

SARVA SHIKSHA ABHIYAN

West Godavari District



DISTRICT ELEMENTARY EDUCATION PLAN

District Primary Education Programme
A.P., Hyderabad

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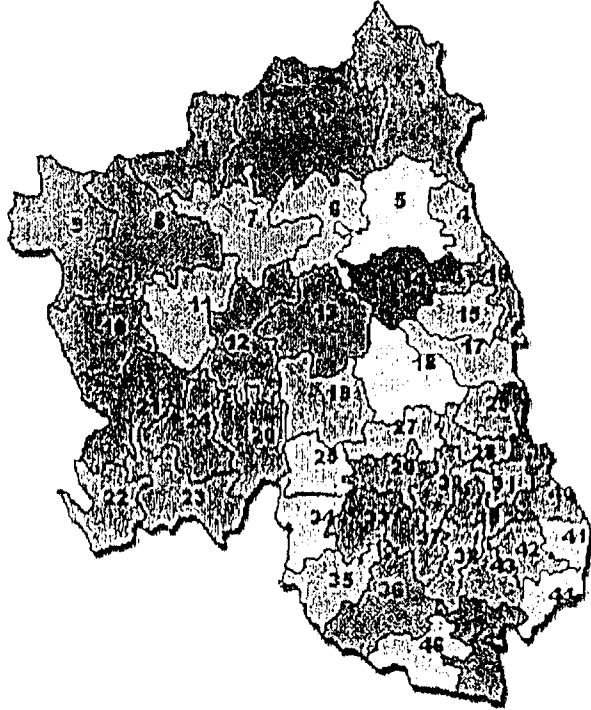
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MANDALS OF WEST GODAVARI DISTRICT



Mandal Code	Mandal Name	Mandal Code	Mandal Name	Mandal Code	Mandal Name
1	JEELUGUMILLI	17	NIDADAVOLE	32	ATTILI
2	BUTTAYAGUDEM	18	TADEPALLIGUDEM	33	UNDI
3	POLAVARAM	19	UNGUTURU	34	AKIVEEDU
4	THALLAPUDI	20	BHIMADOLE	35	KALLA
5	GOPALAPURAM	21	PEDAVEGI	36	BHEEMAVARAM
6	KOYYALAGUDEM	22	PEDAPADU	37	PALAKODERU
7	JANGAREDDIGUDEM	23	ELURU	38	VEERAVASARALA
8	T. NARASIPURAM	24	DE. NOURURU	39	PEETHAMATHA
9	CHINTALAPUDI	25	NIDAMARRU	40	PEETHOORLA
10	LINGA PALEM	26	GANAPAVARAM	41	ACHANTA
11	KAMAVARAPUKOTA	27	PENTAPADU	42	PODURU
12	DWARAKATIRUMALA	28	TANUKU	43	PALACOLE
13	NALLAJERLA	29	UNDRAJAVARAM	44	YELAMANCHILI
14	DEVARAPALLE	30	PERAVALI	45	NARASAPURAM
15	CHAGALLU	31	IRAGAVARAM	46	MOGALTHUR
16	KOVVUR				

CHAPTER – I

DEMOGRAPHIC PROFILE OF THE DISTRICT

West Godavari District is carved out of the old Godavari District and as the Western delta of the River Godavari it was appropriately named as 'West Godavari' with headquarters at Eluru and bounded on the North by Khammam District, on the South by Krishna District and the Bay of Bengal & the River Godavari on the East and on the West by the Krishna District. The West Godavari District was formed in the year 1925. It was between 16°-15' and 17°-30' of the Northern Latitude and 80°- 55' of the Eastern Longitude, it can be divided into three natural regions viz., delta, upland and agency areas and has an area of 7,780 Sq.Kms. It has three Revenue Divisions viz., Eluru, Kovvuru and Narsapuram with 46 Revenue Mandals 16,18 and 12 division-wise respectively.

The District consists of 856 inhabited villages and towns, out of which 8 are Municipalities and the rest are major panchayats with a total population of 35 Lakhs. The density of the population is 454 per Sq.Km which higher than the State Average of 242 Sq.Km. The sex ratio is 954 females for every 1000 males.

Table:1 Area, Number of Mandals, Inhabited villages town and their density.

Area in Sq.Km (In thousands)	No.of Mandals	No.of inhabited villages	No. of Habitations	No.of Towns & Municipalities	Density (Population)
7.78	46	856	2177	10	454

POPULATION:

Table: 2 Distribution of Population Growth Rate and Sex Ratio

Population 1991			Sex Ratio		Growth Rate	
Male	Female	Total	1981	1991	1971-1981	1981-1991
1764091	1753477	3517568	991	994	21.04	22.39

Scheduled Castes and Scheduled Tribe Population:

As per the 1991 Census, the Population of SCs and STs in the District is 6,29,233 and 84,648 respectively. They constitute 17.89% and 2.41% of the total population as against the state average of 17.80% and 4.19% respectively for SC & STs.

The Tribal Population of West Godavari is mostly concentrated in the villages of 3 Mandals viz., 1. Buttaigudem 2. Jeelugumilli, 3. Polavaram known as the agency area

Table: 3 Population of SCs and STs and their percentage 1991.

Castes	Population			% of Population		
	Male	Female	Total	Male	Female	Total
SCs	317507	311726	629233	18.00	17.78	17.89
STs	42160	42488	84648	2.39	2.42	2.41

LITERACY RATE AS PER 1991 CENSUS:

West Godavari is considered to be one of the educationally forward District in the State with 53.38% of Literacy 1991 Census. It occupies 2nd place in the literacy in the state.

Table: 4 Literacy Rate of the District and State 1991 Census

Andhra Pradesh ~			District		
Male	Female	Total	Male	Female	Total
55.13	32.72	44.09	59.75	46.98	53.38

Table: 5 - Literacy Rate of General, SC and ST Locality Wise:

	Rural			Urban			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
General	55.75	43.31	49.55	74.72	60.55	67.61	59.75	46.78	53.38
SC	45.31	31.89	38.67	63.08	48.39	55.78	47.45	33.89	40.74
ST	28.43	18.73	23.57	36.07	22.05	29.18	29.11	19.02	24.06

Climate: The Climatic Conditions of this district is more or less of the extreme type. The district is very hot during the summer and it is chilly during the winter.

Rainfall: The district gets rain through both South West and post monsoon seasons. The rainfall during South West monsoon season contributes 64% of the annual rainfall, while the retrieving monsoon season accounts for about 36% during October.

Flora and Fauna: The Species grown are bamboos and other wood useful for timber fuel and other minor forest produce. The Forest area is more in Polavaram., Buttaigudem and Jeelugumilli. In high forest areas, wild animals like tiger, leopard bison, sambar and birds like peafowl, jungle fowl keep are seen.

Forestry: The total forest area in the district is 81,200 hectares forming 10.49% if the Total geographical area of the district.

Agriculture: Above 70% of the total work force is engaged in agriculture and at allied activities. About 37% of the population living in the rural areas depends upon agriculture for their livelihood and in about 68% of the irrigated area and its cultivation is mainly under canals. Tubewells and

tanks come next in the order of source of irrigation. The normal annual rainfall of the district is 1076.2mm. **West Godavari District is known as "Granary of Andhra Pradesh".**

Bhimavaram, Dwaraka Tirumala, Palacole, Pattesam, Natta Rameswaram and Juttiga and Penugonda, are some of the important religious places in the district.

Pedavegi originally known as 'Vengi'. The capital of Salankayanas, Vishnukundins and the Eastern Chalukyas and was a flourishing town at the time of Satavahanas.

Khandavalli is situated at a distance of 12 Kms of from Tanuku. It is a very ancient village situated on the banks of Vasista Godavari & Kolleru Lake:

Kolleru Lake is one of the fresh water and Naturally formed big lake in which is partly situated in West Godavari district and the remaining part situated in Krishna District Few decades back it was found that nearly 193 varieties of Birds were existed here. Some of the varieties of birds are migrated from distance areas. Out of the migrated birds, 'Kolleru Konga' is the familiar bird. It is one of the very beautiful tourist place in the district.

INTER MANDAL VARIATIONS

Mandals with low population density	Mandals with high population density
1 Jeelugumill	1 Eluru
2 T.Narsapuram	2 Bhimavaram
3 D.Tirumala	3 Palakollu
4 Chintalapudi	4 Tanuku
5 Lingapalem	5 Penugonda
6 Kamavarapu Kota	
7 Buttaigudem	
8 Pedavegi	
9 Bhimadole	

Mandals with large No.of Habitations	Mandals with less No.of Habitations
1 Buttaigudem	1 Achanta
2 Chintalapudi	2 Tanuku
3 Dwaraka Tirumala	3 Chagallu
4 Jeelugumilli	4 Mogalturu
5 Polavaram	5 Bhimadole

	Mandals / Municipalities with large No. of SC Population		Mandals/ Municipalities with low SC Population
1	Devarapalli	1	Buttaigudem
2	Eluru (Municipality)	2	Polavaram
3	Dwaraka Tirumala	3	Nidamarra
4	Chintalapudi	4	Kalla
5	Nallajerla	5	Akiveedu
6	Tadepalli Gudem(Rural)	6	Penugonda
		7	Tanuku (Municipality)
		8	Jeelugumilli

	Mandals with large No. of ST Population		Mandals with ST lowest Population
1	Buttaigudem	1	Akiveedu (Rural)
2	Polavaram	2	Penugonda
3	Jeelugumilli	3	Nidamarra
4	Chintalapudi	4	Narsapuram (Rural)
5		5	Eluru (Rural)
6		6	Lingapalem

	Mandals with low enrolment & Low retention		Low enrolment & High retention
1	Chagallu	1	Akiveedu
2	Jangareddy Gudem	2	Attili
3	Kovvuru	3	Bhimavaram
4	Nidadavole	4	Eluru (R)
5	Nidamarra	5	Iragavaram
6	Tadepalli Gudem	6	Palacole
7	Tanuku	7	Palakoderu
8	Undrajavaram	8	Penumantra
		9	Pervali
		10	Tallapudi
		11	Veeravasaram

Mandals/Municipalities with Highest Literacy Rate		Mandals with Lowest Literacy Rate	
1	Narsapuram (Mpl)	1	Dwarka Tirumala
2	Palacole (Mpl)	2	Buttaigudem
3	Kovvuru (Mpl)	3	Attili
4	Tanuku (Mpl)	4	Jeelugumilli
5	Eluru (Mpl)	5	T.Narsapuram
6	Bhimavaram (Mpl)	6	Lingapalem
		7	Kamavarapu Kota

TABLE 1.9
VILLAGES CLASSIFIED ACCORDING TO SIZE OF POPULATION MANDAL WISE 1991

S. No.	Name of the Mandal	No. of Villages with Population						
		Less than 200	200-499	500-999	1000-1999	2000-4999	5000-9999	10,000 and above
1	Eluru	0	1	3	2	12	2	1
2	Pedapadu	2	3	5	4	8	2	1
3	Pedavegi	1	1	4	8	9	3	0
4	Bhimadole	0	1	2	0	3	2	3
5	Dwaraka Tirumala	2	3	7	5	13	0	0
6	Denduluru	1	1	8	8	5	2	1
7	Chintalapudi	3	7	9	9	5	2	1
8	Lingapalem	0	3	3	9	8	1	0
9	T.Narsapuram	4	2	2	6	6	2	0
10	Kamavarapu Kota	1	0	2	0	2	6	2
11	Tadepalli Gudem	1	0	0	4	6	7	4
12	Nallajerla	2	0	1	1	6	1	3
13	Unguturu	0	0	3	5	3	4	2
14	Ganapavaram	0	1	3	11	7	2	1
15	Nidamaru	3	3	4	1	7	3	1
16	Pentapadu	0	1	0	5	12	2	1
17	Kovvuru	0	0	1	3	7	4	1
18	Chagallu	0	0	1	1	2	6	1
19	Nidadavole	1	0	1	5	12	2	1
20	Gopalapuram	1	0	1	5	9	2	0
21	Devarapalli	1	0	0	3	3	4	2
22	Tallapudi	0	0	2	5	5	4	0
23	Polavaram	6	5	3	2	4	1	1
24	Kovvalagudem	2	0	3	3	6	3	1
25	Jangareddy Gudem	3	0	1	5	8	2	1
26	Buttaigudem	12	16	13	6	2	1	1
27	Jeelugumilli	6	8	4	5	4	0	0

TABLE 1.9
VILLAGES CLASSIFIED ACCORDING TO SIZE OF POPULATION MANDAL WISE 1991

S. No.	Name of the Mandal	No. of Villages with Population						
		Less than 200	200-499	500-999	1000-1999	2000-4999	5000-9999	10,000 and above
28	Tanuku	0	0	0	0	3	2	6
29	Undrajavaram	0	0	0	2	9	3	1
30	Iragavaram	0	0	3	8	8	1	1
31	Peravali	0	0	0	1	8	4	1
32	Penugonda	0	0	0	3	7	1	3
33	Penumatra	0	0	0	3	10	2	1
34	Attili	0	0	0	3	8	2	1
35	Narsapuram	0	1	0	4	4	4	4
36	Mogalturu	0	0	0	0	1	4	4
37	Yelamanchili	0	0	1	2	7	3	2
38	Palakol	0	0	2	3	10	3	1
39	Poduru	0	0	1	2	4	7	0
40	Achanta	0	0	1	4	4	1	0
41	Bhimavaram	0	0	0	3	6	4	3
42	Veeravasaram	0	0	2	4	4	3	1
43	Palakoderu	0	0	2	2	6	3	1
44	Akiveedu	1	0	1	1	8	2	2
45	Kalla	0	0	2	2	9	0	0
46	Undi	0	1	0	6	9	2	2
	TOTAL	53	58	101	174	299	118	63

SOURCE : Mandal Revenue Officers & Municipal Commissioners in W.G. District.

S.No.	High Enrollment and Low Retention Mandals	
	Name of the Mandals	Name of the Mandals
1.	Buttaigudem	8. Koyyalagudem
2.	Chintalapudi	9. Lingapalem
3.	Devarapalli	10. Mogalturu
4.	Dwaraka Tirumala	11. Nallajerla
5.	Gopalapuram	12. Narsapuram
6.	Jeelugumilli	13. Polavaram
7.	Kamavarapu Kota	14. T. Narsapuram

High Enrolment and High Retention Mandals

S.No.	Name of the Mandals	S.No.	Name of the Mandals
1	Achanta	8	Pentapadu
2	Bhimadole	9	Penugonda
3	Denduluru	10	Poduru
4	Ganapavaram	11	Undi
5	Kalla	12	Unguturu
6	Pedavegi	13	Elamanchili
7	Pcdapadu		

DETAILS OF POPULATION MANDAL WISE AS PER 1991 CENSUS

Sl.No	Name of the Mandals	No.of Habitations	No.of Villages	Population
1	Achanta	90	10	62749
2	Akiveedu	36	12	70183
3	Attili	18	14	67361
4	Bhimadole	32	11	57184
5	Bhimavaram	25	15	195580
6	Buttaigudem	134	53	46489
7	Chagallu	19	11	57327
8	Chintalapudi	85	38	76359
9	Dwaraka Tirumala	57	34	55505
10	Denduluru	42	26	57470
11	Devarapalli	23	13	63437
12	Elamanchili	69	15	73420
13	Eluru	37	21	279439
14	Ganapavaram	25	25	65576
15	Gopalapuram	30	19	54557
16	Iragavaram	48	21	66479
17	Jangareddy Gudem	37	22	77765
18	Jeelugumilli	46	29	25365
19	Kamavarapu Kota	44	17	45653
20	Kalla	32	13	63986
21	Kovvuru	21	17	97718
22	Koyyalagudem	43	18	62096
23	Lingapalem	38	25	48598
24	Mogalturu	84	6	67400
25	Nallajerla	34	14	67379
26	Narsapuram	83	16	128711
27	Nidadavole	26	26	105226
28	Nidamaruru	16	24	44768
29	Palakoderu	24	14	62868
30	Palakole	65	19	122553

Sl.No	Name of the Mandals	No.of Habitations	No.of Villages	Population
31	Pedapadu	47	26	59936
32	Pedavegi	56	28	67053
33	Pentapadu	30	22	68233
34	Penugonda	41	13	67900
35	Penumantra	18	16	61050
36	Pervali	28	14	66145
37	Poduru	87	14	66443
38	Polavaram	67	23	41664
39	T.Narsapuram	59	23	45427
40	Tadepalli Gudem	38	22	162326
41	Tallapudi	17	19	49800
42	Tanuku	12	10	129572
43	Undi	40	20	63401
44	Undrajavaram	15	15	64299
45	Unguturu	59	17	70550
46	Vccravasaram	46	14	64250
	Total	2023	894	3517250

CHAPTER - II
EDUCATIONAL PROFILE OF THE DISTRICT

2.1 Access:

The Particulars of Schools existing in the district management wise and mandal wise are shown in table :1 and table: 1a

Table : 1 Type / Management Wise Institution 1999-2000

Sl No	Type/ Management	Pre-Primary	Primary	Upper Primary	High Schools	Higher Secondary	Total
1	Central Govt.	-	-	-	-	1	1
2	State Govt.	1	94	6	30	-	131
3	Mp/Zp	7	1883	196	232	-	2318
4	Municipal	-	132	26	26	-	184
5	Pvt.Aided	-	273	15	41	-	329
6	Pvt.Un-Aided	-	39	23	31	3	96
	TOTAL	8	2421	266	360	4	3059

Table : 1a

Mandal Wise list of Schools- Type/Management Wise Institutions (1999-2000)

Sl.No	Name of the Mandal	No.of Primary Schools	No.of. UP. Schools	No.of High Schools
1	Achanta	60	5	6
2	Akiveedu	53	2	8
3	Attili	45	6	8
4	Bhimadole	31	6	6
5	Bhimavaram	96	12	23
6	Buttaigudem	109	2	9
7	Chagallu	33	3	5
8	Chintalapudi	77	7	8
9	Dwaraka Tirumala	48	5	5
10	Denduluru	51	5	6
11	Devarapalli	30	1	7
12	Elamanchili	72	5	10
13	Eluru	102	22	26
14	Ganapavaram	46	6	7
15	Gopalapuram	36	3	7
16	Iragavaram	50	3	6
17	Jangareddy Gudem	47	3	6

Sl.No	Name of the Mandal	No.of Primary Schools	No.of. UP. Schools	No.of High Schools
18	Jecclugumilli	43	1	4
19	Kamavarapu Kota	36	3	3
20	Kalla	48	3	5
21	Kovvuru	37	5	11
22	Koyyalagudem	41	5	5
23	Lingapalem	44	6	4
24	Mogalturu	62	6	5
25	Nallajerla	39	2	8
26	Narsapuram	100	17	13
27	Nidadavole	50	12	10
28	Nidamarra	25	3	5
29	Palakoderu	42	2	9
30	Palakole	76	10	14
31	Pedapadu	57	5	7
32	Pedavegi	64	7	8
33	Pentapadu	49	9	7
34	Penugonda	57	7	4
35	Penumantra	44	8	6
36	Pervali	39	5	7
37	Poduru	64	2	8
38	Polavaram	57	10	4
39	T.Narsapuram	42	0	5
40	Tadepalli Gudem	63	9	16
41	Tallapudi	24	4	4
42	Tanuku	37	7	10
43	Undi	52	7	7
44	Undrajavaram	23	6	4
45	Unguturu	57	4	8
46	Veeravasaram	60	2	6
	Total	2421	266	360

2.2 Enrollment:

The total number of school age children in the age group of 5 to 14 is around 6,69,675 and among them 68,180 are Out Of School children as on 1-2-2001 as per the survey. The district administration proposed this year i.e., 2001 as the year of 100% literacy year. Innovative strategies are identified for implementation in a systematic way in the district both for Children in the age group 5 - 14 and adult literates in 15 - 50 age group population. The literacy rate of the district is 53.38% as per 1991 Census. The literacy rates of women SC and ST are far below to the district average.

