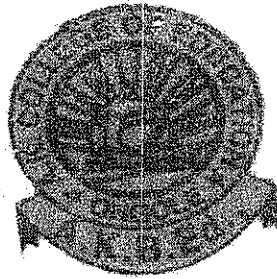


# ANDHRAKESARI COLLEGE OF EDUCATION

(Approved by NCTE, Affiliated to ACHARYA NAGRJUNA UNIVERSITY, GUNTUR)

Cheruvukommu Palem Road ,Pelluru (Post), ONGOLE – 523 272 ,  
PRAKASAM Dist ., (A.P)

**B.Ed COURSE : SEMESTER – 4**



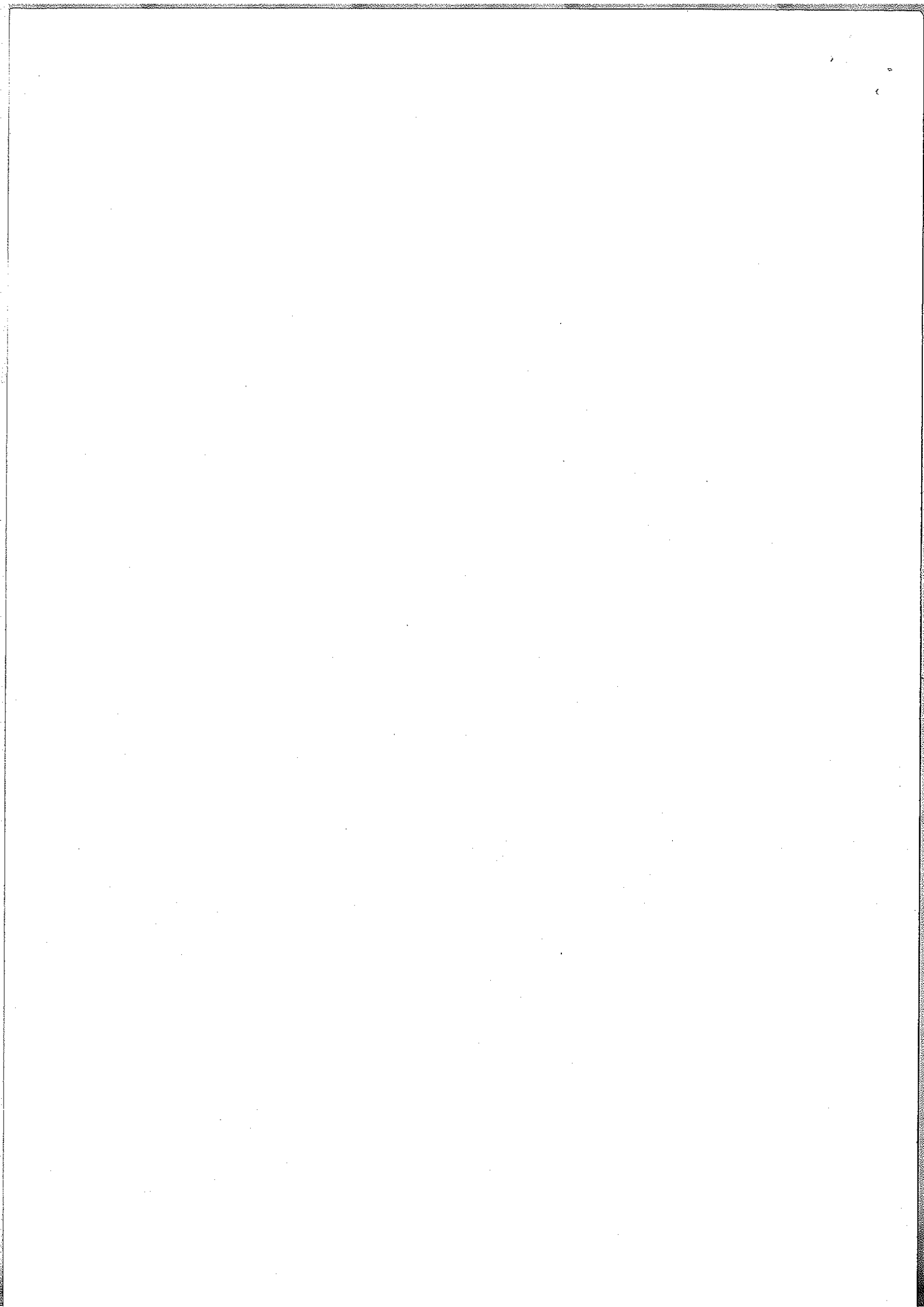
**S4P – COURSE XIV**

**CONTEMPORARY INDIA AND EDUCATION**

PRACTICUM: ACTIVITIES/PROJECT/RECORD

Name of the student Teacher -----

Roll No : ----- Reg.No :-----



Certificate

This is to certify that Mr./Mrs./Kum. N. Sirosha  
Class No ----- Regd No. Y1Ed31003 has completed  
the required activities regarding to Contemporary Indian Education practicum  
towards the fulfillment of B.Ed course work stipulated by the Government of  
Andhrapradesh and approved by Acharya Nagarjuna University.

This Record is assessed.

Signature of the Lecturer

11/15/1915

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is essential for the proper management of the organization's finances and for ensuring compliance with applicable laws and regulations.

2. The second part of the document outlines the specific procedures that must be followed when recording transactions. This includes the requirement that all entries be supported by appropriate documentation, such as invoices, receipts, and contracts.

3. The third part of the document discusses the role of the accounting department in the overall financial management process. It highlights the department's responsibility for providing timely and accurate financial information to management and other stakeholders.

4. The fourth part of the document addresses the issue of internal controls. It explains how these controls are designed to prevent and detect errors and fraud, and to ensure the integrity of the financial reporting process.

5. The fifth part of the document discusses the importance of regular audits. It explains that audits are conducted to provide an independent assessment of the organization's financial statements and to identify any areas where improvements can be made.

6. The sixth part of the document discusses the role of the board of directors in overseeing the organization's financial management. It explains that the board is responsible for reviewing and approving the financial statements and for ensuring that the organization's financial policies are consistent with its strategic objectives.

