# SAMAGRA SHIKSHA DEPARTMENT OF SCHOOL EDUCATION ANDHRA PRADESH

	DICTRICT
••••••	DISTRICT

# MANDAL/BLOCK EDUCATION PLAN (PPI -12 Classes)

### F.Y. 2023-24

NAME OF TH	
MANDAL/BLOCK	
MANDAL UDISE CODE	
AREA: RURAL / URBAN	
GRAMA PANCHAYAT	
MUNCIPALITY	
ASSEMBLY CONSTITUENCY	
PARLIAMENT CONSTITUENCY	
REVENUE DIVISION	

# **MANDAL VISION & MISSION**

SHORT TERM TARGET	LONG TERM TARGET
••••••	
•••••	
••••••	••••••••••••
•••••	••••••
•••••	•••••
•••••	•••••

RTE Act 2009: Free and compulsory education to all children of India in the 6 to 14 age group.

**SAMAGRA SHIKSHA:** The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

NEP 2020: Aims to increase the GER to 100% in preschool to secondary level by 2030.

**SDG:** Goal 4 is the education goal, It aims to "ensure inclusive & equitable quality education & promote lifelong learning opportunities for all".

## Plan preparation in the following manner

- **❖** Simple
- ❖ Implementable
- To achieve the targets of National Education Policy (NEP) 2020, RTE Act 2009, Sustainable Development Goals (SDG)
   Samagra Shiksha Scheme
- ❖ It is fulfil the education requirements of the School Catchment area
- ❖ Participatary planning, in other words involve all key stakeholders including community in the plan preparation and review every month by SMC/SMDC/Parent committee.
- \* Targets are to be continuosly achieving as per the time lines and build the strong future to our children.
- ❖ Short and long term plans to be developed by School
- Plan will include human, learning, physical, financial resources, improvement initiatives, school culture initiatives, teacher development plans, and educational outcomes.
- School Development Plan (SDP) will be created by principals and teachers and School Management Committee.
- ❖ Documentation and sharing of best practices.
- ❖ Download the **School Report Card** (UDISE 2021-22) from <a href="https://src.udiseplus.gov.in/">https://src.udiseplus.gov.in/</a> and fill the School report card information in the School Plan Document.

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#### I. Mandal Education Plan Committee 2021-22

S.No	Name	Gender	Designation	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

#### II. Mandal Map

Mandal Baorders, Residential areas and School complexes boarders, roads, schools, Anganwadi centers, etc., to be identified in the mandal map using the symbols of Annexure – I (a).

#### III. Mandal Information

(Population, Literacy, Spoken Languages, Geographical, Historical, Culture & Heritage, Socio-Economic Status, various professions, mandal specialization and Agriculture, Indistrial related activities information to be furnished in this section).

#### IV. Mandal Profile

1. Name of the Mandal :
2. Mandal UDISE Code :
3. No. Of Gram Panchayats :
4. No. of Revenue Villages :
5. No. of Muncipal Wards (if it is Urban Mandal) :
6. No. of Habitations :

7. Assembly Constituency8 Division Name

9. Name of the District

10. No. of School Complexes in the Mandal

11. Population & Literacy (as per 2011 census)

, , , ,		Population			% of Population	on		No. of Literate	es	% of Literates			
Item	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
All													
SC													
ST													
BC													
Minorities													

Note: Details to be furnished based on Table no.1 & 2 informataion of Annexure - II

11 (a) Recognised Schools details - Management wise (as per UDISE 2021-22)

S. No	School type	Govt.	MP / ZP	Munciplal	Residential Schools	Private Aided	Private Un-Aided	Un-Recogn ised	Total Schools
a)	Pre-Primary								
b)	Primary								
c)	Upper Primary								
d)	Secondary								
e <i>)</i>	Senior Secondary / Intermediate (11-12 Classes)								
	Total								

b) Alternative Schools Details (as per UDISE 2021-22)

