***Samagra Shiksha***

**(An Integrated Scheme for School Education)**

## **Appraisal Report**

**Annual Work Plan & Budget**

**2021-22**

**TELANGANA**

**Project Approval Board Meeting**

**21s tMay 2021**

Department of School Education and Literacy

**INDEX**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Item**s | **Page Number** |
|  | **APPRAISAL REPORT** |  |
|  | Executive Summary |  |
| **i** | Composition of Appraisal team | 01 |
| **ii** | MIS & Educational Indicators | 03 - 12 |
|  | **COMPONENT WISE APPRAISAL** |  |
| **1** | Planning Process and Programme Management | 14 - 21 |
| **2** | Access and Retention | 22-28 |
| **3** | Special Training for Age-Appropriate admission of Out-of-School-Children (OoSC) at Elementary Level | 29 - 39 |
| **4** | Residential Schools/ Hostels | 40-46 |
| **5** | Infrastructure (Civil Work) | 47-56 |
| **6** | Kasturba Gandhi Balika Vidyalayas (KGBVs) | 57-99 |
| **7** | Gender and Equity | 100-111 |
| **8** | Inclusive Education for Children with Special Needs | 112-122 |
| **9** | Strengthening of Teacher Education and Training | 123-144 |
| **10** | Teacher Salary, Teacher Recruitment and Policy | 145-147 |
| **11** | Quality and Innovation | 148-216 |
| **12** | Foundational Literacy and Numberacy (FL&N) | 217-232 |
| **13** | ICT & Digital Initiatives and DIKSHA | 233-236 |
| **14** | Pre-Primary Education (ECCE) | 237-241 |
| **15** | Vocational Education (VE) | 242-247 |
| **16** | Kala Utsav | 248 |
| **17** | Community Mobilization, Training of SMC/SMDC & Media Activities (SMC) | 249-274 |
| **18** | Band Competition | 275-277 |

**COMPOSITION OF APPRAISAL TEAM**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Name** | **Component** |
| **1.** | **Mr. Manish Sharma** | Overall Coordination and Costing & Vetting |
| **2.** | **Dr. Letha Ram Mohan** | Quality & Innovation |
| **3.** | **Ms. Tara Naorem** | Foundational Literacy and Numberacy (FLN) |
| **4.** | **Mr. Kamta Rai** | Infrastructure |
| **5.** | **Mr. Mukhtar Alam** | Teacher Recruitment & Policy component |
| **6.** | **Mrs. Kiran Dogra** | Kasturba Gandhi Balika Vidyalaya (KGBVs) |
| **7.** | **Mrs. Aseela** | ICT Initiatives and Educational Indicators |
| **8.** | **Mr. Manoj Mishra** | Access & RTE, Transport Facility |
| **9.** | **Mr. Adil Rasheed** | Status of Implementation of Section 12 (1)(C) and  Out of school Children |
|
| **10.** | **Mrs. Swati Chawla** | Teacher Education |
| **11.** | **Mr. Altab Khan** | Planning Process & Staffing Set-Up at District & State Level, Convergence, Residential Schools/Hostels |
| **12.** | **Mr. K. Girija Shankar** | Community Mobilization & Training of SMC/SMDC and Band Competition |
| **13.** | **Mr. Nishith Verma** | Inclusive Education for Children with Special Needs |
| **14.** | **Mrs. Gauri Kalra** | Vocational Education (VE) |
| **15.** | **Dr. Letha Ram Mohan** | Kala Utsav, Media and Documentation |
| **16.** | **Mrs. Anamika Mehta** | Equity |
| **17.** | **Mrs. Arti Panchal** | ECCE (Including Pre-Primary Schools) |

**S**

**MIS & EDUCATIONAL INDICATORS**

This section focuses on the significant indicators of school education. These include GER, NER, Dropout, retention, transition rates etc. The state has an excellent track record in collection, maintenance, and dissemination of educational data. Different educational indicators generated through UDISE are depicted below to analyze the present education scenario of the state. UDISE provisional data of 2018-19 and 2019-20 were used to calculate the educational indicators.

|  |  |  |
| --- | --- | --- |
|  | **2018-19** | **2019-20** |
| Primary schools (Highest Class 5) (Govt.+Aided) | 20042 | 20087 |
| Upper Primary Schools (Highest Class 8) (Govt.+Aided) | 3429 | 3443 |
| Secondary Schools (Highest Class 10) (Govt.+Aided) | 5979 | 5976 |
| Higher Secondary Schools (Highest Class 12) (Govt.+Aided) | 1079 | 1197 |
| Total Primary Enrolment (In lakh) | 30.52 | 31.10 |
| Total Upper Primary Enrolment (In lakh) | 16.84 | 17.24 |
| Total Elementary Enrolment (In lakh) | 47.36 | 48.34 |
| Total Enrolment Secondary (In Lakh) | 10.74 | 10.92 |
| Total Enrolment Hr. Secondary (In Lakh) | 7.46 | 7.39 |
| GER Primary | 108.38 | 111.92 |
| GER Upper Primary | 93.09 | 97.40 |
| GER Secondary | 84.79 | 88.00 |
| GER Higher Secondary | 56.51 | 57.15 |
| NER Primary | 87.71 | 91.37 |
| NER Upper Primary | 67.70 | 71.41 |
| NER Secondary | 54.52 | 57.04 |
| NER Higher Secondary | 37.66 | 30.91 |
| Teachers in Govt. Schools (Class I to XII) | 141343 | 152298 |

The above table gives an overview about important educational indicators of the State. No. of schools under Government and Aided Management shown an increase of 45 standalone Primary schools, 14 Upper primary schools, 118 Hr. Secondary schools and a decrease of 3 Secondary schools. There is an increase of 174 schools in total.

The enrolment increased at all levels except at Hr. Secondary level. The increase is around 0.58 Lakh students at Primary level, 0.40 Lakh at Upper Primary level and 0.18 Lakh at Secondary level. It decreased by around 0.07 Lakh at Hr. Secondary level. The increase in enrolment is around 1.09 Lakh in total.

GER increased at all levels. GER is 111.92 with an increase of 3.54% at Primary level,97.40 with an increase of 4.31% at Upper Primary level, 88.00 with an increase of 3.21% at Secondary level and 57.15 with an increase of 0.64% at Hr. Secondary level.

NER increased at all levels except at Hr. Secondary level. NER is 91.37 with an increase of 3.66% at Primary level,71.41 with an increase of 3.71% at Upper Primary level, 57.04 with an increase of 2.52% at Secondary level and only 30.91 with a decrease of 6.75% at Hr. Secondary level.

Total teachers in Government schools increased by 10955 teachers (7.8%) during 1018-19 and 2019-20.

**Total schools by category**

|  |  |  |
| --- | --- | --- |
|  | **2018-19** | **2019-20** |
| Primary only | 20753 | 20752 |
| Primary with Upper Primary | 7356 | 7471 |
| Primary with Upper Primary, Secondary and Higher Secondary | 347 | 377 |
| Upper Primary only | 0 | 0 |
| Upper Primary with Secondary and Higher Secondary | 294 | 377 |
| Primary with Upper Primary and Secondary | 6332 | 6513 |
| Upper Primary with Secondary | 5515 | 5408 |
| Secondary Only | 0 | 0 |
| Secondary with Higher Secondary | 0 | 0 |
| Higher secondly only | 1758 | 1677 |
| **Total Schools** | **42355** | **42575** |

The above table shows that 49% of the total schools are stand alone primary schools, 18% are Primary with Upper Primary, 15% are Primary with Upper Primary and Secondary, 13% Upper Primary with Secondary and 4% is Higher secondly only schools. It shows that coverage of Hr. Secondary schools is less and state should take measures to cover the remaining schools in the next data collection.

**Schools by Management**

| Academic year | Dept. of Education | Tribal/Welfare Dept. | Local Body | Central Govt. | All Govt. | Aided | Unaided | Pvt. Unrecognised | Total Schools |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2019-20 | 3372 | 1926 | 24315 | 388 | 30001 | 702 | 11688 | 184 | 42575 |
| 2018-19 | 3254 | 1923 | 24299 | 346 | 29822 | 707 | 11621 | 205 | 42355 |

The above table depicts the spread of schools amongst various managements. It is evident that the Govt. is main provider of school education in the State (70.47%). The table also reveals that the State has a large number of schools run by Local body (57.11 %). The private unaided schools represent about 27.45 percent of total schools. However, these schools have larger share in enrolment, which is discussed later in enrolment section.

**Enrolment Ratios:-**

**GER (State)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Primary** | | | | **Upper Primary** | | | | **Elementary** | | | **Secondary** | | | **Higher Secondary** | | |
| Year | Boys | Girls | Total | Boys | | Girls | Total | Boys | | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | |
| 2019-20 | 111.8 | 112.1 | 111.9 | 97.4 | | 97.5 | 97.4 | 106.2 | | 106.4 | 106.3 | 87.2 | 88.8 | 88.0 | 53.1 | 61.5 | 57.2 | |
| 2018-19 | 108.7 | 108.1 | 108.4 | 92.9 | | 93.3 | 93.1 | 102.6 | | 102.3 | 102.4 | 83.7 | 85.9 | 84.8 | 52.6 | 60.7 | 56.5 | |

GER decreased at all the levels and it is true for both boys and girls. GER of girls is more than that of boys at all the levels and the difference is around 8% at Hr. Secondary level. i.e, GER of boys is 53.1 %whereas GER of Girls is 61.5%.

**NER (State)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Primary** | | | **Upper Primary** | | | | **Elementary** | | | | **Secondary** | | | | **Higher Secondary** | | |
| Year | Boys | Girls | Total | Boys | Girls | Total | Boys | | Girls | Total | Boys | | Girls | Total | Boys | | Girls | Total |
| 2019-20 | 91.9 | 90.9 | 91.4 | 71.7 | 71.2 | 71.4 | 92.5 | | 91.4 | 91.9 | 56.9 | | 57.2 | 57.0 | 26.1 | | 36.1 | 30.9 |
| 2018-19 | 88.6 | 86.9 | 87.7 | 68.0 | 67.4 | 67.7 | 88.8 | | 87.2 | 88.0 | 54.1 | | 55.0 | 54.5 | 35.3 | | 40.2 | 37.7 |

The NER improved at all levels except at Hr. Secondary level. At Hr. Secondary level it is only 30.9%((Boys 26%, Girls 36%) it is very low which may be due to the incomplete coverage of Higher Secondary schools. The State is therefore requested to cover the higher secondary schools in UDISE+.

**Enrolment Trends:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All Management**  (Enrolment in lakh) | | | | | | | | |
| Year | Primary | % Increase /decrease | Upper Primary | % Increase /decrease | Secondary | % Increase /decrease | Hr. secondary | % Increase /decrease |
| 2019-20 | 31.10 | 1.90 | 17.24 | 2.38 | 10.92 | 1.68 | 7.39 | -0.94 |
| 2018-19 | 30.52 |  | 16.84 |  | 10.74 |  | 7.46 |  |

Total enrolment increased at all levels except at Hr. Secondary level. The increase is 1.90% at Primary level, 2.38% at Upper Primary level, 1.68% at Secondary level. It decreased by 0.94% at Hr. Secondary level.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Govt + Aided** (Enrolment in lakh) | | | | | | | | |
| Year | Primary | % Increase /decrease | Upper Primary | % Increase /decrease | Secondary | % Increase /decrease | Hr. secondary | % Increase /decrease |
| 2019-20 | 12.11 | -0.41 | 8.96 | 0.00 | 5.85 | 1.39 | 2.42 | 0.41 |
| 2018-19 | 12.16 |  | 8.96 |  | 5.77 |  | 2.41 |  |

The trend in Enrolment under Govt. and Aided managements is a little bit different. It decreased by 0.41% at Primary level, increased by 1.39% at Secondary, 0.41% at Hr. Secondary and remained same t Upper Primary level. It is pertinent to mention here that enrolment in Govt. and Aided schools has consistently been declining at Primary level for the past five years.

**Total Enrolment (I-XII)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **General** | **SC** | **ST** | **OBC** | **Muslim** |
| 2019-20 | 1492831 | 1137675 | 725733 | 3309236 | 1022747 |
| 2018-19 | 1433750 | 1132672 | 724281 | 3265998 | 976806 |

The increase in enrolment is around 4.1% in General category students, 0.4% in SC, 0.2% in ST and 1.3% in OBC. The increase is around 4.7% in among Muslim students.

**Class-wise number of Enrolment: Govt. + Aided Schools**

| Classes | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | Total |
| 2019-20 | 225167 | 227996 | 236754 | 248250 | 272708 | 288743 | 300187 | 306650 | 302430 | 282861 | 136462 | 105747 | 2933955 |
| 2018-19 | 232807 | 235649 | 246603 | 236737 | 264315 | 285763 | 302698 | 307417 | 297235 | 279727 | 131712 | 109303 | 2929966 |

Class wise analysis of the enrolment in Govt. and Aided schools shows that it increased at classes III, IV, V, VI and VII and VII with a maximum increase of 35971 students in Class V . Maximum decrease is shown in class XII with a decrease of 25965 students followed by 143265 students in class XI. Net decrease in enrolment between the grades is 111875 students including repeaters.

**Class-wise number of Enrolment: All Schools**

| Classes | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | Total |
| 2019-20 | 605586 | 623571 | 637563 | 628572 | 614862 | 586231 | 577412 | 560417 | 545174 | 546865 | 395435 | 343787 | 6665475 |
| 2018-19 | 606826 | 626247 | 621134 | 604361 | 593547 | 570409 | 564423 | 549209 | 541045 | 533289 | 378948 | 367263 | 6556701 |

Class wise analysis in all management schools shows that enrolment increased in Classes II, III, IV, V, VII and X with a maximum increase of 16745 students in class II followed by 11316 students in class III. Maximum decrease is shown in class XI, 137854 students. Net decrease in enrolment between the grades is 129549 students including repeaters.

**Percentage girls to total enrolment and GPI in enrolment**

| **Indicator** | **Level** | **2018-19** | **2019-20** |
| --- | --- | --- | --- |
| % Girls to total enrolment | Primary | 47.97 | 47.94 |
| Upper Primary | 48.63 | 48.59 |
| Elementary | 48.21 | 48.17 |
| Secondary | 49.15 | 48.96 |
| Higher Secondary | 52.05 | 52.17 |
| Gender Parity Index(GPI) | Primary | 0.99 | 1.00 |
| Upper Primary | 1.00 | 1.00 |
| Elementary | 1.00 | 1.00 |
| Secondary | 1.03 | 1.02 |
| Higher Secondary | 1.15 | 1.16 |

The percentage of girls at has been decreased at all levels except at Hr. Secondary level. The percentage of girls is high at higher secondary level. However, the Gender Parity Index (GPI) at all the level is satisfactory.

**GPI Class-wise: -**

| Classes | | | | | | | | | | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
| 2019-20 | 0.92 | 0.92 | 0.93 | 0.92 | 0.92 | 0.94 | 0.95 | 0.95 | 0.96 | 0.96 | 1.07 | 1.11 |
| 2018-19 | 0.92 | 0.92 | 0.92 | 0.92 | 0.92 | 0.94 | 0.95 | 0.95 | 0.96 | 0.97 | 1.07 | 1.10 |

**Percentage enrolment and population by social category**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **% population share**  **(Census 2011)** | **% enrolment share** | | **% Girls** | |
| **2018-19** | **2019-20** | **2018-19** | **2019-20** |
| SC | 15.40 | 17.3 | 17.1 | 49.8 | 49.9 |
| ST | 9.30 | 11.0 | 10.9 | 47.7 | 47.7 |
| Muslim | 9.6 | 14.9 | 15.3 | 49.7 | 49.5 |

% Enrolment share of SC, ST and Muslim is more than its corresponding population share. In case of Muslim the enrolment share is 5.7% more than that of population share.

**Retention Rate**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Primary** | **Elementary** | **Secondary** |
| 2019-20 | 84.55 | - | - |
| 2018-19 | 84.18 | - | - |

Retention rate is very low though it increased slightly at Primary level.

**Annual average Dropout Rate**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Year** | **Primary**  **(Class 1 to 5)** | | | **Upper Primary**  **(Class 6 to 8** | | | **Elementary**  **(Class 1 to 8)** | | |
|  | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| All | 2019-20 | 0.0 | 0.0 | 0.0 | 0.4 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |
| 2018-19 | 1.8 | 2.1 | 1.9 | 3.0 | 2.7 | 2.9 | 2.2 | 2.3 | 2.3 |
| SC | 2019-20 | 0.1 | 0.0 | 0.00 | 1.0 | 0.2 | 0.6 | 0.4 | 0.0 | 0.2 |
| 2018-19 | 1.6 | 0.6 | 1.1 | 2.1 | 1.0 | 1.5 | 1.8 | 0.7 | 1.3 |
| ST | 2019-20 | 1.3 | 1.1 | 1.18 | 1.8 | 1.0 | 1.4 | 1.4 | 1.0 | 1.3 |
| 2018-19 | 5.7 | 6.3 | 6.0 | 5.1 | 4.7 | 4.9 | 5.5 | 5.7 | 5.6 |
| Muslim | 2019-20 | 0.0 | 0.0 | 0.00 | 0.7 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 |
| 2018-19 | 0.0 | 0.0 | 0.0 | 1.6 | 1.5 | 1.6 | 0.0 | 0.2 | 0.0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Category | Secondary  (Class 9 to 10) | | | Higher Secondary  ( Class 11 to 12) | | |
|  | Boys | Girls | Total | Boys | Girls | Total |
| All | 2019-20 | 14.0 | 10.6 | 12.3 | 11.0 | 7.6 | 9.3 |
| 2018-19 | 15.3 | 11.6 | 13.5 | 0.0 | 0.0 | 0.0 |
| SC | 2019-20 | 13.1 | 7.6 | 10.3 | 22.4 | 10.7 | 16.3 |
| 2018-19 | 10.9 | 7.6 | 9.2 | 0.0 | 0.0 | 0.0 |
| ST | 2019-20 | 12.6 | 9.3 | 11.0 | 23.0 | 19.1 | 21.0 |
| 2018-19 | 12.0 | 8.3 | 10.2 | 0.0 | 1.8 | 0.0 |
| Muslim | 2019-20 | 10.7 | 10.6 | 10.6 | - | - | - |
| 2018-19 | 15.2 | 14.4 | 14.8 | 0.0 | 0.0 | 0.0 |

The Annual Average Dropout Rate is high at Secondary level, 12.3 % and it is 14% for Boys.

**Transition Rate**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Primary to UP** | | | **UP to Secondary** | | | **Sec. to HS** | | |
| **Year** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| 2019-20 | 98.08 | 99.47 | 98.75 | 98.85 | 99.68 | 99.3 | 70.68 | 77.71 | 74.15 |
| 2018-19 | 96.20 | 96.31 | 96.25 | 97.27 | 97.76 | 97.5 | 69.54 | 76.75 | 73.09 |

The transition rate represents percentage of children moving from terminal grade of one stage to first grade of next stage. The overall transition rate in the State is 98.75 with an increase of 2.5% from Primary to UP , 99.3 with an increase of 1.8% from UP to Secondary, but it only 74.15 with an increase of 1.1% from Secondary to Hr. Secondary level. It also indicates that there are around 26% children who are dropping out of the schools before attending grade XI.

**Teachers by School Category – 2018-19**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Category** | **Government** | **Aided** | **Unaided** |
| Primary Only (Grade 1 to 5) | 48429 | 1211 | 3820 |
| Upper Primary (Grade 1 to 8) | 18469 | 428 | 28707 |
| Higher Secondary (Grade 1 to 12) | 5451 | 0 | 2562 |
| Upper Primary only (Grade 6 to 8) | 0 | 0 | 0 |
| Higher Secondary (Grade 6 to 12) | 6307 | 0 | 0 |
| Secondary/Sr. Secondary (Grade 1 to 10) | 9378 | 561 | 91091 |
| Secondary/Sr. Secondary (Grade 6 to 10) | 56421 | 1367 | 2207 |
| Secondary/Sr. Sec. only (Grade 9 & 10) | 0 | 0 | 0 |
| Higher Secondary (Grade 9 to 12) | 0 | 0 | 0 |
| Hr. Sec./Jr. College only (Grade 11 & 12) | 7843 | 439 | 20427 |
| **Total** | **152298** | **4006** | **148814** |

**Schools with adverse PTR – Govt. Schools)**

|  | **Primary** | | | | | **Upper Primary** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Total Schools** | **Total Primary Schools with adverse PTR** | **% of Schools with adverse PTR** | **Surplus Teachers** | **Schools with Surplus Teachers** | **Total Schools** | **Total No of UP Schools with adverse PTR** | **% of Schools with adverse PTR** | **Surplus Teachers** | **Schools with Surplus Teachers** |
| **2019-20** | 19796 | 5968 | 30.15 | 5801 | 3904 | 3320 | 321 | 9.67 | 3420 | 1808 |
| **2018-19** | 19752 | 6106 | 30.91 | 1229 | 832 | 3305 | 386 | 11.68 | 905 | 682 |

Around 30% schools at Primary level and 10% schools at Upper Primary level has adverse PTR. At the same time there is a substantial increase of surplus teachers in the State. State need to do rationalization of teachers and address this issue urgently.

**Schools without infrastructure facilities(Government)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Total Schools | **No. of Schools without infrastructure facilities** | | | | | | | |
| Year | Boys toilet | Girls  toilet | Drinking Water | Electricity | Ramp | Boundary wall/Fencing | Play Ground | Library |
| 2019-20 | 30001 | 3229 | 1196 | 1865 | 3171 | 2700 | 10201 | 11845 | 4931 |
| 2018-19 | 29822 | 3614 | 1453 | 2446 | 4155 | 16193 | 10166 | 12499 | 3671 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **% Schools without infrastructure facilities** | | | | | | | |
| Year | Boys Toilet | Girls Toilet | Drinking Water | Electricity | Ramp | Boundary Wall | Playground | Library |
| 2019-20 | 11.2 | 4.1 | 6.2 | 10.6 | 9.0 | 34.0 | 39.5 | 16.4 |
| 2018-19 | 12.6 | 5.0 | 8.2 | 13.9 | 54.3 | 34.1 | 41.9 | 12.3 |

The RTE Act specifies minimum facilities to be available in all schools imparting elementary education. There is a decrease in no. of schools without facilities but still there are schools without basic facilities like girls’ toilet (4.1%), boys’ toilet (11.2%), drinking water (6.2%), electricity (10.6%), Ramp (9.0%, decreased from 54%),Boundary Wall (34%), Play ground (39.5%) and Library (16.4%). State should give more attention to these facilities also as the RTE Act clearly spells out these facilities to be available in all schools.

**Staff Position of MIS & Salary**

**MIS Positions at State Level**

| **Sl. No.** | **Name of the Post** | **Number Sanctioned** | **Number in Position** | | **Salary (per month)**  **in lakhs** | |
| --- | --- | --- | --- | --- | --- | --- |
| Deputation | Contract | Deputation | Contract |
| 1 | State MIS Coordinator | 1 | 1 |  | 1.10 |  |
| 2 | Deputy Statistical Officer (MIS) | 1 | 1 |  | 0.70 |  |
| 3 | Computer Programmer | 2 | 1 | 1 |  | 0.55 |
| 4 | Computer Operator / Data entry operator | 6 |  | 6 |  | 0.20 |
| 5 | Any other MIS position----Pl. Specify –system Administrator | 1 |  | 1 |  | 0.40 |
| 6 | Consultants-AAdhar | 2 |  | 2 |  | 0.35 |
| 7 | Data Processing Officer | 5 |  | 5 |  | 0.25 |

**MIS Positions at District Level**

| **Sl. No.** | **Name of the Post** | **Number Sanctioned** | **Number in Position** | | **Salary (per month)**  **in lakhs** | |
| --- | --- | --- | --- | --- | --- | --- |
| Deputation | Contract | Deputation | Contract |
| 1 | District MIS Coordinator | 1 | 1 |  | 0.80 |  |
| 2 | Computer Operator / Data entry operator/Technical person | 3 |  | 5 |  | 0.20 |
| 3 | Any other MIS position----Pl. Specify (Jr.MIS)-APO | 1 |  | 1 |  | 0.35 |
| 4 | ASO-Asst.Statstical Coordinator | 1 | 1 |  | 0.65 |  |

**MIS Positions at Block Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Name of the Post** | **Number Sanctioned** | **Number in Position** | | **Salary (per month)**  **in lakhs** | |
| Deputation | Contract | Deputation | Contract |
| 1 | Block MIS Coordinator | 1 |  | 1 |  | 0.21 |
| 2 | Computer Operator / Data entry operator | 1 |  | 1 |  | 0.19 |

**Management Information System**

|  |  |
| --- | --- |
| ***Infrastructure Development*** | MIS wings are fully operationalised at State Project Office & in all the Districts of the State and have been equipped with requisite computer hardware & software (System & Application). The detail of hardware in the SPO and in the Districts is as under :-   * State Project Office has 05 Servers, 65 PCs, 10 laser Printers (09 B&W & 01 Color), Networking and Leased line Internet facility for MIS. Besides this every officer at State Project Office has been provided with one computer/ laptop & printer. All computers at State Project Office are connected through LAN with shared Internet facility * Every district has 01 Server, 05 PCs, 03 laser printers with Networking and Broadband internet facility.  Software Window-Vista/XP, MS Office 97, Office XP, Office 2007 Professional, Oracle10G, UDISE, STEPS  Internet connection with multi-user Broad Band facility is installed at State Project Office. All the wings in districts and blocks have been provided with Internet Broad Band facility.  ***E-mail address :*** [***ssaspots@gmail.com***](mailto:ssaspots@gmail.com)***,*** [***plgmists@gmail.com***](mailto:plgmists@gmail.com) |
| ***Manpower Deployment*** | MIS Coordinators were taken on deputation from Govt. Service. The services of Assistant Programmers, Data processing officers and data entry operators were engaged on Contract/outsourcing basis. |
| **PMIS** | Separate software applications are being utilized in all sectors to get information from DPOs every month. |
| **Web Portal** | <http://samagrashiksha.telangana.gov.in> ,  <http://schooledu.telangana.gov.in> (ISMS) |
| **EMIS** | UDISE data for the year 2019-20 of the State was completed and submitted to MoE, GOI. This data was utilized for preparation of AWP&B 2021-22 in District & State level Planning. |

**Capacity Building**

| **Level of Workshop** | **Theme of the workshop** | **Name of resource persons** | **Date** | **Place** | **Total No. of participant** |
| --- | --- | --- | --- | --- | --- |
| **State Level** | |  |  |  |  |
| **1** | Orientation on MIS activities | 1. M.Chandra shekar  2. P.Keerti Azad  3.Radhika, |  | State Project Office, Hyderabad | 33 MIS Coordinators of DPOs |
| **2** | Trainings on UDISE Software for printing DCFs | 1. M.Chadra sekahar 2. P.Keerti Azad | 23rd, 24th Jan,2020 | State Project Office, Hyderabad | 33 MIS persons from DPOs |
| **3** | Training on UDISE Software for data entry | 1.M.Chadra sekahar  2.P.Keerti Azad  3.Radhika |  | State Project Office, Hyderabad | 33 persons from DPOs |
| **District** |  |  |  |  |  |
| **1** | One day training on UDISE data software | District MIS personnel | 4th March, 2020 | DPOs | 33 persons |
| **2** |  |  |  |  |  |
| **Block** |  |  |  |  |  |
| **1** | One day training on data filling in UDISE DCF | Block MIS coordinator | 5th March, 2020 | Block | 957 MIS, 597 DEOs & All Headmasters of block |

**Issues:**

* NER at Hr. Secondary level is around 31% (Boys 26%) which indicates lesser coverage of such schools.
* Annual average dropout rate is 12.3% at Secondary level.

***Component-wise Appraisal***

**CHAPTER I - PLANNING PROCESS AND PROGRAMME MANAGEMENT**

**PLANNING PROCESS & PROGRAMME MANAGEMENT**

1. **Planning Process for integrated AWP&B (SamagraShikshaAbhiyan):** The state of Telangana has already been formed a single society for the implementation of new integrated scheme”**SamagraShikshaAbhiyan**”.
2. **Perspective Plan:** State of Telangana did not prepare perspective plan. Annual plan has been completely based on annually identifications of gaps through school improvement plan (SIP) and other sources like DCF, Survey, and Communality etc. State is advised to develop perspective plan at least for 3 years.
3. **School Development Plan (SIP):** School improvement plan has been designed as per the guidelines of integrated framework and circulated to all the elementary as well as Secondary/higher secondary Schools in the State and collected the targets of the schools through DCF under UDISE+, 2019-20.
4. **Planning Process:** As enumerated in AWP&B that U-DISE+ plays a vital role in formulation of Annual work Plan & Budget at District & Sate Level. Due diligence has given by the state to the status of educational indicators of the state that highlights actual progress of both the the programme.

* *The Panchayati Raj, Municipal Bodies, Community, Teachers, Parents and otherstakeholders have already been involved in planning, implementation, monitoring as well as plan formulation process.*
* *All representatives have been trained through various orientation programmes/workshops for making their greater participation in the process of planning. All these representatives have been included in micro planning exercise and in school improvement plan.*
* *School Management Development Committee (SMDC) and Parent – Teacher Associations were* also involved in community mobilization at habitation/ village level planning.

1. **Participatory Planning at all level**

***State Level Meeting***

For planning of Annual Work Plan and Budget of Samagra Siksha for the year 2021-22, State Level orientation was conducted at the State Project Office duly involving the district level Sectoral officers and deliberated on the processes of Plan formulation. The Sectoral officers of the State Project Office interacted with the district planning teams and provided necessary guidance.

A video conference was conducted with all Headmasters, Cluster Resource Persons, Mandal Educational Officers and district level Sectoral Officers of Samagra Shiksha to review the planning process and provided further guidance in the preparation of District Elementary Education Plans.

**District Level Meeting:**

The District level meeting was conducted by inviting the District Collector, other District Level functionaries and selected Mandal Educational Officers, Public Representatives like MLAs, MPPs, ZPTCs, MPTCs, Chairpersons, Members of School Management Education Committees, Teachers, Head Masters, NGOs etc; Deliberations were carried out in the light of the objectives of SSA.

The district planning team discussed the status, problems and challenges on the major indicators of USE viz., Access, Enrolment, Retention and Quality. Further, the group also discussed the Educational Status and the thrust areas of the districts and priorities. Further, it was also discussed on the process of planning through micro planning exercises in a participatory way. Further, it is suggested that the micro planning exercises should be taken up from the Habitation Level.

***Observations/Comment***

* State needs to expedite the planning process starting right from the school level and to build a direct support linkage with the district RMSA team.
* Capacity building exercises at the district and to school in developing SIP also needs to be strengthened.
* State is being advised to develop coordination with other dept., academic institutions and SCERT, SIEMAT etc. for effective support in planning, training and plan preparation.
* State also needs to expedite planning for the 05 special focus districts wherein all gap identification needs to be prioritized.

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* *As per census data 2011, Karimnagar district is dominated with Scheduled Caste population followed by* ***Nalgonda, Adilabad, Medak and Warangal districts****. Similarly, Scheduled tribe population is largely found in Khammam district followed by Adilabad, Warangal, Nalgonda and Mahabubnagar districts. The minority population is found in Hyderabad district followed by Nizamabad, Ranga Reddy, Medak and Adilabad districts.*
* *An integrated approach considering the above districts needs to be planned in a holistic way which is not reflected in the plan. Although, the state of****Telangana*** *is a newly formed state therefore, state is being requested to pay more attention towards these districts in the next AWP&B.* ***The challenge is to significantly improve access, equity and quality of secondary education simultaneously.***

1. **Staffing (At all levels):**

**Status of Staff at various levels:**

| Sl.  No. | Level | Functional Area | No. of posts Required | No. of  Posts filled  up | No. of posts vacant |
| --- | --- | --- | --- | --- | --- |
| 1 | SPO | Director, School Education & Ex-Officio Project Director | 1 | 1 | 0 |
| Additional State Project Director | 1 | 1 | 0 |
| Joint Director | 2 | 1 | 1 |
| Asst. Director | 2 | 2 | 0 |
| Planning-MIS & Access | 2 | 2 | 0 |
| Civil Work | 3 | 3 | 0 |
| Finance | 13 | 13 | 0 |
| MIS & ICT | 11 | 11 | 0 |
| T. training/Quality | 2 | 2 | 0 |
| Gender & Equity(Including GH) | 2 | 2 | 0 |
| Community Mobilization & Media | 1 | 1 | 0 |
| Vocational (VE) | 1 | 1 | 0 |
| Inclusive Education | 1 | 1 | 0 |
| Out of School Children | 1 | 1 | 0 |
| Asst. Sectoral Officers | 4 | 4 | 0 |
| Lecturer | 1 | 1 | 0 |
| Superintendents | 11 | 11 | 0 |
| Consultant | 10 | 10 | 0 |
| Technical Support Group Team | 6 | 6 | 0 |
| Data Processing Officers & Data Entry Operators | 8 | 8 | 0 |
| G-IV |  |  |  |
| Driver | 1 | 1 | 0 |
| Office subordinates | 15 | 15 | 0 |
| Sweepers (Cleaning persons) | 3 | 3 | 0 |
| Security Guards | 2 | 2 | 0 |
| **Total Posts at SPO Level** | **104** | **103** | **1** |
| 2 | DPO | District Educational Officer | 33 | 33 | 0 |
| Coordinator (Planning & MIS, ICT and Digital Initiatives) | 33 | 33 | 0 |
| Coordinator (Quality, Vocational Education & OSC) | 33 | 33 | 0 |
| Coordinator (Gender and Equity) | 33 | 33 | 0 |
| Coordinator (Inclusive Education, Community Mobilization & Media) | 33 | 33 | 0 |
| Finance Accounts Officer | 33 | 33 | 0 |
| Asst.Statistical Coordinator | 33 | 33 | 0 |
| APO | 33 | 33 | 0 |
| Dy.EE | 10 | 10 | 0 |
| Asst.EEs/ Site Engineer | 66 | 66 | 0 |
| Accountant | 33 | 33 | 0 |
| System Analyst | 33 | 33 | 0 |
| Superintendents | 33 | 33 | 0 |
| Sr.Asst./Jr.Asst | 99 | 99 | 0 |
| Data Entry operator | 99 | 99 | 0 |
| Technical Person | 33 | 33 | 0 |
| DLMT | 33 | 33 | 0 |
| Office subordinates | 66 | 66 | 0 |
| Messenger | 33 | 33 | 0 |
| **Total Posts at DPO Level** | **802** | **802** | **0** |
| 3 | BRC | Mandal Educational Officer | 597 | 597 | 0 |
| MIS Coordinator | 597 | 597 | 0 |
| Data Entry operator | 597 | 597 | 0 |
| Messenger | 597 | 597 | 0 |
|  |  | **Total** | **2388** | **2388** | **0** |
| 4. | CRC | School Complex Head Master | 1817 | 1817 | 0 |
| Cluster Resource Persons | 2341 | 2341 | 0 |
| **Total** | | | **4158** | **4158** | **0** |
| **Total Posts at SPO/ DPO / BRC / Complex Level** | | | **7452** | **7451** | **1** |

* All the above posts are filled up on deputation basis under Foreign Service terms and conditions and also personnel engaged on contract / outsourcing basis.
* State level staff and their salaries: As the state Govt. has given revised Pay revision Commission for all regular and Contract/Outsourcing Employees with 30% enhancements proposed in the AWP&B 2021-22 Proposal as follows:

| Sl.No. | Name of the Post | Positioned | Salary Per Month for One Post | Salary Per Month for all posts | Present Salary (Per Annum) | 30% Increase (Proposed) | Total Salary to be Proposed (Per Annum) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Addl. State Project Director | 1 | 111001 | 111001 | 1332012 | 399604 | 1731616 |
| 2 | State Finance Controller | 1 | 126040 | 126040 | 1512480 | 453744 | 1966224 |
| 3 | Joint Director | 2 | 111001 | 222002 | 2664024 | 799207 | 3463231 |
| 4 | Asst Director | 3 | 91455 | 274365 | 3292380 | 987714 | 4280094 |
| 5 | SAMO | 1 | 105323 | 105323 | 1263876 | 379163 | 1643039 |
| 6 | Superintendents | 10 | 72892 | 728920 | 8747040 | 2624112 | 11371152 |
| 7 | Dy.S.O | 1 | 61707 | 61707 | 740484 | 222145 | 962629 |
| 8 | JAOs | 1 | 75171 | 75171 | 902052 | 270616 | 1172668 |
| 9 | Lecturer | 1 | 105323 | 105323 | 1263876 | 379163 | 1643039 |
| 10 | Accountants - Contract | 1 | 49500 | 49500 | 594000 | 178200 | 772200 |
| 11 | Accountants - Contract | 1 | 25000 | 25000 | 300000 | 90000 | 390000 |
| **TOTAL** | | **23** | **934413** | **1884352** | **22612224** | **6783668** | **29395892** |

**Consultants: -**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sr.no | Name of the Post | Positioned | Remuneration Per Month for One Post | Remuneration Per Month for all posts | Present Remuneration (Per Annum) | 30% Increase (Proposed) | Total Remuneration to be Proposed (Per Annum) |
| 1 | Consultants - Plg, Peshi | 3 | 30000 | 90000 | 1080000 | 324000 | 1404000 |
| 2 | Asst. Programme Officer | 1 | 50000 | 50000 | 600000 | 180000 | 780000 |
| 3 | Consultant - Child Info, SAMO, Civil, System Adm etc | 6 | 35000 | 210000 | 2520000 | 756000 | 3276000 |
| 4 | Civil Works - Consultants | 1 | 42000 | 42000 | 504000 | 151200 | 655200 |
| 5 | Consultant -OSC & Civil | 2 | 40000 | 80000 | 960000 | 288000 | 1248000 |
| 6 | Consultant -TSG | 6 | 40000 | 240000 | 2880000 | 864000 | 3744000 |
| 7 | Consultant -Accounts | 1 | 45000 | 45000 | 540000 | 162000 | 702000 |
| **Total** | | 22 | 282000 | 797000 | 9564000 | 2869200 | 12433200 |

**Out Sourcing:**

| **Sr.no** | **Name of the Post** | **Positioned** | **Remuneration Per Month for One Post** | **Remuneration Per Month for all posts** | **Remuneration Salary (Per Annum)** | **30% Increase (Proposed)** | **Total Remuneration to be Proposed (Per Annum)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Data Processing Officer | 6 | 17500 | 105000 | 1260000 | 378000 | 1638000 |
| 2 | Data Entry Operator | 9 | 15000 | 135000 | 1620000 | 486000 | 2106000 |
| 3 | Drivers | 1 | 15000 | 15000 | 180000 | 54000 | 234000 |
| 4 | Officer Sub Ordinates | 18 | 12000 | 216000 | 2592000 | 777600 | 3369600 |
| 5 | Asst. Auditor | 1 | 38500 | 38500 | 462000 | 138600 | 600600 |
| 6 | Asst. Sectoral | 4 | 25000 | 100000 | 1200000 | 360000 | 1560000 |
| 7 | Software Programmeer | 1 | 25000 | 25000 | 300000 | 90000 | 390000 |
| 8 | Asst. Auditor | 1 | 17500 | 17500 | 210000 | 63000 | 273000 |
| 9 | Sweeper | 2 | 8500 | 17000 | 204000 | 61200 | 265200 |
| 10 | Sweeper | 2 | 12000 | 24000 | 168000 | 50400 | 218400 |
| **TOTAL** | | 45 | 186000 | 693000 | 8196000 | 2458800 | 10654800 |

**SPO Level:**

* As highlighted by the state in the above table that there are 104 sanctioned posts both for the new integrated programme at the State level, out of the sanctioned posts 103 have been filled.
* *11 posts of data office subordinates, 13 for finance and 11 superintendents are the highest number of posts working under both the programme.*
* *Moreover, 10 consultants, 11 MIS & ICT, 06 technical support team etc. are also in place.*
* All staffs working at SPO level are on contractual except 36 staffs are on deputation. All contractual as well as deputed staff draws their salaries from the programme-SSA & RMSA.

**DPO level staff and their salaries:**

| **Sl.No** | **Name of the post** | **No of posts** | **Salary per month (Rs.)** |
| --- | --- | --- | --- |
| 1 | Distrcit Project Officer | 33 |  |
| 2 | Coordinator (Planning & MIS, ICT and Digital Initiatives) | 33 | 3224000 |
| 3 | Coordinator (Quality, Vocational Education & OSC) | 33 | 3224000 |
| 4 | Coordinator (Gender and Equity) | 33 | 3224000 |
| 5 | Coordinator (Inclusive Education, Community Mobilization & Media) | 33 | 3224000 |
| 6 | Asst.Statistical Coordinator | 33 | 2418000 |
| 7 | DLMTs | 33 | 1128400 |
| 8 | APO | 33 | 1007500 |
| 9 | FAO | 33 | 2821000 |
| 10 | Dy.EE | 33 | 4030000 |
| 11 | Asst.EEs/ Site Engineer | 66 | 1612000 |
| 12 | Accountant | 33 | 2418000 |
| 13 | Consultant | 33 | 806000 |
| 14 | System Analyst | 33 | 685100 |
| 15 | Superintendents | 33 | 2821000 |
| 16 | Sr.Asst./Jr.Asst | 102 | 7254000 |
| 17 | Technical Person | 33 | 858000 |
| 18 | Data Entry operator | 99 | 3425500 |
| 19 | Office subordinates | 66 | 967200 |
| 20 | Messenger | 33 | 483600 |

**DPO:**

* All components mentioned above in the table having 802 sanctioned posts at the DPO level under RMSA&SSA, all sanctioned posts as shown have been filled up. Hence, no vacant posts.
* State did not mention any detail in regard to state policy of recruitment for sanctioned post.
* Highest posts are of S. Asst/Jr. Asst (99), data entry operators(99), Office Subbordinates (66) and Jr, Engineers (66)
* All staff on contractual are drawing salaries from the programme-SSA & RMSA.
* At the district level regular DEOs/School inspectors are looking after the integrated programme.
* Other than the DEO, one coordinator for the component of MIS is also attached to district office. Administrative staff such as office superintendents, Sr. Assistant, Data entry operator and office asst. is also in place at the district level

**Observation:** So far, state did not form ‘State Resource Group’ (SRG) and ‘District Resource Group’ (DRG) at the State & District level to support planning and implementation.

**BPO / CRC level staff and their salaries:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Name of the post** | **No of posts** | **Salary per month (Rs.)** |
| 1 | Mandal Educational Officer | 597 | --- |
| 2 | MIS Coordinator | 597 | 12805650 |
| 3 | Data Entry operator | 597 | 11951940 |
| 4 | IERP | 934 | 20034300 |
| 5 | CRP | 2341 | 50214450 |
| 6 | Messenger | 597 | 7256535 |

**Proposal for Program management for the year 2021-22:**

| **Program Management (MMER) (I - XII)** | **Financial** | **Recommendation** | **Remarks** |
| --- | --- | --- | --- |
| Program Management (MMER) (I - XII) | 15486.10 | 15486.10 | Recommended under 5% MMER against the total outlay (Fresh) except salaries of BRC/CRCs may be availed under TE component) |
| Total of Program Management (MMER) (I - XII) | 15486.10 | 15486.10 |
| **Total of Program Management** | **15486.10** | **15486.10** |  |

**CHAPTER II- ACCESS AND RETENTION**

* **Access: at a glance**
* **The Gross accessratio** (**GAR)** at state level:

Primary level – 98.20

Upper Primary level-94.00

Secondary level – 96.25

Higher Secondary level – 73.36

* **State’sdefinition of neighborhood norm.**Neighbourhood schools were identified to all the habitations in the State as per the distance norms prescribed in the rules. Local Authorities notified habitation-wise neighbourhood schools. Neibourhood details are as under:

Primary schools: within 1 km radius (As per RTE provision)

Upper Primary schools: within 3 km radius (As per RTE provision)

Secondary Schools: within 5km radius

Higher Secondary schools: Not Available

* **Rationalization of Schools and Closure of Schools/Merger of Schools:** No details available
* **Approved and Functional Schools: -** Details of No. of schools sanctioned and made functional under SAMAGRA SHIKSHA is as under:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S N** | **School Category** | **Approved** | | **Functional** | **Remarks** |
| School | Building |
| **1** | Primary | 1615 | 4615 | 1615 |  |
| **2** | Upper Primary | 1475 | 913 | 1475 | - |
| **3** | Secondary | 8 | 8 | 8 | - |
| **4** | Higher Secondary | 0 | 0 | 0 | - |

* **School Mapping Exercise:**
* **Coverage of Habitation**: As per school mapping exercise category wise details are as under:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S N** | **School Category** | Total No of Habitations/Village | Habitations/ Village covered | % of Habitations/ Village covered | Habitations/ Village **uncovered** | % habitations / Village uncovered |
| **1** | Primary | 25660 | 25199 | 98.20 | 461 | 1.80 |
| **2** | Upper Primary | 25660 | 24118 | 94.00 | 1542 | 6.00 |
| **3** | Secondary | 9770 | 9404 | 96.25 | 366 | 3.74 |
| **4** | Higher Secondary | 9770 | 7167 | 73.36 | 2603 | 26.64 |

**\*Source:**For **Primary and Upper Primary level GAR considering habitations** including government and aided schools as per AWP&B and For **Secondary and Higher Secondary level GAR considering villages** and including government, government Aided and private schools as per GIS mapping exercise (Dec 2020) using buffer analysis.

* **Total Requirement:**As per school mapping exercise categoriy wise details are as under:

| **S N** | **Level of Education** | Total No of Habitations | % habitations uncovered | Total requirement of new/ upgraded schoolfor uncovered habitations\* | Habitations covered through upgradation | No. of other strategy required for uncovered habitations | Total habitations covered |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | Primary | 25660 | 1.80 | To be provided | | | |
| **2** | Upper Primary | 25660 | 6.00 |
| **3** | Secondary | 9770 | 3.74 |
| **4** | Higher Secondary | 9770 | 26.64 |

**\*Source:** For **Primary and Upper Primary level GAR considering habitations** including government and aided schools as per AWP&B and For **Secondary and Higher Secondary level GAR considering villages** and including government, government Aided and private schools as per GIS mapping exercise (Dec 2020) using buffer analysis.

* **Approved Norms for Up-gradation of Schools:**
* Primary schools: within 1 km radius (As per RTE provision)
* Upper Primary schools: within 3 km radius (As per RTE provision)
* Secondary Schools norm: State Government norm for providing school is as similar as the scheme norm.
* Higher Secondary schools: State Government norm for providing school is as similar as the scheme norm..
* **Proposal and consideration for the current year**

|  |  |  |  |
| --- | --- | --- | --- |
| **S N** | **School category** | No of Proposal | Proposal in SFD |
| 1 | Primary | 0 | 0 |
| 2 | Upper Primary | 0 | 0 |
| 3 | Secondary | 0 | 0 |
| 4 | Higher Secondary | 0 | 0 |

* **Considerations/Recommendations: -**

No school proposed in the current year.

**Transport/Escort Facility (Elementary Level)**

**Status of Transport/ Escort Facilities**

* **Progress of 2020-21(Target and Achievement)**

State had a Target of 21964children under transportation/escort facility in 2020-21. The Physical and Financial achievement under this intervention is given below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Transport facility** | **Target** | | **Achievement** | | **%** | |
| **Phy.** | **Fin.** | **Phy.** | **Fin.** | **Phy.** | **Fin.** |
| Children in remote area | 21964 | 1317.84 | 0 | 0 | 0 | 0 |
| Urban deprived children | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | 21964 | 1317.84 | 0 | 0 | 0 | 0 |

*(Source: Information in this table is to be provided as per Table- 11(a)*

* **School wise category**

| **No. of In school children approved** | | | **No. of out of school children** | | |
| --- | --- | --- | --- | --- | --- |
| **Primary** | **Upper Primary** | **Total** | **Primary** | **Upper Primary** | **Total** |
| 5005 | 16959 |  | 0 | 0 | 0 |

* **Mode of Transport/ Escort facility: -**Bus/Auto
* **Mode of payment: -**Direct Benefit Transfer System
* **Mechanism of provisioning of Transport/ Escort facility: -**Bus/Auto

**Proposal:**

* The **state** has proposedTransportation/ Escort facilities for 24475 children from 3150 unserved habitations as per the detail below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S.**  **No** | **No. of habitation** | **Category of children Proposed for Escort/Transport** | | | |
| PS (I to V) | UPS | Total children proposed | Total amount proposed (PS @ Rs.400/- UPS @ Rs.600/-) for 10 months Rs. In Lakh |
| 1 | 3150 | **4686** | **19789** | **24475** | Rs.1468.50 |

**Observations:**

* Proposal in 3150 Remote areas having spares population and non-viable to open new school. Children from these habitations proposed for transportation.
* State has proposed for 24475 children (4686 for primary @ Rs. 400/- per month for 10 months and 19789 for upper primary @ Rs. 600/- per month for 10 months) total amounting to Rs. 1468.50 lakhs.
* **District wise details of the proposal are given below:**

| **Sl. No.** | **District** | **Total No. of school less Habitations** | **School less Habitations (Primary)** | **No. of eligible children** | **School Less Habitations (Upper Primary)** | **No. of eligible children** | **Total eligible children (Primary + UPS)** | **Mode of transport to be used** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Adilabad | 101 | 26 | 401 | 83 | 727 | **1128** | Auto/Van |
| 2 | BhadradriKothagudem | 213 | 36 | 327 | 167 | 1151 | **1478** | Auto/Van |
| 3 | Jagityal | 30 | 14 | 187 | 18 | 156 | **343** | Auto/Van |
| 4 | Jangaon | 121 | 27 | 204 | 104 | 688 | **892** | Auto/Van |
| 5 | Jayashankar Bhupalapally | 65 | 4 | 45 | 55 | 280 | **325** | Auto/Van |
| 6 | JogulambaGadwal | 66 | 3 | 67 | 51 | 722 | **789** | Auto/Van |
| 7 | Kamareddy | 90 | 9 | 65 | 50 | 491 | **556** | Auto/Van |
| 8 | Karimnagar | 41 | 17 | 203 | 25 | 259 | **462** | Auto/Van |
| 9 | Khammam | 251 | 16 | 189 | 203 | 1523 | **1712** | Auto/Van |
| 10 | Kumrambheem Asifabad | 97 | 5 | 62 | 54 | 321 | **383** | Auto/Van |
| 11 | Mahabubabad | 286 | 56 | 303 | 196 | 893 | **1196** | Auto/Van |
| 12 | Mahabubnagar | 164 | 24 | 151 | 137 | 1038 | **1189** | Auto/Van |
| 13 | Mancherial | 69 | 9 | 79 | 52 | 376 | **455** | Auto/Van |
| 14 | Medak | 46 | 6 | 58 | 33 | 450 | **508** | Auto/Van |
| 15 | Mulugu | 86 | 18 | 158 | 57 | 299 | **457** | Auto/Van |
| 16 | Nagarkurnool | 36 | 4 | 48 | 32 | 297 | **345** | Auto/Van |
| 17 | Nalgonda | 171 | 39 | 326 | 142 | 1212 | **1538** | Auto/Van |
| 18 | Narayanpet | 121 | 5 | 78 | 62 | 949 | **1027** | Auto/Van |
| 19 | Nirmal | 92 | 7 | 57 | 78 | 886 | **943** | Auto/Van |
| 20 | Nizamabad | 29 | 13 | 112 | 18 | 110 | **222** | Auto/Van |
| 21 | Peddapally | 68 | 29 | 413 | 39 | 355 | **768** | Auto/Van |
| 22 | Rajanna Siricilla | 49 | 4 | 80 | 37 | 286 | **366** | Auto/Van |
| 23 | Rangareddy | 47 | 17 | 99 | 37 | 608 | **707** | Auto/Van |
| 24 | Sangareddy | 79 | 8 | 52 | 64 | 528 | **580** | Auto/Van |
| 25 | Siddipet | 181 | 28 | 210 | 160 | 1756 | **1966** | Auto/Van |
| 26 | Suryapet | 118 | 9 | 60 | 104 | 705 | **765** | Auto/Van |
| 27 | Vikarabad | 78 | 6 | 30 | 44 | 267 | **297** | Auto/Van |
| 28 | Wanaparthy | 110 | 16 | 124 | 85 | 883 | **1007** | Auto/Van |
| 29 | Warangal Rural | 130 | 31 | 274 | 87 | 591 | **865** | Auto/Van |
| 30 | Warangal(U) | 48 | 14 | 129 | 27 | 309 | **438** | Auto/Van |
| 31 | Yadadri | 67 | 15 | 95 | 55 | 673 | **768** | Auto/Van |
|  | **Grand Total** | **3150** | **515** | **4686** | **2356** | **19789** | **24475** |  |

* The proposal is based on considering In compliance of RTE rules, prevention of students becoming drop out and give all students opportunity for completing elementary education.
* With regard to copy of notification defining area / limits of neighbourhood for Transportation and declaring its child entitlement in state RTE Rules is submitted.

**Notification: Received**

* Copy of notification regarding habitations becoming eligible for transportation in the light of neighbourhood norms for transportation for the year 2019-20 and 2020-21 is awaited from the state.

**Notification for the year 2020-21-** Not yet notified and awaited from the state.

**Notification for the year 2021-22-** Not yet notified and awaited from the state.

* No. of children proposed during 2021-22: 21964
* Name of the district, block and habitation where transportation / escort facility is proposed. (detail of all habitations proposed to covered): Information provided.
* Distance of habitation from the nearest primary and upper primary school: more than 1 km for primary and more than 3 km for upper primary. Remote areas having spares population and non-viable to open new school. Children from these habitations proposed for transportation.
* Mode of Transport/ Escort facility: Bus/Auto/Van
* PAB approved for 21964 children in the last year i.e. 2020-21, the achievement is nil, as Schools were physically closed for students due to pandemic situation, transportation charges do not rise and hence the activity was not done.

**Eligibility**

* State has proposed for 24475 children (4686 for primary @ Rs. 400/- per month for 10 months and 19789 for upper primary @ Rs. 600/- per month for 10 months) total amounting to Rs. 1468.50 lakhs.
* Considering the fact that in the previous year, schools were physically closed for students due to pandemic situation, and the activity was not done, **similar situation in the current year and assume that schools may be closed Due to COVID-19 situation.**
* Hence due to pandemic situation and nil progress in the previous year the proposed for transportation may not be consider. Howeverbased on the notified norms, in the year 2020-21, PAB had approved 21964 students, and the same proposal was recommended in the previous year also, hence the same proposal may be recommended, (considering no decrease in enrollment in these habitations) as due diligence of these proposal have been completed. if we consider the same **total 21964 children** for provisioning of Transport/Escort facility may become **eligible for transportation for the year 2021-22.**

**Recommendations: -**

* Recommended transport for 21964 children @ Rs.3000 for 5 months (assuming half the year schools may be closed Due to COVID-19 situation) for 3150 (Approximately) habitations based on the notified norms, as the detail for these habitations are available and the procedure has been completed and approved in the previous years. State needs to furnish fresh Copy of notification regarding the transportation of children in these unserved habitations.

**Transport/Escort Facility (Secondary Level)**

**Target and achievement of 2020-21**

* There is no proposal at the secondary level in the previous year**.**

**Proposal For Secondary (Class 9-10) Students for transport facility**

* Total16123children are proposed for transportation facility during 2021-22, considering Children in remote school-less habitation with sparse population

|  |  |  |  |
| --- | --- | --- | --- |
| **S.**  **No** | **No. of habitation** | **Category of children Proposed for Escort/Transport** | |
| Total children proposed | Total amount proposed (PS @ Rs.400/- UPS @ Rs.600/-) for 10 months Rs. In Lakh |
| 1 | 1947 | **16123** | Rs.967.38 |

**Observations:**

* Proposal in 1947 Remote areas having spares population and non-viable to open new school. Children from these habitations proposed for transportation.
* State has proposed for 16123 children with total amounting to Rs. 967.38 lakhs.
* The proposal is based on considering samagra Shiksha norm for the students becoming drop out and give all students opportunity for completing y education.
* With regard to copy of notification defining area / limits of neighbourhood for Transportation and declaring its child entitlement in state RTE Rules is submitted.

**Notification: Received**

* Copy of notification regarding habitations becoming eligible for transportation in the light of neighbourhood norms for transportation for the year 2019-20 and 2020-21 is awaited from the state.

**Notification for the year 2020-21-** Not yet notified and awaited from the state.

**Notification for the year 2021-22-** Not yet notified and awaited from the state.

* No. of children proposed during 2021-22: 16123
* Name of the district, block and habitation where transportation / escort facility is proposed. (detail of all habitations proposed to covered): Information provided.
* Distance of habitation from the nearest primary and upper primary school: more than 5 km for Secondary. Remote areas having spares population and non-availableof newsecondary school. Children from these habitations proposed for transportation.
* Mode of Transport/ Escort facility: Bus/Auto/Van

**Eligibility: -**

**Total proposal**

* Children in remote school-less habitation with sparse population :**16123**
* Urban area deprived children : 00(00habitation)

**Summary of eligible children for transportation facility as per norm**:

* Children in remote school-less habitation with sparse population : 8524

**Summary of not eligible children for transportation facility as per norm** :

* No of Children not eligible for transportation facility :7599

due to Distance less than 5km (5751), not having secondary section (1507), school with private management (6), UDISE Error (335).

**Recommendations: -**

* Recommended for 8524 children @ Rs.3000 for 5 months (assuming half the year schools may be closed Due to COVID-19 situation) for transportation. The proposal is considered for secondary students whose habitats are 5 km away from their respective schools as list provided by the state. Remaining 7599 students are not qulaify for transport facility as sUDISE Error (335 students) Private mgt school (6 students) Distance is less than the norm (5751 students) and classessupto 8th std (1507 students). Proper monitoring is to be ensured.

\*\*\*\*\*\*

**CHAPTER III- SPECIAL TRAINING FOR AGE APPROPRIATE ASMISSION OF OUT OF SCHOOL CHILDREN (OoSC) AT ELEMENTARY LEVEL**

**Interventions for Universal Enrolment at Elementary Level**

1. **Progress against the approved targets during year 2020-21**

* State has identified 7834out of school children (OOSC) in 2020-21 and it has committed that out of the total identified out of school children, at least 5749 children will be enrolled in schools during 2020-21. PAB has approved Rs. 662.6 lakhs for provision of Special Training to OoSC.
* State is reporting that it has covered 5749 children which is 73.38% of the target. The entire coverage is through direct enrolment
* State could not cover a single child under Special Training component
* Financial achievement against PAB approval is 8.15%.

**Strategy Wise Coverage of Out of School Children during 2020-21**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Intervention** | **Approved Target** | | | **Coverage** | | | | **Children mainstreamed** | | |
| **Physical** | | | **Physical** | | | |
| **Fresh** | **Cont.** | **Total** | **Fresh** | **Cont.** | **Total** | **%** | **Fresh** | **Cont.** | **Total** |
| Direct Enrollment | 1336 | **0** | 1336 | 1336 | **0** | 1336 | 100 | 1336 | **0** | 1336 |
| CWSN | 704 | **0** | 704 | 704 | **0** | 704 | 100 | 0 | **0** | 0 |
| SBT/Residential schools/Regular schools | 1873 | 0 | 1873 | 1873 | **0** | 1873 | 100 | 1873 | **0** | 1873 |
| KGBV | 1836 | **0** | 1836 | 1836 | **0** | 1836 | 100 | 1836 | **0** | 1836 |
| **Sub Total (A)** | **5749** |  | **5749** | **5749** |  | **5749** |  | **5045** |  | **5045** |
| NRSTCs  (9 Months) | 2085 | 0 | 2085 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Sub Total (B)** | **2085** | **0** | **2085** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Total OOSC** | **7834** | **0** | **7834** | **5749** |  | **5749** | **0** | **5045** |  | **5045** |
|  | **Migrant children coverage** | | | | | | | | | |
| Migrant | 6895 | 0 | 6895 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Sub Total (C)** | **6895** | **0** | **6895** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Grand Total (A+B+C)** | **14729** | **0** | **14729** | **5749** | **0** | **5749** | **0** | **5045** | **0** | **5045** |

1. **Arrangement of Special Training during COVID related Lockdown.**

Due to closure of schools special training centers were not organized in the year 2021-21. State has reported that due to closure of schools it did not organise/conduct any special training for out of school children. All out of school children were directly admitted in schools during enrolment drive. It is reported that State enrolled all identified out of school children into regular schools during enrolment drive conducted in the month of July-August 2020. Identified in-migrant children were also enrolled in the schools in age-appropriate classes.

1. **Steps taken to ensure continuation of mainstreamed children in regular schools.**

State conducted online classes to all enrolled children through state education department TV. Class wise, subject wise schedule was given to cover the syllabus.

1. **What is the Monitoring Mechanism for (i) Special Training and (ii) after Children are mainstreamed in schools?**

Head masters and teachers of respective schools monitored the attendance of the children who attended online classes. State office collected the data through google sheets every day.

1. **Convergence with other Departments**
   1. State held convergence before out of school children survey conducted in January, 2021.In all districts the convergence took place with the line departments such as Labour, WDCW, Police department, Social welfare, Child Protection Cell etc. These departments in turn instructed their field level functionaries to identify out of school children, never enrolled children and rescued child labour.
   2. The outcome of the convergence is sharing of the data, methods of identification of OoSC and planning in a coordinated way so that all needy children be provided with good education and residential facilities avoiding duplication in efforts. For example, residential schools are functioning for the dropout never enrolled deprived category children between age group 6-14, so there is no need for an NCLP school in the area for this age group children. Moreover SS provides good educational facilities compare to NCLP while coordinating with regular schools for mainstreaming of children once they attain age and class appropriate competencies. Police department conducts Operation Smile in the month of January and Operation Muskan in the month of July to identify missing children, child labour, street children etc.in convergence with line departments and education department. They use the education department facilities for rescued child labour and street children till they send the children to parents or convince the parents to join them in schools if the children are from the same state.
2. **NGO Involvement**
   * 1. NGOs are involved in the convergence meeting to share their OoSC data with the department. The data verified by the Cluster Resource Persons during OoSC survey. NGOs are not involved directly in the survey of out of school children.
     2. **Name of the NGOs which are involved along with their nature of involvement or activities performed by the NGOs.**

Village based NGOs/ Self help Groups functioning under SERP are involved in organizing seasonal residential hostels at village level for the children of out-bound migrants.

All the NGOs working in coordination with Samagra Shiksha are registered in the DARPAN portal.

* 1. **Monitoring of NGOs.**

MEOs, CRPs and District level officers monitor frequently the functioning of these Seasonal Hostels. Apart from this, NGOs are not involved in any activities performed for OoSC.

1. **Status ofOut of School Children identified in 2021-22**

State is reporting to have a total population of 45, 24,543 Children in the age group of 6-14 years. It has identified 9113 out of school children in the same age group. The number of out of school children is 0.20% of total population. Disaggregated data is given below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age in years** | **New Identified OOSC in 2021-22** | | | | | |
| **No.** | | | **Percentage (%)** | | |
| **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| 6&7 | 928 | 859 | 1787 | 10.18 | 9.43 | 19.61 |
| 8-10 | 1363 | 1265 | 2628 | 14.96 | 13.88 | 28.84 |
| 11-14 | 2509 | 2189 | 4698 | 27.53 | 24.02 | 51.55 |
| **Total** | **4800** | **4313** | **9113** | **52.67** | **47.33** | **100** |

Separate plan has been provided for 295 (HBE) CWSN in Inclusive Education intervention

* 1. **Details of survey/ updation exercise**

Samagra Shiksha, Telangana conducts survey every year to identify out of school children in the state. Every year survey is conducted by the staff of Samagra Shiksha co-ordinating in coordination with line departments and NGOs working at field level. In the academic year 2020-21, Survey process (Virtual coordination meetings with line departments and field level NGOs to share the data, orientation meetings to field functionaries on survey by district level officers) started from the month of December, 2020. 1817 CRPs (Cluster Resource Persons), 874 IERPs (Inclusive Education Resource Persons) are directly involved in the survey conducted in the month of January, 2021. A 28-column format is designed to capture all details of children. Every CRP in their allotted habitation took the details of 6 years olds from anganwadi centers, checked VER for children of village (for out-migration, in-migration details). Apart from schools, they covered children at brick kilns, construction sites, slum areas, cotton fields etc. to identify children of in-migrants and child labour. In urban areas in co-ordination with labour department, tried to identify child labour in hotels, markets, rag picking areas etc. many children were again joined in their respective schools during survey itself.

**This year survey was conducted with a focus on lockdown issues**

1. To find out number of children who are not enrolled in any Government, Aided, local body and private schools in the academic year in 2020-21 after the lockdown period
2. To find out number of never enrolled children and dropout children in the state
3. To Identify children of in-migrants who returned to the state from other states and not enrolled in any school (because of various problems including medium problem)
4. To identify children who are affecting due to out-migration of their parents in the districts (unable to attend online classes due to absence of parents at home)
5. Village Education Register or Ward Education Register (VER/WER) is maintained in all schools.
6. **Child Tracking System:** Online uploading of out of children data into child info website and monitored the status of OoSC once in 3 months and updated the status online and provided necessary facilities to the children
   1. **Enrollment Drive**
7. Name of Enrolment Drive: Badi Baata (Towards school…). Due to schools closure this campaigning is not taken up in June, 2020.
8. **Process of Enrolment Drive**

In August, 2020, state instructed all HMs, Teachers and all Samagra Shiksha field level functionaries to do a massive enrolment drive and updating previous year’s children details. In which children who come from other states due to lockdown are also identified and enrolled in schools apart from regular children. Separate formats were sent to schools to note in-migrant children details and out-migrant children details.

The details of Children who went out of state or district were noted down and uploaded into online portal and same has been shared with all states across the country.

In this enrolment drive 1553 children identified as in-migrants who came back to state because of lockdown.

The details of 5234 children who went back to their native states during lockdown are shared with 15 states.

* 1. **Definition of Drop** out as adopted by the state.

State’s definition for drop out is, a child who is continuously absent for 30 days is considered as drop out child.

1. **Coverage of Children affected with Migration**

Target and achievement of 2020-21 (Physical and Financial)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategies** | **Approved target for 2020-21** | | | ***Coverage*** | | | ***Achievement in%*** |
| **Physical** | | | **Physical** | | |
| **Fresh** | **Cont.** | **Total** | **Fresh** | **Cont.** | **Total** | **Phy** |
| **Seasonal Residential Hostels** | 4700 | **0** | **4700** | 0 | **0** | 0 | 0 |
| **Worksite schools** | 2195 | **0** | **2095** | 0 | **0** | 0 | 0 |
| **Total** | **6895** |  | **6895** |  |  |  |  |

1. **Status of migration mapping. Please provide a detailed Note on how State conducts migration mapping.**

State is in the process of developing migration mapping effectively. So far, state is providing educational facilities to migrant children with the help of labour department but lack of books in mother tongue is a hurdle for proper bridge course to these children. after the schooling concerned HM or MEO issues a authenticate card that the particular children attended school for the period and they are eligible to go to next class. When migrant families go back to their native place, they show this card or letter and join the children in age-appropriate classes.

For inter district migration, there is no issue of language. But in case of interstate migration, request shall be made to provide teachers and TLM in their mother tongue.

As far as social diversity is concerned, serious instructions has been issued and implemented to eradicate social discrimination whether they are inter district or interstate migrated children.

1. **Please provide a small write up about migration, areas affected by migration (both out bound and in bound), migration mapping, processes and challenges.**

**Detail of In- Bound Migration** (Receiving Migrants):In-migrants families come to state along with them come their children both small kids and school going children. MEOs will go to the particular worksite place along with CRP and take the details of children aged between 6-14. If any school is nearby their parents’ worksite, they are enrolled in age-appropriate classes if language is Telugu, if school is not near then a temporary shelter is arranged with the help of worksite owner and education volunteers are given to provide them education. Mid-day meals are arranged from nearby school, where they are enrolled. After completion of work when they go back to their native places these children continue their schooling at that place. Mostly migrants from Orissa come to Telangana to work in brick kilns. They are from utter poor backgrounds. Volunteers who know Oriya will be provided for these worksite schools with the help of labour department of Orissa or the contractor. Books in Oriya are provided for them in convergence with Odisha SS, SPO. In case of inter district, migration people go for work in cotton seed fields mainly in Gadwal, Rangareddy, Kamareddy, Nizamabad etc.

**Details of Out-Bound Migration (At sending end)**: Seasonal migration is seen in some districts of Telangana. Especially in Mahaboobnagar, Jogulamba, Wanaparthy, Vikarabad, Nalgonda districts. Children of out migrant parents are already in age-appropriate classes and in regular schools in their habitations. SSA is providing shelter and food to them when their parents are going away for work leaving these children behind. To prevent dropouts and lagging behind in studies, state organizes seasonal hostels till their parents come back from migration. This period varies from district to district. So there is no question of mainstreaming in this case because they are already mainstreamed children studying in regular schools. STs especially Chenchus in Mahabubnagar go for forest hunting in a particular season following their custom. They stay inside the forests along with families for some days up to one two months. All children become dropouts according to our norms, they come back from hunting and continue studies in schools. This repeats every year. This is an anthropological issue, because they take children along with them to pass on their legacy to their heirs. Parents need rigorous counseling to leave their children behind. Need to provide lodging boarding facilities to them to build confidence in them, seasonal hostels are needed here. Even then we can prevent some children becoming dropouts. Need NRSTCs to bridge their gap.

1. **State’s mechanism for inter-district and inter-state sharing of information on migrant children**.

* State captured the details of out-migrant and in-migrant children from school point and uploaded the details in the ‘child info application’ from time to time
* Total number of in-migrants identified in the month of September are 1553. Admissions were given to children on basis of identity card.
* Total number of children of out-migrants identified in the month of September are 5234 ( within the state-2996 and to other states- 2238)
* State has communicated the details to the states where the emigration has taken place
* The emigrant children details were sent to 15 states across India along with their address and parents phone numbers.

1. **Data on no. of migratory children (separate for in bound and out bound with period, place and duration) identified for 2021-22**

**In-bound migratory children:** details:

| **S.no** | **Coming from** | **Coming to** | **Name of worksite** | **Period of migration** | **Apprx.No of children** |
| --- | --- | --- | --- | --- | --- |
| 1 | Orissia, AP | Nizamabad | Brickkilns&stone crushing , Sugar cane | Dec-June | 200 |
| 2 | Orissa | Kamareddy | Brickkilns&stone crushing | Dec-June | 300 |
| 3 | Orissa | Karimnagar | Brickkilns&stone crushing | October-June | 200 |
| 4 | Orissa | Sangareddy | Cotton fields, Brickkilns | October-June | 300 |
| 5 | Orissa | siddipet | brick kiln , Construction work | October-June | 200 |
| 6 | Orissa | yadadri | brick kiln | Dec-June | 200 |
| 7 | Orissa,AP | Peddapalli | brick kiln | Dec-June | 400 |
| 8 | AP, Orissa | Medak | brickkiln, Construction work | Dec-June | 70 |
|  | **Total** | | | | **1870** |

**Out-bound migratory children details:**

| **S.no** | **Going from** | **Going to** | **Nature of work** | **Period of migration** | **Apprx.No of children remain behind** |
| --- | --- | --- | --- | --- | --- |
| 1 | Jogulamba | Mumbai, Pune | Construction work | Dec-June | 500 |
| 2 | Nagarkurnool | Mumbai, Pune | Construction work | Nov-June | 500 |
| 3 | Mahabubnagar | Mumbai, Pune | Construction work | Nov-june | 500 |
| 4 | Wanaparthy | Hyderbad, Mumbai, Pune | construction and other works | Nov-june | 200 |
| 5 | Narayanpet | To Other districts | Daily wage labourers | Dec-June | 500 |
| 4 | Nalgonda | Pune, Hyderabad | Daily wage labourers | Dec-June | 500 |
|  | Vikarabad | Pune, Hyderabad | Daily wage labourers | Feb-June | 100 |
| 6 | Suryapet | Hyderabad, Pune | Construction work | Dec-June | 100 |
| 7 | Rangareddy | Mumbai, Pune | Construction work | Dec-June | 100 |
|  | **Total** | | | | **3000** |

1. **Plan to provide education to migrant children.**

When in migrants’ families come to state along with them come their children both small kids and school going children. MEO will then go to the particular worksite place along with CRP and take the details of children aged between 6-14. If any school is nearby their parents’ worksite, they are enrolled in age-appropriate classes if language is Telugu, if school is not near then a temporary shelter is arranged with the help of worksite owner and education volunteers are given to provide them education. Mid-day meals are arranged from nearby school, where they are enrolled. After completion of work when they go back to their native places these children continue their schooling at that place. Mostly migrants from Orissa come to Telangana to work in brick kilns. They are from utter poor backgrounds. Volunteers who know Oriya will be provided for these worksite school with the help of labour department of Orissa. Books in Oriya are provided for them in convergence with Odisha SSA, SPO. In case of inter district, migration people go for work in cotton seed fields mainly in Gadwal, Rangareddy, Kamareddy, Nizamabad etc.

1. **Strategy to address social and linguistic diversity with regard to migrant children**

For inter district migration, there is no issue of language. But in case of interstate migration, request shall be made to provide teachers and TLM in their mother tongue in coordination with labour department or sometimes the contractors who bring the labour from other state provide same language teachers and text books.

As far as social diversity is concerned, serious instructions has been issued and implemented to eradicate social discrimination whether they are inter district or interstate migrated children.

