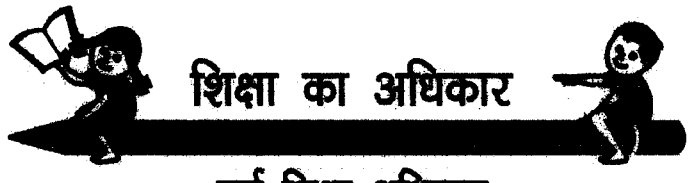
Overview of Quality Improvement under Sarva Shiksha Abhiyan

Reflection on the Progress up to 4th Quarter – 2011-12

(31st march 2012)

(For use in 16th Joint Review Mission)



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Brief Overview
of
Quality Improvement in Sarva Shiksha Abhiyan

FOCUS ON IMPROVEMENT IN QUALITY OF ELEMENTARY EDUCATION

Sarva Shiksha Abhiyan is the flagship programme of the Government of India for Universalisation of Elementary Education [UEE]. Ensuring education of satisfactory quality is a key SSA goal.

Accordingly, SSA has several features that seek to improve the quality of elementary education. These essentially pertain to (I) ensuring basic provisioning to enable improvement in the quality of classroom transactions (II) large scale capacity building of States, for undertaking and evaluating interventions for quality enhancement and (III) focus on assessment of learning outcomes and their improvement, as key indicators of the quality of learning. A strong focus on quality issues in elementary education underpins all efforts under SSA, especially as the programme enters its final phase of implementation. There is a clear outcome orientation within the programme, reflecting an understanding in the light of the RTE implications that quality inputs of different kinds are integrated, whether in the form of additional teachers, training programmes, textbooks, grants and academic support mechanism etc. must translate into tangible outcomes, having a nuclear objective that impacts and reflects on the improvement in the quality of our classrooms processes and pedagogic practices aiming the advantage to the learning levels of children.

I. Basic provisioning to create enabling learning conditions

A variety of inputs are needed to address quality in education. These include adequate physical infrastructure in schools, trained teachers, adequate teaching learning materials in classrooms, on site academic resource support to teachers, relevant curriculum and textbooks etc. Sarva Shiksha Abhiyan concretizes several inputs for quality improvement, so that these lead to tangible outcomes in the form of satisfactory learning achievement for children. SSA ensures basic provisioning for effective classroom transactions, as follows:

a. Provision of good school building and equipment to all schools

19.01 lakh **new primary, upper primary schools and additional class rooms** have been sanctioned under SSA so far **(including supplementary appraisal).** There is also a provision for teaching learning equipment for new primary schools @Rs. 20,000/- per school and for new upper primary schools @ Rs. 50,000/- per school. In 2011-12, it has been planned to provide school grants to 13.20 lakh schools, and TLE grants to 16,973 new schools opened under SSA. The progress up to March 2012 is 97% for School grants, 95% for TLM Grant and 48% for TLE grants has been consumed. Most of the states have mentioned that the type of materials procured through school/SDMC level committee recommendations includes things like, work-books, work sheets, Hindi reading cards, English reading cards, Science kit, Maths kit, maps, charts on different

subjects, globes, atlas, dictionary, story books, SLM, library books, equipment and furniture etc.

b. Providing quality ECCE to all children until 6 years of age

SSA supports early school education in the form of ECCE as a part of the interventions related to innovations. Every district is supported an amount of Rs. 15 lakh per year to strengthen their measures towards ECCE material development, teacher training and classroom processes. Many States including Sikkim, Chandigarh, Punjab, Assam, Delhi etc. have utilized this provision effectively to promote effective ECCE. For this SSA authorities collaborated with the Department of Women & Child Development or Social Welfare Department, who run Anganwadi Centers and undertake various related activities. SSA has been insisting on the States that these ECCE centers need to integrate and operate with the regular schools, so as to have a double advantage of preparing the pre- nursery kids for schooling as well as targeting the girls to be mainstreamed, who remain engaged in sibling care.

c. Ensuring minimum instructional level as per RTE & meaningful stay of each child in school

This has remained a major thrust of the SSA to design various strategies to make the school a happy learning center where the teacher undertakes various joyful activities to encourage optimum participation of all children in the teaching learning processes. At present, majority of states have been supported for large scale Learning Enhancement Programmes (34 at Primary level and Upper Primary level) which are mostly activity oriented initiatives and involve all children in and around schools. This has improved the nature of classroom processes and attracts higher participation of children. Mid Day Meals across the country also has contributed significantly to higher enrolment and retention in schools. In order to implement the provisions of RTE, there is an overall focus now on the transformation of the class room processes in a children centric way. The states have emphasized that the teacher instruction time be got reduced and learning opportunity time for children be increased, to ensure that the children remain engaged in the process of learning. As per the provisions of RTE , Primary schools and Upper primary schools are supposed to observe a minimum of 200 and 220 working days and 800 and 1000 working hours every year respectively. Similarly teachers are also to devote 45 working hours every week including preparatory hours. This whole emphasis is aimed at a meaningful learning opportunity time for children in the school.

To track and enhance student's enrolment and retention in schools, several measures have been undertaken at different levels. The Quality Monitoring Tools operationalized in all States provides a quarterly feedback about attendance of students from school level to cluster and higher level. Other than this, States have been supported to undertake external surveys on student and teacher attendance on a regular basis to track and enhance attendance rates of both students and teachers. With the implementation of the RTE, there is a serious attempt to integrate and empower the community in the whole school development process. The community/ civil society members are empowered to keep a tab on the attendance of the teachers as well as the students through SDMCs, in which more number of parents and more of mothers will be involved. The Ministry is also committed to undertake studies on attendance rates to assess the progress in this regard. A study undertaken in 2006 – 07 showed that there

hs been approximately 70% attendance of students and 80% attendance of teacher in snools during the year 2006 – 07. To assess the progress further in this regard another sudy has been undertaken for the year 2009 – 10.

Poviding trained and committed teachers in all schools

T ensure adequate number of teachers in all schools, appointment of about 20.99 lakh nw teachers has been approved under SSA since the inception of the program, out of wich 12.26 lakh teachers have been recruited up to December 2011.

Te SSA framework has been amended in tune with the implications of RTE w.e.f. 2010-1 and the supplementary PAB has been held and funds allocated to each State/ UT in cnsonance to the RTE norms. As per the norms, there will be 2 teachers in the primary shool up to 60 children, 3 teachers for 60-90 children, 4 teachers for 91-120 children, 5 tachers for 121-200 children. There will be one head teacher other than 5 teachers aove 150 children in a school. Similarly at the upper primary level at least there will be 1teacher for every 30 children and a separate teacher for science/ Maths, social siences and Language specific educational background.

A required under RTE norms the regulatory body of teacher education (National Cuncil for Teacher Education) has prescribed qualification for teachers' appointment a elementary level. The qualifications apart from academic/ professional degree or dploma also prescribe that every States will conduct Teacher Eligibility Test for rcruiting the teachers. The CBSE and fourteen other States have already conducted the ET as per prescribed directions of NCTE. The states who have conducted TET include Andaman & Nicobar, Andhra Pradesh, Chandigarh, Daman and Diu, Gujarat, Haryana, Jarkhand, Madhya Pradesh, Manipur, Nagaland, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand. Other States are going to introduce the TET from the ensuing academic ssion. Moreover, to ensure that teachers who are newly recruited are adequately tained, SSA also provides for 30-days induction training to orient newly recruited tachers about their roles and responsibilities, expectation of the SSA programme and secific state/district priorities in order to have quality education.

Moreover, to ensure that all schools have adequately trained teachers, SSA provides for 0-days training to teachers who have not received pre-service training. As per the inplications of RTE the teachers need to be professionally trained as per the qualification prescribed by NCTE. Untrained teachers has been the major issue in several states like Jharkhand, Chhattisgarh, J&K, WB and majority of the NE States. The sates have been emphasized on the recruitment of the trained teachers only, along with evolving a clear strategy to train the existing untrained teachers to clear the back log vith in a shortest possible time frame. All the working teachers will have to acquire the prescribed qualification as per NCTE norms. Out of a target of 2,31,972 untrained tachers 74,732 have been trained with overall 32% achievement till March 2012. There is over all emphasis on the states that no further recruitment of the untrained tachers to be continued. The intake capacity of the TTIs be enhanced, more options be vorked out for a partnership with IGNOU, Govt. and Privately recognized TTIs. Teacher taining through distance mode has to be a 2 year diploma as recognized by NCTE. Those teachers who have under gone 6 months CPE diploma are required to undergo further 18 months training to complete 2 year as approved by NCTE. All the states

facing untrained teachers problem are weighing all options to comply with the RTE implication in the cushion period.

d. Improving the quality of existing pre-service teacher education programme

Pre-service teacher education remains a major influence towards the quality of teachers recruited in the system and also their performance in schools. SSA since its inception has laid strong emphasis on deeper convergence and collaboration with the Teacher Education Institutions (TEIs) including District Institutes of Educational Training (DIETs), Colleges of Teacher Education (CTEs), Institutes of Advanced Studies in Education (IASEs) and State Council of Educational Research and Training (SCERT) in States. In recent regional workshops on Education of Equitable Quality for State Education Secretaries, State SSA Project Directors, SCERT Directors and State Pedagogy Coordinators and also in PAB meetings of Ministry this issue has been discussed and states have been urged to synchronize their pedagogical renewal processes and teacher capacity building exercises in collaboration with TEIs with focus on child – friendly and inclusive curricular frameworks. Also states have been encouraged to give special emphasis to renewal of teacher education curriculum and teacher training processes keeping in view the ground realities like multi grade classrooms, children's learn process, increasing diversity in classrooms, and new approach to learning assessment, etc. States such as Bihar, Orissa, Kerala, Tamil Nadu have already initiated processes in this regard.

e. Organizing quality in-service teacher education to all teachers on a periodical basis with a follow-up mechanism

SSA places great emphasis on building the capacity of teachers for teaching, through continuous in-service training programmes. The Scheme provides for regular annual in service training for up to 20 days per teacher. The SSA framework was recently amended to give more emphasis to practical classroom related teacher training by providing for a maximum of 10 days institutional training at BRCs level, and another 10 days specifically at cluster/school level in order to ensure follow-up, peer learning and experience practical classroom transactions. It has been emphasized that for renewed teacher training, States need to evolve a motivated resource pool. In 2011-12, SSA sanctioned financial help for providing in-service training of 20-days to 41.58 lakh teachers, and up to March 2012, 83% has completed the training. Similarly 1,46,662 resource persons were targeted to be trained for 10 days and 65% received training till March 2012.

All trainings funded from SSA cover several pedagogical issues, including content and methodology with a view to improving teaching-learning transactions at classroom level. Some of the major focus areas of training include guiding principles of NCF 2005, how children learn, executive summaries of NCF related position papers, subject-specific content or learning difficulties, nature of classroom processes, activity-oriented methods, use of TLMs or learning kits, nature of learning assessment, performance tracking of teachers & trainers, quality management, etc. NCERT prepared fresh guidelines for in service teacher training under SSA in January 2007 in a document known as 'The Reflective Teacher', which has been shared with all States.

Majority of States provide follow-up to the training programs through regular visits to schools by the CRPs and BRPs to observe whether the training inputs are reflected in classroom practices, and to provide on-site support to teachers where needed. Moreover, Cluster-level meetings are organized usually on a monthly basis, as a platform for teachers to discuss emerging classroom issues and obtain additional training support and resources on a needs-basis.

States such as Gujarat, Maharashtra, Bihar, Kerala, Uttarakhand, Andaman & N Island, Daman & Diu, Himachal Pradesh, Andhra Pradesh, Madhya Pradesh, Chandigarh, Nagaland and Rajasthan have all used teacher training as a platform for addressing emerging issues in education, and enhancing learning outcomes in a focused and organized manner as part of large-scale learning enhancement programs.

f. Creating and sustaining teacher motivation

To create and sustain teacher motivation, SSA has promoted various measures including provision for their regular exposure to innovative pedagogical approaches, teaching learning materials and good practices through annual in-service teacher training and monthly reflective meetings. An annual grant of Rs. 500 per teacher is available under SSA for enabling them to develop & use contextual teaching learning materials, scope for action research to enable teachers study various issues related to their teaching learning processes, etc. Such provisions have enabled teachers to enhance their professional skills and knowledge in education. States have also designed various innovative schemes to document, appreciate and share good practices of teachers through awards, reports and audio-visual aids. Good practices of many teachers have reached educational functionaries across the nation and have motivated their peers. Good works of teachers in EGS/ AIE centers in different states, active schools of **Maharashtra**, ABL & ALM programmes of **Tamilnadu**, Kunjapuri pedagogy of **Uttarakhand**, Language pedagogy of **Kerala**, Reading programmes of **Uttarakhand**, **Himachal**, **Mathura**, etc. have motivated many of their peers in different lands. Also good books on education depicting innovative approaches of teachers in different parts of the world have found wide circulation in different states.

To identify, understand and enhance teacher performance, Ministry in collaboration with UNICEF has catalyzed an initiative named Advancement of Educational Performance through Teacher Support (ADEPTS) to promote development and use of performance indicators for teachers and trainers. In 2011-12, 31 states have identified performance indicators for their teachers and trainers, and about 13 States have begun tracking the performance levels of teachers and trainers against these indicators. Some of these good practices are seen in Gujarat, West Bengal, Madhya Pradesh, Assam, Orissa, Chhattisgarh, Andhra Pradesh and Uttarakhand.

g. Revitalizing supervision system for quality elementary education

About 6,676 **Block Resource Centers** (BRCs) and 74,524 **Cluster Resource Centers** (CRCs) have been set up to provide decentralized academic support and supervision to teachers and schools. Block Resource Centres are venues for training of teachers. Trainings are also held at Cluster Resource Centres, for facilitating peer learning and interaction amongst teachers. There are subject - specific resource persons at BRC/CRC level, who often travel to schools to observe classroom transactions and provide

feedback and on-site training to teachers, on pedagogic and content related issues. BRCs/CRCs are also involved in academic monitoring, supervision of schools, classroom observations, and development of resource materials for teachers and need-based teaching learning materials for students. BRPs and CRPs have played an active role in contributing to quality improvement programs in States like **Tamil Nadu, Chhattisgarh, Karnataka, Kerala, Uttarakhand, Himachal Pradesh and Gujarat.**

Moreover, many States have set up State, District, Block and Cluster Level **Resource Groups** in order to work in conjunction with SCERTs, DIETs & BRCs in guiding a comprehensive gamut of quality improvement measures, by bringing in technical resource networks outside the government system, including talent also in the teacher community, as well as to enrich efforts at systematic reforms and changes at decentralized levels for improved teacher and school performance. This has helped producing better textbooks, teaching learning materials and training modules. State level academic resource groups have been set up in 31 States, for developing a vision and perspective regarding pedagogy, textual materials, teachers training etc. and making classroom transactions more activity based. In addition, 29 States have set up Resource Groups at the District level, 26 States at the Block level, and 26 States at the Cluster level to assist in the above activities as well as to help track the progress and impact of quality interventions under SSA. Some examples of States that have been able to mobilize vibrant Resource Groups include **Andhra Pradesh, Tamil Nadu, Kerala, Assam, Orissa, Chhattisgarh, Jammu & Kashmir, Madhya Pradesh, Uttar Pradesh, Rajasthan, Gujarat, Himachal Pradesh, Uttarakhand, Bihar, and West Bengal.**

h. Re-organization of curriculum to imbibe local needs and incorporating the concerns of NCF 2005

Each State has been urged to renew its own State curriculum in light of NCF 05 by bringing in changes in the curriculum content, teaching learning material, teaching methods and assessment systems.

Kerala, Orissa, Bihar, and Chhattisgarh are some examples of States who have developed their own State specific curriculum document after wide-scale discussions of NCF 2005 at different levels in the State. For example, **Kerala** constituted 14 Subject-wise Focus Groups for developing various position papers. Based on these, a draft curriculum document was prepared, which was discussed extensively at School, Panchayat, District and State levels. More than 50,000 people participated in these discussions. The new Kerala Curriculum Framework 2007 was designed on the basis of social constructivism and critical pedagogy, and has been accompanied by efforts for ensuring activity-based, experiential classrooms, and making assessment continuous and comprehensive through children's profiles. Similarly, **Chhattisgarh** organized number of envisioning workshops on NCF 05 with the support of NCERT Resource Persons, and invited stakeholders like teachers, teacher educators, community members, subject-experts, educationists, NGOs to participate and give their views while framing the state curriculum. Both a State level curriculum and District level curriculum documents were prepared.

i. Development of competency-based contextual teaching-learning materials

Free textbooks are distributed every year to over nine crore children, including girls and children from special focus groups like scheduled castes and scheduled tribes. SSA

guidelines have been amended to include *all* children under this provisioning, of course not duplicating States' own efforts in this direction. In 2011-12, it has been planned to provide free textbooks to 9.94 crore children across the country, out of which 9.63 crore (97%) have already been supplied up to March 2012.

Sarva Shiksha Abhiyan also provides for grants to schools @ Rs. 5000/- per annum for primary schools and @ Rs. 7000/- per annum for upper primary schools. Grants are also provided to teachers @ Rs. 500/- per annum for developing local context specific, teaching learning materials that have the potential to improve pedagogical processes in the classroom. In 2011-12, it has been targeted that more than 44.19 lakh teachers would receive TLM grant (out of which 95% has already been achieved up to March end 2012).33 States/UTs have indicated that 85-100% of schools in their state are using teaching-learning material other than textbooks. A wide range of teaching learning materials (TLMs) has been developed under SSA. At the Primary level the most common materials being used are workbooks or worksheets, story books or booklets, Activity Based Learning cards or reading cards, maths or science kits, Computer Aided Learning materials, TLMs made from locally available materials, charts and maps, Teacher Handbooks/ Reference books, radio programmes, monthly magazines, and multilingual material for tribal children. At the Upper Primary level, the most commonly used material other than textbooks are Computer Aided Learning materials, Maths & Science kits, labs or clubs, supplementary reading materials, workbooks, charts and maps, low-cost TLM developed by teachers, teacher reference books, Social Science labs, EDUSAT and radio programmes. States which have strongly promoted such teaching learning materials include **Tamil Nadu, Kerala, Andhra Pradesh, Orissa, Chhattisgarh, Uttarakhand, Delhi, Himachal Pradesh,** and **Assam.**

Improving teaching learning processes to make them child-centered, activity-based, mastery learning oriented

SSA advocates a shift from a teacher-centered classroom to an active classroom that promotes maximum opportunity time for active student participation and learning. States have undertaken various initiatives to promote such changes in classroom processes. Since 2008-09, till date in 2011-12 about 17 States have launched programs that focus specifically on **promoting activity-based learning** at the primary level (including Andaman & Nicobar, Assam Chandigarh, Delhi, Gujarat, Jammu & Kashmir, Kerala, Madhya Pradesh, Maharashtra, Puducherry, Rajasthan, Tamil Nadu, and Uttarkhand). 4 states have implemented such programs at the upper primary level (Chhattisgarh, Madhya Pradesh, Puducherry and Uttarakhand).

In 2010-11, the planning and appraisal processes related to quality related interventions focused on pedagogical processes in schools in a detailed manner. By analysing learning related issues, all inputs and processes were designed to address the emerging issues and improve the nature of classroom processes.

k. Introduction of formative evaluation and grading system to make it stress free for children

Various states have been making efforts to move towards continuous and comprehensive mode of assessment under SSA, so that assessment does not remain stressful or threatening to children. So far, approximately 23 States have initiated efforts towards

changing the approach to assessment in their State, towards more comprehensive and continuous assessment in their schools.

Some **examples** of States that have focused on bringing changes in their approach to assessment include **Kerala, Andhra Pradesh, Uttarakhand**, and **Tamil Nadu's** ABL self-learning assessment. Examples of the types of activities States have implemented towards CCE include changing the typology of question papers to assess abilities like students' own creative thinking and knowledge construction (Kerala), introducing a competency ladder or conducting competency-based assessment (Tamil-Nadu), integrating assessment with on-going class room activities, using progress charts to record the progress of each student against certain learning indicators, and using a variety of assessment methods such as project work, home assignments, experiments, co-curricular activities, etc.

NCERT has developed 5 different **source books** on learning assessment for different subject areas after piloting it in 10 States. These documents are expected to shift assessment methods at primary level towards the quality and extent of a child's learning, construction of knowledge and his/her interest and attitude towards learning as manifested in different activities. Various states are in the process of rolling out these NCERT Sourcebooks for promoting changes in the assessment systems in the State.

NCERT has also developed a set of **measurable and verifiable learning indicators** that can be used to assess students' learning levels for Class III, V and VIII. These focus on observable indicators of not only cognitive development but also aspects like reasoning skills, discussion, cooperation, sensitivity to others, concern for equity and justice, etc. States have been encouraged to develop their own set of learning indicators along these lines based on their own State curriculum.

Additionally, to enhance the understanding of faculty from NCERT, SCERTs and selected states on approaches to assessment, the Technical Cooperation Fund (TCF) has been set up under SSA to expose them to good practices and resources from different countries. This is expected to influence the approach to learning assessment at elementary level.

1. Reduction of curriculum load

SSA in the light of the Yashpal Committee report and the NCF 2005 has always emphasized on reduction of curricular load. Presently it is in the process of discussing with States regarding how to cater to basic principles underlying child's learning processes and role of teacher in this while designing own curriculum, syllabus, textbooks and other teaching learning materials and take care of the curricular load. States have been helped to identify their varied approaches to the above areas and design cohesive and synchronized quality improvement plans that do not increase the curricular load on child because of different thinking and approaches to pedagogical renewal at different levels without sticking to the basic beliefs and assumptions about child – centered pedagogy. This is expected to bring in more of convergence, collaboration and synchronized pedagogical thinking at different levels while undertaking various pedagogical activities.

m. Introducing participatory management of elementary education with community support

States have taken various steps towards involving community members in improving the quality of education at the elementary level. Community members are encouraged to check the academic progress of children's through monitoring and supervision of classroom processes, sharing of report cards, use of TLM, filling of Quality Monitoring Tools, organizing various competitions for improving children's skills, identifying the lower-achieving students and organizing remedial classes, etc. For example, States like Andhra Pradesh, Assam, Chhattisgarh, Karnataka, Kerala, Nagaland, Uttarakhand have developed various strategies to engage the community members to contribute to school development and quality improvement under SSA.

II. Capacity building and academic support.

Capacity building of states, to address quality issues in EE, is also a regular feature under SSA. Technical and academic support is available to States, through NCERT, IGNOU and the technical support group [TSG] for SSA at the National level. States are encouraged to tap non-governmental sectors as well for professional inputs, whenever and wherever suitable through resource groups or contractual mechanisms.

a) NCERT

The National Council of Educational Research and Training has developed the National Curriculum Framework [NCF] 2005, which proposes a complete change in the paradigm of school pedagogy. NCERT has also undertaken a rigorous process of syllabus drafting and textbook writing to incorporate a more constructivist approach to learning. It is now working to take the exercise of curriculum framing, syllabus, and textbook preparation to the State level (as at elementary level of education the States determine their own curriculum, syllabus and text books) to give expression to local-specific, context-based elements. NCERT has also designed a series of Sourcebooks for pupil assessment at the primary level, and a set of in-service teacher training guidelines for SSA. NCERT has undertaken documentation of good practices under SSA and periodic pupil achievement surveys as well. NCERT is also undertaking monitoring of quality aspects of SSA through its Quality Monitoring Tools. As part of the quality enhancement agenda under SSA, NCERT has launched a reading programme for the early grades of the primary stage, as an exemplar for States to build their own programmes for strengthening children's' reading skills. It has also launched a programme for improving the teaching of Mathematics at Grades I & II.

b) Technical Support Group [TSG] for SSA.

TSG facilitates quarterly workshops for review of progress in implementation of quality related interventions under SSA and also for cross-State sharing of best practices. It compiles and maintains data on progress of all key quality indicators for cross-country comparisons, for use by the Ministry and also on the SSA website in the public domain. States with slow progress or those requiring technical support in designing quality related strategies are specially covered by assistance from pedagogy unit of TSG. The pedagogy unit of TSG also liaisons with NCERT and IGNOU to ensure targeted strategies under SSA for quality improvement. It assists in addressing key thematic areas through

workshops/seminars such as on (a) enhancement of basic literacy and numeracy skills at the early primary grades, (b) Reading enhancement programmes, (c) Multilingual education for States with substantial tribal population (d) Multi gradle, Multi level pedagogy, (e) Resource enhancement of teachers (f) Quality improvement at upper primary level, (f) Strategies for improving Science and Mathematics education, (g) Strategies for Improving Social Science education, etc. It has also promoted documentation of good practices under SSA. Further, it has promoted awareness and understanding of non-government efforts for quality education.

c) IGNOU

IGNOU is running a major programme for training of untrained teachers. Approximately one lakh teachers have been registered for certificate and diploma courses offered by IGNOU. These courses have approval of National Council for Teacher Education (NCTE), and are of help to the States in assisting untrained teachers acquire professional qualification in a time bound manner. The courses being offered by IGNOU are: CETE (Certificate in Elementary Teacher Education), DPE (Diploma in Primary Education) and CPT (Certificate in Primary Education). The Distance Education Programme under SSA [DEP-SSA], located in IGNOU, assists in capacity building of functionaries at State level and training of teachers in preparation of distance learning training materials in self learning print and audio/video form.

d) National Resource Group for Quality Education

A level National expert committee has been constituted under Task force on curriculum to deepen understanding on various quality issue.

e) National Sub-Missions on Learning Outcomes and Teachers Training

Under SSA, six Sub-Missions have been constituted at the National level to provide guidance and resource support in guiding SSA interventions, two of which relate specifically to quality interventions. One is the Sub-mission on 'Defiming Learning Outcomes and Assessment/Monitoring of Students' Achievement Levels', amd the second is the Sub-mission on "Teachers Training, Strengthening of academiic support to institutions and other aspects of quality improvement under SSA". Both of these held their third meeting in October 2009, which led to useful recommendations for strengthening these two areas under SSA.

f) Technical Co-operation Fund

The TC Fund has been set up in 2008 under SSA in collaboration with development partners namely the World Bank, DFID and EC. The Fund will support and facilitate strengthening of capacities at national level and at the State levels in the specific areas of (i) Learning Assessment Systems and (ii) Evaluation of Quality Initiatives. It will enable access to relevant national and international expertise to support effective capacity development, and provide expert guidance and facilitation for institutional or organizational development and strengthening.

g) Documentation and dissemination of good practices in quality education

Such documentation has been undertaken through NCERT and other resource persons, from time to time. The following interventions have been documented and shared with all States and UTs:

i) Quality Improvement Programme, Andhra Pradesh
ii) 3 Rs Guarantee Programme, Maharashtra
iii) Integrated Learning Improvement Programme, West Bengal.
iv) School Performance Monitoring, Uttaranchal.
v) Learning Achievement Tracking System, Orissa
vi) Home based Education Practices for Children With Special Needs in SSA
vii) NGO initiatives in inclusion: SSA experience
viii) Shiksha Sangam – Documentation of innovative interventions under SSA by IIM Ahmadabad

Other than these, NCERT has also documented the following state initiatives for quality improvement:

1. School Improvement Initiatives in Kolhapur, Maharashtra
2. Learning Guarantee Programme, Karnataka
3. Activity Based Learning, Tamil Nadu
4. DISHA Reach Indian Project, Delhi
5. Children's Language Improvement Programme, Andhra Pradesh
6. Early Childhood Care and Education : A community owned agenda – an alternative approach by MAYA (Movement for Alternatives and Youth Awareness), Karnataka

III. Monitoring and evaluation of quality related components under SSA, with focus on learning outcomes.

a) Monitoring of quality aspects of SSA is being undertaken by NCERT, with focus on a) students' attendance b) classroom processes c) BRC/CRC performance in providing academic support to teachers d) learning achievement etc.
b) The annual District Information System on Education (DISE) by NUEPA provides information on achievement levels of children at the exit classes of primary and upper primary stages.
c) Periodic pupil achievement surveys by NCERT are also conducted, at key grades of the elementary education cycle for national trends, interstate comparability and independent assessment.

NCERT has conducted the Round 1 Assessment Survey, Round II Assessment survey and proposes to conduct Round III survey in 2010 to study the status of improvement at three levels during the course of implementation of SSA. For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08. The impact of various quality interventions of SSA as revealed through Round I and Round II are outlined below, showing the National level picture:

Results of NCERT's Round I and Round II Surveys

Class	Language		Maths		EVS/ Science		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round II	Round II
Class III	63.12	67.84	58.25	61.89	-	-	-	-
Class V	58.87	60.31	46.51	48.46	50.30	52.19	-	-
Class VII	54.24	57.35	30.50	40.38	37.78	42.86	34.04	44.73
Class VIII	53.86	56.49	39.17	42.57	41.30	42.71	46.19	47.89

Source: NCERT's two rounds of surveys

*third round of survey is still going on

The results of these studies are expected to be factored in by States, to address systemic issues in elementary education, for quality improvement under SSA. NCERT will repeat national sample checks every three years to ascertain changes in achievement levels. Now the NCERT has also started IIIrd round of achievement for class V, the reflections are likely to be shared by NCERT by 2012. The NCERT has also been requested to enhance the capacity of the state functionaries to analyze the data to reap maximum advantage to further boost the learning improvement strategies.

d) States/UTs have on their own established, time tested systems for periodic assessment of student's learning at school level.

e) Other quality monitoring systems in SSA

- **Progress against key monthly indicators** and a more detailed quarterly progress report is obtained from States. These include several indicators on quality, namely distribution of free textbooks, coverage of teachers under annual in-service training and another 25 quality parameters in the quality reports which are more detailed. Financial progress under quality sub-heads is also tracked every quarter as well as annually.
- A computerized **Educational MIS system** gives annual school-based data. (Data for 2010-11 (Provisional) released by NUEPA). Educational Development Index has been developed & States are reviewed in terms of their EDI ranking. School wise cards have also been developed & can be seen at the web site of NUEPA at www.dpepmis.org. The DISE database includes several indicators reflecting quality, namely details on teacher deployments, qualifications, pupil learning outcome levels, repetition rates, completion rates, etc.
- **41 National Social Science Institutions** have been tagged to all States/UTs to make independent & regular field visits to monitor performance. 21 States/ UTs have been covered so far & review in respect of 14 States/UTs is under progress. Reports are available on website www.ssa.nic.in. The reports cover significant quality indicators i.e. timeliness of /availability of free textbooks; use of TLMs in classrooms, teacher presence, functioning of BRC/CRC; teacher training, etc.
- An independent **Joint Review Mission** reviews the progress of SSA twice a year, along with external funding agencies (14th JRM held in 18-28 July 2011 and 15th JRM in progress 16-30 January 2012). The 10th and 11th &12th JRMs have made focused observations on the need to improve quality and made recommendations

on quality aspects under SSA impacting the children centric class room practices, as has been enshrined in the NCF 2005.

- Secretary (SE&L) holds a **Review Conference of SSA Programme** with State Education Secretaries and SPD's/Director SCERT's twice a year. (Last meeting held in December 2011). The focus of such reviews is markedly on quality improvement, monitoring its progress, sharing good practices and strategizing for improvement in student outcomes.
- **National research studies/evaluations/feedback on quality aspects under SSA.**

The following research studies have been completed:

i) Study of Students' Attendance in primary and Upper Primary Schools

GOI has conducted an independent study on 'Students Attendance at Primary and Upper Primary levels' in the year 2006-07, in 20 States. This study also involved collection of data on teachers' presence in schools. The study was conducted by 12 independent agencies as per a detailed TOR (Terms of Reference) developed by MHRD, indicating a common methodology and tools. Students' and teachers' attendance in 300-400 schools per state was captured during three unannounced visits made to the sampled schools. Teachers' presence was assessed by head counting on the day of unannounced visits during the first period and last period of the school functioning.

According to the study, 19 % teachers in primary schools were not in the school on a routine working day. The teacher absence rate was found to be about 20% for upper primary teachers. This reflects an improvement of 5% in teacher attendance rates from 2004, when the teacher absence rate was found to be 25% according to a Harvard-World Bank Study. Students attendance rate was found to be 70.75% at the primary and 79.19 % at the upper primary stage.

ii) Study of Teachers' Absence in Primary & Upper Primary Schools

The study was conducted in the state of Andhra Pradesh, Madhya Pradesh, and Uttar Pradesh by covering 400 schools in each state. The study proposed to estimate teaching days lost due to teachers remaining absent from school and to ascertain the reasons for absence Besides studying teachers' attendance from school records for the academic session 2005-06, teachers' attendance were observed during two unannounced visits to schools at a gap of 3 to 4 weeks during the academic session. Effect of teachers' absence on students' attendance and achievement, grade repetition and dropping out from school were also studied. The study has estimated teaching days lost due to teachers remaining absent from school and ascertained the reasons for their absence. The results summarily indicate:

Teachers' absence percentage – average of two visits

Status	U.P.	M.P.	A.P.
% of teachers not present	**11.0**	**15.4**	**24.0**
On duty outside school	3.0	2.2	6.8
On leave	5.4	10.6	14.9
Absent without intimation	**2.6**	**2.6**	**2.3**

iii) Study of deployment and professional competence of para teachers

This study was conducted by NCAER to assess the performance and professional competence of para teachers and to find out how they are recruited, their service conditions, their training needs and the kind of support they require for functioning effectively. The study was conducted in 12 states. The study has shown that several States are recruiting teachers on contract through local bodies, at levels of remunerations that are generally lower than that of regular teachers. Para-teachers have been found to be generally deployed in rural areas. It has also been found that para teachers' tenure of service varies across states, from 11 months to 3 years. Some states do have promotional and career progression opportunities for para teachers (including regularization), while others do not have this policy in place. In terms of perception of head teachers, para teachers have been found to be effective in their work, though low levels of remuneration are a source of dissatisfaction amongst them. The study has been shared with states, with a request to reexamine the service conditions and training needs of para teachers.

iv) Time on task study for students

The study attempted to find out how students spend their time in school and specifically, how much time is spent on 'active learning' in classrooms. The average time spent by students on curricular, co curricular and other activities inside and outside the classroom were estimated. The study was conducted in 5 States (Assam, Haryana, Karnataka, Maharashtra, Orissa) with the help of SCERTs and DIETs. Activities of students and teachers were observed in classrooms for 5 to 6 days in each of the 100 sampled schools in each state. The classes that were observed included Grade II Language and Maths, Grade IV Language, Maths and EVS, and Grade VI Language, Maths, SST & Science. The study found that in the classrooms observed, 35% of teachers' time was spent on 'Lecturing/verbally explaining' and 'writing on blackboard/explaining'; and 45 – 50% of students' time was spent on 'listening and observing'. Moreover, 8 to 10% more time was spent on listening in Language class than in Maths class; while students' time spent on 'listening/ observing' increased from grade II to VI.

v) Study on effectiveness of Block Resource Centers and Cluster Resource Centers in providing academic support and supervision to elementary schools.

This study attempts to study how effective are the Block Resource Centres / Cluster Resource Centres, in discharging their designated roles and responsibilities for improving the academic performance in primary and upper primary schools and what needs to be done to make them effective in delivering the services expected of them. The study has been conducted in 14 states **(Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Madhya Pradesh, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal)**. In general, the level of job satisfaction among BRC/CRC staff, and the level of satisfaction of teachers with the support and training provided by BRCCs/ BRPs as reported by CRCCs, were found to be satisfactory. However the major problems reported were the infrequent visits by BRC personnel to schools/CRCs (in many states, a sizeable proportion of sample schools reported that BRCCs did not make even a single visit to their schools), and the difficulty in balancing administrative and academic tasks due to BRCs being overburdened with administrative work. Also the training received by BRCCs, BRPs and CRCCs appeared highly inadequate in terms of number and duration.

vi) National sample survey on Out of school children

A major sample survey was conducted in 2008-09 for assessing the number of out of school children in the country in the age group 6 to below 14. While Research, Evaluation & Studies unit of Technical Support Group of Educational Consultants India Ltd for Sarva Shiksha Abhiyan provided technical guidance and helped in selection of samples of villages and urban blocks and in estimation of the percentage and number of out-of-school children, the survey was actually conducted by Social & Rural Research Institute -IMRB International (SRI-IMRB) in all the states and Union territories covering rural and urban areas of 588 districts. Data were collected from a sample of 99,226 households in 3234 villages and 1856 urban blocks covering all the districts. The findings of the survey indicated that the country had about 19.1 crores children in the age group 6-13 (i.e. below 14 years), of whom 4.2% children were out of school, in 2005 this figure was 6.9%. Amongst the out of school children, 3% children had never attended school and 1.2% were dropouts. Among Boys 3.88% children were out of schools and among girls 4.6 % children were out of school.

Status and Processes for Teacher Recruitment under SSA

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr>
<td>1.</td>
<td>Andaman & Nikobar Island</td>
<td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>1992</td><td>32</td><td>2024</td><td>2034*</td><td>32</td><td>2064</td></tr>
<tr><td>UPS</td><td>1517</td><td>15</td><td>1532</td><td>1564*</td><td>15</td><td>1579</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>90</td><td>00</td><td>90</td></tr>
<tr><td>45</td><td>00</td><td>45</td></tr>
</table>
Source: AWP&B 2011-12, A & N Islands
*Including the teachers of Govt. aided, and ancillary teachers teaching at elementary level
Recruitment process is being carried out in a phased manner at regular intervals as per the subject specific requirement. Due to non availability of adequately qualified teachers, sometimes the recruitment process needs to be deferred.
</td>
<td>

Direct recruitment and Departmental promotions as per the norms specified by the NCTE.
Total 100 points are allotted for scoring. Those who secure top position in merit got appointed in the Department of Education.
Out of 100, 90 points are strictly as per the academic records/ performance of the candidate. Remaining 10 is awarded by the interview board on the basis on personal interview and aptitude test

</td>
<td>

The deployment of teachers is strictly as per the transfer guidelines. Deployment of lady teachers to the far south islands after Tsunami in 2004 has been suspended. (including steps to ensure that is it transparent, free from harassment)

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<tr>
<td>2.</td>
<td>Andhra Pradesh</td>
<td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>157415</td><td>11517</td><td>168932</td><td>149574</td><td>11509</td><td>161083</td></tr>
<tr><td>UPS</td><td>56188</td><td>26776</td><td>82964</td><td>48645</td><td>26776</td><td>75421</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>7841</td><td>8</td><td>7849</td></tr>
<tr><td>7543</td><td>0</td><td>7543</td></tr>
</table>
Source: AWP & B 2011-12, Andhra Pradesh
The vacancies worked out based on RTE 2009 norms and will be filled up based on sanction in the year 2011 - 12 and also based on rationalization.
</td>
<td>

Teachers are recruited in the state through District Selection Committees. A state level written test is conducted for the candidates having requisite qualification to appoint as teachers. A concealing is conducted at district level under the Chairmanship of the District Collector for posting of teachers in schools based on the merit list of written test.

</td>
<td>

A committee has been constituted under the Chairmanship of Director of School Education to prepare guidelines for deployment and rationalization of teachers. The committee has prepared the guidelines based on the norms stipulated in RTE Act. All the schools will be categorized as A, B, C, D based on the transport facilities available, allowances being provided etc., for the schools. As per the category points will be given to the teachers to effect transfers. Counselling will be conducted at district level in a transparent manner based on the points secured by the teachers.

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</table>

Sl.	State	Progress in recruitment & remaining vacancies (Dec 2010)	Recruitment Procedures	Steps for Rationalization
3.	Arunachal Pradesh	**Sanctioned Post / Working** PS: 3823 / 4284 / 8107 — 3823 / 4284 / 8107 UPS: 2840 / 1869 / 4709 — 2840 / 1869 / 4709 Total: 6663 / 6153 / 12816 — 6663 / 6153 / 12816 **Vacancies** Under State: 0 / 0 / 0 Under SSA: 0 / 0 / 0 Total: 0 / 0 / 0 Source: AWP&B 2011-12, Arunachal Pradesh	• State has very simple recruitment mechanism. The department first collects the vacancies caused due to death, retirement and resignation of teachers. Then process the file proposing the conduct of interview for the selection of particular category of teachers. Then the department brings out the Notification for the conduct of interview giving details of eligibility of applicants and number of vacant posts when it gets the approval from the competent authority. The Department conducts open competitive examination as per the issued notification. The examination invariably has the written test and interview (viva voce). After conducting written examination, the names of qualified candidates are listed out for viva-voce. The merit list is prepared after making sum of the obtained marks in both the tests.	• There is a high degree of migration from rural areas to urban. Since there is going to be a fixed tenure in a particular school, after that movement is inevitable. Once this comes into force the pressure of mechanism so rampant so far will automatically disappear.
4.	Assam	**Sanctioned Post / Working** PS: 84350 / 8450 / 92800 — 81554 / 0 / 81554 UPS: 48371 / 7193 / 55564 — 39675 / 0 / 39675 **Vacancies** By State: 2796 / 8696 Under SSA: 8450 / 7193 Total: 11246 / 15889 Source: AWP&B 2011-12, Assam • Matter is subjudice. Recruitment process will be initiated by July, 2011	• The SMC is empowered to fill up the vacancies as per norms vide Notification No AEE08/2011/78 dt 18th January, 2011.	• According to the Department of Elementary Education the process is going on at district level under the Chairmanship of Deputy Commissioner for the rationalization of teachers within 2011-12. Already 15 districts has submitted proposal to the DEE. • So far proposals for regularization from 15 districts have been received and a few proposals were submitted to Finance Department for concurrence. However, the Finance Department has advised the Elementary Department to defer it till the Assembly election is over.

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr>
<td>5.</td>
<td>Bihar</td>
<td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>154012</td><td>220558</td><td>374570</td><td>118643</td><td>165690</td><td>284333</td></tr>
<tr><td>UPS</td><td>36413</td><td>98246</td><td>134659</td><td>20861</td><td>26293</td><td>47154</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>35369</td><td>54868</td><td>90237</td></tr>
<tr><td>15552</td><td>71953</td><td>87505</td></tr>
</table>
Source: AWP&B 2011-12, Bihar

State reported that Govt. has taken initiatives to recruit 113000 teachers but due to high court litigation and election in the state it couldn't be filled up. But in the year 2011-12, up to September, the teacher recruitment will be completed.
Recruitment rule are revised by directorate of education and sent to the department of personal affaire, after clearance from personal departments it will put-up for consideration of state cabinet, may finalize by end of May 2011.
New recruitment rule will provide space for entry at both level ie PS & UPS.(earlier it was at PS level only.
Recruitment will be done by Panchayat only.
Teacher qualification will be according to RTE
State reported that the proposed selection process will be restricted to only for candidate with domicile of Bihar
State government will request to central government to relax RTE norms for next five years.
Bihar school examination board with support of SCERT-will conduct TET for PS and UPS teacher separately.
State is planning to conduct TET for qualified candidates as per RTE and as well as non-qualified teachers.

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<td>

Panchayat recruit teachers for primary schools in their respective panchayats.
Block Development Committee recruit teachers for upper primary schools.
Town panchayats and Municipal Corporation recruit teachers under their jurisdiction.

</td>
<td>

Appellate authority at the district level has been created to redressal of teachers' problem related to their recruitment.
Under RTI it is being considered to make forums of redressal at different level.

</td>
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</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td>6.</td><td>Chandigarh</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>1048</td><td>252</td><td>1300</td><td>974</td><td>81</td><td>1055</td></tr>
<tr><td>UPS</td><td>1299</td><td>635</td><td>1934</td><td>1186</td><td>454</td><td>1640</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>74</td><td>171</td><td>245</td></tr>
<tr><td>113</td><td>181</td><td>294</td></tr>
</table>
Source: AWP&B 2011-12, Chandigarh

Due recruitment drives in neighboring states
Teachers keep waiting for getting regular employment anywhere.
Mechanisms to ensure all vacancies are filled by August, 2011

</td><td>

In UT Chandigarh procedure for recruitment of teachers is done by inviting applications through open advertisement in local / regional newspapers / English as well as vernacular. After scrutiny of the application, the candidates will be screened through written test (objective type & multiple type choice questions.

</td><td>
The rationalization of posts is undertaken in the month of May every year by obtaining the following information from schools.

Working time-table (Class-wise including SSA, Consolidated allotment of period, subject-wise per week).
Sanctioned staff strength category-wise.
Actual enrolment class-wise/section-wise/subject-wise as on 1.5.2009 (45-50 students per section).
Staff statement including class IV.
List of male adjusted staff.
List of staff deputed to other school/office.
Requirement of additional staff with justification.
Summary statement.

</td></tr>
<tr><td>7.</td><td>Chhattisgarh</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>91199</td><td>29967</td><td>121166</td><td>70699</td><td>29574</td><td>100273</td></tr>
<tr><td>UPS</td><td>37590</td><td>27779</td><td>65369</td><td>28813</td><td>26861</td><td>55674</td></tr>
<tr><td>Total</td><td>128789</td><td>57746</td><td>186535</td><td>99512</td><td>56435</td><td>155947</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>20500</td><td>393</td><td>20893</td></tr>
<tr><td>8777</td><td>918</td><td>9705</td></tr>
<tr><td>29277</td><td>1311</td><td>30588</td></tr>
</table>
Source: AWP&B 2011-12, Chhattisgarh

Though state wishes to fill up all the vacant posts in schools and has advertised all the vacant posts but due to persisting problem of non availability of qualified persons specially in mathematics science and English subjects some posts are likely to remain vacant.
Some post also remain vacant due to LWE activities, even after

</td><td>

It is good to note that since 2009-10, State has created more intake capacity to provide pre service teachers training for primary and upper primary teachers. The capacity of D.Ed. training is 3700 and capacity of B.Ed. Training is 5200, i.e. a total of almost 8900 trained persons will be available for recruitment. Teacher's attrition rate is about 2.54%, so almost 5000 vacancy is likely to be created every year. Hence state will be able to appoint only trained teachers in future.

</td><td>

Postings will be done after the recruitment process is over by the month of June 2011.
Rationalization of teachers is done by each department separately under the chairmanship of CEO Jila Panchayat who is an IAS officer. Names of excess teachers are found out on the basis of Govt.'s declared policy on excess and then subject wise vacancies are listed and candidates, giving preference to disabled and ladies are asked to choose schools from the stated list and posted on their options.
Subject wise availability of teachers at upper primary is ensured only through the process mentioned above.

</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td>selection teachers do not join.
• State is planning to appoint local people with the help of community to ensure teachers availability in schools till the posts are filled.</td><td></td><td></td></tr>
<tr><td>8.</td><td>Dadra & Nagar Haveli</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>647</td><td>483</td><td>1130</td><td>647</td><td>248</td><td>895</td></tr>
<tr><td>UPS</td><td>211</td><td>318</td><td>529</td><td>211</td><td>118</td><td>329</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>0</td><td>235</td><td>235</td></tr>
<tr><td>0</td><td>200</td><td>200</td></tr>
</table>
Source: AWP&B 2011-12, Dadra and Nagar Haveli
• The recruitment of 198 teachers process are continue and it will be completed before starting academic year.
• UT has not revised RR as per NCTE norms for TET.</td><td>• The Union Territory follows the Centralized system of recruitment, which places weight age as per following criteria in the selection of candidates:
• Written Test - 75 Marks
• Oral Interview - 15 Marks
• Education Qualification - 10 Marks</td><td>• The Union Territory follows the policy and processes of rationalization of teachers.</td></tr>
<tr><td>9.</td><td>Daman & Diu</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>246</td><td>59</td><td>305</td><td>215</td><td>54</td><td>269</td></tr>
<tr><td>UPS</td><td>180</td><td>36</td><td>216</td><td>144</td><td>36</td><td>180</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>31</td><td>5</td><td>36</td></tr>
<tr><td>36</td><td>0</td><td>36</td></tr>
</table>
Source: AWP&B 2011-12, Daman & Diu.
• There is long administrative process of filling up regular post of teacher vacancies (file approval, advertisement, written test, group discussion & interview etc.)
• All vacancies will be filled up as earlier as possible at administrative level.</td><td>• Minimum educational qualification: SSC/ HSC for primary level & Graduation for Upper Primary level.
• Minimum professional qualification: PTC/D.Ed for primary level & B.Ed for Upper Primary level.</td><td>• There is no big issue or problem about deployment and rationalization of teachers
• There is a clear and transparent policy for recruitment and transfer of teachers.
• Appointment of teachers is on merit base and the teachers who are included in overset up according to teacher pupil ratio are transfer to nearer vacant post.</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td>10.</td><td>Delhi</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>28549</td><td>36</td><td>28585</td><td>24895</td><td>25</td><td>24920</td></tr>
<tr><td>UPS</td><td>21524</td><td>0</td><td>21524</td><td>17213</td><td>0</td><td>17213</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>3654</td><td>11</td><td>3665</td></tr>
<tr><td>4311</td><td>0</td><td>4311</td></tr>
</table>
Source: AWP&B 2010-11, Delhi
All the primary teachers are engaged on contract basis.14 teachers have resigned and these vacancies will be filled up by July, 2011. State would make all out efforts to fill up these posts through walk-in-interview.
</td><td>Requirement of additional teachers is assessed on the basis of enrolment/post fixation norms and resultant vacancies are calculated and accordingly the demand is sent to Delhi Subordinate Service Selection Board (DSSSB). However, short term vacancies are filled up by guest lecturers/contract basis teachers.</td><td>State has maintained data base for this purpose and using a software for deployment of teachers. Circulars have been issued for making transparency free from harassment. (including steps to ensure that is it transparent, free from harassment).</td></tr>
<tr><td>11.</td><td>Goa</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>2998</td><td>179</td><td>3177</td><td>2912</td><td>179</td><td>3091</td></tr>
<tr><td>UPS</td><td>3296</td><td>0</td><td>3296</td><td>2786</td><td>0</td><td>2786</td></tr>
<tr><td>Total</td><td>6294</td><td>179</td><td>6473</td><td>5698</td><td>179</td><td>5877</td></tr>
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<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>NIL</td><td>NIL</td><td>NIL</td></tr>
<tr><td>NIL</td><td>NIL</td><td>NIL</td></tr>
<tr><td>NIL</td><td>NIL</td><td>NIL</td></tr>
</table>
Source: AWP&B 2011-12, Goa

Good to note that there are no pending vacancies.
</td><td>As per CCS Rules.</td><td>This point is covered in the vision document of the state.(including steps to ensure that is it transparent, free from harassment).</td></tr>
<tr><td>12.</td><td>Gujarat</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>34015</td><td>0</td><td>34015</td><td>34015</td><td>0</td><td>34015</td></tr>
<tr><td>UPS</td><td>194077</td><td>15052</td><td>209129</td><td>194077</td><td>15052</td><td>209129</td></tr>
</table>
</td><td>Advertisement of recruitment of teachers through District Education committee.
Recruitment of teachers is on purely merit based.
Choice of school place (village) is according to merit.
An arrangement of special open camp</td><td>Gujarat was following seven year cycle of primary education till year 2009-10 but now due to commencement of RTE 2009. The state has started integrating standard VIII as Upper Primary Class in phased manner. 5000 Schools have already been upgraded with standard VIII in year 2010-11. 10000 Teachers</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
</table>
Source: AWP&B 2011-12, Gujarat

In Gujarat now a days there is no rigorous problem about the vacancies of teachers.
Round about 2.5 to 3 % teachers retired every year.
A regular recruitment of trained teachers (Vidya, Sahayak) takes place.
Deployments of teachers take place where it is required.
16000 teachers have been recruited in current academic years in which 10000 teachers are TGT (Trained Graduate Teachers).

</td>
<td>for selection of schools according to merits of teachers in presence of DPC, Chairman of District Education committee and representative of Director Primary.

The state government has decided to employee the 50% teachers having background in science subject during the current year.

</td>
<td>also were appointed accordingly at upper primary level. In year 2011-12, new 6500 schools would be upgraded and 13320 teachers also would be appointed. Remaining schools across the state would be upgraded in year 2012-13 after rationalization.

Since the state is integrating standard 8 in U. Pry. schools, secondary schools also are affected. Student strength of secondary schools gets decreased as a consequence of up gradation of upper primary schools. Accordingly, numbers of teachers required in secondary schools also are reduced. Teachers already in place in secondary schools at present would be surplus. Considering this consequences, the strategy is being worked out to accommodate surplus teachers of secondary schools into upper primary schools.
The Sec. school teachers are recruited as subject teachers so 'which subject teacher should be considered as surplus' also is an issue at secondary school level. Because the general norm of surplus is like 'junior most teacher would be considered as surplus'. The junior most may not be accommodated in elementary school due to subject other than Maths, Science, and English. These are the issues involved in rationalization. Secondly, majority of the secondary schools in the state are grant-in-aid schools so they are functioning by private management bodies. Therefore the accommodation exercise would have

</td>
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</table>

<table>
<tr><td></td><td></td><td></td><td></td><td>to be done, in coordination with secondary school management committees. Presently, this exercise has been started at secondary school level.</td></tr>
<tr><td>13.</td><td>Haryana</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>35944</td><td>7048</td><td>42992</td><td>28300</td><td>6980</td><td>35280</td></tr>
<tr><td>UPS</td><td>42321</td><td>3676</td><td>45997</td><td>30469</td><td>3676</td><td>34145</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th><th rowspan="2">Trained Guest Faculty</th><th rowspan="2">Net Vacancy</th></tr>
<tr><th>By state</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>7644</td><td>68</td><td>7112</td><td>6410</td><td>1302</td></tr>
<tr><td>11852</td><td>0</td><td>11852</td><td>6516</td><td>5336</td></tr>
</table>
Source: AWP&B 2011-12, Haryana

The Vacancy of the teacher in the state has come down, as the state has recruited about 8325 JBT teachers, 1983 PTIs, 1995 masters including Math's, science etc. In addition, the guest faculty is also in position at primary and upper primary schools. All these guest teachers are qualified trained teachers. These guest teachers have been made contractual w.e.f. 1.4.2009 on a consolidated monthly salary of Rs. 13,000/-, Rs.11, 000/- and Rs. 10,000/- (Lecturers, Masters & JBT Teachers respectively).
The recruitment process is detailed and transparent. The HSSC is agency to recruit teachers as per the recommendation of the education department. All vacancies will be filled by end of this academic session.

</td><td>• Haryana Staff Selection Commission recruits teachers as per the demand given by the education department.</td><td>• State is finalizing its policy for rationalization of teachers.</td></tr>
<tr><td>14.</td><td>Himachal Pradesh</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>27242</td><td>80</td><td>27322</td><td>26169</td><td>28</td><td>26197</td></tr>
<tr><td>UPS</td><td>19624</td><td>4119</td><td>23743</td><td>18245</td><td>3609</td><td>21854</td></tr>
</table>
</td><td>• It was reported that the recruitment of all category teachers is done by Subordinate Selection Commission. The primary teachers' requirement is as per the District Cadre, as the appointment is made by the District. At UPS level the appointment is done</td><td>• It was reported by the State team that rationalization for 11 districts has already been completed and for Shimla District the process is in the progress. The state policy is mainly based on the PTR norms. In addition it was also brought to the notice that the new</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>1041</td><td>52</td><td>1093</td></tr>
<tr><td>1379</td><td>510</td><td>1889</td></tr>
</table>
Source: AWP&B 2011-12, Himachal Pradesh

• The vacancies at the primary level are filled with the JBTs passed out from DIETs, which will be filled before the opening of the new session. At the UPS level the teachers are recruited through Staff selection commission, which have been already notified to staff SSC.</td><td>at the state level. The miscellaneous category of teachers like, language teachers, PETs, Drg. Teachers, Music teachers and craft teachers , although teach at the UPS level but the appointment is done as per the Distt. Cadre.</td><td>recruitment is essentially deputed in the Tribal and hard areas.</td></tr>
<tr><td>15.</td><td>Jammu & Kashmir</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>34199</td><td>20994</td><td>55193</td><td>30133</td><td>20144</td><td>50277</td></tr>
<tr><td>UPS</td><td>21525</td><td>20693</td><td>42218</td><td>15239</td><td>19595</td><td>34834</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>4066</td><td>850</td><td>4916</td></tr>
<tr><td>6196</td><td>1108</td><td>7304</td></tr>
</table>
Source: AWP&B 2011-12, J&K
• It is a matter of concern that there are still a large number of vacancies of 10352 teachers under State quota and 1948 teachers under SSA.
• Some far flung areas of J&K State remains snow bound and cutoff from rest of the State for months together the process of filling of vacancies in such areas is possible only after may 2011. The recruitment board of the State is conducting interview of the candidates for filling up of vacant posts of teacher.</td><td>The teachers recruited in the state broadly fall in two categories.
• Teachers selected through SSRB. These teachers are selected on the basis of district or divisional level merit and are highly qualified and in most of the cases professionally qualified. These are governed by Subordinate service rules and are entitled for all benefits as other Government employees.
• ReTs are engaged on the basis of village level merit: This category of teachers has lower acad. qualification and need professional trg. on priority. ReTs are engaged on the basis of village level. The ReTs working on an honorarium of Rs 1500 to Rs 2000/- become regular, general line teacher after completing five years of continuous satisfactory service.</td><td>• The State revives rationalization policy after periodical intervals, which corresponds to opening/up gradation of new schools, keeping in view the need of school where subject specific teachers have a definite role to play.</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td>16.</td><td>Jharkhand</td><td>
<table>
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<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>18522</td><td>44065</td><td>62587</td><td>14285</td><td>40911</td><td>55196</td></tr>
<tr><td>UPS</td><td>50345</td><td>50540</td><td>100885</td><td>33977</td><td>41430</td><td>75407</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>4237</td><td>3154</td><td>7391</td></tr>
<tr><td>16368</td><td>9110</td><td>25478</td></tr>
</table>
Source: AWP & B 2010-11, Jharkhand
</td><td>• State is making policies to recruit Teachers to meet RTE requirement, the vacancy has been sent to Jharkhand Lok sewa ayog for appointment of teachers and districts will rationalize the teacher position to reduce the number of single and double teacher school to zero.</td><td>• State has policy for deployment and rationalization of teachers in home block
Single Teacher School
• State has reported 11 percent schools at primary level and 2.4 percent schools at upper primary level are single teacher schools. The numbers of such schools are high in namely; Pashchimi Singhbhum 23%, Jamtara 18%, Sahibganj 17%, Palamu & Godda 16%, and Deoghar & Giridih 15% at primary level.</td></tr>
<tr><td>17.</td><td>Karnataka</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>31377</td><td>20006</td><td>51383</td><td>29954</td><td>17558</td><td>47512</td></tr>
<tr><td>UPS</td><td>149835</td><td>6513</td><td>156348</td><td>141959</td><td>5227</td><td>147186</td></tr>
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<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>1423</td><td>2448</td><td>3871</td></tr>
<tr><td>7876</td><td>1286</td><td>9162</td></tr>
</table>
Source: AWP&B 2010-11, Karnataka
• Vacancies of posts are due to retirement and also due to non recruitment of newly sanctioned posts from the past two years. Delay in recruitment was due to recent extension in retirement age from 58 to 60 in 2008-09, and thus the number of vacancies due to retirement was low, so the State decided not to recruit any new teachers in that year.
• The notification has already been issued for the recruitment of vacant posts and newly sanctioned posts to which 5000 new postings will be completed before March 2010 (including 931 SSA posts).
• In addition, 1400 TGT posts which were sanctioned in 2006-07, are no longer necessary because of saturation of Std. 8.
</td><td>• The state recruits teachers though Centralised Admission Cell which has been especially brought into existence to bring in transparency and quality in the recruitment process of teachers.
• District level competitive examinations are held and block level selection is provided and block level seniority is maintained for their service matters.
• The rank list of candidates for the selection of teachers post will be finalised based on the average marks obtained in PUC, DEd and Common Entrance Test examination.
• 50% posts reservation provided for female candidates and reservation policy is applicable as per the supreme court order
• A teacher once selected must work at least 5 years in the place where he is posted.</td><td>• State Government has implemented the Transfer Regulation Act under which it is been made mandatory to identify excess teachers and shortfall of teacher at the school level and redeploy the teachers through counseling process providing priority within block then to district and in rare cases where ever there is excess teachers after deployment within the district, will be sent to needy districts. This process is held during April and May of every year during which the schools remain closed and the process will be completed before the opening of schools in June.
Single Teacher School
• The overall % School with Single Teacher is decreased at Primary Level from 8.41 to 8.02. At Upper Primary states' shows no school having single teacher</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td>18.</td><td>Kerala</td><td>
<table>
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<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>58215</td><td>0</td><td>58215</td><td>58215</td><td>0</td><td>58215</td></tr>
<tr><td>UPS</td><td>69412</td><td>0</td><td>69412</td><td>69412</td><td>0</td><td>69412</td></tr>
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<table>
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<tr><td>0</td><td>0</td><td>0</td></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
</table>
Source: AWP&B 2011-12, Kerala

There are no vacancies now. Vacancies will be filled up as and when they occur.</td><td>• Kerala Public Service Commission is the Authority to recruit teachers at all level for Govt. Schools.
• Deputy Director of Education of each district is the authority for teacher deployment. The process followed here is fully transparent.
• In Kerala, appointment in upper primary schools is not done subject wise. The RTE is complied with pre-service primary teacher training. The minimum qualification for admission to primary teacher training institute is +2. The admission criteria is 50% of candidates is from +2 science subjects and 50% from Arts subjects.</td><td>• In Govt. schools applications for transfers are called for at the end of February every year.
• Teacher can apply on line and the transfers will be made on the basis of (a) seniority (b) compassionate grounds (c) service in difficult terrains (d) Malabar service, etc.
• As per the State policy subject specific teachers are ensured only from class 8 onwards. In Upper Primary classes there are special teachers for Hindi and optional languages such as Urdu, Arabic, Kannada, Tamil, Sanskrit, etc.</td></tr>
<tr><td>19.</td><td>Lakshadweep</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>State</th><th>SSA</th><th>Total</th><th>State</th><th>SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>356</td><td>12</td><td>368</td><td>332</td><td>12</td><td>344</td></tr>
<tr><td>UPS</td><td>285</td><td>20</td><td>305</td><td>269</td><td>20</td><td>289</td></tr>
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<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>State</th><th>SSA</th><th>Total</th></tr>
<tr><td>24</td><td>0</td><td>24</td></tr>
<tr><td>16</td><td>0</td><td>16</td></tr>
</table>
Source: AWP&B 2011-12, Lakshadweep

A few vacancies raised due to death/retirement/promotion will be filled up shortly. Employment notification has been published. All vacancies will be filled by May 2011. In order to avoid the suffering of school, Guest Teachers are appointed from among qualified hands as per the Recruitment rule.</td><td>• There is a well established system of Teacher recruitment in this UT. Plus Two with Teachers Training Certificates Course/TCH with 50% mark or Degree with B, Ed with 50% mark is the minimum eligibility condition prescribed for the post of Primary School Teacher. Teachers are deployed according to number of Division and student strength. 1:35 is the criteria of PTR. State follows a policy of filling up of vacancies before the re-opening of schools. Guest teachers are posted when ever vacancies could not be filled in time.</td><td>• Vacancy position is ascertained through the monthly returns submitted by the Headmasters from all islands. At the time of transfer/posting, this is taken care for the deployment and rationalization of teachers.</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td>20.</td><td>Madhya Pradesh</td><td>
<table>
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<tr><td>PS</td><td>151517</td><td>85210</td><td>236727</td><td>137890</td><td>52111</td><td>190001</td></tr>
<tr><td>UPS</td><td>35326</td><td>74218</td><td>109544</td><td>32912</td><td>42634</td><td>75546</td></tr>
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<table>
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<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>13627</td><td>33099</td><td>46726</td></tr>
<tr><td>2414</td><td>31584</td><td>33998</td></tr>
</table>
Source: AWP&B 2011-12, Madhya Pradesh
State has reported that recruitment policy is completed state rules released and Agency for TET is identified (Vyawsaik Pariksha Mandal MP)
</td><td>

Teacher recruitment under SSA in Madhya Pradesh is done for the following two categories for Government Elementary Schools:
Contract Teachers (Samvida Shikshak) Grade III – for primary schools
Contract Teachers (Samvida Shikshak) Grade II - for upper primary schools
The minimum qualification required for Contract Teachers Grade III is Higher Secondary (10+2) pass, whereas for Contract Teachers Grade II is Graduation. Weight-age is given to candidates having professional qualification like D.Ed. and B.Ed.

