AGENDA NOTES FOR THE CONFERENCE OF STATE EDUCATION SECRETARIES/SPDs OF SSA TO BE HELD FROM 30TH JULY, 2009 TO 1ST AUGUST, 2009

Discussion on SSA Programme

Hall No.5, Vigyan Bhawan

New Delhi

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

Government of India
Ministry of Human Resource Development
Department of School Education & Literacy

Agenda items for Conference of Education Secretaries/ SPDs of SSA of States/UTs to be held from 30th July, 2009 to 1st August, 2009 in Hall No.5, Vigyan Bhawan, New Delhi

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Progress against key inputs of SSA and progress against quality indicators in 2008-09

Sl. No.	Items	Targets for 2008-09	Cumulative Targets since inception including 2008-09	Cumulative Achievement (upto 31.03.2009)	Total
1.	Opening new schools	29848	304853	Opened	270590 (88.76%)
2.	Construction of school buildings	43164	248064	Completed & In Progress	233874 (94.27%)
3.	Construction of additional classrooms	116206	978738	Completed & In Progress	962643 (98.36%)
4.	Drinking water facilities	3941	193009	Completed & In Progress	181715 (94.14%)
5.	Construction of Toilets	20353	264650	Completed & In Progress	255014 (96.35%)
6.	Teacher appointment	107444	12.27 lakh	Completed	9.86 lakh (80.35%)
7.	Teacher training (20 days)	36.29 lakh	4069694 (Annual 2008-09)	Completed	3161105 (77.67%)
8.	Supply of Free Textbooks	8.98 lakh	8.97 crore (Annual 2008-09)	Completed	8.76 (97.65%)
9.	KGBV Schools	398	2573	Operationalized	2460 (95.60%)

Progress of In - service Training (up to 20 days) in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	3400	3250	96%
2	Andhra Pradesh	227012	221988	98%
3	Arunachal Pradesh	11704	11704	100%
4	Assam	180878	150283	83%
5	Bihar	252254	202832	80%
6	Chandigarh	1030	721	70%
7	Chhattisgarh	117957	102315	87%
8	Dadra & Nagar Haveli	1207	1198	99%
9	Daman & Diu	468	424	91%
10	Delhi	51911	40002	77%
11	Goa	6028	2923	48%
12	Gujarat	194591	123950	64%
13	Haryana	65865	57998	88%
14	Himachal Pradesh	49612	31763	64%
15	Jammu & Kashmir	59693	41253	69%
16	Jharkhand	127974	101940	80%
17	Karnataka	227009	149826	66%
18	Kerala	128002	128002	100%
19	Lakshadweep	650	650	100%
20	Madhya Pradesh	275715	240991	87%
21	Maharashtra	421202	379202	90%
22	Manipur	5000	0	0%
23	Meghalaya	7023	7023	100%
24	Mizoram	10441	10441	100%
25	Nagaland	12913	5321	41%
26	Orissa	123886	123886	100%
27	Puducherry	4864	4261	88%
28	Punjab	76627	61751	81%
29	Rajasthan	274746	219950	80%
30	Sikkim	1382	1313	95%
31	Tamil Nadu	209654	209654	100%
32	Tripura	32915	18500	56%
33	Uttar Pradesh	287036	132442	46%
34	Uttarakhand	46095	41484	90%
35	West Bengal	572950	331864	58%
	Total	**4069694**	**3161105**	**78%**

Progress of Induction Training (upto 30 days) in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	0	0	0%
2	Andhra Pradesh	23280	0	0%
3	Arunachal Pradesh	627	0	0%
4	Assam	0	0	0%
5	Bihar	67721	22676	33%
6	Chandigarh	300	187	62%
7	Chhattisgarh	13707	12000	88%
8	Dadra & Nagar Haveli	72	0	0%
9	Daman & Diu	41	41	100%
10	Delhi	4150	3770	91%
11	Goa	0	0	0%
12	Gujarat	0	0	0%
13	Haryana	0	0	0%
14	Himachal Pradesh	0	0	0%
15	Jammu & Kashmir	8145	0	0%
16	Jharkhand	5724	1695	30%
17	Karnataka	6146	6146	100%
18	Kerala	1167	1070	92%
19	Lakshadweep	0	0	0%
20	Madhya Pradesh	27153	0	0%
21	Maharashtra	10117	7247	72%
22	Manipur	0	0	0%
23	Meghalaya	2186	2186	100%
24	Mizoram	222	222	100%
25	Nagaland	190	0	0%
26	Orissa	9054	5082	56%
27	Puducherry	65	61	94%
28	Punjab	15827	5084	32%
29	Rajasthan	27616	19879	72%
30	Sikkim	25	0	0%
31	Tamil Nadu	1577	1577	100%
32	Tripura	1106	1106	100%
33	Uttar Pradesh	12583	8934	71%
34	Uttarakhand	0	0	0%
35	West Bengal	0	0	0%
	Total	**238801**	**98963**	**41%**

Progress of Training of untrained teachers (60 days) in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	0	0	0%
2	Andhra Pradesh	0	0	0%
3	Arunachal Pradesh	715	715	100%
4	Assam	4350	3420	79%
5	Bihar	61005	47594	78%
6	Chandigarh	0	0	0%
7	Chhattisgarh	300	141	47%
8	Dadra & Nagar Haveli	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	10733	0	0%
16	Jharkhand	28009	10274	37%
17	Karnataka	0	0	0%
18	Kerala	0	0	0%
19	Lakshadweep	0	0	0%
20	Madhya Pradesh	0	0	0%
21	Maharashtra	2370	1374	58%
22	Manipur	900	0	0%
23	Meghalaya	1500	1500	100%
24	Mizoram	1296	810	63%
25	Nagaland	1000	665	67%
26	Orissa	11429	7456	65%
27	Puducherry	0	0	0%
28	Punjab	0	0	0%
29	Rajasthan	0	0	0%
30	Sikkim	641	441	69%
31	Tamil Nadu	0	0	0%
32	Tripura	2500	0	0%
33	Uttar Pradesh	0	0	0%
34	Uttarakhand	0	0	0%
35	West Bengal	0	0	0%
	Total	**126748**	**74390**	**59%**

Progress of Free Textbook distribution in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	8406	8406	100%
2	Andhra Pradesh	0	0	0%
3	Arunachal Pradesh	309475	309745	100%
4	Assan	2789533	2789533	100%
5	Bihar	17245515	16299515	95%
6	Chandigarh	65747	65747	100%
7	Chhattisgarh	3259177	3259177	100%
8	Dadra & Nagar Haveli	1919	1919	100%
9	Daman & Diu	14604	14604	100%
10	Delh	241000	241000	100%
11	Goa	129381	126339	98%
12	Gujarat	774943	642720	83%
13	Haryana	2077256	2077256	100%
14	Himachal Pradesh	379534	193598	51%
15	Jamnu & Kashmir	994770	994770	100%
16	Jharkhand	5809349	5809349	100%
17	Karnataka	856319	856319	100%
18	Kerala	3006728	3006728	100%
19	Lakshadweep	0	0	0%
20	Madhya Pradesh	8692148	8692148	100%
21	Maharashtra	14008166	14008166	100%
22	Manipur	240381	0	0%
23	Meghalaya	586045	586045	100%
24	Mizoram	186776	186776	100%
25	Nagaland	36400	0	0%
26	Orissa	4223719	4223719	100%
27	Puducherry	0	0	0%
28	Punjab	907385	907385	100%
29	Rajasthan	455317	455317	100%
30	Sikkim	22146	22146	100%
31	Tamil Nadu	0	0	0%
32	Tripura	537086	537086	100%
33	Uttar Pradesh	16158493	16111730	100%
34	Uttarakhand	819074	819074	100%
35	West Bengal	4949638	4417139	89%
	Total	**89786430**	**87663456**	**98%**

Progress of TLM grant utilisation in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	3400	3021	89%
2	Andhra Pradesh	257395	257395	100%
3	Arunachal Pradesh	11124	11124	100%
4	Assam	167475	167475	100%
5	Bihar	322327	273745	85%
6	Chandigarh	2894	2568	89%
7	Chhattisgarh	115942	109440	94%
8	Dadra & Nagar Haveli	1207	1196	99%
9	Daman & Diu	489	444	91%
10	Delhi	51621	51621	100%
11	Goa	5808	5808	100%
12	Gujarat	191026	181035	95%
13	Haryana	64449	64449	100%
14	Himachal Pradesh	49612	47482	96%
15	Jammu & Kashmir	68426	68426	100%
16	Jharkhand	123654	117634	95%
17	Karnataka	227009	227009	100%
18	Kerala	128002	128002	100%
19	Lakshadweep	620	620	100%
20	Madhya Pradesh	307815	265588	86%
21	Maharashtra	422287	349084	83%
22	Manipur	13948	0	0%
23	Meghalaya	26872	26872	100%
24	Mizoram	12679	12679	100%
25	Nagaland	12526	12526	100%
26	Orissa	144369	125596	87%
27	Puducherry	4864	4864	100%
28	Punjab	74239	72529	98%
29	Rajasthan	274746	223541	81%
30	Sikkim	5829	5720	98%
31	Tamil Nadu	209654	209592	100%
32	Tripura	34715	34715	100%
33	Uttar Pradesh	479227	479227	100%
34	Uttarakhand	45098	41960	93%
35	West Bengal	286475	268453	94%
	Total	**4147823**	**3851440**	**93%**

Progress of School Grant utilisation in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	433	430	99%
2	Andhra Pradesh	80109	80109	100%
3	Arunachal Pradesh	2886	2886	100%
4	Assam	42680	42680	100%
5	Bihar	92221	80278	87%
6	Chandigarh	205	192	94%
7	Chhattisgarh	46093	41400	90%
8	Dadra & Nagar Haveli	392	388	99%
9	Daman & Diu	78	77	99%
10	Delhi	3594	3539	98%
11	Goa	1535	1535	100%
12	Gujarat	55714	55056	99%
13	Haryana	14506	14506	100%
14	Himachal Pradesh	14950	14916	100%
15	Jammu & Kashmir	26850	26850	100%
16	Jharkhand	53061	47750	90%
17	Karnataka	70821	70821	100%
18	Kerala	14448	14448	100%
19	Lakshadweep	46	46	100%
20	Madhya Pradesh	110611	110611	100%
21	Maharashtra	98737	35675	36%
22	Manipur	3679	0	0%
23	Meghalaya	8877	8877	100%
24	Mizoram	2535	2535	100%
25	Nagaland	1923	1923	100%
26	Orissa	55654	44972	81%
27	Puducherry	578	578	100%
28	Punjab	18709	18304	98%
29	Rajasthan	80127	73894	92%
30	Sikkim	1143	1041	91%
31	Tamil Nadu	52067	51749	99%
32	Tripura	5551	5551	100%
33	Uttar Pradesh	144881	136702	94%
34	Uttarakhand	17370	16975	98%
35	West Bengal	59416	58149	98%
	Total	**1182480**	**1065443**	**90%**

Progress of TLE grant utilisation in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	0	0	0%
2	Andhra Pradesh	51	51	100%
3	Arunachal Pradesh	336	336	100%
4	Assam	0	0	0%
5	Bihar	3682	983	27%
6	Chandigarh	0	0	0%
7	Chhattisgarh	34	34	100%
8	Dadra & Nagar Haveli	3	3	100%
9	Daman & Diu	0	0	0%
10	Delhi	6	4	67%
11	Goa	0	0	0%
12	Gujarat	0	0	0%
13	Haryana	0	0	0%
14	Himachal Pradesh	228	139	61%
15	Jammu & Kashmir	3314	1517	46%
16	Jharkhand	1908	1230	64%
17	Karnataka	763	757	99%
18	Kerala	0	0	0%
19	Lakshadweep	4	3	75%
20	Madhya Pradesh	1013	1013	100%
21	Maharashtra	5059	5052	100%
22	Manipur	0	0	0%
23	Meghalaya	795	795	100%
24	Mizoram	142	142	100%
25	Nagaland	9	9	100%
26	Orissa	2011	1798	89%
27	Puducherry	0	0	0%
28	Punjab	165	165	100%
29	Rajasthan	1000	752	75%
30	Sikkim	12	2	17%
31	Tamil Nadu	1005	907	90%
32	Tripura	494	494	100%
33	Uttar Pradesh	7431	564	8%
34	Uttarakhand	471	447	95%
35	West Bengal	4798	909	19%
	Total	**34734**	**18106**	**52%**

Progress of Remedial Teaching in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	0	0	0%
2	Andhra Pradesh	332814	332814	100%
3	Arunachal Pradesh	15476	15476	100%
4	Assam	227040	227040	100%
5	Bihar	862273	862273	100%
6	Chandigarh	4407	4407	100%
7	Chhattisgarh	199882	130000	65%
8	Dadra & Nagar Haveli	2067	2067	100%
9	Daman & Diu	0	0	0%
10	Delhi	65700	36049	55%
11	Goa	6231	0	0%
12	Gujarat	0	0	0%
13	Haryana	134292	107370	80%
14	Himachal Pradesh	0	0	0%
15	Jammu & Kashmir	55418	55418	100%
16	Jharkhand	308263	15474	5%
17	Karnataka	349794	349794	100%
18	Kerala	152466	152466	100%
19	Lakshadweep	552	552	100%
20	Madhya Pradesh	510627	0	0%
21	Maharashtra	0	0	0%
22	Manipur	4500	0	0%
23	Meghalaya	0	0	0%
24	Mizoram	0	0	0%
25	Nagaland	6772	6772	100%
26	Orissa	3375	1652	49%
27	Puducherry	7190	7190	100%
28	Punjab	103398	103398	100%
29	Rajasthan	286835	286835	100%
30	Sikkim	2500	2501	100%
31	Tamil Nadu	246181	246181	100%
32	Tripura	33682	33682	100%
33	Uttar Pradesh	0	0	0%
34	Uttarakhand	0	0	0%
35	West Bengal	0	0	0%
	Total	**3921735**	**2979411**	**76%**

Progress of BRCs in 2008-09

Sl.No.	State	Target	Achievement	Percentage
1	Andaman & N Island	9	9	100%
2	Andhra Pradesh	1131	1131	100%
3	Arunachal Pradesh	84	84	100%
4	Assam	145	145	100%
5	Bihar	536	536	100%
6	Chandigarh	1	1	100%
7	Chhattisgarh	146	146	100%
8	Dadra & Nagar Haveli	1	1	100%
9	Daman & Diu	2	2	100%
10	Delhi	9	9	100%
11	Goa	11	11	100%
12	Gujarat	228	228	100%
13	Haryana	119	119	100%
14	Himachal Pradesh	76	76	100%
15	Jammu & Kashmir	119	119	100%
16	Jharkhand	216	214	99%
17	Karnataka	196	196	100%
18	Kerala	159	159	100%
19	Lakshadweep	3	3	100%
20	Madhya Pradesh	318	318	100%
21	Maharashtra	406	406	100%
22	Manipur	35	35	100%
23	Meghalaya	39	39	100%
24	Mizoram	26	26	100%
25	Nagaland	41	41	100%
26	Orissa	259	259	100%
27	Puducherry	6	6	100%
28	Punjab	142	125	88%
29	Rajasthan	248	248	100%
30	Sikkim	9	9	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	354	354	100%
	Total	**6491**	**6472**	**100%**

Progress of CRCs in 2008-09

Sl.No	State	Target	Achievement	Percentage
1	Andaman & N Island	37	37	100%
2	Andhra Pradesh	6953	6953	100%
3	Arunachal Pradesh	201	201	100%
4	Assam	2473	2473	100%
5	Bihar	4479	4479	100%
6	Chandigarh	20	20	100%
7	Chhattisgarh	2169	2169	100%
8	Dadra & Nagar Haveli	11	11	100%
9	Daman & Diu	7	7	100%
10	Delhi	136	136	100%
11	Goa	177	130	73%
12	Gujarat	3337	3337	100%
13	Haryana	1487	1487	100%
14	Himachal Pradesh	2102	2102	100%
15	Jammu & Kashmir	1600	1600	100%
16	Jharkhand	2094	2049	98%
17	Karnataka	2684	2684	100%
18	Kerala	1385	1385	100%
19	Lakshadweep	9	9	100%
20	Madhya Pradesh	6332	6332	100%
21	Maharashtra	5755	5755	100%
22	Manipur	225	225	100%
23	Meghalaya	438	438	100%
24	Mizoram	172	172	100%
25	Nagaland	0	0	0%
26	Orissa	4025	4025	100%
27	Puducherry	25	18	72%
28	Punjab	1499	1499	100%
29	Rajasthan	4172	3074	74%
30	Sikkim	131	131	100%
31	Tamil Nadu	4088	4088	100%
32	Tripura	332	332	100%
33	Uttar Pradesh	8249	8249	100%
34	Uttarakhand	1001	1001	100%
35	West Bengal	4217	2660	63%
	Total	**72022**	**69268**	**96%**

Agenda items for Conference of Education Secretaries/SPDs of SSA of States/UTs to be held from 30th July, 2009 to 1st August, 2009 in Hall No.5, Vigyan Bhawan, New Delhi

31st July, 2009

11.45 a.m. to 02.45 p.m. – Session I – SSA – Access and Equity

A. Universalising Access

A.1 One of the foremost challenges of the SSA has been to provide schools in all the habitations within a walkable distance. The status of schooling facility available in the country was assessed and number of habitations without schools were worked out by 7th All India School Education Survey (AISES) in 2002. Main findings of the survey are summarised below.

Table A.1 - Access at Primary level

Total Habitations	Habitations with Schools within 1 Km.	Habitations without school within 1 Km	% of School less Habitations
1,209,521	1,035,764	173,757	14.37

Table A.1.B - Access at Upper Primary level

Total Habitations	Habitations with Schools within 3 Km.	Habitations without school within 3 Km	% of School less Habitations
1,209,521	978,580	230,941	19.09

SSA has sanctioned opening of 1.61 lakh primary and 1.39 lakh upper primary schools upto 2008-09. With this, the number of habitations without primary and upper primary schools should have become 12,735 and 91,786 respectively by March 2009. However, if we look at the position of school-less habitations as projected by States in their AWP&B 2009-10 and shown in the table below, it is evident that the number of such habitations is much more.

Table A.1C– State wise status of schoolless habitations at primary level

S. No.	State	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS (within 1 KM)
			Primary School (within 1 KM)	EGS (within 1 KM)	
1	A&N Island	639	379	24	237
2	Andhra Pradesh	74954	71784	158	3012
3	Arunachal Pradesh	5620	2759	1575	1293
4	Assam	77817	60703	16204	910
5	Bihar	85229	83772	0	1457
6	Chandigarh UT	38	38		0
7	Chhattisgarh	41500	40531	0	969
8	Dadra & Nagar Haveli				

9	Daman & Diu	291	291	0	0
10	Delhi	1812	1812	0	0
11	Goa	1181	1111	0	67
12	Gujarat	19775			
13	Haryana	8938	8547	0	391
14	Himachal Pradesh	35844	27959	290	7595
15	Jammu & Kashmir	26703	23036	1	3419
16	Jharkhand	49938	49153	0	785
17	Karnataka	61456	55789	0	5667
18	Kerala	18211	16390	454	0
19	Lakshadweep	85	77	0	0
20	Madhya Pradesh	85149	83639	919	591
21	Maharashtra	73425	67733	0	5692
22	Manipur	4004	3034	970	0
23	Meghalaya	8095	6820	700	515
24	Mizoram	881	869	0	12
25	Nagaland	1614	1328	103	183
26	Orissa	83762	77648	0	6114
27	Puducherry	437	435	0	2
28	Punjab	15330	15248	0	82
29	Rajasthan	67593	65893	0	1700
30	Sikkim	866	776	9	0
31	Tamilnadu	80593	80090	0	503
32	Tripura	7631	6779	0	852
33	Uttar Pradesh	198433	177963	0	20470
34	Uttarakhand	25057	24101	228	728
35	West Bengal	131645	49893	17197	0
	Total	1294546	1106380	38832	63246

Souce: AWP&B 2009-10

It need not be reiterated that EGSs is supposed to be only a stop – gap arrangement and hence, the total number of schoolless habitations by March 2009 comes to 102078, which is about ten times the number estimated by the SES.

Same kind of picture emerges when we look at the number of habitations without upper primary schools projected by the States in their AWP&B 2009-10, which is indicated in the table below:-

Table A.1D – State wise status of habitations without upper primary schools

S. No	State	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area
1	A&N Island	639	386	0
2	Andhra Pradesh	74954	74045	909
3	Arunachal Pradesh	5610	2466	1993
4	Assam	77817	63578	13026
5	Bihar	85229	79211	6018
6	Chandigarh UT	38	38	0
7	Chhattisgarh	41500	40187	1314
8	Dadra & Nagar Haveli	Did not provide complete information		
9	Daman & Diu	291	291	0
10	Delhi	1812	1812	0
11	Goa	1181	705	5
12	Gujarat	19775	19775	0
13	Haryana	8938	6999	149
14	Himachal Pradesh	35844	30879	4965
15	Jammu & Kashmir	26703	16601	5216
16	Jharkhand	49938	49260	678
17	Karnataka	61456	53760	7696
18	Kerala	18211	15479	2731
19	Lakshadweep	85	85	0
20	Madhya Pradesh	85149	82473	2676
21	Maharashtra	67733	53768	13965
22	Manipur	4004	2363	1641
23	Meghalaya	8095	6753	1342
24	Mizoram	881	876	5
25	Nagaland	1614	718	896
26	Orissa	83762	79205	2558
27	Puducherry	437	437	0
28	Punjab	15330	14681	649
29	Rajasthan	67593	65239	2354
30	Sikkim	868	288	0
31	Tamilnadu	80593	79443	1150
32	Tripura	7631	6797	834
33	Uttar Pradesh	198433	175812	15502
34	Uttarakhand	25057	24213	844
35	West Bengal	131645	27993	103652
	Total	1288846	1076616	192768

The table above brings us to an important issue i.e. the need of correct identification of habitations and the need for micro planning. Successive Project Approval Boards (PABs) have been insisting on carrying out of school mapping exercise by the States to ascertain the correct requirement of primary and upper schools. However, following 14 States are yet to carry out this exercise as per the information available with us.

Arunachal Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Manipur, Meghalaya, Nagaland, Sikkim, Rajasthan, Uttar Pradesh and Uttrakhand.

A2 State's Policies on opening of schools

Most of the States have framed policy for opening of schools at primary and upper primary levels. They have taken population, availability of eligible children and distance from habitation into consideration while framing their policies for opening of new schools. **It needs to be underlined that following 8 States/ UTs have not provided information regarding their policy for opening of schools in their Annual Work Plan and Budget 2009-10.**

1.) Assam 2.) Chandigarh UT 3.) Daman & Diu 4.) Delhi 5.) Goa 6.) Kerala 7.) Manipur 8.) West Bengal

Besides, Meghalaya has provided information regarding opening of primary schools only. Information regarding policy for upper primary school is not provided by the State.