1. **Proposal for coverage of out of school children for the year 2021-22**

To enrol all the Out of School Children in schools the following strategies are proposed during 2021-22

1. Enrolment of Out of School Children in age-appropriate class in regular schools and providing Non-Residential Special Training at school point to bring them at par with other children in the class.
2. Enrolling deprived category children including rescued child labour in to Residential Bridge Schools
3. Every month tracking of identified OoSC by CRPs and ensuring that every out of school child is in schools and without frequent absenteeism.
4. Continuation of child helps lines / child help desks.
5. Frequent convergence meetings at the district level with Labour, Revenue, Women and Child Welfare Departments.Frequent
6. Opening of seasonal hostels for the children of out-migrant families to prevent dropouts.
7. Organizing Worksite schools or enrolling children into nearby schools of worksite for children of in-migrants.
8. Providing awareness on RTE Act to the parents and community leaders.
9. Providing Home Based Education to severe and profound CWSN.
10. Enrolling of OoSC girls in KGBVs and providing education with residential facility.
11. Collection and maintenance of child wide data by the School Management Committees.
12. Capacity building of field staff and exposure visits for effective enforcement of child labour laws are to be continued.
13. Making schools and teachers accountable for enrolment of children in their catchment area and also making the school a centre for Residential Schools to higher educational institutes to develop interest in them towards studies.
14. Proposal of the State for coverage of all children under different heads is summarized below:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Strategies** | **Physical** | | | **Fin.** | **No. of Centres** |
|  |  | **Fresh** | **Cont.** | **Total** |  |  |
|  | Total OoSC | 9113 | 0 | 9113 |  |  |
| 1 | Direct Enrollment (6&7 age children) | 1684 | 0 | 1684 |  |  |
| 2 | CWSN (HBE) | 295 | 0 | 295 |  |  |
| 3 | KGBV (11-14 girls) | 1998 | 0 | 1998 |  |  |
|  | **Sub Total** | **3977** |  |  | 0 |  |
| 4 | NRST-9 months | 5136 | 0 | 5137 | 231.13 | 343 |
|  | **Total Special Training A** | **5136** | **0** | **5137** | **231.13** | 343 |
|  | **Proposal for Coverage of Migrant Children** | | | | | |
| 5 | Seasonal Hostels | 3000 |  | 3000 | 300 | 60 |
| 6 | Worksite schools | 1870 |  | 1870 | 56.1 | 187 |
|  | **Migrant Total B** | **4870** |  | **4870** | **356.1** | 247 |
| 7 | Support to age group 15-19 (NIOS, SIOS) | 3446 |  | 3446 | 68.92 | 0 |
|  | **Support to age group 15-19 TOTAL C** | **3446** |  | **3446** | **68.92** | 0 |
| **Grand Total (A+B+C)** | | **13453** |  | **13453** | **656.15** | **0** |

1. **Recommendations:** Proposal for coverage of out of school children for the year 2021-22 is recommended.

**(II) Interventions for Universal Enrolment at Secondary/ Senior Secondary**

**Level**

**Support to Drop Out Children in the age group 15-19 (NIOS, SIOS):**

State conducted a survey to identify 15-19 age group children in the month of April, 2021. Approximately 3500 children are identified in this category.

**Plan to support these children:**

* State will provide 10th class open school examination fee (Rs.1000/- for OC boys and Rs.600/- for girls and SC, ST, BC boys and girls) to each child who appears for the exam. And will provide required textbooks and study material to them.
* State will provide 12th class or intermediate open school examination fee Rs. or intermediate board open examination fee (Rs.1200/- for OC boys and Rs.800/- for girls and SC, ST, BC boys and girls) to each child who appear for the exam, and will provide required textbooks and study material to them.
* State will conduct additional support classes for the children enrolled in SIOS, NIOS.
* State will conduct Motivational campaigns.
* State will establish help desk to facilitate admission formalities and to provide support to the children.

**Proposal:** State is proposing support for 3446 children in 33 districts to complete their 10th and 12th (Intermediate) through Open schooling system.

**Recommendation:** Proposal of the State is recommended.

**(III) Status of Implementation of Section 12 (1)(C) of RTE Act 2009.**

No information regarding implementation of Section 12 of the RTE Act.

**CHAPTER IV – RESIDENTIAL SCHOOL/ HOSTEL**

**RESIDENTIAL SCHOOLS AND HOSTELS**

* + - 1. **Status of Residential Schools/Hostels sanctioned under SSA:**
  1. **Residential Schools:**

State was sanctioned with 31 residential schools till 2018-19 and out of which 29 Residential schools are functioning at present with an enrolment of 2050.

* The URSs are primarily meant for deprived and street children and for boys only. Similarly, state has 475 KGBVs to accommodate deprived girl children.
* Deprived children such as Urban street children like orphans, semi orphans, runaway children, children of single parents, rescued child labour, rescued children working as house maids, HIV affected children, never enrolled children etc. are given admission.
* Secondly, drop out children and thirdly Children from BPL category families, children of out-migrants etc. are also admitted in to URS.
* These Residential Schools are functioning under the control of District Education Officer (DEO) of Samagra Shiksha.
* The overall functioning, monitoring and supervision are done at the district level by the DEO’s office.

**District wise detail of residential schools sanctioned till 2019-20:**

| **S. No.** | **Year of sanctioned** | **District** | **Residential Schools** | |
| --- | --- | --- | --- | --- |
|  |  |  | **No. of Sanctioned** | **Intake Capacity** |
| 1 | 2017-18 | Adilabad | 1 | 100 |
| 2 | Bhadradri | 1 | 100 |
| 3 | Hyderabad | 1 | 100 |
| 4 | Jagitial | 1 | 100 |
| 5 | Janagoan | 1 | 100 |
| 6 | Jayashankar | 1 | 100 |
| 7 | Jogulamba | 1 | 100 |
| 8 | Kamareddy | 1 | 100 |
| 9 | Karimnagar | 1 | 100 |
| 10 | Khammam | 1 | 100 |
| 11 | Komrambheem | 1 | 100 |
| 12 | Mahabubabad | 1 | 100 |
| 13 | Mahabubnagar | 1 | 100 |
| 14 | Mancherial | 1 | 100 |
| 15 | Medak | 1 | 100 |
| 16 | Medchal | 1 | 100 |
| 17 | Nagarkurnool | 1 | 100 |
| 18 | Nalgonda | 1 | 100 |
| 19 | Nirmal | 1 | 100 |
| 20 | Nizamabad | 1 | 100 |
| 21 | Peddapalli | 1 | 100 |
| 22 | Rajanna | 1 | 100 |
| 23 | Ranga Reddy | 1 | 100 |
| 24 | Sangareddy | 1 | 100 |
| 25 | Siddipet | 1 | 100 |
| 26 | Suryapet | 1 | 100 |
| 27 | Vikarabad | 1 | 100 |
| 28 | Wanaparthy | 1 | 100 |
| 29 | Warangal (R ) | 1 | 100 |
| 30 | Warangal (U) | 1 | 100 |
| 31 | Yadadri | 1 | 100 |
| **Total** | | | **31** | **31000** |
| 32 | **2019-20** | Narayanpet | 1 | 100 |
| 33 | Mulugu | 1 | 100 |
| **Total** | | | **02** | **200** |
| **Grand Total:** | | | **33** | **33000** |

**I.II Progress made so far in operationalizing sanctioned residential schools/hostels:**

**Residential Schools:** Out of 33 Residential Schools sanctioned, 29 schools are operational and 2 residential schools approved in the year, 2019-20 in **Mulugu** and **Narayanpet** + 2 previous years schools sanctioned in the district of **Mahabubabad** and **Rangareddy** are not operational.

Hence, 4 Residential schools in Rangareddy, Mahabubabad, Mulugu and Narayanapet are in the process of organizing building and other facilities to bring deprived children who are identified during the survey. These schools could not become functional because of building problems. State ensured to make it functional the previous year 2020-21.

**Status in Respect to functional residential School:**

| **S.**  **No.** | **Districts** | **Residential schools** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **No. of Operational** | **Type of Residential Schools Operational** | | | **Total Children**  **Enrolled** |
| **Boys only** | **Girls only** | **Co-Edu.** |
| 1 | Adilabad | 1 | Boys | - | - | 62 |
| 2 | Bhadradri | 1 | Boys | - | - | 56 |
| 3 | Hyderabad | 1 | Boys | - | - | 30 |
| 4 | Jagitial | 1 | Boys | - | - | 43 |
| 5 | Janagoan | 1 | Boys | - | - | 82 |
| 6 | Jayashankar | 1 | Boys | - | - | 58 |
| 7 | Jogulamba | 1 | Boys | - | - | 100 |
| 8 | Kamareddy | 1 | Boys | - | - | 72 |
| 9 | Karimnagar | 1 | Boys | - | - | 66 |
| 10 | Khammam | 1 | Boys | - | - | 81 |
| 11 | Komrambheem | 1 | Boys | - | - | 63 |
| 12 | Mahabubabad | 0 | Boys | - | - | 95 |
| 13 | Mahabubnagar | 1 | Boys | - | - | 51 |
| 14 | Mancherial | 1 | Boys | - | - | 90 |
| 15 | Medak | 1 | Boys | - | - | 74 |
| 16 | Medchal | 1 | Boys | - | - | 74 |
| 17 | Nagarkurnool | 1 | Boys | - | - | 100 |
| 18 | Nalgonda | 1 | Boys | - | - | 100 |
| 19 | Nirmal | 1 | Boys | - | - | 42 |
| 20 | Nizamabad | 1 | Boys | - | - | 90 |
| 21 | Peddapalli | 1 | Boys | - | - | 75 |
| 22 | Rajanna | 1 | Boys | - | - | 53 |
| 23 | Ranga Reddy | 0 | Boys | - | - | 51 |
| 24 | Sangareddy | 1 | Boys | - | - | 95 |
| 25 | Siddipet | 1 | Boys | - | - | 86 |
| 26 | Suryapet | 1 | Boys | - | - | 50 |
| 27 | Vikarabad | 1 | Boys | - | - | 100 |
| 28 | Wanaparthy | 1 | Boys | - | - | 87 |
| 29 | Warangal (R ) | 1 | Boys | - | - | 47 |
| 30 | Warangal (U) | 1 | Boys | - | - | 51 |
| 31 | Yadadri | 1 | Boys | - | - | 90 |
| **Total** | | **29** |  |  |  | **2050** |

**DisaggregatedInformation about children enrolled in these institutions:**Disaggregated Information about children enrolled in these institutions (Residential Schools and Hostels combined)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **(Gender and Social Category)** | | | | | | | |
| **Gender Category Wise** | | | **Social Category Wise** | | | | |
| Boys | Girls | Total | SC | ST | Muslim | Other | Total |
| 2050 | 100 | **2150** | 863 | 500 | 14 | 773 | **2150** |

**Deprived category wise (Residential Schools and Hostels combined):**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.** | **Residential schools/hostels** | **Children from Access less Habitations** | **Homeless** | **CWAP including Run away children** | **Orphans** | **Children affected with HIV/AIDS** | **Children of sex worker** | **Child Beggars** | **Children of Nomadic families** | **Rag Pickers** | **Child belonging to BPL Families** | **others** | **Total** |
| **No.** |
| 1 | 35 | 132 | 77 | 163 | 572 | 100 | 1 | 54 | 70 | 114 | 664 | 203 | **2150** |

(Source: Table 10 (a) CWAP= Children without Adult Protection)

**Building status of Hostels: -** 1functioning hostel in 2020-21 is situated in the Government schools premise in Nizamabad. One hostel in Bhadradri is still under construction.

| Sl.No. | Name of the District | Rent free | Re-furbish building | Rented building | New construction | Total |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Adilabad | 1 |  |  |  | 1 |
| 2 | Asifabad | 1 |  |  |  | 1 |
| 3 | Bhadradri | 1 |  |  |  | 1 |
| 4 | Hyderabad | 5 |  |  |  | 5 |
| 5 | Jagtial | 1 |  |  |  | 1 |
| 6 | Jangoan |  |  | 1 |  | 1 |
| 7 | Jayashankar | 0 |  | 1 |  | 1 |
| 8 | Jogulamba | 1 |  |  |  | 1 |
| 9 | Kamareddy |  |  | 1 |  | 1 |
| 10 | Karimnagar |  |  | 1 |  | 1 |
| 11 | Khammam | 1 |  |  |  | 1 |
| 12 | Mahabubnagar |  |  | 1 |  | 1 |
| 13 | Mancherial | 1 |  |  |  | 1 |
| 14 | Medak | 1 |  |  |  | 1 |
| 15 | Medchal | 1 |  |  |  | 1 |
| 16 | Nagarkurnool |  |  | 1 |  | 1 |
| 17 | Nalgonda | 1 |  | - |  | 1 |
| 18 | Nirmal |  |  | **1** |  | 1 |
| 19 | Nizamabad | 2 |  |  |  | 2 |
| 20 | Peddapalli | 1 |  |  |  | 1 |
| 21 | Rajanna |  |  | 1 |  | 1 |
| 22 | Sangareddy | 1 |  |  |  | 1 |
| 23 | Siddipet | 1 |  |  |  | 1 |
| 24 | Suryapet |  |  | 1 |  | 1 |
| 25 | Vikarabad | 1 |  |  |  | 1 |
| 26 | Wanaparthy | 1 |  | 0 |  | 1 |
| 27 | Warangal (R ) | 1 |  | 1 |  | 1 |
| 28 | Warangal (U ) | 1 |  | 0 |  | 1 |
| 29 | Yadadri | 0 |  | 1 |  | 1 |
|  | **Total** | **23** | **0** | **11** | **0** | **34** |

**I.III. Proposal for Recurring grant for the Existing Residential Schools:** State proposed for recurring grant for continuation of the existing 29 residential schools + 4 non-operational schools with an assurance to operate this year 2021-22.

**Observation & Recommendation:** After detail analysis of state progress report, 29 residential hostels are presently functioning out of 33. .

* *Looking into present functional status and respective enrolment, the appraisal team recommended recurring grant only for 29 operational residential schools as per actual enrolment.*

**I.IV. Residential Hostels**: State was sanctioned 15 residential hostels till 2017-18 and 1 new hostel for LWE district in Bhadradri in 2018-19. Construction of this 1 hostel is under progress.

* Out of 16 Residential Hostels, only 5 hostels are functional till 2019-20.
* Out of 5 one hostel in Nizamabad is functional for HIV affected children both for boys and girls.
* And 5 residential hostels sanctioned in Hyderabad out of which 2 for boys and 3 for girls. Although one hostel in Hyderabad is not yet operational because of lack of proper residential facility. These hostels are situated in the Government school premises.
* As informed by the state that children residing in the above hostel are regular school going children who attend the same school where the hostel is attached.
* It is also informed that out of 10 non-operational hostels, 9 hostels are not operational in 2018-19 because every district has one Residential School for deprived category children, all children who need residential facilities for schooling are accommodated in these residential schools,
* So, Hostels were not required in the respective districts. One Hostel in Bhadradri (LWE) sanctioned in the year 2018-19 is under construction process.

District Wise Detail of 16 Residential Hostels till 2018-19:

| **S.**  **No.** | **Year of Sanction** | **Districts** | **Hostels** | |
| --- | --- | --- | --- | --- |
| **Intake capacity** | **No. Sanctioned** |
| 2 | 2012-13 | Hyderabad | 600 | 6 |
| Karimnagar | 100 | 1 |
| Mahabobnagar | 100 | 1 |
| Nizamabad | 100 | 1 |
| Ranga Reddy | 400 | 4 |
| Waranagal Urban) | 100 | 1 |
| 3 | 2016-17 | Nizamabad | 100 | 1 |
| 4 | 2018-19 | Bhadradri(LWE) | 100 | 1 |
| **Total** | | **06** | **1600** | **16** |

**I.V. Status in Respect to 6 Functional Residential Hostels:**

| **S. No.** | **Districts** | **Hostels** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **No. of Operational** | **No. of Operational** | | | **Total children enrolled** |
| **Boys** | **Girls** | **Co-Edu.** |
| 1 | Hyderabad | 5 | 2  (3) | 2 | - | 400 |
| 2 | Nizamabad | 1 | - | - | 1 | 91 |
| **Total** | | **6** |  |  |  | **491** |

**III. Status of Construction of Buildings of Residential Schools/Hostels:**

* As reported by the state, 11 residential schools are functioning in rent free government school premises. Extra bathrooms, class rooms, kitchen rooms were constructed wherever needed.
* 5arefunctioning in refurbished buildings.
* 12schools are functioning in rented buildings
* And one residential school in Khammam District is functioning in newly constructed building.
* As informed districts are being encouraged to run the residential schools in government school premises only so that the children residing in residential schools will get inspired by regular school going children and get motivated to mainstream in to age appropriate classes.
* 2 schools are running in congested buildings in government school premises need rent facility in 2019-20.
* 0*4 schools including 2 schools sanctioned last year in 2019-20 are yet to be functional.*

**District wise details of status of construction of 29 existing ‘Residential Schools’:**

| **Sl.**  **No.** | **Name of the District** | **Rent Free** | **Re-furbish building (other Govt. Building with repairs)** | **Rented Building** | **New Construction** | **others** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Adilabad |  | 1 |  |  |  | 1 |
| 2 | Asifabad | 1 |  |  |  |  | 1 |
| 3 | Bhadradri |  | 1 |  |  |  | 1 |
| 4 | Hyderabad | 1 |  |  |  |  | 1 |
| 5 | Jagtial |  | 1 |  |  |  | 1 |
| 6 | Jangoan |  |  | 1 |  |  | 1 |
| 7 | Jayashankar |  |  | 1 |  |  | 1 |
| 8 | Jogulamba |  | 1 |  |  |  | 1 |
| 9 | Kamareddy |  |  | 1 |  |  | 1 |
| 10 | Karimnagar |  |  | 1 |  |  | 1 |
| 11 | Khammam |  |  |  | 1 |  | 1 |
| 12 | Mahabubnagar |  |  | 1 |  |  | 1 |
| 13 | Mancherial |  |  | 1 |  |  | 1 |
| 14 | Medak |  | 1 |  |  |  | 1 |
| 15 | Medchal | 1 |  |  |  |  | 1 |
| 16 | Nagarkurnool |  |  | 1 |  |  | 1 |
| 17 | Nalgonda | 1 |  |  |  |  | 1 |
| 18 | Nirmal |  |  | 1 |  |  | 1 |
| 19 | Nizamabad | 1 |  |  |  |  | 1 |
| 20 | Peddapalli | 1 |  |  |  |  | 1 |
| 21 | Rajanna |  |  | 1 |  |  | 1 |
| 22 | Sangareddy | 1 |  |  |  |  | 1 |
| 23 | Siddipet | 1 |  |  |  |  | 1 |
| 24 | Suryapet |  |  | 1 |  |  | 1 |
| 25 | Vikarabad | 1 |  |  |  |  | 1 |
| 26 | Wanaparthy | 1 |  |  |  |  | 1 |
| 27 | Warangal (R ) |  |  | 1 |  |  | 1 |
| 28 | Warangal (U ) | 1 |  |  |  |  | 1 |
| 29 | Yadadri |  |  | 1 |  |  | 1 |
|  | **Total** | **11** | **5** | **12** | **1** |  | **29** |

**Status of Construction of 6 Existing Residential Hostels**

| **Sl.**  **No.** | **Name of the District** | **Rent free** | **Re-furbish building (other Govt. Building with repairs)** | **Rented building** | **New construction** | **others** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Hyderabad | 4 |  | 1 |  |  | 5 |
| 2 | Nizamabad |  | 1 |  |  |  | 1 |
|  | Total | **4** | **1** | **1** |  |  | **6** |

**IV. Proposal for Recurring Grant for Existing Residential hostels:** As informed, out of 16 residential hostels only 5 are operational, 4 in Hyderabad and 1 (one) in Nizamabad with 491 enrolment. *State proposed for 6 hostels, 5 in Hyderabad and one in Nizamabad. Out of 5 in Hyderabad only 4 are operational and one is non-operational due to absence of proper residential facility.*

**Recommendation: *Recurring grant for 5 operational existing residential hostels is recommended***. T*herefore, recurring grant for 4 residential hostels in Hyderabad and one in Nizamabad is recommended.*

1. **Two New Residential schools approved in 2019-20 (For 2 newly Created District):**

**Residential Schools (100 Capacity):** 2 new Residential Schools for newly re-organised districts Narayanpet and Mulugu was approved in the year 2019-20. Both the districts have Social Welfare, Tribal welfare dapartment’s residential facilities but admission to these schools is strictly on merit basis after an entrance exam.

The residential schools are for deprived category children i.e. Street children, who need special training for age appropriate enrolment. It is further stating that since state is not running any RSTs, there is a need for residential facilities to street and deprived children of each district. Although, not functional yet.

\*\*\*\*\*\*

|  |
| --- |
| **CHAPTER V – INFRASTRUCTURE FACILITIES: CIVIL WORKS** |

* **Generic in-formation**
* ***The districts falling under Multi-hazard prone zone are***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Type of Hazard->*** | ***Earthquake and Flood*** | ***Earthquake, Cyclone & Flood*** | ***Flood & Cyclone*** |
| ***Districts falling ->*** | ***Adilabad, Karimnagar, Khammam*** |  |  |

1. **Secondary and Higher secondary.**

* **Progress Overview of the Civil Works Sanctioned Last Year**
* State has got the Approval/sanction for the year 2009-‘10 in the third PAB held dated 19th Feb,2010 whereas the Approval/sanction for the year 2010-’11 has been given in the fifth PAB held dated 15th Nov,2010 & for the year 2011-’12 they got the approval in the fourteen PAB held dated 14th-15th July, 2011 and there was no non-recurring approval accorded in the year 2012-13. The approval for the year 2013-’14 has been accorded in the 23rd PAB held on 13th May, 2013. The approval for the year 2014-’15 has been accorded in the 44th PAB held on 1st May, 2014. The approval for the year 2015-’16 has been accorded in the 46th PAB held on 5th February, 2015.The approval for the year 2016-17 has been accorded in the PAB held on 18th February, 2016. The approval for the year 2017-18 has been accorded in the PAB held on 1st March2017.The approval for the year 2018-19 has been accorded in the PAB held on 17th May2018. The approval for the year 2019-20 has been accorded in the PAB held on 21th May2019. The approval for the year 2020-21 has been accorded in the PAB held on 29th May2020.
* The glimpse of the approved activity for the year 2009’-10, 2010’-11 ,2011’-12, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 , 2018-19, 2019-20 & 2020-21 is as follows

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Item of construction** | **2009-10** | | | **2010-11** | | **2011-12** | | **2013-14** | | **2014-15, 2015-16 & 2016-17** | | **2017-18** | | **2018-19** | | **2019-20** | | **2020-21** | |
| **Unit Cost** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** | **Phy. Units Approved** | **Fin. Amount Approved (Rs. In Lakh)** |
| A | New School |  |  |  | No Sanction | | 7 |  | 1 |  | no approvals | | | | | | | | | |
| A.1 | Section 1 | 46.86 |  | 46.86 | 7 | 328.02 | 1 | 46.86 |
| A.2 | Section 2 | 58.12 |  | 58.12 |  |  |  |  |
| B | Strengthening of Existing school | | 700 | | 193 | | 1138 | | 33 | | No Sanction | | 17 | | No sanction | | 389 | | 104 | |
| B.1 | Additional Classroom | 5.63 | 1400 | 7882 | 472 | 2657.36 | 1753 | 11699.14 | 50 |  | 22 | 240.24 | 0 | 0 | 19 | 283.86 |
| B.2 | Integrated Science lab | 6.1 | 700 | 4270 | 193 | 1177.30 | 777 | 6173.20 | 29 |  | 16 | 166.72 | 389 | 5841.54 | 93 | 1389.42 |
| B.3 | Lab Equipment | 1 | 700 | 700 | 193 | 193.00 | 777 | 777.00 | 29 | 29 | 16 | 16.00 | 0 | 0.00 | 93 | 93.00 |
| B.4 | Computer Lab | 5 | 700 | 3500 | 193 | 965.00 | 698 | 4550.00 | 14 |  | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| B.5 | Art/craft/culture room | 5 | 700 | 3500 | 98 | 490.00 | 1100 | 7120.00 | 33 |  | 17 | 175.44 | 0 | 0.00 | 0 | 0.00 |
| B.6 | Library Room | 7 | 700 | 4900 | 193 | 1351.00 | 1036 | 9338.00 | 30 |  | 17 | 229.50 | 0 | 0.00 | 0 | 0.00 |
| B.7 | Grils Toilet | 1 | 700 | 700 | 184 | 184.00 | 841 | 841.00 | 0 |  | 28 | 56.00 | 0 | 0.00 | 0 | 0.00 |
| B.8 | Boys Toilet |  | 700 | 700 | 184 | 184.00 | 841 | 841.00 |  |  | 28 | 56.00 |  | 0.00 | 0 | 0.00 |
| B.9 | Drinking Water | 0.5 | 700 | 350 | 184 | 92.00 | 227 | 113.50 | 0 |  | 5 | 2.50 | 0 | 0.00 | 0 | 0.00 |
| **Total Amount Approved** | |  | **25802** | | **7293.66** | | **41452.84** | |  | | **942.4** | | **5841.54** | | **1766.28** | |

* The glimpse of the progress for the schemes sanctioned in the previous years are as follows:

| **Sl. No.** | **Item of Construction** | **Year** | **Approved** | **Completed** | **In progress** | **Not Started** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Construction of New school | 2009-10 | 0 | 0 | 0 | 0 |
| 2010-11 | 0 | 0 | 0 | 0 |
| 2011-12 | **0** | **0** | **0** | 0 |
| 2013-14 | **0** | **0** | **0** | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 0 | 0 | 0 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 0 | 0 | 0 | 0 |
| Total | **0** | **0** | **0** | **0** |
| 2 | Construction of Additional Class room | 2009-10 | 1400 | 1400 | 0 | 0 |
| 2010-11 | 472 | 472 | 0 | 0 |
| 2011-12 | 1753 | 1702 | 49 | 2 |
| 2013-14 | 50 | 0 | 50 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 22 | 19 | 3 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 19 | 0 | 0 | 19 |
| Total | **3716** | **3593** | **102** | **21** |
| 3 | Construction of Science Lab | 2009-10 | 700 | 700 | 0 | 0 |
| 2010-11 | 193 | 193 | 0 | 0 |
| 2011-12 | 777 | 747 | 30 | 0 |
| 2013-14 | 29 | 0 | 29 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 16 | 10 | 6 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 389 | 0 | 374 | 15 |
| 2020-21 | 93 | 0 | 0 | 93 |
| Total | **2197** | **1650** | **439** | **108** |
| 4 | Construction of Computer Room | 2009-10 | 700 | 700 | 0 | 0 |
| 2010-11 | 193 | 193 | 0 | 0 |
| 2011-12 | 698 | 669 | 29 | 0 |
| 2013-14 | 14 | 0 | 14 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 0 | 0 | 0 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 0 | 0 | 0 | 0 |
| Total | **1605** | **1562** | **43** | **0** |
| 5 | Construction of Library Room | 2009-10 | 700 | 700 | 0 | 0 |
| 2010-11 | 193 | 193 | 0 | 0 |
| 2011-12 | 1036 | 990 | 44 | 2 |
| 2013-14 | 30 | 0 | 30 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 17 | 11 | 6 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 0 | 0 | 0 | 0 |
| Total | **1976** | **1894** | **80** | **2** |
| 6 | Construction of Art/Craft/Culture room | 2009-10 | 700 | 700 | 0 | 0 |
| 2010-11 | 98 | 98 | 0 | 0 |
| 2011-12 | 1100 | 1052 | 48 | 0 |
| 2013-14 | 33 | 0 | 33 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 17 | 11 | 6 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 0 | 0 | 0 | 0 |
| Total | **1948** | **1861** | **87** | **0** |
| 7 | Construction of Girls Toilet | 2009-10 | 700 | 700 | 0 | 0 |
| 2010-11 | 184 | 184 | 0 | 0 |
| 2011-12 | 841 | 841 | 0 | 0 |
| 2013-14 | 0 | 0 | 0 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 28 | 28 |  | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 0 | 0 | 0 | 0 |
| Total | **1753** | **1753** | **0** | **0** |
| 8 | Construction of Boys Toilet | 2009-10 | 700 | 700 | 0 | 0 |
| 2010-11 | 184 | 184 | 0 | 0 |
| 2011-12 | 841 | 841 | 0 | 0 |
| 2013-14 | 0 | 0 | 0 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 28 | 28 | 0 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 0 | 0 | 0 | 0 |
| Total | **1753** | **1753** | **0** | **0** |
| 9 | Installation of Drinking Water | 2009-10 | 700 | 700 | 0 | 0 |
| 2010-11 | 184 | 184 | 0 | 0 |
| 2011-12 | 227 | 227 | 0 | 0 |
| 2013-14 | 0 | 0 | 0 | 0 |
| 2014-15 | 0 | 0 | 0 | 0 |
| 2015-16 | 0 | 0 | 0 | 0 |
| 2016-17 | 0 | 0 | 0 | 0 |
| 2017-18 | 5 | 5 | 0 | 0 |
| 2018-19 | 0 | 0 | 0 | 0 |
| 2019-20 | 0 | 0 | 0 | 0 |
| 2020-21 | 0 | 0 | 0 | 0 |
| Total | **1116** | **1116** | **0** | **0** |

* **Demand & Proposal to be Considered**
* **New/Upgraded School:**
* The State has not proposed New Schools in this year. The appraisal details regarding the physical unit of this construction activity has been addressed under the major head namely ACCESS. The glimpse of the recommendation is as follows:

| **Sl. No.** | **Item of Construction** | **Phy. Unit proposed by the state** | **Unit cost proposed by the state (Rs. In Lakh)** | **Phy. Unit to be Considered ( as is recommended by ACCESS)\*** | **Unit cost proposal to be Considered (Rs. In Lakh)** | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- |
|  | New School |  |  |  |  |  |
| 1 | New school with 01 section (including furniture and lab equipment) | nil | nil | NIL | NIL |  |
| 2 | New school with 02 section (including furniture and lab equipment) | nil | nil | NIL | NIL |  |

* **Strengthening of existing Schools**
* Demand of the state and Proposal to be Considered for the year 2021-22

The state has proposed the strengthening of in the current year through the different constructional interventions, the physical unit regarding this construction activity has been addressed under the MIS appraisal section. The recommendation reg. the unit cost based on the State Schedule of Rate is as follows:

| **Sl. No.** | **Item of Construction** | **Phy. Unit proposed by the state** | **Unit cost proposed by the state (Rs. In lakh)** | **Telangana** | **Unit cost proposal to be Considered (Rs. In lakh)** | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- |
| **Phy. Unit to be Considered ( as per the UDISE data & as is recommended by MIS)\*** |
|  | Strengthening for Existing schools |  |  |  |  | Phy unit considered as per UDISE gap in Aspirational,SFD and LWE districts. |
| 1. | Class Room Construction | 645 | 17.92 | 36 | 14.94 |
| 2. | Construction of Science Lab | nil | nil | nil | nil |
| 3. | Lab equipment | nil | nil | nil | nil |
| 4. | Construction of Library | nil | nil | nil | nil |
| 5. | Construction of Art / Craft /Culture room | nil | nil | nil | nil |
| 6. | Boys toilet | 1475 | 3.25 | 409 | 3.00 |
| 7. | Girls toilet | 541 | 3.25 | 139 | 3.00 |
| 8. | Drinking water facility | 48 | 1.70 | 15 | 1.70 |
| 9. | Major Repair | 1596 | 3.05 | nil | 2.50(average) | Not recommended due to spill over of Rs 83.22 cr in secondary construction works. |
| 10. | Toilet for CWSN | 1052 | 1.79 | 162 | 1.79 | . |
| 11 | Furniture | nil | nil | nil | nil | . |

* **Convergence with other scheme**
* The Plan document doesn’t reflect the way as well as the activity wise details about the convergence with the other Govt. departmental schemes or with the other agencies intervention in the field of infrastructural development of secondary education.
* **Recommendation**

***As per the physical & financial statement submitted by the state***

* ***Against the sanction of 2009-10, 100% works have been taken-up by the state out of which 100% are completed.***
* ***As far as the sanction of 2010-11 is concerned only 100% works have been taken-up by the state out of which 100 % are completed.***
* ***As far as the sanction of 2011-12 is concerned 100% works have been taken-up by the state out of which 97.2 % are completed & 2.74% are in progress.***
* ***As far as sanction of 2013-14 is concerned only 99.36% of works have been taken up which are in progress and balance 0.63% works are not takenup.***
* ***As far as sanction of 2017-18 is concerned only 100% of works have been taken up and out of which 84.2% have been completed and 115.8% are in progress.***
* ***As far as sanction of 2019-20 is concerned only 95.88% works have been taken up which are in progress and balance 4.10% works are yet to be taken up,***
* ***As far as sanction of 2020-21 is concerned, no workshave been taken up.***
* ***The over all completion of the state is 94.5%, in progress is 4.67% and 0.9% of the works have not been taken up by the state so far.***

*Hr secondary school*

*There is no approval in Hr secondary for state.*

1. **Proposal up to Upper Primary (Class VIII)**

**Elementary Progress**

| **Item of construction** | **Sanction** | **Completed** | **Progress** |
| --- | --- | --- | --- |
| PS | 4615 | 4615 | 0 |
| UPS | 913 | 913 | 0 |
| ACR | 38877 | 38757 | 120 |
| Water | 8140 | 7082 | 1058 |
| Ramp | 17522 | 17522 | 0 |
| Boys toilet | 14646 | 13790 | 856 |
| Girls Toilet | 12750 | 12216 | 531 |
| CWSN Toilet  Electrfication | 1952  4611 | 1952  3591 | 0  0 |

* **New/Upgraded School Elementary:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Item of Construction** | **Phy. Unit proposed by the state** | **Unit cost proposed by the state (Rs. In Lakh)** | **Phy. Unit to be Considered ( as is recommended by ACCESS)\*** | **Unit cost proposal to be Considered including cost of furniture (Rs. In Lakh)** | **Remarks** |
| New School | |  |  |  |  |  |
| 1. | New school,UPS | nil | nil | nil | nil |  |
| 2 | New school,PS | nil | nil | nil | nil |  |

**Demand/Recommendation**

**Construction / Strengthening of Existing Schools up to Class VIII**

| **Sl. No.** | **Item of Construction** | **Phy Unit proposed by the state** | **Unit cost proposal to be Considered**  **(Rs. in lacs)** | **Phy. Unit considered** | **Unit cost proposal to be Considered**  **(Rs. in lacs)** | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Drinking water | 822 | 1.70 | 83 | 1.70 | .Phy unit considered as per UDISE gap in Aspirational,SFD and LWE districts.ACR not considered due to spill over. |
| 2 | ACR | 306 | 13.98 | nil | nil |
| 3 | Boys Toilet | 361 | 3.25 | 77 | 3.00 |
| 4 | Girls Toilet | 169 | 3.25 | 46 | 3.00 |
| 5 | CWSN Toilet | 915 | 1.79 | 104 | 1.79 |
| 6 | Hand Wash Station | nil | nil | nil | nil |
| 7 | BRC/URC | 29 | 43.50 | nil | 43.50 | No detail estimate and drg submitted. |
| 8 | Furniture | 244836 | 0.05 | nil | 0.05 | Not recommended due to spill over in elementary. |
| 9 | Electrification | 121 | 0.44 | 16 | 0.44 |  |
| 10 | Major repair | 3212 | 2.72 | nil |  | Not recommended doe to spill over of Rs 64.79 cr in elementary construction works. |

**KK**

KGBV /Analysis of GH

**Demand/Recommendation**

1. The indicative building plan has not been submitted by the State. After contacting the state representative. State is having 396 EBBs.However, the indicative building plan has been vetted w.r.t. to the revised norms of the scheme. The detailed comparative table showing component wise spatial provisions incorporated in the proposal against the required is displayed below-

| **Sl. No** | **Items** | **Requirement as per revised guidelines** | | | | **Proposed by the State** | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **For 100 bedded Girls' Hostel** | | | | **For 100 bedded Girls' Hostel** | |
| **No** | **Area of each (in Sq. ft.)** | **Total Area (Sq. ft.)** | **Total Area (Sq. Mt.)** | **Nos.** | **Total Area (in sq. Ft.)** |
| 1 | Hostel room (for 25 rooms, each room will have 4 cots viz. 25x 4 x 62.5 sq. ft.) | 25 | 250/ room (inclusive of seat-out cum drying space for clothes) | 6250 | 580.86 | 25 | 6100 |  |
| 2 | (a) Bath rooms with W/C for general students | 16 | 30 | 480 | 44.61 | 12 WC &  8 Bathroom | 385.30 |  |
|  | (b)Bath rooms with WC for differently abled students | 1 | 45 | 45 | 4.18 | 1 | 51.31 |
| 3 | Kitchen with store | 1 | 300 | 300 | 27.88 | 1 | 285.29 |  |
| 4 | Dining Hall | 1 | 400 | 400 | 37.17 | 1 | 410.94 |  |
| 5 | Warden’s residence-cum-office | 1 | 450 | 450 | 41.82 | 1 | 502.35 |  |
| 6 | Mini library-cum-reading room | 1 | 200 | 200 | 18.59 | 1 | 225.00 |  |
| 7 | Recreation room | 1 | 200 | 200 | 18.59 | 1 | 126.00 |  |
| 8 | Security room | 1 | 100 | 100 | 9.29 | 1 | 90.00 |  |
| 9 | Generator room | 1 | 100 | 100 | 9.29 |  |  |  |
| 10 | Medical check-cum-visitor room | 1 | 100 | 100 | 9.29 | 1 | 100.0 |  |
| **Sub Total** | |  |  | **8625** | 801.58 |  | **8276.19** |  |
|  | Adding for circulation area and wall thickness |  | @35 % | 3019 | 280.58 | @ 44.93% | 3718.00 |  |
| Total | |  |  | 11644 | 1082.16 |  | 11994.19 |  |
| **Say Total** | |  |  | **11650** | 1082.71 |  | **11995** |  |

1. As per the plan submitted, the total Plinth area for the proposed construction (G +1 only) is 11995 Sq. ft.
2. After analyzing the detailed drawing, the total area as proposed by the state is 11995 sq.ft. which is 2.96% more than the prescribed area of 11650 Sq.ft. which is within 5% limit.

**Construction of Residential school KGBV (Type – III Class IX to XII)**

**Demand/Recommendation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Item of Construction** | **Unit cost proposed bythe state**  **(Rs. in lacs)** | **Unit cost proposal to be Considered**  **(Rs. in lacs)** | **Phy. Unit considered** | **Unit cost proposal to be Considered**  **(Rs. in lacs)** | **Remarks** |
| 1 | Construction of building (New) | 8 | 250.00 | Nos as recommended by Gender unit. | No estimate submitted by state. | Not recommended as there is spill over of Rs 232.37 crores in KGBV construction. State is advised to to complete the pending works first. |

1. **DIET (Strengthening of physical infrastructure of New DIETS)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Item of Construction** | **Unit cost proposed by the state**  **(Rs. in lacs)** | **Unit cost proposal to be Considered**  **(Rs. in lacs)** | **Phy. Unit considered** | **Unit cost proposal to be Considered**  **(Rs. in lacs)** | **Remarks** | |
| 1 | Strengthening of existing TEIs (SCERTs, /DIETs/BIETS | nil | nil |  |  | . | |
| 2 | Major and minor repair DIETs | 5 | 36.47 | nil | nil | Not considered Due to spill over of Rs 9.85 crores in DIETs construction. | |
| 3 | DIET (construction of building) | nil | nil |  |  |
| **CHAPTER VI – KASTURBA GANDHI BALIKA VIDYALAYAS (KGBVs)** | | | | | | |

1. **Progress during 2020-21:**
2. **Status of KGBVs:**

The state was sanctioned total 726 KGBVs (342 in Type II, 133 in Type III and 251 in Type IV). Out of it, 695 KGBVs are functional comprising 121933 girls (95.52%) against 127640 targeted girl’s enrollment in 695 functional KGBVs.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Total KGBVs Sanctioned** | **Total KGBVs Functional** | **Targeted Girls Enrolment** | **Category-wise Girls Enrolment** | | | | | |
| **SC** | **ST** | **OBC** | **BPL** | **Min** | **Total** |
| **II** | 342 | 342 | 68400 | 16320 | 16272 | 29765 | 935 | 650 | 63942 |
| **III** | 133 | 133 | 37240 | 11466 | 8838 | 17341 | 475 | 594 | 38714 |
|  | **475** | **475** | **105640** | **27786** | **25110** | **47106** | **1410** | **1244** | **102656** |
| **IV** | 251 | 220 | 25100 | 4713 | 3320 | 10290 | 669 | 285 | 19277 |
| **Total** | **726** | **695** | **130740** | **32499** | **28430** | **57396** | **2079** | **1529** | **121933** |
| **%** | | | | **26.65** | **23.32** | **47.07** | **1.71** | **1.25** |  |

The Category wise enrolment shows that 26.65% belong to SC category, 23.32% belong to ST category and 47.07% of girls belong to OBC category. This shows that KGBVs in the state are catering to the needs of disadvantaged groups of the society.

* **Class-wise Enrolment:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Total KGBVs Functional** | **Targeted Girls Enrolment in Functional KGBVs** | **Girls Enrolment** | | **Total girls Enrolment** | **% Girls Enrolment** |
| **Ele. Level** | **Sec. Level** |
| **I** | 342 | 68400 | 37945 | 25997 | 63942 | 93.48% |
| **III** | 133 | 37240 | 14501 | 24213 | 38714 | 103.95% |
| **IV** | 220 | 22000 | 0 | 19277 | 19277 | 87.62% |
| **Total** | **695** | **127640** | **52446** | **69487** | **121933** | **95.52%** |

* **State initiatives to improve enrollment and attendance of Girl students:**
* Enrolment efforts by special officers and staff- field visits during school closure with three objectives- (i) ensuring student learning (ii) advocacy and counselling for continuation of girls education (iii) enrolment into KGBVs.
* Kalajathas have been taken up in in seventy locations covering low female literacy mandals and (33) district head quarters for KGBV enrolment as part of their girls education programme by NGO partner- Room to Read Organization.
* Phone calls to parents for ensuring attendance and learning of digital classes- by KGBV staff and also NGO partner- Learning Curve Organization.
* Calls to 17000 parents of (10) districts to motivate the parents to support the girls attend the online/digital lessons by NGO.
* Provision of 42 tabs and 30 laptops with (06) months internet facility to ensure student attendance to digital lessons to (06) KGBVs in two districts- Ranga Reddy and Sanga Reddy districts by NGO.
* **Type of Girls Enrolled in KGBVs:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type** | **No. of Girls Enrolled** | | | | | | | |
| **Out of School** | **Drop out** | **Never Enrolled** | **Single Parent Girl Child** | **Orphan Child** | **CWSN** | **Over Age** | **Any Other** |
| **II** | 1046 | 631 | 415 | 6769 | 954 | 182 | 654 | 53291 |
| **III** | 461 | 417 | 44 | 3395 | 540 | 83 | 362 | 33412 |
| **IV** | 0 | 0 | 0 | 147 | 28 | 0 | 0 | 19102 |
| **Total** | **1507** | **1048** | **459** | **10311** | **1522** | **265** | **1016** | **105805** |

* **Status of pass out Girls in KGBVs (Transition Rate):**

| **Year** | **Item** | **No. of Girls Pass-out in KGBVs** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VI** | **VII** | **VIII** | **IX** | **X** | **XI** | **XII** |
| 2018-19 | No. of girls pass-out in KGBVs | 17028 | 17448 | 18056 | 14640 | 13934 | 9549 | 5524 |
| % pass-out girls | 100% | 100% | 100% | 100% | 97.76% | 69.45% | 68% |
| 2019-20 | No. of girls pass-out in KGBVs | 17711 | 18238 | 18826 | 18414 | 16711 | 16883 | 11856 |
| % pass-out girls | 100% | 100% | 100% | 100% | 100% | 100% | 76% |
| 2020-21 | No. of girls pass-out in KGBVs | 14461 | 18581 | 19130 | 19140 | 17991 | 17219 | 15147 |
| % pass-out girls | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

* **Status of drop out of KGBV girls during 2020-21:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **No. of Girls Dropout in KGBVs** | **% Dropout girls** | **Reasons for Dropout** |
|
| **II** | 434 | 0.68 % | Health Issues, Migrant due to Lock Down, Poverty, Covid 19 Situation, etc. |
| **III** | 163 | 0.41 % |
| **IV** | 0 | 0 |  |
| **Total** | **597** | **0.58 %** |  |

* **Status of Retention rate of Girls in KGBVs:**

| **Year** | **Retention Rate of Girls in KGBVs** | | |
| --- | --- | --- | --- |
| **VI to VIII** | **VI to X** | **VI to XII** |
| 2018-19 | 84.4 | 71.26 | 66.56 |
| 2019-20 | 84.8 | 78.08 | 69.97 |
| 2020-21 | N.A | N.A | N.A |

Source: DISE

* **Status of Affiliation of KGBVs with Education Board:**

| **KGBVs Type I** | **KGBVs Type II** | **KGBVs Type III** | **KGBVs Type IV** |
| --- | --- | --- | --- |
| Board of Secondary Education Telangana | | Board of Secondary Education Telangana &  Telangana State Board of Intermediate Education | |

* **Community Mobilisation strategies to improve enrollment, retention attendance and learning outcomes of Girl students?**

The following Community Mobilization Activities are taken up for improving Enrolment, Retention & Learning outcomes of girl’s students:

**Enrolment:**

* Wardens and DEOs have ensured that all the students have transited to the next class and addressed the parents and community wherever required. Wardens have advocated the success of Intermediate results and encouraged girls pursue their higher secondary in KGBVs.
* Back to school campaign was held by the NGO partner RtR, printed and distributed around 4lakh posters on 4 key themes- importance of girl child education, prevention of early marriages etc.,in (08) districts of the he state.
* Phone calls to parents for ensuring attendance and learning of digital classes- by KGBV staff and also NGO partner- Learning Curve Organization.
* **Status of non functional KGBVs (Type IV):** 23 KGBVs not functional yet due to non completion of KGBV building and to be functionalise in the year 2021-22. List are given below:

| **S. No.** | **District** | **Block** | **UDISE Code** | **Place of KGBV** | **Year** |
| --- | --- | --- | --- | --- | --- |
| 1 | Jangaon | Lingal Ghanpur | 36190900807 | TSMS Lingalaghanpur | 2011-2012 |
| 2 | Jayashankar | Mutharam Mahadevpoor | 36080300911 | TSMS Mahamutharam | 2011-2012 |
| 3 | Kamareddy | Banswada | 36150701809 | TSMS Banswada | 2011-2012 |
| 4 | Mahabubabad | Dornakal | 36100500109 | TSMS Dornakal @ Chilkodu | 2011-2012 |
| 5 | Mancherial | Kasipet | 36030502119 | TSMS Kasipet | 2011-2012 |
| 6 | Medak | Chegunta | 36170901407 | TSMS Wadiaram | 2015-2016 |
| 7 | Medak | Regode | 36170200307 | TSMS Regode | 2011-2012 |
| 8 | Medak | Shankarampet(A) | 36170101503 | TSMS Tirumalapoor | 2011-2012 |
| 9 | Nizamabad | Nandipet | 36050202644 | TSMS Nandipet | 2011-2012 |
| 10 | Rangareddy | Maheswaram | 36231801936 | TSMS Maheswaram | 2011-2012 |
| 11 | Rangareddy | Shankarpalle | 36230100445 | TSMS Shankarpally | 2011-2012 |
| 12 | Sangareddy | Alladurg | 36161400104 | TSMS Pothulaboguda | 2011-2012 |
| 13 | Sangareddy | Andole | 36161501503 | TSMS Aksanpally | 2011-2012 |
| 14 | Sangareddy | Hathnoora | 36162002303 | TSMS Gundlamachunur | 2011-2012 |
| 15 | Sangareddy | Jharasangam | 36161201615 | TSMS Jharasangam | 2011-2012 |
| 16 | Sangareddy | Jinnaram | 36162201733 | TSMS Bollaram | 2011-2012 |
| 17 | Sangareddy | Manooor | 36160501602 | TSMS Morgi | 2011-2012 |
| 18 | Sangareddy | Raikode | 36160701510 | TSMS Raikode | 2011-2012 |
| 19 | Siddipet | Chinnakodur | 36180301605 | TSMS Ibrahimnagar | 2011-2012 |
| 20 | Siddipet | Doulthabad | 36181200115 | TSMS Doulthabad | 2015-2016 |
| 21 | Siddipet | Gajwel | 36181801803 | TSMS Mutrajpally | 2011-2012 |
| 22 | Vikarabad | Basheerabad | 36241503122 | TSMS Basheerabad | 2011-2012 |
| 23 | Vikarabad | Peddemul | 36241301120 | TSMS Peddemul | 2011-2012 |

1. **List of 05 not functional KGBVs, out of 251 KGBVs sanctioned under Type IV, which is proposed to surrender in the next year 2022-23:**

| **S. No.** | **District** | **Block** | **Year** | **Remarks** |
| --- | --- | --- | --- | --- |
| 1 | Khammam | Chintur | 2017-2018 | After bifurcation of the States of Andhra Pradesh & Telangana, these 05 KGBVs (blocks) has gone in Andhra Pradesh |
| 2 | Khammam | Kukunoor | 2017-2018 |
| 3 | Khammam | Kunavaram | 2017-2018 |
| 4 | Khammam | Varamachandrapuram | 2017-2018 |
| 5 | Khammam | Velairpadu | 2017-2018 |

1. **Status of Teachers & Staff in KGBVs:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Post** | **Type II** | | | **Post Vacant** | **Type III** | | | **Post Vacant** |
| **Total Post San** | **Working Post** | | **Total Post San** | **Working Post** | |
| **Female** | **Male** | **Female** | **Male** |
| **Warden** | **342** | 342 | 0 | 0 | **133** | 133 | 0 | 0 |
| **Head Teacher** | **342** | 342 | 0 | 0 | **133** | 133 | 0 | 0 |
| **Full Time Teachers** | **2394** | 2394 | 0 | 0 | **1197** | 1173 | 0 | 24 |
| **Part Time Teacher** | **1368** | 1368 | 0 | 0 | **399** | 411 | 0 | 0 |
| **Accountant** | **342** | 342 | 0 | 0 | **133** | 133 | 0 | 0 |
| **Head Cook** | **342** | 341 | 0 | 0 | **133** | 133 | 0 | 0 |
| **Assistant Cook** | **684** | 684 | 0 | 0 | **266** | 266 | 0 | 0 |
| **Support Staff (Assistant, Peon, Chowkidar)** | **1368** | 1368 | 0 | 0 | **532** | 532 | 0 | 0 |
| **Urdu Teachers** | **07** | 07 | 0 | 01 | **06** | 06 | 0 | 0 |

| **Post** | **Type IV** | | | **Post Vacant** |
| --- | --- | --- | --- | --- |
| **Total Post San** | **Working Post** | |
| **Female** | **Male** |
| **Warden** | **246** | 221 | 0 | 25 |
| **Head Cook** | **246** | 221 | 0 | 25 |
| **Assistant Cook** | **492** | 432 | 0 | 60 |
| **Chowkidar** | **246** | 240 | 0 | 25 |

1. **Status of Salary Structure of Staff in KGBVs:**

| **Post** | **Salary sanctioned in AWP&B 2021-22**  **(per month per staff)** | | | **Salary provided by state**  **(per month per staff)** | | | | **Qualification of Staff** | **Selection Procedure** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **II** | **III** | **IV** | **II** | **III** | | **IV** |
| **Warden** | 25000/- | | 5000/- | 25000/- | | | 5000/- | Post Graduation/ Graduation with B.Ed. & TET qualified | Written test at district level |
| **Head Teacher** | 25000/- | |  | 25000/- | | |  |
| **Full Time Teachers** | 20000/- | | 20000/- | 23000/- | | PG/ Degree with B.Ed. & TET qualified |
| **Part Time Teacher** | 7500/- | | 20000/- | | 23000/- | Selected by district level committee |
| **Accountant** | 10000/- | | 11000/- | | | B.Com with knowledge of Tally |
| **Head Cook** | 6000/- | | 3000/- | 7500/- | | | 6000/- | 10th Passed |
| **Assistant Cook** | 4500/- | | 2500/- | 7500/- | | | 5000/- |
| **Support Staff (Assistant, peon, Chowkidar)** | 6000/- | | 3000/- | 7500/- | | | 6700/- | 10th Passed with Training by Security |
| **Urdu Teachers** | 12000/- | |  | 20000/- | | |  | PG/ Degree with B.Ed. & TET qualified | Written test at district level |

1. **List of KGBVs, where 13 Urdu Teachers are posted:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S. No.** | **Name of the District** | **Name of the KGBVs** | **UDISE Code** | **Type** |
| 1 | Vikarabad | Vikarabad | 36240403276 | II |
| 2 | Wanaparthy | Ghanpur | 36270400816 | II |
| 3 | Mahabubnagar | Jadcherla | 36251403139 | II |
| 4 | Yadadri | Choutuppal | 36201001729 | II |
| 5 | Nizamabad | Yeda Palle | 36051400822 | II |
| 6 | Sangareddy | Kandi | 36162300803 | II |
| 7 | Suryapet | Suryapet | 36300790243 | II |
|  | | | | |
| 1 | Mahabubnagar | Mahabubnagar (Urban) | 36251000636 | III |
| 2 | Yadadri | Bhongiri | 36200600503 | III |
| 3 | Yadadri | Valigonda | 36201302228 | III |
| 4 | Mancherial | Mandamarri | 36031290207 | III |
| 5 | Nirmal | Bhainsa | 36040504802 | III |
| 6 | Sangareddy | Zahirabad | 36160902292 | III |

1. **Status of Teachers Training in KGBVs:**

| **No. of days training imparted** | **Type of Training** | **Training Content** |
| --- | --- | --- |
| One day Orientation of Standard Operation Procedure developed for Covid Prevention to all 475 Special officers and 475 ANMS on 30th May/31st 2020 | Online via Zoom | Training on SOP prepared for Covid Prevention Preparedness l in KGBVs, in partnership with ASCI |
| 06 Days Leadership Training to Special Officers from 24th to 29th August 2020 | Online via Zoom | School Leadership, Leading Self, Leading Teaching learning process, Building and leading teams, School Administration & hostel management, Inclusion, Financial management, Counselling, technical training in msword, excel, google forms, docs etc., |
| 30 days Peer teaching-learning in all subjects (23rd July 2020 to 4th September 2020) | Online Via Zoom | All subjects- Content divided into concepts, each concept is taught by a CRT/PGCRT to their peer group. Effective reflective technique; learnt new skills from their peer group. |
| 15 days training to teach through English Medium from 1st July 2020 to 20th Julu 2020 with | Online Via Zoom | Non-Language subjects are taught through webinars by subject experts. Focus on teaching through English Meduim. |
| 4 days Webinars to language CRTs from 28th July to 31st July | Online via Zoom | Content and Methodology of respective subjects |
| 4 days Orientation to PGCRTs | Online Via Zoom | Content and Methodology of respective subjects of Intermediate |
| One day Orientation on Introduction to gender on 19th August 2020 | Onile via Zoom | Basics on the concept of gender- Gender in domestic sphere; in Public domain, including educational institutions.; Gender Representations- in Representations- in media etc. |
| 3 days orientation on Counselling to one PGCRT per KGBV by MCRHRD | Online via Zoom | Psychological counselling to Intermediate students. |

1. **Quality Assurance in KGBVs:**

**Specific Quality Improvement Programmes in KGBVs:**

Due to physical closure of schools due to Pandemic, the state specific Foundation Prgramme, Academic Enrichment Drive could not be conducted. But a variation of Foundation Programme named as Reading Challenge, which can be done through phone is being done.

**i) Reading Challenge:** as part of foundational literacy, Via WhatsApp Audio Messages.

* Objective: Improve reading skill; Making textbooks well acquainted to students.
* Everyday one paragraph is given as a reading challenge from state level in the whatsapp group formed fir the purpose.
* The textbook page with the paragraph and a Voice clip of Model reading is posted in the group.
* The same is passed to districts and to schools to student’s mobiles.
* Students read out the given task and post a voice message in their school group. Every school chooses the best and posts in the district group. One best audio from the district reaches state group. At state level, one best reader is selected and applauded in the group.
* This programme is being conducted since November 2020 and is still continuing.

**ii) EAMCET Coaching:**

* Though an ambitious plan for face-to-face EAMCET coaching was made, it could only happen in the virtual mode due to pandemic conditions. But with the hardwork of students, teachers, mentors and faculty all the hard work yielded results. This did not happen easily- it included
* Persuading parents to leave the phone to the student in the early mornings and evenings
* Wake-Up calls prior to class
* Ensuring optimum utilization of external faculty’s time
* Ensuring attendance and active participation
* Mentoring sessions by PGCRTs in the evening
* Handholding and guidance by the PGCRTs of respective KGBVs and Hard work by students!
* **Online coaching** via Zoom Webinars was held for a period of **two months from 11th June 2020 to 5th August 2020.** This has yielded good results- Out of 102 students who appeared, 80 have qualified and 49 students have joined Engineering Colleges. Some students could secure seats in Top Engineering Colleges like **Kakatiya University College of Engineering, Srinidhi Institute of Science and Technology, Gokaraju Rangaraju College of Engineering and technology, MVSR College of Engineering etc**., to name a few.
* In Agriculture and Pharmacy Stream, 179 out of 210 qualified and 44 students joined B.Pharm in 1st phase of Counselling.

**iii) Career Guidance Sessions:**

* To guide the students and their parents, career guidance sessions were held for M.P.C, BPC, MPHW and CEC streams, with external resource support from NGO.
* Apart from the sessions, list of colleges, rankings, sliding, fee reimbursement etc was also coordinated. Further, donors support was also sought for poor children who could not pay the university fee. It is also proposed to plan for a bridge course for students who joined Engineering with Communicative English, life skills etc.

**iv) Home Visits to reach hardest to reach girls:**

* Teachers of KGBVs have visited the households of students who were not accessible on mobile phone to motivatethem to learn, to check their written work and to talk to their parents/guardians.

**v) Monitoring Safety of KGBVs during last week of January by district teams:** In the state, schools functioned in the month of February and March 2021 for classes 9-12 & in March for classes 6th onwards. To check the preparedness of the schools for reopening, district teams have visited KGBVs and ensused that Covid Prevention Protocols are followed.

**vi) Digital Teaching**

* Due to physical closure of schools due to pandemic, the teaching learning process had happened in digital mode. The classes were accessed through TV, Smart Phones.
* All CRTs/PGCRTs have monitored the learning of students by making calls. The special officers of KGBVs who monitored well have been appreciated by the State Level Officers.
* All the KGBVs are connected through TSAT Nipuna and Vidyachannels through ROT (Receiving Only Terminal)/ direct You-Tube live/ Cable connection. Digital K-Yans are supplied to 475 KGBVs which are a computer with high eliminated projector and large space for storing large no. of lessons. Each K-Yan with lessons related to classes VI to X was supplied in order to use in class room while the teacher teaching a particular lesson. The advantage of K-Yan is that it can be used as participatory tool to use in class rooms.
* When the schools functioned in February, March 2021, KYANs were connected to Zoom/YouTube and Online coaching for EAMCET was held in KGBVs.
* District level sessions were held on Zoom and whatapp videos to ensure that students learn from their teachers.

**vii) Performance of KGBV Girls at SSC, Intermediate and EAMCET Examinations:**

* In the SSC Examination 2020 due to Government’s decision, all the SSC students were declared passed.
* In the 1st year Intermediate public examinations of 2020, due to Government’s decision, all the SSC students were declared passed.
* First batch of 2nd year Intermediate (+2) from KGBVs have demonstrated promising results with a pass percentage of 78.76 % as against the state average of 68.86%.
* **Grade wise Results:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. of Students :** | **A** | **B** | **C** | **D** |
| CEC | 246 | 288 | 121 | 39 |
| MPHW (F) | 703 | 146 | 70 | 2 |
| BiPC | 462 | 625 | 201 | 13 |
| MPC | 242 | 267 | 98 | 8 |
| Total | 1653 | 1326 | 491 | 62 |
| **%** | **46.81** | **37.55** | **13.88** | **1.76** |

* **No. of Students Achieved 90% and above marks**

| **Subject** | **No. of Students** |
| --- | --- |
| CEC | 25 |
| MPHW (F) | 146 |
| BiPC | 95 |
| MPC | 45 |
| **Total** | **311** |

In EAMCET Engineering Results 2020, out of 102 appeared 79 students qualified, 49 joined in engineering courses and in BiPC results, out of 213 appeared, 179 students qualified, 48 joined B.Pharmacy course.

1. **Preparation of Standard Operating Procedure for Covid-19 Prevention Preparedness in KGBVs:** An SOP for was prepared in convergence with Administrative Staff College of India, a knowledge partner for Govt.of India for Swachh Vidyalaya Puraskar.

* All the Special Officers and ANMs of KGBVs were trained online for implementation of SOP.
* Equipping KGBVs to follow Covid Prevention Protocols: Marking for Physical distancing was done, staggered timings for meals, bathing etc were followed. Required equipment and provisions were supplied.

1. **District Administration/ NGO/ Community level and other linkages**

| **Sl. No.** | **Dist. Admn./ Name of the NGO/Community level organization** | **Type of linkage with KGBV** | **Details of programme / activity conducted/ Action taken** |
| --- | --- | --- | --- |
| 1 | Women Development & Child Welfare Department | Transition of orphans/Semi Orphans to Polytechnic Course | Transition of orphans/Semi Orphans to Polytechnic Course held by Durga Bai Deshmukh Polytechnique college of WD&CW department. |
| 2 | WDCW, Police, Health | Girl Child Empowerment Clubs | Grievance Redressal and awareness |
| 3 | Health Department | Health Check Up | Covid-19 tests and general check ups were held |
| 4 | Administrative Staff College of India | Standard Operating Procedure – Preparation & Training. | Standard Operating Procedure for Covid Prevention Preparedness in KGBVs- SOP was prepared and training was held |
| 5 | Nirmaan NGO | Career Guidance & Support | Career Guidance Classes were conducted for all Intermediate Students and their parents- stream wise. |
| 9 | Nirman NGO | Computer Labs | Modern Computer Labs provided in 04 KGBVs- Vikarabad, Keshampet, Adilabad, Narayanpet. |
| 10 | Nirman NGO | Fund raising to help poor girls pursue Engineering | Helped raise funds to help KGBV girls pursue their Engineering for Edla Ramya who secured seat in MVSR |
| 11 | Community level- Individual Social Resonsibility- | Financial Assistance to KGBV girls to pursue Engineering & Pharmacy courses. | Smt.Prashanthi, USA. Sri Paramesh USA, T.Narayana Chikkadapally, Madhavi, USA, Vanka Rajech Kumar, Shashank Davangare, Krishnameher Ponduri. |
| 12 | Room to Read Organization NGO | Community Mobilization, Lifeskills | Kalajathas, IVRS, Radio messages on importance of girl child education and KGBVs; Provision of self learning material to class 6-8 KGBV students of (70) KGBVs in (05) districts. |
| 13 | Learning Curve NGO | Life skills, psycho emotional skills, parental advocavy. | Phone calls to parents for ensuring attendance and learning of digital classes; IVRS calls to 17000 parents of (10) districts to motivate the parents to support the girls attend the online/digital lessons. |
| 14 | University of Hyderabad | Resource Support | Gender Session |
| 15 | Women Safety Wing, Telangana Police | Cyber Congress | A cyber security programme just rolled out in 1650 schools including KGBVs |
| 16 | Teach for India | Internships | Summer interns supporting in hosting online classes for 2-3 hours a day. |

1. **Number of KGBVs having incinerator facility and sanitary pad vending machines:**

| **Type** | **No. of KGBVs having incinerator facility** | **Number of KGBVs with sanitary pad vending machines** |
| --- | --- | --- |
| II | 122 (manual, not functional) | - |
| III | 71 (manual, not functional) | - |
| IV | 2 (manual, not functional) | - |
| **Total** | **195 (**manual, not functional) | **0** |

1. **Details regarding Medical care/ contingencies under KGBV head, maintenance of Health records and availability of Sanitary Napkins**

* The ANM appointed in each KGBV who maintains general health status of each girl in separate proforma with the details of height, weight, menstrual cycle, health record and used medicines with date of usage.
* Due to Pandemic situation, ANMs are also being observant to symptoms similar to Covid Symptoms among students and staff and immediately isolating them and getting the tests done.
* To ensure good health of the girls, Periodical medical check-up is conducted once in a month to all the girls in coordination with PHC/GH. Follow up medical advice is also carried out regularly. For each student, a health card is maintained.
* Separate Register is maintained girls’ health conditions. Student’s height, weight BMI (Body Mass Index), blood group and healthiness is recorded at regular intervals. To acquire stable immunity, Vitamin, Iron and Calcium tablets are issued regularly.
* To create awareness about menstrual hygiene, sanitary napkins are distributed to the girls in all the KGBVs.
* Every three months RBSK (Rashtriya Bal Swathya Karyakram) visiting the KGBV and checkup to all the students.
* Sufficient Medicines are supplied to all KGBVs.
* Orientation was given to ANMs of KGBVs on adolescent growing up changes, reproductive health, personal hygiene by expert doctors.
* Incinerators provided for safe disposal of used sanitary pads.
* PET appointed in the KGBVs for regular practice in yoga, aerobics, exercises and games for physical fitness and discipline of the girl.
* Records maintained
* Medicines stock entry and issued register.
* Menses register.
* Student’s health card registers.
* Monthly height and weight register.
* Any other sick student’s report file.
* Letters have been addressed to the District Collectors to conduct a special Screening Drive to KGBV students through Department of Health through letter no. 3466/SS/KGBV/T9/2017, dated 30.11.2019.

1. **Strategies for Safety & Security:**

* Construction of compound walls in all KGBVs
* Provided CC Cameras.
* Training in Martial Arts
* Regular night Patrolling by Police
* Sirens provided on pilot basis
* Regular police patrolling is ensuring during the nights,
* Day and night watch women are appointed;
* Making it mandatory for at least 3 adults to be present in the KGBV at night.
* Posted all female staff in the KGBV to ensure safety and security of girls.
* KGBVs are maintaining visitors' movement registers to ensure that unauthorized persons do not visit or take the girls out.

* **As per NEP, strict safety and security guidelines are to be prepared and implemented for girls in KGBVs, if prepared please share the status, if not, the reasons thereof and by what time state will prepare these guidelines.**

**Certain basic safety and security instructions mentioned here under are prepared and followed:**

* No students of KGBVs shall be allowed to leave KGBV premises without permission of the competent authority, i.e., DEO Concerned.
* The Girls of all the KGBVs in the State not be allowed to participate in Rallies/ Dharmas organized by political parties/student organizations /private persons.
* Unauthorized persons shall not allowed to enter into the KGBVs without prior permission from the competent authority, i.e., DEO concerned.
* Ensure that all the CC Cameras provided in the premised are in working condition.
* Ensure that all the students are present in the dormitory as per the roll before going to sleep and all the doors/gates are closed and locked with watch & Vigil throughout the night.
* No Public representatives (Male) are allowed unless Female Officials are accompanied them after 06.00 P.M.
* No Parents/guardians are allowed to visit during school functioning days unless there is a medical emergency. Parents / family members allowed during Sundays & Public Holidays between 14.00 to 18.00 Hrs.
* ID Cards shall be issued to the parents / family members with photo attestation by the Special Officer concerned.
* Any deviation will be viewed as serious misconduct and Special Officer concerned will be held responsible.
* Enter details of Visitor in a separate register for noting all details of visitor i.e., Address, Mobile Number, Relationship , Alternate Mobile Number, Time in & out, Reason, Signature, etc.) (Format enclosed)
* Special Officers / CRT / Other Staff Members who are on duty should verify the identity of the Visitor thoroughly before allowing to meet their Children in the School premises or to take Children with them to home.
* Further, A programme for Cyber Security is also rolled out in convergence with Women Safety Wing, Telangana Police.
* **As a part of Safety and security guidelines, safety and security audit is to be done.**

**(Frequency of safety and security audit of KGBV for ensuring child safety (once/ twice/ three times/ four times/ more than four times a year)**

As suggested in National Education Policy and Samagra Shiksha framework, State has take up Safety and security audit in KGBVs to ensure safety and security of adolescent girls.

* **Number of KGBVs where senior girl students are involved in safety and security audit of KGBV:** Though the safety and security audit is not taken up yet, Girl Child Empowerment Clubs are set up to identify, report and redress the issues posing risk to girl child safety.

|  |  |
| --- | --- |
| **Type** | **Number of KGBV where senior girl students are involved in safety and security audit of KGBV** |
| II | 1515 |
| III | 1694 |
| IV | Nil |
| **Total** | **3209** |

* **What is the status of self-defense training to the girls in the KGBVs to ensure their safety and security?**

Self Defence training was not imparted during 2020-21 due to physical closure of schools for most of the time.

* **Orientation of teachers and students on cyber safety and psycho-social aspects etc:**
  + During 2020, a programme called CybHer was taken up by Women Safety Wing of Telangana Police in which teachers of select schools were oriented on online safety measures.
  + A programme called Cyber Congress, a cyber secutiry programme is being rolled out in convergence with Women Safety Wing, Telangana Police.
  + With reference to psycho social aspects, training was given to teachers as counselors with resource support from renowned psychologists. The teacher’s intern catered to the psycho social needs of the girls.
  + Some NGO partners like Learning curve organization has reached homes of the students to make the parents understand the psycho-emotional aspects.
* **What is the mechanism available in KGBVs for redressal of complaints/grievances of the girl students?**

An effective programme- Girl Child Empowerment Clubs are functional in all KGBVs and select schools with higher girl’s enrolment. The objective of the programme is to set up a grievance redressal system in place by strengthening local linkages. Whenever any vulnerable issue is notices/reported, the girl child friendly teacher and headmaster seek the support of line departments, viz., WDCW, Police, DCPU, CWC etc or the community to resolve the issue.

* **Other Activities:**
* **Vocational Education:**
* For Girl empowerment vocational instructors are appointed and an amount of Rs.6000/- per KGBV is provided for preparing vocational Items like (Tailoring, Beautician course, Embroidery work, handicrafts, Jewellary making, jute bag preparation, hand bags preparations, bangles preparations, flower vase etc.,
* In Nirmal district, jewellery was made with Nirmal Painting on wooden pieces, with resource support from local artisans.
* During Pandemic, making vocational items at their homes has helped the girls in staying occupied and emotionally healthy.
* **Sports and Games:**
* There are Physical Education Teachers in all the KGBVs and the students are trained in Yoga, various sports and games like khokho, foot ball, kabaddi, volley ball etc.
* **Teachers Capacity Building:** The physical closure of school due to pandemic was fully utilized by the state to build the capacities of teaching staff.
* Orientation to Non-language teachers to teach through English Medium for classes 6 &7.
* Webinars to all subject CRTs.
* Peer teaching, an innovative strategy to help the CRTs, PGCRTs observe their peer grouo and learn from them. This is also an effective reflective technique. The programme was conducted in 8 phases covering all CRTs, PGCRTs of all subjects. Best presenters were choosen by their peers through zoom poll. Nearly 40 days from July 23rd to 4th September 2020 were spent learning joyfully from their peer group.
* Micro-teaching strategy to prepare small video clips and post in students groups.
* School Leadership programme to empower the Special Officers, in partnership with NIEPA, New Delhi and SLA, SCERT, Telangana.
* One day Orientaion on introduction to gender with resource support from Centre for Womens Studies, University of Hyderabad.
* Webinars by subject experts to all CRTs, PGCRTs in content and methodology
* **Availability of uniforms, shoes, other clothes and monthly provision of soap, oil, tooth paste, sanitary napkins etc**
* Supplied two pair of school uniforms to all the students of KGBVs.
* **Possibility of convergence of interventions with other Government Departments**

| **Sl. No.** | **Department** | **Activity converged with other Dept.** |
| --- | --- | --- |
| 1 | Department of Health& Family Welfare | Health camps by RBSK (Body screening of each child);  Health Education as part of GCECs  YUVA Programme |
| 2 | Women Development & Child Welfare Department, Child line | As part of GCECs, representatives from WD&CW Visited KGBVs and took sessions on gender, child marriages etc., and motivated students on child marriages, child abuse etc.  YUVA Programme in select schools by WD&CW  Transition of SSC completed orphan girls in to Durgabai Deshmukh Polytechnic College run by department.  Grievance redressal in cases identified in KGBVs. |
| 3 | Police | Cyber Security Programme, GCEC Clubs, Students safety and security by police patrolling, women constable as external member in GCEC. |
| 4 | District Legal Services Authority | GCECs- Legal Awareness given in schools where GCECs are formed. |
| 5 | Civil Supplies Department | Fine rice supply |
| 6 | Excise Department, Transport Department | GCEC |
| 7 | Mission Bhageeratha | Provision of Drinking Water. |
| 8 | Women Safety Wing | Cyber Security Programme |

* **Monitoring mechanism in KGBVs**
* The DPO staffs monitor the KGBVS regularly.
* The State and District Officials visit for monitoring the KGBVs regularly
* The MEO, SC HM and the CRPs are directed to monitor and suggest for better performance.
* The SMC members visit the KGBVs time to time.
* Regular videoconference with KGBV special officers/Principals is conducted.
* Biometric devices are installed in all schools for monitoring the attendance of teachers and other staff.
* **Monitoring Learning through Whatsapp:** After Covid Lockdown, Whatsapp groups are formed at State Level with special Officers of all 475 KGBVs to monitor the learning. All Special Officers of KGBVs are assigning work to students and monitoring through phone calls and whatsapp. For all the Special Officers making special efforts in this regard, Appreciation Certificates are issued from State Project Office.
* **Best Practices, Case studies of KGBVs**

| **Sl.**  **No** | **Name of the**  **District** | **Name of**  **the Student** | **Name of the KGBV** | **Accomplishment/Achievement** |
| --- | --- | --- | --- | --- |
|  | Warangal (R) | B. Pramela | Chennaraopet | AE IN TSGENCO Palvoncha |
|  | Siddipet | Mudhavath Thanurai | Husnabad | Senior Assistant |
|  | Nagarkurnool | G. Swaroopa | Uppununthala | Agriculture Extension Officer |
|  | Ranga Reddy | R. Anusha | Kandukur | Armed Constable |
|  | Mancherial | Katravath Premila | Doma | Police Constable at Chevella Police Station, Cyberabad. |
|  | Mancherial | Chatla Subhashini | Doma | Civil Police Constable at Commissioner Of Police, Cyberabad. |
|  | Narayanpet | P. Thaslim | Narayanpet | SGT Teacher |
|  | Warangal (R) | Pallavi | Chennaraopet | Civil Constable |
|  | Rangareddy | S. Kavitha | Shamshabad | Civil Constable |
|  | Nagarkurnool | N. Anusha | Mannanur | SGT Teacher |
|  | Nagarkurnool | R. Lavanya | Mannanur | SGT Teacher |
|  | Khammam | B. Krishnaveni | Enkoor | Panchayathi Secretary |
|  | Warangal (R) | A. Swapna | Chennaraopet | Civil Constable |
|  | Mahabubnagar | Bhagya | Gandeed | SGT Teacher |
|  | Karimnagar | K. Soujanya | Karimnagar | MBBS 4th year, Pratima Medical College. |
|  | Kamareddy | Swarna Munavath | Lingampet | MBBS 1st year, Gov. Medical College Nalgonda |
|  | Siddipet | Bhukya Sneha | Husnabad | Electrical Engineering |
|  | Siddipet | Peggarla Shrisha | Husnabad | Bank Employee in Kotak Mahindra Bank, Himayat Nagar, Hyderabad. |
|  | Jagtial | Vishala | Kodimyal | B.Tech (CSE) in Kakatya University |
|  | Nizamabad | T. Shirisha | Navipet | B. Tech. Civil, Testimony: Rajiv Gandhi University Knowledge Technologies. |
|  | Warangal | Thari. Laya | Morthad | B. Pharmacy Final Year in Chaitanya Institute of Pharmaceutical Sciences, Warangal |
|  | Vikarabad | Y. Prameela | Marpally | Working in Mahavir Institute of Medical Science |
|  | Ranga Reddy | P. Aparna | Kondurg T/M | M.Sc. Statistics In Padmavathi Mahila Future Ambition : IAS |
|  | Vikarabad | Adurinti Mamatha | Marpally | As a Team Manager in SBI |
|  | Vikarabad | Amgoth Jyothi | Marpally | B. Tech 3rd Year Gnits In Shaikpet, Hyderabad |
|  | Siddipet | Allimalli Shireesha | Kondapaka | B. Tech Final Year in St. Peter's Engineering College, Hyderabad. |
|  | Siddipet | Thalla Shravani | Kondapaka | Working In Shishu Raksha Staff |
|  | Nizamabad | M. Asha | Nandipet | B.Sc. (M.P.C) , Testimony: Osmaniya University College For Women, Koti. |
|  | Nizamabad | B. Bhagya Laxmi | Nandipet | B. Tech (Cse) Branch, Testimony:Princiton Degree College at Gatikesar |
|  | Nizamabad | Bhukya Sneha | Nandipet | B. Tech (EEE) Branch, University College Of Engineering & Technology For Women. |
|  | Nizamabad | Rathod Akhila | Sirikonda | Ralationship Manager, Testimony: Rathos Ravi. |
|  | Nizamabad | Karne Anusha | Ellanthakunta | Working as a Technician in Prathima Hospital, Karimnagar. |
|  | Rajanna Siricilla | Dharavath Mamatha | Gambhiraopet | Working as a Junior Research Associate at Rank Organics Pharmasuitical Industry at Kukatpally, Hyderabad |
|  | Mancherial | Ch. Sankeerthana | Kasipet | Veterinary Doctor, Testimony: Rajendranagar, Hyderabad Telangana Veterinary Clinical Complex. |
|  | Rangareddy | P. Anitha | Shamshabad | IISER Pune |
|  | Rangareddy | K. Akshitha | Shamshabad | IMU (Chennai Campus) |
|  | Narayanpet | Shilpa | Narayanpet | B.Ped.Guest PET |
|  | Narayanpet | K. Radhamma | Narwa | B. Tech. Working in Wipro |
|  | Narayanpet | Swapna | Narwa | M.Sc. Oraganic Chemistry |
|  | Narayanpet | Shivani | Narwa | BPT - (As a Physiotherapist) |
|  | Narayanpet | Swathi | Narwa | M.SC. Oraganic Chemistry |
|  | Narayanpet | Naveena | Narwa | DIPLOMA, B. Tech 3rd Year |
|  | Narayanpet | Nagalakshmi | Narwa | Physiotherapist In Hyd. |
|  | Mahabubnagar | Shaheen Begum | Mahabubnagar (U) | Polytechnic |
|  | Mahabubnagar | Samreen Umnisa | Mahabubnagar (U) | B.SC. BZC, O. U. |
|  | Warangal (R) | T. Anusri | Shyampet | Inter Marks - 422/450 |
|  | Warangal (R) | Kalpana | Shyampet | M. Sc. Chemistry |
|  | Warangal (R) | K. Aishwarya | Shyampet | Working In Tele System Pvt. Ltd. |
|  | Sangareddy | A. Shanthoshi | Jinnaram | Degree 2nd Year |
|  | Sangareddy | A. Shantha Kumari | Jinnaram | Degree 1st Year |
|  | Khammam | D. Kalyani | Karepally | Degree Final Year (Biotechnology) |
|  | Khammam | M. Sathwik | Singareni | Genetic Science |
|  | Khammam | B. Manasa | Enkoor | GNM Nursing |
|  | Adilabad | K. Swapna | Echoda | Personal Loan Section |
|  | Nizamabad | M. Srujana | Mugpal | GNM Nursing |
|  | Vikarabad | R. Anitha | Thinggurthi | B.SC. Nursing |
|  | Mahabubnagar | A. Prashanthi | Gndeed | LLB |
|  | Mahabubnagar | Jayasri | Devarakadra | M. TECH (VLSI) |

1. **Action plan may be given for operationalizing all the upgraded KGBVs including Type IV KGBVs**

* Out of 31 non functional KGBVs in Type IV, two KGBVs viz. KGBV Bhadrachalam and Burgampadu of Bhadradri District were proposed for upgradation in Type III to start Intermediate Classes.
* Due to Covid-19 Pandemic situation, 3 KGBVs were not made functioned for the academic year 2020-21 for which buildings are completed. Steps will be taken up to operationalise these KGBVs during the year 2021-22.
* As soon as construction work of building completed for Type IV KGBVs, they will be made operationalise immediately.

