		1.250	1.130	0.487	0.643	36.562	15.901	20.651
13	Capacity Building	52.225	12.920	39.305	1.000		1.000	1.000	0.000	1.000	1.000		1.000	1.000		1.000			0.000	56.225	13.920	42.305
14	Development of Textbooks	66.618	9.885	56.733			0.000		0.000	0.000			0.000			0.000			0.000	66.618	9.885	56.733
15	Operation and Maintenance of Equipments	5.000	7.400	-2.400	7.240	0.500	4.860	11.780	4.132	7.648	10.810	2.606	8.204	25.060	5.554	19.506	19.503	5.811	13.652	79.953	28.185	51.768
16	Integrated Education	3.000	2.455	0.511			0.000		0.000	0.000			0.000			0.000			0.000	3.000	2.455	0.511
17	Alternative schooling		5.100	-5.100	15.000	2.300	12.610	25.000	5.225	19.775	15.000	1.723	13.277	15.000		15.000	15.000	1.503	13.497	35.000	15.941	19.059
18	Teaching - Learning material			0.000	113.930	90.040	28.495	272.320	61.530	210.790	196.850	53.495	143.355	112.640	79.254	33.356	109.915	54.685	55.230	810.200	339.034	471.226
	TOTAL	450.098	230.528	219.570	690.103	504.100	314.903	1072.216	673.978	398.240	1036.757	692.708	354.049	950.524	634.762	315.732	1091.704	804.857	285.847	5500.482	3511.051	1889.431

2.10 Project Performance Monitoring Indicators :

S.No	Indicator	Vizianagaram				Nellore				Kurnool				Kartimnagar				Warangal			
		1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99	1995-96	1996-97	1997-98	1998-99
	Baseline GER	78.77				75.40				83.24				65.91				77.55			
1	Increase in enrolment ratio		86.04	87.92			82.53	84.45			93.36	100.84			69.25	77.79			83.38	88.63	
2	Difference in enrolment between gender and other social groups																				
	- Gender	73.47	81.63	84.77		72.81	80.21	83.20		73.01	85.59	92.10		61.41	65.39	74.78		70.27	77.44	84.58	
	- SC	92.55	102.80	104.65		95.53	106.92	111.98		100.20	115.98	122.74		75.32	82.13	92.87		91.18	101.29	109.40	
	- ST	102.41	109.89	113.74		75.64	87.25	101.98		122.21	136.74	151.61		79.85	78.50	107.66		88.20	97.61	110.29	
3	Reduction in dropout rate in Primary Classes	52.90	44.30	42.95		62.53	57.94	57.15		48.87	35.20	32.52		42.77	43.69	45.70		60.51	52.79	56.57	
4	Difference in dropout rates between gender and other social groups																				
	- Gender	48.77	47.34	45.71		64.82	61.30	59.70		49.77	40.64	37.91		39.32	44.58	44.81		58.55	53.93	57.38	
	- SC	58.14	50.06	43.56		66.82	66.89	65.07		59.92	47.93	45.55		64.66	57.74	56.33		70.84	64.33	64.28	
	- ST	65.62	63.62	62.97		78.93	80.41	80.85		47.60	39.48	49.98		76.96	75.72	75.44		73.63	78.34	80.25	
5	Increase in achievement of students over baseline measurement (baseline study)																				
	Class I																				
	- Language	46.30				36.00				38.00				52.00				56.50			
	- Maths	43.50				38.50				40.70				54.00				62.10			
	Class IV																				
	- Language	41.00				39.20				35.70				39.20				42.00			
	- Maths	32.50				25.00				25.00				27.50				20.00			
6	No of Working days	210.00	210.00	210.00	212.00	210.00	204.00	204.00		210.00	211.00	210.00	213.00	210.00	220.00	218.00	221.00	210.00	219.00	218.00	-
7	% of single teachers schools	-	30.95	24.78	23.66	-	38.40	19.56	-	-	15.74	10.37	6.88	-	16.08	17.72	17.18	-	26.42	33.03	-
8	% of schools not inspected	-	40.99	6.76	3.69	-	21.62	23.23	-	-	10.36	6.96	2.79	-	14.20	6.43	5.87	-	11.41	1.40	-
9	Teacher-Pupil Ratio	46.86	52.98	98.27	44.45	39.74	48.63	37.68		62.62	58.98	60.94	53.01	47.45	46.63	37.68	51.47	50.58	51.80	-	-

2.9.2 AREAS OF CONVERGENCE PLANNED AND ACHIEVED

Components of DPEP	Women and Child Welfare Dept	Directorate of Adult Education	Health & Family Welfare	Panchayat Raj / Rural Development & Municipal Administration	Labour	Social Welfare / Tribal Welfare	M.V. Foundation
<p>ECE Points of convergence</p> <p>1) Location</p> <p>2) Timings</p> <p>3) Common curriculum</p>	<p>New Centres located in Primary School Campus. Common Timings between ICDS, ECE & Primary Schools. Honorarium being released to AW workers for extended hours. Common Syllabus for ECE/ICDS evolved</p>	<p>Mothers Association to run ECE centres</p>	<p>Medical check and referral services to ECE/AWC Partly achieved</p>	<p>DWACRA and thrift groups converged with Mothers Association</p>	<p>Child labour concentration to have ECE. Yet to be achieved.</p>	<p>Construction of Community hall to be given where Mothers Association is active.</p> <p>Rs 200 lakhs was provided for construction of community halls.</p>	
<p>1) New schools</p> <p>2) Buildings</p> <p>3) Additional Teachers</p>				<p>252 works under JRY and EAS</p>	<p>New child labour schools Yet to be achieved</p>	<p>912 on going community schools and 411 new schools. 940 new GVVK schools. 940 additional teachers</p>	

CHAPTER III

PLANNING FOR THE YEAR 1999 – 2000 AD

Since DPEP is an 'ambitious programme', 'envisaged' to achieve goals which were elusive for nearly five decades, the programme has to be planned meticulously. There is no gain saying that a well planned programme is as good as half executed. After implementing the programme for three years it is now clear that the planning in DPEP is not merely a matter of making available resources for various activities though this is a 'must condition' but it is a programme aimed at identification of needs, setting priorities through community participation and support and planning for cost effective strategies/methodologies addressed to the needs and strengthen the capacities of various functionaries at various levels. Further it also stresses on how best linkages and convergence can be achieved with other functionaries in the Education department as well as with those of other departments and NGOs' engaged in similar work.

In preparing plan for 1999 – 2000 the following 'guiding principles' are kept in mind.

- Perspective plan & Annual plan of previous years.
- Priorities / Thrust areas emerged in the participative workshops
- strategies and identifying activities based on and past experience.
- Capacity building.
- Coordination within the project.
- Convergence with other functionaries.
- Community involvement
- Planning finances.
- Monitoring.
- Vision 2020 document
- Observations of IX JRM

3.1. PERSPECTIVE PLAN AND THREE YEARS ANNUAL PLANS :

In the perspective plan, the state has identified certain major issues, gaps and priorities as part of plan preparation. Some of the major issues identified are

- Lack of universal access of primary schooling facilities in all the five districts.
- High Teacher – Pupil ratio.
- Inconsistencies in ends and mean in terms of classrooms, enrolment, retention and achievement levels of students.
- High dropout rate.
- Unsatisfactory performance of school teachers and teacher absenteeism .

						appointed.	
Enrolment - & Retention of Child labour & dropout & Unenrolled children						Back to school programme. One lakh children enrolled	Training support Curriculum Developm.
Motivating parents & Mobilising the community	MA involved in DPEP campaign.	TLC/PLC campaign activity coincided with the DPEP programme	Field publication of Medical & Health department campaigned for literacy & health benefits.	Training of Women Sarpanches. ZPTC/MPTC members Yet to achieved		SECs formed in all districts	

means that in all the 5 districts the achievement levels are uniformly low. In Mathematics also that in no district the mean scores are at 35%. This means the achievement levels are very low. In fact they are worse than the language test scores which are themselves low. There is a wide gap between the standards of students in language and mathematics. The gap between the achievement levels of SC and ST students is much wider. This has to be bridged.

3.3 Budget outlay :

Keeping in view the above issues and gaps, perspective plan for DPEP was proposed with an outlay of Rs 24084.356 lakhs with investment cost of Rs 5468.268 lakhs and Recurrent cost of Rs 11804.336 lakhs. Total baseline cost is Rs 17272.604 lakhs. Provision was also made for physical contingencies for RS 1209.674 lakhs and price contingencies Rs 5602.678 lakhs.

As reported at para 2.8 of Chapter –II, against proposed outlay of Rs 10440.55 lakhs in the first 3 years, expenditure was Rs. 6195.876 lakhs. Rate of utilisation is 59.34% which Civil Works 98.70%, Vehicles (102.70%) and Salaries (109.80%). Based on the Table 2.8 the following output inference is drawn which will become thrust areas in 1999 – 2000.

- Emphasis should be laid on Research Studies, Capacity building and Textbook development, Innovation and Alternative schooling.
 - Keeping in view the output inference State component Annual Work Plan 1999-2000 is proposed to increase its capacity on.
 - Research Studies.
 - Innovation.
 - Capacity Building.
 - Textbook development.
 - Alternative Schooling.

3.4 SETTING PRIORITIES:

DPEP project commenced in the year 1996-97. It is a seven years programme. In fact 1999 – 2000 is the Fourth Year of the Seven-year programme. Third year AWP&B plan was prepared to finetune the strategies and strengthen all measures planned in the first two years to achieve the targets fixed in the specific context of the districts.

In the first two years of the project implementation i.e., 1996-97 and 1997-98 interventions like opening of new schools in schoolless habitations, construction of school buildings additional classrooms, Construction of toilets and Provision of drinking water facilities, opening of ECE centres were initiated. Besides these interventions activities like awareness campaigns, formation of VECs / SECs, Orientation to women groups, training programme to teachers and Head-Masters at different levels were

organized. For imparting quality education and to improve school effectiveness, new textbooks were introduced in classes I & II. Workbook in Mathematics was introduced in Class I. To reduce Pupil-Teacher ratio additional teachers were appointed. Training was imparted to all Teachers. Financial support was provided to schools and teachers releasing school grant of Rs. 2,000.00, Teacher grant of Rs 500.00.

Besides continuing the strategies and initiatives planned in the first two years, 1998-99 plan focussed on

- Caring for the disabled children and ensuring equal opportunity for the disabled on a pilot basis.
- Strengthening Summer School Programme to bring back out of school children and dropouts to the schools.
- Expanding early childhood Education.
- Promoting Education for Girls, SC and ST and Child labour through Bridge courses.
- Increased community participation in Education Planning and Management and administration through PTAs, School Committees, PEC, MEC, Municipal Education Committee.

Increased convergence with Government, non-government agencies to achieve programme objectives in a co-ordinated fashion.

Para 2.7 in Chapter II, interventions planned and their achievement were reviewed and the review showed that DPEP succeeded in achieving the targets fixed. Further in para 2.10 in Chapter II Project Performance Monitoring indicators were also reviewed. This review also showed that a positive trend in the performance of the project in the first 3 years.

3.5 PARTICIPATORY PLANNING PROCESS :

Keeping in view the objectives of DPEP and its commitment to involve community in the planning process, this year a series of work-shops are planned at the State, District and Mandal level. A State level workshop was conducted on 10.4.1999 which was attended by Hon'ble Chief Minister, Minister for Education, Zilla Parishad Chairpersons, Vice-chancellors, NGOs, Panchayat Education Committee members, School Committee Presidents, Self-help groups, Educationists, Teachers, Teacher organisations etc. They have identified certain major issues and priorities to achieve EFA by 2010 AD. District level seminar were organised from 24.04.99 to 30.04.99 in all the districts. These were followed by one day Mandal level workshops in all the districts during the last week of April and first week of May'99. The recommendations of these seminars led to identification of certain broad strategies and thrust areas as detailed below.

- A desegregated approach, with focus on low enrolment or high dropout mandal/habitation specific plans for achieving UPE within the broad strategy of micro planning through peoples participation and
- Adoption of minimum levels of learning to improve achievement levels of students.
- Micro planning will provide the frame work of universal access and universal participation,
- Quality education as the ultimate objective of DPEP.

The focus during the 1999-2000 therefore would be two fold.

- Firstly achieving universal access through opening of new schools in schoolless habitations relating formal community schools in all habitations with a population of 200-100.
- Secondly, universal retention and achievement by improving the school facilities better infrastructure through community participation, activity based and child centred approaches and competency based teaching learning process. To achieve this
- The existing institutional frame work is to be made fully functional and work at a higher level of efficiency. Given the centrality of teacher training, the focus would be on operationalising DIETs, and other Teacher Training Institutions and Adult Education Centres, to ensure that each one functions efficiently.
- The participatory planning process attended by stake holders signalled the need to match dreams with reality. It has thrown open unprecedented unity, common purpose and action with in and across habitations, mandal and districts to make the constitutional obligation of UPE and UEE a reality. Hence forth greater involvement of stake holder in the Educational Management.

3.6 PRIORITIES FOR THE YEAR 1999 – 2000 AT THE DISTRICT LEVEL:

ACCESS:

- Reaching the unreached through formal / community schools covering all schoolless habitations in the population slab of 200 and above and 200-100 with no schooling facility within a radius of 1km.
- Providing access to education of Child Labour and out of school children in the age group of 6-8 years through Summer Schools .

ENROLMENT & RETENTION :

- Focus on low enrolment and low retention mandals and habitations and bringing them to district level average or state level average whichever is higher.
- Planning for summer school programme to bring back out of school children, child labour and dropouts to schools.
- Focus on gender covering extremely low female literacy mandals and habitations .
- Reduction in differences between enrollment and retention of general / gender and disadvantaged groups by 10% involving students of high schools, colleges, universities and teacher training institution to increase enrolment and retention.
- Declaring 1999-2000 as year for universal enrollment in class I (5+ age group children) and universal retention in class II.
- Starting cubs and bulbuls one school in each mandal on a demonstrative measure.

COMMUNITY PARTICIPATION :

Increased community participation at school level.

TEACHER TRAINING:

- Strengthening of Academic Groups at the State, District and Mandal level viz SAG, DAG and MAG.
- Teacher training with emphasis on content and pedagogy covering multigrade and multilevel class handling.
- Induction course for new teachers and vidya volunteers to strengthen their competencies in classroom management.
- Training programme for Urdu teachers and Linguistic minority teachers with focus on varying problem of linguistic students
- Linking teacher training through Distance Education and Tele conference.

- Integrating teaching, learning and performance evaluation of students as part of Teacher Training Programme.
- Introduction of progress cards based on MLL based assessment of students in select mandals.
- Strong Monitoring of Class-room practices.

QUALITY:

- Fixing minimum levels of learning to be achieved in formal and alternative schools improving quality of education in Alternative Schools.
- Making the existing institutional frame work to work more efficiently.
- Need based research in identified areas such as high enrolment, high retention and low enrolment and low retention, space management, instructional days vs working days, improving language skills etc.
- Capacity building of peoples committees formed at various levels in educational planning and management, PRA Technique, Self appraisal and school mapping.
- Strengthening of MIS viz., EMIS, SMIS and PMIS systems at the state and district level.
- Strengthening of DIETs., MRCs and TCs.

3.7 THRUST AREAS AT THE STATE LEVEL.

- Timely policy decisions at the state level within the broad national parameters to achieve UPE.
- Strategy development for Access, enrolment, retention, equity and quality of education.
- Convergence between programmes, schemes and the agencies aiming at achieving UPE.
- Creating necessary structures and setting in motion of processes which would empower stake holders.
- Improving the content and process of training programme thereby enhancing the quality of education.
- Institutional capacity building and human resource development of stake holders.
- Timely production of teaching learning material.
- Strengthening of project cycle management through Research and Evaluation.

- Effective and efficient management information system to ensure improved quality of project outcomes.
- Taking help of potential NGOs, research organisations and consultants and other agencies for evolving improved system.

3.8 STRATEGIES AND IDENTIFYING ACTIVITIES :

In order to move towards a plan that can be implemented, certain strategies and activities that need to be adopted are being identified by the stake holders in the workshops conducted. They have also identified certain successful strategies and activities which they have practiced in their respective habitations. Infact 1999 – 2000 plan gives lot of importance to the experiences of the SCs, NGOs, Self-help groups in achieving the goals of DPEP. Further strategies identified in Vision 2020 document also are kept in mind. Details of Strategies and Activities are discussed in Chapter IV under each major interventions.

3.9 PLANNING FINANCES :

In order to ensure proper utilisation of finances a workshop is conducted with sectoral officers of SPOs office and APCs on 19th – 20th of April'99. Broad objectives of the workshop are

- To prioritize activities and identification of good practices found on past experiences.
- To determine the time requirement for maximizing benefits and minimizing costs on T.A, D.A and other.
- Capacity building to spend funds with less scope for under utilization on prioritized items.
- To make judicious allocation of funds over activities keeping in view the total project cost, period and past experiences.

Cost effective designs and programmes are identified determining the Unit Costs.

3.10 PLANNING FOR CAPACITY BUILDING :

Capacity building at all levels is one of the thrust areas identified at the State and district level seminars. Towards this direction the AWP&B 1999 – 2000 plan is totally oriented and proposed to take up a series of training programmes from the habitation level upto the state level. In this process, it is also proposed to involve the main stakeholders namely Teachers, Teacher organisations, parents, Presidents of the various committees. Net working of teacher education institutions with each other and with schools is also proposed. Upgradation of skills of various functionaries particularly MRP at the Mandal level, DPOs' staff at the District level and SPOs' staff at the State level is also proposed in the AWP&B 1999 – 2000. Different activities planned under capacity building for personnel at various levels are discussed in detail under the major intervention 'Capacity Building' under chapter IV.

3.11 MONITORING AND SUPERVISION:

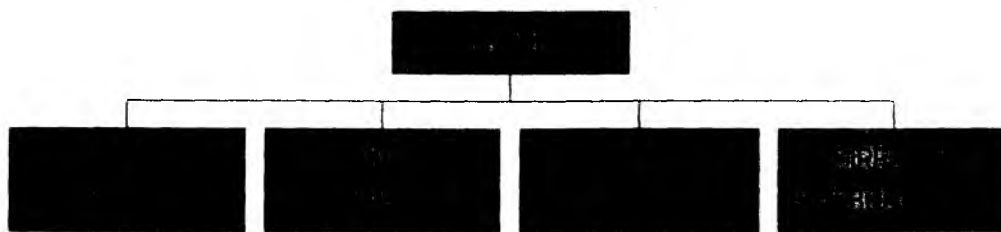
State has identified the importance of proper monitoring and supervision. Therefore while preparing the Annual Work Plan for 1999 – 2000, due importance is given to monitoring and supervision prescribing monitoring tools for effective MIS and supervision as detailed below.

S. No	Item	Level	Periodicity	Tool	Reviewing Officer
1	School monitoring information system	School	Monthly	Survey tool	MEO/DEO/SPD
2	Statistical consolidated system	School	30 th Annual Sept.	Survey tool	MEO/DEO/SPD
3	Review of work done of MRPs	Mandal	Monthly	Questionnaire & check list	MEO
4	Review of work done by the teacher centre	Mandal	Monthly	Questionnaire & check list	APC/DEO
5	Alternative schools	Mandal	Monthly	Questionnaire & check list	MRP
6	Review of work done by the ECE	Mandal	Monthly	Questionnaire & check list	MGCDO
7	Review of work done by the teacher centre	Mandal	Monthly	Questionnaire & check list	MRP
8	Classroom strategies observation by the MRP	School	Monthly	Questionnaire & check list	MRP
9	Review of work done by the APC	Dist.	Monthly	Questionnaire & check list	SPD
10	Review of work-done by the DIET Principal / Lecturer	Dist.	Monthly	Questionnaire & check list	DSCERT/SPD
11	Monitoring finances.	State	Quarterly	PMIS	SPD.

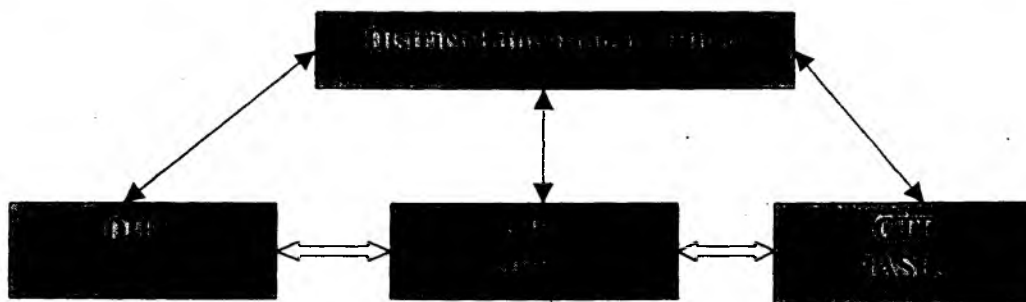
3.12 COORDINATION WITHIN THE PROJECT :

Co-ordination within the project with DSE, SCERT, SIET, Text-Book Press at the State Level, with DEO, DIET at the District level, MEOs , project office NFE and MLO of the Adult Education at the Mandal level is recognized as very important to achieve the objectives of DPEP. In this direction steps are already initiated to develop strong bondages between various functionaries by prescribing specific job-charts to avoid duplication of work and work together in coordinated fashion. The flow chart given below indicates the internal coordination under the guidance of Commissioner & Director of School Education at the State level and DEO at the district level and MEO at the Mandal level.

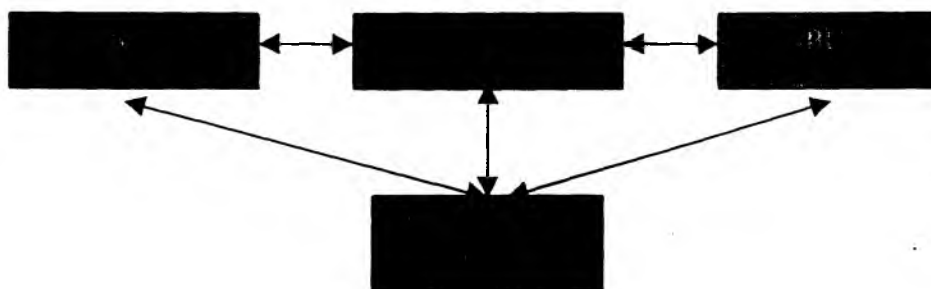
(i) State level Flow Chart



(ii) District Level



(iii) Mandal level chart



This year it is further planned to improve internal co-ordination by increasing

1. Frequency of meetings at various levels
2. Conducting review meetings at different levels
3. Followup action to strengthen internal bondages.

3.13 CONVERGENCE WITH OTHER FUNCATIONARIES:

For ideal planning, educational inputs provided by other sectors viz both Governmental and Non-Governmental agencies should also be taken into account. Therefore, while formulating the DPEP strategy for the year 1999-2000, the maximum possible effort is being made to identify educational inputs provided by different sectors. These will be synchronised and coordinated in such a manner that these programmes also become a part of the total plan of DPEP.

Inputs provided by other sectors to strengthen the efforts and accelerate the process of DPEP are indicated below.

S.No	Name of the Department	Inputs proposed as additionality to the efforts of the Education department
1.	Department of Tribal Welfare	<ul style="list-style-type: none"> • To improve the literacy rate among ST girls Educational Volunteers @1 for every 25 school going children in lambada thandas of Warangal and Karimnagar districts and Nalgonda, Medak, Mahabubnagar & Nizamabad districts. • Creation of 2098 teacher posts in the 9 ITDA Districts to improve access in the remote tribal villages. • Provision of funds for conversion of Raw Rice covering 3.50 lakhs tribal children covered under Mid-day meal programme. • Rs. 153.20 lakhs which includes Rs. 89.79 lakhs for elementary education for continuation of 210 teachers posts sanctioned under OBB, Non-formal centres for boys and girls and training of teachers. • Rs. 1004.40 lakhs for programmes like ICDS, Girl-Child protection scheme and Rs. 270.00 lakhs for nutrition programme. <p><i>Source : Demad no XXVI of Tribal Sub-Plan, 1999 - 2000..</i></p>
2.	Department of Social Welfare	<p>New Initiatives</p> <ul style="list-style-type: none"> • Increase Access by starting 24 New instructions under AP S W Residential Educational Institutions society in six districts viz Anantapur, Chittoor, Srikakulam, Vizianagaram, Adilabad and Mahabubnagar for adolescent girls who attend Back to School Programme camps and are engaged as child labour. • Continuance of Back to School Programme covering 2.00 lakh children from 14.04.1999 with an estimated expenditure of Rs. 11.00 crores. • Continuance of pre-matric scholarship scheme covering SC children studying in classes 3rd to 10th. Rs. 496.67 lakhs in proposed during 1999-2000. •
		<ul style="list-style-type: none"> • Streamlining the procedure of release of scholarships. <p><i>Source : Demand No XXIV of Social Welfare Dept 1999-2000.</i></p>

3.	Department of Women Development & Child Welfare	<p>Welfare measures :</p> <ul style="list-style-type: none"> Rs. 17367.58 lakhs for Welfare programmes such as Girl Child protection scheme, Girl Child labour rehabilitation projects, Kishore Balika Pathakam, and World Bank assisted ICDS projects for providing better infrastructure facilities, training and additional staff. <p>Nutrition support</p> <ul style="list-style-type: none"> Special nutrition programme for infants, pregnant and lactating mothers with a sum of Rs. 4230.00 lakhs. <p><i>Source: Demand No. XXVII 1999-2000 of Women Development & Child Welfare Department</i></p>
4.	UNICEF	<ul style="list-style-type: none"> Continuance of Pilot Study on Child labour Project (CLP) covering access, training, Research & Evaluation.
5.	Adult Education	<ul style="list-style-type: none"> Convergence at the State, District & Mandal level - Appointment of MLO as part of MRC staff.
6.	M.V. Foundation (an NGO)	<ul style="list-style-type: none"> Guidance & Counseling in running CLP programme.

3.14 COMMUNITY INVOLVEMENT

Government of Andhra Pradesh Act no 13 of 1998 provides for reforming school Education in Andhra Pradesh by ensuring peoples participation in the Administration of Schools and to provide for matters connected therewith or incidental there to ensure a more effective functioning of the school educational system, promote accountability and better motivated teachers and better moulded students through empowerment of parents who care most for the future of the children. The act also provides constitution of committees at various levels with specific powers and functions such as Parent-Teacher Association, school committee, panchayat education committee, Mandal Education Committee, Municipal Education Committee at the municipality level, District Education Committee with district education board and State Advisory Board of School Education.