Table : 2 Age group wise population - In School & Out of School - 2000-01

Age group	Population	Enrolled	To be enrolled	To be enrolled Percentage
5-14 Years	6,69,675	6,01,495	68,180	10.18

Table: 3

Age- group- wise Population - In school & Out of school details (5-14 Years) (2000 - 01)

Sl. No	Name of the Mandal	Total Population	Enrolled	To be Enrolled
1	Achanta	11810	10675	1135
2	Akiveedu	13496	12074	1422
3	Attili	12414	12081	333
4	Bhimadole	10378	9897	481
5	Bhimavaram	15295	11697	3598
6	Buttaigudem	10898	9389	1509
7	Chagallu	11634	10518	1116
8	Chintalapudi	17216	15735	1481
9	Dwaraka Tirumala	15763	14912	851
10	Denduluru	13070	11676	1394
11	Devarapalli	13161	10989	2172
12	Elamanchili	14425	13476	949
13	Eluru	17106	15732	1374
14	Ganapavaram	11279	10653	626
15	Gopalapuram	12158	11013	1145
16	Iragavaram	10980	10762	218

Sl No	Name of the Mandal	Total Population	Enrolled	To be Enrolled
17	Jangareddy Gudem	17230	14170	3060
18	Jeelugumilli	6200	5814	386
19	Kamavarapu Kota	11751	11045	706
20	Kalla	12756	12034	722
21	Kovvuru	17534	15745	1789
22	Koyyalagudem	14523	12022	2501
23	Lingapalem	11654	10360	1294
24	Mogalturu	13193	12008	1185
25	Nallajerla	14332	12911	1421
26	Narsapuram	16861	13911	2950
27	Nidadavole	11694	10870	824
28	Nidamarru	10279	9023	1256
29	Palakoderu	12705	11704	1001
30	Palakole	12035	11579	456
31	Pedapadu	12161	11126	1035
32	Pedavegi	16172	14941	1231
33	Pentapadu	12376	11424	952
34	Penugonda	12523	11061	1462
35	Penumantra	11566	11195	371
36	Pervali	11719	10625	1094
37	Poduru	12805	11524	1281
38	Polavaram	7914	7183	731
39	T.Narsapuram	12372	10442	1930
40	Tadepalli Gudem	13193	11184	2009
41	Tallapudi	11000	9884	1116
42	Tanuku	10874	9950	924
43	Undi	11984	11242	742
44	Undrajavaram	8706	8600	106
45	Unguturu	15426	14386	1040
46	Veeravasaram	11050	9754	1296
47	Eluru - U	33631	27272	6359
48	Bhimavaram - U	16462	14071	2391
49	Nidadavolu - U	4988	4699	289
50	Tadepalligudem - U	6689	6051	638
51	Tanuku U	8335	7929	406
52	Narasapuram - U	5577	4951	626
53	Palakolu - U	8322	7526	796
	Total	669675	601495	68180

Table: 4 Type and Caste Wise Teacher 1999-2000

Category	ALL	BC	SC	ST
Pre-Primary	10	6	2	0
Primary	7524	2893	1576	202
Upper Primary	1943	659	258	44
High Schools	4145	1179	390	30
TOTAL	13622	4737	2226	276

Table 4 a.

Particulars of teachers (Mandal-wise) (1999 – 2000)

S. No	Name of the Mandal	Primary Teachers	Upper Primary Teachers	High School Teachers
1	Achanta	174	41	60
2	Akiveedu	158	17	89
3	Attili	129	58	78
4	Bhimadole	119	33	76
5	Bhimavaram	325	93	305
6	Buttaigudem	274	16	105
7	Chagaliu	101	19	50
8	Chintalapudi	207	47	80
9	Dwaraka Tirumala	155	22	42
10	Denduluru	151	27	62
11	Devarapalli	106	28	70
12	Eiamanchili	210	20	91
13	Eluru	406	202	389
14	Ganapavaram	156	44	74
15	Gopalapuram	133	16	53
16	Iragavaram	155	19	62
17	Jangareddy Gudem	147	13	80
18	Jeelugumilli	114	7	42
19	Kamavarapu Kota	110	19	32
20	Kalla	147	19	50
21	Kovvuru	150	43	132
22	Koyyalagudem	121	38	40
23	Lingapalem	113	30	41
24	Mogalturu	199	33	53
25	Nallajerla	143	13	77

26	Narsapuram	309	127	146
27	Nidadavole	138	89	116
28	Nidamarra	88	19	51
29	Palakoderu	157	18	110
30	Palakole	221	75	104
31	Pedapadu	164	36	98
32	Pedavegi	185	39	74
33	Pentapadu	140	74	93
34	Penugonda	152	50	64
35	Penumantra	132	64	71
36	Pervali	129	35	75
37	Poduru	204	14	76
38	Polavaram	104	85	43
39	T.Narsapuram	138	0	40
40	Tadepalli Gudem	213	61	186
41	Tallapudi	87	25	51
42	Tanuku	162	68	173
43	Undi	152	54	66
44	Undrajavaram	94	47	45
45	Unguturu	177	34	84
46	Veeravasaram	175	12	67
	TOTAL	7524	1943	4145

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

1) Free distribution of textbooks

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

2) Mid-day meal scheme (Rice distribution)

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

3) Early Childhood care & education

ECE is a school-readiness programme and releases the older school-aged children from sibling care. The Department of Women Development & Child Welfare is running 1,064 Anganwadi Centres functioning in 7 (2 Tribal + 5 Rural) project areas under ICDS in the district. Under Janashala programme, 36 ECE Centres were opened in the 6 mandals of ITDA sub-plan area. These centres are catering to the needs of 3-5 yr. children alongwith health needs and preparing them for the primary schooling.

4) Operation Black Board scheme

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

- a. Provision of teachers to primary schools
- b. Construction of classrooms
- c. Provision of teaching-learning material to all primary schools

5) Andhra Pradesh Primary Education Project (APPEP)

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

6) Joint GOI-UN Project

It is a community-based, primary education programme taken up in 6 mandals under sub-plan area in the district during 1999-2003 towards UEE and making primary education more accessible and effective for primary school aged children, especially girls, deprived communities and disadvantaged social groups.

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

- Preparation of habitation education plans through community participation.
- Improving the access by way of opening of Alternative Schools in schoolless habitations.
- Establishing ECEs
- Capacity building of teachers, headmasters and other field staff through recurring orientations and training programmes.
- Improving the enrolment through conduct of various types of Back to School programmes viz., Summer Schools, Residential Bridge Courses for child labour, Vidya Melas, Balothsavams, health melas, etc.
- Intensive Community Mobilisation and participation by way of conduct of Grama Sabhas, meetings with DWCRA, VTDA and other self-help groups.

7) Chaduvukundam programme (Literacy week)

A 'Literacy Week' was launched in the district from July 17-24, 2000. A massive campaign for the identification of out of school children and enrolment in the school through community participation.

During this programme, following activities have been taken up:

- Constitution of mandalwise and habitationwise nodal teams
- Discussion in the nodal teams on various aspects of schooling of out of school children through Community Mobilisation.
- Conduct of rallies, campaigns at habitation level and identification of out of school children in the age group of 5-14 yr. and efforts for their mainstreaming.

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

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

- Functioning of 119 hostels for the students of Scheduled Caste
- Functioning 37 ashram schools for ST children
- Functioning of 71 GVVK Schools for ST Children in the tribal area.
- 2 Residential schools for primitive tribal groups
- 5 Residential Schools for Schedule Caste Groups
- Provision of free textbooks, uniforms, scholarships and notebooks to the students of SCs and STs up to Class X.
- Intensive Care on all aspects of tribal children through integrated tribal development agency in sub plan areas.

9) Teacher Recruitment - 2000

- **Appointment of 41 teachers under Special DSC for tribal In agency area.**
- **Appointment of 978 teachers to the general schools in the district.**

10. Assistance to School Committees for engaging Vidya Volunteers (Para Teachers)

The Govt. of Andhra Pradesh has taken a decision to support school committees for taking the assistance of Vidya Volunteers in order to reduce the teacher pupil ratio for meaningful classroom transaction. Under this policy the School Committees were provide with assistance to engage 1368 Vidya Volunteers to the schools of Primary, Upper Primary and High schools. Under this an amount of Rs. 1000/- per month per volunteer will be released to school committees. The volunteer belongs to the local village and responsible for the education of children both in-school and out of school in the age group of 5 – 14 years in the habitation.

11. Community Participation Act 1998 – Andhra Pradesh

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

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

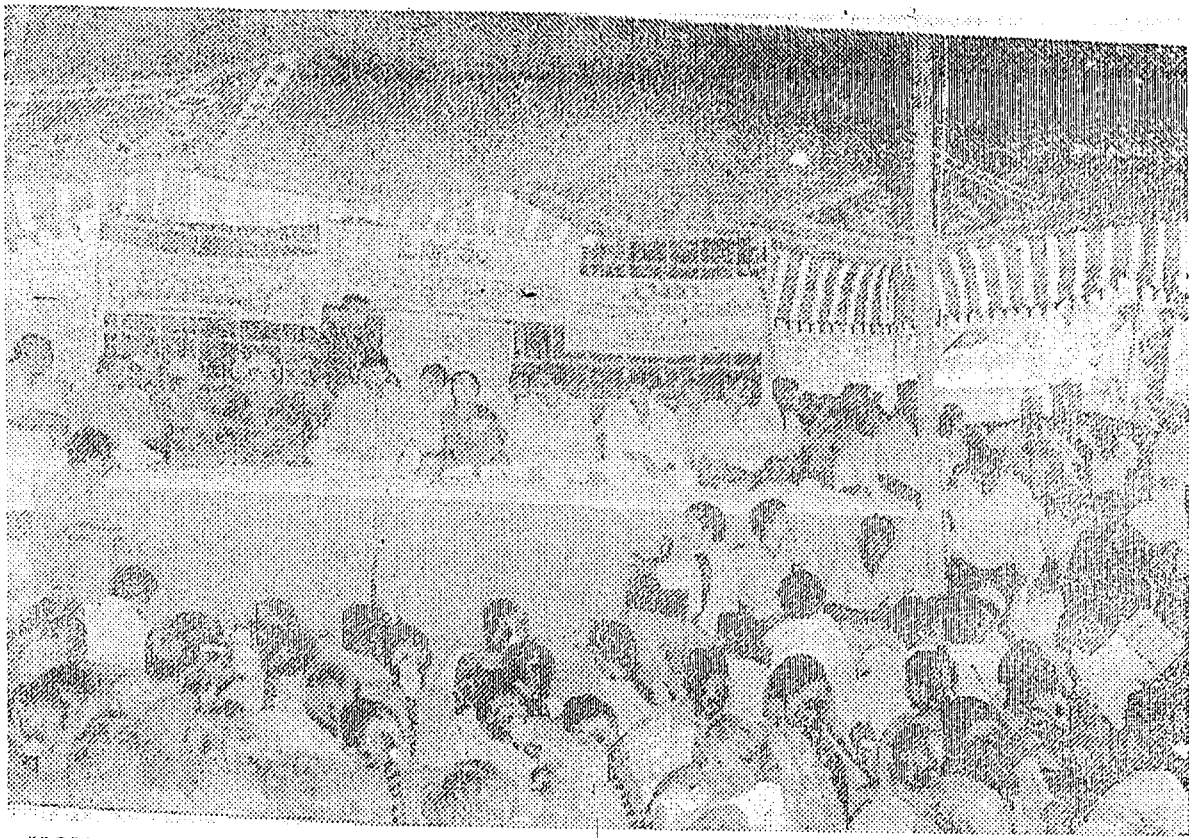
Particulars of School Committees Constituted

School Committees	4889
Panchayat Committees	886
Mandai Education Committees	46
Municipal Education Committees	08
District Educational Committee	1

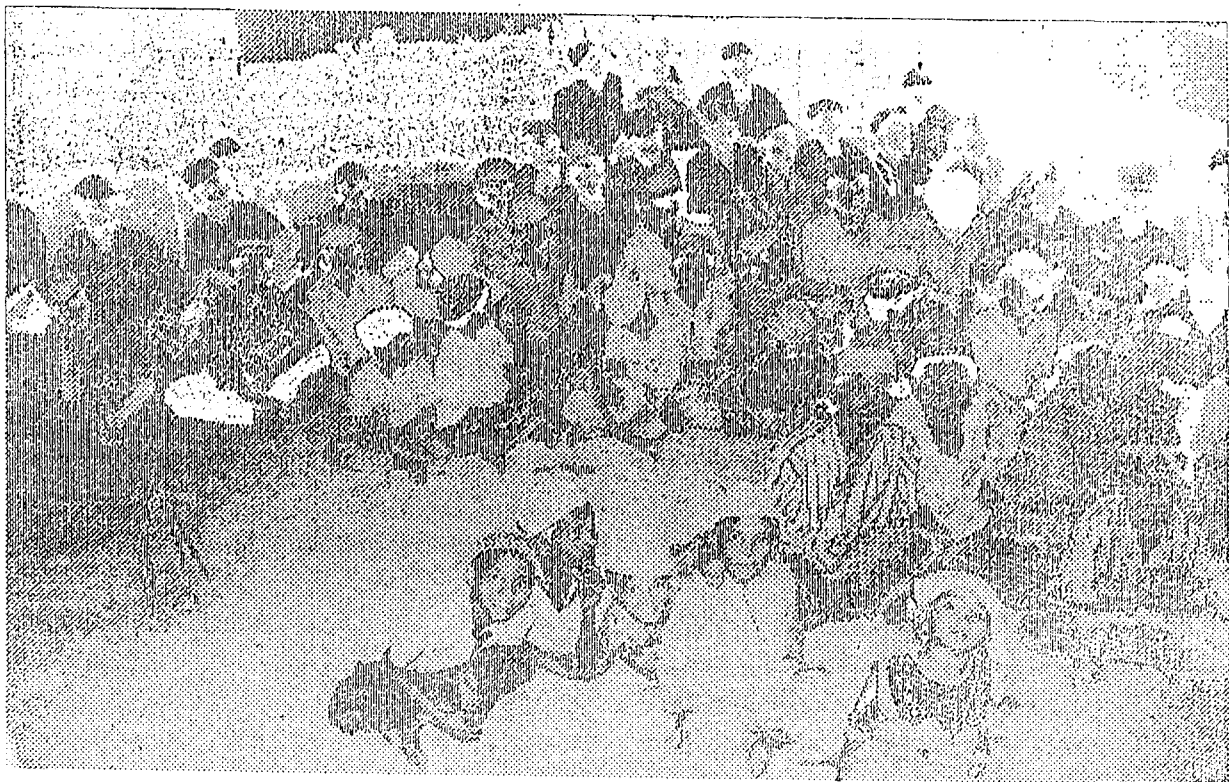
**PARTICULARS OF SCHOOL COMMITTEES - MANDAL WISE
WEST GODAVARI DISTRICT**

Sl. No	Name of the Mandals	No.of School Education Committees
1	Achanta	119
2	Akliveedu	116
3	Attili	93
4	Bhimadole	76
5	Bhimavaram	99
6	Buttaigudem	183
7	Chagallu	67
8	Chintalapudi	137
9	Dwaraka Tirumala	115
10	Denduluru	78
11	Devarapalli	26
12	Elamanchill	134
13	Eluru	61
14	Ganapavaram	105
15	Gopalapuram	89
16	Iragavaram	99
17	Jangareddy Gudem	112
18	Jeelugumilli	72
19	Kamavarapu Kota	76
20	Kalla	91

Sl. No	Name of the Mandals	No.of School Education Committees
21	Kovvuru	84
22	Koyyalagudem	109
23	Lingapalem	88
24	Mogalturu	114
25	Nallajerla	89
26	Narsapuram	137
27	Nidadavole	104
28	Nidamaru	63
29	Palakoderu	85
30	Palakole	97
31	Pedapadu	91
32	Pedavegi	115
33	Pentapadu	95
34	Penugonda	110
35	Penumantra	92
36	Pervali	100
37	Poduru	131
38	Polavaram	122
39	T.Narsapuram	70
40	Tadepalli Gudem	101
41	Tailapudi	63
42	Tanuku	55
43	Undi	96
44	Undrajavaram	83
45	Unguturu	110
46	Veeravasaram	116
	SUB TOTAL	4508
	Urban Areas	
47	Eluru	103
48	Bhimavaram	31
49	Nidadavole	49
50	Tadepalligudem	61
51	Tanuku	46
52	Narsapuram	43
53	Palacole	48
	SUB TOTAL	381
	GRAND TOTAL	4889



HON'BLE CHIEF MINISTER MONITORING SCHOOL COMMITTEE CHAIRPERSONS
DURING HIS VISIT TO THE DISTRICT



"AKSHRA IFTHAR" CELEBRATED WITH CHILD LABOURERS
AT POLAVARAM

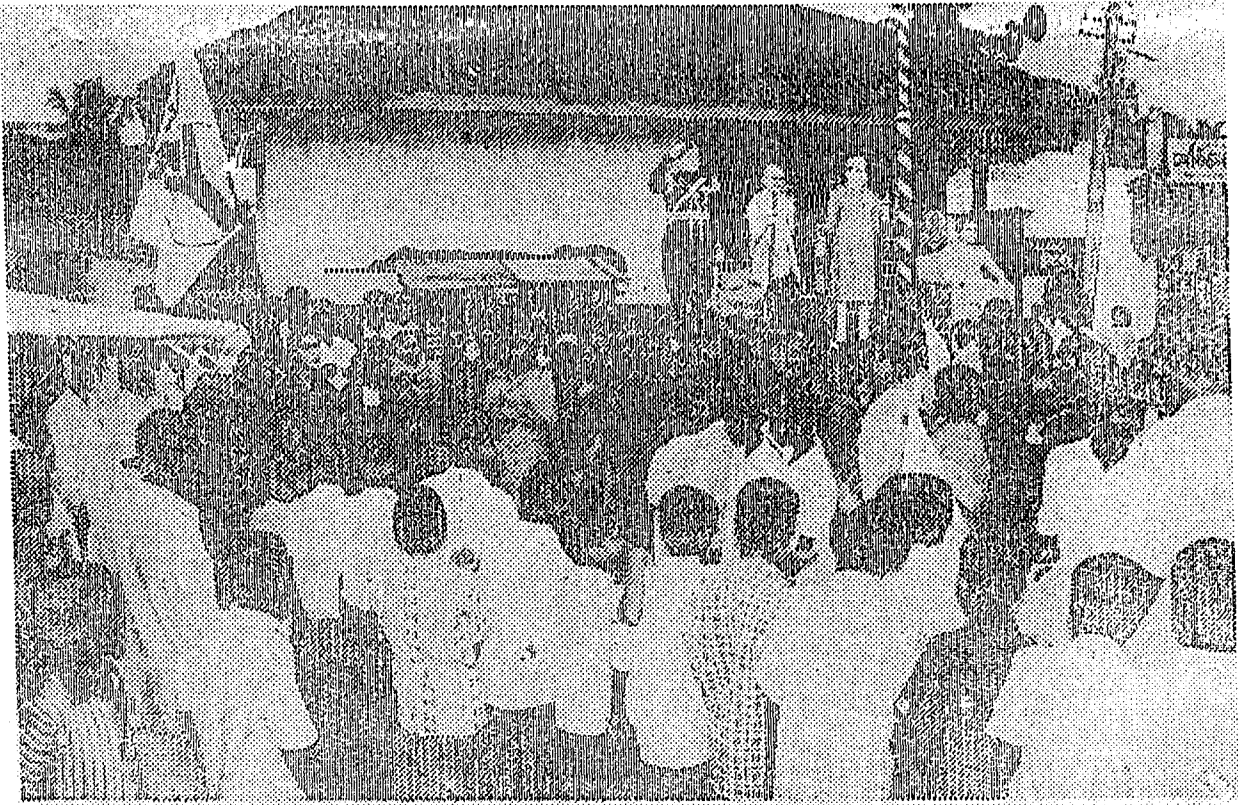


Women groups motivation on Child Labour issues

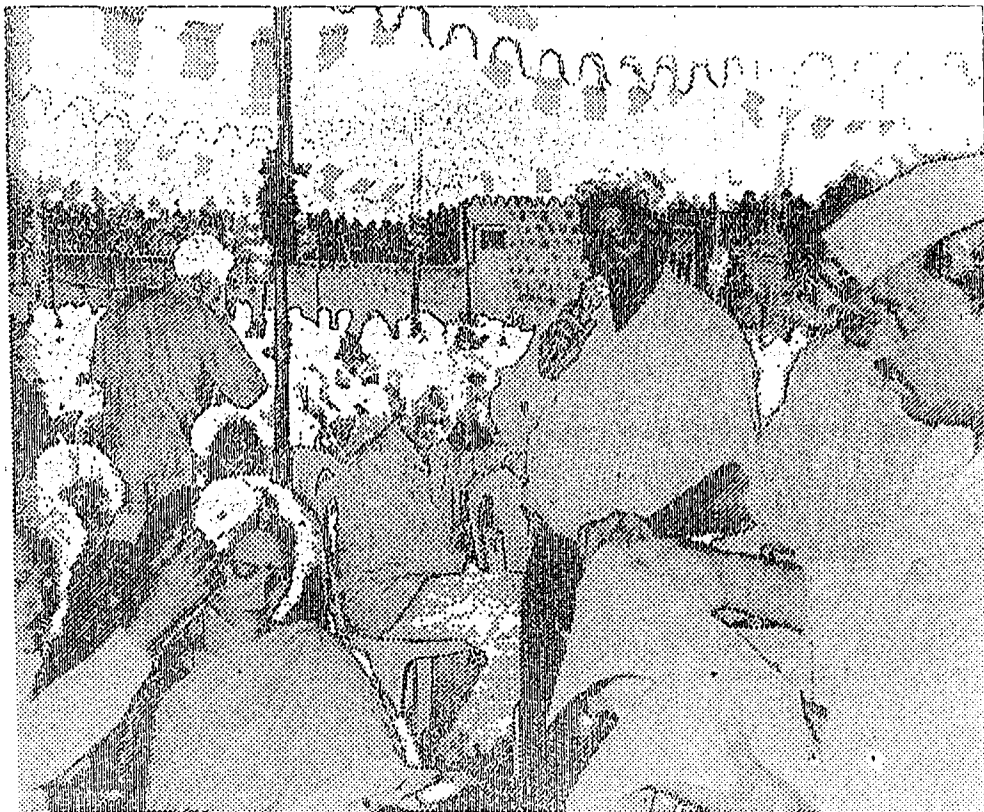


“Let there be Light in our future through Education”