7. The seventh part of the document discusses the importance of transparency and disclosure. It explains that the organization is committed to providing clear and concise information about its financial performance and to disclosing any material risks that may affect its ability to meet its financial obligations.

8. The eighth part of the document discusses the role of the external auditors. It explains that these auditors are engaged to provide an independent opinion on the organization's financial statements and to ensure that they are prepared in accordance with applicable accounting standards.

9. The ninth part of the document discusses the importance of ongoing monitoring and evaluation. It explains that the organization's financial management process is subject to regular review and that any necessary changes are implemented in a timely manner.

10. The tenth part of the document discusses the role of the internal audit function. It explains that this function is responsible for providing an independent and objective assessment of the organization's internal controls and for identifying any areas where improvements can be made.

S

Activity 1

A Critical study with the help of survey and observation of alternative schools - Night schools, Mobile schools, child labour schools and prepare a report

Introduction:

The development of a nation is related with the no. of educationalists and with the level of educationalists. So that educationalists are responsible for the development of education. The development of countries like Russia, Japan, U.S.A. --- ~~are~~ educationalists are the main reason. UNESCO in the 1980 said that the country which utilises the change and grows equal to the change that occurred in the science and technology fields. To develop education UNESCO take so many steps. like Right to free and compulsory education for the 6-14 years children. To provide education for the drop outs who stopped study

in the middle Government developed Night schools, Alternative, child labour schools for the eradication of illiteracy and gives a chance for all to study.

Main Objective:-

If the situations are not supported for normal study how the alternative schools, night schools, child labour schools helps them to study on that preparation of a report.

