

# **Role of Urban Local Bodies *vis-à-vis* Education Department**

**SPIU Project  
for  
MA & UD Department**

15/09/2008



**CENTRE FOR GOOD GOVERNANCE**

Dr. MCR HRD IAP Campus, Road No: 25,

Jubilee Hills, Hyderabad, India

Site: [www.cgg.gov.in](http://www.cgg.gov.in)

## **Executive Summary**

### ***Role of Urban Local Bodies vis-à-vis Education Department- a SPIU study for Department of Municipal Administration & Urban Development, GoAP***

Universalization of Elementary Education (UEE) enables free and compulsory education for children in the age group 6-14 years. In urban areas it is through the Municipal and Government schools that free education is imparted to children.

In Andhra Pradesh the spatial distribution of municipal schools is not uniform and only 13 districts in Coastal Andhra and Rayalseema have municipal schools. There are no schools within the powers of municipalities in the 10 districts of Telangana region. Schools in urban areas of the ten districts of Telangana region are under the state government. The study takes stock of the existing municipal schools in Coastal Andhra and Rayalseema.

Over the years children's enrollment in municipal schools shows a downward trend and at different levels of school education, namely primary, upper primary and secondary levels. ***Role of Urban Local Bodies vis-à-vis Education Department,*** profiles issues of educational access, enrolment and retention, infrastructure issues such as school buildings, sanitation facilities, service related matters like recruitment, transfers, promotions, the coordination issue between municipal administration and the education department, and convergence between the two in urban areas of Andhra Pradesh. The study chronicles the critical issues and provides recommendations based on best practices elsewhere.



**Access:** Municipalities in Coastal and Rayalaseema areas are maintaining elementary and secondary schools. The Municipal Act provides that municipalities may establish schools. In urban areas here, schools are run by the concerned municipality/municipal corporation.

Functioning of Municipal schools is not uniform in all the urban areas. Out of the total 83 Municipalities in the thirteen districts, 23 Municipalities do not have municipal schools. It is clear that the Municipal Administration in the newly upgraded Gram Panchayats (into Municipalities) do not automatically take up the responsibility of opening and running of schools. This explains the lack of schools in all the municipalities.

**Enrolment and Retention:** With a spurt of private-aided and un-aided schools mushrooming in rural, semi-urban and urban areas, the percentage growth of municipal schools to other schools, is minimal and to the extent of being negligible. The growth of educational institutions over the years show that private schools, with their competitive standards, attractive packages and the facilities that they offer to the clients in terms of quality of teachers and the quality of education imparted, seem to attract less students towards municipal school education. For which some municipal schools are taking up special efforts to retain the children in the local body schools. The same is being done

through printing pamphlets and handouts and putting up banners, with results of excellence of its students. This is being practiced in the big Corporation schools of Vijayawada and Visakhapatnam.

In the district-wise analysis we find that, Srikakulam with significantly lower proportion of municipal schools (15.7%) had a higher proportion of enrolment (31.2%) compared to East Godavari with significantly higher



proportion of municipal schools (26%) but the enrolment percentage only marginally better than that of Srikakulam (31.3%). Anantapur has the highest proportion of municipal schools not in spite of, but because of its low levels of literacy and high levels of poverty which probably make the children more dependent on municipal schools. The share of municipal schools is nearly 30% in West Godavari district and percentage of enrolment is 38%. This skewed rationalization could ultimately lead to a diminished significance of municipal schools in these districts.

**Infrastructure:** Municipalities are responsible for provision of infrastructure facilities like school buildings, sanitation facilities in the municipal schools. The buildings and other infrastructure are the property of the municipality. All educational programmes of government like Sarva Siksha Abhiyan (SSA), Mid-day Meals (MDM) Programme etc. are being implemented in municipal schools also.

**Human Resources:** Teaching and non-teaching staff are municipal employees and they are under the administrative and disciplinary control of the municipality. The onus of rationalization, selection, transfers and promotions lie with the municipal authorities. In the absence of sufficient number of teachers, the municipalities are recruiting Vidya Volunteers (VVs) to undertake classes especially in the primary sections.

**Recruitment, Transfers and Promotions:** From 1994, recruitment of teachers has been entrusted to the District Selection Committee (DSC); and after examinations, interviews and selection, DSC is sponsoring the candidates to the municipality and the municipality is giving the appointment orders. After this stage, they become municipal employees and they will be under the administrative and disciplinary control of the municipality.

The service matters of teachers working in Municipal schools are not streamlined. Clear-cut procedures of transfers are not prescribed and the procedures followed by the municipalities are not uniform across the state. However, an attempt made to rationalize the teachers in municipal schools on the lines of government and Panchayat Raj schools by passing Government orders has not resulted in much desired rationalization of teachers in Municipal schools.

In recent past, government is transferring teachers from one municipality to the other, if both the municipal councils agree for the proposal. Even, the Panchayat Raj teachers are being transferred to municipalities. However such teachers have to take last rank in the new municipality.

**Payment of Salaries and other grants:** Salaries of teaching and non-teaching staff are paid by government through education grant. While releasing the grant, it is reduced to the extent

of education tax collected by the municipality. Pensions to the teaching staff are also paid by government. Office expenses and other expenditure are incurred by the municipalities.

**Monitoring and Supervision:** While the municipal authorities (Chairperson, Councilor or Commissioner) inspect the school, it is to the extent of administrative matters. The inspecting officers of Education Department of government (Senior Inspector of Schools, Deputy Educational Officer or Dist. Educational Officer), deal with technical matters like syllabus, students' performance, public examinations etc.

**Quality Issues:** The trends in enrolment show a clear shift to private schools in urban areas.

While rural children are still patronizing government/ local body schools, in urban areas; children at all levels of education are clearly showing preference to private schools. Poor infrastructure, lack of sanitation facilities, lack of subject (/adequate) teachers due to non-participation in DSC regularly, teacher absenteeism, are some of the



factors leading to poor performance of students resulting in low demand for these schools.

Benchmarking through a system of grading schools by performance exists that is based on the percentage achievement of the schools. It is proposed that a clear-cut strategy to create 'quality benchmarks' for the 'A' and 'B' grade schools would enable the municipal schools become more market competitive.

Through the recent G.O. Ms No: 76 (2008), English medium has been introduced at all levels in municipal schools to counter the movement away from municipal to private schools.



Some of the issues that the study recognised are:

- Having a clear strategy for urban schools, particularly for the slum children in such flagship programmes as JNNURM and SSA;
- Concept of School Education Committee (SEC) and Village Education Committee (VEC) must be designed for the urban areas as well and must be co-opted in all educational decision-making;
- It is essential to create quality choices for urban poor in terms of free yet, quality schooling;

The strategies focus on the quality of education provided to the burgeoning urban children in municipal schools and issues related to monitoring and supervision.

The study suggests possible strategies like:

- Need for central / state scheme to support Municipal schools to move forward;
- Role of Municipality in education need to be spelt out in the 23 municipalities in the thirteen Andhra and Rayalseema districts where there are no municipal schools.

*Role of Urban Local Bodies vis-à-vis Education Department*

- Dialogue between the municipal administered schools and the education department in terms of joint meetings, review, monitoring and planning.
- Service related matters need to be attended to at the earliest.
- Have benchmarks for all classes (including the X Class) and set standards higher than the group standards (include benchmarks from schools other than municipal schools);
- Create standards for all round development of the child and the school;
- Making the school accountable to the local community.

<b>Contents</b>		<b>Page</b>
<b>S.No.</b>	<b>Chapter</b>	<b>No.</b>
	<b>Executive Summary</b>	v to viii
<b>1</b>	<b>Introduction</b>	
	1.1 Education – Provisions in the Constitution of India	1
	1.2 Role of ULBs in Education sector in AP	2
	1.3 Convergence of ULBs and Education Sectors	4
	1.4 Methodology	4
<b>2</b>	<b>Functioning of Municipal Schools in AP</b>	
	2.1 Education in the AP Municipalities Act, 1965	5
	2.2 Trends in urban Growth	5
	2.3 Spatial distribution of Municipal Schools in AP	6
	2.4 District wise distribution of Municipal Schools	7
	2.5 Functioning of Municipal Schools in AP	9
<b>3</b>	<b>Access, Enrolment and Retention in Municipal Schools in AP</b>	
	3.1 Access	11
	3.2 Enrollment	11
	3.3 Retention	13
	3.4 Infrastructure	13
	3.5 Human Resources	17
	3.6 Recruitment	19
	3.7 Payment of salaries and other grants	21
	3.8 Monitoring and Supervision	22
	3.9 Quality issues	23
<b>4</b>	<b>Best Practices</b>	
	4.1 No Child Left Behind Act 2001 of US	27
	4.2 Fee Waiver for urban students in China	27
	4.3 Public-Private Partnership in Mumbai Municipal Schools	28
	4.4 English Medium Schools in Mumbai	29
	4.5 Mobile Schools in Jhabua	29
	4.6 Universalising Elementary Education in India's Mega Cities	29
	4.7 Proactive role of District Administration in improvement of schooling facilities	30
	4.8 PPP in MDM by MCD, Delhi	30
<b>5</b>	<b>Issues in Education for Urban Poor</b>	
	5.1 Access to good quality and relevant education	31
	5.2 Systemic and schematic barriers to access, and continuation of	31

<b>S.No.</b>	<b>Chapter</b>	<b>Page No.</b>
	education	
	5.3 Defining a community around a school, identifying stakeholders	31
	5.4 Attitudes of teachers in urban areas	31
	5.5 Infrastructure	31
	5.6 Enrolment – Glaring gaps	31
	5.7 Lack of quality choices for urban poor	32
	5.8 Quality of Teaching Learning in Municipal Schools	32
	5.9 Special emphasis on urban areas in planning and Implementation of schemes	32
	5.10 Citizen Charters	33
	5.11 Inadequate interface between focal departments	33
	5.12 Funding of Municipal Schools	33
	5.13 Education Officers and Supervisors	33
<b>6</b>	<b>Possible Strategies in Education for Urban Children</b>	
	6.1 Policy level interventions	34
	6.2 Strategies for Out of School Children	34
	6.3 Orientation of Teachers	35
	6.4 Community Participation	35
	6.5 Mid Day Meal in Urban areas	35
	6.6 Education Voucher Scheme	35
	6.7 Schooling needs of migrant children	35
	6.8 Alternative System of Education	35
	6.9 Role of NGOs	35
	6.10 Quality of Teaching Learning in Municipal Schools	36
	6.11 Funding of Municipal Schools	37
	6.12 Education Officers and Supervisors	37
<b>7</b>	<b>Workshop recommendations</b>	<b>38</b>

**List of Tables**

<b>S.No.</b>	<b>Table Name</b>	<b>Page No.</b>
Table 1	Percentage of Urban to Total Population	6
Table 2	Percentage share of Municipal schools to total schools, AP	6
Table 3	Schools, Enrolment, Teachers & TP Ratio - Municipal Schools in AP, 2006	6
Table 4	District level data with respect to status of Education in Municipal Schools and HPI	7
Table 5	Districts with low and high % of Municipal Schools	8
Table 6	Districts with low and high % of Enrolment in Municipal Schools	9
Table 7	Districts with Low and High literacy and other educational parameters	9
Table 8	Percentage Share of Enrolment in Municipal Schools to Total Enrolment, AP	12
Table 9	Teachers and TP Ratio in Municipal Schools	19
Table 10	Budget Provision, Releases and Expenditure for Municipal Schools - Non-Plan	21
Table 11	Performance of Municipal School students in SSC Exam	24
Table 12	Enrolment in Private Unaided Schools as % share to Total Enrolment- AP	25



**Annexures**

<b>S.No.</b>	<b>Annexure</b>	<b>Page No.</b>
1	Management – wise % Share of Enrolment in Urban Schools, AP, 2000-01 to 2007-08	41
2	District wise distribution of Municipal Schools	42
3	District wise list of Municipalities with and without Municipal schools	43
4	A) Medium – wise Exclusive Municipal Schools and Enrolment, 2006	45
	B) Medium - wise Parallel Media schools, 2006	45
5	Medium - wise Exclusive schools, 2006	46
6	Medium - wise Parallel Media schools, 2006	47
7	Medium - wise Enrollment in Exclusive Schools, 2006	48
8	Human Poverty Index (HPI) across Districts of Andhra Pradesh	49
9	Municipality wise Schools, Enrolment, Teachers, 2006	
	A) Municipal Schools, 2006	50
	B) Enrolment in Municipal Schools, 2006	52
	C) Teachers in Municipal Schools, 2006	54

## **Chapter 1**

### **Introduction**

---

#### **1.1 Education – Provisions in the Constitution of India**

The Directive Principles of the state policy contained in Part-IV of the Constitution of India pertaining to education are:

**Article 45:** The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education to all children until they complete the age of 14.

**Article 46:** The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

**Constitutional Amendment of 1976:** This amendment included Education in the Concurrent List which was initially a state subject. Though essentially the role and responsibility of the States in education remained unchanged by this amendment, the Union Government has accepted a larger responsibility of reinforcing the national and integrative character of education by maintaining quality and standards.

**Article 21 A: Inserted as a fundamental right in 2002,** Right to Education – 93<sup>rd</sup> Amendment mentions that ‘the state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine’. The state discretion has not yet been realized and the right is yet to come into force.

**Role of Local Self Government Institutions:** In order to impart certainty, continuity and strength to the Panchayat Raj Institutions (PRIs) and Urban Local Bodies (ULBs), the 73<sup>rd</sup> and 74<sup>th</sup> Amendments have come into force in 1993. These amendments of the Constitution of India, provided for empowerment of panchayats and Nagarapalikas by way of reserving 33% seats for women; and for the citizens belonging to the Scheduled Castes and the Scheduled Tribes in proportion to their population. Articles 243G & 243W and 11<sup>th</sup> & 12<sup>th</sup> Schedules of the Constitution indicate the subjects to be devolved to the panchayats and Nagarapalikas respectively.

While the Eleventh Schedule of Constitution deals with evolution of functions to different tiers of Panchayats in respect to twenty nine subjects including education – primary and secondary schools, Article 243W of the Constitution of India, specifies the powers, authority and responsibilities with respect to Municipalities.

Among the 18 major functions to be performed by Municipalities mentioned in Article 243 W there are cursory reference to educative functions rather than any explicit reference to it. Some such references are:

- Planning for economic and social development;
- Safeguarding the interests of the weaker sections of society, including the handicapped and the mentally retarded;
- Promotion of cultural, educational and aesthetic aspects

In the absence of a clear cut mention of education as an important function of the ULBs, the references in Schedule XII and provisions in the respective state Act provide clues for interventions in education.

## **1.2 Role of ULBs in Education sector in AP**

In Andhra Pradesh, the rural local self government institutions are constituted as Zilla Parishads, Mandal Parishads and Gram Panchayats catering to the district and below. In the state, the rural local bodies include twenty two Zilla Parishads, around eleven hundred Mandal Parishads and nearly twenty two thousand Gram Panchayats. The urban areas were further classified as Municipal Corporations, Municipalities, and Nagar Panchayats depending on population, density of population and other factors. This classification has further been streamlined as per the population figures of the Census in 2001 as below:

<b>Classification</b>	<b>Population Size</b>
Class I	1, 00,000 & above
Class II	50,000 - 99,999
Class III	20,000 – 49,999
Class IV	10,000 – 19,999
Class V	5,000 – 9,999
Class VI	below 5,000

Going by the trend of urban growth in the state, it is estimated that by year 2020, the urban population will more than double. Presently in AP, there are fifteen<sup>1</sup> Municipal Corporations, one hundred and three (including the selection grade, special grade, first, second and third grade) municipalities and seven Nagar panchayats<sup>2</sup>.