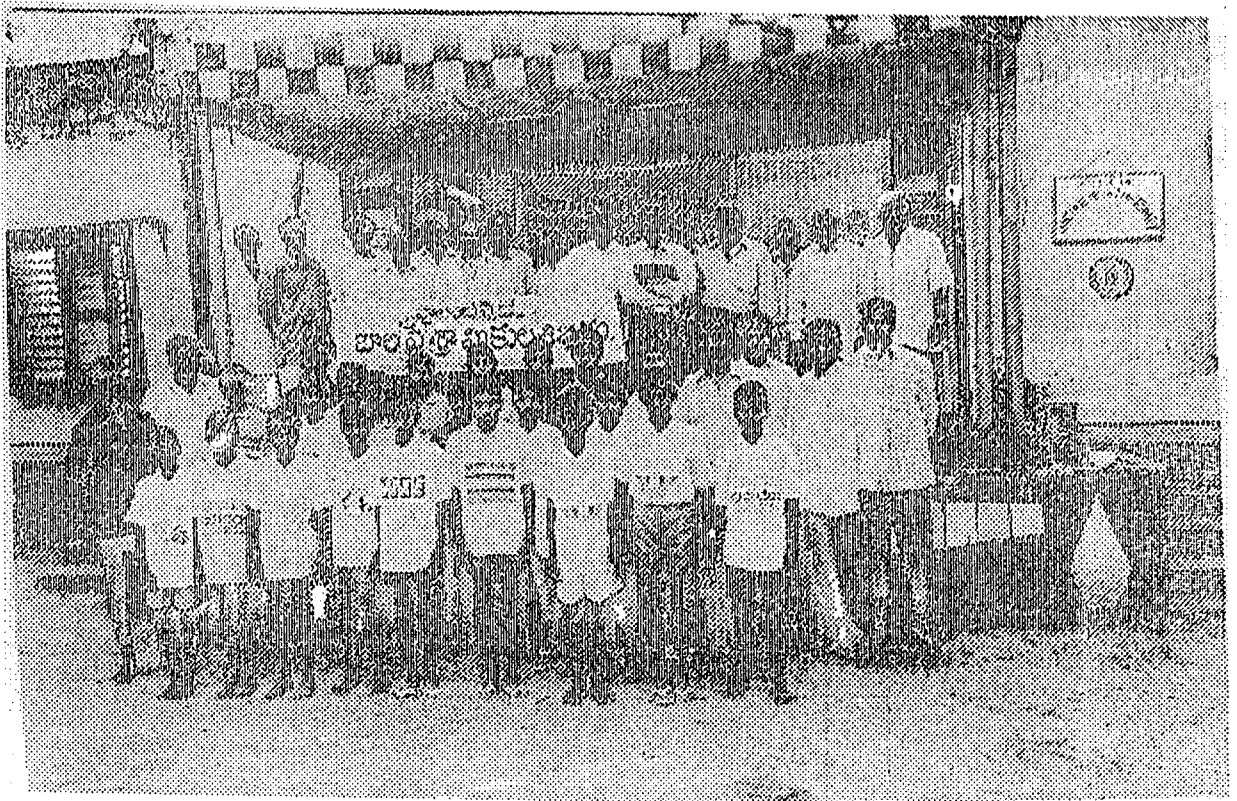
- Demonstration by Children



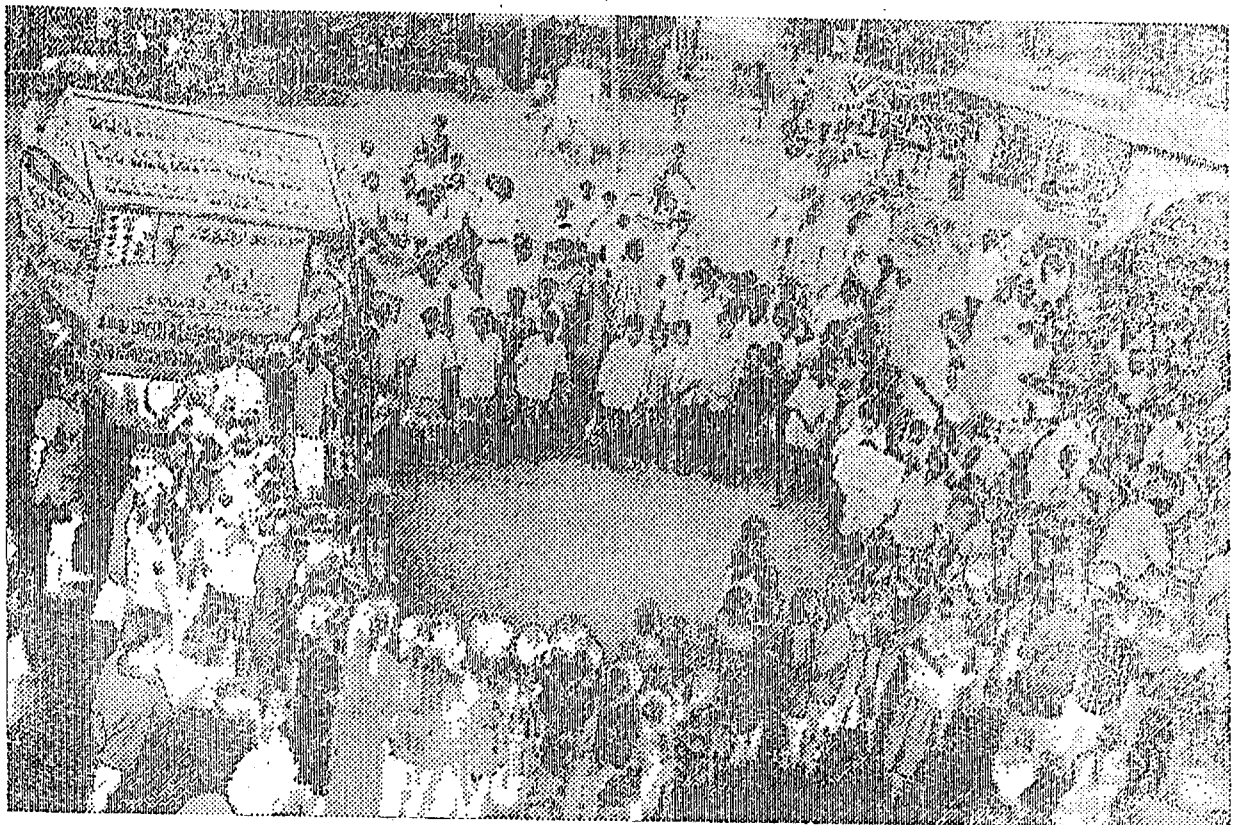
WOMEN GROUPS CONDUCTING RALLY ON CHILD RIGHTS
ON CHILDRENS' DAY



DEO ADDRESSING THE MANDAL EDN. COMMITTEE MEMBERS
DURING FORMATION OF THE DIST. EDN. COMMITTEE



'VALENTINES DAY' OBSERVED AS 'CHILD LABOURERS RELIEF DAY'



"AKSHARA RADHAM" RALLY ON ERADICATION OF CHILD LABOUR IN NIDAMARRU MANDAL

CHAPTER- III
PLANNING PROCESS
IN THE CONTEXT OF UEE (SSA)

Participatory Planning Process through Local Community for UEE

Community participation in planning for the Education of All Children in the age group of 5 – 14 years simultaneously alongwith improvement of school facilities and monitoring various quality aspects of the school is a pre requisite for any effort making Elementary Education Universal in its true spirit. The Wisdom of the local community for improving for education of the habitation, through the development of Habitation Educational Plan, has in a participatory way in a service of meetings conducted at school and as well as in Grama Sabhas.

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

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

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

Objectives of *Sarva Siksha Abhiyan*

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

Planning process

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

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

Formation of core groups on planning

District core group

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

- Joint Collector
- Project Officer (ITDA)
- Additional Project Coordinator of Janashala mandal
- Assistant Director (NFE).
- Principal (DIET)
- Lecturers (DIET)
- Principal (IASE)
- Lecturers (IASE)
- District Social Welfare Officer
- District Tribal Welfare Officer
- District Labour Officer
- Deputy Director (Adult Education)
- Coordinator Open Schools
- Women & Child Welfare Officer
- Deputy Educational Officers
- Prominent NGOs in the district.

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

Mandal-level core groups

The mandal-level core groups consists of

- Nodal Officer (Janmabhoomi)
- Mandal Development Officer (Mandal Praja Parishad)
- Mandal Educational Officer
- Mandal Resource Persons
- Few School Committee Chairpersons

- NGOs
- Selected Headmasters and teachers
- Selected DWACRA Presidents / Secretaries

Habitation-level core groups

The habitation-level core group consists of following persons:

- Headmaster of the primary/upper primary school
- School Committee Chairman
- Youth group members
- Some of the members from DWACRA and other self-help groups
- Anganwadi worker
- NFE volunteer
- Community Health Workers (Agency Area)
- Activities/ Social worker in the habitation

Development of database - conduct of family survey

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

Therefore, family survey was planned and conducted in all the habitations of the district. The required information was collected in a proforma titled as 'Family Sheet' to capture the information of children aged 0-15 yr. family-wise and habitation-wise in each and every school catchment area. The information is pertained to children education viz., enrolment, institution where studying, dropouts, reasons for out of school children, nature of the handicap if any, social status, in addition to capturing children's family background.

Training and capacity building

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

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

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

Preparatory Activities for mobilizing the community and holding Grama sabhas

Under the Chairmanship of Collector and District Magistrate all the nodal officer have been appointed as incharge to the mandal and intern nodal officers has appointed officers incharges of panchayats and municipalities to mobilise and convene village wise meetings i.e., Grama Sabhas to over see various types of developmental activities especially Primary Education and Adult Education. The prioritized item among all other activities is to achieve 100% enrollment of out of school children in the age group of 5-14 and also achieve total literacy in the age group of 15-50 31st December 2001. The District Administration has totally concentrated on the target to declared the District as total literacy District by 31st December 2001. A serious of meeting has been organised in District, Regional,

Mandal and Habitation level. The District Collector used to review the programmes with people participation on fortnight basis.

Regional meetings to Sarpanchs and Chairmen of School Education Committees

The Collector organised regional meetings inviting villages Presidents and chairmen of School Committees in different places the district to make the people own this educational programme and to mobilize these main leaders in the habitation. The Chairmen of School Education Committee and Surpanches are motivated to take up mobilization in the habitations to sensitize the parents and employees on the issue of child labour and educational issues and enroll all the Out Of School children. This momentum is being continued for achieving UEE and also led to preparation of Habitation Education Plans

Development of habitation education development plans

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

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

Development of mandai plans

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

The Mandal Plans reflect following items

Development of District Elementary Educational plan

The district planning team has gone through the entire process of planning starting from habitation level. The team members have actively participated in the meetings of Gramasabhas, campaigns, mandal-level meetings and as well as district-level meetings and finally developed district elementary education plan in conformity with the guidelines of SSA and as well as State Project Office. The District Elementary Educational Plan (DEEP) represents the perspective plan that will give a framework of activities over a long time frame to achieve UEE. Further, it is also worked out an Annual Work Plan & Budget for 4 years (2001to 2005) showing the prioritized activities to be carried out for the year 2001-2002 i.e., Annual Work Plan & Budget – 2001 – 02.

SSA –West Godavari District

Implementation of SSA in the district has been discussed in the District level planning meeting Chaired by Collector & District Magistrate wherein it was desired to implement the scheme in covering 46 mandals and 8 Municipalities and mainstream all the children in the age group of 5 – 14 years simultaneously through various non-formal approaches and mobilizing the Community, Parent, Employees in a bigway.

Total No. of 46 mandals and 8 Municipalities for SSA are as follows

S. No	Mandal Name	S. No	Mandal Name	S. No	Mandal Name
1.	Achanta	2.	Akiveedu	3.	Attilli
4.	Bhimadole	5.	Bhimavaram	6.	Buttaigudem
7.	Chagallu	8.	Chintalapudi	9.	Dwaraka Tirumala
10.	Denduluru	11.	Devarapalli	12.	Elamanchili
13.	Eluru	14.	Ganapavaram	15.	Gopalapuram
16.	Iragavaram	17.	Jangareddy Gudem	18.	Jeelugumilli
19.	Kamavarapu Kota	20.	Kalla	21.	Kovvuru
22.	Koyyalagudem	23.	Lingapalem	24.	Mogalturu
25.	Nallajerla	26.	Narsapuram	27.	Nidadavole
28.	Nidamaruru	29.	Palakoderu	30.	Palakole
31.	Pedapadu	32.	Pedavegi	33.	Pentapadu
34.	Penugonda	35.	Penumantra	36.	Pervali
37.	Poduru	38.	Polavaram	39.	T. Narsapuram
40.	Tadepalligudem	41.	Tallapudi	42.	Tanuku
43.	Undi	44.	Undrajavaram	45.	Unguturu
46.	Veeravasaram				

URBAN areas (Mandals)

S. No	Municipality Name	S. No	Municipality Name	S. No	Municipality Name
47.	Eluru	48.	Bhimavaram	49.	Nidadavole
50.	Tadepalligudem	51.	Tanuku	52.	Narsapuram
53.	Palacole	54.	Kovvuru		

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

- a) 10,00,000/- was donated by Mataparti Subba Rao of Denduluru Village to construct new building to MPP Elementary School Denduluru
- b) 5,00,000/- Donated by Sri.Chalasan Venkata Ratnam at Pothunuru Village to construct new building to MP. Elementary School Pothunuru, Denduluru Mandal West Godavari,
- c) A tiled building 60,000/- Donated by Sri Jaggavarapu Chandra Sekhar Reddy to school Yerampalli Chintalapudi Mandal
- d) A building in a 50 cents of land was donated to a school by Sri. Jayavarapu Surya Rao in Ponukumadu village at Chintalapudi mandal

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CHAPTER - IV

Objective-wise Interventions

The participatory planning exercise carried out in all the habitation for providing basic education to all the children 5 - 14 years simultaneously through campaign, mobilization by involving the entire stakeholders at all levels.

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

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

Following are the broader strategies for the improvement of key project indicators under SSA.

Access

- Establishing New formal schools, Alternative Schools in schoolless habitations.

Expanding access by way of establishing new schools viz., formal primary schools, alternative schools/ maabadis in all the schoolless habitations or areas where children do not have access to primary schooling facilities within a radius of 1 km.

- Upgradation of some of the primary schools to upper primary schools.

Some of the existing primary schools are proposed to be upgraded to upper primary schools to provide access to upper primary schools especially girl children who dropped out after completion of class V in their native habitation where parents are reluctant to send them to other habitations for Upper primary education.

- Improving access to disabled children through Integrated Education in the identified schools.

Enrolment and Retention

- Empowering the community to own for entire process of schooling of all the children in the habitation and for continuity.
- Conduct of campaigns involving youth, School Committees, DWACRA and other self-help groups sensitizing the community, child labour and child rights and convincing the parents, employers for relieving the child labour from work and joining them in the schools.
- Conduct of long-term residential bridge camps for mainstreaming of out of school children.
- Conduct of non-residential bridge courses, transitional schools and other Back-to-school programmes at habitation level for mainstreaming of dropouts and never-enrolled children, with community participation & ownership.
- Improving of teacher-pupil ratio by positioning regular teachers and Vidya volunteers.
- Assistance to the School Committees for mobilisation and as well as monitoring the children for continuous schooling and

mainstreaming of children in various age groups simultaneously through Alternate schooling strategies.

- Opening of ECE centres for the children in the age group of 3 – 5 years and to do away with the problem of over crowding in class I, with underaged children and as well as relieving the girl children from sibling care and help for their continuous education.
- Fixing ward-wise accountability on the part of the teachers, School Committee members and youth-activists for the schooling of out of school children, regular attendance and retention.
- Special drive for discouraging repetitions in the classes and encouragement for regular transition of pupil from one class to another.
- Developing close monitoring mechanisms.
- Assessment of disability by conduct of camps at Mandal Level.
- Supply of Aids & appliances to disabled children through convergence.
- Specific interventions for the enrollment of children with Special Educational Needs viz., Integrated Education of activities.
- Conduct of Awareness campaigns and orientation to School Committee Members filed visits to successful practices and other capacity building programmes for the development of Habitation Education Plan, monitoring & implementation etc.

Quality initiatives

- Making schools and classrooms attractive and an interacting plans for learning and interacting.
- Teacher motivation and development through orientation workshops to teachers for the improved classroom practices.

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

- **Conduct of Academic convention with interested teachers to build up teacher momentary for quality concerns & building teacher network.**
- **Conduct of exposure visits**
- **Library facilities at DIET, MRC**
- **Video library facilities at MRC.**
- **Action Research programme by the practitioner.**

Improvement of infrastructure facilities

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

CHAPTER - V

Issues, Strategies and Activities

All the initiatives proposed to be taken up under SSA, to achieve the targets fixed under each of the following major indicators of UEE.

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

Following are the major issues that are emerged as a result of micro planning exercise conducted in all the habitations of the 46 mandals 8 Municipalities to active involvement of community, teachers for which suitable interventions were planned at habitation level which are analysed at mandal and as well as district and thus formulated District Elementary Education Plan as follows.

5.1 Access

One of the main objective of SSA is that' all children in school, Education Guarantee Centre, Alternative School, Back to School Camp by 2003. But the district planning team under the Chairmanship of District Collectors & Magistrate unanimously resolved that all children in the age group 5 - 14, irrespective of caste, community, religion, gender must be in schools through various mainstreaming approaches viz., to realize this objective the primary education facilities are to be provided to all the children within a walking distance of 1 K.M first priority of the district is to ensure access to the children of all the sections by way of providing new formal primary schools, Alternative Schools based on the norms.

5.1.1 New Primary Schools --

It is proposed to open formal primary schools in 128 schoolless habitations where the population is 250 and above alongwith provision of 2 teachers per school as per SSA norms. The details are as follows

No. of Regular Schools proposed in School less habitations	No. of Teachers (@ 2 per school)
157	314

It is also proposed to provide buildings to these 128 new primary schools.

Community Contribution

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

- Residential & Non-Residential Bridge course approaches by 31.03.2002.

