

SARVA SHIKSHA ABHIYAN

Hyderabad district



DISTRICT ELEMENTARY EDUCATION PLAN

DEPARTMENT OF EDUCATION
GOVERNMENT OF ANDHRA PRADESH

LIBRARY & DOCUMENTATION CENTRE
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ABBREVIATIONS

AAS	Access and Alternative Schooling
AC	Awareness Campaign
APC	Additional Project Coordinator
AWP & B	Annual Work Plan & Budget
AWC	Anganwadi Centre
BC	Backward Caste
BL	Books & Libraries
CAP	Capacity Building
CMO	Community Mobilization Officer
CMP	Community Mobilisation & Participation
CO	Consumables & Office Expenses
CW	Civil Works
CWS	Civil Works
DEO	District Educational Officer
DEP	Distance Education
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPO	District Project Office
DRC	District Resource Centre
DRG	District Resource Group
ECE	Early Childhood Education
EGS	Education Guarantee Scheme
EMIS	Education Management and Information System
EQ	Equipment
FAG	Focus Areas / Groups
FU	Furniture
GCDO	Girl Child Development Officer
GED	Girls Education
GER	Gross Enrolment Ratio

GOAP	Government of Andhra Pradesh
GOI	Government of India
GVVK	Girijan Vidhya Vikas Kendra
HO	Honorarium
ICDS	Integrated Child Development Society
IASE	Institute of Advanced Studies in Education
IED	Integrated Education for the Disabled
IN	Innovations
ITDA	Integrated Tribal Development Agency
JRM	Joint Review Mission
JRY	Jawahar Rojgar Yojana
LC	Local Consultants
MED	Media
MEO	Mandal Education Officer
MIS	Management Information Centre
MLL	Minimum Levels of Learning
MRC	Mandal Resource Centre
MRP	Mandal Resource Person
MRG	Mandal Resource Group
MTA	Mother Teacher Association
NCLP	National Child Labour Project
NGO	Non-Governmental Organisation
OBB	Operation Blackboard
OP	Equipment Operation & Maintenance
OSE	Out of School Children
PEC	Panchayat Education Committee
PED	Pedagogy & School Improvement
PLM	Planning and Management
PMIS	Project Management Information System
PMT	Project Management
PTA	Parent Teacher Association

R&E	Research & Evaluation
RE	Research Studies
RWS	Rural Water Supply
SA	Salaries
SAM	State Appraisal Mission
SC	Scheduled Caste
SCERT	State Council of Education Research and Training
SCPR	School Complex Resource Person
SEC	School Education Committee
SEN	Children with Special Educational Needs
SHG	Self-Help Groups
SIEMAT	State Institute of Educational Management and Technology
SIET	State Institute of Educational Technology
SPD	State Project Director
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribes
TC	Teachers Centre
TC	Training Cost including TA & DA
TLE	Teaching Learning Equipment
TLM	Teaching Learning Material
TPR	Teacher Pupil Ratio
UPE	Universal Primary Education
UPS	Upper Primary Schools
VEC	Village Education Committee
VH	Vehicles
VV	Vidya Volunteers (Para Teacher)
WS	Workshops & Seminars

Executive Summary

SSA – Hyderabad Plan Overview

Broader Strategies

❖ **Community involvement to develop the school as centre of basthi and child as centre of the school.**

- School as a place to protect Childs rights
- Planning for Special focus against child labour, street children, domestic child labour.
- Planning simultaneously for the schooling of all the children in the age group of 5-14 years
- Teacher involvement and motivation.
- Child tracking and focus on actual completion rates and 100% transition from primary stage.

1. What we planned for?

A) Access

- Improving access by way of opening of 583 Alternative Schools.
- Enhancing access to Upper Primary Education by way of upgradation of 261 existing Primary Schools to Upper Primary Schools.
- Access facilitation for the children with Special Education Needs (SEN) by meeting provision for Integrated Education and selected existing primary and UP schools.

B) Enrolment

- Community mobilization and Awareness Campaigns for sensitizing the community and parents on child labour and their education.
- Basthi-wise programme for child tracking – Name-wise lists of children in the age group of 0-15 alongwith in-school, out-of school and Nature of the work in which the out of school are involved in.
- 100% enrolment of 5-14 years children by 2006
- Basthi-wise programme for child tracking and conduct of residential and non-residential bridge courses for the mainstreaming of Out of School children.
- Convergence with other schemes for the mainstreaming of Out of School Children viz., NCLP, back to school programme etc.

C) Retention

- 100% retention of 5-14 years children by 2006
- 93% by 2001, 95% on by 2002, 97% by 2003, 98% by 2004, 99% by 2005, 100% by 2006.
- Close and continuous monitoring by community.
- Close and continuous monitoring by the department.
- Discouraging repetitions and efforts for regular transition ng actual completion rates.
- Regular attendance monitoring in all the primary, upper primary and high schools through MRPs.
- Regular follow-up of mainstreamed child labour and providing additional support.

D) Quality

- Activities for teacher involvement and motivation – Support to Teachers forums – Teachers networks, exhibitions and other professional exchange programmes.
- Development of strong State and District Resource Groups in pedagogy and orientations to teachers viz., existing, newly recruited untrained teachers.
- Regular on job support to the teachers of primary and upper primary schools through MRCs and MRGs/DRGs.
- Professional exchange through conduct of TC meetings on monthly basis.
- By appointing required No. of Teachers, reduced TP Ratio to 1:40 Providing Teacher Training to MEO, MRPs, DRG and H.Ms and Teachers.
- Establishment of 16 MRCs and 217 Teacher Centres and 1 District Resource Centre.
- Supply TLM grants to all 780 Primary Schools, 144 UP Schools, 6809 Primary Teachers, 1044 Upper Primary Teachers and 217 Teacher Centres.
- Review of Curriculum and Textbooks and preparation of Group specific curriculum i.e., Child labour, IED.
- Developing and dissemination of pupil interactive material.
- Developing Pupil Assessment Procedures to reflect the pedagogical renewal.
- Conduct of pupil achievement study from time to time assess the status of pupil achievement both primary and upper primary.
- Special programmes for improvement of Language, Maths, Science especially 1st generation literates.
- Provision for library books and Children literature in primary and upper primary schools.,

- Special focus on implementation of non-scholastic areas in primary and upper primary schools (SUPW, Art Education, Physical Education, Moral Education) and capacity building of teachers and Field Functionaries.

2. **What are the other aspects did we cover in the plan?**

A) Physical / Infrastructural facilities

- Construction of 583 New School Buildings
- Construction of 71 Building to Building less schools
- Construction of 2126 Additional Class Rooms
- Construction of 16 MRPs and 1 DRC
- 900 Repairs
- Construction of 800 Toilets
- Erection of Electricity connections to 416 Schools
- Providing Drinking Water facilities to 715 Schools

B) Teachers

- Appointment of 1749 Teachers to Alternative Schools
- Appointment of 1044 Teachers to upgraded Upper Primary Schools

C) Teacher Training

- constitution of strong District Resource Groups (DRGs) AND Mandal Resource Groups (MRGs) in various content areas and their capacity building on regular basis.
- 20 days Training to 6809 regular Teachers
- Training to Deputy IOS, and H.Ms on School management and micro planning.
- Training to 1044 teachers of Upper Primary Schools in content.
- 30 Days to Training to Newly recruited Teachers.
- Training to Vidya Volunteers, Instructors of Alternative Schools, Child Labour Bridge Course Camps

D) Community Mobilization & Participation

School is a place for regular meetings with School Committee Members, Parent Teacher Associations, Self-Help groups like DWACRA, youth groups etc.

Conduct of Awareness Campaings, rallies and mobilization of the community for owing and running the schools, reliving the

child labour from the employers / domestic work and mainstreaming them.

- Conduct of Bala melas, Mahila melas and basthi level Basthi sabhas.
- Training to members of 4125 School Education Committees
- Development of campaign material and dissemination.
- Exposure visits to School Committee Members and other Self-help groups to the successful schools / places.
- Support to school committees to undertake mobilization against child labour and monitoring the enrollment and retention.
- Conduct of Mandal Level melas meets with Women groups and other Self-help groups.

3) Upper Primary Education - what we planned newly?

- Improvement of access to Upper primary education by way of upgrading 261 existing primary schools into upper primary schools
- Focused monitoring on the transition of all the children from Class to class and primary stage to upper primary stage.
- Mainstreaming of Out of School children in the age group of 11 – 14 through Long-term Residential Bridge and Non-Residential Bridge courses.
- Pedagogical renewal through curriculum and textbook revision, subject wise training to all teachers. Separate Resource groups for Upper Primary Schools, Teaching Learning Material (as one time grant of Rs. 50,000/- per school), on job support to the teachers through MRGs regular teachers meet on monthly basis at MRCs for professional exchange and training to all the teachers, subject-wise in content and methodology every year.
- Special emphasis on using resources available in the schools like Library books, Kits, TV, VCR etc
- Supply of TLM to all UP Schools including UP Sections in High Schools.
- Construction of 2 rooms in each upgraded UP Schools
- Appointment of 4 Teachers in each upgraded Up School
- Community involvement 100% enrolment and retention in age group of 11-14 years.
- DIETs support to UP Schools – Monitoring & on Job support – DIET Lectures as Academic Leader – MRC – wise
- 16 TCs, Schools (144) and Teacher Grant (1044) to UP Schools
- Separate meeting to Chairmen's of SEC of UPS on School support and monitoring.
- Conduct of achievement tests in all subjects to the upper primary classes (Class VI and Class VII) on annual basis.

- Monitoring of transition of Upper Primary children to secondary classes through community and department monitoring
- Improving school infrastructure of Upper Primary schools – New buildings, Additional Classrooms, Toilets, Electricity, drinking water, repairs etc.

4) **SSA – what is new in SSA that is not there in DPEP and APPEP?**

- Clear target setting on major indicators of UEE – viz., Access, Enrollment, Retention, Quality, Capacity Building with year-wise targets to achieve the goals of SSA by 2003, 2007 and 2010.
- Specific strategies for the schooling of all the children of 5-14 years simultaneously.
- Improving access to upper primary by way of upgradation of existing primary schools (261) to Upper Primary Schools.
- Teacher involvement motivation through Teachers forums, Networking, conduct of exhibitions, melas, professional exchange at MRCs, TCs
- Constitution and development of strong District Resource Group for training and providing on job support along with monitoring.
- Focus is on child rather than teacher or school
- Strong component of community mobilization and participation through conduct of special campaigns, rallies, melas on child labour, their educational issues and to own and run the schools
- Mainstreaming of children through conduct of Residential & Non-Residential Bridge Courses
- Convergence among the Department of School Education, NCLP, Social Welfare and Urban Development for the mainstreaming of Out of School children and conduct of Bridge Courses for mainstreaming of child labour.
- A strong component for monitoring the retention of children in primary and upper primary school through involvement of community as a way of monitoring children attendance and dropouts in addition to department
- Assistance to community for mobilization for 'Education of All' activities.
- Argumentation of civil works a Room for a teacher in Primary School and UP school along with HM Room for UP School in addition to provision for school repairs, toilets (Girls toilets separately), Electricity etc.
- Provision for Building repairs & Maintenance (Major & Minor)
- Specific Intervention for focused groups i.e., Girls, ECE, Minorities, Migrated child labour, Street Children, Domestic Child Labour

- SSA is community-based project – formation of basthi teams and mandal teams for participatory planning, implementation and monitoring.
- Preparation of basthi plans by basthi teams and mandal plans by mandal teams.
- Developing institutional networking and support for the quality improvement primary and upper primary education – DIETs, SCERT, SIET, University departments of education, NCERT, NIEPA and NGOs.
- Convergence with NGOs on UEE
- Developing suitable pupil assessment procedures for primary and upper primary level and conduct of pupil achievement tests (external) on annual basis.
- Specific quality initiatives to upper primary stage i.e., providing teaching learning equipment, library books and children literature, professional support mechanisms through MRGs, DRGs and DIETs, curriculum textbook renewal.
- Science improvement programme through conduct of Science Camps and other science fairs / melas.

5) Capacity Building – New Institutions for professional Support and Networking

- Professional Resource Centres at Mandal Level i.e., Mandal Resource Centres (MRCs) for providing in-service training to the existing teachers along with on site support and monitoring children progress.
- Teacher Centres for professional exchange among primary and upper primary teachers.
- Capacity building of DIETs viz., infrastructure and HRD for academic monitoring of schools and provide on site support to primary and upper primary teachers, conduct of studies, surveys, along with acting as academic in charges at mandal level.
- Networking with Teachers groups, NGOs and other professional organizations.

6) Addressing Focused Groups-strategies.

A) Girls' Education

- Basthi-wise database-Name-wise lists of Girl children who are out of school/child labour.
- Mainstreaming of girl children who are out of school through conduct of residential and non-residential bridge courses.

- Involvement of Women groups and other Self Help groups for motivating community and parents for the schooling of girl children
- Conduct of campaigns, rallies along with campaign material.
- Sensitizing the community and parents in Low Female Literacy basthis against girl child labour and their educational issues.
- Separate toilets for girls in Upper Primary Schools.

B) Early Child hood Education

- Strengthening of existing 911 Anganwadies by extending the working hours and shifting of the centers to more needy locations.
- Convergence with Anganwadi centres of ICDS to make them run in school premises during school hours.
- Capacity building of Anganwadi instructors through training, meets, rallies etc.
- TLM to Anganwadi Centres.

C) Child Labour

- Campaigns / rallies at Basthi sensitizing community, parents on child labour and their education.
- Formating of basthi-wise core groups with youth and other self help groups to campaign on child rights and to relieve child labour and mainstream them
- Conduct of Residential (32 per year) and Non-Residential bridge course camps (915 per year).
- Convergence with other programmes such as NCLP, Back to School Programmes and NGOs for the mainstreaming of Out of school children.
- Support to community for their efforts on mobilization for the norm that no child should work - the best place for the child is school.
- Preparation of modules and literature for the process of mainstreaming.

- Special strategies for the street children, platform children and other forms of child labour.
- Exposure visits to the mobilisers, Youth groups, camp volunteers to the successful camps, child labour free basthis to witness and feel the mobilization process and community involvement.

D) *Child with Special Educational Needs (SEN)*

- Name-wise lists of children with SEN-Basthi-wise.
- Conduct of Assessment camps at mandal levels.
- Training to Teachers on IED
- Resource Persons at mandal and district level
- Preparation of module for children of Disabled
- Provision for TLM and teacher Grants and other forms of Teaching Learning Equipment.

7. Systems improvement for monitoring and follow-up

A) *Database*

- Maintain basic information about school, Teachers, children, enrollment, retention, achievement etc at school level and maintaining the data at mandal point as basic unit.
- Basthi wise information about children in 10-14 years.
- Maintain Basthi-wise, Name-wise lists of Out of School children in the age group of 5-14 years.
- Provision of Computers and Computer Operator at Mandal level for data management.

B) *Validation*

- Review the data collected from the field once in a month at mandal level and district level
- Validation of data at basthi level in basthi sabhas on quarterly basis.
- Sharing the data in teachers meetings at mandal level.

C) *Utilisation*

- Data transfer from mandals to school after analysis.
- Discussion of school-wise data in TC meetings and checking the targets and achievements.
- Using the data for the purpose of planning at basthi level, mandal level and district level.

- The status of the data used for target fixing and for planning suitable strategies in a scheduled time frame.
- Data sharing between mandals, districts and state on a regular basis through Internet.

8. Identification of schools and teachers – supervision and monitoring

- Identification of schools and teachers by way of categorization of schools into 'A', 'B' and 'C' categories based on the various performance indicators.
- Onsite support to schools and teachers through MRPs, MRGs and DRGs.
- Support to teachers networks, conduct of academic forums, is a way for the involvement more and more teacher with positive outlook in school development programmes.
- Academic monitoring of schools by DIET staff.
- Identification of effective schools – Alternative Schools, primary Schools, Upper Primary Schools, ECE centers, Child Labour Camps, School Committees, MRCs TCs etc and monitoring for further improvement.
- Capacity building of field staff i.e., MEOs, DRGs, TC Coordinators, DPO staff, Dy. E.Os and D.E.Os on pedagogical renewal and school support systems.

Targets – Key Performance Indicators – UEE

Status

a) Access

	Total No. of basthis	Basthis with Primary Schools	Gap %	Habitation with UPS	Gap (As per the norms one UPS with in the radius of 3 KM)
	911	353	61	482	
Proposed Alternate Schools		583			

b) Enrolment

DISTRICT ENROLMENT TARGETS FOR THE PERIOD 2000 - 2010					
Sl. No	Year	Population (5 - 14)	Enrolment	Target (% of enrolment)	Out of school children
1	2000	1042876	866895	83.12	175981
2	2001	1083671	948052	87.48	135619
3	2002	1126092	964059	85.61	161978
4	2003	1170221	1042411	89.07	127810
5	2004	1216110	1140298	93.7	75812
6	2005	1263835	1223568	96.8	40267
7	2006	1313468	1313468	100	-
8	2007	1365087	1365087	100	-
9	2008	1418770	1418770	100	-
10	2009	1474601	1474601	100	-
11	2010	1532665	1532665	100	-

+c) Retention

DISTRICT RETENTION TARGETS FOR THE PERIOD 2000 - 2010					
Sl. No	Year	Total enrolment	Total Retention	% of retention	Dropouts
1	2000	866895	771537	89	95358
2	2001	948052	881689	93	66363
3	2002	964059	915857	95	48202
4	2003	1042411	1011139	97	31272
5	2004	1140298	1117493	98	22805
6	2005	1223568	1211333	99	12235
7	2006	1313468	1313468	100	-
8	2007	1365087	1365087	100	-
9	2008	1418770	1418770	100	-
10	2009	1474601	1474601	100	-
11	2010	1532665	1532665	100	-

d) Plan for Mainstream the out of school children

Year	Out of school children			Coverage of Out of school children							Grand total	Gap
	Back Log	Fresh	Total	SSA	NC LP	Back to school	Total	SSA	ALS	Total		
2001-02		175981	175981	3200	400	1000	4600	45750	58300	104050	108650	67331
2002-03	67331	91363	158694	12800	400	1000	14200	45750	23320	69070	83270	775424
2003-04	75424	71202	146626	12800	400	1000	14200	45750	23320	69070	83270	663356
2004-05	63356	54272	117628	12800	400	1000	14200	45750	23320	69070	83270	34358
2005-06	34358	45805	80163	6400	400	1000	7800	45750	26613	72363	80163	--
2006-07	-	35235	35235	3200	400	1000	4600	7315	23320	30635	35235	--
2007-08	-	23000	23000	3200	400	1000	4600	-	18400	18400	23000	--
2008-09	-	23000	23000	3200	400	1000	4600	-	18400	18400	23000	--
2009-10	-	23000	23000	3200	400	1000	4600	-	18400	18400	23000	--

Budget Summary
Intervention-wise Budget Estimates - HYDERABAD District

(Rs. in lakhs)

	Intervention Name	2001-02	2002-03	2003-04	2004-05	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	Total
1	Project Management	45.660	53.160	55.180	59.030	64.170	66.370	71.590	76.440	79.660	571.260
2	Planning & Management	2.668	2.534	2.668	2.534	2.668	2.534	2.668	2.534	2.668	23.476
3	Research, Evaluation, Monitoring & Supervision	20.906	19.682	22.682	19.548	19.182	22.048	19.182	19.048	22.182	184.460
4	Community Mobilizaiton & Participation	164.065	164.065	164.065	164.065	164.065	164.065	164.065	164.065	164.065	1476.585
5	Access & Alternative Schooling	1503.573	1781.346	2119.602	2012.562	2076.606	1854.071	1931.543	2007.711	2111.471	17398.485
6	Civil Works	1164.800	1103.500	961.000	790.000	691.200	0.000	0.000	0.000	0.000	4710.500
7	Pedagogy & School Improving	277.214	264.974	176.509	185.009	145.309	143.809	144.309	143.309	142.309	1622.751
8	Education of Focussed Groups										
	a) Girl Child Education	183.800	364.600	364.600	183.800	183.800	3.000	3.000	3.000	3.000	1292.600
	b) Early Childhood Education	80.080	103.677	100.502	103.694	91.056	103.355	3.600	12.710	3.600	602.274
	c) Children with Special Educational Needs	12.622	16.078	15.624	16.078	16.900	17.354	18.500	18.954	19.550	151.660
9	Distance Education	7.100	7.100	7.100	7.100	7.100	7.100	7.100	7.100	7.100	63.900
10	Management Information System	10.026	9.074	6.074	6.074	6.074	6.074	6.074	6.074	5.074	60.618
11	Media & Advocacy	8.000	9.500	9.500	9.500	6.000	5.000	5.000	5.000	4.000	61.500
	Total	3480.515	3899.290	4005.106	3558.994	3474.130	2394.780	2376.631	2465.945	2564.679	28220.070

Account Costcode-wise Budge Estimates - Hyderabad District

Rs. In Lakhs

S. No	Item	2001-02	2002-03	2003-04	2004-05	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	Total
		Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial
1	Civil works	1164.800	1103.500	961.000	790.000	691.200	0.000	0.000	0.000	0.000	4710.500
2	Furniture	6.500	6.000	0.000	0.500	1.500	0.500	0.500	1.500	0.000	17.000
3	Equipment	25.480	22.480	2.480	2.480	2.480	2.480	2.480	2.480	0.480	63.320
4	Vehicles	7.410	9.360	9.480	10.080	10.800	9.480	9.600	10.080	10.080	86.370
5	Books & Libraries	16.780	16.780	16.780	16.780	16.780	16.780	16.780	16.780	16.780	151.020
6	Training costs, TA & DA	112.242	135.234	113.694	83.152	79.758	49.213	46.158	46.024	46.158	711.633
7	Workshops & Seminars	14.200	12.700	14.200	12.700	13.200	12.700	13.200	11.200	11.200	115.300
8	Awareness Campaign	220.800	221.300	221.300	221.300	216.900	215.900	215.900	215.900	216.900	1966.200
9	Salaries	159.690	250.504	591.260	656.650	722.310	788.270	867.088	946.276	1050.920	6032.968
10	Consumables	9.600	10.600	11.000	11.000	11.900	12.100	13.050	13.400	13.500	106.150
11	Teaching Learning Material	213.810	183.690	133.690	133.610	124.500	129.035	119.925	129.035	119.925	1287.220
12	Research Studies	20.906	19.548	22.548	19.548	19.048	22.048	19.048	19.048	22.048	183.790
13	Equipment Operation & Maintenance	10.750	10.750	10.750	10.750	10.950	10.950	11.150	11.150	11.150	98.350
14	Consultants	5.400	7.200	7.200	7.200	7.500	7.500	7.800	7.800	8.000	65.600
15	Innovations	0.000	31.800	32.200	42.200	1.000	1.000	1.000	1.000	1.000	111.200
16	Honorarium	790.767	839.664	839.664	839.664	843.244	848.344	764.792	765.792	768.378	7300.309
17	Access	701.380	1018.180	1017.860	701.380	701.060	268.480	268.160	268.480	268.160	5213.140
	Grand Total	3480.515	3899.290	4005.106	3558.994	3474.130	2394.780	2376.631	2465.945	2564.679	28220.070

BUDGET SUMMARY

Objective-wise distribution of Project Cost - Budget Estimates - Hyderabad District

(Rs. In lakhs)

	Year	Access	Enrollment	Retention	Quality	Capacity Building	Total
1	2001-02	1620.7950	165.9000	1220.7960	340.1714	132.8524	3480.5148
2	2002-03	2071.5440	166.4000	1132.3170	320.4620	208.5670	3899.2900
3	2003-04	2409.4800	166.4000	986.6420	256.8630	185.7210	4005.1060
4	2004-05	2133.2400	166.4000	924.8340	241.0830	93.4370	3558.9940
5	2005-06	2198.2400	163.9000	782.5060	230.7730	98.7110	3474.1300
6	2006-07	1811.0000	163.9000	94.4950	226.6080	98.7770	2394.7800
7	2007-08	1889.7520	163.9000	3.8500	214.9980	104.1310	2376.6310
8	2008-09	1966.2400	163.9000	3.8500	222.1080	109.8470	2465.9450
9	2009-10	2070.7300	163.9000	3.8500	215.9980	110.2010	2564.6790
	Total	18171.0210	1484.6000	5153.1400	2269.0644	1142.2444	28220.0698

BUDGET SUMMARY**Investment (Non-Recurring) & Recurring cost-wise distribution of Project Cost -
Budget Estimates - Hyderabad District****(Rs. In lakhs)**

	Year	Non-Recurring	Recurring	Total
1	2001-02	1727.0878	1753.427	3480.5148
2	2002-03	1876.872	2022.418	3899.29
3	2003-04	1691.532	2313.574	4005.106
4	2004-05	1338.51	2220.484	3558.994
5	2005-06	1188.816	2285.314	3474.13
6	2006-07	308.171	2086.609	2394.78
7	2007-08	302.716	2073.915	2376.631
8	2008-09	302.382	2163.563	2465.945
9	2009-10	300.896	2263.783	2564.679
	Total	9036.9828	19183.087	28220.0698

BUDGET SUMMARY**Distribution of Total Project costs across Civil Works, Project Management and other Components****(Rs. In lakhs)**

	Year	Civil Works	Management	Other Programmes	Total
1	2001-02	1164.8	45.66	2270.0548	3480.5148
2	2002-03	1103.5	53.16	2742.63	3899.29
3	2003-04	961	55.18	2988.926	4005.106
4	2004-05	790	59.03	2709.964	3558.994
5	2005-06	691.2	64.17	2718.76	3474.13
6	2006-07	0	66.37	2328.41	2394.78
7	2007-08	0	71.59	2305.041	2376.631
8	2008-09	0	76.44	2389.505	2465.945
9	2009-10	0	79.66	2485.019	2564.679
	Total	4710.5	571.26	22938.3098	28220.0698

Appraisal Comments - Action taken

S.No	Item	Yes/No	Chapter	Pages
1.	Plan for entire district (All Mandals)	Yes		
2.	Project Proposals upto 2010.	Yes		
3.	A Geographical map of the district showing mandals	Yes		
4.	Population – Male, Female, Rural, Urban distributions & Percentage of SC & ST Population – No. of P.H.C	Yes	I	2
5.	Literacy Rates – Male, Female, Literacy Rates (Time Series)	Yes	I	3
6.	Diagnostic Studies have not been under taken (Any research studies undertaken at district – include the summary of findings)	Yes	ii	Tables
7.	Orientation to functionaries at different levels on the objectives & guidelines	Yes	III	20,21,22
8.	Planning Process – Mention no. of meeting with various department	Yes	III	20,21,22
9.	Convergence with other departments	Yes	III	24
10.	No. of NGOs working in the district for the UEE – possible areas of convergence.	Yes	III	23
11.	Total Habitations	Yes	VII	78
12.	Size & Growth of Private Schools (Primary, Upper Primary & High Schools) – Trend Analysis	Yes	II	5,6

S. No	Item	Yes/No	Chapter	Pages
13.	No. of Primary & Upper Primary schools over a period of time & Management-wise (Time Series).	Yes	II	5,6
14.	Habitations with Primary, Upper Primary Schools and Gap	Yes	Targets	X
15.	Targets - Target for Opening of Primary Schools & Upper Primary Schools	Yes	V	31,32,33
16.	Boys & Girls enrollment in Primary & Upper Primary Schools - GER for Boys, Girls, SC, ST etc	Yes	II	9
17.	Break up of age specific child population (projected) at present and in future years upto 2010.	-		
18.	Target - Target to achieve 100% enrollment - Primary and Upper Primary (5 - 14 years)	Yes	Targets	X
19.	Mainstreaming of Out of School children (Never enrolled and dropout - Target and coverage	Yes	Targets	XII
20.	Retention Rates (Boys & Girls) at Primary & Upper Primary schools (time series).	-		
21.	No. of Primary Schools graduates completion rates - Boys & Girls (time series).	-		
22.	Transition rate from Primary to Upper Primary & UPS to High schools (time series).	-		
23.	Target Setting - Projected retention in the years to come 2001 - 2007 - Primary & Upper Primary.	Yes	Targets	XI

S. No	Item	Yes / No	Chapter	Pages
24.	Separate targets for Primary & Upper Primary schools for four objectives of UEE i.e., Access, Enrollment, Retention & Quality of Education	-		
25.	Teachers No. of Teachers (Male & Female) over a period of time, Pupil - Teacher Ratio at Primary & Upper Primary level of Education (time series).	Yes	II	10,11,44
26.	Distribution of schools according to no.of teachers in primary & upper primary school level - (according to subject specialization) - time series	-		
27.	wholistic Pedagogic vision for schools - classrooms - Primary and Upper Primary schools	Yes	VI	45,46,47
28.	Quality Initiatives for UPS - School Improvement Activities	Yes	VI	50,51
29.	UPS - All operational areas viz., both content & pedagogy	Yes	VI	53,54
30.	Intervention such as curriculum review, textbook reviewed, development of TLM & incorporate them in plan.	Yes	VI	63,68,69
31.	Curriculum making it group Specific	Yes	VI	68,69,70
32.	Table showing reflecting various training programmes to be conducted for various areas and levels of functionaries duly mentioning duration, frequency,	Yes	VI	53

S. No	Item	Yes/No	Chapter	Pages
	level, target group etc. (Table format)			
33.	Pedagogical Strategies Proposed - District level only	Yes	VI	44 - 49
34.	Monitoring UPS - MRC & TC Role	Yes	VI	59,60,61
35.	Training for UPS - inclusion of UPS - Implication for SCERT & DIETs	Yes	VI	54
36.	TLM - who will develop	Yes	VI	63,64
37.	Plan for Focussed Groups - require special efforts & strategies.	Yes	VII	75 - 90
38.	Identification of disabled children - strategies	Yes	VII	79,80
39.	Child Labour - Active interaction with MVF & Pedagogic transitional skills & ideas.	Yes	VII	81 - 90
40.	Number of Primary Schools & Upper Primary Schools to be sanction - for providing building and other infrastructure	Yes	IX	95,97,98
41.	Infrastructure assessment plans - Status	Yes	IX	94,95
42.	Major repairs - Toilets, drinking water to be given high priority	Yes	IX	100,101
43.	Addl. Classrooms as per Teacher (include new teachers) & enrollment coverage by other schemes.	Yes	IX	95,98
44.	Cost of repairs & maintenance of school building (Rs. 5000/- per school per year) is need to be indicated under civil works instead	Yes	IX , XI	100,101,13 6

S. No	Item	Yes/No	Chapter	Pages
	of school improvement head.			
45.	Unit cost of school building	Yes	IX , XI	96,97,136
46.	Phasing of Civil works - phased manner selection of Engineers, Training etc in the first year	Yes	IX	97,98,99
47.	Physical Facilities - Schools with buildings	Yes	IX	94
48.	Distribution of Schools according to number of rooms, Major & Minor repairs, toilets for girls	Yes	IX	95
49.	Costings - Keep Civil Works cost with in 33% of Total Project Cost	Yes	XI & XIV	136
50.	Separate Section costing give the details of unit costs for salary, Furniture, Training, Equipment Studies, should be given	Yes	XIV	-

Norms and Interventions under SSA - Hyderabad District

S. No	Intervention	Norm	Proposed	Total Physical Target	Chapter & P.Nos in which it is mentioned	
					Chap	Pages
1	Teacher	1 teacher for every 40 children in Primary and UP Schools and atleast two teachers in a primary school	3 teachers per new school proposed	1749 teacher (3 teachers per school for 583 schools)	V	31
2	School / Alternative schooling facility	Within 1 K.M of every habitation	583 Alternative Schools proposed	583 Alternative Schools	V	31
3	Upper Primary schools / Sector	As per requirement upto a ceiling of 1 UPS / Section for every 2 primary schools	Upgradation of 261 existing primary school to UPS	261 UPS (Total No.of Primary schools - 2491)	V	33
4	Classrooms	A room for every teacher in primary, UP Schools and H.M room for UP Schools	2126 Additional rooms to the existing primary and upper primary schools	2126 Additional Classrooms	IX	98
5	Free textbooks	To all SC, ST Children at primary and UP schools by Govt. of A.P	To all children in Primary & backward classes for UP	By Govt. of A.P	II	13

S. No	Intervention	Norm	Proposed	Total Physical Target	Chapter & P.Nos in which it is mentioned	
					Chap	Pages
6	Civil works	Ceiling of 33% of SSA Costs - BRCs, CRCs and infrastructure plans	Construction of 583 new school buildings, 71 buildings to Buildingless Primary schools and 16 MRCs and 1 DRC.	583 new school buildings, 71 buildings to Buildingless Primary schools, 16 MRCs and 1 DRC	IX	94,95,97, 98
7	Maintenance and repairs of school buildings	Only through school management committees, Rs. 5000/- per school for minor repairs and more to the major repairs	Repairs 900 school buildings	Repairs 900 school buildings	IX	101
8	Upgradation of EGS to regular school	Nil	Nil	Nil	Nil	Nil
9	TLE for upper primary Schools	Rs. 50,000/- per school for uncovered schools through school committees	TLE grant to 144 UP Schools	TLE Grant to 144 UP schools	VI & XI	64,65, 140
10	Schools grant	Rs. 2000/- per year per primary & UP Schools through School Committees	368 Primary, 144 Upper Primary Schools	368 Primary, 144 UP Schools	VI & XI	62,64, 140

S. No	Intervention	Norm	Proposed	Total Physical Target	Chapter & Pages in which it is mentioned	
					Chap	Pages
11	Teacher grant	Rs. 500/- per teacher per year in primary and UP Schools/	8558 Primary Teachers and 1044 UP Teachers	8558 Primary Teachers & 1044 UP Teachers	VI & XI	62,63,64, 140
12	Teacher training	Provision of 20-days in-service course for all existing teachers, 30-days to freshly recruits, 60-days to untrained teachers and Rs. 70/- per day per person.	6809 primary teachers, 1044 UP teachers, induction to 1749 new teachers	6809 primary teachers, 1044 UP teachers, induction to 1749 new teachers	VI & XI	52,53, 140
13	Training of community leaders	For a maximum of 8 persons in a village for two days in a year Rs. 30/- per day per person.	Orientation 4125 School Committee Members	4125 SEC Members per year	VI & XI	53, 129
14	Provision for disabled children	Up to Rs. 1200/- per child for integration of disabled children and networking.	Assessment camps in all the 16 mandals and TLM to all IED Centres and Resource Persons @ 4 per mandal	16 assessment camps, 64 RPs to 16 mandals and TLM	XI	149

S. No	Intervention	Norm	Proposed	Total Physical Target	Chapter & P.Nos in which it is mentioned	
					Chap	Pages
15	Research, Evaluation, Supervision and monitoring	Up to Rs. 1500/- per school per year for Primary and UP Schools & involvement of Resource Institutions.	Studies - 54 Action Researches - 18, achievement Studies (annual) etc	Studies, Action Researches, Achievement Studies etc	XI	126
16	Management cost	Not to exceed 6% of budget of the district, provision for consultancy	Salaries to DPO staff, furniture, equipment, Vehicles, TA,DA etc	Staff - 20, Vehicles - 5, Consts - 6	XI	120
17	Innovative activity for Girls Education, Early Childhood Care & Education, interventions for children belonging to SC / ST community, computer education specially for upper primary level	Up to Rs. 15,00,000/- for each innovative project and Rs. 50.00 lakhs for a district	32 Residential Bridge Courses for girls, Community mobilization, Strengthening of 911 Anganwadi Centres Training to 911 instructors.		VII & XI	75,76,77, 78, & 148

S. No	Intervention	Norm	Proposed	Total Physical Target	Chapter & P.Nos in which it is mentioned	
					Chap	Pages
18	Block Resource Centres / Cluster Resource Centres	Rs. 6.00 lakhs ceiling for BRC building construction and Rs. 2.00 lakhs for CRC, deployment of 20 teachers to BRC for 100 and more schools and 10 teachers for less than 100 teachers, provision of furniture @ Rs. 1.00 lakh for BRC and Rs. 10,000/- for a CRC, contingent grant of Rs. 12,500/- for a BRC and Rs. 2,500/- per CRC.	16 MRCs, 64 MRPs, 217 Teacher Centres and 1 DRC alongwith constructions and HRD	16 MRCs, 64 MRPs, 217 Teacher Centres and 1 DRC alongwith constructions and HRD	VI, XI	52,55,56, 57,58,59, 60,61, 136
19	Interventions for Out of School children	As per the norms of EGS and AIE	32 Residential bridge course camps, 915 Non-Residential bridge courses and 10 back to school programme camps	32 Residential bridge course camps, 915 Non-Residential bridge courses and 10 back to school programme camps	V & XI	40,41,42, 43 & 132,133

S. No	Intervention	Norm	Proposed	Total Physical Target	Chapter & P.Nos in which it is mentioned	
					Chap	Pages
20	Preparatory activities for Micro planning, Household surveys, Studies, Community Mobilisation, school - based activities, office equipment, training and orientation at all levels etc.	As per specific proposals of a district duly recommended by the state	Planning exercise and 16 mandals, Training to 64 MRPs on micro planning and school improvement plans	Planning exercise and 16 mandals, Training to 64 MRPs on micro planning and school improvement plans	XI	123

UNIT COSTS for all initiatives are at chap. XIV

Chapter - I

Demographic Profile of the District

Chapter – I

DEMOGRAPHIC PROFILE OF THE DISTRICT

Hyderabad is a large historic region in India. It became a state of India in 1950. In 1956 India reorganized its states and divided Hyderabad among the states of Bombay (now Gujarat and Maharashtra), Mysore (now Karnataka), and Andhra Pradesh. Hyderabad covered 214,187 square kilometers in southern India and had a population of over 18 million.

Hyderabad was part of the Mughal Empire from 1687 to 1724. Then a Mughal viceroy (governor) made it independent. During the 1800's, Britain gained control of Hyderabad's foreign affairs. The Nizams were famous for being among the richest people in the world. Although the Nizams were Muslims, four-fifths of their subjects were Hindus.

When India was partitioned in 1947, the Nizam refused to join either Pakistan or India. Clashes followed military government in Hyderabad. When Hyderabad State was partitioned Hyderabad City became the capital of the State of Andhra Pradesh.

Hyderabad, an important center of trade, is one of the India's largest cities. Founded in 1589 by the Muslim Sultan Muhammad Quli as a royal capital. It was the capital of the state of Hyderabad from 1950 to 1956. It then became the capital of Andhra Pradesh. It is situated on the Musi River about 500 kilometers northwest of Chennai and 600 kilometers southeast of Mumbai.

The old city of Hyderabad is built on either side of the Musi River. Most of the buildings of special interest are located within the walls of the old city. The newer twin city of Secunderabad is located to the north of Hyderabad on the shores of the Hussain Sagar Lake.

People Hyderabad is a densely populated city. It is an important center of Islamic culture.

Religion and Language. Hindus make up nearly two thirds of the population, and Muslims almost one-third. Christians and others form a tiny minority.

Almost half the people speak Telugu, the main language of the state. About 37 percent of the people speak Urdu, and about 15 percent speak other languages. The educated classes also speak and understand English.

Economy. Hyderabad is an important trading center. The city is served by road, rail, and air services to Mumbai, Calcutta, Delhi, and Chennai.

Area, number of mandals, towns and density

Area in Sq. Km	No. of Mandals	No. of Towns	Density
217	16	2	16,988

Population

Distribution of population, growth rate and sex ratio

Population 2001			Sex Ratio		Growth Rate	
Male	Female	Total	1991	2001	1981-91	1991-2001
18,94,990	17,91,470	36,86,460	933	945	39.76	17.18

Scheduled Castes and Scheduled Tribe population:

As per 1991 census, the population of SCs and STs in the district is 278739 and 28946 respectively. This constitutes 8.86% and 0.92% of the total population respectively as against the state percentage of 7.80% and 4.19%.

Population of SCs and STs and their percentage

	Population			% of Population		
	Male	Female	Total	Male	Female	Total
SCs	141248	137491	278731	8.68	9.05	8.86
STs	15063	13883	28946	0.93	0.91	0.92

Literacy rates:

Hyderabad district is considered to be one of the educationally forward districts in the state with a literacy rate of 79.04% as against the state literacy rate of 61.11%. The literacy rate, male and female of the district is 84.11% and 73.67% respectively.

Literacy rate of General, SC and ST population

	Male	Female	Total
Gen	84.11	73.67	79.04
SC	68.89	48.64	58.91
ST	56.38	32.28	44.91

Chapter II

EDUCATIONAL PROFILE OF THE DISTRICT

2.1 Access

98% of the population in the district possess access to primary schooling facility within a walking distance of 4 km. About 65% of population have an upper primary school or upper primary sections in high schools within a distance of 6 km.