Aims:-

⇒ The schools like alternative, night, child labour schools are how helpful for the people who has no facilities for study because of financial problems

or any other family problems

⇒ how the study is provided to the very poor facilities even atleast transport facilities.

- The main objective is "Education for All."
- To Eradicate illiteracy.
- Curriculum should be prepared for easily study.

Preliminary Information

By this activity how the schools helpful for to improve the facilities of education for the people.

Alternative Schools:

Single-Teacher schools or other schools are also called of Alternative schools. In our country 28% of Alternative schools are there. it means only one teacher can organise 5 classes. To provide education for very poor is its main theme.

## Aspects of Alternative Schools:-

- ⇒ Alternative schools are established in the very Poor Area for those villagers education it will be helpful.
- ⇒ One teacher organising 15 classes
- ⇒ To provide education for the students of age 5-12 years
- ⇒ Along with education health protection is also provided.
- ⇒ To provide books and uniform freely for the students who are studying in the school.

## Night schools:-

Night schools are also called as Non-Formal schools. The Report of UNESCO's International Vidhya Commission in 1972, Importance is given to Night schools. The opinion of this commission is government spending money a lot but the people does not reach the estimates in providing education.

Formal Education schools are run when people are going for work. When the time of their coming the schools will be closed. So that this Commission starts for the people who has no chance to get formal education. Night schools for the agencies of Informal Education.

Instructor is being appointed to maintain these schools for organisation.

### Mobile schools:-

The main objective of this schools are to provide education for the street children for the workers on road, Migrated people mobile schools are helpful.

The theme is to change street children into house children as a responsible citizens.

The Aspects that are related to curriculum is Provided. Home Based education is provided for the people.

⑥

People or students are not in the stage of coming to school so some tips are given to them to their daily routines and the services are to do. Speech therapy, physiotherapy are given to them to live independently.

In a month 4 times, weekly once resource person can take a place of their choice. Education is given for heavily handicapped people at their home.

### Child Labour schools:-

So many announcements are given to provide education for all. So many people are in our country who has no knowledge of literacy. For the eradication of labourism in our state 'Namidipudi Venkata Rangaiah' foundation is done a lot of work. The main people who work for this foundation are

Santhi Sinha, and state government and some trusts are helpful for the removal of child labourism.

According to R.T.E Act Free and Compulsory education should be provided for the age of 6-14 children. On the bases UNICEF's numericals  $\frac{1}{4}$ <sup>th</sup> of child labours of world are in our country. So this to eradicate so many Acts are done for this child labourism.

Recognise the child labours and join them in some special Residential schools, Bridge Course Centres and provide education for them.

Professional skills are also given to them. and computer knowledge is provided for them.

In Our Constitution, In the Directed Principles According to the 45<sup>th</sup> Article below 14 years children have the right to provide of free and compulsory education

Learning Out comes:-

- Government provided some schools like Alternative schools, Mobile schools, child labour schools, to provide education for all and equal opportunities rather than the caste, place, religion, oppressed people and to provide scientific technology.
- The main theme of establishing these schools are the results of education is to provide for all the students
- to change the illiterates into literates.

## Conclusion:-

In this activity I explained the schools like alternative schools, Night schools, child labour schools are ~~pro~~ helpful in the providing of education which have no chance to study basing on their status, financial and social imbalances, health, and handicapped.



## Activity - II

Conduct a Survey of schools of different  
Quality in different and make a presentation.

### Introduction:-

School is a miniature Society. So that in the society and like wise all the traditions and cultures are appear in the school. The tradition which is followed in society are followed in miniature society called school. In school all the students in the school are close together with the feeling of brotherhood, patience of other religion and excuseless ... so that the values are inculcated in the students. So that the cultural aspects of the tradition are to be developed.