</td><td>

Rationalisation through counseling of teachers based on their options.
There are no single teacher schools and every upper primary school has the required subject teacher

</td></tr>
<tr><td>21.</td><td>Maharashtra</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
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<tr><td>PS</td><td>170224</td><td>39426</td><td>209650</td><td>167307</td><td>14940</td><td>182247</td></tr>
<tr><td>UPS</td><td>83613</td><td>1786</td><td>85399</td><td>82598</td><td>447</td><td>83045</td></tr>
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<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>2917</td><td>24486</td><td>27403</td></tr>
<tr><td>1015</td><td>1339</td><td>2354</td></tr>
</table>
Source: AWP&B 2011-12, Maharashtra
Orders are issued to Teachers on waiting list selected through CET. Letters wrote to state government for revision of teacher recruitment rule. All vacant posts of teachers and head teachers are filled by July 2011.
</td><td>
One Common Entrance Test (CET) at the state level will be conducted by Govt. Examination Council.
</td><td>
On line process may be used. Yet to be planned.
</td></tr>
<tr><td>22.</td><td>Manipur</td><td>
<table>
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<tr><td>PS</td><td>11623</td><td>1495</td><td>13118</td><td>11623</td><td>1135</td><td>12758</td></tr>
<tr><td>UPS</td><td>3968</td><td>100</td><td>4068</td><td>3968</td><td>100</td><td>4068</td></tr>
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</td><td>
The states have its own Policies and procedures for recruitment of teachers but it need to be modified/update according to new norms of NCTE.
</td><td>
Reorganisation and rationalization of teaching staff in the valleys has been completed. But for hill district almost 80% works have been completed in reorganizing and rationalization of
</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td>
<table>
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<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
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<tr><td>0</td><td>0</td><td>0</td></tr>
</table>
Source: AWP&B 2011-12, Manipur

Reasons for vacancies and plan of action to ensure all vacancies are filled by July 2011:- The vacancies will be filled up after the finalization of the School Mapping Exercise. Because the post are sanctioned only for the newly upgraded schools and EGS Centres.
Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength: SMDC (School Management Development Committee) in collaboration with the DPO, SPO and Department of Education(s) will ensure that the teacher vacancy in a school does not exceed 10% of sanctioned strength. The Department of Education(s) maintains the MGEL (Manipur Government Employees List) which can also be used as another mechanism to check the strength of teachers in Schools.

</td><td></td><td>teachers as there is some administrative shifting from Department of Education(s) to Autonomous District Council.</td></tr>
<tr><td>23.</td><td>Meghalaya</td><td>
<table>
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<tr><td>PS</td><td>8769</td><td>1148</td><td>9917</td><td>8769</td><td>1148</td><td>9917</td></tr>
<tr><td>UPS</td><td>3117</td><td>906</td><td>4023</td><td>3117</td><td>906</td><td>4023</td></tr>
<tr><td>Total</td><td>11886</td><td>2054</td><td>13940</td><td>11886</td><td>2054</td><td>13940</td></tr>
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<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>Nil</td><td>Nil</td><td>Nil</td></tr>
<tr><td>Nil</td><td>Nil</td><td>Nil</td></tr>
<tr><td>Nil</td><td>Nil</td><td>Nil</td></tr>
</table>
Source: AWP&B 2011-12, Meghalaya
</td><td>

The State has already holding the State Eligibility Test (SET) for selection of teachers, which looks at both subject knowledge as well as teaching aptitude and followed by interview as well. A state wide Eligibility test is conducted by the DERT to recruit the new teachers. The Minimum qualification required for appointment of Elementary Teacher for the State at present is 10 + 2 passed. The eligible candidates are required to sit for a written test comprising of two papers (1) English & General Awareness and (2) Science & Maths. The Successful candidates are then face personal interview. The

</td><td>

The State has planned to rationalize teachers a fresh after the notification of RTE Rules.
The state has a very comfortable PTR around 16, yet there are districts like RiBoi and East khasi hills, where there are schools having PTR>40. There are around 117 primary and 9 UPS (12%) single teacher schools. It was given to understand by the State team that the process of rationalisation is becoming very difficult on account of political pressures and unwillingness of the teachers to accept hard postings in difficult terrains. Attempts at rationalization and redeployment of teachers have been made, but with very

</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td></td><td>Panel of Successful candidates are announced based on the performance of the personal interview. In order to hold the test every year the panel of candidates, the period of validity of the test is made three years.</td><td>little success. The state being a multilingual state and multiple media of instruction it is not always possible to rationalize. Additional teacher appointment is the only option in such cases.</td></tr>
<tr><td>24.</td><td>Mizoram</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>SSA</th><th>Total</th><th>State</th><th>SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>5740</td><td>508</td><td>6248</td><td>5740</td><td>508</td><td>6248</td></tr>
<tr><td>UPS</td><td>4673</td><td>1454</td><td>6127</td><td>4673</td><td>1454</td><td>6127</td></tr>
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<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
</table>
Source: AWP&B 2011-12, Mizoram</td><td>• Teacher recruitment is done on need based. Written exam is followed by interviews and selection is done on merit based.</td><td>• The State does not have a policy as such, but due to RTE the state is now initiating for deployment and rationalization of teachers wherever possible.</td></tr>
<tr><td>25.</td><td>Nagaland</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>State</th><th>SSA</th><th>Total</th><th>State</th><th>SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>7419</td><td>1225</td><td>8644</td><td>7419</td><td>265</td><td>7684</td></tr>
<tr><td>UPS</td><td>4097</td><td>1332</td><td>5429</td><td>4097</td><td>186</td><td>4283</td></tr>
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<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>N.A.</td><td>960</td><td>960</td></tr>
<tr><td>N.A.</td><td>1146</td><td>1146</td></tr>
</table>
Source: AWP&B 2011-12, Nagaland
• The recruitment of teachers could not be done during 2010-11 because of pending court cases on quota system. However, it has been planned to complete all process of appointment within June, 2011.</td><td>• The notified State rules make a mention that the TET will be conducted as per the guidelines, but the plan lacks the specific guidelines to the recruitment process. The state has mentioned that NCTE norms of qualification will be applicable for the teachers and also there is a state policy of reservation for the backward tribes of the state.</td><td>• Rationalization is also a big issue in the State, although the state plan reflects that the rationalization will be completed till June 2011, but since the notified state rules also silent about the rationalization, in every likelihood, this claim of the state id difficult to be realized.
• The incidence of single teacher schools is on a higher side in the state. As per the EMIS, there are 148 PS and 100 UPS single teacher schools. Most of the UPS single teacher schools are those, which are upgraded last year and the recruitment of teachers could not be done.</td></tr>
<tr><td>26.</td><td>Orissa</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>State</th><th>SSA</th><th>Total</th><th>State</th><th>SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>96777</td><td>63556</td><td>160333</td><td>66690</td><td>58951</td><td>125641</td></tr>
<tr><td>UPS</td><td>43890</td><td>28821</td><td>72711</td><td>30239</td><td>26747</td><td>56986</td></tr>
<tr><td>Total</td><td>140667</td><td>92377</td><td>233044</td><td>96929</td><td>85698</td><td>182627</td></tr>
</table></td><td>• At present only about 10-15% of upper primary schools have Science and Maths graduates. The State has decided to recruit 10,000 teachers on Science & Math for Upper Primary</td><td>• Steps have been taken to rationalize teachers as per pupil-teacher ratio by the Collector-cum-Chairperson of SSA Committee of the district. The no. of post sanctioned up to 2008-09 as per PAB is</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>30087</td><td>4575</td><td>34662</td></tr>
<tr><td>13651</td><td>2074</td><td>15725</td></tr>
<tr><td>43738</td><td>6649</td><td>50387</td></tr>
</table>
Source: AWP&B 2011-12, Orissa

• Recruitment of Shiksha Sahayak is under process and it will be completed by 31st march, 2011 & the no of Single Teacher School will be reduced.
• After upgradation of UPS to Class-VIII one science based (BSC BED) is going to be engaged within 31st March, 2011.Otherwise there is no subject teacher in elementary level up to Class VII.</td><td>Schools in relation to RTE.

• Through in SSA additional teachers have been appointed for New Primary schools and New Project Upper Primary School it has been decided to upgrade 33% of UP Schools to Class-VIII. The required no. of additional teachers will be filled up as per regular process in the State, through appointment of Sikhya Sahayaks.</td><td>72811 and present requirement as per sanctioned strength is the process of rationalization could not be materialized due to instruction for Census work of Govt. of India.
Single teacher schools
• The State has reported 8739 single teacher schools. This is because teachers appointed in rural areas get themselves transferred to urban areas, making the schools single-teacher schools. This year, steps are being taken to rationalize the teachers. District magistrates and Collector have been empowered to rationalize the teachers so that the number of single teacher schools in the district will be reduced to minimum. This process will be completed by July 2010.</td></tr>
<tr><td>27.</td><td>Puducherry</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>1886</td><td>13</td><td>1899</td><td>1886</td><td>13</td><td>1899</td></tr>
<tr><td>UPS</td><td>1394</td><td>12</td><td>1406</td><td>1394</td><td>12</td><td>1406</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
<tr><td>61</td><td>0</td><td>61</td></tr>
</table>
Source: AWP&B 2011-12, Puducherry

• No vacancies.</td><td>• Only qualified and trained teachers are recruited by the state through Directorate of school education.
• The minimum qualification required for primary school teachers is higher secondary (10+2) pass with 2 years diploma in teacher education, whereas for trained graduate teacher is graduation along with B.Ed.
• Combined Eligibility Test (CET) is conducted by professional examination board for selection of teachers in which a maximum of 100 marks are prescribed for selection of teachers to assess their academic and professional qualifications, general ability, subject knowledge and their oral communication.</td><td>• In pursuance to the provision of section 25 of the RTE Act, the UT would require to recruit more teachers in Yanam district to meet the PTR norms. A transparent state policy for transfers has been constituted basing on the opinions collected from all the service association for the rationalization of teachers. But the state wise deployment of teachers cannot be possible in districts Yanam and Mahe due to different medium of instruction in these districts.</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td></td><td>• Final selection on merit basis i.e. marks obtained in academic qualification, employment seniority, written competitive examination and oral interview.
• After 3 years of contract period, performance of appointees is evaluated objectively by screening committee. One being found suitable on objective evaluation, the teachers are regularized in the regular pay scale as employees of PRIs and ULBS</td><td></td></tr>
<tr><td>28.</td><td>Punjab</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>49215</td><td>2692</td><td>51907</td><td>40236</td><td>2692</td><td>42928</td></tr>
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<table>
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<tr><td>8979</td><td>0</td><td>8979</td></tr>
<tr><td>6531</td><td>0</td><td>6531</td></tr>
</table>
Source: AWP&B 2011-12, Punjab
• After filling all the vacancies up to February 2011 end, almost all the posts have been filled.</td><td>• The State is following the norms of NCTE. It is recruiting the teachers after conducting their eligibility test. Those who have cleared the test, their counselling is done. Those who qualify (both ways) are allotted the stations.</td><td>• It has been reported by the state team that the process of rationalization has been completed and accordingly the imbalances on account of teacher deployment have been addressed.</td></tr>
<tr><td>29.</td><td>Rajasthan</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>82094</td><td>56092</td><td>139286</td><td>68158</td><td>55042</td><td>123200</td></tr>
<tr><td>UPS</td><td>94515</td><td>56940</td><td>151455</td><td>78595</td><td>39159</td><td>117734</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>13936</td><td>1050</td><td>14986</td></tr>
<tr><td>15920</td><td>17781</td><td>33701</td></tr>
</table>
Source: AWP&B 2011-12, Rajasthan
• The vacancies may be filled up during 2010-11 through state</td><td>• 70 % of teachers through promotions and 30 % in case of Upper Primary and 100 % Direct Recruitment for Primary through State level selection tests.</td><td>• The exercise of rationalization of teacher is a practice once in 3 to 4 years. Now it is proposed to take up during 2010-11
• Rationalization of teacher and as well as filling the vacancies of teacher through recruitment. Further para teacher will be positioned on a temporary basis till regular arrangement are made.
• Single teacher schools: 17779 single teacher schools and 7925 schools with PTR more than 40 still exist as per DISE</td></tr>
</table>

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td>wide selection test/ promotions.
• Selection test was already conducted in all the tests. The declaration of results stayed by Hon'able High Court over the dispute on D.Ed/ B.Ed Candidates is being taken up for every 2/3 years for posting Teacher is required placement.</td><td></td><td>2009-10.
• Although, the PTR of the primary and upper primary at the state level is comfortable, but still a good number of school are having more than 40:1 PTR (26% at primary level and 19% at upper primary level). the districts namely; Barmer, Jalor, Dhaulpur, Pratapgarh, Bikaner, Jodhpur, Jaisalmer, Karauli and Sirohi are reported more than 25 percent schools have adverse PTR i.e. (>40:1 PTR) at primary level. The state has one percent single teacher schools at primary level. In order to reduce the schools with adverse PTR schools the state should to the rationalization and remove the access teachers from the schools and put them in the deprived schools. All this could be done by the block and school level analysis using the DISE data.</td></tr>
<tr><td>30.</td><td>Sikkim</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>3942</td><td>122</td><td>4064</td><td>4527</td><td>118</td><td>4645</td></tr>
<tr><td>UPS</td><td>1576</td><td>249</td><td>1855</td><td>1856</td><td>279</td><td>2135</td></tr>
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<table>
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<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
<tr><td>0</td><td>0</td><td>0</td></tr>
</table>
Source: AWP&B 2011-12, Sikkim</td><td>• Directorate itself recruits all categories of teachers.
• The recruitment modalities of all three categories of teachers are same.
• The department first collects the vacancies caused due to death, retirement and resignation of teachers.
• Then process the file proposing the conduct of interview for the selection of particular category of teachers and roster finalization from Department of Personnel Administrative Planning, Reforms and Training (DOPART).
• Then the department brings out the</td><td>• At present there is no specific state policy regarding rationalization of teachers, or posting and transfer of teachers.
• Only notifications are provided till now.
• Only few schools are there where the number of teachers is greater than the required number.
• For these schools, the Department of HRD has already proposed the transfer of excess teachers, the government has approved and transfers have been issued.
• The state has planned to provide the teachers on the basis one teacher per class and section in the individual</td></tr>
</table>

Sl.	State	Progress in recruitment & remaining vacancies (Dec-2010)	Recruitment Procedures	Steps for Rationalization
			Notification for the conduct of interview giving details of eligibility of applicants and number of vacant posts when it gets the approval from the competent authority. • The Recruitment Cell of the Department conducts open competitive examination as per the issued notification. • The examination invariably has the written test and interview (viva voce). • After conducting written examination, the Recruitment Cell lists out the name of qualified candidates for viva-voce. • Normally the weightage of viva-voce is about 10 to 15% of total marks of competitive examination. • The merit list is prepared after making sum of the obtained marks in both the tests using roster and send to the DOPART to confirm the roster. • After the approval accorded from DOPART, the list is displayed in the notice board. • The posting is given to the teacher on the basis of requirement with the noting that the teacher cannot be eligible for applying transfer till s/he completes three years of continuous service in the first posting place. • It is also included in the appointment order that the teacher will remain in Probation till s/he completes two years of service.	school, irrespective of PTR. • For upper primary, the state has the policy of providing 3 (three) Social Studies Teachers which includes the teachers teaching Nepali and English language, 1 (one) Science Teacher and 1 (one) Mathematics Teacher. • The state can be said as rich in infrastructural facilities and teacher placement. • Every school has pucca building and minimum requirement of teachers. • The schools located in the remote villages and having less enrolment are running short of teachers if it is considered on the basis of ***'one class one teacher'*** but the highest school based PTR is 16:1. • However, the state is trying to provide full set of teachers in these schools as per sanctioned post by 2012 duly rationalizing existing teacher strengths. • The state has no any notification bifurcating sanctioned post for different categories of schools. • Till date, the state is placing the teachers on the basis of norms established by the government. • The state norm for the placement of teachers in different categories of schools is on the basis of ***'one class one teacher'***.

<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td>31.</td><td>Tamil Nadu</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
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<tr><td>PS</td><td>88459</td><td>3686</td><td>92145</td><td>82503</td><td>3686</td><td>86189</td></tr>
<tr><td>UPS</td><td>39939</td><td>22849</td><td>62788</td><td>35065</td><td>22849</td><td>57914</td></tr>
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<table>
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<tr><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>5956</td><td>0</td><td>5956</td></tr>
<tr><td>4874</td><td>0</td><td>4874</td></tr>
</table>
Source: AWP&B 2011-12, Tamil Nadu
The State informed that the vacancies are due to retirement and promotion. The existing vacancies are notified through Teachers Recruitment Board. The process of recruitment is going on, and all vacancies will be filled up before the commencement of the next academic year by June 2011. Mechanisms to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength are being ensured.
</td><td>Only qualified and trained teachers are recruited by the State through Teachers Recruitment Board.
Secondary Grade Teachers are posted for primary classes.
BT Assistants are posted for upper primary classes.
The State Government has decided to convert 2-teacher schools into 3-teacher schools in the current year (in accordance with RTE norms).</td><td>For rationalizing deployment of existing teachers as per PTR under RTE Act, the State Government has issued a G.O. (No. 231 dated 11.08.2010) directing the directorates of School education and Elementary education to undertake the task of rationalization of deployment of teachers.
The directorates of Elementary Education and School Education (Parent departments) have undertaken this exercise. Based on the enrolment of children in each school, the teacher posts are calculated and rationalization has been done. This has been done based on the RTE prescriptions on PTR in each school.</td></tr>
<tr><td>32.</td><td>Tripura</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td rowspan="2">15219</td><td>2802</td><td rowspan="2">21027</td><td rowspan="2">15219</td><td>2802</td><td rowspan="2">21027</td></tr>
<tr><td>UPS</td><td>3006</td><td>3006</td></tr>
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<table>
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<tr><td>Nil</td><td>Nil</td><td>Nil</td></tr>
<tr><td>Nil</td><td>Nil</td><td>Nil</td></tr>
</table>
Source: AWP&B 201-12, Tripura - No Vacancy
</td><td>The existing State procedures include floating open advertisement and conduct of interview as per State Govt. reservation policy.</td><td>Albeit there is no policy, rational norms are maintained while deploying teachers to relieve them of any sort of harassment.</td></tr>
<tr><td>33.</td><td>Uttar Pradesh</td><td>
<table>
<tr><th>Stage</th><th colspan="2">Sanctioned post</th><th>Total</th><th colspan="2">Working</th><th>Total</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th></th><th>By State</th><th>Under SSA</th><th></th></tr>
<tr><td>PS</td><td>261349</td><td>296477</td><td>557826</td><td>164275</td><td>179553</td><td>343828</td></tr>
<tr><td>UPS</td><td>55533</td><td>102467</td><td>158000</td><td>30438</td><td>68894</td><td>99332</td></tr>
</table>
</td><td>At present recruitment of the Astt. Teacher in Primary School is governed by the Uttar Pradesh Basic Teacher Service Rule 1981.
The vacancy of Upper Primary School (Head Teacher & Astt. Teachers) will be filled by Promotions.</td><td>In Uttar Pradesh there are approximately 1.05 lakh Govt. Parishadiya Primary Schools (Class I to Class V) and .5 lakh Upper Primary School (Class VI to VIII).
After completion of the BTC training of 2 years run by UP State Govt. candidates are eligible for appointment as regular</td></tr>
</table>

<table>
<tr><th>Sl</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th colspan="2">Vacancies</th><th>Total</th></tr>
<tr><th>By State</th><th>Under SSA</th><th></th></tr>
<tr><td>97074</td><td>116924</td><td>213998</td></tr>
<tr><td>25095</td><td>33573</td><td>58668</td></tr>
</table>
Source: AWP&B 2011-12, Uttar Pradesh

The capacity of BTC training in various DIETs are not sufficient. So, state Govt. has given permission to 87 private training colleges recognized by NCTE for conducting BTC training. Thus, a large number of teachers may be trained in future.
88000 special BTC teachers have been recruited by State Govt. in which 70625 teachers have been posted in primary schools.
22644 trainees of special BTC and BTC are under training in the DIETs.
Department has sent a proposal to government for recruitment of 80000 B.Ed candidates against State vacancies, which is under consideration.
In Uttar Pradesh, 172000 Para teachers are working in primary schools. Out of which 124000 graduates are going to be trained through distance mode by SCERT with the permission of NCTE. The government has to take decision to fill the vacancies by these Para teachers, whenever they will be trained.

</td><td></td><td>teacher.
Untrained teachers are not appointed in the regular cadre by the State. However, there are untrained teachers appointed on compassionate grounds in the regular cadre and they are trained in a phased manner.</td></tr>
<tr><td>34.</td><td>Uttarakhand</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>26532</td><td>5949</td><td>32481</td><td>22769</td><td>1917</td><td>24686</td></tr>
<tr><td>UPS</td><td>16140</td><td>4612</td><td>20752</td><td>13792</td><td>3302</td><td>17094</td></tr>
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<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>State</th><th>SSA</th><th>Total</th></tr>
<tr><td>3763</td><td>4032</td><td>7795</td></tr>
<tr><td>2348</td><td>1310</td><td>3658</td></tr>
</table>
Source: AWP&B 2011-12, Uttarakhand

Teachers at primary level were recruited through special BTC

</td><td>Graduates having BED or equivalent and regular BTC cater on.
The candidates are selected from the domicile of the district to follow the district cadre of the teachers. The teachers are recruited by the designated selection committee under the chairman ship of the DEO of district.</td><td>Sectional benefit to the teacher going to be superannuated.
New transparent transfer policy.
Other incentives.</td></tr>
</table>

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<table>
<tr><th>Sl.</th><th>State</th><th>Progress in recruitment & remaining vacancies (Dec-2010)</th><th>Recruitment Procedures</th><th>Steps for Rationalization</th></tr>
<tr><td></td><td></td><td>(B.Ed) till 2008.In 2008-09 onwards the process was stopped and regular BTC in all 13 DIETs and DRCs are undergoing two year training.
• Non availability of land and other disputes also hampered opening of new sanctioned schools under SSA.</td><td></td><td></td></tr>
<tr><td>35.</td><td>West Bengal</td><td>
<table>
<tr><th></th><th colspan="3">Sanctioned Post</th><th colspan="3">Working</th></tr>
<tr><th></th><th>By State</th><th>Under SSA</th><th>Total</th><th>By State</th><th>Under SSA</th><th>Total</th></tr>
<tr><td>PS</td><td>167143</td><td>82339</td><td>249482</td><td>165222</td><td>72752</td><td>237974</td></tr>
<tr><td>UPS</td><td>66288</td><td>100612</td><td>166900</td><td>64631</td><td>62852</td><td>127193</td></tr>
</table>
<table>
<tr><th colspan="3">Vacancies</th></tr>
<tr><th>By State</th><th>Under SSA*</th><th>Total</th></tr>
<tr><td>1921</td><td>9547</td><td>11508</td></tr>
<tr><td>1947</td><td>37340</td><td>39707</td></tr>
</table>
Source: AWP&B 2011-12, W.B.
*Including SSKs+MSKs
• The vacancies at P Schools could not be filled up since 2006 because of Court Cases, as the Primary Teachers Training Institutes in the state were not as per NCTE norms. Now court cases were disposed of and recruitment of more than 48000 primary Teachers have already been made. The PTR at Primary level is now almost at par with SSA – RTE norms.
• As the process of Recruitment is being continued till date, therefore, the vacancy as stated above both at State sector and SSA sector has been reduced.</td><td>• Policies – After enactment of the RTE Act 2009, the State has to abide by RTE SSA norms. Accordingly process has been initiated.
• Primary level - The Recruitment of teachers based on the local needs is done by the concerned DPSCs (Authorized body for Administration of Primary Education at District level). Open Advertisement are issued by them as per guideline of State Education Deptt. and recruitment, deployment, transfer of teachers are made.
• Upper Primary level - There is SSC Act. As per Act, the recruitment of teachers is done by West Bengal Central School Service Commission through Six Regional School Service Commission every year through open advertisement for all the schools of the State. However, on the basis of special needs, additional recruitment examination is also held.</td><td>• For Primary Schools DPSCs deploys teachers as per requirement of the Schools. At present SE Deptt. is considering modalities to ensure rationalization in the deployment of the teachers. A State level guideline is going to be issued early.
• For UP Schools, the post of teachers are sanctioned school wise. So, there is inbuilt transparent rationalization and deployment system.
• Moreover, after enactment of RTE Act steps have been taken for deployment of teachers as par RTE SSA norms.</td></tr>
</table>

Source: Appraisal Notes: 2011-12

Sl. No.	States /Uts	Status	Targets upto 31.03.2011	Teachers Sanctioned in AWP&B 2011-12	Total Teacher sanctioned so far	Recruitment upto 31.03.11	Recruitment during 2011-12	Recruitment so far	Progress in (%)	Balance
1	2	3	4	5	6 (4+5)	7	8	9 (7+8)	10	11 (6-9)
1	Andhra Pradesh	31.12.2011	41220	9370	50590	39821	26	39847	78.76	10743
2	Arunachal Pradesh	31.03.2010	6889	374	7263	5226	0	5226	71.95	2037
3	Assam	31.12.2011	28793	6081	34874	0	0	0	0.00	34874
4	Bihar	31.12.2011	318804	102837	421641	191983	0	191983	45.53	229658
5	Chhattisgarh	31.12.2011	70404	10264	80668	54985	0	54985	68.16	25683
6	Goa	31.12.2011	216	0	216	169	10	179	82.87	37
7	Gujarat	30.09.2011	20052	18320	38372	15052	11625	26677	69.52	11695
8	Haryana	31.12.2011	13911	163	14074	8936	197	9133	64.89	4941
9	Himachal Pradesh	31.12.2011	4279	1577	5856	3546	7	3553	60.67	2303
10	Jammu &Kashmir	30.06.2011	41687	1784	43471	39739	0	39739	91.41	3732
11	Jharkhand	31.12.2011	104051	180	104231	83486	562	84048	80.64	20183
12	Karnataka	31.12.2011	34363	15	34378	24278	0	24278	70.62	10100
13	Kerala	31.12.2011	8524	236	8760	0	0	0	0.00	8760
14	Madhya Pradesh	31.12.2011	180518	16793	197311	98287	0	98287	49.81	99024
15	Maharashtra	31.12.2011	50011	0	50011	15311	0	15311	30.62	34700
16	Manipur	31.12.2011	1930	1544	3474	0	0	0	0.00	3474
17	Meghalaya	30.09.2011	13985	0	13985	11977	2043	14020	100.25	-35
18	Mizoram	30.09.2011	3056	231	3287	1886	0	1886	57.38	1401
19	Nagaland	31.12.2011	3780	0	3780	590	0	590	15.61	3190
20	Orissa	30.06.2011	103200	0	103200	88442	0	88442	85.70	14758
21	Punjab	30.09.2011	17744	0	17744	9694	0	9694	54.63	8050
22	Rajasthan	31.12.2011	114132	0	114132	94201	0	94201	82.54	19931
23	Sikkim	30.06.2011	890	883	1773	185	0	185	10.43	1588
24	Tamil Nadu	31.12.2011	41772	7695	49467	29971	7695	37666	76.14	11801
25	Tripura	31.12.2011	8712	159	8871	5694	0	5694	64.19	3177
25	Uttar Pradesh	30.09.2011	440289	24571	464860	258924	0	258924	55.70	205936
27	Uttarakhand	31.12.2011	15358	811	16169	5998	0	5998	37.10	10171
28	West Bengal	31.12.2011	181088	15720	196808	110692	3644	114336	58.10	82472
29	Andaman Nicobar	31.12.2011	69	108	177	67	127	194	109.60	-17
30	Chandigarh	31.12.2011	897	493	1390	785	0	785	56.47	605

Sl. No.	States /Uts	Status	Targets upto 31.03.2011	Teachers Sanctioned in AWP&B 2011-12	Total Teacher sanctioned so far	Recruitment upto 31.03.11	Recruitment during 2011-12	Recruitment so far	Progress in (%)	Balance
31	D & Nagar Haveli	31.03.2011	916	114	1030	377	0	377	36.60	653
32	Daman Diu	30.09.2011	143	26	169	95	0	95	56.21	74
33	Delhi	30.09.2011	3040	4064	7104	36	0	36	0.51	7068
34	Lakshadweep	31.03.2011	58	60	118	32	4	36	30.51	82
35	Pondicherry	31.12.2011	169	0	169	36	0	36	21.30	133
	Total SSA		1874950	224473	2099423	1200501	25940	1226441	58.42	872982

(i) Source:- The data of teachers reconciled by MHRD with SPDs of States as on 1April 2008 and further target and recruitment are added. The reconciled data collected from Dir(KRM) duly approved by JS-II dated 12.06.08. The data has been there after updated after collecting quarterly reports from States

(ii) Only 25 States which have been highlighted have given the teachers recruitment details. Low performance states are Assam, Bihar, Chattisgarh, Jharkhand, MP, Maharashtra, UP and WB. Data is inconsistent in some States.

(iii) Teachers approved by PAB in 2011-12 are 224473. Balance teachers yet to be recruited are 872982

Note:- Regular/Contract Teachers sanctioned in supplementary (RTE) = 328110, Part time instructor sanctioned in supplementary (RTE) = 134216, Regular/Contract Teachers sanctioned in AWP&B 2010-11 = 130205 and Total Sanctioned for 2010-11 = 592531

20-days In-service Training

SSA places great emphasis on building the capacity of teachers for teaching and evaluation. For this purpose regular training programmes have been proposed and conducted under properly planned schemes. The Schemes provide for regular annual in-service training for up to 20 days per teacher. All trainings funded through SSA cover several pedagogical issues, including content and methodology, evaluation and the process of teaching-learning transactions at classroom level. For this purpose the States have started exploring several innovative ways of imparting training to teachers in order to empower them. The training processes include use of distance mode of learning, self-learning modules and educational technology. The teacher training mainly emphasizes child-centered pedagogies and activity based teaching-learning. In this direction the NCERT has prepared guidelines for in-service teacher training under SSA in 2007 called 'The Reflective Teacher'; which has been shared with all States.

Progress in In-service Training up to March 2012

The progress for 20-days in-service training up to 31st March 2012: has been that **against a target of 41,58,817 teachers, 34,43,999 teachers got the 20-days training reflecting 83% overall achievement.**

- **11 States** had the highest achievement of **100% against their proposed targets. These** included Arunachal Pradesh, Chandigarh, Gujarat, Himachal Pradesh, Lakshadweep, Madhya Pradesh, Maharashtra, Mizoram, Orissa, Puducherry and Rajasthan.
- **12 States achieved between 75 to 99% of their targets. These** included Andaman & N Island (89%), Andhra Pradesh (94%), Assam (82%), Bihar (84%), Chhattisgarh (89%), Dadra & Nagar Haveli (99%), Daman & Diu (92%), Haryana (77%), Kerala (98%), Tamil Nadu (90%), Uttarakhand (87%) and West Bengal (82%).
- **7 States achieved between 60 to 74% of their targets. These** included Delhi (72%), Goa (63%), Jammu & Kashmir (62%), Karnataka (70%), Meghalaya (70%), Punjab (68%) and Tripura (70%).
- **The remaining 5 States achieved between 40 to 60% of their targets. These** included Jharkhand (43%), Manipur (54%), Nagaland (50%), Sikkim (50%) and Uttar Pradesh (48%).

Nearly all States have tried to make training programme interesting for teachers by having the main focus on content specific training and development of pedagogic as well as evaluation skills. Some of the States have tried to make use of already developed **training modules** for use during in-service training programs. However, the States have been quite aware of the limitations of the instructional modules like too much direction oriented as well as not providing enough information on various pedagogic skills. That is why States like Andaman, Andhra Pradesh, Assam, Delhi, Goa, Himachal Pradesh, Karnataka and Kerala have tried to make training programme more participatory. Karnataka has prepared separate modules for trainees and resource persons so that the training process could be more goal-oriented and specific. The major **focus areas,** on which these modules have been developed, as reported by States, are as follows:

- Subject-specific content or subject-wise hard spots (20 states)

- Classroom processes and pedagogical improvement, specifically active learning methods (18 states)
- Training geared towards the Learning Enhancement Program (4 states)
- Development and use of TLMs (9 states)
- Continuous and comprehensive assessment (16 states)
- Inclusive education, including education of children with special needs, SC/ST, gender issues, tribal children (9 states)
- Data management (use of DISE, QMT) (1 state)
- ADEPTS performance indicators (3 states)
- Teacher attitudes and motivation (7 states)
- Training of HMs (3 states)
- Computer training (6 states)
- Other topics indicated include revised curriculum/ textbooks, NCF 2005, classroom management, life skills, value education or extracurricular activities, community participation, etc.

States have reported a variety of follow-up mechanisms to monitor the impact of the training programs. States like Andhra Pradesh have been trying with the idea of preparing Pedagogical monitoring persons, who visit schools on interval basis and observe classroom teaching learning process to assess impact of teacher training on improvement of learner's learning. Similarly the

Including:

- School visits and interaction with teachers
- Classroom observations
- Pre-test and post-test during training programme, evaluation sheets to test content knowledge and aptitude
- Orientation of school principals for conducting follow-up
- Peer-sharing during monthly cluster level meeting
- Monitoring through Quality Monitoring Tools and ADEPTS
- Exposure of child's learning through Community Participation.
- Baseline and Terminal Assessment for LEP
- Feedback forms during training
- Observation of training by Monitoring officers: Delhi,
- Videoconferencing
- Conducting Impact Studies

Some of the major issues that States have identified regarding the organisation and effectiveness of teacher training programs are as follows:

- States have reported that cascade model of training has not been successful as there has been transmission loss of training in cascade model. The experience of States has hinted that the training of teachers should be organized at Cluster level so that the teachers may not feel distance as a factor of inconvenience to attend any training program.
- Twenty-days training at-one-stretch has not been appreciated as this has created problems for the school administrators and for teachers as well. Many States have

been experimenting with the idea of breaking the teacher training in smaller number of days with different inputs. But the total number of training days will not exceed 20.

- The training programme has been demotivating in many cases. The reasons for this have been repetitive nature of training, being given during the vacations or holidays (Saturdays or Sundays), being too much directional taking teachers as non-adults, withdrawal of teachers from the school for many days, Head teachers reluctant to send the teacher for training etc. Teachers have come up with the thinking that the training program should be need based and issue based and in content specified groups of Teachers
- Availability and quality of resource persons has been a major problem with the States. Many States have been trying to develop the pool of resource persons from institutes like CBSE, NCERT and other educational institutions etc. TSG has encouraged States to put together a State Resource Group that comprises active, locally available members from universities, SCERTs, DIETs or training colleges etc.
- In most States the State Office has reported that teachers, head teachers, community and students have not felt motivated to send teachers away from school for the 20-day training. States need to consider ways of managing this expectation by ensuring that there are Cluster Development plans to take place so that different schools and there teachers attend specific trainings to teach with ABL method, which can then be shared at the local level; ensuring that teachers are prepared with class plans in each subject in which more than the usual number of children can be engaged in learning at a time, such that the impact of the absence of a teacher is felt a little less, assuring the stakeholders that the inputs received will lead to more learning in the future such that these exercises are not seen as a waste of time.
- States need to shift the design of teacher training: such as cascade, demo, lecture and off-site training to need based and issue based at cluster level and school level with onsite support to the teacher. Training to the teachers should be imparted in specific groups of teachers having same hard points and content problem.
- CRC level meetings should be duly planned and the points of contents for discussion should be circulated by taking a stock of content of hardship to the different group of teachers.
- Most of the states are not in a position to conduct residential trainings of teachers as they have no residential training centres in their district, Block and cluster levels.

Details about 20-Days In-service Training in 2011-12

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
1	A & N Island	• Content enrichment • Methodology • Activity based teaching/ learning • CCE • RTE • Disaster preparedness • Life Skill Development	• All the teachers training programme were organised at Block Level. • Main approach of the training programme was participatory. • Group discussions, presentation of the Modular approach of teaching, presentation by the participating teachers etc. were the methods adopted for in-service teachers trg. under SSA during 2009-10.	• SMC Reviews • Constitution of Monitoring teams for follow-up programmes. • School visits and interaction with teachers.	• No Issue
2	Andhra Pradesh	• Department worked out and provide clarity on the expected professionalism & professional perspectives for teachers & other functionaries. • Conducted periodical teacher & other functionaries' appraisal for the benefit of the schools / children. • Demonstration of children performance before SMC and Parents - Capacity building of teachers and SMC members on this agenda.	Following are the processes/ methodologies: • Demonstrations • Module reading and reflection • Brainstorming • Experiential Learning • Group Activities and presentations • Presentations from Experts	• Focus on development of Strong Cadre of Trainers and their Resource Enhancement in collaboration with National Level Institutions and Individuals. • Providing quality training modules focusing on hands on training, scope for discussions, sharing the experiences. • Conduct of Vignan Mela, Maths Mela and exposure to teachers and treating it as training.	• Quality of Resource Persons / Trainers for improved teacher training. • Challenge of appropriate residential accommodation to undertake trainings. • Difficulty in conducting of training during summer vacation because of hot summer, lack of water facilities, power cuts etc. • Inadequacy of budget provided to the teachers. No provision for Dearness Allowance. • The focus is on face to face training and little focus on field based experiential kind of trainings.

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
3	Arunachal Pradesh	• Ensuring life relevant education of satisfactory quality. • Ensuring imparting education in inclusive setup. • Impart education in equitable manner. • Impart education to all children without any discrimination. • Ensuring imparting education in participatory child centric method.	• Impact of training – out come indicator of training programme would be identified by organizing workshop with all stake holders (SIE, DIETS, and IGNOU & SSA functionaries). • Interaction in between resource persons and teacher participants. • Sharing of views of teachers to overcome hurdles. • Group discussion. • Preparation of effective teaching plan. • Identification of problems, issues and bottlenecks in education. • Inviting suggestions, proposals from teachers to overcome hard areas.	• CRC level meetings. • Pedagogical monitoring persons visit schools on interval basis and observe classroom teaching learning process to assess impact of teacher training on improvement of learner's learning. • The pedagogical observers submit their observations on feedback paper, which are examined at different level for taking up adequate remedial measures.	• Less RPs. • Below desired level impact of teacher training compared to the extent of training programme. • Withdrawal of teachers for training purpose creates problem in day-to-day school functioning. • Head teachers are found reluctant/helpless to release teachers for attending training programme. • Experience of teacher training programme is not reaching to classroom at the desired level. • Some teachers take the matter as relief of bearing burden of school duty. • Organizing training programmes becomes difficult and sometimes impossible as per target due to engagement of school in other academic affairs.
4	Assam	• NCF-2005, approaches for teaching Science and Mathematics • Activity based teaching-learning process.	• The methodologies – Activity Base Methodology have been included in the curriculum of Pre-service teacher training as well as in-service training.	• Monitoring tools specially designed on ADEPTs indicators will be followed for feedback analysis at BACG and DACG meeting.	• Reluctance on the part of the teachers to implement training, because of demotivation • Teachers are engaged in

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		• TLM preparation • CCE • Project and field work	• All the teachers are exposed to the practice of Activity base learning through worksheets. Teachers also be trained on Revised Curriculum.	• Changes in the impact of monitoring will be reflected assessed indicators • Compliance to RTE norms through School Plans through regular supervision through Resource Groups	supplementary incomes and jobs, even though administrative work within the job has been minimized. • Promotion system is limited and leads to demotivation, for example, even with requisite qualifications, the teacher cannot become an administrator.
5	Bihar	• Remedial Teaching • Bodhi Samvad (Bhag-I) • Bodhi Samvad (Bhag-II) • Subject specific trainings and UJALA • Module for science training (Bodhi Bhaskar). • Yoga Training	• One good teacher/trainer from each district was participated in the trail workshop. These teachers along with master trainer formed 13 groups of three each. The training schedule was prepared at the State level and 13 groups sent to 13 districts to train master trainers consisting of 45 teacher trainer in each district. In round two 13 trainer group moved to 13 more districts and by third round of training all districts have pool of 45 teacher trainers. • 45 trainers in a district formed 15 groups and imparted training to teachers in 15 batches of 40 teachers in one round. Depending upon the target the district the round of training was decided. • Second methodology the State	• **Identification of participants:** State has designed a mechanism by which no teacher can get more than 20 days of training. This will help system in two ways, 1. Release the pressure by which one teacher gets training from all components and virtually he stays at the site of training itself, and 2. Satisfy the RTE by which minimum no. of teaching hours by a teacher can be ensured. • **Design of Training:** State will provide options to districts about different need based training. Details about the training modules have been given in a table above. • **Teacher Educators:** State has already taken an initiative by	• Assessment of need of the teachers becomes difficult. • Lack of infrastructure to provide large number of training (from all components). • No integration within components, this make difficult to follow cafeteria approach to the training. • Training inputs are not translated into classroom transaction. • Lack of training of BRPs and CRCCs on new methodology, which makes difficult in tracking of training inputs. • Lack of teachers in many schools, this makes it difficult for cafeteria or

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
			employed was to train all CRCC and BRPs at 9 division levels in the State. This ensured better monitoring and supervision of training. These CRCCs in turn provided 2 day training to all teachers at CRC level. BRPs did the effective monitoring of the training. • 'yogacharyaas' involved in module preparation. These master trainers provided training to physical teachers in the district.	which teacher educators are selected on the basis of merit and no encroachment will be allowed. The selection criteria will help in developing specialized cadres in the training. Performance indicators will be finalized for the educators this year. These teacher educators will be oriented on a regular basis at the State level. To keep this cadre motivated honorarium payment will be revised. • **Basic facilities for training:** Training will be organized only at the place where sufficient training facilities are available for the training. • **Tracking:** This year tracking will be given more importance. It will be ensured that inputs of training must be translated in the class room and changes in the attitude and in teaching methodology must be observed by fellow teachers and children. • **Teacher Manual:** State has decided to develop and print teacher manual for all teachers.	need based training to teachers.

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
6	Chandigarh	• Subject Specific content, motivation, CAL, behavior management, inclusive Education, RTE, CCE, Active learning, pedagogy, preparation of projects & power point presentations, NCF 2005, Preparation of TLM, classroom resources, methods to make teaching leaning process more effective, practical classroom situations; participating learning activities & life skills. • Subject specific content, various methodology, uses of different teaching skills, CAL, making of PowerPoint presentations & projects, CCE, RTE, inclusive education, motivation, practical classroom, NCF 2005, practices, focus on hard spots, teaching through experiments, construction etc.	• Depending on the nature of topics various methods like lectures, discussion, and demonstration by power point presentation, Group activity module reading and reflection. • A research study has been initiated o see the impact of in service training courses on teachers for improving their class room teaching. This study will assess the impact of teacher training program on teacher's class rooth transactions with respect to the teacher training inputs provided over the years.	• Inputs given during the training programme will be monitored by the CRCs, URCs & school head & by tracking the classroom processes & assessment on performance indicators. To know the impact of teacher training study is being carried out. The process & method adopted this year will be followed next year with desirable changes after knowing the impact of research study.	• Heads of schools are reluctant to depute teachers for 10 'days In-service course during working days at the cost of teaching.. • Schools having high PTR are reluctant for sparing the teachers for training. • Inadequate availability of good quality Resource persons. • As the process of appointment of teachers is on the way. So issue on shortage of staff will be sorted out &problem of sending the teachers to attend the training will be solved. • As SRG has already been constituted. So problem of resource persons may be resolved..
7	Chhattisgarh	• Multi-lingual teaching • General issues • Sports and cultural activity	• Since 2009-10 Master Trainers for each block are being selected by DIETS through competitive exam and personality test .Only	• Monitoring by CRC, BRC • Feedback on effects of training on class room practices is collected through CRCs. These	• While most of the old teachers find teachers training repetitive and hence they show

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		• ADEPTS and SIP • Hard point subject wise • Community participation • CCE • Active Learning Methodology	teachers from UPS having 5 years teaching experience are asked to appear in written test. • After being selected these MTs are trained in their respective subject by SCERT for at least 6 days and then they are deployed to train teachers during in service teachers training of 20 days and induction training of newly recruited teachers for 30 days. • Specific modules in each subject are developed by SCERT each year and distributed to all MTs during their training. • The appraisal team appreciates the strategy of selecting the master trainers, adopted by the state, which appears to be quite innovative and the impact study will be very interesting.	feedbacks are then analyzed at BRC level, who in turn discuss the findings with DIET's block coordinators and they report the matter at district level meeting.	disinterest to it, at the same time newly recruited teachers find it very interesting. The factor of feeling among older teachers that they are "more experienced" than the trainer, is not only disturbing, but superiority complex in them vitiates the whole atmosphere of training ▪ Harmonizing the training program between these two groups is proving to be difficult. ▪ Training teachers in the subject which they have not studied (teaching math's while they are from arts group) is also difficult.
8	Dadra & Nagar Haveli	• Training not conducted during the year 2010-11	Training module not developed by the UT.		• Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE)
9	Daman & Diu	• Reading & Writing Skills in English learning. • Innovative methods for the improvement of computing skills.	• Correspondence with SSA, Gujarat for training modules. • Training of master trainers and BRG members. • Demonstration of activity and use	• CRC/BRC co. will be trained to observe the class room processes effectively. • Regular visits of school and supervision of classroom	• A special meeting for the planning of mass teachers' trainings was held in the leadership of Secretary (Education). He has given

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		• Activity-based Science and Math's pedagogy. • Rational thinking, Critical thinking, Computer knowledge, Leadership, team spirit, Regular attendance through ADEPTS. • TLM preparation & uses in classroom process.	of training material during KRP and MT training.	interaction by CRC/BRC co. • Teachers (staff meeting) meeting in presence of HM to discuss the remarks given by CRC/BRC co. • Proper Planning for classroom work/knowledge about classroom techniques. • Development of class room observation tool and student profile to ensure impact of classroom practices and achievement of students.	valuable suggestion for the better planning and selection of subject's topics. He has also given some specials instruction and guidelines for the teacher training programme. In this meeting DPO, ADPO, ADEIs, CRCC, BRCC, RPs, had been remain present. • With the help of SPD & Secretary (Education), DPO has instructed BRG to select proper content for particular standards. Some special meetings were held to select proper content for particular standards. • Teachers Training calendar had been deveioped for 2010-11 in which all the trainings of teachers have been planned well in advance. Need based training program have been incorporated in the calendar; Training was imparted to teachers on above topics. • During training period

Follow-up mechanisms	Major issues identified
interaction by CRC/BRC co. • Teachers (staff meeting) meeting in presence of HM to discuss the remarks given by CRC/BRC co. • Proper Planning for classroom work/knowledge about classroom techniques. • Development of class room observation tool and student profile to ensure impact of classroom practices and achievement of students.	valuable suggestion for the better planning and selection of subject's topics. He has also given some specials instruction and guidelines for the teacher training programme. In this meeting DPO, ADPO, ADEIs, CRCC, BRCC, RPs, had been remain present. • With the help of SPD & Secretary (Education), DPO has instructed BRG to select proper content for particular standards. Some special meetings were held to select proper content for particular standards. • Teachers Training calendar had been deveioped for 2010-11 in which all the trainings of teachers have been planned well in advance. Need based training program have been incorporated in the calendar; Training was imparted to teachers on above topics. • During training period

S No	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
					ADPO, ADEIs, BRCC, CRCC, and RPs were engaged in monitoring and organizing training programme. They have visited all clusters, and have seen the process of training given by BRG members. They have given some suggestions regarding seating arrangement and insufficient activeness of teachers and fatigue of training.
10	Delhi	• Development of skills using YUVA SLP model, Subject specific content, evaluation techniques, classrooms processes, inputs for the learners and the teacher • Inclusive Education. • Children's performance in the annual examination will be analysed and appropriate measures to be taken for improving their learning; will be discussed in the in-service training programs.	• Participatory approach, role play method, discussion in groups followed by group work presentation	• Feedback format (prepared by SCERT) about the performance of Resource Persons and quality over all teachers training is filled by all participants, which forms the basis of the training programme. • Monitoring officers also assess the quality of training being transacted by Resource Persons. • CRCCs attend all trainings; hence they are acquainted with the methodology. They will visit the schools and ensure that whatever transpired in the training will be transacted in the classroom.	• Non availability of newly recruited teachers during vacations and deployment of teachers on other assignment such as election and census duty. • State would request the recruiting agency to expedite the process of recruitment so that teacher is available on time. • Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE), what will be

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
					the long-term perspective plan for bringing about these changes in teachers?
11	Goa	• Activity based learning. • Activity learning material. • Development and Use of TLM. • Identifying CWSN & Diagnoses of their learning conditions/Needs. • RTE Act & its implications. • Use of Maths kits/English Kits. • Reading Corners. • CCE.	• Efforts for re-designing teacher training programmes were made and the process of further refining them is going on. The teacher training activities will now focus on child development, use of local resources for knowledge development, effective classroom processes, activity learning, case studies in the light of RTE Act and NCF-2005. • Multi grade multi level teaching • Time management • Using core group for resource support • Understanding and organizing child-centered classrooms based on constructivist principles • How to study the child? • Significance of life-long learning • Academic administration – SWOT analysis • Understanding of policies and their implications on teaching-learning • How to locate concepts and relate them to activity • Teachers don't know that they exist for the benefit of their	• Authorities like ADEIs and Dy. Education Officers will be apprised of the training implications so that they carry out inspections accordingly. • Observation schedules along with the teacher performance indicators formats will be given to the inspecting authorities and CRPs so as to fill them up in a prompt manner. The format will be so developed as to enable the SSA to analyze the feedback in more scientific manner and shall thus provide clear picture of impact of training as well as any short falls that could further be attended to in the follow up activities. • Block Resource Persons and CRPs will be equally involved in training and apprised of the training implications. They are expected to observe teacher performance and if necessary, to present demonstration of teaching as the teacher understands. The BRPs will involve in the task of analyses of	• Single teacher school. • Development of Curriculum and Framework. • Deputation of teachers. • Repetition and overlapping of content and practices. • Activity Based Teaching. • Need for rationalization and coordination of the training programmes being organized by the agencies like DIET, SCERT and SSA

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			children and it is not the other way • Class may not be confined to a room • They don't know how to frame questions - they base themselves on past question papers • Teachers don't know that reading is a part of what they do	the feedback with the concern CRP of each cluster so that they become instrumental in monitoring the follow up.	
12	Gujarat	• Training of Language Enrichment. (Bhasha Sajjata) Gujarati • A training of Activity Based Learning & School readiness program • Content based training (English, Maths & Science)	• Module is prepared at state level by state level Key Resource Persons (KRPs). • Training of master trainers and CRG members • Demonstration of activity and use of training material during KRP and MT training	• CRC Coordinators are the first level monitor of the teachers. • BRC Coordinators and TT Coordinators also try to ensure that teachers are assessed correctly and guided accordingly.	• Not mentioned clearly in Appraisal Note
13	Haryana	• Sensitization of the teachers • Motivation • Continuous and Comprehensive Evaluation • Child psychology • Involvement of Parents • Children with special needs • ICT in Evaluation • Stress Management • Classroom Intelligence • Methods of Teaching • Evaluation Technique	• Teacher training is being provided by two organizations namely New Horizon India Ltd and Educomp Solution Ltd. • Master trainers were trained and deployed by the organization itself after the completion of intense training on specific areas identified by the State Resource Group. • After conducting TNA, areas of modules were identified and prepared in the expert guidance of SRG • Cascade model will be adopted.	• Teacher training will be imparted in two phases of seven days each. Last day of each phase will be feedback session. Teacher will use the techniques learned in classroom transactions and satisfy his queries in second phase. A research study will also be conducted to study in-service teacher training and corrective steps will be taken to make the training effective. • An impact is awarded to Kurukshtera University,	• Teachers not satisfied with running Teachers-Training concept • Selection of Master-trainers is not up to mark • Monotonous and Repetitive contents subject wise • Lack of interest of teachers for teacher training programme • During vacations • Duration of training programme is too lengthy • Teacher feels that this

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		• Personality Development		Kurukshetra. The pre- end-post in service teacher training study is being conducted across the state..	training has been imposed forcefully on him • Lack of focus on pedagogy and school improvement
14	Himachal Pradesh	• Screening of CWSN • Basic tips on classroom management • Tips on regular maintenance of aids and appliances • Updating IEPs and peer sensitization	• Training will be imparted through face to face and distance mode. Cascade model will be used for general teachers training. • **Methodology used:** Discussion, demonstration, field visit, quiz, Role play. • Documentary show on teaching learning process	• The state team, DIETs faculty and BRC/CRC will see the impact on classrooms.	• Lack of good number of experts/ resource persons. • Less number of reading material was used by the trainers • Training methodology limited to lecture cum demonstration. • Teachers outlook towards training
15	Jammu &Kashmir	• Role of the Teacher in LEAP. • Essence of Science: scientific inquiry; how children learn science. • Key Features of Active Pedagogy • Localized School Level Planning • Vision for Effective Schools • Promoting a culture of science in school & community. • Activities for Upper Primary Mathematics learning. • Planning science unit plans with activities	• Demonstration lessons of RPs will be followed by the participants during the training programmes as practical work. • Demonstration of Audio/ visual CDs/Aids. • Performance Assessment of trainees. • Incentives/ appreciation of good performers among trainees.	• Onsite support/ monitoring by SIEs/DIETs, DRPs to ZRPs/CRPs and Teachers • Monitoring mechanism shall be updated and strengthened. The monitoring reports shall be viewed/ observed, analyzed and remedial measures taken.	• Lack of modern pedagogical concepts like activity based child centered and participatory learning. • Need for attitudinal change in teachers. • Need for the development of localized institutional plan • Need for active community mobilization

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
16	Jharkhand	• Classroom / School management • Individual child tracking • Advanced active learning process • School development plan • DRISTI • Active learning • CCE • LEP	• The key elements of Active Learning (experience, reflection / analysis, application and consolidation) were also the key steps of training process. • Approach of this training is participatory, group work, activity-based and practice oriented where participants get chance to explore themselves. They experience the interesting activities, approaches and reflect upon their experiences to reach the learning objectives.	• Identification and Capacity Building of a Resource Network (SRG, DRG, BRG, CRG) to implement, monitor and provide onsite support for the quality interventions in terms of resource material development including monitoring process and tools, conduction of training and onsite support.	• In 2009-10, teacher-training was not in tune with the AW&P 2009-10 due to involvement of teachers in assembly and parliamentary elections. • Most of the Teachers are not very much interested in Teacher Training, especially for residential training. • It's a problem to monitor / measure the effectiveness of trainings due to lack of adequate human resources. • For the conduction of residential training, adequate residential facilities are required but due to the operation of KGBVs in few BRCs and DIETs being not fully equipped for residential trainings, residential trainings are affected.
17	Karnataka	• Nalikali, English, Gender & Jeevan Vignan-2 • Evaluation, Hindi, IED, ILO, Chaithanya-3 • Geography, CRC Meeting, Sevadala, Scouts & Guides	• The State prepares separate module for resource persons who include the time table, methodology for each chapter, and teaching learning materials required for each session.	• Sharing of Teachers experiences in teaching learning during Cluster level sharing workshops	• State government ordered to give training on weekend days including Sunday. Teachers are not welcoming this change • According to the state

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		• Nannolagina naanu(U), Yoga & VE • Urdu, Chaitrada Chiguru, Chinnara Angala • SAP • Action Research, Other Trainings • Teleconference • NaliKali, English, census and others • Resource Persons Training • Chaithanya-1	• Residential trainings are conducted at state level. • Trainings involve activity based methodology including group work, group discussions, demonstration lessons, group presentations. • The R.P will explain a given topic, and then motivates for guided discussion. Then based on the participants' responses, the RP provides some concluding remarks. • Group discussions are utilized for subjects which need deeper understanding, eg. construction of different objective type questions; methods to be followed for a particular teaching item, etc • Coaching is generally seen in skill developments training such as TLM preparation, Theatre in education etc. • Field trips will be undertaken to understand how field trips are to be conducted, eg. studying about soil, layers, rocks, fauna, flora, rivers etc.		order department spilt the duration of some trainings and reduces the duration of some trainings. (Jeevana Vignana training as 3+2 days, English and Hindi trainings from 4 to 3 days. • Therefore there is a short fall of training achievement in the state. • DIETs need decentralizing the responsibility of preparation of training modules.
18	Kerala	• Pedagogical training • Training for inclusive sector • Training for developing self esteem and training	• Group discussion Demonstration • Case analysis • Video-presentation • Try-outs • Experiments	• Constitution of Monitoring teams at Cluster, BRC, Districts and State levels • Research Studies and Timely actions on the basis of the	• Trainings given to teachers have not yet been fully participatory and experiential. • Majority of UP school

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		skill. • In depth training in each language • Quality ensuring training programme related to • Children's quality • Teachers quality • Material quality • Parent's education	• Seminars and Interviews, • Developing TLM, • sharing of field experience • Self assessment and peer assessment	findings	teachers are handling more than two subjects. They cannot take part in all training programmes in all the subjects as these take place simultaneously. Cascade model training fails to address all the needs down the line
19	Lakshad-weep	• Approach, Evaluation in Maths, English and Science • Evaluation programme on revised textbooks. • Approach of English medium classes –Std I,II and III • Approach on English medium classes –Std IV, V • CAL • Approach and evaluation in Arabic • Content enrichment programme in English • Evaluation training • Preparation of evaluation tools • TM preparation/ planning /sharing-Cluster programme	• Preparation of training modules by Resource Persons/DIET faculty. • Preparation of training modules by Resource Persons/DIET faculty. • RPs are to prepare TM, TLM and conduct try out classes.	• Monitoring by RP • Regular OSS by RP/HM • Periodic monitoring by SIS/ Public Monitoring Committee. • Monitoring by RP • Regular OSS by RP/HM • Periodic monitoring by SIS/PMC	• Absence of academic resource centres • Geographical isolation and transportation problems. • Shortage of Resource Persons

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
20	Madhya Pradesh	• RTE, NCF-2005, General areas • Activity base learning teacher training • ALM training • Madarsa Training • Monthly training at CRC level(In-service training) • Need base subject wise training • Bridging training under RTE • Capacity building • CCE • Science kit maths kit • SRG training • DRG Training	• Primary and Upper Primary school Teachers of rural schools has been given 10 days training during summer vacation at the block level. • State resource group trained selected SRG for different subject, pedagogy and methodology. And SRG has trained district level DRG. Then DRG trained to teachers at DIET level. • Teacher has been directly trained by DRG on face to face, activity base and participatory mode.	• State level SRG group • District level DRG group • Block level BRG group • Cluster level CRG group • Impact of training shall be tracked and shared with MHRD through a third party agency. • Training when the teacher teaches in class room, the Jan Shiksha Kendra resource group, block resource group, district resource group shall monitor the time, resources, class room activities and provide on-site support to the teachers and also monitor the follow-up of training within class room observation using specially developed tools. The data shall be used for research and measuring the impact of training.	• Mass level training is not fruitful. • Transmission loss of training in cascade model. • At Block/JSK level Master trainer are not competent. • District specific need is different.
21	Maharashtra	• CCE training • ADEPTS • Adarsha Shala • How to bring 100% children into schools	• Broadly "learning by understanding' for which learning by doing is a must. Contextualization will be given more importance. Subject experts will design the details for their subjects. • All processes will be two way, transparent and participatory.	• Linking the training with GR on CCE • Follow up through school visits • Second round of trainings on the needs identified • Setting up networks to promote informal interactions between officers, RPs and teachers on day to day issues. • Proposed revision of this year's pattern	• Because of census the trainings planned for content enrichment in math could not be done. (The trainings for ADEPTs, CCE, Adarsha Shala, Bringing 100% children into schools and education were done. Adarsha Shala training was done as a trial of demo model)

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					• Loss of quality of educational messages at various level of cascade • The selection of RPs at the district level not done as per criteria • Willingness of RPs was not taken into consideration which sometimes led to demotivation. • At some places the physical facilities were not adequate which prevented teachers from wholehearted participation • Academic monitoring mechanism was found to be weak. • On the sppt guidance expected by supervisory machinery was not adequate.
22	Manipur	• Development and effective use of TLMs based on learning issues • Strategies for enhancing listening, speaking, reading, writing comprehension in primary stage • Use of ICT, multi-media and audio-visual	• The training for one or two days will be organized in actual school situation where the interventions /strategies learnt will be demonstrated and the experiences are shared. • The trainees will go back to their respective schools and will apply the concepts, strategies /interventions in real classroom	• Trainings are activity base with lots of interaction, group discussion and participatory mode.	• The training at the bock level for 10 days is too long. It would be more convenient if we divided into two phase 5 days each. With field visits if possible.

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		instructional inputs • Nutrition and health • Technique of teaching mathematics • Lesson Planning • Child Psychology • RTE	during 2 or 3 months. • Training will be done with CRCs/ CRPs with consultation with SMDC.		
23	Meghalaya	• Concept of SSA. • RTE • Development of low cost teaching Aids • Skills of Teaching • Lesson Planning • Monitoring & Quality Dimension under SSA • ADEPTS • Inclusive Education • Continuous & Comprehensive Evaluation • Environmental Degradation	• Training mpdules for resource persons are prepared by the SPO with the help of DIETs/ DERT. These include methodology for each subject and teaching learning materials required. Some of these modules were shared with the appraisal team. • The state will continue the teachers training in non-residential mode on account of the difficulties of adverse geographical conditions and also the lack of facilities required. However for the resource persons the training will be conducted in the residential mode. • Trainings involve activity based methodology including group work, group discussions, demonstration lessons, group presentations. • Group discussions, demonstrations. • TLM preparation.	• Discussion of these issues in monthly meetings and follow up with the help of monitoring formats. • Interact with teachers during their visits. • Give positive suggestions to teachers. • Monitoring by CRCC. • Strengthening teacher's knowledge during C.R.C. level meetings. • Checking of records by BRCC/CRCC during school visit.	• Some teachers who have attended the training programmes do not use their skills of teaching in the actual classroom. • Most of the UP level teachers are handling more than 2 subjects. So it is difficult for them to attend both the subjects. • Most of the English teachers in rural areas lack proficiency in English. • Performance standards. • Teaching materials.

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
24	Mizoram	• Right to Free and Compulsory Education (RTE); its objectives, roles and responsibilities of teachers, etc. • National Curriculum Framework 2005(NCF 05); implications for teachers. • Learning Assessment; Assessment and analysis of student's learning difficulties, continuous & comprehensive assessment, maintaining students profile, etc. • Performance Indicators for Teachers; goals setting, successes and challenges, etc • Administrative and Management skills for Headmasters. • Teaching of Mathematics at Primary level and Upper Primary level • English at Primary level and Upper Primary level. • Mizo at Primary level and Upper Primary level. • Science at Upper Primary level. • EVS at Primary level	• In-Service Teachers Training Curriculum was developed from the SPO which will be followed at all block level and cluster level trainings. • Teacher training module is developed in such a way that the training will be of an interactive mode. There will be a lot of discussions along with lectures. Group discussions and group activity, case studies will be followed by evaluation. • Having these formats they will visit all the schools and classroom frequently and observe the classroom process and give suggestions whenever the teachers needed. • The classroom problems of teachers identified would be discussed in the next training and in meetings at the Block and Cluster level.	• The present classroom observation schedule will be reviewed and analyzed and make modifications if required. Based on this, the BRCCs/CRCCs will conduct more regular and effective classroom observation. • Teacher's performance indicators will be popularized and familiarized to teachers, trainers and all other stakeholders. • Based on the performance indicators self appraising formats will be designed and circulated and asked to make self appraisal and come out with specific strategies to overcome the problem if any. • Regular interactive meetings of the BRCCs, CRCCs and teachers will be conducted at the block, cluster and school level.	• Teachers are reluctant to change • There is a shortage of experienced resource person especially in rural areas • Without any incentives it is difficult to expect teachers to attend training regularly • Resource Persons still feel some difficulty in using multimedia as a routine component of training programme • Most of English teachers lack proficiency in English • Majority of UP school teachers are handling more than two subjects. They cannot take part in all training programmes in all the subjects as these take place simultaneously • Cascade model training fails to address all the needs down the line • All members of the resource group are not capable of developing and transacting training modules • 20-25% teachers have not developed a positive

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		• Social Science at Upper Primary level • Preparation and Uses of Teaching Learning Materials (TLMs).			attitude to the curriculum changes • Trainings given to teachers have not yet been fully participatory and experiential
25	Nagaland	• New pedagogy (child centered, activity-based) • Child psychology • Environmental Science • Mathematics • Language • TLM • Evaluation & Planning • Community Involvement.	• Discussions, Demonstrations, Lecture along with demonstration, Group works, Group Discussion & Practical works.	• The RPs of BRCs firstly visit the school and take note of the situation and identify the actual needs of the particular schools. Then training is conducted in schools & CRCs itself based on the identified needs. • The RPs are assigned 10 or more schools each and they will spend whole day in the school during their supervision visits to the schools and will take note of the academic activities for discussion and future plan of action at the BRCs. • The impact will be monitor by the district mission authorities and consolidated reports of all BRCs will be sent to MHRD.	• Single teacher schools or less teacher schools. Rationalization exercise already in progress and deployment of new recruits to these schools already taken up.
26	Orissa	• ANWESANA – I • SAMBHAV – I • SAMBHAV – II • JAGRUTI • DEP-CT TRAINING • SMAIKHSYA	• A Composite Plan for In-service Training of Elementary School Teachers for the session, 2011-12 may be made keeping in view the RTE norm, NCF – 2005, SCF- 2007. • This Composite Training Plan has been combined prepared by Orissa Primary Education	• The District Core Group including DIETY. faculty, resourceful sr. lecturers, DI of Schools and good performing elementary teachers will monitor the class and suggest required intervention for better classroom process.	