A.3 The issue of norms of opening of schools assumes greater significance when we look at the number of schoolless habitations and habitations eligible for opening of schools. It is easily discernible that as per the existing norms for opening primary schools, 46584 numbers of habitations are not in entitled to get a primary school. Following table elucidates the point:-

Table A.3A - Status of ineligible habitations for primary school

S. No.	State	Total No. of Habitations	No. of ineligible habitations as per state norms	% of ineligible habitations	No. of children in such habitations
1	A&N Island	639	320	50.08	0
2	Andhra Pradesh	74954	2995	4.00	60632
3	Arunachal Pradesh	5620	915	16.28	7662
4	Assam	77817	792	1.02	0
5	Bihar	85229	1540	1.81	8392
6	Chandigarh UT	38	0	0.00	0
7	Chhattisgarh	41500	968	2.33	5887
8	Dadra & Nagar Haveli	Did not provide complete information			
9	Daman & Diu	291	0	0.00	0
10	Delhi	1812	0	0.00	0
11	Goa	1181	16	1.35	0
12	Gujarat	19775	0	0.00	0
13	Haryana	8938	385	4.31	1297
14	Himachal Pradesh	35844	7535	21.02	122
15	Jammu & Kashmir	26703	3122	11.69	17844
16	Jharkhand	49938	343	0.69	1936
17	Karnataka	61456	5350	8.71	3826
18	Kerala	18211	454	2.49	12316
19	Lakshadweep	85	0	0.00	0
20	Madhya Pradesh	85149	513	0.60	4829
21	Maharashtra	73425	4455	6.07	16028
22	Manipur	4004	0	0.00	0
23	Meghalaya	8095	335	4.14	6980
24	Mizoram	881	0	0.00	0

25	Nagaland	1614	80	4.96	2160
26	Orissa	83762	1682	2.01	20864
27	Puducherry	437	0	0.00	0
28	Punjab	15330	4	0.03	83
29	Rajasthan	67593	0	0.00	0
30	Sikkim	866	0	0.00	0
31	Tamilnadu	80593	398	0.49	12463
32	Tripura	7631	783	10.26	3681
33	Uttar Pradesh	198433	12902	6.50	318638
34	Uttarakhand	25057	697	2.78	4982
35	West Bengal	131645	0	0.00	0
	Total	1294546	46584	3.60	510622
Source: AWP&B 2009-10					

Similarly, there are 1.52 lakh habitations which do not fulfil State's existing norms for opening of upper primary school and are without schooling facility. Following table provides the State wise position:-

Table 3.1B – Status of habitations ineligible for upper primary schools

S. No	State	Total No. of Habitations	No. of school less habitations NOT eligible for UPS as per state norms	%
1	A&N Island	639	0	0.0
2	Andhra Pradesh	74954	891	1.2
3	Arunachal Pradesh	5610	1841	32.8
4	Assam	77817	11813	15.2
5	Bihar	85229	2082	2.4
6	Chandigarh UT	38	0	0.0
7	Chhattisgarh	41500	1094	2.6
8	Dadra & Nagar Haveli		0	#DIV/0!
9	Daman & Diu	291	0	0.0
10	Delhi	1812	0	0.0
11	Goa	1181	5	0.4
12	Gujarat	19775	0	0.0
13	Haryana	8938	0	0.0
14	Himachal Pradesh	35844	4630	12.9
15	Jammu & Kashmir	26703	4186	15.7
16	Jharkhand	49938	493	1.0
17	Karnataka	61456	7171	11.7
18	Kerala	18211	-12748	-70.0
19	Lakshadweep	85	0	0.0
20	Madhya Pradesh	85149	1727	2.0
21	Maharashtra	67733	13926	20.6
22	Manipur	4004	0	0.0
23	Meghalaya	8095	917	11.3
24	Mizoram	881	0	0.0
25	Nagaland	1614	873	54.1
26	Orissa	83762	1517	1.8
27	Puducherry	437	0	0.0
28	Punjab	15330	0	0.0
29	Rajasthan	67593	0	0.0
30	Sikkim	868	0	0.0
31	Tamilnadu	80593	319	0.4
32	Tripura	7631	667	8.7
33	Uttar Pradesh	198433	12027	6.1
34	Uttarakhand	25057	699	2.8
35	West Bengal	131645	96649	73.4
	Total	1288846	152420	11.8

Source: AWP&B 2009-10

As per the information available with us, only two States, M.P. and Chhattisgarh have relaxed the norms to provide schooling facility in the habitations found ineligible to get a school as per the existing norms. However, even these two States have not indicated as to how many of the ineligible habitations can be provided primary or upper primary school as per the relaxed norms.

As far as other States/UTs are concerned, AIE Centres have been planned to reach out to the out-of-school children but nothing has been said in their annual plans about the strategy to provide regular schooling facility to the children of these habitations.

The issue needs serious consideration and highlights the urgent need of both – school mapping exercise and a well – thought - out plan, relaxation of norms being one of the strategies, to provide regular schooling facility to these habitation.

A.4 Schools sanctioned and opened – Primary schools

SSA has provided funds for opening of 1.61 lakh primary and 1.39 lakh upper primary schools upto 2008-09. These funds for schools were sanctioned against the States proposals in their Annual Work Plan and Budget (AWP&B). **However, out of 1.61 lakh primary schools being sanctioned to the States, physical achievement is 92% only, as 1.48 lakh schools have been opened. There remains a balance of 12.53 thousand primary schools that are to be opened.** Following States have reported less achievement in opening of primary schools against the cumulative target upto 2008-09.

Table A.4 – Status of Primary Schools Opened

S. NO.	STATES	Primary Schools - Sanctioned and Opened				
		Cumulative Target Upto 2008-09	Target of 2008-09 only	Achievement Upto 31st March 2009	%	Balance Schools
1.	West Bengal	6000	0	0	0	6000
2.	Manipur	265	0	0	0	265
3.	Kerala	124	0	0	0	124
4.	Nagaland	5	5	0	0	5
5.	A & Nicobar	10	0	5	50	5
6.	Daman & Diu	8	0	4	50	4
7.	Pondicherry	15	5	8	53	7
8.	Arunachal Pradesh	1006	213	574	57	432
9.	Delhi	10	4	6	60	4
10.	Tripura	1116	376	674	60	442
11.	Goa	8	0	5	63	3
12.	Sikkim	68	11	44	65	24
13	Chandigarh	20	8	14	70	6
14.	Lakshadweep	4	1	3	75	1
15.	Mizoram	235	13	180	77	55
16.	Tamilnadu	1982	0	1610	81	372
17.	J&K	9474	1797	7767	82	1707
18.	Orissa	6473	1139	5764	89	709

19.	Bihar	18842	541	17007	90	1835
20.	Maharashtra	6475	1625	6218	96	257
21.	Punjab	1133	31	1098	97	35
22.	Uttarakhand	1090	217	1057	97	33
23.	Jharkhand	17843	0	17701	99	142
24.	UP	15653	3033	15590	99	63
	Total	161022	9019	75329	92	12530

A.5 Schools sanctioned and opened – Upper Primary schools

SSA has provided funds for opening of 1.39 lakh upper primary schools upto 2008-09. Out of the total upper primary schools sanctioned to the States, only 89 percent have been opened (1.23 lakh). There is a balance of 16 thousand upper primary schools that remain to be opened.

Table A.5 – Status of Upper Primary Schools Opened

S. No	STATES	Upper Primary Schools - Sanctioned and Opened				
		Cumulative Target Upto 2008-09	Target for 2008-09 only	Achievement Upto 31st March 2009	%	Balance Schools
1	Manipur	100	0	0	0	100
2	West Bengal	7022	3300	1385	20	5637
3	Chandigarh	10	4	4	40	6
4	Mizoram	283	66	130	46	153
5	Dadra & Nagar Haveli	47	3	28	60	19
6	J&K	4932	1517	3471	70	1461
7	Bihar	15002	3141	11233	75	3769
8	Orissa	9673	872	7525	78	2148
9	HP	1366	228	1151	84	215
10	Tripura	764	118	646	85	118
11	Tamilnadu	4731	1005	4367	92	364
12	Arunachal Pradesh	392	67	362	92	30
13	Jharkhand	9548	1908	8908	93	640
14	Nagaland	60	4	56	93	4
15	Rajasthan	18980	1000	17980	95	1000
16	Andhra Pradesh	5912	51	5624	95	288
17	Sikkim	42	1	40	95	2
18	Uttarakhand	1280	254	1250	98	30
	Total	139155	13539	123171	89	15984

A.6 Upgradation of EGS Centres

The EGS centres were to be upgraded into regular formal schools after successfully running for two years. However, there are eleven States which are still running EGS centres though they have completed two years successfully.

Table A.6A - EGS Centres continuing beyond two years

S. No	State	Centres	Children
1	A&N Island	19	290
2	Andhra Pradesh	301	3183
3	Arunachal Pradesh	1909	41455
4	Assam	5651	413861
5	Himachal Pradesh	331	6261
6	Madhya Pradesh *	919	8860
7	Maharashtra	586	38256
8	Manipur	971	30534
9	Meghalaya	1197	52702
10	Nagaland	134	7382
11	Uttar Pradesh	3560	106800
12	Uttarakhand	1124	37954
13	West Bengal	17808	1836247
	Total	34510	2583785

Madhya Pradesh has reportedly converted these EGS centres into Satellite schools after relaxing the State policy. It is highly imperative that other States also come out with a clear cut policy to upgrade this EGS Centres into regular schools.

What is a matter of particular concern is that a few of the States / UTs have not upgraded their EGS centres despite regular school having been sanctioned to them. Position is shown below:-

Table A.6B – Non upgradation of EGS Centre despite sanction of schools

S. No	State	Target for EGS upgradation Centres	Achievement	% Achievement
1	Jammu & Kashmir	1325	0	0
2	Nagaland	5	0	0
3	Sikkim	11	0	0
4	Arunachal Pradesh	213	119	56
5	Jharkhand	431	260	60
6	Uttarakhand	216	202	94
7	Uttar Pradesh	2781	2752	99
8	Maharashtra	1625	1625	100
9	Meghalaya	497	497	100
10	Mizoram	13	13	100
11	Punjab	31	31	100
12	Tripura	206	206	100
	Total	7354	5705	78

Reasons for not being able to upgrade these EGS centres have not been communicated to the States/UTs by the MHRD.

B. Coverage of out of school children

B.1 As we know, the number of OOSC has witnessed a significant decline from 249.41 lakh in 2002-03 to 28.69 lakh by March 2009. However, this can not be said to be a happy scenario for the reason that we have not been able to achieve the targets of coverage within the time frame stipulated for this purpose in the Annual Plans. **For instance, PAB approved Rs. 144078.89 lakh to cover 6487296 children during 2008-09, but only 65.7% OOSC could be covered and financial utilization was 60% only.** State wise physical and financial performance is shown below: -

Tabel B.1 - State wise coverage of OOSC under AIE during 2008-09

S. No	State	PAB Approved 2008-09		PAB Achievement 2009-10		%	
		Total		Total		Total	
		Physical	Financial	Physical	Financial	Physical	Financial
1	Andaman & Nicobar Island	290	1.45	290	1.45	100.00	100
2	Andhra Pradesh	264186	9491.5	184362	4808.3	69.78	50.66
3	Arunachal Pradesh	61118	1585.45	55437	1194.2	90.70	75.32
4	Assam	819117	9275.88	818872	8644.97	99.97	93.2
5	Bihar	970314	25201.2	537781	15537.6	55.42	61.65
6	Chandigarh UT	7240	144.25	6169	74.42	85.21	51.59
7	Chhattisgarh	85772	4017.02	85772	4017.03	100.00	100
8	Dadra Nagar Haweli	255	3.83	0	0	0.00	0
9	Daman & Diu	74	1.78	60	0.22	81.08	12.39
10	Delhi	23779	640.73	23579	298.79	99.16	46.63
11	Goa	1915	56.86	1237	34.07	64.60	59.92
12	Gujarat	246329	7700.32	22638	1009	9.19	13.1
13	Haryana	36129	1023.57	60373	374.53	167.10	36.59
14	Himachal Pradesh	9124	121.32	4483	70.5	49.13	58.11
15	Jammu & Kashmir	66930	1285.7	33346	457.41	49.82	35.58
16	Jharkhand	106984	3429.58	59347	1215.48	55.47	35.44
17	Karnataka	171953	5447.27	150533	4463.93	87.54	81.95
18	Kerala	13172	276.63	10517	227.14	79.84	82.11
19	Lakshadweep	156	4.68	82	1.82	52.56	38.89
20	Madhya Pradesh	76626	3254.39	47237	1837.92	61.65	56.48
21	Maharashtra	229600	6451.38	229600	6451.38	100.00	100
22	Manipur	67666	1400.07	0	117.83	0.00	8.42
23	Meghalaya	85201	1337.55	22116	592.16	25.96	44.27
24	Mizoram	17457	708.16	14235	592.88	81.54	83.72

S. No.	State	PAB Approved 2008-09		PAB Achievement 2009-10		%	
		Total		Total		Total	
		Physical	Financial	Physical	Financial	Physical	Financial
25	Nagaland	25532	1180.98	15375	425.86	60.22	36.06
26	Orissa	129244	2820.76	9809	381.67	7.59	13.53
27	Puducherry	892	34.61	207	11.81	23.21	34.12
28	Punjab	72636	1905.9	70583	1159.67	97.17	60.85
29	Rajasthan	87060	2696.92	42741	1078.3	49.09	39.98
30	Sikkim	1920	29.22	1243	20.82	64.74	71.25
31	Tamilnadu	86414	2895.21	74259	2820.69	85.93	97.43
32	Tripura	11707	207.65	5282	161.9	45.12	77.97
33	Uttar Pradesh	367720	7876.37	310663	4114.04	84.48	52.23
34	Uttarakhand	55743	811.27	32178	444.4	57.73	54.78
35	West Bengal	2287041	40759.5	1332173	23904.3	58.25	58.65
	Total	**6487296**	**144079**	**4262579**	**86546.4**	**65.71**	**60.07**

As is obvious from the table above physical progress in following States is highly unsatisfactory.
Goa (64.6%), West Bengal (58.25 %), Uttarakhand (57.73%), Jharkhand (55.47%), Bihar (55.42%), Lakshdweep (52.56%), Jammu & Kashmir (49.82%), Himachal Pradesh (49.13%), Rajasthan (49.09%), Tripura (45.12%), Meghalaya (25.96%), Puducherry (23.21%), Gujarat (9.19%), Orissa (7.59%)

This draws our attention to the need for concerted action to ensure that the physical targets laid down in the AWP&B 2009-10 are achieved within the given time frame.

B.2 Identification of OOSC

If we look at the State wise figures of OOSC and the dropout rate by March 2009 and the strategies and targets for the coverage of OOSC, it becomes necessary to ponder if proper and accurate record of OOSC is being maintained and all of them are actually been reached out to. Even if we make allowance for error in the figures of dropout rates as all the States / UTs have not conducted the cohort study, the point cannot be missed that the number of OOSC to be covered, as projected by the States / UTs need to be revisited. Table below further clarifies this point

Table B.2 – Discrepancy In the number of OOSC projected and those as per dropout rate

S.No	State	Enrolment (6-14 years)	Drop out rate		No. of children Dropped out (6-14 yrs)	Projection of OOSC for 2009-10	Differences
			6-11	11-14			
1	A&N Island	22488	2.87	3.87		0	0
2	Andhra Pradesh	10811277	13.52	2.24	1,020,256	171414	**-848842**
3	Arunachal Pradesh	327325	9	6	37,540	18322	**-19218**
4	Assam	5395908	8.8	15.5	610,426	199187	**-411239**
5	Bihar	19988254	23.49	11.16	3,979,205	522586	**-3456619**
6	Chandigarh UT	111097	0.00	0.00	-	8700	-
7	Chhattisgarh	4744486	9.59	11.41	481,136	72354	**-408782**
8	Dadra & Nagar Haveli*	43765	2.24	7.27	1,520	0	**-1520**
9	Daman & Diu	25254	0.02	0.01	4	910	906
10	Delhi	2789184.169	12.22	14.17	359,195	38922	**-320273**
11	Goa	171989	1.77	2.40	3,618	1828	**-1790**
12	Gujarat	7610026	2.29	8.87	291,179	99343	**-191836**
13	Haryana	4565983	4.99	4.63	221,990	147866	**-74124**
14	Himachal Pradesh	893154	1.70	0.00	9,799	2587	**-7212**
15	Jammu & Kashmir*	1966776	0.26	0.40	5,993	52131	46138
16	Jharkhand	8670327			-	114835	
17	Karnataka	8548102	1.45	5.71	250,291	35637	**-214654**
18	Kerela	3440290	0.80	0.83	27,972	12316	**-15656**
19	Lakshdweep	10611	1.13	2.42	168	156	**-12**
20	Madhya Pradesh	16563835	13.95	13.24	2,276,437	163983	**-2112454**
21	Maharashtra	15506733	7.87	8.68	1,264,904	56080	**-1208824**
22	Manipur*	464968			-	4748	
23	Meghalaya	609262	13.00	15.00	83,012	18104	**-64908**
24	Mizoram	248530	2.60	3.43	7,383	5542	**-1841**
25	Nagaland*	380569	2.51	3.91	11,657	23147	11490
26	Orissa	6576897	4.95	8.42	395,810	270783	**-125027**
27	Puducherry	181918	3.18	3.00	5,660	604	**-5056**
28	Punjab	3232013	1.89	4.17	88,106	47165	**-40941**
29	Rajasthan	10777750	10.09	0.00		117012	
30	Sikkim	0			-	1910	
31	Tamilnadu	9615965	1.23	1.90	142,218	66896	**-75322**
32	Tripura	667366	6.77	12.62	57,830	1507	**-56323**
33	Uttar Pradesh*	40710835	10.18	8.07	3,871,884	301988	**-3569896**
34	Uttarakhand	1797675	0.31	0.50	6,848	8133	1285
35	West Bengal	12325958	15.78	23.32	2,381,493	282526	**-2098967**
	Grand Total	**199796570**			**17,893,534**	**2869222**	**-15024312**

As can be seen, there is a huge difference in the number of children dropping out and those projected as out of school. As we understand, different states have different norms for categorizing children as drop outs. However, the annual plans of the States do not make mention of the mechanism for identification and tracking of these drop outs and bring them back to school.

B. 3 Mainstreaming of OOSC and tracking systems

Another area which requires serious attention is unsastisfactory performance of the States / UTs in mainstreaming the children from various AIE interventions. As is shown below, only a small fraction of the children in these centres could be mainstream during last two years.

Table B.3A

Intervention	Target for coverage 2007-08	Actual Coverage 2007-08	Mainstreamed 2007-08	Target 2008-09	Coverage 2008-09	Mainstreamed 2008-09
AIE (RBC & NRBC)	4244344	2355918	767647 (32.58%)	3903511	2439089	**1258204** (51.58%)

Source (PAB costing sheets 2008-09 & 2009-10)

The State wise position in this respect is given below:

Table B.3B

Sl.No	State	As on 31st March 2009 (2008-09)			As on 31st March 2008 (2007-08)		
		Coverage (RBC & NRBC)	Mainstreaming from coverage (RBC & NRBC)	%	Coverage(RBC & NRBC)	Mainstreaming from coverage (RBC & NRBC)	%
1	A&N Island	0		#DIV/0!	180		0.00
2	Andhra Pradesh	181320	11976	6.60	86896	83261	95.82
3	Arunachal Pradesh	15046	1353	8.99	6458	964	14.93
4	Assam	409358	187801	45.88	421816	75829	17.98
5	Bihar*	537781	229294	42.64	672428	261974	38.96
6	Chandigarh	6169	0	0.00	9845	4360	44.29
7	Chhattisgarh	85772	4500	5.25	53313	13591	25.49
8	D&N Haveli	0	0	#DIV/0!	0		#DIV/0!
9	Daman & Diu	60	0	0.00	0		#DIV/0!
10	Delhi	23579	330	1.40	300	NA	N.A.
11	Goa	1237	88	7.11	211		0.00
12	Gujarat	22638	40380	178.37	0	67653	#DIV/0!
13	Haryana	60373	28723	47.58	217473	26000	11.96
14	Himachal Pradesh	1557	0	0.00	235	144	61.28
15	Jammu & Kashmir	33346	8350	25.04	54867		0.00
16	Jharkhand	59347	14924	25.15	47219		0.00
17	Karnataka	150533	97400	64.70	90608		0.00
18	Kerala	10517	4710	44.78	16142	15391	95.35
19	Lakshadweep	82	0	0.00	0		#DIV/0!
20	Madhya Pradesh	47237	34126	72.24	4605	NA	NA
21	Maharashtra	229600	980	0.43	172835	24378	14.10
22	Manipur	0	0	#DIV/0!	36606		0.00

Sl.No	State	As on 31st March 2009 (2008-09)			As on 31st March 2008 (2007-08)		
		Coverage (RBC & NRBC)	Mainstreaming from coverage (RBC & NRBC)	%	Coverage(RBC & NRBC)	Mainstreaming from coverage (RBC & NRBC)	%
23	Meghalaya	11507	0	0.00	55980		0.00
24	Mizoram	14235	10563	74.20	12162	13208	108.60
25	Nagaland	10291	0	0.00	35276		0.00
26	Orissa	9809	5783	58.96	30279	26348	87.02
27	Puducherry	207	242	116.91	350	210	60.00
28	Punjab	70583	18946	26.84	14051	7362	52.39
29	Rajasthan	42741	3500	8.19	126537	84084	66.45
30	Sikkim	1243	0	0.00	672		0.00
31	Tamil Nadu	74259	57706	77.71	103241	6050	5.86
32	Tripura	5282	3778	71.53	25778	7870	30.53
33	Uttar Pradesh	242395	112606	46.46	5207		0.00
34	Uttarakhand	16195	3054	18.86	21161	4870	23.01
35	West Bengal	64790	76075	117.42	33187	44100	132.88
	Total	**2439089**	**1258204**	**51.58**	**2355918**	**767647**	**32.58**

We have tried to summarise the information provided by the States/UTs on the procedure adopted for tracking the mainstream children. Except Orissa, & Tamil Nadu we have not received detailed information on the child tracking system developed by them. Most of the States/UTs talk of collecting reports through field level functionaries like BRCs and CRCs, but it is not known if any Govt. order has been issued for the admission of the children from AIE Centres at any time of the year, if the entire procedure of reporting and record keeping has been standardised and computerised, if there is a mechanism for analysing the information received from field level functionaries at district and State levels and if there is any mechanism for assessing the performance of these children.

Table B.3C – Information on child tracking system

State	Child Tracking details
Andhra Pradesh	• The RBCs are being run by NGOs, which are responsible for tracking of mainstreamed children.
Haryana	• Regular follow up of the mainstreamed children is ensured through educational volunteer of the centre from where the child has been mainstreamed. • In addition, VECs, COBs and NGOs who run the concerned AIE centre regularly follow up the child. • The State is in the process of developing sound Child Tracking System similar to that of Orissa which is likely to be completed within next 3 months.

State	Child Tracking details
Jharkhand	• ICR Technology has been involved in the process of Compilation & Database Maintenance. Web based Child Tracking System is being developed. Online reports can be viewed from www.iepc.nic.in. • In 2009-10 the state will start tracking child through this process by August 2009. • Tracking will be done continuously for six months.
Rajasthan	• Education volunteers engaged for bridge courses will be given responsibility of mainstreaming children at the end of each course. For this work they will be paid Rs 200 per month up to 6 months. After completing RBC/ NRBC/ Shiksha Mitra/ Stay Home/ Migratory Hostel etc., they will be responsible for enrolment and retention of the children in the mainstream schools and also for identifying the hard spots and arranging for the remedial teaching. They will maintain an attendance register for the children and will send the monthly reports to RCEE.
Tamilnadu	• The system has been operationalised at BRC level. • Monitoring format are designed pertaining information about child and their family. • Child tracking register is maintained at BRC level. The fact like continuance, dropout, completion and migration is recorded in the child tracking register. • The BRTEs / CRTEs are asked to visit the schools once in a month to ensure their continuance in the school. • The BRTEs/CRTEs are assigned certain no. of schools where in the mainstreamed children are continuing their studies. • Remedial teaching is also given for the needy mainstreamed children and the expenditure will be incurred from within the funds available for RBCs/NRBCs. • To monitor migratory children inter-state committee is planned.
U.P.	• The directorate of basic Education is in the process of capturing the details of children enrolled in Govt. schools through digital photography and maintaining the profile of each child at school block and district level. All computerized thus to ensure the tracking and mobility of children enrolled in Govt. Schools. • District records of each child will be maintained so that tracking

State	Child Tracking details
	of every child mainstreamed into formal school can be done. • For the tracking of migrant children a certificate has been developed meticulously which has details of children enrolled in centres, duration, achieved competency
Uttarakhand:	• The separate profile of mainstreamed children will be prepared and issued at the very outset. • At block level one officer (BEO) will personally visit such schools where substantial number of children are mainstreamed and take dialoguing with the community leaders/parents. • BRC coordinators will be overall responsible to collect the data, list the problem arising out of it and report to the DPO. • For quality issue DIET personnel will visit such school by monthly basis to record the progress of the children. If the progress is not found satisfactory the optimum support through different interventions like especial remedial session will be introduced to the children lagging behind. • The guardian of such children will especially be invited in VEC meetings for addressing issues relating retention and achievement of the children. The counselling will be provided if necessary. • The separate monitoring format will be developed at State level and provided to the concerned school through DPO.

We would like to hear from the States / UTs what steps they are taking to institutionalize the system of child tracking and making process online.

B.4 Commitments of the States/UTs in regard to the coverage of out-of-school children

Table B.4 –Commitments of coverage of out-of-school children

Name of State/UT	Commitment for 2009-10
Andhra Pradesh	Development of an effective child tracking system and share with GOI the results of the CTS by October, 2009.
Arunachal Pradesh	The State will share the independent evaluation of bridge courses under taken in 2006-07.
Assam	Development of an effective child tracking system and share with GOI the results of the CTS by October, 2009. Develop effective monitoring of mainstreamed child at least for a period of one year.
Bihar	The PAB expressed concerns that direct enrolment of children without providing bridging facilities may result in dropouts. Further against a target of 970314 children under AIE in 2008-09 the State could only cover 300094 (30.92% of the target) children in AIE, out of which 92489 (30.82%) children were mainstreamed in regular schools. PAB noted that remaining 207605 children are continuing in AIE and shall be mainstreamed in 2009-10.
Chandigarh	The percentage of their mainstreaming in schools is very low and directed that the UT should track migratory children in collaboration with other states from where these children migrate.
Chhattisgarh	The state was directed to evolve appropriate strategies to cover children especially in Naxalite affective areas and to do mapping for Migratory children. The state has not shown effective coverage. Moreover for 2009-10 also, the state has not asked any strategies cover around 9000 children residing in naxalite effective areas. The state should institute a decentralized system for procurement of printed material, required for all training, supplementary, teaching learning material in EGS, AIE, Bridge courses etc. the state should ensure that it does not resort to Centralized printing, since this would result in inefficiencies in management and distribution.
Delhi	Coverage of Muslim OOSC studying in Madarsa/Maktabs where formal curriculum is not introduced. – the status is not provided
GOA	The PAB directed that the state should act in convergence with the Dept of social welfare in identifying areas where migration takes place and to consider running seasonal schools for children of migrant families.
Gujarat	Convergence with National Child Labour programme, for working children should be ensured. Liaisoning with neighbouring State SSA programmes for migratory children. Attention also needs to be given to intra-State migration, like in salt pan industry etc. The State is implementing a large programme for providing schooling facilities to migratory children through seasonal hostel and support schools. The State should undertake a documentation of this initiative positively in 2008-09
Haryana	The state should review the work of the AIE/NGOs functioning in the state and release funds to them only after due verification.