S.No	Type of Alternative School	Govt.	NGO	Total
a)	NCLP			
b)	Madarsas (Govt. Support)			
c)	APOS Centers			
d)	Others			
	Total			

Note: Details to be furnished based on Table no.3 informataion of Annexure - II

- 12. Student School Enrolment particulars (as per UDISE 2021-22)
- a) Pre-Primary Schools / Centers (Pre-Primary Schools / ECCEs / Nursery / Anganwadi etc.,) (2019-20)

S. No	Type of Pre-Primary	No. of Centers	Enrolment			Working	Staff	No.of Childre from Child Ca		Students Enroled in Class 1 from Pre-Primary School				
INO	Center		Boys	Girls	Total	Volunteers	Aayas	Volunteers	Aayas	Boys	Girls	Total		
1.	Anganwadi													
2.	ECCEs													
3.	Pre-Primary													
	Total						·							

Note: Details to be furnished based on Table no.4 informataion of Annexure - II

b). Recognised Schools (as per UDISE 2021-22)

			·				N	lo of Childr	en Enrolled	t				
S. No Management	Pre-Primary School		Primary School (1-5)		Upper Primary School (6-8)		Secondary / High School (9-10)			Secondary / liate (11-12)	Total			
			Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Govt / Local Body Institutions													
2	Private Aided													
3	Residential													
4	Private Un-Aided													
5	Un-Recognised													

Total							

Note: Details to be furnished based on Table no.5 & 6 informataion of Annexure - II

#### c) Alternative Schools - Student Enrolment (as per UDISE 2021-22)

S. No	Type of Alterantive School	ос		SC		ST		ВС			Total			Muslim Minority			No.		No. School Student				
		B o y	G i r	T o t a l	В о у	Girl	T o t a l	B o y	G : r -	T ot al	B o y	Gi rl	T o t a l	B oy	G - r -	T o t a	В о у	Girl	T o t a	of Teac hers	B o y	G i r	T o t a
	NCLP																						
	Open Schools																						
	Madarsas																						
	Others																						

Note: Details to be furnished based on Table no.3 informataion of Annexure - II

D) Special Training Centers -Student Enrolment (as per UDISE 2021-22)

S	<b>9</b>	No.		·	•							No. c	of Stud	dents									
.   N	Type of Training Center	of Cent		OC B		SC			ST			ВС			Total		l	Muslin /linorit		C	CWSN	ı	
0		ers	В	G	Т	В	G	Т	В	G	Н	В	G	Т	В	G	Т	В	G	Т	В	G	Т
1	NRSTC																						
2	RSTC																						
	Total																						

Note: Details to be furnished based on Table no.5 (a) informataion of Annexure - II

NRSTC - Non Residential Special Training Center; RSTC - Residential Special Training Center

e) Teachers Particulars (as per UDISE 2021-22)

ey reachers randoulars (as p				Primary						Upp	er Prim	ary			
		ctioned osts	l	Teachers orking		Additional rs required	Sand	tioned	Posts		of Teac Working			of Addi chers re	itional equired
Management	S G Ts	LFL HM s HM sH Ms	SG Ts	LFL HMs	SGT s	HMs	SA +L P	H M	Mu sic /A rt/ PE T	S A + L P	H M	Music/At/PET	S A	IΣ	Mus ic/ Art/ PET
Govt.															
Mandal Parishath / Zilla															
Parishath															
Residential															
Total															

Note: Details to be furnished based on Table no.7 (a, b) informataion of Annexure - II

### V. Students Education Status (Age wise)

a) 3 - 5 years children particulars

	No. of Children	Total Children with	No. of Children I	Enrolled in Pre-Primary	- Children not	CWSN Children not
Social Status	(including CWSN children)	Special Needs (CWSN)	All Children (including CWSN)	Children with Special Needs Children (CWSN)	enrolled in Pre-Primary	enrolled in Pre-Primary
	Boy Girl Total	Boy Girl Total	Boy Girl Total	Boy Girl Total	Boy Girl Total	Boy Girl Total