However, unless there is an intensive training for the committees to understand the issues involved in making the primary education universal, it is not possible to sustain the momentum generated through the Act. Hence, it is proposed to organise intensive training to the committees to develop their capacities in various issues concerning primary education and how to improve the situation.

3.15 MANAGEMENT INFORMATION SYSTEM

A strong system of MIS is essential. In fact Management Information System is essential to identify who needs information and for what purpose, identify a frame work of indicators with the methodologies to use. This is likely to include how the systems

evolved are working and identify the scope for their improvement and identify any new need for new systems and methods. It should also aim for developing a system(s) that is (are) user friendly as simple as possible to operate and with good prospects for continuing after the DPEP project ends.

Keeping broadly the above, the APDPEP has already developed MIS system covering the following main areas. Details are shown in the table

Sl. No.	Name of the System	Level	Periodicity
1.	SMIS /DISE	School	Monthly /Sep. 30 th respectively
2.	School Committee appraisal	School	Annual
3.	Teachers Observation schedule	Teacher	Monthly
4.	Girl Child Instructors Observation schedule	ECE	Monthly
5.	MRPs Review of work	Mandal	Monthly
6.	MEOs Review of work	Mandal	Monthly
7.	APCs Review of work	District	Monthly
8.	DIETs (Review of functions)	District	Monthly
9.	State Project Office personnel	State	Monthly
10.	Project Activities PMIS	State	Quarterly
11	PPI – Project Performance indicators	State	Quarterly
12.	Civil Works – MIS	State	Monthly

Initial capacity building is a necessity within the overall MIS frame work which will allow for people at all levels to monitor activities as well as inputs provided to the teachers, parents and school committees. They must become good managers if capacity is to be expanded and made area specific. This builds on a key element of the MIS framework that stresses the need for stakeholder interest at the school / Mandal/ District/ State level to be at the forefront. All stake holders have to be able to collect data, interpret it, develop strategies to improve their lot and that of others.

Before planning for capacity building, it is also proposed to consider the following issues for efficient MIS.

- Who will be in the MIS Team at different levels
- What additional inputs required
- What kind of support team is required.
- What additional resources (hardware) would be required
- How to link the EMIS/SMIS/PMIS systems and use the data for overall improvement.

The above details are discussed in the chapter IV under MIS

3.16 OBSERVATIONS OF 9TH JRM

The 9th JRM in their visit report (9th – 23rd April 1999) have made the following observations.

- The State has recorded an increase in Access, GER including the enrollment of Girls.
- ECE centre opened during DPEP have made a significant contribution to girls enrollment and retention confirming the emergent trend in DPEP of the Strategic importance of ECE for enrollment & retention of girls.
- Encouraging trends are indicated in the enrollment & retention of Girls, SC & ST.
- Quality Education provided in Alternative Schools could not be compared to that in other schools. The most significant challenge for the programme is to ensure that equivalence a reality.
- To attract out of school children to schools summer school programme is planned.
- To address the needs of children with disability the state has initiated a well conceived plan.
- Teacher training is for 5 days. All teaches and Vidya Volunteer are trained. Followup action is not as per plan. Teacher training impact is more visible in DPEP I districts.
- APDPEP has constructed school buildings of very high quality.
- The state is in the process of developing a structure for the delivery of training programmes and post teacher training support, which centre on the MRC. The role and involvement of DIET may require attention.
- Community interest and involvement in education is encouraging.
- Mission found considerable evidence of institutional development at all levels of programme with the State Government indicating a determination to sustain the gains of the programme.
- SIEMAT is being established.
- Expenditure on non-civil works is generally slow and hence it needs careful planning.

Suggestions :

- Focus on class-room organisation and planning, particularly in multigrade context.
- Context enrichment
- Building capacity of learning environment in Alternative Schools.
- Decentralised planning for developing AWP & B.

CHAPTER - IV

MAJOR INTERVENTIONS

Keeping in view the past experiences in implementing DPEP over 3 years and out come of the participatory workshops conducted in the months of April and May 99 and also the observations of the joint Appraisal mission and vision 2020 of Andhra Pradesh certain thrust areas are identified at the state level for the year 1999-2000.

4.0 Thrust Areas

- Effective and timely policy decision at the state level within the broad national parameters to achieve UPE.
- Strategy development for access, enrolment, retention equity and quality of education.
- Convergence between programmes, schemes and other agencies aiming at the achieving UPE
- Creating of necessary structures and setting in motion of processes which would empower stake holders
- Improving the content and process of training programme thereby enhancing the quality of education.
- Institutional capacity building and human resource development of stake holders
- Timely production of teaching learning material
- Strengthening project cycle management through research and evaluation.
- Effective and efficient management information system to ensure improved quality of project outcomes
- Taking help of potential NGOs, Research Organisations and consultants and other agencies for evolving improved system.

4.1 Strategies:

- Universal Access to all school less habitations with a population slab of 200 and beyond -100 without schooling facility within one kilometer.
- A desegregated approach, with focus on low enrolment and high dropout mandals habitations for achieving UPE within the road strategy of micro planning through peoples participation
- Adoption of minimum levels of learning to improve achievement levels of students
- Micro planning will provide the frame work of universal access and universal participation
- Universal retention and achievement by improving the school facilities better infrastructure through community participation, activity based and child centered approaches.
- Improving quality of education provided in alternative schools to ensure that equivalence a reality.
- Summer school programme to attract out of school children, child labour and dropouts
- Expansion of educational facilities to disabled children
- Convergence with Women and child welfare Department in strengthening ICDS and Anganwadis
- No new ECE centres
- Continuance of incentive schemes
- Recruitment of additional teachers
- Strengthening of MRCs , TCs and academic groups at state, district and Mandal level

- Increased community participation in educational planning and management and administration through PTAs, SCs, PECs, MECs and Municipal Educational Committees
- Increased convergence with Government and non Government agencies to achieve programme objectives in a coordination fashion
- Timely filling up of vacancies at state, district and mandal level.
- Centrality of Teacher training by operationalising DIETs, CTEs, IASEs and Adult Education Centres to work at a higher level of efficiency.
- Capacity building of Educational Planners and managers working at state and district levels.
- Efficient Financial Management.

4.2 Highlights

1. *Universal Access*
2. *Convergence with women and child welfare department and support to ICDS and Anganwadi Centres No further expansion of ECE centres.*
3. *Community Schools in all schoolless Habitations*
4. *Sheds to Community Schools @ Rs. 70,000 per Shed meeting the cost from physical contingencies and cost Escalations shown in the perspective plan. This is subject to approval by the G.O.I.*
5. *Upscaling Integrated Education for Disabled Children by covering entire Warangal District and eight Mandals in Kurnool District and Five Mandals in Karimnagar District*
6. *Recruitment of Additional Teachers*
7. *Strengthening of Alternative Schools to establish equivalency with formal schools.*
8. *Strengthening Content and Pedagogy competencies of Teachers in handling Multi-Grade and multi-level situations.*

4.3 ACCESS

As a state policy it is proposed to provide Schooling facilities to all school-less habitations in the state.

Details of New Schools proposed in 5 districts Under DPEP –I is shown below:

S.No	Name of the District	Formal Schools	Community Schools
1	Vizianagaram	40	36
2	Nellore	50	62
3.	Kurnool	0	42
4.	Karimnagar	55	100
5.	Warangal	0	180
	Total	145	384

4.4 Enrolment

As a state policy it is decided to enroll all drop-outs, working children and never enrolled children in the age group of 6 to 8 now studying in summer schools in formal schools and back to school programme. Further it is also decided to enroll 5+ age group children in class I. Details of Enrolment targets are shown below.

S. No	Name of the District	Children Studying in Summer Schools (6-8 Age group)	5+ Age group Children
1	Vizianagaram	4000	6800
2	Nellore	7400	8400
3	Kurnool	16220	1400
4	Karimnagar	10800	6400
5	Warangal	16140	6800
	Total	54558	29800

4.5 Additional Teachers

It is proposed to fill-up all the vacancies in Zilla-Parishat , MPP and Govt. Sector by recruiting teachers by May 1999. A notification was already issued . Teacher Vacancy position and no. of additional community teachers proposed for the year 1999-2000 in 5 DPEP – I district is as follows:

Sno	Name of the District	Secondary Grade Teachers	New Teachers for DPEP Schools(Community Teachers)
1	Vizianagaram	375	76
2	Nellore	348	112
3	Kurnool	392	84
4	Karimnagar	610	155
5	Warangal	493	180
	Total	2218	607

4.6 Retention Strategy

- Desegregated planning process identifying mandals with low enrolment and low retention with grater emphasis to bring them to the level of the district average or state average whichever is higher
- Declaring 1999-2000 as universal enrolment and retention in class I and II and progressively achieveing universal enrolement and retention by 2003 AD.
- Maintaing childwise retension chart to understand rate of retention and completion rate.

4.7 PROJECT MANAGEMENT

- To achieve the objectives of DPEP at the state level State Project Office was created in the mid of 1995-96 with State Project Director drawn from IAS cadre. The Project staff sanctioned, filled and vacant is shown below.

a) Administration

	Sanctioned	Filled	Vacant
1. State Project Director	1	1	--
2. Addl. Project Directors	2	2	--
3. Administrative Officer	1	-	1
4. Stenos	2	2	--
5. Jr. Assts	4	4	--
6. Drivers	3	1	2
7. Attenders	8	3	5

b) Finance and Auditing

1. Finance and Accounts Officer	1	1	--
2. Asst. Finance and Accounts Officer	1	1	--
3. Auditor	1	1	--
4. Sr. Accountants	2	2	--
5. Jr. Accountants	2	2	--

c) Engineering

1. Executive Engineer Civil	1	1	--
2. Asst. Engineer	1	1	--
3. Draughtsman	2	2	--
4. Asst. Archietct	1	1	--

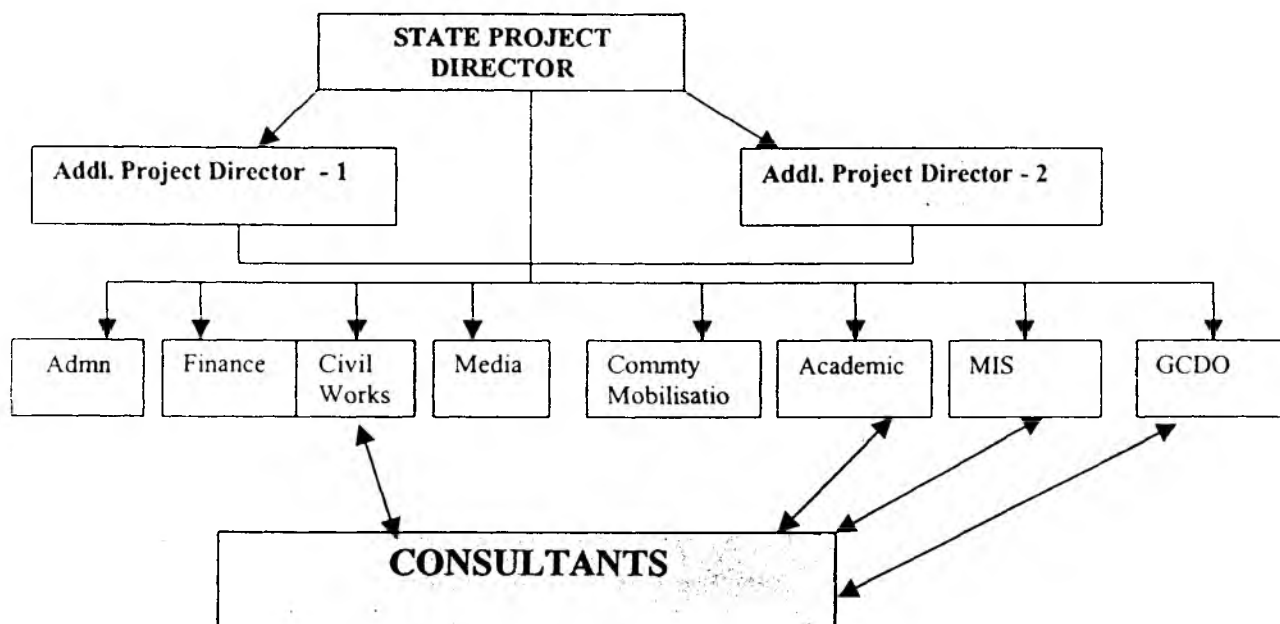
d) Academic

1. Teacher Training Incharge	2	2	-
2. Girls Child Development Officer	1	1	-
3. Media and Documentation Incharge	1	1	-
4. Research & Evaluation	1	1	-
5. Community Mobilisation Incharge	1	1	-
6. Consultants	4	4	-

e) MIS

1. System Analyst	1	-	1
2. Programmer	1	1	--

The organogram of the State Management:



4.8 Budget for State Project Office: In order to run the State Project Office and to achieve the targets and objectives a budget has been prepared with the following amounts.

1. **Civil works:** It is proposed to provide accommodation for the staff of DPEP and for training conducted by the SCERT and to accommodate staff of SCERT who are linked with DPEP an amount of Rs. 50.00 lakhs was proposed in AWP 1997-98 towards Civil Works at SCERT. It is proposed to utilise this amount for construction of 4th floor in the premises of C & DSE Office. Some renovations were carried out in the SPO to provide accommodation for the officers of different cadre duly meeting Rs. 10.00 lakhs provided in AWP & B 1996-97. Amount incurred so far is Rs. 46.57 lakhs leaving a balance of unspent amount of Rs. 23.42 lakhs which is proposed to be utilised for partition etc. in 4th floor which is under construction in the current year.
2. **Furniture:** Rs. 3.50 lakhs is the saving on furniture in the year 1998-99. During the current year it is proposed to purchase furniture worth 1.00 lakh utilising spill over amount of 1998-99 and Rs. 4.50 lakhs is proposed for furniture in the current plan.
3. **Equipment:** Under equipment excess expenditure has been incurred during 1998-99 due to addl. Purchases made for MIS unit,. During this year it is proposed to purchase projector for demonstration and one computer for IED Cell and equipment for IED cell with an estimated cost of 14.9 lakhs.
4. **Books and Libraries:** under books and Libraries this year it is planned to purchase books worth of Rs. 0.50 lakhs to equip the SPO library and also library of SCERT.
5. **Office Expenses:** Under Office expenses provision is made for 37.450 lakhs towards hiring of vehicles, consumables, meeting arrangements, telephone, water, electricity, TA/DA and other allowances.
6. **Salaries:** Under Salaries a provision is made for Rs. 65.70 lakhs which includes salaries of SPO office and IED staff is common for DPEP I & II except for few additional posts sanctioned under DPEP II. Major portion of the salary component is shown under DPEP I.
7. **Operation and Maintenance of equipment:** Under this item Rs. 3.00 lakhs is provided to meet repairs and maintenance of furniture and vehicles.

4.9 Strengthening of SCERT:

At present there is a strong and effective coordination between SCERT and District Primary Education Programme during the year 1998-99, 2 professor Posts and 3 Lecturers Posts have been filled up. During 1998-99 against the post of one Professor for Educational Planning and Management one consultant is appointed. The post of Lecturer in Evaluation is filled up. It is proposed to strengthen SCERT on the following lines.

- Redefining the role of SCERT in Educational Planning. (Primary) Teacher training, Monitoring and valuation
- Developing capacities of personnel working in SCERT
- Creating additional infrastructural facilities at SPOs office for SCERT personnel to sit and work.

4.10 Plan for SIEMAT in Andhra Pradesh

Andhra Pradesh Government has agreed to setup SIEMAT to provide the necessary expertise in Educational Planning and Management in Andhra Pradesh. Government has initially thought of to have a department of Educational Planning and Management at SCERT with 2 Professors and 4 Lecturers. Government after careful considerations now decided to operationalise the SIEMAT and work in the SPD office with the following branches.

- Educational Planning & Management
- Educational finance
- EMIS

The 2 posts of Professors and 4 posts of Lecturers are reallocated to the three main branches as detailed below:

S. No.	Branch	Post	No. of posts
1.	Educational management & Planning	Professor	1
		Lecturer	1
2.	Educational Finance	Professor	1
3.	EMIS	Lecturer	2

It is proposed to take persons working in Universities, Colleges, Professional Organisation to work on deputation basis. Provision is also made for taking the services of fresh candidates. The SIEMAT will be established in the office of the SPD.

4.11 A Note on Community Mobilisation.

Peoples participation in all the aspects of development interventions is realised globally to be vital for keeping alive the true spirit of democracy and successfully reaching the benefits of the programme to the concerned. Given this importance of peoples participation it is desired that people are organised, consulted for and motivated to participate in the planning, implementation and monitoring of all the development programmes the community requires.

To achieve this objective DPEP geared itself up to provide full space for the peoples participation right from the setting the goals to designing the activities. The following steps were taken so far to facilitate the emergence of a system of peoples governance of the education system.

DPEP has taken the advantage of Act No. 13 of 1998 of Government of A.P. in providing provisions for peoples participation in reforming School Education in Andhra Pradesh. This act extends to the whole of the state of Andhra Pradesh. It applies to all educational institutions in the state imparting education from pre primary stage upto tenth class and includes non formal education centre or Adult Education Centre or continuing education centre functioning under the control of Government, Local Bodies or institutions aided by Government under private management. The act provides certain powers to school committees enabling them to work for achieving UPE.

Under this Act elections were conducted and 66,000 school committees have been formed. The Hon'ble Chief Minister, Government of Andhra Pradesh, attended the 4 Regional Seminars conducted for newly elected school committees and motivated them to work for development of their schools. DPEP released school grant taken quality, civil works grant, to The School Committees. The observations of the IX JRM is worth noting.

“An emerging key element in village communities has been the appointment of a large cohort of Vidhya Volunteers who are increasingly expected to play a catalytic role in promoting community mobilisation to further enhance enrolment and attendance.”

4.12 Capacity Building of NGOs:

Under capacity Building of NGOs, two NGOs were identified in two districts. The activities undertaken by them are training to para teachers, organising ECE centres, Organisation of Exhibitions and Melas in select mandals of two districts. This year it is planned to identify three more NGOs in the remaining three districts and planned to enter into memorandum of understanding with NGOs with the following objectives.

1. To reduce the existing gap between the gender and the other focus groups to less than 5%
2. To reduce dropout rate to less than 10% and
3. To improve the quality by 25% over the baseline achievement.

In the current year budget Rs. 6.00 lakhs is provided for strengthening capacities of NGOs.

4.13 Consultants:

The state Project Office has appointed four consultants for 12 Calander months during the year 1998-99. Number of consultants appointed with details are as follows:

S. NO.	Brief Description	Budget (Rs. In lakhs)		Whether institution or individual	Whether sole source or short listing
		Carried forward for spillover works	Proposed in ensuing AWP & B		
1.	Consultant for Civil works	--		individual	Sole
2.	Girl Child Planning Coordinator			Individual	Sole
3.	Research			Individual	Sole

4.14 Summer Schools:

In order to motivate the unenrolled children, school dropouts and working children to join the mainstream of education, Government of Andhra Pradesh has started Back to School Programme through the concept of summer schools and organised the programme from 1st May to 10th June 1999. New curriculum and syllabus has been designed in consultation with UNICEF and MV foundation in the 1st week of April 1999.

At the district level the DEOs, APCs of DPEP and Dy. Directors of Adult Education identified the centres and also the tutors for summer schools. The tutors are school teachers, Vidya Volunteers NFE instructors, Post literacy volunteers and Open School students Counselors who come forward to work in summer. The summer schools are in full swing in all the 23 districts.

Details of Summer Schools:

Activities	Status	Remarks
Strategy AL: For e.g. Back to school/ Summer School		
Preparatory activities	Developed and printed a handbook for volunteers and distributed, orientatin to SRGs, MRPs/MEOs & Strong teachers conducted on cascade model, state, district and mandal level seminars on EFA on the eve of launching Campaign for summer school organised. School Committee Chairmen oriented.	
On going activities	Summer Schools are running.	
Followup activities	All the children enrolled in summer school will be mainstreamed into formal school. Those who need additional support being over aged would be sent to longer camps	

Preparatory activities included site selection, identifying & preparing profile of client group, training of instructors/teachers, supervisors/teacher coordinator, their selection and training, material procurement, material disbursal, community mobilisation awareness campaign.

Ongoing activities would include enrolling children, material preparation/collation, mobilising children/parents/community groups, training & teacher empowerment activities, monthly meeting & academic support, TLM preparation monitoring progress, evaluation and certification of children etc.

Follow up activities would include preparation of schools to receive the children, follow up of children admitted to formal school, documentation, review, alternative for children not mainstreamed etc.

The other major interventions planned and budget provisions made are discussed below:

4.15 CIVIL WORKS :

DPEP-I Civil Works - Plan overview

I. Identification of Thrust Areas and Strategies

A) Types of works approved and initiated in the previous years , status of works under taken

The DPEP-I programme is being implemented in 5 districts (viz) Karimnagar, Warangal, Kurnool, Nellore and Vizianagaram . Under this programme new primary schools, building less schools, additional class rooms, Mandal Resource Centres, Toilets and drinking water facilities (Bore wells) are taken up.

B) Physical targets and achievements

i) Physical progress as on March 99 :

Activity	Total project target	Cumulative till previous year				Fresh proposal
		Target	Not started	In progress	Completed	
MRC	254	254	25	155	74	
New schools	898	898	5	407	486	
Building less school	326	326	1	217	108	
Additional Class rooms	768	768	3	222	543	
Total	2246	2246	34	1001	1211	
Toilets	1349	1349	573	472	304	
Drinking water facilities	1192	1192	314	410	468	
Total	2541	2541	887	882	772	

ii) Financial Achievement :

Total civil works outlay

(Rs. in lakhs)

Year	Fresh proposal	Planned outlay	Expenditure	Spillover	Cumulative expenditure
Year -1	Nil	513.60	12.32	501.28	12.32
Year -2	Nil	1872.686	1213.276	659.41	1225.596
Year-3	Nil	2001.34	1763.766	237.574	2989.362

iii) Activity wise progress in previous year :

Major intervention Civil Works Progress overview for the year 98-99

(Rs. in lakhs)

Description of Activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount reappropriated	Revised amount sanctioned	Physical achieve		Expenditure		Anticipated amount saved or unspent	Remarks including current status
					Till 31 st Dec.	Anticipated till 31 st March	Till 31 st Dec.	Till 31 st March		
A	B	C	D	E	F	G	H	I	J	K
Civil works	2138	2001.34	-	2001.34	-	1403	-	1763.766	237.574	-

iv) Expenditure as per major interventions :

Total Approved EFC cost = Rs 15629 Lakhs

Year of Current Plan : 1999-2000

Rs. in lakhs

Major intervention	AWP & B previous year	Reappropriation	Revised amount sanctioned	Expenditure Previous year		Anticipated amount for spillover works	Anticipated spillover to current year for same activities	Fresh proposals	Fresh proposal anticipated spillover
				Till Dec.	Ant. Till Mar.				
	B	C	D	E	F	G	H	I	J
Civil works	2001.34	-	2001.34	-	1763.766	425.57	237.574	203.13	Nil

v) Plan and expenditure details :

The plan and expenditure details of DPEP -I Districts is shown in the table given below.

In Vizianagaram District 24% EFC cost comes to Rs. 689.52 lakhs as against this expenditure incurred is Rs. 506.52 lakhs leaving a balance of 183.0 lakhs. This amount is utilised as detailed below

Rs. 37.08 lakhs for fresh plan can be utilised for new buildings during 1999-2000 and Rs. 145.92 lakhs for completion of buildings at different stages of construction. Likewise Kurnool and Karimnagar civil works expenditure is prepared.

In case of Nellore and Warangal as against the 24% EFC cost of Rs. 812.88 lakhs & 760.80 lakhs, the expenditure including anticipated spillover is 841.62 & 790.85 lakhs respectively. In both the districts, the 24% ceiling is exceeded by Rs. 28.74 and 30.0 lakhs respectively. It is proposed to meet this expenditure of Rs. 58.11 lakhs from the physical contingencies subject to the approval of MHRD.

(Rs. in lakhs)

District	Total approved EFC	24% EFC cost	Expn. So far incurred	Fresh proposal	Anticipated spillover	Total
Vizianagaram	2873	689.52	506.52	37.08	145.92	689.52
Nellore	3387	812.88	735.756	0	105.864	841.62
Kurnool	2971	713.04	586.918	17.00	108.902	712.82
Karimnagar	3228	774.72	503.864	149.05	121.336	774.25
Warangal	3170	760.80	609.728	0	181.122	790.85
Total	15629	3751.2	2942.786	203.13	663.144	3809.06
State component	1644	-	46.576	10.00	13.424	70.00

Total project cost for 1999-2000 :

A) State component - Rs. 23.424 lakhs

B) District component :

i) For spillover works (including excess amount of 58.11 lakhs) = Rs. 663.144 lakhs

ii) For fresh proposals = Rs. 203.130 lakhs

Total = Rs. 866.274 lakhs

iii) For fresh plan proposed under physical contingencies = Rs. 469.71 lakhs

(including excess amount incurred above 24% ceiling)

(shown separately under fresh plan for 1999-2000)

C) Maintenance cost: = Rs. 160.00 lakhs

C) Supervision and monitoring mechanisms initiated /planned

i) The Civil Works under DPEP-I were taken up through Village Education Committees. Subsequently the School Committees have been formed through Act 13/98 and all the civil works are being executed through the School Committees only. As sufficient No. of engineering personnel are not available to draft from regular departments, it has been decided to engage supervisory personnel on contract basis.

Site engineers have been engaged at the rate of 12 Nos. per each district through agencies, which are confirmed by calling tenders and concluding agreement with successful tenderers. However, the agencies have become mediators and are not effectively supplying the site

engineers, by which the progress of civil works is getting hampered. After review, the Govt. have decided to engage site consultants on contract basis for a period of 6 months and to effect their payment through School Committees to minimum unwarranted service problems. Each site consultant will supervise about 8-10 works. Apart from the 2% remuneration in terms of percentage of value of work done, they are eligible for travel & incentives at Rs. 1500/- P.M. which again is linked with performance. A further incentive of 0.5% is also permitted for improved performance in quality and completion in time. This strategy has been proved effective and the progress of works was picked up substantively. The amount towards civil works consultancy is shown under major intervention "capacity building"

ii) Monitoring of civil works :

A package has been developed namely civil works monitoring information system to collect monthly progress on civil works.