Education is the thing based only on the cultural and traditions of the society. Education is

of quantitative and the quantitative education is provided in every school and to improve them as citizens - Not only that and it should be eliminated as the poor in the society. 164

Countries under the program of "Education for All" focussed on the things below. which are. Arrangement of schools, Sarvathika pradhika Vidhya, skill Development of youth, Educational development of middle-aged people, educational development, and the gender difference without the development of education

Objectives

visiting of different schools - and the differences of quantitative education and socialistic surroundings and the preparation of Documentation

## Aims:-

- To facilitate equal chances for studying.
- To prepare high level theorems
- To develop and provide education on the basis of physical, social, cultural, and financial fields.
- To provide ~~quantio~~ qualitative education for all in the schools. for Backward people and girls.
- The atmosphere of school should be pleasant and attractive.
- Identifying the surroundings of the school.
- observing the exam Results of the students in school.

## Preliminary Information:-

By this Activity visiting of different school like govt. school and zilla parishad and Aided schools and observing the physical facilities and the society level and qualities of education.

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## St. Teresa High school:

All facilities are provided in this school which are required for the students.

### Facilities of school:

All the physical facilities are provided for the learning.

→ It would be narrow of the atmosphere of the school.

→ school is in 'L' shape

→ It is of two floors.

→ NCC office is there.

→ school is of two floors.

→ There are 6 rooms on <sup>upper</sup> high floor. specially

Staffroom is there.

→ Separate washrooms for girls and boys.

→ Drinking water facilities is also provided.

→ In school library, Lab, computer labs are also provided.

→ Teaching staff - 15

→ Non-Teaching staff - 2

→ Present H-M of the school is K. Balareddy Swamy garu.

### Community of school:-

The community of the school is of backward Area. Mostly middle class and lower middle class people are living here. Roads are good but the area is not clean.

### Qualitative Education:-

Teachers providing good quality of education providing all the facilities of Teaching. Study classes are organised at the evening hour session and attaining special - concentration on the students.

The pass percentage of 10<sup>th</sup> class is 100% in the last year.

## Donepudi Raghava Rao Memorial Municipal School (DRHMS)

### Physical Facilities of School:

The play ground of the school is large. There are 25 Rooms in the school. separate washrooms for girls and Boys. Drinking water facility is there. school is in 'L' shape.

There are separate H.M Room, Computer lab, library, science Lab --- Teaching staff - 24, Non-Teaching staff - 5. The H.M of the school at present is Sri. V.S. Prasad Rao. and present H.M is Uppalapati. Sri. Ramamurthy garu.

### Community of school:

school is located in Sarthapeta. Highly developed people are living in the surroundings of the school. Business are heavily done in these surroundings. Mostly Back ward people and SC, ST and BC category students are studying in the school.

Hostel students are large in number. Free supply of Books and uniform for the people.

### Qualitative Aspects of Education:-

Teaching programmes are run according to Time Table. Study hours are conducted according to the Interest and Attitude of students. Special classes like PPT, Maths, Science, English... are conducted basing on their skills. In 2015-16 the pass percentage of 10<sup>th</sup> class students are 84%. 62 students are Passed out of 74 members.

### Adarsha High school:-

→ Interior facilities are good in this school.

School is in 'L' shape. There are '4' floors in the school. There are 30 rooms. In that H.H room, Staff room, Science lab, Library... are there.

→ Drinking water facility and separate washrooms for girls and boys. play ground is also there.

Community of school:

- The community of school is of slum Area filled with dirty water...
- School Management does not focus on the surroundings of the school.
- Transport facility of the school is somewhat difficult.

Qualitative Education:

- ⇒ Teaching facilities are provided according to the level and abilities of students.

Zilla Parishad High School, SNPady.

Physical facilities of the school:-

The ground of the school is of very broad. School is in 'U' shape. There are 15 rooms in the school. Seperate Washrooms are there for Boys and girls. Computers lab, Library, Staff room, H.H Room are there. All the facilities of the government is utilised by this school.