Traditionally in Andhra Pradesh, Zilla Parishad at district level was responsible for providing education at Secondary level and Mandal Parishads are responsible for providing education at Primary and Upper primary levels in the rural areas. The responsibilities of the Zilla Parishads and Mandal Parishads include opening of schools, upgradation of schools, provision of school buildings, infrastructure etc. Personnel related issues like postings, transfer, promotions of teachers were also discharged by them till 1998. In 1998 the services of Panchayat Raj teachers are provincialised and service related issues are vested with government.

However, in the municipal areas of nine Coastal districts and four districts of Rayalaseema, municipalities are responsible for providing educational facilities. Municipalities are also responsible for service related issues of teachers in the education institutions under them. There are no schools within the powers of municipalities in the districts of Telangana region.

---

<sup>1</sup> Department of Municipal Administration & Urban Development

<sup>2</sup> A K Goyal, Urban Local Bodies, a UNPAN note

The areas in which convergence of ULBs and Education sector are required are given below.

**1.2.1 Access, Enrolment and Retention:** Municipalities in Coastal and Rayalaseema areas are maintaining elementary and secondary schools. The Municipal Act provides that municipalities may establish schools. In urban areas of the nine Coastal districts and four Rayalseema districts, schools are run by the concerned municipality/municipal corporation. Municipalities are responsible for opening/ upgradation of schools in the urban areas in these thirteen district while schools in urban areas of the ten districts of Telangana region are under the state government.

**1.2.2 Infrastructure:** Municipalities are responsible for provision of infrastructure facilities like school buildings, sanitation facilities in the municipal schools. The buildings and other infrastructure are the property of the municipality. All educational programmes of government like Sarva Siksha Abhiyan (SSA), Mid-day Meals (MDM) Programme etc. are being implemented in municipal schools also.

**1.2.3 Human Resources:** Teaching and non teaching staffs are municipal employees and they are under the administrative and disciplinary control of the municipality. The onus of rationalization, selection, transfers and promotions lie with the municipal authorities. In the absence of sufficient number of teachers, the municipalities are recruiting Vidya Volunteers (VVs) to undertake classes especially in the primary sections.

**1.2.4 Recruitment, Transfers and Promotions:** From 1994, recruitment of teachers has been entrusted to the District Selection Committee (DSC); and after examinations, interviews and selection, DSC is sponsoring the candidates to the municipality and the municipality is giving the appointment orders. After this stage, they become municipal employees and they will be under the administrative and disciplinary control of the municipality.

The general recruitment of teachers by the government at the state level in the last three recruitment tests is limited to the government and the schools under Panchayat Raj. Provincialisation of teachers is also limited to the extent of teachers working in PR Institutions.

The service matters of teachers working in Municipal schools are not streamlined. Clear-cut procedures of transfers are not prescribed and the procedures followed by the municipalities are not uniform across the state. However, an attempt made to rationalize the teachers in municipal schools on the lines of government and Panchayat Raj schools by passing Government orders has not resulted in much desired rationalization of teachers in Municipal schools.<sup>3</sup>

A municipality is a unit for all purposes. All teachers in a municipality are under one unit for purposes of promotion or reversion etc. Panel Committee in the municipality prepares panel for promotions (from secondary grade to B.Ed.) For promotion to HM of a secondary school, the panel committee includes DEO as head. Chairperson is the appointing authority. He is empowered to remove or dismiss a municipal teacher. However, approval of DEO is necessary to remove a teacher. Secondly, Commissioner is competent to impose other penalties. Transfers of municipal teachers are within the municipality only. Teachers are transferred from one school to another in the same municipality.

---

<sup>3</sup> G.O.Ms.No.103, Edu (Ser.V) Dept, dated: 5th August,2005

In recent past, government is transferring teachers from one municipality to the other, if both the municipal councils agree for the proposal. Even, the Panchayat Raj teachers are being transferred to municipalities. However such teachers have to take last rank in the new municipality.

**1.2.5 Payment of Salaries and other grants:** Salaries of teaching and non teaching staff are paid by Govt. through education grant. While releasing the grant, it is reduced to the extent of education tax collected by municipality. Pensions to the teaching staff are also paid by government. Office expenses and other expenditure are incurred by the municipalities.

**1.2.6 Monitoring and Supervision:** While the municipal authorities (Chairperson, Councilor or Commissioner) inspect the school, it is to the extent of administrative matters. The inspecting officers of Education Department of government (Senior Inspector of Schools, Deputy Educational Officer or Dist. Educational Officer), deal with technical matters like syllabus, students' performance, public examinations etc.

**1.2.7 Quality Issues:** The trends in enrolment show a clear shift to private schools in urban areas. While rural children are still patronizing government/ local body schools, in urban areas; children at all levels of education are clearly showing preference to private schools. Poor infrastructure, lack of sanitation facilities, lack of subject (/adequate) teachers due to non participation in DSC regularly, teacher absenteeism, are some of the factors leading to poor performance of students resulting in low demand for these schools.

### **1.3 Convergence of ULBs and Education Sectors**

The focus of the present study is to cover various aspects of access, enrolment, retention of children in Municipal schools. Extension of various schemes like SSA, MDM etc to the municipal schools is also discussed. The analysis focuses on the quality of education provided to the burgeoning urban children in municipal schools and issues related to monitoring and supervision. The study attempts to throw light on the quality of service delivery being provided in municipal schools with suggestions for possible changes.

An attempt is made to highlight the critical issues in providing quality education to the urban poor with possible solutions to improve the quality of service delivery through reforms at policy, perception and practice levels.

### **1.4 Methodology**

This project involved both doctrinal and empirical research to arrive at an evaluation of present service delivery in municipal schools. It included detailed study of the existing scenario and analysis of areas where convergence of ULBs and Education sector are required. The analysis is based on secondary data and field observations in select Municipalities.

The study was completed by including secondary information, coupled with field level observations in schools in two municipalities (Vijayawada Municipal Corporation and Chittoor Municipality) and discussion with departmental stakeholders like, District Education Officers, Deputy Education Officers, School Supervisors and Additional Commissioner of MC, Head Masters, senior teachers and DWCRAs undertaking cooking of the mid-day meals. The interactions took place in Kurnool, Vijayawada and Chittoor.

The analysis takes into account some best practices on the relevant issues and provides a framework for convergence with the education department.

## **Chapter 2**

### **Functioning of Municipal Schools in AP**

---

#### **2.1 Education in the AP Municipality Act, 1965**

Under Section 130 read with Rule 42 of taxation and Finance rules appended to the APM ACL 1965, municipality can incur expenditure connected with education on the following items

- Establishment and maintenance of schools;
- Construction and maintenance of school buildings; and
- Training of teachers.

Further, Section 31 A mentions that municipalities 'would appoint committees to formulation of reviews and general superintendence of development programmes relating to education and welfare of the SCs, STs and BCs and women and children' among others.

Education is not mentioned explicitly as an area of core concern for municipalities in Andhra Pradesh and therefore it is a grey area. It is taking cue from Section 31 A above that the role of municipalities in 'managing' education is restricted. The administrative function of appointing Headmasters and teachers in the Municipal schools, managing and disbursing their salaries, promoting and transferring the staff and maintaining the upkeep of the municipal schools under their management is what all municipal authorities have been doing so far. Most of the academic functions rest with the education department.

#### **2.2 Trends in urban Growth**

The trends in urban population growth in the state of Andhra Pradesh, shows that the average growth in urban population in the state is more or less equal to the all-India urban growth. The percentage growth over a period of twenty years shows that whereas there has been a substantial increase in urban growth since 1981 to 1991, there is marginal growth from 1991 to 2001.

Incidentally it is pertinent to note that there have been some significant amalgamation of rural pockets into larger contiguous urban areas and an extension of urban areas beyond their signified boundaries like in the case of Visakhapatnam Municipal Corporation (VMC). VMC is currently extended up to Gajuwaka. The new urban agglomeration of Visakhapatnam is rechristened as Greater Visakhapatnam Municipal Corporation (GVMC). The urban population in Visakhapatnam district was already 40% of the total population and formation of GVMC will certainly have impact on the rural-urban proportion and the urban population of the district is likely to cross 50% mark in the next census. This certainly is likely to put pressure on GVMC and the urban areas growing at such proportions to make urban specific, education plans.

The district wise figures for urban growth in the 13 districts show that Visakhapatnam and Krishna districts have a high growth of urban population even in 2001 (see table 4 below). With the trend of new amalgamations, there would be greater in-migration into such urban areas and a further need for making provisions for the educational needs of such children who may accompany their parents in search of livelihood and settle in newer colonies and urban slums.

Table 1<sup>4</sup>

Percentage of Urban to Total Population

State / All India	Population 2001 (in crores)		% of Urban to Total Population		
	Total	Urban	1981	1991	2001
Andhra Pradesh	7.57	2.05	23.32	26.78	27.08
India	102.70	28.53	23.34	25.71	27.78

2.3 Spatial distribution of Municipal Schools in AP

In AP, municipal schools exist in only 13 districts of the 23 districts in the state.

The spatial distribution is not uniform with the northern region of the state (Telangana) (comprising 10 districts), typically not having a single municipal school. This is owing to Nizam's rule and the concomitant educational developments along lines where the government played a greater role in education. The current analysis thus takes stock of the existing municipal schools in Coastal Andhra and Rayalseema comprising 13 districts in the state.

Table – 2

Percentage share of Municipal schools to total schools, AP

Type	No. of Municipal Schools		Total No. of schools in the 13 districts		% share of MPL schools to total schools	
	2001	2007	2001	2007	2001	2007
Pry	1407	1402	38132	37911	3.7	3.7
UP	280	399	7552	10193	3.7	3.9
HS	249	301	5545	7918	4.5	3.8
Total	1936	2102	51229	56022	3.8	3.8

Source: Department of School Education

Nearly 2100 municipal schools are functioning in the state. About 1400 primary schools, 400 upper primary schools and 300 secondary schools are functioning in the state. Over 3.5 lakh children are enrolled in these schools and 8100 teachers are working in the municipal schools with TP ratio of 45, 49 and 40 in primary, upper primary and secondary schools respectively (see Annexures 9(A) to 9(C) for Municipality wise schools, Enrolment and Teachers).

Table – 3

Schools, Enrolment, Teachers & TP Ratio - Municipal Schools in AP, 2006

Category	Primary	UP	HS	Total
Schools	1,399	395	295	2,089
Enrolment	143,068	87,127	125,349	355,544
Teachers	3,181	1,764	3,170	8,115
TP Ratio	45	49	40	44

Source: <http://projects.cgg.gov.in/dsemis>

<sup>4</sup> Census of India of respective years

With a total number of two thousand one hundred municipal schools in 13 districts that the Andhra and Rayalseema comprise, there has been a marginal increase in the number of schools especially to the total in the last eight years.

This obvious increase is due to increase in high schools on account of upgradation of schools and not due to any additional schools at the primary level. It is also seen that the comparative total percentage increase remains unchanged over the last six years. Compared to the upsurge in the number of private schools in the state, the marginal increase or the lack of increase is certainly a cause for concern (see Annexure 1 for management-wise break-ups in enrolment in the state).

These observations pose some development questions: The relevance of municipal school education; administration, management, supervision, financing of these schools; focus on the needs of the urban child for whom these schools are intended for; orientation of teachers; and accountability to community to which they cater to. A further poser would be, if and whether there is a scope for intervention and a correctional course of action to make these schools available, accessible and attractive for the children of the urban poor.

The following analysis takes a close look at some of the available provisions and their utility, some possible areas of concern and thereby options for improvements. It also looks at the current methods of service delivery and possible points of coordination and convergence with the Education Department.

#### **2.4 District wise distribution of Municipal Schools**

The purchasing power parity which forms the basis for computing HPI is apparently low among these districts warranting state intervention to support education of the urban poor.

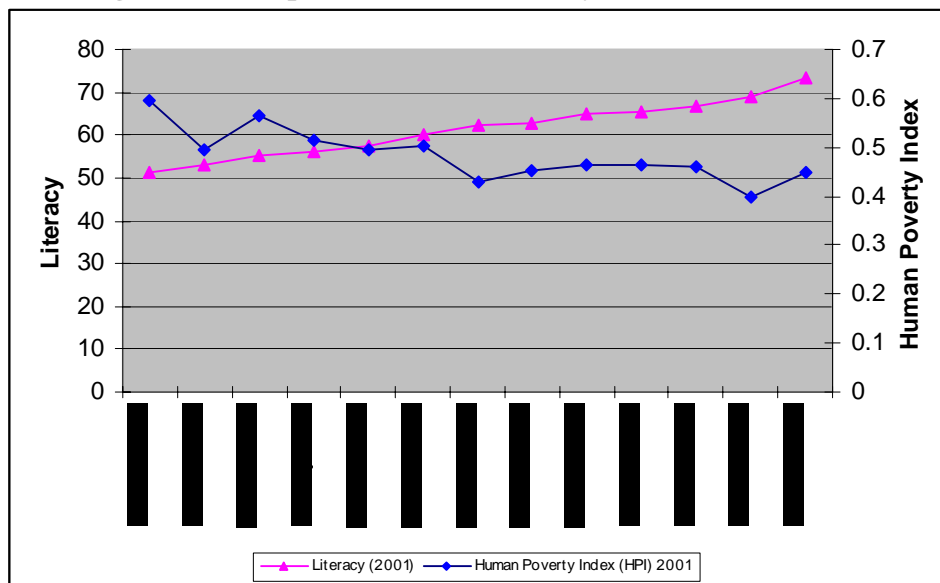
**Table- 4**

**District level data with respect to status of Education in Municipal Schools and HPI**

S. No	District	Literacy (2001)	% of urban popln. to total district popln.	Human Poverty Index (HPI) 2001		Municipal Schools as % of total schools	Enrolment as a % of total	TP ratio
				HPI (2001)	AP Rank (2001)			
1	Vizianagaram	51.07	18.33	0.597	23	19.7	24.7	35
2	Kurnool	53.22	23.16	0.494	14	13.2	16.7	42
3	Srikakulam	55.31	10.98	0.566	21	15.7	31.2	52
4	Anantapur	56.13	25.26	0.515	20	29.9	33.2	65
5	Prakasham	57.38	15.28	0.494	13	12.6	14.7	30
6	Visakhapatnam	59.96	39.95	0.504	17	16.9	25.3	59
7	Guntur	62.54	15.28	0.428	4	26	26.7	32
8	Cuddapah	62.83	22.59	0.451	6	8.2	11.1	33
9	Nellore	65.08	22.45	0.466	10	14.3	17.2	44
10	East Godavari	65.48	23.50	0.465	9	26	31.3	47
11	Chittoor	66.77	21.65	0.461	8	11.8	18.8	60
12	Krishna	68.85	32.08	0.399	3	19.7	19.1	42
13	West Godavari	73.53	19.74	0.449	5	29.2	37.9	39



**Diagrammatic representation of Literacy and HPI in 13 districts**



The above given table (4) gives a summary of the literacy, Human poverty index (see Annexure 8 for District wise HPI in the state), municipal schools as a percentage of the total number of schools in that district, enrollment in municipal schools as a percentage of total enrollment in the district and the teacher – pupil ratio. Few interesting observations can be made from this table:

The oft quoted statement that ‘illiteracy is the child of poverty’ is validated here as can be observed from the chart given below. Vizianagaram, Srikakulam and Anantapur are among the districts with the lowest levels of literacy and interestingly, these are among the poorest districts of AP. These districts rank 23<sup>rd</sup>, 21<sup>st</sup> and 20<sup>th</sup> in the Human Poverty Index (HPI) among the districts in the state.

Literacy of the district does not seem to have a significant role in determining the number of municipal schools in the district. As can be seen from the above table, Vizianagaram has the lowest literacy rate (51%), but significantly higher proportion of municipal schools (19.7) compared to districts like Chittoor, Cuddapah and Nellore which have higher literacy rates but lower proportion of municipals schools. Incidentally Vizianagaram figures at the bottom of the state poverty index.