Monthly reviews have been communicated to the Deputy Executive Engineers identifying strong areas and weak areas and necessary guidelines are issued to them

D) Staffing position : For monitoring & supervision of civil works, the staffing pattern is as follows

Site consultant : In charge of 8-10 works and will be stationed at village level

Assistant Engineer / Assistant Executive Engineer : Stationed at Mandal level intermediary between DyEE and site consultant

DyEE : In charge of 120-200 works in 12-15 mandals

E) Trainings initiated / planned : Training to sensitize the project engineering staff on community participation and cost effective technologies in school construction was conducted to 300 engineering personnel at state Head Quarters. Further, 150 Site Consultants, and 225 School Committee Chairmen along with Head Masters of the concerned schools were also given training in construction of civil works as per DPEP strategy at the district level. Added to this, masons and School Committee members are given "on site training" by the DyEEs at Mandal level duly exposing the modalities, procedures of DPEP civil works.

F) To provide, residential accommodation for the participants during training period at the MRC located at Revenue Division Head Quarters, it is proposed to add on facilities to the existing MRC at the Revenue Division level and / or construct new MRC with residential accommodation wherever MRCs have not been taken up.

Convergence with other departmental schemes

- 1) About 87 No. of works taken up under different schemes like JRY, EAS etc., and left over by Panchayat Raj Department are taken up under DPEP by taking note on works from the Panchayat Raj Department .
- 2) In cases (i) where the soils are poor like BC, slushy etc., the foundation costs are likely to increase, (ii) where the works are situated in interior tribal areas and in islands where carting of materials is high and costly , the cost of buildings upto a maximum of 10% over estimate costs are being met with, from the JRY, EAS, Janmabhoomi 'OR' other funds available with District Administration .
- 3) Drinking water facilities like bore wells are taken up under 10th finance commission funds . Thus convergence between DPEP and 10th finance commission is established .
- 4) In certain cases where the existing RWS schemes are available in the vicinity , DPEP is providing funds for extension of pipe line to the DPEP buildings for tapping the drinking water. Thus convergence is established between RWS and DPEP .

Plan for 1999 -2000

i) Spillover Activities

- 1) Actually 2246 buildings are to be completed by the end of 3/99 . But due to difficulty of drafting engineering personnel from various departments and local site problems, the works could not be completed by the end of 3/99 itself . Therefore the programme is proposed to be extended during 1999-2000 as spillover activity.
- 2) 1349 Toilets and 1192 Drinking water facilities will be completed after completion of the main school building .

Plan for spill over for forthcoming year

Major intervention : Civil works

Spill over plan for year 1999-2000

Description activity to spillover to next year	Anticipated		Spillover physical target	Unit cost Rs.in Lakhs	Financial outlay for spillover activities (Rs. in lakhs)	Implementation agency and time period for implementation	Remarks
	Physical target remaining	Amount saved					
A	B	C	D	E	F	G	H
MRC			180	3.00	663.144	School Committee Sep.1999	
New schools			412	1.75 to 2.00		School Committee Sep.1999	
Building less schools			218	1.75 to 2.00		School Committee Sep.1999	
Additional class rooms			225	0.85 to 1.00		School Committee Sep.1999	
Toilets			1045	0.06		School Committee Sep.1999	
Drinking water facilities			724	0.12		School Committee Sep.1999	

II Fresh Plan

1) State component :

It is proposed to provide accommodation for the staff of DPEP and for trainings conducted by the SCERT and for certain staff of SCERT who are linked with DPEP activities, an amount of Rs. 50.1 lakhs which was proposed in AWP 97-98 towards civil works at SCERT is proposed to be utilised for construction of 4th floor in the premises of C & DSE office. In addition certain renovation are made in SPD office to provide accommodation for the officers of different cadre duly meeting the amount of Rs. 10.0 lakhs provided in AWP 96-97 to wards renovation of SPD office . Thus a total amount of Rs. 46.576 lakhs is incurred leaving an unspent balance of Rs. 13.424 lakhs which can be utilised for balance works such as partitions etc., in 4th floor which is under construction .

As provision of lift is also felt essential an amount of Rs. 10.00 lakhs is also included as fresh in the AWP 1999-2000

2) District component :

320 No. of works which could not be taken up during the three years due to site problems, extremists problems are proposed during 1999-2000 to the extent of balance amount available for civil works for the earmarked component of 24% towards civil works.

The list of works proposed to be taken up are as per statement given below

ii) Fresh plan for forthcoming year for Rs. 203.13 lakhs Plan for the year 1999-2000

Activity description	Physical target or quantum	Unit cost	Estimated Financial outlay	Implementation agencies and time period	Remarks
I Balance left over					
a) New primary schools					
Vizianagaram	36	1.00	37.08	School Committee Sep.1999	Works taken up for Rs. 652.44 lakhs out of 689.52 lakhs (24% of base line cost)
Karimnagar	55	1.00	55.00		Works taken up for Rs. 625.20 lakhs out of 774.72 lakhs (24% of base line cost)
b) Additional class rooms					
ii) Karimnagar	184	0.85	156.40	School Committee Sep.1999	
i) Kurnool	20	0.85	17.00	School Committee Sep.1999	Works taken up for Rs. 695.82 lakhs out of 713.04 lakhs (24% of base line cost)
c) Toilets					
Karimnagar	55	0.06	3.30	School Committee Sep.1999	
d) D/W facilities					
Karimnagar	55	0.12	6.60	School Committee Sep.1999	
Total	320		203.13		

iii) Fresh plan proposed under physical contingencies

There is a provision of Rs. 843.535 lakhs for the years 1997-98 , 1998-99 and 1999-2000 towards physical contingencies and the same is proposal to be utilised for the construction of community schools and Divisional Resource Centres subject to approval by the MHRD. In this connection the following is the justification.

1) Community Schools

- Most of the community schools proposed during 1999-2000 are in the school less habitations covering SC/ST habitations.
- SC/ST habitations require additional accommodation .
- Cost effective structures are proposed with Rs. 0.70 lakhs from DPEP and Rs. 0.10 lakhs from the community side.
- Good accommodation is a pre – requisite for good access , enrolment, retention .

2) Divisional Resource Centres

- To provide residential accommodation for the participants during training period atleast at Revenue Division Head Quarters .
- To provide add on facilities to the existing Mandal Resource Centres at Revenue Divisional Head Quarters .
- To obtain effective participation of trainees during training period at late hours also by way of group discussions etc.,

Since there is sheer necessity to provide residential accommodation, these Divisional Resource Centres are already being taken up for all Revenue Division Head Quarters. Hence Government of India may agree for the proposal of utilisation of Rs. 843.535 lakhs towards physical contingencies for the years 1997-98, 1998-99, 1999-2000 for construction of community schools and Divisional Resource Centres, though it exceeds 24% of ceiling fixed on civil works as a special case .

The details are given here under.

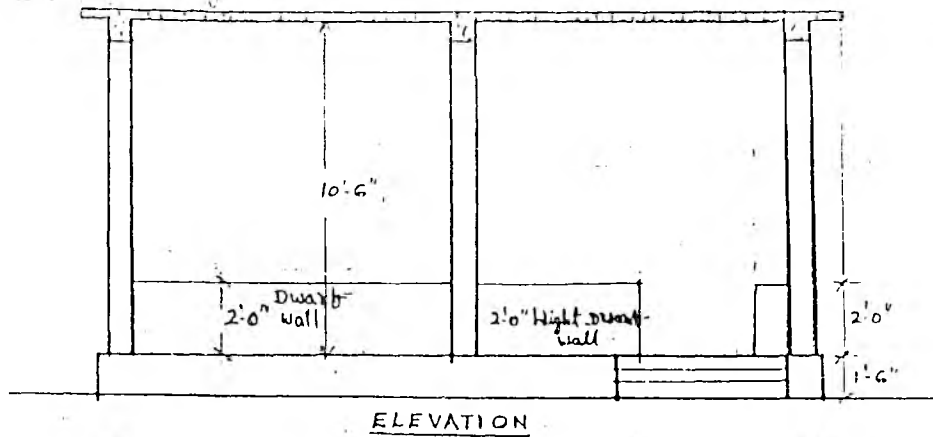
Rs. in lakhs

Activity description	Physical target or quantum	Unit cost	Estimated Financial outlay	Implementation agencies and time period implementation	Remarks
A	B	C	D	E	F
A) Divisional Resource Centres				Mandal Education Committee Sept'99	
i) Kurnool	3	7.00	21.00		
ii) Karimnagar	5	7.00	35.00		
iii) Warangal	3	7.00	21.00		
iv) Vizianagaram	4	7.00	28.00		
v) Nellore	3	7.00	21.00		
Total	18		126.00		
B) Community schools				School Committees March'2000	
i) Vizianagaram	36	0.70	25.20		
ii) Nellore	50	0.70	35.00		
iii) Kurnool	42	0.70	29.40		
iv) Karimnagar	100	0.70	70.00		
v) Warangal	180	0.70	126.00		
Total	408		285.60		
C) Excess amount utilised in Nellore and Warangal			58.11		
		Total	469.71 lakhs		

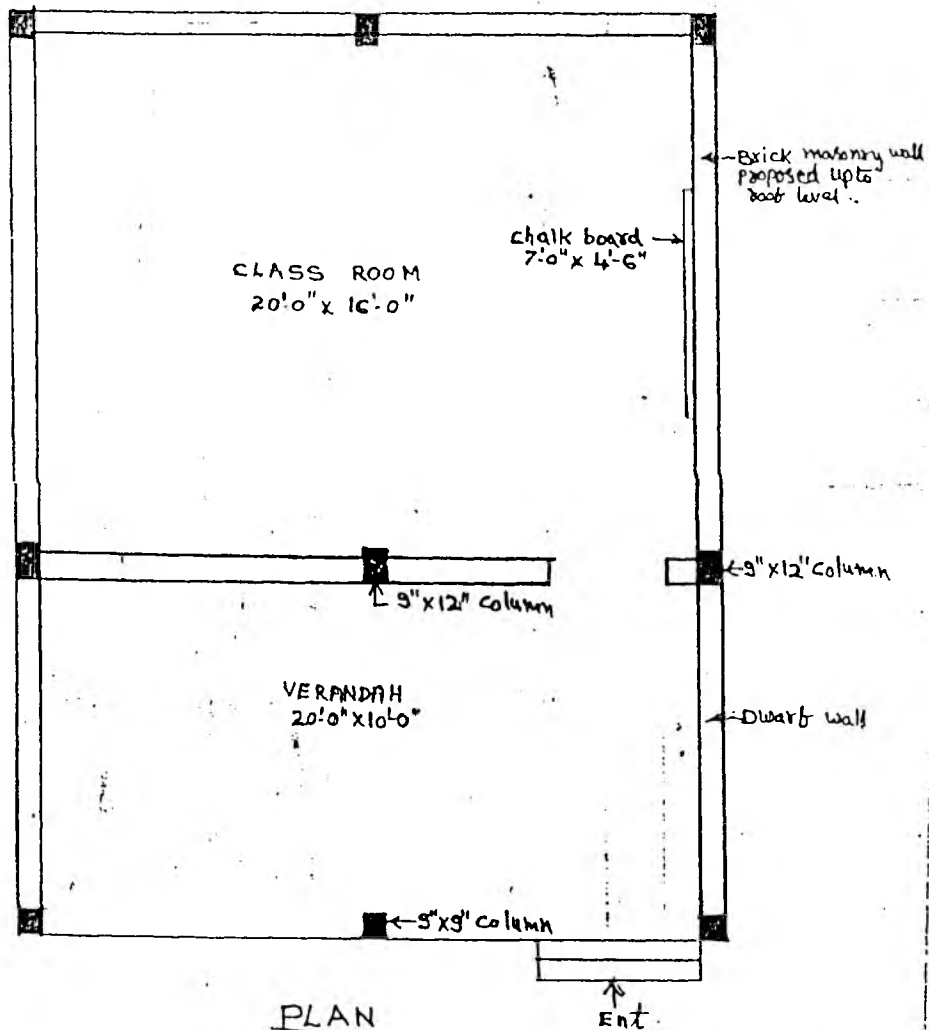
iv) Maintenance :

Maintenance starts actually during the 3rd year after completion of works. As it is more viable to entrust the responsibility of maintenance of the school buildings to the School Committees a strategy is worked out for the maintenance of building by the School Committee.

- 1) The average cost of maintenance for a school rooms is Rs. 2.000/- per annum starting from 3rd year. If an amount of Rs. 20,000/- can be deposited in a bank, an interest of Rs. 2,000/- accrues every year (taking 10% interest rate) which can be utilised for maintenance. Savings if any should be clubbed initial deposit amount of Rs. 20,000/-
2. The maintenance work can be taken up by the School Committee by mobilising certain amounts from community.
3. If community can mobilise Rs. 12,000/- over a period of 2 years, the Government can consider to provide Rs. 8000/- during the same period as matching grant (i.e.) The commitment on the part of the Government is Rs 4000/- per year.
4. Such a scheme will contribute to enlisting higher level of participation , with local community offering ' Shramadaan' entailing savings in the funds provided for construction of school buildings .



ELEVATION



PLAN

PLAN FOR COMMUNITY SCHOOL BUILDING (FRAMED STRUCTURE)

SALIENT FEATURES :

- Plinth beam laid at Natural ground level
- Framed structure with RCC columns and beams
- Around dwarf wall with brick masonry upto 2'-0" height
- Where chalk board is located, the wall shall be of full length and height up to roof level .
- The basic of strategy of community school is to provide a pucca building, wherever school less habitation is there (mainly covering S.C. & S.T habitations) as accommodation is a pre-requisite for good access, enrolment and retention. Further, the community can get motivated in completing the building in all respects by mobilising funds.

5. Commitment on Government side per annum

a) total commitment of schools @ Rs. 4000/- per year 1992×4000
= 79.68 lakhs

OR say Rs. = 80.00 lakhs

Therefore, the commitment on the part of the Government is Rs. 80 lakhs annually and Rs. 1.60 crores for 2 years.

6) Commitment on public side per annum

Commitment for schools = 1992×12000
= Rs. 2.39 crores

In this connection, there is a provision of Rs. 323.10 lakhs in the perspective plan of DPEP-I Districts towards Civil works maintenance. Only after deposit of their contribution of Rs. 12000/- in the joint account of Head Master and Chairman of School Committees concerned, the amount earmarked at Rs. 4000/- per year will be deposited as "matching grant" duly charging the same in "maintenance fund" by which the total amount in the joint account would be Rs. 20000 (i.e. Rs. 8000 + 12000) and the interest earned will automatically serve the yearly maintenance requirement of that particular intervention. The above strategy in the form of letter by Secretary, Education is with GOI (Ref: Lr. No. 7444/ DPEP/E(CW)/98 Dated : 1-3-99.

If the amount of Rs. 1.60 crores is provided from the civil works maintenance during 1999-2000 there is no need to provide maintenance charges in subsequent years.

4.16 ACCESS AND ALTERNATIVE SCHOOLING

Alternative school is an intervention for children of 6-14 years who had no access to formal or non formal school systems.

School less habitation having the population below three hundred (300) in general habitations and below two hundred (200) in SC/ST habitation, about more than 1 km away from the nearest school, where the percentage of literacy is low and habitations difficult to reach are given importance in starting the Alternative schools.

The alternative school is a community school

Strategies:

- As the alternative school is a community school the local community is mobilised to come forward to take the responsibility of establishing the school and enrolling all the children and see that they attend the school
- the community provides accommodation and identifies a suitable and efficient local youth as the community teacher

- it is the community that forms into a school committee and becomes the owner and stakeholder of school.
- In the school Multi Grade Self learning kit is used for making learning attractive, interesting, participatory and achievable through various learning activities and experiences in Ph.I districts and formal textbooks in Ph.II districts
- The DPEP provides an amount for Rs. 3000/- towards support to the semi permanent shed besides supply of TLM.
- Towards the teacher cost the DPEP provides an honorarium of Rs. 500 per month and the community will bear to the extent of Rs. 500 per month

High lights:

- Initially the village core team (VCT) is formed which inturn prepared the list of unenrolled school age children in the habitation in consultation with the parents.
- The use of MGSL kits is aimed at self learning joyful learning (Andana lahari) and providing the scope for self PACE.
- Every child need not wait for one year for further promotion, but they can do at their ability and pace.
- The community teacher is provided with practical training for 10 days in using the kit, organising the class and bringing the dropout children back into the school.
- Mandal resource persons (MRPs) who regularly visit the centres provide academic support.

ALTERNATIVE SCHOOLING **STATE POLICY 1999-2000**

Providing access for Primary Education is one of the objectives of District Primary Education Programme. Consequently habitations with population more than 300 in case of general habitation, and more than 200 in case of ST habitations and provided with New Primary Schools.

Habitation with less than 300/200 population cannot be provided with New Schools as per national norms. Nevertheless the State as an obligation to provide access to school children in these habitations. Consequently the DPEP's policy is to provide alternative schools in all such habitations.

Alternative school is a Community School where in the community assumes responsibility of running and supervising the school. It becomes the owner and hence Stake-holder in running the school successfully.

The responsibility of the community is to enroll the children and to see that they regularly attend, it also takes the responsibility of providing minimum basic facilities.

The responsibility of providing a community teacher providing TLM, training the volunteer, providing a structure rests with the District Primary Education Programme.

The Community School is similar to a formal school in all respects except that it provides instruction to classes I and II level, and encourage the children to join the nearby primary school from class III onwards.

Progress:

* In 1996-97, 97-98 number Alternative schools proposed	Phase I	575
	Phase II	2662
* In 1998-99, No. of alternative schools started	phase I	477
	Phase II	1457
* No. of alternative schools yet to be started	Phase I	98
	Phase II	1205
* No. of children in PhI districts		10971
* No. of children enrolled in Ph.II districts		38146
* No. of school committees formed		1837
* No. of Bank/Post Office Joint Accounts opened		1681

Training:

- District/Mandal core team members are trained at ITDA paderu for 10 days in April 1998 and REC Rishi Valley for 12 days in Feb 1999.
- The volunteers were trained at Mandal level in all phase I and II districts a 10 days course.
- A workshop on alternative schooling was organised at NIRD Hyd. with the efforts of EDCIL and MVF(NGO, Rangareddy) from 5-9 June 98 for the officials who are looking after alternative schools.

Community Participation

- The local community will come forward to take the responsibility fo enrolling all the children and see they attend the schools regularly
- They provide accommodation for the alternative schools and identify a suitable, efficient local youth as the community teacher
- It is the community which is the owner and stake holder of the school
- A separate school committee will be formed for the alternative school.

Role of DPEP :

- DPEP provides an amount of Rs. 15000 per annum to the school, committee towards the honorarium of the community teacher
- Provides support to the semi permanent shed
- Multi grade self learning ananda lahari (joy ful learning) kit is used in groups. The kit provides scope for organising various activities by the children according to their ability and PACE.
- The community teachers are/ will be provided practical training.
- Formal Textbooks are being used in DPEP II districts
- The academic support is provided by the Mandal Educational Officers Mandal Resource Persons, Mandal Girl Child Officers(MGCDO) who regularly visit the alternative schools
- They provide on the job raining and guidance to the teachers in using the kit.

Strengths:

- The strength the programme mostly dependence upon the community involvement like Ramapuram Tanda colony in Nellore district and Chandapur in Vizianagarm, and many more villages where the community participation is highly encouraging. The community has not only provided a shed to the Alternative Schools but also took up their enrollment of all the school aged children in the habitation.
- More demand for Alternative Schools.

Survey has been conducted in the following places/mandals

URBAN.

- i. Gurrampudi, Kangal and Kattangur Mandals in Nalgonda district

That the Habitation work is under progress I Nalgonda and it is completed in Warangal, it is proposed to cover the following types of children with specific difficulties

Street children
Rag pickers
Platform children
Beggars
Children working in industries, shops etc.
Domestic labourers
Migrant children

It is proposed to organise a workshop to chalk out specific interventions needed for the above groups of children.

Quality Centres, Course Hours, Duration.

In A.P. there is no compromise so far as quality is concerned. As such it is proposed to have whde time and day time courses only. There is no scope for any type of part time or night centres. All te Alternative schools work on par with regular primary schools.

Role of teacher as social activist.

In Alt. School strategy the teachers are basically volunteers who are identified and appointed by the VCT/SEC

As such they are social activists who are provided with training in community mobilisation with a view to help them to play their roll as effective social activists.

Honorarium – Teachers and supervisors

The Honorarium for the para teacher/volunteers in all the Alt. Schools is R. 500/- per month.

ALTERNATIVE SCHOOLING – PROGRESS OVERVIEW DPEP PHASE - I (5 DISTRICTS)

Frequency : Annual

Date of compilation:

Activities	Status at the end of the year	Remarks
State Level Activities		
Selection & appointment Of teacher co-ordinator/ Supervisors(AS)	Except in Karimnagar As co-ordinators are Appointed in the other 4 districts	
Selection & appointment Of teachers/instructors(AS)	477 As volunteers are in position.	
DRG meetings (number, Major issue discussed & Decisions taken)		
Initial orientation (duration Agency conducting it)		
<ul style="list-style-type: none"> • DRGs 	DRGs are oriented on community mobilisa- tion and use of multi-grade kit for a period Of 2 days & 10 days respectively by the CLP	
<ul style="list-style-type: none"> • AS coordinator 	Cell of AIPDPEP.	
<ul style="list-style-type: none"> • Teacher co-ordinator/ Supervisors 	Regular review meetings conducted to review Progress of ASs.	
<ul style="list-style-type: none"> • Teachers/.instructors (AS) 	MRPs oriented in community	

<p>Specific projects undertaken (for e.g.)</p> <ul style="list-style-type: none"> • Universalisation Cluster • Child Labour • Urban deprived groups Etc. <p>Basis of selecting area/target group-house survey/microplanning/PRA/secodary data/any other</p> <p>Community mobilisation activities (nature,objective,agency and follow up action)</p> <p>Convergence initiatives (Labour Dept., Dept. of Urban, Dept.of W&C, Dept.of urban affairs, NGOs etc.)</p> <p>Block level meetings (duration, frequency & major issue discussed & decisions taken)</p> <p>Cluster level meetings (duration, frequency & major issue discussed & decisions taken)</p> <p>Exposure visits/inter district visits (preparation of visits, profile of participants, number, organisations/programs visited, duration, follow up activities etc.)</p> <p>RPs/collaboration with NGOs (specify details-objectives, nature of work etc.)</p> <p>Training (duration, content, level & participants profile & number</p> <ul style="list-style-type: none"> • Teachers/instructors • Supervisors/teacher coordinators • BRCs/MTs 	<p>mobilisation & Use of MGSL Kit.</p> <p>Volunteers trained in use of MGSL kit for 10 days.</p> <p>One Urban town viz.Warangal east has been identified for this purpose. The survey has been considered and children with specific difficulties have been identified.</p> <p>No specific criteria except willingness of the functionaries.</p> <p>Village & mandal core teams with the assistance of NGOs.</p> <p>Under planning stage.</p> <p>Mandal level review meetings conducted every month.</p> <p>Exposure visits arranged to RR dist.</p>	
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<ul style="list-style-type: none"> • Etc. <p>Action Research Activities (topics, extent, agency, follow-up action)</p> <p>Printing of material/documents (nature of material, objective, dissemination)</p> <p>Basic material & equipment (list of prescribed material, extent of its procurement & distribution i.e. number of centres covered etc.</p>	<p>NGOs are involved.</p> <p>It is proposed to conduct recurrent training to all functionaries for a period of 5 days.</p> <p>MGSL kits provided to all ASs.</p>	
<p>Workshops on specific issues (specify the issue)</p> <p>Innovations (specify) Any other (specify)</p>	<p>One workshop organised for preparing formats for conducting survey to identify children with specific difficulties. Another workshop is proposed to plan specific interventions for each group.</p>	

<u>Activities</u>	Status at the end of the Year	Remarks
<p>District Level Activities</p> <p>Selection & appointment Of teacher co-ordinator/ Supervisors(AS)</p> <p>Selection & appointment Of teachers/instructors(AS)</p> <p>DRG meetings (number, Major issue discussed & Decisions taken) Initial orientation (duration Agency conducting it)</p> <ul style="list-style-type: none"> • DRGs • AS coordinator • Teacher co-ordinator/ Supervisors • Teachers/.instructors (AS) <p>Specific projects undertaken (for e.g.)</p> <ul style="list-style-type: none"> • Universalisation Cluster • Child Labour • Urban deprived groups Etc. <p>Basis of selecting area/target group-house survey/microplanning/PRA/seco ndary data/any other</p> <p>Community mobilisation activities (nature,objective,agency and follow up action)</p>	<p>Community Mobilization officers are given the responsibility of Alternative schooling also. They are in position in all the districts except Ranga Reddy Dist.</p> <p>1457 AS volunteers are in position.</p> <p>An orientation course of 2 day duration has been conducted at statue, district and mandal levels for community mobilisation. 7-day orientation is biven on teaching learning strategies.</p> <p>Three rural mandals have been identified in Nalgonda for this purpose. The survey has been conducted and children with specific difficulties have been identified planning in on.</p> <p>No specific criteria except willingness of the functionaries.</p> <p>Village and mandal cosre teams with the</p>	

<p>Convergence initiatives (Labour Dept., Dept. of Urban, Dept. of W&C, Dept. of urban affairs, NGOs etc.)</p> <p>Block level meetings (duration, frequency & major issue discussed & decisions taken)</p> <p>Cluster level meetings (duration, frequency & major issue discussed & decisions taken)</p> <p>Exposure visits/inter district visits (preparation of visits, profile of participants, number, organisations/programs visited, duration, follow up activities etc.)</p> <p>RPs/collaboration with NGOs (specify details-objectives, nature of work etc.)</p> <p>Training (duration, content, level & participants profile & number</p> <ul style="list-style-type: none"> • Teachers/instructors • Supervisors/teacher coordinators • BRCs/MTs • Etc. <p>Action Research Activities (topics, extent, agency, follow-up action)</p> <p>Printing of material/documents (nature of material, objective, dissemination)</p> <p>Basic material & equipment (list of prescribed material, extent of its procurement & distribution i.e. number of centres covered etc.</p>	<p>assistance of the NGOs.</p> <p>Under planning stage.</p> <p>Mandal level review meetings conducted every month</p> <p>Exposure visits arranged to RR districts.</p> <p>NGOs are involved.</p> <p>It is proposed to conduct necessary training to all functionaries for a period of 5 days.</p>	
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Table A : Activity wise progress in previous year.