1. **Civil works status of KGBVs:** Out of 726 KGBVs sanctioned, 488 KGBVs buildings have been completed, 159 partial completed, 159 KGBV buildings under Type II & III where additional construction is in progress, 27 in progress KGBV buildings under Type IV and 02 yet to start under Type IV as shown in the table below:

| **Type** | **Total no. of KGBVs Sanctioned** | **No. of KGBVs Functional** | **Civil works status** | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Completed** | **Partial Completed** | **In Progress** | **Not Started** |
| **II** | 342 | 342 | 278 | 64 | 64 | 0 |
| **III** | 133 | 133 | 33 | 100 | 95 | 05 |
| **IV** | 251 | 221 | 177 | 0 | 27 | 02 |
| **Total** | **726** | **696** | **488** | **159** | **186** | **07** |

* **Out of 251 Girls Hostels Buildings sanctioned in Telangana State, (05) Girls Hostels building were sanctioned during 2017-18 under RMSAi.e. Kunavaram, Chintur, Varamachandrapuram, Velairpadu, Kuknoor of Khammam District are not grounded due to administrative reasons.**
* **List of 64 KGBVs under Type II, where additional construction is in progress:** Reason for delay in constructiondue to tendering process and financial releases by Executing agencies.

| **S. No.** | **District** | **Block** | **Place of KGBVs** | **U-DISE Code** | **Sanctioned Year** | **Building likely to be completed** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Adilabad | Adilabad Rural | KGBV ADILABAD (Rural) | 36010900299 | 2020-21 | 31.03.2022 |
| 2 | Adilabad | Bheempur | KGBV BHEEMPUR | 36011100911 | 2020-21 | 31.03.2022 |
| 3 | Adilabad | Sirkonda | KGBV SIRIKONDA | 36011603544 | 2017-18 | 31.03.2022 |
| 4 | Bhadradri Kothagudem | Allapalli | KGBV ALLAPALLY | 36090700513 | 2019-20 | 31.03.2022 |
| 5 | Bhadradri Kothagudem | Annapureddypalli | KGBV ANNAPUREDDYPALLY | 36091300409 | 2019-20 | 31.03.2022 |
| 6 | Jangaon | Chilpur | KGBV CHILPUR | 36190201110 | 2017-18 | 31.03.2022 |
| 7 | Jogulamba Gadwal | Kgbv Kt Doddi | KGBV K T DODDI | 36260101303 | 2017-18 | 31.03.2022 |
| 8 | Jogulamba Gadwal | Kgbv Rajoli | KGBV Rajoli | 36260801014 | 2017-18 | 31.03.2022 |
| 9 | Jogulamba Gadwal | Kgbv Undavelly | KGBV UNDAVELLY | 36261100607 | 2020-21 | 31.03.2022 |
| 10 | Kamareddy | Rajampet | KGBV RAJAMPET | 36151600612 | 2017-18 | 31.03.2022 |
| 11 | Karimnagar | Ellandakunta | KGBV ELLANTHAKUNTA | 36131600506 | 2019-20 | 31.03.2022 |
| 12 | Kumuram Bheem | Lingapur | KGBV LINGAPUR | 36020300807 | 2019-20 | 31.03.2022 |
| 13 | Kumuram Bheem | Penchikalpet | KGBV PENCHIKALPET | 36021400608 | 2017-18 | 31.03.2022 |
| 14 | Mahabubabad | Chinnagudur | KGBV CHINNAGUDUR | 36101200309 | 2020-21 | 31.03.2022 |
| 15 | Mahabubabad | Gangaaram | KGBV GANGARAM | 36100201908 | 2017-18 | 31.03.2022 |
| 16 | Mahabubabad | Peddavangara | KGBV PEDDAVANGARA | 36101600410 | 2020-21 | 31.03.2022 |
| 17 | Mahbubangar | Mbnr (R) | KGBV MAHABUBNAGAR(RURAL) @ BANDAMIDIPALLY | 36251000705 | 2019-20 | 31.03.2022 |
| 18 | Mahbubangar | Rajapoor | KGBV RAJAPUR | 36251300902 | 2017-18 | 31.03.2022 |
| 19 | Mancherial | Hazipur | KGBV HAJIPUR | 36030401204 | 2020-21 | 31.03.2022 |
| 20 | Mancherial | Kannepally | KGBV KANNEPALLI | 36030801807 | 2019-20 | 31.03.2022 |
| 21 | Mulugu | Kannaigudem | KGBV KANNAIGUDEM | 36320601805 | 2020-21 | 31.03.2022 |
| 22 | Mulugu | Mangapet | KGBV MANGAPET | 36320900112 | 2019-20 | 31.03.2022 |
| 23 | Nagarkurnool | Charakonda | KGBV CHARAKONDA | 36280700613 | 2019-20 | 31.03.2022 |
| 24 | Nagarkurnool | Padara | KGBV PADARA | 36281400112 | 2020-21 | 31.03.2022 |
| 25 | Nagarkurnool | Urkonda | KGBV URKONDA | 36280500605 | 2020-21 | 31.03.2022 |
| 26 | Nalgonda | Adavidevulapally | KGBV ADAVIDEVULAPALLY | 36292300412 | 2017-18 | 31.03.2022 |
| 27 | Nalgonda | Km Pally | KGBV KONDAMALLEPALLY | 36292801442 | 2019-20 | 31.03.2022 |
| 28 | Nalgonda | Madgulapally | KGBV MADUGULAPALLY SHETTIPALEM | 36291901313 | 2020-21 | 31.03.2022 |
| 29 | Nalgonda | Neradugommu | KGBV NEREDUGOMMU | 36292700215 | 2020-21 | 31.03.2022 |
| 30 | Nalgonda | Thirumalagiri S | KGBV THIRUMALAGIRI SAGAR | 36292401210 | 2019-20 | 31.03.2022 |
| 31 | Narayanpet | Krishna | KGBV KRISHNA | 36330501504 | 2020-21 | 31.03.2022 |
| 32 | Narayanpet | Marikal | KGBV MARIKAL | 36330800543 | 2019-20 | 31.03.2022 |
| 33 | Nirmal | Soan | KGBV SOAN | 36041301206 | 2020-21 | 31.03.2022 |
| 34 | Nirmal | Pembi | KGBV MANDAPALLY | 36041601107 | 2020-21 | 31.03.2022 |
| 35 | Nirmal | Nirmal Rural | KGBV NIRMAL RURAL | 36041202308 | 2020-21 | 31.03.2022 |
| 36 | Nizamabad | Indalwai | KGBV INDALWAI | 36052400117 | 2017-18 | 31.03.2022 |
| 37 | Nizamabad | Mendora | KGBV Mendora | 36050600510 | 2020-21 | 31.03.2022 |
| 38 | Nizamabad | Mugpal | KGBV MUGPAL | 36052200305 | 2017-18 | 31.03.2022 |
| 39 | Nizamabad | Mupkal | KGBV Mupkal | 36050500212 | 2020-21 | 31.03.2022 |
| 40 | Nizamabad | Rudrur | KGBV RUDRUR | 36051800614 | 2019-20 | 31.03.2022 |
| 41 | Nizamabad | Yergatla | KGBV YERGATLA | 36050700510 | 2019-20 | 31.03.2022 |
| 42 | Peddapalli | Goliwada | KGBV ANTHERGOAN | 36070300502 | 2019-20 | 31.03.2022 |
| 43 | Peddapalli | Palakurthi | KGBV PALAKURTHY | 36070201006 | 2020-21 | 31.03.2022 |
| 44 | Peddapalli | Ramagiri | KGBV RAMAGIRI | 36070501107 | 2020-21 | 31.03.2022 |
| 45 | Rajanna Siricilla | Rudrangi | KGBV RUDRANGI | 36140100223 | 2020-21 | 31.03.2022 |
| 46 | Rajanna Siricilla | Vemulawada | KGBV VEMULAWADA URBAN | 36140500877 | 2019-20 | 31.03.2022 |
| 47 | Rangareddy | Kadthal | KGBV KADTHAL | 36231601142 | 2019-20 | 31.03.2022 |
| 48 | Rangareddy | Kondurg | KGBV KONDURG | 36232600123 | 2019-20 | 31.03.2022 |
| 49 | Siddipet | Akkannapet | KGBV Akkannapet | 36180700910 | 2020-21 | 31.03.2022 |
| 50 | Siddipet | Komuravelly | KGBV KOMURAVELLY | 36182000405 | 2020-21 | 31.03.2022 |
| 51 | Siddipet | Markook | KGBV MARKOOK | 36181600708 | 2017-18 | 31.03.2022 |
| 52 | Siddipet | Raipole | KGBV RAIPOLE | 36181300304 | 2020-21 | 31.03.2022 |
| 53 | Siddipet | Thoguta | KGBV THOGUTA | 36181000216 | 2020-21 | 31.03.2022 |
| 54 | Suryapet | Chinthalapalem | KGBV CHINTHALAPALEM | 36302300216 | 2020-21 | 31.03.2022 |
| 55 | Suryapet | Maddirala | KGBV MADDIRALA | 36300400805 | 2020-21 | 31.03.2022 |
| 56 | Suryapet | Nagaram | KGBV NAGARAM | 36300100905 | 2020-21 | 31.03.2022 |
| 57 | Suryapet | Palakaveedu | KGBV PALAKAVEEDU | 36301900506 | 2020-21 | 31.03.2022 |
| 58 | Suryapet | Penpahad | KGBV PENPAHAD | 36301100806 | 2009 | 31.03.2022 |
| 59 | Vikarabad | Kotepally | KGBV KOTEPALLY | 36241101712 | 2020-21 | 31.03.2022 |
| 60 | Wanaparthy | Madanapur | KGBV MADANAPUR | 36270200613 | 2019-20 | 31.03.2022 |
| 61 | Wanaparthy | Revally | KGBV REVALLY | 36270600508 | 2020-21 | 31.03.2022 |
| 62 | Wanaparthy | Srirangapur | KGBV SRIRANGAPUR | 36271200413 | 2019-20 | 31.03.2022 |
| 64 | Warangal Urban | Velair | KGBV VELAIR | 36120200319 | 2017-18 | 31.03.2022 |
| 63 | Warangal Urban | Inavolu | KGBV INAVOLE | 36121100517 | 2017-18 | 31.03.2022 |

* **List of 95 KGBVs buildings, where additional construction is in progress:** Reason for delay in constructiondue to tendering process and financial releases by Executing agencies.

| **S. No.** | **District** | **Block** | **Place of KGBVs** | **U-DISE Code** | **Sanctioned Year** | **Building likely to be completed** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Adilabad | Boath | KGBV BOATH | 36011402133 | 2019-20 | 31.03.2022 |
| 2 | Adilabad | Talamadugu | KGBV TALAMADUGU | 36011200503 | 2019-20 | 31.03.2022 |
| 3 | Jagtial | Ibrahimpatnam | KGBV IBRAHIMPATNAM | 36060101111 | 2018-19 | 31.03.2022 |
| 4 | Jagtial | Koratla | KGBV KORATLA | 36061190212 | 2019-20 | 31.03.2022 |
| 5 | Jagtial | Velgatoor | KGBV VELGATOOR | 36061800318 | 2018-19 | 31.03.2022 |
| 6 | Jangaon | Ghanpur(Stn) | KGBV GHANPUR (STN) | 36190400703 | 2018-19 | 31.03.2022 |
| 7 | Jangaon | Jangaon | KGBV JANGAON | 36190801804 | 2018-19 | 31.03.2022 |
| 8 | Jayashankar Bhupalpally | Bhupalpally | KGBV BHUPALPALLY | 36081102070 | 2020-21 | 31.03.2022 |
| 9 | Jayashankar Bhupalpally | Mogullapally | KGBV MOGULLAPALLY | 36080801314 | 2020-21 | 31.03.2022 |
| 10 | Jayashankar Bhupalpally | Chityal | KGBV VENKATRAOPALLY @ CHITYAL | 36080601113 | 2018-19 | 31.03.2022 |
| 11 | Jayashankar Bhupalpally | Kataram | KGBV KATARAM | 36080402307 | 2018-19 | 31.03.2022 |
| 12 | Jayashankar Bhupalpally | Malharrao | KGBV MALHARRAO | 36080500107 | 2019-20 | 31.03.2022 |
| 13 | Jogulamba Gadwal | Kgbv Gattu | KGBV GATTU | 36260600813 | 2019-20 | 31.03.2022 |
| 14 | Kamareddy | Banswada | KGBV BANSWADA | 36150701810 | 2018-19 | 31.03.2022 |
| 15 | Kamareddy | Bichkunda | KGBV BICHKUNDA | 36150401023 | 2019-20 | 31.03.2022 |
| 16 | Kamareddy | Birkoor | KGBV BIRKUR | 36150500816 | 2019-20 | 31.03.2022 |
| 17 | Kamareddy | Nizamsagar | KGBV NIZAMSAGAR | 36150902911 | 2018-19 | 31.03.2022 |
| 18 | Karimnagar | Gangadhara | KGBV GANGADHARA | 36130100921 | 2019-20 | 31.03.2022 |
| 19 | Karimnagar | Ramadugu | KGBV RAMADUGU | 36130200711 | 2019-20 | 31.03.2022 |
| 20 | Karimnagar | Shankarapatnam | KGBV SHANKARAPATNAM | 36131201317 | 2019-20 | 31.03.2022 |
| 21 | Khammam | Penubally | KGBV PENUBALLI | 36311400307 | 2019-20 | 31.03.2022 |
| 22 | Khammam | Singareni | KGBV SINGARENI | 36310100413 | 2019-20 | 31.03.2022 |
| 23 | Kumuram Bheem | Rebbena | KGBV REBBENA | 36020501106 | 2020-21 | 31.03.2022 |
| 24 | Kumuram Bheem | Sirpur-T | KGBV SIRPUR T | 36021001328 | 2020-21 | 31.03.2022 |
| 25 | Kumuram Bheem | Sirpur-U | KGBV SIRPUR-U | 36020201007 | 2020-21 | 31.03.2022 |
| 26 | Kumuram Bheem | Thiryani | KGBV MANIKYAPUR | 36020403905 | 2020-21 | 31.03.2022 |
| 27 | Kumuram Bheem | Asifabad | KGBV ASIFABAD | 36020606150 | 2019-20 | 31.03.2022 |
| 28 | Kumuram Bheem | Dahegaon | KGBV DAHEGAON | 36021501109 | 2019-20 | 31.03.2022 |
| 29 | Mahabubabad | Dornakal | KGBV DORNAKAL | 36100501330 | 2019-20 | 31.03.2022 |
| 30 | Mahabubabad | Mahabubabad | KGBV MAHABUBABAD | 36100792009 | 2018-19 | 31.03.2022 |
| 31 | Mahbubangar | Deverakadra | KGBV DEVARKADRA | 36250601222 | 2018-19 | 31.03.2022 |
| 32 | Mahbubangar | Mbnr Urban | KGBV MAHABUBNAGAR (EM) | 36251000636 | 2019-20 | 31.03.2022 |
| 33 | Mancherial | CHENNUR | KGBV CHENNUR | 36031703452 | 2019-20 | 31.03.2022 |
| 34 | Mancherial | Mancherial | KGBV MANCHERIAL | 36031300140 | 2018-19 | 31.03.2022 |
| 35 | Mancherial | Mandamarri | KGBV (URDU) MANDAMARRY | 36031290207 | 2019-20 | 31.03.2022 |
| 36 | Mancherial | Tandur | KGBV TANDUR | 36030601917 | 2018-19 | 31.03.2022 |
| 37 | Medak | Alladurg | KGBV ALLADURG | 36170300121 | 2019-20 | 31.03.2022 |
| 38 | Adilabad | Adilabad Urban | KGBV Adilabad Urban | 36170902310 |  | 31.03.2022 |
| 39 | Medak | Medak | KGBV MEDAK | 36171201666 | 2018-19 | 31.03.2022 |
| 40 | Medak | Narsapur | KGBV CHIPPALTURTHI | 36171600505 | 2018-19 | 31.03.2022 |
| 41 | Mulugu | Thadvai | KGBV THADVAI | 36320403108 | 2020-21 | 31.03.2022 |
| 42 | Mulugu | Govindaraopet | KGBV CHALVAI @ GOVINDARAOPET | 36320300411 | 2018-19 | 31.03.2022 |
| 43 | Mulugu | Venkatapur | KGBV VENKATAPUR | 36320101017 | 2016-17 | 31.03.2022 |
| 44 | Nagarkurnool | Amrabad | KGBV RAYALAGANDI AMRABAD | 36281300113 | 2019-20 | 31.03.2022 |
| 45 | Nagarkurnool | Kollapur | KGBV KOLLPUR | 36281901631 | 2019-20 | 31.03.2022 |
| 46 | Nagarkurnool | Nagarkurnool | KGBV NAGARKURNOOL | 36280301304 | 2018-19 | 31.03.2022 |
| 47 | Nagarkurnool | Veldanda | KGBV VELDANDA | 36280601213 | 2018-19 | 31.03.2022 |
| 48 | Nalgonda | Damaracherla | KGBV DAMERACHARLA | 36292200618 | 2019-20 | 31.03.2022 |
| 49 | Nalgonda | Devarakonda | KGBV DEVARAKONDA | 36292990251 | 2019-20 | 31.03.2022 |
| 50 | Nalgonda | Kethepally | KGBV CHERUKUPALLY | 36290600904 | 2018-19 | 31.03.2022 |
| 51 | Nalgonda | Munugode | KGBV MUNUGODE | 36291002027 | 2018-19 | 31.03.2022 |
| 52 | Nalgonda | Thipparthy | KGBV THIPPARTHY | 36290701015 | 2018-19 | 31.03.2022 |
| 53 | Nalgonda | Vemulapally | KGBV VEMULAPALLY | 36292000314 | 2018-19 | 31.03.2022 |
| 54 | Narayanpet | Utkoor | KGBV UTKUR | 36330301319 | 2019-20 | 31.03.2022 |
| 55 | Nirmal | Kaddam | KGBV KADDAM | 36041801212 | 2018-19 | 31.03.2022 |
| 56 | Nirmal | Nirmal | KGBV NIRMAL | 36041192815 | 2019-20 | 31.03.2022 |
| 57 | Nirmal | Sarangapur | KGBV JAM | 36041000809 | 2019-20 | 31.03.2022 |
| 58 | Nizamabad | Armoor | KGBV ARMOOR | 36050302239 | 2018-19 | 31.03.2022 |
| 59 | Nizamabad | Balkonda | KGBV BALKONDA | 36050400822 | 2018-19 | 31.03.2022 |
| 60 | Nizamabad | Bodhan | KGBV BODHAN | 36051602606 | 2019-20 | 31.03.2022 |
| 61 | Nizamabad | Dichpally | KGBV DICHPALLY | 36052301529 | 2018-19 | 31.03.2022 |
| 62 | Nizamabad | Jakranpally | KGBV JAKRANAPALLY | 36051100813 | 2019-20 | 31.03.2022 |
| 63 | Peddapalli | Julapally | KGBV JULAPALLY | 36070800607 | 2019-20 | 31.03.2022 |
| 64 | Peddapalli | Mutharam | KGBV MUTHARAM (MNT) | 36071301206 | 2018-19 | 31.03.2022 |
| 65 | Peddapalli | Ramagundam | KGBV RAMAGUNDAM | 36070301306 | 2019-20 | 31.03.2022 |
| 66 | Peddapalli | Sulthanabad | KGBV SULTHANABAD | 36071000204 | 2019-20 | 31.03.2022 |
| 67 | Rajanna Siricilla | Gambhiraopet | KGBV GAMBHIRAOPET | 36141001016 | 2019-20 | 31.03.2022 |
| 68 | Rajanna Siricilla | Marripalli, Vemulawada | KGBV VEMULAWADA | 36140300409 | 2019-20 | 31.03.2022 |
| 69 | Rangareddy | Farooqnagar | KGBV FAROOQNAGAR | 36232503688 | 2019-20 | 31.03.2022 |
| 70 | Rangareddy | Ibrahimpatnam | KGBV IBRAHIMPATAN HS | 36230900754 | 2019-20 | 31.03.2022 |
| 71 | Rangareddy | Kandukur | KGBV KANDUKUR | 36231701819 | 2018-19 | 31.03.2022 |
| 72 | Rangareddy | Keshampet | KGBV KESHAMPET | 36231501307 | 2019-20 | 31.03.2022 |
| 73 | Rangareddy | Shankarpally | KGBV SHANKARPALLY | 36230100433 | 2018-19 | 31.03.2022 |
| 74 | Sangareddy | Andole | KGBV ANDOLE | 36161502731 | 2018-19 | 31.03.2022 |
| 75 | Sangareddy | Jinnaram | KGBV JINNRAM | 36162201729 | 2018-19 | 31.03.2022 |
| 76 | Sangareddy | Sadashivpet | KGBV SADASIVAPET | 36161703072 | 2018-19 | 31.03.2022 |
| 77 | Siddipet | Gajwel | KGBV GAJWEL | 36181802749 | 2018-19 | 31.03.2022 |
| 78 | Siddipet | Mirdoddi | KGBV MIRDODDI | 36181100615 | 2019-20 | 31.03.2022 |
| 79 | Siddipet | Siddipet Rural | KGBV RAGHAVAPUR | 36180200710 | 2019-20 | 31.03.2022 |
| 80 | Suryapet | Athmakur.S | KGBV ATHMAKUR(S) | 36300801408 | 2019-20 | 31.03.2022 |
| 81 | Suryapet | Garidepally | KGBV GARIDEPALLY | 36301700915 | 2018-19 | 31.03.2022 |
| 82 | Vikarabad | Kulkacherla | KGBV KULKACHERLA | 36240700415 | 2019-20 | 31.03.2022 |
| 83 | Vikarabad | Mominpet | KGBV CN PALLY | 36240201020 | 2019-20 | 31.03.2022 |
| 84 | Vikarabad | Tandur | KGBV TANDUR | 36241400602 | 2018-19 | 31.03.2022 |
| 85 | Wanaparthy | Gopalpet | KGBV GOPALPET | 36270500611 | 2019-20 | 31.03.2022 |
| 86 | Warangal Rural | Athmakur | KGBV ATMAKUR | 36110500819 | 2018-19 | 31.03.2022 |
| 87 | Warangal Rural | Chennaraopet | KGBV CHENNARAOPET | 36111000310 | 2018-19 | 31.03.2022 |
| 88 | Warangal Rural | Geesugonda | KGBV GEESUGONDA | 36110400905 | 2019-20 | 31.03.2022 |
| 89 | Warangal Rural | Nallabelly | KGBV NALLABELLY | 36110701409 | 2019-20 | 31.03.2022 |
| 90 | Warangal Urban | Bheemadevarapally | KGBV BHEEMADEVARAPALLY | 36120100204 | 2018-19 | 31.03.2022 |
| 91 | Warangal Urban | Kamalapoor | KGBV KAMALAPUR | 36120400831 | 2019-20 | 31.03.2022 |
| 92 | Yadadri Bhongir | Bhongir | KGBV BHONGIR | 36200600503 | 2019-20 | 31.03.2022 |
| 93 | Yadadri Bhongir | Bommalaramaram | KGBV BOMMALARAMARAM | 36200701705 | 2019-20 | 31.03.2022 |
| 94 | Yadadri Bhongir | Mothkur | KGBV MOTHKUR | 36201500139 | 2018-19 | 31.03.2022 |
| 95 | Yadadri Bhongir | Valigonda | KGBV VALIGONDA | 36201302228 | 2019-20 | 31.03.2022 |

* **Block-wise details of 27 in progress KGBVs buildings (Type IV):** Reason for delay in constructiondue to tendering process and financial releases by Executing agencies

| **S. No.** | **District** | **Block** | **Place of KGBVs** | **U DISE Code** | **Sanctioned Year** | **Building likely to be completed** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Nizamabad | Bheemgal | KGBV BHEEMGAL | 36052600937 | 2015-16 | 31.03.2022 |
| 2 | Mahbubangar | Addakal | KGBV ADDAKAL | 36250801009 | 2015-16 | 31.03.2022 |
| 3 | Mahabubabad | Bayyaram | KGBV BAYYARAM | 36100301338 | 2016-17 | 31.03.2022 |
| 4 | Adilabad | Ichoda | KGBV ECHODA | 36011603521 | 2015-16 | 31.03.2022 |
| 5 | Bhadradri Kothagudem | Gundala | KGBV GUNDALA | 36090800813 | 2016-17 | 31.03.2022 |
| 6 | Narayanpet | Narayanpet | KGBV NARAYANAPET | 36330202661 | 2015-16 | 31.03.2022 |
| 7 | Nalgonda | Peddavoora | KGBV PEDDAVURA | 36292501014 | 2015-16 | 31.03.2022 |
| 8 | Sangareddy | Sirgapur | KGBV SIRGAPUR | 36160201615 | 2015-16 | 31.03.2022 |
| 9 | Adilabad | Utnoor | KGBV UTNOOR | 36011803938 | 2015-16 | 31.03.2022 |
| 10 | Vikarabad | Vikarabad | KGBV VIKARABAD EM | 36240403276 | 2015-16 | 31.03.2022 |
| 11 | Vikarabad | Yalal | KGBV YALAL | 36241601709 | 2015-16 | 31.03.2022 |
| 12 | Sangareddy | Zaheerabad | KGBV HOTHI(K)MINORITIES | 36160902292 | 2015-16 | 31.03.2022 |
| 13 | Jangaon | LINGALA GHANPUR | TSMSLINGALA GHANPUR | 36190900807 | 2011-2012 | 31.03.2022 |
| 14 | Jayashankar Bhupalpally | MAHA MUTHARAM | TSMS DUBBALAPADU | 36080300911 | 2011-2012 | 31.03.2022 |
| 15 | Mancherial | KASIPETA | TSMSKASIPET | 36030502119 | 2011-2012 | 31.03.2022 |
| 16 | Mancherial | DANDEPALLI | TSMSLINGAPUR | 36030201207 | 2011-2012 | 31.03.2022 |
| 17 | Medak | CHEGUNTA | TSMSCHEGUNTA | 36170901407 | 2011-2012 | 31.03.2022 |
| 18 | Rangareddy | MAHESHWARAM | TSMSMAHESHWARAM | 36231801936 | 2011-2012 | 31.03.2022 |
| 19 | Sangareddy | ANDHOLE | TSMSAKSANPALLY | 36161501503 | 2011-2012 | 31.03.2022 |
| 20 | Sangareddy | JHARASANGAM | TSMSJHARASANGAM | 36161201615 | 2011-2012 | 31.03.2022 |
| 21 | Sangareddy | MANOOR | TSMSMORGI | 36160501602 | 2011-2012 | 31.03.2022 |
| 22 | Sangareddy | WATPALLY | TSMSPOTHULAGUDA | 36161400104 | 2011-2012 | 31.03.2022 |
| 23 | Sangareddy | RAIKODE | TSMSRAIKODE | 36160701510 | 2011-2012 | 31.03.2022 |
| 24 | Siddipet | DAULTABAD | TSMSDAULTABAD | 36181200115 | 2015-2016 | 31.03.2022 |
| 25 | Vikarabad | BANTWARAM | TSMSBANTWARAM | 36241200307 | 2011-2012 | 31.03.2022 |
| 26 | Vikarabad | BASHEERABAD | TSMSBASHEERABAD | 36241503122 | 2011-2012 | 31.03.2022 |
| 27 | Vikarabad | PEDDEMUL | TSMSPEDDEMUL | 36241301120 | 2011-2012 | 31.03.2022 |

* **Block-wise details of 02 not started KGBVs buildings (Type IV):** Due to Non-availability of site in TSMS Mutrajpally School and near by area, construction of building not started yet.

| **S. No.** | **District** | **Block** | **Place of KGBVs** | **U DISE Code** | **Sanctioned Year** | **Building likely to be completed** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Rangareddy | SHANKARPALLY | TSMSS HANKARPALLY | 36230100445 | 2011-12 | Not Started |
| 2 | Siddipet | GAJWEL | TSMS MUTRAJPALLY | 36181801803 | 2011-12 | Not Started |

* **Financial Status during 2020-21:** A total fresh outlay of Rs.44730.06 lakh was sanctioned in 2020-21 under recurring grant, out of which the total expenditure till 31st March 2021 is Rs.17141.951lakh (38.32%) and Rs.67980.97 lakh was sanctioned under non-recurring grant including spill over. Out of which the total expenditure till 31st March 2021 is Rs.41242.60lakh (60.66%) Details are given below:

1. **Recurring Expenditure:**

**(Rs. in lakh)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KGBV – Recurring 2020-21** | **Estimate 2020-21** | **Total Expenditure Upto March 2021** | **% of total expenditure against estimate** | **Balance** |
| KGBV - Type – II (Recurring) (Previous Year) (Classes VI -X) | 26257.98 | 11704.113 | 44.57% | 14553.87 |
| KGBV - Type – III (Recurring) (Previous Year) (Classes VI -XII) | 12693.54 | 5057.678 | 39.84% | 7635.86 |
| KGBV - Type - IV (Recurring) (Previous Year) (Classes IX - XII) | 5778.54 | 380.16 | 6.58% | 5398.38 |
| **Total for Kasturba Gandhi Balika Vidyalaya (KGBVs)** | **44730.06** | **17141.951** | **38.32%** | **27588.11** |

**(Source: PRABANDH)**

1. **Non-recurring (Spill over) Expenditure:**

**(Rs. in lakh)**

| **S. No.** | **Particular** | | **Budget Approved (Cummulative)** | | **Cummulative Progress (Since Inception)** | | | **Progress for the Year Till Current Month** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Phy** | **Fin** | **Physical** | | **Fin** | **Phy** | **Fin** |
| **COMP** | **IP** | **COMP** |  |
| 1 | **KGBV - Type - I (NR) (New) (Classes VI -VIII)** | | | | | | | | |
| 163.7 | Construction of Building (Previous) | 34 | 7006.50 | 20 | 14 | 6448.48 | 5 | 2885.86 |
| **Total for KGBV - Type - I (NR) (New) (Classes VI -VIII)** | |  | **7006.50** |  |  | **6448.48** |  | **2885.855** |
| 2 | **KGBV - Type - II (NR) (New) (Classes VI -X)** | | | | | | | | |
| 167.9 | Replacement of bedding (once in 3 years) | 16320 | 122.40 | 0 | 0 | 0.00 | 0 | 0.00 |
| **Total for KGBV - Type - II (NR) (New) (Classes VI -X)** | |  | **122.40** |  |  | **0.00** |  | **0** |
| 3 | **KGBV - Type - II (NR) (Previous Year) (Classes VI -X)** | | | | | | | | |
| 169.1 | Construction of building | 50 | 19925.00 | 1 | 49 | 6827.13 | 1 | 6827.13 |
| 169.4 | Furniture/ Equipment (including kitchen) | 354 | 1062.00 | 0 | 0 | 0.00 | 0 | 0.00 |
| 169.5 | TLM and equipment including library books | 354 | 708.00 | 0 | 0 | 0.00 | 0 | 0.00 |
| 169.6 | Bedding | 24960 | 499.20 | 24960 | 0 | 471.78 | 0 | 0.00 |
| 169.7 | Replacement of bedding (once in 3 years) | 12720 | 254.40 | 0 | 0 | 0.00 | 0 | 0.00 |
| **Total for KGBV - Type - II (NR) (Previous Year) (Classes VI -X)** | |  | **22448.60** |  |  | **7298.91** |  | **6827.132** |
| 4 | **KGBV - Type - III (NR) (New) (Classes VI -XII)** | | | | | | | | |
| 171.1 | Construction of building (new) / Upgradation | 119 | 21555.00 | 24 | 95 | 15600.38 | 20 | 14257.11 |
| 171.6 | Bedding | 3760 | 28.20 | 0 | 0 | 0.00 | 0 | 0.00 |
| **Total for KGBV - Type - III (NR) (New) (Classes VI -XII)** | |  | **21583.20** |  |  | **15600.38** |  | **14257.108** |
| 5 | **KGBV - Type - III (NR) (Previous Year) (Classes VI -XII)** | | | | | | | | |
| 173.4 | Furniture/ Equipment (including kitchen) | 121 | 726.00 | 0 | 0 | 0.00 | 0 | 0.00 |
| 173.5 | TLM and equipment including library books | 121 | 302.50 | 0 | 0 | 0.00 | 0 | 0.00 |
| 173.6 | Bedding | 13440 | 268.80 | 0 | 0 | 0.00 | 0 | 0.00 |
| **Total for KGBV - Type - III (NR) (Previous Year) (Classes VI -XII)** | |  | **1297.30** |  |  | **0.00** |  | **0** |
| 6 | **KGBV - Type - IV (NR) (New) (Classes IX - XII)** | | | | | | | | |
| 175.1 | Construction of Building (New) | 57 | 15522.97 | 49 | 14 | 11894.84 | 0 | 4180.33 |
| **Total for KGBV - Type - IV (NR) (New) (Classes IX - XII)** | |  | **15522.97** |  |  | **11894.84** |  | **4180.325** |
| **Total for Kasturba Gandhi Balika Vidyalaya (KGBVs)** | | |  | **67980.97** |  |  | **41242.60** |  | **28150.42** |

**(Source: PRABANDH)**

**B) Proposal for the year 2021-22:**

State has proposed 26 new KGBVs under Type I with 2080 seats (80 seats in each KGBV). Details are given below:

| **S. No.** | **District Name** | **Name of the Mandal/ EBB** |
| --- | --- | --- |
| 1 | Karimnagar | Kothapally |
| 2 | Karimnagar | Karimnagar (R) |
| 3 | Karimnagar | Ganneruvaram |
| 4 | Jagitial | Jagitial (R) |
| 5 | Jagitial | Beerpur |
| 6 | Jagitial | Buggaram |
| 7 | Nizamabad | Nizamabad (South) |
| 8 | Nizamabad | Nizamabad (North) |
| 9 | Mahabubabad | Dantalapalli |
| 10 | Medak | Chilpached |
| 11 | Medak | Manahorabad |
| 12 | Medak | Nagsing |
| 13 | Medak | Nizampet |
| 14 | Medak | Haveli Ganpur |
| 15 | Sangareddy | Nagaligidda |
| 16 | Sangareddy | Kandi |
| 17 | Sangareddy | Mogudampally |
| 18 | Sangareddy | Vatapally |
| 19 | Sangareddy | Gummadidala |
| 20 | Sangareddy | Sirgapur |
| 21 | Siddipet | Kondapaka |
| 22 | Siddipet | Bejjanki |
| 23 | Nagarkurnool | Siddhapur |
| 24 | Jogulamba | Krishna |
| 25 | Ranga Reddy | Gandipet |
| 26 | Ranga Reddy | Balapur |

State has proposed upgradation of 25 KGBVs from Type II to Type III with 7000 targeted seats [Existing 5000 seats (200 seats in each KGBV) + additional 2000 seats (80 seats in each KGBV)].

| **Sl. No** | **District** | **Place of KGBV** | **U-DISE Code** |
| --- | --- | --- | --- |
| 1 | Adilabad | Kgbv Bheempur | 36011100911 |
| 2 | Adilabad | Kgbv Adilabad (Urban) | 36010900321 |
| 3 | Bhadradri | Kgbv Bhadrachalam | 36092000194 |
| 4 | Bhadradri | Kgbv Burgampahad (Pinaka Pattinagar) | 36091900704 |
| 5 | Jayashankar | Kgbv Palmela | 36080200402 |
| 6 | Jayashankar | Kgbv Raghavareddypet @ Tekumatla | 36080700205 |
| 7 | Kamareddy | Kgbv Bibipet | 36152200615 |
| 8 | Khammam | Kgbv Raghunadhapalem | 36310301008 |
| 9 | Komaram Bheem | Kgbv Chinthalamanepally | 36021200707 |
| 10 | Mahabubabad | Kgbv Gangaram | 36100201908 |
| 11 | Mahbubangar | Kgbv Gandeed Mohammadabad | 36250302823 |
| 12 | Mancherial | Kgbv Jaipur | 36031500310 |
| 13 | Nagarkurnool | Kgbv Pentlavelli | 36282000527 |
| 14 | Nalgonda | Kgbv Madugulapally Shettipalem | 36291901313 |
| 15 | Narayanapet | Kgbv Krishna | 36330501504 |
| 16 | Narayanpet | Kgbv Damaragidda | 36330102207 |
| 17 | Nirmal | Kgbv Narsapur (G) | 36040701714 |
| 18 | Peddapalli | Kgbv Anthargaon | 36070300502 |
| 19 | Rajanna | Kgbv Siricilla | 36140600652 |
| 20 | Rangareddy | Kgbv Kondurg | 36232600123 |
| 21 | Siddipet | Kgbv Siddipet Urban | 36180900609 |
| 22 | Suryapet | Kgbv Maddirala | 36300400805 |
| 23 | Wanaparthy | Kgbv Amarachintha | 36270101322 |
| 24 | Warangal Urban | Kgbv Inavole | 36121100517 |
| 25 | Yadadri | Kgbv Addagudur | 36201600612 |

Out of 25 KGBVs porposed for newly upgradation under Type III, 02 KGBVs (Type IV) are running in same campus. Hence, merger proposal of 02 KGBVs from Type IV with Type III KGBVs. Details are given below:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **District** | **Block** | **UDISE Code**  **(Type IV & III)** | **Place of KGBV** | **Sanctioned Year** | **Existing Targeted Seats** | | **Total seats proposed for recurring under Type III** |
| **Type IV** | **Type III** |  |
| 1 | Bhadradri | Bhadrachalam | 36092000194 | KGBV Bhadrachalam | 2016-2017 | 100 | 200 | **200** |
| 2 | Khammam | Burgampahad | 36091900704 |  | 100 | 200 | **200** |

State has proposed new furniture @Rs.7500/- per girl, TLM @Rs.3125/- per girl and bedding @Rs.2000/- per girl for additional 2000 girls in 25 KGBVs, which is proposed for upgradation this year under Type III.

Out of the 25 KGBVs (proposed for upgradaton in Type III from Type II), state has proposed additional civil works in 03 KGBVs and for 05 KGBVs, which were upgraded in last year 2020-21 with an amounting to Rs.2000.00 lakh @Rs.250.00 lakh per KGBV.

| **Sl. No.** | **District** | **Name of the Block** | **Place of KGBV** | **UDISE Code** | **Remarks** |
| --- | --- | --- | --- | --- | --- |
| 1 | Medak | Chegunta | KGBV Chegunta | 36170902310 | **Proposed for upgradation this year (2021-22)** |
| 2 | Narayanpet | Damargidda | KGBV Damaragidda | 36330102207 |
| 3 | Mulugu | Venkatapur | KGBV Venkatapur | 36320101017 |
| 4 | Jayashankar Bhupalpally | Mahamutharam | Mahamutaram | 36080300908 | **Already upgraded in the last year**  **(2020-21)** |
| 5 | Jayashankar Bhupalpally | Regonda | Regonda | 36080900710 |
| 6 | Kumurambheem | Kerameri | Keramri (Modi) | 36020702205 |
| 7 | Mulugu | Mulugu | Mulugu | 36320200541 |

Statge has proposed replacement of bedding of Rs.392.00 lakh @Rs.2000/- per girl for 19600 girls in 98 KGBVs under Type II.

Statge has proposed replacement of bedding of Rs.152.00 lakh @Rs.2000/- per girl for 7600 girls in 38 KGBVs under Type III (200 girls in each KGBV).

State has proposed rent for 68 KGBVs under Type II amounting to Rs.326.40 lakh @Rs.4.80 lakh per KGBV for 12 months.

State has proposed recurring cost of Rs.25425.30 lakh for existing 317 KGBVs with existing capacity 63400 girls (200 girls in each KGBV) under Type II.

State has proposed recurring cost of Rs.16046.74 lakh for 158 KGBVs under Type III (Existing 133 KGBVs + 25 KGBVs, proposed for upgradation from Type II) with total capacity of 44240 girls [37240 girls in existing 133 KGBVs and 7000 girls in 25 newly proposed KGBVs (280 girls in each KGBV)]

State has proposed recurring cost of Rs.7827.72 lakh for exisgting 246 KGBVs under Typoe IV with capacity of 24600 girls (100 girls in each KGBV)

**State has proposed a total amount of Rs.53829.68 lakh for 721 KGBVs (317 under Type II, 158 under Type III and 246 under Type IV)**

**Recommendations for the year 2021-22:**

* + - 1. State has covered all the EBBs with KGBVs. Hence, no new KGBV is recommended.
      2. Upgradation of 25 KGBVs is recommended from Type II to Type III with 7000 targeted seats [Existing 5000 seats (200 seats in each KGBV) + additional 2000 seats (80 seats in each KGBV)].

| **Sl. No** | **District** | **Place of KGBV** | **U-DISE Code** |
| --- | --- | --- | --- |
| 1 | Adilabad | Kgbv Bheempur | 36011100911 |
| 2 | Adilabad | Kgbv Adilabad (Urban) | 36010900321 |
| 3 | Bhadradri | Kgbv Bhadrachalam | 36092000194 |
| 4 | Bhadradri | Kgbv Burgampahad (Pinaka Pattinagar) | 36091900704 |
| 5 | Jayashankar | Kgbv Palmela | 36080200402 |
| 6 | Jayashankar | Kgbv Raghavareddypet @ Tekumatla | 36080700205 |
| 7 | Kamareddy | Kgbv Bibipet | 36152200615 |
| 8 | Khammam | Kgbv Raghunadhapalem | 36310301008 |
| 9 | Komaram Bheem | Kgbv Chinthalamanepally | 36021200707 |
| 10 | Mahabubabad | Kgbv Gangaram | 36100201908 |
| 11 | Mahbubangar | Kgbv Gandeed Mohammadabad | 36250302823 |
| 12 | Mancherial | Kgbv Jaipur | 36031500310 |
| 13 | Nagarkurnool | Kgbv Pentlavelli | 36282000527 |
| 14 | Nalgonda | Kgbv Madugulapally Shettipalem | 36291901313 |
| 15 | Narayanapet | Kgbv Krishna | 36330501504 |
| 16 | Narayanpet | Kgbv Damaragidda | 36330102207 |
| 17 | Nirmal | Kgbv Narsapur (G) | 36040701714 |
| 18 | Peddapalli | Kgbv Anthargaon | 36070300502 |
| 19 | Rajanna | Kgbv Siricilla | 36140600652 |
| 20 | Rangareddy | Kgbv Kondurg | 36232600123 |
| 21 | Siddipet | Kgbv Siddipet Urban | 36180900609 |
| 22 | Suryapet | Kgbv Maddirala | 36300400805 |
| 23 | Wanaparthy | Kgbv Amarachintha | 36270101322 |
| 24 | Warangal Urban | Kgbv Inavole | 36121100517 |
| 25 | Yadadri | Kgbv Addagudur | 36201600612 |

* + - 1. 02 KGBVs (Type IV) are running in Type III KGBVs building (same campus). Hence, merger of 02 KGBVs (Type IV) is recommended with Type III KGBVs. Therefore, after merger of 02 KGBVs from Type IV, total 249 KGBVs will remain under Type IV. Details are given below:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **District** | **Block** | **UDISE Code**  **(Type IV & III)** | **Place of KGBV** | **Sanctioned Year** | **Existing Targeted Seats** | | **Total seats proposed for recurring under Type III** |
| **Type IV** | **Type III** |
| 1 | Bhadradri | Bhadrachalam | 36092000194 | KGBV Bhadrachalam | 2016-2017 | 100 | 200 | **200** |
| 2 | Khammam | Burgampahad | 36091900704 |  | 100 | 200 | **200** |

* + - 1. New furniture @Rs.4000/- per girl, TLM @Rs.3000/- per girl and bedding @Rs.2000/- per girl is recommended for additional 2000 girls in 25 newly upgraded KGBVs under Type III.
      2. Additional civil works not recommended as there is spill over of Rs 232.37 crores in KGBV construction works.State is advised to complete the pending works first.
      3. Bedding already provided for 7860 girls in the year 2019-20 out of 19600 proposed. Therefore, replacement of bedding of Rs.235.20 lakh @Rs.2000/- per girl is recommended for 11760 girls (120 girls in each KGBV) in 98 KGBVs under Type II.

| **Sl. No.** | **District** | **Block** | **Place of KGBV** | **U-DISE Code** |
| --- | --- | --- | --- | --- |
| 1 | Adilabad | Bazarhathnoor | Kgbv Bazarhathnoor | 36011302207 |
| 2 | Adilabad | Ichoda | Kgbv Echoda | 36011603521 |
| 3 | Adilabad | Indervelly | Kgbv Indervelly | 36010600823 |
| 4 | Adilabad | Narnoor | Kgbv Narnoor | 36010501011 |
| 5 | Adilabad | Tamsi | Kgbv Tamsi-B | 36011100909 |
| 6 | Bhadradri Kothagudem | Gundala | Kgbv Gundala | 36090800813 |
| 7 | Jagtial | Dharmapuri | Kgbv Dharmapuri | 36060601030 |
| 8 | Jagtial | Mallapur | Kgbv Mallapur | 36060200813 |
| 9 | Jangaon | Kodakandla | Kgbv Kodakandla | 36191200721 |
| 10 | Jayashankar Bhupalpally | Ghanpur (M) | Kgbv Ghanpur(M) | 36081000721 |
| 11 | Jogulamba Gadwal | Kgbv Dharur | Kgbv Dharur | 36260201514 |
| 12 | Jogulamba Gadwal | Kgbv Itikyala | Kgbv Itikyal | 36260400416 |
| 13 | Jogulamba Gadwal | Kgbv Maldakal | Kgbv Maldakal | 36260501312 |
| 14 | Jogulamba Gadwal | Kgbv Waddepally | Kgbv Waddepally | 36260900818 |
| 15 | Kamareddy | Gandhari | Kgbv Gandhari | 36151302623 |
| 16 | Kamareddy | Machareddy | Kgbv Machareddy | 36152001006 |
| 17 | Kamareddy | Ramareddy | Kgbv Ramareddy | 36151901313 |
| 18 | Kamareddy | Tadwai | Kgbv Tadwai | 36151500911 |
| 19 | Kamareddy | Yellareddy | Kgbv Yellareddy | 36151103134 |
| 20 | Kumuram Bheem | Koutala | Kgbv Koutala | 36021101415 |
| 21 | Mahabubabad | Bayyaram | Kgbv Bayyaram | 36100301338 |
| 22 | Mahabubabad | Gudur | Kgbv Gudur | 36100801529 |
| 23 | Mahbubangar | Addakal | Kgbv Addakal | 36250801009 |
| 24 | Mahbubangar | Balanagar | Kgbv Balanagar | 36251200513 |
| 25 | Mahbubangar | Bhoothpur | Kgbv Bhoothpur | 36250900317 |
| 26 | Mahbubangar | Cc Kunta | Kgbv Cc Kunta | 36250102108 |
| 27 | Mahbubangar | Hanwada | Kgbv Hanwada | 36250401221 |
| 28 | Mahbubangar | Jadcherla | Kgbv Jadcherla | 36251403139 |
| 29 | Mahbubangar | Midjil | Kgbv Midjil | 36251501210 |
| 30 | Mancherial | Bheemini | Kgbv Bheemini | 36030700807 |
| 31 | Mancherial | Jaipur | Kgbv Kotapally | 36031800807 |
| 32 | Mancherial | Nennel | Kgbv Nennel | 36031000107 |
| 33 | Medak | Chilipched | Kgbv Chitkul | 36171400105 |
| 34 | Medak | Kulcharam | Kgbv Kulcharam | 36171301009 |
| 35 | Medak | Papannapet | Kgbv Papannapet | 36170500702 |
| 36 | Medak | Shankarampet(R) | Kgbv Shankarampet(R) | 36171101213 |
| 37 | Medak | Shankarampet-A | Kgbv Shankarampet (A) | 36170102529 |
| 38 | Medak | Tekmal | Kgbv Tekmal | 36170401117 |
| 39 | Medak | Yeldurthy | Kgbv Yeldurthy | 36171801314 |
| 40 | Nagarkurnool | Bijinapally | Kgbv Bijinapally | 36280201219 |
| 41 | Nagarkurnool | Lingal | Kgbv Lingal | 36281601828 |
| 42 | Nagarkurnool | Peddakothapally | Kgbv Peddakothapally | 36281700708 |
| 43 | Nagarkurnool | Tadoor | Kgbv Tadoor | 36280401705 |
| 44 | Nagarkurnool | Telkapally | Kgbv Telkapally | 36281000602 |
| 45 | Nagarkurnool | Uppununthala | Kgbv Uppununthala | 36281101916 |
| 46 | Nagarkurnool | Vangoor | Kgbv Wangoor | 36280800213 |
| 47 | Nalgonda | Chandampet | Kgbv Chandampet | 36293100404 |
| 48 | Nalgonda | Chandur | Kgbv Chandur | 36291190202 |
| 49 | Nalgonda | Chinthapally | Kgbv Chinthapally | 36291301708 |
| 50 | Nalgonda | Gundlapally | Kgbv Gundlapally | 36293001713 |
| 51 | Nalgonda | Gurrampode | Kgbv Gurrampode | 36291501010 |
| 52 | Nalgonda | Marriguda | Kgbv Marriguda | 36291201411 |
| 53 | Nalgonda | Peddavoora | Kgbv Peddavura | 36292501014 |
| 54 | Nalgonda | Shaligouraram | Kgbv Shaligouraram | 36290401112 |
| 55 | Nalgonda | Thripuraram | Kgbv Thripuraram | 36291801120 |
| 56 | Narayanpet | Maddur | Kgbv Maddur | 36331001220 |
| 57 | Narayanpet | Maganoor | Kgbv Maganoor | 36330400808 |
| 58 | Narayanpet | Makthal | Kgbv Makthal | 36330601334 |
| 59 | Narayanpet | Narayanpet | Kgbv Narayanapet | 36330202661 |
| 60 | Nirmal | Tanoor | Kgbv Tanoor | 36040202713 |
| 61 | Nirmal | Kuntala Kallur | Kgbv Kallur | 36040601605 |
| 62 | Nirmal | Lokeshwaram | Kgbv Lokeshwaram | 36040801810 |
| 63 | Nirmal | Kubeer | Kgbv Kubeer | 36040101812 |
| 64 | Nirmal | Mamada | Kgbv Mamada | 36041501909 |
| 65 | Nizamabad | Kammarpally | Kgbv Kammarpalle | 36050800414 |
| 66 | Nizamabad | Varni | Kgbv Varni | 36051901433 |
| 67 | Nizamabad | Yedapally | Kgbv Yedpally | 36051400822 |
| 68 | Rangareddy | Rajendranagar | Kgbv Kismatpur | 36230301811 |
| 69 | Rangareddy | Kondurg  (Chowderguda) | Kgbv Kondurg | 36232700303 |
| 70 | Rangareddy | Madgul | Kgbv Madgul | 36231200607 |
| 71 | Sangareddy | Kondapur | Kgbv Kondapur | 36161800508 |
| 72 | Sangareddy | Pulkal | Kgbv Pulkal | 36161600906 |
| 73 | Sangareddy | Sirgapur | Kgbv Sirgapur | 36160201615 |
| 74 | Siddipet | Doulthabad | Kgbv Doulthabad | 36181200112 |
| 75 | Siddipet | Dubbaka | Kgbv Dubbak | 36180100621 |
| 76 | Siddipet | Kondapak | Kgbv Kondapak | 36181901008 |
| 77 | Siddipet | Maddur | Kgbv Maddur | 36182201407 |
| 78 | Siddipet | Wargal | Kgbv Wargal | 36181402018 |
| 79 | Suryapet | Chivvemla | Kgbv Chivvemla | 36301000811 |
| 80 | Suryapet | Nuthankal | Kgbv Nuthankal | 36300500212 |
| 81 | Suryapet | Penpahad | Kgbv Penpahad | 36301100806 |
| 82 | Suryapet | Suryapet | Kgbv Suryapet | 36300790243 |
| 83 | Suryapet | Thirumalagiri | Kgbv Thirumalagiri | 36300200331 |
| 84 | Vikarabad | Basheerabad | Kgbv Basheerabad | 36241503116 |
| 85 | Vikarabad | Dharur | Kgbv Dharur | 36241001511 |
| 86 | Vikarabad | Doulthabad | Kgbv Doulthabad | 36241801506 |
| 87 | Vikarabad | Marpally | Kgbv Marpally | 36240101908 |
| 88 | Vikarabad | Nawabpet | Kgbv Nawbpet | 36240301608 |
| 89 | Vikarabad | Pudur | Kgbv Pudur | 36240500401 |
| 90 | Vikarabad | Vikarabad | Kgbv Vikarabad Em | 36240403276 |
| 91 | Wanaparthy | Ghanpur | Kgbv Ghanpur (General) | 36270400816 |
| 92 | Wanaparthy | Ghanpur | Kgbv Ghanpur (Em) | 36270400815 |
| 93 | Wanaparthy | Pangal | Kgbv Pangal | 36270701111 |
| 94 | Wanaparthy | Pebbair | Kgbv Pebbair | 36271100733 |
| 95 | Wanaparthy | Weepangandla | Kgbv Weepangandla | 36271300809 |
| 96 | Warangal Rural | Rayaparthy | Kgbv Rayaparthy | 36111300505 |
| 97 | YadadriBhongir | Choutuppal | Kgbv Choutuppal | 36201001729 |
| 98 | YadadriBhongir | Thurkapally | Kgbv Mthurkapally | 36200101005 |

* + - 1. Replacement of bedding of Rs.152.00 lakh @Rs.2000/- per girl is recommended for 7600 girls in 38 KGBVs under Type III (200 girls in each KGBV).

| **Sl. No.** | **District** | **Block** | **Place of KGBV** | **U-DISE Code** |
| --- | --- | --- | --- | --- |
| 1 | Adilabad | Jainad | Kgbv Jainad | 36010204507 |
| 2 | Jogulamba Gadwal | Kgbv Gadwal | Kgbv Gadwal | 36260300703 |
| 3 | Jogulamba Gadwal | Kgbv Gattu | Kgbv Gattu | 36260600813 |
| 4 | Jogulamba Gadwal | Kgbv Ieeja | Kgbv Ieeja | 36260701042 |
| 5 | Kamareddy | Birkoor | Kgbv Birkur | 36150500816 |
| 6 | Kamareddy | Nizamsagar | Kgbv Nizamsagar | 36150902911 |
| 7 | Khammam | Kusumanchi | Kgbv Kusumanchi | 36310601605 |
| 8 | Kumuram Bheem | Asifabad | Kgbv Asifabad | 36020606150 |
| 9 | Kumuram Bheem | Kerameri | Kgbv Keramri (Modi) | 36020702205 |
| 10 | Kumuram Bheem | Sirpur-U | Kgbv Sirpur-U | 36020201007 |
| 11 | Mahbubangar | Deverakadra | Kgbv Devarkadra | 36250601222 |
| 12 | Mahbubangar | Mbnr Urban | Kgbv Mahabubnagar (Em) | 36251000636 |
| 13 | Mahbubangar | Nawabpet | Kgbv Nawabpet | 36251102023 |
| 14 | Medak | Alladurg | Kgbv Alladurg | 36170300121 |
| 15 | Medak | Chegunta | Kgbv Chegunta | 36170902310 |
| 16 | Medak | Medak | Kgbv Medak | 36171201666 |
| 17 | Medak | Narsapur | Kgbv Chippalturthi | 36171600505 |
| 18 | Nagarkurnool | Amrabad | Kgbv Rayalagandi Amrabad | 36281300113 |
| 19 | Nagarkurnool | Balmoor | Kgbv Balmoor | 36281501504 |
| 20 | Nagarkurnool | Kollapur | Kgbv Kollpur | 36281901631 |
| 21 | Nagarkurnool | Nagarkurnool | Kgbv Nagarkurnool | 36280301304 |
| 22 | Nagarkurnool | Veldanda | Kgbv Veldanda | 36280601213 |
| 23 | Nalgonda | Damaracherla | Kgbv Dameracharla | 36292200618 |
| 24 | Nalgonda | Kethepally | Kgbv Cherukupally | 36290600904 |
| 25 | Narayanpet | Dhanwada | Kgbv Dhanwada | 36330900217 |
| 26 | Narayanpet | Utkoor | Kgbv Utkur | 36330301319 |
| 27 | Nirmal | Bhainsa | Kgbv Bhainsa | 36040504802 |
| 28 | Nirmal | Kaddam | Kgbv Kaddam | 36041801212 |
| 29 | Nirmal | Dilawarpur | Kgbv Dilawarpur | 36040900810 |
| 30 | Nirmal | Sarangapur | Kgbv Jam | 36041000809 |
| 31 | Rajanna Siricilla | Gambhiraopet | Kgbv Gambhiraopet | 36141001016 |
| 32 | Rangareddy | Kandukur | Kgbv Kandukur | 36231701819 |
| 33 | Sangareddy | Jharasangam | Kgbv Jharasangam | 36161201607 |
| 34 | Sangareddy | Zaheerabad | Kgbv Hothi(K)Minorities | 36160902292 |
| 35 | Vikarabad | Kulkacherla | Kgbv Kulkacherla | 36240700415 |
| 36 | Wanaparthy | Gopalpet | Kgbv Gopalpet | 36270500611 |
| 37 | Wanaparthy | Wanaparthy | Kgbv Wanaparthy | 36270801807 |
| 38 | Yadadri Bhongir | Bhongir | Kgbv Bhongir | 36200600503 |

* + - 1. Rent is recommended for 68 KGBVs under Type II amounting to Rs.204.00 lakh @Rs.25000/- per month for 12 months with the condition that state should complete construction of KGBVs at the earliest.

| **Sl. No** | **District** | **Block** | **Place of KGBV** | **Sanctioned Year** | **U-DISE Code** |
| --- | --- | --- | --- | --- | --- |
| 1 | Adilabad | Adilabad Rural | KGBV ADILABAD (Rural) | 2017 | 36010900299 |
| 2 | Adilabad | Bheempur | KGBV BHEEMPUR | 2017 | 36011100911 |
| 3 | Adilabad | Gadiguda | KGBV GADIGUDA | 2017 | 36010402204 |
| 4 | Adilabad | Sirkonda | KGBV SIRIKONDA | 2017 | 36011603544 |
| 5 | Bhadradri Kothagudem | Allapalli | KGBV ALLAPALLY | 2017 | 36090700513 |
| 6 | Bhadradri Kothagudem | Annapureddypalli | KGBV ANNAPUREDDYPALLY | 2017 | 36091300409 |
| 7 | Bhadradri Kothagudem | Burgampadu | KGBV BURGAMPAHAD (PINAKA PATTINAGAR) | 2017 | 36091900704 |
| 8 | Bhadradri Kothagudem | Karakagudem | KGBV KARAKAGUDEM | 2017 | 36090100705 |
| 9 | Jangaon | CHILPUR | KGBV CHILPUR | 2017 | 36190201110 |
| 10 | Jayashankar Bhupalpally | Tekumatla | KGBV RAGHAVAREDDYPET @ TEKUMATLA | 2017 | 36080700205 |
| 11 | Jogulamba Gadwal | Kgbv Kt Doddi | KGBV K T DODDI | 2017 | 36260101303 |
| 12 | Jogulamba Gadwal | Kgbv Rajoli | KGBV Rajoli | 2017 | 36260801014 |
| 13 | Jogulamba Gadwal | Kgbv Undavelly | KGBV UNDAVELLY | 2017 | 36261100607 |
| 14 | Kamareddy | Rajampet | KGBV RAJAMPET | 2017 | 36151600612 |
| 15 | Karimnagar | Ellandakunta | KGBV ELLANTHAKUNTA | 2017 | 36131600506 |
| 16 | Kumuram Bheem | Lingapur | KGBV LINGAPUR | 2017 | 36020300807 |
| 17 | Kumuram Bheem | Penchikalpet | KGBV PENCHIKALPET | 2017 | 36021400608 |
| 18 | Mahabubabad | Chinnagudur | KGBV CHINNAGUDUR | 2017 | 36101200309 |
| 19 | Mahabubabad | Gangaaram | KGBV GANGARAM | 2017 | 36100201908 |
| 20 | Mahabubabad | Peddavangara | KGBV PEDDAVANGARA | 2017 | 36101600410 |
| 21 | Mahbubangar | Mbnr (R) | KGBV MAHABUBNAGAR(RURAL) @ BANDAMIDIPALLY | 2017 | 36251000705 |
| 22 | Mahbubangar | Rajapoor | KGBV RAJAPUR | 2017 | 36251300902 |
| 23 | Mancherial | Hazipur | KGBV HAJIPUR | 2017 | 36030401204 |
| 24 | Mancherial | Kannepally | KGBV KANNEPALLI | 2017 | 36030801807 |
| 25 | Mulugu | Kannaigudem | KGBV KANNAIGUDEM | 2017 | |  | | --- | | 36320601805 | |
| 26 | Mulugu | Mangapet | KGBV MANGAPET | 2017 | 36320900112 |
| 27 | Nagarkurnool | Charakonda | KGBV CHARAKONDA | 2017 | 36280700613 |
| 28 | Nagarkurnool | Padara | KGBV PADARA | 2017 | 36281400112 |
| 29 | Nagarkurnool | Urkonda | KGBV URKONDA | 2017 | 36280500605 |
| 30 | Nalgonda | Adavidevulapally | KGBV ADAVIDEVULAPALLY | 2017 | 36292300412 |
| 31 | Nalgonda | Km Pally | KGBV KONDAMALLEPALLY | 2017 | 36292801442 |
| 32 | Nalgonda | Madgulapally | KGBV MADUGULAPALLY SHETTIPALEM | 2017 | 36291901313 |
| 33 | Nalgonda | Neradugommu | KGBV NEREDUGOMMU | 2017 | 36292700215 |
| 34 | Nalgonda | Thirumalagiri S | KGBV THIRUMALAGIRI SAGAR | 2017 | 36292401210 |
| 35 | Narayanpet | Krishna | KGBV KRISHNA | 2017 | 36330501504 |
| 36 | Narayanpet | Marikal | KGBV MARIKAL | 2017 | 36330800543 |
| 37 | Nirmal | Nirmal Rural | KGBV NIRMAL RURAL | 2017 | 36041202308 |
| 38 | Nirmal | Pembi | KGBV MANDAPALLY | 2017 | 36041601107 |
| 39 | Nirmal | Soan | KGBV SOAN | 2017 | 36041301206 |
| 40 | Nizamabad | Indalwai | KGBV INDALWAI | 2017 | 36052400117 |
| 41 | Nizamabad | Mendora | KGBV Mendora | 2017 | 36050600510 |
| 42 | Nizamabad | Mugpal | KGBV MUGPAL | 2017 | 36052200305 |
| 43 | Nizamabad | Mupkal | KGBV Mupkal | 2017 | 36050500212 |
| 44 | Nizamabad | Rudrur | KGBV RUDRUR | 2017 | 36051800614 |
| 45 | Nizamabad | Yergatla | KGBV YERGATLA | 2017 | 36050700510 |
| 46 | Peddapalli | Goliwada | KGBV ANTHERGOAN | 2017 | 36070300502 |
| 47 | Peddapalli | Palakurthi | KGBV PALAKURTHY | 2017 | 36070201006 |
| 48 | Peddapalli | Ramagiri | KGBV RAMAGIRI | 2017 | 36070501107 |
| 49 | Rajanna Siricilla | Rudrangi | KGBV RUDRANGI | 2017 | 36140100223 |
| 50 | Rajanna Siricilla | Vemulawada | KGBV VEMULAWADA URBAN | 2017 | 36140500877 |
| 51 | Rangareddy | Kadthal | KGBV KADTHAL | 2017 | 36231601142 |
| 52 | Rangareddy | Chowderguda | KGBV Chowderguda (KONDURG) | 2009 | 36232600123 |
| 53 | Siddipet | Akkannapet | KGBV Akkannapet | 2017 | 36180700910 |
| 54 | Siddipet | Komuravelly | KGBV KOMURAVELLY | 2017 | 36182000405 |
| 55 | Siddipet | Markook | KGBV MARKOOK | 2017 | 36181600708 |
| 56 | Siddipet | Raipole | KGBV RAIPOLE | 2017 | 36181300304 |
| 57 | Siddipet | Thoguta | KGBV THOGUTA | 2017 | 36181000216 |
| 58 | Suryapet | Chinthalapalem | KGBV CHINTHALAPALEM | 2017 | 36302300216 |
| 59 | Suryapet | Maddirala | KGBV MADDIRALA | 2017 | 36300400805 |
| 60 | Suryapet | Nagaram | KGBV NAGARAM | 2017 | 36300100905 |
| 61 | Suryapet | Palakaveedu | KGBV PALAKAVEEDU | 2017 | 36301900506 |
| 62 | Suryapet | Penpahad | KGBV PENPAHAD | 2009 | 36301100806 |
| 63 | Vikarabad | Kotepally | KGBV KOTEPALLY | 2017 | 36241101712 |
| 64 | Wanaparthy | Madanapur | KGBV MADANAPUR | 2017 | 36270200613 |
| 65 | Wanaparthy | Revally | KGBV REVALLY | 2017 | 36270600508 |
| 66 | Wanaparthy | Srirangapur | KGBV SRIRANGAPUR | 2017 | 36271200413 |
| 67 | Warangal Urban | Inavolu | KGBV INAVOLE | 2017 | 36121100517 |
| 68 | Warangal Urban | Velair | KGBV VELAIR | 2017 | 36120200319 |

* + - 1. Recurring cost of Rs.18275.01 lakh is recommended for existing 317 KGBVs with existing capacity 63400 girls (200 girls in each KGBV) under Type II.
      2. Recurring cost of Rs.11106.70 lakh is recommended for 158 KGBVs under Type III (Existing 133 KGBVs + 25 KGBVs, newly upgraded from Type II) with total capacity of 44240 girls [37240 girls in existing 133 KGBVs and 7000 girls in 25 newly upgraded KGBVs (280 girls in each KGBV)]
      3. Recurring cost of Rs.4061.98 lakh is recommended for existing 221 functional KGBVs under Typoe IV with capacity of 22100 girls (100 girls in each KGBV).