Similarly West Godavari has the highest literary rate (74%) but Anantapur with significantly lower literacy rate (56%) has the highest proportion of municipals schools (29.9). Conversely it could be said that Municipal Schools are flourishing where the literacy needs are more. It is also pertinent to realize that municipal schools are still sought after in such districts.

**Table- 5**  
**Districts with low and high % of Municipal Schools**

District	Literacy	Municipal Schools as % of total	District	Literacy	Municipal Schools as % of total
Vizianagaram	51%	19.7	Cuddapah	63%	8.2
Anantapur	56%	29.9	West Godavari	74%	29.2

As expected, it was observed that higher the proportion of municipal schools, higher is the enrollment proportions. However, exceptions could be noted here also. Srikakulam with significantly lower proportion of municipal schools (15.7) had a higher proportion of enrolment (31.2) compared to East Godavari with significantly higher proportion of municipal schools (26) but enrolment % only marginally better than that of Srikakulam (31.3).

**Table- 6**  
**Districts with low and high % of Enrolment in Municipal Schools**

District	Municipal Schools as % of total	Enrolment as a % of total	District	Municipal Schools as % of total	Enrolment as a % of total
Chittoor	11.8	18.8	Krishna	19.7	19.1
Srikakulam	15.7	31.2	East Godavari	26.0	31.3

Another interesting observation is with regard to Anantapur district which has very low levels of literacy but has the highest proportion of municipal schools, one of the highest proportions of enrollment in these schools and also the highest teacher-pupil ratio. It could be surmised that Anantapur has the highest proportion of municipal schools not in spite of, but because of its low levels of literacy and high levels of poverty which probably make the children more dependent on municipal schools. Further these schools also have a high teacher-pupil ratio and the teacher requirement need is to be considered by the department on a priority basis.

**Table- 7**  
**Districts with Low and High literacy and other educational parameters**

District	Literacy	Municipal Schools as % of total	Enrolment as a % of total	Teacher -pupil ratio
Anantapur	56.13	29.9	33.2	65
West Godavari	73.53	29.2	37.9	39
Krishna	68.85	19.7	19.1	42

The share of municipal schools is nearly 30% in West Godavari district and percentage of enrolment is 38%. The TP ratio is also very favorable with 1:39. In case of East Godavari and Krishna districts; which are among the most prosperous districts of AP, they have very good teacher –pupil ratio but the enrolment in municipal schools is moderate. This skewed rationalization could ultimately lead to a diminished significance of municipal schools in these districts.

## 2.5 Functioning of Municipal Schools in AP

One of the comprehensive evaluations of the status of education in the country was done by the PROBE team. Public Report on Basic Education (PROBE) faults the policy makers for supply side deficiencies and incorrect management of schools coming in the way of universalization of elementary education. Based on field studies in five northern states, the report calls attention towards the dismal conditions of schooling and poor infrastructural facilities as a deterrent for parents to send their children to schools.

The study of municipal schools is relevant in the context of our understanding of the local body's priority, style of managing the schools and the staff, provisions for monitoring and supervision, and its parameters for performance enhancement. It is in the overall process of visualization and delivery of educational administration that we would examine the present findings.

The historical association between urban local bodies and the education department in the state of AP is analysed through seven possible core areas of coordination. The criteria have been worked out under the following heads: **Access** to municipal schools, **enrolment** into municipal schools and **retention** of the enrolled, **human resources** related issues like staffing, **recruitment and transfers**, making provisions for **payment of salaries**, **monitoring** schools and **supervising** the activities, and issues related to maintenance of **quality standards** in municipal schools.

## **Chapter 3**

### **Access, Enrolment, Retention and Quality**

---

#### **3.1 Access**

Urban local bodies in 13 districts of Coastal and Rayalseema are responsible to start schools within the municipal limits of their areas. Based on the need for catering to the population and its non-availability within a considerable distance, the Municipal Act allows for opening of schools. Such schools are run by the municipal authorities and managed by the teaching and non-teaching staff appointed by them.

In the 13 districts of Coastal Andhra and Rayalseema; functioning of Municipal schools is not uniform. 23 Municipalities (38%) out of the total 83 Municipalities in these thirteen districts do not have any Municipal schools. It is clear that the Municipal Administration in the newly upgraded Gram Panchayats (into Municipalities) do not automatically take up the responsibility of opening and running of schools (see Annexures 2 and 3).

The existing municipal schools are located within accessible distance and the students either walk or cycle to school. The teachers also reside at a reachable distance and do not need to commute long distances to reach school. The school timings hence are being maintained scrupulously.

#### **3.2 Enrollment**

Universalization of Elementary Education (UEE) enables free and compulsory education for children in the age group 6-14 years. Such measures are meant to ensure that children of poor families (rural as well as urban) have access to education. In urban areas it is through the Municipal and Government schools that free education is imparted to children.

Going by the figures of the education department over the years, children's enrollment in municipal schools shows a downward trend and also over the different levels of school education, namely primary, upper primary and secondary levels.

#### **Early Childhood Care and Development (ECCD) centers in Municipal Schools in Mumbai**

SSA is planning to have ECCD centres in Municipal School premises in order to inculcate the habit of attending school from a young age among the children of urban slum dwelling community, thereby ensuring a sure mid-day meal for the child and a secure place for the young ones while the mothers are away working.

The table below gives the class-wise enrolment figures for children in municipal schools in primary level to upper primary and secondary levels over the last 8 years.

**Table 8**  
**% Share of Enrolment in Municipal Schools to Total Enrolment, AP**

<b>Year/ Class</b>	<b>2000-01</b>	<b>2002-03</b>	<b>2004-05</b>	<b>2007-08</b>
<b>I</b>	13.92	13.07	10.37	8.05
<b>II</b>	15.30	14.86	12.47	9.04
<b>III</b>	14.86	14.57	12.91	9.25
<b>IV</b>	13.82	14.09	12.83	9.08
<b>V</b>	13.15	13.97	12.90	9.16
<b>VI</b>	9.40	9.99	10.11	8.27
<b>VII</b>	9.23	9.07	9.52	8.20
<b>VIII</b>	8.51	8.55	9.22	7.97
<b>IX</b>	8.42	8.05	8.64	7.62
<b>X</b>	8.25	7.29	7.76	6.87
<b>Total</b>	<b>11.99</b>	<b>11.68</b>	<b>10.84</b>	<b>8.40</b>

*Source: Directorate of School Education, AP*

The enrolment figures in 2004-05 to 2007-08 i.e., over a period of two years indicate that there has been a significant drop in enrolment share of children in municipal schools (also see Annexure 1). There is a concomitant drop in enrolment at the upper primary level as also in the secondary level.

The drop-out of students is attributed to the existence of private schools at accessible distances in most locations. This is partially due to a mechanism by which private neighbourhood schools have been coming up and mushrooming in urban areas. Since these private schools lure the potential municipal school students by offering English medium education with better infrastructure, they are found to be attractive by most parents.

Arguments also exist about the longevity of such neighbourhood schools. Experiences show that such schools have wound up due to administrative mismanagement and/or financial unviability; in such cases parents were forced to fall back on the municipal schools. This trend is rampant at the primary level where the externally available choices work upon parent's calculation of quality for their wards and resources. The superiority of private education is attributed to the educational efficiency and cost-effectiveness for quality for the resources expended in the long run for the child and the family<sup>5</sup>.

Comparisons between government and local body managed schools with private-managed schools have been at the centre stage for some time now, pushing the government to issue a GO MS No:76 in year 2008. The GO tries to reverse the trend of children moving out of ULB schools, by making some positive provisions within local body administered schools to make them attractive and sought after.

<sup>5</sup> Dixon, Pauline and James Tooley: The Regulation of Private Schools Serving low income families in Andhra Pradesh, India, The Review of Australian Economics, 2005.

### **3.3 Retention**

Fee waiver and concomitant schemes like the mid-day meals provided in Government and local body schools should ideally attract parents hailing from low-income families to enroll their children into government schools. However this is not to be. Studies show that 'affordable' English medium education attracts parents more than anything else<sup>6</sup>. Private schools also attract them with their innovative ways of imparting education through the usage of tools and aides such as multimedia.

With a spurt of private aided and unaided schools mushrooming in rural, semi-urban and urban areas, the percentage growth of municipal schools to other schools, is minimal and to the extent of being negligible. The growth of educational institutions over the years show that private schools, with their competitive standards, attractive packages and the facilities that they offer to the clients in terms of quality of teachers and the quality of education imparted, seem to have made the municipal school education unviable. Municipal schools are making **special efforts** to retain the children in the local body schools by way of **printing pamphlets and handouts** and putting up **banners**, with results of excellence of its students. This is being practiced in the Corporation schools of Vijayawada and Visakhapatnam.

With the present trend, municipal schools at best are able to retain the existing students, but may not be able to make any dent on the new clientele. Steps to make quick amends could help in reversing the trend.

#### **Introducing English as medium of instruction in secondary schools**

GO Ms No. 76 provides an opportunity for up gradation of existing high schools by imparting education in English medium, through CBSE syllabus. The other interventions proposed to be taken up under the SUCCESS programme include introducing computer education, providing for the best facilities in terms of infrastructure and equipment comparable to private schools and rationalization of teachers.

### **3.4 Infrastructure:**

**3.4.1 Class rooms:** Adequacy of rooms to accommodate is a problem in municipal high schools. Problems exist with regard to ventilation and sufficient space for all the children and all the classes. It was found that based on the teacher-pupil ratio, some classes have more children in classes like VII and X. In some cases while the children are divided into viable sections, there are classes catering to 66 students in Class X in Chittoor.



**Headmaster's office and staff room:** In the urban municipal school in Vijayawada, there is one room that is used as a double for the HMs room as well as the office with the files stacked

---

<sup>6</sup> ibid

behind. There is no place to store and exhibit the various shields, trophies and mementos won by the school and its teams adequately. The same are also not being maintained for want of sufficient time for such works.

Operation Black Board (OBB), introduced in 1987 by Government of India intended to enhance physical infrastructure within schools making them more spacious with more class rooms, drinking water facilities and enabling creation of additional courses. The same has been subsumed under the new Sarva Siksha Abhiyan. It is pertinent to note that OBB has not been extended to schools under Urban Local Bodies. Municipal schools have provisions for black board and some of the schools have been functioning in tents for a long time before a school building has been built.

**‘No tent schools’ in Delhi**

Municipal Corporation of Delhi has made a policy decision that ‘porta-cabins’ replace tents in all MCD run schools.

Several municipal schools have struggled hard to get a school building of their own. Very few especially the high schools have managed to have a building, accommodating some of the classes in these permanent structures. However the struggle to get them has been hard as could be found in the case of the all Girls’ Municipal School in Chittoor, which has been established in 1949 as a middle school and upgraded into a high school from 1951, but has a building of its own only since 2007. It is now that the dream of a permanent building has been realized. Until 2007, for 56 years, the school functioned from make-shift tents and classes have been held in verandahs and under the trees. This is the reality for a large number of municipal schools even today.

With regard to other infrastructure, MA&UD has spent an amount of Rs 36.45 crores on construction of school buildings during the five years from 2002-2007. This is part of the Rs.1,906 crores expenditure that MA&UD has made in the same period<sup>7</sup>. The 1.91 % of financial resources expended on municipal education indicates the importance accorded to the sector in municipal administration.

It is also seen that no effort is being made to earmark land in growing urban agglomerations for educational institutions. If at all, prime land is being usurped from municipal schools by merging schools and giving up the existing accommodation.

Involvement of **community in improving the school building** and the **other infrastructure** is not taking place in Municipal schools as most of the neighbourhood cannot afford to extend monetarily. Support from alumni can be sought by organizing meets or posting requirement in the school websites.

As per UNPAN note<sup>8</sup>, it is proposed to construct schools (in terms of buildings) in the slum areas in Andhra with an estimated cost of Rs 250 crores. The sharing of the cost is to be between the municipal internal resources and the government grants (50:200). Few constructions were witnessed in slum school in the schools visited in Vijayawada. Additional class rooms have been

Government sanctioned 35,000 Integrated Low Cost Sanitation Units (ILCS) to 7000 municipal schools in urban areas at a project cost of Rs 250.00 crores. The order makes the District Collector responsible for the ‘strict’ implementation of the scheme.

*(GO.Rt.NO.825 MA, of Government of Andhra Pradesh in 2003)*

<sup>7</sup> A K Goyal, Principal Secretary, MA&UD, Urban Local Bodies, (UNPAN002884. pdf), 2002

<sup>8</sup> ibid

constructed above the existing class rooms. However minor repair works on the floors and ceilings in some high schools wherein old buildings have not been taken care of need.

Till date, a basic provision like benches do not exist for all the students enrolled in municipal schools. It is a very privileged few schools that could boast of benches for at least two classes. Realizing this to be a major lacuna in attracting the children to schools municipal schools are planning to secure benches for the students through donations and through SUCCESS.

In 1994, in response to a Public Interest Litigation (PIL) filed in connection with Hyderabad and Warangal schools, the court gave a directive that government must make plans to fund for government school buildings in urban areas.

**3.4.2 Laboratories:** There is no exclusive space for a laboratory in any of the schools visited. There are a small number of demonstrable aids and equipment in high schools, but the same are stacked in cupboards *inside* class rooms. In the case of a school in Chittoor, the laboratory doubles as a staff room and since it is most of the time occupied by one teacher or the other, there is no space for the students to experiment and learn.



From housing the class rooms to facilities inside the class room, it is seen that laboratories are not different from class rooms. Charts and posters depicting lessons in biology and physics are displayed on the walls of the class room. Equipment is displayed to the students. In case of Class X biology students, no student has had the opportunity to do, nor see a dissection. Science studies take place by hearsay and watching the CDs, than by actually 'doing' things hands on. In the case of an upgraded school in Vijayawada urban, laboratory equipment is being borrowed from a neighbouring school and the same is returned after displaying them in the class.

**3.4.3 Library:** Libraries ideally provide access to books that are beyond the class room texts and create a link with the developments taking place outside. They also make knowledge accessible to the students which are hitherto unaffordable. Storage of books in the best of municipal schools is found not to be satisfactory. Books are not accessible to the students for whom they are meant to be additional reading material.



The essence of the library is in making the young minds be informed about the world outside and give them thoughts that are creative in nature and enhance their understanding of their lessons better. This function is not being fulfilled with the present conditions where thousands of books that lie with some of the big municipal schools. The smaller schools do not maintain separate libraries.



#### **3.4.4 Kitchen sheds:**

Mid-day meal cooked for the children in elementary schools (classes I to VII) are presently being done in exclusive rooms as well as in open areas. In the absence of adequate rooms to accommodate children in different classes, a kitchen shed exclusively for cooking the mid-day meal has been a luxury and an expressed desire by the DWCRA women engaged in cooking for the children. It was observed that in some cases cooking is carried out in the open, exposing children to possible food contamination. Due to shortage of space, in certain cases gas cylinders are stored inside classrooms with a lurking danger of gas leakage.

It was also seen that adequate funds are not sanctioned to the DWCRA members on time compelling the women to take loans which sometimes is reflected in the quality of the food served. In most of the schools; eggs which are part of the weekly diet are either not given or rarely included in the menu (norms provide for serving of eggs twice in a week).

#### **3.4.5 Common room for girls:**

The Government of India has embarked on a mission to retain girls in schools through the National Programme of Education for Girls at Elementary Level (NPEGEL). The scheme was initially implemented in rural areas with low female literacy. Subsequently, urban slums in Municipalities and Corporations of the four districts of Hyderabad, East Godavari, West Godavari and Krishna were covered under the programme. **The scheme provided for rest rooms for girls in schools among other girl-child friendly components such as text books and sanitary provisions.** Its usefulness for the girls is a matter of concern in space constrained schools such as ULB schools, where even staff rooms do not exist.

A separate room was planned to be constructed for girls in the school that is meant to be a 'rest room' with sanitary provisions under the custody of a female teacher. It was seen that such room existed in one high school, but was not being utilised for the purpose. The newly constructed rooms were being used as staff room for female teachers.