Jammu & Kashmir	The State will track children for effective main streaming & transition and will maintain a separate record for tracking the main streaming for six month later.
	All 52131 out of school children will be covered through appropriate strategies. The State will track children for effective main streaming & transition and will maintain a separate record for tracking the main streaming for six month later. The State should improve the quality of data relating to out of school children. The planning on out of school children should be based on relevant data collected through access mapping. The PAB directed the State to undertake child tracking, so as to cover all households and get realistic data on OoSC. There is an urgent need for major capacity building exercise for the State personnel in charge of AIE activities Districts like Kishtwar, Kulgam, Kupwara and Samba have not taken up any strategy for covering out of school children except enrolling them in regular schools without giving any bridging support. The PAB expressed concern over this tendency and advised the State to strengthen its bridging systems for OoSC, so that transition is smoother.
Jharkhand	The PAB also expressed concern over low coverage of OoSC particularly in Lohardaga also it was flagged that that mainstreaming mechanism and monitoring mechanism of OoSC is very weak; which the State needs to strong then.
Manipur	The State will conduct a detailed study on out of school children and never enrolled children within a period of 2-3 months. On the basis of study the State will rework the strategies for out of school children.
	The PAB directed that the state to assess the actual number of OOSC with supplementary plan for consideration of the PAB for 2009-10 by 30.08.2009.
Nagaland	The State will conduct a survey on out of school children and never enrolled children within a period of 2-3 months. On the basis of study the State will rework the strategies for out of school children.
	The state to evolve an efficient and effective child tracking system and share with GOI the results of the CTS by 30.9.2009. Conduct HHS immediately in the state and bring the supplementary plan within 3 months for coverage of OOSC as identified by the HHS. The State reported that annually 3000 children migrated from other States like Assam for a period of 3-4 months. PAB advised the State to prepare strategy for such migrating children under SSA by providing them AIE Centres or Mobile Schools/Shelter schools/Flexi Schools to achieve the goal of universalisation of elementary education.
Puducherry	All existing OoSC children totaling 646 to be brought into school fold.
Punjab	The State will develop a mainstreaming plan such that effective tracking of the children is possible. Noted, the state should further consolidated CTS.
	The State has to strengthen the child tracking system to monitor Out of School Children. The State will share the status of 17665 children who were directly

	enrolled.
Orissa	The State will ensure mainstreaming the children of closed EGS centers and track children in these centers closely, so that they are either mainstreamed to regular schools or enrolled in AIE centers. The detailed report will be furnished by July 2008. Though the state had mainstreamed the children of closed EGS centres into NRBC and RBC but still remaining children enrolled in RBC and NRBC need to mainstream into regular school and immediate action is needed for this.
Rajasthan	Conduct a comprehensive household survey to update data on out of school children by December 2008. The State should take immediate action to conduct the comprehensive house hold survey to up date the data on out of school children by June 2009.
Tripura	Issues of mainstreaming children from AIE centres should also be discussed as an agenda item in the EC meeting of State SSA. The State should consider setting up primary/ small/basic schools and develop concrete strategy to bring these children to regular schools. Under the AIE strategies, the PAB said that 50% students should be mainstreamed by January, 2010. Suitable agencies should be involved for developing Bridge Material materials.
	The State should develop the TLM in consultation with NGOs and other agencies engaged in development of TLM. TSG should guide the State in this regard. The State should provide Bridge Course material for children in EGS and AIE centres, as text-books are not meant for accelerated learning. Suitable agencies should be involved for developing RBC material.
Uttarakhand	The State to evolve an efficient child tracking system and share with GOI the results of the CTS by October, 2009. Though the State has mainstreaming mechanism, it needs to develop effective monitoring of mainstreamed child at least for a period of one year. The state will take steps to mainstream 3301 OOSC during 2008-09.
U.P	The State will assess the actual number of Out of School Children (OoSC) through child tracking for 2009-10 and same will be share with PAB by 30.09.2009.
	It also directed to the State to develop systems, so that the state has correct assessment of OoSC and not the estimates. State agreed to develop effective CTS and share with GOI by October, 2009. On the basis of that the state should come up before the PAB with the supplementary plan to cover new identified OOSC as per child census.
West Bengal	In view of the lack of access, the PAB provided funds to provide these children regular condition that the state will decide the mechanism to provide these children regular schooling by July 2009. The state agreed to undertake intensive exercise for developing & scaling up of Howrah model of child tracking system to all the districts, mainstreaming of Muslim children and will undertake programmes to cover all out of school girls in trafficking areas.

C: Equity

C.1 Share of SC/ST/Muslim children in enrolment:

One of the overarching goals of the SSA is to bridge the social category gaps and there has been considerable progress in this direction. The enrolment share of SC children at elementary level stood at 19.83% and for ST children at 10.95%, which is in tune with their population share (DISE 2007-08). State/UT wise position is shown below:-

Table C.1A - Share of SC/ST children in enrolment

Sl.No	Name of State/UT	% SC Population	% SC Enrolment	SC-Gap	% ST Population	% ST Enrolment	ST-Gap
1	A&N Island	0	0.04	-0.04	8.3	7.02	1.28
2	Andhra Pradesh	16.2	18.91	-2.71	6.6	9.64	-3.04
3	Arunachal Pradesh	0.6	0.68	-0.08	64.2	75.95	-11.75
4	Assam	6.9	9.68	-2.78	12.4	15.57	-3.17
5	Bihar	15.7	16.89	-1.19	0.9	2.29	-1.39
6	Chandigarh UT	17.5	10.61	6.89	0	0.13	-0.13
7	Chhattisgarh	11.6	15.28	-3.68	31.8	32.03	-0.23
8	Dadra & Nagar Haveli	1.9	2.37	-0.47	62.2	71.03	-8.83
9	Daman & Diu	3.1	4.71	-1.61	8.8	12.94	-4.14
10	Delhi	16.9	11.97	4.93	0	0.31	-0.31
11	Goa	1.8	2.55	-0.75	0	7.77	-7.77
12	Gujarat	7.1	7.98	-0.88	14.8	18.41	-3.61
13	Haryana	19.3	28.21	-8.91	0	0.13	-0.13
14	Himachal Pradesh	24.7	28.04	-3.34	4	5.64	-1.64
15	Jammu & Kashmir	7.6	8.85	-1.25	10.9	13.09	-2.19
16	Jharkhand	11.8	15.03	-3.23	26.3	30.49	-4.19
17	Karnataka	16.2	19.18	-2.98	6.6	7.51	-0.91
18	Kerala	9.8	11.28	-1.48	1.1	1.93	-0.83
19	Lakshadweep	0	0.07	-0.07	94.5	99.59	-5.09
20	Madhya Pradesh	15.2	17.59	-2.39	20.3	23.59	-3.29
21	Maharashtra	10.2	14.71	-4.51	8.9	11.34	-2.44
22	Manipur	2.8	3.68	-0.88	34.2	42.68	-8.48
23	Meghalaya	0.5	1	-0.5	85.9	93.08	-7.18
24	Mizoram	0	0.16	-0.16	94.5	99.24	-4.74
25	Nagaland	0	4.66	-4.66	89.1	94.3	-5.2
26	Orissa	16.5	19.96	-3.46	22.1	25.35	-3.25
27	Puducherry	16.2	19.52	-3.32	0	0.82	-0.82
28	Punjab	28.9	49.19	-20.29	0	0.25	-0.25
29	Rajasthan	17.2	19.48	-2.28	12.6	14.97	-2.37
30	Sikkim	5	6.8	-1.8	20.6	36.1	-15.5

Sl.No	Name of State/UT	% SC Population	% SC Enrolment	SC-Gap	% ST Population	% ST Enrolment	ST-Gap
31	Tamilnadu	19	24.65	-5.65	1	1.88	-0.88
32	Tripura	17.4	19.46	-2.06	31.1	38.95	-7.85
33	Uttar Pradesh	21.1	27.34	-6.24	0.1	0.63	-0.53
34	Uttarakhand	17.9	26.18	-8.28	3	3.77	-0.77
35	West Bengal	23	26.81	-3.81	5.5	6.27	-0.77
Total		19.85	-3.65		8.2	10.91	-2.71

Source : DISE 2007-08

Barring Delhi (4.93ppt) & Chandigarh (6.89ppt), all the States have enrolment share of SC children in tune with their share in the population. All the States have been able to bridge the gap in ST enrolment share except. Andaman & Nicobar Island which is showing the gap of 1.28 ppt. However, situation is far from satisfaction in regard to the minority children. Except Andhra Pradesh, Karnataka, Lakshadweep, Puducherry, Uttarakhand and West Bengal which have share of Muslim children enrolment in tune with their share in population, other States are reporting a considerable gap. This definitely calls for a massive effort on out part. The State-wise position is shown below:-

Table C.1B – Enrolment share of Muslim children

Sl. No	State	% Muslim Population	% Muslim Enrolment	Gap
1.	A&N Island	8.22	1.49	**6.73**
2.	Andhra Pradesh	9.17	10.51	-1.34
3.	Arunachal Pradesh	1.88	0.04	1.84
4.	Assam	30.92	31.94	-1.02
5.	Bihar	16.53	11.27	5.26
6.	Chandigarh UT	3.95	3.81	0.14
7.	Chhattisgarh	1.97	0.68	1.29
8.	Dadra & Nagar Haveli	2.96	0	2.96
9.	Daman & Diu	7.76	3.87	3.89
10.	Delhi	11.72	5.33	**6.39**
11.	Goa	6.84	2.49	4.35
12.	Gujarat	9.06	4.57	4.49
13.	Haryana	5.78	5.34	0.44
14.	Himachal Pradesh	1.97	1.08	0.89
15.	Jammu & Kashmir	66.97	59.29	**7.68**
16.	Jharkhand	13.85	10.3	3.55
17.	Karnataka	12.23	15.06	-2.83
18.	Kerala	24.7	21.49	3.21
19.	Lakshadweep	95.47	99.92	-4.45
20.	Madhya Pradesh	6.37	3.27	3.1
21.	Maharashtra	10.6	8.61	1.99
22.	Manipur	8.81	0	**8.81**
23.	Meghalaya	4.28	0.15	4.13
24.	Mizoram	1.14	0	1.14
25.	Nagaland	1.76	0.03	1.73
26.	Orissa	2.07	1.67	0.4
27.	Puducherry	6.09	6.77	-0.68
28.	Punjab	1.57	0.51	1.06
29.	Rajasthan	8.47	5.4	3.07
30.	Sikkim	1.42	0	1.42
31.	Tamilnadu	5.56	4.74	0.82
32.	Tripura	7.95	7.51	0.44
33.	Uttar Pradesh	18.5	9.34	**9.16**
34.	Uttarakhand	11.92	14.8	-2.88
35.	West Bengal	25.25	28.13	-2.88
	Total	13.43	10.49	2.94

Source : DISE 2007-08

C.2 Gross Enrolment Ratio (GER) of SC/ST students:

At the National level, position seems to be satisfactory, but if we look at the State specific data, there are reasons to be concerned. Following table presents the state-wise position:

Table C.2 - Gross Enrolment Ratio (GER) of SC/ST students

S. No.	State / UT	Elementary Level				
		GER all	GER SC	Gap SC	GER ST	Gap ST
1	Andhra Pradesh	88.13	94.57	-6.44	94.44	-6.31
2	Arunachal Pradesh	118.58	29.66	**88.92**	125.76	-7.18
3	Assam	85.92	130.50	-44.58	92.06	-6.14
4	Bihar	74.12	74.02	0.10	75.62	-1.50
5	Chhattisgarh	109.93	173.80	-63.87	110.73	-0.80
6	Goa	108.34	111.53	-3.19	0.00	**108.34**
7	Gujarat	103.11	134.88	-31.77	107.69	-4.58
8	Haryana	85.17	101.80	-16.63	0.00	**85.17**
9	Himachal Pradesh	111.07	118.07	-7.00	144.16	-33.09
10	Jammu & Kashmir	87.76	99.36	-11.60	85.14	**2.62**
11	Jharkhand	89.41	111.96	-22.55	102.34	-12.93
12	Karnataka	99.94	105.90	-5.96	100.12	-0.18
13	Kerala	95.48	107.13	-11.65	117.07	-21.59
14	Madhya Pradesh	130.07	144.66	-14.59	138.13	-8.06
15	Maharashtra	109.03	145.75	-36.72	114.40	-5.37
16	Manipur	139.97	155.14	-15.17	123.90	**16.07**
17	Meghalaya	152.78	0.00	**152.78**	139.25	**13.53**
18	Mizoram	130.23	0.00	**130.23**	134.57	-4.34
19	Nagaland	79.08	0.00	**79.08**	79.61	-0.53
20	Orissa	98.88	114.63	-15.75	102.76	-3.88
21	Punjab	76.45	102.24	-25.79	0.00	**76.45**
22	Rajasthan	104.22	110.18	-5.96	99.20	**5.02**
23	Sikkim	114.40	140.33	-25.93	197.39	-82.99
24	Tamil Nadu	114.44	116.22	-1.78	135.57	-21.13
25	Tripura	119.84	133.19	-13.35	124.72	-4.88
26	Uttar Pradesh	90.91	93.86	-2.95	100.76	-9.85
27	Uttarakhand	110.60	143.49	-32.89	143.05	-32.45
28	West Bengal	90.49	99.53	-9.04	89.28	1.21
29	A & N Islands	104.85	0.00	**104.85**	88.94	**15.91**
30	Chandigarh	56.06	43.90	**12.16**	0.00	**56.06**
31	D & N Haveli	131.98	154.67	-22.69	127.76	**4.22**
32	Daman & Diu	129.69	157.26	-27.57	124.62	**5.07**
33	Delhi	101.10	63.78	**37.32**	0.00	**101.10**
34	Lakshadweep	59.57	0.00	**59.57**	60.87	-1.30
35	Puddicherry	127.06	127.71	-0.65	0.00	**127.06**
	India	96.92	105.89	-8.97	109.48	-12.56

Source : SES 2006-07

States like Arunachal Pradesh, Chandigarh, Delhi and Lakshadweep are showing considerable Gap in GER for SC children at elementary level, whereas the States wise Jammu & Kashmir, Manipur, Meghalaya, Rajasthan, West Bengal, Andaman & Nicobar Island, Dadra & Nagar Haveli, Daman & Diu have gap in GER for ST children.

C.3 Dropout Rates of SC& ST children at Elementary Level:

Incidence of dropout among of SC/ST children has been decreasing over the years, however, the situation is not satisfactory. Retention of these children in schools is still an issue for us. SES 2006-07, shows that the dropout rate of SC/ST children is greater than the overall dropout rate at elementary level. The detailed information is given in the table below:

Table C.3 Dropout Rates of SC& ST children at Elementary Level

S.No.	Name of the States/UT	Class I-VIII				
		All	SC	Gap SC	ST	Gap ST
1	Andhra Pradesh	56.74	61.19	-4.45	77.98	-21.24
2	Arunachal Pradesh	54.04	33.33	20.71	57.98	-3.94
3	Assam	73.56	70.55	3.01	77.31	-3.75
4	Bihar	76.11	80.62	-4.51	97.81	-21.70
5	Chhattisgarh	0.00	-	0.00	-	0.00
6	Goa	1.98	25.56	-23.58	-	0.00
7	Gujarat	49.29	48.86	0.43	64.52	-15.23
8	Haryana	0.00	16.05	-16.05	-	0.00
9	Himachal Pradesh	4.50	17.33	-12.83	0.00	4.50
10	Jammu & Kashmir	41.18	17.70	23.48	37.55	3.63
11	Jharkhand	0.00	-	0.00	-	0.00
12	Karnataka	38.79	41.82	-3.03	36.90	1.89
13	Kerala	0.00	7.33	-7.33	9.48	-9.48
14	Madhya Pradesh	48.42	43.73	4.69	61.03	-12.61
15	Maharashtra	21.93	24.00	-2.07	46.46	-24.53
16	Manipur	41.22	-	0.00	62.83	-21.61
17	Meghalaya	60.41	63.85	-3.44	63.67	-3.26
18	Mizoram	62.56	-	0.00	62.67	-0.11
19	Nagaland	38.60	-	0.00	34.06	4.54
20	Orissa	62.59	70.27	-7.68	82.13	-19.54
21	Punjab	29.87	49.87	-20.00	-	0.00
22	Rajasthan	62.30	65.01	-2.71	59.68	2.62
23	Sikkim	65.85	69.53	-3.68	34.98	30.87
24	Tamil Nadu	0.00	18.62	-18.62	47.76	-47.76
25	Tripura	50.55	41.77	8.78	64.62	-14.07
26	Uttar Pradesh	44.18	59.44	-15.26	77.52	-33.34
27	Uttarakhand	0.00	-	0.00	-	0.00
28	West Bengal	61.37	68.79	-7.42	78.93	-17.56
29	A&N Island	8.98	-	0.00	27.93	-18.95
30	Chandigarh	36.87	43.73	-6.86	-	0.00
31	D&N Haveli	43.98	11.38	32.60	49.52	-5.54
32	Daman & Diu	12.77	0.00	12.77	34.63	-21.86
33	Delhi	23.49	37.29	-13.80	8.87	14.62
34	Lakshadweep	0.00	-	0.00	0.00	0.00
35	Pondicherry	0.00	0.00	0.00	-	0.00
	INDIA	46.03	53.05	-7.02	62.54	-16.51

Source: SES, 2006-07

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Barring Arunachal Pradesh, Assam, Gujarat, Jammu & Kashmir, Madhya Pradesh, Tripura, and D&N Haveli all the states/UTs are showing drop out rates for SC children at elementary level when compare to children to all categories. Whereas the states like Himachal Pradesh, J&K, Karnataka, Nagaland, Rajasthan, Sikkim & D&N Haveli, all the states/UTs are showing dropout rates in context of ST children.

C.4 Learning outcomes of SC/ST children:

National Pupil Achievement Surveys by NCERT are conducted every three years to see trends in achievement levels and cross state comparison. The data has revealed that there is a gap in learning outcomes of SC/ST children. The subject and class wise mean achievement is as follows:

Table - C.4 Learning outcomes of SC/ST children:

Subject	Category	Class III		Class V		Class VII		Class VIII	
		Ist Round	IInd Round	Ist Round	IInd Round	Ist Round	IInd Round	Ist Round	IInd Round
Language	SC	60.42	66	57.10	59.53	52.50	50.78	50.35	55.18
	ST	60.65	67	58.19	57.22	54.65	48.11	50.23	57.17
	Overall	63.12	67	58.87	60.31	54.25	51.95	53.86	56.13
Maths	SC	54.6	59	44.97	48.02	28.78	36.80	37.0	39.62
	ST	59.43	60	44.12	45.79	33.20	37.82	37.76	38.92
	Overall	58.25	60	46.51	48.46	30.50	38.76	39.17	41.50
EVS	SC	-		48.53	51.64	-		-	
	ST	-		49.52	50.79	-		-	
	Overall	-		50.30	52.19	-		-	
Science	SC	-		-	-	36.42	38.93	38.46	40.44
	ST	-		-	-	37.36	38.62	41.53	39.40
	Overall	-		-	-	37.78	39.87	41.30	41.75
SST	SC	-		-	-	33.45	40.84	42.81	45.87
	ST	-		-	-	34.90	38.42	45.76	45.03

State specific learning Achievement analysis of SC/ST students in class V illustrated from I round of NCERT survey:

For SC students the states viz, West Bengal, Karnataka, Pudducherry, Manipur, Maharashtra, are showing a considerable gap in the subjects of Maths, EVS and Language.

Haryana, Rajasthan, West Bengal, Kerala, Tripura, Maharashtra & Uttarakhand are showing gap in learning achievements of ST students in the subjects of Maths, EVS & Language.

C.5 Attendance level of SC/ST and Muslim Children in schools:

A research study is conducted by the Research & Evaluation Unit of TSG, EDCIL in 2008 in 20 major states of the country. **It reveal that the average attendance rate at the primary stage is little lower for SC children (68.7%) & for Muslim students (66.4%) when compared to overall attendance rate of the children (69.9%).** At the upper primary level, there was not much difference between attendance rates of different social categories.

Barring Assam, Bihar, Chattisgarh, Gujarat, Delhi, Haryana, Uttarakhand & M.P., all States/UTs are showing gap in attendance of SC children at primary stage whereas at the upper primary level, barring Assam, Bihar, Gujarat, Karnataka, Kerala, M.P., Punjab, U.P. & Uttarakhand all States/UTs have gap in attendance level of SC children.

For the attendance of ST children at primary level baaring, Bihar, Delhi, Haryana, J&K, Punjab & Uttarkhand, all showing gap. At the upper primary level, barring Assam, Bihar, J&K, Himachal Pradesh, Punjab, U.P. & West Bengal all the states have gap in attendance.

Only Assam, Bihar, Chhattisgarh, J&K, Karnataka, Kerala, M.P., Punjab, Rajasthan & Uttarakhand does not show gap in attendance of Muslim children at primary level. At the upper primary stage the situation is far better, only Andhra Pradesh, Assam, Gujarat, Haryana, Orissa, Uttarakhand & West Bengal are showing gap in attendance of Muslim children.

C.6 Physical access to Socially Disadvantaged:

To achieve Universalization of Elementary Education, it is necessary to provide access for schooling facility to each & every habitation across the country. **At the national level total number of villages with more than 40% SC population is 64,189 out of which only 6035 villages are served with schooling facility, 93134 villages are of more than 40% ST population of which only 10194 are served by primary & upper primary schools and 38813 villages are more than 40% Muslim population of which only 3866 have schooling facility.**

In 2009-10, upgradation of 2963 EGS centres into PS, opening of 5960 new PS and upgradation of 12205 PS into UPS have been sanctioned to provide access to the villages/habitations having more than 40% population of SC/ST/MM. Detailed information is as per the table given below:

Table C.6 -Physical access to Socially Disadvantaged:

States	Villages with more than 40% population									Recommendations for 2009-10		
	SC			ST			MM			EGS	PS	UPS
	Villages	PS	UPS	Villages	PS	UPS	Villages	PS	UPS			
Andhra Pradesh	1963	0	54	1480	564	52	25	0	1	17	20	26
Arunachal Pradesh	0	0	0	3984	645	1314	0	0	0	174	0	16
Assam	5224	48	90	18067	145	190	16188	287	354	1521	0	0
Bihar	4208	391	165	170	0	0	2667	20	28	0	0	3013
Chhattisgarh	1969	28	19	10218	277	417	33	0	0	1	0	404
Haryana	753	29	28	0	0	0	549	11	45	0	6	0
Himachal Pradesh	2665	97	92	542	0	33	0	0	0	40	0	0
Jammu & Kashmir	2901	1344	747	1303	1092	477	5510	451	925	0	0	950
Jharkhand	2776	69	3	13137	72	35	2260	69	8	0	0	185
Karnataka	5745	13	168	1235	16	34	1148	28	12	0	317	130
Kerala	1267	23	6	1697	13	6	1697	10	5	0	0	0
Madhya Pradesh	4007	26	34	12495	120	222	488	5	6	0	0	595
Maharashtra	368	35	12	5643	27	43	370	3	0	0	1015	39
Manipur	17	1	15	11	0	8	18	1	3	0	0	0
Meghalaya	6	0	1	5893	515	1342	131	17	11	208	0	425
Nagaland	0	0	0	1196	165	559	0	0	0	61	64	50
Orissa	4435	242	231	15425	1097	489	213	8	1	0	2388	878
Punjab	3778	6	91	0	0	0	45	0	1	69	0	599
Tamilnadu	115	15	53	0	0	0	0	0	0	0	5	831
Tripura	157	9	3	503	36	21	85	7	10	0	69	167
Uttar Pradesh	17506	557	546	309	13	10	6180	546	209	827	0	1126
Uutarakhand	2156	22	55	464	3	5	442	1	2	41	12	129
West Bengal	3440	194	473	1059	43	94	2461	344	437	0	360	776
Total	64189	3149	2886	93134	4843	5351	38813	1808	2058	2959	4256	10339

Source: AWP&B 2009-10

C.7 Progress against sanctions of 2008-09 under SC/ST/MM innovation:

Under SC/ST and Minority innovation component, SSA provides Rs. 15 Lakhs per district on need based to enhance retention and learning level of the SC/ST and children from Muslim community. Below is the progress against the sanctions under SC/ST and Minority innovation head for the year 2007-08 and 2008-09.