| **Sl. No** | **District Name** | **Block Name** | **Udise Code** | **KGBV Name** | **Sanc Year** | **Present Girls Enrolment** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Jangaon | Bachannapet | 36190701917 | TSMS Bachannapet | 2011-2012 | 41 |
| 2 | Adilabad | Adilabad | 36010801807 | TSMS Bangariguda Adilabad | 2011-2012 | 47 |
| 3 | Adilabad | Bazarhathnoor | 36011302210 | TSMS Bazar Hathnoor | 2011-2012 | 78 |
| 4 | Adilabad | Boath | 36011402134 | TSMS Boath | 2011-2012 | 65 |
| 5 | Adilabad | Gudihathnoor | 36010700713 | TSMS Gudihathnoor | 2011-2012 | 45 |
| 6 | Adilabad | Ichoda | 36011603521 | KGBV Echoda | 2015-2016 | 58 |
| 7 | Adilabad | Indervelly | 36010600823 | KGBV Indervelly | 2015-2016 | 37 |
| 8 | Adilabad | Jainad | 36010204513 | TSMS Jainad | 2011-2012 | 74 |
| 9 | Adilabad | Narnoor | 36010501020 | TSMS Narnoor | 2011-2012 | 97 |
| 10 | Adilabad | Neradigonda | 36011502614 | KGBV Neradigonda | 2015-2016 | 63 |
| 11 | Adilabad | Utnoor | 36011803938 | KGBV Utnoor | 2015-2016 | 59 |
| 12 | Bhadradri | Cherla | 36090302805 | KGBV Cherla | 2016-2017 | 47 |
| 13 | Bhadradri | Dummugudem | 36090403506 | KGBV Dummugudem | 2016-2017 | 86 |
| 14 | Bhadradri | Julurpadu | 36091100206 | KGBV Julurupad | 2016-2017 | 60 |
| 15 | Bhadradri | Mulakalapally | 36092100618 | KGBV Mulakalapalli | 2016-2017 | 119 |
| 16 | Bhadradri | Tekulapally | 36091000456 | KGBV Tekulapalli | 2016-2017 | 67 |
| 17 | Bhadradri Kothaudem | Kammarpally | 36090800813 | KGBV Gundala | 2016-2017 | 57 |
| 18 | Jagtial | Dharmapuri | 36060600206 | TSMS Dharmapuri | 2011-2012 | 100 |
| 19 | Jagtial | Gollapalli | 36061700821 | TSMS Gollapally | 2011-2012 | 100 |
| 20 | Jagtial | Ibrahimpatnam | 36060101118 | TSMS Ibrahimpatnam | 2011-2012 | 94 |
| 21 | Jagtial | Jagtial | 36060801204 | TSMS Jagitial | 2011-2012 | 100 |
| 22 | Jagtial | Kathlapur | 36061300615 | TSMS Kathalapur | 2011-2012 | 95 |
| 23 | Jagtial | Kodimyal | 36061400826 | TSMS Kodimial | 2011-2012 | 89 |
| 24 | Jagtial | Koratla | 36061100407 | TSMS Koratla | 2011-2012 | 100 |
| 25 | Jagtial | Maidipalli | 36061000418 | TSMS Medipally | 2011-2012 | 99 |
| 26 | Jagtial | Mallapoor | 36060200818 | TSMS Mallapoor | 2011-2012 | 100 |
| 27 | Jagtial | Mallial | 36061500708 | TSMS Mallial | 2011-2012 | 80 |
| 28 | Jagtial | Pegadapalli | 36061601112 | TSMS Pegadapally | 2011-2012 | 100 |
| 29 | Jagtial | Raikal | 36060301510 | TSMS Raikal | 2011-2012 | 100 |
| 30 | Jagtial | Velgatoor | 36061800321 | TSMS Velgatoor | 2011-2012 | 100 |
| 31 | Jangaon | Ghanpur Stn. | 36190400704 | TSMS Ghanpur (Stn) | 2011-2012 | 75 |
| 32 | Jangaon | Jaffargadh | 36190300920 | TSMS Zaffargadh | 2011-2012 | 100 |
| 33 | Jangaon | Jangaon | 36190801803 | TSMS Jangaon @Chowdaram | 2011-2012 | 65 |
| 34 | Jangaon | Kodakandla | 36191200728 | TSMS Kodakandla | 2011-2012 | 50 |
| 35 | Jangaon | Narmetta | 36190600219 | TSMS Narmetta | 2011-2012 | 65 |
| 36 | Jangaon | Raghunathpally | 36190500403 | TSMS Ragunathapally | 2011-2012 | 60 |
| 37 | Jayashankar | Chityal | 36080601115 | TSMS Chityal | 2011-2012 | 115 |
| 38 | Jayashankar | Ghanpur(Mulug) | 36081000723 | TSMS Ghanpur (M) | 2011-2012 | 100 |
| 39 | Jayashankar | Kataram | 36080400806 | TSMS Kataram | 2011-2012 | 100 |
| 40 | Jayashankar | Malharrao | 36080500304 | TSMS Malharrao | 2011-2012 | 109 |
| 41 | Jayashankar | Mogullapelly | 36080800304 | TSMS Mogullapally @ Korkishala | 2011-2012 | 100 |
| 42 | Jogulamba Gadwal | Waddepally | 36260900818 | KGBV Waddepally | 2015-2016 | 128 |
| 43 | Kamareddy | Domakonda | 36152101002 | KGBV Domakonda | 2015-2016 | 156 |
| 44 | Kamareddy | Gandhari | 36151302623 | KGBV Gandhari | 2015-2016 | 121 |
| 45 | Kamareddy | Jukkal | 36150201509 | KGBV Jukkal | 2015-2016 | 90 |
| 46 | Kamareddy | Madnoor | 36150102605 | TSMS Madnoor | 2011-2012 | 65 |
| 47 | Kamareddy | Nagireddypet | 36151001714 | TSMS Nagireddypet | 2011-2012 | 90 |
| 48 | Kamareddy | Nizamsagar | 36150902809 | TSMS Nizamsagar | 2011-2012 | 91 |
| 49 | Kamareddy | Sadashivnagar | 36151400811 | TSMS Sadashiva Nagar | 2011-2012 | 97 |
| 50 | Kamareddy | Yellareddy | 36151103141 | TSMS Yellareddy | 2011-2012 | 100 |
| 51 | Karimnagar | Chigurumamidi | 36131000304 | TSMS Chigurumamidi | 2011-2012 | 40 |
| 52 | Karimnagar | Choppadandi | 36130300905 | TSMS Choppadandi | 2011-2012 | 50 |
| 53 | Karimnagar | Gangadhara | 36130101502 | TSMS Gangadhara | 2011-2012 | 100 |
| 54 | Karimnagar | Jammikunta | 36131600705 | TSMS Tekurthi | 2011-2012 | 42 |
| 55 | Karimnagar | Karimnagar | 36130500408 | TSMS Karimnagar | 2011-2012 | 100 |
| 56 | Karimnagar | Keshavapatnam(Shankarpatnam) | 36131201320 | TSMS Shakarapatnam | 2011-2012 | 48 |
| 57 | Karimnagar | Manakondur | 36130800710 | TSMS Mankondur | 2011-2012 | 100 |
| 58 | Karimnagar | Ramadugu | 36130200203 | TSMS Ramadugu | 2011-2012 | 35 |
| 59 | Karimnagar | Saidapoor | 36131100206 | TSMS Saidapur | 2011-2012 | 50 |
| 60 | Karimnagar | Thimmapoor (Lmd Colony) | 36130900233 | TSMS Thimmapur | 2011-2012 | 68 |
| 61 | Karimnagar | Veenavanka | 36131301116 | TSMS Veenavanka | 2011-2012 | 50 |
| 62 | Khammam | Bonakal | 36311901506 | KGBV Bonakal | 2016-2017 | 85 |
| 63 | Khammam | Chintakani | 36310900403 | KGBV Chinthakani | 2015-2016 | 85 |
| 64 | Khammam | Enkoor | 36311200718 | KGBV Enkoor | 2016-2017 | 94 |
| 65 | Khammam | Gundala | 36310100420 | TSMS Karepalli | 2011-2012 | 63 |
| 66 | Khammam | KGBV Kamepally | 36310200711 | Khammam Urban | 2016-2017 | 38 |
| 67 | Khammam | Khammam(Rural) | 36310401212 | KGBV Kothuru Y | 2016-2017 | 147 |
| 68 | Khammam | Konijerla | 36311100709 | KGBV Konijerla | 2016-2017 | 105 |
| 69 | Khammam | Mudigonda | 36310800804 | KGBV Mudigonda | 2016-2017 | 112 |
| 70 | Khammam | Penuballi | 36311401006 | TSMS Penubally | 2011-2012 | 98 |
| 71 | Khammam | Thirumalayapalem | 36310502410 | KGBV Tirumalayapalem | 2016-2017 | 80 |
| 72 | Khammam | Yerrupalem | 36312102116 | KGBV Yerrupalem | 2015-2016 | 71 |
| 73 | Komaram Bheem | Asifabad | 36020606166 | TSMS Asifabad | 2011-2012 | 75 |
| 74 | Komaram Bheem | Bejjur | 36021301312 | KGBV Bejjur | 2015-2016 | 94 |
| 75 | Komaram Bheem | Sirpur (T) | 36020201013 | TSMS Sirpur(U) | 2011-2012 | 100 |
| 76 | Mahabubabad | Maripeda | 36101301160 | TSMS Maripeda | 2011-2012 | 45 |
| 77 | Mahabubabad | Bayyaram | 36100301338 | KGBV Bayyaram | 2016-2017 | 53 |
| 78 | Mahabubabad | Garla | 36100400631 | KGBV Garla | 2016-2017 | 85 |
| 79 | Mahabubabad | Gudur | 36100801529 | KGBV Gudur | 2015-2016 | 9 |
| 80 | Mahabubabad | Kesamudram | 36100901009 | TSMS Kesamudram @Kalwala | 2011-2012 | 100 |
| 81 | Mahabubabad | Kuravi | 36100600110 | TSMS Kuravi@Nerada | 2011-2012 | 100 |
| 82 | Mahabubabad | Mahabubabad | 36100701903 | TSMS Mahabubabad | 2011-2012 | 96 |
| 83 | Mahabubabad | Narsimhulapet | 36101100225 | TSMS Narsimhulapet | 2011-2012 | 100 |
| 84 | Mahabubabad | Nellikudur | 36101001325 | TSMS Nellikudur | 2011-2012 | 94 |
| 85 | Mahabubabad | Thorrur | 36101500603 | TSMS Torrur @Gurthur | 2011-2012 | 100 |
| 86 | Mahabubnagar | Addakal | 36250801009 | KGBV Addakal | 2015-2016 | 122 |
| 87 | Mahabubnagar | Balanagar | 36251200513 | KGBV Balanagar | 2015-2016 | 121 |
| 88 | Mahabubnagar | Gandeed | 36250300213 | TSMS Gandeed (Vennached) | 2011-2012 | 101 |
| 89 | Mahabubnagar | Jadcherla | 36251403139 | KGBV Jadcherla | 2015-2016 | 96 |
| 90 | Mancherial | Dandepally | 36030201207 | TSMS Lingapur Dandepally | 2011-2012 | 100 |
| 91 | Mancherial | Jannaram | 36030101616 | KGBV Jannaram | 2015-2016 | 110 |
| 92 | Mancherial | Kotapally | 36031800809 | TSMS Kotapally | 2011-2012 | 100 |
| 93 | Mancherial | Laxettipet | 36030302141 | KGBV Luxettipet | 2015-2016 | 107 |
| 94 | Mancherial | Mancherial | 36031300146 | TSMS Mancherial | 2011-2012 | 93 |
| 95 | Mancherial | Mandamarry | 36031290201 | TSMS Mandamarry | 2011-2012 | 69 |
| 96 | Medak | Narsapur | 36171600402 | TSMS Jakkapally | 2011-2012 | 19 |
| 97 | Medak | Ramayampet | 36170701104 | TSMS Komatpally | 2011-2012 | 75 |
| 98 | Medak | Shankarampet(R) | 36171101217 | TSMS Shankaramper(R) | 2011-2012 | 41 |
| 99 | Medak | Tekmal | 36170401119 | TSMS Tekmal | 2011-2012 | 79 |
| 100 | Mulugu | Govindaraopet | 36320300410 | TSMS Govindaraopet @Chalvai | 2011-2012 | 100 |
| 101 | Mulugu | Mulug | 36320200110 | TSMS Mulugu @ Bandarupally | 2011-2012 | 91 |
| 102 | Mulugu | Venkatapur | 36320101019 | TSMS Venkatapur @Javahar Nagar | 2011-2012 | 83 |
| 103 | Mulugu | Venkatapuram | 36320803616 | KGBV Venkatapuram | 2016-2017 | 16 |
| 104 | Mulugu | Wazeed | 36320703902 | KGBV Wazeedu | 2016-2017 | 4 |
| 105 | Nagarkurnool | Bijenepally | 36280201219 | KGBV Bijinapally | 2015-2016 | 137 |
| 106 | Nagarkurnool | Kodair | 36281801112 | TSMS Kodair | 2011-2012 | 106 |
| 107 | Nagarkurnool | Lingal | 36281601828 | KGBV Lingal | 2015-2016 | 46 |
| 108 | Nagarkurnool | Telkapally | 36281000602 | KGBV Telkapally | 2015-2016 | 130 |
| 109 | Nagarkurnool | Veldanda | 36280601217 | TSMS Veldanda | 2011-2012 | 162 |
| 110 | Nalgonda | Chandampet | 36292700214 | TSMS Chandampet | 2011-2012 | 100 |
| 111 | Nalgonda | Chandur | 36291190202 | KGBV Chandur | 2015-2016 | 80 |
| 112 | Nalgonda | Chinthapalle | 36291301713 | TSMS Chinthapally | 2011-2012 | 83 |
| 113 | Nalgonda | Damaracherla | 36292200624 | TSMS Bothalapalem | 2011-2012 | 100 |
| 114 | Nalgonda | Devarakonda | 36292900801 | TSMS Devarkonda | 2011-2012 | 100 |
| 115 | Nalgonda | Gundlapalle | 36293001717 | TSMS Gundlapally | 2011-2012 | 100 |
| 116 | Nalgonda | Gurrampode | 36291501013 | TSMS Gurrampode | 2011-2012 | 100 |
| 117 | Nalgonda | Kanagal | 36290901216 | TSMS Kangal | 2011-2012 | 100 |
| 118 | Nalgonda | Kethepalle | 36290600515 | TSMS Kethepally | 2011-2012 | 100 |
| 119 | Nalgonda | Marriguda | 36291201417 | TSMS Marriguda | 2011-2012 | 100 |
| 120 | Nalgonda | Miryalaguda | 36292190404 | TSMS Miryalaguda | 2011-2012 | 57 |
| 121 | Nalgonda | Nampally | 36291400910 | TSMS Nampally | 2011-2012 | 100 |
| 122 | Nalgonda | Nidmanoor | 36291700827 | TSMS Nidmanur | 2011-2012 | 110 |
| 123 | Nalgonda | Pedda Adiserla Palle | 36292601403 | TSMS P A Pally | 2011-2012 | 99 |
| 124 | Nalgonda | Peddavoora | 36292501014 | KGBV Peddavura | 2015-2016 | 74 |
| 125 | Nalgonda | Saligouraram | 36290401305 | TSMS Shaligouraram | 2011-2012 | 100 |
| 126 | Nalgonda | Thipparthy | 36290701019 | TSMS Thipparthy | 2011-2012 | 100 |
| 127 | Nalgonda | Thripuraram | 36291800804 | TSMS Thripuraram | 2011-2012 | 100 |
| 128 | Nalgonda | Vemulapalle | 36292000315 | TSMS Vemulapally | 2011-2012 | 100 |
| 129 | Narayanapet | Dhanwada | 36330900223 | TSMS Dhanwada - Jr College | 2011-2012 | 100 |
| 130 | Narayanapet | Kosgi | 36331102410 | TSMS Gundumal Jr. College | 2011-2012 | 100 |
| 131 | Narayanpet | Narayanpet | 36330202661 | KGBV Narayanapet | 2015-2016 | 58 |
| 132 | Nirmal | Kouthala | 36040600911 | TSMS Kuntala | 2011-2012 | 100 |
| 133 | Nirmal | Laxmanchanda | 36041400907 | KGBV Laxmanchanda | 2015-2016 | 148 |
| 134 | Nirmal | Mamda | 36041501909 | KGBV Mamada | 2015-2016 | 133 |
| 135 | Nizamabad | Armoor | 36050302130 | TSMS Armoor | 2011-2012 | 75 |
| 136 | Nizamabad | Balkonda | 36050400837 | TSMS Balkonda | 2011-2012 | 91 |
| 137 | Nizamabad | Bheemgal | 36052600937 | KGBV Bheemgal | 2015-2016 | 108 |
| 138 | Nizamabad | Dharpally | 36052500931 | TSMS Dharpally | 2011-2012 | 55 |
| 139 | Nizamabad | Dichpally | 36052301528 | TSMS Dichpally | 2011-2012 | 76 |
| 140 | Nizamabad | Jakranpally | 36051100815 | TSMS Jakranpally | 2011-2012 | 100 |
| 141 | Nizamabad | Makloor | 36051201226 | KGBV Makloor | 2015-2016 | 141 |
| 142 | Nizamabad | Navipet | 36050102334 | TSMS Navipet | 2011-2012 | 69 |
| 143 | Nizamabad | Renjal | 36051500515 | TSMS Renjal | 2011-2012 | 82 |
| 144 | Nizamabad | Sirikonda | 36052701018 | TSMS Sirikonda | 2011-2012 | 91 |
| 145 | Nizamabad | Varni | 36051800903 | TSMS Varni | 2011-2012 | 100 |
| 146 | Peddapalli | Dharmaram | 36070100339 | TSMS Dharmaram | 2011-2012 | 100 |
| 147 | Peddapalli | Julapalli | 36070800106 | TSMS Julapally | 2011-2012 | 93 |
| 148 | Peddapalli | Mutharam Manthani | 36071300302 | TSMS Mutharam(Mnt) | 2011-2012 | 100 |
| 149 | Peddapalli | Odela | 36071100414 | TSMS Odela | 2011-2012 | 98 |
| 150 | Peddapalli | Ramagundam | 36070301402 | TSMS Ramagundam | 2011-2012 | 100 |
| 151 | Peddapalli | Srirampoor | 36071201505 | TSMS Srirampur | 2011-2012 | 101 |
| 152 | Peddapalli | Sulthanabad | 36071000515 | TSMS Suthanabad | 2011-2012 | 100 |
| 153 | Rajanna | Boinpalli | 36140400812 | TSMS Boinpally | 2011-2012 | 100 |
| 154 | Rajanna | Gambhiraopet | 36141000408 | TSMS Gambhiraopet | 2011-2012 | 100 |
| 155 | Rajanna | Illanthakunta | 36141300304 | TSMS Ellanthakunta | 2011-2012 | 60 |
| 156 | Rajanna | Konaraopet | 36140700911 | TSMS Konaraopet | 2011-2012 | 69 |
| 157 | Rajanna | Musthabad | 36141100507 | TSMS Musthabad | 2011-2012 | 39 |
| 158 | Rajanna | Siricilla | 36141200506 | TSMS Siricilla | 2011-2012 | 47 |
| 159 | Rajanna | Yellareddipet | 36140800509 | TSMS Veernapally | 2011-2012 | 80 |
| 160 | Rangareddy | Chevella | 36232103224 | TSMS Chevella & Junior College | 2011-2012 | 100 |
| 161 | Rangareddy | Ibrhimpatnam | 36230900310 | TSMS Bongloor | 2011-2012 | 100 |
| 162 | Rangareddy | Kandukur | 36231702210 | TSMS Nedunoor | 2011-2012 | 100 |
| 163 | Rangareddy | Manchal | 36231002119 | TSMS Manchal Artula | 2011-2012 | 100 |
| 164 | Rangareddy | Shabad | 36232202037 | TSMS Shabad | 2011-2012 | 100 |
| 165 | Rangareddy | Shamshabad | 36231902511 | TSMS Shamshabad (Palamakole) | 2011-2012 | 100 |
| 166 | Rangareddy | Yacharam | 36231100208 | TSMS Gungal | 2011-2012 | 100 |
| 167 | Sangareddy | Pulkal | 36161601002 | TSMS Baswapur | 2011-2012 | 52 |
| 168 | Sangareddy | Kalher | 36160201615 | KGBV Sirgapur | 2015-2016 | 115 |
| 169 | Sangareddy | Munipally | 36161302806 | TSMS Munipally | 2011-2012 | 80 |
| 170 | Sangareddy | Ramachandrapur | 36162600108 | TSMS Velimela | 2011-2012 | 73 |
| 171 | Siddipet | Bejjanki | 36180400429 | TSMS Bejjanki | 2011-2012 | 34 |
| 172 | Siddipet | Cherial | 36182101208 | TSMS Cherial At Mustyala | 2011-2012 | 74 |
| 173 | Siddipet | Dubbak | 36180101306 | TSMS Lachapet | 2011-2012 | 50 |
| 174 | Siddipet | Husnabad | 36180600256 | TSMS Husnabad | 2011-2012 | 60 |
| 175 | Siddipet | Jagadevpur | 36181701815 | TSMS Jagdevpur | 2011-2012 | 72 |
| 176 | Siddipet | Koheda | 36180501608 | TSMS Koheda | 2011-2012 | 100 |
| 177 | Siddipet | Kondapak | 36181901011 | TSMS Kondapak | 2011-2012 | 75 |
| 178 | Siddipet | Maddur | 36182201410 | TSMS Maddur | 2011-2012 | 100 |
| 179 | Siddipet | Mirdoddi | 36181100618 | TSMS Mirdoddi | 2011-2012 | 75 |
| 180 | Siddipet | Nanganoor | 36180801604 | TSMS Akkenpally | 2011-2012 | 100 |
| 181 | Siddipet | Siddipet | 36180201304 | TSMS Irkode | 2011-2012 | 100 |
| 182 | Suryapet | Atmakur (S) | 36300801414 | TSMS Athmakur (S) | 2011-2012 | 50 |
| 183 | Suryapet | Garidepally | 36301700108 | TSMS Gaddipally | 2011-2012 | 100 |
| 184 | Suryapet | Mattampalle | 36302000614 | TSMS Mattampally | 2011-2012 | 100 |
| 185 | Suryapet | Munagala | 36301200719 | TSMS Munagala | 2011-2012 | 100 |
| 186 | Suryapet | Nadigudem | 36301300207 | TSMS Karivirala | 2011-2012 | 100 |
| 187 | Suryapet | Penpahad | 36301100204 | TSMS Penpahad | 2011-2012 | 100 |
| 188 | Suryapet | Suryapet | 36300701803 | TSMS Imampet | 2011-2012 | 100 |
| 189 | Suryapet | Thirumalagiri | 36300200902 | TSMS Thirumalagiri | 2011-2012 | 100 |
| 190 | Suryapet | Thungathurthi | 36300100704 | TSMS Athmakur (S) | 2011-2012 | 100 |
| 191 | Vikarabad | Bantwaram | 36241200307 | TSMS Bantwaram | 2011-2012 | 98 |
| 192 | Vikarabad | Kulkacharla | 36240700817 | TSMS Mujahindupur | 2011-2012 | 56 |
| 193 | Vikarabad | Marpalle | 36240101911 | TSMS Marpally | 2011-2012 | 73 |
| 194 | Vikarabad | Nawabpet | 36240301502 | TSMS Nawabpet(Dathapur) | 2011-2012 | 84 |
| 195 | Vikarabad | Pargi | 36240601156 | TSMS Pargi | 2011-2012 | 100 |
| 196 | Vikarabad | Pudur | 36240500203 | TSMS Pudur Yenkepally | 2011-2012 | 65 |
| 197 | Vikarabad | Tandur | 36241403629 | TSMS Tandur | 2011-2012 | 62 |
| 198 | Vikarabad | Vikarabad | 36240403276 | KGBV Vikarabad Em | 2015-2016 | 129 |
| 199 | Vikarabad | Yelal | 36241601709 | KGBV Yalal | 2015-2016 | 131 |
| 200 | Wanaparthy | GHANPUR | 36270401709 | TSMS Dk Thanda Ghanpur | 2011-2012 | 70 |
| 201 | Wanaparthy | KOTHAKOTA | 36270902264 | TSMS Kothakota | 2011-2012 | 102 |
| 202 | Wanaparthy | PEBBAIR | 36271100744 | TSMS Pebbair | 2011-2012 | 80 |
| 203 | Warangal Rural | Chennaraopet | 36111000720 | TSMS Chennaraopet @ Ameenabad | 2011-2012 | 96 |
| 204 | Warangal Rural | Geesugonda | 36110400904 | TSMS Geesugonda @ Vanchanagiri | 2011-2012 | 100 |
| 205 | Warangal Rural | Khanapur | 36110901211 | TSMS Khanapur @Bhudaraopet | 2011-2012 | 100 |
| 206 | Warangal Rural | Nekkonda | 36111500725 | TSMS Nekkonda | 2011-2012 | 100 |
| 207 | Warangal Rural | Parvathagiri | 36111400930 | TSMS Parvathagiri | 2011-2012 | 74 |
| 208 | Warangal Rural | Sangam | 36111100405 | TSMS Sangem @ Gavicherla | 2011-2012 | 87 |
| 209 | Warangal Rural | Shayampet | 36110200814 | KGBV Shayampet | 2015-2016 | 107 |
| 210 | Warangal Urban | Bheemadevarapalli | 36120100723 | TSMS Bheemdevarapally | 2011-2012 | 75 |
| 211 | Warangal Urban | Dharmasagar | 36120600516 | KGBV Dharmasagar | 2015-2016 | 124 |
| 212 | Warangal Urban | Elkathurthi | 36120300519 | TSMS Elkathurthy | 2011-2012 | 80 |
| 213 | Warangal Urban | Hasanparthy | 36120501639 | KGBV Hasanparthy | 2015-2016 | 141 |
| 214 | Warangal Urban | Kamalapoor | 36120400835 | TSMS Kamalapur | 2011-2012 | 81 |
| 215 | Yadadri | Bommala Ramaram | 36200701202 | TSMS B Ramaram Malayala | 2011-2012 | 92 |
| 216 | Yadadri | Choutuppal | 36201000809 | TSMS Choutuppal | 2011-2012 | 99 |
| 217 | Yadadri | Gundala | 36201701211 | TSMS Gundala | 2016-2017 | 107 |
| 218 | Yadadri | M Turkapalle | 36200101710 | TSMS M Thurkapally | 2011-2012 | 100 |
| 219 | Yadadri | Narayanapur | 36201100614 | TSMS Narayanapur | 2011-2012 | 96 |
| 220 | Yadadri | Pochampalle | 36200902336 | TSMS Pochampally | 2011-2012 | 87 |
| 221 | Yadadri | Valigonda | 36201302502 | TSMS Valigonda | 2011-2012 | 100 |
|  |  |  |  |  |  | **19277** |

**Appraisal team has recommended a total amount of Rs.34010.89 lakh for 696 KGBVs (317 in Type II, 158 in Type III and functional 221 KGBVs in Type IV).**

**Issues:**

* There is a gap of 7181 girls against targeted enroloment in functional KGBVs. The highest gap (4458) is in Type II KGBVs and 2723 in Type IV KGBVs, which is an area of concern.
* Out of 726 sanctioned KGBVs, 159 KGBV buildings under Type II & III where additional construction is in progress, 27 in progress buildings under Type IV and 02 yet to start under Type IV.
* (05) Girls Hostels buildings were sanctioned during 2017-18 under RMSA i.e. Kunavaram, Chintur, Varamachandrapuram, Velairpadu, Kuknoor of Khammam District are not operationalise due to administrative reasons.

**CHAPTER VII- EQUITY**

**Proposal for 2021-22:**

**Proposal for 2021-22:**

To build gender category gaps in issues and concerns and to empower the girls and socially disadvantaged groups, the following activities are proposed in addition to the regulat activities for enrolment, quality under other heads, it is important to proceed with proper strategy which helps the girls access the school, retain in the school, feel included and get quality education.

The girls should attain knowledge, skills and attitudes that are necessary for their safe and secure life. They need to be in a secure, included space where their voices are heard and their concerns are addressed. The activities under girls education are planned accordingly.

The chapter on Gender and Equity is divided into two Sub-Chapters:

(i) Self Defence Programme

(ii) Special Projects for Equity.

**SUB CHAPTER 1- SELF DEFENCE PROGRAMME**

Research has shown that Self defence training not only provides the physical survival techniques necessary to repel attacks effectively, but that this kind of training will also help to prevent future violence by developing traits such as assertiveness and confidence in individuals. The self defence training proposed under samagrashikhsa to all the girls is aimed at empowering the girls with:

* Self Defence when in need.
* Safety
* Self Confidence
* Health & Physical Fitness
* Independence
* Discipline

The skills, confidence and discipline ripples down to to all other areas of life. It helps women be calmer, understanding, flexible, gain body and mind control, be more responsive than reactive, more observant, and achieve cognitive awareness.

Therefore **Self Defence Training is proposed for both Elementary and Secondary levels under RaniLaxmibaiAtmaRakshaPrashikshan** is proposed.

The other life skills required for their safety and well being and the grievance redressal are focussed under Life Skills and Girl Child Empowerment Clubs.

**Objectives**: To train the girls in the martial arts like Karate, Kung fu, Kalaripattuetc as a self defence.

**Method of Implementation**:

* Formation of district level committee with DSDO as a member to identify local trainers, preferably female.
* Initial Trainings will be done Online. Basic warm up sessions will be taught.
* After reopening of schools, physical training will be taken up.

**Expected outcomes**: Girls will improve their physical stamina, will develop self confidence and skills for self defence.

1. **SELF DEFENCE TRAINING: Rani LaxmibaiAtmaRakshaPrashikshan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S.No | Activity | Physical | Unit Cost | Financial |
| Self Defence Training | | | |  |
| 1 | Self Defence (Secondary ) | 5857 | 0.15 | 878.55 |
| 2 | Self Defence (Elementary) | 2757 | 0.15 | 413.55 |
|  | **TOTAL SELF DEFENCE** | | | **1292.10** |

***Recommendation* :**

**Elementary:**

**Recommended an estimate of outlay of Rs 137.85 lakh in 2757 schools with girls enrolment as per UDISE 2019-20. Recommendation is for one month training @ Rs 5000 due to the prevailing condition of pandemic.**

**Secondary:**

**Recommended an estimate of outlay of Rs 292.85 lakh in 5857 schools with girls enrolment as per UDISE 2019-20. Recommendation is for one month training @ Rs 5000 due to the prevailing condition of pandemic.**

**SUB-CHAPTER II**

**SPECIAL PROJECTS FOR EQUITY:**

During 2020-21, Incinerators were approved for 629 KGBVs in the State with budget of 200.96 Lakhs @ Rs.32000/- per school under Non-Recurring Component. As this activity could not be taken up, it is proposed for 2021-22 under Spill over (non-recurring).

**Special Projects for Equity:**

1. Sanitary pad vending machine & incinerator.
2. Project Girls Empowerment:
3. Life Skills Programme
4. SC,ST oriented activities
5. Adolescent Programme for girl students (Girl Child Empowerment Clubs)
6. Career Guidance Programme for girls
7. Cyber Security Programme

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Special Projects for Equity** | | | | |
| **SPECIAL PROJECTS FOR EQUITY (Elementary & Secondary)** | | | | |
| 1 | Sanitary pad Incinerator and vending machine (Secondary) | 330 | 0.65 | 214.50 |
| 2 | Sanitary pad Incinerator and vending machine (Elementary) | 66 | 0.65 | 42.90 |
|  | **TOTAL** | **396** | **0.65** | **257.4** |

Provision of Sanitary pad vending machines and incinerators:

* Need & Importance: The school sanitation facilities including menstrual hygiene management are important for retention of girls and for better reproductive health of girls.
* Objectives: Provision of sanitary napkin vending machine and incinerator in select schools,
* Method of Implementation: Vending machine and incinerator will be set up in the select schools, students will be encouraged to use them.
* Expected outcomes: Retention of girls; minimizing the absenteeism among girls; making school girl child friendly.

***Recommendation:***

***Elementary***

***Not recommended.State is advised to converge with ministry of rural development and Panchayti raj, Department of Pharmaceuticals under Ministry of Chemicals and Fertilizers for installation of vending machines in the schools. State may also explore local NGOs and CSR funds for the same.***

***Secondary***

***State is advised to converge with ministry of rural development and Panchayti raj, Department of Pharmaceuticals under Ministry of Chemicals and Fertilizers for installation of vending machines in the schools. State may also explore local NGOs and CSR funds for the same.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SPECIAL PROJECTS FOR EQUITY (Secondary)** | | | | |
| **PROJECT GIRLS EMPOWERMENT** | | | | |
| 1 | Life Skills Programme/Education | 7755 | 0.001 | 7.76 |
| 2 | SC ST Oriented activities (Motivation and Empowerment Clubs) | 2558 | 0.02 | 51.16 |
| 3 | Adolescent Programme for girl students (Girl Child Empowerment Clubs) | 202917 | 0.0005 | 101.67 |
| 4 | Career Guidance Programme for girls | 202917 | 0.0005 | 101.46 |
| 5 | Cyber Security Programme | 1650 | 0.12 | 198.00 |
| TOTAL PROJECT GIRLS EMPOWERMENT | | | | **400.92** |
| TOTAL SPECIAL PROJECTS FOR EQUITY | | | | **717.23** |
| **GENDER & EQUITY GRAND TOTAL** | | | | **2009.33** |

**Under Special Projects for Equity, the following activities are proposed.**

1.  **Life Skills Programme:**

* **Need & Importance:** Adolescence is a transition between childhood and adulthood where the behavior and life style of a child is shaped. These are the most adaptive years of the life. The girls and boys face challenges concerning their growing up changes, adjustments with changed societal and family norms, peer pressure, academic pressure etc., The girls face an additional burden of facing stereotypic gender norms. As long as the gender related aspects are taught to girls alone, the burden of convincing the boys, family is lying with girls. As the girls are prepared for a gender-balanced society, it is of utmost importance to equip the boys also to understand how gender operates and the disadvantages of stereotypic gender norms, roles. Further, it is also important to teach all the teachers, students about transgender. Therefore, a comprehensive programme under the umbrella of life skills is proposed.
* **Definition:**Life Skills are defined s as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".
* **Objectives:** To impart life skills to adolescent children in the state.
* **Method of Implementation**/Plan of Action:
  1. State level workshops to finalise content – covering 10 core life skills (self awareness, decision making, communication, empathy, critical thinking, interpersonal skills etc), gender, time management, goal setting etc.
  2. Development of content and methodology.
  3. A module/book let /Activity manual shall be prepared.
  4. The methodology shall be suitable for online transaction and interactive. (Situation analysis, story completion, role playing etc).
  5. Training of Resource persons @4 per district.
  6. Online Zoom Sessions at district level/ erstwhile district level addressing students of classes 9-10 of 7755 schools in the state.
* **Expected outcomes:** Behavioural change in students towards a safe and responsible behaviour.

***Recommendation : Recommended an estimate of Rs 7.75 lakh for Online Zoom Sessions at district level addressing students of classes 9-10 of 7755 schools in the state for enhancing life skills.***

2. **SC, ST Activities:**

**Academic Enrichment Drive:**

**Need & Importance**: Academic Enrichment Drive will be conducted for SC, ST and EBC students in the following (03) districts**- Adilabad, Warangal R, Khammam.**

* **Objectives**: To improve the learning outcomes of children, specifically SC,ST and OBC in the select districts.
* **Classes to be covered**: 6-10
* **Subjects to be covered**:
  + Classes 6-8: Telugu, Hindi, English, Mathematics, Science, Social Studies, stock GK
  + Classes 9 &10: English, Mathematics, Science, Social Studies, Stock GK.
* **Mode of Implementation: Distant Learning- Through Zoom App for 6 weeks, followed by 3 days camp in all schools.**
* **Implementation Plan**

1. Formation of Subject wise teams of Resource Persons.
2. Listing out of class wise, subject wise learning outcomes. SCERT has developed learning outcomes for classes 6-8 only. So, for classes 9&10, learning outcomes developed by NCERT will be taken.
3. Mapping of activities/processes/ projects that can help in acquiring the learning outcomes.
4. Finalization of time schedule for drive.
5. Orientation of 10 RPs per subject per district. (@2 RPs per class for classes 6,7,8,9,10.
6. Preparatory activities at district level- Assessment of availability of synchronous digital devices.
7. Assessment of status of learning outcomes of children.

* Implementation: **For a period of 6 weeks. July 2021 and August 2021, via Zoom Platform**

|  |  |
| --- | --- |
| Day | * Subject |
| Monday | * Telugu |
| Tuesday | * Hindi/ Social |
| Wednesday | * English |
| Thursday | * Mathematics |
| Friday | * Science/Phy.Science |
| Saturday | * GK/Biology |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Suggestive Timings for Webinars (Timings when students have access to parents’ phones) | | | | |
| 8 to 9 AM | 9 to 10 AM | 5 pm to 6pm | 7pm to 8pm | 8pm to 9pm |
| 10th class | 9th class | 6th class | 7th class | 8th class |

* Assessment test (Post Test).
* Culmination Activities: On August 15, an exhibition/demonstration of students abilities/competencies- Either virtual or physical.

Budget Proposed: 2558 Secondary Schools in 3 districts X Rs.2000/- per school. Details are as following:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Costing for AED- SC,ST Activities** | | | | | | |
| **S.No** | **Activity** | **Physical** | **Unit Cost** | **Days** | **Financial** | **Remarks** |
| 1 | Workshop for formation of subjectwise resource groups | 14 | 0.02 | 1 | 0.28 |  |
| 2 | Workshop for mapping of learning outcomes | 21 | 0.02 | 5 | 2.1 |  |
| 3 | Orientation of district resource persons | 120 | 0 | 1 | 0 | 8 subjects, 5 classes, 3 districts |
| 4 | Honorarium to R.Ps | 21 | 0.02 | 5 | 2.1 |  |
| 5 | Honorarium to dist level RPs | 120 | 0.002 | 45 | 10.8 |  |
| 6 | Assessment test charges | 3 | 0.2 | 2 | 1.2 | 3 dist, 2 tests |
| 7 | Xerox and stationery | 2558 | 0.0065 | 2 | 33.254 |  |
| 8 | Documentation of Impact | 1 | 1.42 | 1 | 1.42 |  |
|  | **TOTAL** |  |  |  | **51.154** |  |

***Recommendation :***

***Recommended an estimate of Rs 51.16 lakh .Academic Enrichment Drive will be conducted for SC, ST and EBC students in the (03) districts- Adilabad, Warangal , Khammam.***

**3. Girl Child Empowerment Clubs:**

**Need & Importance**: This programme had part of adolescence education programme of NCERT and Additional Topics like Child marriages, Sexual abuse, Girl child protection, Rights, Laws pertaining to girls and women, Grievance redressal etc., were included.

The focus was not only to equip the girl children with required skills and knowledge, but also to set-up a mechanism to prevent an offence with timely intervention, which is possible only with the support of local partners.

* Objectives:
  + To create a mechanism to identify and report vulnerable issues/abuse/risky behavior/ threats/ eve teasing etc.
  + To set up a grievance redress system in place with emphasis on “preventing an offence” with timely intervention. (Strengthening the linkages between School and local Police)
  + To create awareness on adolescence education concerns like- Growing up changes, health & hygiene, ARSH, gender issues.
  + To enable adolescent girls to articulate their issues and know their rights, counter shame and fear, build up self-esteem and self-confidence, and develop ability to take on responsibility for self, relationships and (to an extent) society around them.
* Method of Implementation: Through Girl Child Empowement Clubs comprising of two girl students from each class, girl child friendly teacher, Headmaster and Local Police as members,
* During School Closure, **monthly zoom sessions will be conducted with the resource support of line departments. Any vulnerability, grievance noticed shall be redressed.**
* Expected outcomes: Timely intervention by stakeholders; girls will be able to articulate their issues; awareness of various grievance redressal mechanisms in place.

***Recommendation*** ;

***Recommended an estimate of Rs 2.92 lakh through virtual sessions for enabling girls to articulate their issues; awareness of various grievance redressal mechanisms in place***

**4. Career Guidance Programme:**

* Need & Importance:
* Students who have goals are motivated and focused in achieving their goals. The transition rate from secondary to higher secondary is not 100%. A child with a goal is more likely to pursue higher education.
* Objectives: To enable the students of high schools make informed choices about their career decisions.
* Method of Implementation: Webinar on various career options, followed by psychometric test. Based in the psychometric test and the interest of the students, series of career guidance session will be held to orient them on career options.
* Expected outcomes: Children will make informed choices about their career and will be motivated to achieve their goals.

***Recommendation : Recommended an estimate of Rs 2.92 lakh . Children will make informed choices about their career and will be motivated to achieve their goals through virtual sessions***

**5. Cyber Security programme:**

* Need & Importance: Due to the Pandemic, the usage of digital gadgets by children has increased enourmously, making them more prone to online threats. The data of Cyber Crimes department shows that increase in cybercrimes (also cyber crime against Women and children)- there are 520 cyber crimes reported in 2020. The reported crimes include cyber stalking, obscene content, online frauds and impersonation, violation of privacy.
* Therefore, a Cyber Security Programme is proposed with the partnership of Women Safety Wing, Telangana Police. The programme is conceptualized by WSW, knowledge partner is RakshitTandon, the cyber crime expert and an NGO. The implementing partner is the school education department.
* Objectives:
  1. To reiterate the message of online safety and to make the students as ambassadors of Cyber Safety.
  2. To train the select students from each school with a teacher to handle the online threats
  3. To promote the positive use of internet and mobile. The team then gets connected to experts online for regular updates and features which in turn is shared with the students by the local cyber ambassadors.
  4. To create a need based syllabus and impart knowledge in a practical way spreads across 10 months.
  5. To create a cyber safety movement among young populations by engaging them in activity connected to personal online safety at community level.
* **Method of Implementation:**
* (50) schools in the district are selected, one teacher and two students from each school are trained with name Cyber Congress.
* The select students and teacher teams will be trained for a period of 10 months, @one topic and activities pertaining to that topic per month.
* These Cyber Safety Monitors will be trained on all aspects of cyber safety and will in turn educate everyone in their school and community circles on how to be safe from cyber crimes.
* Cyber Safety Monitors will be facilitators who will not only educate but provide assistance to others if/when they witness any cyber crimes being committed. The sessions will be conducted via video-conferencing and will also include assignments and activities which may be conducted on-ground in compliance with all COVID-19 safety protocols.
* **Expected outcomes:** Children will learn about the safe use of internet, will be safe with reference to content, contact threats; will act as ambassadors of Cyber Security in their area.

***Recommendation : Recommended an estimate of outlay of Rs 99.00 lakh . In these virtual sessions Girls will learn about the safe use of internet, will be safe with reference to content, contact threats; will act as ambassadors of Cyber Security in their area.***

|  |
| --- |
| **CHAPTER VIII- INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS (IE)** |

**Prelude**

The Integrated Scheme on School Education aims to look at education of all children including children with special needs (CwSN) in a continuum from pre nursery to class XII. It will cover children with one or more disabilities as defined under The Rights of Persons with Disabilities Act, 2016 studying in Government, Government-aided and local body schools. The types of disabilities included are

1. Blindness,
2. Low vision,
3. Leprosy cured,
4. Hearing impairment (Deaf and Hard of hearing),
5. Locomotors disability,
6. Dwarfism,
7. Intellectual Disability,
8. Mental illness,
9. Autism Spectrum Disorder,
10. Cerebral Palsy,
11. Muscular Dystrophy,
12. Chronic Neurological conditions,
13. Specific learning Disabilities,
14. Multiple Sclerosis,
15. Speech and Language Disability,
16. Thalassemia,
17. Hemophilia,
18. Sickle Cell disease,
19. Multiple Disabilities including Deaf Blindness,
20. Acid Attack Victim,
21. Parkinson’s disease etc.

Girls with disabilities will receive special focus and efforts will be made under the scheme to help them gain access to schools, as also to provide motivation and guidance for developing their potential.

The scheme stresses on working in convergence with all the line Departments and intends to provide relevant holistic support for effective and appropriate services.

**The objectives of the intervention are to ensure that,**

* Identification of children with disabilities at the school level and assessment of her /his educational needs.
* Provision of aids and appliances, assistive devices, to the children with special needs as per requirement.
* Removal of architectural barriers in schools so that students with disability have access to classrooms, laboratories libraries and toilets in the school.
* Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counseling services and therapeutic services to children with special needs as per his/her requirement in convergence with line departments.
* General schools’ teachers will be sensitized and trained to teach and involve children with special needs in the general classroom. For existing special educators, capacity building programmes will be under taken.
* CwSN will have access to support services through special educators, establishment of resource rooms, vocational education, therapeutic services and counseling.

The State is providing Educational facility to the children with special needs every year as mandated RTE Act 2009such as providing special training through the qualified Inclusive Education Resource Persons in all the mandals, therapy services, Home Based Education, Transport Allowance in attending Inclusive Education Resource Centers, Escort Allowance to the children whose mobility is greatly restricted etc., Aids & Appliances are provided to the required CwSN through ALIMCO basing on the Assessment Camps. To implement all these activities for the CwSN, every year survey is being conducted through thespecial educators in the month of June to identify CwSN in the mandal who require support from the State and implementing the programme to achieve the goal of providing elementary education for the CwSN.

**Plan for 2021-22**

**Pre-Primary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Activities** | **Physical** | **Unit Cost** | **Total Cost** | **Month of  Execution** | **Remarks** |
| **1** | Purchase/Development of instructional materials | 26 | .01 | 0.26 | Jun-21 | Procurement of TLM at mandal level for SRP and material for Schools with CwSN. |
| **2** | Orientation of Principals, Educational administrators, parents / guardians etc. | 104 | .006 | 0.62 | Sep-21 | Training to Primary teachers for 2 days (@ 300/- per day per teacher) |
| **3** | Early Identification and Detection Camps | 597 | 0.5 | 29.85 | July-21 |  |
| 4 | Gap Identification for OoSCwSN | 217 | .0025 | 0.54 | July 21 | Rs.250/- per child for the task |
| 5 | Assistive Devices, Equipment and TLM | 26 | .005 | .13 | Jun-21 | Rs 500/- per child towards TLM. |
| 6 | Escort Allowance | 5 | .035 | .18 | June to March 2022 | Escort allowance to the required CwSN (CP/MD) attending School @ Rs. 350/- per child per month for 10 months |
| 7 | Transportation allowance | 281 | .035 | 9.84 | Jun 21 - Mar 22 | Transport allowance to the required CwSN (MR/CP/MD) attending SRP @ Rs. 350/- per child per month for 10 months. |
| 8 | Braille Stationary Material (Inc. Embossed Charts, globes etc) | 5 | 0.010 | 0.05 | Jun-21 | Purchase of embossed charts, globes etc., for the Blind children @ Rs. 1000/- per child |
| 9 | Providing Aids & Appliances | 19 | 0.025 | 0.48 | Sep-21 | Procurement to the required children through ALIMCO |
| 10 | Story tellers for CWSN including the usage of sign language | 33 | 1.2 | 39.60 | June to March, 2022 | One per district |
| 11 | Stipend for Girls | 9 | .02 | 0.18 | Jun 20 - Mar 21 | Stipend to CwSN girls @ Rs. 200/- per month for 10 months |
|  | Total (Pre-Primary) |  |  | 81.49 |  |  |

**Physical & Financial Progress for IE: 2020-21- At Elementary Level**

| **Sl. No.** | **Activity** | **Target** | | **Achievement** | | **Achievement** | | **Month when this activity**  **was undertaken** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Phy** | **Fin** | **Phy** | **Fin** | **Phy%** | **Fin %** |
| **A) Inclusive Education (up to Highest Class VIII)** | |  |  |  |  |  |  |  |
| 1 | Sports Events | 597 | 0.02 | 0 | 11.94 |  | 0.00 |  |
| 2 | Purchase/Development of instructional materials | 12205 | 0.00 | 0 | 12.21 |  | 0.00 |  |
| 3 | Therapeutic Services | 6392 | 0.02 | 100 | 134.23 | 134.23 | 100.00 | April to Feb.2021 |
| 4 | Helper/Ayas/ Attendant | 467 | 0.35 | 100 | 163.45 | 130.28 | 79.71 | April to Feb.2021 |
| 5 | Braille Stationary Material (Inc. | 1454 | 0.01 | 0 | 14.54 |  | 0.00 |  |
| Embossed Charts, globes etc) |  |  |
| 6 | Providing Aids & Appliances | 3540 | 0.03 | 0 | 106.20 |  | 0.00 |  |
| 7 | Identification and Assessment (Medical Assessment Camps)) | 33 | 0.30 | 0 | 9.90 |  | 0.00 |  |
| 8 | Assistive Devices, Equipments and TLM | 1194 | 0.01 | 0 | 5.97 |  | 0.00 |  |
| 9 | Transportation allowance | 6392 | 0.02 | 100 | 134.23 | 134.23 | 100.00 | June to Feb.2021 |
| 10 | Stipend for Girls | 13525 | 0.02 | 100 | 270.50 | 193.37 | 71.49 | June to Feb.2021 |
| 11 | In-service Training of Special Educators | 1194 | 0.01 | 0 | 10.75 |  | 0.00 |  |
| 12 | Orientation of Principals, Educational administrators, parents / guardians etc. | 1650 | 0.01 | 0 | 9.90 |  | 0.00 |  |
| 13 | Escort Allowance | 4028 | 0.02 | 100 | 84.59 | 84.59 | 100.00 | June to Feb.2021 |
| 14 | Home Base Education | 3188 | 0.01 | 0 | 31.88 |  | 0.00 |  |
| **Total (Inclusive Education up to Highest Class VIII)** | | **49934** |  |  | **1080.88** | **706.38** | **49934** |  |

**Plan for 2021-22**

**Elementary Level**

| **S. No** | **Activities** | **Physical** | **Unit Cost** | **Total Cost** | **Month of  Execution** | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Upto Highest Class VIII** |  |  |  |  |  |
| 1 | Purchase/Development of instructional materials | 11439 | 0.001 | 11.44 | July 2021 | Procurement of TLM at mandal level for SRP and material for Schools with CwSN. |
| 2 | Sports & Exposure Visit | 597 | 0.02 | 11.94 | Sept. 2021 | Sports/exposure visit to CwSN at mandal level |
| 3 | Therapeutic Services | 467 | 0.40 | 186.80 | June to March, 2022 | Therapy services at mandal level (@ Rs. 1000/- per visit to physiotherapist in a week i.e., Rs. 4000/- per month for 12 months) |
| 4 | Orientation of Principals, Educational administrators, parents / guardians etc. | 1868 | .006 | 11.21 | Sept. 2021 | Training to Primary teachers for 2 days (@ 300/- per day per teacher) |
| 5 | In-service Training of Special Educators | 597 | .006 | 3.58 | Aug.2021 | 3-day multi category training to IERPs (Rs. 300/- per day per person for 3 days) |
| 6 | Identification and Assessment (Medical Assessment Camps) | 467 | .05 | 23.35 | Sept./Oct.2021 | One in each district through ALIMCO |
| 7 | Teacher Need Analysis for Training | 467 | .010 | 4.67 | July, 2021 |  |
| 8 | Gap Identification for OoSCwSN | 2440 | 0.025 | 6.10 | July, 2021 |  |
| 9 | Assistive Devices, Equipment and TLM | 597 | 0.005 | 2.99 | Sept. 2021 | Rs 500/- per IERPs to develop TLM. |
| 10 | Environment Building programme | 467 | 0.10 | 46.70 | Dec.2021 |  |
| 11 | Helper/Ayas/Attendant | 467 | .35 | 163.45 | June to March, 2022 | Honorarium to Helper at SRP @ Rs. 3500/- per month for 10 months |
| 12 | Escort Allowance | 3506 | .035 | 122.71 | June to March 2022 | Escort allowance to the required CwSN (CP/MD) attending schools @ Rs. 350/- per child per month for 10 months |
| 13 | Transportation allowance | 5096 | .035 | 178.36 | June to March, 2022 | Transport allowance to the required CwSN (MR/CP/MD) attending SRP @ Rs. 350/- per child per month for 10 months. |
| 14 | Home Base Education (Highest Class VIII) | 2382 | 0.01 | 23.82 | Aug. 2021 | To provide HBE material @ Rs. 1000/- per child. |
| 15 | Braille Stationary Material (Inc. Embossed Charts, globes etc) | 1401 | 0.01 | 14.01 | July, 2021 | Purchase of embossed charts, globes etc., for the Blind children @ Rs. 1000/- per child |
| 16 | Providing Aids & Appliances | 2756 | 0.025 | 68.90 | Oct. 2021 | Procurement to the required children through ALIMCO |
| 17 | Reader Allowance- For only VI and Low vision | 4285 | 0.006 | 25.71 | Aug. 2021 |  |
| 18 | Stipend for Girls | 12192 | 0.02 | 243.84 | June to march 2022 | Stipend to CwSN girls @ Rs. 200/- per month for 10 months |
|  | **Total of Inclusive Education (up to Highest Class VIII)** |  |  | 1149.58 |  |  |

**Progress in 2020-21 at Secondary Level:**

In the year 2020-21, the State had identified **11163** CwSN and the total budget provided to the State was 136.64 Lakhs.

* **9049**CwSN are enrolled in schools.
* **5444** Schools have barrier free access and **81.93%** schools have CwSN friendly toilets
* 467 resource rooms functional to provide support to CwSN in the Mandals.
* 514 CwSN girls are enrolled in KGBVs
* 40% schools have CwSN enrolled in them
* 787CwSN given escort allowance to attend the School.
* 114 blind CwSN were given reader allowance.

**Plan for 2021-22**

**Upto Highest Class XII (Secondary & Senior Secondary)**

| **S. No** | **Activities** | **Physical** | **Unit Cost** | **Total Cost** | **Month of  Execution** | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Upto Highest Class XII** |  |  |  |  |  |
| 1 | Purchase/Development of instructional materials | 2847 | 0.001 | 2.85 | July 2021 | Procurement of TLM at mandal level for SRP and material for Schools with CwSN. |
| 2 | Therapeutic Services | 130 | 0.40 | 52.00 | June to March, 2022 | Therapy services at mandal level (@ Rs. 1000/- per visit to physiotherapist in a week i.e., Rs. 4000/- per month for 12 months) |
| 3 | Orientation of Principals, Educational administrators, parents / guardians etc. | 520 | .006 | 3.12 | Sept. 2021 | Training to Primary teachers for 2 days (@ 300/- per day per teacher) |
| 4 | In-service Training of Special Educators | 597 | .006 | 3.58 | Aug.2021 | 3 day multi category training to IERPs (Rs. 300/- per day per person for 3 days) |
| 5 | Identification and Assessment (Medical Assessment Camps) | 130 | .05 | 6.50 | Sept./Oct.2021 | One in each district through ALIMCO |
| 6 | Teacher Need Analysis for Training | 130 | .010 | 1.30 | July, 2021 |  |
| 7 | Gap Identification for OoSCwSN | 2114 | 0.025 | 5.29 | July, 2021 |  |
| 8 | Assistive Devices, Equipment and TLM | 597 | 0.005 | 2.99 | Sept. 2021 | Rs 500/- per IERPs to develop TLM. |
| 9 | Environment Building programme | 130 | 0.05 | 6.50 | Dec.2021 |  |
| 10 | Helper/Ayas/Attendant | 130 | .35 | 45.50 | June to March, 2022 | Honorarium to Helper at SRP @ Rs. 3500/- per month for 10 months |
| 11 | Escort Allowance | 622 | .035 | 21.77 | June to March 2022 | Escort allowance to the required CwSN (CP/MD) attending schools @ Rs. 350/- per child per month for 10 months |
| 12 | Transportation allowance | 1983 | .035 | 69.41 | June to March, 2022 | Transport allowance to the required CwSN (MR/CP/MD) attending SRP @ Rs. 350/- per child per month for 10 months. |
| 13 | Home Based Education (Highest Class VIII) | 786 | 0.01 | 7.86 | Aug. 2021 | To provide HBE material @ Rs. 1000/- per child. |
| 14 | Braille Stationary Material (Inc. Embossed Charts, globes etc) | 430 | 0.01 | 4.30 | July, 2021 | Purchase of embossed charts, globes etc., for the Blind children @ Rs. 1000/- per child |
| 15 | Providing Aids & Appliances | 746 | 0.025 | 18.65 | Oct. 2021 | Procurement to the required children through ALIMCO |
| 16 | Reader Allowance- For only VI and Low vision | 2134 | 0.006 | 12.80 | Aug. 2021 |  |
| 17 | Stipend for Girls | 3483 | 0.02 | 69.66 | June to march 2022 | Stipend to CwSN girls @ Rs. 200/- per month for 10 months |
| 18 | Equipments for Resource Rooms | 130 | .5 | 65.00 | August, 2021 | Providing equipment such as Therapy material, Furniture, TLM for Resource Centres |
|  | **Total of Inclusive Education (up to Highest Class XII)** |  |  | 399.07 |  |  |

**Technical Recommendations**

| **S. No.** | **Components** | **Description** | **Recommendation (Technical)** |
| --- | --- | --- | --- |
|  | Interventions at Pre-primary | Interventions for CwSN enrolled in schools with pre-primary sections. | State to contextualize interventions in line with the NEP and activities for CwSN at pre-primary level to address various aspects of diversity such as age appropriateness, abilities & interests, mother tongue and cultural practices etc. Further the state needs to work in convergence with department of women and child development and department of health for conducting early identification and detection camps and for training initiatives. Pls Note: The TLMs developed and utilized should be low cost/no cost and local resources may be utilized for developing such materials. The success stories will be very crucial and needs to be uploaded on Shagun portal |
|  | Sports Events | To improve Social Inclusion | In view of the COVID-19 pandemic, especially for CwSN, State may organize events online or through other forms of media such as community radio, podcasts, SWAYAM Prabha channel etc.  The state should document success stories and best practices in conducting on Shagun Repository. |
|  | Therapeutic Services | The cost of honorarium for addressing the therapeutic needs of CwSN. | The state needs to have a plan of action for all the resource rooms with regard to therapeutic services and its outcomes for CwSN, especially with the COVID-19 pandemic protocols & COVID appropriate behaviour. |
|  | Books & Stationery (Inc. Braille Books for Blind and Large Print Books for Low Vision | A Braille kit contains basic educational devices needed by blind students for learning Braille, arithmetic, geometry etc. | The state may consider procuring the same from NIVH, its regional centres available in Hyderabad and other Braille Printing Press etc. This can be undertaken through convergence with Department of Empowerment of Persons with Disability. The CSR support may also be considered in this regard  State to ensure COVID-19 protocols during distribution. |
|  | Providing aids & appliances | For successful integration of children with special needs, provision of aids/appliances is essential. For e.g. a child with hearing impairment would require a hearing aid, a child with locomotor disability could require braces, calipers, crutches or wheelchair etc. These aids can help CwSN to integrate and function within the general classroom. | The state may examine developing a monitoring mechanism to ensure participation of CwSN for assessment and also strategies for minimizing the turnaround time for distribution.  State to ensure COVID-19 protocols during distribution. In case schools are closed, State may make appropriate arrangements to provide the aids & appliances to all eligible CwSN at their door-step and its usage should be well demonstrated to the parents with effective monitoring |
|  | Assistive devices, equipment & TLM | Assistive devices and technologies are those whose primary purpose is to maintain or improve an individual’s functioning and independence to facilitate participation and to enhance overall well-being. They can also help prevent impairments and secondary health conditions | The state may look into the outcomes of usage of assistive devices, equipment and TLMs on learning levels of CwSN.  State to share report of success stories, progress made & future course of action and the same can be shared on the Shagun repository for emulation by States & UTs. |
|  | Identification and Assessment (Medical Assessment Camps) | Assessment is undertaken to determine the nature, type and extent of disability. Functional assessment means to get an idea of the child’s current level of functioning. Assessment is done by a competent team comprising doctors, eye specialist, ENT specialist, resource teachers and general teachers. Appropriate referrals are will be provided through this assessment | Camps to be held in convergence with Departments of Health & Social welfare. State may consider initiating a mapping exercise for out of school CwSN at cluster level before undertaking the assessment camps so as to maximize CwSN coverage. State to ensure COVID-19 protocols while conducting the camps.  The identification and assessment process should be effectively documented. |
|  | In-service Training of Special Educators | To provide in-service training of special educators to address the learning needs of CwSN in classroom. | The impact of capacity building programs may be documented and also seen from the perspective of its usage on enhanced learning attainment levels of CwSN, State may define parameters for the same. |
|  |  |  |  |
|  | Environment Building Programs | These programmes generate awareness amongst stakeholders of school education regarding new developments in inclusive education for empowerment of CwSN & parents. | These programmes should include of all relevant stakeholders including SMC members, parents/guardians, siblings and PRI members etc. State may organize cultural programmes, interaction with distinguished personalities in different fields and display hoardings, leaflets, street plays etc. for awareness and sensitization of the stakeholders.  However, State may conduct online program to maintain COVID-19 related protocols. |

**Overall Financiaal Recommendation**

**Under SoC-**

As per programmatic norms, a total amount of **Rs. 1050.84 lakh** is recommended within the Inclusive Education for Children with Special Needs Component for 31738 **enrolled CwSN** (as per UDISE+ 2019-20)from pre-primary to senior secondary level. Further, **18 special educators** (in position)at secondary level are also recommended. The State has 126 Resource Persons for CwSN (RPs for CwSN) in place at BRCs.

**Under Girls Stipend-**

As per programmatic norms, a total amount of **Rs. 313.50 Lakh** is recommended within the Inclusive Education for Girls Stipend

The state has proposed for Financial Assistance for Special Educators under BRP component of Teacher Education and not under IE component.

**CHAPTER IX–STRENGTHENING OF TEACHER EDUCATION AND TRAINING**

**Teachers Education, In-service Training for Teachers, Head Masters & Teacher Educators and Academic support to BRCs & CRC**

**Goals under Revamped Samagra Shiksha:**

* Strengthening of physical infrastructure in TEIs & Establishment of New DIETs for providing high quality teacher education that enables all teachers to achieve National Professional Standards for Teachers (NPST)
* To strengthen and expand DIKSHA, a technology-based educational platform, to serve as national repository of high-quality resources/e-content for teaching and learning
* In-service Training of Teachers, Head Teachers and Teacher Educators for their professional and self-development
* Supporting program and activities of SCERT, such that SCERTs lead a “change management process” for the reinvigoration, capacity building and changing the work culture of DIETs/BRCs/CRCs within 3 years, developing them into vibrant institutions of excellence.
* Technology Support to TEIs to empower them to effectively and efficiently carry forward the mandate of quality teachers’ education, research, and development of curriculum/textbooks/various TLM/other online and offline resources for school education
* Continuous and relevant Academic support to Head teachers/teachers/schools through BRC/URC/ CRC.

**Teacher Education Institutions (TEIs) in Telangana**

In the State of Telangana, SCERT is located in Hyderabad. SCERT is under administrative control of Department of School Education and an officer of the cadre of Additional Director of School Education is posted as Director, SCERT.

Further, there are total 10 functional District Institutes of Education and Training (DIETs) in the state and 04 DIETs are in the construction phase in the following four districts – Hyderabad, Ranga Reddy, Kumaram Bheem (Asifabad) and Jayashankar (Bhupalpally) since 2019-20.

DIETs functions under the academic guidance of SCERT. DIETs conduct pre-service training, in-service training, programmes and activities / research activities sanctioned under Samagra Shiksha under the monitoring and supervision of SCERT.

**Status of Teacher Education Institutes (TEIs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **TEIs** | **Sanctioned** | **Functional** | **Not Functional** |
| 1. | SCERT | 1 | 1 | - |
| 2. | DIETs | 14 | 10 | 4\* |
| 3. | CTEs | 5 | 5 | 0 |
| 4. | IASEs | 1 | 1 | 0 |

*Source: AWP&B 2021-22*

\*Note: 04 DIETs are under construction

1. **Achievement/Good Practices:**
2. **Webinar Sessions for Teachers -** In view of the lockdown, the SCERT, Telangana had organized Capacity Building Programmes from 1st May, 2020 onwards through webinars both on subject related topics, mental health and others that include usage of technology in teaching - learning, physical and mental well-being of students etc. The sessions were telecast live on SCERT, Telangana Youtube channel and the questions sent by teachers on chat box were addressed at the end of the session. The viewership of some of the webinar sessions has crossed the one lakh mark. Two programmes 'Management of Mental well-being and 'Cyber Safety and Security' to teachers recorded in the Telugu Book of Records for highest number of live viewers.
3. **Support material for virtual mode of transaction for classes II to 10 -** In view of conduct of classroom transaction for classes II to X in virtual mode, as support material worksheets for classes II to X in all subjects were developed based on Learning Outcomes for two levels i.e. Level 1: Remedial teaching and Level 2: Current year syllabus for 4 weeks in 7 media i.e. Telugu, English, Urdu, Hindi, Kannada, Marati and Tamil. Further, the worksheets were extended for 12 weeks in Telugu, English and Urdu media. These were uploaded in the SCERT website for the enhancement of learning activity and assessment for students and teachers.
4. **Online D.El.Ed Classes –** As the Pandemic drives us to transform ourselves from Chalk talk method to adopt technology based virtual teaching, to reach the students staying away from schools and colleges DIETs have adopted mobile apps method for both Webinars and online mode of instruction. Regular instruction, assignments and assessment are all done by using these apps. Initially, training was conducted to make students competent in using online methods followed by the course related sessions.
5. **Safe School Programme -** SCERT is working towards prevention strategies for addressing the issue of violence against children and to ensure that children do not drop out of school due to any reason including violence in home or school, child marriage or sexual abuse, lack of hygiene infrastructure in schools or any other form of gender discrimination is conducting ‘Safe School Programme’ in collaboration with UNICEF. Training modules are developed and ToT is completed. The programme is being implemented in 16 mandals of eight districts.
6. **Developing DIETs as Research organizations -** The teaching posts in DIETs are largely vacant as they could not be filled because of pending court cases. As such DIETs are finding it difficult to conduct good quality research that can be of use for the system. The few faculty strength that is left is mostly engaged for the pre-service training or other in-service training / departmental work. Hence, to make DIETs vibrant in terms of research, SCERT has started a programme wherein renowned Professors working and retired from universities are identified and each Professor is given in-charge of one of the 10 functional DIETs so that they take up good research works under their guidance and in the process become good researchers.
7. **Launch and Online support to DPSE -** Another need based initiative launched by the state of Telangana and the first state to have done so is launching the Diploma in Pre School education (DPSE), pre-service training programme for pre-school level in Government DIETs. At present two DIETs and two private colleges are offering the programme. As this is a totally new programme to the DIETs, lot of resource support is being provided to the institutions offering the programme. Continuous onsite support is provided in collaboration with ECE, DDMS an aided institution that is conducting pre-school teacher training for some decades.
8. **Admissions into D.El.Ed. -** Admissions into D.El.Ed programme are through a Diploma into Elementary Education Common Entrance Test (DEECET) that is conducted online by the Department of School Education.
9. **Data of TSTET -** Electronic data base of results of TSTET is maintained by the TET Cell and any agency recruiting teachers approach the TET Cell for getting authentic data of teachers who have qualified TET along with the marks scored as TET score has weightage in recruitment.
10. **Major Issues:**
11. **ICT Labs in DIETs:** Setting up of ICT Labs in the DIETs: In 2020-21, an amount of Rs. 70.40 Lakh as a non-recurring grant was sanctioned to set-up the ICT Labs in the DIETs. State is requested to take necessary action for setting up the ICT labs in the DIETs.
12. **Vacancy in DIETs:** As per the scheme 250 academic posts (10 DIETs x 25) have to be sanctioned. State Govt. has sanctioned 286 academic posts, out of which 21 are filled up i.e. 91 % vacancy as per scheme. These vacant post needs to be filled up on priority as it is also directly impacting PGI indicators # 2.1.12.
13. **Vacancy in SCERT:** As per the scheme, 45 academic posts have to be sanctioned in SCERT. State Govt. has sanctioned 21 posts, out of which, 10 are filled up i.e. 78 % vacancy as per Scheme. These vacant post needs to be filled up on priority as it is also directly impacting PGI indicators # 2.1.12.
14. **Non-functional DIETs:** State is requested to take the construction of the non-functional 04 DIETs sanctioned in the year 208-19, on priority and set-up timelines for their work completion.
15. **Status of registration of SCERT/SIE & DIETs under Public Finance Management System (PFMS):** Not Registered
16. **Status of DIETs in Aspirational Districts**:

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Name of the Aspirational districts** | **Current Status** | **DIET Name** |
| 1 | Khammam | Functional | DIET Tekulapally |
| 2 | Komarambheem Asifabad | Sanctioned in 2019 | DIET Building under construction |
| 3 | Jayashankar Bhupalapally | Sanctioned in 2019 |

*Source: AWP&B 2021-22*

1. **Details of Academic Vacancy in TEIs:**

| **TEIs** | **As per Scheme** | **Sanctioned by State** | **Filled** | **Vacancy as per the Scheme** | **% of Vacancy as per the Scheme Post** |
| --- | --- | --- | --- | --- | --- |
| SCERT | 45 | 26 | 10 | 35 | 78% |
| DIETs (10) | 250  (@ 25 per DIET) | 286 | 21 | 229 | 91% |

*Source: AWP&B 2021-22*

1. **Staff Position at SCERT:**

| **Posts** | **Number of Posts as per Scheme** | **Sanctioned** | **Filled** | **Vacant** |
| --- | --- | --- | --- | --- |
| **Academic posts** | | | | |
| Director | 1 | 1 | 1 | 0 |
| Joint Director | 1 | 0 | 0 | 0 |
| Professor | 5 | 0 | 0 | 0 |
| Associate Professor | 19 | 6 | 3 | 3 |
| Assistant Professors | 19 | 14 | 6 | 8 |
| Deputy Director | - | 01 | 0 | 1 |
| Programme Officers | - | 02 | 0 | 2 |
| School Guidance Councellor | - | 01 | 0 | 1 |
| Science Supervisor | - | 01 | 0 | 1 |
| **Total Academic Posts** | **45** | **26** | **10** | **11** |

*Source: AWP&B 2021-22*

1. **Staff Position at DIET (10 Functional DIETs):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Designation** | **Sanctioned post by DoE** | **Filled** | **Vacant Post as per the State Sanctioned Post** |
|  |
| **Academic Posts** | | | | | |
| 1 | Principal (1) | 10 | 4 | 6 |
| 2 | Vice Principal (1) | 0 | 0 | 0 |
| 3 | Sr. Lecturer (6) | 70 | 0 | 70 |
| 4 | Lecturers (17) | 206 | 17 | 189 |
|  | **Total Academic Posts** | **286** | **21** | **265** |

*Source: AWP&B 2021-22*

1. **Details of Intake and Enrolment in TEIs:**

| **Details of Intake and Enrolment** | **Details of Courses Running** | **Total**  **Intake** | **Total Enrolment** | **% of Enrolment** |
| --- | --- | --- | --- | --- |
| District Institute of Education and Training (DIET) | D.El.Ed. | (1stYr)  1400 | (1stYr)  1102 | (1stYr)  78.7 |
| (2ndYr)  1400 | (2ndYr)  1201 | (2ndYr)  85.8 |
| DPSE | (1stYr)  50 | (1stYr)  14 | (1stYr)  28 |
| (2ndYr)  50 | (2ndYr)  21 | (2ndYr)  42 |
| (2ndYr)  100 | (2ndYr)  75 | (2ndYr)  75 |
| College of Teacher Education (CTEs) (Government only) | B.Ed. | (1stYr)  300 | (1stYr)  268 | (1stYr)  89.3 |
|  | (2ndYr)  300 | (2ndYr)  261 | (2ndYr)  87 |
| Institute of Advanced Studies in Education (IASEs) | B.Ed. | (1stYr)  100 | (1stYr)  79 | (1stYr)  79 |
|  | (2ndYr)  100 | (2ndYr)  75 | (2ndYr)  75 |
| M.Ed. | 50 | 35 | 30 |

*Source: AWP&B 2021-22*

1. **Status of Spill-over under Teacher Education component:**

There is a total spill-over amount of **Rs. 1049.18 lakh** under Teacher Education component as on 31st March, 2021 and the details are as given in the table below:

| **Month: March 2020-21** | | | |  | | | | **(Rs. in Lakh)** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Particular** | | | | **Budget Approved (Cummulative)** | | | | **Spill Over** | | | | | | | |
| **Physical** | | **Financial** | | **Physical** | | | | | | | **Financial** |
|  | |  | | **In-progress** | | | **Not Started** | **Total** | | |  |
| **Teacher Education** | | | |  | | | | | | | | | | | |
| Civil Work :Strengthening of physical infrastructure in TEI (SCERTs/DIETs/BITEs) | | | | | | | | | | | | | | | |
| 1 | **Establishment of Institutions - NR** | | | | | | | | | | | | | | |
| a. | Construction of DIET Building (Previous Year) | | | 2 | | 800.00 | | 2 | 0 | | | 2 | 472.25 | |
| b. | Construction of DIET Building (New) | | | 2 | | 800.00 | | 2 | 0 | | | 2 | 501.07 | |
| **Total for Establishment of Institutions - NR** | | | |  | | 1600.00 | |  |  | | |  | 973.316 | |
| 2. | **Strengthening of Physical Infrastructure for New Construction and Expansion of existing TEIs - NR** | | | | | | | | | | | | | | |
| a. | Civil works, hostel facilities, etc of the existing TEIs (SCERTs/DIETs/BITEs) | | | 1 | | 47.50 | | 1 | 0 | | | 1 | 11.87 | |
| **Total for Strengthening of Physical Infrastructure for New Construction and Expansion of existing TEIs - NR** | | | | | | 47.50 | |  |  | | |  | 11.87 | |
| **Total for Civil Work :Strengthening of physical infrastructure in TEI (SCERTs/DIETs/BITEs)** | | | | | | | **1647.50** | |  |  | | |  | **985.186** | |
| **Technology Support to TEIs** | | | | |  | | | | | | | | | | |
| 3. | Technology Support to TEIs (NR) | | | | | | | |  | | | | | | |
| a. | | Hardware & Software Support | | 11 | | 70.40 | | 0 | 10 | | | 10 | 64.00 | |
| **Total for Technology Support to TEIs (NR)** | | | | | | 70.40 | |  |  | | |  | 64 | |
| **Total for Technology Support to TEIs** | | | | | | | **70.40** | |  |  | | |  | **64** | |
| **Total for Teacher Education** | | | | |  | | **1717.90** | |  |  | | |  | **1049.18** | |

*Source: PRABANDH*

1. **Status of Technology Support (NR):**

Cumulative Approval and Progress (Since 2018-19) under Samagra Shiksha are as detailed in the table below:

(Rs. In lakh)

| **Sl.**  **No.** | **TEIs** | **Cumulative Approval**  **Since 2018-19** | | **Total Progress as on March,21** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Phy.** | **Fin** | **Completed** | **In progress** | **Not Started** | **Financial** |
| 1. | SCERT | 1 | 6.40 | 1 | 0 | 0 | 6.40 |
| 2. | DIETs | 10 | 64.00 | 0 | 0 | 10 | 0.00 |
| **Total** | | **11** | **70.40** | **0** | **0** | **10** | **64.00** |

*Source: PRABANDH*

1. **Interventions wise Expenditure progress under Teacher Education in 2020-21**
2. **Expenditure progress of Non-Recurring interventions (As on 31st March 2021)**

(Rs. In lakh)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Interventions** | **Budget Approved** | | **Cumulative Progress** | | | **Progress for the Year Till Current Month** | |
| **(Cumulative)** | | **(Since Inception)** | | |
|  | | **Phy.** | | **Fin** |
| **Phy.** | **Fin** | **Completed** | **In-progress** | **Phy.** | **Fin** |
| 1. | Establishment of Institutions (Previous year + New DIETs construction) | 4 | 1600 | 0 | 4 | 626.28 |  | 626.28 |
| 2. | Civil works, hostel facilities, etc. of the existing TEIs (SCERTs/DIETs/BITEs) | 1 | 47.50 | 0 | 1 | 35.63 | 0 | 0.00 |
| 3. | Technology Support to TEIs (NR) | 11 | 70.40 | 1 | 0 | 6.40 | 1 | 6.40 |
| **Total** | |  | **1717.40** |  |  | **668.71** |  | **633.08** |

*Source: PRABANDH*

1. **Expenditure progress on Recurring interventions (As on 31st March 2021)**

(Rs. In lakh)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Interventions** | **Approved in** | | **Progress in** | | **% of Progress (Fin)** |
| **2020-21** | | **2020-21** | |
| **Phy** | **Fin** | **Phy** | **Fin** |
| 1 | Teachers Educators Salary in DIETs | 109 | 735.97 | 109 | 674.63 | 91.67 |
| 2 | Program & Activities including Faculty Development of Teacher Educators | 17 | 440.00 | 17 | 87.43 | 20 |
| 3 | DIKSHA (National Teacher Portal) | - | 37.56 | - | 5.00 | 13.51 |
| 4 | Technology Support to TEIs | 10 | 24.00 | 0 | 0 | 0 |
| 5 | Annual Grant for TEIs | 11 | 235.00 | 11 | 53.00 | 0 |
|  | **Total** |  | **1472.53** |  | **820.06** |  |

*Source: PRABANDH*

1. **Proposal of Surrender of Civil Works**– Nil
2. **Proposal and Recommendation under Teacher Education (2021-22)**
3. **Non-Recurring Support**
4. **Establishment of Special Cells in SCERT**

State proposed Rs. 50 Lakh under establishment of special cells at the SCERT for setting-up 5 cells i.e. Language, Mathematics, Science, Social Science and Education Technology.

**Recommendation:** Special cells are not recommended. There is a huge spill-over under TE. Therefore, State is requested to complete all the non-recurring pendency first.

1. **Major and Minor Repair works of Existing TEIs**

State proposed Rs. 182.35 Lakh for the repair and maintenance of 5 DIETs.

**Recommendation:** This proposal could not be considered due to huge spill over under TE.

1. **Recurring Support**
2. **Technology Support to TEIs**

State proposed Rs. 26.40 Lakh as a recurring support to Technology/ICT Labs in SCERT and DIETs.

(Rs. in lakh)

| **Sl. No.** | **Activity** | **Proposal** | | | **Recommendation** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Phy** | **Fin** | **Total** | **Phy** | **Fin** | **Total** |
| 1. | SCERT (Technology Support) | **1** | **2.4** | **2.4** | **1** | **2.4** | **2.4** |
| 2. | DIETs (Technology Support) | **10** | **2.4** | **24** | **0** | **0** | **0** |
|  | **Total** |  |  | 26.40 |  |  | 2.40 |

**Recommendation:** As per norms, an amount of Rs. 2.40 Lakh is recommended for the SCERT. For DIETs, no fund is recommended, as the State is yet to make the expenditure of non-recurring amount Rs. 64.00 Lakh recommended for setting-up the ICT Labs in DIETs. It is requested to first set-up the ICT Labs in all the DIETs and then seek recurring support.