Table 5.1.1

Access - Mandalwise distribution of New Regular Schools & Teachers

S. No.	Name of the Mandal	Primary Schools	Teachers
1	Achanta	1	2
2	Akiveedu	2	4
3	Attili	1	2
4	Bhimadole	1	2
5	Bhimavaram	2	4
6	Buttaigudem	0	0
7	Chagallu	0	0
8	Chintalapudi	25	50
9	Dwaraka Tirumala	9	18

S. No.	Name of the Maudai	Primary Schools	Teachers
10	Deenduluru	2	4
11	Devarapalli	4	8
12	Elamanchili	3	6
13	Eluru	3	6
14	Ganapavaram	1	2
15	Gopalapuram	1	2
16	Iragavaram	1	2
17	Jangareddy Gudem	5	10
18	Jeelugumilli	4	8
19	Kamavarapu Kota	9	18
20	Kalla	5	10
21	Kovvuru	2	4
22	Koyyalagudem	5	10
23	Lingapalem	5	10
24	Mogalturu	9	18
25	Nallajerla	4	8
26	Narsapuram	6	12
27	Nidadavole	2	4
28	Nidamaru	8	16
29	Palakoderu	1	2
30	Palakole	2	4
31	Pedapadu	1	2
32	Pedavegi	2	4
33	Pentapadu	2	4
34	Penugonda	2	4
35	Penumantra	1	2
36	Pervali	1	2
37	Poduru	1	2
38	Polavaram	0	0
39	T.Narsapuram	4	8
40	Tadepalli Gudem	7	14
41	Tallapudi	1	2
42	Tanuku	3	6
43	Undi	2	4
44	Undrajavaram	2	4
45	Unguturu	1	2
46	Veeravasaram	4	8
	Total	157	314

5.1.2 Upgradation of Primary Schools to Upper Primary Schools

During the participatory planning exercise it was observed that in many habitations children were discontinued their studies especially

girl children, after completion of Class V in their habitation because of non-availability upper primary facilities in their habitation are near by habitation with in the radius of 3 K.Ms. In many habitations it was resolved in the Gram Sabha for the upgraded of existing primary schools in to Upper Primary School for the continuity of their children education. Depending upon the pupil strength 68 primary schools are proposed for upgradation into Upper Primary School.

Teacher Requirement

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

Infrastructure

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

No. of Primary Schools to be upgraded	No. of Teachers required			No. of Additional Classrooms
	B.Ed Assts	Telugu Pandits	Hindi Pandits	
68	136	68	68	136

Table - 5.1.2

Access - Upgradation of Primary Schools to Upper Primary Schools

S. No	Name of the Mandal	No. of Primary Schools to be upgraded	No. of Teachers Required			No. of Addl Classrooms
			B. Ed Assts	Telugu Pandits	Hindi Pandits	
1	Achanta	1	2	1	1	2
2	Akiveedu	2	4	2	2	4
3	Attili	1	2	1	1	2
4	Bhimadole	2	4	2	2	4
5	Bhimavaram	5	10	5	5	10
6	Buttaigudem	1	2	1	1	2
7	Chagallu	0	0	0	0	0
8	Chintalapudi	2	4	2	2	4
9	Dwaraka	0	0	0	0	0
10	Denduluru	0	0	0	0	0
11	Devarapalli	1	2	1	1	2
12	Elamanchilli	3	6	3	3	6
13	Eluru	3	6	3	3	6
14	Ganapavaram	4	8	4	4	8
15	Gopalapuram	0	0	0	0	0
16	Iragavaram	0	0	0	0	0
17	Jangareddy	3	6	3	3	6
18	Jeelugumilli	2	4	2	2	4
19	Kamavarapu	3	6	3	3	6
20	Kalla	1	2	1	1	2
21	Kovvuru	5	10	5	5	10
22	Koyyalagudem	3	6	3	3	6
23	Lingapalem	0	0	0	0	0
24	Mogalturu	0	0	0	0	0
25	Nallajerla	3	6	3	3	6
26	Narsapuram	0	0	0	0	0
27	Nidadavole	0	0	0	0	0
28	Nidamaru	0	0	0	0	0
29	Palakoderu	0	0	0	0	0
30	Palakole	2	4	2	2	4
31	Pedapadu	2	4	2	2	4
32	Pedavegi	2	4	2	2	4
33	Pentapadu	0	0	0	0	0
34	Penugonda	0	0	0	0	0
35	Penumantra	0	0	0	0	0
36	Pervalli	0	0	0	0	0
37	Poduru	1	2	1	1	2
38	Polavaram	0	0	0	0	0
39	T.Narsapuram	2	4	2	2	4

40	Tadepalli Gudem	2	4	2	2	4
41	Tallapudi	2	4	2	2	4
42	Taunuku	2	4	2	2	4
43	Undi	0	0	0	0	0
44	Undrajavam	0	0	0	0	0
45	Unguturu	4	8	4	4	8
46	Veeravasaram	4	8	4	4	8
	Total	68	136	68	68	136

5.2 Enrollment & Retention

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

The details of children who are in school and out of school in the age group of 5 – 14 in the proposed 46 Mandals and 8 Municipalities project mandals are as follows

Total children in the age group of (5 - 14 Years)			Children in school (5-14 years)			Out of School Children (5 - 14 years)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
338336	331339	669675	303778	297717	601495	34558	33622	68180

Table 5.2.0

Particulars of children in the age group of 5-14 yr. and In school and Out of School Children

Sl. No.	Name of the Mandal	Total Children in the age group of 5 – 14			Children in the School in the age group of 5 - 14			Out of School Children in the age group of 5 – 14		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Achanta	5988	5822	11810	5344	5331	10675	644	491	1135
2	Akiveedu	6550	6946	13496	5832	6242	12074	718	704	1422
3	Attilli	6242	6172	12414	6062	6019	12081	180	153	333
4	Bhimadole	5245	5133	10378	5007	4890	9897	238	243	481
5	Bhimavaram	7752	7543	15295	5866	5831	11697	1886	1712	3598
5	Buttaigudem	5422	5476	10898	4557	4832	9389	865	644	1509
7	Chagallu	5890	5744	11634	5356	5162	10518	534	582	1116
8	Chintalapudi	8871	8345	17216	8203	7532	15735	668	813	1481
9	Dwaraka Tirumala	7809	7954	15763	7402	7510	14912	407	444	851
10	Denduluru	6560	6510	13070	5847	5829	11676	713	681	1394
11	Devarapalli	6670	6491	13161	5548	5441	10989	1122	1050	2172
12	Elamanchilli	7322	7103	14425	6809	6667	13476	513	436	949
13	Eluru	8656	8450	17106	8024	7708	15732	632	742	1374
14	Ganapavaram	5828	5451	11279	5516	5137	10653	312	314	626
15	Gopalapuram	6103	6055	12158	5514	5499	11013	589	556	1145
16	Iragavaram	5252	5728	10980	5168	5594	10762	84	134	218
17	Jangareddygudem	8802	8428	17230	7178	6992	14170	1624	1436	3060
18	Jeelugumilli	3098	3102	6200	2885	2929	5814	213	173	386
19	Kamavarapu Kota	5807	5944	11751	5476	5569	11045	331	375	706
20	Kalla	6466	6290	12756	6109	5925	12034	357	365	722
21	Kovvuru	8853	8681	17534	7946	7799	15745	907	882	1789
22	Koyalagudem	7411	7112	14523	5974	6048	12022	1370	1131	2501
23	Lingapalem	5838	5816	11654	5260	5100	10360	578	716	1294
24	Mogalturu	6791	6402	13193	6247	5761	12008	537	648	1185
25	Nallajerla	7168	7164	14332	6352	6559	12911	816	605	1421
26	Narsapuram	8644	8217	16861	7023	6888	13911	1621	1329	2950
27	Nidadavole	5841	5853	11694	5418	5452	10870	423	401	824
28	Nidamaruru	5330	4949	10279	4668	4355	9023	662	594	1256

45	Unguturu	7877	7549	15426	7327	7059	14386	550	490	1040
46	Veeravasaram	5361	5689	11050	4918	4836	9754	443	853	1296
47	Eluru (u)	16849	16782	33631	13724	13548	27272	3125	3234	6359
48	Bhimavaram (u)	8664	7798	16462	7366	6705	14071	1298	1093	2391
49	Nidadavole (u)	2481	2507	4988	2333	2366	4699	148	141	289
50	Tadepalligudem(u)	3295	3394	6689	2975	3076	6051	320	318	638
51	Tanuku (u)	4191	4144	8335	3995	3934	7929	196	210	406
52	Narsapuram (u)	2759	2818	5577	2373	2578	4951	386	240	626
53	Palacole (u)	4092	4230	8322	3698	3828	7526	394	402	796
	TOTAL	338336	331339	669675	303821	297674	601495	34558	33622	68180

Interventions for Enrollment and Retention

5.2.1 Conduct of Awareness Campaigns and sensitizing the Community parents & employers on the issues of Child Labour and their educational issues.

5.2.2 Provision of Additional teachers to the existing primary schools

The Teacher Pupil Ratio in the district is 1:44. The Habitation Education Plans revealed the requirement of 887 regular teachers to the existing primary schools wherever the TPR is more than 1:40. Accordingly estimations are worked out for positioning 1425 regular teachers additionally to the existing schools.

Teacher Pupil Ratio	Requirement of Additional Teachers
1 : 44	1425

5.2.3 Provision of Additional Class Rooms

During the micro-planning exercise it is observed that most of the primary schools in the project mandals possess two rooms on an average. All the 5 grades are adjusted in the available two Class Rooms which are over crowded. More-over there are instances where two teachers are sharing one classroom which causing much inconvenience both for the teachers and students. As per SSA norms a room for every teacher in

primary and upper primary school, in addition to a room for Head Master in Upper Primary School is worked out to create meaningful classroom atmosphere.

As per the above norms 1016 additional classrooms are proposed for the existing schools of Primary & Upper Primary Schools.

Total No.of Teachers in Primary & Upper Primary	Total No. of Classrooms available	Additional requirement of classrooms
9467	5451	4016

Table 5.2.3
Mandal-wise requirement of Additional Classrooms

S. No	Name of the Mandal	No.of Teachers in Primary & Upper Primary	No. of Classrooms available	Additional requirement of classrooms
1	Achanta	215	88	127
2	Akiveedu	175	107	68
3	Attili	187	168	19
4	Bhimadole	152	109	43
5	Bhimavaram	418	120	298
6	Buttaigudem	290	70	220
7	Chagallu	120	94	26
8	Chintalapudi	254	180	74
9	Dwaraka Tirumala	177	80	97
10	Denduluru	178	91	87
11	Devarapalli	134	110	24
12	Elamanchili	230	128	102
13	Eluru	608	297	311
14	Ganapavaram	200	133	67
15	Gopalapuram	149	98	51
16	Iragavaram	174	120	54
17	Jangareddygudem	160	97	63
18	Jeelugumilli	121	49	72
19	Kamavarapu Kota	129	71	58
20	Kalla	166	101	65
21	Kovvuru	193	101	92
22	Koyyalagudem	159	87	72
23	Lingapalem	143	63	80
24	Mogalturu	232	100	132

25	Nallajerla	156	119	37
26	Narsapuram R&U	436	273	163
27	Nidadavole	227	129	98
28	Nidamarru	107	67	40
29	Palakoderu	175	123	52
30	Palakole	296	182	114
31	Pedapadu	200	94	106
32	Pedavegi	224	120	104
33	Pentapadu	214	152	62
34	Penugonda	202	160	42
35	Penumantra	196	69	127
36	Pervali	164	120	44
37	Poduru	218	150	68
38	Polavaram	189	178	11
39	T.Narsapuram	138	45	93
40	Tadepalli Gudem	274	146	128
41	Tallapudi	112	89	23
42	Tanuku	230	109	121
43	Undi	206	118	88
44	Undrajavaram	141	103	38
45	Unguturu	211	138	73
46	Veeravasaram	187	105	82
	Total:	9467	5451	4016

5.2.4 Free Textbooks

To encourage children for their regular schooling Govt. of A.P took a decision to supply free textbooks to the children of all primary schools belongs to various social groups. With regard to Upper Primary & High schools the children belongs to all the categories except OC are being provided free textbooks. Accordingly free textbooks are have been supplying to all the children since 1995 onwards.

5.2.5 Maintenance and Repair of School Buildings

During planning process, the gram Sabha resolved to takeup repairs to existing school buildings viz., repairs to walls, Blackboards, Flooring, Doors, Windows etc. Grama Sabhas further resolved to contribute 50% of the amount towards this purpose. The little effort of maintenance and

provision of doors and windows will provide much security to the school in terms of protection to the equipment and library books.

No. of Schools proposed for repairs and maintenance	Community Share	Government Share (SSA)
998	50%	50%

5.2.6 Mainstreaming of Out of School Children

The SSA is an effort to universalize elementary education through community participation. Efforts will be taken to bridge social and gender gap to through active participation of the local community. Special initiatives will be taken up to see all children in School/ EGS / Als / Back to School Camp Bridge Course for child labour and other strategies by 2003.

Therefore the major focus will be on the out of school children who are never enrolled, dropped out, irregular students etc. The planning process reveals that there are 68,180 out of school children in the proposed 46 mandals and 7 Municipalities.

Age Group	Out of School Children		
	Boys	Girls	Total
5 - 7	3934	4025	7959
7 - 11	11408	10302	21710
12 - 14	19216	19295	38511
Total	34558	33622	68180

Table No. 5.2.6
Out Of School Children Particulars (Age-group wise)

Sl. No.	Name of the Mandal	5-7			7-11			11-14			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Achanta	32	22	54	104	101	205	508	368	876	644	491	1135
2	Akiveedu	186	168	354	225	206	431	307	330	637	718	704	1422
3	Attili	6	6	12	54	32	86	120	115	235	180	153	333

4	Bhimadole	2	2	4	36	41	77	200	200	400	238	243	481
5	Bhimavaram	326	312	638	647	470	1117	913	930	1843	1886	1712	3598
6	Buttaigudem	99	60	159	203	106	309	563	478	1041	865	644	1509
7	Chagallu	24	34	58	122	128	250	388	420	808	534	582	1116
8	Chintalapudi	58	31	89	264	376	640	346	406	752	668	813	1481
9	Dwaraka Tirumala	85	97	182	140	156	296	182	191	373	407	444	851
10	Denduluru	7	8	15	106	86	192	600	587	1187	713	681	1394
11	Devarapalli	223	202	425	498	449	947	401	399	800	1122	1050	2172
12	Elamanchili	45	24	69	100	90	190	368	322	690	513	436	949
13	Eluru	19	22	41	154	152	306	459	568	1027	632	742	1374
14	Ganapavaram	29	27	56	69	62	131	214	225	439	312	314	626
15	Gopalapuram	181	149	330	179	172	351	229	235	464	589	556	1145
16	Iragavaram	4	5	9	16	9	25	64	120	184	84	134	218
17	Jangareddy Gudem	93	61	154	592	509	1101	939	866	1805	1624	1436	3060
18	Jeelugumilli	16	12	28	50	28	78	147	133	280	213	173	386
19	Kamavarapukot a	65	68	133	171	216	387	95	91	186	331	375	706
20	Kalla	45	40	85	160	155	315	152	170	322	357	365	722
21	Kovvuru	33	42	75	305	209	514	569	631	1200	907	882	1789
22	Koyyalagudem	125	152	277	288	217	505	957	762	1719	1370	1131	2501
23	Lingapalem	22	28	50	152	123	275	404	565	969	578	716	1294
24	Mogalturu	156	285	441	296	279	575	85	84	169	537	648	1185
25	Nallajerla	53	40	93	302	216	518	461	349	810	816	605	1421
26	Narsapuram	45	38	83	885	715	1600	691	576	1267	1621	1329	2950
27	Nidadavole	28	22	50	370	355	725	25	24	49	423	401	824
28	Nidamaruru	170	145	315	265	245	510	227	204	431	662	594	1256
29	Palakoderu	6	8	14	104	81	185	348	454	802	458	543	1001
30	Palakole	30	20	50	17	21	38	147	221	368	194	262	456
31	Pedapadu	11	23	34	99	83	182	408	411	819	518	517	1035
32	Pedavegi	126	168	294	226	169	395	276	266	542	628	603	1231
33	Pentapadu	36	8	44	145	100	245	336	327	663	517	435	952
34	Penugonda	195	241	436	234	289	523	216	287	503	645	817	1462
35	Penumantra	26	29	55	82	109	191	65	60	125	173	198	371
36	Pervali	20	10	30	128	87	215	441	408	849	589	505	1094
37	Poduru	96	86	182	218	245	463	309	327	636	623	658	1281

38	Polavaram	90	97	187	108	93	201	191	152	343	389	342	731
39	T.Narsapuram	84	156	240	166	144	310	683	697	1380	933	997	1930
40	Tadepalli Gudem	245	251	496	463	472	935	323	255	578	1031	978	2009
41	Tallapudi	35	28	63	213	176	389	347	317	664	595	521	1110
42	Tanuku	8	6	14	84	73	157	362	391	753	454	470	924
43	Undi	70	76	146	141	153	294	145	157	302	356	386	742
44	Undrajavaram	5	6	11	32	34	66	14	15	29	51	55	106
45	Unguturu	120	116	236	276	231	507	154	143	297	550	490	1040
46	Veeravasaram	50	42	92	60	40	100	333	771	1104	443	853	1299
47	Eluru(U)	110	114	224	900	1000	1900	2115	2120	4235	3125	3234	6359
48	Bhimavaram(U)	98	93	191	412	374	786	788	626	1414	1298	1093	2391
49	Nidadavole(U)	28	26	54	38	32	70	82	83	165	148	141	285
50	Tadepalli Gudem(U)	48	56	104	164	121	285	108	141	249	320	318	633
51	Tanuku(U)	34	56	90	53	67	120	109	87	196	196	210	402
52	Narsapuram(U)	94	86	180	108	69	177	184	85	269	386	240	622
53	Palacote(U)	92	121	213	184	136	320	118	145	263	394	402	797
	Total	3934	4025	7959	11408	10302	21710	19216	19295	38511	34558	33622	68111

Note : Kovvur Urban is included in Rural Mandal.

Strategies for mainstreaming

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

Objectives

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

Major Inputs

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

During the planning process, out of school children were identified alongwith nature of work they are involved in. Further negotiations have been made with parents and as well as community on the schooling of the children. Based on the database, it is proposed takeup campaigns in the habitations to relieve child labour by involving following groups in the habitations.

- o Youth activists
- o School Committee Members
- o DWACRA and Self-help groups
- o Panchayat President and Ward members
- o School Headmasters and Teachers.
- o NGOs

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

- o Holding of public meetings, rallies, marchers, utilizing every public function to highlight the child rights issue.
- o Conferences with members of gram panchayats, SECs, Women's groups, youth groups and NGOs.

- o Induction of teachers through trainings, provision of support structures in the villages.
- o Street theatre, child-to-child campaigns and use of children as resource persons.
- o Support to School Committees for mobilization and for campaign.

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

Campaigns in the habitations	Orientation to School Committee members @8 per habitations
2177	17416

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

It is proposed to conduct non-residential bridge course in the habitations wherever there are 10 and more out of school children are in a habitation for providing basic education for a period of 3 – 6 months and mainstreamed in the near by school depending upon the age and performance. The local volunteer identified by School Committee for the purpose of mobilization will be conducting these bridge course camps for mainstreaming of children. Necessary training and other material support will be provided to the volunteer in addition to provision of TLM and textbooks to the children.