In 2007-08, Rs. 5421.114 lakhs were sanctioned under SC/ST innovation head to 30 States/UTs of which only Rs. 3135.34 lakhs (57.84%) were utilized by the states. Chattisgarh, Goa, Himachal Pradesh, J&K, Mizoram, Nagaland, Orissa & Tamilnadu have shown 100% progress in terms of financial achievement. Whereas, A&N Islands, D&N Haveli, Daman & Diu, Meghalaya, & Uttar Pradesh is showing nil progress.

In 2008-09, Rs. 7196. 69 lakh was sanctioned under the component of SC/ST head, out of which Rs. 5363.89 lakh (74.53%) has been utilized till March 31st, 2009. Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Orissa & Tamilnadu have shown 100% progress, **whereas J&K, Meghalaya, Tripura, Manipur, Arunachal Pradesh, Sikkim, Delhi & U.P. have shown very low or nil progress.**

Under Minority innovation head, Rs 3088.23 lakh was sanctioned in 2008-09 against which only Rs. 1607.93 (35%) was utilised. Karnataka, Kerala, Lakshadweep and Tamilnadu have utilized 100% funds whereas Haryana and Maharashtra have shown very slow progress.

C.8 SSA targets under PM's 15 point programme for Minorities:

C.8.1 The 7 indicators concerning SSA, for which targets have been set in the PM's 15 point program for minorities are:

1. Opening of new primary schools
2. Opening of new upper primary school
3. Construction of primary school buildings
4. Construction of upper primary school buildings
5. Construction of additional classrooms
6. Recruitment of teachers
7. Opening of KGVBs

Table C.8- Progress against these 7 key indicators in 121 districts in the last two years

Items	Target 2006-07	Ach till 31.03.07	% ach	Target 2007-08	Ach till 31.03.08	% ach	Target 2008-09	Ach till 31.03.09	% ach
Opening of new PS	3802	3515	92.45	2322	1463	63.00	1423	1386	96.8
Opening of new UPS	1189	1114	93.69	3666	3017	82.29	4301	3176	73.8
Construction of PS	4427	2447	55.27	2078	1725	83.01	4404	3226	73.25
Construction of UPS	1189	961	80.82	2018	1948	96.53	4154	2662	64.0
No. of Additional classrooms	75967	51602	67.92	36891	36597	99.20	21102	15563	73.75
Teachers to be appointed	26532	24276	91.49	21381	15352	71.80	21945	15759	71.81
KGBVs	106	136	128.30	313	219	69.96	479	434	91

C.9 Commitments of the States / UTs in regard to equity 2008-09 & 2009-10:

Table C.9 – Commitments in regard to Equity

State	Commitments
Arunachal Pradesh	The Drop out rate at primary stage is 16.85 (DISE 2006-07). Also as per SES 2005-06 the drop out gap among STs is 13 percent points. The State will reduce the drop out rate at primary stage of 5% and ST gap to less than 5 pt. The State will undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next 3 years such that at primary stage dropout is eliminated and at elementary stage it is reduced to less than 20%. The State will share details by July 2008. The State committed to do the baseline and evaluate each innovation to track the outcomes. The State will ensure that household survey should provide data on urban deprived children and minority.
Assam	The State must make efforts for enhancing enrolment of girls of minority community in KGBV schools. The State will recognize the 23 upper primary schools attached with KGBV as regular govt. UPS The State should ensure that SC/ST enrolment in each district is not below their share of population in the district.
Bihar	The Drop out rate at primary stage is 24% and 16% at upper primary level (State AWP&B) Also as per SES 2005-06 the drop out gap among SCs is 7 percent points at elementary level. The State will reduce the drop out rate at primary stage to 15% and upper primary to less than 10% and the SC gap to less than 5 ppt. The State will establish baseline for dropouts in each district and set targets for each district for the next 3 years such that at primary stage dropout is eliminated and at elementary stage it is reduced to less than 20%. The State will share details by July 2008.
	The tackle the issue of diversity in the classroom it is important that teachers are oriented and sensitized towards it. The State will sensitize all its teachers towards diversity in the classrooms, so that the focus on SC children and elimination of any discrimination in seating arrangements etc. is ensured.
	The State would ensure that the share of enrolment of Muslim minority children would reflect their share in the population in the State. As per Census 2001, the percentage of Muslim population in the State is 16.53% and the enrolment of muslim children is 8.95% at primary and 6.60 at upper primary (DISE 2006-07)
Chhattisgarh	The State would ensure that the share of Muslim minority children would reflect their share in the population in the State. As per Census 2001, the percentage of Muslim population in the State is 1.97% and the enrolment of muslim children is 0.56% at primary and 0.84% at upper primary
Delhi	The PAB emphasized on the coverage of children not attending the schools but attending madarsa/maktabs. PAB also emphasized to that community mobilization & awareness should be undertaken in minority concentrated districts to bring muslim Out of school into AIE. PAB suggested that such children can be assisted with formal curriculum in madarsa/maktabs, if necessary, through local community interventions. The State should develop mainstreaming plans and out of school children be tracked even after mainstreaming.
Gujarat	The enrolment of Muslim girls in KGBVs is only 1.4% (39 girls) in Gujarat. 3 KGBV

State	Commitments
	have been sanctioned in three blocks with Muslim majority population. However only 119 girls are enrolled in these three KGBVs of which 11% are muslim girls. The State need to put in special efforts to increase the enrolment of muslim girls in KGBVs in the State.
	The State would ensure that the share of Muslim minority children would atleast reflect their share in the population in the State/districts. As per Census 2001, the percentage of Muslim population in the State is 9.06% and the enrolment of muslim children is 4.11% at primary and 4.25% at upper primary.
Jharkhand	The Drop out rate at primary stage is 8.09% (DISE 2006-07). Also as per SES 2005-06 the drop out gap among STs is 9 percent points. The State will reduce the drop out rate at primary stage of 5% and ST gap to less than 5 pt. The State will undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next 3 years such that at primary stage dropout is eliminated and at elementary stage it is reduced to less than 20%. The State will share details by July 2008.
	The State would ensure that the share of Muslim minority children would atleast reflect their share in the population in the State. As per Census 2001, the percentage of Muslim population in the State is 13.85% and the enrolment of muslim children is 7.29% at primary and 6.30% at upper primary (DISE 2006-07)
	The PAB advised State to develop more specific plan with emphasis on SC/ST and minority girls. The State should also develop a target oriented plan for effective implementation of NPEGEL programme, especially in Tribal & minority population blocks.
2009-10	The Drop out rate at primary stage is 16.85% (DISE 2006-07). Also as per SES 2005-06 the drop out gap among STs is 13 percent points. The State will reduce the drop out rate at primary stage of 3% and ST gap to less than 4 ppt. The State will undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next 3 years such that at primary stage dropout is eliminated and at elementary stage it is reduced to less than 10%. The State will share details by July 2009.
Karnataka	Efforts to enhance enrolment of girls from the muslims community in KGBV schools in the districts with substantial muslim population.
Kerala	The State has achieved universal access and enrolment it should now focus on enhancing quality of education.
Madhya Pradesh	The State would ensure that the share of Muslim minority children would atleast reflect their share in the population in the State/districts. As per Census 2001, the percentage of Muslim population in the State is 6.37% and the enrolment of muslim children is 2.30 at both primary and upper primary.
	The State must reduce the drop out rate amongst ST students and should also ensure that ST enrolment equals the percentage of population of STs, in each district Convergence with Tribal Education Department of the State must be functional and field level reviews should be regular.
	The State need to put in special efforts to increase the enrolment of muslim girls in KGBVs.
Maharashtra	The State would ensure that the share of Muslim minority children would atleast reflect their share in the population in the State. As per Census 2001, the percentage of Muslim population in the State is 10.60% and the enrolment of muslim children is 7.94% at primary and 5.83% at upper primary
	The special attention should be focused on reduction of dropout rates in tribal areas The 15 new KGBVs sanctioned will be made operational by the new session starting in

State	Commitments
	July 2008
Orissa	The Drop out rate at primary stage is 7.79% and 13.27% at upper primary level. The drop out gap among STs is 16.89% at primary and 23.83% at upper primary level. The State will reduce the drop out rate at primary stage of 5% and ST gap to less than 5 pt. The State will undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next 3 years such that at primary stage dropout is eliminated and at elementary stage it is reduced to less than 20%. The State will share details by July 2008. The State will measure the baseline and evaluate each innovation to track outcomes.
Puducherry-2009-10	The UT will carry out study on enrolment retention and dropout, access issues with specific reference to muslim minority.
Punjab	The Drop out rate at primary stage is 8.54% (Cohort Study). The upper primary drop out is at 5.8%. It is considerable high in Bhatinda, Faridcot, Firozpur, Mansa and Mohali. Also as per SES 2005-06 the drop out gap among SCs is 7 percent points at elementary level. The State will reduce the drop out rate at primary stage to 15% and upper primary to less than 10% and the SC gap to less than 5 ppt. The State will establish baseline for dropouts in each district and set targets for each district for the next 3 years such that at primary stage dropout is eliminated and at elementary stage it is reduced to less than 20%. The State will share details by July 2008.
	The State would ensure that the share of Muslim minority children would atleast reflect their share in the population in the State. As per Census 2001, the percentage of Muslim population in the State is 1.57% and the enrolment of muslim children is 0.22% at primary and 0.11% at upper primary (DISE 2006-07). The State will particularly focus on Malerkotla.
	The free text books will be provided by SSA to non SC students only. The State will continue to provide books for SC children both at primary and upper primary level from the State budget.
	The PAB advised the State to plan for relevant interventions under innovation including strategic activity plan for urban deprived and minority children. The State will measure the baseline and evaluate each innovation to track outcomes.
Rajasthan	Efforts to enhance enrolment of girls from the minority community (muslims) in KGBV schools. Location of KGBV's would be made more proximate to the target groups, SC, ST and minorities as far as feasible.
Tamil Nadu	Efforts to enhance enrolment of girls from the minority community (muslims) in KGBV schools
Uttar Pradesh	The State will look into the data on enrolment of muslim children as the percentage of enrolment of muslim children reflected in DISE 06-07 is only 9.24% at primary level and 7.18% at upper primary level (while 18.50% of total population in the State is mulsim). The State needs to be more careful in filling this data and alert the DPOs etc. to check the data and take remedial steps to enhance enrolment of muslim children in schools.
	The State will ensure that in each of its districts of the share of the enrolment of SC/ST children at least, reflects their share of population.

<table>
<tr><td>Uttarakhand</td><td>The State will look into the data regarding the share of percentage of muslim population (11.92%) to total population and percentage of enrolment of muslim children (PS 0.31% and UPS 0.20%) as reflected in DISE 2006-07 and alert the DPOs etc. to check the data and take remedial steps for enhance enrolment of muslim children.

The percentage of enrolment of SC/ST as per DISE 06-07 is as follows :

<table><tr><td>Category</td><td>Percentage in population</td><td>Enrolment %</td></tr><tr><td>SC</td><td>17.90</td><td>27.10</td></tr><tr><td>ST</td><td>3.00</td><td>4.36</td></tr></table>
The State will ensure that in each of its district the share of the enrolment of SC/ST children reflects their share of population.</td></tr>
<tr><td>West Bengal</td><td>The Drop out rate at primary stage is 9.44% (DISE 2006-07). Also as per SES 2005-06 the drop out gap among STs is 9 percent points. The State will reduce the drop out rate at primary stage of 5% and ST gap to less than 5 pt. The State will undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next 3 years such that at primary stage dropout is eliminated and at elementary stage it is reduced to less than 20%. The State will share the district wise targets with Government of India by July 2008.

The State would ensure that the share of Muslim minority children would at least reflect their share in the population in the State/district. As per Census 2001, the percentage of Muslim population in the State is 25.25% and the enrolment of muslim children is 27.92% at primary and 19.63% at upper primary (DISE 2006-07).</td></tr>
</table>

Action required:

i) Copies of the VEC manual must be made available to all VECs/SMCs and other relevant village level bodies managing SSA funds (eg PTAs in MP).

ii) Amendments in the VEC manual may be necessitated from time to time, in view of amendments issued by the GOI.Such revisions must be carried out, and updated versions of the VEC manual should be circulated to all VECs.For eg., it is necessary for all VECs to be aware that VEC,s getting more than Rs. 1 lakh annually will be covered under statutory audit, once over a period of 3 years.

3. Quarterly Review Meeting of State Finance Controllers

3.1 In order to take stock of the physical and financial progress of activities being implemented under SSA, a quarterly review meeting of State Finance Controllers was introduced in SSA from April 2004, immediately after the introduction of the Manual on Financial Management and Procurement. 21 such review meetings have been conducted so far and the 22nd review meeting will be held on 10-11th August 2009 at Delhi. Some of the regular agenda items of the review meetings include, action taken report on the decisions of the last review meeting, performance for the year, closing balance, status of rollout of the Manuals on Financial Management & Procurement and VEC Manuals, positioning of finance and accounts staff, capacity building of finance and accounts staff, position of staff for internal audit, monthly bank reconciliation statement, position of state share release, status of statutory audit and internal audit, utilization certificates, status of compliance of audit reports, status of submission of annual report, recommendations of the JRM and any other current issues / developments taking place under SSA. This forum is also used to provide capacity building to the participants on accounting, financial reporting, internal audit, statutory audit, financial review, procurement, etc.

3.2 The Finance Controllers of States/UTs provide reports on quarterly fund flow and cash forecast, quarterly progress, details of funds released to the districts, district wise expenditure statement, indicators for financial management checks by Government of India, financial monitoring report, etc.

3.3 The proceedings of the review meetings are documented and disseminated to all the States / UTs for taking further follow up action. The minutes of the meetings are also available on MHRD's web site.

3.4 The States/UTs of Andaman & Nicobar Islands, Chhatisgarh, Daman & Diu, Delhi, Himachal Pradesh, Jammu & Kashmir, Lakshadweep, Manipur, and are not regularly attending the above review meetings.

Action required:

All States UTs must ensure participation of their Finance Controllers and at least one more senior financial manager from the State Office in these meetings. The next review meeting is to be held on 11-12th August 2009 at New Delhi.

4. Staff Position of Finance and Accounts, in State SSA missions

4.1 The Finance and Accounts staff position at State and District level is reviewed in the quarterly review meetings of State Finance Controllers. As per the information furnished in the last review meeting, the Finance and Accounts staff positioned in State Project Office is adequate in most States. However, vacant positions still exist in Andhra Pradesh, Assam, Bihar, Haryana, Rajasthan, Uttarakhand and West Bengal.

4.2 Finance and accounts staff in District Project Office is adequate in most States. Some vacant positions still exist in Bihar, Haryana, Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Uttarakhand and West Bengal. Information on the finance and accounts staff position is awaited from Chhattisgarh, Daman & Diu, Himachal Pradesh, J&K, Kerala, Lakshadweep, Manipur, Sikkim and Uttar Pradesh.

4.3 In Dadra & Nagar Haveli, Daman & Diu, Lakshadweep, Manipur, Puducherry and Sikkim staff of Education Department are mainly looking after the SSA work.

4.4 In Delhi, DPOs are not functional and the entire finance and accounts work is centralized at State level. In Goa, the staff posted at SPO is looking after the DPO work also.

Action required:

All vacant positions of accounts staff must be filled on priority , at all levels.IPAI concurrent reviews and statutory audits are pointing out the poor status of maintenance of basic accounts, due to non availability of dedicated accounts personnel at district levels.

5. Capacity building

5.1 Capacity building is very important for effective functioning of finance and accounts units and as such, much focus is attached to the training of finance and accounts staff. MHRD has issued instructions to all States/UTs to provide minimum five days mandatory training to accounts staff every year. MHRD has also suggested to all States/UTs to hire the services of Chartered Accountant to impart training on double entry system of accounting to the accounts staff. During the quarterly review meetings of State Finance Controllers, capacity building is also being provided.

5.2 Capacity building has been undertaken in 2008-09 in 25 States/UTs. While 5 States/UTs of Lakshadweep, Meghalaya, Mizoram, Nagaland and Puducherry have not provided training to accounts staff. Information has not been provided in this regard by 5 States/UTs of Andaman & Nicobar Islands, Chhatisgarh, Daman & Diu, Himachal Pradesh and Manipur.

Action required:

All States/UTs must provide training to accounts staff on a regular basis, especially covering areas where amendments have been made in the FMP manual .Audit reports, concurrent review reports by IPAI must be discussed to point out the areas for improvement and corrective action.

6. Internal Audit

6.1 Internal audit is a control that functions by examining and evaluating the adequacy and effectiveness of other controls throughout the SSA implementation. The internal auditor has to report on the adequacy of internal controls, the accuracy and propriety of financial transactions, the extent to which assets are accounted for and safeguarded, and the level of compliance with SSA financial norms and State Government procedures. The internal audit of district and sub-district units selected on a percentage basis should be conducted so as to cover all districts and sub-district units at least once in 3 years and ensure that prescribed accounting system including regular bank reconciliation is strictly followed by all.

6.2 MHRD reviews the status of internal audit on a quarterly basis in the review meetings of State Finance Controllers. MHRD has issued instructions on 17th September, 2007, 1st October, 2007, 18th June 2008 and 27th May, 2009 to all States/UTs to strengthen the internal audit mechanism on the basis of various audit reports, IPAI review reports and JRM recommendations.

6.3 Currently, internal audit is being conducted in all States/ UTs. The States/UTs are persuaded in the review meeting to strengthen their internal audit system.

Action Required:

i) Reports of internal audit should be used to bring about changes and institutionalize systems for effective financial management.

ii) The States/ UTs to ensure sufficient coverage of internal audit during the year.

7. External Audit – Audit by the Chartered Accountant Firm

7.1 The States / UTs should submit the annual accounts of the Society to be prepared immediately after the close of the financial year and after approval by the Executive Committee of the Society. The accounts should be audited annually by a Chartered Accountant firm appointed with the approval of the Executive Committee by April every year for the purpose. The audit of the accounts will cover the State

Implementing Society, all District Project Offices and sample BRCs, CRCs, Schools/VECs in order that all are covered in a three year cycle of audits, except that School/VECs receiving more than Rs.1.00 lakh per year be included in the sample. All VECs/School bodies through whom SSA funds are being disbursed, should be audited regularly as per the auditing arrangements prescribed in the acts/rules/regulations under which they have been set-up/constituted by the States/UT concerned.

7.2 The CA firm for conducting the audit of SSA be selected from the C&AG/State AG's empanelled list.

7.3 The CA firm should complete the audit by 31st August every year. The State Society should submit the audit report along with other financial accounts to the MHRD by 30th November every year. These reports have to be given to the Development Partners in the month of December. Delays beyond November may lead to a suspension of disbursals from the DPs , to the defaulting States/UTs.

7.4 Chhattisgarh and Jammu and Kashmir have not yet submitted the statutory audit reports for 2007-08. This has indeed led to a suspension of disbursals for SSA expenditure in these States by the Development Paretners.

7.5 The following States/UTs have not submitted the Audit Report compliance of Chartered Accountant Audit.

2003-04	J&K and Mizoram
2004-05	Jharkhand and Mizoram
2005-06	Arunachal Pradesh, Andhra Pradesh, Bihar, Haryana, Himachal Pradesh, Jharkhand, Chattisgarh, Jammu and Kashmir, Mizoram, Manipur and Nagaland.
2006-07	Arunachal Pradesh, Andhra Pradesh, Bihar, Chattisgarh, Chandigarh, Jharkahnd, Haryana, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Nagaland, Puducherry, Sikkim, Tamilnadu and Tripura.
2007-08	Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chandigarh, Delhi, Daman and Diu, Dadar and Nagar Haveli, Goa, Jharkhand, Himachal

	Pradesh, Haryana, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Puducherry, Rajasthan, Sikkim, Tamil Nadu, Tripura and Uttrakhand

7.6 MHRD has issued instructions on 23rd April, 2007 to States/UTs to impress upon the State Accountant General (Audit) to carry out audit of SSA accounts in addition to CA's audit and the States/UTs responded favorably.

Action required:

i) All statutory audit reports should be submitted to GOI by November of every year.

ii) The audit reports must be complete in all respects. The States/UTs should ensure that the Audit Reports are invariably supported by the following documents:

(a) Statement showing a schedule of fixed assets held by the SIS at the end of financial year in the prescribed format

(b) Utilization certificates in the format given in Annex-XVII of the FMP Manual

(c) Consolidated Annual financial statement in Annex-XVIII of the FMP Manual

(d) Balance Sheet in Annex-XIX of the FMP Manual

(e) Income and Expenditure Account in Annex-XX of the FMP Manual

(f) Receipt & Payment in Annex-XXI of the FMP Manual

(g) Audited Accounts

(h) Management Letter

(i) Certificate on the procurement audit in terms of MHRD's letter dated 29th September 2006

(j) FMR-I, II & III

iii) Compliance of statutory audit reports to be sent to GOI, on priority

iv) It should be ensured that all VECs getting over one lakh per annum under SSA should mandatorily be covered under statutory audit ,once over a period of three years.

8. Concurrent Financial Review by IPAI

8.1 Concurrent financial review and monitoring of the SSA implementation is carried out by Government of India at periodic intervals in order to ensure that the accounts are kept properly and the funds are utilized for the purpose for which they were sanctioned. Institute of Public Auditors of India (IPAI) with a well defined Terms of Reference have been engaged to undertake the concurrent financial review and

monitoring of SSA implementation in the State/UTs on behalf of Government of India.

8.2 IPAI has completed 1st phase of financial review of 35 States/UTs by 31st March 2008. The reports have been shared with State Project Directors for taking further follow up action. The follow up action in respect of the first 12 States of Assam, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Punjab, Rajasthan, Tamil Nadu, Uttaranchal and West Bengal have been completed.

8.3 Follow up action in respect of the remaining 23 States/UTs is in progress.

8.4 The contract with IPAI has been extended till 31st March 2010 for all the 35 States/UTs. The reports for 12 States (Assam, Gujarat, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal) whose review was undertaken by IPAI in 2nd Phase has been received and shared with the States. The response from all the States is awaited.

8.5 The financial review of 11 States/UTs (Arunachal Pradesh, Andhra Pradesh, Bihar, Chhattisgarh, Delhi, Jammu & Kashmir, Jharkhand, Kerala, Madhya Pradesh, Mizoram and Orissa is in progress.

Action required:

IPAI reviews are sample reviews of two districts in a state. These can be taken as a reflection of the general status of accounts and financial management in other districts also, requiring close examination and corrective action. Compliance/Comments on IPAI reviews should be sent to GOI and corrective measures must be taken, as warranted.

9. Accounting

9.1 Strengthening of Accounting system in SSA

(a) In most of the States/UTs, a very weak accounting system has been reported in the audit reports, concurrent financial review reports and other review/monitoring reports of SSA. The main observations on accounting

system relate to (a) Books of accounts prescribed not being maintained (b) Cash book not being maintained in double entry system or not maintained properly/ non-maintenance of cash books in schools, (c) Bank reconciliation statements not being prepared regularly, (d) Advances released from district to sub-district level units are treated as expenditure, (e) Advance Register not being maintained, (f) Delay in submission of utilization certificates, (g) Inadequate accounts staff, (h) Accounts staff not trained periodically (i) Weak internal audit system and (j) improper accounting at block level. Government of India has taken a very serious view on these types of procedural irregularities in accounting system. The major weak area which emerged from these reports is lack of adequate accounting staff at block level to maintain accounts books which ultimately resulted into irregularities in maintenance of accounts.

(b) In MHRD's letter dated 17th September 2007, all States/UTs have been urged to take suitable remedial measures to strengthen the accounting system in SSA.

(c) MHRD has also taken a decision to depute consultants from TSG to carry out concurrent financial review of States/UTs periodically. The Consultants will also provide a day's training to the Finance and Accounts staff at State and district level during their visits to the States/UTs. MHRD has issued instructions to the States/UTs to this effect on 26th June 2008.

Action required:

(i) Accounting systems at all levels, including state/district and sub district levels, need to be strengthened urgently.

(ii) Special attention is required regarding advances being released. All funds released to districts and sub-district level units are to be initially treated as advances and the same adjusted as expenditure on receipt of utilization certificate/expenditure statement. However, in actual practice States are invariably showing these releases as expenditure without waiting for utilization certificate/expenditure statement. States should cease this practice forthwith and follow the correct accounting

procedure prescribed in Para 72 of the Manual on Financial Management and Procurement.

(iii) The States/UTs should ensure that all outstanding advances are adjusted immediately.

9.2 Bank Reconciliation

In order to arrive at the correctness of the monthly closing balances of cash books with bank passbooks/bank statements, it is necessary to prepare a monthly bank reconciliation statement at all levels wherever bank accounts are operative. The status of bank reconciliation is obtained from the States/UTs on a quarterly basis during the review meeting of State Finance Controllers. Most of the States/UTs are carrying out the bank reconciliation on a regular basis. However, the bank reconciliation is not regular in 11 States/UTs of Assam, Bihar, Chhatisgarh, Daman & Diu, Delhi, J&K, Madhya Pradesh, Manipur, Orissa, Rajasthan, and Sikkim.

Action required:

(i) Regular monthly bank reconciliation to be undertaken, especially in the 11 States mentioned above.