1. **Program & Activities including Faculty Development**

Funds can be provided for Programme and Activities and specific research activities under Samagra Shiksha for a range of professional development, capacity building opportunities and conducting action research & small term researches. State has proposed an amount of Rs. 550.00 lakh under this head for SCERT and DIETs.

The proposal and recommendation institution wise under this head are as given in the table below:

(Rs. in lakh)

| **Sl. No.** | **Activity** | **Proposal** | | | **Recommendation** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Phy** | **Fin** | **Total** | **Phy** | **Fin** | **Total** |
| 1. | Program & Activities (DIET) | 10 | 40 | 400 | 10 | 20 | 200 |
| 2. | Specific projects for Research activities (DIET) | 10 | 10 | 100 | 10 | 5 | 50 |
| 3. | Program & Activities (SCERT) | 1 | 40 | 40 | 1 | 30 | 30 |
| 4. | Specific programme for Research activities (SCERT) | 1 | 10 | 10 | 1 | 10 | 10 |
|  | **Total** |  |  | **550** |  |  | **290** |

**Recommendation:** An amount of Rs. 290 Lakh has been recommended for program and activities for DIETs (10) and SCERT. State is requested to prioritize the program and activities including research in DIETs.

**Details of Research Projects and Programmes & Activities to be conducted in 2021-22 (Tentative Plan)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Institutions** | **Title of the project** | **Objectives** | **Sample** |
| **SCERT** | A study on effectiveness of online teaching classes in elementary teacher education institutions | Suggest strategies to improve online teaching | Students and Faculty of identified elementary teacher education institutions |
| A study on innovative teaching-learning methodologies for teaching children | To identify the innovative teaching-learning methodologies | Innovative teaching methods adopted teachers across the state. |
| A study on effectiveness of online teaching classes for Class IX & X students during Covid Pandemic | Suggest strategies to improve online teaching | Class IX & X students and teachers of identified High Schools |
| **DIETs** | 1) Impact of NISHTHA on the Professional Development of Teachers | To find the change in Teachers ability after NISHTHA Teacher Training | NISHTHA trained Teachers of selected Elementary Schools in the District |
| 2) A study on the Status of understanding of concepts by the students through online classes | Level of understanding online classes by students | Students and faculty of identified schools in the district. |

| **Institution** | **Title of the program** | **Duration** | **Objective of Program** | **Proposed Outcomes** |
| --- | --- | --- | --- | --- |
| SCERT | To develop 'English Language Proficiency course' among primary and secondary teachers | 9 weeks online | To develop English language proficiency of all the primary school teachers so as to help them teach English and other subjects in English medium. | Efficient use of English in Class Room Transaction |
| Workshop on preparation of Draft SEP (Teacher Education) Spell-I | 3 days | Preparation of SEP (Teacher Education) in tune with NEP incorporation of State | Draft SEP(Teacher Education) Document |
| Workshop on preparation of Draft SEP (Teacher Education) Spell-II | 3 days | Preparation of SEP (Teacher Education) in tune with NEP incorporation of State | Draft SEP(Teacher Education) Document |
| Workshop on Finalization of Draft SEP (Teacher Education) | 2 days | Finalization of SEP in tune with NEP incorporation of State Education Needs | Final SEP (Teacher Education) Document |
| Orientation programme on Draft SEP (Teacher Education) | 2 days | To orient all TEI faculty on SEP (Teacher Education) | Awareness on SEP (Teacher Education) Document to Teacher Educators |
| Training programme on capacity building of stakeholders on new norms and guidelines of assessment | 2 days | To equip stakeholders on new norms and guidelines of assessment | Capacity building of stakeholders |
| Workshop of on design and development of holistic progress report for children assessment | 3 days | To develop holistic progress report for children's assessment | Holistic Progress Report for Children Assessment |
| Orientation programme on Foundation Literacy and Numeracy | 2 days | To make the monitoring officers to understand the concept of foundational literacy and numeracy and their importance in Child education | To monitor the effective usage of foundational literacy and numeracy in Schools |
| DIETs | 1) Training Programme on Communication Skills in English | 6 days | To empower and enrich the teachers in English Communication Skills | To make use of English in Class room transaction |
| 2) One day orientation to teachers on 'NO BAG DAY' | 1 day | To make the teachers to understand the concept of 'NO BAG DAY' | Effective implementation of 'NO BAG DAY' in schools |
| 3) A 2-day orientation to primary level teachers on foundational literacy and numeracy | 2 days | To make the teachers to understand the concept of foundational literacy and numeracy | Effective usage of foundational literacy and numeracy activities in Schools by Teachers |
| 4) Orientation Programme to Primary Teachers on Learning Outcomes | 4 days | To make primary level teachers to understand the importance of learning outcomes, to aware on suggested activities and assessment tools . | To enable teachers to link learning outcomes with the content they teach. |
| 5) Orientation on  action research | 2 days | To make the teachers to understand the concept of action research, the importance of action research to find the solutions to the various problems in the teaching learning process. | To encourage the teachers to Conduct action  Research |
| 6) One day orientation to teachers on pre vocational exposure of students | 1 day | To give knowledge to the teachers on the importance of pre vocational exposure visits | To empower teachers with the knowledge of vocational exposure |
| 7) 5-day training programme on  ICT tools | 5 days | To give training to the Teachers in basic ICT tools | To empower the teachers to develop digital content |
| 8) Preparation of  manual on folk  Songs and  local Poets | 2 days | To collect and compile local folks songs and details of local poets | To give Awareness to the Language Teachers on Folk Songs and local Poets |

1. **Support for Teacher Educators Salary:**

As per the scheme, salary is admissible for posts of DIET academic faculties sanctioned and filled up after 2012. Further, State has initiated the process of implementation of the Guideline on Strengthening of DIETs (MHRD, 2018).

State has proposed an amount of Rs. 234.60 lakh *(Academic Positions @ Rs. 207.62 lakh + Para Academic Positions @ Rs. 26.98 lakh)* under salary of Teacher Educators for Academic and Para Academic positions in 10 DIETs.

**Recommendation:**The Salary component has been calculated on the basis of pay scale and grade pay in respect of the posts sanctioned and filled up after 2012 and the total eligibility of salary for Academic and Para Academic posts works out to Rs. 232.92 lakh *(Academic Positions: Rs. 206.04 lakh + Para Academic Positions: Rs. 26.88 lakh*) for 17 Academic Posts (17 Lecturers) and 04 Para Academic Posts (01 Work Education Teachers and 03 Statistician /Accountant) in the 10 functional DIETs.

Further, central support for salary of Teacher Educators is restricted to 60% of the total filled up post as per norm. Hence, an amount of Rs. 139.75 lakh *(Academic Positions: Rs. Rs. 123.62 lakh + Para Academic Positions: Rs. 16.13 lakh*) has been recommended under salary of teacher educators for DIETs for the above mentioned Academic and Para Academic posts.

The Central share for salary of teacher educators works out to Rs. 83.85 lakh.

1. **Assessment Cell**

State has proposed an amount of Rs. 50.00 lakhs for financial assistance for establishment of Assessment Cell in SCERT.

**Recommendation:** An amount of Rs. 35.00 lakh has been recommended for setting up an assessment cell at SCERT.

The main objective of the assessment cell would be to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.

***Note: This proposed amount is not to be utilized for creation of posts or hiring of staff and salary purposes.***

1. **Training of Teacher Educators:**

State proposed Rs. 22,000 under training of teacher educators of SCERT, DIETs, IASEs, and CTEs.

**Recommendation:** No fund has been recommended under this head. State is requested to use the funds recommended under Program & Activities for the capacity building of teacher educators in all TEIs.

1. **Annual grant for TEIs.**

Funds can be provided under Annual Grant for TEIs for day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books, stationary periodicals, small office and library equipment’s, office expenses, etc. The details of approvals under this head for TEIs are as provided in the table below:

(Rs. In lakh)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl.**  **No.** | **Activity** | **Proposal** | | | **Recommendation** | | |
| **Phy** | **Fin** | **Total** | **Phy** | **Fin** | **Total** |
| 1. | DIETs | 12 | 16.66 | 200 | 10 | 16.66 | 166.67 |
| 2. | SCERT | 1 | 35 | 35 | 1 | 35 | 35.00 |
|  | **Total** |  |  | **235** |  |  | **201.67** |

**Recommendation:** An amount of Rs. 166.67 Lakh has been recommended for 10 functional DIETs and Rs. 35.00 Lakh for the SCERT as the Annual grant.

1. **TRAINING FOR IN-SERVICE TEACHERS AND HEAD TEACHERS:**
2. Is there a Nodal agency for conduct of In-service teacher’s training at Elementary, Secondary and Senior Secondary level in the State/UT? If so, provide details.

**Yes. For elementary & Secondary – SCERT and For Senior Secondary – BIE, TS.**

1. Whether the fund for teacher’s training is implemented through SCERT in the State/UT. *If no, please specify the procedure adopted.*

**Yes. For state level training, fund is implemented through SCERT. For District and Sub-District level fund is transferred directly from Samagra Shiksha to DEOs.**

1. Whether the SCERT has prepared the training modules for the Secondary and Senior Secondary level in-service teacher training in close coordination with CTEs and IASEs. *If no, please specify the procedure adopted.*

**Prior to the proposed NISHTHA training for the Secondary Teachers, faculty working in CTEs and IASE were involved in preparing training modules and conducted training to Secondary Teachers.**

**CTEs and IASE are not involved in Senior Secondary level training as Senior secondary education is under different board in the state of Telangana.**

1. Whether the in-service training module has inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements?

**Yes.**

1. Whether in the State/UT encourages the use of technology platforms such as SWAYAM/DIKSHA for standardized online training of a large numbers of teachers within a short span of time. *If so, provide the details.*

**Yes. This year NISHTHA training to Secondary Level teachers will be conducted on DIKSHA. Further, SCERT makes use of other platforms for capacity building of teachers like ZOOM, Google Meet, etc and also live on SCERT YouTube channel**.

1. **Progress of Elementary and Secondary Level (2020-21)**
2. **Progress of In-service Teacher Training at Elementary level 2020-21. (NISHTHA Training)**

In 2019-20, under NISHTHA for training a total 94547 Teachers (including Head Teachers/Principals) at block level and residential training. State has reported that the NISHTHA Teacher training at elementary level has been completed (100%).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teachers Training Approved in 2019-20** | | **Progress of Teachers Training as on 31st March 2020** | | **% Progress of Teachers Training** | |
| **Phy** | **Fin** | **Phy** | **Fin** | **Phy** | **Fin** |
| 94547 | 2363.68 | 94547 | 678.19 | 100% | 29% |

*Source: PRABANDH*

1. **Progress of In-service Teacher Training at Secondary level 2020-21. (NISHTHA Training)**

Under NISHTHA at Secondary level, 53041 teachers training were approved under NISHTHA Training.

However, Secondary teacher training could not be conducted as NCERT is yet to finalize the NISHTHA modules for Secondary teachers. Hence, training of all teachers at secondary level including senior secondary teachers will be conducted in 2021-22 through Online NISHTHA.

(Rs.in lakh)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teachers Training Approved in 2020-21** | | **Progress of Teachers Training as on 31st March 2021** | | **% Progress of Teachers Training** | |
| **Phy** | **Fin** | **Phy** | **Fin** | **Phy** | **Fin** |
| 53041 | 530.41 | 0 | 0 | 0 | 0 |

*Source: PRABANDH*

1. **PROPOSAL OF IN-SERVICE- TEACHER TRAINING 2021-22**
2. **Proposal of In-service Teacher Training at Secondary level**

State has proposed Rs. 164.86 Lakh for training of Elementary teachers.

**Recommendation:** No amount is recommended this year for training of teachers at Elementary level.Only Specialized NISHTHA training at the Primary level for FLN and NISHTHA at Secondary/Senior Secondary level will be conducted in 2021-22.

1. **Proposal of In-service Teacher Training at Secondary level and Senior Secondary level 2021-22 under NISHTHA Training Programme**

This year, under the 2nd phase of ***National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA)*** teacher training will also cover all the Government and Government Aided teachers at Secondary and Senior Secondary level. No other trainings would be provided at the secondary level.

Further, it has been decided that this year NISHTHA at Secondary and Senior Secondary level will be conducted online by the NCERT using high quality professionally made e-content following the four quadrant approach consisting of video, text, self-assessment and learn more. Consequently, in order to facilitate teachers to undertake online NISHTHA training, financial support upto Rs. 1000 per teacher for procuring pen-drives, printing of modules and high speed data-pack will be provided to Government/Government aided teachers at Secondary and Senior Secondary level on reimbursement basis and subject to successful completion of the training course. The details of Proposal and Recommendation are as given in the table below:

(Rs. In lakh)

| **Activity** | **Proposal** | | | **Recommendation** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Phy** | **Unit Cost** | **Fin** | **Phy** | **Unit Cost** | **Fin** |
| Teachers Class IX to X (Government Schools) | 57093 | 0.003 | 171.279 | 57093 | 0.01 | 570.93 |
| Teachers Class XI to XII (Government Schools) | 13514 | 0.003 | 40.542 | 11946 | 0.01 | 119.46 |
| Teachers Class IX to X (Government Aided Schools) | 631 | 0.003 | 1.893 | 631 | 0.01 | 6.31 |
| Teachers Class XI to XII (Government Aided Schools) | 439 | 0.003 | 1.317 | 416 | 0.01 | 4.16 |
| **Total** |  |  | **215.03** |  |  | **700.86** |

**Recommendation:** As per norms, an amount of Rs. 700.86 Lakh has been recommended for the NISHTHA training at Secondary level.

1. **ACADEMIC SUPPORT THROUGH BLOCK RESOURCE CENTRE/URBAN RESOURCE CENTRE AND CLUSTER RESOURCE CENTRES:**
2. **Information about Block Resource Centres (BRCs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total no. of Blocks** | **BRCs sanctioned** | **BRCs functional** | **BRPs sanctioned** | **BRPs recruited** |
| 597 | 597 | 597 | - | - |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **B**.**Information about Cluster Resource Centres (CRCs)** | | | | | | | |
| **Total no. of Clusters** | **CRCs sanctioned** | | **CRCs functional** | | **CRPs sanctioned** | **CRPs recruited** |
| 1817 | 1817 | | 1817 | | 1817 | 2341\* |
| \* State is claiming the salary of 524 additional CRPs from Management cost. | | | | | | | |
| **C**. **Details of Posts Sanctioned, Filled & Vacancy** | | | | | | | |
| **Category** | | **Sanctioned Posts** | | **Post filled as on date of appraisal** | **Vacancies** | **% of Vacancies** |
| BRPs | | - | | - | - | - |
| CRPs | | 1817 | | 2341 | 0 | 0 |
| MIS Coordinator | | 597 | | 597 | 0 | 0 |
| Data Entry operator | | 597 | | 597 | 0 | 0 |
| Accountant –cum-support staff | | - | | - | - | - |
| CWSN RPs | | 1194 | | 1194 | 0 | 0 |

Source: Prabandh

1. **Progress of Block Resource Centres (BRCs) for 2020-21**

(Rs.in lakh)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub heads** | **Approval**  **(2020-21)** | | **Expenditure up till march 2020-21** | | **%**  **Achievement** |
| **Phy** | **Fin** | **Phy** | **Fin** |
| Salary for 1 Data Entry Operator in position | 597 | 1098.48 | 422 | 784.821 | 71.45 |
| Salary for 1 MIS Coordinator in position | 597 | 1182.06 | 421 | 835.056 | 70.64 |
| Salary for 2 Resource Persons for CWSN | 1194 | 2364.12 | 802 | 1629.718 | 68.94 |
| Maintenance Grant | 556 | 278 | 467 | 116.75 | 42.00 |
| TLE/TLM Grant | 597 | 119.4 | 467 | 46.7 | 39.11 |
| Meeting, TA | 597 | 149.25 | 467 | 58.375 | 39.11 |
| Contingency Grant | 597 | 149.25 | 467 | 58.375 | 39.11 |
| Additional grant to BRC / URC | 41 | 98.4 | 0 | 0 | 0.00 |
| **Total** |  | **5438.96** |  | **3529.795** |  |

Source: Prabandh

1. **Progress of Cluster Resource Centres (CRCs) for 2020-21**

(Rs.in lakh)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Provisions for CRCs** | **Approval** | | **Expenditure up till march 2020-21** | | **%**  **Achievement** |
| **Phy** | **Fin** | **Phy** | **Fin** |
| Maintenance Grant | 1817 | 363.40 | 1800 | 180.00 | 49.53 |
| TLM Grant | 1817 | 181.70 | 1800 | 90.00 | 49.53 |
| Meeting, TA | 1817 | 54.51 | 1800 | 27.00 | 49.53 |
| Contingency Grant | 1817 | 181.70 | 1800 | 90.00 | 49.53 |
| Salary for CRC Coordinator (one) | 1817 | 3597.66 | 1775 | 3514.50 | 97.69 |
| Mobility Support for CRC(Strengthening of CRC) | 21953 | 219.53 | 0.00 | 0.00 | 0.00 |
| **Total** |  | **4598.5** |  | **3901.504** |  |

Source: Prabandh

1. **Proposal and Recommendation of BRC/ URC (2021-22)**

State has proposed an amount of Rs. **6811.95** lakh for financial assistance under 597 BRCs (MRCs) head for salary of Resource Persons and other activities, along with additional Grant for Support to Secondary Level.

(Rs. in lakh)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub head** | **Proposal** | | | **Recommendation** | | |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| **Provisions for BRC/URC** | | | | | | |
| Salary for 1 Data Entry Operator in position | 597 | 2.392 | 1428.024 | 597 | 1.84 | 1098.48 |
| Salary for 1 MIS Coordinator in position | 597 | 2.574 | 1536.678 | 597 | 1.98 | 1182.06 |
| Salary for 2 Resource Persons for CWSN | 1194 | 2.574 | 3073.356 | 1194 | 1.98 | 2364.12 |
| Maintenance Grant | 556 | 0.5 | 278 | 556 | 0.2 | 111.2 |
| TLE/TLM Grant | 597 | 0.2 | 119.4 | 597 | 0.2 | 119.4 |
| Meeting, TA | 597 | 0.25 | 149.25 | 597 | 0.25 | 149.25 |
| Contingency Grant | 597 | 0.25 | 149.25 | 597 | 0.25 | 149.25 |
| Additional grant to BRC / URC | 26 | 3 | 78 | 26 | 2 | 52 |
| **Total** |  |  | **6811.96** |  |  | **5225.7** |

**Recommendation**: The proposal has been appraised and a total amount of Rs. **5225.70** lakh is recommended.

1. **Proposal and Recommendation CRCs (2021-22)**

State has proposed an amount of Rs. **5677.79** lakh for financial assistance under CRCs head activities.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Provision for CRCs** | **Proposed** | | | **Recommended** | | |
| **Phy** | **Unit Cost** | **Fin** | **Phy** | **Unit Cost** | **Fin** |
| Maintenance Grant | 1817 | 0.2 | 363.4 | 1817 | 0.1 | 181.7 |
| TLM Grant | 1817 | 0.1 | 181.7 | 1817 | 0.1 | 181.7 |
| Meeting, TA | 1817 | 0.03 | 54.51 | 1817 | 0.03 | 54.51 |
| Contingency Grant | 1817 | 0.1 | 181.7 | 1817 | 0.1 | 181.7 |
| Salary for CRC Coordinator (one) | 1817 | 2.574 | 4676.952 | 1817 | 1.98 | 3597.66 |
| Mobility Support for CRC(Strengthening of CRC) | 21953 | 0.01 | 219.53 | 21623 | 0.01 | 216.23 |
| **Total** |  |  | **5677.792** | **30708** |  | **4413.5** |

**Recommended:** The proposal has been appraised and a total amount of Rs. **4413.50** lakh is recommended.

1. **SUMMARY OF PROPOSAL AND RECOMMENDATION FOR TEACHER EDUCATION, INSERVICE TEACHER TRAINING AND ACADEMIC SUPPORT TO BRCs & CRCs COMPONENT 2021-22**

(Rs. In lakh)

| **Sl. No.** | **Component** | **Proposal** | | **Recommendation** | |
| --- | --- | --- | --- | --- | --- |
| **Phy** | **Fin** | **Phy** | **Fin** |
| **I)** | **Teacher Education** | | | | |
| **A)** | **Non-Recurring Components** |  |  |  |  |
| i) | Establishment of Special Cells in SCERT | 5 | 50.00 | 0 | 00.00 |
| ii) | Major and Minor Repairs in TEIs | 5 | 182.35 | 0 | 0.00 |
|  | **Total (NR)** |  | **232.35** |  | **00.00** |
| **B)** | **Recurring Components** |  |  |  |  |
| i) | Assessment Cell (SCERT) | 1 | 50.00 | 1 | 35.00 |
| ii) | Salaries of Teacher Educators Academic Posts (TEIs) *DIETs and BITEs* | 17 | 207.62 | 17 | 123.62 |
| iii) | Salaries of Teacher Educators Para Academic Posts (TEIs) in DIETs and BITEs | 4 | 26.98 | 4 | 16.12 |
| iv) | Program & Activities including Faculty Development of Teacher Educators | 11 | 550 | 11 | 290.00 |
| v) | Annual Grant for TEIs | 13 | 235 | 11 | 201.67 |
| vi) | DIKSHA | 1 | 50.00 | 1 | 35.00 |
| vii) | Technology Support for TEIs | 11 | 26.40 | 1 | 2.40 |
| viii) | Training of Teacher Educators | 45 | 0.22 | 0 | 0 |
|  | **Total (Rec)** |  | **1378.58** |  | **703.81** |
|  | **Grant Total Teacher Education (NR+Rec)** |  | **6681.47** |  | **3536.89** |
| **II)** | **Training for In-Service Teachers and Head Teachers** | | | | |
| **a)** | **Secondary and Sr. Secondary Level** |  |  |  |  |
| i) | In-Service Teacher Training (Classes IX-X) | 57724 | 173.17 | 57724 | 577.24 |
| ii) | In-Service Teacher Training (Classes XI-XII) | 13953 | 41.85 | 12362 | 123.62 |
|  | **Grant Total Training for In-Service Teachers and Head Teachers (a+b)** | **71677** | **215.02** | **70086** | **700.86** |
| **III)** | **Academic Support through BRCs & CRCs** | | | | |
| i) | Provision for BRCs/URCs | 597 | 6811.95 | 597 | 5225.70 |
| ii) | Provisions for CRCs | 1817 | 5677.79 | 1817 | 4413.50 |
|  | **Total Academic Support through BRCs & CRCs** |  | **12489.75** |  | **9639.20** |

*Source: PRABANDH*

1. **STRENGTHENING OF TEACHER EDUCATION: KEY PERFORMANCE INDICATORS (KPIs)**

| **Sl. No.** | **Component** | **Activity** | **Key Performance Indicators (KPIs)** |
| --- | --- | --- | --- |
| **I.** | **Teacher Education** | Strengthening of physical infrastructure in TEIs including setting up of Assessment Cell | * Construction of four new DIETs sanctioned during 2018-19 and 2019-20 was initiated in the districts of Hyderabad, Ranga Reddy, Komarambheem Asifabad and Jayashankar Bhupalapally. Efforts are on for making them functional during 2021-22. * Civil work was also initiated and nearing completion at SCERT for making compliance with the PWD Act. |
| Salaries of Teacher Educators (TEIs) | * There is a separate cadre of Teacher Educators in the state. * All the teacher educators working in DIETs are professionally qualified. |
| Program & Activities and Capacity Building (SCERTs and DIETs) including specific projects for research | * In the context of COVID 19, building capacities of the students and teachers in the content, pedagogical and technological areas as the main objective, SCERT, Telangana has organized Capacity Building Programmes from 1st May 2020 onwards through webinars both on subject related topics and others that include usage of technology in teaching - learning, physical and mental wellbeing of students etc. The sessions also include inputs for headmasters and teachers to reach students in the context of delayed opening of schools to ensure continuous learning of students. DIETs, CTEs and IASE have also contributed for the programme. * SCERT involving DIETs has developed online material (Worksheets) for classes II to X as support material for online classes * Teacher Educators working in DIETs have created online Content for D.El.Ed. and conducted pre-service classes through webinars * SCERT in collaboration with Azim Prmji University has developed English Language Proficiency Course for teachers that can be conducted completely online. 1378 teachers have completed the course during the year 2020-21. * All the DIETs in the state have started one major research project each during the year 2019-20 in collaboration with Professors from state universities. They shall be completed during 2020-21 (delayed due to COVID 19 pandemic). * SCERT is the nodal agency for DIKSHA. 16 titles were uploaded till 2019-20. 37 titles were energized during the year 2020-21 and are under the process of uploading on DIKSHA website such that all the titles can be made live for access by students by June 2021. |
| Technology Support to TEIs | * Computer lab in SCERT is updated with 30 new computers and other software required for conducting training programmes to teachers and teacher educators and for creation of digital content for school education. * Process of updating of hardware in DIETs is initiated to complete by the beginning of the next academic year. |
| Annual Grant for TEIs | * All DIETs in the state have developed their own websites. They are under the process of audit. |
| **II.** | **Teacher Training** | **Training for In-service Teacher, Head Teachers and Teacher Educators** | * NISHTHA training is completed for all the 94537 elementary teachers in the state during 2019-20. * Database of secondary teachers with all details is made ready for conduct of NISTHA for secondary teachers during 2021-22. * Multiple programmes are conducted for Headmasters in the context of COVID 19 by School Leadership Academy that is established in SCERT |
| **IIII.** | **Academic support through BRC/URC/ CRC** | **Support through BRC/CRC** | BRCs (MRCs) and CRCs have a significant role in ensuring the implementation of the National Education Policy, 2020. Moreover, the BRCs and CRCs are the most critical units for ensuring and evaluating the quality of education at school level on a constant basis and provide timely remedial interventions. The following are the KPIs identified:   * Guidelines for CRC/BRC will be modified in order to align with the NEP implementation. * Reporting format of the visits made by CRC, BRC coordinators will be made more robust for effective implementation of the activities. * Online application for real time updation of visit reports will be developed. * Capacity building sessions will be organised quarterly with more focus on contextual need. * BRCs/ CRCs will be strengthened to hold regular training sessions for Teachers. |

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**CHAPTER X - TEACHER SALARY, TEACHER RECRUITMENT AND POLICY**

1. Elementary School Teachers

Status of Teachers at Elementary Level (Sanctioned, Working & Vacancy) as on 31 March, 2021

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Category | Sanctioned | | | Working | | | Vacancy | | |
| State | SS | Total | State | SS | Total | State | SS | Total |
| PS Teachers | 57351 | 5507 | 62858 | 53534 | 5507 | 59041 | 3817 | 0 | 3817 |
| PS Head Teachers | 4434 | 0 | 4434 | 2544 | 0 | 2544 | 1890 | 0 | 1890 |
| PS Total | 61785 | 5507 | 67292 | 56078 | 5507 | 61585 | 5707 | 0 | 5707 |
| UPS Teachers | 31759 | 8770 | 40529 | 26809 | 8770 | 35579 | 4950 | 0 | 4950 |
| Grand Total (PS+UPS) | 93544 | 14277 | 107821 | 82887 | 14277 | 97164 | 10657 | 0 | 10657 |

Source: AWP&B-2021-22

1. **Primary School Teachers**

* 5507 teachers were approved in the previous years to the government primary schools.

1. **Upper Primary School Teachers**

* 8770 teachers were approved to the government upper primary schools in previous years

**Secondary School Teachers**

Status of Teachers in Secondary Schools-2021-22

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Category | Sanctioned | | | Working | | | Vacancy | | |
| State | SS | Total | State | SS | Total | State | SS | Total |
| Subject Teachers | 21700 | 4167 | 25867 | 21540 | 4036 | 25576 | 160 | 131 | 291 |
| Headmasters | 4821 | 8 | 4829 | 2826 | 8 | 2834 | 1995 | 0 | 1995 |
| Total | 26521 | 4175 | 30696 | 24366 | 4044 | 28410 | 2155 | 131 | 2286 |

* The PAB has approved 4167 subject teachers in the previous years to the state for secondary schools. Out of 4167 subject teachers, 4127 additional teachers approved in 2011-12 to meet out the requirement of subject teachers to the core subjects (mathematics, science, social studies, English and Indian languages); and remaining 40 teachers were approved to 8 upgraded secondary schools

**Eligibility for PAB Consideration**

Financial Eligibility for PAB Consideration

| Particulars | Approved Budget (2020-21) | Expenditure till 31st march 2021 | Proposal (Fresh) | | Recommendation (Fresh) | | | | Remarks | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activity Master | Fin. | Fin. | Phy. | Fin. | Phy. | | Fin. | |  | |
| Financial Support to Elementary School Teachers | | | | | | | | | |  | |
| Primary School Teachers | | | | | | | | | |  | |
| Primary Teachers- Existing, in position (Regular) | 1279.8 | 1279.8 | 5507 | 9912.6 | | 0 | | 0 | In a single head (Elementary} aggregate amount has recommended for teachers financial support. | |
| Art Education | 1986.6 | 0 | 2365 | 3689.4 | | 0 | | 0 |
| Health and Physical Education | 1293.6 | 0 | 1540 | 2402.4 | | 0 | | 0 |
| Work Education | 2218.44 | 0 | 2641 | 4119.96 | | 0 | | 0 |
| Science and Mathematics | 3360 | 3360 | 2926 | 7022.4 | | 0 | | 0 |
| Social Studies | 3360 | 3360 | 2922 | 7012.8 | | 0 | | 0 |
| Languages | 1680 | 1680 | 2922 | 7012.8 | | 0 | | 0 |
| Financial Support for Teacher Salary (Elementary) | 0 | 0 | 1 | 0.00001 | | 1 | | 30776.14032 | As per direction of the Ministry of Finance Government of India aggregate amount Rs. 30776.14 lakhs considered for teachers financial support in the current financial year 2021-22. The recommendation is based on the expenditure of 2019-20. The recommendation is only provisional/tentative. Final decision would be taken after the approval of EFC. | |
| Secondary School Teachers | | | | | | | | | |  | |
| Subject Teacher | 0 | 0 | 4036 | 12108 | 0 | | 0 | | In a single head (Secondary} aggregate amount has recommended for teachers financial support.  Note: 4127 additional subject teachers were approved in 2011-12 to meet out the requirement of subject teachers.. | |
| Head Masters | 0 | 0 | 90 | 324 | 0 | | 0 | |
| Part Time Counselors | 0 | 0 | 35 | 105 | 0 | | 0 | |
| Financial Support for Teacher Salary (Secondary) | 0 | 0 | 1 | 0.00001 | 1 | | 8697 | | As per direction of the Ministry of Finance Government of India aggregate amount Rs. 8697 lakhs considered for secondary school teachers financial support in the current financial year 2021-22. The recommendation is based on the expenditure of 2019-20. The recommendation is only provisional/tentative. Final decision would be taken after the approval of EFC. | |

**CHAPTER XI - QUALITY AND INNOVATION**

**Major Goals**

* Improving learning levels of students at all levels
* Providing Learning Enhancement/Enrichment Programme (LEP) to close the gap in achievement of learning outcomes
* Assessing learning levels at National &amp; State level to assess the gap in achievement of learning outcomes
* Creating Holistic Report card (HPC) to reflect the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains
* Ensure a conductive learning environment replete with basic minimum equipment required for the holistic development of all learners through the provision of Composite school Grant, so that students and teachers are comfortable and inspired to teach and learn in their schools.

**Overall Progress Report - Financial Year: 2020-21**

| **S. No** | **Particulars** | **Budget Approved** | | **Progress** | |
| --- | --- | --- | --- | --- | --- |
| **Physical** | **Financial** | **Physical** | **Financial** |
| 1 | Uniform | 2024234 | 12145.41 | 2024234 | 6885.44 |
| 2 | Free Text Books | 2085670 | 6543.16 | 2085670 | 6527.25 |
| 3 | Quality Components | 164988 | 1558.07 | 128574 | 0.573 |
| 4 | Project Innovation | 185794 | 3970.63 | 57292 | 0 |
| 5 | LEP (Class I - XII) | 370049 | 2167.25 | 181877 | 112.838 |
| 6 | Annual Grant | 28646 | 9361.75 | 26273 | 8015.56 |
| 7 | Library | 28646 | 2355.82 | 0 | 0 |
| 8 | RashtriyaAavishkarAbhiyaan | 12048 | 462.05 | 33 | 0 |
| 9 | Sports & Physical Education | 28646 | 2935.1 | 0 | 0 |

**Source: PMS**

***Activity wise Proposal 2021-22***

1. **ELEMENTARY EDUCATION**
2. **RTE Entitlements**

**Free Uniforms**

**State is expected to bring improvement with respect to following KPIs (Key Performance Indicators)**

* Improvement in retention rate at elementary level
* Increase in GER and NER
* Improvement in transition rate from Primary to upper Primary

**Proposal and Recommendation: 2021-22**

**(Rs. In Lakh)**

| **S. No.** | **Name of Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | All Girls | 1082466 | 0.007 | 7577.262 | 1036800 | 0.006 | 6220.8 | Recommended for providing two sets of free uniforms to 1036800 students (as per UDISE data) @ Rs. 600 per student. |
| 2 | ST Boys | 177579 | 0.007 | 1243.053 | 175401 | 0.006 | 1052.406 | Recommended for providing two sets of free uniforms to 175401 students (as per UDISE data) @ Rs. 600 per student. |
| 3 | SC Boys | 248418 | 0.007 | 1738.926 | 242643 | 0.006 | 1455.858 | Recommended for providing two sets of free uniforms to 242643 students (as per UDISE data) @ Rs. 600 per student. |
| 4 | BPL Boys | 564375 | 0.007 | 3950.625 | 564375 | 0.006 | 3386.25 | Recommended for providing two sets of free uniforms to 564375 students (as per UDISE data) @ Rs. 600 per student. |
| **Total** | | | | **14509.87** |  |  | **12115.31** |  |

**Free Textbooks**

**Free Textbooks Progress 2020-21**

One of major intervention of Samagra Shiksha Entitlements under the Right of Children to Free and Compulsory Education (RTE) Act, 2009 is to provide uniforms, textbooks etc.

**Accordingly, supply of free textbooks at the elementary level is covered under RTE entitlements.** ProvidingTextbooks is a major contributor of quality education imparted in schools. This support is extended to all children in Government/Local Body schools, Government Aided schools, including Madrasas at primary level and at upper primary level every year. These Textbooks for free distribution are getting printed at State level.

The following activities are completed as part of Textbook printing:

* Revision of curriculum duly reflecting the approaches of learning, knowledge, understanding etc., based on NCF 2005, SCF-2011 and RTE-2009 Section 29 (2) of RTE Act viz. conformity with constitutional values; all round development of the child; learning through discovery and exploration, child cantered practices; free from fear, trauma and giving scope for the child to express views freely; implementation of CCE based on child’s comprehension.
* Based on NCF 2005, 20 Position Papers and State Curriculum Framework (SCF) was developed and as per the SCFF, renewal of textbooks was taken up starting from the year 2011. Subsequent to the bifurcation of the state and creation of Telangana state, certain textbooks were updated aligning to the information of the state of Telangana.
* As the renewal of state textbooks as per NCF, 2005 was started during the year 2011 which is subsequent to RTE Act, 2009 all the Textbooks are in consonance with the RTE Act, 2009.
* Textbooks reviewed by NCERT
  + Faculty of NCERT are associated for the development of textbooks.
  + As per the Telangana State Govt. Instructions, Police Department have associated with SCERT in review of all the textbooks from a Gender Perspective between2015-2018 and necessary changes are implemented.
* Eight Languages are offered as Language I in the state, viz., Telugu, Hindi, Urdu, Kannada, Marathi, Tamil, Guajarati, Bengali. Accordingly, the text books are developed for all these languages.
* English asa language subject introduced from Class I, the text books have been developed for the same.
* Similarly all the above languages are also used as Medium of Instruction from Class I to X. So the non-language subject books have been translated into these languages for all class.

**The following information about school, enrollment, textbook renewal and rate of textbooks has been shared with GOI**

**Category-wise Schools with Classes I-XII**

| **S. No.** | **School category** | **Total Number of Schools** | **Total Enrolment** |
| --- | --- | --- | --- |
|  | Primary Schools (Class I - V) | 20752 | 9,93,174 |
|  | Upper Primary Schools (Class VI - VIII) | - | - |
|  | Composite Elementary Schools (Class I To VIII) | 7471 | 8,14,542 |
|  | Secondary Schools (Classes IX & X) | - |  |
|  | Schools with Class VI - X | 5408 | 10,32,849 |
|  | Schools with Class VI – XII | 377 | 1,79,304 |
|  | Composite Secondary Schools (Class I - X) | 6513 | 27,58,991 |
|  | Composite Secondary Schools (Class IX - XII) | - | - |
|  | Senior Secondary School Only (Class XI - XII). | 1677 | 6,59,131 |
|  | Composite Senior Secondary Schools (Class I - XII). | 377 | 2,27,484 |

**Information on Textbooks**

**Telugu, Urdu, English, Hindi, Bengali, Kannada, Marathi & Tamil MEDIUM & Classes I to X**

| **S. No.** | **Name of Textbook\*** | **Textbook developed by (name of agency)** | **Year in which textbooks have been renewed last** | **Year in which first edition of textbook published** | **Languages in which textbook are published** | **Cost of textbook(Maximum)** | **Plans for next renewal** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1st Language of 2nd Language | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 58.00 | **-** |
|  | English | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | - | 48.50 | **-** |
|  | Mathematics | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 67.50 | **-** |
|  | Environmental Studies | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 58.00 | **-** |
|  | General Science | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 56.50 | **-** |
|  | Physical Science | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 72.00 | **-** |
|  | Biological Science | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 60.00 | **-** |
|  | Social Studies | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 67.50 | **-** |
|  | ParyavarnaMithra | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 27.00 | **-** |
|  | Sanskrit | SCERT | 2011 – 12 to 2015-16 | 2010 – 11 | 8 Media | 62.50 | **-** |

**\* -** Class-wise, subject-wise cost of textbooks list enclosed.

**Progress – 2020-21**

The Government Textbook Press, Telangana State, has printed and transported all textbooks to district Head Quarters in April 2019 and in turn the district team has distributed to school point as per U-DISE enrollment in the beginning of academic session. During 2019-20 also the books are distributed to every child on 12th June, 2019.

**Proposal and Recommendation Free Textbooks2021-22**

**(Rs. In Lakh)**

| **S. No.** | **Name of Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | Text Books (Class I - II) | 449400 | 0.0025 | 1123.5005 | 445640 | 0.0025 | 1114.1 | Recommended for providing free Textbooks to 445640 students (as per UDISE data) from class I-II. It should be ensured that books are distributed in time. |
| 2 | Braille Books (Class I – II) | 288 | 0.0025 | 0.721 | 288 | 0.0025 | 0.72 | Recommended Braille Books for 288 children @ Rs 250/- per child for Class I & II. It should be ensured that books are distributed in time. |
| 3 | Large Print Books (Class I – II) | 315 | 0.0025 | 0.789 | 314 | 0.0025 | 0.785 | Recommended Large Print Books for 314 children (as per UDISE data) @ Rs 250/- per child for Class I & II. It should be ensured that books are distributed in time. |
| 4 | Text Books (Class III - V) | 752163 | 0.0025 | 1880.408 | 744657 | 0.0025 | 1861.6425 | Recommended for providing free Textbooks to 744657 students (as per UDISE data) from class III-V. It should be ensured that books are distributed in time. |
| 5 | Braille Books (Class III - V) | 578 | 0.0025 | 1.4475 | 575 | 0.0025 | 1.4375 | Recommended Braille Books for 575 children (as per UDISE data) @ Rs 250/- per child for Class III-V. It should be ensured that books are distributed in time. |
| 6 | Large Print Books (Class III - V) | 932 | 0.0025 | 2.333 | 930 | 0.0025 | 2.325 | Recommended Large Print Books for 930 children (as per UDISE data) @ Rs 250/- per child for Class III-V. It should be ensured that books are distributed in time. |
| 7 | Text Books (Class VI - VIII) | 884785 | 0.004 | 3539.14 | 882541 | 0.004 | 3530.164 | Recommended for providing free Textbooks to 882541 students (as per UDISE data) from class VI-VIII. It should be ensured that books are distributed in time. |
| 8 | Braille Books (Class VI – VIII) | 542 | 0.004 | 2.17 | 538 | 0.0040 | 2.1520 | Recommended Braille Books for 538 children (as per UDISE data) @ Rs 400/- per child for Class VI-VIII. It should be ensured that books are distributed in time. |
| 9 | Large Print Books (Class VI - VIII) | 1641 | 0.004 | 6.564 | 1640 | 0.004 | 6.56 | Recommended Large Print Books for 1640 children (as per UDISE data) @ Rs 400/- per child for Class VI-VIII. It should be ensured that books are distributed in time. |
|  | **Total of Free Text Books** | | | **6557.07** |  |  | **6519.89** |  |

**State of Telangana is requested to ensure timely distribution of textbooks.**

**Learning Enhancement Programme (LEP)**

**Learning Enhancement/Enrichment Programme** envisages that each student is given the opportunities necessary for her to make meaningful progress in acquiring skills/competencies, through a process of continuous improvement in teaching and learning. This programme will include activities to close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. (Para 4.6)

**Learning Enhancement Programme – Classes VI to VIII**

**a) Progress 2020-21**

Reading, Writing and Arithmetic are three basic skills which areexpected to acquire from children apart from other skills. Keeping in view the acquisition of these skills by the children of classes III, a special programme has been designed and implemented through online during the year 2020-21.

Due to Covid – 19 Schools were closed from March, 22, 2020. Students were away from schools for longer periods. School Education Department conducted survey with the help of teachers to know the availability of Digital devices like TV with Cable connection, Mobile Phone, Laptop & desktop with internet connection. School Education department issued guidelines to all schools in the State from 01.09.2020 and started digital classes transmission through Doordarshan(DD) Yadagiri and T-SAT (Nipuna&Vidya Channels) for classes II to X. State Institute of Educational Technology (SIET) prepared lessons in Telugu, English and Urdu media and transmitted simultaneously. The viewer ship of the digital lessons is as follows.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | * Total Number of students (3 – 10 classes) | - | 17,27,892 | |
|  | * Number of students viewed digital lessons through DD / T-SAT | - | 11,34,900 | |
|  | * Number of students viewed through Smart phone / Laptop / Computer | - | 2,22,680 | |
|  | * Number of students without any access to any digital device. | - | 1,17,570 | |
|  | * These children were made available digital content at Gram Panchayats, pairing with neighbour’s students and through personal visits reached out remaining students by teachers & volunteers. 59,000 WhatsApp groups created to access and assess the children. | | |
|  | * SCERT prepared worksheets to all classes and made available to all student in online (SCERT website). | | |
|  | * SCERT prepared Alternate Academic calendar based on guideline issued by NCERT, New Delhi. | | |
|  | * Many districts initiated own local channel to reach out all the students in the district i.e., Medchal Badi (Medchal district)&Siddipet. The districts likeRangareddy, Hyderabad and Wanaparthy prepared their own digital content and made available to all students. | | |

In lieu of the COVID -19 pandemic , SCERT has developed worksheets for classes 2 to 10 for all the subjects in 7 media being offered in the state. These worksheets were uploaded class / medium / subject wise in SCERT website for use by students on a daily basis.

The analysis made on the basis of pre-test conducted during the year 2019-20 indicated that 8,72,188 children were found to be lagging in respect of the achievement of 3Rs. Out of these children there were 3,98,466 from primary level and the rest of 4,73,722 (VI-VIII) children were from upper primary level and from class IX-1,10,572 children.

**Remedial Teaching - Progress 2020-21**

The **objective of remedial teaching** is to give additional support to Children who, for one reason or another, have fallen behind the rest of the class in the subjects of 1st Language, English and Mathematics. To motivate children for improving achievement levels by enhancing their capabilities the following strategies have been followed in the State.

**Strategies**

* Categorization of the children based on children performance
* Formation of groups
* Focus on language learning disabilities
* Focus on 1 or 2 digit multiplication and Division
* Assessment of children every fortnight.
* Focus on Language development (broken sentences)
* Assessments the level of vocabulary (vocabulary limited).

The remedial programme was implemented for the children who are lacking in Languages and Mathematics in all the schools in the State using work sheets developed by SCERT through online. Students who are logging behind are specially focused,teachers visited homes and helped in students learning through work sheets. These children were made available digital content at Gram Panchayats, pairing with neighbors’ students and through personal visits reached out remaining students by teachers &volunteers. The teachers have conducted tests every 30 days and assessed the progress of child.

**Classes III, IV & V**

The PAB has approved budget for slow learners of Classes III to V children in the year 2020-21. It is an approach that focuses on the needs of an individual child. Remedial teaching helps backward children to cope up with on far other children. All these children are promoted from previous classes. Some of the children are promoted with-out acquiring class specific LOs in Mathematics and 1st language. Most of children lack basic skills in reading and writing English, most of the children facing difficulty in doing multiplication, Division and word problems. Lack knowledge of fractions, shapes, understanding the measurements in Mathematics and use of tools and pesticides in cultivating of Agriculture, importance of rivers and industries, drawing pictures, mapping skills in EVS. Same time and same sessions of digital classes are utilized for remedial teaching in Classes III to V.

The following additional activities are being conducted for remedial teaching:

These children were made available digital content at Gram Panchayats, pairing with neighbors’ students and through personal visits reached out remaining students by teachers & volunteers.

***The following activities have been conducted for remedial teaching.***

These children were made available digital content at Gram Panchayats, pairing with neighbors’ students and through personal visits reached out remaining students by teachers & volunteers.

* One-day training was conducted through teleconference to prepare TLM for remedial teaching to children.
* Teachers prepared worksheets for Languages , Mathematics, drawing sheets and models
* Head Teachers conducted review meeting with the teachers every 15-days on progress of children.
* District and State officials also visited the schools and observed the status of remedial teaching.
* Provided Assessment Register to every child to record the progress.

**Proposal and Recommendation 2021-22**

**Classes VI to VIII**

During Teaching Learning Process (TLP) acquisition LOs may not 100% by Students. In such cases teachers use to conduct diagnostic test to know status of students in acquiring LOs. On basis of analysis of results, teachers plan for Remedial teaching. It is provided to children who are lacking Class specific, subject specific learning outcomes (LOs). Remedial learning usually focuses on basic literacy and numeracy skills to reach standardized benchmarks for typical category children based on the age.

**There are other terms for remedial learning, such as:**

* Developmental Education,
* Basic Skills Education,
* 3R’s Education (Reading, Writing, Arithmetic)
* Preparatory Education, and
* Academic Upgrading/ABC (Attainment of Basic Competencies) Program.

**Following Strategies have to be followed to close the gap in achievement of learning out comes, and to shift class room transactions towards competency-based learning and education.**

* **Concentration on improvement academic standards of the children who are lagging in subject areas:** Aims to reinforce the foundation of learning helps children to overcome their learning difficulties and develop their potentials. The Programme should include short-term and long-term teaching objectives, learning steps, strategies, activities and reviews to ensure that the programme is implemented effectively. Teaching can be done in small groups or for individual and each individual will be provided opportunities to make meaningful progress in acquiring competencies.
* To enhance student learning capacity, activity based and hands on experiential, art and sport integrated learning opportunities will be provided by implementing class room based interventions separately for classes 3rd to 8thand class 9th to 12th.
* Individualized learning activities will be initiated for CWSN, and identified slow learners with the help of peer learning, and through volunteer involvement.
* **Peer group Learning**: Teachers may identify little talents who perform better in certain subject and they will become ‘little teachers’. These little teachers take responsibility in peer group learning and help other peer group members. Peer group learning involves fearlessness, more effectiveness, more creativeness. It has a higher scope for ownership. Peer support program helps children reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationships.
* **Teacher preparation**: Currently, a majority of teaching methods could be classified into the “one to many” model, indicating that one teacher simultaneously instructs many learners. The ability and IQ levels of each learner is different, the academic performance of each learner is also different. Remedial learning strategies target learners with a poorer rate of academic progress. Teachers using remedial learning strategies could use teaching methods that are outside the norm of general classroom techniques. Firstly, teachers must identify the reasons behind the learning difficulties experienced by challenged learners, and then develop specific remedial learning strategies to overcome these difficulties. and they set acceptable, measurable, and appropriate achievement goals for student learning based on baseline data and can use these strategies to help challenged learners to reach the regular pace of academic progress. Teachers are encouraged to record and document student wise academic progress and identify areas of improvement from time to time.
* Engage students beyond class room through group research, group work, presentations by students, portfolios, conducting debates, quizzes, library books project work remedial material for extra reading.
* **Preparation of remedial materials: in order to ensure visible improvement in learning outcomes of the students.** Preparation of remedial materials and development of specific teaching aids/tools by teachers for a child is a crucial aspect of corrective instruction (Diagnostic teaching). Remedial materials and specific teaching aids/tools prepared should meet the following criteria:

1. The difficulty of the specific teaching aids/tools, remedial material should be geared to the child's readiness and maturity in the subject or skill to be improved. A set of remedial materials should provide a wide range of difficulty, covering several grades.
2. The remedial measures should be designed to correct the individual difficulties of the children. Through the use of observation, interview and diagnostic testing materials, the teacher would have analysed the work of the backward children in order to locate the specific retaining needs. An adequate amount of remedial materials must be provided which is designed to correct the specific difficulties identified.
3. The remedial materials should be self-directive. Children may differ widely as to the instructional materials needed to correct their difficulties. The remedial measures must permit individual rates of progress.

* Child wise performance can be tracked through on line application (CCE website). Each child will be provided with Cumulative Progress card, (Holistic Report Card) where progress of students in Curricular & Co-curricular areas along other parameters of student development can be recorded in individual progress report. In aspirational district .It is proposed to provide Holistic Report cards to all 1 and 6 class students.
* Provision of work books: Work books will be designed with help of Subject experts and SCERT in languages and Non-languages. The work books will be printed and supplied to needy children to improve LOs of specific subject and children will be empowered to become self-learners.
* Project based clubs and circles will be formed to encourage academic enrichment beyond classrooms. These circles will be encouraged and supported at school, school complex level both online as well as offline mode.
* Preparing for NAS-2021: Based on NAS -2017 results, SA1 results, SCERT designed training to teachers to improve LOs of each class. District exercises’ also will be taken up in small sample to know the hard spots among LOs to focus on those are in teacher capacity building. The ultimate objective of the remedial teaching is to prepare children for NAS-2021.

Due to Covid – 19 Schools were closed from March, 22, 2020. Students were away from schools for longer periods due to which pretest, posttest for students to assess their learning levels could not be conducted. As per NAS 2017 and SA1 results, it is noticed that there is a need to implement remedial teaching to all the students to improve their learning ability, academic standards. Hence, it is proposed to conduct remedial teaching during the year 2021-22 under learning enhancement programme at elementary level for 25% of the actual enrolment.

**Class-wise children proposed for remedial programme in 2021 – 22 is as follows**

|  |  |  |
| --- | --- | --- |
| **Class** | **Total children enrolled** | **25% of children** |
| VI | 2,75,382 | 68,848 |
| VII | 2,86,404 | 71,603 |
| VIII | 2,93,483 | 73,375 |
| **Total** | **8,55,269** | **2,13,826** |

**Total children for remedial from Classes VI to VIII :213826**

**Proposal and Recommendation2021-22**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| **Student (25%)** |  |  | **Student (25%)** |  |  |  |
| Remedial Teaching | 213826 | 0.005 | 1069.13 | 213817 | 0.005 | 1069.085 | Recommended for 25% of Total VI to VIII class 213817 students as per UDISE data (855269) @ Rs. 500 for each student. State to ensure that this activity is taken up to improve learning outcomes. |
| **Total** | | | **1069.13** |  |  | **1069.08** |  |

**Composite School Grant *(up to Highest Class VIII)***

School grant to all Government schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, laboratories, electricity charges, internet, water, development of specific teaching aids/tools by school teachers to enhance classroom learning in the school under LEP etc.

**Proposal and Recommendation 2021-22**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Name of Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | School Grant - (Enrol > 30 and <=100 ) | 8912 | 0.25 | 2228 | 8912 | 0.25 | 2228 | Recommended for 8912 schools excluding zero enrollment schools @ Rs. 25000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
| 2 | School Grant - (Enrol > 100 and <= 250 ) | 2829 | 0.5 | 1414.5 | 2829 | 0.5 | 1414.5 | Recommended for 2829 schools excluding zero enrollment schools @ Rs. 50000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
| 3 | School Grant - (Enrol > 250 and <= 1000 ) | 219 | 0.75 | 164.25 | 219 | 0.75 | 164.25 | Recommended for 219 schools excluding zero enrollment schools @ Rs. 75000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
| 4 | School Grant (Enrol >= 1 and <= 30) | 9663 | 0.1 | 966.3 | 9663 | 0.1 | 966.3 | Recommended for 9663 schools excluding zero enrollment schools @ Rs. 10000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
|  | **Total** | | | **4773.05** |  |  | **4773.05** |  |

**Library Grant for Promoting Reading in Schools**

In order to complement the activities under Foundational Literacy and Numeracy and inculcate reading habits among students of all ages, strengthening of school libraries including purchase of books is recommended**.**

**Progress 2020-21**

One day workshop has conducted to shortlist the Library Books by the Subject experts, Children literature writers. We invited NBT(National Book Trust), CIIL (Center for Institute Indian for Languages) Mysore and Publication Division to display children literature. The committee members shortlisted children literature level wise i.e. Primary, Upper Primary and Secondary level.

| **S. No.** | **Activity** | **Target (2020-21)** | | **Achievements**  **as on 31 March, 2021** | | **% of Achievement** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Financial (In Lakh)** | **Physical** | **Financial (In Lakh)** | **Physical** | **Financial** |
| 1. | Composite Elementary Schools (I – VIII) | 3284 | 426.92000 | **-** | **-** | **-** | **-** |
| 2. | Upper Primary Schools (VI – VIII) | **-** | **-** | **-** | **-** | **-** | **-** |
| 3. | Primary School (I – V) | 18669 | 933.45 | **-** | **-** | **-** | **-** |
|  | **Total** | **21953** | **1360.37** | **-** | **-** | **-** | **-** |

***Source: PMS 2020-21***

* ***Whether the State has procured the library books as per the guideline? Give details:*** *No*
* ***Logos have been printed on the books?***

**Library Books:**

1. In which Month Library books were received by School?

NA

1. How many books are received so far this year under Library Grant?

Total Number of Books: **Under Process (Final stage of selection of books)**

1. Does school include books for children with special needs (Braille books etc)?

Yes

1. Whether the school has a qualified Librarian?

No,

If Not, then Who manages the Library?

Language teacher will look after and manage library in the School.

**Library Activities: -**

1. What kind of library activity has been conducted in school?

Patanostavam (Reading Festival), Ganithostavam (Maths Festival) in presence of SMC members

b) How many periods are allocated per week for library activities in the school for each class? No of periods -2 periods for week.

c) Does the Library remain open during break or after school hours? (Yes/No)

During the break

**Library Infrastructure:**

1. Are there shelves, almirah and other infrastructure available in the school?

Yes

1. Is the library accessible to children (especially for children with special needs)?

Yes

1. Is the library in a usable condition with lighting, furniture?

Yes

1. Whether Library has functional computer? If yes, then whether it has internet connectivity?

No

1. Whether School uses any Computerized Software for Library Management?

No

**Library Management Committee and Student Library Council: -**

1. Is the Library Management committee functional?

Yes

1. Is the Children’ Library Council (SLC) functional?

Yes

**Reading Corner: -**

1. Whether school has reading corner in the classrooms?

Yes, Reading corners available in 7 districts.

1. Whether the reading corners are developed on the norms suggested in the guidelines?

No

**Details of activities conducted to promote reading**

Due to Covid-19 activities not taken up.

**Any innovative practices adopted by the state for promoting reading culture?**

**Outcomes**

* School library encourages curiosity, innovation and problem-solving.
* Library’s collections, services and environment are all designed to help school meet its targets and goals for raising student achievement.
* School libraries are places for learning and thinking. They play a key role in supporting and developing literacy and the enjoyment of reading.
* Identifies a variety of potential sources of information.
* Children will demonstrate ethical behaviour through their use and creation of  
  information.
* Focus on collection of books

**Proposal and Recommendation 2021-22**

| **S. No.** | **Name of Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | Upper Primary Schools | 3292 | 0.13 | 427.96 | 3292 | 0.1 | 329.2 | Recommended for 3292 schools. State may ensure timely procurement & supply of books to the respective schools as per the guideline issued by MoE. The schools must conduct the activities for promotion of reading mentioned in the guideline.state to prioritize and consider schools not covered last year. |
| 2 | Primary Schools | 18331 | 0.05 | 916.55 | 18331 | 0.05 | 916.55 | Recommended for 18331 schools. State may ensure timely procurement & supply of books to the respective schools as per the guideline issued by MoE. The schools must conduct the activities for promotion of reading mentioned in the guideline.state to prioritize and consider schools not covered last year. |
|  | **Total** | | | **1344.51** |  |  | **1245.75** |  |

State should follow the library guidelines for ensuring better efficiency.

**Rashtriya Aavishkar Abhiyaan (RAA)**

**Progress 2020-21**

**1) Science Exhibition / Book Fair and**

**2) Quiz Competition**

The National Council of Educational Research and Training (NCERT), New Delhi organizes Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) for children every year for popularizing science, Mathematics and environmental Education amongst children, teachers and public in general. Like in the past several years such exhibitions were organized at district and state level. Due to pandemic these competitions have been conducted in virtual mode in 33 districts.

District Level Science, Mathematics and Environment Exhibition 2021 were conducted in virtual mode in all 33 districts of Telangana in March, 2021. One top exhibit from each sub theme i.e., 5 exhibits from five sub themes, were sent by each district for SLSMEE. They also sent one best student’s name after conducting District Level Science Seminar for participation in state level students’ science seminar.State level science seminar was conducted in virtual mode on 06-04-2021 in which one top student from each district participated. SLSMEE was also conducted in virtual mode on 9-4-2021 in 5 sub themes. Jury consisting of two members was constituted for each sub theme. Selected exhibits from each subtheme will be sent to NCERT, New Delhi.

**The objectives of the exhibition are:**

* To provide a forum for children to pursue their natural curiosity, creativity, innovation and inventiveness;
* To lay emphasis on the development of science and mathematics as a major instrument for achieving goals of self–reliance, socio–economic and socio–ecological development of the nation and the world.
* To appreciate the role of science and mathematics in meeting the challenges of life such as climate change, opening new avenues in the areas of agriculture, fertilizer, food processing, biotechnology, green energy, disaster management, ICT, astronomy, transport, games and sports etc.
* To create awareness about environmental issues and concerns and inspire children to devise innovative ideas towards their prevention and mitigation.

Other activities will also be conducted during the state level exhibition which include, ***Science based cultural programmes, Quiz competition, Meet the Scientists – Interaction with Scientists,*** in virtual mode.

As a part of this Endeavour a one-day seminar was organized during the State level Science Mathematics and Environment Exhibitions (SLSMEE) in online mode.

**3. Exposure visit outside State**

PAB 2020-21 approved 90 teachers’ exposure visit outside state. Due to Pandemic activity could not conducted. Meanwhile a team of Administrators, Academicians & Engineers lead by ASPD Samagra Shiksha went to Andhra Pradesh to study best practices, Schooling infrastructure development in Schools and other administrative aspects of “Nadu Nedu” in Andhra Pradesh.

**4. Science Kit &Maths Kit**

Teaching is proposed to procure 2532 Upper Primary Science Kits (UPSK) and 2532 Upper Primary Maths Kits (UPMK) for 2020-21. Accordingly, orders were placed to procure above kits in the month of Jan 2021. The process has been initiated and letter was addressed to Prof & Head Department of Educational Kits (DEK), NCERT for payment mode and about quality assurance of kits, in his reply he stated that “empanelment is not finalized it will take mid may for finalization of empanelment of firms. Hence process of procurement is not yet finished for 2020-21.

**5. Excursion Trip for Children within State**

The programme was not conducted due Covid-19 pandemic

**6. School Mentoring by Higher Education Institutes**

Schools and mentoring institutions were closed due pandemic. Hence activity not taken up.

**Progress 2020-21**

***(Rs. in Lakhs)***

| **Activity** | **Target (2020 – 21)** | | **Achievements**  **as on 31 March, 2021** | | **% of Achievement** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Financial (In Lakh)** | **Physical** | **Financial**  **(In Lakh)** | **Physical** | **Financial** |
| **RashtriyaAavishkarAbhiyaan (Elementary)** | | | | | | |
| Excursion Trip for Students within State | 3300 | 6.60 | - | - | - | - |
| Exposure visit outside State | 99 | 1.98 | - | - | - | - |
| Maths Kits | 2532 | 42.05652 | - | - | - | - |
| Quiz competitions at Elementary Level on RAA | 33 | 9.90 | - | - | - | - |
| Mentoring by Higher Education Institutions | 132 | 2.64 | - | - | - | - |
| Science Exhibitions / Book fair under RAA (Elementary) | 33 | 16.50 | - | - | - | - |
| Science Kit | 2532 | 193.41948 | - | - | - | - |
|  |  | **273.096** |  | **-** |  | **-** |

***Source: PMS 2020-21***

**B) Proposed Activities under RAA (Elementary) -2021 - 22**

**RAA Activity-wise**

1. **Science Exhibition / Book Fair**

**Objective :** To promote science and math’s learning in order to inculcate scientific temper and evidence based thinking creativity and innovativeness.

Based conditions prevail in Schools; it is proposed to conduct District level Science Exhibitions in each District virtually or physically. Where children will exhibit their Science and Maths Exhibits at District level. The winners from District competition will be nominated for State level Science Exhibition. To conduct District level and state level Science Exhibition in Districts and State level (Virtual or Physical) it is proposed Rs. 33.00 Lakhs @Rs. 1.00 Lakh for each district for 2021-22. The budget to incur expenditure towards Certificates, Prizes, Logistic arrangements at District & State level, Jury members honorarium and purchase of online flat forms.

* To lay emphasis on the development of science and mathematics as a major instrument for achieving goals of self–reliance, socio–economic and socio–ecological development of the nation and the world.
* To appreciate the role of science and mathematics in meeting the challenges of life such as climate change, opening new avenues in the areas of agriculture, fertilizer, food processing, biotechnology, green energy, disaster management, ICT, astronomy, transport, games and sports etc.
* To create awareness about environmental issues and concerns and inspire children to devise innovative ideas towards their prevention and mitigation.

In 2020-21 Science fairs conducted through virtual mode 5636 students participated from 33 districts

1. **Quiz Competition**

**Objective**: to inculcate mathematics and computational thinking through a variety of innovative methods including regular use of puzzles and games that make mathematical thinking more enjoyable and engaging

Quiz competitions will help the children widen their knowledge in all subject fields. It is proposed to conduct Quiz competition at district level during science exhibitions in the month of September / October. Online Science and Mathematics quiz papers will be prepared and competitions will be conducted through mobile/ desk top. It is proposed Rs.9.90 lakhs under Quiz Competition, @ Rs.0.001 lakhs per student and a total of 9,900 students will be participated in the year 2021-22.

**3) Exposure visits outside State**

It is proposed to send Elementary Teachers outside of the State to know the schooling; best practices followed in that State and Traditions costumes of that area. A team of Teachers 99 Teachers @3 teachers from each district can be sent to neighboring state to observe all schooling systems, innovations, good practices Quality innovations and good governance in the education field. It is proposed to allocate Rs.1.98 lakhs to take up this activity for 2021-22

Under this programme it is proposed to send 3 teachers from each district working in Elementary Schools. Accordingly, 99 teachers will be sent on exchange to neighboring States viz Kerala, Tamilnadu, Karnataka, Maharashtra, Chhattisgarh, Haryana, Andhra Pradesh & Delhi. The programme will be taken up in the months of October, November and December in the academic year 2021-22 for a period of 4 days (excluding the days of journey both ways) subject to approval from the identified States for teacher exchange programme.

**4 & 5) Science &Maths Kit**

**Objectives:**

* To inculcate mathematics and computational thinking through a variety of innovative methods including regular use of puzzles and games that make mathematical thinking more enjoyable and engaging.
* capacity building of maths and science teachers for promoting the study of joyful mathematics related to real life experiences and mathematical thinking.

Teaching Learning Material (TLM) is permanent Resources for Schools. Samagra Shiksha Telangana provided NCERT Maths and Science kits to 2/3 Schools in the state. It is proposed to provide NCERT Maths and Science kits to remaining 1/3 Schools in the State.

For academic year 2021-22, it is proposed to procure Upper primary Maths and Science Kits for remaining Schools. It is proposed to procure 2532 UPMK Kits and 2532 UPSK-WM Kits. The proposed budget to procure NCERT UPMK and UPSK-WM is 42.06 Lakhs &235.476 Lakhs respectively.

**6. Excursion Trip for Children within State**

Field trips and Educational tours are part of co-curriculum for all round development of a child. It is mandatory to provide opportunity to children in co-curricular subjects. It is proposed to send children of class IX for an excursion trip with in the state@100 children for each District and a total of 3300.The budget for this activity is Rs.33.00 Lakhs for 2021-22.The execution trip covers Historical monuments, Science museums & National Level Science Institutions.

**7. School Mentoring by Higher Education Institutes**

**Objective:**

* Identify local institutes and organizations that can help in nurturance of talent at school level and establish linkage with the higher learning institutes for nurturing school level talent.

The IIT, Medak and NIT Warangal are the identified Mentoring Institute (MI) under RAA in the State. The MI will chalk out a programme for the teachers of these schools in a phased manner with 3 activities namely, Sensitization Workshops, Intensive Trainings for 5-days for the teachers in the selected schools and mentoring the schools. The DEOs of 33 Districts concerned will 6 Schools per district and a total of 198 schools for the sensitization workshops in 2 spells @ 99schools per spell, from the two Subject Areas namely, Mathematics and Science. The mentoring programme will start in the month of August, 2021. Identified Maths and Science teachers will be sent to the IIT Medak& NIT Warangal (Mentoring Institutes) for the conduction of the said programme. The programme will be taken up in Residential Mode where teachers need to stay 5-days at respective organizations.

***Mentoring of the exceptionally talented can be continued thereafter with the help of specific mentors assigned for each child***

**Accordingly, it is proposed to 3.96 Lakhs to adopt 198 Schools in first phase and balance schools will be covered in phased manner.**

**8. Participation in Science and Maths Olympiads**

Talent and gifted children will be given opportunity to prove their talent through Science and Maths Olympiads. It is proposed to identify 20 talented elementary children in Science and Maths for Olympiad examinations. The examination fee for 20 children will be paid Samagra Shiksha and encourage them to write Olympiad. They will be provided with special coaching and enrichment material them to face exam with confidence. This activity will be taken up by SCERT Maths and Science departments.

It is proposed to give support to 10 students in Science Olympiad and 10 students in Maths Olympiad for each district @ 2000 per student.

**In this regard it is proposed to 26.40 Lakhs to encourage 660 students for Science and maths Olympiad for 2021-22.**

**9. Formation of Science / Maths Clubs @ mandal Level**

Cluster Resource centers play vital role in enriching teacher’s professionalism. In Telangana delegated certain administrative power like monitoring and sanction of Leave and Annual Grade Increment to teachers working in the CRC. To strengthen academics at cluster level it is proposed to establish Maths clubs and Science clubs to take all Science and Mathes activities like Science Mela, Maths mela, preparation test items, preparation of lesson plans, Preparing children for Science Congress, Science fairs, Quiz programs of different kinds of teacher trainings at Mandal and Cluster level.

It is proposed to form science and mathematics clubs in each mandal and take up different kind of activities @ Rs 2000/ - per mandal.

**It is proposed 11.94 Lakhs to form Science and Maths clubs in 597 mandals @ 0.02 lakhs per mandal for the year 2021-22.**

**Proposal and Recommendation 2021-22**

| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical (No. of Children)** | **Unit Cost** | **Financial** | **Physical (No. of Children)** | **Unit Cost** | **Financial** |
| 1 | Science Exhibition / Book Fair | 33 | 1 | 33 | 33 | 0.4 | 13.2 | Recommended organizing Science Exhibition in virtual mode at district and State level in collaboration with NCERT. The budget includes prize, certificates for participants, honaraium for judges, online flat forms. |
| 2 | Quiz Competition | 9900 | 0.001 | 9.9 | 9900 | 0.001 | 9.9 | Recommended for conducting Quiz competition at district level during science exhibitions in the month of September / October. It will be through mobile/desk top. |
| 3 | Exposure visits outside State | 99 | 0.02 | 1.98 | 0 | 0 | 0 | Due to the prevailing pandemic condition this activity is not recommended. |
| 4 | Science Kit | 2532 | 0.07639 | 193.423 | 2352 | 0.07639 | 193.42 | Recommended Science kit@ NCERT rate for 2532 schools. It is to be ensured that kits are procured and distributed in time. These kits are for remaining 1/3 Schools in the state not covered |
| 5 | Excursion Trip for Students within State | 3300 | 0.01 | 33 | 0 | 0 | 0 | Due to the prevailing pandemic condition this activity is not recommended |
| 6 | Maths Kit | 2532 | 0.01661 | 42.05564 | 2532 | 0.01661 | 42.05652 | Recommended Maths kit@ NCERT rate for 2532 schools. It is to be ensured that kits are procured and distributed in time. These kits are for remaining 1/3 Schools in the state not covered. |
| 7 | School Mentoring by Higher Education Institutes | 198 | 0.02 | 3.96 | 198 | 0.02 | 3.96 | The two MI IIT Medak and Warrangal will chalk out a programme for the teachers in a phased manner with 3 activities namely, Sensitization Workshops, Intensive Trainings for 5-days for the teachers in the selected schools and mentoring the schools. Total of 198 schools are considered for the sensitization workshops in 2 spells @ 99 schools per spell, from the two Subject Areas namely, Mathematics and Science.  Recommended School Mentoring by Higher Education Institutes as proposed. A calendar of activities need to be finalized with affiliating HEIS and activities carried out accordingly. |
| 8 | Participation in Science and Maths Olympiads | 660 | 0.04 | 26.4 | 600 | 0.02 | 12 | Considered for Participation in Science and Maths Olympiads in virtual mode for 660 studentsproposed.It is proposed to give support to 10 students in Science Olympiad and 10 students in Maths Olympiad for each district @Rs. 2000 |
| 9 | Formation of Science / Maths Clubs | 597 | 0.02 | 11.94 | 0 | 0 | 0 | Not considered. |
|  | **Total** | | | **355.66** |  |  | **260.79** |  |

**Sports & Physical Education**

The sports equipment will be provided under this component. Expenditure for meeting expenses on procuring sports equipment for indoor & outdoor games in convergence with Department of Sports.

In order to develop fitness as a lifelong skill and attitude, specific dedicated time to be allotted in the school time table on for sports and physical education in accordance with para 4.6 of NEP

**Proposal and Recommendation2021-22**

| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
|  | Sports & Physical Education (Primary Schools) | 18331 | 0.05 | 916.55 | 18331 | 0.05 | 916.55 | Recommended for 18331 schools. State may ensure timely release of funds for procurement of sports equipments in the school. State to prioritize and consider schools not covered last year. |
|  | Sports & Physical Education (Upper Primary Schools) | 3292 | 0.1 | 329.2 | 3292 | 0.1 | 329.2 | Recommended for 3292 schools. State may ensure timely release of funds for procurement of sports equipments in the school. State to prioritize and consider schools not covered last year. |
|  | **Total** | | | **1245.75** |  |  | **1245.75** |  |

**Project Innovation**

**Innovation Projects – Elementary**

‘Quality’ as a term refers to ‘how well’ certain objects and processes achieve their given aims. It is validating as well as comparative. Its most immediate connotation is ‘better’. ‘Better’ as differentiated from ‘good’ and implying the existence of at least two objects or processes, between which a comparison across a decided set of parameters can be established. Understanding quality in education requires an appreciation of the aims of education; the social and philosophical roots of these aims as well as determining the nature of the organization and system that is best oriented to achieve them. Educational quality concerns typically encompass topics such as teacher-training, textbooks and materials, evaluation and physical infrastructure especially school buildings.

**Progress of Activities under Innovation Component: 2020-21**

**1. Orientation Programme for Teachers on Safety and Security**

In order to encourage teachers to function as the first level counselors at school level, an online training programme has been conducted to all 59798 elementary teachers in the state on school safety and security. The orientation was conducted at State level in collaboration with SCERT and in all the DIETs and district headquarters. DIET faculty and officials from police department have participated in orientation programmes. Exclusive sessions on children safety and security were conducted by police officials during the training programme. A module has been developed and printed by SCERT with the support of police department and supplied to all the schools in the state. School safety pledge with child help line, police and other emergency numbers along with official contact numbers have also been displayed on a prominent place of all the 22098 primary and upper primary schools premises. A school level programme has also been designed and conducted in schools where children have participated in competitions like debate, elocution, essay writing and painting etc. on children safety and security.

**Activities conducted during 2020-21**

* A module on safety and security guidelines has been printed and supplied to all the schools.
* Display of safety guidelines and redressed mechanism in every school
* Convergence with the police department, health department, department of women and child welfare and transport department etc. to take appropriate measures for children safety and security.
* Orientation to all teachers at State, District and Complex level.

**2. PINDICS and Teacher Assessment**

The new performance indicators developed by NCERT is in Rubric form and taken as it is and developed into a Mobile App called “**TSAR**”. The TSAR (Teachers Self-Assessment Rubrics) document released by NCERT New Delhi has been translated in to Telugu and Urdu and shared with NCERT. The NCERT updated PINDICS app which is from 1-8 classes and included more parameters and extended from classes 1 to 12.

***Teacher Self - Assessment Rubrics – (TSAR)***

Self-assessment by teachers is fundamental to reflective practice that contributes to the professional growth of teachers. The TSAR is an assessment tool which serves as a guide for teachers to self-assess themselves and reflect on their daily teaching practices as well as on their role as a teacher. TSAR is based on six performance standards mentioned below. These Performance Standards reflect the expected roles and responsibilities of a teacher.

(1) Designing Learning Experiences

(2) Knowledge and Understanding of the Subject Matter

(3) Strategies for Facilitating Learning

(4) Interpersonal Relationship

(5) Professional Development

(6) School Development

Each performance standard includes performance indicators, which directly indicate the expected roles and responsibilities of teachers. A teacher’s performance is assessed on a continuum ranging from ‘Much effort is needed to reach the expected standard’ to ‘Beyond the expected standard’. The subdivisions in this continuum are based on the actual performance of teachers as per different indicators specified under each performance standard.

State has successfully designed the application for Teacher Self - assessment and it’s accessible by mobile device, desktop and laptop. State has conducted orientation for the importance of Self - Assessment for teachers and training for operating the application and state has created a booklet and user guide for teachers and it’s available in Telugu, Urdu and English languages. State level orientation conducted for 2 days in virtual mode for 12 DRPs per each district. These 12 DRPs conducted training to all the teachers in the district on TSAR, Performance Standards, Indicators, usage of TSAR and technical aspects of TSAR. The reports thus generated will be observed by Monitoring officers at District and State level.

