

# SARVA SHIKSHA ABHIYAN

East Godavari District



DISTRICT ELEMENTARY EDUCATION PLAN

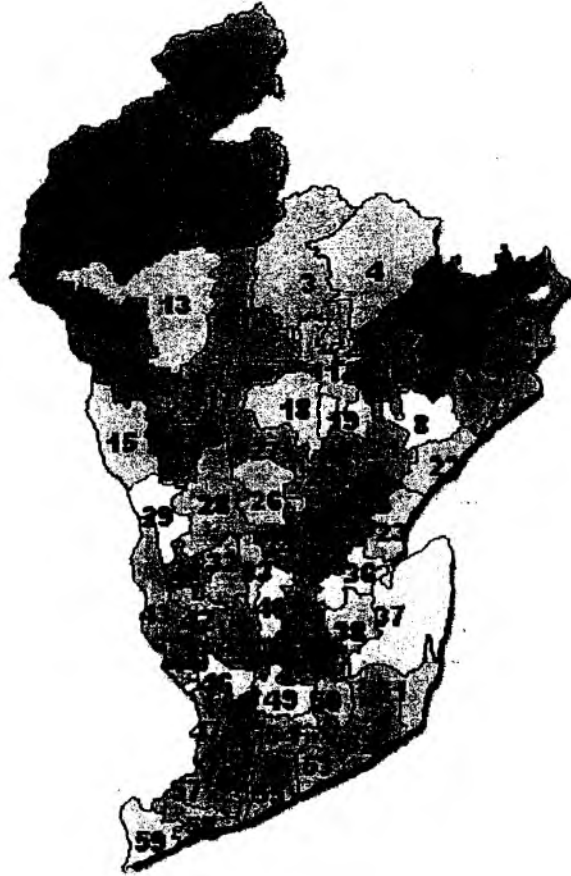
**District Primary Education Programme  
A.P., Hyderabad**

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ACC. No ..... D-11092  
Date ..... 23-05-2001

Information on District

**MANDALS OF EAST GODAVARI DISTRICT**



Mandal Code	Mandal Name	Mandal Code	Mandal Name	Mandal Code	Mandal Name
1	MAREDUMILLI	23	KAKINADA(RURAL)	39	RAMACHANDRAPURAM
2	Y RAMAVARAM	24	KAKINADA (URBAN)	40	RAYAVARAM
3	ADDATEEGALA	25	SAMALKOTA	41	KAPILESWARAPURAM
4	RAJAVOMMANGI	26	RANGAMPETA	42	ALAMURU
5	KOTANANDURU	27	GANDEPALLE	43	ATREYAPURAM
6	TUNI	28	RAJANAGARAM	44	RAVULA PALEM
7	THONDANGI	29	RAJAHMUNDRY (RURAL)	45	PAMARRU
8	GOLLAPROLU	30	RAJAHMUNDRY (URBAN)	46	KOTHAPETA
9	SANKHAVARAM	31	KADIAM	47	P GANNAVARAM
10	FRATHIPADI	32	MANDAPETA	48	AMBAJIPETA
11	YELESWARAM	33	ANAFARTHY	49	AINAVILLI
12	GANGAVARAM	34	BICCAVOLU	50	MUMMIDIVARAM
13	RAMPACHODAVARAM	35	PEDAPUDI	51	I POLAVARAM
14	DEVIPATNAM	36	KARAPA	52	KATRENIKONA
15	SEETHANAGARAM	37	THALLAREVIJ	53	UPPALAGUPTAM
16	KORUKONDA	38	KAJULURU	54	AMALAPURAM
17	GOKAVARAM			55	ALLAVARAM
18	JAGGAMPETA			56	MAMIDIKUDURU
19	KIRLAMPUDI			57	RAZOLE
20	PEDDAPURAM			58	MALIKIPURAM
21	PITHAPURAM			59	SAKHINETIPALLE
22	KOTHAPALLE				

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**DISTRICT - EAST GODAVARI**  
Headquarters - Kakinada

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## Chapter-I

### DEMOGRAPHIC PROFILE OF THE DISTRICT

East Godavari district is situated on the North East of Andhra Pradesh in the Geographical co-ordination of  $16^{\circ} - 30^{\circ}$  and  $18^{\circ} - 20^{\circ}$  of the Northern Latitude and  $81^{\circ} - 30'$  and  $82^{\circ} - 30'$  and  $82^{\circ}-36'$  of the Eastern Longitude.

The district is bound on the north by Visakhapatnam district and the State of Orissa, on the East by Bay of Bengal on the South and on the West by West Godavari and Khammam districts. It can be broadly classified into three natural Zone the Delta, upland and agency tracts.

East Godavari district is one of the largest districts of Andhra Pradesh with an area of 10,807 sq. km. having 57 mandals and 9 Municipalities. The total population of the district is 45.4 lakhs as per 1991 census. The district is divided into three major regions is Konaseema, uplands (plain) and agency.

The 1,011 panchayats and 17 towns with 260 wards spread over three regions with 59 revenue mandals viz., costal region of 15 mandals, the plain region with 34 mandals and the agency region with 10 mandals. The density of population is 420 per sq.km, which is higher than the state average of 242 sq. km.

The religious temples of Annavaram, Draksharama, Korukonda, Ryali, Antharvedi, Mandapalli, Peddapuram, Muramalla and Vadapalli are some of the important religious places in the district. An old Mosque erected in the region of Mohammad Tuglak in A.D 1329 at Rajahmundry, Pandavula Metta of Peddapuram. An Historic site with 2<sup>nd</sup> Century Buddhist Monastery at Ramayerrampalem Sri Laxminarayana Swami Temple, Ranganadha Swami Temple at Korukonda, Kunthi Madavaswami Temple and Kukkutawara Swami Temple of Easter Chalukya in 13th Century at Pithapura, Jaganmohini Temple

at Ryali and Dutch Tombp at Draksharma are some of the Archeological Manuments and Historical places in the District.

**Table 1: Area, number of mandals, inhabited villages, towns and their density**

Area in sq. km	No. of Mandals	No. of Inhabited Villages	No. of Towns	No. of Wards	Density
10.807	59	1,325	17	260	420

### Population

**Table 2: Distribution of population, growth rate and sex ratio**

Population 1991			Sex Ratio		Growth Rate	
Male	Female	Total	1981	1991	1971 - 81	1981 - 91
2,272,962	2,268,260	4,541,222	993	998	19.88	22.70

### Scheduled Castes and Scheduled Tribe population:

As per 1991 census, the population of SCs and STs in the district is 8,26,057 and 1,76,083 respectively. This constitutes 18.19% and 3.9% of the total population respectively as against the state percentage of 7.80% and 4.19%.

The tribal population in East Godavari district is mostly concentrated in 559 villages of 7 mandals known as the agency area. These 7 mandals are: 1) Rampachodavaram, 2) Devipatnam, 3) Gangavaram, 4) Maradumalli, 5) Rajavommangi, 6) Addateegala and 7) Y.Ramavaram. In addition, parts of three other mandals, namely, 8) Shankavaram, 9) Kotananduri and 10) Prattipadu comprise of a significant tribal population spread over 49 villages.

**Table 3: Population of SCs and STs and their percentage**

	Population			% of Population		
	Male	Female	Total	Male	Female	Total
SCs	414038	412019	826057	18.21	18.16	18.19
STs	88270	87813	176083	3.88	3.87	3.88

**Literacy rates:**

East Godavari district is considered to be one of the educationally forward districts in the state with a literacy rate of 48.79% as against the state literacy rate of 44%. The literacy rate, male and female of the district is 55.32% and 42.26% respectively.

**Table 4: Literacy rate of General, SC and ST population**

	Rural			Urban			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gen	49.72	37.12	43.42	72.76	58.27	65.52	55.32	42.26	48.79
SC	44.03	29.94	37.01	62.26	47.11	54.67	46.98	32.75	39.89
ST	25.81	15.47	20.62	58.84	39.30	50.24	27.56	16.48	22.04

## Chapter II

### EDUCATIONAL PROFILE OF THE DISTRICT

#### 2.1 Access

98% of the rural populations in the district possess access to primary schooling facility within a walking distance of 1 km. About 65% of population have an upper primary school or upper primary sections in high schools within a distance of 3 km.

Table 1: Type/Management wise institutions (1999-2000)

Type / Management	Pre-primary	Primary	Upper primary	High schools	Higher secondary	Total
Central Government	-	-	-	2	1	3
State Government	-	270	22	36	-	328
MP / ZP	-	2404	193	269	-	2866
Municipal	2	181	41	32	-	256
Pvt. Aided	1	118	40	51	-	210
Pvt. Un-aided	2	172	102	90	1	367
<b>Total</b>	<b>5</b>	<b>3145</b>	<b>398</b>	<b>480</b>	<b>2</b>	<b>4030</b>

Table 1.a.

Mandalwise list of schools – Type/Managementwise institutions (1999-2000)

Sl. No	Name of the mandal	No. of primary schools	No. of UP Schools	No. of High Schools
1	Maredumilli	45	2	4
2	Y. Ramavaram	52	3	4
3	Addateegala	88	2	6
4	Rajavommangi	74	5	5
5	Kotananduru	47	5	6
6	Tuni	76	7	14
7	Thondangi	51	6	4
8	Gollaprolu	25	4	6
9	Sankhavaram	47	3	4
10	Prathipadu	42	1	7
11	Yeleswaram	23	2	5
12	Gangavaram	59	2	3
13	Rampachodavaram	90	7	9
14	Devipatnam	64	5	3
15	Seethanagaram	41	6	3



Sl. No	Name of the mandal	No. of primary schools	No. of UP Schools	No. of High Schools
16	Koruko8nda	31	6	6
17	Gokavaram	36	3	6
18	Jaggampeta	31	4	5
19	Kirlampudi	30	3	5
20	Peddapuram	55	10	12
21	Pithapuram	46	20	12
22	Kothapalli	56	3	6
23	Kakinada (Rural)	82	13	16
24	Kakinada (Urban)	72	51	46
25	Samalkota	60	6	13
26	Rangampeta	30	3	3
27	Gandepalle	29	0	5
28	Rajanagaram	38	9	3
29	Rajahmundry (Rural)	38	13	11
30	Rajamundry (Urban)	70	30	36
31	Kadium	32	4	6
32	Mandapeta	43	15	10
33	Anaparthi	32	3	7
34	Biccavolu	35	5	5
35	Pedapudi	44	7	6
36	Karapa	51	4	7
37	thallarevu	56	3	5
38	Kajuluru	71	7	4
39	Ramachandrapuram	77	11	16
40	Rayavaram	36	3	8
41	Kapileswarapuram	40	4	8
42	Alamuru	35	8	6
43	Atreyapuram	42	4	3
44	Ravulapalem	44	7	7
45	Pamarru	76	7	6
46	Kothapeta	66	6	8
47	P.Gannavaram	65	3	9
48	Ambajipeta	60	5	6
49	Ainavilli	53	7	6
50	Mummidivaram	69	6	7
51	I.Polavaram	57	5	5
52	Katrenikona	62	6	5
53	Upplaguptam	63	2	4
54	Amalapuram	102	10	21
55	Allavaram	62	5	6

Sl. No	Name of the mandal	No. of primary schools	No. of UP Schools	No. of High Schools
56	Mamidikuduru	59	0	10
57	Razole	58	4	10
58	Malikipuram	65	5	4
59	Sakhinetipalle	62	8	7
	Total	3145	398	480

## 2.2 Enrolment

The total number of school age children between 5 to 14 years is around 9,62,525 and among them 31% 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 48.79%. The literacy rates of women, backward classes, scheduled caste and scheduled tribes are still below the district average.

**Table 2: Age-group wise population details (1999-2000)**

Age group	Population	Enrolled	To be enrolled	To be enrolled percentage
5-14 years	10,19,876	6,81,907	3,37,969	33.14%

**Table 2.a.**

Age-group-wise Population details (5-14 yrs) (1999-2000)

Sl. No.	Name of the mandal	Total population	Enrolled	To be enrolled	% to be enrolled
1	Maredumilli	3641	2956	685	18.81
2	Y. Ramavaram	5443	2732	2711	49.81
3	Addateegala	7517	6373	1144	15.22
4	Rajavommangi	7837	7238	599	7.64
5	Kotananduru	13879	9585	4294	30.94
6	Tuni	24345	17898	6447	26.48
7	Thondangi	15392	11547	3845	24.98
8	Gollaprolu	15372	10356	5016	32.63
9	Sankhavaram	15024	9800	5224	34.77
10	Prathipadu	14718	11141	3577	24.30
11	Yeleswaram	14497	8803	5694	39.28

Sl. No.	Name of the mandal	Total population	Enrolled	To be enrolled	% to be enrolled
12	Gangavaram	4986	4555	431	8.64
13	Rampachodavaram	7527	7501	26	0.35
14	Devipatnam	5814	5224	590	10.15
15	Seethanagaram	14613	8937	5676	38.84
16	Koruko8nda	14939	10706	4233	28.34
17	Gokavaram	13511	9742	3769	27.90
18	Jaggampeta	14590	9889	4701	32.22
19	Kirlampudi	14793	10037	4756	32.15
20	Peddapuram	23325	16491	6834	29.30
21	Pithapuram	24415	16197	8218	33.66
22	Kothapalli	14995	11023	3972	26.49
23	Kakinada (Rural)	31869	22513	9356	29.36
24	Kakinada (Urban)	69573	39323	30250	43.48
25	Samalkota	25502	14961	10541	41.33
26	Rangampeta	10506	7583	2923	27.82
27	Gandepalle	10262	6115	4147	40.41
28	Rajanagaram	16649	11333	5316	31.93
29	Rajahmundry (Rural)	32475	20678	11797	36.33
30	Rajamundry (Urban)	85227	40837	44390	52.08
31	Kadium	15894	9830	6064	38.15
32	Mandapeta	23991	13808	10183	42.45
33	Anaparthi	13356	7835	5521	41.34
34	Biccavolu	14006	8342	5664	40.44
35	Pedapudi	14459	9347	5112	35.36
36	Karapa	14970	10849	4121	27.53
37	thallarevu	15530	12806	2724	17.54
38	Kajuluru	14626	10970	3656	25.00
39	Ramachandrapuram	22367	15446	6921	30.94
40	Rayavaram	13730	7648	6082	44.30
41	Kapileswarapuram	14220	10194	4026	28.31
42	Alamuru	14502	9839	4663	32.15
43	Atreyapuram	12989	8415	4574	35.21
44	Ravulapalem	14930	9855	5075	33.99
45	Pamaru	14369	9853	4516	31.43
46	Kothapeta	15808	11256	4552	28.80
47	P.Gannavaram	15485	10599	4886	31.55
48	Ambajipeta	13567	9285	4282	31.56
49	Ainavilli	13967	9743	4224	30.24
50	Mummidivaram	14270	10255	4015	28.14
51	I.Polavaram	14522	9596	4926	33.92

Sl. No.	Name of the mandal	Total population	Enrolled	To be enrolled	% to be enrolled
52	Katrenikona	14884	10953	3931	26.41
53	Upplaguptam	12584	9777	2807	22.31
54	Amalapuram	25984	19888	6096	23.46
55	Allavaram	13822	10288	3534	25.57
56	Mamidikuduru	13997	10260	3737	26.70
57	Razole	14649	10131	4518	30.84
58	Malikipuram	14294	10781	3513	24.58
59	Sakhinetipalle	14868	11984	2884	19.40
		1019876	681907	337969	33.14

**Table 3: Type and caste-wise Enrolment (1999-2000)**

	All	BC	SC	ST
Pri-Primary	291	185	18	5
Primary	433076	182049	108075	25521
Upper Primary	134856	58857	20487	6265
High Schools	231207	87262	47542	7435
<b>Total</b>	<b>799430</b>	<b>328353</b>	<b>176122</b>	<b>39226</b>

Various measures have been taken up to improve the situation at all stages of schooling. Primary Schools have been opened at every habitation alongwith Special Schools for disabled and minorities. The District Institution of Education and Training (DIET) is at Bommuru, Rajahmundry providing pre-service and in-service training to the teachers, Mandal Educational Officers and School Education Committee Members. Further the INSTITUTE OF ADVANCE STUDIES IN EDUCATION is at Rajahmundry looking after pre-service and in-service training requirements to the secondary school teachers in addition to undertaking research programmes.

