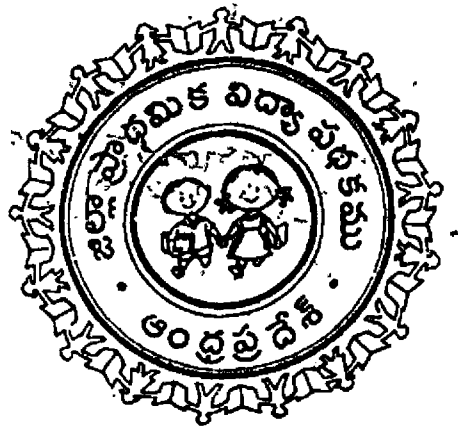


ANNUAL WORK PLAN & BUDGET



DISTRICT PRIMARY EDUCATION PROGRAMME

WARANGAL

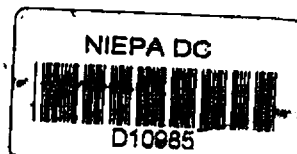
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OUR VISION OF U. P. E.

- ☞ Enhancing access, retention and achievement.
- ☞ Ensuring focus on gender, tribal, dalith and disabled children
- ☞ Achieving school effectiveness
- ☞ Improving teacher competencies for quality education.
- ☞ Converging services of related departments and voluntary organizations
- ☞ Promoting infrastructure facilities
- ☞ Encouraging community participation
 - ☞ Streamlining M.I.S.



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CHAPTER - I
INTRODUCTION

DISTRICT AT A GLANCE:

1	Area	12846 sq. km.
2	Density	219
3	Literacy Rates (excluding 0-6 population)	
	1991 Census:	
	Male	51.98
	Female	26.08
	Total	39.30
4	Sex ratio	
	(1991 Census) All	962
	SC	948
	ST	935
5	Growth rate 1981-91	
	All	22.54
6	Population (1991 census):	
	Male	14,36,666
	Female	13,82,166
	Total	28,18,832
7	Scheduled Cast population	
	(1991 census): % SC population	
	Male	24,87,777 - (17.32)
	Female	23,58,877 - (17.07)
	Total	48,64,654 - (17.19)
8	Schedule Tribes population	
	(1991 census): % ST population	
	Male	1,99,138 - (13.68)
	Female	1,86,171 - (13.47)
	Total	3,85,309 - (13.67)

9	University	1 K.U
10	PG centres	3
11	Degree Colleges	18
12	Junior Colleges	106
13	Vocational Education Colleges	9
14	Parliament Constituencies	2
15	Assembly Segments	13
16	Corporations	1
17	Municipalities	1
18	Revenue Divisions	4
19	Mandals	50
20	Villages	1098
21	Revenue Gram Panchayats	1012
22	Cities	10
23	Rural Population	22.68 lakhs
24	Urban Population	5.46 lakhs
25	Banks	201
26	Electrified villages	1004
27	Railway line	153.9 kms
28	Railway Stations	20
29	Bus Depots	7
30	Primary Health Centres	54
31	Social Welfare Hostels	197

DISTRICT EDUCATION PROFILE

1. NO. OF SCHOOLS HAVING PRIMARY CLASSES	2,692
2. NO. OF CHILDREN IN THE AGE GROUP OF 6-11	5,26,764
3. ENROLLMENT IN CLASS I-V	4,75,624
4. UN-ENROLLED CHILDREN	51,140
5. GROSS ENROLLMENT RATE	94.8
6. RETENTION RATE	96.8
7. NO. OF TEACHERS WORKING IN SCHOOLS	7,038
8. NO. OF VIDYA VOLUNTEERS WORKING IN PRIMARY SCHOOLS	1,114
9. TOTAL NO. OF CLASS ROOMS	5,160
10. TEACHER PUPIL RATIO	1:58
11. SCHOOL PUPIL RATIO	1:177
12. SCHOOL CLASS ROOM RATIO	1:1.9
13. TEACHER CLASS ROOM RATIO	1:0.73
SC GER 90.98	DROPOUT RATE 3.68
ST GER 90.43	DROPOUT RATE 5.76
14. GIRLS GER 91.1	DROPOUT RATE 3.3

Article 45 of the Indian constitution states that the state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years.

That universal elementary education is still not within the reach of every child 14 years of age, is indeed a major challenge before the nation today. Critical attention is being paid to the relevance of a variety of important aspects like the quality of education imparted in school, the learning environment, the school-community relationship and the professional preparedness of the teacher. Only professionally well-prepared and committed teachers can create an environment for joyful, activity based and participatory learning, besides providing equal opportunity of success in learning attainment for every child. Such teachers could achieve it by establishing close rapport and understanding with every learner to meet his/her individual learning needs and to identify and provide remedial inputs.

The Saikia Committee suggested constitutional amendment to make free and compulsory education, Compulsion should include

- Compulsion on the part of the government to provide accessible and adequate schooling facilities of reasonable quality to all children and
- Obligation on the part of the parental community to send their children to schools.

The vision 2020, document envisages that.

- ☞ Andhra Pradesh will not be just a literate but a knowledge society capable of meeting the challenges by 21st century and will provide avenues to every person to realize his/her full potential through equitable access to educational opportunities regardless of the class or region to which he/she belongs.
- ☞ Andhra Pradesh will be a state where every child will receive education which enables him/her

To develop:

- Ability to think questions and judge independently.
- A sense of self-respect, dignity and self-confidence.
- Civic sense, citizenship and values of participatory democracy and to learn.

To learn:

- To internalize sense of moral values and critical judgement.
 - Appropriate skills to enhance individual capacity and productivity.
 - To love and respect fellow human beings and nature.
- ☞ Andhra Pradesh will be free from child labour before 2005.
 - ☞ Achieve universalisation of enrollment and retention.
 - ☞ With decentralized Government, Andhra Pradesh will move towards participatory management by the local communities as partners in improving access, quality of education and overall management of Education.

OBJECTIVES OF DPEP:

- ☞ Reduction of differences in enrolment, dropout and learning achievement among gender and social group to less than five percent.
- ☞ Reduction of over all primary dropouts rate for all students to less than 10 percent.
- ☞ Increase in average primary learning achievement by 25 percent over measured baseline levels.
- ☞ Provision of access for all children, to primary education classes (I-V), in primary schooling whenever possible or its equivalent non-formal education.

D.P.E.P. with a decentralized planning, has (laid emphasis) to support the government in its efforts to improve access, enrollment, retention and in achieving the expected learning outcomes and decrease in the dropout rate so as to minimize the social and gender inequities. Besides the achievement of the specific targets, the major thrust of the D.P.E.P. is to promote the decentralized management which have a considerable impact on the sustainability of the project beyond the life cycle.

In D.P.E.P., effort was made to prepare comprehensive perspective plan, with the involvement of local community at field level to district level. The plan was based on the local needs and takings in to the account the local resources. While translating the plan in to activities priorities were decided and targets were fixed. The approach was based on the feedback from provided reviews taken up from time to time in the project. Subsequently annual work plans for each year was prepared and implemented.

The main aim of the A W P 1996-97 was to establish the foundations for 7 year project, with emphasis on planning and on creation of capacity to implement.

In the Annual Work Plan 1997-98, the planning process was further intensified based on local specific needs.

In Annual Work Plan 1998-99 strengths, weaknesses opportunities and thrusts were analyzed and efforts were made in bridging the gaps and emphasis was given to plan for Integrated Education, Distance Education and Transition Class Rooms for child labour.

The annual work plan for the year 1998-99 is prepared duly involving a team of people who are directly or indirectly responsible for planning and implementations of the project

BASIS FOR THE PREPARATION OF THE PLAN 2000-2001:

The following workshops, papers and reports were considered for formulating strategies, planning interventions for AWP & B 2000-2001.

- A. Discussions held with cross sections of the society opinions emerged during conduct of seminars at district level and mandal level.
- B. Previous experiences of the project.
- C. Approach paper prepared on elementary education as part of SWARNANDHRAPRADESH, VISION 2020.

In the year 1999-2000 before the preparation of the AWP public opinion was collected through seminars at mandal and district level under the direction of the government of Andhra Pradesh for implementing Vision 2020

The district level workshops were organized on 5.12.1999 and mandal level workshops were organized from 7-9.12.1999 in the district. In mandal workshops, a cross section of society like School Committee Chairmen, H.Ms, Neo-literate, literacy volunteers, teachers, self-help groups, representatives of medical departments, Mother Committees, parents of un-enrolled children, NGO.s, social workers and eminent citizens were involved. The reports from all workshops were consolidated.

The gist of the opinions expressed regarding primary education were as follows:

- ☞ Establishment of MAABADI schools in school-less habitations.
- ☞ A date to be fixed for distribution of rice in schools.
- ☞ Regularise the monitoring system on all schools.
- ☞ Opening of transitional classes for children involved in child labour.
- ☞ Providing additional class rooms for accommodation the classes existing in the school.
- ☞ Organising “Enrolment Mela” in June of every academic year.
- ☞ The names along with father’s names of un-enrolled and dropout children should be displayed at schools and Grampanchayat Offices.
- ☞ E.C.E. centres/Anganwadi centres must be established in primary school campus only.
- ☞ Providing toilet facility to enhance the girl child enrolment.

- ☞ Special care should be taken for physically and mentally retarded children. Supply text books to all subjects at classes I & II.
- ☞ Training to teachers on proper utilisation of T.L.M.
- ☞ Parallel teacher trainings should be arranged for teachers working in urdu medium schools.
- ☞ Enrollment and retention should be shared by all sections of the society such as voluntary organizations, self help groups, DWACRA groups etc.
- ☞ The primary schools should be provided with furniture, drinking water facility, toilets, etc.
- ☞ Updating of school survey registers.
- ☞ Child centres and activity based methodology in schools should be practiced.

The above suggestions were considered while planning the AWP & B 2000-2001.

2. SCHOOL VISITS:

Each team consisting of 1 D.R.G., 1 M.R.P. and 2 M.R.G.s 10 teams, consisting 40 members were formed in the district with a view to collect feedback of the functioning of T.C.s. School Committees, utilisation of financial assistance provided to schools and teachers and implementation of training methodology in the class rooms.

Each team was allotted four mandals. The team visited 3 schools per day in each mandal of the four mandals covering one mandal per day (3 schools x 4 mandals=12 schools in four days). Out of the 3 schools-1 school having T.C. centre, 1 remote school in the mandal and one nearby school was visited. Thus

120 schools were visited and 158 teachers interacted with the team.

The team visited the schools from 1-4th February, 2000. The data collected was compiled, analyzed and submitted to the sectoral officer concerned. The following are the findings:

- The majority of teachers expressed their opinion to favour of organizing training programmes on
 - a. Health Education
 - b. Physical Education
 - c. Multigrade Teaching
 - d. SUPW
 - e. Parallel teacher trainings for teachers of Urdu primary schools.

A few of them wanted to have training programmes on

- a. Value Education/Moral Education
- b. Arts Education
- c. Yoga.

Out of which on priority basis the following three trainings are planed during 2000-2001. They are

1. Health Education.
2. Multi-grade Teaching.
3. SUPW.

3. BASE LINE ASSESSMENT & MID-TERM ASSESSMENT SURVEY:

The Base Line Assessment survey was conducted in the district in May 1995 before launching the DPEP in the district to know the existing educational achievement and infrastructural facilities available.

Mid-term Assessment Survey was conducted in the month of October 1999 in 50 randomly selected schools of the district.

The report tells that the average performance of class-I students in language is increased to 25% and in mathematics 19.38%, in class-IV it is 10% in language, 10% in mathematics. In the Annual Work Plan & Budget 2000-2001 the Pedagogical Activities are planned in such a manner that the increase in both language and mathematics 5% more.

10th JRM VISIT:

GER of the district is 89.7, which is an increase of 21% over last two years. Training on Micro Planning and School mapping exercise is needed. Special enrolment drives in SC, ST areas should be taken to arrest the dropout. Residential camps for girl children involved in child labour should be opened. Transitional schools are to be opened for child labour. Alternative Schools to be opened in school less habitations particularly in SC, ST communities with population 100-200. The MRP visits to schools should be accelerated, modules on bilingual language for teachers working in Tribal/Lambada areas are to be produced, the capacities of MRPs

should be developed. Micro planning exercise should be done for effective local specific plans.

The above suggestions made by 10thJRM were taken in the consideration while planning for the A W P & B 2000-2001.

RESEARCHES:

The following researches were conducted individually by the field functionaries:

- a. A study on drop out and stagnation in primary education
- b. A study on the non-enrollment and drop out problems of SC girls.
- c. Educational needs of Tribal Girl Child labour
- d. Causes for dropping out at primary education
- e. Identification of mentally retarded children of primary level.-their behavioural and academic problems

The major finding of the above researches were that the parental awareness is needed where low female enrollment is there. The necessary facilities for girls will be provided in schools. Access should be provided to arrest the drop out at primary stage. Care should be taken to appoint more lady teachers at primary level i.e. 1st and 2nd classes. For mentally retarded children possible attitudinal changes should be brought in teachers in handling the handicapped children.

The above suggestions were considered while planning the A W P & B 2000-2001.

4. PLANNING DISCUSSIONS:

As a preparation activity a two days meeting was conducted to discuss planning strategies at State level on 9th and 10th February. All the sectoral officers of the DPOs and State Project officers participated in the planning discussion. Due consideration was give previous experiences and present status, at specific strategies and interventions were discussed. The district planning team has been provided a lot of exposure for the thrust areas, and guidance given on the information to be collected from the field.

At district level on 17th and 18th February 2000 all the mandal teams consisting of MEO, 3 MRPs, and HM/Tc Secretary, MRGs participated in a similar session. The information to be collected from the field and strategies to be developed for specific information were discussed. While disseminatal the information in respect of interventions, time schedule and persons responsible for implementation, monitoring and evaluation were discussed.

All the mandal planning teams prepared their plans and shared with other mandal planning team from 26.2.2000 to 1.3.2000. Based on the discussions required modification were made and submitted.

At district level A.W.P. & B. were prepared considering all the mandal plans.

CHAPTER-II

SITUATIONAL ANALYSIS

In order to ascertain the actual figures of school age population, enrolled, dropout and un-enrolled children was collected from each habitation by door to door survey and enrollment in classes from I-V from all schools of all the managements were obtained, and the collected present status of accessibility and teacher pupil ratio, achievements etc. are shown below.

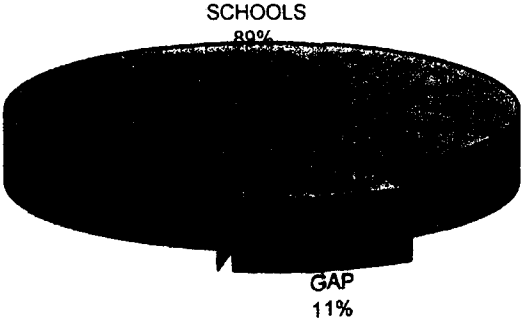
1. THE STATUS OF DISTRICT WITH RESPECT OF KEY EDUCATIONAL INDICATORS VIZ.,

A. ACCESS 1999-2000:

Table 2-1-1
TABLE SHOWING SCHOOL LESS HABITATIONS

NO. OF HABITATIONS	NO. OF PRIMARY SCHOOLS/U.P. SCHOOLS	GAP-HABITATIONS DO NOT POSSES SCHOOLING FACILITIES WITH IN A WALKING DISTANCE OF 1 KM (AS PER GONo. 34)
2864	2537	327

HABITATIONS WITH SCHOOLS



Out of 2864 habitations available in the district 2537 habitations are accessible to the primary schools with in a walking distance i.e. 1 k.m. The remaining 327 habitation details are shown below.

Table 2-1-2
TABLE SHOWING DETAILS OF SCHOOL LESS HABITATIONS

	300 ABOVE	300-200	200-100	100 BELOW
ST	15	26	106	73
SC	0	1	8	4
GENERAL	26	17	21	25
MINORITY	1	1	1	2
TOTAL	42	45	136	104

Table 2-1-3
TABLE SHOWING SCHOOL LESS HABITATIONS IN WARANGAL URBAN AREA

NO. OF HABITATIONS	NO. OF ALS FUNCTIONING	GAP-HABITATIONS DO NOT POSSES SCHOOLING FACILITIES WITH IN A WALKING DISTANCE OF 1 KM (AS PER GONo. 34)
37	7	30

Table 2-1-4
TABLE SHOWING SCHOOLS WITH AND WITHOUT BUILDINGS

TOTAL NO. OF SCHOOLS	NO. OF SCHOOLS WITH BUILDINGS	NO. OF SCHOOLS WITHOUT BUILDINGS
2413	2381	32

Table 2-1-5
TABLE SHOWING THE POSITION OF CLASS ROOMS

NO. OF TEACHERS	NO. OF CLASSES	GAP
7038	5131	1902

B. ENROLLMENT 1999-2000:

Table 2-2-1
TABLE SHOWING DISTRICT ENROLLMENT PARTICULARS

NO. OF CHILDREN IN THE AGE GROUP OF 6-11 YEARS	ENROLLMENT IN I-V CLASSES	GER-ENROLLMENT RATIO	UN-ENROLLED CHILDREN
5,26,764	4,75,624	94.8	54,140

C. RETENTION 1999-2000:

TABLE: 2.3.1
TABLE SHOWING DISTRICT RETENTION PARTICULARS

NO. OF CHILDREN IN THE AGE GROUP OF 6-11 YEARS	ENROLLMENT IN I-V CLASSES	DROPPED OUT CHILDREN	RETENTION
5,26,764	4,75,624	13,787	4,61,837

D. ACHIEVEMENT:

To ascertain the present situation the average scores obtained at Base line Assessment Survey (BAS) and Mid term Assessment Survey (MAS) in class I & IV are compared.

TABLE: 2.4.1
TABLE SHOWING ACHIEVEMENTS OF THE CHILDREN COLLECTED FROM BASE LINE ASSESSMENT SURVEY & MID TERM ASSESSMENT SURVEY

CLASS & SUBJECT	BAS			MAS			DIFFERENCE M2, M1	CR VALUE
	N	M1	SD	N	M2	SD		
CLASS-I								
LANGUAGE	626	57.5	30.00	744	82.45	18.97	24.95	18.00
MATHS	626	62.1	26.42	758	85.87	20.41	23.77	18.57
CLASS-IV								
LANGUAGE	327	42.07	13.94	728	61.67	14.86	19.60	20.68
MATHS	560	29.72	12.72	830	45.45	21.45	15.73	17.28

QUALITY:

A survey of all the classes for estimating the quality has been conducted and in all the classes from class I-V were categorized into three groups i.e. poor, average, and good which were shown in the below:

TABLE: 2.4.2
TABLE SHOWING THE QUALITY OF CLASS ROOM IN EACH SCHOLASTIC AREA

SCHOLASTIC	NO. OF CLASSES	POOR	AVERAGE	GOOD
LANGUAGE	12,332	2785	6336	3221
MATHEMATICS	12336	3395	5969	2972
EVS-I	12336	3976	5707	2653
EVS-II	12332	4317	5738	2267
ENGLISH	4237	841	2313	1173

TABLE: 2.4.3
TABLE SHOWING THE QUALITY OF CLASS ROOM IN EACH NON-SCHOLASTIC AREA

NON-SCHOLASTIC	NO. OF CLASSES	POOR	AVERAGE	GOOD
ARTS EDN. & DRAWING	12332	6964	3342	2026
PHY. EDUCATION	12332	6391	4308	1633
SUPW	12332	8227	2603	1502
MORAL EDUCATION	12332	6620	3958	1754

GAPS IN TEACHER TRAINING:

Each mandal team consisting of MEO, 3 MRPs, 1 HM/TC Secretary, and 1 teacher/MRG were collected the information from the schools in the district in February 2000.

The felt training needs of the teachers are as follows:

- Training on MGT
- Training of Health Education.
- Training on Physical Education.
- Training on Moral Education.
- Training on SUPW.

E. EQUITY:

Reducing gender disparity in enrollment and retention among the boys and girls and also among different social groups.

TABLE: 2.5.1
TABLE SHOWING COMPARATIVE STATEMENT OF PRE-PROJECT & PRESENT STATUS IN ENROLLMENT & RETENTION

	ENROLLMENT			RETENTION		
	BOYS	GIRLS	DIFFERENCE	BOYS	GIRLS	DIFFERENCE
1995-96						
ALL	80.12	71.9	8.22	34.58	34.00	0.58
SC	80.52	62.28	18.24	25.41	25.2	0.21
ST	69.03	49.77	19.29	24.36	19.42	4.94
1999-2000						
ALL	95.8	93.7	2.1	97.1	96.6	0.50
SC	92.07	89.08	2.19	96.53	96.1	0.43
ST	91.98	88.8	3.1	95.00	94.24	0.76

TABLE: 2-5-2
TABLE SHOWING THE ENROLLMENT PARTICULARS
OF SC ST MINORITY & PHC

	BOYS	GIRLS	DIFFERENCE
ALL	95.8	93.7	2.1
BC	94.83	93.93	0.9
SC	92.07	89.88	2.19
ST	91.98	88.8	3.1
MINORITIES	90.6	89.5	1.1
PHC	89.9	86.4	3.5

TABLE: 2-5-3
TABLE SHOWING THE RETENTION PARTICULARS
OF SC ST MINORITY & PHC

	BOYS	GIRLS	DIFFERENCE
ALL	97.1	96.60	0.50
BC	99.04	99.10	0.01
SC	96.53	96.10	0.43
ST	95.00	94.24	0.76
MINORITIES	97.35	98.39	1.04
PHC	97.8	96.10	1.70

The present status of the enrollment and retention in all the different groups, the gaps were much reduced when compared to pre-project period. Further the target for reduce the gap is to be worked out.

URBAN SLUM AREA CHILDREN:

Present status of enrollment of boys and girls in the age group of 6-11 years as follows:

TABLE: 2.5.4
TABLE SHOWING THE ENROLLMENT PARTICULARS OF URBAN CHILDREN

AREA	NO. HABITATIONS	NO. WARDS	NO. DIVISIONS	6-11 AGE POPULATION	ENROLLED	UN-ENROLLED	DROPOUTS
WGL (E)	12	14.5	30	34916	33774	1142	1118
WGL (W)	8	8.5	20	29790	28879	913	1228
TOTAL	20	23	50	64706	62653	2055	2346

Most of the un-enrolled and dropout children are found from slum areas only. And most of them are engaged in some or other work as child labour.

DISABLED CHILDREN:

The estimated population of the children with special educational needs in about 8000 in the district most of them are already admitted in the schools but their needs are not being catered. The present task of the project is to give training to all the teachers and to satisfy their needs and also to identify children whom can be admitted in special schools. This process is in progress in 2 out of 50 mandals and 2 urban areas.

TABLE: 2.5.5
TABLE SHOWING PARTICULARS OF CHILDREN WITH DISABILITY

S NO	NAME OF THE MANDAL	HEARING IMPAIRED	MENTALLY RETARDED	CEREBRAL PALSY	PHYSICALLY HANDICAPPED	SPEECH PROBLEMS	BEHAVIOUR PROBLEMS	VISUALLY IMPAIRED	EPILEPSY	TOTAL
1	HASANPARTHY	57	38	20	38	26	15	24	31	252
2	DHARMASAGAR	34	12	3	29	34	42	7	1	162
	TOTAL	91	50	23	67	60	57	31	35	414

F. TEACHER PUPIL RATIO:

TABLE: 2-6-1
TABLE SHOWING THE MANDAL WISE T.P.R.

DISTRICT	TOTAL HABITATIONS	TOTAL NO. OF TEACHERS	TOTAL NO. OF VVs	TPR
HANAMKONDA	40	175	5	1:74
REGONDA	47	120	14	1:65
KESAMUDRAM	75	128	33	1:63
GHANPUR(STN)	58	191	18	1:62
MANGAPET	53	112	16	1:61
SHAYAMPET	27	104	0	1:60
DORNAKAL	47	119	36	1:56
MAHABUBABAD	113	188	34	1:56
NEKKONDA	62	122	12	1:56
WARANGAL (WEST)	8	95	13	1:56
NARMETTA	52	124	7	1:55
VENKATAPUR	52	117	0	1:54
WARANGAL (EAST)	12	135	0	1:53
KONDAKANDLA	37	119	15	1:51
BHUPALAPALLY	46	103	16	1:50
RAIPARTHY	57	140	50	1:50
THORRUR	68	148	25	1:50
HASANPARTHY	36	143	15	1:49
NARSEMPET	48	146	22	1:48
NELLIKUDUR	76	137	18	1:48
PALAKURTHY	67	140	24	1:48
SANGEM	51	158	1	1:48
THADVAI	51	73	11	1:48
BACHANNAPETA	37	136	14	1:47
KHANAPUR	38	71	18	1:47
CHITYAL	68	156	12	1:46
DEVARUPPULA	50	124	13	1:46
ETURUNAGARAM	53	83	27	1:46
MARIPEDA	156	250	27	1:46
MULUGU	71	187	22	1:46
RAGHUNATHPALLY	61	141	20	1:46

CHERYAL	51	164	26	1:45
CHENNARAO PETA	47	140	13	1:44
GEESUGONDA	34	128	10	1:44
GOVINDARAO PET	43	102	9	1:44
KOTHAGUDA	75	76	18	1:44
LINGALA GHANPUR	30	81	12	1:43
MOGULLAPALLY	33	116	18	1:43
NARSIMHULAPET	71	132	70	1:43
GHANPUR(MULUG)	32	81	23	1:42
KURAVI	85	199	16	1:42
NALLABELLY	60	44	10	1:42
WARDHANNAPET	55	356	0	1:42
DHARMASAGAR	56	157	44	1:41
GUDUR	160	159	77	1:41
JANGOAN	53	146	63	1:41
PARKAL	36	143	37	1:41
MADDUR	43	146	23	1:36
ATMAKUR	39	134	37	1:34
DUGGONDI	53	122	27	1:33
ZAFFERGADH	39	107	0	1:32
PARVATHAGIRI	52	120	43	1:31
			1114	1:48

As per the above table the teacher pupil ratio is 1:48 and it is decreased by addition 1114 vidyavolunteers to 1:38. The highest TPR mandal is Hanamkonda with 1:74 and lowest is parvathagiri with 1:31 and there are 6 mandals above 1:60, there are 23 mandals above district average.

G. SCR:

TABLE: 2-7-1
TABLE SHOWING THE DISTRICT S.C.R.

TOTAL NO. OF SCHOOLS	TOTAL ENROLLMENT	SCHOOL PUPIL RATIO	TOTAL NO. OF CLASS ROOMS	SCHOOL CLASS ROOM RATIO	CLASS ROOM PUPIL RATIO
2692	4,75,624	1:177	5160	1:1.9	1:92

2. DISTRIBUTION OF MANDALS ON THE RELATIVE PERFORMANCE OF KEY EDUCATIONAL INDICATORS:

The district average enrollment rate is 94.8. based on the averages all the mandals were divided into two groups in each area i.e. Enrollment and Retention and a quadrant of mandals is prepared.

LOW ENROLLMENT	-	LOW RETENTION
LOW ENROLLMENT	-	HIGH RETENTION
LOW RETENTION	-	HIGH ENROLLMENT
HIGH ENROLLMENT	-	HIGH RETENTION

The mandals are show in the table 2.10.1. for the mandals in each category, specified strategies are planned, shown below the each category.

The achievements of mandals were further analyzed, and listed out the habitations achieved 100% and habitations in between the range of 99-95; 95-90; 89-85; 84-80 and below 79%; in between 99-79 percentages. Based on this information the habitations were also identified in each mandal. The list of such habitations were taken from the mandal plans and each MRP responsible for the cluster plan and implement strategies planned for the habitation.

WARANGAL DISTRICT

MAP SHOWING THE THRUST AREAS



TABLE: 2-8-1
TABLE SHOWING DISTRIBUTION OF MANDALS BASED ON THE
PERFORMANCE OF ALL BOYS & GIRLS ENROLLMENT & RETENTION

	HE	HR		LE	HR
1 WARANGAL (WEST)	123.5	98	1 MULUGU	93.5	97.8
2 NARSAMPET	113.5	97.9	2 CHITYAL	93.5	97.7
3 THORRU	105.3	97.8	3 WARDHANNAPET	93.2	98.3
4 THADVAI	105.2	97.4	4 MADDUR	93.1	97.6
5 NARMETTA	103	97.6	5 PARVATHAGIRI	93	98.5
6 PARKAL	101.7	99.4	6 RAYAPARTHY	92.9	98.8
7 REGONDA	100.5	97.1	7 GHANPUR (M)	92.5	97
8 DUGGONDI	99.6	97	8 RAGHUNATHPALLY	92.2	97
9 CHERIAL	99.4	97.2	9 HASANPARTHY	91.9	99
10 VENKATAPUR	98.6	97.9	10 NELLIKUDURU	86	98.3
11 SHAYAMPET	98.2	99.5	11 KESAMUDRAM	92	98.9
12 GOVINDARAOPET	98	98.2	12 DHARMASAGAR	79.6	98.1
13 MOGULLAPALLY	97.7	97.6	13 KHANAPUR	75.7	97
14 SANGEM	97.5	97.5			
15 ATURNAGARAM	97.3	98.2			
16 HANAMKONDA	96.8	99.9			
17 BACHANNAPET	96.7	99.3			
18 GEESUGONDA	96.6	98.1			
19 CHENNARAOPET	96.3	98.8			
20 JANGAON	96	97.3			
21 ATHMAKUR	95.8	98.9			
22 KOTHAGUDA	95	98.6			
23 NALLABELLY	95	97.5			
	HE	LR		LE	LR
1 NARSIMHULAPET	109.7	96.2	1 MANGAPET	94.7	94.6
2 MAHABUBABAD	107	96.7	2 DEVARUPPULA	94	87
3 GHANPUR (STN)	106.5	96.8	3 ZAFFARGADH	89	92.5
4 WARANGAL (EAST)	98.4	96.7	4 BUPALAPALLY	88.1	96.4
5 KODAKANDLA	80.1	96.8	5 MARIPEDA	87	92.5
6 LINGALA GHANPUR	96.3	94.7	6 NEKKONDA	85.6	96.7
			7 KURAVI	85.5	93.5
			8 PALAKURTHY	84.7	95.1
			9 DORNAKAL	79.5	95.4
			10 GUDUR	75.4	83.6

GENDER SENSITIVITY

Based on the performance of girls of the mandals on key educational indicators i.e. Enrollment and Retention four groups were formed. The activities relevant to the each group planned. The list of mandals in each is given in table 2.10.2.

TABLE: 2-8-2
TABLE SHOWING DISTRIBUTION OF MANDALS BASED ON THE
PERFORMANCE OF ALL *GIRLS* ENROLLMENT & RETENTION

<p style="text-align: center;">HE/HR</p> <p>1 WARANGAL (WEST) 2 NARSAMPET 3 GHANPUR (STN) 4 THORRUR 5 MAHABUBABAD 6 NARMETTA 7 PARKAL 8 THADVAI 9 VENKATAPUR 10 WARNGAL (EAST) 11 SHAYAMPET 12 GOVINDARAOPET 13 MOGULLAPALLY 14 DUGGONDI 15 SANGEM 16 ETURUNAGARAM 17 HANAMKONDA 18 CHERIAL 19 BACHANNAPET 20 ATHMAKUR 21 CHENNARAOPET 22 GEESUGONDA 23 HASANPARTHY 24 JANGAON</p>	<p style="text-align: center;">LE/HR</p> <p>1 MADDUR 2 KOTHAGUDA 3 CHITYAL 4 WARDHANNAPET 5 RAIPARTHY 6 GHANPUR (M) 7 MULUGU 8 RAGHUNATHAPALLY 9 PARVATHAGIRI 10 NELLIKUDURU 11 NEKKONDA 12 DHARMASAGAR 13 KESAMUDRAM 14 KODAKANDLA 15 KHANAPUR</p>
<p style="text-align: center;">HE/LR</p> <p>1 NARSIMHULAPET 2 REGONDA 3 LINGALA GHANPUR 4 MANGAPET</p>	<p style="text-align: center;">LE/LR</p> <p>1 NALLABELLY 2 DEVARUPPULA 3 ZAFFARGADH 4 BHUPALAPALLY 5 KURAVI 6 MARIPEDA 7 PALAKURTHY 8 DORNAKAL 9 GUDUR</p>

TABLE: 2-8-3
TABLE SHOWING DISTRIBUTION OF MANDALS BASED ON THE
PERFORMANCE OF SC GIRLS ENROLLMENT & RETENTION

HE/HR	LE/HR
1 THORRU	1 CHITYAL
2 NARSAMPET	2 RAIPARTHY
3 GHANPOUR (STN)	3 NEKKONDA
4 CHERIAL	4 KOTHAGUDA
5 DORNAKAL	5 KESAMUDRAM
6 PARKAL	6 CHENNARAOPET
7 HANAMKONDA	7 KODAKANDLA
8 VENKATAPUR	8 DHARMASAGAR
9 ATHMAKUR	9 PARVATHAGIRI
10 HASANPARTHY	10 KHANAPUR
11 SHAYAMPET	11 MAHABUBABAD
12 BACHANNAPET	
13 JANGAON	
14 ETURUNAGARAM	
15 MARIPEDA	
16 SANGEM	
17 MOGULLAPALLY	
18 WARANGAL (WEST)	
19 MADDUR	
21 NALLABELLY	
21 MULUGU	
22 GOVINDARAOPET	
23 DUGGONDI	
24 WARDHANNAPET	
25 RAGHUNATHPALLY	
HE/LR	LE/LR
1 NARMETTA	1 DEVARUPPULA
2 WARANGAL (EAST)	2 TADVAI
3 LINGALA GHANPUR	3 BUPALAPALLY
4 MANGAPET	4 PALAKURTHY
5 REGONDA	5 ZAFFARGADH
6 GEESUGONDA	6 GHANPUR (M)
7 KURAVI	7 GUDUR
	8 NARSIMHULAPET
	9 NELLIKUDURU

TABLE: 2-8-4
**TABLE SHOWING DISTRIBUTION OF MANDALS BASED ON THE
 PERFORMANCE OF ST GIRLS ENROLLMENT & RETENTION**

HE/HR	LE/HR
1 NARSAMPET	1 SHAYAMPET
2 TADVAI	2 MAHABUBABAD
3 GHANPUR (STN)	3 LINGALA GANPUR
4 THORRUR	4 GHANPUR (M)
5 HASANPARTHY	5 BHUPALAPALLY
6 NARMETTA	6 RAYAPARTHY
7 PARKAL	7 KURAVI
8 HANAMKONDA	8 KODAKANDLA
9 DORNAKAL	9 RAGHUNATHPALLY
10 BACHANNAPET	10 DHARMASAGAR
11 ATMAKUR	11 NELLIKUDURU
12 WARANGAL (EAST)	12 KOTHAGUDEM
13 JANGAON	13 CHITYAL
14 GOVINDARAOPET	14 MADDUR
15 WARANGAL (WEST)	15 KESAMUDRAM
16 ETURUNAGARAM	16 KHANAPUR
17 WARDHANNAPET	17 MARIPEDA
18 VENKATAPUR	18 PARVATHAGIRI
19 MULUGU	19 CHERIAL
21 NALLABELLY	
21 GEESUGONDA	
22 DUGGONDI	
HE/LR	LE/LR
1 REGONDA	1 MANGAPET
2 NEKKONDA	2 PALAKURTHY
3 SANGEM	3 DEVARUPPULA
4 ZAFFARGADH	4 GUDUR
	5 NARSAMHULAPET
	6 CHENNARAOPET
	7 MOGULLAPALLY

MANDAL WITH HIGH CHILD LABOUR:

The following mandals are identified with high child labour:

1. Mahabuababd
2. Kuravi
3. Maripeda
4. Gudur
5. Khanapur
6. Jangaon
7. Cherial
8. Kodakandla

3. CONVERGENCE WITH OTHER SCHEMES:

- ☞ National Child Labour Project helping to cater the educational needs of the identified dropout children engaged in different laborious works.
- ☞ ICDS helping in shifting and functioning the Anganwadi Centres within the premises of Primary Schools.

COORDINATION OF NGO:

- ☞ MARI an NGO coordinating in functioning of Transitional Class Rooms in Parvathagiri mandal.
- ☞ SEVA BHARATHI an NGO coordinating in functioning of Transitional Class Rooms in Mahabubabad mandal.
- ☞ SEVA an NGO coordinating in identifying and motivating the Deprived Children Bridge Course programme taken up in Warangal (East).

CHAPTER-III
PRIORITIES & TARGETS 2000-2001
IDENTIFICATION OF THRUST AREAS

1. ACCESS:

For achieving the goal of U. P. E. in the district, it is necessary to provide access for schools within a kilometer to all the habitations in the district. It is basically an exercise in school mapping. 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 strategies are adopted at district level.