OC									
SC									
ST									
ВС									
Total									
Muslim Minority									
Urban Deprieved									

Note: Details to be furnished based on Table no. 4, 8 informataion of Annexure - II

b) No. of Children 6 - 14 years (as per UDISE 2021-22)

						Child Pop	ulation					
Social Status		6 - 11			11 – 14			15 -19			Total (6 -1	9)
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
OC												
SC												
ST												
BC												
Total												
Muslim Minority												
Urban Deprieved												

Note: Details to be furnished based on Table no. 9, 10 & 11 informataion of Annexure - II

#### c) No. of Children Enrolled in Schools (6-14 years) (as per UDISE 2021-22)

					No. of C	Children En	rolled in Sch	nools				
Social Status		6-11			11-14			15-19			Total (6-19	<del>)</del>
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
ОС												
SC												
ST												
BC												
Total												
Muslim Minority												
Urban Deprieved												

Note: Details to be furnished based on Table no. 12, 13 & 14 informataion of Annexure - II

d) No. of Out of School Children (6-19 years) (as per UDISE 2021-22)

					No. of	Children Er	rolled in So	chools				
Social Status		6-11			11-14			15-19			Total (6-19	)
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
OC												
SC												
ST												
BC												
Total												
Muslim Minority												
Urban Deprieved												

Note: Details to be furnished based on Table no. 15, 16 & 17 informataion of Annexure – II Madarasas (not getting support from Govt) students are considered as out of school children.

e) No. children Droped out from schools and No. of children, who are never enrolled in school (6-19 years) (as per UDISE 2021-22)

A	Obildren ude en	. Nover Fra	allad in Oabaal		No. Of Child	dren Droped o	out from Sc	hool			Tatal	
Group	Children who are	e never Enro	ollea in School	Re	ecent Dropout	ts	Lo	ng dropout	ts		Total	
Group	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
6-8												
9-10												
11-14												
15-19												
Total												

Note: Details to be furnished based on Table no. 18 informataion of Annexure - II

#### F) Reason wise no. of Out of School Children

S.No	Reason for OoSC		Age group wise Out	of School Children	
5.110	Reason for Cosc	6-11 years	11-14 years	15-19 years	6-19 years
1.	Lack of Interest on Studies				
2.	School not Available				
3.	Work in Home				
4.	Parents migrating to other places				
5.	Income earning				
6.	Fail in Class / very low learning outcomes,				
7.	Social reasons				

8.	Irrelevant school working hours		
9.	Children Caretaking		
10.	Other reasons (Specify it)		
	Total		

Note: Details to be furnished based on Table no. 19, 20, 21 informataion of Annexure - II

g) No. of CWSN Children (3-5 years, 6-10 years) (as per UDISE 2021-22)

Type of Disability			-		-5 yea								6	-10 yea	rs			
	Tota	al Chile	dren	er	of Chi rolled schoo	in		t of Scl		Tot	al Child	ren		of Child			t of Sch children	
	Boy s	Girl s	Tota I	Boy s	Girl s	Tota I	Boy s	Girl s	Tota I	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Blindness																		
Low-vision																		
Leprosy Cured Persons																		
Hearing Impairment																		
Locomotor Disability																		
Dwarfism																		
Intellectual Disability																		
Mental Illness																		
Autism Spectrum Disorder																		
Cerebral Palsy																		
Muscular Dystrophy																		
Chronic Neurological Conditions																		
Specific Learning Disabilities																		
Multiple Sclerosis																		
Speech and Language Disability																	_	
Thalassemia																		

Hemophilia										
Sickle Cell Disease										
Multiple Disabilities including Deaf-blindness										
Acid Attack Victims										
Parkinson's disease						·		·	·	
Total										