No. of Non-Residential bridge courses proposed
-- 1050

Table - 5.2.6b

Mandal-wise list of Non-Residential Bridge courses

S. No	Name of the Mandal	No. of Non-Residential Bridge Courses
1	Achanta	24
2	Akiveedu	17
3	Attili	06
4	Bhimadole	11
5	Bhimavaram	50
6	Buttaigudem	29
7	Chagallu	22
8	Chintalapudi	21
9	Dwaraka Tirumala	10
10	Denduluru	32
11	Devarapalli	22
12	Elamanchili	19
13	Eluru	28
14	Ganapavaram	12
15	Gopalapuram	13
16	Iragavaram	05
17	Jangareddy Gudem	49
18	Jeelugumilli	08
19	Kamavarapu Kota	05
20	Kalla	09
21	Kovvuru	32
22	Koyyalagudem	47
23	Lingapalem	26
24	Mogalturu	05
25	Nallajerla	22
26	Narsapuram	34
27	Nidadavole	01
28	Nidamarru	12
29	Palakoderu	22
30	Palakole	10
31	Pedapadu	22
32	Pedavegi	15
33	Pentapadu	18
34	Penugonda	14

S. No	Name of the Mandal	No. of Non-Residential Bridge Courses
35	Penumantra	03
36	Pervali	24
37	Poduru	17
38	Polavaram	09
39	T.Narsapuram	38
40	Tadepalli Gudem	16
41	Tallapudi	18
42	Tanuku	21
43	Undi	08
44	Undrajavaram	01
45	Unguturu	08
46	Veeravasaram	31
47	Eiuru(U)	115
48	Bhimavaram(U)	38
49	Nidadavole(U)	05
50	Tadepalli Gudem(U)	07
51	Tanuku(U)	05
52	Narsapuram(U)	07
53	Palacole(U)	07
	Total	1050

c) **Conduct of Residential Bridge Courses**

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

These bridge course are conceived as a continuous process of community mobilization and mainstreaming of the out of school children preferably who are never enrolled in the age group of 10 – 11 years.

Objective

- i) To withdraw all children in the age group of 9-11 years.
(Target group: Children in wage employment such as bonded labourers, daily wage earners, agricultural labourers goatherds and cowherds, girl children as agricultural labourers. Also children engaged in non wage self employment such as children in domestic work, working in family agriculture farms working as goatherds, and cattle herds).
- ii) To mainstream the children by providing access to formal education

Major inputs

- i) Motivation centres
- ii) Residential educational camps for 150 girls and 150 boys at any given point of time.
- iii) Mobilization and campaigns – support to school committees.

Major outputs

- i) At least 6000 children in the age group of 9-14 years are withdrawn from work and sent to schools through camps during 2001-02.
- ii) Camps utilized as mobilization and resource centres
- iii) Trained teachers, education activists to carry out the programme

No. of Residential bridge courses proposed

50 + 51

(Boys + Girls)

Table – 5.2.6.c.

Mandal-wise list of Residential Bridge courses

S. No	Name of the Mandal	No. of Residential Bridge Courses	
		Boys	Girls
1	Achanta	1	1
2	Akiveedu	1	1
3	Attili	1	1
4	Bhimadole	0	1
5	Bhimavaram	1	1
6	Buttaigudem	1	1
7	Chagallu	1	1
8	Chintalapudi	1	1
9	Dwaraka Tirumala	1	1
10	Denduluru	1	1
11	Devarapalli	1	1
12	Elamanchili	1	0
13	Eluru	1	1
14	Ganapavaram	1	1
15	Gopalapuram	1	1
16	Iragavaram	0	1
17	Jangareddy Gudem	1	2
18	Jeelugumilli	1	1
19	Kamavarapu Kota	1	1
20	Kalla	1	1
21	Kovvuru	1	1
22	Koyyalagudem	2	1
23	Lingapalem	1	1
24	Mogalturu	1	1
25	Nallajerla	1	1
26	Narsapuram	1	1
27	Nidadavole	1	1
28	Nidamaru	1	1
29	Palakoderu	1	1
30	Palakole	0	1
31	Pedapadu	1	1
32	Pedavegi	1	1
33	Pentapadu	1	1
34	Penugonda	1	1
35	Penumantra	1	0
36	Pervali	1	1
37	Poduru	1	1

		No. of Residential Bridge Courses	
38	Polavaram	1	1
39	T.Narsapuram	1	1
40	Tadepalli Gudem	1	1
41	Tallapudi	1	1
42	Tanuku	1	1
43	Undi	1	1
44	Undrajavaram	0	0
45	Unguturu	1	1
46	Veeravasaram	1	1
47	Eluru(U)	1	1
48	Bhimavaram(U)	1	1
49	Nidadavole(U)	1	1
50	Tadepalli Gudem(U)	1	1
51	Tanuku(U)	1	1
52	Narsapuram(U)	1	1
53	Palacole(U)	1	1
Total:-		50	51

CHAPTER VI

Quality Issues in Elementary Education

6.0 Pedagogy vs Child

The science of pedagogy need to be looked in the perspective of the child & classroom rather than teacher & his professional development.

The Pedagogy of learning to learn

- Motivation and inspiring the children to develop the ability of self learning.
 - a) Pupil interactive material i.e., TLM, children literature, puzzles, experiments, observations, projects etc.
 - b) Peer interaction – Child-to-child learning approaches by sharing, cooperative learning, etc.
 - c) Interaction between the teachers and the taught – discussion, guided experiences etc.

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

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

a) Teacher involvement and Motivation

Teacher motivation & readiness is the major important factor for providing quality learning process in the classrooms. The present model of teacher empowering process i.e., Training & Orientation on agreed pedagogical & content themes (inputs) need to be rebooked and the approach need to be modified in the light of present day ost teachers training practices.

Some of the teacher development approaches, which are scan in the field are as follows

- Teachers are motivating themselves after observing some of the innovations being taken by their colleagues.
- Teacher convention, by some of the innovative teachers at district / sub-district level has resulted in attended of many interested teachers formed into teachers forums which has resulted in the improved classrooms practice & for children enrollment.
- Teacher networking slowly expanding, with the associate of more teachers in to it and for their professional exchange for making schools & classrooms more interesting practices to attract children primarily to the schools and learning subsequently.

Therefore professional development is proposed to be looked in the perspective of teacher motivation and support to conduct of Teacher meetings and expansion of teacher networking for an exchange.

b) Pedagogy of affection

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

interaction are some of the happenings in the classrooms which discourages pupil initiative and their participation.

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

c) Pedagogy of Retention

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

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

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

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

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

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

6.2 Academic conventions – Networking and Linkages

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

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

Following are the initiatives proposed to be taken up

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

6.3 Quality Teaching & Learning - Teacher training

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

Training – Personnel to be covered

No.of DRG	No. of MRG @ 8 per mandal	No.of Teachers		MEO / MRPs @4 per mandal
		In-service	Newly Recruited	
54	408	8489	978	196

Table 6.3.1
Quality - Trainings

S. No	Mandal Name	Trainings	
		No. of Schools	No. of Teachers
1	Achanta	68	215
2	Akiveedu	52	175
3	Attili	51	187
4	Bhimadole	36	152
5	Bhimavaram	67	418
6	Buttaigudem	79	290
7	Chagallu	35	120
8	Chintalapudi	85	254
9	Dwaraka Tirumala	53	177
10	Denduluru	56	178
11	Devarapalli	32	134
12	Elamanchili	79	230
13	Eluru	43	608
14	Ganapavaram	51	200
15	Gopalapuram	36	149
16	Tragavaram	53	174
17	Jangareddy Gudem	57	160
18	Jeelugumilli	45	121
19	Kamavarapu Kota	44	129
20	Kalla	57	166
21	Kovvuru	37	193
22	Koyyalagudem	39	159
23	Lingapalem	59	143
24	Mogalturu	70	133
25	Nallajerla	42	155
26	Narsapuram	83	136
27	Nidadavoie	50	227
28	Nidamarru	36	107
29	Palakoderu	47	175
30	Palakole	62	296
31	Pedapadu	59	200
32	Pedavegi	59	224
33	Pentapadu	55	214
34	Penugonda	64	202
35	Penumantra	51	196
36	Pervali	43	164
37	Poduru	66	218
38	Polavaram	67	189
39	T.Narsapuram	42	138
40	Tadepalli Gudem	49	274

S. No	Mandal Name	Framings	
		No. of Schools	No. of Teachers
41	Tallapudi	28	112
42	Tanuku	23	230
43	Undi	59	206
44	Undrajavaram	29	141
45	Unguturu	59	211
46	Venrivasaram	62	187
47	Eluru(U)	82	0
48	Bhimavaram(U)	35	0
49	Nidadavole(U)	21	0
50	Tadepalli Gudem(U)	13	0
51	Tanuku(U)	19	0
52	Narsapuram(U)	28	0
53	Palacole(U)	24	0
54	Kovvur(U)	0	0
Total:		2639	9467

Note: Urban information included in Rural.

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

District Resource Groups

Since the training is in cascade mode, it is proposed to constitute District Resource Group (DRG) with the persons representing from DIETs, Head Masters, Teachers, Mandal Resource Persons etc., covering all subject areas of primary and upper primary schools. It is proposed to form three strong DRG Groups viz., DRG in Language, DRG in Maths & DRG in Sciences. DRG's convene the Academic Conventions and inspire the teachers along with taking up of programmes for the development of Language, Science and Maths. These DRGs are responsible for the improvement of Language, Science & Maths aspect in the field. These DRGs will be exposed to various types of new initiatives on the professional development aspects of teachers and improved classroom practices within and outside the states. DRG in turn orient the Mandal Resource groups and visit the schools to monitor the implementation aspects.

Mandal Resource Groups (MRG)

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

Training - Mandalwise personnel to be covered

S. No	Name of the Mandal	No. of MRG @ 8 per mandal	No. of Teachers		MEO / MRPs @4 per mandal
			In-service	Newly Recruited	
1	Achanta	8	170	45	4
2	Akiveedu	8	171	5	1
3	Attili	8	162	25	4
4	Bhimadole	8	152	0	4
5	Bhimavaram	8	366	57	4
6	Buttaigudem	8	267	23	4
7	Chagallu	8	117	3	4
8	Chintalapudi	8	240	10	4
9	Dwaraka Tirumala	8	153	24	4
10	Denduluru	8	177	1	4
11	Devarapalli	8	117	17	4
12	Elamanchili	8	205	25	4
13	Eluru	8	509	99	4
14	Ganapavaram	8	171	29	4
15	Gopalapuram	8	125	24	4
16	Iragavaram	8	164	10	4
17	Jangareddy Gudem	8	152	8	4
18	Jeelugumilli	8	92	29	4
19	Kamavarapu Kota	8	109	20	4
20	Kalla	8	160	6	1
21	Kovvuru	8	192	1	4
22	Koyyalagudem	8	145	14	4
23	Lingapalem	8	137	6	4
24	Mogalturu	8	69	64	4
25	Nallajerla	8	139	16	4
26	Narsapuram	8	379	57	4

S. No	Name of the Mandal	No. of MRG @ 8 per mandal	No. of Teachers		MEO / MRPs @4 per mandal
			In-service	Newly Recruited	
27	Nidadavole	8	202	19	4
28	Nidamarru	8	59	48	4
29	Palakoderu	8	175	0	4
30	Palakole	8	247	49	4
31	Pedapadu	8	199	1	4
32	Pedavegi	8	224	0	4
33	Pentapadu	8	206	8	4
34	Penugonda	8	180	22	4
35	Penumantra	8	186	10	4
36	Pervali	8	135	29	4
37	Poduru	8	210	8	4
38	Polavaram	8	176	13	4
39	T.Narsapuram	8	123	15	4
40	Tadepalli Gudem	8	225	49	4
41	Tailapudi	8	111	1	4
42	Tanuku	8	194	36	4
43	Undi	8	193	13	4
44	Undrajavaram	8	135	6	4
45	Unguturu	8	196	15	4
46	Veeravasaram	8	177	10	4
47	Eluru(U)	8	0	0	3
48	Bhimavaram(U)	8	0	0	3
49	Nidadavole(U)	4	0	0	1
50	TadepalliGudem(U)	4	0	0	1
51	Tanuku(U)	4	0	0	1
52	Narsapuram(U)	4	0	0	1
53	Palacole(U)	4	0	0	1
54	Kovvur(U)	4	0	0	1
	Total	408	8489	978	196

Note: Urban information included in Rural.

6.4 School Support - Professional support Structures

a) District Institute of Education and Training (DIET)

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

programmes. Therefore the DIETs are proposed to take up various quality initiatives for the improvement of elementary education as follows.

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

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

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

b) Mandal Resource Centres (MRC)

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

pucca building for conduct of various training programmes and as well as for the functioning of MEOs from this office.

The details of MRPs and MRCs as follows:

MRCs	MRPs
54	162

S. No	Name of the Mandal	No. of MRCs	No. of MRPs
1	Achanta	1	3
2	Akiveedu	1	3
3	Attili	1	3
4	Bhimadole	1	3
5	Bhmavaram	1	3
6	Buttalgudem	1	3
7	Chagallu	1	3
8	Chintalapudi	1	3
9	Dwaraka Tirumala	1	3
10	Denduluru	1	3
11	Devarapalli	1	3
12	Elamanchilli	1	3
13	Eluru	1	3
14	Ganapavaram	1	3
15	Gopalapuram	1	3
16	Iragavaram	1	3
17	Jangareddy Gudem	1	3
18	Jeelugumilli	1	3
19	Kamavarapu Kota	1	3
20	Kalla	1	3
21	Kovvuru	1	3
22	Koyyalagudem	1	3
23	Lingapalem	1	3
24	Mogaituru	1	3
25	Nallajerla	1	3
26	Narsapuram	1	3
27	Nidadavole	1	3
28	Nidamarru	1	3
29	Palakoderu	1	3
30	Palakole	1	3
31	Pedapadu	1	3
32	Pedavegi	1	3
33	Pentapadu	1	3
34	Penugonda	1	3
35	Penumantra	1	3

S. No	Name of the Mandal	No. of MRCs	No. of MRPs
36	Pervall	1	3
37	Poduru	1	3
38	Polavaram	1	3
39	T.Narsapuram	1	3
40	Tadepalli Gudem	1	3
41	Tallapudi	1	3
42	Tanuku	1	3
43	Undl	1	3
44	Undrajavaram	1	3
45	Unguturu	1	3
46	Veeravasaram	1	3
47	Eluru(U)	1	3
48	Bhimavaram(U)	1	3
49	Nidadavole(U)	1	3
50	Tadepalli Gudem(U)	1	3
51	Tanuku(U)	1	3
52	Narsapuram(U)	1	3
53	Palacole(U)	1	3
54	Kovvur(U)	1	3
	Total	54	162

Inputs

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

Functional aspects of MRCs / MRPs

- All the schools in the mandals will be divided among three MRPs for effective monitoring, supervision.
- Each MRP will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupil and teacher and observe classroom transaction of all the teachers and provide

necessary guidance. Each MRP also records his impressions in the Academic guidance register.

- Each MRC will maintain the information on various aspects of primary education pertaining to all the habitations in the form of registers and records viz., Mandal Profile, School Profile Stock File, School Monitoring returns, Enrolment & Retention School-wise particulars, School-wise furniture, equipment and accommodation details, Mandal Census Register, Habitation Education Plan Register, MEO and MRP handbook, etc.
- In addition to monitoring the schools, the MRP also visits Early Childhood Education Centres and meets the School Committee members. Several orientation programmes have been planned for MRPs in the fields of Pedagogy, Girls' education, ECEs, Community Mobilisation, etc. for their capacity building and enable them to take up monitoring and supervision, effectively for UEE.

c) Teacher Centres (TCs)

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

No. of Mandals	No. of Teacher Centres
54	292

Table 6.4.c.
Mandalwise list of Teacher Centres

S. No	Name of the Mandal	No. of MRC	No. of TC Centres
1	Achanta	1	7
2	Akiveedu	1	5
3	Attili	1	6
4	Bhimadole	1	4
5	Bhimavaram	1	7
6	Buttaigudem	1	6
7	Chagallu	1	4
8	Chintalapudi	1	7
9	Dwaraka Tirumala	1	5
10	Denduluru	1	4
11	Devarapalli	1	5
12	Elamanchili	1	7
13	Eluru	1	4
14	Ganapavaram	1	8
15	Gopalapuram	1	4
16	Iragavaram	1	8
17	Jangareddy Gudem	1	4
18	Jeelugumilli	1	3
19	Kamavarapu Kota	1	4
20	Kalla	1	6
21	Kovvuru	1	6
22	Koyyalagudem	1	4
23	Lingapalem	1	4
24	Mogalturu	1	8
25	Nallajerla	1	5
26	Narsapuram	1	4
27	Nidadavole	1	4
28	Nidamarra	1	4
29	Palakoduru	1	6
30	Palakole	1	6
31	Pedapadu	1	7
32	Pedavegi	1	5
33	Pentapadu	1	8
34	Penugonda	1	7
35	Penumantra	1	7
36	Pervali	1	5
37	Poduru	1	7
38	Polavaram	1	5
39	T. Narsapuram	1	4

S. No	Name of the Mandal	No. of MRC	No. of TC Centres
40	Tadepalli Gudem	1	6
41	Tallapudi	1	5
42	Tanuku	1	6
43	Undi	1	7
44	Undrajavaram	1	5
45	Unguturu	1	6
46	Veeravasaram	1	6
47	Eluru(U)	1	13
48	Bhimavaram(U)	1	4
49	Nidadavole(U)	1	4
50	Tadepalli Gudem(U)	1	6
51	Tanuku(U)	1	4
52	Narsapuram(U)	1	2
53	Palacole(U)	1	3
54	Kovvur(U)	1	1
	Total	54	292

Functional Aspects

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

Inputs

- Annual grant of TLM @ Rs. 2000/- per TC per year.
- Training to TC Secretaries / Asst. Secretary of TC / TC guide manual.
- Monthly teachers meet at TC for professional exchange.