**Table 4: Type and Caste wise Teachers (1999-2000)**

	All	BC	SC	ST
Pre-Primary	8	2	-	-
Primary	9256	3104	1838	492
Upper Primary	3114	916	359	132
High Schools	6068	1718	645	86
<b>Total</b>	<b>18446</b>	<b>5740</b>	<b>2842</b>	<b>710</b>

**Table 4.a.**  
Particulars of teachers (mandalwise) (1999-2000)

Sl. No.	Name of the mandal	Primary teachers	Upper Primary teachers	High School teachers
1	Maredumilli	79	11	50
2	Y. Ramavaram	76	27	30
3	Addateegala	135	14	60
4	Rajavommangi	153	38	62
5	Kotananduru	125	37	61
6	Tuni	237	50	149
7	Thondangi	141	63	38
8	Gollaprolu	108	24	58
9	Sankhavaram	125	27	37
10	Prathipadu	140	7	69
11	Yeleswaram	90	15	38
12	Gangavaram	92	16	26
13	Rampachodavaram	172	55	114
14	Devipatnam	105	36	22
15	Seethanagaram	146	49	47
16	Korukonda	124	32	68
17	Gokavaram	142	33	82
18	Jaggampeta	102	34	50
19	Kirlampudi	117	25	53
20	Peddapuram	185	98	141
21	Pithapuram	151	134	120
22	Kothapalli	161	16	57
23	Kakinada (Rural)	216	69	192
24	Kakinada (Urban)	224	357	704
25	Samalkota	210	38	125
26	Rangampeta	101	20	29
27	Gandepalle	92	0	32
28	Rajanagaram	146	44	37
29	Rajahmundry (Rural)	164	135	157
30	Rajamundry (Urban)	278	232	750
31	Kadium	114	33	74
32	Mandapeta	159	84	126
33	Anaparthi	120	23	103
34	Biccavolu	116	37	53
35	Pedapudi	139	51	49
36	Karapa	167	32	110

Sl. No.	Name of the mandal	Primary teachers	Upper Primary teachers	High School teachers
37	thallarevu	191	22	56
38	Kajuluru	191	51	50
39	Ramachandrapuram	222	88	207
40	Rayavaram	129	26	102
41	Kapileswarapuram	173	27	76
42	Alamuru	147	67	61
43	Atreyapuram	142	34	40
44	Ravulapalem	159	57	87
45	Pamaru	213	50	65
46	Kothapeta	206	45	108
47	P.Gannavaram	196	19	114
48	Ambajipeta	172	31	88
49	Ainavilli	156	37	82
50	Mummidivaram	183	35	97
51	I.Polavaram	137	22	53
52	Katrenikona	135	26	61
53	Upplaguptam	139	10	56
54	Amalapuram	323	75	329
55	Allavaram	166	33	76
56	Mamidikuduru	204	0	109
57	Razole	177	28	145
58	Malikipuram	187	33	49
59	Sakhinetipalle	213	53	95
		9313	2865	6179

### 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

UPE, 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 2,059 Anganwadi Centres functioning in 16 project areas under ICDS in the district. Under Janashala programme, 97 ECE Centres were opened in the 10 mandals of ITDA sub-plan area. These centres are catering to the needs of 3-5 yr. children alongwith 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 10 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:

- Preparation of habitation education plans through community participation.
- Improving the access by way of opening of Alternative Schools in schoolless habitations.
- 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, Vidya Melas, Balothsavams, health melas, etc.
- Intensive Community Mobilisation and participation by way of conduct of Grama Sabhas, meetings with DWCRA, VTDA 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 habitationawise nodal teams
- Discussion in the nodal teams on various aspects of schooling of out of school children through Community Mobilisation.



- Conduct of rallies, campaigns at habitation level and identification of out of school children in the age group of 5-14 yr. and efforts for their mainstreaming.
- As many as 1,20,000 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 119 hostels for the students of Scheduled Caste
- Functioning of 22 hostels & 57 ashram schools for ST children
- Functioning of 356 GVVK Schools for ST Children in the tribal area.
- 6 Residential schools for primitive tribal groups
- Provision of free textbooks, uniforms, scholarships and notebooks to the students of SCs and STs up Class X.
- Intensive Care on all aspects of tribal children through integrated tribal development agency in sub plan areas.

**9) Teacher Recruitment - 2000**

- Appointment of 77 teachers to GVVK.
- Appointment of 110 teachers in agency area.
- Appointment of 1344 teachers to the general schools in the district.

**10. 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 3,120 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 village and responsible for the education of children both in-school and out of school in the age group of 5 – 14 years in the habitation.

**11. 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 Habitation Level, Panchayat Education Committees at Panchayat level, Mandal Education Committees at Mandal level, Municipal Education Committees at Municipal level and District Committees at District Level.

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

## 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 is depend 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 habitation.

### **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:

- Joint Collector
- Project Officer (ITDA)
- Additional Project Coordinator of Janashala mandal
- Assistant Director (NFE).
- Principal (DIET)
- Lecturers (DIET)
- Principal (IASE)
- Lecturers (IASE)
- District Social Welfare Officer
- District Tribal 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 / ITDA Project Officer to discuss and plan for UEE. Further, it was decided to develop habitation-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 habitation level and formed with following members.

### **Mandal-level core groups**

The mandal-level core groups consists of

- Nodal Officer (Janmabhoomi)
- Mandal Development Officer (Mandal Praja Parishad)
- Mandal Educational Officer
- Active adoption Officers (Gram Panchayats)
- Mandal Resource Persons
- Few School Committee Chairpersons
- NGOs
- Selected Headmasters and teachers
- Selected DWACRA Presidents / Secretaries

### **Habitation-level core groups**

The habitation-level core group consists of following persons:

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

- NFE volunteer
- Community Health Workers (Agency Area)

### **Development of database - conduct of family 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 forms 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 habitations of the district. The required information was collected in a proforma titled as ‘**Family Sheet**’ to capture the information of children aged 0-15 yr. family-wise and habitation-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.

### **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 habitation-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 habitations monitored by mandal-level core teams. The village 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 habitations.

### **Preparatory Activities for mobilizing the community and holding Grama sabhas**

Under the Chairmanship of Collector and District magistrate, all the departmental officers (Gazetted) have been appointed as adoption officers to 1,011 Gram Panchayats in the districts alongwith 260 wards in Municipalities to mobilize and convene village-wise meetings / gram sabhas to oversee all types of developmental activities especially primary education. The first prioritized item among all other activity is the eradication of child labour, protection of child rights and enrollment of these out of school children. The SODA (Special Officer for Developmental Activities) conducted a series of meetings at panchayat / habitation level once in a week and reviews various programmes with people participation and reviewed by district collector on fortnight basis at divisional headquarters.

This resulted tremendous support and participation from the public in identification of out of school / child labour and their readiness in sending them to the schools. During these campaigns about 1,20,000 children have been admitted into regular primary schools. This momentum is being continued for achieving UEE and also led to preparation of Habitation Education Plans.

### **Development of habitation 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 habitation.

A series of *Gramasabhas* have been conducted during September onwards on a

fortnightly basis and take up validation of survey data as a first measure for UEE. The *Gramasabha* is represented by other community-based organizations like DWACRA, School Committees, VTDA's, youth groups, Vana Samrakshna Samithis, NGOs, etc. After validation, the community discussed the habitation educational status and developed habitation educational plans. The Nodal Officer of the mandal and as well as habitation, also participated in the deliberations. All the habitation level plans have been furnished to Mandal Educational Officer.

### **Development of mandal plans**

The mandal-level core groups have discussed the salient features of habitation-level education plans and consolidated and developed mandal-level educational plan. These plans again randomly discussed in Gramasabhas. The perceptions of village 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 habitation level. The team members have actively participated in the meetings of Gramasabhas, 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. The District Elementary Educational Plan (DEEP) represents the perspective plan that will give a framework of activities over a long time frame to achieve UEE. Further, it is also worked out an Annual Work Plan & Budget for 4 years (2001to 2005) showing the prioritized activities to be carried out for the year 2001-2002.



## SSA –East Godavari 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 two phases covering 25 mandals where the response of public, teachers, filed staff is very much encouraging, readily coming forward to participate in the process of UEE. The remaining 34 mandals will be taken up in successive years.

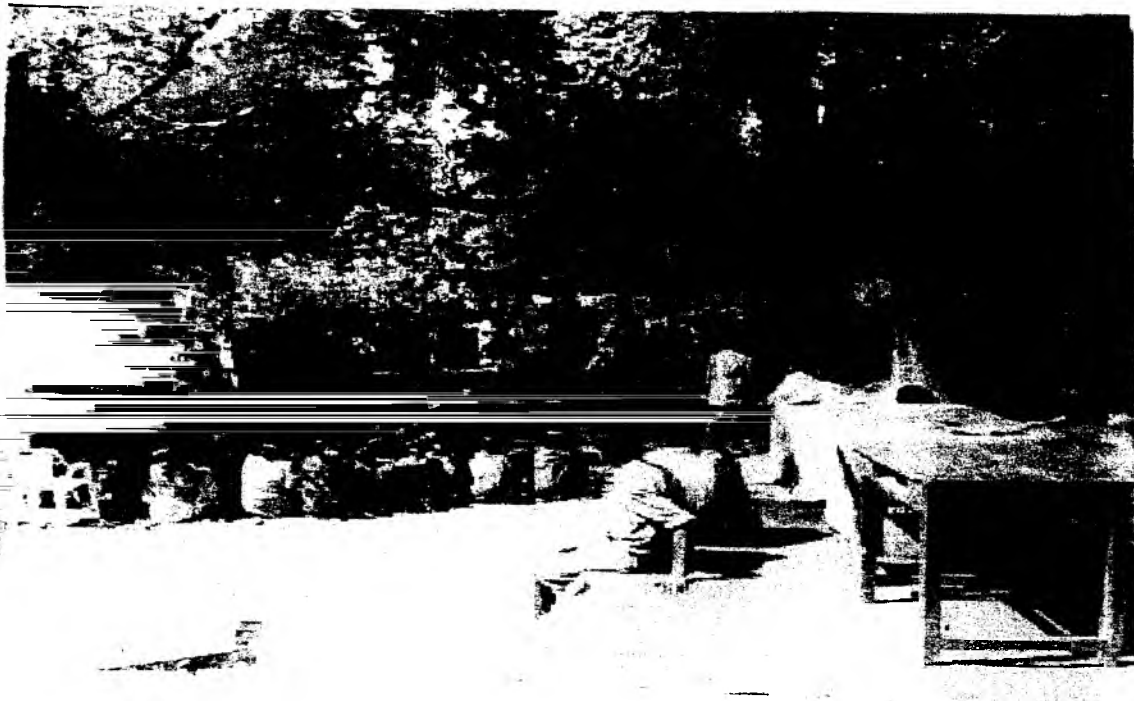
The 25 project mandals are as follows

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1. Gokavaram     | 2. Korukonda      | 3. Seethanagaram   |
| 4. Gollaprolu    | 5. Gandepalli     | 6. Rajahmundry (R) |
| 7. U. Kothapalli | 8. Karapa         | 9. Pedapudi        |
| 10. Kadium       | 11. Kakinada (R)  | 12. Yeleswaram     |
| 13. Jaggampeta   | 14. Tallarevu     | 15. Razole         |
| 16. Rangampeta   | 17. P. Gannavaram | 18. Rayavaram      |
| 19. Rajanagaram  | 20. Pithapuram    | 21. Kajuluru       |
| 22. Amalapuram   | 23. Alamuru       | 24. Ainvilli       |
| 25. Mamidikuduru |                   |                    |

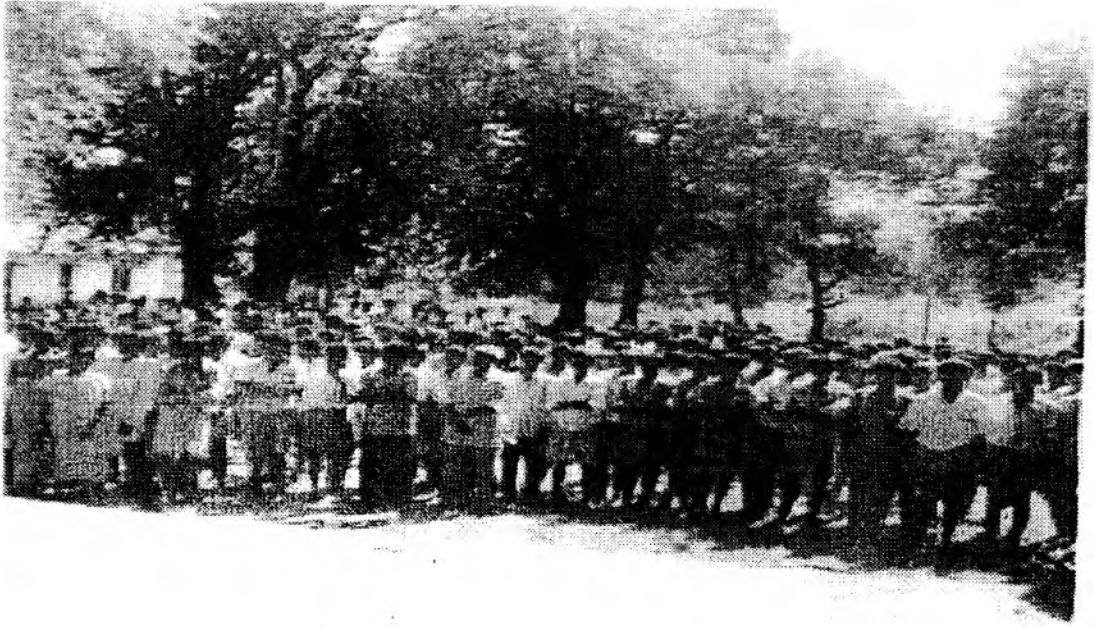
Some of the instances where pupil readily came forward to support the initiatives of UEE by way of cash, kind and service as follows.