Major Intervention : Alternative schooling. Progress overview for the year.1998-99.

Description of activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount reappropriated	Revised amount sanctioned	Physical achievement	Expenditure	Anticipated amount saved on Anticipated amount unspent	Remarks including current status
					End of March	End of March		
A	B	C	D	E	F	G	H	I
Meeting of AD NFE/DDs of AE		0.03						Dnped
Training of Master trainees AS		1						
Training of HMs on Child Labour		3						
Meeting of Task force officers APC/CLOs strategies on child labour Edn.		1						
Material for AS		2						

Table B *

Plan for spill over for forthcoming year

Major intervention

Alternative schooling

Spill over plan for year 1999-2000

Description of activity to spillover to next year	Anticipated		Spillover physical target	** Unit cost	Financial outlay for spillover activities	Implementation agency and time period for implementation	Remarks
	Physical target remaining	Amount saved					
A	B	C	D	E	F	G	H
		NIL					
Total for major *** intervention							
* To be updated when actual expenditure figures are available.							
** The break up of the unit cost may be indicated if the unit cost is different from the previous one.							
*** Applicable only for column C & F.							

Table C : Fresh Plan for forthcoming year

Major intervention: Alternative schooling			Plan for the year: 1999-2000		
Activity description	Physical Target or quantum	Unit cost *	Estimated Financial Outlay	Implementation agencies and time period of implementation	Remarks
A	B	C	D	E	F
Training for SRGs and KRPs on summer schools	150	1200	1.8	APDPEP, March, April 99	
Capacity building: TLM for AS(Kits)	675	2600	17.55	APDPEP, June 99	including Transportation
Material designing and development workshop for EFA	50*3 spells	1500	2.25	APDPEP, April 99	
Awareness: Education for all Sadassu at state level	500	1200	6	APDPEP, April 99	
workshop for APCs/ DIET faculty on SS	115	1200	1.38	APDPEP, April 99	
Awareness building and community mobilisation on SS	1	250000	2.5	APDPEP, April 99	
Documentation	1	100000	1	APDPEP, SRC Nov, Dec	
Research: Evaluation		250000	2.5	APDPEP, SRC Aug, Sept	
Total **			34.98		
* The break up of the unit cost may either be indicated in this column or separately.					
** To be indicated for column D only.					

Table D * : Expenditure as per major interventions

Name of district

Total approved EFC Cost = Rs. Lakh

Year of Current Plan: 1st, 2nd, 3rd, etc.

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt. Sanctioned	Expenditure Previous year		Anticipated amount saved	Anticipated spillover to current year for same activities	Fr pro
				Till Dec.	Ant.till. Mar.			
A	B	C	D	E	F	G	H	
ALS	7.3	-	-	-	-	-	-	

* To be updated and provided to the Bureau along with the spillover plan.

4.17 APDPEP CHILD LABOUR PROJECT

A pilot project assistant by the UNICEF entitled "UNIVERSALISATION OF QUALITY PRIMARY EVALUATION for all children with special focus on working children" is being implemented by APDPEP with a view to Prevent Child Labour .

The aims of the Project are :

- i. To see that 100% of the children of the age group 5+ to 6+ are not only enrolled in schools but also continue till they complete class V .
- ii. To clear the back log of over aged children i.e. classes I to V by Providing Transitional Classes to enable them to progress to quick track by means of joyful multigrade self learning methods and join the classes suitable to their ages

The following strategies were adopted

1. Increasing awareness among the community on the issue of child labour and make them involved in the education of the children
2. Strengthening community based mechanisms for school management and support
3. Strengthening the primary school to ensure universal enrolment, attendance, retention and achievement .
4. Regarding the school for handling the extra inflow of children .
5. Developing capacity of core groups to support upscaling the programme and
6. Provision of ECE centres within the school campus not only to shift under aged children from class I, to relieve the girls from the responsibility of sibling care but also to ensure school readiness for 4+ age group.

The project has been implemented 165 habitations i.e. in 20 mandals in districts with effect from May 1998. It is extended to another 14 mandals in 7 districts . Thus the project is extended to all the five Phase I DPEP districts and nine DPEP districts and one UNDP district .

Village core team at the village level and mandal core teams (MCTs) at mandal level have been contributed for implementing the project . The potential strength of the youth women groups and self help groups, are being taped for community mobilisation , enrollment and retention .

Concurrent evaluation is caused along with implementation of the programme to identify the strengths and weaknesses and initiate mid course correction.

Even though the project is started in a small scale, to provide models, the purpose is to upscale it gradually and universalise. As per the MOU, the DPEP would upscale successful strategies in other mandals in the project districts and to other district as well.

The mandal core team and the volunteers have been given intensive training in community mobilisation and use of the Multi Grade Kit. The Headmasters and mandals core team members have been sent for exposure visits to Ranga Reddy to observe the interventions of MV Foundation

In view of expansion of the scheme to 15 districts and consequent increase in the activities and also the need for intensive monitoring in the field a State Resource / Programme monitoring cell has been created for Child Labour Project in State Project Office, DPEP in place of CLP Cell . Three posts of consultants, are each for coordination, research, evaluation, material development and training have been created . Similarly 5 posts of Programmes Officers have been created for intensive field work. Besides the posts of a Mobile Accountant and Project Assistant have also been created. Except Consultant Research and Evaluation and Mobile accountant , all others are in position.

During summer vacations 1999 in consonance with decision taken by the State Government Schools are run as part of Child Labour Project in all the 34 CLP mandals .

The Project views the summer school as either beginning intervention of Transitional School or end intervention of it, which means that it takes the Out of school children, Children with low attendance and slow -learning into its fold, provides extensive coaching and prepares for mainstreaming. Those who can not go to the formal school, will join the Transitional School. Thus it is an initial intervention. Similarly the summer school serves as an extension of the transitional school for those children who need extensive coaching and becomes the end intervention.

Monitoring review is taken up very seriously under the project. Regular monthly review meetings are conducted at mandal, District and state levels to review the progress and also to plan for the future .

<u>Activities</u>	Status at the end of the Year	Remarks
<p>District Level Activities</p> <p>Selection & appointment Of teacher co-ordinator/ Supervisors(AS)</p> <p>Selection & appointment Of teachers/instructors(AS)</p> <p>DRG meetings (number, Major issue discussed & Decisions taken) Initial orientation (duration Agency conducting it)</p> <ul style="list-style-type: none"> • DRGs • AS coordinator • Teacher co-ordinator/ supervisors • Teachers/.instructors (AS) <p>Specific projects undertaken (for e.g.)</p> <ul style="list-style-type: none"> • Universalisation Cluster • Child Labour • Urban deprived groups Etc. <p>Basis of selecting area/target group-house survey/microplanning/PRA /secondary data/any other</p> <p>Community mobilisation activities (nature, objective, agency and follow up action)</p>	<p>AS co-ordinators/CMOs are in position.</p> <p>165 volunteers are selected and in position.</p> <p>Dist.Core teams MEOs &NGOs were invited for periodic meetings to plan strategies of implementation.</p> <p>District/mandal core teams were oriented on community mobilization. MCTs trained on use of kits who in turn trained all volunteers in use of MGSL kits.</p> <p>MRPs who are members of MCT are responsible for supervision of Transitional schools.</p> <p>The project is basically aimed at printing child labour. Effort is being made to develop a social norm that all children in habitationo to school instead of to work. The coverage is of children of the age group of 5+ to 10+.</p> <p>Existence of strong NGOs self help group like DWACRA, WOMEN, Youth groups which provide for tile ground for successful implementation of the scheme.</p> <p>Community mobilisation for making the community accept the responsibility of sending children to school and being stake holders in running school is a strategy.</p>	

<p>Convergence initiatives (Labour Dept., Dept. of Urban, Dept. of W&C, Dept. of urban affairs, NGOs etc.)</p>	<p>At mandal and district levels efforts are made for convergence.</p>
<p>Block level meetings (duration, frequency & major issue discussed & decisions taken)</p>	<p>Block district and state level meetings are conducted regularly every month to review progress and to find out weak points.</p>
<p>Cluster level meetings (duration, frequency & major issue discussed & decisions taken)</p>	
<p>Exposure visits/inter district visits (preparation of visits, profile of participants, number, organisations/programs visited, duration, follow up activities etc.)</p>	<p>Head masters, District/mandal core teams sent for exposure visits to RR dist.</p>
<p>RPs/collaboration with NGOs (specify details- objectives, nature of work etc.)</p>	<p>Every mandal has an NGO to support the project in community mobilisation, training, planning, implementation & documentation.</p>
<p>Training (duration, content, level & participants profile & number</p>	<p>Recurrent training is planned to the functionaries at all levels for 5 days every year.</p>
<ul style="list-style-type: none"> • Teachers/instructors • Supervisors/teacher coordinators • BRCs/MTs • Etc. 	
<p>Action Research Activities (topics, extent, agency, follow-up action)</p>	<p>Besides, training modules are prepared for successful running of TSs. Concurrent evaluation is commissioned to identify the strong and weak points and provide feedback to take midcourse corrections.</p>
<p>Printing of material/documents (nature of material, objective, dissemination)</p>	<p>Twelve modules for training field functionaries, Programme design, success stories, job-charts, plans of action month wise were developed and printed posters, pamphlets also distributed.</p>
<p>Basic material & equipment (list of prescribed material, extent</p>	

of its procurement & distribution i.e. number of centres covered etc.	Multi-grade, self learning kit is being used in Transitional Schools.	
Workshops on specific issues (specify the issue) Innovations (specify) Any other (specify)	A number of workshops, seminars, meeting have been organised to discuss policies, plans, development of material etc.	

4.18 Girl Child Education

Girls Child and ECE component Situation analysis 1998-1999

(I) Girls Education

During the years 1996-97 and 1997-98, 50 and 900 ECE centres were planned and opened. While during the year 1998-99, 3469 ECE centres were proposed 2986 ECE centres were opened.

Out put

The ECE Centres provided Facility for enrolment of 36,123 Children of age group 3-5 years (1857 during 1996-97 and 34,266 during 1977-98) and 40,766 during 1998 to 1999.

According to a study conducted by Andhra Mahila Sabha ECE Centres opened by DPEP have made a significant contribution to girls enrolment and retention confirming the emergent trend in DPEP of the strategic importance of ECE in the enrolment and retention of girls. There is clear evidence of awareness regarding this at the state level. At the state level wrapup the Secretary drew reference to a conceptualised plan to ensure strong linkages between ECE and primary schools by opening centres with primary schools, where AWs do not exist while providing support to existing AWs in order to improve the quality of their ECE component. In view of the continuing presence of a large number of underage children in primary schools there is an urgent need to take this up.

Policy on ECE and Girl Child Education of Government of Andhra Pradesh 1999-2000

Convergence of ECE centres

It is observed that 36000 Anganwadi centres established by women and Child Welfare Department and the 250 ECE centres opened by DPEP resulted in Duplication in a number of habitations. To avoid this DPEP wished to converge with the WDCW. It is proposed to pay Rs 200 additional to ICDS worker and Rs 100 to the helper for matching the ICDS working hours with the Primary School. Convergence of ECCE with ICDS is also accepted by the WDCW hence further strategies are being worked out to evolve a plan of action for.

- Effective strengthening of ICDS with ECE component.
- Training of the Anganwadi worker
- Monitoring of ICDS by involving DPEP and ICDS monitoring staff

Girls Education – Special Approaches under DPEP it is proposed to adopt **Model Village Approach** in each of the 19 Districts for improving girls education by developing awareness and leadership among women for UPE of girls.

The programme strategies would include selection of five mandals with low female literacy and low girl enrollment in each District and further to identify 5 villages with low female literacy and girl enrollment in each of these districts.

The MGCDOS of each mandal will adopt these 5 villages to remodel them as model villages to achieve 100% enrollment and retention of girl children .

2 Village Core Group Approach.

In each village a village core group will be formed with two female members of School Committee, One ICDS worker, a member each from DWACRA and mothers Association. The village core group and the women groups will be revitalised for community mobilisation.

Objectives

1. Motivating the parents/and to bring in them an attitudinal change towards Girls Education.
2. Empowering girl Children
3. Sensitising the community on gender issue .
4. Adopting of villages by the Head masters promoted in low female literacy villages to achieve 100% enrollment and retention of girls in primary schools.
5. Adopting of the villages by MGCDOS and DGCDOS to achieve 100% enrollment and retention of girls in primary schools.

Activities planned and completed

The following activities were planned and completed

Phase – I

1. Final slot of ECE training was given to DPEP-I districts for one day. In all 40 SRGs were trained. The SRGs in turn trained 200 MGCDOS at district level, who in turn trained the ECE instructors.
2. 3 days joint training was given to ECE instructors and class I teachers 30 programmes in 5 districts.
3. 2 days orientation was given to SRG members of DPEP-I districts on Sisu Vikasa Karkramam.
4. A 66 day training programme was given to MGCDOS and MRPs at district level.

Monitoring of ECE centres and ECE training programmes was

Regular visits are being made to all the ECE centres by the MGCDOS, DGCDOS, MRPs and the state gender coordinator. Monitoring of these centres is done with the help of developed monitoring schedule.

Activities planned and not completed

Phase-I

S. No.	Activities	Reasons
1.	Initiation of focussed interventions on tryout basis	Dropped
2.	Training of girl child activists	Posts of girl child activists were seized. Hence dropped
3.	Preparation and production of literature for propagation of girls education	Due to administrative problems.
4.	Workshop to develop A.V. material on girls education.	

Phase II

1. 24 days ECE training to SRGs of DPEP-II districts was conducted who in turn trained the DRG at the district level. DRGs in turn trained the field functionaries.
2. A joint induction training programme was given to class-I teachers and ECE instructors. In all 22 programmes were conducted in 6 districts. 465 class-I teachers and 465 ECE instructors were trained.
3. 6 day training programme to MGCDOS and MRPs was given at the district level. 5 programmes were conducted in 5 districts.
4. 3 days training programme was given to members of Mothers Association. 35 programmes were conducted in 6 districts. 2250 mothers were trained.
5. ECE instructors of 6 districts were given the first phase training on ECE.
6. A workshop was organised for developing training module to train the members of mothers association. A draft training package for mothers association members was evolved.

7. Material for instructors.

“Sisu Vikasa Karyakramam”

10-month ECE programme package for field workers in AP was prepared through a series of workshops with participants from DIETs, DPEP, ICDS, MLTCs, AWTCs, NGOs and practicing functionaries. The package includes.

a. Programme guide/manual

Provides guidance to ECE workers to plan and organize ECE programme in the centre based on age and levels of ECE children.

b. Activity bank

Consists of 100 activity cards with instructions

c. Calendar

Indicates the programmes to be organized, month-wise, objectives to be achieved with provision for the instructor to note the activities conducted by her during the month.

- ***Training Kit***

Developed a prototype of Demonstration Kit for ECE training programme. The kit consists of story cards, conversation charts, building blocks, beads, material for colour and shape, identification, pattern making material etc. This is also used in the training programmes to guide the workers in preparing the materials related to ECE programme with locally available resources.

8. For Training

- ***Training modules***

- a. Master trainers module for SRG, a 24 day programme manual for training of key trainers.
- b. A 6 day training module for district group.
- c. A 15 day training module for ECE worker.
- d. A training module for members of mothers association.

Monitoring

Monitoring of ECE centres of DPEP has been one of the thrust areas during 1998. It included monitoring of training programmes at district and mandal level and field placement centres as well as functioning of ECE centres at the field level.

a. Training 147

No. of training programmes	No. of district covered	No. of days
68	11	216

b. Field placement 26 centres

No. of centres	No. of district covered	No. of days
26	10	32

c. ECE centres

ECE centres 19	11	19
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Table A : Activity wise progress in previous year.

Major Intervention : Media Progress overview for the year.

Description of activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount reappropriated	Revised amount sanctioned	Physical achievement	Expenditure	Anticipated amount saved on Anticipated amount unspent	Remarks
					Anticipated till 31st March			
A	B	C	D	E	F	G	H	
CAPACITY BUILDING								
1. Additional staff appointment		5 @ 0.05 PM per person					5 @ 0.05 PM per person	Spill over 2000
2. Induction on gender and ECE strategies for state level	12	75000					16450	dropped
3. Field testing of 4+ age group package	2	106300	106300		-	93700	106300	In the process of finalisation
4. Orientation on focussed intervention	-	150000		150000			150000	dropped
5. Study tour of SRG on girls education		200000				15000	185000	Spill over 2000
6. Study tour of SRG on ECE		200000					200000	Spill over 2000
7. Training for girl child activists		100000				58550	41450	dropped
8. Training of trainers on ECE at NCERT		200000					200000	
9. Capacity building of SRG members on ECE	2 progs.	400000				121730	278270	278270
10. ECE centres role in increasing girl child enrollment (AMS)		200000			Process of finalisation	60000	140000	140000
WORKSHOP								
Workshop to develop modules on ECE/Gender (SRG, MA, ECE instructors, Girl child activists)		125000					125000	Spill over 2000
Workshop to develop AV materials on girls education		75000	75000	75000			75000	Spill over 2000

Preparation and production of literature for propagation of girls education	200000	200000	200000			20000	Spill over 2000
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Total for major interventions							

* For column C,D,E,H,I & J only.

$E = C + D = I + J.$

Table B * Plan for spill over for forthcoming year

Major intervention		Spill over plan for year					
Description of activity to spillover to next year	Anticipated	Spillover physical target	** Unit cost	Financial outlay for spillover activities	implementaion agency and time period for implementation	Remarks	
	Physical target remaining	Amount saved					
A	B	C	D	E	F	G	H
1. Research studies							
ECE centres role in increasing girl child enrolment (AMS Rs. 2.00 laksh)		140000			140000	ECE/GCD May 99	140000 needs to be paid to the researcher (consultant)
2. Trainings							
Induction on gender and ECE strategies (state level)		16450			16450	ECE/GCD	Dropped
Field testing of 4+ age group package		106300			106300	ECE/GCD	Spill over to 1999-2000
Training of trainers on ECE at NCERT	30	200000	30		200000	ECE/GCD	Spill over to 1999-2000
Orientation on focussed interventions on tryout basis		150000			150000	ECE/GCD	Spill over to 1999-2000
3. Workshops							
Workshop to develop modules on ECE / Gender (SRG, MA, ECE instructor)						ECE/GCD	Spill over to 1999-2000
4. Capacity building							
Capacity building of SRG member on ECE 2 progs.		278270				ECE/GCD	Dropped
Study tour of SRG on ECE		200000			200000		Spill over to 1999-2000
Study tour of SRG on Girls Education		200000			15000	185000	Spill over to 1999-2000

Total for major *** intervention

* To be updated when actual expenditure figures are available.

** The break up of the unit cost may be indicated if the unit cost is different from the previous one.

*** Applicable only for column C & F.

DPEP : I

Table-C Fresh Plan for Fourth
Coming Year

Major Intervention : ECE/GCD

plan for the year
1999-200

PMIS CODE	Activity Description	Cost code	Physical Target or quantum	Unit cost	Estimated financial outlay	Implementation agencies and time period of implementation	Remarks
	I. TRAININGS						
ECE/T1	i. Orientation on conduct of Awareness campaigns	TC	15	1500	22500	ECE/GCD	To equip them with necessary skills for conducting of Awareness Campaigns
ECE/T1	ii. Training to DIET Lecturers on gender issues	TC	10	3000	30000	ECE/GCD	Capacity Building at DIET Lecturers on gender specific strategy
ECE/N1	iii. Tryout of a specific intervention (A structure on experimental basis)	IN		2500	37500	ECE/GCD	A Focused intervention on a tryout basis based on local specific needs
	II. CAPACITY BUILDING						
ECE/T6	i. Training to NGOs on facilitating girl child education	TC	25		75000	ECE/GCD	To involve local NGOs in Community Mobilisation for sustain girls education at different districts
ECE/T6	ii. Training to NGOs on ECE	TC	25		75000	ECE/GCD	To strengthen district level groups committed and experienced NGOs will be involved
	III. WORK SHOPS					ECE/GCD	
ECE/W1	i. Work Shop for finalising training manual for MGCDOS	WS	15	3000	45,000	ECE/GCD	Finalise the module based on earlier field tested training practices
ECE/W1	ii. Work shop to develop a training package for school committee members on gender issue	WS	15	3000	45,000	ECE/GCD	On gender issues and management strategies so as to so sharpen the skills for active participation.

ECE/W1	iii. Workshop to develop module for monitoring evaluation of intervention related to girl child and ECE	WS	15	2500	37500	ECE/GCD	Developing of programme specific monitoring and Evaluation tools.
ECE/W1	iv. Workshop to develop pre and post broad cost activities on ECE programmes	WS	10		300000	ECE/GCD	10 manuals to be developed on a participatory basis at different district levels.
ECE/W1	v. Workshop to find gender strategy for gender sensitization	WS	10	7500	75000	ECE/GCD	Based on different interventions on a module for sustainable gender strategy will be evolved.
ECE/W1	vi. Workshop to develop monitoring schedule for HM on gender issue	WS	10	2000	20000	ECE/GCD	
ECE/W1	vii. Workshop to develop AV material scripts by experts	WS	20		200000	ECE/GCD	
ECE/W1	viii. Workshop to develop posters and pamphlets	WS	20		200000	ECE/GCD	
IV RESEARCH STUDIES							
ECE/R1	i. Concurrent evaluation of the field specific strategy trained in selected clusters	R1			100000	ECE/GCD	
V MATERIAL							
ECE/12	i. Curriculum material for 3+ age group children	TA	19500	770	1500000	ECE/GCD	
ECE/S1	ii. Awards to schools for good retention of girls at village level and district level	AW			150000	ECE/GCD	
ECE/QA	iii. Video documentation of training	MA			500000	ECE/GCD	
VI DISTANCE EDUCATION							
	i. Awareness creation on enrolment, retention of girls (SIM & Audio cassettes)				100000	ECE/GCD	
	ii. Developing SIM & Audio & Video cassettes on ECE activities				150000	ECE/GCD	

Table D * : Expenditure as per major interventions

Name of district

Total approved EFC Cost = Rs. Lakh

Year of Current Plan: 1st, 2nd, 3rd, etc.

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt. Sanctioned	Expenditure previous year	Anticipated amount saved	Anticipated spillover to current year for same activities	Fresh proposals	Fresh proposal + anticipated spillover
				Ant. till. Mar.				
A	B	C	D	F	G	H	I	J
1. Additional staff					5 @ 0.05 PM per person		25000	25000
2. Induction on gender and ECE strategies for state level functionaries	30				16450	-		Dropped
3. Field testing of 4+ age group				93700	106300	106300		106300
4. Study four of SRG on girls education	200000				185000	185000	15000	200000
5. Study tour of SRG on ECE	200000				200000	200000		200000
6. Training of trainees at NCERT	200000				200000	200000		200000
7. Capacity building of SRG member on ECE	400000				278270		100000	100000
Workshop to develop modules on ECE/Gender (SRG, MA, ECE instructors)	125000				125000	125000		125000
Total								956300

* To be updated and provided to the Bureau along with the spillover plan.

4.19 TRAINING PROGRAMME

Progress overview of 1998-99

In the year 1998-99 21 Training Programmes were taken up keeping in view the Training needs identified at the State level workshop conducted in year 97-98. In the Annual Work Plan it was decided to build the capacities of the State Resource Group members in two major areas i.e., pedagogy and training methodology. The State Resource Group members were placed in schools to test the approaches and activities by teachers. This process is found to be quite effective in getting the feed back from the teachers and training programmes organised.

- Last year all the teachers working in DPEP I districts were provided a 5 day training programme with emphasis on Class III Telugu Reader effectively, Teaching of Maths for Classes I & II.
- Besides the above training programmes refresher courses were also organised for fresh teachers (New recruits). The State has prepared Training packages and provided them to master trainers.
- A monthly magazine by name 'Chaduvu' was also brought out on monthly basis with scope for disseminating new classroom techniques calling from teachers.
- Details of the training programme conducted, spillover to next year are shown in Table A & B respectively.

DPEP TRAINING PROGRAMMES

A State Resource Group (Teacher Training) is formed with lecturers of DIET and selected Mandal Resource Persons to provide training to MRPs. The State Resource Group was provided the following two major inputs.

- Training in Training methodologies on various aspects
- Training in activity approach was provided
- Resource persons from ACTION AID, Resource persons identified by Ed.CIL, Members of Ed.CIL, State Resource Group members from DPEP Kerala acted as Resource Persons.
- The SRG members were also attached to Primary Schools and the following activities were assigned.
- To observe the performance by the teachers in the class room.
- To test the activities that they developed during training programs

- The orientation programmes provided a vision as to how an activity based classroom should be (in the context of teacher's role, child 's role and teaching learning material)
- Every activity developed during / after the orientation programme by the .RG members was analysed.
 - Besides the above the activity was checked for
 - Management of the activity by the teacher/student
 - Content/concept
 - Whether the activity is in accordance with the approach to teach the subject concerned.
 - The State Resource Group developed a trainer's manual and field tested with teachers in Warangal District. Members from DPEP, Kerala acted as observers for try-out programme. Suitable modifications were done in the manual. The trainer's manual was translated into Telugu for supplying to MRPs.
 - Mandal Resource Persons of each district were provided with orientation programme for seven days.
 - Mandal Education Officers, who are the administrative heads of Education Department at the Mandal, were provided five day training.
 - Teacher training is agreed for five days with booster training programme or 3 days only. Booster training programme in September/October 98. Main emphasis during booster training programme is to expose the teachers to variety of activities to teach Language, Maths and E.V.S. Teacher Training programmes are being supervised by the State Resource Group members and Academic monitoring officers of the District and State by giving weightage to
 - Multi grade teaching
 - Communication skills
 - Innate abilities of the child
 - NLE Profile

- Universalisation of Elementary Education.