(ii) All stale cheques be cancelled and re-credit the amount to SSA accounts

9.3 Introduction of Accounting Software

Accounting Software has been introduced in Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Rajasthan and Uttar Pradesh. In Assam, Bihar, Delhi, Haryana, Jharkhand, Nagaland, Orissa, Punjab, Tamil Nadu, Uttar Pradesh and Uttrakahnd Tally software is in use.

Action required

Remaining States are encouraged to introduce usage of appropriate Accounting Software, for ease, speed and accuracy.

10. Measures taken for speedy flow of funds

10.1 E-banking

(a) In order to avoid delay in transfer of funds, Government of India's share of funds is being remitted to State Implementing Societies by electronic transfer. In places where branches of accredited bank (Canara Bank), are not available, remittance of funds is being made through other nationalized/scheduled bank by Real Time Gross Settlement (RTGS).

(b) MHRD has issued an amendment to the FMP Manual to affect e-transfer of funds from State to District and district to sub district level mandatorily, based on the availability of facilities.

Currently most of the States except 6,viz. Delhi, Manipur, Meghalya, Nagaland, Sikkim and Tripura are transferring funds through E-banking upto district level. 13 States of Andhra Pradesh, Arunachal Pradesh, Chhatisgarh, Daman and Diu, Goa, Gujarat, Jharkhand, MP, Orissa, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh are releasing funds by electronic transfer upto sub-district level where facility is available.

Action required:

Remaining States/UTs should also take immediate measures to release funds by E-banking to district level and sub-district level, wherever such facilities exist.

10.2 Web Based Monitoring System

(a) Government of India in Partnership with Canara Bank has introduced a web based financial monitoring system in Andhra Pradesh on a pilot basis by developing a Software, which is further extended to the State of Assam, Bihar, Chhatisgarh, Haryana, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Puducherry, Punjab, Rajasthan and Tamil Nadu covering 264 districts. Under this system, Canara Bank provides access to see

the cash balances available in the bank accounts at State and district level, to the management of SSA working at State and Central level. In other places, where the branches of Canara Bank are not available, Canara Bank will tie up with other nationalized/scheduled Banks for sharing their data with, Canara Bank to enable SSA management to ascertain cash balances in the bank accounts other than those in Canara Bank. The software provides various reports which contain information on funds received from Government of India, State Government, interest accrued and other receipts including releases made to districts and cash balances at the State/district level accounts. The district report will contain information on the funds received from State Implementing Society, interest accrued and other receipts including cash balances at the district level. This information can be obtained by the designated user at the level of Government of India, Central Govt., State Govt. and district level for any range of period of the year.

Action required:

All States/UTs are requested to implement the web-based monitoring system developed in collaboration with Canara Bank by end of August 2009.

(b) A web-portal has been developed by Government of India through National Informatics Centre (NIC) to cater to the need of collecting information on the progress of the programme. The software collects upward information which generally contains physical and financial progress of the programme on quarterly basis, which is presently being submitted by States/UTs manually through various formats developed. The software orientation training has been given to NIC officials posted at State level and district level alongwith MIS staff of SSA at State level/ district level.

For 2007-08, State level information has been updated by 3 States of Andaman & Nicobar, Madhya Pradesh and Uttrakhand. For 2008-09, State level information has been updated by 5 States of Andaman & Nicobar, Arunachal Pradesh, Karnataka, Madhya Pradesh and Tamil Nadu.

Action required:

All the States/ UTs including districts are required to update the information on this web portal. It has been observed that most of the States have not

updated the State level financial information. Regarding updating of district level information, all the States/UTs need to follow up with the districts for timely and speedy up-dation of data on the web-portal.

11. Procurement

11.1 Procurement Plan

(a) Para 108 of the Manual on Financial Management and Procurement envisages submission of an annual procurement plan under SSA to EE Bureau, MHRD along with the Annual Work Plan & Budget. Since the outlay approved by the Project Approval Board varies from the proposed outlay, the procurement plan is to be prepared immediately on receipt of the Minutes of the Project Approval Board, approving the Annual Work Plan & Budget.

(b) MHRD on 5th May 2009 has instructed all States/UTs to prepare the procurement plan in the prescribed format under SSA for the year 2009-10 and put the same on the web-site of States/UTs SSA programme and confirmation to this affect sent to MHRD. This was followed by a reminder on 12th June 2009.

(c) The confirmation is received from 3 States (Gujarat, Madhya Pradesh and Tripura).

Action required:

All States/UTs to prepare procurement plans for 2009-10, in accordance with approvals obtained in the PAB in 2009-10,and upload the same on their websites.

11.2 Notification of tender invitation through web site

(a) Para 110.4 (a) of the Manual on Financial Management and Procurement envisages advertisement of Invitation of Bids in newspapers under open tender method for goods and works. Para 118.6 of the Manual also provides

advertising of Expression of Interest for service contracts in regional and national newspapers.

(b) In order to have a wide publicity of the tender process, MHRD on 1st November 2007 has reiterated to all States/UTs that invitation for all open tender for goods and works and seeking Expression of Interest for service contracts be put on the State SSA website.

Action required:

Invitation for all open tenders for goods and works and those seeking Expression of Interest for service contracts, must be put on the State SSA website, for fairness and transparency.

11.3 Details of major contracts

To facilitate reviews of major procurement items by Government of India or external funding agencies as and when required, MHRD on 3rd August 2007 has requested all States/UTs to maintain the record of details of major contracts (valuing Rs. 5 lakh and above) awarded at any level of the SSA programme, in the State Project Office, year-wise in the prescribed format for a quick review by Government of India / Development Partner's Procurement Review teams and the programme's auditors.

Action required:

Details of major contracts, as explained above, should be maintained in all States/UTs

11.4 Procurement Audit Check List

(a) The State SSA Missions are conducting Chartered Accounts' audit every year to ensure proper utilization of SSA funds. The audit reports have revealed that the audits of procurement processes are not adequately covered in the Chartered Accounts' audit. Chapter IX of the Manual on Financial Management and Procurement envisages detailed procedure on procurement under SSA which should have been followed while carrying out procurements.

(b) The Ministry has developed a **procurement audit checklist** to cover key procurement processes in order to assist the Chartered Accountant firms and internal auditors while carrying out procurement audits under SSA and the same was shared with all States/UTs on 12th November 2007 with a request to make available the same to the Chartered Accountants undertaking annual audit of accounts and procurement, internal auditors and all finance/procurement personnel in the SSA offices/offices executing SSA activities.

Action required:

Statutory audits must be complete and must ensure coverage of procurements undertaken in the State SSA mission. States/UTs to ensure that procurement audit checklist is available with all auditors and procurement personnel.

11.5 Tendering process – negotiations with L-1

MHRD on 17th September 2007 shared with all States/UTs, a copy of Government of India, Central Vigilance Commission, New Delhi Circular No. 4/3/07 dated 3rd March 2007 prescribing the procedure for negotiations with L-1 bidder for strict compliance.

Action required:

The procedure for negotiations with L-1 bidder should be strictly complied with.

12. Release of funds by Government of India and States

An outlay of Rs. 24608.74 crore was approved during 2008-09. While Rs. 12717.48 crore was released by Government of India towards its share, Rs. 6319.22 crore was released by the State/UT Governments during 2008-09.

13. Shortfall in State share

While 21 States / UTs have released excess State share to the extent of Rs. 874.46 crore, 13 States/UTs have backlog of State share to the extent of Rs. 483.26 crore as on 31st March 2009. **The backlog in State share mainly relates to Andaman & Nicobar (Rs. 0.38 Cr), Andhra Pradesh (Rs. 261.03 cr.) Arunachal Pradesh (Rs. 7.15 cr.), Chhattisgarh (Rs. 3.56 cr.), HP (Rs. 7.91 cr), J&K (Rs. 77.12 cr.),**

Maharashtra (Rs. 4.34 cr), Meghalaya (Rs. 9.93 cr), Puducheery (Rs. 0.81 cr.), Punjab (Rs. 42.77 cr.), Rajasthan, (Rs. 59.92 cr), Tripura (Rs. 0.23 cr.) and Uttrakhand (Rs. 8.08 cr.).

Action required:

States/UTs to release funds to the State SSA Societies, to clear the backlog of State share.

14. Expenditure for 2008-09

(a) As against the outlay of Rs. 24608.74 crore, the expenditure incurred during 2008-09 is Rs. 19332.31 crore.

(b) With reference to approved outlay, the expenditure incurred during 2008-09 is 78.61%.

(c) 9 States (Punjab (99%), Kerala (94%), Tamil Nadu (94%), Karnataka (94%), Arunachal Pradesh (93%), Tripura (93%), Chhatisgarh (92%), Rajasthan(91%) and Maharashtra (90%)) have achieved more than 90% of the outlay.

(d) 8 States (Assam (89%), HP(85%), MP(83%), Orissa(80%), UP(88%), Uttrakahnd(81%), Puducherry (87%) and Andaman & Nicobar (80%)) have achieved between 80%- 90% of the outlay.

(e) 12 States/UTs have achieved between 60% and 80% of the outlay.

(f) The performance of 6 States/UTs (Dadar & Nagar Havelli (56%), Chandigarh(56%), Nagaland(56%), J&K(54%), Daman & Diu(48%) and Manipur (20%)) is below 60%.

15. Refund of Unspent Balances in Pre-Project Activities of SSA

(a) Since the unspent balances of pre-project activities released to the States/UTs are not to be utilized for other activities, the same need to be refunded to GOI. MHRD on 21st March 2005 had sought the refund from the States/UTs. The Status of due refunds is as follows:

S.No.	Name of the State/UT	Amount of SSA pre-project	Balance unspent SSA pre-project	Refunds made by the States/UTs	Balance unspent balance yet	Whether the final audit report/UC of	Remarks

1	2	3	4	5	6	7	8
1	Assam	41699000		7845882.00			Not received expenditure statement. Partly refunded by the State as the status of utilization from some districts are still awaited. Not received any response from the State. Reminders issued on 23-12-08, 5-3-09 and 12.6.09.
2	Bihar	34237000		1195000.00			Not received expenditure statement. Partly refunded. The State has stated that Rs. 237.98 lakh was only received from GOI against Rs. 342.37 lakh. Matter was taken up with the State on 16-10-2008 and reminders issued on 23-12-08, 5-3-09 and 12.6.09.
3	J&K	20282000		0.00			Not received expenditure statement. Pre-project fund was utilized by Director School Education who has been reminded by the SIS to refund the unspent balance, if any. The State Education Secretary has been requested on 16-10-2008 and 23-12-08 to take furrther action. Reminder issued on 5-3-09 and 12.6.09..
4	Madhya Pradesh	36867000		17959000.00			Not received expenditure statement. Special Audit is in progress and the final UC will follow on completion of special audit after 31st December 2008. Reminder issued on 5-3-09 and 12.6.09.
5	Manipur	13709000	3598000.00	0.00	3598000.00		Refund of Rs. 35.98 lakh is still remaining. Reminders issued on 23-12-08, 5-3-09 and 12.6.09.
6	Meghalaya	12982000		820200.00			Not received expenditure statement. The State submitted details of one district only. Details from other districts are awaited. Not received any response from the State Reminders issued on 23-12-08, 5-3-09 and 12.6.09

S.No.	Name of the State/UT	Amount of SSA pre-project funds released to the States/UTs	Balance unspent SSA pre-project funds available with the States/ UTs	Refunds made by the States/UTs	Balance unspent balance yet to be refunded to GOI	Whether the final audit report/UC of SSA pre-project fund was received	Remarks
7	Mizoram	11425000					Not received any response from the State. Reminder issued on 16-10-08, 23-12-08, 5-3-09 and 12.6.09.
8	West Bengal	29015000	9972150.00	9348132.00	624018.00	No	Details of expenditure and balance amount of refund from 5 districts are still awaited. Not received any response from the State. Reminders issued on 23-12-08, 5-3-09 and 12.6.09.

Action required:

States to refund the balance amount of pre-project activities along with the expenditure statement and audit report and Utilisation Certificate.

16. Refund of Unspent Balances in DPEP

(a) DPEP States are to refund the proportionate portion of unspent balances lying in closed DPEP projects to Government of India. MHRD on 19th April 2005 had sought the refund from the concerned States. The Refund is still awaited from the following States.

Sl. No.	State	Unspent balance of DPEP (Rs in lakh)
1.	Bihar	4805.17
2.	Chhattisgarh	2136.53
3.	Jharkhand	5612.21
4.	Himachal Pradesh	42.00
5.	Madhya Pradesh	2528.49
6.	Orissa	39.27
7.	Rajasthan	1315.73
8.	Uttar Pradesh	136.70

Action required:

States must ensure full refund of balance DPEP amounts, immediately.

17. Diversion of funds and Financial/ Procedural Irregularities:

SSA has various mechanisms for financial monitoring. These include

(a) CAG performance Audit

(b) Statutory Annual Audit by CA

(c) Audit by the State AG

(d) Concurrent Review (done by IPAI)

(e) Independent Monitoring by 42 monitoring Institutes

(f) Internal Audit under taken by the States/UTs

These have reported some diversion of funds and other financial/ procedural irregularities as detailed below:

(i) **Audit by C&AG:** Comptroller and Auditor General of India (C&AG) has conducted a Performance Audit of Sarva Shiksha Abhiyan (SSA) for the period 2001-02 to 2004-05. The key findings are as follows:-

a) **Diversion of funds:** After taking into account the recoupment made by the States/UTs, Rs. 1852.93 lakh is still outstanding for recoupment to the SSA accounts. Out of this, Rs. 1666.85 lakhs has to be adjusted against State share. States reponse/ ATR is awaited for recouping the balance amount of Rs.186.08 lakhs. The details of the diversion of funds still outstanding in the performance audit of CAG are given at **Annexure-1.**

The States/UTs have also been directed to avoid recurrence of such diversion of funds in the future vide letter No.13/1/2006-EE.15 dated 15.12.2006 of the Ministry.

b) **Financial/ Procedural irregularities**: After taking into account the adjustments carried out, Rs. 199.00 lakh is still outstanding on account of other financial/ procedural irregularities reported in the performance audit report. Response from Haryana is awaited for an amount of Rs.146 lakhs.. The details of other financial / procedural irregularities still outstanding are given at **Annexure-2.**

(ii) **Chartered Accountant Audit:** Audit of the annual accounts of State Implementation Society is conducted by a Chartered Accountant, appointed by the State SSA Society. The Compliance with audit objections, made by SSA

Society, is to be reported to the Auditor who is required to verify the same for settlement of objections at the time of next audit visit as per procedure prescribed in the Manual. The progress in the settlement of audit objections is monitored by GOI quarterly. In 2007-08, audit has been completed in 33 States/ UTs (audit of Chhatisgarh and J&K is yet to be completed). Most of observations of CA audit pertain to banking arrangements, accounting system, adjustment of advances, up keep of assets / stocks, procurement of goods etc. Some of the key findings from statutory CA audits are as follows:

a) **Diversion of funds:** Rs. 14.25 lakhs has been reported as diversion of funds in Daman & Diu and the UT's response in this regards is awaited. The instances of diversion of funds reported in the CA Audit are given at **Annexure-3.**

b) **Financial irregularities:** Financial irregularities have been reported amounting to Rs. 14.522 lakhs in the statutory audit till 2007-08 and response is awaited from the respective States. Details are at **Annexure-4.**

c) **Embezzlement/ frauds:** Statutory audit reports have also reported embezzlement/ frauds amounting to Rs. 8.54 crores in 4 states of AP, Jharkhand, HP, Kerala and West Bengal and the investigation of these cases is in progress. Details are at **Annexure-5.**

(iii) **Institute of Public Auditors of India (IPAI) Review Reports:** (concurrent financial review by Government of India : The IPAI conducted concurrent review of 35 States/UTs till2007-08.

a) **Diversion of funds:** After taking into account the recoupment and adjustments made by the States a balance amount of Rs.7996.54 lakh is still outstanding on account of diversion of funds reported by IPAI in the Ist phase of review. Out of this, Rs.3157.06 lakh has to be adjusted by Government of India against State share. Response is awaited for confirming and recovering the amount of Rs.4839.48 lakh. The details of diversion of funds still outstanding in the review reports of IPAI, in the first phase covering 35 States/UTs are given at **Annexure-6**.

In addition, Rs. 7.67 crore has been reported as diversion of SSA funds in the second phase of IPAI reports covering 12 States. Response from the States/UTs is awaited. The details of diversion of funds reported in the review reports of IPAI, in the second phase covering 12 States/UTs, are given at **Annexure-7.**

b) **Financial/ Procedural irregularities:** Financial / Procedural irregularities amounting to Rs. 84.73 crores has been reported in the 1st phase of IPAI reports. Out of this, an amount of Rs. 46.70 crores has to be adjusted by Government of India against State share. Follow up action is under process for confirming and recovering the amount of Rs.38.02 crores. The details of financial / procedural irregularities reported in the review reports of IPAI (1st phase) are given at **Annexure-8**.

In addition, Rs. 18.52 crores has been reported as financial / procedural irregularities in the second phase of IPAI reports covering 12 States. Response from States/UTs is awaited. The details of financial / procedural irregularities reported in the review reports of IPAI (2nd phase) are given at **Annexure-9.**

(iv) **Other cases of Fraud/ Misappropriation of funds brought to the notice of GOI:** Cases have been reported from 14 States and actions such as disciplinary proceedings, transfer, lodging of police complaints, suspension, termination, etc has been done against about 100 officials in the States. State wise details are at **Annexure-10.**

Action required:

i) *All cases where response from state is awaited / follow up action has been reported to be in progress, should now be speedily brought to a conclusion and updated report submitted to GOI.*

ii) *In cases where diverted funds have to be recouped to SSA accounts, the SPD's should ensure this is done and action taken reported to GOI. It should be ensured that SSA funds are not used for non SSA activities.*

iii) *In cases where amounts have to be adjusted against state share, divisional heads should take necessary action.*

iv) *In cases where reported diversions have to be confirmed in consultation with States, States must furnish their responses immediately.*

v) *In cases of fraud/embezzlement etc, where action has been initiated against officials, updated progress in the cases should be furnished to GOI.Recoveries should be effected and credited to SSA acounts , as per due procedures.*

vi) *Financial management systems should be strengthened overall, so that such instances do not recur.*

Annexure-1

DIVERSION OF FUNDS REPORTED IN CAG'S PERFORMANCE AUDIT REPORT

Sl. No	State/UT	Purpose of Diversion	Amount (Rs. in lakhs)	Action Taken
1.	Assam	(i) UNICEF programme	45.09	The amount involved is being adjusted from the State share.
		(ii) XI Finance Commission	75.50	
2.	Bihar	(i) Teachers' Salary paid to State Govt. Teachers from SSA funds.	1436.00	The amount involved is being adjusted from the State share.
3..	Karnataka	Sports fee, sports fund, library fee	186.08	The State to expedite the matter. (The State is pursuing the matter with Principal Accountant General (C&CA), Karnataka)
		Salary of teachers not appointed under SSA	43.66	The amount involved is being adjusted from the State share.
4.	Madhya Pradesh	Honorarium paid to Shiksha Karmi	16.60	The amount involved is being adjusted from the State share.
5.	Tamil Nadu	Diverted from teacher's training to purchase of computers	50.00	The amount involved is being adjusted from the State share.
		Total	1852.93	

Annexure-2

OTHER FINANCIAL/PROCEDURAL IRREGULARITIES MENTIONED IN THE PERFORMANCE AUDIT REPORT OF SSA

S.No	State	Irregularities reported by audit	Actual irregularities (Rs. in lakhs)	Remarks
1	Arunachal Pradesh	Rs. 5.00 lakhs (loss of interest on account of keeping the fund in current account)	5.00	For a procedural correction, the State has been directed by GOI, to follow provision of Manual on Financial Management & Procurement on this aspect. Response is awaited
2		Rs. 146 lakhs (DPO made purchases beyond delegated powers)	146.00	Disciplinary action has been initiated against defaulting officer who has made purchases beyond his delegated financial powers. Fresh enquiry is under process. Response is awaited from State
3	West Bengal	Rs. 48 lakhs (excess release of grant to learners)	48.00	Covered under SSA. State has been asked by GOI, to submit a proposal for re-appropriation from available savings, to correct a procedural lapse. State should expedite the process
	Total		**199.00**	

Annexure 3

STATUTORY AUDIT – DIVERSION OF FUNDS

S. No	State/UT	Nature of Financial / Procedural Irregularity	Amount (Rs. in lakhs)	Action Taken
1.	Daman & Diu		14.25	State's response awaited
		Grand Total	**14.25 (Rs. 0.15 Crore)**	

Annexure 4

STATUTORY AUDIT - OTHER FINANCIAL/PROCEDURAL IRREGULARITIES TILL 2007-08.

S. No	State/UT	Nature of Financial / Procedural Irregularity	Amount (Rs. in lakhs)	Action Taken
1.	Arunachal Pradesh	Payment made to NGO but not carried out any work.	13.41	State has been asked to take further follow up action and report
2.	Himachal Pradesh	Misappropriation of funds by IED coordinator and Principal Incharge, Shimla (ii) Misappropriation of funds at DPO Nahan and Solan. **Total**	0.828 0.284 **1.112**	Enquiry is in progress. State to share the enquiry report
		Grand Total	**14.522**	

Annexure 5

STATUTORY AUDIT - FINANCIAL EMBEZZLEMENT TILL 2007-08

S. No	State/UT	Nature of Financial Embezzlement/Frauds	Amount (Rs. in lakhs)	Action Taken
1.	Andhra Pradesh	SSA & DPEP funds embezzled by an accounts officer of State Project Office by opening unofficial bank accounts.	301.48	The case is under investigation by the State Govt.
2.	Jharkhand	Fraud at DLO Godda by NGOs.	18.63	DG Godda has been asked to investigate the case.
3.	Himachal Pradesh	(iii) Misappropriation by an employee, Shri O.C. Guleria.	9.53	FIR lodged and the case is under investigation
4.	Kerala	Un-authorized withdrawal by Shri Suresh, formerly a clerk.	10.00	The case is under investigation.
5.	West Bengal	Embezzlement in DGHC in Darjeeling District.	514.50	SPD-SSA West Bengal has reported that an FIR was lodged with Inspector In-charge, Sadar Police Station, Darjeeling. An enquiry was undertaken by Anti Corruption Bureau of Vigilance against Shri Lakpa Rynder, Ex-Education Secretary DGHC and Council Project Officer SSA. The case is under investigation.
		Grand Total	**854.13**	

Annexure 6

IPAI REVIEW - 1ST PHASE.
DIVERSION OF FUNDS

Srl. No	State/UT	Purpose of Diversion	Amount outstanding (Rs. in lakhs)	Action Taken
1.	Assam	(i) Diversion to 11th Finance Commission, UNICEF, IEDC, Sajal Dhara Scheme, etc.	171.85	The amount involved is being adjusted from the State share.
3.	Haryana	Construction of civil works not approved by PAB, issue of textbooks to non eligible children, excess expenditure on textbook, salary of existing teachers, salary of resource persons, irregularities in procurement, irregular purchase of durries to Anganwari centers.	2985.21	The amount involved is being adjusted from the State share.
4.	Goa	(i) SSA funds under inclusive education was used for supplementing State's scheme for CWSN. (ii) Funds under innovative activities diverted for supplementing State's scheme of providing raincoats, uniforms, bicycles etc. **Total**	29.33 60.00 **89.33**	The to respond on the matter
5.	Chhattisgarh	Diversion of funds for purchase of library books	188.19	ATR awaited from the State
6.	Arunachal Pradesh	Diversion of funds under NPEGEL management cost.	5.84	ATR awaited from the State
7.	Andhra Pradesh	Funds diverted to other schemes (a) Computerization in 1000 Schools (State Govt.) (b) K U Band Account (c) Payment of Salaries of MRPs created in DPEP (d) Payment of Salaries to State Govt. Teachers. (e) Loan given to DEO Mahboobnagar (f) Purchase of Public Addressing System (PDA) for State Govt.	1111.58 619.70 1828.30 783.49 52.57 41.58 10.05	The State has informed that the diversion of funds is being reconciled by the CA firm engaged by the State and further action will be taken on completion of the reconciliation. Final action is awaited from the State.

Srl. No	State/UT	Purpose of Diversion	Amount outstanding (Rs. in lakhs)	Action Taken
		(g) Purchase of Car not approved by PAB **Total**	**4447.27**	
12.	Delhi	Diversion of TLM grant for procurement of magazines	108.85	ATR awaited from t State
		Grand Total	**7996.54**	

Annexure 7

IPAI REVIEW - 2ND PHASE
DIVERSION OF FUNDS (Provisional)
(2006-07 TO 2008-09).

