

DISTRICT PRIMARY EDUCATION PROGRAMME

T. TRIBAL SUB-PLAN
VISAKHAPATNAM DISTRICT

INTEGRATED TRIBAL DEVELOPMENT AGENCY

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Visakhapatnam district has the second largest concentration of tribal population in Andhra Pradesh. Scheduled tribes of the district have one of the lowest literacy rates at 7% (1991 census), and female literacy is abysmally low at 9%. There are twenty different tribes, staying in the eastern ghats, having a total population of 5 lakh and spread over an area of 6500 sq.km. The main tribes are Konda Dora, Bagatha, Valmiki and Nooka Doras. Majority of the tribals are settled agriculturists, eventhough the practice of shifting cultivation is quite common. Part of the income of the tribal comes from Minor Forest produce (MFP) collection too.

After starting Integrated Tribal Development Agency (ITDA) at Paderu, in 1975, there has been a significant expansion in the number of educational institution. There are 468 primary schools in the agency area. Out of these, there are 568 Girijan Vidya Vikas kendras (GVVK) and 567 Maabadies or community schools i.e. 75% of all schools are single teacher institutions, catering to exclusively children of class I & II. Lack of access to school, poor infrastructure facilities, lack of teaching learning material, language problem as several tribes speak languages other than Telugu, vacancies of teacher posts, rampant teacher absenteeism, lack of effective supervision, lack of training of teachers are some of the important issues to be tackled to improve primary education in the agency.

Out of 86,687 children in primary school age, 66,111 (76%) of the children are in school. The enrollment of girls is at 71%, a clear 9 points behind boys at 80%. More than 70% of the total habitation i.e. a staggering 2127 habitations are not having a school. Only 15% of the girls reach beyond class V, as 30% of the boys also do. The overall dropout rate stands at 76%. The learning levels of class I children reveal that only in 25% of the schools, they are able to achieve 75% of MLLs. The overall picture of access, enrollment, retention and achievement is bad enough and with respect to girls it is disastrous.

Efforts in proportion to the problems identified as above, are being made by ITDA in the agency area, to improve primary education. Over the last two years, they have acquired

a new thrust by the quality improvement programmes of UNICEF and massive efforts improving access, enrollment and retention through IFAD funded Education development project. The UNICEF project aims at improving the quality of class I & II instruction implementing a child centered, activity based multigrade kit of Rishivalley Educationn Cen. The IFAD project has helped to create a supportive structure for quality improvement in shape of school complexes, a comprehensive EMIS for primary schools and other important measures such as mid day meal programme. Mothers committees and Village Education Committees are activated by repeated training and exposure trips to enable them to implement and monitor all activities. The key strategy in DPEP would be to consolidate efforts which are already under way.

It is proposed to open 150 new schools, 277 NFE centers and support 4000 axis Maabadies under the project. The broad principle is that new schools, NFEs, community schools would cater to habitations having a population of more than 200, between 100 and less than 100 respectively, to provide universal access. To cater to pre primary education, 643 ECE centers are proposed. A total of 476 teachers, 277 NFE instructors 643 pre primary instructors would be recruited. A total 11 Ashram schools, exclusively girls are also proposed to improve girls access to primary education. A total of 3347 class rooms, 350 toilets and 698 bore wells are proposed to improve infrastructure facilities.

To improve enrollment from 76% at present to 95% by 2002 and to reduce dropouts from 73% to 10%, it is proposed to provide Teaching Learning Material (TLM) all schools, organise back to school programmes, develop special packages for under achievers and mobilise the community through Kalajatha programmes. Incentives such as text books, note books, uniforms, mid day meals would be provided through regular departmental budget.

To improve the competencies of the children, it is proposed to extend the usage of the joyful learning kit upto class V, train teachers regularly, train HMs in institutional planning, develop and use locally relevant material for ECE and NFE Centers, organise guest lectures at school complex level, organise open schooldays, field visits and provide video books for children.

To have a focus on girls education it is proposed to converge ECE and formal schools, build toilets and provide drinking water facilities, open girls Ashram Schools, organise training programmes for women VEC members, use gender sensitive curriculum, organise special gender sensitization workshops for all project functionaries, recruit lady instructors for ECEs and organise special campaigns for girl child enrollment.

School complexes would be the main unit for implementation and monitoring. The project monitoring cell (PMC) and project resource Center (PRC) at Paderu would co-ordinate all interventions. A comprehensive education monitoring and information system (EMIs) would be further strengthened by implementing Geographic Information System for schools.

Community would be involved by organising Village Education Committees in all habitations, training the VEC members, having half yearly and annual conferences of VECs, by organising competitions amongst VEC members. A total of 22 cultural teams would move from village to village, twice a year to mobilise the community. Inter school meets and sports festivals are also to be organised to keep the tempo of the programme high.

The project would cost a total of Rs.2487 lakhs over period of 6years. A total of Rs.486 lakhs (20%) would be spent on civil works. The outlay would reach a peak of 517 lakh in 1999-2000.

LOGICAL FRAME WORK

**District Primary Education Project
Logical Framework for Strategic Actions**

Objective	Narrative Summary	Success Indicators	Verification	Assumptions
Access	Providing universal Access to all children to either a formal school or its NFE equivalent	All children in 6-11 years age group will have formal school/NFE/Community School within 1 km. of their habitation	Sanction orders and opening reports of new schools/NFEs and continuation reports of community schools	
		All primary schools have sufficient number of teachers to keep teacher pupil ratio at 1:40	Sanction orders and appointment orders	New/additional teachers posts sanctioned and selections completed in time.
		Sufficient accommodation for all children	Reports of construction of new class rooms	
		Repairs to class rooms taken up	Progress reports submitted by engineers	
		Provision of toilets and drinking water facilities	Progress reports submitted by engineers	
		Providing teaching learning material and additional teaching learning material to all schools	procurement orders and delivery reports to schools	Procedures for procurement established
Enrollment	The enrollment goes up from 76% to 95% over the project period	The enrollment is calculated as the ratio of the children in class I to V against the total number of children in school age	Enrollment figures verified from monthly school returns	Timely placing of additional teachers and construction of additional class rooms to take care of enhanced enrollment
Retention/ dropouts	Improving the retention of children over class I to V from present 27% to 90% over the project period	Improving the teaching learning process by making it joyful, child centered, competency based and using the locally available material	Reports of usage of kits in the schools: Reports about average attendance in schools	Kit procured in time and monitoring proformas developed in time
	To reduce the dropout rates from the present 73% to 10% over the project period	Organised back to school programmes to bring back dropout children to school	Reports about back to school programme and number of children enrolled in formal schools at the end of the programme	material developed for back to school programme and the teachers trained in time
		Special packages for under achievers developed and used	Reports about development and usage of special packages	material developed for under achievers and teachers training in time

**District Primary Education Project
Logical Framework for Strategic Actions**

Objective	Narrative Summary	Success Indicators	Verification	Assumptions
Attainment	To increase the competency levels in terms of MLLs of all children by 25% over measured base line levels	All new teachers undergo induction training programme	Training reports	
		All teachers undergo orientation training	Training reports	
		Monthly school complex review meetings take place	Review of school complex meeting reports	School complex meeting modalities worked out
		The marks of children in MLL based tests compared with base lines study marks	Monthly /Annual Assessment Schedules	Curricular evaluation as per the time schedule
		School beautification is taken up in all the schools	MRPs reports	Materials required procured in time
Community participation	Community put at the center stage of the entire process	Community shall be able to plan, implement and monitor all the activities related to the project with a view to enhanced the accountability of both teachers and community	Village education plans	Community mobilisation takes place as per schedule
Monitoring	Putting in place a comprehensive educational management information system	Modules developed for monitoring key project interventions at school/school complex/mandal and project level	Demonstrations of modules so developed	Training and procurement of software in time

**INTRODUCTION AND EDUCATIONAL
SCENARIO**

I. INTRODUCTION

The 11 Mandals of Visakhapatnam district popularly known as the Agency area consist of a distinct geographic socio cultural unit. Spread over an area of 6,500 kms. in the eastern ghats they are home to about five lakh tribals. There are 20 different tribes inhabiting this difficult terrain. The area presents a changing land scape ranging from intensively cultivated wide plains to rolling hill ranges of eastern ghats covered with dense vegetation. The habitations are perched precariously over hill tops, steep hill slopes and fertile vallies. The area comprises of a series of hills whose height varies from 400 to 6000 ft. Even though more than 70% of the area is declared as a reserve forest the actual coverage with forest is not that much. The area receives abundant rain fall of more than 1200 mm and major river systems such as Machkund, Sarada and Gostani originate in the hills. The climate throughout the year is very pleasant and there are major tourist attractions such as Araku and Borra caves located in the agency.

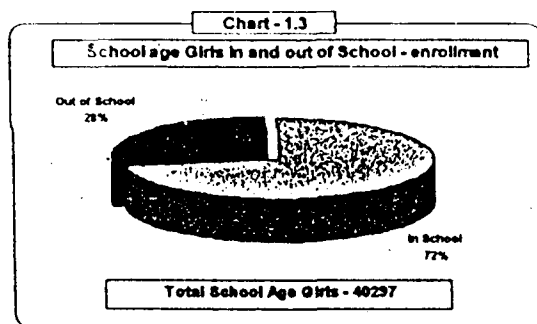
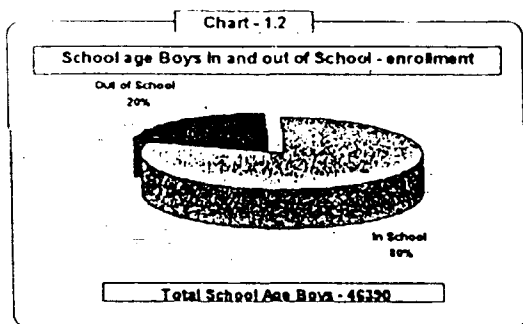
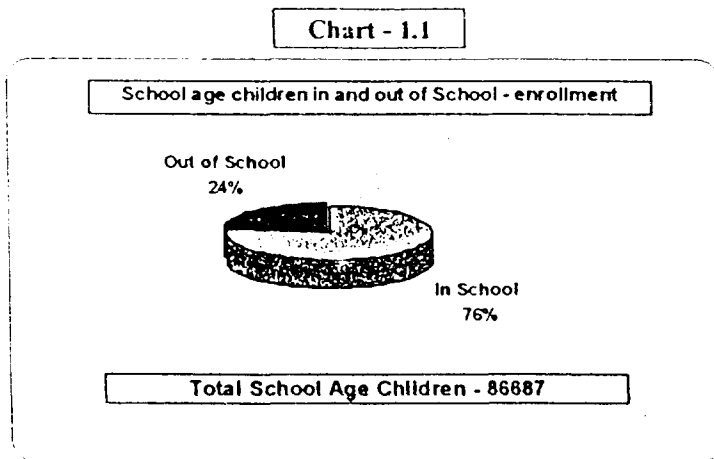
Agriculture is the main occupation of the people here. Though there are settled agriculturists, a large number of people have to depend upon Podu or Shifting Cultivation for their livelihood, as the availability of the land is quite low. Apart from cultivation collection of Minor Forest Produce also contributes a major portion of the tribals income. There are large number of festivals celebrated throughout the year with customary dance and song rituals. Eventhough the influence of the modern media is appreciable in road side villages there are still interior villages which are not yet exposed to modernity. Eventhough the people are poor and live in difficult conditions they have a very rich oral tradition of songs, music and drama. The local folk lore is perfected over generations and the art of passing information about the surroundings from one generation to another could be seen. An unanticipated out come of penetration of modern media has been the slow death of such rich folk traditions.

DEMOGRAPHIC PROFILE

The agency area has a population of five lakhs. There are 3,080 habitations. The literacy rate as per the 1991 census is 17%. The male literacy rate is 24% and the female literacy rate is 9%. As per the DPEP survey the total literacy rate is 23%. The male literacy rate is 30% and female literacy rate is 16%. Amongst the 11 Mandals Munchingput has the lowest overall literacy of 12% whereas Arakuvalley has the highest literacy of 32%. Arakuvalley has the largest percentage of male literates at 40%, while only 19% are literate in Munchingput. Amongst the females, literacy rate is lowest in Munchingput at 5.5%. The literacy details are provided in table 1.1. The density of population varies from 65 per sq.km. in Munchingput Mandal to 161 per sq.km. in Arakuvalley Mandal. Arakuvalley, Dumbriguda and Paderu are the only 3 Mandals which have a density of population of more than 100 per sq.km. Remaining mandals are sparsely populated. The remoteness of the villages can be seen from the fact that 2411 villages are more than 1 km away from the main road. More than 45% of the villages do not have electricity and there are 16% of the villages which are cut off seasonally. The lack of communication facilities are reflected in these figures which are shown in table 1.2. The percentage of Schedule Tribe population to total population varies from 78% in Koyyuru Mandal to 96% in Pedabayalu Mandal. The details are provided in table 1.3. The pattern of settlements is scattered as more than 97% of the habitations have a population below 500 and only the remaining 3% have a population upto 5000. There is only one urban area as per the census definition i.e. Sileru in G.K.Veedhi Mandal which has a Hydro Electric Project. The details are shown in table 1.4. (All the tables referred to in each chapter are shown at the end of each of it.)

EDUCATIONAL SCENARIO

As per the survey there are a total number of 86687 children in the primary school age. Out of these children, 66111 are in school and 20,576 children are out of school.



The net enrollment ratio is 76% (chart 1.1). Out of 46390 Boys in the school age group 37,281 i.e. 80% of them are in school (chart 1.2). Out of 40,297 Girls in school age only 28830 (71.6%) are in school. Hence it can be seen very clearly that there are more than 9% of the Girls who are out of school than the Boys.

There are 953 habitations which have a school either funded by the government or by the community. That leaves still 2127 habitations (i.e. more than 70% of the total habitations) as not having a school. This extraordinary number shows very clearly that access to schools is a

very major problem in the tribal area. Out of these school less habitations 466 habitations have more than 10 children of school going age. But there are still 1661 habitations which have less than 10 children in the school going age. To create access to either a formal school or NFE is a major challenge which the project has to address.

Out of 75055 children in school 66,111 (88% of the children) are in primary school. Amongst the boys, the primary school enrollment is 83% while amongst Girls it is 92%. In other terms only 17% of all the school age boys are in Upper Primary or High Schools while only 8% of the Girls make it to Upper Primary and High School. This shows the tremendous amount of wastage that exists within the system (charts 1.4,1.5 & 1.6).

Chart - 1.4

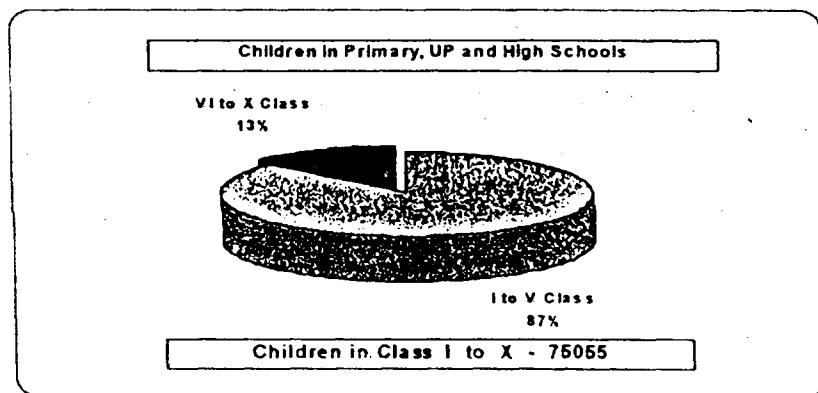


Chart 1.5

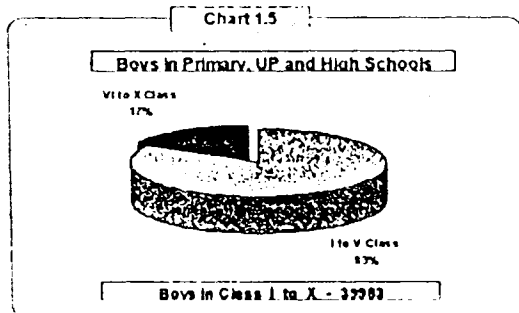
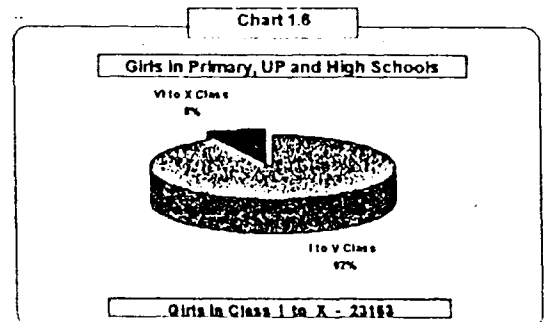


Chart 1.6

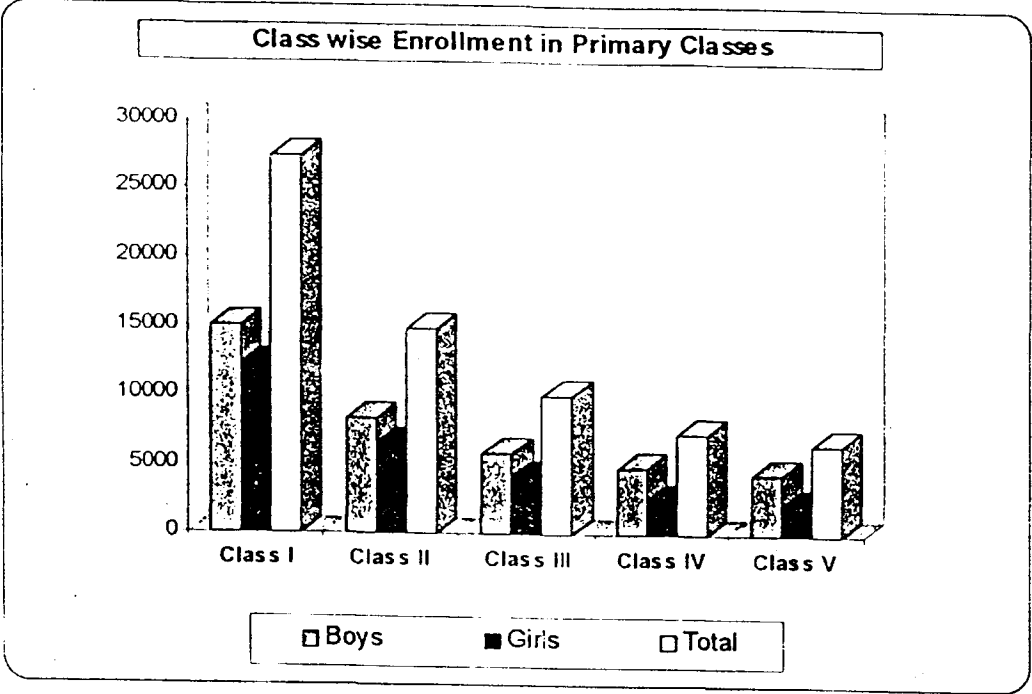


The drop out rates in the primary sections are also equally alarming (chart 1:7). Out of 7324 children who join in class 1 only 6528 remain upto class 5. The overall drop out rate is 10.6%. Amongst the Girls, drop out rate is as high as 85% while amongst the Boys it is 70%. The staggering amount of wastage within the system calls for immediate necessary action.

There are a total number of 1468 schools in the agency area. Out of this, 1390 are primary schools and only 78 are above primary level . This clearly shows that 95% of all the educational institutions are primary schools. Amongst the primary schools there are 6 different categories. They are

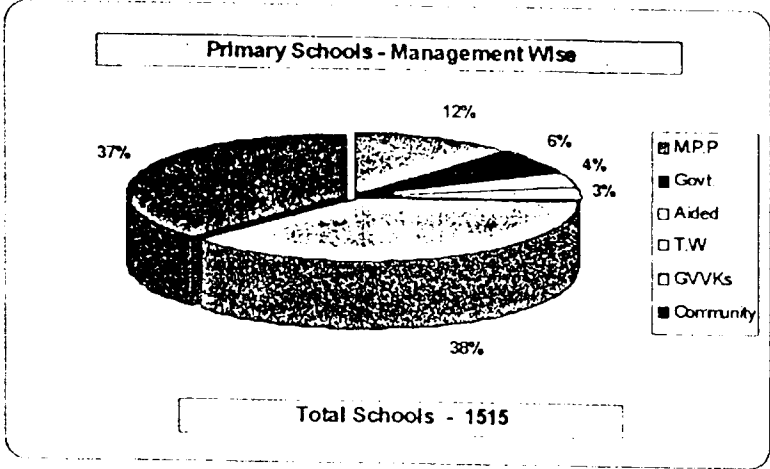
1. M.P.P. Schools	183
2. Govt.Elementary Schools	91
3. Aided Primary Schools	58
4. G.V.V.Ks	568
5. T.W.Primary Schools	48
6. Community Schools	567

Chart - 1.7



The Maabadies and GVVKs which are single teacher institutions account for 75% of the total schools. Any plan of primary education in the tribal area has to look at improvement in the quality of instruction of these institutions in a very close manner.

Chart - 1.8



There are in all 1517 teachers who are working in the agency area. Out of this 568 work GVVKs. The female teachers are only 12 % of the total. Out of these teachers there are more than 60% who are not trained in any course after joining the service.

APPROACH SO FAR

The educational programs in the agency area upto 96, were essentially Access oriented. The main thrust was on opening of new primary schools by the Tribal Welfare Department. These single teacher institutions known as GVVKs were specifically teaching children of class 1 & 2 only. The teachers in these schools were local tribes, as it was felt that the local tribes would be far more regular, in attending to school than the teachers who come from the plain areas. Contrary to expectations, the teacher absenteeism continues to be a main problem in GVVKs. The provision of incentives such as text books, note books, uniforms were extended to all primary children. Ashram Schools were opened to cater to the needs of the children not only in terms of education but also to provide nutritious food. Special hostels for girl children were also established. Pace setting institutions such as residential schools were also established to act as models and to improve the quality of education. While the infrastructure facilities, salaries and incentives were mostly provided by the Tribal Welfare Department the academic supervision was done by education department. The District Educational Officer with the help of Mandal Education Officers, was supposed to look after the academic aspect of the schools. Teacher training programs under APPEP were conducted to improve the quality of education. As there are large number of institutions spread over a vast area the supervision was not to the desirable extent. This has led to poor quality of education at primary level.

RATIONALE FOR A DIFFERENT APPROACH

As the tribal area constitutes a distinct geographic and socio cultural entity within the district it calls for a different approach. The average area of an agency mandal is 600 sq.km., which is three times the size of a plain mandal. Hence the number of institutions which a mandal level official is expected to supervise are very large. This calls for a different support structure in the agency area. Along with this, the difficult terrain, where most of the villages are inaccessible by road calls for innovative approaches in supervision and academic support.