- a) In the Village Satillitecity the parents of the pupil donated Rs. 20,000/- and arranged accommodation to the newly opened Elementary School with the help of Hon'ble M.L.A Sri. Jakkampudi Rama Mohana Rao and Village Sarpanch Smt. Rukani Ramanamma.
- b) In Kolamuru village the Head Master Sri. B. Sanyasirao mobilized the community and the donors like Sri. Cherukuri Rama Rao and others and reconstructed the collapsed School building worth of Rs. 60,000/-.
- c) In Rayudupakalu M P U P School the H.M Sri. P. V. Krishnarao with the help of SHG group ladies mobilized the community and arranged Treeguards in Clean and Green programme worth of Rs. 20,000/-.
- d) The DWACRA Group ladies and Parents Association constructed a Semi Pucca class room to MPES (GDM) Dowlaiswaram by doing SRAMADANAM and financial help of Rs. 50,000/- in the leadership of the concerned H.M Smt. Lalitakumari.
- e) In Bommuru the Villagers and Sarpanch, Vice-Sarpanch motivated a Donar Sri. G. Punna Rao, GPR (H) Pvt. Ltd.. The Vice President Sri Kamini Venkata Prasada Choudary took active role for establishing new high school worth of Rs. 5,00,000/-.
- f) In Hukumpeta the Sarpanch Sri. D. Rama Krishna took active role and provided a temporary thatched shed to the newly opened school worth of Rs. 12,000/- in Satillitecity, 'D' Block, Hukumpeta panchayt.

Community Participation in Planning Process  
Preparation Habitation Education Plan



**Figure 1: Grama Sabha at tribal village - GURTHEDU**



**Figure 2: Parent-Teacher Association at cluster-level**



**Figure 3: Gramasabha – parents/community perception on the quality of pupils learning**



**Figure 5: Interaction with community members**



**Figure 4: Meeting with DW CRA members on enrolment of Out-of-school children**





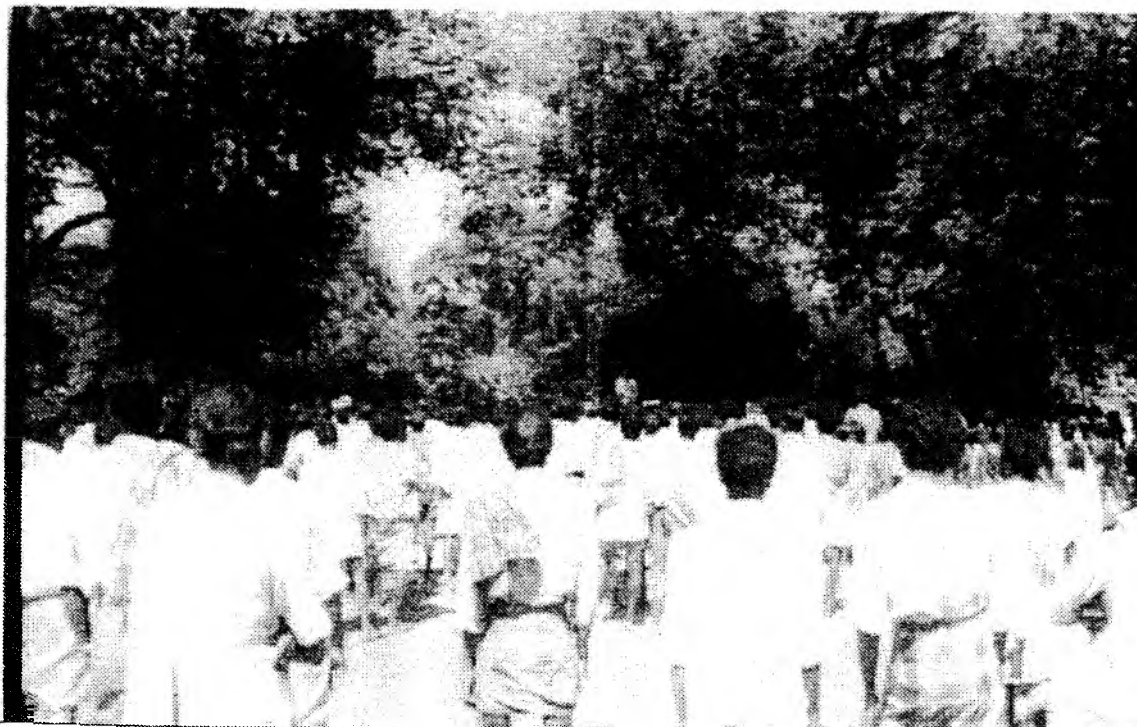
**Figure 6: Community participation - construction of temporary school shed at Rajahmundry (Rural)**



**Figure 7: Mothers' Mela at Hukumpeta**



**Figure 9: Adoption Officers' review at Gram Panchayat-level at Devipatnam**



**Figure 8: Special Officer on development activities - Adoption Officer involve with community members for *Clean & Green*, construction of road and school beautification at Busigudem, Rampachodavaram mandal**

## CHAPTER - IV

### Objective-wise Interventions

The planning teams at various levels viz., habitation, Cluster (School Complex Agency Area) mandal, and district have interacted with teachers, parents and community members alongwith participation in Gramasabhas 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., formal primary schools, alternative schools/ maabadis in all the schoolless habitations 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 habitation where parents are reluctant to send them to other habitations 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 habitation level for mainstreaming of dropouts and never-enrolled children, with community participation & ownership.

Improving of teacher-pupil ratio by positioning regular teachers and 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., Integrated Education of activities.
- Conduct of Awareness campaigns and orientation to School Committee Members filed visits to successful practices and other capacity building programmes for the development of Habitation 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 agency 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.
- In the agency mandals school complexes 30 existing and school complex resource persons working for monitoring.
- 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
- Video library facilities at MRC.
- Action Research programme by the practitioner.

### **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.
- Construction of buildings to all the Mandal Resource Centres proposed to be established.

## 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 are emerged as a result of micro planning exercise conducted in all the habitations of the 25 mandals to active involvement of community, teachers for which suitable interventions were planned at habitation 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 in school, Education Guarantee Centre, Alternative School, Back to School Camp by 2003.** To realize this objective the primary education facilities are to be provided to all the children with in a walking distance of 1 K.M and the most urgent need is to ensure the access and first priority of the district is to ensure access to the children of all the sections by way of providing new formal primary schools, Alternative Schools based on the norms. In the Agency area habitation are scattered. The habitations are covered with thick forests, steams and hills.

### 5.1.1 New Primary Schools

It is proposed to open formal primary schools in 94 schoolless habitations where the population is 250 and above alongwith provision of 2 teachers per school as per SSA norms. The details are as follows

No. of Regular Schools proposed in School less habitations	No. of Teachers (@ 2 per school)
94	188

It is also proposed to provide buildings to these 94 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.

**Table 5.1.1**

#### Access - Mandalwise distribution of New Regular Schools & Teachers

S. No.	Name of the Mandal	Primary Schools	Teachers
1	Gokavaram	7	14
2	Korukonda	6	12
3	Seethanagaram	8	16
4	Gollaprolu	6	12
5	Gandepalli	2	4
6	Rajahmundry (R)	4	8
7	U.Kothapalli	4	8
8	Karapa	5	10
9	Pedapudi	3	6

S. No.	Name of the Mandal	Primary Schools	Teachers
10	Kadium	2	4
11	Kakinada (R)	2	4
12	Yeleswaram	4	8
13	Jaggampeta	3	6
14	Tallarevu	4	8
15	Razole	2	4
16	Rangampeta	4	8
17	P.Gannavaram	3	6
18	Rayavaram	4	8
19	Rajanagaram	2	4
20	Pithapuram	4	8
21	Kajuluru	2	4
22	Amalapuram	4	8
23	Alamuru	2	4
24	Ainvilli	3	6
25	Mamidikuduru	4	8
	<b>Total</b>	<b>94</b>	<b>188</b>

### 5.1.2 Upgradation of Primary Schools to Upper Primary Schools

During the participatory planning exercise it was observed that in many habitations children were discontinued their studies especially girl children, after completion of Class V in their habitation because of non-availability upper primary facilities in their habitation are near by habitation with in the radius of 3 K.Ms. In many habitations it was resolved in the Gram Sabha for the upgraded of existing primary schools in to Upper Primary School for the continuity of their children education. Depending upon the pupil strength 55 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 Pandits	Hindi Pandits	
55	110	55	55	110

Table - 5.1.2

### Access - Upgradation of Primary Schools to Upper Primary Schools

S. No.	Name of the Mandal	Primary Schools to be upgraded	No. of Teachers required			Add Classroom
			B.Ed Assistants	Telugu Pandits	Hindi Pandits	
1	Gokavaram	2	4	2	2	4
2	Korukonda	3	6	3	3	6
3	Seethanagaram	3	6	3	3	6
4	Gollaprolu	5	10	5	5	10
5	Gandepalli	0	0	0	0	0
6	Rajahmundry (R)	2	4	2	2	4
7	U.Kothapalli	2	4	2	2	4
8	Karapa	3	6	3	3	6
9	Pedapudi	2	4	2	2	4
10	Kadium	2	4	2	2	4
11	Kakinada (R)	3	6	3	3	6
12	Yeleswaram	2	4	2	2	4
13	Jaggampeta	2	4	2	2	4
14	Tallarevu	2	4	2	2	4
15	Razole	2	4	2	2	4

S. No.	Name of the Mandal	Primary Schools to be upgraded	No. of Teachers required			Addl. Class rooms
			B.Ed Assistants	Telugu Pandits	Hindi Pandits	
16	Rangampeta	2	4	2	2	4
17	P.Gannavaram	2	4	2	2	4
18	Ravavaram	2	4	2	2	4
19	Rajanagaram	2	4	2	2	4
20	Pithapuram	2	4	2	2	4
21	Kajuluru	3	6	3	3	6
22	Amalapuram	2	4	2	2	4
23	Alamuru	1	2	1	1	2
24	Ainvilli	2	4	2	2	4
25	Mamidikuduru	2	4	2	2	4
<b>Total</b>		<b>55</b>	<b>110</b>	<b>55</b>	<b>55</b>	<b>110</b>

## 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 habitation since there is no access for Upper Primary Schooling facilities in the same habitations or near by.

The details of children who are in school and out of school in the age group of 5 - 14 in the proposed 25 project mandals are as follows

Total children in the age group of 5 - 14			Children in school (5-14 years)			Out of School Children (5 - 14 years)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
183733	177007	360740	171744	166079	337823	11989	10928	22917



Particulars of children in the age group of 0 - 14 and In school and Out of School Children

Sl. No.	Name of the Mandal	Total Children in the age group of 5 - 14			Children in the School in the age group of 5 - 14			Out of School Children in the age group of 5 - 14		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Gokavaram	6892	6488	13380	6346	6082	12428	546	406	952
2	Korukonda	7641	7671	15312	6480	6754	13234	1161	917	2078
3	Seethanagaram	5991	5842	11833	5686	5582	11268	305	260	565
4	Gollaprolu	7472	7263	14735	6670	6571	13241	802	692	1494
5	Gandepalli	4887	4688	9575	4382	4277	8659	505	411	916
6	Rajamundry (Rural)	11096	11357	22453	10228	10450	20678	868	907	1775
7	U.Kothapalli	7342	7089	14431	6555	6256	12811	787	833	1620
8	Karapa	6844	6617	13461	6675	6419	13094	169	198	367
9	Pedapudi	6013	5749	11762	5884	5622	11506	129	127	256
10	Kaidyam	7615	7557	15172	7202	7154	14356	413	403	816
11	Kakinada (Rural)	12146	11420	23566	11635	10879	22514	511	541	1052
12	Yeleswaram	7408	7140	14548	6548	6448	12996	860	692	1552
13	Jaggampeta	7141	7000	14141	6111	6139	12250	1030	861	1891
14	Thallarevu	8631	8433	17064	8000	7819	15819	631	614	1245
15	Razole	6841	6579	13420	6782	6465	13247	59	114	173
16	Rangampeta	5892	5726	11618	4955	5049	10004	937	677	1614
17	P.Gannavaram	7148	6939	14087	6984	6769	13753	164	170	334
18	Rayavaram	5372	5196	10568	5086	4784	9870	286	412	698
19	Rajanagaram	9011	8233	17244	8488	7889	16377	523	344	867
20	Pithapuram	7701	7431	15132	7105	6894	13999	596	537	1133
21	Kajulauru	7153	6603	13756	7002	6449	13451	151	154	305
22	Amalapuram	8024	7436	15460	7925	7286	15211	99	150	249
23	Alamuru	6423	6295	12718	6172	6070	12242	251	225	476
24	Ainavilli	6634	6321	12955	6490	6106	12596	144	215	359
25	Mamidikuduru	6415	5934	12349	6353	5866	12219	62	68	130

## 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 1:47.* The Habitation Education Plans revealed the requirement of 887 regular teachers to the existing primary schools wherever the TPR is more than 1:40. Accordingly estimations are worked out for positioning 887 regular teachers additionally to the existing schools.

Teacher Pupil Ratio	Requirement of Additional Teachers
1 : 47	887

### 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 2443 additional classrooms are proposed for the existing schools of Primary & Upper Primary Schools.

Total No. of Teachers in Primary & Upper Primary	Total No. of Classrooms available	Additional requirement of classrooms
5006	2563	2443

**Table 5.2.2**  
**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.	Gokavaram	207	100	107
2.	Korukonda	215	115	100
3.	Seethanagaram	232	130	102
4.	Gollaprolu	210	150	60
5.	Gandepalli	151	51	100
6.	Rajahmundry (R)	196	124	72
7.	U.Kothapalli	222	130	92
8.	Karapa	242	142	100
9.	Pedapudi	200	154	46
10.	Kadlam	230	150	80
11.	Kakinada (R)	219	27	192
12.	Yeleswaram	126	78	48
13.	Jaggampeta	137	87	50
14.	Tallarevu	210	102	108
15.	Razole	196	70	126
16.	Rangampeta	132	66	66
17.	P.Gannavaram	211	87	124
18.	Rayavaram	124	48	76
19.	Rajanagaram	212	146	66
20.	Pithapuram	175	95	80
21.	Kajuluru	230	76	154
22.	Amalapuram	225	95	130
23.	Alamuru	200	116	84
24.	Ainvilli	192	52	140
25.	Mamidikuduru	312	172	140
	<b>Total</b>	<b>5006</b>	<b>2563</b>	<b>2443</b>

### 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 gram Sabha resolved to take up repairs to existing school buildings viz., repairs to walls, Blackboards, Flooring, Doors, Windows etc. Grama 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)
1220	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 and other strategies by 2003.

