

ANNUAL WORK PLAN AND BUDGET-1997-98

DISTRICT PRIMARY EDUCATION PROGRAMME

ANDHRA PRADESH

INDEX

1. EDUCATIONAL PROFILE OF ANDHRA PRADESH	2
2. PLANNING PROCESS	6
3. PRIORITIES 1997-98	8
4. ACCESS.	10
5. EQUITY.	14
6. ENROLMENT AND RETENTION	26
7. QUALITY EDUCATION.	30
8. COMMUNITY MOBILISATION AND ENVIRONMENT BUILDING.	42
9. CONVERGENCE	46
10. RESEARCH AND STUDIES.	48
11. MONITORING AND EVALUATION.	52
12. STATE STATEMENT SHOWING BUDGET FOR 1997-98.	56
13. STATEMENTS SHOWING BUDGETS FOR DISTRICTS FOR 1997-98.	62

NIEPA DC



D09759

1. EDUCATION PROFILE OF ANDHRA PRADESH

GENERAL INFORMATION

Andhra Pradesh occupies an area of 2,75,045 Sq.Km with a population of 66.50 million. It accounts for 8.4% of country's area and 7.9% of its population. The 23 revenue districts of the state are spread over three regions viz., the Coastal region of 9 districts, the Rayalaseema region with 4 districts and the Telangana region with 10 districts. The Density of population is 242/Sq.Km which is lower than the national average of 274/Sq.Km. The growth rate in population during 1981-1991 is 24.20 as against national growth rate of 23.85. The decadal growth population shows a slight upward trend from 23.10 in 198 to 24.20 in 1991. The state has a higher sex ratio of 1000:972 than the national rate of 1000:927.

SCHEDULED CASTES AND SCHEDULED TRIBES POPULATION.

As per 1991 census, the population of Scheduled castes and Scheduled tribes in the state is 1,05,92,066 and 41,990,481. They constitute 15.93% and 6.31% of the total population respectively as against the national percentage of 16.48 and 8.08.

LITERACY RATES

Andhra Pradesh is considered to be one of the educationally backward states in the country with a literacy rate of 44.09% as against the National Literacy rate of 52.21%. The decadal growth rate of 8.43% is lower than the national average of 8.95% (1981-1991). The literacy rate among men and women is 55.13 and 32.72 respectively as against all India literacy rates of 64.13 and 39.29.

STATUS OF PRIMARY EDUCATION

Access:

According to the Fifth All India Educational Survey (1986) 97.30% of the rural population in the state have schools within a walking distance of 1.00 K.M. About 70.18% have an Upper Primary School or Upper Primary sections in High Schools within a distance of 3 kms.

Enrdment:

The gross enrolment in classes I to V is 73.29% for the year 1994-95, 78.67% in the case of boys and 67.75% in the case of girls. It is 93.75% in the case of SCs, 102.82% in the case of SC boys and 84.41% in the case of SC girls. It is 85.43% in the case of STs, 102.77% in the case of ST boys and 67.62% in the case of ST girls.

The general dropout rate in classes I to V is 50.44% for the year 1995-96, 51.28% in the case of boys and 49.31% in case of girls.

The dropout rate is 61.32% in case of SCs, 59.27% for SC boys and 57.27% for SC girls.

The dropout rate is 70.82% in the case of STs, 67.93% for ST boys and 75.29% for ST girls.

INITIATIVES IN PRIMARY EDUCATION

Infrastructure facilities for schools

One of the problems of education and particularly primary education is lack of sufficient number of well equipped classrooms. This often leads to lack of proper ambience with the result that the children do not feel sufficiently interested to remain in the classrooms. Crowded and ill ventilated classrooms are not only a disincentive for the children, but also make the teachers' task much more difficult with the result that they may not be able to give their best.

Some of the initiatives to tackle this includes

Operation Blackboard.

The scheme of operation Blackboard(OBB) launched in Andhra Pradesh in 1987, is a major initiative to upgrade the facilities in primary schools. Under the scheme, which is being implemented in phases, 20,286 posts of teachers have so far been sanctioned. 24,496 classrooms have been sanctioned for construction and 42,310 schools in 1104 mandals have been provided with Teaching Learning Material.

Andhra Pradesh Primary Education Project

In addition to the scheme of Operation Blackboard, the other major initiative introduced in Andhra Pradesh is the A.P. Primary Education Project. Apart from the construction of 3,393 classrooms, the main thrust of the programme has been Human Resource Development, in the form of establishment of Teachers' Centres to ensure proper teaching methodologies through APPEP Principles centering around an activity based and child-oriented approach.

The Operation Blackboard and the A.P. Primary Education Project are complementary in nature. While the OBB is essentially an infrastructure oriented programme providing classrooms and teachers, the APPEP is human resource development programme. Similarly, while under the OBB, schools are provided with Teaching learning material of non-recurring nature, the APPEP provides for recurring expenditure in the form of consumables. Both the programmes have contributed immensely to the improvement of Primary education in Andhra Pradesh.

Non Formal Education

Non-formal education is an alternative system of education for non-school-going children including school dropouts with temporal and spatial flexibility. It is a Centrally-Sponsored Scheme which was started in the year 1979-80 in Andhra Pradesh.

At present 25,400 NFE Centres are functioning in Andhra Pradesh. Out of these, 2,800 are Phase-II centres and 6,202 are exclusively Girls' centres in Phase-I. It is also proposed to open 10,000 additional NFE centres covering 2.5 lakhs children. As on 31/12/1994 there are 254 projects out of which 10 are exclusively meant for SC and ST children.

Open Schools

The Open School system is a part but a variant of the NFE system working in the State. This system caters to the age-group of 12 years and above, equivalent to phase II of NFE system. This system is unique because it is more flexible than the NFE system. It caters to the needs of the out-of-school boys and girls who acquire education by self-learning process with the help of a counsellor who is generally a retired teacher or a local unemployed, educated person. The flexibility of the system lies in the fact that the attendance at a school/center is not compulsory for learners and that they can complete their course in

phases. The only resemblance between the open school and the NFE Centre or formal school is the contact classes from time to time and at centres which are within the easy reach of learners.

The Open school system is functioning effectively as a variant of Non-formal education system in 14 districts of Andhra Pradesh.

Audio Visual Education.

Andhra Pradesh is a pioneering state in the field of Audio-visual education. Colour TV sets, Video Cassette players, Radio-cum-cassette players and Video cassettes have been supplied to a large number of primary schools in the state. Under the Educational Technology scheme, Govt. of India supplied colour TVs and RCCPs. But the Government of Andhra Pradesh moved a step further by providing Video Cassette players along with a package of Video Cassettes containing curricular programmes. Government have so far sanctioned 12,850 CTVs, 17,342 RCCPs to the Primary Schools under the ET scheme financed by Government of India. The Govt. of Andhra Pradesh under its own AV scheme supplied 7,000 VCPs with a package of 45 Video Cassettes containing 129 Video lessons based on curriculum for classes to III to the Primary Schools. The Audio-Visual Educational Scheme is contributing immensely for improving instruction in Primary Education.

As a result of the initiatives in Primary Education in Andhra Pradesh, the general dropout rate for classes I - V decreased slightly from 58.18% in 1985-86 to 55.68% in 1993-94. Likewise it decreased for classes I to VII from 69.89% in 1985-86 to 67.81% in 1993-94.

FREE SUPPLY OF TEXT BOOKS

With an objective to motivate the children and thereby to ensure their regular attendance and to prevent increasing drop-out at primary level, the scheme of free supply of text books to all children studying classes I - V (Except un-aided private schools) was introduced in the year 1994-95.

MID-DAY MEAL PROGRAMME

Government of Andhra Pradesh has introduced mid-day meal programme from 1995-96. 33 lakhs children are benefited by this programme in all the 23 districts. Details are shown in Annexure-VI.

INITIATIVE UNDER X FINANCE COMMISSION FUNDS

The X Finance Commission has selected promotion of girls education under the education sector as one of the priority areas on the assumption that low female literacy has been a source of many social evils. Therefore, it aims at providing funds to states which have very low female literacy by upgradation of grants for specific districts. In Andhra Pradesh accordingly two districts have been identified where female literacy rate is less than 20% and 17 districts with rates between 20 and 40 percent as per 1991 census.

The X Finance Commission also identified the need for providing additional facilities like toilets and drinking water for Upper Primary Schools and drinking water for Primary Schools as a package of infrastructural facilities for promotion of Universalisation of Elementary Education. Financial allocations for upgradation of education is as follows.

State	Girls Education			UP School			Primary	Total
	Female Literacy in districts						School	
	Less than 20%	Between 20-40%	Total	Drinking water	Toilets for Girls	Total	Drinking water	
1	2	3	4	5	6	7	8	9
Andhra Pradesh	200	850	1050	144.75	391.70	536.45	4329.84	5916.29

(Rs. in lakhs)

DPEP - A NEW INITIATIVE

In spite of the best efforts, the goal of Universal Primary Education remains elusive. The Government of Andhra Pradesh, plans to achieve the goal through the District Primary Education Programme in five districts of Andhra Pradesh with the financial assistance from Overseas Development Administration(ODA). The five districts selected are:

1. Vizianagaram
2. Nellore
3. Kurnool
4. Karimnagar
5. Warangal

In these five districts it is proposed to achieve the UPE by adopting a holistic planning and management approach. This means identification and integration of all measures needed to achieve the UPE in the specific context of the districts. In essence, the planning in these five districts is aimed at achieving,

- Universal access
- Universal enrolment.
- Universal retention, and
- Universal attainment/achievement.

2. PLANNING PROCESS

Directive Principle of the Constitution emphasizes Universalisation Elementary Education. National Policy of Education, 1986 and Programme of Action, 1992 reaffirm the national commitment to U.E.E. Though substantial progress has been achieved, the goal still remains elusive. To achieve this goal local area planning with desegregated targets and decentralized planning and management should be introduced. A beginning has been made in this direction by GOI with the implementation of DPEP in selective states, with district as the unit of planning. Ideally the planning should be right from the grass root levels i.e. Village.

In five districts of Andhra Pradesh Planning was initiated in December, 1994. With one day orientation workshop to Dist. level officers of various departments, N.G.Os, Teachers representatives, Mahila mandals on DPEP and its objectives.

A two day training programme to Key Resource Persons (DIET faculty, MEOs, NFE Project Officers, NGOs and teachers) at district level, was followed by MRP training at Mandal level to make them aware of DPEP objectives and how to conduct village level orientation programmes.

The VECs have been constituted in all the villages of the five DPEP districts.

The Mandal resource persons in turn have conducted training to the village level resource persons and planners in identification of educational needs and planning.

Door to door survey was conducted in all the villages of 5 DPEP districts. Village plans are prepared based on the information gathered by the village level resource persons and planners with the involvement of VEC.

While preparing the VEC plans it was ensured that the people who have stake in improving the educational scene in the village participated in the process. Although no formal PRA technique was used, a Gramasabha considered various issues in each of these villages and arrived at a consensus regarding the plan components. At the Mandal level the process was more simple as a gross-root level has done its work already. However since Mandal Parishad has a major role in Primary Education various public representatives at the Mandal level also contributed their knowledge to the Mandal plan.

At the district level however the process is more elaborate and involved three levels of consideration of the village and Mandal plans and their consolidation. The first level was by education administrators, the resource group in the DIET undertook the basic District Planning exercise. This District Planning Group prioritised the activities and territories based on the DPEP objectives and educational statistics of the district. The next level is by the District Project Office which has to balance the demands of the villagers and educationists through the financial allocations and the highest level in the district is very informal consideration of the plan by public representatives and the District Collector to examine whether the plan provisions are according to the programme objectives.

At the State level the process involved mainly improvising the strategies on various components involving internal and external resource persons and institutions balancing inter district differences and finally examining the costing and budgeting them at the district level. During 1996-97 the programme strategies on Tribal Education, Teacher Training, Girl Child Education were completed. A preliminary paper on alternative schooling was also made ready. The district specific strategies on S.C. and S.T. Education was also given considerable thought with the help of Tribal Welfare Department. Institutions like SCERT, Andhra Mahila Sabha, M.V.F. etc. were constantly involved in a dialogue to finalise the strategies. For 1997-98 Action Work Plan the conclusions of this strategy papers were major input.

A technical support group and the State Resource Group which was constituted during the year had fully considered the action plan in minute details.

All the Budget provisions for 1997-98 were put through a rigorous examination for costing data. It is assured that some sort of uniformity is brought-in the provisions of the districts. However wherever there is location specific provision for costing data were worked out based on the specific location.

One of the major concern of the State Project Office was balancing the involvement of the public representatives with the objective requirement of the provisions to achieve this certain formulae were devised for providing certain facilities like new schools, school building, E.C.E. Centres etc. This formulae give necessary confidence to the district project management for removing extraneous consideration during the planning stage.

3. PRIORITIES 1997-98

During the first year of the Project implementation (i.e.) 1996-97 interventions like opening of schools in school-less areas, construction of buildings and additional classrooms, opening of Early Childhood education Centres, construction of toilets and provision of drinking water facility were initiated. Besides these activities organisation of awareness campaigns, formation of V.E.Cs and orientation to women groups were also taken up. For imparting quality education, academic and financial support was also provided to the teachers. These interventions helped in boosting the enrolment, reducing dropout and improvement of quality. The AWP 1997-98 aims to consolidate the gains of 1996-97 and fine-tune these interventions to focus on the following priorities.

1. Focus on Disadvantaged Groups

a. GIRL CHILD

The status of the girl child education is depressing. A female literacy rate of 32.72% as against 55.13% of men in the general category; and 20.92% and 8.68% of SC and ST women against 41.88% and 25.25% of the SC and ST men respectively shows the wide gulf to be bridged. These high disparities among the sexes prompted identification of low female literacy districts in the state for implementation of DPEP. Even within the district all the interventions are directly targeted to mandals and villages with low female literacy and high girl child dropout rates. Annual Work Plan of 1997-98 focuses gender lens on each of the programme interventions. Activities like setting up of schools, construction of buildings, starting ECE Centres, training of teachers, curriculum development, capacity building of organisations like mothers' associations, VECs are all subjected to a rigorous test for positive girl child orientation.

b. SC, ST HABITATIONS.

SCs and STs continue to be the largest groups of deprived lot in the field of education. In-access to educational institutions for those living in remote areas and hilly terrain along with social bias and low parental motivation are the contributing factors for the low enrolment and high dropout rate among these groups. DPEP is determined to attain in the year 97-98 through the application of various inputs, access to the suitable educational institution, increase in the enrolment and retention rates, and the minimum learning levels of the class among SCs and ST children in the programme area.

c. WORKING CHILDREN

Many studies have proved that child labour is avoidable by the efficient utilisation of the adult manpower in the family and refraining from wrong utilisation of the adult income. There is also a need for enhancing the income of the family by educating and guiding the adults to adopt effective income generation programmes and savings to prevent child labour. AWP 97-98 plans a comprehensive input package, in the form of awareness campaigns, convergence of services of various departments and opening of alternative schools and transitional schools, to bring these deprived children to schools.

2. Early childhood education.

Experience revealed that the years 2 1/2 - 5 are crucial in the development process of the child. The child's cognitive, physical, socio-emotional, and language development is shaped up during this age. ECE Centres aim to guide these processes and also prepare the child to Primary school. The contribution of ECE for the girl child education is also very vital. ECE relieves the burden of sibling care from the girl children, enabling them to go to school. DPEP plans to open ECE Centres in the primary school campus to enable the younger siblings to attend the ECE and the girl child the primary school. 180 ECE Centres in each district are proposed for opening during 1997-98. In opening these Centres preference will be given to SC/ST areas and where the girl child enrolment is low and dropout rate is high.

Training the ECE Centre Incharges in handling the centre efficiently to the developmental needs of the children and building the capacities of the community to efficiently manage the centres are the priorities in this sector for the year.

3. Training needs of teachers dealing with distinct groups of children.

Teachers working with distinct groups like Tribal children, Handicapped children, working children and girl children require special understanding and skills. DPEP plans to build the required special capacities among the teachers who deal with these groups.

4. Development of teaching-learning material

DPEP provides a vast scope for improvement and innovation in the field of designing quality teaching and learning material. Preparation of MLL based textbooks for classes III, IV & V, Activity packs, English workbook for class III, development of bridge language charts for tribal schools, are planned for AWP 97-98 to boost the availability of quality teaching-learning material..

5. Academic support to teachers

To provide academic support to teachers one Divisional Resource Centre per erstwhile block in the DPEP districts is proposed during 1997-98. This will make teacher training activity more manageable and qualitative

TEACHER TRAINING MODULES

In the teacher training, emphasis will be laid on teacher motivation, gender sensitisation, activity based teaching-learning processes, MLLs and preparation of low cost teaching aids. Teachers will be exposed to multi-grade, multi-age teaching techniques to equip them to deal with transitional classes for working children, and 6+ children.

6. Training VEC members :

1. Democratisation of education management and sustenance of the project initiatives through the empowerment of the community are the unique features of DPEP. Sensitising the community to the problems of education, motivating them to participate in the planning, implementation and monitoring the programmes for the educational development of the village, are the inputs DPEP plans for VEC's capacity building. AWP 97-98 proposes various activities for preparing the VECs for this task through training, study tours and periodical meetings. Local NGOs and other action groups like Mahila Mandals and Youth organisation will be associated with the capacity building of the VECs.



Review Conference on MLLs of Southern States. Sri M.V.P.C. Sastry, Secretary, Education and Dr. P. Subrahmanyam, Commissioner, School Education are in picture



Kalajata Programme at Sundarayyanagar, Hanamakonda

DPEP Rally at Vizianagaram



4. ACCESS

- I. One of the main objectives of DPEP is to provide universal access and enrol all children in the age group of 6-11 years and to reduce the difference in enrolment, dropout and learning achievement between the genders and social groups to less than 5%. All children irrespective of their gender and social position shall have equal access and opportunities to achieve certain defined level of learning. In order to achieve this objective the following strategy is adopted by the DPEP.
- Providing new schools according to population norms.
 - Providing new buildings wherever physical barriers including distance are creating problem.
 - Providing additional class rooms wherever high student teacher ratio is an impediment to access for children.
 - Providing ECE centres to provide feeder and support programme to primary education and as a support programme for working women.
 - Providing alternate schooling and transitional classes wherever formal schools are found infeasible.
- II. A brief look at the accessibility to primary education in Andhra Pradesh reveals that 97.3% of the rural population have formal schools within walking distance of 1 KM. However a large number of school-less habitations exist having student population more than the norms. There are many habitations having physical barriers to the nearest schools like streams hills etc. There are many schools run by a single teacher with a very high student teacher ratio.

District	School less Habitations.
Vizianagaram	384
Nellore	259
Kurnool	54
Karimnagar	334
Warangal	360

- III. During the year 1995-96 and 1996-97 the State Government increased the number of teachers in a major fashion. In the five districts 4980 teacher posts for primary education were filled up. This ensured that all the existing schools are now functioning with full capacity. During the year 1996-97 1862 new school buildings were constructed under various programmes like JRY.
- IV. a. Under DPEP, during 1996-97, 124 new primary schools started functioning with 248 teachers
 b. The constructions of the buildings for these schools is being done with active involvement of VECs, who have contributed large amounts for the construction.

S.No.	District	Contribution of VECs
1.	Vizianagaram	Rs. 757720/-
2.	Nellore	Rs. 328000/-
3.	Kurnool	Rs. 996480/-
4.	Karimnagar	Rs. 1268960/-
5.	Warangal	Rs. 537000/-

- c. The VEC members are trained along with teachers in managing the construction of the school building, to ensure their total participation. Workshops were held in all districts to enlighten them on the procedures and to motivate them to involve themselves. Local unemployed youth were trained in masonry works to make their services locally available. All the VECs have Joint accounts with engineers to manage finances, then giving them authority over the system as well as making them accountable.
 - d. Well designed school building plans have been prepared and communicated to all District Project Offices during 1996-97
- V. Keeping the experiences of implementation of Annual Work Plan in 1996-97, the A.W.P. 1997-98 is prepared. Further the situation analysis was done at Mandal level to decide physical access issues. Hence planning for new primary schools/additional teachers is perfected and criteria finalised as follows:

a. Selection of habitation for starting new primary schools:

General category	No minimum number prescribed
	1. Among the school less habitations with highest population, above the base of 300
	2. Low female literacy
	3. High girl population
Special focus groups	4. SCs - minimum 20% of new schools
	STs minimum, 10% of new schools
	Villages with Child labour concentration minimum 10% of new schools
	Norms
	1. Highest population above a minimum of 200
	2. Low female literacy
	3. high girl population

	District	No. of New Primary Schools	No of additional class rooms
1.	Vizianagaram	30	20
2.	Nellore	25	10
3.	Kurnool	20	30
4.	Karimnagar	25	10
5.	Warangal	24	20

VI. Civil Works - New School Buildings and Addl. Class rooms:

As a well equipped class room is a must for quality teaching the construction of class rooms is due importance in following categories:

- a. buildings for newly started primary school under DPEP
- b. buildings for existing schools without buildings
- c. Additional Rooms wherever there is a need for such facility.
- d. Toilet facilities

Keeping in view, the large demand for school rooms, following objective criteria have been selected for sanctioning Additional Rooms and new rooms for schools without buildings. For new buildings, to schools without buildings. High enrolment and high dropout with special focus on groups like SCs (20%) STs (10%).

For additional class rooms for existing schools

- 30% for schools with Low enrolment/low retention
- 40% for schools with High enrolment/low retention
- 20% for schools with Low enrolment/High retention
- 10% for schools with high enrolment/High retention

Conducting the training programmes for VEC members & Masons regarding the day to day construction techniques with special importance to the low cost techniques by A.P. Housing Corporation through Nirmithi Kendras. Nirmithi Kendras have developed appropriate construction technology

Over the years and this experience will be put to maximum.

- c. The procedure of joint responsibility of VEC and J.E. of DPEP in financial management will continue this year also. However it will be ensured that VEC exercises its authority properly by training them along with the Jr. Engineers.

Civil works during 1997-98

Project	Vizianagaram		Nellore		Kurnool		Karimnagar		Warangal		Total	
	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
New primary schools	56	112	100	200	80	160	100	200	50	100	386	772
New Buildings	60	120	40	80	40	80	10	20	20	40	170	340
Additional class rooms	40	40	50	50	60	60	10	10	20	20	180	180
Toilets	300	18	100	6	50	3	50	3	100	6	600	36
Water Facilities	75	9		-	-	-	-	-	75	9	150	18
BRC's	5	92.5	5	92.50	5	92.50	5	92.50	5	92.50	25	462.50
Schools for physically handicapped	3	15	-	-	-	-	-	-	3	15	6	30

ALTERNATIVE SCHOOLING IN 1997-98

VII A. Action work plan for 1997-98 provides for alternative schooling on experimental basis in all the 5 districts. To finalise the strategy on alternate schooling, it is proposed to conduct a workshop with the State Core Group for finalising the details of training and curriculum. However, an approach paper was submitted by Ms. Lata Menon of UNICEF based on which the following strategy is adopted for the action work plan 1997-98

The alternate schools will cater to children living in small habitations where opening of formal primary schools is not viable. In-accessible villages where teacher absenteeism and retention are the impediments for children who are too old to attend formal schools and for children who work.

- B. For the children who are inhabiting in the small hamlets and in-accessible hamlets, it is proposed to open alternate schools where community will participate in a major fashion in financing the school. It is proposed to mobilise village education committee for providing the accommodation initially as well as token contribution towards the salary of the instructor. However all such schools will be run by NGOs and teacher who is well trained will be appointed and will be kept under the supervision of the village education committee.
- C. Child labour for the children who work outside their homes as well as for caring their younger siblings it is proposed to start transitional classes so as to encourage them to attend transitional schools which cater to working children. These will be run by Non-governmental organisations which have an experience in this particular field. These schools will be having a well trained teacher deployed by the Non-governmental Organisations and the students will be provided with qualitative teaching - learning materials.
- D. Low Motivation Communities: Where the dropout rate is very high and the enrolment is also low, it is proposed to train the teachers of formal schools in running a transitional classes. This is aimed not only at bringing back the dropouts who are not absorbed in the labour force, but also who absorbed the working children. These classes will be optimally run for a period of six months from the beginning of the academic year by the end of which a children will be absorbed at the appropriate standard in the school.

While selecting the NGOs the experience the NGO has and their area of operation with special focus on the dis-advantaged groups and the female literacy will be kept in mind.

S.No.	District	No. of Alternate schools	Funds provided (Rs. In lakhs)
1.	Vizianagaram	100	15.00
2.	Nellore	150	25.00
3	Kurnool	100	15.00
4	Karimnagar	100	15.00
5	Warangal	100	15.00

The AWP 1997-98 also envisages school adoption by NGOs, where the NGO will strive to achieve 100% Enrolment and Retention by providing parateachers and teaching learning material. DPEP will supplement their efforts by meeting 50% of the cost of parateachers, their training cost and by providing learning material. In the year, Kurnool and Nellore districts will pilot this scheme. The costing of the scheme will be decided with EC approval.

5. EQUITY

In terms of equity annual work plan introduces specifically to the earlier efforts to remove disparities between social groups. Discrimination which creeps into the system unconsciously is sought to be removed by addressing equity concerns directly. Major social groups which need this type of attention are scheduled caste and tribe children and handicapped children. Girls across the caste divisions need focus to achieve the objective reducing the access difference of 5%.

I.GENDER

DPEP recognises the importance of examining the planning of implementation of all activities through a gender lens in an effort to integrate a gender perspective in programme interventions. With a focus on educationally backward districts which have female literacy rate below the National Average. The primary objective of DPEP is to reduce the differentials in enrolment, dropout and learning achievement between social groups and among girls and boys to less than five per cent.

In Andhra Pradesh the differential in enrolment dropout and learning achievement between social groups and amongst girls and boys is as shown below.

GENDER DIFFERENCE - ENROLMENT

DISTRICT	Scheduled Caste			Scheduled Tribes		
	General Boys	S.C. Girls	Difference	General Boys	S.T. girls	Difference
Vizianagaram	84.06	72.76	11.30	84.06	71.91	12.15
Nellore	91.51	89.42	2.09	91.51	73.81	17.70
Kurnool	74.00	69.00	5.00	74.00	49.00	25.00
Karimnagar	79.23	72.66	6.57	79.23	41.71	37.52
Warangal	80.12	62.28	17.84	80.12	49.77	30.35

GENDER DIFFERENCE - DROP OUT RATE

DISTRICT	Scheduled Caste			Scheduled Tribes		
	General Boys	S.C. Girls	Difference	General Boys	S.T. girls	Difference
Vizianagaram	55.69	65.49	9.80	55.69	70.15	14.46
Nellore	61.12	72.38	11.26	61.12	79.26	18.14
Kurnool	57.83	72.14	14.31	57.83	56.15	1.68
Karimnagar	53.80	67.00	13.20	53.80	84.73	30.93
Warangal	67.52	74.80	7.28	67.57	87.79	20.27

ACTIVITIES DONE IN THE YEAR 96-97. DPEP

- To facilitate awareness building among the community members on the need for education for all and sensitising the villagers of the issues of girl child education, Orientation sessions were conducted for the women members of the village education committees, the Podupu lakshmi and DWCRA of twenty villages of two DPEP Districts.
- 50 ECE Centres were opened at the rate of 10 per district. The Village Education Committees have themselves selected the personnel to man the centres. The persons in charge of ECE Centres were given a 3 day induction training in the methods of early childhood education.
- Workshop to develop Common Curriculum for ECE in the state is proposed to be held in the month of march 97.
- To facilitate access to a large number of girl children who were hitherto not served by schools, 124 new schools are opened, construction started and required staff recruited.