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			Programme Authority (OPEPA), Directorate of Elementary Education, Directorate of English Language Teaching Institute, Board of Secondary Education and Directorate of Teacher Education and State Council of Educational Research & Training. • Every teacher has to undergo 10-days training on content enrichment programme (CEP) and 10-days training on theme based programme (TBP). • Under content enrichment programme, training module will be developed on Oriya, English, Mathematics and EVS separately for Primary and Upper Primary teachers. • Under Theme Based programme, every teacher has to undergo training on School Development Plan (SDP), Continuous & Comprehensive Evaluation (CCE), Right to Education (RTE) and National / State Curriculum Framework (NCF/SCF).		
27	Puducherry	• Assessing Learning • ABL Training • ABL - CAL Integration • Inclusive Education • Equity Education • Reader Analysis Science	• Participatory Training programmes where the teachers are allowed to give their opinion, views, the obstacles/ hardships faced during the class room transactions.	• CRC's visit after the training, classroom Observation, Supervision / monitoring by Sensitized Head teachers, SMC members will ensure and enhance both teacher's	• Amount allotted for teacher training Rs.100 per day per teacher is not sufficient to organize. • UT of Puducherry is a unique state from other

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		• IED Training • Programme on climate change • Science & Scientific Attitude • Educomp programme • Right to Education • Administration and management • ADEPTS • CCE	• Taking cue /inferences from the thoughts spilled out the training is begun ensuring their participation in all aspects, motivating through activities which engage them and make them feel proud of the profession they have chosen. Introducing the content or methodology they are to be exposed/ sensitized/ oriented and getting what we have planned to give, to be spelt as their view sand make them feel that they own the suggestion / plan / methodology that are to be implemented in the classrooms. They training manual should make space for the teacher's strategy to be worked for his own classroom and students. Gradually the methodology, activities to be carried will be internalized by the teachers, ensuring effective implementation.	contribution and learning achievement of the children. • SMC's to be sensitized to monitor training programmes, its impact on class room, teacher attendance and vacancy position, infra structure facilities available in the school and make a report to the concerned officials of the education department or REPA.	state, the district of Mahe in Kerala following the Kerala Board Syllabus and Yanam in Andhra Pradesh following the Andhra Board Syllabus. It is essential to strengthen the BRC at both districts. • Teachers are not interested to attend the training programme during vacation / week end period. • Most of the teachers not interested to learn the new methodology and not taking any initiation to update. • Lack of sufficient staff at SIT unit for operating and maintenance. • Lack of monitory and measurement technique to follow the implementation of teaching process after the completion of teacher training. Head teacher of the school will be equipped properly with guidelines.
28	Punjab	• Need and Content based methodology regarding Parho Punjab techniques	• The pre training sessions will be held with teacher's representatives to get to know	• The same resource persons who are involved in imparting training to teachers in the	No such issue was faced.

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		• Subject wise Content and Activity based	their difficulties or weaknesses or difficult situations as faced by them during teaching process so that training could be imparted on the desired lines. As per the felt needs of teachers, modules will be prepared. The content, activity and TLM based training modules will be developed for the subjects of Science, Maths, Hindi, Punjabi, English and Social Sciences for Upper Primary level. With regards to Primary Teacher Training, fragmented training sessions will be held for training of teachers on usage of Parho Punjab techniques to improve the reading and comprehension of languages and to promote numerical skills of small children. Some of the important methods of training such as Interactive, Reflective, and Demonstrative & Activity based Methods will be followed during the training programme.	beginning of academic sessions are subsequently • Made to monitor the classroom transactions so as to find out whether or not the training is getting translated into teaching. • The teaching strategies adopted by teachers and the responses & expressions of children and the change in their confidence & comprehension level provides a fair idea of impact of teacher training. • The performance of students in monthly tests also reflects the impact of teacher training. • Feedback from teachers at the end of every training programme is taken. Similarly feedback is read from students and monitors of class. • The reports of monitoring teams also provide substantial information.	
29	Rajasthan	• Head Teachers training • New recruit teacher training • In service teachers training at Block level (Computer, E-content, and Science-Maths Kit etc.)	• State organized two types of training in the year 2010-11. Issue based trainings and classroom pedagogy training with head teachers. • Issue based training module (IED, Community mobilization, LEHAR, Gender etc.) resource persons	• Reports given by monitoring agencies such as OICs (officer in-charges, one officer per district has been assigned by the SSA), DIETs, District and block level functionaries. • Research conducted by the DIETs.	• Getting optimum number of trainees for the training at block level as per the subject of the training • Ensuring regular availability of motivated and committed trainers at all levels.

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
		• In service teachers training cluster level • BRCF/CRCF / RP training • Activity Based Learning • RTE act 2009 • School and classroom management • Understanding concept of teaching learning material	from SIERT, DIETs, NGOs and individuals participated in the module writing workshops. • Classroom pedagogy training modules and manuals were evolved during training of trainers. • Reflective exercises during trainings • Field work in the schools and feed back in the trainings. • Practice sessions • Model lesson • Self reading, Brainstorming • Group activities and presentations • Presentations from Experts • Project work, Quiz, Observation	• Surveys and reports submitted by external monitoring agencies appointed by MHRD for the state. • District wise Selection of Monitoring Agencies. • Appoint District wise OIC. • Training of District block and cluster level functionaries • Develop ADEPTS benchmarks. To ensure classroom impact.	• Organizing training at working days without effecting the functioning of the schools. • Managing training with the ceiling of 100 Rs. per teacher. • Timely development of materials for teachers and trainers.
30	Sikkim	• Active and integrated Pedagogy EVS and Maths focusing on development of skills to prepare and conduct activities • CCA – Assessment of holistic development of children • Science and Maths focusing on development of skills to prepare and conduct activities.	• The training methodology followed in the training was participatory, communicative and interactive. The teachers were made to work in groups and peers. • Training Methodology in 10-day in-service teacher training at BRC includes instructions, group activities, group discussions and participatory exercises and group presentations. • The 10-day Cluster level training is the discussion and sharing of experiences among the teachers who were trained at BRC Level.	• The impact assessment is done through school visits/ classroom observations by BRC and CRC personnel and recording it in QMF. The training has better motivation on young teachers impacting better classroom practices.	• The state has no Pedagogy Cell with full-time staff. • The resource persons whose services were being taken for conducting teacher training are all teachers who have their own usual classes and syllabi to complete. • Inadequate resource persons at the BRC/CRC to conduct and follow up training. Strategies mentioned in the section on Academic Resource Group.

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			regarding the usefulness of BRC Level training, weaknesses/ strengths, visible learning enhancement recorded by them and feedbacks for further improvisations.		
31	Tamil Nadu	• Training to simplify few cards which the student found most difficult • Satisfy the needs of equity in education • Reinforce the importance of side ladder logos' • Home work logo is introduced to make the people work at home • Sensitize the teachers regarding deletion of cards for repetition • Reason out addition and alteration of some cards. • Adopt NCF 2005 recommendations through new logos	• Detailed explanation of causes, Prevention, characteristics and management of various disabilities like hearing impairment, visual impairment, mental retardation. Cerebral palsy, Multiple Disability, Autism, Learning disability, muscular dystrophy by the special teachers. • Teacher's getting more information about adaptation techniques and teaching methods through conversation and debate. • Teaching techniques, therapeutic exercises, daily living skill training are explained through CD. • The experience about the differently able children and expectations of parents are explained by parents. • The success story of the differently able children is explained by the students how they overcome from their problems. The past and present condition of that children and achievements for them are	• Interaction, discussion, presentation, group work is some of the processes / methods. This is in continuation with the methods we have been using so far in our teacher training interventions.	• Coverage of all teachers for all training programmes itself is a challenge. • Identification and availability of Resource Persons. • Conduct of training during working days affects smooth functioning of schools with two teachers.

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			explained by their parents. • In between the training a lot of recreational activities are given to make the active participation of the teachers.		
32	Tripura	• SSA initiatives • RTE Act • Source book • Methodology • Child centric • Quality education • CCE • School monitoring	• Active Learning Methodology • Sharing of views of teachers to overcome hurdles. • Identification of problems, issues and bottlenecks in education • Inviting suggestions, proposals from teachers to overcome hard areas.	• Monitoring and supervision of classroom practice by BRP, CRP, MT, RGS, I/S, Dy. I/S. • Follow - up mechanism to ensure on classrooms • Continuous monitoring of classroom teaching by resource persons	• Backlog of untrained teachers. A long term plan for Teachers' training has been adopted.
33	Uttar Pradesh	• Methods that promotes real & deep learning, • Learners have opportunities to learn by doing & participate in group & individual projects & activities, • Processes that aim for upgrading the professional competence of teachers, • Development & enforcing the standards of in-service teacher training, • Breaking Cognitive Barrier & Motivational Barrier of the teachers.	• Reviewing the current training programme. • Capacity building of training institutions. • Identifying teachers need for training on the basis of teachers performance. • Identification and establishment of resource persons at state and district level for module development, designing of training programme. • Identifying trainer's need and establishing a support system. • Development of training methods, materials, activities. • Field testing of design, material and activities. • Implementation of training, monitoring & support through	• Programme specific outcomes have been identified and monitoring indicators developed. • SRG/DRGs/BRGs/ BRCs/NPRCs and others functionaries has been oriented to follow up through monthly meetings and field visits. • On-site support system has been provided for emerging need	• Weak on-site support and follow up of training • Need of orientation for child's rights under RTE Act-2009 • Planned organization of training • Appropriate mechanism for training needs assessment • Evaluation of impact of training inputs • Teachers motivational level and their attitudinal aspects

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
			various ways. • Evaluation of impact of training in classroom. • Use of evaluation study recommendations and follow-up out-comes in next year planning.		
34	Uttarakhand	• Development of Training Module 10 day at BRC PS/ UPS • Pilot testing of module • Training of KRPS/DIET faculty • Training of Master trainer • Training at BRC level • Regular feedback of training	• Self instructional Mode. • Hands on practice of teachers. • Active participation of trainers. • Feed book of trainer and trainees at the end of training.	• Self analysis based on performance indicator adepts observation by BRC/CRC • sharing of best practices during CRC meeting/Training • Children sharing/compilation debate, essay writing • Project work by children • Analysis of achievement level • Sharing best practice • Study on impact of training.	• In sparely populated habitation there are single teacher schools (mostly where number of children is less than 20). It is difficult to involve teacher from these area during the working days. • There are some hard to reach areas in remote blocks where teacher can participate only residential mode of training. • Some DIETs need sufficient number of resource persons. • Transmission loss is highly observed in casket mode of teacher training. • It is difficult to involve efficient teacher as MT/RP for one and half month, it seriously affect the learning level in that particular school.

S. No.	State	Focus Areas in 2011-12	Processes	Follow-up mechanisms	Major issues identified
35	West Bengal	• Primary – English Grade III, Math. Grade II, Natural Science, Mullayan, School Hygiene, Child Cabinet & Disaster Management • U. Primary – Subjects, KMB, KMG, Corporal Punishment, Common Errors and devising Remedial Measures etc.	• Boards have their own mechanism for module development. By different workshops/ meetings they develop different modules through involving KRPs, subject experts, eminent educationist and good teachers, SCERT / DIETs and other Institutions. • In case of SPO level specific module developed through involving KRPs, DIETs/ SCERT and other organizations. Prepared modules implemented after getting approval of respective Board. • SPO in collaboration with National level expertise and IGNOU, New Delhi developed modules on IED (Learning Disabilities) and Girls' Education, which are used in grass root level teachers training. • Generally cascade mode of training is followed from the state level down to the CLRCs / ULRCs and CRCs. Distance mode also be used.	• SCERT started this study in all 20 Educational Districts of West Bengal. • NCERT also started such study in our State. RIE, Bhubaneswar takes this study at Grassroot level in four Districts initially. The Districts are Birbhum, Howrah, Jalpaiguri and Malda. They select the Field Investigators and started the activity through the Module specific Tools. • RTs should monitor classroom transactions after teachers' training and give inputs the methodology of Activity based teaching learning process under the leadership of Block level AIs (for Upper Primary level) and SIs (for Primary level) of Schools.	• Existing revised curriculum based on equity in relation to gender, social categories and disabilities etc. are the real challenges for teachers' training. • English teaching and teaching of Science and Mathematics with the help of TLMs are the gray areas of teachers training. • Changing of evaluation system based on CCCE and Grading system is another challenging area of teachers' training.

Source: Appraisal Reports of AWPB-2011-12 and QPR up to March 2012, Pedagogy Unit, TSG

30-days Induction Training

The progress in 30-days Induction training conducted up to 31st March 2012 reflects **37% overall achievement wherein 1,39,768 teachers were exposed to induction training as against the target of 3, 77,153 teachers.**

- **6 states have achieved 100% of its targets. This is** Andaman & N Island, Assam, Chandgarh, Manipur, Nagaland and Orissa.
- **7 states have achieved between 50% to 99% of their targets** namely Andhra Pradesh(55%), Chhattisgarh (70%), Gujarat (83%), Jammu & Kashmir (50%), Lakshadweep (67%), Mizoram (78%) and Puducherry (84%).
- **7 states have achieved between 2% to 49% of their targets** namely Bihar (33%), Daman & Diu (8%), Haryana (47%), Jharkhand (2%), Karnataka (15%), Mahanshtra (48%) and Punjab (12%).
- **8 States achieved 0% progress** namely Arunachal Pradesh, Dadra & Nagar Haveli, Delhi,Madhya Pradesh, Sikkim, Tamil Nadu, Tripura and West Bengal.
- **The Remaining 7 States** had indicated no target for 2011-12 namely Goa, Himachal Pradesh, Kerala, Meghalaya, Rajasthan, Uttar Pradesh and Uttarakhand.

The training at the induction level has been a gray area in the quality related issues. Many of he States have not paid much attention to impart training to newly recruited teachers.The course curricula of the Induction training included general awareness about the fundamentals of education, children's learning process, school management, Child rights, CCE,RTE implications, other pedagogical issues, and subject matter training.However, all States have been emphasizing the awareness about CCE and RTE 2009. States like Delhi have been orienting the newly recruited teachers about the schooling process and the school related issues. States like Andhra Pradesh, Haryana, Chandigarh have been emphasizing awareness about RTE-2009 obligations. States like Chhattisgarh have decided to impart induction training through a training manual prepared for training newly recruited teachers covering a wide ranging topics such as – Enrollment and retention, Maintenance of records, Gender sensitivity etc. The States may have to think to include subject specific knowledge along with student friendly pedagogy to transmit the subject matter. The newly recruited teachers are also to be given the knowledge of no detention and no corporal punishment during their induction training.They should also be given the brief knowledge of NCF-2005. The new teachers should be trained to use TLM and idea of ABL process in class room teaching.

Details about the focus areas planned for induction training in 2011-12 are included below:

Sl. No.	State	Focus areas of Induction Training in 2011-12
1.	A & N Island	• During 2010-11, 119 teachers have been recruited and all of them have been provided induction training.
2.	Andhra Pradesh	• Foundational Areas – Psychological, Sociological and Philosophical foundations of education. • Subject Specific Pedagogies – Reflecting National Curriculum Framework • About the Child – How children learn and fail • Child Rights and RTE and its implications. • Pupil Assessment Procedures • Conceptual areas in different subject areas.

Sl. No.	State	Focus areas of Induction Training in 2011-12
		• Classroom Processes and Management. • Professionalism and Profession Development. • Community Participation and Home School Links (AMCs)
3.	Arunachal Pradesh	• The State is regularly offering Induction training under SSA to newly appointed teachers at Elementary level. • Module content is prepared and modified time to time by subjects' experts and experienced teachers. Entire process of training is maintained by the host institute DIET. Training programme is conducted in residential nature; the Principal of DIET monitors and manages the entire training programme.
4.	Assam	• 30 days package covers classroom process, active learning, proper planning, CCE and concept on NCF-05. • As the parameter of education system largely depends upon the quality of teacher, the newly appointed teachers must be acquainted with basic principle of teaching, qualities of teacher, content and methodology, curriculum-syllabus and textbook, children psychology and value education. • As CCE is considered as an integral part of the elementary education the newly appointed teachers will have to be oriented on the CCE scheme in detail. • The co- curricular and socio personal activities will also major topics in the induction training. • At the same time handling of diversity, learning to learn, record keeping, community mobilization and explore of community resource, library management and other issues related to quality education will be given due importance in the training module.
5.	Bihar	• State has addressed this issue and has developed a module for induction training, known as Prerna Module. • This training focuses on motivation and basic content of Classes I and II, since majority of new teachers are recruited for lower primary level.
6.	Chandigarh	• Orientation about SSA, NCF2005,RTE , CCE, Action Research, life skills, motivation, behavior management, inclusive classroom management, remedial measures, preparation of classroom teaching aids, activity based teaching , how to improve reading& writing skills, DISE, SEMIS, PowerPoint presentations, preparation of projects, health Education, Arts & craft, communication skills & active learning pedagogy. • The induction training will be conducted in the month of June for 200 newly appointed teachers. • Training module already developed during 2010-11 will be relooked to incorporate some new topics through workshop mode.
7.	Chhattisgarh	• Induction training of teachers was conducted through a training manual prepared for training newly recruited teachers covering a wide ranging topics important to know for newly appointed teachers such as – Enrollment and retention, Maintenance of records, Science teaching, Gender determination in Hindi, Grammar teaching, Idioms, Concept of addition and subtraction in Maths, Concept of percentage and proportion, Concept of area, Concept of decimal, Meaning and History of map, Longitude and latitude, Effective communication, Introduction group work, RTE, Curriculum, Job chart for elementary teachers, Team work and leadership, Educational planning at school level, Vision introspection, MGML, ADEPTS at schools, Community participation etc. The idea is to sensitize the newly recruited teachers in the whole dynamics of the school functioning and the likely class room practices expected from the teachers.
8.	D. & Nagar Haveli	• Induction training not conducted due to not recruitment of teachers.
9.	Daman & Diu	• Identification & enrollment of out of school children

Sl. No.	State	Focus areas of Induction Training in 2011-12
		• Community participation in school management (VEC/MTA/PTA) • Utilization of various grants under Sarva Shiksha Abhiyan • Gender Education & Social Equality • Multi-grade teaching & Teaching Learning methods of language • Hard spots in Mathematics • Effective uses of TLM in science & environment. • Development of evaluation method & TLM • Teaching-Learning method • Evaluation methods in minimum Learning level
10.	Delhi	• Issues pertaining to smooth functioning of the school • Duties and responsibility of the individual and the mechanism of sharing the responsibilities to achieved the desired goals. • Up-gradation of Subject specific knowledge of the newly inducted teachers. • Special emphasize to be given how to cater the CWSN and other students who are weak in studies. • To make them aware of the provision of RTE Section-29 (2) and responsibilities of teachers. • To develop the capacity for involving community in development of school.
11.	Goa	• Play way methods. • Effective co-curricular activities. • Continuous comprehensive evaluation. • Activity based learning. • Self learning. • Peer group learning. • Self assessment.
12.	Gujarat	• Newly recruited teachers were provided training on various components of SSA. • Various programmes run by SSA, RTE, NCF etc. • Newly recruited BRPs would be given induction training of 10 days by April 2011. They would be involved in 14 days teachers' training during 16 April to 3 May 2011 also. After that, their capacity building training would be organized in phased manner periodically.
13	Haryana	• Induction training to newly appointed teachers in the content and methodology as envisaged in RTE Act, 2009. • Teacher training is being provided by two organizations namely New Horizon India Ltd and Educomp Solution Ltd. Both organizations have lots of expertise in organizing of training of teachers. , Master trainers were trained and deployed by the organization itself after the completion of intense training for 21 days training on specific areas identified by the State Resource Group. After conducting TNA, areas of modules were identified and prepared in the expert guidance of SRG. There are 181 designated centres across the state. 119 centers at block level are meant for training of primary teachers and 62 centers at subdivision level is for training to upper primary teachers. 14 days training is imparted in two phases of seven days each. • An impact is awarded to Kurukshtera University, Kurukshetra. The pre- end-post in service teacher training study is being conducted across the state. • Training will be imparted on general topics i.e. child psychology, effective classroom transaction, use of science and math kits, effective performance in science etc. • Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE), what will be the **long-term perspective plan** for bringing about these changes

Sl. No.	State	Focus areas of Induction Training in 2011-12
		in teachers?
14.	Jammu & Kashmir	• Salient features of active pedagogy. • NCF-2005. • Continuous and Comprehensive Assessment. • Basic concepts of curricular subjects of elementary classes. • Development and use of TLM. • Vision of effective schools. • Basic principles of school management.
15.	Jharkhand	• Understanding Children. • Motivational inputs through games and activities. • Sensitization on issues like gender, caste etc. • Learning theories, concepts and activities. • Curriculum, Syllabus and Textbook content • Evaluation techniques. • Teaching Plan, Lesson Plan • Classroom Management • Innovative methods of Teaching Mathematics, Science and English
16.	Karnataka	The state planned to conduct induction training for new teachers of 2009-10 and 2010-11 together in 2010-11. Subject may be as follows: • PRERANA: 15 days course includes short background of state education, teachers attitude, RTE, Childs right, demonstration lessons on activity based class room process, administration of a small school, record maintenence.etc., • Nali Kali training - 7 days • Theatre in education and other activity based methods - 3 days. • Content enrichment - 5 days
17.	Lakshadweep	• Areas to be covered- Approach and evaluation – Languages, Approach and Evaluation- Subjects, CCE in English medium classes both in Primary and Upper Primary, CCE in Malayalam medium classes.
18.	Madhya Pradesh	• Newly appointed about 25000 Samvida Shikshak class II and class III will be trained for subject wise hard area, pedagogy and general subject in 15 days at DIET level. • Duration of Induction training 2011-12 shall be 21 days. This includes 8 days in subject area and 13 days in general areas at DIET level.
19.	Maharashtra	• The content of training: Life skills, Constructivism, Content and Methodology for School Subjects, Use of TLMs, CCE, ADEPTS, TQM, Counseling, Inclusive Education, Health, Population, Environment, RTE, NCF, SCF etc. • Process : Group Discussion, Self-Study, Peer Study, Demonstration, ppt
20.	Manipur	• Freshly recruited primary teachers are being imparting induction training for 30 days. Training modules will be developed in convergence with SCERT. • Training modules for the induction are planned in the month of June, 2010.
21.	Meghalaya	• SSA Norms, RTE, Child's Right, NCF 05, Teachers' Attitude, Micro Teaching, TLM Development- cum Practice Teaching, School Planning & Management, CCE, Teaching Learning Process, Activity based Learning, Classroom Administration, Evaluation, Record Maintenance, Child Centered Education, Effective Teaching Technique, Teaching of Languages, Teaching of Social Science, Roles of Teachers, Project Work, Co-curricular Activities.
22.	Mizoram	• General Areas (SSA Norms, RTE, child's right, NCF 05, teachers' attitude, etc.) • Orientation Course on Teaching English • Orientation Course on Teaching EVS • Orientation Course on Teaching Mathematics • Orientation Course on Teaching Science

Sl. No.	State	Focus areas of Induction Training in 2011-12
		• Teaching Learning Process, Activity based learning, Classroom administration, Question Setting, Evaluation, record maintenance • Child centered education, CCE and effective teaching technique • Practical teaching in schools with the help of trainers
23.	Nagaland	• Content consist of Pedagogy- methodology, Language, Math, EVS, Psychology & community mobilization. The processes are mainly on Discussion, Presentation and practical works.
24.	Orissa	• Understanding children • How children learn • Activity-Nature, necessity, preparation and use • Transaction of Activity-based textbooks • Management of Multi-grade and Multi-level situation • Learners' Evaluation • Preparation of Blue print • Preparation of Lesson Note • Rights of Child • Prioritizing need of the CWSN category • 10-days pedagogical practices in the concerned school • 5-days consolidation and sharing of experiences
25.	Puducherry	• SSA aims and objectives • Activities of SSA under different interventions • Teacher community relationship • Ability to develop teaching learning material • Evaluation and management competencies • Learning assessment (NCERT source book)
26.	Punjab	At Primary level: • New recruits were trained according to the Parho Punjab Methodology At Upper Primary level: • Quality Education • Contributory Pension Scheme • T & L processes for CWSN • Welfare schemes run by the Govt. in Govt. Schools • Definition and objectives of Education • Qualities of a good teacher • Beautification of School Campus • Problem of Absentees & drop outs & its solution • Scouts and Guides, Excursions, Life skills, Adolescent Psychology • Presentation of Environment • Activity Based School record and its Presentation • Uses and Maintenance of Laboratory • Co-scholastic activities, Contribution of School and Family • Information regarding Leaves, Yoga and self-reflection, Importance of Sports • Preparation of competitive exams & its importance • Discipline, Skill of Teaching, Morning Assembly
27.	Sikkim	• Proposal for induction training to be undertaken in 2011-12
28.	Tamil Nadu	• Activities of SSA • School administration and management • Awareness and implementation of RTE Act • Classroom management • Subject specific content training • School Sanitation and Hygiene

Sl. No.	State	Focus areas of Induction Training in 2011-12
		• Child care and development • Gender sensitization • Learning assessment – CCE (Source book – based on NCERT)
29.	Tripura	• Methodologies, Issues, RTE, NCF-2005, Sourcebook, ADEPTS, CCE, Special Training for Out-of-School children
30.	West Bengal	• Ice Breaking, Self introduction, Expectation of the participants from the profession, Expectation of the Society from the participants • Common Minimum Learning/skill required for a teacher, Socio-economic, political, environmental overview of the world and of the country • Development of professional skills, subject-wise, planning, designing and use of TLM. Use of Library as a learning resource • In depth study of: NCF 2005, RTE Act 2009, Equity Issues • Intensive Training on: How to use Information & Communication Technology (ICT) in classroom transaction and evaluation • Intensive Training and broad based exposure on extracurricular activities and how to involve, as well as evaluate the students through extracurricular activities and Group Work, as a part of CCE. • Work with the students and community under the supervision of RPs, as Community Organizers, Engage the students in group activity and participatory learning, Project Work • Valedictory Meet

Source: Appraisal Reports of AWP&B 2011-12 and QPR up to March 2012, Pedagogy Unit, TSG

Training of Untrained Teachers under SSA in 2011-12

To ensure that all untrained teachers acquire the requisite professional skills, SSA provides 60-days training for teachers who have not received pre-service training. Many States have undertaken such programmes in collaboration with IGNOU's distance training programs, or by increasing the capacity of their own teacher education institutions such as SCERTs and DIETs. With the implementation of RTE-2009 the states are supposed to impart training to the back log of professionally untrained teachers with a minimum of 2 year diploma course like DEd from IGNOU. At the same time no further untrained teachers are to be recruited. As such the States will have to enhance the intake capacity of the existing DIETs to meet their requirements. This whole issue has to be resolved within a cushion period of 5 years from the date of implementation of RTE that is upto 2015 The teachers who had acquired CPE diploma of 6 months duration from IGNOU are not considered as professionally qualified, they also require to undergoing a teacher-training for a period of 18 months or more.

The progress for Untrained teacher training up to March 2012 was **74,732 teachers against a target of 2,31,972 teachers,** which reflects a **32% overall achievement.**

- **2 State have shown 80% to 95% progress against their targets,** namely Nagaland (80%) and Uttar Pradesh (95%).
- **4 states have achieved between 10% to 60% of their targets,** including Arunachal Pradesh (34%), Madhya Pradesh (58%), Maharashtra (50%) and Meghalaya (13%).
- **9 states,** namely Bihar, Chhattisgarh, Jammu & Kashmir, Manipur, Mizoram, Orissa, Sikkim, Tripura and West Bengal have reported 0% achievement against their targets.
- **The remaining 20 States** had indicated no target for 2011-12, including Andaman & N Island, Andhra Pradesh, Assam, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Puducherry, Punjab, Rajasthan, Tamil Nadu and Uttarakhand.

Issues in Training of Untrained Teachers:

Some of the issues that have been reported by States regarding the training of untrained teachers include:

- Some of the states facing the problem of untrained teachers, like Arunachal Pradesh, Jharkhand, Tripura and West Bengal have a large number of untrained teachers. They are seeking the help of IGNOU to clear the backlog of untrained teachers. However, they are also trying to rope in DIETs to train the teachers. However, major problem being faced by these States is that the teachers who are old or have already put in good number of years of service are not willing to get the training.
- Insufficient number or in-take capacity of Teacher Training Institutions/ SCERTs/ DIETs in the State (eg. Assam and Jharkhand) is an issue with the States. It is proposed that these States may take the help of State University's open education departments to provide training to their untrained teachers. The States like Jharkhand may like to take the help of Teacher training institutes (TTIs) to provide training to untrained teachers. Both face to face mode (at TTIs) & distance mode (at IGNOU] of training will have to be undertaken to clear the backlog of untrained

teachers in the State. Further it may be emphasized that to develop professionalism amongst teachers both the modes (face to face and distance mode) are required. In this way these States can enhance their capacity to train teachers. If the help of the existing institutes is taken in case of Jharkhand, there will be a Capacity to train around 16000 untrained teachers every year from 2010-2011 onwards. Hence the backlog of about 23000 untrained teachers will be cleared in approximately three years time.

- The States are finding a large gap between the output given by training institutes per year and the actual demand of teachers in schools (Chhattisgarh). The state is mooting several options like seeking the help of SCERT, DIETs, BTCs and the private TTIs to meet the challenge. State's teacher recruitment policies which currently allow for hiring of untrained teachers need to be revised (Assam, Arunachal, Bihar, Chhattisgarh, Meghalaya, Orissa, Tripura,)
- The NCTE being a regulatory body does not recognize IGNOU's 6-month CPT as full-fledged certification for teachers, thus there is less incentive for teachers to enroll in this course (J&K, Mizoram). J&K intends to carry out the training through the J&K board in the vacations of summer and winters to clear the backlog.
- While taking up the issue of untrained teachers, one does take into account that the basic qualifications for being a teacher to teach primary classes, a person must be +2 pass or graduate. But in the State like Nagaland and Orissa, there have been teachers with matriculation as basic qualifications, who are teaching at the primary level. These States may consider providing these teachers an opportunity to improve their basic Educational qualifications.
- Teachers who are on the verge of retirement are not willing to undergo training in Manipur and Nagaland. The number of teachers that can be covered under IGNOU's distance course is not sufficient to be able to cover all the untrained teachers. (Manipur, Nagaland)
- There are some logistical or geographical obstacles (for teachers from far-flung areas) to enroll for teacher training course (Mizoram). Such teachers can be provided some training modules supplemented with some face-to-face and distance education courses.
- In case of States like Sikkim, it is not feasible to accommodate long absence of teachers from schools (during the training period) as it will hamper the teaching-learning process in the schools.

Strategies for covering untrained teachers

States have adopted various strategies for addressing the above issues to cover the untrained teachers in the state. For example,

- Enrolling in distance programs offered by IGNOU 2-year Diploma in Primary Education (DPE) courses.
- Madhya Pradesh designed and implemented a Diploma in Education (D.Ed.) Course called Operation Quality through distance mode to complete the backlog of untrained teachers at elementary level.
- Some states like Nagaland have taken a policy decision to recruit only professionally trained teachers. However these states still need to evolve a mechanism to ensure that the existing back log is cleared in a timely manner.
- In Mizoram untrained teachers will be given DPE (D-Ed equivalent) through IGNOU which is of two years duration as required by RTE, in 2010-11. Untrained primary school teachers are undergoing CPE course and DPE for UPS teachers under IGNOU.

- In Orissa, the Directorate, TE & SCERT has been entrusted with the training of untrained teachers through DEP-CT course (which is equivalent to Regular CT course). There are 110 study centers in the State for such programmes. The TE and Mentors for these programmes are also trained to impart such training.
- In UP all graduate untrained teachers will be trained through distance mode from Indira Gandhi Open University Regional Office Lucknow (IGNOU) and Rajarshi Tandon Open University Allahabad (provided NCTE agrees to the proposal) as the current norms of NCTE for teachers training through open or distance learning mode are very restrictive.

An overview of the major issues faced and strategies that States have adopted for training their untrained teachers are reflected in the table below.

Issues and Strategies in Training of Untrained Teachers

S.N.	State	Status	Issues & Strategies
1.	Arunachal Pradesh	• As per annual work plan 2011-12, out of 12816 teachers working at elementary level including SSA teachers, 9781 are untrained i.e. 76.32% of which 6495 out of 8107 i.e. 80.11% at primary level and 3286 out of 4709 i.e. 69.78% at upper primary level are untrained. These untrained teachers will be trained in four batches during the next 3 to 4 years of which 1489 have already been registered.	• In order to have requisite professional qualification in the light of RTE and also to enhance the quality of teaching-learning process effectively in the classroom, State has decided to get trained all the in-service untrained Pry and Upper Primary teachers through 2 years Diploma course of IGNOU within the next three years. • Hence, an emphasis is given on compulsory teacher training (Two years Diploma in Primary Education) through distance mode of IGNOU to boost the capacities of untrained teachers by strengthening the training institutions like 11 DIETs and 23 vibrant BRCs as study centres for contact programme in different districts. • Presently all the 11 DIETs have been approved as study centres for this programme and proposed 23 BRCs are likely to be approved. In fact, the State has a large number of backlogs of untrained teachers.
2.	Assam	• The state has 52863 untrained teachers. As per NCTE, Act 2010, all teachers must be trained up who were appointed only after 3rd September 2001 and will have to undergo 2 year Diploma in Elementary Education. It is seen that total 8303 (LP 6165 + UP 2138) were appointed or regularised in elementary school after 3rdSeptember, 2001. • SCERT already has undertaken the 2 years Diploma course at DIET covering 7756 nos teachers. Remaining 547 teachers are also to be trained up by SCERT within this year.	• It is proposed that both [i.e. face to face at TTIs training will have to be undertaken to clear the backlog of untrained teachers in the state. Beside these, there are some learning centres approved by IGNOU at BRC level which can be used for training. • Through TTI and distance mode 2 year curriculum is prepared by SCERT and sent for approval to NCTE • Problem is trying to solve with SCERT and IGNOU. At present only 8603 nos of untrained teachers in the state who were appointed after 3rd September, 2001.

S.N.	State	Status	Issues & Strategies
3.	Bihar	• The Government of Bihar and IGNOU has signed an MOU to train untrained teachers by offering them DPE programme. The programme is delivered through a network of 37 PSCs (one in each district) and about 400 Cluster Resource Centres (CRCs). • A joint Task Force, is co-chaired by VC IGNOU and the Commissioners-cum-Secretary and with two and three members respectively from Govt. of Bihar and IGNOU. This supervises all activities pertaining to the programme. It was decided to organize meeting of the Task force at least twice a year. • The in charge of PSC has been designated as District Coordinator and monitoring all the activities of DPE programme in their district including that of CRCs.	• The State has very few numbers of training institutions which can provide pre-service training of teachers. Only 20 (DIETs and PTECs) training institutions are providing pre-service training. Further, the capacity of these institutions is only 50 each except one which can enroll 100 students. • Out of the newly recruited teachers about 65% were untrained whereas only 35% were trained. It is not possible to train this number of teachers through distance mode. This was an exceptional and short time measure and was not meant to replace the conventional in house capacity of teacher training. • Session starting from 2007-09 to 2009-10 about 1,29,000 untrained teachers have been enrolled in this two year Diploma in Primary Education (DPE) course. IGNOU is also facing problem in training these huge number of teachers, hence, it could not be advisable to enroll more teachers to this course in coming years. This measure was taken up as a shot intervention to train huge number of teachers in one goes. • 1,40,000 teachers were found to be untrained out of total 2,14,000 teachers recruited, if this ratio prevails in another 3,04,516 which are required in light of Right to Education Bill, the number of untrained teachers would be around 1,99,216. Again, this will be huge number of untrained teachers would not be possible to get trained through existing set-up of training institutions. • State has taken up this issue on a priority basis and is reviving its training institutions. The state has altogether 60 basic training institutions inclusive of DIETs. If these all training institutions become operational which would be very ideal situation, then too only 3,050 teachers would be admitted for training in each session. It is evident, thus, that would be very difficult to achieve this target in a short period of time.
4.	Chhattisgarh	• So far state had only one source of training untrained teachers that was through IGNOU's correspondence course DPE. This was a two year diploma course conducted through correspondence. • 7951 teachers were trained through IGNOU in the year 2009-10. 13407 teachers were to be trained in 2010-11,but NCTE withdrew recognition of	• State still has a backlog of around `39000 untrained teachers while around 5000 new teachers will be recruited this year of which around 2000 are likely to be untrained. To train these many untrained teachers new capacity for in- service teachers training are being created in the state. SCERT has applied to NCTE for starting a diploma course through correspondence to be conducted through 16 DIETs and 2 BTCs creating a

S.N.	State	Status	Issues & Strategies
		this course as teachers training course hence none of the teachers could be trained in 2010-11. • Now SCERT of the state has applied to the NCTE for the recognition on the 2 year diploma course designed by it and to be taught through correspondence mode. This recognition is expected shortly and will be for 7500 seats. If approved state will be able to train its all, about 39000 untrained teachers in 5 years time.	capacity for training around 7000 untrained teachers in the state. Similarly Pt. Sundarlal Sharma Patrakarita Vishvavidyalaya has been granted to accommodate 2400 students through correspondence in its B.Ed. course. Thus there will be a Capacity to train around 9400 untrained teachers every year. Hence the backlog of about 39000 untrained teachers will be cleared in four years time. The teachers trained through SCERT for 2 years will be acquiring the D.Ed. degree, which will have the recognition from NCTE.
5.	Jammu & Kashmir	• The mechanism devised for training of untrained teachers (induction level/ post induction level) in the 2005-06 envisaged a six month course through the mode of distance education from IGNOU. • The teachers who qualified the examination at the end of the term were to be awarded "Certificate in Primary Teaching" (CPT). • However, the programme could not succeed due to several reasons. One of the major reasons was that the study materials prepared by IGNOU properly do not cater to the needs of teachers nor could it be disseminated in far flung areas of the State. Another reason was the lack of interest shown by teachers as the six months course had formal recognition from State Education Department.	• Training of in-service teachers for D.Ed is proposed through distance education from J&K Board. The issue of raising the intake capacity of DIETs is under consideration. • The DIETs shall act as nodal agencies for the programme as they already train the teachers for D.Ed. and have the necessary infrastructure/ faculty for the same. Batches of the 50-100 teachers shall be enrolled per year. • DIETs shall arrange two PCPs of 15 days each per year for batches of 50 teachers. • The study material is easily available as per J&K Board syllabus; IGNOU can also be associated for sourcing the supporting study material. Ensure the enrolment, the Administrative Dep't. Shall be requested to issue order stipulating that eligible in-service teachers shall clear D.Ed. within 2/3 years of selection failing which annual increment shall be withheld. • The examination at the end of the session shall be conducted by the J&K Board as in the case of regular D.Ed. candidates. • SPO shall monitor the programme and arrange workshops for stakeholders to ensure success of the programme. • The modalities of recognition of D.Ed through distance Education shall be taken with J&K, Board of School education.
6.	Madhya Pradesh	• As per RTE act a person must possess the minimum qualification letdown by the academic authority authorized by the central govt. to be eligible to work as a teacher. NCTE (authorized by central govt. as academic authority) has let down the minimum qualification for teachers. The state has developed strategy to all untrained teachers within the next 4 year. The strategy has been drawn on the bases of the following.	• There is a requirement of proper planning and Mechanism for training of untrained teachers which include nature of course, partners/ providers, duration, content, methodology, follow-up and process of certification. As per RTE act a person must possess the minimum qualification letdown by the academic authority authorized by the central govt. to be eligible to work as a teacher .NCTE (authorized by central govt. as academic authority) has let down the

S.N.	State	Status	Issues & Strategies
		a. The number of under qualified and untrained teachers b. Institutional capacity in terms of DIETs and teachers training institute, which address in the state for teacher education. c. Proposed measures for increasing the institutional capacity to address the teacher qualification needs of untrained teachers, including alternative strategies through distance learning to clear the backlog.	minimum qualification for teachers. The state need to developed strategy to all untrained teachers within the next 4 year. The strategy has been drawn on the bases of the following. • The number of under qualified and untrained teachers • Institutional capacity in terms of DIETs and teachers training institute, which address in the state for teacher education. • Alternative strategies through distance learning to clear the backlog. As well as through regular and distance courses Bhoj & IGNOU. • There is also a requirement of proper data regarding untrained teacher.
7.	Maharashtra	• Untrained teachers get 60 days training. (3 rounds of one month each) • They join 21 days general in service teacher training course • Additional 29 days training will be organized at DIET level.	• Long-term perspective for covering all untrained teachers in the State, through appropriate D.Ed. (2-year) equivalent course
8.	Manipur	• The Road map to train the untrained teachers has been developed by the SCERT, which is also one of the academic authority. • Eight DIETs will be imparting in-service teacher training for two year course for purely untrained teachers and 18 months course for those teachers who have completed 6-months Certificate Course.	• The SCERT is the authority to train the untrained teachers. • State has no policy of recruiting trained teachers.
9.	Meghalaya	• The state has a major problem of training the untrained teachers already recruited in the cadres. This is due to the fact that trained teachers are not available and the intake capacity of the training institutions is not adequate. Thus far the CPE course was being conducted by IGNOU, which has been derecognised by NCTE.	• To overcome this problem of clearing the backlog and improve the intake, the DERT was requested to formulate a Plan of action to take up the task of training of teachers. • After several consultative meetings at various levels the DERT has proposed to conduct D.Ed. programme for the teachers. • Make Professional Training (2 yrs. Teacher Education Programme) mandatory for recruitment • Training of in-service (untrained) teachers in a time bound manner • Operational definition of the Term 'Trained Teachers' to be made clear in universal terms and to be expressed explicitly. • The DERT after reorganization will establish a Distance Education Deptt. The Deptt. Will offer a 2 years Teacher Education Programme with study centres all DIETs & BRCs. Remuneration & others incentives for both academic counselors programme coordinators and Teacher students to be worked out at State level.

S.N.	State	Status	Issues & Strategies
10.	Mizoram	• All untrained teachers are sent for DPE course through IGNOU which is of 2 years course and is equivalent to D.Ed. as required by RTE.	• Prior to RTE untrained teachers were sent for CPE course through IGNOU which was then very much valid. • With the implementation of RTE those untrained teachers who had undergone CPE are now considered as untrained teachers. • It is planned to cover all these untrained teachers through DPE in a phase manner and recruit trained teachers as much as possible in future in order to clear backlog of untrained teachers in the state.
11.	Nagaland	• SCERT & DIETs undertake 6 months Certificate Course for untrained teachers. Monitoring and supervision are also undertaken by Directorate of School Education and its field establishment. • The current status of study centers in the state is 6 DIETs with 50 each capacity intake annually, 1 SCERT with 50 and the IGNOU with 200. • The state will work out the backlog of untrained teachers and disseminate the physical numbers as per the feasibility to the study centers.	• The state has been conducting the training of untrained teachers through IGNOU for a 6 months CPE course. In 2010-11 SCERT has been made the nodal Agency for training of untrained teachers and therefore 6 months certificate course covering 800 untrained teachers during 2010-11. • Even though post RTE rules notification the State proposes to conduct 6 months training, for the reasons that teachers cannot be spared for training in the long duration. The state feels that redeployment of teachers is required may be done against training vacancies. • A six month certificate course on teachers Education has been proposed to 1500 untrained Teachers during 2011-12 at ten centres.
12.	Orissa	• In the State Directorate TE & SCERT has been entrusted with the training of untrained teachers. • Training is being provided to the untrained teachers through Distance Mode by Director, Teacher Education & State Council of Educational Research & Training (TE & SCERT). Indira Gandhi National Open University (IGNOU) has agreed to provide in-service B.Ed. training through Distance Mode as per the request of State Govt. • The untrained Teachers those who had requisite qualification (+2) under Distance mode through TE & SCERT (Academic Authority) duly approved by NCTE.	• Contact sessions in distance education of 60 days per year for untrained Teachers to acquire professional qualifications over a two year period. • The course conducted by SCERT and approved by NCTE. • Mechanism for training of untrained teachers (nature of course, partners/ providers, duration, content, methodology, follow-up) • Saturation Plan for upgrading all untrained teachers in the State within the fixed time frame, through appropriate D.Ed. (2-year) equivalent course
13.	Sikkim	• Untrained teachers are registered for professional courses through Distance Mode from IGNOU and regular B. Ed. Courses from B. Ed. College, Soreng, South Sikkim. Primary Teachers are being registered for 02 years training in DIET (East, West and South) and two	• There are 2197 untrained primary and 1024 untrained upper primary teachers in the state which are 47.30% and 47.96% in primary and upper primary respectively. • Long-term perspective for covering all untrained teachers in the State, through appropriate D.Ed. (2-year) equivalent course

S.N.	State	Status	Issues & Strategies
		years Diploma through IGNOU, Distance Mode.	There are three courses that the state is has planned to do: • B.Ed.: State has enrolled 200 in-service upper primary untrained teachers in IGNOU in 2010. • 2-year Diploma in Elementary Education: Enrolment of 150 untrained primary teachers 3 (three) DIETs • CPE+ Programme for 300 primary teachers who have completed CPE from IGNOU.
14.	Tripura	• Backlog of untrained teachers. A long term plan for Teachers' training has been adopted.	• Shortage of DIETs and Teacher Training Institute (Private). • Long-term perspective for covering all untrained teachers in the State, through appropriate D.Ed. (2-year) equivalent course
15.	Uttar Pradesh	• In 2010-11 training of 35000 para teachers through distance mode by IGNOU have been approved. • UP Govt. has requested to NCTE to train or graduate para teachers by distance mode through IGNOU or another open university of UP but the proposal could not approve. • In the context of RTE Act 2009 NCTE has approved a fresh proposal of UP Govt. to conduct elementary teacher education programmed (Diploma in Elementary Education) of two years through open & distance learning mode for training mode of existing 1.24 lakh untrained graduate para teachers.	• While the model for practical training is well thought out, the PTR (DIET Faculty and student teachers) is not conducive to create the impact needed. • Keeping in view the large number of untrained teachers (graduate Shiksha Mitra) the 2 year training program will be conducted in 2 Phases **First Phase** - Year 2011-12- & 2012-13 **Second Phase** - Year 2013-14 & 2014-15 • 821 BRCs and 59 UERCs in the State of UP are fully functional. So 890 centers may be designated as study centers to conduct training program for untrained teachers through distance mode. • The seat capacity of each study center will be 70. Thus 62000 candidates will be selected for the first phase of training (2011-12 & 2012-13). • The criteria of the selection of untrained teachers for training will be on the basis of first date of appointment as Shiksha Mitras i.e. the Principle of first come first serve will be adopted. If date of appointment is the same, then the higher educational qualification will be preferred. If date of appointment and educational qualifications were the same, then Shiksha Mitra having more age would be given preference. • The training course will be spread over 4 semesters in two calendar years. At the end of each semester, examination will be conducted under the guidance of SCERT. • Monitoring of this programmed will be at three levels, state level, district level and BRC level. The SCERT will develop reporting formats for the monitoring purpose to ensure the implementation of the programmed.

S.N.	State	Status	Issues & Strategies
16.	West Bengal	• For the up-liftment of under qualified and untrained teachers as per minimum qualification of NCTE notification, an initiative has already been taken up for organizing examinations of PPPTT and PTT held up in the earlier years. • For reintroducing examinations of PPPTT and PTT held up in the earlier years, a notification has been issued from West Bengal Board of Primary Education which states that all the trainees (fresher, deputed & newly appointed primary teachers) of 1 year PTT course and PPPTT course during the session 2004 – 05 & 2005 – 06 who had completed the aforesaid courses and whose names were previously registered under WBBPE but could not sit for the theoretical examination due to unavoidable circumstances are eligible for the examinations for either 1 year PTT course and 2 year PPPTT course. There are so many study centers of different medium English, Hindi, Urdu, Bengali etc. distributed in the entire state.	• WBBPE in collaboration with NIOS & IGNOU will arrange the Teachers' training for the untrained Teachers at Primary level preferably through DL Mode. As a kick-start, about 1000 Untrained Teachers at Primary level will be addressed for each district during 2011-12 except DGHC. • WBBPE has now been conducting 1 year Bridge Course as per Approval of NCTE for making erstwhile 1 year PTTI Training to make it equivalent with DEd. WBBPE has now submitted a proposal for conducting 2 years DLEd course in Distance mode to cover some part of huge backlog of Untrained Teachers. • As the issue of addressing the untrained teachers both at Primary and Upper Primary level is the mammoth task, therefore more discussion will be required with reputed National level Institutions particularly NCTE, IGNOU, NIOS as well as State level organizations like NSOU, WBCROS, Universities having Distance Education Unit, Bed Colleges/ DIETs and PTTIS etc.

Source: Appraisal Notes of AWP&B, 2011-12 and QPR up to March 2012, Pedagogy Unit, TSG

Status of Renewal of Curriculum & Textbooks in light of NCF 2005
Progress till March 2012

The National Curriculum Framework 2005 calls for a significant shift in the educational processes where the classrooms are expected to be child-friendly and joyful. It urges the system to put itself in the child's shoes and see things from the child's perspective so as to understand the needs and perspective of the child. In this context the functionaries as well as policy makers in education system have to find out 'what needs to be changed in order to make schooling a happy experience for the child?". It further calls for a shift towards an active learning experience where the child begins by exploring her own surroundings through hands-on activities by linking these with her interests, in order to construct knowledge for herself. That is why renewal of curriculum in light of NCF 2005 calls for bringing changes in the overall learning experience – not only in textbooks, but in four key overall areas namely Curriculum Content: (Connecting knowledge to life outside the school); Teaching Methods (Ensuring that learning shifts from rote methods) Teaching Learning Materials (Enriching the curriculum so that it goes beyond textbooks) and Assessment: (Making examinations more flexible and integrating them with classroom life)

Each State has been urged to renew its own State curriculum in light of NCF 05 by bringing in changes in the above four key areas. The present status of renewal of curriculum and textbooks in different States is as follows:

Factors Contributing to Success in changing the curriculum:
In the States that showed good progress in renewing their curriculum in light of NCF 2005, following are some of the positive factors contributing to success:

- Formation of strong Subject Expert Groups to contribute to envisioning and drafting of new Curriculum framework
- Close involvement of experts from National Level, particularly those who were involved with drafting NCF 2005
- Proper structure with active SCERT and close coordination with other educational bodies
- Decentralized process with a great deal of interaction and dialogue with diverse stakeholders at different levels
- Strong visioning exercises to enable different stakeholders to understand and internalize the essential ideas of NCF 2005

Barricades in changing the curriculum:
Some of the challenges that have been found in the curriculum renewal process include:

- Some states went directly for revision of syllabus or textbook, without first developing a clear curriculum vision document through wide-scale discussion
- Curriculum renewal by itself is not sufficient rather it requires revising the Teacher Education Framework, as well as the systems of assessment and monitoring so that it is in tune with the curriculum vision
- Spirit of NCF 05 not always properly understood at different levels
- if there are not enough practical examples of what the ideas of NCF 05 (eg. constructivism) actually look like in practice there is always difficulty in translating theory into practice,
- Mindset of officers/Coordinators remain focused on administrative rather than academic issues

Success Stories:

The table below shows some examples of the positive steps and good practices that have been taken by various States to facilitate the process of curriculum renewal at the State level. Following that is a table that provides a broader picture of where each state stands in terms of curriculum and textbook renewal in light of NCF 05.

Salient Features/ Good practices in Curriculum Renewal Process

S. N.	Steps taken in Curriculum Renewal process	Examples of Good practices from States
1.	Developing **own State Curriculum Framework** in light of NCF 05 (instead of going straight for syllabus/ textbook revision)	• **Karnataka, Kerala, Orissa, Bihar, Chhattisgarh** and Sikkim **Uttarakhand and Uttar Pradesh** etc. developed their own State specific Curriculum document after wide-scale discussions at different levels
2.	**Holistic curriculum reform**, involving not just textbook revision, but also accompanying changes in assessment methods, teaching methods, other teaching learning materials, etc.	• In **Kerala**, the new curriculum was accompanied by efforts for ensuring activity-based, experiential classrooms, and making assessment continuous and comprehensive through children's profiles
3.	Constitution of **Subject-wise Core Groups** for designing new curriculum, syllabus and textbooks	• **Kerala** constituted 14 Subject-wise Focus Groups, including national level experts who had been involved in NCF 05. • **Karnataka** set up a committee consisting of educationists, professionals and classroom teachers from different parts of Karnataka. • In **Orissa**, Subject Groups were formed to prepare State level curriculum, and then these Subject Groups along with additional members were assigned the task of writing the new textbooks.
4.	Curriculum documents developed at **different levels**	• In **Chhattisgarh**, SCERT developed State level curriculum document, and at the same time Districts under the guidance of SCERT developed own District level curriculum documents for elementary level
5.	**Disseminating ideas of NCF 2005 in simple form** (NCF 05 and Position Papers to State language, booklets, videos, Envisioning Workshops)	• **Chhattisgarh** organized number of envisioning workshops on NCF 05 with the support of NCERT Resource Persons. • **Uttarakhand** circulated booklets summarizing the key ideas of NCF 05 for charging up teachers with these ideas
6.	**Comparative study** of State curriculum with the salient features of NCF 2005	• **Karnataka, Madhya Pradesh made** a comparative study of the State curriculum/ syllabus with NCF 2005, identifying gaps and incorporating local specific context
7.	**Developing Position Papers** on different subjects, and ensuing discussions	• In **Kerala**, 14 focus groups were constituted for developing various position papers. Based on these, draft curriculum document was prepared. Detailed discussion on this document was held at the grass root level and was up scaled following a bottom up procedure. (School, Panchayat, District and State). More than 50,000 people participated in these discussions. The document was fine-tuned incorporating the suggestions that emerged from these discussions.
8.	**Decentralized process** involving wide-scale consultations with diverse stakeholders	• **Chhattisgarh, Assam** invited stakeholders like teachers, teacher educators, community members, subjects experts, educationists, NGOs to participate in workshops and give their views while framing the state curriculum. • **Orissa** developed its new curriculum in collaboration with State bodies like OPEPA, & Dte. of T.E. State level and regional consultations were held with all stakeholders related to school education, including teachers, parents, administrators and students.
		• **Madhya Pradesh** followed a decentralized process for developing State Curriculum Framework as follows: • Development of tools at State level for obtaining feedback and comments from students, community, teachers, etc. • Dialogue with students of 10 selected JSK schools for identification of subject wise hard spots, relevance of topics and contents. • Discussion with parents and community through PTA meeting to get their perception on what should be taught to their

S. N.	Steps taken in Curriculum Renewal process	Examples of Good practices from States
		children. • 3 Workshops each of 3 days duration organized at district level DIET involving teachers, cluster & block coordinators and educationist to review and analyse the NCF 2005 and to consolidate the district and sub district suggestions. • Workshops held at state level to compile and consolidate the feedback and finalise the State Curriculum framework • To facilitate the process, seminars were held on various issues having an impact on quality of education, i. e., Pedagogy, Evaluation Technique, Classroom transaction, etc.
9.	Constant **interaction with National level experts**, especially those involved in NCF 05	• **Karnataka** shared its draft syllabus with NCERT, and incorporated NCERT's feedback to make necessary changes..
10.	**Field trials** and feedback incorporated	• In **Chhattisgarh, MP**, feedback was taken from students, community, teachers and district persons, through field trial and monitoring.
11.	Incorporation of **progressive educational theories** and approaches	• **Kerala** Curriculum Framework 2007 was designed on the basis of social constructivism and critical pedagogy. The syllabus grids and unit plans were developed based on social issues with the understanding that knowledge construction and the construction of the society are complementary processes.
12.	**Innovative approaches** to textbook design	• **Orissa, Chhattisgarh, Himachal Pradesh,** introduced integrated textbooks for Classes I & II to reduce the load of the school bags on children. • **Goa:** As a first step towards the reforms of curriculum Corrections in Konkani and Marathi version of the original English NCERT textbooks are carried out and almost complete. • **Karnataka:** They are in conformity with the values enshrined in the constitution along with all round development of the child with key focus on both scholastic and non-scholastic subjects.
13.	Preparing **supplementary teaching-learning materials** to be integrated into curriculum	• In **Karnataka**, textbooks and workbooks are combined. • **Assam** has developed subject-wise worksheets for each class from class-I to class-V to promote activity based learning in each class. Subject-wise children assessment workbooks are also provided to children from class-I to class-VIII. • **Chhattisgarh** has made regular quarterly Children's magazines as part of regular curriculum, to be used as supplementary textual materials/ workbooks in schools across the State, to help the students carry out activities and exercises in the classrooms in different concept areas and acquire understanding through peer collaboration and assistance from teachers.

Source: QPR- IV Up to March 2012 and AWPB 2011-12

Status of States regarding Renewal of Curriculum and Textbooks in light of NCF 2005

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
1.	A. & N Island	NCERT syllabus followed	• NCERT text books are followed throughout A&N Islands so separate renewal for this UT is not required. • In respect of language books of Tamil, Telugu and Bengali, the state concerned books are used.
2.	Andhra Pradesh	State Curriculum Framework (APSCF 2011) by SCERT	• The penultimate draft position papers and curriculum frame work are place in the web site, for comments from teachers, parents and other public in general. • Vide district and state level consultations have been organized in the form of seminars to discuss the State Curriculum Framework, Systemic Reforms, and Revision of syllabus and Textbooks during 2011 – 12. • The Textbooks of Classes III, VI and VII have been revised and proposed to be introduced during 2012-13. • 18 Position papers were developed. • Academic standards for classes from I to VIII were formulated. • New Text Books for classes I & II were developed and supplied to schools.
3.	Arunachal Pradesh	NCERT syllabus followed	• The state follow NCERT textbooks, hence there is no any state plan for curriculum/textbook renewal. In the state there is SCERT (erstwhile SIE) as academic authority to look into.
4.	Assam	Revision in process, Adopt NCERT textbooks.	**Curriculum: Integrated School Curriculum from class I to XII** • In Assam, there are 3 Boards/Councils – SCERT upto VIII, State Secondary Education Board up to Matriculation, Higher Secondary Education Council for XI & XI. The State has taken a major policy decision to provide Integrated School Education to all children by developing Integrated Composite curriculum which was approved by Govt. of Assam in September, 2009. • Based on NCF 2005, the draft curriculum of I to XII Standards has already been prepared by SCERT for all subjects in the context of providing Equitable Standard of School Education policy of the State Government. • Govt. of Assam vide notification dt. 27th October, 2009 accorded approval of state curriculum and new textbooks are introduced in 2011 Academic year. • SCERT as Academic Authority declared. **TLM and Textbooks** • I and VIII Std. textbooks are prepared through SCERT and made available to schools from the academic session in 2012. Govt. of Assam has decided to follow NCERT textbook on core subjects viz. Science, Maths, English, Hindi and Language and EVS/Social Science are developed on State Curriculum. • Practicing teachers are involved in the preparation of textbooks
5.	Bihar	BCF-2006 Completed & Published 2007 in light of NCF 05.	• Text books of classes I, III & VI revised printed & distributed. • Text books of classes II, IV revised and printed and are being distributed • Renewal of Text Books for classes V & VII done by SCERT and they are under print.

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
6.	Chandigarh	NCERT Curriculum & syllabus followed	• Chandigarh has no textbook board, as such in CHD. Text books published by NCERT are followed. • All schools are affiliated with CBSE, therefore curriculum and text books developed by NCERT & CBSE are followed. As such the curriculum followed is in consonance with NCF-2005. Curriculum & Textbooks renewal is done at the end of NCERT.
7.	Chhattisgarh	Curriculum was renewed in the year 2007-	• State has renewed its curriculum and text books in 2007-08 and is going to renew it in the context of the RTE in 2012-13. • State has renewed the syllabus based on new State curriculum and textbooks have also been developed, printed and are in use since 2008-09. State will review the textbooks after five years or after any new guidelines being issued in this regard.
8.	D & N Haveli	Gujarat curriculum followed -	• The U.T. follows the Curriculum and Textbook prepared by Gujarat Council of Educational Research and Training (GCERT) Gujarat.
9.	Daman & Diu	Gujarat curriculum followed	• UT of Daman & Diu has adopted Textbook and Curriculum of Gujarat State. As per letter received by Gujarat Text book board the semester system will be introduce from next academic year i.e. 2012-13 for Upper primary section only for Gujarati Medium.
10.	Delhi	NCERT syllabus followed	• Curriculum and textbooks are developed by NCERT and Published by Delhi Bureau of Text books. • State has adopted text books prepared by NCERT and which are in consonance with NCF-2005.
11.	Goa	State has adopted NCF 05 by adding 30% local component	• The State has adopted NCERT Text Books since 2006. Corrections and improvements were carried out following the scrutiny of opinions/responses/Queries from the teaching community and people in general before 2011 addition was printed and distributed. • The Textbooks having more than 200 pages were splitted into two parts with view to reduce the school bag load. However continuity of lessons/pages and content is kept unchanged. • As a first step towards the reforms of curriculum Corrections in Konkani and Marathi version of the original English NCERT textbooks are carried out and almost complete.
12.	Gujarat	State Curriculum Framework by GCERT	• New curriculum has been developed. Curriculum booklet has been put in public domain on GCERT website for suggestions. • Syllabus also has been prepared and finalized for standard 1 to 8, both the semester. • New textbooks have been developed for standard 1 to 8 first semester and piloted in 566 schools. Textbooks of standard 1 to 8 have been prepared for second semester also and are being piloted in the same 566 schools. • Training of teachers regarding approach of new curriculum as well as new methodology was done in the pilot blocks. • Feedback of teachers and students were collected by the regular monitoring systems like BRC-CRC Coordinators and DIET lecturers as well as education inspectors. The textbook writers also went in the schools and collected feedbacks from teachers and students. Accordingly corrections were made in the textbooks. • First semester textbooks are being revised on the basis of feedback. Standard 6-8 textbooks would be scaled up across the state from June

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
			2012. • Standard 1 to 5 textbooks would be piloted again on large scale sample. One block from each district is to be included for second pilot of standard 1 to 5 textbooks. • Research on new curriculum has been assigned to M S University. The tools were developed and baseline data are collected. The data are analyzed by MS University. The tools include written and oral tests for all the subjects and all the classes, questionnaire for teachers, questionnaire for head teacher, questionnaire for CRC-BRC Coordinators, ADEIs, DIET lecturers and BRPs, Focus Group Discussion for students, Focus Group Discussion for parents. • Student achievement data have been collected from pilot as well as control group schools.
13.	Haryana	State has prepared curriculum cum syllabus document for primary classes	• SCERT Haryana, Gurgaon develops the curriculum for primary classes. Process of revision is going on to make it as per NCF 2005. For Upper primary classes, curriculum is developed by Board of School Education Haryana. The State follows NCERT syllabus and NCERT books as such the revision of curriculum is automatic. Syllabus and books are revised accordingly. • Renewal of Textbooks for classes 1-5 was done in the light of NCF-2005 through various workshops and work was completed in the end of year 2010 and the renewed textbooks were implemented in the state of Haryana from academic session 2011-12
14.	Himachal Pradesh	In process for Primary level. NCERT syllabus followed at Upper Primary.	• Though from class 6th onwards we are following NCERT curriculum but at primary level the curriculum has been developed and designed by the teachers and the material is simple and takes care of play way methods of learning. But since it was developed about seven years back, we have already started the process of its review with active involvement of SCERT and HP Board of School Education. Draft text books for class-I have been developed based on NCF-2005. The text books for class-II are under process of development.
15.	Jammu & Kashmir	Initiated in 2007-08; still in progress	• Under the guidance of State core Group constituted by State Government for revision/ reform of curriculum for elementary classes in accordance with the guidelines of NCF-2005, the State Board of School Education is currently actively involved in the revision/ reform process. The New- Curriculum would be introduced from the next academic session, i.e., the academic session of 2012-13. The new textbooks 1st to 8th have been developed. • Teacher training modules were developed by the State Institutes of Education, Jammu / Srinagar. Teacher training modules have been developed on the modern lines of pedagogy, use of TLM and the evaluation methods. The teacher training modules have been printed and distributed among the district resource persons and block resource persons.
16.	Jharkhand	NCERT syllabus followed	• State has initiated developing state curriculum and syllabus and preparatory work has been completed in 2011-12. • State will be in position to develop their own curriculum within six month of the current financial year 2012-13. • Jharkhand Council of Educational Research and Training (JCERT) has taken the responsibility of the development of textbooks in tune with

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
			NCF 2005 and issues related to the pedagogical scenario of the State. • It has already developed textbooks for Class 1 and in the process of developing the textbooks for Lower Primary Section. • There is a plan to develop the textbooks for lower primary classes similarly by the next two years.