The following programmes have not been conducted for the year 1998-1999.

1. Training of SRG on Monitoring and evaluation
2. Supply of kit bags to SRG members with materials
3. Training of Educational Managers (MEO, IMRPS)
4. Training of Educational Managers, DEOs, Dy.EOs
5. Training of SRG in using class-III English Reader by RIE, Bangalore
6. Training of SRG on approaches of teaching different school subjects
7. Training of SRG on PRA techniques
8. Training of SRG on effective use of AV equipment and Radio broadcasting
9. Refresher training for SRT at Hyderabad
10. Training of SPOs on PRA techniques
11. Meeting of Secretaries
12. Workshop to develop schedule for observation of classroom teaching VEC, ECE centres by MRPs
13. Workshop to develop material for effective use of OBB material
14. Workshop to revise trainers module
15. Workshop to review meetings with SRG
16. Workshop to develop material for booster training programme
17. Development of activity kits.

It is proposed to take up the above programme as spill over activities in the current year.

NURTURING INNATE ABILITIES - A DPEP STRATEGY.

The teacher is a most significant person in the educational system. How a teacher functions largely influences achievement levels of children. Teacher should teach and the child should learn. In DPEP by realizing that teacher makes the class room an effort is on for nurturing innate abilities. The teacher is central in the following context..

- Continuous learner
- Transacts hidden curriculum
- Creates permanent impression in the minds
- Maintains Psycho-Socio Progress
- Believes in continuous progress
- Conducts action research through 'Lab' area approach
- Adopts intersectional analysis
- Possesses Knowledge and values

STRATEGY OF TEACHER TRAINING PROGRAMME FOR THE YEAR 1999 – 200.

During the discussion with personnel of teachers, MRPs, SRG, DRG, MRG members a major out come has come out relating to improvement in the quality of teaching in primary schools of the DPEP districts. It was felt desirable to classify schools into A, B & C categories based on criteria identified below for the effective supervision and monitoring.

Criteria for Categorization of Schools

All the schools in the mandal will be categorised . the criteria of classification of schools are

- a. It should have maximum enrolment and retention of the children
 - b. Imparting quality education
 - c. Teachers should be attending regularly
 - d. School should be functioning actively
 - e. Schools should have clean and green premises etc
 - f. Schools committee should have taken active interest in the school.
- A - Category schools should satisfy all the six norms.
B - Category schools should satisfy a,b,c,d & f.
C - Category schools should satisfy a, b, c, & d norms of the above.

It was decided to constitute Academic Groups at State, District and Mandal levels to strengthen on going teacher training programmes. The State Academic Group, the District Academic Group and Mandal Academic Group will function for the capacity development of teachers. The nature of SAG, DAG, MAG as follows:

STATE ACADEMIC GROUP (15 Members)

The SAG consists of members from State Council of Education Research and Training, Teacher Representatives, Academicians, State Institute of Education and Technology members. They will be conducting programmes for developing capacities among the district academic groups.

DISTRICT ACADEMIC GROUP (40 Members)

At the district level a District Academic Group with 7 - 8 members will be formed with subject experts in Maths, Environmental Studies 1 & 2, Languages and Community Mobilisation. The group will provide effective guidance and training programme at the District level. It may include DIET faculty members and district personnel also.

MANDAL ACADEMIC GROUP (15 Members)

Mandal Academic group consisting of 8 teachers which should include two teachers from each subject maths, language and EVS 1 & 2 . The group may include Teachers with high caliber working at the mandal level who have interest in the experimentation and innovations.

STRATEGY & PLANNING

State Academic Group will provide training to district academic group which in turn provide training to mandal academic group on various components of teacher training programmes. All the teachers will be provided intensive training. On the DPEP strategies at the village level by mandal team (MAG)

Thirdly, it is further decided to have at least one model cluster of schools formed in each mandal at the first instance with the good school (A grade) as a catalyst. The Mandal Resource Persons and Mandal Academic Group shall concentrate and develop this cluster of schools. There should be fortnightly review of all activities taken up by the schools in the cluster ie. Every 15th and 30th (the next day if it is a holiday) of the month. All good practices in the good school shall be disseminated among the neighboring cluster of schools. Review of work done in the past fortnight and planning for the next fortnight will be undertaken at the cluster meeting. The MRPs. Will head the meetings wherein all the cluster school teachers will participate.

Government was already requested to permit the State Project Director to form model clusters by MRPs. And planning and review of activities at one good school in the cluster by the MRPs and sending fortnightly report to the State Project Director as a part of their job chart.

The training policy of APDPEP for the year 1999-2000 is as follows:

- Developing State Academic Group, District Academic Group and Mandal Academic Groups for organising training programmes effectively.
- Monitoring the functions of Teacher Centres and Mandal Resource Centres for assessing effective classroom practices.
- Capacity Building of all the teachers on identified needs particularly focusing on multigrade teaching, newly introduced concepts in text books of Class III English Workbook, Maths Class I, Telugu Class I to IV and EVS Class III.
- Developing flexible activities in accordance with the child's innate abilities and natural learning experiences.

Details of training programs planned are shown in table C Budget requirements are shown in table D

TABLE A Activity wise progress in previous year.

Teacher Training Programme

Major Intervention:

Progress overview for the year: 1998-99

Description Of activity	Physical Target Previous Year	Amount Sanctioned In Previous Year (including spill overs)	Amount Reappropriated	Revised Amount sanctioned	Physical achievement		Expenditure		Anticipated Till 31 st March	Amount Anticipate Sved on Anticipated Amount Uspent	Rema
					Till 31 st Dec	Anticipated Till 31 st March	End of March	Till 31 st December			
A	B	C	D	E	F	G		H	I	I	Spill o 1999-
Training of SRG On Monitoring And evaluation	45	1.00	-	-	-	-		-		1.00	Spill o 1999-
Supply of ki bags to SRG members With materials	45	.50								.50	Spill o 1999-
Training of Educational Managers, MEO, MRPs)	700	1.50	-	-	-	1.50		1.50			Spill o 1999-
Training of Educational Managers DEOs, DyEOs	119	1.50	-	-	-					1.50	
Training of SRG In using class III English Reader by RIE Bangalore	45	1.00	-	-	-	-		-		1.00	Spill o 1999-
Training of SRG On approaches Of teaching Diferent School Subjects.	50	1.00								1.00	Spill o 1999-
Training of SRG On PRA Technicques.	45	1.00	-	-	-	-		-		1.00	Spill o 1999-
Training of SRG On effective use o Of AV equip- Ment and Radio broad- Casing.	45	1.00	-	-	-	-		-		1.00	Spill o 1999-
Refresher trai- Ning for SRG At Hyderabad	45	.50	-	-	-	-		-		0.50	Spill o 1999-
Training of SPOs of Techniques	50	2.00								2.00	Spill o 1999-
Meeting of Secretaries	50	0.20	-	-	-	-	.20				Dropp

Workshop to Develop plan For Revitalisation Of TC Meetings	60	1.90					50				Spill o 1999-
Workshop to Develop schedule for Observation of Classroom Teaching, VEC, ECE centres By MRPs	50	.50					50				Spill o 1999-
Workshop to Develop Material for Effective use Of OBB Material.	50	1.00								1.00	Spill o 1999-
Workshop to Revise trainers Module	50	.50					50				Spill o 1999-
Review mee- Tings with SRG	45	1.5					1.5			.50	Spill o 1999-
Workshop to Develop Material for Booster trai- ning progra- mme.	45	.50									Comp
Development of Activity kits	45	2.00					2.00				Comp
Developing Activity	45	.75					.75				Comp
DIET Principals Co	23	.50					.50				Comp
Review meeting wit	19	.50					.50				Comp
Learning Language	80	1.50					1.50				Comp

total cost of spill over activities is 16.122 lakhs. Which will be utilised in the ensuing year.

TABLE - B

**SPILL OVER
PLAN FOR SPILL FOVER FOR FOR THE YEAR. 1999-2000**

1.	Description of activity to spill over	Anticipated				Financial implem- entation		Period Unit
2.		Physical Target	Amount saved	Spill over Phy. Tran- sit	1.5	Outlay	Agency	Teacher Training Unit
3.	Training of SRG on monitoring and evaluation	45	1	45			State	Teacher Training Unit
4.	Supply of kit bags to members	45	0.5	45			State	Teacher Training Unit
5.	Training of Educational Managers MEO, MRPs	700	1.5	150		1.5	state	Teacher Training Unit
6.	Training of Educational Managers, DEOs, Dy.EOs.	119	1.5	119			State	Teacher Training Unit
7.	Training of SRG in using class III English Reader by RIE Bangalore.	45	1	45			State	Teacher Training Unit
8.	Training of SRG on approaches of teaching different school subjects with special reference (MGT approach)	50	1	50			State	Teacher Training Unit
9.	Training of SRG on PRA techniques	45	1	45			State	Teacher Training Unit
10.	Training of SRG on effective use of AV equipment and Radio broadcasting	45	1	45			State	Teacher Training Unit
11.	Refresher training for SRG at Hyderabad	45	0.5	45			State	Teacher Training Unit
12.	Training of SPOs of on PRA techniques.	50	2	50			State	Teacher Training Unit
13.	Meeting of Secretaries	50	0.2	50			State	Teacher Training Unit
14.	Workshop to develop plan for Revitalisation of TC meetings.	60	1	100		0.5	State	Teacher Training Unit
15.	Workshop to Develop schedule for observation of classroom Teaching, VEC, ECE centres by MRPS.	50	0.5	50		0.4	State	Teacher Training Unit
16.	Workshop to develop material for effective use of OBB material	50	1	1		0.2	State	Teacher Training Unit
17.	Workshop to revise trainers module	50	0.5	50		0.4	State	Teacher Training Unit

18.	Review meetings with SRG	45	1.5	1.5		1	State	Teacher Training Unit
19.	Workshop to develop material for booster training programme	45	0.5	50			State	Teacher Training Unit
20.	Development of activity kits.	45	2	2		1.9	State	Teacher Training Unit

Table C : Fresh Plan for forthcoming year

Major Intervention :Teacher Training plan for the year : 99-2000.....

PMIS CODE	Activity description	Physical Target or quantum	Month & Year	Duration	Unit Cost *	Estimated Financial Outlay	Implementation agencies and time period of implementation
	A	B	C		D	E	F
1	Preparation Training package for Vidya Volunteers	20	July, Oct.99	8	0.75	0.75	State T.T.U
2	Workshop on Capacity+AI Building of State Academic Group (V.V)	15	Apr'19 99	4	0.5	1.50	State T.T.U
3	Workshop on Capacity building of District Academic Group (19 x 6) 2 spells	114	Apr'19 99	5	1	2.00	State T.T.U
4	(a) Preparation Training Modules for Urdu Teachers and Printing (19 x 2)	38	Apr'19 99	3	1.5	1.00	State T.T.U
	(b) Training of DAG Urdu personnel for inservice training for Urdu teachers - 2 spells (50 members)	50	May' 1999	5	1	2.00	State T.T.U
5	Training of DAG members for teaching Maths Workbook cum Textbook Class I (Two spells)	50	May' 1999	3	1	2.00	State T.T.U

	5 x 19						
6	Training of DAG members for Teaching Telugu Reader Class III & IV (5 x 19) - two spells	50	May' 1999	3	1	3.00	State T.T.U
7	Training of DAG members for teaching English Reader. Class III - 2 spells (19 x 5 members)	50	May' 1999	3	1	2.00	State T.T.U
8	Workshop on study of Kits of Rishivalley - Paderu, Kurnool etc.,	40	May' 1999	5	0.5	2.00	State T.T.U
9	Refinement workshop on two-year course curriculum for DIETs	15	May' 1999	5	0.5	0.50	State T.T.U
10	Activity Mela at State Level		Sep' 1999	3	1.5	1.50	State T.T.U
11	Exposure visits by SAG - DAG to other states M.P., Rajasthan & Karnataka etc., (3 spells)	30	June, Aug & Sep'99		0.01	3.00	State T.T.U
12	Try out of activity packs developed at State Head Office - 4 spells	20	June, Sept and Dec.99	4	0.04	4.00	State T.T.U
13	Orientation programme for SAG members on Teaching language whose mother tongue is other than school language Tamil, Kannada and Oriya	40	Aug' 1999	4	0.05	1.00	State T.T.U

14	Capacity building of SAG members on effective school monitoring - two spells	20	Oct' 1999	4	0.1	2.00	State T.T.U
15	Review meeting of AMOs (four spells)	20	June, Sep, Dec'99 and March' 2000	1	0.1	2.00	State T.T.U
16	DIET Principals conference on DPEP Interventions - four spells	20	Aug & Sep'99	1	0.1	2.00	State T.T.U
17	Capacity Building of SAG members on PRA techniques - two spells	20	Aug & Sep'99	1	0.1	2.00	State T.T.U
18	Training on New DIET curriculum (for two years) for DIET Lecturers - 3 Spells	50	June, July & Aug' 99	1	0.4	2.00	State T.T.U
19	Tele conference for capacity building of teachers	1000	Aug, Nov' 99 & Feb' 2000	3	0.05	5.00	State T.T.U
20	Capacity building of DIET le	100	Nove mber,				State T.T.U
	lecturers on collaborative action research		Dec.1 999	4	0.02	2.00	State T.T.U
	2 spells.						
21	Trg On-Planing For DIET	50	July,A ug.99	4	0.1	1.00	State T.T.U
	lecturers						
22	Awareness on Girls Edu	50	Sep' 1999	4	0.2	1.00	State T.T.U
23	Develop of PRA on ECE						
24	Develop of Audio on ECE	45	May,1 999				State T.T.U

25	Develop of TLM on Child Labour							
26	PRA For DPEP Personnel on Script Writing	100	August	1	0.1	1.00	State T.T.U	
27	Develop of Tecnic of evaluation for NFE students	40	october	5	0.25	1.00	State T.T.U	
28	Training on effective Teaching approaches to DIET lecturers	40	November,	5	0.25	1.00	State T.T.U	
				Grand		48.25		
				Total:				

Table D

Name Of The State :A.P

Major intervention Teacher Training

Total approved EFC Cost = Rs 64.372 lakhs

Year of Current Plan Fourth year Rs. In Lakhs 64.372

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt. sanctioned	Expenditure Previous year	Amount Saved i	Anticipated spillover to current year for same activities	Fresh Proposals	Fresh Proposal + Anticipated spillover
				Amount Till March				
A	B	C	D	E	F	G	H	
Traning	30.132	0	30.132	14.01	16.5.122	16.122	48.25	67.372
*To be updated and provided to the Bureau along with the spillover pplan								

4.20 Distance Education

Progress Over view :

The Distance Education component under DPEP, at National level, was started in February 26th, 1997 to acquaint the DPEP states with programmes and to orient them in Distance Education Methodology. The Distance Education component, under IDPEP, at state level was started in August, 1997. The Distance Education Programme (DEP-DPPEP-IGNOU) has been envisaged as a National component to supplement and strengthen the ongoing training activities. Distance education material such as self instructional (Print) material, Audio cassettes, Video cassettes, teleconference programmes are used in strengthening ongoing training programmes. Packages as support materials related to Gender Sensitisation, Community / Mobilisation, Alternative schooling, ECCE and IED are also proposed under Distance Education component.

Activities completed in 1998-99 :

The following activities have been taken up and completed in the year 1998-99.

1. A two day workshop for development of content briefs for Distance Learning Materials at SPO, AP DPEP, Hyderabad on 21-24, July' 98.
2. A three day workshop on Preview and Selection of Video Programmes produced by SIET on 6-8, October, 98 at SIET, Hyderabad.
3. A five day workshop for training of primary educational personnel in development of self instructional print material in November, 98 at Tirupathy.
4. A three day editing workshop for finalisation of self instructional print material at Visakhapatnam on 14-16 December, 98.
5. A two day tele conference for reorientation of Mandal Resource Persons on 15th, 16th of March, 1999 at 17 district centres.

All the above programmes are funded by DEP-DPEP-IGNOU, New Delhi

Plan of Action for 1999 – 2000.

Proposed total expenditure in the DPEP State plan is Rs. 7.73 lakhs. Total budget required for the conduct of the activities is Rs. 18.13 lakhs. Against this DEP will be financing activities to the tune of Rs. 10.4 lakhs. Details of activities / programmes proposed to be taken up in 1999 – 2000 are shown in the table enclosed below.

AWP & B : DISTANCE EDUCATION PROPOSED ACTIVITIES

Sl. No.	Sl. No. & Theme as in AWP format	Proposed activity	Month	Amount
1	1(a) Salary for Distance Education Coordinator *	Salary at pay scale of Rs. 8000-275-13500	12	1.5 *
2	2 (a) Training / Capacity building : Orientation of field functionaries such as DIET faculty, DRG, BRC/CRC, etc., regarding Distance Education.	State level orientation workshop on Distance Edn., at selected districts Headquarters in 2 spells. 45 participants per spell. Estimated budget per spell is 75,000/-	June' 99 Sept' 99	1.5
3	2 (c) Training in Video script writing *	Training cum development for video script writers at AP Open University / SIET, Hyderabad 10 days workshop 40 participants.	May' 99	0.75*
4	2 (f) Training through teleconferencing *	Teleconference for DIET Lecturers / APCs / AMOs / SCERT at 19 district study centres.	Nov' 99	1.5*
5	3 (a) Development of print materials	Printing of SIM	June' 99	0.1
6	3 (f) Duplication and distribution of DL materials	1. Duplication and Distribution of SIM to target groups	July' 99	0.75
		2. Duplication of video cassettes and its distribution	Aug' 99	1.5
7	4 (b) Monitoring and Evaluation of DL materials	Evaluation of use of SIM and video programmes	Nov' 99	1.0
8	5 (a) DRS *	Dish antennas for 19 DIETs	Dec' 99	6.65 *
9	5 (c) Fax machine for DIET only for tele conference programme	Hiring charges for Fax machines at 19 centres @ Rs. 1000/- per centre for 2 days.	Nov' 99	0.38

10	(b) Sharing experiences	Sharing the experiences in effective utilisation of school grants and teacher grants	Oct' 99	0.5
11	7 (c) Documentation TL materials	Documentation on effective utilisation of school grants and teacher grants.	Nov' 99	1.0
12	9 Contingencies	Stationery , Telephone , Fax, Computer works mineal charges	99-2000	1.0

* Expenditure to be met by DEP(Total :: 10.40), Total State Budget: 7.73
Grand Total:: 18.13

	Plan for previous year		Achievement previous year		S.O. to next year (Current)	Fresh Proposal	Total for current year
	Amount allotted	Amount Reappropriated	Expendi- ture incurred	Balance	Amount to be carried over	Amount	Amount
1. SALARY							
a) Salary for Distance Education Coordinators						1.5*	1.5*
b) Consultancy as and when required							
2. TRAINING / CAPACITY BUILDING							
a) Orientation of Field Functionaries such as DIET faculty, DRG, BRC//CRC etc., regarding Distance Education						1.5	1.5
b) Training in Audio Script Writing *							
c) Training in Video Script Writing*						0.75*	0.75*
d) Training in preparation of print materials (SIM/Posters/Charts/Media notes/Brochures etc.)							
e) Training is use of DL materials to DRG/BRC/CRC							
f) Training through Teleconferencing						1.5*	1.5*
3. DL MATERIALS : Section, Development and Distribution							
a) Development of print materials						0.1	0.1
b) Non-print							
I) Audio							
ii) Video							
c) Multimedia packages							
d) Software for Teleconferencing *							

	Plan for previous year		Achievement previous year		S.O. to next year (Current)	Fresh Proposa	Total for current year	
	Amount allotted	Amount Reappropriated	Expenditure incurred	Balance	Amount to be carried over	Amount	Amount	
e) Production of DL materials and distribution								
f) Duplication and distribution of DL materials						2.25	2.25	
4. RESEARCH ACTIVITIES:								
a) Conducting Need Survey								
b) Monitoring and Evaluation of use of DL Materials						1.0	1.0	
c) Impact Studies of practices / activities *								
5. EQUIPMENTS								
a) DRS*						6.65*	6.65*	
b) TV/VCR								
c) Fax machine for DIET only for Teleconferencing Programme						0.38	0.38	
d) RCCP								
6. WORKSHOPS								
a) Planning								
b) Sharing Experiences						0.5	0.5	
c) Seminar								
7. DOCUMENTATION								
a) Practices								
b) Activities								
c) TL Materials								
8. FIELD VISITS*						1.0	1.0	
9. CONTINGENCIES						1.0	1.0	
* Expenditure to be met by DEP :	Total							
	10.40							
Expenditure to be met by DEP ::AP DPEP								
Total:: 7.73								
Grand Total :: 18.13								

Table D

Name Of The State :A .P

Major intervantion Distance Education

Total approved EFC Cost = Rs. _____ lakh

Year of Current Plan Fourth year Rs. Im Lakhs 7.73

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt.sanc tioned	Expenditure Pprevious year	Amount Saved	Anticipate d spillover to current year for same activities	Fresh Proposals	Fresh Proposal + Anticipat ed spillover
				Amount Till March				
A	B	C	D	E	F	G	H	I
Distance education	5.00		5.00	0.800	4.20		7.73	7.73

4.21 INTEGRATED EDUCATION

DRAFT Proposal for upscaling the IED project

Integrated education aims at providing necessary mainstream education for children with special educational needs. At present the educational system is not equipped to deal with children with developmental delays and problems. The physical infrastructure, the capacity of educators to deal with special educational needs and the system for identification and enrolment of these children needs substantial improvement. The Government of India, conscious of the need to improve the situation has enacted The persons with Disabilities Act 1995 (equal opportunities, protection of rights and full participation), making it compulsory for the Government to provide for mainstream education to all children. The Andhra Pradesh District Primary Education Programme (APDPEP) intends to formulate a plan to build capacities at various levels in providing integrated education, in defining strategy for mainstreaming children with developmental disabilities and in implementation of this plan in a convergent fashion with governmental and non governmental organizations to achieve universal literacy within the project period.

The different developmental problems which lead on to disability and later handicap are cognitive hearing, visual and locomotor some children are born with conditions which lead to developmental delays. Other children acquire disability as a consequences of perinatal and postnatal complications which affect a child born normally resulting in developmental problems. These problems need to be detected treated where possible and offered appropriate services children with undetected or untreated cognitive visual or hearing defect go on to have secondary behaviour and social problems and become handicapped in the true sense.

UNICEF states that an approximate prevalence for all kinds of disability is as high as ten percent of the general population. Often two or more conditions overlap and children have more than one disability. The projected population of children with disability at a national level is 10.39 million in the 5- 14 years age group out of an estimated 202 million children accounting for 5 percent of the elementary school going population .

The field of integrated education therefore involves different disciplines at different ages and it becomes clear that the same package cannot be offered at every state. Described below is a model of service which requires expertise from different fields to offer effective services. The age of the child and the child's developmental problems will determine the nature of the services required.

AIMS AND OBJECTIVES:

1. To systematically organize integrated education of the Pilot in three DPEP districts.
2. To develop State Resource Centre to train staff and monitor services.
3. To develop resource centres in each of the districts in the project area and to train project staff in the needs of special children and their integration.
4. To develop training material with the help of the Department of special Education NCERT., SCERT, the National Institutes – NIMH, NIVH, NIOH, AYNIIH, NIRTRI IPH, and selected NGO's and also depute services of trainers from these institutes for the training of the State Resource Centre and District Level Resource Centre Staff , Mandal level and Village Level.
5. To train primary school teachers and principals from three all mandals in the three project districts in the working of an integrated education.
6. To screen children in each of the project districts using the material developed under pilot project.
7. To make individualized Education programmes –IEP for the children assessed to be ready for school to be carried out in normal schools and to review children periodically.
8. To provide appropriate training to children who have developmental problems but are found not to be ready for school.
9. To screen infants and preschool children possibly at the time of immunization for developmental delays and enroll children so detected in an early intervention programme located at Anganwadi centres primarily to facilitate school entry through enhancing socialization and cognitive skills.
10. To work with parents of children in the programme on a monitoring basis to facilitate social skills training in school going children.
11. To conduct programmes for teachers and school children and key persons in the community to facilitate integration and provide quality of education of children with SEN.
12. To provide appropriate aids and appliances for children depending on the nature and severity of the disability identified.
13. To facilitate simplification of curriculum for special children with the SCERT.
14. To develop recreational facilities where possible for special children.

AGE GROUP:

- a) 0 – 5 years : Early intervention, and imparting school readiness skills.
- b) 6 – 14 years : Inclusive education

The different categories of developmental problems which would benefit from Integrated Education:

CATEGORY 1 : Children with mental retardation

CATEGORY 2 : Children with hearing problems

CATEGORY 3 : Children with cerebral palsy

CATEGORY 4 : Children with visual problems

CATEGORY 5 : Children with specific learning disabilities

EARLY INTERVENTION FOR CHILDREN WITH DEVELOPMENTAL DELAYS OR AT_RISK FOR SCHOOL FAILURE

Developmental delays can be identified in infancy itself by screening or by the use of community awareness programmes. The primary aim of this programme would be to provide intervention at the most crucial period of brain growth – namely the first four years. All over the world, the emphasis is on early therapy to limit disability. Skills for identification may be easily taught but organizing services for remedial therapy requires a planned multi-disciplinary infrastructure.

PILOT PROJECT (PROGRESS DURING IPAST YEAR):

To achieve the aim of Universalization of Elementary Education, the APDPEP has started Integrated Education Project (IED) on pilot basis in three mandals of three DPEP districts in 1997-98. The pilot project will be completed in the month of March, 1999 and the final report will be ready by May, 1999. During the pilot project all children with special educational needs were provided services and the pilot study had shown a good response from the teachers as well as parents in all the three mandals of the three project districts under taken for the study. It is now proposed to expand IED activities in one entire district and in one revenue block of the other two districts during the year 1999-2000, to enable us to judge the availability of specialized staff required for integration.