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

TABLE NO. 5.2.3

## Out Of School Children Particulars (Age-group wise)

Sl. No.	Name of the Mandal	5-7			7-11			11-14			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Gokavaram	61	44	105	199	191	390	286	171	457	546	406	952
2	Korukonda	104	79	183	351	332	683	706	506	1212	1161	917	2078
3	Seethanagaram	37	25	62	122	110	232	146	125	271	305	260	565
4	Gollaprolu	89	75	164	326	287	613	387	330	717	802	692	1494
5	Gandepalli	53	48	101	191	185	376	261	178	439	505	411	916
6	Rajamundry (Rural)	99	96	195	371	357	728	398	454	852	868	907	1775
7	U.Kothapalli	91	87	178	349	315	664	347	431	778	787	833	1620
8	Karapa	22	18	40	79	71	150	68	109	177	169	198	367
9	Pedapudi	15	13	28	56	49	105	58	65	123	129	127	256
10	Kaidyam	51	45	96	124	175	299	238	183	421	413	403	816
11	Kakinada (Rural)	63	53	116	223	208	431	225	280	505	511	541	1052
12	Yeleswaram	91	80	171	329	307	636	440	305	745	860	692	1552
13	Jaggampeta	111	97	208	397	378	775	522	386	908	1030	861	1891
14	Thallarevu	81	56	137	303	295	598	247	263	510	631	614	1245
15	Razole	7	12	19	31	40	71	21	62	83	59	114	173
16	Rangampeta	91	87	178	339	322	661	507	268	775	937	677	1614
17	P.Gannavaram	19	18	37	69	68	137	76	84	160	164	170	334
18	Rayavaram	35	38	73	132	172	304	119	202	321	286	412	698
19	Rajanagaram	51	44	95	181	174	355	291	126	417	523	344	867
20	Pithapuram	73	52	125	241	224	465	282	261	543	596	537	1133
21	Kajulauru	18	16	34	67	58	125	66	80	146	151	154	305
22	Amalapuram	13	14	27	57	46	103	29	90	119	99	150	249
23	Alamuru	27	25	52	93	102	195	131	98	229	251	225	476
24	Amavilli	18	21	39	72	75	147	54	119	173	144	215	359
25	Mamidikuduru	6	8	14	24	29	53	32	31	63	62	68	130
<b>TOTAL</b>		<b>1326</b>	<b>1151</b>	<b>2477</b>	<b>4726</b>	<b>4570</b>	<b>9296</b>	<b>5937</b>	<b>5207</b>	<b>11144</b>	<b>11989</b>	<b>10928</b>	<b>22917</b>

reveals that there are 22,917 out of school children in the proposed 25 mandals.

Age Group	Out of School Children		
	Boys	Girls	Total
5 – 7	1326	1151	2477
7 – 11	4726	4570	9296
12 – 14	5937	5207	11144
<b>Total</b>	<b>11989</b>	<b>10928</b>	<b>22917</b>

### Strategies for mainstreaming

- a) **Campaign and Community Mobilization against Child Labour and educational issues in all the habitations.**

#### *Objective*

- i) To involve community i.e., parents, local youth, school committees, VTDA, Panchayats, DWACRA and Self-help group for the cause of children education.
- ii) To strengthen existing government schools through SECs and Gram Panchayat
- 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 Gram Panchayats. Youth groups.
- ii) Training of the members of School Committees and Gram Panchayats
- 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.

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 takeup campaigns in the habitations to relieve child labour by involving following groups in the habitations.

- Youth activists
- School Committee Members
- DWACRA and Self-help groups
- Panchayat President and Ward members
- 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, marchers, utilizing every public function to highlight the child rights issue.
- Conferences with members of gram panchayats, SECs. Women's groups, youth groups and NGOs.
- Induction of teachers through trainings, provision of support structures in the villages.
- Street theatre, child-to-child campaigns and use of children as resource persons.
- Support to School Committees for mobilization and for campaign.

The village groups will takeup the programme and generate an atmosphere in the habitations 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 is 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 habitation against child labour and for their mainstreaming.

<b>Campaigns in the habitations</b>	<b>Orientation to School Committee members @8 per habitations</b>
1220	9760

**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 habitations wherever there are 10 and more out of school children are in a habitation 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.

<b>No. of Non-Residential bridge courses proposed on a pilot basis</b>
251



Table – 5.2.5b

## Mandal-wise list of Non-Residential Bridge courses

S. No	Name of the Mandal	No. of Non-Residential Bridge Courses
1.	Gokavaram	12
2.	Korukonda	15
3.	Seethanagaram	7
4.	Gollaprolu	18
5.	Gandepalli	12
6.	Rajahmundry (R)	15
7.	U.Kothapalli	14
8.	Karapa	6
9.	Pedapudi	3
10.	Kadiam	9
11.	Kakinada (R)	15
12.	Yeleswaram	18
13.	Jaggampeta	20
14.	Tallarevu	9
15.	Razole	2
16.	Rangampeta	11
17.	P.Gannavaram	3
18.	Rayavaram	9
19.	Rajanagaram	15
20.	Pithapuram	16
21.	Kajuluru	5
22.	Amalapuram	4
23.	Alamuru	6
24.	Ainvilli	5
25.	Mamidikuduru	2
	<b>Total</b>	<b>251</b>

### c) **Conduct of Residential Bridge Courses**

Children in these camps are prepared to be students and also help them 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 150 girls and 150 boys at any given point of time.
- iii) Mobilization and campaigns – support to school committees.

## Major outputs

- i) Atleast 600 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

<b>No. of Residential bridge courses proposed on a pilot basis</b>
10 + 10
(Boys + Girls)

Table - 5.2.5.c.

### Mandal-wise list of Non-Residential Bridge courses

S. No	Name of the Mandal	No. of Residential Bridge Courses	
		Boys	Girls
1.	Gokavaram	1	-
2.	Korukonda	1	-
3.	Seethanagaram	-	1
4.	Gollaprolu	1	-
5.	Gandepalli	-	1
6.	Rajahmundry (R)	1	1
7.	U.Kothapalli	1	1
8.	Karapa	-	-
9.	Pedapudi	-	-
10.	Kadium	-	1
11.	Kakinada (R)	1	1
12.	Yeleswaram	-	1
13.	Jaggampeta	1	-
14.	Tallarevu	-	-

		No. of Residential Bridge Courses	
15.	Razole	-	1
16.	Rangampeta	1	-
17.	P.Gannavaram	1	-
18.	Rayavaram	-	-
19.	Rajanagaram	-	1
20.	Pithapuram	1	-
21.	Kajuluru	-	-
22.	Amalapuram	-	1
23.	Alamuru	-	-
24.	Ainvilli	-	-
25.	Mamidikuduru	-	-
	<b>Total</b>	<b>10</b>	<b>10</b>

## CHAPTER VI

### Quality Issues in Elementary Education

#### 6.0 Pedagogy and Teacher Training

The focus of entire pedagogy process is the child. The needs of the children and their developmental processes requirements will forms 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, Mandal, Habitation interacted with parents and community members on the aspects of quality education and pupil achievement during planning process. According to them the quality interms pupil output means for various grades is as follows

##### Class I

Children should able to tell the names of the days in a week, counting, numbers upto 10, identification of animals, trees & naming them.

##### Class II

Children able to sing some songs with action, arithmetic interm of number, estimation like more and less, reading time on a wall-clock etc.,

##### Class III

Doing simple purchases of vegetables and other goods in the market and paying the correct price and calculating the balance etc. Reading and Writing confidently.

#### **Class IV**

Story telling, narrating incidents in their own language, usage of English words, letter writing, day to day transactions.

#### **Class V**

Reading newspapers with confidence and making sense of the news and maintaining health and hygiene, reading other children literature and stories etc.

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

**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.

#### **6.1 Academic conventions – Networking and Linkages**

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



- o Programme for sensitizing the community on child labour and educational issues.

## 6.2 Quality Teaching & Learning - Teacher training

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 DRG	No. of MRG @ 8 per mandal	No. of Teachers		MEO / MRPs @4 per mandal
		In-service	Newly Recruited	
40	200	4149	1075	100

Table 6.2  
Quality - Trainings

S. No	Mandal Name	Trainings	
		No. of Schools	No. of Teachers
1	Gokavaram	35	207
2	Korukonda	35	215
3	Seethanagaram	42	232
4	Gollaprolu	27	210
5	Gandepalli	32	151
6	Rajahmundry (R)	36	196
7	U.Kothapalli	46	222
8	Karapa	73	242
9	Pedapudi	46	200
10	Kadium	40	230
11	Kakinada (R)	96	219
12	Yeleswaram	23	126

S. No	Mandal Name	Trainings	
		No. of Schools	No. of Teachers
13	Jaggampeta	25	137
14	Tallarevu	59	210
15	Razole	63	196
16	Rangampeta	33	132
17	P.Gannavaram	67	211
18	Rayavaram	38	124
19	Rajanagaram	42	212
20	Pithapuram	40	175
21	Kajuluru	77	230
22	Amalapuram	65	225
23	Alamuru	42	200
24	Ainvilli	69	192
25	Mamidikuduru	69	312
	<b>Total</b>	<b>1220</b>	<b>5006</b>

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

#### *District Resource Groups*

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 in turn orient the Mandal Resource groups and visit the schools to monitor the implementation aspects.

#### *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 novel 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.

### Training - Mandalwise personnel to be covered

S. No	Name of the Mandal	No. of MRG @ 8 per mandal	No. of Teachers		MEO / MRPs @4 per mandal
			In-service	Newly Recruited	
1	Golavaram	8	144	77	4
2	Koukonda	8	152	75	4
3	Seethanagaram	8	170	78	4
4	Golaprolu	8	115	107	4
5	Gardepalli	8	89	66	4
6	Rajamundry (Rural)	8	152	52	4
7	U.Kothapalli	8	176	54	4
8	Karapa	8	200	52	4
9	Pedipudi	8	146	60	4
10	Kaidyam	8	207	27	4
11	Kakinada (Rural)	8	179	44	4
12	Yeleswaram	8	102	32	4
13	Jaggampeta	8	111	32	4
14	Thallarevu	8	198	20	4
15	Razole	8	184	16	4
16	Rangampeta	8	144	26	4
17	P.Gannavaram	8	195	22	4
18	Ravavaram	8	109	23	4
19	Rajanagaram	8	166	50	4
20	Pithapuram	8	149	34	4
21	Kajulauru	8	214	20	4
22	Amaapuram	8	207	26	4
23	Alamuru	8	175	29	4
24	Ainavilli	8	169	29	4
25	Mamidikuduru	8	296	24	4
	<b>Total</b>	<b>200</b>	<b>4149</b>	<b>1075</b>	<b>100</b>

### 3.3 School Support - Professional support Structures

#### 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.

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

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

- 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
25	75

S. No	Name of the Mandal	No. of MRCs	No. of MRPs
1	Gokavaram	1	3
2	Korukonda	1	3
3	Seethanagaram	1	3
4	Gollaprolu	1	3
5	Gandepalli	1	3
6	Rajamundry (Rural)	1	3
7	U.Kothapalli	1	3
8	Karapa	1	3
9	Pedapudi	1	3
10	Kaidyam	1	3
11	Kakinada (Rural)	1	3
12	Yeleswaram	1	3
13	Jaggampeta	1	3
14	Thallarevu	1	3
15	Razole	1	3
16	Rangampeta	1	3
17	P.Gannavaram	1	3
18	Rayavaram	1	3
19	Rajanagaram	1	3
20	Pithapuram	1	3
21	Kajulauru	1	3
22	Amalapuram	1	3
23	Alamuru	1	3
24	Ainavilli	1	3
25	Mamidikuduru	1	3
	<b>Total</b>	<b>25</b>	<b>75</b>

### **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 habitations 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, Habitation 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.

### c) Teacher Centres (TCs)

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 as follows:

No. of Mandals	No. of Teacher Centres
25	129

**Table 6.2.c.**  
**Mandalwise list of Teacher Centres**

S. No	Name of the Mandal	No. of MRC	No. of TC Centres
1	Gokavaram	1	6
2	Korukonda	1	4
3	Seethanagaram	1	5
4	Gollaprolu	1	4
5	Gandepalli	1	4
6	Rajamundry (Rural)	1	7
7	U.Kothapalli	1	4
8	Karapa	1	4
9	Pedapudi	1	5
10	Kadiyam	1	4
11	Kakinada (Rural)	1	5
12	Yeleswaram	1	4
13	Jaggampeta	1	4
14	Thallarevu	1	7
15	Razole	1	6
16	Rangampeta	1	4
17	P.Gannavaram	1	6
18	Rayavaram	1	5
19	Rajanagaram	1	6

S. No	Name of the Mandal	No.of MRC	No. of TC Centres
20	Pithapuram	1	5
21	Kajulauru	1	4
22	Amalapuram	1	7
23	Alamuru	1	6
24	Ainavilli	1	7
25	Mamidikuduru	1	6
	<b>Total</b>	<b>25</b>	<b>129</b>

#### 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.

#### 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.



#### 6.4 Quality Teaching - School, Teacher and Teacher Centre Grants

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.

#### Particulars of Grants - School, Teacher & Teacher Centre

No. of School	No. of Teachers	No. of Teacher Centres
1314	5224	129

Table 6.4

#### 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	Gokavaram	42	144	77	6
2	Korukonda	41	152	75	4
3	Seethanagaram	50	170	78	5
4	Gollaprolu	33	115	107	4
5	Gandepalli	34	89	66	4
6	Rajamundry (Rural)	40	152	52	7
7	U.Kothapalli	50	176	54	4
8	Karapa	78	200	52	4
9	Pedapudi	49	146	60	5
10	Kaidyam	42	207	27	4
11	Kakinada (Rural)	98	179	44	5
12	Yeleswaram	27	102	32	4
13	Jaggampeta	28	111	32	4
14	Thallarevu	63	198	20	7
15	Razole	65	184	16	6

S. No	Name of the Mandal	No. of Schools	No. of Teachers		No. of Teacher centres
			In-service	Newly Recruited	
16	Rangampeta	37	144	26	4
17	P.Gannavaram	70	195	22	6
18	Rayavaram	42	109	23	5
19	Rajanagaram	44	166	50	6
20	Pithapuram	44	149	34	5
21	Kajulauru	79	214	20	4
22	Amalapuram	69	207	26	7
23	Alamuru	44	175	29	6
24	Ainavilli	72	169	29	7
25	Mamidikuduru	73	296	24	6
	<b>Total</b>	<b>1314</b>	<b>4149</b>	<b>1075</b>	<b>129</b>

### 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
25	187

**Table 6.5**  
**TLM Grant for Upper Primary Schools**

S. No	Name of the Mandal	No.of Uppper Primary schools
1	Gokavaram	8
2	Korukonda	12
3	Seethanagaram	8
4	Gollaprolu	7
5	Gandepalli	6
6	Rajamundry (Rural)	13
7	U.Kothapalli	7
8	Karapa	9
9	Pedapudi	9
10	Kaidyam	6
11	Kakinada (Rural)	9
12	Yeleswaram	6
13	Jaggampeta	6
14	Thallarevu	7
15	Razole	5
16	Rangampeta	6
17	P.Gannavaram	5
18	Rayavaram	6
19	Rajanagaram	8
20	Pithapuram	7
21	Kajulauru	7
22	Amalapuram	8
23	Alamuru	8
24	Ainavilli	9
25	Mamidikuduru	5
	<b>Total</b>	<b>187</b>

### 6.6 Categorization of School into 'A', 'B' & 'C'

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

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
1314	187

**Table 6.7**  
**School Management Trainings - Head Masters**

S. No	Mandal Name	No. of Primary School H.Ms	No. of Upper Primary H.Ms
1	Gokavaram	42	8
2	Korukonda	41	12
3	Seethanagaram	50	8
4	Gollaprolu	33	7
5	Gandepalli	34	6
6	Rajamundry (Rural)	40	13
7	U.Kothapalli	50	7
8	Karapa	78	9
9	Pedapudi	49	9
10	Kaidyam	42	6
11	Kakinada (Rural)	98	9
12	Yeleswaram	27	6
13	Jaggampeta	28	6
14	Thallarevu	63	7
15	Razole	65	5
16	Rangampeta	37	6
17	P.Gannavaram	70	5
18	Rayavaram	42	6
19	Rajanagaram	44	8
20	Pithapuram	44	7
21	Kajulauru	79	7
22	Amalapuram	69	8
23	Alamuru	44	8
24	Ainavilli	72	9
25	Mamidikuduru	73	5
	<b>Total</b>	<b>1314</b>	<b>187</b>

### 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.

## **6.9 Pupil assessment procedures**

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.