17.	Karnataka	Completed in 2008-09. New State Curriculum approved & published	• The curriculum and the evaluation procedure developed by the state government are in consonance with the large frame work of NCF 2005. They are in conformity with the values enshrined in the constitution along with all round development of the child with key focus on both scholastic and non-scholastic subjects.
			• The state curriculum was revised under the Chairmanship of D.Jagannatharao, Retired Director, DSERT. The committee represented by Senior Lecturers from DIET/CTE and subject experts of different fields. Around 30 workshops have been conducted at different level based on outcomes-finalized the draft curriculum. The DSERT sent a draft curriculum / syllabus to the state government after incorporating suggestions from the NCERT. The government, after the receipt of the document (28.01.2008) gone through consultation process and approved the draft on 19.05.2008.
			• The curriculum gives scope for the syllabus makers and text book writer to make class room process, learning experience, and even the assignment system to become child centric. Syllabus has been prepared under the chairmanship of Dr.D.S.Shivananda, Retired Professor of Bangalore University. Prof.G.S.Mudambuduthaya, Retired Joint Director of the Department of Pre-University Education is heading the team to revise Curriculum and develop textbooks accordingly.
			• A consultative meeting was held on 21.05.2010 under the chairmanship of Honorable Minister for Primary and Secondary Education with academicians, experts, writers, parents and other prominent persons.
			• Revised Syllabus was published in DSERT website on 31.05.2010 in the website to invite observation, objections and suggestions from public. The process of incorporating the suggestions is underway to improve the quality of syllabus.
			• Curriculum revision is completed. Textbooks are being written for the revised curriculum.
			• After the approval of the State Government, text books development will be started and brought to practice as follows:
			  • Revision of text books of standard 1 to 5 and 8 during 2012-2013
			  • Revision of text books of standard 6, 9 during 2013 - 2014
			  • Revision of text books of standard 7, 10 during 2014 - 2015

18.	Kerala	Completed in 2007. KCF published in 2007	The Kerala Curriculum Framework, 2007 (KCF) draws upon NCF, conceptually and pedagogically. The salient features of KCF - 2007 are the following: • Constructivism and critical pedagogy, • Continuous and cumulative evaluation. • Issue-based approach for the preparation of syllabi and textbooks. **The issues identified for the preparation of textbooks are as follows:-**

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
			• Absence of a vision of universal humanism. • Lack of human resource development. • Lack of understanding of the specificities of cultural identity and its need to develop freely. • Inability to see agriculture as part of culture. • Lack of scientific approach to health and public health. • Lack of due consideration towards marginalized groups. • Lack of scientific management of land and water. • Lack of eco – friendly industrialization and urbanization The KCF – 2007 details the manner in which languages, basic science, social science and mathematics are to be taught. The curriculum reform in the State has been entrusted with SCERT. The following activities have been carried out by SCERT in convergence with SSA and other structures such as SIEMAT SIET, Dept. of General Education and IT@ School. • Developed KCF 2007 based on NCF 2005 through a series of workshops in the participatory mode • Conducted discussions on NCF 2005 and KCF 2007 in State, District, Block and Panchayat level seminars involving all stakeholders • Developed syllabi, textbooks and handbooks for teachers for classes I to VIII in tune with the norms of social constructivism, critical pedagogy and issue based approach collaboration with SCERT. • Conducted try-outs of the revised TLM • Refined the textbooks based on the try-out experience • New textbooks for classes IX and XI are being developed • Conducted teacher training with special focus on the classroom processes and assessment in tune with the underpinnings of social constructivism, critical pedagogy and issue-based approach
19.	Lakshad-weep	NCERT syllabus followed	• In Lakshadweep we follow the text books on NCERT and SCERT Kerala. However action has been initiated for developing a separate curriculum for Primary classes in the first phase. Text books in Mahal Language for Std I-IV only are prepared by us.
20.	Madhya Pradesh	Follows NCF 05 curriculum. Textbooks revised in light of NCF	• The State has developed matrix on the basis of RTE, CCE & NCF. • The state will be prepare class I, III, & VI Textbook according to matrix in year 2012-13 in all subject.
21.	Maharashtra	Process initiated in 2009-10	• The present curriculum of Primary Education was revised in 2004. It got approved by Government in 2006 & was applied in the system from 2006. Meanwhile the National Curriculum Framework 2005 was prepared at national level. Keeping in view NCF 2005 State Curriculum Framework (SCF 2010) has been developed which got a Govt. sanction in October, 2011. Right to Education Act 2009 came in force from 2010. To cope with all these changes, curriculum development process is initiated by MSCERT in the sense of NCF 2005, RTE-2009 & SCF-2010 from last June. The work done regarding the implementation of NCF-2005 is as follows: • To revise the curriculum, subjectwise curriculum groups have been formed. Exp0erts primary-secondary teachers, professors of colleges &

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
			universities, NGO representatives, SSC Board Study group members, lecturers of DIET, field officers, special officers of Balbharti, MSCERT officials etc. are included in each group. • Literature which is being used as reference material for curriculum development is as follows: o NCF 2005 o RTE 2009 o SCF 2010 o Position paper developed by NCERT o Curricula of other states and boards o Textbooks of other states. • Team from MSCERT, Pune visited NCERT, New Delhi for acquiring information about curriculum development. To sensitize members of curriculum groups of each subject, MSCERT had arranged lectures of experts from NCERT, New Delhi. 8 experts were invited at MSCERT, Pune who gave a proper outlook regarding the NCF 2005, national concerns and the procedure adopted by the NCERT to renew the curriculum. From June onwards till today, 11 rounds of workshops have been arranged. The work done by these subject groups is as follows: o Vision points of revised curriculum o Goals of Education o Aims of Education o Aims of Primary Education o Peculiarities and strong points of subjectwise curriculum o Subjectwise objectives o Curriculum Framework Format o The work of syllabi writing, finalization of evaluation in view of CCE and Teacher Training is under process & it will be completed in due course of time. • Taken into account the spirit of NCF 2005, MSCERT as an academic authority has decided the different subject scheme to minimize the number of subject to be taught at primary level. Subject scheme has been submitted to the State Govt. for approval. Proposed schedule for implementation of curriculum and textbook is as under: Curriculum will be revised – June 2013 : Std.I & II June 2014 : Std.III, IV & VII June 2015 : Std.V, VI & VIII
22.	Manipur	Curriculum revised and implemented.	• Renewal of Curriculum and Syllabus based on NCF-2005 has been completed.
23.	Meghalaya	Completed in 2007 for Class 1-VII.	• The State has revised the Curriculum which is in line with the NCF 2005. • The Textbooks for classes' I-VIII have been prescribed and developed by Meghalaya Board of School Education (MBOSE). • From the year 2012, the State has reduced the number of Textbooks. • The State has also prepared an Action Plan on Textbooks.
24.	Mizoram	Curriculum revised and	• NCERT entrusted SCERT for Curriculum review and renewal in line with NCF 05. Reports are then given to NCERT and MBSE.

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
		implemented.	• Accordingly MBSE revised the syllabus and textbooks by conducting workshop involving subject experts, SCERT, DIETs and concerned teachers. • There is a textbook committee which approves the new curriculum and textbooks.
25.	Nagaland	Completed in 2007-2008	• Curriculum renewal with regard to NCF 2005 & textbooks for Pry. & Upper Pry. Renewed and completed. • All textbooks are reviewed every year. • The State Curriculum is presently being upgraded in the light of the CCE and RTE. Orientation pogrammes are presently being conducted for all schools in the use of the CCE.
26.	Orissa	Completed in 2008-09 for Class I to X	• The State has revised curriculum from Class – I to X in the light of NCF – 2005. • All textbooks have been revised and implemented. CCE is prepared by Directorate of TE&SCERT, Odisha (Academic Authority)
27.	Puducherry	Follows curriculum of Tamil Nadu, Kerala, & Andhra Pradesh	• Revised s per Tamil Nadu/Kerala/AP board • DTERT Chennai for Puducherry & Karaikal • Mahe from Kerala State Board • Yanam from SCERT Andhra Pradesh, therefore the UT does not undertake any textbook development. • Development of modules for teacher training in different areas:
28.	Punjab	Not initiated. SCERT has examined the NCF and recommendations have been forwarded by SCERT to PSEB	• NCF 2005 as developed by NCERT was studied by SCERT. The recommendations for the state specific modifications in the curriculum and text books had been forwarded by the SCERT to the Punjab School Education Board (PSEB). The revision of the text books has been / is being done by PSEB in a phased manner. • Textbooks of Hindi for 4& 5 classes, Social Science for 6, 7 and 8 class, English for 1 to 10 class and Maths and Science for classes 11 and 12 have already been revised by the board. • The revision of rest of the books is under process. 37 titles of books will be revised by PSEB during 2011-12.
29.	Rajasthan	Process initiated in 2009-10	• Four Subjects Text books of class 6 & 7 has prepared this year as per NCERT. • NCERT Text books (except English text book) have been adopted by state for class VIII in 2011-2012 & will be adopted for class VI & VII in session 2012-2013. For revision of curriculum on the basis of NCF 2005, a state level committee has been formed.
30.	Sikkim	NCF 05 adapted to State-specific context in 2008-09. Modified version of NCF 05 published	• As per NCF 2005, a State-specific Draft Curriculum Framework was developed at the State level in the line of key elements of NCF 2005 to be incorporated into the State curriculum. The perceptions and views of different stakeholders of various levels were used as a tool to refine and reshape the curriculum documents as per the needs of the state. Lastly a draft note was published in 2007, and has been finalized and printed thereafter. • Text books for primary classes have been renewed and shared with MHRD. • Text books for primary level has been revised as RTE & CCE, i.e. two term books have been developed including English, Maths, EVS & Sikkim related G.K.

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
31.	Tamil Nadu	Completed in 2009-10	• Curriculum and textbooks renewal has been done in 2009-10. Textbooks based on Equitable Standard Education incorporating the salient features of NCF 2005 have been developed and supplied to schools.
32.	Tripura	Completed in 2010 for Primary and 2011 for Upper Primary	• In our state preparation / modification of curriculum and syllabus of elementary education is done by the SCERT. SCERT is also assigned with the work of printing and distribution of textbooks under SSA. • Syllabi and text books for classes' I-V have been modified in 2010 while the work of modification for classes VI to VIII has been completed in July, 2011. The Subject Expert Committee constituted for this purpose modified syllabus and text books in collaboration with subject experts both for primary and upper primary stages. • At the elementary level saving English, all other NCERT text books have been introduced in the state in all Bengali medium schools in Bengali language, while in English medium schools all NCERT text books have been introduced intact. However, some tropics relevant to local context have been incorporated in the text books of primary level. • In order to implement this programme in the state, SSA Rajya Mission has designed CCE formats to evaluate the Scholastic and Co-scholastic areas. Those formats have been submitted to the SCERT, the State Academic Authority, for scrutiny and necessary steps for implementation of the same in the state. Now, SCERT has given a final shape of designed format of CCE. In this regard, a 20 member committee has been formed for final scrutiny of the same and for this purpose a 2 – day workshop will be held after getting confirmation from Dr. Avtar Singh, Professor and Head, NCERT who has already been requested by the Director, SCERT. We are hopeful that these formats will be implemented in all schools of elementary level in the state at the earliest.
33.	Uttar Pradesh	New Curriculum developed in 2008-09 as per NCF 05	• Curriculum revision was undertaken by SCERT in light of NCF 2005 and subsequently textbooks have been revised during 2008-09.
34.	Uttarakhand	Completed as per NCF 05	• State has completed the process for development of syllabus, curriculum and text books in the context of NCF- 2005. SCERT Uttarakhand has developed new curriculum framework for elementary level. SCERT and SPO Uttarakhand has organized workshop of expert resource persons comprised NRG's, SRG's, SCERT, DIET, School Teachers, NGO and Civil Society representative from different Educational fields. Document is focused on harmonization of curriculum and text books, comprehensive learning with desired learning out comes at various levels. This document mostly emphasizes for conceptual learning with constructive approach.
35.	West-Bengal	Not initiated. Curriculum last renewed in 2003-04. No plan indicated	• As a course of action, the Government of West Bengal had been appointed a Committee of Experts after issuing a notice (No. 849-S.E.(S)/10M-64/11 Dt: 20.07.2011). • The committee began work by forming sub - groups which consisted of teachers. The committee has also been in constant correspondence with primary and secondary level teachers and has taken their opinion into account. The groups analyzed the curriculum, syllabus textbooks

S. No	State	Status of Curriculum renewal in light of NCF 05	Details about Curriculum & Textbook Renewal
			operating in West Bengal presently and compared them with the NCERT curriculum and textbooks. They groups also went through all documents and surveys published in the last fifty years at the national and state level on education. • The State Government accepted the recommendations of the Committee, that the curricula, syllabi and texts for Classes - I, III, V, VII at elementary level are to be revised and re-written as per recommendations of the Committee immediately so that the revised curricula, syllabi and texts can become effective from the academic session 2013.

Source: Quarterly Progress Report up to March 2012, Pedagogy Unit TSG

Textbook Distribution 31.03.2012

Concerns:

A good textbook has to be seen or analyzed with respect to pedagogical issues as well as content and presentation of subject matter. The pedagogical implications of the textbook mean how are textbooks used by teachers and received by students? The methodology employed by the teachers and the mode of learning by the students have to be taken into consideration. Usually the methodology used by the teachers is based on memorization of the content; therefore the textbooks have to be such that this part is taken care of. Some exercises where the students are made to think have to be part of the textbooks. Wherever there are readymade answers available within the text of the book or there are single answers to the questions posed in the text, memorization follows. A good textbook therefore provide some thinking exercises for the students where there could be more than one right answer for a question.

The second concern in the textbook usually is the content coverage. In other words, it includes questions on coverage, sequencing and the curriculum, space allocation, the incorporation of multiple-perspectives, cultural and regional identity. In this context a textbook has to be evaluated with respect to the way the content is presented and use of pictures and charts that depict the concept being explained to the students. Any good text book will have the text which does not encourage memorization rather it is based on skill development. The textbook establishes linkage with prior skills and knowledge. There has to be linkage between the textbooks of different classes from 1st to 5th or 5th to 8th. Such type of linkage helps the child to relive with the information. Similarly there has to be linkage with skill developed at different stages of development of the child. Another important aspect is the language. The language has to be the Childs' language rather than pure language. The grammar and accent has to be age specific. This is in no way means that the child be allowed to study wrong language but this connotes that the language should develop slowly with the development of the child. The nuances of the language can be understood during the process of learning and development. Basic concept is that the child should not be driven away from the mother tongue in the early age otherwise the child may develop hatred for learning.

Another aspect in textbook is related to identifying intrinsic qualities in the textbooks that includes questions on assessing textbook pitch, on whether a text relies on reductionism, and on the possibilities for identifying author bias in texts.

Then a textbook has to be evaluated with respect to extrinsic factors like questions to ascertain whether the book is aimed at a specific group of students, and the extent to which the textbook will need to be complimented with alternative resources. A good text book is related to cultural set up from which the student comes. It has to make the child sensitive and aware about the constitutional obligation linked with equity aspect of class/ caste or gender.

Above all the textbook must have factual accuracy with up-to-date portrayal. There have to be good number of pictures depicting the concept in simpler manner. The space allocation to different concepts has to be such that the difficult concepts are arranged in a manner that the child understands those in the hierarchy of difficulty. A good pictorial view can help in the whole process.

Good Practices:

How-so-ever good the text book may be, its timely distribution is of great importance. Timely received textbook not only helps the child to learn fast but also keeps up the

enthusiasm of the child to learn. However, timely distribution of textbooks has been major issue with the States. In order to meet the requirement of timely distribution of textbooks almost all the states regulate it through District level/cluster level nodal schools under the supervision of the CRCs/ BRCs/ District level officers. Some States have come out with Innovative practices to achieve the goal, for example:

- Madhya Pradesh has focused on accountability at each level to have a check on any probable misuse. District Collector and SPD, themselves regulate the distribution mechanism of textbooks. The experiment has been quite successful.
- Kerala and West Bengal organize various programs accompanying the text-book distribution, such as Melas and cultural programs involving parents, community members, VECs and SDMCs, as well as encouraging community mobilization.

Position of States in Textbook Distribution:

Out of all the states/UTs, 31 States/UTs received SSA grants for the distribution of free Text-books in 2011-12, and the remaining 4 State viz. Andhra Pradesh, Lakshadweep, Puducherry and Tamilnadu have been meeting out the expenses of textbook distribution out of their own State budget.

Out of a target of 9,94,12,218 the achievement up to the 4th Quarter of 2011-12 has been 9,63,56,144 which reflects 97% of overall achievement.

- 26 states have achieved 100% against the targets of timely distribution of textbooks. These include: namely Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tripura, Uttarakhand and West Bengal.
- 5 States have achieved between 67% to 99% against the targets, namely Andaman & N Island (81%), Bihar (93%), Daman & Diu (93%), Jharkhand (67%) and Uttar Pradesh (99%).
- 4 States had not indicated any target for distribution of textbooks. These include Andhra Pradesh, Lakshadweep, Puducherry and Tamilnadu.

Source: QPR up to March 2012, Pedagogy Unit, TSG

Distribution and Utilization of Grants in 2011-12 (up to March end 2012)

There is a provision in SSA that centre will provide financial support to the States by providing grants for enabling them to bring about quality improvement in schools. Under this initiative, the grants provided are (i) **School grant** (ii) **TLE grant** (iii) **Teacher grant**. An overview of the progress made till March 2012 is given below.

1. **School grant:** School grant will be provided to all government and government aided schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, play material, games, sports equipment etc. The amount for upper primary school will include items for science laboratories and computer education requirements. This facility will also continue to be available to Madarsas affiliated to the State Boarss of Secondary Education/ State Madarsa Boards. SSA will provide school grant as Rs. 5000/- per year per primary school and Rs. 7000/- per year per upper primary school.
2. **TLE grant:** Section 19 of the RTE stipulates that TLE shall be provided to each class as required. TLE will be as per local specific context and requirement/need to be determined by the teachers and/or School Management Committees. Teachers and parents should be in the selection and procurement of TLE. VEC/SMC , school level Village appropriate body to decide on the best mode of procurement. As per the decision every new primary school will be provided grant at the rate of 20,000/- and new upper primary school will be given a grant of Rs. 50,000/- in all States. The TLE funds cannot be pooled at cluster/block/district or State level for centralised purchase.
3. **Teacher Grant:** Teacher grant will be provided to all teachers on annual basis to facilitate child cantered joyful classroom processes by using self developed, low cost, locally available teaching learning material. This facility will also continue to be available to Madrasas affiliated to the State Boarss of Secondary Education/ State Madarsa Boards. Teacher grant is annual feature @Rs.500/- per teacher per year.

Timely Distribution:

A. School Grant:

The achievement in distribution of school grants till March end 2012 has been 12,76,181 in all 35 States/UTs, which is **97%** out of the total target of **13,20,014**.

23 States have achieved 100% of their targets, namely Andaman & N Island, Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Daman & Diu, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Lakshadweep, Maharashtra, Manipur, Meghalaya, Mizoram, Orissa, Puducherry, Sikkim, Tripura and West Bengal.

11 states have achieved between 80% to 99% of their targets, including Andhra Pradesh (98%), Bihar (82%), Dadra & Nagar Haveli (83%), Gujarat (93%), Jharkhand (97%), Madhya Pradesh (98%), Punjab (96%), Rajasthan (94%), Tamil Nadu (99%), Uttar Pradesh (97%) and Uttarakhand (97%).

Nagaland has shown 0% progress.

Steps taken for achieving the targets:

In order to help the States to get timely requisite grants following steps have been taken:

a. Orienting the Officials: 16 States (A & N Islands, Andhra Pradesh, Bihar, Chandigarh Chhattisgarh, Gujarat, Sikkim, J&K, Kerala, Maharashtra, Mizoram, Punjab, Orissa, Uttar Pradesh, Uttarakhand & West Bengal.) have indicated that that they have been orienting their CRPs, BRPs, and State officials regularly to make an assessment towards the effective utilization of the grants.

b. Issuing Guidelines for the effective use of school grants: 13 States have indicated that they have issued specific guidelines to schools for effectively utilising the grants. These states are - Andhra Pradesh, Assam, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Karnataka, Orissa, Rajasthan, Sikkim, Tripura, Uttarakhand and West Bengal.

Success Stories:

For the Effective utilization of school grants **different states have adopted different strategies for timely utilising the grant. These are:**

- **Monitoring of the grant:** 17 states, namely, A & N. Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Chandigarh, Gujarat, Himachal Pradesh, Jharkhand, Kerala, Karnataka, Meghalaya, Mizoram, Manipur, Nagaland, Rajasthan, Tripura and Uttarakhand have mentioned that VECs & SMCs have been involved in the monitoring of the grant utilization. By and large only a few States have indicated about the overall picture, that could give a reflection on the effectiveness of utilization of the school grant.
- **Gujarat** has drawn specific school improvement plan (SIP) and calendar of activities for the schools so that the grants are utilised effectively.

B. TLE grant:

Out of a **target of 16,973** approved for 22 States/UTs, the achievement in distribution of TLE grants up to 4th Quarter is **8,076** which is **48%** of the total target. 13 States have not been approved TLE targets for the year 2011-12.

7 States have achieved 100% of their targets, namely Andhra Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Jammu & Kashmir, Sikkim and Tamil Nadu.

5 States have achieved between 40 to 98% of their targets, including Andaman &N Island (88%), Chandigarh (42%), Gujarat (85%), Madhya Pradesh (98%) and Uttarakhand (40%).

4 States/UTs have shown below 50% progress, including Bihar (15%), Himachal Pradesh (3%), Jharkhand (20%) and Orissa (9%).

6 States have shown 0% progress, including Arunachal Pradesh, Haryana, Kerala, Manipur, Mizoram and Punjab.

The remaining 13 states did not have any targets for TLE grant distribution, including Assam, Delhi, Goa, Karnataka, Lakshadweep, Maharashtra, Meghalaya, Nagaland, Puducherry, Rajasthan, Tripura, Uttar Pradesh and West Bengal.

Steps Taken for achieving the targets

- **Issuing proper guidelines for effective use of TLE grant:** 13 States (A& N Islands, Chandigarh, Haryana, J&K, Jharkhand, Karnataka, Punjab, Sikkim, Uttarakhand, Orissa, Delhi, Rajasthan and Himachal Pradesh) have indicated that Proper guidelines have been issued to the schools towards the effective use of TLE grant.
- **Orientation of BRCs, CRCs & SDMC members:** 12 States namely, Andhra Pradesh, Assam, Bihar, Goa, Gujarat, Sikkim, J&K, Kerala, Mizoram, Nagaland, Karnataka and Himachal Pradesh have indicated that the SDMC members have been trained towards the procurement process. 8 States, namely, Assam, Haryana, J&K, Karnataka, Mizoram, Kerala, Rajasthan and Tripura have indicated TLE utilisation has been made part of the course design in teachers training.

Utilization of TLE grants: Most of the states have mentioned that the type of materials procured through school/SDMC level committee recommendations included the items like,work-books, work sheets, Hindi reading cards, English reading cards, Sc. Kit, Maths kit, Maps, Charts on different subjects, Globes, Atlas, dictionary, Story books, SLM, Library books, Equipment and furniture etc.

Innovative Activities: 9 States have indicated about using innovative activities invoving SDMCs and VECs to arouse interest and effective usage, through melas or fairs or exhibitions. These States include Karnataka, Andhra Pradesh, H.P, Kerala, Punjab, Rajasthan, Sikkim, Uttarakhand and West-Bengal.

C. Teacher Grant:

Timely Distribution:

The achievement in distribution till March end 2012 has been 41,95,231 in all 35 States/UTs, which is **95%** out of the total target of 44,19,728.

20 States have achieved 100% of their targets, namely Arunachal Pradesh, Assam, Chhattisgarh, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Orissa, Pudicherry, Sikkim, Tripura and West Bengal.

14 States have achieved between 76% to 99% of their targets, A&N (88%), Andhra Pradesh (93%), Bihar (76%), Chandigarh (97%), Dadra & Nagar Haveli (99%), Daman & Du (92%), Delhi (89%), Gujarat (90%), Jharkhand (97%), Punjab (98%), Rajasthan (87%), Tamil Nadu (96%), Uttar Pradesh (95%) and Uttarakhand (85%).

1 state has shown 0% achievement, namely Nagaland.

Steps Taken for achieving the targets

- **Guidelines for TLM development and utilization have been issued to schools** in the form of TLM book, Teachers Guide or in the form of circulars, so as to enable the teachers to use the TLM grant effectively. This has been reported by 16 States: Andaman & N Islands, Assam, Chandigarh, Delhi, Chhattisgarh, Gujarat, Jharkhand, Karnataka, Kerala, Orissa, Rajasthan, Sikkim, Tripura, U.P., Uttarakhand and West Bengal.
- **Training on TLM development and its effective utilization** is being imparted to the teachers, Head masters, CRC and BRC co-ordinators during training programmes being organised at BRC and DIET levels. This has been reported by 27 states: Andaman & N. Islands, Andhra Pradesh, Assam, Arunachal Pradesh, Bihar,

Chandigarh, Chhattisgarh, Delhi, Daman & Diu, Goa, Gujarat, Haryana, J&K, Jharkhand, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, U.P., Uttarakhand and West Bengal.

- **Low cost TLM development is being carried out at CRC/ BRC levels.** This was indicated by 14 states: Andaman & N. Islands, Assam, Andhra Pradesh, Chhattisgarh, Delhi, Gujarat, Karnataka, Maharashtra, Orissa, Rajasthan, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

Use of TLMs in classrooms: The type of TLM being used by almost all the States included materials like story books, pictures, flash cards, alphabet/ word cards, SLM, ABL cards, work-books, work sheets, Hindi reading cards, English reading cards, graded reading material, Multi media CDs, DVDs, TV, CAL, Science/Maths kits, etc. For example, Uttar Pradesh, Uttarakhand, Andhra Pradesh got the walls of the class rooms painted with TLM pictures.

Innovative Practices: States have reported various innovative activities to promote the effective use of TLMs, such as organising TLM melas/ exhibitions (Andhra Pradesh, Delhi, Gujarat, Kerala, Punjab, Tamil Nadu, Uttarakhand and West Bengal), providing TLM, CD to help teachers develop relevant TLM in their subjects etc. State level workshops have been conducted by Chhattisgarh. Haryana has organised a workshop through EDUSAT about the use of TLM. Andhra Pradesh organised State Level workshops to develop Mobile Science Van Material. Orissa, Karnataka, West Bengal and Uttarakhand have reported innovative practices being adopted to popularise the focus on TLM, by organising fairs (TLM melas) at CRC/BRC levels, involving the community.

Initiatives for Effective Utilization of TLM/ School/ TLE Grants (QPR IV-March 2012)

Sl. No.	State/ UTs	Initiative
1	A & N Islands	• Visited schools timely for giving guidelines to the teachers in utilization of TLM and TLE grants for developing innovative projects, models etc. • Training programmes have been organised for the teacher to prepare appropriate TLM based on CCE pattern of learning for various tools used in formative assessment at all the cluster level.
2	Andhra Pradesh	• Detail guidelines were developed and provided to schools for an effective utilisation of grants released. • Monitoring teams consisting of members from DIET, BRC, CRC will monitor the utilization of grants.
3	Arunachal Pradesh	• During school visit teachers are being imparted training for preparation and effective utilization of TLM.
4	Assam	• TLM booklets UP and LP has already been provided to all schools and necessary guidelines to the school managing committee were provided.
5	Bihar	• Due to regular monitoring from state and the district use of TLM has increased in schools. • It is a continuing exercise
6	Chandigarh	• During classroom observation CRC personnel motivate teachers to use TLMs & to involve learners for making some useful TLMs as per the need of the topic. Teacher & heads of the schools are also oriented on optimum use of different grants under SSA.
7	Chhattisgarh	• Use of TLMs will become mandatory for applying activity based teaching learning practices in classrooms. Hence in every supervision use of TLM / School / TLE grants will be checked by visiting authority. • A comprehensive plan for teachers training is also been drawn to address the requirements of reforms in CLASS ROOM PRACTICES as envisaged in 3 years quality plan. State is facing some problem in developing TLMs for active learning pedagogical needs. Activity based teaching methodology adopted previously have also not yielded good results. A fresh approach is required and state will be looking forward to such methodology being adopted in other state for which we will visit other state soon. Other parameters of good classroom practices will be looked after through teachers training on RTE and will be monitored regularly.
8	D & N Haveli	• Guideline has been issued and AEOs/BRCCs/CRCs has monitored the effective utilization of grants.
9	Daman & Diu	• Regular visit by CRCC/BRCC.RPs for improvement in classroom activities and instruction are also given for effective utilization of TLM.
10	Delhi	• A Performa was developed to collect data regarding utilization of TLM. • All teachers are using TLM as per their subject requirement.
11	Goa	• The area is included in the training programmes for the year 2011-12 particularly with aim to orient teachers in content specific TLM development and use them in the classroom transaction. The intervention will be supported with demonstrations by the teacher.
12	Gujarat	**TLM:-** • TLM Grant has been released to all districts during first half of the academic year. • TLM register is maintained by each school • CRC & BRC Co. take notice of the effective use of TLM during classroom transaction **School:-** • Each school prepare its Educational Activities Annual calendar • Each school also develop SIP (School Improvement Plan) • Arrangement of 'Prathna Samelan' with innovative activities in Schools for total

Sl. No.	State/ UTs	Initiative
		development of schools children. • Group of 10 to 20 students for remedial class in each schools under the guidance of special teachers was developed.
13	Haryana	• Conducting Action Research programme at school and cluster level • Conducting Action Research training of ABRCs • Will organize review training of ABRCs on action research
14	Himachal Pradesh	• Training for importance, development and use of TLM • Monitoring use of TLM in actual class • Organization of TLM exhibition
15	Jammu & Kashmir	• During the visits of RPs to schools for providing onsite academic support, the resource persons verify whether the TLM is being effectively utilized. It is a continuous process. The reports are generated and remedial action is taken as per the reports. For school and TLE grants, the monitoring agencies have been entrusted the responsibility of ensuring their effective use. The reports submitted by the monitoring agencies in this regard are perused and appropriate action, if required, taken immediately. Guidelines have been developed for effective utilization of TLM / School / TLE grants.
16	Jharkhand	• The mention of these TLMs is in the teachers' handbook designed for Learning Enhancement Programme. TLMs were developed at all levels (SLO, DLO, BRC, CRC and School) by teachers in workshops for using it in class with proper / deeper understanding about its use to support LEP.
17	Karnataka	**School Grant:** • The school grant already released to SDMC and HM's joint account through EGs system. The grants are used to maintain school records, to purchase stationeries etc; SDMC will give the utilization certificate to the next level officers. **TLE Grant:** • The newly opened and upgraded schools will be provided with TLE grant. Grants are released to SDMC to purchase TLE based on procurement norms. Library books, science equipments, maps, charts, almera, furniture etc, is purchased. The fund details will be displayed on the display board of the school for social audit **TLM Grant:** • TLM grant is provided to all teachers through cheques till elementary level. • Trainings are given to all teachers to prepare TLM as required. • CRP's during their visit to schools verifies the functionality of TLM's prepared by teachers. • The teachers will record the utilisation of funds by mentioning the year of preparation and year the of material purchased.
18	Kerala	• To transact easy classroom transaction and capturing by the students, the grant is utilised for material preparation, training on the materials prepared etc. This will give an eye view and building up knowledge of children in the classrooms. It is assessed that children acquire knowledge. Modules for Teacher Training are developed in the state level in convergence with the SCERT for Training Core SRG. Modules for SRG, DRG and BRC level trainings are developed by SSA addressing BRC/District specific Teacher Needs. • State level guidelines are given including guidelines for creating child friendly classrooms, BaLA, Comprehensive School development planet. • Separate sessions were included in the teachers trg programmes regarding TLM • Instruction was given to conduct discussion and workshops at CRC level on grant utilisation and preparation of materials.
19	Lakshadweep	• Entrusted the SRG of every school. • All grants have been timely sanctioned to all eligible Schools with clear direction on utilization to ensure maximum benefit. BRC/CRC Coordinators are directed to supervise the utilization of grants. The VECs and SMCs also supervise the utilization of the above grants.

Sl. No.	State/ UTs	Initiative
20	Madhya Pradesh	• During in service training is allotted for TLM issues.
21	Maharashtra	Development & use of self learning activities material and TLM as a part of 20 days in-service training programme training giving using following booklet; • Self learning activities and material THB class I - Language & Mathematics • Similar material for Class II • Class III - Language, Mathematics & General Science • Class IV - Language, Mathematics & General Science
22	Manipur	• Funds have been released directly to the VEC/SMDC Account through e-transfer.
23	Meghalaya	• Use of TLM etc is included in the training package for teachers.
24	Mizoram	• Topics on Effective Utilizations of TLM, etc are included in Teacher Training Programme and Monitoring Format on uses of such Grants are prepared and frequent reports are given by CRC's.
25	Nagaland	• Training on preparation & usage of TLM is yet to be conducted at the BRCs.
26.	Orissa	• The guidelines for utilization of teachers' grant, TLE grant and school grant have been extended to all the districts for distribution among the teachers. The teachers have been exposed to development and use of multiple TLMs effectively in the classroom.
27	Puducherry	• Fund for School /TLE/TLM grants e- transferred to VEC/SMC account in the I-II week of JUNE • Regular monitoring, Exhibitions of TL at school/ cluster/block level conducted for effective utilization • Mechanism for Timely distribution- Review meetings at SPO, BRC levels; by monitoring at District level and Block level.
28	Punjab	• Imparting training to school teachers and heads on need assessment of TLM & TLE, methods of procurement and adequate and efficient use of teaching learning material. • Regular monitoring & supervision of classroom process and teaching methodology of school teachers. • On-site training of school teachers by cluster and block resource persons. • The issues are addressed and reviewed during Monthly Meetings & Teacher training Programmes. Adequate usage of TLM in the class room process is emphasized. • The entire concept of innovative and activity based teacher learning material is shared with teachers. Illustrative list of Items and activities for TLM & TLE is also provided to teachers for the purpose of facilitation of utilization of grants. • TLM is prepared by teachers and students in unison. They are at complete liberty to take appropriate decisions in respect of type of TLM and its preparations or procurement etc.
29	Rajasthan	• Proper guidelines have been issued in the form of circular. • Effective and regular monitoring system have been developed with the help of monitoring institutions. • Efforts are being made to make Teachers training more effective with the induction of selected resource persons. • State is concentrating on preparing a group of key resource person at state level and Master trainers at District level. For preparing KRPs state has taken support of IGNUS ERG Group and has done 5 work shop with them. Now state has been prepared 30 MTs for Districts that they are around 1000 MTs in the State. These KRPs and MTs are giving training to Nodal HM and HMs of Elementary Education which was the focus area of training for the year.
30	Sikkim	• Head Teachers and Teachers are being guided and instructed to utilize the TLM/School /TLE grants effectively. The TLM, TLE and School grants are given to schools with the instructions to use the same in effective manner to enhance pupils' learning.

<table>
<tr><th>Sl. No.</th><th>State/ UTs</th><th>Initiative</th></tr>
<tr><td>31</td><td>Tamil Nadu</td><td>• Teachers are effectively using the required TLM appropriate to the competeny in ladder system. Guidelines are issued to all VEC for purchase of TLE using grants to the new schools and upgraded schools. Materials actually needed for classroom practice alone are insisted to be purchased following the procurenent procedures.</td></tr>
<tr><td>32</td><td>Tripura</td><td>• Instant delivery of fund.
• For effective utilization, issuing of reminding letter.
• Regular monitoring and supervision from school, cluster, block, district, state level.
• Meetings and workshops are being conducted to motivate the teachers. Detailed instructions have been issued for utilization of all funds under Teacher Grant.
• Teaching Learning Materials are being prepared by using locally available inputs and used in the classes. Low cost teaching learning materials are prepared by the teachers with locally available simple articles.
• Traditional teaching learning materials are also used by the teachers, no fund under this grant is utilized without approval of Mother Teacher Association.</td></tr>
<tr><td>33</td><td>Uttar Pradesh</td><td>
<table>
<tr><th></th><th>Teacher Grant</th><th>School Grant</th><th>TLE Grant</th></tr>
<tr><td>Fixing date of distribution and reaching to school</td><td>August 2011</td><td>July 2011</td><td>Not released</td></tr>
<tr><td>Mechanisms to ensure timely distribution</td><td colspan="3">Through SPO, DPO and Block Education Officers</td></tr>
<tr><td>Whether guidelines have been issued regarding utilization</td><td colspan="3">Guidelines have been issued regarding utilization</td></tr>
<tr><td>What the grant was utilized for in 2010-11</td><td>94.72% grant has been utilized on Worksheets, Activity Based Learning Cards And other materials</td><td>96.69% grant has been utilized.</td><td></td></tr>
<tr><td>Feedback on effective use of grants in 2010-11; issues identified</td><td colspan="3">Feedback: TLMs are seen as an integral part of the overall process and as a component of the pedagogical improvement strategy, so available material is not ignored and teachers make their own TLMs. In use of TLMs children are actively engaged.</td></tr>
<tr><td>Mechanisms to ensure effective use of grants</td><td colspan="3">Close monitoring and supervision BY SPO, DPO and Block Education officers.</td></tr>
</table>
</td></tr>
<tr><td>34</td><td>Uttarakhand</td><td>• TLM/Metric Mela at Cluster/Block/District level.
• Project work by teachers. Balshodh Mela to enrich scientific temperament and aptitude.
• Involvement of PRIs. Reorganizing SMC.
• Performance indicators ADEPT-focus of development of learning material. (ILM).</td></tr>
<tr><td>35</td><td>West Bengal</td><td>• Detailed guideline for effective utilization of the TLM / School / TLE grants in the purview of RTE Act distributed to all districts. Strengthening of monitoring mechanism throughout the State by involving Monitoring Institutes, Educational Administrators at District & Sub - District level, SMCs, Community Members, Resource Persons (Shiksha Bandhus) both at BRC and CRC etc.</td></tr>
</table>

Source: QPR up to March 2012, Pedagogy Unit, TSG

Changes in Classroom Practices under SSA in 2011-12 (up to March 2012)

The table below indicates the changes in classroom practices under SSA that have been reported by states. Five broad categories are used by which to indicate changes in classroom practice, including the amount of teacher instructional time in a day, student learning opportunity time in a day, degree of active student participation in classroom processes, the use of materials other than textbooks in classrooms, and the number of days in a year assigned for non-teaching activities compared to the total number of instructional days in the year.

SSA advocates a shift from a typically teacher-centred classroom where much teaching but little learning takes place, to an active classroom that promotes maximum opportunity time for active student participation and learning, and thereby ensures that each child truly learns. In this process of change, three major components that are being counted are:

a. *Teacher instructional time*: The time spent by the teacher in communicating to children, eg. by talking, reading from the textbook, writing on the blackboard, giving instructions, demonstrating, etc. About 25 states still have more than 50% teacher instruction time, including Arunachal, J. & K., Manipur, Meghalaya, Mizoram, M.P. & Nagaland, Sikkim, where the Teacher instructional time is around and even more than 70%. It is also reported that 9 States including Assam, D&N Haveli, Karnataka, Maharashtra, Tamil Nadu and Tripura have been able to reduce the teacher Instruction time below 40%.
b. *Student learning opportunity time*: The total time available for children to themselves actively engages in their learning process, for eg. When students actually think, ask questions, discuss, experiment, engage in activities, explore, think critically, innovate, etc. & States including D&N Haveli, Goa, HP, Karnataka, Meghalaya, Punjab, Sikkim and Tamil Nadu have reported that the student's learning opportunity has gone up to 80%.
c. *Active student participation*: Out of the total opportunity time available for student learning, this refers to the actual time that students actively pursue their learning (assuming that students may not be fully engaged in learning during all the opportunity time available to them). The QPR reveals that still most of the states still lack the student participation in the class room transaction, yet some of the states like A&N Island, Assam, Chandigarh, Gujarat Meghalaya and Tamil Nadu have shown silver lining in their ability to invoke student's participation to the tune of more than 65%

State-wise details about the current status regarding these parameters are reflected in the table below.

The average number of instructional days in the year reported by states is 222 days for Primary & 224 days for Upper Primary, with the lowest number of instructional days reported by Nagaland (189 days for Primary & 196 days for Upper Primary), Meghalaya (195 days for Primary & 196 days for Upper Primary), Puducherry (197 days for Primary & 199 days for Upper Primary), Kerala (198 days for Primary & Upper Primary). The highest number of instructional days reported by Jharkhand (240 days for Primary & 241 days for Upper Primary), Tripura (240 days for both Primary &

Upper Primary), Dadra & Nagar Haveli (238 days for both Primary & Upper Primary) and Bihar (235 days for Primary & 236 days for Upper Primary). *(DISE 2010-11 Provisional).*

The average number of days assigned to non-teaching activities is 17 days, with the lowest number of days reported by Andhra Pradesh, Bihar, Dadra & Nagar Haveli, Delhi, Lakshadweep, Mizoram, Nagaland, Puducherry, Punjab (nearly 0 days) and the highest number of days reported by Assam (37), Jammu & Kashmir (30), Jharkhand (20-30), Maharashtra (30), Uttar Pradesh (30-50) and Uttarakhand (20-30 days) in a year.

Several states have either not indicated or have reported data in varying formats, which renders comparison difficult. For example, some states interpreted the categories of 'Teacher Instructional Time' and 'Student Opportunity Time' as the same thing, and thus have indicated the same number of hours for both categories. This makes it difficult to know the degree to which there has been a shift in these states from teacher-centred classrooms to more active student learning. Moreover, many states have indicated that these reports are based on general observations and have not been verified through systematic tracking. Thus the analysis can be made more reliable in future if states achieve greater clarity and coherence in mechanisms for tracking changes in classroom practices in a systematic way, through special classroom observation formats utilised to track these changes on a quarterly basis.

Changes in Classroom Processes under SSA

S. No.	STATES/ UT	(a)Teacher Instructional Time	(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
1	A & N Islands	45 hrs. in a week is spent in teacher instruction.	36 hrs. in a week is available for student learning.	90% of time in a day is utilized in students' active participation.	Workbooks/ worksheets/ play cards/ low cost no cost TLM/ Science, Maths kits/ Computer aided learning (CAL)/ supplementary reading materials etc	200 days for Primary and 220 for upper primary	2 days for activity based projects, experiments (in a week) for inculcating Environmental issues under EE and field trips (once in a year)
2	Andhra Pradesh	40% time of teachers' instructional time (as per the monitoring reports and review meetings)	60% time of student's learning opportunity time wherein students participating group work and attend assignments etc.	About 70% of time wherein children think and attempt the work given in groups/ individually	Children Literature – Story cards, Story books, Story primers and relevant books from the Library. Snehabala Cards (Self Learning Instructional Material) for Classes I, II, III & learning readiness cards for classes III, IV & V and relevant books from the Library.	220 days	Nil
3	Arunachal Pradesh	65-70% of time in a day is spent in teacher instruction	30-35 % opportunity time in a day is available for student learning	20-25% of time in a day is utilized in students' active participation	Use if TLM made of locally available materials.	200 days in PS and 220 days in UPS	----
4	Assam	30% of time in a day is spent in teacher instruction	60% opportunity time in a day is available for student learning	70 % opportunity time in a day is available for student learning	12654 in LP and 4807 in UP. Activity Book (Karya Patra), Evaluation Register, Children Diary, Activity Chart, Akhar Likho Aha (for writing skill development), Monitoring attendance Performa.	218 days	17 days
5	Bihar	Nearly 55 % of time in a day is spent in teacher instruction	45 % opportunity time in a day is available for student learning	25% of the time in a day is actually utilized by students in active participation.	Low cost TLMs, Science kit/ Math kit	200 days (PS), 220 days (UPS)	Nil

S. No.	STATES/ UT	(a)Teacher Instructional Time	(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
6	Chandigarh	30% of time in a day is spent in teacher instruction	70% time in a day is available for student learning.	About 80% schools have reported change in r/o classroom practices	70% Schools	258 days	03 days for elections & pulse polio campaign
7	Chhattis-garh	50% in a day is spent in teacher instruction	70% opportunity time in a day is available for student learning	35-65% of the time in a day is actually utilized by students in active participation	• Teachers guide for teaching English/ Science/ Math through Interactive Radio Instruction • Reading cards/ straw/ rubber/ currency notes for Read Chhattisgarh program • Multimedia kit developed by different organizations • Tribal materials in selected schools • English relay kit in KGBVs • MGML materials in selected blocks	200 for PS and 220 for MS	average 10 days
8	D & N Haveli	20% of time in a day is spent in teacher instruction	80 % opportunity time in a day is available for student learning	20 % of the time in a day is actually utilized by students in active participation.	Map book, Science &, Technology work book, workbook of language, Mathematics, Science, Social Science.	6 days in a week, Saturday 7.30 a.m. to 11.00A.M. (Half day).	Nil
9	Daman & Diu	2.35 hours in a day is spent in teacher instruction.	1.35 hours in a day is available for student learning.	1.00 hours in a day is actually utilized by students in active participation.	TLMs, Workbooks, Educational CDs, Learning Games, Reading books, Activities / take part in Competition organized by SSA.	240 days	About 18-20 days
10	Delhi	All the teachers are attending classes as per scheduled time table.	Efforts are being made to provide adequate opportunity time for Students learning in all Govt./Govt. Aided/Local body schools.	Students have been actively participating in teaching learning Process in ALL Govt./Local Body and Aided Schools.	Other teaching learning materials such as display of charts, demonstration and discussions are being used in classrooms in ALL Govt./Local Body and Aided Schools such as picture cards, Globe, Mathematics Kit, Science Kit etc.	209 days up to31st March, 2012. (1/04/2011 to 31/03/12)	Nil

S. No.	STATES/ UT	(a)Teacher Instructional Time	(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
11	Goa	4.45 hours in a day is spent in teacher instruction	4 hours in a day is available for student learning.	3.15 hours in a day is actually utilized by students in active participation.	90% of Teachers used TLM in class room teaching.	210 days. Matter to increased the number of instructional days to 220 is being attended to be by the Directorate of Education	15 days approx (Census Duty, BLO Duty, Election Duty Etc.)
12	Gujarat	(1-2 hrs.) 40% of time in a day is spent in teacher instruction	(2-3 hrs) Approx. 60% opportunity time in a day is available for student learning	60 to 70% of time in a day is utilized in active student participation	Most of the schools use self made TLM according to their needs. They are also using Charts, Maps and Model. Swadhyaypothi, Prayogpothi(Science practical book) and Nakashapothi (Map book)	220 to 232 Days	15 to 20 days
13	Haryana	57.8% of time in a day is spent in teacher instruction	29% opportunity time in a day is available for student learning	30% of time in a day is utilized in active student participation	Charts, Models, Real objects, real like objects.	Approximate 230 days	Approx 10 days
14	Himachal Pradesh	3 hrs. in a day is spent in teacher instruction	5 hrs. in a day is available for student learning	Participative teaching learning process is predominant in school life.	Text books, Supplementary reading material for students, teacher manual, labs, library books, charts, cards, models etc.	232 days in a year	10 to 15 days in a year on an average
15	Jammu & Kashmir	65 % of time in a day is spent in teacher instruction	About 35 % opportunity time in a day is available for student learning, and this is gradually increasing	About 15% of time in a day is utilized in active student participation, and this is gradually increasing	Math & Science kits/ models/ charts, activity based learning cards used.	150 Days	Average 30 Days.
16	Jharkhand	50-60% of time in a day is spent in teacher instruction (source of information: teachers from 7 schools of Ranchi district)	40-50% opportunity time in a day is available for student learning (Source of information: teachers from 7 schools of Ranchi district)	30-40 % of time in a day is actually utilized by students in active participation.	Map, Maths kit, science kit, issue based IEC material, library books etc	Approx 200 days	Approx 20-30 days

S. No.	STATES/ UT	(a)Teacher Instructional Time	(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
17	Karnataka	5.20 plus 1, 15 hrs. Preparation of school and MMS activities	5.20 hrs. Per day (60-70% opportunity time in a day is available for student learning)	Approx 5.20 hrs. (Approximately 55% of time in a day is utilized in active student participation)	Apart from text books the other materials used are TLM, Work books, reading card, radio programmes, audio cassettes, Video CDs, Science lab materials, Maps and charts, Library books etc.	Number of instructional days are 220 school working days per year	Teachers are not assigned non-teaching activities except the following. Child census, election duty, to prepare voter list
18	Kerala	Approx. 40 % of time in a day is spent in teacher instruction	1 hr. 20 min. (27% of school hours)	1 hr. 39 min. (33 % of the time in a day is utilized in active student participation)	Reading materials, CDs, Work Sheet, TLMS, charts, lab equipments, news papers, books, magazines, locally available material's, big pictures etc.	200 days	4 days
19	Laksha-dweep	40 % of time in a day is spent in teacher instruction	65 % opportunity time in day is available for student learning	40 % is utilized in active student participation	Workbooks/ Teachers Handbooks/ Educational CDs, Supplementary readers	210 days	Nil
20	Madhya Pradesh	Minimum 45 hour in a weak. According to RTE	Minimum 200 Days for PS and 220 Days for MS.	Yes, 800 hour for Primary level and 1000 hour Upper Primary level.	TLM, Resource Book and Worksheet, Science and Maths Kit.	Minimum 200 Days for PS and 220 Days for MS	0 % Except Election duty & other work.
21	Maha-rashtra	50% of time in a day is spent in teacher instruction	40% of time in a day is available for active student learning	30% of time in a day is actually utilized by students in active participation	Charts, Models, Maths, English & Science kit, SLM Cards etc.	210 days	30 days (Decadal Census 2010)
22	Manipur	70% of time in a day is spent in teacher instruction.	30% of time in a day is available for student learning.	About 15- 30% of the time in a day is actually utilized by students in active participation.	Maps / Charts/Worksheets etc.	200 days	About 20 days
23	Meghalaya	90% of time in a day is spent in teacher instruction.	80% of time in a day is available for student learning.	70% of the time in a day is actually utilized by students in active participation.	TLM/ Teaching Aids.	200 days	2 weeks.
24	Mizoram	About 75% of time is spent.	About 40% of time is available.	About 30% of time is utilized.	Workbooks, Maps & Charts, Models and Other locally available TLM's are being used.	220 Days	Nil

S. No.	STATES/ UT	(a)Teacher Instructional Time	(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
25	Nagaland	Approx. 60% of time in a day is spent in teacher instruction.	Approx. 20% of time in a day is available for student learning.	About 20% of the time in a day is actually utilized by students in active participation.	Text Books, Note books, work books, charts, flash cards, Science & mathematical kits	180 days	Nil
26	Orissa	60 % of time in a day is spent in teacher instruction.	40 % of time in a day is available for student learning.	20-25 % of the time in a day is actually utilized by students in active participation.	Use of multi-media content CDs in 600 BiCEP schools, use of activity cards, flash cards, picture cards, story cards, maps, charts, globes and supplementary reading materials in more than 80% of the school. Use of big books, small books, alphabet chart, number chart and MLE textbooks in 200 Multilingual Education (MLE) schools.	192 days	10 – 12 days on an average during a year
27	Puddu-cherry	Primary- 887 hrs Upper primary- 1004 hrs	Primary 556 hrs Upper primary-653hrs	Primary-78% Upper Primary-72%	87%, ABL cards, SLM kits, flash cards, educational CDS, supplementary readers, outdoor activities in the school garden and playground with contextual reference in a play way manner in all Govt. schools.	200 days last academic year	Nil
28	Punjab	5-5½ hrs in a day is spent in teacher instruction.	5-5½ hrs in a day is available for student learning.	Active student participation varies from schools to schools & class to class.	Math Kits, Workbooks, Science Kits, Practical note books for science and activity note books for maths.	For Primary Schools 200 & for Upper Primary it is 220.	Nil
29	Rajasthan	65% of time in a day is spent in teacher instructions (Classroom observation formats of 50 schools (sample base) from each district have been analyzed by DIET)	35% of time in a day available for active student learning	25% of schools report high level of student participation, 60% medium and 15 % low level of participation	82% schools using workbooks, teacher guide book, learning cards etc	240 days	15 days on an average

S. No.	STATES/ UT	(a)Teacher Instructional Time	(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
30	Sikkim	100% of time in a day is spent in teacher instruction	85% of time in a day available for active student learning	50% of time in a day is actually utilized by students in active participation	100% schools using workbooks, teacher guide book, learning cards etc	227 days	5 days
31	Tamil Nadu	20 % of time in a day is spent in teacher instruction.	80 % of time in a day is available for student learning.	80 % of the time in a day is utilized by students in active participation	**Primary** • Concept oriented teacher made learning materials • Teacher developed Learning cards based on model activities in textbooks • ABL songs CD • Hello English CDs • Self Learning Materials Kit in Mathematics • Simply English Programme • TV & DVD players (Hello English, English Around Us, Science Experiments and Radio English CDs) • Supplementary readers and Graded readers • CDs on English Rhymes • Weather charts in the classroom • Library Books on Science and Tamil • Library Books in English **Upper Primary** • Science equipment to demonstrate science experiments • English Around Us CDE • English Grammar CD • Science Mobile Lab (Subject wise materials, TV, LCD Projector, Science Equipment, Geographical	220 days	16 to 17 days in a year. (Election, Voter list, Ration cards, Enumeration)

S. No.	STATES/ UT	(a)Teacher Instructional Time	(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
					Models) • Protocol given for ALM Methodology • Teacher made materials on Low and No cost • Models • Charts and Maps • Social Science Supplementary Readers • Library Books in English and Tamil • Science Forum Books		
32	Tripura	10 min.	20 min.	05 min.	05 minutes	252 days	Around 2 % teachers were assigned with non-teaching activities - 6475 schools
33	Uttar Pradesh	Teachers' instructional hours are 1133 in summers & 1353 in winter.	Students' learning opportunity time is about 50% to 60 % where children are engaged in individual work both oral and written and in small peer group activities.	Active student participation time is about 50% to 60 % of school hours.	Apart from text books, Workbooks, Worksheets, Activity Based Learning Cards, Graded Reading Materials in class 1, 2& 3, Teacher guides, Library books, Meena kit, Hands-on activities material for maths-science, need based self-made material will be used as teaching-learning aid.	200 for Pry. & 220 for Up. Pry.	30-50 days teachers are deployed for non-educational activities such as pulse polio programme, various election related works and surveys apart from census, disaster.
34	Uttara-khand	6 hours in a day is spent in teacher instruction.	5 hours in a day is available for student learning.	4 hours in a day is utilized by students in active participation	Library, TLM, Games, Computer, File Box etc.	224 days	25 days in Census 2011 10 days Assembly Election

S. No.	STATES/ UT	(a)Teacher Instructional Time			(b)Student learning opportunity time	(c)Active student participation	(d)Use of other material in class room	(e)No. of instructional days	(f)Days for non teaching activities
35	West Bengal	Level	RTE requirement	Present status	Student opportunity time has increased since schooling time has been increased.	Through the Teachers' Training both at Primary & Upper Primary level, emphasis on activity based joyful teaching learning process.	Reading materials, workbooks, TLMs, Library books etc., CAL materials (in case of Upper Primary Schools).	**Primary** RTE requirement-200 Present status-200 **UP** RTE requirement - 200 Present status-220	**RTE status-** no teacher deployed for non-educational purpose except Census, Disaster Relief or Election duty. **Present Status-** Other than Census and Election duty teachers are not engaged in non-teaching activities
		Pry.	800 hrs.	1000 hrs.					
		U. Pry	1000 hrs.	1100 hrs.					

Source: QPR up to March 2012, Pedagogy Unit, TSG

Status of Pedagogy Cells and Resource Groups under SSA in 20011-12

(QPR IV up to March 2012)

Introduction

In order to continually work for the cause of quality and teacher training pedagogy experts are most desired at CRC, BRC, district and State levels. The pedagogy expert can guide the teachers and help them in getting over the difficulties regarding teaching – learning system. Also the problems of policy planning in the State rest with pedagogy person. Keeping the need in view the States have been urged to strengthen their pedagogy units at different level by appointing appropriate persons with logistic support. The major function of the pedagogy cells is capacity building of teachers, development of material in the shape of learning enhancement programme, tracking the quality interventions, school visits, setting classroom libraries etc. In ensuing paragraphs the status of pedagogy cell has been given.

Status of Pedagogy Cells

Almost all states except Daman & Diu have 34 States have constituted pedagogy cells at the State level. Out of these 14 States have put in position the pedagogy cell within the last two years, while the remaining have been put in place for more than 2 years ago. At the state level, the average size of the Pedagogy Cells is 4-5 members. The size of these state level cells ranges from 1member (Dadra & Nagar Haveli, Haryana, Goa, Jammu & Kashmir, Lakshadweep, Manipur, Meghalaya, Nagaland) to 20 members (Madhya Pradesh).

At **district level, 28 States have constituted pedagogy cells,** with the exception of Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Maharashtra, Manipur, Sikkim and Uttarakhand. Of these 3 states have constituted their district level cells only in the last two years, while the remaining have been in place for longer than 2 years. At the district level, the average size of the Pedagogy Cells is 4 members. The number of people in these district level cells ranges from 1 member (Assam, Goa, Jharkhand, Mizoram, Orissa and Uttar Pradesh) to 27 members (Delhi).

Activities of Carried out by Pedagogy Cell

Regarding the **major activities** carried out by these Pedagogy Cells, states have indicated different activities related to quality improvement, including:

- **Capacity building activities**: More than 50 per cent States have been carrying out capacity building of the teachers. The capacity building programmes include training of teachers and cluster meetings. There are 23 such states namely, Andaman & N. Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, J&K, Jharkhand, Lakshadweep, Maharashtra, Manipur, Meghalaya, Mizoram, Madhya Pradesh, Orissa, Tamil Nadu, Tripura and West Bengal.
- Capacity building of resource groups, resource persons and program officers is being carried out by Arunachal Pradesh, Assam, Goa, Gujarat, Jammu and Kashmir, Manipur, Punjab, Sikkim, Tamil Nadu and Uttar Pradesh.

- **Development of materials**- The Pedagogy cell in the States have been engaged in development of learning material or teacher training material such as training modules, self-learning materials, children's literature, curriculum/ textbooks, workbooks, or multimedia content. There are 20 such States namely, Andaman & N. Islands, Andhra Pradesh, Assam, Bihar, Chandigarh, Delhi, Gujarat, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Orissa, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal.
- **Tracking of quality interventions**, including quality monitoring, data collection, ADEPTS performance tracking, or research activities **(16states)**: Andhra Pradesh, Assam, Bihar , Chandigarh, Delhi, Goa, Gujarat, Jammu & Kashmir, Manipur, Meghalaya, Madhya Pradesh, Mizoram, Orissa, Puducherry, Rajasthan, Tripura, Uttarakhand.
- **Other activities:** Apart from the above said activities the State also assign activities such as school visits (Andaman & Nicobar Island ,Arunachal Pradesh, , Lakshadweep, Meghalaya) evaluation of learners' achievement/ baseline assessment (Assam, J&K, Lakshadweep, Manipur, Orissa, Puducherry), remedial teaching programs (Jammu & Kashmir, Lakshadweep, Maharashtra), interventions for tribal students (Andhra Pradesh, Madhya Pradesh), setting up of classroom libraries at primary and upper primary level (Chandigarh, Uttarakhand), teachers' journals or children's magazines (Himachal Pradesh), and Educational campaigns or melas (Andhra Pradesh, Haryana). Haryana has conducted gender sensitization program for Teachers and APC Concerned. Uttarakhand has printed Baal Akhbar and distribute in all Primary and Upper Primary school. Andhra Pradesh has implemented School Health Program also. Kerala has conducted Parental orientation program in all school.

Resource Groups

Some of the states (for example Andaman and Nicobar Island, Andhra Pradesh) have indicated the development of modules for improvement of teaching by **subject-specific resource groups** at different levels, at both State and District level, with needed members per subject at each level, including for Telugu, English, Hindi, Maths, Science & Social Studies.

Status

- **33 states have constituted Resource Groups at the State level** (with the exception of Dadra & Nagar Haveli and Daman & Diu)
- **30 states have constituted Resource Groups at the District level** (with the exception of Chandigarh, Daman & Diu, Goa, Lakshadweep and Nagaland).
- **27 states have constituted Resource Groups at the Block level** (with the exception of Chandigarh, Dadra & Nagar Haveli, Delhi, Goa, Manipur, Mizoram, Nagaland and Punjab).
- **27 states have constituted Resource Groups at the Cluster level** (with the exception of Daman & Diu, Goa, Lakshadweep, Manipur, Mizoram, Nagaland, Orissa, Punjab and Uttarakhand).

Activities:

In general, Resource Groups in different states are involved in the following types of activities:

- **Activities related to enhancement of learning,** such as needs assessment, initiation of learning enhancement programmes, assisting in implementation of innovative and experimental projects related to Pedagogy, analysis of school information & preparing and implementing plans. For example, in Uttarakhand there is a stated emphasis on classroom process, and Resource groups at all levels are engaged in observation of classroom process & giving suggestions for improvement
- **Activities to improve capacity building,** such as analysis of Teachers Training & support systems, capacity building of resource persons and teachers, consultation on monitoring and follow-up to teachers training, monthly sharing meetings, giving training to community leaders. Gujarat has conducted 10 days Cluster level training module for teachers and gave it to KRP and RP. Jammu & Kashmir has capacity building program Block and Cluster levels.
- **Development of materials** such as training modules, teaching aids, graded reading material, Learning Cards material development for CCE, model question papers, publication of Newsletters, Monographs, etc.
- **Support to schools,** including activities such as visit to schools & onsite support to teachers, DRG, BRG and CRG. Monitoring of school activities, guidance to teachers, formation of reading cell in schools, school gradation and development plans, etc.
- **Careful tracking of quality interventions,** including quality monitoring, monitoring innovations in the field, research studies, development of an action plan for roll out of ADEPTS, etc. For example, in Karnataka the Resource Groups undertakes a rigorous process of research activities, including scrutinizing, screening and recommending research study proposals, review of research reports sponsored by SSA, organizing workshops / meetings related to Research and Development activities, guiding the DIETs and sub district level resource centers in implementation of approved activities under REMS component, and documentation & dissemination of research abstracts. Tamilnadu has conducted the Studies of EDUSAT program and role of VEC.

Pedagogy cell are the mentors of quality in the States. Almost all States have established Pedagogy cells. Along with it the States have also sought the help of Resource groups to add quality in education

Status of Pedagogy cell at different levels

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
1	A & N Islands	State	Coordinator Academic	2003-04	DEO	05	• Academic guidance in innovative pedagogy. • CCE supervision for formative and summative • Preparation of modules for teacher training. • Conducting in-service training to update with current changes in teaching learning processes.
		District	District Project Officer	2009-10	DEO	03	
2	Andhra Pradesh	State	State Academic Monitoring Officer	Oct, 2011	----	4 Programme Officers	• Continuation of Learning Enhancement Programme • Effective academic monitoring of schools • Organizing Mobile Science Vans. • Implementation of School Health Programme. • Implementation of Performance Indicators of subject-wise, Class-wise, Teacher-wise. • School Grading based on the activities of school & pupil performance
		District	District Academic Monitoring Officer	2008 – 09	REMS, CAL Programme	3 members	
3	Arunachal Pradesh	State	State Pedagogy Coordinator	2005	----	05	• On-site support to DRG • teacher training • capacity building of KRPs/RPs • Monitoring and supervision • Analysis of teacher training & support system.
		District	District Pedagogy Coordinator	2002 – 03	----	03	• Teacher Training • Capacity building of BRG & CRG • School Visits. • Monitoring and on-site support to BRG • Analysis of teacher training & support system.
4	Assam	State	SPO (TT & Pedagogy)	2008	Yes (Bidyajyoti, a micro level activity based approach)	4	• Development of training module for Right to Education Act on sensitization programme for teacher training, and conduct of KRP training. • Development of training module on RTE. • School contact programme under LEP-intervention.