TABLE 2.1.1

Type/Management wise institutions (2000-2001)

Type / Management	Pre-primary	Primary	Upper primary	High schools	Higher secondary	Total
Central Government	-	1	-	3		4
State Government	-	197	95	126	-	418
MP / ZP	-	-	-	-	-	0
Municipal	-	-	-	-	-	0
Pvt. Aided	-	30	54	130	-	214
Pvt. Un-aided	-	125	333	267	-	725
C.B.S.E Pvt	-	-	-	15	-	15
I.C.S.E Pvt	-	-	-	14	-	14
Total	-	353	482	555	-	1390

Mandalwise list of schools – Type/Management wise institutions (2000-2001)

TABLE 2.1.2

SL.NO	NAME OF THE MANDAL	NO.OF.PRIMARY SCHOOLS	NO.OF.U.P SCHOOLS	NO.OF.HIGH SCHOOLS
1	AMEERPET	6	9	13
2	TIRUMALAGIRI	13	3	2
3	MARREDPALLY	3	2	4
4	AMBERPET	6	8	9
5	HIMAYAT NAGAR	8	16	26
6	NAMPALLY	19	9	30
7	SHAIKPET	8	1	6
8	KHAIRATABAD	17	16	9

Chapter - II

Education Profile of the District

9	ASIFNAGAR	9	18	10
0	SAIDABAD	17	14	26
1	BANDLAGUDA	17	9	9
2	BAHADURPURA	38	9	17
3	SECUNDERABAD	2	1	1
4	MUSHEERABAD	4	3	6
5	GOLCONDA	6	4	19
6	CHARMINAR	25	22	13

TABLE 2.1.3

TYPE WISE & MEDIUM WISE NO.OF INSTITUTIONS EXCLUSIVE SCHOOLS							
S.NO.	MEDIUM/TYPE	PRIMARY SCHOOLS	UPPER PRIMARY	HIGH SCHOOLS	H.A.J.C.	HIGHER SECONDARY	TOTAL.
1	TELUGU	138	79	86	-	-	303
2	ENGLISH	118	316	333	-	12	779
3	URDU	72	45	41	-	-	158
4	TAMIL	1	-	-	-	-	1
5	KANNADA	1	1	-	-	-	2
6	HINDI	5	4	15	-	-	24
7	MARATHI	3	2	1	-	-	6
TOTAL		338	447	476	-	12	1273

TABLE 2.1.4

Trend Analysis

Primary Schools

Year/Type	CG	SG	Pvt. Aided	Pvt. Unaided	Total
1997-98	1	191	33	162	387
1998-99	1	191	35	144	371
1999-2000	1	197	30	125	353

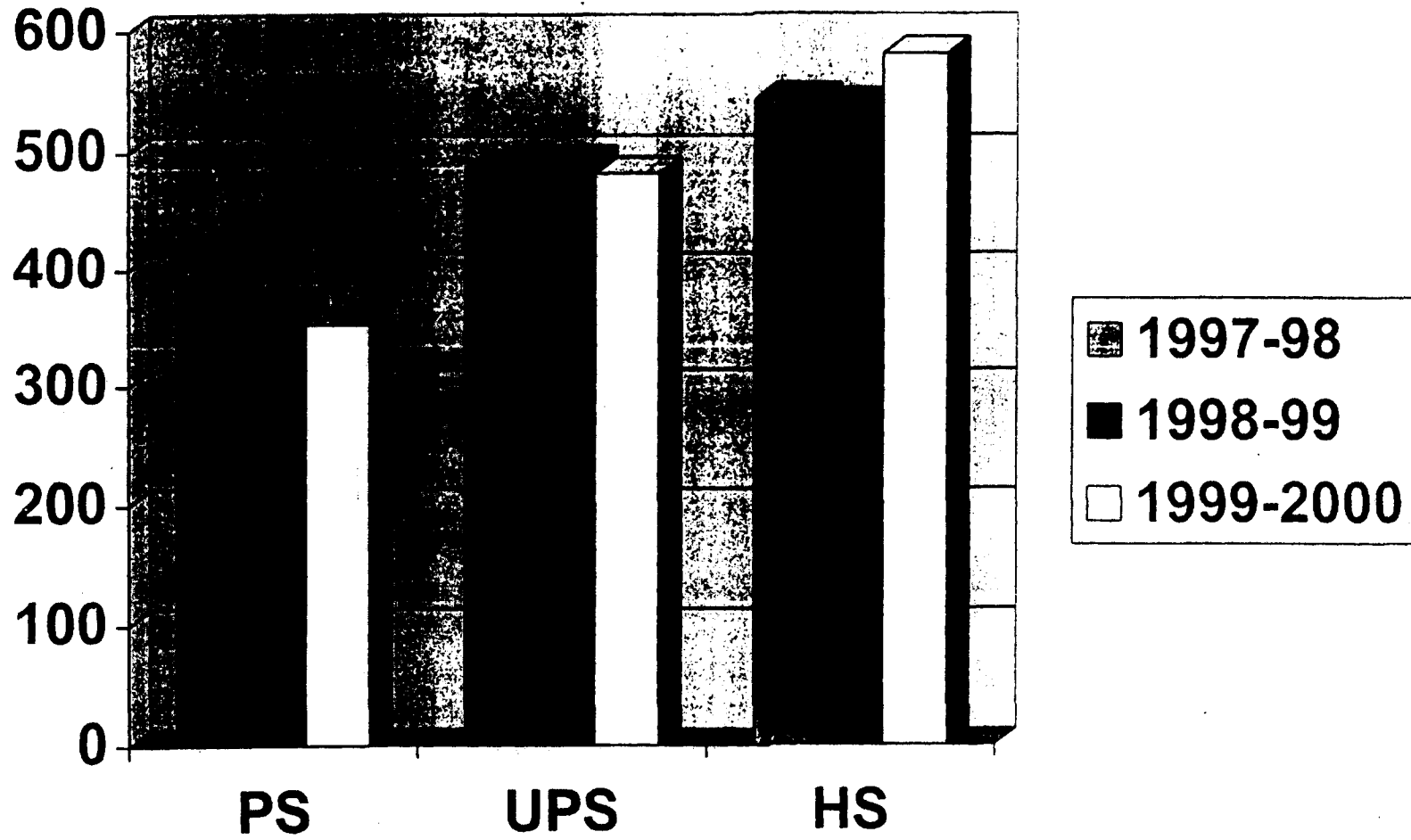
TABLE 2.1.5
Upper Primary

Year/Type	CG	SG	Pvt. Aided	Pvt. Unaided	Total
1997-98	-	99	57	331	487
1998-99	-	97	58	336	491
1999-2000	-	95	54	333	482

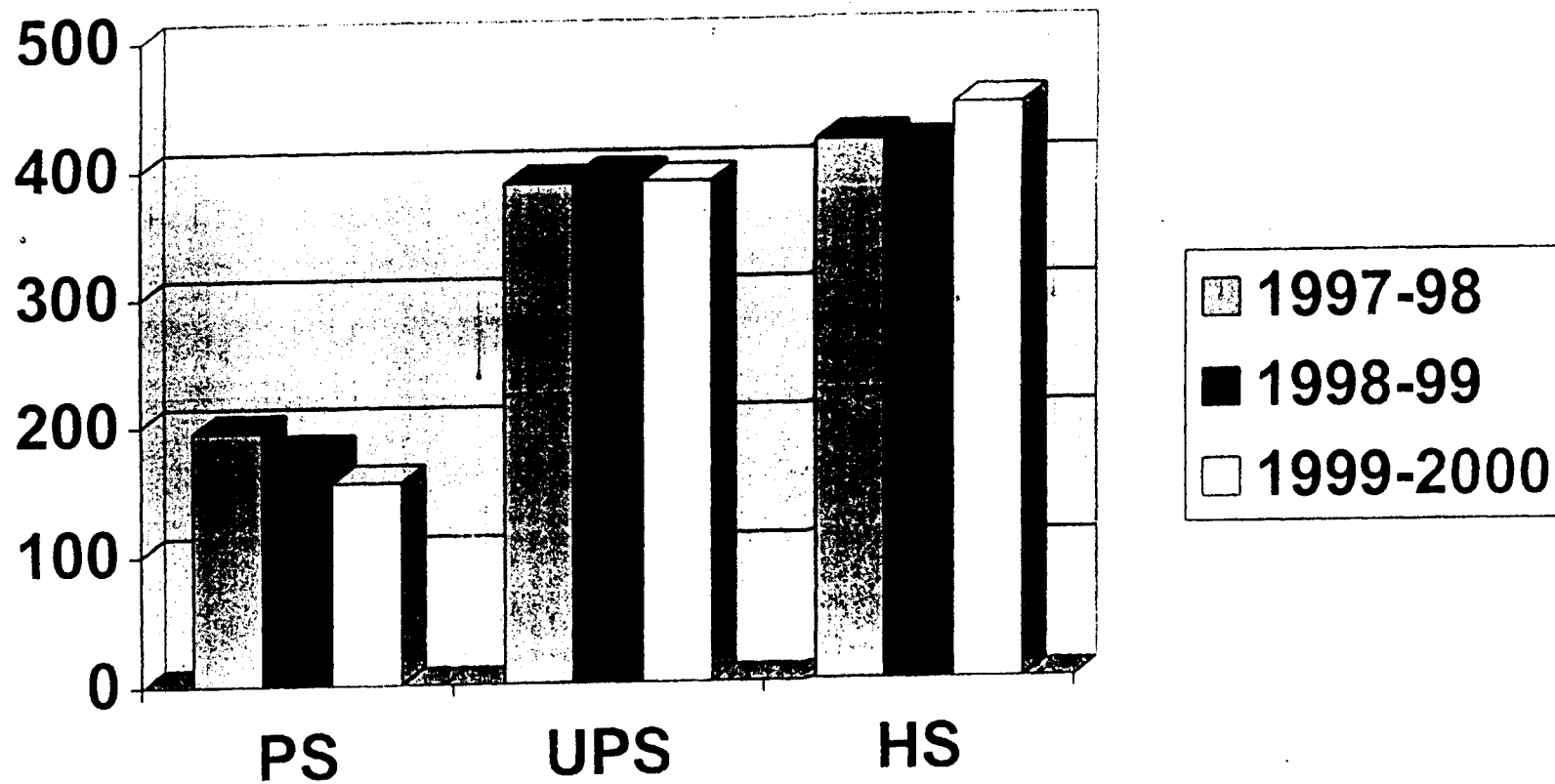
TABLE 2.1.6
High Schools

Year/Type	CG	SG	Pvt. Aided	Pvt. Unaided	Total
1997-98	4	119	154	265	542
1998-99	3	121	153	261	538
1999-2000	3	131	150	296	580

Schools



Private Schools



2.2 Enrolment

The total number of school age children between 5 to 14 years is around 10,19,876 and among them 33.14% are out of school as on 16.7.2000. The vision 2020 document identified two important goals to achieve by the year 2005. The first is that the overall literacy in the state must be 85% and the second is that there will be no child labour by 2005. The literacy rate of the district is 71.23%. The literacy rates of women, backward classes, scheduled caste and scheduled tribes are still below the district average.

TABLE 2.2.1
Age-group wise population details (2000-2001)

Age group	Population	Enrolled	To be enrolled	To be enrolled percentage
6-15 years	10,19,876	6,81,907	3,37,969	33.14%

TABLE 2.2.2
Age-group-wise Population details (6-15 yrs) (2000-2001)

Sl.No	Name of the mandal	Total Population	Enrolled	To be enrolled	% to be enrolled
1	Ameerpet	3602	2383	1219	
2	Shaikpet	22159	16360	5799	
3	Khairatabad	33967	25022	8945	
4	Golconda	14178	11694	2484	
5	Asif Nagar	44203	34011	10192	
6	Nampally	12909	9132	3777	
7	Charminar	30947	19400	11547	
8	Bahadurpura	24301	20081	4220	
9	Bandlaguda	43716	27046	16670	
10	Saidabad	11739	7825	3914	
11	Musheerabad	23384	18151	5233	
12	Himayath Nagar	7563	4892	2671	
13	Amberpet	24137	19271	4866	
14	Secendrabad	16031	11218	4813	
15	Marredpalli	13083	9627	3456	
16	Tirumalagiri	6427	4063	2364	
		332346	240176	92170	

TABLE 2.2.3
CLASS-WISE ALL & B.C ENROLMENT (2000-2001)

CLASS	ALL ENROLMENT			B.C.ENROLMENT		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PRE-PRIMARY	21655	18274	13929	3363	3106	6469
I	41056	40784	81840	8709	8561	17270
II	39217	39942	79159	8026	7999	16025
III	37236	38077	75313	7759	7954	15713
IV	35678	36809	72487	7390	7674	15713
V	34931	36055	70986	7563	7459	15022
I-V	188118	191667	379785	39447	39647	79074
VI	31755	33029	64784	6828	7218	14046
VII	31027	32364	63391	6926	7233	14159
VI-VII	62782	65393	128175	13754	14451	28205
VIII	23739	25988	49727	5390	6030	11420
IX	21830	23499	45329	5030	5865	10895
X	20249	22078	42327	4647	5539	10186
VIII-X	65818	71565	137383	15067	17434	32501
XI	246	261	507	2	1	6
XII	262	213	475	0	6	6
XI-XII	508	474	982	2	10	12
I-X	316718	328625	645343	68268	71532	139800
P.P-XII	338881	347373	686254	71633	74648	146281

Various measures have been taken up to improve the situation at all stages of schooling. Primary Schools have been opened at every basthi alongwith Special Schools for disabled and street children.

Trend Analysis

TABLE 2.2.4
Enrollment in Primary Stage

Category/ Year	All			BC		
	Boys	Girls	Total	Boys	Girls	Total
1997-98	183206	189862	373068	39386	41052	80438
1998-99	182885	189224	372109	39945	40412	80357
1999-2000	188118	191667	379785	39447	39647	79094

TABLE 2.2.5
Enrollment in Upper Primary Stage

Category/ Year	All			BC		
	Boys	Girls	Total	Boys	Girls	Total
1997-98	60311	63538	123849	13987	14655	28642
1998-99	60600	63954	124554	14096	14709	28805
1999-2000	62782	65393	128175	13754	14451	28205

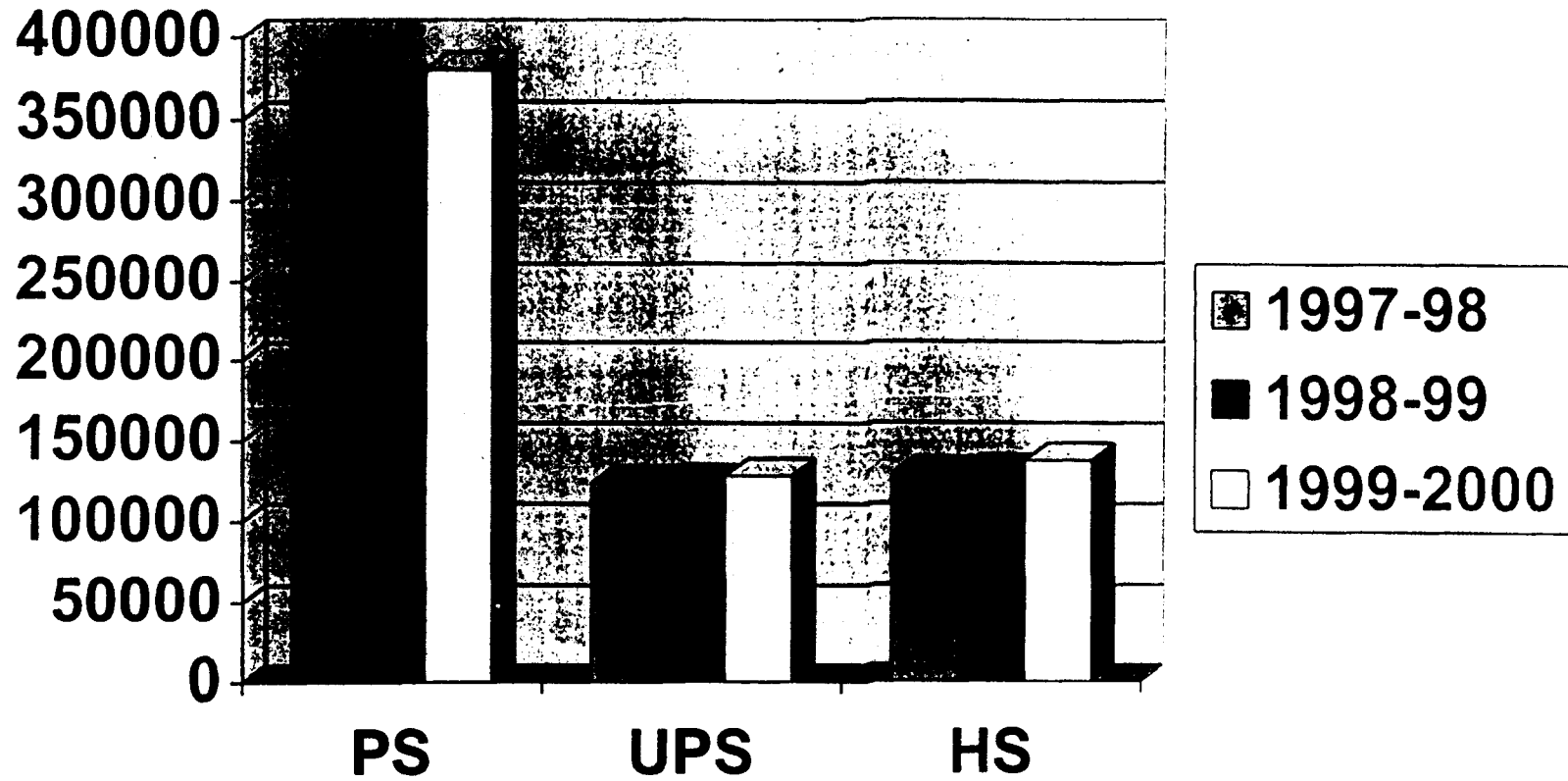
TABLE 2.2.6
Enrollment in Secondary Stage

Category/ Year	All			BC		
	Boys	Girls	Total	Boys	Girls	Total
1997-98	61842	67311	129153	14042	16634	30676
1998-99	61706	68894	130600	14292	16617	30909
1999-2000	65818	71565	137383	15067	17434	32501

TABLE 2.2.7
Enrollment Ratio in Classes I-V And VI-VII

Category/ Year	Classes (I - V) (6-11)			Classes (VI-VII) (11-13)		
	Boys	Girls	Total	Boys	Girls	Total
1997-98	69.10	76.73	72.79	59.80	67.50	63.52
1998-99	67.06	73.61	70.24	58.41	65.40	61.80
1999-2000	66.78	72.08	69.36	58.59	64.65	61.53

Enrollment



Enrollment of Girls

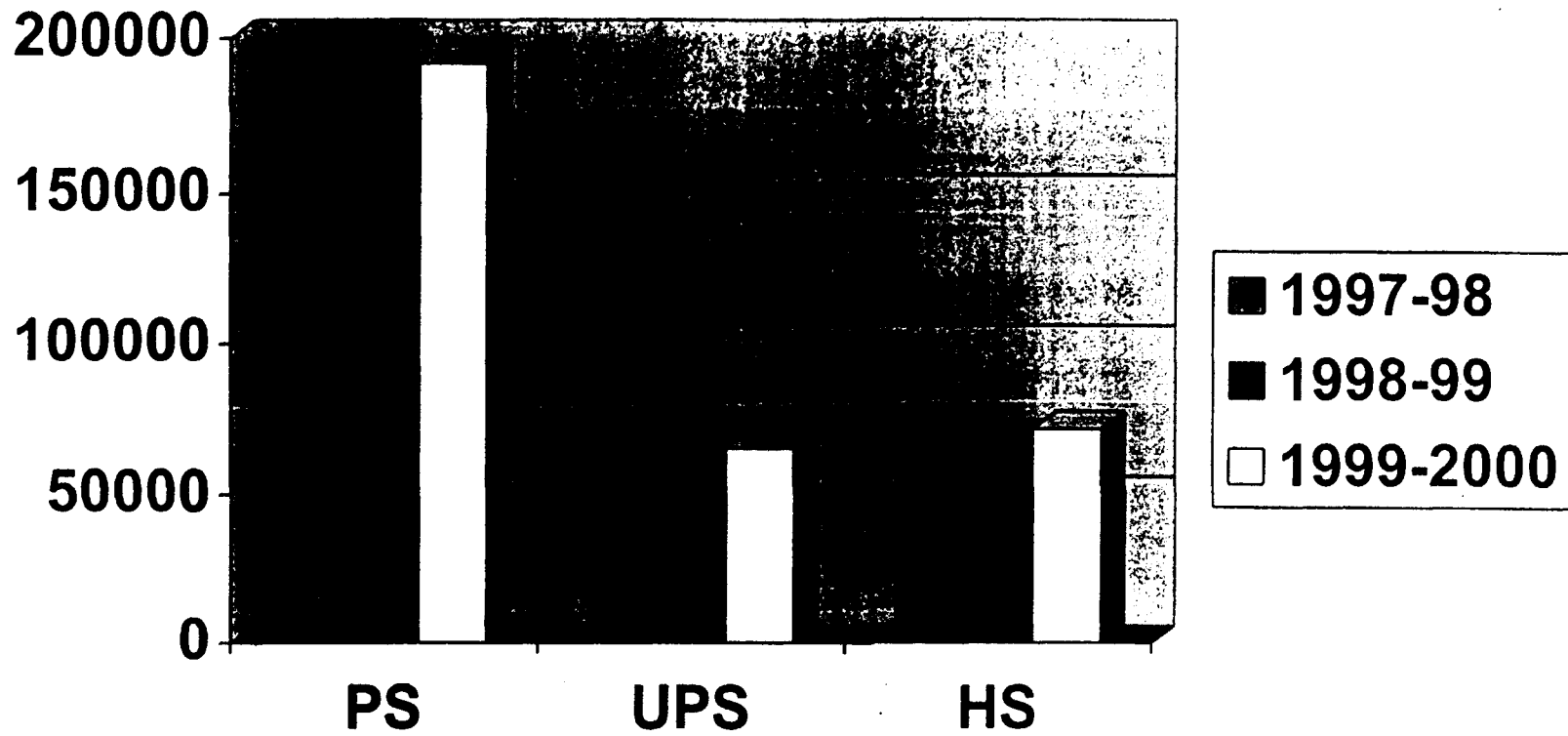


TABLE 2.2.8

Type and Management wise All Teachers (2000-2001)

S.NO	TYPE/MANAGEMENT	PRE PRIMARY	PRIMARY	UPPER PRIMARY	HIGH SCHOOLS	HIGHER SECONDARY	TOTAL
1	CENTRAL GOVT.	-	2	-	170	206	370
2	STATE GOVT.	-	880	942	2483	-	4305
3	M.P./Z.P.P	-	-	-	-	-	-
4	MUNICIPAL	-	-	-	-	-	-
5	PVT.AIDED	-	162	464	3277	-	3903
6	PVT.UNAIDED	-	792	3594	7698	529	12613
TOTAL		-	792	3594	7698	529	12613

TABLE 2.2.9

TYPE WISE AND MANAGEMENT WISE BC TEACHERS							
S.NO	TYPE/MANAGEMENT	PRE PRIMARY	PRIMARY	UPPER PRIMARY	HIGH SCHOOLS	HIGHER SECONDARY	TOTAL
1	CENTRAL GOVT				24		24
2	STATE GOVT.		165	175	518		858
3	M.P./Z.P.P	-	-	-	-	-	-
4	MUNICIPAL	-	-	-	-	-	-
5	PVT.AIDED	-	41	112	588	-	741
6	PVT.UNAIDED	-	99	569	883	20	1571
TOTAL		-	305	856	2013	20	3194

TABLE 2.2.10

TYPE WISE AND MANAGEMENT WISE SC TEACHERS							
S.NO	TYPE/MANAGEMENT	PRE PRIMARY	PRIMARY	UPPER PRIMARY	HIGH SCHOOLS	HIGH SECONDARY	TOTAL
1	CENTRAL GOVT.	-	-	-	17	9	26
2	STATE GOVT	-	96	67	200	-	363
3	M.P.P/Z.P.P	-	-	-	-	-	-
4	MUNICIPAL	-	-	-	-	-	-
5	PVT.AIDED	-	13	22	65	-	100
6	PVT.UNAIDED	-	25	90	116	-	231
TOTAL		-	134	179	398	9	720

TABLE 2.2.11

TYPE WISE AND MANAGEMENT WISE ST TEACHERS							
S.NO	TYPE/MANAGEMENT	PRE PRIMARY	PRIMARY	UPPER PRIMARY	HIGH SCHOOLS	HIGHER SECONDARY	TOTAL
1	CENTRAL GOVT	-	-	-	5	1	6
2	STATE GOVT.	-	8	6	13	-	27
3	M.P.P/Z.P.P	-	-	-	-	-	-
4	MUNICIPAL	-	-	-	-	-	-
5	PVT.AIDED	-	-	-	3	-	3
6	PVT.UNAIDED	-	3	27	20	-	50
TOTAL		-	11	33	41	1	86

TABLE 2.2.12

Particulars of teachers (mandalwise) (2000-2001)

S.NO.	NAME OF THE MANDAL	PRIMARY	U.P SCHOOLS	HIGH SCHOOLS
1	AMEERPET	112	139	1132
2	TIRUMALAGIRI	66	56	165
3	MARREDPALLY	26	76	432

4	AMBERPET	32	280	617
5	HIMAYAT NAGAR	99	185	1520
6	NAMPALLY	141	214	1727
7	SHAIKPET	63	53	127
8	KHAIRATBAD	106	597	752
9	ASIFNAGAR	213	465	630
10	SAIDABAD	146	636	1501
11	BHADURPURA	177	398	566
12	BANDLAGUDA	105	231	733
13	SECUNDERABAD	217	534	1676
14	MUSHEERABAD	96	481	1321
15	GOLCONDA	26	230	370
16	CHARMINAR	211	398	356
		1836	4973	13625

Trend Analysis

TABLE 2.2.13

No of Teachers in Primary Schools

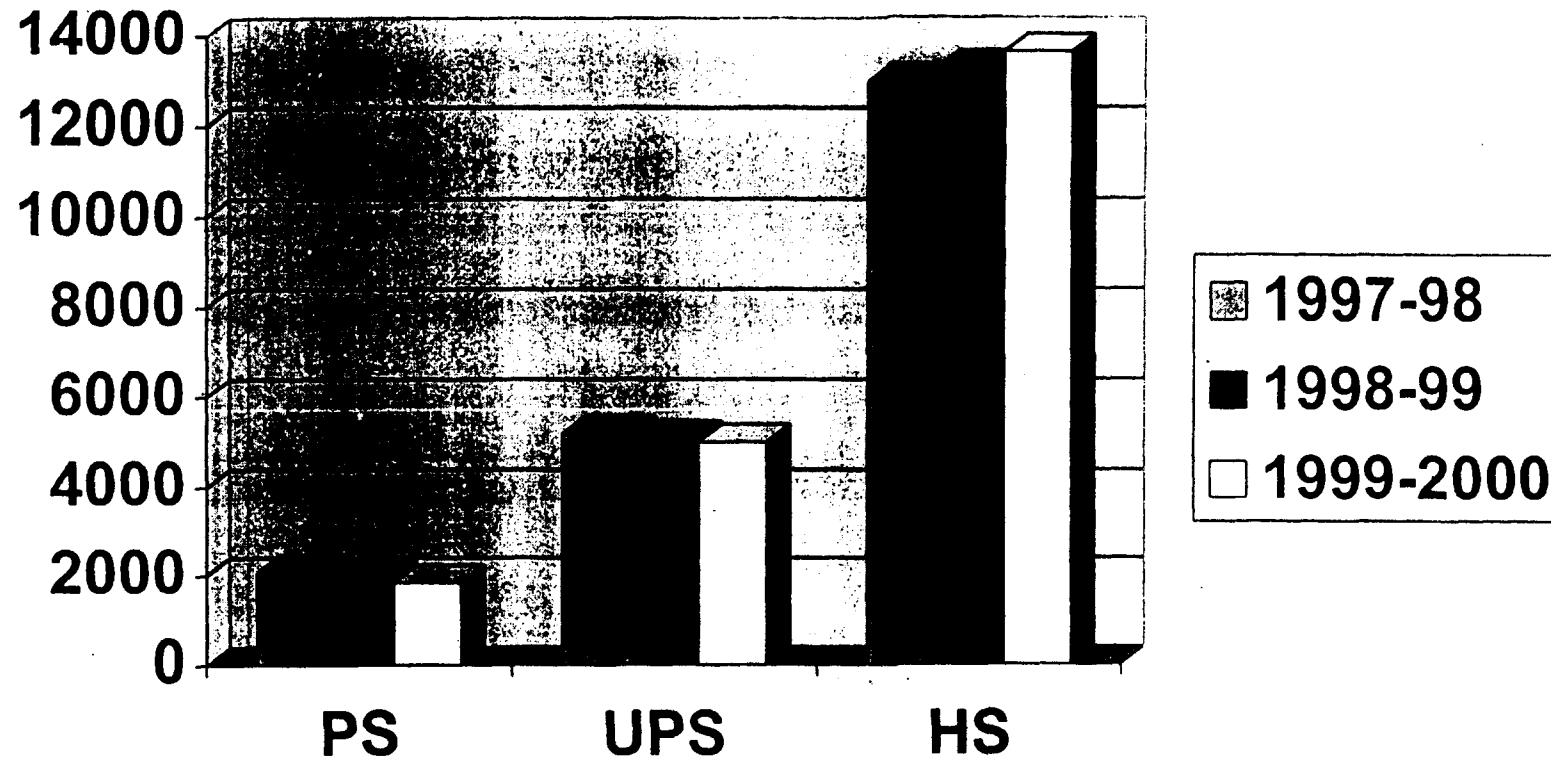
Category/ Year	All			BC		
	Male	Female	Total	Male	Female	Total
1997-98	448	1622	2070	99	316	415
1998-99	440	1498	1938	103	290	393
1999-2000	417	1419	1836	84	221	305

TABLE 2.2.14

No of Teachers in Upper Primary Schools

Category/ Year	All			BC		
	Male	Female	Total	Male	Female	Total
1997-98	1197	3988	5185	279	642	921
1998-99	1129	3953	5082	247	732	979
1999-2000	1038	3962	5000	223	633	856

Teachers



2.3 Existing schemes for the improvement of elementary education in the district

1) Free distribution of textbooks

The Government of AP is distributing the nationalised textbooks freely to all the children in classes I to X in all the schools in the State irrespective of management. It is an incentive for promoting enrolment and retention of the children in the school in general and deprived in particular.

2) Mid-day meal scheme (rice distribution)

The GOAP has launched the scheme of national programme for nutritional support to primary education during 1995 to give a boost to UEE, specifically improving enrolment and retention, covering all local bodies, government and private-aided schools in the State. The rice @ 100gm per day per child i.e., 3 kg. per month which is being distributed to each child subject to a minimum of 80% of attendance.

3) Early Childhood care & education

ECE is a school-readiness programme and releases the older school-aged children from sibling care. The Department of Women Development & Child Welfare is running Anganwadi Centers functioning in project areas under ICDS in the district. Under Janashala programme. These centers are catering to the needs of 3-5 yr. children along with health needs and preparing them for the primary schooling.

4) Operation Black Board scheme

OB Scheme is a centrally-sponsored scheme taken up in the district during 1990-94 for the improvement of schools. Under this scheme, following components were taken up:

- a. Provision of teachers to primary schools
- b. Construction of classrooms

- c. Provision of teaching-learning material to all primary schools

5) Andhra Pradesh Primary Education Project (APPEP)

APPEP is an school-improvement project taken up in the district during 1990-95 to improve quality of primary education through providing classrooms and Teacher Centre buildings of improved quality and improving human resources by enhancing the quality of the work of teachers and field staff.

6) Joint GOI-UN Project

It is a community-based, primary education programme taken up in 4 mandals under sub-plan area in the district during 1999-2003 towards UEE and making primary education more accessible and effective for primary school aged children, especially girls, deprived communities and disadvantaged social groups.

The most important objective is enhancing capacity for community participation in effective school management, improving the performance of primary school teachers through integrated social sector development programmes. Under this, the following initiatives have been taken up:

- Education plans through community participation.
- Improving the access by way of opening of Alternative Schools in schoolless basthis.
- Establishing ECCEs
- Capacity building of teachers, headmasters and other field staff through recurring orientations and training programmes.
- Improving the enrolment through conduct of various types of Back to School programmes viz., Summer Schools, Residential Bridge Courses for child labour, Door to Door Servers, Conducting rallies in Basthies.

- Intensive Community Mobilisation and participation by way of conduct of Bathie Sabhas, meetings with DWACRA, CMEY groups and other self-help groups.

7) Chaduvukundam programme (Literacy week)

A 'Literacy Week' was launched in the district from July 17-24, 2000.

A massive campaign for the identification of out of school children and enrolment in the school through community participation.

During this programme, following activities have been taken up:

- Constitution of mandalwise and Basthi wise nodal teams. Nodal Officer is the incharge of the teams.
- Discussion in the nodal teams on various aspects of schooling of out of school children through Community Mobilisation.
- Conduct of rallies, campaigns at Basthi level and identification of out of school children in the age group of 5-14 yr. and efforts for their mainstreaming.
- As many as 80,000 out of school children were enrolled in the schools.

8) Interventions for the improvement of education of SC and ST children

Following activities have been taken up in the district for the education of SC and ST:

- Functioning of 20 hostels for the students of Scheduled Caste
- Functioning of 171 NCLP Schools for out of school children and child Labour in the slums.
- 3 Special Residential camps for girls in the slums.
- Provision of free textbooks, uniforms, scholarships and notebooks to the students of SCs and STs up Class X.

- Intensive Care on all aspects of street children through contact centers and special hostels.

9. Assistance to School Committees for the services of Vidya Volunteers.

The Govt. of Andhra Pradesh has taken a decision to support school committees for taking the assistance of Vidya Volunteers in order to reduce the teacher pupil ratio for meaningful classroom transaction. Under this policy the School Committees were provide with assistance to engage 48 Vidya Volunteers to the schools of Primary, Upper Primary and High schools. Under this an amount of Rs. 1000/- per month per volunteer will be released to school committees. The volunteer belongs to the local basthi and responsible for the education of children both in-school and out of school in the age group of 5 – 14 years in the basthi.

10. Community Participation Act 1998 – Andhra Pradesh

The Govt of A.P enacted pupil participation act i.e., A.P. Community Participation Act 1998 and formed committees for the improvement of education at various levels viz., School Committees at Basthi Level, Basthi Education Committees at Basthi level, Mandal Education Committees at Mandal level, and District Committees at District Level:

The School Committees are being involved in the micro planning exercise and the development of basthi education plans. The School Committees are the management structures at basthi level to undertake monitoring and as well as agency to procure TLM, undertake Civil Works etc under partnership with Government.

Chapter - III

Planning Process

Chapter III

PLANNING PROCESS

IN THE CONTEXT OF UEE (SSA)

Several interventions have been made since Independence for the universalisation of elementary education both in terms of quantity and quality. Yet, the objective of UEE is not realized. Perhaps, the basic reason may be not having concerted steps attempting the problem in a comprehensive way.

Therefore, a new intervention for the Universalisation of Elementary Education viz., *Sarva Siksha Abhiyan* – a programme with clear time frame for universal elementary education, a response to the demand for quality basic education and an opportunity for promoting social justice through basic education is launched in the district. Specifically, it is an expression of political will & commitment for UEE.

Sarva Siksha Abhiyan is to provide useful and relevant elementary education for all children in the age group of 5-14 yr. by 2010 A.D. There is also another goal to bridge social and gender gaps with the active participation of the community in the management of schools.

Objectives of *Sarva Siksha Abhiyan*

- All children in school, Education Guarantee Centre, Alternate School, 'Back to School' camps by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

Planning process

The achievement of Universalisation of Elementary Education depends on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Until and unless community owns the educational aspects of the children, the UEE cannot be realized in its true spirit. Decentralization without participation i.e., involvement of PRIs and other local groups in the process of providing basic education to all the children will however remain an elusive goal.

The pre-project activities in the district have been started with the premise that the community can plan and participate in the process of implementation of the plan for the improvement of education in the basthi.

Formation of core groups on planning

District core group

A district core group was formed with District Collector as the Chairman and District Educational Officer as a Member Convenor with following other members:

- District Collector
- Additional Project Coordinator
- Project Director NCLP
- Assistant Director (NFE).
- Principal (DIET)
- Lecturers (DIET)
- Principal (IASE)
- Lecturers (IASE)
- District Social Welfare Officer
- District Labour Officer
- Deputy Director (Adult Education)
- Coordinator Open Schools
- Women & Child Welfare Officer

- Deputy Educational Officers
- Prominent NGOs in the district.

The core group met several times under the Chairmanship of District Collector & Chairman and as well as under the direction of Joint Collector / Project Director NCLP to discuss and plan for UEE. Further, it was decided to develop basthi-wise educational plans alongwith clear list of children name-wise who are in school and out of school. It was also discussed to form planning teams at Mandal and basthi level and formed with following members.

Mandal-level core groups

The mandal-level core groups consists of

- Nodal Officer (Janmabhoomi)
- Mandal Revenue Officer
- Deputy Inspector of Schools
- Supervisor from NCLP
- Supervisor Adult Education
- Few School Committee Chairpersons
- NGOs
- ICDS supervisor
- Selected Headmasters and teachers
- Selected DWACRA Presidents / Secretaries
- Youth group members

Basthi-level core groups

The basthi-level core group consists of following persons:

- Headmaster of the primary/upper primary school
- School Committee Chairman
- Youth group members
- Local Basthi leader
- Some of the members from DWACRA and other self-help groups

- Anganwadi worker
- NFE volunteer
- Community Health Workers (Link volunteer)

Development of database - conduct of door to door survey

The accurate details of children, who are in school and out of school and the particulars of out of school children i.e., the nature of work they are involved with, alongwith other family background is very much necessary for planning UEE. This can form the basis to workout various strategies for the schooling of out of school children i.e., never-enrolled and dropped out simultaneously in the age group of 5-14 yr.

Therefore, family survey was planned and conducted in all the basthis of the selected mandals. The required information was collected in a proforma to capture the information of children aged 0-15 yr. family-wise and basthi-wise in each and every school catchment area. The information is pertained to children education viz., enrolment, institution where studying, dropouts, reasons for out of school children, nature of the handicap if any, social status, in addition to capturing children's family background. Basthi level meetings with parents of out of school children and never enrolled children, women groups, basthi elders and youth activists.

Training and capacity building

The district-level core teams were oriented at state level by the state-level core team at State Project Office, DPEP. These core teams further trained district-level core team. Further, all the mandal-level core teams have been trained at district level in a two-day orientation programme.

The mandal-level core teams have conducted a one-day orientation programme to all basthi-level core teams at mandal headquarters alongwith distribution of survey sheets, and guidelines.

The family survey was conducted during July and August in all the basthis monitored by mandal-level core teams. The basthi core team has developed a list of out of school children manually both never-enrolled and dropped out along with other particulars and displayed at every school. However, all the family survey sheets have been computerized and checked the output as a process of validation, involving the community in all the basthis.

Development of basthi education development plans

The entire process of generation of database on children in the age group of 0-15 yr. who are in school and out of school with family background have been developed with involvement of local community. The community alongwith teachers have displayed the names of out of school children in the basthi.

A series of *basti sabhas* have been conducted during September onwards on a fortnightly basis and take up validation of survey data as a first measure for UEE. The *basti sabha* is represented by other community-based organizations like DWACRA, School Committees, youth groups,

NGOs, etc. After validation, the community discussed the basthi educational status and developed basthi educational plans. The Nodal Officer of the mandal and as well as basthi, also participated in the deliberations. All the basthi level plans have been furnished to Mandal level team.

Development of mandal plans

The mandal-level core groups have discussed the salient features of basthi-level education plans and consolidated and developed mandal-level educational plan. These plans again randomly discussed in basthi sabhas, The perceptions of basti elders and parents have been taken into consideration to reflect the local spirit for the improvement of education of children.

Development of district elementary educational plan

The district planning team has gone through the entire process of planning starting from basthi level. The team members have actively participated in the meetings of bastisabha, campaigns, mandal-level meetings and as well as district-level meetings and finally developed district elementary education plan in conformity with the guidelines of SSA and as well as State Project Office, to achieve UEE in sixteen mandals. Further, it has also worked out an Annual Work Plan & Budget for 9 years (2001 to 2010) showing the prioritized activities to be carried out for the year 2001-2002.

The role of Non-Governmental Organisations

Non-Governmental Organisations are actively involved for the development of Pre-Primary, Elementary and Secondary Education in the district. Some of the Voluntary Organisations actively working in the field of education in the district are:

Name of the Organisation	Address
Pratyamnaya	12-2-709/C/8, Karol Bagh Road, Padmanabha Nagar, Mehdiapatnam, Hyderabad
M.V.Rangaiah Foundation	28, West Marredapally, Rd. No. 1. Secunderabad
Mahita	1-10-58, Street No. 2, Ashok Nagar, Hyderabad
Athmeeya Manasika V. Kendram	12-13-380/15, Gokul Nagar, Tharnaka, Secunderabad.
Juvenile Rights Forum	1-1-261, 15/E, 2 nd Floor, Street No. 1, Vivek Nagar, Chikkadapally, Hyderabad.
Divya Disha	Plot No. 122, Street No. 8, West Marredapally, Secunderabad.
Krushi (Association Saikorian)	Plot No. 34, Methodist Colony, Begumpet, Hyderabad
Dr. Reddy's Foundation	6-3-668/10/77 & 78, Durga Nagar Colony, Panjagutta, Hyderabad.
Deccan Development Society	A-6, Meera Apartments, Opp. Skyline Theatre, Basheerbagh, Hyderabad
Action Aid	52, Sarwasruthi Colony, West Marredapally, Secunderabad.

Convergence with Other Departments

Department of Social Welfare:

- Establishment of Welfare Hostels with boarding lodging for students Class III onwards in all mandal head quarters preferably to the children of socially and economically Backward Classes.
- Providing free uniform, scholarship to the S.C & B.C. students.
- Remedial classes for children of below average.
- Conduct of Back To School Programme during summer for all mainstreaming for all out of school children in convergence with the Department of Education.

Department of Welfare of Handicapped:

- Running Special Schools for visually handicapped, hearing impaired and mentally-retarded.
- Running Hostels with Boarding and Lodging facilities for the above students.
- Conducting special programmes for vocational rehabilitation and programmes for the discussed children.
- Supply of Aids and Appliances to the children of various disabilities.
- Special drives for the assessment of disability among school age children and providing hospital facilities.

Women and Child Welfare Department:

- Running Anganwadi Centres for the children in the age group of 3-5 years under I.C.D.S. Programme.
- Running girl protection homes along with providing education.
- Conduct of long term Residential Bridge Courses for mainstreaming the girl children.
- Survey and development of database on girl children and their

education.