Two research studies were taken up - one on gender and the other on ECE - with the association SCERT.

PROPOSAL FOR THE YEAR 97-98

Basing on its own experiences and sharing the experiences of organisations like AP Mahila Sama Society and the deliberations of the gender co-ordinators meeting held at Chennai, a strategy paper on gender is developed to guide the activities of DPEP.

The following are the activities proposed for implementation for the year 97-98.

MICROPLANNING.

Through the process of micro planning DPEP proposes to empower the community with the knowledge of their own needs and methods of attaining prospective livelihood. The mode of institutions to be created for the prospective growth of the children also gets established through this process. DPEP will initiate micro planning exercise in the 50 villages where ECE Centres are started.

SCHOOL MAPPING

School mapping exercise is proposed to be taken up on an experimental basis, to start with, in about 100 villages at the rate of 10 per district. This exercise in DPEP will be very useful to assess the number of children left inaccessible by the school and communities deserving new schools.

COMMUNITY MOBILISATION .

To eradicate, from the minds of the people the long-standing and the deep-rooted attitudes that place the girl child at a very low status, which are also causing social maladies like Child marriage, discriminatory deprivation for the girl and advantage given to the boy child in education, nutrition and social treatment, multiple work responsibilities to the girl etc., DPEP planned a multifaceted approach.

- talented artists from the villagers will be identified and trained to perform in the villages starting the month of May to propagate the philosophy of DPEP and the need for treating the girl child in an unbiased way.
- Electronic media will be utilised to spread the message of the importance of girl child education. Small films and jingles are planned to be produced and aired through AIR, DD and the field publicity wings of the Information Dept.
- Ward adoption by the VEC members will be propagated to put concentrated efforts in reducing gender bias and increase girl child education.

CAPACITY BUILDING

For building up the capacities of NGO's, Youth associations and Mahila Mandals that are identified for association in the implementation of DPEP, Training programmes are planned at the district and state levels.

Training for the women members of the Panchayats is also planned to facilitate their active participation in the DPEP efforts of realising the objectives of UEE.

REASERCH STUDIES.

The studies initiated in the 96-97 will be continued.

ECE CENTRES.

Besides working towards leading the opened ECE Centres to excellence, new centres numbering 180 per districts will be opened this year. Priority is given to open the centres in SC and ST localities.

Supply of play material

In addition to the grant of Rs 1000 per centre for purchasing play material, outdoor immovable play material like slides, see saw etc. are planned to be provided this year.

For a sustained management of the ECE centres a Corpus fund of Rs 5000 is planned to be kept with the VEC with a condition that the village contribute atleast that amount as a matching contribution.

Capacity building of the ECE personnel

Induction Training for the persons in charge of new ECE centres, refresher training for the working ECE personnel will be held at the District level.

GENDER SENSITISATION.

To eliminate gender bias and to create sensitivity among the concerned state and district official on the issues of the girl children, a one day orientation sessions each at the state, district and mandal level will be conducted.

A chapter on gender is incorporated in the teacher training Modules prepared for training the DPEP teachers.

ALTERNATIVE SCHOOLING.

Alternative schooling facilities to cater to the educational needs of the children who cannot attend the formal school are planned to be made functional from this year.

In each districts 100 alternative school centres will be opened to facilitate learning. These centres are opened where community comes forward for contribution towards salary of the instructor in in-accessible areas and habitations not eligible for opening new formal primary schools as per OBB guidelines. Preference will be given to select educated local resident Youth of the same community as instructors.

X FINANCE COMMISSION.

All the activities proposed under X finance commission will be executed by DPEP in the DPEP districts. The activities proposed are.

- Formation of mothers association to organise all the campaigns and activities for the girl child education development.
- Establishment of 70 ECE centres per district under the management of the mothers associations.
- Provision of 70 units of drinking water and toilet facilities.
- Provision of corpus Management expenditure and corpus fund put together to tune of Rs 15000 with a condition that the villagers contribute an equal amount.

The Mothers' Association has a general body elected for 2 years and an Executive body of 7 members which would be responsible for management of the programme. The President of the G.B. is the head of the EC and HM of the school is the members Secretary.

II. TRIBAL EDUCATION

Scheduled tribes constitute a major group in Andhra Pradesh for whom access is the main problem for primary education. They live in remote areas of the state and need special focus to solve their problems. During 96-97 these communities were given a special focus by opening - new primary schools and - ECE centres. For 1997-98 district specific plans are formulated as detailed below.

Wide-ranging discussions with Mandal level officers were held before finalising these proposals. Consultant at state level for tribal studies interacted with experts in tribal education for fine-tuning them.

VIZIANAGARAM

The S.T. population of Vizianagaram district as per 1991 Census is 1,90,185 (94,993 males and 95,192 females). The female population is slightly more than the male population. The literacy rate among tribal group is 15.68% (22.53% male and 8.79% female). The female literacy is very poor and needs urgent action. Jatapa, Kondadora, Mukadora and Mannooora are the major tribal groups in this district. Savara and Gadaba communities are the primitive tribal groups. Agriculture (shifting cultivation), stone cutting are the major occupations of the primitive tribal groups. An attempt has been made to develop reading material in Savara language. In this district ITDA is functioning with headquarters Parvathipuram for the harmonious development of the tribal.

There are many school-less habitations which are small but scattered in the tribal area. The enrolment percentage of children at primary stage is 71% and dropout rate is 68%. Which is also high. There is a problem of access, and high dropout rate in this district among the tribals. The following strategies are suggested under tribal education in this district.

1. Alternative schooling facilities to solve the problem of access. Savara community people are engaged in shifting cultivation. Further Gadaba community is engaged in stone cutting. To provide education to the children of these communities single teacher schools are provided. These schools will be set up by appointing a well trained teacher in villages where VEC contribute their might for construction of school building. In vacations, camp schools will be organised in ashram schools for a short period wherein the children of these communities will be motivated and prepared to learn in formal schools provided education with food facility.
2. Preparation of bilingual charts in Savara and school language for use by the teachers to attract children.
3. Adoption of activity based teaching - learning process
4. Joy-full learning Programme
5. Supply of incentives in the form of free supply of books, writing material cloths etc. by tribal welfare dept.
6. Study tour for VEC members to motivate local tribal community participants.
7. House to house enrolment Drives
8. Opening of ECE centres to increase girl enrolment and retention.
9. Teacher empowerment Programme for attitudinal change.

NELLORE:

The S.T. Population of Nellore district as per 1991 census is 2,14,062 (1,09,986 males and 1,04,076 females). The literacy rate among tribals is 16.36% (20.78% males and 11.66% females). Yerukala and Yanadi are the major tribal groups in this district. Yanadis are cultivators, servants doing fishing, watching the fields etc. The enrolment and dropout rates among the tribal children in this district is 77% and 77%. High enrolment and high dropout are observed in this district. There are more non-enrolled among Yanadi and more dropouts among Yerukala. Access is a problem for Yanadis and retention is a problem for Yerukalas. Among Yanadis, Challa Yanadis are very backward and need special focus. The following strategies are suggested to improve access, enrolment, retention and quality in this district.

1. Access:

1. Opening of primary schools in Yanadi habitations to improve access. Alternate schools will be run for challa Yanadis, along with transitional classes for 6+ children.
2. Organisation of motivational campaigns, tours.
3. Adoption of activity based teaching-learning process
4. Joyful learning programme
5. House to house enrolment campaigns
6. Supply of incentives on time
7. Community empowerment by making VECs active.
8. Opening of ECEs in all challa yanadi and yerukala concentrations
9. Teacher training programmes in Activity based teaching learning process

KURNOOL:

The S.T. Population of Kurnool district as per 1991 census is 56,455 (29,201 males and 27,254 females). The literacy rate is 24.86% (36.76 males and 12.82 females). The males literacy is considerably higher than female literacy. Lambada, Yerukala, Chenchu and Yanadi are the tribal communities existing in this district. Lambdas are cultivators and look after cattle rearing. Chenchus are involved in food gathering, hunting and honey collection. Chenchus fall under primitive tribal group. There is a ITDA functioning in this district for the harmonious development of chenchus. The enrolment and dropout rates in this district fall at 59% and 52% at primary stage. This reveals the fact that here the problem is low enrolment and low dropout rate. There is considerable number of Lambada tandas with out schools. There are more unenrolled children among chenchus.

The following are the strategies suggested:

1. **ACCESS** Opening of formal schools and camp schools in Lambada Tandas and Yerukala habitations.
2. Opening of transitional classes for chenchu ,yerukala children . and admitting them in ashram schools and residential schools.
3. Opening ECE centres in all chenchu gudems where there is high dropout among the girls.
4. Joy-full learning activity
5. Adoption of child-centred activity based instruction
6. Environment building activities
7. Teacher empowerment
8. Community empowerment .
9. Local Specific Calendar
10. Supply of incentives

KARIMNAGAR:

As per 1991 census the S.T. population of this district is 83,017 (Males 42,301 and 40,017 females). The literacy rate of this district among tribals is 12.31% (20.08% males and 4.08% females). The female literacy is very low. This district is mostly inhabited by Gond, Koya, Lambada and Yerukala tribes. The occupational profile of Gonds is cultivation and collection of Minor Forest produce, of Koyas is Agriculture, of Lambadas is cultivation and cattle rearing, and that of Yerukala is labour work. Gonds have their own dialect while the other tribe speak Telugu. The enrolment and dropout rates among the tribal children of 6-11 age group are 59% and 80% respectively. Thus there is a problem of low enrolment and high dropout in this district. In this district at Mahadevpur a departmental agency viz., Modified Area Development Approach (MADA) is functioning for the development of tribals., The following are the interventions provided for the development of tribal education in this district.

1. ACCESS:

1. Opening of formal schools in gond and koya habitations not having schools
2. Providing alternative schooling facility in the form of non-formal education. community managed schools (Maabadi), peripatetic schools, evening schools are provided.

2. BILINGUAL APPROACH:

Bilingual charts in Gondi and school language for the pupils to acquire literacy skills early .

1. Activity based teaching learning process
2. Joy full learning approach
3. Teacher empowerment though training programmes
4. Environment building activities in terms of organisation of Kalajathas in shandi is
5. Community empowerment
6. Supply of incentives
7. Adoption of local specific calendar, timings
8. School readiness programme by opening of ECEs in all gond and koya habitations

WARANGAL

1. As per 1991 census the S.T. population of this district is 3,85,369 (1,99,198 males and 1,86,171 females). The literacy rate is 11.39% (20.22% males and 4.91 females). The female literacy poor. Lambada, Koya and Yerukala are the important tribal groups of this district. Lambadas on cultivation and cattle rearing and Koyas on Agriculture and Yerukalas on Labour work. There is a considerable no. of school-less habitations in this district. The enrolment and retention rates in this district are 46% and 81% respectively. This shows the problem in this district is low enrolment, high dropout. There is an ITDA functioning in this district at Yeturinagaram for the harnessing and development of the tribals. In this district mostly Lambadas are in non ITDA area and Koya in ITDA areas. Koya of this district speak Telugu. The following are the interventions provided.
2. ACCESS
To improve access formal schools are provided in all koya school-less habitations. In case of school-less habitations alternative schooling facility like non-formal education centres, Mabadi schools, etc. are suggested.
3. Adoption of activity based teaching learning process.
4. Joyful learning programme
5. Supply of incentives
6. Organisation of Kalajathas
7. House to house enrolment drives
8. Opening of ECE centres in all koya habitations to increase enrolment of girls.
9. Teacher empowerment programmes
10. Community empowerment programmes.

STATEMENT SHOWING THE TRIBAL POPULATION PROBLEMS AND STRATEGIES FOR EDUCATION

District	Tribe	Enrolment	Dropout	Specific Problems	Suggested Interventions
1. Vizianagaram	Savara	71%	68%	<ul style="list-style-type: none"> ■ Access due to small scattered habitations ■ Language Problem 	<ul style="list-style-type: none"> ■ Single Schools ■ Camp Schools ■ Bridge Schools ■ Charts ■ ECE Centres
	Gadaba	71%		<ul style="list-style-type: none"> ■ - Access due to Stone cutting occupation ■ Language Problem 	<ul style="list-style-type: none"> ■ Camp Schools ■ Single Schools ■ Bridge Schools ■ Charts
	Jatapu	71%		<ul style="list-style-type: none"> ■ - Low Motivation ■ Child Labour 	<ul style="list-style-type: none"> ■ Motivation Campaigns ■ ECE Centres
3 Nellore	Yenadis Challa Yenadis	77%	77%	<ul style="list-style-type: none"> ■ - Low Motivation ■ Child Labour ■ Sibling Care ■ Access 	<ul style="list-style-type: none"> ■ Motivation campaigns ■ Alternative Transitional for 6+ ■ Formation of Mandals ■ Sensitising work ■ ECE Centres ■ Houses to houses campaigns
	Yerukala	77%	77%	<ul style="list-style-type: none"> ■ - Low motivation 	<ul style="list-style-type: none"> ■ Awareness

				<ul style="list-style-type: none"> ■ Child labour ■ Sibling Care 	<ul style="list-style-type: none"> ■ Campaigns of Alternate Schools ■ ECE Centres ■ House to house campaign ■ Joy full learning programmes ■ Activity methods
Kurnool	Chenchu	59%	52%	<ul style="list-style-type: none"> ■ - access ■ lack of motivation ■ child labour ■ sibling care 	<ul style="list-style-type: none"> ■ transitional Classes ■ Motivation campaigns ■ Opening of ECE Centres ■ Joyful learning
	Lambada	59%	52%	<ul style="list-style-type: none"> ■ access ■ child labour 	<ul style="list-style-type: none"> ■ opening of Alternative Schools ■ Local specific calendar ■ Community empowerment
	Yerukalas	59%	52%	<ul style="list-style-type: none"> ■ Low motivation ■ Child labour 	<ul style="list-style-type: none"> ■ Transitional class Awareness Campaigns ■ Local specific calendar ■ Supply of incentives on time
Karimnagar	Gond	59%	80%	<ul style="list-style-type: none"> ■ Lack of motivation ■ Language problem ■ Child labour ■ Sibling care 	<ul style="list-style-type: none"> ■ Opening of formal school ■ Motivation Non formal Education ■ Bridge Language charts ■ Local specific calendar ■ ECE Centres ■
	Koya	59%	80%	<ul style="list-style-type: none"> ■ Lack of motivation ■ Child labour 	<ul style="list-style-type: none"> ■ Opening of formal schools ■ motivation campaigns ■ ECE Centres ■ Local specific calendar ■ Community empowerment ■ Non formal Centres. Maabadi ■

ANNUAL WORK PLAN

	Lambada			<ul style="list-style-type: none"> ■ Lack motivation ■ Child labour 	of	<ul style="list-style-type: none"> ■ Awareness campaigns ■ Local calendar
5. Warangal	Koyas	46%	81%	<ul style="list-style-type: none"> ■ Lack motivation ■ Sibling care ■ Child labour 	of	<ul style="list-style-type: none"> ■ NFE/ Maba Schools ■ Awareness campaigns school-less a ■ ECE Centres ■ Alternative schooling ■ House to hou
	Lambadas	46%	81%	<ul style="list-style-type: none"> ■ access ■ Language Problem ■ Lack Awareness 	of	<ul style="list-style-type: none"> ■ Opening Schools/Alte schooling ■ Bridge la charts ■ Awareness programmes ■ Joyful learnin

Statement showing the ST Components in the District Plans of 1997-98

SL. No.	District	New Schools	ECE Centres	Alternativ e Schools	Bridge Charts	Workshops
1.	Vizianagaram	6	30	25	1	Mahilamandal Awareness campaigns spl. Camp
2.	Nellore	10	30	50	1	<ul style="list-style-type: none"> ■ Mahila mandals ■ Awareness campaign Spl. Group
3.	Kurnool	10	30	20	1	<ul style="list-style-type: none"> ■ Mahila mandals ■ Awareness Campaigns
4.	Karimnagar	8	30	50 ✓	1	<ul style="list-style-type: none"> ■ Mahila mandals
5.	Warangal	10	30	25	1	<ul style="list-style-type: none"> ■ Awareness Campaigns Spl. Groups

II. Education of SCs.

1. SC Education Scenario in the State:

As per 1991 census the population of scheduled Castes is 1,05,92,066 (53,99,654 males and 52,12,412 females) which constitute 15.93% of States population. The percentage of literacy among SC population is 11.40 (41.88% males and 20.92% females) as against 44.09% of the State. The Gross enrolment in classes I to V in case of SC children is 93.75%. The dropout rate is 61.32% (59.27% boys and 63.94% girls).

2. Existing Efforts:

a) Schools:

All the Primary Schools in SC areas as on September 1986 were brought under OBB. Two residential schools, one for boys and the other for girls for the children of indigent families engaged in unclean occupations were opened. 68 residential schools are functioning for SC and ST Children out of which 23 are for girls.

b) Hostels:

Hostel facilities are provided for boys and girls separately. 507 special hostels are organised by the Department of Social Welfare with provision for admission to ST and SC children.

c) Incentives:

Social welfare Department provided 164.50 lakhs towards scholarships and educational facilities of families engaged in unclean occupations. As a state policy 15% of seats in educational institutions are reserved for SC children. Textbooks are supplied free of cost, stationery items and clothes are provided to them in hostels.

3. SC Education Scenario of the five DPEP districts:

The following table shows the educational status of the SC children in the five DPEP districts.

District	SC Population	6-11 age group	% of enrolment			% of Dropout			Mean achievement of pupils of Class IV. As per baseline survey	
			Boys	Girls	Total	Boys	Girls	Total	Language	Maths
Anaparthi	220352	33448	74.30	72.80	73.60	58.85	65.49	62.01	30.38	13.25
Kurnool	522819	79189	94.12	89.42	91.89	66.39	72.38	69.23	31.66	9.92
Warangal	518108	104287	82.00	69.00	76.00	62.80	72.14	66.76	31.60	10.50
Adilabad	484654	57615	80.50	62.30	71.90	74.59	74.80	74.67	31.74	11.89
Wanaparthy	563941	81855	84.40	72.70	78.60	54.00	67.00	60.50	31.66	11.16

The percentage of enrolment among S.C. Girls in Kurnool and Warangal districts is low. The dropout rate in Warangal district is high both among boys and girls. The performance of pupils in Mathematics is poor as per baseline survey conducted.

In order to improve the situation certain interventions have been introduced during 1996-97 in these five districts for the educational development of scheduled caste children.

4. Interventions introduced during 1996-97.

In order to achieve the objectives of the Project the interventions introduced for SC children during 1996-97 are presented in the following table:

S.No	District	Schools opened in school-less SC habitations	ECE Centres opened in SC habitations	Training Programmes organised for Youth Mahilamandals, VECs	Workshops organised	Addl. Class rooms
1.	Vizianagara m	2	3	4	4	3
2.	Nellore	7	6	-	2	2
3.	Kurnool	3	2	1	-	-
4.	Warangal	2	8	-	-	-
5.	Karimnagar	13	-	-	-	-

Opening of new schools in School-less areas and opening of Early Childhood education Centres where the girls enrolment is low and dropout rate is high were the two main programmes implemented. Besides this training programmes and workshops in order to sensitise the SC population were also organised to increase enrolment and reduce dropout rate.

5. Interventions planned during 1997-98:

District	New Schools	opening of ECEs	Workshops & Awareness programmes	Training	Other strategies planned.
Vizianagara	11	50	Mahilamandals -1 Spl. Campaigns - 6	VEC members, Youth Associations	1. Change of school timings to suit the local needs
Nellore	20	50	Mahilamandals -1 Spl. Campaigns-6	VEC Members Youth Associations	2. Joyful learning 3. Activity based teaching-learning process
Kurnool	15	50	Mahilamandals -1 Spl. Campaigns-6	VEC Members Youth Associations	4. Constitution of Mothers Committees
Warangal	15	50	Mahilamandals -1 Spl. Campaigns-6	VEC Members Youth Associations	5. Alternative schooling in school-less habitations Mabadi/NFE Centres
Karimnagar	10	50	Mahilamandals - 1 Spl. Campaigns - 6		6. Supply of incentives viz., free books, Midday meals, on time by the welfare departments.

IV. CHILD LABOUR

Child labour is a major impediment in attaining the national goal of education for all. 70% percent of the children who don't get the minimum primary education in the country are engaged in direct or indirect labour. Girl children are mostly engaged in the unpaid labour of domestic works like fetching water and firewood, sibling care, grazing the cattle etc. They are also engaged many times in the low paid agricultural labour. The working children in the DPEP project area are found to be engaged in the following activities.

- 1 Grazing the Cattle
- 2 Bead Rolling
- 3 Cotton ginning
- 4 Agricultural labour
- 5 Hotel industry
- 6 Quarries
- 7 Hazardous industries like jute, cement and fireworks
- 8 Construction
- 9 Mechanical workshops
10. Procurement minor forest products

DPEP Andhra Pradesh planned the following interventions to see that the children who are working get education..

AVARENESS CAMPAIGNS

1. Through electronic and print media, the message of the need for children's education will be intensively propagated.
2. Door to door campaigns with the help of the local Mahila Mandals ,Youth Associations and NGO's will be taken up to counsel the households to organise the domestic affairs to suit sending the children to school.

VECs

Village education committee members will be oriented to the need of education for all .The need of sending children to school instead of to labour will be stressed upon explaining the legal and ethical issues.

Village education committee members will also be motivated to take the responsibility of influencing the parents whose children are engaged in labour, to send their children to school..

VEC members will be encouraged to adopt wards of their village to facilitate concentrated efforts of community Mobilisation .

ALTERNATIVE SCHOOLING

Alternate school systems are planned to cater to the educational needs of the working children at their convenient time, pace method and content with out compromising on the Minimum Learning levels. The following variety of alternatives are proposed.

1. Non Formal Schools.
2. Residential schools
3. Transitional schools
4. School adoption by NGOs

CONVERGENT PROGRAMMES.

The Govt. of India Child Labour Project is in operation in the state. DPEP proposes to venture jointly with the Project and open Child labour rehabilitation centres wherever required and feasible. Since the Govt. of India project on child labour has very little content on quality of education, DPEP proposes to add its efforts on quality aspects to that project

The following steps are envisaged during 1997-98

- a. Preparation Training module for teacher training on multi-age/multi-grade /multi-aptitude teaching for catering to teachers of child labour rehabilitation schools
- b. Capacity building of NGOs running the child labour schools by training their volunteers in child labour schools.
- c. Opening transitional classes in all child labour concentrations, by the formal school teachers to bring the child labour on par with regular students.
- d. Supply of MLL based study material to child labour school students.

The Expected issuance of the Govt. of India guidelines on prevention of child labour in the wake of the recent Supreme Court order will be given full publicity and efforts will be put to ensure adherence to the guidelines.

V. INTEGRATED EDUCATION

Under the national policy of education 1986 there is a special emphasis on the education of the handicapped. In line with that policy a scheme for Integrated Education for the Disabled Children was started in Andhra Pradesh during 1992. The aims of the scheme are

1. To integrate the handicapped with the general community as equal partners.
2. To prepare them for normal growth.
3. To enable them to face life with courage and confidence.
4. To provide educational opportunities for the disabled children in general schools.

Under the scheme a cell is created in SCERT to provide support to the resource teachers, to provide specialised equipment among other things. At district levels also an assessment team consisting of Doctor, a psychologist and a special educator was formed for assessing the degree of disability. In all 23 districts two identified schools were selected for providing integrated education.

This existing scheme is a well thought out for providing integrated education. In the action work plan 97-98 for DPEP the same objectives as stated above will be adopted in this regard and emphasis will be on training teachers for attitudinal change and technical improvement. The teachers will be trained in identified institutes of excellence which deal with handicapped.

It is provided to train atleast 200 teachers per district during the year on integrated education. Another line of action during 97-98 will be to provide specialised learning equipment to the identified government schools giving integrated education. DIET will be strengthened by providing training material on integrated education. It is also proposed to create expertise in DIETs by training master trainers. The State Resource Centre at Niloufor Hospital, Hyderabad will be strengthened by creating capacity to train teachers and trainers' trainees.

**P. Subrahmanyam
C & DSE going
around the exhibition
DPEP at Nellore**



**School boy laying
foundation stone for
DPEP school
at Sundarayyanagar,
Janagoan Mandal,
Warangal Dt.**

**Temporary thatched
Shed for locating
New DPEP School
built by the Villagers
at Kasireddipalem**



6. ENROLMENT AND RETENTION

I. Enrolment:

The Constitutional Directive of providing free and compulsory education for every child upto the age of 14 years is an educational objective of the highest priority and should be fulfilled in all parts of the state. The main objective of the DPEP programme is to achieve Universal enrolment in five selected districts by the end of the project period.

In Andhra Pradesh the gross enrolment ratio is 74.92 in 1995 with boys enrolment at 79.39 and girls enrolment at 70.32. In five districts of DPEP with enrolment ratio are as follows:

SL. No	District	General %			SC %			ST %		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Vizianagaram	86.10	89.10	87.60	74.39	72.76	73.57	71.02	72.91	71.96
2.	Nellore	91.51	90.89	91.20	94.12	89.42	91.77	79.74	73.51	76.71
3.	Kurnool	74.00	67.00	71.00	82.00	69.00	76.00	69.00	49.00	61.00
4.	Karimnagar	79.23	67.02	73.52	84.37	72.66	78.51	69.21	41.71	55.46
5.	Warangal	80.12	71.90	76.62	80.52	62.28	71.40	69.03	49.77	59.40

The enrolment ratio in Kurnool and Karimnagar districts is less than 73%. In case of ST children the enrolment ratio is 55-60%. This indicates that approximately 25% of the children in the school going age group are out of school and it is more in 40-45% in case of ST children.

An analysis of this situation reveals that children do not go to schools because of the following reasons:

1. Parents need their children particularly during school timings to help them in the house hold, look after younger siblings and work outside the house making children difficult to attend the school.
2. Parents not feeling the need to enrol their children in school. Children joining school at older age but reluctant to sit with younger children thus missing the school.
3. School-less habitation with nearest school being more than 1 KM away.
4. Teacher absenteeism in schools of inaccessible area.

Efforts are focused first on:

1. Children who do not enrol in formal schools. Such children are categorised into
 - a) Children in the age group of 6-11 who do not have any specific responsibility but keeping themselves away from school.
 - b) Children in the age group of 6-11 spending time at home and parents wishing them to be employed.

These children can be easily brought to school through motivational campaigns and counselling with parents. Emphasis is to get the children of 6+ into the school first.