The people of the agency constitute more than 20 different tribes. Each tribe has a distinct culture and an occupation pattern. Several tribes speak Adivasi Oriya and hence teaching them Telugu in primary school calls for a different approach. As the experiences of one generation are passed on to another through oral media of folk lore, the written word is an alien concept to the tribal. We have to devise suitable curriculum which builds upon the rich knowledge tribals have about their surroundings. Pre- primary education can completely concentrate on this locally available material.

Most of the tribals are first generation learners and hence a different approach is required to motivate the parents to send their children to school. The formal school atmosphere also is a deterrent for the child to come and learn as it is accustomed to open spaces and a world full of festivals, dances and songs. Hence the approach which builds upon these experiences would be suitable in the tribal area. Lastly the developmental efforts of government itself have created a dependency syndrome where by the tribal looks up to the government for all his needs in life. This is in sharp contrast to the traditional tribals out look which was moulded by ages of isolation and concomitant self-reliance. The inherent strength of group effort which is valued very highly in a tribal society is slowly coming down. Even if this process of degeneration is stopped, there is still sufficient inherent community strength which can be tapped to promote a comprehensive concept of education, where by the child's physical and mental faculties are fully developed and equipped to deal with its surroundings. Putting the community at the centre of the things would be the major strategy of this project.

APTDP (EDUCATION PROJECT)

The International Fund for Agriculture Development (IFAD) has sponsored a water shed development programme for a period of seven years starting from 1991. Based on the recommendations of the mid-term review mission in 1995, an Action Plan was prepared to strengthen primary education. The project was finally sanctioned in September, '96. Several initiatives under taken under the project complement initiatives under DPEP also. A brief outline of the most important initiatives is given below.

1) COMMUNITY PARTICIPATION

Under the project a mid-day meal programme was launched. Under this hot meal is all the children who attend the primary school. The project funded the conversion to cooked food. Mothers Committees were formed in all schools to procure fire to prepare the food in the village. There are regular meetings and training programs to the Mothers Committee to effectively implement the mid-day meal programme.

Parents were mobilized to send their children to school by organizing an education 'IAA'. More than 35 teams spanned into hundreds of villages to sing songs in local to motivate the parents. Village Education Committees contribute in cash and in kind to the community school programme. The members of the VEC are also trained and there are meetings organized to keep the interest of the community alive in the programme. The Headmasters and the primary school teachers have to make a presentation of the annual development plan. The efforts are on to bring the community on to the educational process. School beautification programme in which low cost play material is provided by the community was organized in more than 500 schools. Metric melas, Sports are some of the other events which were conducted to sustain the interest of the community.

CLUSTER COMPLEX SYSTEM

To effectively plan, implement, monitor and evaluate the programme a cluster of 30 to 40 schools were tagged on to an upper primary school designated as a school complex. Necessary infrastructure in terms of a building and training material was provided to each of these complexes at a cost of about Rs.8.00 lakhs. 5 such complexes per mandal i.e. a total of 55 complexes were organized. Each complex is guided by the headmaster who is delegated with sufficient administrative powers. Apart from him, the mandal resource person, a full time teacher who is exclusively to provide academic support moves from school to school during all the days of the month.

Each primary school is visited more than 6 times in an academic year to provide academic support. Computerized monitoring modules are developed where by schools are graded into different categories and action taken based on the report submitted by the schools.

3) JOYFUL LEARNING MATERIAL

To improve the quality of instruction in schools the joyful learning methodology is introduced in all the primary schools. With the technical guidance provided by Rishivalley Education Centre, the kit was prepared by MRPs. This kit is competency based and child centered. Training programs were organized to teachers in the kit and continuous monitoring is done through the support provided by the MRPs.

4) MONITORING AND EVALUATION

A Project Resource Centre and a Project Monitoring Cell are established at the project level to provide support to the project. A massive training institute which can train upto 200 people is under construction at Paderu. This is being provided with all the latest training equipment. This will act as a main resource center for the entire project.

In view of the initiatives which are taken under the APTDP Project, it is necessary that DPEP builds upon the initiatives already under taken. Hence the approach under the DPEP Plan is to further strengthen the institutions which are created under the APTDP Project and to further strengthen the processes which are currently underway.

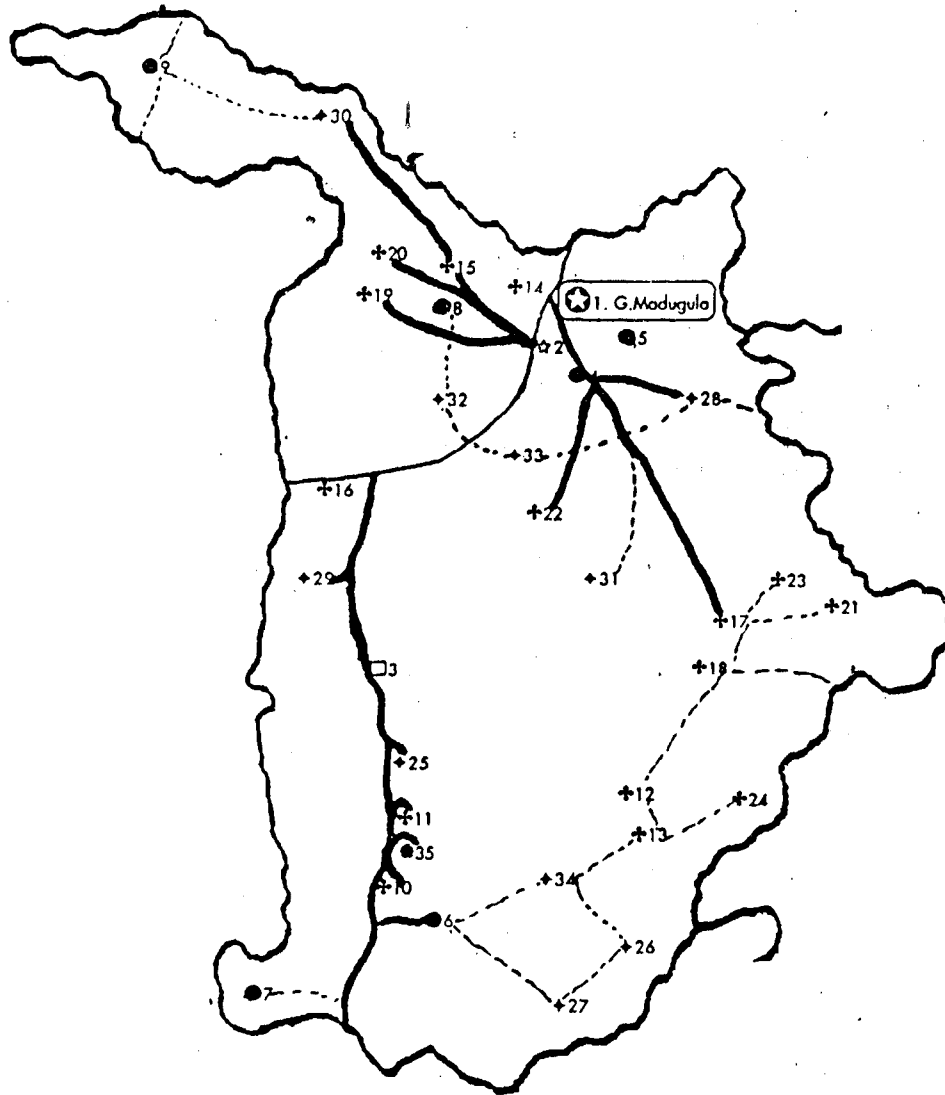
**SCHOOL COMPLEX WISE MAPS
&
TAGGING OF SCHOOLS**

NAME OF THE SCHOOL COMPLEX :

C.A. HIGH SCHOOL, G. MADUGULA

SCALE : 2 Miles = 1 C.M.

G. MADUGULA MANDAL



REFERENCE

- BORDERS**
- ==== MANDAL BORDER
 - COMPLEX BORDER
 - - - PANCHAYAT BORDER

- SCHOOLS**
- ☆ HIGH SCHOOLS
 - U.P. SCHOOLS
 - PRIMARY SCHOOLS
 - + G.U.U.Hs
 - ◆ MARABADIs
 - NEW MARABADIs

- ROADS**
- R & B ROAD
 - PR & KATCHA ROAD
 - FOOT PATH

LIST OF SCHOOLS

HIGH SCHOOLS

- ☆ 1. G. Madugula (T.W.)
- ☆ 2. G. Madugula (Govt)

U.P. SCHOOLS

- 3. Kullupadu (TW)

PRIMARY SCHOOLS

- 4. TWAPS (Boys) G. Madugula
- 5. TWAPS (Girls) G. Madugula
- 6. TWAPS Gemmeli
- 7. Gov. E.S. Vanjari
- 8. MPPEs, Singarbha
- 9. MPPEs, Karapalli

G.U.U.Hs

- + 10. Udapalem
- + 11. Balamanusanka
- + 12. Kuneth
- + 13. G. Kothuru
- + 14. Nereduvalasa
- + 15. Chepalli

- + 16. Ratchapalli
- + 17. Kanthavaram
- + 18. Vamregisa
- + 19. Kamika Lanka
- + 20. Porlu
- + 21. Y. Kanthavaram
- + 22. Gurrai
- + 23. Gondipadu
- + 24. Gemmeli

MARABADIs

- + 25. Pedabayalu
- + 26. Surlapalem
- + 27. Sampangiputtu
- + 28. Y. B. Gonduru
- + 29. Reemali
- + 30. Nimmarvedhi
- + 31. Kancharapanuku
- + 32. Peddurumu
- + 33. Tarakaramanagar
- + 34. Godugurai

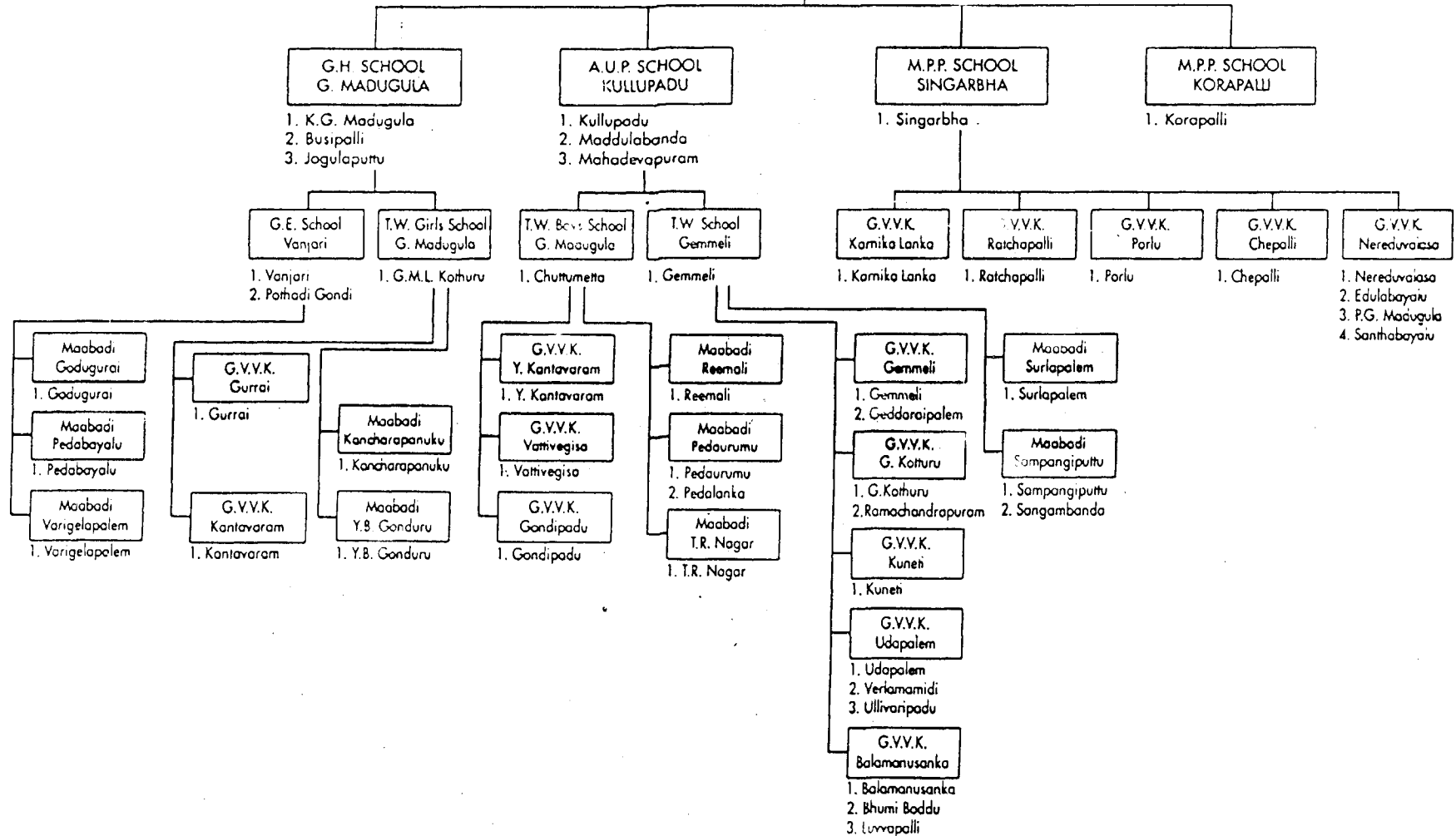
NEW MARABADIs

- 35. Varigalapalem

COMPLEXWISE SCHOOLS TAGGING STRUCTURE

C.A.H. SCHOOL, G. MADUGULA (SCHOOL COMPLEX)

C.A.H. SCHOOL, G. Madugula

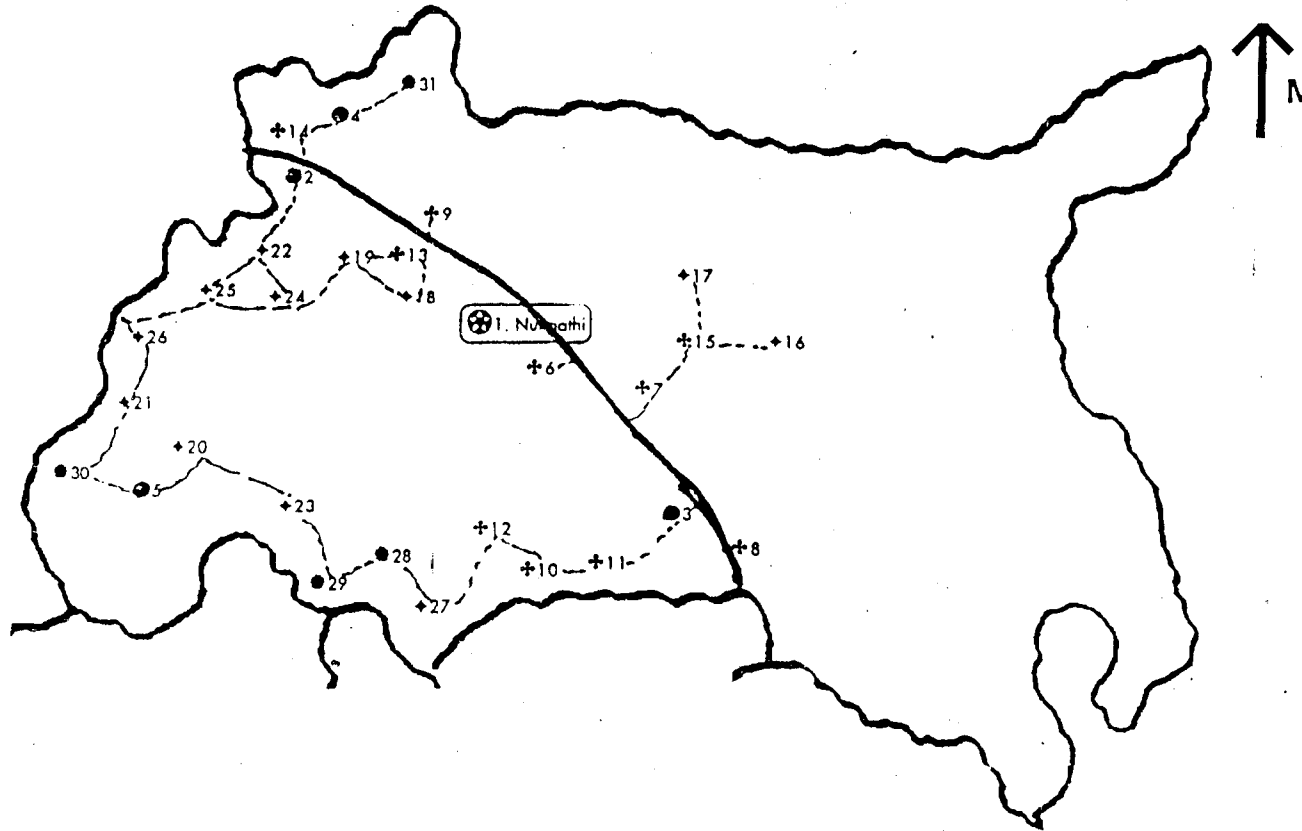
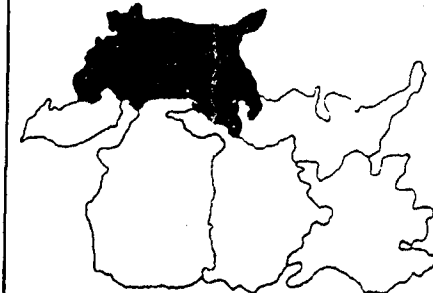


NAME OF THE SCHOOL COMPLEX :

A.U.P. SCHOOL, NURMATHE

SCALE : 2 Miles = 1 C.M.

G. MADUGULA MANDAL



LIST OF SCHOOLS

HIGH SCHOOLS

☆ .. NIL ..

U.P. SCHOOLS

□ 1. Nurmathi (TW)

PRIMARY SCHOOLS

- 2. Boithili (I.T.D.A.)
- 3. V.Kondapalli (MPP)
- 4. Rapalli (MPP)
- 5. Killamkota (MPP)

G.U.U.Hs

- + 6. N. Koturu
- + 7. Beeram
- + 8. Anarba
- + 9. Pulusumamidi
- + 10. Ganelba
- + 11. Agampadu
- + 12. Pedajageru
- + 13. Mandiba
- + 14. Maddigaruvu
- + 15. Adaveedhi

MAABADIs

- + 16. Salimerangi
- + 17. Sariya
- + 18. Vakapalli
- + 19. Rachaveedhi
- + 20. K. Bandaveedhi
- + 21. Sarapalli
- + 22. Kappalu
- + 23. Sunthipalli
- + 24. Subbutu
- + 25. Gondipalli
- + 26. Madatakonda
- + 27. Pinajageru

NEW MAABADIs

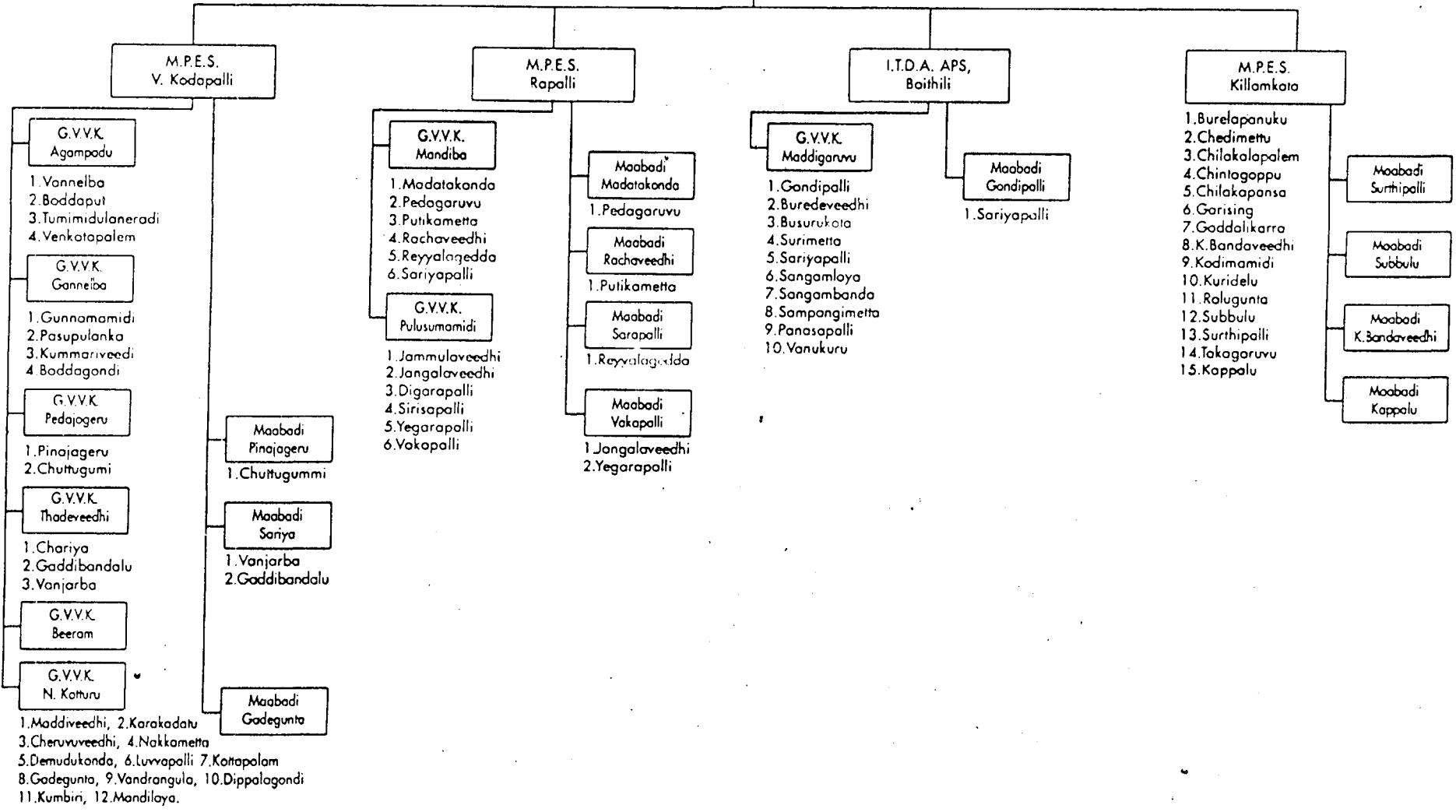
- 28. Chutugummi
- 29. Vanukuruvu
- 30. Chilakapanasa
- 31. Maddigaruvu

BORDERS	SCHOOLS	ROADS
MANDAL BORDER	☆ HIGH SCHOOLS	R & B ROAD
COMPLEX BORDER	□ U.P. SCHOOLS	PR & KATCHA ROAD
PANCHAYAT BORDER	● PRIMARY SCHOOLS	FOOT PATH
	+ G.U.U.Hs	
	◆ MAABADIs	
	● NEW MAABADIs	