Preliminary meetings will be required with the SPD, DSE and Education Secretary followed by a meeting of the Advisory Committee in March, 1999 to discuss the pilot project and the proposed plan for expansion. A meeting is also required with the SPD and APCs of the concerned districts to discuss the organization and future course of action, which will broadly follow the lines of the pilot study namely

Staff selection
Orientation Programmes for project staff and DIET lecturers
Community Awareness Programmes
Identification and Assessment of Children with SEN both In School and Out of School
Provision of Aids and Appliances
In service Teacher training programmes and pre service teacher training
Curriculum based intervention for SEN children and IEPs
Parent Counseling
Early Intervention
Monitoring and Evaluation with record maintenance at
Village, mandal, district and state levels
Convergence with existing services of
Welfare, health and the IED schemes under the GOI

The project will be expanded at the following levels

LEVEL I

1. State Resource Centre (SRC) under DPEP.

The existing State Resource Centre will be a planning, consultative, collaborative and research centre for the activities related to Integrated Education (IED) in the DPEP districts of Andhra Pradesh. The SRC will assist all DRCs in conducting assessment camps, providing aids and appliances, and technical assistance in conducting training programmes for various functionaries, and monitoring and evaluation at all levels.

The children with SEN require various teaching and learning material adapted for the teaching. Parents and general community to be sensitized about the disabilities such as prevention, early intervention and rehabilitation pamphlets, brochures and video films. Certain curricular modifications are required at primary level for children with Special Educational needs. To carry all these activities a Material Development and Awareness Cell is required at SRC. The unit will produce various material and distribute to all the project districts.

The following functions will be performed by the SRC (IED) :

1. Planning and coordination of IED activities in all districts of DPEP.
2. Recruitment of consultant staff where necessary
3. Development of awareness, teaching and training material.
4. Assisting DRCs in managing clinics, assessment of children with SEN, distribution of aids & appliances and orientation and teacher training programmes.
5. Development of training modules for Administrators, DIET lecturers, Mandal Resource Persons, Teachers and Pre service teachers, ECCE functionaries, Anganwadi workers, Parents, the Peer group and the community.
6. Strengthening DIETs and facilitating the development of Model schools under SCERT IED Schools

7. Convergence and linkage of services with the SCERT health, welfare and rural development
8. Seek technical and professional assistance from National Institutes for the Handicapped, NCERT, SCERT, and other NGOs working in the field of disability, health, education etc.
9. Run a clinic for special children at SRC.
10. Coordinate all activities under DPEP between Health, Women and Child Welfare and SCERT.
11. Organize orientation programmes for the administrators (DEO's, MEO's, principals & lecturers of DIET's), teachers and bring new districts of DPEP under the IED umbrella in a phased manner.
12. Develop audio-visual films and awareness material such as posters, brochures, Radio & TV talks etc. on IED at Material Development and Awareness Cells.
13. The SRC will conduct research activities in integrated and early childhood education and will function as a dissemination centre.

Convergence and linkage of services:

As the management of children with developmental delays requires a multidisciplinary approach strong linkages require to be established between different departments working with children namely health, education and welfare which would promote sharing of expertise as well as prevent duplication of effort in schemes meant for the same target population. Before commencing the scheme in a district the health and welfare departments can be consulted regarding possible support. Following are the specific actions to be covered under this:

1. SCERT, Requesting funds from MHRD, Govt of India IED scheme for children's transport allowance, escort allowance etc
2. Department of Women and Child Welfare for necessary aids and appliances.
3. Dept Health and Medical Services in conducting camps, diagnostic services, certification and running weekly clinics at district hospitals.

Training programmes:

Training programmes at various functionaries to be conducted through SRC/DRC for capacity building. Various training modules at each level would be developed.

1. Primary school teachers (In service)
2. Pre service teachers (DIETs, B.Ed colleges, TTC etc).
3. Special teachers and IED project staff recruited at State and District Level.
4. DIET lecturers and principals.
5. Administrators.
6. Village Resource persons.
7. Parents of children with special needs.

Material development:

1. Manuals for school teachers (In service).
2. Manuals for Special teachers District Level.
3. Manuals for DIET level functionaries.
4. Manuals for Village Resource persons.
5. Video film on IED
6. Puppet show.
7. Cartoon film.
8. View CD on Integrated Education.
9. Brochures and pamphlets.

Civil Works :

Making ramps, adding hand rails and modifying toilets in all the schools under construction and they should be constructed where P.H children are attending school.

Target children to be covered in three selected districts approximately

S.No	District	Children with SEN in school (6-12 yrs)	Children with SEN out off school (6-12 yrs)	Children at-risk (0-6 yrs)	Total
1	Warangal *	8000	3120	2600	13,720
2	Karim Nagar**	1400	500	400	2,300
3	Kurnool**	1400	500	400	2,300
	Total	10,800	4,120	3,400	18,320

STAFFING PATTERN under SPO

Under the SPD, DPEP a State Resource Centre will be set up to co-ordinate state level activities of Integrated Education for Primary school children and to carry out early intervention programmes for children with developmental delays. An Advisory Committee of National and State level experts would provide guidance to the SRC and DLRCs.

Existing:

Consultants

Staff:

1. Project Coordinator-cum-Master Trainer
2. Master Trainers (1) Hearing Impaired children
3. Key Trainer (1) Visually Impaired children
4. Physiotherapist.
5. Speech Therapist and Audiologist
6. Admn. Assistant

A **Master Trainer** post will be upgraded to **Project coordinator-cum-Master Trainer** to plan, coordinate and supervise all the IED activities in all the districts. This post is essential under

SPO as there is an extensive travel involved for SPO to coordinate various activities. The project coordinator will assist the SPO in planning and organizing various activities such as project implementation, conducting orientation and training programmes, material development, statistics, report writing etc.

New staff to be inducted:

1. Office boy at State Resource centre

LEVEL II

1. DLRCs at Karim Nagar, Warangal and Kurnool.

One DLRC will cover entire district (Warangal) and expand IED activities in all mandals. The other two DLRCs will cover a block or revenue division during the year 1999-2000. The revenue blocks would be selected in consultation with the district Collector and Additional Project Coordinator DPEP which will consist of 8 - 10 mandals. The project team will be located at the district DPEP head quarters and coordinate various activities in the selected block under the guidance of SRC. The mandal level staff will be located at mandal office.

Functions of DLRC :

1. Conduct assessments of children with SEN, diagnose and develop IEP's for identified children in all the mandals.
2. Provide aids and appliances in association with Department of Women and Child Welfare, Govt. of AP.
3. Conduct training programs for the teachers, MRPs and VRPs in all mandals under a revenue block with the assistance of the State Resource Centre and at the DIETs. Preferably the training programmes for teachers and MRP's will be conducted at DIET and for VRPs at the Mandal Resource centres.
4. Review the IEP's and children's progress on a quarterly basis.
5. Training the Mandal Resource Persons in the field and guiding them in all assessment and intervention activities
6. Collect the data and maintain the records of all mandals - No of children identified in the schools, out of the school, IEPs developed, number of training programs conducted, number of teachers, MRPs, VRPs trained, student performance, teacher attitudes, peer group and parental feedback.
7. Run the clinic at the District Hospital one-day per week and maintain appropriate records.
8. Conduct awareness campaigns in the project area and motivate parents to educate children both normal and special.

2. STAFFING PATTERN at DLRCs:

Existing:

- 1 Psychologist - Incharge.
- 2 Speech Therapist and Audiologist
- 3 Physiotherapist.
- 4 Special Teacher for the MR/LD
- 5 Special Teacher for the HI
- 6 Special Teacher for the CP

New staff to be inducted:

1. Pediatrician
2. Social worker
3. Special Teachers for the MR/HI/VI/CP

Level III

1. Mandal Level

Two D.M.R teachers have to be recruited at mandal level for the purpose. Preference will be given to those teachers who are B.Ed along with DMR. Recruitment will be based on merit obtained at DMR examinations and number of years of service and additional qualifications will be an added advantage. One special teacher for every 8-10 mandals is required and one special teacher for hearing impaired children is required for every 5 mandals. They will be trained in the field by the DRC staff after initial training at SRC. Each mandal resource person would be responsible for about 150 children with SEN. His/her job would require touring four to five days a week covering two villages in a day and covering all the villages every fortnight. The VRPs are required to work under the Mandal Resource Teacher. In addition to this the teachers are required to attend the weekly clinic at DRC run by IED_DPEP team to evaluate/follow up children/ review aids and appliances or medical needs. The MRP will be attached to the MEO office at Mandal Head quarters.

Office Room for staff at mandal:

An extra room at each **Mandal Resource Centre** will be made available for the Mandal Level Staff to coordinate the IED activities in all villages of the mandal.

Functions at Mandal Level:

1. Identify all the children with SEN in the school and out of school with the help of teachers.
2. Referral of identified children for detailed assessment and diagnosis to DLRC staff.
3. Implementing the IEP's planned for each child.

BUDGET REQUIRED FOR IED PROJECT

SUMMARY STATEMENT

Total Expenditure for State Resource Centre (SRC) Rs.
24.52.252

Total expenditure for Warangal District (52 mandals): Rs.1,67,87,260

Total expenditure for Karim Nagar Dist (8 mandals) Rs. 37,06,240

Total expenditure for Kurnool Dist (8 mandals) Rs. 34,67,540

Total **Rs. 2,64,13,292**

Total expenditure for SRC + Warangal + Karim Nagar + Kurnool Rs. 2,64,13,292/-

ANNUAL WORK PLAN AND BUDGET PROPOSAL FOR

IED PROJECT FOR THE YEAR 1999-2000

Table A: Activity wise progress in previous year

Figures in lacks

Description of activity	Physical target previous year	Amount sanctioned in previous year (incl. Spill over)	Amount reappropriated	Revised amount sanctioned	Physical achievement		Expenditure		Anticipated amount saved or anticipated amount unspent	Remarks including current status
					Till 31 Dec	Anticipated till 31 mar	Till 31 Dec	Anticipated till 31 mar		
A	B	C	D	E	F	G	H	I	J	K
<u>SRC</u>										
Nil	-	3.000	-	-	-	-	2.489	-	0.511	
Karim Nagar	-	-	-	-	-	-	-	-	-	
Kurnool	-	-	-	-	-	-	-	-	-	
Warangal	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	
Total for major interventions*		3.000					2.49		0.51	

Table B*: Plan for spill over for forthcoming year.

Major intervention : **Integrated education**

Spill over plan of the year 1999-2000

Figures in lacks

Description of activity to spill over to next year	Anticipated		Spill over physical target	**Unit cost	Financial outlay for spill over activities	Implementation agency and time period of implementation	Remarks
	Physical target remaining	Amount saved					
A	B	C	D	E	F	G	H
SRC Staff training	20	0.511	20	.025	0.511	SPO, IED Project	
Karimnagar	-	-	-	-	-		
Warangal	-	-	-	-	-		
Kurnool	-	-	-	-	-		
Total for*** major intervention		0.511		0.25	0.511		

* To be updated when actual expenditure figures are available

** The break up of the unit cost may be indicated if the unit cost is different from the previous

*** Applicable only for column C & F

D X E =F

IED PROJECT, STATE RESOURCE CENTRE

Table C : Fresh plan for forthcoming year - SRC

Figures in lacks

Activity description	Physical target or quantum	Unit cost*	Estimated financial outlay	Implementation agencies and time period of implementation	Remarks
A	B	C	D	E	F
1. Furniture		Annexure 1	-	SPO, IED 99-00	
2. Equipment		Annexure 1	9.410	SPO, IED 99-00	
3. Books and libraries		Annexure 1	1.000	SPO, IED 99-00	
4. Office expense		Annexure 1	0.290	SPO, IED 99-00	
5. Awareness campaigns		Annexure 1	1.200	SPO, IED 99-00	
6. Research and evaluation studies		Annexure 1	1.000	SPO, IED 99-00	
7. Salaries		Annexure 1	5.700	SPO, IED 99-00	
8. Training		Annexure 1	1.480	SPO, IED 99-00	
9. Workshops and seminars		Annexure 1	2.550	SPO, IED 99-00	
10. TLM		Annexure 1	1.492	SPO, IED 99-00	
11. Capacity building – material development		Annexure 1	0.400	SPO, IED 99-00	
Total			18.52		

* The amount of the unit cost may be indicated in this column or separately

** To be indicated for column D only

Table D

Name Of The State :A .P

Major intervention Integrated Education

Total approved EFC Cost = Rs. _____ lakh

Year of Current Plan Fourth year Rs. 18.52 Lakhs

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt.sanctioned	Expenditure Previous year	Amount Saved	Anticipated spillover to current year for same activities	Fresh Proposals	Fresh Proposal + Anticipated spillover
				Amount Till March				
A	B	C	D	E	F	G	H	I
Integrated Education	3.00		5.00	2.499	0.511	Nil	18.52	18.52

IED PROJECT - STATE RESOURCE CENTRE

**BUDGET SUMMARY – (DISBURSEMENT CATEGORY – WISE)
DFID PROJECTS (APDPEP)**

Figures in Rupees

Category	Brief description	Spill over from previous year	Fresh proposals for current year	Total (3+4)
1	2	3	4	5
1.	Civil works		-	
2.	Furniture		-	
3.	Equipment		9,41,000	
4.	Vehicles		-	
5	Books and libraries		1,00,000	
6	Training costs		1,48,000	
7	Work shops and Seminars		2,55,000	
8	Awareness campaigns		1,20,000	
9	Staff salaries		5,70,000	
10	Consumables/others		29,000	
11	TLM		1,49,252	
12	Research & studies Vehicle cooperation		1,00,000	

13	Maintenance Equipment operation		-	
14	Maintenance		-	
15	Alternative schooling		-	
16	Innovation		-	
17	Capacity building Text book development		40,000	
Total			18.52	

5.700 lacks under salaries is shown under SPD) office so the balance is Rs. 18,82,252

Annexure -1

BREAK UP EXPENDITURE ANNUAL WORK PLAN FOR 1999- 2000

STATE RESOURCE CENTER (SRC)

A. Recurring (Existing):

1. Salaries

a. Existing Staff :

S. No	Designation	Honorarium p.m	Total per 12 months
1.	Consultant(1) full time	Rs.9000*12m	1,08,000
2.	Project coordinator-cum- Master Trainer(1)	Rs.8500*12m	1,02,000
3.	Master trainers (1) HI	Rs.7000*12m	84,000
4.	Key trainer (1) VI	Rs.7000*12m	84,000
5.	Physiotherapist (1)	Rs.6000*12m	72,000
6.	Speech Therapist (1)	Rs.6000*12m	72,000
7.	Adm. Assistant (1)	Rs.3000*12m	36,000
Total			5,58,000

b. Proposed staff :

1.	Office boy	Rs.1,000*12m	Rs. 12,000
----	------------	--------------	------------

2. Training programmes:

a) For deputation to centres of excellence (SRRC staff)

Rss. 7000 * 2 programmes * 7 members Rs. 98,000-00

b) Training programmes Rs. 50,000-00

Total Rs. 1,48,000-00

3. Books and manuals

Printiting of proformas for all districts(Manuals, , brochures,
pampphlets etc) SRC

Rs. 50,000-00

4. Workshops/Meetings/Seminars

a) Workshops (5) 2 members for each workshop Rs.7,000 * 5 workshops* 2 Nos	Rs. 70,000-00
b) SPO Travel for meeting/workshops (4) 15,000 * 4	Rs. 60,000-00
c) Advisory committee (6 members) *20,000 per head	Rs. 1,20,000-00
d). For lunch, snacks, material, arrangements for meetings and workshops (1 meetings* 5000)	Rs. 5,000-00
Total	Rs. 2,55,000-00

5. Research and evaluation/effectiveness studies Rs. 1,00,000-00

6. Material development (Preparation) Rs. 40,000-00

7. Awareness campaigns – Video Films:

a). 2 Video films + 1 Puppet show Rs. 1,20,000-00

8. Office expenses

a) Telephone Rs.2000*12m Rs. 24,000-00

b) Letter heads Rs. 5,000-00

Total Rs. 29,000-00

Total Recurring:

1. Salaries (existing/proposed)	Rs. 5,70,000-00
2. Training	Rs. 1,48,000-00
3. Books and Manuals	Rs. 50,000-00
4. Workshops/Meetings/Seminars	Rs. 2,55,000-00
5. Research evaluation studies	Rs. 1,00,000-00
6. Material development	Rs. 40,000-00
6. Awareness campaigns – Video films	Rs. 1,20,000-00
7. Office consumables	Rs. 29,000-00

Total Rs. 13,12,000-00

B. Non-recurring

Non- recurring

1. EQUIPMENT

A . Setting up Material Development & Awareness Cell

OHP	Rs. 16,000/-
Video Camera	Rs. 40,000/-
Slide Projector	Rs. 16,000/-
Screen	Rs. 6,000/-
V.C.R	Rs. 20,000/-
Camera (zoom lens)	Rs. 8,000/-
Lights	Rs. 10,000/-

Total Rs. 1,16,000/-

IB . Equipment for SRC clinic ** (For details see Appendix 1)

a. Physiotherapy equipment	Rs. 1,25,000/-
b. Speech therapy equipment	Rs. 5,00,000/-
c. Psychological Assessment material	Rs. 2,00,000/-
Total	Rs. 8,25,000/-

**The above expenditures be requested from MHRD, IED scheme under Government of India. In case the Govt. of India does not sanction the expenditure to be met from DPEP

2. Teaching learning material

d. Visual Impairment	Rs. 1,00,000/-
e. Cognitive Impairment (MR)	Rs. 49,252/-
Total	Rs. 1,49,252/-

3. Library Books Rs. 50,000

TOTAL Non recurring expenditure

1. Equipment	Rs. 9,41,000/-
2. TLLM	Rs. 1,49,252/-
3. Library books	Rs. 50,000/-
Total	Rs. 11,40,252/-

Total expenditure for SRC Recurring Rs.13,12,000-00
Non-Recurring Rs.11,40,252-00

Total Budget for SRC Rs. 24,52,252-00

4.22 COMMUNITY MOBILISATION & CAPACITY BUILDING

People's participation in all the aspects of development interventions is realised globally to be vital for keeping alive the true spirit of democracy and successfully reaching the benefit of the programme to the concerned. Given this importance of peoples participation it is desired that people are organised, consulted for and motivated to participate in the planning, implementation and monitoring of all the development programmes the community requires.

To achieve this objective DPEP geared itself up to provide full space for the peoples participation right from the setting the goals to designing the activities. The following steps were taken so far to facilitate the emergence of a system of people's governance of the education system.

In April 1998 the Government of Andhra Pradesh enacted the Andhra Pradesh School Education (Community Participation) Act 1998 with the following objectives.

- ❖ To ensure active participation of the local community through empowerment of parents who care most for the future of the children.
- ❖ To ensure a more effective functioning of the school educational system, promote accountability and better motivated teachers and mould students by way of decentralization of school administration.
- ❖ This Act envisages formation of school committee with five members of whom four are the parents of the children enrolled in the school and elected by the parents of the children. The Headmaster will be the member convenor. Out of the four parents members two are women members one belong to SC/ST/BC or minorities. The School Committee shall maintain school education. The Government will release funds directly to the School Committee (except salary grant). Government also released school contingencies directly to the School Committee instead of local bodies or Government.
- ❖ In addition to the School Committees, there are Panchayat Education Committees, Mandal Education Committees, Municipal Education Committees, District Education Committees and also District Educational Board to look after the needs of primary and Secondary Education also to help planning the Education System.
- ❖ Further, there is State Advisory Board of School Education. It is apex body to advise the Government on all the matters relating to quality of Education in General and of instruction, curriculum syllabus and all other Academic matter in particular.
- ❖ The DPEP's experiences in 1998-99 had clearly showed that School Committees successfully managed Primary Education. Keeping in view the experiences of DPEP it is now planned to utilise community support in the form Parent Teacher Association / School Committees for further improvement of Primary Education in DPEP districts.

Capacity building is the immediate task before DPEP. Unless the committees are given intensive training to understand the issues involved in making the Primary Education universal, it is not possible to sustain the momentum generated through reforming school education by ensuring peoples participation. Hence in action plan for 1999 - 2000 it is proposed to enhance the capacities of various committees and NGOs on various issues concerning school education. This will be done by adopting cascade approach as follows:

1. . developing training packages for various training programmes
2. . Capacity building of district resource persons
3. . Details of programme planned for 1999 – 200 are shown below.

A) District level

- a) Intensive training of 1/3 of total school committees for 5 days on PRA techniques (Mandal level)
- b) One day training for 2/3 (remaining) School Committees (Mandal level)
- c) Inter district visits for School Committees @ one school for erstwhile block

B) State : Level

- d) Inter state visits @ 5 schools in each district i.e., 25 members
- e) Inter state visits for the officers of SPOs office (two members)
- f) Award for best School Committees @ one school for each mandal (mandal level).
- g) Capacity building of NGOs Rs. 6.00 lakhs as grant.
- h) Workshop for capacity building of district functionaries to monitor and strengthen DPEP programmes.
- i) Workshop for capacity building of state and district functionaries in planning AWP&B at Mussorie.
- j) Capacity building workshop for district level officers on education management, deepening awareness about DPEP interventions.

**Table C : Fresh Plan for forthcoming year
Major Intervention : Community Mobilisation
Plan for the year : 1999 - 2000**

PMIS CODE	Activity description	Physical Target or quantum	Unit Cost *	Estimated Financial Outlay (Rs. In lakhs)	Implementation agencies and time period of implementation	Remarks
	A	B	C	D	E	F
1	One day training for SRG on PRA techniques, school mapping, Educational Plg. And Management	5 x 5 = 25	Rs. 400/- TA DA per person	0.10	CMO of SPOs office July 1999	
2	Inter district visits for school committee @ 10 best school committee each district - 3 days	10X5X3= 250	150/-	0.45	CMO August 1999	
3	Inter state visits one best school committee from each district - 5 days	5X5= 25	2000	5.0	CMO October	
4	Inter state visit to district and state personnel - 5 days	5X2 = 10	5000/-	0.50	S.P.D. September	
5	State level seminar on Community mobilisation inviting best SC presidents and NGOs- 1 day	20X5=100	0.05	0.50	CMO September	
6	Workshop and capacity building of dist. Personnel (55 days)	5x5	0.05	1.25	CMO October	
7	Capacity building of NGOs (5 days)	25	0.05	1.25	CMO, Nov.	
8	Workshop for capacity building of state and district officers in planning AWP & B at Massourie (5 days)	25	0.10	2.50	August/ As planned at National level	
9	Grants to NGOs			6.00		
10	Community mobilisation and awareness creation in low enrollment and low retention mandals			3.00		
	Grand Total			20.55		

Table D

Name Of The State :A .P
Major intervention Capacity Building (Community Mobilisation)
Total approved EFC Cost = Rs. 12.25_lakh

Year of Current Plan Fourth year Rs. In Lakhs 12.25 lakhs

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt.sanctioned	Expenditure Previous year	Amount Saved	Anticipated spillover to current year for same activities	Fresh Proposals	Fresh Proposal + Anticipated spillover
A	B	C	D	E	F	G	H	I
Capacity Buildi	52.225	52.225	12.920	39.305		12.25	12.25	12.25

4.2.3 MEDIA

Situational Analysis:

Media is the most powerful tool to advocate new programmes and activities. It can bring remarkable change in the people within a short span of time. If Media used in positive direction it will definitely bring a positive change in large masses within no time. Keeping in view of the importance of media, APDPEP is publicising all its activities and further giving much importance to organise more programmes to bring awareness among illiterate mob about value of Education.

Niline activities planned for academic year 1998-99, out of which three activities are under process. And remaining 6 activities are dropped and new activities are planned for academic year 1999-2000.

The activities planned for the a year 1999 – 2000 are as follows :

1. In order to give wide publicity and information about the programmes of DPEP two brochures one in detail and other in brief will be brought out .
2. The “Chaduvu” monthly magazine being published by SPO DPEP is received very well by teachers . The teacher are responding overwhelmingly by writing many letters to SPO, making suggestions for further improvements of the magazine and by contributing many articles for it . The teachers in general felt that the magazine is becoming instrumental in bringing about the desired changes in classroom environment. In view of these, the magazine will continue to be published every month (except May 2000) .
3. **Multi - Media campaign in backward villagers:**
Govt. is implementing many empowerment and welfare programmes to improve the living standards of people who are below the poverty line . Unfortunately the people who do not have correct information about all these schemes are not benefited. With an aim to publicise the DPEP programme a multi media campaign is planned to give more and correct information even to the last man in the village . It is the first step to empower them . If people are empowered with information they will be in a position to exert pressure on the system from below to deliver benefits of the schemes. During this campaign this point will be focused sharply .

The basic strategy of the campaign will be inter personal communication . An officer (Media or community mobilisation officer) having complete knowledge of the programme and with a clear idea of what to communicate and how to communicate goes to the people in villages and interact with them. He organizes public meetings, arranges special programmes for different segments of people like women, youth, opinion makers etc.,. He distributes print material besides organising photo exhibition. To top it all, in the evening he will organise a film show on various activities of DPEP during which he clarifies and elucidates the programme . After the film show, a cultural programme like Harikatha, Burrakatha, Oggukatha or a dance programme may be organised to pass the message effectively through entertainment mode.

4. DPEP Success stories from districts will be documented and communicated to all the teachers, School Committees etc., in all districts so as to motivate them for better and effective participation in the development of the school.
5. To prepare scientific documents and to get more analytical reports from districts a workshop is planned by involving national level experts to reenergize district officials with these skills.
6. Visits to some of the DPEP states are planned which are implementing the innovative strategies in their programme in view that this will help in strengthening the capacity.
7. Whenever the publicity campaign or seminar are to be conducted at mandal / district level there is demand from the field to have effective slogans and posters, hence in an innovative way a contest is planned to get best slogans and posters.
8. To give more access to all sectoral officers and to help in improving their programmes, establishment of Video Library is planned by procuring Video Cassettes from other states and organisations.

Justification:

During 1998-99 under Media Rs. 14.00 lakhs made as budget provision in the current year Rs. 21.97 is provided in AWP & B 1999-2000. The additional amount is required for distribution of monthly magazine to all primary schools.