Children who missed school at the right age i.e., 6+ and above and for first time entrants, transitional classes which are part of regular schools will be set up.

The transitional classes help children to move quickly through curriculum to reach the grade suitable for their age at which time they would join mainstream. The material developed by M. V. Foundation will be used for transitional classes.

2. Children who work outside the home and who have household responsibility.

Children who are not enrolled and dropout of school to work because of economic conditions, alternative schools will be opened. Since these children come to schools at the end of hard day's work and are of different age with different educational levels, mental capabilities and motivational skills they need a special curriculum with a highly skilled and motivated teacher. The ongoing child labour Rehabilitation programme will be covered in all child labour predominant areas and work in co-ordinate with CLRP

3. For school-less habitation within 1 Km, opening of new schools which are viable on priority basis is planned. Where opening of new schools is not viable, opening of single teacher schools run by community support will be encouraged.

4. Inaccessible areas where teacher absenteeism is the major problem, community managed school strategy may be adopted. Community employ their own teacher who are well trained for running the school. Schools will function under the supervision of MEO and receive all support as any school in Govt. mainstream.

II. Retention:

It is not merely the universal enrolment that is needed but it is equally important to see that the child progresses regularly in the school till his completion the full course of primary education. Here comes the need for retention in the case of pupils who are on already on rolls and those who are admitted newly. The following are the dropout rates in the DPEP districts in 1995-96.

SL. No.	District	General %			SC %			ST %		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Vizianagara m	55.69	58.94	57.13	58.85	65.49	62.01	66.19	70.15	67.97
2.	Nellore	61.12	63.36	62.15	66.39	72.38	69.23	74.40	79.26	76.77
3.	Kurnool	57.83	59.94	58.69	62.80	72.14	66.76	49.80	56.15	53.39
4.	Karimnagar	53.81	52.07	52.94	54.00	67.00	60.50	75.93	84.73	80.33
5.	Warangal	67.52	65.09	65.94	74.59	74.80	74.67	75.64	87.79	80.58

The dropout rate in Warangal district is high among the boys and girls than in other districts in all categories. The dropout rate in Karimnagar among the General Category children is low than the other districts. In this district the dropout among ST children is high.

The main reasons for high dropout was :

1. Child Labour
2. Girl child engaged in household work and younger sibling care
3. Disinterested teacher and non-interesting class room situations
4. Non-availability of facilities like toilets, drinking water facilities, etc.

3.1. Interventions launched during 1996-97 to improve enrolment and retention:

In order to improve enrolment and reduce dropout rate in the five DPEP districts the interventions launched during 1996-97 being the first of the project period, are presented in the following table:

Intervention	Vizianagar am	Nellore	Kurnool	Karimnagar	Warangal	Total
Opening of new schools	30	25	20	25	24	124
Construction of additional classroom	20	10	30	10	20	90

3.	Opening of ECE with priority to SC/ST areas.	10	10	10	10	10	50
4.	Organisation of awareness campaigns	Planned Balamelas in selected villages	Kalajathas in all villages in 8 Mandals	Kalajathas in all villages in 8 mandals	Kalajathas in all villages in 8 mandals	Kalajathas in all villages in 8 mandals	
5.	Construction of Toilets	100	50	150	50	50	400
6.	Provision for drinking water	50	50	50	50	50	250
7.	Formation of VECs	All Villages of the district	All villages of district	All villages of the district	All villages of the District	All villages of the district	
8.	Organisation of orientation to VEC Women members DWCR groups, Padapu groups and other women of the village where ECE Centres have been opened	10	10	planned	planned	planned	
9.	Support of Rs. 500/- per teacher to meet expenses of classroom activities.	5521	7090	5602	4466	6673	29352
10.	Assistance to TCs	203	261	217	238	258	1177
11.	Financial assistance to schools	2298	3075	1865	1755	1948	10941

Others:

Besides these interventions reservation policy of 33 1/3% to women teachers is followed in the appointment of teachers to new primary schools.

1. Programme of adoption of households by opening census registers by VECs and teachers to ensure enrolment and retention was implemented.
2. Child-centred activity oriented teaching-learning from with thrust on the adoption of the Six pedagogical principles of APPEP is being implemented in schools.
3. TC Centres are used as resource Centres to provide academic support to the teachers.
4. Achievement of 1996-97.
 1. The awareness campaigns organised in these districts made an impact on the local community to provide financial support for the construction of school buildings in the form of cash, material, labour and land to the tune of Rs. 28.00 lakhs.
 2. Approximately 6,200 pupils have been newly enrolled in the new schools opened during 1996-97 in the age group 6-11 years.
 3. Approximately 1750 children of the age group 3-5 years have been enrolled in the 50 ECE Centres newly opened by relieving the girls from siblings care.
 4. The construction of additional classrooms also helped in the increase of enrolment.
 5. The awareness campaigns, and orientation programmes, organized brought an attitudinal change in the community and resulted in the increase of enrolment e.g. As many as 17,494 pupils were newly enrolled in Vizianagaram district.
 6. It is also construction of toilets, provision of drinking water facility also helped in the increase of enrolment.
 7. The financial assistance provided to the teachers, schools and TCs helped the teachers to adopt child Centre activity oriented approach to improve retention of the pupils in the school
 8. In the reviews held it is found that the VECs and teachers are taking up the responsibility of adopting the households and counselling parents to ensure the enrolment and retention of children in schools in all the DPEP districts

3 Interventions planned during 1997-98

During the year 1996-97 an over whiling response was observed in the five DPEP districts in providing contributions and admitting their children and helping in retention. Keeping this experience in view the following interventions are proposed during 1997-98 being the second year of the project as shown below

Sl. No	Intervention	Vizianagara m	Nellore	Kurnool	Karimnagar	Warangal
1	Opening of New Schools					
	ST localities	6	10	10	8	10
	SC localities	11	20	15	15	10
	Others	39	70	55	52	30
2	New Classrooms	40	50	60	10	20
3	Construction of Toilets	56	100	80	75	100
4	Drinking water facility	156	100	80	75	75
5	Training to ECE instructors	190	190	190	190	190
6	Training to VECs	5	5	5	5	5
7	Training to teachers on integrated Education	200	200	200	200	200
8	Training to teachers	5491	6309	7415	5939	6673
9	Workshops to Mahila mandals	1	1	1	1	1
10	Spl. Campaigns to BCs/Tribal	12	12	12	4	12
11	Opening of ECE centres					
	ST localities	30	30	30	30	30
	SC localities	50	50	50	50	50
	Others	110	110	110	110	110
12	Alternative Schools (transitional classes)	100	150	100	100	100
13	Development of Bridge Charts STs (Materials)	1	1	1	1	1
14	School contingencies	2351	3175	2985	1830	1972
15	Spl. Grants to teachers	5633	7290	7575	5939	6773
16	Material to TCs	204	261	217	238	258

Adoption of households and counselling of parents by VEC members and Mothers' Association. Convergence of services at district level and mandal level are planned.

7. QUALITY EDUCATION

Introduction

Education without quality is no Education. Hitherto emphasis was laid on quantitative expansion ignoring the quality aspect. Quality refers to the attainment of expected behavioural changes among children in cognitive, affective and psycho-motor domains

Realising the importance of quality A.P. Education department has implemented schemes like operation Black board, Audio - visual education, Andhra Pradesh Primary Education Project, District Primary Education Programme.

Under DPEP the following major strategic interventions are planned to bring quality in education.

- Adopting child - centred teaching and APPEP methodology
- Improving competencies of teachers in content and pedagogy through continuous in-service training programmes
- Revising primary school curriculum and introduction of MLLs
- Additional support material for teachers in the form of teacher guides and hand books.
- Andhra Pradesh Primary Education Project has been taken up with the assistance from ODA of United Kingdom to achieve substantial qualitative improvement in education two major aspects of APPEP are:
 - Human Resource Development, i.e., improving teachers competencies, classroom practices and learning outcomes within an appropriate Environment
 - Providing physical facilities i.e., designing and construction of school buildings for primary schools to provide better educational environment.
- Under the Human Resource Development programme approximately 1,50,000 teachers, about 100 deputy Inspectors of Schools and 250 teacher educators of DIET were provided training in child-centred education. Different types of Training programmes were planned and organised. Training programmes to teachers working in 20% mandals were organised every year at DIET and Mandal headquarters. In all the teacher training programmes emphasis is given to child centred education through the following six pedagogical principles
 - Providing teacher generated learning activities.
 - promoting learning by doing, discovering and experimenting
 - Development of individual, group and whole class work
 - providing for individual differences
 - Using the local environment
 - Creating an interesting classroom by displaying children's work and organising it effectively.
- With regard to production of MLL based Textbooks/Workbooks during 1996-97 the following activities were taken up APPEP

Class	Title	Year Production	Year of field trial	Year of Universal Introduction
I	Telugu	1994-95	1995/96	1996-97
	Maths	1996-97	1996/97	
II	Telugu	1996-97	1996/97	
	Maths	1996-97		
	Environmental Studies	1996-97		
III	English	1996-97		

7. QUALITY EDUCATION

Introduction

Education without quality is no Education. Hitherto emphasis was laid on quantitative expansion ignoring the quality aspect. Quality refers to the attainment of essential behavioural changes among children in cognitive, affective and psycho-motor domains.

Realising the importance of quality A.P. Education department has implemented schemes like operation Black board, Audio - visual education, Andhra Pradesh Primary Education Project, District Primary Education Programme.

Under DPEP the following major strategic interventions are planned to bring quality in education.

- Adopting child - centred teaching and APPEP methodology
- Improving competencies of teachers in content and pedagogy through continuous in-service training programmes
- Revising primary school curriculum and introduction of MLLs
- Additional support material for teachers in the form of teacher guides and hand books.

- Andhra Pradesh Primary Education Project has been taken up with the assistance from ODA of United Kingdom to achieve substantial qualitative improvement in education two major aspects of APPEP are:

- Human Resource Development, i.e., improving teachers competencies, classroom practices and learning outcomes within an appropriate Environment
- Providing physical facilities i.e., designing and construction of school buildings for primary schools to provide better educational environment.

- Under the Human Resource Development programme approximately 1,50,000 teachers, about 100 deputy Inspectors of Schools and 250 teacher educators of DIET were provided training in child-centred education. Different types of Training programmes were planned and organised. Training programmes to teachers working in 20% mandals were organised every year at DIET and Mandal headquarters. In all the teacher training programmes emphasis is given to child centred education through the following six pedagogical principles

- Providing teacher generated learning activities.
- promoting learning by doing, discovering and experimenting
- Development of individual, group and whole class work
- providing for individual differences
- Using the local environment
- Creating an interesting classroom by displaying children's work and organising it effectively.

With regard to production of MLL based Textbooks/Workbooks during 1996-97 the following activities were taken up APPEP

Class	Title	Year Production	Year of field trial	Year of Universal Introduction
I	Telugu	1994-95	1995-96	1996-97
	Maths	1996-97	1996-97	
II	Telugu	1996-97	1996-97	
	Maths	1996-97		
	Environmental Studies	1996-97		
III	English	1996-97		

- Training of Trainers programme for transacting class I Telugu reader was organised under APPEP.
- Teacher Centres are established under APPEP for exchange of ideas on classroom practices among primary school teachers for which TC meetings are conducted once in two months. Each TC is managed by Teacher Centre Secretary and Assistant Secretary.

Number of TCs in DPEP districts are

1	Vizianagaram	204
2	Nellore	261
3	Kurnool	217
4	Karimnagar	238
5	Warangal	258

Total 1178

- Under APPEP financial is provided to TCs and Primary Schools. A one time grant of Rs. 2000/- is given to each TC for purchase of non consumable materials and recurring grant of Rs. 2000/- for purchase of consumable materials. Every school is provided with Rs. 600/- for the purchase of consumables for use by teachers in the classroom.

Quality education In DPEP

- In the state perspective plans the following items were stated under quality education.
 - In-service training of teachers
 - Minimum Levels of Learning
 - Strengthening of SCERT/SIET/DIETs
 - Divisional Resource Centres
 - Teachers' Centres
 - Teachers' Hand Book
 - Teaching learning material.
- In line with the State perspective plan strategy papers on teacher training, teacher effectiveness are commissioned. The strategy paper on teacher training is already completed and submitted to GOI.
- In order to achieve the above stated objectives, the 1996-97 and 1997-98 AWP & B have the following activities.

A) In-Service Training of teachers:

The five districts of AP under DPEP are large in geographical extent and are having pockets of remote areas with little or no communication link. As the objective of DPEP as well as the State Government programme for teacher training is to provide annual training and orientation to all the primary school teachers, it is imperative to reach out to the schools and teachers in all the parts of the districts. The magnitude of the task on hand can be gauged from the following figures.

Sl. No.	Districts	Geographical Area (sq.km.)	No. of Mandals including Municipalities	No. Primary Schools including Primary Sections attached to UP schools	No. of Primary Teachers
1.	Vizianagaram	6,500	38	2298	5521
2.	Nellore	13,100	49	3075	7090
3.	Kurnool	17,656	61	1865	5602
4.	Karimnagar	11,823	58	1755	4466
5.	Warangal	12,846	52	1948	6697

The teacher training strategy has to keep the above physical factors in view to succeed in quality improvement of teaching in primary schools. APDPEP has designed such a strategy by involving various experts in the field of primary education. The salient features of the strategy are outlined below.

1. It will be a decentralised training programme, to ensure that all the 29,375 teachers can be trained in a span of one year. If the optimum number of teachers in a batch is 40 for effective training, the training has to be decentralised to the level, where it will be possible to train all of them in a span of 3-4 months. Hence the strategy identified and provided for such institutions in the action plan.
2. The apex Organisation for teacher training is SCERT. The role of SCERT is a key component in the entire strategy as outlined below.
 - a. Identifies the training needs of teachers
 - b. Develops the modules based on the needs
 - c. Prepares strategy of teacher training
 - d. Organises key Resource Persons training
 - e. Monitors the teacher training programmes
3. SCERT can not be a stand alone Organisation. To make use of the expertise available in various institutions, it is being ensured that IASEs, CTEs, University colleges are being networked into a group to serve as resource institutions and agencies to provide, feedback. There is constant and lively interaction between all these organisations, in the following areas :
 - a. Annual plans of these institutions in primary education are being discussed at S.C.E.R.T. before approval.
 - b. Baseline studies are being conducted by these organisations.
 - c. Research activities (the findings of the researches done at Universities are being taken into consideration while planning and preparing the materials and providing an opportunity to them to take up research activities useful to DPEP)
 - d. Annual plan of DPEP is being considered by SPG/SRG which is a representative body.
4. At district level DIET is the key organisation for transfer of the knowledge from state/national level to the field. This transfer has to be without much loss of knowledge in transmission. APDPEP has identified that a KRP trained at state level has to be present at lowest level to observe whether such losses are minimised. For this purpose DIETs maintain a pool of key resource persons who are trained at state level in various aspects of primary education to be used in in-service and pre service training. At present DIETs can not handle in-service teacher training because of sheer numbers and mismatch of facilities. Nor is this desirable as administrative costs will be phenomenal by way of accommodation at district level and traveling allowances for large no. of teachers. Academically, a decentralised and relaxed pace of training proved to be more successful. Hence role of DIETs is delineated as follows in the training strategy.
 - a) To provide in-house pre-service training.
 - b) To assist D.R.G. in planning activities.
 - c) To send observers to the in-service programmes at BRC level.
 - d) To train BRC coordinators to conduct in-service training.
 - e) To train TC secretaries / Assistant Secretaries in techniques of pcr group learning.
 - f) To take up evaluation of teacher training strategies.
 - g) To take up research activities and districts specific issues.
5. It is identified that the most viable level for the teacher training activity is the Block, which has around 600-800 teachers in its area. The reasons for selecting the block level for training of serving teachers are two fold

a) If the optimal number of teachers in a batch for training is 40 around 15 batches can be formed at block level. This is a manageable number of batches as entire programme can be completed in 3-4 months if we conduct one well training programs. At higher levels like a division, either the number of batches have to be increased or the batch sizes have to be increased. Both prove to be counter productive. A higher batch size will result in reduced interaction and less effective transfer of skills large number of batches will require higher staff strength or a year long program which may disturb the academic calendar of many schools. Hence the block level training centre balances these issues. Further Block headquarters is not too far from schools, making the recurring administrative costs/TA less than for a division training centre.

b) If we have training at a lower level, it is not possible for each program to have the presence of KRP at the training programs. It will result in transmission losses of skills as large number of trainers will have to participate in the training.

Thus a conscious decision was taken to conduct in-service training activities at block level. For this purpose every block will have a Block Resource Centre(BRC) with two teacher -trainers (called co-ordinators) These co-ordinators will be on deputation from the Education department and along with KRPs from DIETs undertake training activities. The role of B.R.Cs are outlined below.

- a) To act as the agency for teacher training for serving teachers.
- b) To undertake school inspections when training programs are not there as per program chalked out by Mandal Educational Officer.
- c) To undertake observation studies of class room processes to strengthen weak teachers.
- d) To participate in evaluation studies undertaken by the SCERT/DIET and other organisations.

In line with the strategy outlined each district will have one B.R.C. per block as detailed below.

Sl.No.	District	No.of BRCs
1	Vizianagaram	12
2	Nellore	13
3	Kurnool	13
4	Karimnagar	14
5	Warangal	14

It is observed that there is a crying need for teachers to interact with each other during the course of academic year. Annual training above is not sufficient for this as it is hardly for a week in a year. Teachers centres (TCs) established under APPEP serve this purpose. They fortify the knowledge transfer through peer-group learning which was observed to be very effective in skill transfer. TC will not serve as training places, they are more of a forum for horizontal interaction. This was consciously decided because of following reasons.

- a) No infrastructure is available, nor provided to TCs except a class room which doubles up as meeting room for 6-8 times a year when TC meeting is held. No staff for training is available. The headmaster of the school where TC meeting is held will serve as the Secretary while another teacher will be Assistant Secretary.
- b) To have formal training at TC, we need large no. of trainers, which means again transmission losses in training process.

In the action plan for 1996-97 it was provided for construction of 5 Divisional Resource Centres in each district at the cost of Rs.4.3 lakhs each. As explained in the above paragraphs there was confusion on teacher training at various levels and strategy was finalised to make the block as the unit for training the teachers. Consequently the design of the Block Resource Centre was finalised keeping in mind the requirements of the block levels and the financial implications. The revised Block Resource

Centre design caters to 40 to 50 teachers at a time both of training accommodation. The training hall of 600 square feet and accommodation for 50 teachers amounting to 1140 square feet is provided. The provision is made for small office and a library and also a dining hall. Further nearest minimum provisions are made in the building to bring down the per square feet the cost to 250 rupees. With these provisions the cost of each Block Resource Centre is coming to 12 lakh rupees. The cost break up is shown below:

CONSTRUCTION OF BRC

	Rs.
1. Basic cost @ Rs.250 sq.ft. for Civil Work 3360 X 250	= 8,40,000
2. Providing water supply & sanitation arrangements @5%	= 42,000
3. Providing electrification @ 10%	= 84,000
4. Payment to APSEB	= 50,000
5. 15% towards APIIC @15% on Rs.9.66 lakhs	= 1,45,000
6. Provision for tender premium and etc.	= 39,000
TOTAL	12,00,000

1996-97:

- During 1996-97 the following activities were planned.
 - * Workshops to develop teacher training modules
 - * Training of Master Trainers.
 - * A workshop was organised to develop teacher training package keeping the immediate needs of the teachers. The package consists of two sections A and B. Section A comprises modules on various educational issues and section B deals with methodology of teaching Language, Mathematics, Environmental Studies I and II. Besides, teaching strategies are proposed to teach difficult concepts.
- During 1996-97 the following teacher training programmes were organised.
 - * Key Resource Persons training at SCERT for four days. Five key Resource Persons from each DPEP district participated in this programme.
 - * Mandal Resource Persons training at DIET for seven days. Five MRPs including MEO and four strong teachers one for each school subject attended this programme.
 - * Teachers are being trained at Mandal Headquarters for seven days in 2/3 spells.
- The Coverage of teachers in training programmes is as follows

S.No.	District	No. of Mandals Covered	No. of MRPs Trained	No. of Teachers Trained.
1.	Vizianagaram	8	40	1036
2.	Nellore	8	40	943
3.	Kurnool	13	65	841
4.	Karimnagar	8	40	710
5.	Warangal	8	40	835

- Strategy Paper on Teacher Training was developed and submitted to Government of India. The identified strategies are
 - 7 day initial in-service training for all the teachers during 1996-97 and 1997-98
 - 4 day training programmes on specific themes, depending on the felt needs from 1998-99
 - 3 day follow up course at Teachers' Centre from 1998-99
 - Eight one day Teachers' Centre meetings per year

1997-98.

During 1997-98 the following activities are planned.

- Workshop to refine the Teacher Training modules
 - In the workshop it is proposed to revise/refine the Teacher training modules basing on the evaluation of the modules by the teachers. Comprehensive modules on Gender issue, Education of Tribal Children, Integrated Education, Evaluation of MLLs and reporting the students' progress will find a place in the teachers training package.
- Printing and supply of Teacher Training modules.
 - The revised modules will be printed and supplied to the teachers. They will be discussed in the Teacher Training Programmes.
- Training of Master trainers and teachers
 - During 1997-98 it is proposed to provide training to remaining MRPs and teachers in all the DPEP districts. Master trainers training programme will be organised at SCERT and MRPs Training programme at DIETs.

B/ 1) MLL Based Text Books/Workbooks

The curriculum and syllabus for classes I to 5 was framed basing on the Ten Core elements stated in NPE, 1986. Accordingly the Text books were revised and introduced during 1989-90. The books introduced during 1989-90 were not based on Minimum Levels of Learning.

1996-97:

- In State AWP&B the following activities are planned :
 - Workshop to develop MLLs for classes 3 to 5
 - Workshop for developing MLL based textbooks
 - Meeting of Editors, Text book Writers and Artists.
 - Workshop for writing of Textbooks and workbooks.
- Workshop to develop MLLs for Classes 3 to 5 will be conducted during March 1997. The remaining activities will be taken up after developing MLLs for Classes 3 to 5 in different school subjects.
- As the MLL Textbooks/workbooks are being developed by APPEP the above activities were not attempted. These activities will be taken up after developing the MLLs.
- It is decided to introduce English as a subject from Class III onwards. Hence, under DPEP Class III English workbook is being developed with the assistance of Regional Institute of English, Bangalore. English reader cum workbook will be introduced during 1997-98 after testing in the field.
- During 1997-98 the following activities are planned.
 - Training Programme to authors/Editors.
 - Development of Textbooks (MLL based) for classes III and IV.
 - Development of workbooks for III, IV and V classes in English.
 - Honorarium to authors and consultants
 - Development of MLL based question papers
 - Field tryout of draft textbooks.

- The proposed schedule of development, field trial and Universal introduction is given below:

Class	Title	Year of Production	Year of Field Trial	Year of Universal Introduction
i	Maths	-	-	1997-98
ii	Maths Environmental Studies	Already developed	1997-98	1997-98
III	Telugu	1997-98	1997-98	-
	Maths	1997-98	1997-98	-
	EVS-I	1997-98	1997-98	-
	EVS-II	1997-98	1997-98	-
	English	-	1997-98	1997-98
IV	Telugu	1997-98	-	-
	Maths	1997-98	-	-
	EVS-I	1997-98	-	-
	EVS-II	1997-98	-	-
	English	1997-98	-	-
V	English	1997-98	-	-

ii) Evaluation of Learning outcomes:

1996-97:

- During 1996-97 the following activity is planned:
 - Workshop for evolving method of evaluation of MLLs.
 - This workshop was organised to develop procedures to evaluate the learners outcomes (MLLs) and a report sheet to record the achievement of MLLs by children is developed. The reporting system is being trailed in the filed..

1997-98:

- The following activities are planned during 1997-98:
 - Development of MLL based question papers
 - Development of Bridge Chart/material for ST children.
 - Designing progress cards
 - Printing and supply of student cards and Institution Cards.
 - Workshops will be organised to develop MLL based question papers for class I and II in Telugu, Maths and Class III English.
 - It is proposed to design progress cards for monitoring children's progress over the five year period. It is also planned to design and introduce the institution card to monitor the school's progress.

C) Strengthening of SCERT:

In the State perspective Plan it is stated that SCERT will be strengthened by starting the following departments which will work for DPEP during project period and will continue as Departments in SCERT after the Project.

- Department of Educational Planning and Management
 - Department of Early Childhood Education
 - Department of Girls Education
 - Department of Tribal Education
 - Department of Community participation in Primary Education
- Besides the above departments supporting staff is also proposed

1996-97:

During 1996-97 it is proposed

- To start department of Educational Planning and Management with two professors and four lecturers
- Provision is made for supply of the following to SCERT
 - Furniture
 - Equipment
 - Books and Journals and
- Department of Educational Planning and Management will be started immediately after the sanction orders are issued by Government of Andhra Pradesh.
- List of Library books to be purchased is prepared by subject experts. Orders were placed for Indian Journals. Tenders will be floated for supply of books.
- It is proposed to organise one day visioning workshop to SCERT faculty members during March 1997

1997-98

During 1997-98 adequate provision is made for salaries to the members of the following departments:

- Department of Early Childhood Education
- Department of Women and Girls Education
- Department of Tribal Education
- Department of Community participation in Primary Education.

The above Departments will be established by inducting staff of SCERT on deployment basis and by appointing consultants from other Resource Institutions and NGOs.

- Provision is also made for supply of
 - Library books
 - Journals and Periodicals

Library books pertaining to different branches of pedagogy will be procured. Foreign and Indian Journals will be subscribed.

D) Strengthening of SIET:

The SIET Andhra Pradesh, came into full operation in 1987, and since then it has been producing Educational Programmes targeted to Primary School children in the Age group of 5-11 years and also the primary School teachers. Doordarshan, Hyderabad is tele-casting Tele-school programmes every day from 10.15 to 11.00 AM for the benefit Primary School Children and teachers.

1997-98

During 1997-98 an amount of Rs. 25.00 lakhs is allocated to SIET. SIET will develop Educational video cassettes useful to primary school children and teachers. Emphasis will be given for transacting class I and II class language and Maths.

E) Strengthening of DIETs:

DIETs Played vital role in organising training programmes to teachers. MRPs, MEOs on child-centred education under APPEP.

1996-97:

- The DIETs are strengthened by providing additional facilities such
 - Furniture
 - Equipment (Computers)
 - Library books and journals
- Provision is also made for operation and maintenance of equipment at DIET. Research grant for studying district specific issues is provided. It is also planned to provide programmer cum trainer on Computers at DIETs
- Visioning workshop for DIET faculty was organised.

1997-98:

During 1997-98 the following activities are proposed in the district plans.

- Supply of News Papers and Journals
- Workshop to DIET staff.
- Research grants.
- Supply of equipment and teaching material on Integrated Education.
- Training to DIET lecturers on Integrated Education.

f) Divisional Block Resource Centres:

Divisional/Block Resource Centres provide necessary training to MEOs, Primary teachers, TC secretaries, VEC members etc., and provides academic support to teachers in transacting the curriculum in the classroom.