COMPLEXWISE SCHOOLS TAGGING STRUCTURE

T.W.A.U.P. SCHOOL, NURMATHI (SCHOOL COMPLEX)

T.W.A.U.P. SCHOOL, Nurmathi

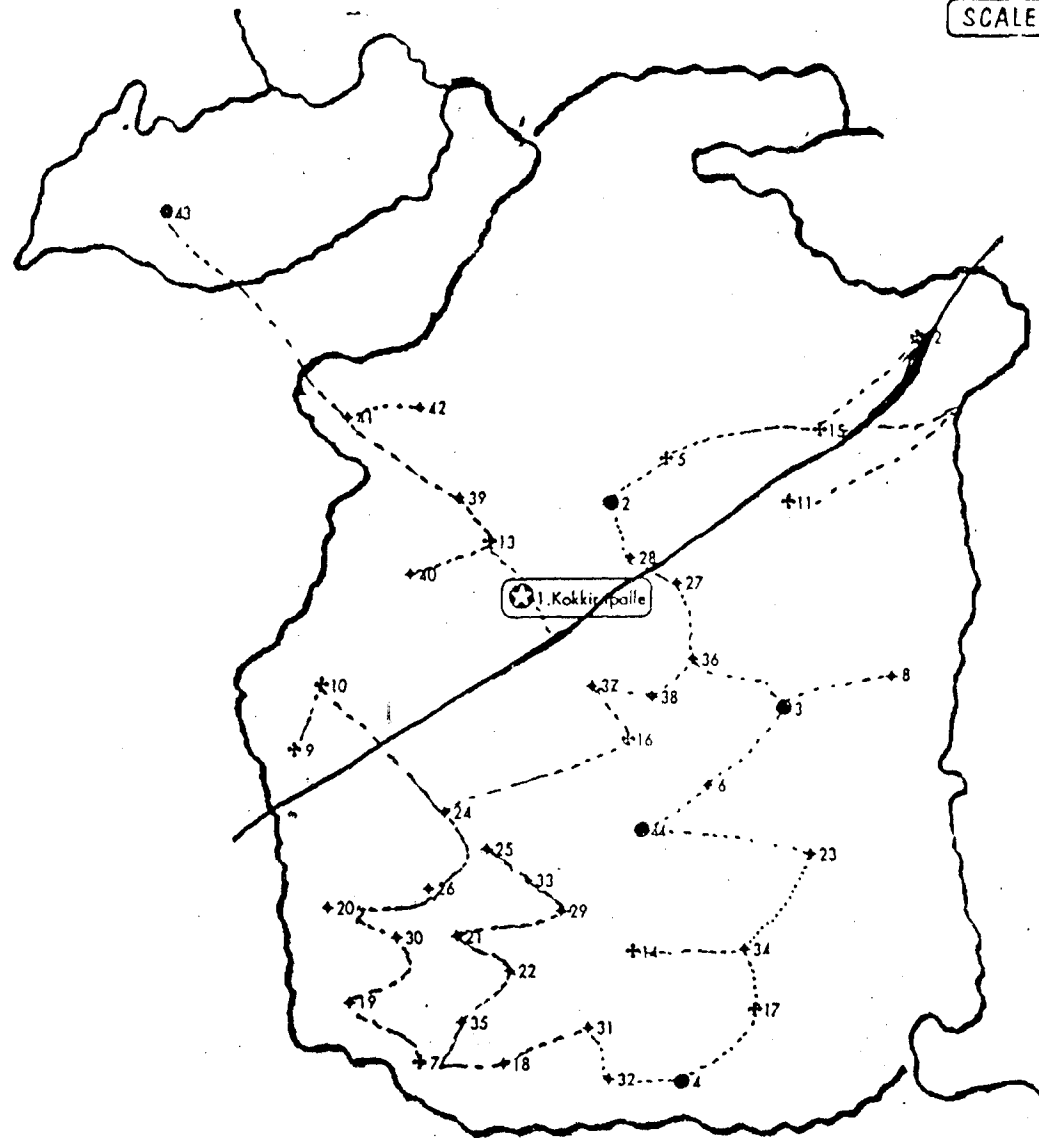
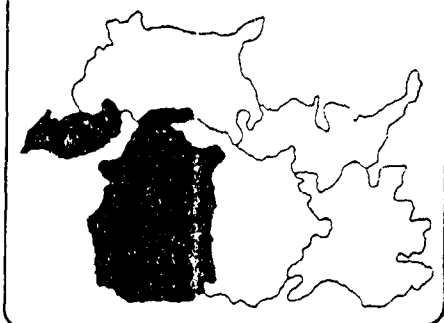


NAME OF THE SCHOOL COMPLEX :

A.U.P.S. KOKKIRAPALLE

SCALE : 2 Miles = 1 C.M.

G. MADUGULA MANDAL



REFERENCE

- BORDERS**
- MANDAL BORDER
 - COMPLEX BORDER
 - - - PANCHAYAT BORDER

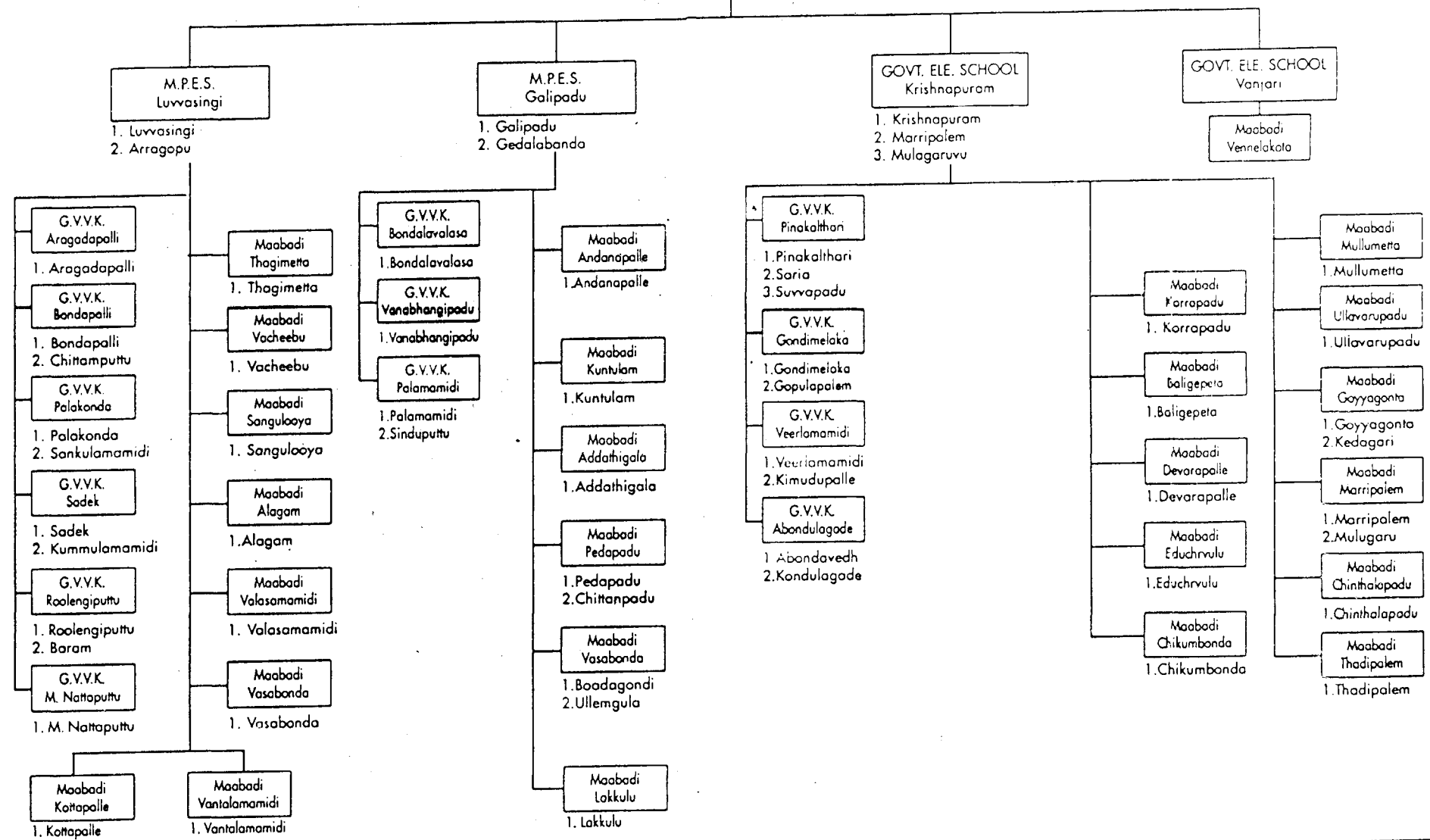
- SCHOOLS**
- ☆ HIGH SCHOOLS
 - U.P. SCHOOLS
 - PRIMARY SCHOOLS
 - + G.U.U.Hs
 - ◆ MAABADIs
 - NEW MAABADIs

- ROADS**
- R & B ROAD
 - PR & KATCHA ROAD
 - FOOT PATH

LIST OF SCHOOLS

- HIGH SCHOOLS**
- ☆ --- NIL ---
- U.P. SCHOOLS**
- 1. Kokkirapalle
- PRIMARY SCHOOLS**
- 2. M.P. School, Luvasingi
 - 3. M.P. Ele. School, Galipadu
 - 4. Govt. Ele. School Krishnapuram
 - 44. Govt. Ele. School Varjari
- G.U.U.Hs**
- + 5. Aragadapalli
 - + 6. Pinakiltari
 - + 7. Verlamamidi
 - + 8. Bondalavalasa
 - + 9. A. Bondavedh
 - + 10. Palamamidi
 - + 11. Sodek
 - + 12. M. Nittaputtu
 - + 13. Bondapalli
 - + 14. Palakonda
 - + 15. Roolangiputtu
- + 16. Vanabangipadu
 - + 17. Gondimaraka
- MAABADIs**
- ◆ 18. Vannakotara
 - ◆ 19. Balagipeta
 - ◆ 20. Deevarampalli
 - ◆ 21. Chinthalapodu
 - ◆ 22. Marripalem
 - ◆ 23. Anandapalli
 - ◆ 24. Educharalu
 - ◆ 25. Kanthulam
 - ◆ 26. Chikumbanda
 - ◆ 27. Kottapalli
 - ◆ 28. Vantalamamidi
 - ◆ 29. Tadipalem
 - ◆ 30. Gadigunta
 - ◆ 31. Korrapadu
 - ◆ 32. Addateegala
 - ◆ 33. Ullavarapadu
 - ◆ 34. Busipalli
 - ◆ 35. Mullimeta
 - ◆ 36. Padapadu
 - ◆ 37. Boddagandi
 - ◆ 38. Songulaaya
 - ◆ 39. Valasamamidi
 - ◆ 40. Vasabanda
 - ◆ 41. Alagam
 - ◆ 42. Theerayagundam
- NEW MAABADIs**
- 43. Suvvapadu

T.W.A.U.P. SCHOOL, Kokkirapalle

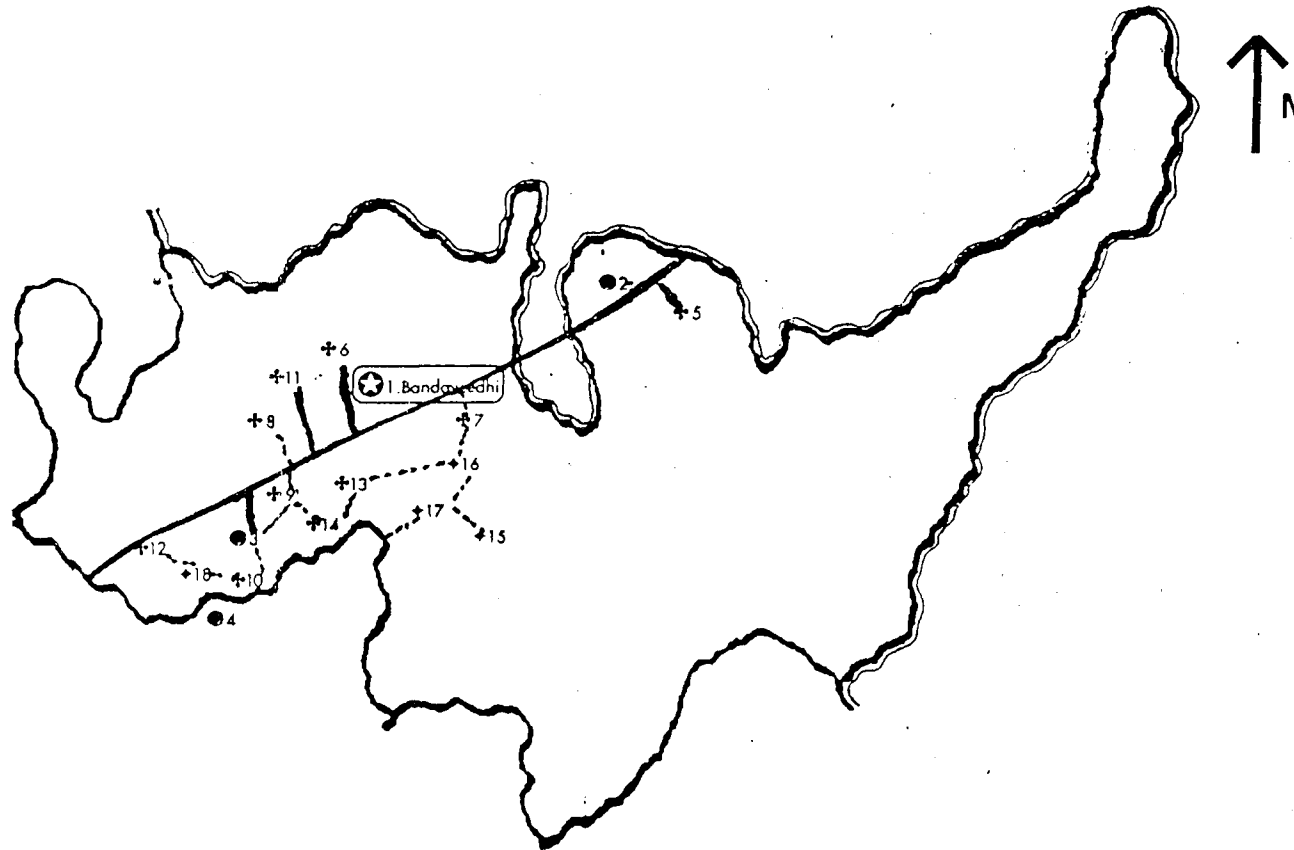


NAME OF THE SCHOOL COMPLEX :

T.W.A.G.H. SCHOOL, BANDAVEEDHI

SCALE : 2 miles = 1 C.M.

G. MADUGULA MANDAL



LIST OF SCHOOLS

HIGH SCHOOLS

- ☆ 1. TWAGH School Bandaveedhi

U.P. SCHOOLS

- -- NIL --

PRIMARY SCHOOLS

- 2. M.P. Ele. School K. Kodapalli
- 3. M.P. Ele. School Gaddarai
- 4. Govt. Ele. School Pina Lochali

G.V.U.Hs

- + 5. Nitta Mamidi
- + 6. Janneru
- + 7. Ganneruputtu
- + 8. Matyapuram
- + 9. Sangam
- + 10. Kumbidisingi
- + 11. Vennela
- + 12. Urlametta

MARBADIs

- + 13. G.Nittaputtu
- + 14. Ubalagaruvu

MARBADIs

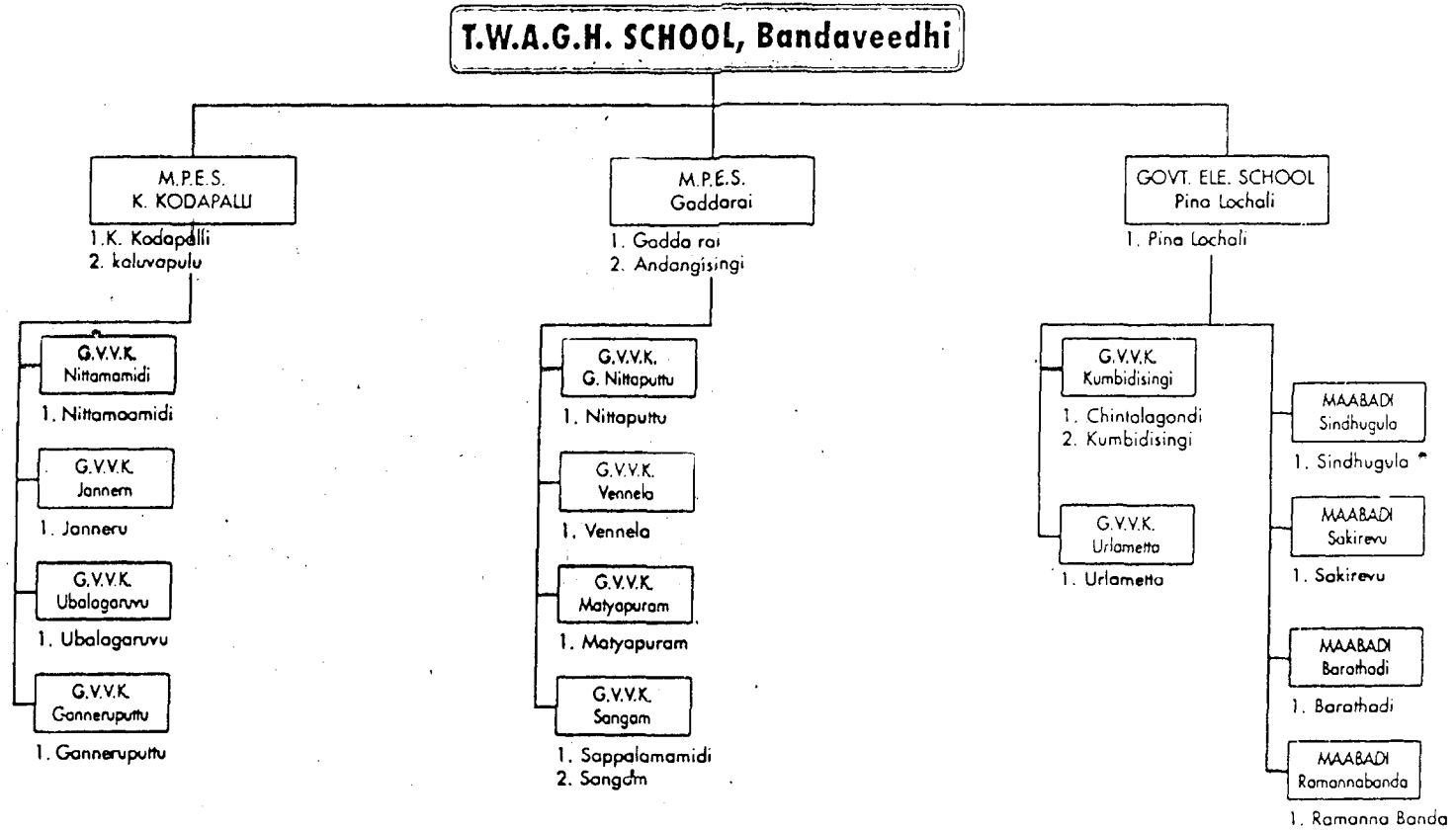
- ◆ 15. Barathadi
- ◆ 16. Sakirevu
- ◆ 17. Sindhugula
- ◆ 18. Ramannabanda

NEW MARBADIs

- --- NIL ---

BORDERS	SCHOOLS		ROADS
== MANDAL BORDER	☆ HIGH SCHOOLS	+ G.V.U.Hs	— R & B ROAD
— COMPLEX BORDER	□ U.P. SCHOOLS	◆ MARBADIs	— PR & KATCHA ROAD
- - - PANCHAYAT BORDER	● PRIMARY SCHOOLS	● NEW MARBADIs	- - - FOOT PATH

COMPLEXWISE SCHOOLS TAGGING STRUCTURE
T.W.A.G.H. SCHOOL, BANDAVEEDHI (SCHOOL COMPLEX)

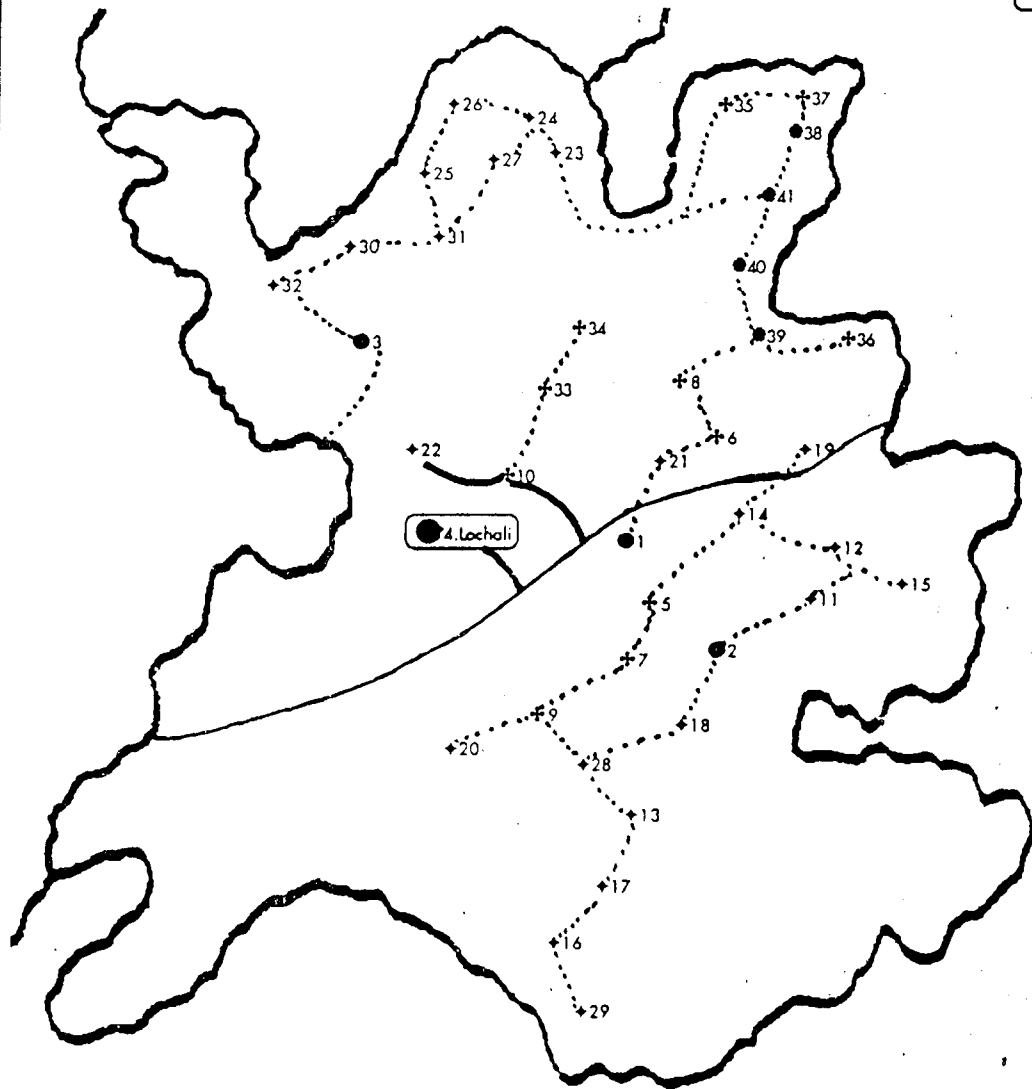


NAME OF THE SCHOOL COMPLEX :

A.P. SCHOOL, LOCHALI

SCALE : 2 Miles = 1 C.M.