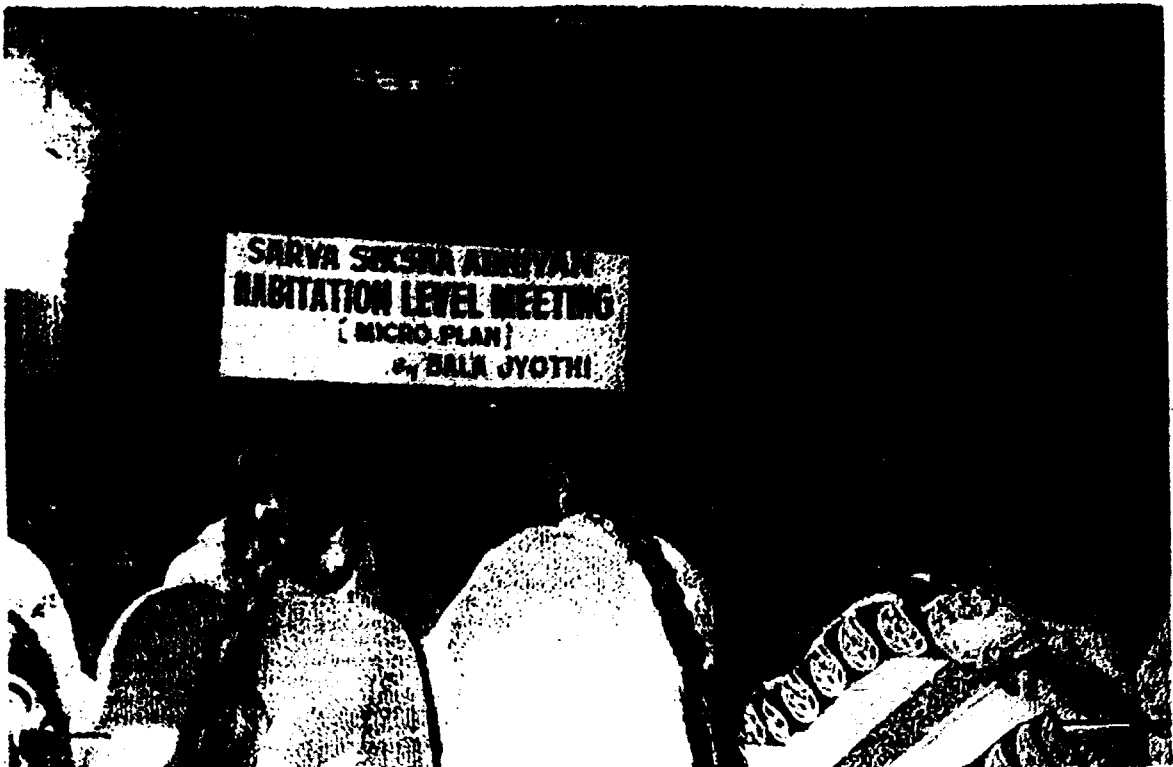
SSA -Hyderabad District - Phasing

Implementation of SSA in the district has been discussed in the District level planning meeting Chaired by Collector & District Magistrate wherein it was desired, to implement the scheme in all of the 16 mandals.

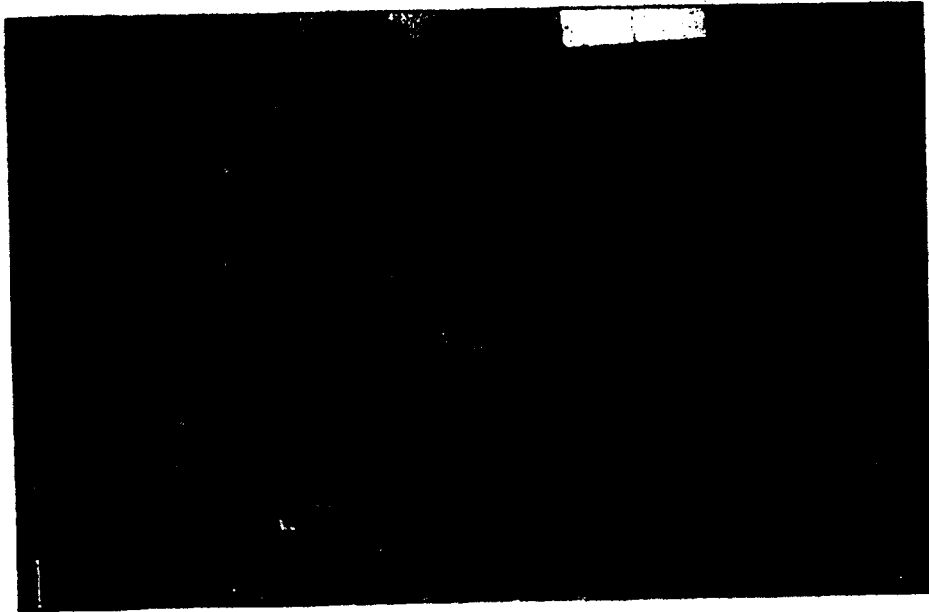
The 16 project mandals are as follows

1	Musheerabad	2	Himayat Nagar	3	Secunderabad
4	Marredpally	5	Thirumalgerry	6	Nampally
7	Amberpet	8	Saidabad	9	Asifnagar
10	Bahadurpura	11	Bandlaguda	12	Charminar
13	Ameerpet	14	Khairatabad	15	Shaikpet
16	Golconda				

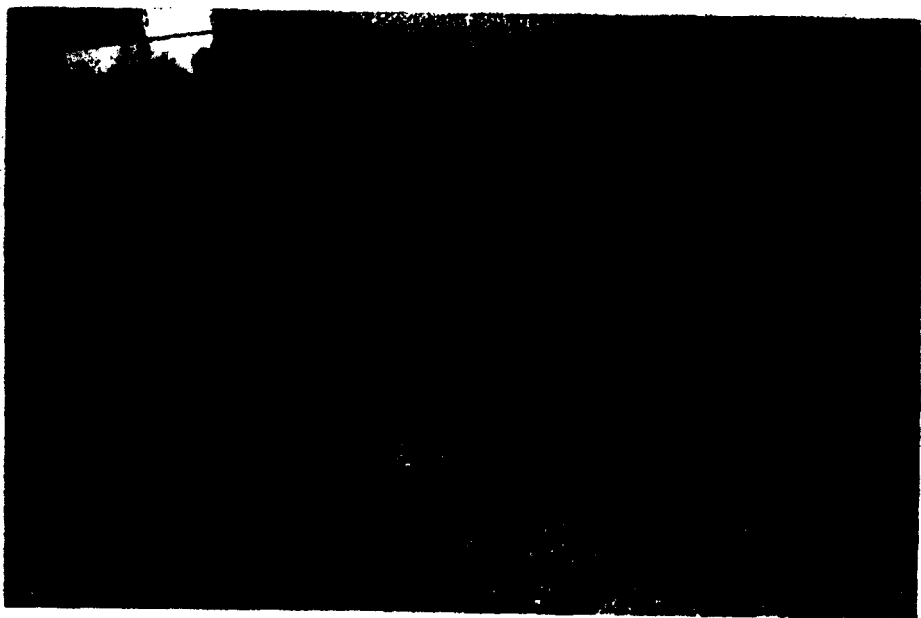
micro level Planning Programme of SARVA
SIKSIA ABILYAN with Parents of Non-schoo
ling children, Dropouts and never enrolled
with mental youth and health workers



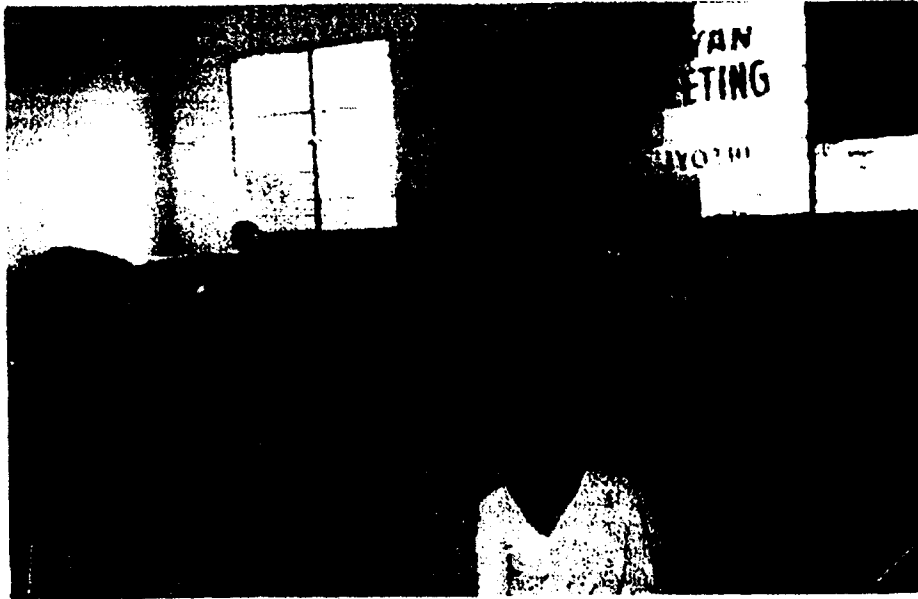
SRI RAM NAGAR.



* త్రోవూ సాగ్ యందు. ౩-3-2001 తానె
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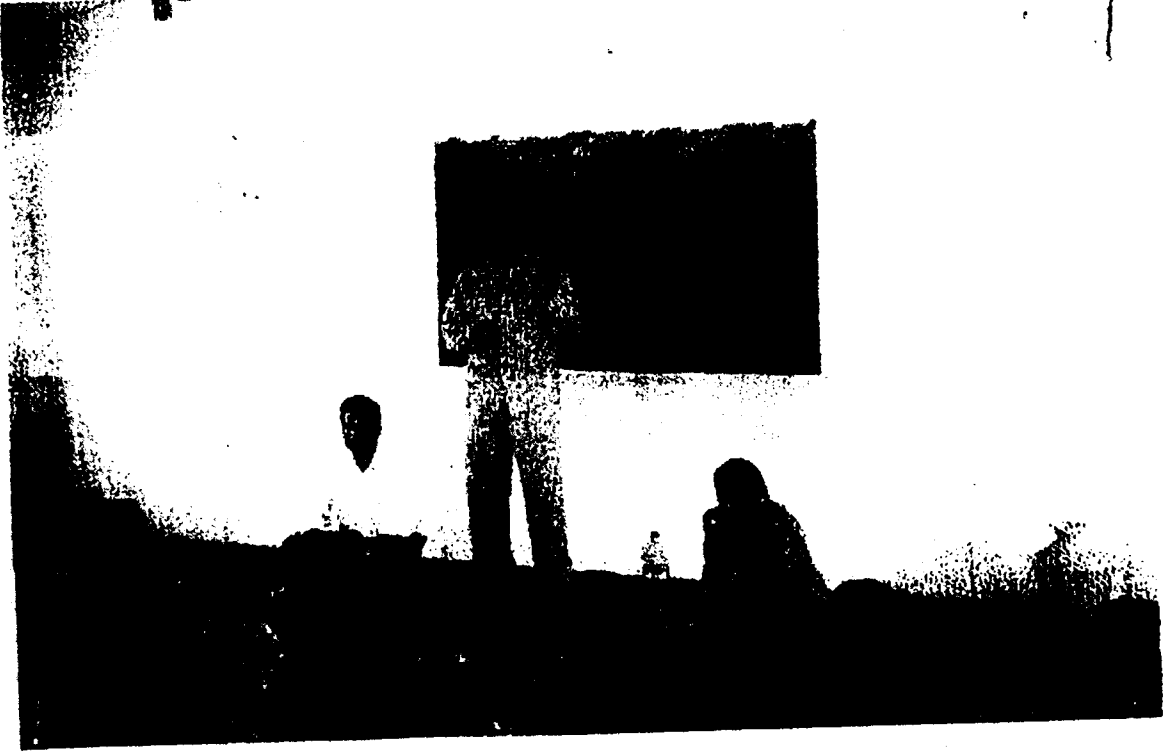


ONI DABA NAGDK.



* సర్కుల్ కిట్ కొరతను ఎదుర్కొంటున్నందున నాలుగవ వారం ఆలంకారం
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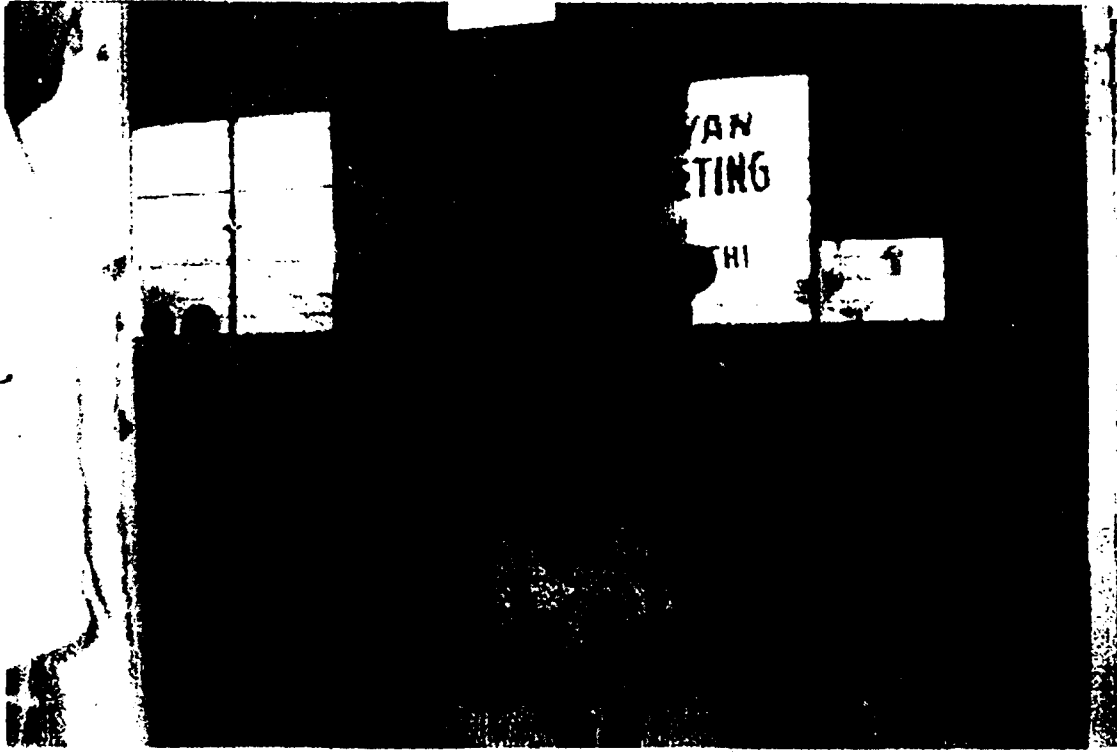
* క్రమం పాఠం యందు. సర్వ శిక్షణ అభివృద్ధి
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KARMIKA NAGAR.



* పల్నాడు జిల్లా అభివృద్ధి కమిషన్ కు చెందిన కార్యకర్తలకు
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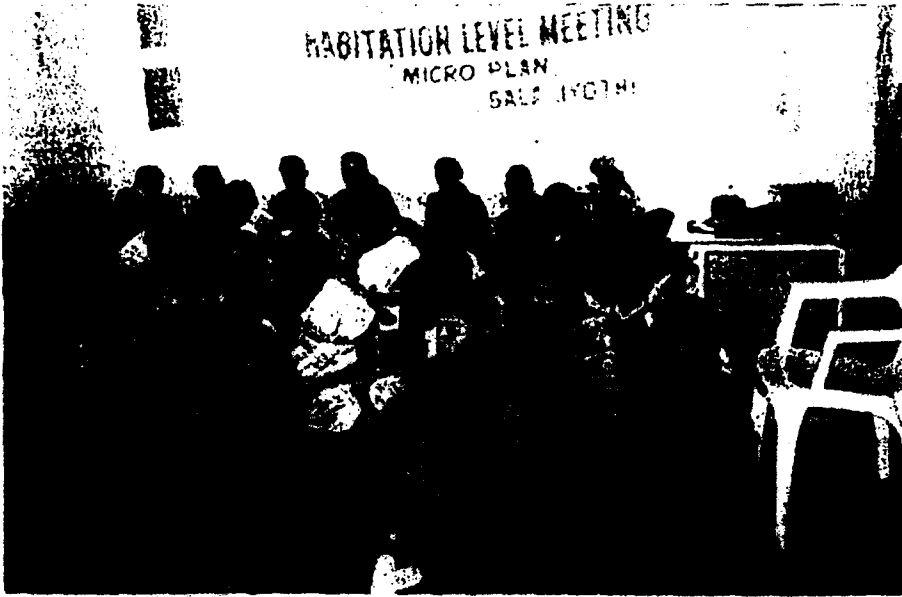
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ఈ చురుంగ్ కు తెచ్చిన మర్యాదలు.

OM NAGAR.



* సర్వ శిక్షా అభియన్ వారి బాల జ్యోతి లో
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* మాకు మా పిల్లలకు శిక్షణ అంశం మా డిమాండ్ లుండు.
 చుట్టూ ప్రశ్నల బస్సులకు కలెక్షన్ లు స్కూల్ కింద
 చేయాలి అని అడుగు అన్న మహిళలు.

శ్రీరత్న (మంజులం)

డి. నాథ్ (బద్వీ)

Chapter - IV
Objective-wise Interventions

CHAPTER – IV

Objective-wise Interventions

The planning teams at various levels viz., basthi, Cluster (School Complex Agency Area) mandal, and district have interacted with teachers, parents and community members alongwith participation in basthisabhas and also observed the functional aspects of schools and professional practice of teachers, participation of the community, etc. and identified the needs for the improvement of elementary education to achieve the national goal of UEE.

Keeping in view the status of Educational Scenario on the key performance indicators viz., access, enrolment, retention and quality, with special reference to equity (area specific), strategies have been formulated to achieve the objectives of Sarva Siksha Abhiyan (UEE).

Following are the broader strategies for the improvement of key project indicators:

Access

- Expanding access by way of establishing new schools viz., alternative schools in all the schoolless basthis or areas where children do not have access to primary schooling facilities within a radius of 1 km.
- Some of the existing primary schools are proposed to be upgraded to upper primary schools to provide access to upper primary schools especially girl children who dropped out after completion of class V in their native basthi where parents are reluctant to send them to other basthis for upper primary education.

Enrolment and Retention

- Conduct of campaigns involving youth, School Committees, DWACRA and other self-help groups sensitizing the community, child labour

and child rights and convincing the parents, employers for relieving the child labour from work and joining them in the schools.

- Conduct of long-term residential bridge camps for mainstreaming of out of school children.
- Conduct of non-residential bridge courses, transitional schools and other Back-to-school programmes at basthi level for mainstreaming of dropouts and never-enrolled children, with community participation & ownership.
- Improving of teacher-pupil ratio by positioning Vidya volunteers.
- Assistance to the School Committees for mobilisation and as well as monitoring the children for continuous schooling and mainstreaming of children in various age groups simultaneously through Alternate schooling strategies.
- Opening of ECE centres for the children in the age group of 3 - 5 years and to do away with the problem of over crowding in class I, with underaged children and as well as relieving the girl children from sibling care and help for their continuous education.
- Fixing ward-wise accountability on the part of the teachers, School Committee members and youth-activists for the schooling of out of school children, regular attendance and retention.
- Special drive for discouraging repetitions in the classes and encouragement for regular transition of pupil from one class to another.
- Developing close monitoring mechanisms.
- Assessment of disability by conduct of camps at Mandal Level.
- Supply of Aids & appliances to disabled children through convergence.
- Specific interventions for the enrollment of children with Special Educational Needs viz., domestic child labour and disabled and street children.

- Conduct of Awareness campaigns and orientation to School Committee Members, field visits to successful practices and other capacity building programmes for the development of Basthi Education Plan, monitoring & implementation etc.

Quality initiatives

- Orientation to teachers for the improved classroom practices.
- Provision of Grants viz., School Grants, Teacher Grants and Grants to Teacher Centres/ School complexes in the mandals.
- Providing TLM to the Primary and as well as Upper Primary Schools.
- Strengthening monitoring and supervision to Primary and Upper Primary Schools.
- Constitution of Mandal and District Resource Groups for providing on job support to the teachers and for their implementation of quality issues.
- Establishment of Mandal Resource Centres (like BRCs) alongwith formation of Mandal Resource Team with 3 Mandal Resource Persons (MRP) who assist Mandal Educational Officer for monitoring and supervision of project initiatives.
- Establishment of Teacher Centres (Sub Mandal Structures like CRCs) @ one for every 10 to 15 schools for professional exchange among teachers.
- Strengthening of MRCs by way of providing infrastructure facilities viz., Building, Furniture, Equipment and contingencies on a recurring basis.
- Strengthening of Teacher Centres by providing a TLM grant of Rs. 2000/- per annum., and convening monitoring meeting with teachers for professional exchange.
- Strengthening of DIETs, which monitor the academic activities of the schools and take up various capacity building programmes to the teachers.

- Conduct of Pupil Achievement Survey.
- Conduct of Academic convention with interested teachers to build up teacher momentary for quality concerns & building teacher network.
- Conduct of exposure visits
- Library facilities at DIET, MRC & schools
- Video library facilities at MRC.
- Action Research programme by the practitioner.
- Language and science improvement programs

Improvement of infrastructure facilities

- Construction of buildings to New schools.
- Construction of Additional Classrooms to the existing schools.
- Maintenance & repair of school buildings.
- Provision of toilets to the Primary, Upper Primary schools.
- Electricity and drinking water provision for all Primary and Upper Primary schools.
- Construction of buildings to all the Mandal Resource Centres proposed to be established.

Chapter - V
**Issues, Strategies and Activities - Access,
Enrollment & Retention**

CHAPTER V

Issues, Strategies and Activities

The important aspects of UEE to be addressed under SSA are as follows

- **Access**
- **Enrollment and Retention**
- **Quality Issues**
- **Coverage of Special focus group, Out of School Children.**
- **Monitoring and Supervision**
- **Improving school infrastructure facilities etc.**

Following are the major issues that have emerged as a result of micro planning exercise conducted in all the basthis of the 16 mandals to active involvement of community, teachers for which suitable interventions were planned at basthi level which are analysed at mandal and as well as district and thus formulated District Elementary Education Plan as follows.

5.1 Access

One of the main objective of SSA is that all children be in schools, Education Guarantee Centres, Alternative Schools, Back to School Camps by 2003.

- Starting of Alternative schools wherever there is no access to schools for 1 km radius – 35 schools each mandal.
- Providing transport, atleast 2 buses to each mandal, for the areas where a school could not be started due to lack of space, especially in the slums. For also in the places where there are not enough children to start full fledged school – for one bus 30,000/- P.M.

- Strengthening of anganwadi centers by extending the hours and shifting of centers to the needy places

5.1.1 Alternative Schools

It is proposed to open alternative schools in 583 schoolless basthis where the population is 250 and above alongwith provision of 3 teachers per school as per SSA norms. The details are as follows

No. of Alternative Schools proposed in School less basthis	No. of Teachers (@ 3 per school)
583	1749

It is also proposed to provide buildings to these 583 new primary schools.

Community Contribution

During the micro-planning exercise, community has agreed to provide free land for the opening of new schools and for the construction of school buildings (around 1000 Sq. Yards for each school). The executive agency for the construction of buildings / civil works will be the School Committees as was done in case of DPEP districts.

Access - Mandalwise distribution of Alternative Schools & Teachers

S. No.	Name of the Mandal	Primary Schools	Teachers
1	Ameerpet	9	27
2	Khairatabad	40	120
3	Shaikpet	31	93
4	Golconda	26	78
5	Asif Nagar	52	156
6	Nampally	25	75

S. No.	Name of the Mandal	Primary Schools	Teachers
7	Tirumalagiri	24	72
8	Secundrabad	29	87
9	Musheerabad	39	117
10	Himayath Nagar	26	78
11	Marredpally	35	105
12	Amberpet	41	123
13	Bahadurpura	64	192
14	Charminar	57	171
15	Saidabad	31	93
16	Bandlaguda	54	162
	Total	583	1749

5.1.2 Upgradation of Primary Schools to Upper Primary Schools

During the participatory planning exercise it was observed that in many basthis children were discontinued their studies especially girl children, after completion of Class V in their basthi because of non-availability upper primary facilities in their basthi or near by basthi with in the radius of 5 K.Ms. In many basthis it was resolved in the basthi Sabha for the upgradation of existing primary schools in to Upper Primary School for the continuity of their children education. Depending upon the pupil strength 261 primary schools are proposed for upgradation into Upper Primary School.

Teacher Requirement

As per the norms of G.O.AP 4 teachers are required for the upper primary sections i.e., 2 B.Ed Assistants and 2 Language Pandits (i.e., Telugu & Hindi Pandits). Therefore 4 teachers are proposed for each of the upgraded upper primary school.

Infrastructure

No school has adequate classrooms to run the Upper primary sections. Therefore two additional classrooms are proposed for each of the upgraded upper primary school.

No. of Primary Schools to be upgraded	No. of Teachers required			No. of Additional Classrooms
	B.Ed Assts	Telugu & Urdu Pandits	Hindi Pandits	
261	522	261	261	783

Access - Upgradation of Primary Schools to Upper Primary Schools

S. No.	Name of the Mandal	Primary Schools to be upgraded	No. of Teachers required			Addl. Class rooms
			B.Ed Assistants	Telugu & Urdu Pandits	Hindi Pandits	
1	Ameerpet	4	8	4	4	12
2	Khairatabad	16	32	16	16	48
3	Shaikpet	16	32	16	16	48
4	Golconda	11	22	11	11	33
5	Asif Nagar	22	44	22	22	66
6	Nampally	14	28	14	14	42
7	Tirumalagiri	12	24	12	12	36
8	Secundrabad	11	22	11	11	33
9	Musheerabad	14	28	14	14	42
10	Himayath Nagar	13	26	13	13	39
11	Marredpally	14	28	14	14	42
12	Amberpet	16	32	16	16	48
13	Bahadurpura	31	62	31	31	93
14	Charminar	22	44	22	22	66
15	Saidabad	15	30	15	15	45
16	Bandlaguda	30	60	30	30	90
	Total	261	522	261	261	783

5.2 Enrollment & Retention

Continuous efforts of mass enrollment are being defeated due to alarming dropout rates. Further greater disparities exist between gender and social groups. Further most of the children especially girls have discontinued their studies after completion of V grade in the primary school of their native basthi since there is no access for Upper Primary Schooling facilities in the same basthis or near by.

- Door to Door survey on regular basis, atleast yearly once.
- Monthly home contact programme along with the list of non-school going children.
- Awareness and mobilization activities at basthi level on regular basis.
- Forming of Basthi Education committees for all the basthis and entrusting responsibilities of retention and enrollment to them. Sharing of information on status of children at basthi level meetings.
- Non – residential bridge courses for all the children in the age group of 8 and above, dropouts and illiterates.
- Residential camps for 11 and above working children to cover 200 children in each year in each mandal.
- Appointing one community mobilizer for each slum along with school, ECE center and Alternative School. Her/his responsibility is to see no child is out of school.
- Improving the community participation in strengthening of schools.

The details of children who are in school and out of school in the age group of 6 – 15 in the proposed 16 project mandals are as follows

Total children in the age group of 6 - 15	Children in school (6 - 15 years)	Out of School Children (6 - 15 years)
332346	240176	92170

Interventions for Enrollment and Retention

5.2.1 Provision of Additional teachers to the existing primary schools

The Teacher Pupil Ratio in the district is 1:40. The Basthi Education Plans revealed the requirement of more regular teachers to the existing primary schools wherever the TPR is more than 1:40.

5.2.2 Provision of Additional Classrooms

During the micro-planning exercise it is observed that most of the primary schools in the project mandals possess two rooms on an average. All the 5 grades are adjusted in the available two classrooms which are over crowded. More while there are instances where two teachers are sharing one classroom which causing much inconvenience both for the teachers and students. As per SSA norms a room for every teacher in primary and upper primary school, in addition to a room for Head Master in Upper Primary School is worked out to create meaningful classroom atmosphere.

As per the above norm 2126 additional classrooms are proposed for the existing schools of Primary & Upper Primary Schools.

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Chapter

DCC, No.
Date

Total No. of Teachers in Primary & Upper Primary	Total No. of Classrooms available	Additional requirement of classrooms
6809	4091	2126

Mandal-wise requirement of Additional Classrooms

S. No	Name of the Mandal	No. of Teachers in Primary & Upper Primary	No. of Classrooms available	Additional requirement of classrooms
1.	Ameerpet	251	151	83
2.	Khairatabad	703	423	213
3.	Shaikpet	116	64	37
4.	Golconda	256	154	81
5.	Asif Nagar	678	412	219
6.	Nampally	355	206	107
7.	Tirumalagiri	122	71	46
8.	Secundrabad	751	456	217
9.	Musheerabad	577	340	189
10.	Himayath Nagar	284	173	84
11.	Marredpally	102	61	31
12.	Amberpet	312	184	94
13.	Bahadurpura	575	349	184
14.	Charminar	609	363	191
15.	Saidabad	782	471	248
16.	Bandlaguda	336	213	102
	Total	6809	4091	2126

5.2.3 Free Textbooks

To encourage children for their regular schooling Govt. of A.P took a decision to supply free textbooks to the children of all primary schools belongs to various social groups. With regard to Upper

Primary & High schools the children belongs to all the categories except OC are being provided free textbooks. Accordingly free textbooks are have been supplying to all the children since 1995 onwards.

5.2.4 Maintenance and Repair of School Buildings

During planning process, the basthi Sabha resolved to take up repairs to existing school buildings viz., repairs to walls, Blackboards, Flooring, Doors, Windows etc. Basthi Sabhas further resolved to contribute 50% of the amount towards this purpose. The little effort of maintenance and provision of doors and windows will provide much security to the school in terms of protection to the equipment and library books.

No. of Schools proposed for repairs and maintenance	Community Share	Government Share (SSA)
356	50%	50%

5.2.5 Mainstreaming of Out of School Children

The SSA is an effort to universalize elementary education through community participation. Efforts will be taken to bridge social and gender gap to through active participation of the local community. Special initiatives will be taken up to see all children in School/ EGS / Als / Back to School Camp, Bridge Course for child labour, Non-Residential Bridge Course centers and other strategies by 2010.

Therefore the major focus will be on the out of school children who are never enrolled, dropped out, irregular students etc. The planning

process reveals that there are 92,170 out of school children in the proposed 16 mandals.

Age Group	Out of school children
6 - 9	36,868
10 - 15	55,302
Total	92,170

Strategies for mainstreaming

a) Campaign and Community Mobilization against Child Labour and educational issues in all the basthis.

Objective

- i) To involve community i.e., parents, local youth, school committees, Panchayats, DWACRA, local youth activists, basthi elders and Self-help group for the cause of children education.
- ii) To strengthen existing government schools through SECs
- iii) To sensitize them on child labour and educational issues
- iv) To increase their commitment towards the children and the school

Major Inputs

- i) Exposure visits for members of SECs and Youth groups.
- ii) Training of the members of School Committees, youth groups and self help groups.
- iii) Convening meetings, discussion on issue of child labour and school dropouts and Teacher position and accommodation.
- iv) Mobilize funds for the school through local community.

During the planning process, out of school children were identified alongwith nature of work they are involved in. Further negotiations

have been made with parents and as well as community on the schooling of the children. Based on the database, it is proposed take-up campaigns in the basthis to relieve child labour by involving following groups in the basthis.

- Youth activists
- School Committee Members
- DWACRA and Self-help groups
- ICDS volunteers
- School Headmasters and Teachers.
- NGOs

With massive community support several methods of mobilization are to be adopted for creating a visibility for the agenda of protection of child rights. Some of them are as follows :

- Holding of public meetings, rallies, marches, utilizing every public function to highlight the child rights issue.
- Conferences with members of SECs, Women's groups, youth groups and NGOs.
- Induction of teachers through trainings, provision of support structures in the basthis.
- Street theatre, child-to-child campaigns and use of children as resource persons.
- Support to School Committees for mobilization and for campaign.

The local groups will take up the programme and generate an atmosphere in the basthis to discourage child labour. The community will be convinced for attending all children to full time formal day schools and at the same time treat any child out of school as a child labourer. The parents and employers will be convinced for the schooling of the out of school children (Child Labour) through mainstreaming strategies. Further necessary assistance will be given

to school committees to take up mobilization in the basthi against child labour and for their mainstreaming.

Campaigns in the basthis	Orientation to School Committee members @15 per basthi
904	13560

b) Conduct of Non-Residential Bridge Courses for mainstreaming of out of school children

It is proposed to conduct non-residential bridge course in the basthis wherever there are 20 and more out of school children for providing basic education for a period of 3 – 6 months and mainstreamed in the near by school depending upon the age and performance. The local volunteer identified by School Committee for the purpose of mobilization will be conducting these bridge course camps for mainstreaming of children. Necessary training and other material support will be provided to the volunteer in addition to provision of TLM and textbooks to the children.

No. of Non-Residential bridge courses proposed on a pilot basis
915

Mandal-wise list of Non-Residential Bridge courses

S. No	Name of the Mandal	No. of Non-Residential Bridge Courses
1.	Ameerpet	27
2.	Khairatabad	75
3.	Shaikpet	54
4.	Golconda	45
5.	Asif Nagar	63

S. No	Name of the Mandal	No. of Non-Residential Bridge Courses
6.	Nampally	36
7.	Tirumalagiri	33
8.	Secundrabad	39
9.	Musheerabad	54
10.	Himayath Nagar	57
11.	Marredpally	51
12.	Amberpet	63
13.	Bahadurpura	102
14.	Charminar	63
15.	Saidabad	66
16.	Bandlaguda	87
	Total	915

c) Conduct of Residential Bridge Courses

Children in these camps are prepared to be students and also helped to gain confidence to go to classes according to their age. These camps not only convert the children but prepare the parents, teachers and community at large into accepting the norm that children ought to be in schools. The camps also serve the purpose of mobilization, training and resource needs of the programme. They demonstrate the efficacy of the arguments on child labour and related issues.

These bridge course are conceived as a continuous process of community mobilization and mainstreaming of the out of school children preferably who are never enrolled in the age group of 10 – 14 years.

Objective

- i) To withdraw all children in the age group of 9-14 years.

(Target group: Children in wage employment such as-bonded labourers, daily wage earners, agricultural labourers goatherds and cowherds, girl children as agricultural labourers. Also children engaged in non wage self employment such as-children in domestic work, working in family agriculture farms working as goatherds, and cattle herds).

- ii) To mainstream the children by providing access to formal education

Major inputs

- i) Motivation centres
- ii) Residential educational camps for 300 girls and 700 boys at any given point of time.
- iii) Mobilization and campaigns - support to school committees.

Major outputs

- i) Atleast 1000 children in the age group of 9-14 years are withdrawn from work and sent to schools
- ii) Camps utilized as mobilization and resource centres
- iii) Trained teachers, education activists to carryout the programme

No. of Residential bridge courses proposed on a pilot basis
32

Mandal-wise list of Residential Bridge courses

S. No	Name of the Mandal	No. of Residential Bridge Courses
1.	Ameerpet	1
2.	Khairatabad	4
3.	Shaikpet	3
4.	Golconda	2
5.	Asif Nagar	2
6.	Nampally	1
7.	Tirumalagiri	2
8.	Secundrabad	2
9.	Musheerabad	2
10.	Himayath Nagar	1
11.	Marredpally	1
12.	Amberpet	2
13.	Bahadurpura	2
14.	Charminar	2
15.	Saidabad	2
16.	Bandlaguda	3
	Total	32

Chapter - VI
Quality Issues in Elementary Education

CHAPTER VI

Quality Issues in Elementary Education

Improvement of Quality in Primary and as well as Upper Primary Education both in terms of Class room processes and as well as pupil achievement is an important objective of the programme to be achieved. These issues have been discussed in various teachers forums, Grama Sabhas with community members. Following is the status and as well as interventions for the improvement of quality in Primary and Upper Primary Education is discussed here under.

6.0 PRIMARY EDUCATION.

GENDER WISE TEACHERS & TPR

Primary

Category/ Year	All			TPR
	Male	Female	Total	
197-98	448	1622	2070	33
198-99	440	1498	1938	33
199-2000	417	1419	1836	36

Upper Primary

Category/ Year	All			TPR
	Male	Female	Total	
197-98	1197	3988	5185	30
198-99	1129	3953	5082	31
199-2000	1038	3962	5000	32

Pedagogy and Teacher Training

The focus of entire pedagogy process is the child. The needs of the children and their developmental processes requirements will form the basis for providing classroom learning experiences for the children. Top priority will be given to basic skills of language and arithmetic and providing child friendly environment in the classrooms. Following are the guidelines for taking various initiatives under pedagogy and teacher training.

Parents and Community Perception on Quality Education

The planning teams at various levels i.e., District, Mandul, Basthi interacted with parents and community members on the aspects of quality education and pupil achievement during planning process. According to them the quality in terms of pupil output means for various grades is as follows

Class I

Parents from Urban Community demand for introduction of **English** from class I. They expect their children to look (Apparently) like students with uniform and discipline is the strong requirement felt by parents. Learning of rhymes, riddles, numbers, and extrovert nature is liked by parents. Some times parents look at play way methodologies with suspicion. They expect their children to learn whole of the alphabets numbers, simple additions i.e. like $1+2$, $3+4$, etc, and memorize small number of tables.

Class II

The parents expect their children to learn comparisons small valuations extensive number of songs, consolidation in numbers with small additions, subtractions, etc., They are expected to read small words and sentences. They want their children to play and enjoy but they look at play and study as two different things. Especially in

urban scenario the comparison between English medium schools and Government schools is inevitable. The demand for cleanliness at school is also visible. The children should also show visible enthusiasm to go to school.

Class III

The attitudinal difference between School going and non-school going should be apparent. The general comment is there is no change in the child even when he is going to school for the past 2 years. They expect their children to read small letters for them. Some times they even expect the children to read small awareness pamphlets which obviously the illiterate parents can't read. They revel in the capacity of the child, which is not present in them. Although the parents are illiterate they are very perceptive above the progress of the child from year to year. If a child comes to school for 3 years and the progress is not felt satisfactory the parents tend to get very disappointed.

Class IV & V

The illiterate parents start depending upon their children for simple calculations, reading letters, collecting information for them. Telling class stories, talking about teachers, hearing about their class room activity parents feel joy. The apparent enthusiasm of the child will make parents satisfied. At same time the parents starts having the vision in future of the child in terms of education.

High School

The parents perceive the progress of a child from primary school to upper primary school as a promotion. Going to an upper primary school is a pride for any parent. From here onwards the parents start looking in to the education needs of children seriously. The parents themselves will take care of uniforms, upkeep etc, so that

their child looks like a good example. They certainly differentiate a child going high school as very different and respect them some kind of adulthood.

Many of the children who come to government high schools are first generation literate. Although the parents know how serious the education is going on they do not want to meddle in the class room activities. Here the most important component for the parents is the regular attendance of the children and also the teachers. They also look at the facilities available in the school.

These perceptions will be taken into consideration by developing the appropriate strategies for the improvement of Quality Pupil Outcome.

Stratagies

- Revision of curriculum and textbooks
- Teacher Training.
- Development of Teaching-Learning Material and other pupil interactive material.
- Pupil-assessment procedures reflecting pedagogical renewal.
- On-job support to the teachers through DRG, MRG, MRC and DIET.
- Evolving Pedagogy as child-centred and activity-based with pupil participation.
- Constitution of academic groups viz., DRG and MRG for pedagogical planning and field interaction.
- Professional exchange among teachers through conduct of cluster-level meetings at Teacher Centres.
- Teachers' Forums and networking for motivation and commitment.
- Capacity building of DIETs, MRCs for providing academic support to schools and teachers.

- Language improvement, Science improvement and Maths improvement programmes – diagnosis and follow-up.

Some of the concerns in the contemporary field practice, which need to be addressed, is as follows

a) Pedagogy of affection

In majority of the classrooms, it is observed that children are treated with strict discipline with restricted movements. Using of cane, practice of homework & assignments during and after school hours, less interaction between peers, no interactive material, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupil initiative and their participation.

The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness love, affection and care, which alone can motivate the children for their full participation in learning process and for their continuation in the school. Therefore necessary orientation will be planned to the teachers comprising these aspects, alongwith exposure visits for additional charges.

b) Pedagogy of Retention

Majority of the children of the schools of Government / local bodies are first generation literates, whose family background is not much encouraging for their full participation in the school and in other educative processes. It is also found that child abuse is prominent in the schools with the pretext that the students are often without school uniform, incomplete homework, not having adequate notebooks, pencils and other teaching learning material. This

discourages children and creates aversion towards school, which leads to absenteeism and eventually resulting in the dropout.

Therefore teachers need to be oriented thoroughly on this subject of pupils retention vis-à-vis his family background. Wherever teachers are well acquainted with the family background of students, their interest towards children regular attendance and retention is quite encouraging and evident. An atmosphere will be created in the school for improved home-school contacts. Teachers will be sensitized in these aspects through orientation.

c) Curricular approaches – the model of providing information vs developing the abilities among the children.

The education especially elementary education became increasingly textbook centered and teacher centred. Children are overburdened with more textual material with more and more information added in repeated textbook revisions. The model of conveying of textual information by the teachers and memorization of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This snubs the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation.

The profile of the child such as his innate abilities viz., thinking, reasoning, imagination, observation, estimation, comprehension, questioning, synthesis, analysis, evaluation etc are totally neglected. Content of various school subjects have not been seen as a media to develop these abilities. The objectives of primary education alongwith subject-wise objectives are never fully reflected in the textbooks as well as in pupil assessment procedures.

Therefore the component of development of children innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented having this as one of the component in teacher training programmes.

Quality concerns – Upper primary Education:-

The Primary focus of primary Education is providing joyful learning, Class room situation with child friendly school atmosphere with basic focus of learning of reading, writing and arithmetic. A single teacher can manage a class dealing with scholastic and non scholastic areas. Where as the Upper Primary Education is increasingly subject specific with trained man power i.e. Subject specific teachers such as Maths, Science, Social studies, Languages and other non scholastic areas. Further other facilities such as buildings, Libraries, Reading room, Laboratories also required for improved education at Upper Primary stage.

There fore focus will be on the following issues.

- Provision of additional building facilities to the existing Upper primary Schools and additional rooms to primary schools proposed for upgrading as Ups.
- Providing Library facilities – the existing upper primary schools have not been covered under OBB scheme. Therefore most of the schools do not possess any literature to the pupil as well as teachers. Therefore it is proposed to established libraries in all the upper primary schools which are existing and as well as new Upper Primary Schools proposed to be provided.

➤ **Laboratory facilities:** The Curriculum at Upper Primary stage is increasingly subject specific and content oriented. The subject of science is being dealt as physical as well as biological science. The basic concepts of the sciences will be introduced which requires certain equipment in physics, chemistry, botany and zoology. There fore it is proposed to equip all the upper primary schools with the required equipment.