1996-97:

- During 1996-97 it is proposed to start five Divisional Resource Centres in each district. For construction of BRCs an amount of Rs. 21.50 lakhs (Rs. 4.30 lakhs to each BRC) is allocated.
- Two co-ordinators are proposed for each BRC and training programme to BRC Co-ordinators is also formulated.
- The construction work of BRC is assigned to Andhra Pradesh Industrial Infra-structure corporation. To have good infrastructure facility designs are prepared for an estimated cost of Rs. 12.00 lakhs per each BRC in which provision was made for separate dormitories for male and female trainees, kitchen with dining hall, lecture hall with preparation room, separate toilets etc.
- Two co-ordinators for each BRC are selected and the vacant posts of co-ordinators will be filled in by March 1997.
- Training Programme to BRC co-ordinators is scheduled in March 1997.

1997-98:

The experiences of other states as well as the massive number of Teachers to be trained in the districts, it is felt that the Resource Centres may be established at each erstwhile blocks during 1997-98

Number of DRCs/BRCs Proposed.

Sl No	District	Planned 1996-97	in	Planned 1997-98	in	Total DRCs/BRCs
1	Vizianagaram	5		7		12
2	Nellore	5		8		13
3	Kurnool	5		8		13
4	Karimnagar	5		9		14
5	Warangal	5		9		14

KURNOOL:

The S.T. Population of Kurnool district as per 1991 census is 56,455 (29,201 males and 27,254 females). The literacy rate is 24.86% (36.76 males and 12.82 females). The males literacy is considerably higher than female literacy. Lambada, Yerukala, Chenchu and Yanadi are the tribal communities existing in this district. Lambdas are cultivators and look after cattle rearing. Chenchus are involved in food gathering, hunting and honey collection. Chenchus fall under primitive tribal group. There is a ITDA functioning in this district for the harmonious development of chenchus. The enrolment and dropout rates in this district fall at 59% and 52% at primary stage. This reveals the fact that here the problem is low enrolment and low dropout rate. There is considerable number of Lambada tandas with out schools. There are more unenrolled children among chenchus.

The following are the strategies suggested:

1. **ACCESS** Opening of formal schools and camp schools in Lambada Tandas and Yerukala habitations.
2. Opening of transitional classes for chenchu ,yerukala children , and admitting them in ashram schools and residential schools.
3. Opening ECE centres in all chenchu gudems where there is high dropout among the girls.
4. Joy-full learning activity
5. Adoption of child-centred activity based instruction
6. Environment building activities
7. Teacher empowerment
8. Community empowerment
9. Local Specific Calendar
10. Supply of incentives

KARIMNAGAR:

As per 1991 census the S.T. population of this district is 83,017 (Males 42,301 and 40,017 females). The literacy rate of this district among tribals is 12.31% (20.08% males and 4.08% females). The female literacy is very low. This district is mostly inhabited by Gond, Koya, Lambada and Yerukala tribes. The occupational profile of Gonds is cultivation and collection of Minor Forest produce, of Koyas is Agriculture, of Lambadas is cultivation and cattle rearing, and that of Yerukala is labour work. Gonds have their own dialect while the other tribe speak Telugu. The enrolment and dropout rates among the tribal children of 6-11 age group are 59% and 80% respectively. Thus there is a problem of low enrolment and high dropout in this district. In this district at Mahadevpur a departmental agency viz., Modified Area Development Approach (MADA) is functioning for the development of tribals. The following are the interventions provided for the development of tribal education in this district.

1. ACCESS:

1. Opening of formal schools in gond and koya habitations not having schools
2. Providing alternative schooling facility in the form of non-formal education, community managed schools (Maabadi), peripatetic schools, evening schools are provided.

2. BILINGUAL APPROACH:

Bilingual charts in Gondi and school language for the pupils to acquire literacy skills early.

3. Activity based teaching learning process
4. Joy full learning approach
5. Teacher empowerment through training programmes
6. Environment building activities in terms of organisation of Kalajathas in shandi is
7. Community empowerment
8. Supply of incentives
9. Adoption of local specific calendar, timmgs
10. School readiness programme by opening of ECEs in all gond and koya habitations

WARANGAL

1. As per 1991 census the S T population of this district is 3,85,369 (1,99,198 males and 1 females). The literacy rate is 11.39% (20.22% males and 4.91 females). The female literacy poor Lambada, Koya and Yerukala are the important tribal groups of this district. Lambadas on cultivation and cattle rearing and Koyas on Agriculture and Yerukalas on Labour work. There is considerable no. of school-less habitations in this district. The enrolment and retention rates in this district are 46% and 81% respectively. This shows the problem in this district is low enrolment and high dropout. There is an ITDA functioning in this district at Yeturinagaram for the hamlet development of the tribals. In this district mostly Lambadas are in non ITDA area and Koya in ITDA areas. Koya of this district speak Telugu. The following are the interventions provided.
 2. ACCESS.
To improve access formal schools are provided in all koya school-less habitations. In case of school-less habitations alternative schooling facility like non-formal education centres, Madadi schools, etc. are suggested.
 3. Adoption of activity based teaching learning process.
 4. Joyful learning programme
 5. Supply of incentives
 6. Organisation of Kalajathas
 7. House to house enrolment drives
 8. Opening of ECE centres in all koya habitations to increase enrolment of girls.
 9. Teacher empowerment programmes
 10. Community empowerment programmes.

STATEMENT SHOWING THE TRIBAL POPULATION PROBLEMS AND STRATEGIES IN EDUCATION

District	Tribe	Enrolment	Dropout	Specific Problems	Suggested Interventions
1. Vizianagaram	Savara	71%	68%	<ul style="list-style-type: none"> ■ Access due to small scattered habitations ■ Language Problem 	<ul style="list-style-type: none"> ■ Single Schools ■ Camp Schools ■ Bridge Schools ■ ECE Centres
	Gadaba	71%		<ul style="list-style-type: none"> ■ - Access due to Stone cutting occupation ■ Language Problem 	<ul style="list-style-type: none"> ■ Camp Schools ■ Single Schools ■ Bridge Schools ■ ECE Centres
	Jatapu	71%		<ul style="list-style-type: none"> ■ - Low Motivation ■ Child Labour 	<ul style="list-style-type: none"> ■ Motivation Campaigns ■ ECE Centres
3. Nellore	Yenadis Challa Yenadis	77%	77%	<ul style="list-style-type: none"> ■ - Low Motivation ■ Child Labour ■ Sibling Care ■ Access 	<ul style="list-style-type: none"> ■ Motivation campaigns ■ Alternative Transitional for 6+ ■ Formation of Mandals ■ Sensitising w ■ ECE Centres ■ Houses to campaigns
	Yerukala	77%	77%	<ul style="list-style-type: none"> ■ - Low motivation 	<ul style="list-style-type: none"> ■ Awareness

				<ul style="list-style-type: none"> ■ Child labour ■ Sibling Care 	<ul style="list-style-type: none"> ■ Campaigns ■ Opening of Alternate Schools ■ ECE Centres ■ House to house campaign ■ Joy full learning programmes ■ Activity methods
Kurnool	Chenchu	59%	52%	<ul style="list-style-type: none"> ■ - access ■ lack of motivation ■ child labour ■ sibling care 	<ul style="list-style-type: none"> ■ transitional Classes ■ Motivation campaigns ■ Opening of ECE Centres ■ Joyful learning
	Lambada	59%	52%	<ul style="list-style-type: none"> ■ access ■ child labour 	<ul style="list-style-type: none"> ■ opening of Alternative Schools ■ Local specific calendar ■ Community empowerment
	Yerukalas	59%	52%	<ul style="list-style-type: none"> ■ Low motivation ■ Child labour 	<ul style="list-style-type: none"> ■ Transitional class Awareness Campaigns ■ Local specific calendar ■ Supply of incentives on time
Karimnagar	Gond	59%	80%	<ul style="list-style-type: none"> ■ Lack of motivation ■ Language problem ■ Child labour ■ Sibling care 	<ul style="list-style-type: none"> ■ Opening of formal school ■ Motivation Non formal Education ■ Bridge Language charts ■ Local specific calendar ■ ECE Centres ■
	Koya	59%	80%	<ul style="list-style-type: none"> ■ Lack of motivation ■ Child labour 	<ul style="list-style-type: none"> ■ Opening of formal schools ■ motivation campaigns ■ ECE Centres ■ Local specific calendar ■ Community empowerment ■ Non formal Centres. Masabadi ■

ANNUAL WORK PLAN

	Lambada			<ul style="list-style-type: none"> ■ Lack motivation ■ Child labour 	of	<ul style="list-style-type: none"> ■ Awareness campaigns ■ Local calendar
5. Warangal	Koyas	46%	81%	<ul style="list-style-type: none"> ■ Lack motivation ■ Sibling care ■ Child labour 	of	<ul style="list-style-type: none"> ■ NFE/ Maba Schools ■ Awareness campaigns school-less a ■ ECE Centres ■ Alternative schooling ■ House to hou
	Lambadas	46%	81%	<ul style="list-style-type: none"> ■ access ■ Language Problem ■ Lack Awareness 	of	<ul style="list-style-type: none"> ■ Opening Schools/Alter schooling ■ Bridge la charts ■ Awareness programmes ■ Joyful learnin

Statement showing the ST Components in the District Plans of 1997-98

SL. No.	District	New Schools	ECE Centres	Alternativ e Schools	Bridge Charts	Workshops
1.	Vizianagaram	6	30	25	1	Mahilamandal Awareness campaigns Spl. Camp
2.	Nellore	10	30	50	1	<ul style="list-style-type: none"> ■ Mahila mandals ■ Awareness campaign Spl. Group
3.	Kurnool	10	30	20	1	<ul style="list-style-type: none"> ■ Mahila mandals ■ Awareness Campaigns
4.	Karimnagar	8	30	50 ✓	1	<ul style="list-style-type: none"> ■ Mahila mandals
5.	Warangal	10	30	25	1	<ul style="list-style-type: none"> ■ Awareness Campaigns Spl. Groups

III. Education of SCs.**1. SC Education Scenario in the State:**

As per 1991 census the population of scheduled Castes is 1,05,92,066 (53,99,654 males and 52,12,412 females) which constitute 15.93% of States population. The percentage of literacy among SC population is 31.40 (41.88% males and 20.92% females) as against 44.09% of the State. The Gross enrolment in classes I to V in case of SC children is 93.75%. The dropout rate is 61.32% (59.27% boys and 63.94% girls).

2. Existing Efforts:**a) Schools:**

All the Primary Schools in SC areas as on September 1986 were brought under OBB. Two residential schools, one for boys and the other for girls for the children of indignant families engaged in unclean occupations were opened. 68 residential schools are functioning for SC and ST Children out of which 23 are for girls.

b) Hostels:

Hostel facilities are provided for boys and girls separately. 507 special hostels are organised by the Department of Social Welfare with provision for admission to ST and SC children.

c) Incentives:

Social welfare Department provided 164.50 lakhs towards scholarships and educational facilities of families engaged in unclean occupations. As a state policy 15% of seats in educational institutions are reserved for SC children. Textbooks are supplied free of cost, stationery items and clothes are provided to them in hostels.

3. SC Education Scenario of the five DPEP districts:

The following table shows the educational status of the SC children in the five DPEP districts.

District	SC Population	6-11 age group	% of enrolment			% of Dropout			Mean achievement of pupils of Class IV. As per baseline survey	
			Boys	Girls	Total	Boys	Girls	Total	Language	Maths
Warangal	220352	33448	74.30	72.80	73.60	58.85	65.49	62.01	30.38	13.25
Kurnool	522819	79189	94.12	89.42	91.89	66.39	72.38	69.23	31.66	9.92
Khammam	518108	104287	82.00	69.00	76.00	62.80	72.14	66.76	31.60	10.50
Warangal	484654	57615	80.50	62.30	71.90	74.59	74.80	74.67	31.74	11.89
Khammam	563941	81855	84.40	72.70	78.60	54.00	67.00	60.50	31.66	11.16

The percentage of enrolment among S.C. Girls in Kurnool and Warangal districts is low. The dropout rate in Warangal district is high both among boys and girls. The performance of pupils in Mathematics is poor as per baseline survey conducted.

In order to improve the situation certain interventions have been introduced during 1996-97 in these five districts for the educational development of scheduled caste children

4. Interventions introduced during 1996-97.

In order to achieve the objectives of the Project the interventions introduced for SC children during 1996-97 are presented in the following table:

S.No	District	Schools opened in school-less SC habitations	ECE Centres opened in SC habitations	Training Programmes organised for Youth. Mahilamandals, VECs	Workshops organised	Addl. Class rooms
1.	Vizianagara m	2	3	4	4	3
2.	Nellore	7	6	-	2	2
3.	Kurnool	3	2	1	-	-
4.	Warangal	2	8	-	-	-
5.	Karimnagar	13	-	-	-	-

Opening of new schools in School-less areas and opening of Early Childhood education Centres where the girls enrolment is low and dropout rate is high were the two main programmes implemented. Besides this training programmes and workshops in order to sensitise the SC population were also organised to increase enrolment and reduce dropout rate.

5. Interventions planned during 1997-98:

District	New Schools	opening of ECEs	Workshops & Awareness programmes	Training	Other strategies planned.
Vizianagara	11	50	Mahilamandals -1 Spl. Campaigns - 6	VEC members, Youth Associations	1. Change of school timings to suit the local needs
Nellore	20	50	Mahilamandals -1 Spl. Campaigns-6	VEC Members Youth Associations	2. Joyful learning 3. Activity based teaching-learning process
Kurnool	15	50	Mahilamandals -1 Spl. Campaigns-6	VEC Members Youth Associations	4. Constitution of Mothers Committees
Warangal	15	50	Mahilamandals -1 Spl. Campaigns-6	VEC Members Youth Associations	5. Alternative schooling in school-less habitations Mabadi/NFE Centres
Karimnagar	10	50	Mahilamandals -1 Spl. Campaigns - 6		6. Supply of incentives viz., free books, Midday meals, on time by the welfare departments.

IV. CHILD LABOUR

Child labour is a major impediment in attaining the national goal of education for all. 70% percent of the children who don't get the minimum primary education in the country are engaged in direct or indirect labour. Girl children are mostly engaged in the unpaid labour of domestic works like fetching water and firewood, sibling care, grazing the cattle etc. They are also engaged many times in the low paid agricultural labour. The working children in the DPEP project area are found to be engaged in the following activities.

1. Grazing the Cattle
2. Bead Rolling
3. Cotton ginning
4. Agricultural labour
5. Hotel industry
6. Quarries
7. Hazardous industries like jute, cement and fireworks
8. Construction
9. Mechanical workshops
10. Procurement minor forest products

DPEP Andhra Pradesh planned the following interventions to see that the children who are working get education..

AWARENESS CAMPAIGNS

1. Through electronic and print media, the message of the need for children's education will be intensively propagated.
2. Door to door campaigns with the help of the local Mahila Mandals ,Youth Associations and NGO's will be taken up to counsel the households to organise the domestic affairs to suit sending the children to school.

VECs

Village education committee members will be oriented to the need of education for all .The need of sending children to school instead of to labour will be stressed upon explaining the legal and ethical issues.

Village education committee members will also be motivated to take the responsibility of influencing the parents whose children are engaged in labour, to send their children to school..

VEC members will be encouraged to adopt wards of their village to facilitate concentrated efforts of community Mobilisation .

ALTERNATIVE SCHOOLING

Alternate school systems are planned to cater to the educational needs of the working children at their convenient time, pace method and content with out compromising on the Minimum Learning levels. The following variety of alternatives are proposed.

1. Non Formal Schools.
2. Residential schools
3. Transitional schools
4. School adoption by NGOs

CONVERGENT PROGRAMMES.

The Govt. of India Child Labour Project is in operation in the state. DPEP proposes to venture jointly with the Project and open Child labour rehabilitation centres wherever required and feasible. Since the Govt. of India project on child labour has very little content on quality of education, DPEP proposes to add its efforts on quality aspects to that project

The following steps are envisaged during 1997-98

- a. Preparation Training module for teacher training on multi-age/multi-grade /multi-aptitude teaching for catering to teachers of child labour rehabilitation schools
- b. Capacity building of NGOs running the child labour schools by training their volunteers in child labour schools.
- c. Opening transitional classes in all child labour concentrations, by the formal school teachers to bring the child labour on par with regular students.
- d. Supply of MLL based study material to child labour school students.

The Expected issuance of the Govt. of India guidelines on prevention of child labour in the wake of the recent Supreme Court order will be given full publicity and efforts will be put to ensure adherence to the guidelines .

V. INTEGRATED EDUCATION

Under the national policy of education 1986 there is a special emphasis on the education of the handicapped. In line with that policy a scheme for Integrated Education for the Disabled Children was started in Andhra Pradesh during 1992. The aims of the scheme are

1. To integrate the handicapped with the general community as equal partners.
2. To prepare them for normal growth.
3. To enable them to face life with courage and confidence.
4. To provide educational opportunities for the disabled children in general schools.

Under the scheme a cell is created in SCERT to provide support to the resource teachers, to provide specialised equipment among other things. At district levels also an assessment team consisting of Doctor, a psychologist and a special educator was formed for assessing the degree of disability. In all 23 districts two identified schools were selected for providing integrated education.

This existing scheme is a well thought out for providing integrated education. In the action work plan 97-98 for DPEP the same objectives as stated above will be adopted in this regard and emphasis will be on training teachers for attitudinal change and technical improvement. The teachers will be trained in identified institutes of excellence which deal with handicapped.

It is provided to train atleast 200 teachers per district during the year on integrated education.

Another line of action during 97-98 will be to provide specialised learning equipment to the identified government schools giving integrated education. DIET will be strengthened by providing training material on integrated education. It is also proposed to create expertise in DIETs by training master trainers. The State Resource Centre at Niloufor Hospital, Hyderabad will be strengthened by creating capacity to train teachers and trainers' trainees.

6. ENROLMENT AND RETENTION

1. Enrolment:

The Constitutional Directive of providing free and compulsory education for every child upto the age of 14 years is an educational objective of the highest priority and should be fulfilled in all parts of the state. The main objective of the DPEP programme is to achieve Universal enrolment in five selected districts by the end of the project period.

In Andhra Pradesh the gross enrolment ratio is 74.92 in 1995 with boys enrolment at 79.39 and girls enrolment at 70.32. In five districts of DPEP with enrolment ratio are as follows:

SL. No	District	General %			SC %			ST %		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Vizianagaram	86.10	89.10	87.60	74.39	72.76	73.57	71.02	72.91	71.96
2.	Nellore	91.51	90.89	91.20	94.12	89.42	91.77	79.74	73.51	76.71
3.	Kurnool	74.00	67.00	71.00	82.00	69.00	76.00	69.00	49.00	61.00
4.	Karimnagar	79.23	67.02	73.52	84.37	72.66	78.51	69.21	41.71	55.46
5.	Warangal	80.12	71.90	76.62	80.52	62.28	71.40	69.03	49.77	59.40

The enrolment ratio in Kurnool and Karimnagar districts is less than 73%. In case of ST children the enrolment ratio is 55-60%. This indicates that approximately 25% of the children in the school going age group are out of school and it is more in 40-45% in case of ST children.

An analysis of this situation reveals that children do not go to schools because of the following reasons:

1. Parents need their children particularly during school timings to help them in the house hold, look after younger siblings and work outside the house making children difficult to attend the school.
2. Parents not feeling the need to enrol their children in school. Children joining school at older age but reluctant to sit with younger children thus missing the school.
3. School-less habitation with nearest school being more than 1 KM away.
4. Teacher absenteeism in schools of inaccessible area.

Efforts are focused first on:

1. Children who do not enrol in formal schools. Such children are categorised into
 - a) Children in the age group of 6-11 who do not have any specific responsibility but keeping themselves away from school.
 - b) Children in the age group of 6-11 spending time at home and parents wishing them to be employed.

These children can be easily brought to school through motivational campaigns and counselling with parents. Emphasis is to get the children of 6+ into the school first.

Children who missed school at the right age i.e., 6+ and above and for first time entrants, transitional classes which are part of regular schools will be set up.

The transitional classes help children to move quickly through curriculum to reach the grade suitable for their age at which time they would join mainstream. The material developed by M.V. Foundation will be used for transitional classes.

2. Children who work outside the home and who have household responsibility.

Children who are not enrolled and dropout of school to work because of economic conditions, alternative schools will be opened. Since these children come to schools at the end of hard day's work and are of different age with different educational levels, mental capabilities and motivational skills they need a special curriculum with a highly skilled and motivated teacher. The ongoing child labour Rehabilitation programme will be covered in all child labour predominant areas and work in co-ordinate with CLRP

3. For school-less habitation within 1 Km, opening of new schools which are viable on priority basis is planned. Where opening of new schools is not viable, opening of single teacher schools run by community support will be encouraged.
4. Inaccessible areas where teacher absenteeism is the major problem, community managed school strategy may be adopted. Community employ their own teacher who are well trained for running the school. Schools will function under the supervision of MEO and receive all support as any school in Govt. mainstream.

II. Retention:

It is not merely the universal enrolment that is needed but it is equally important to see that the child progresses regularly in the school till his completion the full course of primary education. Here comes the need for retention in the case of pupils who are on already on rolls and those who are admitted newly. The following are the dropout rates in the DPEP districts in 1995-96.

SL. No.	District	General %			SC %			ST %		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Vizianagara m	55.69	58.94	57.13	58.85	65.49	62.01	66.19	70.15	67.97
2.	Nellore	61.12	63.36	62.15	66.39	72.38	69.23	74.40	79.26	76.77
3.	Kurnool	57.83	59.94	58.69	62.80	72.14	66.76	49.80	56.15	53.39
4.	Karimnagar	53.81	52.07	52.94	54.00	67.00	60.50	75.93	84.73	80.33
5.	Warangal	67.52	65.09	65.94	74.59	74.80	74.67	75.64	87.79	80.58

The dropout rate in Warangal district is high among the boys and girls than in other districts in all categories. The dropout rate in Karimnagar among the General Category children is low than the other districts. In this district the dropout among ST children is high.

The main reasons for high dropout was :

1. Child Labour
2. Girl child engaged in household work and younger sibling care
3. Disinterested teacher and non-interesting class room situations
4. Non-availability of facilities like toilets, drinking water facilities, etc.

- 3.1. Interventions launched during 1996-97 to improve enrolment and retention:

In order to improve enrolment and reduce dropout rate in the five DPEP districts the interventions launched during 1996-97 being the first of the project period, are presented in the following table:

Intervention	Vizianagar am	Nellore	Kurnool	Karimnagar	Warangal	Total
Opening of new schools	30	25	20	25	24	124
Construction of additional classroom	20	10	30	10	20	90

3.	Opening of ECE with priority to SC/ST areas.	10	10	10	10	10	50
4.	Organisation of awareness campaigns	Planned Baimeelas in selected villages	Kalajathas in all villages in 8 Mandais	Kalajathas in all villages in 8 mandais	Kalajathas in all villages in 8 mandais	Kalajathas in all villages in 8 mandais	
5.	Construction of Toilets	100	50	150	50	50	400
6.	Provision for drinking water	50	50	50	50	50	250
7.	Formation of VECs	All Villages of the district	All villages of district	All villages of the district	All villages of the District	All villages of the district	
8.	Organisation of orientation to VEC Women members DWCR groups, Padapu groups and other women of the village where ECE Centres have been opened	10	10	planned	planned	planned	
9.	Support of Rs. 500/- per teacher to meet expenses of classroom activities.	5521	7090	5602	4466	6673	29352
10.	Assistance to TCs	203	261	217	238	258	1177
11.	Financial assistance to schools	2298	3075	1865	1755	1948	10941

Others:

Besides these interventions reservation policy of 33 1/3% to women teachers is followed in the appointment of teachers to new primary schools.

1. Programme of adoption of households by opening census registers by VECs and teachers to ensure enrolment and retention was implemented.
2. Child-centred activity oriented teaching-learning from with thrust on the adoption of the Six pedagogical principles of APPEP is being implemented in schools.
3. TC Centres are used as resource Centres to provide academic support to the teachers.
4. Achievement of 1996-97.
5. The awareness campaigns organised in these districts made an impact on the local community to provide financial support for the construction of school buildings in the form of cash, material, labour and land to the tune of Rs. 28.00 lakhs.
6. Approximately 6,200 pupils have been newly enrolled in the new schools opened during 1996-97 in the age group 6-11 years.
7. Approximately 1750 children of the age group 3-5 years have been enrolled in the 50 ECE Centres newly opened by relieving the girls from siblings care.
8. The construction of additional classrooms also helped in the increase of enrolment.
9. The awareness campaigns, and orientation programmes, organized brought an attitudinal change in the community and resulted in the increase of enrolment e.g. As many as 17,494 pupils were newly enrolled in Vizianagaram district.
10. It is also construction of toilets, provision of drinking water facility also helped in the increase of enrolment.
11. The financial assistance provided to the teachers, schools and TCs helped the teachers to adopt child Centre activity oriented approach to improve retention of the pupils in the school
12. In the reviews held it is found that the VECs and teachers are taking up the responsibility of adopting the households and counselling parents to ensure the enrolment and retention of children in schools in all the DPEP districts

5 Interventions planned during 1997-98

During the year 1996-97 an over whiling response was observed in the five DPEP districts in providing contributions and admitting their children and helping in retention. Keeping this experience in view the following interventions are proposed during 1997-98 being the second year of the project as shown below

SL. No	Intervention	Vizianagara m	Nellore	Kurnool	Karimnagar	Warangal
1	Opening of New Schools ST localities	6	10	10	8	10
	SC localities	11	20	15	15	10
	Others	39	70	55	52	30
2	New Classrooms	40	50	60	10	20
3	Construction of Toilets	56	100	80	75	100
4	Drinking water facility	156	100	80	75	75
5	Training to ECE instructors	190	190	190	190	190
6	Training to VECs	5	5	5	5	5
7	Training to teachers on integrated Education	200	200	200	200	200
8	Training to teachers	5491	6309	7415	5939	6673
9	Workshops to Mahila mandals	1	1	1	1	1
10	Spl. Campaigns to BCs/Tribal	12	12	12	4	12
11	Opening of ECE centres ST localities	30	30	30	30	30
	SC localities	50	50	50	50	50
	Others	110	110	110	110	110
12	Alternative Schools (transitional classes)	100	150	100	100	100
13	Development of Bridge Charts STs (Materials)	1	1	1	1	1
14	School contingencies	2351	3175	2985	1830	1972
15	Spl. Grants to teachers	5633	7290	7575	5939	6773
16	Material to TCs	204	261	217	238	258

Adoption of households and counselling of parents by VEC members and Mothers' Association. Convergence of services at district level and mandal level are planned.

7. QUALITY EDUCATION

Introduction

Education without quality is no Education. Hitherto emphasis was laid on quantitative expansion ignoring the quality aspect. Quality refers to the attainment of expected behavioural changes among children in cognitive, affective and psycho-motor domains.