G. MADUGULA MANDAL



REFERENCE

- BORDERS**
- ==== MANDAL BORDER
 - COMPLEX BORDER
 - - - PANCHAYAT BORDER

- SCHOOLS**
- ☆ HIGH SCHOOLS
 - U.P. SCHOOLS
 - PRIMARY SCHOOLS
 - + G.U.U.Hs
 - ◆ MARBADIs
 - NEW MARBADIs

- ROADS**
- R & B ROAD
 - PR & KATCHA ROAD

LIST OF SCHOOLS

HIGH SCHOOLS

☆ --- NIL ---

U.P. SCHOOLS

□ --- NIL ---

PRIMARY SCHOOLS

- 1. Solabham (Govt.)
- 2. Goduthuru (MPES)
- 3. Vantala (MPES)
- 4. Lochali (APS)

G.U.U.Hs

- + 5. Kuddangi
- + 6. Vanabharangipadu
- + 7. Yenugundhi
- + 8. Pedabayalu
- + 9. Railaputtu
- + 10. Pedalochali

MARBADIs

- + 11. Magatapalam
- + 12. Pedapinapalem
- + 13. Patchanapalli
- + 14. Chinapinapalem
- + 15. Pedanadu

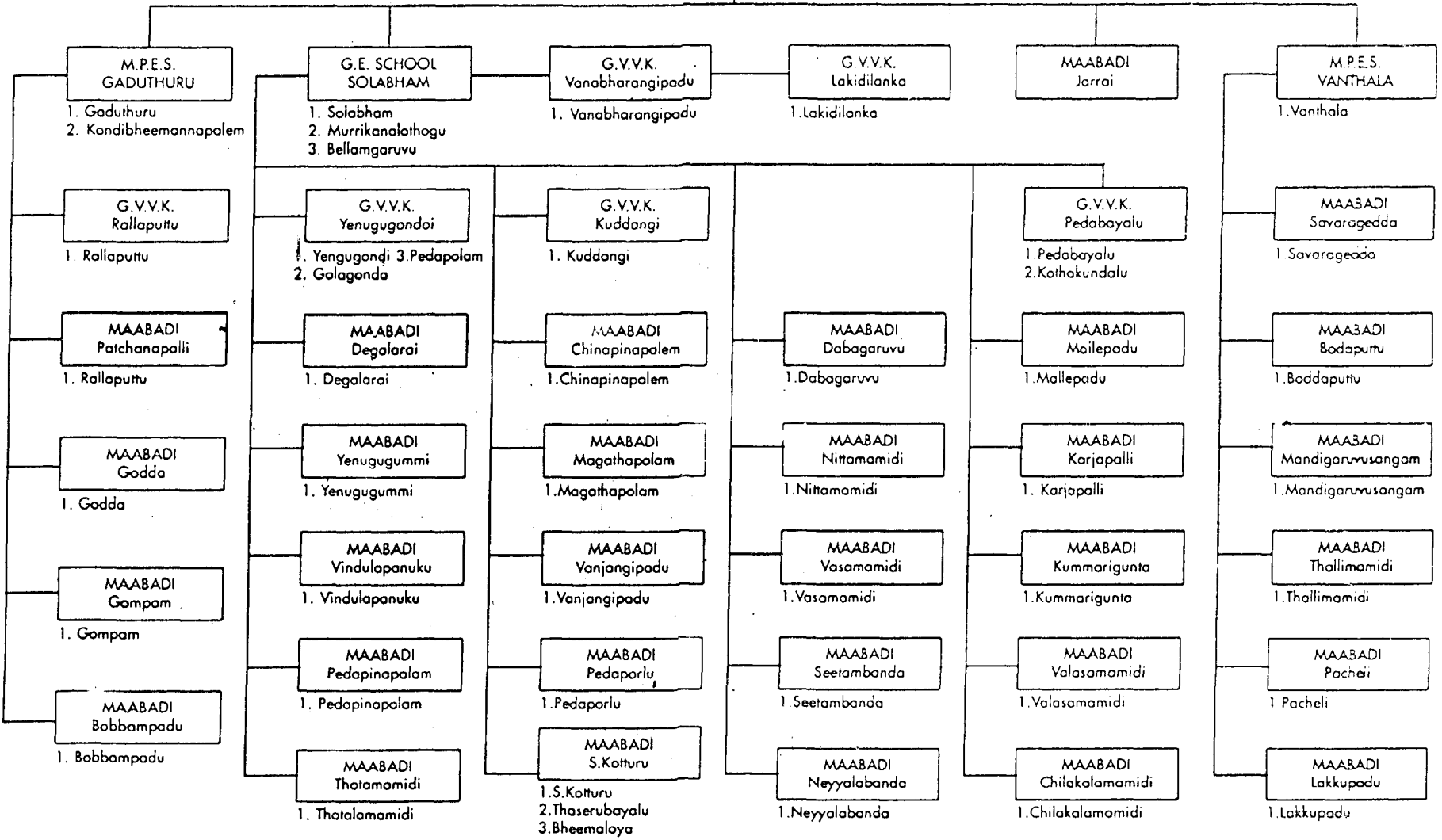
- + 16. Barsingimetta
- + 17. Gompam
- + 18. Gadda
- + 19. Degalarai
- + 20. Yenugugummi
- + 21. S. Kothuru
- + 22. Savaragedda
- + 23. Boddaputtu
- + 24. Karjapalli
- + 25. Mandigarvusangam
- + 26. Thotamamidi
- + 27. Kummargunta
- + 28. Vindhulapanuku
- + 29. Bobbampadu
- + 30. Katagaruru
- + 31. Paselu
- + 32. Lakkapadu
- + 33. Jarrai
- + 34. Valasapadu
- + 35. Mallepadu
- + 36. Dabbagaruru
- + 37. Chilakalamamidi

NEW MARBADIs

- 38. Nittamamidi
- 39. Vasabandha
- 40. Neyyalabanda
- 41. ...

T.W.A.P. SCHOOL, LOCHALI (SCHOOL COMPLEX)

T.W.A.P. SCHOOL, Lochali



I.T.D.A., PADERU
I.F.A.D. EDUCATION PROJECT

GUIDELINES FOR THE ORGANISATION OF MONTHLY SCHOOL COMPLEX MEETINGS

All the School Complex Head Masters in agency area are requested to follow the guidelines given hereunder for the proper and effective organisation of monthly school complex meetings in their respective school complexes.

1. The School Complex meeting cum Workshop shall be organised on the Second and Third working days of every month in the School Complex headquarter school..
2. The School Complex Head Master shall be the convener and the strong teacher shall act as co-ordinator (facilitator).
3. Monthly teachers associations meeting (Center Class) which are being run in each Mandal are dispensed with from now onwards.
- 4) All the teachers (primary) of all managements shall attend the school complex meeting in their school complex regularly and compulsorily. Suitable disciplinary action will be initiated against the defaulters if any.
- 5) Attendance register shall be maintained in each school complex, wherein the member teachers shall sign on the both days; forenoon and afternoon separately.
- 6) The school complex shall be of residential type and all the member teachers shall stay in the school complex on the two days.
- 7) The school complex shall start with model assembly cum prayer as per the time table circulated.
- 8) Thorough review of the various curricular and co-curricular activities organised during the previous month shall be taken up.
- 9) Demonstration lessons shall be given on both the days i.e. One by the MRP and one by one of the participants.
- 10) Topic for the model lesson and name of the participant teacher for the next month shall also be finalised on the second day of the School Complex.
- 11) Necessary guidelines for the preparation of the teaching aids for the model lesson shall also be discussed and prepared for the coming month.

I.T.D.A., PADERU
I.F.A.D. EDUCATION PROJECT

JOB CHART OF SCHOOL COMPLEX HEAD MASTERS

1. The School Complex Head Master is the administrative head for the entire school complex and he shall strive for the alround development of his school complex as a resource centre.
2. He shall organise the monthly school complex meetings regularly with the co-ordination of the strong teacher of his school complex.
3. He should consolidate the visit reports of the MRPs and submit the same to the Project Officer with in the stipulated time.
4. He should circulate the instructions / guidelines issued by the concerned authorities to all the member schools in his school complexes.
5. He should see that the M.L.L.s are achieved in the member schools and co-ordinate with them,as and when necessary with necessary suggestions and deputing the resource personnel from one school to another.
- 6) Ascertain the implementation of Joyful Learning Methodology in all the cluster schools and also completion of school beautification in all the schools. He should give necessary guidelines when ever needed.
- 7) Take necessary steps for the enrolment of all the school age children into the nearest schools and ensure the same.
- 8) Ascertain the regular organisation of mid-day meal programme in all the member schools.
- 9) Take necessary steps for the regular attendance of all the teachers of all managements to the school complex and encourage them for active participation.
- 10) Take necessary action for the re-enrollment of drop-outs under Back to School Programme.

I.T.D.A., PADERU
I.F.A.D. EDUCATION PROJECT

JOB CHART OF STRONG TEACHERS

- The Strong teacher of each School Complex shall act as the co-ordinator for the proper organisation of monthly school complex meetings and he shall act as counselor.
- He should arrange demonstration lessons every month in the School Complex in consultation with the School Complex Head Master.
- He should take necessary steps for the preparation of low cost / no-cost teaching aids in the School Complex during the Monthly Meetings.
- He should ascertain active community participation / support to the School Complex Meetings.
- Atleast once in two months he should give a model lesson in the School Complex Meetings.
- He should take the complete responsibility for the proper and timely organisation of the School Complex every month.
- He should consolidate the monthly visit report given by the M.R.P. and submit the same to the School Complex Head Master.
- He should suggest the proper ways and means for the effective implementation of Joyful Learning Methodology in the Cluster Schools.
- He should take the responsibility for arranging guest lecturers and field visits as and when possible (atleast once in every two months).
- 2) He should maintain a list of resource personnel in various fields with in his School Complex and within the district also, to submit the same to the School Complex H.M. when necessary.
- 1) He should maintain the School Complex attendance register and also record the minutes of the School Complex every month.

JOYFUL LEARNING PROGRAMME

CONCEPT :

Joyful Learning Programme is a process to make the learning more joyful for the Children of class 1 and 2.

OBJECTIVES :

- ★ It helps in achieving qualitative improvement in education.
- ★ It creates classroom environment more attractive and interesting.
- ★ More effective method of teaching.
- ★ Enrollment and retention can be increased.

STRATEGIES :

- Curriculum based on MLLs.
- Performance of the Children can be easily measured in the ladder system.
- Train the teacher in joyful learning method of teaching and usage of joyful learning kit
- Monthly review meeting of the teachers at school complex centre.
- Effective implementation of the programme by the teachers under the periodical counselling by the MRPs.

SCHOOL READINESS PACKAGE

What does "School Readiness" mean?

The children who join class 1 are suddenly exposed to a new atmosphere and to a new method of learning. Many children find this change difficult to cope up with. To make the children ready for the school, so that the change from home to school is gradual and enjoyable is the purpose of this package.

What is the target group?

- A) All class - 1 children
- B) All children who though not formally enrolled in school (as they are under 5) but attending school.

Who is to prepare the package?

Resource persons who have experience such as Andhra Mahila sabha along with teachers, Anganwadi workers from G. Madugula Mandal. SRC has to provide I.T.D.A with the resource persons list.

What would be the ingredients of the package?

Toys, dolls, stories with pictures songs, small skits, birds voices, short stories, audio / video cassettes with rhymes, songs.

What should be the duration of the course?

Two months.

How much time will the preparation of the package take?

One month - January.

Should there be field testing of the material?

Yes. Before being introduced in schools it should be tested and based on the feedback modifications may be made.

Who should supervise this package?

- 1) M.R.P. 2) School Complex Headmaster 3) M.E.O.

Honorarium for the resource persons.

Actual T.A + Rs.1000/- for the package.

How should the evaluation of the package be done?

Criteria are to be established and external evaluation is to be taken up for assessing the efficacy of the package.

BACK TO SCHOOL PROGRAMME

1. What does "Back to school package" mean ?
 - ★ It is a package designed to attract the dropouts back to the schools. It does so by creating interest about the school in the child.
2. Which is the target group ?
 - ★ For school dropouts.
3. Who have to prepare it ?
 - ★ Resource persons who have experience, subject teachers from I.T.D.A, M.E.O, DIET and T.T.C Lecturers.
4. What would be the time taken for preparation ?
 - ★ One month - January.
5. What would the package contain?
 - ★ It is like a "crash" course which will enable them to achieve M.L.Ls of the class form which they have dropped out. At the same time it should be very attractive for the child.
6. What should be the duration of the course?
 - ★ Six 6 weeks.
7. When should it be conducted ?
 - ★ During summer holidays (April 25th to June 10th)
8. How should the evaluation be done ?
 - ★ The teacher who taught the course, should conduct a test based on M.L.Ls and evaluate.
9. What is the procedure for admitting the children back to the school ?
 - ★ The teacher would give a certificate based on the evaluation test done at the end of the course which will indicate as to which class the child can be admitted. The child / parent should decide in which school it should join back.
10. Where should this programme be organised ?
 - ★ Dropout children from surrounding village are to be brought to an Ashram School. They would get diet and other incentives as par with other borders. The course would be completely residential.
11. What should be the honorarium for the resource person, teachers conducting the course.
 - ★ Rs.1500/- for the entire package, for resource persons.
 - ★ Rs.1000/- per month per subject, for teachers conducting the course.

SCHOOL BEAUTIFICATION PROGRAMME (S.B.P.)

School Beautification Programme is to make the School environment beautiful and attractive to keep the eye of the primary children only on the School.

OBJECTIVES :

- To make the School premises more beautiful using the locally available material and also with the help of the Community.
- To create more opportunities to the children to play in the school by providing certain material like Slide, Swing, Sea-Saw, Dolls etc.
- To develop creativeness among the Children in making different crafts, models and drawings.
- To attract the Children to School and to check the drop-outs.

IMPLEMENTATION STRATEGY :

- Model School Beautification in selected 5 G.V.V.Ks and 5 Maabadis (1 G.V.V.K. & 1 Maabadi from each school complex in the mandal) for a period of 5 days as first instance.
- Conduct of Mela at Model School by involving all the Villagers from the School Villages in the School Complex Area as second instance.
- Beautification of all other schools remained in the School Complex with the involvement of Community.

SPECIAL EMPOWERMENT PACKAGE FOR UNDER ACHIEVEMENTS

1. Who are under achievers ?

- ★ The children who are not able to achieve the M.L.Ls in the prescribed time frame

2. How do you identify these children ?

- ★ By conducting evaluation on a continuous basis ; The child's achievement in atleast three tests per subject has to be studied, spread over a period of three months to identify.

3. What does "special Empowerment" mean ?

- ★ To give the necessary input academically to the child, so that it is able to perform on par with the other children.

4. Who will prepare the package?

- ★ The subject teachers who are outstanding in their teaching skills.

5. How much time is required for preparing the package?

- ★ About one month (February)

6. Where should it be conducted?

- ★ In the school; after the school hours.

7. How should it be conducted?

- ★ With the help of fast learners in the class, the teacher should implement the package.

MAABADI

CONCEPT :

Maabadi is a School established and run by the Community where Govt. Schools cannot be opened.

OBJECTIVES :

- To provide Educational facilities to the School Age Children in the School less habitations.
- To open Schools with Community support where Govt. Schools cannot be opened.
- To fix up responsibility on Community to run School with the contribution of the Villagers.
- To mobilise the villagers to provide accommodation to School.

STEPS :

- ★ Opening of New Maabadis in School less habitation where there are 11 and above School Age Children.
- ★ Enabling the Community to nominate the local educated candidate on Volunteer.
- ★ To ensure providing accommodation to School with the help of Villagers.
- ★ To ensure collection of villagers contribution i.e. Rs.5/- per child per month.
- ★ To ensure formation of School Education Committee.
- ★ To ensure proper functioning of School.
- ★ To ensure proper implementation of teaching learning activities.

SCHOOL EDUCATION COMMITTEE

School Education Committee is intended to involve community in all the activities of School and to take up necessary measures for further development of the School.

OBJECTIVES :

- To initiate necessary developmental activities of the School.
- To ensure proper implementation of Mid Day Meal Programme.
- To ensure community participation in School activities.
- To motivate the parents for the effective enrollment and regular attendance of the Children.
- To ensure proper functioning of the School.

STEPS :

- ★ To conduct Monthly Review Meeting with parents and teacher.
- ★ To finalise necessary steps for further improvement of the School.
- ★ Review of students enrollment, attendance and progress and issue necessary instructions to the parents.
- ★ To take up steps and to procure necessary material for providing Fencing and other facilities to School.
- ★ To mobilise community to participate in Beautification of School.
- ★ To ensure participation of the community in the celebration of national festivals in the School.

KALAJATHA

CONCEPT :

Kalajatha is a Community Mobilisation Programme to create an awareness among the tribals on ongoing developmental activities especially in the field of education and health. It is a campaign by the local artists through oral transmission of the message. It is a package consisting various forms of folk, dance, songs, playlets etc.

OBJECTIVES :

- * To create awareness about health and education among the tribal community.
- * To accelerate the enrollment of the Children in Class 1 and 2.
- * To bring back the dropout Children to School.
- * It will act as a tool to ensure the participation of the community in the initiatives taken up in education and health projects.
- * Make them to utilise the available resources in a proper way especially in environment, sanitation, nutrition etc.

GUEST LECTURERS AND FIELD VISITS

Guest Lecturers are planned in the School to utilise the expertise of local human resources to enlighten the Children in certain aspects. Field visits included in the School activities to provide practical involvement of the Children and to have enthusiasm to know by observation.

OBJECTIVES :

- ★ To provide opportunity to the Children to have interaction with different level officers / non-officials and local heads.
- ★ To make the Children to understand about various social organisations and their functioning.
- ★ To enable the Children for easy grasping and to inculcate interest among them.
- ★ To provide practical involvement.
- ★ To know about various aspects that are not covered by lessons.

STEPS :

- Enabling the Students to visit all social institutions such as Post Office, PHC, Revenue Office etc. by field visits.
- Enabling the Students to observe different kinds of Trees, Stones, Soils, Bee-Hives, Leaves, Flowers, Industries, Temples etc. by field visits.
- Arranging Guest Lecturers and demonstrations by the local experts.

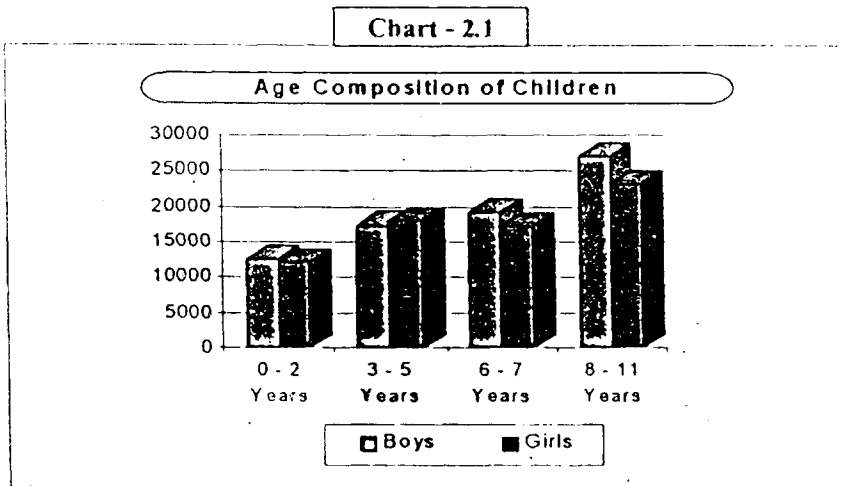
Chapter II

ACCESS IMPROVEMENT

4. ACCESS IMPROVEMENT

One of the objectives of DPEP is to provide access to all children in school going age other than to a formal primary school or its equivalent. There are various facets of providing access.

The age composition of children is brought out by the DPEP survey. (Chart 2.1).



There are 24,566 children in 0-2 years age out of which 12546 are boys and 12020 are girls. (Table 2.1). In 3-5 years group, there are 17327 boys and 17871 girls, making a total of 35,198. (Table 2.2). This is the target group for ECE coverage. The children who are not covered by Anganwadi are to be covered by newly opened ECE centers. There are 33,859 children in 6-7 years age group (Table 2.3). This is the target group for current year enrollment. Out of this, 27,324 (81%) are enrolled. The enrollment of Boys in class I is (41.47 %) and girls (43.85 %).

There are 24,893 boys and 21,482 girls in 8-11 years age group. Table (2.4). Thus the children in school age (6-11) years is 79,934. There are 2127 habitations in the agency which do not have access to formal school. Out of this only 230 have a population of more than 200 and the remaining 1897 have a population of less than 200. Ananthagiri has the largest number of habitations i.e. 258 without schools while Koyyuru has the least with 112 habitation not having a school (Table 2.5). Even the habitations which are having schools do not have the full infrastructure. There are 313 schools which do not have any building at all. In Pedabayalu

Mandal 44 of the total schools do not have a building while chinthapalli has only 9 schools which do not have a building (Table 2.6).

While there are no schools which are located in rented buildings there are large number of schools which do not have sufficient accommodation. More over even the existing buildings require repairs to roof, floor or doors. 231 buildings require roof repairs, 224 buildings require floor repairs and 250 building requires door repairs (Table 2.7).

There are 336 schools which have one pucca class room 103 schools with 2 pucca class room and 35 schools with 3 pucca class rooms (Table 2.8).

Coming to the availability of teachers there are 174 schools which have a teacher people ratio of 1:50 are more. 118 schools have a teacher people ratio between 1:40 and 1:50. There are 275 schools which have a teacher people ratio in between 1:30 & 1:40 (Table 2.9).

There are 76 schools with single teacher, a single class room and high teacher pupil ratio. These schools are on top priority for providing additional accommodation and an additional teacher (Table 2.10). There are 39 schools with a single teacher, two class rooms and high teach pupil ratio.

Out of the total 1517 sanctioned posts 206 (14%) posts are vacant (Table 2.10) and a total number of 173 female teachers are working in the agency. As far as pre school education is concerned there are 660 habitations which are covered under ICDS. Still that lives 2420 habitations which are not covered under ICDS.