Table A : Activity wise progress in previous year 1998-99
Major Intervention - Media Progress overview for the year 1999-2000
Current Year Plan

Description of activity	Physical target pprevious year	Amount sanctioned in previous year (including spill overs)	Amount reappropriated	Revised amount sanctioned	Physical achievement	Expenditure	Anticipated amount saved on Anticipated amount unspent	Remarks including current status
					End of March	End of March		
A	B	C	D	E	F	G	H	I
1. Organisation of Tribal Youth Campaigns Eturunagaram and Parvathipuram	100	1.00			Nil	Nil	1.0	Spillover Activity
2.Spl. Campaign drive for Mobilization & Women and Youth	1	1.00			Nil	Nil	1.0	Dropped
3.Preparation and Production of Audio Cassettes in tribal dialects	2	2.00			Nil	Nil	2.00	Spillover Activity
4.Conduction of Press Tour		0.50			Nil	Nil	0.50	Dropped
5.Production of Videos on Successful Civil Works ,ECE etc	2	5.50			Nil	Nil	5.50	Spillover Activity
6.Conduct of state civil exhibitions of success experience	1	0.50			Nil	Nil	0.50	Dropped
7.Sensitization of Task force officers on child labour		1.00			Nil	Nil	Nil	Dropped
8.Monthly DPEP News letter	Every Month	3.00			Nil	Nil	Nil	Included in the Fresh Plan Also
Total for major interventions		14.50						
* For column C,D,E,H,I & J only.								

Table B *

Plan for spill over for the year 1999-2000

Major intervention -Media

Description of activity to spillover to next year	Anticipated		Spillover physical target	** Unit cost	Financial outlay for spillover activities	Implementation agency and time period for implementation	Remarks
	Physical target remaining	Amount saved					
1.a. Workshop to SRG on I.tb.	10	0.1	10		0.1	Media I/C	
b.Organisation of Tribal Youth Campaigns at Eturunagaram and Parvathipuram	90	0.1	90		0.9	P.O.ITDA	
2.Preparation and Production of Audio cassettes in tribal dialect	Recording of 2 cassettes	2.00	Recording of 2 cassettes	0.25 per cassettes and Rs.25/- per copying	2.00	Tribal Cultural Dept	
3.Production of Video cassettes on DPEP Activities	2	5.5	2	2.25 Per. Cassettes	5.5	Short Term Contract and Media I/C	
Total for major *** intervention					Rs.8.50		

Table C : Fresh Plan for the year 1999-2000

Major intervention:

Plan for the year: 1999-2000

Activity description	Physical Target or quantum	Unit cost *	Estimated Financial Outlay Rs. in Lakhs	Implementation agencies and time period of implementation	Remarks
1.Monthly Magazine "Chaduvu"	25,000* 11 months =2.75copies per year	Rs. 4.00 (Four rupees per copy)	11.00	Media I/C & Consultants (11 months)	
2. Documentation of Press clippings of Districts	One For Every Month	0.01	0.12	Media I/C July	
3.Capacity Building Work Shop on Documentation and Reporting to districts officials	30	0.01	0.30	Media I/C Aug	
4.Success stories Documentation and supply to Districts	For Every 6 month 5000 copies		1.00	Media I/C Sept	
5. Contest for Best Slogans/ posters preparations			0.50	Media I/C Sept	
6. a. Establishment of Video Library	For Procurement of Cassettes of 100	Rs500/-	0.50	Media I/C Sept/Oct	
b. Purchase of Cassette stands	5	Rs.1000/-	0.05	Media I/C Aug.	
Total **:			13.47		

Table D * : Expenditure as per major interventions

Name of state : andhra pradesh

Total approved EFC Cost = Rs. Lakh

Year of Current Plan: 1st,2nd, 3rd, etc.

Rs. 21.97 lakhs

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt. Sanctioned	Ant.till. Mar.	Anticipated amount saved	Anticipated spillover to current year for same activities	Fresh proposals	Fresh proposal + anticipad spillover
A	B	C	D	E	F	G	H	I
Media	17.00			3.00	14	8.5	13.47	11.97

* To be updated and provided to the Bureau along with the spillover plan.

4.24 TEXT BOOK DEVELOPMENT PROCESS

Development of new text books to suit activity based pedagogy was taken up under DPE based on the feed back from the teachers applying Child Centred pedagogy. Government of A.P proposed to develop new text books for children of classes I to V.

This process began in the year 1995-96. Class I Telugu text book and five supplementary readers were developed and introduced in all the primary schools of the state during 1996-97.

Special note on A.P Text Book development project with the assistance of DFID

Government of Andhra Pradesh has submitted a proposal for award of TextBook development project with the assistance of DFID at a cost Rs 3280 Lakhs. Two DFID consultant have studied the existing system of Text Book Production and distribution in A.P and presented their report on 31/12/98 to the Govt of A.P

In the light of the recommendations made by the consultants in their report the Govt of A.P is taking certain steps as pre project activity for launching of the project. In course of time the Govt of A.P will submit its detailed plan of action in the form of a report to the DFID for approval. Now it is under active consideration of the Govt of A.P

The same process will be followed for the remaining Classes upto V Class and will be introduced in the years 1999-2000 , 2000-2001.

The development of new text books year wise is shown in annexures I and II

ANNEXURE : I (From 1994-95 to 1998-99)

S No	Name of the title	Year of production	Year of trial out	Year of Introduction	Scheme during which the textbook was developed
1.	Class I telugu text book with 5 supplementary readers and teachers hand book.	1994-95	1994-95	1996-97	A.P.P.E.P
2.	Work books for class I maths	1996-97	1996-97	1998-99	A.P.P.E.P
3.	Class II Telugu text book with 3 readers and Teachers hand book.	1996-97	1996-97	1997-98	A.P.P.E.P
4.	Class III Telugu text book	1997-98	1997-98	1998-99	D.P.E.P
5.	Class III English Work book.	1997-98	—	1999-2000	D.P.E.P
6.	Class II Maths	1998-99 (Under Process)	1998-99	1999-2000 (Proposed)	D.P.E.P
7.	Class III EVS I and II	1998-99 (Under Process)	1999-2000	2000-2001 (Proposed)	D.P.E.P
8..	Class IV Telugu Text book	1998-99 (Under Process)	1998-1999	1999-2000 (Proposed)	D.P.E.P.

Plan schedule for 1999-2000

- I Books Proposed to be developed : Class II Maths work book
 Class III Maths Text Book
 Class III EVS I and II
 Class V Telugu and English II Revision of books
 : Classes I, II, III, IV Telugu readers
 Class I Maths Work Book

September 99	Finalisation of draft material for try out (Class II maths, class III EVS I & II) Finalisation of list of authors editors and illustrators (Class V Telugu and English, Class III maths)
October 99	I work shop for development of draft material
November 99	Final Work shop for finalisation of DTP and illustrations (Printing of 2000 copies for try out)
December 99	Orientation to teachers of schools identified for try out.
January 2000	Try to continue
February 2000	Work shop for revision and production final copy DTP illustration work, Proof reading and scanning .
March 2000	Handing over Camera read copy to director A.P text book press

Table A : Activity wise progress in previous year.

Major Intervention : Text Book Development

Progress overview for the year 98-99.

Description of activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount reappropriated	Revised amount sanctioned	Physical achievement	Expenditure		Remarks including current status
					End of March	End of March		
A	B	C	D	E	F	G	H	I
Development of Text Book Class iv Telugu class iii Maths class iii EVS and class iv English Work Book Total 4 Books		66.618	-	-	4		16.00	It was planned to produce 4 books by the end of apr. 99 out of four class Telugu is at printing stage. Class IV Eng. At DTP stage, class II Maths at refinement stage, class III EVS at refinement stage.

Table B *

Plan for spill over for forthcoming year

Major intervention Text Book Development

Spill over plan for year:99-2000

Description of activity to spillover to next year	Anticipated		Spillover physical target	** Unit cost	Financial outlay for spillover activities	implementation agency aid time period for implementation	Remarks
	Physical target remaining	Amount saved					
A	B	C	D	E	F	G	H
Development of II class maths III class EVS I & II Class IV English	3	50.618	3	4.4	13.2 required as against 50.618 lakhs	SPO DPIP April 99 to July 99	

Specific activities Planned:

- | | |
|---|-----------------------------|
| 1. Preparation of camera ready copy for class IV Telugu | 3.00 lakhs (Ws June & July) |
| 2. Preparation of Camera ready copy for class IV English | 3.00 lakhs (Jure/July) |
| 3. workshop for refinement of class III EVS refinement material | 0.50 lakhs (July Aug) |
| 4. Preparation of Camera ready copy of class III EVS | 3.00 lakhs (Aug Sep) |
| 5. printing of 1000 copies of EVS I & II of class III for tryout. | 0.20 lakhs (Aug. Sept) |
| 6. Conduct of refinement workshop for class II Maths | 0.50 lakhs (Aug) |
| 7. preparation of Camera ready copy for class II Maths | 3.00 lakhs (Aug. Sept) |
| Total | 13.20 lakhs |

Table C : Fresh Plan for forthcoming year 99-2000

Major intervention: Text Book Development Process

Plan for the year:99-2000

Activity description	Physical Target or quantum	Unit cost *	Estimated Financial (Outlay	Implementation agencies and time period of implementation	Remarks
A	B	C	D	E	F
1. Finalization of draft material for try out II maths III EVS I & II	Two Books	3.2	6.4	DPEP April 99 to March 2000	
2. Tryout of the draft material II maths and III EVS I & II	Two Books	0.25	0.5	DPEP April 99 to March 2000	
3. First Work Shop for Development of draft material for class III maths class V Telugu and English	Three Books	3.00	9.00	DPEP April 99 to March 2000	
4. Second Work shop for development of draft material for class III maths , class IV Telugu and English	Three Books	3.00	9.00	DPEP April 99 to March 2000	
5. Final Workshop for finalization of DDP and Illustrations and Printing of 2000 copies for tryout	Three Books	3.00	9.00	DPEP April 99 to March 2000	
6. Orientation to teachers of schools identified for tryout			0.25		
7. Workshop for revision and production of DDP			0.25		
Total **			34.90		

Table D * : Expenditure as per major interventions

Name of State : A.P
 Total approved EFC Cost = Rs. Lakh
 Year of Current Plan: Fourth Year 48.1 lakhs

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt. Sanctioned	Expenditure Previous year		Anticipate d amount saved	Anticipated spillover to current year for same activities	Fresh proposals	Fresh proposal + anticipated spillover
				Till Dec.	Ant.till. Mar.				
A	B	C	D	E	F	G	H	I	J
Text Development. Process	66.618	-	66.618		16	50.618	13.2	34.90	48.10

4.25 RESEARCH & EVALUATION

SITUATION ANALYSIS

Research and Evaluation are the two important activities in the successful implementation of any time bound programme. Research is problem oriented and evaluation is impact oriented. The former helps in plugging the loop holes in the programme and the latter in finding the merit or worth of the programme in realising the objectives for which the programme is meant. A.P. DPEP is making moderate efforts to identify the problems in various activities launched and to find solutions to set them on tract to achieve the goals. In the research programme AP DPEP has adopted the strategy of networking with different institutions both National and State level for under taking research, funding external and inhouse researches and encouraging action research programme by building capacities duly drawing APPEP research programme experiences. The evaluation approach of the AP DPEP has adopted the strategy of longitudinal surveys to evaluate the progress in the implementation of DPEP in terms of its goals under quantitative strand, long term and short term qualitative evaluation studies for impact assessment and capacity building of State and District level functionaries on evaluation techniques.

During the year 1998-99 the following research projects and evaluation activities have been planned for implementation.

SII. No.	Name of the project / activity	Amount (Rs.in lakhs)
1.	An Evaluation of inservice teacher training being done in A.P	1.00
2.	A Study on the Strategies for strengthening of educational supervision	1.40
3.	Study on the problems of tribal children with respect to enrolment, retention and quality	2.00
4.	ECE role in increasing Girl Child Enrolment	2.00
5.	Community participation to strengthen Primary Education under DPEP	2.91
6.	District level support to DPEP in Andhra Pradesh	4.00
7.	Study on Financing Education in A.P	4.50
8.	Strengthening of Single Teacher Schools	0.60
9.	A Study an administration and management of Primary Schools in agency areas	2.00
10.	Cost Effective Technology-acceptability by Pupils and Engineers	0.80
11.	Community participation in Civil Works	0.60
12.	Measures of simplification of accounting estimates and transparency in civil works	0.40
13.	Application of concepts learnt in the teacher training programme (Inhouse)	1.00
14.	Utilisation of Schools and Teachers grants (inhouse)	0.40
15.	Measures for teacher motivation and improvement in teacher training programmes in DPEP states (In house)	1.00
16.	Achievement levels of Class I children with ECE and without (Inhouse)	0.60
17.	Convergence of activities of DPEP and child welfare department with special reference to ECE (Inhouse)	0.40
18.	Costing of training programmes for Anganwadi workers (in house)	0.30
19.	Teaching environment in classrooms Vis-a-vis dropouts (Inhouse)	1.00
20.	Efficacy of NFE centres in mainstreaming out of School Children	1.00
21.	Impact of NFE reforms	1.00
22.	Acceptability of Class I and II textbooks and their impact on learning achievement of pupils	1.00
23.	Multi Level Kits vis a vis textbooks	0.50

24.	Classroom evaluation practices based on natural learning experiences (in house)	1.00
25.	Organisation of three day workshop on action research programme district wise 1. Five day training cum workshop on Action Research 09.11.98 to 13.11.98 2. Prelaunching session on Action Research 03.02.99 to 04.02.99 3. Three day training cum workshop in Action Research at District Level	5.00
26.	Evaluation Schools and Pupils Survey 1. Three day training of Dist. evaluation core teams from 16.06.98 to 21.06.98 (2 spells)	5.00
	2. Two day training of District Evaluation Team at district level (Aug/Sept,98)	
	3. Six day training at NIRD (March, 99)	
	4. Printing of Schedules	
27.	Long term studies on impact of teacher training, ECEs and New Schools	2.00
28.	Organisation of Workshop to develop pupil learning assessment tools 1. Two day seminar on Evaluation Strategies at Primary Stage (28 th & 29 th Jan, 99)	1.59
	2. Four day workshop for developing Learning achievement tests (24.02.99 to 28.02.99)	
	3. Refinement of test materials	
	Total	45.00

Of the above studies the following research studies were dropped as the Advisory Committee on Research & Evaluation of DPEP expressed the view that the studies need not be taken up independently and they can be integrated with other studies.

1. Community participation in civil works.
2. Measures of simplification of accounting, estimates and transparency in civil works.
3. Utilisation of school and teacher grants
4. Achievement levels of class I children with ECE and without.
5. Convergence of activities of DPEP and child welfare development with special reference to ECE
6. Costing of training programmes for Anganwadi workers

The following studies were also dropped as the Advisory Committee felt that the studies should be taken up only after allowing sufficient time for implementation as the two aspects are in the initial stages of implementation.

1. Impact of ECE reforms.
2. Multilevel kits vis-a-vis text books.

The following two studies have been completed.

Sl. No.	Title of the research project	Name of the researcher
1.	Financing of Education in Andhra Pradesh	Dr. J.B.J. Tilak, Sr. Fellow, NIEPA, New Delhi.
2	District level support to DPEP	Dr. Firdousi, Research Associate, ASCI, Hyderabad.

The above researchers conducted sharing seminars at SPO, Hyderabad during Nov' 98 (Dr. Tilak) and March' 99 (Dr. Firdouse) to disseminate the findings of their studies.

The other 14 studies (10 external and 4 in-house) are in progress

With regard to evaluation programmes schools and pupils survey has been taken up during the year 1998-99 with 4 tools (viz.) school questionnaire, class room observation schedule, Village Education Committee survey schedule and house hold survey schedule. The data has been collected and computerised and preparation of the report is under process. Three long term qualitative evaluation studies on impact of ECEs, New Schools and Teacher Training programme are assigned to SCERT. The District specific short term qualitative studies taken up by different districts are under reporting stage. Further during the year 1998-99 a two-day seminar on pupil evaluation strategies at primary level has been organised and based on the recommendations of the seminar, tests for classes I to V have been developed in school subjects for administration in order to find out the learning achievement levels of the pupils.

Table B * : Plan for spill over for forthcoming year.

Major intervention :

Spill over plan for year :

PMIS COD E	Distribution of activity to spill over	Anticipated		Spill over Phy sica l targ et	** Unit cost	Financial outlay for spillover activities	Implementa tion agency and time period for implementa tion	Remarks
		Physical / target remaining	Amount saved					
	A	B	C	D	E	F	G	H
R1-1	An evaluation of inservice teacher training being done in A.P	1	0.700	1	-	0.700	SCERT	
R1-2	A Study on the Strategies for straightening of educational supervision	1	0.280	1	-	0.280	SCERT	
R1-3	Study on the problems of tribal children with respect to enrolment, retention and quality	1	0.400	1	-	0.400	TCR&TI	
R1-4	ECE role in increasing Girl Child Enrolment	1	1.400	1	-	1.400	AMS	
R1-5	Community participation to strengthen Primary Education under DPEP	1	0.582	1	-	0.582	SODHANA	
R1-6	District level support to DPEP in Andhra Pradesh	1	2.800	1	-	2.800	ASCI	
R1-8	Strengthening of Single Teacher Schools	1	0.600	1	-	0.600	Retd. DSCERT	
R1-9	A Study an administration and management of Primary Schools in agency areas	1	1.400	1	-	1.400	ORG	
R1-10	Cost Effective Technology acceptability by Pupils and Engineers	1	0.560	1	-	0.560	Centre for Social Action	
R1-13	Application of concepts learnt in the teacher training programme	1	1.000	1	-	1.000	Inhouse	
R1-15	Measures for teacher motivation and improvement in teacher training programmes in	1	1.000	1	-	1.000	Inhouse	

	DPEP states							
RR1-119	Teaching environment in classrooms Vis-a-vis dropouts	1	1.000	1	-	1.000	Inhouse	
RR1-220	Efficiency of NFE centres in mainstreaming out of School Children	1	0.700	1	-	0.700	ORG	
RR1-222	Acceptability of Class I and II textbooks and their impact on learning achievement of pupils	1	0.700	1	-	0.700	OU	
RR1-224	Classrooms evaluation practices based on natural learning experiences (in house)	1	1.000	1	-	1.000	Inhouse	
RR2-EV/A.	Long term studies on impact of teacher training ECEs, New Schools	3	2.000	3	-	2.000	SCERT	
	Total	18	16.122	18	-	16.122		

RESEARCH AND EVALUATION PROGRAMME 1999-2000

During the year 1999-2000 the following research studies which were commenced during 1998-99 will be carried out and completed.

S.No	Name of the study	Agency taken up the study	Amount sanctioned (Rs. in lakhs)
1.	An evaluation of inservice training being done in AP	SCERT, Hyderabad	1.00
2.	A study on strategies for strengthening of educational supervision	SCERT, Hyderabad	1.40
3.	Study on the problems of tribal children with respect to enrolment, retention and quality	Tribal cultural research centre, Hyderabad.	2.00
4.	ECE role in increasing Girl child enrolment	Andhra Mahila Sabha, Hyderabad	2.00
5.	Community participation to strengthen primary education under DPEP	Sodhana (NGO) Vizianagaram district.	2.91
6.	Strengthening of single teacher schools	SCERT, Hyderabad	0.60
7.	A study on administration and management of tribal schools in agency areas	ORG (NGO) Hyderabad.	2.00
8.	Cost effective technology-acceptability by pupils and engineers.	Centre for social action (NGO) Hyderabad.	0.80
9.	Efficacy of NFE centres in mainstreaming out of school children.	ORG (NGO) Hyderabad	1.00
10.	Acceptability of class I and II text books and their impact on learning achievement of pupils.	Dept. of education IASE., O.U., Hyderabad.	1.00

In addition to the above research studies by external agencies, the following inhouse research studies taken up during 1998-99 will be carried out and completed during the year.

S.No	Name of the study	Agency	Amount (Rs. in lakhs)
1.	Application of concepts learnt in the teacher training programme	SPO	1.00
2.	Measures for teacher motivation and improvement in teacher training programme	SPO	1.00
3	Teaching environment in classroom vis-a-vis dropouts	SPO	1.00
4	Classroom evaluation practices based on Natural Learning Experience (NLE)	SPO	1.00

Besides, the above the following Social Assessment Studies (SAS) taken up during 1998-99 in the 19 DPEP districts (5 DPEP I districts and 14 DPEP II districts) will also be completed during the year. The studies are undertaken by different universities, professional organisations and voluntary organisations in the state.

S.No	Name of the SAS	Agency	Amount sanctioned (Rs. in lakhs)
1.	Scheduled caste children	Academic staff college, Andhra University,, Waltair	2,822
2.	Scheduled tribes	Dept. of Anthiropology S.V. University, Tiirupathi.	1,750
3	Minorities	Andhra Mahila Sabha, Hyderabad.	1,750
4	Depressed backward classes	SKD university, Amantapur	4,240
5	Working children	Centre for public policy studies, Hyderabadl	2,822
6	Children in urban slums	RCU & ES,, OU, Hyderabad.	2,822
	Costs towards preparation of tools translation and priinting		0.790

Besides the above research activities, the field functionaries of the 5 DPEP phase I districts viz., DIET lecturers, MRPs and teachers of primary schools were oriented on Action Research methodology at training-cum-workshop organised by SPO, Hyderabad in collaboration with NCERT, New Delhi. In the workshop, participants were oriented on the need, scope and processes of Action Research projects and trained in preparing designs for Action Research projects on the problems identified. Accordingly, 26 Action Research projects were designed by the participants at the rate of one each and discussed collectively for refinement. The 26 Action Research project designs were finalised and communicated to the concerned functionaries to take up the projects immediately.

In this connection, a pre-launching session was also organised to the 26 Action Research workers on 3rd and 4th Feb' 99 at SPO, Hyderabad to give necessary guidelines for carrying out the action research projects and prepare reports on the projects. Further, the financial estimates for the projects were revised during the session keeping in view the actual requirements. The 26 AR Projects are now in different stages of completion and reports are expected by June' 99.

To give a fillip to the research activities at the district and sub-district level, district level resource group for research was formed with DIET Lecturers and MRPs in each of the 5 DPEP phase I districts. The members of the resource groups were oriented on different aspects of research methodology particularly in the context of DPEP during a workshop organised at SPO from 0.6.97 to 10.7.97. As a follow-up the district level functionaries were encouraged to undertake research studies based on the problems identified locally. Accordingly, 7 research studies in Warangal district and 8 studies in Vizianagaram district were taken up during 1998-99 for which funds were provided in the AWP & B.

A state level research advisory committee is constituted to advise and guide the research activities of DPEP under the chairmanship of C & DSE which has its members from different organisations like universities, SCERT, CTE, DIETs and distinguished educationists. The SPD, DPEP is its member-convenor.

The SPO established linkages with various professional organisations like ASCI and Centre for Public Policy Studies of Hyderabad, different universities in the state, NGOs like Srdhana (Vizianagaram district), ORG (Hyderabad) etc. for promoting research in primary education. Thus there is a networking by DPEP with different organisations / agencies to carry out research in primary education. These researches are being carried out on the problems identified based on the felt needs of the functionaries at state, district and sub-district levels.

The SPO developed a directory of resource persons, institutions having research experience in the field of primary education for utilising their expertise whenever needed to promote Research/Action Research at the district and school levels. These persons / institutions are from SCERT, DIETs, CTES, Universities etc who are associated with several research activities of APPEP implemented in the state during 1989-96.

The research and evaluation unit of the SPO periodically monitors the on-going sponsored research activities through review meetings, workshops and seminars.

During the year 1999-2000 the following research projects and activities are proposed.

Sl. No.	Name of the research project / activity	Cost of the project/activity (Rs. In lakhs)
1	2	3
1.	A study on the cause for Regional disparities among the 5 DPEP Phase I districts leading to high enrolment, and high retention and low enrolment, and low retention.	1.00
2.	A study on high GER among SC and ST students at Primary Level	0.50
3.	A study on curriculum coverage in Primary schools .	0.50
4.	A study on teaching of language in tribal primary schools	1.00
5.	A study on the teaching of mathematics in tribal primary schools	1.00
6.	A study on the nature and involvement of community in school improvement at primary level	3.00
7.	Study of learning styles of students coming from different socio-economic backgrounds	1.00
8.	A study on the nature and participation of girl children at primary stage	1.00
9.	A study on the job support provided to teachers	0.50
10.	A study on home school links in tribal and SC areas	2.00
11.	Learning difficulties in Mathematics at Primary Level	0.50
12.	Classroom process affecting pupils learning	0.50
13.	Study on improving language skills i.e. reading, writing and speaking skills of students at Primary Level	0.50
14.	A Study on the convergence of activities of various departments for promotion of primary education	1.00
15.	A study on the education of children with special education needs	1.00
16.	Documentation of successful practices of individuals, schools and school committees	1.00
17.	Baseline assessment study (mid term)	11.00
18.	Mid term evaluation of DPEP	2.00
	<u>Total</u>	32.00

EVALUATION:

The impact assessment studies aimed at to evaluate the effect of several interventions of DPEP on its goals were undertaken during 1998-99 both at State and District level based on the evaluation design finalised for AP DPEP during workshops organised during 1996-97 and 1997-98.

The evaluation studies taken up were under the following strands:

1. Quantitative strand and
2. Qualitative strand

1. Studies under Quantitative strand:

Under Quantitative strand, an annual schools and pupils survey is taken up in the 5 DPEP phase-I districts in selected sample schools. This is a longitudinal survey designed to measure the impact of the project interventions on the super goals of DPEP viz., Universal access, enrolment, retention and achievement of children in the age group 6-11. The survey gives the statistical descriptions about the impact of the interventions. The first schools and pupils survey was conducted during November – December, 1998.

The following are the objectives of the survey.

- i) To assess the extent of availability of physical and educational resources in schools.
- ii) To find out the enrolment and retention rates of children in the age-group 6-11 and measure their achievement levels.
- iii) To study the awareness and involvement of the community for school development.
- iv) To find out the influence of socio-economic background of pupils on their schooling.

The survey was conducted in 250 selected sample schools at the rate of 50 schools in each of the 5 DPEP Phase-I districts viz., Vizianagaram, Nellore, Kurnool, Karimnagar and Warangal districts.