6.1 Academic conventions – Networking and Linkages – Primary and Upper Primary

Teachers will be encouraged to adopt and work further on the methodology that they think it results in the improvement of pupil achievement and build up teacher momentum for a quality change in classrooms and pupil output by providing necessary support from SSA.

Therefore, it is proposed to encourage some of the interesting teachers who comes forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers and these initiatives will be propagated to other schools by way of discussions, deliberations and field visits etc.

Following are the initiatives proposed to be taken up

- Language improvement programme
- Mathematics improvement programme
- Science Improvement programme
- Programme for sensitizing the community on child labour and educational issues.

6.2 Quality Teaching & Learning - Teacher training

Primary Stage

It is proposed to orient all the teachers both in-service and as well as newly recruited. Accordingly a five-day training programme will be organized for the regular teachers and a 10-day orientation programme to be conducted to the freshly recruited teachers as per the financial norms of SSA. The training will be conducted in a cascade mode viz., training of **District Resource Group (DRG)** by **State Resource Group (SRG)** which intern trains the **Mandal Resource Group (MRG)** and this MRG ultimately trains the teachers at mandal level / cluster level.

Training - Personnel to be covered

No. of MRG @ 8 per mandal	No. of Teachers		MEO / MRPs @4 per mandal
	In-service	Newly Recruited	
128	6809	1749	64

Quality - Trainings

S. No	Mandal Name	Trainings	
		No. of Schools	No. of Teachers
1	Ameerpet	15	251
2	Khairatabad	33	703
3	Sihaikpet	29	116
4	Golconda	10	256
5	Aisif Nagar	27	678
6	Niampally	28	355
7	Tirumalagiri	16	122
8	Secundrabad	3	751
9	Musheerabad	7	577
10	Himayath Nagar	24	284
11	Marrredpally	5	102
12	Amberpet	14	312
13	Bahadurpura	47	575
14	Charminar	47	609
15	Saidabad	37	782

S. No	Mandal Name	Trainings	
		No. of Schools	No. of Teachers
16	Bandlaguda	26	336
Total		368	6809

S.No	Type of Training Programme	Duration	Frequency	Participations
1	Induction Training to newly recruited Teachers	7Days	1	1749
2	Orientation Training to Volunteers (NRBC/RBC)	7 Days	Thrice a Year	1094
3	Refresher Course Training to Teachers Elementary	7 Days	3	6809
4	Orientation to ECE Instructors	7 Days	2 Times	911
5	Training to SEC members	3 Days	2 Times	4125

UPPER PRIMARY STAGE

The Upper Primary stage in Andhra Pradesh covers classes 1 – VII. The number of teachers up to primary classes i.e. class 1 – V are being provided at the rate of 1: 40 teacher pupil ration in non tribal areas and 1 : 20 in tribal areas. With regard to Upper Primary sections 4 teachers with Graduation and B.Ed., qualification (School Assistants) Viz. A teacher each of the subject areas viz. Mathematics/Sciences, Social studies/English and language pandits separately for telugu and Hindi.

Therefore it is required to provide training to the teachers in their subjects areas for their capacity building as follows.

Training to teachers in teaching Mathematics.

Training to teachers in teaching Science

Training to teachers in teaching Social studies

Training to teachers in teaching Languages

TRAINING FOR Ups – IMPLICATIONS OF SCERT AND DIET

The training will be in a cascade mode. The SCERT will plan the training programme as per the needs assessment at Primary & Upper primary stage with the help of state project office SSA and DIETS. Necessary module for the District resource group will be developed and training will be provided at state level.. Further the DIETs will conduct the programme for the mandal level functionaries so that they can intern conduct training to the teachers and other field functionaries.

Constitution of District Resource Group (DRG), Mandal Resource Groups (MRG)

District Resource Groups – Primary & Upper Primary Stages

Since the training is in cascade mode, it is proposed to constitute District Resource Group (DRG) with the persons representing from DIETs, Head Masters, Teachers, Mandal Resource Persons etc., covering all subject areas of primary and upper primary schools. These DRGs will be exposed to various types of new initiatives on the professional development aspects of teachers and improved classroom practices within and outside the states. DRG inturn orient the Mandal Resource groups and visit the schools to monitor the implementation aspects.

In case of Upper Primary Stage the DRGs will be selected duly representing the various content areas i.e. Maths, Science, Social

Studies and Languages and will be oriented accordingly for their capacity building.

Mandal Resource Groups (MRG)

Mandal Resource Groups will be constituted with active Head Masters and teachers of primary and upper primary schools covering various curricular areas, who will be exposed to navel practices in addition to orientation by DRG groups, who in turn provide training and orientation to the regular teachers & freshly recruited teachers, Vidya volunteers, ECE instructors etc.

The MRG who specifically selected for Upper primary stage at the rate of one per subject i.e. Maths, Science, Social studies, Telugu, Hindi and English shall under take up the training aspects and as well as the monitoring and providing on job support to the teachers teaching Upper primary classes in addition to attending the TC meetings of Upper Primary school teachers.

Training - Mandalwise personnel to be covered

S. No	Name of the Mandal	No. of MRG @ 8 per mandal	No. of Teachers		MEO / NRPs @4 per mandal
			In-service	Newly Recruited	
1	Ameerpet	8	251	27	4
2	Khairatabad	8	703	120	4
3	Shaikpet	8	116	93	4
4	Golconda	8	256	78	4
5	Asif Nagar	8	678	156	4
6	Nampally	8	355	75	4
7	Tirumalagiri	8	122	72	4
8	Secundrabad	8	751	87	4
9	Musheerabad	8	577	117	4
10	Himayath Nagar	8	284	78	4
11	Marredpally	8	102	105	4
12	Amberpet	8	312	123	4
13	Bahadurpura	8	575	192	4
14	Charminar	8	609	171	4

S. No	Name of the Mandal	No. of MRG @ 8 per mandal	No. of Teachers		MEO / MRPs @4 per mandal
			In-service	Newly Recruited	
15	Saidabad	8	782	93	4
16	Bandlaguda	8	336	162	4
	Total	128	6809	1749	64

6.3 School Support - Professional support Structures

The Professional support to teachers of Primary and Upper Primary teachers includes support from the DIET, MRC & TC.

a) District Institute of Education and Training (DIET)

National Policy of Education 1986 (NPE) laid down a vibrant role for DIETs in the quality improvement of elementary education. In practice the role of DIETs have been limited to imparting Pre-service training programmes and seldom monitor and provide on job support to the elementary school teachers in addition to inservice training programmes. Therefore the DIETs are proposed to take up various quality initiatives for the improvement of elementary education as follows.

- o Academic monitoring of schools
- o As a part of DRG conduct inservice training programmes to the teachers, Head Masters, ECE instructors, Mandal Resource Groups, monitoring and supervisory staff etc.
- o Take up Research and Evaluation activities
- o Participates in the planning processes i.e., perspective as well as Annual Work Plan Budgets.
- o Conduct of achievement surveys and appraisal of various initiatives.

Therefore it is proposed for strengthening of DIETs by way of providing following support.

- o Provision of equipment.

- Provision of furniture
- Provision of Library books
- Assistance to take up academic monitoring of schools – provision of vehicle.
- Contingency grants i.e., stationery, computer peripherals, travel allowances.

b) Mandal Resource Centres (MRC)

MRCs are the resource centres proposed to be established at Mandal Level under SSA to cater to the professional requirement of primary school teachers as was done in case of mandals of DPEP districts. Each MRC will be provided with three Mandal Resource Persons for providing continuous on job support to the primary teachers and conduct of various inservice training programmes at Mandal Level. MEO and MRPs will be working as a team for the improvement of quality of classroom transaction. All MRCs will be provided with a pucca building for conduct of various training programmes and as well as for the functioning of MEOs from this office.

The details of MRPs and MRCs as follows:

MRCs	MRPs
16	48

S. No	Name of the Mandal	No. of MRCs	No. of MRPs
1	Ameerpet	1	3
2	Khairatabad	1	3
3	Shaikpet	1	3
4	Golconda	1	3
5	Asif Nagar	1	3
6	Nampally	1	3
7	Tirumalagiri	1	3
8	Secundrabad	1	3
9	Musheerabad	1	3
10	Himayath Nagar	1	3

11	Marredpally	1	3
12	Amberpet	1	3
13	Bahadurpura	1	3
14	Charminar	1	3
15	Saidabad	1	3
16	Bandlaguda	1	3
	Total	16	48

Inputs

- Provision of Building
- Provision of Equipment
- Provision of Furniture
- Provision of Library Books – Video Library
- Provision of Contingency grants.
- Provision of capacity building of MRC Staff through orientations, exposure visits etc.

Functional aspects of MRCs / MRPs

- All the schools in the mandals will be divided among three MRPs for effective monitoring, supervision.
- Each MRP will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupil and teacher and observe classroom transaction of all the teachers and provide necessary guidance. Each MRP also records his impressions in the Academic guidance register.
- Each MRC will maintain the information on various aspects of primary education pertaining to all the basthis in the form of registers and records viz., Mandal Profile, School Profile Stock File, School Monitoring returns, Enrolment & Retention School-wise particulars, School-wise furniture, equipment and accommodation details, Mandal Census Register, Basthi Education Plan Register, MEO and MRP handbook, etc.

- In addition to monitoring the schools, the MRP also visits Early Childhood Education Centres and meets the School Committee members. Several orientation programmes have been planned for MRPs in the fields of Pedagogy, Girls' education, ECEs, Community Mobilisation, etc. for their capacity building and enable them to take up monitoring and supervision, effectively for UEE.

MRCs – Professional support mechanisms to Upper primary schools – Mandal Resource Group.

The MRPs Proposed for each MRC will be mostly monitoring the Primary schools and providing on job support in addition to collection of the statistical information from the primary and Upper Primary Schools. With regard to professional support to the teachers at Upper Primary stage, a separate group of resource persons is required representing various subject areas. There fore it is proposed to identify strong teachers at the rate of one per each of the subject area of Maths, Science, Social and Languages from within the Mandal. Their services will be used for providing training and on job support to the upper primary teachers. Necessary TA, DA and Honorarium will be paid when ever their services will be used.

Total No of MRCs	Total No. of MRGs (@6 per Mandal) representing the subjects (UPS)
16	96

b) Teacher Centres (TCs)

PRIMARY STAGE:

Teacher centres are sub mandal structures wherein primary teachers meet once in a month for professional exchange and to deliberate on the new innovations, ideas, TLM and other issues. Each TC will be provided with Rs. 2000/- as Annual Grant for procuring necessary stationery and other TLM. These centres are proved to be effective source of teacher development and teacher motivation and are being served as centres for professional exchange in DPEP districts. On an average each mandal will be having 4 to 5 TCs. The details of the TCs are given below:

UPPER PRIMARY STAGE:

During the Period of Andhra Pradesh primary Education project (1989-1995) The teacher centres which were established at sub mandal level supported for the professional exchange among primary teachers, which are being continued even after project ceases...

In view of SSA it is proposed to provided a forum for exchange of professional information among the teachers of Upper Primary stage. The Mandal Resource Centres proposed to be established with add on facilities is now proposed for the meetings of Upper primary school teachers at the rate of one per month and to a maximum of 10 per anum. An amount of rupees 2000 is proposed as grant per year per MRC towards TLM and other arrangements.

No. of Mandals	No. of Teacher Centres
16	217

Mandalwise list of Teacher Centres

S. No	Name of the Mandal	No. of MRC	No. of TC Centres
1	Ameerpet	1	10
2	Khairatabad	1	20
3	Shaikpet	1	12
4	Golconda	1	11
5	Asif Nagar	1	20
6	Nampally	1	10
7	Tirumalagiri	1	10
8	Secundrabad	1	12
9	Musheerabad	1	13
10	Himayath Nagar	1	12
11	Marredpally	1	10
12	Amberpet	1	12
13	Bahadurpura	1	15
14	Charminar	1	15
15	Saidabad	1	15
16	Bandlaguda	1	20
	Total	16	217

Functional Aspects

- The MEO and MRPs will be attending the Teacher Centre meetings regularly and take part in the deliberations.
- The broader agenda for the Teacher Centre meetings will be discussed and finalized DRG and MRG meetings within which they can have district-specific, mandal-specific, school-specific activities.
- Further, it is proposed to have theme-specific activities/trainings/workshops at TC level.
- Greater importance will be given for the development of innovative Teaching Learning Material on various curricular and non-curricular areas.
- The teachers will be encouraged to share their innovative practices and take away the prepared TLM to the schools.

- Subject wise meetings for exchange and for improved practice at MRC.

Inputs

- Annual grant of TLM @ Rs. 2000/- per TC per year.
- Training to TC Secretaries / Asst. Secretary of TC / TC guide manual.
- Monthly teachers meet at TC for professional exchange.
- The MEO will acts as TC secretary at MRC for Upper Primary stage.

6.4 Quality Teaching - School, Teacher and Teacher Centre/ School Complex Grants (Primary & Upper Primary Stages)

In order to improve school infrastructure facilities and improved classroom practices. It is planned to provide annual grants to schools @ Rs. 2000/- per year per school to improve school infrastructure facilities and annual teacher grants @ Rs. 500/- per year per teacher for acquiring the required teaching learning material to enable him / her to implement the child-centred activity based pedagogy in the classrooms. It is also planned to provide annual grants to the teacher centres @ Rs.2000/- per year per Teacher Centre for stationery and TLM to be used in the TC meetings. The grants proposed as above will be released to all the Primary & Upper Primary schools and teachers on an annual basis.

Particulars of Grants – School, Teacher & Teacher Centre

No. of School	No. of Teachers	No. of Teacher Centres
368	8558	217

Grants - Schools, Teachers & Teacher Centres

S. No	Name of the Mandal	No. of Schools	No. of Teachers		No. of Teacher centres
			In-service	Newly Recruited	
1	Ameerpet	15	251	27	10
2	Khairatabad	33	703	120	20
3	Shaikpet	29	116	93	12
4	Golconda	10	256	78	11
5	Asif Nagar	27	678	156	20
6	Nampally	28	355	75	10
7	Tirumalagiri	16	122	72	10
8	Secundrabad	3	751	87	12
9	Musheerabad	7	577	117	13
10	Himayath Nagar	24	284	78	12
11	Marredpally	5	102	105	10
12	Amberpet	14	312	123	12
13	Bahadurpura	47	575	192	15
14	Charminar	47	609	171	15
15	Saidabad	37	782	93	15
16	Bandlaguda	26	336	162	20
	Total	368	6809	1749	217

Development of TLM

Making the class room colourful and creating delightful atmosphere leads to attract the child to school, which requires preparation and usage of TLM. Teachers should be provided with necessary training i.e., need based, useful to them. Hand books also to be provided for immediate guidance. TLM should be developed according to need and availability of material.

Following are the major types of TLM required in each school.

Sl. NO.	Type of TLM	Responsible Persons
1	ECE Kit	SRC / ECE / NGO

2	Joyful Learning Kit	DRGS / NGO
3	Mathematics Kit	DRGS / MRGS / NGO
4	Science Kit	DRGS / MRGS / NGO / Teachers
5	Recurring Models with Indigenous materials	Teachers
6	Subject wise TLM for Upper primary	MRGs & Teachers / NGO
7	Pupil interactive Material	DRG / MRG / NGO / Teachers
8	TLE (Black board / TV / VCP / VCR	DPO

6.5 Teaching Learning Material to Upper Primary Schools

The Upper Primary Schools were not covered with any sort of assistance towards TLM and other support services. Therefore it is proposed to provide assistance to these upper primary schools towards procurement of TLM through school committees (Community participation) @ Rs. 50,000/- per school. The procurement will be based on items selected based on the requirement to be determined by the teachers and school committees.

No. of Mandals	No. of Upper Primary Schools
16	144

TLM Grant for Upper Primary Schools

S. No	Name of the Mandal	No. of Upper Primary schools
1	Amteerpet	9

2	Khairatabad	3
3	Shaikpet	2
4	Golconda	8
5	Asif Nagar	16
6	Nampally	9
7	Tirumalagiri	1
8	Secundrabad	16
9	Musheerabad	18
10	Himayath Nagar	14
11	Marredpally	9
12	Amberpet	9
13	Bahadurpura	1
14	Charminar	3
15	Saidabad	4
16	Bandlaguda	22
	Total	144

6.6 Categorization of School into 'A', 'B' & 'C' - Primary & Upper Primary.

It is planned to categorize all the schools into three categories 'A', 'B' and 'C' based on the following criteria to develop some motivation and internal competition to excel.

- ❖ Community Participation
- ❖ Enrollment
- ❖ High level of Retention
- ❖ Regular pupil and teacher attendance
- ❖ Pupil performance in reading & writing.
- ❖ Teacher Preparation, Development of TLM and display of Teacher and Pupil work.
- ❖ Utilization of OBB Equipment, Library Books and A.V Equipment.
- ❖ School Premises – Clean and Green
- ❖ Innovative activities taken up by Teachers.

The schools, which possesses high incidence of above criteria, may be treated as 'A' grade schools and schools which have potential to

change into 'A' grade schools with little external assistance by way of motivation and guidance may be categorized in to 'B'. The remaining schools are proposed to be kept under 'C' category. The categorization of schools has already been taken place. The schools will be monitored and provided facilities based on the type of school to which it belongs.

6.7 Improved School Management - Training to Head Masters (Primary & Upper Primary)

The School Headmasters leadership places a vital role for managing change in classrooms and school as a whole. The Head Master is supposed to play a key role and an initiator for the conduct of various programmes / meetings in school premises viz., with community, school committees, youth activists, parents, teachers for the improvement of children education i.e., UEE. There are plenty of evidences for significant impact of effective school need on school improvement. The school heads shall play a vital role in the process of school effectiveness. Therefore it is proposed to provide an orientation on the management of school, school development initiatives, community mobilization, home school links schooling of out of school children etc.

No.of Primary School H.Ms	No. of Upper Primary School H.Ms
198	144

School Management Trainings - Head Masters

S. No	Mandal Name	No. of Primary School H.Ms	No. of Upper Primary H.Ms
1	Amcerpet	6	9
2	Khairatabad	13	3
3	Shaikpet	3	2
4	Golconda	6	8
5	Asif Nagar	8	16

6	Nampally	19	9
7	Tirumalagiri	8	1
8	Secundrabad	17	16
9	Musheerabad	9	18
10	Himayath Nagar	17	14
11	Marredpally	17	9
12	Amberpet	38	9
13	Bahadurpura	2	1
14	Charminar	4	3
15	Saidabad	6	4
16	Bandlaguda	25	22
	Total	198	144

Proposed Strategies for School Improvement (Primary & Upper Primary)

- 1. Awareness Campaings for the enrollment of all out of school children.**
- 2. Fencing around the campus with community involvement.**
- 3. Raising flower / Fruit garden**
- 4. Exhibiting of Teachers / Pupil work.**
- 5. Proper usage of TLM supplied / manufactured.**
- 6. Improving the curriculum transactions**
- 7. Improving the school infrastructural facilities**
- 8. Providing on job support to teachers**
- 9. Strengthening teacher networking - teacher motivation**

6.8 Academic monitoring of schools by DIETs

DIETs in the state are mostly concentrating on the preservice training aspects and there is less participation with respect to field interaction viz., visiting the schools, meeting the teachers, discussing with School Committee members, interacting with pupil, etc. It is also found that the interaction between DIETs, District Educational Officers and DPEP district staff is not encouraging.

Therefore, it is proposed to involve DIET faculty in academic monitoring of the schools. In this process, initiation has already been taken in assigning a set of schools which are 'B' and 'C' grade schools to DIET faculties who will monitor for a period of three to four months regularly and support various aspects of school matters viz., achievement levels of the children, classroom transaction, teacher preparation, TLM development, assessment procedures, enrolment and retention activities and other innovative activities taken by the teachers.

In addition to it, the DIET staff also attends Teacher Centre meetings which are scheduled to be conducted at sub-mandal level once in a month and participate in the deliberations of professional exchange. Support from DIET staff shall improve the schools in a wholistic way and helps in exchange of ideas in addition to identification of teachers and schools.

Necessary support in terms of travel allowance (vehicle), stationery support, etc. will be provided to the DIETs.

The field interaction will be shared in the district core group meeting viz., staff of DEO, DPEP and DIET. The issues thus emerging will be reviewed and necessary initiatives taken for further improvement.

CURRICULAM AND TEXT BOOKS REVIEW

The Curriculum review in the Ap is based on the curriculum review taken up from time to time at National level and as per the guide lines issued by NCERT. All the schools up to Secondary stage in the State follow the uniform curriculum and text books developed by SCERT at state level.

As a result of various pedagogical initiative taken up as a result of specialized projects at elementary stage such as Andhra Pradesh

primary education project (APPEP) and District Primary Education Programme warranted for necessary changes in the text books to suit the changed methodological processes of curriculum transitions and class room interactions. Accordingly a major step in the process of text book development was initiated during the APPEP and being continued in DPEP. Improved text books duly reflecting the modern pedagogical processes, and child centered, activity based pedagogy with exhaustive illustrations in multi color have been developed up to primary stage. Certain text books were further proposed for improvement being taken up in DPEP in coordination with other primary education projects else where.

Therefore it is proposed to follow the curriculum developed for the state in proposed SSA districts. No separate exercise is proposed for this purpose.

CURRICULAM AND TEXT BOOK REVISION FOR UPPER PRIMARY STAGE

In view of change of pedagogy at primary stage along with curriculum and text book renewal it is further proposed to maintain the transition from primary to Upper primary Viz. Pedagogy, illustrations, multi color etc.

The curriculum at primary stage reflects the potential for self learning and creating space for providing various teaching learning activities along with developing creativity and thinking skills among children. The same is proposed for upper primary stage with more stress on content with illustrations in addition to other non scholastic areas.

A text book development project is proposed which will be reflected in the state component plan shall deliberate the issue of curriculum renewal and text book development aspects..

Curriculum for Child Labour:

A Programme of running residential bridge courses for the child labour in age group of 9 – 14 is being taken up in district. One residential bridge course camp for 300 Muslim girls is being run in Old City for the purpose of main streaming of out of school children. In view of pupil background a separate curriculum and text books have been developed with the assistance of Pratyamnaya an NGO.

Further the material will be reviewed and renewed for the effective use and joyful learning of the children in the camps. Further a variety of teaching learning material and other pupil interactive material will be developed reflecting various subject areas.

6.9 Pupil assessment procedures (Primary & Upper Primary)

The present pupil assessment procedures do not reflect the pedagogical renewal and the nature of the children-learning and the major emphasis is on the testing of the children's cognitive abilities through written tests. There is no much relation between teaching-learning process and nature of assessment. Mostly it is a testing of children's memory and more stress is on the children's cause of tension, fear and anxiety. The assessment is not comprehensive enough and neglects the affective and psycho-motor aspects of pupil development. The test items do not reflect the objectives of the subject and its nature.

Therefore, it is proposed to change the entire pupil assessment procedures as elementary stage by making assessment a comprehensive one focussing on the entire child profile i.e., different

aspects of cognitive, creative, aesthetic, psycho-motor, attitudinal etc. rather than information acquisition through memorisation. The assessment will be linked to pedagogical practices and as well as objectives of subject and education in broad.

It is also proposed to focus on the assessment of abilities of the children i.e., ability of thinking, reasoning, imagination, estimation observation, synthesis, analysis, evaluation, etc. than information-acquisition in the process of knowledge generation. The test items also will be linked to nature of subject matter and its transaction. Further, emphasis will be on various types of assessment procedures viz., oral, written, performance, projects, etc which reveal the overall development of the individual. Accordingly the nature of tests, periodicity and areas of assessment, management and administering, etc. will be reviewed and modified accordingly.

Inputs:

- Workshops for the development of strategies on assessment procedures at elementary stage.
- Development of suitable module and other related literature.
- Orientation to teachers and other field staff.
- Workshops for the development of test items.
- Discussion of pupil assessment procedures in Teacher Centre meetings and MRC meetings.
- Assment of Pupil performance for all the classes (class – I to Class VII) on an external basis one time per year.

Plan to Improve the quality of Teacher Training

Identification of immediate and long term needs of the teachers

The In-service and Field interaction, Innovation and Coordination (IFIC) department of the DIET in association with District Project office will convene a workshop with participating teachers, the members of the faculty of the DIET and the IASE and Mandal Education Officers to prepare a list of need-based training programmes keeping in view the immediate and the long term needs of the teachers / Vidya Volunteers.

Later, based on the list prepared in the work shop, an 'Opinionnaire for need based training programmes' will be developed by the faculty of the DIET and it will be circulated among the large proportion of teachers using the Stratified Random Sampling Method.

After analyzing the opinions of the teachers, the District Project Office will prepare a comprehensive list of training programmes that are to be conducted.

Existing capacity at District and Sub-district levels:

Apart from PSTE branch of the DIET, there are other branches like District Resource Unit, Curriculum, Material Development and Evaluation (CMDE), Education Technology (ET), Work Experience (WE), Planning and Management (P&M), In-service and Field Interaction, Innovation and Coordination (IFC) and English Language Teaching Campaign (ELTC) in the DIET and about 20 lecturers are working in these departments.

Likewise District Resource Group (DRG) was formed to give necessary training to teachers. In the sub-district level, 8 MRGs, 3 MRPs and SCRPs will give necessary training support to teachers.

The faculty of the DIET, DRG, MRG, MRPs and SCRPs will give training to teachers in cascade mode.

Target Group:

The target group will be primary and upper primary school teachers, headmasters of primary schools, Low Female Literacy, Headmasters (LFLHMs), headmasters of UP schools, Vidya volunteers, ECCE Instructors, etc.

Duration, Frequency and Venue:

Duration of the training programme depends on the nature of the training. Frequency of the training depends on the number of trainees. The venue will be nearer to the trainees such as the DIET, District Resource Centre, Mandal Resource Centre and Teacher Centre.

Availability of Training Materials:

The training modules will be developed by the trainers / Institutions based on the topic.

Sl. No.	Focussed Group	Type of TLM	Responsible persons	Time	Target
1	Child Labour	Special modal charts / Models / Toys	SRGs Volunteers	March Quarterly once	
2	SEN	Aids / Boards / Models / Charts	SPO / Teachers	August	

Infrastructure Facilities:

Creating congenial atmosphere and facilitating easy and pleasant learning to the child necessitates provision of facilities like additional class rooms for additional enrollment, new buildings to schools without building etc., peoples estimation and actual expenditure must be displayed on each new construction.

Training to Civil Engineers:

Awareness about SSA norms, transparency in implementation of works, qualitative work with peoples participation is essential for achievement of the set goals. Therefore it is proposed to provide orientation to the Engineering staff on various aspects of quality construction using local technologies with participation of community.

Training to Basthi Education Committees:

The basthi education committees which are going to play a crucial role for the effective functioning of Primary / Upper Primary / EGS / AIE etc.,

These committees should evaluate their basthi plans periodically for implementing the strategies perfectly. Therefore regular orientation is proposed on following aspects

- Goals & Objectives and norms of SSA
- Execution of Civil Works
- Academic Issues and Schools monitoring
- Out of school children, Enrollment, Retention
- School beautification and other infrastructure facilities.

Chapter - VII
Coverage of Special Focussed Groups

Chapter VII

Coverage of Special Focus Groups

7.1 Girls Education

Education of girls is the primary focus in Sarva Shiksha Abhiyan. Every activity under it will be judged in terms of its gender focus. In all the activities of SSA, efforts will be made to mainstream gender concerns. The proportion of girls in the total enrolment is indicative of their forward march on the front of education.

The Planning process taken up as a part of pre-project activities revealed the presence of 29,836 girls who are out of school. Majority of these girl children are in the age group of 10 - 14 years, who are never enrolled and few are dropped out after primary education.

Girls Education - Mainstreaming

S. No	Mandal Name	Total School Children 5 - 14	Total No. of out of school children	Total No. of Out of School Girls	Residential Bridge course for girls
1	Ameerpet	3602	1219	412	1
2	Khairatabad	22159	5799	1989	2
3	Shaikpet	33967	8945	3121	2
4	Golconda	14178	2484	927	2
5	Asif Nagar	44203	10192	3478	2
6	Nampally	12909	3777	1274	2
7	Tirumalagiri	30947	11547	3789	3
8	Secundrabad	24301	4220	1271	2
9	Musheerabad	43716	16670	4871	3
10	Himayath Nagar	11739	3914	1203	2
11	Marredpally	23384	5233	1628	2
12	Amberpet	7563	2671	971	2
13	Bahadurpura	24137	4866	1413	2
14	Charminar	16031	4813	1507	2

S. No	Mandal Name	Total School Children 5 - 14	Total No. of out of school children	Total No. of Out of School Girls	Residential Bridge course for girls
15	Saidabad	13083	3456	1191	2
16	Bandlaguda	6427	2364	791	1
TOTAL		332365	92170	29836	32

Education of Girls especially those belonging to the SC, ST and other backward classes is the primary focus of SSA. Following are the strategies proposed for mainstreaming of girl children who are out of school.

- Appointing local women as teachers in Alternative School.
 - ECE centers will encourage adult girl children in attending schools.
 - Special bridge course centers, both residential and non-residential, for girl children.
 - Toilet facilities in school.
 - Orientation workshops for teachers and volunteers on girl child issues.
-
- Mobilization at the basthi, urban slums level using women groups viz., DWACRA and other self-help groups for sensitizing the community, parents on child rights, for elimination of child labour and for universalisation of elementary education.
 - Convening meetings and basthi sabhas, discussion on issues of girl children who are involved in sibling care, domestic work, wage earner etc., and their educational issues.
 - Conduct of back to school camps (Residential) for adolescent girls.
 - Conduct of basthi based alternative schools / back to school camps (Non-residential) exclusively for girls keeping in view of various minority groups.

- Conduct of regular attendance monitoring of the children especially girls and involving the community to take up the issue of irregular girl children.
- Monitoring of the school children especially girls for their regular schooling especially in case of children who are mainstreamed through alternative types of systems.
- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools).
- Developing a forum of women teachers to take up awareness campaigns on girls education especially low female literacy mandals.

As there is a need for special efforts to bring 'out of school girls' to schools, in the course of micro-planning, proper identification of 'out of school girls' was made.

Residential Bridge Courses for Adolescent Girls were planned in the Planning process. Thirty Two such camps were planned by the Basthi Sabhas in various mandals of the district.

CONVERGENCE

It is proposed to work with Convergence with the department of Women Development & Child Welfare, who runs various programmes for adolescent girls who are out-of-school children and child labour. Further, the department of Social Welfare is running special hostels for girls with whom the convergence will be established for child-tracking and schooling.

7.2 Early Childhood Care and Education

ECE is an important initiative for achieving the UEE by reducing the gaps in enrollment, dropout and learning achievement between gender and social groups.

ECE is an effort for the school readiness of the children in the age group of 3 - 5 and a support service for workingwomen of the disadvantaged sections of the society.

No. of Mandals	No. of Basthis	3 - 5 children	Anganwadies existing
16	906	69,912	911

Mandalwise list of children with age group 3-5 years & Anganwadies existing

Mandal Name	No. of Basthis	No. of children 3 - 5			Anganwadies existing
		Out of school	School going	Total	
Ameerpet	16	565	457	1022	16
Khairatabad	106	2717	1421	4133	109
Shaikpet	66	3501	4162	7663	67
Golconda	37	327	406	733	38
Asif Nagar	105	6457	6259	12716	105
Nampally	46	1899	1733	3632	46
Tirumalagiri	22	744	955	1699	22
Secundrabad	41	1960	2218	4178	41
Musheerabad	58	2841	3261	6102	58
Himayath Nagar	30	948	915	1863	30
Marredpally	47	2160	1791	3951	47
Amberpet	55	2880	3511	6391	55
Bahadurpura	87	2741	1554	4295	87
Charminar	57	5083	2432	7515	57
Saidabad	56	766	351	1117	56
Bandlaguda	77	1950	952	2902	77
Total	906	37539	32378	69912	911

Inputs under ECE

- Extending the hours of Anganwadies
- Strengthening of pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.
- Running the Anganwadies in school premises during school hours under the supervision of Headmasters.

Convergence

Convergence with the Anganwadi centers of ICDS, along with the centers run by NGOs. Conduct of quarterly reviews at divisional level with the functionaries of ICDS, NGOs and SSA program officers to review the functional aspects of the Anganwadis.

7.3 Intervention of Disabled Children

The list of disabled children basthi-wise, namewise has been generated based on the **Family Survey** conducted as a part of pre-project activities. In view of guidelines provided under SSA following initiatives have been proposed.

- Identification of children with Special Educational Needs.
- Assessment of disability in all the basthis of the mandals through camps.
- Mainstreaming of Disabled children into special schools depending upon the type and extent of disability.
- Efforts for integrating the disabled with the mainstreaming schools.
- Development of TLM and other training material for the teachers and as well as pupil.
- Providing resource support to schools through Special Resource Teachers.

- Convergence with other departments working for the disabled viz., Health, Disabled Welfare, Social Welfare, Women & Child Welfare, etc.,
- Procurement and supply of aids and appliances through various sources of GOAP and GOI.
- Conduct of trainings and capacity building programmes to the district resource groups on SEN activities.

Sl. No	Name of the Mandal	No. of disabled children
1	Ameerpet	112
2	Khairatabad	213
3	Shaikpet	100
4	Golconda	107
5	Asif Nagar	190
6	Nampally	124
7	Tirumalagiri	96
8	Secundrabad	98
9	Musheerabad	112
10	Himayath Nagar	105
11	Marredpally	108
12	Amberpet	111
13	Bahadurpura	112
14	Charminar	104
15	Saidabad	126
16	Bandlaguda	147
	Total .	1965

Convergence

Convergence with the department of Handicapped Welfare, NGOs working with child labour, street children etc and GOI programs for providing all possible support to the children with special needs.

7.4 Domestic Child Labour

With an increase in urbanization, the incidence of people migrating from rural areas has increased manifold and their children form the major stock of Domestic Child labour who are employed for meagre amounts. Bonded full time working children are generally brought from the villages with an oral agreement to pay a meager amount on an annual basis. These children work from dawn to dusk with no time for recreation, leisure or education. They are often abused and suffer ill-health and have no one to take care of them. Contact with the family is restricted to occasions only. There is no scope of education in the lives of these children who are concerned about supporting their family.

There are various legislations and acts to stop child working in hazardous conditions but there is no law to guard the rights of these children and prevent them to stop from working.

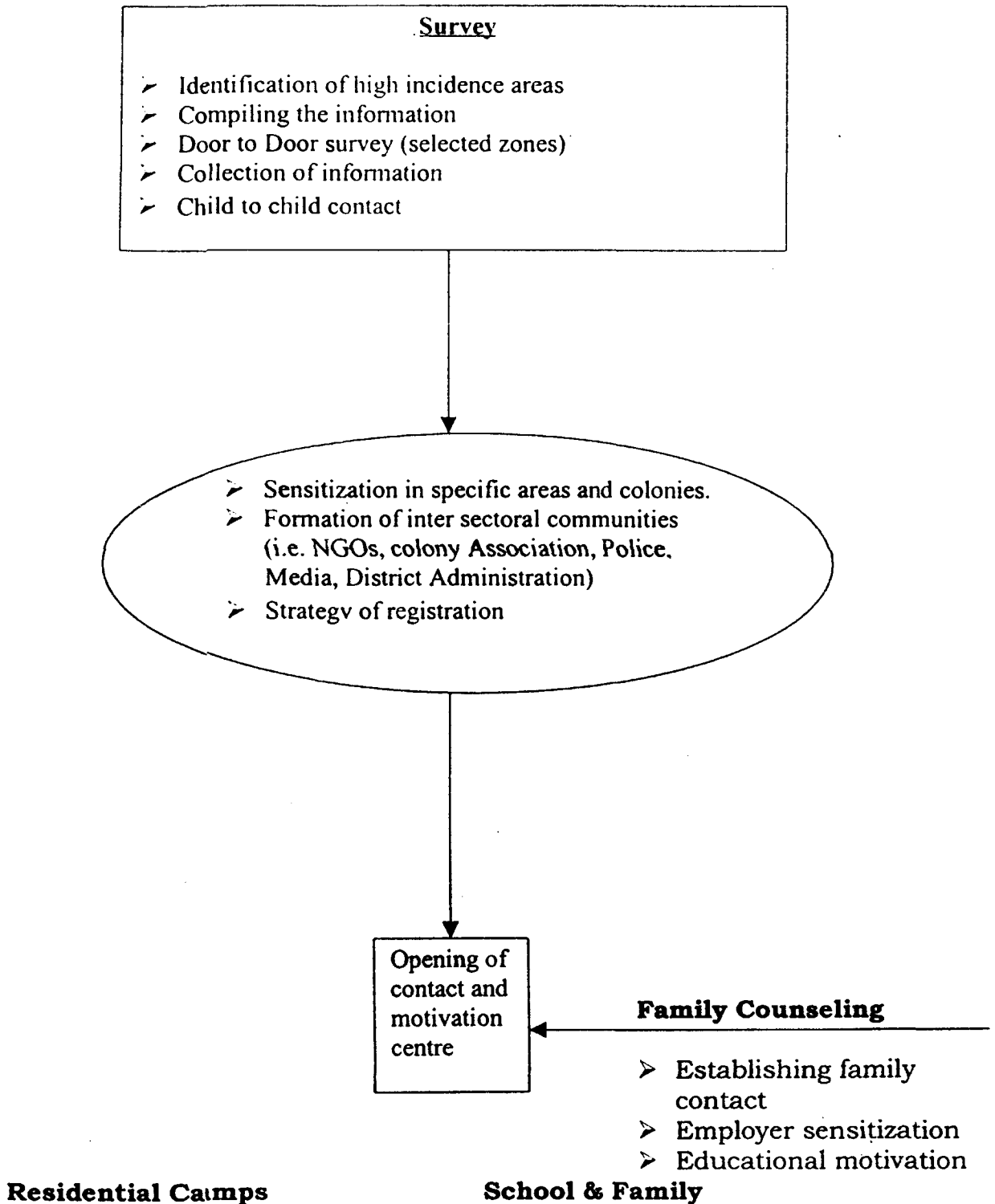
Strategies:

1. A ground survey to assess the number and extent of domestic child labour and also to understand the available resources.
2. Motivation centres to encourage parents and children to admit in mainstream schools.
3. Sensitization programmes region / zone wise keeping inter sectoral linkages as the primary base.
4. Lobbying for law enforcements.

Action Plan:

1. A city level action plan committee to be formed.
 2. Placements of registers in police stations for the declaration of domestic Child labour.
 3. Zonal level discussions and workshops.
 4. Identification of partners at every level.
- 50 NFE centres to act as motivation centres immediately.
 - **Nodal agency: Bala Jyothi & Juvenile Rights Forum & Pratyamnaya**

Domestic Child Labour



7.5 Street Children/Migrant Children

Any Child whether he/she is a Street Child requires a “proper” family care, full time education and conducive environment for his/ her development. We also recognize that the Street is not a safe place for the Child. Hence any intervention with the concept of giving Children the freedom to roam on the street can not be accepted.

The premise of any intervention should be taking the Children of the streets with the primary objective of reintegrating them into the family, if this is not possible we have to rehabilitate the Child into full time foster Homes. It is estimated that there are 45,000 Street Children in the city of Hyderabad.

Strategies:

Survey and assessment: The present estimated figure of 45,000 Street Children is not verifiable. There is requirement of doing a city level survey of number of Street Children keeping in mind the various factors such as mobility of Street Children, entry points, concentration etc. The survey should involve NGO's. Street Children, Government departments and law enforcement agencies.

Entry point activities: There is an urgent need for trained Street counsellors to motivate Children from the entry points itself either to go to transition centre or be reintegrated with his/ her family.

Transition centres: Existing night shelters and contact centres can be used as transition centres.

Full time foster Homes: Ananda Nilayams and Welfare Hostels can be used as full time foster Homes.

Action Plan:

Step 1. Workshop for **NGO's** working with street children to work out initiatives and standards. Preparation of draft plan for survey (May – 1 week June)

Step 2. Survey (Second week of June).

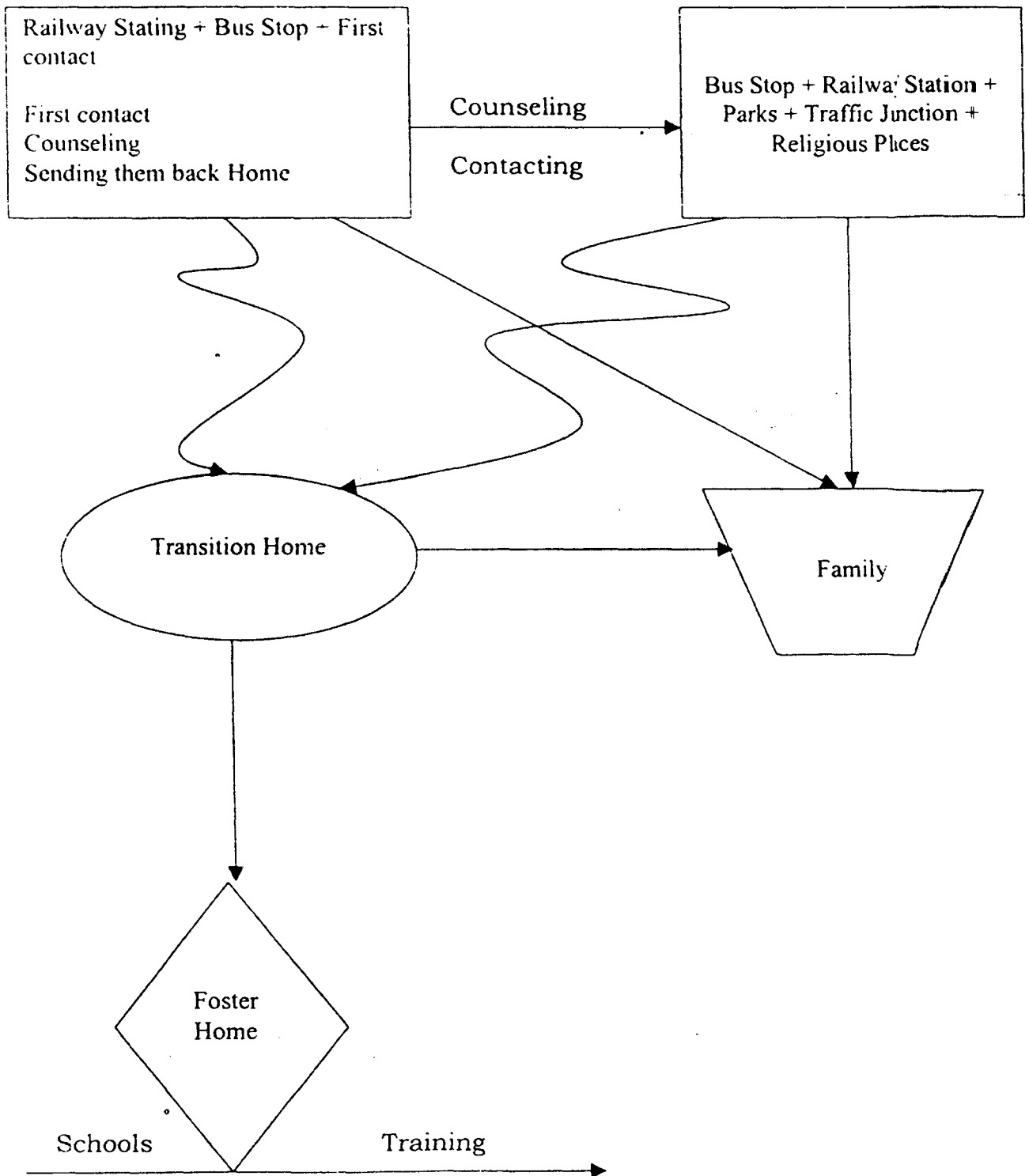
Step 3. Rehabilitation process simultaneously with the adoption of Ananda Nilayam and increase in number of Street Counsellors.