From the statistical data which is mentioned above it comes out very clearly that

1. There are more than 70% of the habitations which do not have a school.
2. Even though there are schools they are having very poor facilities.
3. More than 40% of the schools require some kind of repair.
4. 18% of the schools have a very high teacher people ratio and are in dire need of an additional teacher.
5. The coverage of the pre school is also very poor at 21%.

From the above description, it is very clear that provision of access to all school age children in the agency either to a formal school or its equivalent would require to bridge the gap by providing new schools and new NFE centers. As we have to follow the norms prescribed for opening of such new institutions, there would still be large number of habitations which are not covered by formal schooling or NFE system. To take care of them, it is proposed under the project to extend support to community supported schools or Mabadis.

- a. Opening of new institutions.
- b. Provision of human resources for the new institutions and the existing institutions.
- c. Providing infrastructure facilities for the new institutions and improving them in the existing institutions.

a) **OPENING OF NEW INSTITUTIONS**

1. **Opening of new schools**

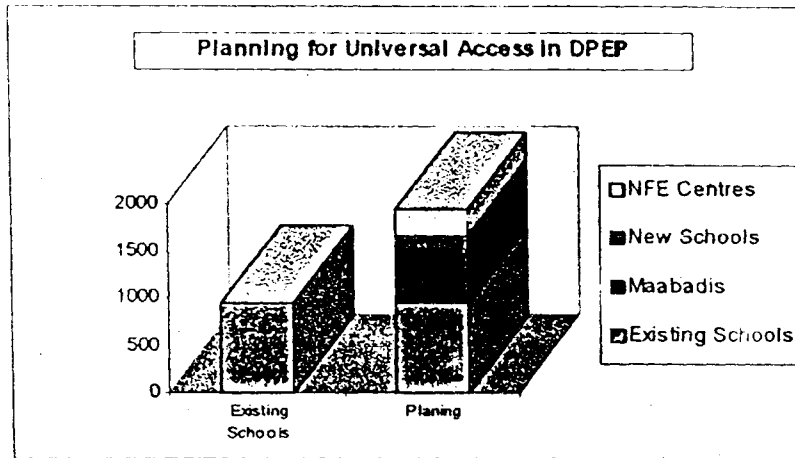
It is proposed to open a total number of 150 new schools in the project area. The mandal wise details of the schools which are proposed to be open are given in (Table 2.11). The phasing of these schools as well as the costs associated are also shown in the same table. The norms which are adopted for the opening of the new schools are

1. The habitation should be a school less one i.e. not having a school within IKM
2. The population of the habitation has to be more than 200

Each new school would have two teachers and would be provided with two class rooms.

2. **Opening of N.F.Es :** In the habitations which are not having a formal school or NFE, it is proposed to open a non-formal education center.

Chart - 2.2



As the formal schools are opened only in those villages with a population above 200, it is proposed that all habitation upto a population of 100 are covered by NFE Centers. A total 277 NFE Centers are proposed under the project. It is proposed that the community will be fully involved in setting up and supervision of all NFE centres. The NFE instructors will be identified with the help of the community and as far as possible preference would be given to female instructors. The material which will be used in the NFE centres would be prepared locally and the Project Resource Centre along with the Mandal Resource Persons would take upon the responsibility of preparing the material as well as training the NFE instructors. The material would also be produced locally and supplied to the centres. Technical guidance from reputed NGOs and other academic institutions would be taken in preparing the material. The honorarium of the NFE instructor would be paid through the joint account of the VEC president and the instructor. It is proposed that the community enters into a Memorandum of Understanding (MOU) with the instructor and with the project administration. A part of the payment of honorarium would be linked to the performance of the children at the end of the course, in a MLL test to be conducted by an external agency. Efforts would also be made to link the NFE centres with public libraries. All the children who pass out of the NFE centers would either be encouraged to join the formal stream are to take up further Vocational Training which would be of immediate relevance to them. For monitoring the NFE centers the present system of MRPs would be expected to cover these centres also so that there is no duplication of another

supervisory structure. The total number of institutions to be opened along with phasing and cost particulars are mentioned in (Table 2.12).

3. Support to existing Mabadis :

The formal schools and NFEs can cater to all habitations with a population of 100. That still leaves the habitations which are smaller. Already in the project area, more than 800 community supported schools or Mabadis are functioning from 1993.

In a Mabadi, the parents resolve to open a school in a schoolless habitation and after depositing Rs.60 per child per year in a bank account, identify a local 10th class passed youth, approach the project for support. From ITDA side, a matching grant of Rs.60 per child per year is given and the volunteer is given a two weeks training programme at Sub DIET in Araku. After the introduction of joyful learning methodology, all the mabadi volunteers are trained in the usage of the kit. Further material worth upto Rs.5000/- would be provided for construction of a shed. The children would get all the incentives such as text books, note books, uniform, mid day meal etc.

To have universal access, it is proposed under the project to continue 400 existing Mabadis. Similar to NFEs, the parents would enter into an agreement with the volunteer for providing education to their children. Unlike Conventional schools, the contract would be renewable every year. The parents have to evaluate the performance of the teacher every year and to decide as to extend the contract or to give it to another person. The support from the project would depend upon the interest shown by the community as well as the performance of the school. A total no of 400 such mabadis are to be supported under the project. The details are shown in Table (2.13).

4 Pre Primary Schools

It is well known that in tribal areas one of the reasons for high drop out rates is the total difference between the home atmosphere and the school atmosphere. To bridge the gap between home and school it is necessary that the children should be caught early and introduced to the school atmosphere. The pre school education should create an atmosphere in which the unique potential of each child can blossom so that the child can grow into a sensitive, positive and caring

individual. The ultimate goal of pre school education should be the optimum development of every child in the age group of 3 to 5 years. The objectives of pre school education as proposed under the project are

1. To promote good health habits including personal hygiene, diet habits and nutrition.
2. To help develop a good physique with muscular co-ordination and motor skills.
3. To cultivate interest in learning through new experiences.
4. To stimulate intellectual curiosity through an awareness of his/her immediate environment.
5. To encourage aesthetic appreciation and creative expression.
6. To cultivate a sense of self discipline and self reliance.
7. To encourage expression of thought and feelings in clear language.
8. To develop the spirit of "IAM, I CAN" among the children

It is proposed that the material that is required for the pre school education would be developed in consultation with collage of education, Andhra Mahila Sabha. The College of Education already has experience in working in the tribal area in the same field and had previously developed some material in G.Madugula mandal. The pre school education instructors would all be ladies and would be selected by the community.

Similar to NFE centres, the administrative, academic and supervisory structures would be decentralised. The community would be encouraged to enter into a MOU with the pre school teacher regarding the pre school performance. Evaluation of the programme would be done by an external agency and continuous comprehensive monitoring would be done through the MRPs. This is an important innovation in the project as it would considerably reduce the duplication that at present exists in supervisor and academic support structures. It is proposed that the Mandal Resource Persons would be the support structure for pre school education, NFE centres as well as formal primary schools. Further it is proposed that the school complex would be the nodal training and administrative unit for all these institutions. It is also proposed that the scheme would be linked to mini anganwadis wherever they are functioning so that nutritional support also could be given to the children. The costing and year wise phasing are shown in (Table 2.14).

5. Ashram Schools for Girls

It is proposed under the project to set up one Ashram School in each mandal. While the infrastructure required would be tapped partly from the regular Tribal Welfare department budget the recurring expenditure has to be met from the project as long as it is in operation. Afterwards the school would be looked after by the Tribal Welfare Department. To attract the girl children to the schools it is proposed that apart from the regular academic instruction music, dance, drama and craft would also be important part of the curriculum. The assistance of Adivasi Abhivrudhi Samskurtika Vikasa Sangam (AASAV), which has experience in running such programmes would be taken in the design, training and monitoring of such special curriculum. The costing is shown in (Table 2.15).

b) Provision of human resources

As mentioned above, to cater to the need of a newly opened institutions a total number of 315 teacher posts would be required. The mandal wise requirement along with phasing and cost details is shown in (Table 2.16). In addition to the new institutions there is a need to provide additional teachers in those schools which have a very high teacher pupil ratio. The total requirement of such additional teachers is shown in (Table 2.17).

c) Improving the infrastructure facilities

- 1) It is proposed under the project to construct a total number of 300 new class rooms. The mandal wise details are shown in (Table 2.18).
- 2) It is proposed under the project to construct a total number of 47 additional class rooms. The mandal wise details are shown in (Table 2.19).
- 3) It is proposed under the project to provide furniture and equipment, to 1094 schools the mandal wise details are shown in (Table 2.19).
- 4) It is proposed under the project to construct 350 toilets and drinking water facility to 698 schools. The mandal wise details are shown in (Table 2.20).

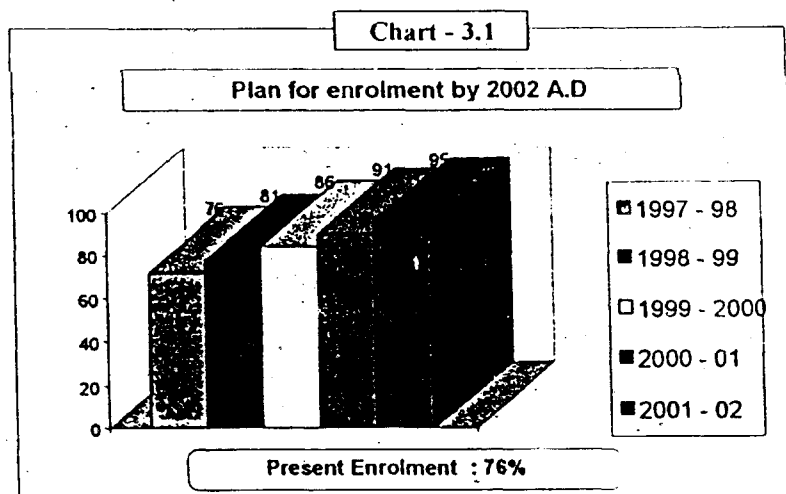
Chapter III

ENROLLMENT AND RETENTION

3. Enrollment & Retention

A total 86,687 children are in school age population (6-11 years). The present enrolment in the agency is 76%. Paderu mandal has the highest enrolment at 88% while G.K.Veedhi is lowest at 44%. Amongst boys, the enrolment is highest in Paderu at 91% and lowest in G.K.Veedhi at 51%. For girls also, G.K.Veedhi is lowest at 36% and Paderu highest at 83%. (Table 3.1). the mandal wise enrollment figures are given in Table 3.2. There are 8547 children of Paderu in school, and in G.K.Veedhi it is a low of 3931 children. Class 1 & 2 together account for 65% of primary school age children (Table 3.3). There are 289 NFE Centers in agency, catering to 6528 children. (Table 3.4). There are 19,998 children who are never enrolled (Table 3.5) and 8963 dropouts.

One of the objectives of DPEP is to provide universal access & enrollment. In practical terms, it means that the agency mandals have to achieve a level of 95% enrollment by 2002. As the present enrollment is 76%, each year, it has to go up by 4.5% (chart 3.1)

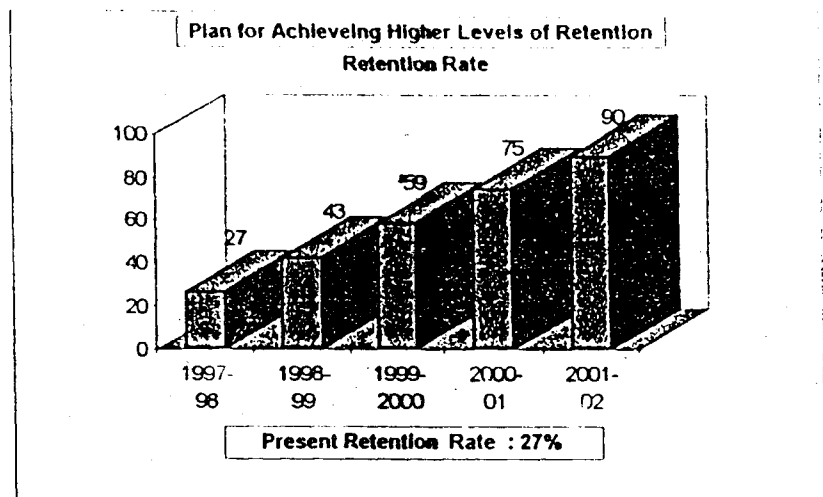


Retention

The retention rate over class I to V is 27%. (Table 3.6). G.K.Veedhi has the highest retention rate at 48% and Pedabayalu has the lowest at 15%. Amongst the boys, the retention rates vary from 66% in G.K.Veedhi mandal to 16% in Pedabayalu Mandal. Amongst the girls the situation is still worse. It varies from a shocking 10% in Ananthagiri and Pedabayalu mandals to a high of 51% in Chinthapalli mandal. Compared to the plain area retention of 50% agency is a clear 23% points behind in retention. Bridging this ever widening gap is a major concern in

DPEP. The Scheduled Tribes living in plain area seem to be having almost twice the retention of agency Scheduled Tribes.

Chart - 3.2



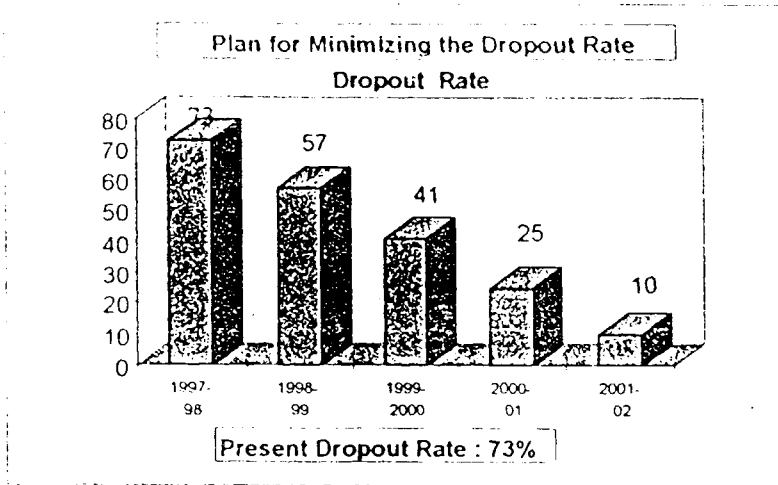
As dropout is the other side of retention, the picture is equally alarming. The overall dropout rate (I to V classes) is 73%, and amongst girls it is 80%. Except for Chinthapalli, all mandals have a girl dropout rate of more than 70%. (Table 3.7).

A study of classwise retention pattern (Table 3.8) reveals that the maximum dropouts occur between class I & II, followed by Class IV & V. Most of the boys and girls seem to be dropping at between (Table 3.9 & 3.10) class III & IV.

A study of average attendance reveals that (Table 3.11, 3.12, 3.13) at the beginning and end of the academic year the attendance is high, and tends to drop in between.

To bring the overall dropout rate to less than 10% is one of the objectives of DPEP. Starting from a staggering 73% dropout rates at present, this appears to be quite a task. Even to take it to 5% below the plain mandals level i.e. 49%, would require sustained and imaginative efforts (Chart 3.3)

Chart - 3.3



1. Provision of Teaching Learning Material (TLM)

A total no of 345 schools do not even have basic necessities to run the school. TLM such as teachers table, chair, record box, play material, a few books for children are to be provided.

Provision of Additional Teaching Learning Material (ATLM)

To make the class room an attractive place certain basic things are required. Crayons, colour papers, sketch pens, colour pencils, material required for display, gum, paints and boxes to store all these have to be provided. A total of 1094 of units are proposed under the plan.

The provision of TLM and ATLM would be met from the grant to each school @ Rs. 2000 per annum and the teachers grant of Rs. 500 per teacher. The details are shown in table (3.14)

3. Back to school programme

To bring the drop out children back to the school, specially designed bridge courses need to be organised. The experience of MV Foundation in conducting such courses could be utilised. It is proposed to organized such courses, community school/NFE teachers to have cost effectiveness. TLM specific to such courses has to be designed and the end of course tests are to

be conducted by an external agency to evaluate the performance of the children. A total no of 149 units @ 25 students per unit are proposed (table .3.15).

4. Special package for under achievers

As most of the tribal children are first generation learners and as many of them have Adivasi oriya as their mother tongue, it is well known that there would be a large number of children who would not be able to either transact the curriculum or achieve the expected competencies within the given time frame. To encourage such children, special packages need to be developed which would cater to their needs.

These children should be treated with special care and the teacher should never give them a feeling that they are dull or stupid. They should be encouraged and given the extra time that it is required. A total number of 100 units are proposed over the project period.

5. Mid day meal programme :

Even though the funding required for this component is not being tapped under the project, it is a very important strategy for retention. Cooked hot meal is to be served to all children under this programme. Rice required is being tapped under National Programme of Nutritional Support to Primary Education (NPNSPE) and conversion costs from Special Nutrition Programme (SNP) funds of Tribal Welfare Department budget.

6. Distribution of incentives :

Apart from mid day meal, the other incentives for the children such as text books, note books, uniform are to be distributed. The funding for this would come from Tribal Welfare and education budgets.

Chapter IV

ATTAINMENT

4. ATTAINMENT

The end result of class room transaction between the teacher and the child is that the child will learn certain competencies. For improving the class room transaction, the pedagogical practices need to be improved. This is to be followed with improved teacher training and examination reform. Unless all these crucial issues are tackled, there can not be any improvement in curriculum transaction.

The Plan of Action (1992) of Government of India, clearly lays down that minimum levels of learning (MLL) to be the main strategy to improve the quality of primary education. It emerges from the basic concern that all children must be given access to education of comparable standard. The strategy lays down the learning out comes in the form of competencies or levels of learning for each stage of primary education.

Studies conducted by independent agencies have shown that the achievement levels are abysmally low. Centre for Public Policy and Studies, Hyderabad conducted a study of schools in Visakhapatnam district. As a part of the study, testing of MLLs of class II and class III was done. Tests were conducted with the help of a scientifically designed question paper to assess child's ability in covering language ability, mathematics and understanding of environmental sciences. Culture specific questions were set. The findings of the study are summarised below.

- The performance in Mathematics was the weakest followed by EVS and language.
- In Maths, the abilities of pupil are poor in arranging numbers in ascending & descending order, in subtractions, in writing missing numbers and application of maths to day to day situations.
- In EVS, their awareness on environment is high (plants & trees, farming, village occupation, hygiene).
- In language, reading ability, understanding and vocabulary are good, but poor in writing and spelling words. Their ability to recite poems is good.
- The pupils scores in MLLs of class II shows that only 23% of the school could score more than 75%. There were 10% of the scores which scored less than 25%.

- In class III MLL tests show that 25% of schools have scored more than 75%, while 10% of the schools have scored less than 25%. The following are the main activities suggested to improve attainment.

1. Preliminary assessment of the existing level of learning achievement (Pre Evaluation Test)

The present level of competencies are to be assessed by conducting a pre evaluation test. To have objective the test would be conducted by an external agency. The present competencies would form the baseline over which the progress would be measured on a periodic basis. All the teachers would also be trained in this methodology so that they also can assess the changes. The test would be conducted in all schools and budget details are as shown in cost & finance table.

2. Use of child centered and multi grade material in class room

All the primary schools are presently using the multi grade, child centered kit developed by Rishi valley Education Centre. Typically in a class, a teacher handles both class I and II simultaneously. As all the children do not have equal learning capacity, each child absorbs the material at its own pace. The different abilities of children are reflected ultimately in differing levels of competencies. Presently, in all primary schools, class I and II transactions are based on the kit. This kit has three parts : Telugu, Maths and Environmental Science. Each part of the kit, consists of a series of graded material. The material itself consists of a series of laminated cards, which contain the particular activity to be done. There are activities to be done alone, in pairs and in a group. As there are sufficient cards available for all the children, each child learns at its own pace. All the children learn the curriculum through a process of doing and sharing. The teacher's role also has changed from that of a conveyor of information and discipline keeper to that of a facilitator who helps the children to initiate individual or group activity. Evaluation is also inbuilt into the kit, through a series of simple games and quizzes. There is also emphasis on art, craft and local songs built into the kit. The experience so far has shown that the children are not only able to go through the material very quickly but also enjoying it throughly. It is proposed under the project to extend the methodology until class V. The improvement in the teaching learning process is one of the core interventions of the project. The cost details are shown in cost & finance table.

Teacher training

Revamping of teacher training is one of the key areas of the project. The new teachers who are recruited would be trained in joyful learning methodology through an induction course. All the existing teachers would also be trained through orientation courses. All the training programmes except the induction programme would be conducted by the Mandal Resource Persons (MRPs) and coordinated by Project Resource Centre. Training would aim at continuous improvement of teachers skills. The methodology used would be participatory and audio visual equipment would be used to sustain interest. A core training team would be developed at the project level which would come out with an Annual calendar of training programmes. Sufficient flexibility would be given to this core team to contact outside resource agencies and network with them so that there is a continuous inflow of ideas. Training of teachers in the project is proposed at various levels.

Nature of Training	Agency	Trainees	When	Duration
Induction program	DIET/TTC	All new teachers	Soon after recruitment	15 days
Orientation in JFL methodology	PRC	All teachers	Once in a year	7 days
Monthly Training Programme	MRP	All teachers	Every month	2 days
Quarterly re-orientation work shop	MRP	All teachers	Quarterly	4 days

It is further proposed that every training programme identifies the teachers who require further follow up and give them additional support. Further at the end of every training programme, a definite plan of action would be chalked out for putting whatever was learnt into practice. The MRP who conducts the training programme would follow up this plan during his visits to school. A total of two orientation course, one no. of induction programmes, 20 per years of monthly meetings are proposed. The details are shown in the cost and finance table.

3. Training of school complex head masters in Institutional Planning :

One of the important strategy to improve school effectiveness is reorganization of schools into school complexes as envisaged under Kothari commission report. The school complex will have a definite jurisdiction consisting of 32 to 35 primary schools and headquarters would be situated in an upper primary or high school which is centrally located. The head masters of the school complexes would be delegated with sufficient administrative powers so that decisions could be taken in a decentralized manner. To sharpen the skills of school complex head masters it is proposed that they be trained in various aspects of institutional planning and management. A tie up would be entered with national institutes of repute such as NIEPA to take up this training programme. The school complex head masters would in turn have to prepare institutional development plans for the entire school complex and ensure that they are presented to the parents during the Annual School Day Celebrations. There would be quarterly meetings with the parents where the implementation of the plans would be reviewed. The school complex head master will provide both administrative and academic leadership to the entire complex and would be entrusted with the responsibility of the development of the complexes. As already 55 such complexes are established in Paderu agency @ 5 complexes for every mandal it is proposed to further strengthened these complexes by giving support for conduct of programmes in the school complexes. The cost tables are provided in cost & finance table.

4. Development of material to pre primary schools

It is envisaged under the project that the material required for pre primary schools would be developed locally. A tie up would be entered with reputed institutions such as Andhra Mahila Sabha to develop the material. The cost of developing such material, testing it and supplying it to the pre primary schools as mentioned in (Table 4.5). Special emphasis would be laid on including as much of local material as possible in this. A child centered, activity based strategy would be put into place.