**3.4.6 Drinking water and Toilets:** Drinking water for children has not been uniformly attended to in all municipal schools. While big high schools have been able to manage a donor to give them a water filter, other schools are yet to have them.

Sanitation facilities or toilets in school are shared by the students and the teachers. In one school visited at 11.00 am in the morning, there was no water in the cement tub meant to store water. This is a cause for concern as drop out among girls is normally attributed to poor sanitation conditions in schools. municipal schools could do well by trying to retain girl students who would otherwise be out of schools, by making these necessary provisions.



As per the guidelines of an urban scheme in AP, every urban school (government/municipal), irrespective of the departmental control, has been sanctioned with 5 Integrated Low Cost Sanitation (ILCS) units. An amount of Rs 20,000/- is sanctioned to every school for the same, of which the Education department has to

contribute Rs 2,000/-. The Municipal Commissioners of the fifteen Municipal Corporations are entrusted with the job of undertaking the ILCS works.

In the schools visited, there seemed to be problems with regard to toilets in schools and in one school the construction of the same was in progress.

**3.4.7 Playgrounds:** In the space scarce areas of urban locations, it is hard to find municipal schools with adequate play space for the students. Big corporation high schools can boast of such playgrounds while small schools could rarely claim one.

**3.4.8 Furniture for staff and students (benches, desks, tables, chairs):** Municipal Schools have been lacking in furniture for its students. Till day, there are hardly any municipal schools, at all levels, which have benches for all the children. This could possibly be the reason for shifting priorities of parents in moving their children to private schools.



Headmasters of municipal schools are responsible to assess, plan and send a requisition for infrastructure requirements in schools to Municipal Commissioner for approval in the council meetings. The Commissioner sanctions the same with the approval of the council. The present situation shows that most municipal schools are accessing infrastructure such as benches etc through Sarva Siksha Abhiyan or through donations made by the Member of Parliament or the Member of Legislative Assembly from their development funds or from individual donations made by local trusts and clubs.

Most of the schools visited do not have adequate furniture. While some classes, generally, class X has furniture; children in other classes are seated on the floor. It was observed that some classes are run in open due to lack of adequate space. In the schools where rooms are available, condition of the flooring and doors and windows reflect lack of periodic maintenance and repairs.



**3.4.9 Computer lab:** Some of the schools are also being covered under the ICT based education under the 1000 School Computerization Project. This project has been supporting the schools with computers which are then being used to show the children the nitty-gritty's of information technology, thereby preparing them for a globalised world.



### **3.5 Human Resources**

**3.5.1 Executive officials:** Municipal administration deputed officials to execute the administrative functions pertaining to education. As such in Vijayawada Municipal Corporation (as well as in Visakhapatnam MC), there is one Deputy Education Officer (on deputation), who looks after the urban corporation schools. Incidentally the person is also the senior most HM among the Municipal Corporation schools there. The Dy EO reports and is accountable to the Additional

Commissioner of VMC, who looks after Education within VMC. It is seen that since the Dy EO has a monitoring role to play in ensuring that municipal administered schools function properly, the time the person gives to the school as HM is minimal.

Presently there is a case of litigation pending against such post seeking the provision of reservation for that post.

**3.5.2 Administrative officials:** There are senior and junior clerks within each municipality (the number of such personnel depending on the size of the municipality), who keep the accounting records of the municipal schools staff such as their salaries, provident fund (PF), gratuity, pension, etc. Salaries are disbursed on time. Earlier they were disbursed before the 10<sup>th</sup> of the month. Now effort is being made to disburse by 5<sup>th</sup> of every month. It was mentioned that annual statement of PF is not provided to the school staff and as such none of the teachers or HMs know the exact status of their PF accounts. They come to know of it, if at all, at the time of their retirement.

**3.5.3 Staffing the Municipal schools:** Government by orders (in 2006) suggested inclusion of posts and services such as School assistants, secondary grade teachers, language pandits and Physical education teachers in all Municipal Schools. As per the same all high schools have teachers in specialist subjects like physics and mathematics and language pandits. High schools have Drawing master and physical education teachers (PET), who are also meant to undertake election duties and when summoned by the district municipal administration. A special GO maintaining that only 20% of the teachers involved in no-subject teaching like drawing and PETs could be involved in and spared for election duties (and no other!) exists and at the time of the visit, both the teachers in all schools were on such duty.

There is a provision for rationalization of teachers to be undertaken by the Municipalities in order to arrive at the number of teachers required in the Municipal schools. It is through the process of selection through District Selection Committee (DSC) conducted by the education department that the requirements of the municipal schools are to be included. However since the year 2000, the municipal schools are not participating in the same. Most of their staffing requirements are being done through promotion, deputation and by engaging Vidya Volunteers (VVs).

The strategy followed by the municipal administration now is that all teachers appointed through DSC into different levels of MPL schools, are being adjusted to High Schools. The senior most school assistants among them are being made as incharge HMs. The elementary schools are being left with a majority of vidya volunteers. For example in an Upper primary school in Chittoor ( that could not be merged with a neighbouring school as already another school has been merged with it), of the teachers for Class I to VII, there are 6 Vidya Volunteers and two MPL School Assistants on roll. One of the latter is a HM and the other is on study leave.

Superannuated posts are not being filled up adequately making temporary arrangements through deputations and promotions and thereby bringing in vidya volunteers into the fold.

ULBs have not been participating in DSC despite their inclusion in the GO. The assessment is that adequacy of teachers is not being made systematically; the teachers salaries out-weigh the municipal expenditure making it burdensome on the municipal funds and their reserves.

Most transfers now are being made on the basis of either promotion, seniority, recommendation, complaints, or on request. For the last two years transfers have also been taking place on the basis of counseling. **It was alleged that there has been a tendency to**

**issue GOs as per individual requests and uniform norms are not being put to practice. The process itself has become very bureaucratic and non-transparent.**

Taking the existing teacher-pupil ratio in urban schools into consideration, table 9 shows the existing ratio as per type of school and in two years, i.e., 2001 and in 2007.

**Table 9**

**Teachers and TP Ratio in Municipal Schools**

Year	Total number of teachers				Teacher-Pupil ratio			
	Pry.	U PS	HS	Total	Pry.	UPS	HS	Total
2001	5131	2127	3886	11144	44	40	31	39
2007	3313	1878	3318	8509	43	47	39	42

*Source: Department of Education*

The analysis shows that the ratio, while being maintained at acceptable levels, is showing a tendency to increase the burden on teacher at the upper primary level and the secondary school level. This is a dangerous tendency if read with the table on enrolment. **With number of teachers remaining constant (and no fresh recruitments being made), and the number of children dropping out, there would be more number of teachers to teach lesser number of children.**

The ratio of teachers to students as found in the visit to schools ranged from 1:45 in English medium schools to 1:50 in Telugu medium schools. The range was 1: 66 in a high school for Class X in Chittoor where the burden on the teacher to deliver and the pressure on the student to perform are adversely affected. Request to break the class into two sections was again dependant on the availability of adequate space to house the two sections and the adequacy of teachers to handle two sections. Incidentally it was Class X!

The all girl's schools are entitled to have women teachers teaching them. Male teachers above the age of 45 are entitled to be posted here. The all-girls high school in Chittoor Municipality does not have a physical education teacher (PET) ever since the last PET teacher retired in year 2003. Sports equipment hence is not handled and children are deprived of games and sports as a physical form of activity.

On the job training programme for skill improvement: Skill upgradation test exists for the HMs.<sup>9</sup>

### **3.6 Recruitment**

District Selection Committee (DSC): The AP Direct Recruitment of Teachers (Scheme of Selection) Rules, 2000 (G.O., Ms No.72, Education (Services-VI) makes the rules applicable to all the categories of teacher posts in Govt., ZP, MP, ITDA, Municipalities, Municipal Corporation Schools. .One of the Municipal Commissioners of Municipalities / Municipal Corporation in the district nominated by the Collector to be part of the DSC

**(a) Appointment of Municipal Head Masters** of a High School maintained by the Council shall be made from a panel prepared by a committee consisting of the Chairperson, the Commissioner, the DEO having jurisdiction and not less than 3 but not more than 7 members chosen in this behalf by the council.

<sup>9</sup> GO Ms 5312, 1951 and GO Ms 1350 dated 4<sup>th</sup> June 1953

- Chairperson, MC to send the list to DEO
- Selection Panel Committee to be presided by DEO
- Panel to submit full minutes of the meeting with support of recommendation
- In case of finding no candidate suitable, to refer the matter to the Director of School Education to give his decision in the matter.
- The Chairperson to intimate to the DEO the number of permanent vacancies

This type of **interaction** between the district education department and the municipal administration **has not** been taking place of late.

A recent GO Rt No: 903 (Dt. 20.06.2008) calls for fresh transfers of teachers from Government and local body schools within a district and between districts to other Government and local body schools.

**(b) Appointment of Education Officer:** For any municipality the government may sanction a post of Education Officer (for municipalities having more than 3 lakhs of rupees as annual income. For those having below 3 lakhs as annual income, the government may, in lieu of sanctioning a post, appoint any officer from the Education Department to discharge such duties). **Currently, only Vijayawada and Visakhapatnam Corporations have such officers appointed to the post of Deputy Education Officers (Dy.EOs).** Both the Dy EOs report to the Additional Commissioner of the Corporation who is responsible for education.

**(c) Appoint Municipal Education Officer:** Where there is no such officer, the Commissioner shall exercise the powers and discharge the functions of such officer. For such appointment, the Government shall consult the council. The sanctioned post will be a full time post reporting to the Commissioner. No such post exists in AP today.

**(d) Appointment of School Supervisors:** School supervisors are posted at the municipal level by the municipality, to oversee the functioning of municipal schools. Such supervisors 'supervise' anywhere between 40-60 schools. They make a visit to schools to see the school's adherences to time, teacher's turnout, and the general conduct and maintenance of the schools. The supervision takes place everyday and in a day the Supervisor visits at least 3-4 schools. The ratio of supervisors to schools is high and the burden on the supervisor, who is a senior HM on deputation, is more. Rationalization of the number of supervisors per Municipality and Municipal Corporation is to be made to make it practically viable for one person to handle.

**(e) Vidya Volunteers in municipal schools:** There is a provision for vidya volunteers to be recruited to municipal schools in the state. There are a total of 1273 (245 male, 1028 female) vidya volunteers in the municipal schools in the state.<sup>10</sup>

While it serves the purpose to recruit vidya volunteers (VVs) to teach the elementary classes, the issue of job insecurity and stability is the main concern. Most vidya volunteers are graduates or post graduates (with or without a B Ed) and they are held in the VV post on an honorarium of Rs 1,500 per month. They are trained by the Mandal Education Officer (MEO) for a week before they take up the work in schools. They are engaged for one

---

<sup>10</sup> <http://ssa.ap.nic.in/management.vv.pdf>

academic year from June of a particular year to the March – April of the succeeding year. The annual academic break sees most of the VVs moving to better paying jobs.

### **3.7 Payment of salaries and other grants**

Salaries of Municipal school teaching and non-teaching staff come from the Education department; the municipal authorities take care of administrative matters such as sanctioning of leave, transfers, promotions etc. Salaries of teaching and non teaching staff are paid by government through education grant. While releasing the grant, it is reduced to the extent of education tax collected by municipality. Office expenses and other expenditure are incurred by the municipalities. Grants like Teacher Grant, School Grant and Maintenance Grant provided under SSA are extended to Municipal schools.

The amounts released by the Department of School Education for Municipal schools under non-plan for the years 2005-06 to 2008-09 are as follows:

**Table 10**  
**Budget Provision, Releases and Expenditure for Municipal Schools - Non-Plan**  
**(Rs. in lakhs)**

Type	Year	Budget Provision	Releases	Expenditure	% of Expenditure
Primary Schools	<b>2005-06</b>	8577.96	8577.96	7075.02	82.48
Secondary Schools		5960.78	5960.78	5927.15	99.44
Primary Schools	<b>2006-07</b>	10241.12	10241.12	7736.53	75.54
Secondary Schools		7116.51	7116.51	7163.55	100.66
Primary Schools	<b>2006-07</b>	10901.87	10901.87	8494.27	77.92
Secondary Schools		7543.50	7543.50	7463.81	98.94
Primary Schools	<b>2008-09</b>	11774.02	5306.84	-	-
Secondary Schools		8146.98	4073.48	-	-

*Source: Director of School Education, AP*

The education tax collected in the municipal areas is normally kept aside for payment of salaries to municipal school teachers. However there is a general complaint that the municipal funds collected as education tax in the state are being diverted by the municipal authorities to undertake development related work<sup>11</sup>.

<sup>11</sup> Eenadu, a Telugu daily dated 06-05-08

### Education tax funds piling up over years

A random sampling of how corporations and municipalities spent their education tax, conducted by members of *The Catalyst Trust*, an NGO campaigning for education rights, bodies across the State of Tamil Nadu, has shown how the local bodies are not using the funds collected for the purpose. Unutilised funds were piling up over the years.

The NGO used the Right to Information Act to petition local bodies to disclose the utilisation pattern of the education tax, collected as a percentage of the property tax under the Tamil Nadu Elementary Education Act, for the past five years.

In the Chennai, out of the elementary education tax corpus of Rs. 46 crore available with the Chennai Corporation in 2005-06, only Rs. 27.3 crore was utilised.

The local body's revised budget estimate for educational tax in 2006-07 was Rs. 59.8 crore. It had an unutilised corpus of Rs. 6.4 crore.

For 2007-08, the budget estimate is around Rs. 62 crore in educational taxes, of which the estimated surplus will be about Rs. 15 crore. The pattern is repeated all over the State.

Similar trend was observed in Kancheepuram, Namakkal, Pudukkottai, Athur, Erode, Periyakulam, Karur, Coimbatore and Mannargudi municipalities.

*Source: The Hindu, August 9, 2007*

### 3.8 Monitoring and Supervision

Authorities meant to undertake Supervision of the schools and inspect the facilities and the smooth functioning of the schools are the District Education Officer as an overall incharge of the district schools and the MEO for the mandal for which he is incharge. The District Collector is Incharge of all developmental activities within the district.

**Periodic inspection of schools:** The School Supervisors (SS) undertake the regular visits of schools to monitor the teacher and student attendance. Local Councilor, the Commissioner, the DEO also make their routine visits. It is seen that the SS's are senior most school assistants who are entrusted with the job. The numbers of schools mandated to supervise are huge and the quality of supervision is bound to be routine.

#### Beat Officers in Mumbai municipal schools

Mumbai's Municipal schools have two streams of support to schools- 'beat officers' who provide academic support and 'administrative officers' who are responsible for administration and infrastructure and are part of the official machinery.

The supervisory staffs of municipalities are not adequate to monitor the functioning of the municipal schools. The department of school education has the traditional system of academic and administrative inspections. Primary and upper primary schools are to be inspected by MEO or the Deputy Inspector of Schools in urban areas and secondary schools by the Dy.EO. The inspectorate of school education department, which is responsible for

academic supervision, is pre-occupied with administrative work<sup>12</sup> and implementation of various programmes and schemes like SSA, mid day meal etc.

The emerging role of the school education department as manager of various programmes and schemes has restricted and redefined the role of the officers of the department. The traditional academic inspection mechanism has lost its significance. **Project management has taken precedence over academic activities.**

The existing staff structure of the municipalities and the school education department do not provide adequate scope for academic inspection. Even Municipal Corporations headed by senior bureaucrats are not giving due attention to the municipal schools in terms of need assessment, planning for improvement in infrastructure, teaching and learning material and quality of learning experiences in municipal schools. If at all glimpses of quality inputs are available, they are sporadic and by exception, which are not sustained.

Education is not being taken up as a serious engagement by the Municipal Administration department right from the state to the municipal level as prime attention is given to promotions, transfers and postings of teachers. The emphasis is not on being a good service provider by overseeing the quality aspects of planning, providing and promoting education in urban areas with special focus on the urban poor.