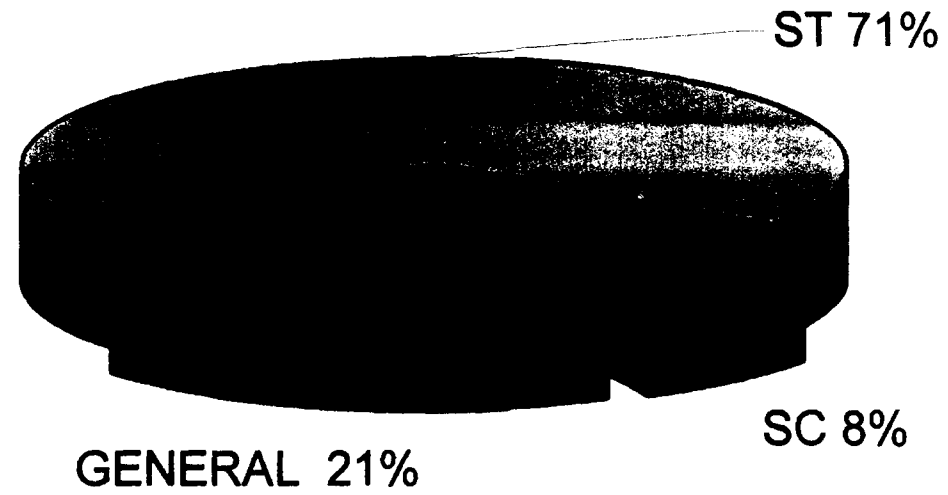
- 360 New Primary Schools were opened.
- 99 Alternative Schools were opened.
- 33 Mabadi Schools were opened.
- School mapping exercise is being taken and shifting of schools to needy places is in process.

a. ALTERNATIVE SCHOOLING:

During this year it is planned to open alternate schools in the school less habitations.

Already 92 schools were amalgamated. It is visualized that there is a need of alternative schooling in the district for those children who are unable to attend the formal schools and also to the children who were dropped out from the formal schools; to whom the school is away from 1 k.m. and population is less than 200, where opening a new Primary School is uneconomic.

AREA WISE DPEP SCHOOLS (360)



The main problem of access to primary education for the more deprived and marginal sections of the society, is that the school is seen as a school only when it has a physical structure such as a building. If we can think of a notion of a school as a learning context, an arrangement and agreement between the parties involved, to provide the best possible education feasible within the circumstances.

Hence, it is felt that there is need for opening of new alternative schools out of 2844 habitations available in the district 2517 habitations are accessible to the primary schools within a walking distance i.e. 1 k.m. The remaining 327 habitations details as follows:

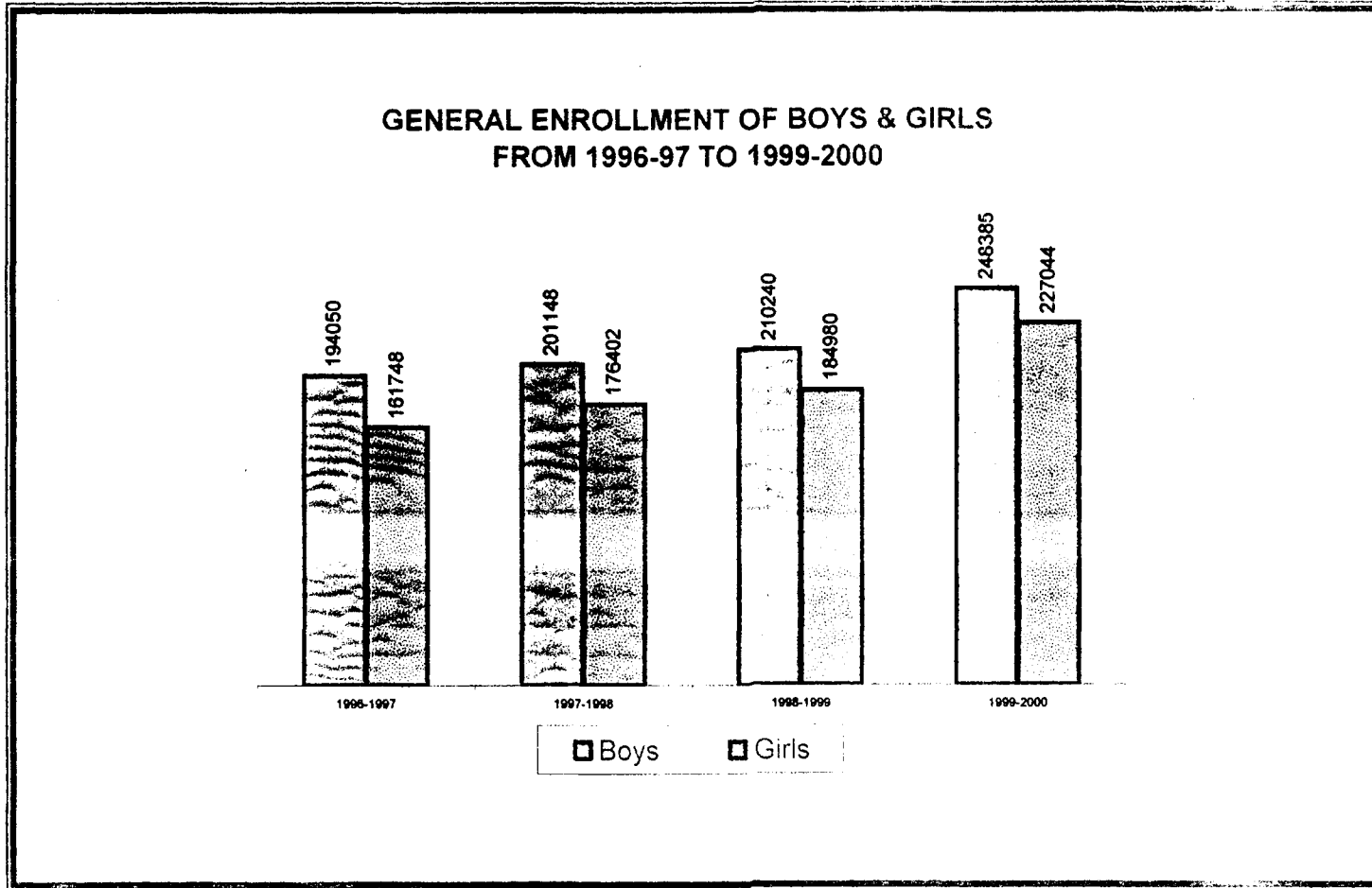
	300 & ABOVE	300-200	200-100	100 & BELOW	TOTAL
ST	15	25	106	74	220
SC		1	8	4	13
GENERAL	26	17	21	25	89
MINORITY	1	1	1	2	5
TOTAL	42	44	136	105	327

In which 222 Alternative Schools are being taken up under G.O.Ms. No. 34 (Mabadi Scheme). During the year 2000-2001.

b. CIVIL WORKS:

There is a gap of 32 buildings and 1902 class rooms (shown at 2-1-4 & 2-1-5). But under DPEP already 24% of EFC cost and 10% of contingency utilized for Civil works. Hence, these works may be taken up with the convergence of other schemes. The facilities required for toilets, drinking water also provided with convergence of other schemes.

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2. ENROLMENT:

The main objective of the DPEP programme is to achieve universal enrolment by the end of the project period.

The enrolment rate of the district in the year 1995 was as follows:

3.2.1.
TABLE SHOWING THE ENROLLMENT RATES 1995

GENERAL			SC			ST		
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
80.12	71.90	76.62	80.52	62.28	71.40	69.03	49.77	59.40

With effect of project interventions and due to opening of 360 New Primary Schools, 125 Alternative Schools and building awareness among the parents, taking up enrollment drives the Growth enrolment rate of the year 1999-2000 was increased as follows:

GENERAL			SC			ST		
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
95.8	93.7	94.8	92.07	89.83	90.98	91.98	88.88	90.43

An analysis of the situation reveals that there is a significant difference between the gross enrollment ratios of 1995 and 2000. This is the result of the project interventions. As the enrolment ratio indicates that still 5.2% are yet to be enrolled. Among which 14,070 are dropouts and 26,738 are non-starters. These non starters can be categorized into

- a. Children do not have any specific responsibilities but keeping them selves away from school and parents have no motivation to send them to the school.
- b. Children spend time at home and parents wishing them to be employed.

Dropouts are also can be categorized into

- a. Children engaged as child labour.
- b. Children engaged in their own domestic work sibling case, cattle grazing etc.

The district average enrollment of 50 mandals and 2 urban areas is 94.8 but there 23 mandal which are below the district. The lowest enrollment mandals is Gudur with average enrollment rate of 75.4.

The 23 mandals with the lowest enrollment rates are further categorized into two. 10 mandals in LE & LR group, 13 mandals in LE & HR group (Table 2-7-1):

It is the responsibility of the project implementers to improve the enrollment and retention in these mandals. For this purpose the particulars of these mandals further analyzed as follows:

TABLE 3-2-3
TABLE SHOWING ENROLLMENT RANGE OF ACHIEVEMENTS IN
HABITATIONS (LE & LR GROUP)

S. No	Name of the Mandal	No.of habitations	100	99-95	94-90	89-85	84-80	Below 79
1	Mangapet	53	20	16	5	3	7	2
2	Devaruppula	50	3	6	3	6	5	27
3	Zaffargadh	39	20	8	4	3	0	4
4	Bhupalapally	46	11	8	7	11	4	5
5	Maripeda	156	7	17	18	19	95	0
6	Nekkonda	62	32	10	8	8	0	4
7	Kuravi	85	4	18	23	11	9	20
8	Palakurthy	67	7	11	12	22	0	15
9	Dornakal	47	3	6	6	3	6	23
10	Gudur	160	5	15	18	92	10	20
	Total	765	112	115	104	178	136	120
							434	

The total habitations in these mandals is 765, out of which, only 112 habitations achieved 100% enrollment, where as 434 habitations will be thrust area, for concentrating and implementing strategies to improve the enrollment.

In another set of mandals which were categorized with high retention the analysis is as follows:

TABLE 3-2-4
TABLE SHOWING ENROLLMENT RANGE OF ACHIEVEMENTS IN
HABITATIONS (LE & HR GROUP)

S. No	Name of the Mandal	No. of habitations	100	99-95	94-90	89-85	84-80	Below 79
1.	Mulugu	71	27	10	10	7	6	11
2	Chityal	68	0	0	50	4	8	6
3	Wardhannapet	55	0	27	8	5	4	11
4	Maddur	43	1	15	11	2	3	11
5	Parvathagiri	52	9	5	5	6	26	1
6	Rayaparthi	57	18	13	6	4	16	0
7	Ghanpur (M)	32	18	2	7	2	3	0
8	Raghunathpally	61	27	6	6	6	3	13
9	Hasanparthi	36	20	12	3	1	0	0
10	Nellikuduru	76	9	16	27	3	0	21
11	Kesamudram	75	13	9	9	34	6	4
12	Dharmasagar	56	25	9	4	15	2	1
13	Khanapur	38	13	7	5	6	3	4
	Total	720	180	131	151	95	80	83
							258	

The total habitations in these mandals is 720, out of which only 180 habitations achieved 100% enrolment, where as 258 habitations are below 89%. These habitations will be taken care for the development of enrollment.

HABITATIONS ENROLLMENT RANGE

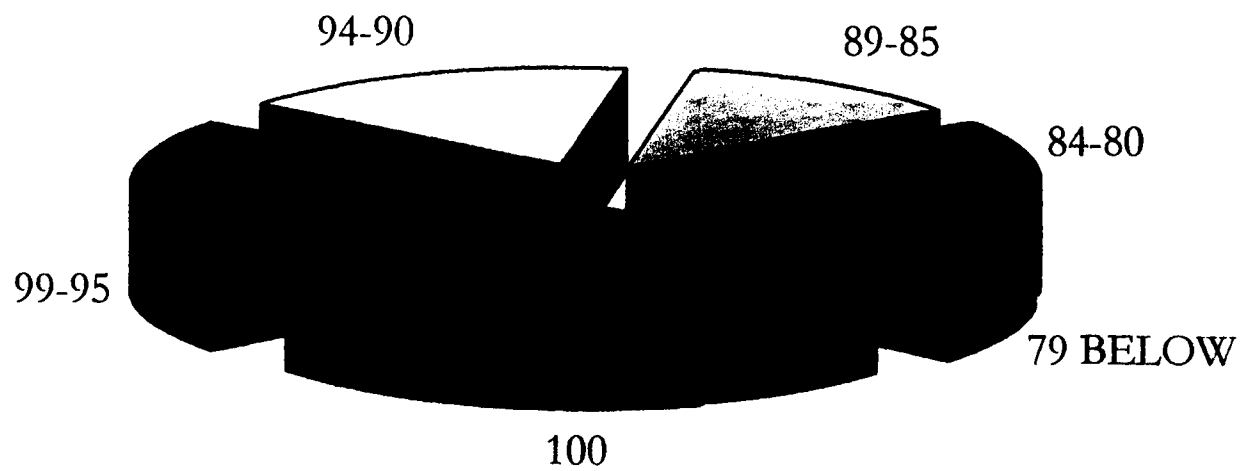


TABLE 3-2-5
TABLE SHOWING ENROLLMENT RANGE OF ACHIEVEMENTS IN
HABITATIONS (HE & LR GROUP)

S. No	Name of the Mandal	No. of habitations	100	99-95	94-90	89-85	84-80	Below 79
1	Narsimhulapet	71	10	15	22	0	3	21
2	Mahabubabad	113	10	10	15	13	16	49
3	Ghanpour (stn)	58	4	13	15	16	3	7
4	Warangal (east)	12	2	7	3	0	0	0
5	Kodakandla	37	4	4	10	8	2	9
6	Lingala Ghanpur	30	8	8	7	2	2	3
	TOTAL	321	38	57	72	39	26	89

The total habitations in these mandals is 321 out of which 38 habitations achieved 100% enrollment and 167 habitations achieved 90% enrollment. The remaining 154 habitations are target for improving enrollment.

TABLE 3-2-6
TABLE SHOWING ENROLLMENT RANGE OF ACHIEVEMENTS IN
HABITATIONS (HE & HR GROUP)

S. No	Name of the Mandal	No. of habitations	100	99-95	94-90	89-85	84-80	Below 79
1.	Warangal (East)	12	2	7	3	0	0	0
2	Narsampet	48	20	13	12	3	0	0
3	Thorrur	68	10	15	13	8	13	9
4	Thadvai	51	11	2	13	10	12	3
5	Narmeta	52	0	29	5	10	8	0
6	Parkal	36	22	9	3	2	0	0
7	Regonda	47	25	3	5	4	4	6
8	Duggondi	53	0	33	8	5	2	5
9	Cherial	51	26	14	8	1	0	2

10	Venkatapur	52	0	0	34	4	9	5
11	Shayampet	27	22	1	4	0	0	0
12	Govindarao Pet	43	23	9	3	2	1	5
13	Mogullapally	33	22	6	4	1	0	0
14	Sangem	51	43	6	1	1	0	0
15	Eturnagaram	53	33	11	4	0	2	3
16	Hanamkonda	40	19	14	4	2	1	0
17	Bachannapet	37	24	7	1	4	1	0
18	Geesugonda	34	14	8	3	3	2	4
19	Chennaraopet	47	10	13	5	2	17	0
20	Jangaon	53	16	9	7	4	0	17
21	Atmakur	39	18	6	9	3	3	0
22	Kothaguda	75	40	10	7	7	11	0
23	Nallabelly	60	18	17	5	4	7	9
	TOTAL	1062	418	242	161	80	93	68
				821				

The total habitations in these mandals are 1062 out of which 418 habitations achieved 100% enrollment and 821 habitations achieved 90% enrollment. In these habitations activities will be taken up for retaining the enrollment. The remaining 241 habitations are target for improving the enrollment.

3. RETENTION:

The main objective of the DPEP is not only to enroll but also it is equally important to see the child enrolled continues in the school and progresses regularly in the school.

The retention in Warangal district in the year 1995-96

TABLE 3-3-1
TABLE SHOWING ENROLLMENT RANGE OF ACHIEVEMENTS IN
HABITATIONS (HE & HR GROUP)

GENERAL			SC			ST		
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
32.48	3491	34.06	25.41	25.20	25.33	24.36	12.21	19.42

The main reasons for high dropout was:

1. Enrolment of under aged children
2. Girl child engaged in sibling care and house hold work
3. Children engaged as child labour
4. Teachers not paying attention
5. Un attractive class rooms
6. Non availability of facilities like adequate class rooms, Drinking water and toilet facilities.
7. Stagnated children were also counted among the dropouts.

The above retention rate is calculated based on the children enrolled 5 years back in class-I and the present enrollment in class-V. the difference was treated as drop out but it was not true. These children were not drop out from the primary education. Taking into the account of this point a covert study was conducted by MRPs in 200 schools of Warangal district where the children admitted in class-I were tracked and

found their only 12% of children are dropped out from which 4% details are not found. This was supported by an independent research conducted by Sri. R. Ganapathi.

Based on these experiences it is decided to calculate drop out rate based on the enrollment of the year and retained children in the academic year 1999-2000. This was compared with the information collected in the year 1998-99 also.

As per the collected data the retention rates are as follows:

**TABLE 3-3-2
TABLE SHOWING RETENTION RATES**

1998-99			1999-2000		
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
96.3	95.7	96.0	97.1	96.6	96.88

The district average retention is 96.88% with highest retention rate 99.99 (Hanamkonda mandal) lowest retention rate 83.65% (Gudur mandal). There are 16 mandals, which are less than district average and 36 mandals which are more than district average. The distribution of these mandals in the quadrant is shown in the table (2-8-1). And in further analysis the retention achievement range habitations as follows:

**TABLE 3-3-3
TABLE SHOWING RETENTION RANGE OF ACHIEVEMENTS IN
HABITATIONS (LE & LR GROUP)**

S. No	Name of the Mandal	No. of habitations	100	99-95	94-90	89-85	84-80	Below 79
1	Mangapet	53	19	17	5	2	9	1
2	Devaruppula	50	10	8	2	3	0	27
3	Zaffargadh	39	18	10	4	3	0	4
4	Bhupalapally	46	17	9	10	5	2	3

5	Maripeda	156	7	15	22	49	63	0
6	Nekkonda	62	30	12	4	10	2	4
7	Kuravi	85	41	25	9	7	0	3
8	Palakurthy	67	19	11	15	0	0	22
9	Dornakal	47	22	14	2	4	1	4
10	Gudur	160	5	13	20	75	8	39
	Total	765	188	134	93	158	85	107
							350	

The total habitations in these mandals is 765, out of which, only 188 habitations achieved 100% retention, where as 350 habitations are below 89%. These habitations will be thrust area for concentrating and implementing strategies to improve the retention.

TABLE 3-3-4
TABLE SHOWING RETENTION RANGE OF ACHIEVEMENTS IN
HABITATIONS (HE & LR GROUP)

S. No	Name of the Mandal	No.of habitations	100	99-95	94-90	89-85	84-80	Below 79
1	Narsimhulapet	71	47	19	3	1	1	0
2	Mahabubabad	113	42	11	13	1	3	43
3	Ghanpour (stn)	58	21	21	11	3	2	0
4	Warangal (east)	12	1	9	2	0	0	0
5	Kodakandla	37	7	8	6	6	1	9
6	Lingala Ghanpur	30	17	8	1	1	1	2
	TOTAL	321	135	76	36	12	8	54

The total habitations in these mandals is 321, out of which 135 habitations achieved 100% Retention and 74 habitations achieved below 90% retention. These 74 habitations are target habitations for improving the retention.

TABLE 3-3-5
TABLE SHOWING RETENTION RANGE OF ACHIEVEMENTS IN
HABITATIONS (LE & HR GROUP)

S. No	Name of the Mandal	No. of habitations	100	99-95	94-90	89-85	84-80	Below 79
1.	Mulugu	71	30	17	3	4	7	10
2	Chityal	68	34	13	6	4	8	3
3	Wardhannapet	55	0	0	41	8	2	4
4	Maddur	43	20	11	3	2	2	5
5	Parvathagiri	52	10	4	6	7	24	1
6	Rayaparthi	57	48	7	2	0	0	0
7	Ghanpur (M)	32	0	21	3	4	2	2
8	Raghunathpally	61	28	10	6	4	1	12
9	Hasanparthi	36	23	12	0	1	0	0
10	Nellikuduru	76	45	21	0	0	8	2
11	Kesamudram	75	16	5	12	11	5	26
12	Dharmasagar	56	25	9	4	15	0	3
13	Khanapur	38	14	1	5	4	5	9
	Total	720	293	131	91	64	64	77
							205	

The total habitations in these mandals is 720; out of which 293 habitations achieved 100% retention, where as 515 habitations achieved 90% retention and 205 habitations are below 90% retention. The 515 habitations are target for sustaining retention and 205 habitations for achieving better retention.

HABITATIONS RETENTION RANGE

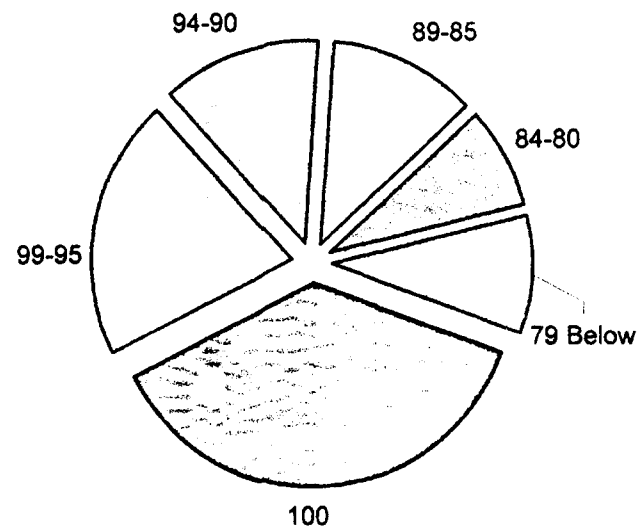


TABLE 3-3-6
TABLE SHOWING RETENTION RANGE OF ACHIEVEMENTS IN
HABITATIONS (HE & HR GROUP)

S. No	Name of the Mandal	No. of habitations	100	99-95	94-90	89-85	84-80	Below 79
1.	Warangal (East)	12	1	9	2	0	0	0
2	Narsampet	48	15	10	10	13	0	0
3	Thorrur	68	21	15	10	8	9	5
4	Thadvai	51	34	9	4	0	2	2
5	Narmeta	52	0	29	7	8	1	7
6	Parkal	36	22	7	4	2	0	1
7	Regonda	47	0	18	6	7	12	4
8	Duggondi	53	8	5	4	5	18	13
9	Cherial	51	17	12	10	3	2	7
10	Venkatapur	52	0	36	7	6	3	0
11	Shayampet	27	25	2	0	0	0	0
12	Govindarao Pet	43	23	9	3	2	1	5
13	Mogullapally	33	0	0	32	1	0	0
14	Sangem	51	27	16	5	3	0	0
15	Eturnagaram	53	37	10	5	0	1	0
16	Hanamkonda	40	19	14	4	2	1	0
17	Bachannapet	37	25	1	3	4	4	0
18	Geesugonda	34	14	11	2	6	4	0
19	Chennaraopet	47	24	11	5	7	0	0
20	Jangaon	53	20	9	4	5	9	6
21	Atmakur	39	15	9	9	6	0	0
22	Kothaguda	75	59	8	3	5	0	0
23	Nallabelly	60	30	13	3	4	3	4
	TOTAL	1062	436	263	142	97	70	54
				841				

The total habitations in these mandals is 1062. Out of which 436 habitations achieved 100% retention and 841 habitations achieved 90% retention. The remaining 221 habitations are below 89% percent. 841 habitations are target for sustaining retention and 221 habitations are target for improving the retention.

4. QUALITY:

The achievement levels of the children's' performance was evaluated by the mandal team members through observing children in the classrooms, central marks register and having a dialogue with teachers. The following are the findings in different scholastic and non-scholastic areas. By the mandal planning team members the classes were identified in each subject-wise. The consolidation of all the are as follows:

LANGUAGE: TELUGU:

TABLE: 3-4-1.
TABLE SHOWING THE QUALITY
OF CLASSES FROM I-V IN LANGUAGE (TELUGU)

		Poor	Average	Good	Target/ Average	Good
Class I	Telugu	743	1528	650	743	2178
Class II	Telugu	783	1470	668	783	2138
Class III	Telugu	447	1362	612	447	1974
Class IV	Telugu	491	951	721	491	1672
Class V	Telugu	321	1025	560	465	1441
		2785	6336	3211		

The above table depicts that, there are considerably more classes come under average i.e., Out of 12, 332 classes 6, 336 come under average, 3,211 classes come under Good and 2785 classes come under poor.

MATHEMATICS:

TABLE: 3-4-2.
TABLE SHOWING THE QUALITY
OF CLASSES FROM I-V IN MATHEMATICS

		Poor	Average	Good	Target/ Average	Good
Class I	Maths	925	1484	516	925	2000
Class II	Maths	937	1420	564	937	1984
Class III	Maths	595	1308	518	595	1826
Class IV	Maths	391	852	920	391	1772
Class V	Maths	547	905	454	547	1358
		3395	5969	2972		

The above table shows that, there are 5659 classes under Average and 3395 classes under poor and 2972 classes under Good.

EVS-I:

TABLE: 3-4-3.
TABLE SHOWING THE QUALITY OF CLASSES FROM I-V IN EVS-I

		Poor	Average	Good	Target/ Average	Good
Class I	EVS-I	1294	1209	422	1294	1631
Class II	EVS-I	1148	1202	571	1148	1773
Class III	EVS-I	529	1334	558	529	1892
Class IV	EVS-I	658	938	567	658	1505
Class V	EVS-I	347	1024	535	347	1559
		3976	5707	2653		

The above tables tells us that out 12336 classes, 5707 classes come under Average, 3976 classes come under Poor and 2653 classes are come under Good.

EVS-II:

TABLE: 3-4-4.
TABLE SHOWING THE QUALITY OF CLASSES FROM I-V IN EVS-II

		Poor	Average	Good	Target/ Average	Good
Class I	EVS-II	1503	1014	394	1503	1408
Class II	EVS-II	1101	1273	547	1101	1820
Class III	EVS-II	486	1292	643	486	1935
Class IV	EVS-II	872	1138	153	872	1291
Class V	EVS-II	355	1021	530	355	1551
		4317	5738	2267		

The above tables depicts that out of 12322 classes, 5738 classes come under Average, 4317 classes come under Poor and 2267 classes are come under Good.

ENGLISH:

TABLE: 3-4-5.
**TABLE SHOWING THE QUALITY
OF CLASSES FROM III & V IN ENGLISH**

		Poor	Average	Good	Target/ Average	Good
Class III	English	486	1292	643	486	1935
Class V	English	355	1021	530	355	1551
		841	2313	1173		

The above table tells us that, out of 4237 classes, 2313 classes come under Average, 1173 classes come under Good and 841 classes come under Poor.

ARTS EDUCATION & DRAWING:

TABLE: 3-4-6.
TABLE SHOWING THE QUALITY
OF CLASSES FROM I-V IN ARTS EDUCATION & DRAWING

		Poor	Average	Good	Target/ Average	Good
Class I	Art Edn. & Drawing	2070	657	194	2070	851
Class II	Art Edn. & Drawing	1946	725	250	1946	975
Class III	Art Edn. & Drawing	1366	774	281	1366	1055
Class IV	Art Edn. & Drawing	1011	411	741	1011	1152
Class V	Art Edn. & Drawing	571	775	560	571	1335
		6964	3342	2026		

The above tables depicts that out of 12132 classes, 3342 classes come under Average, 6964 classes come under Poor and 2026 classes are come under Good.

PHYSICAL EDUCATION:

TABLE: 3-4-7.
TABLE SHOWING THE QUALITY
OF CLASSES FROM I-V IN PHYSICAL EDUCATION

		Poor	Average	Good	Target/ Average	Good
Class I	Physical Education	1827	824	270	1827	1094
Class II	Physical Education	1709	856	356	1709	1212
Class III	Physical Education	1307	781	333	1307	1114
Class IV	Physical Education	1056	893	214	1056	1107
Class V	Physical Education	492	954	460	492	1414
		6391	4308	1633		

The above tables depicts that out of 12332 classes, 4308 classes come under Average, 6391 classes come under Poor and 1633 classes are come under Good. Hence the appointment of Physical Education

teachers is compulsory to develop the physical education. Or, the teachers may be trained in Physical Education to set the desired goals in different classes.

SUPW:

TABLE: 3-4-8.

TABLE SHOWING THE QUALITY OF CLASSES FROM I-V IN SUPW

		Poor	Average	Good	Target/ Average	Good
Class I	SUPW	2053	509	359	2053	868
Class II	SUPW	2196	529	196	2196	725
Class III	SUPW	1665	551	205	1665	756
Class IV	SUPW	1342	314	507	1342	821
Class V	SUPW	975	700	235	975	935
		8231	2603	1502		

The above tables depicts that out of 2336 classes, 2603 classes come under average, 8231 classes come under poor and 1502 classes are come under good. Hence, special teachers may be appointed in SUPW posts, or the necessary training programs for teachers are needed to develop SUPW program in classes.

SC & ST:

There is no large difference in SC & ST enrollment when compared to the general population (Table: 2-5-2 & 2-5-3). But a significant difference between the pre-project and present status (Table 2-5-1). The priority will be given to make the disparity further less.

URBAN SLUM AREA CHILDREN:

Identified 2055 un-enrolled and 2346 dropout children (Table 2-5-4) are target for the year 2000-2001. After identifying the children position alternate educational facilities will be provided.

CHILDREN FOR SPECIAL EDUCATIONAL NEEDS:

The particulars of the children identified with special educational needs (414) in two mandals i.e. Hasanparthy and Dharmasagar (details shown in table 2-5-5) are target for this year. Training to the teachers of these mandals and continuing individual educational programme for these children is the target for this year.

MINORITIES:

There is a large gap in general population and minorities in enrollment and retention. The disparity will be reduced to 1% and further study of the problems of minorities will be taken up for further action in coming years.

FOCUSED AREA:

SUB PLAN AREA:

Warangal district has a large sub plan area with 12 mandals. All these mandals are very backward and most of the people still live in remote small habitations. Apart from the educational department ITDA also opened schools (TWPS & GVVK). All the habitations are accessible to the primary education gaps.

- Teachers need training for effective teaching.
- Teachers should know the culture of the tribes.

BACKWARD AREA:

The following mandals are identified as mandals of backward area in Warangal district. The mandals were so identified based on the Base line assessment survey, school visits by mandal teams and schools and pupils survey 1999, Mid-term assessment survey 1999.

The particulars of enrollment rate, retention, T.P. Ratio, No. of schools, no. of Alternative schools required, pupil dropped out and never enrolled are as under Table:

TABLE: 3-5-1.
TABLE SHOWING THE PARTICULARS OF THE
BACKWARD AREA MANDALS

S. NO	NAME OF THE MANDAL	ENROLLMENT RATE	RETENTION	T.P. RATIO	NO. OF SCHOOLS	NO. OF ALS REQUIRED	NEVER ENROLLED	DR OPOUT
1	BHUPALAPALLY	92.01	96.47	1:61	44	8	11.8	3.54
2	REGONDA	97.50	97.15	1:70	44	3	2.8	2.85
3	MADDUR	93.00	97.60	1:41	33	6	2.4	2.40
4	PALAKURTHY	84.70	95.10	1:56	49	9	4.9	4.90
5	KODAKANDLA	80.10	96.86	1:58	44	17	9.6	3.64
6	RAYAPARTHY	92.90	98.89	1:64	59	4	6.4	1.12

The above table depicts that the school-less habitations in these mandals are more i.e. 47 and the never enrolled children are 6.0% and the dropout rate is 3.08%. the teacher pupil ratio is 1:70. So the classes are overcrowded with children. Particularly in class-I and II. The above age and the under aged children are common in the school in these mandal.

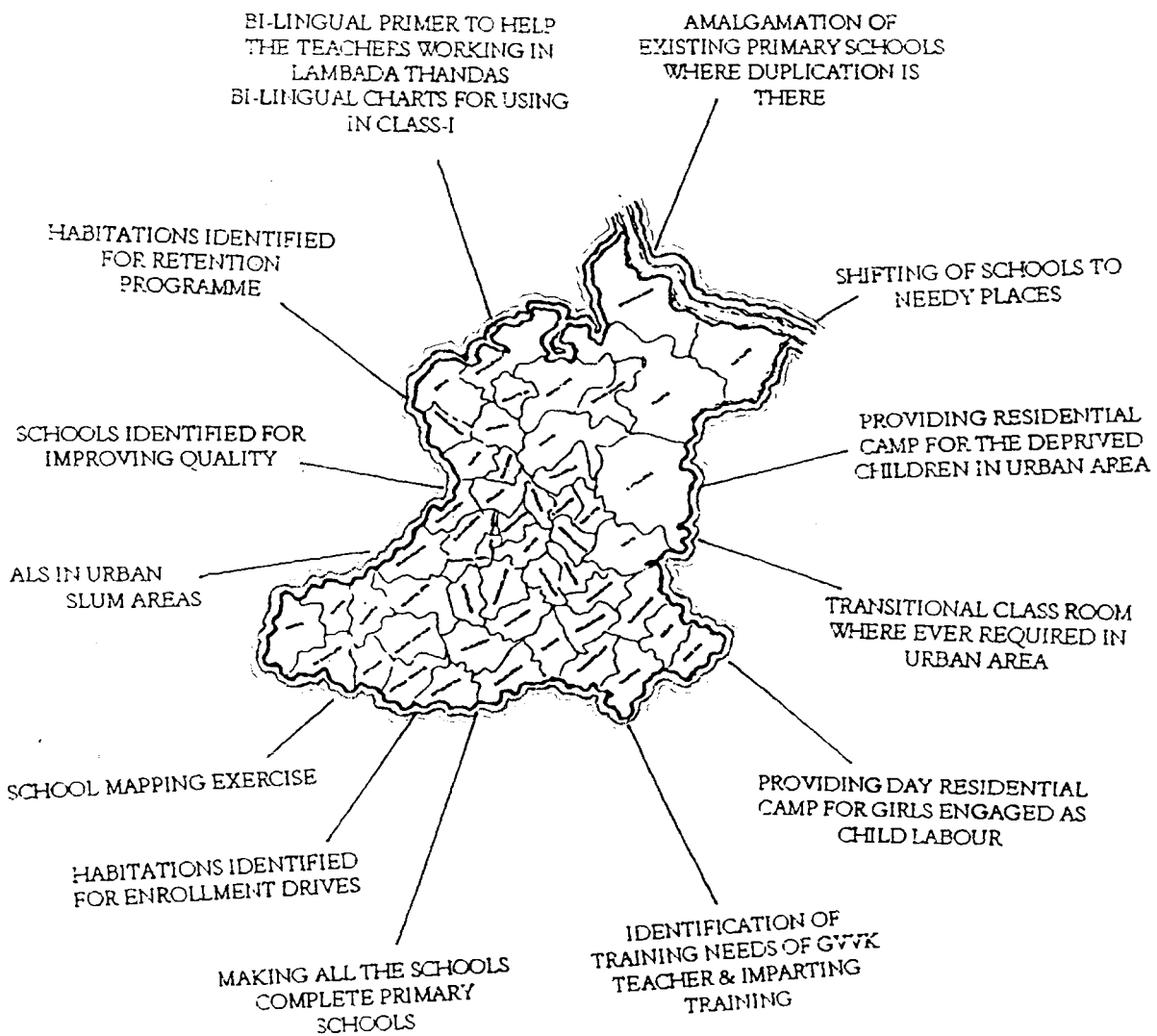
CAPACITY BUILDING:

For achieving the objectives of the DPEP, the capacity of the project managers has to be increased. And also support the project the institutions like DIET & DEO's office has to be strengthened. For conducting trainings to the teachers, school committees, Mothers Committees, Secretaries & Asst. Secretaries of the TCs the capacity of MRPs, MEOs, HMs, MRG, and DRG has to be increased in the areas where they have to work.

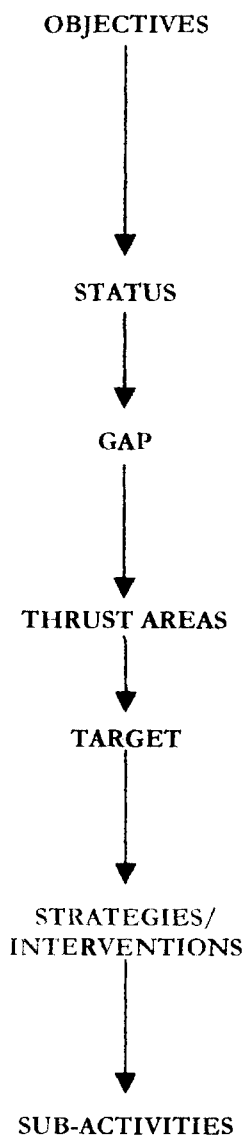
TABLE SHOWING THE TARGETS FOR 2000-2001 TO ACHIEVE PROJECT OBJECTIVES SUCH AS ACCESS, ENROLLMENT, RETENTION, QUALITY NEED TO BE SET AND FURNISHED SOCIAL GROUP/GENDER MINORITIES WISE:

S. NO	ITEM	STATUS DURING 1999-2000	TARGET FOR 2000-2001
1	ACCESS (ALTERNATIVE SCHOOLS IN SCHOOL-LESS HABITATIONS)	132	222
2	ENROLLMENT (ALL)	94.8	97.0
3	RETENTION (ALL)	96.88	98.5
4	PUPIL ACHIEVEMENT (MAS)-SUBJECT WISE		
	CLASS-I TELUGU	82.45	86
	MATHEMATICS	85.87	88
	CLASS-IV TELUGU	61.67	65
	MATHEMATICS	45.45	50
5	EQUITY: ENROLLMENT OF		
	I. SC	90.9	93.0
	II. ST	90.4	93.0
	III. GIRLS	91.6	96.
	IV. BCs	94.37	98.0
	V. MINORITIES	90.0	93.
	VI. PHYSICALLY HANDICAPPED	88.1	90.
	VII. CHILD LABOUR		
6	EQUITY (DROPOUT) OF		
	I. SC	3.68	2.5
	II. ST	5.76	4.0
	III. GIRLS	4.6	3.0
	IV. BCs	0.06	0.04
	V. MINORITIES	3.63	2.6
	VI. PHYSICALLY HANDICAPPED	3.0	2.0
	VII. CHILD LABOUR		0
7	CIVIL WORKS ALL TYPES	422	69

DISTRICT SPECIFIC PLANNING



ENROLLMENT



100% enrolment

GER 94.8% during 1999-2000
Boys 95.8% Girls 96.88%
Retention rate.....