Note: Details to be furnished based on Table no. 22, 25, 28 informataion of Annexure - II

h) No. of CWSN Children (11-13 years, 14-15 years) (as per UDISE 2021-22)

III THE STORY CHINGICH (		·			-13 ye								14	1-15 yea	ırs			
Type of Disability	Total Children		No. of Children enrolled in school		Out of School children		Total Children			No. of Children enrolled in school			Out of School children					
	Boy	Girl s	Tota I	Boy s	Girl s	Tota I	Boy s	Girl s	Tota	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Blindness																		
Low-vision																		
Leprosy Cured Persons																		
Hearing Impairment																		
Locomotor Disability																		
Dwarfism																		
Intellectual Disability																		
Mental Illness																		
Autism Spectrum Disorder																		
Cerebral Palsy																		
Muscular Dystrophy																		
Chronic Neurological Conditions																		
Specific Learning Disabilities																		
Multiple Sclerosis																		

Speech and Language Disability									
Thalassemia									
Hemophilia									
Sickle Cell Disease									
Multiple Disabilities including Deaf-blindness									
Acid Attack Victims									
Parkinson's disease									
Total									

Note: Details to be furnished based on Table no. 23, 26, 29 informataion of Annexure - II

#### I) No. of CWSN Children (16-19 years, Total (3-19 years) (as per UDISE 2021-22)

				16	-19 ye	ars							Total	(3-19 y	ears)			
Type of Disability	Total Children			No. of Children enrolled in school		Out of School children		Total Children			No. of Children enrolled in school			Out of School children				
	Boy	Girl s	Tota I	Boy s	Girl s	Tota I	Boy s	Girl s	Tota I	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Blindness																		
Low-vision																		
Leprosy Cured Persons																		
Hearing Impairment																		
Locomotor Disability																		
Dwarfism																		
Intellectual Disability																		
Mental Illness																		
Autism Spectrum Disorder																		
Cerebral Palsy																		
Muscular Dystrophy																		

Chronic Neurological Conditions									
Specific Learning Disabilities									
Multiple Sclerosis									
Speech and Language Disability									
Thalassemia									
Hemophilia									
Sickle Cell Disease									
Multiple Disabilities including Deaf-blindness									
Acid Attack Victims									
Parkinson's disease									
Total									

Note: Details to be furnished based on Table no. 24, 27, 30 informataion of Annexure - II

#### J) Children with Special needs - Aids & Appliances

S.No	Aids & Appliances	No of CWSN Children benefitted during the year 2020-21	No. Of CWSN children required Aids & Appliances
1.	Tri Cycle		
2.	Wheel Chair		
3.	Hearing Aid		
4.	Specticals		
5.	calipers		
6.	Artificial Limbs		
7.	prosthesis		
8.	rollators		
9.	Others		
10.	Braille Books		
11.	Braille Kits		
12	Others (TLM Kits / Computers)		

Note: Details to be furnished based on Table no. 30 (a) informataion of Annexure - II

VI. Education Development Activities Progress 2022-23

S.N o	Activity	Item	Number	%
1	Opening of New Schools	No. of Schools Sanctioned		
		No. of Schools Opened		
2	Transport Allowance	No. of Children required Transport allowance		
		No. of Children benefited		
3	Mainstreamed Out of School	Identified Out of School Children		
	Children (OoSC)	No. of Out of School Children Enrolled in School		
4	Student Attendance (%)	Attendance Target (%)		
		Achieved Attendance %		
5	Quality Education	Target (%)		
		Achieved %		
6	Teachers Training	•		
	Primary	No. of Teachers to be trained		
	,	No. of Teachers attend training		
	Upper Primary	No. of Teachers to be trained		
		No. of Teachers attend training		
	Secondary	No. of Teachers to be trained		
		No. of Teachers attend training		
	Heigher Secondary	No. of Teachers/Lecturers to be trained		
		No. of Teachers/ Lecturers attend training		
7	Text Books	No. Students needed Text Books		
		No. of Students Received Text Books		
8	Braille Books	No. Students needed Braille Books		
		No. of Students Received Braille Books		
9	Large Print Books	No. Students needed Large Print Books		
		No. of Students Received Large Print Books		
10	Uniforms	No. Students needed Uniforms		
		No. of Students Received Uniforms		
11	Grants			
	School Complex Grant	School Complex Grant received		