Community of school:

there is a Veterinary hospital in front of the school. MRC Building is located beside the school. Fields are at the Back side of the school. Financially Backward People are living in the surroundings of the school. All categories of people are studying in the school. Atmosphere of the school is of good. Mostly Village people and Hostel people are come to this school.

Qualitative Education:

Study classes are conducted daily to improve quality in education. Special classes are conducted for the Back ward people in education.

Qualitative Education is given by using Teaching Learning Materials. - Curricular and co-curricular programmes are organised. The facilities by RMSA is utilised by this school.

Teaching learning process is done according to the C-C-E model. Qualitative education is of student centered education.

Learning Out comes:

By the Activity visiting of different schools and observe of physical facilities and community levels of, and different qualities of the schools.

- The impact of the surroundings of the schools, and atmosphere of the school is focused on the students.
- Students are showing interests of the school which is of all facilities which are required for them.
- The working of the school and the qualitative education is depend upon the H.M and Teaching staff.

Conclusion:

Visiting of the different & Higher and Secondary schools and the facilities of the school and aspects of qualitative education and preparation of a report on it.

## Activity-III

A critical review of school Text Books based on  
Socio-cultural and economic exclusion.

### Introduction:-

Culture is a part of our human society life. For every society in the world there is a special culture. There are some specialities in the culture and traditions, habits and daily life routine. So that there are different culture namely Indian culture, China culture and America culture ---

There are sub culture in the mostly big societies of, and in the country like India these are different from main culture.

Eg: Andhra culture, Telangana culture, Marata, Tamil ---

even though these unitedly called as Indian culture.

The results of scientific technology, entertainments, reforms, stories of literature and music are received by the members of society. They

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encourage and imitate them.

The life style of Humans and thoughts, literature and so on are expressed by the culture.

Culture is the combination of all values, rules, Traditions, science, believes.

Curriculums are prepared on the basis of Educational values. Text Books have to prepared according to the Curriculum. Text books reflected the culture.

The examples which are given to the explain the aspects of topic are related to surrounding environment. So that financial culture, society culture. Shows their impact on the making of Text Books. Mostly we cannot prepare the books with out the impact of languages and social studies.

In every situation culture is reflected in the text books.

With out the cultural, traditions the life of the society is zero. so that cultural Aspects should be included in the textbooks.

### Objective:-

Critical reviewing of school textbook belongs to any class based on socio-cultural and economic exclusion.

### Aims:-

⇒ Aspects of social and cultural are included in the Text Book.

⇒ Explaining the Aspects of family if are included in the textbook.

### Preliminary Information:-

For this Activity I make a review on 7<sup>th</sup> class social studies and ~~the~~ explain the aspects of each topic related socialistic and culturalistic.

Class :- 7

Subject :- Social studies

S.No	Name of the lesson	Socio-culture Aspects	Economic Exclusion
1.	Understanding of different maps	Explain about hills, dams, rivers and about Geographical conditions.	Knowing about the field at that places
2.	Rains and Rivers	Cyclones, floods and the disasters occurred by the nature can be explained.	At the river areas by raining financial development occurs
3.	Ponds and Underground water	About the life style of <del>ponds</del> , the villagers, property, life style of people.	About the disease caused by high concentration of flouine in the water called plogaridis.
4.	Oceans and Fishing	Aspects seas, oceans, life style of fishers.	fishing and migration.
5.	Europe	Borders of Europe life style of Europeans.	The fielding of Europe
6.	Africa	The culture and tradition of Africans and about the human, house and gold.	Business of slaves, fields, Aspects of finance

S.No	Unit Name	Socio-culture Aspects	Economic Exclusion
7.	Hand skills and Hand made clothes.	making of Bags and the life style of labours of Hand skilled people.	Co-operative Societies of Hand skilled people.
8.	Industrial Revolution	Textile Business, Invention of James Watt, Experience of child labour	Products of Industries, -Slum Areas
9.	Product of factories - Paper Industry.	Making of paper, division of work, labours, Managers...	Health Insurance, Selling of paper.
10.	Importance of transport system	Road transport of People and ways of lively hood, lifestyle.	facility of transport and charges.
11.	New Kingdoms - Kings.	Ruling of Kingdoms, way of Ruling and the Art of Temples.	Deforestation, and construction of Canal and business
12.	Kakatiyas, and the Origin of local Kings	Kakatiya Era, History of Palhati Kings.	Agriculture, financial development
13.	Kings of Vijayanagara	Kingdom of Vijayanagara, military, Agriculture...	Export of grains, production of market clothes.