Gap is to be worked out between boys & girls, social groups. Gap between the present status and target

	BOYS	GIRLS	TOTAL
ALL	95.8	93.7	94.8
SC	92.07	89.85	90.98
ST	91.98	88.88	90.43

ENROLMENT:

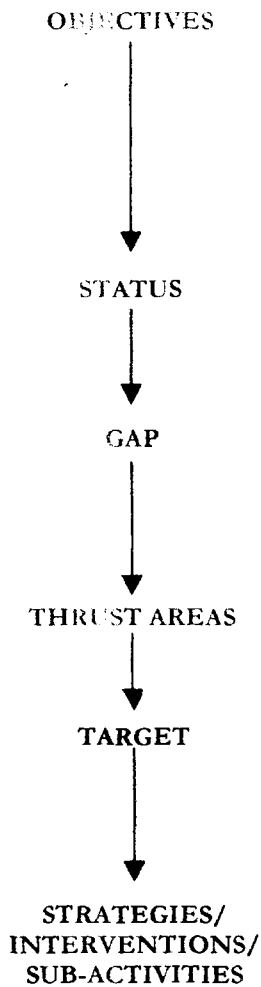
	2000-20001	2001-2002	2002-2003
BOYS	98%	99%	100%
GIRLS	96%	98%	100%
TOTAL	97%	98.5%	100%

- ◆ Establishing AL school in school-less habitations
- ◆ Awareness among community
- ◆ Improving school environment and teaching-learning process
- ◆ Opening of T.S.s where child labour is concentrated.
- ◆ Involvement of School Committees in the enrolment drives.
- ◆ Awareness campaigns
- ◆ Frequent meeting of SECs
- ◆ Institutional planning

MANDAL SPECIFIC:

1. Kalajathas in mandals with LE/LR
2. Gramasabhas and discussion with women/thrift groups
3. Special enrolment drive in June
4. Constant interaction of HM & Teaches with SEC
5. Institutional Planning
6. Capacity Building in School Committee members, Teachers, etc.
7. Involvement of local youth.

RETENTION



100% enrolment

Retention rate during 1999-2000 - 96.8%

Enrollment rate:

	BOYS	GIRLS	TOTAL
ALL	97.1	96.6	96.8
SC	96.53	96.1	96.32
ST	95.00	93.48	94.24

16 mandals were identified with low retention rate

	2000-20001	2001-2002	2002-2003
BOYS	99	100	100
GIRLS	98	99	100
TOTAL	98.5	99.5	100

- ◆ Involving the School Committees to improve the retention.
- ◆ Providing extra reading material.
- ◆ Providing essay writing competitions, drawing competitions and elocution competitions among the children.
- ◆ Inter school level competitions will be developed at TC level.
- ◆ Participating in peer groups for discussions on different topics.
- ◆ Regular visits by MRPs
- ◆ Demonstration of difficult competencies by MRPs.

EQUITY

Decreasing the difference between Boys & Girls and other social groups to less than 5%

Enrollment:

General	ST	ST
91.6	90.91	90.4

Retention:

General	ST	ST
95.4	96.32	94.24

Enrollment

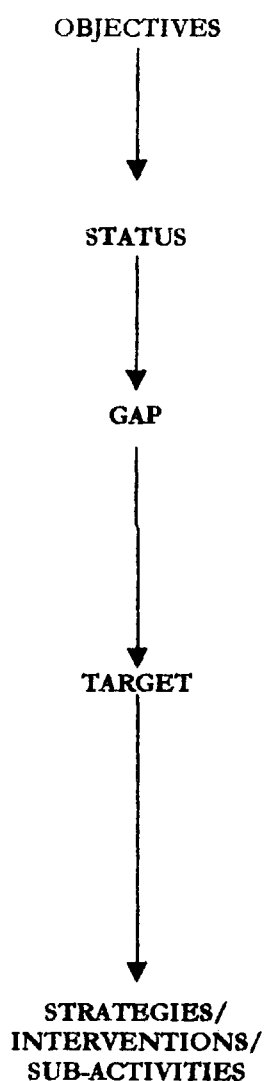
General	ST	ST
8.4	9.1	9.6

Retention:

General	ST	ST
4.6	3.68	5.76

Enrollment	2000-20001	2001-2002	2002-2003
General	96	98	100
SC	93	96	100
ST	93	96	100

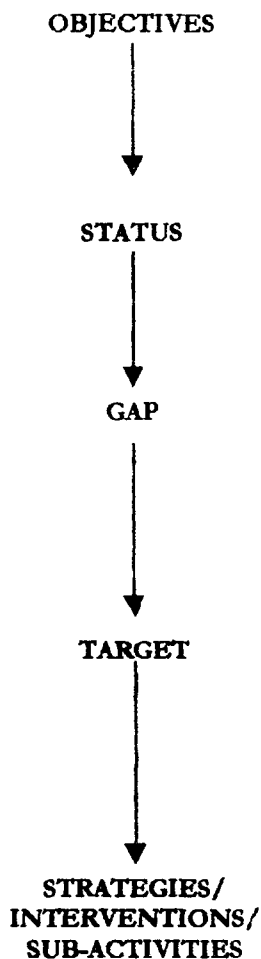
Retention	2000-20001	2001-2002	2002-2003
General	97	98.5	100
SC	97.5	99	100
ST	96	98	100



- ◆ Opening of ECE centres in the PSs & dove-tailing the exist Anganwadi with PSs.
- ◆ Providing alternate system of education i.e. opening schools preferably with a female community instructor.
- ◆ Constituting Mothers Associations
- ◆ Conducting survey to identify school age children in general and girl children in particular
- ◆ Prepare village level micro planning in terms of access to girls.
- ◆ Forging an alliance with community, social activists, NGOs, employees, trade unions, teachers organization and teacher unions.
- ◆ Innovative mobilization techniques to reduce differences between gender SC & ST in enrollment, dropout and achievement.

ACHIEVEMENT

Increasing the achievement levels by 25% to B A S



		BAS	MAS	Deference
Class-I	Language	57.5	82.5	25%
Class-I	Maths	62.1	85.9	23.8%
Class-IV	Language	42.5	60.9	18.4%
Class-IV	Maths	29.7	45.5	15.8%

		BAS	MAS	GAP
Class-I	Language	25	25	0
Class-I	Maths	25	23.8	1.2
Class-IV	Language	25	18.4	6.6
Class-IV	Maths	25	15.8	9.2

2000-2001	2001-2002	2002-2003
Increasing 2% more	Increasing 3% more	Increasing 5% more

- Using activity based methodology.
- Teacher Training to PS Teachers.
- Teacher Training to Urdu Teachers.
- CHINNARULA SABHA
- Training on Health Education.
- Training on SUPW.
- Training on MGT
- Story telling by mothers.
- Training on Teacher Motivation/ Attitudinal change.
- Training to Vidyavolunteers.
- Quiz to Teachers
- Essay writing competition to teachers.
- Training to HMs
- Quiz to PS children.
- Cultural talent competitions to PS children.
- Drawing and painting competitions to PS children.
- Teacher networking
- Institutional networking
- TC news letter

CHAPTER 2

LITERATURE REVIEW

2.1 GENERAL

In this chapter includes axial deformation, load deformation behavior and current design methods available for computing settlement of drilled shafts socketed in rock. Also introducing artificial neural networks, history of neural networks, advantages, limitations and application of neural networks in geotechnical engineering is explained. Bored cast-in-situ piles are most economical foundation system for heavily loaded structures. Bored piles when formed in rock, the portion of the pile into rock is referred to as a rock socket.

The socket must be designed to have sufficient length to carry the imposed loads safely and without causing distress to the structure. In current design practices, empirical relations derived from pile load tests are often used to predict ultimate loads. To predict load-settlement behaviour of piles (which is important as, or possibly more critical than predicting the ultimate bearing capacity of piles in some cases), theoretical solutions have been developed. Despite the high-level research activity the advantages that have been made, rock socketed pile design is still predominantly based upon (Seidel, 1993; Baycan, 1996):

- Local knowledge derived from observation of full scale load tests,
- Empirical factors related to the unconfined compressive strength of intact rock.

The load settlement response for piles in rock has been predicted from finite element solutions or analytical solutions. The theoretical solutions available for prediction of settlement and load-deformation behaviour were explained in the consecutive sections.

2.2 AXIAL DEFORMATION OF ROCK SOCKETED PILES

2.2.1 Settlement mechanism of socketed piles

This section describes procedures for calculating the vertical settlement of socketed piers for three different construction methods: sidewall resistance only, end-bearing only, and combined side-wall resistance and end bearing. The design methods can accommodate rock with differing moduli in the socket and base of the pier, as well

CHAPTER-IV
PLANNING FOR MAJOR INTERVENTIONS

4.1.0. PROJECT MANAGEMENT:

HIGH LIGHTS:

- Monthly Review meetings of M.R.P.s
- Fortnight Review of Sectoral Officers
- Bi-monthly review of Tribal Resource Group
- Bi-monthly review of Gender Resource Group
- Bi-monthly review of P.E.C.
- Monthly T.C. meetings
- Review of I.E.D. staff
- Review of HMs of CLP
Transitional Classes at mandal level
- Review of E.C.E. Instructors at mandal level
- Review of Community Instructors at mandal level
- Developing complete primary schools
(Class I-V)
- Rationalization of schools

The District Project Office is functioning with full supporting staff. At mandal level also all the 156 Mandal Resource Persons are in position.

4.1.1. PROGRESS OVERVIEW DURING THE YEAR 1999-2000:

A. TARGETS & ACHIEVEMENTS: 1999-2000

- Regular monthly review meetings with MRPs
- Regular monthly review meetings at mandal level with E.C.E. Instructors.
- Feed back and academic support mechanism is developed as follows:
 - Each mandal is divided into 2 clusters and each cluster is allotted to one of the MRPs.
- The T.C.s re-organised.
- 9 T.C. meetings are planned instead of six.
- T.C. identify the difficult concepts and share their views in dealing them and also design the activities.
- Prepare activity packs in the T.C. in each subject.
- The difficult concepts/issues can be taken to DIET (SRGMs)
- At the monthly reviews with MRPs, the academic issues and constraints in monitoring will be discussed and arrive at solutions.
- Regular monthly review meetings are organised at mandal level with instructors of CLP & ALS

B. ACHIEVEMENT OF 1999-2000:

Adequate review meetings and supervisions strategies were planned for the successful implementation of the project interventions. They are:

- Organise regular monthly review meetings of M.R.P.: (Division wise) in the project office to monitor the progress.

- Weekly reviews were conducted with the technical staff about the progress of civil works community involvement/participation etc.
- Each mandal is divided into 3 clusters one of the 3 MRPs was made incharge for each of the cluster.
- Bi-monthly reviews with E .C.E. Instructors at mandal level were organised to assess the functioning of E.C.E. centres.
- Individual Education Programme under I.E.D. reviewed with I.E.D. staff.
- Feedback and academic support mechanism was developed from

School → T.C. → M.R.C. → D.P.O.

- Academic support schedules were designed and M.R.P.s were regularly visiting the schools, attending T.C. meetings to support the teachers in preparing T.L.M. and in transacting the expected learning outcomes in the class room.
- D.R.G. constituted with 50 members.
- M.R.G. constituted @ 8 members in each of the mandal.
- Mechanism for coordination with other agencies such as I.C.D.S., social welfare department in Back to school programme and with Adult Education department in collecting the data at cluster/mandal level is established.

C. CONSTRAINTS 1999-2000:

Vacancies of M.E.O. posts not filled up with regular candidates due to some administrative problems.

D. REASONS FOR NON ACHIEVEMENT OF CERTAIN PROGRAMMES/TARGETS. PLAN TO OVERCOME THESE TYPES OF PROBLEMS IN THE FORTH-COMING YEAR.

It is planned to prepare subject-wise activity packs at T.C. level but only some activities were prepared and it is found the it is difficult to prepare activity packs in one day at T.C. meeting. Hence, it is planned for this year to prepare activity pack conducting two day workshop at T.C. level.

E. QUANTITATIVE-TARGETS AND ACHIEVEMENTS:

1. STAFF POSITION:

S. NO	NAME OF THE POST	SANCTIONED	FILLED	VACANT
1	A.P.C.	1	1	-
2	A.M.O	1	1	-
3	C.M.O.	1	1	-
4	G.C.D.O.	1	1	-
5	ALS CO-ORDINATOR	1	1	-
6	DY.E.E.s	5	5	-
7	A.E.s	2	2	-
8	D.M.s	2	2	-
9	COMPUTER OPERATORS	2	2	-
10	SUPERINTENDENT	1	1	-
11	Sr. ASST.	1	1	-
12	Jr. ASST.s	2	2	-
13	TYPISTS	2	2	-
14	ATTENDERS	2	2	-
15	A.A.O.	1	1	-
16	Sr. ACCOUNTANT	1	1	-
17	Jr. ACCOUNTANT	1	1	-
18	M.R.P.s	156	156	-

2. POSITION OF CONSULTANTS:

One consultant for accounts was used for six months as the A.A.O. post was vacant at that time.

3. WORKSHOPS/SEMINARS CONDUCTED: (1999-2000) FURNISH UNDER APPROPRIATE INTERVENTIONS:

NAME OF THE WORKSHOP/SEMINAR	DURATION	NUMBER PARTICIPATED
School mapping	2-days	154

F. QUALITATIVE-PROCESS DESCRIPTION :

Due to the appointment of M.R.P.s and constitution of D.R.G. and M.R.G. facilitated M.R.P.s to visit schools frequently and give support to the teachers. The functioning of the T.C. meetings strengthened. Facility for showing the ideas of teachers improved. Frequent visits of M.R.P.s facilitated strengthening of community participation and convergence at field level.

4.1.2. ACTIVITIES PLANED FOR 2000-2001:

MONETARY ACTIVITIES:

- ◆ Every month regular monthly meetings of MRPs will be conducted in which the progress of Enrolment, Retention, Quality of the children will be reviewed. The experiences of school visits S.E.C., P.E.C. meetings, T.C. meetings will be shared. Innovative practices of Teachers, Schools, School Committees, E.C.E. centres, ALS and community will be collected and documented.
- ◆ Every fortnight the review of all Sectoral Officers to monitor and review of the progress in each sector will be conducted.

- ◆ A Bi-monthly meeting of Tribal Resource Group for planning and reviewing the progress of the implementation of strategies planned in the tribal group will be conducted.
- ◆ A Bi-monthly meeting of Gender Resource Group for planning and reviewing the progress of the interventions planned will be conducted.
- ◆ Review with the M.E.O.s on the T.C. meetings conducted.
- ◆ Review with the staff of the I.E.D. about the functioning of the D.L.R.C., Individual Education Programme, survey in selected mandal, assistive devices required/procured/supplied etc., teacher training and implementations of Integration at school level.

NON-MONETARY ACTIVITIES:

- ☞ Monitoring the involvement of School Committees.
- ☞ Steps will be taken up to rationalize the schools by shifting the schools from not required area to needy place.
- ☞ It is found in the district under all management there are schools with classes I 2921, II 2921, III 2421, IV 2163, V 1906 steps will be taken to make all the schools complete schools except the schools of GVVKs, Primary Schools and Alternative Schools

4.1.3. CONVERGENCE:

- 'Anganwadi' centres shall be dove-tailed to the schools campus and they will function with the school timings.
- Back-to-school programme (academic resources from DPEP)
- MLOs of continuing Education will help in collecting the field level data.
- Training to teachers under APSHP are planned and the teachers were made aware of using the health kit and first aid process and help the health workers in the medical checkups for school children.

- Strengthening of NCLP programme of the district in planning, training to the instructors and monitoring.
- NGOs will be involved in motivation of parents, enrollment drives, in all the primary schools and deprived children, and transitional class rooms of the C.L.P.

4.1.4. MONITORING:

The APC will monitor the following programmes:

A.M.O., M&D.I., D.G.C.D.O., A.L.S.Co., are responsible for one of the four divisions in the district.

1. Every fortnightly the review meetings of all Sectoral Officers at DPO will be organized to review the progress in each division and in each sector.
2. Divisional, Monthly review meetings with MEOs and MRPs, will be conducted to assess the progress in terms of enrollment, retention, quality, school visits, ECE centres ALS centres and centres for focussed groups.
3. Review the progress of IED, CLP, Tribal Resource Group etc.
4. The feed back will be from

SCHOOL → T.C. → M.R.C. → D.P.O.

and vice-versa.

Table A : Activity wise progress in previous year

Major Interventions :ACCESS & ALTERNATIVE SCHOOLING

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Ra. in lakhs

CODE		Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount Reapporriated	Revised amount sanctioned	Physical achievement		Expenditure		Anticipated amount saved or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
A	B	C	D	E	F	G	H	I	J	K	L
	SALARIES TO NEW TEACHERS, ADOL. TEACHERS AND BC AREA TEACHERS	820	86.5	89.91	176.41	820		176.41		0	8 FROM VVs
	HONORARIUM TO VIDYA VOLUNTIERS OF DPEP	800	80		80	800				0	4870 FROM MIS 71
	HONORARIUM TO ALS INSTRUCTORS/COMMUNITY SCHOOLS	200	12	3.259	15.259	120		3.802	1.347	10.11	80 TO NEW TEACHERS
	HONORARIUM TO SUMMER SCHOOL VOLUNTIERS	1614	16.14		16.14	1614				16.14	
	CONTINGENCIES/TLM TO SUMMER SCHOOLS	1614	6.456		6.456	1614				6.456	
	CONTINGENCE & TLM TO ALS/COMMUNITY SCHOOLS	200	2		2	120		0.013		1.987	
	SCHOOL GRANTS	2413	48.26		48.26	2413		48.2		0.06	
	FURNITURE TO DPEP SCHOOLS	360	10.8		10.8	360		10.8		0	
	TOTAL		262.156	93.169	355.325			239.225	1.347	34.753	86.651 SENT
	* RP FROM VVs			89.91							
	** RP FROM SALARIES TO Aws	9.91									
	** RP TO MGCDOs, MIS71+0.141=6.651		-6.651	3.259							

Table B : Plan for spill over for forthcoming year

Major interventioin :PROJECT MANAGEMENT

Spill over plan for year :

Description of activity to spill over to next year	Anticipated		Spillover physical target	**Unit Cost	Financial outylay for spillover activities	Implemen tation agency and time period for	Remarks
	Physical target remaining	amount saved					
A	B	C	D	E	F	G	H
EQUIPMENT TO MIS	1	0.1	1	0.1	0.1		
TOTAL		0.1			0.1		

Total for major intervention***

*To be updated when actual expenditure figures are available

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

***Applicable only for column C&f

F= D X F

Table A : Activity wise progress in previous year

Major Interventions :PROJECT MANAGEMENT

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	Description of Activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount Reapporriated	Revised amount sanctioned	Physical achievement		Expenditure		Anticipated amount saved or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
B	C	D	E	F	G	H	I	J	L		
	VEHICLE TO DPO (HIRE CHARGES)	4	7.2		7.2	4		7	0.2	0	
	SALARIES TO OFFICERS DPO	11	14.3		14.3	11		9.968	1.03	3.302	
	TRG. TO DPO STAFF	30	0.3		0.3	30				0.3	
	SALARIES DPO STAFF	20	11.5		11.5	20		10.804		0.696	
	TA DA TO DPO		3		3			2.2	0.8	0	
	RENT TO DPO	1	1.44		1.44	1		0.852	0.5	0.088	
	CONTINGENCY TO DPO		2		2			1.15	0.85	0	
	STATIONARY TO DPO	1	1		1	1		0.209	0.1	0.691	
	POL CHARGES		0.5		0.5			0.01		0.49	
	TELEPHONE BILLS TO DPO		1		1			0.613	0.2	0.187	
	WATER & ELECTRIC CHARGES TO DPO	12	0.48		0.48	12		0.295	0.1	0.085	
	DEO @ Rs. 25000/- P.A.	1	0.25		0.25	1				0.25	
	CONSULTANTS	3	4.05		4.05	3				4.05	
	MEETINGS AT DPO	15	0.6		0.6	15				0.6	
	NEWS PAPERS & JOURNALS	12	0.2		0.2	12				0.2	
	TOTAL		47.82		47.82			33.101	3.78	10.939	

(1)TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: PROJECT MANAGEMENT (PMT)

Major intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quantity Parameter	Category	Spillover /Fresh
PMT	VEHICLE TO DPO OFFICE	3	1.8	5.4	DPO	YEAR	VH	Q	NR	F
PMT	VEHICLE FOR MAINTANANCE	1	1.8	1.8	DPO	YEAR	VH	Q	NR	F
PMT	SALARIES TO OFFICERS	11	1.18	13	DPO	YEAR	SA	Q	R	F
PMT	SALARIES TO DPO STAFF	30	0.483	14.5	DPO	YEAR	SA	Q	R	F
PMT	TADA TO DPO	1	1	3	DPO	YEAR	CO	Q	NR	F
PMT	RENT TO DPO	1	1	1.44	DPO	YEAR	CO	Q	NR	F
PMT	CONTINGENCIS TO DPO	1	2	2	DPO	YEAR	CO	Q	NR	F
PMT	SALARIES TO DPO STAFF	1	1	1	DPO	YEAR	CO	Q	R	F
PMT	POL CHARGES	1	0.2	0.2	DPO	YEAR	VH	Q	NR	F
PMT	TELEPHONE BILLS TO DPO	1	1	1	DPO	YEAR	CO	Q	NR	F
PMT	WATER & ELE CHARGES TO DPO	1	0.4	0.4	DPO	YEAR	CO	Q	NR	F
PMT	MEETING AT DPO	1	0.6	0.6	DPO	YEAR	CO	Q	NR	F
PMT	NEWS PAPERS & JOURNALS	12	0.083	0.1	DPO	YEAR	CO	Q	NR	F
	TOTAL			44.44						

4.2.0. FINANCE AND PLANNING:

HIGH LIGHTS:

- Preparation of mandal implementation calendar
- Training to mandal planning groups for preparation of AWP & B
- Financial management training to field functionaries & DPO.
- Collection of micro-planning data for Preparation of next year plan.

In D.P.E.P. good planning and improvement of the management of the existing primary education system is essentials. Efforts were made to plan both of these carefully.

4.2.1. PROGRESS OVER VIEW:

The following trainings were conducted for preparation of Annual Work Plan & Budget 2000-2001 to the district planning team and mandal planning teams. While preparing the mandal plans, sharing workshops were also conducted.

TRAINING FOR AWP & B 2000-2001:

CATEGORY	DURATI ON	MONTH & YEAR	TARGET	ACHIE VEME NT	TARGET FOR 2001- 2002
District Planning Team	2 day	9 & 10 th Feb. 2000	APC, AMO, CMO, DGCDO (4)	4	APC, AMO, CMO, DGCDO, ALS CO., AAO
Mandal Planning Team	1 day to each team	18 th & 19 th Feb. 2000	312	298	312

TARGETS OF 1999-2000 AND ACHIEVEMENTS:

- ↳ Organise quiz competitions to all the primary school children of the district in Telugu, Maths and EVS subjects in order to test the innate abilities and creative thinking of the children. School level and mandal programmes completed, district level planned on 25.3.2000.
- ↳ Essay writing competition followed by seminar was conducted to all the teachers of primary section in the district on the selected three topics of teacher empowerment. Conducted and Seminar is on 27.3.2000.
- ↳ Drawing and Painting competitions in the district on importance of education planned on 17.3.2000.
- ↳ Balika melas were organized at cluster level on building awareness of girls education..
- ↳ Writer's workshop was organized by renowned writers in the district on generating slogans, pracharageetalu and street-plays on importance of girls education, enrolment and retention.

↳ Produced audio & video cassettes on bringing awareness about DPEP interventions among the community.

C. CONSTRAINTS:

The state level schedule for training's post phoned because of some other programmes was taken up.

D. REASONS FOR NON ACHIEVEMENT OF CERTAIN PROGRAMMES/TARGETS. PLAN TO OVERCOME THESE TYPES OF PROBLEMS IN THE FORTH-COMING YEAR.

Due to the training programmes taken all the workshops and competitions were taken up only in the month of march, it will be planned throughout the year during 2000-2001.

E. QUANTITATIVE:

The planning process taken up based on the field experiences, and identifying thrust areas and specific interventions in the thrust areas helped field functionaries to think a planing realistic way and also improved the planning process time schedule prepared for implementation.

F. QUALITATIVE:

- The formation MRGs DRGs improved the situation to complete the training with in the time and facilitated MRPs to make school visits.

- The training of mandal planning team helped in collecting qualitative information from the field and preparation of mandal plan and identifying the thrust areas.

4.2.2. ACTIVITIES FOR - 2000-2001:

- ☞ Micro planning exercise at school level to identify the needs of the school. (Non-monetary)
- ☞ Organization of workshop with MRPs to design the academic support schedule and on effective monitoring. (Monetary)
- ☞ Financial management training to School Committees, HMs, MRPs, MEOs, Staff of DPO. (Monetary) (costing included in the training at community mobilization chapter)
- ☞ Training to district and mandal planning and preparation of AWP & B. (Monetary)

4.2.3. CONVERGENCE:

For collecting dissemination of the collected information in respect of the schools and information in respect of the schools and programmes of various departments like Tribal Welfare and Social Welfare, PHC department and NCLP are required.

Tribal Welfare	Functioning of the schools	Needs of the trainings	Trainings, supervision
Social Welfare	Back to school programme Residential Schools, bright boys scheme	Identification trainings supervision	Main streaming

PHC	Early identification	Identifying for special schools identifying for integration	Supply of assistive devices
NCLP	Identification	Training	Mainstreaming

4.2.4. MONITORING:

1. The APC will supervise the training of field functionaries.
2. Micro-planning and school mapping exercise will be monitored to identify the needs of the school.
3. Verifying with the implementation schedules. The implementation constrain will be recorded time to time by the MRPs at cluster level.
4. Needs of the schools, teachers, children will be identified.
5. Implementation of activities proposed in the calendar will be monitored by all the sectoral officers.

Table A : Activity wise progress in previous year

Major Interventions :PLANNING & MANAGEMENT

Ra. in lakhs

A	Description of Activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount Reapporriated	Revised amount sanctioned	Physical achievement		Expenditure		Anticipated amount saved or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J		L
	TRG. TO MEOs & MRP _s ON MONITORING	50	0.25		0.25	0				0.25	
	7 DAY TRG. TO MRP, MOCDO _s ON MICRO PLANNING & SCHOOL MAPPING	156	0.834		0.834	156			0.219	0.615	
	TOTAL		1.084		1.084				0.219	0.865	

(2) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: PLANNING & MANAGEMENT (PLM)										
Major inter-vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quality Parameter	Category	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
PLM	AWP&BTRG TO DIST TEAM AT SPO	6	0.005	0.03	DPO	1W -F	PLM	Q	NR	F
PLM	AWP&B TRG TO MANDAL LEVEL TEAM	312	0.001	0.312	DPO	1W -F	PLM	Q	NR	F
PLM	SHARING WORKSHOP ON PLANNING	104	0.001	0.104	DPO	3W-F	PLM	Q	NR	F
PLM	UPDATION OF MICRO-PLAN DATA	1	0.05	0.05	DPO	1W-J	PLM	Q	NR	F
PLM	TRG TO MRP, FOR PREPARATION OF ANNUALCALENDER	156	0.004	0.627	DPO	2W-AP	PLM	Q	NR	F
	TOTAL			1.123						

4.3.0. RESEARCH & EVALUATION:

HIGHLIGHTS:	
<input type="checkbox"/>	Directory of Researchers
<input type="checkbox"/>	W/S to prioritize research areas
<input type="checkbox"/>	Constitution of Resource Groups
<input type="checkbox"/>	15 Action Researches
<input type="checkbox"/>	3 Impact studies

4.3.0. PROGRESS OVERVIEW:

The programme being implemented under DPEP is experimental in nature. The survey for implementation, the output of the interventions and strategies tied out will be the base for the coming years. In this regard the studies / Research and evaluation (R & E) plays a key role in identification of the problems and for finding solutions to overcome the problems. Therefore it is required to have a through internal and external research studies on various emerging issues and impact assessment (evaluation) studies on all major interventions initiated under DPEP

A district level Research advisory body was constituted for selecting and evaluating the study areas. The body consists of Principal, IASE, K.U., D.E.O., Principal, DIET, one of the lecturers from CTE and the District Collector as the Chairman and APC as convener.

10 Individual short-term studies and one group short term studies were finalized and reports are as follows:

1. Name of the Researcher: Dr. Racharla Ganapathi

Topic A study on dropouts and stagnation in primary education

Findings:

Reasons for dropouts and stagnation:

1. Poverty
2. Illiteracy and ignorance of parents
3. Child labour
4. Domestic work
5. Lack of interest in education
6. Younger sibling care
7. Harassment of teachers.
8. Lack of facilities in schools

Recommendations:

1. Parents of the children should be educated to know the value of education.
2. Scholarships should be offered from class-II onwards.
3. Government should implement elementary education for all 6-14 age group strictly.
4. Strengthening intensive schemes like mid-day meals, provision of free books, scholarships etc.

3. Name of the Researcher: T. Sree Ramulu

Topic Educational needs of tribal girl-child labour (A case study in Bangarigudem thanda in Kuravi mandal of Warangal district)

Findings:

The following are the causes of dropout of Tribal girl-child labour

1. Financial problems
2. Domestic problems
3. Personal problems
4. School related problems
5. Social problems

Recommendations:

1. Upper Primary School should be available with in walkable distance.
2. School hours should be reduced.
3. Educating the parents on the importance of their girl education.
4. Parental education is essential to bring attitudinal changes.

4. Name of the Researcher: Durgam Ravi

Topic Causes for Dropping out at primary education.

Findings:

The following are the causes

1. Financial causes.
2. Domestic causes
3. Personal causes.
4. School related or academic causes
5. Social causes.

Recommendations:

1. Primary School should be available with in a walking distance.
2. Strenuous efforts should be made to reduce wastage.
3. Appointment of lady teachers in the primary school is important.
4. Early marriages should be avoided.

5. Name of the Researcher: B. V. Rajagopal

Topic Identification of Mentally Retarded children of primary level-their behavioural and academic problems.

Findings:

1. There are 5 mentally retarded children under pre-primary and others in primary level and upper primary level.
2. Child need more care and more attention at academic activities.
3. The age group of mentally retarded does not have any conceivable impact over the problem behaviour.
4. The mentally retarded children's locality, religion and language, parental income does not showing impact over their problem behaviour.

Recommendations:

1. Developing positive attitudes towards handicapped individuals.
2. Providing social context to develop various skills.
3. Allowing friendship between handicapped and non-handicapped persons.
4. Providing opportunities to participate in different activities.

6. Name of the Report: A report on the teacher centres in DPEP and PJHS
- Conducted by: A collaborative study of DPEP & Aghakhan Education Service, India (Platinum Jubilee High School, Warangal)

Findings:

1. The concept of teacher centre as a forum for teacher enrichment in their respective schools.
2. Teacher Centre of DPEP had many similarities with the teacher resource centre of PJHS
3. In DPEP, about 20-30 teachers from neighbouring schools participated in each training. In PJHS, about 5-7 teachers only participated in the T.C. meetings.
4. The number of T.C. meetings in DPEP were about six in a year, where as, the T.C. meetings in PJHS were held once a week.
5. A DPEP teacher would perhaps has to wait till the next TC meetings in order to share any of her professional experiences, whereas, the PJHS teacher got an opportunity to share very often in the small group.
6. The teacher centre meetings in DPEP schools had a common agenda for all the 20-30 primary schools in PJHS, the agenda was flexible.
7. The review of T.C. under DPEP was generally done by MRPs and MEOs; In PJHS, review of the T.C. was done by the Principal.

8. The DPEP teachers showed interest in gaining more information in order to improve the quality of teaching while PJHS teachers wanted to upgrade their skills.
9. In the DPEP schools, teacher had to deal with a smaller strength in the class, In PJHS, the class strength was high.

Recommendations:

1. It would be advisable to involve the teachers in the planning, implementation and reviewing of the T.C. programmes.
2. T.C. of PJHS discusses regularly. Infact, in the group discussion, the DPEP teachers came forward and mentioned that the teaching methodology is based on activity method.
3. Unless the teacher himself/herself is equipped with the necessary skills, there can really be no improvement in the equality of teaching.
4. It has been observed that the T.C. in DPEP schools is located in one particular school. At times accessing, the resources, may be a problem. To overcome this, the T.C. meetings could be held in rotation at different schools with in the same mandal.
5. Schools visits to other schools could be arranged to neighbouring schools or even between different mandals so, that teachers get an opportunity to see, what is happening in the other schools.
6. It is strongly recommended that, the Academic Coordinators/TC Secretaries are provided with the necessary inputs for this purpose. Ultimately, the success of the T.C. depends to a great extent on the students' learning outcomes.

ACTIVITIES FOR 2000-2001:

1. On the issues of Access, Enrollment, Retention and quality, Action Research will be taken up by the class room teachers. Fifteen such action researches will be taken.
2. 3 small scale impact studies on project interventions such as
 - a. Impact of E.C.E.s
 - b. Impact of T.C.s
 - c. Impact of trainings on the class room practices will be taken up.
3. The achievement survey will be conducted with the selected trained persons/teachers.
4. For conducting all the above researches the selected teachers will be trained.

CONVERGENCE:

For conducting research the convergence of the staff members of the IASE,CTE and DIET will be taken. Apart from the department NGOs, Field functionaries of education department, ICDS, NCLP will also taken for collecting information from the field.

MONITORING:

- Preparation of time schedule
- Regular correspondence
- Review of the work progress fortnight
- Regular suggestions for improvement by committee.

Table A : Activity wise progress in previous year

Major Interventions :RESEARCH & STUDIES

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	Description of Activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount Reapporriated	Revised amount sanctioned	Physical achivement		Expenditure		Anticipated amount saved or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J		L
	ACTION RESEARCH BY TEACHERS	50	0.25		0.25	50		0.042		0.208	
	PUPIL ACHIEVEMENT SURVEY		1		1			0.13		0.87	
	MID-TERM EVALUATION		0.5		0.5					0.5	
	RESEARCH PROJECTS		0.5		0.5					0.5	
	3 DAY TRG TO RESEARCHERS	40	0.12		0.12	40				0.12	
	TOTAL		2.37		2.37			0.172	0	2.198	

(3) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: RESEARCH & EVALUATION (R&E)

Major intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quality Parameter	Category	Spillover /Fresh
R&E	RESEARCH STUDIES/IMPACT STUDIES	3	0.05	0.15	DPO	2W-JULY	RE	Q	NR	F
R&E	ACTION RESEARCHES	15	0.01	0.15	DPO	2W-AUG	RE	Q	NR	F
R&E	EVALUATION ON PUPIL ACHIEVEMENT	1	0.3	0.3	DPO	1W-JAN	RE	Q	NR	F
R&E	3 DAY TRG TO RESEARCHERS	12	0.01	0.12	DPO	1W-JULY	RE	Q	NR	F
R&E	TRG ON ACTION RESEARCH	52	0.1	0.52	DPO	2W-JULY	RE	Q	NR	F
R&E	QTY. FEED BACK ON DPEP INTERVENTIONS	4	0.325	1.3	DPO	2W-OCT	RE	Q	NR	F
	TOTAL			2.54						

4.4.0. COMMUNITY MOBILIZATION AND PARTICIPATION (CMB)

HIGHLIGHTS:

- Training to SEC members
- Conduct of monthly meetings of SECs
- Awareness campaign in thrust area
- Rallies for improving enrollment

4.4.1. PROGRESS OVERVIEW:

1. Community mobilization and support are the major thrust areas of DPEP. Formation of VECs, Mother's Associations to enlist their cooperation in realizing the objectives of DPEP is to be ensured. Training, orientation reorientation programmes to VECs/SEC members, Mother's Association Committees are essential to make them aware of their role and construction programmes. Training orientation and reorientation to VEC/SEC members is felt-essential.
2. The goal of achieving univierslisation of primary education cannot be achieved without public participation. To encourage the public to participate in school development programme and to propagate importance of education the following awareness programmes were organized in the district.