Srl. No	State/UT	Purpose of Diversion	Amount outstanding (Rs. in lakhs)	Action Take to be taken
1.	Assam	School maintenance grant used for construction of ceiling of additional class room (ACR). (ii) School grant and maintenance grant diverted for completion of civil works. **Total**	0.51 0.60 **1.11**	Confirmation awaited from the State
2.	Karnataka	SSA funds diverted for child census.	579.12	Confirmation awaited from the State
3.	Tamil Nadu	SSA funds diverted for the purchase of computers to Director of Elementary Education.	1.60	Confirmation awaited from the State
4.	Uttar Pradesh	Expenditure of AD Basic Education Department was included in SSA	72.36	Confirmation awaited from the State
5.	West Bengal	SSA funds diverted for construction administrative buildings	113.00	Confirmation awaited from the State
		Grand Total	**767.19**	

Annexure 8

IPAI REVIEW – 1ST PHASE
OTHER FINANCIAL/ PROCEDURAL IRREGULARITIES

Sl. No.	States	Nature of Financial/procedural Irregularity	Amount (Rs in lakh)	Action Taken
1	Haryana	Construction of civil works not approved by PAB, issue of textbooks to non eligible children, excess expenditure on textbook, salary of existing teachers, salary of resource persons, irregularities in procurement, irregular purchase of durries to Anganwari centers.	2985.21	The amount involved is bein adjusted from the State share.
2	Karnataka	(i) Overlapping of SSA programmes with that of State-Textbooks issued to focus group children (ii) Overlapping of SSA programmes with that of State – Reimbursement of Non-Governmental fees	535.86 200.27	The amount involved is bein adjusted from the State share.
3	Madhya Pradesh	Irregular expenditure by BRC, CRC, irregular use of school grant and excess release to Middle Schools	26.5	The amount involved is bein adjusted from the State share.
4	Tamilnadu	(i) Inclusion of teachers appointed in DPEP in SSA (ii) Irregular transfer of financial burden of the State on SSA funds by giving salary for in-service teachers/transferred to SSA posts. (iii) Excess drawal of funds for existing teachers, reimbursement of salary of BRC staff and number of existing teachers over and above the SSA norms	State to work out the amount involved.	The amount involved is bein adjusted from the State share.
5	West Bengal	(i) Unauthorized release of maintenance grant, para teachers salary and book grant (ii) Community	399.26 0.30	

Sl. No.	States	Nature of Financial/procedural Irregularity	Amount (Rs in lakh)	Action Taken
		mobilization without approval		
		(iii) Excess release of civil works and ECCE	6.87 46.64	The amount involved is being adjusted from the State share.
		(iv) Expenditure on ECCE without approval	8.27	
		(v) Repair of CLRC building	1.00	
		Total	**462.34**	
6	Punjab	(i) Release of maintenance grant to building-less schools	1.40	
		(ii) School grant released twice in a year.	44.40 10.59	
		(iii) Mis-procurement	75.17	The amount involved is being adjusted from the State share.
		(iv) Irregular procurement		
		(v) Mis-procurement and cash management.	328.47	Court case against Ms. Malati Batra is pending as informed by SPD on 21.04.2009.
		Total	**460.03**	
7	Jammu & Kashmir	(i) Adjustment of advances made to Board of School Education was not on record.	1282.76	ATR is awaited
		(ii) Acknowledgement of receipt of computers not on record	158.22	
		(iii) Non availability of purchase files.	35.95	
		Total	**1476.93**	
8	Lakshadweep	(i) Erroneous release of state share to district panchayat in 2004-05 and still remaining with the panchayat.	23.00	
		(ii) Salary of BRPs made without appointment of teachers	13.34	ATR is awaited
		(iii) Supply of computers to Junior Basic Schools.	6.80	
		Total	**43.14**	
9	Meghalaya	(i) Provision of infrastructure to aided schools	37.50	ATR is awaited from State
		(ii) Excess expenditure under textbooks.	2.52	

Sl. No.	States	Nature of Financial/procedural Irregularity	Amount (Rs in lakh)	Action Taken
		Total	**40.02**	
10	Goa	(i) Maintenance grant released to rented schools	6.30	ATR is awaited from State
11	Chhattisgarh	(i) Distribution of Balmitra and Bachpan Patrika from SSA fund not covered under free text book (ii) Purchases not covered under SSA norms (iii) Irregular travel of funds (iv) Unauthorized financial aid to NGOs (v) Release of loans to NGOs	536.06 9.71 361.48 111.79 5.00	ATR is awaited from State
12	Jharkhand	Non opening of Research-cum-Resource Center by NGO	49.64	ATR is awaited from State
13	Arunachal Pradesh	(i) Excess expenditure over and above approved outlay	479.34	ATR is awaited from State
14	Andaman & Nicobar Island	TLE funds released to ineligible schools	3.40	ATR is awaited from State
15	Mizoram	(i) Avoidable extra payment to the supplier (ii) Undue financial aid to supplier	0.11 45.42	ATR is awaited from State
16	Himachal Pradesh	Advances paid to HPSEDC for the procurement of computers lying unadjusted as on March 2006	208.39	ATR is awaited from State
17	Tripura	(i) Materials procured for other State Govt. Office	5.55	ATR is awaited from State
18	Chandigarh	(i) Unutilised balance of civil works not refunded to SSA account. (ii) Purchase of items not covered under teacher grant. (iii)Expenditure incurred on items not covered under School Grant	24.81 0.15 9.38	ATR is awaited from State
19	Andhra Pradesh	Purchase of magazine, - Discovery – Wasteful expenditure – approval of	360.00	ATR is awaited from State

Sl. No.	States	Nature of Financial/procedural Irregularity	Amount (Rs in lakh)	Action Taken
		PAB not obtained.		
20	Sikkim	Use of pre-project fund for unauthorized activities	26.33	ATR is awaited from State
		Grand Total	**8473.16**	

Annexure 9

IPAI REVIEW - 2ND PHASE
OTHER FINANCIAL/PROCEDURAL IRREGULARITIES

S. No	State/UT	Nature of Financial/ Procedural Irregularity	Amount (Rs. in lakhs)	Action Taken
1.	Assam	(i) Excess expenditure of teacher grant	0.46	ATR is awaited from State
		(ii) Advance paid to contractor but not carried out the work.	0.80	
		(iii) Vouchers not available.	0.60	
		(iv) Excess expenditure on CRC furniture	2.64	
		(v) Sales Tax not deducted at source and credited to Govt. Account.	30.96	
		(vi) VAT less recovered at source.	1.55	
		Total	**37.01**	
2.	Karnataka	(i) Cost of land for construction of ACR.	0.24	ATR is awaited from State
		(ii) Abandoned works-materials lying unused	0.50	
		(iii) ACR & Toilet abandoned after construction.	1.68	
		(iv) Engineers hired for supervision of civil works not carried out any supervision work.	899.00	
		(v) Misappropriation of funds by altering the voucher amount.	0.06	
		Total	**901.48**	
3.	Tamil Nadu	Excess payment of BRP Salaries in BRCs and CRCs.	843.76	ATR is awaited from State
		Total	**843.76**	
4.	Himachal Pradesh	(i) Misappropriation of funds for ACR	0.59	ATR is awaited from State
		(ii) Approval of competent authority not obtained for incurring expenditure.	8.28	
		Total	**8.87**	
5.	Maharashtra	(i) Excess payment of school maintenance grant	6.2	ATR is awaited from State
		(ii) Excess release of grant under NPEGEL.	33.00	
		(iii) irregular payment of salary to Zilla Parishad Teachers	7.67	
		Total	**46.87**	

S. No	State/UT	Nature of Financial/ Procedural Irregularity	Amount (Rs. in lakhs)	Action Taken
6.	Punjab	Misappropriation by Village Surpunch	2.05	Case reported to Police Station Sangrur on 17.09.2008. Further ATR is awaited from State
7.	West Bengal	(i) Repayment of loan taken from West Bengal Board of Secondary Education (WBBS) (ii) Misutilization of funds meant for construction of additional class room. **Total**	7.02 5.08 **12.10**	ATR is awaited from State
		Grand Total	**1852.14**	

Annexure-10

MISUSE AND IRREGULARITIES IN SSA FUNDS AS REPORTED BY STATES

Sr. No.	State/UT	Nature of complaint	Amount involved	No. of Officials involved	Action Taken
1	Gujarat	During 2007-08 internal audit found that an amount of Rs.15.98 lakh has been misused by producing fake vouchers for printing of stationary forms in Surendra Nagar district.	Rs.15.98 lakhs	2	The full amount has been recovered and action has been taken against the two officers. District account officer has been removed from the service and District Coordinator has been suspended by State Government.
2	Karnataka	Out of 60 complaints received, action has been taken in 24 cases and 26 are still under process of enquiry. 10 complaints not proved.		21	An amount of Rs.8.58 lakhs has been covered.
3	Andhra Pradesh	As per complaints received, an amount of Rs.14.98 lakhs of SSA / DPEP was diverted to unauthorized bank accounts by Assistant Account Officer of SSA, AP. An FIR was lodged with police and subsequently matter was referred to C.I.D. for investigation.	Rs.14.98 lakhs	3	The State has suspended three account officials and transferred another three from State Project Office of SSA. GOI requested CAG to conduct special audit whose report has been received. The report is under examination in consultation with Government of Andhra Pradesh.
4	Haryana	Complaints regarding misuse of funds and irregularities in SSA from districts, Faridabad, Bhiwani, Mewat, Narnaul and Kaithal were received.		11	Action has been initiated against the officials and the services of two officials have been terminated.
5	West Bengal	One complaint regarding fraudulent withdrawal of SSA funds in Darjeeling district was received.	Rs.517.80 lakhs	8	CID has arrested seven persons and proceedings are underway. A case has been lodged against the then Secretary, Education and Council Project Officer, SSM,

Sr. No.	State/UT	Nature of complaint	Amount involved	No. of Officials involved	Action Taken
					Darjeeling Gorkha Hill Council at Darjeeling Sadar on 23.5.2006. The case is pending at the departmental court of West Bengal vigilance department.
6	Meghalaya	Complaint regarding theft of 30-40 bundles of exercise books in Ri-Bhoi district.		1	
7	Rajasthan	9 cases of irregularities in financial matters and 98 instances of lapses in duties/programme implementation have been reported.		107	81 officers charge sheeted under section 17 of CCA, 17 officers under section 16 of CCA and 9 have been suspended.
8	Chhattisgarh	3 complaints have been received, one each during 2005-06, 2006-07, 2007-08.		3	Complaints are being investigated. FIR has been registered against 1 BRC coordinator and support teacher on 7.6.2007. These 2 officials were suspended.
9	Madhya Pradesh	15 complaints were received regarding irregularities in purchase procurement of school uniforms, textbooks, appointment of teachers for remedial education, misappropriation of funds, etc.		21	The complaints are being investigated. 6 complaints were found to be false and baseless. Department enquiry has been initiated against 7 officers.
10	Himachal Pradesh	5 complaints have been received regarding misappropriation. In one case by forging signature of Resource Person on claims of Honorarium and TA/DA amounting to Rs.5.52 lakhs.	Rs.5.52 lakhs	1	FIR was lodged and an amount of Rs.3.02 lakhs has already been recovered. The matter is still being investigated.
		A case of embezzlement from Government fund by BRCC district Solan.		1	FIR lodged and investigation is in progress. The person concerned has been

Sr. No.	State/UT	Nature of complaint	Amount involved	No. of Officials involved	Action Taken
					repatriated to his parent department.
		Complaints received regarding misappropriation of funds for Bal Mela organized by IED coordinator, DIET Shamlaghat.		1	Charge sheet was sent through Director of Education for taking disciplinary action.
		Complaint received regarding education kits by accountant and storekeeper.		2	Directions to frame charges against the 2 have been sent.
11	Bihar	39 Complaints received in 23 districts regarding involvement of 33 officials in misuse of funds and other irregularities.		33	Contract of 2 Junior Engineers has been terminated, one person transferred and one suspended. Enquiry in other cases is under progress.
12	Maharashtra	One complaint of Sholapur Municipal Corporation received in August 2008.			The matter is under investigation.
13	Kerala	During 2006-07 one complaint was received against a clerk of district project office of Kottayam for misusing Rs.10 lakh	Rs.10 lakh	1	State Government has referred the case to vigilance department. The person concerned committed suicide.
14	Punjab	A case of misappropriation by Village Sarpanch for Rs.2.05 lakhs.	Rs.2.05 lakhs	1	Case reported to police Sangrur on 17.9.2008.

ITEM NO. 2 CIVIL WORKS

INFRASTRUCTURE PROVISIONING IN ELEMENTARY SCHOOLS

1. Performance of the States/UTs up to 31st March 2009,on construction of civil works

- Total financial allocation upto 31st March, 2009 is Rs.30127.29 crore, whereas the reported expenditure is Rs.26978.59 crores which is 89.55% of the total allocation.
- The cumulative completion rate for all components is 84.20% whereas completion plus work in progress is 97.17%.
- **Well Performing States** (Comp. rate- National Average – 84%): Andhra Pradesh (84%), Jharkhand (84%), Kerala (98%), Karnataka (92%), Arunachal Pradesh (98%), Gujarat (99%), Rajasthan (95%), Mizoram (88%), Punjab (99%), Sikkim (88%), Tamil Nadu (90%), Tripura (95%), Uttar Pradesh (99%), Maharashtra (83%), Assam (96%) and Delhi (82%).
- **Poor performing States with reference to completion rate:** Bihar (65%), Jammu Kashmir (54%), Orissa (72%), West Bengal (68%), Goa (49%), Lakshadweep (0%), Andaman Nicobar (27%), Dadar & Nagar Haveli (17%), Chandigarh (62%) and Pondichery (38%).

Component wise performance of the States/UTs (Cumulative upto 31.03.2009)

Sl.No	Items	Targets	Achievements (Comp+IP)	%age	States with low performance wrt C+IP
1.	BRC	3094	3004	97	Mizoram (71%), (88.46%), Punjab (64%),
2.	CRC	27123	26387	97	Goa (75%), Nagaland (0%), Chandigarh (45%) D&N (0%), Daman & Diu (41%)
3.	P.S Buildings	156159	146048	94	Bihar (63%), Kerala (76%), Chandigarh (71%), A&N (25%), Pondichery (26%)
4.	UPS Buildings	92305	87826	95	TN (75%), Uttarakhand (77%), West Bengal (40%)
5.	Add. Classrooms	978738	7962643	98	Goa (78%), Manipur (72%)
6.	Drinking water	189729	181715	96	J&K (38%), Orissa (78%), A&N (23%), D&N (37%), Pondichery (44%)
7.	Toilets	263899	255014	97	J&K (25%), Mizoram (78%), Orissa (62%), A&N (30%), D&N (50%), Pondichery (35%)

Detailed Statement on State wise performance on different civil construction works is at **Annexure- A**

Action to be taken:

i) All civil construction works to be completed on schedule, in accordance with sanctioned technical specifications

ii) PAB commitments for FY 2009-10 to be noted by States for compliance .Progress to be monitored in quarterly review meetings of civil works coordinators.

2. Status of school Infrastructure Gaps

The gap was analyzed on the basis of DISE data 2006-07 and reveals :-

- A gap of 5.26 lakh classrooms, 1.36 lakh schools not having drinking water, 3.81 lakh schools not having common toilets and 5.10 lakhs schools not having separate girl's toilets facilities.
- The gap varies across the States and districts.

Position on classrooms

- At least 46 districts have a gap of more than 3000 classrooms of which major share is from Assam (1), Bihar (23), Chhattisgarh (3), Jharkhand (5), Madhya Pradesh (5), Maharashtra (2), Uttar Pradesh (6) and Uttarakhand (1). Details given in **Annexure –B.**
- The overall gap in the State of Andhra Pradesh (28034), Assam (30807), Bihar (150679), Chhattisgarh (27636), Gujarat (26694), Jharkhand (44150), Madhya Pradesh (67750), and Uttar Pradesh (87998) is quite high and need enhanced allocation along with capacity building to complete the existing gaps by 2010. Details given in **Annexure – C.**

Action required:

i) States to ensure speedy completion of sanctioned classrooms,to reduce gaps

ii) States to prioritise building of classrooms in districts with bigger gaps and SC/ST/Minority concentration districts with infrastructure gaps

Position on Drinking Water

- The major Gaps reported from the State of Andhra Pradesh (7932), Assam (20366), Bihar (12959), Chhattisgarh (6053), Gujarat (4242), J& K (3972), Jharkhand (11565), Karnataka (9311), Madhya Pradesh (8566), Maharashtra (7732), Orissa (7723), Rajasthan (9487), and West Bengal (12164). These States are to take effective measures to ensure convergence with the schemes of Department of Drinking Water Supply, Ministry of Rural Development to cover the gaps. The details have been worked out based on Flash Statistics prepared by NUEPA based on DISE 2006-07.Details given in **Annexure - D**.

Action required:

i) The states and UTs to keep a close liaison with the state level departments implementing the schemes of Total Sanitation Campaign (TSC) and Accelerated Rural Water Supply Programme (ARWSP) and ensure a coordinated approach in covering the schools with deficit in these facilities. The nature & context of the coordination & convergence between SSA programme and Drinking water Mission & TSC includes the following

ii) Officials at the state level handling the Drinking Water Mission and Total Sanitation Campaign should be permanent invitees/members of the Executive Committee & General Body of the state programme's implementation Society.

iii) Small Committees are to be set up at the State and district level of SSA officials and representatives of the Drinking Water and TSC programme to meet at least once every month for effective coordination between the programmes, so that cent-percent coverage of such facilities in schools is achieved Regular joint verifications of local officials of both departments to monitor field/school coverage for toilets/drinking water.

iv) Sharing of school-wise coverage DISE data and gaps in drinking water & toilet facilities with DDWS and with the State Implementing Agencies.

v) Annual Work Plan & Budget (AWP&Bs) of SSA should be drawn up after consultation between the two departments so that gaps are targeted and clear commitments of the respective programmes are indicated.

vi) Training of school teachers/head-masters/students on use and maintenance of drinking water and toilet facilities through use of materials developed by the state/department of DWS of GOI/UNICEF etc. for the purpose, as well as in the state curriculum on hygiene and sanitation etc.

Position on Common Toilets

Major Gaps reported from the State of Andhra Pradesh (30722), Assam (39745), Bihar (34300), Chhattisgarh (28427), Gujarat (9719), Himachal Pradesh (7782), J&K (10263), Jharkhand (25797), Karnataka (13500), Madya Pradesh (30199), Mahrashtra (15371), Orissa (26372), Rajasthan (49415), Tamil Nadu (12156), Uttar Pradesh (12139) and West Bengal (17842).

Position on Separate Girl's toilets

The States which have major gaps in separate girl's toilets are Arunachal Pradesh (88%), Assam (89%), Bihar (78%), Chhattisgarh (80%), J&K (78%), Jharkhand (79%), Manipur (82%), Meghalaya (90%), Mizoram (77%), Nagaland (63%), Orissa (72%), Tripura (77%), West Bengal (64%) and Dadar & Nagar Havelli (75%). On an average 49% of schools in the country are not having separate girls toilets. The details have been worked out based on Flash Statistics prepared by NUEPA based on DISE 2006-07.Details given in **Annexure - D.**

Action required:

i) The States should ensure completion of the gaps in convergence with the Drinking Water Mission for existing rural schools as the department of Drinking Water Supply has targeted coverage of all school for toilets and drinking water. The details have been worked out based on Flash Statistics prepared by NUEPA based on DISE 2006-07.Details given in **Annexure - D**.

ii) The toilets and drinking water facilities for new schools and existing schools located in urban areas will be covered under SSA and all the existing schools in rural areas of the State should be covered through convergence with Department of Drinking Water Supply.

3. Technical Staff position and measures for capacity building

- The States of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, J&K, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttarakhand, West Bengal have in house engineering cells.
- There are no technical posts of engineers in the SSA missions in the States of Goa, Delhi, Manipur, Kerala, UP, Nagaland, Punjab and Chandigarh. These States are taking help from the line engineering department which some times not available for SSA works especially for the supervision and monitoring of activities. States like Kerala, Punjab and UP have non technical staff for supervision and monitoring of SSA works and some posts are vacant. T
- There are a large number of vacancies of technical staff in the States of Andhra Pradesh (36), Assam (18), Bihar (164), Chhattisgarh (34), Harayana (27),Jammu & Kashmir (11), Karnataka (16), Jharkhand (96), MP (228), Maharashtra (18), Orissa (29)Rajasthan (20), Tripura (18) and West Bengal (145).
- The States/UTs of Goa, J&K, Nagaland, Chandigarh, Dadra N Haveli, Daman & Diu, Lakshadweep and Pondicherry have not developed aa community manual. during construction.

Action required:

i) All_ states should ensure availability of technical staff for supervision and monitoring of civil works under SSA.

ii) Vacancies in technical staff positions should be speedily filled up.

iii) States that have not yet developed a community manual for SSA civil works, should develop one to provide site assistance to the community

4. Quality in Civil Works

Third Party Independent Evaluation System in States

- 4th JRM recommended Third Party Evaluation System for all States as a mandatory requirement. 9 States ,i.e., Andhra Pradesh, Gujarat, Maharashtra, Mizoram, Karnataka, Uttar Pradesh, Uttrakhand, Orissa and West Bengal have Third Party Evaluation System in place. Third Party Evaluation has been started in 6 States viz. Assam, Haryana, Rajasthan, Tripura, Uttarakhand, Delhi.

Action required:

i)The remaining States must put in place the system for independent third party evaluation of civil works

National Third Party Evaluation of Civil Works, commissioned by GOI.

- The GOI has conducted a third party evaluation of civil works of 11 States in the first phase and reports have been shared with the States with GOI comments to improve the weaknesses highlighted . It has been reported that Ramps have been provided in all schools, however, there are concerns related to its slope or width. National TPE reports reported lack of maintenance and cleanliness of sanitation facilities. It also reports insufficient provision of toilets and drinking water in schools with large number of students. The reports also indicate that water potability tests are not conducted in any of the schools.

Action required:

i) All States are required to take corrective steps in improving the ramps and to strictly adhere to specifications in future construction.

ii) States should ensure cleanliness and maintenance of toilets in convergence with department Drinking water Supply including potability tests of drinking water in schools.

GOI will be commissioning shortly, the second phase of the third party evaluation in 12 states namely Arunachal Pradesh, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Meghalaya, Nagaland, Orissa, Punjab, Rajasthan and Uttarakhand. The agency for carrying out the evaluation has been finalized.

School campus mapping:

The fifth JRM (January 2007) reported that lack of school campus mapping is leading to unplanned and haphazard expansion of schools.

Action required:

i) All States/UT's should ensure school mapping to facilitate better planning for access and provision of infrastructure in the schools. Assam, Bihar, Goa, Gujarat, Haryana, Karnataka, Nagaland, Orissa, Rajasthan, Tripura, Uttarakhand and West Bengal have either started or completed school mapping exercise and other States are immediately required to complete this process.

5. Environmental Assessment of SSA school buildings

- Environmental Assessment of SSA school buildings is to be taken up in three phases covering one third districts of the state in each year. Reports for the first phase of environment assessment of SSA school buildings were due by 15.12.2008.
- This was discussed in the quarterly performance review meeting of State Project Engineers/ Civil works Coordinators held on 19th July, 2008 in New Delhi. It was emphasized that states should bring out the first report by December 2008. JS (EE-II) in her DO letter dated November, 2008 had requested the State Project Engineers of States/UTs to send the first report by 15.12.2008. This issue was again discussed in the subsequent review meetings of State Project Engineers/ Civil works Coordinators in November 2008 in Delhi, February 2009 in Kolkatta and May 2009 in Coimbatore. In every review meeting conducted, the issue was discussed in detail and presentations were also made by some states and the participants were also taken for field visit for carrying out the Environmental Assessment of SSA school buildings and each group made presentations on this. A sample check list for carrying out the Environmental Assessment of SSA school buildings was also circulated to States/UTs. States like Rajasthan and Gujarat have improved the check list and started the work. Andhra Pradesh, Assam, Harayana, Tamil Nadu, Uttarakhand, West Bengal and Delhi have informed that the work has been started and is in progress. States of Bihar, Jammu & Kashmir, Karnataka, Kerala, Maharashtra, Orissa and Rajasthan have initiated action and indicated whom they will engage for assessment work. From other states, no information is available.
- JRM reports and Third Party evaluations indicate urgent need for capacity building (CB) of technical staff through training, exposure visits and other inputs. Lack of technical teams' awareness on environmental concerns and safeguard mechanisms is resulting in a number of shortfalls in safeguarding environmental concerns. MHRD has already issued instructions to the State/UT's to provide 5 days orientation to all civil works engineers and also develop training module including one day schedule to orient the engineers on environmental concerns and safeguard mechanisms.

Action required:

All States must positively furnish the reports on Environmental Assessment of SSA civil works, by the end of August 2009.These reports have already been delayed beyond 7 months.