S.N o	Activity	Item	Number	%
		% of School Complex Grant Spent		
	Library Grant	No. of Schools		
		No. of Schools received Grant		
	School Grant	No. of Schools		
		No. Schools received School Grant		
	Toilet Maintenance Fund	No. of Schools		
		No. Schools received Toilet Maintenance Fund		
	Sports Grant	No. of Schools		
	·	No. Schools received Sports Grant		
	Others	No. of Schools		
		No. Schools received		
12	Children with Special needs	No. CWSN children needed Aids & Appliances		
	(CWSN) Education	No. CWSN children received Aids & Appliances		
	Development			
13	Civil works	Additional Class rooms Sanctioned		
		Class rooms under construction stage		
		Sanctioned Toilets		
		Toilets under construction stage		
		No. of Schools required Drinking Water facility		
		Drinking Water facility provided in schools		
		Other Civil works progress (plz specify, if any)		
14	Kasturba Gandhi Balika	No. Girl Children to be enrolled		
	Vidyalaya (KGBV)	No. of Girl Children Enrolled in KGBVs		
15	Madarasas	No. of Madarasas Applied for Samagra Shiksha Support		
		No. of Madarasas do not receiving support		
16	Others (If Any)			

S.N o	Activity	Item	Number	%

VII. Mandal Education Facilities Requirement - Plan (2023-24)

Schooling facilities, Student Enrolment, Retention, Quality Education and Basic Infrastructre facilities etc., key components of mandal education development are must be discussed in detail by the mandal education committee members. Also, discuss the following issues in detail and address the solutions for it.

Samagra Shiksha Scheme (SS)

- 1. Education facilities in the Mandal:
- A. Primary / Upper Primary level Neighbourhood Schools particulars

		Primary School		Upper Primary School					
Total No. of Habitations	No. of Habitations within 1 Km	No. of Primary School less Habitations within 1 Km (Primary School)	No. of Habitations having primary school facilities within 1 Km	No. of Habitations within 3 Km	No. of Upper Primary School less Habitations within 3 Km (Primary School)	No. of Habitations having upper primary school facilities within 3 Km			

Note: Details to be furnished based on Table no. 31, 31 (a) informataion of Annexure - II

ss on on Schoolless habitations within 1 Km to provide primary school facilities to 6-11 age children.
 ••••••

S.No	Habitation Name	No. Of Chiildren (6-11 Years)	Opening of New Schools	No. Of Children needed Transport facility	No. Of children to be enrolled in existing Residential Schools.	No. Of children require New Residential School
1.						
2.						
3.						
4.						
5.						
		ased on Table no. 31, 4 mation dicsuss and		to primary schooling facilitie	es habitation wise.	
•••••						
•••••						
•••••						

❖ Discuss on on Schoolless habitations within 3 Km to provide upper primary school facilities to 6-11 age children.

S.No	Habitation Name	No. Of Children (11-14 Years)	Primary School to be Upgrade to Upper Primary	No. Of Children needs Transport Alllowance	No. Of children to be enrolled in existing Residential Schools/KGBV.	No. Of children required New Residential School
1.						
2.						
3.						
4.						
5.						

Note: Details to be furnished based on Table no. 31(a), 33,40 informataion of Annexure - II

B. Pre-Primary Education:		As per the above information dicsuss and tell us the steps and plan of action to provide upper primary schooling facilities habitation wise.
B. Pre-Primary Education:		
·		
	В.	Pre-Primary Education:

er facilities

As per the above information dicsuss and tell us the steps and plan of action to provide Pre-Primary schooling facilities habitation wise.