5.5 Quality Teaching - School, Teacher and Teacher Centre Grants

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

Particulars of Grants - School, Teacher & Teacher Centre

No. of School	No. of Teachers	No. of Teacher Centres
2639	9467	292

Table 6.5

Grants - Schools, Teachers & Teacher Centres

S. No	Name of the Mandal	No. of Schools	No. of Teachers		No. of Teacher centres
			In-service	Newly Recruited	
1	Achanta	68	170	45	7
2	Akiveedu	52	171	5	5
3	Attili	51	162	25	6
4	Bhimadole	36	152	0	4
5	Bhimavaram	67	366	57	7
6	Buttaigudem	79	267	23	6
7	Chagallu	35	117	3	4
8	Chintalapudi	85	240	10	7
9	Dwaraka Tirumala	53	153	24	5
10	Denduluru	56	177	1	4
11	Devarapalli	32	117	17	5
12	Elamanchilli	79	205	25	7
13	Eluru	43	509	99	4
14	Ganapavaram	51	171	29	8
15	Gopalapuram	36	125	24	4
16	Iragavaram	53	164	10	8

S. No	Name of the Mandal	No. of Schools	No. of Teachers		No. of Teacher centres
			In-service	Newly Recruited	
17	Jangareddy Gudem	57	152	8	4
18	Jeelugumilli	45	92	29	3
19	Kamavarapu Kota	44	109	20	4
20	Kalla	57	160	6	6
21	Kovvuru	37	192	1	6
22	Koyyalagudem	39	145	14	4
23	Lingapalem	59	137	6	4
24	Mogalturu	70	69	64	8
25	Nailajerla	42	139	16	5
26	Narsapuram	83	379	57	4
27	Nidadavole	50	202	19	4
28	Nidamaru	36	59	48	4
29	Palakoderu	47	175	0	6
30	Palakole	62	247	49	6
31	Pedapadu	59	199	1	7
32	Pedavegi	59	224	0	5
33	Pentapadu	55	206	8	8
34	Penugonda	64	180	22	7
35	Penumantra	51	186	10	7
36	Pervali	43	135	29	5
37	Poduru	66	210	8	7
38	Polavaram	67	176	13	5
39	T.Narsapuram	42	123	15	4
40	Tadepalli Gudem	49	225	49	6
41	Tailapudi	28	111	1	5
42	Tanuku	23	194	36	6
43	Undi	59	193	13	7
44	Undrajavaram	29	135	6	5
45	Unguturu	59	196	15	6
46	Veeravasaram	62	177	10	6
47	Eluru(U)	82	0	0	13
48	Bhimavaram(U)	33	0	0	4
49	Nidadavole(U)	21	0	0	4
50	Tadepalligudem(U)	13	0	0	6
51	Tanuku(U)	19	0	0	4
52	Narsapuram(U)	28	0	0	2
53	Palacole(U)	24	0	0	3
54	Kovvur(U)	0	0	0	1
	Total	2639	8489	978	292

6.6 Teaching Learning Material to Upper Primary Schools

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

<i>No. of Mandals</i>	<i>No. of Upper Primary Schools</i>
54	260

Table 6.6

TLM Grant for Upper Primary Schools

S. No	Name of the Mandal	No. of Upper Primary schools
1	Achanta	5
2	Akiveedu	2
3	Attili	6
4	Bhimadoie	4
5	Bhimavaram	11
6	Butraigudem	4
7	Chagallu	3
8	Chintalapudi	7
9	Dwaraka Tirumala	5
10	Denduluru	5
11	Devarapalli	3
12	Elamanchili	7
13	Eluru	5
14	Ganapavaram	6
15	Gopalapuram	2
16	Iragavaram	3
17	Jangareddy Gudem	2
18	Jeelugumilli	1
19	Kamavarapu Kota	4
20	Kalla	4
21	Kovvuru	7
22	Koyyalagudem	6

23	Lingapalem	6
24	Mogalturu	6
25	Nailajerla	3
26	Narsapuram	6
27	Nidadavole	7
28	Nidamarru	2
29	Palakoderu	2
30	Palakole	4
31	Pedapadu	4
32	Pedavegi	7
33	Pentapadu	7
34	Penugonda	7
35	Penumantra	7
36	Pervali	5
37	Poduru	3
38	Polavaram	10
39	T.Narsapuram	0
40	Tadepalli Gudem	10
41	Tallapudi	3
42	Tanuku	5
43	Undi	7
44	Undrajavaram	6
45	Unguturu	2
46	Veeravasaram	2
47	Eluru(U)	18
48	Bhimavaram(U)	2
49	Nidadavole(U)	5
50	Tadepalli Gudem(U)	0
51	Tanuku(U)	2
52	Narsapuram(U)	6
53	Palacole(U)	4
54	Kovvur(U)	0
	Total	260

6.7 Categorization of School into 'A', 'B' & 'C'

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

- ❖ Community Participation
- ❖ Enrollment
- ❖ High level of Retention

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

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

6.8 Improved School Management – Training to Head Masters

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

No. of Primary School H.Ms	No. of Upper Primary School H.Ms
2379	260

Table 6.8
School Management Trainings - Head Masters

S. No	Mandal Name	No. of Primary School H.Ms	No. of Upper Primary H.Ms
1	Achanta	63	5
2	Akiveedu	50	2
3	Attili	45	6
4	Bhimadole	32	4
5	Bhimavaram	56	11
6	Buttaigudem	75	4
7	Chagallu	32	3
8	Chintalapudi	78	7
9	Dwaraka Tirumala	48	5
10	Denduluru	51	5
11	Devarapalli	29	3
12	Elamanchili	72	7
13	Eluru	38	5
14	Ganapavaram	45	6
15	Gopalapuram	34	2
16	Iragavaram	50	3
17	Jangareddy Gudem	55	2
18	Jeelugumilli	44	1
19	Kamavarapu Kota	40	4
20	Kalla	53	4
21	Kovvuru	30	7
22	Koyyalagudem	33	6
23	Lingapalem	53	6
24	Mogalturu	64	6
25	Nallajerla	39	3
26	Narsapuram	77	6
27	Nidadavole	43	7
28	Nidamaru	34	2
29	Palakoderu	45	2
30	Palakole	58	4
31	Pedapadu	55	4
32	Pedavegi	52	7
33	Pentapadu	48	7
34	Penugonda	57	7
35	Penumantra	44	7

37	Poduru	63	3
38	Polavaram	57	10
39	T.Narsapuram	42	0
40	Tadepalli Gudem	39	10
41	Tallapudi	25	3
42	Tanuku	18	5
43	Undi	52	7
44	Undrajavaram	23	6
45	Unguturu	57	2
46	Veeravasaram	60	2
47	Eluru(U)	64	18
48	Bhimavaram(U)	31	2
49	Nidadavole(U)	16	5
50	Tadepalli Gudem(U)	13	0
51	Tanuku(U)	17	2
52	Narsapuram(U)	22	6
53	Palacole(U)	20	4
54	Kovvur(U)	0	0
Total:		2379	260

6.9 Academic monitoring of schools by DIETs

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

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

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

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

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

6.10 Pupil assessment procedures

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

Therefore, it is proposed to change the entire pupil assessment procedures as elementary stage by making assessment a comprehensive one focussing on the entire child profile i.e., different aspects of cognitive, creative, aesthetic, psycho-motor, attitudinal, etc. rather than information acquisition through memorisation. The assessment will be linked to pedagogical practices and as well as objectives of subject and education in broad.

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

inputs:

- Workshops for the development of strategies on assessment procedures at elementary stage.
- Development of suitable module and other related literature.
- Orientation to teachers and other field staff.
- Workshops for the development of test items.
- Discussion of pupil assessment procedures in Teacher Centre meetings.

Chapter VII

Coverage of Special Focus Groups

7.1 Girls Education

One of the major concerns of UEE is the equity. The database that has been developed since 1985, revealed for in equity with reference to girls. This is more serious at Upper Primary & High school level. Therefore concentrated action is required making community as an agent of change, owning the issue of girls education and participate in the efforts of mainstreaming of all the girl children in 5 – 14 years simultaneously

The Planning process taken up as a part of pre-project activities revealed the presence of 33,622 girls who are out of school. Majority of these girl children are in the age group of 5-14 years, who are never enrolled and few are dropped out after primary education.

Table 7.1
Girls Education - Mainstreaming

S. No	Mandai Name	Total Children in the School 5 - 14	Total No. of out of school children	Total No. of Out of School Girls	Residential Bridge course for girls
1	Achanta	10,675	1135	491	1
2	Akiveedu	12,074	1422	704	1
3	Attili	12,081	333	153	1
4	Bhimadole	9,897	481	243	1
5	Bhimavaram	11,697	3598	1,712	1
6	Buttaigudem	9,389	1509	644	1
7	Chagallu	10,518	1116	582	1
8	Chintalapudi	15,735	1481	813	1
9	Dwaraka Tirumala	14,912	851	444	1
10	Denduluru	11,676	1394	681	1
11	Devarapalli	10,989	2172	1,050	1
12	Elamanchilli	13,476	949	436	0
13	Eluru	15,732	1374	742	1
14	Ganapavaram	10,653	626	314	1
15	Gopalapuram	11,013	1145	556	1
16	Iragavaram	10,762	218	134	1
17	Jangareddy Gudem	14,170	3060	1,436	2
18	Jeelugumilli	5,814	386	173	1
19	K. Kota	11,045	706	375	1
20	Kalla	12,034	722	365	1
21	Kovvuru	15,745	1789	882	1
22	Koyyalagudem	12,022	2501	1,131	1
23	Lingapalem	10,360	1294	716	1
24	Mogalturu	12,008	1185	648	1
25	Nallajerla	12,911	1421	605	1
26	Narsapuram	13,911	2950	1,329	1
27	Nidadavole	10,870	824	401	1
28	Nidamaru	9,023	1256	594	1
29	Palakoderu	11,704	1001	543	1
30	Palakole	11,579	456	262	1
31	Pedapadu	11,126	1035	517	1
32	Pedavegi	14,941	1231	603	1
33	Pentapadu	11,424	952	435	1

S. No	Mandal Name	Total Children in the School 5 - 14	Total No. of out of school children	Total No. of Out of School Girls	Residential Bridge course for girls
34	Penugonda	11,061	1462	817	1
35	Penumantra	11,195	371	198	0
36	Pervali	10,625	1094	505	1
37	Poduru	11,524	1281	658	1
38	Polavaram	7,183	731	342	1
39	T.Narsapuram	10,442	1930	997	1
40	Tadepalli Gudem	11,184	2009	978	1
41	Tallapudi	9,884	1116	521	1
42	Tanuku	9,950	924	470	1
43	Undi	11,242	742	386	1
44	Undrajavaram	8,600	106	55	0
45	Unguturu	14,386	1040	490	1
46	Veeravasaram	9,754	1296	853	1
47	Eluru(U)	27,272	6359	3,234	1
48	Bheemavaram(U)	14,071	2391	1,093	1
49	Nidadavolu (U)	4,699	289	141	1
50	T.P.Gudem (U)	6,051	638	318	1
51	Tanuku (U)	7,929	406	210	1
52	Palakollu (U)	4,951	626	240	1
53	Narasapuram (U)	7,526	796	402	1
54	Kovvuru	0	0	0	0
TOTAL		601,514	68180	33,622	51

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

- Mobilization at the habitation / village, urban slums level using women groups viz., DWACRA and other self-help groups for sensitizing the community, parents on child rights, for elimination of child labour and for universalisation of elementary education.
- Convening meetings and grama sabhas, discussion on issues of girl children who are involved in sibling care, domestic work, wage earner etc., and their educational issues.

- Conduct of back to school camps (Residential) for adolescent girls.
- Conduct of habitation based alternative schools / back to school camps (Non-residential) exclusively for girls keeping in view of various minority groups.
- Conduct of regular attendance monitoring of the children especially girls and involving the community to take up the issue of irregular girl children.
- Monitoring the school children especially girls for their regular schooling especially in case of children who mainstreamed through alternative types of systems.
- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the upper primary schools).
- Special focus on deprived pockets such as remote tribal areas, urban slums, coastal areas etc.
- Developing a forum of women teachers to take up awareness campaigns on girls education especially low female literacy mandals.

7.2 Early Childhood Care and Education

ECE is basically a school readiness programme and aimed at developmental aspects of children and also relieve the girl children from sibling care.

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

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

No. of Mandals	No. of Habitations	No. of children 3 - 5			ECE Prsoposed	Anganwadis existing
		Boys	Girls	Total		
46	2,215	39040	73,493	147,402	2142	1064

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

Mandal Name	No. of Habitations	No. of children 3 - 5			ECE proposed	Anganwadis existing
		Boys	Girls	Total		
Achanta	90	1216	1047	1263	25	0
Akiveedu	18	1624	1950	3574	71	0
Attili	18	1153	1165	2318	46	0
Bhimadole	32	786	760	1546	31	0
Bhimavaram	25	1437	1457	2894	58	0
Buttaigudem	134	592	611	1203	0	82
Chagallu	19	1993	2002	3995	29	51
Chintalapudi	85	1843	1862	3705	7	67
Dwaraka Tirumala	57	1400	1402	2802	56	0
Denduluru	42	1330	1208	2538	51	0
Devarapalli	23	1342	1423	2765	0	66
Elamanchilli	69	1541	1430	2971	59	0
Eluru	37	2420	2474	4894	98	0
Ganapavaram	25	1460	1310	2770	55	0
Gopalapuram	30	1361	1502	2863	0	92
Iragavaram	48	1068	818	1886	38	0
Jangareddigudem	37	2069	1834	3903	13	65
Jeelugumilli	46	548	552	1100	0	41
Kamavarapu Kota	44	350	277	627	0	43
Kalla	32	866	920	1786	36	0
Kovvuru	21	1465	1413	2878	0	64
Koyyalagudem	43	1478	1336	2814	7	49
Lingapalem	38	1173	1100	2273	0	45
Mogaituru	84	520	482	1002	20	0
Nallaerla	34	2781	2333	5114	23	79
Narsapuram	83	1075	1126	2201	44	0
Nidadavle	26	1098	981	2079	5	52
Nidamaru	16	1054	942	1996	60/40	0

Mandal Name	No. of Habitations	No. of children 3 - 5			ECE proposed	Anganwadis existing
		Boys	Girls	Total		
Paiakoderu	24	1163	1106	2269	45	0
Palakole	65	1003	993	1996	50 ⁴⁰	0
Pedapadu	47	1127	1081	2208	44	0
Pedavegi	56	1436	1380	2816	56	0
Pentapadu	30	1215	1234	2449	49	9
Penugonda	41	2168	1912	4080	82	0
Penumantra	18	1679	1965	3634	73	0
Pervali	28	1357	1269	2626	53	0
Poduru	87	1253	1174	2427	49	0
Polavaram	67	450	425	875	0	78
T.Narsapuram	59	1219	1114	2333	0	47
Tadepalli Gudem	38	2839	2815	5654	32	71
Tallapudi	17	640	782	1322	16	11
Tanuku	12	1025	1182	2207	44	0
Undi	40	1333	1444	2777	56	0
Undrajavaram	15	1825	2060	3885	58	0
Unguturu	59	581	590	1171	0	52
Veeravasaram	46	1404	1100	2504	50	0
Eluru (U)	36	1266	1236	2502	50	0
Bheemavaram(U)	32	4317	4174	8481	133	0
Nidadavolu (U)	24	1185	1218	2403	48	0
T.P.Gudem (U)	32	3095	3132	6227	125	0
Tanuku (U)	28	457	408	865	18	0
Palakoilu (U)	26	1986	2001	3987	80	0
Narasapuram (U)	32	1963	1981	3944	79	0
Kovvuru (U)	0	0	0	0	0	0
TOTAL	2215	75029	73493	147402	2142	1064

Inputs under ECE

- Establishment of new ECE centres in the habitations wherever ICDS Anganwadies are not in existence.
- Assisting voluntary organizations for conduct of ECE centres.
- Strengthening of pre-school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.
- Running the ECEs and Anganwadies in school premises during school hours under the supervision of Headmasters.

7.3 Intervention of Disabled Children

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

- Identification of children with Special Educational Needs.
- Assessment of disability in all the habitations of the mandals through camps.
- Mainstreaming of Disabled children into special schools depending upon the type and extent of disability.
- Efforts for integrating the disabled with the mainstreaming schools.
- Development of TLM and other training material for the teachers and as well as pupil.
- Providing resource support to schools through Special Resource Teachers.
- Convergence with other departments working for the disabled viz., Health, Disabled Welfare, Social Welfare, Women & Child Welfare, Tribal Welfare etc.,
- Procurement and supply of aids and appliances through various sources of GOAP and GOL.
- Conduct of trainings and capacity building programmes to the district resource groups on SEN activities.

7.4 Tribal Children Education

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

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

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

Chapter - VIII

Research, Evaluation, Supervision & Monitoring

8.1 Research

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

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

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

Inputs:

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

8.2 Evaluation Aspects

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

Functional aspects of various initiatives and their impact

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

Inputs:

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

8.3 Supervision and Monitoring

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

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

teachers and their professional practice and other conditions of schools and out side schools respectively.

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

8.4 Management Information System (MIS)

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

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

- Pupil achievement in various school subjects for Primary and Upper Primary schools. ~
- Enrollment, retention and actual completion rates
- School Pupil Ratio, Classroom Pupil Ratio, Teacher Pupil Ratio
- Progress in terms of project activities.
- Progress in terms of SSA objectives, quantitative data and analysis
- Updation of available data base (family survey) as a result of initiatives of SSA (PMIS).

8.5 Objectives of MIS'

- To create comprehensive database at primary education level in the district and review the status every year.
- To monitor enrollment and retention
- To monitor performance in respect of students and achievement with special reference to girls and social groups.
- To monitor to implementation of all programmes and schemes under SSA.

8.6 Inputs under SSA

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

Chapter – IX

Improving School Infrastructure facilities and other Civil Works

9.0 Schools must be an interesting place to attract the children primarily to their school. Adequate no. of classrooms, adequate space for sitting and interacting with drinking water, shady trees, toilets etc are basic requirements, catalysis learning and for active participation of children in various learning process.

Further adequate space & security is also required for the storage & display of teaching learning material and for the arrangement of display of teacher & pupil work. The very perception of school to the children, parents & other community members starts with the pupil education and very much followed with the infrastructure facilities.

Overcrowded classrooms, in adequate rooms, i.e., less than the no. of teachers, lack of windows, doors etc are the de-motivating factors both for teachers & pupil, and discourages the learners and result in the withdrawal from the school processes.

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

The planning process taken up as a part of pre-project activities revealed over crowded classrooms, in adequate classrooms, running multiple classes

simultaneously in single classrooms / verandah with two teachers etc. Majority schools do not possess proper space for storage and also security for the available audiovisual equipment and other TLM.

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

Execution of Civil Works

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

Community contribution

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

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

Civil Works

9.1 Buildings to New Schools

As a part of expansion of access for the schooling facilities to all the children in the age group of 5-14, it is proposed to open 128 formal primary schools in schoolless habitations. In addition to provision of two regular teachers per school it is also proposed to provide a building viz., two room verandah to each of the 128 new primary schools. An amount of Rs. 2.2 lakhs is estimated for the construction of two-room verandah building. The school committees will be the executive agencies for the construction of school buildings.

No. of New Primary Schools	No. of New School Buildings	Implementation agency
157	157	School Committees

Table 9.1

Buildings to New Schools

S. No	Mandal Name	No. of New School Buildings	New buildings to buildingless schools	Implementation Agency
1	Achanta	1	17	School Committees
2	Akiveedu	2	2	"
3	Attili	1	1	"
4	Bhimadole	1	12	"
5	Bhimavaram	2	5	"
6	Buttaigudem	0	4	"
7	Chagallu	0	3	"
8	Chintalapudi	25	4	"
9	Dwaraka Tirumala	9	1	"
10	Denduluru	2	0	"
11	Devarapalli	4	6	"
12	Elamanchill	3	44	"
13	Eluru	3	12	"
14	Ganapavaram	1	25	"
15	Gopalapuram	1	5	"
16	Iragavar am	1	6	"

17	Jangareddy Gudem	5	5	"
18	Jeelugumilli	4	2	"
19	Kamavarapu Kota	9	6	"
20	Kalla	5	20	"
21	Kovvuru	2	3	"
22	Koyyalagudem	5	31	"
23	Lingapalem	5	15	"
24	Mogalturu	9	61	"
25	Nallajerla	4	10	"
26	Narsapuram	6	2	"
27	Nidadavole	2	2	"
28	Nidamarru	8	8	"
29	Palakoderu	1	2	"
30	Palakole	2	4	"
31	Pedapadu	1	3	"
32	Pedavegi	2	15	"
33	Pentapadu	2	6	"
34	Penugonda	2	3	"
35	Penumantra	1	1	"
36	Pervali	1	4	"
37	Poduru	1	5	"
38	Polavaram	0	6	"
39	T.Narsapuram	4	5	"
40	Tadepalligudem	7	2	"
41	Tallapudi	1	6	"
42	Tanuku	3	2	"
43	Undi	2	21	"
44	Undrajavaram	2	0	"
45	Unguturu	1	3	"
46	Veeravasaram	4	4	"
47	Eluru(U)	0	12	"
48	Bhimavaram(U)	0	0	"
49	Nidadavole(U)	0	2	"
50	TadepalliGudem(U)	0	2	"
51	Tanuku(U)	0	2	"
52	Narsapuram(U)	0	0	"
53	Palacole(U)	0	0	"
54	Kovvur(U)	0	0	"
	TOTAL	157	422	

9.2 Additional classrooms

It is proposed to provide a room for every teacher in primary and upper primary schools as per SSA norms. The planning process i.e., habitation education plans reveals the requirement of minimum 4016 additional classrooms in all the 54 project mandals. This provides minimum required space for each child for interaction and for other learning processes. The School Committee will be the executive agency of construction work.