Based on the outcomes of the Teachers self- Assessment, trainings of the teachers will be designed.

**3. Shaala Siddhi**

Shaala Siddhi has been implemented since 2018-19 in all Schools. In Telangana self-evaluation has been completed in 90% of Schools for 2019-20. During Academic Year 2020-21 instructions were given to all Schools to conduct self-evaluation and upload data into Shaala Siddhi website. The PAB approved budget for 550 school’s self -evaluation and it was completed.

**External Evaluation**: Due to Covid -19 pandemic Schools in Telangana have not been opened physically for students. Hence External Evaluation could not be taken up in the state.

**Progress 2020-21**

* Two-day state level Orientation on External Evaluation was conducted for DRPs from Districts with support of NIEPA New Delhi team in December 2020. State level and District level External Evaluation teams were identified.
* In Jan 2021 instructions were issued to all DEOs to conduct Self Evaluation in all Schools under their jurisdiction.
* In Jan 2021 State level 1-day orientation was conducted for District level teams, which includes 1 HM, Sectoral officer 2 and District MIS coordinator. In turn they provided training to all the Mandal level teams in the state.

**4. Fund for Safety and Security at School Level**

School Safety’ has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children.

**Right to Education Act 2009** - Right to Education (RTE) Act 2009 guarantees free and compulsory education to all the children in the country till the age of 14. The Act sets minimum norms and standards with regard to location and quality of schools and in Clause 19, lays down that no school shall be established, or recognized unless it fulfils the norms and standards specified in the schedule. The RTE Rules provide detailed guidance on implementation of the Act on the ground.

School safety pledge with child help line, police and other emergency numbers along with official contact numbers have also been displayed on a prominent place of all the 22098 primary and upper primary schools’ premises.

**Objectives of the programme**

* Ensure 100% safety of the children in the school premises.
* Dismantle the dilapidated rooms with the help of community and district authorities.
* Ensure 100% usage of school ground without weeds and bushes.
* Proper disposal of mid-day meals waste.
* Remove school-based waste time – to time
* School safety guidelines prepared and communicated to all school heads for proper implementation.

**Activities conducted during 2020 - 21**

* A module on safety and security guidelines will be printed and supplied to all the schools.
* Display of safety guidelines and redressal mechanism in every school
* Convergence with the police department, health department, department of women and child welfare and transport department etc. to take appropriate measures for children safety and security.
* Conducted Orientation to all teachers at state, district and complex level.
* School safety pledge with child help line, police and other emergency numbers along with official contact numbers has been displayed at a prominent place in all the schools in the state.

**5 Youth& Eco Club up to Highest Class VIII &**

**6 Youth& Eco Club (Standalone Primary Schools only)**

A.) Constitution of Youth clubs: Telangana State is constituted the Youth Club with School Children at School Level to organize various activities to utilize idle school resources like playground, sport equipment, libraries, music and art rooms and auditorium for Co-scholastic and recreational activities like drama, debates, art, sports and games, music etc. for VI to VIII class children in individual and inter personal growth. To conduct activities at school level like debates, music, arts, game & sports, reading, physical activities etc. These may help the children in utilizing the idle School Infrastructure playing grounds, sports equipment and libraries, after school hours for productive activities which will help children pursue their own interests and develop self-confidence as they explore new talents and ideas. It will give children the chance to develop hobbies, skills and interest they might not otherwise be able to explore. The State of Telangana seeks to store funds to establish Youth and eco Clubs at all Elementary Schools.

**B) Constitution of Eco Clubs.**

The Earth too small to coup-up for growing population, we need to protect our earth for future generations. Eco-clubs too play an important role in creating environmental awareness among children. It is platform where student get awareness and enable them to sensitive towards environmental problems.

It is proposed to establish and strengthen Eco clubs in all Schools. The Eco clubs will carry out activities related to water conservation and creating awareness on water conservation, especially during the period of “Jal Shakthi Abhiyan campaign and undertake Green Activities like TelanganakuHaritha Haram (THH), GO GREEN program, tying rakhi to trees (Rakshabandhan Program), adopting trees, maintaining kitchen garden, flower garden, fruit gardens at schools, encourage the children to use clay idols during Vinayakachaturdi festival. Awareness programs to the children to promote awareness and interest in environment, biodiversity, climate, local ecology, nutrition, health, sanitation, hygiene ,importance on plantation , protection of plants and hazardous effect of plastics. Promotion of Eco friendly activities like usage of paper or jute in place of plastics, usage of solar energy, afforestation etc., so that we can help to control global warming and environment issues.

**Progress during 2020-21:**

In the state of Telangana, youth and eco clubs have been constituted in all the primary, upper primary and high schools by the name’ SWATCHA CLUBS’.

* The Head Teacher is in charge to swatch club. One teacher is assigned as a nodal person on rotation basis, who would stay back after school hours to facilitate swatch club activities.
* School level committees were constituted with children.
* The student committees will meet every month and assess school wise and class wise swatch activities and conduct self-assessment.
* Self-assessment indicators have been developed and provided to all the schools in the state.
* As per the assessment indicator, children will conduct self-assessment and star grading will be given to school.
* The grading will be displayed on a prominent place in school premises with stars (5 star, 4star, 3 star, 2star and 1 star school)

During the year 2020-21, in lieu of the pandemic, virtual trainings were conducted to all the teachers in the State. And the activities under youth and eco clubs have been implemented in secondary schools only. In the lieu of pandemic, the primary schools have not been functionalized physically for students due to that activities under youth and eco clubs s have not been initiated.

As the school reopens in February, State had implemented a youth and eco-club program in February, March, In the span of two months, all the 6693 secondary schools have been formed eco clubs and conducted different activities. In addition to that, the State had provided a Checklist for Self - Assessment of Schools for grading for Youth and Eco Clubs activities and Swachhata Activities in the school. 352 Schools graded with 5 stars, 1823 Schools graded with 4 stars, 3378 Schools graded with 3 stars, 1063 Schools graded with 2 stars, and 275 schools graded with 1 star.

**7. Documentation of Best Practices on Shagun Portal**

The Best practices of different interventions can be showcased through a plat form called SHAGUN Portal. PAB approved budget to prepare and upload Shagun Repository items (Photos, Testimonials, Success stories and Videos) in to Shagun portal so that other states can implement Best practices of different states. The different activities of Schooling, administration, TLP, TLM different training programmes. The best practices showing Photos, Testimonials, Success Stories and videos of KGBV, Quality, CMO IE and Other interventions sent to MoE uploading in to Shagun Portal.

**8. Twinning of School**

Twinning is one of the focus areas in Performance Grading Index (PGI). PAB approved Twinning program for 29850 children. Due to Covid-19 Pandemic Twinning of Schools not taken up.

**9) Happiness Curriculum (Harivillu-Joyful Learning)**

PAB Approved Happiness Curriculum for 33 districts in Telangana for 2020-21 in Primary Schools. Conducted several series of workshop and developed Happiness Curriculum with help of Blue Orb New Delhi and SCERT Telangana. Virtual Trainings on Happiness Curriculum ‘(Harivillu)’ Joyful Learning was conducted by Samagra Shiksha, Telangana in collaboration with Blue Orb Foundation for 33 Sectorial Officers and1194 Resource persons represented 597 Mandals (Blocks) of entire Telangana State. As per the **Proc.No. 2912/TSS/pdg/T6/2019-1** issued by State Project Director Samagra Shiksha, Sectorial Officers-2 along with 2 Resource Persons (Primary/Upper Primary) from each Mandal were attended the 5 Day Virtual trainings. Later these Resource Persons provided similar trainings to all the teachers of primary and Upper primary levels in their respective Districts in a phased manner.

Three batches were formed and each batch comprises of 10 or more Districts and they have trained for 5 days in 3 slots. 2 Batches were covered simultaneously in the Morning Session from 10:00 AM to 01:00 PM and one batch was covered from 1:30 PM to 4:00 PM. State level workshops were conducted from **22nd March, 2021 to 26th March, 2021** to make better understanding of the Need and Background of the program, Concept of Mindfulness to understand self, Stories, Activities and expressions. Discussion and training happened on Strategies to implement the Harivillu Curriculum at school level. Demo and practice sessions were done during the training to make teachers class ready for the implementation of Harivillu curriculum. Followed by online quiz every day comprising of MCQs and FAQs.

All the officials have addressed and guided the State Resource persons and the Participants from time to time. They all have asked teachers to understand and learn the framework of Harivillu and asked to spread the important highlights of the training to other teachers and stakeholder. So, that the learnings and good practices should not remain limited to them as these programme is going to launch in all the Primary and Upper Primary schools of Telangana.

**Expectations Setting-**Teachers were asked to share their expectations before starting the training.

This activity was done in order to understand the expectations of the teachers from the training, so that the facilitators can work on the same and meet the teachers’ expectations by the end of the training. In order to facilitate this activity in a better way a question was asked- “What was the first thing that came to your mind when you see the training letter?”

**Training Agenda-** To make the teachers understand what all will be shared in these 5 days of training, day wise content flow was discussed. The same is attached below for reference-.

**Need & Importance of Harivillu-**A detailed discussion was done with teachers about the need and background of the program at different levels. Facts and figures were shared by discussing supreme court verdicts, News Articles, reports by WHO, National Crime Records Bureau, National Commission on for Protection of Child Rights etc., with participants to make them understand the need of the program.

**Below are the key points from different government committee reports:**

* **Kothari Commission, 1966** report emphasizes the development of Values for Peace and Harmony.
* **National Policy on Education, 1968** focused on how to ensure Social and Human Values as well as to assimilate new thought creatively and critically by the new generation.
* **National Curriculum Framework, 2005** spoke about inculcating the feeling of oneness, self-awareness and unity among the students. And to develop a sense of self-reliance and dignity of the individual.

After discussing the need and background, the curriculum structure was shared with the participants. In an attempt to make social and emotional learning and Happiness a part of the daily curriculum followed in schools Samagra Shiksha, Telangana in collaboration with Blue Orb Foundation developed an intensive curriculum called ‘Harivillu’ Joyful Learning.

Harivillu is an innovative, specialized and interactive philosophy that focuses on imparting values to children in a fun and effective way. The module complements the efforts of parents and teachers to impart value education to children through a creative and specialized methodology making learning impactful, simple, fun and forever.

The Curriculum is a unique combination of **mindfulness, storytelling, activities and expression** etc. There are 7 chapters on mindfulness and values. The core 7 values are- **Love& Compassion, Respect, Gratitude, Unity, Courage, Trust, Truthful**. Each value will be shared in the form of **stories, activities and expression** in four dimensions**- Self, Family, Society and Nature** to get full understanding of that value.

The module encourages children to think both creatively and analytically – enabling them to cope with their emotions, build interpersonal relationships, develop empathy, communicate effectively etc. which in turn will nurture our students to be citizens of good character.

Some virtual content of the curriculum on Mindfulness, Stories, Activities and Expressions was shared with the participants during the training. Proper detailing was done as in how to carry out it in the class room with students. Demo sessions by the facilitator and practice sessions by teachers were ensured to make full understanding and grip of teachers on the curriculum. Some informational videos related to the content of the curriculum were shown during the training. As well as some value related interested games and activities were carried out in between to make training more interesting and joyful.

Objective of “Harivillu” Joyful Learning (Happiness Curriculum)

* Self-awareness, mindfulness
* Ability to focus more
* Able to handle difficult situations better
* Collaborate and build friendship with classmates
* More open to critical thoughts and reasoning
* More motivated to attend
* Become more empathetic & compassionate
* Heightened ability to retain and recall information
* Able to manage stress & anxiety
* Able to find meaning and purpose in life Become calmer and at peace

**Proposed Activities under Innovation Projects – 2021-22**

**1) Fund for Safety and Security at School Level**

‘School Safety’ has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale ‘natural’ hazards of geological/climatic origin, human-made risks, pandemics, abusing, cybercrime, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children.

**Right to Education Act 2009** – Right to Education (RTE) Act 2009 guarantees free and compulsory education to all the children in the country till the age of 14. The Act sets minimum norms and standards with regard to location and quality of schools and in Clause 19, lays down that no school shall be established, or recognized unless it fulfils the norms and standards specified in the schedule. The RTE Rules provide detailed guidance on implementation of the Act on the ground.

**Objectives of the programme**

* Ensure 100% safety of the children in the school premises.
* Ensure zero tolerance to breach of child rights.
* Tracking out of school children.
* Dismantle the dilapidated rooms with the help of community and district authorities.
* Ensure 100% usage of school ground without weeds and bushes.
* Proper disposal of mid-day meals waste.
* Remove school-based waste time – to time
* School safety guidelines will be prepared and communicated to all school heads for proper implementation.

**Activities proposed**

* Instructions will be issued to field functionaries to identify dilapidated buildings and dismantle them with the support of SMC.
* School safety guidelines will be displayed at prominent place in the school.
* School functioning beside Main Roads, speed breakers will be laid either side of the school with the help of Gram Panchayat / R&B.
* Constitution of monitoring teams at Mandal level to visit all schools thrice in a year.
* H.M / Teachers have to address the children about individual safety of the children each day.

**It is proposed Rs.108.12 lakhs be provided for display of School Safety and Security for the year 2021 – 22.**

**2) Holistic Report Card for Students (Elementary)**

In Telangana Continuous Comprehensive Evaluation (CCE) has been implementing since inception of CCE in state. The CCE includes curricular subjects and Co-curricular subjects. Co-curricular subjects include Art Education, Moral Education, Sports Physical Education and Computer Education. Learning Outcomes aligned with NCERT developed LOs for Curricular Subjects. LOs designed for Co-curricular subjects from classes 1 to 10 and evaluation system designed for both curricular and Co-curricular subjects by SCERT, through GO.MS NO. 17. The aim of this amendment is to the all-round development of the students. In same lines a holistic card is designed for students to assess the all-round development. The SCERT conducted a series of workshops with subject experts and finalized Holistic Report card.

**Key Performance Indicators:** The periodical progress of child will be communicated through HRC by conducting SMC meeting thrice in a year.

It is proposed to provide Holistic Report card to 11,53,073 students from classes 1st to 5thin the State. The Budget is proposed for Rs. 57.65365 Lakhs.

**3) Orientation Programme for Teachers on Safety and Security**

Adolescent age is very crucial and very imbalanced, children need continuous proper guidance and counseling on Life Skills. To take up this activity teachers too need proper guidance to guide their children. In this regard it is proposed that orientation to be conducted for all the teachers who are handling Elementary Classes. There is a dire need to build confidence among parents that School is a safe place for their lads. Rs. 1000/- per teacher for 2-days training is proposed for 56,462 teachers. An amount of Rs. 564.62 lakhs is proposed for this program.

**4) Shaala Siddhi**

Shaalasiddhi is being implemented in Telangana since its inception. Shaalasiddhi is complete and comprehensive platform includes all parameters of School. We always tries to assess students’ performance in schools, but in shaalasiddhi is only flat form which can assess and Scale the school physical facilities, Human resources, performance of teachers and students assessed by Head teacher and later by External Evaluation team. There is lot of scope to improve School through assessment of External Evaluation team. The continuous improvement of a School depends upon proper utilization of human and physical resources. School development Plan (SDP) will be prepared on suggestions given by External Evaluation team, SMC, staff, HM and Parents of Schools concerned.

* It is proposed to conduct 1-day orientation to all the Head Teachers on implementation of Shaalasiddhi and External Evaluation.
* Constitution of State, District and Mandal level External Evaluation Teams as per the guidelines from NIEPA, New Delhi.
* External teams will visit schools in the month of July & August, 2021 and conduct external evaluation. Data will be uploaded into Shaalasiddhi website.
* Based on the results, review meetings will be conducted with Parents, SMC, HM, Staff and children for School improvement.
* The budget required to meet travel expenses of External Evaluation teams, Printing of guidelines, formats, documentation and uploading of shaalasiddhi data in to website.
* KPI: Shaalasiddhi external evaluation will provide incremental development of Institutions in Physical and human resources.

**It is proposed @Rs. 600/- per school for 21623 schools is Rs.129.74 lakhs to be implement self-evaluation and external evaluation in Elementary schools for 2021-22.**

**5. Youth & Eco Club up to Highest Class VIII; and**

**6. Youth & Eco Club (Standalone Primary Schools only)**

Eco clubs in schools will empower children to participate and take up meaningful environmental activities and projects. It is a forum through which children can reach out to influence, engage their parents and neighborhood communities to promote sound environmental behavior. It will empower children to explore environmental concepts and actions beyond the confines of a syllabus or curriculum. While everyone, everywhere, asserts the importance of ‘learning to live sustainably,’ environment remains a peripheral issue in the formal schooling system.

**Objectives of Eco-clubs in school:**

The Youth Club with School Children at School Level to organize various activities to utilize idle school resources like playground, sport equipment, libraries, music and art rooms and auditorium for Co-scholastic and recreational activities like drama, debates, art, sports and games, music etc. for children in individual and inter personal growth. To conduct activities at school level like debates, music, arts, game & sports, reading, physical activities etc. These may help the children in utilizing the idle School Infrastructure playing grounds, sports equipment and libraries, after school hours for productive activities which will help children pursue their own interests and develop self-confidence as they explore new talents and ideas. It will give children the chance to develop hobbies, skills and interest they might not otherwise be able to explore.

It is proposed to establish and strengthen Eco clubs in all Schools. The Eco clubs under take Green Activities like TelanganakuHaritha Haram (THH), GO GREEN program, Rakhi tying to trees (Rakshabandhan Program), adopting tees, maintaining kitchen garden, flower garden, fruit gardens at schools, encourage the children to use clay idols during Vinayakachavithi festival, raise awareness amongst the children about the importance of trees in day-to-day life, plantation and instill the need for protection of plants to become part of life. Inculcating habits such as utilising jute and eco-friendly material in the place of plastic so that we can help to control global warming and environment issues

There is dire need to establish /strengthen Youth and Eco clubs in all Schools in the state. To take up different activities under this it is proposed to allocate Rs. 15,000/- for 3292 U P Schools and Rs. 5,000/- for 18331 Primary School. It is proposed Rs.1410.35 lakhs be allocated to establish Eco clubs in all Elementary schools for the year 2021-22.

**Outcomes – Innovation Projects**

* The Education department provides learning resources to children and teachers covering the aspects of Child Rights and Quality Education.
* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences through TSAR.
* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher’s and learner’s decision making.

**Project Innovation State Specific**

**Project Innovations – 2021-22**

**1. PINDICS - Teacher Self-Assessment Rubrics (TSAR)**

Based on document issued by NCERT, state has developed on line tool for Self-Assessment. Self-assessment by teachers is fundamental to reflective practice that contributes to the professional growth of teachers. The TSAR is an assessment tool which serves as a guide for teachers to self-assess themselves and reflect on their daily teaching practices as well as on their role as a teacher. TSAR is based on six performance standards mentioned below.

**KPI:** TSAR will give support to all teachers in their professional development and it will give platform to design teachers training based on their areas of development and gaps in TLP.

These Performance Standards reflect the expected roles and responsibilities of a teacher.

(1) Designing Learning Experiences

(2) Knowledge and Understanding of the Subject Matter

(3) Strategies for Facilitating Learning

(4) Interpersonal Relationship

(5) Professional Development

(6) School Development

Each performance standard includes performance indicators, which directly indicate the expected roles and responsibilities of teachers. A teacher’s performance is assessed on a continuum ranging from ‘Much effort is needed to reach the expected standard’ to ‘Beyond the expected standard’. The subdivisions in this continuum are based on the actual performance of teachers as per different indicators specified under each performance standard.

State has successfully designed the application for Teacher Self - assessment and it’s accessible by mobile device, desktop and laptop. State has conducted orientation for the importance of Self - Assessment for teachers and also training for operating the application. State has created a booklet and user guide for teachers and it’s available in Telugu, Urdu and English languages. State level orientation was conducted for 2 days in virtual mode for 12 DRPs per each district. These 12 DRPs conducted training to all the teachers in the districts on TSAR, Performance Standards, Indicators, usage of TSAR and technical aspects of aspects of TSAR. The reports thus generated will be observed by Monitoring officers at District and State level.

Based on the outcomes of the Teachers self- Assessment, trainings of the teachers will be designed.

In this regard it is proposed to conduct orientation to all teachers on new TSAR (Teachers Self-Assessment Rubrics). There is a need to provide literature and format to all the teachers. Outcomes of this TSAR will help teachers for their professional development and proper monitor of quality of education. Based on results of TSAR, trainings for teachers will be planned at different levels. All the teachers in the state have to assess themselves once in year of their TLP.

**An amount of Rs. 33.00 Lakhs is proposed for conduction of this Programme for the year 2021-22,**

**2. Balsabha**

Balasabha, the weekend program has been implemented on every 4th Saturday in the month of February and March 2021 when schools were functional physically for students in all the Secondary Schools in the State, which aims at improving learning skills and life skills among students from downtrodden sections. Students were provided a platform to express their opinions freely, question, analyse the local environment and respond. These skills are being taught in the Balsabhas, conducted and presided over by the students. Besides the students, parents, teachers and village elders have also participated in the programme.

**3. Documentation of Best Practice on Shagun Portal**

Samagra Shiksha is providing all infrastructure and human resources to all Government, Welfare Schools and Aided schools in Telangana. Shagun is a platform where best practices in different interventions need to be highlighted by uploading them into Shagun portal. To prepare Shagun repository items i.e., Photographs, Success stories, Testimonials and Videos budgetary provisions are needed. The Best Practices will help in enhancing quality in all aspects. It is proposed to Rs. 33.00 Lakhs, this is a State Level Programme and guidelines are to be sent to prepare Shagun repository items at State, District Mandal and School level for year 2021-22.

**4. Establishment of Model Cluster Schools**

As per the guidelines of MoEGoI New Delhi to strengthen government schools and to gain faith of the parents, it is proposed to strengthen Primary Schools in a district with highest enrollment from class I to V from each Mandal. The main objective of the Cluster Model Schools is to provide good quality education with all infrastructural and Human Resources in English medium. One of the main aims of this intervention is making building as center of attraction for children and as learning aid.

**Selection criteria**

As per the UDISE 2019-20, two Primary Schools for each cluster with highest enrollment, sufficient class rooms and sufficient Human resources will be selected. In the 1st phase 3634 Primary School will be developed as Cluster Model Schools (School of Excellence).

**i.Context specific learning material.**

Activity based learning involves a variety of teaching /learning materials and focuses on student interaction to learn concepts. Context specific learning material enhances the process.

The use of storybooks, manipulatives such as blocks, marbles to help students to solve subtraction and addition problems. Videos, games, flash cards and clay models can be used to teach concepts.

In the current digital age, there are plenty of websites that offer educational videos for children, videos provide real, visual images that can help enliven learning. Interactive software programmes can help learning students at primary level. An innovative way of creating relationship of child with the school space also play a crucial role in learning of the child. The fact that physical space can also be a resource in teaching learning process (TLP) has never been explored seriously. It is about maximizing the learning values of school’s space. A range of learning situations and materials can be actively used as learning resources by innovatively treating school spaces (Classroom, circulation spaces, outdoors, natural environment) and their constituent-built elements (Floors, walls, ceilings doors, windows, furniture, open ground). This resource can complement the teaching process and supplement textbook information. A three – dimensional space can offer a unique setting for a child to learn because it can introduce a multiple sensory experience into the otherwise black and white world of textbooks and blackboards. It can make abstract concepts more real for the child. Dimension, textures, shapes, angles, and movements can be used to communicate some basic concepts of language, science, mathematics and environment, and to make learning truly memorable experience for children.

**Ways to implement in Classrooms**:

* Alphabet Shape Board is one such structured activity board for intellectual stimulation. Alphabet Shapes can be used to draw pictures of objects beginning with the same sound as the alphabet.
* Learning resources for Subjects through built elements: Design ideas can also be used to teach and learn different subjects for Primary Schools.
* By keeping racks in classroom where students have exposure of children literature books.
* Outside of Classroom, walls can be painted as railway compartment or RTC Bus.
* Two class rooms i.e., 1st and 2nd class of the Schools will be painted with print rich environment comprising basic literacy and numeracy. Other classes will be painted with subject wise themes on the walls in and out -side of the class rooms.

**ii . Reading Corners**: All class rooms will be provided with reading corners/classroom libraries with children literature and minimum furniture to store children literature in class. The children literature is graded with color codes with basic learner to fluent reader. One teacher will be trained in maintenance of Reading corner/Libraries. It promotes reading habit/culture among students and improves basic competencies among children.

**iii.** These schools will be equipped with digital class room. Each digital room comprises with TV, setup box, Projector for digital classes transmission. Digital content will be made available to children like rhymes, storytelling, Science and Maths and project activities.

**iv. Foundation literacy and Numeracy**: To improve foundation literacy and Numeracy among little kids for each school Teaching Learning Material (TLM). NCERT Rainbow English learning kit and Early learning maths kits will be provided to make teaching learning process more interesting and meaningful.

**v. Running Green Boards**: To improve reading writing skills of Classes I-III running green boards will be provided in class room with 3 ft height from bottom of class room floor and 3 sides of classroom. Children use this board as slate and paper and they express their creativity on running boards

**v. Happiness curriculum (Harivillu-Joyful learning**): Joyful learning will be implemented in primary sections to bring change in behavior and mindset of children.

**Outcomes:**

* It makes joyous learning possible for children.
* To make the School as attractive center for all the parents so that these schools will gain faith of the parents who are running behind private Schools.
* It makes a variety of learning materials accessible to children outside the classroom, even after school hours.
* More focus will be given to foundation literacy and Numeracy so that children will not face any difficulty in acquiring LOs of particular class.
* It has potential to create conducive self-learning situations for children.
* BALA learning aids are not standard. Teachers can adapt them to suit their specific needs and conditions.
* The learning materials, integrated in the built environment, are more lasting and durable, and cannot be stolen or misplaced.
* Implementation of Happiness Curriculum will change the class room as well as School atmosphere.
* The value of the school building increases manifold at a fractional increase in its actual cost.
* To improve enrollment, retention and provision of quality Education to all children.

**Budget estimation for One School of Excellence (In Lakhs)**

|  |  |  |
| --- | --- | --- |
| **S No** | **Description of Item** | **Budget**  **(in lakhs)** |
| 1 | School walls painting and interior wall writing /Print rich environment and Green boards. | 2.10 |
| 2 | Provision for Reading corners with children literature and furniture | 0.50 |
| 3 | Establishment of Digital /smart classroom-1 TV, 1Projector, cable connection or Dish | 1.40 |
| 5 | Environmental Science lab and Play material | 1.0 |
| **TOTAL** | | **5.00** |

It is proposed to establish Cluster Model Schools and estimated budget for each school is Rs 5.0 Lakhs. Samagra Shiksha Telangana has proposed to modify @2Cluster Model schools for Cluster and total of 3634 schools. The total estimated budget for Cluster Model Schools is Rs.18170.00 Lakhs.

**Budget Proposal 2021-22**

The budget for School of excellence is as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Proposed budget** | | | **Recommended Budget** | | |
| **No of Cluster Model Schools to be developed** | **Unit Cost**  **(In Lakhs)** | **Total**  **Budget**  **(Rs. in Lakhs)** | **No of School of Excellence** | **Unit Cost**  **(In Lakhs)** | **Total budget** |
| 3634 | 5.00 | 18170.00 |  |  |  |

*Source: AWP & B 2021-22*

**5. Implementation of EBSB Activities**

**The broad objectives of the initiative are as follows:**

* **To expose children to the diversity, natural resources and rich culture of India.**
* **To CELEBRATE** the Unity in Diversity of our Nation and to maintain and strengthen the fabric of traditionally existing emotional bonds between the people of our Country;
* **To PROMOTE** the spirit of national integration through a deep and structured engagement between all Indian States and Union Territories through a year-long planned engagement between States;
* **To SHOWCASE** the rich heritage and culture, customs and traditions of either State for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity
* **TO ESTABLISH** long-term engagements and,
* **TO CREATE** an environment which promotes learning between States by sharing best practices and experiences.

**Partnering State – Telangana – Haryana**

**Implement Strategy in Telangana:**

* **Exposure of students to the alphabets, songs, proverb and 100 sentences in the languages of the partnering State:** The schools had provided exposure to students in; the alphabet, songs, proverb and 100 sentences of the languages of the partnering State.
* The consolidatedreport was sent by the Sectoral Officers of all Districts; 141676 Students ,1898 number of schoolsparticipated in this activity and 122 Photos and 34 Videos are uploaded in shared drive.
* **Essay Competition among students in the language of the partnering State:** The schools had organised essay competition in the language of the partnering state in which the students will participate.
* **“Themed Display Board/Wall Magazine” on the partnering States.** (Historical Monuments, Dressing Style, painting, handicrafts, alphabet and basic sentences of the partnering State). The students contribute in making wall magazine and themed display board by putting their ideas/thoughts on the themes mentioned above.

1301 Schools have successfully implemented this activity in their schools and 68925 students are part of this. 25 Photos and 12 Videos are uploaded on respective shared google drive.

* **Pledge taking by the students:** The students had taken a pledge on Swachhta/Single-use plastic/water saving/ National Unity in partnering states language on the day reserved for this activity. The pledge is written by the teacher/s assigned with the duties and responsibility for carrying out the Ek Bharat Shrestha Bharat activities in the school. The pledge on the given themes is written first in their own State’s official language and then in the language of partnering state.
* **Talking Hour, News on the partnering States:** The schools had arranged their morning assembly in a way that it would include talking hour or news time in which the teacher or student had a brief talk on the current events of the partnering states, national icons, social reformers or famous personality hailing from partnering state or any other theme significant to the partnering state.
* **Know Your Partner State- “Questions/Answer session” on partnering States.** The schools had organized questions/answer sessions in a way which would ensure the maximum participation of the students. This session was organized at the end of the month. One teacher during the morning assembly had asked all the students some questions related to the partnering State and the students would answer these questions. Some of the examples are:

1. What is the literal meaning of the name of partnering State?
2. What are the languages spoken in partnering state?
3. What is the capital of the partnering state?
4. What is the population of the partnering state?
5. What are the major rivers which flow in the partnering state?
6. What are the festivals celebrated in partnering state?
7. What are the important places in the state? (National parks, Heritage or historical sites etc.)
8. What is the state animal/bird?

Questions & Answer Session was carried out in 1116 Schools and 61878 Students had been a part of this activity. 21 Photos and 10 Videos are uploaded in google drive shared by MoE.

* **“State-Project Notebook”:** Each student had maintained a State Project Notebook on the partnering state on important facts, basic knowledge, self-introduction, historical place, indigenous games of the states and other important and interesting information about the state. Students had been evaluated on the basis of the Notebook they had prepared. The top three excellent performers of each partnering State will be given the title
* The State – Project Notebook had been maintained by 1073 Schools till February and 64909 students participatedin this.

**Reporting and Monitoring:**

The schools had prepared a monthly report on activities conducted under “Ek Bharat Shrestha Bharat” named as “Ek Bharat Shrestha Bharat school report”. These reports had two photos and one short video of each activity. All schools H.M. sent it to concerned Cluster Resource Person and the consolidated report was sent to the Sectoral officer of all concerned districts and then it was submitted to State Nodal Officer.

States had submitted a consolidated monthly report with filtered photos and videos to the Department of School Education and Literacy by following the process as indicated at Annexure-A.

It is proposed to conduct EBSB activities in all 21,623 Primary and UP Schools@ Rs.2000/- per School and a total budget of Rs. 432.46 Lakhs**.**

**6. Happiness Curriculum (Harivillu-Joyful Learning)**

The Harivillu Program is currently being implementing in 33 districts in the state of Telangana. For the forthcoming year (2021-22) it is proposed to extend this Happiness Curriculum to all Primary Schools and Secondary Schools of 33 districts of the Telangana State. Impact study reveals that there is improved positive behavior among students and teachers. The Class room environment is so enthusiastic, refreshing and provides platform for learning for entire day.

**IMPLEMENTATION PLAN:**

Several virtual state level workshops were organized with core group members for preparation of Curriculum for entire academic year. Based on 7 values curriculum was designed. LEVEL-1&2 modules were developed and scrutinized by SCERT. State level trainings were conducted virtually. District and Mandal level orientation to Teachers on Joyful Learning was conducted through zoom webinars. Several state level webinars/workshops to design curriculum for entire academic year were conducted with help of experts who participated in designing Happiness curriculum in Delhi and Andhra Pradesh.Provision of Level I&II modules was done for better implementation of the programme. Conducting workshops to get the teachers trained on the implementation of Joyful Learning classes was done .2 Day orientation was done to all DRPs/MRPs through Teleconference/Webinar / Commencement of Joyful Learning classes from the beginning of the academic year.

**Need & Importance of Harivillu-**A detailed discussion will be held with teachers about the need and background of the program at different levels. Facts and figures were shared by discussing supreme court verdicts, News Articles, reports by WHO, National Crime Records Bureau, National Commissiononfor Protection of Child Rightsetc., with participants to make them understand the need of the program.

**Below are the key points from different government committee reports:**

* **Kothari Commission,1966**report emphasizes the development of Values for Peace and Harmony.
* **National Policy on Education, 1968** focused on how to ensure Social and Human Values as well as to assimilate new thought creatively and critically by the new generation.
* **National Curriculum Framework, 2005** spoke about inculcating the feeling of oneness, self-awareness and unity among the students. And to develop a sense of self-reliance and dignity of the individual.

After discussing the need and background, the curriculum structure will be shared with the participants. In an attempt to make social and emotional learning and Happiness a part of the daily curriculum in schools Samagra Shiksha, Telangana in collaboration with Blue Orb Foundation developed an intensive curriculum called ‘Harivillu’ Joyful Learning.

Harivillu is an innovative, specialized and interactive philosophy that focuses on imparting values to children in a fun and effective way. The module complements the efforts of parents and teachers to impart value education to children through a creative and specialized methodology making learning impactful, simple, fun and forever.

The Curriculum is a unique combination of **mindfulness, storytelling, activities and expression** etc. There are 7 chapters on mindfulness and values. The core 7 values are- **Love& Compassion, Respect, Gratitude, Unity, Courage, Trust, Truthful**. Each value will be shared in the form of **stories, activities and expression** in four dimensions**- Self, Family, Society and Nature** to get full understanding of that value.

The module encourages children to think both creatively and analytically – enabling them to cope with their emotions, build interpersonal relationships, develop empathy, communicate effectively etc. which in turn will nurture our students to be citizens of good character.

Some virtual content of the curriculum on Mindfulness, Stories, Activities and Expressions will be shared with the participants during the training. Proper detailing will be done as in how to execute it in class room with students. Demo sessions by the facilitator and practice sessions by teachers will be ensured to make full understanding and grip of teachers on the curriculum. Some informational videos related to the content of the curriculum will be shown during the training. As well as some value related interesting games and activities will be carried out in between to make training more interesting and joyful.

Objective of “Harivillu” Joyful Learning (Happiness Curriculum)

* Self-awareness, mindfulness
* Ability to focus more
* Able to handle difficult situations better
* Collaborate and build friendship with classmates
* More open to critical thoughts and reasoning
* More motivated to attend
* Become more empathetic & compassionate
* Heightened ability to retain and recall information
* Able to manage stress & anxiety
* Able to find meaning and purpose in life. Become calmer and at peace

The modules are developed separately for classes 1-2 (Level-I) and 3-5 (Level-II). The Harivillu Level-I and Level-II modules soft copies will be shared to all the teachers. Harivillu modules will be printed and supplied to all Primary and Upper Primary Schools soon after reopening of Schools for Children. If pandemic continues, virtual Harivillucurriculum will be implemented to all children along with digital lessons.

**KPI:**

* Primary Children will feel school isa favorite place, there by daily attendance will increase.
* Children will participate in TLP with more enthusiasm and interest, there by retention rate will increase in the class.
* TLP will be happier and child learns with lot of interest

It is proposed to implement Happiness curriculum (Harivillu-Joyful Learning) in 33 districts in Primary Schools. The budget estimation for each primary level school is Rs. 0.003Lakhs (Rs. 300/-per school) and a total of Rs. 64.87 Lakhs for 21,623 schools for the year 2021-22.

***(Rs. in Lakhs)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Proposed 2021-22** | | | **Recommendation** | | | **Remarks** |
| **No. of Schools** | **Unit Cost** | **Amount proposed** | **No. of Schools** | **Unit Cost** | **Amount proposed** |
| Joyful Learning | 21623 | 0.003 | 64.87 |  |  |  |  |

Source: U-DISE 2019 & AWP & B 2021-22

**7. Twinning of School**

The **objectives** of the **Twinning** Programme are to improve learner outcomes and foster social cohesion in nurturing holistic learner development by creating an environment for cultural exchange through sharing expertise and resources across suburban and township schools.

* Giving exposure to rural students with Urban atmosphere and to urban students- rural atmosphere by twinning schools between Rural and urban and vice versa.
* Cultural exchange between children, Leadership, sharing, caring, respecting others traditions, cultural habits, costumes, customs and food habits are major learning through this activity.

Twinning is one of the focus areas in Performance Grading Index (PGI). It is proposed to send 100 children of Elementary Schools from each mandal to neighboring mandals’ Secondary and Sr. Secondary Schools to know the pattern of schooling facilities, Academic activities like Science Lab, Library, Balasabha, SwachhPatashala, Digital Classes etc. Rs. 119.40 Lakhs, @ Rs. 0.002 per child for 59,700 children in the State is proposed for year 2021-22.

**8) Green Chalk Boards to Class rooms:**

Chalkboard is the most useful and versatile of the visual aids at the disposal of a history teacher. It would not be wrong to say that the chalkboard is irreplaceable and indispensable and is an important teaching aid because it:

* Is a mirror through which students visualize the teacher’s mind e.g. the way of explaining, illustrating and teaching as a whole, Thus, it stands as a visual testimony of the teacher’s work and expressions.
* Enables the teacher to make illustrations, modifications and corrections on the spot.
* Draws the learner’s attention to the main features of a lesson e.g. drawings and writings thus maintaining and sustaining the learner’s interest as they see things being written.
* Enables the teacher to record the lesson step by step so that the learners can see the subject take shape and make a permanent record of it in their books,
* Also enables the teacher to review the whole lesson step by step for the benefit of the class.
* Enables the teacher to record what is oral to visible work thus reinforcing oral explanation.

| **Sl. No** | **Components**  **(35% of Classrooms proposed)** | **Fresh Budget for 2021-22 (Rs. In Lakhs)** | | |
| --- | --- | --- | --- | --- |
| **Physical** | **Unit cost** | **Financial** |
| 1 | Elementary Level - Green Chalk Board | 24922 | 0.10 | 2492.2 |

**9. Bala (Building as Learning Aid) painting of Classrooms &Schools with print rich literature:**

Providing paintingto schools with **Bala** (Building as Learning Aid) is an innovative concept towards qualitative improvement in education, through developing child-friendly, learning and fun based physical environment building in school infrastructure.

This concept was originally developed by Vinyas, Centre for Architectural Research & Design with support from UNICEF. It is now being implemented in this state in all districts to all schools under school education phased under Samagra Shiksha. In this program it is decided to train large team civil engineers at district and block level, several teachers and Head Masters of schools have been trained to plan, implement and effectively use the BaLA concept in schools. While government may have limited resources, the demand for making or converting schools to Model schools with BaLA is growing by day.

BaLA is a way to holistically plan and use the school infrastructure. It incorporates the ideas of activity-based learning, child friendliness and inclusive education for children with special needs (CWSN). At the core, it assumes that the architecture of school can be a resource for the teaching-learning processes.

There are two levels of this intervention:

1. Develop the SPACES to create varied teaching-learning situations.
2. Develop the BUILT ELEMENTS in these spaces as teaching-learning aids.

**The Spaces that can be used:**

Classrooms, Corridors, Staircases and Steps & Outdoor spaces.

**The Built Elements can be**

Floor, Internal & External Walls, Door, Window, Ceiling, Platform & Furniture.

BaLA is about innovatively treating the space and the built elements to make the existing school architecture more resourceful with higher educational value in a child friendly manner.

It,

* Let’s **school be conceived in a holistic way.**
* Makes the school a c**hild friendly place.**
* Can be introduced in e**xisting and new school.**
* Makes**school an exciting place**, allowing learning with fun.
* Allows learning materials **accessible to children**, at all times.
* **Creates conducive self-learning situations**for children. Can help creating **inclusive learning spaces** and provisions spaces for **Children with Special Needs (CWSN) - i- BaLA is being developed for this purpose.**
* Does not allow the TLM to be stolen or misplaced and hence it can remain orderly.
* Allows **Teachers to adapt them** to suit their specific needs.
* Is **more lasting and durable.**
* Can be **combined with building repairs** and**up-gradation.**

Creating class room where students feel happy and comfortable helps to lower feelings of stress and increases positive attitudes about learning. When we make the class room comfortable and appealing to the students, it can help cultivate a caring environment. Most students stay in one class rooms, so ensuring good design will positively impact their academic and social performance.

| **Sl. No** | **Components** | **Fresh Budget for 2021-22**  **(Rs. In Lakhs)** | | |
| --- | --- | --- | --- | --- |
| **Physical** | **Unit cost** | **Financial** |
| 1 | BALA | 10928 | 0.95 | 10381.60 |

**Proposal and Recommendation for Project Innovation (Elementary) 2021-22**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
|  | Fund for Safety and Security at School Level | 21623 | 0.005 | 108.115 | 21623 | 0.02 | 432.46 | Recommended fund for safety and security of children. all protocols to be followed especially in the time of COVID-19. |
|  | Holestic Report Card for Students (Elementary) | 1153073 | 0.00005 | 57.65365 | 650014 | 0.00005 | 32.5007 | Recommended for holistic report card for all students of class 1,2 and 3. NEP guidelines need to be followed. |
|  | Orientation Programme for Teachers on Safety and Security | 56462 | 0.01 | 564.62 | 56462 | 0.005 | 282.31 | Recommended for all teachers 56462 sensitization and orientation of teachers on school safety in view of COVID situation. Guidelines for the same will be shared by MHRD which need to be strictly followed. |
|  | Shaala Siddhi | 21623 | 0.006 | 129.738 | 21623 | 0.006 | 129.738 | Recommended for 21623 schools for conducting evaluation. State to ensure all schools take up school self evaluation |
|  | Youth & Eco Club | 3292 | 0.15 | 493.8 | 0 | 0 | 0 | Due to the prevailing pandemic condition this activity is not recommended. |
|  | Youth & Eco Club (stand alone primary only schools) | 18331 | 0.05 | 916.55 | 0 | 0 | 0 | Not considered. |
|  | **Total** | | | **2270.48** |  |  | **877.01** |  |

**Proposal and Recommendation for Project Innovation (Elementary) 2021-22**

| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | Teacher Appraisal Format (PINDICS) | 33 | 1 | 33 | 33 | 0.50 | 16.50 | State has successfully designed the application for Teacher Self - assessment and it’s accessible by mobile device, desktop and laptop recommended for coducting PINDICS> Reports to be analysed to identify teacher needs for training purposes. |
| 2 | Bal Sabha | 21623 | 0.02 | 432.46 | 0 | 0 | 0 | Due to the pandemic condition, it is not considered. |
| 3 | Twining of School | 59700 | 0.0020 | 119.40 | 0 | 0 | 0 | Not considered due to pandemic this activity may not be possibleas it involves physical movements, interactions etc.The progress has been nill against previous approval |
| 4 | Documentation of Best Practice on Shagun Portal | 33 | 1 | 33 | 1 | 25 | 25 | Recommended for uoloading good practices in the form of videos, case studies, human stories etc. State is requested to update the portal on regular basis. |
| 5 | Building As Learning Aids (BALA) | 10928 | 0.95 | 10381.60 | 5464 | 0.12 | 655.68 | The state has proposed Building as Teaching Aid for beautification of school building and using it as Teaching Aid. Recommended for 3300 schools 5464 schools (50%of proposed) |
| 6 | Joyful Learning | 21623 | 0.0030 | 64.8690 | 21633 | 0.0030 | 64.8990 | PAB Approved Happiness Curriculum for 33 districts in Telangana for 2020-21 in Primary Schools.State conducted several series of workshop and developed Happiness Curriculum with help of Blue Orb New Delhi and SCERT Telangana. Virtual Trainings on Happiness Curriculum Tmodules were developed separately for classes 1-2 (Level-I) and 3-5 (Level-II). The Harivillu Level-I and Level-II modules soft copies shared to all the teachers. Recommended for primary classes 1-5@Rs 300/school |
| 7 | EBSB - Activities (Elemenary) | 21623 | 0.02 | 432.46 | 21623 | 0.01 | 216.23 | Recommended EBBB activities with the paired state all activities to be conducted in virtual mode and details to be shared with MoE |
| 8 | Establishment of Model Cluster School | 3634 | 5 | 18170 | 3634 | 3 | 10902 | State proposes to strengthen two Primary Schools for each cluster with highest enrollment, sufficient class rooms and sufficient Human resources will be selected. In the 1st phase 3634 Primary School will be developed as Cluster Model Schools (School of Excellence). Considered for 3634Context specific learning material. schools to provide |
| 9 | Green Chalk Board | 24922 | 0.10 | 2492.20 | 5000 | 0.08 | 400.00 | Recommended Green chalk board for 5000 classrooms which would be dust free and environment friendly. |

1. **SECONDARY EDUCATION**

**Learning Enhancement Programme Class IX-XII**

**Learning Enhancement Programme**

**1. Progress in 2020-2021**

The PAB has approved budget for slow learners of Classes IX children in the year 2020-21. A remedial activity is one meant to improve a learning skill or rectify problem areas. The purpose of remedial teaching involves individualized teaching of children who are experiencing difficulties in specific subject areas. Remedial instruction might be taught individually or in groups and targets academic weaknesses that potentially hinder learning. The benefits of remedial teaching activities can include forming the foundation for learning a subject in greater detail. In Covid pandemic situation online/Digital classes were conducted for IX& X Classes. SCERT prepared worksheets for all subjects

**Financial Achievements under Remedial Teaching**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Parti-**  **Culars** | **Budget Approved** | | **Progress** | | **Balance** | |
| **Physical** | **Financial** | **Physical** | **Financial** | **Physical** | **Financial** |
| Classes IX | 60202 | 301.01 | 60202 | 13.52993 | 100.00 | 4.49 |

***Source: PMS 2020-21 & AWP & B 2021-22***

1. ***List of materials being used:***

Chapter wise worksheets prepared by SCEERT and made available to all Schools in the state including private Schools. These work sheets were printed and supplied to all Govt. and Govt. aided Schools.

1. ***Details of activities conducted***

The following activities were conducted for remedial teaching

* One-day training was conducted through teleconference mode to prepare to find out availability of digital devices to children.
* Teachers prepared worksheets for Languages and Mathematics, Science and Social studies.
* Transmitted digital lessons through T-SAT and DD Saptagiri from 9 am to 5 pm as per time table.
* Teachers reached out all children who don’t have access to any kind of digital device and made alternative arrangement to reach digital content.
* Assessment of children will be conducted through whatsapp and get feedback from children.

**Progress 2020-21 *(Rs. in Lakhs)***

| **S. No.** | **Activity** | **Target (2019-20)** | | **Achievements**  **as on 31 March, 2020** | | **% of Achievement** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Financial** | **Physical** | **Financial** | **Physical** | **Financial** |
|  | Remedial Teaching |  |  |  |  |  |  |
|  | Classes IX to XII | 60202 | 301.01 | 60202 | 13.530 | 100.00 | 4.49 |
| **Total** | | **60202** | **301.01** | **60202** | **13.530** | **100.00** | **4.49** |

***Source: PMS 2020-21***

**2. Proposal -2021 - 22**

**Write-up – LEP (Secondary) Activity-wise**

On the request of Samagra Shiksha, the Secondary Level Schools have identified slow learners for remedial education during 2020-21. The subject-wise slow performers is as follows. The SCERT conducted school level assessment tests to find out children who are lacking class wise LOs of class 8 & 9. Presently they are studying 9& 10 classes.

**No. of children identified and budget proposed under remedial:**

| **Class** | **Onroll** | **25%of children** | **@Rs 500/-per child proposed**  **(Rs. in Lakhs)** |
| --- | --- | --- | --- |
| Class9 | 289676 | 72422 | 362.110 |
| Class10 | 269721 | 67434 | 337.170 |
| Class11 | 50117 | 12506 | 62.53 |
| Class 12 | 40211 | 10056 | 50.28 |
| **Total** | **649725** | **162418** | **812.09** |

**Advantages**

1. Children receive additional support in addition to regular lessons.
2. Remedial teaching helps children in identifying difficult learning areas and bridge the gaps in their learning by providing supplementary information throughout the course of study.
3. Single level classes are arranged to better cater for the diverse needs of children.
4. In the remedial teaching small group interactions with teachers and peer groups will help children to boost up their confidence and learning will be more effective.

**Instructions to the teachers**

1. Emphasis should be placed on remediation, aiming at helping children to build a good foundation for subject learning and self-learning.
2. The teacher should teach the core curriculum where mastery is essential and design appropriate supplementary materials to consolidate the children’s basic knowledge on the subject. These supplementary tasks should be completed during the remedial session.
3. Teachers can give further illustrations on the key learning areas to help children consolidate the acquired knowledge and develop better concepts on what they have learned during the ordinary classes so as to enhance the effectiveness of learning. Teachers can also provide guidance on the completion of assignments, tests, etc. as appropriate.
4. Only children of the same level should receive remedial teaching in the same lesson.
5. The number of periods conducted outside school hours need not be the same as ordinary classes. Teachers may consider allocating 5 to 6 periods for language subjects and 3 to 5 periods for Non – Language subjects
6. The duration for each remedial period should be the same as ordinary classes.

Due to Covid – 19 Schools were closed from March, 22, 2020. Students were away from schools for longer periods due to which pre-test , post-test for students to assess their learning levels could not be conducted . As per NAS 2017 and Summative Assessment – I results, it is noticed that there is a need to implement remedial teaching to all the students to improve their learning ability, academic standards. Hence it is proposed to conduct remedial teaching during the year 2021-22 under learning enhancement programme at elementary level for 25% of the actual enrollment.

**Proposal and Recommendation2021-22**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| **Unit Cost** | **Physical** | **Financial** | **Unit Cost** | **Physical** | **Financial** |
| Remedial Teaching | 162418 | 0.005 | 812.09 | 162418 | 0.005 | 812.09 | Recommended for class 162418 students @ Rs. 500 for each student. State to ensure that this activity is taken up to improve learning outcomes. Report of pre- and post-assessment should be submitted. |
| **Total** | |  | **812.09** |  |  | **812.09** |  |

**Composite School Grant (up to Highest Class X or XII)**

**Proposal and Recommendation 2021-22**

| **S. No.** | **Name of Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
|  | **Activities** |  |  |  |  |  |  |  |
| 1 | School Grant - (Enrol > 30 and <=100 ) | 1501 | 0.25 | 375.25 | 1501 | 0.25 | 375.25 | Recommended for 1501 schools excluding zero enrollment schools @ Rs. 25000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
| 2 | School Grant - (Enrol > 100 and <= 250 ) | 2742 | 0.5 | 1371 | 2742 | 0.5 | 1371 | Recommended for 2742 schools excluding zero enrollment schools @ Rs. 50000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
| 3 | School Grant - (Enrol > 250 and <= 1000 ) | 2427 | 0.75 | 1820.25 | 2427 | 0.75 | 1820.25 | Recommended for 2427 schools excluding zero enrollment schools @ Rs. 75000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
| 4 | School Grant - (Enrol > 1000) | 35 | 1 | 35 | 35 | 1 | 35 | Recommended for 35 schools excluding zero enrollment schools @ Rs. 1.0 lakh per school. 10% of the amount is to be utilized for Swachhta Programs. |
| 5 | School Grant (Enrol >= 1 and <= 30) | 121 | 0.1 | 12.1 | 121 | 0.1 | 12.1 | Recommended for 121 schools excluding zero enrollment schools @ Rs. 10000 per school. 10% of the amount is to be utilized for Swachhta Programs. |
| **Total** | |  |  | **3613.6** |  |  | **3613.6** |  |

**Library Grant for Promoting Reading in Schools**

**Progress of Library Grant: 2020-21**

One day workshop conducted to shortlist the Library Books by the Subject experts, Children literature writers. We invited NBT(National Book Trust), CIIL (Center for Institute Indian for Languages) Mysore and Publication Division to display children literature. The committee members shortlisted children literature level wise ie Primary, Upper Primary and Secondary level.

* ***Whether the State has procured the library books as per the guideline? Give details:***

***No***

* ***Logos have been printed on the books?***

Not applicable

**Library Books:**

1. In which Month Library books were received by School?

NA

1. How many books are received so far this year under Library Grant?

Total Number of Books **: Under Process (Final stage of selection of books)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No of NCERT books** | **No of NBT books** | **No of CIIL books** | **No. of M/o I&B books** | **No. of books from other Govt. Publishers** |
| - | - | - | - | - |

1. Does school include books for children with special needs (Braille books etc)?

Yes

1. Whether the school has a qualified Librarian?

No,

If Not, then Who manages the Library?

Language teacher will look after and manage library in the School.

**Library Activities: -**

a) What kind of library activity has been conducted in school?

b) How many periods are allocated per week for library activities in the school for each class? No of periods -2 periods for week.

c) Does the Library remain open during break or after school hours? (Yes/No)

During the break

**Library Infrastructure:**

a) Are there shelves, almirah and other infrastructure available in the school?

Yes

1. Is the library accessible to children (especially for children with special needs)?

Yes

1. Is the library in a usable condition with lighting, furniture?

Yes

1. Whether Library has functional computer? If yes, then whether it has internet connectivity?

No

1. Whether School uses any Computerized Software for Library Management?

No

**Library Management Committee and Student Library Council: -**

1. Is the Library Management committee functional?

Yes

1. Is the Children’ Library Council (SLC) functional?

Yes

**Reading Corner: -**

1. Whether school has reading corner in the classrooms?

Yes, Reading corners available in 5 districts.

1. Whether the reading corners are developed on the norms suggested in the guidelines?

No

**Details of activities conducted to promote reading**

Due Covid-19 activities not taken up

**Proposal and Recommendation 2021-22**

| **S. No.** | **Name of Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | Secondary Schools (Upto Class X) | 5695 | 0.15 | 854.25 | 5695 | 0.15 | 854.25 | Recommended for 5695 schools. State may ensure timely procurement & supply of books to the respective schools as per the guideline issued by MoE. The schools must conduct the activities for promotion of reading mentioned in the guideline. |
| 2 | Senior Secondary School (Upto Class XII) | 1131 | 0.2 | 226.2 | 1131 | 0.2 | 226.2 | Recommended for 1131 schools. State may ensure timely procurement & supply of books to the respective schools as per the guideline issued by MoE. The schools must conduct the activities for promotion of reading mentioned in the guideline. |
| **Total** | | | | **1080.45** |  |  | **1080.45** |  |

**Rashtriya Aaviskaar Abhiyan (RAA)**

**Progress 2020-21**

**1) Science Exhibition / Book Fair and**

**2) Quiz Competition**

The National Council of Educational Research and Training (NCERT), New Delhi organizes Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (JNNSMEE) for children every year for popularizing science, Mathematics and environmental Education amongst children, teachers and public in general. Like in the past several years such exhibitions were organized at district and state level. Due to pandemic these competitions have been conducted in virtual mode in 33 districts.

District Level Science, Mathematics and Environment Exhibition 2021 were conducted in virtual mode in all 33 districts of Telangana in March, 2021. One top exhibit from each sub theme i.e., 5 exhibits from five sub themes, were sent by each district for SLSMEE. They also sent one best student’s name after conducting District Level Science Seminar for participation in state level students’ science seminar. State level science seminar was conducted in virtual mode on 06-04-2021 in which one top student from each district participated. SLSMEE was also conducted in virtual mode on 9-4-2021 in 5 sub themes. Jury consisting of two members was constituted for each sub theme. Selected exhibits from each subtheme will be sent to NCERT, New Delhi.

**The objectives of the exhibition are :**

* To provide a forum for children to pursue their natural curiosity, creativity, innovation and inventiveness;
* To lay emphasis on the development of science and mathematics as a major instrument for achieving goals of self–reliance, socio–economic and socio–ecological development of the nation and the world.
* To appreciate the role of science and mathematics in meeting the challenges of life such as climate change, opening new avenues in the areas of agriculture, fertilizer, food processing, biotechnology, green energy, disaster management, ICT, astronomy, transport, games and sports etc.
* To create awareness about environmental issues and concerns and inspire children to devise innovative ideas towards their prevention and mitigation.

Other activities will also be conducted during the state level exhibition which include, ***Science based cultural programmes, Quiz competition, Meet the Scientists – Interaction with Scientists,*** in virtual mode.

As a part of this Endeavour a one day seminar was organized during the State level Science Mathematics and Environment Exhibitions (SLSMEE) in online mode.

**3) Participation in Children's Science Congress & Science & Math Competition /Olympiads**

Due to Covid-19 pandemic, Children Science Congress Maths Olympiad will be held online.

**4. Exposure visit outside State**

PAB 2020-21 approved 90 teachers’ exposure visit outside state. Due to Pandemic activity could not conducted. Meanwhile a team of Administrators, Academicians & Engineers lead by ASPD Samagra Shiksha went to Andhra Pradesh to study best practices, Schooling infrastructure development in Schools and other administrative aspects of “Nadu Nedu” in Andhra Pradesh.

**5. Excursion Trip for Children within State**

The programme was not conducted due Covid-19 pandemic

**6. School Mentoring by Higher Education Institutes**

Schools and mentoring institutions were closed due to the pandemic .Hence activity not taken up.

**7) Science Kit &Maths Kit**

Samagra Shiksha has proposed and it was approved to procure 1000 Secondary Maths Kits (SMLK) and 1000 Secondary Science Kits with Microscope (SSK-WM) for 2020-21. Accordingly orders were placed to procure above kits through NCERT, New Delhi . SCERT conducted training to Science and Maths teachers on usage of kits. The process has been initiated and letter was addressed to Prof & Head Department of Educational Kits (DEK), NCERT for payment mode and about quality assurance of kits, in his reply he stated that “empanelment is not finalized it will take mid may for finalization of empanelment of firms. Hence process of procurement is not yet finished for 2020-21.

**Proposed Activities under RAA at Secondary level - 2021-22**

**1) Science Exhibition / Book Fair**

Based on conditions prevail in Schools, it is proposed to conduct District level Science Exhibitions in each District virtually or physically. The children will exhibit their science and maths Exhibits at District level. The winners from District competition will be nominated for State level Science Exhibition. To conduct District level and state level Science Exhibition in Districts and State level (Virtual or Physical) .The budget to incur expenditure towards Certificates, Prizes , Logistic arrangements at District & State level, Jury members honorarium and purchase of online flat forms.

In 2020-21 Science fairs were conducted through virtual mode and 5636 students participated from 33 districts

**The objectives of the exhibition are:**

* To provide a forum for children to pursue their natural curiosity, creativity, innovation and inventiveness;
* To lay emphasis on the development of science and mathematics as a major instrument for achieving goals of self–reliance, socio–economic and socio–ecological development of the nation and the world.
* To appreciate the role of science and mathematics in meeting the challenges of life such as climate change, opening new avenues in the areas of agriculture, fertilizer, food processing, biotechnology, green energy, disaster management, ICT, astronomy, transport, games and sports etc.
* To create awareness about environmental issues and concerns and inspire children to devise innovative ideas towards their prevention and mitigation.

It is proposed that Rs.16.50 lakhs under this activity, @ Rs.0.50 lakhs to each district for 33 districts will be conduct Science Exhibitions / Book Fairs at district level.

**2) Quiz Competition**

**Objective:**

* ***To inculcate mathematics and computational thinking through a variety of innovative methods including regular use of puzzles and games that make mathematical thinking more enjoyable and engaging.***

Quiz competitions will help the children widen their knowledge in all subject fields. It is proposed to conduct Quiz competition at district level during science exhibitions in the month of September / October. Due topandemic, it is proposed to conduct online quiz competitions along with State level Science fairs. It is proposed that Rs.4.95 lakhs @ Rs.0.003 lakhs per student for 50 selected students from each district for the year 2021-22.

**3)Study Trip for Students to Higher Institutions (Within States)**

**Objective:**

* ***To reinforce experiential and contextual learning and to enhance classroom learning by making real world connections***.

Field trips and Educational tours are part of co curriculum; all round development of a child.It is mandatory to provide opportunity to children in co-curricular subjects. It is proposed to send children of class IX for an excursion/Education tour within the state to visit Science institutions like CCMB, ICRISAT, NIN ICMR and Medical Institutions etc. It is proposed to send total of 1000 students @30 children from each District. The proposed budget is Rs. 20.00 Lakhs i.e., @Rs. 2,000/- each student for 2021-22.

**4) Exposure visit outside State**

**Objective:**

* ***To reinforce experiential and contextual learning and to enhance classroom learning by making real world connections and to expose them to different life styles places and areas.***

It is proposed to send Secondary Level Teachers outside of the State to know the schooling, best practices followed in that State and Traditional costumes of that area. A team of 99 Teachers @3 teachers from each district will be sent to neighboring state to observe all school systems, innovations, good practice and good governance in education field. **It is proposed to allocate Rs. 1.98 lakhs to take up this activity for 2021-22.**

**5, 6) Math’s and Science kits**

**Objective:**

* ***To inculcate mathematics and computational thinking through a variety of innovative methods including regular use of puzzles and games that make mathematical thinking more enjoyable and engaging***.

Samagra Shiksha, Telangana provided NCERT Maths and Science kits to High Schools in the State. It is proposed to procure Secondary Maths Lab kit (SMLK) and Secondary Science Kits with Microscope (SSK) to remaining Schools for academic year 2021-22. It is proposed to procure 1000 SMLK Kits and 1000 SSK-with microscope Kits. Due to pandemic Covid-19 kits not procured for 2020-21. Already 2/3 Schools NCERT Kits were supplied, only 1/3 Schools need to be supplied with kits in this year 2021-22.

**The proposed budget to procure NCERT SMLK and SSK is 19.07 Lakhs & Rs. 109.47 Lakhs respectively.**

**7) Tinkering Lab (@3 schools per district)**

Class room or Lab activities are very important in Teaching Learning Process (TLP) of Sciences. Most of the time science lessons are being taught through Lecture or Lecture cum demonstration method due to lack of lab facilities in High Schools and Hr. Secondary Schools. Hand on experience in class room improves critical thinking of the students and this leads to hypothesis and experimentation. It is proposed to establish tinkering labs to 3 Secondary Schools in a district with highest strength, where ATAL tinkering and other lab facilities are not available. The estimated budget to establish

Tinkering lab is as follows:

| **S. No** | **Name of the Item/Work** | **No of units** | **Cost of the Unit**  **(In Rs )** | **Amount**  **(In Rs)** |
| --- | --- | --- | --- | --- |
| 1 | Room painting, Flooring, Fans, Tubes, Sound System | 1 | 1,20,000 | 1,20,000 |
| 2 | Projector, Laptop/Desktop | 1 | 80,000 | 80,000 |
| 3 | Glass ware, Chemicals | 1 | 50,000 | 50,000 |
| 4 | Physics Lab equipment (Class 6-10) | 1 | 80,000 | 80,000 |
| 5 | Microscopes, Bio specimens, charts, 3D models, Reagents etc | 1 | 70,000 | 70,000 |
| 6 | Furniture, working tables Washing sinks etc | 1 | 1,00,000 | 1,00,000 |
| **Total** | |  | **5,00,000** | **5,00,000** |

It is proposed 495.00 Lakhs budget @5.0 Lakhs per Secondary School for 2021-22.

**8) Formation of Science / Maths Clubs (District Level)**

Cluster Resource centers play vital role in enriching teacher’s professionalism. In Telangana certain administrative power delegated to Complex HM like monitoring and sanction of Leave and Annual Grade Increment to teachers working in the CRC. To strengthen academics at cluster level. It is proposed to establish District level Maths clubs and Science clubs to take all Science and Maths activities like Science Mela, Maths mela, preparation test items, preparation of lesson plans, Preparing children for Science Congress, Science fairs, Quiz programs of different kinds of teacher trainings at district level.

It is proposed to form District level science and mathematics clubs in each district and take up different kind of activities @ Rs 4000/ - per district.

**It is proposed 1.32 Lakhs to form District level science and maths clubs in 33 districts @ 0.04 lakhs per district for 2021-22.**

**9) Participation in Children's Science Congress**

Primary objective of the programme is providing a platform to the budding scientists to show case their interest and talent in research work to solve locally experienced problems through science projects. The Mathematics Olympiad activity was undertaken by NBHM from 1986 and is currently run in collaboration with the HomiBhabha Centre for Science Education, Mumbai. One main purpose of this activity is to support mathematical talent among high school children in the country. NBHM has taken on the responsibility for selecting and training the Indian team for participation in the International Mathematical Olympiad every year. To encourage the children studying in Government Schools in Olympiad, this program is taken up for the year 2021-22.

In this regard, it is proposed to train the children who are studying in Government Schools for participation of Math’s Olympiad and Science Olympiad for the year 2021-22. The following activities are given below

* Identify 40 children from each district and a total of 1320 children at Secondary level through a screening test
* 1-day training to the Math teachers on preparing children for Olympiad through T-SAT.
* 5-day State Level Residential Orientation-cum-workshop to identified children on preparation for the Olympiad
* Examination fee will be paid to the identified children
* **Science Exhibition /Science Quiz**

It is proposed to conduct District level Science Exhibitions in each District, where children will exhibit their science and math Exhibits at District level through virtual or physical based on Covid-19 situation. The winners from District competition will be nominated for State level Science Exhibition.

**It is proposed Rs. 0.01 Lakhs per student to participate in Children Science Congress for 33 districts, total budget is Rs. 13.20 Lakhs.**

**10) Science & Math Competition /Olympiads**

***The major objective of this programme is to identify and nurture future scientists’ technologists and IT talent at school level***

Science Congress focuses on projects rather than models. It includes identification problem, hypothetical solutions, experimentation / field investigation, collection of data, Analysis of data, synthesis and conclusion. The Science congress projects involves group activities co-operation from each other, small research findings and generalization. Most of the Government schools have not participated in the Science Congress. They are focusing on only “Inspire” and “Science Fairs”. There is a dire need to give awareness to all Science Teachers and Maths Teachers to take up Science Projects for their children. To take up the project and make a study on identified project they need financial support from school;for collection of data, analysis of data, to do small experiments; make report on project, presentation of the project at district and state level. Due to Covid -19 Pandemic activates will be taken up in virtual mode.

**It is proposed Rs. 0.02 Lakhs per student@25 students from each district and a total of 825 students to participate Science & Math Competition /Olympiads for 33 districts, total budget is Rs. 16.50 Lakhs.**

**11) School Mentoring by Higher Education Institutes**

***Identify local institutes and organizations that can help in nurturance of talent at school level and establish linkage with the higher learning institutes for nurturing school level talent.***

The NIT, Warangal is the identified Mentoring Institute (MI) under RAA in the State. The MI will chalk out a programme for the teachers of these schools in a phased manner with 3 activities namely, Sensitization Workshops, Intensive Trainings for 5-days for the teachers in the selected schools and mentoring the schools. The DEOs of 33 Districts concerned will depute @6 Teachers per district and a total of 198 teachers for the sensitization workshops in 2 to 3 spells @ 66 teachers per spell, from the two Subject Areas namely, Mathematics and Science. The mentoring programme will start in the month of August, 2021. Identified Maths and Science teachers will be sent to the NIT, Warangal (Mentoring Institute) for the conduction of the said programme. The programme will be taken up inresidential mode where teachers need to stay 5-days at NIT, Warangal/ Training will be virtual mode depending upon pandemic situation in the state. The proposed budget details are given below. ***Mentoring of the exceptionally talented can be continued thereafter with the help of specific mentors assigned for each child****.*

**12) Vedic Math’s (new)**

The Vedic math’s is called so because of its origin from Vedas. To be more specific, ithas originated from “Atharva Veda”. Atharva Veda deals with the branches like engineering, mathematics, sculpture, medicine and all other sciences with which we are today aware of.

The Sanskrit word Veda is derived from the root vid, meaning to ‘know without limit’. The word Veda covers all Veda sakhas known to humanity. Vedic mathematics which simplifies arithmetic and algebraic operations, has increasingly found acceptance the world over. Experts suggest that it could be a handy tool for those who need to solve mathematical problems faster by the day.

It is an ancient technique, which simplifies multiplication, divisibility, complex numbers, squaring, cubing, square roots and cube roots. Even recurring decimals and auxiliary fractions can be handled by Vedic Mathematics.

Accordingly, it is proposed to cover 9,215 teachers teaching Mathematics at Secondary and U P Level during this academic year. The teachers will be provided training by the expert Mathematicians in Vedic Mathematics for a period of 2 days at State and District Levels. Module on Vedic mathematics designed and will be supplied to each Secondary School. **Under this activity, Rs. 0.50 Lakhs in each district is proposed and a total amount of Rs: 16.50 Lakhs to cover all the Mathematics teachers.**

**Proposal and Recommendation2021-22**

| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | Science Exhibition / Book Fair | 33 | 0.5 | 16.5 | 33 | 0.4 | 13.2 | Recommended organizing Science Exhibition in virtal mode at district and State level in collaboration with NCERT. The budget includes prizes, certificates for participants, honaraium for judges, online flat forms. |
| 2 | Quiz Competition | 1650 | 0.003 | 4.95 | 1650 | 0.003 | 4.95 | Recommended for conducting Quiz competition at district level during science exhibitions in the month of September / October. It will be through mobile/desk top |
| 3 | Study Trip for Students to Higher Institutions (Within States) | 1000 | 0.02 | 20 | 0 | 0 | 0 | Due to COVID-19 Pandemic Physical movements not considered. |
| 4 | Exposure visits outside State | 99 | 0.02 | 1.98 | 0 | 0 | 0 | Due to the prevailing pandemic condition this activity is not recommended |
| 5 | Maths Kit | 1000 | 0.01907 | 19.06866 | 1000 | 0.01907 | 19.07 | Recommended Maths kit@ NCERT rate for 2532 schools. It is to be ensured that kits are procured and distributed in time. These kits are for remaining 1/3 Schools in the state not covered. |
| 6 | Science Kit | 1000 | 0.10947 | 109.47033 | 1000 | 0.10947 | 109.47 | Recommended Science kit@ NCERT rate for 1000 schools. It is to be ensured that kits are procured and distributed in time. These kits are for remaining 1/3 Schools in the state not covered |
| 7 | Tinkering Lab | 99 | 5 | 495 | 0 | 0 | 0 | State should focus on strengthening existing labs. |
| 8 | Formation of Science / Maths Clubs | 33 | 0.04 | 1.32 | 0 | 0 | 0 | Not considered this year. |
| 9 | Participation in Children's Science Congress | 1320 | 0.01 | 13.2 | 0 | 0 | 0 | Not considered due to the pandemic condition. |
| 10 | Participation in Science and Maths Olympiads | 825 | 0.02 | 16.5 | 825 | 0.02 | 16.5 | Considered for Participation in Science and Maths Olympiads in virtual mode for 825 students @25 students from each district s in Maths @Rs. 2000/student. |
| 11 | School Mentoring by Higher Education Instititutes | 198 | 0.02 | 3.96 | 198 | 0.02 | 3.96 | NIIT Warrangal the MI will chalk out a programme for the teachers in a phased manner with 3 activities namely, Sensitization Workshops, Intensive Trainings for 5-days for the teachers in the selected schools and mentoring the schools. Total of 198 schools are considered for the sensitization workshops in 3 spells @ 66 schools. per spell, from the two Subject Areas namely, Mathematics and Science. Recommended School Mentoring by Higher Education Institutes as proposed. Calendars of activities need to be finalized with affiliating HEIS and activities carried out accordingly. |
| 12 | Vedic Math for 9th & 10th Class students | 33 | 0.5 | 16.5 |  |  |  |  |

**Project Innovation**

**Progress 2020-21**

**a) Funds for Safety and Security**

Safety in Schools – Safety and security in schools is a complicated issue. It just not only affects the children, but it has an equal effect on the teachers, parents, and the administrations in various ways. While it is everyone’s responsibility, schools too should remind respective stakeholders from time to time to ensure safety in schools. Children these days spend most of their time in the school, and this makes it important for all the stakeholders to ensure that every student is safe and secure inside the school campus and when commuting from and to the school every day.

The PAB has approved an amount of Rs. 500/- per school for display of Safe and Security guidelines on the premises of schools in a prominent place. Accordingly, the following activities conducted during 2020-21.

* Instructions issued to field functionaries to identify dilapidated buildings and dismantle them with the support of SMC.
* School safety guidelines displayed at prominent place in the school.
* School functioning on Main Roads; speed breakers will be laid either side of the school with the help Gram Panchayat / R&B.
* Constitution of monitoring teams at Mandal level to visit all schools thrice in a year.
* H.M / Teacher has to address the student about individual safety of the children each day one point.
* A module on safety and security guidelines prepared, printed and supplied to all the schools.
* Display of safety guidelines and redressal mechanism in every school
* Convergence with the police department, health department, department of women and child welfare and transport department etc. to take appropriate measures for children safety and security.
* Orientation to all teachers at state, district and complex level.
* School safety pledge with child help line, police and other emergency numbers along with official contact numbers has been displayed at a prominent place in all the 6826 secondary schools in the state.

**b) Orientation program for Teachers on Safety and Security**

In order to encourage teachers to function as the first level counselors at school level, a one-day training program has been conducted to all 61523 secondary teachers in the State on School Safety and Security. The orientation was conducted at State level in collaboration with SCERT and in all the DIETs and district headquarters. DIET faculty and officials from police department participated in orientation program. Exclusive sessions on children safety and security were conducted by police officials during the training program. A module has been developed and printed by SCERT with the support of police department and supplied to all the schools in the state. School safety pledge with child help line, police and other emergency numbers along with official contact numbers have also been displayed on a prominent place of all the 6823 secondary school premises. A school level programhas also been designed and conducted in schools where students have participated in competitions like debate, elocution, essay writing and painting etc. on student’s safety and security.

**c) Shaala Siddhi**

Shaala Siddhi has been implemented since 2018-19 in all Schools. In Telangana self-evaluation has been completed in 90% of Schools for 2019-20. During Academic Year 2020-21 instructions were given to all Schools to conduct self-evaluation and upload data into Shaala Siddhi website. The PAB approved for 907 schools self-evaluation of Schools and it was completed.

**External Evaluation**: Due to Covid -19 pandemic Schools in Telangana not opened for students. Hence External Evaluation was not taken up in Telangana.