3. This district Plan was prepared through intensive participatory process and the local needs are reflected in the plan.

The community involvement is ensured in process of planning management and implementation of educational programmes.

4. The following programmes were taken up during last 3 years to encourage community to participate in school development programmes.

☞ VEC Trainings: The major responsibility of VEC is to mobilize the community to participate in educational programmes, support in construction of the school buildings, management of schools.

☞ To achieve the objectives DPEP the VEC in the district were motivated through training to discharge their responsibilities properly and to make the VEC members aware of the various activities of DPEP.

☞ 1996 - 1997: One day training to VEC members of 43 villages where civil works were taken up were given. One day training at 7 mandal headquarters were organised in which 309 VEC members were participated.

☞ 1997 – 1998: Trainings to VEC members (where civil works were taken up) for 4 days residential and 2 day field visit for PRA were given in which 731 VEC members were trained.

☞ 1998-1999: Govt. of AP has passed AP Education (Community Participation) Act, 1998. School committees were constituted to all PS, UPS, HS and other non formal

educational institutions like NFE, CEC ECE, Anganwadis, Balwadi, child labour Schools.

- a. One day training to school committee members of all schools was given during August, 1998 in which 32,200 school committee members participated and
- b. One day training to school committee members of PS, UPS, HS and Vidya volunteers was given during December 1998 in which 14,000 school committee members participated.

☞ After training the SEC members were actually participated in school development programme, and evinced keen interest in academic activities by observing attendance of students, teachers.

☞ Participation of community in construction of school building is increased as a result of which civil works were completed speedily.

MOTHERS ASSOCIATION TRAINING:

☞ 1996-1997: 390 Early Child Care Education centers are functioning in Warangal district under the management of mothers association and VEC/SEC, 626 members of mothers association and VEC chair persons were given one day training for effective functioning of ECE centers with public participation.

☞ 1998-1999: One day training was given to 800 members of MA and SC chairpersons for effective functioning of ECE centers, there by for enrollment of 3-5 year age children was made for school readiness and ultimately enrollment and attendance of

children in primary schools is increased. 975 M.A. member of 195 ECE centers were given one day training.

A) Programmes/Targets of 1999-2000:

1. Mobilisation of community through SC members and MA
2. Training to school committees, MA and Tribal committees.
3. District level core team and Mandal level core team.
4. Identification of Model School Committees.

B) Achievements – 1999-2000.

To ensure community participation in educational programmes which ultimately leads to the realization of goal of UPE, the following activities have been taken up.

1. One day training to all school committee chair persons of PS, UPS, HS was given from 9th to 12th August, 1999 at mandal headquarters on Primary Education role of school committees. 2500 formal school committee chairpersons including Tribal Committees participated in one day training programme.
2. One day district level seminar on “Andariki Vidya Manandari Bhadyatha” was organised on 25.4.1999 at DIET Hanamakonda. The present Primary Education Minister Shri. K. Shreehari, Dist collector, ZP Chairman, MLAs, ZPTCs and SEC chair persons representatives of Teacher’s unions, Retired HMs, teachers, Self help groups, CMEY, Women and DWACRA groups participated.
3. Similarly One day seminar at Mandal level “Education for all (EFA)” was also conducted at 52 mandals of the district on 28, 29 April 1999. Public representatives MPP, MPTC, ZPTC, Members of School Committees, retired HMs and

teachers, representatives of teachers unions, NGOs, self-help groups were involved in the seminar.

4. The participants at both the level were divided into the following five groups and discussed the issue entrusted to each group and presented their specific recommendations.

- Group I : Community Participation
- Group II : Education of focused groups
- Group III : U.P.E
- Group IV : Critical analysis of Govt. schemes and programmes
- Group V : Promotion and strengthening of Adult education.

5. The following were the recommendations made by the participants:

- ☞ Involvement of school committees with community in establishment of new primary schools, alternative schools/community schools.
- ☞ Conduct of house-hold survey to identify and enroll the girl children, SC, ST and Minority children.
- ☞ Opening of more pre-primary schools at village level through community involvement.

4.4.1 (C). CONSTRAINTS:

- a. District level core team and Mandal level Core team
 - b. Identification of model School Committees.
- } could not be done to shortage of time

QUANTITATIVE-TARGETS & ACHIEVEMENTS

Trainings: (1999 – 2000)

Category	Duration	Month & Year	Target	Achievement	Target for 2000-2001
DRG	1 Day	3.8.99			
MRP/MEO	1 Day	4, 5 Aug 99	200	190	208
MRG	-	-	-	-	-
School Committee Chairperson & Members	1 day	9 to 12 Aug 99	2631	2500	2994X4
Regional Sadassu	-	-	-	-	-

School Committees:

Primary/UP Schools		Bank Accounts Primary/UPS		High Schools		Panchayat Edn Committees		Mandal Edn Committees		Mpl Edn Committees		Dist. Edn Committees	
Plan	For med	Plan ned	Open ed	Plan ned	For med	Plan ned	For med	Plan ned	For med	Plan ned	For med	Plan ned	For med
2332	2291	2332	2291	349	340	1012	1012	50	50	-	-	1	1

Workshops/Seminars conducted:(1999 – 2000) furnish under appropriate interventions

Name of the Workshop/Seminar	Duration	Number Participated
Edn. For ALL (EFA) at Dist and Mandal Head quarters.	One day	7700

F). QUALITATIVE:

Process description (trend analysis) based on above Tables (How that particular activities brought some change or improved the situation in the field or changed the functional aspects of individuals/institutions.

1. All the school committee members were actively participated in Janmabhoomi and enrolled 32,000 un-enrolled children in schools.
2. The construction of 503 school buildings additional class room, MRC buildings are being constructed with the active involvement of SEC/VEC members and public participation is increased and as such the buildings are completed speedily.
3. 379 bore-wells and toilets were take up in schools under 10th finance commission, DPEP and entrusted to school committees.
4. 2273 school infrastructure facilities were developed by the schools education committees utilizing the funds provided by DPEP @ Rs. 2000 to each school.
5. School compound walls were constructed under Janmabhoomi programme by school committees involvement. School committee developed school gardens when compound walls were constructed.

4.4.2. ACTIVITIES FOR 2000-2001:

MONETARY:

1. Capacity building of DRG on SEC training (costing included in chapter Capacity Building).
2. SEC capacity building – Training to SEC members in 2 spells making them into 3 groups based on their abilities.

NON-MONETARY:

SEC meetings of 5 members and teachers during June & July apart from regular monthly meetings.

- a. Organisation of parents meeting of un-enrolled children habitation wise to motivate for enrollment.
- b. Rallies will be conducted in habitation where enrollment and retention is low
- c. Supervision of SEC meeting, evaluation performance of SECs by sectoral officers during their field visits.

4.4.3. CONVERGENCE:

- a. Convergence with Panchayati Raj department will be planned for conduct of programmes.
- b. Support from youth club, DWACRA, CMYE will be taken.

4.4.4. TABLES A, C & D ARE ENCLOSED:

4.4.5. MONITORING:

1. APC will monitor the programmes throughout the district.
2. Media Incharge/CMO will organize and monitor the programme district level
3. MEO of concerned mandal will conduct programmes and monitor at mandal level.
4. MRP of concerned cluster will conduct programmes and monitor at cluster level.
5. Feedback will be collected from concerned MEO/MRP through regular meetings.

Table A : Activity wise progress in previous year

Major Interventions :COMMUNITY MOBILISATION & PARTICIPATION

Progress overview for the Year: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	Description of Activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount Reapporpnated	Revised amount sanctioned	Physical achievement		Expenditure		Anticipated amount saved or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J		L
	EFA DISTRICT LEVEL SEMINAR	200	0.25		0.25	200		0.229		0.021	
	MANDAL LEVEL SEMINAR ON EFA	150X52	2.86		2.86	150X52		0.386		2.474	
	INTER-STATE VISITS TO SELECTED MEO,+MRF+MGCDs	50	0.6		0.6	0				0.6	
	INTER-STATE VISIT TO SECTORAL OFFICERS	10	0.1		0.1	0				0.1	
	PRESS TOURS/METINGS	50	1		1	50		0.161	0.1	0.739	
	WALL WRITING & POSTERS		0.25		0.25	0				0.25	
	INTER-MANDAL VISITS TO SCs	50	0.05		0.05	0				0.05	
	AWARENESS CAMPAIGN FOR CIVIL WORKS		31.24		31.24	0				31.24	
	T O T A L		36.35		36.35			0.776	0.1	35.474	

(4) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: COMMUNITY MOBILIZATION (CMP)

Major intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/ Cost code	Quality Parameter	Category	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
CMP	TRG TO MRGs ON CAPACITY BUILD OF SCs	208	0.009	2.042	DPO	4W-MAY	AC	C	NR	F
CMP	CAPACITY BUILD OF SECs 5 DAYS	2376	0.004	9.694	DPO	3W-JUNE	AC	C	NR	F
CMP	CAPACITY BUILD OF SCs 7 DAYS	3600	0.006	18.648	DPO	3W-JUNE	AC	C	NR	F
CMP	CAPACITY BUILD OF SCs FOR 15 DAYS	6000	0.01	57.78	DPO	3,4W-JUNE	AC	C	NR	F
	TOTAL		0.02	88.164						

4.5.0. ACCESS, ALTERNATIVE SCHOOLING & ENROLLMENT:

HIGHLIGHTS:

- ❑ Opening of 222 New Alternate Schools.
- ❑ Opening of Transitional Class rooms in required places.
- ❑ Conducting Enrollment drives.
- ❑ Strengthening of already existing 132 ALS

To achieve the goal of universal primary education it is necessary to provide access to schools within the walking distance of 1k.m. to all the habitations in the district. Habitations without primary schools belong to remote areas. It is necessary to open alternative schools in these habitations where opening of new primary school is uneconomic. In 1998-99 year 99 alternative schools were opened.

4.5.1. PROGRESS-OVERVIEW:

DPEP has planned to start 100 alternative schools in 1998-99 and 180 ALS in 1999-2000 in school less habitations where the population is below 200. In 98-99 year 99 alternative schools were opened, giving a major responsibility to the community on this schools.

In 99-2000 year 99 alternative schools were functioning as they were opened in 98-99 in 24 mandals of Warangal District. Instructors were trained in 2 spells from 5-10-98 to 14-1-98 and 27-10-98 to 1-11-98 at DIET, Hanamkonda.

Particulars of the enrollments in alternative schools:

	BOYS	GIRLS	TOTAL
Class I	1405	1102	2504
Class II	315	241	556
Total	1720	1343	3060

MAABADI:

As per the Govt. G.O in 99-2000 year DPEP has planned to open 100 MAABADI in school less habitations. But out of 100 instructors 26 instructors were trained for 7 days at DIET, Hanamkonda.

A. TARGETS OF 1999-2000:

- ☞ Divisional wise review meetings were planned for alternative schools instructors once in every month.
- ☞ Providing Rs. 50/- for purchasing books like Balamitra, Chandamama, Balajyothi etc., will be supplied to every alternative school to develop reading capacity in children.
- ☞ On contribution of Rs. 5000/- from the community DPEP will provide Rs. 5000 for accommodation.
- ☞ 4 day recurrent residential training was planned for alternative school instructors at District level.
- ☞ Refresher training for mandal core teams at Mandal level for 2 days was planned.
- ☞ Paper pen Competitions for alternative school children at school level, Divisional level and district level was planned.

- ☞ Competitions for alternative school instructors and teaching learning material.
- ☞ Establishing alternative schools in slum areas of Warangal(East) and Urban area in collaboration with SEVA and NGO.
- ☞ Salary for alternative school instructors is proposed to increase Rs. 500 to Rs 1000/- per month.

B. ACHIEVEMENT 1999-2000:

- ☞ Divisional-wise review meeting for alternative school instructors was conducted one time in the month of October.
- ☞ Establishing alternative schools in slums of Warangal Urban is in progress. Committees were formed and 7 alternative schools are functioning now.

C. CONSTRAINTS 1999-2000:

- ☞ Providing Rs. 50 in cash is very difficult to purchase the books as there are some miss appropriation.
- ☞ Lack of awareness in SEC towards accommodation for alternative schools.
- ☞ Different programmes to MRPs.
- ☞ Lack of awareness on preparation of Teaching learning material.

D. REASONS FOR NON-ACHIEVEMENT OF CERTAIN PROGRAMMES:

- ☞ Providing Rs 50 to purchase of story books by the instructors leads to misappropriation.
- ☞ Awareness camp to SEC was not conducted on alternative schools as the MRPs were busy with other works.

- ☞ Mandal core teams involved in different training programs
- ☞ MRPs were involved in different activities so lack of involvement of MRPs in this activity.
- ☞ Instructors were trained on operating ANANDA LAHARI kit only. Workshop on preparation of teaching learning material was not conducted.

E. QUALITATIVE PROCESS:

Training on using the 'Ananda lahari' kit strengthened the confidence of instructors to prepare the children to the classes suitable to their age.

4.5.2. PLAN FOR THE NEW YEAR(2000-2001):

- ☞ Opening of 222 alternative schools in school less habitations.
- ☞ 15 days training to community Instructors of Alternative Schools Division-wise.
- ☞ 15 days training to DRGs at district level.
- ☞ 15 days training to MRGs at district level.
- ☞ Mandal-wise review meetings for Instructors of Alternative Schools once in every month.
- ☞ Implementation of mid-day rice scheme. (Non-DPEP,G A P)
- ☞ Supply of free text-books. (Non-DPEP,G A P)
- ☞ On contribution of Rs. 5000/- from the community Rs. 14500/- will be provided for strengthening of Alternative Schools.
- ☞ Rs. 500/- towards Teaching Learning Material.
- ☞ Supply of story books like Balamithra, Chandamama and Balajyothi etc. worth of Rs. 50/- to develop reading capacity among the children.

4.5.3. ENROLLMENT:

The broader frame work for achieving 100% enrollment following interventions are planned.

1. Opening Transitional Classes in required places to enroll the children engaged in work. (costing shown at Chapter Focused Groups)
2. Conducting enrollment drives. (Non-monetary)
3. Supporting the dropout children in bringing back to school. (Non-monetary)

TRANSITIONAL SCHOOLS:

To eradicate child labour and for enrolling the dropout children, over aged un-enrolled children 3 mandals have been selected as pilot mandals. They are Hansanparthy, Parvathagiri and Mahabubabad.

UNISEF is funding for this programme. At present 88 centres are functioning in these 3 mandals. These centers are situated in formal schools. Instructors were trained on operating multigrade self learning kit designed by RISHI VALIEY. By this kit children can learn their own speed. Total number of children enrolled in these centres are

BOYS	GIRLS	TOTAL
1506	1099	3105

in a similar manner in 35 needy places of urban area, Transitional Class Rooms will be opened.

ENROLLMENT DRIVES:

In the district out of 2868 habitations based on the enrollment divided into two groups i.e. habitations with low enrollment (1087) and mandals high enrollment (1781). In the low enrollment habitations following activities are proposed.

MONETARY:

- Community awareness programmes (coasting provided at Community Mobilization).
- Kalajathas (coasting provided at CMP).
- Organising Vidyamelas and Chinnarula sabha (coasting provided at GED)
- Adopting activity based and competency oriented TL process (Coasting provided at PED).
- Preparation of activity packs (Costing provided at PED).
- Training to the SCs (Costing provided CMP)
- Providing toilet facilities and drinking water facilities with convergence of other schemes.

NON-MONETARY:

- Motivating the parents by explaining the educational values to develop the girls' enrollment
- Organising regular monthly meetings with SCs
- Meeting with DWACRA group
- Meeting of Mothers' Committees.
- Organizing grama sabhas.
- Publishing the list of un-enrolled students on the notice board of primary school.
- Involving in community festivals.

- Adoption of two villages each by MEO, 3 MRPs, MRG members and DRG members.
- Taking the services of VVs.
- Involving the local youth.
- Removing the social barriers by involving the local animators.

For the high enrolled habitations following are the activities.

- Providing additional accommodation.
- Monitoring the attendance.
- Empowering the teacher on multigrade teaching and giving the techniques to utilize special activities in handling the large classes.
- Identifying the children un-enrolled and establishing face to face contacts.

CONVERGENCE:

Convergence with the local bodies and sarpanch, youth clubs, mahila mandals, DWACRA groups, and local NGOs.

MONITORING PROCEDURES:

1. APC will monitor the enrollment and attendance of the children in schools and in alternate schools in monthly meetings.
2. ALS Coordinator review the performance of the instructors at mandal level.
3. The MRP incharge for the cluster will visit regularly schools/ALS and monitor the progress of enrollment and retention.
4. In regular monthly meetings the progress of enrollment and retention in the clusters will be reviewed at DPO.

(5) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: ACCESS & ALTERNATIVE SCHOOLING (AAS)

Major inter-vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/C out code	Quality Parameter	Category	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
AAS	15 DAYS TRG TO DRGs ON AS	10	0.017	0.17	DPO	1,2-JULY	TC	A	NR	F
AAS	15 DAYS TRG TO MRG ON AS	20	0.017	0.34	DPO	3,4-MAY	TC	A	NR	F
AAS	15 DAYS TRG TO COMMUNITY INSTRUCTORS OF AS	354	0.0073	2.584	DPO	34-JULY	TC	A	NR	F
AAS	REVIEW MEETINGS TO ALS INSTRUCTORS	354	0.0028	1.189	DPO	1WEM-	TC	A	NR	F
AAS	HANOR. TO ALS INSTRUCTORS	354	0.06	27.42	DPO	1-JU,1-SEP	SA	A	NR	F
AAS	STRENGTHENING OF ALS	354	0.145	51.33	DPO	2-Aug	TC	A	NR	F
AAS	TLM TO ALS	354	0.005	1.775	DPO	3-Jun	TLM	A	NR	F
AAS	SUPPLY OF READING BOOKS TO CHILDREN	354	0.006	2.124	DPO	3-Jun	BL	Q	NR	F
AAS	FURNTURE TO PS CHILDREN	500	0.1	50	DPO	2-Sep	FU	A	NR	F
AAS	SALARIES TO NEW TEACHER ADDL. TEACHERS & DC AREA TEACHER	820	0.23	190	DPO	EM	SA	A	R	F
AAS	HANO. TO COMMUNITY INSTRUCTORS	50	0.06	3	DPO	JUN-SEP	TLM	A	NR	F
AAS	SCHOOL GRANTS	2416	0.02	48.32	DPO	3-Sep	TLM	Q	NR	F
	TOTAL			378.252						

4.6.0. CIVIL WORKS:

Civil work is considered to be one of the major interventions in DPEP with 24% of the budget. This consists of construction of buildings to the New Primary Schools opened under DPEP and providing buildings to the existing schools which are having no building. Additional Class Rooms to the existing schools. Mandal Resource Centre buildings to all the mandals and urban areas. Toilet facilities and Drinking water facilities to the existing schools.

A. TARGETS OF 1999-2000:

- ◆ The target for the year 1999-2000 was only completing the works, which are left over earlier.
- ◆ Motivating the S.C. to complete them within the stipulated time maintaining the good quality.
- ◆ The following buildings were taken up under DPEP with DPEP budget.

New Primary Schools	245
New Buildings	115
Addl. Class Rooms	074
M.R.C. Buildings/D.R.C	052
Toilets	220
Drinking Water facility	195

Out of 491 works taken up under DPEP 421 were completed and 70 works are in progress.

S. NO	NAME OF THE WORK	NO. OF WORKS SANCTION	ESTIMATED COST	EXPENDITURE SO FAR	BALANCE
1	NPS-SINGLE ROOM	172	172.00	144.58	27.42
2	NPS-DOUBLE ROOM	73	143.10	133.27	9.83
3	NEW BUILDING-DOUBLE ROOM	115	202.20	169.97	32.23
4	ADDL. CLASS ROOMS	74	80.10	65.31	14.79
5	MRC&DRC	52	184.00	118.20	65.80
6	TOILETS	120	7.20	6.48	0.72
7	DRINKING WATER FACILITY	195	23.4	20.88	2.52
	TOTAL		812.00	658.69	153.31
8	SITE CONSULTANT CHARGES		17.35	1.41	15.94
9	WATER SUPPLY TO MRC			7.25	
	GRAND TOTAL		829.35	667.35	169.25

C. CONSTRAINTS:

In few areas the work is not in good progress as the community was not well mainly.

A part from the DPEP budget, the following civil works were also taken up.

E A S funds	New buildings to the existing schools	132
X-Finance Commission	Buildings to existing schools	6
X-Finance Commission	Drinking Water facility to the existing schools	150

The cost effective technologies used under DPEP were well received by the people as well as the district administration may other departments also started using the techniques adopted DPEP plans.

S. NO	ITEM	TOTAL SANCTIONED	NUMBER COMPLETED	NUMBER IN PROGRESS	NUMBER NOT STARTED	NO. OF WORKS YET TO BE COMPLETED DURING 2000-01
1	NEW SCHOOL BUILDINGS	245	222	23	-	23
2	ADDL. CLASS ROOMS	74	68	6	-	6
3	MRCs	48	39	9	-	9
4	BUILDINGS TO BUILDING LESS SCHOOL	115 +5	81 +5	18 +1	-	19
5	D.R.G. BUILDINGS	4	1	3	-	3
	TOTAL	491	421	70	-	70

Rs in lakhs

		Unit cost	Total
EAS	132	1.70	224.40
TFC-Addl. CLASS ROOMS	5		11.73
TFC-D.W.	470	0.12	53.43
TOILETS	114	0.10	11.40
HOSTEL BUILDING FOR COLLEGE FOR TEACHER EDN	1	19.00	19.00
REGIONALSCIENCE CENTRE	1	1000.00	1000.00

4.6.2 ACTIVITIES FOR 2000-2001

The work which are not complete are to be completed with in 1st quarter retaining the 1 Dy.E.E., 2 A.E.s and 2 D.M.s.

Approved EFC cost	3168.834
24% of the Base line cost	760.80
Estimate cost of works taken up	829.35

Under physical contingencies it is proposed to tap an amount of 76.08 lakhs (10% of the approved EFC cost of Rs. 760.80 lakhs)

Total amount available under Civil works including 10% of physical contingencies is Rs. 836.88 lakhs (760.80+76.08=836.88). Expenditure so far incurred is Rs. 667.35. Hence, the balance (836.88-667.35) Rs. 169.53 is to be sanctioned for completing takenup civil works during the year 2000-2001.

MONITORING PROCEDURES:

1. The quality and progress of the work being done by the Dy. Executive Engineers; will be supervised by A.P.C.
2. The MRPs of the clusters will maintain the quality and progress of the works; and they will inform the A.P.C.

Table A : Activity wise progress in previous year

Major Interventions CIVIL WORKS

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	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 or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
B	C	D	E	F	G	H	I	J	L		
	NEW PRIMARY SCHOOLS	45	24.541	38.289	62.83			62.83	0		
	NEW PRIMARY SCHOOLS TO DISTANCE SC COLONIES	1	0.1		0.1			0.1	0		
	NEW BUILDINGS	70	121.707		121.707			130.935	-9.228		
	ADDL. CLASS ROOMS	6	5.495		5.498			5.498	0		
	CONSTRUCTION OF TOILETS	105	6.32		6.32			5.6	0.72		
	DRINKING WATER FACILITY	25	2.959		2.959			7.44	0		
	CONSTRUCTION OF MRCs	48	28		28			44	-16		
	CONSULTANCY TO CIVIL WORKS	48	31.24		31.24			1.41	29.83		
	ADDL. COST IN CONSTRUCTION OF CLASS ROOMS IN DIFFICULT AREAS		1.41		1.41			0	1.41		
	TOTAL		221.772	38.289	260.061			257.813	6.732		
	RP FROM SALARIES TO IED STAFF			38.289							

(6) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: CIVIL WORKS (CWS)										
Major inter-vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quality Parameter	Category	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
CW	NEW PRIMARY SCHOOLS	38	1	37.25	DPO	SEP	CW	A	NR	N
CW	NEW PRIMARY SCHOOLS TO SC COL.	0	0	0	DPO	OCT	CW	A	NR	N
CW	NEW BUILDINGS	19	1.7	32.23	DPO	NOV	CW	A	NR	N
CW	ADDL. CLASS ROOMS	15	0.85	12.675	DPO	DEC	CW	A	NR	N
CW	MRC	22	3	65.8	DPO	JAN	CW	Q	NR	N
CW	TOILETS	12	0.6	0.72	DPO	FEB	CW	A	NR	N
CW	WATER SUPPLY	21	0.2	4.915	DPO	MAR	CW	A	NR	N
CW	SITE CONSULTANT	31	0.53	15.94	DPO	APR	CW	A	NR	N
	TOTAL			169.53						

4.7.0. **PLANNING FOR PEDAGOGICAL IMPROVEMENT:**

To raise the average achievement levels by 25% over measured base-line levels and ensuring achievements of basic literacy and numerical competencies by all children in the primary schools

HIGHLIGHTS:

- Retention targets will be fixed to each school & mandal
- Teacher Training to PS Teachers.
- Teacher Training to Urdu Teachers.
- CHINNARULA SABHA
- Training on Health Education.
- Training on SUPW.
- Training on MGT
- Story telling by mothers.
- Training on Teacher Motivation/ Attitudinal change.
- Training to Vidyavolunteers.
- Quiz to Teachers
- Essay writing competition to teachers.
- Training to HMs
- Quiz to PS children.
- Cultural talent competitions to PS children.
- Drawing and painting competitions to PS children.
- Teacher networking
- Institutional networking
- TC news letter

4.7.1. RETENTION:

To improve the retention and decrease the dropout rates the following strategies are planned.

FURNITURE:

At present very little furniture is available in the primary schools for children. To improve the situation the village education committees will be motivated to provide locally available wood. The making charges will be provided from the project. By using the local carpenters the children furniture will be provided. The V E C can utilise the school contingency funds available with them for this purpose. In case of requirement they will ask for more funds from the project.

And from the project furniture to the New Primary Schools opened (360) and New buildings provided from DPEP and Vidyamithra (252) will be provided with furniture.

SCHOOL LIBRARY:

In the primary schools, school library will be maintained with small books related to moral stories, Jathakakathas, Panchathantra, Ramayan, Bala Bharath etc. and also periodic magazines like Balamitra, Chandamama, Bujjai, Bommarillu, Mabadi etc.

The SEC will purchase these books from the school contingency funds being provided from D P E P and the funds available under O.B.B.

From DPEP @ Rs. 1000/- will be provided.

DISPLAY OF JATHAKA KATHAS:

All the E C E centres and also the class rooms of classes I and II of the primary schools will be painted with some moral stories from Jathaka kathas, Panchathantra with bright coloured paints which will inculcate curiosity to know about the stories and also provide opportunity to narrate the story by seeing the pictures.

Already in 100 schools come forward for this @ Rs. 1500/- will be provided.

PLAY FACILITIES:

All the schools will be provided with some play material drum to be used in and the V E C s will be motivated to provide slides and swings in the schools. The V E C s and the project will share required funds.

HEALTH CHECKUP:

- Childs health records will be maintained.
- One teacher from each school will be trained with coordination of health department
- Periodical health checkup will be done by the local PHC

In the habitations identified with low retention and high retention following activities are planned.

LOW RETENTION:

- Monitoring the attendance of the children.
- Finding the reasons for dropout.

- Class room observation.
- Motivating their parents to send their children regularly.
- Monitoring remedial teachings of the teacher.
- Practicing activity base TL process.
- Writing lesson plans and period plans.
- Providing external play material like slide, jula.
- Displaying the students' activities.
- Maintaining the central progress register.
- Providing play material.
- Providing ceil-level black boards in class rooms.

HIGH RETENTION:

- Providing extra reading material for high retention.
- Preparing the students for quiz programmes.
- Providing painting competitions, essay writing and elocution competitions.
- Providing inter school competitions at T.C. level.
- Participating in science fairs.
- Participating in peer group interaction.
- Giving activities to develop thinking power and creativity.
- Exhibition of TLM-pupil made.
- Preparation of activity packs.

4.7.2. PEDAGOGICAL & SCHOOL IMPROVEMENT:

We are aware that Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the unfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

Recognizing this enormous potential of Education, the DPEP is committed to the Universalisation of Primary Education with an explicit aim of providing 'Quality in Primary Education.'

In this context, effective in-service teacher training, a positive attitudinal change in the teaching behaviour of the teachers, teacher motivation, commitment and accountability are the crucial areas where still more efforts are needed urgently in order to make teachers act as trail-blazers in the lives of learners and in the process of education for development. It is only professionally well prepared and committed teachers who can create an environment for joyful, activity-based and participatory learning, besides providing equal opportunity of success in learning attainments for every child.

However specific needs were identified through field visits by mandal teams, school and pupils survey, Mid-terms Assessment Survey (MAS) and the report of 10th Joint Review Mission (JRM) and second in-depth review meetings, and monthly review meetings with M.R.P.s and M.E.O.s.

PROGRESS OVER VIEW:

CONSTITUTION OF D.R.G. & M.R.G. STRUCTURES:

The previous years experience revealed that the M.R.P.s had spend most of their time in imparting the teacher training, collection of data etc. and less concentration was paid for the academic support to the teachers at school point. In order to avoid this and to facilitate the M.R.P.s to be in schools help the teachers by observation of class room transaction, interaction with the teachers, the state has decided to develop a District Resource Group (D.R.G) and a Mandal Resource Group (M.R.G). their services will be utilised for imparting training to teachers.

The D.R.G. is having 50 members i.e. 42 Teachers of primary sections, 4 DIET lecturers and 4 D.P.O. staff (A.P.C., A.M.O., C.M.O., D.G.C.D.O).

The M.R.G. consisting of 8 teachers (2 Language, 2 Mathematics, 2 EVs-I, 2 EVs-II) from each mandal, numbering to $52 \times 8 = 416$ were selected in the district among the primary school teachers.

TEACHERS	HMs	DIET STAFF	OTHERS	TOTAL
42	-	4	4 DPO STAFF	50
416	-	-	-	416

**PROGRAMMES/TARGETS OF 1999-2000:
TRAININGS:**

S. NO	TITLE OF THE ACADEMIC ACTIVITY	PHY. TARGET	LEVEL
1	TRG. TO DPO STAFF ON PROJECT MANAGEMENT-3 DAYS	30	DIST
2	TRG. TO MEOs & MRP _s ON MONITORING AND SUPERVISION-5 DAYS	50	DIST
3	7 DAY TRG. TO MRP _s & MGCDO _s ON MICRO PLANNING AND & SCHOOL MAPING	156	DIST
4	TRG. TO MIS STAFF (DPO+MEOs)-3 DAYS	50	DIST
5	TRG. TO MRP _s AND MAG-7 DAYS	564	DIST
6	TRG. TO TEACHER IN ENG.-III, MGT ETC.,-7DAYS	7492	MANDAL
7	TRG. TO ALS INSTRUCTORS-10 DAYS	180	DIV
8	TRG. ON T.C. MEETINGS TO TC SECRETARIES & ASST. SECRETARIES-3 DAYS	536	CLUSTER
9	TRG. ON TC MEETINGS TO MRP _s +MEO _s -3 DAYS	156	DIST
10	3 DAY ORIENTATION TOUR MRP _s ,MEO _s ,MGCDO _s ON ECO-CLUB ACTIVITIES	208	DIST
11	7 DAY TRG. PROGRAMME TO VIDYA VOLUNTEERS	800	MANDAL
12	TRG. TO MRP _s +MGCDO _s ON SUMMER SCHOOLS-3 DAYS	156	DIST
13	7 DAY TRG. TO SUMMER SCHOOL VOLUNTEERS	1600	MANDAL
14	3 DAYS TRG. TO RESEARCHERS ON RESEARCH METHODOLOGY	40	DIST
15	TRG. TO MGCDO _s ON ECE & GENDER SENSITISATION-7 DAYS	52	DIST
16	2 DAY TRG. TO VILLAGE CORE GROUP SENSITISATION	250	MANDAL
17	TRG TO HM _s OF PS IN LOW FEMALE LITERACY VILLAGES-1 DAY	500	MANDAL

WORKSHOPS & SEMINARS:

S. NO	TITLE OF THE ACADEMIC ACTIVITY	PARTICIPANTS	PHYSICAL TARGET	LEVEL
1	W/S ON TRIBAL EDUCATION-3 DAYS	TEACHERS	50	DIST
2	W/S CUM SEMINAR ON TEACHER EMPOWERMENT-1 DAY	PS TEACHERS		DIST
3	SEMINAR TO M.R.P.s+MGCDOS ON STRENGTHENING OF SCHOOL/ECE MONITORING-1 DAY	M.R.P.s+MGCDOS &Dos	156	DIST
4	DISTRICT LEVEL SEMINAR ON EFA-1 DAY	PUBLIC REPRE.	200	DIST
5	MANDAL LEVEL SEMINAR ON EFA-2 DAY	PUBLIC REPRE.	7800	MANDAL
6	2 DAY W/S FINE TUNING GENDER SPECIFIC ACTIVITIES TO VILLAGE CORE GROUP MEMBERS-2 DAY	VILLAGE CORE GROUP	250	MANDAL
7	1 DAY W/S FOR BUILDING AWARENESS ON GENDER SENSITIZATION-1 DAY	PS TEACHERS	30	DIST

A. ACHIEVEMENTS-1999-2000:

S. NO	TITLE OF THE WORKSHOP/TRAINING PROGRAMME	PARTICIPANTS	ACHIEVEMENT/TARGET	LEVEL
1	3 DAY TRG. OF ELEMENTARY TEACHER EDUCATORS(DIET) ON ACTION THROUGHLY TELECONFERENCE	DIET LECTURERS	30/30	DIST
2	3 DAY KRPs TRG. ON CONDUCT OF TC MEETINGS	MEOs&MRPs	50/50	DIST
3	5 DAY TRG. TO FIELD INVESTIGATIONS ON Mas	30 TTC PASSED CANDIDATES	30/30	DIST
4	MAS FIELD WORK	30 TTC PASSED CANDIDATES	30/30	MANDAL
5	1 DAY ORIENTATION ON THE INTERVENTIONS OF THE DPEP	MRPs, MGCD Os, DRGs & DPO STAFF	196/200	DIST
6	7 DAY ORIENTATION ON TEACHER TRAINING	DRGs	55/55	DIST
7	7 DAY ORIENTATION PROGRAMME	MRPs	137/137	DIST
8	3 DAY ORIENTATION ON TEACHER TRAINING	MEOs	36/36	DIST
9	7 DAY ORIENTATION ON TEACHER TRAINING (MAHBAD & JANGAON)	MRGs	123/123	DIV
10	7 DAY ORIENTATION ON TEACHER TRAINING (WGL&JANGAON)	MRGs	148/148	DIV
11	7 DAY ORIENTATION ON TEACHER TRAINING	MRGs	144/145	DIV
12	7 DAY TEACHER TRAINING-SPELL-I	TEACHERS	464/464	MANDAL
13	7 DAY TEACHER TRAINING-SPELL-II	TEACHERS	1101/1110	MANDAL
14	7 DAY TEACHER TRAINING-SPELL-III	TEACHERS	2198/2208	MANDAL
15	7 DAY TEACHER TRAINING-SPELL-IV	TEACHERS	819/828	MANDAL
16	3 DAY TRG ON HMs TRG MODULES-SPELL-I	MEOs&HMs	52/52	DIST
17	3 DAY TRG ON HMs TRG MODULES-SPELL-II	MEOs&HMs	52/52	DIST
18	3 DAY HMs TRG. AT MANDAL LEVEL-	HMs		MANDAL

	SPELL-1			
19	3 DAY HMs TRG. AT MANDAL LEVEL-SPELL-I1	HMs		MANDAL
20	1 DAY ORIENTATION TO MANDAL TEAMS ON PLANNING IN DPEP-SPELL-I	MRPs,MGCD Os,DRGs&DP O STAFF	52/52	DIST
21	1 DAY ORIENTATION TO MANDAL TEAMS ON PLANNING IN DPEP-SPELL-I	MRPs,MGCD Os,DRGs&DP O STAFF	52/52	DIST
22	DRAWING COMPETITIONS TO PRIMARY SCHOOL CHILDREN	STUDENTS FROM 52 MANDALS	50/50	DIST
23	QUIZ TO PRIMARY SCHOOL CHILDREN	STUDENTS FROM 52 MANDALS	104/104	DIST
24	ESSAY WRITING FOLLOWED BY SEMINAR TO PS TEACHERS (ACTIVITY BASED TEACHING-MY EXPERIENCES)	PS TEACHERS	100/100	DIST

C. CONSTRAINTS-1999-2000:

1. Training to MRPs+MEOs+MGCDs on Eco-club activities:
2. Training to MRPs & MEOs on monitoring & supervision.

Training not conducted G.O. has not issued regarding the roles and responsibilities of MRPs and their revised job chart on monitoring and supervision of schools.

D. REASONS FOR NON-ACHIEVEMENT OF CERTAIN PROGRAMMES:

7 day training programme to Vidya Volunteers:

One week induction training programme for Vidya Volunteers of Primary Schools was organised from 22.12.1998 to 28.12.1998 and all the 872 underwent the training.