No. of Additional classrooms	Implementation agency
4016	School Committees

Table 9.2
Additional Classrooms to existing schools

S. No	Mandal Name	No. of Additional Classrooms	Implementation Agency
1	Achanta	127	School Committees
2	Akiveedu	68	School Committees
3	Attili	19	School Committees
4	Bhimadole	43	School Committees
5	Bhimavaram	298	School Committees
6	Buttaigudem	220	School Committees
7	Chagallu	26	School Committees
8	Chintalapudi	74	School Committees
9	Dwaraka Tirumala	97	School Committees
10	Denduluru	87	School Committees
11	Devarapalli	24	School Committees
12	Elamanchili	108	School Committees
13	Eluru	311	School Committees
14	Ganapavaram	67	School Committees
15	Gopalapuram	51	School Committees
16	Iragavaram	54	School Committees
17	Jangareddy Gudem	63	School Committees
18	Jeelugumilli	72	School Committees
19	Kamavarapu Kota	58	School Committees
20	Kalla	65	School Committees
21	Kovvuru	92	School Committees
22	Koyyalagudem	72	School Committees
23	Lingapalem	80	School Committees

S. No	Mandal Name	No. of Additional Classrooms	Implementation Agency
24	Mogalturu	132	School Committees
25	Nallajerla	37	School Committees
26	Narsapuram	163	School Committees
27	Nidadavole	98	School Committees
28	Nidamarru	40	School Committees
29	Palakoderu	52	School Committees
30	Palakole	116	School Committees
31	Pedapadu	106	School Committees
32	Pedavegi	104	School Committees
33	Pentapadu	62	School Committees
34	Penugonda	42	School Committees
35	Penumantra	127	School Committees
36	Pervali	44	School Committees
37	Poduru	68	School Committees
38	Polavaram	11	School Committees
39	T.Narsapuram	93	School Committees
40	Tadepalli Gudem	128	School Committees
41	Tallapudi	23	School Committees
42	Tanuku	121	School Committees
43	Undi	88	School Committees
44	Undrajavaram	38	School Committees
45	Unguturu	73	School Committees
46	Veeravasaram	82	School Committees
47	Eluru (U)	0	School Committees
48	Bhimavaram(U)	0	School Committees
49	Nidadavole(U)	0	School Committees
50	TadepalliGudem(U)	0	School Committees
51	Tanuku(U)	0	School Committees
52	Narsapuram(U)	0	School Committees
53	Palacole(U)	0	School Committees
54	Kevvur(U)	0	School Committees
	Total	4016	

Note : Urban included in Rural.

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

9.3 Construction of Building to Mandal Resource Centre (MRC)

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

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

Therefore it is proposed to provide buildings to all the 46 mandals in a phased manner, which serves as office cum training centre. The MEOs and MRPs will function from the MRC.

No. of Mandals	No. of MRC Buildings	Implementation agency
54	54	Mandal Education Committees

Table 9.3
Construction of Building to Mandal Resource Centres (MRC)

S. No	Mandal Name	MRC Building	Implementation Agency
1	Achanta	1	Mandal Education Committee
2	Akiveedu	1	"
3	Attili	1	"
4	Bhimadole	1	"
5	Bhimavaram	1	"
6	Buttalgudem	1	"

S. No	Mandal Name	MRC Building	Implementation Agency
7	Chagallu	1	"
8	Chintalapudi	1	"
9	Dwaraka Tirumala	1	"
10	Denduluru	1	"
11	Devarapalli	1	"
12	Elamanchili	1	"
13	Eluru	1	"
14	Ganapavaram	1	"
15	Gopalapuram	1	"
16	Iragavaram	1	"
17	Jangareddy Gudem	1	"
18	Jeelugumilli	1	"
19	Kamavarapu Kota	1	"
20	Kalla	1	"
21	Kovvuru	1	"
22	Koyyalagudem	1	"
23	Lingapalem	1	"
24	Mogalturu	1	"
25	Nallajerla	1	"
26	Narsapuram	1	"
27	Nidadavole	1	"
28	Nidamaru	1	"
29	Palakoderu	1	"
30	Palakole	1	"
31	Pedapadu	1	"
32	Pedavegi	1	"
33	Pentapadu	1	"
34	Penugonda	1	"
35	Penumantra	1	"
36	Pervali	1	"
37	Poduru	1	"
38	Polavaram	1	"
39	T.Narsapuram	1	"
40	Tadepalli Gudem	1	"
41	Tallapudi	1	"
42	Tanuku	1	"
43	Undi	1	"
44	Undrajavaram	1	"
45	Unguturu	1	"
46	Veeravasaram	1	"
47	Eluru (U)	1	"
48	Bhimavaram(U)	1	"
49	Nidadavole(U)	1	"

S. No	Mandal Name	MRC Building	Implementation Agency
50	Tadepalli Gudem(U)	1	"
51	Tanuku(U)	1	"
52	Narsapuram(U)	1	"
53	Palacole(U)	1	"
54	Kovvur(U)	1	"
	Total	54	

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

9.4 Maintenance and repairs of School buildings

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

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

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

No. of Schools require repair	Community contribution	Implementation agency
1246	Rs. 5000/- each from community and SSA	School Committees

Table 9.4
Maintenance and Repairs of School Buildings

S. No	Mandal Name	No. of Schools for repairing	Community Contribution (Rs. only)	Implementation Agency
1	Achanta	28	140000	School Committee
2	Akiveedu	6	30000	School Committee
3	Attili	30	150000	School Committee
4	Bhimadole	3	15000	School Committee
5	Bhimavaram	106	530000	School Committee
6	Buttaigudem	20	100000	School Committee
7	Chagallu	6	30000	School Committee
8	Chintalapudi	50	250000	School Committee
9	Dwaraka Tirumala	24	120000	School Committee
10	Denduluru	25	120000	School Committee
11	Devarapalli	25	120000	School Committee
12	Elamanchili	42	210000	School Committee
13	Eluru	41	205000	School Committee
14	Ganapavaram	74	3700000	School Committee
15	Gopalapuram	20	100000	School Committee
16	Iragavaram	4	20000	School Committee
17	Jangareddy Gudem	6	30000	School Committee
18	Jeelugumilli	19	95000	School Committee
19	Kamavarapu Kota	9	45000	School Committee
20	Kalla	37	185000	School Committee

21	Kovvuru	36	180000	School Committee
22	Koyyalagudem	31	215000	School Committee
23	Lingapalem	37	185000	School Committee
24	Mogalturu	61	305000	School Committee
25	Nallajerla	12	60000	School Committee
26	Narsapuram	27	135000	School Committee
27	Nidadavole	30	150000	School Committee
28	Nidamaru	5	25000	School Committee
29	Palakoderu	15	75000	School Committee
30	Palakole	10	50000	School Committee
31	Pedapadu	30	150000	School Committee
32	Pedavegi	20	100000	School Committee
33	Pentapadu	42	210000	School Committee
34	Penugonda	12	60000	School Committee
35	Penumantra	10	50000	School Committee
36	Pervali	6	30000	School Committee
37	Poduru	50	250000	School Committee
38	Polavaram	12	60000	School Committee
39	T.Narsapuram	30	150000	School Committee
40	Tadepalli Gudem	16	80000	School Committee
41	Tallapudi	1	5000	School Committee
42	Tanuku	10	50000	School Committee
43	Undi	16	80000	School Committee

44	Undrajavaram	9	45000	School Committee
45	Unguturu	26	130000	School Committee
46	Veeravasaram	40	200000	School Committee
47	Eluru (U)	19	95000	School Committee
48	Bhimavaram(U)	10	50000	School Committee
49	Nidadavole(U)	5	25000	School Committee
50	Tadepalli Gudem(U)	10	50000	School Committee
51	Tanuku(U)	12	60000	School Committee
52	Narsapuram(U)	9	45000	School Committee
53	Palacole(U)	11	55000	School Committee
54	Kovvur(U)	1	5000	School Committee
	TOTAL	1246	6230000	

9.5 Requirement of toilets, drinking water, compound wall and electricity facilities in schools

**Table 9.5
Maintenance and Repairs of School Buildings**

S. No	Mandal Name	No. of Schools for repairing	Community Contribution (Rs. only)	Implementation Agency
1	Achanta	28	140000	School Committee
2	Akiveedu	6	30000	School Committee
3	Attili	30	150000	School Committee
4	Bhimadole	3	15000	School Committee
5	Bhimavaram	106	530000	School Committee
6	Buttaigudem	20	100000	School Committee
7	Chagallu	6	30000	School

S. No	Mandal Name	No. of Schools for repairing	Community Contribution (Rs. only)	Implementation Agency Committee
8	Chintalapudi	50	250000	School Committee
9	Dwaraka Tirumala	24	120000	School Committee
10	Denduluru	25	120000	School Committee
11	Devarapalli	25	120000	School Committee
12	Elamanchilli	42	210000	School Committee
13	Eluru	41	205000	School Committee
14	Ganapavaram	74	3700000	School Committee
15	Gopalapuram	20	100000	School Committee
16	Iragavaram	4	20000	School Committee
17	Jangareddy Gudem	6	30000	School Committee
18	Jeelugumilli	19	95000	School Committee
19	Kamavarapu Kota	9	45000	School Committee
20	Kalla	37	185000	School Committee
21	Kovvuru	36	180000	School Committee
22	Koyyalagudem	31	215000	School Committee
23	Lingapalem	37	185000	School Committee
24	Mogalturu	61	305000	School Committee
25	Nallajerla	12	60000	School Committee
26	Narsapuram	27	135000	School Committee
27	Nidadavole	30	150000	School Committee
28	Nidamaruru	5	25000	School Committee

S. No	Mandal Name	No. of Schools for repairing	Community Contribution (Rs. only)	Implementation Agency
29	Palakoderu	15	75000	School Committee
30	Palakole	10	50000	School Committee
31	Pedapadu	30	150000	School Committee
32	Pcdavegi	20	100000	School Committee
33	Pentapadu	42	210000	School Committee
34	Penugonda	12	60000	School Committee
35	Penumantra	10	50000	School Committee
36	Pervali	6	30000	School Committee
37	Poduru	50	250000	School Committee
38	Polavaram	12	60000	School Committee
39	T.Narsapuram	30	150000	School Committee
40	Tadepalli Gudem	16	80000	School Committee
41	Tallapudi	1	5000	School Committee
42	Tanuku	10	50000	School Committee
43	Undi	16	80000	School Committee
44	Undrajavaram	9	45000	School Committee
45	Unguturu	26	130000	School Committee
46	Veeravasaram	40	200000	School Committee
47	Eluru (U)	19	95000	School Committee
48	Bhimavaram(U)	10	50000	School Committee
49	Nidadavole(U)	5	25000	School Committee

S. No	Mandal Name	No. of Schools for repairing	Community Contribution (Rs. only)	Implementatic Agency
50	Tadepalli Gudem(U)	10	50000	School Committee
51	Tanuku(U)	12	60000	School Committee
52	Narsapuram(U)	9	45000	School Committee
53	Palacole(U)	11	55000	School Committee
54	Kovvur(U)	1	5000	School Committee
	Total	1246	6230000	

Chapter - X

Implementation arrangements

10.1 Organisation responsible for the implementing of the programme

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

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

10.2 Executing Agencies at various levels:

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

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

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

I. Village level:

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

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

a) School Committees (SCs):

- SC takes a lead role in executing all types of civil works at habitation level. The SECs shall identify and provide the free land to new schools and invite other contributions in cash and kind from the community.

- Participate in the preparation of habitation educational plan.
- SC members prepare village social map to record unenrolled and dropped out children and other resources.
- Takes responsibility for mobilizing community and parents to sensitize them on the issues of child labour and their educational issues and also supports the school for improving the infrastructure facilities by contributing in terms of cash, kind, service.
- Manage the school education fund for school development.
- Ensure enrolment and retention of all the children.
- Arrange for the services of local persons as teachers or instructors, where there a felt need, on voluntary basis or on payment of fixed honorarium meeting the cost from school education fund as well as assistance from government.
- Ensure excellence in the over all performance of the school and the children.
- Ensure effective use of educational equipment supplied to the schools under various central / state schemes.
- Monitor the ECE Centres in the other Alternative educational facilities in the habitation for mainstreaming the out of school children.

Table 10.2.1
Mandalwise List of Community Organisations

S. No	Mandal Name	No. of School Education Committees	No. of DWACRA Groups	No. of Yuva Saktis
1	Achanta	119	520	11
2	Akiveedu	116	353	8
3	Attili	93	480	23
4	Bhimadole	76	276	10
5	Bhimavaram	160	418	27
6	Buttaigudem	183	245	14
7	Chagallu	67	217	20
8	Chintalapudi	137	476	59

S. No	Mandal Name --	No. of School Education Committees	No. of DWACRA Groups	No. of Yuva Saktis
9	Dwaraka Tirumala	115	221	7
10	Denduluru	78	340	21
11	Devarapalli	66	158	21
12	Elamanchilli	134	442	18
13	Eluru	164	521	109
14	Ganapavaram	105	505	9
15	Gopalapuram	89	220	24
16	Iragavaram	99	305	14
17	Jangareddy Gudem	112	320	68
18	Jeelugumilli	72	193	8
19	Kamavarapu Kota	76	245	30
20	Kalla	91	248	23
21	Kovvuru	84	282	3
22	Koyyalagudem	109	250	23
23	Lingapalem	88	402	22
24	Mogalturu	114	469	11
25	Nallajerla	89	402	18
26	Narsapuram	183	245	12
27	Nidadavole	135	322	26
28	Nidamaru	63	373	7
29	Palakoderu	85	421	5
30	Palakole	140	375	32
31	Pedapadu	91	450	
32	Pedavegi	115	379	25
33	Pentapadu	95	523	20
34	Penugonda	110	428	14
35	Penumantra	92	220	39
36	Pervall	100	320	24
37	Poduru	131	428	17
38	Polavaram	122	218	7
39	T.Narsapuram	70	299	8
40	Tadepalli Gudem	150	391	26
41	Tallapudi	63	298	18
42	Tanuku	103	261	29
43	Undi	96	392	8
44	Undrajavaram	83	301	18
45	Unguturu	110	366	19
46	Veeravasaram	116	420	9
		4,889	16,005	281

b) Panchayat Education Committees:

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

II) Mandal level:

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

a) Mandal Resource Centres:

- MRC is an alternative structure proposed at mandal level to look after in-service training requirement of primary school & Upper primary School teachers and other functionaries at mandal level. In addition to training, MRCs are responsible for monitoring and supervision of schools and providing on-job support to the teachers. Each MRC will be provided with 3 Resource persons, viz., Mandal Resource Persons, who support and assist Mandal Education Officer.
- MRPs regularly visit the school and monitor the attendance of pupils and as well as the teachers in addition to providing professional support to schools.
- Guide and monitor the utilization of A.V. equipment and other teaching learning material.

- Monitor all types of SSA viz., grants utilization, awareness campaigns, TC meetings, etc., and its impact.
- The training programmes proposed at MRC are
 - (a) In-service teacher training and
 - (b) Induction and recurrent training to newly recruited teachers and Vidva Volunteers.
 - (c) Training of ECE workers
 - (d) Training to SC members on community mobilisation and for their participation in school matters
 - (e) Conducts meetings with habitation-wise youth members, DWACRA, SC and other self-help groups for conducting campaigns and other mobilisation activities sensitising the community on child labour and their educational issues.

b) Mandal Education Committee (MEC):

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

The MEC shall monitor the functioning of the schools under the control of the mandal parishad and take necessary corrective steps wherever necessary.

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

III) District Level:

District Education Committee:

District Education Committee has been formulated as per AP School Education (Community Participation) Act, 1998 under the chairmanship of ZP with Chief Executive Officer of ZP as member-convenor. The District Committee is represented with parents, HMs, educationists, NGOs, DEO, representatives from other welfare departments, etc.

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

District Institutes of Education & Training:

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

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

- Academic resource centre in the field of elementary education, alternative education, pre-primary /ECE, etc.
- Training of MRPs in the key areas of Pedagogy, community mobilisation, planning, multi-grade teaching, child-centred pedagogy.
- Development of district specific training strategies.
- Conduct process as well as impact evaluation of UEE (SSA) interventions.

- The faculty members of DIET will be the some of the core team members of District Resource Groups.
- Take up academic monitoring of schools.

IV) Regional level:

a) IASEs and Universities

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

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

V) State level:

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

a) SCERT:

- Conduct workshops, Seminars, training programmes for district level resource personnel, DIET faculty MRPs and building their capacities in the areas of gender, problems of focused groups, community mobilisation, teacher motivation and school effectiveness.
- Innovation for quality improvement designing of TLM. developing training packages.
- Carrying out surveys and other assessment studies.
- Taking up research projects based on the requirements of the UEE.
- Documenting the progress made in primary education as a result of UEE and other interventions.

b) SIET:

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

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

10.3 Other Agencies:

The Project management will also collaborate with outside academic institutions like Rishi Valley Education Center for improving Education quality. NGOs with good track record and expertise in specific areas of

interest like MV Foundation, will be associated in developing strategies and for training the project staff and to work in partnership.

The State Project Office and the District Project Office will also take up activities, which require intensive personal attention of SPD or other project staff. Development of training packages, Manuals, training of various functionaries, development of textbooks etc will be undertaken by project office directly in association with professionals from reputed institutions and individual consultants.

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

10.4 Participation Arrangements:

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

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

Planning:

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

Implementation:

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

Monitoring:

- School Committees shall monitor the utilisation of school and teacher grants and progress of civil works and its quality.
- School Committee monitors the efforts for releasing child labour from the work and mainstreaming them through various types of Bridge Courses.
- Monitor the regular attendance and retention of the children who are already in the school and also mainstreamed from child labour.

- School Committee monitors the attendance of the pupil and teachers from time to time.
- Mothers' Association shall monitor and supervise the functioning of ECE centres.
- School Committees monitor the utilisation of teaching learning equipment supplied to school under various central and State schemes.
- School Committees also mobilise community support to provide necessary site and accommodation for establishing Alternate schools (A.S.) in school less habitations, which are not viable to start a Formal primary schools.
- Further these committees mobilise public support for enhancing school infrastructure facilities like building requirements, drinking water, toilets, school gardens etc., through Janna bhoomi and other voluntary service programmes.
- Training to SC members for developing awareness on school related issues, along with preparation of participatory village education plans.
- Conduct of model SC meetings and organisation of Grama Sabha (Village meetings).
- Inter district and inter State tours of SC members for observing good practices.
- SC members from each village construction activity will be given training at district Nirmithi Kendras exposing them on day today construction techniques and other cost effective techniques.
- Training to the members of Mothers Associations on monitoring and supervision of ECE centres.

The Project Management will operate and facilitate at State/District level. At the village level, the project will be solely run by the parents and members of the community. This ensures commitment of management to

the goal of UEE and DPEP objectives. At state and district levels project management will consist of persons with proven expertise, dedication to the organisation goals and willingness to work hard for the organisation.

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

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

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

Following will constitute policy and working strategies of the Management:

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

10. 5 District Project Office (DPO)

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

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

Sl. No.	Staff	In the cadre of
13	Sr. Accountant	
14	Jr. Assistants (two)	
15	Jr. Accountant	
16	Attenders (two)	

Functional aspects of DPO

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

Inputs

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

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

10.6 Flow of Fund

The process of fund will be from SPD to DPO.

- Funds flow from SPO to District Collector, Ex-Officio Chairman, District SSA by Committee Accounts Payee Cheque or Accounts Payee DD as per AWP&B provision

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

General

Expenditure Payment will be sanctioned by:

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

Bank Transactions will be made by:

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

In all financial Transactions

- Prudent
- Cost effectiveness
- Transparency will be maintained.