TARGET – 400 Children will be re integrated with their families and another 400 Children will be admitted to schools by August 2000.

Nodal Agency : Divya Disha & Bala Jyothi & Pratyamnaya

Street Children

Orientation and Training Survey



7.6 Child labour in Shops and establishments

Present Situation:

We believe that every Child who is out of school is a Child labour or a potential Child labour. Thus it becomes imperative that providing schooling to all Children is the only solution. Nevertheless, specific strategies for Children working in various trades is necessary to optimize the benefits off any intervention.

To operationalize any intervention for the rehabilitation of these Children, data is very essential. In Hyderabad district we do not have exact information off the number of Children and their concentration in varous trades. We also do not have information on the availability of infrastructre that is neededd for full time education of these Children. Therefore there is need for surveyy and educational infrastructure mapping.

Inter departmental specific law enforcement drives with **NGO** partners could be an effective strategy to remove a Child off the place of work till the Child joins thee school.

Strategies:

1. Specific trade data collection
2. Motivation centres at strategic locations
3. Identification of partners from various sectors
4. Orientation camps for parents and employers.
5. Orientation and rehabilitation camps for Children

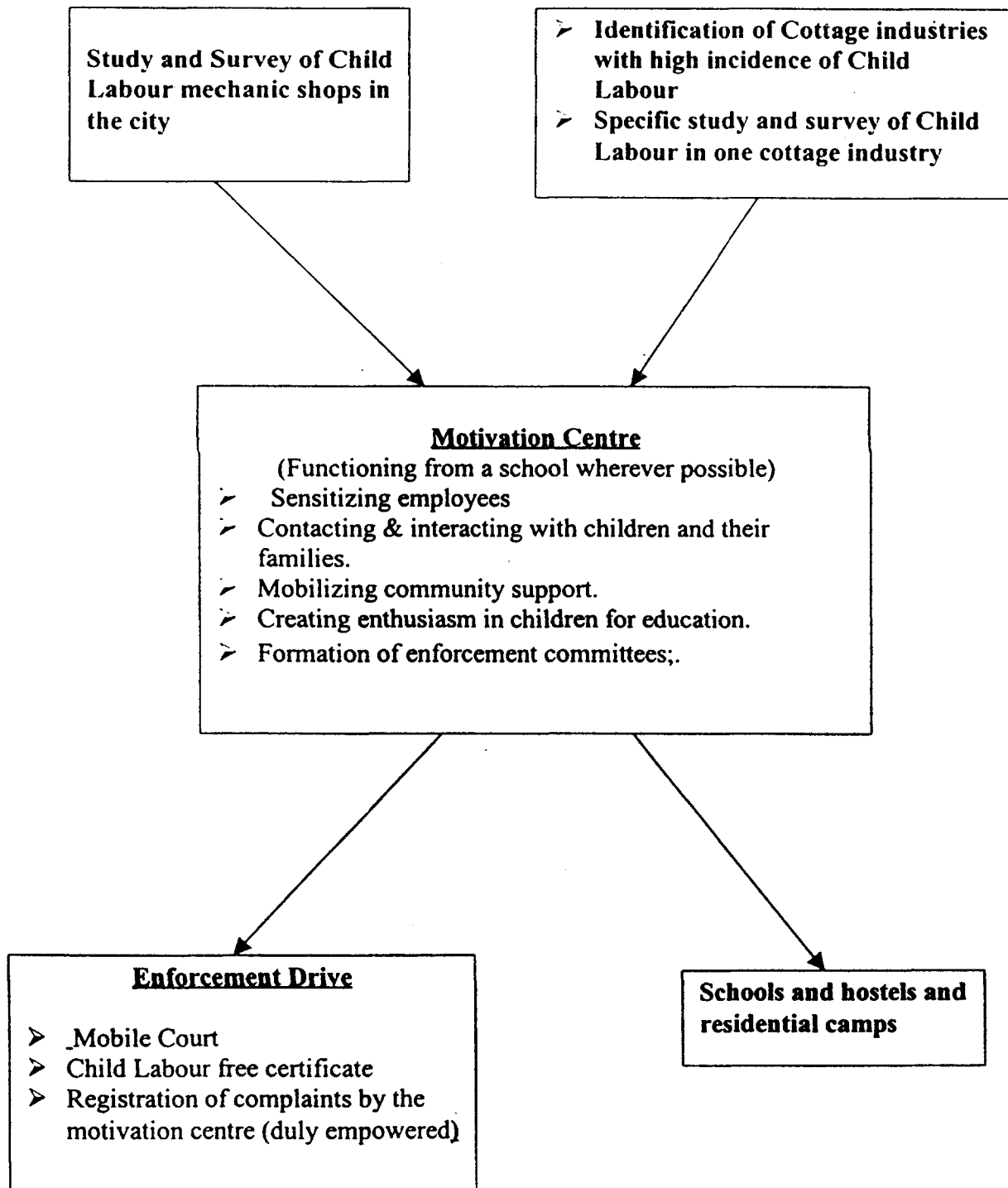
Action plan:

1. Trade Specific survey in two sectors i.e automechanic and cottage industries..

2. Mobile courts and law enforcement drives at strategic locations.
3. Community mobilization through meetings and workshops.
4. Neighbour hood schools to act as motivation centres
5. Assessment and presentation of “Child labour free” certificates to various trades
6. Formation of a core committee for trade specific interventions.

Nodal Agency : Bala Jyothi & CORRD & Pratyamnaya

Children in Shops and Establishments, Cottage Industries and other Child Labour



Chapter - VIII
Research, Evaluation, Supervision &
Monitoring

Chapter – VIII

Research, Evaluation, Supervision and Monitoring

8.1 Research

Adequate studies will be sponsored on various interventions to guide the future activities of the SSA for UEE. Research under the project will be viewed as a guiding force for taking up of various new initiatives for realizing the objectives of UEE. Small scale Pilot Projects for the implementation of programmes on emerging issues will be taken up as follows:

Mainstreaming of out of school children, Improvement of Pupil abilities in the Language, Arithmetic, creating interesting classrooms, Disabled children's education, Networking of Teachers. Education of focused groups i.e., SC, ST, Girls, ECE, Minorities etc.

Further teachers will be encouraged to take up action researches to solve problems faced in their day-to-day professional practice. Necessary training programmes will be conducted to the field staff i.e., MEOs, MRPs, Teachers, DIET Staff, DRG and MRG groups.

Inputs:

- Sponsoring research studies / pilot programmes, to the staff of DIETs, NGOs and other University based Resource Institutions with district specific focus
- Conduct of School mapping and micro planning exercises
- Provision of travel grant and honorarium for the personal involved in researches & innovations.

8.2 Evaluation Aspects

The impact of the project in the field in terms of progress in achievement of the objectives laid down under SSA in terms of indicators of implementation and progress and evaluating these at regular intervals. It is a sort of reflection and as well as consolidation of various initiatives both in terms of process and as well as outcome. Evaluation of following aspects will be taken up during the project.

- Functional aspects of various initiatives and their impact
- Progress in terms of achievement of objectives of SSA
- Participatory evaluation through community participation
- Conduct of pupil achievement surveys i.e., base line and mid term surveys

Inputs:

- Capacity building of the field staff viz., DIET, MRC, DRG, MRG for conducting evaluation activities
- Conduct of pupil achievement surveys
- Orientation to community management structures for participatory evaluation.

8.3 Supervision and Monitoring

It is proposed to strengthen the DIETs and constitution of Mandal Resource Centres and strengthening of existing teacher centres in addition to community based management structures. For providing effective professional support to the schools.

- **The entire focus of monitoring and supervision is the child.** Therefore knowing the status of the child in terms of achievement of competencies / abilities will be the starting point and, the entire process

will be back mapped to the availability and efficiency of teachers and their professional practice and other conditions of schools and out side schools respectively.

- The DIET staff will take up Academic Monitoring of schools and provide on job support / training to the teachers of Primary and Upper Primary schools.
- **The District Resource Group** will also visit the schools and track the progress of various schools categorized as A, B & C and provides guidance.
- The proposed structures for professional support at Mandal Level i.e., MRC with 3 Mandal Resource Persons who assist the Mandal Education Officer shall also monitor the schools and classroom practices and provide on job support to the teachers.
- Adequate initiatives will be taken up for the capacity building of community level structures i.e., School Committees, Basthi Education Committees, Mandal Committees to own and monitor the schools for its effectiveness and developing enabling atmosphere for the interfacing of school committees.

8.4 Management Information System (MIS)

The MIS is an important component of Planning and Implementation of Sarva Siksha Abhiyan Programmes. The EMIS (DISE & PMIS) will be proposed to be set up at District level and take up following programmes.

- Basic information on schools like infrastructure facilities, TLM, furniture, equipment etc., of the schools of Primary and Upper Primary.
- Total children in the age group of 5-14, Name-wise.
- Name wise particulars of children those who are in school and out of school.
- Teacher information
- Pupil achievement in various school subjects for Primary and Upper Primary schools.

- Enrollment, retention and actual completion rates
- School pupil ratio, Classroom pupil ratio, Teacher pupil ratio
- Progress in terms of project activities.
- Progress in terms of SSA objectives, quantitative data and analysis
- Updation of available data base (family survey) as a result of initiatives of SSA (PMIS).

8.5 Objectives of MIS

- To create comprehensive database at primary education level in the district and review the status every year.
- To monitor enrollment and retention
- To monitor performance in respect of students and achievement with special reference to girls and social groups.
- To monitor to implementation of all programmes and schemes under SSA.
- Establishing MIS unit in each DPO office.
- Capacity building of field staff for getting suitable information on DISE and as well as PMIS
- Computerisation, analysis of DISE and PMIS information and using it in the planning process and dissemination

8.6 Inputs under SSA

- Provision of computers and peripherals
- Provision of data entry operators (3), and Programmer
- Training to MIS staff
- Printing of Data collecting formats, collection of data, analysis, output
- Networking with districts and provision of Internet facilities

Chapter - IX
Improving Infrastructure facilities
Civil Works

-Chapter – IX

Improving School Infrastructure facilities and other Civil Works

9.0 Several initiative have been taken up for providing an atmosphere of school to the existing schools by way of providing minimum required building / classrooms and other infrastructure facilities like compound wall, toilets, storage facilities etc. Schools and classrooms must be attractive to provide an interesting and stimulating climate to the children.

The planning process taken up as a part of pre-project activities revealed over crowed classrooms, in adequate classrooms, running multiple classes simultaneously in single classrooms / verandah with two teachers etc. Majority schools do not posses proper space for storage and also security for the available audiovisual equipment and other TLM.

The expenditure on school buildings and other infrastructure facilities will be a one-time expenditure so that concentration will be focused on other quality aspects in subsequent years.

Status of School Infrastructure Facilities

a) Building less schools

	Total No. of Schools	No. of schools with buildings	Gap
Primary Schools	353	282	71

b) Additional Class Rooms

Total No. of schools	Schools with single classroom	Schools with two class rooms	Schools with Three class rooms	Schools with four class rooms	Schools with five and above class rooms	Requi reme nt
1418	-	765	283	141	229	2126

c) New School Buildings

Schools	No. of Buildings
Primary & ALS	654

d) Toilets

No. of Schools	Schools with Toilets	Gap
1418	618	800

e) Drinking water facilities

No. of schools	Schools with drinking water facility	Gap
1418	703	715

f) Electricity

No. of schools	Schools with electricity	Gap
1418	1002	416

Execution of (Civil Works

Community participation will be the means for undertaking Civil works in the improvement of school facilities. The School Committees will be given the responsibility of undertaking construction work of new school buildings, additional classrooms and mandal resource centres in addition to repair and maintenance of school buildings.

Community contribution

In addition to execution of civil works, the community agreed for contributing in following ways as decided in the Basthi Sabhas while developing bassthi educational plans.

- Providing land for the construction of new school buildings (about 1000 Sq Yards per new school) and adequate space for the additional classrooms.
- Providing matching grant of Rs. 5000 for each school towards repair and maintenance of school buildings.
- Participation of the community / school community for the quality construction and monitoring for progress.
- Support for providing local material and other cost effective material (Cash, Kindl & Service).

Civil Works

9.1 Buildings to New Schools

As a part of expansion of access for the schooling facilities to all the children in the age group of 5-14, it is proposed to open 583 alternative schools in schoolless basthis. In addition to provision of two regular teachers per school it is also proposed to provide a building viz., two room verandah to 1:2 existing building less primary schools. An amount of Rs.

2.2 lakhs is estimated for the construction of two-room verandah building. The school committees will be the executive agencies for the construction of school buildings.

Sl. NO	Mandal Name	New buildings to building less schools	Implementation Agency
1	Ameerpet	9	School Committees
2	Khairatabad	40	do
3	Shaikpet	31	do
4	Golconda	26	do
5	Asif Nagar	52	do
6	Nampally	25	do
7	Tirumalagiri	24	do
8	Secundrabad	29	do
9	Musheerabad	39	do
10	Himayath Nagar	26	do
11	Marredpally	35	do
12	Amberpet	41	do
13	Bahadurpura	64	do
14	Charminar	57	do
15	Saidabad	31	do

16	Bandlaguda	54	do
		583	

9.2 Additional classrooms

It is proposed to provide a room for every teacher in primary and upper primary schools as per SSA norms. The planning process i.e., basic education plans reveals the requirement of minimum 2126 additional classrooms in all the 16 project mandals. This provides minimum required space for each child for interaction and for other learning processes. The School Committee will be the executive agency of construction work.

No. of Additional classrooms	Implementation agency
2126	School Committees

Additional Classrooms to existing schools			
S. No	Mandal Name	No. of Additional Classrooms	Implementation Agency
1	Ameerpet	83	School Committees
2	Khairatabad	213	"
3	Shaikpet	37	"
4	Golconda	81	"
5	Asif Nagar	219	"
6	Nampally	107	"
7	Tirumalagiri	46	"
8	Secunderabad	217	"
9	Musheerabad	189	"
10	Himayatth Nagar	84	"
11	Marredipally	31	"
12	Amberpet	94	"
13	Bahadurpura	184	"
14	Charmimar	191	"
15	Saidabad	248	"
16	Bandlaguda	102	"
	Total	2126	

An amount of Rs. 1.2 lakhs is estimated for the construction of each additional classroom.

9.3 Construction of Building to Mandal Resource Centre (MRC)

MRCs has been evolved as successful school support structures in DPEP districts wherein buildings have been provided to all the MRCs.

Therefore it is proposed to provide Mandal Resource Centres at Mandal level to cater to the needs of providing inservice training to the teachers and other field functionaries along with functioning of MRPs from this office and to provide on job support to the teachers. In addition it is a centre for various resources such as library books, TLM etc., and teachers will be regularly using these centres for their professional growth and for interaction. MEO and MRPs will be functioning from this MRC. MRC will be supported with other add on facilities such as computers, furniture, equipment, stationery and other contingencies.

Therefore it is proposed to provide buildings to all the 16 mandals in a phased manner, which serves as office cum training centre. The MEOs and MRPs will function from the MRC.

No. of Mandals	No. of MRC Buildings	Implementation agency
16	16	NCLP Hyderabad

An amount of Rs. 12.00 lakhs is estimated for the construction of each MRC building. The Mandal Education Committee is the executing agency for the construction of MRC building.

Maintenance and repairs of School Buildings

The habitation education plans were developed by the active participation of the community, revealed requirement of assistance towards maintenance and repairs of school buildings. This includes

- Repairs to windows and doors
- Cement work on walls and doors
- White washing
- Providing storage facilities
- Repairs to furniture, black boards etc
- Compound walls
- Electricity
- Drinking water
- Toilets

The community has readily agreed for contributing 50% of estimated amount towards the above works in terms of cash / kind / service.

Mandal Name	Mjr Repair	Mnr Repair	water	Power	Toilets	Implementation Agency
Ameerpet	12	25	32	17	12	School Committee
Khairatabad	20	41	49	28	55	Do
Shaikpet	16	32	42	22	42	Do
Golconda	13	26	32	19	36	Do
Asif Nagar	25	54	64	37	71	Do
Nampally	13	26	35	18	34	Do
Tirumalagiri	12	24	34	17	34	Do

Secundrabad	15	30	36	21	39	Do
Musheerabad	20	38	48	28	54	Do
Himayath Nagar	13	26	36	18	35	Do
Marredpally	18	36	47	25	48	Do
Amberpet	21	42	55	21	56	Do
Bahadurpura	31	62	78	46	87	Do
Charminar	29	54	23	41	78	Do
Saidabad	16	32	38	22	45	Do
Bandlaguda	26	52	66	36	74	Do
Total	300	600	715	416	800	Do

Chapter - X

Implementation Arrangements

Chapter – X

Implementation arrangements

10.1 Organisation responsible for the implementing of the programme

The activities under SSA will be implemented by an autonomous organization i.e., APPVP (Andhra Pradesh Pradhama Vidya Parishad) implementation agency for the DPEP programmes in the State. The APPVP has been registered under the AP (Telangana Areas) Public societies registration Act 1350 fasli, for planning, implementing and monitoring the project formulated for achieving the objectives of the District Primary Education Programme as outlined in the project document. The APPVP has a General Council and Executive Committee (Karyavargam) with defined powers, functions and responsibilities. There is a well-structured State level Office as well as District level Offices (DPOs) in DPEP districts.

In view of proposed programme for UEE through SSA in Non-DPEP districts, the organisation structure at State Level i.e., APPVP of DPEP is proposed to oversee the programme monitoring aspects of the SSA in the SSA districts.

10.2 Executing Agencies at various levels:

APPVP will execute project components through the following outside agencies in SSA districts.

Basthi Level	:	School committees
Mandal Level	:	Mandal Education Committee, Mandal Resource Center.
District level	:	NCLP, DIET, District Education Committees
Regional Level	:	IASEs,, Universities (Guidance & Partnership)
State Level	:	SCERT, SIET

Andhra Pradesh Pradhama Vidya Parishattu (APPVP) execute project components through the following outside agencies.

I. Basthi level:

Basthi-level management structures viz., School Committees have been formulated for all the schools through Community Participation Act, Andhra Pradesh, consisting of four members out of which, two are women members and one Chairman who are the parents of the children attending the school. In addition to School Committees, Basthi Education committees have been formulated under the chairmanship of Basthi elders with the representatives of the members of the School Committees in the Basthi along with other members to look after school matters and monitor the children education through their active participation and support.

Following are the functions of various committees at basthi level with reference to executing project components:

a) School Committees (SCs):

- SC takes a lead role in executing all types of civil works at basthi level. The SCs shall identify and provide the free land to new schools and invite other contributions in cash and kind from the community.
- Participate in the preparation of basthi educational plan.
- SC members prepare basthi social map to record unenrolled and dropped out children and other resources.
- Takes responsibility for mobilizing community and parents to sensitize them on the issues of child labour and their educational issues and also supports the school for improving the infrastructure facilities by contributing in terms of cash, kind, service.
- Manage the school education fund for school development.
- Ensure enrolment and retention of all the children.

- Arrange for the services of local persons as teachers or instructors, where there a felt need, on voluntary basis or on payment of fixed honorarium meeting the cost from school education fund as well as assistance from government.
- Ensure excellence in the over all performance of the school and the children.
- Ensure effective use of educational equipment supplied to the schools under various central / state schemes.
- Monitor the ECE Centres in the other Alternative educational facilities in the basthi for mainstreaming the out of school children.

IMandalwise List of Community Organisations

S. No	Mandal Name	No. of School Education Committees	No. of DWACRA Groups	No.of Yuva Saktis
1	Ameerpet	16	300	120
2	Khairatabad	106	612	215
3	Shaikpet	66	483	180
4	Golkonda	37	258	80
5	Asiff Nagar	105	180	65
6	Nampally	46	75	37
7	Tirumalagiri	22	122	68
8	Secundrabad	41	108	69
9	Musheerabad	58	168	212
10	Himayath Nagar	30	75	108
11	Marredpally	47	105	86
12	Amlberpet	55	98	99
13	Bahadurpura	87	106	89
14	Charminar	57	86	78
15	Saidabad	56	78	39
16	Bamdlaguda	77	99	63
	Total	906	2953	1608

b) Basthi Education Committees:

- The Basthi Education Committee shall take all steps required for the effective functioning of the schools in the Basthi and to achieve total literacy.
- The committee shall maintain a separate fund called Basthi Education fund through some taxes and donations from the public and help augment infrastructure facilities and supplement resource base for the school.
- Monitor the efforts initiated for UEE.

II) Mandal level:

- ❖ Mandal is a viable basic unit and an immediate sub-level to monitor and support all the primary and upper primary schools under its jurisdiction.

a) Mandal Resource Centres:

- MRC is an alternative structure proposed at mandal level to look after in-service training requirement of primary school & Upper primary School teachers and other functionaries at mandal level. In addition to training, MRCs are responsible for monitoring and supervision of schools and providing on-job support to the teachers.
- MRPs regularly visit the school and monitor the attendance of pupils and as well as the teachers in addition to providing professional support to schools.
- Guide and monitor the utilization of A.V. equipment and other teaching learning material.
- Monitor all types of SSA viz., grants utilization, awareness campaigns, TC meetings, etc., and its impact.

- The training programmes proposed at MRC are
 - (a) In-service teacher training and
 - (b) Induction and recurrent training to newly recruited teachers and Vidya Volunteers.
 - (c) Training of ECE workers
 - (d) Training to SC members on community mobilisation and for their participation in school matters
 - (e) Conducts meetings with basthi-wise youth members, DWACRA, SC and other self-help groups for conducting campaigns and other mobilisation activities sensitizing the community on child labour and their educational issues.

b) Mandal Education Committee (MEC):

As per the AP School Education (Community participation) Act, 1998, Mandal Committees have been formed for all the mandals in the state to ensure active participation of the local community for the effective functioning of the school system and achieving the national goal of UEE in its true spirit.

The MEC shall monitor the functioning of the schools under the control of the D.E.O and take necessary corrective steps wherever necessary.

- Under take annual evaluation of the performance of the schools, and its facilities and provide for academic supervision and inspection of schools under the control of D.E.O.
- Prepare Mandal Education Plan and monitor the UEE interventions.

III) District Level:

District Education Committee:

The District Committee is represented with parents, HMs, educationists, NGOs, DEO, Project Director NCLP, representatives from other welfare departments, etc.

The Committee shall have to undertake annual evaluation of the performance of the schools and prepare annual budget and operate district education fund. It reviews all the initiatives of UEE and monitors the progress in achieving the UEE in scheduled time.

District Institutes of Education & Training:

DIET is a premier academic institute at district level which provide all types of professional support to the teachers, supervisors and resource persons at mandal level and play a vital role for the enhancement of quality of elementary education.

The role of DIET in the light of UEE (SSA) interventions is as follows:

- Academic resource centre in the field of elementary education, alternative education, pre-primary /ECE, etc.
- Training of MRPs in the key areas of Pedagogy, community mobilisation, planning, multi-grade teaching, child-centred pedagogy.
- Development of district specific training strategies.
- Conduct process as well as impact evaluation of UEE (SSA) interventions.
- The faculty members of DIET will be the some of the core team members of District Resource Groups.
- Take up academic monitoring of schools.

IV) Regional level:

a) IASEs and Universities

The institutes of Advanced Studies in Education and University departments of education are proposed as resource bases at regional level in the State. Following are the proposed activities to be taken up in partnership with them:

- Development of capacities for appraisal and supervision and for an effective EMIS.
- Conduct of evaluation and achievement studies, baseline mid-term and other sustainable studies.
- Training of District Resource Groups in teacher training in areas of Pedagogy especially Multi level, multigrade teaching, activity based child centred education.
- Training of district resource groups in the areas of alternative schooling.
- Training of district groups in special education and needs of special groups like street children, child labour and domestic child labour depending upon the area specific needs of the district and the regions.
- Training of district resource group in Micro-planning and community based school management.

V) State level:

The State level institution like SCERT and SIET play a vital role in the capacity building activities of the various personnel associated with UEE (SSA) interventions.

a) SCERT:

- Conduct workshops, Seminars, training programmes for district level resource personnel, DIET faculty MRPs and building their capacities in the areas of gender, problems of focused groups, community mobilisation, teacher motivation and school effectiveness.

- Innovation for quality improvement designing of T.M, developing training packages.
- Carrying out surveys and other assessment studies.
- Taking up research projects based on the requirements of the UEE.
- Documenting the progress made in primary education as a result of UEE and other interventions.

b) SIET:

The SIET is presently playing a key role in the implementation of Educational Television programmes in the state for bringing qualitative improvements in the classroom process. In the context of UEE, SIET plays a vital role at three levels. (1) School, (2) Teacher Centre, (3) DIET at district level as follows:

- Supply of software both transmission and cassette mode.
- Designing and supplying of support material for maximum utilisation of E.T.
- Training of user teachers in operation, maintenance and utilization of both hard ware and software supplied.

10.3 Other Agencies:

The Project management will also collaborate with outside academic institutions like Rishi Valley Education Center for improving Education quality. NGOs with good track record and expertise in specific areas of interest like MV Foundation, will be associated in developing strategies and for training the project staff and to work in partnership.

The State Project Office and the District Project Office will also take up activities, which require intensive personal attention of SPD or other project staff. Development of training packages, Manuals, training of various functionaries, development of textbooks etc will be undertaken by project

office directly in association with professionals from reputed institutions and individual consultants.

The State Project Office and District Project Offices with its cadre of committed professional, will undertake some of the activities with the support from National//State level Academic Institutions, NGOs, TSG, etc.

10.4 Participation Arrangements:

To ensure participation of stakeholders including parents, teachers and community at large the project has carefully designed arrangements for implementation. Many of the interventions should be implemented through organisations headed and managed by the parents of the school going children. A number of training and contact programmes have been planned to ensure regular community participation. The Head Masters would be involved in almost all crucial interventions. Networking with NGOs has been envisaged as a major implementation tool.

As mentioned in the previous chapters, the local level institutes community management structures viz., Basthi Education Committees, Mother Associations, School Committees etc., play a lead role in the planning, monitoring and in the implementation of various school improvement programmes as follows::

Planning:

- School Committees conduct survey for basthi level information and prepare a list of all the children name-wise who are in school and out of school in the age-group of 5-14 yr.
- School Committees participates and prepare basthi educational plan.
- Mother Association identifies location, instructor and Ayah for starting ECE centres.
- These committees identify major resources for support of elementary education activities in the basthis.

Implementation:

- School Committees takes a lead role in executing all types of civil works at basthi level. The SC shall identify free land and invite other contribution in cash, kind from the community.
- School Committee members take responsibility of specific unenrolled dropped out children for schooling.
- Mother Association takes the responsibilities of running the centre by providing accommodation, teaching learning materials, along with identification of local educated Youth as instructor and Aych and provide monthly salaries to them from SSA funds.

Monitoring:

- School Committees shall monitor the utilisation of school and teacher grants and progress of civil works and its quality.
- School Committee monitors the efforts for releasing child labour from the work and mainstreaming them through various types of Bridge Courses.
- Monitor the regular attendance and retention of the children who are already in the school and also mainstreamed from child labour.
- School Committee monitors the attendance of the pupil and teachers from time to time.
- Mothers' Association shall monitor and supervise the functioning of ECE centres.
- School Committees monitor the utilisation of teaching learning equipment supplied to school under various central and State schemes.
- School Committees also mobilise community support to provide necessary site and accommodation for establishing Alternate schools

(A.S.) in school less bassthis, which are not viable to start a Formal primary schools.

- Further these committæes mobilise public support for enhancing school infrastructure facilities like building requirements; drinking water, toilets, school gardens etc., through Janma bhoomi and other voluntary service programmes.
- Training to SC members; for developing awareness on school related issues, along with preparation of participatory basthi education plans.
- Conduct of model SC meetings and organisation of Basthi Sabha (Basthi meetings).
- Inter district and inter Sttate tours of SC members for observing good practices.
- SC members from each basthi construction activity will be given training at district Nirmiithi Kendras exposing them on day today construction techniques and other cost effective techniques.
- Training to the members of Mothers Associations on monitoring and supervision of ECE centres.

The Project Management will operate and facilitate at State/District level. At the basthi level, the project will be solely run by the parents and members of the community. This ensures commitment of management to the goal of UEE and DPEP objectives. At state and district levels project management will consist of persons with proven expertise, dedication to the organisation goals and willingness to work hard for the organisation.

Functional groups which will interact with each other for common objectives and goals will be set up with scope to contribute to spheres which may not be directly with them. Main areas will be teacher education MIS, Civil works wing, gender, disadvantaged groups and general management. Organisation will be a learn one and with missionary zeal.

Accountability will be the motto of all the functionaries. They will hold themselves accountable to the assigned tasks as per project goals. Accountability includes efficiency in use of financial resources also. The project will aim for high degree of effectiveness and efficiency in deploying all resources.

For achieving the project goals, the management will cooperate the other convergent goal, departments, NGOs and other resource institutions. This will ensure sustainability of many components the initiatives the project also.

Following will constitute policy and working strategies of the Management:

State Project Office is already established and working at the state level for DPEP. In SPO, where people meet frequently in small, manageable groups, discuss milestones, recall successes and analyse failures to perform and achieve UEE objectives. The existing staffing pattern in SPO will be adequate to look after the interventions of SSA in the project districts.

10.5 District Project Office (DPO)

District Project Office (DPO) will be established in the district (on the pattern of DPEP districts) at the district headquarters. The District Educational Officer will be the ex-officio District Project Coordinator (DPC) of district SSA. DPC will be assisted by Addl. Project Coordinator who will be appointed by the Department of Education, Government of Andhra Pradesh. He/she shall have the powers and responsibilities to carry out the various initiatives for UEE in consultation with District Educational Officer under the chairmanship of Collector and District Magistrate who is the chairman of district SSA, subject to entitlement, jurisdictional competence

and delegation of financial and administrative powers as decided by the Executive Committee of the APPVWP. Staffing pattern in DPO is as follows (as per the staffing pattern of DPEP (district))

Sl. No.	Staff	In the cadre of
1	Additional Project Coordinator	Lecturer/Sr. Lecturer (DIET) / Dy. DEO
2	Academic Monitoring Officer	Lecturer/Sr. Lecturer (DIET) / MEO
3	Community Mobilisation Officer	Lecturer/Sr. Lecturer (DIET) / MEO
4	Girl Child Development Officer	Lecturer/Sr. Lecturer (DIET) / MEO
5	Accounts Officer	AAO of department of Treasuries & Accounts
6	Dy. Executive Engineer	
7	Asst. Engineers (two)	
8	Draughtsman	
9	Computer Programmer	
10	Data Entry Programmer (three)	
11	Superintendent	
12	Sr. Assistant	
13	Sr. Accountant	
14	Jr. Assistants (two)	
15	Jr. Accountant	
16	Attenders (two)	

Functional aspects of DPO

- Development of Annual Work Plan & Budget in de-centralised participatory mode.
- DPO is responsible for the implementation of all the activities as per AWP&B and submits progress reports from time to time as desired by SPO/GOI.
- Publication of reports, newsletters, etc.

Inputs

The DPEP project will be located in a rented building (provided suitable accommodation is not available in the office of the District Educational Officer).

The DPO office will be supported with required furniture, equipment, salaries, vehicles and other MIS equipment along with stationery and other contingencies.

10.6 Flow of Fund

The process of fund will be from SPD to DPO.

- Funds flow from SPO to District Collector, Ex-Officio Chairman, District SSA by Committee Accounts Payee Cheque or Accounts Payee DD as per AWP&B provision
- All funds from DPO to executing agencies like School Committees, DIETs, MRCs, TCs will be through Accounts Payee cheque or Accounts Payee DD.
- Accounts will be maintained as per the statutory requirements for societies. Reports will be sent to SPO/GOI as per requirements.
- **Audit (as per the guidelines in vogue as in case of DPEP):**
 - a. Pre audit by AAO of DPO of all expenditure
 - b. Statutory audit every year, by the auditor appointed by Executive Committee.
 - c. Annual Audit by Chartered Accountant General.

General

Expenditure Payment will be sanctioned by:

- Competent authority

- Subject to Budget Provision 1
- Within approved workplan
- In accordance with rules/procedure

Bank Transactions will be made by:

- ** Authorised signatory/Signatories
- ** With delegated competence
- ** Based on competent sanction

In all financial Transactions

- Prudent
 - Cost effectiveness
 - Transparency
- will be maintained.

Chapter - XI

Programme Initiatives - Component-wise
Interventions

(Chapter XI Programme Initiatives - Component-wise Interventions

11.1 PROJECT MANAGEMENT

A) Major Strategies

- Establishment of District Project Office at District Head Quarters with District Collector & Magistrate as Chairman of the SSA programme with District Educational Officer and SSA Co-ordinator as the programme members
- Provision of Equipment, Furniture, Stationery and other contingencies to the State Project Office and Salaries (not more than 6% of Total Project Cost).
- DPO is responsible for the implementation of all the activities as per the Annual Work Plan & Budgets and follow-up the activities and furnish progress reports on the performance indicators of the project both in Primary and Upper Primary level to the State Project Office and Government of India.
- The proposed staff pattern in DPO is as follows

Staff	in the cadre of
Sarva Shiksha Abhyas Co-ordinator	District level Official involved in Education
Academic Monitoring Officer (AMO)	Lecturer / Sr. Lecturer (DIET) / MEO
Community Mobilization Officer (CMO)	Consultant from NGO
Girl Child Development Officer (GCDO)	Lecturer / Sr. Lecturer (DIET) / MEO
Street Child Specialist	Consultant from NGO
Domestic Children Consultant	Consultant from NGO
Accounts Officer (AAO)	AAO of dept. of Treasuries & Accounts
Dy. Executive Engineer (DEEE)	
Asst. Engineers (AE) - 2 members	
Draughtsman	
Computer Programmer	
Computer Operators (three)	
Superintendent	
Sr. Assistant	
Jr. Assistants (two)	
Jr. Accountant	
Attenders (two)	

B) Activities

- Furniture for DPO
- Equipment for DPO
- Hire Charges for Vehicles for DPO
- Hire Charges for Vehicle for DIET
- Salary for DPO Staff
- DPO Consumables
- Water, Electricity, Telephone etc.
- Rent for DPO
- TA & DA
- Equipment Maintenance and Operation at DPO
- Consultant Honorarium

C) Monitoring & Follow-up

The Sectoral Officers of DPO in charge of various major interventions will be monitoring the implementation of sector-wise planned programmes in all the mandals with adequate field visits and with review meetings. The Deputy Educational Officer along with Mandal Resource Persons will be implementing, monitoring the programmes at mandal level. The progress of the project in the field will be reviewed at divisional and district level with DRGs and MRPs / District administration on monthly basis and the same will be shared at State level.

Further separate meetings will be convening reviewing the Education of backward Groups i.e., Girls Education, Street Children, IED, Minorities, ECE, Child Labour, Migrated children, Domestic Child Labour etc., and taking up of necessary follow-up action.

The monthly progress reports will be compiled initially at District-level reflecting mandal-wise targets and achievements along with progress on project performance

indicators and the same will be furnished to the State Project Office on a monthly basis.

C) Convergence

The SSA programme being an additionality to the existing departmental programmes and other initiatives being implemented by the departments such as Social Welfare, Municipal Corporation, Urban Community development, Welfare of the disabled, Women & Child Development, necessary convergence may be established between these departments for the education of children upto elementary stage. Further, there are considerable number of NGOs operating from various geographical areas and working in the areas of education of Street Children, domestic children, child labour, girls' education, disabled children, etc., therefore, it is proposed to work with NGOs by way of support from SSA.

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D) Budget Tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 is furnished herewith.

Proposed Budget for the years of 2001- 2010 - Hyderabad District, Andhra Pradesh

Intervention Name : Project Management

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	No of Days	(Rs. in lakhs)																							
							2001-02		2002-03		2003-04		2004-05		2005 - 06		2006 - 07		2007 - 08		2008 - 09		2009 - 10		Total					
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
1	Furniture for DPO	FU	C	NR	5.000		1	1.500	1	1.000	0	0.000	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	0	0.000	1	5.000				
2	Equipment for DPO	EQ	C	NR	10.000	Every Year	1	3.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	0	0.000	1	10.000				
3	Hire charges for vehicles for DPO	VH	C	NR	0.150	Every Year	5	5.850	5	7.800	5	7.800	5	8.400	5	9.000	4	7.680	4	7.680	4	8.160	4	8.160	5	70.530				
	Hire charges for vehicles for DIET	VH	C	NR	0.150	Every Year	1	1.560	1	1.560	1	1.680	1	1.680	1	1.800	1	1.800	1	1.920	1	1.920	1	1.920	1	15.840				
4	Salary for DPO staff	SA	C	R		Every Year	20	18.750	20	25.000	20	27.500	20	30.250	20	33.270	20	36.590	20	40.240	20	44.260	20	48.680	20	304.540				
5	DPO consumables	CO	C	R		Every Year	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	18.000				
6	Water, Electricity, Telephone Etc	CO	C	R	0.150	Every Year	12	1.800	12	1.800	12	1.800	12	1.800	12	2.000	12	2.000	12	2.250	12	2.400	12	2.500	12	18.350				
7	Rent for DPO	CO	C	R	0.300	Every Year	12	3.600	12	3.600	12	4.000	12	4.000	12	4.500	12	4.500	12	5.000	12	5.000	12	5.000	12	39.200				
8	TA & DA	CO	C	R	0.100	Every Year	12	1.200	12	1.200	12	1.200	12	1.200	12	1.400	12	1.600	12	1.800	12	2.000	12	2.000	12	13.600				
9	Equipment maintenance and operation at DPO	OP	C	R		Every Year	1	1.000	1	1.000	1	1.000	1	1.000	1	1.200	1	1.200	1	1.400	1	1.400	1	1.400	1	10.600				
10	Consultants	LC	C	NR	0.100	Every Year	6	5.400	6	7.200	6	7.200	6	7.200	6	7.500	6	7.500	6	7.800	6	7.800	6	8.000	2	65.600				
	Total							45.660		53.160		55.180		59.030		64.170		66.370		71.590		76.440		79.660		571.260				

11.2 PLANNING MANAGEMENT

A) Major Strategies

- Capacity building of local community and teachers for participatory planning and development of Habitation Education Plans.
- Capacity building of DRGs, MRGs, NGOs Teachers for school-mapping and micro-planning.
- Development of database on the major performance indicators of the project and analysis, target-setting, plan for implementation, participatory evaluation, etc.

B) Activities

- Planning Exercise - Development of Annual work Plans etc
- Training of MRPs and NGOs in School Mapping, Micro Planning, School Improvement Plan etc
- Orientation to the MRPs and community organisation on planning
- Exposure visits

C) Monitoring & Follow-up

Necessary networking will be planned among planning teams at state, district, mandal and habitation levels. Further, monitoring of development of Habitation Level Plans alongwith target-setting will be taken up alongwith the consolidation of these plans into mandal and district level plans. It is further proposed for the monitoring of achievement of targets as planned on each major indicator of UEE. Further, necessary reviews with by DEOs, Deputy Inspector of Schools, DRGs and MRGs will be taken up at district level to share the field-level implementation of the project alongwith problems, if any. The district planning teams and mandal planning teams will involve and take up the quarterly feedback in the districts. The implementation of the activities will be monitored and reviewed as per implementation schedule.

D) Convergence

Convergence will be established between the departments of Urban Development, NCLP, Welfare of the Handicapped, Social Welfare where programmes are being implemented for the education of children.

E) Budget Tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

Proposed Budget for the years of 2001 - 2010 - Hyderabad District, Andhra Pradesh

Intervention Name : Planning and Management

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	No of Days	2001-02		2002-03		2003-04		2004-05		2005 - 06		2006 - 07		2007 - 08		2008 - 09		2009 - 10		Total			
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
							1	Planning Exercise	AC	E	NR	0.050		16	0.800	16	0.800	16	0.800	16	0.800	16	0.800	16	0.800	16	0.800	16
2	Training of MRPs in School Mapping and Micro Planning	TC	C	NR	0.0007	3 Days	64	0.134	0	0.000	64	0.134	0	0.000	64	0.134	0	0.000	64	0.134	0	0.000	64	0.134	64	0.134	64	0.670
3	Oreintationo to the MRPs on planning	TC	C	NR	0.0007	3 Days	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	1.206
4	Exposure visits	AC	C	NR	0.100		16	1.600	16	1.600	16	1.600	16	1.600	16	1.600	16	1.600	16	1.600	16	1.600	16	1.600	16	1.600	16	14.400
Total								2.668		2.534		2.668		2.534		2.668		2.534		2.668		2.534		2.668		2.668		23.476

11.3 RESEARCH, EVALUATION, MONITORING & SUPERVISION

A. Major Strategies

- Development of suitable strategies for achieving the objectives of UEE.
- Capacity building of teachers, NGOs and other field staff for taking up of small scale classroom-based teaching and other action research programme.
- Evaluating the performance of the project in terms of inputs, implementation and monitoring on major indicators of the project.
- Developing suitable monitoring & supervision techniques and making the field staff more accountable.
- Taking up of surveys, studies on emerging issues.