S.No	Unit Name	Socio-cultural Aspects	Economic Exclusion
14.	Kingdom of Mughal	Ruling of Empire of Mughal, ways of Akbar, believes of religion	Zamindari system, Munsabdari and jobs for people.
15.	Establishment of British Empire in India.	East-India Company, business people. of wearing weapons.	Collecting of high tax
16.	Assembly and preparation of laws.	R-T-E Act-2009. PWD Act -2009.	Participating in election who are rich
17.	Implication of laws in district.	A.P. water-Earth, Protection of trees Act 2002, WACT Act.	farming, fire accidents and financial situations
18.	Casteism and fight for equality.	Caste system, different professions life style of people.	government schemes, mid-day meal programm.
19.	Lively hood - labour of cities reform.	labour societies, Sand mines, life style of people.	Vegetables, Insurance of Income.

S.No	Unit Name	Socio-Culture Aspects	Economic Exclusion.
20	Religion	Goods of Villages, Traditions of a Religion, Urdu language.	People will Come for a festival and the Income increases
21	Ways of devotional	Siddhas, yogus, New religion beliefs, Practising.	Professionals, Farmers, Financial development
22	Emperors - Historical monuments.	Monuments useful for People - Skills of Constructions	Historical monuments - financial development

The curriculum should be of all round-  
development in all subjects including cultural aspects.

Preparation of topics.

Learning Out Comes

→ In this activity, social studies of class 7<sup>th</sup>.  
The socialistic and cultural aspects of the society  
is included and I know the below aspects

- The different types of maps → pictures, and the skills of practice.
- The representatives of students are in places of cities.
- The information of collection can be compared to the aspects of textbooks
- The culture of language, Caste, religion, is of different diversity; the difference of Socialistic situations are to be considered and they can also encourage students

Conclusion:-

By this Activity I examined the 7<sup>th</sup> standard social studies text books. This book helpful for to know the difference between sociality and practise.. and the life style of people in different areas and the needs of people and relation between the people and totally examined the book and prepared a document on it

## Activity-IV

Conduct a Survey on street children/ orphan children and make a presentation

### Introduction:-

In our country there is a no situation of saying that Today's children are Tomorrow's citizens. because child labour is heavy in our country which are working in Hotels, streets, when compared to other states in our country. In A.P it is the major problem. Orphans and selling of childs are more in our state. so that our government arranged a seperate part to protect child rights. It's a challenge for our society about orphans and street children. when a society is to become a complete cultured society it is only possible when the orphans and street children are none. then only it becomes a great cultured society.

Objective:-

To prepare a report on street children, and Orphans aspects by making a Survey.

Aims:-

- To know the situations of Orphans and street children.
- To conduct Survey on orphans and street children.
- To explain the responsibilities of Society and government about orphans and street children.
- To know the problems and damages if they come into society.

Street children:-

The people children who don't have standard residence and living on Railway stations, Bustand's, Temples --- are called street children

These street children are divided into '3' categories namely

- 1) people live and work with family on streets.
- 2) people living on streets on their own.
- 3) children do not have relation with their family working as orphans.

There are nearly 100 millions of children belongs to the street by the document of UNO.

The problems belonged to them are listed as follows

- childrens escaped from home.
- financial problems
- working as labours

The people rotate on streets by the negligence of family members. It becomes heavy and turn children to do illegal works and addict them to drugs.

the problems that are faced by children turning them as street children:

1) Right for Food

These children have no healthy food. so they face problems of development.