**3.9 Quality issues:** Setting standards for quality improvement in education is confined to inter-municipal school benchmarking. Results of students in Class VII and Class X of schools are compared against results in various municipal schools in the municipality or corporation as the case may be. These are then compared at a regional level. Class VII does not have a common exam, hence the results do not form part of the quality benchmark now.

Kastala Aliya secured 561 marks and cent percent marks in Science in Class X examinations this year. His achievement is no flash in the pan. His mother washed dishes in others houses to ensure that her fatherless son did well in studies. Aliya passed out from the Municipal school in Mogalrajpuram in Vijayawada.

#### **3.9.1 Performance:**

Looking at the results achieved by municipal schools over the years, it is found that the pass percentage has been a mixed bag of successes and failures. Some of the students of VMC have excelled in academics despite adversities.

The strategies adopted by some schools in Municipal Corporation of Vijayawada leading to a success percentage of 82% in schools could be emulated by other schools to improve the educational standards in municipal schools.

The performance of Municipal School students in SSC Board exams over the last three years is consistently around 60%.

---

<sup>12</sup> The service matters of Panchayat Raj teachers are brought under the school education department and the Mandal Education officers, Deputy Education Officers are the administrative officers in charge of primary, secondary schools respectively and the overall responsibility is vested with the District Education Officers.



**Table 11: Performance of Municipal School students in SSC Exams<sup>13</sup>**

Year	Municipal Schools			All Schools		
	No. Appeared	No. Passed	Pass %	No. Appeared	No. Passed	Pass %
2005-06	21899	13084	59.75	799324	585781	73.28
2006-07	23140	13385	57.84	880252	643974	73.16
2007-08	22959	14607	63.62	956887	722137	75.47

As is seen from the table above, the performance of municipal schools is around 60% while the overall performance in all schools is consistently around 70%. The comparative poor performance is a cause for worry as municipal school standards are gearing up to competitive market standards. Some municipal schools are trying to cope with competition thus:

- By conducting extra classes are being held for the Class X students – an hour ahead of and an hour after school timings. This is being done by the school teachers out of their own inclination to excel.
- All-in-One guides are followed to improve the performance. Text books of old students are called back and the same used by the next batch until the new text books arrive.
- The management is making special efforts to ensure the parents and the students that should their wards fare well, they will leave no stone unturned to ensure that the children would be taken into reputed corporate coaching colleges.
- The management of municipal schools is also evoking the charitable trusts and clubs to donate liberally for the equipment and infrastructural needs of the schools.
- The academically weak students are adopted by the teachers and they take special care to monitor such students closely thereby ensuring that they fare well.

### 3.9.2 Benchmarking:

A system of grading schools by performance exists that is based on the percentage achievement of the schools in the above mentioned classes. The grading is done on the basis of the overall results achieved by the individual schools. The strategies of comparison are based on the criteria that the C and D category of schools require more attention and are in need of attention. No strategy seems to exist for the A and B grade schools except 100% pass.

School Performance Grading (BASED ON PASS %)	
80% and above	‘A’
60-80%	‘B’
40-60%	‘C’
Below 40%	‘D’

A clear cut strategy to create quality benchmarks for ‘A’ and ‘B’ grade schools as well would enable the municipal schools become more market competitive.

<sup>13</sup> Director of Government Examinations, Director of Economics and Statistics, AP

### 3.9.3 Medium of instruction:

Most municipal schools function in the local vernacular medium i.e., Telugu. Almost 91% of the children in municipal schools are in Telugu medium. In order to cater to the minority community and their language needs, Urdu medium is also introduced in some municipal schools. Municipal schools cater to the language needs of migrant children from other states as well, especially children of migrant families from Orissa and Tamilnadu. (See Annexures for district-wise and medium wise details)

Urdu medium schools are functioning in all the districts except Srikakulam. 235 Urdu medium municipal schools (11.3%) are functioning with an enrolment of about 25,000 (6.9%).

The border districts of Srikakulam, Vizianagaram, Vishakapatnam and also West Godavari offer Oriya as medium of instruction. 1287 children (0.36% of the total enrolment) are enrolled in Oriya Medium in 13 Municipal schools in the state. Nine Oriya and Telugu parallel media schools are also functioning in the state. Tamil Medium schools with enrolment of 336 (0.09%) are functioning in the border district of Chittoor.

English medium Municipal schools, both exclusive and parallel media schools are functioning in eight districts. Municipalities in Srikakulam, Vizianagaram, Vishakapatnam, Guntur and Prakasam districts do not have English Medium schools. About 4310 children (1.19%) are enrolled in these schools (see Annexures 4 to 7).



In the urban areas of the state there is an increasing trend in enrolment of children in English medium schools. The shift in preference is clearly noted by the increasing enrolment in private unaided schools which by and large offer instruction in English.

**Table 12**

**Enrolment in Private Unaided Schools as % share to Total Enrolment- AP <sup>14</sup>**

Area	Primary Schools	Upper Primary Schools	Secondary Schools
<b>Rural</b>	5.54	15.29	11.89
<b>Urban</b>	42.02	51.88	51.40
<b>Total</b>	14.32	24.07	26.48

Declining enrolment in the state run schools particularly in urban areas is taken note of by the government. In response to the increasing demand for English medium schools, the state government introduced English as parallel medium in 6000 secondary schools in the state including Municipal schools.

As per the recent GO Ms No: 76 (2008), English medium has been introduced at all levels in municipal schools. However the system is not adequately equipped to handle children who would wish to enroll in English medium schools. Small adjustments are being made in terms

<sup>14</sup> Source: VII AISES, 2002

of teaching such students. Teachers who have already studied in English medium schools are being given the opportunity to teach such children. A five day training programme on communicative English has been given by the Education department to all the teachers to handle teaching in English.

**3.9.4 IT enablement in educational institutions:** The AP 1000 schools computer education project or Computer Aided Learning (CAL) includes provision for computer education in municipal schools. The urban high school in Vijayawada boasts of 10 computers with two assistants to train the students in computer handling and operating. Similar efforts are being extended to 5000 more schools in AP.

**3.9.5 Mid-day meals:** Mid-day meals are served to the children in municipal elementary schools from classes I to VII. When the scheme was started, it was envisaged as a solution to check drop-outs. However it is seen that not all children take the mid-day meal in school. Some children carry their own lunch boxes and consume the home-made lunch. It was also found that the DWCRA members who cook the meal do not get their payments on time resulting in them taking loans to make their purchases of provisions and thereby compromising in quality. It was also alleged by the staff that constant monitoring of the raw and cooked items and monitoring the rationing of rice consumes most of their time. They feel that accountability on such matters should not rest on them and the mid day meal should be given to the local NGOs. They do not want to be involved in keeping tabs on the stock and in being held accountable for the follies committed by others.



There is a strong suggestion that cooked mid-day meal for school children should be entrusted to the non-governmental organisations (NGOs) to procure, get the items cooked, monitor its quality and hold them accountable.

## **Chapter 4**

### **Best Practices**

---

#### **International Experiences**

##### **4.1 No Child Left Behind Act 2001<sup>15</sup>**

The US Department of Education has enacted an Act in year 2001 called the 'No Child Left Behind' Act which encompasses provisions for a 'fair, equal and significant opportunity for high quality education and reach' for all.

The various other provisions in the Act include:

- Ensuring high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials for the students, teachers, parents, and administrators to measure progress against common expectations for student academic achievement;
- Meeting the educational needs of low-achieving children in the highest-poverty schools;
- Closing the achievement gap between high- and low performing children;
- Holding schools, local educational agencies, accountable for improving the academic achievement of all students;
- Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- Improving and strengthening accountability, teaching, and learning and increasing achievement overall, especially for the disadvantaged;
- Providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- Providing children an enriched and accelerated educational program;
- Promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- Raising the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinating services, with other educational services, and, with other agencies providing services to youth, children, and families; and
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

The Act encompasses substantial steps to improve the quality of schooling for children and is targeted towards the disadvantaged in the United States. Some of the provisions provided for could be aimed towards bettering schools in general and could be helpful for urban schools in particular.

##### **4.2 Fee Waiver for urban students in China<sup>16</sup>**

In order to universalize education to promote 9 years of school education, China has taken up a step towards fee waiver. This measure would cater to the educational needs of the migrant families and would be made in addition to the free text books.

---

<sup>15</sup> NCLB Act 2001, www.ed.gov, The US Department of Education

<sup>16</sup> The Hindu, 1<sup>st</sup> August 2008, page 16

The Chinese administration has issued stringent orders to the managements to manage fee and to take care of fund guarantee mechanism and monitor fund use, failing which strict punishments would be in place for violators.

**The idea is to ensure that children of migrant workers receive proper schooling in cities with a majority of them enrolled in public schools.** The scheme is also aimed towards those that enroll in private schools for whom the subsidized education would continue.

### **National Experiences**

#### **4.3 Public-Private Partnership in Mumbai Municipal Schools<sup>17</sup>**

The Education Department (established in 1907) of the Municipal Corporation of Greater Mumbai (MCGM) is responsible for 1,177 schools in Mumbai. The principal goal of the Education Department is to encourage underprivileged children through various programmes and projects to enroll in a school for education at least up to primary level.

Mumbai has the largest number of schools in various languages, which have provided access of education to many underprivileged children of different communities in the city.

Education in the municipal schools is offered in eight different media (Marathi, Hindi, Gujarati, Urdu, Tamil, Telugu, Kannada and English). 1177 Primary schools with an enrolment of 4.24 lakhs, 11,747 teachers with a TP ratio of 1:36 are functioning in Mumbai. In case of secondary schools, 49 schools with an enrolment of 0.54 lakhs and 1,754 teachers are functioning. 404 Aided and 574 unaided schools with intake of 2.07 and 2.48 lakhs (4.57 lakhs) are also functioning in the Municipality.

The annual allocation of budget of the MCGM in the field of primary education is over 640 crores.

The MCGM has tried to involve the private sector and the voluntary agencies in the development of schools through a School Adoption Programme. Several companies, NGOs, etc. have extended support through the provision of infrastructure, furniture, laboratory, library books, uniform, text books, scholarship, computers etc. and through the organization of summer camp, *balwadis*, co-curricular activities, etc.

The MCGM has established the Public-Private Partnership Cell (PPPC) in 2006 to enhance the participation of private sector and voluntary agencies in the development of schools. The PPPC oversees all the initiatives by the private sector agencies working in partnership with the MCGM and are facilitated in their efforts. Three types of programmes have been visualized by the PPPC:

- The School Adoption Programme
- The School Partnership Programme
- The School Support Programme.

The principal objective of the School Adoption Program is: **“To ensure that all actions taken by the MCGM, its staff and private agencies are in the best interest of the beneficiaries of the school, that is, its students.”**

---

<sup>17</sup> <http://www.karmayog.org/educationfocusgroup>

The sub- objectives of the School Adoption Program are:

1. To ensure that all school children are able to read and write in their medium of instruction.
2. To provide a strong academic foundation for all school children.
3. To nurture an enthusiasm for learning amongst all school children.
4. To provide education that is relevant and meaningful and encourages children to stretch their creative abilities.
5. To reduce the drop-out rate.
6. To improve attendance.
7. To provide support for extra-curricular activities that promote the all-round development of children.
8. To utilize the available resources of the community to positively impact the child's learning experience.
9. To achieve the National Goal of Universalization of Education.

#### **4.4 English Medium Schools in Mumbai**

In a multi-crore Educational Quality Improvement Project the MCGM has proposed to open 85 English-medium schools and has also suggested an extensive makeover for existing ones. An independent and qualified advisory board comprising social activists and educationists is also proposed to be set up in each ward, to supervise the quality of education in the schools, in order to bring the civic schools on par with the private schools.

#### **4.5 Mobile Schools in Jhabua<sup>18</sup> in Madhya Pradesh**

In an effort to cater to the educational needs of the migrant children UNICEF has come up with a novel idea of opening schools that are 'mobile' and that could cater to the primary schooling needs of the tribal children in Jhabua in Madhya Pradesh. The tent schools in Jhabua district move along with the migrant families and are established with the cooperation of local administration. The idea is to capture children who are out-of school and keep track of the educational needs of the poor.

Most of the families from Jhabua, in Madhya Pradesh move to Gujarat in search of livelihood. They also migrate to Rajasthan and Maharashtra. The educational needs of these children are tracked to the destinations as well, where tent schools are being set up for them.

The mobile tent schools – along with the infrastructure and the teachers accompany the children as they move from one place to the other.

#### **4.6 Universalizing Elementary Education in India's Mega Cities<sup>19</sup>**

A study undertaken by Pratham and UNESCO in Mumbai and Delhi, examines some pertinent issues like, access to education for the children in Mumbai and Delhi urban schools and the patterns of distribution, the levels of learning across municipal schools and comparable information of 3<sup>rd</sup> and 4<sup>th</sup> standard children, uninterrupted continuity of the children in urban municipal schools by way of tracking individuals and cohorts historically over time especially of the children in disadvantaged communities. A tool has been

---

<sup>18</sup> PTI, Bhopal, 22<sup>nd</sup> November 2007

<sup>19</sup> Universalizing Elementary Education in India's Mega Cities, Issues from Mumbai and Delhi by Pratham and UNESCO, 2005

developed to take a peek at the “common man’s questions” to the existing problems to universalization.

The study realizes that there is a broader age range in Mumbai as compared to Delhi with more number of children out-of-schools in Delhi than in Mumbai. Mumbai has approximately 1200 municipal schools compared to roughly 1800 schools in Delhi.

The study finds that habitation level solutions are required to handle problems of education. ‘Blanket’ strategies and solutions lead nowhere and under such circumstances as in urban settlements, location specific flexible strategies and flexible resource allocations need to take place in mega cities.

The study finds that migrant families bring in children who are either out of school or engaged in some kind of gainful labour. While the access shows that there could be a school at a reachable distance, but problems like major roads, railways and drains could hamper access to them.

Problems of absorption of large number of children and a mis-match in language (especially for the migrant children) are some problems that are to be addressed in urban schools. The probable strategies / possible solutions that have been suggested by the study are:

- Engaging local NGO to open ‘learning centres’ at habitation and the NGOs hiring teachers as per government norms;
- Learning centres to operate from existing spaces in government schools or other government spaces;
- Providing 1100 hours of teaching to children in an academic year

It would be advisable for all growing towns and cities to plan ahead by taking stock of the lessons from big cities.

#### **4.7 Proactive role of District Administration in improvement of schooling facilities**

In the summer of 2008 (May and June), District Collector of Hyderabad and a few officials inspected all the government schools in the urban district of Hyderabad to assess their condition. Government Schools in urban Hyderabad are now getting a facelift, thanks to the efforts of the district administration<sup>20</sup>. The hitherto dilapidated buildings in which most of the schools were running classes for the urban poor till yesterday, were recognized to be poor in condition and ventilation, signaling a need for immediate attention.

Hyderabad administration has sanctioned Rs. 10 cores as an emergency measure to repair those that could be, construct 17 new buildings, and amalgamate with nearby government school that are better positioned.

#### **4.8 PPP in MDM by MCD, Delhi**

Municipal Corporation of Delhi (MCD) engaged a religious society- International Society for Krishna Consciousness (ISKON) in its mid-day meal project. In response to a Supreme Court order to serve cooked meals to the children in its schools, MCD is engaging ISKCON to undertake the work.

Both MCD and ISKCON would be contributing towards the meal. MCD pitches in with Rs 3 per head as its share.

---

<sup>20</sup> Hyderabad district; as is the case of entire Telangana; does not have municipal schools. As it is an entirely urban district, Panchayat Raj schools are also not functioning in the district. The schools are under government or private aided or private unaided managements. District Collector is the Chairman of SSA and also the District Selection Committee for teacher recruitment and is also responsible for implementation of various education programmes.