It is thought that the training given was fresh and no new module was developed either at the state level or at the district level for Vidya Volunteers during 1999-2000.

Hence the training programme was not taken up. However in the year 2000-2001 it is planned accordingly.

- Cultural talen competitions to PS children
- Anthyakshari to PS children.

1. TEACHER TRAININGS - 1999-2000:

CATEGORY	DURATI ON	MONTH/ TIME/YE AR	TARG ET	ACHIEVE MENT	TARGET FOR 2000- 2001
DRG	7 DAYS	28-9-99 TO 4-10-99	55	55	55
MRP	7 DAYS	6-12-99 TO 10-12-99	137	137	156
MRG	7 DAYS	21-10-99 TO 11-11-99	416	415	416
MEO	3 DAYS	11-10-99 TO 1310-1999	36	36	52
TEACHERS			4581	4610	7498

2. FUNDS:

NATURE OF GRANTS	1999-2000		TARGET FOR 2000-2001 PLANNED
	NO. PLANNED	NO. RELEASED	
SCHOOL GRANT	2536	2536	2536
TEACHER GRANT	7498	7498	7498
SCHOOL GRANT TO AS/MABADI			
TRAINING GRANT VV,ASI			

3. WORKSHOPS/SEMINARS CONDUCTED-1999-2000:

NAME OF THE WORKSHOP/SEMINAR	DURATION	NUMBER PARTICIPATED
ESSAY WRITING FOLLOWED BY SEMINAR TO PS TEACHERS ON ACTIVITY BASED TEACHING-MY EXPERIENCES	27-3-2000 ONE DAY	100

E. QUALITATIVE-PROCESS DESCRIPTION (TREND ANALYSIS):

1. 3 day training of Elementary Teacher Educators (DIETs) on Action Research through teleconferencing: (24-26 May, 1999)

The teleconference was organised at Dr. B.R.A.O.U., Study Centre, Arts & Science College, Hanamkonda. There were 30 participants from DIET, Warangal and DIET Kareemnagar AMO, CMO and DAG members of both the DPEP districts participated.

- The participants after witnessing the teleconference were able to know as to how to identify the class room problems/areas for action research.
- Capacity building was done to take up the problems and conduct the action research at their end.

2. 3 day KRPs training to MEOs & MRPs on conducting of T.C. meetings (18.8.1999-20.8.1999):

Organised a 3 day KRPs training for selected MEOs & MRPs (50) on conduct of TC meetings at DIET, Warangal. They were empowered in the aspects of how to organise 9 T.C. meetings in an academic year very effectively. The roles and responsibilities of the Secretary and Asst. Secretary of a T.C. how T.C. will act as a

- Forum for academic discussion.
- Place of experience sharing.
- Laboratory to test the innovative ideas.
- Industry for designing new activity packs/TLM

The K.R.P.s internalized the academic activities as well as the enrolment drives to be under taken in the beginning of the academic year and the involvement of community in school developmental activities.

They have inturn imparted training to 536 Secretaries and Asst. Secretaries of 268 T.C. centres in the district at mandal level.

This enabled the functioning of T.C. effectively.

3. 5 day training to Field-investigators on MAS & MAS field-work (11.9.99 - 16.9.99 and 20.9.99):

To conduct the Mid-term Assessment Survey (MAS), a five day training to (30) field investigators was organisesd at DIET, Warangal from 11-16.9.99. then the survey was under taken in 50

randomly selected schools of Warangal district. The survey was under taken to provide answers to questions like:

- Whether there was any improvement in the average performance of students' achievement in language and mathematics.
- Whether the differences in achievement had reduced with regard to gender, area and social groups.
- Whether there is any incremental influence of parental qualifications on students' achievement.
- Whether the difference between the language used at home and the medium of instruction at school had any impact on students' achievement.
- Whether competency based teaching learning material and in-service training had any effect on students' achievement, have been addressed in this survey. The data collected has been processed in order to answer the above questions by conducting a comprehensive assessment of student's learning achievement.

It helped in redesigning the on going interventions and initiatives possible for new interventions to meet the vital implications to realize the objectives of DPEP.

4. One day orientation to MRPs+MGCDs and DRGs+DPO staff on the interventions of the DPEP (26.9.99 & 27.9.99):

The newly emerged DRG structure and most of the MGCDs are new to the objectives of the DPEP. With a view to make the functionaries of the DPEP aware of the objectives of DPEP and commitment to reach the goals, the said orientation was organised at DIET, Warangal Miss. G. N. Vidya, A.P.D., A.P.D.P.E.P., Hyderabad and State Sectoral Officer incharge of Warangal district has played the role of R.P.

5. 7 day orientation to DRG on teacher trainings (28.9.99 – 4.10.99):

The SRG members trained at state level had oriented the DRG at district. The orientation was organised at DIET, Warangal for 55 DRG members (After the training-They transacted the same to MEOs, MRPs at district level and MRGs at divisional level) At the end of the training the DRGs were empowered with transacting the training module which contains the topics on:

- Newly revised text books of class-III & IV Languages.
- Newly introduced class-III English work book.
- Class-I Mathematics.
- General issues like Community Mobilisation, Gender Sensitisation, Evaluation and Assessment procedures.

6. 7 day orientation to MEOs, MRPs+MGCDOS & MRGs on Teacher Training:

The DRG trained at district level imparted the training to MEOs and MRPs+MGCDOS (in two parallel batches) at DIET, Warangal.

The MRGs were trained at 4 divisional levels in the district in 3 spells from 21.10.99 to 27.10.99-3.11.99 and 4.11.99-11.11.99.

The MEOs and MRPs were given the training with a view to bestow the academic guidance at school level as and when they visit the schools and observe the impact of training in the class rooms. They can also be a role-model for the teachers. Their capacities were build up in order to solve the academic problems raised at school and T.C. levels.

The sustainability of the quality in education through practicing the activity based, competency oriented teaching learning process by the teachers in the class rooms is being observed and maintained by the MRPs and MEOs. Thus their capacities were built-up for planning for improved quality in terms of “inside the school” – processes and school/community interaction.

7. 7 day teacher training to teachers of primary schools:

The programmes were organised at mandal level in 4 spells from 15.11.99-19.12.99 at 107 venues (MRCs) covering (4582) teachers out of 4610 targeted. The teachers handling class-III Telugu & English, class-IV Telugu were imparted the training. Thus in the district 99.39% of teachers were trained.

At the end of the training, the teachers would be able to:

- understand the reasons for revising the text books of class-III & IV Telugu, introduction of English at class-III and bringing out the class-III and class-I Mathematics text book.
- know the methodology of teaching the contents/competencies in the text books through appropriate activities.
- understand the role of the teachers in community Mobilisation, Gender related issue, Evaluation and Assessment procedures.

The teacher's expectations were raised and petromised their motivation towards competency based and commitment oriented teaching learning methodology for quality in primary education.

The field-visits, the findings of MAS and the report of 10th JRM and monthly review meetings with MRPs and MEOs revealed that there is an incremental impact of in-service training in teaching of primary subjects and crossed the achievement levels 19.38% increase in Maths of class-I over 1995 Baseline levels. The

students achievement in class-IV crossed 60% in language and 40-50% in Mathematics i.e. 10% increase in language and 10-25% in Mathematics over 1995 Baseline levels.

8. 3 day training to MEOs and HMs on HMs training module:

The training was organised at DIET, Warangal in two spells from 27-29.1.2000-1.2.2000. One MEO and one HM from each mandal were trained.

The participants were able to realise the following objectives of the course. They were able:

- to understand the priorities and plans in terms of realisation of DPEP objectives.
- to develop the skills in procuring the human and physical resources and their proper utilisation.
- to build the capacity to design the plans and their appropriate execution in bringing quality in education.
- to develop the leadership qualities to seek the cooperation of his staff and community and support from officials for the school improvement.
- to realise the school as a crucial place to enthuse and motivate the community in order to achieve U.P.E. by 2005.

52 HMs and 52 MEOs were made to realise the above objectives of the course who would in turn impart the same to all the HMs of primary schools of their own mandal.

9. 3 day training to HMs of primary schools on HMs training module at mandal level:

The training was organised at mandal level in two spells from 3-5.2.2000 and 6-8.2.2000 covering 2484 HMs of Primary and Upper Primary schools in the district.

The MEO, HM trained at district level and one MRP of the mandal concerned were imparted the training to HMs of their own mandal.

The HMs were made to realise their pivotal role and responsibility in bringing the quality in education in schools through the cooperation of the staff and community and support of the officials apart from over all development of school.

10. One day orientation of mandal teams on planning in DPEP, AWP & B 2000-2001 (17.2.2000 & 18.2.2000):

A team of six members i.e. MEO, 3 MRPs, MRG/Teacher and HM/TC Secretary from each mandal underwent one day orientation at DIET, Warangal (two spells) on the identification of mandal specific needs of schools, teachers, collection of particulars of enrolment, retention and dropout, never enrolled children, compilation and interpretation of data, preparation of mandal report etc.

The participants were explained the performance to be filled up. The MEO was the leader of the team to prepare and submit the mandal report so as to facilitate the DPO to prepare district AWP & B 2000-2001.

11. DRAWING competition to primary school children:

The drawing competition is planned for the primary school children of all management. The topic for drawing is "THE SCHOOL I LIKED."

The drawings of the children will reach the MEO by 13.3.2000 and the MEOs submits them to DPO on 15.3.2000. the drawings

will be examined and the best three will be selected by the experts and they will be awarded by the DPO.

The competition is aimed at shaping their imagination and motivating them to be in the school of their taste and also to develop the drawing skills.

12. QUIZ to primary school children:

In order to develop the creativity and strengthen the innate abilities of the children of primary schools in the district DPEP planned to organise a quiz in Telugu, Mathematics, Evs-I & II of classes 3-5 DPEP will supply the question papers.

The quiz at school level will be organised on 10.3.2000 under the guidance of the MEO concerned. First and 2nd in each mandal will be brought to the district level quiz which will be held on 25.3.2000 at DIET, Warangal. Thus 104 students from 52 mandals will participate at district level quiz. Among them, the best 8 will be selected for semi final and from which 4 will be selected for finals.

The 1st and 2nd ranking child at school will be awarded with an appreciation certificate. The 1st and 2nd ranking child at mandal level will be awarded with an appreciation certificate and a memento. The children selected for 1st and 2nd position will be suitably awarded with an appreciation certificate, memento and a prize.

This quiz indirectly prepares the children in their subjects for the ensuing annual examinations, inculcates a healthy competitive spirit and cooperation among the children across the district

13. ESSAY writing competition followed by seminar to primary school teachers:

A district level essay writing competition on the topic “Activity based teaching-My Experiences” will be organised for the teacher handling the primary classes in the district at DIET, Warangal on 27.3.2000.

The essays on the topic will reach the DPO by 18.3.2000. The best three essays will be awarded 1st, 2nd, 3rd prizes.

The authors of the award winning essays will participate in the seminar on 27.3.2000 at DIET and present their essays.

This competition is aimed at motivating the teachers towards practicing the competency oriented and activity based teaching learning process. Their experiences will be shared. The innovative ideas practiced by them will give an insight for the rest of the teachers to follow them in their schools. It ignites the enthusiasm and patronizes the horizon of thinking of teachers towards a congenial and activity based class room which in turn results in improving the quality in primary education

14. Training to MEOs & MRPs on Micro-planning and School mapping:

The MEOs and MRPs in the district were trained on school mapping procedures at DPO, DPEP, Warangal on 02.2.2000 and 03.2.2000 in two batches. They were explained the proforma by the R.J.D., Warangal. They visited the schools, collected the information and submitted the school mapping particulars.

This exercise enabled the district to plan for the new interventions and strategies to meet the future needs and challenges.

GRANTS:

SCHOOL GRANTS:

2536 Primary, Upper Primary and High Schools having classes I-V were provided with Rs. 2000/- each under school grants. All the schools procured necessary infrastructural facilities and physical amenities.

- All the Primary Schools have minimum necessary infrastructural facilities.
- The status of ownership of school is seen.
- School improvement activities like school gardens, greenery, compound wall, toilet and drinking water facility were being provided which created a conducive learning atmosphere in all the schools.

TEACHER GRANTS:

7498 teachers of primary sections across the district were provided with Rs. 500/- for preparation of appropriate TLM for class room transaction and also supplementary/self-learning material for use of children.

- 7498 teachers were trained in the activity based teaching learning process.
- 2536 schools with primary sections were functioning with child-centre, activity based, competency oriented teaching.

- Achievement levels of students were considerably raised.
- Retention increased and dropouts were minimized.

T.C. GRANTS:

268 TCs in the district were provided with Rs. 2000/- each for conducting TC meetings. Nine meetings in an academic year were planned from 1999-2000.

- In all the TCs, academic discussions regarding hard concepts were being held, activities designed and demonstrations were being held.
- Sharing of experiences.
- Innovative ideas, activity packs were being prepared.
- Teacher (7498) were benefitted by interaction.
- Pupils achievement raised.
- Teacher empowerment resulted in pupils attainment.

4.7.2. ACTIVITIES FOR 2000-2001(MONETARY):

In order to bring the quality in Primary Education through practicing activity based and competency oriented teaching learning process in realization of DPEP objectives, the following activities are planned for pedagogical improvement

1. 7 day training to PS teachers on class II Maths, Class IV English and Class V text books (Mandal level). 7500 dealing with primary sections will be trained at MRC level by the MRG concerned. The content and methodology will be internalized and the activities to achieve the competencies shall be discussed thoroughly. Teachers will be motivated towards activity based teaching learning process.
2. 7 day teacher training to Urdu PS teachers on Class II Maths, Class IV English and Class V Telugu text books will be organized in parallel spells with 7 day teacher training in 3 batches where Urdu medium schools are more in number i.e 1 training at Jangaon and 2 training in Warangal city.
3. 15 day training to vidya Volunteers(Mandal Level)
A module is prepared at state level. The vidya volunteers of primary section will be trained at mandal level. They will be oriented on the contents of the module.

This will empower the V.Vs to handle the classes confidently and effectively to reach the desired goals

4. **DISTRICT SPECIFIC PROGRAMMES TO TEACHERS:**
During February,2000, a team of 4 teachers of 10 batches have visited 120 schools in the district and conducted need assessment of teachers and schools. Basing on the needs & opinions of majority of teachers the following training programmes are planned to organize.

- a. 2-day training to teachers of health education (district level)

All the 158 teachers of 120 sampled schools will be imparted 2 day training on Health Education on the pilot basis. The content and methodology can be decided with the consultation of DM& H.o. and other experts

- b. 2 day training to teachers on SUPW (District level) All the 158 teachers of 120 sampled schools will enable them to prepare the activity packs be using socially useful productive work experience.
- c. 2 day training to teachers on Multi Grade Teaching (MGT) All the 158 Teachers of 120 sampled schools initially trained at district level on MGT. Teachers in these Schools will be made to Know the techniques of handling more then one class at a time, time and place management etc.

III. ACTIVITIES FOR TEACHER INVOLVEMENT & MOTIVATION:

1. 2 day training to teachers on teacher motivation/ attitudinal change; Teachers from 50 low enrollment and low retention schools will be called for this training and the issues will be discussed and possible solutions for involvement of teachers in raising the enrollment and motivated towards activity based and joyful learning methodology to sustain the retention.

2. ORGANIZATION OF TLM EXHIBITIONS AT TC LEVEL

The conduct of TLM exhibition at T.C level is based on the following themes:

- Potential activity packs
- Working models
- Low-cost, no-cost teaching aids such as collection of material from environment.
- Collection of specimens
- Children-made aids.

From each school of that particular T.C at least two teaching aids on the hard concepts are prepared from the above themes and are brought to the TC level exhibition among them the best 3 will be selected and are demonstrated by the designer concerned them they will be awarded.

It evokes the competitive spirit and creativity among the teachers which results in raising the quality of education in the class rooms, It also gives room for widening the thinking horizon of teachers for innovative practices

3. QUIZ TO TEACHERS:

A quiz competition will be organized to all the teachers of primary sections in the district at district level. In this context a theme paper on the following will be given to teachers.

1. Content matter in 4 subject areas.
2. General knowledge
3. Educational games & Activities to elicit the innate abilities of children

4. aptitude test.

It will be organised at district level and mandal level. Written quiz will be organised at mandal level and oral quiz at district level.

4) ESSAY WRITING FOLLOWED BY SEMINAR TO TEACHERS:

Essay writing competition on innovative practices will be organized to all the primary school teachers in the district.

The best 3 essays will be selected and they will be read in the seminar at district level

IV) HEAD MASTER'S TRAINING:

1) 4 day training of D.R,G, on H.Ms training module (District level)

50 DRGs will be trained on H.Ms training module at district level for four days. They will be get acquainted with the roles and responsibilities of HMs in seeking cooperation from staff and community and support from officials and the records & registers to be maintained for the improvement of school and to bring the quality in teaching learning process.

2) 4 day Training to HMs training module (Mandal level)

All the (2536) HMs of primary Schools will be trained at Mandal (MRC) level. The DRGs will act as Resource persons.

V. PREPARATION OF APPROPRIATE TLM:

- 1) Teacher grant @ Rs 500 to each teacher handling primary school classes are being provided in district for preparation of appropriate TLM for class-room transaction and also supplementary / self learning materials for use by children.
- 2) 2 day work-shop of teachers on preparation of Activity packs (T.C Clusters level)
- 3) Two TCs of a mandal are clubbed in to one batch. Like that there are 2 to 4 batches in a mandal will be formed. A 2 day workshop will be organized to each of these four batches separately on separate dates on
 - a. identification of competencies, subject-wise
 - b. preparation of activity packs-subject wise, (lesson-wise, subject-wise activity packs will be prepared).
 - c. Preparation of lesson-plan of lesson-plan, period plan and activity suggested.

The exercise will help the teachers to have a thorough knowledge of competencies framed for class-I-V subject-wise (what to teach). Involving in discussion and preparation of suitable activities to the competencies concerned will enthuse the teaching in practicing the activity based approach and practices the same in the class room (how to teach). He also empowers with the writ of lesson plans, period plans for each subject and class. Which directs the teaches in a achieving the

expected learning outcomes among the children in the specified time schedule.

VI. ACTIVITIES PLANNED FOR P.S. CHILDREN:

1. STORY TELLING BY MOTHERS:

- Mothers will be invited and requested to have interaction with the children, identify the interests of the children, and tell the stories in the leisure periods/where MGT is existing.
- Mothers build rapport with the children, staff and school.
- Parents interest and involvement in their children's performance.

2. CHINNARULA SABHA:

- It is a meeting place of parents, teachers and students of that particular habitation. In this, the pupils express their opinions about a good teacher, the characteristics of the teacher they like most, the attitude of the teacher, the teaching process of the teacher they like etc.
- The teacher expresses the opinion regarding the students in his vision, the class he likes, the discipline he wants, the cooperation from parents & community etc.
- The parents express their opinions regarding their children's desires in future, the teacher in their opinion, the roles they expect from the teacher and students, the school atmosphere etc.

3. QUIZ TO P.S. CHILDREN:

Organization of quiz competition in 4 subject areas i.e. (Telugu, Maths, Evs I & II) for all the children of primary schools in the district. It will be organized in three levels.

School: Written quiz will be organized at school point. The best two (1st & 2nd) will be sent to mandal level.

Mandal: 1st & 2nd students from 52 mandals will participate in the mandal level quiz.

District: 1st & 2nd from each mandal will be sent to district level. A written quiz will be conducted and first eight pupils will be selected for semi finals. From among eight four will be selected for finals. Semifinals and finals will be oral quiz at district level. The winners will be awarded.

The children's innate abilities will be strengthened and creative thinking is developed. Healthy competitive spirit is developed.

4. COMPETITIONS IN CULTURAL TALENTS:

Competitions in cultural talents will be conducted among the students i.e. in Mime, Songs, Mono-action etc.

The Hidden talents of the students will be strengthened. We-feeling, friendship, cooperation, exchange of talents take place.

5. DRAWING COMPETITIONS:

The children of primary schools in the district are asked to make drawings on the topic given by the DPEP like “The school-I liked”, “My vision of the class room”.

The drawings made by children at school point will be sent to the DO through MEO concerned. The experts in the field will select the 1st, 2nd and third drawings and they will be awarded.

- Drawing skills of the children are developed.
- Coordination of mind and hand is developed.
- Skill of imagination and shaping it is ensured.
-

NON-MONETARY PROGRAMMES:

1. Teacher net-working:

With the initiation and initial thought given by the DPEP, the teachers themselves have started to organize non-monitory programmes in the district. The first programme in the district. The first programme was started on 3rd Sunday of January, 2000. on the demonstration and discussion on the multipurpose teaching learning kit prepared by the class room teachers of PS Ladella, Athmakur mandal. Since then every second Saturday of the month, there is a non-monetary workshop or training or meeting of teaches is being conducted by the teacher themselves.

It is planned so because after the closure of the DPEP also the teacher net working should continue to sustain the objectives of the DPEP.

The innovative ideals of the teachers on various educational issues will be shared.

- Solutions to some difficult problem may be found.
- This is planned to started at divisional levels also so as to enable the teachers to participate at divisional levels and to spread the sustainability of teacher networking.

2. INSTITUTIONAL NET-WORKING:

All the institutions, to start with TC level institutions to have discussion to have a common issues like:

- Printing and maintaining of common health cards.
- Progress cards.
- Common question papers
- Common school calendar.

The net-working of institutions will be expanded to mandals and district at large.

3. RECORDS EXHIBITION (Mandal level)

All the HMs will be trained in maintenance of various Registers and records at school level. After that an exhibition of Records and registers will be organized at MRC level.

The HMs and the teachers will be benefited by this exhibition as to how to maintain and keep records upto date, and which register is ment for what purpose etc.,

TRAINING SCHEDULE PLANNED FOR THE YEAR 2000-2001

S. NO	ACTIVITY DESCRIPTION	DURATION	PARTICIPANTS	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTING AGENCY & TIME PERIOD	LEVEL
1	TEACHER TRG. TO DRG ON CLASS-II MATHS, CLASS-IV ENG.& CLASS-V TELUGU (RESIDENTIAL)	7 DAYS	DRGs	50	0.00770	0.385		DIST
2	TEACHER TRG. TO MRG DIVISIONAL LEVEL (NON-RESIDENTIAL)	7 DAYS	MRGs	208	0.00637	1.325		DIV
3	TEACHER TRG TO MRP _s DISTRICT LEVEL (NON-RESIDENTIAL)	7 DAYS	MRP _s	156	0.00863	1.347		DIST
4	TEACHER TRG. TO MEO _s DISTRICT LEVEL (RESIDENTIAL)	7 DAYS	MEO _s	52	0.00770	0.400		DIST
5	TEACHER TRG. PS TEACHER MANDAL LEVEL (NON-RESIDENTIAL)	7 DAYS	PS TEACHERS	7500	0.00937	70.275		MANDAL
6	TEACHER TRG. TO URDU PS TEACHER MANDAL LEVEL (NON-RESIDENTIAL)	7 DAYS	URDU TEACHERS	120	0.00937	1.124		MANDAL
7	TRG. TO TEACHER ON HEALTH EDUCATION DISTRICT LEVEL (NON-RESIDENTIAL)	2 DAYS	120 SAMPLED SCHOOLS	158	0.00245	0.387		MANDAL
8	TRG. TO TEACHERS ON SUPW DISTRICT LEVEL (NON-RESIDENTIAL) ⁵	2 DAYS	-DO-	158	0.00245	0.387		MANDAL
9	TRG. TO TEACHERS ON MGT DISTRICT LEVEL (NON-RESIDENTIAL) ²	2 DAYS	-DO-	158	0.00245	0.387		MANDAL
10	TRG. TO TEACHERS ON TEACHER MOTIVATION/ATTITUDINAL CHANGE DISTRICT LEVEL (NON-RESIDENTIAL)	2 DAYS	PS TEACHERS	50	0.00313	0.156		DIST.
11	TRG. TO DRG ON VIDYA VOLUNTEERS (RESIDENTIAL)	7 DAYS	DRGs	25	0.00797	0.199	DPO	DIST
12	TRG. TO VIDYAVOLUNTEERS (NON-RESIDENTIAL)	15 DAYS	VV _s OF PS	872	0.00630	5.493	DPO	MANDAL
13	QUIZ TO TEACHERS	1 DAY	PS TEACHERS	100	0.02	0.200	DPO	DIST
14	ESSAY WRITING COMPETITIONS TO TEACHERS FOLLOWED BY SEMINAR	1 DAY	PS TEACHERS	150	0.002	0.300	DPO	DIST.
15	TRAINING OF DRG ON HM _s ' TRG. MODULE	4 DAYS	DRG	50	0.00480	0.240	DPO	DIST
16	TRG TO HM _s ON HM _s TRG. MODULE	4 DAYS	HM _s OF PS	2536	0.00457	11.590	DPO	MANDAL
17	TRG. TO DRG+MEO _s ON TC TRG. MODULE (NON-RESIDENTIAL)	3 DAYS	MEO _s +DRG _s	50	0.00470	0.235	DPO	DIST
18	TRG. TO TC SEC. & ASST. SEC. ON TC TRG. MODULE (NON-RESIDENTIAL)	3 DAYS	SEC+Asst. SEC	536	0.00378	2.030	DPO	MANDAL

19	QUIZ TO PS CHILDREN (SCHOOL, MRC, DIST. LEVEL)	1 DAY	PS CHILDREN	52	0.0116	0.600	DPO	SCHOOL MANDAL DIST
20	CULTURAL TALEN COMPETITIONS TO PS CHILDREN	1 DAY	PS CHILDREN	50	0.001	0.050	DPO	SCHOOL DIST
21	DRAWING AND PAINTING COMPETITIONS TO PS CHILDREN	1 DAY	PS CHILDREN	50	0.001	0.050	DPO	SCHOOL DIST
22	QUIZ TO MRPs ON MONITORING TECHNIQUES+SUBJECT WISE COMPETENCIES.	1 DAY	MRPs	156	0.002	0.312	DPO	DIST
23	TRG. TO MRPs ON CONDUCTING OF TC MEETINGS (NON-RESIDENTIAL)	3 DAYS	MRPs	156	0.00378	0.590	DPO	DIST
24	TEACHER TRG. TO UNCOVERED MRPs (NON-RESIDENTIAL)	5 DAYS	MRPs	50	0.00783	0.392	DPO	DIST
25	TRG. OF MRPs+MEOs ON MICRO-PLANNING SCHOOL MAPING (NON-RESIDENTIAL)	2 DAYS	MEOs+MRPs	208	0.00313	0.650	DPO	DIST
26	VIDYAVOLUNTEERS TRG. TO MRPs (NON-RESIDENTIAL)	7 DAYS	MRPs	156	0.00588	0.920	DPO	DIST
27	INTER-DISTRICT STUDY TOURS TO MEO+MRPs	3 DAYS	MEOs+MRPs	208	0.005	1.040	DPO	DIST
28	INTER-STATE EXPOSURE VISITS TO SELECTED MEOs+MRPs	7 DAYS	MEOs+MRPs	50	0.010	0.500	DPO	DIST
29	TRG. TO MEOs+MRPs ON PLANNING IN DPEP 2001-2002	1 DAYS	MEOs+MRPs	208	0.00125	0.260	DPO	DIST

WORKSHOPS PLANNED FOR 2000-2001

S. NO	ACTIVITY DESCRIPTION	DURATION	PARTICIPANTS	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTING AGENCY & TIME PERIOD	LEVEL
1	WORKSHOP OF TEACHERS ON PREPARATION OF ACTIVITY PACKS	2 DAYS	PS TEACHERS	7500	0.00035	2.62	DPO	TC LEVEL
2	WORKSHOP TO MEOs+MRPs ON MONITORING AND SUPRVISORY TECHNIQUES (NON-RESIDSENTIAL)	3 DAYS	MEOs+MRPs	208	0.00378	0.790	DPO	DIST.

Table A : Activity wise progress in previous year

Major Interventions : PEDAGOGICAL IMPROVEMENT

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	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 or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J	K	L
	SUPPLY OF ALMARAHAS TO TCs	268	16.08		16.08	268		16.08		0	
	EQUIPMENT TO MRC (DUPLICATOR, OHP, VCR, PLANNAL BOARD, TV)	52	27.3		27.3	52			27.3	0	
	TRG TO MRP _s +MAG	104+460	27.82		27.82	104+460		1.717		26.103	
	SALARIES TO MRP _s	104	88		88	104		82.96	5	0.04	
	TRG TO TEACHERS IN ENG-III, MGT ETC	7492	40.08	31.306*	40.08	7492		71.386		-31.306	
	TRG TO ALS INSTRUCTORS (10 DAYS)	100 M(NEW)	0.765		0.765	100 M(NEW)		0.021		0.744	
	CONVEYANCE TO TC MEETINGS	268X9	12.137		12.137	268X9		4.63	0.407	7.1	
	LIBRARY BOOKS TO DIET	1	0.01		0.01	1				0.01	
	TLM/SPL GRANTS TO TEACHERS	7492	37.46		37.46	7492		35.825		1.635	
	BOOKS & EDNL MATERIAL TO TC	268	5.36		5.36	268		5.36		0	
	BOOKS TO MRC _s	52	1.04		1.04	52				1.04	
	3 DAY TRG TO TC COORDINATORS	692	1.591	0.295	1.886	692		1.886		0	PRGM ECO-CLUB
	W/S ON TRIBAL EDN	50	0.3		0.3	50				0.3	
	MATERIAL TO TC	268	2.68		2.68	268				2.68	
	TA DA TO MEO/MRP/MGCDO	208	3		3	208		2.556	0.444	0	
	FURNITURE TO MRC	52	16.64		16.64	52		12.194		4.446	
	TA DA TO DIET	1	1		1	1		0.099		0.901	

Table B : Plan for spill over for forthcoming year

Major intervention : P E D

Spill over plan for year :

Description of activity to spill over to next year	Anticipated		Spillover physical target	**Unit Cost	Financial outlay for spillover activities	Implementation agency and time period for	Remarks
	Physical target remaining	amount saved					
A	B	C	D	E	F	G	H
EQUIPMENT TO MRCOHP, DUPLICATOR ETC	52	27.3	52	0.0525	27.3	DPO	SUPPLY IS BEING DONE
STRENGTHENING OF DIET	1	10	1		10	DPO	SUPPLIED COMPUTERS
FURNITURE TO DIET	1	2	1		2	DPO	
TOTAL		39.3			39.3		

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

F= D X F

(7) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: PEDAGOGICAL IMPROVEMENT (PED)

Major inter-vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quality Parameter	Catogery	Spillover /Fresh
PED	7 DAY TEACHER TRG TO PS TEACHERS MANDAL LEVEL (NR)	7500	0.00937	70.275	DPO	3-Jul	TC	Q	NR	F
PED	TEACHER TRG TO URDU PS TEACHERS MANDAL LEVEL (NR)	120	0.00937	1.124	DPO	3-Jul	TC	Q	NR	F
PED	TRG TO TEACHER ON HEALTHEDN TO SAMPLED SCHOLS	158	0.00245	0.387	DPO	3-Sep	TC	Q	NR	F
PED	TRG TO TEACHERS ON SUPW	158	0.00245	0.387	DPO	3-Sep	TC	Q	NR	F
PED	TRG TO TEACHER ON MGT	158	0.00245	0.387	DPO	4-Sep	TC	Q	NR	F
PED	TRG TO TEACHER ON TR. MOTIVATION/ATTITUDINAL CHANGE	50	0.00313	0.156	DPO	1-Aug	TC	Q	NR	F
PED	TRG TO VVS	872	0.00677	5.903	DPO	1-Jul	TC	Q	NR	F
PED	QUIZ TO TEACHERS	100	0.002	0.2	DPO	1-Jan	TC	Q	NR	F
PED	ESSAY WRITING COMP. TO TEACHERS FOLLOWED BY SEMINAR	150	0.002	0.3	DPO	1-Feb	TC	Q	NR	F
PED	TRG TO HMs ON HMs TRG MODULE	2536	0.00457	11.59	DPO	3-Sep	TC	Q	NR	F
PED	DRAWING & PAINTING COMPETITIONS TO PS STUDENTS	50	0.001	0.05	DPO	1-Feb	TC	Q	NR	F
PED	PRINTING OF TRAINING MODULES			5	DPO	YEAR	TC	Q	NR	F
PED	INNOVATIONS	1	1	1	DPO	YEAR	TC	Q	NR	F
PED	QUIZ TO PS CHILDREN SCHOOL(MRC)DIST LEVEL	52	0.0116	0.6	DPO	2-Feb	TC	Q	NR	F
PED	STRENGTHENING OF DIET	1	0.1	0.1	DPO	YEAR	TC	Q	NR	F
PED	BOOKS TO MRCs	52	0.02	1.04	DPO	1-Aug	BL	Q	NR	F
PED	TA DA TO DIET STAFF	1	1	1	DPO	YEAR	TC	Q	NR	F
PED	TA DA TO MEOs MRP's	156	0.032	5	DPO	YEAR	TC	Q	NR	F
PED	SALARIES TO MRP's	156	0.865	135	DPO	EM	SA	Q	NR	F
PED	VEHICLE	1	1.8	5.4	DPO	EM	VL	Q	NR	F
PED	CULTURAL TALENT COMPETITIONS TO PS CHILDREN	50	0.001	0.05	DPO	1-Mar	TC	Q	NR	F
PED	TRT TO MRCs 7 DAY ON SS	208	0.00637	1.325	DPO	2-May	TC	Q	NR	F
PED	7 DAY TRG TO SS VOLUNTEERS	500	0.00703	3.515	DPO	2-Apr	TC	Q	NR	F
PED	CONTINGENCIES TO SSs	500	0.004	2	DPO	3-Apr	TC	Q	NR	F
PED	HONOR. TO SS VOLUNTEERS	500	0.01	5	DPO	3-Apr	TC	Q	NR	F
PED	W/S TO TEACHERS ON PREPARATION OF ACTIVITY PACKS	7500	0.00035	2.62	DPO	2-Oct	WS	Q	NR	F
	TOTAL			259.409						

4.8.0. GIRLS EDUCATION:

**To reduce difference in enrollment,
dropouts and learning achievement among
gender to less than 5%**

HIGHLIGHTS:

- ❑ Microplanning
- ❑ ECE centres
- ❑ Vidya mela, Chinnarula sabha
- ❑ Capacity building
- ❑ Identifying health problems
- ❑ Dove-tailing the primary school with ICDS

4.8.1. PROGRESS OVERVIEW:

District Primary Education Project is a commitment to Universalize Primary Education which implies equal and universal participation of all children regardless of religion, caste, sex, etc., Thus special attention to certain disadvantaged groups of children would be imperative if the goal of U.P.E. is to be achieved.

Girls, who comprise almost one half of the eligible child population, fall into this category of children requiring special attention as their participation in primary education has been far from the desirable.

Opportunities are provided by starting alternative schools, where opportunities are not there for access of Girls' Education particularly in small habitations and urban slums. Providing special emphasis in Teacher training programmes, by inclusion of module on Girls' Education and gender issue, motivating male teachers, removal gender bias from early stages of education, to enable girls complete at least up to primary education are the major thrust areas.

Special efforts are made to admit girls involved in sibling care into formal schools by starting E.C.E. centres, where girls enrollment is less and dropout rate is more. A separate M.T.A. committee is formed to oversee the running the E.C.E. centres, and for enrolling un-enrolled girls involved both in sibling care or domestic work.

A. PROGRAMMES/TARGETS OF 1999-2000:

- ◆ Opening of 390 E.C.E. centres near to Primary Schools.
- ◆ Providing alternative system of education i.e. opening schools preferably with a female instructor.
- ◆ Steps are being taken up to make all schools "complete schools".
- ◆ TLC programmes to be strengthened to improve over all women literacy rate.
- ◆ Formation of S.E.C.s in rural areas and in Urban areas with adequate number of women representation from disadvantaged sectors.
- ◆ Consulting Mother Associations.
- ◆ Appointment of 3 MRPs to encourage of enrollment and retention of girls.
- ◆ Conducting of survey to identify school age children in general and girl children in particular.

- ◆ Preparation of village level micro-planning in terms of access to girls.
- ◆ Forging an alliance with community, social activists, NGOs, employees, trade unions, teacher organisations, and teacher unions.
- ◆ Innovating mobilisation techniques to reduce differences between gender in enrollment, dropout and achievement.
- ◆ Improving school buildings for provision of toilets for girls.
- ◆ Conducting of Vidya melas AND Chinnarula sabhas in 25 villages.

B. ACHIEVEMENTS 1999-2000:

- ◆ Capacities of 390 Mothers Associations were built up.
- ◆ 390 E.C.E. centres were opened.
- ◆ 250 Toilets constructed.
- ◆ Drinking water facility provided to 225 centres.
- ◆ Imparted 3 day induction training to 390 E.C.E. instructors and 390 class-I teachers.
- ◆ Imparted 3 day training to Mothers Association on the issues of girl education.
- ◆ 50 M.G.C.D.O.s underwent 6 days training programme.
- ◆ Enrollment of boys and girls increased in E.C.E. centres

Boys:	7898
Girls:	8161
Total:	16059

- ◆ Enrollment in class-I is improved with the help of E.C.E. centres.