Recognising the importance of quality A.P. Education department has implemented schemes like operation Black board, Audio - visual education, Andhra Pradesh Primary Education Project, District Primary Education Programme.

Under DPEP the following major strategic interventions are planned to bring quality in education.

- * Adopting child - centred teaching and APPEP methodology
 - * Improving competencies of teachers in content and pedagogy through continuous in-service training programmes
 - * Revising primary school curriculum and introduction of MLLs
 - * Additional support material for teachers in the form of teacher guides and hand books.
- Andhra Pradesh Primary Education Project has been taken up with the assistance from ODA of United Kingdom to achieve substantial qualitative improvement in education two major aspects of APPEP are:
 - * Human Resource Development, i.e., improving teachers competencies, classroom practices and learning outcomes within an appropriate Environment
 - * Providing physical facilities i.e., designing and construction of school buildings for primary schools to provide better educational environment.
 - Under the Human Resource Development programme approximately 1,50,000 teachers, about 100 deputy Inspectors of Schools and 250 teacher educators of DIET were provided training in child-centred education. Different types of Training programmes were planned and organised. Training programmes to teachers working in 20% mandals were organised every year at DIET and Mandal headquarters. In all the teacher training programmes emphasis is given to child centred education through the following six pedagogical principles
 - * Providing teacher generated learning activities.
 - * promoting learning by doing, discovering and experimenting
 - * Development of individual, group and whole class work
 - * providing for individual differences
 - * Using the local environment
 - * Creating an interesting classroom by displaying children's work and organising it effectively.

With regard to production of MLL based Textbooks/Workbooks during 1996-97 the following activities were taken up APPEP

Class	Title	Year Production	Year of field trial	Year of Universal Introduction
I	Telugu	1994-95	1995-96	1996-97
	Maths	1996-97	1996-97	
II	Telugu	1996-97	1996-97	
	Maths	1996-97		
	Environmental Studies	1996-97		
III	English	1996-97		

- Training of Trainers programme for transacting class I Telugu reader was organised under APPEP.
- Teacher Centres are established under APPEP for exchange of ideas on classroom practices among primary school teachers for which TC meetings are conducted once in two months. Each TC is managed by Teacher Centre Secretary and Assistant Secretary.

Number of TCs in DPEP districts are

1	Vizianagaram	204
2	Nellore	261
3	Kurnool	217
4	Karimnagar	238
5	Warangal	258

Total 1178

- Under APPEP financial is provided to TCs and Primary Schools. A one time grant of Rs. 2000/- given to each TC for purchase of non consumable materials and recurring grant of Rs. 2000/- for purchase of consumable materials. Every school is provided with Rs. 600/- for the purchase of consumables for use by teachers in the classroom.

Quality education In DPEP

- In the state perspective plans the following items were stated under quality education.
 - In-service training of teachers
 - Minimum Levels of Learning
 - Strengthening of SCERT/SIET/DIETs
 - Divisional Resource Centres
 - Teachers' Centres
 - Teachers' Hand Book
 - Teaching learning material.
- In line with the State perspective plan strategy papers on teacher training, teacher effectiveness are commissioned. The strategy paper on teacher training is already completed and submitted to GOI.
- In order to achieve the above stated objectives, the 1996-97 and 1997-98 AWP & B have the following activities.

A) In-Service Training of teachers:

The five districts of AP under DPEP are large in geographical extent and are having pockets of remote areas with little or no communication link. As the objective of DPEP as well as the State Government programme for teacher training is to provide annual training and orientation to all the primary school teachers, it is imperative to reach out to the schools and teachers in all the parts of the districts. The magnitude of the task on hand can be gauged from the following figures.

Sl. No.	Districts	Geographical Area (sq.km.)	No. of Mandals including Municipalities	No. Primary Schools including Primary Sections attached to UP schools	No. of Primary Teachers
1.	Vizianagaram	6,500	38	2298	5521
2.	Nellore	13,100	49	3075	7090
3.	Kurnool	17,656	61	1855	5602
4.	Karimnagar	11,823	58	1755	4466
5.	Warangal	12,846	52	1948	6697

The teacher training strategy has to keep the above physical factors in view to succeed in quality improvement of teaching in primary schools. APDPEP has designed such a strategy by involving various experts in the field of primary education. The salient features of the strategy are outlined below.

1. It will be a decentralised training programme, to ensure that all the 29,375 teachers can be trained in a span of one year. If the optimum number of teachers in a batch is 40 for effective training, the training has to be decentralised to the level, where it will be possible to train all of them in a span of 3-4 months. Hence the strategy identified and provided for such institutions in the action plan.
2. The apex Organisation for teacher training is SCERT. The role of SCERT is a key component in the entire strategy as outlined below.
 - a. Identifies the training needs of teachers
 - b. Develops the modules based on the needs
 - c. Prepares strategy of teacher training
 - d. Organises key Resource Persons training
 - e. Monitors the teacher training programmes
3. SCERT can not be a stand alone Organisation. To make use of the expertise available in various institutions, it is being ensured that IASEs, CTEs, University colleges are being networked into a group to serve as resource institutions and agencies to provide, feedback. There is constant and lively interaction between all these organisations, in the following areas :
 - a. Annual plans of these institutions in primary education are being discussed at S.C.E.R.T. before approval.
 - b. Baseline studies are being conducted by these organisations.
 - c. Research activities (the findings of the researches done at Universities are being taken into consideration while planning and preparing the materials and providing an opportunity to them to take up research activities useful to DPEP)
 - d. Annual plan of DPEP is being considered by SPG/SRG which is a representative body.
4. At district level DIET is the key organisation for transfer of the knowledge from state/national level to the field. This transfer has to be without much loss of knowledge in transmission. APDPEP has identified that a KRP trained at state level has to be present at lowest level to observe whether such losses are minimised. For this purpose DIETs maintain a pool of key resource persons who are trained at state level in various aspects of primary education to be used in in-service and pre service training. At present DIETs can not handle in-service teacher training because of sheer numbers and mismatch of facilities. Nor is this desirable as administrative costs will be phenomenal by way of accommodation at district level and traveling allowances for large no. of teachers. Academically, a decentralised and relaxed pace of training proved to be more successful. Hence role of DIETs is delineated as follows in the training strategy.
 - a) To provide in-house pre-service training.
 - b) To assist D.R.G. in planning activities.
 - c) To send observers to the in-service programmes at BRC level.
 - d) To train BRC coordinators to conduct in-service training.
 - e) To train TC secretaries / Assistant Secretaries in techniques of per group learning.
 - f) To take up evaluation of teacher training strategies.
 - g) To take up research activities are districts specific issues.
5. It is identified that the most viable level for the teacher training activity is the Block, which has around 600-800 teachers in its area. The reasons for selecting the block level for training of serving teachers are two fold

a) If the optimal number of teachers in a batch for training is 40 around 15 batches can be formed at block level. This is a manageable number of batches as entire programme can be completed in 3-4 months if we conduct one well training programs. At higher levels like a division, either the number of batches have to be increased or the batch sizes have to be increased. Both prove to be counter productive. A higher batch size will result in reduced interaction and less effective transfer of skills large number of batches will require higher staff strength or a year long program which may disturb the academic calendar of many schools. Hence the block level training centre balances these issues. Further Block headquarters is not too far from schools, making the recurring administrative costs/TA less than for a division training centre.

b) If we have training at a lower level, it is not possible for each program to have the presence of KRP at the training programs. It will result in transmission losses of skills as large number of trainers will have to participate in the training.

Thus a conscious decision was taken to conduct in-service training activities at block level. For this purpose every block will have a Block Resource Centre(BRC) with two teacher -trainers (called co-ordinators) These co-ordinators will be on deputation from the Education department and along with KRPs from DIETs undertake training activities. The role of B.R.Cs are outlined below.

- a) To act as the agency for teacher training for serving teachers.
- b) To undertake school inspections when training programs are not there as per program chalked out by Mandal Educational Officer.
- c) To undertake observation studies of class room processes to strengthen weak teachers.
- d) To participate in evaluation studies undertaken by the SCERT/DIET and other organisations.

In line with the strategy outlined each district will have one B.R.C. per block as detailed below.

Sl.No.	District	No.of BRCs
1	Vizianagaram	12
2	Nellore	13
3	Kurnool	13
4	Karimnagar	14
5	Warangal	14

It is observed that there is a crying need for teachers to interact with each other during the course of academic year. Annual training above is not sufficient for this as it is hardly for a week in a year. Teachers centres (TCs) established under APPEP serve this purpose. They fortify the knowledge transfer through peer-group learning which was observed to be very effective in skill transfer. TC will not serve as training places, they are more of a forum for horizontal interaction. This was consciously decided because of following reasons.

- a) No infrastructure is available, nor provided to TCs except a class room which doubles up as meeting room for 6-8 times a year when TC meeting is held. No staff for training is available. The headmaster of the school where TC meeting is held will serve as the Secretary while another teacher will be Assistant Secretary.
- b) To have formal training at TC, we need large no. of trainers, which means again transmission losses in training process.

the action plan for 1986-97 it was provided for construction of 5 Divisional Resource Centres in each district at the cost of Rs.4.3 lakhs each. As explained in the above paragraphs there was discussion on teacher training at various levels and strategy was finalised to make the block as the unit for training the teachers. Consequently the design of the Block Resource Centre was finalised keeping in mind the requirements of the block levels and the financial implications. The revised Block Resource

Centre design caters to 40 to 50 teachers at a time both of training accommodation. The training hall of 600 square feet and accommodation for 50 teachers amounting to 1140 square feet is provided. The provision is made for small office and a library and also a dining hall. Further nearest minimum provisions are made in the building to bring down the per square feet the cost to 250 rupees. With these provisions the cost of each Block Resource Centre is coming to 12 lakh rupees. The cost break up is shown below:

CONSTRUCTION OF BRC

	Rs.
1. Basic cost @ Rs.250 sq.ft. for Civil Work 3360 X 250	= 8,40,000
2. Providing water supply & sanitation arrangements @5%	= 42,000
3. Providing electrification @ 10%	= 84,000
4. Payment to APSEB	= 50,000
5. 15% towards APIIC @15% on Rs.9.66 lakhs	= 1,45,000
6. Provision for tender premium and etc.	= 39,000
TOTAL	12,00,000

1996-97:

- During 1996-97 the following activities were planned
 - * Workshops to develop teacher training modules
 - * Training of Master Trainers.
 - * A workshop was organised to develop teacher training package keeping the immediate needs of the teachers. The package consists of two sections A and B. Section A comprises modules on various educational issues and section B deals with methodology of teaching Language, Mathematics, Environmental Studies I and II. Besides, teaching strategies are proposed to teach difficult concepts.
- During 1996-97 the following teacher training programmes were organised
 - * Key Resource Persons training at SCERT for four days. Five key Resource Persons from each DPEP district participated in this programme.
 - * Mandal Resource Persons training at DIET for seven days. Five MRPs including MEO and four strong teachers one for each school subject attended this programme.
 - * Teachers are being trained at Mandal Headquarters for seven days in 2/3 spells.
- The Coverage of teachers in training programmes is as follows

S.No.	District	No. of Mandals Covered	No. of MRPs Trained	No. of Teachers Trained.
1.	Vizianagaram	8	40	1036
2.	Nellore	8	40	943
3.	Kurnool	13	65	841
4.	Karimnagar	8	40	710
5.	Warangal	8	40	835

- Strategy Paper on Teacher Training was developed and submitted to Government of India. The identified strategies are
 - * 7 day initial in-service training for all the teachers during 1996-97 and 1997-98
 - * 4 day training programmes on specific themes, depending on the felt needs from 1998-99
 - * 3 day follow up course at Teachers' Centre from 1998-99
 - * Eight one day Teachers' Centre meetings per year

1997-98.

During 1997-98 the following activities are planned

- Workshop to refine the Teacher Training modules
 - * In the workshop it is proposed to revise/refine the Teacher training modules basing on the evaluation of the modules by the teachers. Comprehensive modules on Gender issue, Education of Tribal Children, Integrated Education, Evaluation of MLLs and reporting the students' progress will find a place in the teachers training package.
- Printing and supply of Teacher Training modules.
 - * The revised modules will be printed and supplied to the teachers. They will be discussed in the Teacher Training Programmes.
- Training of Master trainers and teachers
 - * During 1997-98 it is proposed to provide training to remaining MRPs and teachers in all the DPEP districts. Master trainers training programme will be organised at SCERT and MRPs Training programme at DIETs.

B) *1) MLL Based Text Books, Workbooks*

The curriculum and syllabus for classes I to 5 was framed basing on the Ten Core elements stated in NPE, 1986. Accordingly the Text books were revised and introduced during 1989-90. The books introduced during 1989-90 were not based on Minimum Levels of Learning.

1996-97:

- In State AWP&B the following activities are planned :
 - * Workshop to develop MLLs for classes 3 to 5
 - * Workshop for developing MLL based textbooks
 - * Meeting of Editors, Text book Writers and Artists.
 - * Workshop for writing of Textbooks and workbooks.
- Workshop to develop MLLs for Classes 3 to 5 will be conducted during March 1997. The remaining activities will be taken up after developing MLLs for Classes 3 to 5 in different school subjects.
- As the MLL Textbooks/workbooks are being developed by APPEP the above activities were not attempted. These activities will be taken up after developing the MLLs.
- It is decided to introduce English as a subject from Class III onwards. Hence, under DPEP Class III English workbook is being developed with the assistance of Regional Institute of English, Bangalore. English reader cum workbook will be introduced during 1997-98 after testing in the field.
- During 1997-98 the following activities are planned.
 - * Training Programme to authors/Editors.
 - * Development of Textbooks (MLL based) for classes III and IV.
 - * Development of workbooks for III, IV and V classes in English.
 - * Honorarium to authors and consultants
 - * Development of MLL based question papers
 - * Field tryout of draft textbooks.

- The proposed schedule of development, field trial and Universal introduction is given below:

Class	Title	Year of Production	Year of Field Trial	Year of Universal Introduction
I	Maths	-	-	1997-98
ii	Maths Environmental Studies	Already developed	1997-98	1997-98
III	Telugu	1997-98	1997-98	-
	Maths	1997-98	1997-98	-
	EVS-I	1997-98	1997-98	-
	EVS-II	1997-98	1997-98	-
	English	-	1997-98	1997-98
IV	Telugu	1997-98	-	-
	Maths	1997-98	-	-
	EVS-I	1997-98	-	-
	EVS-II	1997-98	-	-
	English	1997-98	-	-
V	English	1997-98	-	-

ii) Evaluation of Learning outcomes:

1996-97:

- During 1996-97 the following activity is planned:
 - Workshop for evolving method of evaluation of MLLs.
 - This workshop was organised to develop procedures to evaluate the learners outcomes (MLLs) and a report sheet to record the achievement of MLLs by children is developed. The reporting system is being trailed in the filed..

1997-98:

- The following activities are planned during 1997-98:
 - Development of MLL based question papers
 - Development of Bridge Chart/material for ST children.
 - Designing progress cards
 - Printing and supply of student cards and Institution Cards.
 - Workshops will be organised to develop MLL based question papers for class I and II in Telugu, Maths and Class III English.
 - It is proposed to design progress cards for monitoring children's progress over the five year period. It is also planned to design and introduce the institution card to monitor the school's progress.

C) Strengthening of SCERT:

In the State perspective Plan it is stated that SCERT will be strengthened by starting the following departments which will work for DPEP during project period and will continue as Departments in SCERT after the Project.

- Department of Educational Planning and Management
 - Department of Early Childhood Education
 - Department of Girls Education
 - Department of Tribal Education
 - Department of Community participation in Primary Education
- Besides the above departments supporting staff is also proposed

1996-97:

During 1996-97 it is proposed

- To start department of Educational Planning and Management with two professors and four lecturers
- Provision is made for supply of the following to SCERT
 - Furniture
 - Equipment
 - Books and Journals and
- Department of Educational Planning and Management will be started immediately after the sanction orders are issued by Government of Andhra Pradesh.
- List of Library books to be purchased is prepared by subject experts. Orders were placed for Indian Journals. Tenders will be floated for supply of books.
- It is proposed to organise one day visioning workshop to SCERT faculty members during March 1997

1997-98

During 1997-98 adequate provision is made for salaries to the members of the following departments:

- Department of Early Childhood Education
- Department of Women and Girls Education
- Department of Tribal Education
- Department of Community participation in Primary Education.

The above Departments will be established by inducting staff of SCERT on deployment basis and by appointing consultants from other Resource Institutions and NGOs.

- Provision is also made for supply of
 - Library books
 - Journals and Periodicals

Library books pertaining to different branches of pedagogy will be procured. Foreign and Indian Journals will be subscribed.

D) Strengthening of SIET:

The SIET Andhra Pradesh, came into full operation in 1987, and since then it has been producing Educational Programmes targeted to Primary School children in the Age group of 5-11 years and also the primary School teachers. Doordarshan, Hyderabad is tele-casting Tele-school programmes every day from 10.15 to 11.00 AM for the benefit Primary School Children and teachers.

1997-98

During 1997-98 an amount of Rs. 25.00 lakhs is allocated to SIET. SIET will develop Educational video cassettes useful to primary school children and teachers. Emphasis will be given for transacting class I and II class language and Maths.

E) Strengthening of DIETs:

DIETs Played vital role in organising training programmes to teachers. MRPs, MEOs on child-centred education under APPEP.

1996-97:

- The DIETs are strengthened by providing additional facilities such
 - Furniture
 - Equipment (Computers)
 - Library books and journals
- Provision is also made for operation and maintenance of equipment at DIET. Research grant for studying district specific issues is provided. It is also planned to provide programmer cum trainer on Computers at DIETs
- Visioning workshop for DIET faculty was organised.

1997-98:

During 1997-98 the following activities are proposed in the district plans.

- Supply of News Papers and Journals
- Workshop to DIET staff.
- Research grants.
- Supply of equipment and teaching material on Integrated Education.
- Training to DIET lecturers on Integrated Education.

F) *Divisional/Block Resource Centres:*

Divisional/Block Resource Centres provide necessary training to MEOs, Primary teachers, TC secretaries, VEC members etc., and provides academic support to teachers in transacting the curriculum in the classroom.

1996-97:

- During 1996-97 it is proposed to start five Divisional Resource Centres in each district. For construction of BRCs an amount of Rs. 21.50 lakhs (Rs. 4.30 lakhs to each BRC) is allocated.
- Two co-ordinators are proposed for each BRC and training programme to BRC Co-ordinators is also formulated.
- The construction work of BRC is assigned to Andhra Pradesh Industrial Infra-structure corporation. To have good infrastructure facility designs are prepared for an estimated cost of Rs. 12.00 lakhs per each BRC in which provision was made for separate dormitories for male and female trainees, kitchen with dining hall, lecture hall with preparation room, separate toilets etc.
- Two co-ordinators for each BRC are selected and the vacant posts of co-ordinators will be filled in by March 1997.
- Training Programme to BRC co-ordinators is scheduled in March 1997.

1997-98:

The experiences of other states as well as the massive number of Teachers to be trained in the districts, it is felt that the Resource Centres may be established at each erstwhile blocks during 1997-98

Number of DRCs/BRCs Proposed.

Sl No	District	Planned in 1996-97	Planned in 1997-98	Total DRCs/BRCs
1	Vizianagaram	5	7	12
2	Nellore	5	8	13
3	Kurnool	5	8	13
4	Kanimgar	5	9	14
5	Warangal	5	9	14

During the year BRCs will be run in the rented buildings to ensure that training activity is conducted without any hitch

Provision is made for salaries to the following staff

- BRC Co-ordinators - 2
- Attender - 1
- Watchman - 1
- Each BRC will be provided with Duplicator, colour TV, VCR, OHP, Training equipment, Panel Boards, Library books, educational materials.
BRCs will be equipped with all the above mentioned resources by following stipulated procurement procedures.
- Provision is made for taxes, Electrical charges, consumables and contingencies.
- Training to BRC co-ordinators.
Training of BRC Co-ordinators will be taken up after the appointment of Co-ordinators. In the training Programme emphasis will be given to areas like Monitoring of training Programmes, supervision of classroom practices and conduct of action researches/ evaluation studies.
- Five more BRCs will be constructed this year in each district

F) Teachers' Centres:

Teachers' Centres were established under APPEP for sharing innovative ideas and classroom practices among teachers for improving professional abilities. Under APPEP 1178 TCs were established in five DPEP districts

Under APPEP financial assistance is provided to TCs and Primary Schools. A one time grant of Rs. 2000/- is given to each TC for purchase of non-consumable materials and recurring grant of Rs. 2000/- for purchase of consumable materials. Every school is provided with Rs. 500/- for the purchase of consumable for use by teachers in the classroom.

1996-97:

- The flow of funds, accounting procedures and suggested list of consumable materials and activities to be taken up at school are provided vide G.O.Rt.No. 2135 Edn., Dt. 9-12-1997.
- During 1996-97, the TC Secretaries and assistant Secretaries are trained. For training purpose training module developed under APPEP was slightly modified and used as resource material
During 1996-97, an amount of Rs. 2,000/- was released to each Teachers' Centre for purchase of consumable material and budget provision was also made to meet the expenditure for organising TC meetings. During 1996-97 two to four TC meetings are organised.

1997-98

During 1997-98 the following activities are planned:

- Workshop to develop modules for training of TC Secretaries and Assistant Secretaries.
- Printing and supply of modules
- Training of TC Secretaries and Assistant Secretaries
- Providing each Teachers' Centres with almirah, non consumable material, books and educational materials.
- Adequate budget provision is made for organising TC meetings. It is proposed to organise six to eight TC meetings every year.

G) Teachers' Hand book:

Providing the teachers a list of activities along with instructions to organise the activities in the classroom for transacting the curriculum will help the teachers to transact child-centred education.

1996-97:

- During 1996-97 workshops were organised to develop Teachers' Handbooks for Class I and II in Telugu, Mathematics and Environmental Studies at DIET Kurnool. These handbooks were developed by teachers under the guidance of subject experts and they were tested in field trials.

1997-98:

- During 1997-98 the Teachers' Handbooks will be printed and supplied to all Teachers, Teachers' Centres, DIETs, BRCs and to MEOs. Method of using the teacher hand book will be an integral Part of teacher training.
- It is planned to develop low cost teaching material with the help of experts from Rishi Valley Public School (J.K. Foundation) and Centre for Learning Resources, Pune.

H) Teaching-Learning Material:

Under DPEP Provision is made to provide financial assistance @ Rs. 2,000 to recognised primary schools, Rs. 2,000 to each Teachers' Centre and Rs. 500 to every Primary Teacher working in recognised Primary School.

1996-97:

- Workshop was organised at SCERT to list out the consumable materials required by teachers/students during teaching-learning process and the activities to be taken up in primary schools with the financial assistance of Rs. 2000. The list of non consumable to each TC is also suggested.
- The beneficiaries during 1996-97 are:

S.No	District	Rs.2000/- to primary school	Rs. 2000/- to T.C.	Rs. 500/- to Primary Teacher
1.	Vizianagaram	2298	204	5521
2.	Nellore	3075	261	7090
3.	Kurnool	1865	217	5602
4.	Karimnagar	1755	238	4466
5.	Warangal	1948	258	6673
	Total	10941	1178	29352

1997-98

During 1997-98 Financial Assistance will be provided to

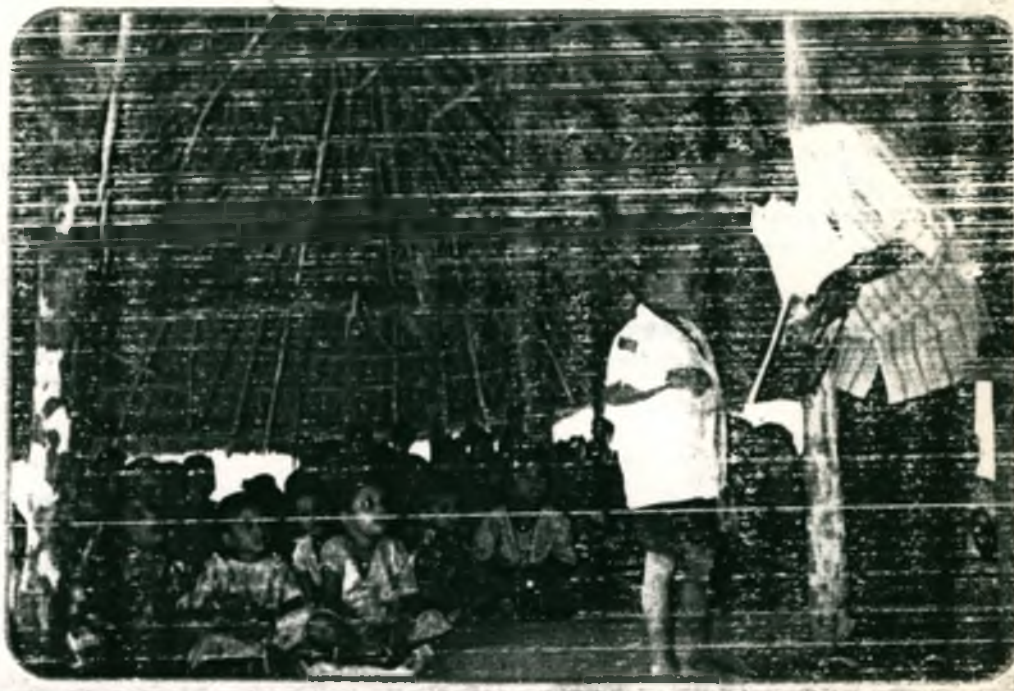
- School Contingencies Rs. 2000/- per school
- Teachers Centres Rs. 2000/- per TC
- Primary Teachers Rs. 500/- per Teacher
- Kits to Newly opened schools Rs. 2500/- per new school
- Matching Grant to VECs for Up keeping AV equipment supplied Rs. 500/- to schools
- Corpus Fund for Schools Rs. 1000/- per school

The physical targets during 1997-98 are

Sl. No	District	Rs. 2000 to Primary Schools	Rs. 2000 to TC	Rs. 500 to Primary Teachers	Corpus Fund to schools @ 1000/-	Assistance to Maintain AV equipment @ 500/-
1.	Vizianagaram	2354	204	5633	2351	480
2.	Nellore	3175	261	7290	3175	480
3.	Kurnool	2185	217	7575	1885	480
4.	Karimnagar	1830	238	5939	1830	480
5.	Warangal	1972	258	6773	1972	480

- Instructions for release and utilisation of Corpus fund and amount allocated for maintenance of AV equipment will be issued through Government Order.
- A workshop is proposed to develop training module for TC Secretaries and Asst. Secretaries. Training programmes are also planned at the district level during 1997-98.
- During 1997-98 budget provision is made for non-consumable material and for organising TC meetings. During 1997-98 six to eight TC meetings are planned.
- Teachers' Centres will be provided with equipment, Library books and Educational material.