5. Development of material to NFE Schools

On the lines of pre primary schools it is proposed to develop material which is locally relevant to NFE schools also. The material so developed will have a large portion of curriculum based on the local tribals knowledge. The material would not just aim at imparting the literacy skills to the children but also bring back a sense of pride in their traditional knowledge systems. The costing for this activity is shown in cost & finance table.

6. Guest Lecturers

To break the monotony of the class room teaching it is proposed to organize certain lecturers by Guest speakers in the schools. The local resource persons such as Surpanchas, members of elected bodies, government servants, NGOs working in the area would be identified as advance so that an Annual calendar of Guest Lecturers would be chalked out for each school. This would not only impart additional knowledge to the children about the field of activity of the Guest Lecturer but also have a positive effect of bringing back the school to the centre of various activities in the village. It is expected that through this the linkages between the teacher and the community are further strengthened and children are exposed to real world institutions and experiences. The costing are worked out in cost & finance table.

7. Teachers Clubs/Month end Celebrations/Open School Day :

It is proposed under the project that the teachers who are working in neighboring villages would form a teacher's club and would visit as a group of 4 to 5 to another school in the vicinity. This would help to improve the class room performance as the children would be encouraged to display their art, craft and whatever they have learned in front of the other teachers. Such visits by the members of the teachers club are expected to improve the class room performance by the medium of peer pressure. Further it is proposed to organize at the end of every month, an open day where parents would come and visit the school and see for themselves the progress achieved by the children.

This will not only establish proper linkages between the parents and the school but also will spur the teachers to improve their performance so that it is reflected in the skills of the children.

8. Field visits

Quite often there is a difference between what a child learns in the book and world outside. On the other hand there are several things which could be learned outside the class room. To encourage the curiosity of the children and to build up knowledge about the surroundings in which they live it is proposed under the project to have field visits in every school. The children could be taken for a walk in the forest and told to identify the trees and flowers, birds and animals. The rich flora and fauna of the tribal area would be a live data base of

experiences on which the child will grow. Further the children's could also be taken to check dams, drinking water schemes, government offices, so that they get familiarized with the institutions. The children would be encouraged to interact freely with the local officials.

9. Work books for children/Handbook for teachers :

Teacher training alone would not be sufficient to improve the skills of the teacher. Along with that it is proposed under the project that there would not be specially designed work books which would be given to the children to improve their abilities. These work books would be in such a manner that they would not be an additional burden for the child. At the same time they would help the child to consolidate whatever he/she is learned in the classes. All efforts would be made to make the workbook as much colourful and joyful as possible. The costing of such work books is shown in cost & finance table.

Chapter V

MONITORING AND EVALUATION

5. Monitoring and Evaluation

For timely implementation of the project components without any cost over runs and also to ensure the quality of the interventions a comprehensive monitoring system will be put in place. The process of monitoring can be broadly divided into two categories.

I) Vertical monitoring

From school to school complex, from school complex to the mandal monitoring cell (MMC) and for mandal monitoring cell to Project monitoring cell, would be the flow of information for vertical monitoring.

II) Horizontal monitoring

Monitoring by the School Education Committee, parent teachers association and Mothers Committee.

The school complex system would be the main focus for planning, implementing and monitoring on the interventions. For the school complexes would be a self sufficient unit, with capacity built up over time to monitor and implement project interventions. To effectively monitor and take necessary remedial measures it is proposed that the MRPs, strong teachers and the school complex head masters would be trained. It is proposed to conduct a half yearly work shop exclusively on monitoring. The Mandal Resource Persons are expected to visit atleast one formal school, one pre school and one NFE per day. The MRPs would not be inspecting authorities but they would act as academic support to the teachers. They will observe the transaction process that occurs between the teacher and the child very closely and make suggestions for improving it. Apart from that they will also hold meetings with the community to motivate them to send their children to one of the three institutions that is available in the village for imparting education. i.e formal school / NFE centre / Pre Primary centre. The MRPs would not only be trained in providing academic support but would also be trained to improve their communication skills so that they can effectively deal with the community.

School complex review meetings

In the tribal area most of the teachers work in interior villages with little or no contact with outside work. Often this tells on the quality of teaching and motivation of teachers. It is proposed under the project to have a two day training programme organized monthly at the school complex at the beginning of every month. This training -cum -review programme would take stock of what has happened in the previous month and prepare the plan of action for the next month. Academic matters would be the main focus of discussions. Service grievances would also be attended to. Instead of concentrating on one model lesson teaching where teachers would only be passive recipients of information, there would be training based on participatory approaches. Specific manuals would be evolved for conducting such training programme in an innovative manner. The training programme would be based on the principles of learning by doing and by sharing. Further audio visual equipment would be properly utilized to impart effective training programmes.

The reports which are submitted by the MRPs about their school visits would be computerized and based on the process indicators a system of grading the schools into well performing ones, average schools and schools which require further support. The system is already in operation in I.T.D.A. Paderu during this academic year. Efforts would be made to make it more comprehensive so that child wise monitoring could be taken up at school complex level. At the school complex the strong teacher would assist the MRP in the conduct of the monthly training and review programmes. Further he would also be a statistical support to the MRP for analysing his reports. The MRP and the strong teacher would put before the school complex head master their analysis of the reports based on which further remedial action would be taken.

Mandal monitoring cell

It is proposed under the project to create and support the mandal monitoring cell. The Mandal Education Officer with the assistance of the school complex head masters and MRPs would draw up a plan of action every month. There would be monthly review of the activities done and the proposed plan for the next month. This mandal monitoring cell would be provided support for collection, analysis and publishing monitoring reports. Software would be developed for this specific purpose and each mandal is to be provided with a computer and printer. All the MRPs, school complex Head Masters and MEOs would be trained in operating the system and

taking out progress reports. The costing for establishment and maintenance of Mandal Monitoring cell is shown in Cost & finance table.

Project monitoring cell

At the project level there would be a cell of 4 teachers who would be entrusted with the responsibility of analysing the reports which are coming from the mandals and computerized information and provide a monthly presentation of performance of all the schools. Already the infrastructure which is developed under the IFAD Project would be put to use. The educational monitoring information system would be modified to suit the needs of the agency. Further a comprehensive Geographic Information System (GIS) would be developed for having a clear representation of various components of the project. As the project envisages that the MRP would be supervisor for not only the primary schools but to pre primary schools and to NFE centers, they have to be equipped properly to monitor what is going on in all these three institutions. Further to create awareness about the programme and also for exchange of use it is proposed to continue the news letter on education which is currently brought out. The Resource Persons involved in the production of the news letter would be trained in a graphic design and desk top publishing so that they can produce good quality news letters. The detailed cost tables along with phasing are provided in cost & finance table.

Chapter VI

COMMUNITY PARTICIPATION

6. Community participation

A programme of this magnitude touching upon all the important aspects of primary education has to necessarily occur with community support. The basic aim of community participation is to bring back the community to the centre of the things so that the divergence which has developed between the school and the society is bridged. An environment needs to be built where the community is prepared and mobilized for strengthening the educational activity. Further it is not just sufficient to build an environment but it is equally important to sustain it on a continuous basis. Different strategies are proposed towards this end.

1. Formation of Village Education Committee

Under the project, it is envisaged that a Village Education Committee chaired by the Sarpanch, three active mothers, Anganwadi and NFE instructors, Community Health Worker ANM and the School Head Masters would be formed. The school head master would be the member convenor of the committee. The Committee would be involved in various activities of the school, pre primary school and NFE-centre in such a way that there is a complete integration of educational activities.

2. Presentaton of Village Education Plan before the Community

It is proposed that the school head masters, pre primary school instructor and NFE instructor would prepare a habitation education plan which will bring out in detail about the activities proposed during that year. The complete cost of the activities proposed, the source of funding and mutual responsibilities would also be discussed in detail so that there is complete crust and transparency. The village development plan prepared by the institutions would be presented to the community. As the money which is to be spent under the project or to be spend by the Village Education Committee and the teacher together it is very crucial that they establish a good working relationship right from the beginning of the project. Towards this end joint training programmes of VEC members and teachers are proposed.

The training programmers of the VEC members

Training to be imparted to the VEC members is of paramount importance because by and large we are dealing with the illiterate people. Innovative training material with participatory exercises, role plays, focused group discussions would be developed. The aim of the training programme is to come out with a definite agenda of action and the training would also be split into a series of modules where by discussions can go on various aspects and interventions proposed over a period of time. Emergence of the community as a key player at the end of the project would be one of the success indicators of the project. Enhanced self confidence of the community members should be reflected in various aspects which they under take. To further improve the understanding of the VEC members about the project interventions they would be taken to areas where already strong community based organizations are working. This would give them sufficient exposure and insight into the functioning of such organizations so that similar experiences could be replicated in the project area.

LOCAL MEDIA PROGRAMME

An awareness campaign about the various initiatives of the project would be launched through trained local tribal artists. As we have already developed the material which is required for such a campaign it is proposed that there would be two such campaigns taken up every year. The campaign would help to bring the issues related to education into sharp focus and would mobilize the community towards them. To refine the material further it is proposed to conduct work shops where apart from the local talent external agencies who have experience in similar programmes would be involved.

Half yearly conference of School Education Committees

It is proposed under the project to conduct half yearly conference at school complex level of school education committees. This would help the members to exchange their views about the initiatives under way and to plan for further activities in view of the experiences gained. This sharing of experience would increase the confidence of SEC members.

Annual Conference of SECs

At the project level at the end of the every academic year it is proposed to hold an Annual Conference of School Education Committees. In this conference the village plans could be discussed and a review of the activities of the previous year would also be done.

Competitions amongst VECs

To keep the enthusiasm of the people alive in the programme it is proposed to organize competitions amongst the members of the School Education Committees. Their innate talents for song, drama and games could be brought out during these competitions.

Inter school meets and Sport Festivals

To develop a healthy competitive spirit amongst the children it is proposed that painting exhibitions, cultural shows, sports festivals and science exhibitions organized at school complex and project level. This will lead to an exchange of talent amongst the teachers and the students.

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WORK AND FINANCING PLAN

COST & FINANCE

Chapter - IV :- ATTAINMENT											
S.No.	Details of the Activity	Frequency	details	No. of units	Unit cost (in lakhs)	Expenditure (Phasing) in lakhs					Total (Rs in lakhs)
						1998-99	99-2000	2000-01	2001-02	2002-03	
1	Pre evaluation test	once at the beginning of the project	Provision for 70,000 children	1	5.00	5.00	0.00	0.00	0.00	0.00	5.00
2	Post evaluation test	once at the end of the project	Provision for 68,000 children	1	5.00	0.00	0.00	0.00	0.00	5.00	5.00
3	Competancy based material	Once in 5 years (in 2000 A.D.)	Provision for 1094 schools @3000/- each kit	1094	0.03	0.00	32.82	0.00	0.00	0.00	32.82
4	Induction programme for new recruited teachers + PMC,PRC members	Begining of the year (training for a period of two weeks)	Rs.840/- per teacher	484	0.00840	1.40	1.23	1.02	0.00	0.00	3.65
5	Orientation Programme to the teachers	two times during the project	Rs.420/- per teacher	1993	0.00420	7.04	7.65	8.16	8.16	8.16	39.17
6	Monthly training to the teachers at School complexes	Every month two days	Rs.1200/- per teacher per year	1993	0.01200	20.11	21.86	23.92	0.00	0.00	65.89
7	Training to School complex Head masters at NIEPA	Two times (99-2000 and 2001-02)	Rs.4000/- per school complex	55	0.04000	0.00	2.20	0.00	2.20	2.20	6.60
8	Development of NFE material	one time	lumpsum provision	1	1.00	1.00	0.00	0.00	0.00	0.00	1.00
9	Guest lectures	Annual	Rs.1000/- per school complex	55	0.01000	0.55	0.55	0.55	0.55	0.55	2.75
10	Teachers hand books	once in five years	Rs.100/- per teacher	1993	0.00100	1.99	0.00	0.00	0.00	0.00	1.99
Total:						37.09	66.32	33.65	10.91	15.91	163.88

COST & FINANCE

Chapter - V :- MONITORING											
S.No.	Details of the Activity	Frequency	details	No. of units	Unit cost (in lakhs)	Expenditure (Phasing) in lakhs					Total (Rs in lakhs)
						1998-99	99-2000	2000-01	2001-02	2002-03	
1	Maintenance of School Complexes	Annual	Rs.10,000/- per School complex	55	0.10	5.50	5.50	5.50	5.50	5.50	27.50
2	Establishment of Mandal Monitoring Cell (Computer, Printer, Partition Chamber, Furniture, U.P.S etc.,	one time expenditure	Rs.1.5 lakhs per Mandal.	11	1.50	16.50	0.00	0.00	0.00	0.00	16.50
3	Maintenance of M.M.C	Annual	Rs.25,000	11	0.250	2.75	2.75	2.75	2.75	2.75	13.75
4	Computer Training in Data Entry, Word Processing to the teacher handle the computer at MMC	one time expenditure	Rs.2,500/- per person	11	0.025	0.275	0.00	0.00	0.00	0.00	0.28
5	Maintenance of Project Monitoring Cell	Annual	Rs.1.20 laks per anum	1	1.20	1.20	1.20	1.20	1.20	1.20	6.00
6	Maintenance of Project Resource Centre	Annual	Rs.1.20 laks per anum	1	1.20	1.20	1.20	1.20	1.20	1.20	6.00
7	Data Entry, Processing and Packages development charges	Annual	Rs.75,000/-	1	0.75	0.75	0.75	0.75	0.75	0.75	3.75
8	Fixed to T.A to PMC&PRC Staff	Annual	Rs.6,000/- per person per year	8	0.06	0.48	0.48	0.48	0.48	0.48	2.40
9	Fixed to T.A to MRPs	Annual	Rs.6,000/- per person per year	55	0.06	3.30	3.30	3.30	3.30	3.30	16.50
10	News Letter preparation, designing & printing charges	Monthly	Rs.36,000/- per anum @ Rs.3000/- per month for 2500 copies.	1	0.36	0.36	0.36	0.36	0.36	0.36	1.80
Total:						32.32	15.54	15.54	15.54	15.54	94.48

DPEP Plan Outlay for MUNCHINGIPUT Mandal

	Existing schools	97	PHYSICAL					FINANCIAL							
	Existing teachers	140													
Sl.No	Activity	No.of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total	
1	New School Buildings	15	8	7	0			2.0000	16.0000	14.0000	0.0000	0.0000	0.0000	30.0000	
2	Additional classrooms	3	2	1	0			1.0000	2.0000	1.0000	0.0000	0.0000	0.0000	3.0000	
3	Toilets	35	18	17	0			0.1000	1.8000	1.7000	0.0000	0.0000	0.0000	3.5000	
4	Drinking Water	68	34	34	0			0.1500	5.1000	5.1000	0.0000	0.0000	0.0000	10.2000	
	Civil works								24.9000	21.8000	0.0000	0.0000	0.0000	46.7000	
5	New Teachers	35	21	14	0	0	0	0.1440	3.0240	5.7960	10.0800	12.6000	12.6000	44.1000	
								0.1800							
								0.3600							
6	Additional Teachers	12	0	0	12	0	0	0.1440	0.0000	0.0000	1.7280	2.1600	4.3200	8.2080	
								0.1800							
								0.3600							
7	NFE Centers	30	15	15	0	0	0	0.1500	2.2500	4.5000	4.5000	4.5000	4.5000	20.2500	
8	ECE Center	70	35	35	0	0	0	0.1500	5.2500	10.5000	10.5000	10.5000	10.5000	47.2500	
9	Material & Equipment to School	112	105	112	112	112	112	0.0200	2.1000	4.3400	4.3400	4.3400	4.3400	19.4600	
10	Material & Equipment to Teachers	187	161	175	187	187	187	0.0050	0.8050	1.6800	2.6150	2.6150	2.6150	10.3300	
11	Back to School	11	6	3	2	0		0.1000	0.6000	0.3000	0.2000	0.0000	0.0000	1.1000	
12	Training to VEC Members & Teachers	635	581	623	635	635	635	0.0042	2.4402	2.6166	2.6670	2.6670	2.6670	13.0578	
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000	
14	Library books for school	112	105	7	0	0	0	0.0050	0.5250	0.0350	0.0000	0.0000	0.0000	0.5600	
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000	
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000	
	Total								42.5942	51.7676	36.8300	39.5820	41.7420	212.5158	
											% Civil Works :			21.97%	
														Other than civil works :	163.7558

DPEP Plan Outlay for PEDABAYALU Mandal

Existing schools		81	PHYSICAL					FINANCIAL						
Existing teachers		129												
Sl.No	Activity	No.of units	1998-99	1999-2000	2000-01	2001-02	2002-03	Unit Cost	1998-99	1999-2000	2000-01	2001-02	2002-03	Total
1	New School Bulidings	14	7	7	0			2.0000	14.0000	14.0000	0.0000	0.0000	0.0000	28.0000
2	Additional classrooms	4	2	2	0			1.0000	2.0000	2.0000	0.0000	0.0000	0.0000	4.0000
3	Toilets	32	16	16	0			0.1000	1.6000	1.6000	0.0000	0.0000	0.0000	3.2000
4	Drinking Water	56	28	28	0			0.1500	4.2000	4.2000	0.0000	0.0000	0.0000	8.4000
	Civil works								21.8000	21.8000	0.0000	0.0000	0.0000	43.6000
5	New Teachers	33	19	14	0	0	0	0.1440	2.7360	5.4360	9.3600	11.8800	11.8800	41.2920
								0.1800						
								0.3600						
6	Additional Teachers	10	0	0	10	0	0	0.1440	0.0000	0.0000	1.4400	1.8000	3.6000	6.8400
								0.1800						
								0.3600						
7	NFE Centers	24	12	12	0	0	0	0.1500	1.8000	3.6000	3.6000	3.6000	3.6000	16.2000
8	ECE Center	55	30	25	0	0	0	0.1500	4.5000	8.2500	8.2500	8.2500	8.2500	37.5000
9	Material & Equipment to School	95	88	95	95	95	95	0.0200	1.7600	3.6600	3.6600	3.6600	3.6600	18.4000
10	Material & Equipment to Teachers	172	148	162	172	172	172	0.0050	0.7400	1.5500	2.4100	2.4100	2.4100	9.5200
11	Back to School	9	5	2	2	0		0.1000	0.5000	0.2000	0.2000	0.0000	0.0000	0.9000
12	Training to VEC Members & Teachers	552	500	542	552	552	552	0.0042	2.1000	2.2764	2.3184	2.3184	2.3184	11.3316
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	95	88	7	0	0	0	0.0050	0.4400	0.0350	0.0000	0.0000	0.0000	0.4750
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000
	Total								37.0760	47.0074	31.4384	34.1184	35.9184	185.5586
														% Civil Works : 23.50%
														Other than civil works : 139.9836

DPEP Plan Outlay for HUKUMPETA Mandal

Existing schools		89	PHYSICAL					FINANCIAL (Rs.in Lakhs)						
Existing teachers		141												
Sl.No	Activity	No.of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total
1	New School Buildings	14	7	7	0			2.0000	14.0000	14.0000	0.0000	0.0000	0.0000	28.0000
2	Additional classrooms	4	2	2	0			1.0000	2.0000	2.0000	0.0000	0.0000	0.0000	4.0000
3	Toilets	36	18	18	0			0.1000	1.8000	1.8000	0.0000	0.0000	0.0000	3.6000
4	Drinking Water	58	29	29	0			0.1500	4.3500	4.3500	0.0000	0.0000	0.0000	8.7000
	Civil works								22.1500	22.1500	0.0000	0.0000	0.0000	44.3000
5	New Teachers	33	19	14	0	0	0	0.1440	2.7360	5.4360	9.3600	11.8800	11.8800	41.2920
								0.1800						
								0.3600						
6	Additional Teachers	12	0	0	12	0	0	0.1440	0.0000	0.0000	1.7280	2.1600	4.3200	8.2080
								0.1800						
								0.3600						
7	NFE Centers	28	14	14	0	0	0	0.1500	2.1000	4.2000	4.2000	4.2000	4.2000	18.9000
8	ECE Center	60	30	30	0	0	0	0.1500	4.5000	9.0000	9.0000	9.0000	9.0000	40.5000
9	Material & Equipment to School	103	96	103	103	103	103	0.0200	1.9200	3.9800	3.9800	3.9800	3.9800	17.8400
10	Material & Equipment to Teachers	186	160	174	186	186	186	0.0050	0.8000	1.6700	2.6000	2.6000	2.6000	10.2700
11	Back to School	20	10	5	5	0		0.1000	1.0000	0.5000	0.5000	0.0000	0.0000	2.0000
12	Training to VEC Members & Teachers	598	544	586	598	598	598	0.0042	2.2848	2.4612	2.5116	2.5116	2.5116	12.2808
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	103	96	7	0	0	0	0.0050	0.4800	0.0350	0.0000	0.0000	0.0000	0.5150
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000
	Total								38.6708	49.6322	34.0796	36.5316	38.6916	197.6058
											% Civil Works :			22.42%
											Other than civil works :			151.2908

DPEP Plan Outlay for DUMBRIGUDA Mandal

Existing schools		79	PHYSICAL					FINANCIAL (Rs.in Lakhs)						
Existing teachers		128												
Sl.No	Activity	No.of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total
1	New School Buildings	15	8	7	0			2.0000	16.0000	14.0000	0.0000	0.0000	0.0000	30.0000
2	Additional classrooms	3	2	1	0			1.0000	2.0000	1.0000	0.0000	0.0000	0.0000	3.0000
3	Toilets	29	15	14	0			0.1000	1.5000	1.4000	0.0000	0.0000	0.0000	2.9000
4	Drinking Water	56	29	28	0			0.1500	4.2000	4.2000	0.0000	0.0000	0.0000	8.4000
	Civil works								23.7000	20.6000	0.0000	0.0000	0.0000	44.3000
5	New Teachers	35	21	14	0	0	0	0.1440	3.0240	5.7960	10.0800	12.6000	12.6000	44.1000
								0.1800						
								0.3600						
6	Additional Teachers	9	0	0	9	0	0	0.1440	0.0000	0.0000	1.2960	1.6200	3.2400	6.1560
								0.1800						
								0.3600						
7	NFE Centers	22	11	11	0	0	0	0.1500	1.6500	3.3000	3.3000	3.3000	3.3000	14.8500
8	ECE Center	54	27	27	0	0	0	0.1500	4.0500	8.1000	8.1000	8.1000	8.1000	36.4500
9	Material & Equipment to School	94	87	94	94	94	94	0.0200	1.7400	3.6200	3.6200	3.6200	3.6200	16.2200
10	Material & Equipment to Teachers	172	149	163	172	172	172	0.0050	0.7450	1.5600	2.4200	2.4200	2.4200	9.5650
11	Back to School	9	4	3	2	0		0.1000	0.4000	0.3000	0.2000	0.0000	0.0000	0.9000
12	Training to VEC Members & Teachers	548	497	539	548	548	548	0.0042	2.0874	2.2638	2.3016	2.3016	2.3016	11.2560
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	94	87	7	0	0	0	0.0050	0.4350	0.0350	0.0000	0.0000	0.0000	0.4700
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000
	Total								38.5314	45.7748	31.5176	34.1616	35.7816	185.7670
														% Civil Works : 23.85%