The number of children admitted in Class-I from E.C.E. centres:

Boys: 2228 Girls: 2301 Total: 4529

- ◆ One Balika mela was conducted at Mucherla of Hasanparthy mandal.

C. CONSTRAINTS-1999-2000:

- ◆ The following are the causes of un-enrollment and dropouts among girls.

Economic:

Poverty, Sibling care, house hold work, Labour work in fields and Migration due to economic reasons.

Lack of Awareness:

Illiteracy among parents and low motivation of parents

Social pressures:

Social evils such as Dowry, Child marriages and Lack of security.

Institutional:

Lack of toilet facilities.

D. REASONS FOR NON-ACHIEVEMENT OF CERTAIN PROGRAMMES, PLANS TO OVERCOME THESE PROBLEMS IN THE FORTH COMING YEAR:

1. Preparation of village level micro-planning in terms of girls has not taken place, because of limited resources such as trained school committee members and teachers in many of the rural remote villages, where the enrollment of girls is a significant problem.

In view of this, in the coming year it is planned to identify such villages with poor enrollment of girls and adopt them by the field functionaries, like, M.E.O.s, M.R.P.s, M.L.O.s, etc.

2. The provision of toilets could not be taken up in all the needy places, due to shortage of funds. Though, T.F.C. funds were also utilized to some extent, yet there is a dire need of 200 more toilets are required, which will be taken up, utilizing the funds of XI Finance Commission or any other funds available at the district level.
3. Only one programme of Balika mela was conducted at Mucherla of Hasanparthy mandal where the girls and the mothers of four habitations were involved. Most of the girls who turned out were only school going children and the programmes were conducted for the girls numbering about 200; Though the programme was a success, it was found very difficult to study the impact on the un-enrolled children and also the children, who were irregular to school. Hence it is decided to conduct the programme only at habitation level with only un-enrolled children and their parents for which 25 villages are selected and the information regarding the un-enrolled children is also collected.

In these villages, few melas will be conducted during the month of March 2000 and spill over will be covered in the year 2000-2001.

F. QUALITATIVE-PROCESS DESCRIPTION BASED ON ABOVE TABLES:

- 3-day Induction training programme was conducted to D.R.G.s on Gender strategies and E.C.E. training programme from 1.2.2000 to 3.2.2000.
- 4-day Induction training programme was conducted to M.R.G.s on Gender strategies and E.C.E. training programme from 5.2.2000 to 8.2.2000.

With the above training programmes, D.R.G.s and M.R.G.s understood the importance of Girl Child Education, reasons for un-enrollment, problem of girls in different places, schemes taken up by the government, and strategies to be adopted specially in model village approach to strengthen the enrollment of girls.

The above participants could appreciate the importance of E.C.E. centres, support given to the 3-5 year aged children to strengthen the primary schools in the district. They learnt how to prepare the different masks to explain stories to pre-primary children and to motivate them towards learning in E.C.E. centres.

In this way the different activities aimed at sensitizing the participants towards girls education resulted in change of attitudes, and a positive approach to Girl Child Education and E.C.E. centres.

4.8.2. ACTIVITIES FOR 2000-2001:

MONETARY:

1. Extending drinking water and toilet facilities: In the previous year, 250 toilets were constructed and drinking water facility was provided to 225 schools. Still a large number of schools are in need of drinking water and toilet facilities. These will be taken up in the coming year with the help of available funds.
2. Organisation of Vidya melas: 25 villages were selected in 5 mandals; with low female literacy. Model village approach will be developed for enrollment of girls. Vidya melas will be organised in the month of May, June and July, 2000.
3. Alternative Schooling: Creating opportunities by starting more Alternative Schools for access of girls' education, particularly in small habitations and urban slums. More girls will be admitted and retained in the Alternative Schools, by appointing preferably Women Instructors.
4. Organising "Chinnarula Sabha": To make aware the value of education in life especially for girls it is decided to organize several sabhas where it is proposed that enrolled and un-enrolled children in the village interest with S.E.C. members, village elders, teachers and public.
5. Capacity building: Induction training programmes will be conducted in the month of May to M.R.P.s, M.E.O.s and E.C.E. Instructors on gender strategies and E.C.E. for the development of quality.
6. Divisional level review meetings: Divisional level review meetings to MRPs are planned to review the progress and chalk out follow up action plans for Girl Child development.
7. Extra school grants: Rs. 1000/- extra school grant will be provided for the schools achieving high enrollment and high retention.

8. Research studies: Research studies will be taken up to identify the reasons for poor enrollment and achievement in girls.
9. Identifying health problems: Health problems of children will be identified and treatment will be provided in the needy places by converging with health department or by funding from project.
10. Trainings:
 - i. 7 day Induction training on
 - Girl Child Education - 3 days
 - I.E.D. - 2 days
 - C.L.P. - 2 daysWill be given to all MRPs MRGs and ECE Instructors in the month of May, 2000.
 - ii. 5-day Induction training on Gender Strategies and ECE will be conducted for all MEOs and MRPs in the month of May 2000 at divisional level.
 - iii. 4-day Induction training on Gender Strategies and ECE will be conducted to all ECE Instructors in the month of May 2000 at divisional level.
11. Assessment of needs of minorities: The need for schooling facility required by minorities will be assessed by conducting through survey, wherever minority institutes are existing it is planned to strengthen them by way of giving training to teachers supply text books, Library books and TLM.
12. Organization of Kalajathas & Enrollment drive (CMP): Kalajatha will be organized in the month of June and July and on major drive will be conducted to achieve 100% enrollment, in low female literacy villages.

NON-MONETARY:

1. Formation of District Core Group:

Addl. Project Coordinator

D.G.C.D.O.

Sri. Venkata Chary, Lecturer, DIET, Hanamkonda

Smt. Y. Rathnamala, Lecturer, DIET, Hanamkonda

Smt. Rama Devi, Teacher representative.

Smt. Renuka, MRP, Hanamkonda

Smt. K. Rahul Vara, MRP Mahabubabad

Smt. S. Padma, MRP, Geesugonda

Smt. Y. Vijayahlaxmi, MRP, Hasanparthy

Preparation of village level micro-planning in terms of access to girls.

2. Door to door campaign will be taken up to educate the parents on the value of girls' education and also to motivate the parents to withdraw children from agricultural labour, beedi work, fruits and cotton picking.
3. Formation of village coordination committee: VCC will be formed with the following members to improve the (girls enrollment)-HMs, School Teachers, Vidyavolunteers, NF Instructors, Anganwadi/ECE Instructors, Village Literacy Officer, Village Sarpanch, School Committee Chairman and members of DWACRA group.
4. Mothers Association approach: Formation and strengthening of Mothers Association at village level to plan, manage and monitor the village school..

5. Recognizing the reasons for girls dropout/un-enrollment: MRPs will visit every village and get to know the reasons for girl dropout/un-enrollment and they will discuss the problems with the parents and find solutions by convincing the parents and village elders of the need of education.
6. Bridge course: For un-enrolled girls of higher age group bridge courses will be conducted and enable girls to enroll in formal schools.

4.8.3. CONVERGENCE:

1. Convergence with different departments such as health, women and child welfare, social welfare and tribal welfare will be planned for enrollment and retention of girls.
2. Support from DWACRA groups/Mahila mandals will be increased.
3. Sensitize the school committees, Mothes Association and other women groups, like PODUPU LAXMI etc; towards gender issues.
4. Mobilise the community by 'Meena' campaigns, multimedia approach, staging of burrakathas and arranging grama sabhas in the villages.
5. Awareness campaigns on government schemes available for the development of girls and such as – free supply of text book, 33% reservation in education and in government services, incentives like scholarships, schemes like 'Balika Samruddhi Yojana'.
6. Developing linkages of schemes with the enrollment and retention of girls and by dove-tailing the primary schools with ICDS.
7. Kalajathas by locally available cultural troupes.
8. Organising script slogan and song writing workshops on gender issues by mobilizing the support of educated people.

4.8.4. TABLES: A, C AND D (PROFORMAS ENCLOSED).

4.8.5. MONITORING PROCEDURES:

1. APC will monitor all the training programmes, in the district.
2. DGCDO will monitor all the training programmes under girls' education at district level.

3. MEO will monitor the training programme at mandal level.
4. MRPs will monitor at cluster level.

The feedback through the MRPs, MRCs, TCs, to DPO; and regular review meetings.

- MRPs and MEO of the mandal will conduct door to door survey and they will prepare list of un-enrolled girls.
- Monitoring of Vidyamelas and Chinnarulasabha will be conducted by the DGCDO in (the thrust areas) the selected 25 villages.

MRC CONTINGENCY	52	3.12		3.12	52		0.577	0.2	2.343
MRC ELECTRICAL CHARGES	52	0.208		0.208	52				0.208
INNOVATION COMPUTERS	1	1		1	1		0.3		0.7
INNOVATION-PROTO TYPE BUILDINGS	4	8		8	4		3.1		4.9
VEHICLE FOR TRG AND MONITORING	1	1.8		1.8	1		1.6	0.2	0
NON CONSUMABLES TO MRC	52	2.6		2.6	52				2.6
TRG TO PS CHILDREN ON EVALUATING TARGET COMPETITION RESULTS, AWC AND DIST LEVELS	52	0.6		0.6	52			0.3	0.3
MANDAL LEVEL EXHIBITIONS OF TLM PREPARED	52	0.52		0.52	52				0.52
DIST LEVEL EXHIBITIONS OF TLM PREPARED	1	0.2		0.2	1				0.2
ESSAY WRITING COMPETITIONS TO PS TEACHERS	1	0.02		0.02	1			0.02	0
SEMINOR ON TEACHER EMPOWERMENT	1	0.1		0.1	1			0.1	0
CULTURAL TALENT COMPETITIONS	1	0.05		0.05	1				0.05
ANTHYAKSHARI TO PS CHILDREN ON TELPOEM	1	0.05		0.05	1				0.05
DRAWING AND PAINTING COMPETITION TO PS CHILDREN	1	0.05		0.05	1			0.05	0
INTEGRATION OF ECO-CLUB ACTIVITIES IN 208 SCHOOLS	200	4	-0.28	3.72	200				3.72
5 DAY ORIENTATION TO MRP, MEO, ON ECO-CLUB ACTIVITIES	208	0.78		0.78	208				0.78
SEMINAR TO MRP+MGDO ON STRENGTHENING OF SCHOOL/ECU MONITORING	156	0.14		0.14	156				0.14
7 DAY TRG TO VIDYA VOLUNTEERS	800	4.28		4.28	800		0.416		3.864
TRG TO MRP+MGDO ON SUMMER SCHOOLS	156	0.4		0.4	156				0.4
7 DAY TRG TO SUMMER SCHOOL VOLUNTEERS	1600	6.4		6.4	1600				6.4
PRINTING OF SUMMER SCHOOL VOLUNTEERS TRAINING MODULE	200	0.4		0.4	200				0.4
CALENDAR TO ALL SCHOOLS	2413	0.0965		0.0965	2413				0.0965
STRENGTHENING OF DIET	1	10		10	1				10
MAINTENANCE OF EQUIPMENT DIET	1	0.2		0.2	1				0.2
FURNITURE TO DIET	1	2		2	1				2
TOTAL		328.2775	0.015	328.2925			240.707	34.021	53.5645
*RP FROM AW WORKERS			2.14						
RP FROM ECO CLUB			3.425						
RP FROM TRAINING TO MRP+MAG			25.741						
RP TO MGDO, TRG. (GE)			0.28						

Table A : Activity wise progress in previous year

Major Interventions :GIRLS EDUCATION

Progress overview for the Year: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	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 or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J		L
	TRG. TO MGCDOS ON BCE & GENDER SENSITISATION	52	0.278	0.28	0.558	52		0.558		0	FROM ECO-CLUB
	SALARIES TO MGCDOS	52	9	11	20	52		20		0	
	2 DAY TRG TO VILLAGE CORE GROUP SENSITISATION	250	0.438		0.438	0				0.438	
	1 DAY W/S FOR FINE TUNING GENDER SPECIFIC ACTIVITIES TO VILLAGE CORE GROUP MEMBERS	250	0.193		0.193	250		0.024		0.169	
	TRG TO FM% OF PS IN LOW FEMALE LITERACY VILLAGES	500	0.285		0.285	0				0.285	
	BALIKA MEALS & MABETI MELAS (1 DAY)	5	0.15		0.15	5				0.15	
	EXPOSURE VISITS (GENDER SENSITISATION)M.A.s	25	0.125		0.125	0				0.125	
	AWARDS TO SCHOOLS AND MANDALS	50+5	0.165		0.165	0				0.165	
	1 DAY W/S FOR BUILDING AWARENESS ON GENDER SENSITISATION	30	0.2		0.2	30		0.195		0.005	
	TOTAL		10.834	11.28	22.114			20.777	0	1.337	
	RP FROM SALARIES TO ALS			5.71							
	RP FROM AW WORKS			4.49							
	RP FROM ALS STAFF			0.8							
				11							

(8) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: GIRLS' EDUCATION (GED)										
Major inter- vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTA TION AGENCY	Time Period (Week and Month)	Account/C ost code	Quality Parameter	Catoge ry	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
GED	5 DAY TRG TO MRP ₁ +MEO ₂ ON GENDER STRATEGIES @ECE AT DIV LEVEL	208	0.00422	0.8777	DPO	4-May	TC	Q	NR	F
GED	7 DAY TRG TO MRP ₃ +MEO ₂ ON ECE/IED/CLP	208	0.00422	0.8777	DPO	3-Jun	TC	Q	NR	F
GED	TRG TO HM OF PS IN LOW FEMALE LIT. VILLAGES	500	0.00077	0.285	DPO	1-May	TC	Q	NR	F
GED	VIDYAMELAS & MABETIMELA	25	0.03	0.75	DPO	JUN-AUG	AC	AR	NR	F
GED	EXPOSURE VISITS	25	0.005	0.125	DPO	AUG-OCT	AC	C	NR	F
GED	2 DAY TRG TO VILLAGE CORE GROUP SENSITISATION	250	0.00175	0.438	DPO	2-Jul	TC	C	NR	F
GED	2 DAY W/S FOR FIVE GENDERSPECIFIC ACTIVITIES TO VILLAGE GROUP	250	0.00077	0.193	DPO	1-Sep	TC	C	NR	F
GED	AWARDS TO SCHOOLS AND MANDALS	55	0.0003	0.165	DPO	4-Jan	WS	Q	NR	F
GED	7 DAY TRG TO DRG AT DIST LEVEL ON ECE/IED/CLP	25	0.00814	0.2035	DPO	1-May	AC	C	NR	F
	TOTAL			3.9149						

4.9.0. EARLY CHILD HOOD EDUCATION:



HIGHLIGHTS:

- ❑ Extending the educational facilities.
- ❑ Capacity building.
- ❑ Strengthening primary schools.
- ❑ Functioning of ECE centres.

4.9.1. PROGRESS OVERVIEW:

Recognising that E.C.E. is a support programme for U.P.E., and an essential component of D.P.E.P., it is seen as a vital input towards:

1. Preparing children, particularly first generation learners for primary school, school readiness.
2. Facilitating participation of girls in primary schools by relieving them from sibling care responsibilities.

During 1996-97 only 10 centres were opened within the school premises. A.M.S., Hyderabad gave induction training programme for those E.C.E. Instructors, who were appointed in these 10 centres.

During 1997-98, 180 centres opened within the primary school premises. All 180, E.C.E. instructors underwent the training of E.C.E. along with class-I teachers. 635 mothers were imparted one day orientation training programme.

During 1998-99, 200 centres were opened. These instructors and class-I teachers were trained through 3 day induction training; 953 mothers were trained for 3-day orientation training programme. 47 M.G.C.D.O.s were given for 6 days training programme.

Training and orientation programmes were conducted with the help of S.R.G. members, DIET lecturers, active teachers, M.R.P.s and M.G.C.D.O.s.

Due to the opening of 390 E.C.E. centres, children involved in sibling care joined in the primary schools. School Committee members and mothers are evincing much interest in enrolling their children in the centres. They are contributing in cash & kind for construction of shed to E.C.E. centres.

4.9.1.

A. PROGRAMMES/TARGETS OF 1999-2000:

- Providing @ Rs. 1000/- to each (387) E.C.E. centres.
- Providing honorarium of Rs. 400/- to each E.C.E. instructors and Rs. 200/- to each E.C.E. center Ayah.
- Providing Rs. 400/- to each G.C.E.P.s.
- Refresher training for E.C.E. instructors, MGCDOs and GCEPs.
- Organising Vidya Melas.
- Organisation of exposure visits to MGCDOs and E.C.E. instructors.
- Organisation of regular monthly review meetings of MGCDOs at district level and E C E instructors at mandal level.
- Organisation of convergence meetings and field visits.
- Dove tailing of existing 200 Anganwadi centres to make them run on par with the E C E centres i.e. formal school timings.
- Rs. 200/- to Anganwadi instructors and Rs. 100/- to Anganwadi Ayahs to be paid for the extra working hours.
- Providing drinking water facility in low female enrollment schools under X-Finance Commission.
- Providing Toilets in UPSs where girl child enrollment is high under X-Finance Commission.

B. ACHIEVEMENTS – 1999-2000:

1. Increase in enrollment of boys and girls due to E.C.E. centres

Boys	7898
Girls	8161
Total	16059
2. Enrollment in class-I is improved due to support of E.C.E. centres. Number of children admitted in class-I from E.C.E. centres are as follows:

Boys	2228
Girls	2301
Total	4529
3. M.T.A. committee is achievelly taking care of E.C.E. centres, in enrolling unenrolled children and relieving girls from sibling care..
4. Provision of Rs. 1000/- to each (390) E.C.E. centre, purchase of T.L. Material to motivate the children to admit in E.C.E. centres.
5. Preparation of masks and other objects to encourage the children in story telling and in explaining different characters.
6. Review meetings resulted in sharing of their ideas and helped developing their strategy in teaching.
7. The E.C.E component is crucial as well as important as it succeeded in relieving children from sibling care responsibility.
8. Refresher training programmes were conducted for 50 M.G.C.D.O.s and 193 E.C.E. Instructors on Gender Strategies and E.C.E. training in the month of June, 1999.
9. 3-day Induction training programme for 18 D.R.G.s was conducted on Gender Strategies and E.C.E. training in the month of February, 2000.
10. 4-day Induction training programme for 90 MR.G.s was conducted in the month of February 2000 on Gender Strategies and E.C.E. training.

11. A direct connection between the setting up of pre-school centres and the participation of girls in schooling was noticed.
12. Achieved joyful environment, and promoted social, emotional, cognitive and aesthetic development among E.C.E. children.
13. Children admitted in class-I from E.C.E. centres showed more talent in doing different activities in different subjects than the students who joined directly, without E.C.E. background.

The child, who is accustomed to institutional stay, and also equipped with pre-requisite skills and attitude for primary education, adjusted well in the formal school, and achieved more.

C. CONSTRAINTS – 1999-2000:

1. The number of E.C.E. centres (390) is decreased to 387 as Anganwadi centres are working in these places.

This number is still going to be decreased due to establishment of Anganwadi centres by WD&CW department.

In some centres, the chairpersons of the School Education Committees and head masters concerned of primary schools are very much interested in continuation of the E.C.E. centres, as the students are observed to be motivated towards the activities done in the E.C.E. centres, which finding leads to strengthening the primary schools.

2. The Instructor in E.C.E. centres is paid Rs. 400/- and the Ayah is paid Rs. 200/- per month.

This honorarium is not satisfactory for Instructor and Ayahs, and they are requesting for a raise in the remuneration.

3. Providing rice or mid-day meals may be taken up for strengthening the E.C.E. centres.

D. REASONS FOR NON-ACHIEVEMENT OF CERTAIN PROGRAMMES/ TARGETS:

1. Providing rice or mid-day meals is not being taken up in E.C.E. centres. If we provide rice or biscuits or wheat rava, we can achieve more results.
2. Providing orientation/training programmes to E.C.E. Instructors, to develop knowledge about new techniques in telling a story or in preparing masks of different animals. Their capacities need to be built up and sharing of ideas will be helpful in developing strategies.
3. The sheds accommodating E.C.E. are not in good condition. Children are not adequately protected in rainy season of in summer season.
4. Salaries of Instructors and Ayahs may be increased optimum E.C.E. centres. They may work more interestingly.

E. QUALITATIVE-PROCESS DESCRIPTION:

1. Induction training on Gender Strategies and E.C.E. techniques brought some changes among the mistresses. They could understand new techniques of explaining a story which helps in motivating the students. By providing different activities in developing the creativity among the students was developed.
2. Participants were able to develop the new methods of preparing teaching aids such masks of different animals.

They were motivated to learn new things and understood difficult concepts.

3. Participants could improve the situation in the E.C.E. centres, by providing creative atmosphere with new ideas learnt in the training programmes.

It is found that training programmes strengthen the E.C.E. centres through in quality development.

4.9.2. ACTIVITIES FOR 2000-2001 (MONETARY):

1. The walls of the E.C.E centres will be painted with pictures pertaining to different stories from Jathaka kathas and Panchathatra. Students will be motivated to by providing joyful atmosphere. (Coasting shown at PED)
2. Salaries of E.C.E. Instructors and Ayahs will be paid regularly @ Rs. 400/- and Rs. 200/- respectively.
3. Rs. 500/- for E.C.E. kit will be provided to every centre to enable to take up several interesting activities in the centre.
4. Rs. 1000/- will be paid to every centre for purchasing Teaching Learning Material.
5. Training will be conducted to all E.C.E. Instructors in the month of May 2000, on Gender Strategies and E.C.E. at divisional level in 3 spells; to develop the skills of the instructors and enable them to perform well in the centre.
6. E.C.E. module E.C.E. module will be distributed to all the centres. (part of TLM)
7. Supply of library books to E.C.E. centres: A variety of books with different stories and colourful illustrations, using simple language will be provided to develop comprehension among the students. (part of kit)
8. Construction of sheds for E.C.E. centres may be taken up with the funds available or parents' committee and Head master of concerned primary school. (Non-DPEP funds)

NON-MONETARY:

1. Enrollment of boys and girls will be increased by monitory MTAs. New E.C.E. centres will be opened, where there are no Anganwadi centres or E.C.E. centres.
2. Primary Schools will be strengthened a result of admitting children, with E.C.E. background. The retention and quality will be developed with the help of these E.C.E. centres.
3. Mothers' Associations will be strengthened to look after E.C.E. centres, for enrolling unenrolled and girls engaged in sibling care.
4. Health Component: In tribal areas and areas prone to health hazards free medical test/free medicines shall be provided for needy children. (convergence)
5. Extension of educational facilities for 0-3 years children: With the experience from the past it is planned to extend support to 0-6 years children, by which coverage can be increased; to help the school age children engaged in rearing of their siblings who are to enroll and retain in the school. (convergence)
6. Extending drinking water facility: In all low girl enrollment areas, drinking water facility will be extended under XI-Finance Commission.
7. Extending toilet facilities: In all Upper Primary Schools, where girl child enrollment is high, toilet facilities will be extended under XI-Finance Commission. (convergence)
8. School Education Committee meetings: School Education Committee meetings will be conducted for the development of E.C.E. centres.

4.9.3. CONVERGENCE:

1. Establishing linkages with Women Development and Child Welfare Department, Tribal Health and Adult Education departments.
2. Support from DWACRA groups/Mahila mandals.
3. Convergence with different departments such as Health, Women Child Welfare, Social Welfare and Tribal Welfare etc.
4. Support from Headmasters, School Teachers, Vidya volunteers, N.F.E. Instructors, Anganwadi Instructors, Village Literacy Officer, Village Sarpanch and School Committee Chairperson.

4.9.4. TABLES A, C & D PROFORMAS ARE ENCLOSED

4.9.5. MONITORING PROCEDURES:

1. APC will monitor all the training programmes in district level
2. DGCCDO will monitor all the training programmes under ECE at district level.
3. MEO will monitor at the mandal level.
4. MRP will monitor at the cluster level.

The feedback through the MRPs, MRCs, TCs to DPO and regular review meetings:

- Physical and social access & functioning shall be monitored by the MRPs in functioning of ECE centres.
- Regular monthly review-cum-sharing/meetings will be conducted.
- The feed back will be appraised to the DPO
- Regular supervision and support will be extended by DGCCDO.

(9) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: EARLY CHILDHOOD EDUCATION (E.C.E.)

Major inter- vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMEN- TATION AGENCY	Time Period (Week and Month)	Account/C ost code	Quality Parameter	Catoge- ry	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
ECE	SUPORT TO AAW WORKERS & AYAS	500	0.036	18	DPO	2-Jul	SA	E	NR	F
ECE	4 DAY TRG TO ECE INSTRUCTORS ON GENDER STRATEGIES DIV LEVEL	387	0.00422	1.6331	DPO	3-May	TC	C	NR	F
ECE	ECE KIT FOR ECE CENTRES	387	0.005	1.935	DPO	3-Jun	TLM	Q	NR	F
ECE	REVIEW MEETINGS OF ECE INSTRUCTORS	387	0.0102	3.9474	DPO	EM	TC	Q	NR	F
ECE	7 DAY TRG TO AWC INSTRUCTOS AT DIV LEVEL	500	0.00645	3.225	DPO	1-Dec	TC	C	NR	F
ECE	5 DAY TRG TO SCs ON ECE	387	0.00515	1.935	DPO	2-Jan	TC	C	NR	F
ECE	7 DAYS TRG TO ECE INSTRUCTORS ON GENDER STRATEGY	387	0.00645	2.6961	DPO	3-Sep	TC	C	NR	F
ECE	SALARIES TO ECE INSTRUCTORS	387	0.048	18.576	DPO	AP-OC	SA	E	NR	F
ECE	SALARIES TO ECE AYAS	387	0.024	9.288	DPO	AP-OC	SA	E	NR	F
ECE	IMMOVABLE PLAY MATERIAL TO SCHOOLS	100	0.06	6	DPO	1-Sep	TLM	R	NR	F
ECE	TLM TO ECE & ALSC	387	0.01	8.87	DPO	2-Jul	TC	E	R	F
	TOTAL			75.2006						

4.10.0. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN):

I. E. D. PROJECT

HIGHLIGHTS:

- Early Identification
- Teacher Training
- Supply of assistive devices with coordination of welfare department.
- Coverage of one more mandal
- Individual Education programme for children identified.
- Functioning of DLRC

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 enrollment 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 main streaming 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.

4.10.1 PROGRESS OVERVIEW:

In the year 1998-99 Hasanparthy mandal was selected as poilet mandal for implementing Integrated Education. In the mandal the following activities were taken up:

- ◆ Early identification completed in all villages, identified 220 cases
- ◆ Orientation progarmme given to SEC members, Sarpanches and parents(22)
- ◆ Medical camp conducted in M.R.C. building with 6 doctors, examined 150 cases and recommended assertive devices to 23 cases .
- ◆ The assertive devices supplied to the identified cases by welfare department.
 - 3 Tricycles
 - 10 Hearing aids .
- ◆ DLRC is functioning at MGM hospital on every evening of Friday.
- ◆ Individual Education programmeme is being continued field and staff is visiting regularly to the school and supporting the teachers in felt needs.

During the year 1999-2000 Apart from the continuing the individual education programmeme; Survey was being conducted in one more mandal i.e. in Dharmasagar.

At present the district having the following staff is existing:

1. Special Educator in C.P.
2. Physiotherapist
3. Audiologist & Speech therapist
4. Special Educator in H.I.

A. TARGET 1999-2000:

- Planned to expand it for all the mandals of the district
- Recruitment of 104 DMR teachers i.e. 2 teachers of the 52 mandals
- Teacher for Visually Impaired for every 8-10 mandals
- Teacher for Hearing Impaired for every 5 mandals
- Survey in all the mandals
- Teacher trainings in all mandals.

B. ACHIEVEMENT – 1999-2000:

- Survey is completed in one mandal.
- Teacher training plan in the month of March.

C. CONSTRAINS:

At state level recruitment of additional staff could not took place. Hence all the other activities planned were not taken up.

D. REASONS:

Recruitment of additional staff was not materialized. Hence, with the existing staff it is planned to take up one more mandal.

E. QUANTITATIVE:

The parents of the identified children are happy with the enrollment and special attention given to their children. Supply of

assistive devices with the help of welfare department helped the children to be accessible to the school.

4.10.2. ACTIVITIES FOR 2000-2001:

- The identified children will be admitted in special schools
- In one more mandal survey will be conducted with the existing staff.
- Identified children will be enrolled in the schools.
- The teachers will be given training (Monetary)
- Individual training programme will be taken up.
- Special T.L.M. will be prepared for the children (Teacher contingency)
- Identified assistive devices will be supplied to the needy children with the help of welfare department.

Table A : Activity wise progress in previous year

Major Interventions :IED

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	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 or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J	K	L
	SALARIES TO IED STAFF		44.394	-38.289	6.105	0				6.105	
	TLM TO IED		9.8		9.8	0				9.8	
	5 DAY TRG TO TEACHERS ON IED	5200	19.876		19.876	0				19.876	
	VEHICLE, TA, DA FOR IED		3.929		3.929	0				3.929	
	OFFICE EXPENSES TO IED		0.158		0.158	0				0.158	
	BOOKS & LIBRARIES TO IED		0.4		0.4	0				0.4	
	FURNITURE TO IED		0.145		0.145	0				0.145	
	EQUIPMENT IED		89.17		89.17	0				89.17	
	TOTAL		167.872		129.583					129.583	
	RP TO CIVIL WORKS			38.289							

(10) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: INTEGRATED EDUCATION (IED)

Major inter-vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTA TION AGENCY	Time Period (Week and Month)	Account/C ost code	Quality Parameter	Change ry	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
IED	INTEGRATION OF DISABLED CHILDREN	20	0.052	1.04	DPO	JULY	TBE	A	NR	F
IED	TA DA TO IED STAFF	5	0.2	1	DPO	EM	TC	A	NR	F
IED	TRG TO THE TEACHERS	100	0.003	0.3	DPO	APR	TC	A	NR	F
	TOTAL			2.34						

4.11.0. FOCUS AREAS & GROUPS

TRIBAL AREA:

The population of Tribes in the state and in Warangal district as per 1991 census is as follow:

In lakhs

	ANDHRA PRADESH	WARANGAL
ALL	41.99	3.85
MALE	21.42	1.99
FEMALE	20.56	1.86
LITERACY RATE		
ALL	16.96%	13.38%
MALE	25.25%	21.22%
FEMALE	8.68%	4.90%

The S.T.s are scattered in 15 mandals. There are 5 mandals with large S.T. population (over district average) i.e. Kothagudem (58.08%), Gudur (52.93%), Thadvai (46.85%), Kuravi (41.22%), and Maripeda (39.07%).

Present status of enrollment of Boys and Girls in the age group of 6-11 years is as follows:

TOTAL POPULATION			ENROLLMENT		
BOYS	GIRLS	TOTAL	BOY	GIRLS	TOTAL
273057	253707	526664	91.98	88.88	90.43

From the above fact it is concluded that there is a significant disparity between the boys and girls enrollment in general and S.T. in particular.

The Retention rate of Boys and Girls is as follows:

TOTAL POPULATION			RETENTION		
BOYS	GIRLS	TOTAL	BOY	GIRLS	TOTAL
273057	253707	526664	95.00	93.48	94.24

General dropout rate in the district is 3.12 The dropout rate in S.T. is 3.68. It is more than district average in 14 mandals.

Presently the Access for the schools in sub plan area are as follows:

There are 176 single teacher primary schools are there in which class I & II are available after completing class.....30 Ashrama Schools are available where class III to V are available. And in this are 7 AUPS are there when class VI & VII are available 9 Ashrama High Schools are available.

PROGRESS OVER VIEW-1999-2000:

☞ The district Resource Group constituted with

S. NO	NAME & DESIGNATION	ADDRESS
1.	P. VAJRAIAH TRIBAL EDN. COORDINATOR	GOVT. DIET, HANAMKONDA
2.	B. GATTALAH M.E.O., RAGHUNATHPALLY	M.E.O., RAGHUNATHPALLY
3.	R. KESHAVA RAO TEACHER	P.S., KAMARAM (I) TADVAI – 506 344
4.	P. MANESHWAR RAO TEACHER	P.S., NARLAPUR, TADVAI – 506 347
5.	YADAGIRI TEACHER	P.S., RAMDHAN THANDA WARDHANNAPET
6.	JOHN TEACHER	U.P.S., GAJULAGATTU GUDUR
7.	DHARMAIAH TEACHER	P.S., ACHARYA NAGAR ETURUNAGARAM
8.	JAI SINGH TEACHER	C.P.S.,KURAVI

- ☞ To improve the access many of the new primary schools i.e. 255 out of 360 were opened in S.T. habitations; 90 out of 125 Alternate Schools were provided in S.T. habitations.
- ☞ To identify the problems of the teachers a workshop with Tribal Teachers working in non-tribal teachers working in tribal areas was conducted and identified the problems.
- ☞ To solve the Linguistic Problems of the teachers working in Lambada Thandas a primer in developed.
- ☞ Workshops for documenting the culture of Koyas conducted.
- ☞ The culture of Koyas was documented at their village.
- ☞ Stories and songs of the S.T.s collected.

PLAN FOR 2000-2001:

- ☞ Regular Bi-monthly meetings of Tribal Resource Group.
- ☞ Conducting Research on Tribal specific issues.
- ☞ Documentation of Tribal culture (Audio-Video)
- ☞ Printing and supplying of primers to the teacher working in Lamabada Thandas.
- ☞ Preparation of Bridge charts and printing them and supplying it to the schools.
- ☞ Assessing the training needs of G.V.V.K. and T.W.P.S. teachers.
- ☞ Preparation of training module.
- ☞ Training the teachers of G.V.V.K. and T.W.P.S.
- ☞ Supply of school grants @ Rs. 500/- to each.
- ☞ Supply of Teacher grants @ Rs. 200/- to each teacher.
- ☞ Training to the teacher in record maintenance.

URBAN SLUM AREA:

PROGRESS OVERVIEW:

To achieve Universal Primary Education A.P., D.P.E.P. has selected Warangal East city as a poilet district for comprehensive survey and planning for all groups of children. Survey was completed and different types of children were listed out.

S. NO	TYPE OF CHILDREN	BOYS	GIRLS	TOTAL
1	Ragpickers	58	28	86
2	Working in Shops/Hotels	151	43	194
3	Working in Factories	94	75	169
4	Beedi rolling	31	167	198
5	Sibling care	91	171	262
6	Household work	184	409	593
7	Handicapped	35	20	55
8	Others	258	45	303
	Total	902	958	1860

To enroll these children the following strategies were planned:

- 3 Residential camps
- 1 day residential
- Transitional Schools
- Alternative Schools
- Dove-tailing of Alternative Schools and Transitional class with E.C.E. centres.
- 35 boys and 20 girls are un-enrolled due to their disability. Few schools will be selected within their access and teachers will be trained for taking up this activity.

TARGETS – 1999-2000:

- Opening of 2 residential camps for boys and one for girls deprived children.
- Training to the volunteers and to the staff of deprived children.
- Opening of 20 Alternative Schools in slum areas.
- 15 days residential training to volunteers of Alternative Schools.
- Opening of 25 Transitional Schools.
- 15 days residential training to 25 volunteers of Transitional Schools.
- @ Rs. 2000/- for accommodation to 25 Transitional Schools.
- Opening of 10 E.C.E. centres.
- Training to 10 E.C.E. Instructors along with 45 Anganwadi Workers.
- Training to 40 Teachers on Integrating Disabled children.
- Assistance to the schools, supporting to the Integration.
- Play material and library facility @ 1000/- for 10 E.C.E. centres.
- Honorarium to volunteers and for sub-staff of deprived children residential camps as mentioned in comprehensive planning.
- Honorarium to Alternative School Instructors, Instructors of Transitional Schools, and E.C.E. Instructors as mentioned in comprehensive planning.

ACHIEVEMENTS – 1999-2000:

- One residential camp for deprived children is opened.
- 7 out of 20 Alternative schools were opened.

CONSTRAINTS – 1999-2000:

- As the curriculum was not finalized to the deprived children camp.
- Awareness in
- school Committees of Alternative Schools
- M.R.P.s were involved in many activities.

REASONS:

- The curriculum for deprived children camp is developing by Telugu University Professors. Hence, the training programme for Volunteers was not conducted.
- Awareness in School Committees was not developed as the M.R.P.s were involved in many activities.

PLAN FOR 2000-2001:

- Opening of 2 residential camps for boys and one for girls deprived children.
- Training to the volunteers and to the staff of deprived children.
- Opening of 20 Alternative Schools in slum areas.
- 15 days residential training to volunteers of Alternative Schools.
- Opening of 25 Transitional Schools.
- 15 days residential training to 25 volunteers of Transitional Schools.

- @ Rs. 2000/- for accommodation to 25 Transitional Schools.
- Opening of 10 E.C.E. centres.
- Training to 10 E.C.E. Instructors along with 45 Anganwadi Workers.
- Training to 40 Teachers on Integrating Disabled children.
- Assistance to the schools, supporting to the Integration.
- Play material and library facility @ 1000/- for 10 E.C.E. centres.
- Honorarium to volunteers and for sub-staff of deprived children residential camps as mentioned in comprehensive planning.
- Honorarium to Alternative School Instructors, Instructors of Transitional Schools, and E.C.E. Instructors as mentioned in comprehensive planning.