2) Right for Health

These children cant follow cleanliness. so it leads to health problems. These problems show impact on physical, mental, development of children.

3) Right for Education

These people have no chance to get Education.

4) Right for equality

These are problematic to the society in unoffical programmes.

Orphan children:-

children <sup>doesn't</sup> who ~~do~~ have parents and who brought up by none are called Orphans. Orphans are not only as children they are also adults.

To concentrate on Orphans govt started Homes and trusts for their nourishing responsibilities.

According to the UNO 2007 numericals there are 25 millions in our country.

For the welfare of street children and Orphans the programmes taken by the govt and trusts.

To recognise and identify the children rotating on ~~villa~~ roads of villoges, towns and are taken up to centres of related like Balasadan and admitting them. For this there is a special team. In Ongole one Balasadan is in Ram Nagar.

Responsibility of Society:-

At first one city is elected for to recognise orphans and street children for the first time in Brazil country.

For these students a special school is to established and healthy food is given and provide facilities for education.

In our country also political parties, govt can be built up on one stage for the welfare of orphans and street children. The student studying degree has to participate in the revolution. Additional marks should be added for participating in this revolution.

Bala sadan is located at Ramnager in. Orpale.

→ To know the Balasadhan centres how they helpful for the society to develops in the their field of citizens by providing education.

### Conclusion

To prepare a document and making a survey on orphans, street children by this activity and submit it.

## Rules for Organising Balasadhan:-

- It is organised for and under the ministry of child Development scheme.
- In Bala Sadan 8-10 yrs and 16 yrs children have to inculcate a different and special situations.
- For the welfare of children centre is arranged by the government.
- The information of children should be kept secretly.
- special counselling were given.
- provide facilities for education.

## Learning Out comes:-

By this Activity I visited the Balasadhan and street children, orphans and know the committees and taking responsibility for the life of children.

## Activity - V

Conduct a Survey (a minimum 10 schools) and  
Critically analyze the RNSA Intervention for enhancing  
the quality of Secondary Education and Prepare a Report  
on it.

### Introduction:-

This is an important stage for students in Secondary Education, for students in higher education and to prepare for work world. Internationally, in the market of job, the Secondary education plays an important role to get success in the competitive world for Indian students. Between 14-18 years study is called Secondary education. Approximately, there are 9.30 crore children are there belongs to this age. To provide Secondary education for them is the main aim of government. For the continuation of Secondary education higher education is also given educational stages and given good results.

Vision:-

The age between 14-18 years students have quality secondary education have to provide.

is the aim of RMSA. By this vision above and below have to follow.

→ In reasonable distance a secondary school is to established. Secondary school is of minimum 5 km. Higher education school is of 7-10 kms

→ By this 2017 above people has to given Secondary education.

→ At 2020 Secondary education is given.

Main Objective:-

Atleast 10 secondary schools at the level of RMSA. the development of education and critically analyse and to organise a survey and Preparation of Document.

## Aims:-

- ⇒ Available of Universality
- ⇒ Equality and Social law.
- ⇒ Relevance and Development.
- ⇒ Period plan and aspects of Constructivism.

Universal secondary end education has given a chance to equality.

~~The~~ The concept of 'Normal school' is to encouraged in the society. All the types of schools called Aided and private schools.

## Goals:-

- ⇒ To establish the Common school system.
- ⇒ High Quality education shall be provided for the every student who is acquiring Secondary education.
- ⇒ To improvise Secondary Education

→ to build up Academic standards

→ Gender, Social, financial, Handicapped and any other reasons of distraction without any intervention Qualitative secondary education has to given for each student

Facilities provided by RMSA:-

→ Under the ground of government school 15,000 is granted to every school at a time.

→ For the use of and the need of 25,000/ @ 10,000/- for the repairments

→ For the minimum facilities and for toilets and Drinking water facilities and for special Needs.

and to provide environment free use of.

free cycles for the students.