2. Out of School Children Enrolment (6-19 years)
A. Habitation wise Out of School Children Status
How many habitations having more out of school children and why?

Last year how many children dropedout from school and what are the reasons for it?
Last year how many children dropedout from school and what are the reasons for it?
Last year how many children dropedout from school and what are the reasons for it?
Last year how many children dropedout from school and what are the reasons for it?
Last year how many children dropedout from school and what are the reasons for it?
Last year how many children dropedout from school and what are the reasons for it?
Last year how many children dropedout from school and what are the reasons for it?

<ul> <li>Social status wise how many out of school children are living? What type of works they are doing?</li> </ul>

What are the measures and activities conducted to enroll the out of school children?.

#### B. Strategies to enroll the Out of School Children (6-19 years)

Write about the strategies adopted in the mandal to enroll the out of school children in Residential schools and KGBVs.

Stratogy	Regular schools Regular Schools with		with	KGBVs	Residential Schools	Total	
Strategy	without STC	NRSTC	RSTC	Total	KGDV5	(Existing)	Iotai
No. of out of school children to be enrolled							

Note: Details to be furnished based on Table no. 38(a), informataion of Annexure - II

#### 3. Retention

#### A). Students Average attendance (Nov. 2020)

	Enrolled Students		Average Attendance			
Boy	Girl	Total	Воу	Girl	Total	

Note: Details to be furnished based on Table no. 5, informataion of Annexure - II

Why the student average attendance is low?

What are the reasons of less average attendance among the boys & girls?

What are the steps taken to improve the student's attendance?

# B). Additional Teachers importance

Level	As per RTE Required Teacher Posts	No. of Existing teachers posts	No. Additional Teacher posts Required	No. of Schools do not have Sanctioned Teachers posts
Primary				
Upper Primary				
Secondary / High School				

Senior Secondary / Intermediate			
Note: Details to be furnished based on Table no. 7 (a), 7(b), inform	nataion of Annexure - II		
• In which level more requirements of teachers?			
••••••			
		•••••	
••••••			
<ul> <li>What are the steps to be taken for providing Additional to</li> </ul>	eachers?		

What are the steps taken for alterantive arrangements in teacher less schools?

4. Overlier Education

### 4. Quality Education

# A) Learning Enhancement Programme (LEP) (Primary level)

Total	No. of			F	ormativ	e Asse	essmen	t (FA-	1)					Sı	ummati	ve Ass	essmer	nt (SA-	·1)		
Students					Grade	wise n	o. of st	udents							Grade	wise n	o. of st	udents			
		A	<b>\</b> +	/	4	В	+	E	3	(	C	Α	+	A	4	В	+	E	3	(	
В	G	В	G	В	G	В	B G B G		В	G	В	G	B G		В	G	В	G	В	G	
											·		·	·	·					·	·
														·							

What are the Steps taken to improve the learning levels of "B" "C" Grade Students at primary level in your mandal?

While achieveing the quality education in schools, what is the role of SMC/Parent Committee?

4.B)	Learning	<b>Enhancement</b>	Programme (	(LEP)	(Upper Primary Level)	
------	----------	--------------------	-------------	-------	-----------------------	--

Total r						Forr	mati	ve Ass	sessi	ment	(FA-	1)										Sun	nma	tive /	Asse	essm	ent	(SA-	-1)				
Students	no. of					Gı	rade	wise	no. c	of stud	dents	5										G	irade	e wis	e no	o. of	stud	lents	3				
- Clausina	Students			A2		B1		B2	2	C1		С	2	С	)1	D2	2	Α	1	A	2	В	1	В	2	С	:1	С	2	С	01	D	2
В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G