B. Activities

- Conduct of Action Researches by the Teachers and field-staff along with community organisation i.e. CBOs and NGOs.
- Conduct of Small Scale classroom-based Researches
- Orientation on Research and Evaluation to the field staff.
- Conduct of Pupil Achievement Tests – Primary - External - @ once in a year
- Conduct of Pupil Achievement Tests – Upper Primary - External - @ one in a year
- Baseline & Midterm Assessment – Primary & Upper Primary
- Academic monitoring of schools by DIET staff and education consultant
- Academic Supervision by MRPs - Primary Stage
- Academic Supervision by MRGs - Upper Primary Stage
- Cohort Studies
- School Visits by DRGs & Reporting

C. Convergence

It is proposed to work with SCERT and Department of Education of various universities / IASEs / CTEs and share the findings of various field studies. It is further proposed to support these institutions to conduct various studies on emerging issues, social groups, demographic changes etc. so that necessary strategies will be planned to achieve the objectives of SSA.

D. Budget tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

Proposed Budget for the years of 2001 - 2010 - Hyderabad District, Andhra Pradesh

Intervention Name : Research, Evaluation, Monitoring & Supervision

(Rs. in Lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	No of Days	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total					
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
							1	Action Research	RE	Q	NR	0.020	2 per mandal	64	1.280	64	1.280	64	1.280	64	1.280	64	1.280	64	1.280	64	1.280	64	1.280	64
2	Smaller Scale classroom based Researches	RE	Q	NR	0.100	2 per mandal	32	3.200	32	3.200	32	3.200	32	3.200	32	3.200	32	3.200	32	3.200	32	3.200	32	3.200	32	3.200	32	28.800		
3	Orientation on Research and Evaluation	TC	Q	NR	0.001	7 Days	0	0.000	64	0.134	64	0.134	0	0.000	64	0.134	0	0.000	64	0.134	0	0.000	64	0.134	64	0.134	64	0.670		
4	Conduct of Pupil Achievement Survey (Per year) Primary	RE	Q	NR	4.000	Every Year	1	4.000	1	4.000	1	4.000	1	4.000	1	4.000	1	4.000	1	4.000	1	4.000	1	4.000	1	4.000	1	36.000		
5	Conduct of Pupil Achievement Survey (Per year) Upper Primary		Q	NR	2.000	Every Year	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	18.000		
6	Baseline & Midterm Assessment	RE	Q	NR	3.000	2 times	1	3.000	0	0.000	1	3.000	0	0.000	0	0.000	1	3.000	0	0.000	0	0.000	1	3.000	1	3.000	1	12.000		
7	Academic Monitoring of schools by DIET staff (Travelling expenditure) - Rs. 50,000/- per quarter	RE	Q	NR	2.000	Every Year	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	18.000		
8	Academic Supervision by MRPs Primary Stage	#REF!	Q	NR	0.005	Every Month	64	2.880	64	3.840	64	3.840	64	3.840	64	3.840	64	3.840	64	3.840	64	3.840	64	3.840	64	3.840	64	33.600		
9	Academic Supervision by MRGs Upper Primary Stage		Q	NR	0.003	Every Month	48	1.296	48	1.728	48	1.728	48	1.728	48	1.728	48	1.728	48	1.728	48	1.728	48	1.728	48	1.728	48	15.120		
10	Cohort Studies		Q	NR	0.050		5	0.250	10	0.500	10	0.500	10	0.500	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	1.750		
11	School Visits by DRGs & Reporting		Q	NR	1.000		1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	9.000		
Total								20.906		19.682		22.682		19.548		19.182		22.048		19.182		19.048		22.182		184.460				

11.4 COMMUNITY MOBILIZATION & PARTICIPATION

A) Major Strategies

- Campaigns, Awareness building for the mobilisation and participation of community in the management of schools and to take up citizen initiatives for improvement of schools.
- Making Parent-Teacher Associations functional and improving home-school links.
- Frequent visit of community / parents to the schools and enquiring about the quality of the children education and school facilities.
- Capacity building of community management structures i.e., School Committees, Mothers' Committees, Youth Organizations, Mandal Committees, etc. for their participation in school matters by way of orientations, exposure visits, sharing sessions, etc.
- Convergence between various Self-Help groups for the education of all the children in the age-group of 5-14 yrs. simultaneously.
- Awareness building and sensitisation of community on child labour and their educational issues.

B) Activities

- Orientation to SEC members
- Bala Melas at Basthi level
- Basthi level Melas for BEC / Teachers / Parents
- Support to School Committees for Mobilisation
- Campaign Materials and Travel Charges
- Mandal level meetings and motivation camps for child labour
- Exposure Visits to School Committees and Mandal Committees and other Groups.

C) Monitoring & Follow-up

The mandal level monitoring staff that is Deputy Education Officers, Deputy Inspector of Schools and MRPs alongwith the Community Mobilisation Officer at district level shall monitor all the programmes of Community Mobilisation & Participation. In addition to these, necessary sharing sessions will be arranged to exchange the effective practices and exemplary works with community participation, etc.

Identification of School Committees and other community-activists will be taken up and further motivated for their improved participation for the cause of education of all the children in the age-group of 5-14 yrs.

D) Convergence

It is proposed to take assistance with NGOs who are working in the field and good at community mobilisation and relieving the child labour from the employers. Further, it is proposed to work for interface between CDs, VCD and other community management structures on various aspects of implementation of SSA programmes.

E) Budget tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17-B, Connaught Place, New Delhi-110086
DOC. No. _____
Date: _____

11.5 ACCESS & ALTERNATIVE SCHOOLING

A) Major Strategies

- Improving access to all the children in the age-group of 5-14 yrs. (Primary and Upper Primary) by way of opening of New Primary Schools, Alternative Schools in School-less habitations alongwith upgradation of Existing Primary Schools into Upper Primary Schools.
- Mainstreaming of out-of-school children (child labour) through conduct of residential and non-residential Bridge Courses.
- Provision for the access of disabled children through Integrated Education in selective formal schools.
- Convergence with NCLP, Back to School programmes, Social Welfare hotels, etc. for the mainstreaming of out-of-school children.
- Improving school infrastructure both Primary and upper Primary Schools
- Mainstreaming of street children and Domestic child labour

B) Activities

- Conduct of Residential Bridge Courses
- Conduct of Non residential Bridge Courses
- TLM grant to Residential/ Non residential bridge courses
- Training to bridge course volunteers
- Induction / Recurring Training to AS volunteers
- Induction Training to non-Residential Bridge Course Volunteers
- Honorarium to Volunteers of Alternative Schools
- Honorarium to Volunteers of Non-Residential Bridge Courses
- TLM for Non-Residential Bridge Courses
- Training of MRPs in VVS & AS Teachers induction / Recurrent
- Salaries for Upper Primary School Teachers
- Honorarium for Vidya Volunteers existing in the place of MRPs
- Back to school programme
- Conducting of contact centres , Residential and non residential bridge courses for street children and domestic child labour
- Rent for alternate schools

- Transportation facilities for the children from slums to schools and exposure
- Helper for Non-Residential Bridge Courses
- Street Children contact centres-honorarium and transports
- Exposure visits to Volunteers

C) Monitoring & Follow-up

- Access will be ensured upto Upper Primary stage of education for all the children in the age-group of 5-14 yrs. simultaneously.
- Monitoring for 100% access for all the children and support the families of first-generation literates for the schooling of their children.
- Community mobilisation and participation in the matters of access and improvement of such facilities.

D) Convergence

Convergence with the departments of NCLP, Back To School programme, Social Welfare, Women & Child Welfare, Urban community development department, MCH etc.

E) Budget Tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

Proposed Budget for the years of 2001 - 2010 - Hyderabad District, Andhra Pradesh

Intervention Name : Access & Alternative Schooling

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total			
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Residential Bridge Courses	AS	A	R	9.900	16	158.400	32	316.800	32	316.800	16	158.400	16	158.400	16	158.400	16	158.400	16	158.400	16	158.400	16	1742.400		
2	Non-Residential Bridge Courses	AS	A	R	0.300	915	274.500	915	274.500	915	274.500	915	274.500	915	274.500	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	16	1372.500
3	TLM Grants to Residential & Non Residential Bridge Courses	TLM	Q	R	0.005	931	4.655	947	4.735	947	4.735	931	4.655	931	4.655	16	0.080	16	0.080	16	0.080	16	0.080	16	0.080	0	23.755
4	Training to Bridge Course Volunteers	TC	Q	NR	0.700	16	11.200	32	22.400	32	22.400	16	11.200	16	11.200	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	16	78.400
5	Induction / Recurring training to AS volunteers - 1749	TC	Q	NR	0.001	1749	6.122	1749	6.122	1749	6.122	1749	6.122	1749	6.122	1749	6.122	1749	6.122	1749	6.122	1749	6.122	1749	6.122	1749	55.098
6	Induction training to Non-Residential Bridge Course volunteers - 1830	TC	Q	NR	0.001	1830	6.405	1830	6.405	1830	6.405	1830	6.405	1830	6.405	1830	6.405	1830	6.405	1830	6.405	1830	6.405	1830	6.405	1830	57.645
7	Honorarium to volunteers of Alternative Schools (Rs. 1500/- P.M.)	HO	A	R	0.180	1749	314.820	1749	314.820	1749	314.820	1749	314.820	1749	314.820	1749	314.820	1749	314.820	1749	314.820	1749	314.820	1749	314.820	1749	2833.380
8	Honorarium to Volunteers of Non-Residential Bridge Courses	HO	A	R	0.180	1830	329.400	1830	329.400	1830	329.400	1830	329.400	1830	329.400	1830	329.400	1810	329.400	1830	329.400	1830	329.400	1830	329.400	1830	2964.600
9	TLM for Non-Residential Bridge Courses	TLM	Q	R	0.050	915	45.750	915	45.750	915	45.750	915	45.750	915	45.750	915	45.750	915	45.750	915	45.750	915	45.750	915	45.750	915	411.750
10	Training of TLMs in VVs and AS teachers induction / Recurrent	TC	Q	NR	0.001	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	0.134	64	1.204
11	Salaries for Upper Primary School teachers	SA	A	R	0.055	1044	140.940	1044	225.504	1044	563.760	1044	628.400	1044	689.040	1044	751.680	1044	826.848	1044	902.016	1044	1002.240	1044	1002.240	1044	5728.428

Intervention Name : Access & Alternative Schooling

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
12	Vidhya Volunteers in existing schools in place of MRPs	HO	A	R	0.012	64	6.912	64	9.216	64	9.216	64	9.216	64	11.520	64	11.520	64	13.824	64	13.824	64	15.360	64	100.608
13	Rent for Alternative Schools	AS	A	R	0.180	582	104.760	582	104.760	582	104.760	582	104.760	582	104.760	582	104.760	582	104.760	582	104.760	582	104.760	8	942.840
14	Back to School Programme	AS	A	R	0.500	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	45.000
15	Transportation facilities for the children from slums to Schools & Exposure - Hiring buses	AC	A	R	0.300	8	26.400	8	26.400	8	26.400	8	26.400	8	30.000	8	30.000	8	30.000	8	30.000	8	32.000	8	257.600
16	Helper for Non-Residential bridge Courses	HO	A	R	0.005	915	41.175	915	54.900	915	54.900	915	54.900	915	54.900	915	60.000	915	60.000	915	61.000	915	61.000	915	502.775
17	Street Children Contact Centres - Honorarium & Transport	HO	A	R	0.050	50	22.500	50	30.000	50	30.000	50	30.000	50	30.000	50	30.000	50	30.000	50	30.000	50	30.000	50	262.500
18	Exposure Visits to Volunteers	AC	A	NR	0.008	600	4.500	600	4.500	600	4.500	600	4.500	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	18.000
	Total						1583.573		1781.346		2119.602		2012.562		2076.606		1854.071		1931.543		2007.711		2111.471		17398.485

11.6 CIVIL WORKS

A) Major Strategies

- Improving school infrastructure – a room for every teacher in Primary and Upper Primary, a room for Headmaster in Upper Primary School / sector.
- Improvement of school facilities, construction of MRCs, DRCs, etc.
- Maintenance and repairs of school buildings.
- Getting community support in terms of cash, kind and services for the construction of school buildings.
- Involvement and implementation of construction of school buildings by School Committees.
- Capacity building of School Committees for their participation in construction of school buildings in terms of cost-effectiveness and using of local material

B) Activities

- Building for building-less schools
- Additional classrooms for existing schools
- Classrooms for proposed new UP schools
- Drinking water facility for existing schools
- Electricity facility for existing schools
- Mandal Resource Centre building
- District Resource Centre building
- Major repairs to school buildings – roof-leaking etc
- Minor repairs to school buildings

C) Monitoring & Follow-up

Fortnightly Progress Reports will be obtained from field-level staff duly indicating physical and financial status.

D) Convergence

Adequate space will be provided to each child by way of construction of classrooms through SSA and other state level programmes viz., Jannabhoomi programme, MP and MLAs, Constituency development funds, Municipal Corporation funds etc.

E) Budget Tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

Proposed Budget for the years of 2001 - 2010 - Hyderabad District, Andhra Pradesh

Intervention Name : Civil Works

(Rs. in lakhs)																										
S. No	Item	Account Code	Quality parameter	Category	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical
1	Additional classrooms	CW	R	NR	1.200	450	540.000	500	600.000	450	540.000	400	480.000	326	391.200										2126	2551.200
2	Building for building less schools (two rooms with varandah)	CW	R	NR	2.500	150	375.000	130	325.000	130	325.000	124	310.000	120	300.000										654	1635.000
3	Mandal Resource centre building	CW	C	NR	12.000	0	0.000	8	96.000	8	96.000													16	192.000	
4	District Resource Centre Building	CW	C	NR	15.000	1	15.000	0	0.000	0	0.000													1	15.000	
5	Electricity Connections to Schools	CW	R	NR	0.050	416	20.800		0.000	0	0.000													105	20.800	
6	Drinking Water to Schools	CW	R	NR	0.100	715	71.500	0	0.000	0	0.000													140	71.500	
7	Major Repairs to Schools (not using classrooms, compound wall etc)	CW	R	NR	0.250	150	37.500	150	37.500	0	0.000													300	75.000	
8	Minor Repairs to schools (wall breaking, roof leaks etc)	CW	R	NR	0.050	600	30.000	0	0.000	0	0.000													600	30.000	
9	Toilets for existing schools which are not having toilets	CW	R	NR	0.150	500	75.000	300	45.000	0	0.000													800	120.000	
	Total						1164.800		1103.500		961.000		790.000		691.200										4710.500	

11.7 PEDAGOGY & SCHOOL-IMPROVEMENT

A) Major Strategies

Pedagogical renewal at Primary and Upper Primary stages through following initiatives:

- Revision of curriculum and textbooks.
- Teacher Training.
- Development of Teaching-Learning Material and other pupil interactive material.
- Pupil-assessment procedures reflecting pedagogical renewal.
- On-job support to the teachers through DRG, MRG, MRC and DIET.
- Evolving Pedagogy as child-centred and activity-based with pupil participation.
- Constitution of academic groups viz., DRG and MRG for pedagogical planning and field interaction.
- Professional exchange among teachers through conduct of cluster-level meetings at Teacher Centres.
- Teachers' Forums and networking for motivation and commitment.
- Capacity building of DIETs, MRCs for providing academic support to schools and teachers.
- Language improvement, Science improvement and Maths improvement programmes.– diagnosis and follow-up.

B) Activities

- School Visioning Workshop – Primary
- School Visioning Workshop – Upper Primary
- Teachers training in activity-based MG teaching and other aspects
- Training to newly-recruited teachers
- Training to MRPs in methodology
- Orientation/ Training of DRGs
- Training to Teachers of Upper Primary Stage in content
- Training to MRGs for UUP Stage – subject-wise

- Capacity Building of DRG at UP Stage
- TLM grant for teachers of formal schools
- TLM Grant for Teachers of Upper Primary Schools
- School grants – Primary
- School grants – Upper Primary
- TLE grant to new schools
- TLE grant to UP schools – existing one time only
- TC grant – Primary
- TC Grant for UP school at mandal level
- Furniture to DIET
- Furniture to MRC
- Equipment for DIET
- Equipment for MRC
- Convergence meeting with Engineering Department
- Training to SEC on Civil Works
- Exposure visits to DRG & MRGs
- Academic review meetings
- Library Books for DIET
- Library books for MRCs
- Printing of modules
- TC Coordinator training
- Teachers academic conventions - Primary (Division-wise)
- Teacher Academic Conventions - Upper Primary (Division-wise)
- TLM Melas & Exhibitions
- Mandal-level TLM workshops
- Equipment maintenance and operation at DIET
- Equipment maintenance and operation at MRC
- School Library books & Magazines – Primary
- School Library books & Magazines – Upper Primary
- Review Meetings with DRGs & MRGs / MRP (Division-level)

- Workshops on Pedagogic issues
- Workshop on the development of material in non-cognitive areas
- Projects at Primary Stage – Workshop
- Projects at Upper Primary Stage – Workshop
- Children Science Camps
- Science Improvement Programme – Primary and Upper Primary – Experimentation
- Documentation at IDPO
- Creating Child Friendly Environment in Primary Schools

C) Monitoring & Follow-up

- School monitoring through MRCs and DIETs, DRGs.
- Conduct of review with DRGs, MRPs, MEOs, DIET staff, etc. on the functional aspects of schools and pupil achievement.
- Conduct of classroom observations, pupil achievement at regular intervals and to take necessary steps for improvement.

D) Budget Tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

Proposed Budget for the years of 2001 - 2010 - Hyderabad District, Andhra Pradesh

Intervention Name : Pedagogy and School Improvement

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005 - 06		2006 - 07		2007 - 08		2008 - 09		2009 - 10		Total	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	School Visioning workshop - Primary	WS	Q	NR	0.500	1	0.5000	0	0.0000	1	0.5000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	1	1.0000
2	School Visioning workshop - Upper Primary	WS	Q	NR	0.500	1	0.5000	0	0.0000	1	0.5000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	1	1.0000
3	Teachers training in multi level / activity based teaching	TC	Q	NR	0.001	6809	14.2990	6809	14.2990	6809	14.2990	6809	14.2990	6809	14.2990	6809	14.2990	6809	14.2990	6809	14.2990	6809	14.2990	6809	128.6910
4	Training to Newly recruited Teachers	TC	Q	NR	0.001	1749	18.3650	1749	18.3650	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	1749	36.7300
5	Training of MRPs in methods & MRGs	TC	Q	NR	0.001	64	0.3840	64	0.3840	64	0.3840	64	0.3840	64	0.3840	64	0.3840	64	0.3840	64	0.3840	64	0.3840	64	3.4560
6	Orientation / Training to DRGs	TC	C	NR	0.500	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	4.5000
7	Training to Teachers of Upper Primary stage in content	TC	Q	NR	0.001	1044	5.1160	1044	5.1160	1044	5.1160	1044	5.1160	1044	5.1160	1044	5.1160	1044	5.1160	1044	5.1160	1044	5.1160	1044	46.0440
8	Training to MRGs for UP stage - subject wise	TC	Q	NR	0.001	96	0.3360	96	0.3360	96	0.3360	96	0.3360	96	0.3360	96	0.3360	96	0.3360	96	0.3360	96	0.3360	96	3.0240
9	Capacity building of DRG at UP stage	AC	C	NR	0.500	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	4.5000
10	TLM grant for teachers of formal schools	TLM	Q	R	0.005	6809	34.0450	6809	34.0450	6809	34.0450	6809	34.0450	6809	34.0450	6809	34.0450	6809	34.0450	6809	34.0450	6809	34.0450	6809	306.4050
11	TLM grant for teachers of UP schools	TLM	Q	R	0.005	1044	5.2200	1044	5.2200	1044	5.2200	1044	5.2200	1044	5.2200	1044	5.2200	1044	5.2200	1044	5.2200	1044	5.2200	1044	46.9800
12	School Grants Primary	TLM	Q	R	0.020	780	15.6000	780	15.6000	780	15.6000	780	15.6000	780	15.6000	780	15.6000	780	15.6000	780	15.6000	780	15.6000	64	140.4000
13	School Grants Upper primary	TLM	Q	R	0.050	144	7.2000	144	7.2000	144	7.2000	144	7.2000	144	7.2000	144	7.2000	144	7.2000	144	7.2000	144	7.2000	144	64.8000
14	TLE Grant to New Schools	TLM	Q	R	0.100	582	58.2000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	582	58.2000
15	TLE Grant to UP Schools Existing	TLM	Q	R	0.500	44	22.0000	100	50.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	144	72.0000

Intervention Name : Pedagogy and School Improvement

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total			
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
34	Equipment maintenance and operation for DIET	OP	C	R	0.500	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	0.5000	1	4.5000
35	Equipment maintenance and operation for MRC & Contingency	OP	C	R	0.500	16	8.0000	16	8.0000	16	8.0000	16	8.0000	16	8.0000	16	8.0000	16	8.0000	16	8.0000	16	8.0000	16	8.0000	16	72.0000
36	School Library Books and Magazines Primary	BL	Q	NR	0.010	780	7.8000	780	7.8000	780	7.8000	780	7.8000	780	7.8000	780	7.8000	780	7.8000	780	7.8000	780	7.8000	780	7.8000	780	70.2000
37	School Library Books and Magazines Upper Primary	BL	Q	NR	0.020	144	2.8800	144	2.8800	144	2.8800	144	2.8800	144	2.8800	144	2.8800	144	2.8800	144	2.8800	144	2.8800	144	2.8800	144	25.9200
38	Review Meetings with DRGs & MRGs	TC	Q	NR	0.500	8	4.0000	8	4.0000	8	4.0000	8	4.0000	8	4.0000	8	4.0000	8	4.0000	8	4.0000	8	4.0000	8	4.0000	8	36.0000
39	Workshop on Pedagogic Issues	WS	Q	NR	1.500	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	13.5000
40	Workshop on Development of Material in non-Cognitive Areas	WS	Q	NR	1.500	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	1.5000	1	13.5000
41	Projects at Primary Stage	WS	Q	NR	1.500	0	0.0000	1	1.5000	0	0.0000	1	1.5000	0	0.0000	1	1.5000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	1	4.5000
42	Projects at Upper Primary Stage	WS	Q	NR	2.000	1	2.0000	0	0.0000	1	2.0000	0	0.0000	1	2.0000	0	0.0000	1	2.0000	0	0.0000	0	0.0000	0	0.0000	1	8.0000
43	Children Science Camps	IN	Q	NR	1.000	0	0.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	8.0000
44	Science Improvement Programme	IN	Q	NR	0.200	0	0.0000	4	0.8000	6	1.2000	6	1.2000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	16	3.2000
45	Documentation at DPO	AC	C	NR	1.000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	9.0000
46	Child Friendly Environment in Primary Schools	In	R	NR	0.100			300	30	300	30	400	40														100.0000
	Total						277.2140		264.9740		176.5090		185.8090		185.8090		185.8090		144.3090		143.3090		142.3090		142.3090		1622.7510

11.8 EDUCATION OF FOCUSSED GROUPS

11.8.11 Girl Child Education

A) Major Strategies

- Awareness campaigns and sensitisation of the community, employers on girl child labour and relieving them from work.
- Mainstreaming of girl child labour through conduct of residential and non-residential Bridge Courses.
- Conduct of *Bal Melas* in the habitations with more girl out-of-school children and motivating the children and parents for schooling.
- Sensitisation of teachers, parents and community on gender issues.

B) Activities

- Residential Bridge Course Camps for Girls
- Mobilization and Training - Camps
- Gender Issue Workshop
- Printing of Modules
- Review Meetings and Convergence Meetings

C) Monitoring & Follow-up

The activities relating to education of girl children will be monitored through Girl Child Development Officer and consultant on girl children at district level and through MRPs and MEO at mandal level. The enrolment of all the girl children at the age-group of 5-14 yrs. will be monitored against the database developed through Family Survey conducted as a part of pre-project activities of SSA. Further, regular attendance alongwith achievement will be monitored on a regular basis.

D) Convergence

It is proposed to work with Convergence with the department of Women Development & Child Welfare, who runs various programmes for adolescent girls who are out-of-school children and child labour. Further, the departments of

Social Welfare and Tribal Welfare are running special hostels for girls with whom the convergence will be established for child-tracking and schooling.

E) Budget tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

11.8.2 Early Childhood Education

A. Major Strategies

- A programme for children in the age-group of 3-5 yrs. for providing school-readiness programme and relieving girl children from sibling care.
- Shifting of Anganwadis to more needy places
- Support to existing Anganwadi Centres to make them run in the school premises during school hours.
- Capacity Building of Mothers' Committees to own and run the ECE Centres.
- To develop existing ECE centers by stretching time and strengthening of activities

B. Activities

- Training of Mothers Association Members
- Training to ECE and Anganwadi Instructors
- Training of MRPs and Girl child Officers on ECE
- Convergence workshop for ECE - Division-wise
- TLM for ECE
- Printing of Modules
- Extra Payment to Anganwadi workers and Aayas for extended hours.
- Reviews and Convergence Meetings

C. Monitoring & Follow-up

The District Girl Child Officer at district level and MRPs/ MEO at mandal level will be monitoring the ECE programmes. Monthly reviews will be conducted with the Instructors of ECE Centres and Anganwadis at mandal level.

D. Convergence

Convergence with the Anganwadi Centres of ICDS, alongwith centres run by NGOs. Conduct of quarterly reviews at divisional level with the functionaries of ICDS, NGOs and SSA programme officers to review the functional aspects of ECEs and Anganwadis.

E. Budget Tables

The details of yearwise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

11.8.3 Children with Special Educational Needs

A. Major Strategies

- Improving access for the children in the age-group of 5-14 yrs. for all the groups viz., Child labour, Street Children, Domestic Child Labour, physically challenged and mentally challenged.
- Assessment of disability and providing suitable initiative for their schooling.
- Support to schools and teachers in terms of on-job support, TLM, etc.

B. Activities

- Access for children with Special Educational Needs (SEN)
- TLM for IED Schools
- IED Training to MRC Staff
- IED Assessment Camps
- Resource Persons Honorarium (District Level)
- Resource Persons Honorarium (Mandal Level)
- Review Meetings and Convergence Meetings

C. Monitoring & Follow-up

Monthly review meeting will be conducted at district level with Resource Persons and MIRC staff on various functional aspects of IED schools alongwith coverage of childrens in all the other groups.

D. Convergence

Convergence with the department of Handicapped Welfare, NGOs working with Child Labour, Street Children, Domestic Child Labour etc and GOI programmes for providing all possible support to the children with special needs.

E. Budget tables

The details of year-wise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

Proposed Budget for the years of 2001 - 2010 -Hyderabad District, Andhra Pradesh

Intervention Name : Education of Focussed Groups

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	No of Days	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total			
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
A) Girl Child Education																												
1	Residential Bridge Course Camps for girls	AS	A	NR	9.900		16	158.4	32	316.8	32	316.8	16	158.4	16	158.4	0	0	0	0	0	0	0	0	0	0	32	1108.8
2	Mobilization & Training to Camps	TC	A	NR	1.400		16	22.4	32	44.8	32	44.8	16	22.4	16	22.4	0	0	0	0	0	0	0	0	0	0	32	156.8
3	Gender issues workshops	WS	R	NR	1.000		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
4	Printing of modules	TLM	Q		1.000		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
5	Review Meetings & Convergence Meetings	TC	E	NR	1.000		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9
Sub Total								183.800	364.600	364.600	183.800	183.800	3.000	3.000	3.000	3.000												1292.600
B) Early Childhood Education																												
6	Training of Mothers	TC	R	NR	0.0007	1 Day	2220	1.554	400	0.322	480	0.336	484	0.339	0	0	0	0	0	0	0	0	0	0	0	4044	2.551	
7	Training to Anganwadi	TC	R	NR	0.0007	5 Days	0	0	911	3.189	0	0	911	3.189	0	0	911	3.189	0	0	0	0	0	0	0	911	9.567	
8	Training of MRPs and Girl child Officers on ECE	TC	C	NR	0.0007	5 Days	64	0.224	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	64	0.224		
10	Convergence workshop for ECE Mandal-wise	WS	R	NR	0.1000		16	1.6	16	1.6	16	1.6	16	1.6	16	1.6	16	1.6	16	1.6	16	1.6	16	1.6	16	16	14.4	
11	TLM for ECE	TLM	Q	R	0.0100		911	9.11	911	9.11	911	9.11	911	9.11	0	0	911	9.11	0	0	911	9.11	0	0	911	911	54.66	
13	Printing of modules	TLM	Q	R	1.0000		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9	
15	Extra Payment to AWC Instructors for extended hours	HIO	R	R	0.0050		911	40.995	911	54.66	911	54.66	911	54.66	911	54.66	911	54.66	0	0	0	0	0	0	911	911	314.295	

Intervention Name : Education of Focussed Groups

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	No of Days	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical
16	Extra Payment to AWC Ayahs for extended hours	HO	R	R	0.0030		911	24.597	911	32.796	911	32.796	911	32.796	911	32.796	911	32.796	0	0	0	0	0	0	911	188.577	
18	Reviews and Convergence Meetings	TC	R	NR	1.0000		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9		
	Sub Total							80.089		103.677		100.502		103.694		91.056		103.355		3.600		12.710		3.600		602.274	
c) Children with Special Educational Needs																											
1	TLM for Special Educational / IED Centres	TLM	Q	R	0.050		16	0.8	16	0.8	16	0.8	16	0.8	16	0.8	16	0.8	16	0.8	16	0.8	16	0.8	16	7.2	
2	IED Training to MRC staff	TC	Q	NR	0.001	3 Days	64	0.1344	64	0.134	0	0	64	0.134	0	0	64	0.134	0	0	64	0.134	0	0	64	0.6704	
3	IED assessmnet camps	AS	A	NR	0.020		16	0.32	16	0.32	0	0	16	0.32	0	0	16	0.32	0	0	16	0.32	0	0	16	1.6	
4	Resource Persons' Honorarium(DRP)	HO	A	R	0.048		16	6.912	16	9.216	16	9.216	16	9.216	16	10.1	16	10.1	16	11.2	16	11.2	16	12	16	89.16	
5	Resource Persons' Honorarium - Mandal	HO	A	R	0.012		32	3.456	32	4.608	32	4.608	32	4.608	32	5	32	5	32	5.5	32	5.5	32	5.75	32	44.03	
6	Review Meetings and Convergence	TC	C	NR	1.000		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	9		
	Sub Total							12.622		16.078		15.624		16.078		16.900		17.354		18.500		18.954		19.550		151.660	
	Focus Group Total							276.502		484.355		480.726		303.572		291.756		123.709		25.100		34.664		26.150		2046.534	

11.9 DISTANCE EDUCATION

A) Major Strategies

- Professional support to the teachers and other field functionaries on various emerging issues through distant mode / teleconferences.
- Support to the schools in terms of utilisation of various audio-visual equipment being supplied.
- Providing extension services by way of development, duplication and dissemination of various audio-visual material.
- Facilitating schools and teachers in using the educational television channel

B) Activities

- Maintenance of TVs, VCPs and RCCPs
- Distance-Education Workshops & Seminars
- Procurement of Cassettes
- Video Library at MRC
- Conduct of Teleconferences - 4 per year
- Development and Printing Self Instructional Material

C) Convergence

- Convergence with Distance Education, Department of IGNOU for the conduct of training to teachers and field functionaries through teleconferences alongwith development and dissemination of other TLM.
- Convergence with CIET, New Delhi for duplication, developing video programmes on various school subjects at primary and upper primary stages.
- Convergence with SIET and other studios at state level for the production of video programmes on various school subjects.

D) Budget tables

The details of year-wise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

A) Major Strategies

- Development of awareness among community on the education of all the children in the age-group of 5-14 yrs.
- Village-level campaigns against child labour and relieving them from employers.
- Use of Media for the purpose of advocacy of the norm of suitable place for every child is school and not workplace.
- Documentation of pedagogical renewal process and community participation process and other successful implementation of various programmes.
- Sharing of success stories for motivation and commitment.

B) Activities

- Conduct of Awareness Campaigns and Kalajathas
- Documentation of Pedagogical Renewal Process
- Documentation of Community Participation Process
- Conduct of Press Meets and Press Tours
- Advertisements in News Papers
- Printing of Posters and Handouts on Child Labour and their education
- Development of Audio & Video Cassettes on Community Mobilization, Education of Focussed Groups
- Inter-state Exposure Visits

C) Monitoring & Follow-up

The Community Mobilisation Officer at district level and Mandal Core Group at mandal-level will monitor all the Awareness Campaigns, Kalajathas advocating against child labour and their educational issues. Necessary campaign material will be developed and used for the purpose. The progress of schooling of all the children, that is, individual name-wise, will be monitored against database available from time to time.

11.11 MANAGEMENT INFORMATION SYSTEM

A) Major Strategies

- Establishing MIS unit in each DPO office.
- Development of exact database from the children in the age-group of 5-14 yrs alongwith school facilities and updation from time to time.
- Capacity building of field staff for getting suitable information on DISE and as well as PMIS.
- Computerisation, analysis of DISE and PMIS information and using it in the planning process and dissemination

B) Activities

- MIS Equipment & Upgradation
- Xerox & Fax Machine
- Printing, Computerization and Analysis of EMIS / DISE
- MIS Equipment, Operation & Maintenance
- Computer Stationery, Peripherals
- Training to MIS Staff - District & Mandal Level
- Training to H.Ms on DISE
- Web Site Maintenance & Telephonic Charges
- Honorarium to MIS Person at Mandal Level

C) Monitoring & Follow-up

The networking of information-flow from habitation to mandal, mandal to district and district to state will be developed. The MIS In-charge at district and state levels will monitor the entire networking of flow of information from school to mandal, mandal to district and district to state.

D) Convergence

Convergence with NICNET, EdCIL, NIEPA. will be worked out for effective use of MIS network.

E) Budget tables

The details of year-wise expenditure for various activities shown above for the years 2001-2010 are furnished herewith.

Proposed Budget for the years of 2001 - 2010 - Hyderabad District, Andhra Pradesh

Intervention Name : Management Information System

(Rs. in lakhs)

S. No	Item	Account Code	Quality parameter	Category	Unit Cost	No of Days	2001-02		2002-03		2003-04		2004-05		2005 - 06		2006 - 07		2007 - 08		2008 - 09		2009 - 10		Total	
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	MIS Equipment & Upgradation	EQ	C	NR	12.000	1 Unit	1	5.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	0	0.0000	1	12.0000
2	Xerox & Fax Machine	EQ	C	NR	3.000		0	0.0000	2	3.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	0.0000	0	3.0000
3	Printing, Computerization and Analysis of EMIS / DISE	EQ	C	NR	0.030	Every Year	16	0.4800	16	0.4800	16	0.4800	16	0.4800	16	0.4800	16	0.4800	16	0.4800	16	0.4800	16	0.4800	16	4.3200
4	MIS Equipment, Operation and Maintenance	OP	C	R	1.000	Every Year	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	9.0000
5	Computer Stationery, Peripherals	CO	C	R	1.000	Every Year	1	1.0000	1	2.0000	1	2.0000	1	2.0000	1	2.0000	1	2.0000	1	2.0000	1	2.0000	1	2.0000	1	17.0000
6	Training to MIS Staff District & Mandal Level 32 members	TC	C	NR	0.001	3 Days	32	0.0672	32	0.0672	32	0.0672	32	0.0672	32	0.0672	32	0.0672	32	0.0672	32	0.0672	32	0.0672	32	0.6048
7	Training to H.Ms on DISE	TC	C	NR	0.001	2 Days	342	0.4788	342	0.4788	342	0.4788	342	0.4788	342	0.4788	342	0.4788	342	0.4788	342	0.4788	342	0.4788	342	4.3092
8	Web Site Maintenance & Telephonic	AC	C	NR	1.000		1	2.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	1.0000	1	10.0000
9	Honorarium to MIS Person at Mandal Level	HO	C	R	0.003		0	0.0000	16	0.0480	16	0.0480	16	0.0480	16	0.0480	16	0.0480	16	0.0480	16	0.0480	16	0.0480	16	0.3840
	Total							10.0260		9.0740		6.0740		6.0740		6.0740		6.0740		6.0740		6.0740		5.0740		60.6180

Account Costcode-wise Budge Estimates - Hyderabad District

Rs. In Lakhs

S. No	Item	2001-02	2002-03	2003-04	2004-05	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	Total
		Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial	Financ ial
1	Civil works	1164.800	1103.500	961.000	790.000	691.200	0.000	0.000	0.000	0.000	4710.500
2	Furniture	6.500	6.000	0.000	0.500	1.500	0.500	0.500	1.500	0.000	17.000
3	Equipment	25.480	22.480	2.480	2.480	2.480	2.480	2.480	2.480	0.480	63.320
4	Vehicles	7.410	9.360	9.480	10.080	10.800	9.480	9.600	10.080	10.080	86.370
5	Books & Libraries	16.780	16.780	16.780	16.780	16.780	16.780	16.780	16.780	16.780	151.020
6	Training costs, TA & DA	112.242	135.234	113.694	83.152	79.758	49.213	46.158	46.024	46.158	711.633
7	Workshops & Seminars	14.200	12.700	14.200	12.700	13.200	12.700	13.200	11.200	11.200	115.300
8	Awareness Campaign	220.800	221.300	221.300	221.300	216.900	215.900	215.900	215.900	216.900	1966.200
9	Salaries	159.690	250.504	591.260	656.650	722.310	788.270	867.088	946.276	1050.920	6032.968
10	Consumables	9.600	10.600	11.000	11.000	11.900	12.100	13.050	13.400	13.500	106.150
11	Teaching Learning Material	213.810	183.690	133.690	133.610	124.500	129.035	119.925	129.035	119.925	1287.220
12	Research Studies	20.906	19.548	22.548	19.548	19.048	22.048	19.048	19.048	22.048	183.790
13	Equipment Operation & Maintenance	10.750	10.750	10.750	10.750	10.950	10.950	11.150	11.150	11.150	98.350
14	Consultants	5.400	7.200	7.200	7.200	7.500	7.500	7.800	7.800	8.000	65.600
15	Innovations	0.000	31.800	32.200	42.200	1.000	1.000	1.000	1.000	1.000	111.200
16	Renovation	790.767	839.664	839.664	839.664	843.244	848.344	764.792	765.792	768.378	7300.309
17	Access	701.380	1018.180	1017.860	701.380	701.060	268.480	268.160	268.480	268.160	5213.140
	Grand Total	3480.515	3899.290	4005.106	3558.994	3474.130	2394.780	2376.631	2465.945	2564.679	28220.070

Chapter - XII
Budget Summary & Implementation
Schedule for Proposed Budget

BUDGET SUMMARY**Investment (Non-Recurring) & Recurring cost-wise distribution of Project Cost -
Budget Estimates - Hyderabad District****(Rs. In lakhs)**

	Year	Non-Recurring	Recurring	Total
1	2001-02	1727.0878	1753.427	3480.5148
2	2002-03	1876.872	2022.418	3899.29
3	2003-04	1691.532	2313.574	4005.106
4	2004-05	1338.51	2220.484	3558.994
5	2005-06	1188.816	2285.314	3474.13
6	2006-07	308.171	2086.609	2394.78
7	2007-08	302.716	2073.915	2376.631
8	2008-09	302.382	2163.563	2465.945
9	2009-10	300.896	2263.783	2564.679
	Total	9036.9828	19183.087	28220.068

Budget Summary
Intervention-wise Budget Estimates - HYDERABAD District

(Rs. in lakhs)

	Intervention Name	2001-02	2002-03	2003-04	2004-05	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	Total
1	Project Management	45.660	53.160	55.180	59.030	64.170	66.370	71.590	76.440	79.660	571.260
2	Planning & Management	2.668	2.534	2.668	2.534	2.668	2.534	2.668	2.534	2.668	23.476
3	Research, Evaluation, Monitoring & Supervision	20.906	19.682	22.682	19.548	19.182	22.048	19.182	19.048	22.182	184.460
4	Community Mobilizaiton & Participation	164.065	164.065	164.065	164.065	164.065	164.065	164.065	164.065	164.065	1476.585
5	Access & Alternative Schooling	1503.573	1781.346	2119.602	2012.562	2076.606	1854.071	1931.543	2007.711	2111.471	17398.485
6	Civil Works	1164.800	1103.500	961.000	790.000	691.200	0.000	0.000	0.000	0.000	4710.500
7	Pedagogy & School Improving	277.214	264.974	176.509	185.009	145.309	143.809	144.309	143.309	142.309	1622.751
8	Education of Focussed Groups										
	a) Girl Child Education	183.800	364.600	364.600	183.800	183.800	3.000	3.000	3.000	3.000	1292.600
	b) Early Childhood Education	80.080	103.677	100.502	103.694	91.056	103.355	3.600	12.710	3.600	602.274
	c) Children with Special Educational Needs	12.622	16.078	15.624	16.078	16.900	17.354	18.500	18.954	19.550	151.660
9	Distance Education	7.100	7.100	7.100	7.100	7.100	7.100	7.100	7.100	7.100	63.900
10	Management Information System	10.026	9.074	6.074	6.074	6.074	6.074	6.074	6.074	5.074	60.618
11	Media & Advocacy	8.000	9.500	9.500	9.500	6.000	5.000	5.000	5.000	4.000	61.500
	Total	3480.515	3899.290	4005.106	3558.994	3474.130	2394.780	2376.631	2465.945	2564.679	28220.070

BUDGET SUMMARY**Investment (Non-Recurring) & Recurring cost-wise distribution of Project Cost-
Budget Estimates - Hyderabad District****(Rs. In lakhs)**