Some suggestions are given for school in the given time of school Grant. For the electricity

bills, and for every teacher for TLM ₹500 is given.

1) ZPHS school, Narripalem:

Additional facilities for by RMSA to this school: the implement of Additional class rooms, special toilets, and for special Needs of children, and to provide for-cycles, free uniform, textbooks, All facilities have to provided. Qualitative education is given. present: H.M Hanumantha Rao.

2) Z-P-H-S GollaGattu:

By R.M.S.A facilities are given to this school.

Present H.M of the school is Sri. Patabi Rami Reddy gasu. Computers are provided, special facilities are given for girl education. All facilities are provided for this school by R.M.S.A.

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3) Z.P.H.S Siddavaram

Present H.M of the school is N.V. Sudhakarani

Attracting school with trees. Needed furnitures for school by R.M.S.A with all facilities

Called computers, T.L.M's, Maintenance of grants by electricity and phone bills and Sanitation facilities are to be used. Qualitative facilities are provided by R.M.S.A.

4) Z.P.H.S Atlure

Present H.M of the school is d.v.s. Ramesh garu. Digital classes are organised in computers

Science lab, library, with 2,200 volumes of books

11 computers are given and buy. 10<sup>th</sup> class pass

Percentage in the school by the last 3 years is

85%. Qualitative education is given. facilities

All facilities are provided in the school.

7) D.R.H.H.S , orgole:

All facilities are given by R.M.S.A. School grant , Maintainance grants , and rooms as and toilets facilities . Seperate facilities and arranged for students. Instruments, furnitures, stationery facilities are provided.

- Qualitative Education is given by R.M.S.A
- Confirmation of doctor's handicapped and for the needs of children. according to tri-cycles and so on.

8) p.V.R High School , orgole:

All facilities are given by the R.M.S.A for this school. School Grant , Maintainance Grant , Scholarships of students , sanitation related facilities. construction of toilets , 11 Computers are provided . RMSA is co-operated for providing of Qualitative Education.

5) Government Girls High school, Ongole.

By R.M.S.A all different types of facilities have in government girls high school. Additional classes have given, Healthy facilities are provided by girls, Sanitation cleanliness, N.P.G.L.E Programmes, free books, Uniform, Scholarships, Additional teacher staff, provide of computers Digital classes, mid-day meal programme are given by Qualitative education

6) St. Teresa High school, Ongole.

In this school there are 400 students. are there. present H.M is to

K. Bala Swamy Reddy garu. For school R.M.S.A has given facilities like Textbooks, Mid-day Meal Programm, school grant are provided. Using school grant for electricity bills, Fan Bills. Furniture is called and provided for school

9) Z.P.H.S Palukurul

All facilities for the school by State Secondary Sarva Sikshabhyan. Additional classrooms, for the construction of Compound Wall grants are provided. Separate Sanitation facilities are provided for girls and boys. For school Homely environment. classes construction for every year by maintainence grants. free Uniform, textbooks, midday meal programme R.M.S.A is given cooperation for students.

10) Z.P.H.S pallamalli

The environment of school should be broad. It is in between trees. Facilities are given by R.M.S.A. Additional classrooms construction, seperation of washroom facilities for boys and girls. water facility is given. Computer is provided for 10<sup>th</sup> class students

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Study materials are given. Grants are provided.

Scholarships are given for SC, ST, BC minority people.

### Learning Out Comes:-

For the activity I survey 10 school for giving facilities of R.M.S.A.

→ Education is given for 14-18 years students.

Qualitative Education is given by R.M.S.A.

→ water facility, financial aspects of education are to know

⇒ SC, ST, BC Minority people are given scholarships

### Conclusion:-

Under the authority of Government.

School are given facilities by the R.M.S.A.

We prepared a document by surveying 10 schools. Qualitative education is main aim

of R.M.S.A.