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Chapter VI
Budget Summary

Intervention-wise Budget Estimates - West Godavari District

(Rs. in lakhs)

	Intervention Name	2001-02	2002-03	2003-04	2004-05	Total
1	Project Management	44.380	41.380	39.880	39.880	165.520
2	Planning & Management	8.982	3.582	3.582	8.982	25.128
3	Research, Evaluation, Monitoring & Supervision	33.382	24.382	28.382	24.382	110.528
4	Community Mobilization & Participation	220.568	220.568	220.568	220.568	882.272
5	Access & Alternative Schooling	446.185	964.666	189.169	210.265	1810.285
6	Civil Works	2486.300	1929.000	1200.000	1219.200	6834.500
7	Pedagogy & School Improving	371.434	317.734	171.434	171.434	1032.036
8	Education of Focussed Groups					
	a) Girl Child Education	228.000	237.000	0.000	0.000	465.000
	b) Early Childhood Education	82.356	157.660	212.660	285.298	737.974
	c) Children with Special Educational Needs	14.574	25.094	24.514	24.514	88.696
9	Distance Education	12.910	13.310	10.410	10.410	47.040
	Total	3949.071	3934.376	2100.599	2214.933	12198.979

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

Intervention Name : Project Management

(Rs. in lakhs)

S. No	Item	Account Code	Ac.C d.N O.	MINT CODE	MINT NUM	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Furniture for DPO	FU	2	PMT	1	2.000	1	1.500	1	0.500					1	2.000
2	Equipment for DPO	EQ	3	PMT	1	4.000	1	3.000	1	1.000					1	4.000
3	Hire charges for vehicles for DPO	VH	4	PMT	1	0.130	3	4.680	3	4.680	3	4.680	3	4.680	3	18.720
4	Salary for DPO staff	SA	9	PMT	1		20	25.000	20	25.000	20	25.000	20	25.000	20	100.000
5	DPO consumables	CO	10	PMT	1		1	2.000	1	2.000	1	2.000	1	2.000	1	8.000
6	Water, Electricity, Telephone Etc	CO	10	PMT	1	0.150	12	1.800	12	1.800	12	1.800	12	1.800	12	7.200
7	Rent for DPO	CO	10	PMT	1	0.150	12	1.800	12	1.800	12	1.800	12	1.800	12	7.200
8	TA & DA	CO	10	PMT	1	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	4.800
9	Equipment maintenance and operation at DPO	OP	13	PMT	1		1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
10	Consultants	LC	14	PMT	1	0.100	2	2.400	2	2.400	2	2.400	2	2.400	2	9.600
	Total		0		0			44.380		41.380		39.880		39.880	0	165.520

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

Intervention Name : Planning and Management

(Rs. in lakhs)

S. No	Item	Account Code	Ac.Cd.Nu	MINT CODE	MINT	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Planning Exercise	TC	0	PLM	0	0.100	54	5.400		0.000		0.000	54	5.400	54	10.800
2	Training of MRPs in School Mapping and Micro Planning	TC	6	PLM	2	0.0007	210	0.441	210	0.441	210	0.441	210	0.441	210	1.764
3	Oreintationto the MRPs on planning	TC	0	PLM	0	0.0007	210	0.441	210	0.441	210	0.441	210	0.441	210	1.764
4	Exposure visits	TC	0	PLM	0	0.050	54	2.700	54	2.700	54	2.700	54	2.700	54	10.800
Total			0		0			8.982		3.582		3.582		8.982		25.128

S. No	Item	Account Code	Ac. Cd. Num	MINT CODE	MINT	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
							1	Action Research	RE	12	R&E	3	0.020	108	2.160	108
2	Smaller Scale classroom based Researches	RE	12	R&E	3	0.100	54	5.400	54	5.400	54	5.400	54	5.400	54	21.600
3	Orientation on Research and Evaluation	RE	0	R&E	0	0.0007	216	0.454	216	0.454	216	0.454	216	0.454	216	1.814
4	Conduct of Pupil Achievement Survey (Per year)	RE	0	R&E	0	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	8.000
5	Baseline & Midterm Assessment	RE	0	R&E	0	4.000	1	4.000	0	0.000	1	4.000	0	0.000	1	8.000
6	MIS Equipment	EQ	0	R&E	0	5.000	1	5.000	0	0.000	0	0.000	0	0.000	1	5.000
7	EMIS /DISE	EQ	0	R&E	0	0.030	54	1.620	54	1.620	54	1.620	54	1.620	54	6.480
8	MIS Equipment, Operation & Maintenance	OP	0	R&E	0	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
9	Computer Stationery, Peripherals	CO	0	R&E	0	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
10	Academic monitoring of schools by DIET staff (Travelling expenditure) - Rs. 50,000/- per quarter	IN	0	R&E	0	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	8.000
11	Academic supervision by MRPs	TC	7	FED	7	0.005	162	8.748	162	8.748	162	8.748	162	8.748	162	34.992
Total			0		0			33.382		24.382		28.382		24.382		110.526

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

Intervention Name : Community Mobilization & Participation

S. No	Item	Account Code	ACC. SUB	MINT CODE	MINT NUM	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Orientation to SEC Members	TC	6	CMP	4	0.0007	19556	41.068	19556	41.068	19556	41.068	19556	41.068	19556	164.270
2	Bal Melas at Village / Cluster (Rs 25000/- per mandal)	AC	8	CMP	4	0.250	54	13.500	54	13.500	54	13.500	54	13.500	54	54.000
3	Mandal level melas for VEC/Teachers/Parents	AC	8	CMP	4	0.250	54	13.500	54	13.500	54	13.500	54	13.500	54	54.000
4	Support to School Committees for mobilization	AC	0	CMP	0	0.120	1080	129.600	1080	129.600	1080	129.600	1080	129.600	1080	518.400
5	Campaign material & travel charges	AC	0	CMP	0	0.100	54	5.400	54	5.400	54	5.400	54	5.400	54	21.600
6	Mandal Level Meetings and Motivational camps for child Labour	AC	0	CMP	0	0.700	25	17.500	25	17.500	25	17.500	25	17.500	25	70.000
Total								220.568		220.568		220.568		220.568		882.270

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

Intervention Name : Access & Alternative Schooling

(Rs. in lakhs)

S. No	Item	Account Code	AC Cd N	MINT CODE	MINT NUM	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
							Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Residential Bridge Courses	AC	0	AAS	0	7.600	25	190.000	25	190.000	0	0.000	0	0.000	50	380.000
2	Training to Bridge Course Volunteers	TC	0	AAS	0	0.700	25	17.500	25	17.500	0	0.000	0	0.000	50	35.000
3	Induction / Recurring training to AS volunteers -	TC	6	AAS	5	0.0007	145	0.508	145	0.508	145	0.508	145	0.508	145	2.050
4	Induction training to Non-Residential Bridge Course volunteers -1050	TC	0	AAS	0	0.0007	600	2.100	450	1.575	0	0.000	0	0.000	1050	3.675
5	Honorarium to volunteers of Alternative Schools (Rs 1000/- p.m)	HO	0	AAS	0	0.120	145	17.400	145	17.400	145	17.400	145	17.400	145	69.600
6	Honorarium to Volunteers of Non-Residential Bridge Courses	HO	0	AAS	0	0.120	600	72.000	450	54.000	0	0.000	0	0.000	1050	126.000
7	TLM for Non-Residential Bridge Courses	TLM	0	AAS	0	0.010	600	6.000	450	4.500	0	0.000	0	0.000	1050	10.500
8	Induction training of New Teachers	TC	6	AAS	5	0.0007	978	4.108		0.000		0.000	0	0.000	978	4.108
9	Training of MRPs in VVs and AS teachers induction - Recurrent	TC	6	AAS	5	0.0007	2.6	0.454	216	0.454	216	0.454	216	0.454	216	1.814
10	Salary for New School Teachers (Primary)	SA	9	AAS	5	0.021	314	45.216	314	56.520	314	67.824	314	79.128	314	248.688
11	Salaries for Upper Primary School teachers	SA	11	AAS	5	0.021	272	48.960	272	58.520	272	68.544	272	78.336	272	283.360
12	TLM grants (per centre) for Residential bridge courses	TLM	11	AAS	5	0.010	25	0.250	25	0.250	0	0.000	0	0.000	50	0.500
13	Vidya Volunteers in existing schools in place of MRPs	HO	16	AAS	5	0.010	162	19.440	162	19.440	162	19.440	162	19.440	162	77.760
14	Shed for ALS	AC	16	AAS	5	0.050	145	7.250		0.000		0.000		0.000	145	7.250
15	Back to School Programme	AC	0	AAS	0	0.500	30	15.000	30	15.000	30	15.000	30	15.000	30	60.000
	Total		0		0			446.185		964.666		189.169		210.265		1810.285

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

Intervention Name :Civil Works

(Rs. in lakhs)

S. No	Item	Account Code	MINT CODE	UNIT	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total		
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Additional classrooms	CW	1	CWS	6	1,200	1000	1200.000	1000	1200.000	1000	1200.000	1016	1219.200	4016	4819.200
2	Building for building less schools (two rooms with varandah)	CW	1	CWS	6	2,500	200	500.000	222	555.000		-		-	422	1055.000
3	Mandal Resource centre building	CW	1	CWS	6	6,000	25	150.000	29	174.000		-		-	54	324.000
4	New School Building (two rooms with varandah)	CW	1	CWS	6	2,500	157	392.500		0.000		-		-	157	392.500
5	District Resource Centre Building	CW	0	CWS	0	15,000	1	15.000							1	15.000
6	Electricity Connections to Schools	CW	0	CWS	0	0.050	1672	83.600							1672	83.600
	Drinking Water to Schools	CW	0	CWS	0	0.100	1452	145.200							1452	145.200
	Total		0		0			2486.300		1929.000		1200.000		1219.200		6834.500

Intervention Name : Pedagogy and School Improvement

(Rs. in lakhs)

Sl. No.	Item	Account Code	Ac.Cd.No.	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
						Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
12	Academic review meetings @ one per month	WS	0	PED	0.0007	216	1.814	216	1.814	216	1.814	216	1.814	216	7.256
13	Repairs and maintenance of schools	OP	0	PED	0.050	600	30.000	646	32.500		0.000		0.000	1246	62.300
14	Library Books for DIET	BL	0	PED	0.500	1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
15	Library Books for MRC's	BL	0	PED	0.120	54	6.480	54	6.480	54	6.480	54	6.480	54	25.920
16	Printing of modules	TLM	0	PED	4.000	1	4.000	1	4.000	1	4.000	1	4.000	1	16.000
17	TC Coordinator Training	TC	0	PED	0.0007	584	1.226	584	1.226	584	1.226	584	1.226	584	4.904
18	Academic conventions (Divisionwise)	WS	0	PED	0.500	4	2.000	4	2.000	4	2.000	4	2.000	4	8.000
19	TLM Melas	WS	0	PED	0.050	54	2.700	54	2.700	54	2.700	54	2.700	54	10.800
20	Mandal-level TLM workshops	WS	0	PED	0.100	54	5.400	54	5.400	54	5.400	54	5.400	54	21.600
21	Equipment maintenance and operation for DIET	OP	0	PED	0.500	1	0.500	1	0.500	1	0.500	1	0.500	1	2.000
22	Equipment maintenance and Operation for MRC & Contingency	OP	0	PED	0.240	54	12.960	54	12.960	54	12.960	54	12.960	54	51.840
23	Documenation at DPC	RE	0	PED	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
24	TLE for UP Schools	TLM	0	PED	0.500	328	164.000		0.000		0.000		0.000	328	164.000
	Total		0				371.434		317.734		171.434		171.434		1032.036

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

Intervention Name : Education of Focussed Groups

Sl No	Item	Account Code	MINI CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
	A) Girl Child Education													
1	Residential Bridge Course Camps for girls	AC	GED	7.6000	25	190.000	26	197.600	0	0.000	0	0.000	51	387.600
2	Mobilization & Training to Camps	AC	GED	1.4000	25	35.000	26	36.400	0	0.000	0	0.000	51	71.400
3	Gender issues workshops	WS	GED	1.0000	1	1.000	1	1.000	0	0.000	0	0.000	2	2.000
4	Printing of modules	TLM	GED	2.0000	1	2.000	1	2.000	0	0.000	0	0.000	2	4.000
	Sub Total					228.000		237.000	0	0.000		0.000		455.000
	B) Early Childhood Education													
5	Induction training of FCE instructors	TC	ECE	0.0007	500	1.400	500	1.400	500	1.400	642	1.798	2142	5.998
6	Training of Mothers Association Members	TC	ECE	0.0007	500	0.350	500	0.350	500	0.350	642	0.450	2142	1.500
7	Training of MRPs and Girl Child Officers on ECE	TC	ECE	0.0007	216	0.756	216	0.756	216	0.756	216	0.756	864	3.024
8	Training of teachers where FCE is being opened	TC	ECE	0.0007	500	0.350	500	0.350	500	0.350	642	0.450	2192	1.500
9	Convergence workshop for ECE - Division-wise	WS	ECE	0.125	4	0.500	4	0.500	4	0.500	4	0.500	16	2.000
10	TLM for ECE	TLM	ECE	0.010	500	5.000	500	5.000	500	5.000	642	6.420	2142	21.420
11	ECE workers Honorarium	HO	ECE	0.007	500	35.000	1000	70.000	1500	105.000	2142	149.910	2142	359.910
12	Printing of modules	TLM	ECE	1.0000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
13	ECE Helper Honorarium	HO	ECE	0.004	500	20.000	1000	40.000	1500	60.000	2142	85.620	2142	205.680
14	AWC workers' Ayah honorarium	HO	ECE	0.003	500	18.000	1064	38.304	1064	38.304	1064	38.304	1064	132.912
	Sub Total					82.356		157.660		212.660		285.298		737.974

Intervention Name : Education of Focussed Groups

Sl. No	Item	Account Code	MINI CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
<i>c) Children with Special Educational Needs</i>														
15	TLM for Special Educational - IED Centres	TLM	IED	0.050	54	2,700	54	2,700	54	2,700	54	2,700	54	10,800
16	IED Training to MRC staff	TC	IED	0.001	216	0.450	216	0.450	216	0.450	216	0.450	216	1.810
17	IED assessment camps	AC	IED	0.020	25	0.500	29	0.580	0	0.000	0	0.000	54	1.080
18	Resource Persons Honorarium (DRP)	HO	IED	0.010	4	1,920	4	1,920	4	1,920	4	1,920	4	7,680
19	Resource Persons Honorarium - Mandal	HO	IED	0.010	25	9,000	54	19,440	54	19,440	54	19,440	54	57,320
	Sub Total					14,574		25,094		24,514		24,514		98,696
	Focus Group Total					324,930		419,754		237,174		309,812		1,291,670

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

Intervention Name : Distance Education Programme

S. No	Item	Account Code	MINT CODE	Unit Cost	2001-02		2002-03		2003-04		2004-05		Total	
					Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Maintenance of TV and VCPs	OP	DEP	0.005	941	4.705	941	4.705	941	4.705	941	4.705	941	18.820
2	Distance Education (Workshop and Seminars)	WS	DEP	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	4.000
3	Procurement of cassettes	TLM	DEP	0.005	941	4.705	941	4.705	941	4.705	941	4.705	941	18.820
4	Video libraries at MRC	BL	DEP	0.100	25	2.500	29	2.900	0	0.000	0	0.000	25	5.400
	Total					12.910		13.310		10.410		10.410		47.040

Chapter XII

Implementation Schedule Proposed Budget for 4 years - West Godavari district

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
Project Management							
1	Furniture for DPO	1	2.000				
2	Equipment for DPO	1	4.000				
3	Hire charges for vehicles for DPO	3	18.720				
4	Salary for DPO staff	20	100.000				
5	DPO consumables	1	8.000				
6	Water, Electricity, Telephone Etc	1	7.200				
7	Rent for DPO	1	7.200				
8	TA & DA	1	4.800				
9	Equipment maintenance and operat at DPO	1	4.000				
10	Consultants	2	9.600				
	<i>Total</i>	32	165.520				
Planning & Management							
11	Planning Exercise	54	10.800				
12	Training of MRPs in School Mapping and Micro Planning	210	1.764				
13	Orcintationto the MRPs on planning	210	1.764				
14	Exposure visits	54	10.800				
	Total	528	25.128				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
Research, Evaluation, Monitoring and Supervision							
15	Action Research	108	8.640				
16	Smaller Scale classroom based Researches	54	21.600				
17	Orientation on Research and Evaluation	216	1.816				
18	Conduct of Pupil Achievement Survey (Per year)	1	8.000				
19	Baseline & Midterm Assessment	1	8.000				
20	MIS Equipment	1	5.000				
21	EMIS / DISE	54	6.480				
22	MIS Equipment, Operation & Maintenance	1	4.000				
23	Computer Stationery, Peripherals	1	4.000				
24	Academic monitoring of schools by DIET staff (Travelling expenditure)	1	8.000				
25	Academic supervision by MRPs	162	34.992				
	Total	600	110.528				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
Community Mobilization & Participation							
26	Orientation to SEC Members	19556	164.270				
27	Bal Melas at Village / Cluster 25000/- per mandal)	54	54.000				
28	Mandal level melas for VEC/Teachers/Parents	54	54.000				
29	Support to School Committees for mobilization	1080	518.400				
30	Campaign material & travel charges	54	21.600				
31	Mandal Level Meetings and Motivational camps for child Labour	25	70.000				
	Total	20823	882.270				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
Access & Alternative Schooling							
32	Residential Bridge Courses	50	380.000				
33	Training to Bridge Course Volunteers	500	35.000				
34	Induction / Recurring training to AS volunteers - 145	145	2.030				
35	Induction training to Non-Residential Bridge Course volunteers -1050	1050	3.675				
36	Honorarium to volunteers of Alternative Schools (Rs. 1000/- p.m)	145	69.600				
37	Honorarium to Volunteers of Non-Residential Bridge Courses	1050	126.000				
38	TLM for Non-Residential Bridge Courses	1050	10.500				
39	Induction training of New Teachers	978	4.108				
40	Training of MRPs in VVs and AS teachers induction / Recurrent	216	1.814				
41	Salary for New School Teachers (Primary)	314	248.685				
42	Salaries for Upper Primary School teachers	272	783.360				
43	TLM grants (per centre) for Residential bridge courses	50	0.500				
44	Vidya Volunteers in existing school in place of MRPs	162	77.760				
45	Shed for ALS	145	7.250				
46	Back to School Programme	120	60.000				
	Total	6247	1810.285				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
Civil Works							
47	Additional classrooms	4016	4819.200				
48	Building for building less schools (t rooms with varandah)	422	1055.000				
49	Mandal Resource centre building	54	324.000				
50	New School Building (two rooms w varandah)	157	392.500				
51	District Resource Centre Building	1	15.000				
52	Electricity Connections to Schools	1672	83.600				
53	Drinking Water to Schools	1472	145.200				
	Total	7794	6834.500				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
Pedagogy & School Improvement							
54	Teachers training in multi level / activity based teaching	9467	79.524				
55	Training of MRPs in methods & MRGs	608	8.512				
56	Training of DRG	150	9.000				
57	TLM grant for teachers of formal schools	9565	191.900				
58	School Grants	2639	211.120				
59	Teacher Centre Grant	292	23.360				
60	Furniture for DIET	1	2.000				
61	Furniture for MRC	54	27.000				
62	Equipment for DIET	1	10.000				
63	Equipment for MRC	54	81.000				
64	Exposure visit to DRG and MRGs	300	8.000				
65	Academic review meetings @ one per month	216	7.258				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
66	Repairs and maintenance of schools	1246	62.300				
67	Library Books for DIET	1	2.000				
68	Library Books for MRCs	54	25.920				
69	Printing of modules	1	16.000				
70	TC Coordinator Training	584	4.906				
71	Academic conventions (Divisionwise)	4	8.000				
72	TLM Melas	54	10.800				
73	Mandal-level TLM workshops	54	21.600				
74	Equipment maintenance and operation for DIET	1	2.000				
75	Equipment maintenance and Operation for MRC & Contingency	54	51.840				
76	Documentation at DPO	1	4.000				
77	TLE for UF Schools	328	164.000				
	<i>Total</i>	25729	1032.039				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
Education of Focussed Groups							
<i>a) Girls Education</i>							
78	Residential Bridge Course Camps for girls	51	387.600				
79	Mobilization & Training to Camps	51	71.400				
80	Gender issues workshops	2	2.000				
81	Printing of modules	2	4.000				
	Total	106	465.000				
<i>b) Early Childhood Education</i>							
82	Induction training of ECE instructors	2142	5.998				
83	Training of Mothers Association Members	2142	1.500				
84	Training of MRPs and Girl child Officers on ECE	864	3.024				
85	Training of teachers where ECE is being opened	2142	1.500				
86	Convergence workshop for ECE - Division-wise	16	2.000				
87	TLM for ECE	2142	21.420				
88	ECE workers Honorarium	2142	359.940				
89	Printing of modules	1	4.000				
90	ECE Helper Honorarium	2142	205.680				
91	AWC workers'/Ayah honorarium	1064	132.912				
	Total	14797	737.974				

S. No	Item	Phy.	Fin.	2001-02	2002-03	2003-04	2004-05
<i>c) Children with Special Educational Needs (SEN)</i>							
92	TLM for Special Educational / IED Centres	54	10.800				
93	IED Training to MRC staff	216	1.816				
94	IED assessment camps	54	1.080				
95	Resource Persons' Honorarium(DRP)	4	7.680				
96	Resource Persons' Honorarium - Mandal	54	67.320				
	Total	382	88.696				
Distance Education							
97	Maintenance of TV and VCPs	941	18.820				
98	Distance Education (Workshop and Seminars)	1	4.000				
99	Procurement of cassettes	941	18.820				
100	Video libraries at MRC	25	5.400				
	Total	1908	47.040				
	Grand Total		12198.981				