## Chapter VII

### Coverage of Special Focus Groups

#### 7.1 Girls Education

The Planning process taken up as a part of pre-project activities revealed the presence of 10,928 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.

**Table 7.1**  
**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	Gokavaram	13380	952	406	-
2	Korukonda	15312	2078	917	-
3	Seethanagaram	11833	565	260	1
4	Gollaprolu	14735	1494	692	-
5	Gandepalli	9575	916	411	1
6	Rajamundry (Rural)	22453	1775	907	1
7	U.Kothapalli	14431	1620	833	1
8	Karapa	13461	367	198	-
9	Pedapudi	11762	256	127	-
10	Kaidyam	15172	816	403	1
11	Kakinada (Rural)	23566	1052	541	1
12	Yeleswaram	14548	1552	692	1
13	Jaggampeta	14141	1891	861	-
14	Thallarevu	17064	1245	614	-
15	Razole	13420	173	114	1
16	Rangampeta	11618	1614	677	-
17	P.Gannavaram	14087	334	170	-
18	Rayavaram	10568	698	412	-
19	Rajanagaram	17244	867	344	1
20	Pithapuram	15132	1133	537	-



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
21	Kajulauru	13756	305	154	-
22	Amalapuram	15460	249	150	1
23	Alamuru	12718	476	225	-
24	Ainavilli	12955	359	215	-
25	Mamidikuduru	12349	130	68	-
<b>TOTAL</b>		<b>360740</b>	<b>22917</b>	<b>10928</b>	<b>10</b>

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.

- Mobilization at the habitation / village, 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 grama 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 habitation 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 the school children especially girls for their regular schooling especially in case of children who mainstreamed through alternative types of systems.

- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools).
- Special focus on deprived pockets such as remote tribal areas, urban slums, coastal areas etc.
- Developing a forum of women teachers to take up awareness campaigns on girls education especially low female literacy mandals.

## 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.

ECCE 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 Habitations	No.of children 3 - 5			ECE Proposed	Anganwadies existing
		Boys	Girls	Total		
25	671	33891	32448	66419	861	460

**Table 7.2**  
**Mandalwise list of children with age group 3-5 years & ECE Centres, Anganwadies proposed**

Mandal Name	No. of Habitations	No.of children 3 - 5			ECE proposed	Anganwadies existing
		Boys	Girls	Total		
Gokavaram	27	1143	1169	2392	15	0
Korukonda	22	1292	1203	2495	0	30
Seethanagaram	31	1074	1040	2114	3	31
Gollaprolu	11	1523	1350	2873	32	1
Gandepalli	18	999	992	1991	20	0
Rajahmundry (R)	51	2153	2220	4373	51	7

Mandal Name	No. of Habitations	No. of children 3 - 5			ECE proposed	Anganwadies existing
		Boys	Girls	Total		
U.Kothapalli	16	1540	1454	2994	108	0
Karapa	36	1122	1094	2216	5	22
Pedapudi	18	969	948	1917	25	0
Kadium	11	1529	1466	2995	35	0
Kakinada (R)	20	2581	2198	4779	96	0
Yeleswaram	17	1531	1478	3009	17	32
Jaggampeta	24	1416	1361	2777	11	42
Tallarevu	44	1490	1447	2937	88	0
Razole	16	1099	1011	2110	0	75
Rangampeta	24	947	997	1944	25	31
P.Gannavaram	81	1346	1321	2667	26	55
Rayavaram	12	915	862	1777	42	0
Rajanagaram	29	1731	1592	3323	42	0
Pithapuram	27	1516	1348	2864	48	0
Kajuluru	26	1171	1070	2241	48	0
Amalapuram	22	1386	1476	2862	11	69
Alamuru	18	1232	1234	2466	52	0
Ainvilli	41	1090	1044	2134	0	65
Mamidikuduru	29	1096	1073	2169	61	0
<b>Total</b>	<b>671</b>	<b>33891</b>	<b>32448</b>	<b>66419</b>	<b>861</b>	<b>460</b>

### Inputs under ECE

- Establishment of new ECE centres in the habitations wherever ICDS Anganwadies are not in existence.
- Assisting voluntary organizations for conduct of ECE centres.
- 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 ECEs and Anganwadies in school premises during school hours under the supervision of Headmasters.

### **7.3 Intervention of Disabled Children**

The list of disabled children habitation-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 habitations 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, Tribal 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.

### **7.4 Tribal Children Education**

Following strategies will be adopted for the improvement of education of tribal children and to ensure UEE in the stipulated time.

- Campaigns and mobilization in tribal habitations.
- Involvement of NGOs for providing alternative schooling facilities in un-served habitations to the tribal groups especially primitive tribal (PTG).

- Conduct of residential and non-residential, back to school camps.
- Development of TLM, which are bilingual in nature alongwith special training to the teachers working in tribal areas.
- Training to VTDA members.
- Special training to the School Complex Administrators and School Complex Resource Persons.
- Provision of School and Teacher grants in tribal areas.
- Constitution of MRCs and Teacher Centres, School Complexes in tribal blocks and close monitoring of schools alongwith on job support to teachers.
- Academic monitoring through DIET staff.
- Free textbooks, Uniforms, TLM (GOAP).

## 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, Panchayat Committees, Mandal Committees to own and monitor the schools for its effectiveness and developing enabling atmosphere for the interfacing of school committees and other Panchayat Raj Bodies.

#### 8.4 Management Information System (MIS)

The MIS is an important component of Planning and Implementation of Sarva Siksha Abiyan 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.

### **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 School Infrastructure facilities and other Civil Works

3.0 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 crowded 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.

### 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 under taking 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 Grama Sabhas while developing habitation 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, Kind & 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 94 formal primary schools in schoolless habitations. In addition to provision of two regular teachers per school it is also proposed to provide a building viz., two room verandah to each of the 94 new 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.

No. of New Primary Schools	No. of New School Buildings	Implementation agency
94	94	School Committees

Table 9.1

**Buildings to New Schools**

S. No	Mandal Name	No. of New School Buildings	New buildings to buildingless schools	Implementation Agency
1	Gokavaram	7	4	School Committees
2	Korukonda	6	3	"
3	Seethanagaram	8	8	"
4	Gollaprolu	6	6	"
5	Gandepalli	2	6	"
6	Rajamundry (Rural)	4	4	"
7	U.Kothapalli	4	4	"
8	Karapa	5	4	"
9	Pedapudi	3	2	"
10	Kaidyam	2	4	"
11	Kakinada (Rural)	2	9	"
12	Yeleswaram	4	7	"
13	Jaggampeta	3	5	"
14	Thallarevu	4	4	"
15	Razole	2	9	"
16	Rangampeta	4	5	"
17	P.Gannavaram	3	8	"
18	Ravavaram	4	7	"
19	Rajanagaram	2	5	"
20	Pithapuram	4	8	"
21	Kajulauru	2	11	"
22	Amalapuram	4	5	"
23	Alamuru	2	2	"
24	Ainavilli	3	6	"
25	Mamidikuduru	4	11	"
	<b>Total</b>	<b>94</b>	<b>147</b>	"

## 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 ie., habitation education plans reveals the requirement of minimum 2443 additional classrooms in all the 25 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
2443	School Committees

Table 9.2

### Additional Classrooms to existing schools

S. No	Mandal Name	No. of Additional Classrooms	Implementation Agency
1	Gokavaram	107	School Committees
2	Korukonda	100	"
3	Seethanagaram	102	"
4	Gollaprolu	60	"
5	Gandepalli	100	"
6	Rajamundry (Rural)	72	"
7	U.Kothapalli	92	"
8	Karapa	100	"
9	Pedapudi	46	"
10	Kaidyam	80	"
11	Kakinada (Rural)	192	"
12	Yeleswaram	48	"
13	Jaggampeta	50	"
14	Thallarevu	108	"
15	Razole	126	"
16	Rangampeta	66	"
17	P.Gannavaram	124	"
18	Rayavaram	76	"
19	Rajanagaram	66	"
20	Pithapuram	80	"
21	Kajulauru	154	"
22	Amalapuram	130	"
23	Alamuru	84	"
24	Ainavilli	140	"
25	Mamidikuduru	140	"
	<b>Total</b>	<b>2443</b>	

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 25 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
25	25	Mandal Education Committees

Table 9.3

### Construction of Building to Mandal Resource Centres (MRC)

S. No	Mandal Name	MRC Building	Implementation Agency
1	Gokavaram	1	Mandal Education Committee
2	Korukonda	1	"
3	Seethanagaram	1	"
4	Gollaprolu	1	"
5	Gandepalli	1	"
6	Rajamundry (Rural)	1	"
7	U.Kothapalli	1	"
8	Karapa	1	"

S. No	Mandal Name	MRC Building	Implementation Agency
9	Pedapudi	1	"
10	Kaidyam	1	"
11	Kakinada (Rural)	1	"
12	Yeleswaram	1	"
13	Jaggampeta	1	"
14	Thallarevu	1	"
15	Razole	1	"
16	Rangampeta	1	"
17	P.Gannavaram	1	"
18	Rayavaram	1	"
19	Rajanagaram	1	"
20	Pithapuram	1	"
21	Kajulauru	1	"
22	Amalapuram	1	"
23	Alamuru	1	"
24	Ainavilli	1	"
25	Mamidikuduru	1	"
	<b>Total</b>	<b>25</b>	

An amount of Rs. 6.00 lakhs is estimated for the construction of each MRC building. The Mandal Education Committee is the executing agency for the construction of MRC building.

#### 9.4 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

The community has readily agreed for contributing 50% of estimated amount towards maintenance and repairs of school buildings i.e., Rs. 5000 per school. i.e., in terms of cash / kind / service.

No. of Schools require repair	Community contribution	Implementation agency
4904	Rs. 5000/- each from community and SSA	School Committees

**Table 9.4**  
**Maintenance and Repairs of School Buildings**

S. No	Mandal Name	No. of Schools for repairing	Community Contribution (Rs. only)	Implementation Agency
1	Gokavaram	160	800000	School Committees
2	Korukonda	140	700000	"
3	Seethanagaram	172	860000	"
4	Gollaprolu	108	540000	"
5	Gandepalli	128	640000	"
6	Rajamundry (Rural)	144	720000	"
7	U.Kothapalli	184	920000	"
8	Karapa	292	1460000	"
9	Pedapudi	184	920000	"
10	Kaidyam	160	800000	"
11	Kakinada (Rural)	384	1920000	"
12	Yeleswaram	92	460000	"
13	Jaggampeta	100	500000	"
14	Thallarevu	236	1180000	"
15	Razole	252	1260000	"
16	Rangampeta	132	660000	"
17	P.Gannavaram	268	1340000	"
18	Rayavaram	152	760000	"
19	Rajanagaram	168	840000	"
20	Pithapuram	160	800000	"
21	Kajulauru	308	1540000	"
22	Amalapuram	260	1300000	"
23	Alamuru	168	840000	"
24	Ainavilli	276	1380000	"
25	Mamidikuduru	276	1380000	"
	<b>Total</b>	<b>4904</b>	<b>24520000</b>	



## 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 Pradhamika 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.

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

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

## **I. Village level:**

Village-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, Panchayat Education committees have been formulated under the chairmanship of Panchayat President with the representatives of the members of the School Committees under the Panchayat alongwith 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 village level with reference to executing project components:

### **a) School Committees (SCs):**

- SC takes a lead role in executing all types of civil works at habitation level. The SECs 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 habitation educational plan.
- SC members prepare village 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 habitation for mainstreaming the out of school children.

**Table 10.2.1**  
**Mandalwise List of Community Organisations**

S. No	Mandal Name	No. of School Education Committees	No. of DWACRA Groups	No. of Yuva Saktis
1	Gokavaram	36	610	40
2	Korukonda	41	888	55
3	Seethanagaram	47	674	66
4	Gollaprolu	34	620	33
5	Gandepalli	36	531	49
6	Rajamundry (Rural)	36	1052	48
7	U.Kothapalli	68	527	50
8	Karapa	71	697	32
9	Pedapudi	49	507	41
10	Kadiyam	47	656	77
11	Kakinada (Rural)	92	703	69
12	Yeleswaram	24	697	49
13	Jaggampeta	32	533	49
14	Thallarevu	74	794	94
15	Razole	63	752	55
16	Rangampeta	32	521	47
17	P.Gannavaram	70	875	73
18	Rayavaram	47	578	77
19	Rajanagaram	41	519	43
20	Pithapuram	41	509	33
21	Kajulauru	70	493	39
22	Amalapuram	75	969	72
23	Alamuru	42	545	54
24	Ainavilli	69	706	75

S. No	Mandal Name	No. of School Education Committees	No. of DWACRA Groups	No. of Yuva Saktis
25	Mamidikuduru	62	611	56
	<b>Total</b>	<b>1299</b>	<b>16567</b>	<b>1376</b>

**b) Panchayat Education Committees:**

- The Panchayat Education Committee shall take all steps required for the effective functioning of the schools in the Gram Panchayat and to achieve total literacy.
- The committee shall maintain a separate fund called panchayat 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. Each MRC will be provided with 3 Resource persons, viz., Mandal Resource Persons, who support and assist Mandal Education Officer.

- 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 habitation-wise youth members, DWACRA, SC and other self-help groups for conducting campaigns and other mobilisation activities sensitising 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. Mandal Education Officer is the Member Convenor for Mandal Education Committee.

The MEC shall monitor the functioning of the schools under the control of the mandal parishad 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 Mandal Parishad.
- Prepare Mandal Education Plan and monitor the UEE interventions.