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							• Conduct sharing workshop on learning achievement through Education initiatives. • Orientation programme for district programme officers teachers training (at SMO)
		District	DPO (TT & Pedagogy)	2008	No	1	• 3 day teacher sensitization training conducted on English language at LP level. • Conduct training on Mathematics of New Textbook. • Monitoring & feedback analysis on ADEPTS intervention. • Conduct of school support programme by engaging retired subject expert in LPS & UPS.
5	Bihar	State	Coordinator- Academic Programme Officer- EFE	2011	IE	06	• Finalization of CCE frame work/Module. • Orientation of different stake holders on RtE. • Text book renewal • Shikshak Sathi (LFM) droft under typed. • Workshop on Sharing Quality Vision
		District	District Project Officer	2011	Nil	03	• Preparation of Training Calendar. • Orientation of BRP's, CRCC's on Quality Issues.
6	Chandigarh	State	Mr. Dilbagh Singh (Mission Coordinator) Ms Rajni Mahajan (Pedagogy Coordinator) Ms. Komal Sharma (Pedagogy Coordinator)	May 2011 Dec 2008 May 2011	• Preparation of AWP&B • Organize training programmes	03	• Organization of In-Service training programmes • Release of Grants & other quality initiatives • Preparation of TLM • Attended workshops / seminars • Orientation of Heads, teachers & CRCCs on new programmes & initiatives under SSA.
		District	----	----	----	----	----
7	Chhattisgarh	State	Coordinator- Academic	2009	REMS/RTE	4	----
		District	District Project Officer	2006	-----	18	----
8	D & N Haveli	State	State Pedagogy Coordinator	July - 2011	---	01	• Preparation of checklist for Mathematics and Science laboratory • Identification of hardspot
		District	----	----	----	----	----

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
9	Daman & Diu	State	----	----	----	----	The recruitment process for Pedagogy coordinator is in progress, which is near completion.
		District	----	----	----	----	----
10	Delhi	State	Coordinator- Academic	Consultant (Quality)	2005	Monitoring & Supervision of In service Teachers Training	• Organized training of Heads of Schools regarding provisions under RTE • Regarding training on use of DISE Data and its analysis.
		District	District Project Officer	District Project Officer	2007-08	Monitoring and Supervision	• Orientation programme of DURCCs/CRCCs on preparation of Annual work plan at District level and use of DISE /SEMIS Data. • Correction in SEMIS/DISE Data with the help of DPOs/DURCCs/ CRCCs.
11	Goa	State	State Quality Coordinator	July'2009	DEP-SSA	One	• Conducted four days refresher program (4 Days) in teaching of English organized by DEP-SSA IGNOU, New Delhi in association with GSSA w.e.f. 13th to 16th Sept 2011. • Conducted four days refresher program (4 Days) in teaching of Science organized by DEP-SSA IGNOU, New Delhi in association with GSSA w.e.f. 26th to 29th Sept 2011. • Conducted 10 days refresher program in teaching of Maths organized by DEP-SSA IGNOU, New Delhi in association with GSSA w.e.f. 07th to 17th Dec 2011. • Conducted orientation program on CCE for the Head of the Schools and Senior Teachers of the Schools in all block of Goa. • Conducted capacity building training program for all BRPs and CRPs (6 days) in the following topics. o NCF 2005 o RTE

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							○ CCE ○ Quality Teaching etc • Finalization and completion of Quality related intervention for Appraisal. • CAL activities.
			Assistant State Quality Coordinator	February' 2011			• Conducted four days refresher program (4 Days) in teaching of English organized by DEP-SSA IGNOU, New Delhi in association with GSSA w.e.f. 13th to 16th Sept 2011. • Conducted four days refresher program (4 Days) in teaching of Science organized by DEP-SSA IGNOU, New Delhi in association with GSSA w.e.f. 26th to 29th Sept 2011. • Conducted 10 days refresher program in teaching of Maths organized by DEP-SSA IGNOU, New Delhi in association with GSSA w.e.f. 07th to 17th Dec 2011. • Conducted orientation program on CCE for the Head of the Schools and Senior Teachers of the Schools in all block of Goa. • Conducted capacity building training program for all BRPs and CRPs (6 days) in the following topics. ○ NCF 2005 ○ RTE ○ CCE ○ Quality Teaching etc • Finalization and completion of Quality related intervention for Appraisal. • CAL activities.
		District	District Programme Coordinator (North Goa)	January' 2011	N.A.	One	• Collection and Compiling DISE DATA. • Conducted capacity building training program for all BRPs and CRPs (6 days) in the following

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
			District Programme Coordinator (South Goa)	July' 2010	N.A.	One	topics. o NCF 2005 o RTE o CCE o Quality Teaching etc • Collection and Compiling of Schools Environment Data. • Preparation of AWP&B Appraisal report for North District. • Conducted various Training Programmes/Meetings for CRPs/BRPs.
12	Gujarat	State	Coordinator- Academic	January'200 S May '2003 January'200 9	• ADETPS Project • Learning Enhancement Programme • 'PRAGNA' (Activity Based Learning)	2+3=5	• Implementation of BRCs/CRCs/BRP training. • Monitoring and documentation of teachers training & induction training • Facilitation for developing district budget. • Preparation of State Appraisal plan (AWP&B - 2012-13) • Planning of In-service Teacher Training of 2012-13.
		District	District Project Officer	From the beginning of project	• Research & Evaluation • Learning Enhancement Programme • 'PRAGNA' (Activity Based Learning) • Data collection of Enrollment drive • Liaison of PRAVESHOTSAV	1	• Formation of district and block level teams for monitoring of integrated remedial work. • Support of NGO – PRATHAM for guidance and monitoring of remedial teaching work at school level. • Meeting with District level Monitoring teams. • Guidance to CRCs & BRCs for monitoring tools. • Training of CRG with the help of DIET. • Preparation of district Appraisal plan under guidance of State SSA office (AWP&B -2012-13) • Planning of In-service Teacher Training of 2012-13.
13	Haryana	State	Coordinator- Academic	PC	Science, Maths,	3 state	• T. Training, CCE developed, curriculum process

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
				(Science) Con. (TT) Con (Peda)	Research/TT, AIE, BRC/CRC Curriculum		in module development
		District	District Project Officer	APC	Handle more than four areas	1	• Competitions, usage of Science kit etc.
14	Himachal Pradesh	State	Coordinator- Academic	2001	Teacher Training Incharge	5	• Text Book Development for primary classes on the basis of NCF 2005 • Implementation of State Quality Plan • Development of training modules and training material (supplementary reading material for teachers and students) • Implementation and Monitoring / support of Activity based learning (Aadhar) and Samvridhi • Revision and development of pre-service training curriculum based on activity based teaching and learning (as per State Quality Plan 2011-12) • Implementation of newly developed text book on Himachali culture and Yoga for class 6th to 8th
		District	District Project Officer	2001	Teacher Training Incharge	5	• Monitoring / support in actual classroom by district coordinators • Organization of TLM exhibition at district level • Development of Master trainers at district level • Development of nine days cluster level training material. • Implementation of CCE
15	Jammu & Kashmir	State	Coordinator- Academic	May,2009	----	2	• Formulation of Quality Works plan 2012-13. • Establishment of learning corners in Upper primary schools. • Establishment of Libraries in PS and UPS in the State.

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							• Development of Guidelines for Learning corners/Libraries teachers, • Orientation Programme for Education Administrators in the State.
		District	District Project Officer	April 2005	No	6	-----
16	Jharkhand	State	• Expert – Pedagogy • State programme officer • Additional prog. Coordinator	2003 2007 2007	Public Information Officer, SSHE	3 persons	• Development of Teacher Training modules and Resource Materials for LEP Phase-II (Buniyad Plus), Active Learning and conduction of training in this regard at all levels. • Development of Text books with JCERT.
		District	Training component in charge.	2003		1 in each districts = 24 person	----
17	Karnataka	State	• Joint Director (Quality) • Senior Programme officer • Programme officer • Junior Programme officer	 2010-11 2010-11	Planning, Procurement, meetings	10	• Preparation of low cost-no cost science materials for conducting activities/experiments. • Providing geography kit containing materials for Class VI-VIII HPS related to syllabus. Providing training to the teachers for making use of the kit in the class room process. • Providing Sports kit containing sports equipments to 7000 schools.
		District	• District Deputy Project Co-ordinator • Assistant Project Co-ordinators Existing structure of SSA in district is there is no separate structure as such exclusively for pedagogy at the district level;	2001-02	All the programmes of SSA	34	• All the above programmes are implemented and monitored at the district level also;
18	Kerala	State	Coordinator- Academic	2003	Nil	4	• Planning and implementation of Teacher empowerment programmes 2011-12 • Cluster Trainings (CTEP) as approved by the QIP monitoring Committee, DPI Kerala.

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							• Special cluster meeting for LP English teacher. • 5 days Special empowerment programme for teachers in English language at RIESI, Bangalure • Research and Evaluation activities – planning of the dissemination of the Research studies • Planning and implementation of the 'Kalari' project – the school attachment project for Trainers and Research based OSS. • 4 day special cluster training in English is planned by SSA as per requirement of curriculum committee. • Various refreshment programmes and workshops for elementary teachers in Mathematics, Basic Science and English conducted in collaboration with DEP – SSA, IGNOU
		District	District project officer	2006	Nil	2 per district-total 28	• Whole School Development plan for academic development • Resource Rooms in all Panchayat and Municipality (26 LSGs) • Model Pre-Primary Schools (13 Nos.) • Parental Orientation Programme in all Schools • Dream Book - An Innovative goal setting programme for 7th Std. students. • Materials preparation under LEP – Worksheets, workbooks and pamphlets for various classes and subjects from Std I to VII.
19	Lakshadweep	State	Coordinator- Academic/ Pedagogy Coordinator	2011 March	IED	1	• Diagnostic test administered to students of class 3 to 8. • Remedial classes conducted during Ramzan holidays. • Imparted training to the teachers.

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							• Launched special programme called Rapid & Effective English Formulation(REEF) under LEP.
		District	District Project Officer	2011 March			----
20	Madhya Pradesh	State	Coordinator- Academic Dr. Ashok Pareek	2010	Head, Curriculum Textbook	20	• ABL, ALM, Resource Book, Worksheet, Science and Maths Kit, Dakshata Sambardhan, Aas pas Ki Khoj, MeriKitab.
		District	District Project Officer 50 DPC, 42 DIETs Principal 3 DRCs Principal	----	SSA Work	50 426	
21	Maharashtra	State	State Education Quality Controller	2005	----	3 Persons	• Participated in curriculum reform process. • Motivational training has been organized.
		District	----	----	----	----	----
22	Manipur	State	**Coordinator- Academic** Ms. Nancy Moirangthem	2011	Coordinator for Community Mobilization, Media activities, RTI	1	• The SPO, SSA have organized 5 days state level workshop on classroom management for two districts (Bishnupur and Churachanpur). • The SPO,SSA is also planning to organized the same workshop for other districts.
		District	----	----	----	----	----
23	Meghalaya	State	Coordinator- Academic	2006	• Coordinator for Quality • Coordinator for Teacher Training	1	• Compilation of information. • Monitoring. • Implementation of Textbooks. • Organising Training at State Level. • Development of the CCE Manual.
		District	District Project Officer	----	• SupervisingTeacher 's training. • Quality. • Implementation of Textbooks. • Compilation of information.	1	• Conducting training • Compilation of data. • Monitoring etc.
24	Mizoram	State	Pedagogy Coordinator	2005	----	1	• Preparing Teacher Training Module & training

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							curriculum • Consolidation of Reports • Organizing Trainings • Attending Workshops/Meetings • Monitoring Teacher Training of Districts
		District	Pedagogy Coordinator	2005	----	1 each	• Preparing Teacher Training Module & training curriculum • Consolidation of Reports • Organizing Trainings • Attending Workshops/Meetings • Monitoring Teacher Training of Districts
25	Nagaland	State	Coordinator Academic	Dec 2011	Yes (REMS)	1	----
		District	District Project Officer	2006	looks after some other interventions as per assignments of particular districts	11	----
26	Orissa	State	Deputy Director (Teacher Training) Deputy Director (Pedagogy) Asst. Director (TB&C)	Aug., 2008 Aug., 2008 Nov., 2007	Distance Education Text Books	12	• Development of training modules on SAKHYAM for Induction Training and module for SIS, BRCCs & CRCCs. • Development of training module on theme like RTE, NCF and all BRGs of the State were trained. • Distribution of SAMADHAN (Scheme of Lesson) - a handbook for the teachers to effectively monitor the pedagogical activities inside the classroom i.e. from Class –I to VIII in each subject. • It is a teachers' handbook on Teaching Learning Materials (TLMs). "Sadhan" has been developed after a series of exhibition i.e. at the District Level and at the State Level. • To enable the teachers to have the idea of multifarious use of TLMs. Sadhan is used in all

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							schools. • SAMIKSHA - a monitoring mechanism developed for all monitoring officials from • CRCC to the State and all stakeholders were trained on SAMIKSHYA for one day. • Revision of Samikshya formats for the year 2012-13 • SANJOG : A graded material in Language for Class - I & II. The concepts and the expected learning outcomes have been arranged in a graded manner for making the content easy for the child in the classroom. • Making School ambience Attractive and Child-Friendly; a place for children to cherish; Optimizing the use of spaces for making learning a joyous experience for children, Integrating common elements for facilitating teaching and learning, across the schools - the programme of Ama Vidyalaya has been started throughout the State. • For making 6000 school as quality schools, 33 indicators have been identified and it has been implemented throughout the State.
		District	District Pedagogy Coordinator	Differs from person to person	Distance Education, CAL	01	• Planning and implementation of different teacher development programmes. • Analysis of achievement and attendance data (QMT) on quarterly basis. • Monitoring & supervision of Ama Vidyalaya, Quality Schools and Samiksha;

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
27	Puducherry	State	Coordinator Academic	2010-11	IE, REMS, DEP, SSA & LEP	04	• Drafting the final Puducherry ADEPTS document. • Existing ABL cards in tune with Samacheer Kalvi • Reconstituting of VEC/SLC into SMC • Organized SRG meetings for the approval of research projects and impact studies on programme implementation • Supply order placed with empanelled supplier for the supply of Upper primary Maths as well as science kits.
		District	District Project Officer	2010-11	----	2	
28	Punjab	State	State Project Director	2011	Responsibilities of SSSE, DGSE & SPD, RMSA	07	• Recruitment of teachers against vacant posts. • Supply of Text & Workbooks to children in schools. • Training of Master Trainers in the subject of English & Mathematics, S/ST, Hindi & Punjabi • Continuation of Parrho Punjab Programme. • Continuation of reading cells in all the Govt. primary schools. • Planning & implementation of media activities • 7. Monitoring and supervision of BRCs, CRCs & Schools.
		District	District Project Officers for SSA	From the start of SSA	Official work other than SSA	15	• Teacher Training at block and district level. • 2. Monitoring and supervision of BRCs, CRCs & Schools. • 3. Continuous Comprehensive Evaluation. • 4. Co-curricular activities like Quiz competitions. • 5. Learning Enhancement Activities & Parrho Punjab Programme. • 6. The Project on improvement of English language & Mathematics for Upper Primary Children.

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
29	Rajasthan	State	Deputy Commissioner	Sept., 2010	In charge of the training Program Additional: from time to time the services of the expert are taken through outsourcing as per the requirement	----	• Quality Assurance Programme. • Workbooks developed & distributed for all subjects, for classes I to VIII. • Science & Maths Kit
		District	Addl. Distt. Project Co coordinator	----	Nil	5	----
30	Sikkim	State	Coordinator- Academic	2009	JD, SCERT	07	• Prepared teacher training module • Training of teachers • Developed/updated the CCE guidelines • Prepared indicators for co-scholastic area
		District	District Project Officer	----	Dy. Director of School Education in District	----	----
31	Tamil Nadu	State	Coordinator Academic – Joint Director	2011	Monitoring and Supervision, Research implementing ABL, Training to teachers, Quality Enhancement	6	• Co-ordination meeting at Block and District level to review activities planned and actually performed in schools to promote quality • Block level in-service training for 20 days were given to teachers to equip themselves to mould the students and make them shine in all fields. • Development of learning cards based on the skills and concepts in Samacheer textbooks. • Development of lesson plan following ALM for VI to VIII classes based on Samacheer textbooks. • Development of lesson plan following SALM for class V based on Samacheer textbooks.
		District	District Project Officer - DPC	2007	Monitoring, Supervision of all work in connection with Quality improvement and SSA activities	3	• Monthly review meetings – for Block Supervisors and AEEOs • Chief Education Officer reviews the progress of SSA activities with all district level and District • Educational officials and other related

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
			IIT, Madras		IIT, Madras has been nominated as monitoring Institute to monitor SSA activities in 13 districts for a period of 2 years (from Oct 2010 to Sep 2012)		department. • School visit - DPCs , Pos and District coordinators visit a minimum of 20 schools per month • Based on feedback of these visit, follow-up initiatives evolved. • School visits are used as assessing in-service teacher training needs.
32	Tripura	State	State Pedagogy Coordinator	1 June 2007	No	03	• Workshop on Enhancement of Quality Education with BRC and coordinators. • Meeting with DRGs on effective monitoring and supervision of schools • Meeting with headmasters, BRC & CRC Coordinators regarding quality related activities • Implementation of CCE • School visit
		District	District Project Coordinator (West Tripura)	21 Sep 2007	No	02	
			District Project Coordinator (Dhalai Tripura)	3 Aug 2006	No	02	
			District Project Coordinator (North Tripura)	1 Sept 2006	No	02	
			District Project Coordinator (South Tripura)	12 Sept 2006	No	02	
33	Uttar Pradesh	State	Coordinator- Academic	June, 2009	----	3	• Development of framework of CCE • Development of Hands-on activities in maths, science and Geography for class 8. • Development of graded reading material. • Revamping of Academic Support System
		District	District Project Officer	2005	----	1	• Training of Shiksha Mitra • Coordination with DIET for various teacher training; • Coordination with BRCC/NPRCC for academic support in schools and identification of training needs of teachers' • Preparation and Implementation of school development plan
34	Uttarakhand	State	Coordinator-1 Academic	2009	No	04	• Development of teacher Training module. • Child friendly Assessment process. • Establishment of Library at PS and UPS level.

S. No.	STATES/ UT	Level	Person in - charge of quality improvement	Continuing since which year?	Additional responsibility(if any)	Total members in Pedagogy cell	5 major quality related activities undertaken during 2011-12
							• Distribution of Science/Maths Kit through NCERT. • Baal Akhabr printed and distributed in all PS.
		District	District Project Officer	----	----	13	• Organise teacher training of Dist level. • Monitoring of BRC/CRC/Schools. • TLM/Metric Mela Exhibitions at Cluster/Block/District level for larger participation of teacher. • Develop schedule of project work by teachers.
35	West Bengal	State	Coordinator- Academic (ASPD)	2012	Other Interventions also	08	• Preparation & delivery the soft copy of learning packages to all districts. • Visit of Science Centres for Activity based learning both at Primary & U. primary level through BITM & SCF to form Model Schools in all districts. • Sharing views with Committee of Experts for ongoing changes in State Curriculum, Syllabus, Textbooks and Evaluation system. • Development of Learning packages in connection with Spl. Training. • Initiation for Development of New Curriculum & Materials for all concern on ECE.
		District	District Project Officer	Vary from District to District	Vary from District to District	57	• Various District level orientation programme. • Distribution of Textbooks & different Grants. • Visit of Schools, training venues & providing academic support to the teachers. • Formulation of activity plan with Dist. Academic Cell & implementation. • Close liaison with respective DIET for academic collaboration.

Source: QPR up to March 2012, Pedagogy Unit, TSG

Resource Groups at different levels in 2011-12

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
1	A & N Islands	State Resource Group (SRG)	Yes, 01	14	Meeting held in Second week of Feb. 2012	• Improvement in teaching English, Maths, Science and Social Science at all levels for primary and upper primary classes. Preparation of modules, planning of training schedule for the year 2012-13 • In-service training programme.
		District Resource Group (DRGs)	Yes, 01	10	Meeting held in Second week of Feb. 2012	• Development of modules, implementation of innovative and improvised techniques in teaching of English, Hindi, Maths, Science, Social Science. planning of training schedule for the year 2012-13 • In-service training programme.
		Block rsource Group(BRGs/URGs)	Yes, 01	09	01	• Development of modules, implementation of innovative and improvised techniques in teaching of English, Hindi, Maths, Science, Social Science. planning of training schedule for the year 2012-13 • In-service training programme, Maths, Science and Social Science at all levels for primary and upper primary classes. • In-service training programme.
		Cluster Resource Groups (CRGs)	Yes, 01	10	Meeting is proposed to be held in Second week of Feb. 2012	• Development of modules, implementation of innovative and improvised techniques in teaching of English, Hindi, Maths, Science, Social Science. planning of training schedule for the year 2012-13 • In-service training programme.
2	Andhra Pradesh	State Resource Group (SRG)	Yes – Primary – 20 Persons for 4 subjects Upper Primary – 60 Persons for six subjects	Primary - 5 Upper Primary - 10	2	• Implementation of LEP • Development of content for teacher Training and subject specific material on newly developed textbooks. • Providing adequate academic guidance to teachers during trainings and visit to schools.
		District Resource Group (DRGs)	Yes – Primary – 368	Primary – 16 UP – 24	5	• Implementation of LEP Programme • Acts as R.Ps for teacher training at district level

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
			DRGs UP - 552 DRGs			• Academic Monitoring of Schools and on job support to teachers.
		Block rsource Group (BRGs/URGs)	Yes Primary - 8 UP - 12	Primary - 8 UP - 1	3	• Discussion on quality initiatives proposed to be taken up during 2010-11 • Acting as Resource Persons for Mandal level training programmes. • Implementation of LEP • Monitoring innovations in the field.
		Cluster Resource Groups (CRGs)	Yes- In all 6973 clusters	@ 2 Resource Persons per cluster	2	
3	Arunachal Pradesh	State Resource Group (SRG)	Yes, 01	13-15	----	• Onsite support to DRG • Analysis of teacher training & support system • Capacity building of DRG, BRG & CRG.
		District Resource Group (DRGs)	16	08-10	----	• Onsite support to BRG • Analysis of teacher training & support system • Capacity building of BRG & CRG
		Block rsource Group (BRGs/URGs)	85	05-07	----	• Onsite support to CRG • Analysis of teachers training & support system • Capacity building of CRG & VEC/SMC
		Cluster Resource Groups (CRGs)	201	05-07	----	• Onsite support to VEC/SMC & teacher • Analysis of teacher training & support system • Capacity building of teacher & VEC/SMC
4	Assam	State Resource Group (SRG)	Yes	6-7	7	• Workshop for development of training modules & teaching aids of Science & mathematics for UPS at State level., English Marigold • Monitoring & support on DACG activities & teachers' training programme on monthly training. • Preparation of training materials for English and KRP, RP & teachers' training there upon.
		District Resource Group (DRGs)	Yes	7 - 10	7	• Teachers' training on RTE • Training of teachers on learning disabilities at monthly orientation. • Initiation of Science, Maths,. Art Education, and English training for LP & UP level.
		Block rsource Group	Yes	18 - 30	8	• Teachers' training on. English subject

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
		(BRGs/URGs)				• Training of Training of teachers on learning disabilities at monthly orientation • Initiation of Science, Maths, Art Education, and English training for LP & UP level.
		Cluster Resource Groups (CRGs)	No	1	Nil	-----
5	Bihar	State Resource Group (SRG)	Yes (Individual help from members)	49	N.A.	• Consultation on Capacity building of teachers / Module development / Academic support in monitoring and teachers training.
		District Resource Group (DRGs)	Yes	8-10	N.A.	• Consultation on Capacity building of teachers / Module development / Academic support in monitoring / teachers training and hands on support.
		Block rsource Group (BRGs/URGs)	Yes	8-10	N.A.	• Consultation on Capacity building of teachers / Module development / Academic support in monitoring / teachers training and hands on support.
		Cluster Resource Groups (CRGs)	Yes	05	N.A.	• Consultation on Capacity building of teachers / Module development / Academic support in monitoring / teachers training and hands on support.
6	Chandigarh	State Resource Group (SRG)	01	40	----	• Participated in the conduct of In-Service teacher training • Preparation of teachers' source book.
		District Resource Group (DRGs)	----	----	----	----
		Block rsource Group (BRGs/URGs)	----	----	----	----
		Cluster Resource Groups (CRGs)	20	10-15	----	• Participated actively in the conduct of monthly cluster level academic meet. • Orientation of teachers on new programmes/initiatives under SSA
7	Chhattisgarh	State Resource Group (SRG)	Yes	25	1	• Formulated STRATEGY to implement 3 year quality plan and training schedules • Decided topics to conduct Research in 2010 • Decided STRATEGY to be undertaken in 2011-12 under LEP
		District Resource Group (DRGs)	Yes	At least 5	1	• Formulated STRATEGY to implement 3 year quality plan and training schedules

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
						• Decided topics to conduct Research in 2011-12 • Decided STRATEGY to be undertaken in 2010-11 under LEP
		Block rsource Group (BRGs/URGs)	Yes	At least 5	1	• Formulated STRATEGY to implement 3 year quality plan and training schedules • Formulated STRATEGY to conduct teachers training. • Decided STRATEGY to be undertaken in 2011-12 under LEP
		Cluster Resource Groups (CRGs)	Yes	At least 5	----	• Formulated STRATEGY to implement 3 year quality plan and training schedules • Decided topics to conduct Research in 2012-13 • Decided STRATEGY to be undertaken in 2011-12 under LEP
8	D & N Haveli	State Resource Group (SRG)	No	--	--	--
		District Resource Group (DRGs)	01	05	01	• School visit and onsite support to teachers • In-service teachers training • Community mobilization training
		Block rsource Group (BRGs/URGs)	01	07	01	• School visit and onsite support to teachers • In-service teachers training • Community mobilization training
		Cluster Resource Groups (CRGs)	11	09	--	• School visit and onsite support to teachers • In-service teachers training • Community mobilization training
9	Daman & Diu	State Resource Group (SRG)	Yes	18	0	The State Resource Group has been Constituted in month of March 12 but due to busy schedule the SRG meeting has not been conducted and will be conducted in next academic year.
		District Resource Group (DRGs)	No	0	0	---
		Block rsource Group (BRGs/URGs)	Yes	43	0	• Preparation of time schedule for Teacher Training • Selection of content and activities during training. • Distribution of training activities among CRGs.
		Cluster Resource Groups (CRGs)	No	0	0	---
10	Delhi	State Resource Group (SRG)	Yes	18	02 01 for IEDC 01 for Out of school Children	• Involvement of NGOs for identification of in and Oos children with Special Needs • Documentation for work done for IEDC • Finalization of Bridge Course Material for children enrolled in Special Training Centers

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
		District Resource Group (DRGs)	Yes	14	1	Consultations were held with the District Resource Group regarding the following:- • To discuss and finalization the guidelines for the development of Annual work plan and Budget. Identification of In and Out of School CWSN • Monitoring the progress of SSA activities. • Monitoring the progress of various grants • Collection of Data regarding No. of teachers, enrollment and other infrastructural requirement
		Block rsource Group (BRGs/URGs)	NA	NA	NA	---
		Cluster Resource Group	Yes	6	1	• Discussions were held with CRGs regarding collection of Data through Quality Monitoring Tools and its analysis • Monitoring of Special training centres. Discussion regarding operationalization of special training centers
11	Goa	State Resource Group (SRG)	Yes. SRGs are formed in the subjects of English, Marathi, Science and CAL. Conveners for the subjects of Maths and Geography.	Average five	One	Nil
		District Resource Group (DRGs)	Nil	Nil	Nil	Nil
		Block rsource Group (BRGs/ URGs)	Nil	Nil	Nil	Nil
		Cluster Resource Groups (CRGs)	Nil	Nil	Nil	Nil
12	Gujarat	State Resource Group (SRG)	Yes	13	1	• SRG members prepared the 10 days Block level training module for teachers and gave guidance to KRP and RP for in service teachers training. • SRG members give their important suggestion to improve the teaching method for betterment of classroom processes.

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
		District Resource Group (DRGs)	Yes	10	1	• They are giving guidance to MT and CRG. • They are becoming helpful for the formation of monitoring teams. • DRG members prepared the 10 days Block level training module for teachers (AWP&B-2012-13)
		Block rsource Group (BRGs/URGs)	Yes	6	1	• BRG and CRG members are giving guidance to teachers in In-service teachers training programmed. • They are becoming helpful for the formation of monitoring teams at block level. • BRG and CRG members are collecting various information and opinion from trainees. • They are helping to monitor teachers training programme and classroom activities.
		Cluster Resource Groups (CRGs)	Yes	9	10 (every month one time)	
13	Haryana	State Resource Group (SRG)	Yes	16	02	• Teacher Training
		District Resource Group (DRGs)	Yes	15	----	----
		Block rsource Group (BRGs/URGs)	Yes	15	----	----
		Cluster Resource Groups (CRGs)	Yes	15	----	----
14	Himachal Pradesh	State Resource Group (SRG)	Yes, State Resource Group (SRG) has been constituted	SRG at State level • Pedagogy-55 • Gender-20 • IED-15 • Reading Cell -15 • Distance Education-15	Two	• Development of Training modules, Development of training material • Development of supplementary reading material for students and teachers • Monitoring
		District Resource Groups (DRGs)	Yes, District	District level,	Two	• Development of Training modules for cluster level training.

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
			Resource Groups (DRGs) has been constituted	one 25 to 40		Development of training material • Act as Master trainer • Monitoring
		Block Resource Groups (BRGs/ URGs)	One Block Resource Groups (BRGs) has been constituted	Block level, at each block level 10 to 15	Two	• Act as Master trainer • Monitor training • Support the organization of activities at block level.
		Cluster Resource Groups (CRGs)	One Cluster Resource Groups (CRGs) has been constituted,	Cluster level at each cluster 5 to 10	Two	• Act as Master trainer • Monitor training • Support the activities organized at cluster level.
15	Jammu & Kashmir	State Resource Group (SRG)	Yes (one group)	18	5	• Preparation of modules for teacher training. • Capacity building of District Resource Persons.
		District Resource Group (DRGs)	Yes (22 groups)	10	----	• Capacity building of blocks and cluster resource persons. • Conducting of trainings. • Onsite academic support and monitoring.
		Block rsource Group (BRGs/URGs)	Yes (200 groups)	2	10 Average	• Teacher training. • Onsite academic support. • Collection of out of school children data. • Collection of DISE data.
		Cluster Resource Groups (CRGs)	Yes (1600 groups)	8-10	10 Average	• Teacher training. • Onsite academic support. • Collection of out of school children data. • Collection of DISE data.
16	Jharkhand	State Resource Group (SRG)	Yes	80	10	Quality initiative within the state. • Buniyad Plus • MGML, SLM • Teachers training on Learning Management, Active Learning • Development of Text books with JCERT.
		District Resource Group (DRGs)	Yes	10-15	----	----

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
		Block rsource Group (BRGs/URGs)	Yes	5-7	Regular and as required	----
		Cluster Resource Groups (CRGs)	Yes	5	Regular and as required	----
17	Karnataka	State Resource Group (SRG)	01	27	01	• Follow-up activities of the implementation of Nali-Kali programme; • Co-coordinating with DSERT and Textbook society regarding curriculum development, revision, printing, distribution and training; • Onsite support for the implementation of Nali-Kali methodology; • Addressing issues through Help line which has been setup at the state office and taking up these issues in the meeting to resolve policy issues;
		District Resource Group (DRGs)	29	30 to 35	01	• Clarification to issues raised w.r.t classroom process; • Staff support where ever necessary; • Academic guidance; • Formation of resource groups for onsite support along with opening a toll free helpline in all the DIETs • Redressal of issues submitted by BRG and CRGs
		Block rsource Group (BRGs/URGs)	202	28 to 32	01	• Identification of schools with slow implementation of programmes particularly related to Nali-Kali; • Identification and reporting of problems to DRG
		Cluster Resource Groups (CRGs)	2820	08	01	• Resource groups mainly supports the quality initiative particularly with reference to NaliKali ; • If any gap is identified, reports the same to BRG for action;
18	Kerala	State Resource Group (SRG)	YES 14X14 (Class wise resource group for lower primary and subject wise resource groups for upper primary)	5 per subjects Total 70 Persons	5	• Special initiative to address the slow pace learners in the school • Assess the existing modules • Reviewed the weakness and strength of existing modules • Training are re-oriented • District-Block level SRGs are fine turned with the state level SRG inputs • The overall outlook is changed which again is under

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
						refinement for future trainings
		District Resource Group (DRGs)	YES Class wise resource group for lower primary and subject wise resource groups for upper primary	70	4	• Empowerment in English language • Identified further important areas • Improved the modules in time with the field events • Evaluated the District level problems encountered • Regional, intra-regional and inter-regions needs were assessed and quality needed modifications were suggested by experts • They works further to empower the BRC level RPs towards capacity building and onward transmission at different levels
		Block rsource Group (BRGs/URGs)	YES	30	4	• There are 159 BRCs with 924 RPs with the training acquisition. They transact the onsite support (OSS). Further, they train the CRC personnel based on the Resource Groups suggestions and on constructive pedagogy and related subject
		Cluster Resource Groups (CRGs)	Yes	2 per subject	24	• Planning for the Cluster meetings and implementation. Planning for the Special English Training for LP Teachers
19	Lakshadweep	State Resource Group (SRG)	1	18	4	Teacher training at various islands for 14 days
		District Resource Group (DRGs)	----	----	----	----
		Block rsource Group (BRGs/URGs)	3	6	4	----
		Cluster Resource Groups (CRGs)	----	----	----	----
20	Madhya Pradesh	State Resource Group (SRG)	156	3 per district	3	• In-service teacher training as a monitor and trainer also. • ABL trainer and monitor. • ALM trainer and monitor.
		District Resource Group (DRGs)	1000	20 per district	3	• They work as a trainer in in-service training at DIET. • They monitor the School • They give academic on site support. • They trained Block Resource groups.
		Block rsource Group (BRGs/URGs)	1565	5 per block	3	• They trained teacher face to face. • Academic support to CAS-CRC. • They conduct meeting also.

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
		Cluster Resource Groups (CRGs)	13260	2 per cluster	3	• Monitor the school. • Academic support to teachers. • Logistic support also at Cluster level.
21	Maharashtra	State Resource Group (SRG)	Yes 01	19	1	• To prepare training programme. • Development of compendium of subject wise RP. • To arrange continues & Comprehensive Evaluation Training.
		District Resource Group (DRGs)	Yes 35	23	Per DRG-1	• Planning of research activities related to District Educational Needs. • Planning & Sharing of SOP and DISE Data.
		Block rsource Group (BRGs/URGs)	Yes 407	8	Per BRG-1	• Planning & Sharing of SOP and DISE Data.
		Resource Groups (CRGs)	Yes	5	Per CRG-1	• Participation & Sharing in School Development Plan process. • Participation & Sharing in DISE Data process.
22	Manipur	State Resource Group (SRG)	Yes	5	2	Selection of research topic. Organized a workshop on research methodology
		District Resource Group (DRGs)	Yes	20	3	Formulation strategies for teachers training Supervising in the DISE collection and DCF Format
		Block rsource Group (BRGs/URGs)	Nil	Nil	Nil	Nil
		Cluster Resource Groups (CRGs)	Nil	Nil	Nil	Nil
23	Meghalaya	State Resource Group (SRG)	Yes	14	1	• Field support to District • Teachers Training. Module revision
		District Resource Group (DRGs)	Yes	12	4	• DISE. • Teachers Training. • Monthly Review Meeting
		Block rsource Group (BRGs/URGs)	Yes	71	3	• Monthly Teachers Meeting. • Monitoring of Schools. • Meeting with CRC and BRPs.
		Cluster Resource Groups (CRGs)	Yes	80	1	• Meeting with VECs, SMCs and Headman. • Monitoring of Schools. • Updating of VER/DISE.

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
24	Mizoram	State Resource Group (SRG)	Yes	13	1	• Preparation of Teacher Training curriculum
		District Resource Group (DRGs)	Yes	10-15	3	• Training needs identification • Review of Progress
		Block rsource Group (BRGs/URGs)	Nil	----	----	----
		Cluster Resource Groups (CRGs)	Nil	----	----	----
25	Nagaland	State Resource Group (SRG)	Under SCERT	NA	NA	NA
		District Resource Group (DRGs)	NA	NA	NA	NA
		Block rsource Group (BRGs/URGs)	NA	NA	NA	NA
		Cluster Resource Groups (CRGs)	NA	NA	NA	NA
26	Orissa	State Resource Group (SRG)	2 (1 Pedagogy + 1 D.E.)	42 + 16	----	• DRG training on SAKHYAM for Induction Training and module for SIS, BRCCs & CRCCs.. • Development of Headmaster module. • Development of SANJOJIKA – 5. • 4.Training of Teachers on Samarthya I & II for Primary & Upper Primary Level.
		District Resource Group (DRGs)	Yes - 30	30-40	----	• 1. Received training on different modules (content & theme based) developed for Primary & Upper Primary level teachers.
		Block rsource Group (BRGs/URGs)	316	8-10	----	• Trained on SAMARTHYA – I • 2. They have given training at Block Level on Samarthya – II.
		Cluster Resource Groups (CRGs)	----	----	----	• Received training on different modules.
27	Puducherry	State Resource Group (SRG)	1	12	3	• Selection of pilot projects • Guidelines for Training • Strengthening and up gradation of Resource rooms.
		District Resource Group (DRGs)	1	7	3	• Guidance for training • SALM • Peer sensitization • Strengthening & up gradation of resource rooms
		Block rsource Group (BRGs/URGs)	6	10	3	• Child survey • Habitation wise enrolment

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
		Cluster Resource Groups (CRGs)	25	10	3	• Sensitizing – • Equity education • ADEPTS • CCE
28	Punjab	State Resource Group (SRG)	Yes	36	Meetings are regularly held every month	• Preparation of modules for training of teachers in the subjects of English, Maths, Punjabi which are in use under Parho Punjab Programme and activity based modules for training of teachers in the subjects of English, Maths, S.ST, Punjabi, Hindi & Science at Upper Primary level. • Planning innovative activities for girls education, SC Education, Education of CWSN & OoSC and also for LEPs. • Working out modalities to improve Science and Math, English & S.St Education of Upper Primary level. • Imparting training to the teachers trainer and teachers. • Constant review and feed back of/on quality related programmes.
		District Resource Group (DRGs)	Resource group constituted at all levels.	5-6 Members		
		Block rsource Group (BRGs/URGs)	Yes	5-6 Members		
		Cluster Resource Groups (CRGs)				
29	Rajasthan	State Resource Group (SRG)	1	27	1	• Teachers training. o PS Teachers. o UPS Teachers. o Teachers Training (English) • Girls empowerment • Use of support material. • Quality improvement. • Community Participation.
		District Resource Group (DRGs)	33	19	1	
		Block rsource Group (BRGs/URGs)	244	7	1	
		Cluster Resource Groups (CRGs)	3074	5	1	
30	Sikkim	State Resource Group (SRG)	1	07	06	• Prepared teacher training modules • Renewed text books of primary classes • Updated the CCE guidelines
		District Resource Group (DRGs)	4	8 to 9	06	• Monitoring and supervision • Conducted training on CCE & RTE • Conducted in-service training of teachers
		Block rsource Group (BRGs/URGs)	26	8 to 9	06	• Conducted teacher training • Monitoring and supervision • Conducted training of SMC on SDP
		Cluster Resource Groups (CRGs)	114	8 to 9	06	• Conducted CRC level teacher training

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
						• Monitoring and supervision • Information collection
31	Tamil Nadu	State Resource Group (SRG)	Yes REM Pedagogy	12 8 6	1 5 7	• SRG have suggested plans for giving training on questioning, conversation and discussion skills among children by imparting suitable training to teachers. • ABL cards have been modified for standards 1 to 4 for all the subjects imbibing Continuous and Comprehensive Evaluation. • Modification of ABL cards and ladder has been carried out by a group of resource person for each subject. Training will be imported to the teachers about the modification
		District Resouree Group (DRGs)	Yes	8	2	• Effective implementation of training programmes towards strengthening the classroom process and to carry out all the suggested activities in schools through BRCs and CRCs
		Block Resource Group(BRGs/URGs)	Yes	----	----	• Training to Teachers and suggesting suitable remedial measures to initiate all possible activities to implement the programmes suggested by the State and District in the entire classroom.
		Cluster Resource Groups (CRGs)	Yes	----	----	• Training to Teachers and suggesting suitable remedial measures to initiate all possible activities to implement the programmes suggested by the State and District in the entire classroom.
32	Tripura	State Resource Group (SRG)	Yes-1	09	Nil	• Visit of schools to oversee school functioning. • Holding of discussion with the departmental officers and stake holders of SSA for implementing RTE Act. • Implementation of exercise books for teachers for recording subject-wise daily assessment of student. (Format 1A)
		District Resource Group (DRGs)	Yes-2	09	1 (one)	
		Block rsource roup(BRGs/URGs)	Yes-1	07	1 (one)	
		Cluster Resource Groups (CRGs)	Yes-292	06	1 (one)	
33	Uttar Pradesh	State Resource Group (SRG)	Yes	23	01	• Developed of Hands on Activities in Science, Mathematics and Geography for children of Class 7&8. • Development of CCE module. • Training of DRGs and supervision of in-service teachers training.
		District Resource Group (DRGs)	Yes, All	09	02	• Implementation of Reading and Numeric Skill development

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
						programme at early pry level. • Implementation of Activity based Science & Math teaching programme at primary level. • Training of BRGs and supervision of in-service teachers training.
		Block rsource Group (BRGs/URGs)	Yes, All	05	02	• Supervision & support of Reading and Numeric Skill development programme at early primary level. • Supervision & support of Activity based Science & Math teaching programme at primary level. • Training of teachers & NPRCCs and classroom observation.
		Cluster Resource Groups (CRGs)	Yes, All	05	02	• Academic support to School Readiness and Reading and Numeric Skill development programme at early primary level. • Collection & compilation of QMT data. • Regular school visits and class teaching.
34	Uttarakhand	State Resource Group (SRG)	Yes	70	03	• Suggestions for improvement in CCE with the help of SCERT. • Feedback in-service teacher training. • Development of different training modules. • Observation of classroom process & suggestions for improvement. • Use of File Box. • Use of teachers hand books.
		District Resource Group (DRGs)	Yes	40	04	• Emphasis on classroom process. • Supervision and monitoring of different trainings programmes • Implementation of innovative activities. • Observation of classroom process & suggestions for improvement in RTE context.
		Block rsource Group(BRGs/URGs)	Yes	40	04	• Academic planning. • Strengthen Educational management. • Monitoring and feedback. • Observation of classroom process & suggestions for improvement. • Quality Monitoring.

S. No.	STATES/UT	Resource Groups (RGs)	Whether constituted (yes/no)	Number of members	Number of meetings this year	3 Key activities undertaken by the Resource Group in 2011-12
		Cluster Resource Groups (CRGs)	Yes	20	04	• Observe Teaching learning process. • Academic support. • Enrollment of out of school children. • Observation of classroom process & suggestions for improvement
35	West Bengal	State Resource Group (SRG)	Yes	10-15 on an average	3 (in 4th Quarter 11-12)	• Development of Learning packages in connection with Spl. Training. • Modalities for distribution of Textbooks at Upper Primary level. • Development of different Modules.
		District Resource Group (DRGs)	Yes (in 20 Educational Districts)	12-14 persons per District	1-2 in average per District. (in 4th Quarter 11-12)	• Strategy for Spl. Training. • Sharing on Activity based Science learning. • Implementation & monitoring of different activities.
		Block rsource Group (BRGs/URGs)	Yes	6-8 persons per CLRCs / ULRC	2-3 in average per CLRC/ ULRC (in 4th Quarter 11-12)	• Conducting training programme. • Visit the schools on sample basis • Providing Academic support
		Cluster Resource Groups (CRGs)	Yes	4 persons per CRC	2-3 in average per CRC (in 4th Quarter 11-12)	• Sharing views with teachers • Providing Academic support • School visit

Source: QPR up to March 2012, Pedagogy Unit, TSG

Status of Shifts towards Continuous & Comprehensive Evaluation (As on 31st March 2012)

1. Background

Evaluation of students' achievements has been one of the major concerns of the functionaries as well as beneficiaries of teaching -learning system. Over the time researches have brought to the fore that good evaluation helps students to grow with their inherent talent. NCF 2005 advocates a shift to a mode of assessment that is **continuous and comprehensive.** Continuous assessment means that the teacher does not wait till the end of the term to conduct formal tests, but is able to identify and address learning difficulties during the process of teaching-learning itself, by ensuring that planning is flexible and responsive to the learners and their ongoing needs. Comprehensive assessment measures not only the child's ability to remember subject-related facts, but also assesses different aspects of the child's overall holistic development. A balance is sought between **Summative assessment** (undertaken at the end of the term in order to generate a grade that reflects the student's performance) and **Formative assessment** (undertaken during the process of learning so that the assessment activity itself contributes to the student's growth and learning – eg. undertaking project work). RTE-2009 mandated for the comprehensive and continuous evaluation so as to keep the child free of stress and trauma. Being committed to constitutional obligation various States have undertaken a shift to more continuous and comprehensive modes of assessment under SSA.

Implementation

Efforts towards this direction have been initiated by 23 such States. The States are--- A & Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Chandigarh, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Mizoram, Orissa, Puducherry, Punjab, Sikkim, Tamilnadu and Uttarakhand. These States have undertaken different types of activities. Assam, Andhra Pradesh, Jharkhand, Kerala, Tamil Nadu rolled out of the NCERT Sourcebook on Learning Assessment, including Workshops for adapting the NCERT Sourcebook in their State-specific context. The States of Goa, Gujarat, Himachal Pradesh, Punjab, Jharkhand, Kerala, Madhya Pradesh, Manipur, Tamil Nadu and Uttar Pradesh translated and disseminated the NCERT Sourcebooks in the regional languages. Some of the States like Tripura and West Bengal constituted an expert committee to thrash out the issues linked with CCE. The Expert Committee of Government of West Bengal remarked that the present system of evaluation does not use CCE methods properly and has not completely let go of the traditional methods of examination. CCE has to be done on a regular basis and will not have any stipulated dates. The documents for different evaluations have to be kept safely.

In order to have transparency, documentation has been stressed so that progress/ improvement in scholastic and co-scholastic areas could be properly recorded. The States of Assam, Himachal Pradesh, Kerala developed tools for recording learner's progress in scholastic and co-scholastic areas. The tools included student profiles, teachers' checklist, student progress charts, etc. Andhra Pradesh, Chhattisgarh and Tamil-Nadu introduced competency ladders for conducting competency-based

assessment using a variety of assessment strategies such as project work, essays, home assignments, experiments, or practical work for non scholastic subjects. The SCERT in Andhra Pradesh developed procedures to implement CCE. The learning indicators were defined with benchmark on performance for each level against the subjects of curricular and co-curricular areas. The assessment methods and techniques have been developed with appropriate recording and reporting procedures. In the State of Gujarat a record of Child's Skills, interest and hobbies is prepared by the teachers on the basis of observation, group work, creative activities, games etc. Further autonomy has been given to schools in Gujarat to have their own CCE model if they so desired. In that case, the school is required to have an approval from respective DIET. In a little different pattern Himachal Pradesh has tried to address the needs of the student, teacher & parents. Under CCE, tests and exams are conducted more frequently along with other class room activities like quiz, field-visit, project, discussions and demonstration. Karnataka has very successfully followed CCE at lower primary level under the known Nalli-Kali programme, but the same could not have been carried out at the upper primary level. For that the State conducts two tests centrally at the school level from the class 4th to 8th. In Kerala the assessment tools are integrated with the text books to provide an opportunity to teacher as well as the students to assess themselves. Space is even provided for periodical assessment of certain components.

Efforts made by Apex bodies

States were oriented to gear their quality-related planning around students' learning issues. Each State was encouraged to gear their assessment strategies towards critically analyzing students' learning achievement at different levels, in order to identify specific learning difficulties of students in each subject and class level, and to analyse the factors contributing to these learning difficulties (eg. teacher-related, TLM-related, pedagogy-related, assessment-related factors, etc). Based on this analysis of issues related to learning, classrooms, teachers, pedagogy, assessment and quality management, all inputs and processes were then designed to address the emerging issues in each area and strengthen each intervening factor, in order to lead to enhancement of students' learning in a comprehensive manner.

To strengthen State's approaches to learning assessment, NCERT has developed 5 different **Source books on Learning Assessment** for different subject areas after piloting it in 10 States. These documents are expected to shift assessment methods at primary level towards the quality and extent of a child's learning, construction of knowledge and his/her interest and attitude towards learning as manifest in different activities. To familiarize states with the guiding principles of the source books, NCERT has conducted three National level workshops at Tirupathy, Guwahati and Lucknow. All States have designed broad plans of action to strengthen their approaches to learning assessment in the light of source books.

Various states are in the process of rolling out these NCERT Sourcebooks for promoting changes in the assessment systems in the State, including Assam, Andhra Pradesh, Jharkhand, Kerala, Tamil Nadu. Various States have also begun translating the Sourcebooks into their regional languages, including Goa, Gujarat, Himachal Pradesh, Punjab, Jharkhand, Kerala, Madhya Pradesh, Manipur, Tamil Nadu and Uttar Pradesh.

Patterns of Implementation

The nature and process of CCE has been differently perceived in the States. There has been a combination of formative and summative assessment. Different weight age has

been ascribed to formative and summative assessment by different States. Andhra Pradesh has implemented CCE where children are evaluated for their day-to-day learning by having unit tests. Apart from this, one terminal test is conducted at the end of Quarter, Half-year and year. The terminal tests are summative in nature. Children's progress is reviewed at school level on fortnightly basis by the School Head Teacher and by the Mandal (Block) Educational Officer with all School Head Teachers at block level on monthly basis. In Kerala CCE is followed from Class I to VII. Daily assessment, unit assessment and half yearly assessment are introduced. The numbers of examinations have been reduced from three to two. Whereas in Karnataka Nali-Kali has been implemented in classes 1 to 3 where the CCE is in built. For classes iv to viii the State has implemented CCE and it consists of students' exposure to two unit tests, a mid-term examination and a final examination in a semester cycle. Marks scored by students are converted to grades and only grades are marked in progress report cards. In Tamil Nadu students' attainment levels at upper primary level is assessed through marks / grades obtained in Monthly, Quarterly, Half Yearly and Annual Examination.

Further States have given different weight- age to formative and summative assessment. In case of Himachal Pradesh Learning assessment for Class –I and II is 100% formative assessment through CCE, but for Class-III to V it is 60% formative assessment (CCE) and 40% summative assessment (based on Term end exam). Similarly in case of Chandigarh a weight age of 30% each is provided to two Summative tests. On the similar pattern in Punjab unit tests are centrally conducted after every two months as summative tests. In case of Goa the evaluation system has a provision of Summative examination in the end of both the terms. In Rajasthan and Uttarakhand the ratio of formative and summative evaluation has been in the ratio of 3:1. The nature of summative tests has been mainly the term end examinations conducted by the schools or some external agency whereas the formative is usually in the shape of projects, assignments, oral and other activities. The process so followed in different States indicates the combination of conventional stereotype assessment mingled with time bound tests and observation as well as activities followed in the process of CCE. The CCE of many of the State like Karnataka, Punjab and Himachal needs to be revisited so that there are no time bound tests conducted by the schools or some external agency. The responsibility of evaluation should be left to the class teacher so that autonomy of the teacher could be maintained with respect to teaching and evaluation. Efforts have also to be made so that the CCE is well linked with the curriculum, syllabus and the textbooks.

Summary

The States have been committed to the constitutional obligation and feel themselves bound to RTE-2009. Approximately 28 States have initiated efforts towards changing the approach to assessment in their State; 3 States have planned to undertake initiatives and 4 States have not thus far taken any concrete initiatives for reforming their approach to assessment, For implementation States have been preparing modules or depending upon the central apex bodies like NCERT or CBSE for the purpose, Training of teachers is added agenda to achieve the target of implementing CCE.

Conceptual Clarity

As per constitutional commitment to put in to operation RTE-2009, the States shifted towards implementing Continuous Comprehensive Evaluation at elementary level so as to keep the child away from stress and trauma. However, the conceptual framework and approach had been quite different in different States. In the absence of conceptual frame

work the terms Continuous and comprehensive have been differently interpreted by the States. Gujarat took a view of the term 'Comprehensive' as conducting written, oral and activity based evaluation of scholastic and co-scholastic activities. Himachal Pradesh used the term 'Continuous' as frequently conducting tests and exams along with activities like quiz, field visits, projects, discussion and demonstration resulting in comprehensive reflection of overall child's learning. Though there are different interpretations of CCE but many of these are in close parlance with each other. However, the States like Manipur and Meghalaya are still not well conversant with the terms 'comprehensive' or 'Continuous' that is why they have still been unable to shift to CCE. The confusion and apprehensions have made the States of Bihar, Rajasthan, Uttar Pradesh, Gujarat, Jharkhand to try the CCE on pilot basis. There are five other States that have not been able to implement CCE. These States are Daman & Diu, Maharashtra, Nagaland, Tripura and West Bengal. The reason underlying the non- implementation of CCE has been the confusion with respect to basis of evaluation. The predicament with them is that to conduct CCE as a regular part of evaluation requires transparency which is not possible without proper documents. At the back of it there is a psyche of stereotype dependence on marks or percentage of marks. This psychic bent of mind has parental support also. That is how the State of Punjab has implemented CCE by centrally conducting external tests after every two months. The confusion about concept and the process of implementation led State of Orissa to make some changes in the current pattern of examination to suit the CCE. However, the devotion to numerical system on one hand and constitutional commitment on the other has led the States to look towards the agencies like NCERT or CBSE for guidance in the process of implementation of CCE. Some **good practices** are reflected below from the States of Andhra Pradesh, Gujarat, Kerala and Tamil Nadu:

Assessment in Andhra Pradesh

The Pupil Assessment System at elementary level has been changed keeping in view of source book on assessment by NCERT 2008. The source books have been translated into Telugu duly incorporating state specific requirements and 6-day training on assessment is proposed to conduct during October 2009.

The CCE is being followed in schools as follows:

- 4-Unit tests which are formative and reflective on children day-to-day learning
- 3-terminal tests i.e., Quarterly, Half-yearly, annually which are summative in nature.
- Further under LEP Quarterly progress tests will be conducted on the identified competencies in various curricular areas to measure progress over baseline duly following the assessment procedures given in NCERT Source Book on Children Assessment. The children progress will be reviewed at school level on fortnightly basis by the School Head Teacher and by the Mandal Educational Officer with all School Head Teachers at mandal level on monthly basis.

Assessment in Gujarat

- A special training for learning assessment was organized for CRCCo & BRCCo.
- A special module for learning system and assessment has been developed.
- NCERT Sourcebooks on Assessment have been translated.
- To introduce and emphasis the importance of CCE, Module for CCE.(May-2010) has been developed

Assessment in Himachal Pradesh

- **Pupil Progress Report Card** - These cards record the pupil progress both

scholastic and Co- scholastic, made during one academic session.

- **Teacher-check list register-** This helps to focus on basic learning achievement of the child on day to day basis and provides feed-back to the teacher for remediation.
- **Teacher training module** - This contains all the aspect that should be kept in mind while evaluating scholastic and co-scholastic domain of a child.
- CCE is being implemented in the Pradesh at elementary level
- SMCs and administrators are being oriented.
- Teachers have been imparted trainings to use this strategy effectively and with a clear cut vision.

Assessment in Kerala

- CCE is followed in the State from Class I to VII. The State has revised the manual of continuous assessment in tune with NCF 2005, KCF 2007 and NCERT Source Book on Continuous Assessment in 2008.
- Variety of tools are used - tools for self assessment, peer assessment, and portfolio assessment.
- Quality indicators have been identified for each subject for assessment.
- To Promote qualitative recording and feedback, Daily assessment, unit assessment and half yearly assessment are introduced
- Reduced the number of examination from three to two.
- All teachers have been trained to follow new guideline

Assessment in Karnataka

- Nali-Kali is implemented in classes 1 to 3. CCE is in built into Nali-kali
- Two unit tests, a mid-term examination and a final examination are followed for classes 4 to 8, in a semester cycle.
- Marks scored by students are converted to grades and only grades are marked in progress report cards.
- Students are also involved in projects work under Part-B of curriculum. Languages would be covered in the first semester and core subjects in the second semester.
- Student evaluation sheet and student cumulative progress report card has been introduced in the V std as a precursor to make the assessment.

Assessment in Tamil Nadu

- In upper primary classes, students' attainment levels are assessed through marks / grades obtained in Monthly, Quarterly, Half Yearly and Annual Examination.
- The achievements of children in different subjects are recorded in the form of grades in every quarter (QMT).
- Children in each grade are analyzed and school based remedial action is initiated.
- There is no common examination for primary classes.
- Evaluation is inbuilt in ABL Methodology.
- On completion of every competency, through Logos in the ladder system, there is an evaluation card for assessing the achievement level of each child. Provision is available for assessing the children continuously in every stage.
- Each child's learning achievement on completion of each competency is recorded in an achievement chart by the teachers in all subjects is displayed in

the classroom.

Steps have been taken in 2009-10

- Tamil Nadu is one of the States selected for the trial of draft source books. During the year 2009-10, the assessment process using the source book developed by NCERT is put into practice in two selected districts.
- Three workshops were conducted for resource persons to translate the source book into regional language.
- The source book on all the subjects is translated into regional language.
- Training to district officials is conducted.
- The continuous and comprehensive learning assessment based on source book was initiated in two districts.

Continuous Guidelines

In order to streamline the process of CCE and continuously guide the teachers, manual or the modules have been prepared by the States. Andaman and Nicobar has prepared a manual for primary level and a handbook for upper primary level on syllabus division, examination structure including both scholastic and co-scholastic areas along with report card. Various modules have been prepared on subjects like English, Hindi, Science, Maths and Social Science for classes VI to VIII by the faculty members of SIE. The State of Gujarat has developed formats to be given to teachers regarding CCE implementation. Himachal Pradesh has developed various tools along with teachers' check list register to help teachers focus on basic learning achievements of the children on day-to-day basis and provide feedback to teachers for remediation. Utter Pradesh developed a draft handbook focusing continuous & comprehensive evaluation of learning of the students so as to provide regular input for improvement. It has assessment profile for each child also. The State of Kerala has generated Student Assessment Manuals (SAM). It has the assessment tools are integrated with the text books so as to provide an opportunity to teacher as well as the students to assess themselves. These resource books are good for continuous consultation and guidance for assessing the children. These are a welcome step as these are also open to parents and the community members to have idea of assessment of children. However, these Handbooks have to be supplemented with formal training of teachers to properly implement the CCE.

Training of Teachers

Training of teachers to orient teachers in the art of CCE has been most desired for its success. Different States have adopted different process of training of teachers. The States of Andhra Pradesh, Himachal Pradesh, Goa, Gujarat, J & K, Kerala, Tamil Nadu have provided Exposure visits to other states to teachers for understanding CCE. The step is appreciable on the count that the teachers are to comprehend the CCE with respect to spirit of CCE on one hand and the ground realities on the other. On the other hand teachers are able to compare the situation on their own State vis-a-vis other success story of other States. Formal training workshops on CCE have been arranged by States to make teachers well versed with the process of CCE. The State of Bihar organized workshops of various durations on CCE for BRP's, CRCC's Head Masters, Teachers' Union, VSS, SCERT, in coordination with Education Department of Government of Bihar, MHRD Expert and NCERT. The objective was to involve wider resource to train large number of teachers in the State and also develop attitude to implement CCE. In case of Goa, training programme is organized for the heads and

senior teachers and they in turn would train their teacher colleagues. The hunch has been that the heads or senior teachers can help in better understanding and successful implementation of the scheme. Similarly Madhya Pradesh and Maharashtra have trained DIET faculty members, BRCs, BACs, CRCs & teachers in CCE as well as in maintaining Portfolios of all the children. However, a comprehensive training pogramme in this aspect has been lacking on the part of the States. The success of the CCE depends on the involvement of teachers, parents and the community. The functionaries and the beneficiaries are equal partners in this aspect as CCE is more of question of psyche than only of the process of implementation.

It can be concluded that the CCE as conceived and implemented by the States is as per the spirit. The States are conceptually confused and irregular in implementation. If the CCE is to be implemented successfully all beneficiaries and the functionaries have to be well versed with the process of working of CCE. Every child has to have good understanding of it also so that he/she knows how to plan the future. Above all the teachers have to be masters of this programme. A good teacher can help in finding out underlying talent in a child and the ignorant teacher can spoil the future of the child. Therefore it is required that the teachers, parents and the community are well trained to understand the CCE. Also there is need that the all aspects of CCE are well spelled out to avoid any heartburning in the minds of children. For this purpose the States will have to streamline every aspect of CCE and train the teachers well.