The sample schools in each district was selected through stratified random sampling methods. In each district, 10 Mandals were selected from Urban, Semi-urban, rural and tribal areas of the district through stratification. While selecting mandals from each stratum, preference was given to mandals with low girls enrolment in classes I – V and low female literacy rate. From each selected mandal, 5 primary schools were selected through cyclic systematic sampling method.

The following four questionnaire / schedules were used for collection of data in the survey.

1. School Questionnaire
2. Classroom observation schedule
3. VEC survey schedule
4. Household survey schedule.

The members of the District Evaluation Core Team (comprising of DIET lecturers and MRPs) and District Evaluation Team (Teachers of primary schools) were oriented on data collection methods in training-cum-workshop organised at State level (from 16-6-98 to 21-6-98 in 2 spells of 3

days each) and district level (from 31-8-98 to 4-9-98 in 2 spells of 2 days each) respectively. In these capacity building programmes, 115 members of District Evaluation Core Teams of 5 districts (23 from each district – 3 DIET Lecturers and 20 MRPs @ 2 MRPs from each mandal) and 100 members of District Evaluation Teams (20 teachers from each district – at the rate of 2 teachers from each mandal) were oriented on the evaluation design of APDPEP, schedules to be used for collection of data, Action Research that can be carried out at the school level and scrutiny checks to be adopted for collection of data.

The data collection from selected schools was made in the 5 districts during November-December 98 by the District Evaluation Teams and the members of the District Evaluation Core Team supervised the data collection process.

The data collected is computerised and being analyzed. The report on the survey will be prepared and finalised by June/July 1999.

2. Studies under Qualitative Strand:

Under Qualitative strand, short-term and long term qualitative impact assessment studies were taken up by the District Evaluation Core Teams and SCERT respectively.

The short-term qualitative studies taken up in the 5 DPEP phase-I districts during 1998-99 were as follows:

District	Evaluation Study
1. Viiziangaram	Functioning of VECs
2. Nellore	Utilisation of school and teacher grants
3. Kurnool	Utilisation of Class I Telugu Textbook and Supplementary Readers
4. Karimnagar	Functioning of Teachers' Centres
5. Warangal	Functional aspects of MEOs.

Data were collected for the above studies from the sampled units by the respective district evaluation core teams. The reports on these five studies will be finalised by June, 1999.

In addition to the above five qualitative studies, the following long-term qualitative studies were also taken up by SCERT, Hyderabad during 1998-99.

1. Impact of New schools
2. Impact of ECE centres
3. Impact of Teacher Training

Learning Achievement Survey:

As part of the schools and pupils survey, a learning achievement survey will be conducted in the 5 districts to measure the achievement levels of pupils in classes I to V. The achievement tests were developed in workshops organised at State Project Office, Hyderabad during February/ March, 1999, keeping in view the new pedagogy adopted for teacher training and natural learning experiences of pupils.

The achievement tests will be piloted in a few sample schools during June, 1999 and administered after finalisation in the sample schools of 5 DPEP districts. The results of these tests will be appended to the report of schools and pupils survey conducted.

Evaluation activities proposed during 1999-2000:

Spill over activities:

1. Data analysis and preparation of report on schools and pupils survey and its publication (Rs. 1.00 lakh)
2. Conduct of learning achievement survey, data analysis, preparation of report and publication (Rs. 0.50 lakh)
3. Finalisation of the reports prepared by the District Evaluation Core Teams on the five short-term qualitative studies taken up in the 5 DPEP phase-I districts and their publication (Rs. 1.50 lakhs)

New Activities:

1. Conduct of schools and pupils survey for the year 1999-2000 after revision of schedules of SPS I and Guide for Evaluators (Rs. 4.00 lakhs)
2. Conduct of learning achievement survey as part of SPS for 1999-2000 (SPS II)
3. Guiding the District Evaluation Core Teams in identifying qualitative studies based on the felt needs and facilitating them to undertake and complete the studies.
4. Computerisation of data of SPS II and learning achievement survey, data analysis and preparation of report.
5. Workshop for the preparation of activity question banks in language, mathematics, EVS I & II for pupil evaluation. (Rs. 3.00 lakhs)
6. Research and Evaluation review workshops (Rs. 1.00 lakh)

Total amount for evaluation - Spill over	Rs. 3.00 lakhs
New programmes 1999-2000	Rs. 8.00 lakhs
Grand total	Rs. 11.00 lakhs

4.26 MIS

In order to improve the quality and effectiveness of educational management DPEP planned and evolved number of management information systems of which the most important are PMIS, EMIS, SMIS school Committee Appraisal report, civil works management Review of functions of field functionaries. DPEP successfully integrated Statistical Consolidation System evolved by the state for its own monitoring purpose with DISE of NIEPA. The DISE data for the first 2 years of the programme in the five phase I districts is shared with NIEPA. Further 3 years data of 3 districts namely Kurnool, Karimnagar and Vizianagaram is also available. Currently EMIS data is compiled at the district level and analysed at the state level. During the current year it is proposed to develop capacity at the district level to analyse and use data formatively. For this it is proposed to conduct training programmes at the State level. Focus of 1999 - 2000 Action Plan is:

- a. Man power planning
- b. Requirement of Hardware and Software
- c. Capacity Building
- d. Dissemination and sharing of data

i. Man Power Planning: 1 State level

	Post	Cumulative current system	Achievement during previous year	Proposed during 1999-2000
Sanctioned	System Analyst One	One		
Filled	-			Proposed to fill up the vacancy in 99-2000
Vacant		Vacant	Nil	
Filled	Programmer	One	One	-
Vacant	-	-	-	-

2 Man power planning – District level

At present 4 teachers with computer knowledge have been trained in the operation of PMIS, EMIS and other management information systems developed at the Nation and State level. It is proposed to take one programmer on deputation basis from CMC/NIC/APTS in all the 5 districts to strengthen MIS unit by surrendering one teacher post.

ii. Requirements of Hardware and Software :

S No	Particulars	Cumulative	Achievement during Previous Year	Proposed during 1999 – 2000
a)	Hardware	Computers 11 <u>Notebook Computer 1</u>	4	DVD, One system for IED project
b)	Software	Oracle, PB Win NT, PMIS, DISE, PCC, SMIS Civil works		Lotus notes, Anti-virus software, E-mail facility to select sectoral officers
c)	Air conditioners	2	4	One Almirah, one chair
d)	Furniture	Sufficient		
e)	Construction of MIS Room	Proposed to shift to 4 th floor		
f)	EMIS : report Generation / Analysis	Shared with NIEPA		
g)	PMIS : report Generation / Analysis	March 1999 Quarterly report furnished		
h)	Training	Training in EMIS and PMIS		Training in PMIS for Accounts & DEO's office
i)	Major workshops	EMIS – Training of AMOs of 19 districts.		Training on EMIS to ASOs and DEOs often
j)	Any other (to be mentioned by the State)			

B. Training Programmes

1. Training for State MIS staff on Oracle DBA and VB, Windows NT.
2. Training for MIS staff on Integration of SCS & SMIS with DISE at NEIPA, New Delhi.
3. Training to district data entry operators, AMOs in EMIS, PMIS and School Committees appraisal reports.
4. Training programme for ASOs and DEOs, APC on dissemination and sharing of EMIS, PMIS data.

Sl. No.	Period	Implementing Agency	Unit Cost	Total
1.	July : 10 days	MIS Cell	5 persons @ 0.01 per person	0.50
2.	June (3 rd week) (one week)	MIS Cell	2 persons @ 0.10 per person	0.20
3.	September 5 days	MIS cell	10 members @ 0.01 per person	0.10
4.	September :: (5 days)	MIS cell	15 members @ 0.01 per person	0.15
	Total			0.95

Procurement Procedure :

Sl. No.		Procurement procedure	Schedule	Cost
1.	Computer to IED	Through : APTS	July, 99	0.50
2.	DVD	-do-	July	0.24
3.	Anti-virus at State and District level	-do-	July	0.10
4.	Lotus Notes	-do-	July	0.10
5.	Almirah	Local purchase	July	0.03
6.	Chair	(By Tenders)	July	0.03
				1.00

Table A : Activity wise progress in 1998-99.

Major Intervention : MIS Progress overview for the year.

Description of activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount reappropriated	Revised amount sanctioned	Physical achievement	Expenditure	Anticipated amount saved on Anticipated amount unspent	Remarks including current status
					End of March	End of March		
A	B	C	D	E	F	G	H	I
MIS								
Training on MIS (SPO and DPO staff)				1.00	19	0.02	0.98	
Training of AIPCs/MRPs in MIS unit				0.50	15	0.03	0.95	
* For column C,D,E,H,I & J only.								

Table B * Plan for spill over for forthcoming year 1999-2000
Major intervention MIS Spill over plan for year 1999-2000

Description of activity to spillover to next year	Anticipated		Spillover physical target	** Unit cost	Financial outlay for spillover activities	Implementation agency and time period for implementation	Remarks
	Physical target remaining	Amount saved					
A	B	C	D	E	F	G	H
MIS					Nil		

Table C : Fresh Plan for forthcoming year 1999-2000

Major intervention: MIS

Plan for the year: 1999-2000

Activity description	Physical Target or quantum	Unit cost *	Estimated Financial Outlay	Implementation agencies and time period of implementation	Remarks
A	B	C	D	E	F
MIS					
Equipment	2	1.00	1.00	APTS August/September	
Training programmes			0.95	MIS cell	

Table D * : Expenditure as per major interventions: MIS

Name of state Andhra Pradesh
Total approved EFC Cost = Rs. Lakh
Year of Current Plan: 4th year. 1.95 lakhs

Major intervention	AWP&B Previous year	Reappropriation	Revised Amt. Sanctioned	Expenditure Previous year		Anticipated amount saved	Anticipated spillover to current year for same activities	Fresh proposals	Fresh proposal + anticipated spillover
				Till Dec.	Ant.till. Mar.				
A	B	C	D	E	F	G	H	I	J
MIS	1.50	-	1.50	-	0.05	0.95	-	nil	1.95

* To be updated and provided to the Bureau along with the spillover plan.

CHAPTER V

PROCUREMENT PROCEDURES

Andpnp has adopted the following procurement procedures for the year 1999-2000

1	Civil Works	Entrusted to school committees
2	Furniture, equipment, books educational & consumable materials	<ul style="list-style-type: none"> • Local shopping except equipment of IED which will be procured following National competitive bidding procedure. • Office equipment like, computers, projector will be procured through APTS. • Books from local shopping
3	Vehicles	Hiring of vehicles except SPD vehicle which a govt. vehicle
4	Consultancy services	Employment for 48 months for consultants

Procurement and Expenditure plan

Name of the State

Civil Works;

S. No.	Brief description of work	Budget (Rs. In lakhs)		Procurement method with estimated value of each package
		Carried forward for spillover works	Proposed in ensuing AWP	
1.	New building for SCERT on the fourth floor of O/o C & DSE	419.99	33.15 +13.12	Entrusted work to R & B Dept
2.	Addl. Classrooms	--	--	--
3.	BRC	--	--	--
4.	CRC	--	--	--
5.	Repairs	--	--	--
6.	Boundary walls	--	--	--
7.	Water and toilets	--	--	--
8.	Residential schools	--	--	--

9.	Hostels	--	--	--
10.	Teachers quarters			
11.	Any other			

Goods, Equipment, Vehicles, Furniture, etc.

S No.	Brief description of work	Budget (Rs. In lakhs)		Procurement method with estimated value of each package
		Carried forward for spillover works	Proposed in ensuing AWP	
1	Office expenses	--	37.45	Local purchase
2	Equipment Office IED	-- --	05.50 9.410	APTS APTS
3	Vehicles			Included under office contingencies
4	Furniture including Office & IED	3.50	1.00	Local purchase
5	Books Office IED	--	0.50 1.00	Local purchase

Grants

Items	No. of Schools to be covered	No. of Primary teachers to be covered	Provision proposed in ensuing AWPB (Rs. In lakhs)	Amount released in earlier years (Rs. In lakhs)	Percentage of utilisation based on UCs
Schools infrastructure grant	--	--	--	--	--
Grant for teaching learning material	--	--	--	--	--

CHAPTER -VI**BUDGET AND EXPENDITURE OF STATE COMPONENT PLAN****Budget and Expenditure plan of APDPEP state component plan is Rs. -----**

Details are shown below :

1999-2000

Rs. In lakhs

S.No.	Category	Spill over from previous year	Fresh proposal from current year	Total 3 + 4
1	Civil works	23.424	0	23.424
2	Furniture,	3.507	1.00	4.507
3	Equipment including IED	0	14.910	14.910
4	Vehicles,	0	0	0
5	Books and Libraries Office + SCERT + IED	0	1.50	1.50
6	Training costs	16.122	37.708	53.83
7	Workshops & Seminars	21.332	86.148	107.48
8	Awareness campaigns	4.328	8.372	12.70
9	Staff salaries	1.814	63.786	65.60
10	Consumables	0	37.45	37.45
11	Teaching learning material	0	0	0
12	Research and studies	16.122	43.00	59.122
13	Vehicle operation & maintenance	0	2.0	2.0
14	Equipment operation/maintenance	0	1.0	1.0
15	Alternative schooling	0	34.98	34.98 *
16	Innovation	0	0	0
17	Capacity Building	30.306	30.374	60.68
18	Textbook Development	13.20	34.90	48.10 *
19	Integrated Education	0	18.822	18.822 *
20	Distance Education	0	7.33	7.33 *
	Grand Total	116.955	327.248	444.203

Note: Budget shown against S.No. 15,18,19 and 20 is distributed on the other activities like salary, equipment, furniture, training programmes, research, capacity building etc. and hence they are shown in the summary but they are not included in the grand totals as they were already reflected under different categories.

Expenditure Plan 1999-2000

S No.	Category	I Quarter (30 th June)	II Quarter (30 th Sept.)	III Quarter (31 st Dec.)	IV Quarter (31 st March)
1	Civil works	11.712	11.712	-	-
2	Furniture,	1.127	1.127	1.127	1.126
3	Equipment,	3.7275	3.7275	3.7275	3.7275
4	Vehicles,	-	-	-	-
5	Books and Libraries	0.375	0.375	0.375	0.375
6	Training costs	13.46	13.46	13.46	13.45
7	Workshops & Seminars	26.87	26.87	26.87	26.87
8	Awareness campaigns	3.175	3.175	3.175	3.175
9	Staff salaries	16.40	16.40	16.40	16.40
10	Consumables	9.36	9.36	9.36	9.37
11	Teaching learning material	-	-	-	-
12	Research and studies	14.7805	14.7805	14.7805	14.7805
13	Vehicle operation & maintenance	0.50	0.50	0.50	0.50
14	Equipment operation/maintenance	0.25	0.25	0.25	0.25
15	Alternative schooling	-	-	-	-
16	Innovation	-	-	-	-
17	Capacity Building	15.17	15.17	15.17	15.17
18	Textbook Development				
19	Integrated Education				
20	Distance Education				
	Grand Total	116.907	116.907	105.195	105.194

APDPEP-I Budget Summary - (Disbursement Category-Wise)
STATE COMPONENT PLAN + DISTRICT PLANS
DFID Project (APDPEP & WBDPEP)

(Rs. In Lakhs)

Category	Brief Description	STATE	VIZIANAGARA M	KURNOOL	NELLORE	KARIMNAGAR	WARANGAL	GRAND TOTAL
1	2	3	4	5	6	7	8	9
1	Civil Works	23.424	266.200	206.302	231.604	399.386	393.122	1520.038
2	Furniture	4.507	8.610	16.500	27.661	21.008	30.164	108.450
3	Equipment	14.910	63.996	84.892	80.604	79.644	56.750	380.796
4	Vehicles	0.000	6.000	9.040	6.000	6.000	7.200	34.240
5	Books & Libraries	1.500	6.422	6.840	11.850	8.620	7.510	42.742
6	Training Cost	53.830	86.975	149.242	156.532	119.276	105.053	670.908
7	Workshop & Seminars	107.48	2.225	11.498	1.734	3.300	5.160	131.397
8	Awareness Campaign	12.700	8.075	22.782	3.078	7.800	20.151	74.586
9	Salaries	65.600	464.700	343.080	346.700	333.700	279.130	1832.910
10	Consumables	37.450	10.620	16.658	20.530	22.090	17.300	124.648
11	Teaching Learning Material	0.000	123.025	273.015	249.770	87.770	116.165	849.745
12	Research & Studies	59.122	5.245	5.500	6.900	1.917	7.450	86.134
13	Vehicle operation and maintenance	2.000	0.000	0.000	0.000	0.000	0.000	2.000
14	Equipment & Operation Maintenance	1.000	7.660	15.860	13.140	28.810	14.660	81.130
15	Alternative Schooling	34.98*	12.613	28.752	34.490	0.000	56.600	132.455
16	Capacity Building	0.000	1.000	15.000	14.000	15.000	15.000	60.000
17	Innovation	60.680	1.000	3.000	1.000	0.000	28.000	94.280
18	Text Book development	48.10*	0.000	1.000	0.000	0.000	0.000	1.000
19	IE D	18.822*	0.000	36.000	0.000	0.000	167.873	203.873
20	Distance Education	7.330*	3.400	5.000	1.500	1.000	0.500	11.400
	Total	444.203	1077.766	1249.961	1207.093	1135.3210	1328.388	6442.7319

**Chapter VII
Implmenation Schedule**

	TRAINING	BUDGET	Apr-99	May-99	Jun-99	Jul-99	Aug-99	Sep-99	Oct-99	Nov-99	Dec-99	Jan-00	Feb-00	Mar-00
1	Training of SRG on monitoring and evaluation	1.00			✦									
2	Supply of kit bags to members	0.50			✦									
3	Training of Educational Managers MEO, MRPs	0.75				✦								
4	Training of Educational Managers, DEOs, Dy.EOs.	0.75					✦							
5	Training of SRG in using class III English Reader by RIE Bangalore.	1.00				✦								
6	Training of SRG on approaches of teaching different school subjects with special reference (MGT approach)	1.00					✦							
7	Training of SRG on PRA techniques	1.00					✦							
8	Training of SRG on effective use of AV equipment and Radio broadcasting	1.00						✦						
9	Refresher training for SRG at Hyderabad	0.50						✦						
10	Training of SPOs of on PRA techniques.	2.00							✦					
	Training Total	9.50												

Work shop														
11	Workshop to develop plan for Revitalisation of TC meetings.	0.50					✦							
12	Workshop to Develop schedule for observation of classroom Teaching, VEC, ECE centres by MRPS.	0.50			✦									
13	Workshop to develop material for effective use of OBB material	1.00				✦								
14	Workshop to revise trainers module	0.50				✦								
15	Review meetings with SRG	0.50				✦								
16	Workshop to develop material for booster training programme	0.50					✦							
	Workshop on capacity building on State academic group	1.50	✦											
	District academic group workshop on study of kits	2.00				✦								
	Refinement workshop on 2 year course curriculum for DIETS	0.50		✦										
	DIET principals conference on DPEP interventions 4 spells	2.00						✦		✦				
	workshop total	11.50												

Training programmes fresh														
	Training Package for Vidya volunteers	0.75				✦								
	preparation of training moudules for Urdu teachers	1.00	✦											
	Training of DAG Urdu personal	2.00		✦										
	Training of DAG for teaching of Mathematics work book	2.00		✦										
	Training of DAG members Telugu readers class III and IV	3.00		✦										
	Training of DAG members English readers class III	2.00		✦										
	Tryout of activity packs	4.00						✦			✦			
	Training on Tele conference for DIET lecturers	2.00			✦	✦								
	Training for DIET lecturers on new curriculam	2.00				✦	✦	✦						
	Training to teachers on teachin language whose mother tongh is other than school language	1.00				✦								
	Tele conference for DPEP personel	1.00						✦						
	Trininig of new DIET curriculum	2.00			✦	✦								
	Training on planning for DIET lecturers	1.00					✦							
	Training and Develping PRA on ECE	0.50						✦						
	Total	24.25												

workshop													
workshop on study of kits	2.00	✦											
Workshop on developing vedio film on techniques of evaluation for NFE	1.00						✦						
Workshop on developing auideo casets on ECE	0.75			✦									
Workshop on Teleconference for SCERT,SIET AND BRAOU	2.25						✦						
Total	6.00												
Awareness													
Activity Mela	1.50						✦						
Exposure visit to SAG and DAG to other states 3 spells	3.00		✦		✦	✦							
Awareness on girls enrolment	1.00	✦											
Total	5.50												
Capacity building													
Capacity building of SAG on effective school monitoring	2.00						✦						
Capacity building of PRA techniqes	2.00				✦								
Tele conference for Capacity Building of SAG and DAG and MAG	5.00	✦						✦					✦
Review meeting of AMO's 4 spells	2.00		✦			✦			✦				✦
Feed back on teleconference	0.50											✦	
Total	11.50												

	Research													
	Action Research for DIET Lecturers	2.00							✦	✦				
	Study on effective utilisation of school grants and Teacher grants	2.00					✦	✦						
	Distance Education													
	Training on Distance Education State level workshop two spells	1.50			✦		✦							
	Development of Print material	0.10			✦									
	Distribution of DL material	0.75				✦								
	Duplication of Vedio Cassettes	1.50					✦							
	Sharing experiances	0.50							✦					
	Workshop													
	Duplication of Vedio Cassettes	1.50					✦							
	Documentation on utilisation of school grants	1.00							✦					
	Total	2.50												
	Research													
	Use of SIM	1.00							✦					
	integrated Education													
	Awareness campaign	1.20			✦	✦	✦							
	Training	1.48			✦	✦	✦							
	Workshop and Seminors	2.55			✦	✦	✦							
	Capacity building	0.40			✦									
	Research and Evaluation	1.00											✦	✦
	Capacity Building and Community mobilisation													

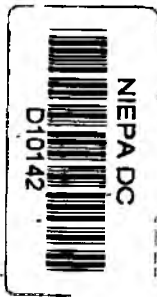
Training Programmes														
Training for SRG	1.00				✦									
Visits														
Inter district visit	0.75					✦								
Inter State Visit	5.00							✦						
Inter State Visit	0.50						✦							
Community Mobilisation and Awareness in low enrolment and low retention mandals school committee members	3.00				✦	✦	✦							
Total	6.25													
Workshops and Seminars														
State level seminar and community mobilisation	0.50						✦							
Workshop on capacity building on district personel	1.25							✦						
Capacity building of NGO's	1.25								✦					
Capacity building of State and District Personel	2.50					✦								
Grants to NGO's	6.00					✦				✦			✦	
Media	10.97													

TextBook development														
Workshops														
preparation of Camara ready copy for class IV Telugu	3.00			✦	✦									
preparation of Camara ready copy for class IV English	3.00			✦	✦									
Workshop for refinment of Class III of EVS	0.50					✦	✦							
Printing of EVS 1 and 2 of Class III	0.20					✦	✦							
Refainment workshop for class II maths	0.50					✦								
Camara ready copy of for class II maths	3.00					✦	✦							
Camara ready copy of for class III EVS	3.00													
	13.20													
Workshops														
Finalisation of Draft material for tryout maths III,EVS 1 and 2	6.40	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
Trayout of Draft materil ClassII maths and Class III EVS 1 and 2	0.50	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦	✦
First workshop for development of draft material for classIII maths Class V teluguand maths	9.00	✦	✦	✦	✦	✦								
2nd workshop	9.00						✦	✦	✦	✦	✦			
Final workshop	9.00												✦	✦
Orientation to teachers	0.25												✦	
Workshop for revision and production of DTP material	0.25												✦	✦
Total	34.90													

	Research and Evaluation 28 studies	36.46																	
	MIS																		
	Training programme	0.95																	
	Girl Child																		
	Research studies																		
	ECE Centres roll in increasing girl child enrolment	1.00																	
	Concurrent evaluation of the field specific strategy tried in selected clusters	1.00					✦	✦											
	Total	2.00																	
	Training																		
	Field testing of 4+age group package	1.63					✦	✦											
	Training of trainers on ECE at NCERT	2.00					✦												
	Orientation on focused intervention on tryout basis	1.50					✦	✦											
	Orientation on conduct of awareness campaign	0.225					✦												
	training to DIET lecturers on Gender issues	0.30							✦										
	Tryout of age specific intervention	0.375																	
	Total	6.03																	
	Workshops																		
	i. Work Shop for finalising training manual for MGCDOS	0.45							✦	✦	✦								

ii. Work shop to develop a training package for school committee members on gender issue	0.45						✦ ✦ ✦						
iii. Work shop to develop module for monitoring evolution of intervention related to girl child and ECE	0.375						✦ ✦ ✦						
iv. Workshop to develop pre and post broad cost activities on ECE programmes	3.00						✦ ✦ ✦						
v. Workshop to find gender strategy for gender sensitization	0.75						✦ ✦ ✦						
vi. Workshop to develop monitoring schedule for HM on gender issue	0.20						✦ ✦ ✦						
vii. Workshop to develop AV material scripts by experts	2.00						✦ ✦ ✦						
viii. Workshop to develop posters and pamphlets	2.00						✦ ✦ ✦						
ix. Workshop to develop modules on ECE/Gender (SRG,MA,ECE instructor)	0.50						✦ ✦						
Total	9.73												

	Capacity Building													
	Training to NGO's on facilitating girl child education	0.75								✦	✦			
	Training to NGO's on ECE	0.75								✦	✦			
	Awareness Programme													
	Awareness creation on enrolment, retention of girls (SIM & Audio cassettees)	1.00			✦	✦								
	Developing SIM & Audio & Video cassettees on ECE activities	1.50			✦	✦								
	Curriculum material for 3+ age group children	15.00			✦	✦	✦							
	Awards to schools for good retention of girls at village level and district level	1.50				✦						✦		
	Video documentation of training	5.00							✦					
	Total	24.00												
	Alternative schooling													
	Training													
	Training for SRG's and KRP's on summer schools	1.80	✦											✦



Capacity Building																				
TLM for alternative schools	17.55			✦																
Capacity-Building and community mobilisation on summer schools	2.50	✦																		
Material designing and development for EFA	2.25	✦																		
Total	22.30																			
Awareness Programme																				
Education for all sadassu	6.00	✦																		
Workshop																				
Workshop on efa 3 spells	2.25																			
Workshop on DIET lecturers	1.38																			
Documentation	1.00																			
	4.63																			
Research and Evaluation																				
research and Evaluation	2.50					✦														
Grand Total																				

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