8. Teachers Recruitment Position

- The total number of teacher sanctioned upto 2009-10 is 12.27 lakhs out of which 9.86 lakhs have been recruited by the States/UTs, which is 80.36% as on 31st March 2009.
- The States with more than 10,000 vacancies are Bihar (91657), Jharkhand (15607), Madhya Pradesh (15898), Rajasthan (28499), Uttar Pradesh (30848) and West Bengal (45613). The State wise information is given below:-

Sl.No.	States /UTs	Status	Targets upto 31.03.2008	Teachers Sanctioned During the year 2008-09	Total Teacher sanctioned so far	Recruitment upto 31.03.08	Recruitment during 2008-09	Recruitment so far	Progress in (%)	Balance
1	Andhra Pradesh	31.03.2009	37933	153	38086	37933	153	38086	100.00	0
2	Arunachal Pradesh	31.09.2007	4294	827	5121	4294	827	5121	100.00	0
3	Assam	31.03.2009	0	0	0	0	0	0	0.00	0

Sl.No.	States /UTs	Status	Targets upto 31.03.2008	Teachers Sanctioned During the year 2008-09	Total Teacher sanctioned so far	Recruitment upto 31.03.08	Recruitment during 2008-09	Recruitment so far	Progress in (%)	Balance
4	Bihar	31.03.2009	220046	31756	251802	157134	3011	160145	63.60	91657
5	Chhattisgarh	31.03.2009	53391	1594	54985	46358	6790	53148	96.66	1837
6	Goa	31.03.2009	169	0	169	169	0	169	100.00	0
7	Gujarat	31.03.2009	0	0	0	0	0	0	0.00	0
8	Haryana	31.03.2009	8936	0	8936	7874	0	7874	88.12	1062
9	Himachal Pradesh	31.03.2009	3414	684	4098	3414	39	3453	84.26	645
10	Jammu &Kashmir	31.12.2008	27559	8145	35704	22769	4453	27222	76.24	8482
11	Jharkhand	31.03.2009	87442	5724	93166	74054	3505	77559	83.25	15607
12	Karnataka	31.03.2009	21798	1266	23064	21798	0	21798	94.51	1266
13	Kerala	30.09.2008	0	0	0	0	0	0	0.00	0
14	Madhya Pradesh	31.03.2009	91425	3145	94570	78672	0	78672	83.19	15898
15	Maharashtra	31.03.2009	1236	10068	11304	1064	10068	11132	98.48	172
16	Manipur	31.03.2009	365	0	365	0	0	0	0.00	365
17	Meghalaya	31.03.2009	7077	1888	8965	7077	1888	8965	100.00	0
18	Mizoram	31.12.2008	1188	222	1410	1185	222	1407	99.79	3
19	Nagaland	30.09.2008	168	22	190	0	0	0	0.00	190
20	Orissa	31.03.2009	65279	4894	70173	49875	18877	68752	97.98	1421
21	Punjab	31.03.2009	2441	464	2905	1822	1083	2905	100.00	0
22	Rajasthan	31.03.2009	111132	3000	114132	75505	10128	85633	75.03	28499
23	Sikkim	31.03.2009	377	25	402	185	0	185	46.02	217
24	Tamil Nadu	31.03.2009	20375	1577	20542	20375	5098	25473	124.00	-4931
25	Tripura	31.03.2009	3225	1106	4331	2796	1106	3902	90.09	429
26	Uttar Pradesh	31.03.2009	251745	19260	271005	235880	4277	240157	88.62	30848
27	Uttarakhand	31.03.2009	5870	1196	7066	4802	1196	5998	84.89	1068
28	West Bengal	31.03.2009	92681	10392	103073	53962	3498	57460	55.75	45613
29	Andaman Nicobar	31.12.2008	67	0	67	67	0	67	100.00	0
30	Chandigarh	31.03.2009	785	0	785	350	398	748	95.29	37
31	D & Nagar Haveli	30.06.2007	425	5	430	363	0	363	84.42	67
32	Daman Diu	30.06.2007	63	0	63	63	0	63	100.00	0
33	Delhi	31.03.2009	28	8	36	20	0	20	55.56	16
34	Lakshadweep	30.06.2007	8	13	21	4	0	4	19.05	17
35	Pondicherry	31.03.2009	32	10	42	12	0	12	28.57	30
	Total SSA		1120974	107444	1227008	909876	76617	986493	80.40	240515

(i) Source: - The details collected from Dir (KRM) duly approved by JS-II dated 12.06.08. Balance report collected on 12.11.08. on 21&22 May 2009 at Coimbatore
(ii) Only 26 States which have been highlighted have given the teachers recruitment details.
(iii) 76617 teachers have been recruited during the current year and 33319 teachers recruited during the fourth quarter.
(iv) Bihar, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Rajasthan, UP and West Bengal have large vacancies.

Action required:

i)The states which are having large number of vacancies should take immediate steps to fill up the vacant posts.

ii) Rationalization in the deployment of teachers should be undertaken on priority, so that rural and remote areas have the required strength of teachers.

Cumulative Progress Report of Civil Works for the period ending 31.03.2009

Annexure- A

S. No.	State	Status upto	BRC						CRC						Primary School					
			State Target	Target	IP	Comp.	% comp.	% C & IP	State Target	Target	IP	comp	% comp.	% C & IP	State Target	Target	IP	comp	% comp.	% C & IP
1	2	3		4	5	6	7	8		9	10	11	12	13		14	15	16	17	18
1	Andhra Pradesh	31.03.2009	190	190	4	180	94.74	96.84	1005	1005	9	996	99.10	100.00	7575	7246	199	7323	101.06	103.81
2	Arunachal Pradesh	31.03.2009	88	88	0	88	100.00	100.00	223	237	0	223	94.09	94.09	913	941	107	806	85.65	97.02
3	Assam	31.03.2009	91	91	0	91	100.00	100.00	0	0	0	0	#DIV/0!	#DIV/0!	5962	5962	0	5962	100.00	100.00
4	Bihar	31.03.2009	291	291	77	213	73.20	99.66	1475	1475	56	1419	96.20	100.00	17466	17466	7244	3735	21.38	62.86
5	Chhattisgarh	31.03.2009	12	12	0	12	100.00	100.00	2164	2169	255	1896	87.41	99.17	9805	10050	2608	7120	70.85	96.80
6	Goa	31.03.2009	11	11	5	6	54.55	100.00	180	180	135	0	0.00	75.00	0	0	0	0	0.00	0.00
7	Gujarat	31.03.2009	144	146	4	140	95.89	98.63	1190	1197	1	1189	99.33	99.42	797	835	0	797	95.45	95.45
8	Haryana	31.03.2009	71	58	0	68	117.24	117.24	565	565	9	556	98.41	100.00	905	902	57	788	87.36	93.68
9	Himachal Pradesh	31.03.2009	55	55	8	45	81.82	96.36	538	538	52	476	88.48	98.14	0	0	0	0	0.00	0.00
10	Jammu & Kashmir	31.03.2008	116	116	31	85	73.28	100.00	611	611	121	490	80.20	100.00	8011	8204	3936	4075	49.67	97.65
11	Jharkhand	31.03.2009	120	120	1	118	98.33	99.17	1024	1041	189	823	79.06	97.21	17620	17842	2631	14084	78.94	93.68
12	Karnataka	31.03.2009	90	90	0	90	100.00	100.00	1401	1411	0	1411	100.00	100.00	3160	3287	230	3057	93.00	100.00
13	Kerala	31.03.2009	113	113	16	97	85.84	100.00	316	316	41	275	87.03	100.00	523	511	82	305	59.69	75.73
14	Madhya Pradesh	31.03.2009	78	78	0	78	100.00	100.00	613	613	0	613	100.00	100.00	25773	25773	834	24939	96.76	100.00
15	Maharashtra	31.03.2009	308	313	24	281	89.78	97.44	3337	3337	18	3304	99.01	99.55	10543	10497	3620	6427	61.23	95.71
16	Manipur	31.03.2009	35	35	0	35	100.00	100.00	93	93	0	93	100.00	100.00	396	396	0	396	100.00	100.00
17	Meghalaya	31.03.2009	39	36	0	39	108.33	108.33	225	209	56	177	84.69	111.48	1595	1495	614	981	65.62	106.69
18	Mizoram	31.03.2009	31	31	0	22	70.97	70.97	178	178	0	178	100.00	100.00	643	588	2	641	109.01	109.35
19	Nagaland	31.03.2009	46	52	5	41	78.85	88.46	0	12	0	0	0.00	0.00	91	91	5	86	94.51	100.00
20	Orissa	31.03.2009	187	262	2	166	63.36	64.12	1978	2263	81	1883	83.21	86.79	7007	7568	2321	4073	53.82	84.49
21	Punjab	31.03.2009	142	142	7	132	92.96	97.89	1300	1300	4	1301	100.08	100.38	545	545	19	405	74.31	77.80
22	Rajasthan	31.03.2009	111	111	1	106	95.50	96.40	1513	1513	55	1397	92.33	95.97	5216	5216	0	5216	100.00	100.00
23	Sikkim	31.03.2009	9	9	0	9	100.00	100.00	95	95	4	92	96.84	101.05	58	48	2	56	116.67	120.83
24	Tamil Nadu	31.03.2009	280	280	0	280	100.00	100.00	2922	2922	34	2888	98.84	100.00	2561	2335	14	2547	109.08	109.68
25	Tripura	31.03.2009	40	41	0	40	97.56	97.56	332	328	0	332	101.22	101.22	1094	1094	118	976	89.21	100.00
26	Uttar Pradesh	31.03.2009	22	22	2	19	86.36	95.45	189	189	3	186	98.41	100.00	20612	20600	186	20384	98.95	99.85
27	Uttarakhand	31.03.2009	33	33	0	33	100.00	100.00	506	508	1	505	99.41	99.61	2114	2406	417	1592	66.17	83.50
28	West Bengal	31.03.2009	248	248	42	244	98.39	115.32	2734	2734	778	1741	63.68	92.14	4124	4124	338	3620	87.78	95.97
29	Andaman Nicobar	31.12.2008	0	0	0	0	0.00	0.00	0	0	0	0	0.00	0.00	4	4	1	0	0.00	25.00
30	Chandigarh	31.03.2009	0	0	0	0	0.00	0.00	9	20	1	8	40.00	45.00	14	14	3	7	50.00	71.43
31	Dadra Nagar Haveli	30.06.2007		1	0	0	0.00	0.00		11	0	0	0.00	0.00		58	24	10	17.24	58.62
32	Daman Diu	31.03.2009	2	2	0	2	100.00	100.00	7	17	0	7	41.18	41.18	8	8	1	7	87.50	100.00
33	Delhi	31.03.2009	9	9	6	3	0.00	0.00	0	0	0	0	0.00	0.00	10	10	4	6	60.00	100.00
34	Lakshadweep	31.03.2006		2			0.00	0.00		10	0	0	0.00	0.00		5	0	0	0.00	0.00
35	Pondicherry	31.03.2009	6	6	6	0	0.00	100.00	25	26	25	0	0.00	96.15	10	38	10	0	0.00	26.32
TOTAL SSA				3094	241	2763	89.30	97.09		27123	1928	24459	90.18	97.29		156159	25627	120421	77.11	93.53

(i) Source:- Civil works progress reported on 15th review meeting in Coimbatore on 21-22nd May. 2009

(ii) The UT of Andaman, Dadar Nagar and Lakshadweep did not submit the report.

(iii)The cumulative financial achievement is 90% and overall completion rate of components is 84%.The major states not performing well are, Bihar 65%,Chattisgarh 73%, J&K 54%, Orissa 72% and WB 67%

[redacted] lakhs. The expenditure for 1st qu[redacted]2n[redacted]uarter, 3rd quarter and 4th quarter are Rs 40310.8 lakhs

S. No.	State	Status upto	State Target	Target	IP	comp	% comp.	% C & IP	State Target	Target	IP	comp	% comp.	% C & IP	State Target	Target	IP	comp	% comp.
1	2	3		19	20	21	22	23		24	25	26	27	28		29	30	31	32
1	Andhra Pradesh	31.03.2009	1875	1943	29	1840	94.70	96.19	44696	44696	9904	34335	76.82	98.98	7746	8243	212	7483	90.78
2	Arunachal Pradesh	31.03.2009	667	601	48	619	103.00	110.98	2685	2685	0	2685	100.00	100.00	1849	1849	0	1849	100.00
3	Assam	31.03.2009	1170	1170	0	1170	100.00	100.00	40583	40583	2044	38539	94.96	100.00	788	788	0	788	100.00
4	Bihar	31.03.2009	544	544	56	474	87.13	97.43	120620	120620	46539	72027	59.71	98.30	12068	12068	78	11990	99.35
5	Chhattisgarh	31.03.2009	7950	8112	1323	6603	81.40	97.71	22377	22139	8823	13213	59.68	99.53	2228	2228	53	2155	96.72
6	Goa	31.03.2009	0	0	0	0	0.00	0.00	227	227	144	33	14.54	77.97	295	295	73	188	63.73
7	Gujarat	31.03.2009	0	0	0	0	0.00	0.00	18123	18367	745	17343	94.42	98.48	7161	6501	0	7161	110.15
8	Haryana	31.03.2009	1151	1151	318	791	68.72	96.35	15814	15812	3599	11738	74.23	97.00	4528	4528	12	4351	96.09
9	Himachal Pradesh	31.03.2009	0	0	0	0	0.00	0.00	9895	9895	1959	7671	77.52	97.32	2312	2312	27	2261	97.79
10	Jammu & Kashmir	31.03.2008	1119	1119	528	591	52.82	100.00	5522	5572	1142	4380	78.61	99.10	563	1727	77	410	23.74
11	Jharkhand	31.03.2009	8239	8175	4504	2339	28.61	83.71	31435	31150	1582	29335	94.17	99.25	5708	5708	0	5708	100.00
12	Karnataka	31.03.2009	0	0	0	0	0.00	0.00	39683	38261	5015	34668	90.61	103.72	21438	23059	0	21438	92.97
13	Kerala	31.03.2009	0	12	0	0	0.00	0.00	6428	6428	546	6128	95.33	103.83	8345	8345	0	8345	100.00
14	Madhya Pradesh	31.03.2009	16310	16323	4529	11718	71.79	99.53	63766	66200	22144	41622	62.87	96.32	17051	17051	0	17051	100.00
15	Maharashtra	31.03.2009	4339	4359	67	4262	97.77	99.31	41965	42121	4346	37524	89.09	99.40	7694	7694	1760	5876	76.37
16	Manipur	31.03.2009	61	61	0	61	100.00	100.00	1312	1312	61	886	67.53	72.18	566	566	0	566	100.00
17	Meghalaya	31.03.2009	667	1261	953	306	24.27	99.84	2634	2634	913	1691	64.20	98.86	2863	2619	0	2971	113.44
18	Mizoram	31.03.2009	541	541	0	541	100.00	100.00	733	733	28	705	96.18	100.00	1763	1763	0	1763	100.00
19	Nagaland	31.03.2009	80	80	27	57	71.25	105.00	3402	3202	814	2572	80.32	105.75	1179	1179	0	1179	100.00
20	Orissa	31.03.2009	7254	5834	1415	6286	107.75	132.00	33611	36610	8236	25986	70.98	93.48	5281	6581	0	5123	77.85
21	Punjab	31.03.2009	134	134	5	129	96.27	100.00	16440	16744	39	16733	99.93	100.17	16440	17628	39	16733	94.92
22	Rajasthan	31.03.2009	3124	3124	0	3124	100.00	100.00	70106	70106	5324	64699	92.29	99.88	18284	18284	274	18010	98.50
23	Sikkim	31.03.2009	0	3	0	0	0.00	0.00	330	403	17	329	81.64	85.86	479	544	0	478	87.87
24	Tamil Nadu	31.03.2009	3472	4644	765	2707	58.29	74.76	27992	27992	4926	23066	82.40	100.00	11531	11531	0	11531	100.00
25	Tripura	31.03.2009	365	379	0	365	96.31	96.31	1678	1678	72	1606	95.71	100.00	1184	1184	0	1184	100.00
26	Uttar Pradesh	31.03.2009	27314	27455	272	27039	98.48	99.48	225141	224743	542	224429	99.86	100.10	10044	10044	595	7999	79.64
27	Uttarakhand	31.03.2009	1569	1974	398	1117	56.59	76.75	5753	5885	1414	4237	72.00	96.02	5572	5572	327	5027	90.22
28	West Bengal	31.03.2009	3300	3300	0	446	13.52	13.52	119772	119772	31575	79936	66.74	93.10	9252	9279	170	8127	87.58
29	Andaman Nicobar	31.12.2008	0	0	0	0	0.00	0.00	150	143	62	56	39.16	82.52	83	75	6	11	14.67
30	Chandigarh	31.03.2009	0	0	0	0	0.00	0.00	84	84	12	66	78.57	92.86	0	0	0	0	0.00
31	Dadra Nagar Haveli	30.06.2007		0	0	0	#DIV/0!	#DIV/0!		301	147	96	31.89	80.73		91	30	4	4.40
32	Daman Diu	31.03.2009	4	4	0	4	100.00	100.00	11	11	0	11	100.00	100.00	36	36	0	36	100.00
33	Delhi	31.03.2009	0	0	0	0	0.00	0.00	1238	1238	175	1063	85.86	100.00	68	68	0	68	100.00
34	Lakshadweep	31.03.2006		2	0	0	0.00	0.00		19			0.00	0.00		20			0.00
35	Pondicherry	31.03.2009	0	0	0	0	0.00	0.00	346	372	180	166	44.62	93.01	118	269	0	118	43.87
TOTAL SSA			91249	92305	15237	72589	78.64	95.15		978738	163069	799574	81.69	98.36		189729	3733	177982	93.81

Cumulative Progress Report of Civil Works for the period ending 31.03.2009

Annexure- A

S. No.	State	Status upto	Toilets							State Allocation	Allocation			
			% C & IP	State Target	Target	IP	comp	% comp.	% C & IP		Allocation	Expenditure	Expenditure ending 31st March, 2008	Expenditure during the year
1	2	3	33		34	35	36	37	38		39	40	41	42
1	Andhra Pradesh	31.03.2009	93.35	6598	6482	230	6279	96.87	100.42	155786.31	156132.90	134735.37	92399.22	42336.15
2	Arunachal Pradesh	31.03.2009	100.00	600	600	0	600	100.00	100.00	18430.97	18201.56	18430.97	12217.31	6213.66
3	Assam	31.03.2009	100.00	5251	5251	0	5251	100.00	100.00	96414.250	96414.216	96402.540	69408.59	26993.95
4	Bihar	31.03.2009	100.00	26524	26524	290	26234	98.91	100.00	340084.00	378118.30	261201.65	212896.54	48305.11
5	Chhattisgarh	31.03.2009	99.10	6149	6149	2	6129	99.67	99.71	96958.140	117076.74	95058.81	67451.77	27607.04
6	Goa	31.03.2009	88.47	579	579	171	403	69.60	99.14	1235.48	1280.48	1016.08	544.45	471.63
7	Gujarat	31.03.2009	110.15	7336	7350	2	7334	99.78	99.81	65084.36	65614.05	61798.87	47885.54	13913.33
8	Haryana	31.03.2009	96.36	10830	10830	1458	9235	85.27	98.73	46490.46	46490.46	39210.09	32273.23	6936.86
9	Himachal Pradesh	31.03.2009	98.96	6813	6813	1167	5043	74.02	91.15	17982.33	18628.18	16972.75	14478.13	2494.62
10	Jammu & Kashmir	31.03.2008	28.20	563	1928	77	410	21.27	25.26	55500.47	55500.47	28632.24	20341.75	8290.49
11	Jharkhand	31.03.2009	100.00	7018	7018	0	7018	100.00	100.00	190423.18	190423.18	176170.06	102039.94	74130.12
12	Karnataka	31.03.2009	92.97	24491	26684	0	24491	91.78	91.78	131060.63	133747.69	131052.43	100812.99	30239.44
13	Kerala	31.03.2009	100.00	12614	12614	0	12614	100.00	100.00	20675.44	20891.69	17441.02	13269.47	4171.55
14	Madhya Pradesh	31.03.2009	100.00	26453	26453	0	26453	100.00	100.00	272382.42	274371.44	253955.93	201495.25	52460.68
15	Maharashtra	31.03.2009	99.25	7248	7225	1647	5386	74.55	97.34	153483.52	153483.52	142141.98	113833.92	28308.06
16	Manipur	31.03.2009	100.00	1043	1043	0	1043	100.00	100.00	4548.79	4548.79	4000.79	3909.29	91.50
17	Meghalaya	31.03.2009	113.44	850	850	0	850	100.00	100.00	15545.66	15036.21	10447.72	7227.44	3220.28
18	Mizoram	31.03.2009	100.00	4258	4258	0	3307	77.67	77.67	8176.37	8254.70	5648.19	4948.79	699.40
19	Nagaland	31.03.2009	100.00	3122	3043	404	2718	89.32	102.60	8632.15	8386.67	8117.66	5675.43	2442.23
20	Orissa	31.03.2009	77.85	5578	8995	0	5590	62.15	62.15	148714.09	144492.39	136239.96	102229.41	34010.55
21	Punjab	31.03.2009	95.14	17781	17781	0	18572	104.45	104.45	40585.66	40585.66	40064.20	34171.46	5892.74
22	Rajasthan	31.03.2009	100.00	23230	22659	561	22669	100.04	102.52	173662.79	167628.14	167324.73	140997.43	26327.30
23	Sikkim	31.03.2009	87.87	674	749	0	674	89.99	89.99	1428.50	1709.87	1402.67	796.01	606.66
24	Tamil Nadu	31.03.2009	100.00	16103	16103	0	16103	100.00	100.00	112981.06	113105.75	110348.83	82152.02	28196.81
25	Tripura	31.03.2009	100.00	2090	2090	116	1974	94.45	100.00	14104.58	14347.33	13043.63	11278.48	1765.15
26	Uttar Pradesh	31.03.2009	85.56	8548	8634	91	8346	96.66	97.72	485067.27	473957.44	474437.75	399593.53	74844.22
27	Uttarakhand	31.03.2009	96.09	7160	7155	1110	6045	84.49	100.00	43778.90	37935.74	35026.34	29581.77	5444.56
28	West Bengal	31.03.2009	89.42	16719	16718	4599	11488	68.72	96.23	241843.20	245204.66	209044.39	178123.34	30921.05
29	Andaman Nicobar	31.12.2008	22.67	79	71	8	13	18.31	29.58	1524.40	1524.40	1228.50	870.98	357.52
30	Chandigarh	31.03.2009	0.00	0	12	0	0	0.00	0.00	1291.65	1596.40	822.51	634.31	188.20
31	Dadra Nagar Haveli	30.06.2007	37.36		225	30	4	1.78	15.11		933.02	404.12	404.12	0.00
32	Daman Diu	31.03.2009	100.00	47	47	0	47	100.00	100.00	161.11	376.56	155.33	60.00	95.33
33	Delhi	31.03.2009	100.00	610	610	160	450	73.77	100.00	5122.40	5122.40	4767.27	3547.98	1219.29
34	Lakshadweep	31.03.2006	0.00		20			0.00	0.00		310.92	0.00	0.00	0.00
35	Pondicherry	31.03.2009	43.87	111	336	0	118	35.12	35.12	1115.40	1296.61	1114.00	217.52	896.48
TOTAL SSA			95.78		263899	12123	242891	92.04	96.63		3012728.54	2697859.37	2107767.41	590091.96

S. No.	State	Status upto	%age	Total works sanctioned	Total works completed and in progress	Work Comp. and I.P. ending March, 2008	Progress during the year	Total works completed	%age of works comp + IP	%age of works comp	Target	IP	Comp
1	2	3	43	44	45	46	47	48	49	50	51	52	53
1	Andhra Pradesh	31.03.2009	86.30	69805	69023	55690	13333	58436	98.88	83.71	480	117	306
2	Arunachal Pradesh	31.03.2009	101.26	7001	7025	5602	1423	6870	100.34	98.13			
3	Assam	31.03.2009	99.99	53845	53845	40298	13547	51801	100.00	96.20	486	0	486
4	Bihar	31.03.2009	69.08	178988	170432	143885	26547	116092	95.22	64.86			
5	Chhattisgarh	31.03.2009	81.19	50859	50192	38484	11708	37128	98.69	73.00			
6	Goa	31.03.2009	79.35	1292	1158	1147	11	630	89.63	48.76	10	10	0
7	Gujarat	31.03.2009	94.19	34396	34716	31083	3633	33964	100.93	98.74	830	0	830
8	Haryana	31.03.2009	84.34	33846	32980	28024	4956	27527	97.44	81.33	165	29	84
9	Himachal Pradesh	31.03.2009	91.11	19613	18709	16211	2498	15496	95.39	79.01	455	54	313
10	Jammu & Kashmir	31.03.2008	51.59	19277	16353	10651	5702	10441	84.83	54.16			
11	Jharkhand	31.03.2009	92.52	71054	68332	58175	10157	59425	96.17	83.63			
12	Karnataka	31.03.2009	97.98	92792	90400	82264	8136	85155	97.42	91.77			
13	Kerala	31.03.2009	83.48	28339	28449	25852	2597	27764	100.39	97.97			
14	Madhya Pradesh	31.03.2009	92.56	152491	149981	133317	16664	122474	98.35	80.32	4131	1977	2154
15	Maharashtra	31.03.2009	92.61	75546	74542	69732	4810	63060	98.67	83.47			
16	Manipur	31.03.2009	87.95	3506	3141	3080	61	3080	89.59	87.85			
17	Meghalaya	31.03.2009	69.48	9104	9551	7963	1588	7015	104.91	77.05			
18	Mizoram	31.03.2009	68.42	8092	7187	6978	209	7157	88.82	88.45			
19	Nagaland	31.03.2009	96.79	7659	7908	6880	1028	6653	103.25	86.87			
20	Orissa	31.03.2009	94.29	68113	61162	49407	11755	49107	89.79	72.10	12	7	5
21	Punjab	31.03.2009	98.72	54274	54118	57404	-3286	54005	99.71	99.50			
22	Rajasthan	31.03.2009	99.82	121013	121436	105184	16252	115221	100.35	95.21	3558	2563	995
23	Sikkim	31.03.2009	82.03	1851	1661	1254	407	1638	89.74	88.49	2	0	2
24	Tamil Nadu	31.03.2009	97.56	65807	64861	58722	6139	59122	98.56	89.84			
25	Tripura	31.03.2009	90.91	6794	6783	5379	1404	6477	99.84	95.33			
26	Uttar Pradesh	31.03.2009	100.10	291687	290093	264216	25877	288402	99.45	98.87			
27	Uttarakhand	31.03.2009	92.33	23533	22223	19012	3211	18556	94.43	78.85			
28	West Bengal	31.03.2009	85.25	156175	143104	89518	53586	105602	91.63	67.62	4595	3491	740
29	Andaman Nicobar	31.12.2008	80.59	293	157	157	0	80	53.58	27.30			
30	Chandigarh	31.03.2009	51.52	130	97	101	-4	81	74.62	62.31			
31	Dadra Nagar Haveli	30.06.2007	43.31	687	345	345	0	114	50.22	16.59			
32	Daman Diu	31.03.2009	41.25	125	115	115	0	114	92.00	91.20			
33	Delhi	31.03.2009	93.07	1935	1935	1750	185	1590	100.00	82.17			
34	Lakshadweep	31.03.2006	0.00	78	0	0	0	0	0.00	0.00			
35	Pondicherry	31.03.2009	85.92	1047	623	1073	-450	402	59.50	38.40			
TOTAL SSA			89.55	1711047	1662637	1418953	243684	1440679	97.17	84.20			