DPEP Plan Outlay for ARAKUVALLEY Mandal

Existing schools		89	PHYSICAL					FINANCIAL (Rs.in Lakhs)						
Existing teachers		139												
Sl.No	Activity	No.of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total
1	New School Bulidings	12	6	6	0			2.0000	12.0000	12.0000	0.0000	0.0000	0.0000	24.0000
2	Additional classrooms	6	3	3	0			1.0000	3.0000	3.0000	0.0000	0.0000	0.0000	6.0000
3	Toilets	32	16	16	0			0.1000	1.6000	1.6000	0.0000	0.0000	0.0000	3.2000
4	Drinking Water	66	33	33	0			0.1500	4.9500	4.9500	0.0000	0.0000	0.0000	9.9000
	Civil works								21.5500	21.5500	0.0000	0.0000	0.0000	43.1000
5	New Teachers	29	17	12	0	0	0	0.1440	2.4480	4.7880	8.2800	10.4400	10.4400	36.3960
								0.1800						
								0.3600						
6	Additional Teachers	12	0	0	12	0	0	0.1440	0.0000	0.0000	1.7280	2.1600	4.3200	8.2080
								0.1800						
								0.3600						
7	NFE Centers	19	10	9	0	0	0	0.1500	1.5000	2.8500	2.8500	2.8500	2.8500	12.9000
8	ECE Center	48	24	24	0	0	0	0.1500	3.6000	7.2000	7.2000	7.2000	7.2000	32.4000
9	Material & Equipment to School	101	95	101	101	101	101	0.0200	1.9000	3.9200	3.9200	3.9200	3.9200	17.5800
10	Material & Equipment to Teachers	180	156	168	180	180	180	0.0050	0.7800	1.6200	2.5200	2.5200	2.5200	9.9600
11	Back to School	10	5	3	2	0		0.1000	0.5000	0.3000	0.2000	0.0000	0.0000	1.0000
12	Training to VEC Members & Teachers	584	536	572	584	584	584	0.0042	2.2512	2.4024	2.4528	2.4528	2.4528	12.0120
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	101	95	0	0	0	0	0.0050	0.4750	0.0000	0.0000	0.0000	0.0000	0.4750
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000
	Total								35.7042	44.8304	29.3508	31.7428	33.9028	175.5310
											% Civil Works :			24.55%
											Other than civil works :			130.4560

DPEP Plan Outlay for ANANTHAGIRI Mandal

Existing schools		89	PHYSICAL					FINANCIAL (Rs.in Lakhs)						
Existing teachers		142												
Sl.No	Activity	No.of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total
1	New School Buildings	13	7	6	0			2.0000	14.0000	12.0000	0.0000	0.0000	0.0000	26.0000
2	Additional classrooms	6	3	3	0			1.0000	3.0000	3.0000	0.0000	0.0000	0.0000	6.0000
3	Toilets	33	16	17	0			0.1000	1.6000	1.7000	0.0000	0.0000	0.0000	3.3000
4	Drinking Water	64	32	32	0			0.1500	4.8000	4.8000	0.0000	0.0000	0.0000	9.6000
	Civil works								23.4000	21.5000	0.0000	0.0000	0.0000	44.9000
5	New Teachers	31	19	12	0	0	0	0.1440	2.7360	5.1480	9.0000	11.1600	11.1600	39.2040
								0.1800						
								0.3600						
6	Additional Teachers	11	0	0	11	0	0	0.1440	0.0000	0.0000	1.5840	1.9800	3.9600	7.5240
								0.1800						
								0.3600						
7	NFE Centers	30	15	15	0	0	0	0.1500	2.2500	4.5000	4.5000	4.5000	4.5000	20.2500
8	ECE Center	60	30	30	0	0	0	0.1500	4.5000	9.0000	9.0000	9.0000	9.0000	40.5000
9	Material & Equipment to School	102	96	102	102	102	102	0.0200	1.9200	3.9600	3.9600	3.9600	3.9600	17.7600
10	Material & Equipment to Teachers	184	161	173	184	184	184	0.0050	0.8050	1.6700	2.5900	2.5900	2.5900	10.2450
11	Back to School	28	14	7	7	0		0.1000	1.4000	0.7000	0.7000	0.0000	0.0000	2.8000
12	Training to VEC Members & Teachers	592	545	581	592	592	592	0.0042	2.2890	2.4402	2.4864	2.4864	2.4864	12.1884
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	102	96	6	0	0	0	0.0050	0.4800	0.0300	0.0000	0.0000	0.0000	0.5100
15	Teacher conventlons (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000
	Total								40.4800	49.1482	34.0204	35.8764	37.8564	197.3814

DPEP Plan Outlay for PADERU Mandal

Existing schools		81	PHYSICAL					FINANCIAL (Rs.in Lakhs)						
Existing teachers		147												
Sl.No	Activity	No.of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total
1	New School Buildings	14	7	7	0			2.0000	14.0000	14.0000	0.0000	0.0000	0.0000	28.0000
2	Additional classrooms	4	2	2	0			1.0000	2.0000	2.0000	0.0000	0.0000	0.0000	4.0000
3	Toilets	36	18	18	0			0.1000	1.8000	1.8000	0.0000	0.0000	0.0000	3.6000
4	Drinking Water	64	32	32	0			0.1500	4.8000	4.8000	0.0000	0.0000	0.0000	9.6000
	Civil works								22.6000	22.6000	0.0000	0.0000	0.0000	45.2000
5	New Teachers	33	19	14	0	0	0	0.1440	2.7360	5.4360	9.3600	11.8800	11.8800	41.2920
								0.1800						
								0.3600						
6	Additional Teachers	12	0	0	12	0	0	0.1440	0.0000	0.0000	1.7280	2.1600	4.3200	8.2080
								0.1800						
								0.3600						
7	NFE Centers	28	14	14	0	0	0	0.1500	2.1000	4.2000	4.2000	4.2000	4.2000	18.9000
8	ECE Center	66	33	33	0	0	0	0.1500	4.9500	9.9000	9.9000	9.9000	9.9000	44.5500
9	Material & Equipment to School	95	88	95	95	95	95	0.0200	1.7600	3.6600	3.6600	3.6600	3.6600	16.4000
10	Material & Equipment to Teachers	192	166	180	192	192	192	0.0050	0.8300	1.7300	2.6900	2.6900	2.6900	10.6300
11	Back to School	26	13	6	7	0		0.1000	1.3000	0.6000	0.7000	0.0000	0.0000	2.6000
12	Training to VEC Members & Teachers	572	518	560	572	572	572	0.0042	2.1756	2.3520	2.4024	2.4024	2.4024	11.7348
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	95	88	7	0	0	0	0.0050	0.4400	0.0350	0.0000	0.0000	0.0000	0.4750
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000
	Total								39.5916	50.7130	34.8404	37.0924	39.2524	201.4898
														% Civil Works : 22.43%
														Other than civil works : 154.3148

DPEP Plan Outlay for CHINTHAPALLI Mandal

Existing schools		96	PHYSICAL					FINANCIAL (Rs.in Lakhs)						
Existing teachers		154												
Sl.No	Activity	No.of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total
1	New School Bulidings	14	7	7	0			2.0000	14.0000	14.0000	0.0000	0.0000	0.0000	28.0000
2	Additional classrooms	4	2	2	0			1.0000	2.0000	2.0000	0.0000	0.0000	0.0000	4.0000
3	Toilets	38	19	19	0			0.1000	1.9000	1.9000	0.0000	0.0000	0.0000	3.8000
4	Drinking Water	72	36	36	0			0.1500	5.4000	5.4000	0.0000	0.0000	0.0000	10.8000
	Civil works								23.3000	23.3000	0.0000	0.0000	0.0000	46.6000
5	New Teachers	33	19	14	0	0	0	0.1440	2.7360	5.4360	9.3600	11.8800	11.8800	41.2920
								0.1800						
								0.3600						
6	Additional Teachers	14	0	0	14	0	0	0.1440	0.0000	0.0000	2.0160	2.5200	5.0400	9.5760
								0.1800						
								0.3600						
7	NFE Centers	26	13	13	0	0	0	0.1500	1.9500	3.9000	3.9000	3.9000	3.9000	17.5500
8	ECE Center	62	31	31	0	0	0	0.1500	4.6500	9.3000	9.3000	9.3000	9.3000	41.8500
9	Material & Equipment to School	110	103	110	110	110	110	0.0200	2.0600	4.2600	4.2600	4.2600	4.2600	19.1000
10	Material & Equipment to Teachers	201	173	187	201	201	201	0.0050	0.8650	1.8000	2.8050	2.8050	2.8050	11.0800
11	Back to School	8	3	3	2	0		0.1000	0.3000	0.3000	0.2000	0.0000	0.0000	0.8000
12	Training to VEC Members & Teachers	641	585	627	641	641	641	0.0042	2.4570	2.6334	2.6922	2.6922	2.6922	13.1670
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	110	103	7	0	0	0	0.0050	0.5150	0.0350	0.0000	0.0000	0.0000	0.5500
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000

DPEP Plan Outlay for G.K.VEEDHI Mandal

Existing schools		76	PHYSICAL					FINANCIAL (Rs.in Lakhs)						
Existing teachers		97												
Sl.No	Activity	No. of units	98	99	2000	2001	2002	Unit Cost	98	99	2000	2001	2002	Total
1	New School Bulidings	14	7	7	0			2.0000	14.0000	14.0000	0.0000	0.0000	0.0000	28.0000
2	Additional classrooms	3	2	1	0			1.0000	2.0000	1.0000	0.0000	0.0000	0.0000	3.0000
3	Toilets	24	12	12	0			0.1000	1.2000	1.2000	0.0000	0.0000	0.0000	2.4000
4	Drinking Water	64	32	32	0			0.1500	4.8000	4.8000	0.0000	0.0000	0.0000	9.6000
	Civil works								22.0000	21.0000	0.0000	0.0000	0.0000	43.0000
5	New Teachers	33	19	14	0	0	0	0.1440	2.7360	5.4360	9.3600	11.8800	11.8800	41.2920
								0.1800						
								0.3600						
6	Additional Teachers	10	0	0	10	0	0	0.1440	0.0000	0.0000	1.4400	1.8000	3.6000	6.8400
								0.1800						
								0.3600						
7	NFE Centers	22	11	11	0	0	0	0.1500	1.6500	3.3000	3.3000	3.3000	3.3000	14.8500
8	ECE Center	54	27	27	0	0	0	0.1500	4.0500	8.1000	8.1000	8.1000	8.1000	36.4500
9	Material & Equipment to School	90	83	90	90	90	90	0.0200	1.6600	3.4600	3.4600	3.4600	3.4600	15.5000
10	Material & Equipment to Teachers	140	116	130	140	140	140	0.0050	0.5800	1.2300	1.9300	1.9300	1.9300	7.6000
11	Back to School	11	4	4	3	0		0.1000	0.4000	0.4000	0.3000	0.0000	0.0000	1.1000
12	Training to VEC Members & Teachers	500	448	490	500	500	500	0.0042	1.8816	2.0580	2.1000	2.1000	2.1000	10.2396
13	Maintenance of Teacher centres	5	5	5	5	5	5	0.0200	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
14	Library books for school	90	83	7	0	0	0	0.0050	0.4150	0.0350	0.0000	0.0000	0.0000	0.4500
15	Teacher conventions (Environ building)							0.1000	0.1000	0.1000	0.1000	0.1000	0.1000	0.5000
16	Library books for Teachers centres.	5	5					0.1000	0.5000					0.5000
Total									36.0726	45.2190	30.1900	32.7700	34.5700	178.8216
													% Civil Works	24.05%

TABLES

TABLE - 1.1

SITUATIONAL ANALYSIS									
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of habitations	Revenue Villages	Literacy rate			Density	Population
					Male %	Female %	Total		
1	Munchingiput	1	344	325	18.91	5.44	12.12	65	36204
2	Pedabayalu	2	271	220	25.02	10.08	17.66	93	46876
3	Hukumpeta	3	339	168	25.62	10.98	18.55	98	47024
4	Dumbriguda	4	263	87	29.52	18.67	24.13	144	38383
5	Arakuvalley	5	240	161	40.46	24.24	32.17	160	44981
6	Ananthagiri	6	351	281	25.00	11.47	18.22	81	40149
7	Paderu	10	286	201	41.00	19.00	31.45	110	52865
8	G.Madugula	11	292	217	24.43	7.92	15.94	84	45496
9	Chinthapalli	12	279	238	37.67	25.08	31.19	70	54879
10	G.K.Veedhi	13	226	174	21.70	15.80	18.78	91	45004
11	Koyyuru	14	189	144	31.25	21.69	26.45	75	48606
	Total :		3080	2216	29.80	15.90	22.93	97.36	500467

TABLE - 12

<u>SITUATIONAL ANALYSIS</u>					
Sl.No	Name of the Mandal with code Number	Mandal Code	1 KM away from Main Road	Not electrified	Cut off Seasonally
1	Munchingiput	1	294	180	70
2	Pedabayalu	2	195	206	69
3	Hukumpeta	3	237	135	38
4	Dumbriguda	4	229	136	63
5	Arakuvalley	5	193	127	10
6	Ananthagiri	6	306	42	13
7	Paderu	10	225	164	28
8	G.Madugula	11	214	140	39
9	Chinthapalli	12	206	69	134
10	G.K.Veedhi	13	179	124	23
11	Koyyuru	14	133	55	26
	Total :		2411	1378	513

TABLE - 1.3

<u>POPULATION DENSITY AND PERCENTAGE OF SC/ST</u>						
Sl.No	Name of the Mandal with code Number	Mandal Code	Population	Density	% of SC Population	% of ST Population
1	Munchingiput	1	36204	65	0.11	95.50
2	Pedabayalu	2	46876	93	0.12	96.00
3	Hukumpeta	3	47024	98	0.03	94.00
4	Dumbriguda	4	38383	144	0.14	95.00
5	Arakuvalley	5	44981	160	0.92	90.70
6	Ananthagiri	6	40149	81	3.00	90.30
7	Paderu	10	52865	110	2.00	86.00
8	G.Madugula	11	45496	84	1.63	91.40
9	Chinthapalli	12	54879	70	1.37	92.90
10	G.K.Veedhi	13	45004	91	1.63	91.40
11	Koyyuru	14	48606	75	1.42	78.73
	Total :		500467	97.36	1.12	91.08

TABLE - 1.4

POPULATION SLABWISE IN THE MANDAL										
Sl.No	Name of the Mandal with code Number	Mandal Code	Population							Total
			Above 5000	4001 to 5000	2001 to 4000	1001 to 2000	501 to 1000	300 to 500	Below 300	
1	Munchingiput	1	0	0	0	8	83	143	110	344
2	Pedabayalu	2	0	0	0	0	10	13	248	271
3	Hukumpeta	3	0	0	0	0	5	20	314	339
4	Dumbriguda	4	0	0	0	1	5	18	239	263
5	Arakuvalley	5	0	0	1	3	11	16	209	240
6	Ananthagiri	6	0	0	0	0	14	32	305	351
7	Paderu	10	0	0	0	0	7	24	255	286
8	G.Madugula	11	0	0	0	2	3	7	280	292
9	Chinthapalli	12	1	0	2	1	11	38	226	279
10	G.K.Veedhi	13	0	0	1	0	12	19	194	226
11	Koyyuru	14	0	0	0	4	11	36	138	189
	Total :		1	0	4	19	172	366	2518	3080

TABLE - 1.5

MANDALS WITH LARGE S.T. POPULATION					
Sl.No	Name of the Mandal with code Number	Mandal Code	S.T. Population	%	No.of Habitations
1	Munchingiput	1	34575	95.50	344
2	Pedabayalu	2	44767	96.00	271
3	Hukumpeta	3	44908	94.00	339
4	Dumbriguda	4	36656	95.00	263
5	Arakuvalley	5	42957	90.70	240
6	Ananthagiri	6	38342	90.30	351
7	Paderu	10	50486	86.00	286
8	G.Madugula	11	43449	91.40	292
9	Chinthapalli	12	52409	92.90	279
10	G.K.Veedhi	13	42979	91.40	226
11	Koyyuru	14	46419	78.73	189
	Totals :		477946	91.08	3080

TABLE - 2.1

AGE COMPOSITION OF CHILDREN IN THE DISTRICT (0-2 YEARS)											
Sl.No	Name of the Mandal with code Number	Mandal Code	All			S.C			S.T		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Munchingiput	1	1005	845	1850	0	0	0	987	824	1811
2	Pedabayalu	2	1169	1272	2441	0	0	0	1169	1272	2441
3	Hukumpeta	3	1457	1338	2795	3	1	4	1428	1328	2756
4	Dumbriguda	4	1065	1050	2115	0	0	0	1065	1050	2115
5	Arakuvalley	5	1329	1173	2502	12	9	21	1267	1113	2380
6	Ananthagiri	6	971	1039	2010	17	16	33	927	998	1925
7	Paderu	10	1112	946	2058	148	267	415	964	689	1653
8	G.Madugula	11	642	617	1259	0	0	0	623	606	1229
9	Chinthapalli	12	1440	1481	2921	17	10	27	1358	1382	2740
10	G.K.Veedhi	13	1383	1301	2684	7	6	13	1449	1379	2828
11	Koyyuru	14	973	958	1931	12	15	27	822	802	1624
	Total :		12546	12020	24566	216	324	540	12059	11443	23502

TABLE - 2.2

AGE COMPOSITION OF CHILDREN IN THE DISTRICT (3-5 YEARS)											
Sl.No	Name of the Mandal with code Number	Mandal Code	All			S.C			S.T		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Munchingiput	1	1384	1507	2891	0	0	0	1329	1476	2805
2	Pedabayalu	2	1805	1790	3595	0	0	0	1805	1790	3595
3	Hukunpeta	3	1823	1876	3699	1	1	2	1785	1831	3616
4	Dumbriguda	4	1181	1624	2805	2	2	4	1179	1622	2801
5	Arakuvalley	5	1661	1739	3400	7	9	16	1593	1675	3268
6	Ananthagiri	6	1499	1547	3046	23	17	40	1438	1487	2925
7	Paderu	10	1474	1221	2695	194	274	468	1280	947	2227
8	G.Madugula	11	975	703	1678	0	0	0	934	681	1615
9	Chinthapalli	12	2009	2024	4033	21	30	51	1815	1974	3789
10	G.K.Veedhi	13	2019	2229	4248	38	34	72	1691	1922	3613
11	Koyyuru	14	1497	1611	3108	17	19	36	1219	1316	2535
	Total:		17327	17871	35198	303	386	689	16068	16721	32789

TABLE - 2.3

AGE COMPOSITION OF CHILDREN IN THE DISTRICT (6 - 7 YEARS)											
Sl.No	Name of the Mandal with code Number	Mandal Code	All			S.C			S.T		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Munchingiput	1	1429	1250	2679	0	0	0	1249	1112	2361
2	Pedabayalu	2	1875	1777	3652	0	0	0	1725	1667	3392
3	Hukumpeta	3	1867	1680	3547	2	0	2	1632	1500	3132
4	Dumbriguda	4	1574	1646	3220	3	3	6	1421	1433	2854
5	Arakuvalley	5	1623	1558	3181	5	7	12	1428	1394	2820
6	Ananthagiri	6	1762	1610	3372	32	34	66	1529	1421	2950
7	Paderu	10	3250	2374	5624	459	403	862	2641	1861	4502
8	G.Madugula	11	985	727	1712	0	0	0	802	598	1400
9	Chinthapalli	12	2303	2023	4326	37	30	67	1914	1694	3608
10	G.K.Veedhi	13	973	636	1609	16	13	29	716	612	1328
11	Koyyuru	14	1645	1920	3565	22	25	47	1326	1374	2700
	Total :		19286	17201	36487	576	515	1091	16381	14666	31047

TABLE - 2.4

AGE COMPOSITION OF CHILDREN IN THE DISTRICT (8 - 11 YEARS)											
Sl.No	Name of the Mandal with code Number	Mandal Code	All			S.C			S.T		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Munchinglput	1	1750	1288	3038	0	0	0	1750	1288	3038
2	Pedabayalu	2	2098	1818	3916	0	0	0	2098	1818	3916
3	Hukumpeta	3	1822	2177	3999	1	2	3	1821	2175	3996
4	Dumbriguda	4	2143	1709	3852	4	3	7	2139	1706	3845
5	Arakuvalley	5	2411	2014	4425	12	25	37	2399	1989	4388
6	Ananthagiri	6	2499	2105	4604	35	48	83	2464	2057	4521
7	Paderu	10	2219	2044	4263	323	104	427	1896	1940	3836
8	G.Madugula	11	3014	1860	4874	0	0	0	3014	1860	4874
9	Chinthapalli	12	3330	2848	6178	69	70	139	3261	2778	6039
10	G.K.Veedhi	13	3677	3305	6982	51	63	114	3626	3242	6868
11	Koyyuru	14	2141	2038	4179	35	35	70	2106	2003	4109
	Total :		27104	23206	50310	530	350	880	26574	22856	49430

TABLE - 2.5

NUMBER OF HABITATIONS WITH NO SCHOOLS					
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of habitations		
			<200 Population	>200 Population	Total
1	Munchingiput	1	194	34	244
2	Pedabayalu	2	176	28	190
3	Hukumpeta	3	250	28	264
4	Dumbriguda	4	150	26	176
5	Arakuvalley	5	157	9	166
6	Ananthagiri	6	256	2	258
7	Paderu	10	190	10	200
8	G.Madugula	11	202	2	204
9	Chinthapalli	12	155	8	163
10	G.K.Veedhi	13	128	22	150
11	Koyyuru	14	100	12	112
	Total :		1958	181	2127

TABLE - 2.6

<u>MANDAL WISE HABITATIONS WITH PRIMARY SCHOOLS WITH NO BUILDINGS</u>			
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of primary schools with no buildings
1	Munchinglput	1	39
2	Pedabayalu	2	44
3	Hukumpeta	3	17
4	Dumbriguda	4	22
5	Arakuvalley	5	28
6	Ananthagiri	6	38
7	Paderu	10	12
8	G.Madugula	11	44
9	Chinthapalli	12	9
10	G.K.Veedhi	13	26
11	Koyyuru	14	34
	Total :		313