## **Chapter 5**

### **Issues in Education for Urban Poor**

---

#### **5.1 Access to good quality and relevant education**

Major educational initiatives in India have concentrated largely on rural areas and have seldom given thought to the urban poor. Incidentally, **Sarva Siksha Abhiyan (SSA) and JNNURM<sup>21</sup>, the flagship programmes of the government exclude urban poor.** While SSA does not have a clear strategy for urban schools, particularly for the slum children, JNNURM does not have education as a necessary component in its urban renewal mission.

- Steady in-migration into cities and cross-migration within cities create problems for children who migrate with their families and are rarely factored into planning
- Persistent demand for identity proof, birth certificate and transfer certificate continue to block easy admission to schools
- The specific problems of child workers, street children (who have run away from home) and children in difficult circumstances are not factored into schematic patterns
- Dysfunctional or poorly functioning schools
- Most of the urban poor attend local private (fee charging) schools which are generally ill equipped and do not have qualified teachers
- Education is not being taken up as a serious engagement by the Municipal Administration department right from the state to the municipal level as prime attention is given to promotions, transfers and postings of teachers.

**5.2 Systemic and schematic barriers to access, and continuation of education:** The forced eviction of slum dwellers from their tenements as well as the migration that keeps happening result in discontinuing education and in most cases de-schooling of girl children if schools are far away. Eg. Delhi

**5.3 Defining a community around a school, identifying stakeholders:** Concept of School Education Committee (SEC) and Village Education Committee (VEC) were designed for rural areas and do not fit into the urban context

**5.4 Attitudes of teachers in urban areas:** The social distance between teachers (who are middle class) and vast majority of children (who come from extremely poor families) reveals vast and abusive behavior, derogatory language and punishment which in turn affect the self-esteem and confidence of children and cause discrimination against poor children in schools

**5.5 Infrastructure:** As of 2002, 1693 primary schools in the urban areas have been identified which have no school building (NCERT [2002])

#### **5.6 Enrolment – Glaring gaps**

- 21 per cent of the children hailing from the poorer sections do not get enrolled in the schools
- Among the slum dwellers, about 51 per cent of the children are not enrolled in school. Amongst some of the migratory tribes, 100 per cent of the children are not enrolled.

---

<sup>21</sup> Jawaharlal Nehru National Urban Renewal Mission



- **Double entry and exit:** Often migrants shift in and out of towns and cities leading to some kind of inconsistency in figures. The figures for enrolment of their children hence show inconsistencies, as the children tend to be registered at the village as well as in towns and city schools (thanks to enrolment drives!). This double registration tends to lead the child no where, while the number of children in schools increases. Strategies to address the literacy and development needs of the child in such circumstances could be of given primacy over the numerical coverage. A study by Pratham shows that analysis based on such figures tend to give an exaggerated image of child enrolment, but fall short when, their retention and continued development is assessed.

### **5.7 Lack of quality choices for urban poor**

- Overall, inadequate and inferior infrastructure, poor public service delivery, **lack of quality choices** and lack of access especially for the poor in an environment of high dependence on relatively expensive privately provided services.

### **5.8 Quality of Teaching Learning in Municipal Schools**

- Current benchmarks are academic in nature (often pertain to academic excellence) and do not reflect the overall development of individual.
- Current assessment and benchmarks are static, a one time affair in an academic year.
- Teachers, HMs, Supervisors and others responsible take things in their stride.
- Periodic supervision and monitoring is routine and its implications are routine. Thorough academic inspection is not noticed.
- Parents do not take interest in following up the performance of children. There seems to be no practice of holding Parent Teacher Association (PTA) meeting and discussing academic performance of children in most of the schools.
- In schools where the PTA meetings are convened the HMs and teachers have observed that parents do not attend the meetings.
- There is a resource crunch in doing all the works. However it is noticed that equipment and material supplied are not maintained properly and generally not put to use. Laboratory equipment is inadequate and is generally not maintained properly. Library books are supplied to schools but lie disused in most of the schools. Same is the case of the audi-visual equipment.

### **5.9 Special emphasis on urban areas in planning and Implementation of schemes:**

Implementation of Mid-day meal programme and other state and central schemes is attempted on a uniform basis in both rural and urban areas without taking into consideration the specific spatial barriers in urban areas.

- For example lack of space for construction of classrooms, kitchen sheds in an urban environment where land is a premium;
- In rural areas women SHGs are entrusted with the cooking of mid-day meal whereas similar arrangement is not economical and viable in urban areas.

**5.10 Citizen Charters:** Lack of Charters, indifferent attitude of the administration and teachers, lack of systemic response to the parental aspirations have shown adverse impact on the enrolment and quality of schooling in Municipal schools.

**5.11 Inadequate interface between focal departments:** There is inadequate interface between the two focal departments at the local and state level. Common forums for coordination and convergence between Municipal and Education departments would be helpful in mitigating local level problems and in addressing cross-cutting issues with minimum wastage of resources.

**5.12 Funding of Municipal Schools:** Salaries of Municipal school teaching and non-teaching staff are released by the School Education department. Salaries of teaching and non teaching staff are paid by government through education grant. While releasing the grant, it is reduced to the extent of education tax collected by municipality. There is no mechanism to ensure correct reporting of the education tax collected by municipalities. The School Education Department has no say in the collection or utilisation of education tax and they will not be released into the school education department funds and can only be used by the

**Primary Education Cess – Kale Committee's Recommendations (1939)**

The Committee has been specifically asked to consider, the question of the levy of a special educational cess by municipalities the method of such levy, the incidence of such cess and the question of educational finance generally.

The committee recommended that an Educational tax should be levied by all the municipalities.

The education tax should be a direct tax tacked on to the property tax at so much per cent on the annual letting value or the capital value as the case may be.

The rate of the tax in each municipality will have to depend upon the circumstances of each case.

The cost of introducing compulsory primary education in each municipal area will have to be ascertained, the share of each municipality payable according to the present Primary Education Act will have to be determined and the Special Education Tax will have to be levied at a rate sufficient to produce the amount so required.

Government's liability to pay its share according to the Primary Education Act must be met from provincial funds.

*Source: [education.nic.in/cd50years/g/52/4M/524M010R.htm](http://education.nic.in/cd50years/g/52/4M/524M010R.htm)*

local bodies.

**5.13 Education Officers and Supervisors**

The Municipal Act provides for appointment of Municipal Education Officer and where there is no such officer, the Commissioner is expected to exercise the powers and discharge the functions of such officer. However no such post exists in AP today except in Vijayawada and Visakhapatnam Corporations.

The ratio of supervisors to schools is high and the burden on the supervisor, who is a senior HM on deputation, is more.

## Chapter 6

### **Possible Strategies for Education of Urban Children**

---

#### **6.1 Policy level interventions**

- Need for central / state scheme to support Municipal schools to move forward.
- **The SSA Mission should have a Separate Urban Sub-mission for SSA Mission:** The issues pertaining to Urban Education (including the social issues) are often quite different from those in the rural areas. There are diverse groups of children who require diverse solutions of problems, superimposed on which are the diverse governance systems.
- The Education Department, which often remains outside the urban development framework, needs to **get integrated** effectively into the overall planning process.
- The **emphasis of the Municipal Administration department to be laid on service delivery by overseeing the quality aspects** of planning, providing and promoting education in urban areas with special focus on the urban poor
- **Develop a common policy and regulatory framework** among various **public and private sector providers** of education in slum areas.
- **Set a goal of “All SCs/ STs / Girls in urban slums to be VIII passed by 2010”** and implement plans and strategies to achieve this goal.
- **Role of Municipality in education need to be spelt out in the 23 municipalities in the thirteen Andhra and Rayalseema districts where there are no municipal schools.**
- A clear policy of earmarking funds for education in municipalities in general.
- **Making education a necessary component in the 23 municipalities in the thirteen Andhra and Rayalseema districts where there are no municipal schools and ten Telangana districts where there are no municipal schools by supporting the existing government/ local body schools.**
- Introducing an **inclusive education approach**, to bring disadvantaged children into the mainstream education system
- A continuous dialogue between the municipal administered schools and the education department would go a long way in improving the condition of municipal school education in the state. Joint meetings of Secretaries of Municipal Administration and Urban Development and the Education Department to continuously review, monitor and plan for the educational needs of urban poor.
- Joint monitoring visits, joint reviews, sharing of the reports and joint planning.
- Posting adequate number and subject specialist teachers in all MPL schools

#### **6.2 Strategies for Out of School Children**

- Using **preparatory and bridge courses and** mainstreaming dropouts and non starters into formal schools
- Combining education of street and working children with literacy and up-gradation of vocational skills
- Using school children to teach literacy and numeracy to street children

### **6.3 Orientation of Teachers**

- **Extending academic and pedagogic support to teachers** to improve retention and learning by students in municipal schools
- **Sensitization programmes for teachers** to bridge the social distance between teachers and the slum dwellers

### **6.4 Community Participation**

- **Community intervention in schools:** Magnitude of problem is very high. Cannot be addressed only by NGO run schools. Focus on improving quality of existing municipal schools
- Imparting equitable and need-specific education to disadvantaged urban children through small **community-based and community-supported schools**

### **6.5 Mid Day Meal in Urban areas**

- **To the extent possible mid day meal** to be provided in urban areas from **centralized kitchens** through PPP as done in Bangalore (ISKCON) and Hyderabad (Naandi) cities.

### **6.6 Education Voucher Scheme**

- **Education Voucher Scheme** whereby the government fund students instead of schools, allows parents to choose the schools that they believe would be best for their children. A Voucher is simply a coupon offered by the government to cover full or partial cost of a student's education at a school of the student's choice.

### **6.7 Schooling needs of migrant children**

- Going by the number of families migrating to urban areas in search of construction work or other livelihood and the consequent neglect of the schooling of their children, it would be a good idea for municipal administration department to take stock of such families and make provisions for the children of such families in municipal schools (in Coastal and Rayalseema) and in mobile schools in Telangana.
- Identifying **migrant children who are out of school** and setting up **residential bridge courses and setting up residential schools** for such children in select municipalities where the problem is acute or **enrolling in the existing residential schools**.
- Care should be taken to weed out double entry registration of migrant children. A mechanism of Head master of the new school intimating the old school and Gram panchayat need to be introduced. This measure will help in reducing double enumeration in enrolment.

### **6.8 Alternative System of Education**

- Initiate programmes of **non-formal education** which are free from the rigidities of the formal school in terms of timing as well as curriculum
- Use the **National / State Open Schools** to improve the level of educational attainment

### **6.9 Role of NGOs**

- **Better linkage between Government and Non-Government Organizations** as they have been able to establish a better rapport with the poorer sections, due to their informal approach and attitude.

### **6.10 Quality of Teaching Learning in Municipal Schools**

The following are some of the steps that could be taken to improve the study conditions in municipal schools:

#### **6.10.1 Benchmarks**

- Create targeted benchmarks for improvement in conditions, performance and involvement of parents and teachers i.e., for the whole process of teaching and learning;
- Involvement of all stakeholders in the process will ensure its success or lead to the process of success.
- Introduce quality benchmarks that increase quality, reduce cost and introduce innovation ( such as education vouchers)

#### **6.10.2 Periodic assessment**

- Have benchmarks for all classes (including the X Class) and set standards higher than the group standards (include benchmarks from schools other than municipal schools);
- Create standards for all round development of the child and the school;
- Make the process dynamic and continuous for at least over a period of 2-3 years
- Categorization of children into A, B, C, D groups and focusing on C and D category
- Distributing All in One guides to the C and D category of students
- Special focus on C and D category of students by allocating such students to individual teachers for better and focused attention

#### **6.10.3 Periodic supervision and monitoring**

- Review and revise the benchmarks at regular intervals to inculcate dynamism in the structures and systems;
- Engage private agencies (or multiple stakeholders) to audit the performance (performance audit) of the school and the teachers and accept their objective results as a resource for improvement;
- Making the school accountable to the local community.

#### **6.10.4 Involving Parents**

- Involve parents in evolving such benchmarks as would be acceptable to them, and make them party to its achievement;

#### **6.10.5 Teachers, HMs, Supervisors and others responsible take things in their stride**

- Ensure that adequate interest is generated within the system to welcome changes;
- Give a fillip to the self-esteem of each individual engaged in the process;

#### **6.10.6 Mobilizing Resources**

- Education for All (EFA) as given in the 93<sup>rd</sup> amendment to the Constitution and the mandate of Sarva Siksha Abhiyan enable for resources for municipal schools as well;

- Invoke MPLADS and MLALADS towards the soft developmental targets such as in education;
- Schools to be encouraged to form alumni associations, organize meets and raise support both academic and financial.

#### **6.10.7 Resource pool**

- Create a pool of experts within school and hone the skills of the internal staff; Upgrade skills and incentivize good performances;
- Screen-out complacent elements in the system and de-politicize the system as much as possible;
- Incentives for teachers who gain good results

#### **6.10.8 Academic focus**

- Ensure an over-all development of the child;
- Focus on all-round development of the children with equal emphasis on sports & games and giving sufficient opportunity for children to learn from 'other sources' like library and have hands-on experiences through practical application.
- Create sufficient conditions for the growth and development of skilled and talented teachers and students;
- Address the fears among the students through counseling and yoga.
- **Spell out a charter for municipal schools, incorporating the demands of parents and goals set forth by the authorities with the overall interest of the child as a goal;**
- Adhere scrupulously to the charter in letter and spirit;
- Seek inputs from Parent Teacher Association on how to make the conditions competitive and take their commitment on the same.

#### **6.11 Funding of Municipal Schools**

- Educational tax should be levied by all the municipalities.
- The general principle of equalization to be laid down and the state grants to increase progressively in inverse proportion to the wealth of the municipality concerned.
- The education tax should be a direct tax tacked on to the property tax at so much per cent on the annual letting value or the capital value as the case may be.
- The rate of the tax in each municipality will have to depend upon the circumstances of each case.

#### **6.12 Education Officers and Supervisors**

- Creation of Municipal Education Officer posts in Municipalities to oversee the municipal schools.
- Rationalization of the number of supervisors per Municipality and Municipal Corporation based on the size of the Municipality / Corporation, number of schools and teachers employed.
- Education needs to be taken up as a serious engagement by the Municipal Administration department right from the state to the municipal level.

---

**Workshop recommendations**

Department of Municipal Administration and Urban Development (MA&UD) organized a study sharing workshop for discussing the issues raised in the study and to discuss the likely strategies to address the same. The workshop was organized on 28<sup>th</sup> August '08 at CGG.

Managing Director, APUFIDC, Lead Consultant, SPIU, Urban, representatives of the department, five Municipal Commissioners from various Municipal Corporations and Municipal Councils attended the workshop.