**Progress 2020-21**

* Two-day state level Orientation on External Evaluation was conducted for DRPs from Districts with support of NIEPA New Delhi team in December 2020. State level and District level External Evaluation teams were identified.
* In Jan 2021 instructions were issued to all DEOs to conduct Self Evaluation in all Schools under their jurisdiction.
* In Jan 2021 State level 1-day orientation was conducted for District level teams, which includes 1 HM, SO2 and District MIS. In turn they provided training to Mandal level teams.

**d) Talent Search at School Level**

Schools are closed for students due to Covid-19 pandemic, hence the activity not taken up.

**e) Teacher Exchange Program**

Schools are closed due to Covid-19 pandemic, hence the activity not taken up

**f) Aptitude Test at School Level**

The PAB has approved an amount of Rs. 66.93 lakhs for conduct of Aptitude tests 6693 Govt Schools at Secondary Level. The tests were not organized during 2020-21 due Covid-19.

**Proposal and Recommendation: 2021-22**

**a) Holistic Report Card for Students (Secondary)**

In Telangana Continuous Comprehensive Evaluation (CCE) has been implementing since inception of CCE in state. The CCE includes curricular subjects and Co-curricular subjects. Co-curricular subjects include Art Education, Moral Education, Sports Physical Education and Computer Education. Learning Outcomes aligned with NCERT developed LOs for Curricular Subjects. LOs designed for Co-curricular subjects from classes 1 to 10 and evaluation system designed for both curricular and Co-curricular subjects by SCERT, through GO.MS NO. 17. The aim of this amendment is to the all-round development of the students. In same lines a holistic card is designed for students to assess the all-round development. The SCERT conducted a series of workshops with subject experts and finalized Holistic Report card.

**Key Performance Indicators:** The periodical progress of child will be communicated through HRC by conducting SMC meeting thrice in a year.

It is proposed to provide Holistic Report card to 16,51,122 students from classes 6th to 12thin the State. The Budget is proposed for Rs. 82.556 Lakhs.

**b) Aptitude Test at School Level**

Students enter secondary stage of schooling, they move closer to making many important choices, one of which is deciding the subjects and courses of study at senior secondary level such as Humanities, Commerce, Science or Mathematics etc. This decision of students is influenced by several factors such as their interests, attitudes, motivation, personality and aptitude. The decision of students is often influenced by their parents, family members, friends and teachers. Teachers and parents play a significant role in helping students to take decisions by facilitating students to know their aspirations, strengths and limitations. As we all know that when students know their strengths, it helps them to become motivated and put more efforts which is likely to result in improved performance.

Aptitude is useful for students in seeking academic and/or career guidance. It is to be used keeping in view the students’ needs and their stage of education. The information about a student’s strengths and limitations would also help parents, teachers and the school administrators to extend support to the student while making such decisions.

**Aptitude test results may help students to:**

* Understand and make subject choices in relation to the identified special abilities.
* Explore career pathways related specifically to areas in which they have high aptitudes.
* Reaffirm their aptitude and explore if they want to continue with their chosen course of study or seek alternatives.
* Relook at their occupational aspirations/goals in line with their specific aptitude and review their efforts to achieve desired academic and occupational goals

The SamagraShiksha is planned to conduct Aptitude tests in subject areas of Class IX & X children. The test will be conducted at school level only. State Project Office will prepare guidelines, plan of action, analysis, recording the performance etc. It is decided to propose budget @ Rs. 10/- per student and @10 students per school for 6826 Secondary schools is 68,260. The proposed budget is Rs. 68.26 lakhs.

**c) Funds for Safety and Security**

School Safety’ has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children.

**Right to Education Act 2009** - Right to Education (RTE) Act 2009 guarantees free and compulsory education to all the children in the country till the age of 14. The Act sets minimum norms and standards with regard to location and quality of schools and in Clause 19, lays down that no school shall be established, or recognized unless it fulfills the norms and standards specified in the schedule. The RTE Rules provide detailed guidance on implementation of the Act on the ground.

**Objectives of the program**

* Ensure 100% safety of the children in the school premises.
* Ensure zero tolerance to breach of child rights.
* Dismantle the dilapidated rooms with the help of community and district authorities.
* Ensure 100% usage of school ground without weeds and bushes.
* Proper disposal of mid-day meals waste.
* Remove school-based waste time – to time
* School safety guidelines will be prepared and communicated to all school heads for proper implementation.

**Activities proposed**

* Instructions will be issued to field functionaries to identify dilapidated buildings and dismantle them with the support of SMC.
* School safety guidelines will be displayed at prominent place in the school.
* School functioning on Main Roads, speed breakers will be laid either side of the school with the help Gram Panchayat / R&B.
* Constitution of monitoring teams at Mandal level to visit all schools thrice in a year.
* H.M / Teacher must address the student about individual safety of the children each day one point.
* A module on safety and security guidelines will be printed and supplied to all the schools.
* Display of safety guidelines and redressal mechanism in every school
* Convergence with the police department, health department,department of women and child welfare and transport department etc. to take appropriate measures for children safety and security.
* Orientation to all teachers at State, District and Complex level.

**It is proposed Rs. 34.13 lakhs for 6826 Secondary schools to conduct above activities for the year 2021-22**

**d) Orientation program for Teachers on Safety and Security**

In order to encourage teachers to function as the first level counselors at school level, a training program had been conducted to all 61,523 Secondary Teachers in the State on school safety and security. The orientation was conducted at state level in collaboration with SCERT and in all the DIETs and district headquarters. A module has been developed and printed by SCERT with the support of police department and supplied to all the schools in the state. School safety pledge with child help line, police and other emergency numbers along with official contact numbers have also been displayed on a prominent place of all the 6,693 secondary schools premises. A school level program has also been designed and conducted in schools where students have participated in competitions like debate, elocution, essay writing and painting etc. on student’s safety and security.

To take up this activity teachers too need proper guidance to guide their students. In this regard it is proposed orientation to all the teachers who are handling Secondary Classes.

**It is proposed Rs. 615.230 lakhs for 61523Secondary level teachers toconduct above activities for the year 2021-22**

**e) Shaalasiddhi**

Shaala siddhi is being implemented in Telangana since its inception. Shaalasiddhi is complete and comprehensive platform that includes all parameters of School. We always try to assess students’ performance in schools, but in shaalasiddhi school physical facilities, Human resources, performance of teachers and students will be assessed by Head teacher and later by External Evaluation team. There is lot of scope to improve School through assessment of External Evaluation team. School development Plan will be prepared on suggestions given by External Evaluation team, SMC, staff, HM and Parents of Schools concerned.

* It is proposed to conduct 1-day orientation for all the Head Teachers on implementation of Shaalasiddhi (Self and External Evaluation).
* Constitution of State, District and Mandal level External Evaluation Teams as per the guidelines from NIEPA, New Delhi.
* External teams will visit schools in the month of July & August, 2021 and conduct external evaluation. Data will be uploaded into Shaalasiddhi website.
* The budget required to meet travel expenses of External Evaluation teams, Printing of guidelines, formats, documentation and uploading of shaalasiddhi data in to website

**It is proposed @Rs 600/- per school for an amount of Rs. 40.956lakhs to conduct self-evaluation and external evaluation in 6826 Secondary schools for the year 2021-22.**

**f) Talent Search at School Level**

An opportunity for talented children to enhance and realize their full potential. Opportunities provided will allow the gifted children to actualize their unique abilities. Accordingly, it is proposed to conduct a talent search test for children of Classes VIII to X.

**Plan of Action**: Preparation of Talent Test exam paper and conversion of Talent test as online exam. Online paper will be prepared, School level test will be conducted in the last week of July 2021. In the same manner Mandal level Talent Test (Mobile based online) will be conducted in the first week of August 2021. Winner from the School level competition will be participants for Mandal level.

Mandal level winners will participate in the District level Talent Test which will be conducted in the 3rd week of August 2021.

Winners from District level will participate online in State level competition in September 2021. All the District level winners will participate at State level online competitions. All state level, District level and Mandal level winners will be awarded certificates, prizes.

**It is proposed that Rs.34.13 lakhs @ Rs. 500/- for each school for 6826 schools to conduct talent test at school, Mandal and State level for 2021-22.**

**g) Teacher Exchange Programme**

This program aims at visiting of teachers to different selected States in the country to get adequate exposure on different kinds of best practices followed by the schools in those States. This program helps to acquire knowledge of different innovative activities which are in practice in those schools. This exchange will modify the mindset of the visiting teachers and their motivational levels will be very high.

* Day’s schedule of the school on the day of visit,
* Teaching Learning Practice / Classroom practices
* Preparation of TLM and its utilization,
* ICT & Computer labs, Digitalization and their maintenance,
* Other School related schemes (MDM, Textbooks, Uniforms, allowances, scholarships)
* Implementation of IE, CCE& RTE
* Academic Monitoring at different levels (Monitoring structures) ,
* Functioning of DIET, BRC and CRCs,
* Community Participation / SMC role in school activities
* Functioning of Laboratories, Libraries, Mobile Libraries/ Laboratories
* School beautification / school garden,
* Effective implementation of Pre-Primary
* Remediation activities for slow learners/achievers.
* Consolidation of Schools

**Proposed 2021-22**

* Under this programme it is proposed to send 6 teachers from each district every year working at Secondary Level. Accordingly, 198 teachers will be sent on exchange to neighboring States viz Kerala, Haryana, Tamilnadu, Karnataka, Maharashtra, Chhattisgarh and Andhra Pradesh & Delhi. The programme will be taken up in the months of October, November and December in the academic year 2021-22 for a period of 4 days (excluding the days of journey both ways) subject to approval from the identified States for teacher exchange programme.
* A detailed observation Sheet will be developed and given to these teachers for recording their observations on the activities taken up at schools. The teachers on the exchange will interact with, teachers, Head Teachers, children, MDM organizers, parents / SMC members. **An amount of Rs. 2,000/- per teacher and a total of Rs.19.80 Lakhs is proposed for Teacher Exchange Programme.**

**h) Youth & Eco Clubs**

Eco clubs in schools will empower children to participate and take up meaningful environmental activities and projects. It is a forum through which children can reach out to influence, engage their parents and neighborhood communities to promote sound environmental behavior. It will empower children to explore environmental concepts and actions beyond the confines of a syllabus or curriculum. While everyone, everywhere, asserts the importance of ‘learning to live sustainably,’ environment remains a peripheral issue in the formal schooling system.

**Objectives of Eco-clubs in school:**

* Motivate the children to keep their surroundings green and clean by undertaking plantation of trees.
* Provide opportunity to all children hands on experience of a sampling of gardening.
* Promote ethos of conservation of water by optimizing the use of water.
* Motivate children to imbibe habits and lifestyle for minimum waste generation, source separation of waste and disposing the waste to the nearest storage point.
* To develop skills of observation, experimentation, survey, recording, analysis, reasoning needed for conserving environment through activities
* Organize seminars, debates, lectures and popular talks on environmental issues in the school to motivate the children to keep their surroundings green and clean.
* Promote ethos of conservation of water by optimizing the use of water and cleaning of water body in the adjacent area.
* Motivate children to imbibe habits and lifestyle for minimum waste generation, source separation of waste and disposing the waste to the nearest storage point.
* Educate children to create awareness amongst public and sanitary workers, so as to stop the indiscriminate burning of waste which causes respiratory diseases.
* Sensitize the children to minimize the use of plastic bags, not to throw them in public places as they choke drains and sewers, cause water logging and provide breeding ground for mosquitoes.
* Organize tree plantation programs, awareness programs such as quiz, essay, painting competitions, rallies, drama etc. regarding various environmental issues and educate children about re-use of waste material & preparation of products out of waste
* Campaign against use of loudspeakers; motivate children not to use crackers and fireworks, recycling of glass and metals, use of unnecessary horns.
* Field visit to environmentally important sites including polluted and degraded sites, wildlife parks, etc.
* Organize rallies, marches, human chains and street theatre at public places with a view to spread environmental awareness.
* Action based activities like tree plantation, cleanliness drives both within and outside the school campus.
* Grow kitchen gardens, maintain vermin-composting pits, construct water harvesting structures in school, practice paper recycling etc.
* Prepare inventories of polluting sources and forward it to enforcement agencies.
* Maintenance of public places like parks, gardens both within and outside the school campus.
* Mobilize action against environmentally unsound practices like garbage disposal in unauthorized places, unsafe disposal of hospital wastes etc.
* Beautify selected roadside area with plants and flowers and put campaign boards to generate awareness.
* Any other innovative program on environmental issues.

**A) Constitution of Eco Clubs.**

**ECO CLUBS In all Schools -** The Earth is too small to cope with the growing population. We need to protect our earth for future generations. Eco-clubs too play an important role in creating environmental awareness among children. It is a platform where children attain awareness and it enables them to be sensitive towards environmental problems.

It is proposed to establish and strengthen Eco clubs in all Schools. The Eco clubs under take Green Activities like Telangana Haritha Haram(THH), GO GREEN program, Rakhi tying to trees(RakshaBandhan Program), adopting tees , maintaining kitchen garden, flower garden, fruit gardens at schools, encourage the children to use clay idols during Vinayakachavithi festival, raise awareness amongst the children about the importance of trees in day to day life, plantation and instill the need for protection of plants to become part of life. Inculcating habits such as utilizing jute and ecofriendly material in the place of plastic so that we can help to control global warming and environment issues.

There is dire need to establish /strengthen Youth and Eco clubs in all Schools in the state. To take up different activities under this it is proposed to allocate Rs. 25,000/- for each Secondary School. It is proposed Rs. 1706.50 lakhs be allocated to establish Eco clubs in all Secondary Level schools for the year 2020-21.

**Proposal and Recommendation: 2021-22**

**1) BALASABHA**

Balasabha, the weekend program will be held in every 4th Saturday, which aims at improving learning skills and life skills among students from downtrodden sections. Students should be able to express their opinions freely, question, analyses the local environment and respond. These skills are being taught in the Balsabhas, conducted and presided over by the students. Besides the students, the Balsabha will be attended by parents, teachers and village elders.

Balsabha activities will be conducted in all Government schools on every 4th Saturday. Balsabhas will be held in first 3 periods. Training will be conducted on Balsabha activities properly. Guidelines will be uploaded on education portal and a module also will be developed on conduction of different activities in Balsabha. The modules will be printed and supplied to all government, local body and aided schools in the State.

Every student will take a fun course that gives hands on experience of a sampling of arts and crafts experiential learning including arts and sports integrated education, story telling based pedagogy.

Four Houses will be constituted for Balsabha in every school. All Co-curricular activities including Essay writing, extempore speech, dramas, mono-actions, painting, quiz, singing, instrument playing, handicraft etc. activities will be held on fourth Saturday of the month. Running shield/trophy will be given away to individual participants and Houses at the end of year on the basis of marks obtained during the year. The House securing highest marks will be conferred the running shield / trophy. Ten percent representatives of the House securing highest marks will be awarded.

Balsabha Houses will be named after 4 great persons. Students of all classes will also be divided into 4 Houses. Every House will have a leader and Deputy leader. From class IX to XII, 4 leaders and 4 teachers will be made in-charge of Houses. Participation of every school in House activities will be mandatory. Government orders will be issued to School Education Department’s Divisional Joint Directors, District Education Officers and other officers to monitor Balsabha activities on mandatory basis during their inspections of schools. Balsabha activities help students to meet the challenges of life easily. House activities develop leadership skill and harmony with fellow students. Such activities also generate abilities of listening, speaking and writing in accordance with minimum skill level prescribed by National Council for Educational Research and Training.

Balsabha forces the children to cultivate their minds through dialogue. Children are encouraged to articulate their thoughts and feelings freely and to respect differing points of view on various topics. This program is conducted and managed by the children themselves.

**Community Participation**: Parents, Donors, NGOs, Ex-students of the School, and SMC Members will be invited to the School where Balasabha is going to be conducted. One of the sessions is to discuss about School needs and Plan for School development. The SMC and HM collect donations offered by Donors, NGOs and others, which will be utilized for School development.

***Objectives of Balsabha :***

* To encourage children to recognize their potentials/talents and express the same
* To develop communication skills
* To enable children to develop their self confidence
* To develop a sense of bond and 'we' feeling amongst the children
* To generate an awareness amongst the children on issues related to their lives (e.g., in the first 'gathering', we had children debating on the topic "Should children work?")
* To develop leadership among the children especially those holding the posts of president, Vice President and Secretary and equip them with the knowledge and skills to conduct the BalSabha on their own.

**Budget proposal 2021-22**

Each School will conduct Balsabha once a month (10 times). To arrange meeting and other logistics (Tea, snacks, arrangement of dias, make up material etc.) minimum Rs: 300/- per meeting required at Secondary Level &Sr. Secondary level. For 10 months a total of Rs:3000/- is required.

It is proposed Rs.204.78 lakhs to function Balsabha in 6826 Secondary &Sr. Secondary Schools for 2021-22.

1. **Ek Bharat ShresthaBharath. (EBSB)**

**The broad objectives of the initiative are as follows:**

* + **To expose children to the diversity, natural resources and rich culture of India.**
* **To CELEBRATE** the Unity in Diversity of our Nation and to maintain and strengthen the fabric of traditionally existing emotional bonds between the people of our Country;
* **To PROMOTE** the spirit of national integration through a deep and structured engagement between all Indian States and Union Territories through a year-long planned engagement between States;
* **To SHOWCASE** the rich heritage and culture, customs and traditions of either State for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity
* **TO ESTABLISH** long-term engagements and,
* **TO CREATE** an environment which promotes learning between States by sharing best practices and experiences.

**Partnering State – Telangana – Haryana**

**Implement Strategy in Telangana:**

* **Exposure of students to the alphabets, songs, proverb and 100 sentences in the languages of the partnering State:** The schools had given exposure of students to the alphabet, songs, proverb and 100 sentences in the languages of the partnering State.
* The consolidated report wassentby the Sectoral Officers of all Districts,1898 number of schools and 141676 Students had participated in this activity and 122 Photos and 34 Videos are uploaded in shared drive.
* **Essay Competition among students in the language of the partnering State:** The schools had organised essay competition in the language of the partnering state in which the students will participate.
* **“Themed Display Board/Wall Magazine” on the partnering States.** (Historical Monuments, Dressing Style, painting, handicrafts, alphabet and basic sentences of the partnering State). The students contribute in making wall magazine and themed display board by putting their ideas/thoughts on the themes mentioned above.
* 1301 Schools had successfully implemented this activity in their schools and 68925 students participated. 25 Photos and 12 Videos are uploaded on respective shared google drive.
* **Pledge taking by the students:** The students have taken a pledge on Swachhta/Single-use plastic/water saving/ National Unity in partnering states language on the day reserved for this activity. The pledge is written by the teacher/s assigned with the duties and responsibility for carrying out the Ek Bharat ShresthaBharat activities in the school. The pledge on the given themes is written first in their own State’s official language then and then translated in their partner state’s language.
* **Talking Hour, News on the partnering States:** The schools arrange their morning assembly in the way that would have talking hour or news time in which the teacher or student had a brief talk on the current events of the partnering states, national icons, social reformers or famous personality hailing from partnering state or any other theme significant to the partnering state.
* **Know Your Partner State- “Questions/Answer session” on partnering States.** The schools have organized questions/answer sessions in a way which would ensure the maximum participation of the students. This session was organized at the end of the month. One teacher during the morning assembly had asked all the students some questions related to the partnering State and the students would answer these questions. Some of the examples are:

1. What is the literal meaning of the name of partnering State?
2. What are the languages spoken in partnering state?
3. What is the capital of the partnering state?
4. What is the population of the partnering state?
5. What are the major rivers which flow in the partnering state?
6. What are the festivals celebrated in partnering state?
7. What are the important places in the state? (National parks, Heritage or historical sites etc.)
8. What is the state animal/bird?

Questions & Answer Session was carried out in 1116 Schools and 61878 Students had been part of this activity. 21 Photos and 10 Videos are uploaded in google drive shared by MHRD.

* **“State-Project Notebook”:** Each student had maintained a State Project Notebook on the partnering state on important facts, basic knowledge, self-introduction, historical place, indigenous games of the states and other important and interesting information about the State. Students have been evaluated on the basis of the Notebook they have prepared. The top three excellent performers of each partnering State will be given the title
* The State – Project Notebook has been maintained by 1073 Schools till February and 64909 students participated.

**Reporting and Monitoring:**

The schools had prepared a monthly report on activities conducted under “Ek Bharat Shrestha Bharat” named as “Ek Bharat Shrestha Bharat school report”. These reports had two photos and one short video of each activity. All schools H.M. sent it to concerned Cluster Resource Person and the consolidated report wassent to the Sectoral officer of all concerned districts and then it was submitted to State Nodal Officer.

States had submitted a consolidated monthly report with filtered photos and videos to the Department of School Education and Literacy by following the process as indicated at Annexure-A.

It is proposed Rs.204.78 lakhs for implementation of 6826 Secondary &Sr. Secondary Schools for 2021-22.

**3. Green Chalk Boards to Class rooms:**

Chalkboard is the most useful and versatile of the visual aids at the disposal of a history teacher. It would not be wrong to say that the chalkboard is irreplaceable and indispensable and is an important teaching aid because it:

* Is a mirror through which students visualize the teacher’s mind e.g. the way of explaining, illustrating and teaching as a whole, Thus, it stands as a visual testimony of the teacher’s work and expressions.
* Enables the teacher to make illustrations, modifications and corrections on the spot.
* Draws the learner’s attention to the main features of a lesson e.g. drawings and writings thus maintaining and sustaining the learner’s interest as they see things being written.
* Enables the teacher to record the lesson step by step so that the learners can see the subject lake shape and make a permanent record of it in their books,
* Also enables the teacher to review the whole lesson step by step for the benefit of the class.
* Enables the teacher to record what is oral to visible work thus reinforcing oral explanation.

**Proposal and Recommendation for Project Innovation (Secondary and Sr. Secondary) 2021-22**

| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | Holestic Report Card for Students (Secondary & Sr. Secondary) | 1651122 | 0.00005 | 82.5561 | 0 | 0 | 0 | Not considered. |
| 2 | Aptitude Test at School Level | 68260 | 0.001 | 68.26 | 68260 | 0.001 | 68.26 | Recommended for conducting aptitude test for 68230 students in online mode. Detailed report of each student need to be analysed for further guidance. |
| 3 | Funds for Safety and Security | 6826 | 0.005 | 34.13 | 6826 | 0.02 | 136.52 | Recommended fund for safety and security of children. all protocols to be followed especially in the time of COVID-19. |
| 4 | Orientation Programme for Teachers on safety and Security | 61523 | 0.01 | 615.23 | 61523 | 0.005 | 307.615 | Recommended for all teachers 61523 sensitization and orientation of teachers on school safety in view of COVID situation. Guidelines for the same will be shared by MHRD which need to be strictly followed. |
| 5 | Shaala Siddhi | 6826 | 0.006 | 40.956 | 6826 | 0.006 | 40.956 | Recommended for 6826 Secondary schools. Detailed report to be generated for identifying weak areas and so as to make appropriate strategies for improvement. |
| 6 | Talent Search at school level | 6826 | 0.005 | 34.13 | 0 | 0 | 0 | Recommended organising talent search in virtual mode as proposed. |
| 7 | Teacher Exchange programme | 990 | 0.02 | 19.8 | 0 | 0 | 0 | Not considered due to the Pandemic |
| 8 | Youth & Eco Club | 6826 | 0.25 | 1706.5 | 0 | 0 | 0 | Financial support could not be considered. |
| **Total** | | | | **2601.56** |  |  | **553.35** |  |

**Proposal and Recommendation for Project Innovation (Secondary and Sr. Secondary) (State Specific) 2021-22**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1 | Bal Sabha | 6826 | 0.03 | 204.78 | 0 | 0 | 0 | Due to the present pandemic situation, gatherings, meetings etc are not considered. However Activities undertaken online may be continued. |
| 2 | Implementation of EBSB activities | 6826 | 0.03 | 204.78 | 6826 | 0.02 | 136.52 | Recommended for EBBB activities with the paired state on virtual mode to promote unity in diversity, integration and other national agenda |
| 3 | Green Chalk Board | 18152 | 0.1 | 1815.2 | 5000 | 0.08 | 400.00 | Considered for Phase-1 |
| **Total** | | | | **2224.76** |  |  | **862.6** |  |

**Sports & Physical Education (upto Highest Class XII)**

**Proposal and Recommendation 2021-22**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Activity** | **Proposal** | | | **Recommendation** | | | **Remarks** |
| **Physical** | **Unit Cost** | **Financial** | **Physical** | **Unit Cost** | **Financial** |
| 1. | Sports & Physical Education (Secondary) | 5695 | 0.25 | 1423.75 | 5695 | 0.25 | 1423.75 | Recommended for 5695 schools. State may ensure timely release of funds for procurement of sports equipments in the school. |
|  | Sports & Physical Education (Sr. Secondary) | 1131 | 0.25 | 282.75 | 1131 | 0.25 | 282.75 | Recommended for 1131 schools. State may ensure timely release of funds for procurement of sports equipments in the school. |
| **Total** | |  |  | **1706.5** |  |  | **1706.5** |  |

|  |
| --- |
| **CHAPTER XII - FOUNDATIONAL LITERACY & NUMBERACY (FLN)** |

1. **GOALS:**

* All children in the age group of 6-9 have access to foundational schooling and achieve foundational skills by grade 3.
* High quality and diversified Student and Teacher Resources/Learning Materials are made available for a joyful learning environment
* School Readiness module is implemented in local language in class 1 in all schools.
* Teachers of Grades I to V (New) are trained in order to ensure the requisite capacity to deliver high quality instruction for foundational years.
* Development of a robust technology enabled Monitoring Mechanism (New) to track the progress of each child in achieving learning outcomes.

1. **About FLN Mission:**

The highest priority for the school education system is to achieve universal acquisition of foundational literacy and numeracy skills at primary level by 2025. The National Education Policy 2020 also highlights that a large proportion of students currently in elementary level, have not achieved foundational literacy and numeracy. The NEP, 2020, further reiterates that it is imperative to address this crisis head on and immediately so that basic learning can be accomplished in schools, and all students may thereby gain the opportunity to obtain an education of quality. Attaining foundational literacy and numeracy for all children must become an immediate national mission. Students, along with their schools, teachers, parents, and communities, must be urgently supported and encouraged in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning.

Recognizing the crucial role of Foundational skills in the national development, it was announced under the ‘Atmanirbhar Bharat’ campaign that A National Foundational Literacy and Numeracy Mission will be launched, for ensuring that every child in the country necessarily attains foundational literacy and numeracy in Grade 3 by 2025. For this purpose, a vibrant curricular framework, engaging learning material – both online and offline, learning outcomes, teacher capacity building, and their measurement indices, assessment techniques, etc. will be developed to take it forward in a systematic fashion.

In this context, a National Mission on Foundational Literacy and Numeracy called **“National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)”** is being set up by the Ministry of Education (MoE) on priority. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by grade 3.The Mission will be set up under aegis of the centrally sponsored scheme of Samagra Shiksha which is an integrated scheme of school education covering from Pre-School to Senior Secondary level. It will focus on children of age group of 3 to 11 years including pre-school to grade 5. The children who are in Class 4 and 5 and have not attained the foundational skills will be provided age appropriate and supplementary graded learning materials to acquire the necessary competencies.

1. **National Mission:**

The vision of the Mission is **to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III**. Learning will be Holistic, Integrated, Inclusive, Enjoyable, and Engaging. The mission will cater to the needs of children of age group of 3 to 9 and will cover stages from ECCE to Grade III. All children will have access to an equitable and inclusive classroom environment which takes care of their diverse background, multilingual needs and different academic abilities and makes them active participants in learning process as envisaged in the NEP 2020.

**Aims and Objectives:**

The major objectives of the National Mission based on the recommendations of NEP 2020 are as follows:

* To **ensure an inclusive classroom environment** by **incorporating play, discovery, and activity-based pedagogies**, linking it to the daily life situations of the children and **formal inclusion of children’s home languages**.
* To enable children to become motivated, independent, and engaged readers and writers with comprehension **possessing sustainable reading and writing skills**.
* To make children understand the reasoning in the domains of number, measurement, and shapes; and enable them to become independent in problem solving by way of **numeracy and spatial understanding skills.**
* To ensure availability and effective usage of **high-quality and culturally responsive teaching learning material** in children’s familiar/home/mother language(s).
* To focus on **continuous capacity building of teachers**, head teachers, academic resource persons and education administrators.
* To actively **engage with all stakeholders** i.e., Teachers, Parents, Students and Community, policy makers for building a strong foundation of lifelong learning.
* To ensure **assessment ‘as, of and for’ learning** through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.
* To **ensure tracking of learning levels of all students.**

1. **State Mission**

A State mission on FLN would be set up at the State/UT level under the aegis of the Department of School Education. While States may decide on an appropriate structure, there should be a State Steering Committee at the State level to guide and advise the State Mission. This Committee would be headed by the Chief Secretary/Secretary (School Education). The committee would approve the plan for the state which will be submitted to national mission for appraisal and approval by the National Mission.

1. **Role of the State Mission:**

The State Mission on FLN would be headed by a designated senior State level official/ SPD Samagra Shiksha with a dedicated PMU under him and shall supervise implementation of the mission in the State. It will also ensure preparation of the Annual Implementation Plan (AIP) for each district as per requirement, consolidate the same into the AIP of the State, share and discuss the same with the National Mission, receive Grant-in-aid from Centre and disburse to the District project office/other specified agency as per requirement. States shall provide adequate administrative, technical and support staff for the State Mission. Mission can engage technical experts /consultants/Interns as a part of the PMU at state, and district level for which funds will be provided under Samagra Shiksha. State may engage organizations of repute, good track record and experience in social sectors using a fair and transparent process to support implementation of the programme.

At State level, emphasis must be given on multilingual education which will be critical for the success of FLN Mission. States and UTs need to focus on Linguistic mapping to identify language situations for designing appropriate education interventions, continuous capacity building of the education system on language of instruction issues, developing simple guidelines and strategies for using children’s home language or multilingual approach, research, and advocacy, and so on.

1. **Functions of State Project Management Unit (PMU):**

* Develop annual roadmap for the Mission and annual Implementation Plans for the State and Districts by assisting districts in creating a District Action Plan.
* Set actionable goals for the State and District PMU based on national level goals.
* **Awareness and capacity building of all stakeholders** including teachers, head teachers, SCERTs, DIETs, education administrators on multilingual education.
* To ensure **availability of print rich material in the classrooms**, child friendly infrastructure in the schools and digital resources to support teachers.
* To associate reading and maths with the experience of joy and real-life situation and encourage **innovative pedagogies** to make teaching learning process interesting and enjoyable.
* Coordinate with SCERT and develop state specific targets for Oral Reading Frequency and learning outcomes achievement.
* To design **IT based solutions**/MIS/e-governance for school related administration work to reduce the burden of this work on teachers.
* Based on the IEC guidelines set by the National Mission, create a comprehensive communication plan for the State.
* To motivate communities, Parents, Teachers and Students to attain the goal of Foundational Literacy and Numeracy through **intensive awareness drives** at state, district/block level.
* To **promote cross learning among districts** through workshops and **exchange of best practises** amongst Districts, Blocks, Clusters and Schools.
* Design and implementation of Independent Assessments, Summative Assessments and Formative Assessments based on guidelines received from National Mission.
* Assist District PMUs to conduct a need assessment exercise for Teacher Learning Material (TLM) and Teacher Professional Development (TPD). Using this information, liaison with the District PMU to ensure that requisite grant is made available for meeting requirements.
* Based on the data collection and reporting frameworks provided by the National PMU, the State PMU will develop a district wise strategy for data collection and reporting.
* State PMU should also build district wise dashboards to allow for data-based decision making.

1. **District Mission:**

A District Mission on FLN is to be formed at the district level for implementing the programme, with suitable changes in the existing District Project Office.

1. **Role of the District Mission:**

As the line departments such as Women and Child Development, Panchayati Raj, urban local-self Government, etc. will play catalytic role in implementation of the programme, the role of the District Collector/Magistrate/CEO Zila Panchayat shall be pivotal. A District Steering Committee for FLN is to be constituted headed by the District Magistrate/Deputy Commissioner of the district and its members would be CEO/AEO of the Zila Parishad; District Education Officer/District Primary Education Officer, DIET, District Officer for Health, Panchayati Raj, Social Welfare, ICDS, Information and Public Relations, representatives of urban local self-government, etc. The District Steering Committee shall meet at least once a quarter and would be responsible for monitoring and tracking the implementation of annual plan as approved by the National Mission.

1. **Functions of District Project Management Unit (PMU):**

* To create a detailed 1-year District Action Plan (DAP) considering all activities to be taken up at the district and the block level.
* To play a key role in Planning, Design and conducting primary research for various needs assessment surveys.
* To ensure availability of print rich material, child friendly infrastructure and digital resources to support teachers.
* To provide on ground support for conducting Independent Assessments and Summative Assessments.
* To work with DIETs in preparation of plans and monitoring and in the conduct of teacher trainings.
* To ensure regular training of the teachers/school heads, SMC/SMDC members, BRCs, CRCs and other stakeholders in the aspects specified by the FLN mission.
* To implement **IT based solutions/MIS/e-governance** for school related administration work.
* District PMU should also maintain district wise dashboards to allow data-based decision making.
* Monitoring of Key Performance Indicators (KPIs) related to learning outcomes including those used in Achievement Surveys.
* To conduct review meetings with teachers, DIET and block/cluster staff at the block and district level. The meetings will aim to provide support to teachers in designing classroom strategy and reviewing assessments.
* To mobilize community through street theatre, reading sessions at local level, community LED vans, rallies, etc. They will also help coordinate door-to-door outreach sessions with mothers/parents/ SHGs etc.
* To periodically monitor the progress of the mission through regular classroom visits.
* To conduct a need assessment exercise for Teacher Learning Material (TLM) and Teacher Professional Development (TPD) and to ensure that requisite grant is made available for meeting requirements.
* Design strategic interventions at the district, sub-district, and institutional levels to address gaps in Learning Outcomes.

1. **Teaching Learning: Focus on Learning of the Child**

In India, we have many children who are first generation learners and do not have an environment of literacy and numeracy at home. Teachers therefore need to focus on developing phonological awareness and sound discrimination, and visual perception and visual association that helps children to develop into better readers and writers. Further, the foundation for mathematical learning or abstract thinking gets laid through play and activity-based approach (including toy-making, art integration, sports integration, storytelling-based learning, ICT integration, group work, role plays, project work in groups, etc.) that are meaningful for every learner. Hence, teachers would need to focus on the following:

* Demonstrate equal and appropriate expectations from boys and girls by providing equal attention, respect, and equal learning opportunities.
* Select books, pictures, posters, toys/materials and other activities free of gender bias.
* Not use gender biased statements while talking to the learners or giving instructions in the classrooms.
* Select such stories, rhymes/songs, activities and facilitation aids that depict girls and boys, including some with special needs, in the same roles as men and women in all professions.
* Encourage learners to follow their interest that enables them to develop skills of self- regulation, perseverance on task and good work habits.
* Use toy-based pedagogy and experiential learning: Emphasis to be given on self-making of toys with no/low-cost material by children easily available in the surrounding. Toys owned by children can be pooled for communication skills, where each child brings a toy to school and then talks about it or writes about it, etc.

1. **Capacity Building of Teachers:**

Teacher capacity also plays a central role in the attainment of foundational skills. Currently, few teachers have had the opportunity to be trained in a multilevel, play-based, student-centred style of learning that, according to extensive ECCE research, is so important for students in early grade school, particularly in Grades 1 and 2. In view of the existing challenges in in-service teacher training across the stages of school education, NCERT had designed an innovative integrated programme of teacher training, now, popularly known as **NISTHTHA (National Initiative for School Heads’ and Teachers’ Holistic Advancement)**. Following the NISHTHA model, **a customized FLN package for teachers teaching at foundational stage of education will be designed** covering the continuum from pre-school to the early primary grades in an upward continuity, to meet the specific content and pedagogical requirements.

1. **Learning Assessment:**

The foundational years of education has three developmental goals that comprises of ‘prime learning areas’ such as physical and motor development, socio-emotional development, language and literacy, cognitive development (mathematical understanding and numeracy as well as understanding the world), spiritual and moral development, art and aesthetic development which are interrelated and interdependent. Hence, assessment during the foundational learning can be broadly categorized into two major areas, namely:

* **School Based Assessment (SBA):** SBA at the foundational stage should be stress-free and largely through qualitative observation based on performance of the child in a multitude of experiences and activities. Various tools and techniques like anecdotal records, checklist, portfolio, and interactions (through a holistic 360-degree assessment with teacher, peers, family and friends) can be used for assessment. The foundational learning has primary areas of focus, which are intimately intertwined with each other and should be assessed by the teacher through SBA to support the process of development during foundational years. These prime learning areas are subsumed in the three developmental goals of foundational learning

The tools and techniques for SBA includes: Use of observation; Self-Assessment and Peer Assessment; and Use of Portfolios. Further, assessment of children on all the essential aspects of their growth and development needs to be compiled in the form of Holistic Progress Card (HPC). The following are some of the attributes of an HPC:

* Provides disaggregated reporting, unlike a single score or letter grade in a subject area.
* Holistic progress reports many unique competencies which are not just academic.
* Multiple learning outcomes are defined to indicate progress of the student in literacy, numeracy and in other areas such as psychomotor skills, environmental awareness, personal hygiene, etc. so as to enable identification of areas of strength and areas of improvement.
* Painting, drawing, clay-work, toy-making, projects and inquiry-based learning, student portfolios, quizzes, group work, role plays, etc., can be used to assess student progress since indicators/learning outcomes are more comprehensive.
* Informed conversations are held with the teacher, student, and parents for reporting.
* Parent, Peers and self-assessment can be used to report 360-degree progress.
* **Large-scale standardised assessment**: Large scale assessment data at the National or the International level focuses on the ‘System’ and describes the educational health of the nation, state, or district. Since it involves comparison of the ‘systems’, the tools and techniques used need to be standardized. The assessment tools commonly used in conducting large scale assessment studies are multiple choice questions (MCQ) and constructed responses are usually avoided to bring in objectivity in the process. These assessments are a mechanism to gauge how well learning is happening in their state, districts, and blocks. These studies are also carried out by defining the ‘assessment framework’ and with a clear purpose in mind regarding how the assessments study will be used to evaluate the system, to hold it accountable and to define strategies for improving the learning levels. NAS for foundational learning would be conducted in 2021 to understand the system level preparedness and functioning. Further, a study will be undertaken by NCERT which will be the first large scale assessment & benchmarking study for foundational literacy including oral reading fluency across different languages in India. It is envisioned to be positioned as a subsystem study under the main National Achievement Survey (NAS) 2021 to extrapolate and understand the learning levels vis-à-vis the advancement in the grades.

***MOE will be sharing Guidelines for Implementation on Foundational Literacy and Numeracy shortly. The State is requested to follow the guidelines of MoE for future course of action on FLN. In addition, State is requested to prepare a roadmap (2021-26) with mid-year and end-year targets based on a clear vision of the change expected to be seen in the teaching-learning process and children’s learning outcomes. This long-term plan should be further translated into annual implementation plans for districts and states.***

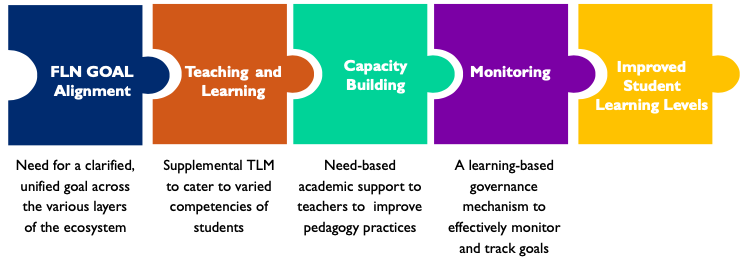
1. **Proposal for FLN 2021-22:**

The Government of Telangana has recognized that ‘Foundational Literacy and Numeracy (FLN)’ i.e. children's ability to read and meaningfully comprehend, and use basic mathematical operations in real life by Grade 3, is a critical goal for the state’s education system. The emphasis on FLN has also been reinforced in the National Education Policy 2020, which advocated the highest priority of the education system be given to achieving universal FLN by 2025.

1. **Objectives:**

* All children in the age group of 6-9 have to access to foundational Schooling and achieve foundational skills by grade 3.
* High Quality and diversified students and teachers Resources material/Learning material are available for joyful learning environment.
* School readiness module is implemented in the local language in the class I in all Schools.
* Teachers of Grade I to V are trained in order to ensure the requisite capacity to deliver high quality instruction for foundational years.
* Development of robust technology enabled Monitoring Mechanism to track the progress of each child in achieving LOs.

The System Diagnostic conducted between September, 2019 and February, 2020 through 110 interactions with stakeholders across 5 districts, helped unearth a few critical challenges to student FLN levels in the state. Further, the Samagra Shiksha in collaboration with Central Square Foundation (CSF) designed a program to improve foundational learning levels in the state, the components of which are detailed below.



1. **Approach:**

The programme aims to take an integrated systems approach to improve Foundational Literacy and Numeracy in Grades 1 to 3 across Telangana. The proposed three-year pathway to FLN reform at scale is as follows:

|  |  |
| --- | --- |
| **Year 1 (2020-21)/2021-22**  Design for launch in all 33 districts. Preparation of modules teachers hand books, children workbooks etc. | * Setting up a Technical Support Group (TSG) in SCERT with experts from Telugu English and Mathematics. * Setting up a FLN Cell in Samagra Shiksha office for monitoring the FLN mission. * SCERT -Finalization of Telugu English and Maths workbooks/ Graded supplementary material. Preparation of teacher module/ Activity hand books. * SCERT-Development of TLMs includes toys puzzles, puppets games, folk songs, board games, rhymes etc. * SCERT-Finalize Training Approach/Strategies * SCERT&SS-Finalize Assessment Approach/Strategies * Development of monitoring framework and tools * SCERT-Preparation & uploading of Language and Mathematics e-content in to DISKHA portal. * Bridging gaps created by Covid-19 |
| **Year 2 (2021-22)**  Capacity building of stakeholders School heads and teachers.  Feedback from field | * Capacity building for stakeholder. * An interim 3month based School Reediness module for students who enter in to 1 class, which should include assessment frame work. * State-wide Rollout across 33 districts with special attention in the selectedmandals. * Preparation of IES Material/Parents communication material/Infographics on FLN mission, objectives & Assessment and made it available to all the parents and SMC members. * Randomized Control Trials (RCT) Evaluation of intervention in the select mandals |
| **Year 3 (2022-23)** | * Incorporation of feedback * Teacher module/Activity hand books energized with e- content tagging through DIKSHA. * Teachers will cover in the FLN- NISTHA Training who is dealing classes 1-3. * Strengthen institutional capacity to implement and sustain improvement in FLN * Learning from evaluations fed into program design for improved statewide adoption |
| **Year 4 (2023-24)** Improving and institutionalizing program design | * Monitoring and gathering feedback * Special focus on low performing Districts/Mandals in the previous year. * Revision of strategies after feedback from field |
| **Year 5 (2024-25)**  Achieving FLN Mission objectives | * Incorporating feedback * Bridging gaps created by Covid-19 * Achieving FLN Mission outcomes |

1. **FLN Intervention:**

Through the introduction of a 90 minute Foundational Learning Hour, the program aims to shift focus to teaching and learning of foundational aspects in both literacy and numeracy. The **Foundational Learning Hour(FLH)** is a teaching and learning period in the classroom, dedicated to improving foundational literacy and numeracy by dividing the students into small learning groups. The students in the classroom would be divided into groups based on their ability. The class teachers would teach the students at the level of their ability, in Telugu, English and Mathematics.

A baseline assessment at the beginning of the academic year would divide the students into ability based groups, which would be administered as a one-on-one diagnostic assessment. This assessment is mapped to the foundational learning outcomes that the student is mandatorily required to achieve by the end of each of the grades of 1, 2 and 3. The Foundational Learning Hour is the first period of instruction in the classroom to improve foundational learning levels of students. The class teachers will work with the small groups of students, by working with them on activities designed at their learning level. The 90-minute FLH will focus on Telugu, English and Mathematics alternately in the classroom during the week, and the FLH on Saturday can be used for weakly assessments. The teachers will use a combination of pedagogy and instruction methods such as one-on-one, blended, guided instruction to either individual student, in pairs or in learning groups. The activities that will be administered as a part of FLH will be designed to maximize grade level learning, taking into account the learning needs of the students. A handbook with a detailed list of activities mapped with the most suitable method of instruction will be prepared that teachers can always refer to.

There will be regrouping based on a midline assessment after which a similar process of teaching is followed. At the end of the academic year, an end line assessment will be administered which will assess the progress of each student in achieving foundational learning outcomes.

1. **Administrative initiatives:**

The Government of Telangana considers FLN as a priority area and is in the process of setting up administrative structures to oversee the implementation.

* **FLN Cell:**FLN Cell is the steering body in the Office of Director of School Education (DSE), Telangana responsible for achieving Foundational Literacy and Numeracy (FLN) mission objectives of the State. The FLN Cell is constituted with officials from O/o DSE, SCERT,O/o Samagra Shiksha and consultants from the partner organization, Central Square Foundation. The body will advise, assist, support, project manage and advocate for strengthening the *Foundational Literacy and Numeracy* of students across the state.
* **Structure:**The following individuals are to become part of the FLN Cell given their unique knowledge, experience and skills in the area of primary school education in the State:

1. Director SCERT
2. Additional Director (Coordination)
3. Additional State Project Director, Samagra Shiksha
4. Joint Director (Services)
5. Regional Joint Director (Hyderabad)
6. Academic Monitoring Officer, Samagra Shiksha
7. Planning & MIS Officer, Samagra Shiksha
8. Community Mobilization Officer, Samagra Shiksha
9. Representative from Women & Child Welfare Department (WCD)
10. External Consultants from Central Square Foundation
11. Representative from TSG
12. FLN Proposed Programmes
13. Teaching Learning Material

The framework of critical learning indicators will guide the development of Graded supplementary material/supplementary teaching material such as student workbooks, teacher handbooks and learning outcome trackers. The proposed TLM inputs are as follows:

* **Teacher Handbook:** SCERT will prepare teacher hand book Include innovative pedagogies with learning Outcomes, grade level competencies, stories, activities and classroom plans that can help the teacher conduct level based instruction to support all children.
* **Student Workbook:** Aligned to the textbook and academic standards of the state and would be leveled based on the learning needs of students. 8-10 core competencies will be organized in level-based workbooks (1,2&3) to facilitate scaffold learning.
* **Diagnostic assessments:** Baseline-midline-end line tests to enable the teacher to assess and group children based on their learning levels in order to facilitate multi-level and multi-grade teaching.
* **Holistic Assessment of students:** A simple and effective competency based tracker for online tracking of children will be developed make available to all teachers to understanding the learning levels of the children.

1. **Developmentof *a* robusttechnology**

To track children’s performance in Baseline test and End line test results Samagra Shiksha will develop an online monitoring tool, which is accessible to all the teachers, Head teachers and Monitoring officers. This dash board will be linked to National and District level FLN dash boards for better monitoring.

1. Capacity Building

**In-Service FLN focused Training should be planned in a phased manner Training based on FLN will be conducted through NISHITA to the teachers**

|  |  |
| --- | --- |
| First level of training: Field functionaries | Field Functionaries Cluster HMs,Mandal Resource Persons (2 per mandal) MEOs and DEOs are trained in a 3-day State Level Training. |
| Second level of training: Training of teacher and HMs | All teachers and HMs are trained in a 3-day Mandal Level Training. |
| Refresher trainings | * 6 refresher trainings for teachers and HMs, 1 day each * Bi-monthly refresher trainings for DEOs, MEOs Compelx HMs and GHMs, 1 day each. |

These trainings include behavior change aspects, pedagogical techniques, and home-based resources. Frequent WhatsApp/SMS-based reminders are proposed for teachers and parents with relevant information. Ambassador program in which early adopter teachers can sign up to receive tools early, give feedback, and encourage uptake of the program among peers

* **First level of training: Field functionaries:**

The training for all Field functionaries DEOs, MEOs, GHMs CRPs and Complex HMs will be conducted at the beginning of the academic year to introduce them to FLN and its components. The training would also communicate clearly the roles and responsibilities of the academic staff and each stakeholder involved. This will be a state level training.

During the training along with field functionaries, who are part of the Technical Support Group (as an extended group of members) will be trained. The training can happen over two phases, covering half the districts in one phase and the rest in the second phase. The first level of training will be a rigorous two-day training workshop which introduces the facets of foundational learning, the overall scope of the mission and familiarize them with the various training material and rubrics that the participants would use over the course of the intervention.

The training would make the participants understand the design and implementation of the various procedures and processes of foundational learning through presentations, role play, mock training sessions and a quiz over the first day. The second day of the training would focus on the monitoring and tracking procedures, to ensure maximum efficacy and quality of the intervention. More detailed about monitoring and tracking are mentioned in the subsequent sections.

Based on the participation, interaction, mock training sessions and the quiz scores, the participants are given a participant score with the help of a rubric. These scores will help us ensure that at least one of the two members responsible for a certain district is strong. Data of these scores will also help us decide which training in the second level of training requires additional support and observation.

They will also be introduced to the classroom observation and monitoring aspects, to visit schools during FLN. They will be introduced to the Classroom Observation tool, robustly designed to capture a snapshot of the Foundational Learning Hour. This observation tool will be used as a tracker by the field observation teams.

The FLN tool will help observers give feedback on the process, progress of the students and subsequent challenges, allowing them to reflect on the happenings in the classroom. The administrative staff will be expected to extend support during the second level of trainings, in the form of observations and monitoring.

* **Second level of training:**

The focus group in the second level of training would be the HMs and teachers. SRGs act as trainers to train HMs and teachers, whereas the administrative staff would visit a few trainings and extend their support. This training will be a 3-day training workshop that will focus on introducing the FLN mission, different training material with detailed focus on the Foundational Learning Hour and its instruction in the classroom on the first 2 days. On the third day, a practical component will be introduced which will provide the teachers and HMs with the opportunity to observe a few foundational learning activities that will be implemented in the classroom.

The participants will undergo a series of presentations, mock teaching sessions and a quiz. The nature of the training would be of a blended model, with both face-to-face and digital components. The participant scores of each participant will be collected in a similar way as collected in the first level of training. This data will further inform us of schools that would need additional supervision and support during FLH and field observations. The members of the FLN Cell and TSG will provide support to the trainings where adequate support is needed, based on the participant scores of the first level of training.

A small portion of the second day of training will focus on introducing the teachers and HMs to the monitoring and tracking component. This is to ensure all the stakeholders have a basic understanding of all the procedures of the intervention, even if it is not one of their immediate responsibilities. The distribution of material that the teachers will use in the classroom and further logistics will also be decided as a part of this training.

* **Refresher trainings:**

There will be 6 refresher trainings for teachers and HMs, over the course of the academic year. These trainings will span over half a day each and will be conducted by the MRPs. These trainings will refresh the FLH design and implementation, while addressing challenges teachers are facing. These will also help teachers give feedback on the process and share their reflections on the happenings in the classroom.

During these refresher trainings, teachers will also be completing courses related to foundational learning outcomes and their teaching. All the courses will be designed in a blended format to enhance the teacher professional development in the state.

There will be bi-monthly refresher training for DEOs, MEOs, Complex HMs,CRPs and GHMs. These training sessions will span over half a day each. These trainings will refresh the FLH design and implementation, monitoring and tracking processes while addressing challenges they are facing.

1. Independent, Periodic and holistic assessment

It is proposed to conduct key stage assessments throughout the Academic Year to understand the performance of students in terms of foundational learning competencies periodically and take measures accordingly.They are proposed as:

* **Baseline Assessment:** At the beginning of each academic year, the teachers would assess the learning levels of their students through a one-on-one diagnostic assessment. This assessment is mapped to the foundational learning outcomes that the student is mandatorily required to achieve by the end of each of the grades of 1, 2 and 3. This means that the nature of the assessment administered to a grade 1 student would be that of grade 1 and the assessment administered to a grade 3 student would still be a grade 1 level assessment and after the student is able to answer this assessment successfully, grade 2 level and grade 3 level assessments will be administered to the student subsequently.
* **Midline Assessment:** A midline diagnostic assessment would be conducted by teachers at the middle of the foundational learning. This assessment is similar to the baseline assessment in both its design and administration. Students are assessed to track their levels of progress after participating in activities, specific to their learning levels. Based on the results received by the Learning Tracker, students are re-grouped or are made to continue in their current groups depending on their level of progress.
* **EndlineAssessment:**Similar to the previous assessments, the end line assessment administered at the end of the academic year tracks and determines the progress of each student in achieving the grade specific foundational outcomes.

1. **Development of robust technology enabled monitoring mechanism**:

To track children’s performance in Baseline test and End line test results Samagra Shiksha will develop an online monitoring tool, which is accessible to all the teachers, Head teachers and Monitoring officers. This dash board will be linked to National and District level FLN dash boards for better monitoring.It is proposed to:

* Track and report training alignment and effectiveness level
* Develop tools for student-level data collection, analysis and use
* CRPs to conduct monthly visits to observe classrooms and collect data and MEOs to conduct monthly visits to a sample of schools to verify CRP data
* Triangulation of data collected by CRPs, MEOs, Complex HMs, Quality Coordinators and technical partner’s field staff
* Review meetings focused on progress in improving FLN levels in selected mandals conducted by state officials (quarterly), District Collectors and DEOs (monthly)

In the academic year 2020-21, a mobile application and integrated dashboards were developed to monitor, track and deliver classroom instruction, blended training and student assessment and further integrate the same to existing child Info Dash board. There is need to incorporate certain parameters in the Mobile App to get accurate data from the field.

1. Formation of PMU at State and District level:

The successful implementation of the State FLN Mission would include clear goal setting, communication and alignment of these goals at all levels, several academic, administrative, campaign related initiatives, along with regular monitoring/tracking of the progress of the mission against goals and initiatives.

It is in this context in Telangana, State Project Monitoring Unit (SPMU) and District Project Monitoring Unit (DPMU) is proposed to establish for effective implementation of the mission.

* ***State Project Management Unit (SPMU)*** is proposed to be established with 5TSG members and 5 academic faculty from SCERT and 2 from Samagra Shiksha working directly with FLN Cell to provide support to the state for the following activities:
* Academic
* Technology
* Data analysis
* Community and Outreach
* Programme Management
* ***District Project Management Unit (PMU)*** shall be set up with 6 personnel(DEO, Quality Coordinator,2 Complex HMs,2Subject experts) and 2 technical support members in the office of District Education Officer, coordinating with the office of Samagra Shiksha and assists the office in performing the following -
* Programme Management
* Data analysis
* Community and Outreach
* Academic

**Project Plan: Tentative timelines for preparatory phase of FLN programme in AY 2021-22**

| **Phase 1: Goals and TLM Development** | **Apr** | **May** | **Jun** | **July** | **Aug** | **Sep** |
| --- | --- | --- | --- | --- | --- | --- |
| Setting up TSG and FLN Cell |  |  |  |  |  |  |
| Create an SRG for Telugu and Mathematics |  |  |  |  |  |  |
| Identification of critical learning competencies |  |  |  |  |  |  |
| FLN Mission Launch |  |  |  |  |  |  |
| Co-creation of student workbook and teacher handbook |  |  |  |  |  |  |
| Development and review of assessment framework |  |  |  |  |  |  |
| Review and approval of material created |  |  |  |  |  |  |
| Finalisation of material |  |  |  |  |  |  |
| Gathering requirements for pilot rollout |  |  |  |  |  |  |
| Implementation in Schools |  |  |  |  |  |  |
| **Phase 2: Training Design** | **Apr** | **May** | **Jun** | **July** | **Aug** | **Sep** |
| Create training plan and competency framework |  |  |  |  |  |  |
| Create training content for in person and digital training |  |  |  |  |  |  |
| Create training quiz and feedback forms |  |  |  |  |  |  |
| Review and approval of training modules and materials |  |  |  |  |  |  |
| Teacher capacity building |  |  |  |  |  |  |
| **Phase 3: Monitoring and Review** | **Apr** | **May** | **Jun** | **July** | **Aug** | **Sep** |
| Map the existing monitoring structures set up for learning outcomes |  |  |  |  |  |  |
| Identify and align on the actors and indicators to be used for monitoring quality of teaching and learning |  |  |  |  |  |  |
| Identify and co-develop the KPI’s for the FLN program |  |  |  |  |  |  |
| Identify and co-develop the governance structures and tools for monitoring support needed for the FLN program |  |  |  |  |  |  |
| Finalize relevant digital tools to capture the KPI’s and facilitate data use (e.g., dashboards) |  |  |  |  |  |  |

1. **Recommendations for FLN 2021-22:**

(Rs. In lakh)

| **Sl. No.** | **Particulars** | **Proposal (Fresh)** | | **Recommendation (Fresh)** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity Master** | **Physical** | **Financial** | **Physical** | **Financial** | **Remarks** |
| **Foundation Literacy & Numeracy (Elementary)** | | | | | | |
| 1. | Teaching Learning Materials for implementation of Innovative pedagogies | 1141807 | 3425.42 | 1141807 | 3425.42 | Recommended TLMs for 1141807 students of Grades 1 to 5 @ Rs. 300 per student for Work books supplementary graded materials, School Readiness Modules,IEC activities, etc. State needs to ensure that a mechanism is put in place for monitoring the progress on KPIs identified. |
| 2. | Teacher Resource Material/Activity Handbook | 56462 | 84.692 | 56462 | 84.692 | Recommended for 56462 Primary School teachers @ Rs. 150 per teacher. This fund will be used for Materials/ Activity Handbooks developed by NCERT under specialized online NISHTHA training for FLN. State is also requested to identify a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives. |
| 3. | Capacity building of Teachers of Grades I to V (New) | 56462 | 1411.55 | 56462 | 564.62 | Recommended for 56462 Primary School teachers @ Rs. 1000 per teacher for Specialized Online NISHTHA training for teachers of foundational years. For this purpose, a customized NISHTHA FLN package is being developed by NCERT. |
| 4. | Independent, periodic and holistic assessment of Students | 33 | 330 | 33 | 330 | Recommended as proposed @ Rs. 10 lakh per district for 33 districts. MoE is sharing the Guidelines for Implementation on FLN and State is requested to follow the same for future course of action. |
| **Total of Foundation Literacy & Numeracy (Elementary)** | |  | **5251.66** |  | **4404.73** |  |
| **Formation of PMU (Elementary)** | | | | | | |
| 1. | State Level | 1 | 50 | 1 | 50 | Recommended as proposed for setting-up of State PMU @ Rs. 50.00 lakh, including for technical personnel such as Academic experts, IT experts, Data analysts,Community & Outreach, etc. State is requested to share detailed plan of the structure of PMU at State level.  In addition, State needs to prepare an Implementation Framework consisting of roadmaps and annual action plans for conducting activities covering all focus areas of the FLN Mission. |
| 2. | District level | 33 | 264 | 33 | 264 | Recommended as proposed @ Rs. 8 lakh per district for setting-up of District PMU in 33 districts, including for technical personnel such as Academic experts, Data Analysts, Programme Management, etc. State is requested to share detailed plan of the structure of PMU at the district level. |
| **Total of Formation of PMU (Elementary)** | |  | **319** |  | **314** |  |
| **Total of FL&N** | |  | **5570.66** |  | **4718.73** |  |

**CHAPTER XIII - ICT AND DIGITAL INITIATIVES**

1. **PROGRESS OF ICT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress of ICT since inception** | | | |
|  | **Elementary Schools** | **Secondary Schools** | **Total** |
| Number of Schools Approved | 26 | 4855 | 4881 |
| Number of Schools Completed 5 years(a) | 0 | 2668 | 2668 |
| Number of Schools Receiving Recurring Grant(b) | 0 | 2171 | 2171 |
| Total Functional(a+b) | 0 | 4839 | 4839 |
| Number of Schools Not Started | 26 | 16 | 42 |

It is observed that there are some discrepancies in approval of schools under ICT due to duplicity. State is requested to do the needful in consultation with PMU Unit, TSG. The lists of schools where discrepancy is found is attached at Annexure.

**2. CURRENT PROPOSAL: ELEMENTARY**

**(Rs.in Lakh)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Details | Proposal | | | Recommendation | | | |
| **Phy.** | **Unit Cost** | **Fin.** | **Phy.** | **Unit Cost** | | **Fin.** |
| Recurring | | | | | | | |
| Recurring Cost (ICT & Digital Initiatives) (Option - I) (Existing) | 26 | 1.8 | 46.8 | 0 | 0 | 0 | |
| Total Recurring | | | 46.8 |  |  | **0** | |

**3a) Observations:**

* State has proposed an amount of Rs. 46.8 Lakh under recurring head for 26 schools @ unit cost of Rs. 1.8 Lakh per school.
* As per PRABANDH these are not functional.

**3b) Recommendation (Elementary):**

* The proposal of Rs. 46.8 Lakh under recurring head for 26 schools @ unit cost of Rs. 1.8 Lakh per school is not recommended as these schools are not functional.

**4. CURRENT PROPOSAL: SECONDARY**

**(Rs.in Lakh)**

| Sr. No | Details | Proposal | | | Recommendation | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Phy. | Unit Cost | Fin. | Phy. | Unit Cost | Fin. |
|  | Non-Recurring | | | | | | |
| i | Smart Classroom (Option - II) (Secondary & Sr. Secondary) | 3732 | 2.4 | 8956.8 | 3010 | 2.4 | 7224.0 |
|  | **Total Non-Recurring** | | | **8956.8** |  |  | **7224.0** |
|  | Recurring | | | | | | |
| ii | Recurring Cost (ICT & Digital Initiatives) (Secondary & Sr. Secondary) (Option - I) (New) | 2175 | 1.8 | 3915.0 | 2171 | 1.8 | 3907.8 |
| iii | Smart Classroom (Recurring) (Secondary & Sr. Secondary) (Option - II) (New) | 3732 | 0.38 | 1418.16 | 0 | 0 | 0 |
|  | **Total Recurring** | | | **5333.16** |  |  | **3907.8** |

**4a) Observations**

1. State has proposed an amount of Rs. 8956.8 Lakh under Non- recurring head for smart classrooms in 3732 schools @ a unit cost of 2.4 lakh per school.
2. State has proposed an amount of Rs. 3915.0 Lakh for existing ICT lab in 2175 schools.
3. State has proposed an amount of Rs. 1418.16 lakh for 3732 newly proposed schools for smart classrooms.

**4b) Recommendation (Secondary):-**

1. An amount of Rs. 7224.0 Lakh is recommended for 3010 eligible schools @ a unit cost of Rs. 2.4 Lakh per school for 2 smart classrooms.
2. An amount of Rs. 3907.8 Lakh is recommended for 2171 functional schools. The recommendation is for 9 months as proposed by the State.
3. The proposal of Rs. 1418.16 lakh for recurring grant of smart classrooms is not recommended as the proposal is for new schools and implementation may be difficult this year because of the prevailing condition.

**5. CURRENT PROPOSAL: DIKSHA**

**(Rs.in Lakh)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Details | Proposal | | | Recommendation | | |
| **Phy.** | **Unit Cost** | **Fin.** | **Phy.** | **Unit Cost** | **Fin.** |
| Development of Digital Content | 3 | 16.66667 | 50.00 | 1 | 35.0 | 35.0 |
| Total of DIKSHA |  |  | **50..00** |  |  | **35.0** |

**5a) Observations**

* State has proposed an amount of Rs. 50.00 Lakh for Development of Digital Content.
* In 2020-21 an amount of Rs. 37.56 Lakh was approved (Rs. 0.56 Lakh for Capacity building & Training and 37.00 Lakh for Development of Digital Content). State has reported a progress of Rs.5 Lakh for Development of Digital Content.
* Number of Contents Created/Uploaded on DIKSHA by State: 1,402

**5b) Recommendation (DIKSHA):**

* An amount of Rs. 35 Lakh is recommended for Development of Digital Content.

***Annexure***

|  | | | | | |
| --- | --- | --- | --- | --- | --- |
| **List of schools with duplicate UDISE Code** | | | | | |
| **Sl. No.** | **Academic Year** | **District** | **Block** | **School Name** | **UDISE Code** |
| 1 | 2007-2008 | ADILABAD | TALAMADUGU | ZPSS KHODAD | 36011200802 |
| 2 | 2014-2015 | ADILABAD | NERADIGONDA | AHS KUNTALA-K | 36011200802 |
| 3 | 2007-2008 | ADILABAD | BAZARHATHNOOR | ZPSS BAZARHATHNOOR | 36011302204 |
| 4 | 2008-2009 | ADILABAD | SARNGAPUR | ZPSS,DHANI | 36011302204 |
| 5 | 2007-2008 | NIZAMABAD | NIZAMABAD | ZPHS GUNDARAM | 36021200704 |
| 6 | 2014-2015 | ADILABAD | KOUTALA | ZPHS CHINTALA MANEPALLE | 36021200704 |
| 7 | 2007-2008 | NIZAMABAD | BODHAN | ZPHS KALDURKI | 36021400603 |
| 8 | 2007-2008 | ADILABAD | BEJJUR | ZPSS PENCHIKALPET | 36021400603 |
| 9 | 2007-2008 | Karimnagar | Velgatoor | ZPHS, Gullakota | 36030601004 |
| 10 | 2007-2008 | ADILABAD | TANDUR | ZPSS ACHALAPOOR | 36030601004 |
| 11 | 2007-2008 | Karimnagar | Peddapally | ZPHS, Raghavapur | 36031600708 |
| 12 | 2007-2008 | ADILABAD | JAIPUR | ZPHS BHEEMRAM | 36031600708 |
| 13 | 2014-2015 | ADILABAD | BHAINSA | ZPSS MAHAGAON | 36040500803 |
| 14 | 2014-2015 | MEDAK | REGODE | ZPHS JAGIRYAL | 36040500803 |
| 15 | 2007-2008 | Medak | Dubbak | ZPHS, Dharmajipet | 36041401703 |
| 16 | 2007-2008 | ADILABAD | LAXMANCHANDA | ZPSS CHAMANPALLY | 36041401703 |
| 17 | 2007-2008 | ADILABAD | KHANAPUR | ZPSS PEMBI | 36041600803 |
| 18 | 2014-2015 | MEDAK | SIDDIPET | ZPHS PULLUR | 36041600803 |
| 19 | 2008-2009 | NIZAMABAD | BALKONDA | APSWER,POCHAMPADU | 36050600806 |
| 20 | 2014-2015 | NIZAMABAD | BALKONDA | APSWRHS.JCE (Girls), POCHAMPAD | 36050600806 |
| 21 | 2014-2015 | KARIMNAGAR | IBRAHIMPATNAM | ZPHS ERDANDI | 36060100203 |
| 22 | 2014-2015 | RANGAREDDI | MARPALLE | ZPHS GHANPUR | 36060100203 |
| 23 | 2007-2008 | Karimnagar | Mallapur | ZPHS, Sataram | 36060202102 |
| 24 | 2014-2015 | RANGAREDDI | MOMINPET | ZPHS DEVARAMPALLY | 36060202102 |
| 25 | 2008-2009 | RANGAREDDY | SHANKARPALLE | ZPHS KONDAKAL | 36060400604 |
| 26 | 2014-2015 | KARIMNAGAR | SARANGAPUR | ZPHS KOLVAI | 36060400604 |
| 27 | 2007-2008 | Karimnagar | Sarangapur | ZPHS, Thungur | 36060400906 |
| 28 | 2007-2008 | RANGAREDDY | SHANKARPALLE | ZPHS JANWADA | 36060400906 |
| 29 | 2014-2015 | KARIMNAGAR | DHARMAPURI | ZPHS GOPULAPUR | 36060700503 |
| 30 | 2014-2015 | RANGAREDDI | QUTHBULLAPUR | ZPHS BAHADURPALLY | 36060700503 |
| 31 | 2007-2008 | Karimnagar | Kodimial | ZPHS(G), Kodimyal | 36061400812 |
| 32 | 2014-2015 | KARIMNAGAR | KODIMIAL | ZPHS KODIMIAL | 36061400812 |
| 33 | 2008-2009 | Karimnagar | Gollapally | ZPHS, Gollapally | 36061700806 |
| 34 | 2008-2009 | RANGAREDDY | MOINBAD | ZPHS AZIZ NAGAR | 36061700806 |
| 35 | 2007-2008 | RANGAREDDY | MOINBAD | ZPHS PEDDAMANGALARAM | 36061701103 |
| 36 | 2007-2008 | Karimnagar | Gollapally | ZPHS, Mallannapet | 36061701103 |
| 37 | 2007-2008 | RANGAREDDY | CHEVELLA | ZPHS ALOOR (G) | 36061800602 |
| 38 | 2014-2015 | KARIMNAGAR | VELGATOOR | ZPHS MUTHUNUR | 36061800602 |
| 39 | 2014-2015 | RANGAREDDI | CHEVELLA | ZPHS KAMMETA | 36061801403 |
| 40 | 2014-2015 | KARIMNAGAR | VELGATOOR | ZPHS PAIDIPALLY | 36061801403 |
| 41 | 2007-2008 | Karimnagar | Ramagundam | ZPHS, Anthorgom | 36070300703 |
| 42 | 2008-2009 | MAHBUBNAGAR | KOSGI | ZPHS SARJAKHANPET | 36070300703 |
| 43 | 2007-2008 | Karimnagar | Eligaid | ZPHS, Sulthanpur | 36070900504 |
| 44 | 2014-2015 | MAHBUBNAGAR | NAWABPET | ZPHS CHOWDOOR | 36070900504 |
| 45 | 2008-2009 | MAHBUBNAGAR | BALANAGAR | APTWRS (B) BALANAGAR | 36071000509 |
| 46 | 2014-2015 | KARIMNAGAR | SULTHANABAD | ZPHS SAMBAIAHPALLI | 36071000509 |
| 47 | 2007-2008 | Karimnagar | Kataram | ZPHS, Gangaram | 36080400804 |
| 48 | 2008-2009 | NALGONDA | YADAGIRIGUTTA | ZPHS (G) YADAGIRIGUTTA | 36080400804 |
| 49 | 2007-2008 | NALGONDA | YADAGIRIGUTTA | ZPHS CHINNA KANDUKUR | 36080401403 |
| 50 | 2014-2015 | KARIMNAGAR | KATARAM | ZPHS DHANWADA | 36080401403 |
| 51 | 2007-2008 | Warangal | Chityal | ZPSS, Tekumatla | 36080701503 |
| 52 | 2007-2008 | NALGONDA | THIRUMALAGIRI | ZPHS ETOOR | 36080701503 |
| 53 | 2007-2008 | NALGONDA | MOTHKUR | ZPHS KOTAMARTHI | 36081300702 |
| 54 | 2008-2009 | Warangal | Mulug | APSWRS, Jakaram(Ap) | 36081300702 |
| 55 | 2007-2008 | Warangal | Eturnagaram | ZPSS, Ramannagudem | 36081602202 |
| 56 | 2014-2015 | NALGONDA | BHUVANAGIRI | ZPHS ANANTHARAM | 36081602202 |
| 57 | 2007-2008 | Warangal | Mangapet | ZPSS, Mangapet | 36082000103 |
| 58 | 2007-2008 | NALGONDA | RAMANNAPET | ZPHS INDRAPALANAGARAM | 36082000103 |
| 59 | 2007-2008 | KHAMMAM | PINAPAKA | ZPHS PINAPAKA | 36090201405 |
| 60 | 2007-2008 | Warangal | Maddur | ZPSS , Maddur | 36090201405 |
| 61 | 2007-2008 | KHAMMAM | MULAKALAPALLY | ZPHS JAGANNATHAPURAM | 36092100823 |
| 62 | 2007-2008 | KHAMMAM | PALVONCHA | ZPHS JAGANNADHAPURAM | 36092100823 |
| 63 | 2007-2008 | KHAMMAM | BURGUMPADU | ZPHS NAGINENIPROLU | 36101500405 |
| 64 | 2014-2015 | WARANGAL | THORRUR | ZPSS AMMAPUR | 36101500405 |
| 65 | 2007-2008 | Warangal | Kodakandla | ZPSS, Peddavangara | 36101600406 |
| 66 | 2014-2015 | KHAMMAM | PALVONCHA | GAHS(TW)KINNNERASANI | 36101600406 |
| 67 | 2007-2008 | Karimnagar | Karimnagar | ZPHS(G), Kothapally | 36130500812 |
| 68 | 2014-2015 | KARIMNAGAR | KARIMNAGAR | ZPHS KOTHAPALLI (BOYS) | 36130500812 |
| 69 | 2007-2008 | Warangal | Palakurthy | ZPSS, Mutharam | 36191201906 |
| 70 | 2007-2008 | KHAMMAM | MUDIGONDA | ZPHS MUTHARAM | 36191201906 |

|  |
| --- |
| **CHAPTER XIV – PRE-PRIMARY EDUCATION (ECCE)** |

Young children deserve an enthusiastic start in life and they need quality early experiences, especially in the early ages so that they grow, learn, develop and flourish fully. Researches also suggest that the quality of early years learning experiences has significant impact on school adjustments and the learning levels of children in later schooling. For achieving the Universalization of Elementary Education, universalization of Early Year Education is a pre-requisite and quality EYE is one of the goals that make-up the 2030 Agenda for Sustainable Development. There is need for children to be provided with developmentally appropriate early learning opportunities at preschool and early primary stage in continuum.

The first 6 years of a child's life are known as formative years which are recognized as remarkable time for brain growth and development. Recent neuroscience researches particularly on brain confirm the importance of early years in a child's life. It shows that within the span of the early childhood years, there are certain ‘critical periods’ for development of significant cognitive, linguistic, social and psychomotor competencies, which are known to contribute to later success in life. This stage is also important as a foundation for the inculcation of social values and personal habits. Therefore, it is crucial to invest in these early years through ensuring an enabling environment for every child, which is not only the right of every child but also a way to make sure the sound foundation for life. These can be done by ensuring better provisions for quality early education of young children.

**Status of Pre-School Education in the State 2020-21**

As per UDISE 2019-20 total in 556 schools pre-primary sections are attached with the enrolment of 4747 children. As reflected in the UDISE 2019-20 that under SamagraShiksha, total 655 teachers were deployed for pre-primary sections. As per UDISE 2019-20, state has around 135anganwadi centres which are co-located in the school premises.

The ECE approach in the State currently is to provide pre-primary education through Anganwadi centres. This includes both standalone and co-located Anganwadi centres.Pre-school services focus on total development of the child upto the age of six years, including the Education component. The early learning component of the ICDS provides a strong foundation for the learning and development of a child. It also promotes universalization of primary education, by providing necessary preparation for primary schooling to the child.