**Educating School!
Children at
DPEP School
Sireddipalem Village
Bondapalli Mandal
Vizianagaram Dt.**



**Projection the
DPEP objectives
through Kalajata at
TP Gudem Village,
Nellore Dt.**

**VEC members on work
for the school building
at Devadumula village
Eturunagaram Mandal
Warangal Dt.**



8. COMMUNITY MOBILISATION & ENVIRONMENT BUILDING

People's participation in all the aspects of development interventions is realised globally to be vital for keeping alive the true spirit of democracy and successfully reaching the benefits of the programme to the concerned. Given this importance of peoples participation it is desired that people are organised, consulted for and motivated to participate in the planning, implementation and monitoring of all the development programmes the community requires.

To achieve this objective DPEP geared itself up to provide full space for the peoples participation right from the setting the goals to designing the activities. The following steps were taken so far to facilitate the emergence of a system of people's governance of the education system.

CONSTITUTION OF VEC'S.

Village Education Committees are the elected bodies by the Gram Sabhas consisting the men and women members who have interest in the educational development of the community. The VEC's have a major role to play in the realisation of the objectives of DPEP and also in the democratisation of the educational management.

VECs have the following roles to play.

- Plan strategies Collectively with the school management for reaching education for all.
- Participate along with the Programme/school management in the implementation of educational development programmes like
 - construction of school/classroom building.
 - procurement of teaching learning material for the school.
 - establishing and managing ECE centres.
 - ensuring effective functioning of NFE/alternative educational institutions
 - Review the activities of the school and plan alternatives to effect qualitative education

PROGRESS IN THE YEAR 96-97.

- VEC's have been constituted in all the five districts. Village action plans were made by the VEC's through a process of discussion with the project staff and the school. The VEC's have successfully mobilised physical and financial resources required for construction of new school buildings/additional class rooms. The contribution of the villagers in all the districts put together is to a tune of Rs 25 lakhs. The community is also taking up the responsibility of construction of the new school buildings /additional class rooms, provision of drinking water and toilet facilities themselves utilising the DPEP funds and the contributions from the villagers, with out the involvement of contractors and other middle men. VEC's have successfully established 50 ECE centres and recruited necessary staff member and managing the centres by themselves DPEP meets part of the expenditure. The community has taken up small repairs and white washing of the school buildings.

Awareness Campaign:

1996-97

Several publications viz., Posters, Brochures, Desk Calendars, highlighting the DPEP objectives Role of VEC's parents etc are brought out from the state project office as part of Awareness Campaign on DPEP during the year 1996-97. In addition to above, the DPEP News Letter, conducting of Press Tour to DPEP districts were also taken up through the State Project Office, as part of Environment Building.

At the field level - the "Katajatha" programmes were performed in all most every village of the identified DPEP Mandals of the five DPEP districts to create awareness and understanding among the people on DPEP and its objectives. Several Public meetings, film shows, Rallies, Grama Sabhas etc were also conducted in the villages to promote the activities of DPEP and Gender Sensitisation.

Mostly the Excavation works under Civil works in five DPEP districts were mostly completed coinciding the Janmabhoomi Programme in state during the 1996-97

Proposals of 1997-98 with awareness campaign

Village Level

- Propagate through wall writings
- Formation of neighbourhood committees in urban slums.
- Organisation in film shows/ Cultural programmes/Rallies
- Exhibitions on shandy days.
- Special Campaigning Drive in SC/ST areas Colonies and urban slum areas.
- Formation Mother Teacher Associations
- Radio interviews of VEC Members.
- Organisation of Gram Sabha/Public Meetings.
- Use of PRA Techniques.

Mandal Level

- Orientation for all VEC members
- Training of VEC members and masons in construction management
- Training cum orientation to women members of local bodies in educational issues
- Orientation for all Village Headmasters, Newly appointed teachers for DPEP schools on the Aims and Objectives in DPEP.
- Slides in Cinema Theatres and cable TVs emphasising the enrolment and retention.

District Level:

- Model education Villages to be identified
- Study tours to model education villages
- Orientation to presidents of neighbourhood committees & Chairman of all VEC members
- Orientation for Identified VECs MTA, NGOs.
- Conducting of Tribal Youth Training Programmes.
- Joint Action Committee consisting of Collector, DEO, APC NSS Co-ordinators, DPROs, PO/ITDA to review on the on going progress in DPEP
- Radio Talks
- Utilisation on Electronic Media
- District level Press tour to successful DPEP implemented villages.

State Level:

- Conducting of Study tours to Successful VECs to Inter-district and Intra -district basis.
- Publication of DPEP News letter
- Workshop for NGOs
- State level Seminar & VEC Chairman, NGOs, Identified ECE Volunteers, Mahila Mandals' Presidents.
- State level Press tour to successful DPEP villages.
- Use of Electronic Media/ Radio/ TV Jingles
- Publication of DPEP News letter and other print material on role of VECs, Gender Issues.

VEC'S TRAINING

Training Modules were prepared on the basis of deliberations of a workshop. The module is experimented at Waringal and revised. The module is under printing.

A special orientation Programme on the issues of girl child education and importance and methods of ECE was held for the women members of the VEC's, DWCRA and podupu lakshmi group leaders in the districts of Vizianagaram and Nellore.

A Three day Training programme in three spells was conducted to Two VEC members and Two Masons in the Nirraitha Kendras on Low Cost Construction Methods and the DPEP school designs.

A one day training programme is scheduled to be organise for SC, ST and youth on DPEP and UEE in March 97.

Training to the VEC members is planned in the month of March 97.

NETWORKING WITH NGO'S

Non Governmental Organisations that are active and reputed for their service in the area of community development are identified for involvement in the implementation of DPEP activities. Their services are particularly useful for motivation and educating the community. Besides the bigger organisations the local Mahila Mandals, Youth Clubs and social guilds will also be involved, the achieve the best results. A MOU will be signed with NGO's identified in the district at district level with the District Collector as Chairman, all NGOs will share the responsibility of promotion of Community Mobilisation.

9. CONVERGENCE

There are various departments in the Government, and agencies outside the Government that are working for Human Resource Development. The Department of Health, Education, Women & Child Welfare, Social Welfare, Adult Education, Rural Development, Municipal Administration etc., all works for human welfare with their respective agenda and clientele. There are many areas of possible convergence action among the departments and agencies, if effected, would result in multiplied benefits to the common man and reduce duplication and wastage of inputs. Basically convergence needs change in attitude which is possibly officials of various departments see the similarity in their ultimate objective and advantage of working together.

DPEP, in order to realise its goal of attaining universal access, retention and deliverance of qualitative education, recognised the importance of working in co-ordination with Departments and agencies of objective similarities.

DPEP resolved to work together with 1) Department of Women & Child Welfare for Girl Child Development and ECE. 2) Department of Health for school health. 3) Department of Adult Education for the literacy of the parents and adult members of the families of the school going & non-going children. 4) Department of Social Welfare and Tribal Welfare for acquiring support services to benefit the educational development of disadvantage groups and disabled. 5) Department of Rural Development & Municipal Administration for acquiring facilities & programmes for education institutions in the rural & urban areas, department of labour for the education of working children and etc.

STRUCTURES

At state level co-ordination between various departments is ensured with Secretaries, Commissioners of the various departments as members of Executive Council of the State Implementing Society (SIS). At district level co-ordination committee are constituted with District Collector as a Chairman and district officers of various departments as members. Similarly at mandal level with Mandal Revenue Officer as a Chairman and the respective officials of mandal level as members. A similar body at village level is also constituted. The committees meet periodically to chalk out action plans for a convergent action for the over all development of child.

AREAS OF CONVERGENCE

Components of DPEP	Women and Child Welfare Dept.	Directorate of Adult Education	Health & Family Welfare.	Panchayat Raj/ Rural Development & Municipal Administration	Labour	Social Welfare/Tribal Welfare
ECE	New Centres/ shifting of Centres to Primary School premises/ Common Syllabus for ECE/ICDS	Mothers' Association to run AE Centre	Medical check and referral services to ECE/AWC	DWCRA and NHC to converge with Mothers' Association	Every child labour concentration to have ECE or AWC	Construction of Community hall to be given where Mothers Association is active
New school buildings & Additional				FASTRY to cater to the school less	New school to be formed in all Child	TW in HDAs to do school

Teachers				habitations or schools regarding additional room	Labour concentration and near mines/industries engaging children.	mapping and sanction new schools. new residential schools hostels to go according to the school mapping date.
Motivating parents & Mobilising the Community	M.A to be involved in DPEP campaign	TLC/PLC campaign activity to coincide with the DPEP programme No separate campaign	Field publication of Medical & Health department to do campaign of literacy & health benefits.	Women Sarpanches. ZPTC/MPTC members to be trained in DPEP/Health aspects. SC/ST Sarpanchas to be trained with ITDA/SC Society help		VTDA and VEC to be convergent so that the existing tribal societies get strengthened

1996-97 :

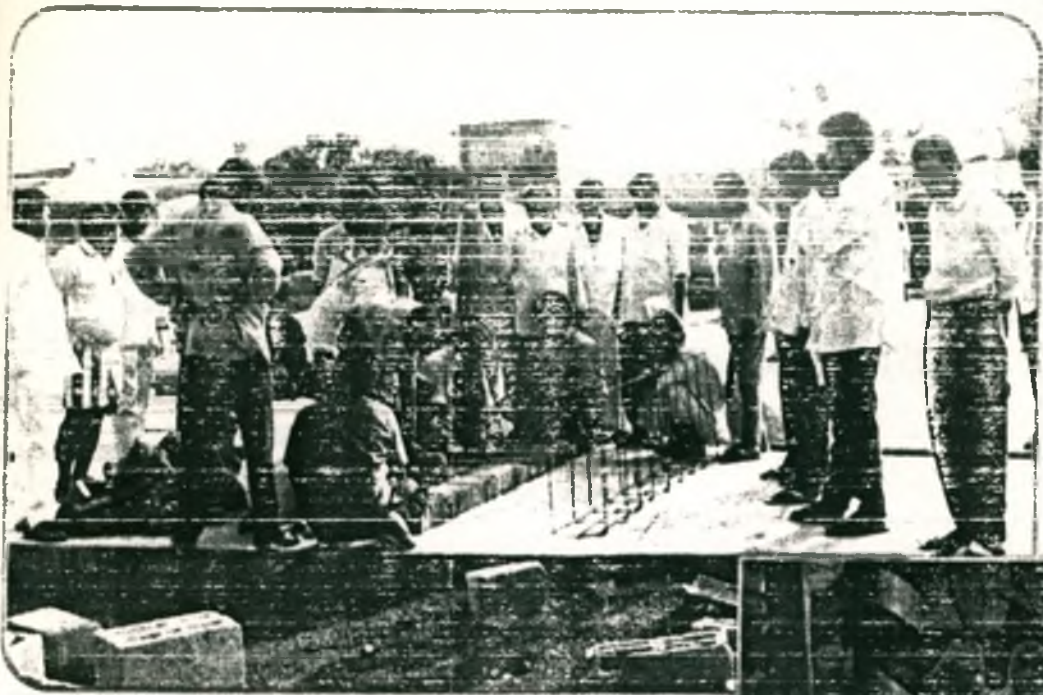
A meeting was held in the chambers of the Principal Secretary, Women Development and Child Welfare on 7-11-95 with the Secretaries of Medical, Health and Family welfare, Education and Commissioner, Women and Child Welfare to discuss the modalities of bringing about convergence in the delivery of health, nutrition, educational and welfare services. Inter-departmental co-ordination to ensure the effective reach of the services at the village level was also discussed. One major decision taken was a mandal in each of the 5 DPEP districts would be selected by the concerned District Collector to attempt co-ordinated delivery of these services at the village level. Non-Government Organisation will be motivated to work in these mandals to help committees to operationalise.

A workshop was also held with the officials of DPEP, ICDS, UNICEF, AMS and some prominent NGO's to discuss the modalities of operationalising the delivery of ECE through a convergent action..

In Nellore a two day workshop was conducted in June '96 on Community Convergent Action to introduce department heads and functionaries to the concept of convergence and concept of PRA techniques in working with communities.

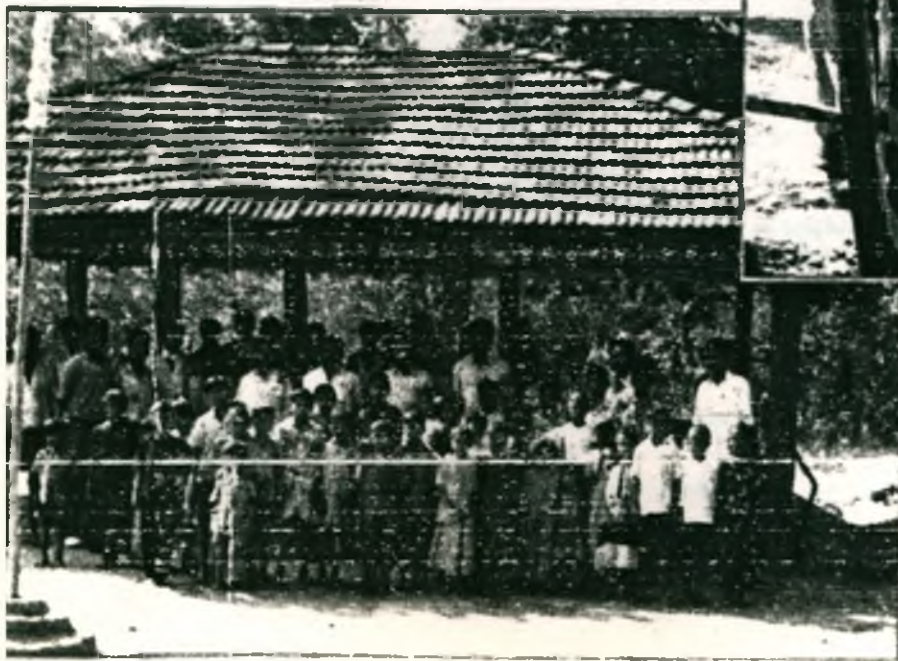
1997-98

1. Training of Village level convergence team consisting of School teachers, AWW, ECE members, NFE instructors, PLC Volunteers, ANM & MO, VAOs, VDOs at Mandal level.
2. Mapping of ECE Centres in the state to coverage ECE/ICDS Centres
3. Development of common curriculum for ECE/ICDS
4. School mapping for rationalisation of new school buildings under various schemes.



Training Programme
for VEC's on
Low-cost technology
at Heilore
Nirmala Kondra

Mr. P. Ashok Gajapati Raju,
Minister of Finance
inaugurating
DPEP School at Vizianagaram



DPEP School in
Devadumula Village,
Eturunagaram Mandal,
Warangal Dt.

10. RESEARCH & STUDIES

1. AP, DPEP is making a modest effort to study the processes and structures necessary for achieving the objective of universal quality education. Research studies taken up are pointed either towards specific focus groups in the five districts or aimed at resolving specific quality aspects of teaching, learning and teachers training. Strategy on research studies in DPEP will be pepped up by open doors approach to Institutes of excellence and experts having wide ranging experience in the geographical and subject area.
2. During the project period research studies will be held on the following broad areas:
 - * Teacher Effectiveness
 - * teacher training
 - * Special focus groups like SCs, STs, Fishermen
 - * Gender issues
 - * Minimum Levels of learning
 - * Community participation in Management of Schools
 - * Construction Technology for Schools.
 - * Educational Finances in Andhra Pradesh in DPEP context.
 - * Educational Planning and Management, structures at State, District and Mandal levels
 - * Motivational Aspects of Teacher Orientation
 - * Role of Non Governmental Agencies in Primary Education & Networking Institutions.
3. At state level a committee is constituted to prepare proposals, select agencies and evaluate the studies conducted. The committee is accountable to the Karyavargam and is headed by the commissioner, Education. Other Members are SPD, Director, SCERT., Prof. P. Sandeep Director, Vacation Courses, O.U. Hyderabad, Dr. K. N. Rao, BCD, Hyderabad, Principal IASE, Hyderabad, Field Adviser NCERT, Hyderabad, Principal, DIET, Naredmet.

The ODA norms for pre review of the consultancies are being observed strictly in engaging outside agencies for research studies.

4. 1996-97 being the first year of implementation focus was on basic issues of enrolment, management structures, finances, special focus groups and teacher training quality.
 - * SCERT which was allocated Rs. 10 lakhs has taken up studies on following areas:
 - i. Strategies for strengthening of Educational Supervision.
 - ii. Teacher Training in DPEP districts.
 - iii. Gender focus teaching/learning material
 - iv. Impact of teacher Training on tribal Education
 - v. Community participation in improvement of quality of teaching

The studies are expected to be completed by September 1997 so as to be useful in second project year.

- * The State Project Office has taken up studies on
 - i. Training needs of VEC members in managing primary Education Preparation of Training module
 - ii. ECE Centres- Role in increasing girl child enrolment

These two studies are being managed by Consultants appointed in the state Project Office. The papers are expected in September 1997.

- During 1996-97, each district is provided with Rs. 1.5 lakhs for undertaking studies. At district level a committee is constituted with following members for selecting and evaluating studying areas and agencies. This district level Committee for Evaluation and Research Studies shall comprise of the District Educational Officer, Principal DIET, Lecturer in DIET Incharge of the subject of Research Study, Expert in the Field of Study/Research (Professor/Lecturer in the subject or any other person having proven expertise in the field) as members with district collector as the Chairman.

In the districts, the studies will be in the form of status analysis of special focus groups and evaluating the post/present interventions for successful implementation of the project. Each district has its own special focus groups as follows:

Kurnool	- Child labour, Chenchu tribes men.
Nellore	- Challa Yanadi Tribe Yerukala Tribe SC Girls
Warangal	- Koya Tribe SC girls Child labour in beedi rolling
Karimnagar	- Gond Tribe Lambada Tribe
Vizianagaram	- Savara Tribe Gadaba Tribe SC s in Agency area.

The studies are initiated in March 97 and will be completed by November 1997.

During the year 1996-97 Rs. 10 lakhs was provided for research studies by institutions like ASCI, NIEPA on the management structures and educational finances in DPEP context. The proposals are under preparation and will be taken up in March 1997. The following broad areas are identified for the research.

1. Educational Finances in Andhra Pradesh.
2. Management structure and processes in primary education field at district and mandal levels in Andhra Pradesh.

Research Activities 1997-98

1) State Level:

An amount of Rs. 37.00 lakhs was set apart for Research/Studies/Evaluation in the Action Plan of 1997-98.

Institutional Networking	-	Rs. 12.00 lakhs
Research (SCERT)	-	Rs. 15.00 lakhs
Teaching-learning materials	-	Rs. 5.00 lakhs
Tribal Education	-	Rs. 5.00 lakhs

- Under institutional networking the following five non Governmental Organisations in the Five districts are identified.

Vizianagaram	-	Shodhana
Nellore	-	Bharatya Gnana Vignana Samithi
Kurnool	-	Hanumantha Rao Education Society
Karimnagar	-	A.P.Mahila Samatha Society
Warangal	-	Modern Architects of Rural India

These net working institutions will be provided financial assistance for capacity building and taking up studies which help in the process of realising the project objectives and developing area specific strategies for increasing enrolment and retention of the special focus groups.

- SCERT Hyderabad will take up the research studies in the following areas from the allocation of Rs. 15.00 lakhs.

1. Alternative Schooling strategies
2. Developing contextually relevant teaching-learning materials
3. Multigrade teaching
4. Promoting activity based teaching

- SCERT will also take up the study on the role of non-governmental organisations in teacher education in the State Plan 1997-98 from the allocation of Rs. 5.00 lakhs. The process of identification of institutes to take up the study is already initiated.

- SPO will also take up a study on tribal Education component in conjunction with Tribal Welfare Department on the following issues from the allocation of Rs. 5.00 lakhs.

- a) Attitudinal aspects of teacher training.
- b) Impact/necessity of Alternative schooling in tribal areas.
- c) Tribal community participation in the management of schools.
- d) Role of incentives/dis-incentives in tribal education.

2. District level:

An amount of Rs. 7.00 lakhs was set apart for Research and Studies in the State Plan of 1997-98.

Out of this allocation the following district specific studies will be taken up in the respective districts.

Vizianagaram	-	On Savara, Gadabas Study & Documentation
Nellore	-	On Challayanadis Fishermen, study & Documentation
Kurnool	-	On Girl child in SC Groups
Karimnagar	-	On Girl Child in SC groups
Warangal	-	On Structure and process of community managed schools

These studies have been initiated during 1996-97 and they will be completed by March 1998.

11. MONITORING AND EVALUATION

1 Objectives:

The objectives of monitoring and evaluation are

- Effective implementation of the activities of the project to realise the global objectives of achieving access, enrolment retention and quality under Universalisation of Elementary Education in the five DPEP districts
- Measure the impact of programme interventions for the realisation of the global objectives.

2 System of monitoring and evaluation:

- For effective monitoring and evaluation of the project activities, two structures (viz.) Management structure and pedagogical structures were established at the State level and district level. Under management structure State Project Office and District Project Offices were established and staff appointed. Presently monitoring of the project activities is done by the State Project Office at State level and District Project Office at District level. Periodical reviews are done at different levels by different officers and decisions are taken for the smooth implementation of the project activities. Management Information System (MIS) were established at the State Project Office as well as District Project Offices to collect information for monitoring and evaluation. Under Pedagogical structure links have been established at state level with NCERT, NIEPA, EdCIL, and SCERT and at District level with DIETs BRCs and Teachers Centres. Evaluation activities are yet to start by these Pedagogical structures to measure the impact of project interventions which are being implemented.

3. Activities of monitoring and Evaluation:

Under monitoring and evaluation activities six priority areas which are detailed below have been identified.

- Capacity Building for programme implementation
- Making Community participate in the school
- Enrolment of children of focused groups to reduce the gap.
- Provide for diversity of learning need of children
- Recognising the crucial role of teachers in school effectiveness.
- Testing the learning achievement of children.

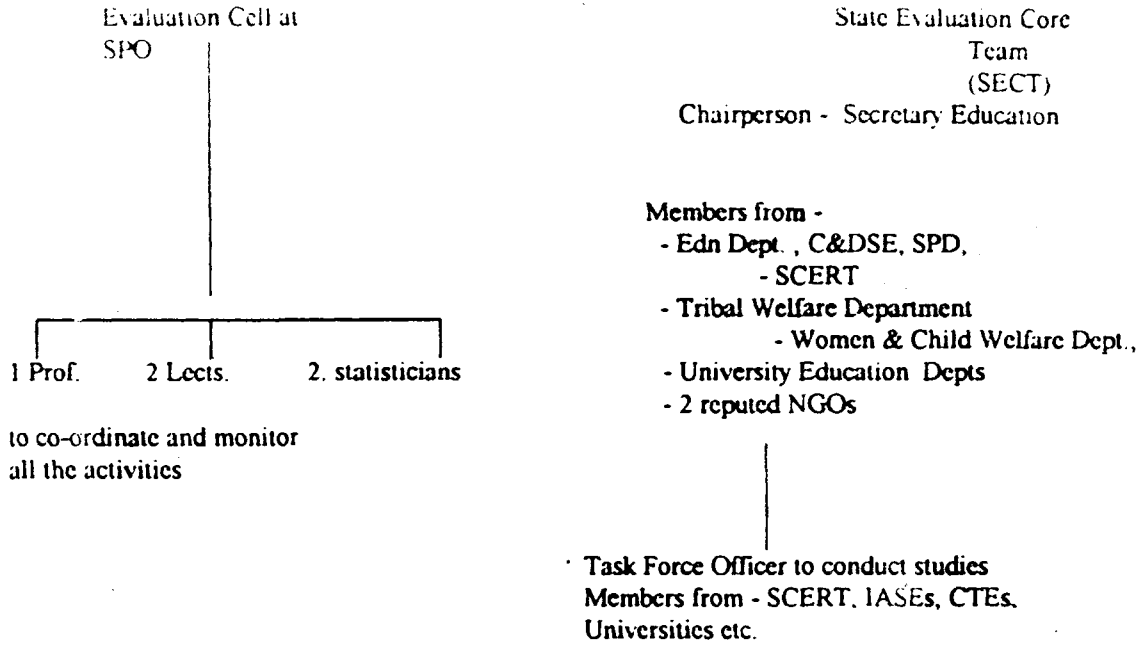
The effectiveness of various processes to achieve the above priorities are to be evaluated. These include the quantitative strands qualitative strands and studies. The design has three strands a school and pupil survey, a suite of qualitative studies and a set of indicators of implementation. Under quantitative strand fall the major schools and pupils survey as well as their small scale studies of enrolment pattern, retention and dropout rates and learning progress. Under qualitative strands are suggested descriptive studies, perspective studies, case studies of interventions, class room processes etc. Studies include teacher training need analysis, multi-grade teacher training textbook development, learning achievement, use of Rs 500/- provided for each teacher etc. These studies are to be carried are at different levels.

4 Proposed Action:

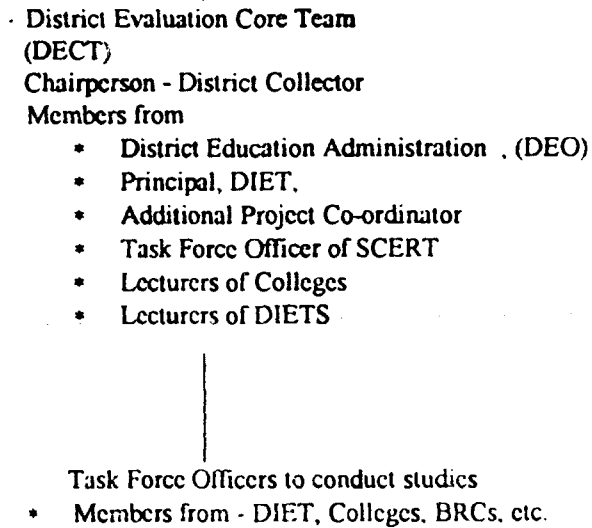
In order to develop and design Monitoring and Evaluation strategies two work shop were held at state level one from 25th November to 4th December, 1996 and the second one over the suggestions of the first workshop from 20th January to 23rd January 1997 Basing not be suggestions of the second workshop a need was felt to stream line the monitoring and evaluation activities of the project with thrust on evaluation activities as the project entered the second year of the scheduled programme

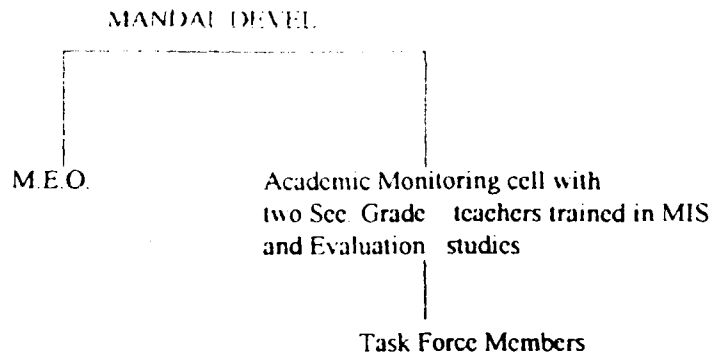
For carrying on the monitoring & Evaluation activities the following organogram is suggested

STATE LEVEL



DISTRICT LEVEL





Members From -

- * Academic Monitoring cell
- * Secretaries of Teacher Centres
- * Assistant Secretaries of Teacher Centres
- * Strong teachers
- * Teachers

Through this pedagogical structure the evaluation studies shall be carried on in the project. For strengthening the Mandal level Evaluation activities the Academic Monitoring Cell shall be equipped with a computer. The evaluation cell at the State project Office shall be looking after the evaluation activities and will co-ordinate the activities of SECT, DECT, and AMC and arrange for necessary evaluation inputs. Mainly this cell shall be responsible for all the evaluation activities done in the project.