### III) District Level:

#### **District Education Committee:**

District Education Committee has been formulated as per AP School Education (Community Participation) Act, 1998 under the chairmanship of ZP with Chief Executive Officer of ZP as member-convenor. The District Committee is represented with parents, HMs, educationists, NGOs, DEO, 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 Tribals, SCs and fishermen 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 TLM, 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., Village 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 village 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 habitation 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 habitations.

**Implementation:**

- School Committees takes a lead role in executing all types of civil works at habitation 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 Ayah 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 habitations, which are not viable to start a Formal primary schools.
- Further these committees 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 village education plans.
- Conduct of model SC meetings and organisation of Grama Sabha (Village meetings).
- Inter district and inter State tours of SC members for observing good practices.
- SC members from each village construction activity will be given training at district Nirmithi 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 village 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 APPVP. 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	

Sl. No.	Staff	In the cadre of
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
- 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  
Budget Summary

**Intervention-wise Budget Estimates - East Godavari District**

(Rs. in lakhs)

	Intervention Name	2001-02	2002-03	2003-04	2004-05	Total
1	Project Management	43.780	40.780	39.280	39.280	163.120
2	Planning & Management	4.210	4.000	4.000	4.000	16.210
3	Research, Evaluation, Monitoring & Supervision	22.000	13.000	17.000	13.000	65.000
4	Community Mobilizaiton & Participation	72.650	72.650	72.650	72.650	290.600
5	Access & Alternative Schooling	185.508	188.955	196.202	204.149	774.814
6	Civil Works	1653.000	1499.000	531.600	0.000	3683.600
7	Pedagogy & School Improving	254.290	196.140	151.590	151.540	753.560
8	<b>Education of Focussed Groups</b>					
	a) Girl Child Education	83.000	83.000	83.000	83.000	332.000
	b) Early Childhood Education	138.610	135.400	141.160	141.160	556.330
	c) Children with Special Educational Needs	3.120	3.120	3.120	3.120	12.480
9	Distance Education	8.500	7.250	7.250	7.250	30.250
	<b>Total</b>	<b>2468.668</b>	<b>2243.295</b>	<b>1246.852</b>	<b>719.149</b>	<b>6677.964</b>



Intervention Name : Project Management

(Rs. in lakhs)

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Furniture for DPO	FU	PMT	2.000	1	1.500	1	0.500					1	2.000
2	Equipment for DPO	EQ	PMT	4.000	1	3.000	1	1.000					1	4.000
3	Hire charges for vehicles for DPO	VH	PMT	0.130	3	4.680	3	4.680	3	4.680	3	4.680	3	18.720
4	Salary for DPO staff	SA	PMT		20	25.000	20	25.000	20	25.000	20	25.000	20	100.000
5	DPO consumables	CO	PMT		1	2.000	1	2.000	1	2.000	1	2.000	1	8.000
6	Water, Electricity, Telephone Etc	CO	PMT	0.150	12	1.800	12	1.800	12	1.800	12	1.800	12	7.200
7	Rent for DPO	CO	PMT	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	4.800
8	TA & DA	CO	PMT	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	4.800
9	Equipment maintenance and operation at DPO	OP	PMT		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
10	Consultants	LC	PMT	0.100	2	2.400	2	2.400	2	2.400	2	2.400	2	9.600
	<b>Total</b>					<b>43.780</b>		<b>40.780</b>		<b>39.280</b>		<b>39.280</b>	<b>0</b>	<b>163.120</b>

**Proposed Budget for 4 years - East Godavari District, Andhra Pradesh**

**Intervention Name : Planning and Management**

*(Rs. in lakhs)*

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Planning Exercise	TC	PLM	0.100	25	2.500	25	2.500	25	2.500	25	2.500	25	10.000
2	Training of MRPs in School Mapping and Micro Planning	TC	PLM		100	0.210							100	0.210
3	Oreintationto the MRPs on planning	TC	PLM		100	1.000	100	1.000	100	1.000	100	1.000	100	4.000
4	Exposure visits	TC	PLM	0.020	25	0.500	25	0.500	25	0.500	25	0.500	100	2.000
	<b>Total</b>					4.210		4.000		4.000		4.000		16.210

**Proposed Budget for 4 years - East Godavari District, Andhra Pradesh**

**Intervention Name : Research, Evaluation, Monitoring & Supervision**

*(Rs. in lakhs)*

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Action Research	RE	R&E	0.050	50	2.500	50	2.500	50	2.500	50	2.500	200	10.000
2	Smaller Scale classroom based Researches	RE	R&E		50	1.000	50	1.000	50	1.000	50	1.000	200	4.000
3	Orientation on Research and Evaluation	RE	R&E			0.500		0.500		0.500		0.500	0	2.000
4	Conduct of Pupil Achievement Survey	RE	R&E			1.000		1.000		1.000		1.000	0	4.000
5	Baseline & Midterm Assessment	RE	R&E			4.000		0.000		4.000		0.000	0	8.000
6	MIS Equipment	EQ	R&E		1	5.000							1	5.000
7	EMIS / DISE	EQ	R&E	0.020	25	0.500	25	0.500	25	0.500	25	0.500	25	2.000
8	MIS Equipment, Operation & Maintenance	OP	R&E		1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
9	Computer Stationery, Peripherals	CO	R&E		1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
10	Academic monitoring of schools by DIET staff (Travelling)	IN	R&E	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	8.000
11	Academic supervision by MRPs	TC	PED		75	4.500	75	4.500	75	4.500	75	4.500	75	18.000
	<b>Total</b>					<b>22.000</b>		<b>13.000</b>		<b>17.000</b>		<b>13.000</b>		<b>65.000</b>

Proposed Budget for 4 years - East Godavari District, Andhra Pradesh

Intervention Name : Community Mobilization & Participation

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Orientation to SEC Members	TC	CMP	0.000	9760	6.000	9760	6.000	9760	6.000	9760	6.000	9760	24.000
2	Bal Melas at Village / Cluster	AC	CMP	0.250	25	6.250	25	6.250	25	6.250	25	6.250	25	25.000
3	Mandal level melas for VEC/Teachers/Parents	AC	CMP	0.250	25	6.250	25	6.250	25	6.250	25	6.250	25	25.000
4	Community Mobilization & HabitationLevel	AC	CMP		415	50.000	415	50.000	415	50.000	415	50.000	415	200.000
5	Campaign material & travel charges	AC	CMP	0.010	415	4.150	415	4.150	415	4.150	415	4.150	415	16.600
	<b>Total</b>					<b>72.650</b>		<b>72.650</b>		<b>72.650</b>		<b>72.650</b>		<b>290.600</b>

**Intervention Name : Access & Alternative Schooling**

*(Rs. in lakhs)*

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Residential Bridge Courses	AC	AAS	8.000	10	80.000	10	80.000	10	80.000	10	80.000	10	320.000
2	Induction training of AS voluntary teachers / Bridge Course volunteers (251+75)	TC	AAS	0.001	326	2.280							326	2.280
3	Induction training of New Teachers	TC	AAS	0.001	1285	9.000	1285	4.500	1285	4.500	1285	4.500	1285	22.500
4	Recurrent training of Alternative schooling volunteers multi level activity based teaching	TC	AAS	0.001			326	2.280	326	2.280	326	2.280	326	6.840
5	Training of MRPs in VVs and AS teachers induction	TC	AAS		100	0.700	100	0.700	0	0.000	0	0.000	200	1.400
6	Salary for New School Teachers (Primary)	SA	AAS	0.012	1075	1.548	1075	1.935	1075	2.322	1075	2.709	1075	8.514
7	Salaries for Upper Primary School teachers	TLM	AAS	0.015	210	37.800	210	45.360	210	52.920	210	60.480	210	196.560
8	TLM grants (per centre) for Residential bridge courses	TLM	AAS	0.010	251	2.510	251	2.510	251	2.510	251	2.510	1004	10.040
9	Alternative school instructors for Honorarium	HO	AAS	0.010	251	30.120	251	30.120	251	30.120	251	30.120	251	120.480
10	Vidya Volunteers in existing schools in place of MRPs	HO	AAS	0.010	75	9.000	75	9.000	75	9.000	75	9.000	75	36.000
11	Shed / Rent for ALS	AC	AAS	0.007	251	12.550	251	12.550	251	12.550	12	12.530	251	50.200
	<b>Total</b>					<b>185.508</b>		<b>188.955</b>		<b>196.202</b>		<b>204.149</b>		<b>774.814</b>

Proposed Budget for 4 years - East Godavari District, Andhra Pradesh

Intervention Name :Civil Works

(Rs. in lakhs)

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Additional classrooms	CW	CWS	1.200	1000	1200.000	1000	1200.000	443	531.600		-	2443	2931.600
2	Building for building less schools (two rooms with varandah)	CW	CWS	2.500	100	250.000	47	117.000		-		-	147	367.000
3	Mandal Resource centre building	CW	CWS	6.000	13	78.000	12	72.000		-		-	25	150.000
4	New School Building (two rooms with varandah)	CW	CWS	2.500	50	125.000	44	110.000		-		-	94	235.000
	<b>Total</b>					<b>1653.000</b>		<b>1499.000</b>		<b>531.600</b>		-		<b>3683.600</b>

Intervention Name : Pedagogy and School Improvement

(Rs. in lakhs)

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Teachers training in multi level / activity based teaching	TC	PED	0.001	4149	14.520	4149	14.520		-		-	4149	29.040
2	Training of MRPs in methods & MRGs	TC	PED		300	1.260	300	1.260	300	1.260	300	1.260	300	5.040
3	Training of DRG	TC	PED		50	0.350	50	0.350	50	0.350	50	0.350	200	1.400
4	TLM grant for teachers of formal schools	TLM	PED	0.005	5404	27.020	5404	27.020	5404	27.020	5404	27.020	5404	108.080
5	School Grants	TLM	PED	0.020	1407	28.140	1407	28.140	1407	28.140	1407	28.140	1407	112.560
6	TLE Grant to new schools	TLM	PED	0.100	94	9.400		-		-		-	94	9.400
7	TC Grant	TLM	PED	0.020	129	2.580	129	2.580	129	2.580	129	2.500	129	10.240
8	Furniture for DIET	FU	PED		1	1.000	1	1.000		-		-	1	2.000
9	Furniture for MRC	FU	PED		13	6.500	12	6.000		-		-	25	12.500
10	Equipment for DIET	EQ	PED		1	5.000	1	5.000		-		-	1	10.000
11	Equipment for MRC	EQ	PED	1.500	13	19.500	12	18.000		-		-	25	37.500
12	Exposure visit to DRC and MRC	AC	PED	0.020	50	1.000	50	1.000	50	1.000	50	1.000	50	4.000
13	Academic review meetings @ one per month	WS	PED	0.007	150	1.260	150	1.260	150	1.260	150	1.260	150	5.040
14	Repairs and maintenance of schools	OP	PED	0.050	1407	70.350	1407	70.350	1407	70.350	1407	70.350	1407	281.400
15	Library Books for DIET	BL	PED		1	0.250	1	0.250	1	0.250	1	0.250	4	1.000
16	Library Books for MRCs	BL	PED		25	3.000	25	3.000	25	3.000	25	3.000	25	12.000
17	Printing of modules	TLM	PED		25	2.000	25	2.000	25	2.000	25	2.000	25	8.000

Intervention Name : Pedagogy and School Improvement

(Rs. in lakhs)

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
18	TC Coordinator Training	TC	PED		254	1.780	254	1.780	254	1.780	254	1.780	254	7.120
19	Academic conventions (Teachers)	AC	PED	0.500	4	2.000	4	2.000	4	2.000	4	2.000	4	8.000
20	TLM Melas	WS	PED		25	2.500	25	2.500	25	2.500	25	2.500	25	10.000
21	Mandal-level TLM workshops	TLM	PED	0.700	40	3.500	40	3.500	40	3.500	40	3.500	40	14.000
22	Equipment maintenance and operation for DIET	OP	PED		1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
23	Equipment maintenance and Operation for MRC & Contingency	OP	PED	0.125	25	3.130	25	3.130	25	3.100	25	3.130	25	12.490
24	Documenation at DPO	RE	PED		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
25	TLE for UP Schools	EQ	PED	0.500	187	46.750		-		-		-	187	46.750
	<b>Total</b>					<b>254.290</b>		<b>196.140</b>		<b>151.590</b>		<b>151.540</b>		<b>753.560</b>



Proposed Budget for 4 years - East Godavari District, Andhra Pradesh

Intervention Name : Education of Focussed Groups

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
<b>A) Girl Child Education</b>														
1	Residential Bridge Course Camps for girls	AC	GED	8.000	10	80.000	10	80.000	10	80.000	10	80.000	10	320.000
2	Gender issues workshops	WS	GED		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
3	Printing of modules	TLM	GED		25	2.000	25	2.000	25	2.000	25	2.000	25	8.000
	<b>Sub Total</b>					<b>83.000</b>		<b>83.000</b>		<b>83.000</b>		<b>83.000</b>		<b>332.000</b>
<b>B) Early Childhood Education</b>														
4	Induction training of ECE instructors	TC	ECE	0.0007	861	6.030	861	6.030	861	6.030	861	6.030	861	24.120
5	Training of Mothers Association Members	TC	ECE	0.0003	861	2.070	861	2.070	861	2.070	861	2.070	861	8.280
6	Training of MRPs and Girl child Officers on ECE	TC	ECE	0.0007	100	0.140	100	0.140	100	0.140	100	0.140	100	0.560
7	Training of teachers where ECE is being opened	TC	ECE	0.0007	861	1.210	861	1.210	861	1.210	861	1.210	861	4.840
8	Convergence workshop for ECE	WS	ECE	0	4	0.500	4	0.500	4	0.500	4	0.500	4	2.000
9	TLM for ECE	TLM	ECE	0.01	861	8.610							861	8.610
10	ECE workers Honorarium	HO	ECE	0.007	861	72.320	861	72.320	861	72.320	861	72.320	861	289.280
11	Printing of modules	TLM	ECE	0	25	1.000	25	1.000	25	1.000	25	1.000	25	4.000

Intervention Name : Education of Focussed Groups

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
12	ECE Helper Honarium	HO	ECE	0.004	861	41.330	861	41.330	861	41.330	861	41.330	861	165.320
13	AWC workers/Ayah honarium	HO	ECE	0.003	150	5.400	300	10.800	460	16.560	460	16.560	460	49.320
	<b>Sub Total</b>					<b>138.610</b>		<b>135.400</b>		<b>141.160</b>		<b>141.160</b>		<b>556.330</b>
<i>c) Children with Special Educaitional Needs</i>														
14	TLM for Special Educational / IED Centres	TLM	IED	0.010	25	0.250	25	0.250	25	0.250	25	0.250	25	1.000
15	IED Traming to MRC staff	TC	IED		100	0.700	100	0.700	100	0.700	100	0.700	100	2.800
16	IED assessmnet camps	AC	IED	0.000	25	0.250	25	0.250	25	0.250	25	0.250	25	1.000
17	Resource Persons' honarium	HO	IED	0.040	4	1.920	4	1.920	4	1.920	4	1.920	4	7.680
	<b>Sub Total</b>					<b>3.120</b>		<b>3.120</b>		<b>3.120</b>		<b>3.120</b>		<b>12.480</b>
	<b>Focus Group Total</b>					<b>224.730</b>		<b>221.520</b>		<b>227.280</b>		<b>227.280</b>		<b>900.810</b>