	Year	Non-Recurring	Recurring	Total
1	2001-02	1727.0878	1753.427	3480.5148
2	2002-03	1876.872	2022.418	3899.29
3	2003-04	1691.532	2313.574	4005.106
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5	2005-06	1188.816	2285.314	3474.13
6	2006-07	308.171	2086.609	2394.78
7	2007-08	302.716	2073.915	2376.631
8	2008-09	302.382	2163.563	2465.945
9	2009-10	300.896	2263.783	2564.679
	Total	9036.9828	19183.087	28220.0698

BUDGET SUMMARY**Objective-wise distribution of Project Cost - Budget Estimates - Hyderabad District****(Rs. In lakhs)**

	Year	Access	Enrollment	Retention	Quality	Capacity Building	Total
1	2001-02	1620.7950	165.9000	1220.7960	340.1714	132.8524	3480.5148
2	2002-03	2071.5440	166.4000	1132.3170	320.4620	208.5670	3899.2900
3	2003-04	2409.4800	166.4000	986.6420	256.8630	185.7210	4005.1060
4	2004-05	2133.2400	166.4000	924.8340	241.0830	93.4370	3558.9940
5	2005-06	2198.2400	163.9000	782.5060	230.7730	98.7110	3474.1300
6	2006-07	1811.0000	163.9000	94.4950	226.6080	98.7770	2394.7800
7	2007-08	1889.7520	163.9000	3.8500	214.9980	104.1310	2376.6310
8	2008-09	1966.2400	163.9000	3.8500	222.1080	109.8470	2465.9450
9	2009-10	2070.7300	163.9000	3.8500	215.9980	110.2010	2564.6790
	Total	18171.0210	1484.6000	5153.1400	2269.0644	1142.2444	28220.0698

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Account Costcode-wise Budge Estimates - Hyderabad District

S. No	Item	Unit Cost	Rs. In Lakhs									Total
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	
	Civil works											
1	Additional classrooms	1.200	540.000	600.000	540.000	480.000	391.200					2551.200
2	Building for building less schools (two rooms with varandah)	2.500	375.000	325.000	325.000	310.000	300.000					1635.000
3	Mandal Resource centre building	12.000		96.000	96.000							192.000
4	District Resource Centre Building	15.000	15.000									15.000
5	Electricity Connections to Schools	0.050	20.800			0.000						20.800
6	Drinking Water to Schools	0.100	71.500			0.000						71.500
7	Major Repairs to Schools (not using classrooms, compound wall etc)	0.250	37.500	37.500								75.000
8	Minor Repairs to schools (wall breaking, roof leaks etc)	0.050	30.000									30.000
9	Toilets for existing schools which are not having toilets	0.150	75.000	45.000								120.000
	Sub Total		1164.800	1103.500	961.000	790.000	691.200	0.000	0.000	0.000	0.000	4710.500
	Furniture											
10	Furniture for DPO	5.000	1.500	1.000		0.500	0.500	0.500	0.500	0.500		5.000
11	Furniture for DIET	4.000	1.000	1.000			1.000			1.000		4.000
12	Furniture to MRC	0.500	4.000	4.000								8.000
	Sub Total		6.500	6.000	0.000	0.500	1.500	0.500	0.500	1.500	0.000	17.000
	Equipment											
13	Equipment for DPO	10.000	3.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000		10.000
14	Equipment for DIET	10.000	5.000	5.000								10.000
15	Equipment for MRC	1.500	12.000	12.000								24.000
16	MIS Equipment & Upgradation	12.000	5.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000		12.000
17	Xerox & Fax Machine	2.000		2.000								2.000
18	Printing, Computerization and Analysis of EMIS / DISE	0.030	0.480	0.480	0.480	0.480	0.480	0.480	0.480	0.480	0.480	4.320
	Sub Total		25.480	22.480	2.480	2.480	2.480	2.480	2.480	2.480	0.480	63.320
	Vehicles											
19	Hire charges for vehicles for DPO	0.150	5.850	7.800	7.800	8.400	9.000	7.680	7.680	8.160	8.160	70.530

BUDGIET SUMMARY**Distribution of Total Project costs across Civil Works, Project Management and other Components****(Rs. In lakhs)**

	Year	Civil Works	Management	Other Programmes	Total
1	2001-02	1164.8	45.66	2270.0548	3480.5148
2	2002-03	1103.5	53.16	2742.63	3899.29
3	2003-04	961	55.18	2988.926	4005.106
4	2004-05	790	59.03	2709.964	3558.994
5	2005-06	691.2	64.17	2718.76	3474.13
6	2006-07	0	66.37	2328.41	2394.78
7	2007-08	0	71.59	2305.041	2376.631
8	2008-09	0	76.44	2389.505	2465.945
9	2009-10	0	79.66	2485.019	2564.679
	Total	4710.5	571.26	22938.3098	28220.0698

125	Equipment maintenance and operation at DPO		1.000	1.000	1.000	1.000	1.200	1.200	1.400	1.400	1.400	10.600
126	Equipment maintenance and operation for DIET	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	4.500
127	Equipment maintenance and operation for MRC & Contingency	0.500	8.000	8.000	8.000	8.000	8.000	8.000	8.000	8.000	8.000	72.000
128	Maintenance of TV and VCPs	0.005	0.250	0.250	0.250	0.250	0.250	0.250	0.250	0.250	0.250	2.250
129	MIS Equipment, Operation and Maintenance	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	9.000
	Sub Total		10.750	10.750	10.750	10.750	10.950	10.950	11.150	11.150	11.150	98.350
	Consultants											
130	Consultants	0.100	5.400	7.200	7.200	7.200	7.500	7.500	7.800	7.800	8.000	65.600
	Sub Total		5.400	7.200	7.200	7.200	7.500	7.500	7.800	7.800	8.000	65.600
	Innovations											
131	Children Schience Camps	1.000		1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	8.000
132	Science Improvement Programme	0.200		0.800	1.200	1.200						3.200
133	Child Friendly Environment in Primary Schools	0.100		30.000	30.000	40.000						100.000
	Sub Total		0.000	31.800	32.200	42.200	1.000	1.000	1.000	1.000	1.000	111.200
	Honorarium											
134	Honorarium to volunteers of Alternative Schools (Rs. 1500/- P.M.)	0.1800	314.820	314.820	314.820	314.820	314.820	314.820	314.820	314.820	314.820	2833.380
135	Honorarium to Volunteers of Non-Residential Bridge Courses	0.1800	329.400	329.400	329.400	329.400	329.400	329.400	329.400	329.400	329.400	2964.600
136	Vidhya Volunteers in existing schools in place of MRPs	0.012	6.912	9.216	9.216	9.216	11.520	11.520	13.824	13.824	15.360	100.608
137	Helper for Non-Residential bridge Courses	0.005	41.175	54.900	54.900	54.900	54.900	60.000	60.000	61.000	61.000	502.775
138	Street Children Contact Centres - Honorarium & Transport	0.050	22.500	30.000	30.000	30.000	30.000	30.000	30.000	30.000	30.000	262.500
139	Extra Payment to AWC Instructors for extended hours	0.005	40.995	54.660	54.660	54.660	54.660	54.660				314.295
140	Extra Payment to AWC Ayahs for extended hours	0.003	24.597	32.796	32.796	32.796	32.796	32.796				188.577

141	Resource Persons' Honorarium(DRP)	0.048	6.912	9.216	9.216	9.216	10.100	10.100	11.200	11.200	12.000	89.160
142	Resource Persons' Honorarium - Mandal	0.012	3.456	4.608	4.608	4.608	5.000	5.000	5.500	5.500	5.750	44.030
143	Honorarium to MIS Person at Mandal Level	0.003		0.048	0.048	0.048	0.048	0.048	0.048	0.048	0.048	0.384
	Sub Total		790.767	839.664	839.664	839.664	843.244	848.344	764.792	765.792	768.378	7300.309
	Access											
144	Residential Bridge Courses	9.900	158.400	316.800	316.800	158.400	158.400	158.400	158.400	158.400	158.400	1742.400
145	Non-Residential Bridge Courses	0.300	274.500	274.500	274.500	274.500	274.500					1372.500
146	Rent for Alternative Schools	0.180	104.760	104.760	104.760	104.760	104.760	104.760	104.760	104.760	104.760	942.840
147	Back to School Programme	0.500	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	45.000
148	Residential Bridge Course Camps for girls	9.900	158.400	316.800	316.800	158.400	158.400					1108.800
149	IED assessmnet camps	0.020	0.320	0.320		0.320		0.320		0.320		1.600
	Sub Total		701.380	1018.180	1017.860	701.380	701.060	268.480	268.160	268.480	268.160	5213.140
	Grand Total		3480.515	3899.290	4005.106	3558.994	3474.130	2394.780	2376.631	2465.945	2564.679	28220.070

Training to Newly recruited Teachers	TC	Q	NR	0.0007	1749	36.7300	✓	✓							
Training of MRPs in methods & MRGs	TC	Q	NR	0.001	64	3.456	✓	✓	✓	✓	✓	✓	✓	✓	✓
Orientation / Training to DRGs	TC	C	NR	0.500	1	4.500	✓	✓	✓	✓	✓	✓	✓	✓	✓
Training to Teachers of Upper Primary stage in content	TC	Q	NR	0.0007	1044	46.0440	✓	✓	✓	✓	✓	✓	✓	✓	✓
Training to MRGs for UP stage - subject wise	TC	Q	NR	0.0007	96	3.0240	✓	✓	✓	✓	✓	✓	✓	✓	✓
Capacity building of DRG at UP stage	AC	C	NR	0.500	1	4.500	✓	✓	✓	✓	✓	✓	✓	✓	✓
TLM grant for teachers of formal schools	TLM	Q	R	0.005	6809	306.405	✓	✓	✓	✓	✓	✓	✓	✓	✓
TLM grant for teachers of UP schools	TLM	Q	R	0.005	1044	46.980	✓	✓	✓	✓	✓	✓	✓	✓	✓
School Grants Primary	TLM	Q	R	0.0200	780	140.4000	✓	✓	✓	✓	✓	✓	✓	✓	✓
School Grants Upper Primary	TLM	Q	R	0.050	144	64.800	✓	✓	✓	✓	✓	✓	✓	✓	✓
TLE Grant to New Schools	TLM	Q	R	0.100	582	58.200	✓								
TLE Grant to UP Schools Existing	TLM	Q	R	0.500	144	72.000	✓	✓							
Teacher Centre Grant	TLM	Q	R	0.020	217	39.060	✓	✓	✓	✓	✓	✓	✓	✓	✓
TC Grant for UP School at Mandal level	TLM	Q	R	0.0400	16	5.7600	✓	✓	✓	✓	✓	✓	✓	✓	✓
Furniture for DIET	FU	C	NR	4.000	1	4.000	✓	✓			✓			✓	
Furniture to MRC	FU	C	NR	0.500	16	8.000	✓	✓							
Equipment for DIET	EQ	C	NR	10.000	1	10.000	✓	✓							
Equipment for MRC	EQ	C	NR	1.500	16	24.000	✓	✓							
Convergence Meeting with Engineering Department	TC	C	NR	0.100	1	0.100	✓								

Workshop on Pedagogic Issued	WS	Q	NR	1.500	1	13.500	✓	✓	✓	✓	✓	✓	✓	✓	✓
Workshop on Development of Material in non-Cognitive Areas	WS	Q	NR	1.500	1	13.500	✓	✓	✓	✓	✓	✓	✓	✓	✓
Projects at Primary Stage	WS	Q	NR	1.500	1	4.500		✓		✓		✓			
Projects at Upper Primary Stage	WS	Q	NR	2.000	1	8.000	✓		✓		✓		✓		
Children Science Camps	IN	Q	NR	1.000	1	8.000		✓	✓	✓	✓	✓	✓	✓	✓
Science Improvement Programme	IN	Q	NR	0.200	16	3.200		✓	✓	✓					
Documentation at DPO	AC	C	NR	1.000	1	9.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Child friendly environment in Primary schools	IN	R	NR	0.100		100.000		✓	✓	✓					

Education of Focussed Groups

a) Girls Education

Residential Bridge Course Camps for girls	AS	A	NR	9.900	32	1108.800	✓	✓	✓	✓	✓				
Mobilization & Training to Camps	TC	A	NR	1.400	32	156.800	✓	✓	✓	✓	✓				
Gender issues workshops	WS	R	NR	1.000	1	9.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Printing of modules	TLM	Q	R	1.000	1	9.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review Meetings and Convergence Meeting	TC	E	NR	1.000	1	9.000	✓	✓	✓	✓	✓	✓	✓	✓	✓

b) Early Childhood Education

Training of Mothers Association Members	TC	R	NR	0.0007	911	2.5510	✓	✓	✓	✓					
Training to Anganwadi Instructors	TC	R	NR	0.0007	911	9.5670		✓		✓		✓			

Video libraries at MRC	BL	Q	NR	0.100	4	14.400	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conduct of Teleconferences 4 per Year	WS	Q	NR	0.500	1	18.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Development and Printing self Instructional Materials	TLM	Q	R	2.000	1	18.000	✓	✓	✓	✓	✓	✓	✓	✓	✓

MANAGEMENT INFORMATION SYSTEM

MIS Equipment & Upgradation	EQ	C	NR	12.000	1	12.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Xerox & Fax Machine	EQ	C	NR	3.000	1	3.000		✓							
Printing, Computerization and Analysis of EMIS / DISE	EQ	C	NR	0.030	16	4.320	✓	✓	✓	✓	✓	✓	✓	✓	✓
MIS Equipment, Operation and Maintenance	OP	C	R	1.000	1	9.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Computer Stationery, Peripherals	CO	C	R	1.000	1	17.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Training to MIS Staff District & Mandal Level 32 members	TC	C	NR	0.0007	32	0.6048	✓	✓	✓	✓	✓	✓	✓	✓	✓
Training to H.Ms on DISE	TC	C	NR	0.0007	342	4.3092	✓	✓	✓	✓	✓	✓	✓	✓	✓
Web Site Maintenance & Telephonic Honorarium to MIS Person at Mandal Level	AC	C	NR	1.000	1	10.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
	HO	C	R	0.003	16	0.432		✓	✓	✓	✓	✓	✓	✓	✓

Media & Advocacy

Conduct of Awareness Campaigns and Kaljathas	AC	E	NR	0.100	55	5.500	✓	✓	✓	✓					
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Community Mobilization & Participation

- Orientation to SEC Members
- Bal Melas at Slum (Bastis) (Rs. 1000/- per basti)
- Bashti level melas for VEC/Teachers/Parents - Bastis
- Support to School Committees for mobilization
- Campaign material-& travel charges
- Mandal Level Meetings and Motivational camps for child Labour
- Exposure Visits to School Committees & Mandal Committees

Access & Alternative Schooling

- Residential Bridge Courses
- Non-Residential Bridge Courses
- TLM Grants to Residential & Non Residential Bridge Courses
- Training to Bridge Course Volunteers
- Induction / Recurring training to AS volunteers - 1749
- Induction training to Non-Residential Bridge Course volunteers - 1830
- Honorarium to volunteers of Alternative Schools (Rs. 1500/- P.M.)
- Honorarium to Volunteers of Non-Residential Bridge Courses
- TLM for Non-Residential Bridge Courses
- Training of MRPs in VVs and AS teachers induction / Recurrent
- Salaries for Upper Primary School teachers
- Vidya Volunteers in existing schools in place of MRPs
- Rent for Alternative Schools
- Back to School Program
- Transportation facilities for the children from slums to Schools & Exposure - Hiring buses
- Helper for Non-Residential bridge Courses
- Street Children Contact Centres - Honorarium & Transport
- Exposure Visits to Volunteers

Civil Works

- Additional classrooms
- Building for building less schools (two rooms with verandah)
- District Resource Centre Building
- Electricity Connections to Schools
- Drinking Water to Schools
- Major Repairs to Schools (not using classrooms, compound wall etc)
- Minor Repairs to schools (wall breaking, roof leaks etc)

Chapter - XIII
Annual Work Plan & Budget
for 2001 - 02 & Implementation
Schedule

- Workshop on Development of Material in non-Cognitive Areas
- Projects at Upper Primary Stage
- Documentation at DPO

EDUCATION OF FOCUSED GROUPS

a) Girls Education

- Residential Bridge Course Camps for girls
- Mobilization & Training to Camps
- Gender issues workshops
- Printing of modules
- Review Meetings and Convergence Meeting

b) Early Childhood Education

- Training of Mothers Association Members
- Training of MRPs and Girl child Officers on ECE
- Convergence workshop for ECE - Mandal-wise
- TLM for ECE
- Printing of modules
- AWC Instructors Honorarium
- AWC workers'/Ayah honorarium
- Reviews and Convergence Meetings

c) Children with Special Educational Needs (SEN)

- TLM for Special Educational / IED Centres
- IED Training to MRC staff
- IED assessment camps
- Resource Persons' Honorarium(DRP)
- Resource Persons' Honorarium - Mandal
- Review Meetings and Convergence Meetings

Distance Education

- Maintenance of TV and VCPs
- Distance Education (Workshop and Seminars)
- Procurement of cassettes
- Video libraries at MRC
- Conduct of Teleconferences 4 per Year

Chapter XIII

Annual Work Plan & Budget for 2001 – 02

Intervention-wise activities

Following activities are proposed based on the requirements reflected through Habitation Education Plans. The discussion and the rationale behind the proposed activities have already been discussed in the perspective plan under various major interventions. The budget pages are annexed separately to this.

Project Management

- Furniture for DPO
- Equipment for DPO
- Hire charges for vehicles for DPO

- Salary for DPO staff
- DPO consumables
- Water, Electricity, Telephone Etc
- Rent for DPO office
- TA & DA to the DPO Staff and for other review meetings
- Equipment maintenance and operation at DPO
- Consultants to DPO

Planning & Management

- Planning process, Campaigns and Basthi level conventions.
- Training of MRPs in School Mapping and Micro Planning
- Orientation to the MRPs on planning
- Exposure visits to District Mandal and Habitation Planning Teams

- Workshop on Development of Material in non-Cognitive Areas
- Projects at Upper Primary Stage
- Documentation at DPO

EDUCATION OF FOCUSSED GROUPS

a) Girls Education

- Residential Bridge Course Camps for girls
- Mobilization & Training to Camps
- Gender issues workshops
- Printing of modules
- Review Meetings and Convergence Meeting

b) Early Childhood Education

- Training of Mothers Association Members
- Training of MRPs and Girl child Officers on ECE
- Convergence workshop for ECE - Mandal-wise
- TLM for ECE
- Printing of modules
- AWC Instructors Honorarium
- AWC workers'/Ayah honorarium
- Reviews and Convergence Meetings

c) Children with Special Educational Needs (SEN)

- TLM for Special Educational / IED Centres
- IED Training to MRC staff
- IED assessment camps
- Resource Persons' Honorarium(DRP)
- Resource Persons' Honorarium - Mandal
- Review Meetings and Convergence Meetings

Distance Education

- Maintenance of TV and VCPs
- Distance Education (Workshop and Seminars)
- Procurement of cassettes
- Video libraries at MRC
- Conduct of Teleconferences 4 per Year

- Toilets for existing schools which are not having toilets

Pedagogy & School Improvement

- School Visioning workshop - Primary
- School Visioning workshop - Upper Primary
- Teachers training in multi level / activity based teaching
- Training to Newly recruited Teachers
- Training of MRPs in methods & MRGs
- Orientation / Training to DRGs
- Training to Teachers of Upper Primary stage in content
- Training to MRGs for UP stage - subject wise
- Capacity building of DRG at UP stage
- TLM grant for teachers of formal schools
- TLM grant for teachers of UP schools
- School Grants Primary
- School Grants Upper Primary
- TLE Grant to New Schools
- TLE Grant to UP Schools Existing
- Teacher Centre Grant
- TC Grant for UP School at Mandal level
- Furniture for DIET
- Furniture to MRC
- Equipment for DIET
- Equipment for MRC
- Convergence Meeting with Engineering Department
- Training to SEC on civil works
- Exposure visit to DRG and MRGs
- Academic review meetings @ one per month
- Library Books for DIET
- Library Books for MRCs
- Printing of modules
- TC Coordinator Training
- Teachers Academic Conventions - Primary (Mandalwise)
- Teachers Academic Conventions - Upper Primary (one for two mandals)
- TLM Melas / Exhibitions
- Mandal-level TLM workshops
- Equipment maintenance and operation for DIET
- Equipment maintenance and operation for MRC & Contingency
- School Library Books and Magazines Primary
- School Library Books and Magazines Upper Primary
- Review Meetings with DRGs & MRGs
- Workshop on Pedagogic Issues

Chapter XV

Implementation Schedule for Proposed Budget - 2001 - 2002 - Hyderabad District, Andhra Pradesh

S. No.	Item	Physical	Financial Rs. In lakhs	Jul '01	Aug '01	Sep '01	Oct '01	Nov '01	Dec '01	Jan '02	Feb '02	Mar '02
1	Project Management											
2	Furniture for DPO	1	1.500	✓	✓	✓						
3	Equipment for DPO	1	3.000	✓	✓	✓	✓	✓				
4	Hire charges for vehicles for DPO	5	5.850	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Hire charges for vehicles for DIET	1	1.560	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Salary for DPO staff	20	18.750	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	DPO consumables	1	2.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Water, Electricity, Telephone Etc	12	1.800	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Rent for DPO	12	3.600	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	TA & DA	12	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Equipment maintenance and operation at DPO	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Consultants	6	5.400	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Planning & Management											
13	Planning Exercise	16	0.800	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Training of MRPs in School Mapping and Micro Planning	64	0.134	✓		✓						
15	Oreintationto the MRPs on planning	64	0.134	✓		✓						
16	Exposure visits	16	1.600						✓			

- **Development and Printing self Instructional Materials**

Management Information System

- **MIS Equipment & Upgradation**
- **Printing, Computerization and Analysis of EMIS / DISE**
- **MIS Equipment, Operation and Maintenance**
- **Computer Stationery, Peripherals**
- **Training to MIS Staff District & Mandal Level 32 members**
- **Training to H.Ms on DISE**
- **Web Site Maintenance & Telephonic**

Media & Advocacy

- **Conduct of Awareness Campaigns and Kaljathas**
- **Documentation of Pedagogical Renewal Process**
- **Documentation of Community Participation Process**
- **Conduct of Press Meets and Press Tours**
- **Advertisements in News Papers**
- **Planning of Posters and Handouts on Child Labour and their Education**
- **Development of Audio & Video Cassettes on Community Mobilization, Education of Focussed Groups**
- **Inter State Exposure Visits**

29	Bal Melas at Slum (Bastis) (Rs. 1000/- per basti)	904	9.000	✓	✓							
30	Bashti level melas for VEC/Teachers/Parents Bastis	904	9.000	✓		✓		✓		✓		
31	Support to School Committees for mobilization	904	108.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
32	Campaign material & travel charges	904	9.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
33	Mandal Level Meetings and Motivational camps for child Labour	35	25.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
34	Exposure Visits to School Committees & Mandal Committees	50	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Access & Alternative Schooling											
35	Residential Bridge Courses	32	158.400	✓	✓	✓	✓	✓	✓	✓	✓	✓
36	Non-Residential Bridge Courses	915	274.500	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	TLM Grants to Residential & Non Residential Bridge Courses	931	4.6650		✓	✓						
38	Training to Bridge Course Volunteers	16	11.2000		✓							
39	Induction / Recurring training to AS volunteers - 1749	1749	6.1220	✓								

51	Street Children Contact Centres - Honorarium & Transport	50	22.500	✓	✓	✓	✓	✓	✓	✓	✓	✓
52	Exposure Visits to Volunteers	2400	4.5000						✓		✓	
Civil Works												
53	Additional classrooms	2126	540.000		✓	✓	✓	✓	✓	✓	✓	✓
54	Building for building less schools (two rooms with varandah)	654	375.000		✓	✓	✓	✓	✓	✓	✓	✓
56	District Resource Centre Building	1	15.000			✓	✓	✓	✓	✓	✓	✓
57	Electricity Connections to Schools	416	20.800	✓	✓	✓	✓	✓	✓	✓	✓	✓
58	Drinking Water to Schools	715	71.500	✓	✓	✓	✓	✓	✓	✓	✓	✓
59	Major Repairs to Schools (not using classrooms, compound wall etc)	300	37.500		✓					✓		
60	Minor Repairs to schools (wall breaking, roof leaks etc)	600	30.000	✓			✓					
61	Toilets for existing schools which are not having toilets	800	75.000		✓	✓	✓	✓	✓	✓	✓	✓
Pedagogy & School Improvement												
62	School Visioning workshop - Primary	1	0.5000		✓							
63	School Visioning workshop - Upper Primary	1	0.5000			✓						

64	Teachers training in multi level / activity based teaching	6809	14.2990		✓							
65	Training to Newly recruited Teachers	1749	18.3650		✓							
66	Training of MRPs in methods & MRGs	64	0.384			✓						
67	Orientation / Training to DRGs	1	0.500	✓								
68	Training to Teachers of Upper Primary stage in content	1044	5.1160		✓							
69	Training to MRGs for UP stage - subject wise	96	0.3360		✓							
70	Capacity building of DRG at UP stage	1	0.500			✓						
71	TLM grant for teachers of formal schools	6809	34.045				✓					
72	TLM grant for teachers of UP schools	1044	5.220				✓					
73	School Grants Primary	780	15.6000					✓				
74	School Grants Upper Primary	144	7.200					✓				
75	TLE Grant to New Schools	582	58.200					✓				
76	TLE Grant to UP Schools Existing	144	22.000			✓						
77	Teacher Centre Grant	217	4.340			✓						
78	TC Grant for UP School at Mandal level	16	0.6400			✓						
79	Furniture for DIET	1	1.000						✓			
80	Furniture to MRC	16	4.000							✓		
81	Equipment for DIET	1	5.000					✓				
82	Equipment for MRC	16	12.000						✓			

83	Convergence Meeting with Engineering Department	1	0.100	✓								
84	Training to SEC on civil works	4125	12.375		✓							
85	Exposure visit to DRG and MRGs	1	2.000						✓		✓	
86	Academic review meetings @ one per month	64	0.4030	✓	✓	✓	✓	✓	✓	✓	✓	✓
87	Library Books for DIET	1	0.500							✓		
88	Library Books for MRCs	16	4.000						✓			
89	Printing of modules	1	2.000		✓	✓						
90	TC Coordinator Training	434	0.9110		✓							
91	Teachers Academic Conventions - Primary (Mandalwise)	16	8.000		✓			✓			✓	
92	Teachers Academic Conventions - Upper Primary (one for two mandals)	8	3.200		✓		✓				✓	
93	TLM Melas / Exhibitions	16	3.200		✓							
94	Mandal-level TLM workshops	16	1.600		✓							
95	Equipment maintenance and operation for DIET	1	0.500			✓						
96	Equipment maintenance and operation for MRC & Contingency	16	8.000		✓							
97	School Library Books and Magazines Primary	780	7.800		✓							

98	School Library Books and Magazines Upper Primary	144	2.880			✓						
99	Review Meetings with DRGs & MRGs	8	4.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
100	Workshop on Pedagogic Issued	1	1.500						✓			
101	Workshop on Development of Material in non-Cognitive Areas	1	1.500					✓				
103	Projects at Upper Primary Stage	1	2.000			✓						
106	Documentation at DPO	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Education of Focussed Groups											
	<i>a) Girls Education</i>											
108	Residential Bridge Course Camps for girls	32	158.40	✓	✓	✓	✓	✓	✓	✓	✓	✓
109	Mobilization & Training to Camps	32	22.40	✓	✓	✓	✓	✓	✓	✓	✓	✓
110	Gender issues workshops	1	1.00			✓						
111	Printing of modules	1	1.00				✓					
112	Review Meetings and Convergence Meeting	1	1.00	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<i>b) Early Childhood Education</i>											
113	Training of Mothers Association Members	911	1.5540		✓							
115	Training of MRPs and Girl child Officers on ECE	64	0.2240		✓							
116	Convergence workshop for ECE - Mandal-wise	16	1.600			✓						

117	TLM for ECE	911	9.110			✓		✓				
118	Printing of modules	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
119	AWC Instructors Honorarium	911	40.995	✓	✓	✓	✓	✓	✓	✓	✓	✓
120	AWC workers'/ Ayah honorarium	911	24.597	✓	✓	✓	✓	✓	✓	✓	✓	✓
121	Reviews and Convergence Meetings	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>c) Children with Special Educational Needs (SEN)</i>												
122	TLM for Special Educational / IED Centres	16	0.800			✓						
123	IED Training to MRC staff	64	0.1344		✓							
124	IED assessmnet camps	16	0.320		✓							
125	Resource Persons' Honorarium(DRP)	16	6.912	✓	✓	✓	✓	✓	✓	✓	✓	✓
126	Resource Persons' Honorarium - Mandal	32	3.456	✓	✓	✓	✓	✓	✓	✓	✓	✓
127	Review Meetings and Convergence Meetings	1	1.000	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distance Education												
128	Maintenance of TV and VCPs	50	0.250	✓	✓	✓	✓	✓	✓	✓	✓	✓
129	Distance Education (Workshop and Seminars)	1	1.000		✓		✓		✓		✓	
130	Procurement of cassettes	50	0.250	✓	✓	✓	✓	✓	✓	✓	✓	✓
131	Video libraries at MRC	4	1.600		✓		✓		✓			
132	Conduct of Teleconferences 4 per Year	1	2.000			✓			✓			✓

Chapter - XIV
Unit Costs Particulars

15	Exposure visits	0.100	16	14.400	Exposure to Mandal Core teams, H.Ms to the places with in or out side the state on participatory planning
	Total			23.476	
	Research, Evaluation, Monitoring and Supervision				
16	Action Research	0.020	4	11.520	Support to teachers @ 2000/- per action research for two studies per mandal in a year
17	Smaller Scale classroom based Researches	0.100	32	28.800	@ Rs. 2000/- for study for two persons per two studies per mandal per year
18	Orientation on Research and Evaluation	0.0007	64	0.6700	To MRPs, MEOs & DRGs at district level every year (on different themes)
19	Conduct of Pupil Achievement Survey (Per year) Primary	4.000	1	36.000	Achievement Tests in all schools will be conducted once in a year @ Rs. 4.00 laksh per year
20	Conduct of Pupil Achievement Survey (Per year) Upper Primary	2.000	1	18.000	Achievement Tests in all schools will be conducted once in a year @ Rs. 2.00 laksh per year
21	Baseline & Midterm Assessment	3.000	2	12.000	As proposed by MHRD as incase of DPEP
22	Academic Monitoring of schools by DIET staff (Travelling expenditure) - Rs. 50,000/ per quarter	2.000	1	18.000	TA, DA to DIET staff to give on job support to the Schools
23	Academic Supervision by MRPs Primary Stage .	0.005	64	33.600	Travel Allowance to the Mandal Resource Persons @ Rs. 500/- per person per month for Academic monitoring
24	Academic Supervision by MRGs Upper Primary Stage	0.003	48	15.120	Travel Allowance to the Mandal Resource Group @ Rs. 300/- per person per month for Academic monitoring of UP Schools
25	Cohort Studies	0.050	35	1.750	Conduct of Cohort studies for tracking children retention / dropout in all primary schools
26	School Visits by DRGs & Reporting	1.000	1	9.000	Schhol visit by DRGs on sample basis and observes implementation all the initiatives and shares at review meeting
	Total			184.460	

Chapter XVI

Unit Cost - Hyderabad District Andhra Pradesh

SARVA SIKSHA ABHIYAN

S. No.	Item	Unit Cost	Physical	Financial Rs. In lakhs	Nature / Description of Activity
Project Management					
1	Furniture for DPO	5.000	1	5.000	Procurement Almirash, Tables, Chairs etc
2	Equipment for DPO	10.000	1	10.000	Procurement of Computers, Xerox, Camera, OHP etc
3	Hire charges for vehicles for DPO	0.150	5	70.530	Vehicle for DPO Staff on hire
4	Hire charges for vehicles for DIET		1	15.840	Salary to Officers, Administrative wing and Technical wing and Technical staff
5	Salary for DPO staff		20	304.540	Stationery Items etc
6	DPO consumables		1	18.000	@ Rs. 15,000 per month
7	Water, Electricity, Telephone Etc	0.150	12	18.350	@ Rs. 15,000 per month
8	Rent for DPO	0.300	12	39.200	@ Rs. 30,000 per month
9	TA & DA	0.100	12	13.600	
10	Equipment maintenance and operation at DPO		1	10.600	For Operation and Maintenance & other contingencies
11	Consultants	0.100	6	65.600	Hiring Consultants based on Requirement. Salary @ Rs. 10,000/- per month
	Total			571.260	
Planning & Management					
12	Planning Exercise	0.050	16	7.200	Participatory planning - Habitation Education Plans - exercise at Mandal & Habitation Level @ 5000/- per Mandal for 16 Mandals
13	Training of MRPs in School Mapping and Micro Planning	0.0007	64	0.6700	Training at District level @ Rs. 70 per day per person
14	Oreintationto the MRPs on planning	0.0007	64	1.2060	Orientation on planning processess / SWP & B ever year @ Rs. 70/- per day per person

15	Exposure visits	0.100	16	14.400	Exposure to Mandal Core teams, H.Ms to the places with in or out side the state on participatory planning
	Total			23.476	
	Research, Evaluation, Monitoring and Supervision				
16	Action Research	0.020	4	11.520	Support to teachers (@ 2000/- per action research for two studies per mandal in a year
17	Smaller Scale classroom based Researches	0.100	32	28.800	(@ Rs. 2000/- for study for two persons per two studies per mandal per year
18	Orientation on Research and Evaluation:	0.0007	64	0.6700	To MRPs, MEOs & DRGs at district level every year (on different themes)
19	Conduct of Pupil Achievement Survey (Per year) Primary	4.000	1	36.000	Achievement Tests in all schools will be conducted once in a year (@ Rs. 4.00 laksh per year
20	Conduct of Pupil Achievement Survey (Per year) Upper Primary	2.000	1	18.000	Achievement Tests in all schools will be conducted once in a year @ Rs. 2.00 laksh per year
21	Baseline & Midterm Assessment	3.000	2	12.000	As proposed by MHRD as incase of DPEP
22	Academic Monitoring of schools by DIET staff (Travelling expenditure) - Rs. 50,000/ per quarter	2.000	1	18.000	TA, DA to DIET staff to give on job support to the Schools
23	Academic Supervision by MRPs Primary Stage	0.005	64	33.600	Travel Allowance to the Mandal Resource Persons @ Rs. 500/- per person per month for Academic monitoring
24	Academic Supervision by MRGs Upper Primary Stage	0.003	48	15.120	Travel Allowance to the Mandal Resource Group @ Rs. 300/- per person per month for Academic monitoring of UP Schools
25	Cohort Studies	0.050	35	1.750	Conduct of Cohort studies for tracking children retention / dropout in all primary schools
26	School Visits by DRGs & Reporting	1.000	1	9.000	School visit by DRGs on sample basis and observes implementation all the initiatives and shares at review meeting
	Total			184.460	

	Community Mobilization & Participation				
27	Orientation to SEC Members	0.0007	1650	31.1850	At mandal level each year for capacity building & participation - (@ Rs. 70 per day for one day
28	Bal Melas at Slum (Bastis) (Rs. 1000/- per basti)	0.010	904	81.360	Bal mela to involve all the children and motivate parents & teachers for enrollment as well as quality every year.
29	Bashti level melas for VEC/Teachers/Parents - Bastis	0.010	904	81.360	Campaign for awarness and enrolment involving community, parents, employees, teachers and children every year - (@ Rs. 12,000/- per mandal
30	Support to School Committees for mobilization	0.120	904	976.320	Mobilisation activities by school committees at habitation level where child labour is maximum - (@ Rs. 12000/- per habitation.
31	Campaign material & travel charges	0.010	904	81.360	For eradication of child labour camps will be organised at mandal level with concerned departments
32	Mandal Level Meetings and Motivational camps for child Labour	0.700	35	220.500	Campaign against child labour. Involving community, parents, employees, teachers and children every year - (@ Rs. 12,000/- per mandal
33	Exposure Visits to School Committees & Mandal Committees	0.010	50	4.500	Exposure visits to Schol Committees and Mandal Committees to other mandals where intensive programme of Community Mobilization is being taken up.
	Total			1476.585	
	Access & Alternative Schooling				
34	Residential Bridge Courses	9.900	32	1742.400	112camps with 100 children per camp meeting the expenditure on @Rs. 9.90,000/- per year
35	Non-Residential Bridge Courses	0.300	915	1372.500	Conduct of Non- Residential Bridge Courses for the mainstreaming of Out of School children
36	TLM Grants to Residential & Non Residential Bridge Coures	0.0050	931	23.7550	Providing TLM Grant to the Nolunteers of Residential and Non-Residential Bridge courses to procure require material
37	Training to Bridge Course Volunteers	0.7000	16	78.4000	Conduct of training to Bridge course volunteers

15	Exposure visits	0.100	16	14.400	Exposure to Mandal Core teams, H.Ms to the places with in or out side the state on participatory planning
	Total			23.476	
	Research, Evaluation, Monitoring and Supervision				
16	Action Research	0.020	4	11.520	Support to teachers @ 2000/- per action research for two studies per mandal in a year
17	Smaller Scale classroom based Researches	0.100	32	28.800	@ Rs. 2000/- for study for two persons per two studies per mandal per year
18	Orientation on Research and Evaluation	0.0007	64	0.6700	To MRPs, MEOs & DRGs at district level every year (on different themes)
19	Conduct of Pupil Achievement Survey (Per year) Primary	4.000	1	36.000	Achievement Tests in all schools will be conducted once in a year @ Rs. 4.00 laksh per year
20	Conduct of Pupil Achievement Survey (Per year) Upper Primary	2.000	1	18.000	Achievement Tests in all schools will be conducted once in a year @ Rs. 2.00 laksh per year
21	Baseline & Midterm Assessment	3.000	2	12.000	As proposed by MHRD as incase of DPEP
22	Academic Monitoring of schools by DIET staff (Travelling expenditure) - Rs. 50,000/ per quarter	2.000	1	18.000	TA, DA to DIET staff to give on job support to the Schools
23	Academic Supervision by MRPs Primary Stage	0.005	64	33.600	Travel Allowance to the Mandal Resource Persons @ Rs. 500/- per person per month for Academic monitoring
24	Academic Supervision by MRGs Upper Primary Stage	0.003	48	15.120	Travel Allowance to the Mandal Resource Group @ Rs. 300/- per person per month for Academic monitoring of UP Schools
25	Cohort Studies	0.050	35	1.750	Conduct of Cohort studies for tracking children retention / dropout in all primary schools
26	School Visits by DRGs & Reporting	1.000	1	9.000	Schhol visit by DRGs on sample basis and observes implementation all the initiatives and shares at review meeting
	Total			184.460	

52	Additional classrooms	1.200	2126	2551.200	Construction of Additional Rooms wherever there is need
53	Building for building less schools (two rooms with varandah)	2.500	654	1635.000	Construction of Building for proposed Alternative schools and Buildingless existing school
54	Mandal Resource centre building	12.000	16	192.000	Under capacity building MRC (sub district structure like BRCs) @ one per mandal.
55	District Resource Centre Building	15.000	1	15.000	DRC for the conduct of various training programmes / orientations/ meets etc at district level.
56	Electricity Connections to Schools	0.050	105	20.800	Electricity connection will be given in order to use Audio Visual equipment
57	Drinking Water to Schools	0.100	140	71.500	Drinking water facilities should be arranged in all the schools
58	Major Repairs to Schools (not using classrooms, compound wall etc)	0.250	300	75.000	Major Repairs such as Roof leaking, wall breaking, flooring, compound walls etc will be attend @ Rs. 25000/ per school
59	Minor Repairs to schools	0.050	600	30.000	Minor repairs such as repair of windows and doors etc will be attended @ Rs. 5000/- per school
60	Toilets for existing schools which are not having toilets	0.150	800	120.000	Boys and Girls separate for co education schools - Unit cost 10,000
	Total			4710.500	
	Pedagogy & School Improvement				
61	School Visioning workshop - Primary	0.5000	1	1.0000	School Visioning Workshop by Teachers, H.Ms, Field Functionaries to plan suitable interventions
62	School Visioning workshop - Upper Primary	0.5000	1	1.0000	School Visioning Workshop by Teachers, H.Ms, Field Functionaries to plan suitable interventions
63	Teachers training in multi level / activity based teaching	0.0007	6809	128.6900	At divisional or mandal level for all the teachers - recurrent training for initially two years @ Rs. 70/- per day per person
64	Training to Newly recruited Teachers	0.0007	1749	36.7300	Induction training to newly recruited teachers on pedagogy for 20 days
65	Training of MRPs in methods & MRGs	0.001	64	3.456	Capacity building of MRPs to take up training in cascade mode at district level - 6 days

66	Orientation / Training to DRGs	0.500	1	4.500	Capacity building of DRGs through orientation visits etc at district and state level
67	Training to Teachers of Upper Primary stage in content	0.0007	1044	46.0440	Subject-wise orientation of Upper Primary Teachers for 7 days during every year.
68	Training to MRGs for UP stage - subject wise	0.0007	96	3.0240	Training to MRGs subject-wise to train inturn UP Teachers -5 days per year
69	Capacity building of DRG at UP stage	0.500	1	4.500	Capacity building of DRG each year @ Rs. 50,000/- per year
70	TLM grant for teachers of formal schools	0.005	6809	306.405	TLM grant for teachers @ Rs. 500/- per year
71	TLM grant for teachers of UP schools	0.005	1044	46.980	TLM grant for teachers @ Rs. 500/- per year
72	School Grants Primary	0.0200	780	140.4000	School grant @ Rs. 2000/- per year
73	School Grants Upper Primary	0.050	144	64.800	School grant @ Rs. 2000/- per year
74	TLE Grant to New Schools	0.100	582	58.200	One time grant to the new schools towards TLM and Contingency
75	TLE Grant to UP Schools Existing	0.500	144	72.000	Rs. 50,000/- towards TLM of existing UP schools - One time grant
76	Teacher Centre Grant	0.020	217	39.060	Teacher centre grant @ Rs. 2000/- per year
77	TC Grant for UP School at Mandal level	0.0400	16	5.7600	@ Rs. 2000/- grant to UP Teachers meeting at MRC @ 1 per month
78	Furniture for DIET	4.000	1	4.000	Furniture to DIET at the rate of 2 lakh
79	Furniture to MRC	0.500	16	8.000	Furniture to MRC at the rate of 50,000 per MRC
80	Equipment for DIET	10.000	1	10.000	For purchase of computers, OHP, Xerox, etc
81	Equipment for MRC	1.500	16	24.000	For purchase of computers, OHP, Xerox, etc
82	Convergence Meeting with Engineering Department	0.100	1	0.100	Engineering, Educational departmental authorities work shop
83	Training to SEC on civil works	0.003	4125	12.375	To create awareness on civil works under transperporancy
84	Exposure visit to DRG and MRGs	2.000	1	18.000	Exposure visits to DRG and MRG in and Out side the State will be arranged @ Rs. 750/- per person per year
85	Academic review meetings @ one per month	0.0007	64	4.7070	Academic Review at DPO with MRPs, MEOs etc on monthly basis - @ Rs. 70/- per day per person
86	Library Books for DIET	0.500	1	4.500	Support to DIET procurement of books @ Rs. 50,000/-