The issues and the probable strategies to address them that came up during the discussions are as below:

**7.1 Administrative issues:**

- Time allocation by respective Municipal Commissioners (MCs) towards Education came up for discussion. It meant to highlight the priority accorded to education by the Commissioners. As majority of time of the MCs is given to sanitation and roads, perhaps quality time is not being given to address municipal schools;
- It was pointed out that similarly managed schools could have been compared across geographical areas to know and understand which of them is doing better and for what reasons;
- The possibility of relocation of all municipal schools to slum areas was discussed, but ruled out as an impossible proposition at this stage. The new municipal schools, when they are planned to be opened, would however be prioritized to be opened in urban slum areas;
- It was felt that Deputy Director / Joint Director or an Education officer of that rank should assist the CDMA in administrative issues;
- It was proposed that a separate cell to deal with education could be set up in MA&UD at state level;

**7.2 Academic supervision and inspection:**

- It was also felt that education service issues and academic issues are inseparable and cannot be de-linked or held in two separate departments with no coordination and convergence between the two, which the CGG study has highlighted;
- A Panel inspection that was a historical practice in earlier times is not being practiced now and this was found to be a concern;
- The proposal to make provision for Educational Officers at urban municipal level was discussed. Since only Vijayawada and Visakhapatnam have such exclusive Education Officers, it was proposed that other MCs should also have them and necessary changes in this direction could be made(UCD);
- It was felt that Education, as a subject needs to be entrusted to a senior level official. It was also felt that whoever handles education will have to handle UCD;
- It was proposed to have the present Deputy Inspector of Schools transferred to municipal administration in those municipalities where municipal schools are functioning;

### **7.3 Service Rules and Filling up of vacancies:**

- Framing the service rules for municipal administration to meet the shortage of staff;
- Constitution of service rules for all teachers employed in municipal schools needs to be made, at least a transitional provision has to be made immediately. This would enable filling up of vacant positions in all schools – by linking them to DSC. Year 2002 was last when the municipal schools responded to recruitment and participated in DSC. It was discussed that the staff requirements are being sent to DEOs but the same perhaps is not being forwarded from there;
- Notifying to DEOs, the requirement of teachers in municipal schools could be done; At the state level MA&UD Dept. will have to take up the issue with Education Department;
- Some MCs expressed the feeling that the 8 years ceiling on transfers of teachers, is not appreciable, as good work and lot of rapport and good will of the community would be undone through this ceiling;

### **7.4 Issues related to Municipal Grants:**

- Medical reimbursements to municipal schools non-teaching staff is currently being done from the municipal funds (General Grant), which is perceived as a financial burden by the MCs; the same could be included in the Grants being made by the Education department;

### **7.5 Compassionate appointments:**

- Currently compassionate appointments of dependants of municipal employees who have died in harness are done by the Municipalities. In the case of PRIs, such compassionate cases are being taken into the Collector's pool and not by the local body. As the number of such cases is high, it was felt that these cases may be taken into Collectors' pool as well;

### **7.6 Management of Schools in urban areas:**

- It was proposed that all 23 districts could have municipal schools and the 10 Telangana districts that do not have municipal schools now, could be included in the fold and a uniformity in set up could be proposed;
- For doing the above, it was proposed that all government schools in Telangana could be transferred to MA&UD along with the budget;

### **7.7 Implementation of various schemes in Municipal schools – Role of Municipalities in planning and implementation:**

- The MCs wanted to know the various provisions available under Sarva Siksha Abhiyan (SSA) to be able to make better use of the available provisions; a one-hour session during any of their meetings could be allocated to know more about SSA and the nature and quantum of fund availability therein;
- It was felt that education department should involve MA&UD in improving the mid-day meal scheme in all municipal schools as per a GO of 2003; CGG's study on social audit of mid-day-meal, done in rural schools, could be shared for improving MDM in municipal schools as well;
- Centralized kitchens for mid-day meal scheme could be started in case of municipal schools in consultation with the Education Department;



- A list of schemes under SSA that could have relevance to municipal schools could be prepared and circulated to all for their information.

**7.8 Improving Quality:**

- Some strategies to improve the conditions of the municipal schools were: involvement of alumni; setting clear benchmarks for improvement and making the schools competitive; giving honorarium to senior most School Assistants for good work; levying the education tax and spending the amount back on education development.

**7.9 Other issues:**

- The GOs of Education department are not being marked to the MCs, which is why the MCs are not aware of several provisions being mentioned as available under SSA. The MCs felt that they should also be kept in the know of new developments on the education front.

**Annexure 1**

**Management – wise % Share of Enrolment in Urban Schools, AP, 2000-01 to 2007-08**

**Government**

Year /Class	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
2000 - 01	11.44	9.77	9.26	8.51	8.39	11.7	11.09	16.34	16.03	15.39	11.30
2002 - 03	15.16	12.38	11.24	9.9	9.4	12.03	11.33	15.86	15.22	14.25	12.54
2004 - 05	11.03	9.9	9.94	9.53	9.55	11.41	11.07	14.79	14.26	13.11	11.29
2007 - 08	8.87	7.92	7.69	7.47	7.84	9.89	9.99	13.49	12.9	11.67	9.63
<b>Local Body - MP/ZP</b>											
2000 - 01	15.69	13.71	12.86	12.55	11.98	12.01	11.72	12.94	12.5	12.34	12.94
2002 - 03	13.34	12.49	13.11	12.92	12.57	12.24	11.57	13.14	12.31	11.21	12.54
2004 - 05	10.07	9.13	9.17	9.1	9.19	9.2	8.95	10.67	9.95	9.04	9.43
2007 - 08	8.33	7.65	7.64	7.51	7.65	7.91	8.09	9.9	9.31	8.59	8.22

**Local Body - Municipal**

2000 - 01	13.92	15.3	14.86	13.82	13.15	9.4	9.23	8.51	8.42	8.25	11.99
2002 - 03	13.07	14.86	14.57	14.09	13.97	9.99	9.07	8.55	8.05	7.29	11.68
2004 - 05	10.37	12.47	12.91	12.83	12.9	10.11	9.52	9.22	8.64	7.76	10.84
2007 - 08	8.05	9.04	9.25	9.08	9.16	8.27	8.2	7.97	7.62	6.87	8.40

**Private Aided**

2000 - 01	16.36	17.28	17.73	18.16	18.84	20.28	20.35	21.82	22.3	22.27	19.13
2002 - 03	13.53	14.4	15.09	15.55	15.86	17.59	17.6	18.77	19.14	18.92	16.40
2004 - 05	12.81	13.34	13.64	14.03	14.34	15.72	15.65	16.67	16.6	16.6	14.81
2007 - 08	9.12	9.77	10.37	10.98	11.43	11.68	11.85	12.64	12.54	12.12	11.17

**Private Unaided Recognized**

2000 - 01	42.59	43.95	45.29	46.96	47.64	46.61	47.62	40.4	40.74	41.74	44.64
2002 - 03	44.91	45.87	45.99	47.54	48.20	48.14	50.43	43.68	45.28	48.33	46.83
2004 - 05	55.73	55.16	54.33	54.51	54.02	53.57	54.81	48.65	50.55	53.48	53.62
2007 - 08	59.18	59.76	59.58	59.73	59.08	59	58.75	53.4	55.02	57.89	58.26

**Private Unrecognized**

2007 - 08	6.45	5.87	5.47	5.24	4.85	3.24	3.13	2.6	2.62	2.85	4.33
-----------	------	------	------	------	------	------	------	-----	------	------	------

**Total**

2000 - 01	100	100	100	100	100	100	100	100	100	100	100
2002 - 03	100	100	100	100	100	100	100	100	100	100	100
2004 - 05	100	100	100	100	100	100	100	100	100	100	100
2007 - 08	100	100	100	100	100	100	100	100	100	100	100

Source: Director of School Education, AP (Private Unrecognized- data available only for 2007-08)

**Annexure 2**

**District wise distribution of Municipal Schools**

<b>S.No.</b>	<b>District</b>	<b>No. of Municipalities with Municipal Schools</b>	<b>No. of Municipalities without Municipal Schools</b>	<b>Total</b>
1	<b>Srikakulam</b>	<b>3</b>	<b>2</b>	<b>5</b>
2	<b>Vizianagaram</b>	<b>4</b>	<b>0</b>	<b>4</b>
3	<b>Visakapatnam</b>	<b>3</b>	<b>0</b>	<b>3</b>
4	<b>East Godavari</b>	<b>9</b>	<b>1</b>	<b>10</b>
5	<b>West Godavari</b>	<b>7</b>	<b>1</b>	<b>8</b>
6	<b>Krishna</b>	<b>3</b>	<b>3</b>	<b>6</b>
7	<b>Guntur</b>	<b>8</b>	<b>4</b>	<b>12</b>
8	<b>Prakasham</b>	<b>3</b>	<b>1</b>	<b>4</b>
9	<b>Nellore</b>	<b>3</b>	<b>1</b>	<b>4</b>
10	<b>Chitoor</b>	<b>5</b>	<b>3</b>	<b>8</b>
11	<b>Cuddapah</b>	<b>2</b>	<b>5</b>	<b>7</b>
12	<b>Anantapur</b>	<b>7</b>	<b>0</b>	<b>7</b>
13	<b>Kurnool</b>	<b>3</b>	<b>2</b>	<b>5</b>
	<b>Total</b>	<b>60</b>	<b>23</b>	<b>83</b>

Source: 1. Department of Municipal Administration & Urban Development

2. <http://projects.cgg.gov.in/dsemis>

Annexure 3

District wise list of Municipalities with and without MPL schools

S. No.	District	No.	Municipalities with Municipal Schools	Grade	No.	Municipality without Municipal Schools	Grade			
1	Srikakulam	1	Srikakulam	I	1	Palasa	III			
		2	Amadalavalasa	III	2	Rajam	NP			
		3	Ichchapuram	III						
2	Vizianagaram	4	Bobbili	II						
		5	Vizianagaram	SEL						
		6	Parvathipuram	I						
		7	Salur	II						
3	Visakapatnam	8	Anakapalle	I						
		9	Bheemunipatnam	II						
		10	Visakhapatnam(Urban)	MC						
4	East Godavari	11	Amalapuram	II	3	Anaparthi	NP			
		12	Tuni	II						
		13	Samalkota	II						
		14	Ramachandrapuram	II						
		15	Pithapuram	II						
		16	Mandapeta	II						
		17	Peddapuram	III						
		18	Kakinada (Urban)	MC						
		19	Rajahmundry(Urban)	MC						
5	West Godavari	20	Bhimavaram	SPL	4	Kovvur	III			
		21	Palacole	I						
		22	Tadepalligudem	I						
		23	Narsapur	I						
		24	Nidadavole	II						
		25	Tanuku	I						
		26	Eluru	MC						
6	Krishna	27	Machilipatnam	SPL	5	Jaggayyapeta	III			
		28	Gudivada	SPL				6	Nuzvid	II
		29	Vijayawada (Urban)	MC				7	Pedana	III
7	Guntur	30	Tenali	SPL	8	Macherla	II			
		31	Narasaraopeta	I				9	Sattenapalle	III
		32	Bapatla	II				10	Vinukonda	III
		33	Repalle	II				11	Piduguralla	III
		34	Chilakaluripet	I						
		35	Ponnur	II						

*Role of Urban Local Bodies vis-à-vis Education Department*

S. No.	District	No.	Municipalities with Municipal Schools	Grade	No.	Municipality without Municipal Schools	Grade
		36	Mangalagiri	III			
		37	Guntur	MC			
8	Prakasham	38	Ongole	SEL	12	Kandukur	II
		39	Chirala	I			
		40	Markapur	II			
9	Nellore	41	Gudur	II	13	Venkatagiri	III
		42	Kavali	II			
		43	Nellore	MC			
10	Chittoor	44	Tirupathi (Urban)	MC	14	Palamaner	III
		45	Chittoor	SEL	15	Nagari	NP
		46	Madanapalle	I	16	Puttur	NP
		47	Srikalahasti	II			
		48	Punganur	III			
11	Cuddapah	49	Proddatur	SPL	17	Pulivendla	NP
		50	Kadapa	MC	18	Jammalamadugu	NP
					19	Rajampet	III
					20	Rayachoti	III
					21	Budvel	III
12	Anantapur	51	Hindupur	SPL			
		52	Guntakal	I			
		53	Tadipatri	I			
		54	Dharmavaram	II			
		55	Kadiri	II			
		56	Rayadurg	II			
		57	Anantapur	MC			
13	Kurnool	58	Nandyal	SPL	22	Yemmiganur	I
		59	Adoni	SPL	23	Dhone	III
		60	Kurnool	MC			

MC - Municipal Corporation, SEL - Selection Grade, SPL - Special Grade, I – First Grade, II – Second Grade, III - Third Grade, NP - Nagar Panchayat

Source: 1. Department of Municipal Administration & Urban Development

2. <http://projects.cgg.gov.in/dsemis>

**Annexure 4**

**A) Medium – wise Exclusive Municipal Schools and Enrolment, 2006**

Medium	Type	Schools		Enrolment	
		No.	%	No.	%
Telugu	PS	1168	84.76	128678	88.90
	UPS	352	90.96	82214	92.34
	HS	280	89.46	119139	93.73
	Total	1800	86.62	330031	91.45
English	PS	5	0.36	667	0.46
	UPS	2	0.52	130	0.15
	HS	18	5.75	3513	2.76
	Total	25	1.20	4310	1.19
Oriya	PS	9	0.65	777	0.54
	UPS	2	0.52	423	0.48
	HS	2	0.64	87	0.07
	Total	13	0.63	1287	0.36
Tamil	PS	3	0.22	115	0.08
	UPS	1	0.26	69	0.08
	HS	1	0.32	152	0.12
	Total	5	0.24	336	0.09
Urdu	PS	193	14.01	14513	10.03
	UPS	30	7.75	6201	6.96
	HS	12	3.83	4217	3.32
	Total	235	11.31	24931	6.91
Total	PS	1378	100	144750	100
	UPS	387	100	89037	100
	HS	313	100	127108	100
	Total	2078	100	360895	100

**B) Medium - wise Parallel Media schools, 2006**

Media	Type	Schools	
		No.	%
Telugu & English	PS	6	26.09
	UPS	2	50.00
	HS	17	77.27
	Total	25	51.02
Telugu & Tamil	UPS	1	25.00
	HS	1	4.55
	Total	2	4.08
Telugu & Oriya	PS	6	26.09
	UPS	1	25.00
	HS	2	9.09
	Total	9	18.37
Telugu & Urdu	PS	11	47.83
	HS	2	9.09
	Total	13	26.53
Total	PS	23	100
	UPS	4	100
	HS	22	100
	Total	49	100

Source: <http://projects.cgg.gov.in/dsemis>

Annexure 5

Medium - wise Exclusive schools, 2006

S. No.	District	Oriya				English				Telugu			
		PS	UPS	HS	Total	PS	UPS	HS	Total	PS	UPS	HS	Total
1	Srikakulam	5	1	1	7					53	16	14	83
2	Vizianagaram	2	0	0	2					74	26	10	110
3	Vishakapatnam	2	0	1	3					106	12	27	145
4	East Godavari					2	0	3	5	170	56	47	273
5	West Godavari	0	1	0	1	1	0	2	3	127	47	33	207
6	Krishna					1	0	4	5	94	24	33	151
7	Guntur									167	52	26	245
8	Prakasam									29	10	7	46
9	Nellore					0	0	2	2	63	10	20	93
10	Chittoor					0	1	0	1	67	36	17	120
11	Kadapa					0	0	2	2	40	4	11	55
12	Anantapur					0	1	1	2	122	39	24	185
13	Kurnool					1	0	4	5	56	20	11	87
<b>No.</b>	<b>Total</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>13</b>	<b>5</b>	<b>2</b>	<b>18</b>	<b>25</b>	<b>1168</b>	<b>352</b>	<b>280</b>	<b>1800</b>
<b>%</b>		<b>0.65</b>	<b>0.52</b>	<b>0.64</b>	<b>0.63</b>	<b>0.36</b>	<b>0.52</b>	<b>5.75</b>	<b>1.20</b>	<b>84.76</b>	<b>90.96</b>	<b>89.46</b>	<b>86.62</b>
S. No.	District	Tamil				Urdu				Total			
		PS	UPS	HS	Total	PS	UPS	HS	Total	PS	UPS	HS	Total
1	Srikakulam									58	17	15	90
2	Vizianagaram					3	0	0	3	79	26	10	115
3	Vishakapatnam					6	0	0	6	114	12	28	154
4	East Godavari					8	1	0	9	180	57	50	287
5	West Godavari					7	0	1	8	135	48	36	219
6	Krishna					18	3	1	22	113	27	38	178
7	Guntur					38	2	0	40	205	54	26	285
8	Prakasam					4	0	0	4	33	10	7	50
9	Nellore					11	0	0	11	74	10	22	106
10	Chittoor	3	1	1	5	15	3	1	19	85	41	19	145
11	Kadapa					15	3	4	22	55	7	17	79
12	Anantapur					33	11	2	46	155	51	27	233
13	Kurnool					35	7	3	45	92	27	18	137
<b>No.</b>	<b>Total</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>193</b>	<b>30</b>	<b>12</b>	<b>235</b>	<b>1378</b>	<b>387</b>	<b>313</b>	<b>2078</b>
<b>%</b>		<b>0.22</b>	<b>0.26</b>	<b>0.32</b>	<b>0.24</b>	<b>14.01</b>	<b>7.75</b>	<b>3.83</b>	<b>11.31</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: <http://projects.cgg.gov.in/dsemis>