STRATEGIES PLANNED FOR IMPROVEMENT OF BACKWARD AREAS MANDALS

The following mandals are identified as mandals of backward area in Warangal district. The mandals were so identified based on the Base line assessment survey, school visits by mandal teams and schools and pupils survey 1999, Mid-term assessment survey 1999.

The particulars of enrollment rate, retention, T.P. Ratio, No. of schools, no. of Alternative schools required, pupil dropped out and never enrolled are as under Table:

S. NO	NAME OF THE MANDAL	ENROLMENT RATE	RETENTION	T.P. RATIO	NO. OF SCHOOLS	NO. OF ALS REQUIRED	NEVER ENROLLED	DROPOUT
1	BHUPALAPALLY	92.01	96.47	1:61	44	8	11.8	3.54
2	REGONDA	97.50	97.15	1:70	44	3	2.8	2.85
3	MADDUR	93.00	97.60	1:41	33	6	2.4	2.40
4	PALAKURTHY	84.70	95.10	1:56	49	9	4.9	4.90
5	KODAKANDLA	80.10	96.86	1:58	44	17	9.6	3.64
6	RAYAPARTHY	92.90	98.89	1:64	59	4	6.4	1.12

The above table depicts that the school-less habitations in these mandals are more i.e. 47 and the never enrolled children are 6.0% and the dropout rate is 3.08%. the teacher pupil ratio is 1:70. So the classes are overcrowded with children. particularly in class-I and II. The above age and the under aged children are common in the school in these mandal.

Keeping the above facts in view, the following needs and requirements are worked out in realisation of DPEP objectives:

- 1. Access:** Providing access in 48 school-less habitations by establishing ALS/MAABADI schools.
2. All schools ought to be provided with infrastructural facilities like additional class rooms, from the funds available at district level (SFC) furniture, flat-forms under the tree with boards, etc.
3. Providing school grant for betterment of the school conditions, like gardening, developing greenery etc.

ENROLLMENT:

The average enrollment rate is 5% less than the district average to be high, and the retention rate is 6.88% less than the district average. The following strategies are planned to improve the enrollment and retention.

1. Where female literacy is low, organising of Balika Melas.
2. In SC & ST areas propaganda made by Dandoras for recognising the importance of education.
3. Conducting meetings with the parents to send their children to the schools.

RETENTION:

1. For the retention, providing additional classrooms, greenery, drinking water facilities, toilets.
2. Alternative class rooms are to be maintained and joyful learning must be imparted by the teachers.
3. The efforts are being made to bring Anganwadi centres in to the school campus.

4. Organising community to send their children to the schools.
5. Organising 'Matru Melas' with Mother Association of the particular habitations.
6. To create awareness about primary education conducting difference seminars and workshops with local people, employees and NGOs.
7. Conducting meetings with school committees at school level as per the school calendar.

STRATEGIES PLANNED:

To attain the expected learning outcomes of the students from class-I to V in these mandals the following programmes for quality improvement are planned (Coasting provided in respective activities only)

1. Providing teacher grants for preparation of appropriate TLM.
2. Organizing workshops an identification of competencies subject wise and preparation of activity packs.
3. Strengthening of TCs by demonstrating difficult concepts identified and opening the discussions for enrollment, retention, and quality.
4. Exhibiting, teacher generated and student made activities at TC level.
5. Preparing local specific question papers at TC level.
6. Organising teacher training programmes on the revised on newly introduced text books.
7. Organising special training programmes for the teachers working in low enrollment schools on teacher motivation, attitudinal change and community cooperatin.
8. Organising "CHINNARULA SABHA" at village level.

FOCUSSED GROUP: CHILD LABOUR

In Warangal District 78, 990 Child labour were identified as per 1981 census. At present the number of child labour is 96,000 of which 80% of the children are engaged in agricultural sector.

The child labours are engaged mainly in the following occupations.

- i. Beedi making
- ii. Automobile workshop
- iii. Hotel and Establishments
- iv. Stone cutting
- v. Bricks making
- vi. Tanning process
- vii. Ginning Mills
- viii. Agriculture labour

In the year 1995 NCLP opened 40 children schools to eradicate the child labour. After completion of 3 years stay about 1, 236 children were main streamed in regular schools, Hostels and Telugu Bala Mahila pragathi pranganam at Madikonda. During May 1999 again 20 more child labour schools have been opened. At present altogether 60 special schools with 3000 child labour were rehabilitated in the district.

The labour department in the Warangal district has conducted a survey for identification of child labour in the district, and 200 child labour who are working in Hazardous occupations such as stone cutting, Ginning mills elsewhere released and rehabilitated.

As per the revised policy of the Government of India or fresh method of identification of child labour in the district, is in process. The open courts in the district released about 80 children.

A CASE STUDY:

In Wadlakonda village of Mandal Jangoan 50 child labour including farm servants were identified. A child labour school was opened by National child labour project Warangal. The school is functioning with 38 children out of 50. The remaining 12 children engaged with landlords, so they are not attending the C L schools. The reasons for not attending the School are:

1. Children are not interested to go to the school.
2. Parents are illiterates and not persuading the children because they are interested in the earning of their children.
3. Landlords agreed to release the child labour after contract period is over

STRATEGIES PLANNED BY NCLP:

1. Strategies and plans NCLP making its self-efforts to motivate the children to school.
2. Frequent visits by NCLP and officials to interact with the parents, landlords to explain the necessity of education and penal punishments.
3. The Child Labour Courts sanctioned the punishments.

STRATEGIES PLANNED BY DPEP:

1. Opening a Alternative School (TS) room in Wadlakonda village for the uncovered children.
2. Opening a Transitional Class Room in Palampet village ST colony.
3. Taking up motivation camps in the village.
4. Regular visits of MRPs.

MINORITIES:

In Warangal district Muslim minority population is 4% of the population mainly concentrated in Warangal urban area and in mandals like:

1. Cherial
2. Maddur
3. Thadvai
4. Eturunagaram
5. Narsampet
6. Khanapur
7. Mahabuabad
8. Dornakal
9. Rayaparthi etc.

The school available in Warangal district is as follows:

	PS	UPS	HS	HVC	TOTAL
URDU	11	4	5	1	21
ENROLLMENT	619	977	2065	1115	4776
TEACHERS	29	32	61	33	155
PARALLEL MEDIA SCHOOLS					
TELUGU & URDU	4	1	10	1	16
ENROLLMENT	249	80	1227	667	2223
TEACHERS	8	4	77	31	120

The enrollment and retention particulars of Muslim children in the district are as follows:

6-11 years age children enrollment rate:		
BOYS	GIRLS	TOTAL
7816	8093	15909
90.6	89.5	90.00
6-11 years age children retention:		
97.35	98.39	96.37

Under DPEP 4 Urdu medium schools were sanctioned, and 3 alternative schools were sanctioned. And there is a demand from 19 habitations to have ALS for children of Muslim minorities.

In this academic year out of school and in need or school will be identified. After assessing the exact need and locality the specific areas an exercise will be taken up to link in the already existing institutions to the needy areas.

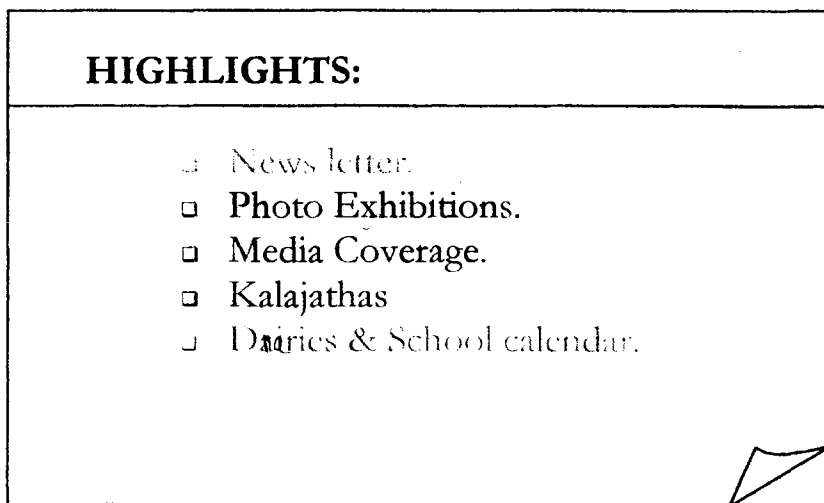
All the existing teachers in minority media will be given training and orientation in the content and methodology for the existing curriculum.

(11) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: FOCUSED GROUPS (TBE)

Major intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quality Parameter	Category	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
TBE	RES. CAMP FOR RAGPICKERS	1	5.11	5.11	DPO	YEAR	TC	A	R	F
TBE	RES. CAMP FOR CHILD LABOUR	1	4.61	4.61	DPO	YEAR	TC	A	R	F
TBE	RES. CAMP FOR CHILD LABOUR GIRLS	1	4.61	4.61	DPO	YEAR	TC	A	R	F
TBE	DAY RESIDENTIAL	1	4.11	4.11	DPO	YEAR	TC	A	R	F
TBE	TRANSITIONAL SCHOOLS	35	0.124	4.365	DPO	3-Jul	TC	A	R	F
TBE	ECE DOVE-TAILED	10	0.126	1.26	DPO	2-Jul	TC	E	R	F
TBE	TA & DAS CA TO PROJECT	1	1	1	DPO	EM	TC	Q	NR	F
TBE	SALARIES TO VOLUNTEERS	3	0.4	1.2	DPO	EM	TC	Q	NR	F
TBE	ASSISTANCE TO NGO/CONSULTANT	1	0.65	0.65	DPO	YEAR	TC	Q	NR	F
TBE	COST OF PROJECT DOCTOR/MEDIA MATERIAL&TC	1	0.05	0.5	DPO	YEAR	TC	A	NR	F
TBE	PRE CAMP ACTIVITIES	1	0.2	0.2	DPO	2-Apr	TC	A	NR	F
TBE	MOBILISATION & ENROLLMENT	1	0.3	0.3	DPO	2-May	TC	E	NR	F
TBE	DEVELOPMENT FACILITIES TO THE CAMP	1	0.5	0.5	DPO	2-Apr	TC	R	NR	F
TBE	SUPPLY OF SCHOOL GRANTS TWPS	431	0.005	2.15	DPO	2-Sep	TC	Q	R	F
TBE	SUPPLY OF TEACHER GRANTS	474	0.002	0.98	DPO	3-Sep	TC	Q	R	F
TBE	1 DAY ORIENTATION TO IDENTIFICATION OF TRG NEEDS	20	0.002	0.04	DPO	1-Aug	TC	C	NR	F
TBE	5 DAY TRG TO MRGs	20	0.00522	0.104	DPO	2-Aug	TC	C	NR	F
TBE	5 DAY TRG OF TWP & GVK TEACHERS	474	0.00522	2.474	DPO	3-Sep	TC	C	NR	F
TBE	PRNT OF BILINGUAL MATERIAL	1	0.5	0.5	DPO	2-Jul	TC	Q	NR	F
TBE	BILINGUAL CHARTS	1	0.2	0.2	DPO	3-Aug	TC	Q	NR	F
	TOTAL			34.863						

4.12.0. MEDIA:



4.12.1. PROGRESS OVER VIEW

The DPEP stresses participating process where by local community will play active role in promoting enrollment, retention, achievement, school effectiveness, and participate in school construction and development activities.

The goal of achieving Universalisation of Primary Education cannot be reached without effective environment building. To propagate importance of education, to create awareness among people on primary education programmes the following programmes were organized

KALAJATHAS:

A. 1996-97

Kalajatha programmes were organized in 187 villages of 8 DPEP mandals, which resulted in increasing enrollment from 78 to 90 percent. 5 special programmes were arranged on important occasions like Independence day, Republic day, and teachers day celebrations.

B. 1997-98.

50 Kalajatha programmes were arranged in 50 habitations where new primary school buildings were sanctioned, which resulted in improving the enrolment of 6-11 year age group children in new primary schools.

8 special programmes were arranged during special occasion i.e., Janmabhoomi, Independence day, Republic day, and teachers day celebrations.

C. 1998-99:

4 special programmes were arranged on Dr. B. R Ambedkar Birthday celebrations, Janmabhoomi and Republic day celebrations.

D. PHOTO EXHIBITION:

It is an accepted fact that a picture can tell a story more thoroughly than saying a thousand words. 6 photo exhibitions were arranged at District, Mandal headquarters and in villages in connection with Independence day, Republic Day, AP formation day

and also at places where VEC, SEC, Mother's association training was conducted.

DISPLAY OF TABLEAUX:

A tableaux has been prepared highlighting DPEP activities on Republic day, Independence day, Janmabhoomi programmes. The tableaux has delivered the required messages to all the VIP's, Officials and common man in audience. District Collector has awarded 3rd prize for tableaux on 26-1-97 and 1st prize on Jan 26, 99 and 2nd prize on 26-1-2000.

January 26, 1997	1. (Republic day-Parade ground) 17. (Tableaux sent to 17 rural village for awareness and publicity purpose)
August 7, 1997	1. (Janmabhoomi valedictory function.)
August 15, 1997	1. (Independence day-Parade ground)
January 26, 1998	1. (Republic day-Parade ground)
January 26, 1999	1. (Republic day-Parade ground)

MEDIA COVERAGE:

The programmes and activities taken up under DPEP programmes were covered by media press releases issued to news papers and local satellite channel for wide publicity along with photos. Some important photographs were enlarged and exhibited in photo exhibition which motivated the other public who were reluctant to participate in civil works and other educational programmes.

PHOTO COVERAGE:

All the stages of civil works, public meeting, training programmes of VEC, SEC & ECE, other developmental activities and visits of VIP's, Joint supervisory mission, high level committees were photographed and supplied to local press for wide publicity and used for documentation purpose.

Important action photos, eye catching photographs on public participation in civil works, important program photos were enlarged and exhibited in photo exhibitions.

VIDEO COVERAGE:

Important programme of public participation in civil works, inauguration of school building, tour of VIP'S are being video-graphed for organizing video shows.

AUDIO CASSETTES:

One audio cassette with songs on the importance of education particularly girls education was recorded locally and supplied to all MRC's and schools having tape recorders for playing on important occasions.

VIDEO CASSETTES:

One video cassette has been recorded covering all interventions of DPEP, civil works, ECE, Girls education, Teacher

training, Community participation for wide publicity of DPEP activities through electronic media.

PUBLICITY THROUGH MEDIA ADVERTISEMENTS:

DPEP programmes and activities are being published in largely circulated daily, weekly newspapers on important occasions as per directions of District Collector and chairman DPEP. 7 media advertisements were issued to daily and weekly newspapers during 1998-1999.

NEWS LETTER:

One monthly new letter named 'VIDYA MITRA' was published and brought out by DPEP during the month of September, October, November 99 and stopped publication as per direction of SPD.

4.12.1.

(A) PROGRAMMES/TARGETS OF 1999-2000

1. News letter
2. workshop for developing material for awareness building like slogans, songs, posters, street play etc.
3. conducting exhibitions
4. Pamphlets, brochures
5. posters
6. slides
7. media coverage
8. photo coverage
9. video coverage

10. production of One audio & Video cassette.
11. Publicity through advertising in local daily papers and electronic media
12. Kalajatha on special occasions.
13. tableaux

(B) ACHIEVEMENTS - 1999-2000.

1. News letter (Vidya Mitra): Monthly news letter named 'VIDYA MITRA' focusing academic activities, success stories of SEC, schools and DPEP news was brought out for 3 months from September 99 to November 99.
2. Workshop: for developing material for awareness building like slogans, songs, posters etc., was conducted for developing material for awareness building.
3. Exhibitions: 6 exhibitions were organized at district and village level on the occasion of Independence day, Republic day and AP formation day celebrations and on the occasion of European committee tour in Wgl dist.
5 exhibitions were organized at the Sammakka Jatara and Inole Jatara in covergence with DPRO.
4. Pamphletes, and brochure: one brochure on developmental activities taken up under DPEP is brought out .
5. Media Coverage:
 - a. Media: Various developmental programmes, and in activities of DPEP were covered and press releases issued to local new papers and local satellite channel for wide publicity along with photos.
 - b. Press Tours: One press tour has been conducted to cover the construction of school buildings, success stories of school committees.
 - c. Press Meets: District Collector and Chairman of DPEP warangal has organized a press meet of local media during December 1999 and the Honorable Minister for

school education also addressed press meet on 2nd January 2000. The local news papers and local channels have given wide coverage to DPEP activities.

6. Photo Coverage: All the stages of civil works, public meetings, training programmes, MRP's, SEC's, DRG, MRG and other development activities and the visit of VIP'S and high level committees were photographed to supply to local press for wide publicity and documentation purpose. Important action photos were enlarged and exhibited in photo exhibitions.
7. Video Coverage: Important programmes and activities are being video-graphed and utilized for publicity and documentation purpose.
8. Video and Audio Cassettes: One video cassette is under production recording of public participation in civil works training programmes etc., were covered. VCP and color TV will be purchased for playing video-cassettes with the assistance of local technicians.
9. Publicity through press advertisements: DPEP programmes and activities published through media advertisements on important occasions as per directions of Dist. Collector and Chairman of DPEP. During 1999-2000. 7 press advertisements were given to largely circulated newspapers as per directions of District Collector and Chairman of DPEP including one TV Jingle was telecast on citi cable rural for 3 months.
10. Kalajathas: Kalajathas have been organized on important occasions on Republic day etc., 2 kalajatha programmes were conducted at Mucharla on the day of Balika Mela and one on Rublic Day 26-1-2000.
11. Tableaux: A tableaux has been prepare highlighting DPEP activities on Republic day, Independence day, Janmabhoomi programmes. The tableaux has delivered the required messages to all the VIP's, Officials and common man in

audience. Dist collector has awarded 2nd prize on January 26, 2000.

1999-2000 January, 26 1 (2nd Prize)

(C). CONSTRAINTS 1999-2000”

1. Poster	Due to shortage of time these could not be taken up
2. slides	

(E) QUANTITATIVE – TARGETS & ACHIEVEMENTS:

1. Chaduvu Magazine- Distribution

No. Planned				Achieved	Plan for 2000-2001			Total
Existing Schools	New Schools	Alternative Schools/;MAABADI' Schools	Total		Existing Schools	New Schools	Alternative Schools/;MAABADI' Schools	
2681	-	-	2681	2681	2681	-	363	3044

(F) Qualitative:

Process description (Trend Analysis) based on above tables (How that particular activities brought some change are improved the situation in the filed or changed the functional aspects of individuals/institutions.

4.12.2. ACTIVITIES FOR 2000-2001:

- a. Media Coverage
 - i. Press tours
 - ii. Press meetings
- b. Photo coverage
- c. Video coverage
- d. Publicity through press advertisements

- e. Kalajatas on special occasions in low literacy habitations
- f. Tableaux
- g. Souvenir covering all activities of DPEP for the last 4 years
- h. Pamphlets and brochures
- i. Diaries and calendars
- j. Jungles Telecast of education video cassettes prepared by SIET through local channels.
- k. Documentation of good practices
- l. News letters

4.12.3. CONVERGENCE:

Exhibitions, Media coverage, Kalajathas, and Rallies will be organized in convergence with DPRO, DYWO, NYK and local AIR station.

4.12.4. TABLES A, C & D ARE ENCLOSED:

4.12.5. MONITORING PROCEDURE:

1. APC will monitor the programmes through the district.
2. Media Incharge/CMO will organize media activities and monitor the programme and get feedback from field functionaries at district level.
3. MEO of concerned mandal will participate in all media programmes at mandal level.
4. MRP of concerned cluster will conduct programme extend assistance and monitor the activities.
5. Feedback will be obtained from field functionaries.

Table A : Activity wise progress in previous year

Major Interventions :MEDIA

Progress overview for the Year: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	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 or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J		L
	DOCUMENTATION	12	0.2		0.2	12		0.02		0.18	
	NEWS LETTER (MONTHLY	12	3		3	12		2.223		0.777	
	DEVELOPMENT AND TELECASTING GINGLES	1	0.15		0.15	1				0.15	
	PRINTING OF FOLDER, PAMPHLETS, GREETINGS	1	0.2		0.2	1			0.2	0	
	DIARIES AND CALENDARS	1	0.6		0.6	1		0.4		0.2	
	MULTIMEDIA PUBLICITY CAMPAIGN IN THRUST AREAS	50	0.5		0.5	50				0.5	
	DOCUMENTATION OF MONTHLY PRESS-CLIPPINGS	12	0.06		0.06	12				0.06	
	DISPLAY BOARDS AT MRC AND DPO	52+1	0.53		0.53	52+1				0.53	
	PRESS ADDS	10	0.5		0.5	10		0.107		0.393	
	MAKING AND SHOWING FILMS	1	0.5		0.5	1		0.316		0.184	
	PHOTO EXHIBITIONS	10	0.1		0.1	10		0.1		0	
	DISPLAY OF TABLEAU	2	0.2		0.2	2		0.2		0	
	<small>Display Boards at MRC and DPO, and related to Public Campaigns in all Public Areas</small>	360	0.72		0.72	360				0.72	
	DISPLAY BOARDS AT DPEP SCHOOLS SHOWING MICRO PLAN 560 R (2000/-)	360	0.72		0.72	360				0.72	
	TOTAL		7.98		7.98			3.366	0.2	4.414	

(12) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: MEDIA (MED)

Major intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quality Parameter	Category	Spillover/Fresh
		C	D	E	F	G	H	I	J	K
MED	MEDIA COVERAGE	12	0.105	0.63	DPO	YEAR	AC	ER	NR	F
MED	PHOTO & VIDEO COVERAGE	12	0.1	1.2	DPO	YEAR	AC	ER	NR	F
MED	PRESS ADVERTISEMENTS	12	0.15	1.8	DPO	YEAR	AC	ER	NR	F
MED	KALAJATHAS	150	0.01	1.5	DPO	JUN-AUG	AC	ER	NR	F
MED	EXHIBITIONS	36	0.12	0.44	DPO	MAY-SEP	AC	ER	NR	F
MED	PRINTING OF SOUVENAIR	1	0.5	0.5	DPO	1-Aug	AC	ER	NR	F
MED	PRINTING OF FOLDERS/PAMPLETS	2	0.05	0.1	DPO	2-Jun	AC	ER	NR	F
MED	PRODUCTION OF VIDEO CASSETTE	1	1.6	1.6	DPO	4-May	AC	ER	NR	F
MED	ORG OF VIDEO SHOW	36	0.01	0.36	DPO	JUNE-SEP	AC	ER	NR	F
MED	DEVELOPING & TELECASTING JINGLES	2	0.25	0.5	DPO	2-Jun	AC	ER	NR	F
MED	PRINTING OF DIARIES & CALENDERS	500	0.01	0.5	DPO	4-Dec	AC	ER	NR	F
MED	SCHOOL CALENDER	3500	0.005	0.52	DPO	4-May	AC	Q	NR	F
MED	TABLUEX	2	0.25	0.5	DPO	AUG-JAN	AC	ER	NR	F
MED	DOCUMENTATION OF GOOD PRACTICES	10	0.025	0.25	DPO	YEAR	AC	ER	NR	F
MED	DOCUMENTATION OF MONTHLY PRESS CLIPPINGS	12	0.005	0.06	DPO	EM	AC	ER	NR	F
MED	MULTI MEDIA PACKAGE IN THRUST AREA	100	0.015	1.5	DPO	MAY-AUG	AC	ER	NR	F
MED	NEWS LETTER	12	0.25	3	DPO	EM	AC	ER	NR	F
	TOTAL			14.96						

4.13.0. DISTANCE EDUCATION:

HIGHLIGHTS:

- Training of primary educational personal through cable net work
- Training through Video conference at district level.
- Using the distance learning material.
- Duplication & Distribution of Audio Visual TLM

4.13.1. PROGRESS OVERVIEW:

In the DPEP district there is high demand for inservice training requirements of teachers and other support for the managerial functionaries. In the district there is a need to extended, comprehensive and recurrent training to all the teachers, SRGs, SCs MEOs and MRPs. It was accepted that among simple approach to training would be highly inadequate to carry out this enormous task. Hence it was decided to include the Distance Education component for training of teachers and other personnel in the primary education sector. It is also felt that the experience of IGNOU and SCERT need to be mobilized to provide education at a distance. This will help in evolving a sustainable system for in-service training linked to improving effectiveness of the teaching learning process in the primary schools.

a) Programmes/Targets of 1999-2000;

The following activities were planned in 1999-2000

- Orientation of field functionaries such as DIET faculty, MRPs etc. regarding Distance Education.
- Training in Audio script writing.
- Training in video script writing.
- Training in use of DL materials to MRPs.
- Training through teleconferencing.
- Workshop for development of multimedia packages.

b) Achievements-1999-2000:

The following activities planned in 1999-2000 were achieved:

- Two-day preliminary orientation programme for coordinators/facilitators at Bangalore from 19-20 May 1999. this programme was organized to them in preparation required for the conduct of teleconferencing programme scheduled from 24-26 May 1999 at their respective districts.
- 1 3-day teleconferencing programme was acquired to DIET lecturers on Action Research from 24-26 May, 1999 at Dr. B.R.A.O.U., Study center, Arts & Science College, Hanamkonda. The lecturers from DIET, Kareemnagar and Warangal and few D.A.G.s were involved.

The participants were empowered in identifying the problems, collecting data, compilation, analysis and finding the solutions and submission of the action research findings.

- Feed back of self-instructional print material. The SPO had developed self-instructional material (SIM) urdu distance

education programme to get feed back on SIM from at least five teachers from each mandal. Accordingly the information was collected, compiled the information and prepared consolidated feed back analysis and submitted to the SPO. The opinion in terms of feed back are that

- SIM is helpful for self learning, the language used in SIM is simple and lucid, the diagrams are so suitable to the content that they can inculcate scientific temper and creative.
 - The contents are useful for improving enrollment and decreasing dropouts. Etc.
- Dish-Antenna was installed at DIET, Warangal.

ACTIVITIES FOR 2000-2001:

- capacity building of teachers, DRGs, MRGs, TC Secretaries and Asst. Secretaries, MRPs, MEOs, DIET faculty etc. in teacher training through TLM.
 - Training of primary education personnel through cable net work from four divisions of the district.
 - Video conference at district level.
 - Collection of feed back and evaluation of distance learning material and training programmes conducted.
 - Duplication and supply of teaching learning material to 52 MRCs.

MONITORING PROCEDURE:

1. Effect of the training programmes conducted will be monitor through evaluation sheets by AMO
2. Effectiveness of the TLM will be monitored by MRCs.
3. Feedback from the teachers collected through TCs.

Table A : Activity wise progress in previous year

Major Interventions :DISTANCE EDUCATION

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Ra. in lakhs

A	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 or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J		L
	DISTANCE EDN-MONITORING & EVALUATION OF SIM/VIDEO PROGRAMS	1	1		1					1	
	MAINTENANCE OF DRS EQUIPMENT & STATIONARY	1	0.1		0.1					0.1	
	TOTAL		1.1		1.1					1.1	

(13) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: DISTANCE EDUCATION (DEP)

Major inter- vention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMEN- TATION AGENCY	Time Period (Week and Month)	Account/C ost code	Quality Parameter	Catego- ry	Spillover /Fresh
		C	D	E	F	G	H	I	J	K
DEP	TRG PRIMARY EDNL PERSONNEL THROUGH CABLE NET	4	0.5	2	DPO	2-Aug	TC	C	NR	F
DEP	TA DA & ARRANGEMENTS DURING VIDEO TRG AT COLLECTORATE	4	0.75	3	DPO	3-Aug	TC	C	NR	F
DEP	TA DA ARRANGEMENTS DURING TRG THROUGH TELECONFERENCE	1	0.5	0.5	DPO	2-Oct	TC	C	NR	F
DEP	FREDBACK & EVA. OF DLM/TRGS	4	0.25	1	DPO	3-Jan	TC	C	NR	F
DPE	DUPLICATION & DISTRIBUTION AUDIO VISUAL TLM	52	0.075	3.9	DPO	2-Aug	TC	C	NR	F
DEP	CONTINGENCIES REPAIRS TV FAX DISH ANTENNA ETC.	1	0.2	0.2	DPO	YEAR	TC	Q	NR	F
	TOTAL			10.6						

4.14.0. CAPACITY BUILDING

HIGHLIGHTS:

- ❑ Teacher Training to DRGs
- ❑ Teacher Training to MRGs.
- ❑ Teacher Training to MRPs.
- ❑ Teacher Training to MEOs
- ❑ Training to DRGs on Vidyavolunteers.
- ❑ Training of DRG on HMs training module.
- ❑ Training to TC Secretaries & Asst. Secretaries.
- ❑ Quiz to MRPs
- ❑ Trainig to MRPs on conducting of TC meetings.
- ❑ Teacher training to uncovered MRPs
- ❑ Teachers workshop on preparation of activity packs
- ❑ MEO & MRPs workshop on monitoring & supervisory techniques.

4.14.1 PROGRESS OVER VIEW:

Any plan prepared is only to implement it. Capacity to implement a plan depends upon the manpower available, the administrative structures in existence, the skill levels of those executing the plans and also the financial resources available. All these need to be kept in mind while planning. At the same time,

development of these capacities, specially up gradation of the skills of various functionaries, within and outside the project also needs to be a part of the planning process.

There are many ways of building capacities, such as training, conducting workshops, organizing discussions, making available suitable resource materials etc.,

From the previous years experience the “Constitution of DRG & MRG structures” emerged.

Their capacities were built up by imparting 7 day training on teachers training module in teaching the philosophy, methodology for Class – I, Mathematics, Classes III & IV Telugu and newly introduced class III English reader. Apart from this, they were trained in some general subjects like community mobilization, gender sensitivity, evaluation and assessment procedures.

A) PROGRAMMES / TARGETS OF 1999-2000:

i. **DPO STAFF:** The following activities were planned to strengthen the DPO staff:

- 3day Training to DPO staff on Project Management.
- 3 day training to MIS staff.

ii. **DIET:**

The following activities were planned to strengthen the DIET

- Furniture to DIET
- Library books to DIET
- Involvement of DIET faculty in 7-day teacher training programme

- Installation of computers.
- Orientation of DIET faculty in MIS
- Adoption and working with laboratory schools to implement the strategies being advocated in training programmes.
- Involvement in Action Research.

iii. M. R. C:

- Construction of MRCs.
- Supply of necessary infrastructure and equipment.
- MRC Contingency @ Rs.1500/- per MRC.
- Duplicator and OHPs to MRC.
- Training Equipment to MRC
- Panel boards to MRC
- Display boards to MRC

iv. M.R.Ps + M.E.O.s: (MRC STAFF)

- Grant to MRPS @ Rs.500/- to each MRP for preparation and demonstration of TLM.
- 5 day Training to MRPs and MEOs on monitoring and supervision.
- 7 day Training to MRPs & MGCDOs an micro planning and school mapping
- 3 day training to MEOs and MIS
- 7 day training to MRPS on teacher training
- 3 day training to MRPs and MEOs on TC training module
- 3 day orientation to MRPs, MEOs and MGCDOs on ECO-club activities
- 3 day training to MRPs and MGCDOs on Summer Schools

- 3 day training to MGCDOs on ECE & Gender sensitization
- Seminar to MRPS & MGCDs on strengthening of School/ECE monitoring
- 2 day training to MGCDOs on School readiness programme

v. **D R G & M R G**

- 7-day teacher training

vi. **T C**

- 3 day training to T C Secretaries and Asst. Secretaries
- Supply of Almarahs to T Cs.
- Conveyance to TC meetings.
- TC grants @ Rs. 2000/- per TC.
- Duplicators to TCs.

B) ACHIEVEMENTS – 1999-2000:

i. **DPO STAFF**

- Organized 1 day training on DPEP objectives and Interventions
- Organized 1 day training on Planning in DPEP, annual work plan and Budget, 2000-2001
- Training to MIS staff was imparted at State level

ii. **DIET:**

- The SRG members of Teacher Training, ECE were included in DRG list and built the capacity in 7 day teacher training
- 26 Computers were installed in the DIET
- Two lecturers were imparted training on operation of Computers.
- Each DIET lecturer adopted one school and helped implement the strategies being advocated in training programmes
- Involved in action research
- Acted as observers during the 7 day teacher training at MRG&Mandal level teacher training programme

iii. **MRC:**

- All the MRCs in the district were constructed and MRCs are functional.
- Each MRC was provided with Rs.1500/- to meet the MRC contingencies
- All MRCs were supplied with necessary furniture i.e. 5 tables and 15 chairs
- OHP & Duplicators and display boards were ordered and are being supplied all the MRCs.

iv. **MRPs & MEOs:**

- All the MRPs capacity building was done in 7-day teacher training programme.

- All were trained in conducting of TC meetings
- All were trained in Micro Planning and School mapping exercise
- All MGCDOs were trained in School readiness programme
- All the MEOs were trained in 7 day teacher training
- All the MEOs were trained in 3 day HMs training module

v. DRG & MRG:

- 50 DRGs and MRGs were trained and their capacity was built in 7 day teacher training programme
- The DRGs successfully imparted training to MEOs and MRGs at District and Divisional levels
- MRGs imparted training to teachers handling Class-I Maths, Class III & IV Telugu and Class III English workbook.

vi. TC:

- All the 268 secretaries and Asst. Secretaries were trained for 3 days on how to conduct TC meetings effectively
- All TC were supplied with Almirahs
- All TCs were given TC grant @ Rs.2000/- per T.C.
- All TCs were granted conveyance for the teachers attending the TC meetings.
- Duplicators were being supplied to all T.Cs.

C) CONSTRAINTS – 1999-2000:

Some of the MRC are still in final stage of construction.

D) REASONS FOR NON-ACHIEVEMENT OF CERTAIN PROGRAMMES / TARGETS

Library books were purchased in the first and second year of DPEP i.e. in 1996 – 97 & 1997-98

E. QUANTITATIVE – TARGETS & ACHIEVEMENTS:

GRANTS:

Nature of Grant	1999-2000		Target for 2000-2001
	Planned	Released	Planned
T C Grant @ 2000/-	5.360	5.360	5.360
MRC Contingencies @ Rs.1500/- to each	3.120	0.780	0.780
Grant to MRPs @ Rs.500/- to each	0.780	0.780	0.780
Equipment to DIET	10.000	21 Computes supplied payment yet to be made.	-
Furniture to DIET	2.000	Orders placed	-
Library books to DIET	0.100	-	0.100
Other infrastructure grant to DIET	-	-	-

DRG & MRG CATEGORY WISE NUMBER:

Category	Teachers	H Ms	DIET Staff	Others if any specify	Total
DRG	45	5	5	-	55
MRG	391	25	-	-	416

F) QUALITATIVE –PROCESS DESCRIPTION:

- The staff of DPO was familiarized with the planning process of AWP & B – 2000-2001
- The MIS staff was empowered in feeding the statistical data etc.,
- The DIET DRG were empowered to transact modalities of the following subject were Class I Maths, Classes III & IV Telugu and Class III English work book.
- The two lecturers from DIET got training in computer operations. Their capacities were being utilized in training the pre service students and computerizing the related data
- The observation of DIET lecturers (DRGs) during the teacher training the ideas shared were helpful to teachers in solving the classroom problems
- The MRPs prepared the activities for the difficult concept with TLM grant of Rs. 500/- and demonstrated at TC and MRC level which helped the teachers perform effective in the class room.
- Capacities of MRPs built up in 7 day teacher training programmes it helped them in monitoring the class room impact of the training and also enable them to give appropriate suggestions and on spot guidance to teachers
- The training to MRPS and MEOs on conduct of TC meetings resulted in effective functioning of TC meetings and sharing of

ideas, innovative practices and in discussion of difficult concepts and in designing the suitable activities.

- MGCDOs training on school readiness brought a remarkable attitudinal change in MGCDOs towards the joyful learning of the E.C.E. centers
- MEOs and MRPs training on HMs module help the HM's to realize their role and responsibilities in improving the school atmosphere and to bring quality in education through activity based, competency oriented teaching learning process.
- The capacity building of D.R.G. and M.R.G. on 7 day teacher training programme resulted in motivating the teachers towards newly introduced text books and revised text books through activity based teaching for brings the quality in primary education.
- T.C. grants and training to T.C. Secretaries and Asst. Secretaries helped them realise how the T.C. meetings should be conducted and what are the roles and responsibilities of each of them attending the T.C. meetings.
- MRCs were equipped with necessary furniture and started functioning under the academic guidance of the MEOs concerned.
- The contingency provided to MRCs were being utilized for conducting monthly meetings of teachers, correspondence with schools in terms of circulars, proceedings and deputation orders to attend the training programmes etc.

4.14.2. ACTIVITIES FOR 2000-2001:

In order to bring the quality in Primary Education through practicing activity based and competency oriented teaching learning process in realization of DPEP objectives, the following activities are planned for capacity building.