The design of the evaluation model developed during the workshop held in January will be simplified and a lean and effective Monitoring and evaluation model developed during the year.

ALLOCATION OF BUDGET

STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98

Activity	Rs in lakhs						TOTAL
	STATE	VIZIANAGARAM	KURNOOL	KARIMNAGAR	WARANGAL	NELLORE	
PL WORKS	50	447.55	472.9	342.33	319.91	502.62	2135.0
FURNITURE		0.9	0.6	1.25	1.22	0.75	4.77
EQUIPMENT		65.6	96.05	96.7	93.24	90.55	442.19
VEHICLES		3.6	3.6	3.6	3.6	3.6	18.0
BOOKS & LIBRARIES	4.5	4.73	5.04	5.51	12.21	5.92	37.91
TRAINING COST	6.5	67.666	35.61	62.563	80.809	33.894	287.0
WORKSHOPS AND SEMINARS	27	0.7	0.7	0.9	0.7	0.7	30.0
AWARENESS CAMPAIGNS	13.5	5	6.5	5.25	6	5	41.25
SALARIES	45.854	119.06	115.032	153.14	142.092	152.392	727.57
OFFICE EXPENSES	19						19.0
CONSUMABLES		8.11	8.55	9.18	9.246	9.87	44.91
TEACHING LEARNING MATERIAL		91.415	93.265	82.805	90.115	116.87	474.47
RESEARCH & STUDIES	37	1.5	1.5	1.25	1.25	1.5	47.0
EQUIPMENT OPERATION	2.2	15.45	16.24	18.55	19.4	17.27	89.11
MANAGEMENT							
CAPACITY BUILDING	40	23.51	21.85	18.3	19.72	31.75	155.13
ALTERNATIVE SCHOOLING		15	15	15	15	25	80.0
INNOVATIONS	5	8.6	4	4.5	4.5	4	30.1
DEVELOPMENT OF TEXT BOOKS	38.8						38.8
Total	289.35	878.391	896.437	820.828	819.012	1001.686	4705.71

DISTRICT PRIMARY EDUCATION PROGRAMME
ANNUAL WORK PLAN 1997-98 STATE COMPONENT
ABSTRACT

S.No	Item	Rs. In lakhs
1	Salaries	45.854
2	Office Expenses	19.000
3	Equipment (Operation & Maintenance)	2.200
4	Civil works at SCERT	50.00
5	Books & Libraries	4.500
6	Training costs including TA/DA	6.500
7	Workshops and Seminars	27.000
8	Awareness campaign	13.500
9	Research & Studies	37.000
10	Innovation	5.000
11	Capacity Building	40.000
12	Development of text books	38.800
	Total	289.354

Annual work plan 1997-98

Salaries

Rs. In lakhs

Sl.No.	Code No.	Activity Details	Physical Target	Budget Estimates for 1997-98
1.	MGT A3	Salaries of officers at SPO		10.060
2.	MGTA4	Staff Salaries at SPO		15.300
3.	ALS A3	Salaries of Alternative Schooling Professor		1.320
4.	MED-A3	Salary of Media officer		1.140
5.	SCE-A5	Salary of Academic Professors		2.640
6.	MIS-A4	Staff salary (MIS)		4.594
7.	SIM-A3	SCERT Professors Salary at SPO		7.200
8.	SIM-J1	SCERT Consultancy at SPO		2.400
9.	ECE-J1	Consultancy in GCDO		0.600
10.	SCE-J1	Consultancy in Research & Studies		0.600
Total				45.854

Office Expenses

1.	MGT O1O1	POL		1.50
2.	MGT O1O2	Hiring of vehicle		3.50
3.	MGTO4O1	Consumable office		2.90
4.	MIS O2	Consumable MIS		1.00
5.	MGT O5	Meeting arrangements		0.60
6.	MGT O6	Telephone/Fax		2.50
7.	MGT O7	Water & Electricity		1.00
8.	MGT O8	Contingency		1.00
9.	MGT O9	TA/DA and other allowances		5.00
Total				19.00

Equipment (Operation & Maintenance)

1.	MIS M1	Repairs & Maintenance Equipment		1.00
2.	MGT M2	Repairs & Maintenance Furniture		0.20
3.	MGT M3	Repairs & Maintenance Vehicle		1.00
Total				2.20

Civil works at SCERT

50.000

Books & Libraries

1	SCFL2	Books/SPO/SCERT		1.50
2	MGTL1	Journals & Periodicals SPO		1.00
3	MEDI B	Documentation		2.00
Total				4.50

Training costs including TA/DA

1	MIST8	Training & Orientation of Project staff (State & District level) on MIS & PMIS	0.400
2	ALST1	Training of Master trainers(Teacher Training)	0.500
3	VECT1	Training of Master trainers(VEC)	0.250
4	BRC T3	Training of Master trainers - DRC Co-ordinators	0.500
5	PFE T8	Orientation programme for the Eng Personnel	0.400
6	WDP T1	Training of Master trainers for training to NGOs, Mahila Mandals on issues of girl child	0.500
7	WDP T7	Orientation for gender sensitisation of district officials	0.500
8	WDP T6	Training of the elected women panchayat members on issue of gender	2.200
9	ECE TA	Training of ECE Incharges of districts	0.950
10	ODG T1	Training to Resource teachers (integrated education)	0.500
		Total	6.50

AWARENESS CAMPAIGN

1.	TRI Q4	organisation of Tribal youth Training Camps at Eturunagaram in Warangal District and at Parvathipuram in Vizianagaram dist. On the objectives of DPEP and the methods of community participation for UEE	2	1.00
2.	WDPQ5	A Special campaign drive in five DPEP districts mobilising the participation of women & Youth and VECs for the Girl Child Education Development	5	1.00
3.	MEDQ6	Conducting of the press tours in DPEP districts to expose the press on the salient features of DPEP and for transparency so as to seek their support in the propagation of message.	3	1.00
4.	TRIQA	Preparation and production of the Audio Cassettes in Tribal dialects to useful for the expansion of Education of Tribals as part of community mobilisation through cultural media	1	1.50
5.	WDPQD	Preparation & Production of the literature useful for the expansion of Education of Girls	1	1.50
6.	MEDQB	Conducting of exhibitions on important occasions	2	0.50
7.	MEDQ9	Production of Video on success full civil works, VECs, School Administration method sof primary teacher training programmes etc..	2	1.50
8.	MEDIB	Printing of DPEP Newsletter and other publicity material like Brochures/ Pamphlets/ Posters/ Calendars/ Diaries	4	2.00
9.	MEDR3	Inter-State Study Tours	2	1.00
10.	VECQ9	Production of short duration films (Quickies/ Jungles) for the propagation on VEC.	2	2.50
		Total		13.5

Workshops and Seminars

1	CRC W1	Workshop to develop modules for TC Secretaries	1 000
2	CRC I3	Printing and supply of modules for TC's	2 500
3	VEC I3	Printing and supply of VEC Modules	4 000
4	PFE W1	Workshop to refine Teacher Training Modules w.r.t. gender issues/tribal issues	5 000
5	PFE I5	Printing and supply of Teacher Training modules in number	10.00 0
6	ODG W2	Seminar on Child Labour	1 000
7	ECE	Printing of ECE common Curriculum	1 000
8	PFE W1	State level workshop on Evaluation	1 000
9	PFE W1	Workshop For District Level Functionaries on evaluation	1 500
		Total	27

Research / Studies / Evaluation

1.	SCER1	Research (SCERT)	15.00
2.	R1	Research grants to other institutions	12.00
3.	PFE R2	Evaluation of teaching learning materiel	5.00
4.	TRI R1	Research on tribal education	5.00
		Total	37

Innovation

1.	PFE N1	Progress Cards design	1.00
2.	TRI N1	Bridge Language Inventory	2.00
3.	PFE N2	Development of Innovative designs for classroom and Cost effective Technology	2.00
		Total	5.00

Capacity building

1.	Q5	Capacity building to NGOs	15.00
2.	MED QA	Support to SIET	25.00
		Total	40.00

Development of text books

1.	TXT TA	Training programme to authors/editors	2.00
2.	TXT D1	Development of text books MLL based for III and IV classes	10.00
3.	TXT D2	Development of English work books for III, IV and V classes	15.00
4.	TXT OA	Honorarium to authors and consultants	4.30
5.	TXT D9	Development of M.L. based question papers	2.50
6.	TXT D1	Field try out of draft text books	5.00
		Total	38.80
		GRAND TOTAL	289.354

DOCUMENTATION CENTRE

Department of Education, Andhra Pradesh

State Education Administration,

Dr. B. V. Subrahmanyam Marg,

Hyderabad-500016

D-9759

11/02/97

**STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98
NELLORE**

S. No.	Major Activity	code No.	Sub Activity	Code No.	Cost in lakhs	Physical Target	Remarks
			CIVIL WORKS				
1	Primary Formal Education	PFE	New Primary School	C3	140.000	70	
		PFE	New Primary School(yanadis)	C3	20.000	10	
		PFE	New primary schools to Distant SC Colonics&hamlets	C3	40.000	20	
2	Primary Formal Education	PFE	New Buildings	C2	80.000	40	
3	Primary Formal Education	PFE	New Classrooms	C1	50.000	50	
4	Primary Formal Education	PFE	Construction of Toilets	C5	6.000	100	
5	Primary Formal Education	PFE	Drinking water facilities	C4	12.000	100	
6	Block Resource centres	BRC	Block Resurce Centres	C7.C1	60.000	5	
	Block Resource centres	BRC	Block Resurce Centres shortfall of 1996-97	C7.C1	38.500	5	
	Total				446.500		
			FURNITURE				
8	Primary Formal Education	PFE	New Primary School	F1-0	0.750	25	
	Total				0.750		
			EQUIPMENT				
9	Cluster Resource Centres	CRC	supply of almarah	B8	20.830	261	
		CRC	Non Consumable Material	O8			
10	Block Resource Centres	BRC	Duplicator TV	B5	3.900	13	
		BRC	VCR, OHP	B7	3.900	13	
		BRC	Trg. Equipment	B9-01	3.900	13	
		BRC	Panel Boards	B9-02	0.520	13	
		MIS	computers to MEOs & DyEOs	B1	50.000	50	
		MED	Contribution to Purchase of AV aids (@ 50 VECs)	B9	7.500	50	
		ODG	Equipment to DIET for integrated education	B4	15.000	4	
	Total				105.550	413	
			Vehicles				
11	management	MGT	Office Expenses (Hiring of Vehicles)	0-3-01	3.600	3	
	Total				3.600	3	

			BOOKS & LIBRARIES			
12	DIET	DIT	News Papers & Journals	L1	0.050	1
13	Cluster Resource Centre	CRC	Books & Edn. Material for TCs	L2-01	5.220	261
14	Block Resource Centre	BRC	BRCs	L2-02	0.650	13
	Total				5.920	275
			TRAINING COST			
15	Early Childhood Education	ECE	Trg. to ECE Instructors	T2-03	1.400	190
16	MIS	MIS	Trg. to MIS staff (MEGs & DPO)	TB	1.500	50
17	Village Education Committee	VEC	Trg. to NGO	T6-04	1.250	5
		VEC	Trg. to VEC/masons on construction(800 persons)	T6-03	5.000	15
		VEC	Trg. to VEC Members	T6-02	1.700	5
19		ODG	Training to Teachers on Integrated Edn	T5	1.250	200
20	Alternative Schooling	ALS	Trg. to instructors	T2-01	0.500	100
21	Primary Formal Edn.	PFE	Trg. to Teachers	T5	30.000	6309
		PFE	Trg. to MRPs	T1	0.750	190
22	Cluster Resource Centres	CRC	Trg. to TC Co-ordinator	T3-01	1.044	261
23	Block Resource Centres	BRC	Trg. to BRC Co-ordinator	T3-02	0.500	26
	Total				44.894	
			WORKSHOPS AND SEMINARS			
24	Pry. Formal Edn.	PFE	Workshops to Public Representatives.	W1-01	0.100	1
		PFE	workshop to MEO/DyEO/PO NFE	W1-02	0.200	1
		DIT	WS To DIET Staff	W1-03	0.100	1
		PFE	WS To Newly appointed Teachers	W1-04	0.200	1
		WDP	-do- Mahilamandals (SC/ST/Gen)	W1-05	0.100	1
	Total				0.700	5

			AWARENESS CAMPAIGNS			
25	Media	MEO	Organisation of spl. Campaigns for Backward/Tribal	Q4	0.500	12
		MED	Press meetings	Q6	1.500	6
		MED	Wall writings & posters	Q7	0.500	1
		MED	Mobilisation of panchayat raj	Q5	0.500	1
		MED	News Letter	QA		
		MED	Organisation of Village level mandal level Exhibitions	Q8	1.500	21
		MED	making and Showing films	Q9	0.500	41
	Total				5.000	42
			SALARIES			
26	Early Childhood Education	ECE	Salaries for instructors/ Helper	A2-1A2-02	13.680	380
28	Pry Formal Education	PFE	New Teachers	A1-01	37.800	250
29	Management	MGT	Salaries Officers	A3	11.000	14
		MGT	Staff DPO	A4	14.600	25
30	Management Information System	MIS	MIS Staff	A4-02A4-03	2.352	3
31	Block Resource Centre	BRC	BRC I/C	A5-01	24.960	52
		ODG	Salaries of integrated Education staff	A5	4.000	6
32	Total				108.392	
			CONSUMABLES			
33	Cluster Resource Centres	CRC	Conveyance to TC Meetings	TA	7.830	261
34	Management	MGT	TA/DA to DPO	9	2.040	20
	Total				9.870	281
			TEACHING LEARNING MATERIAL			
35	Pry Formal Edn	PFE	Kits to newly opened schools	E1-01	2.500	25
	EC Centers	ECE	Immovable play material(jula/slide) yanadis colonies	B9	1.050	30
		ECE	Immovable play material(jula/slide) Distant SC Colonies	B9	1.750	50
		ECE	Immovable play material(jula/slide)	B9	3.850	110
36	EC Centres	ECE	Play material to ECEs	B9	1.900	190
37	Primary Formal Edn.	PFE	School contingencies	E1	63.500	3175
39	Pre. Forma Edn	PFE	Spl. Grant to Teachers	E2-01	36.450	7290
41	Cluster Resource Centres	BRC	Material to TCs	E1-03	5.220	261
42	Block Res. Centres	BRC	Edn. Material to BRC	E1-04	0.650	13
	Total				116.870	

			RESEARCH & STUDIES			
43	DIET	DIT	Research	R1-1	0.500	5
44	DIET	DIT	Studies	R-2	1.000	1
	Total				1.500	6
			EQUIPMENT OPERATION & MANAGEMENT			
			Matching contribution to VECs for already supplied AV equipment		2.400	480
45	DIET	MGT	Maintenance of Eqpt.	M-1	0.100	1
46	DIET	MGT	Contingencies	0-8	0.100	1
47	Management	MGT	Rent DPO	0-1	0.480	1
48	Management	MGT	POL charges (Vehicles)	0-3	0.300	1
49	Management	MGT	Stationery Etc	0-4	0.500	1
50	Management	MGT	Meetings	0-5	0.400	1
51	Management	MGT	Telephone bills	0-6	0.500	1
52	Management	MGT	Water & Elec.Charges	0-7	0.250	1
53	Management	MGT	Contingencies including contin.to MEOs & Dy.Ins @ 1000 pa	0-8	1.160	1
54	Management/MIS	MIS	Computer Maintenance	M-1	0.480	1
55	MIS	MIS	Insurance	0-4	0.700	1
56	MIS	MIS	Telephone bills	0-6	0.200	1
57	MIS	MIS	Contingencies	0-8	0.300	1
58	Block Resource Centres	BRC	Taxes	0-2	0.300	13
59	Block Resource Centres	BRC	Electrical Charges	0-7	0.520	13
60	Block Resource Centres	BRC	Consumables OE	0-4	0.520	13
61	Block Resource Centres	BRC	Contingencies	0-8	0.260	13
	Block Resource Centres	BRC	Rent BRC	0-1	7.800	13
	Total				17.270	
			CAPACITY BUILDING			
62	Primary Schools	VEC	Corpus Fund for VEC	G1	31.750	3175
	ECEs	ECE	Corpus Fund for Mothers Association	G1	9.500	190
	Total				31.750	
		INV	ALTERNATIVE SCHOOLING			
62	Alternative Schooling	NFE	Alternative Schools/School adoption by NGOs	A-2T-2	25.000	100
	Total				25.000	
	Innovations	INV	Inovations for School Designs	N2	0.500	1
		INV	Development of Bridge Chart for ST Groups	N1	0.500	1
		INV	Student card & Institution card (@5 schools/mandal)	N2	3.000	245
	Total				4.000	

Total Outlay

927.566

**STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98
KURNOOL**

S. No.	Major Activity	code No.	Sub Activity	Code No.	Cost in lakhs	Physical Target	Remarks
			CIVIL WORKS				
1	Primary Formal Education	PFE	New Primary School	C3	110.000	55	
		PFE	New Primary School (ST)	C3	20.000	10	
		PFE	New Primary School (SC)	C3	30.000	15	
2	Primary Formal Education	PFE	new Buildings	C2	80.000	40	
3	Primary Formal Education	PFE	New Classrooms	C1	60.000	60	
4	Primary Formal Education	BRC	Construction of Toilets	C5	4.800	80	
5	Primary Formal Education	PFE	Drinking water facilities	C4	9.600	80	
6	BRC	BRC	BRC	C7.C1	60.000	5	
7	BRC	BRC	BRC short fall during 96-97	C7.C1	38.500	5	
	Total	PFE			412.900	350	
			FURNITURE				
8	Primary Formal Education	PFE	New Primary School	F1-0	0.600	20	
	Total	CRC			0.600	20	
			EQUIPMENT				
9	Cluster Resource Centres	BRC	Supply of almarah	B8	17.330	217	
		CRC	Non Consumable Material	08			
10	Block Resource Centres	BRC	Duplicator TV	B5	3.900	13	
		BRC	VCR, OHP	B7	3.500	13	
		BRC	Trg. Equipment	B9-01	3.900	13	
		BRC	Panel Boards	B9-02	0.520	13	
		BRC	Contribution to Purchase of AV aids (@ 50 VECs)	B9	7.500	50	
		BRC	Computers to MEOs/DIOS/Dy.EO	B4	59.000	59	
		ODG	Equipment to DIET for integrated education	B4	15.000	4	
	Total	MGT			110.650	378	
			VEHICLES				
11	Management	MGT	Office Expenses (Hiring of Vehicles)	0-3-01	3.600	3	
	Total	DIT			3.600	3	

		CRC	BOOKS & LIBRARIES			
12	DIET	BRC	News Papers & Journals	L1	0.050	1
13	Cluster Resource Centre	CRC	Books & Edn. Material for TCs	L2-01	4.340	217
14	Block Resource Centre	BRC	-do-	L2-02	0.250	13
	Total	ECE			4.640	
						231
		MIS	TRAINING COST			
15	Early Childhood Education	VEC	Trg. to ECE Instructors	T2-03	1.400	190
16	Management Information System	MIS	Trg. to MIS staff (MEOs & DPO)	TB	1.500	59
17	Village Education Committee	VEC	Trg. to NGO	T6-04	1.250	5
		TRI	Trg. to VEC/masons on construction (800 persons)	T6-03	5.000	15
		ALS	Trg. to VEC Members	T6-02	1.700	5
18	Tribal Education	PFE	Trg. to teachers on integrated education	T6-02	1.250	200
19	Alternative Schooling	CKC	Trg. to instructors	T2-01	0.250	20
20	Primary Formal Edn.	BRC	Trg. to Teachers	T5	22.000	7415
21	Cluster Resource Centres	CRC	Trg. to TC Co-ordinator	T3-01	1.760	438
22	Block Resource Centres	BRC	Trg. to BRC	T3-02	0.500	26
	Total	PFE			36.610	8373
			WORKSHOPS AND SEMINARS			
23	Pry. Formal Edn.	PFE	Workshops to Public Representatives.	W1-01	0.100	1
		PFE	Workshops to MEOs/DyEO /PO NFE	W1-02	0.200	1
		DIT	Workshop to DIET staff	W1-03	0.100	1
		PFE	Workshop to newly appointed teachers	W1-04	0.200	1
		WDP	-do- Mahilamandals (SC/ST/Gen)	W1-05	0.100	1
	Total	MEO			0.700	5
			AWARENESS CAMPAIGNS			
24	Media	MED	Org. of spl. Campaigns for Backward/Tribal	Q4	0.500	12
		MED	Press meetings & Propaganda	Q6	1.500	6
		MED	Wall writings & posters	Q7	0.500	1
		MED	Mobilisation of panchayat members	Q5	0.500	1
		MED	Org. of Village level mandal level Exhibitions	Q8	3.000	40
		MED	making and Showing films	Q9	0.500	1
	Total	ECE			6.500	61

		MIS	SALARIES				
26	Early Childhood Education	PFE	Salaries for instructors/ Helper	A2-1A2-02	1.400	190	
27	Management Information System	MGT	MIS Staff (DIET)	A4-01	0.720	1	
28	Prv. Formal Education	MGT	New Teachers	A1-01	30.240	200	
29	Management	MIS	Salaries Officers	A3	11.000	14	
	Management	MGT	Staff DPO	A4		25	
30	Management Information System	MIS	Salaries to MIS Staff	A4-02A4-03	14.600	3	
31	Block Resource Centre	BRC	BRC I/C	A5-01	2.352	52	
32		MGT	Salaries of AMC staff	A4	54.720	114	
		ODG	Salaries of integrated Education staff	A5	4.000	6	
	Total	CRC			119.032	409	
		MGT	CONSUMABLES				
33	Cluster Resource Centres	MGT	Conveyance to TC Meetings	TA	6.510	217	
34	Management	MGT	TA/DA to DPO	09	2.040	20	
	Total	PFE			8.550	237	
		ECE	TEACHING LEARNING MATERIAL				
35	Prv. Formal Edn	PFE	Edn. Material for New Prv. Schools	E1-01	2.000	20	
	ECE	ECE	Immovable play material (Jula / slide) - Chenchus & other STs	B9	1.050	30	
		ECE	colonies	B9			
		PFE	Immovable play material (Jula / slide) - distinct SC colonies	B9	1.750	50	
36	EC Centres	PFE	Play material to ECEs	E1-02	1.900	190	
37	Primary Formal Edn	CRC	School contingencies	E1	43.700	2185	
39	Pre-Formal Edn	BRC	Spl. Grant to Teachers	E2-01	37.875	7575	
41	Cluster Resource Centres	CRC	Material to TCs	E1-03	4.340	217	
42	Block Res. Centres	BRC	Edn. Material to BRC	E1-04	0.650	13	
	Total	DIT			93.265		
		DIT	RESEARCH & STUDIES				
43	DIET	DIT	Research	R1-1	0.500	5	
44	DIET	DIT	Studies	R-2	1.000	1	
	Total				1.500	6	
		DIT	EQUIPMENT OPERATION & MANAGEMENT				
		DIT	Maintance of AV aids (supplied to 480 schools)	01	2.400	480	
45	DIET	MGT	Maintenance of Eqpt.	M-1	0.100	1	
46	DIET	MGT	Contingencies	0-8	0.100	1	
47	Management	MGT	Rent DPO	01	0.480	1	
48	Management	MGT	POL charges (Vehicles)	0-3	0.300	1	
49	Management	MGT	Stationery Etc	0-4	0.500	1	
50	Management	MGT	Meetings	0-5	0.400	1	
51	Management	MGT	Telephone bills	0-6	0.500	1	
52	Management	MIS	Water & Elec. Charges	0-7	0.250	1	

53	Management	MIS	Contingencies includes MEOs UsWD1 49 @ 1000 PM	0-8	1.160	1
54	Management/MIS	MIS	Computer Maintenance	M-1	0.480	1
55	MIS	BRC	Consumables Insurance	0-4	0.700	1
57	MIS	BRC	Contingencies	0-8	0.500	1
58	Block Resource Centres	BRC	Taxes	0-2	0.300	1
59	Block Resource Centres	BRC	Electrical Charges	0-7	0.120	1
60	Block Resource Centres	BRC	Consumables OE	0-4	0.300	1
61	Block Resource Centres	BRC	Contingencies	0-8	0.150	1
	Block Resource Centres	BRC	Rent BRG	0-1	7.800	13
	Total				16.540	16
			CAPACITY BUILDING			
62	Primary Schools	VEC	Corpus Fund for VEC	G1	21.850	
	ECEs	ECE	Corpus Fund for Mothers Association	G1	9.500	190
	Total				21.850	
		ALT	ALTERNATIVE SCHOOLING			
62	alternative Schooling	ALT	Alternative Schools/Adoption of schools by NGOs	A2	15.000	100
	Total				15.000	
63	Innovations	INV	Development of study material for STs groups	N1	0.500	1
		INV	Student card and institution card (@ 5 schools per mandal)	N2	3.000	265
		INV	Inovations for School Designs	N2	0.500	1
	Total				4.000	367

Total Lay of 1997-98

855.937

**STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98
KARIMNAGAR**

S. No.	Major Activity	code No.	Sub Activity	Code No.	Cost in lakhs	Physical Target	Remarks
			Civil Works				
	Primary Formal Education	PFE	New Primary School	C3	104.000	52	
		PFE	New Primary School(yanadis)	C3	16.000	8	
		PFE	New primary schools to Distant SC Colonics&hamlets	C3	30.000	15	
2	Primary Formal Education	PFE	new Buildings	C2	20.000	10	
3	Primary Formal Education	PFE	New Classrooms	C1	10.000	10	
4	Primary Formal Education	PFE	Construction of Toilets	C5	4.500	75	
5	Primary Formal Education	PFE	Drinking water facilities	C4	9.000	75	
6	Block Resource centres	BRC	Block Resurce Centres	C7.C1	60.000	5	
	Block Resource centres	BRC	BRC Short fall of 1996-97	C7.C1	38.500	5	
	Total				292.000		
			FURNITURE				
8	Primary Formal Education	PFE	New Primary School	F1-0	0.750	25	
		PFE	DPO	F2	0.500	1	
	Total				1.250		
			EQUIPMENT				
9	Cluster Resource Centres	CRC	supply of almarah	B8	19.040	261	
		CRC	Non Consumable Material	08			
10	Block Resource Centres	BRC	Duplicator TV	B5	4.200	14	
		BRC	VCR, OHP	B7	4.200	14	
		BRC	Trg. Equipment(OBB Kits)	B9-01	4.200	14	
		BRC	Panel Boards	B9-02	0.560	14	
		MIS	computers to MEOs & DyEOs	B4	57.000	57	
		BRC	Contribution to Purchase of AV aids (@ 50 VECs)	B9	7.500	50	
		ODG	Equipment to DIET for integrated education	B4	15.000	4	
	Total				96.700		
			Vehicles				
11	management	MGT	Office Expenses (Hiring of Vehicles)	0-3-01	3.600	3	
	Total				3.600	3	

**STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98
KARIMNAGAR**

S. No.	Major Activity	code No.	Sub Activity	Code No.	Cost in lakhs	Physical Target	Remarks
			Civil Works				
	Primary Formal Education	PFE	New Primary School	C3	104.000	52	
		PFE	New Primary School(yanadis)	C3	16.000	8	
		PFE	New primary schools to Distant SC Colonies&hamlets	C3	30.000	15	
2	Primary Formal Education	PFE	new Buildings	C2	20.000	10	
3	Primary Formal Education	PFE	New Classrooms	C1	10.000	10	
4	Primary Formal Education	PFE	Construction of Toilets	C5	4.500	75	
5	Primary Formal Education	PFE	Drinking water facilities	C4	9.000	75	
6	Block Resource centres	BRC	Block Resurce Centres	C7.C1	60.000	5	
	Block Resource centres	BRC	BRC Short fall of 1996-97	C7.C1	38.500	5	
	Total				292.000		
			FURNITURE				
8	Primary Formal Education	PFE	New Primary School	F1-0	0.750	25	
		PFE	DPO	F2	0.500	1	
	Total				1.250		
			EQUIPMENT				
9	Cluster Resource Centres	CRC	supply of almarah	38	19.040	261	
		CRC	Non Consumable Material	38			
10	Block Resource Centres	BRC	Duplicator TV	35	4.200	14	
		BRC	VCR, OHP	37	4.200	14	
		BRC	Trg. Equipment(OBB Kits)	39-01	4.200	14	
		BRC	Panel Boards	39-02	0.560	14	
		MIS	computers to MEOs & DyEOs	34	57.000	57	
		BRC	Contribution to Purchase of AV aids (a 50 VECs)	39	7.500	50	
		ODG	Equipment to DIET for integrated education	34	15.000	4	
	Total				96.700		
			Vehicles				
11	management	MGT	Office Expenses (Hiring of Vehicles)	1-3-01	3.600	3	
	Total				3.600	3	

			SALARIES			
26	Early Childhood Education	ECE	Salaries for instructors/ Helper	A2-1A2-02	13.680	380
28	Pry. Formal Education	PFE	New Teachers	A1-01	30.600	200
29	Management	MGT	Salaries Officers	A3	11.000	14
		MGT	Staff DPO	A4	14.500	25
30	Management Information System	MIS	MIS Staff	A4-02A4-03	2.720	4
31	Block Resource Centre	BRC	BRC I/C	A5-01	25.920	56
		MIS	Salaries of integrated Education staff	A5-01	4.000	6
32	Total				102.420	
			CONSUMABLES			
33	Clustor Resource Centres	CRC	Conveyance to TC Meetings	TA	7.140	238
34	Management	MGT	TA/DA to DPO	09	2.040	1
	Total				9.180	
			TEACHING LEARNING MATERIAL			
35	Pry. Formal Edn	PFE	Newly opened schools	E1-01	2.500	25
	EC Centers	ECE	Immovable play material(jula/slide) yanadis colonies	B9	1.050	30
		PFE	Immovable play material(jula/slide) Distant SC Colonies	B9	1.750	50
		PFE	Immovable play material(jula/slide)	B9	3.850	110
36	EC Centres	ECE	Play material to ECEs	E1-02	1.900	190
37	Primary Formal Edn	PFE	School contingencies	E1	36.600	1830
39	Pre. Forma. Edn	CRC	Spl. Grant to Teachers	E2-01	29.695	5939
41	Cluster Resource Centres	CRC	Material to TCs	E1-03	4.760	238
42	Block Res Centres	BRC	Edn. Material to BRC	E1-04	0.700	14
	Total				82.805	
			RESEARCH & STUDIES			
43	DIET	DIT	Research	R1-1	0.250	5
44	DIET	DIT	Studies	R-2	1.000	10
	Total				1.250	

			EQUIPMENT OPERATION & MANAGEMENT			
			Matching contribution to VECs for already supplied AV equipment		2.400	480
45	DIE-I	MGT	Maintenance of Eqpt.	M-1	0.100	1
46	DIE-I	MGT	Contingencies	0-8	0.100	1
47	Management	MGT	Rent DPO	0-1	0.480	1
48	Management	MGT	POL charges (Vehicles)	0-3	0.300	1
49	Management	MGT	Stationery Etc	0-4	1.000	1
50	Management	MGT	Meetings	0-5	0.400	1
51	Management	MGT	Telephone bills	0-6	0.500	1
52	Management	MIS	Water & Elec. Charges	0-7	0.250	1
53	Management	MIS	Contingencies includes MEOs & Dy. Ins @ 1000 pa	0-8	1.240	1
54	Management/MIS	MIS	Computer Maintenance	M-1	0.480	1
55	MIS	MIS	Insurance	0-4	0.700	1
56	MIS	BRC	Telephone bills	0-6	0.200	1
57	MIS	BRC	Contingencies	0-8	0.300	1
58	Block Resource Centres	BRC	Taxes	0-2	0.300	14
59	Block Resource Centres	BRC	Electrical Charges	0-7	0.560	14
60	Block Resource Centres	BRC	Consumables OE	0-4	0.560	14
61	Block Resource Centres	BRC	Contingencies	0-8	0.280	14
	Block Resource Centres	BRC	Rent BRC	0-1	8.400	14
	Total				18.550	
			CAPACITY BUILDING			
62	Primary Schools	VEC	Corpus Fund for VEC	G1	18.300	1830
	ECEs	ECE	Corpus Fund for Mothers Association	G1	9.500	190
	Total				18.300	
			ALTERNATIVE SCHOOLING			
62	alternative Schooling	ALT	Alternative Schools/School adoption by NGOs	A-2	15.000	100
	Total				15.000	
			INNOVATIONS			
		INV	Innovation	N1	0.500	1
		INV	Inovations for School Designs	N2	0.500	1
		INV	Development of Bridge Chart for ST Groups	N1	0.500	1
		INV	student card & Institution caard (@5 schools/mandal)	N2	3.000	290
	Total				4.500	

Total Outlay

720.778

**STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98
WARANGAL**

S. No.	Major Activity	code No.	Sub Activity	Code No.	Cost in lakhs	Physical Target	Remarks
			Civil Works				
1	Primary Formal Education	PFE	New Primary School	C3	60.000	30	
		PFE	New Primary School(STs)	C3	20.000	10	
		PFE	New primary schools to Distant SC Colonies&hamlets	C3	20.000	10	
2	Primary Formal Education	PFE	new Buildings	C2	40.000	20	
3	Primary Formal Education	PFE	New Classrooms	C1	20.000	20	
4	Primary Formal Education	PFE	Construction of Toilets	C5	6.000	100	
5	Primary Formal Education	PFE	Drinking water facilities	C4	9.000	75	
6	Block Resource centres	BRC	Block Resource Centres	C7.C1	60.000	5	
	Block Resource centres	BRC	Block Resource Centres shortfall of 96-97	C7.C1	38.500	5	
	Total				273.500		
			FURNITURE				
8	Primary Formal Education	PFE	New Primary School	F1-0	0.720	24	
		PFE	DPO	F2	0.500	1	
	Total				1.220		
			EQUIPMENT				
9	Cluster Resource Centres	CRC	supply of almarah	B8	20.580	258	
		CRC	Non Consumable Material	B8			
10	Block Resource Centres	BRC	Duplicator TV	B5	4.200	14	
		BRC	VCR, OHP	B7	4.200	14	
		BRC	Trg. Equipment	B9-01	4.200	14	
		BRC	Panel Boards	B9-02	0.560	14	
		MIS	computers to MEOs & DyEOs	B1	52.000	52	
		BRC	Contribution to Purchase of AV aids (@ 50 VECs)	B9	7.500	50	
		ODG	Equipment to DIET for integrated education	B4	15.000	4	
	Total				93.240		
			Vehicles				
11	management	MGT	Office Expenses (Hiring of Vehicles)	0-3-01	3.600	3	
	Total				3.600		

			BOOKS & LIBRARIES			
12	DIET	DIT	News Papers & Journals	L1	0.050	1
13	Cluster Resouce Centre	CRC	Books & Edn. Material for TCs	L2-01	5.160	258
14	Block Resource Centre	BRC	BRCs	L2-02	7.000	14
	Total				12.210	
			TRAINING COST			
15	Early Childhood Education	ECE	Trg. to ECE Instructors	T2-03	1.400	190
16	MIS	MIS	Trg. to MIS staff (MEOs & DPO)	TB	1.560	52
17	Village Education Committee	VEC	Trg. to NGO	T6-04	1.250	250
		VEC	Trg. to VEC/masons on construction(800 persons)	T6-03	5.000	800
		VEC	Trg. to VEC Members	T6-02	1.700	250
19		ODG	Training to Teachers on Integrated Edn	T5	1.250	200
20	Alternative Schooling	ALS	Trg. to instructors	T2-01	0.250	20
21	Primary Formal Edn.	PFE	Trg. to Teachers	T5	66.730	6673
		PFE	Trg. to MRPs	T1	1.137	190
22	Cluster Resource Centres	CRC	Trg. to TC Co-ordinator	T3-01	1.032	258
23	Block Resource Centres	BRC	Trg. to BRC Co-ordinator	T3-02	0.500	28
	Total				81.809	
			WORKSHOPS AND SEMINARS			
24	Prv. Formal Edn.	PFE	Workshops to Public Representatives.	W1-01	0.100	60
		NFE	workshop to MEO/DyEO/PO NFE	W1-02	0.200	66
		DIT	WS To DIET Staff	W1-03	0.100	25
		PFE	WS To Newly appointed Teachers	W1-04	0.200	100
		WDP	-do- Mahilamandals (SC/ST/Gen)	W1-05	0.100	50
	Total				0.700	
			AWARENESS CAMPAIGNS			
25	Media	MED	Organisation of spl. Campaigns for Backward/Tribal	Q4	0.500	12
		MED	Press meetings	Q6	1.500	6
		MED	Wall writings & posters	Q7	0.500	1
		MED	Mobilisation of punchayat raj	Q5	0.500	1
		MED	News Letter	QA	1.000	6
		MED	Organisation of Village level mandal level Exhibitions	Q8	1.500	21
		MED	making and Showing films	Q9	0.500	1
	Total				6.000	

			EQUIPMENT OPERATION & MANAGEMENT			
			Matching contribution to VECs for already supplied AV equipment		2.400	480
45	DDEI	MGT	Maintenance of Eqpt.	M-1	0.100	1
46	DDEI	MGT	Contingencies	0-8	0.100	1
47	Management	MGT	Rent DPO	0-1	0.480	1
48	Management	MGT	POL charges (Vehicles)	0-3	0.300	1
49	Management	MGT	Stationery Etc	0-4	1.000	1
50	Management	MGT	Meetings	0-5	0.400	1
51	Management	MGT	Telephone bills	0-6	0.500	1
52	Management	MIS	Water & Elec. Charges	0-7	0.250	1
53	Management	MIS	Contingencies includes MEOs & Dy Ins @ 1000 pa	0-8	1.240	1
54	Management/MIS	MIS	Computer Maintenance	M-1	0.480	1
55	MIS	MIS	Insurance	0-4	0.700	1
56	MIS	BRC	Telephone bills	0-6	0.200	1
57	MIS	BRC	Contingencies	0-8	0.300	1
58	Block Resource Centres	BRC	Taxes	0-2	0.300	14
59	Block Resource Centres	BRC	Electrical Charges	0-7	0.560	14
60	Block Resource Centres	BRC	Consumables OE	0-4	0.560	14
61	Block Resource Centres	BRC	Contingencies	0-8	0.280	14
	Block Resource Centres	BRC	Rent BRC	0-1	8.400	14
	Total				18.550	
			CAPACITY BUILDING			
62	Primary Schools	VEC	Corpus Fund for VEC	G1	18.300	1830
	ECEs	ECE	Corpus Fund for Mothers Association	G1	9.500	190
	Total				18.300	
			ALTERNATIVE SCHOOLING			
62	alternative Schooling	ALT	Alternative Schools/School adoption by NGOs	A-2	15.000	100
	Total				15.000	
			INNOVATIONS			
		INV	Innovation	N1	0.500	1
		INV	Inovations for School Designs	N2	0.500	1
		INV	Development of Bridge Chart for ST Groups	N1	0.500	1
		INV	student card & Institution card (@5 schools/mandal)	N2	3.000	290
	Total				4.500	

Total Outlay

720.778

**STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98
WARANGAL**

S. No.	Major Activity	code No.	Sub Activity	Code No.	Cost in lakhs	Physical Target	Remarks
			Civil Works				
1	Primary Formal Education	PFE	New Primary School	C3	60.000	30	
		PFE	New Primary School(STs)	C3	20.000	10	
		PFE	New primary schools to Distant SC Colonies&hamlets	C3	20.000	10	
2	Primary Formal Education	PFE	new Buildings	C2	40.000	20	
3	Primary Formal Education	PFE	New Classrooms	C1	20.000	20	
4	Primary Formal Education	PFE	Construction of Toilets	C5	6.000	100	
5	Primary Formal Education	PFE	Drinking water facilities	C4	9.000	75	
6	Block Resource centres	BRC	Block Resurce Centres	C7.C1	60.000	5	
	Block Resource centres	BRC	Block Resurce Centres shortfall of 96-97	C7.C1	38.500	5	
	Total				273.500		
			FURNITURE				
8	Primary Formal Education	PFE	New Primary School	F1-0	0.720	24	
		PFE	DPO	F2	0.500	1	
	Total				1.220		
			EQUIPMENT				
9	Cluster Resource Centres	CRC	supply of almarah	B8	20.580	258	
		CRC	Non Consumable Material	B8			
10	Block Resource Centres	BRC	Duplicator TV	B5	4.200	14	
		BRC	VCR, OHP	B7	4.200	14	
		BRC	Trg. Equipment	B9-01	4.200	14	
		BRC	Panel Boards	B9-02	0.560	14	
		MIS	computers to MEOs & D.EOs	B1	52.000	52	
		BRC	Contribution to Purchase of AV aids (@ 50 VECs)	B9	7.500	50	
		ODG	Equipment to DIET for integrated education	B4	15.000	4	
	Total				93.240		
			Vehicles				
11	management	MGT	Office Expenses (Hiring of Vehicles)	0-3-01	3.600	3	
	Total				3.600		

BOOKS & LIBRARIES						
12	DIET	DIT	News Papers & Journals	L1	0.050	1
13	Cluster Resource Centre	CRC	Books & Edn. Material for TCs	L2-01	5.160	258
14	Block Resource Centre	BRC	BRCs	L2-02	7.000	14
	Total				12.210	
TRAINING COST						
15	Early Childhood Education	ECE	Trg. to ECE Instructors	T2-03	1.400	190
16	MIS	MIS	Trg. to MIS staff (MEOs & DPO)	TB	1.560	52
17	Village Education Committee	VEC	Trg. to NGO	T6-04	1.250	250
		VEC	Trg. to VEC/masons on construction(800 persons)	T6-03	5.000	800
		VEC	Trg. to VEC Members	T6-02	1.700	250
19		ODG	Training to Teachers on Integrated Edn	T5	1.250	200
20	Alternative Schooling	ALS	Trg. to instructors	T2-01	0.250	20
21	Primary Formal Edn.	PFE	Trg. to Teachers	T5	66.730	6673
		PFE	Trg. to MRPs	T1	1.137	190
22	Cluster Resource Centres	CRC	Trg. to TC Co-ordinator	T3-01	1.032	258
23	Block Resource Centres	BRC	Trg. to BRC Co-ordinator	T3-02	0.500	28
	Total				81.809	
WORKSHOPS AND SEMINARS						
24	Pry. Formal Edn.	PFE	Workshops to Public Representatives.	W1-01	0.100	60
		NFE	workshop to MEO/DyEO/PO NFE	W1-02	0.200	66
		DIT	WS To DIET Staff	W1-03	0.100	25
		PFE	WS To Newly appointed Teachers	W1-04	0.200	100
		WDP	-do- Mahilamandals (SC/ST/Gen)	W1-05	0.100	50
	Total				0.700	
AWARENESS CAMPAIGNS						
25	Media	MED	Organisation of spl. Campaigns for Backward/Tribal	Q4	0.500	12
		MED	Press meetings	Q6	1.500	6
		MED	Wall writings & posters	Q7	0.500	1
		MED	Mobilisation of panchayat raj	Q5	0.500	1
		MED	News Letter	QA	1.000	6
		MED	Organisation of Village level mandal level Exhibitions	Q8	1.500	21
		MED	making and Showing films	Q9	0.500	1
	Total				6.000	

SALARIES						
26	Early Childhood Education	ECE	Salaries for instructors/ Helper	A2-1A2-02	13.680	190
28	Prv. Formal Education	PFE	New Teachers	A1-01	23.040	148
29	Management	MGT	Salaries Officers	A3	11.000	14
		MGT	Staff DPO	A4	14.500	25
30	Management Information System	MIS	MIS Staff	A4-02A4-03	3.072	3
31	Block Resource Centre	BRC	BRC I/C	A5-01	26.880	56
		ODG	Salaries of integrated Education staff	A6	4.000	6
32	Total				96.172	
CONSUMABLES						
33	Cluster Resource Centres	CRC	Conveyance to TC Meetings	TA	7.206	1548
34	Management	MGT	TA/DA to DPO	09	2.040	20
	Total				9.246	
TEACHING LEARNING MATERIAL						
35	Prv. Formal Edn	PFE	Newly opened schools	E1-01	2.400	24
	EC Centers	ECE	Immovable play material(jula/slide) yanadis colonies	B9	1.050	30
PFE		Immovable play material(jula/slide) Distant SC Colonies	B9	1.750	50	
ECE		Immovable play material(jula/slide)	B9	3.850	110	
36	EC Centres	ECE	Play material to ECEs	E1-02	1.900	190
37	Primary Formal Edn	PFE	School contingencies	E1	39.440	1972
39	Pre Forma Edn	CRC	Spl. Grant to Teachers	E2-01	33.865	6773
41	Cluster Resource Centres	CRC	Material to TCs	E1-03	5.160	258
42	Block Res. Centres	BRC	Edn. Material to BRC	E1-04	0.700	14
	Total				90.115	
RESEARCH & STUDIES						
43	DIET	DIT	Research	R1-1	0.250	4
44	DIET	DIT	Studies	R-2	1.000	1
	Total				1.250	

		EQUIPMENT OPERATION & MANAGEMENT			
			Matching contribution to VEC's for already supplied AV equipment		2,400 480
45	DIU	MGT	Maintenance of Eqpt	M-1	0,100 1
46	DIU	MGT	Contingencies	0-8	0,100 1
47	Management	MGT	Rent DPO	0-1	3,480 1
48	Management	MGT	POL charges (Vehicles)	0-3	0,300 1
49	Management	MGT	Stationery Etc	0-4	1,000 1
50	Management	MGT	Meetings	0-5	0,400 1
51	Management	MGT	Telephone bills	0-6	0,500 1
52	Management	MIS	Water & Elec Charges	0-7	0,250 1
53	Management	MIS	Contingencies includes MEOs & Dy Ins @ 1000 pa	0-8	1,160 1
54	Management MIS	MIS	Computer Maintenance	M-1	0,480 1
55	MIS	MIS	Insurance	0-4	0,700 1
56	MIS	MIS	Telephone bills	0-6	1,200 1
57	MIS	MIS	Contingencies	0-8	0,500 1
58	Block Resource Centres	BRC	Taxes	0-2	0,030 14
59	Block Resource Centres	BRC	Electrical Charges	0-7	6,560 14
60	Block Resource Centres	BRC	Consumables OE	0-4	0,560 14
61	Block Resource Centres	BRC	Contingencies	0-8	0,280 14
62	Block Resource Centres	BRC	Rent BRC		8,400 14
	Total				19,400
			CAPACITY BUILDING		
63	Primary Schools	VEC	Corpus Fund for VEC	G1	19,720 1972
	ECEs	ECE	Corpus Fund for Mothers Association	G1	9,500 190
	Total				29,220
		INV	ALTERNATIVE SCHOOLING		
64	Alternative Schooling	ALT	Alternative Schools/Adoption of schools by NGOs	A-2	15,000 300
	Total				15,000
			Innovations		
		INV	Innovations		0,500
		INV	Innovations for School Designs	N2	0,500 1
		INV	Development of Bridge Chair for ST Groups	N1	0,500 1
		INV	student card & Institution caard (at 5 schools/mandal)	N2	3,000 245
	Total				4,500
	Total Outlay				737,182

**STATEMENT SHOWING THE ALLOCATION OF BUDGET FOR 1997-98
VIZIANAGARAM**

S. No.	Major Activity	code No.	Sub Activity	Code No.	Cost in lakhs	Physical Target	Remarks
			_CIVIL WORKS				
1	Primary Formal Education	PFE	New Primary School	C3-1	78.00	39	
		PFE	New Primary School(STs)+D572	C3-2	12.00	6	
		PFE	New primary schools to Distant SC Colonies&hamlets	C3-3	22.00	11	
2	Primary Formal Education	PFE	new Buildings	C2	120.00	60	
3	Primary Formal Education	PFE	New Classrooms	C1	40.00	40	
4	Primary Formal Education	PFE	Construction of Toilets	C5	9.36	56	
5	Primary Formal Education	PFE	Drinking water facilities	C4	18.72	156	
6	Block Resource centres	BRC	Block Resuroce Centres	C7.C1	60.00	5	
	Block Resource centres	BRC	Block Resuroce Centres shortfall of 1996-97	C7.C1	38.50	5	
				Total	398.58		
			FURNITURE				
8	Primary Formal Education	PFE	New Primary School	F1-0	0.900	30	
				Total	0.900		
			EQUIPMENT				
9	Cluster Resource Centres	CRC	supply of almarah	B8	16.320	204	
		CRC	Non Consumable Material (Store Well)	08			
10	Block Resource Centres	BRC	Duplicator TV	B5	3.600	12	
		BRC	VCR, OHP	B7	3.600	12	
		BRC	Trg. Equipment	B9-01	3.600	12	
		BRC	Panel Boards	B9-02	0.480	12	
		MIS	computers to MEOs & DyEOs	B4	38.000	38	
		BRC	Contribution to Purchase of AV aids (@ 50 VECs)	B9	7.500	50	
		ODG	Equipment to DIET for integrated education	B4	15.000	4	
	Total				73.100	340	
			Vehicles				
11	management	MGT	Office Expenses (Hiring of Vehicles)	0-3-01	3.600	3	
				Total	3.600		

			BOOKS & LIBRARIES			
12	DIET	DIT	News Papers & Journals	L1	0.050	1
13	Cluster Resource Centre	CRC	Books & Edn. Material for TCs	L2-01	4.080	204
14	Block Resource Centre	BRC	BRGs	L2-02	0.600	12
				Total	4.730	217
			TRAINING COST			
15	Early Childhood Education	ECE	Trg. to ECE Instructors	T2-03	1.400	190
16	MIS	MIS	Trg. to MIS staff (MEOs & DPO + Dy.Eos.)	TB	1.500	50
17	Village Education Committee	VEC	Trg. to NGO	T6-04	1.250	5
		VEC	Trg. to VEC/masons on construction(625+D607 persons)	T6-03	5.000	13
		VEC	Trg. to VEC Members	T6-02	1.700	5
19		ODG	Training to Teachers on Integrated Edn	T6-02	1.250	200
20	Alternative Schooling	ALS	Trg. to instructors	T2-01	0.250	20
21	Primary Formal Edn.	PFE	Trg. to Teachers	T5	53.863	5491
		PFE	Trg. to MRPs	T1	1.137	190
22	Cluster Resource Centres	CRC	Trg. to TC Co-ordinator	T3-01	0.816	408
23	Block Resource Centres	BRC	Trg. to BRC Co-ordinator	T3-02	0.500	24
	Total				68.666	
			WORKSHOPS AND SEMINARS			
24	Prv. Formal Edn	PFE	Workshops to Public Representatives.	W1-01	0.100	1
		PFE	workshop toMEO/DyEO/PO NFE	W1-02	0.200	1
		DIT	WS To DIET Staff	W1-03	0.100	1
		PFE	WS To Newly appointed Teachers	W1-04	0.200	1
		WDP	-do- Mahilamandals (SC/ST/Gen)	W1-05	0.100	1
	Total				0.700	5
			AWARENESS CAMPAIGNS			
25	Media	MED	Organisation of spl. Campaigns for Backward/Tribal	Q4	0.500	12
		MED	Press meetings and propaganda	Q6	1.500	6
		MED	Wall writings & posters	Q7	0.500	1
		MED	Mobilisation of panchayat raj	Q5	0.500	1
		MED	level Exhibitions	Q8	1.500	21
		MED	making and Showing films	Q9	0.500	41
				Total	5.000	42

SALARIES						
26	Early Childhood Education	ECE	Salaries for instructors/ Helper	A2-1A2-02	13,680	380
27	Mandel AMC	MGT	Salaries to AMC Staff	A4	33,600	70
28	Pry. Formal Education	PFE	New Teachers	A1-01	26,928	172
29	Management	MGT	Salaries Officers	A3	11,000	14
		MGT	Staff DPO	A4-02	14,500	25
30	Management Information System	MIS	MIS Staff	A4-03	1,352	3
31	Block Resource Centre	BRC	BRC I/C	A5-01	18,000	48
		ODG	Salaries of integrated Education staff	A5	4,000	6
32	Total				123,060	
CONSUMABLES						
33	Clustor Resource Centres	CRC	Conveyance to TC Meetings	TA	6,090	204
34	Management	MGT	TA/DA to DPO	09	2,020	39
	Total			Total	8,110	281
TEACHING LEARNING MATERIAL						
35	Pry. Formal Edn	PFE	Newly opened schools	E1-01	3,000	30
	EC Centers	ECE	Immovable play material(jula/slide) yanadis colonies	B9	1,050	30
		PFE	Immovable play material(jula/slide) Distant SC Colonies	B9	1,750	50
		PFE	Immovable play material(jula/slide)	B9	3,850	110
36	EC Centres	ECE	Play material to ECEs	E1-02	1,900	190
37	Primary Formal Fdn	PFE	School contingencies	E1	47,020	2331
39	Pre. Forma. Edn	CRC	Spl. Grant to Teachers	E2-01	28,165	5633
41	Cluster Resource Centres	CRC	Material to TCs	E1-03	4,080	204
42	Block Res. Centres	BRC	Edn. Material to BRC	E1-04	0,600	12
	Total				91,415	
RESEARCH & STUDIES						
43	DIET	DIT	Reseach	R1-1	0,500	5
44	DIET	DIT	Studies	R-2	1,000	1
	Total			Total	1,500	6