Annexure 6

Medium - wise Parallel Media schools, 2006

S.No.	District	Telugu & English				Telugu & Tamil			
		PS	UPS	HS	Total	PS	UPS	HS	Total
1	Srikakulam								
2	Vizianagaram								
3	Vishakapatnam								
4	East Godavari	1	0	3	4				
5	West Godavari	0	0	2	2				
6	Krishna	1	0	4	5				
7	Guntur								
8	Prakasam								
9	Nellore	0	0	2	2				
10	Chittoor	0	1	0	1		1	1	2
11	Kadapa	0	0	1	1				
12	Anantapur	0	1	1	2				
13	Kurnool	4	0	4	8				
	Total	6	2	17	25		1	1	2
S.No.	District	Telugu & Oriya				Telugu & Urdu			
		PS	UPS	HS	Total	PS	UPS	HS	Total
1	Srikakulam	3	0	1	4				
2	Vizianagaram	1	0	0	1	1	0	0	1
3	Vishakapatnam	2	0	1	3	1	0	0	1
4	East Godavari								
5	West Godavari	0	1	0	1	2	0	0	2
6	Krishna					3	0	0	3
7	Guntur								
8	Prakasam								
9	Nellore								
10	Chittoor								
11	Kadapa								
12	Anantapur					2	0	0	2
13	Kurnool					2	0	2	4
	Total	6	1	2	9	11	0	2	13

Source: <http://projects.cgg.gov.in/dsemis>



**Annexure 7**

**Medium - wise Enrollment in Exclusive Schools, 2006**

S. No.	District	Oriya				English				Telugu			
		PS	UPS	HS	Total	PS	UPS	HS	Total	PS	UPS	HS	Total
1	Srikakulam	563	399	35	997					4429	3025	5476	12930
2	Vizianagaram	129	0	0	129					6688	5358	4146	16192
3	Vishakapatnam	85	0	52	137					17177	3983	14003	35163
4	East Godavari					282	0	549	831	19848	13441	17444	50733
5	West Godavari	0	24	0	24	149	0	343	492	10990	9036	13288	33314
6	Krishna					176	0	508	684	14097	7445	12696	34238
7	Guntur									14928	10522	10540	35990
8	Prakasam									2175	1869	2649	6693
9	Nellore					0	0	122	122	6953	2251	6948	16152
10	Chittoor					0	79	0	79	7615	10278	7890	25783
11	Kadapa					0	0	218	218	3687	554	4248	8489
12	Anantapur					0	51	294	345	12908	9821	14412	37141
13	Kurnool					60	0	1479	1539	7183	4631	5399	17213
<b>No.</b>	<b>Total</b>	777	423	87	1287	667	130	3513	4310	128678	82214	119139	330031
<b>%</b>		0.54	0.48	0.07	0.36	0.46	0.15	2.76	1.19	88.90	92.34	93.73	91.45
S. No.	District	Tamil				Urdu				Total			
		PS	UPS	HS	Total	PS	UPS	HS	Total	PS	UPS	HS	Total
1	Srikakulam									4992	3424	5511	13927
2	Vizianagaram					113	0	0	113	6930	5358	4146	16434
3	Vishakapatnam					268	0	0	268	17530	3983	14055	35568
4	East Godavari					387	194	0	581	20517	13635	17993	52145
5	West Godavari					274	0	90	364	11413	9060	13721	34194
6	Krishna					1115	516	270	1901	15388	7961	13474	36823
7	Guntur					2088	317	0	2405	17016	10839	10540	38395
8	Prakasam					181	0	0	181	2356	1869	2649	6874
9	Nellore					701	0	0	701	7654	2251	7070	16975
10	Chittoor	115	69	152	336	1164	416	552	2132	8894	10842	8594	28330
11	Kadapa					1445	735	1475	3655	5132	1289	5941	12362
12	Anantapur					2919	2716	1001	6636	15827	12588	15707	44122
13	Kurnool					3858	1307	829	5994	11101	5938	7707	24746
<b>No.</b>	<b>Total</b>	115	69	152	336	14513	6201	4217	24931	144750	89037	127108	360895
<b>%</b>		0.08	0.08	0.12	0.09	10.03	6.96	3.32	6.91	100	100	100	100

Source: <http://projects.cgg.gov.in/dsemis>

Annexure 8

Human Poverty Index (HPI) across Districts of Andhra Pradesh

S. No.	District	HPI			Rank		
		1991	2001	% Change	1991	2001	Change
1	Srikakulam	0.729	0.566	22.4	22	21	5
2	Vizianagaram	0.766	0.597	22	23	23	6
3	Visakhapatnam	0.62	0.504	18.7	15	17	18
4	East Godavari	0.587	0.465	20.8	9	9	12
5	West Godavari	0.548	0.449	18.2	4	5	19
6	Krishna	0.518	0.399	22.9	3	3	4
7	Guntur	0.561	0.428	23.7	5	4	2
8	Prakasam	0.63	0.494	21.5	17	13	8
9	Nellore	0.592	0.466	22.1	10	10	10
10	Chittoor	0.57	0.461	19.1	6	8	16
11	Kadapa	0.575	0.451	21.6	7	6	7
12	Anantapur	0.636	0.515	19.1	18	20	17
13	Kurnool	0.648	0.494	23.7	19	14	3
14	Mahabubnagar	0.712	0.592	16.9	21	22	22
15	Rangareddy	0.494	0.369	25.3	2	2	1
16	Hyderabad	0.233	0.213	8.3	1	1	23
17	Medak	0.62	0.498	19.7	16	15	15
18	Nizamabad	0.592	0.47	20.6	11	11	13
19	Adilabad	0.65	0.514	20.9	20	19	11
20	Karimnagar	0.575	0.452	21.4	8	7	9
21	Warangal	0.615	0.492	20	13	12	14
22	Khammam	0.604	0.5	17.2	12	16	20
23	Nalgonda	0.619	0.513	17.1	14	18	21
	Andhra Pradesh	<b>0.583</b>	<b>0.469</b>	<b>19.5</b>			
	Coefficient of Variation	17	16.5	16.9			

Source: Human Development Report, AP, 2007, CESS.

**Annexure – 9**  
**Municipality wise Schools, Enrolment, Teachers, 2006**

**A) Municipal Schools, 2006**

S. No.	Municipality	No. of Municipal Schools			
		Primary	UP	HS	Total
1	Srikakulam	25	6	7	38
2	Amadalavalasa	21	8	4	33
3	Ichchapuram	9	3	3	15
4	Vizianagaram	15	3	2	20
5	Bobbili	36	10	3	49
6	Parvathipuram	10	7	3	20
7	Salur	17	6	2	25
8	Visakhapatnam(Urban)	73	8	17	98
9	Anakapalle	19	2	6	27
10	Bheemunipatnam	20	2	4	26
11	Kakinada (Urban)	44	13	14	71
12	Rajahmundry(Urban)	37	16	13	66
13	Amalapuram	19	4	2	25
14	Tuni	13	4	2	19
15	Samalkota	12	1	4	17
16	Ramachandrapuram	13	2	5	20
17	Pithapuram	16	6	3	25
18	Mandapeta	9	7	2	18
19	Peddapuram	20	4	2	26
20	Eluru	28	18	7	53
21	Bhimavaram	31	6	6	43
22	Palacole	18	5	6	29
23	Tadepalligudem	15	5	6	26
24	Narsapur	17	11	5	33
25	Nidadavole	11	1	3	15
26	Tanuku	14	2	0	16
27	Machilipatnam	32	3	6	41
28	Vijayawada (Urban)	62	15	22	99
29	Gudivada	15	9	6	30
30	Guntur	89	19	11	119
31	Tenali	32	6	6	44
32	Narasaraopeta	17	9	3	29
33	Bapatla	21	5	1	27
34	Repalle	12	6	1	19
35	Chilakaluripet	20	5	1	26
36	Ponnur	14	0	3	17

*Role of Urban Local Bodies vis-à-vis Education Department*

S. No.	Municipality	No. of Municipal Schools			
		Primary	UP	HS	Total
37	Mangalagiri	11	6	1	18
38	Ongole	11	5	4	20
39	Chirala	12	1	3	16
40	Markapur	10	4	0	14
41	Nellore	43	7	15	65
42	Gudur	15	1	2	18
43	Kavali	16	2	3	21
44	Chittoor	19	6	6	31
45	Tirupathi (Urban)	26	9	6	41
46	Madanapalle	16	11	3	30
47	Srikalahasti	10	9	3	22
48	Punganur	15	5	3	23
49	Kadapa	29	6	6	41
50	Proddatur	28	2	9	39
51	Anantapur	37	9	5	51
52	Hindupur	22	8	4	34
53	Guntakal	25	7	3	35
54	Tadpatri	17	7	4	28
55	Dharmavaram	23	8	5	36
56	Kadiri	18	13	2	33
57	Rayadurg	25	4	4	33
58	Kurnool	46	9	8	63
59	Nandyal	23	11	3	37
60	Adoni	26	8	2	36
	<b>Total</b>	<b>1399</b>	<b>395</b>	<b>295</b>	<b>2089</b>

**B) Enrolment in Municipal Schools, 2006**

S. No.	Municipality	Enrolment in Municipal Schools			
		Primary	UP	HS	Total
1	Srikakulam	2263	1126	2962	6351
2	Amadalavalasa	924	969	1416	3309
3	Ichchapuram	1805	1329	1133	4267
4	Vizianagaram	1585	472	532	2589
5	Bobbili	1585	472	532	2589
6	Parvathipuram	640	1354	1010	3004
7	Salur	1438	1150	744	3332
8	Visakhapatnam(Urban)	15148	3005	10031	28184
9	Anakapalle	1217	464	2979	4660
10	Bheemunipatnam	1165	514	1045	2724
11	Kakinada (Urban)	5286	3127	6366	14779
12	Rajahmundry(Urban)	5866	4549	5635	16050
13	Amalapuram	1188	796	934	2918
14	Tuni	1092	1223	628	2943
15	Samalkota	1649	225	1356	3230
16	Ramachandrapuram	1210	466	1288	2964
17	Pithapuram	1166	1310	878	3354
18	Mandapeta	937	1173	448	2558
19	Peddapuram	2123	766	460	3349
20	Eluru	2175	4038	3717	9930
21	Bhimavaram	2610	926	2151	5687
22	Palacole	1401	928	2989	5318
23	Tadepalligudem	1360	813	2076	4249
24	Narsapur	1386	1574	1481	4441
25	Nidadavole	900	223	876	1999
26	Tanuku	1581	558	*	2139
27	Machilipatnam	2382	896	1879	5157
28	Vijayawada (Urban)	11466	5383	9356	26205
29	Gudivada	1540	1682	2239	5461
30	Guntur	8998	4279	3849	17126
31	Tenali	1880	788	2945	5613
32	Narasaraopeta	978	1913	1281	4172
33	Bapatla	1259	840	574	2673
34	Repalle	484	910	380	1774
35	Chilakaluripet	1035	804	487	2326
36	Ponnur	1059	*	828	1887
37	Mangalagiri	1323	1305	196	2824
38	Ongole	787	682	1193	2662
39	Chirala	536	213	1456	2205

*Role of Urban Local Bodies vis-à-vis Education Department*

S. No.	Municipality	Enrolment in Municipal Schools			
		Primary	UP	HS	Total
40	Markapur	1033	974	*	2007
41	Nellore	5108	1397	5662	12167
42	Gudur	1299	249	717	2265
43	Kavali	1247	605	691	2543
44	Chittoor	1590	1332	2275	5197
45	Tirupathi (Urban)	3716	2864	2424	9004
46	Madanapalle	1288	3849	1156	6293
47	Srikalahasti	991	1385	1377	3753
48	Punganur	1309	1412	1362	4083
49	Kadapa	2264	891	2900	6055
50	Proddatur	2868	398	3041	6307
51	Anantapur	2575	1122	4562	8259
52	Hindupur	2292	2571	2558	7421
53	Guntakal	2355	1469	1622	5446
54	Tadpatri	1676	929	1736	4341
55	Dharmavaram	2889	3046	3289	9224
56	Kadiri	1022	2858	883	4763
57	Rayadurg	3018	593	1057	4668
58	Kurnool	6871	2078	3671	12620
59	Nandyal	1641	2110	1344	5095
60	Adoni	2589	1750	2692	7031
	<b>Total</b>	<b>143068</b>	<b>87127</b>	<b>125349</b>	<b>355544</b>

Note:\* Data not available

**C) Teachers in Municipal Schools, 2006**

S. No.	Municipality	Teachers in Municipal Schools			
		Primary	UP	HS	Total
1	Srikakulam	49	29	79	157
2	Amadalavalasa	38	23	26	87
3	Ichchapuram	9*	8*	8*	25*
4	Vizianagaram	86	61	65	212
5	Bobbili	57	16	18	91
6	Parvathipuram	22	41	23	86
7	Salur	40	26	18	84
8	Visakhapatnam(Urban)	198	26*	175	399
9	Anakapalle	38	19	91	148
10	Bheemunipatnam	28	9	16	53
11	Kakinada (Urban)	122	72	143	337
12	Rajahmundry(Urban)	114	90	150	354
13	Amalapuram	39	15	28	82
14	Tuni	20	14*	13	47
15	Samalkota	26	3	21	50
16	Ramachandrapuram	25	9	39	73
17	Pithapuram	26	23	22	71
18	Mandapeta	14	22	10	46
19	Peddapuram	20*	13	8	41
20	Eluru	68	134	99	301
21	Bhimavaram	54	25	57	136
22	Palacole	43	26	77	146
23	Tadepalligudem	32	10*	50	92
24	Narsapur	31	39	26	96
25	Nidadavole	16	3*	22	41
26	Tanuku	47	16	0	63
27	Machilipatnam	65	19	68	152
28	Vijayawada (Urban)	194	86*	292	572
29	Gudivada	38	41	72	151
30	Guntur	264	90*	127	481
31	Tenali	79	29*	91	199
32	Narasaraopeta	24	39	45	108
33	Bapatla	41	22	26	89
34	Repalle	29	53	12	94
35	Chilakaluripet	55	29	*	84
36	Ponnur	55	*	19	74
37	Mangalagiri	33	23	2*	58
38	Ongole	19	14	49	82

*Role of Urban Local Bodies vis-à-vis Education Department*

S. No.	Municipality	Teachers in Municipal Schools			
		Primary	UP	HS	Total
39	Chirala	25	8	69	102
40	Markapur	28	20	*	48
41	Nellore	93	19	159	271
42	Gudur	26	2*	10	38
43	Kavali	36	16	23	75
44	Chittoor	36	23	68	127
45	Tirupathi (Urban)	49	38	40	127
46	Madanapalle	17*	63	10*	90
47	Srikalahasti	22	30	23	75
48	Punganur	21*	20	13*	54
49	Kadapa	75	15	67	157
50	Proddatur	88	16	119	223
51	Anantapur	66	19	112	197
52	Hindupur	33	24*	53	110
53	Guntakal	28	12*	52	92
54	Tadpatri	28	13	43	84
55	Dharmavaram	37	22*	25*	84
56	Kadiri	15	38	17	70
57	Rayadurg	23	7	11	41
58	Kurnool	197	57	87	341
59	Nandyal	44	55	29	128
60	Adoni	36	30	53	119
	<b>Total</b>	<b>3181</b>	<b>1764</b>	<b>3170</b>	<b>8115</b>

Note:\* Complete Data not available

Source: <http://projects.cgg.gov.in/dsemis>