Details are as follows:

Sl. No.	States- Nature of Assessment & Shifts towards Continuous and Comprehensive Assessment (Progress up to March 2011)
1	**Andaman & N Island** As reported by state on 31st march 2012- CCE has been implemented throughout A&N Islands from Primary to Secondary level especially from classes I to VIII. A manual for primary level and a handbook for upper primary level have been prepared by the faculties of SIE in consultation with faculties of DIET.
2	**Andhra Pradesh** The SCERT has taken up a programme to develop procedures to implement Continuous and Comprehensive Evaluation (CCE). The CCE will be implemented during the next academic year i.e., 2012 – 13 at Elementary Level.
3	**Arunachal Pradesh** Notification has been issued for implementation of CCE as compulsory in all schools as per guidelines from NCERT. State Specific guidebook on CCE has been developed by SCERT (SIE) under LEP- SSA.
4	**Assam** Assam follows continuous evaluation on scholastic development of learners having 4 unit evaluations .It has been decided that CCE will be followed from 2012academic session and SCERT –Assam is entrusted to develop necessary guidelines/manual.
5	**Bihar** The State has prepared Draft module on CCE. The CCE has been tried on the pilot basis in 50 schools. After learning lessons from the pilot study the State will take up finally.
6	**Chandigarh** Chandigarh is following CCE approach for pupil assessment. It is being followed in all classes (I – X). School heads/Principals have been oriented by holding meetings by sending circular through department in this regard.
7	**Chhattisgarh** State has formulated the comprehensive and continuous evaluation system and has tested it in 50 schools initially. In 2011-12 the CCE will implemented in all schools across the state.
8	**Dadra & Nagar Haveli** UT of Dadra and Nagar Haveli has Implemented Continues and Comprehensive Evaluation (CCE) in all class (I-VIII) upto elementary level. The State has adopted and Implemented Continues and Comprehensive Evaluation (CCE) for class III-VIII developed by Gujarat Council of Educational Research and Training (GCERT) Gujarat.
9	**Daman & Diu** After finalizing the methods and tools by UT and Gujarat, CCE will be implemented in the Govt. & Govt. Aided schools of standard I to VIII of Daman & Diu from the coming next academic
10	**Delhi** In order to ensure the universal achievement and quality education at elementary level the Directorate of Education has initiated certain measures such as assessing students regularly under Continuous and Comprehensive Evaluation Programme (CCEP). Schools conduct their own assessment which is not restrict to paper pencils tests. Assessment as well as oral tests are included along with projects/activities/quizzes/assignment/class work/home work.
11	**Goa** The Continuous and Comprehensive Evaluation is aimed at Diagnosis, remediation, and Overall development of the child. The Scheme which is adopted by the state is in tune with CBSE and NCERT pattern. One day training programme has been imparted to all Heads and Senior Teachers of the institutions so as to implement it in all elementary schools successfully. A number of

Sl. No.	States- Nature of Assessment & Shifts towards Continuous and Comprehensive Assessment (Progress up to March 2011)
	seminars and workshops to disseminate information and orient & train teachers in the effective use of CCE-related tools were held throughout the academic year.
12	**Gujarat** In Gujarat, the CCE has been implemented during year 2011-12 in two modes. One model is designed for pilot schools for new textbooks and another is for all remaining schools across the state. Since the new textbooks of upper primary classes are being scaled up from year 2012-13, the piloted CCE model would also be scaled up across the state. Schools are allowed to have their own CCE model also. In that case, if any of the school wants to implement a different mode of CCE; the school is required to have an approval from respective DIET.
13	**Haryana** Continuous and Comprehensive Evaluation Scheme and Remedial Education have been introduced.CCE is a school-based evaluation of students that covers scholastic and non-scholastic aspects of a student's development and introduces more uniform and comprehensive assessment.
14	**Himachal Pradesh** The CCE pattern of evaluation has been adopted in the State as per RTE 2009 and accordingly the curriculum is being suitably adapted. Learning assessment system - Class –I and II 100% formative assessment through CCE. Class-III to V 60% formative assessment (CCE) and 40% summative assessment (Term end exam). This system of assessment is well designed and address to the needs of the student, teacher & parents. Under CCE, tests and exams are conducted more frequently along with other class room activities like quiz, field-visit, project, discussions and demonstration resulting in comprehensive reflection of overall children's learning. For smooth and effective implementation of CCE, teacher's check list register, teacher diary and pupil progress cards are well maintained in all the schools.
15	**Jammu & Kashmir** State is going to follow continuous and comprehensive evaluation (CCE). A concerted effort is being made to ensure that CCE is made an integral part of the Teaching Learning process.
16	**Jharkhand** The state has introduced (in 2010-11) the NCERT source book in 40 schools on pilot basis with positive feedback. State reported that state is working in 60 schools on pilot basis. To empower the teachers on understanding of CCE and why, where, when training programme has been conducted for working on worksheet and activity evaluation.
17	**Karnataka** Nali-Kali is implemented in classes 1 to 3. CCE is in built into Nali-kali. Two unit tests, a mid-term examination and a final examination are followed for classes 4 to 8, in a semester cycle. Marks scored by students are converted to grades and only grades are marked in progress report cards. Orientation to teachers on CCE is given under the package entitled as 'Nirantara'.
18	**Kerala** CCE is implemented and followed in all classes from std I o XII in the State. The process provides an opportunity to teacher as well as the students to assess themselves. The SAM follows the grading technique for school subjects.
19	**Lakshadweep** Continuous and Comprehensive evaluation system has been being followed for the last 10 years. In English medium classes by following the system developed by the NCERT. Observation, written work, assignments, group work, discussions, project work, collection and seminar. In addition to

Sl. No.	States- Nature of Assessment & Shifts towards Continuous and Comprehensive Assessment (Progress up to March 2011)
	this all the activates done in the class recorded in the Teachers Records and consolidated for recording in the Students Evaluation Profile in each Term in SA.
20	**Madhya Pradesh** CCE has been implemented - Portfolio and anecdotal records of students has been maintained in schools. Project work has been also introduced in from class- 6 to 8. Preliminary Training has been imparted to concerned persons on CCE. To bring the state into main stream of country 5th and 8th board examinations have been done away. Padho Badho Madhya Pradesh (Pratibha Parv) has been launched where external evaluations has been done throughout the state in all the schools from class 1 to 8 Through the findings of the Pratibha Parv Text books will be renewed, and CCE pattern will be changed so that it could be much more learner friendly.
21	**Maharashtra** The continuous comprehensive evaluation is being implemented in the State since 20th August 2010 in all medium and management schools. All the teachers related to primary and upper primary has been given three days training in the first term of academic year.2010-2011. The **"Shikshak Margdarshika"** has been developed by Maharashtra State Council of Educational Research & Training, Pune for helping teachers to skillfully and effectively implement CCE..
22	**Manipur** CCE has not been implemented in the State.
23	**Meghalaya** The Continuous and Comprehensive Evaluation is newly introduced educational system which will be implemented in the State from coming year by the Meghalaya Board of School Education (MBOSE). The State is on the process of organizing Workshops for teachers for development of Teacher Guide Book on CCE, TLM and Modules on CCE which has included in LEP activities.
24	**Mizoram** The state has designed a system where in each of the 2 semesters, there will be 7 tests for each subject. CCE, where the focus is on the teacher evaluating the students in a continuous manner for the purposes of informing her own teaching. A variety of evaluation methods such as group work, project work, discussion & debates in classrooms, self assessment by students and peer assessment are being used for the purposes of evaluation.
25	**Nagaland** A handbook has been developed with the aim of providing a simple explanation of CCE and a clear guideline for its implementation. It is expected that this will go a long way towards the realization of true quality in the way we conduct examination.
26	**Orissa** CCE is being followed in all the schools of elementary level in the State. Four unit testes, half-yearly exam and common annual exam are conducted in each school in an academic session. It was decided at the State level to adopt source book and verifiable learning indicator developed by NCERT. The Directorate of TE&SCERT, Odisha, BBSR has been entrusted to develop framework, teacher's manual as well as teacher training manual on CCE.
27	**Puducherry** In the Primary stage CCE has been implemented as the UT follows Activity based methodology. Yanam follows Sneha bala (ABL methodology) for its Primary stage .At upper Primary level CCE is to be introduced in its real spirit from the academic year 2012-13. Meanwhile UT has evolved a CCE model for Upper Primary in collaboration with IGNOU, RIE Mysore, Tamilnadu DTERT faculty, Faculty of SSA cum State training centre.
28	**Punjab** Continuous and comprehensive assessment is in vogue in the State From July 2011 for classes 1st to 8th. A resource book for teachers has been circulated. It explains the concept and process of

Sl. No.	States- Nature of Assessment & Shifts towards Continuous and Comprehensive Assessment (Progress up to March 2011)
	evaluation of students. Every child in the class is evaluated by the teacher with the help of evaluation tools by the teacher. The cognitive skills are awarded marks and later on converted into five point scale grades. The co-cognitive and skills are evaluated on three point scale only. The evaluation is recorded by the teacher and maintained as a portfolio by the teacher
29	**Rajasthan** CCE is being implemented only in 60 schools till now which would be extended to around 3 thousand schools in 2012-13. It is good to observe that state has plan to increase coverage of CCE, it include a lot of potentiality. But same time it is also requires planning CCE with cost effective manners.
30	**Sikkim** CCE is being followed in 100% of the govt. schools of the state with 4 Formative and 2 Summative Assessments in an academic year. State organized sensitization programme for educational administrators, teachers, parents and other stakeholders before actually implementing CCE in the state. In second phase, training on CCE has been conducted at BRC for heads of schools and teachers. A book titled **"Guidelines for Continuous and Comprehensive Evaluation"** is published and distributed in different schools.
31	**Tamil Nadu** Continuous and comprehensive assessment is in vogue in the State. In ABL system, evaluation is inbuilt. Every child on completion of a milestone, the last card will be an evaluation tool. The child will evaluate himself/herself, with the help of the teacher. The evaluation will also be recorded by the teacher and maintained as a portfolio by the teacher. Children's work is also displayed in the classroom.
32	**Tripura** The state has evolved a system of continuous and comprehensive evaluation, where they have not done away with the elements of the traditional evaluation system like marking students, identifying weak students and offering them remedial teaching. In addition, they have introduced certain components of CCE like assessing students on project work and assessment of children through observation by teachers.
33	**Uttar Pradesh** The State has revisited Curriculum & Textbooks but the curriculum transaction, examination, assessment policy, its procedures & tools have not changed much. Although, the State has introduced continuous assessment in the form of unit tests (formative assessment) both at primary and upper primary level but present system is still structured, content based, rigid & inflexible to cover all types of learners, competencies & scales. A draft handbook has been developed focusing continuous & comprehensive evaluation of learning of the students and provide regular input for improvement. Five districts have been selected for field testing (Ghaziabad, Varanasi, Rae Bareilly, Lalitpur and Balrampur). In 25 schools (5 schools from each district, 3 Primary and 2 Upper Primary) the field testing is being conducted. After the feedbacks and learning from the field testing, the operational plan will be modified and implemented across the State in 2012-13.
34	**Uttarakhand** In Uttarakhand, Continuous and Comprehensive Assessment has been in practice from 2006-07. It is being implemented on the 4 point scale at PS and 6 point scale a UPS level. Child friendly assessment (CFA) with a new approach of assessment has also been incorporated in evaluation system. State has initiated CCE approach in the light of RTE piloting with real practitioner (Teachers) in 50 schools across the state. Under continuous and comprehensive evaluation pen-paper test and Project work (UPS) is undergoing in the state.

Sl. No.	States- Nature of Assessment & Shifts towards Continuous and Comprehensive Assessment (Progress up to March 2011)
35	**West Bengal** **2010-11** West Bengal State Advisory Council has also recommended starting CCE from the middle of this academic year ie. 2012 as base work. The Committee is of the opinion that the present system of evaluation does not use CCE methods properly and has not completely let go of the traditional methods of examination. CCE has to be done on a regular basis and will not have any stipulated dates. The documents of the work on the basis of which these evaluations are done have to be kept safely.

Source: Quarterly Progress Report up to March 2012, Pedagogy Unit TSG

Computer Aided Learning (CAL) under SSA in 2011-12

Achievements under Computer Aided Learning up to March 2012:

Since inception, 75937 schools have been covered under Computer Aided Learning. The intervention has benefited 105.67 lakh students and 279558 teachers have been benefited by building their capacity on use of digital teaching learning material. Apart from this enormous teaching learning materials in state specific languages have been developed especially in Mathematics, Science & Languages at upper primary level.

Fresh Allocation under CAL is Rs. 318.8 Crores, Spill Over is 17.6 Crores and the total amount sanctioned for this component is Rs. 336.4 Crores.

Workshop held on CAL:

Department of SE&L, MHRD had organized a two days brainstorming workshop on 15-16 September 2011 for devising strategic action plans for implementation of CAL. The workshop was attended by educationists most of whom were involved in the development of national focus group paper on educational technology. The objective of the workshop was to develop strategies for implementation of CAL aligned to promoting pedagogy & quality goals.

Besides other suggestions regarding the implementation of this activity, the key recommendations of the Resource Persons was that, the best strategy to implement & derive positive outcomes from IT integrated educational delivery mechanisms like CAL is to empower teachers for development of digital teaching learning material & their use. They stressed that it was important to understand the basis behind use of IT integrated mechanism rather than its mere availability. Its qualities such as extendibility, reach ability, flexibility, interactivity can overcome the situational gaps in teaching learning process.

Development of Infrastructure:

Keeping in view the importance of CAL, each State has been given a sum of Rs. 50 lakh per district to equip the schools with computer facilities and provide training to teachers and students in the use of informational technology. All the States have been utilizing the amount for development of infrastructure in the schools and also signing AMC contract with different computer supplying organizations. An overall picture shows that in all 59473 schools out of 493795 existing schools have been provided with the infrastructure facilities of CAL, which is approximately 11 per cent of the existing schools in India. When viewed from the angle of States, it can be found that most of the States have provided the facility in less than 10 per cent of the total number of schools. In some union territories the percentage of schools is more than 50. In case of Lakshadweep 21 schools have been provided this facility out of 24 existing schools. Similarly in case of Chandigarh, 77 schools have this facility out of the existing 159 schools have been provided this facility. States like Tripura, and Meghalaya have covered less than 5 per cent of their existing schools. Many of the States are still in the process of equipping the schools with computer facility.

Capacity Building:

The States have been building the capacity of the teachers to understand the computer assisted learning and developing CAL material. For this purpose the States have been organizing orientation workshops for teachers. The duration of the workshops ranges from 2 days to 10 days. For this purpose they have been seeking the help of NGOs or some professional agencies. These agencies include Ajim Premji Foundations (Andhra Pradesh), NIIT (Assam, Rajasthan), Sankhya Learning (Delhi), SEZA (Goa), HCL (Gujarat, Karnataka), Everonn Education (Himachal Pradesh), Educomp Solutions (Jharkhand), Vedanta Foundations (Maharashtra), LINUX (Madhya Pradesh), ACES InfoTech (Nagaland), British Council (Orissa), BSNL (Puducherry), American India Foundation Trust (Punjab), Microsoft India (Utter Pradesh). Some of the States like Rajasthan have been using EDUSAT related activities for training of teachers in CAL. The States have also been depending on these agencies for providing orientation to the students in use of computers and having access to information technology.

Development of Teaching Learning Material:

Not much progress has been shown by the States in this direction. The States have not indicated that their teachers have been engaged in the activities of development of teaching-learning material. Some States have indicated that they purchased CD from the NCERT for usage in the schools. States like Delhi have developed CDs for class VII in science, Mathematics with the help of resource persons. Since most of the States are still at the preliminary stage of IT usage, not much has been achieved in case of development of teaching-learning material. Initiative on the part of teachers is also lacking in developing such material for their students.

Details for CAL component for all State/ UTs under SSA

S.No.	Block/ Municipal Area	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year	Total Schools covered	School to be covered
1	2	3	4	5	6	7	8	9
1	Andaman & Nicobar	161	43	10611	80	29	72	89
2	Andhra Pradesh	33871	2487	280416	8534	1205	3692	30179
3	Arunachal Pradesh	1160	531	31617	867	268	799	361
4	Assam	14428	2179	401021	2133	0	2179	12249
5	Bihar	23953	620	175441	1786	515	1135	22818
6	Chandigarh	159	77	28000	2316	82	159	0
7	Chhattisgarh	17397	1880	134166	2567	664	2544	14853
8	Daman & Diu	124	12	2777	30	0	12	112
9	Dadra & Nagar Haveli	59	46	8914	0	20	66	0
10	Delhi	2409	970	654985	931	0	970	1439
11	Goa	436	105	8789	0	11	116	320
12	Gujarat	28876	5188	1001801	61577	1762	6950	21926
13	Haryana	8806	1427	201547	1378	1226	2653	6153
14	Himachal Pradesh	6005	602	57748	1839	227	829	5176
15	Jammu & Kashmir	11377	470	37952	252	330	800	10577
16	Jharkhand	15725	575	142389	999	484	1059	14666
17	Karnataka	31982	3280	687355.3	17635	352	3632	28350
18	Kerala	5736	1215	299052	11899	300	1515	4221
19	Lakshadweep	24	21	8313	673	0	21	3
20	Madhya Pradesh	43761	3441	478700	9061	267	3708	40053
21	Maharashtra	47067	4446	687487	13137	805	5251	41816
22	Manipur	1537	225	11911	738	90	315	1222

S.No.	Block/ Municipal Area	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year	Total Schools covered	School to be covered
23	Meghalaya	3496	198	17707	302	135	333	3163
24	Mizoram	1387	495	39600	3281	64	559	828
25	Nagaland	1026	345	46545	1380	0	345	681
26	Orissa	21508	2418	273524	2915	0	2418	19090
27	Puducherry	393	125	34179	225	56	181	212
28	Punjab	9110	4558	629645	12567	1677	6235	2875
29	Rajasthan	55497	6650	460125	10792	660	7310	48187
30	Sikkim	412	108	14712	50	61	169	243
31	Tamil Nadu	20588	5688	1996227	87074	1410	7098	13490
32	Tripura	1913	35	3313	175	34	69	1844
33	Uttar Pradesh	62764	4844	421846	13207	2871	7715	55049
34	Uttarakhand	6783	2020	143121	2694	419	2439	4344
35	West Bengal	13865	2149	1136330	6464	440	2589	11276
	Total	**493795**	**59473**	**10567866.3**	**279558**	**16464**	**75937**	**417865**

Computer Aided Learning (CAL)

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
1	A & N Islands	• Development of Infrastructure • Capacity building • Development of teaching learning materials	• Computer system with UPS and Laser printer were installed in all the 39 targeted schools. • Training on CAL has been organized from 29th Nov. to 3rd Dec. a, 5th Dec. to 10th Dec.2011(excluding 6th) and 19th Dec. to 23rd Dec. Total 92 teachers posted at nine BRCs were benefited through this programme.	34	0	92	NA
2	Andhra Pradesh	Training to KRPs & H.Ms on CAL Programme Workshop for CDs development Workshop on Evaluation of CDs and content mapping Development of A P Specific content CAL CDs Replication of CAL CDs	Conducted Training to Teachers 920 U P Schools 94 titles completed Completed	2953	1,47,650	12,912	Azim Premji Foundation American India Foundation
3	Arunachal Pradesh	Minutes of PAB is awaited	CAL imparted to students in 425 Schools.	425	29750	0	Arunachal Pradesh Manpower and Project Consultancy Ltd., Itanagar.
4	Assam	Coverage of new school Teacher training Development of Multi-media Technical support	320 completed 1286 60 contents on science, Math & English 2179 schools	320	43650	640	Educomp
5	Bihar	Computer Education	171 pieces of TLMS in language and math's developed (ILFS) KYAN	619	210125	1786	21 NGOs have been working as public private partnership in CAL

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
6	Chandigarh	Setting of Computer Labs in 6 Govt. Upper Primary Schools	Computer labs have been setup in targeted 6 Govt. Schools by providing 50 desktop computers with UPS and computer tables etc.	6	20000	300	Desktop computers, UPSs and Multimedia Projectors procured at DGS&D rate contract.
		Setting up of Multimedia Rooms in 15 Govt. Schools	Multimedia Rooms have been setup in targeted 15 Govt. Schools by procuring LCD projects, desktop computers and digital podium. Teachers have also been trained on use of ICT during teacher training programmes.	15			
		Annual Maintenance contract of old computers installed in some Govt. School	AMC of old computers have been done				
		Training on use of technology in classrooms	Approx. 300 teachers trained on use of technology in classrooms during teacher training programmes				
7	Chhattisgarh	Technology Infrastructure	sixteen upper primary Schools from each of 18 districts with good infrastructure but without computer facility to be developed as Model CAL center and provided with 1 system with UPS and Furniture, one LCD/ TFT 40" TV / Monitor with internet facility for facilitating teachers to use cal resources effectively to teach hard to teach areas/ portions in curriculum that arise in regular classroom teaching learning process with 40 chairs @ 1.15 lacs approximately. The multimedia desktop PCs with 3 UPSs, 1 printer @ rs.1.10 lacs approx. Through the state Govt. agency	392	5000	1500	Intel corp.

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		Non Technology Infrastructure	Minor repairing ,6 chairs & 3 computer tables per school @ Rs.0158 lacs				
		Capacity Building of teachers under CAL	Conducting one state level sensitization workshop for SRG Members and master trainers followed by series of Training programs at 3 Zonal / District level 18 nos.) Administrative Reports and explore the resources on the web in collaboration with private partner				
		Content/ Teaching Learning Materials Developments	Empowered teachers would develop digital learning materials for their own class Models of Intel teach-Chhattisgarh would be used for getting started and Teach Essentials Multimedia CDs would be procured/developed with technical and academic support from NCERT, IGNOU, EDC				
8	D &.N Haveli	**Technology Infrastructure** Twenty schools to be provided with Five Multimedia desktop PCs with UPSs, 1 printer through the State Govt. Agency.	----	----	----		----
		Non Technology Infrastructure Twenty schools will be provided with 5 chair, 5 Computer tables and Electrification per school @ Rs.0.30 lakh per school approximately	----	----	----		----
		Capacity Building of Teachers under CAL • Computer skill development training through private partners.	----	----	----		----

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		• Teacher training module for cal to be developed with technical support from national level.					
		Content/ Teaching Learning Materials Development • Learning Software • content that exists will be procured from various agencies • SRG to examine/scrutinize educational content • Internet facility will be provided.	----	----	----		----
9	Daman & Diu	**Infrastructure** • Technology Infrastructure • Non Technology Infrastructure	04 Schools of Daman District has been taken up new CAL School in the Month of Feb-March.	36	5262	180	----
		Capacity Building of Teachers under CAL (Mention the strategies to be adopted for Capacity Building)	The Wiki work shop had been organized with the help of DEP-SSA New Delhi in the month of Jan-Feb 2012.				
		Content/ Teaching Learning Materials Development (Mention the strategies to be adopted for Capacity Building of Teachers)	Digital camera has been supplied to 24 UPS of Daman Dist.				
		Recurring Activities • Infrastructure Maintenance • Refresher Training • Additional Support	• Annual maintenance Contract has been done. • Additional 2 PCs provided to 05 cal School of Daman District. • Antivirus software was provided to all PCs in all CAL School of Daman District.				
		Capacity Building of Teachers under CAL (Mention the strategies to be adopted for Capacity Building)	Nil				

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
10	Delhi	Infrastructure Technology Infrastructure	No new CAL Lab material was purchased during the year	----	612844	912	SANKHYA Learning Pvt. Ltd. NGOs till Sept. 2011
		Capacity Building of Teachers under CAL	SCERT and DIET requested to undertake necessary training programme.				
		Any other activities	Hey Math project- Teachers training was provided (44 schools covered)- programme going on with about 5000 students as beneficiaries.				
		Recurring Activities Cost for development unit	Development of CD for class-VII is in progress and about 60% work is completed. And payment of salary to staff working in the CAL Resource Centre.				
		Cost for facilitators for ICT based Kiosks	The programme has been subsequently withdrawn w.e.f. Sept. 2011.				
		Infrastructure Maintenance	1713 CAL Lab units are provided with maintenance grant of Rs. 2000/- each.				
		Video Shoot of the CAL classroom	No activity				
11	Goa	11 Upper primary schools will be provided with one system with UPS, one LCD 40" TV/Monitor with Internet connectivity for facilitating teachers to use CAL resources effectively to teach areas / portions in curriculum that arise in regular classroom teaching learning process @ Rs. 0.80 lakhs approximately.	Tenders were called / lowest are accepted and in the process of supplying in the schools.	11	All the Students of the School	All the Teachers of the School	Goa Info Tech Corporation Ltd. (A Govt. of Goa Undertaking)
		One computer with Internet Connectivity in the Library for teachers and students + curriculum based subject specific CDs for the use of teachers and students for reference @	Already given to the school	116			

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		Rs. 0.35 lakhs approximately (Govt. Upper Primary Schools).					
		Training on "ICT Integration for Quality Enhancement of Learning" in CAL	Not conducted for the year 2012-13.				
12	Gujarat	Technology Infrastructure • 200 Schools will be equipped with 10 Computers & learning facilities	----	14856	34,16,152	74280	HCL, IL & FS, CORE Everon
		Non Technology Infrastructure Each of the 200 Schools will be provided with • 15 nos Desktop PCS @ Rs.0.20 lakhs, 1 no. laser Printer @ 0.10 Lakhs 1 no 40' LCD TV for facilitating technology aided teaching @0.40 Lakhs Networking & Electrification @ Rs. 0.20 • 15 nos Computer tables @ rs.0.040 Lakhs % 30 Chairs @ Rs0.003					
		Capacity Building of Teachers under CAL • Conducting one state level sensitization workshop for master trainers of SRG followed by series of training programme at Zonal (Five nos.)/ District level (25 nos)					
13	Haryana	Infrastructure (Technology Infrastructure) • Procurement of one projector + computer for 958 upper primary schools • Hole in the Wall (One per district)	Indent placed to HARTRON by procurement branch The agreement done/ site selection in process, Agreement done other issues are under process with SCERT GGN	5567	----	----	NIIT, Hole in the wall project Vasuki Educational Foundation, New Delhi

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools.	No. of children	No of teachers covered	
		• Vasuki Educational Foundation (Pilot project) @ Rs. 5.00 lacs per school (first year) for ten schools in a district	The agreement done, meetings held, resource room at SCERT and rooms in the 10 school s in Gurgaon selected and further work is being carried out.				
		Capacity Building of Teachers under CAL • Workshop/Meetings of State Resource group consisting of persons from university, SCERT, Education department, B.Ed College from Chandigarh, representative of Computer Education Deptt. working in the field of CAL & Computer Education constituted in 2010-11 would be arranged for giving valuable inputs for further strengthening CAL programmes. • State level sensitization workshop for master trainers/key resource persons for training to be organized at district level consisting of 84 persons @ 4 persons per district @ Rs. 2000/- per person • Two days Training programme of 5567 Teachers (one per upper primary schools) on computer proficiency & skill development to create digital lessons and its uses during class room transactions. To enhance their capability for exploring the various resources available for CAL programme on the WEB.	Meeting of SRG group called on 29.3.2012 Module developed, MIS coordinators as master trainers will be trained In-service training conducted by SCERT Gurgaon.				

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		Recurring Activities • Training would be provided to one teacher in per school on the contents supplied to them for 3 days • EMI + LANLINE + BROADBAND+CUG for 4609 upper primary schools(USOF) @ 625 per month	Proposal submitted for conducting the training either by HARTRON, Chandigarh or by SCERT Gurgaon Proposal under discussion				
14	Himachal Pradesh	Teacher Training on effective use of CAL resources	320 teachers trained at state level to take up CAL in new 320 schools covered during 2010-11	282+320 +195	Approx. 80000		M/S Everonn Education Ltd., Chennai
15	Jammu & Kashmir	Training of CAL resource persons (48)	Completed				DEP-SSA, IGNOU
		Training of CAL teacher in the district (1408)	To be started in this month				
		Purchase of computer software	Tendering completed				
		Development of customized software/CDs	EOI received				
		Purchase of Hardware for 220 CAL centres	Process initiated with DGS&D				
16	Jharkhand	CAL in 187 KGBVs (old)	Running	187	18680		Educomp solution Ltd.
		CAL in 206 govt. M.S. (old)	Running	206	86880		Everon systems India Ltd
		CAL in 290 govt. M.S. (old)	Running	260	48971		Access Pvt. Ltd.
		05 in Govt. MS	Running	5	3500		Hole in the wall
		163 New Schools	Tender under process	0	0		Process delayed due to Elections
17	Karnataka	**IT Infrastructure:** Providing 5 Desktops and 01 UPS for selected school across the state. (Total schools - 335)	Tender has been completed and work order has been given to supply desktop computers and UPS. Supply of computers & UPSs and installation is being done to CALC schools.	419	125700		

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		Refresher training: Refresher Training on the usage of E-content along with GTL(Group Teaching Learning) software and Multi Media Kit will be provided to DIET Nodal Officers and TGTs. The DIET and TGT will act as MRPs and then in turn train to Teachers/HMs of CALCs and KGBVs of the respective districts.	The refresher training was conducted for HMs, teachers in CALCs and KGBVs in the respective districts.	3519	67000		
		Recurring Activities – Maintenance of Infrastructure: Maintenance of computers supplied by various agencies like HCL and BEL are under progress and upon confirmation of successful maintenance, relevant funds will be released. Those systems which are not under maintenance at the state level, districts have been authorized to repair and maintain such systems at their level.		315 700	-- --		M/s. HCL M/s. BEL
		Additional Support: E-Content along with GTL and Multimedia Kit on different themes developed by EDC, DSERT, APF will be duplicated in the form of DVDs and will be supplied to all the CALC schools and KGBVs. • Calling quotation for duplication of CDs is under process	• Quotation for duplication of DVDs has called. • Wprk order has been issued for replication and supply of DVDs. • The work is under process	3519	7,87,855		M/s. Lahari Recording company, Bangalore
		Other Activities: Various activities under Distance Education Programme like broadcast of radio programmes, phone-in programmes, printing and supply of	Radio programme in all the schools and EduSat programme in 2604 schools is being done	All Schools 2604			D.S.E.R.T.

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		annual schedules for EduSat and Radio programmes, Salary of technical personnel maintaining of the hub station, orientation of DIETs, BRCs and CRCs on effective monitoring and evaluation of Distance Education programme through telemode, maintenance of studios and printing and supply of teachers guide for the English programmes are being implemented through DSERT.					
18	Kerala	**Infrastructure** • 5 Laptop each to300 Schools @ Rs.0.20lacs • One Printers @ Rs.0.075 lacs • Furnishing and Electrification @ 0.2 lacs • *Creating Dust free atmosphere* • Internet connectivity through broadband connection @ Rs.0.07 lacs • One Laptop to 1000 BRPs @ Rs 0.20 lacs	Steps have been initiated to implement	0	0		Educational CDs prepared by SCERT are introduce in the Teacher Training Teachers Training initiatives in this direction
		Capacity Building of Teachers under CAL 6days fresh teacher training programme for 1400 teachers from each school & 100 master trainers in collaboration with IT@ School Rs.0.001 lacs **2 days refresher training for 2000 teachers**	Fresh teacher training have been started	500 teachers	20,000		IT @ school: 5 days computer training was imparted to teachers in all BRCs across the state.

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		Content/ Teaching Learning Materials Development: Curriculum Transaction material, CDs and Animation CDs in Language, Mathematics, Science, & Social Science for class VI & VIII in collaboration with SIET, IT@ School & SRG	Steps have been initiated	----	----		SIET
		Recurring Activities • Annual Maintenance Contract of IT equipments in 1665 schools @ Rs.0.1 lacs • 2 days teacher training in collaboration with IT@School, Kerala @ Rs.0.001 lacs • Additional hardware support to existing CAL schools	Steps have been initiated	400	12,800		IT@ School
19	Lakshadweep	Capacity building for teachers	Special Training for selected teachers at BRC & DIET	40	9845		No ----
		Developing TLM	TLM has been prepared in Maths, Arabic & Malayalam	----	----		
20	Madhya Pradesh	Provision of IMMRLs to Schools	Tender in Process	3441	516150	10323	LINUX-Redhat
		Training in CAL	Training manual distributed				
		Training in CAL	Training organized 3052				
21	Maharashtra	• **Infrastructure Technology Infrastructure :** o Upper Primary Schools (Except District Dhule where all upper primary school have been covered, so we are taking primary schools) provide by five Desktop Computers with large display screen, five 0.5 KVA UPS, one printer to be provided to schools for 805 schools with good infrastructure but without computer facility to be developed as Model CAL centre and provided 1 system with UPS and Furniture. o 5 Desktop Computers with 0.5 KVA UPS & laser printer to be provided to schools.		805	79695	1610	Vedanta Foundation providing free of cost computer related Books, Audio-Video CAL Material & Teacher Training for CAL Lab Teachers

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		• **Non Technology Infrastructure :** o Ceiling, Flooring, Electrification, Earthing etc • **Capacity Building of Teachers under CAL** o Conducting one State level sensitization workshop for master trainers followed by series of Training Programs at 8 Regional) / District level 35 nos.) o Computer Skill Development Training Programme through SIET (State Institute of Education and Training) to create Documentation and Reporting, Create School Reports, Class Performance Reports, Administrative Reports and explore the resources on the Web. • **Content/ Teaching Learning Materials Development** o Education Software developed By SIET (State Institute of Education and Training) for Std. 5th, 6th and 7th Mathematics, Science and English is proposed to be Supply to 805 computer labs. Joyful learning CDs is proposed to supply to schools by SIET, Pune for primary schools. o Text book bureau, Pune develops module on use of computer / information technology. ICT training is proposed through IT academies and local ITI for teachers especially for MSCIT training. • **Recurring Activities** o Annual maintenance contract for maintenance of computer Hardware					
22	Manipur	Seventy two CRCs/schools to be provided with (1+9 monitors) computers, one server and nine monitors.@ Rs 2.4 lakh per set.	Procurement of Computer Hardware for 90 schools completed.	90	1313	558	Computer Hardware supplied by M/S. Mangal InfoTech, Imphal
		• Ceiling, flooring, Electrification, Earthing etc. @1 lakh per centre. • Installation of Solar Panel@ 2.5 lakh per centre.	----				Solar battery power back up supplied by Manipur Development Society
		• Conducting one state level sensitization workshop for SRG Members and master trainers. • 30 days Computer skill development training to create digital lesson for	Teacher training in 9 district completed				----

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		use during class room transaction process, lesson plans, documentation and reporting, create school reports, class performance reports, and administrative reports and explore the resources on the Web in collaboration with Private Partner. (15 days +15 days refresher training)					
		Procurement of digital contents for VI-VIII in English, science & maths	----				----
		1st year maintenance grant for 135 computer lab (2009-10) taken up by Manipur Electronics Development Corporation Ltd @ Rs.0.0592 lacs approximately	----				----
23	Meghalaya	**Technology Infrastructure** 3 desktop PCs with power backup for 2 hrs @ 0.9 lakhs per school	Procured	200	16606	600	No
		Non Technology Infrastructure • Renovation of rooms @ 0.1 Lakhs • Computer Table & Chairs @ 0.15 lakhs. • Electrification @ 0.1 lakhs	Procured				
		Capacity Building of Teachers under CAL (Mention the strategies to be adopted for Capacity Building)	In progress				
		Content/Teaching Learning Materials development – Development of contents for class V-VII in subjects English, Maths, EVS and Social Science	Dispatched				

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
24	Mizoram	New 64 CAL centres	New 32 CAL centres	32	2700	32	ACES INFOTECH, Kolkata. JIL Information Technology
		150 Educational content	150 Educational content				
		Continuation of 280 computer centres	Continuation of 280 computer centres				
		10 day teacher training	----				
25	Nagaland	This MOU was signed on BOOT Module for 3 years i.e., 31st March 2012, proposal was made to concentrated/project on the CAL ongoing 346 schools which was approved by PAB	Implementation of CAL programme in 346 GMS and development of 3000 minutes of Multi-Media Contents CDs based on State SCERT syllabus.	346	46545	1384	• ACES InfoTech, Kolkata, • CORE Projects Mumbai • I.CUBE Intech Chennai • JILIT (JAYPEE Group) Delhi.
26	Orissa	CAL School	Regular CAL classes going on	1800	Nil	Nil	NUT, British Council and America-Indian Foundation
27	Puducherry	Purchase of PCs & tables	Procured	56	34179	175	Azim Premji foundation
		Establishment of Smart Class	Established				
		Providing internet facilities	Provided to all Govt. schools				
		Provided e-content	Provided to all Upper primary Govt. schools				
28	Punjab	Provision of additional hardware i.e. integrated computer cum projectors from DGS&D @ Rs. 59,000/- per unit plus 13.5% VAT (Net Rs. 66965/-) for showing multimedia educational content in 933 upper primary schools.	• 500 schools are being provided with Integrated Computer cum Projector (ICPs). • Additional 500 schools are being provided with computer with LFD.	461	1,82,474	12538	American India Foundation Trust (AIFT)
		Training of teachers	12538				
		Multimedia Content Projects to be prepared by teachers and students through project based teaching / learning by AIFT & Computer Teachers	530				

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		Annual maintenance contract for the existing computer labs in the 2500 schools @ nominal 5% of the cost of hardware installed therein (Total cost of hardware installed in 2500 is approx 74 Crores) although the market rate of contract for maintenance varies from 8 to 10% for desktop computer / printers and approx 20% for the UPS and voltage stabilizer but we have taken 5% rate as the subsidized cost. The estimate also includes upkeep of electrification and furniture provided in 2500 labs.	Expenditure of Rs. 3.75 Crores achieved				
29	Rajasthan	Introducing BOOT model	Implement CALP Programme in 2508 UPS schools under 5 years of BOOT model.	660	514783	10749	Micro Soft, Intel, S.Chand & Co. Limited, Peerson Education Pvt. Limited, CompuCom, Software Limited, NIIT Limited
		Expansion of CAL Programme In Upper Primary School	The CAL Programme has started in 660 school in 2011-12				
30	Sikkim	Supply of computer hardware software & AMC	Completed	200	8300	Teachers of 200 schools	Sibin Group, SIMFED - A Govt. undertaking
		Training of teachers	Completed				
		Manpower support	Completed				
		Implementation of Hey Maths Project	Under process				
31	Tamil Nadu	Purchase of Hardware (Infra)	810 New CAL centres have been established. 2430 computers and UPS have been supplied for those centres. For enrichment of teaching 960 mm projector has been supplied.	3339	1001700	5015	NIIT & Learning links
		Basic Capacity Training	5015 teachers have been trained on basic Computer Skills				

Sl. No.	States	Activities approved for 2011 - 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		Computer Maintenance	2000 computer and other peripherals have been maintained in schools				
32	Tripura	Infrastructure – • Technology • Non-technology	Meeting / Workshop organized in this regard under the chairmanship of the Chief Secretary, Govt. of Tripura, and all other officials of Education Department and SSA stakeholders.	147	NA	348	C-DAC, Kolkata (A Scientific Society of the Ministry of Communications and Information Technology, Govt. of India)
		Capacity building of teachers under CAL	Conducted 3 workshops in 3 districts with 40 teachers each in 3 districts on content development under the guidance of resource persons of C-DAC, Kolkata (*A Scientific Society of the Ministry of Communications and Information Technology, Govt. of India*)				
		Content / Teaching Learning Materials Development					
		Recurring activities • Infrastructure maintenance • Refresher training • Additional support					
33	Uttar Pradesh	Establishment of2871 computers	2631 computers established in upper primary schools	45775	640886		10 days teachers' training in collaboration with Microsoft
		Teachers Training	1989 teachers have been trained				
		Content Development	Content has been developed with the help of SCERT and SIET				
34	Uttarakhand	**Infrastructure:-** 02 Desktop PCs, 02 UPS & 01 Printer per school	Not procured by 31 March,2012	----	----	----	Trg carried out through out source Azimji Premji Foundations.
		Non Technology Infrastructure: Minor repairing 04 chair & 02 computers tables, floor Mat etc	Furnishing done with the help of SMC				
		Capacity building of teachers under CALP:- • 10 Days training for 02 teachers from each new selected school & 02 teachers each CALP covered school were no trained teacher is available • 01 teacher from each already covered CALP School for 04 days refresher training.	Training done				

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teachers covered	
		• Content development in mathematics & Science for std. 6th to 8th with the help of SCERT, Uttarakhand and private partner. • Replication of CD/ DVDs.	Content based DVDs developed by APF have been replicated.				
35	West Bengal	• **Technology infrastructure:** a. 4 desk top computers, 4 UPS, 4 speaker system, 2 DLP Projector(Ceiling mounted) as per DGS & D rate (includes equipment for shared model, such that each school lab can be used by 20 students at a time) b. 2500/- would be provided for the selected Class VIII schools in all twenty districts for Broad Band Internet connection for One year • **Non-Technology Infrastructure:** a. Computer table @ `2000 per table for 4 Computer	• Schools are received computers and other peripherals within this financial year, 2012. • Districts was disbursed the fund for broad band connection to the schools • Schools are received computer chair and table	446	44805	1792	No
		Capacity Building of Teachers under CAL • 2 Days orientation programme for 22 head teachers of the selected schools, 10 District Resource Group (DRG) members, 10 CPCs of this selected UP schools per district for monitoring and supervision of CAL schools. • 7 days training of 88 (@ 4 teachers / school) subject teachers at CLRC level	• District was conducted 2 Days orientation programme for 22 Head teachers of Selected CAL Schools at DIET and also oriented the DRG members. • 320 KRPs (@16 teachers per district) was formed at State level under the training of BITM, Kolkata. • District level training was conducted in two ways- a. BITM district science centre was conducted district level teachers				

Sl. No.	States	Activities approved for 2011 – 12	Activities undertaken till date	Coverage			Partnership with Private agency, if any
				No. of schools	No. of children	No of teacners covered	
			training where their centre is located. b. Rest of the districts were conducted the teachers training at DIET with the help of these KRPs under supervision of DIET, Principal.				
		Content/ Teaching Learning **Materials Development :-** SCERT developed class wise subject CDs with the help of CDAC and submitted to SPO. SPO has provided the CDs to the district for duplicating and supplying to the selected 22 UP schools for the financial year	• *Teachers were prepared the subject* wise presentation by using the Internet connectivity				
		Any other activities- • Monitoring and supervision by the DRG • members • Documentation • Study by the teacher and DRG members for fine tuning of the programme	• DRG members monitored the programme at the district level. • Districts were documented the teachers training programme at district level and prepared a DVD in adding the total presentation prepared by the teachers during their training programme. • Districts also send the documentation report to SPO, PBSSM for the information.				
		Recurring Activities • Infrastructure Maintenance • Refresher Training • Additional Support	• Districts has disbursed the fund for the Annual maintenance of the old computers.				

Source: QPR up to March 2012, Pedagogy Unit, TSG

Block Resource Centres: Performance and Activities in 2011-12 (up to March end 2012)

The following details provide information about the performance of BRCs, including the nature of activities and training that BRCs have been involved in various states.

In all 6,676 BRCs are functional against total 6,702 BRCs sanctioned in 2011-12, reflecting an overall achievement of nearly **99.61%.** 29 States/UTs have indicated that all the sanctioned BRCs in their states are operational, 5 States have indicated 88% to 99% achievement of their targets including Bihar (99%), Chhattisgarh (97%), Goa (92%), Gujarat (95%) and Nagaland (88%) and remaining 1 state (Chandigarh) has indicated that there are only a few sanctioned BRCs left that are yet to be operationalized.

All States (except 4 viz. Chandigarh, Dadra & Nagar Haveli, Manipur and Sikkim) have indicated that **modules/guidelines have been developed** or adapted for orientation of BRC personnel on topics such as roles and responsibilities, financial management, ADEPTS and TLM preparation etc.

Almost all states have provided training to BRPs, with the exception of Arunachal Pradesh, Dadra & Nagar Haveli, Daman & Diu and Meghalaya. Most states provided training Programmes of 5-10 days, with the exception of Goa (13 days), Kerala (15 days) and Himachal Pradesh (12 days). 25 States/UTs indicated that the training has been provided to BRC personnel in 2011-12. **The number of days for which BRC personnel have been trained in 2011-12,** ranged from 2 days to 15 days.

A few states mentioned specific **topics on which training for BRPs was provided,** some of which included management of teachers' training, learning enhancement and academic supervision, new pedagogy, reading programme, TLM preparation, multi-grade multi-level pedagogy, enrolment drive & re-enrolment campaign, financial management & accounts, DISE, and management development and RTE awareness.

Regarding the **nature of academic support extended by BRCs,** the main activities indicated by states included training and orientation of in-service teachers, training and on-the-spot support to CRC Coordinators, supervision and monitoring of academic activities, classroom observations, on-site support to teachers including demonstration lessons on hard-spots, etc. Other activities indicated included reviewing the performance of Head Masters, holding Block level monthly meetings to discuss academic problems and develop remedies, helping in development of block level plans, assisting in school gradation, school development plan, developing the best classroom, development of need based teaching learning materials, and preparing Teachers Guides or Source Books for teachers. All States have indicated that the BRCs have prepared calendar of activities.

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
1	A & N Islands	9	9	88.53%	Yes	03 days life skill, 03 mentors training, 05 day training for PSTs & GTTs	• Free text books distributed to all eligible students. • In-service training for PSTs and GTTs has been already conducted at nine BRCs. • Conducted Cluster level meeting on every fourth Saturday of the month. • Timely visited schools for giving guidelines to the teachers and circulated various circulars received from CBSE, SSA and other departments. • Deputed 149 Master trainers for under going master training programme under SSA from 26th to 28th September 2011. • 149 Master trainers were deputed as a resource person alongwith faculties of SIE / DIET to train and give spot guidance to PSTs & GTTs posted at nine BRCs.	• By regular visits to schools and give guidelines and timely monitoring for implementation of new circulars released by SIE/SSA.	Yes
2	Andhra Pradesh	1137	1137	100%	Yes; Guidelines on roles and responsibilities of BRC personnel were sent.	04 Days	• Academic Monitoring of Schools & conduct of review meetings • Enrolment of School Age out of school children and ensuring transition up to class VIII • Supervision of Mid Day Meals • Monitoring of SMC Meetings	• Support at the school point after conducting classroom observation and School Observation • Through training programmes and workshops • By conducting review of children's performance • By Reviewing performance of Teachers & Head Masters	Yes
3	Arunachal Pradesh	99	99	-----	Yes	Not Yet	• Preparation for in-service teachers training	Training, effective use of TLM, holding meeting, demonstration	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
							• Monitoring and onsite support • Ensuring distribution of Grants • Filling up QMFs	class etc.	
4	Assam	145	145	74%	Yes	08 Days	• Impart English teachers' training. • School support and monitoring. • Concurrent evaluation of learners. • Achievement test for class-V. • Talent search assessment for class IV students. • Development of science corner at UP schools.	By organizing two days review meeting at Block level of BRPs under the Chairmanship of one DIET lecturer. This meeting is called as Block Academic core Group (BACG) meeting. It discusses the hard spots on lesson transaction found during school visit and try to solve the issues in presence of the DIET lecturer. If the issues cannot be solved there, the matter is to be forwarded to DIET for solution. In the next month meeting, DIET lecturer delivers the solution on unsolved academic issues. Sometime even DIET forwarded some issues to SCERT and SSA.	Yes
5	Bihar	537	534	100%	Yes	Nil	• Academic supervision, One day Recurrent tanning every month.	Teachers' training at BRCs.	Yes.
6	Chandigarh	02	01	----	----	----	• School visits • Participated in workshops • Onsite support to the teachers • Monitoring of school activities • Classroom observations	On the basis of classroom observations, onsite support is provided to the teachers.	Yes
7	Chhattisgarh	150	146	Nil	Yes	06 days	• Teachers training • Oosc survey • Admission campaign • NPEGEL monitoring • Classroom practices	Through training, monthly meetings and school visits	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
8	D & N Haveli	01	01	100%	Yes	10 days	• Community Mobilization Training, • Preparation of Annual Work Plan & Budget for the year 2012-13, • Refresher training of in-service teachers, special skill training under girls education.	School visit, Block level meeting, Cluster level meeting	Yes
9	Daman & Diu	02	02	Nil	Yes, as prepared by SSAM, Gandhinagar.	Nil	• Organized in service Teachers Training • SC/ST & Minority Tour. • Arrange the Yoga Camp for UPS	Monthly Meeting is held for HM's & teachers at Block level to solve the academic problems. Visits to Schools are made to give onsite support to teachers in classroom activity.	Yes
10	Delhi	28	28	100%	Yes	02 days	• Collecting relevant data for AWP&B at District level. • Provided Incentive to SC/ST children like school bag and stationary. • Planning and Organizing community leaders training in all Districts with special focus on provisions of RtE Act. • Incentive to children from Madarsas with max. no. of attendance. • Street play for life skills and value education was staged in one of the district.	By organizing meetings at Block level with Subject teachers to discuss and decide activities for effective curriculum transaction and providing on the spot guidance to teachers/special teachers educators.	Yes
11	Goa	12	11	100%	Yes	07 Days in North District and 06 Days in South District	• Monthly visit to all schools in the block. • Discussion and guidance to CRP/teachers/Headmasters. • Planning and organization at BRC level of the training programmes / workshops/Seminars/Debates/m	• The BRCs develop materials for teacher guidance • They discuss trends in educational process in the classroom transactions. • They extend guidance to the CRCs and Teachers to	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
							eetings for Teachers, • Headmaster and community leaders. • Orientation on Development of Materials and TLM for the CRPs/Teachers.	prepare TLM and use them in the classroom transaction • They organize TLM Exhibitions for general awareness.	
12	Gujarat	239	228	----	Yes	09 days	• Monitoring of CRC's activities and arrangement of monthly meeting and onsite support. • Integrated remedial work for weak students through regular teachers. • Supervision, monitoring & guidance for Integrated remedial work. • Monitoring of Integrated remedial work class. • Assessment of students with the help of BRPs • Preparation of AWP&B 12-13. • Preparation & Planning of teachers training April 12-13.	▪ During classroom observation BRC Coordinator gives his/her suggestions in his/her note ▪ BRC coordinator gives guidance about Learning materials preparation ▪ Monitoring and supervision of Monthly meetings at cluster level ▪ Suggestion and guidance for preparing monthly action plan	Yes
13	Haryana	119	119	100%	Yes	01 day	• Supervise and provided support the functioning of bhattashalas operationalized in brick kiln sites • Participated in development of training material for teacher and ABRCs • Facilitate the constitution and functioning of SMCs after transit from VECs to SMCs • Facilitate the distribution of grants and free text books. • Monitoring the academic works.	• BRCs help to organize block level workshops for preparation of TLM • Help in collection of DISE data • Help to organize quarterly meeting of BLECs	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
14	Himachal Pradesh	77	77	100%	Yes	6 days (primary at state level) 6 days (upper primary at state level)	• To complete six days training at block level for Primary and upper primary • To monitor training at cluster level • To deliver model lesson in actual classroom • To interact with SMC members • To develop model school.	• Six days training is being organized for teacher of UP at block level. BRCC (UP) coordinate the Training at block level • Deliver the model lesson in classroom • Monitor and support the teachers for implementation of training in classroom • Ensure timely supply of material in schools and the use of material • Ensure use of library and lab material in upper primary classes	Yes
15	Jammu & Kashmir	119	119	100%	Yes	10 days	• Cluster Level Teacher trainings • On-site academic support. • Establishment of Learning Corners. • Data collection. • Establishment of Libraries in primary and Upper Primary schools.	The BRP visits every upper Primary school under his jurisdiction at least once in a month, stays in the school for at least 3 to 4 hours, observes the classroom transaction of every upper primary class for at least one hour and if he finds that proper pedagogy is not being followed or TLM is not appropriate/properly used or teacher lacks mastery over the subject, the BRP(ZRP) intervenes and provides the necessary inputs. BRP always carries the TLM- kit with him during the school visit. BRP also discusses the NCERT's school level QMT with the school staff	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
								and suggestive corrective measures. In addition, the BRPs are also involved in the development and execution of need based in- service Teacher-Training programme.	
16	Jharkhand	263	263	-----	Yes	10 days	• Conduction of trainings on: o Active learning o LEP	Through training, School visits, individual consultations and meetings at CRC level.	Yes
17	Karnataka	202	202	-----	Yes	10 days	• Process has been initiated to fill up the vacancies BRC's and BRP's as well as persons in positions of BRP CRP who have completed 3 years of time.	Experienced high school Head Master for BRC positions and experienced teachers from schools are selected based on the test and interviews. They are properly trained in the respective areas of functioning to discharge there functions as BRC's / BRP's successfully. BRC is supported by 5 BRP's - 03 Elementary level and 02 high school level. High school BRP's assists BRC in refresher course for elementary teachers. All BRP's assist BRC in all training programmes block level mela's, quiz programme. They are given monitoring functions as nodal officers for specified no: of schools.	Yes
18	Kerala	159	159	100%	Yes	16 days	• Planning for 2012-13 school level, CRC level and BRC level planning. • Preparation of Evaluation tool for the Term End Examination, March 2012 • Preparation and Training of HMs	• Extends In service Teacher Training and refresher training for Teachers • Conducts Cluster Training and monitor the processes. • Conducting PEC meetings	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
							on students evaluation profile • DISE data collection and data collection and data re-checking enter the BRC personnel and outsourcing of Data entry under effection supervision and monitoring by BRC • Help Desk" Training for school convener of Help Desk and one parent from all schools to address the teenage (Girls & Boys) problems in schools. • CRC workshop related to preparation of TLM for cluster teachers. • Monitoring of Civil work activities - Major / Minor. • Conducted Psysio therapy and speech therapy for all CWSN students in all BRCs.	regularly. • Orgainzing class PTA • Monitoring of classroom and school activities in collaboration with AEOs and LSG representatives. • Functioning as a ' Resource Centre • A DIET faculty has been designated as academic coordinator of BRCs to extend academic support to the BRC concerned. • Online support	
19	Lakshadweep	3	3	60%	Yes	06 days	• Conducted evaluation workshop. • Prepared common evaluation tools. • Provided OSS to teachers. • Conducted Cluster meeting.	• Impart teacher Training Periodically and gives OSS based on regular Schedule.	Yes
20	Madhya Pradesh	322	322	----	Yes	05 days	• In service Teacher training • Academic support to teachers • School monitoring • Analysis of learning achievement level of children	Onsite support to teachers (DAKSHATA improvement programme)holding block level monthly meeting to discuss academic problems and developed remedies	Yes
21	Maharashtra	407	407	100%	In process	Nil	• Monthly review meeting • Participation in Gata Sammelan. • Participation in Process of	• Organising Block level monthly meetings to discuss academic issues and develop	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
							AWP&B • 2012-13 • Participation in training process of in-service teacher training • School visit and Guidance	remedies. • Personal guidance to Head Masters and Teachers within school visit programme.	
22	Manipur	35 (34 BRC+1 URC)	35	---	Yes	10 days	• Data collection and compilation. • Academic support by giving trainings. • Monitoring and supervision of the schools. • Public awareness on RTE	By imparting trainings and orientation programme to teachers and helping in developing TLM and lesson plan.	Yes
23	Meghalaya	39	39	100%	Yes	10 days	• Monitoring of schools, Civil works, conducting teachers training, identification of CWSN, compilation of BLF etc.	Supervision, Monitoring & Academic support through monthly meeting and on the spot.	Yes
24	Mizoram	26	26	100%	Yes	10 days	• Training • Enroln. drive • Consultations • Dist. of FTB • Meetings	BRC's extends support to teachers by organizing training programmes at the BRC.	Yes
25	Nagaland	52	46	50%	Yes	Nil	• Training on CCE. • collection of DISE data • Provide training to teachers. • Monitored and supervised schools • Provide training to community members.	N.A	N.A
26	Orissa	316	316	----	Yes	10 days	• Organisation of different types of teachers training programmes • Academic support to teachers • Collection of QMT data and Teacher training Data on Samarthya. • Visit of schools. • Supervision of Ama Vidyalaya	The BRCCs have been exposed to general round training on different modules so that they can monitor the transaction of training inputs in the classroom	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
27	Puducherry	6	6	100%	Yes	20 days	• Training on enriched ABL methodology for 5 days given. • 3 days training on Assessment & Evaluation • 3 days ADEPTS workshop • Modification of ABL cards in tune with Samacheer kalvi • Attended Training at RIE Bangalore for 5 days • Preparation of Training Calendar at block level	• Sharing the best practice of classroom at CRC level. • Giving Refresher training on enriched ABL methodology till the in-service teacher internalize it. • Holding Block level meetings to discuss the impact of training on teachers	Yes
28	Punjab	142	142	100%	Yes	10 days	• Conducting teacher training at block level. • Implementation of various activities of Sarva Shiksha Abhiyan including the learning enhancement programme. • Providing on site academic support to teachers in schools. • Monitoring & Supervision of schools & class room activities. • Organizing VEDC training.	BRC personnel visit the schools on regular basis and monitor the classroom transaction process. It is the duty of the BRC personnel to visit the schools to monitor the class-room transactions and provide on-site academic support to the teachers. BRCs also note down their observations and hold regular meetings with the teachers. They are supposed to monitor the learning levels of the students and convey this information to the districts which is further conveyed to the State Head Office. Performance Review Meetings of BRC personnel are held every Friday under the chairmanship of BPEOs.	Yes
29	Rajasthan	247	247	----	Yes	----	• Administration • Monitoring	• Guidance of teaching methodology and TLM	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
							• Training • Implementation all the programme prescribed by SSA.	• On the spot academic support to teachers and Orientation to CRC's /Nodal HM.	
30	Sikkim	26	26	36%	Yes	5 days	• Conducted teacher training • School inspection • Organized SMC training on School Development Plan • Supervise the distribution of textbooks • Collected teachers' bio-data and student enrolment for new academic session	Conduct school inspections	Yes
31	Tamil Nadu	401	401	100%	Yes	15 days	• Life Skill Training for Osc • Two days training on autism, spectrum-disorder, specific learning disability and down syndrome • Training programmes have been conducted • Planning for Budget (2012-2013) • Yoga and life skill training to the children in special training centres. • Mainstreaming of children in special training centres.	• Through training and school visit • Visit to schools and classroom observation has been made mandatory • BRTEs conduct Model Class. • Capacity building to teachers for strengthening the classroom process.	Yes
32	Tripura	41	41	58%	Yes	10 days	• Data collection and compilation through NCERT's Quality Monitoring Formats. • Organized in service training of Teachers. • Organized Vidyalay Chalo Abhiyan • Organized workshop on	BRC is providing training to the teachers. BRPs are monitoring and supervising the teaching and learning process in schools and extending academic support to teachers.	Yes

S. No.	STATES/ UT	BRCs sanctioned	BRCs functional	% staff trained	Module development (Y/N)	Duration of Training in 2011-12	5 Key activities of BRC in last quarter	Support to Up. Pry schools	Calendar for training (Y/N)
							Household Survey 2011. • Organized Workshops / Meetings on RTE.		
33	Uttar Pradesh	880	880	100%	Yes	04 days	• Support in Planning and conducting age appropriate child enrollment drive. • In-service training of teachers. • Analysis of feedback from School observations. • Preparation & Implementation of school development plan. • Training of para-teacher	Through School visits, meetings, supervisions	Yes
34	Uttarakhand	95	95	100%	Yes	10 days	• Analysis of CFA. • TNA for teachers training. • Monitoring & Supervision • Project work • Action Research	During teachers training and Cluster level meeting	Yes
35	West Bengal	364	364	100%	Yes	10 days	• Implementation of Training. • Schools visit • Sharing good practices with the teachers • UDISE • Orientation of Community people	Academic support is extended through *RPs* who work under the supervision of CPCs/ ADIs/ DIs (Primary & Secondary Education) of Schools. They Provide resource or training materials relevant to local needs and assist in contextualizing pedagogy. Extending support to the CWSN at resource room (Like remedial teaching, Braille teaching, parent counseling, use of aids and appliances, therapeutic support etc) in consultation with Special Educators.	Yes

Source: QPR up to March 2012, Pedagogy Unit, TSG

Cluster Resource Centres (CRCs): Performance and Activities in 2011-12 (up to March 2012)

The following table provides information about the operationalization and performance of CRCs, including the nature of activities that CRCs are involved in within various states.

74524 CRCs are functional against total 76501 CRCs sanctioned in 2011-12, reflecting an overall achievement of approximately 97%. 29 States have indicated that all the sanctioned CRCs in their state are 100% operational. Of the remaining, 5 States the sanctioned CRCs are operational between 78% to 99% as Bihar (78%), Chhattisgarh (80%), Daman & Diu (86%), Goa (87%) and Jharkhand (97%). There is one state Nagaland who has been given a target of 134 CRCs but achievement is 0%.

Out 35 States that have sanctioned CRCs, 9 States (Andaman& N Island, Bihar, Dadra & Nagar Haveli, Delhi, Goa, J& K, Tamil Nadu, U. P. and West Bengal) have 100% trained staff. States like Chhattisgarh, Lakshadweep, Puducherry has staff trained as 70%, 50% and 27% respectively. Remaining States has not given any mention.

Out of 34 that have sanctioned CRCs, 29 States have indicated that modules or guide lines have been developed or adapted for orientation of CRCs personal. Remaining 5 States (A.P., D&N Havely, Nagaland, Sikkim and Maharashtra have not prepared any module for CRCs personal training.

The number of days for which CRC personnel have been trained in 2011-12 ranges from 2 days to 15 days. Out of 35 states 8 States have given 10 days training, 12 States has given 2 days, 3 days, 5 days, 6 days and 8 days training for CRC personnel. Kerala and Goa has given 15 and 13 days training respectively. There are 13 States who have not given any training. A few States mentioned specific topics on which training for CRC personnel is provided, some of which include on monitoring & supervision, management development, cluster training, TLM preparation, celebration of EDUCATION – DAY enrollment drive and campaign. DELHI has used for SHIKSHA KA HAQ ABHIYAN. Puducherry has used for ABL modification and Rajasthan for community mobilization.

Regarding the nature of academic support extended by CRCs, the main activities indicated by states include **teacher training** (including recurring monthly training, hands-on training, and identification of training needs); **school visits** (including classroom observation, interaction with students, performance analysis of learners, demonstrating model lessons); **on-site support to teachers** (on various topics such as effective use of TLM, life-skill development of students, project-work, demonstration lessons of hard-spots, use of teacher guides, use of workbooks, helping in improving school grading, etc.); **monthly cluster-level meetings** for teachers as well and for Headmasters to discuss and solve academic problems; **data collection and analysis** such as on out-of school children, and **other activities** such as assisting schools with melas and campaigns, organizing VEC meetings, etc.

S. No.	UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
1	A & N Islands	37	37	100%	Yes	10 Days	• Distribution of School Grant & Teachers Grant to Schools & Teachers respectively. • Collection of "Information in QMF of NCERT, NSIG, Educational kits, study materials etc.	• Regular visit to schools and do supportive supervision. • Interact with the teachers and children.	Fourth Saturday of every month is fixed for CRC meeting. Beside this fixed schedule, meetings are arranged as and when required basis.
2	Andhra Pradesh	6973	6973	100%	Yes	04 days	• Conducted CRC meetings • Review and academic support to the teachers • Conducted training programmes to the teachers • Review of Teachers & Children Performance	• Review of performance schools during CRC meetings • Academic Monitoring of Schools and on job support • Conduct of workshops and trainings at CRC • Model Lessons, design of question papers for conduct of Unit Tests.	Primary - 3rd week of every month; Upper Primary - 1st Week Telugu and Science; 2nd Week - English; 3rd Week - Hindi & Social; 4th week - Maths
3	Arunachal Pradesh	201	201	-----	Yes	Not Yet	• Monthly meeting • Monitoring • On-site support	• Training to the teachers/effective use of TLM/demonstration lesson of hard spot/meeting etc.	Last day
4	Assam	2473	2473	74%	Yes	07 Days	• Impart monthly teachers' training. • School support and monitoring. • Concurrent evaluation of learners.	• In ASSAM, generally CRCC extend support to Lower primary section only. This system has been continued since 2002-03. But Re-mapping of CRC covering both lower and upper primary school has been completed as per norms of MHRD in adherence to RTE Act and EC has approved it. Like UP, CRCC visit school and	Last Saturday of the month.

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
								demonstrates in the classroom. They organize monthly orientation on academic issues.	
5	Bihar	5755	4479	100%	Yes	Nil	• One day reflection training is being organised regularly. • Orientation of teachers for quality education	• Recurrent monthly training and school visits.	One day per month. Different dates in different districts.
6	Chandigarh	20	20	----	Yes	10 days	• Participated in workshop on RTE, inclusive education • Preparation of activity sheets for special training centre children • Conduct of monthly academic meets & training for SMCs	o On the basis of classroom observations, onsite support is provided to the teachers.	7th & 22nd of every month.
7	Chhattisgarh	2703	2169	90%	Yes	08 days	• Organizing training • Monitoring on support to teachers supervision of other programmers'	• CRCs organize training at Cluster and also at Block level and they visit every school in their area to monitor if the practices taught during the teachers training are being used in classroom process by the teachers. It teachers. are finding any difficulty in following then CRCs explain the matter to the teacher	The first and third Saturdays of the month are fixed for CRCs meeting But at some place it may be different for local reasons.
8	D &N Haveli	11	11	100%	Yes	10 days	• Community Mobilization training • Special skill training and In-service teachers Training • Household survey and preparation of AWP&B	• School visit, Cluster level meeting, Better use of TLM in Class room	The days are not fixed but the meetings are held every month

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
9	Daman & Diu	07	06	Nil	Yes	Nil	• CRC level training per month. • School visit and give onsite Support to teachers & HMs.	• Regular Monthly Meetings are held for HM's & teachers at Cluster level to solve the academic problems. Take part in SMC Meeting held at School level.	Last working Day of the month
10	Delhi	136	136	100%	Yes	02 days	• Verification of DCF on DISE Data • Preparation of Cluster Level Format for the quarter ending 31st March, 2012. • Providing help to BURCCs in organizing community leaders training for parents/community members • Monitoring special training centers/CRCCs & ECCE centers	• By organizing meetings at Cluster level with Subject teachers and parents to discuss the performance of weak children to decide steps to be taken for improving their learning levels.	Twice in a month or as and when required at District Level
11	Goa	110	96	50%	Yes	07 days	• Weekly visits to schools in the cluster • Active participation in teachers training • Collection and checking of DISE data • Verification of Material and TLM prepared by teachers in the schools • Verification of utilization of school grants, maintenance grants and TLM grants in schools. • Exhibition of TLM prepared by teachers at Block level was held in each Block	• The CRCs develop materials for teacher's guidance • They discuss trends in educational process and classroom • They extend guidance to the teachers to prepare TLM and use them in the classroom transactions • They organize cluster level TLM Exhibitions for general awareness	Every Friday

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
12	Gujarat	4268	4268	----	Yes	09 days	• Monthly cluster level (meetings) were organized.(Jan to March-12) • Academic guidance in teaching methods for special classes in reference to "Gunotsav" integrated remedial teaching • Monitoring of integrated remedial work class. • Randomly assessment of students with the help of BRPs. • Preparation & Planning of teachers training April 12-13.	• CRC Co gives important suggestion to teacher during class room observation • CRC Co gives demonstration for teaching.	1st Saturday of every month at cluster level.
13	Haryana	1487	1487	----	Yes	05 days	• Participated all activities related to planning data updating and collection. • Participated in the orientation workshops held at State and district level. • Organized TLM competitions for teaches • Hold PTA/MTS • Organized medical camp etc.	• Organize SMCs extend academic support to Upper Primary Schools/teachers • Transit model lesions in schools and provide on spot academic support. • Organize extended teachers training programme for teachers to discuss their teaching problems in class. • Upgradation of data pertaining to enrolment and out of school children, analysis and take necessary steps to improve it	Every Saturday except second Saturday.
14	Himachal Pradesh	2102	2102	----	Yes	03 days	• To ensure fifteen days training of all the Primary and upper primary teachers • To deliver model lesson in	• Nine days training is being organized for teacher at block level. CRCC coordinate the Training at cluster level	2nd day of every month (3rd day if 2nd happens to be holiday and between 15th & 20th day

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools'	Schedule for CRC Meetings
							actual classroom • To interact with SMC members	• Deliver the model lesson in classroom • Monitor and support the teachers for implementation of training in classroom • Ensure timely supply of material in schools and the use of material • Ensure use of library and lab material in primary and upper primary classes	of every month)
15	Jammu & Kashmir	1600	1600	100%	Yes	10 days	• Cluster Level Teacher training • On-site academic support. • Establishment of Learning Corners in UPS	• Support to upper primary is imparted directly by the zonal resource persons.	14th & 15th of every month.
16	Jharkhand	2094	2076	------	Yes	10 days	• Conduction of trainings on LEP, Lib, and recusant being Module	• Through training, School visits, individual consultations and meetings at CRC level	2nd Thursday and 4th Thursday of the month
17	Karnataka	4103	4103	----	Yes	10 days	• Process has been initiated to fill up the vacancies of CRC's as well as persons in positions of CRP who have completed 3 years of time.	• Experienced teachers for CRP. positions from schools are selected based on the tests and interviews. They are properly trained in the respective areas of functioning to discharge their functions as CRC's successfully. They conduct cluster level sharing meetings in which they address academic problem of teachers. CRP visits every school once in a month observe lessons and give suggestions. They	1st Saturday of every month for LPS teachers and 2nd Saturday of every month for HPS teachers.