•	What a	re the	Steps	s take	n to	impro	ove t	the le	arni	ing le	evels	of "	B" "	C" C	Grad	e Stı	uden	ts at	upp	er pri	mar	y lev	el in	you	ır m	and	al?		•			
•••••									•••••							•••••												••••			 	•••
•••••			•••																													
•••••								•••••	•••••				••••										•••••			• • • • • •		••••	•••••		 •••••	•••
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# 4. C) Learning Enhancement Programme (LEP) (Secondary / High School level)

				Formative Assessment (FA-1)														Summative Assessment (SA-1)															
	otal no. of Grade wise no. of students														Grade wise no. of students																		
			<b>A</b> 1	А	.2	Е	B1	В	2		21	C	2		<b>D</b> 1	D	2	Δ	\1	Α	.2	E	31	E	32		<b>C1</b>	C	2		01	D	2
В	G	B G B G B G B G B G B G							G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G	В	G						

<ul> <li>What are the Steps taken to improve the learning levels of "B" "C" Grade Students at Secondary / High School level in your mandal?</li> </ul>
5(a) Describe the activities to implement Rashtriya Aavishkar Abhiyan in the Mandal?

(b) Describe the activities to implement Pade Bharath Bade Bharath in the Mandal?	

(c) Describe the activities to implement "Swachh Patashala" in the Mandal?

 <b></b>		

## 6. Physical Facilities (as per RTE Act 2009)

	Pr	imary Scho	ols	Uppe	r Primary So	chools	Secondary / High Schools (6-8 Classes)		
Item	To be Available	Available at present	Required	To be Available	Available at present	Required	To be Available	Available at present	Required
School Buildings									
Additional Class rooms									
Class rooms needs repairs									
Head Master Rooms									

Toilets (Based on WC) for Boys					
Toilets for Children with Special needs (CWSN)					
Toilets (Based on WC) for Girls					
Drinking Water facility					
Kitchen Shed					
Compound Wall					
Electricity facility					
Ramp (with Railing)					
Library Books					
Teaching Learning Equipment (TLM)					
Sports Equipment					
Furniture for Students					
Furniture for Teachers					
Play Ground					

Note: Details to be furnished based on Table no. 34, informataion of Annexure - II

	What are the steps to be taken for buildingless schools for providing buildings?
•••••	
•••••	
•••••	

<ul> <li>What are the steps to be taken for rampless (with railing) schools for providing ramps (with railing)?</li> </ul>

<ul> <li>What are the steps to be taken for compound wall less schools for providing compound wall? (there is no provision in Samagra Shiksha)</li> </ul>
<ul> <li>What are the steps to be taken for providing Drinking water facility and construction of Toilets in schools? (in convergence with Rural Water supply Scheme and Total Sanitation Campaign departments)</li> </ul>

What are the steps to be taken for constructing Kitchen sheds in schools?

		•••••	 	 

7. RTE Act 2009 Implementation and Present status

S.No	Item	Details	As per RTE Act it is implementing? (Yes/No/Not applicable)
1.	Teachers	(a) Primary level (1-5)	
		(1) Head Master	
		(2) Teachers	
		(b) Upper Primary level (6-8)	
		(1) Head Master	
		(2) Teachers	
		(3) Part-time Instructors	
2.	Physical Infrastructure facilities	Total rooms	
		(1) Class rooms	
		(2) Head Master room	
		(3) Ramp with Railing	
		(4) Boys Toilets	
		(5) Girls Toilets	
		(6) CWSN Friendly Toilets	
		(7) Drinking Water Facility	
		(8) Kitchen Shed	
		(9) Play field / ground	
		(10) Compound Wall	

S.No	ltem	Details	As per RTE Act it is implementing? (Yes/No/Not applicable)
		(11) Electricity facility	
		(12) School furniture (for Students)	
3.	Other facilities	(1) Required Teaching learning equipment for class rooms	
		(2) Library (each Class room)	
		(3) Play material / Sports Equipment (each Class room)	
		(4) Radio	
4.	School working days (2020-21)	(1) Primary (1-5 classes)	
		(2) Upper Primary (6-8 Classes)	
5.	Class room teaching hours (Academic year 2020-21)	(1) Primary (1-5 classes) (800 Hours)	
		(2) Upper Primary (6-8 Classes) (1000 Hours)	
6.	Working hours including Preparaion total teaching		
	hours per teacher (for a week days)	Upper Primary (45 Hours)	

Note: Details to be furnished based on Table no. 40(a), informataion of Annexure - II

## 8. Free Uniform (2021-22)

(Excluding the students particulars, who are receiving uniforms from the Tribal welfare, Social Welfare, Minority welfare departments).