87	Library Books for MRCs	0.250	16	36.000	Support to MRC @ Rs. 25000/- per year for library books
88	Printing of modules	2.000	1	18.000	@ Rs. 2 lakhs per year towards modules to teachers, TC Coordinators, MRPs etc alongwith children literature
89	TC Coordinator Training	0.0007	434	8.1990	Training to Secretaries and Assistance secretaries of TC
90	Teachers Academic Conventions - Primary (Mandalwise)	0.500	16	72.000	Teacher to teacher approach. academic conventions at divisional level - 4 meetings during a year for 9 years
91	Teachers Academic Conventions - Upper Primary (one for two mandals)	0.400	8	28.800	Teacher to teacher approach. academic conventions at divisional level - 4 meetings during a year for 9 years
92	TLM Melas / Exhibitions	0.200	16	28.800	Support to teachers to conduct TLM mela @ Rs. 20,000/- per year per mandal
93	Mandal-level TLM workshops	0.100	16	14.400	Workshops to prepare pupil interactive material on various subjects
94	Equipment maintenance and operation for DIET	0.500	1	4.500	Towards operation and maintenance of equipment @ Rs. 50,000/-
95	Equipment maintenance and operation for MRC & Contingency	0.500	16	72.000	@ Rs. 50,000/- per year per MRC towards, water, electricity, and stationary etc
96	School Library Books and Magazines Primary	0.010	780	70.200	Improving School Libraries and providing reading material to children @ Rs. 1000/- per school per year
97	School Library Books and Magazines Upper Primary	0.020	144	25.920	Improving School Libraries and providing reading material to children @ Rs. 2000/- per school per year
98	Review Meetings with DRGs & MRGs	0.500	8	36.000	Review of field interventions with DRGs and MRGs / MRPs at division level and followup
99	Workshop on Pedagogic Issued	1.500	1	13.500	Seminars on Pedagogical renewal processes @ 1 per year at district level
100	Workshop on Development of Material in non-Cognitive Areas	1.500	1	13.500	Conduct of workshops at division level on development of relevant material to transact non-cognitive areas

101	Projects at Primary Stage	1.500	1	4.500	Workshops to deliberate, discuss and develop projects in various subjects at primary stage - alternative years
102	Projects at Upper Primary Stage	2.000	1	8.000	Workshop to deliberate, discuss and develop projects in various subjects at Upper primary stage - alternative years
103	Children Science Camps	1.000	1	8.000	Developing scientific attitudes and temper among children through conduct of children science camps every year at district level
104	Science Improvement Programme	0.200	16	3.200	Developing Mandal teams and awareness generation on science activities and experimentation on basic concepts
105	Documentation at DPO	1.000	1	9.000	Documentation of Project
106	Creating child friendly environment in primary schools	0.100	1000	100.000	
	Total			1622.750	
	Education of Focussed Groups				
	<i>a) Girls Education</i>				
107	Residential Bridge Course Camps for girls	9.900	32	1108.800	Rs. 9.9 lakhs per year with children 100 per camp upto 2004-05
108	Mobilization & Training to Camps	1.400	32	156.800	Camps will be arranged to focus groups to create awareness
109	Gender issues workshops	1.000	1	9.000	Conduct of various workshops on gender at district level @ Rs. 1 lakh per year
110	Printing of modules	1.000	1	9.000	Printing of modules at the rate of 2 lakhs per year
111	Review Meetings and Convergence Meeting	1.000	1	9.000	Conduct of Review meeting with field staff and as well as convergence meetings with other departments on girls education
	Total			1292.600	
	<i>b) Early Childhood Education</i>				
112	Training of Mothers Association Members	0.0007	4044	2.5510	One day training to mothers association members every year

113	Training to ECE & Anganwadi Instructors	0.0007	911	9.5670	Capacity building of MRPs and ICDS supervisors - 2 day trng each year @ Rs. 70/- per day per person
114	Training of MRPs and Girl child Officers on ECE	0.0007	64	0.2240	5 - day taining to MRPs and GCDOs on ECE
115	Convergence workshop for ECE - Mandal-wise	0.100	16	14.400	Workshop on convergence of ECCE with ICDS programmes @ 10,000/- per division per year
116	TLM for ECE	0.010	911	54.660	@ Rs. 10,000/- per center for alternative years.
117	Printing of modules	1.000	1	9.000	Printing of modules and other material in alternative years
118	AWC Instructors extra payment	0.005	911	314.295	Convergence with ICDS - support to ICDS @ Rs. 500/- per instructor per month
119	AWC workers'/ Ayah extra payment	0.003	911	188.575	@ Rs. 300/- per Ayahs per month
120	Reviews and Convergence Meetings	1.000	1	9.000	Conduct of Reviews and Convergence meetings on ECE
	Total			602.272	
	c) Children with Special Educational Needs (SEN)				
121	TLM for Special Educational / IED Centres	0.050	16	7.200	TLM for MRC @ Rs. 5000/- per year / MRC to use in all IED schools in the madal
122	IED Training to MRC staff	0.0007	64	0.6700	Capacity building of MRC Staff on IED @ 70 per day per person for 10 days
123	IED assessmnet camps	0.020	16	1.600	Assessment of disability camps in mandals thrice during project @ 1000 per mandal for conduct of disability
124	Resource Persons' Honorarium(DRP)	0.048	16	89.160	Four persons at district level to support IED schools @ 4800/- per person per month
125	Resource Persons' Honorarium - Mandal	0.012	32	41.030	Three volunteers at mandal level for monitoring & support IED component in the schools @ Rs. 1200/- per month per person
126	Review Meetings and Convergence Meetings	1.000	1	9.000	Review and convergence on IED activities in the field
	Total			151.660	
	Distance Education				

127	Maintenance of TV and VCPs	0.005	50	2.250	Support to school-(@ Rs 500/- per school possessing AV Equipment
128	Distance Education (Workshop and Seminars)	1.000	1	9.000	Conduct of teleconferences, workshops (@ 1 lakh per year to the district
129	Procurement of cassettes	0.005	50	2.250	Procurement of cassettes where VCPs are available (@ 500 per Year
130	Video libraries at MRC	0.100	16	14.400	Establishment of video library to use in schools (@ Rs.
131	Conduct of Teleconferences 4 per Year	0.500	4	18.000	@ Rs. 50,000/- to each of the teleconference for 4 such meeting during a year for all the nine years
132	Development and Printing self Instructional Materials	2.000	1	18.000	Development and printing of self instructional material on difficult concepts and other methodological issues.
	Total			63.900	
	Management Information System				
133	MIS Equipment & Upgradation	12.000	1	12.000	Establishing MIS unit and its upgradation from time to time Rs. 5.00 lakhs in the initial year and additional Rs. 1.00 lakh for each year
134	Xerox & Fax Machine	3.000	1	3.000	Procuring Xerox and Fax machines
135	Printing, Computerization and Analysis of EMIS / DISE	0.030	16	4.320	Management of information - DISE and PMIS every year @ Rs. 3000/- per school per year
136	MIS Equipment, Operation and Maintenance	1.000	1	9.000	MIS Equipment Operation and Mintage - Rs. 1 lakh per year
137	Computer Stationery, Peripherals	1.000	1	17.000	2 lakh per year
138	Training to MIS Staff District & Mandal Level 32 members	0.0007	32	0.6048	3-day training to each year to the MIS staff on the management of DISE and PMIS data
139	Training to H.Ms on DISE	0.0007	342	4.3092	2-day training to H.Ms on data capturing formats every year
140	Web Site Maintenance & Telephonic	1.000	1	10.000	WEB site maintenance and telephone charges Rs. 1 lakh per year
141	Honorarium to MIS Person at Mandal Level	0.003	16	0.432	Rs. 3,000/- per month per MIS I/C at Mandal Level
	Total			60.666	

Media & Advocacy					
142	Conduct of Awareness Campaigns and Kaljathas	0.100	55	5.500	Awareness Campaigns and sensitization of community in all the mandals @ Rs. 10,000/- per mandal during project period
143	Documentation of Pedagogical Revewal Process	0.500	1	4.500	Documentation of Pedagogical renewal processes of various types of schools and reporting
144	Documentation of Community Participation Process	0.500	1	4.500	Documentation of People Participation - success stories @ Rs. 50,000/- per year
145	Conduct of Press Meets and Press Tours	1.000	1	9.000	Awareness through media on the issue of child labour and other quality issues
146	Advertisements in News Papers	1.000	1	9.000	Press releases on UEE and other emerging issues @ Rs. 1.00 lakh per year
147	Planning of Posters and Handouts on Child Labour and their Education	1.000	1	13.000	Development of campaign material, printing and supply to habitations sensitizing community on the issues of education of focussed groups
148	Development of Audio & Video Cassetts on Community Mobilization, Education of Focussed Groups	1.000	1	8.000	Campaign Material - Audio, Video on focussed group during initial years for mainstreaming of Out of School Children.
149	Inter State Exposure Visits	1.000	1	8.000	Exposure visits to other states to observe the successful parctices
	Total			61.500	
	Grand Total			28220.114	

Annexures
Time Series data on
Major Indicators of UEE

TABLE 2.1.4

MANAGEMENT-WISE NUMBER OF SCHOOLS

DISTRICT NAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	7	0	3	13	23
2	TIRUMALAGIRI	10	0	3	4	17
3	MARREDPALLY	3	0	0	2	5
4	AMBERPET	5	0	1	6	12
5	HIMAYAT NAGAR	10	0	2	10	22
6	NAMPALLY	16	0	5	4	25
7	SHAIKPET	1	0	1	7	9
8	KHAIRATABAD	4	0	2	13	19
9	ASIFNAGAR	19	0	0	17	36
10	SAIDABAD	17	0	1	21	39
11	BAHADURPURA	17	0	1	14	32
12	BANDLAGUDA	10	0	4	7	21
13	SECUNDERABAD	37	0	5	8	50
14	MUSHEERABAD	2	0	3	16	21
15	GOLCONDA	4	0	2	3	9
16	CHARMINAR	30	0	0	17	47
T O T A L		192	0	33	162	387

TABLE 2.1.4

MANAGEMENT-WISE NUMBER OF SCHOOLS

DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	7	0	3	14	24
2	TIRUMALAGIRI	10	0	3	3	16
3	MARREDPALLY	3	0	0	2	5
4	AMBERPET	5	0	1	4	10
5	HIMAYAT NAGAR	10	0	2	10	22
6	NAMPALLY	16	0	5	5	26
7	SHAIKPET	1	0	1	6	8
8	KHAIRATABAD	4	0	4	9	17
9	ASIFNAGAR	20	0	0	17	37
10	SAIDABAD	16	0	1	20	37
11	BAHADURPURA	17	0	2	14	33
12	BANDLAGUDA	10	0	3	6	19
13	SECUNDERABAD	37	0	5	6	48
14	MUSHEERABAD	2	0	3	11	16
15	GOLCONDA	4	0	2	3	9
16	CHARMINAR	30	0	0	14	44
T O T A L		192	0	35	144	371

TABLE 2.1.4

MANAGEMENT-WISE NUMBER OF SCHOOL

DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	7	0	2	12	21
2	TIRUMALAGIRI	10	0	2	3	15
3	MARREDPALLY	3	0	0	2	5
4	AMBERPET	5	0	1	0	6
5	HIMAYAT NAGAR	10	0	2	8	20
6	NAMPALLY	17	0	4	6	27
7	SHAIKPET	1	0	1	6	8
8	KHAIRATABAD	5	0	2	10	17
9	ASIFNAGAR	20	0	0	16	36
10	SAIDABAD	16	0	1	16	33
11	BAHADURPURA	17	0	2	12	31
12	BANDLAGUDA	12	0	3	5	20
13	SECUNDERABAD	38	0	5	6	49
14	MUSHEERABAD	2	0	3	10	15
15	GOLCONDA	4	0	2	1	7
16	CHARMINAR	31	0	0	12	43
T O T A L		198	0	30	125	353

TABLE 2.1.5

MANAGEMENT-WISE NUMBER OF SCHOOLS

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	2	0	3	4	9
2	TIRUMALAGIRI	2	0	1	2	5
3	MARREDPALLY	1	0	1	5	7
4	AMBERPET	3	0	6	20	29
5	HIMAYAT NAGAR	7	0	6	9	22
6	NAMPALLY	7	0	2	13	22
7	SHAIKPET	1	0	0	7	8
8	KHAIRATABAD	7	0	6	38	51
9	ASIFNAGAR	13	0	2	34	49
10	SAIDABAD	8	0	7	37	52
11	BAHADURPURA	8	0	5	26	39
12	BANDLAGUDA	6	0	4	20	30
13	SECUNDERABAD	9	0	5	42	56
14	MUSHEERABAD	8	0	5	30	43
15	GOLCONDA	3	0	1	19	23
16	CHARMINAR	14	0	3	25	42
T O T A L		99	0	57	331	487

TABLE 2.1.5

MANAGEMENT-WISE NUMBER OF SCHOOLS

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	2	0	3	6	11
2	TIRUMALAGIRI	2	0	1	2	5
3	MARREDPALLY	1	0	1	5	7
4	AMBERPET	3	0	6	20	29
5	HIMAYAT NAGAR	7	0	6	10	23
6	NAMPALLY	7	0	3	12	22
7	SHAIKPET	1	0	0	6	7
8	KHAIRATABAD	7	0	6	36	49
9	ASIFNAGAR	13	0	2	36	51
10	SAIDABAD	8	0	7	39	54
11	BAHADURPURA	8	0	5	27	40
12	BANDLAGUDA	6	0	4	20	30
13	SECUNDERABAD	8	0	5	39	52
14	MUSHEERABAD	7	0	5	32	44
15	GOLCONDA	3	0	1	18	22
16	CHARMINAR	14	0	3	28	45
TOTAL		97	0	58	336	491

TABLE 2.1.5

MANAGEMENT-WISE NUMBER OF SCHOOL

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	2	0	4	8	14
2	TIRUMALAGIRI	2	0	1	3	6
3	MARREDPALLY	1	0	1	4	6
4	AMBERPET	3	0	5	18	26
5	HIMAYAT NAGAR	7	0	6	10	23
6	NAMPALLY	7	0	2	13	22
7	SHAIKPET	1	0	0	5	6
8	KHAIRATABAD	7	0	6	37	50
9	ASIFNAGAR	14	0	2	33	49
10	SAIDABAD	7	0	7	44	58
11	BAHADURPURA	9	0	4	29	42
12	BANDLAGUDA	3	0	4	18	25
13	SECUNDERABAD	9	0	3	37	49
14	MUSHEERABAD	7	0	5	30	42
15	GOLCONDA	3	0	1	19	23
16	CHARMINAR	13	0	3	25	41
T O T A L		95	0	54	333	482

TABLE 2.1.6

MANAGEMENT-WISE NUMBER OF SCHOOLS

DISTRICT NAME: HYDERABAD

TYPE: HIGH SCHOOLS

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1.	AMEERPET	6	0	3	39	48
2.	TIRUMALAGIRI	1	0	1	5	7
3.	MARREDPALLY	6	0	1	7	14
4.	AMBERPET	3	0	5	14	22
5.	HIMAYAT NAGAR	6	0	19	26	51
6.	NAMPALLY	15	0	18	25	58
7.	SHAIKPET	3	0	0	1	4
8.	KHAIRATABAD	4	0	5	19	28
9.	ASIFNAGAR	9	0	5	13	27
10.	SAIDABAD	13	0	13	36	62
11.	BAHADURPURA	8	0	10	8	26
12.	BANDLAGUDA	6	0	17	12	35
13.	SECUNDERABAD	14	0	21	26	61
14.	MUSHEERABAD	7	0	30	24	61
15.	GOLCONDA	5	0	1	8	14
16.	CHARMINAR	6	0	5	2	13
TOTAL		112	0	154	265	531

TABLE 2.1-6

MANAGEMENT-WISE NUMBER OF SCHOOLS

DISTNAME: HYDERABAD

TYPE: HIGH SCHOOLS

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	6	0	4	37	47
2	TIRUMALAGIRI	1	0	1	5	7
3	MARREDPALLY	6	0	1	7	14
4	AMBERPET	3	0	5	14	22
5	HIMAYAT NAGAR	7	0	19	26	52
6	NAMPALLY	17	0	18	26	61
7	SHAIKPET	3	0	0	2	5
8	KHAIRATABAD	4	0	5	23	32
9	ASIFNAGAR	8	0	5	14	27
10	SAIDABAD	14	0	13	36	63
11	BAHADURPURA	9	0	10	8	27
12	BANDLAGUDA	7	0	13	0	20
13	SECUNDERABAD	16	0	22	26	64
14	MUSHEERABAD	8	0	30	24	62
15	GOLCONDA	6	0	1	10	17
16	CHARMINAR	9	0	6	3	18
TOTAL		124	0	153	261	538

TABLE 2.1.6

MANAGEMENT-WISE NUMBER OF SCHOOL

DISTRICT NAME: HYDERABAD

TYPE: HIGH SCHOOLS

S.NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
11	AMEERPET	9	0	4	36	49
22	TIRUMALAGIRI	2	0	2	5	9
33	MARREDPALLY	6	0	2	7	15
44	AMBERPET	4	0	5	18	27
55	HIMAYAT NAGAR	7	0	19	28	54
66	NAMPALLY	17	0	16	27	60
77	SHAIKPET	3	0	0	2	5
88	KHAIRATABAD	4	0	5	23	32
99	ASIFNAGAR	8	0	4	20	32
100	SAIDABAD	15	0	12	39	66
111	BAHADURPURA	9	0	11	10	30
122	BANDLAGUDA	9	0	12	11	32
133	SECUNDERABAD	17	0	24	27	68
144	MUSHEERABAD	9	0	29	27	65
155	GOLCONDA	6	0	1	11	18
166	CHARMINAR	9	0	4	5	18
T O T A L		134	0	150	296	580

TABLE 2.2.4, 2.2.5, & 2.2.6
ENROLMENT BY STAGES DURING 1997 - 98
ALL ENROLMENT

DISTNAME: HYDERABAD

S. NO.	NAME OF THE MANDAL	I - V			VI - VII			VIII - X		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	AMEERPET	10758	9711	20469	3548	3215	6763	4625	4327	8952
2	TIRUMALAGIRI	3349	2933	6282	833	687	1520	882	841	1723
3	MARREDPALLY	5717	4060	9777	2242	1648	3890	2728	1795	4523
4	AMBERPET	8530	8530	17060	2966	2753	5719	2618	2367	4985
5	HIMAYAT NAGAR	13698	10797	24495	5234	4425	9659	7581	6059	13640
6	NAMPALLY	17801	20972	38773	6654	8405	15059	8084	11517	19601
7	SHAIKPET	2412	1700	4112	513	253	766	369	85	454
8	KHAIRATABAD	12432	12870	25302	3921	4001	7922	2716	3382	6098
9	ASIFNAGAR	13266	13777	27043	3349	3501	6850	2413	2796	5209
10	SAIDABAD	19105	19478	38583	6877	7154	14031	7068	7592	14660
11	BAHADURPURA	11156	12527	23683	2931	3722	6653	1854	3647	5501
12	BANDLAGUDA	11506	13263	24769	3889	4339	8228	3614	4053	7667
13	SECUNDERABAD	22000	24239	46239	8161	8893	17054	8855	10131	18986
14	MUSHEERABAD	15681	16644	32325	5106	5833	10939	5317	5574	10891
15	GOLCONDA	6307	7527	13834	2142	2463	4605	1717	2014	3731
16	CHARMINAR	9488	10834	20322	1945	2246	4191	1401	1131	2532
T O T A L		183206	189862	373068	60311	63538	123849	61842	67311	129153

TABLE 2.24, 2.2.5, & 2.2.6

ENROLMENT BY STAGES DURING 1998 - 99
ALL ENROLMENT

NAME: HYDERABAD

NAME OF THE MANDAL	I - V			VI - VII			VIII - X		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
AMEERPET	10898	10155	21053	3801	3332	7133	4497	4237	8734
TIRUMMALAGIRI	3145	2697	5842	711	659	1370	923	782	1705
MARREEDPALLY	5460	4055	9515	2236	1772	4008	2588	1931	4519
AMBERPET	8726	8649	17375	3062	2769	5831	2743	2403	5146
HIMAYAT NAGAR	14125	10762	24887	5408	4459	9867	7599	6215	13814
NAMPALLY	15828	19315	35143	5438	7798	13236	7029	10849	17878
SHAIKKPET	2416	1588	4004	540	268	808	395	116	511
KHAIRATABAD	12726	13053	25779	3987	4379	8366	2753	3431	6184
ASIFNAGAR	15902	16347	32249	3977	4149	8126	2918	3808	6726
SAIDAABAD	19338	19993	39331	6715	7191	13906	7179	7872	15051
BAHADDURPURA	10206	11705	21911	2991	3954	6945	2000	3860	5860
BANDLLAGUDA	10953	12464	23417	3962	4328	8290	3581	3871	7452
SECUNNDERABAD	21845	23110	44955	8332	8576	16908	9244	10390	19634
MUSHEERABAD	15234	16028	31262	5188	5388	10576	5221	5438	10659
GOLCOONDA	6210	7559	13769	2137	2497	4634	1719	2172	3891
CHARMINAR	9873	11744	21617	2115	2435	4550	1317	1519	2836
T O T T A L	182885	189224	372109	60600	63954	124554	61706	68894	130600

TABLE. 2.2.4, 2.2.5, 2.2.6
ENROLMENT BY STAGES DURING 1999 - 2000
ALL ENROLMENT

DISTNAME: HYDERABAD

S.NO.	NAME OF THE MANDAL	I - V			VI - VII			VIII - X		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	AMEERPET	10934	9909	20843	3881	3544	7425	4846	4546	9392
2	TIRUMALAGIRI	2868	2485	5353	665	764	1429	747	821	1568
3	MARREDPALLY	5203	3851	9054	2129	1704	3833	2530	1959	4489
4	AMBERPET	8816	8743	17559	3269	3009	6278	3319	2856	6175
5	HIMAYAT NAGAR	13842	10631	24473	5347	4316	9663	7456	6363	13819
6	NAMPALLY	17214	18737	35951	6288	7711	13999	7994	10624	18618
7	SHAIKPET	2455	1624	4079	570	282	852	410	115	525
8	KHAIRATABAD	13344	13677	27021	4327	4587	8914	3134	3889	7023
9	ASIFNAGAR	16319	16769	33088	4001	4179	8180	2705	3152	5857
10	SAIDABAD	20374	20578	40952	7458	8020	15478	7375	8524	15899
11	BAHADURPURA	12161	13725	25886	3238	3936	7174	2147	3573	5720
12	BANDLAGUDA	10663	12689	23352	3535	4057	7592	3822	4313	8135
13	SECUNDERABAD	21779	22909	44688	8169	8379	16548	9758	10603	20361
14	MUSHEERABAD	15031	15994	31025	5300	5717	11017	5865	5955	11820
15	GOLCONDA	6568	7800	14368	2348	2718	5066	2174	2546	4720
16	CHARMINAR	10547	11546	22093	2257	2470	4727	1536	1726	3262
T O T A L		188118	191667	379785	62782	65393	128175	65818	71565	137383

TABLE 2.2.14

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	18	0	32	37	87
2	TIRUMALAGIRI	17	0	8	20	45
3	MARREDPALLY	10	0	18	60	88
4	AMBERPET	37	0	48	224	309
5	HIMAYAT NAGAR	62	0	47	81	190
6	NAMPALLY	96	0	26	117	239
7	SHAIKPET	10	0	0	77	87
8	KHAIRATABAD	90	0	60	460	610
9	ASIFNAGAR	156	0	15	330	501
10	SAIDABAD	93	0	68	388	549
11	BAHADURPURA	93	0	43	257	393
12	BANDLAGUDA	54	0	68	197	319
13	SECUNDERABAD	104	0	52	475	631
14	MUSHEERABAD	95	0	45	354	494
15	GOLCONDA	38	0	7	179	224
16	CHARMINAR	150	0	25	244	419
T O T A L		1123	0	562	3500	5185

TABLE 2.2.14

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	19	0	23	74	116
2	TIRUMALAGIRI	14	0	10	24	48
3	MARREDPALLY	7	0	18	66	91
4	AMBERPET	43	0	49	216	308
5	HIMAYAT NAGAR	56	0	47	114	217
6	NAMPALLY	86	0	30	112	228
7	SHAIKPET	9	0	0	55	64
8	KHAIRATABAD	89	0	53	388	530
9	ASIFNAGAR	140	0	16	355	511
10	SAIDABAD	78	0	75	424	577
11	BAHADURPURA	73	0	47	251	371
12	BANDLAGUDA	62	0	34	199	295
13	SECUNDERABAD	80	0	51	399	530
14	MUSHEERABAD	73	0	40	433	546
15	GOLCONDA	32	0	7	157	196
16	CHARMINAR	139	0	24	291	454
T O T A L		1000	0	524	3558	5082

TABLE 2.2.14

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY

S.NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	13	0	27	99	139
2	TIRUMALAGIRI	13	0	18	25	56
3	MARREDPALLY	7	0	18	51	76
4	AMBERPET	35	0	45	200	280
5	HIMAYAT NAGAR	49	0	43	93	185
6	NAMPALLY	92	0	14	135	241
7	SHAIKPET	9	0	0	44	53
8	KHAIRATABAD	81	0	46	470	597
9	ASIFNAGAR	157	0	8	300	465
10	SAIDABAD	65	0	80	491	636
11	BAHADURPURA	97	0	25	276	398
12	BANDLAGUDA	31	0	27	173	231
13	SECUNDERABAD	83	0	30	421	534
14	MUSHEERABAD	59	0	50	372	481
15	GOLCONDA	31	0	7	192	230
16	CHARMINAR	120	0	26	252	398
T O T A L		942	0	464	3594	5000

TABLE 2.2.13

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	19	0	17	78	114
2	TIRUMALAGIRI	36	0	17	26	79
3	MARREDPALLY	15	0	0	14	29
4	AMBERPET	23	0	5	32	60
5	HIMAYAT NAGAR	52	0	10	67	129
6	NAMPALLY	86	0	26	21	133
7	SHAIKPET	6	0	5	42	53
8	KHAIRATABAD	16	0	5	110	131
9	ASIFNAGAR	91	0	0	110	201
10	SAIDABAD	61	0	3	140	204
11	BAHADURPURA	85	0	6	88	179
12	BANDLAGUDA	39	0	30	37	106
13	SECUNDERABAD	162	0	24	57	243
14	MUSHEERABAD	11	0	18	109	138
15	GOLCONDA	8	0	11	25	44
16	CHARMINAR	122	0	0	105	227
T O T A L		832	0	177	1061	2070

TABLE 2.2.13

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	23	0	19	82	124
2	TIRUMALAGIRI	34	0	20	18	72
3	MARREDPALLY	15	0	0	13	28
4	AMBERPET	32	0	5	23	60
5	HIMAYAT NAGAR	45	0	11	65	121
6	NAMPALLY	90	0	26	34	150
7	SHAIKPET	6	0	5	36	47
8	KHAIRATABAD	17	0	21	56	94
9	ASIFNAGAR	115	0	0	97	212
10	SAIDABAD	62	0	3	119	184
11	BAHADURPURA	94	0	10	87	191
12	BANDLAGUDA	41	0	14	28	83
13	SECUNDERABAD	156	0	23	38	217
14	MUSHEERABAD	10	0	26	67	103
15	GOLCONDA	7	0	10	19	36
16	CHARMINAR	132	0	0	84	216
TOTAL		879	0	193	866	1938

TABLE 22.13

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	20	0	12	80	112
2	TIRUMALAGIRI	34	0	15	17	66
3	MARREDPALLY	14	0	0	12	26
4	AMBERPET	27	0	5	0	32
5	HIMAYAT NAGAR	48	0	9	42	99
6	NAMPALLY	82	0	21	38	141
7	SHAIKPET	3	0	5	55	63
8	KHAIRATABAD	27	0	12	67	106
9	ASIFNAGAR	101	0	0	112	213
10	SAIDABAD	65	0	2	79	146
11	BAHADURPURA	84	0	10	83	177
12	BANDLAGUDA	62	0	16	27	105
13	SECUNDERABAD	153	0	21	43	217
14	MUSHEERABAD	10	0	22	64	96
15	GOLCONDA	7	0	12	7	26
16	CHARMINAR	145	0	0	66	211
TOTAL		882	0	162	792	1836

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: HIGH SCHOOLS

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	92	0	71	1030	1193
2	TIRUMALAGIRI	20	0	9	109	138
3	MARREDPALLY	223	0	25	213	461
4	AMBERPET	69	0	91	332	492
5	HIMAYAT NAGAR	113	0	459	986	1558
6	NAMPALLY	281	0	457	1045	1783
7	SHAIKPET	57	0	0	50	107
8	KHAIRATABAD	115	0	158	388	661
9	ASIFNAGAR	168	0	142	231	541
10	SAIDABAD	258	0	270	815	1343
11	BAHADURPURA	113	0	199	211	523
12	BANDLAGUDA	91	0	448	211	750
13	SECUNDERABAD	299	0	592	694	1585
14	MUSHEERABAD	152	0	672	443	1267
15	GOLCONDA	100	0	34	152	286
16	CHARMINAR	90	0	86	83	259
T O T A L		2241	0	3713	6993	12947

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: HIGH SCHOOLS

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	92	0	92	940	1124
2	TIRUMALAGIRI	8	0	8	123	139
3	MARREDPALLY	219	0	19	201	439
4	AMBERPET	88	0	86	396	570
5	HIMAYAT NAGAR	133	0	420	991	1544
6	NAMPALLY	386	0	442	938	1766
7	SHAIKPET	58	0	0	65	123
8	KHAIRATABAD	122	0	153	498	773
9	ASIFNAGAR	159	0	153	266	578
10	SAIDABAD	335	0	243	876	1454
11	BAHADURPURA	145	0	170	226	541
12	BANDLAGUDA	112	0	357	170	639
13	SECUNDERABAD	336	0	599	703	1638
14	MUSHEERABAD	177	0	655	439	1271
15	GOLCONDA	101	0	36	188	325
16	CHARMINAR	125	0	114	89	328
T O T A L		2596	0	3547	7109	13252

MANAGEMENT-WISE AND TYPE-WISE TEACHERS

DISTNAME: HYDERABAD

TYPE: HIGH SCHOOLS

S. NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	152	0	96	884	1132
2	TIRUMALAGIRI	30	0	26	109	165
3	MARREDPALLY	199	0	37	196	432
4	AMBERPET	128	0	76	413	617
5	HIMAYAT NAGAR	141	0	392	987	1520
6	NAMPALLY	349	0	318	1060	1727
7	SHAIKPET	59	0	0	68	127
8	KHAIRATABAD	101	0	130	521	752
9	ASIFNAGAR	161	0	124	345	630
10	SAIDABAD	338	0	231	935	1504
11	BAHADURPURA	131	0	172	263	566
12	BANDLAGUDA	118	0	407	208	733
13	SECUNDERABAD	335	0	568	773	1676
14	MUSHEERABAD	180	0	606	535	1321
15	GOLCONDA	110	0	34	226	370
16	CHARMINAR	121	0	60	175	356
T O T A L		2653	0	3277	7698	13628

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT
DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	782	0	991	2082	3855
2	TIRUMALAGIRI	1313	0	744	637	2694
3	MARREDPALLY	676	0	0	229	905
4	AMBERPET	772	0	202	916	1890
5	HIMAYAT NAGAR	937	0	415	1339	2691
6	NAMPALLY	2921	0	820	655	4396
7	SHAIKPET	252	0	108	1374	1734
8	KHAIRATABAD	479	0	365	2337	3181
9	ASIFNAGAR	3628	0	0	3533	7161
10	SAIDABAD	1691	0	271	3649	5611
11	BAHADURPURA	4403	0	259	2995	7657
12	BANDLAGUDA	2354	0	926	1660	4940
13	SECUNDERABAD	5197	0	791	1328	7316
14	MUSHEERABAD	385	0	1085	2254	3724
15	GOLCONDA	272	0	586	559	1417
16	CHARMINAR	5262	0	0	3998	9260
T O T A L		31324	0	7563	29545	68432

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT

DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOLS

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	972	0	955	2141	4068
2	TIRUMALAGIRI	1302	0	791	481	2574
3	MARREDPALLY	637	0	0	320	957
4	AMBERPET	880	0	203	507	1590
5	HIMAYAT NAGAR	981	0	278	1290	2549
6	NAMPALLY	2841	0	803	757	4401
7	SHAIKPET	259	0	124	1127	1510
8	KHAIRATABAD	499	0	847	1285	2631
9	ASIFNAGAR	4621	0	0	2924	7545
10	SAIDABAD	1480	0	243	3386	5109
11	BAHADURPURA	5151	0	444	0	5595
12	BANDLAGUDA	2496	0	610	1533	4639
13	SECUNDERABAD	5612	0	808	1153	7573
14	MUSHEERABAD	368	0	1088	1438	2894
15	GOLCONDA	306	0	556	438	1300
16	CHARMINAR	5799	0	0	2327	8126
T O T A L		34204	0	7750	21107	63061

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT

DISTNAME: HYDERABAD

TYPE: PRIMARY SCHOOL

S.NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	927	0	687	1985	3599
2	TIRUMALAGIRI	1249	0	474	358	2081
3	MARREDPALLY	639	0	0	341	980
4	AMBERPET	820	0	214	0	1034
5	HIMAYAT NAGAR	931	0	253	1037	2221
6	NAMPALLY	2532	0	714	939	4185
7	SHAIKPET	242	0	125	1234	1601
8	KHAIRATABAD	631	0	376	1992	2999
9	ASIFNAGAR	5470	0	0	3044	8514
10	SAIDABAD	2066	0	257	2250	4573
11	BAHADURPURA	5074	0	439	2502	8015
12	BANDLAGUDA	3685	0	645	1022	5352
13	SECUNDERABAD	5918	0	821	1201	7940
14	MUSHEERABAD	408	0	814	1581	2803
15	GOLCONDA	375	0	572	101	1048
16	CHARMINAR	7316	0	0	1851	9167
T O T A L		38283	0	6391	21438	66112

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT

DIISTNAME: HYDERABAD

TYPE: UPPER PRIMARY SCHOOL

S..NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	486	0	785	1095	2366
2	TIRUMALAGIRI	510	0	305	671	1486
3	MARREDPALLY	234	0	751	2043	3028
4	AMBERPET	838	0	1645	5910	8393
5	HIMAYAT NAGAR	857	0	1513	1912	4282
6	NAMPALLY	1939	0	855	3299	6093
7	SHAIKPET	473	0	0	1820	2293
8	KHAIRATABAD	2337	0	1830	12413	16580
9	ASIFNAGAR	5466	0	559	8894	14919
110	SAIDABAD	1933	0	2453	12281	16667
111	BAHADURPURA	2313	0	1540	9068	12921
112	BANDLAGUDA	1944	0	1167	6574	9685
113	SECUNDERABAD	2557	0	2053	17054	21664
114	MUSHEERABAD	3075	0	1745	11169	15989
115	GOLCONDA	1663	0	295	6182	8140
116	CHARMINAR	3796	0	934	8123	12853
T O T A L		30421	0	18430	108508	157359

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY SCHOOL

S.NO.	NAME OF THE MANDAL	1998 - 99				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	574	0	871	2247	3692
2	TIRUMALAGIRI	467	0	343	600	1410
3	MARREDPALLY	251	0	786	2131	3168
4	AMBERPET	1028	0	1698	5870	8596
5	HIMAYAT NAGAR	661	0	1419	2284	4364
6	NAMPALLY	2007	0	1183	2925	6115
7	SHAIKPET	546	0	0	1152	1698
8	KHAIRATABAD	2614	0	1986	11647	16247
9	ASIFNAGAR	6020	0	463	9625	16108
10	SAIDABAD	2012	0	2716	13035	17763
11	BAHADURPURA	2210	0	1582	9106	12898
12	BANDLAGUDA	2031	0	1210	7800	11041
13	SECUNDERABAD	2486	0	1990	11255	15731
14	MUSHEERABAD	2300	0	1484	11856	15640
15	GOLCONDA	1722	0	296	5454	7472
16	CHARMINAR	4135	0	955	9628	14718
T O T A L		31064	0	18982	106615	156661

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT

DISTNAME: HYDERABAD

TYPE: UPPER PRIMARY SCHOOL

S.NO.	NAME OF THE MANDAL	1999 - 2000				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	597	0	1201	2927	4725
2	TIRUMALAGIRI	426	0	657	900	1983
3	MARREDPALLY	264	0	742	1778	2784
4	AMBERPET	966	0	1457	5506	7929
5	HIMAYAT NAGAR	854	0	1475	1783	4112
6	NAMPALLY	2039	0	537	4036	6612
7	SHAIKPET	485	0	0	1315	1800
8	KHAIRATABAD	2675	0	1918	14874	19467
9	ASIFNAGAR	6772	0	665	9058	16495
10	SAIDABAD	1496	0	2489	15542	19527
11	BAHADURPURA	3109	0	1121	10244	14474
12	BANDLAGUDA	999	0	1137	6283	8419
13	SECUNDERABAD	2291	0	1363	11240	14894
14	MUSHEERABAD	2441	0	1365	9991	13797
15	GOLCONDA	1684	0	373	5762	7819
16	CHARMINAR	3813	0	918	8993	13724
T O T A L		30911	0	17418	110232	158561

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT

DISTNAME: HYDERABAD

TYPE: HIGH SCHOOLS

S.NO.	NAME OF THE MANDAL	1997 - 98				TOTAL
		GOVT	LB	PA	PUA	
1	AMEERPET	1555	0	3149	27970	32674
2	TIRUMALAGIRI	429	0	439	3832	4700
3	MARREDPALLY	5925	0	1005	7857	14787
4	AMBERPET	2263	0	3040	13124	18427
5	HIMAYAT NAGAR	1246	0	13009	29150	43405
6	NAMPALLY	5136	0	17829	36159	59124
7	SHAIKPET	1242	0	0	801	2043
8	KHAIRATABAD	4157	0	4862	11217	20236
9	ASIFNAGAR	5281	0	5400	7558	18239
10	SAIDABAD	5979	0	9789	30596	46364
11	BAHADURPURA	3307	0	7093	7273	17673
12	BANDLAGUDA	2571	0	16864	6955	26390
13	SECUNDERABAD	6135	0	20978	25586	52699
14	MUSHEERABAD	2266	0	22788	11406	36460
15	GOLCONDA	4113	0	1262	5380	10755
16	CHARMINAR	1698	0	2203	1784	5685
T O T A L		53303	0	129710	226648	409661

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT

DISTNAME: HYDERABAD

TYPE: HIGH SCHOOL

S.NO. NAME OF THE MANDAL		1998 - 99				
		GOVT	LB	PA	PUA	TOTAL
1	AMEERPET	1472	0	3539	23358	28369
2	TIRUMALAGIRI	57	0	481	3834	4372
3	MARREDPALLY	5956	0	966	7644	14566
4	AMBERPET	2479	0	3480	13398	19357
5	HIMAYAT NAGAR	1413	0	13244	29173	43830
6	NAMPALLY	6916	0	17382	30566	54864
7	SHAIKPET	1371	0	0	1061	2432
8	KHAIRATABAD	4360	0	4947	12737	22044
9	ASIFNAGAR	9792	0	6411	7863	24066
10	SAIDABAD	7517	0	10301	31021	48839
11	BAHADURPURA	3624	0	7229	7144	17997
12	BANDLAGUDA	2527	0	15197	6194	23918
13	SECUNDERABAD	6224	0	20763	31215	58202
14	MUSHEERABAD	3012	0	22189	11255	36456
15	GOLCONDA	4160	0	1255	6345	11760
16	CHARMINAR	2173	0	2643	1958	6774
T O T A L		63053	0	130027	224766	417846

MANAGEMENT-WISE AND TYPE-WISE ENROLMENT
 DISTNAME: HYDERABAD

TYPE: HIGH SCHOOL

S.NO.	NAME OF THE MANDAL	GOVT	LB	PA	PUA	TOTAL
1	AMEERPET	4193	0	3757	22364	30314
2	TIRUMALAGIRI	396	0	803	3701	4900
3	MARREDPALLY	5918	0	1157	7106	14181
4	AMBERPET	5600	0	3388	13609	22597
5	HIMAYAT NAGAR	1327	0	12748	30490	44565
6	NAMPALLY	6991	0	12670	37449	57110
7	SHAIKPET	1405	0	0	1406	2811
8	KHAIRATABAD	4258	0	4799	14368	23425
9	ASIFNAGAR	5725	0	4747	13527	23999
10	SAIDABAD	7873	0	9176	35902	52951
11	BAHADURPURA	3607	0	6462	8299	18368
12	BANDLAGUDA	3882	0	15090	7214	26186
13	SECUNDERABAD	6632	0	21503	32823	60958
14	MUSHEERABAD	3410	0	22411	13779	39600
15	GOLCONDA	3927	0	1305	7950	13182
16	CHARMINAR	2250	0	1737	3869	7856
TOTAL		67394	0	121753	253856	443003