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
								also take lead in preparing cluster level magazine/TLM/ Metric mela/ Quiz/Co-curricula's activities /DISE/QMT.	
18	Kerala	1385	1385	100%	Yes	16 days	• Planning for 2012-13 school level and CRC level planning. • Preparation of Evaluation tool for the Term End Examination, March 2012 • Preparation and Training of HMs on students evaluation profile • DISE data collection and data collection and data re-checking enter the BRC personnel and outsourcing of Data entry under effection supervision and monitoring by BRC • Help Desk" Training for school convener of Help Desk and one parent from all schools to address the teenage (Girls & Boys) problems in schools.	• Cluster Meeting in General Subjects and for special English Training for primary teachers • Regular PEC meetings • Planning and monitoring committee of all school level activities • DISE facilitate data capture • Maintaining registers as school records • School visits • Site support to Teachers • Monitoring progress of childrens education • Class PTA • Monitoring of classroom and school activities in collaboration with AEOs and LSG. • Functioning as a Resource Centre in the Panchayath	One Saturday in every month has been earmarked for Cluster meeting.
19	Lakshad weep	9	9	50%	Yes	6 days	• Conducted teacher training at Island level • Developed school plan • Conducted cluster meetings • Conducted Community training Programmes.	• Give OSS based on regular schedule	Last working day of every month.

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (Y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings.
20	Madhya Pradesh	6308	6308	----	Yes	01 day	• Monitoring • Academic support to teachers • Teacher training	• Analysis of competency level of children and based on difficulty levels teachers was being given support.	Second and third Saturday of Every month.
21	Maharashtra	6170	6170	100%	In Process	Nil	• Monthly review meeting • Participation in Gata Sammelan. • Participation in Process of AWP&B 2012-13 • Participation in training process of in-service teacher training • School visit and Guidance	• Organizing Block level monthly meetings to discuss academic issues and develop remedies. • Personal guidance to head Masters and Teachers within school visit programme.	Every Monday of third week of month
22	Manipur	225	225	-----	Yes	10 days	• Imparting trainings to teachers, data collection, monitoring and supervision	• By imparting trainings and orientation programme to teachers and helping in developing TLM and lesson plan.	Varies district wise
23	Meghalaya	611	611	100%	Yes	10 days	• Enrolment drive, habitation plan, Inspection and monitoring of schools, compilation of CLF etc.	• Supervision, Monitoring & Academic support through monthly meeting and on the spot.	1st & 3rd Week of every month
24	Mizoram	171	171	100%	Yes	10 days	• Data Collection • Trainings • Dist. of FTB	• CRC's visits schools once in a week, held meetings and consultations and organize cluster level training, seminars and quiz besides collecting information.	First 'Friday of every month.
25	Nagaland	134	0	0	No	Nil	N.A.	N.A.	N.A.
26	Orissa	4806	4806	-----	Yes	10 days	• Conduction of teachers training programmes • Visit of schools.	• The CRCCs have been exposed to different training modules. So that they can monitor the	It varies from district to district

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
							• Academic support to teachers • Supervision of Ama Vidyalaya • Teaching in the classroom for 10-days in a month.	transaction of training inputs in different situations of classrooms.	
27	Puduch erry	34	34	100%	Yes	20 days	• Training on enriched ABL methodology for 5 days given. • 3 days training on Assessment & Evaluation • 3 days ADEPTS workshop • Modification of ABL cards in tune with Samacheer kalvi	• Sharing the best practice of classroom at CRC level 2. Giving Refresher training on enriched ABL methodology till the in-service teacher internalize it. 3. Holding Block level meetings to discuss the impact of training on teachers	First Saturday of every month
28	Punjab	1499	1499	-----	Yes	10 days	• Training of teachers. • Implementation of Learning Enhancement programme "Parrho Punjab" • On site-academic support to teachers in schools • Monitoring and supervision.	• By way of teachers training at clusters and onsite training in schools	First week of every Month.
29	Rajastha n	3074	3074	100%	Yes	Nil	• Academic Support to the teachers and school • Community Mobilization • Implementation of SSA Activities	• By Regular visit in schools for Academic Support and review the performance of HM. Demonstration lesson of hard spots in monthly review meeting at CRC/Nodal HM Office.	Generally on the last day of first week of the month
30	Sikkim	115	115	50%	Yes	05 days	• Conducts CRC level training of teachers • Visits schools and support teachers • Collects information from schools and disseminates to block	• CRCs observe classes and correlate the discussions of monthly CRC level trainings (Monthly meeting-cum-peer training)	2nd Monday of every month

S. No.	States/ UTs	CRCs sanctioned	CRCs functional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
31	Tamil Nadu	4088	4088	100%	Yes	12 days	• One day CRC on QMT & OSC special training • One day CRC on simple science Experiments for primary • One day CRC on RTE – Salient features • One day CRC to develop Drama and Storytelling skills among children • One day CRC level training on Inclusive Education • Training was given to VEC / SMC members in two phases • 3 days residential training was given to SMC members in 2 phases	• Through meeting and school visit	Any one of the Saturdays
32	Tripura	332	332	85%	Yes	10 days	• Data collection and compilation through NCERT's Quality Monitoring Formats. • Organized in service training of Teachers. • Organized Vidyalay Chalo Abhiyan	• Through holding meetings, monitoring and supervision of schools. Once in a month on a suitable date	Once in a month on a suitable date
33	Uttar Pradesh	8249	8249	100%	Yes	10 days	• Support in Planning and conducting age appropriate child enrollment drive. • In-service training of teachers. • Analysis of feedback from School observations.	• Through follow-up meetings and supervision	Each Thursday of month
34	Uttarakhand	994	994	100%	Yes	10	• Analysis of CFA. • Educational support, assessment, feedback. • Monitoring of innovation	• Regular monitoring & onsite support in Schools • Teacher training at CRC level. Ten days in-service training	No day fixed

S. No.	STATE/ UTs	CRCs sanct-ioned	CRCs func-tional	% of staff trained	Module development (y/N)	Number of days training received by CRC	3 Key activities of CRC in last quarter	Support to Up. schools	Schedule for CRC Meetings
							activities. Development of academic calendar	and other sharing workshops.	
35	West Bengal	4217	4217	100%	Yes	10 days for Primary Level 07 days for Upper Primary Level	• Monthly CRC level sharing meeting. • Visit the schools & sharing the views. • Preparing innovative competency based teaching learning materials	• All information related to academic activities are transmitted through the Resource Persons who work under the supervision of CPCs/ ADIs/ DIs (Primary & Secondary Education) of Schools.	Instructions are being issued for this purpose.

Source: QPR up to March 2012, Pedagogy Unit, TSG

Performance Tracking of Teachers and Trainers through ADEPTS

ADEPTS 'Advancement of Educational Performance through Teacher Support') is an initiative nder SSA that seeks to ensure improved teacher performance, and improved capacity i CRCs, BRCs and DIETs to enable improved teacher performance. It sets out to delineae benchmark of performance of teachers and teacher support system. In 2006-07, a series of performance indicators for teachers, trainers and support institution were identified at the national level in collaboration with state teams and national istitutions, through a consultative process facilitated by MHRD and UNICEF. Followingthis, States have been encouraged to adapt these to design context-specific performance indicators for tracking and enhancing the performance of teachers, trainers aid support institutions withim their State. The progress in this is indicated below.

ADEPTS hve been differently understood by different States. Some States have put it in the catepry of Annual Confidentiall Report (Arunachal Pradesh, Chandigarh, Chhattisgarh), Accountability indicator based on the results of the students (Himachal Pradesh), Monitoring of teaching-learning process (Jharkhand), Self-appraisal process (Punjab and Karnataka), some have beem understanding it as process of activities being organized by the teachers in their cllasses (Delhi), other States like Gujarat are understanling it as assessment of performance of teachers in the form of teacher effectiveness.

The State have designed the indicators of ADEPTS differently. Madhya Pradesh has selected te dimensions of ADEPTS with respect to Physical, cognitive, social and organizational functioning of teachers, Assam has put the indicators with respect to classroompractices, school surroundings, pupil achievement on monthly and periodical evaluatioretc., Bihar has included the imdicators linked with exposure to new teaching methodolgy, new TLM and new assessmment tools, The State of Chhattisgarh has been concernec with indicators like activiity-based learning processes, elimination of corporal punishment and use of comtinuous and comprehensive evaluation, For Jharkhandthe indicators are based on 'what the teacher actually does in the classroom as a part of professional requirement, tthe State of Tripura has included indicators as punctualit, planning of lessons and organizing activity-based learning, West Bengal included idicators like allowing childreen to ask questions in the class and reviewing children'swork regularly. However, thie indicators drawn by Tamil Nadu are quite extensiveand based on the concept of ADEPTS. These range from providing variety of learning stuations, usage of technology, demonstration of problem solving skills etc. Though th indicators of ADEPTS are state specific, the indicators have to be broad and inclusive f teachers' performance in the classroom, schools and the community.

The Statehave been organizing workshops, discussion groups or even general circulars for identifying the indicators. Most of tthe States are still grappling with the teacher performare indicators only. They haave not been identifying indicators for the performare of BRC, CRC and other stafff linked with teaching-learning process as well as the schol.

Performance Indicators for trainers

Of the 35 States, 29 States have identified different performance indicators for trainers. Out of these:

- **15 states have implemented the indicators** and have begun tracking performance of teachers against these indicators (namely Andhra Pradesh, Assam, Bihar, Chhattisgarh, Daman & Diu, Gujarat, Himachal Pradesh, Karnataka, J&K, Orissa, Punjab, Tamil Nadu, Uttar Pradesh, Uttarakhand, and West Bengal)
- **2 states have oriented their trainers/ teachers** and/or developed materials for these indicators, but have yet to begin tracking the performance of trainers against these indicators (including Jharkhand & Meghalaya)
- **12 states have identified performance indicators but have not yet implemented** these for tracking performance of trainers (namely A&N Island, Arunachal Pradesh, Chandigarh, Delhi, Goa, Haryana, Kerala, Madhya Pradesh, Manipur, Puducherry, Rajasthan and Tripura)
- **The remaining 6 states which have not yet identified** performance indicators for trainers include Dadra & Nagar Haveli, Lakshadweep, Maharashtra, Mizoram, Nagaland and Sikkim).

In the process of ADEPTS the States have been performing differently but it has been of the concerns of all the States to identify the performance indicators so as to help the teachers and the trainers to attain quality in the teaching-learning process.

The mechanisms by which various states have implemented ADEPTS for tracking performance levels are reflected in the table below. The performance indicators that have been identified by each State in 2011-12 are captured in the following table.

State-wise Processes for Implementing ADEPTS Indicators 2011-12

S.NO	State	Process for implementing ADPETS
1	Andaman & N Island	• ADEPTS are not implemented. In phased manner it is being implemented, as necessary orientation and training is to be imparted to head of the institution, Education Officers.

2	Andhra Pradesh	• Following are the methods for measuring the teacher performance:
		  • Teacher Performance Indicators
		  • Monitoring visits and reports by DIETs, BRCs and CRCs
		  • Conducting external studies on Teacher Performance
		• A study was conducted on the teaching learning process and teacher performance its shows lot of improvement is required. The details are provided under 8.2 chapter. The performance indicators have been developed for children, teachers, Head Teachers, BRCs, CRCs, DIET and DPOs. The list of indicators has been communicated along with training to personnel at different levels. The focus is on not only improvement of teacher's performance but all the functionaries at system level. The performance indicators have been operationalized recently with training and no reports on the improvement of performance were obtained.

3	Arunachal Pradesh	• The state has no any mechanism for measuring teacher effectiveness as such. However, there is the system of filling up of the Annual Confidential Report by the authority. From 2011-12, the state will implement ADEPTS on trail basis taking 10 indicators. The involvement of CRCCs, BRCCs, DIETs and SIE in the implementation of ADEPTS is to be important as these are the series of support system which need to understand teacher performance standards to provide necessary supports to teachers. A very simplified version of ADEPTS will be implemented in a few schools as a pilot project as a try out programme. This will be done during the second half of academic session 2011. For recording the performance of teachers, two formats will be developed – Format A and Format B. Format A will record the performance of teachers on ten indicators out of twelve planned indicators, most of which will be selected from Standard Indicators covering all the four dimensions, as mentioned earlier. • Due to criticality of the task the state could not yet institutionalize the system of measuring teacher performance as envisaged in ADEPTS. However, at present, teacher's attendance and their performance is monitored through regular supervision of school functioning by the members of resources groups, BRPs, CRPs and respective co-coordinators working at the State, District and Block levels. Teachers' attendance is also monitored by SMC.
4	Assam	• Mass teachers training programme on ADEPTS (Advancement of Educational Performance Through Teacher Support) was launched during the month of Oct'07 for achieving quality learning and it has been continued still this date and hoped to be continued in near future also. By developing a number of standard selective indicators for the persons and organizations involved in Elementary Education it is tried to add a new era towards the quality education of the state. It is observed that the reflection of 20 (Twenty) indicators are not satisfactory in most of the schools which becomes a matter to be thought regarding learning enhancement of the children. Hence,, it is decided that the reflection of the selected indicators to maximum limit, and to ensure the learning enhancement of the children in cent percent, a selected number of evaluation points are fixed against each indicators by which reflection of indicators may be confirmed. It is expected that evaluation points will help the DQMs and other DACG/BACG members in performance tracking of teachers:. Even the Head teacher/teacher himself/herself could track

S.NO	State	Process for implementing ADPETS
		the progress of indicators through the observation of classroom practices, school surroundings, verification of the school records on attendance, pupil achievements on monthly and periodical evaluation, proceedings of the meetings and school visit records. • Studies on 'Participation of Mothers' Group in school development activities', "Assessment of learning achievement level of EGS learners with respect to that of learners in nearby formal school: a comparative study", "Impact of ADEPTS indicators on educational performance of teachers" and "Intervention of theme based teaching learning process in Ka-sreni supported schools" which were carried over from 2009-10 have been completed.
5	Bihar	• Teacher training is always been an important tool to improve class room transaction process. Teacher performance and effective teaching could achieve only through capacity building of teachers through training. Exposure to new teaching methodology, new TLMs and effective assessment tools are necessary for teachers at different intervals. After the revision of curriculum and syllabus followed by new text books need was felt to give teachers proper orientation regarding shift in teaching methodology and require change in teachers' attitude towards children.
6	Chandigarh	• Performance indicators for teachers and school heads have been developed. Performance of teachers and head is also captured through the Annual Confidential Report. • Performance indicators have not been rolled out. The indicators were developed in February 2010, a committee consisting of 13 members from SSA functionaries, DO level, teacher educators, heads of schools, teachers, faculty of SIE and college of education reviewed them in February 2010 and they will be rolled out shortly. Shortage of manpower at the level of pedagogy coordinators along with delay in the executive committee meeting & changes in administration functionaries were the reasons responsible for the delay of rolling out of ADEPTS indicators.
7	Chhattisgarh	• In order to ensure teachers accountability, ADEPTS parameters, comprising of 327 points on which teacher's performance have been adopted in the state since 2009-10. A PERFORMANCE APPRAISAL FORMATE is used in place of C.R. for all the teachers, on the basis of which promotions are accorded has also been implemented since 2009-10. These measures will form the basis for determining and Feedback (from ADEPTS) about current performance levels of teachers in 2010-11. • Desired teacher performance benchmarks for 2011-12 are as under: ◦ Bringing attitudinal and behavioural changes in teachers; ◦ Activity-based learning processes; ◦ Making the child free of fear, trauma, and anxiety; ◦ Helping the child to express views freely; ◦ Elimination of corporal punishment; ◦ Use of continuous and comprehensive assessment;
8	Dadra & Nagar Haveli	• The VEC Monitors the Teachers Performance. The UT will try to initiate the teacher's performance indicators as per ADEPTS. • The Union Territory plans to roll out the ADEPTs indicators as per the formats developed by the GCERT, Gujarat.
9	Daman & Diu	• Daman District has developed performance indicators for primary teachers in four category i.e. (I) Cognitive indicators -39,(II) Social indicators-16, (III)Institutional Indicators -6 and (IV)Physical Indicators -19. • We have imparted training on Implementation of ADEPTS Programme to all primary and Upper Primary teachers of GPS/GMS/GHS of Daman District with the

S.NO	State	Process for implementing ADPETS
		help of SSA Gujarat. We have Developed some formats for children's progress in Health, Cleanliness, Regularity performance in Math's and Language, Appreciation, Birthday card, Absentees Card, Children's overall bio-data (Profile)- Birthday, G.R.No, Address, Parents name, Cast, Parents Annual income, Social back ground, Disability etc. • All the teachers have knowledge of all children's competency level and children's over all progress in learning level. Teachers also enable to appraise self performance towards their roles and responsibility for improving Quality Education in elementary Education of UT of Daman & Diu. • CRCC/BRCC/RPs has continuously monitored the progress of ADEPTS programme of their respective cluster's schools given. They check the formats and teachers note on indicators for better progress of performance in classroom process, CRCC/BRCC/RPs has given on site support and suggestion to teachers while visiting school.
10	Delhi	• It has been observed, during discussions and organization of teachers training and subsequently meetings of DURCCs/CRCCs with teachers, that teachers are keen to adopt innovative practices in the classrooms, Example- In one of the school after discussion it was found that teaching of Social Science was being done by organizing Youth Parliament in the school.
11	Goa	• The process of developing the performance Indicators is in progress and the same will be completed in its final stage by the end of May 2011. The SSA will identify experts/experienced teachers for development of materials and tools to institutionalize this programme. • Suitable changes in the forms of classroom teaching plans, classroom observation will also be made in order to ensure that appropriate classroom processes with focus on development of concepts, skills and values for all round child development of the child. ADEPTS parameters will also be used for developing these forms. Preparation/development of TLM and its effective use in the classroom processes will also be in the focus of classroom observation.
12	Gujarat	• ADEPTS has been implemented in around 22000 schools in the state through which 1,48,000 teachers are being covered. The main object of ADEPTS is to improve teachers' performance level. ADEPTS was piloted in 2007 in 456 schools then the programme was scaled up in 7000 schools after two years of pilot. Since last two years i.e. from 2010-11 total 22000 schools have been covered under ADEPTS implementation. • Teachers have been trained on each and every performance standard. An activity module also has been prepared and given to all the teachers so that teacher can easily achieve particular performance standard. • Assessment of performance is done by teachers themselves at initial level. Then CRC Coordinators appraise the same. At the time of appraisal, CRC Coordinator gives guidance to teachers. • The data management in ADEPTS is very systematic. The teacher wise data are collected from schools and collated up to state level. In past years, the state was planning the training and refreshers for the performance standards in which majority of teachers have performed low. • Now from year 2011-12, the district themselves would plan the block level training of ADEPTS according to block wise analysis.
13	Harana	• ADEPTS is not implemented in state yet. This will be developed under the guidance of the State Resource Group. It is to mention here that the state has also developed the policy on teacher's evaluation. Teacher evaluation is proposed to be a tool to help the teachers to grow. Evaluation shall be placed within a growth

S.NO	State	Process for implementing ADPETS
		orientated and fair framework and the evaluation experience shall be non-threatening and beneficial for all parties, especially students. The objective to be achieved is to ensure that teacher improves his teaching and the teacher emerges as a school team player which carries forward the vision of quality education for all.
14	Himachal Pradesh	• Teacher encourages children towards overall maintenance of school and tidiness of the classroom. • Enables cleanliness of school, surrounding environment, including plantation. • Displays children' work in the class. • ADEPTS is being implemented and measured on quarterly basis and School are also graded on these indicators. This programme is showing good result and teachers are appraising their progress themselves. • The State Govt. has made the teacher accountability policy based on the results. Entry of teacher's performance is made in the ACR and there is a provision for reward and punishment. Teacher's increments can be withheld for poor performance and rewards are granted for better performance.
15	Jammu & Kashmir	• In the year 2009-10 performance indicators for teachers were developed under LEAP during workshop in August 2009 in which experts from SIEs, DIETS, DRPS and field teachers participated. Experts from TSG also participated. • The state has decided to focus on developing a curriculum document, relook at its in-service teacher training and develop an understanding on CCE this year. For the current year, the state has decided not to roll out ADEPTS indicators.
16	Jharkhand	• State need to develop educational plan particularly quality aspect with reference to child entitlements under RTE. • ADEPTS was incorporated in the in-service Teacher Training programmes during 2009-10 but it couldn't be monitored properly due to involvement of monitoring team in other administrative work as well as parliament and assembly elections. • Improved teacher performance (Under ADEPTS, performance has been understood as what a person *actually does* as part of his professional requirements, in keeping with his context and abilities) • Improved capacity in CRCs, BRCs and DIETs to enable improved teacher performance.
17	Karnataka	• ADEPTS indicators will be familiarized to different stakeholders. • Based on the performance indicators self appraising formats will be designed and circulated and asked to make self appraisal and come out with specific strategies to overcome the problem if there are any. • These plans would be the litmus test items for the immediate supervisor. eg. The CRP plan will be supervised and monitored by the BRC and the BRCs by the DIET principal. • Suitable format will be designed to capture the performance status of all level Resource persons and office/institutions. Based on the facts the state will also give feed back to the districts on a quarterly basis. Besides-the progress available in QMT will also be taken into consideration to provide feedback.
18	Kerala	• Kerala has developed State –specific performance indicators for language and subjects considering the micro-process of learning in tune with the constructivist paradigm. In addition to these the performance standards as per ADEPTS also will be made use of in the coming academic year.
19	Lakshadweep	• Performance tracking system will be implemented from 2011-12. Performance standard for teachers have been prepared in tune with ADEPTS by the DIET Lakshadweep. The Headmasters BRC/CRC RPs will be given training programme on evaluating the performance standard of teachers during April/May 2011.

S.NO	State	Process for implementing ADPETS
20	Madhya Pradesh	• There are for Dimensions are selected in ADEPTS, Physical, cognitive, social and organizational. State have selected performance indicator in different Dimensions.
21	Maharashtra	• ADEPTS tool is developed for improving the quality of the schools and self evaluation. • This tool helps the school teachers at different levels of performance to improve their quality through continuous comprehensive self-evaluation. • The purpose of this tool is to enhance learning and teaching in the school to progress in the desired direction. • The tool helps to achieve the progress in the described areas of development. • No administrative action will be initiated against any school or teacher even if they fail to show the desired performance. • The handbook will be distributed to all the primary schools and teachers in Maharashtra in the month of January 2011 during the in-service training programme of ADEPTS.
22	Manipur	• ADEPTS implementation is under process.
23	Meghalaya	• During the In-service teachers training programme and also during the capacity building training programme for BRPs and CRCs, the ADEPTS performance standards have been used as well as some activity have been conducted and the feedback form has been circulated after every training programme. The views and comments received from this training programme is that the ADEPTS standard is very useful and interesting to them as well as the activity conducted.
24	Mzoram	• To improve teacher accountability, ADEPTs indicators are utilized in the most effective manner. Decentralization of power has also been ensured upon VEC/SDM by making more importance to performance report of teachers maintained by VEC/SMD.
25	Nagaland	• Nagaland state could not exercise the ADEPTS yet.
26	Orissa	• ADEPTS is in operation in the State and the accountability through performance indications is being tracked. • "SAMIKSHYA" – a monitoring format has been developed & operationalized. This is a scope to monitor the activities and the teacher attendance.
27	Puducherry	• A two day workshop on ADEPTS was organized by SSA, Puducherry for the stake holders at all levels from the Inspecting officials, DIET Principal, Head Teachers, BRC/CRC coordinators and Teachers. • The performance indicators so evolved was consolidated in to definite set of indicators for Teacher performance for next three years, which the teachers themselves will choosse and measure their performance against the set target. This paves way for enihanced teacher productivity and professional development of the teachers. • Intensive interaction at CRC meeting and orientation and internalization of ADEPTS at BRC level training.
28	Pnjab	• A practical self appraiisal booklet of formats on the basis of different dimensions of ADEPTS has been dleveloped where the teachers do their own monitoring and this booklet is checked by BMT/CMT/EMT/MMT on quarterly basis. Further the performance of the teachers depends on the performance of the students which is quiet obvious when the different studies appreciated the achievement level of children. It is also tracked while monitoring her methodology of class room transactions, following which the pupils are able to use that in their real life situations as the teaching is now activity based. It is demonstrative & interactive too. Teachers have started to observe the importance of time on task and

S.NO	State	Process for implementing ADPETS
		timeliness as per the requirement of RTE. • It is obvious that the various dimensions prescribed under ADEPTS and based on the various teaching. Learning situations which are helpful in the growth of the pupils. These situations are of three-types i.e. cognitive, affective and psychomotor. Keeping all these three situations in mind while following the various Dimensions of ADEPTS, the teachers have given positive feedback.
29	Rajasthan	• State has initiated the process of implementation of ADEPTS. A decision has been taken to implement ADEPTS initially in the 65 schools of two districts (Tribal districts of the states) namely Dungarpur and Banswara. • Under the leadership of DIETs a team of teachers, head teachers and DIET faculty has visited to Gujarat to understand the processes of implementation of ADEPTs. • Performance indicators for teachers have been developed. • A base line study has been conducted analysis of the same is under process. • A MoU has been signed amongst SIERT, DIETs of these two districts, UNICEF and SSA to facilitate the implementation of ADEPTS. • A detail plan of action has been developed for the implementation of ADEPTs. A series of workshops is planned to be organized to develop material and manuals for ADEPTs programme. • A group of Nodal head teachers is planning to visit Gujarat to understand their role to extend academic support to the teachers of ADEPTs schools. • A monitoring indicators and tool will be developed for the monitoring of ADEPTs programme. This tool will be used by different agency. A workshop will be organized to develop indicator and monitoring tool. • One measure planned to enhance teacher accountability is active engagement of SMCs in school functioning and implementation of ADEPTs in more districts.
30	Sikkim	• ADEPTS indicators are not available and have not been shared with the staff or used till date.
31	Tamil Nadu	• ADEPTS is an initiative of MHRD supported by UNESCO and UNICEF. It sets out to delineate benchmarks of performance of teachers and teacher support system like CRC, BRC, DIET & DTERT. This is a programme that has set a new milestone in the monitoring of quality in schools and tracking the effective performances of teachers. • ADEPTS – Performance indicators are developed and put into practice in all schools in the State. • Providing variety of learning situations to the learners using TV, DVD and DVD's provided every day. • Encourage learners to compare, debate, share and learn from each other. • Developing designing and selecting learning situations suited to the context and needs of children. • Understand children within social, cultural and political contexts. • Own responsibility towards enhancing the achievement level of children. • Connecting the classroom learning to the life outside the school. • Promotes development and use of contextual materials beyond prescribed ones. • Enables regular capacity building through discussions, debates, sharing, reading, reflections etc., • Demonstrates problem solving skill/mind set. • Feels comfortable in handling the special children.
32	Tripura	• With a view to measuring teacher performance monitoring and supervision the functioning of the SCERT, DIETs, BRCs and CRCs in respect of teacher Training

S.NO	State	Process for implementing ADPETS
		and its outcome have been accelerated. State Pedagogical Field Team and State Core Team have been formed. The following indicators(ADEPTs) for implementation in the 1st phase have been identified as follows; • Teachers Punctuality and attending prayer meeting. • Plan of lesson /Lesson outline/Teachers' preparation. • Use of TLM (Low cost material/improvised materials.) • Activity Based Learning /participatory learning. • Adherence to abolition of punishment-physical/mental. • Application of CCE (scholastic and co-scholastic area topic and subject wise daily basis by indirect grading system).
33	Uttar Pradesh	• Performance of Teachers will be assessed once in a year through internal agency & once in two years through external agency. Internal agency will consist of three members-Assistant Basic Shiksha Adhikari (Rural) / Nagar Shiksha Adhikari (Urban), Assistant Block Resource Coordinator & one faculty of District Institute of Education & Training. • Students' achievememt of essential level of learning. • Teachers' punctuality in attending school and regularity in day to day activities. • Use of textbooks, teacher guides and TLM in classroom teaching. • Opportunity to student for individual and group work and regular correction of the written work. • Sharing students' performances with parents.
34	Uttarakland	• Performance indicators 'Adepts is shared with all the elementary teachers during teacher training. A separate training module developed by SRG was shared by RPs with teachers. BRC/CRC resource persons facilitated in tracking performance indicators for teachers.
35	West Bengal	• Performance Indicators for the teachers and their level of performance and few other indicators for TOT have been identified for the entire State. • Workshops were organized previously. • Module is revised again. For this year (2011-12) it is incorporated in In-Service Teachers' Training schedule both for Primary & Upper Primary level. • State Resource Persons will be reoriented on revised module in the tune of RTE Act and NCF 05. • Teacher maximizes teaching learning time. • Allow children to ask questions. • Teacher profiles - children according to background and learning levels. • Encourages children to ask doubts / answer each other. • Reviews children's work regularly • Gets children to work in groups, i.e., think together rather than just sit together. • Motivates children by correlating topics with daily lives.

Sources: State Appraisal Report 2011-12

Progress in Learning Enhancement Program (LEP) in 2011-12

LEP at Primary Level

In 2011-12, 32 states have been supported for undertaking Learning Enhancement Programs (LEP) at the primary level. Details about the nature of activities being carried out under LEP are as follows:

1. **Reading Improvement Programs:**

- **34 States have been supported for activities for strengthening early reading in 2011-12,** including A & N Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Orissa, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, and West Bengal
- **The nature of activities** under these programs range from providing supplementary graded reading materials or story-books, developing reading cards or self-learning cards, setting up reading corners or libraries, and in some cases focusing specifically on strengthening learning of English.
- **NCERT has launched an Early Reading Program** as an exemplar for States to build their own programmes for strengthening children's early reading skills. The objectives of this programme are a) to provide a platform to assist States in running these programmes and provide technical assistance in the form of graded readers b) to provide a platform to NGOs willing to assist States in reading enhancement programmes c) to undertake periodic assessment of ongoing State initiatives, to check whether the desired results are being attained and d) to institutionalize a changed pedagogy for strengthening early reading. As part of the program, NCERT has developed a children's graded series of 40 early readers, a teachers' training manual, a dossier of international research on reading pedagogy, a suggestive list of 95 titles of children's literature, and guidelines for setting up reading cells in States. NCERT has been supporting activities for early reading under this initiative in 19 states.

2. **Basic Numeracy improvement:**

- **24 States have been supported for activities for strengthening early numeracy skills** in 2011-12, including Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Dadra & Nagar Haveli, Goa, Gujarat Haryana, Jharkhand, Karnataka, Kerala, Lakshadweep, Maharashtra, Manipur, Meghalaya, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, and Uttarakhand
- **The nature of activities** under these programs include providing mathematics kits or learning aids, maths learning cards, specific training on mathematics pedagogy, etc.
- **NCERT has initiated a Programme for strengthening Mathematics learning at Early primary grades.** This involves development of pedagogic strategies for early Maths education, development of a maths learning kit for Class I and II, selection/development of appropriate pedagogic materials to support concrete,

experienced based classroom transactions and development of a teacher training manual for capacity building. The exemplar pedagogic materials, training manual and results of analysis of curriculum and textbooks in Mathematics for the early primary grades is being shared with all States to enable them to plan programmes for strengthening Maths learning in their States.

3. **Active Learning**

- **17 States have been supported for implementing programs to promote Active Learning processes at the primary level,** including Andaman & Nicobar Island, Andhra Pradesh, Bihar, Chandigarh, Chhattisgarh, Delhi, Haryana, Jammu & Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tripura, Uttarakhand, and Tamil Nadu

4. **Providing additional workbooks:**

- **8 states have been supported for providing additional workbooks** as part of their LEP activities in 2011-12, including Andhra Pradesh, Arunachal Pradesh, Chandigarh, Puducherry, Rajasthan, Tamil Nadu, Uttar Pradesh, and West Bengal

LIEP at Upper Primary Level

Im 2011-12, **28 states** have been supported for undertaking Learning Enhancement Programs (LEP) at the upper primary level. Details about the nature of activities being carried out under LEP are as follows:

1. **Maths and Science Improvement Programs:**

- **24 States have been supported for activities for strengthening maths and science learning at upper primary level in 2011-12,** including Andhra Pradesh, Assam, Bihar, Chhattisgarh, Daman & Diu, Delhi, Gujarat, Haryana, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Maharashtra, Manipur, Orissa, Puducherry, Punjab, Rajasthan, Sikkim, Uttar Pradesh, Uttarakhand, West Bengal

2. **Programs for Strengthening of Language Learning:**

- **7 States have been supported for activities for strengthening language learning at upper primary level in 2011-12,** including Delhi, Jharkhand, Kerala, Madhya Pradesh, Chhattisgarh, Maharashtra, and Tamil Nadu
- **The nature of activities** under these programs include Setting up Science and Maths labs, Providing Science and Maths Kits, Providing Workbooks or additional resource materials, or activities for promoting an environment for science and maths learning, such as setting up Science & Maths clubs, Science and Maths Resource Groups, activity-based science and maths teaching, etc.

3. **Programs for Strengthening of Social Science Learning:**

- **5 States have been supported for activities for strengthening social science learning at upper primary level** in 2011-12, including Delhi, Jharkhand, Kerala, Madhya Pradesh, and Maharashtra.

4. **Active Learning**

- **4 States have been supported for implementing programs to promote Active Learning processes at upper primary level,** including Chhattisgarh, Jammu & Kashmir, Karnataka, and Madhya Pradesh.

Some of the states that have shown good progress in the LEP activities sanctioned for 2011-12 are mainly Andhra Pradesh, Chhattisgarh, Chandigarh, Goa, J&K, Jharkhand, Karnataka, Kerala, Maharashtra, Orissa, Punjab, Uttar Pradesh & Uttarakhand. Further details about the nature of activities sanctioned for each State in 2011-12 and their progress up to March 2012 is reflected in the table below.

Learning Enhancement Programs in 2011-12

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
1	A & N Island	• MGML/ABL class rooms. • Digital Class rooms. • Mathematics Lab. • Subject Sp. Training for 05 days.		• Purchase of Science and Mathematics kits • Resource materials are under review and to be subjected to reprinting.
2	Andhra Pradesh	• Children Literature • Reading Cell & Children Magazine • JBAR Cards for Class I Children. • Class I & II SLIM Cards / Class III SLIM Cards	• Maths / Science / Language Kit • Higher Order Thinking Skills • JBAR Cards for Class VI Children • Reading Cell & Children Magazine	**Primary Level:** • **Children Literature-** 100% achieved • **Reading Cell & Children Magazine-** This Intervention given to DPO & DIET to development of Children Magazine. • **JBAR Cards-** Completed • **SLIM Cards** - Completed **Upper Primary Level:** • **Maths / Science / Language Kit-** Completed • **Higher Order Thinking Skills-** State and District Level Trainings is completed • **JBAR Cards-** Completed • **Reading Cell & Children Magazine-** This Intervention given to DPO & DIET to development of Children Magazine.
3	Arunachal Pradesh	• Development & Printing of Handbook for teachers based on CCE. (Workshops for preparation and finalization of state guidelines/printing.) • Progress Cards for children based on CCE. • Development of module for teachers' training on CCE. • Integrated kits of EVS/Math's. • Training module for special	• Development & Printing of Handbook for teachers based on • CCE. (Workshops for preparation and finalization of state guidelines/printing. • Progress Cards for children based on CCE. • Development of module for teachers' training on CCE. • Development of Training Package for untrained teachers	**Primary School** • Hand book for teachers based on CCE, Progress cards for learners, and module for teachers training on CCE etc have been developed. **Upper Primary School** • Hand book for teachers based on CCE, Progress cards for learners, and module for teachers training on CCE and Sc & Maths Kits have been developed.

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
		training. • Development and printing of Graded Reader for EVS for Class I & II. • Reading corner. • Development of training module for approach to teaching language.	without substantial background of Science & Mathematics. • Science Kits. • Mathematics Kits. • Social science Kits.	
4	Assam	• Reading Promotion Programme. • Children Diary • Akhor Likho Aha. • Activity material chart, Ganit Bigyan Barta	• Reading materials • Teachers manuals on RTE • Library programme & Science Exhibition • Bigyan Jagaran Jatra. • Science –mathematics bulletin. • Development of supplementary materials, Library dev.	• Enhanced Reading Comprehension Skills • Developed Writing skills • Promotion of Active child participation in Science & Mathematics project works.
5	Bihar	• Reading Improvement Programme • Printing of Education Diary for Teachers • *Sharing of Vision Document* (BCF-08) (सार-संक्षेप) • Samjhen Seekhen (समझें-सीखें कार्यक्रम)	• Samjhen Seekhen (समझें-सीखें कार्यक्रम) • Development of Science & Math kits • Maintenance of Old Math/Sc Kits	**Primary Level:** • Conceptualized and Orientation of District Personnel • Launched on September 05, 2011 **Upper Primary Level:** • Launched on September 05, 2011 • Development of Science & Math kits is completed
6	Chandigarh	• Print rich Environment. • Preparation & printing of source book for class I & II • Preparation & printing of source book for class II • Printing of source books in the subject of Hindi, English & Maths • Procurement of kits for primary	• Setting up of social science lab. • Kits for upper primary classes in the subject of Science and Maths	• **Kits for Upper Primary Classes:** All schools in U.T. Chandigarh have been released grant to procure or assemble Sci. & Maths kit at elementary level. • **School Print Rich:** All targeted schools covered. • **Preparation of Source Book:** Got prepared • **Kits for Primary Classes:** Distributed to all children studying in Class II in Govt. schools.

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012	
		classes in the subject of EVS and Maths			
7	Chhattisgarh	• MGML/ABL Teaching • Interactive radio Interface Programme • Schools Improvement Programme (ADEPTS) • Continuous and Comprehensive Evaluation.	• SCIENCE, MATHS KITs. • English language learning program • Active Learning Methodology • Continuous and Comprehensive Evaluation • E-Leaning in Upper Primary School	Primary School • 85% • 100% • 100% • 100%	Upper Primary School • Nil • Nil • 100% • 100% • Nil
8	Dadra & Nagar Haveli	• One computer will be provided to each central primary schools.	• Mathematics: Student facing difficulties in logical thinking and reasoning teachers are using TLM to some extent, but still their exist vague concept in using appropriate and suitable TLM • Not all Science students of Class VI-VIII have facility to do science experiment individually due to non availability of laboratory facility.	-----	
9	Daman & Diu	• Reading -Writing and Computing Program in Lower Pry Schools (Std. II to IV) • Quality Improvement in Science and Mathematics Education of UP level schools ▪ Yearly activity of Science -Math's manual's (a) To Develop Science, Math Corner : Activities under Science Corner Environment Day 5 June (Debate, Exposure visit to Nehru science centre, Mumbai). (b) Annual Premium for		• Post Test has been taken in the month of December and Pre and post test data Comparison is completed. As per collection of Data the progress has been made for most of student in reading, writing and counting skills in primary level. • In Aca. Year 2011-12, some changes have been made & added, some activities in learning enhancement programme in Daman district. In reading programme, steps have been taken in remedial teaching in which student can read own thoughts, news, stories etc. during	

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
		Minimum four Science magazines (2 for sci., 2 for math's) (c) Celebration of Science Week (23 Feb. to 28 Feb.) Jivan Shikshan 100 copy x 12 issue x 75 Rs. Area Specific exposure visit for CRC-BRC, DPO, ADPO & innovative schools Head master.		assembly. In writing programme, steps have been taken in which students can write paragraph & own thoughts with imagination. In counting programme different grades have been made according to standards.
10	Delhi	• Organizing reading competitions in schools using BARKHA Series books. • Developed activity based teaching learning material • The teaching learning material was procured for improving teaching learning in Social Science	• Developed theme specific activity based material for science and mathematics. • Organized Exhibitions at Block and District level • Orangianized Cultural competitions, debates, Essay writing and poem recitation.	**Primary Level** • Funds were released through DPOs along with Guidelines have been prepared. • A meeting was organized in the month of January 2012 with NCERT to prepare Key Resource Person for providing support to teacher in undertaking LEP activities **Upper Primary Level** • Activities organized at School, Block and District level
11	Goa	• Reading Corners. • Mathematics Kit only for STD. - V • 2. Maths kits	• Provision of Mathematics worksheets and workbooks for development of Mathematical skills for STD – V Children's	**Activities yet to be carried out** • SRG – Maths meeting is already held and report is submitted to higher authorities. As the workbooks which are available in the Market are not up to the syllabus and curriculum prescribed. A committee was set up to suggest alternative and it was suggested to issue Science book to the students of Std V Children. It is in the process.
12	Gujarat	• Integrated Remedial teaching work for std 2-8 students To enhance reading with comprehension skill among children of standard I and II. • Enhancement of Writing Skill among children of standard 1 to 4. • Integrated teaching material for the	• Quality Improvement in Science and Mathematics Education of UP level schools • Yearly activity of Science – Math's • mandal's • To Develop Science, Math Corner:	**Primary Level** • Set of 19 Early Readers have been developed by SSA. • 'Lekhan Sarjan'- writing books have been developed for standard 1 to 4 • Raw material to be developed by teachers of standard 2 to 8 • Rainbow activities' material and other material for children

S.N.	State	LEP Activities Approved for Primary in FAD 2011-12	LEP Activities Approved for Upper Primary in FAD 2011-12	Details and Progress up to March 2012
		students not able to read, write of compute according to their age appropriate competency. • Pragna • Celebration of Vachan Parva. • MGML/ABL	• Activities under Science Corner Environment Day 5 June (Debate, Exposure visit to Science City, Vikram Sarabhai Science Centre, ESC-A'bad, Indroda park (Paryavaran Sanshthan)- G'nagar Celebration of Science Week. (23 Feb. to 30 Feb.) • Annual Premium for minimum four Science magazines (1 for sci., 1 for maths, 1 for G.S, 1 for teacher) • 'Gnanshakti' News letter 40450 x 6 issues x 15 Rs • Block Newsletter 40450 x 6 issues x 15 Rs. • MGML/ABL	• Locally available books, magazines and other stationary items **Upper Primary Level** • During month of February-march most of the schools who have Science-math's corner will complete these activities. • Material have been provided to all the schools • Training of teachers has been completed
13	Haryana	• Basic Mathematics Programme in Primary schools • Enhancement of Science education at school level – Science exhibitions. – Science Conference – Exposure visits – Science quiz competitions • Maze-Maze mein Ganit Aur Vigyan-Mobile Van. • Quality improvement in Math's & Science learning at Primary & Upper Primary Level. • English Learning Lab.		• Exposure visits, Science kits, Exhibitions
14	Himachal Pradesh	• Dev. of. Supplementary reading material • Training of resource person(SRG,DRG)	• Dev. of Supplementary reading material. • Training of resource person(SRG,DRG)	**Primary Level:** • Training has been imparted to all the teachers as per AWP. • Material has been provided to teachers and students as per AWP.

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
		• Exposure visit • development of pre service and para teachers module.	• Exposure visit • development of pre service and para teachers module	• Exposure visit were organized for ABL to Tamilnadu for SRG members **Upper Primary Level:** • Training has been imparted to all the teachers as per AWP. • Material has been provided to teachers and students as per AWP. • Exposure visit were organized for ALM to Tamilnadu for SRG members.
15	Jammu & Kashmir	• Establishment of learning corners in all upper primary schools. • Establishment of Science, Mathematics languages corners in the schools.	• LEAP • Establishment of Libraries.	• Establishment of Learning corners to all UPS. • Establishment of Libraries in all Primary and Upper Primary schools in the. • Orientation Programme of Education Administrators regarding LEAP.
16	Jharkhand	• Language Learning and Improvement Programme –Readiness Package for Class I **(already prepared)** • Language Improvement Programme – Language Lab through input rich environment, CDs / DVDs multimedia, Instruction manual etc • Mathematics Learning and Improvement Programme – Mathematics Lab (use of local material and equipments) • EVS Learning and Improvement Programme – ECO CLUB, Projects, • Exposure Visit, Community involvement for history, culture related inputs. • Students will be motivated for " Aas Pas Ki Khos" – Teachers support material will be developed by SRG and supplement by some casemate developed by SRG/BRC/CRC • Science Learning and Improvement Programme – Learning by doing, discovery, exploration through Science kit • Bal Patrika, News Bulletins, Wall Magazine & New paper.		-----
17	Karnataka	• Printing and supply of Nali-Kali kit manual for the kit being supplied to	• Preparation of low cost-no cost science materials.	**Primary Level:** o Nali -Kali kit manual draft write up has been prepared.

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
		schools during 2010-11.	• Social science geography kit. • Physical education.	This has been prepared by the state subject resource teachers. **Upper Primary Level:** o Circular issued and Amount has been released to all DDPI's. o Teacher reference manual draft write up has been prepared. o Work is completed.
18	Kerala	• **Integration Std I:** Developing Mathematics work sheets, Reading cards and supplies them to students. • **Integration Std II:** Reading materials related to each unit is to be prepared and supplied to students. • **Language (III& IV Std):** Hand book to teachers so as to lead students to creative reading. • **Arabic (I &II Std):** Enable students to use Arabic language through activities	• **Language (UP):** Develop a creative reading culture in students. • Enable teachers to help students to be a creative reader. • Provide chance to students to write with age level accuracy and fluency for expressing their ideas nicely. • **Mathematics:** Preparing and supply teaching manuals for UP teachers unit wise. • **Basic Science:** Galileo little scientist programme Laboratory improvement programmes.	• Launched a school attachment programme called 'Kalari' for the empowerment of Teachers and Trainers. 'Kalari' includes the following: • Each Trainer is given the duty of giving Onsite Support to a particular school. • In the first five days, the trainer will handle classes in consultation with the concerned teacher translating the vacation training inputs into classroom practice. • The teacher will be observing the classes.
19	Lakshadweep	• MGML/ABL • Reading writing enhancement programme (RWEP) • Maths improvement programme.	• Science QIP • Maths QIP • Language skill development program.	• 10 day training to RPs & Selected teachers at RIE B'lore
20	Madhya Pradesh	• ABL • School Visioning • Teacher Resource book • Dakshta Samwardhan	• ALM • Aas Pas ki khoj • Reading cell • Science and maths kit	**Primary Level:** • 4000 School are run 1, 2, 3, & 4 and 12000 Class 1 and 2. • Teachers training and developed school plan • Circulated two sets of each school

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
			• Pado Bado Madhya Pradesh (third party evaluation by DIETs & Sub district structure)	• Run in Class 6,7,8 • All teachers oriented
21	Maharashtra	• MGML/ABL • Shikshanostav • Training of teacher RPs – CCE • Developing and Trialing non-textual components of Package to facilities active learning of current Syllabi • Orientation / feedback workshop/ school visits • New methods coming from pilots		• The workshop of shikshanostav programme (maths & science) of teachers, RPS of Maths & Science officers was conducted at state level • Implementation of Shikshanostav with the help of MSCERT, Pune, Balbharati • Participated schools arranged melava of students at school level. It this melava schools presented the projects on water related issues. • Handbook of shikshanostav for teachers was developed by Balbharati, pune and distributed to all teachers.
22	Manipur	• Educational camp at district level. • Exposure visit to (a) other districts,(b) inter state • State Level children festival • Development of TLM for Multilingual class room include (TLM for various school subject) - Workshops on Multi-Lingualism (1 week) in 9 districts • Workshop on classroom management (5 days) from selected two districts whose school enrolment is more than 200 students.		**Activities yet to be carried out:** • Development TLM for multi lingual classroom include(TLM for various school subject)- workshop on multi- lingualism (one week)in 9 districts
23	Meghalaya	• Reading skills for Grade II. • Improvement of Maths skills for classes 6- 8. • Preparation of materials for introduction and implementation of CCE. • Preparation of TLM to integrate CCE. • Preparation of formats for assessment and evaluation under CCE. • Conduction of Mela's and Preparation of pamphlets on Awareness of RTE. • Preparation of Teacher Guide book on CCE.		**Development of Pamphlets on RTE &** **Development of Meghalaya Resource Hand Book on RTE** **Activities yet to be carried out:** • Distribution of the Pamphlets & Hand book on RTE to all the 7 districts.
24	Mizoram	• Early Reading Programme for Class I & II Grades • Early writing Programme for Class I & II Grades • Workbooks, worksheets and	• Improvement of Science. • Improvement of Mathematics.	No fund is received under LEP during the year

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
		graded material for children to address the multi-grade Schools and multi level classrooms • Conducting children talent search activities.		
25	Nagaland	• Activity Based Learning for Additional coverage.	Nil	Nil
26	Orissa	• Issue of students handbook (Log book of the child)- to be finalized – per child cost Rs – 20/- • Supply of library books to all Primary schools. • Provision of Graded Readers in Math (Cl – I & II, Math). • Publication of Shishulekha magazine for children (Qtrly.) • Organization of different activities at cluster level i.e. storytelling festival, vision competition. • Celebration of Parents meet preceded by Science & Math Mela, Sports, Vision Competition in the school. • Preparation of Ground level Blackboard within reach of the students. • Reading activities in primary schools at Primary level. • Student's Reading Corner Monitoring & Documentation of 6,000 quality school/ activities in the schools.	• Issue of students handbook. • Supply of library books to all Upper Primary schools. • Provision of Mathematics Kit of NCERT to all Clusters. • Strengthening of BRC as a resource centre • Celebration of Parents meet preceded by Science & Math Mela, Sports, Vision Competition in the school. • Block level science exhibition. • District level science Exhibition • State level science Exhibition. • Exposure visit of selected students to science exhibition. • Monitoring & Documentation (these school are included in above mention 6000 schools)	• Progress: all activities are completed

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
27	Puducherry	• Graded reading materials (both in Tamil & English) provided. Incorporated in the classroom activity without burdening the students • MGML/ABL, 3-D mathematical kits, child friendly work books	Provided Audio visual CD	**Primary Level:** • Reading addressed as an area of special focus with an understanding of its pedagogical & theoretical implications. • Associates reading with the experience of joy & pleasure. • Acquisition of age appropriate, grade appropriate numerical skills • ABL implemented in 80 Govt. smart Primary schools in Puducherry & Karaikal **Upper Primary Level:** Used for demo and doing experiments in small groups in the class rooms
28	Punjab	• Parho Punjab Project Reading –improvement class I to VIII. • Reading Cell • Question papers • In all subjects • Continuous comprehensive Evaluation achievement (months and quarterly tests • Quiz competition Science, Maths, English Table competition Maths exhibition English+SST exhibition paper reading declation dramatisation prictionora related activities. • Maths kit cum flash cards • Continuous Evaluation register. • Maps Atlas Social Studies		**Primary Level** • Post Test held from 05th March to 30th March 2012. • 81.15% result in Maths 69.45% in Punjabi 61.98% in English and 78.35% in Hindi achieved during Post Test. • Monthly review meetings held in the months of January & February. • Onsite support in teachers provided by BMTs & CMT s. • Continuous Monitoring of Parho Punjab Project by State & District teams. **Upper Primary Level:** • District and State level Quiz Competition in all four subjects Math, Science, English, S.St & cash prize are given to students to Inspire of • Continuous onsite training to Maths & English teacher is given up to March 15,2012 & Promotion of English & Maths is monitored. • Continuous promotion of Science practical in school & observation to be reserved on Science practical note book. • Continuous monitoring of use Math Activity note books to promote learning of Mathematics by doing.

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
				• Paper folding activity to get geometrical each student in classes are promoted
29	Rajasthan	• Development of work books • LEHAR • Science /Maths fair at / cluster level • Work Books • External Evaluation (QAP)	• Development of 18 work books • Supply of Science and Math Kit.	**Primary Level** • 100% **Upper Primary Level** • 100%
30	Sikkim	• Preparation of graded reading material in EVS. • Preparation of graded reading material in English • Discover your surroundings - Training for Primary teachers on active and integrated pedagogy in Maths, EVS, CCE with focus on discovering surroundings. • Discover your surroundings- preparation & distribution of child support materials • Discover your surroundings- preparation of teachers handbook		Books distributed to schools and children
31	Tamil Nadu	• Revision of ABL Learning Cards for Std II & III. • NCERT Source book (has been adapted for Tamil Nadu; will supply one book per school) • Children's report and record formats	• Provision of dictionary for each child, for enhancing language skills	**Primary Level:** • Learners' Assessment at Primary Level implemented in six other districts in addition to the two districts in the year 2011 - 2012 • Source Book on Learners' Assessment has been developed based on the feedback and suggestions from the field level functionaries of Thiruvallur and Coimbatore districts and involving faculties from DTERT and DIET. • Source book on Learner's Assessment printed and supplied to all schools in 8 districts. • Report/record formats have been designed and supplied to all schools in eight districts. • Every Child's Continuous and Comprehensive achievement in different areas are recorded and shared with parents.

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
				• Ladders and activity cards have been modified based on common syllabus for standards 1 to 4. • All the activities in ABL cards have been simplified and refined for comprehensive learning. • The preparation of ABL cards is completed and the printing is under process **Upper Primary Level:** • Provision of Dictionary has been diverted to establish ICT in schools • 2529 schools have been provided with 5058 computers and 2010 schools have been provided with LCD projectors.
32	Tripura	• Reading Corner • Specially designed students' performance recording book for CCE programme	Specially designed students' performance recording book for CCE programme	**Primary Level:** 100% **Upper Primary Level:** 100%
33	Uttar Pradesh	• Teacher training on reading pedagogy (Under teacher training) • Development of graded reading material & work books • Establishment of reading corner • Pre and post assessment • Environment creation • Monitoring & academic support • Revision of activity & exercise books • Distribution of reading, writing & drawing material.. • Designing & scheduling of different	• Teacher training • Development of experiment material & activity books • Establishment of maths corner and science lab • Development of Assessment Tools and conducting Pre and post assessment • Environment creation • Monitoring & academic support • Distribution of reading, writing &drawing material.. • Designing & scheduling of	• In 2010-11 learning enhancement programme was initiated, focusing on reading and numeracy improvement in classes 1& 2 at primary level and introduction of hands-on-activities for science & mathematics in class-6 & 7 at upper primary level. The programme has been sustained and in year 2011-12 this programme has been expanded horizontally as well as vertically. Coverage of reading and numeracy improvement has been extended to class-3. Apart from Hindi & Maths the EVS and English language has also been added • To develop Reading & Writing skills and Numeracy skills at early primary level a Learning Enhancement Programme has been initiated for the children of classes 1-3. Graded learning material has been developed focusing on creation of active learning environment and facilitating children for

S.N.	State	LEP Activities Approved for Primary in PAB 2011-12	LEP Activities Approved for Upper Primary in PAB 2011-12	Details and Progress up to March 2012
		creative activity- Creating posters, wall papers, drawing and own writing diaries. • Teacher training • Development of project material & activity books • Development of Assessment Tools and conducting Pre and post assessment • Environment creation • Monitoring & academic support.	different creative activity- Creating posters, wall papers, drawing and own writing diaries.	improvement in performance. All primary schools of identified 4-4 blocks of five districts (Ghaziabad, Varanasi, Rae Bareilly, Lalitpur and Balrampur) have been selected for field testing. After the feedbacks and learning from the field testing, the graded learning material will be modified and implemented across the State in 2012-13. Provision for capacity building of teachers will be proposed under Annual Work Plan & Budget 2012-13. • Similarly, hands-on-activity books of Science & Maths has been introduced in class-8 and hands-on-activity book social science (geography) for upper primary level. has also been provided to all upper primary schools. • To provide variety of learning experiences ,and discourage rote and mechanical learning the workbook/exercise material for language and maths has been distributed to all the children of class 1- 5.
34	Uttarakhand	• Comprehensive reading ,writing skill development • Sharing of innovative practices on material development • Child friendly assessment process • Interactive learning material • Promote Maths/ Science learning • Box File (Assessments of day-long Process)	• Sharing of innovative practices on material development • Promote sci ./maths support system • Child friendly assessment process • Interactive learning material • Promote Maths/ Sci learning	----
35	West Bengal	• Reading Materials • Activity Sheet • Training of Teachers.	• Workbook on KMB • Training on Activity based Science learning • Low cost no cost materials	**Primary Level** • Workbooks distributed • Exposure visit for all & Training of Teachers **Upper Primary Level** • Workbooks distributed • Training of Teachers for selected schools • Hands on training kits with low cost no cost materials

Source: Appraisal Notes 2011-12 and QPR up to March 2012, Pedagogy Unit, TSG

Attendance Tracking of Teachers under SSA: Progress in 2011-12 – (Up to 31st March 2012)

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
1	A & N Islands	• 3-tier inspection by the officials of the department and the involvement of the SMC. • Community members are empowered to monitor day to day activities of independent primary schools. • VEC/WEC members attend the school prayer in rotation and indirectly observed the teacher attendance and their punctuality in school. • SMC, visits by the BRCs and CRCs coordinators.	Yes	• A study in this regard was conducted during 2009-10. It is found that teacher's attendance is good. However, there are few teachers who take leave very frequently and found out of the school for want of some work (personal as well as official). The outcome of the study is that whatever margin of teacher's absenteeism prevailing in these islands will be eradicated if the concerned head of the institution is vigilant. • On the basis of outcomes of the study, necessary instruction had already been issued to schools/BRCCs / Zonal officers.	----
2	Andhra Pradesh	• Monitoring of teachers attending by Mandal Resource Persons, BRC Coordinators, CRC coordinators and conduct reviews on SMC Meetings, attendance of teachers is one of the issues in the Agenda. • Periodical visits of State Level, District Level Monitoring Teams, where teacher attendance to the school and attenders the prayer is an observation point. • Academic monitoring of schools will be focused on attendance. • An Evaluation Study was conducted by State Project Office during March &	Yes	• Teacher Absenteeism in A.P. was 24% which is just 1% less than the National Level Average. • There was a significant relation between the Socio Economic Background of the teachers and its impact on level of absence. • Absenteeism among male teachers was 22% and where as among female teachers was 20%. • Teacher absence if figured higher among the OC with 22.84% when compared to teachers from other communities.	On an average each teacher shares in the loss of working days is 1 ½ (One and Half month - 46.91%) in a year

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		April 2009 in sample schools of primary and upper primary across state covering all mandals of all districts in the state with a view to understand existing situation of school functional aspects & implementation of various initiatives in the field duly involving DIET staff and BRC & CRC personnel.		• The data revealed that absenteeism was more among the regular teachers then the VVs. • More than 20% of the teachers from rural background were absent compare to the teachers located in urban areas who accounted for 17% of absence.	
3	Arunachal Pradesh	• In order to improve teachers attendance and their performance school functioning is regularly monitored & supervised by the members of resource groups, BRPs, CRPs and respective coordinators working at state, District and Block Levels. Teachers' attendance is also monitored by VEC/SMC. • State is contemplating to have SMCs in place to have greater Stake in the activities of the schools in view of the implications of the RTE. There will be an attempt to involve more active parents and the women members in to the SMCs, who are likely to take more interest in the schools that will ultimately result in to the improved attendance of the teachers as well as the students.	Yes	• Teachers' absence at Pry. Level is 8% and at U/Pry. Level it is 12%.	----
4	Assam	• Monthly reporting on School indicators in the line of quality monitoring formats	Yes	• The percentages of working days lost for the male and female teachers in the	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		developed by NCERT has been introduced and monitored at district and SMO respectively. • Proper awareness of the whole community on RTE act. • Involvement of NGOs and other partner organizations of the GOA to overcome these issues. • Community will be empowered on school level monitoring as per RTE • Research study is to be undertaken on teacher and student attendance in 2011-12. • By the HOS and the CRC/ BRCs check the attendance of the student attendance as well as the teachers.		primary level are 7.57% and 9.13% respectively. • The percentages of working days lost for the male and female teachers in the upper primary level are 9.08% and 10.27% respectively. • The teachers from the OBC category have the highest percentage of teaching days lost both in the primary and upper primary level the percentages being 9.08% and 10.97% respectively. • The percentage of attendance of teachers in rural and urban area is 81.31% and 85.59% respectively. • The teachers with post graduate degree have the highest absence rate. • The average number of working days spent on teaching/taking classes is 204 days.	
5	Bihar	• Samjhe-Sikhe Started all over the State from 5 September 2011 • VSS has been entrusted to monitor the attendance of teachers. To create such environment that the teachers get proper respect for this programmes proper training is given. To keep vigil that the teachers are not engaged in non-teaching works. To report to the competent authority about the continued and habitual absenteeism of	Yes	• Survey on these indicators show that 25 % of teachers in Bihar are not attending the schools. This will adversely affect the quality education by wasting human and material resources.	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		teachers, and subjugation, humiliation and discrimination towards children by teachers, after due investigation. • The attendance of teachers may be ensured by motivating them through effective training programmes. • In addition, Education Officers & PRIs will be trained to monitor the attendance of teachers in the schools. • Thirdly, the education officer training module will also be designed in such a way as to augment the officer to monitor the teacher attendance.			
6	Chandigarh	• A study was under taken by Sarva Shiksha Abhiyan Society / Mission, U.T. Chandigarh as constituted by Ed.CIL on teacher absenteeism during 2008-09. • Study on student/ teacher attendance will be undertaken during the year 2011-12. Frequently checking the attendance register by DEO, heads, SMCs	Yes	• Attendance of students as well as teachers is found to be highly satisfactory therefore, additional corrective measure is not proposed. • The percentage of teacher's absenteeism is nearly 5-7% including health related issues and family problems in UT Chandigarh • Teacher's attached in non teaching task is 2% at Primary Levels and 15% at Upper Primary Level.	• Against the vacant posts Guest Faculties have been appointed by Education Department. • The process of filling up of vacant posts of Sarva Shiksha Abhiyan Society / Mission, U.T. Chandigarh and Education Department is in progress.
7	Chhattisgarh	• No specific measure was taken apart from regular monitoring • An order has been issued by the secretary, department of school education, govt. of Chhattisgarh to all district collectors not to deploy teachers	study will be conducted in across the state to study the attendance rate of	N/A	N/A

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		in activities other than teaching except for the works of Census, Election commission, and Disaster relief works. • A study will be conducted in across the state to study the attendance rate of teachers and students. • Study is proposed to be done by the College of Teachers Education Raipur. • PTA/SDMC members attend some of the school prayer in rotation and indirectly observed the teacher attendance and their punctuality in school	teachers and students		
8	D & N Haveli	• No initiatives has been undertaken for tracking Teachers attendance • The E.O, A.E.O, BRCC / CRCC during their visits monitor the teacher / students attendance where as the Community Members monitor through NCERT formats.	Study will be conducted regarding teachers and students attendance.	----	----
9	Daman & Diu	• Yes, it is completed and will be reported to TSG. • PTA/VEC members are visiting residence of students who does not come in school regularly. They discuss with their parents and convince them for send their children regularly in school.	Yes	Primary: 96.92% Upper Primary: 95.31%	----
10	Delhi	• Using online Module and reporting daily attendance through MIS.	Yes	Primary: 89.1% Upper Primary :90.3%	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		• Teachers and Student attendance rate is above the National average. • State has already conducted a study on the Student / Teacher attendance			
11	Goa	• Teacher Attendance in the State is 99% and most of the teachers are regular in the duties. The PTSs, ADEIs and Managements of the schools monitor the teacher attendance. Besides, the VEC members also share in monitoring the teacher attendance. • The PTAs, ADEIs and Managements of the schools monitor the teacher attendance. Besides, the VEC members also share in monitoring the teacher attendance. • Reasons of absence of the teacher in case of unauthorized or unauthentic absenteeism will be explored and addressed to by the block level authorities and efforts will be made to sort them.	No	Primary & Upper Primary: 99%	----
12	Gujarat	• Biometric System has been applied for teacher's attendance in Khedbrahma Block (Tribal) of Sabarkantha district. • Monthly visit of teachers during assembly in the morning and in the evening • Strengthening of VEC & PRIs members. Awareness program for PTA & MTA.	Yes	N/A	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		• Regular meetings with specially focused groups - SC/SEBC/Minority/Slums areas			
13	Haryana	• Bio metrics are installed in schools on pilot basis. Besides BE/BEOs are monitor their attendance of regular basis. • A study on Teacher Absenteeism in primary and upper primary schools has been conducted by SIEMT Bhiwani in five selected districts of Haryana in the year 2008 • Regular supervision of the schools and discussions in the VEC /Panchayat and PTA meetings. Reporting to BRC and DPIU/SPIU by the VECs in case of absence of teachers. • A fresh study has planned to conduct on teachers' attendance.	Yes	• One of the major finding is that 88.45% teachers were present in primary schools whereas it is 91.49% in middle schools. Teachers presence rate was 88.59% in rural areas and 90.35% in urban areas. • Total average attendance days of teachers are 216.12 days.	----
14	Himachal Pradesh	• Constant monitoring through SMCs • Continuous linkage with the community has improved the teachers' attendance as the Panchayati Raj representatives have been authorized to inspect school and make suitable suggestions for quality improvement.	No	Primary: 91%, UP: 85%	----
15	Jammu & Kashmir	• A study on the subject was conducted by the experts, State Institute of Education Jammu and Srinagar. • Village education registers shall be	Yes	• We need to develop to develop constructive critical pedagogy on classroom practices with view to eschew discrimination against children on the	N/A

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		upgraded, Monitoring tool shall be devised and more Research studies shall be conducted.		basis of gender, caste, class, tribe and other form of ethnicity, identity/ability etc and foster equal dignity and respect. • For the success of any programme to help children, coordination of family, school, and community is required. • Conductive socio-emotional climate is essential in the schools. Teachers should follow professional ethics adequately, various co-curricular activates which inculcate universal ethical values among children have to be conducted in the schools for all children. • Schools should not be sites of discriminations, but there must be respect for diversity. • Parents must attend school meeting called by the head of the institute and also pay at least one visit in the school to know the progress of their wards and also render their service for the development of the school. • Health check-up may be enhanced to all children of primary and upper primary school stage, as a preventive measure at early child-hood stage. • MDM scheme may be continued to increase the attendance in schools. • Habit of writing skill must be developed among the students.	