**Proposed Budget for 4 years - East Godavari District, Andhra Pradesh**

**Intervention Name : Distance Education Programme**

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Maintenance of TV and VCPs	OP	DEP	0.005	500	2.500	500	2.500	500	2.500	500	2.500	500	10.000
2	Distance Education (Workshop and Seminars)	WS	DEP	0.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
3	Procurement of cassettes	TLM	DEP	0.005	500	2.500	500	2.500	500	2.500	500	2.500	500	10.000
4	Video libraries at MRC	BL	DEP	0.100 / 0.05	25	2.500	25	1.250	25	1.250	25	1.250	25	6.250
	<b>Total</b>					8.500		7.250		7.250		7.250		30.250

Chapter XII

Implementation Schedule Proposed Budget for 4 years - East Godavari District,  
Andhra Pradesh

S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
	<b>Project Management</b>				
1	Furniture for DPO	✓	✓		
2	Equipment for DPO	✓	✓		
3	Hire charges for vehicles for DPO	✓	✓	✓	✓
4	Salary for DPO staff	✓	✓	✓	✓
5	DPO consumables	✓	✓	✓	✓
6	Water, Electricity, Telephone Etc	✓	✓	✓	✓
7	Rent for DPO	✓	✓	✓	✓
8	TA & DA	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO	✓	✓	✓	✓
10	Consultants	✓	✓	✓	✓

S. NO	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
<b>Planning &amp; Management</b>					
11	Planning & Exercise	✓	✓	✓	✓
12	Training of MRPs in School Mapping and Micro Planning	✓			
13	Oreintationto the MRPs on planning	✓	✓	✓	✓
14	Exposure visits	✓	✓	✓	✓
<b>Research, Evaluation, Monitoring and Supervision</b>					
15	Action Research	✓	✓	✓	✓
16	Smaller Scale classroom based Researches	✓	✓	✓	✓
17	Orientation on Research / Activity Evaluation	✓	✓	✓	✓
18	Conduct of Pupil Achievement Survey	✓	✓	✓	✓
19	Baseline & Midterm Assessment	✓		✓	
20	MIS Equipment	✓			
21	EMIS / DISE	✓	✓	✓	✓

S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
22	MIS Equipment, Operation & Maintenance	✓	✓	✓	✓
23	Computer Stationery, Peripherals	✓	✓	✓	✓
24	Academic monitoring of schools by DIET staff (Travelling expenditure)	✓	✓	✓	✓
25	Academic supervision by MRPs	✓	✓	✓	✓
<b>Community Mobilization &amp; Participation</b>					
26	Orientation to SEC Members	✓	✓	✓	✓
27	Bal Melas at Village / Cluster	✓	✓	✓	✓
28	Mandal level melas for VEC/Teachers/Parents	✓	✓	✓	✓
29	Community Mobilization & HabitationLevel	✓	✓	✓	✓
30	Campaign material & travel charges	✓	✓	✓	✓

S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
	<b>Access &amp; Alternative Schooling</b>				
31	Residential Bridge Courses	✓	✓	✓	✓
32	Induction training of AS voluntary teachers / Bridge Course volunteers (251+75)	✓			
33	Induction training of New Teachers	✓	✓	✓	✓
34	Recurrent training of Alternative schooling volunteers multi level activity based teaching		✓	✓	✓
35	Training of MRPs in VVs and AS teachers induction	✓	✓	✓	
36	Salary for New School Teachers (Primary)	✓	✓	✓	✓
37	Salaries for Upper Primary School teachers	✓	✓	✓	✓
38	TLM grants (per centre) for Residential bridge courses	✓	✓	✓	✓
39	Alternative school instructors for Honorarium	✓	✓	✓	✓
40	Vidya Voulunteers in existing schools in place of MRPs	✓	✓	✓	✓
41	Shed / Rent for Als	✓	✓	✓	✓

S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
	<b>Civil Works</b>				
42	Additional classrooms	✓	✓	✓	
43	Building for building less schools (two rooms with varandah)	✓	✓		
44	Mandal Resource centre building-	✓	✓		
45	New School Building (two rooms with varandah)	✓	✓		
	<b>Pedagogy &amp; School Improvement</b>				
46	Teachers training in multi level / activity based teaching	✓	✓		
47	Training of MRPs in methods & MRGs	✓	✓		✓
48	Training of DRG	✓	✓		✓
49	TLM grant per teachers for formal schools	✓	✓		✓
50	School Grant	✓	✓		✓
51	TLE Grant to new schools	✓			



S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
52	TC Grant	✓	✓		✓
53	Furniture for DIET	✓	✓		
54	Furniture for MRC	✓	✓		
55	Equipment for DIET	✓	✓		
56	Equipment for MRC	✓	✓		
57	Exposure visit to DRC and MRC	✓	✓		✓
58	Academic review meetings @ one per month	✓	✓		✓
59	Repairs and maintenance of schools	✓	✓		✓
60	Library Books for DIET	✓	✓		✓
61	Library Books for MRCs	✓	✓		✓
62	Printing of modules	✓	✓		✓
63	TC Coordinator Training	✓	✓		✓
64	Academic conventions	✓	✓		✓

S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
65	TLM Melas	✓	✓		✓
66	Mandal-level TLM workshops	✓	✓		✓
67	Equipment maintenance and operation at DIET	✓	✓		✓
68	Equipment maintenance and Operation at MRC & Contingent	✓	✓		✓
69	Documenation at DPO	✓	✓		✓
70	TLE for UP Schools	✓			
<b>Education of Focussed Groups</b>					
<i>a) Girls Education</i>					
71	Bridge Course Camps for girls	✓	✓	✓	✓
72	Gender issues workshops	✓	✓	✓	✓
73	Printing of modules	✓	✓	✓	✓

S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
	<i>b) Early Childhood Education</i>				
74	Induction training of ECE instructors	✓	✓	✓	✓
75	Training of Mothers Association Members	✓	✓	✓	✓
76	Training of MRPs and Girl child Officer on ECE	✓	✓	✓	✓
77	Training of teachers where ECE is beining opened	✓	✓	✓	✓
78	Convergence workshop for ECE	✓	✓	✓	✓
79	Play and learn material for ECE	✓			
80	ECE workers paid to Honorarium	✓	✓	✓	✓
81	Printing of modules	✓	✓	✓	✓
82	ECE Helper Honorarium	✓	✓	✓	✓
83	AWC workers'/Ayah honorarium	✓	✓	✓	✓

S. No	Item	2001-02	2002 - 03	2003 - 04	2004 - 05
<i>c) Children with Special Educational Needs (SEN)</i>					
84	TLM on special education	✓	✓	✓	✓
85	IED Training to MRC staff	✓	✓	✓	✓
86	IED assessmnet camps	✓	✓	✓	✓
87	Resource Persons' honorarium	✓	✓	✓	✓
<b>Distance Education</b>					
88	Maintenance of TV and VCPs	✓	✓	✓	✓
89	Distance Education (Workshop and Seminars)	✓	✓	✓	✓
90	Procurement of cassettes	✓	✓	✓	✓
91	Video library at MRC	✓	✓	✓	✓

**Annexure - I** e-wise Budget Estimates - East Godavari District

(Rs. In lakhs)

	Intervention Name	2001-02	2002-03	2003-04	2004-05	Total
1	Civil Works	1653.000	1499.000	531.600		3683.600
2	Furniture	9.000	7.500			16.500
3	Equipment	33.000	24.500	0.500	0.500	58.500
4	Vehicles	4.680	4.680	4.680	4.680	18.720
5	Books & Libraries	5.750	4.500	4.500	4.500	19.250
6	Training Cost and TA & DA	54.750	50.040	34.820	34.820	174.430
7	Workshops & Seminars	11.760	11.760	11.760	11.760	47.040
8	Awareness Campaign	240.450	240.450	240.450	240.450	961.800
9	Salaries	26.548	26.935	27.322	27.709	108.514
10	Consumables	6.700	6.700	6.700	6.700	26.800
11	Teaching Learning Material	170.560	113.360	120.920	128.400	533.240
12	Research Studies	10.000	6.000	10.000	6.000	32.000
13	Equipment Operation & Maintenance	77.980	77.980	77.950	77.980	311.890
14	Local Consultants	2.400	2.400	2.400	2.400	9.600
15	Innovations	2.000	2.000	2.000	2.000	8.000
16	Honorarium	160.090	165.490	171.250	171.250	668.080
	<b>Total</b>	<b>2468.668</b>	<b>2243.295</b>	<b>1246.852</b>	<b>719.149</b>	<b>6677.964</b>

## Account Costcode-wise Proposed Budget for 4 years - East Godavari District, Andhra Pradesh

(Rs. in lakhs)

S. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
	<b>Civil Works</b>											
1	Additional classrooms	1.200	1000	1200.000	1000	1200.000	443	531.600			2443	2931.600
2	Building for building less schools (two rooms with varandah)	2.500	100	250.000	47	117.000					147	367.000
3	Mandal Resource centre building	6.000	13	78.000	12	72.000					25	150.000
4	New School Building (two rooms with varandah)	2.500	50	125.000	44	110.000					94	235.000
	<b>Total</b>			<b>1653.000</b>		<b>1499.000</b>		<b>531.600</b>				<b>3683.600</b>
	<b>Furniture</b>											
5	Furniture for DPO	2.000	1	1.500	1	0.500					1	2.000
6	Furniture for DIET		1	1.000	1	1.000					1	2.000
7	Furniture for MRC		13	6.500	12	6.000					25	12.500
	<b>Total</b>			<b>9.000</b>		<b>7.500</b>						<b>16.500</b>
	<b>Equipment</b>											
8	Equipment for DPO	4.000	1	3.000	1	1.000					1	4.000
9	EMIS / DISE	0.020	25	0.500	25	0.500	25	0.500	25	0.500	25	2.000
10	MIS Equipment		1	5.000							1	5.000
11	Equipment for DIET		1	5.000	1	5.000					1	10.000
12	Equipment for MRC		13	19.500	12	18.000					25	37.500
	<b>Total</b>			<b>33.000</b>		<b>24.500</b>		<b>0.500</b>		<b>0.500</b>		<b>58.500</b>

S. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
	<b>Vehicles</b>											
13	Hire charges for vehicles for DPO	0.130	3	4.680	3	4.680	3	4.680	3	4.680	3	18.720
	<b>Total</b>			<b>4.680</b>		<b>4.680</b>		<b>4.680</b>		<b>4.680</b>		<b>18.720</b>
	<b>Books &amp; Libraries</b>											
14	Library Books for DIET		1	0.250	1	0.250	1	0.250	1	0.250	4	1.000
15	Library Books for MRCs		25	3.000	25	3.000	25	3.000	25	3.000	25	12.000
16	Video libraries at MRC	0.100 / 0.05	25	2.500	25	1.250	25	1.250	25	1.250	25	6.250
	<b>Total</b>			<b>5.750</b>		<b>4.500</b>		<b>4.500</b>		<b>4.500</b>		<b>19.250</b>
	<b>Training Cost &amp; TA &amp; DA</b>											
17	Exposure visits	0.020	25	0.500	25	0.500	25	0.500	25	0.500	100	2.000
18	Oreintation to the MRPs on planning		100	1.000	100	1.000	100	1.000	100	1.000	100	1.000
19	Planning Exercise	0.100	25	2.500	25	2.500	25	2.500	25	2.500	25	10.000
20	Training of MRPs in School Mapping and Micro Planning		100	0.210							100	0.210
21	Academic supervision by MRPs		75	4.500	75	4.500	75	4.500	75	4.500	75	18.000
22	Orientation to SEC Members	0.0003	9760	6.000	9760	6.000	9760	6.000	9760	6.000	9760	24.000
23	Induction training of AS voluntary teachers / Bridge Course volunteers (251+75)	0.0007	326	2.280							326	2.280

(Rs. in lakhs)

S. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
24	Induction training of New Teachers	0.0007	1285	9.000	1285	4.500	1285	4.500	1285	4.500	1285	22.500
25	Recurrent training of Alternative schooling volunteers multi level activity based teaching	0.0007		0.000	326	2.280	326	2.280	326	2.280	326	6.840
26	Training of MRPs in VVs and AS teachers induction		100	0.700	100	0.700					200	1.400
27	TC Coordinator Training		254	1.780	254	1.780	254	1.780	254	1.780	254	7.120
28	Teachers training in multi level / activity based teaching	0.001	4149	14.520	4149	14.520					4149	29.040
29	Training of DRG		50	0.350	50	0.350	50	0.350	50	0.350	200	1.400
30	Training of MRPs in methods & MRGs		300	1.260	300	1.260	300	1.260	300	1.260	300	5.040
31	Induction training of ECE instructors	0.0007	861	6.030	861	6.030	861	6.030	861	6.030	861	24.120
32	Training of Mothers Association Members	0.0003	861	2.070	861	2.070	861	2.070	861	2.070	861	8.280
33	Training of MRPs and Girl child Officers on ECE	0.0007	100	0.140	100	0.140	100	0.140	100	0.140	100	0.560
34	Training of teachers where ECE is being opened	0.0007	861	1.210	861	1.210	861	1.210	861	1.210	861	4.840
35	IED Training to MRC staff		100	0.700	100	0.700	100	0.700	100	0.700	100	2.800
	<b>Total</b>			<b>54.750</b>		<b>50.040</b>		<b>34.820</b>		<b>34.820</b>		<b>174.430</b>



S. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
	<b>Workshops &amp; Seminars</b>											
36	Academic conventions (Teachers)	0.500	4	2.000	4	2.000	4	2.000	4	2.000	4	8.000
37	Academic review meetings @ one per month	0.007	150	1.260	150	1.260	150	1.260	150	1.260	150	5.040
38	Mandal-level TLM workshops	0.700	40	3.500	40	3.500	40	3.500	40	3.500	40	14.000
39	TLM Melas		25	2.500	25	2.500	25	2.500	25	2.500	25	10.000
40	Gender issues workshops		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
41	Convergence workshop for ECE		4	0.500	4	0.500	4	0.500	4	0.500	4	2.000
42	Distance Education (Workshop and Seminars)		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
	<b>Total</b>			<b>11.760</b>		<b>11.760</b>		<b>11.760</b>		<b>11.760</b>		<b>47.040</b>
	<b>Awareness Campaign</b>											
42	Bal Melas at Village / Cluster	0.250	25	6.250	25	6.250	25	6.250	25	6.250	25	25.000
43	Campaign material & travel charges	0.010	415	4.150	415	4.150	415	4.150	415	4.150	415	16.600
44	Community Mobilization & Habitation Level		415	50.000	415	50.000	415	50.000	415	50.000	415	200.000
45	Mandal level melas for VEC/Teachers/Parents	0.250	25	6.250	25	6.250	25	6.250	25	6.250	25	25.000
46	Residential Bridge Courses	8.000	10	80.000	10	80.000	10	80.000	10	80.000	10	320.000
47	Shed / Rent for ALS	0.007	251	12.550	251	12.550	251	12.550	12	12.550	251	50.200
48	Exposure visit to DRC and MRC	0.020	50	1.000	50	1.000	50	1.000	50	1.000	50	4.000