Category	Boys	Girls	Total
SC			
ST			
BC			
ОС			
Total			

Note: Details to be furnished based on Table no. 39, informataion of Annexure - II

Vhat are the steps to be taken for procure the free uniforms for students in the mandal?	
	•

•••••						
					•••••	
•••••			•••••		•••••	
9. Is there	any incidents reported in the n	nandal related to children on below issues??				
		Incident Happened: Child Marriages / Child trafficking /	N	lo. of Child	lren	please specify brie
S.No	Habitation name	Selling Children / Child labour pockets etc.,	В	G	Т	details below.
	_ <b>L</b>	L		ļ		
• Bas	ed on the above information w	hat are the steps taken in the mandal.				
		nat are the stope taken in the manati				
•••••	•••••					
•••••			•••••		•••••	

• What are the strategies, precautionary measures taken to resolve the above said issues / incidents in the mandal?.

40.14
10. Monitoring  Mandal planning committee members organize monthly review meetings to take necessary steps to fulfill gaps which are identified in the manda
plan.
How do you implement the mandal plan and how you monitor the activities?

## 11. Budget Proposal 2023-24 (as per norms)

S.No	Item	Unit Cost	Physical Units Required	Required Funds (In Rs)
1.	Library Grant			
2.	School Grant			
3.	MRC Grant			
4.	Additional Class rooms			
5.	Toilets			
6.	Aids & Appliances for CWSN Children			
7.	Escort Allowance			
8.	Uniform Grant			
9.	Transport Allowance			
10.	Govt. Text Books			
11.	Major Repairs			
12.	Minor Repairs			
13.	Furniture			
14.	Sports Equipment / Play Material			
15.	Kitchen Shed			
16.	Compound Wall			
17.	Others			
18.				
19				
20				
21				
22				
23				
24				
25				
26				

S.No	ltem	Unit Cost	Physical Units Required	Required Funds (In Rs)
27				
28				
29				
30				
	Total			

**Signature** Signature Signature **Mandal Education Officer Mandal Development Officer Mandal President** Annexure - 1 (a) MANDAL MAP SYMBOLS Primary Health Center Anganwadi / Pre-Primary School etc., Hospital Primary School (I-V) Post Office Upper Primary School (I-VIII) Bank Secondary / High School (IX-X) Pucca Road Senior Secondary / Junior College Cutcha Road Alternative Schools Well Panchayati Adult Education Centers, Contineous Education Centers, etc., Model Cluster School Residential Houses Kasturba Gandhi Balika Vidyalaya - KGBV Prayer Halls / Religious Places

Annexure - 1 (b)

## **GUIDELINES FOR MANDAL PLAN PREPARATION**

Consolidate all habitation plans and prepare the mandal plan based on the consolidated information of all habitation plans in the mandal.

- Mandal plan consists of 8 Chapters, 2 Annexures.
- Every mandal has to prepare the mandal plan, one copy of the plan (both soft & hard copy) submits to district project office on or befre deadline (After approval of Mandal Committee).
- ❖ MEO has to present the mandal status in front of the Mandal Committee and also read the RTE norms.
- ❖ After writing Mandal Sabha resolutions, MEO, MPDO and MPP must sign on the resolution.
- MPP will act as President for the Mandal Sabha.
- ❖ Mandal Education Plans must take the approval of mandal education committee, after that attend the district level meeting.