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
				• Remedial teaching may be enhanced to all students and in particular to those who are weak in their studies. • Regular attendance in the last period must be made mandatory so as to reduce truancy and bring regularity in the schools. • Good deeds of the children must be encouraged. This will boost the morale and encourage other to do the same. • Teacher deployment may be made on a need based basis taking in consideration the suffering of the students in exiting schools. • Participation of all students in classroom learning may be increased. • Improvement in peer and students – teacher relationship is very much required.	
16	Jharkhand	• Jharkhand education project council has assigned an agency to carry out study to track teacher attendance in the state. Study is still being carried out by the agency and we would be able to provide the detail information within the next two months. • Regular school visit of the VEC member. • Monitoring teacher's attendance in the monthly meeting. • Encouraging the teacher to ensure	In progress	----	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		regular classes. Regular absenteeism of teachers may be seriously reviewed and accordingly action may be taken.			
17	Karnataka	• Students & Teachers Attendance study has been conducted by 10 DIETs namely Bidar, Gulbarga, Raichur, Koppal, Yadgir, Kolar, Gadag, Dakshina Kannada, Shimoga & Belgaum. The final report is being prepared by the DIETs. Once the report is ready it will be disseminated with all the stake holders and necessary action will be taken.	Yes	• Average teacher attendance is 80% • female 81% • Male 78% • SC 80% • Minority 84% • Government 78% • Aided 87% • Rural 78% • Urban 82% Unauthorized absence is less than 1% & the rest is due to training, office work etc.	----
18	Kerala	• Monitoring by Head Masters, AEO, DEOs and DDEs and other educational Officers under the General Education departments • Daily attendance is taken in all schools which is monitored by HMs and Edl Officers, SSA, PTA and LSG. • A study will be conducted in 2011-12.	Yes	5 to 7% learners are absentees because of any one or some of the following reasons: • Illness of children • Poverty • Baby sitting • Responsibilities of house • Linguistic issues • Lack of child friendly approach from the part of teachers • Lack of awareness of parents	Assistant Educational Officers (AEOs) monitor teacher attendance.
19	Lakshadweep	• Monthly attendance returns to be furnished by all schools & issued common scheme of work for all the schools of Lakshadweep • Teacher absenteeism is due to teachers	No	----	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		going for Haj Pilgrimage every year. A minimum of 10 teachers go for Haj Pilgrimage every year. These vacancies are filled up by Guest Teachers. Hence the teacher absenteeism does not affect the normal function of schools. Student absenteeism is only due to illness of children. • Whenever teachers enter on leave, substitute arrangements are be made by engaging properly qualified persons as Guest Teachers on a consolidated remuneration.			
20	Madhya Pradesh	• Yes monitoring by smc administrator and educationist • To improve Teacher Accountability State has started Sampoorn Shikshit Gram Yojana and incentive for good performance teachers. Scheme has been funded by State own resources. • Study on Teacher & Student Attendance was conducted in the years 2007-08 and 2008-09 • Study on Teacher & Student Attendance has not been conducted in 2009-10.	Yes	• Approximately the percentage of teacher's absenteeism is approximately 10 % in Madhya Pradesh. • Health related issues and family problems. • Teacher's attachment in non teaching task.	Action taken – • State has issued order to Collector to ensure that teacher's not involved in non teaching task
21	Maharashtra	• Use of biometric system for teacher & students. • VECs, WECs monitor attendance of teachers. • CRC head visits every school twice in a	In progress	----	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		month. • Study will be undertaken on student teacher attendance.			
22	Manipur	• Action is being taken up	No	----	----
23	Meghalaya	• A format has beeen developed by the SPO for tracking the performance of teachers which will be done by BRC/CRC • The sampling for the study has been made out of the four districts of Meghalaya i.e. West Khasi Hills, Ri-Bhoi, West Garo Hills and South Garo Hills. • Service rules: There should be more stringent ways of regulating and enforcing service rules relating to absenteeism of teachers. • Incentive can play a big role in addressing the problem of absenteeism among teachers. • Through trainings teachers will be made aware of RTE and its implication; the amount of time they have to spend in school and in teachings etc.	Yes	• On an average, gender wise male teacher are found to be slightly higher at 51.47%. • The average age of teachers was found to be 36.99%. • The average percentage of teachers according to academic qualification both in primary and upper primary with high school was 46.8%, with higher secondary was 44.9%, graduate was 21.9% and post graduate was 4.0%.	----
24	Mizoram	• Tracking and analysis on teachers attendance was carried out with the help of QMT of NCERT. • Tracking and analysis on teacher's	Yes	• The reason for low attendance in teachers is mainly due to engagement in outside activities for social and private matters. In the case of students it is mainly due	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		attendance will be carried out in the current year probably in the month of October. • BRCCs/CRCCs will monitor by usual school visit and sometimes surprise visit • Community also will be made aware of RTE and its implication especially on school and teachers and request them to help in monitoring. • After all these a fresh study on Teacher Absenteeism will be conducted to see the impact.		ignorance of the parents.	
25	Nagaland	• No work no pay has been fully implemented • Absenteeism of Teachers at the Elementary level: The study was conducted in 5 districts namely: Dimapur, Kiphire, Mon, Phek and Zunheboto. • VECs were given power to control and monitor the Teachers attendance • The state has initiated a research study on "Absenteeism" and the report is expected by end 2010.	Yes	----	----
26	Orissa	• Through SAMIKSHYA (Monitoring Format), the members of the SMCs have been trained and empowered to monitor teacher attendance on regular basis. The District Project Offices have	Yes	• Lack of content knowledge of teachers, Lack of awareness of parents towards education of their children, Multi-grade situation in majority of schools, engagement of teachers in other works &	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		also been informed to track teacher attendance on quarterly basis • The REMS unit of OPEPA has taken up studies on teachers and students attendance and appropriate steps should be taken on the findings of the study. • The members of the VECs have been trained and empowered to monitor teacher attendance on regular basis. • The District Project Offices have also been informed to track teacher attendance on quarterly basis. • An independent study is being conducted by the NCERT New Delhi since October-2009. The effect of Multilingual Education has not yet been assessed in terms its learners achievement.		Less qualified teachers engaged in upper primary schools	
27	Puducherry	• Online attendance for teachers to be implemented • NRC/CRC regular visits to schools, and monitoring by SMC.	Yes	• Ineffective monitoring mechanism and no accountability at CRC, BRC, DPO and supervisory level. • No low student or teacher attendance	----
28	Punjab	• Periodical surprise visits by State & District Level Officers have brought significant improvements in Teacher attendance. Telephonic monitoring is done every day. • MIS software has been prepared and is being implemented.	Yes	• As per the study report the Teacher Attendance at Primary level is 76% and at Upper Primary level it is 87%.	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		• Biometric system for checking the attendance of teachers has also been put in place for checking the attendance of teachers. • Monitoring teams will be strengthened much move for the monitoring of attendance. • Study by the SPO level through Punjabi University, Patiala may also be conducted. • Under SSA Punjab a study on Teacher Student Absenteeism was conducted during 2008-09 through an external agency i.e. Punjabi University Patiala.			
29	Rajasthan	• Monitoring by education officers & given motivation to teachers in various training camps. • A study on "Teacher's Absence and student's attendance in Primary and Upper Primary schools" has been conducted by the research agency (Data Mation Research Analyst Delhi).	Yes	N/A	N/A
30	Sikkim	• Percentage of teachers' attendance is one of the indicators of teachers performance incorporated in ADEPTS formats and they are graded accordingly. • Maintenance of Attendance Register and School inspection by BRCCs and CRCCs.	Yes	Primary Level: 80.26 Upper Primary level: 84.96	----

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		• Yes, Teacher Absenteeism survey has been undertaken.			
31	Tamil Nadu	• Teacher attendance is not a concern in our State. During school hours teachers will be engaged in classroom transaction or attending training. A study on teacher absenteeism has been conducted. The Findings are encouraging. • State Government have initiated an action plan to monitor the attendance of teachers each day by getting as SMS from each Head master. The programme has been piloted in one district. The Government is taking initiation to implement this in all the districts. • Frequent visit by BRTEs, AEEOs, Block level supervisors, District and State officials. • Analysis of Quality Monitoring Tools. • Teacher attendance is not a concern in our State. • During school hours teachers will be engaged in classroom transaction or attending training. • A study on teacher absenteeism has been conducted.	In progress	• Teachers Attendance Rate is worked out based on the Monthly Report of the Assistant Elementary Educational Officers (AEEOs). The Attendance Rate of Teacher in Primary school is 92.65% & Upper Primary is 92.15%. The Attendance Rate is above 90% in all districts. The highest teacher attendance rate has been reported both Thirunelveli and Thiruvallur districts. (94.00%)	----
32	Tripura	• In the monthly meeting of all Headmasters, status of teacher	In Progress	• In general attendance of both students and teachers is good. In some particular	• Necessary action has been taken to improve

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		attendance of their respective schools is discussed. In the meeting, HMs are instructed to follow a strict procedure in ensuring healthy attendance of teacher. Also, without prior approval of the respective authority no teacher can remain absent in the school. • Strengthening existing monitoring mechanism for ensuring regular attendance of the children in school. • On every second working day of each month HMs' meeting is held wherein *the issue of attendance of teachers is* discussed. • In the prime time of school academic session the teachers are not allowed to enjoy leave except under special circumstances.		areas this is below the desired level due to socio-economic problem migration for 'joom' cultivation and to some extend for remoteness of area / insurgency problem. Pry. – 94 U. Pry. – 93.27	communication in the remote areas, guard against migration of children due to 'jumja cultivation' by providing Residential Schools in the requiring clusters. • It will also be an explored arrangement for providing residential facility for teachers in the remote areas.
33	Uttar Pradesh	• To inspect the teachers and students attendance as well as quality education. Commissioners and district magistrate has fixed targets for administrative officers of different departments. • Every Officer at District and block level has been assigned responsibility of inspecting 10 schools per week. This is being monitored at the highest level through Divisional Commissioners and Districts Magistrates. • Special task force at state level has been	Yes	• As per the findings average percentage of teacher's attendance at primary level was 74% and average percentage of teacher's attendance at upper primary level was 71%.	• The State Government of Uttar Pradesh has introduced regular inspection system of schools through district level task force. • Every Officer at District and block level has been assigned responsibility of inspection of 10 schools per week. • This is being monitored at

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		formed to monitor school activities. • The attendance of students is being monitored. School-wise, block-wise. district-wise and attendance data is compiled and reported to the government ever)' month. • Monthly meeting of the Distt. and regional officers of basic education is regularly conducted under the Chairmanship of Basic education minister and Secretary. Elementary Education to discuss the progress. • 227403 visits were made by administrative officers to check student and teacher's attendance in this academic session 2010-11. • The system to check attendance through task forces is found effective and has been continued in 2011-12. • Special task force at state level has been formed to monitor school activities. • Study on "Teacher Absenteeism and Students'Attendance in Primary and Upper Primary Schools in Uttar Pradesh" was conducted in 2007-08 and the report of the same was shared with GOI in 2008.			the highest level through Divisional Commissioners and Districts Magistrates.
34	Uttarakhand	• Regular visits jointly by DIET mentors, BEO, BRC and SSA officials. • Intensive Inspection is regularly performed quarterly based by joint team of department of school education. • SIEMAT has conducted a study on	Yes	• The state has undertaken the teacher attendance study, which reveals that the attendance at the primary level is 82.4% and at the UPS level it is 83.7%. In case of the para teachers it is 88%. The study reveals that the absenteeism in the female	• Regular attendance by the teachers in their diaries. • Performance indicators rolled out for teachers. • Regular monitoring by Distt, Block and cluster

S. No.	States/UTs	Initiatives for tracking teachers attendance	Whether any study under taken/ planned.	Major findings of the study	Any follow up action taken
		teacher attendance whereas SSA in accordance with NCERT guidelines introduced ADEPTS to record teacher accountability results of which have been shared during in-service teacher training. • Intensive monitoring of teacher attendance by Dept. of Sch. Edu. level was undertaken twice for 10 days each in the month of Sep. & Dec.		teachers is 1% higher than the male counter parts at the PS level and similarly 4% at the UPS level.	level officials. • More involvement of the PRIs, VECs, PTAs, who are also extended with the facility of toll free numbers, which are, entertained at the district levels. • More focus on the improvement in the activity based class room processes.
35	West Bengal	• As per RTE Act 2009, the teachers' accountability will be enhanced gradually. As a result the teachers' attendance will be ensured as a part of teachers' accountability. Officials at the district and sub district levels would be given the responsibility of monitoring teacher. Additionally, the members of the Community will also be empowered for the same. The VEC/ WEC, PTA/ MTA and the SMCs for Primary Schools and Upper Primary Schools would be responsible. The report titled 'Achievement of Students at Primary and Upper Primary levels vis-à-vis attendance of teachers and students in West Bengal' – a study conducted by SCERT (WB) in 2008-09.	Yes	• Due to civil strife in some districts, natural calamities like flood, stormy weather, social environment, economic condition etc., the scenario of Student and teacher attendance has been comparatively poor.	----

Source: Appraisal Reports of AWPB-2011-12 and QPR up to March 2012, Pedagogy Unit, TSG

Attendance Tracking of Students under SSA: Progress in 2011-12 (Up to 31st March 2012)

States have been quite concerned about attendance of the students in the schools. Only the UT of Chandigarh has observed that no corrective measures were desired as there has been satisfactory attendance of studerents in the schools (there has been reported average 95% attendance of students in the schools). The States have been applying various methods to monitor attendance of students in the schools. Some of the States have been observing that if the teachers' attendance could be monitored properly the students' attendance will be automatically monitored.

Monitoring attendance by meeting with parents: States like A&N, Gujarat, Maharashtra and Mizoram are monitoriring attendance of the students by having personal interview with the parents. States of Tripura and Puducherry have been calling a meeting with parents whenever a studeient is found not attending a school for more than 10 to 30 days. States like Arunachal Pradesh, Daman and Diu, Haryana, Himachal Pradesh, J&K, M.P, Orissa and West Bengal all are monitoring students' attendance through VECs or SMCs. Assam and Mizoram are takiking the help of Mothers' group to monitor the attendance of children in the schools.

- Dadra and Nagar Haveli give scholarsrship to students who have more than 90% attendance in the schools.
- House-hold visits are organized in Damman and Diu and Goa if the child is found to be not attending the schools, In J&K teacheher is deployed to find out the reason and then monitor if the child is not attending the schools
- Meeting is arranged between communinity and parents in Puducherry and Tripura if the child is found to be not attending the school.
- Jharkhand has stressed on organising rallies and prabhat pheris for emphasizing the attendance of the students in the schoolols.
- Delhi is monitoring the attendance of the students electronically on-line.

Improvement in Attendance: All the Statates mentioned above have reported that there has been nearly 5% improvement in a attendance when the attendance has been monitored.

Conducting research Studies: most of the States have been conducting research studies through outside agencies or on their own to find out various reasons of non-attendance of students. These mainly include Chandigarh, Chhattisgarh, D&N, Tamil Nadu, Haryana and Kerala.

It is suggested that the improvement in a attendance can be achieved by having close coordination between school, communitity and parents. Efforts need to made that parents attend the meeting in the schools.

Attendance Tracking of Students under SSA: Progress in 2011-12 (up to March, 2012)

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
1	A & N Islands	• Meeting with parents/ personal interview with the students to know the reason of being absent/ Providing Mid Day Meals/ other incentives, monitoring by the SMCs • Community members, VEC/SMC members are informed, if any child remains absent for many days. They visit the house of concerned child to ascertain the actual cause. • Community members are made responsible to ensure that no child skips school without any genuine cause.	Yes	• A study in this regard was conducted during 2009-10. It is found that around 4% of children at elementary level remain absent from schools for about 30% of total number of working days. Though the figure of such children are not so high, necessary instructions are already issued to concerned authorities to make each and every child regular to schools with cooperation of parents & community members.	Target for 2011-2012 PS. 100% UPS. 100%	---
2	Andhra Pradesh	• Monitoring of pupil attendance is one of the agenda in review meeting and SMC Meeting • Periodical visits of DPO, DIET and SPO Sectoral Officers • A study will be commissioned on attendance of teachers and children during 2011 - 12. • Academic monitoring of schools will be focused on attendance. • An Evaluation Study was conducted by State Project Office during March & April 2009 in sample schools of primary and upper primary across state covering all mandals of all districts in the state with a view to understand existing situation of school functional aspects &	No	----	Target for 2011-2012 PS: 90% UPS:85%	-----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		implementation of various initiatives in the field duly involving DIET staff and BRC & CRC personnel.				
3	Arunachal Pradesh	• In order to improve students' attendance the actions taken so far include meeting with parents of absentee students, motivating students during morning assembly, taking help of community members, help of VECs/SMCs on mobilization of parents, improving teaching standards, and incentives to regular attendance etc. • SMCs in place to have greater Stake in the activities of the schools in view of the implications of the RTE. There will be an attempt to involve more active parents and the women members in to the SMCs, who are likely to take more interest in the schools that will ultimately result in to the improved attendance of the teachers as well as the students	Yes	Student's attendance at Pry. Level is 89% and U. Pry. Level it is 89.67%	Student's attendance at Pry. Level is 87% and U. Pry. Level it is 81%	----
4	Assam	• Process has been initiating this year through ADEPT's indicators. SMC and Mothers Groups are entrusted to monitor the students' attendance • Programmes are being initiated in selected districts to meet-up the problem of language bridging for certain communities viz. Tea Tribe language in Sontpur, Karbi in the Karbi Anglong, Rabha in Goalpara etc. The same will be continued in a broader sense.	No	-----	student attendance by 5 percent point from baseline both at primary & upper primary level	----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		• Community will be empowered on school level monitoring as per RTE • Research study is to be undertaken on teacher and student attendance in 2011-12.				
5	Bihar	• Samjhe-Sikhe Started all over the State from 5 September 2011 • VSS is entrusted to ensure the enrollment of cent percent children of age group 6-14 within the Poshak Kshetra of the school and to ensure their fundamental right given under Article 21'A' of the Constitution of India. To make necessary arrangement with regard to cultural and educational activities for all round development of children. To pay special attention towards security of children during construction of school building, and management of the mid-day-meal (MDM) and other programme and activities. To take necessary decision about the management of the MDM and to supervise it. The Samiti will follow the directions given from time to time by the govt. in this respect.	No	----	Improvement in Student attendance by 10% both at primary & Upper Primary level	Principal Secretary's letter sent to school and follow up actions are being taken.
6	Chandigarh	• Attendance of students as well as teachers is found to be highly satisfactory therefore, additional corrective measure is not proposed. • Study on student/ teacher attendance will be undertaken during the year 2011-12. Frequently checking the attendance register by DEO, heads, SMCs • The class teachers and Headmasters closely	No	-----	Target for 2011-2012 Student's attendance at Pry. Level is 92% and U. Pry. Level it is 94%	-----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.
		monitor the attendance of the students. A minimum of 75% attendance is compulsory for promotion to the next grade. Students of Chandigarh are regular in attendance. As per 1st quarter reports of QMT the attendance of students is 93.70%. No study was required to conduct on the above issue since it is not a problem in Chandigarh.	
7	Chhattisgarh	• No specific measure was taken apart from regular monitoring • Any student absent for more than five days will be treated out of study and his name will be displayed on the school board. His parents will be informed. This mechanism has been set up in the Teachers Appraisal Format and ADEPTS format. • A study on Student /Teacher attendance will also be conducted to find out reasons and taking remedial steps. • Seats in tribal hostels are increased to accommodate more students in tribal hostels. • All DIETs are given task to monitor and improve student's attendance.	No
8	D & N Haveli	• In order to bring the students attendance rate higher, Scholarships will be provided to the students whose attendance is above 90%. • Study will be conducted regarding teachers and students attendance.	No

	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
	----	Improvement in student attendance by : 80% point from baseline both at primary &upper primary level	----
	----	Target for 2011-2012 Student's attendance at Pry. Level is 96% and U. Pry. Level it is 96%	

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
9	Daman & Diu	• Yes, it is completed and will be reported to TSG. • PTA/VEC members are visiting residence of students who does not come in school regularly. They discuss with their parents and convince them for send their children regularly in school.	Yes	Primary: 79.82% Upper Primary: 86.36%	Improvement in student attendance by 25% point from baseline both at pry and upper primary level	----
10	Delhi	• Using online Module and reporting daily attendance through MIS • State has already conducted a study on the Student / Teacher attendance • **Introducing Electronic On-line attendance system:** The department is obtaining attendance of all students studying in govt. school through on-line in real-time. With the student module the department is able to keep track of each and every child enrolled in the school/AIE center. All students studying in schools and AIE centers are given a unique ID and all the processes starting from registration and admission, keeping their bio-data, performance record, and medical history and also the SLCs are issued through the Student module of MIS.	No	----	94%	----
11	Goa	• Pupil attendance in the State is 99% across the students of gender and categories. The PTAs, Headmasters and teachers monitor attendance of the children in schools. • Household visits in case of continued absence of a student by school authorities	No	• Pupil attendance in the State is 99% across the students of gender and categories. The PTAs, Headmasters and teachers monitor attendance of the children in schools.	Improvement in student attendance by 100% point from baseline both at Pry. & U. Pry level	----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
12	Gujarat	• The attendance of children is around 80-90%. For improving the child attendance in schools, parent contact, keeping a parent contact register, parent meetings, parent seminars, and to discuss about child attendance in the VEC meetings are some of the activities done at school and community level. • Meeting with parents (Mohlla Meeting), supervision and monitoring of physical infrastructure, Mid day Meal, Thithi Bhojan programme for school children • Strengthening of VEC & PRIs members. Awareness program for PTA & MTA. • Regular meetings with specially focused groups - SC/SEBC/Minority/Slums areas • Seasonal Hostel & support schools	----	----	Target for 2011-2012 Student's attendance at Pri. Level is 81.76 and U.Pri. level is 83.65	----
13	Haryana	• A study on student attendance in Primary and Upper Primary schools was conducted by SIEMT Bhiwani in the year 2008. A primary level students attendance rate was 77.98% and 87.53% for upper primary level respectively. Girls attendance rate is more as compared to that of boys. The students attendance rate is high in schools of rural areas as compared to urban areas. It is 78.92% and 74.96% in primary schools and 88.46% and 85.53% in upper primary schools in rural and urban areas respectively. • One of the major responsibilities of VECs is to	Yes	• The average attendance rate of the students at primary level was 77.98 % and Upper primary level 87.53. • The attendance rate of the girls higher as compared with boys. • The students attendance rate is high in schools of rural areas as compared to urban areas. It is 78.92% and 74.96% in primary schools and 88.46% & 85.53% in upper primary schools in rural and urban areas respectively • The teacher attendance rate at	87%	----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		ensure enrollment of children specially those belonging to marginalized sections of society. Regular maintenance of VERs. • Assessment of student absenteeism and counseling of parents.		primary and upper primary level is 88.48 and 91.49% respectively. • Total average attendance days of teachers are 216.12 days. • At upper primary level the attendance of SC and BC students are much higher than general students. • The attendance rate of students in rural area is much higher that urban areas. In rural area, at primary and upper primary level it is 78.92 and 88.46 in comparison with urban areas respectively 74.96 and 85.53%.		
14	Himachal Pradesh	▪ Constant monitoring through SMCs ▪ All the VECs are being oriented every year for school development activities. Monthly meetings of MTAs at school level are proving helpful in providing feedback of children activities at home to teachers. Students' progress is also shared with parents. This has helped in improving students' regular attendance in schools and also helped in improving their learning outcomes ▪ Students having maximum presence in the school are publically honored in different Melas.	No	----	Primary- 90.4% & Upper Primary- 89.4	--
15	J & K	• The Action Research finds have been shared with RESU ,Ed.CIL, Principals of all DIETs and	Yes	• We need to develop to develop constructive critical pedagogy on	N.A.	Yes

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		Chief Education officers of the State for follow-up action • For the success of any programme to help children, coordination of family, school, and community is required. • Conductive socio-emotional climate is essential in the schools. Teachers should follow professional ethics adequately, various co-curricular activates which inculcate universal ethical values among children have to be conducted in the schools for all children. • Schools should not be sites of discriminations, but there must be respect for diversity.		classroom practices with view to eschew discrimination against children on the basis of gender, caste, class, tribe and other form of ethnicity, identity/ability etc and foster equal dignity and respect. • For the success of any programme to help children, coordination of family, school, and community is required. • Conductive socio-emotional climate is essential in the schools. Teachers should follow professional ethics adequately, various co-curricular activates which inculcate universal ethical values among children have to be conducted in the schools for all children. • Schools should not be sites of discriminations, but there must be respect for diversity. • Parents must attend school meeting called by the head of the institute and also pay at least one visit in the school to know the progress of their wards and also render their service for the development of the school. • Health check-up may be enhanced to all children of primary and upper		

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
				primary school stage, as a preventive measure at early child-hood stage. • MDM scheme may be continued to increase the attendance in schools. • Habit of writing skill must be developed among the students. • Remedial teaching may be enhanced to all students and in particular to those who are weak in their studies. • Regular attendance in the last period must be made mandatory so as to reduce truancy and bring regularity in the schools. • Good deeds of the children must be encouraged. This will boost the morale and encourage other to do the same. • Teacher deployment may be made on a need based basis taking in consideration the suffering of the students in exiting schools. • Participation of all students in classroom learning may be increased. • Improvement in peer and students – teacher relationship is very much required.		

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
16	Jharkhand	• Study has been conducted on Student attendance Report is awaited. • To promote interaction among students by constituting child cabinet. • Interaction with guardian to ensure cent-percent attendance of enrolled students. • To organize Rallies, Bal-mela, Competitions, Exposure visit etc. at school level. • Reviewing student's attendance in the monthly meeting. • Help to make environment for joyful learning. • An agency was hired to undertake tracking study on student attendance but due to some of their internal complication they have refused to undertake the study. We are in the process to identify any agency or organization in order to undertake study on student attendance tracking.	In progress	----	Improvement in Student attendance by 10% both at primary & Upper Primary level	-----
17	Karnataka	• Teacher should organize the parent meeting to discuss about the student attendance, learning capacity and achievement etc. • Study on Teacher Absence and Students Attendance Primary and Upper Primary Schools of Karnataka State. By Catalyst Management Services pvt. Ltd, Bangalore. State wide study. • Students & Teachers Attendance study has been conducted by 10 DIETs namely, Bidar, Gulbarga, Raichur, Koppal, Yadgir, Kolar, Gadag, Dakshina Kannada, Shimoga & Belgaum. The final report is being prepared by the DIETs. Once the report is	Yes	• Children census is conducting every year to identify the children out of school and activities are implementing to bring them back to school. • Child Tracking • Quarterly DISE • In addition to this supervisory staff at different level monitoring the attendance of children during their regular school visits.	Target for 2011-2012 (Pry.) 98.50% (Up. pry.) 98.50%	----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		ready it will be disseminated with all the stake holders and necessary action will be taken to improve student's attendance.		• SDMCs are monitoring the attendance regularly and review in the regular meetings • It is made to discuss the issues of education in the Grama Panchayat meetings on the priority basis unauthorized absence is less than 1% & the rest is due to training, office work etc.		
18	Kerala	• Monitoring by Head Masters, AEO, DEOs and DDEs and other educational Officers under the General Education departments • In tribal areas activities related to their culture and folklore have been found successful; this will be continued addressing specific issues especially in the case of tribal children • Providing breakfast has been found successful (e.g. Weygand), National rural health mission is providing medical check- up and is conducting parental awareness programmers as part of total health and sanitation programmes. • Convergence with agencies such as Mahilasamakhya, Kudumbasree, Dept. of forestry, Total sanitation mission, SC and ST departments • Developing link language materials especially in the primary class, Linking up Padanaveedu and schools • Daily attendance is taken in all schools which is	Yes	• 5 to 7% learners are absentees because of any or all of reasons such as illness of children, Poverty, Baby sitting, Responsibilities of house, Linguistic issues, Lack of child friendly approach from the part of teachers, Lack of awareness of parents	Target for 2011-2012 Primary and U. Pri. is 100%	

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		monitored by HMs and Ed. Officers, SSA, PTA and LSG				
19	Lakshadweep	• Circulars concerning different dimension of quality issued, entrusted Principals/HM to monitor classes regularly , regular meeting of class PTA & MPTA. • Daily attendance of students is recorded in the Student attendance register by the Class teachers. Community also monitors the student's attendance. Absence if any has been brought to the notice of the parents and sort out the problems. Student's attendance is also not an issue in the UT. • Whenever teachers enter on leave, substitute arrangements are be made by engaging properly qualified persons as Guest Teachers on a consolidated remuneration. • Students' attendance is more than 96% in primary and 92% in upper primary. Not conducted any studied so far. Action has taken for conducting study in the area of quality improvement in elementary education including students attendance and teachers attendance etc.	No	----	Primary 96% & Upper primary 92%	----
20	Madhya Pradesh	• SMC has given responsibly • In order to enroll all children in school it is imperative that all out of school children be brought into the school first. Therefore list of all out of school children is prepared every year	No	----	Target for 2011-2012 Pri. 95.5% and U.Pri. 95.5%	No

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		and is put into public domain on the portal every year. This is continuously updated and includes. • PTA has been given responsibility. • Study on Teacher & Student Attendance has not been conducted in 2009-10.				
21	Maharashtra	• Mobile teacher are appointed to cover all CWSN in regular schooling. • Awareness among parents & community. • Transportation & escort for children in difficult areas. • Child friendly elements (externally & internally), Building As Learning Aid (BALA).	No	----	Target for 2011-2012 Students attendance level at Primary & Upper Primary is 93%.	----
22	Manipur	• No data available for attendance pattern of teachers and students. • Action is being taken up	No	----	Target for 2011-2012 (Primary and U. Primary) is 100%	----
23	Meghalaya	• A format has beeen developed by the SPO for tracking the performance of teachers which will be done by BRC/CRC • The sampling for the study has been made out of the four districts of Meghalaya i.e. West Khasi Hills, Ri- Bhoi, West Garo Hills and South Garo Hills. Some the points are as under: • In the overall enrolment in the primary schools, the enrolment of boys was 6155 w2hich was higher than the girls which are 5915. • In the overall enrolment in the upper primary section, the enrolment of boys was 1687 which was lower than the enrolment of girls which was	Yes	• Studies have been completed. • Service rules: These should be more stringent ways of regulating and enforcing service rules relating to absenteeism of teachers. • Incentive can play a big role in addressing the problem of absenteeism among teachers. • Local communities should be more involve to the extent that they would potentially provide an alternative source of monitoring. • Recruitment and placement of	Student attendance is 85% for both at primary & upper primary	----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		3776. • The average attendance in the primary section 86.62% and the average attendance in the upper primary section was 84.88%		teachers should reflect an equitable balance between the various subject-areas, experienced and less-experienced teachers, urban and rural areas.		
24	Mizoram	• Tracking and analysis on students attendance was carried out with the help of QMT of NCERT. • Through trainings teachers will be made aware of RTE and its implication; the amount of time they have to spend in school and in teachings etc. • Parents also need to be made aware of this which will be done through PTA meetings. • BRCCs/CRCCs will monitor by usual school visit and sometimes surprise visit • Community also will be made aware of RTE and its implication especially on school and teachers and request them to help in monitoring. • After all these a fresh study on Teacher Absenteeism will be conducted to see the impact. • Study on Students attendance is completed.	Yes	• The findings from Study of Teacher Absenteeism are given above. The reason for low attendance in teachers is mainly due to engagement in outside activities for social and private matters. In the case of students it is mainly due ignorance of the parents. (pry.) 86.41 % (up. pry.) 91.52%	Student Attendance level at primary and at upper primary is : 95.00% (PS) & 95.00% (UPS)	No
25	Nagaland	• Healthy competition among students is strengthened and no section of children is underrated. • The state has initiated a research study on "Absenteeism" and the report is expected by end 2010.	No	----	Target for 2011-2012 100% (Primary and U. Primary)	

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
26	Orissa	• Through SAMIKSHYA (Monitoring Format), student attendance is being monitored on quarterly basis through the monitoring tool developed by NCERT. Initiatives have been taken to improve student's attendance rate in the school. For instance, corporal punishment has been banned in school, mid-day meal, free textbook and free uniform to girls are provided, the school time table has made flexible. The members of the SMC & PTA have also been empowered to ensure cent percent students attendance in school. • Community leaders visit the parents whose wards attendance in the school is poor	Yes	• Reasons for low student / teacher attendance • Steps to be taken to address these issues in 2010-11 • Mechanisms for monitoring attendance (including plan for undertaking study on students / teacher attendance in 2010-11).	Target for 2011-2012 100% (Primary and U. Primary)	----
27	Pondicherry	• Online student's attendance for students to be implemented • The children who absent themselves for more than 3 months seems to face some problem in attending the school. A meeting is arranged between the community members and the parents of such long absentees, and in such meetings strategies are developed to bring back the long absentees. Parental awareness is created in the meeting because the they have the a crucial role in understanding and appreciating the individual potential of every child, and his/her own pace of learning.	No	• Ineffective monitoring mechanism and no accountability at CRC, BRC, DPO and supervisory level.	Target for 2011-2012. Upper primary 98%	---
28	Punjab	• Efforts made for community training & mobilization as well as the surprise & regular	Yes	• As per the study report the Student Attendance at Primary level is	Target for 2011-2012	----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		visits by education officers are bringing a positive impact on student attendance. • Monitoring teams will be strengthened much move for the monitoring of attendance. Study by the SPO level through Punjabi University, Patiala may also be conducted.		82.5% and at Upper Primary level it is 91%.	Primary: 98 % U.P :98%	
29	Rajasthan	• Mid day Meal, Work Books, Free Text books & other Basic Facilities provided. • Review of Student attendance in the meetings of SDMC's and during celebration of Education Saturdays. • Community leaders and S.D.M.C. members visit the parents, whose wards attendance in the school is less and inspire them. • Such study has not been under taken.	No	85 % (Primary) 92 % (Upper Primary)	Target for 2011-2012 Pri. & U.Pri. 88% percent point.	----
30	Sikkim	• Maintenance of student's attendance register, • Involvement of SMC and parents in tracking regularity of their children in the school, • Maintenance of regular contact with parents • Student Absenteeism survey has been undertaken.	Yes	• Maintenance of attendance register.	Target for 2011-2012 is 100% (Primary and U. Primary)	----
31	Tamil Nadu	• Innovative practices and provision of required incentives to children are in place focusing 100% attendance rate. Student's attendance is assessed at school level in every quarter using QMT.	No	• The Attendance Rate is calculated based on the Monthly Report compiled every month. It is also an indicator for school efficiency. Attendance Rate of primary school children is 97.94%. The AR of SC and ST is 96.86% and 96.86% respectively. Similarly the AR of	Target for 2011-2012 is 100% (Primary and U. Primary)	----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
				upper primary school children is 97.48%. The AR of SC and ST is 96.59% and 94.98% respectively.		
32	Tripura	• Students are motivated by awarding prizes to those students securing highest percentage of attendance. • Guardians of students remaining absent for more than one day are called for. • Students remaining absent are to submit leave applications signed by their respective guardians. • For students regular attendance in the school strictness is maintained. If any student remains absent for more than one day guardians are called for. In the every monthly meeting with all Head of school the matter is being discussed. • In general attendance of both students and teachers is good. In some particular areas this is below desired level due to socio economic problem temporary migration for 'joom' cultivation and to some extend for remoteness of area insurgency problem.	No.	----	Improvement in student attendance by 2% point from baseline at Upper Primary level	----
33	Uttar Pradesh	• To inspect the teachers and students attendance as well as quality education. Commissioners and district magistrate has fixed targets for administrative officers of different departments. • Every Officer at District and block level has been assigned responsibility of inspecting 10 schools per week. This is being monitored at the highest	Yes	• Elementary Education is one of the most important agenda in Chief Minister's special focused programmes .The State Government of Uttar Pradesh has introduced regular inspection system of schools through district level task	Student Attendance at Primary level – 90.43 % & Upper Primary – 90.93 % (Source – QMT Reports)	-----

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
		level through Divisional Commissioners and Districts Magistrates. • Special task force at state level has been formed to monitor school activities. • The attendance of students is being monitored. School-wise, block-wise, district-wise and attendance data is compiled and reported to the government every month. • Monthly meeting of the Distt. and regional officers of basic education is regularly conducted under the Chairmanship of Basic education minister and Secretary, Elementary Education to discuss the progress. • 227403 visits were made by administrative officers to check student and teacher's attendance in this academic session 2010-11. • The system to check attendance through task forces is found effective and has been continued in 2011-12. • Student attendance is tracked from QMT. Moreover during 2009-10 student attendance is being monitored regularly through state designed mechanism. This is being reviewed at the highest level of the state govt. under CM's priority programme. Mid day meal, free textbooks and workbooks, free dress and Scholarship schemes has been implemented in the state to increase student attendance.		force. • Every Officer at District and block level has been assigned responsibility of inspecting 10 schools per week. This is being monitored at the highest level through Divisional Commissioners and Districts Magistrates. • Monthly meeting of the Distt. and regional officers of basic education is regularly conducted under the Chairmanship of Basic education minister and Secretary, Elementary Education to discuss the progress. **Haryali - Research Agency 63.8% 66.0% - EdCIL - 57.4% - 60.5%**		

S. No.	STATES/ UTs	Initiatives for tracking of students Attendance	Whether any study under taken/ planned.	Major findings of the study	Student Attendance Reported in Result Framework	Any follow up action taken
34	Uttarakhand	• Awareness programs through SMC training. • Integrated programe named "Sapno ki Udaan" organized every cluster, block and district level. • CCE reports card which have student attendance record is shared with stake holders regularly. • Use of proper learning material, Baal Akhbar etc. • Project work developed with the help of students. • MDM in all schools. Library installed in all PS and UPS. • Multipurpose Mobile Van for urban deprived children	No	• Two rounds of 10 days each intensive checking through Deptt. Of School Education in September and December.	Target for 2011-2012 (PS + UPS) 60%	--
35	West Bengal	• In order to ensure children's attendance in schools, the VEC/WEC/MTA and SLMC members are being motivated through intense orientation training / sensitization workshop etc. Campaigns for awareness generation advocating inclusive education is another measure for encouraging regular attendance and benefits of receiving elementary education through print/ electronic and folk media. • CCE & Grading is being implemented in a focused manner through orientation of teachers through the module - "Annual Academic Calendar, C. C. E. and Grading".	No	-----	Target for 2011-2012 (PS + UPS) 90%	--

Source: QPR up to March 2012, Pedagogy Unit, TSG and Result Framework Submitted by States in AWP&B 2011-12

Status of states with respect to RTE

S. No.	State	State Rules	SCPCR	Academic Authority	8 year E.E. cycle	No detention	No corporal punishment	No Board Examinations	Private tuition, screening procedure, capitation fees and private tuitions	Working days/ Instructional hours
1	Andaman & N Island	Central Rules adopted	Constitution of REPA in process	NCERT	Yes	Yes	Yes	Continuous and Comprehensive Evaluation pattern is followed in all the schools from Class I to VIII.	Yes	P.-200/800 U.PP-220/1000
2	Andhra Pradesh	Yes	Constitution of REPA in process	SCERT	No	Yes	Yes	Yes	Yes	P-220/1210 UP-220/1210
3	Arunachal Pradesh	Yes	REPA is functional, and SCPCR is in process	SCERT(erstwhile SIE)	In Place	Yes	Yes	Yes	Yes	P.-200/800 U.PP-220/1000
4	Assam	Yes	Yes	SCERT	Yes	Yes	Yes	Yes	Yes	Notified on 6th June 11 P.-200/800 U.PP-220/1000
5	Bihar	Yes	Yes	SCERT	Yes	Yes	Yes	Yes	Yes	P.-200/800 U.PP-220/1000

S. No.	State	State Rules.	SCPCR	Academic Authority	8 year E.E. cycle	No detention	No corporal punishment	No Board Examinations	Private tuition, screening procedure, capitation fees and private tuitions	Working days/ Instructional hours
6	Chandigarh	Central Rules adopted	Constitution of REPA in process	NCERT Notified	Yes	Yes	Yes	Yes	Private tuition, screening procedure, & capitation fees not In practice (as per RTE)	P-242/1452 UPP-242/1452
7	Chhattisgarh	Yes	Yes	SCERT	Yes	Yes	Yes	Yes	Yes	200/800 U.PP-220/1000
8	Dadra & Nagar Haveli	Central Rules adopted	Yet to be constituted	GCERT	Yes	No	Yes	Yes	Yes	P & UP- 236 days
9	Daman & Diu	Central rules adopted	Constitution of REPA in process	GCERT	Yes	Yes	Yes	Yes	Yes	P/UP:236 days
10	Delhi	Yes	DCPCR	SCERT	Yes	Yes	Yes	Yes	Yes	P-200/800 UPP-220/1000
11	Goa	yes	SCPCR	SCERT	No	Yes	Yes	Yes	Yes	P- 210/980 UP-210/925
12	Gujarat	Yes	SCPCR	GCERT	In Principle	Yes	Yes	Yes	Yes	P.-200/800 U.PP-220/1000
13	Haryana	Yes	REPA (OK) SCPCR constituted	SCERT	Yes	Yes	Yes	Yes	Yes	Primary and U.PP- 230 P- 920 hrs UP- 1150hrs

S. No.	State	State Rules	SCPCR	Academic Authority	8 year E.E. cycle	No detention	No corporal punishment	No Board Examinations	Private tuition, screening procedure, capitation fees and private tuitions	Working days/ instructional hours
14	Himachal Pradesh	Yes	Yes	Directorate of elementary education	Yes	Yes	Yes	Yes	Yes	P- 200/800 UP- 236/1000
15	Jammu & Kashmir	Yes	Yes	SIE	Yes	Yes	Yes	No	No, Private tuition for Govt. teachers, screening procedure, capitation fees	220 days during 2011-12 Instructional hour- 65% of RTE requirement
16	Jharkhand	Yes	No	SCERT	Yes	Yes	Yes	Yes	Yes	6 hrs for school and 240 days of school in a year
17	Karnataka	Rules notified 28th April 2012 (Yes)	SCPCR	DSERT	Integration is process face manner 3 years	Yes	Yes	Yes	Yes	Prim- 200/800 UPP- 220/1100
18	Kerala	Yes	Yes	SCERT	No	Yet to be issued	Yes	Yes	Yes	P- 200/100 UP- 200/1000
19	Lakshadweep	Central rules adopted	No	NCERT	No	Yes	Yes	Yes	Yes	P- 220/1100 UP- 220/1100

S. No.	State	State Rules	SCPCR	Academic Authority	8 year E.E. cycle	No detention	No corporal punishment	No Board Examinations	Private tuition, screening procedure, capitation fees and private tuitions	Working days/ instructional hours
20	Madhya Pradesh	Yes	Yes	SCERT Notified	Yes	Yes	Yes	Yes	Yes	P- 232/800 UP-232/1000
21	Maharashtra	Yes	Yes	SCERT	No	Yes	Yes	Yes	Yes	P- 200/800 UP- 220/1000
22	Manipur	Yes	In process	SCERT and BoSEM	Yes	Yes	Yes	Yes	yes	P- 200/800 UP- 200/1000
23	Meghalaya	Notified on 1st August 2011	REPA notified by EDN/RTE-220/2011/49 dtd 2nd February 2012	DERT	Yes	Yes	Yes	yes	Yes	P- 220 days UP- 220 days 600 hrs for both P & UPs
24	Mizoram	Yes	REPA	SCERT	Yes	Yes	Yes	Yes	No	200/600 (both P & UP)
25	Nagaland	Yes	In process	SCERT	Yes	No	No	No	No	200/800 U.PP- 220/1000
26	Orissa	Yes	Yes	Director, Teacher Education & SCERT	In Principle	Yes	Yes	Yes	Screening Procedure, Capitation Fees: Yes	P- 200/700 UP- 210/800
27	Puducherry	Central Rules adopted	Constitution of REPA in process	DTERT, SCERT(Kerala & Andhra)	Yes	Yes	Yes	Yes	Banned through issue of circulars	200/800 U.PP- 220/1000

S. No.	State	State Rules	SCPCR	Academic Authority	8 year E.E. cycle	No detention	No corporal punishment	No Board Examinations	Private tuition, screening procedure, capitation fees and private tuitions	Working days/ instructional hours
28	Punjab	Yes	REPA	SCERT & Punjab School Examination Board (SCERT for Teacher Training & the other for examination)	Yes	Yes	Yes	Yes	Yes	200/975 220/1000
29	Rajasthan	Yes	Yes	SIERT	Yes	Yes	Yes	Yes	constituted	In process
30	Sikkim	Yes	Yes	SCERT	Yes	Yes	Yes	Yes	No	P.-200/800 U.PP-220/1000
31	Tamil Nadu	Yes	Constitution of REPA in process	Directorate of Teacher Education Research and Training (DTERT)	Yes	Yes	Yes	Yes	Yes	220/1100
32	Tripura	Yes	Constitution of REPA in process	SCERT	Yes	Yes	Yes	Yes	Yes	252/1000
33	Uttar Pradesh	Yes	Constitution in process	SCERT	Yes	Yes	Yes	Yes	Yes	P.-200/800 U.P-220/1000
34	Uttarakhand	Yes	Yes	SCERT	Yes	Yes	Yes	Yes	Yes	230 working days.

S. No.	State	State Rules	SCPCR	Academic Authority	8 year E.E. cycle
35	West Bengal	Yes	Yes	WBBPE, WBBSE	No

	No detention	No corporal punishment	No Board Examinations	Private tuition, screening procedure, capitation fees and private tuitions	Working days/ instructional hours
	Yes	Yes	Yes	Yes	P.- 200/1000 UPP- 220/1100

Summary of Physical Progress in all Quality Interventions up to 31 March 2012

Progress of In-Service (20 Days) Teacher Training in 2011-12 under SSA (Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	3645	3227	89%
2	Andhra Pradesh	257948	242079	94%
3	Arunachal Pradesh	9015	9015	100%
4	Assam	167518	136797	82%
5	Bihar	340376	285203	84%
6	Chandigarh	600	600	100%
7	Chhattisgarh	150247	133716	89%
8	Dadra & Nagar Havelli	1176	1160	99%
9	Daman & Diu	521	480	92%
10	Delhi	26506	19185	72%
11	Goa	5698	3615	63%
12	Gujarat	201672	201665	100%
13	Haryana	69425	53770	77%
14	Himachal Pradesh	48243	48243	100%
15	Jammu & Kashmir	62587	38747	62%
16	Jharkhand	125594	53984	43%
17	Karnataka	234164	163377	70%
18	Kerala	131330	128500	98%
19	Lakshadweep	601	601	100%
20	Madhya Pradesh	278943	278943	100%
21	Maharashtra	426462	426462	100%
22	Manipur	15591	8431	54%
23	Meghalaya	22980	16193	70%
24	Mizoram	13604	13604	100%
25	Nagaland	11720	5860	50%
26	Orissa	172982	172982	100%
27	Puducherry	4282	4282	100%
28	Punjab	78684	53502	68%
29	Rajasthan	161841	161841	100%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
30	Sikkim	6780	3398	50%
31	Tamil Nadu	200317	180217	90%
32	Tripura	23195	16135	70%
33	Uttar Pradesh	491573	235781	48%
34	Uttarakhand	42869	37089	87%
35	West Bengal	370128	305315	82%
Total		4158817	3443999	83%

Source: Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress of Induction (30 Days) Teacher Training in 2011-12 under SSA (Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	119	119	100%
2	Andhra Pradesh	44082	24392	55%
3	Arunachal Pradesh	496	0	0%
4	Assam	25751	25751	100%
5	Bihar	44930	14756	33%
6	Chandigarh	200	200	100%
7	Chhattisgarh	19013	13309	70%
8	Dadra & Nagar Haveli	501	0	0%
9	Daman & Diu	175	14	8%
10	Delhi	6501	0	0%
11	Goa	0	0	0%
12	Gujarat	18320	15220	83%
13	Haryana	12419	5850	47%
14	Himachal Pradesh	0	0	0%
15	Jammu & Kashmir	2720	1361	50%
16	Jharkhand	16994	351	2%
17	Karnataka	11135	1725	15%
18	Kerala	0	0	0%
19	Lakshadweep	72	48	67%
20	Madhya Pradesh	91655	0	0%
21	Maharashtra	29934	14225	48%
22	Manipur	450	450	100%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
23	Meghalaya	0	0	0%
24	Mizoram	1045	814	78%
25	Nagaland	1200	1200	100%
26	Orissa	17145	17145	100%
27	Puducherry	50	42	84%
28	Punjab	23936	2796	12%
29	Rajasthan	0	0	0%
30	Sikkim	156	0	0%
31	Tamil Nadu	7695	0	0%
32	Tripura	159	0	0%
33	Uttar Pradesh	0	0	0%
34	Uttarakhand	0	0	0%
35	West Bengal	300	0	0%
	Total	377153	139768	37%

Source: Quarter - IV QPR info of Pedagogy l Unit, TSG; March 2012

Progress of Un-trained Teacher Training in 2011-12 under SSA
(Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Islandl	0	0	0%
2	Andhra Pradesh	0	0	0%
3	Arunachal Pradesh	4414	1489	34%
4	Assam	0	0	0%
5	Bihar	28271	0	0%
6	Chandigarh	0	0	0%
7	Chhattisgarh	7500	0	0%
8	Dadra & Nagar Haveli i	0	0	0%
9	Daman & Diu	0	0	0%
10	Delhi	0	0	0%
11	Goa	0	0	0%
12	Gujarat	0	0	0%
13	Haryana	0	0	0%
14	Himachal Pradesh	0	0	0%
15	jammu & Kashmir	19894	0	0%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
16	Jharkhand	0	0	0%
17	Karnataka	0	0	0%
18	Kerala	0	0	0%
19	Lakshadweep	0	0	0%
20	Madhya Pradesh	13584	7864	58%
21	Maharashtra	6852	3426	50%
22	Manipur	1800	0	0%
23	Meghalaya	11108	1397	13%
24	Mizoram	1172	0	0%
25	Nagaland	1000	800	80%
26	Orissa	30942	0	0%
27	Puducherry	0	0	0%
28	Punjab	0	0	0%
29	Rajasthan	0	0	0%
30	Sikkim	3221	770	0%
31	Tamil Nadu	0	0	0%
32	Tripura	21214	0	0%
33	Uttar Pradesh*	62000	58986	95%
34	Uttarakhand	0	0	0%
35	West Bengal	19000	0	0%
	Total	**231972**	**74732**	**32%**
* Study centre at BRC/URC 70 teachers per centre@ Rs. 3.17 per centre				

Source: Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress of BRP/ CRP Training in 2011-12 under SSA
(Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	175	175	100%
2	Andhra Pradesh	18224	18224	100%
3	Arunachal Pradesh	1450	0	0%
4	Assam	4592	3692	80%
5	Bihar	8760	262	3%
6	Chandigarh	147	110	75%
7	Chhattisgarh	4353	3500	80%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
8	Dadra & Nagar Haveli	31	0	0%
9	Daman & Diu	59	0	0%
10	Delhi	365	0	0%
11	Goa	220	174	79%
12	Gujarat	7813	4168	53%
13	Haryana	1960	1022	52%
14	Himachal Pradesh	3035	3035	100%
15	Jammu & Kashmir	2000	2000	100%
16	Jharkhand	4800	382	8%
17	Karnataka	6984	2691	39%
18	Kerala	3101	3101	100%
19	Lakshadweep	33	15	45%
20	Madhya Pradesh	20147	15212	76%
21	Maharashtra	11876	0	0%
22	Manipur	630	630	100%
23	Meghalaya	923	0	0%
24	Mizoram	465	465	100%
25	Nagaland	446	0	0%
26	Orissa	6087	6087	100%
27	Puducherry	78	78	100%
28	Punjab	3364	1864	55%
29	Rajasthan	1715	1715	100%
30	Sikkim	253	253	100%
31	Tamil Nadu	6419	6105	95%
32	Tripura	376	376	100%
33	Uttar Pradesh	15177	9877	65%
34	Uttarakhand	1564	976	62%
35	West Bengal	9040	9040	100%
	Total	146662	95229	65%

Source: Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress of Free Text Book Distribution in 2011-12 under SSA
(Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	13142	10583	81%
2	Andhra Pradesh	0	0	0%
3	Arunachal Pradesh	293597	293597	100%
4	Assam	3033120	3033120	100%
5	Bihar	19933881	18600234	93%
6	Chandigarh	74000	74000	100%
7	Chhattisgarh	3580933	3580933	100%
8	Dadra & Nagar Haveli	1781	1781	100%
9	Daman & Diu	14810	13790	93%
10	Delhi	330840	330840	100%
11	Goa	113329	113329	100%
12	Gujarat	4759782	4759782	100%
13	Haryana	2027484	2027484	100%
14	Himachal Pradesh	328171	328171	100%
15	Jammu & Kashmir	840053	840053	100%
16	Jharkhand	4741785	3156897	67%
17	Karnataka	2724781	2724781	100%
18	Kerala	2876502	2876502	100%
19	Lakshadweep	0	0	0%
20	Madhya Pradesh	10760954	10760954	100%
21	Maharashtra	13851370	13851370	100%
22	Manipur	231801	231801	100%
23	Meghalaya	569148	569148	100%
24	Mizoram	262614	262614	100%
25	Nagaland	191458	191458	100%
26	Orissa	4581181	4586281	100%
27	Puducherry	0	0	0%
28	Punjab	2093466	2093466	100%
29	Rajasthan	739635	739635	100%
30	Sikkim	28878	28878	100%
31	Tamil Nadu	0	0	0%
32	Tripura	470539	470539	100%
33	Uttar Pradesh	14338431	14199371	99%

Sl.No.).	State	Physical		
		Target	Achievement	Percentage
34	Uttarakhand	746130	746130	100%
35	West Bengal	4858622	4858622	100%
	Total	**99412218**	**96356144**	**97%**

Source: Q Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress of TLM Grant Distribution in 2011-12 under SSA (Till 31st March 2012 - Quarter - IV)

Sl.No.).	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	3645	3197	88%
2	Andhra Pradesh	257948	239892	93%
3	Arunachal Pradesh	13429	13429	100%
4	Assam	167518	167128	100%
5	Bihar	351496	268139	76%
6	Chandigarh	3150	3059	97%
7	Chhattisgarh	157747	157747	100%
8	Dadra & Nagar Haveli	1176	1168	99%
9	Daman & Diu	521	478	92%
10	Delhi	55404	49034	89%
11	Goa	5698	5698	100%
12	Gujarat	219992	197760	90%
13	Haryana	69425	69200	100%
14	Himachal Pradesh	48243	48243	100%
15	Jammu & Kashmir	85201	85201	100%
16	Jharkhand	131698	127893	97%
17	Karnataka	234164	234164	100%
18	Kerala	131330	131330	100%
19	Lakshadweep	673	673	100%
20	Madhya Pradesh	278943	278943	100%
21	Maharashtra	433318	433318	100%
22	Manipur	15591	15591	100%
23	Meghalaya	34088	34088	100%
24	Mizoram	13835	13835	100%
25	Nagaland	11720	0	0%
26	Orissa	196982	196982	100%
27	Puducherry	4459	4459	100%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
28	Punjab	78684	77344	98%
29	Rajasthan	271733	235061	87%
30	Sikkim	6780	6780	100%
31	Tamil Nadu	200317	193055	96%
32	Tripura	30250	30250	100%
33	Uttar Pradesh	491573	465631	95%
34	Uttarakhand	42869	36333	85%
35	West Bengal	370128	370128	100%
	Total	**4419728**	**4195231**	**95%**

Source: Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress of School Grant Distribution in 2011-12 under SSA
(Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	422	422	100%
2	Andhra Pradesh	90126	87890	98%
3	Arunachal Pradesh	3716	3716	100%
4	Assam	48501	48501	100%
5	Bihar	101882	83502	82%
6	Chandigarh	202	201	100%
7	Chhattisgarh	47029	47029	100%
8	Dadra & Nagar Haveli	367	303	83%
9	Daman & Diu	85	85	100%
10	Delhi	3507	3507	100%
11	Goa	1501	1501	100%
12	Gujarat	58812	54954	93%
13	Haryana	14779	14779	100%
14	Himachal Pradesh	15103	15103	100%
15	Jammu & Kashmir	31808	31808	100%
16	Jharkhand	55527	53981	97%
17	Karnataka	73548	73548	100%
18	Kerala	14278	14278	100%
19	Lakshadweep	53	53	100%
20	Madhya Pradesh	114409	112602	98%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
21	Maharashtra	110194	109810	100%
22	Manipur	3490	3490	100%
23	Meghalaya	10999	10999	100%
24	Mizoram	2468	2468	100%
25	Nagaland	2144	0	0%
26	Orissa	72043	72043	100%
27	Puducherry	580	580	100%
28	Punjab	20328	19578	96%
29	Rajasthan	106973	100471	94%
30	Sikkim	1210	1210	100%
31	Tamil Nadu	54220	53731	99%
32	Tripura	6487	6487	100%
33	Uttar Pradesh	155732	150579	97%
34	Uttarakhand	17883	17364	97%
35	West Bengal	79608	79608	100%
	Total	**1320014**	**1276181**	**97%**

Source: QQuarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress of TLE Grant Distribution in 2011-12 under SSA
(Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	17	15	88%
2	Andhra Pradesh	13	13	100%
3	Arunachal Pradesh	166	0	0%
4	Assam	0	0	0%
5	Bihar	2203	337	15%
6	Chandigarh	12	5	42%
7	Chhattisgarh	333	333	100%
8	Dadra & Nagar Haveli	158	158	100%
9	Daman & Diu	27	27	100%
10	Delhi	0	0	0%
11	Goa	0	0	0%
12	Gujarat	6500	5539	85%
13	Haryana	57	0	0%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
14	Himachal Pradesh	60	2	3%
15	Jammu & Kashmir	727	727	100%
16	Jharkhand	74	15	20%
17	Karnataka	0	0	0%
18	Kerala	118	0	0%
19	Lakshadweep	0	0	0%
20	Madhya Pradesh	547	538	98%
21	Maharashtra	0	0	0%
22	Manipur	693	0	0%
23	Meghalaya	0	0	0%
24	Mizoram	1723	0	0%
25	Nagaland	0	0	0%
26	Orissa	3334	301	9%
27	Puducherry	0	0	0%
28	Punjab	139	0	0%
29	Rajasthan	0	0	0%
30	Sikkim	1	1	100%
31	Tamil Nadu	61	61	100%
32	Tripura	0	0	0%
33	Uttar Pradesh	0	0	0%
34	Uttarakhand	10	4	40%
35	West Bengal	0	0	0%
	Total	**16973**	**8076**	**48%**

Source: Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress in Operationalisation of BRC in 2011-12 under SSA
(Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	9	9	100%
2	Andhra Pradesh	1137	1137	100%
3	Arunachal Pradesh	99	99	100%
4	Assam	145	145	100%
5	Bihar	537	534	99%

Sl.No.	State	Physical		
		Target	Achievement	Percentage
6	Chandigarh	2	1	50%
7	Chhattisgarh	150	146	97%
8	Dadra & Nagar Haveli	1	1	100%
9	Daman & Diu	2	2	100%
10	Delhi	28	28	100%
11	Goa	12	11	92%
12	Gujarat	239	228	95%
13	Haryana	119	119	100%
14	Himachal Pradesh	77	77	100%
15	Jammu & Kashmir	119	119	100%
16	Jharkhand	263	263	100%
17	Karnataka	202	202	100%
18	Kerala	159	159	100%
19	Lakshadweep	3	3	100%
20	Madhya Pradesh	322	322	100%
21	Maharashtra	407	407	100%
22	Manipur	35	35	100%
23	Meghalaya	39	39	100%
24	Mizoram	26	26	100%
25	Nagaland	52	46	88%
26	Orissa	316	316	100%
27	Puducherry	6	6	100%
28	Punjab	142	142	100%
29	Rajasthan	247	247	100%
30	Sikkim	26	26	100%
31	Tamil Nadu	401	401	100%
32	Tripura	41	41	100%
33	Uttar Pradesh	880	880	100%
34	Uttarakhand	95	95	100%
35	West Bengal	364	364	100%
	Total	**6702**	**6676**	**100%**

Source: Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

Progress in Operationalisation of CRC in 2011-12 under SSA
(Till 31st March 2012 - Quarter - IV)

Sl.No.	State	Physical		
		Target	Achievement	Percentage
1	Andaman & N Island	37	37	100%
2	Andhra Pradesh	6973	6973	100%
3	Arunachal Pradesh	201	201	100%
4	Assam	2473	2473	100%
5	Bihar	5755	4479	78%
6	Chandigarh	20	20	100%
7	Chhattisgarh	2703	2169	80%
8	Dadra & Nagar Haveli	11	11	100%
9	Daman & Diu	7	6	86%
10	Delhi	136	136	100%
11	Goa	110	96	87%
12	Gujarat	4268	4268	100%
13	Haryana	1487	1487	100%
14	Himachal Pradesh	2102	2102	100%
15	Jammu & Kashmir	1600	1600	100%
16	Jharkhand	2094	2076	99%
17	Karnataka	4103	4103	100%
18	Kerala	1385	1385	100%
19	Lakshadweep	9	9	100%
20	Madhya Pradesh	6308	6308	100%
21	Maharashtra	6170	6170	100%
22	Manipur	225	225	100%
23	Meghalaya	611	611	100%
24	Mizoram	171	171	100%
25	Nagaland	134	0	0%
26	Orissa	4806	4806	100%
27	Puducherry	34	34	100%
28	Punjab	1499	1499	100%
29	Rajasthan	3074	3074	100%
30	Sikkim	115	115	100%
31	Tamil Nadu	4088	4088	100%
32	Tripura	332	332	100%
33	Uttar Pradesh	8249	8249	100%

Sl.NNo.	State	Physical		
		Target	Achievement	Percentage
344	Uttarakhand	994	994	100%
355	West Bengal	4217	4217	100%
	Total	**76501**	**74524**	**97%**

Sourcece: Quarter - IV QPR info of Pedagogy Unit, TSG; March 2012

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