I. DPO STAFF:

The following activities were planned to strengthen the DPO staff:

1. 3 day training to DPO staff on Project Management:

The capacities are build up to plan for managing the project. This means reviewing the personnel and facilities available at the project office, planning to fill up gaps as well as making plans for adequate supervision and monitoring, along with coordination with agencies within and outsides the project.

2. 3 day training to DPO on operating the computers;

All the DPO staff will be trained in operating the computers. This facilities them to feed the data, analyze and compile the data and have knowledge of opening the files and get the required information. Thus their capacities were built in analytical skills and dissemination of data.

3. 3 day training to MIS staff:

The capacities of personnel of MIS will be trained in Educational Management Information System (EMIS) and Project Management Information System (PMIS). They

will be able to know that EMIS provides valuable information about educational issues and management of school and PMIS provides information about project management. Both these components are meant to be an aid for better analysis of issues and improvement in planning.

4. Two day training on documentation procedures will be imparted to all the DPO staff.

II. DIET:

The following activities are planned to strengthen the DIET.

- The capacities of DIET faculty will be strengthened in 7 day training on class-II Maths, class-IV English and class-V Telugu textbooks. This in turn helps them to transact the same to MRGs and guides the teachers during their visits to training programmes and classroom visits.
- The DIET faculty will be trained in E.C.E. and community mobilization.
- Installation of computer is done in DIET. The entire DIET faculty will be trained in analytical skills and dissemination of data.
- Involvement in Action Research.

III. MRC:

The MRCs will be provided with:

- a. Supply of necessary infrastructure material and equipment.
- b. MRC-Contingency @ Rs. 5000/- per year.
- c. Training equipment.

IV. MEOs & MRPs:

The capacities of MEOS and MRPS will be built in:

- a. 7 day teacher training on class II Maths, Class IV English and Class V Telugu Textbooks.
- b. Organizing TLM Exhibition at TC level.
- c. All the MEOs and MRPs will be trained in computer applications
- d. 3 day workshop to MEOs and MRPs on monitoring and supervisory techniques
- e. quiz to MRPs: a district level quiz is planned on the areas of school monitoring techniques and subject wise class wise competitions
- f. TCs cluster level workshops on identification of competencies and preparation of activities, lesson plans, period plans etc.,
- g. 3 day training to MRPs on conduct of Tc meeting meant for TC secretaries and Asst. secretaries
- h. 5 day Teacher Training to uncovered MGCDOs and MRPs
- i. Grant to MRPs @Rs 500 to each MRP for preparation of any demonstration of activities at TC and school level

- j. 2 day training on micro planning and school mapping exercise
- k. One day training to MEOs & MRPs on planning in DPEP AWP&B 2001 and 2002
- l. 4 day training to MEOs and MRPs on Vidya volunteer training module
- m. 3 day training to MRPs on ECE and gender sensitization
- n. 2 day training to MGCDOs on school readiness
- o. MRC contingency grant @Rs 500 will be given to each MRC

V. DRG & MRGs:

Capacities will be built up in:

- 7 day teacher training program to DRG and MRGs
- 4 day training to DRGs on HMs training module

VI. T.C:

- a. All the secretaries and Asst. secretaries will be imparted 3 day training on conduct of TC meetings
- b. TC level TLM exhibitions will be organized
- c. TC grant @Rs. 2000 per TC
- d. Supply of duplicators
- e. Two day workshop at TC, Cluster level on identification of competencies subject wise and preparation of activity packs (lesson plans, period plans)

VII. CAPACITY BUILDING FOR TEACHER TRAINING:

1. 7 day teacher training to DRG on Class II Maths, Class IV English and Class V text books (Dist level).

50 DRG members will be trained at district level on new class II Mathematics, Class IV English and revised Class V Telugu text books. The basic philosophy, competencies and method of transaction etc., will be imparted during the training programme.

2. 7 day teacher training to MRG on Class II Maths, Class IV English and Class V text books (Divisional level)

The DRGs trained at District level will impart the training on the above subjects to the MRGs at 4 divisional levels. The in turn have to impart the same to teachers of their Mandal.

3. 7 day teacher training to MRPs on Class II Maths, Class IV English and Class V text books (Dist. Level)

The DRG will impart the training on the above subject areas to 156 MRPs . The MRPs will be divided in to 4 batches. Two parallel batches in two spells will be organized at district level. The MRPs will discussed the subjects at length and through with the contents which enable them to observe and monitor the class room transaction to bring the quality in education

4. 7 day teacher training to MEOs on class II Maths, Class IV English and Class V text books (Dist. Level). 50 MEOs + 2 Dy Ios (E & W) will be trained at District level by DRGs.

5. 7 day training to DRG on VVs (Dist level Residential)

VIII. T.C. SECRETARIES &ASST. SECRETARIES TRAINING:

- 1) 3 day training to D.R.G.+MEOs
T.C. Secretaries & Asst Secretaries (Dist level)

A 3 Day orientation will be given to 15 MEOs and 35 DRGs on the module of TC Secretaries & Asst Secretaries at district level. These 50 participants will act as R.Ps for the mandals cluster level training programmes of T.C Secretaries & Asst Secretaries

2. (3 day training to T.C Secretaries & Asst Secretaries (Mandal level)

All the 268 T.C centers will be clubbed in to 15 teams and are allotted to 15 venues in the district. They will be conducted in two spells at selected MRC level. The MEOs & DRGs trained at District level will act as the R.Ps.

It reminds the T&C Secretaries & Asst Secretaries once again about the effective functioning of 9 T.C meetings in an academic year and also the roles and responsibilities at all the personnel involved in it. This exercise result in sharing the ideas among the teachers, designing activity packs for difficult concepts and test it and also gives scope for innovations.

IX. CAPACITY BUILDING OF DIET FACULTY & MRCs:

Capacity building of institution like DIET & MRC is a major challenge and are being provided for systematically. Training of faculty members of DIET & MRC are taken up for a number of issues and topics round the year. Other resource persons like DRGs and MRGs associated with teacher training, academic supervision are also planned to be oriented frequently so that they are equipped to make useful inputs during training programmes and school visits. The requirement of regular development and supply of some materials including books, activity packages, journals, articles, sample lesson & period plans etc. are planned to be under taken with and for these resource persons.

In this context, the following activities are planned:

- All the personnel of DIET & MRC will be oriented in MIS.
- A 3 day workshop to MEOs and MRPs on monitoring and supervisory techniques will be organized. It is felt that all the staff of MRC should be able to know academic and non-academic or indirectly related with academic issues like scholarships, rice scheme, institutional planning etc.

X. QUIZ TO MRPs:

A district level quiz to all the MRPs is planned on the areas of school monitoring techniques and subject wise, class-wise competencies.

- The MRPs will be able to know the aspects of school monitoring techniques.

- They will get acquainted with the competencies from class-I-V subject wise which enables them to suggest suitable methodology for achieving certain competencies.
- The MRPs knowledge about the competencies and innovative activities will be updated and thus they are academically sound enough to guide the teacher and bring the quality.

(14) TABLE - C: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: CAPACITY BUILDING (CAP)

Major intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/Cost code	Quality Parameter	Change sy	Spillover /Fresh
CAP	7 DAY TEACHER TRG TO MRG DIV. LEVEL (NR)	208	0.00637	1.325	DPO	2-May	TC	C	NR	F
CAP	7 DAY TEACHER TRG TO DRG ON CLASS II MATHS CLASS V TEL	50	0.0077	0.385	DPO	3-May	TC	C	NR	F
CAP	7 DAY TEACHER TRG TO MRP _s DIST LEVEL (NR)	156	0.00863	1.347	DPO	1-Jun	TC	C	NR	F
CAP	7 DAY TEACHER TRG TO MEO _s DIST LEVEL (R)	52	0.0077	0.4	DPO	2-Jun	TC	C	NR	F
CAP	TRG TO DRG ON VVs	25	0.00797	0.199	DPO	2-Jun	TC	C	NR	F
CAP	TRG TO DRG ON HM _s TRG MODULE	50	0.0048	0.24	DPO	2-Jun	TC	C	NR	F
CAP	TRG TO DRG+MEO _s ON TC TRG MODULE	50	0.0047	0.235	DPO	1-Jun	TC	C	NR	F
CAP	QUIZ TO MRP _s ON MONITORING TECHNIQUES+SUBJECT AREA COMPETENCIES	156	0.002	0.312	DPO	3-Aug	TC	C	NR	F
CAP	TRG TO MRP _s ON CONDUCTING OF TC MEETINGS	156	0.00378	0.59	DPO	2-Jun	TC	C	NR	F
CAP	5 DAY TEACHER TRG TO UNCOVERED MRP _s	50	0.00783	0.392	DPC	2-May	TC	C	NR	F
CAP	TRG OF MRP _s +MEO _s ON MICROPLANNING & SCHOOL MAPPING	208	0.00313	0.65	DPC	2-Jul	TC	C	NR	F
CAP	INTER-DIST. STUDY TOURS TO MEO _s +MRP _s	208	0.005	1.04	DPO	1-Oct	TC	C	NR	F
CAP	INTER-STATE EXPOSURE VISITS TO SELECTED MEO _s +MRP _s	50	0.01	0.5	DPO	3-Dec	TC	C	NR	F
CAP	TRG TO MEO _s MRP _s ON PLANNING IN DPEP 2001-2002	208	0.00125	0.26	DPO	1-Jan	TC	C	NR	F
CAP	TRG TO TC SEC.&ASST.SEC (NR)	536	0.00378	2.03	DPO	2-Jun	TC	C	NR	F
CAP	TC GRANTS	268	0.02	5.36	DPO	3-Sep	TLM	C	R	F
CAP	TEACHER GRANTS	7432	0.005	37.46	DPO	3-Sep	TLM	C	R	F
CAP	TRG TO DRG+MEO _s ON TC TRG MODULE	50	0.0047	0.235	DPO	1-May	TC	C	NR	F
CAP	VVs TRG TO MRP _s	156	0.00588	0.92	DPO	2-Jul	TC	C	NR	F
CAP	TRG TO DRG _s 7 DAY	50	0.0077	0.385	DPO	1-Jun	TC	C	NR	F
CAP	W/S TO MEO _s MRP _s ON MONITORING & SUPERVISORY TECHNIQUES	208	0.00378	0.79	DPO	1-Sep	TC	C	NR	F
CAP	3 DAY TRG TO DPO STAFF ON PROJECT MANAGEMENT	15	0.0015	0.023	DPO	3-Jun	TC	C	NR	F
CAP	2 DAY TRG TO DPO STAFF ON DOCUMENTATION PROCEDURES	15	0.0015	0.023	DPO	2-Jun	TC	C	NR	F
CAP	TLM GRANT TO MRP _s	156	0.005	0.78	DPO	1-Aug	TC	C	R	F
CAP	DEO @ 2500/-		0.25	0.25	DPO	YEAR	TC	C	NR	F

4.15.0. MANAGEMENT INFORMATION SYSTEM, PROJECT MONITORING AND SUPERVISION FROM SCHOOL TO DISTRICT.

HIGHLIGHTS:
<ul style="list-style-type: none">☐ Training for collection of data☐ Validation of data☐ Data compilation☐ Integration of information for planning

4.15.1. PROGRESS OVERVIEW:

The Management Information System (MIS) in DPEP has two components, namely Educational Management Information System (EMIS) and Project Management Information System (PMIS). EMIS provides valuable information about educational issues and management of schools, and PMIS provides information about project management. Both these components are meant to be an aid for better analysis of issues and improvement in planning. It is not enough in MIS to simply generate information. The aim of the whole exercise is in analysis, dissemination and effective use of the data generated.

MIS unit was established in 1997-98 with all necessary infrastructure and equipment at % DPO. Two Data Entry Operators were working in the unit. They underwent training for data collection and dissemination of information.

- Conducted a two day workshop for MEOs, MRPs on correction of SCS and DISE forms.
- The SMIS and SCS were collected from each school as on 30th September of the academic year and was computerized.
- All the MRCs are being provided with computers to maintain the data at mandal level.

PLAN FOR 2000-20001:

- Conducting Workshops all project functionaries including MIS unit on capacity building analytical skills and dissemination of data.
- Conduct of workshops to MRPs at MRC level to understand issues.
- Building co-ordination and concerted interaction with other functional units.

While planning for EMIS and PMIS, the following steps need to be scheduled.

1. Training for collection of data
2. Collection of data
3. Storage of data
4. Validation of data

5. Data compilation
6. Data analysis
7. Dissemination of information.
8. Integration of information for planning.
9. Planning for additional sample surveys and studies.

MONITORING PROCEDURES:

1. Sectoral Officers of the DPO scrutinize the consistency of the data collected.
2. MRPs will check the consistency of the information given by the Headmasters.

NIEPA DC



D10985

RECEIVED AT NIEPA DC
Date: 18-02-2001

TABLE: D*: EXPENDITURE AS PER MAJOR INTERVENTIONS

NAME OF THE DISTRICT: W A R A N G A L

Total approved EFC cost =Rs. Lakh

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

Major intervention	AWP & B previous year	Reappropriation	Amonnt sanctioned	Expenditure previous year		Anticipated amount saved	Anticipated spillover to current year for same activities	Fresh proposals	Fresh proposal+anticipated spillover
				Till Feb.	Till Mar				
PROJECT MANAGEMENT	47.82	0	47.82	33.101	3.78	10.939	0.1	44.44	44.54
PLANNING & MANAGEMENT	1.084	0	1.084	0	0.219	0.865	0	1.123	1.123
RESEARCH & EVALUATION	2.37	0	2.37	0.172	0	2.198	0	2.54	2.54
COMMUNITY MOBILIZATION	36.35	0	36.35	0.776	0.1	35.474	0	88.164	88.164
A & ALS	262.156	89.91	352.066	239.225	1.347	111.494	0	378.252	378.252
CIVIL WORKS	221.772	67.998	289.77	257.813	0	31.957	0	169.53	169.53
PLANNING FOR PEDAGOGICAL	328.276	31.601	359.877	240.707	34.021	85.149	39.3	259.409	298.709
GIRL EDUCATION	10.834	0.28	11.114	9.777	0	1.337	0	3.9149	3.9149
EARLY CHILDHOOD EDUCATION	74.562	2.14	76.702	25.122	9.96	41.62	0	75.2006	75.2006
IRD	167.872	0	167.872	0	0	167.872	0	2.34	2.34
FOCUS GROUPS (TRIBAL)	0	0	0	0	0	0	0	34.863	34.863
MEDIA & DOCUMENTATION	7.98	0	7.98	3.366	0.2	4.414	0	14.96	14.96
DISTANCE EDUCATION	1.1	0	1.1	0	0	1.1	0	10.6	10.6
CAPACITY BUILDING	0	0	0	0	0	0	0	56.131	56.131
MIS	2.63	0.141	2.771	0.129	1.491	1.151	0	8.34	8.34
TOTAL	1164.806	192.07	1356.876	810.188	51.118	495.57	39.4	1149.8075	1189.2075

Table A : Activity wise progress in previous year

Major Interventions :MIS

Progress overview for the Yea: 1999-2000 DPEP-WARANGAL

Rs. in lakhs

A	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 or anticipated amount unspent	Remarks including current status
						Till 29th Feb	Anticipated till 31st March	Till 29th Feb	Anticipated till 31 March		
	B	C	D	E	F	G	H	I	J	K	L
	TRG TO MIS STAFF (DPO+MEOs)	50	0.28		0.28	0				0.28	
	SALARIES TO MIS STAFF	2	1.25	0.141	1.391	2			1.391	0	
	COMPUTER MAINTENANCE	1	0.3		0.3	1		0.129	0.1	0.071	
	EQUIPMENT TO MIS (LASER PRINTER)	1	0.1		0.1	0		0	0	0.1	
	CONSUMABLES TO MIS	1	0.2		0.2	1				0.2	
	TELEPHONE BILLS	1	0.5		0.5	0				0.5	
	TOTAL		2.63	0.141	2.771			0.129	1.491	1.151	
	RP FROM SALARIES TO ALS			0.141							

(15)TABLE - G: FRESH PLAN FOR FORTHCOMING YEAR - 2000-2001

MAJOR INTERVENTION: MANAGEMENT INFORMATION SYSTEM (MIS)

Major intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	IMPLEMENTATION AGENCY	Time Period (Week and Month)	Account/ Cost code	Quality Parameter	Category	Spillover /Fresh
MIS	COMPUTER MAINTENANCE	1	0.3	0.3	DPO	EM	OP	Q	NR	F
MIS	CONSUMABLE TO MIS	1	0.2	0.2	DPO	EM	OP	Q	NR	F
MIS	TELEPHONE TO MIS	1	0.5	0.5	DPO	EM	OP	C	NR	F
MIS	EQUIP TO MIS (LASER PRINTER)	1	0.3	0.3	DPO	1-Apr	BQ	C	NR	F
MIS	TRG TO MIS STAFF MRC+DPO	114	0.010	1.14	DPO	1-Jul	TC	C	NR	F
MIS	SALARIES TO THE MIS STAFF	2	2	2	DPO	YEAR	SA	Q	NR	F
MIS	UPGRADATION SOFTWARE	1	0.5	0.5	DPO	1-Jul	OP	Q	NR	F
MIS	AP SWAN	1	0.5	0.5	DPO	YEAR	OP	Q	NR	F
MIS	AML	1	0.1	0.1	DPO	YEAR	OP	Q	NR	F
MIS	DATA ENTRY	1	0.2	0.1	DPO	YEAR	OP	Q	R	F
MIS	DATA BASE	1	0.2	0.2	DPO	YEAR	OP	Q	R	F
MIS	EXPOSURE VISIT	1	3	3	DPO	2-Oct	OP	Q	NR	F
	TOTAL			8.34						

TABLE - E: YEARWISE PLAN AND EXPENDITURE DETAILS

Name of the District **WARANGAL**

Total approved EFC Cost - Rs. 3168.834 lakh

24% EFC Cost = Rs.760.8-lakh

Ceiling for management Costs - 6%- Rs 45.65 lakh

Year- 1996-97	Expenditure so for (cumulative expenditure)		Allocations made for the year		
	Till Feb	Anticipated till March	Fresh Plan	Anticipated Spill over	Total
TOTAL		82.937	626.867	154.131	780.998
Civil Works		24.5	203.5	74.5	277.55
Project Management	33.101	3.78	44.69	0.1	44.79

TABLE - E: YEARWISE PLAN AND EXPENDITURE DETAILS

Name of the District: W A R A N G A L

Total approved EFC Cost - Rs. 3168.834 lakh

24% EFC Cost = Rs.760.8-lakh

Celing for management Costs - 6%- Rs 45.65 lakh

Year- 1997-98	Expenditure so for (cumulative		Allocations made for the year		
	Till Feb	Anticipated till March	Fresh Plan	Anticipated Spill over	Total
TOTAL		431.751	777.628	314.076	1091.704
Civil Works		157.53	365.04	156.22	521.26
Project Management		38.833	70.5	5.4	75.4

TABLE - E: YEARWISE PLAN AND EXPENDITURE DETAILS

Name of the District: WARANGAL

Total approved EFC Cost - Rs. 3168.834 lakh

24% EFC Cost = Rs.760.8-lakh

Ceiling for management Costs - 6%- Rs 45.65 lakh

Year- 1998-99	Expenditure so for (cumulative)		Allocations made for the year		
	Till Feb	Anticipated till March	Fresh Plan	Anticipated Spill over	Total
TOTAL		1152.41	849.552	273.31	1122.862
Civil Works		610.665	40.65	181.122	221.772
Project Management			48.904	-	48.904

TABLE - E: YEARWISE PLAN AND EXPENDITURE DETAILS

Name of the District: W A R A N G A L

Total approved EFC Cost - Rs. 3168.834 lakh

24% EFC Cost = Rs.760.8-lakh

Celing for management Costs - 6%- Rs 45.65 lakh

Year- 1999-2000	Expenditure so for (cumulative)		Allocations made for the year		
	Till Feb	Anticipated till March	Fresh Plan	Anticipated Spill over	Total
TOTAL		696.267	891.498	273.31	1164.808
Civil Works		340.138	40.65	181.122	221.772
Project Management		5.975	47.82	0	47.82

EXPENDITURE PLAN

Expenditure Projections

S.No	Category	1 Quarter (30th June)	2 Quarter (30th June)	3 Quarter (30th June)	4 Quarter (30th June)
1	Civil Works	100	67	2	0
2	Goods/Consumables, Furniture, Equipment, Books & Libraries, Teaching Learning Material	40	60	40	25
3	Local Consultants, Workshops & Seminars, Research & Evaluation, Innovations, Awareness & Campaign, Training Cost	185	80	60	70
4	Salaries, Vehicle Hire Charges, Equipment & Operation	115	115	115	115
Grand Totals		440	322	217	210

TABLE - E: YEARWISE PLAN AND EXPENDITURE DETAILS

Name of the District: W A R A N G A L

Total approved EPC Cost - Rs. 3168.834 lakh

24% EPC Cost = Rs.760.8-lakh

Celing for management Costs - 6%- Rs 45.65 lakh

Year- 2000-2001	Expenditure so for (cumulative		Allocations made for the year		
	Till Feb	Anticipated till March	Fresh Plan	Anticipated Spill over	Total
TOTAL	810.188	51.118	1149.8075	39.4	1189.2075
Civil Works	257.813	0	169.53	0	169.53
Project Management	33.101	3.78	44.69	0.1	44.79

CHAPTER-V

COST CODE WISE SUB ACTIVITY WISE TABLE

Major Intervention Code	ACTIVITY DESCRIPTION	PHYSICAL TARGET	UNIT COST	ESTIMATED FINANCIAL OUTLAY	Time Period (Week and Month)	Account/Code	SUB-TOTAL
		C	D	E	G	H	
	AWARENESS CAMPAIGN						
CMP	TRG TO MRG _s ON CAPACITY BUILD OF SC _s	208	0.009	2.042	4W-MAY	AC	
CMP	CAPACITY BUILD OF SEC _s 5 DAYS	2376	0.004	9.694	3W-JUNE	AC	
CMP	CAPACITY BUILD OF SC _s 7 DAYS	3600	0.006	18.648	3W-JUNE	AC	
CMP	CAPACITY BUILD OF SC _s FOR 15 DAYS	6000	0.01	57.78	3.4W-JUNE	AC	
GED	VIDYAMELAS & MABETIMELA	25	0.03	0.75	JUN-AUG	AC	
GED	EXPOSURE VISITS	25	0.005	0.125	AUG-OCT	AC	
GED	7 DAY TRG TO DRG AT DIST LEVEL ON ECE/IED/CLP	25	0.00814	0.2035	1-May	AC	
MED	MEDIA COVERAGE	12	0.105	0.63	YEAR	AC	
MED	PHOTO & VIDEO COVERAGE	12	0.1	1.2	YEAR	AC	
MED	PRESS ADVERTISEMENTS	12	0.15	1.8	YEAR	AC	
MED	KALAJATHAS	150	0.01	1.5	JUN-AUG	AC	
MED	EXHIBITIONS	36	0.12	0.44	MAY-SEP	AC	
MED	PRINTING OF SOUVENAIR	1	0.5	0.5	1-Aug	AC	
MED	PRINTING OF FOLDERS/PAMPLETS	2	0.05	0.1	2-Jun	AC	
MED	PRODUCTION OF VIDEO CASSETTE	1	1.6	1.6	4-May	AC	
MED	ORG OF VIDEO SHOW	36	0.01	0.36	JUNE-SEP	AC	
MED	DEVELOPING & TELECASTING JINGLES	2	0.25	0.5	2-Jun	AC	
MED	PRINTING OF DIARIES & CALENDERS	500	0.01	0.5	4-Dec	AC	
MED	SCHOOL CALENDER	3500	0.005	0.52	4-May	AC	
MED	TABLUEX	2	0.25	0.5	AUG-JAN	AC	
MED	DOCUMENTATION OF GOOD PRACTICES	10	0.025	0.25	YEAR	AC	
MED	DOCUMENTATION OF MONTHLY PRESS CLIPPINGS	12	0.005	0.06	EM	AC	
MED	MULTI MEDIA PACKAGE IN THRUST AREA	100	0.015	1.5	MAY-AUG	AC	
MED	NEWS LETTER	12	0.25	3	EM	AC	
							104.2025
	BOOKS & LIBRARIES						
AAS	SUPPLY OF READING BOOKS TO CHILDREN	354	0.006	2.124	3-Jun	BL	
PED	BOOKS TO MRC _s	52	0.02	1.04	1-Aug	BL	
							3.164
	CONSUMABLES OPE. & EQUIPMENT						
PMT	TADA TO DPO	1	1	3	YEAR	CO	
IED	TA DA TO IED STAFF	5	0.2	1	EM	CO	
PED	TA DA TO DIET STAFF	1	1	1	YEAR	TC	
							5
	CIVIL WORKS						
CW	NEW PRIMARY SCHOOLS	38	1	37.25	SEP	CW	
CW	NEW PRIMARY SCHOOLS TO SC COL.	0	0	0	OCT	CW	
CW	NEW BUILDINGS	19	1.7	32.23	NOV	CW	
CW	ADDL. CLASS ROOMS	15	0.85	12.675	DEC	CW	
CW	MRC	22	3	65.8	JAN	CW	
CW	TOILETS	12	0.6	0.72	FEB	CW	
CW	WATER SUPPLY	21	0.2	4.915	MAR	CW	
CW	SITE CONSULTANT	31	0.53	15.94	APR	CW	
							169.53

	EQUIPMENT						
MIS	EQUIP TO MIS (LASER PRINTER)	1	0.3	0.3	1-Apr	EQ	
							0.3
	FURNITURE						
A/AS	FURNITURE TO PS CHILDREN	500	0.1	50	2-Sep	FU	
							50
	OPERATION & MAINTANANCE						
PMT	RENT TO DPO	1	1	1.44	YEAR	OP	
PMT	CONTINGENCIS TO DPO	1	2	2	YEAR	OP	
PMT	TELEPHONE BILLS TO DPO	1	1	1	YEAR	OP	
PMT	WATER & ELE CHARGES TO DPO	1	0.4	0.4	YEAR	OP	
PMT	MEETING AT DPO	1	0.6	0.6	YEAR	OP	
PMT	NEWS PAPERS & JOURNALS	12	0.083	0.1	YEAR	OP	
MIS	COMPUTER MAINTENANCE	1	0.3	0.3	EM	OP	
MIS	CONSUMABLE TO MIS	1	0.2	0.2	EM	OP	
MIS	TELEPHONE TO MIS	1	0.5	0.5	EM	OP	
MIS	UPGRADATION SOFTWARE	1	0.5	0.5	1-Jul	OP	
MIS	AP SWAN	1	0.5	0.5	YEAR	OP	
MIS	AML	1	0.1	0.1	YEAR	OP	
MIS	DATA ENTRY	1	0.2	0.1	YEAR	OP	
MIS	DATA BASE	1	0.2	0.2	YEAR	OP	
MIS	EXPOSURE VISIT	1	3	3	2-Oct	OP	
							10.44
	RESEARCH & EVALUATION						
R&E	RESEARCH STUDIES/IMPACT STUDIES	3	0.05	0.15	2W-JULY	RE	
R&E	ACTION RESEARCHES	15	0.01	0.15	2W-AUG	RE	
R&E	EVALUATION ON PUPIL ACHIEVEMENT	1	0.3	0.3	1W-JAN	RE	
R&E	3 DAY TRG TO RESEARCHERS	12	0.01	0.12	1W-JULY	RE	
R&E	TRG ON ACTION RESEARCH	52	0.1	0.52	2W-JULY	RE	
R&E	QTY. FEED BACK ON DPEP INTERVENTIONS	4	0.325	1.3	2W-OCT	RE	
							2.54
	HONORARIUM						
AAS	HANOR. TO ALS INSTRUCTORS	354	0.06	27.42	1-JU,1-SEP	HO	
ECE	SUPORT TO AW WORKERS & AYAS	500	0.036	18	2-Jul	HO	
ECE	SALARIES TO ECE INSTRUCTORS	387	0.048	18.576	AP-OC	HO	
ECE	SALARIES TO ECE AYAS	387	0.024	9.288	AP-OC	HO	
							73.284
	SALARIES						
AAS	SALARIES TO NEW TEACHER ADDL. TEACHERS & EC AREA TEACHER	820	0.23	190	EM	SA	
MIS	SALARIES TO THE MIS STAFF	2	2	2	YEAR	SA	
PED	SALARIES TO MRP _s	156	0.865	135	EM	SA	
PMT	SALARIES TO DPO STAFF	1	1	1	YEAR	SA	
PMT	SALARIES TO OFFICERS	11	1.18	13	YEAR	SA	
PMT	SALARIES TO DPO STAFF	30	0.483	14.5	YEAR	SA	
							355.5
	TRAINING COST						
IED	INTEGRATION OF DISABLED CHILDREN	20	0.052	1.04	JULY	TC	
PLM	AWP&BTRG TO DIST TEAM AT SPO	6	0.005	0.03	1W-F	TC	
PLM	AWP&B TRG TO MANDAL LEVEL TEAM	312	0.001	0.312	1W-F	TC	
PLM	SHARING WORKSHOP ON PLANNING	104	0.001	0.104	3W-F	TC	
PLM	UPDATION OF MICRO-PLAN DATA	1	0.05	0.05	1W-J	TC	
PLM	TRG TO MRP _s FOR PREPARATION OF ANNUALCALENDER	156	0.004	0.627	2W-AP	TC	
AAS	15 DAYS TRG TO DRG _s ON AS	10	0.017	0.17	12-JULY	TC	
AAS	15 DAYS TRG TO MRG ON AS	20	0.017	0.34	34-MAY	TC	
AAS	15 DAYS TRG TO COMMUNITY INSTRUCTORS OF AS	354	0.0073	2.584	34-JULY	TC	
AAS	REVIEW MEETINGS TO ALS INSTRUCTORS	354	0.0028	1.189	1WEM-	TC	

AAS	STRENGTHENING OF ALS	354	0.145	51.33	2-Aug	TC	
DEP	TRG PRIMARY EDNL PERSONNEL THROUGH CABLE NET	4	0.5	2	2-Aug	TC	
DEP	TA DA & ARRANGEMENTS DURING VIDEO TRG AT COLLECTORATE	4	0.75	3	3-Aug	TC	
DEP	TA DA ARRANGEMENTS DURING TRG THROUGH TELECONFERENCE	1	0.5	0.5	2-Oct	TC	
DEP	FEEDBACK & EVA. OF DLM/TRGS	4	0.25	1	3-Jan	TC	
DPE	DUPLICATION & DISTRIBUTION AUDIO VISUAL TLM	52	0.075	3.9	2-Aug	TC	
DEP	CONTINGENCIES REPAIRS TV FAX DISH ANTENNA ETC.	1	0.2	0.2	YEAR	TC	
ECE	4 DAY TRG TO ECE INSTRUCTORS ON GENDER STRATEGIES DIV LEVEL	387	0.00422	1.6331	3-May	TC	
ECE	REVIEW MEETINGS OF ECE INSTRUCTORS	387	0.0102	3.9474	EM	TC	
ECE	7 DAY TRG TO AWC INSTRUCTORS AT DIV LEVEL	500	0.00645	3.225	1-Dec	TC	
ECE	5 DAY TRG TO SCs ON ECE	200	0.00515	1.03	2-Jan	TC	
ECE	7 DAYS TRG TO ECE INSTRUCTORS ON GENDER STRATEGY	387	0.00645	2.6961	3-Sep	TC	
ECE	TLM TO ECE & ALS	887	0.01	8.87	2-Jul	TC	
GED	3 DAY TRG TO MRP ₂ +MEO ₂ ON GENDER STRATEGIES ECE AT DIV LEVEL	208	0.00422	0.8777	4-May	TC	
GED	7 DAY TRG TO MRP ₂ +MEO ₂ ON ECE/IED/CLP	208	0.00422	0.8777	3-Jun	TC	
GED	TRG TO HM OF PS IN LOW FEMALE LIT. VILLAGES	500	0.00077	0.285	1-May	TC	
GED	2 DAY TRG TO VILLAGE CORE GROUP SENSITISATION	250	0.00175	0.438	2-Jul	TC	
GED	2 DAY W/S FOR FIVE GENDER SPECIFIC ACTIVITIES TO VILLAGE GROUP	250	0.00077	0.193	1-Sep	TC	
IED	TRG TO THE TEACHERS	30	0.001	0.3	APR	TC	
MIS	TRG TO MIS STAFF MRC+DPO	114	0.010	1.14	1-Jul	TC	
PED	7 DAY TEACHER TRG TO PS TEACHERS MANDAL LEVEL (NR)	7500	0.00937	70.275	3-Jul	TC	
PED	TEACHER TRG TO URDU PS TEACHERS MANDAL LEVEL (NR)	120	0.00937	1.124	3-Jul	TC	
PED	TRG TO TEACHER ON HEALTH EDN TO SAMPLED SCHOLS	158	0.00245	0.387	3-Sep	TC	
PED	TRG TO TEACHERS ON SUPW	158	0.00245	0.387	3-Sep	TC	
PED	TRG TO TEACHER ON MGT	158	0.00245	0.387	4-Sep	TC	
PED	TRG TO TEACHER ON TL MOTIVATION/ATTITUDINAL CHANGE	50	0.00313	0.156	1-Aug	TC	
PED	TRG TO VVS	872	0.00677	5.903	1-Jul	TC	
PED	QUIZ TO TEACHERS	100	0.002	0.2	1-Jan	TC	
PED	ESSAY WRITING COMP. TO TEACHERS FOLLOWED BY SEMINAR	150	0.002	0.3	1-Feb	TC	
PED	TRG TO HM ₂ ON HM ₂ TRG MODULE	2536	0.00457	11.59	3-Sep	TC	
PED	DRAWING & PAINTING COMPETITIONS TO PS STUDENTS	50	0.001	0.05	1-Feb	TC	
PED	PRINTING OF TRAINING MODULES	0		5	YEAR	TC	
PED	INNOVATIONS	1	1	1	YEAR	TC	
PED	QUIZ TO PS CHILDREN SCHOOL(MRC)DIST LEVEL	52	0.0116	0.6	2-Feb	TC	
PED	STRENGTHENING OF DIET	1	0.1	0.1	YEAR	TC	
PED	TA DA TO MEO ₂ MRP ₂	156	0.032	5	YEAR	TC	
PED	CULTURAL TALENT COMPETITIONS TO PS CHILDREN	50	0.001	0.05	1-Mar	TC	
PED	TRT TO MRG ₂ 7 DAY ON SS	208	0.00637	1.325	2-May	TC	
PED	7 DAY TRG TO SS VOLUNTEERS	500	0.00703	3.515	2-Apr	TC	
PED	CONTINGENCIES TO SS ₂	500	0.004	2	3-Apr	TC	
PED	HONOR. TO SS VOLUNTEERS	500	0.01	5	3-Apr	TC	
TBE	RES. CAMP FOR RAGPICKERS	1	5.11	5.11	YEAR	TC	
TBE	RES. CAMP FOR CHILD LABOUR	1	4.61	4.61	YEAR	TC	
TBE	RES. CAMP FOR CHILD LABOUR GIRLS	1	4.61	4.61	YEAR	TC	
TBE	DAY RESIDENTIAL	1	4.11	4.11	YEAR	TC	
TBE	TRANSITIONAL SCHOOLS	35	0.124	4.365	3-Jul	TC	
TBE	ECE DOVE-TAILED	10	0.126	1.26	2-Jul	TC	
TBE	TA & DAS CA TO PROJECT	1	1	1	EM	TC	
TBE	SALARIES TO VOLUNTEERS	3	0.4	1.2	EM	TC	
TBE	ASSISTANCE TO NGO/CONSULTANT	1	0.65	0.65	YEAR	TC	
TBE	COST OF PROJECT DOCTOR/MEDIA MATERIAL&TC	1	0.05	0.5	YEAR	TC	
TBE	PRE CAMP ACTIVITIES	1	0.2	0.2	2-Apr	TC	
TBE	MOBILISATION & ENROLLMENT	1	0.3	0.3	2-May	TC	
TBE	DEVELOPMENT FACILITIES TO THE CAMP	1	0.5	0.5	2-Apr	TC	
TBE	1 DAY ORIENTATION TO IDENTIFICATION OF TRG NEEDS	20	0.002	0.04	1-Aug	TC	

**DISTRICT PRIMARY EDUCATION PROGRAMME-WARANGAL
ACCOUNTS CODE-WISE CONSOLIDATED TABLE**

S.NO	MAJOR INTERVENTION	FRESH PROPOSAL
1	CIVIL WORKS	169.53
2	FURNITURE	50
3	EQUIPMENT	0.3
4	VEHICLES	7.4
5	BOOKS & LIBRARIES	3.164
6	TRAINING COST	258.682
7	WORKSHOPS & SEMINARS	2.785
8	AWARNNESS CAMPAIGN	104.2025
9	SALARIES	355.5
10	CONSUMABLES	5
11	TLM	106.98
12	RSEARCH & EVALUTION	2.54
13	OPERATION & MAINTANANCE	10.44
14	HONORARIUM	73.284
*	FRESH PROPOSAL	1149.8075
*	SPILL OVER	39.4
***	FRESH PROPOSAL WITH SPILL OVER	1189.2075

D-10985
 16-02-2021
 (Date of submission)