TABLE - 2.7

MANDAL WISE NO.OF SCHOOL BUILDINGS WHICH REQUIRE REPAIRS								
Sl.No	Name of the Mandal with code Number	Mandal Code	No. of schools which require repairs to					
			Roof	Floor	Doors	Windows	Black board	Compound wall
1	Munchingiput	1	15	12	32	32	38	34
2	Pedabayalu	2	8	4	5	4	5	12
3	Hukumpeta	3	25	35	37	37	32	66
4	Dumbriguda	4	9	8	7	7	6	8
5	Arakuvalley	5	16	17	27	27	10	19
6	Ananthagiri	6	30	32	39	39	75	70
7	Paderu	10	43	30	16	16	80	10
8	G.Madugula	11	32	34	35	34	29	42
9	Chinthapalli	12	25	22	19	19	26	16
10	G.K.Veedhi	13	6	2	8	12	15	15
11	Koyyuru	14	22	28	25	25	81	73
	Total :		231	224	250	252	397	363

TABLE - 2.8

MANDAL WISE NO.OF PRIMARY SCHOOLS WITH PUCCA CLASS ROOM						
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of primary schools with pucca rooms			
			No.of Primary schools with one pucca class room	No.of Primary schools with two pucca class rooms	No.of Primary schools with Three pucca class rooms	No.of primary schools with more than 3 pucca class rooms
1	Munchingipur	1	38	6	5	5
2	Pedabayalu	2	36	1	8	8
3	Hukumpeta	3	56	10	1	4
4	Dumbriguda	4	22	6	0	2
5	Arakuvalley	5	31	4	2	7
6	Ananthagiri	6	30	15	3	2
7	Padequ	10	28	24	1	11
8	G.Madugula	11	10	10	3	4
9	Chinthapalli	12	31	5	9	2
10	G.K.Veedhi	13	31	7	0	3
11	Koyyuru	14	23	15	3	4
	Total :		336	103	35	52

TABLE - 2.9

MANDAL WISE NO.OF SCHOOLS WITH TEACHER PUPIL RATIOS							
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of schools with teacher pupil ratios				Total Schools
			>1:51	1:41 - 1:50	1:31 - 1:40	< 1:30	
1	Munchingiput	1	9	16	18	54	97
2	Pedabayalu	2	10	14	23	34	81
3	Hukumpeta	3	18	15	29	27	89
4	Dumbriguda	4	16	13	24	26	79
5	Arakuvalley	5	17	10	19	43	89
6	Ananthagiri	6	6	18	35	30	89
7	Paderu	10	10	8	63	0	81
8	G.Madugula	11	29	7	16	34	86
9	Chinthapalli	12	18	4	10	64	96
10	G.K.Veedhi	13	21	3	16	36	76
11	Koyyuru	14	20	10	22	29	81
	Total :		174	118	275	377	944

TABLE - 2.10

MANDALS FALLING IN THE LOWEST QUARTILE ON SCHOOL FACILITIES					
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of schools with single teacher, single class room, high TPR	No.of schools with single teacher, 2 class rooms, high TPR	No.of schools with 2 teachers, 2 class rooms, high TPR
1	Munchingiput	1	5	6	4
2	Pedabayalu	2	6	6	6
3	Hukumpeta	3	7	1	0
4	Dumbriguda	4	8	0	4
5	Arakuvalley	5	0	1	1
6	Ananthagiri	6	20	12	4
7	Paderu	10	6	6	6
8	G.Madugula	11	8	5	12
9	Chinthapalli	12	4	2	2
10	G.K.Veedhi	13	6	0	3
11	Koyyuru	14	6	0	1
	Total :		76	39	43

TAABLE - 2.11

<u>MANDALS FALLING IN THE LOWEST QUARTILE ON TEACHER FACILITIES</u>						
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of sanctioned posts	No.of vacancies	No.of Female teachers	Teacher, Pupil ratio
1	Munchingiput	1	140	25	6	1:32
2	Pedabayalu	2	129	22	4	1:47
3	Hukumpeta	3	141	8	19	1:44
4	Dumbriguda	4	128	13	4	1:42
5	Arakuvalley	5	139	16	27	1:41
6	Ananthagiri	6	142	19	13	1:43
7	Paderu	10	147	3	46	1:58
8	G.Madugula	11	136	36	11	1:42
9	Chinthapalli	12	154	19	10	1:46
10	G.K.Veedhi	13	97	21	14	1:41
11	Koyyuru	14	164	24	19	1:42
	Total :		1517	206	173	

TABLE - 2.12

NO.OF NEW SCHOOLS & TEACHERS PROPOSED								
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of New Schools (Phasing)			No.of New Teachers (Phasing)		
			1998-99	1999-2000	Total	1998-99	1999-2000	Total
1	Munchingiput	1	8	7	15	21	14	35
2	Pedabayalu	2	7	7	14	19	14	33
3	Hukumpeta	3	7	7	14	19	14	33
4	Dumbriguda	4	8	7	15	21	14	35
5	Arakuvalley	5	6	6	12	17	12	29
6	Ananthagiri	6	7	6	13	19	12	31
7	Paderu	10	7	7	14	19	14	33
8	G.Madugula	11	6	5	11	17	10	27
9	Chinthapalli	12	7	7	14	19	14	33
10	G.K.Veedhi	13	7	7	14	19	14	33
11	Koyyuru	14	7	7	14	19	14	33
	Total :		77	73	150	209	146	355

TABLE-2.13

NO.OF NEW N.F.E.CENTRES PROPOSED					
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of N.F.E. Centers (phasing)		
			1998-99	2000	Total
1	Munchingiputi	1	15	15	30
2	Pedabayalu	2	12	12	24
3	Hukumpeta	3	14	14	28
4	Dumbriguda	4	11	11	22
5	Arakuvalley	5	10	9	19
6	Ananthagiri	6	15	15	30
7	Paderu	10	14	14	28
8	G.Madugula	11	19	10	29
9	Chinthapalli	12	13	13	26
10	G.K.Veedhi	13	11	11	22
11	Koyyuru	14	10	9	19
Total :			144	133	277

TABLE-2.14

SUPPORT TO COMMUNITY SCHOOLS			
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of community school need support
1	Munchingiput	1	40
2	Pedabayalu	2	34
3	Hukumpeta	3	32
4	Dumbriguda	4	32
5	Arakuvalley	5	38
6	Ananthagiri	6	34
7	Paderu	10	36
8	G.Madugula	11	41
9	Chinthapalli	12	32
10	G.K.Veedhi	13	42
11	Koyyuru	14	39
	Total :		400

TABLE-2.15

<u>NEW E.C.E CENTERS PROPOSED</u>			
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of new E.C.E centers proposed
1	Munchingiput	1	70
2	Pedabayalu	2	55
3	Hukumpeta	3	60
4	Dumbriguda	4	54
5	Arakuvalley	5	48
6	Ananthagiri	6	60
7	Paderu	10	66
8	G.Madugula	11	68
9	Chinthapalli	12	62
10	G.K.Veedhi	13	54
11	Koyyuru	14	46
	Total :		643

TABLE-2.16

<u>No.of Addl. Teachers Proposed</u>			
SI.No	Name of the Mandal with code Number	Mandal Code	No.of Addl. Teachers proposed
1	Munchingiput	1	12
2	Pedabayalu	2	10
3	Hukumpeta	3	12
4	Dumbriguda	4	9
5	Arakuvalley	5	12
6	Ananthagir	6	11
7	Paderu	10	12
8	G.Madugula	11	10
9	Chinthapalli	12	14
10	G.K.Veedhi	13	10
11	Koyyuru	14	9
	Total :		121

TABLE-2.17

<u>No.of New Class rooms & Addl. class rooms proposed</u>				
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of New Class rooms	No.of Addl. Class rooms
1	Munchingiput	1	30	3
2	Pedabayalu	2	28	4
3	Hukumpeta	3	28	4
4	Dumbriguda	4	30	3
5	Arakuvalley	5	24	6
6	Ananthagiri	6	26	6
7	Paderu	10	28	4
8	G.Madugula	11	22	6
9	Chinthapalli	12	28	4
10	G.K.Veedhi	13	28	3
11	Koyyuru	14	28	4
	Total :		300	47

Table - 2.20

<u>Furniture and equipment to schools</u>			
Sl.No	Name of the Mandal with code Number	Mandal Code	Furniture and Equipment to schools
1	Munchingiput	1	112
2	Pedabayalu	2	95
3	Hukumpeta	3	103
4	Dumbriguda	4	94
5	Arakuvalley	5	101
6	Ananthagiri	6	102
7	Paderu	10	95
8	G.Madugula	11	97
9	Chinthapalli	12	110
10	G.K.Veedhi	13	90
11	Koyyuru	14	95
	Total :		1094

TABLE - 3.1

MANDAL WISE SCHOOL AGE POPULATION & ENROLMENT (6-11 AGE GROUP)								
Sl.No	Name of the Mandal with code Number	Mandal Code	School age population			% of Enrolment to total population		
			Boys	Girls	Total	Boys	Girls	Total
1	Munchingiput	1	3078	2478	5556	79.11	85.11	81.79
2	Pedabayalu	2	3823	3485	7308	90.50	74.86	83.84
3	Hukumpeta	3	4018	3704	7722	91.07	69.14	80.55
4	Dumbriguda	4	3567	3245	6812	88.42	67.92	78.66
5	Arakuvalley	5	3948	3558	7506	82.85	66.78	75.23
6	Ananthagiri	6	4178	3693	7871	81.04	74.03	77.75
7	Paderu	10	5319	4308	9627	91.41	85.54	88.78
8	G.Madugula	11	3886	2502	6388	89.50	84.50	89.40
9	Chinthapalli	12	5764	5044	10808	63.24	67.43	65.19
10	G.K.Veedhi	13	4694	4223	8917	51.21	36.16	44.08
11	Koyyuru	14	4115	4057	8172	83.15	83.58	83.95
	Total :		46390	40297	86687	80.36	71.54	76.26

TABLE - 3.2

MANDAL WISE ENROLMENT IN CLASSES I - V								
Sl.No	Name of the Mandal with code Number	Mandal Code	Enrolment					Total
			Class - I	Class - II	Class - III	Class - IV	Class -V	
1	Munchingiput	1	1908	973	760	466	437	4544
2	Pedabayalu	2	3184	1262	820	424	437	6127
3	Hukumpeta	3	2852	1251	922	679	516	6220
4	Dumbriguda	4	2375	1299	749	487	448	5358
5	Arakuvalley	5	1961	1433	1018	677	558	5647
6	Ananthagiri	6	2376	1527	936	709	572	6120
7	Paderu	10	3672	1688	1187	1087	913	8547
8	G.Madugula	11	1947	1419	1126	689	530	5711
9	Chinthapalli	12	3162	1438	904	761	781	7046
10	G.K.Veedhi	13	1141	1091	625	526	548	3931
11	Koyyuru	14	2746	1519	980	827	788	6860
	Total:		27324	14900	10027	7332	6528	66111

TABLE - 3.3

MANDAL WISE PERCENTAGE OF ENROLMENT TO TOTAL ENROLMENT (CLASS WISE)								
	Name of the Mandal with code Number	Mandal Code	Enrollment percentage					Total
			Class - I	Class - II	Class - III	Class - IV	Class -V	
1	Munchingiput	1	41.99	21.41	16.73	10.26	9.62	100%
2	Pedabayalu	2	51.97	20.60	13.38	6.92	7.13	100%
3	Hukumpeta	3	45.85	20.11	14.82	10.92	8.30	100%
4	Dumbriguda	4	44.33	24.24	13.98	9.09	8.36	100%
5	Arakuvalley	5	34.73	25.38	18.03	11.99	9.88	100%
6	Ananthagiri	6	46.30	27.08	11.84	8.18	6.60	100%
7	Paderu	10	42.96	19.75	13.89	12.72	10.68	100%
8	G.Madugula	11	34.09	24.85	19.72	12.06	9.28	100%
9	Chinthapalli	12	44.88	20.41	12.83	10.80	11.08	100%
10	G.K.Veedhi	13	29.03	27.75	15.90	13.38	13.94	100%
11	Koyyuru	14	40.03	22.14	14.29	12.06	11.49	100%
	Total :		41.47	23.07	15.04	10.76	9.67	100%

TABLE - 3.4

ENROLLMENT IN N.F.E. CENTRES & OPEN SCHOOLS						
Sl.No	Name of the Mandal with code Number	Mandal Code	No. of NFE Centres	Enrollment	No. of open schools	Enrollment
1	Munchingiput	1	39	975	0	0
2	Pedabayalu	2	46	1150	0	0
3	Hukumpeta	3	49	1092	0	0
4	Dumbriguda	4	40	968	0	0
5	Arakuvalley	5	46	778	0	0
6	Ananthagiri	6	47	1012	0	0
7	Paderu	10	0	0	0	0
8	G.Madugula	11	0	0	0	0
9	Chinthapalli	12	11	345	0	0
10	G.K.Veedhi	13	5	58	0	0
11	Koyyuru	14	6	150	0	0
	Total :		289	6528	0	0

TABLE - 3.5

NON ENROLLED & DROPOUT CHILDREN								
SI.No	Name of the Mandal with code Number	Mandal Code	No. of Children never enrolled			No. of Dropouts		
			Boys	Girls	Total	Boys	Girls	Total
1	Munchingiput	1	438	691	1129	311	349	660
2	Pedabayalu	2	874	1256	2130	274	284	558
3	Hukumpeta	3	359	1143	1502	531	670	1201
4	Dumbriguda	4	730	1012	1742	266	265	531
5	Arakuvalley	5	583	984	1567	305	323	628
6	Ananthagiri	6	260	3070	3330	796	924	1720
7	Paderu	10	457	593	1050	801	766	1567
8	G.Madugula	11	399	278	677	253	360	613
9	Chinthapalli	12	1256	1644	2900	267	233	500
10	G.K.Veedhi	13	1330	1645	2975	366	274	640
11	Koyyuru	14	484	512	996	191	154	345
Total :			7170	12828	19998	4361	4602	8963

TABLE - 3.6

MANDAL WISE RETENTION OVER CLASSES I - V					
Sl.No	Name of the Mandal with code Number	Mandal Code	Boys	Girls	Total
1	Munchingiput	1	30.83	14.31	22.90
2	Pedabayalu	2	16.83	10.22	13.72
3	Hukumpeta	3	19.68	15.99	18.09
4	Dumbriguda	4	26.95	11.10	18.86
5	Arakuvalley	5	37.28	19.97	28.45
6	Ananthagiri	6	63.86	10.17	24.07
7	Paderu	10	32.51	16.58	24.86
8	G.Madugula	11	29.77	16.76	27.22
9	Chinthapalli	12	17.91	51.86	24.70
10	G.K.Veedhi	13	66.37	25.61	48.03
11	Koyyuru	14	30.42	26.97	28.70
	Total :		33.86	19.96	26.91

TABLE - 3.7

MANDAL WISE DROPOUTS IN CLASS I - V					
Sl.No	Name of the Mandal with code Number	Mandal Code	Total		
			Boys	Girls	Total
	<u>Agency Mandals:</u>				
1	Munchingiput	1	69.17	85.69	77.10
2	Pedabayalu	2	83.17	89.78	86.28
3	Hukumpeta	3	80.32	84.01	81.91
4	Dumbriguda	4	73.05	88.90	81.14
5	Arakuvalley	5	62.72	80.03	71.55
6	Ananthagiri	6	36.14	89.83	75.93
7	Paderu	10	67.49	83.42	75.14
8	G.Madugula	11	70.23	83.24	72.78
9	Chinthapalli	12	82.09	48.14	75.30
10	G.K.Veedhi	13	33.63	74.39	51.97
11	Koyyuru	14	69.58	73.03	71.30
	Total :		66.14	80.04	73.09

TABLE - 3.8

RETENTION PATTERN FROM CLASSES I - V							
Sl.No	Name of the Mandal with code Number	Mandal Code	Percentage of retention (Total children)				
			I	II	III	IV	V
1	Munchingiput	1	0	76.34	57.50	44.91	22.90
2	Pedabayalu	2	0	80.98	53.29	34.63	13.72
3	Hukumpeta	3	0	75.99	55.97	41.25	18.09
4	Dumbriguda	4	0	80.11	59.81	34.49	18.86
5	Arakuvalley	5	0	82.42	54.81	38.94	28.45
6	Ananthagiri	6	0	77.98	61.11	37.46	24.07
7	Paderu	10	0	83.99	76.92	54.09	24.86
8	G.Madugula	11	0	76.92	47.07	37.35	27.22
9	Chinthapalli	12	0	82.45	86.39	54.31	24.70
10	G.K.Veedhi	13	0	77.12	87.68	50.23	48.03
11	Koyyuru	14	0	83.45	80.41	51.88	28.70
	Total :		0	79.80	65.54	43.59	25.42

TABLE - 3.9

RETENTION PATTERN FROM CLASSES I - V							
Sl.No	Name of the Mandal with code Number	Mandal Code	Boys				
			I	II	III	IV	V
1	Munchingiput	1	0	83.00	70.00	55.16	30.83
2	Pedabayalu	2	0	82.00	73.00	40.92	16.83
3	Hukumpeta	3	0	86.00	72.00	44.09	19.68
4	Dumbriguda	4	0	82.00	71.00	45.55	26.95
5	Arakuvalley	5	0	91.00	69.00	41.67	37.28
6	Ananthagiri	6	0	85.00	82.00	41.44	63.86
7	Paderu	10	0	83.00	84.36	63.41	32.51
8	G.Madugula	11	0	78.10	49.57	53.14	29.77
9	Chinthapalli	12	0	79.23	83.00	67.11	17.91
10	G.K.Veedhi	13	0	81.23	72.00	69.41	66.37
11	Koyyuru	14	0	88.00	83.56	58.50	30.42
	Agency mandals total :		0	83.51	73.59	52.76	33.86

TABLE-3.10

RETENTION PATTERN FROM CLASSES I - V							
Sl.No	Name of the Mandal with code Number	Mandal Code	Girls				
			I	II	III	IV	V
1	Munchingiput	1	0	69.68	45.00	34.67	14.98
2	Pedabayalu	2	0	79.96	33.59	28.33	10.62
3	Hukumpeta	3	0	65.99	39.93	38.40	16.51
4	Dumbriguda	4	0	78.22	48.63	23.43	10.78
5	Arakuvalley	5	0	73.84	40.63	36.21	19.63
6	Ananthagiri	6	0	70.96	40.22	33.48	-15.71
7	Paderu	10	0	84.99	69.47	44.76	17.21
8	G.Madugula	11	0	75.74	44.57	21.56	24.67
9	Chinthapalli	12	0	85.67	89.79	41.52	31.49
10	G.K.Veedhi	13	0	73.01	103.36	31.05	29.69
11	Koyyuru	14	0	78.90	77.25	45.25	26.97
	Total :		0	76.09	57.49	34.42	16.99

TABLE - 311

MANDAL WISE AVERAGE ATTENDANCE IN THE YEAR 1996-97 AS ON 31st JULY 1996							
Sl.No	Name of the Mandal with code Number	Mandal Code	Percentage of attendance				
			I	II	III	IV	V
1	Munchingiput	1	65.12	69.12	74.12	76.12	79.12
2	Pedabayalu	2	62.45	65.45	70.45	72.45	75.45
3	Hukumpeta	3	70.65	73.65	76.13	78.56	81.56
4	Dumbriguda	4	68.45	72.34	77.34	79.34	82.34
5	Arakuvalley	5	72.45	75.45	80.45	82.45	85.45
6	Ananthagiri	6	69.45	72.45	77.45	79.45	82.45
7	Paderu	10	71.45	74.45	79.45	75.67	78.67
8	G.Madugula	11	72.01	75.01	80.01	82.01	85.01
9	Chinthapalli	12	67.14	73.13	78.13	80.13	83.13
10	G.K.Veedhi	13	69.47	72.47	77.47	79.47	82.47
11	Koyyuru	14	68.74	71.74	76.74	78.74	81.74
	Agency mandals total :		68.85	72.30	77.07	78.58	81.58

TABLE-3.12

MANDAL WISE AVERAGE ATTENDANCE IN THE YEAR 1996-97 AS ON 30 th SEPTEMBER 1996							
Sl.No	Name of the Mandal with code Number	Mandal Code	Percentage of attendance				
			I	II	III	IV	V
1	Munchingiput	1	71.42	69.12	74.01	76.01	75.10
2	Pedabayalu	2	74.36	77.36	76.95	78.95	78.04
3	Hukumpeta	3	71.42	74.42	74.01	78.56	75.10
4	Dumbriguda	4	69.53	72.34	72.12	74.12	73.21
5	Arakuvalley	5	73.53	76.53	76.12	78.12	80.12
6	Ananthagiri	6	70.53	73.53	73.12	75.12	74.21
7	Paderu	10	72.53	75.53	75.12	89.34	76.21
8	G.Madugula	11	73.09	76.09	75.68	77.68	83.78
9	Chinthapalli	12	73.22	73.13	75.81	92.67	76.90
10	G.K.Veedhi	13	70.55	73.55	73.14	75.14	88.56
11	Koyyuru	14	69.82	72.82	72.41	88.97	90.12
	Total:		71.82	74.04	74.41	80.43	79.21

TABLE-3.13

MANDAL WISE AVERAGE ATTENDANCE IN THE YEAR 1996-97 AS ON 23 rd APRIL 1996							
SI.No	Name of the Mandal with code Number	Mandal Code	Percentage of attendance				
			I	II	III	IV	V
1	Munchingiput	1	73.81	82.34	76.29	89.56	91.03
2	Pedabayalu	2	76.75	82.28	79.23	80.98	78.96
3	Hukumpeta	3	73.81	79.34	76.29	80.59	76.02
4	Dumbriguda	4	71.92	77.26	74.40	76.15	74.13
5	Arakuvalley	5	75.92	81.45	78.40	80.15	81.04
6	Ananthagiri	6	72.92	78.45	75.40	77.15	75.13
7	Paderu	10	74.92	80.45	77.40	91.37	77.13
8	G.Madugula	11	75.48	81.01	77.96	79.71	84.70
9	Chinthapalli	12	75.61	78.05	78.09	94.70	77.82
10	G.K.Veedhi	13	72.94	78.47	75.42	77.17	89.48
11	Koyyuru	14	72.21	77.74	74.69	91.00	91.04
	Total :		74.21	79.71	76.69	83.50	81.50

TABLE- 3.14

PROVISION OF ADDITIONAL TEACHING LEARNING MATERIAL (ATLM)			
Sl.No	Name of the Mandal with code Number	Mandal Code	No.of Units proposed
1	Munchingiput	1	112
2	Pedabayalu	2	95
3	Hukumpeta	3	103
4	Dumbriguda	4	94
5	Arakuvalley	5	101
6	Ananthagiri	6	102
7	Paderu	10	95
8	G.Madugula	11	97
9	Chinthapalli	12	110
10	G.K.Veedhi	13	90
11	Koyyuru	14	95
	Total :		1094