**Activities conducted by the state**

* **Online ECCE Orientation Programme to Pre-Primary teachers on Aarambh Package**

Telangana SamagraShiksha in collaboration with UNICEF had organised a pre-primary teacher training on Aarambh package from 27th January 2021 to 29th January 2021. The training was organized for 157 pre-primary teachers of 4 aspiration districts and Existing 101 pre-primary section teachers. The training included the pre-primary teachers of the following districts: Bhadradri, Jayashankar, Komarambheem, Mulugu, Mancherial, Nirmal, Jagityal, Peddapalli, Warangal Urban, Karimnagar, Kamareddy, Siddipet, Jangaon, Mahaboobnagar, Wanaparthy and Warangal Rural. The training was adult-centered and aimed at providing knowledge and specific set of skills to assist participants in their further course of action. It provided practical knowledge through demonstrations and experience-based learning within a collaborative environment. The facilitators included; Dr.Jayanthi Narayan, DDMS (AMS) facilitators: Mrs. Surekha, Mrs. G. Sujatha and Mrs. V. Ratnamala.

An initiative by SamagraShiksha& UNICEF the *Aarambh*Inclusive package, a first-of-its-kind guides teaching for ECCE. The main objectives of the training included:

1. Introduce and familiarize participants with Aarambh curriculum.
2. Orient participants on the diversity issues and strategies to handle diversity in the classroom.
3. Equip the participants with the skills to identify and integrate early intervention process.

The registration for the training was commenced on 26th January, 2021 and was met with an enthusiastic response. Through the course of the 3-day online training the average participant count each day was 270+. The Day-1 of the training focused on aspects such as: importance of ECCE, factors affecting growth and development of a child, role of a teacher, how the child learns etc. The Day-2 of the training included training on the Aarambh School Readiness programme package. The Day-3 of the training included demonstration of the various activities of the programme. Focus was laid upon the integration of special needs children in the class and the role the teacher, parents and community support.

157 pre-primary kits were also distributed to the selected primary schools. ‘Very informative’, ‘helpful in understanding techniques’, ‘engaging’ and ‘very good demonstration of strategies’ was some of the feedback received. The training was received with a lot of fervour and enabled capacity building and continuous improvement for the teachers.

**Steps taken for convergence with WCD dept.**

State is in the process to establish the convergence with WCD dept.

**Progress 2020-21**

| **S. No** | **Activity** | **Approved** | | **Achieved** | | **% of Achievement** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical** | **Amount approved** | **Physical** | **Amount Achieved** | **Phy** | **Finance** |
| **I** | **Non-Recurring** |  |  |  |  |  |  |
|  | Spill | 133 | 39.024 | - | - | - | - |
|  | Fresh (157 Aspiration + 9 old centres) | 166 | 33.20 | - | - | - | - |
|  | **Total** |  | **72.224** | - | - | - | - |
| **II** | **Recurring** |  |  |  |  |  |  |
|  | TLM and Educational kits for four Aspiration districts | 157 | 11.775 | - | - | - | - |
|  | Orientation to Instructors of AWTs & Pre-primary teachers | 8641 | 469.898 | - | - | - | - |
|  | **Sub Total** |  | **481.673** | - | - | - | - |
|  | **Grand Total** |  | **514.873** | - | - | - | - |

**Proposal for Pre-Primary (NR ) –(Early Childhood Care and Education) 2021-22**

Support to Pre-Primary is a New Concept in the Integrated Scheme of School Education. There are 35,700 AnganwadiCenters (AWC) in operation in the State of Telangana and out of which 9764 AWCs are functioning in the Government School premises. Out of 9764 SamagraShiksha Telangana Proposed budget for strengthening **2085** Co-located AWCs on pilot basis.

Establishment of Pre-primary Schools in 4 Aspirational districts Badradri-Kothagudem, Komarambheem-Asifabad, JayashankarBhupalapalli, Mulugu. As per guidelines issued by MoEGoI New Delhi, it is propose to establish 100% pre-primary sections in 4 Aspirational districts by end of 2023-24. Out of 2291 primary schools, SamagraShiksha is identified 490 schools where ever the enrollment in primary children is 51 & above. These 490 schools will be covered in phased manner, in this regard 157 schools approved in 2020-21.It is proposed to establish pre-primary sections in 183 Primary Schools in 2021-22, Balance schools will be covered in 2022-23. The details of establishment of pre-primary sections will be taken up in phased manner.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Name of the District** | **Primary Level School** | **51 & above enroll schools** | **Year-wise coverage** | | |
| **2020-21** | **2021-22** | **2022-23** |
| 1 | KomaramBheem | 662 | 151 | 50 | 50 | 51 |
| 2 | Jayshankar | 361 | 80 | 25 | 35 | 20 |
| 3 | Bhadradri | 955 | 200 | 62 | 78 | 60 |
| 4 | Mulugu | 313 | 59 | 20 | 20 | 19 |
|  | **Total** | **2291** | **490** | **157** | **183** | **149** |

**Status report on functioning and support to the Pre-Primary Education – 2021 - 22**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Support to Identified Collocation Anganwadies** | **Pre-Primary Sections functioning in Govt. Schools (2018-19 onwards)** | **Pre-Primary Sections functioning in Govt Schools in 4 Aspiration Districts** | **Pre-primary sections newly proposed in 4 Aspirational Districts** | **Total Centres** |
| **33 Districts** | **2085** | **101** | **157** | **183** | **2526** |

**Budget proposed for Non-recurring**

It is proposed to Rs. 1.00 Lakh per center for to procure Child Friendly furniture, Bala features, Outdoor play material in 2526 centers (2085 Co-located AnganwadiCenters, 101 Existing Pre-primary Sections 157 existing Pre-primary centers in four Aspirational Districts and 183 Newly proposed Pre-primary Sections in 4 Aspirational districts).

1. The budget is allocated is as follows
2. Child friendly furniture: Rs. 0.30 Lakhs
3. BALA features : **Building as Learning Aid (BALA) : 0.30 Lakhs**
4. Outdoor Play material : 0.40 Lakhs

1. **Child friendly furniture** - It is proposed to procure Furniture, round tables, small chairs to children,Almirahs-2, First Aid kit, Stationary,150 sft foam /vinyl carpet, Green board, Raindrop & ECCE Kits ets. The budget for each New Preprimary sections is 0.40 Lakhs per center.

2. **BalaFeatures :**Building as learning aid is an innovative way of looking at the relationship of child with the school space. The fact that physical space can be a resource in teaching – learning process has never been explored seriously. BALA is about maximizing the learning values of school’s space. A range of learning situations and materials can be actively used as learning resources by innovatively treating school spaces (Classroom, circulation spaces, outdoors, natural environment) and their constituent-built elements (Floors, walls, ceilings doors, windows, furniture, open ground). This resource can complement the teaching process and supplement textbook information. A three – dimensional space can offer a unique setting for a child to learn because it can introduce a multiple sensory experience into the otherwise black and white world of textbooks and blackboards. It can make abstract concepts more real for the child. Dimension, textures, shapes, angles, and movements can be used to communicate some basic concepts of language, science, mathematics and environment, and to make learning truly memorable experience for children.

BALA aims at using floors, walls, pillars, staircase, windows, doors, trees, flowers, and even rainwater, as learning aids. For example, a window grill can help children practice pre – writing skills or understand fractions. Angles can be marked under a door shutter on the floor can be painted with color wheels for children to enjoy ever – changing formations.

**Ways to implement in Classrooms**:

* Alphabet Shape Board is one such structured activity board for intellectual stimulation. Alphabet Shapes can be used to draw pictures of objects beginning with the same sound as the alphabet.
* Learning resources for Subjects through built elements: Design ideas can also be used to teach and learn different subjects for Primary Schools.
* By keeping racks in classroom where students have exposure of children literature books.
* Outside of Classroom walls can be painted as railway compartment or RTC Bus.
* Two class roomsi.e PP1and PP2 classes of the pre-schools will be painted with print rich environment.

**3. Outdoor Play – material –** It is proposed to procure outdoor play material i.e., Swings, Baby slides, skipping ropes, Balls, bats, Play houses etc.

**Proposal and Recommendation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Proposal 2021-22** | | | **Recommendation 2021-22** | | | |
| **Item** | **Phy.** | **Unit Cost** | **Fin (Rs in lakh)** | **Phy.** | **Unit Cost** | **Fin (Rs in lak)** | **Remarks** |
| **Pre- Primary (Non- Recurring)** |  |  |  |  |  |  |  |
| Child Friendly Furniture | 2526 | 1 | 2526 | 0 | 0 | 0 | Not recommended as these include new schools and previously approved schools. |
| **Total of Pre- Primary (Non- Recurring)** |  |  | **2526** | **0** | **0** | **0** |  |
| **Pre-Primary (Recurring)** |  |  |  |  |  |  |  |
| TLM | 4747 | 0.005 | 23.735 | 4747 | 0.002 | 9.494 |  |
| Play materials | 441 | 0.5 | **220.5** | 441 | 0.1 | 44.1 |  |
| One female Instructor | 441 | 0.8 | **352.8** | 441 | 0.48 | 211.68 | (recommended support for 8000 for 6 months) |
| Curriculum development | 441 | 0.4 | **176.4** | 441 | 0.4 | 176.4 |  |
| Training to PP teachers | 441 | 0.01 | **4.41** | 441 | 0.01 | 4.41 |  |
| Activity based learning resources | 441 | 0.236179138 | **104.155** | 441 | 0.1 | 44.1 |  |
| **Total** | 441 | **2** | **882** | **441** | **1.111528** | **490.184** |  |
| **Grand Total** |  |  | **3408** |  |  | **490.184** |  |

**CHAPTER XV - VOCATIONAL EDUCATION (VE)**

**Background**

PAB had approved 292 schools till 2020-21 for the introduction of Vocational Education1from class 9th for the state of Telangana.

**Year Wise Approval**

|  |  |
| --- | --- |
| **Year of Approval** | **No. of Schools Approved** |
| 2012 – 13 | 20 |
| 2016 – 17 | 100 |
| 2017 – 18 | 57 |
| 2018 – 19 | 15 |
| 2019 – 20 | 100 |

**Sectors approved and their respective Job Roles**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sector** | **No. of Schools for Sectors** | **Job Roles** | **No. of Schools for Job Roles** |
| Agriculture | 36 | Solanaceous Crop Cultivator | 36 |
| Micro Irrigation Technician | 36 |
| Apparel | 42 | Sewing machine operator | 42 |
| Specialized Sewing Machine Operator | 42 |
| Beauty & Wellness | 74 | Assistant Beauty Therapist | 74 |
| Beauty Therapist | 74 |
| BFSI | 27 | Microfinance Executive | 27 |
| Business Correspondent & Business Facilitator | 27 |
| Electronics & H/W | 5 | Field Technician – Other Home Appliances | 5 |
| Installation Technician – Computing and Peripherals | 5 |
| Healthcare | 54 | Home Health Aide | 54 |
| General Duty Assistant | 54 |
| IT - ITeS | 17 | Domestic Data Entry Operator | 80 |
| Junior Software Developer | 17 |
| Media & Entertainment | 63 | Texturing Artist | 63 |
| Multi Skilling | 12 | Multi Skill Assistant Technician | 12 |
| Retail | 34 | Early Years Physical Activity Facilitator | 13 |
| Fitness Trainer | 13 |
| Sports | 13 | Store Ops Assistant | 34 |
| Sales Associate | 34 |
| Tourism & Hospitality | 7 | Food & Beverage Service - Trainee | 7 |
| Customer Service Executive (Meet and Greet) | 7 |

**Physical Progress and Observations**

* State has reported 192 schools implemented vocational education with an enrolment of 52884 students till March 2020. During pandemic state was unable to continue classes for vocational education in school.
* **As per Quarterly Review Format (March, 2020) Gender wise/ Class wise Enrolment is as follows:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender/ Class** | **Girls** | **Boys** | **Total** |
| **9th** | **8909** | **9288** | **18197** |
| **10th** | 10670 | 12616 | **23286** |
| **11th** | 9513 | 8251 | **17764** |
| **12th** | 12361 | 10077 | **22438** |
| **Total** | **41316** | **40180** | **81496** |

* State has reported procurement of Tools & Equipment in almost 112 schools and still need to procure in 180 schools.
* State has reported 384in position trainers for vocational educationtill March, 2020.
* The state was not able to organize any classes for vocational education during the year 2021-22.
* The state organized online orientation workshop for School Principals and State Officials.
* State needs to provide photographs of the vocational lab and practical training of students for uploading on Shagun Portal and may also upload any innovative practice under vocational education on the google tracker shared by ministry.

**Financial Details**

* **Non-Recurring Progress**

**(Rs. In Lakhs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Spill Over** | | **Approved Outlay Fresh** | | **Expenditure** | |
| **Physical** | **Financial** | **Physical** | **Financial** | **Physical** | **Financial** |
| 140 | 1083.330 | 0 |  | 95 | 792.55 |

* **VE Spill Over (Cumulative)**

|  |  |
| --- | --- |
| **Physical** | **Financial** |
| 45 | **290.78 Lakh** |

* **Expenditure (Recurring)**

**(Rs. In Crore)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Estimate** | **% of Estimate (Component/Grand Total)** | **Total Expenditure Upto March.2020** | **Central share of Expenditure (assuming 90 % of Centre's share in exp)** | **% of total expenditure against estimate** |
| 34.5348 | 1.53% | 4.33122 | 2.59873 | 12.54% |

**Recurring (Activity wise 2020-21)**

**(Rs. In Lakhs)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Particulars** | **Budget Approved** | | | **Progress** | | | **Balance** | | |
| **Physical** | | **Financial** | **Physical** | | **Financial** | **Physical** | | **Financial** |
| **Recurring Support VE –Existing** | | | | | | | | | |
| Financial Support for Vocational Teacher/ Trainer (Existing) | 584 | 1161.58 | | 384 | 409.6720 | | 200 | 751.91 | |
| Financial Support for Resource Persons (Existing) | 292 | 438.00 | | 0 | 0 | | 292 | 438.00 | |
| Raw material grants for new school per course (Existing) | 292 | 700.80 | | 0 | 0 | | 292 | 700.80 | |
| Cost of providing Hands Training Students (Existing) | 292 | 511.88 | | 0 | 0 | | 292 | 511.88 | |
| Assessment and Certification Cost (Existing) | 30720 | 184.32 | | 0 | 0 | | 30720 | 184.32 | |
| Office Expenses / Contingencies for School (Existing) | 292 | 408.80 | | 0 | 0 | | 292 | 408.80 | |
| In-service Training of VE - Teachers (5 - Days) - (Existing) | 584 | 14.60 | | 0 | 0 | | 584 | 14.60 | |
| **Total for Recurring Support VE - Existing** |  | **3419.98** | |  | **409.672** | |  | **3010.31** | |

**PMS Updating**

The state needs to update enrolment on PMS. State has submitted different enrolments in Quarterly Review Format and AWP & B.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **As per QRF March, 2020** | | **Reported in PMS** | | **As per AWP & B 2020-21** | |
| **No. of Schools Implemented** | **Current Enrolment** | **No. of Schools Implemented** | **Current Enrolment** | **No. of Schools Implemented** | **Current Enrolment** |
| 192 | 52884 | 192 | 52542 | 192 | 52879 |

**Proposal 2021 – 22**

In the Annual Work Plan & Budget 2021-22 of Samagra Shiksha, the state has not proposed any new schools for introduction of vocational education

**Hub and Spoke**

State has proposed to have 02 spoke schools which will be attached to 01 existing school acting as Hub.

**Exposure to Vocational education for class 6th to 8th**

State has proposed the activity in 192 existing schools for providing exposure local arts and also bag less days for the students.

**Observations**

* Under innovative activities Exposure to upper primary may be considered for 192 existing schools.
* Recurring funds for 192 schools may be considered.
* 1 Hub school where students of 02 spoke schools will be provided VE practical training may also be considered.

**Recommendations**

PAB may consider approving:

* Recurring cost of **Rs. 2228.74** Lakh may be approved continuation of VE in existing 292 schools. Detailed costing is at Annexure I.
* An amount of **Rs. 4.00** lakh for 01 Hub and 02 spoke schools (Annexure II).
* An amount of **Rs. 28.8 Lakh** for Exposure to Vocational Education (Class 6 - 8).

**Annexure I**

**Recurring Costing for existing 292 schools**

**(Rs. In Lakhs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity Master** | **Physical** | **Unit Cost** | **Financial** | **Remarks** |
| **Recurring Support VE - Existing** | | | |  |
| Financial Support for Vocational Teacher/ Trainer (Existing) | 584 | 1.8620 | **1087.408** | Recommended as per norms - 384 in position trainers (Rs. 21000/month). - Notional support for 3 months (Rs. 20000/month) for 200 trainers to be recruited. |
| Financial Support for Resource Persons (Existing) | 292 | 1.8260 | **533.192** | As per norms for 292 school for conduct of guest lectures |
| Raw material grant for new school per course (Existing) | 292 | 0.50 | **146** | Last year’s expenditure for raw material has been less, therefore recommending a limited amount |
| Cost of providing Hands Training Students (Existing) | 292 | 0.4380 | **127.896** | With the ongoing pandemic there seems to be limited possibility for hands on skill training. The same is reflected in the last year expenditure details as well. Therefore, recommending only for limited amount per school. |
| Assessment and Certification Cost (Existing) | 30720 | 0.0060 | **184.32** | Recommended as proposed for students of class 10th and 12th. |
| Office Expenses / Contingencies for School (Existing) | 292 | 0.50 | **146** | Recommended limited amount for 292 schools. Last year expenditure is nil. |
| Induction training of VE - Teachers (10 Days) - (Existing) | 200 | 0.01 | **2** | For Induction training of trainers to be recruited preferably in online mode |
| In-service Training of VE - Teachers (5 - Days) - (Existing) | 384 | 0.0050 | **1.92** | For In-service training of in-position trainers preferably in online mode |
| **Total of Recurring Support VE - Existing** | |  | **2228.74** |  |

**Annexure II**

**Hub & Spoke and Exposure to Vocational Education**

**(Rs. In Lakhs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity Master** | **Physical** | **Unit Cost** | **Financial** | **Remarks** |
| **Recurring Support VE - New** | | | |  |
| Recurring Support to Hub and Spoke Model | 2 | 1.25 | 2.50 | - Considered for 1 Hub school where students of 02 spoke schools will be provided VE practical training. |
| Transportation allowance for Children from Spoke to Hub School | 100 | 0.0150 | 1.50 | With the ongoing pandemic there seems to be limited possibility of movement of students. Recommended for 100 students of 2 spoke schools @ Rs.1500 per student for travelling to Hub school |
| **Total of Recurring Support VE – New** | |  | **4.00** |  |
| **Project Innovation - (Rec) - (State Specific) Vocational Education** | |  |  |  |
| Exposure to Vocational Education (Class 6 - 8) | 192 | 0.15 | 28.80 | Recommended for 192 schools (existing schools with VE) for Visit of upper primary students to nearby industry/unit, Interactive sessions/lectures and workshops by local artisans, craftsmen on local skills/local crafts and training of upper primary teachers. |
| **Total of Project Innovation - (Rec) - (State Specific) Vocational Education** | |  | **28.80** |  |

**List of 1 Hub and 2 Spokes Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Hub District** | **UDISE Code** | **District Name** | **School Name** | **Sector 1 of Hub School** | **Sector 2 of Hub School** |
| **1** | **Hub School 1** | 36162600108 | Sangareddy | TSMS Velimela | IT-ITeS | Beauty and wellness |
| 1.1 | **Spoke School 1** | 36162600731 | Sangareddy | ZPHS R.C. PURAM |
| 1.2 | **Spoke School 2** | 36162600777 | Sangareddy | ZPHS BHEL |

**CHAPTER XVI - KALA UTSAV**

**Proposal 2021-22: Project Kala Utsav**

Proposed budget: The state has proposed a total amount of **Rs.11.0055** lakh for 33 districts. as mentioned in table below.

Figure in lakhs

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2 | Kala Utsav | 33 | 0.3635 | 11.9955 | 1 | 12.0 | 12.0 | Recommended for conducting kala utsav activities district/state and national level |
|  | Total of Project Kala Utsav |  |  | **11.99** |  |  | **21.0** |  |

**Recommendation:**

The proposal of the state worth Rs. 11..99 lakhs has been duly considered in which **Rs. 12Lakh is recommended for conducting the district/state level competitions**  Due to ongoing Pandemic situation online participation should be taken up at national level.

|  |
| --- |
| **CHAPTER XVII - COMMUNITY MOBILIZATION, TRAINING OF SMC/SMDC, MEDIA AND RESEARCH ACTIVITIES (SMC)** |

**I. Proposal 2021-22**

**A. Community Mobilization (Elementary):**

The state proposed budget estimate for under taking community mobilization in 21623 elementary schools with a unit cost of **Rs.1500** i.e**., 21623 x Rs.1500/-** = **Rs. 324,34,500 (Rs 324.34 lakh).**

**B. Training of SMC/SMDC** i**.e. Capacity building of SMC/ SMDC(Elementary):**

The state proposed budget estimate for under taking community mobilization in 21623 elementary schools with a unit cost of **Rs. 3000 i.e.21623x Rs.3000**/- = **Rs. 648,69,000/- (Rs.648.69 Lakh).**

**C. Community Mobilization (Secondary):**

The state proposed budget estimate for under taking community mobilization in 6826 secondary schools /senior secondary schools with a unit cost of **Rs.1500 i.e.,6826 xRs.1500/-** = **Rs.102,39,000 (Rs.102.39 lakh).**

**D. Training of SMC/SMDC** i**.e., Capacity building of SMC/SMDC (Secondary):**

The state proposed budget estimate for under taking training of SMC/SMDC in 6826 secondary schools/ Senior Secondary schools with a unit cost of **Rs.3000/-i.e.6826xRs.3000/-**=**Rs. 204,78,000(Rs.204.78 lakh).**

***1.Reference: Prabandh -PMS-uploaded proposal information taken and elaborated***

**II. Appraisal 2021-22**

**II- (1) Appraisal Suggestions:**

i.The State/UT has to follow the programmatic and financial norms of Community Mobilisation and Training of SMC/SMDC mentioned at recommendations.

**ii**.The media activities is to be undertaken duly meeting the funds from Management, Monitoring, Media, Evaluation and Research (MMMER) as media activities are coming under MMMER.

**II. (2) Appraisal Issues**

i.The State has not incurred any expenditure under Training of the SMC/SMDC for elementary and secondary.

ii.The state need to provide activity proposed details in details, however they have menstioned as general activities.

**2.Reference: Appraisal by Senior consultant ( Community Mobilization)**

**III. Recommendation 2020-21**

**A. Community mobilization: (Elementary)**

i.As per UDISE 2019-20, 21623 Elementary schools are existing, according the state has proposed 21623 Elementary schools, hence 21623 Elementary considered @ Rs.1500 per school= Rs.324,34,500/-. The State has to undertake community mobilization activities for getting key performance indicators as per the programmatic norms duly having specific plan, duly informing to the MOE/TSG Community Mobilization unit. The programmatic and costing norms mentioned at point E.

ii. During the year 2021-21 incurred an expenditure of 54.0180 lakhs out of the approved amount of Rs. 329.295 lakhs.iii. students were provided online classes from 01.09.2020. The pre-recorded Digital lessons are being telecasted through Dooradarshan (Yadagiri) and T-SAT Vidya channel. The transmission schedule of Digital classes prepared by the Director, SIET, Ramanthapur, Hyderabad is being communicated every month to all the District Educational Officers in the State with a request to take necessary action in the matter.

**B. Training of SMC/SMDC(Elementary)**

i.As per UDISE 2019-20, 21623 Elementary schools are existing, according the state has proposed 21623 Elementary schools, hence 21623 Elementary considered @ Rs.3000/- per school=Rs.648,69,000/-. The State has to undertake Training of the smc/smdc for C activities for getting key performance indicators as per the programmatic norms duly having specific plan.

ii. During the year 2020-21 for undertaking of the Training of the SMCs in 21953 schools an amount of Rs. 658.59 lakhs approved. State has conducted Training to the smc members through online virtual mode. Hence no expenditure incurred. The programmatic and costing norms mentioned at point E.

**C. Community mobilization: (Secondary)**

i.As per UDISE 2019-20, 6826 Secondary schools are existing accordingly, state has proposed 6826 Secondary schools, hence 6826 Secondary schools considered @ Rs.1500 per school= Rs.102,39,000 /-. The State has to undertake community mobilization activities for getting key performance indicators as per the programmatic norms duly having specific plan. duly informing to the MOE/TSG Community Mobilization unit.

ii.. During the year 2020-21 an amount of Rs.100.40 lakhs was approved for undertaking of community mobilization activities in 6693 schools, accordingly state has incurred an amount of 16.280 lakhs for undertaking of the community mobilization activities in 6693 schools. The programmatic and costing norms mentioned at point E.

**D. Training of SMC/SMDC (Secondary)**

i.As per UDISE 2019-20, 6826 Secondary schools are existing, accordingly the state proposed 6826 Secondary schools, hence 6826 Secondary schools considered @ Rs.3000/- per school= Rs.204,78,000/-. The State has to undertake training of the SMC/SMDC activities for getting key performance indicators as per the programmatic norms duly having specific plan, duly informing to the MOE/TSG Community Mobilization unit

ii. During the year 2020-21 for undertaking of the Training of the SMCs in 6693 schools an amount of Rs. 200.79 lakhs approved. State has conducted Training to the smc members through online virtual mode. Hence no expenditure incurred. The programmatic and costing norms mentioned at point E.

***3.Reference: Appraisal Senior consultant (Community Mobilization)***

**E. Programmatic and financial norms:**

| **Sl. No.** | **Activity** | **Programmatic Norms** | **Financial**  **Norms** |
| --- | --- | --- | --- |
| **1** | **Community Mobilisation (Elementary & Secondary, Sr. Secondary)** | 1. Activities to enhance Community participation and monitoring for universal access, equity and quality, 2. States level portal to be prepared for creating a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators for this purpose. (NEP Para 3.7), 3. States/UTs will particularly prepare guidelines for parental engagement as mentors/resources/volunteers in school to help the FLN mission and students in elementary and secondary schools. (NEP Para 2.7), 4. Guidelines will specifically cover involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc., 5. Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary/secondary level. (NEP Para 1.5) Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc. 6. States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education. | **Rs.1500/-per school** |
|  |  | 1. **Key performance Indicators:** i. Improvement in enrolment (GER/NER) at all levels,   ii. Reduction in drop out at all levels: iii. Increased parental involvement. iv. Percentage of schools where there is involvement of volunteers /alumni/retired teachers/parents in school. |  |
| **2** | Training of the SMC/SMDC **(Elementary & Secondary, Sr. Secondary)** | 1. Capacity building and Support to SMCs/SMDCs. 2. Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP). 3. The SDPs and SCDPs of all schools/school clusters of all states/UTs shall be in the public domain. 4. The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans. 5. SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. 6. SCERT will prepare online training module for SMC members to be able to undertake all this. Schools will also interact with the SMC members to update them on latest developments. | **Rs.3000/-per school** |
|  |  | **Key performance Indicators:**i Ratio of number of schools to number of School Development Plans prepared by involvement of SMCs/SMDCs. |  |

***4.Reference: AWP&B 2021-22 Guidelines***

**IV. Details of the Proposal 2021-22- Community Mobilization and Training of the SMC &SMDC (Elementary and Secondary) – Provided in the plan not systematic hence obtained in the format.**

**Details of the proposal 2021-22:**

**Community Mobilization (Elementary and Secondary): proposal for the year 2021-22 :**

It is proposed to conduct the activities to enhance Community participation and monitoring for universal access, equity and quality.

It is also proposed to prepare a state level portal for creating a database of literate volunteers, retired scientists/ government/semi government employees, alumni, and educators for this purpose. The state will particularly prepare guidelines for parental engagement as mentors/ resources/ volunteers in school to help the FLN mission and students in elementary and secondary schools. Guidelines will specifically cover involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. The schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/ FLN/ elementary/ secondary level Workshops/ Lectures/ Programmes will be organized for creating Awareness on RTE Act, Learning Outcomes etc. The state will prepare online training modules for volunteers to understand how they can be involved in school education.

**B. Training of the SMC/SMDC (Elementary and Secodnary): proposal for the year 2021-22 :**

Parents Committee (formerly known as SMCs) Training (Elementary and Secondary):

Capacity building programs will be organized for Support to SMCs/SMDCs. SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders.

Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP).

The SDPs and SCDPs of all schools/school clusters of all states/UTs will be uploaded in the public domain. The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans.

SCERT will be requested for preparing online training module for SMC members to be able to undertake all this. Schools will also interact with the SMC members to update them on latest developments.

Parents Committees (School Management Committees were formed in all the eligible schools as per Right to Education Act 2009 in the state. Proper training and capacity building being provided to the members of Parents committees both at the elementary and secondary levels about their roles and responsibilities which is extremely critical towards ensuring their active and effective participation in planning, plan preparation, monitoring and supervision of the school level activities.

Active members in the parent’s committees are also formed as the key members to observe the school infrastructure development and focus on infrastructure development in the government management schools. Special training is to be imparted to aware the members of parents committee for proper monitoring and utilization of funds.

**a. CommunityMobilization (Elementary): Unit cost Rs.1500/-per school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity as per theProgrammatic Norms of Ministry** | **Activities Proposed** | **Unit**  **cost** | **Total**  **amount** | **Key Performance Indicators** |
| I. Activities to enhance Community participation and monitoring for universal access, equity and quality | 21623 | 0.005 | 108.115 | i. Improvement in enrolment (GER/NER) at all levels,  (Write-up needed)  ii. Reduction in drop out at all levels:  (Writeup needed) |
| ii.Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc | 21623 | 0.002 | 43.246 |
| iii.States level portal to be prepared for creating a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators for this purpose. (NEP Para 3.7), | 21623 | **0.00075** | **16.2172** |  |
| iv.States/UTs will particularly prepare guidelines for parental engagement as mentors/resources/volunteers in school to help the FLN mission and students in elementary and secondary schools. (NEP Para 2.7), | 21623 | **0.00250** | **54.0575** | iii.Increased parental involvement.  (Writeup needed) |
| v. Guidelines will specifically cover involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc., | 21623 | **0.00250** | **54.0575** | iv.Percentage of schools where there is involvement of volunteers /alumni/retired teachers/parents in school (Writeup needed) |
| vi.Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary/secondary level. (NEP Para 1.5) | 21623 | **0.0010** | **26.623** |  |
| vii.States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education. | 21623 | **0.00125** | **27.02875** |  |
| **Total** | 21623 | **0.015** | **324.345** |  |

**b. Training of the SMC/SMDC(Elementary) : Unit cost Rs.3000/- per school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity as per the Programmatic Norms of Ministry.** | **Activities**  **Proposed** | **Unit cost** | **Total**  **amount** | **Key Performance Indicators** |
| i.Capacity building and Support to SMCs/SMDCs. | 21623 | **0.015** | **324.345** |  |
| ii.Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP | 21623 | **0.003** | **64.869** | i Ratio of number of schools to number of School Development Plans prepared by involvement of SMCs/SMDCs.  (writeup) |
| iii.The SDPs and SCDPs of all schools/school clusters of all states/UTs shall be in the public domain. | 21623 | **0.001** | **21.623** |  |
| iv.The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans | 21623 | **0.001** | **21.623** |  |
| v.SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders | 21623 | **0.007** | **151.361** |  |
| vi.SCERT will prepare online training module for SMC members to be able to undertake all this. | 21623 | **0.002** | **43.246** |  |
| vii.Schools will also interact with the SMC members to update them on latest developments. | 21623 | **0.001** | **21.623** |  |
| **Total** | 21623 | **0.03** | **648.690** |  |

**Iv. Detailed Proposal 2021-22 (Secondary and Senior Secondary Schools)**

1. **Community Mobilization (Secondary and Senior Secondary Schools): Unit cost Rs.1500/-per school**

| **Activity as per the Programmatic Norms of Ministry.** | **Activities**  **Proposed** | **Unit cost** | **Total amount** | **Key Performance Indicators** |
| --- | --- | --- | --- | --- |
| I. Activities to enhance Community participation and monitoring for universal access, equity and quality | **6826** | 0.005 | **34.13** | i. Improvement in enrolment (GER/NER) at all levels,  (Write-up needed)  ii. Reduction in drop out at all levels:  (Write-up needed) |
| ii.Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc | **6826** | 0.002 | **13.652** |
| iii.States level portal to be prepared for creating a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators for this purpose. (NEP Para 3.7), | **6826** | **0.00075** | **5.1195** |  |
| iv.States/UTs will particularly prepare guidelines for parental engagement as mentors/resources/volunteers in school to help the FLN mission and students in elementary and secondary schools. (NEP Para 2.7), | **6826** | **0.00250** | **17.065** | iii.Increased parental involvement.  (Writeup needed) |
| v. Guidelines will specifically cover involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc., | **6826** | **0.00250** | **17.065** | iv.Percentage of schools where there is involvement of volunteers /alumni/retired teachers/parents in school (Writeup needed) |
| vi.Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary/secondary level. (NEP Para 1.5) | **6826** | **0.0010** | **6.826** |  |
| vii.States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education. | **6826** | **0.00125** | **8.5325** |  |
| **Total** | **6826** | **0.015** | **102.390** |  |

**b. Training of the SMC/SMDC (Secondary and Senior Secondary Schools): Unit cost Rs.3000/- per school**

| **Activity as per the Programmatic Norms of Ministry.** | **Activities Proposed** | **Unit cost** | **Total amount** | **Key Performance Indicators** |
| --- | --- | --- | --- | --- |
| i.Capacity building and Support to SMCs/SMDCs. | **6826** | **0.015** | **102.39** |  |
| ii.Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP | **6826** | **0.003** | **20.478** | i Ratio of number of schools to number of School Development Plans prepared by involvement of SMCs/SMDCs.  (writeup) |
| iii.The SDPs and SCDPs of all schools/school clusters of all states/UTs shall be in the public domain. | **6826** | **0.001** | **6.826** |  |
| iv.The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans | **6826** | **0.001** | **6.826** |  |
| v.SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders | **6826** | **0.007** | **47.782** |  |
| vi.SCERT will prepare online training module for SMC members to be able to undertake all this. | **6826** | **0.002** | **13.652** |  |
| vii.Schools will also interact with the SMC members to update them on latest developments. | **6826** | **0.001** | **6.826** |  |
| **Total** | **6826** | **0.03** | **204.780** |  |

***5.Referemce: State Plan and Format***

**V. Progress 2020-21 as per the PMS-SS, MHRD:**

1. **Community Mobilization and Training of the SMC/SMDC (Elementary) 2020-21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SL. No.** | **Subject** | **Budget Approved 2020-21-PAB** | | **Achievement 2020-21 as on 31.3.2021** | |
| **Physical** | **Financial** | **Physical** | **Financial** |
| 1. | Community Mobilization | 21953 | 329.30 | 21953 | 54.0180 |
| 2. | Training of the SMC/SMDC | 21953 | 658.59 | 0 | 0 |

1. **Community Mobilization and Training of the SMC/SMDC (Secondary) 2020-21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SL. No.** | **Subject** | **Budget Approved 2020-21-PAB** | | **Achievement 2020-21 as on 31.3.2021** | |
| **Physical** | **Financial** | **Physical** | **Financial** |
| 1. | Community Mobilization | 6693 | 100.40 | 6693 | 16.280 |
| 2. | Training of the SMC/SMDC | 6693 | 200.79 | 0 | 0 |

***6.Reference: Prabandh , Physical and Finacial progress report as on 31.3.2021-TSG***

**VI . UDISE +2019-20- Telangana**

| **School Category** | **Govt Enrolment** |
| --- | --- |
| Primary only with grades 1 to 5 | 18331 |
| Upper Primary with grades 1 to 8 | 3292 |
| **Elementary** | **21623** |
| Higher Secondary with grades 1 to 12 | 314 |
| Higher Secondary with grades 6 to 12 | 368 |
| Secondary/Sr. Sec. with grades 1 to 10 | 744 |
| Secondary/Sr. Sec. with grades 6 to 10 | 4951 |
| Higher Secondary Only grades 11 to 12 | 449 |
| **Secondary/Sr. Secondary** | **6826** |
| **Total** | **28449** |

|  |  |
| --- | --- |
| **School Category** | **Govt Enrolment** |
| Primary only with grades 1 to 5 | 18331 |
| Upper Primary with grades 1 to 8 | 3292 |
| **Elementary** | **21623** |

|  |  |
| --- | --- |
| **School Category** | **Govt Enrolment** |
| Higher Secondary with grades 1 to 12 | 314 |
| Higher Secondary with grades 6 to 12 | 368 |
| Secondary/Sr. Sec. with grades 1 to 10 | 744 |
| Secondary/Sr. Sec. with grades 6 to 10 | 4951 |
| Higher Secondary Only grades 11 to 12 | 449 |
| **Secondary/Sr Secondary** | **6826** |

***7.Reference: Received by email from MIS unit Mr. Manish Mishra***

Note: Recommendation of the Community mobilization and Training of the SMC/SMDC activities for elementary and secondary based on the number of elementary schools and number of secondary and senior secondary schools, Number of schools to be considered are based on UDISE +2019-20. Hence for reference UDISE +2019-20 school’s information provided in the appraisal report.

**VII. Reports:**

State is need to provide specific plan and Calendar of Activities and Quarterly Progress report for Community Mobilization and Training of the SMC/SMDC at elementary and Secondary and Senior Secondary for the year 2021-22 as per the PAB approvals time to time to by email id of [nationalcommunity.ss@gmail.com](mailto:nationalcommunity.ss@gmail.com), along with monthly progress in PMS- Samagra Shiksha.

***8. Reference: Suggested by Senior consultant ( Community Mobilization).***

**Name of the State: TELANGANA:FORMAT FOR COMMUNITY MOBILIZATION AND TRAINING OF THE SMC/SMDC -2021-22**

1. **Proposal 2021-22: Community Mobilization and Training of the SMC/SMDC**

**i Proposal 2021-22 Community Mobilization and Training of the SMC/SMDC : : Elementary Schools-**

| **SL.**  **No** | **Activity** | **Proposal 2021-22** | | |
| --- | --- | --- | --- | --- |
|  | **Elementary** | **Physical**  **No of Elementary schools** | **Unit Cost( Rs. in lakh)** | **Amount/Financial ( Rs. in lakhs)**  **=No of schools as per UDISE-2019-20 x Unit cost.** |
| **a.** | Community Mobilization | 21623 | Rs.1500/- per school | **324.345** |
| **b.** | Training of the SMC/SMDC | 21623 | Rs.3,000 per school | **648.69** |

1.Reference: As per Prabandh, MOE website.

**ii-Proposal 2021-22: Community Mobilization and Training of the SMC/SMDC: Secondary and Senior Secondary schools**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SL.**  **No** | **Activity** | **Proposal 2021-22** | | |
|  | **Secondary and Senior Secondary** | **Physical**  **No of Secondary& Senior Secondary schools** | **Unit Cost (Rs. in lakh)** | **Amount/Financial (Rs. in lakhs)**  **=No of schools as per UDISE-2019-20 x Unit cost.** |
| **a.** | Community Mobilization | **6826** | Rs.1500/- per school | **102.390** |
| **b.** | Training of the SMC/SMDC | **6826** | Rs.3,000 per schools | 204.780 |

***2.Reference: As per Prabandh, MOE website.***

**ii.Detailed Proposal 2021-22 (Elementary Schools)**

**a. CommunityMobilization (Elementary): Unit cost Rs.1500/-per school**

| **Activity as per the Programmatic Norms of Ministry.** | **Activities Proposed** | **Unit**  **cost** | **Total**  **amount** | **Key Performance Indicators** |
| --- | --- | --- | --- | --- |
| I. Activities to enhance Community participation and monitoring for universal access, equity and quality | 21623 | 0.005 | 108.115 | i. Improvement in enrolment (GER/NER) at all levels,  (Write-up needed)  ii. Reduction in drop out at all levels:  (Writeup needed) |
| ii.Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc | 21623 | 0.002 | 43.246 |
| iii.States level portal to be prepared for creating a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators for this purpose. (NEP Para 3.7), | 21623 | **0.00075** | **16.2172** |  |
| iv.States/UTs will particularly prepare guidelines for parental engagement as mentors/resources/volunteers in school to help the FLN mission and students in elementary and secondary schools. (NEP Para 2.7), | 21623 | **0.00250** | **54.0575** | iii.Increased parental involvement.  (Writeup needed) |
| v. Guidelines will specifically cover involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc., | 21623 | **0.00250** | **54.0575** | iv.Percentage of schools where there is involvement of volunteers /alumni/retired teachers/parents in school(Writeup needed) |
| vi.Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary/secondary level. (NEP Para 1.5) | 21623 | **0.0010** | **26.623** |  |
| vii.States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education. | 21623 | **0.00125** | **27.02875** |  |
| **Total** | 21623 | **0.015** | **324.345** |  |

**b. Training of the SMC/SMDC(Elementary): Unit cost Rs.3000/- per school**

| **Activity as per the Programmatic Norms of Ministry.** | **Activities**  **Proposed** | **Unit cost** | **Total**  **amount** | **Key Performance Indicators** |
| --- | --- | --- | --- | --- |
| i.Capacity building and Support to SMCs/SMDCs. | 21623 | 0.015 | 324.345 |  |
| ii.Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP | 21623 | 0.003 | 64.869 | i Ratio of number of schools to number of School Development Plans prepared by involvement of SMCs/SMDCs.  (writeup) |
| iii.The SDPs and SCDPs of all schools/school clusters of all states/UTs shall be in the public domain. | 21623 | 0.001 | 21.623 |  |
| iv.The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans | 21623 | 0.001 | 21.623 |  |
| v.SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders | 21623 | 0.007 | 151.361 |  |
| vi.SCERT will prepare online training module for SMC members to be able to undertake all this. | 21623 | 0.002 | 43.246 |  |
| vii.Schools will also interact with the SMC members to update them on latest developments. | 21623 | 0.001 | 21.623 |  |
| **Total** | **21623** | **0.03** | **648.690** |  |

**Iv. Detailed Proposal 2021-22 (Secondary and Senior Secondary Schools)**

1. **Community Mobilization (Secondary and Senior Secondary Schools): Unit cost Rs.1500/-per school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity as per the Programmatic Norms of Ministry.** | **Activities**  **Proposed** | **Unit cost** | **Total amount** | **Key Performance Indicators** |
| I. Activities to enhance Community participation and monitoring for universal access, equity and quality | **6826** | 0.005 | **34.13** | i. Improvement in enrolment (GER/NER) at all levels,  (Write-up needed)  ii. Reduction in drop out at all levels:  (Write-up needed) |
| ii.Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc | **6826** | 0.002 | **13.652** |
| iii.States level portal to be prepared for creating a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators for this purpose. (NEP Para 3.7), | **6826** | **0.00075** | **5.1195** |  |
| iv.States/UTs will particularly prepare guidelines for parental engagement as mentors/resources/volunteers in school to help the FLN mission and students in elementary and secondary schools. (NEP Para 2.7), | **6826** | **0.00250** | **17.065** | iii.Increased parental involvement.  (Writeup needed) |
| v. Guidelines will specifically cover involvement of community and alumni in volunteer efforts for enhancing learning, such as, one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc., | **6826** | **0.00250** | **17.065** | iv.Percentage of schools where there is involvement of volunteers /alumni/retired teachers/parents in school (Writeup needed) |
| vi.Schools will undertake community sensitization, parental advocacy and leveraging parents as a resource for ECCE/FLN/elementary/secondary level. (NEP Para 1.5) | **6826** | **0.0010** | **6.826** |  |
| vii.States/UTs will prepare online training modules for volunteers to understand how they can be involved in school education. | **6826** | **0.00125** | **8.5325** |  |
| **Total** | **6826** | **0.015** | **102.390** |  |

**b. Training of the SMC/SMDC (Secondary and Senior Secondary Schools) : Unit cost Rs.3000/- per school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity as per the Programmatic Norms of Ministry.** | **Activities**  **Proposed** | **Unit cost** | **Total amount** | **Key Performance Indicators** |
| i.Capacity building and Support to SMCs/SMDCs. | **6826** | **0.015** | **102.39** |  |
| ii.Schools will develop their School Development Plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Cluster Development Plans (SCDP | **6826** | **0.003** | **20.478** | i Ratio of number of schools to number of School Development Plans prepared by involvement of SMCs/SMDCs.  (writeup) |
| iii.The SDPs and SCDPs of all schools/school clusters of all states/UTs shall be in the public domain. | **6826** | **0.001** | **6.826** |  |
| iv.The SMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans | **6826** | **0.001** | **6.826** |  |
| v.SMC capacity to be built to give better student support, support in enrolment, attendance, and performance and support in improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders | **6826** | **0.007** | **47.782** |  |
| vi.SCERT will prepare online training module for SMC members to be able to undertake all this. | **6826** | **0.002** | **13.652** |  |
| vii.Schools will also interact with the SMC members to update them on latest developments. | **6826** | **0.001** | **6.826** |  |
| **Total** | **6826** | **0.03** | **204.780** |  |

***3. Reference : State plan and Format***

1. **Progress 2020-21**: **Media and Community Mobilization and Training of the SMC/SMDC**

i. **Progress as per the PMS-**Prabandh**MOE website2020**

1. **Media and Community Mobilization and Training of the SMC/SMDC (Elementary) 2020-21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SL. No.** | **Subject** | **Budget Approved 2020-21-PAB** | | **Achievement 2020-21 as on 31.3.2021** | |
| **Physical** | **Financial** | **Physical** | **Financial** |
| 1. | Community Mobilization | 21953 | 329.295 | 21953 | 54.03 |
| 2. | Training of the SMC/SMDC | 21953 | 658.59 | 21953 | NIL |
|  | Total |  |  |  |  |

1. **Community Mobilization and Training of the SMC/SMDC (Secondary) 2020-21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SL. No.** | **Subject** | **Budget Approved 2020-21-PAB** | | **Achievement 2020-21 as on 31.3.2021** | |
| **Physical** | **Financial** | **Physical** | **Financial** |
| 1. | Community Mobilization | 6693 | 100.395 | 6693 | 16.47 |
| 2. | Training of the SMC/SMDC | 6693 | 200.79 | 6693 | NIL |
|  | Total |  |  |  |  |

***4, Reference: Prabandh, Physical and Finacial progress report as on 31.3.2021-TSg***

**ii.Detailed Progress report on Media & Community Mobilization and Training of the SMC/SMDC activities.**

**A. Progress Media & Community Mobilization and Training of the SMC/SMDC activities (Elementary Schools)**

a. The state has undertaken various activities under media and community mobilization and training of the smc/smdc activtes during the year 2020-21. The state may provide n media and community mobilization activities and Training of the SMC/SMDC approved in the PAB minutes 2020-21 as per table.

| SLNo | Activities approved under Elementary | PAB Approval  2020-21 | | Progress 2020-21 - State/UT | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Physical:  No of Schools | Financial:  Funds  approved | Physical No of schools | Unit  cost | Expenditure incurred. | Activities undertaken at State/District /Block /cluster and School level |
| I | Media activities |  |  |  |  |  |  |
|  | a. Execution of media plans for publicity of the objectives of the schemes |  |  |  |  |  |  |
|  | b. Preparation of the related audio-visual, print material etc |  |  |  |  |  |  |
|  | c) other:  Transimision of education activites through Radio/Doordarsha or any other (as per the Ministry letter- during the covid 19 etc | 21953 | 329.295 | 21953 |  | 54.03 | Transmission of educational activities through Doordarshan |
| II. | Training of the SMC/SMDC |  |  |  |  |  |  |
|  | a. Training of SMC/SDMC members; is required to be conducted by the Cluster Resource Coordinator (CRC).and | 21953 | 658.59 | 21953 |  | NIL | SMC/SMDC training have given through virtual mode. |
|  | (ii) Provision for conducting /convening of SMC/SMDC meetings on a single notified date by the State once in every quarter, |  |  |  |  |  |  |
|  | C. Incentivizing nominated parents for attending the SMC/ SMDC meeting regularly, (Incentives provided to SMC/SMDC Yes/No, if Yes how much amount and detials |  |  |  |  |  |  |
|  | D. uploading of quarterly reports on a Mobile App / *school register* on the meeting held as well as on the status /activities of the school will be provided |  |  |  |  |  |  |

**B. Progress Media & Community Mobilization and Training of the SMC/SMDC activities (Secondary and Senior Secondary Schools)**

The state has undertaken various activities under media and community mobilization and training of the smc/smdc activtes during the year 2020-21. The state may provide n media and community mobilization activities and Training of the SMC/SMDC approved in the PAB minutes 2020-21 as per table.

| SLNo | Activities approved under Secondary, Senior Secondary | PAB Approval  2020-21 | | Progress 2020-21 - State/UT | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Physical:  No of Schools | Financial:  Funds  approved | Physical No of schools | Unit  cost | Expenditure incurred. | Activities undertaken at State/District /Block /cluster and School level |
| I | Media activities |  |  |  |  |  |  |
|  | a. Execution of media plans for publicity of the objectives of the schemes |  |  |  |  |  |  |
|  | b. Preparation of the related audio-visual, print material etc |  |  |  |  |  |  |
|  | c) other:  Transmission of education activites through Radio/Doordarsha or any other (as per the Ministry letter- during the covid 19 etc | 6693 | 100.395 | 6693 |  | 16.47 | Transmission of educational activities through Doordarshan |
| II. | Training of the SMC/SMDC |  |  |  |  |  |  |
|  | a. Training of SMC/SDMC members; is required to be conducted by the Cluster Resource Coordinator (CRC).and | 6693 | 200.79 | 6248 |  | NIL | SMC/SMDC training have given through virtual mode. |
|  | (ii) Provision for conducting /convening of SMC/SMDC meetings on a single notified date by the State once in every quarter, |  |  |  |  |  |  |
|  | C. Incentivizing nominated parents for attending the SMC/ SMDC meeting regularly, (Incentives provided to SMC/SMDC Yes/No, if Yes how much amount and detials |  |  |  |  |  |  |
|  | D. uploading of quarterly reports on a Mobile App / *school register* on the meeting held as well as on the status /activities of the school will be provided |  |  |  |  |  |  |

***5. Reference: State plan and Format***

|  |
| --- |
| **II. (iii) Continuation - Progress 2020 -21 Mediaand Community Mobilization** |

**Details of the Media and Community Mobilization (Elementary and Secondary)**

**MEDIA: -**

**Compaigning**: Owing to COVID 19 pandemic, all the schools have campaigned in the neighborhood habitations of their schools using virtual mode of facilities and entitlements provided in their schools.

They have created awareness among the parents and community members about various activities under taken in schools under Samagra Siksha and motivated them to join their wards in Government schools through virtual and on phone.

Advocacy for enrollment in Government schools is also done through print and electronic media.

**COMMUNITY MOBILISATION PROGRESS 2020-21: -**

At primary /UP schools’ level, school age children identified with the help of village education register, visits are made to the households with school age children and the parents are motivated to join them in Government school virtually and on phone.

Advocacy for enrollment in Government schools is also done through print and electronic media.

**COMMUNITY MOBILISATION PROGRESS: -**

At primary /UP schools’ level, school age children identified with the help of village education register, visits are made to the households with school age children and the parents are motivated to join them in Government school virtually and on phone.

**TELECASTING OF DIGITAL LESSONS THROUGH DOORDARSHAN KENDRA**

Due to Covid-19 and Lockdown imposed by the GOI and Govt. of Telangana, the schools have been closed w.e.f.16.03.2020. The schools have been opened recently from 27.08.2020. Only Teachers are attending to the schools. As per the instructions of the Govt., instruction is being provided to the students through online classes from 01.09.2020. The pre-recorded Digital lessons are being telecasted through Dooradarshan (Yadagiri) and T-SAT Vidya channel. The transmission schedule of Digital classes prepared by the Director, SIET, Ramanthapur, Hyderabad is being communicated every month to all the District Educational Officers in the State with a request to take necessary action in the matter.

The School Education Department has entered into MOU with Dooradarshan Kendra, Hyderabad at mutually agreed terms and conditions. As per the terms and conditions of the MOU the programmes will be telecasted from 10.30 am to 01.00 pm, on advance payment basis as per the Doordarshan rate card in circulation along with all taxes.

Govt. of Telangana, Hyderabad in Memo no.4061/SE.Prog.I/A2/2020, dt.06.10.2020 have ratified the action of the State Project Director, Samagra Shiksha, Telangana, Hyderabad in having entered into the MOU with Prasara Bharathi and Dooradarshan Kendra to telecast Digital lessons through Dooradarshan Kendra (Yadagiri).

As per the orders of the Govt. the schools have been re-opened physically for 09th and 10th class students from 01.02.2021. Due to increase of Covid-19 cases among the Teachers and students, Govt. have closed the schools from 24.03.2021. However, instruction is being provided to the students through Doordarshan Kendra (Yadagiri), Hyderabad.

The expenditure from November 2020 to March 2021 has been met from media and community mobilization component of Centrally Sponsored Scheme, SamagraShiksha.

1. **Other progress 2020-21**

**III. (i) Status of Training and meetings of SMC Members (Elementary and secondary)**

As per the RTE act 2009, School Management Committees were formed in all the schools throughout the state on 30 November 2019.Thus 29174 SMCs were elected by the parents of the students. Each class (1-8) parents elected 3 members. These elected members in turn elected Chairman and Vice chairman indirectly by raising the hands. The Head master of the school will be the member convenor. He convenes SMC meetings every bimonthly to discuss over the matters pertaining to 100% enrolment in the village, 100%retention in the school,0%drop out rate, ensuring quality education to the pupils and school infrastructure development etc.

The State Project Director had conducted SMC Training through virtual mode to all the SMC members from state level to school level.

1. How to maintain and importance of village education register.

2. To make 100% enrolment.

3. Steps to retain the 100% attendance in the school

4. To reduce the dropout rate to 0%.

5. Ensuring the enrolment of transition out school children.

6. To eradicate child labour.

7. Identification of CWSN children and enrolling them in nearby centres and providing the special facilities to them.

8. To keep swatch school.

9. Formation of swatch clubs with teachers and students.

10. Importing quality education to the students.

11. Attaining basic competencies and learning outcomes

12. Providing facilities for girls

13. Awareness on importance of girl education.

14. Decreasing the gender discrimination.

15. Arresting the child marriages.

16. Awareness on child rights.

17. POCSO act

18. Proper implementation of mid day meal scheme.

19. Proper utilisation of school funds.

20. How to improve school infrastructural facilities.

21. Preparing school development plan.

22. Preparing of SMC meetings as per agenda.

23. Taking school safety measures.

24. Observing dry day on Friday.

25. Growing kitchen garden.

26. Providing Hand wash to the students.

27. Making Harithahram successful.

28. Celebration of important national and international days.

29. Seeking support of donors and NGOs

30. Taking help of the retired personnel and from mahila samakhya members.

31.NEP 2020 and SMC Role.

32.COVID 19 and SMC Role.

Mobile app was developed for SMC meetings. Meeting dates were issued by the SPD. MEOs, School complex HMs and Cluster Resource Persons are monitoring the functioning of SMCs.

Parents, SMC members, co-opted members, serpanch, ward members and others cooperation is sought for the overall development of the school.

**A. Single Notified day for Conducting /Convening of SMC meetings (Elementary)**

**Ans:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quarter** | **Months covered** | **Notified date for Quarterly SMC members Meeting(for Elementary and) (DD/MM/YYYY)** | **Remarks** |
| Quarter 1 | April, May, June 2020 | 31st May 2020 | Conducted at School Level by CRCs |
| Quarter 2 | July, August, September 2020 | 23rd August 2020 |
| Quarter 3 | October, November, December 2020 | 23rd Nov. 2020 |
| Quarter 4 | January, February, March 2021 | 28th Feb 2021 |

B. Number of Quarterly SMC meetings Conducted:

Ans: Quarter 3 conducted

C. Quarterly SMC meeting minutes recorded in the school register?

Ans: Yes, IfYes ------ number of schools.

Ans: In case No, any specific reason**: Not Applicable**

D.Number of CRCs conducted Training of the SMC members in schools.

Ans: No of CRCs: **1815**  No of Schools: **21953**

III. (ii) Status of Training and meetings of SMDC Members (Secondary):

Single Notified day for Conducting /Convening of SMDC meetings (Secondary)

**Ans:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quarter** | **Months covered** | **Notified date for Quarterly SMDC members Meeting(for Elementary and) (DD/MM/YYYY)** | **Remarks** |
| Quarter 1 | April, May, June 2019 | 31st May 2020 | Conducted at School Level by CRCs |
| Quarter 2 | July, August, September 2019 | 23rd August 2020 |
| Quarter 3 | October, November, December 2019 | 23rd Nov. 2020 |
| Quarter 4 | January, February, March 2020 | 28th Feb 2021 |

**B.** Number of Quarterly SMDC meetings Conducted:

**Ans: Quarter 3 conducted**

**C.** Quarterly SMDC meeting minutes recorded in the school register?

Ans: Yes, IfYes, ------- number of schools.

Ans: In case No, any specific reason**: Not Applicable**

**D.**Number of CRCs conducted Training of the SMDC members in schools

Ans: No of CRCs: **1815**  No of Schools: **6248**

**III. (ii)-Structure of the SMC/SMDC**

**Structure of SMCs in Elementary Schools. There are ----- members in Elementary Schools as shown below:**

**A.1. Structure of the SMC**

|  |  |  |
| --- | --- | --- |
| **Sl.NO** | **SMC Members** | **Designation** |
| 1 | Primary Schools (15 Members) | Chair Person, Convenor (School HM) out of which SMC Members 2/3rd Women |
| 2 | UP Schools (21 Members) |
| 3 | High Schools (9 Members) |

| Sr. No. | SMC Members | Designation |
| --- | --- | --- |
| 1 | Elected from the Parents of the children | Chairman |
| 2 | Elected from the Parents of the children | Vice-Chairman |
| 3 | Head Master | Member Convener |
| 4 | Elected from 3 parents’ members by majority from each class | Elected Members |
| 5 | Teacher, Ward Member, /Anganwadi Teacher, ANM etc. | Ex-Officio members |
| 6 | Eminent educationalist, NGO, Philonthropist | Co-opted Members |
| Total Members: --- | | |

**Structure of SMDC in Secondary Schools. There are ---- members in Secondary Schools as shown below:**

B.1 Structure of the SMDC

|  |  |  |
| --- | --- | --- |
| Sr. No. | SMDC Members | Designation |
| 1 | Head Master | Chairman |
| 2 | Senior Teacher | Member Secretary |
| 3 | Teacher (Social Science) | Member |
| 4 | Teacher (Science) | Member |
| 5 | Teacher (Mathematics) | Member |
| 6 | Male Guardian | Member-1 |
| 7 | One Female guardian | Member |
| 8 | Ward Member (2) | Member |
| 9 | One representative from SC/ST category | Member |
| 10 | One representative from Educationally BC category | Member |
| 11 | One Member from Mahila Dal | Member |
| 12 | One officer from education department nominated by DEO | Member |
| 13 | One representative from Finance &Accounts | Member |
| 14 | (3) Members with Art & Cultural Back Ground nominated | Member |
| 15 | One member of Educational Development Committee | Member |
| Total Members: ---- 17 Members | | |

**III. (v)- No of SMCs and SMDCs and No of members- (2020-21)**

1. **SMC**

|  |  |  |
| --- | --- | --- |
| **No. of Elementary schools** | **No of SMCs** | **No.of Members in each SMC** |
| **Primary Schools** | **18669x 1 SMC** | **15 members** |
| **Upper Primary schools** | **3284x1 SMC** | **21 members** |

**B. SMDC**

|  |  |  |
| --- | --- | --- |
| **No. of Secondary Schools** | **No. of SMDCs** | **No. of Members in each SMDC** |
| High Schools 6693 | **6693 x 1 smdc members** | **9 members** |

**III(v): In case if the State have only SMC for elementary and Secondary and Senior Secondary?**

If Yes, pleaseprovide circular in which mentioned about formation of SMC in elementary, secondary and senior secondary schools. The circular may kindly be sent in the email id of [nationalcommunity.ss@gmail.com](mailto:nationalcommunity.ss@gmail.com) or pasted in this document.

**III (vi). Training Module of SMC/SMDC**

Training module for SMC for elementary developed in local language:

Yes

If Yes, a copy of the training module for SMC for elementary developed in English and local language may kindly be sent in the email id of nationalcommunity. ss[@gmail.com](mailto:nationalcommunitymobilisation@gmail.com)

Training module for SMDC forSecondary developed in English and local language:

Yes/No ------If yes which Language**,**

If Yes, a copy of the training module for SMDCfor Secondary developed in English and local language may kindly be sent in the email id of nationalcommunitymobilisation@gmail.com

Training module developed for the combination of SMC -elementary and SMDC- Secondary. if developed in English and local language:

Yes

If Yes, a copy of the combinationof SMC -elementary and SMDC- Secondary developed in English and local language may kindly be sent in the email id of [nationalcommunity.ss@gmail.com](mailto:nationalcommunity.ss@gmail.com)

**III (vii)- No of Schools SDP (School Development Plan) prepared- (2020-21)**

**A. SDP**

|  |  |  |
| --- | --- | --- |
| **No. of Elementary Schools** | **No. of schools SDP (School Development plan) prepared** | **No. of schools SDP (School Development plan) not prepared** |
| **21953** | **21953** | -------- |

**B.SDP**

|  |  |  |
| --- | --- | --- |
| **No. of Secondary Schools** | **No. of schools SDP (School Development plan) prepared** | **No. of schools SDP (School Development plan) not prepared** |
| **6693** | **6448** | **445** |

1. Details of the Elections of SMC/SMDC (Elementary and Secondary and Senior secondary schools)

a. Details of the years in which SMC/SMDC constituted or formed,

SMC/SMDC formed in July 1998, July 2013, August 2014, August 2016 and 30.11.2019

b. No of times elections conducted and the details

Elections were conducted 5 times and SMCs were formed in 28646 schools on 30.11.2019.

**v. Details of the Schools where Alumni Association formed in Elementary and Secondary and Senior secondary schools**:

Yes/Notes enclosed.

vi. Details of the Social Audit is conducted for Elementary and Secondary and Senior secondary schools:

No

**vii. Best Practices of the State/Ut (with refrence to the media and community mobilization activites)**

One ortwo pages with photograph withdates. - in English language only.

Enclosed Notes.

**viii. Best Practices of the State (with reference to the media and community mobilization activites)**

**ZPHS: Ontimamidipally, District Warangal (Urban), Telangana**

Trained faculty, quality education E/M, well equipped Classrooms, Mineral water facility, Digi Classroom, CC cameras, Computer lab, and Library. These fecilities were provided in government school, ZPHS Ontimamidipally, Mdl: Inavole, Dist: Warangal Urban with the help of SMC and community participation. This school proved that active community participation will give good education to their children.

**ix.. Various activities conducted during the Covid 19 under media activites with details and photograph and press clippings.**

**One ortwo pages with photograph withdates. - in English language only.**

***Note: As the state has not proposed community mobilization and training of the SMC/SMDC as per revised Programmatic and costing norms. A format has been developed and sent to coordinator information received is given below.***

***6. Reference: State plan and Format***

**Proposal Media activites 2021-22: Telangana State, Hyderabad**

**Media activities is to be Proposed under** Monitoring, Media, Evaluation and Research (MMMER) (from the funds available under 5% of the MMMER)

**A. Elementary**

| **Activity as per the Programmatic Norms of Ministry.** | **Physical** | **Unit cost** | **Total amount** | **Key Performance Indicators** |
| --- | --- | --- | --- | --- |
| Execution of **Media Plans for publicity** of the objectives of the Scheme | **21623** | **0.002** | **43.246** | Percentage of funds used for Media related activities |
| Preparation of related **audio-visual, print material** etc. | **21623** | **0.001** | **21.623** |
| Transmission of online classes through Doordarshan and T SAT | **21623** | **0.002** | **43.246** |  |
| Trasmission through Radio Programmes | **21623** | **0.001** | **21.623** |  |
| **Elementary Total** | **21623** | **0.006** | **129.738** |  |

**B. Secondary**

| **Activity as per the Programmatic Norms of Ministry.** | **Physical** | **Unit cost** | **Total amount** | **Key Performance Indicators** |
| --- | --- | --- | --- | --- |
| Execution of **Media Plans for publicity** of the objectives of the Scheme | **6826** | **0.002** | **13.652** | Percentage of funds used for Media related activities |
| Preparation of related **audio-visual, print material** etc. | **6826** | **0.001** | **6.826** |
| Transmission of online classes through Doordarshan and T SAT | **6826** | **0.002** | **13.652** |  |
| Trasmission through Radio Programmes | **6826** | **0.001** | **6.826** |  |
| **Secondary Total** | **6826** | **0.006** | **40.956** |  |
| **Elementary and Secondary Total** | **28449** | **0.006** | **170.694** |  |

**Appraisal 2021-22**

The state needs an amount of **Rs 170.694** lakhs for elementary and secondary level, the same has been recommended and the same funds will be met from the approved 5 %MMER funds for undertaking of the research activities. The state has to provide specific plan and the same has been intimated to MOE/TSG Community mobilization Unit. The State may prepare a specific plan and inform to the Ministry/TSG- Community Mobilization Unit.

**Progress 2020-21:**

During the year 2021-21 incurred an expenditure of 54.0180 lakhs out of the approved amount of Rs. 329.295 lakhs.iii. students were provided online classes from 01.09.2020. The pre-recorded Digital lessons are being telecasted through Dooradarshan (Yadagiri) and T-SAT Vidya channel. The transmission schedule of Digital classes prepared by the Director, SIET, Ramanthapur, Hyderabad is being communicated every month to all the District Educational Officers in the State with a request to take necessary action in the matter.

***7. Reference: Format***

**Samagra Shiksha, Telangana -Write-up on Research Proposals**

**Research activies 2021-22 : School Management committees**

**Research activities is to be Proposed under**, Monitoring, Media, Evaluation and Research (MMMER) (from the funds available under 5% of the MMMER)

| **Activity as per the Programmatic Norms of Ministry.** | **Activities Proposed**  **2021-22** | **Unit cost** | **Total**  **amount** | **Key Performance Indicators** | **Appraisal and Recommendation**  **2021-22** |
| --- | --- | --- | --- | --- | --- |
| Research and evaluation studies may be undertaken at State, district and also at Block, cluster and school level in the form of action research for providing greater insight in to issues and problems faced in implementation of the various components of the scheme at different levels.  State and UTs should give priority to research projects concerned with quality related issues such as. Role of SMCs in School Management, etc | **1**. A study on the effectively functioning of the SMC in Elementary schools and effective functioning of the SMDC in Secondary and Senior Secondary schools in 33 districts of Telegana, each district to cover 25 schools (15 Elementary schools and 10 Secondary and Senior Secondary schools). Rs. 2 Lacs per district, total 33x 2 = 66 Lacs for field visit, T.A., report writing, photography and videography  **2**. Rs. 16.50 (0.50 lakh for each district) for research methodology, capacity building and training to the field investigators, preparation of state and district level reports, inviting experts etc.  Field visit and district and state report given to third party research institutions NIRD, Hyd or Osmania Univeristy,Hyderabad. | **2.00**  **Lacs**  **0.50**  **Lacs** | **2.00\*33=66.00**  **0.50\*28= 16.50** | Percentage of funds used for Research & Evaluation activities |  |
|  |  | **Total** | **82.50 Lacs** |  | **82.50Lacs** |

Detailed write-up on Research proposal may prepared and descripted herewith to 5 to 10 pages write up with reference to**quality related issues such as. Role of SMCs in School Management.**

***8. Reference: Format***

**Appraisal 2021-22 and Recommendations:**

**The state needs an amount of Rs 82.50 lakhs, the same has been recommended and the same funds will be met from the approved 5 %MMER funds for undertaking of the research activities. The state has to provide specific plan and the same has been intimated to MOE/TSG Community mobilization Unit**. The State may kindly provide the research work to NIRD, Hyderabad and Osmania University, Hyderabad as both earlier worked with Ministry of Education. The State may prepare a specific plan and inform to the Ministry/TSG- Community Mobilization Unit.

***Prepared and compiled by Shri K.Girija Shankar , Senior Consultant Community Mobilization,Technicanil Support Group (TSG),EDCIL(India) Limited & Ministry of Education, Department of School Education and Literacy, New Delhi*** [***nationalcommunity.ss@gmail.com,09810956826***](mailto:nationalcommunity.ss@gmail.com,09810956826)

|  |
| --- |
| **CHAPTER XVIII – BAND COMPETITION**  **[FUNDS FOR QUALITY (LEP, INNOVATION, GUIDANCE ETC.) - SEC]** |

1. **Proposal 2021-22 :( Band Competition) and Recommendations:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.**  **No** | **Activity** | **Proposal 2021-22** | | | **Recommendation 2021-22** | | | **Remarks** |
|  |  | **Phy** | **Unit**  **Cost**  **(Rs. in lakh)** | **Amount/**  **Financial**  **(Rs. in lakhs)** | **Physical** | **Unit Cost**  **(Rs. in lakh)** | **Amount/**  **Financial**  **(Rs. in lakhs)** |
| **1.** | **Secondary**  **Band Competition** | 33 | 0.15152 | 5.00016 | 1 | 5.0  (Rs.5 lakh) | 5.0  (Rs.5 lakh) | An amount of Rs.5.00 lakh approved for undertaking state level Band Competition activities for the year 2021-22 (i. state level band competition Rs.2.0 lakh, Rs.50,000/- for training for government schools only, Rs.50,000/- for Band Costumes for government schools only, Rs.2.0 lakh for Purchase pipe band instruments for government schools only, all these 3 activities is to be taken up as per the ISBC guidelines of 2019-20, MOE. The ministry initially providing funds for the state Level Band Competition only. |

***1.Reference: PMS-TSG-SS/MHRD.***

1. **Band Competition:**

**Band Competition**

**Progress – 2020-21**

A school band is a group of children musicians who rehearse and perform instrumental music together. A concert band is usually under the direction of one or more conductors (band directors). A select group of children from classes IV to XI constitutes the school band. They are well trained for "In Threes Marching", a quick drill march, besides being trained in "Circle Marching", "Bugler & Drummer Group Marching", "Group Cover Marching", "Figure Eight Marching", "Square Marching", etc.

The State of Telangana has not organized Competitions during the year 2020-21 due to that schools are not functional physically for students due to covid pandemic situation.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Category** | **Target sanctioned** | | **Achievements**  **as on 31 March, 2021** | | **% of Achievement** | |
| **Phy.** | **Fin.**  **(In Lakh)** | **Phy.** | **Fin.**  **(In Lakh)** | **Phy.** | **Fin.** |
| 1 | Band Competition (Secondary & Sr. Secondary) | 1 | 5.00 | - | - | - | - |
|  | **Total** | **1** | **5.00** | **-** | **-** | - | - |

***2. Reference/Source: PMS 2020-21 & AWP & B 2021-22***

**Proposal for 2021 - 22**

A rhythmic band with march past in the morning assembly in the school highlights the morning event of the school. This activity motivates students and teachers towards their teaching learning process. This activity enhances individual discipline as well as institutional discipline. As per MHRD guidelines it is proposed to conduct district level competitions and state level Band competitions in the month of October, November respectively. It is proposed to takeup this activity @Rs. 15,152/- per district for conduct of competitions for both levels i.e., District and State level, and a total of Rs. 5.00 Lakhs for 2021-22.

**Proposal and Recommendation for 2021-22**

***(Rs. in Lakhs)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S. No.** | **Name of Activity** | **Proposal** | | |
| **Physical** | **Unit Cost** | **Financial** |
|  | Band Competition (Secondary&Sr. Secondary) | 1 | 5.00 | 5.00 |
|  | **Total** | **1** |  | **5.00** |

***3.Reference: state plan/email. Source: AWP & B 2021-22***

**III. Appraisal -2021-22**

i. The state proposal of Band Competition has been examined. An amount of Rs.5.0 lakh is approved for Band Competition at state level. The ministry initially providing funds for the state level Band Competition as per the Inter School Band Competition (ISBC) 2019-20 (guidelines) only.

iii. Cost of travel of travel of the school’s bands from the district is to be born from the District MMER funds for attending the state level Band Competition. Cost of local transportation by bus/taxi, accommodation and food for the participating band teams at state level will be born by the state out of their own funds/MMER funders under Samagra Shiksha. The same are mentioned in the Inter School Band Competition Guidelines 2019-20 of the Department of School Education and Literacy, Ministry of Education. iv.The state has also plan to undertake District level band competitionat the District level. The state may conduct District level Band Competition dulymeeting District level MMER funds.

***4.Reference: Appraised by Sr. Con (Community Mobilization), TSG-SS***

**IV. Recommendation 2021-22**

An amount of Rs.5.0 lakh is approved for Band Competition at state level. The ministry initially providing funds for the state level Band Competition as per the Inter School Band Competition (ISBC) 2019-20 only.

The detailed breakup for Rs.5.0 lakhs for the various items is given below as per the ISBC (Inter School Band Competition) guidelines 2019-20:

1. Rs.2.0 lakh for conducting of state level Band Competition which includes expenses like photography, video, certificates, trophy, stage arrangement, travel and honorarium to the jury members or any other.
2. Rs.50,000/-- for training of the state level winning two band teams (one boys’ team and one girls’team) and other expenses of training to compete at zonal and national level. The trained band master or private band master has to train the winning band team of govt. school only. Training may be given for preparing the Band Teams by the Band Master even for preparing the teams at state Level) Competition for Govt Schools only. The Govt., Aided and private schools have to train their winning team with their funds.
3. Rs. 50,000/- band accessories for winning teams (boys and girls) to keep in school uniform to have a look of Band costume of state level for government schools only. Government aided and Private schools will make their own Band costumes from their own funds of the schools.
4. Rs. 2.0 lakh for purchase of one set of pipe band instruments, these instruments are to be used for training of the winning band teams of Govt. school only and these instruments are to kept in the UT- SPD Samagra Shiksha office/SCERT/SIEMAT office. These instruments can be used for every year’s Band Competition purpose as well for participating in the UT level function like Republic Day, Independency Day etc.

**V. Final Recommendations:**

An amount of Rs.5.00 lakh approved for undertaking state level Band Competition activities for the year 2021-22 (i. state level band competition Rs.2.0 lakh, Rs.50,000/- for training for government schools only, Rs.50,000/- for Band Costumes for government schools only, Rs.2.0 lakh for Purchase pipe band instruments for government schools only, all these 3 activities is to be taken up as per the ISBC guidelines of 2019-20, MOE. The ministry initially providing funds for the state Level Band Competition only.

*5.Reference: Recommendations by Sr. Con (Community Mobilization), TSG-SS*

**VI. Progress 2020-21 as per the PMS-SS, MOE as on 31.3.2021**

Band Competition Approved Budget and expenditure 2020-21

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Financial Year: 2020-21 | | Budget Approved | | Total Progress as on 31.3.2021 | |
| SL. No | Particular/state | Physical | Financial | Physical | Financial |
|  | Telangana | 1 | 5.00 | 0 | 0 |

*6.Reference:* Prabandh PMS **as on 31.3.2021**