(Rs. in lakhs)

S. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
49	Residential Bridge Course Camps for girls	8.000	10	80.000	10	80.000	10	80.000	10	80.000	10	320.000
50	IED assessmnet camps		25	0.250	25	0.250	25	0.250	25	0.250	25	1.000
	<b>Total</b>			<b>240.450</b>		<b>240.450</b>		<b>240.450</b>		<b>240.450</b>		<b>961.800</b>
	<b>Salaries</b>											
51	Salary for DPO staff		20	25.000	20	25.000	20	25.000	20	25.000	20	100.000
52	Salary for New School Teachers (Primary)	0.012	1075	1.548	1075	1.935	1075	2.322	1075	2.709	1075	8.514
	<b>Total</b>			<b>26.548</b>		<b>26.935</b>		<b>27.322</b>		<b>27.709</b>		<b>108.514</b>
	<b>Consumables</b>											
53	DPO consumables		1	2.000	1	2.000	1	2.000	1	2.000	1	8.000
54	Rent for DPO	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	4.800
55	TA & DA	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	4.800
56	Water, Electricity, Telephone Etc	0.150	12	1.800	12	1.800	12	1.800	12	1.800	12	7.200
57	Computer Stationery, Peripherals		1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
	<b>Total</b>			<b>6.700</b>		<b>6.700</b>		<b>6.700</b>		<b>6.700</b>		<b>26.800</b>
	<b>Teaching Learning Material</b>											
58	Salaries for Upper Primary School teachers	0.015	210	37.800	210	45.360	210	52.920	210	60.480	210	196.560
59	TLM grants (per centre) for Residential bridge courses	0.010	251	2.510	251	2.510	251	2.510	251	2.510	1004	10.040

S. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
60	Printing of modules		25	2.000	25	2.000	25	2.000	25	2.000	25	8.000
61	School Grants	0.920	1407	28.140	1407	28.140	1407	28.140	1407	28.140	1407	112.560
62	TC Grant	0.020	129	2.580	129	2.580	129	2.580	129	2.500	129	10.240
63	TLE for UP Schools	0.500	187	46.750							187	46.750
64	TLE Grant to new schools	0.100	94	9.400							94	9.400
65	TLM grant for teachers of formal schools	0.005	5404	27.020	5404	27.020	5404	27.020	5404	27.020	5404	108.080
66	Printing of modules		25	2.000	25	2.000	25	2.000	25	2.000	25	8.000
67	Printing of modules		25	1.000	25	1.000	25	1.000	25	1.000	25	4.000
68	TLM for ECE	0.010	861	8.610							861	8.610
69	TLM for Special Educational / IED Centres	0.010	25	0.250	25	0.250	25	0.250	25	0.250	25	1.000
70	Procurement of cassettes	0.005	500	2.500	500	2.500	500	2.500	500	2.500	500	10.000
	<b>Total</b>			<b>170.560</b>		<b>113.360</b>		<b>120.920</b>		<b>128.400</b>		<b>533.240</b>
	<b>Research Studies</b>											
71	Action Research	0.050	50	2.500	50	2.500	50	2.500	50	2.500	200	10.000
72	Baseline & Midterm Assessment			4.000				4.000			0	8.000
73	Conduct of Pupil Achievement Survey			1.000		1.000		1.000		1.000	0	4.000
74	Orientation on Research and Evaluation			0.500		0.500		0.500		0.500	0	2.000

(Rs. in lakhs)

S. No	Item	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
75	Smaller Scale classroom based Researches		50	1.000	50	1.000	50	1.000	50	1.000	200	4.000
76	Documenation at DPO		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
	<b>Total</b>			<b>10.000</b>		<b>6.000</b>		<b>10.000</b>		<b>6.000</b>		<b>32.000</b>
	<b>Equipment Operation &amp; Maintenance</b>											
77	Equipment maintenance and operation at DPO		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
78	MIS Equipment, Operation & Maintenance		1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
79	Equipment maintenance and operation for DIET		1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
80	Equipment maintenance and Operation for MRC & Contingency	0.125	25	3.130	25	3.130	25	3.100	25	3.130	25	12.490
81	Repairs and maintenance of schools	0.050	1407	70.350	1407	70.350	1407	70.350	1407	70.350	1407	281.400
82	Maintenance of TV and VCPs	0.005	500	2.500	500	2.500	500	2.500	500	2.500	500	10.000
	<b>Total</b>			<b>77.980</b>		<b>77.980</b>		<b>77.950</b>		<b>77.980</b>		<b>311.890</b>
	<b>Local Consultants</b>											
83	Consultants	0.100	2	2.400	2	2.400	2	2.400	2	2.400	2	9.600
	<b>Total</b>			<b>2.400</b>		<b>2.400</b>		<b>2.400</b>		<b>2.400</b>		<b>9.600</b>

		Financial		Physical		Financial		Physical		Financial		Physical		Financial	
<b>Innovations</b>															
84	Academic monitoring of schools by DIET staff (Travelling expenditure)	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	8.000	
<b>Total</b>				<b>2.000</b>		<b>2.000</b>		<b>2.000</b>		<b>2.000</b>		<b>2.000</b>		<b>8.000</b>	
<b>Honorarium</b>															
85	Alternative school instructors for Honorarium	0.010	251	30.120	251	30.120	251	30.120	251	30.120	251	30.120	251	120.480	
86	Vidya Volunteers in existing schools in place of MRPs	0.010	75	9.000	75	9.000	75	9.000	75	9.000	75	9.000	75	36.000	
87	AWC workers'/Ayah honorarium	0.003	150	5.400	300	10.800	460	16.560	460	16.560	460	16.560	460	49.320	
88	ECE Helper Honorarium	0.004	861	41.330	861	41.330	861	41.330	861	41.330	861	41.330	861	165.320	
89	ECE workers Honorarium	0.007	861	72.320	861	72.320	861	72.320	861	72.320	861	72.320	861	289.280	
90	Resource Persons' honorarium	0.040	4	1.920	4	1.920	4	1.920	4	1.920	4	1.920	4	7.680	
<b>Total</b>				<b>160.090</b>		<b>165.490</b>		<b>171.250</b>		<b>171.250</b>		<b>171.250</b>		<b>668.080</b>	
<b>Grand Total</b>				<b>2468.668</b>		<b>2243.295</b>		<b>1246.852</b>		<b>719.149</b>		<b>719.149</b>		<b>6677.964</b>	

## **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
- 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 Village 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

## **Research, Evaluation, Monitoring and Supervision**

- Action Research Programmes by the practitioners
- Smaller Scale classroom based Researches – Impact Assessment
- Orientation on Research / Project Evaluation
- Conduct of Pupil Achievement Survey
- Baseline & Midterm Assessment
- Procurement of MIS Equipment
- EMIS / DISE collection of data, analysis and output generation.
- Operation & Maintenance of MIS equipment
- Computer Stationery, Peripherals
- Academic monitoring of schools by DIET staff
- Attendance monitoring and Academic supervision by MRPs

## **Community Mobilization & Participation**

- Orientation to School Committee Members
- Bal Melas at Village / Clusters
- Mandal level melas for School Committee /Teachers/Parents
- Community Mobilization, Campaigns at Habitation Level

## **Access & Alternative Schooling**

- Mainstreaming of out of schoolchildren through Residential Bridge Courses
- Induction training to AS voluntary teachers / Bridge Course volunteers
- Induction training to Newly recruited Teachers
- Recurrent training of Alternative schooling volunteers on multi level activity based teaching
- Training of MRPs in VVs and AS teachers induction
- Opening of 94 New Primary Schools

- Upgradation of 55 Primary Schools to Upper Primary Schools
- TLM grants for Residential bridge courses
- Conduct of back to school programmes for mainstreaming of out of school children at habitation level

### **Civil Works**

- Construction of Additional classrooms
- Building for building less schools (two rooms with varandah)
- Construction of buildings to Mandal Resource centres
- Construction of buildings to New Schools (two rooms with varandah)

### **Pedagogy & School Improvement**

- Teachers training in multi level / activity based teaching
- Training of MRPs in methods & MRGs
- Constitution of District Resource Groups and Mandal Resource Groups and their capacity building.
- Grants to schools, teachers and Teacher centres
- Strengthening of DIET viz., providing furniture, computer, equipment, library books etc.
- Strengthening of MRC viz., providing Furniture, equipment, library books, Video Library, Computer and other contingencies.
- Exposure visit to DRGs and MRGs
- Conduct of Academic review meetings @ one per month
- Repairs and maintenance of schools
- Orientation to TC Coordinators
- Holding Academic conventions and developing teacher networking for the improved professional practice.
- Conduct of TLM Melas
- Mandal-level TLM workshops



- Documentation at DPO
- Supply of TLE for UP Schools

### **Education of Focussed Groups**

#### ***a) Girls Education***

- Conduct of long-term residential Bridge Course Camps for adolescent girls.
- Community Mobilization and conventions on Gender issues

#### ***b) Early Childhood Education***

- Opening of Early Childhood Education Centres
- Convergence with Anganwadi Centres and functioning these centres in school premises during school hours.
- Induction training of ECE instructors
- Training of Mothers Association Members
- Training of MRPs and other groups on ECE
- Training of teachers where ECE is being opened
- Convergence workshop for ECE
- Play and learn material for ECE

#### ***c) Children with Special Educational Needs (SEN)***

- Provision of TLM to IED Schools.
- Provision of Resource Staff at DPO for assisting IED schools.
- Conduct of assessment camps at Mandal Level.

### **Distance Education**

- Maintenance of TV and VCPs
- Distance Education (Workshop and Seminars)
- Procurement of cassettes and maintenance of Video Libraries at MRC.

## Implementation Schedule for 2001-02 AWP &amp; B

S. No	Item	Unit Cost	Physical	Financial	2001 - 02											
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
<b>Project Management</b>																
1	Furniture for DPO	2.000	1	1.500		✓	✓									
2	Equipment for DPO	4.000	1	3.000		✓	✓									
3	Hire charges for vehicles for DPO	0.130	3	4.680	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Salary for DPO staff		20	25.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	DPO consumables		1	2.000	✓			✓			✓			✓		
6	Water, Electricity, Telephone Etc	0.150	12	1.800	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Rent for DPO	0.100	12	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	TA & DA	0.100	12	1.200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Equipment maintenance and operation at DPO		1	1.000		✓			✓			✓			✓	
10	Consultants	0.100	2	2.400			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Total</b>			<b>43.780</b>												
<b>Planning &amp; Management</b>																
11	Planning & Exercise	0.100	25	2.500		✓	✓									
12	Training of MRPs in School Mapping and Micro Planning		100	0.210		✓	✓									
13	Oreintationto the MRPs on planning		100	1.000	✓											
14	Exposure visits	0.020	25	0.500									✓			
	<b>Total</b>			<b>4.210</b>												



S. No	Item	Unit Cost	Physical	Financial	2001 - 02											
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
<b>Access &amp; Alternative Schooling</b>																
31	Residential Bridge Courses	8.000	10	80.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
32	Induction training of AS voluntary teachers / Bridge Course volunteers (251+75)	0.0007	326	2.280		✓										
33	Induction training of New Teachers	0.0007	1285	9.000			✓									
34	Recurrent training of Alternative schooling volunteers multi level activity based teaching	0.0007		0.000			✓	✓								
35	Training of MRPs in VVs and AS teachers induction		100	0.700			✓	✓								
36	Salary for New School Teachers (Primary)	0.012	1075	1.518	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	Salaries for Upper Primary School teachers	0.015	210	37.800	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
38	TLM grants (per centre) for Residential bridge courses	0.010	251	2.510		✓										
39	Alternative school instructors for Honarium	0.010	251	30.120	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
40	Vidya Volunteers in existing schools in place of MRPs	0.010	75	9.000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
41	Shed / Rent for Als	0.007	251	12.550	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>Total</b>			<b>185.508</b>												
<b>Civil Works</b>																
42	Additional classrooms	1.200	1000	1200.000				✓	✓	✓	✓	✓	✓			
43	Building for building less schools (two rooms with varandah)	2.500	100	250.000						✓	✓	✓	✓			
44	Mandal Resource centre building	6.000	13	78.000						✓	✓	✓	✓	✓		
45	New School Building (two rooms with varandah)	2.500	50	125.000						✓	✓	✓	✓			



S. No	Item	Unit Cost	Physical	Financial	2001 - 02											
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
65	TLM Melas		25	2 500							✓	✓				
66	Mandal-level TLM workshops	0.700	40	3 500					✓	✓						
67	Equipment maintenance and operation at DIET		1	0 500				✓			✓			✓		
68	Equipment maintenance and Operation at MRC & Contingent	0.125	25	3 130						✓			✓			✓
69	Documentation at DPO		1	1 000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
70	TLE for UP Schools	0.500	187	46 750				✓								
	<b>Total</b>			<b>254 290</b>												
<b>Education of Focussed Groups</b>																
<i>a) Girls Education</i>																
71	Bridge Course Camps for girls	8.000	10	80 000		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
72	Gender issues workshops		1	1 000					✓							
73	Printing of modules		25	2 000		✓	✓									
	<b>Total</b>			<b>83 000</b>												
<i>b) Early Childhood Education</i>																
74	Induction training of ECE instructors	0.0007	861	6 030			✓									
75	Training of Mothers Association Members	0.0003	861	2 070			✓									
76	Training of MRPs and Girl child Officer on ECE	0.0007	100	0 140			✓									
77	Training of teachers where ECE is being opened	0.0007	861	1 210				✓								
78	Convergence workshop for ECE		4	0 500				✓								
79	Play and learn material for ECE	0.010	861	8 610					✓							
80	ECE workers paid to Honorarium	0.007	861	72 320	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

S. No	Item	Unit Cost	Physical	Financial	2001 - 02											
					Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
81	Printing of modules		25	1.000		✓	✓									
82	ECE Helper Honorarium	0.004	861	41.330	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
83	AWC workers/Ayah honorarium	0.003	150	5.400	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Total</b>				<b>138.610</b>												
<b>c) Children with Special Educational Needs (SEN)</b>																
34	TLM on special education	0.010	25	0.250					✓							
85	IED Training to MRC staff		100	0.700		✓										
86	IED assessmnet camps		25	0.250			✓									
87	Resource Persons' honorarium	0.040	4	1.920			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Total</b>				<b>3.120</b>												
<b>Distance Education</b>																
88	Maintenance of TV and VCPs	0.005	500	2.500					✓							
89	Distance Education (Workshop and Seminars)		1	1.000				✓								
90	Procurement of cassettes	0.005	500	2.500						✓						
91	Video library at MRC	0.100 / 0.05	25	2.500									✓			
<b>Total</b>				<b>8.500</b>												
<b>Grand Total</b>				<b>2468.668</b>												



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