Cumulative Progress Report of Civil Works for the period ending 31.03.2009

Annexure- A

S. No.	State	Status upto	Hostel Building			Remarks
			Target	IP	Comp	
1	2	3	54	55	56	57
1	Andhra Pradesh	31.03.2009				Target Not Matched
2	Arunachal Pradesh	31.03.2009	50	24	26	Target Not Matched
3	Assam	31.03.2009				
4	Bihar	31.03.2009				
5	Chhattisgarh	31.03.2009				Target and allocation not matched
6	Goa	31.03.2009				
7	Gujarat	31.03.2009				Some target not matched
8	Haryana	31.03.2009				
9	Himachal Pradesh	31.03.2009				variation in allocation
10	Jammu & Kashmir	31.03.2008				Some target not matched
11	Jharkhand	31.03.2009				Some target not matched
12	Karnataka	31.03.2009				Target & allocation not matched
13	Kerala	31.03.2009				
14	Madhya Pradesh	31.03.2009				ACR target not matched
15	Maharashtra	31.03.2009				Some target & Allocation not matched
16	Manipur	31.03.2009				
17	Meghalaya	31.03.2009				Target not matched
18	Mizoram	31.03.2009				PS target & allocation not matched
19	Nagaland	31.03.2009				Target Not Matched
20	Orissa	31.03.2009				Target Not Matched
21	Punjab	31.03.2009				completion data more than to Target
22	Rajasthan	31.03.2009	2	0	0	toilet targets and allocation not matched
23	Sikkim	31.03.2009				Target & financial not matched
24	Tamil Nadu	31.03.2009				
25	Tripura	31.03.2009				slight variation in BRC,CRC targets
26	Uttar Pradesh	31.03.2009				small variation in target except DWS & allocation
27	Uttarakhand	31.03.2009				some target not matched
28	West Bengal	31.03.2009				
29	Andaman Nicobar	31.12.2008				
30	Chandigarh	31.03.2009				Allocation not matched
31	Dadra Nagar Haveli	30.06.2007				
32	Daman Diu	31.03.2009				State allocation not correct
33	Delhi	31.03.2009				
34	Lakshadweep	31.03.2006				
35	Pondicherry	31.03.2009				Some Target not matched
TOTAL SSA						

DISTRICT WISE DETAILS WITH MORE THAN 3000 ADDITIONAL CLASSROOMS
AS PER DISE 2007-08

Annexure - B

SL.NO.	STATE/UTs	DISTRICT	GAP IN CLASSROOMS	TOTAL NO. OF DISTRICTS WITH MORE THAN 3000 GAP
1	ANDHRA PRADESH	NIL	NIL	NIL
2	ARUNACHAL PRADESH	NIL	NIL	NIL
3	ASSAM	DHUBRI	4286	1
		TOTAL	**4286**	
4	BIHAR	ARARIA	4754	
		AURANGABAD	3747	
		BEGUSARAI	4985	
		BHAGALPUR	3731	
		BHOJPUR	5583	
		DARBHANGA	4749	
		GAYA	6766	
		GOPALGANJ	3860	
		KAIMUR (BHABUA)	3381	
		KATIHAR	3478	
		MADHUBANI	7214	
		MUZAFFARPUR	9365	
		NALANDA	5172	
		PASHCHIM CHAMPARAN	3667	
		PATNA	5589	
		PURBA CHAMPARAN	9208	
		PURNIA	6065	
		ROHTAS	4379	
		SAMASTIPUR	11383	
		SARAN	4810	
		SITAMARHI	3250	
		SIWAN	5253	
		VAISHALI	5121	
		TOTAL	**125510**	**23**
5	CHHATTISGARH	BASTER	3405	
		KORBA	4243	
		RAIPUR	3162	
		TOTAL	**10810**	**3**
6	GOA	NIL	NIL	NIL
7	GUJARAT	NIL	NIL	NIL
8	HARYANA	NIL	NIL	NIL
9	HIMACHAL PRADESH	NIL	NIL	NIL
10	JAMMU & KASHMIR	NIL	NIL	NIL
11	JHARKHAND	DHANBAD	3337	
		GIRIDIH	5892	
		HAZARIBAG	6326	
		PALAMU	4498	
		RANCHI	5401	
		TOTAL	**25454**	**5**
12	KARNATAKA	NIL	NIL	NIL
13	KERALA	NIL	NIL	NIL
14	MADHYA PRADESH	INDORE	3127	
		JHABUA	3410	
		MORENA	5662	
		REWA	4082	
		SAGAR	3701	
		TOTAL	**19982**	**5**
15	MAHARASHTRA	MUMBAI (SUBURBAN)	4461	
		NASHIK	3554	
		TOTAL	**8015**	**2**

DISTRICT WISE DETAILS WITH MORE THAN 3000 ADDITIONAL CLASSROOMS
AS PER DISE 2007-08

Annexure - B

SL.NO.	STATE/UTs	DISTRICT	GAP IN CLASSROOMS	TOTAL NO. OF DISTRICTS WITH MORE THAN 3000 GAP
16	MANIPUR	NIL	NIL	NIL
17	MEGHALAYA	NIL	NIL	NIL
18	MIZORAM	NIL	NIL	NIL
19	NAGALAND	NIL	NIL	NIL
20	ORISSA	NIL	NIL	NIL
21	PUNJAB	NIL	NIL	NIL
22	RAJASTHAN	NIL	NIL	NIL
23	SIKKIM	NIL	NIL	NIL
24	TAMIL NADU	NIL	NIL	NIL
25	TRIPURA	NIL	NIL	NIL
26	UTTAR PRADESH	ALLAHABAD	3207	
		BAREILY	3670	
		BUDAUN	3878	
		JAUNPUR	3836	
		KHERI	3560	
		SITAPUR	3699	
		TOTAL	**21850**	**6**
27	UTTARAKHAND	PAURI GARHWAL	4166	
		TOTAL	**4166**	**1**
28	WEST BENGAL	NIL	NIL	NIL
29	A & N ISLANDS	NIL	NIL	NIL
30	CHANDIGARH	NIL	NIL	NIL
31	D&NAGAR HAVELLI	NIL	NIL	NIL
32	DAMAN & DIU	NIL	NIL	NIL
33	DELHI	NIL	NIL	NIL
34	LAKSHWADEEP	NIL	NIL	NIL
35	PONDICHERRY	NIL	NIL	NIL
		GRAND TOTAL	**220073**	**46**

Sl.No.	District	As per DISE 2007-08			Additional rooms required as per DISE 2006-07	Rooms sanct during 2006-07 & 2007-08	GAP in class rooms	Gap after rationali-zation	2008-09	Final Gap	Final Gap after rationali-zation	New schools sanctioned during 2006-07, 2007-08 & 2008-09		Buildings sanctioned for such schools during 2006-07, 2007-08 & 2008-09		GAP in school buildings	
		Number of School	Enrolment	Available Classrooms								Pry	U.pry	Pry	U.pry	Pry	U. Pry
1	ANDHRA PRADESH	76220	6470342	226536	64151	21995	42156	37827	9793	28034	23772	477	636	2355	366	0	448
2	ARUNACHAL PRADESH	4288	277476	12753	2698	1537	1368	1200	687	894	857	758	262	531	177	248	91
3	ASSAM	53880	4652738	110551	71049	30000	41129	41129	10758	30807	30807	154	50	0	0	154	50
4	BIHAR	66623	18759372	178612	247601	70753	176848	175819	23071	152748	150679	18291	6862	17057	822	1799	6353
5	CHHATTISGARH	45368	3883422	121733	48685	6181	42504	37581	10078	27636	24563	4056	4028	1957	4600	2099	1069
6	GOA	1087	55084	3083	445	91	354	354	0	354	354	0	0	0	0	0	0
7	GUJARAT	33053	6262630	171777	37869	9077	28792	28792	2098	26694	26694	100	0	0	0	100	0
8	HARYANA	14536	2174824	66852	11718	5976	5742	5548	3437	2380	2269	112	723	104	727	18	54
9	HIMACHAL PRADESH	14922	854342	47523	2810	2668	437	389	1036	0	0	0	368	0	88	0	285
10	JAMMU & KASHMIR	16424	1046186	53193	11722	3336	8386	8119	0	8119	7638	5906	1931	4225	602	2308	1344
11	JHARKHAND	39329	6218916	95480	93604	11415	82189	69304	1030	68304	44150	6021	5246	14411	7860	35	194
12	KARNATAKA	45393	5411752	182148	32599	18370	14881	9458	5128	6950	5904	1711	450	1684	2666	239	46
13	KERALA	5031	1243840	55112	1397	1837	202	202	202	0	0	248	2	168	2	106	2
14	MADHYA PRADESH	106253	10665164	321146	140753	24794	115959	95755	17126	80232	67750	11220	2132	244	6342	10976	0
15	MAHARASHTRA	61379	7926900	262723	41053	17417	23636	23626	3664	19962	19952	5235	138	4365	138	875	0
16	MANIPUR	2608	199392	11505	606	1307	0	0	0	0	0	245	38	245	38	0	0
17	MEGHALAYA	3858	199726	9802	2295	1396	1034	1034	199	835	544	1264	798	764	1222	500	16
18	MIZORAM	2209	160714	8569	324	286	114	30	0	30	30	173	130	289	164	0	30
19	NAGALAND	1843	164988	10139	850	1681	358	358	793	155	155	5	60	5	56	0	4
20	ORISSA	53027	5900588	184106	32078	19098	14252	14252	6818	10528	8126	4324	2410	5144	2675	307	277
21	PUNJAB	18294	2149520	75756	7892	5983	2373	2253	1621	768	198	49	137	128	134	1	3
22	RAJASTHAN	77199	8095202	282729	48917	50170	8710	8710	7798	4490	4490	17411	12800	714	103	16697	12697
23	SIKKIM	863	99548	6043	135	345	0	0	0	0	0	24	4	19	0	8	4
24	TAMIL NADU	35223	4914872	166476	13230	12499	3736	3347	6047	275	275	336	1577	337	1872	0	1
25	TRIPURA	3739	635462	21350	4524	558	3966	3481	170	3311	3147	587	214	636	143	33	71
26	UTTAR PRADESH	134322	21877622	515150	230370	116542	114148	104789	17310	88302	87998	6861	14058	7247	13827	6	288
27	UTTARAKHAND	16802	1024232	51718	8920	2403	6791	6357	1389	5956	5578	783	718	1141	810	0	0
28	WEST BENGAL	57426	11607970	242589	84295	71722	14674	13506	9543	3963	3735	0	3900	288	3300	0	600
29	A & N ISLANDS	312	48260	2451	92	88	31	31	0	31	31	4	2	4	0	1	2
30	CHANDIGARH	103	96302	2377	322	70	252	228	0	228	204	0	0	12	0	0	0
31	D&NAGAR HAVELLI	271	44394	998	404	71	333	11	0	11	0	8	5	58	86	0	0
32	DAMAN & DIU	78	15438	454	107	2	105	105	0	105	105	0	0	0	0	0	0
33	DELHI	2923	1583688	51189	6206	510	5696	5696	175	5521	5521	10	0	10	0	0	0
34	LAKSHAWDEEP	37	11304	465	10	20	0	0	9	0	0	7	7	4	2	3	5
35	PONDICHERRY	438	86446	3934	204	72	132	78	108	56	35	10	5	37	5	0	0
GRAND TOTAL		995361	134818656	3557022	1249935	510270	761288	699369	140088	577679	525561	86390	59691	64183	48827	36513	23934

STATE WISE ABSTRACT OF SCHOOL HAVING/NOT HAVING DRINKING WATER, COMMON TOILETS AND SEPARATE GIRLS TOILETS AS PER DISE 2006-07 (BASED ON FLASH STATISTICS BY NUEPA)

Annexure-D

Sl.No.	State	No. of districts covered	No. of Govt. schools	Drinking Water				Common Toilet				Separate Girls' Toilets			
				% schools having drinking water	No. of schools	% of schools not having drinking water	Schools not having drinking water	% schools having common toilets	No. of schools	% of schools not having common toilets	Schools not having common toilets	% schools having separate girls toilets	No. of schools	% of schools not having girls toilets	Schools not having separate girls toilets
1	ANDHRA PRADESH	23	79324	90.00	71392	10.00	7932	61.27	48602	38.73	30722	46.75	37084	53.25	42240
2	ARUNACHAL PRADESH	16	4331	65.76	2848	34.24	1483	21.73	941	78.27	3390	11.9	515	88.10	3816
3	ASSAM	23	53950	62.25	33584	37.75	20366	26.33	14205	73.67	39745	10.54	5686	89.46	48264
4	BIHAR	37	66627	80.55	53668	19.45	12959	48.52	32327	51.48	34300	21.62	14405	78.38	52222
5	CHHATTISGARH	16	45578	86.72	39525	13.28	6053	37.63	17151	62.37	28427	19.95	9093	80.05	36485
6	GOA	2	1092	96.47	1053	3.53	39	54.95	600	45.05	492	45.38	496	54.62	596
7	GUJARAT	25	33114	87.19	28872	12.81	4242	70.65	23395	29.35	9719	65.26	21610	34.74	11504
8	HARYANA	20	14729	97.40	14346	2.60	383	94.09	13859	5.91	870	87.32	12861	12.68	1868
9	HIMACHAL PRADESH	12	14968	93.08	13932	6.92	1036	48.01	7186	51.99	7782	38.72	5796	61.28	9172
10	JAMMU & KASHMIR	22	16502	75.93	12530	24.07	3972	37.81	6239	62.19	10263	21.99	3629	78.01	12873
11	JHARKHAND	22	39511	70.73	27946	29.27	11565	34.71	13714	65.29	25797	20.71	8183	79.29	31328
12	KARNATAKA	33	45622	79.59	36311	20.41	9311	70.41	32122	29.59	13500	47.16	21515	52.84	24107
13	KERALA	14	5087	97.58	4964	2.42	123	84.11	4279	15.89	808	78.99	4018	21.01	1069
14	MADHYA PRADESH	48	106408	91.95	97842	8.05	8566	71.62	76209	28.38	30199	46.98	49990	53.02	56418
15	MAHARASHTRA	35	61708	87.47	53976	12.53	7732	75.09	46337	24.91	15371	60.02	37037	39.98	24671
16	MANIPUR	9	2620	75.94	1990	24.06	630	51.08	1338	48.92	1282	18.03	472	81.97	2148
17	MEGHALAYA	7	3999	50.64	2025	49.36	1974	30.72	1228	69.28	2771	10.2	408	89.80	3591
18	MIZORAM	8	2298	79.23	1821	20.77	477	77.25	1775	22.75	523	23.5	540	76.50	1758
19	NAGALAND	8	1854	72.06	1336	27.94	518	77.17	1431	22.83	423	37.02	686	62.98	1168
20	ORISSA	30	53667	85.61	45944	14.39	7723	50.86	27295	49.14	26372	28.04	15048	71.96	38619
21	PUNJAB	20	18508	97.66	18075	2.34	433	88.38	16357	11.62	2151	86.04	15924	13.96	2584
22	RAJASTHAN	32	77319	87.73	67832	12.27	9487	36.09	27904	63.91	49415	79.32	61329	20.68	15990
23	SIKKIM	4	870	79.83	695	20.17	175	88.70	772	11.30	98	49.26	429	50.74	441
24	TAMIL NADU	30	35336	100.00	35336	0.00	0	65.60	23180	34.40	12156	62.33	22025	37.67	13311
25	TRIPURA	4	3739	76.88	2875	23.12	864	69.11	2584	30.89	1155	22.58	844	77.42	2895
26	UTTAR PRADESH	70	135484	97.70	132368	2.30	3116	91.04	123345	8.96	12139	82.36	111585	17.64	23899
27	UTTARAKHAND	13	16971	86.99	14763	13.01	2208	84.45	14332	15.55	2639	52.13	8847	47.87	8124
28	WEST BENGAL	20	57461	78.83	45297	21.17	12164	68.95	39619	31.05	17842	36.13	20761	63.87	36700
29	A & N ISLANDS	3	317	98.05	311	1.95	6	84.40	268	15.60	49	73.82	234	26.18	83
30	CHANDIGARH	1	110	100.00	110	0.00	0	38.07	42	61.93	68	94.89	104	5.11	6
31	D&NAGAR HAVELLI	1	272	91.92	250	8.08	22	32.24	88	67.76	184	25.33	69	74.67	203
32	DAMAN & DIU	2	79	86.73	69	13.27	10	80.61	64	19.39	15	61.22	48	38.78	31
33	DELHI	9	2982	99.54	2968	0.46	14	90.45	2697	9.55	285	47.15	1406	52.85	1576
34	LAKSHAWDEEP	1	37	100.00	37	0.00	0	75.68	28	24.32	9	62.16	23	37.84	14
35	PONDICHERRY	4	441	98.29	433	1.71	8	69.99	309	30.01	132	86.2	380	13.80	61
	GRAND TOTAL	**624**	**1002915**	**86.75**	**867323**	**13.25**	**135592**	**62.67**	**621823**	**37.33**	**381092**	**50.55**	**493082**	**49.45**	**509833**

Session – V – 11.30 a.m. to 3.30 p.m. SSA – Quality

Agenda Item No.1: Curriculum, Syllabus and Textbook renewal in States

1.1 The QMT under SSA collects the information on curriculum renewal. As per the information received through Quality Monitoring Tools several States have undertaken initiatives to renew State Curriculum and bring it in sync with NCF 2005. 15 States have revised their curriculum after 2005 whereas 10 States had revised their curriculum before 2005. The status is as follows:-

Sl.	Curriculum revised after 2005	Sl.	Curriculum revised during 1998-2005
1	Andhra Pradesh (2006)	1	Chhattisgarh (2003)
2	Assam (2006)	2	Delhi (2003-04)
3	Bihar (2007)	3	Haryana (2005)
4	Chandigarh (2006-07)	4	Himachal Pradesh (2000)
5	Gujarat (2005-06)	5	Madhya Pradesh (2004-05)
6	Karnataka (2006-07)	6	Maharashtra (2004)
7	Meghalaya (2006)	7	Manipur (2003)
8	Mizoram (2006)	8	Puducherry (2005)
9	Nagaland (2006)	9	West Bengal (Primary 2003, Upper Primary 2005)
10	Orissa (2006)	10	Uttar Pradesh (1998-99)
11	Rajasthan (2008-09)		
12	Sikkim (2006)		
13	Tamilnadu (2007-08)		
14	Tripura (2006)		
15	Uttarakhand (2006)		

1.2. The States have further provided detailed information on the curriculum and textbook renewal through Project Management Information System (PMIS) and AWP&B Plans for 2009-10. The analysis of the above reveals that:

(i) 15 States have completed the process of revising their curriculum in light of NCF 2005. Out of these:

a. 8 States have also completed revising their textbooks as well in light of NCF 05 (namely Chhattisgarh, Kerala, Mizoram, Meghalaya, Nagaland, Tripura, Uttar Pradesh, and Uttarakhand).

b. 6 States have prepared the new curriculum but are still in the process of renewing their textbooks in a phased manner (Andhra Pradesh, Assam, Bihar, Karnataka, and Orissa, Sikkim).

c. 1 State (Madhya Pradesh) has revised its curriculum but has not indicated plans for revising its textbooks.

(ii) 3 States have initiated and are still in the process of revising their curriculum in light of NCF 05 (Haryana, Himachal Pradesh, and Jammu & Kashmir).

(iii) 10 States do not develop their own curriculum at State level, but follow the curriculum & textbooks of neighbouring states (D & N Haveli, Daman & Diu, Puducherry) or use NCERT textbooks directly (Andaman & Nicobar, Arunachal Pradesh Pradesh, Chandigarh, Delhi, Goa, Jharkhand, Lakshadweep).

(iv) 7 States have not initiated curriculum renewal as per NCF 2005 till now. Out of these, 2 have planned to initiate the process in 2009-10 (Maharashtra, Manipur), while 5 have not indicated any plans for curriculum renewal (Gujarat, Punjab, Rajasthan, Tamil Nadu, West Bengal).

(v) The State-wise details of curriculum, syllabus and textbook is in **Annexure.**

1.3 **The key issues in the curriculum – syllabus /textbook renewal process are as follows:**

(i) Curriculum renewal by itself is not sufficient – there is need for revising the Teacher Education Framework, as well as the system of assessment, to be in tune with the new curriculum vision

(ii) Spirit of National Curriculum Framework 2005 (NCF-05 not always properly understood at different levels

(iii) Some states went directly for syllabus or textbook revision, without first developing a clear curriculum vision document through wide-scale discussion

(iv) Difficulty in translating theory into practice, if there are not enough practical examples of how NCF 05 will translate into practice.

1.4 Expectation from the States is to collaborate with NCERT to develop deeper appreciation of need for wide spread consultations and processes involved in curriculum syllabus and textbook development. It is also advised that the States' curriculum, syllabus and textbooks are in harmony with each other rather than – processes in isolation.

Annexure

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

S.N	State	Status of Curriculum renewal in light of NCF 05	Whether new State curriculum prepared	Status of Syllabus/ Textbook renewal	Language of Instruction/ Textbook Publication
1.	A. & N Island	n/a	CBSE curriculum followed	NCERT textbooks followed	English medium. Books for teaching languages like Tamil, Telugu and Bengali are managed from the concerned States.
2.	Andhra Pradesh	Completed.		Textbooks will be revised in phased manner in 2009-10 (Class I, III, V), in 2010-11 (II, IV. VI) and 2011-12 (VII, VIII)	
3.	Arunachal Pradesh	n/a	CBSE curriculum followed	NCERT textbooks followed	
4.	Assam	Renewed as per NCF 05 in 2006	Being published after getting approval from Govt. of Assam.	Only Class VIII textbook revision has been carried out. Revision of the remaining textbooks planned in 2009 for primary and 2010 for upper primary level.	English introduced from Nursery. 9 recognised mediums of instruction: Assamese, Bengali, Bodo, Hindi, English, Garo, Hmar, Manipuri, Nepali
5.	Bihar	Completed in 2007	Bihar Curriculum Framework published in 2007 in light of NCF 05.	New Syllabus prepared & approved by GOB in 2008-09. Textbook renewal under process: For Class 1, 3,7 in 2009-10, and for Class 2, 4, 5, 6, 8 in 2010-11.	Textbooks published in Hindi, Urdu, Bengali and Maithili.
6.	Chandigarh	n/a	CBSE curriculum followed	NCERT textbooks followed	Translation of NCERT books to Punjabi med. By UT.

S.N	State	Status of Curriculum renewal in light of NCF 05	Whether new State curriculum prepared	Status of Syllabus/ Textbook renewal	Language of Instruction/ Textbook Publication
7.	Chhattisgarh	Completed in 2008-09	New elementary curriculum document prepared in 2008-09 at State & District levels, as per NCF 05	New Textbooks prepared for Classes 1, 2, 6 in 2006-07, Cls 3, 7 in 2007-08, and for Cls 4, 5, 8 in 2008-09. Classes I & II textbooks are integrated.	Textbooks are developed mainly in Hindi, English and Urdu.
8.	D.& N. Haveli	No	Gujarat curriculum followed.	Gujarat textbooks followed.	
9.	Daman & Diu	No	Gujarat curriculum followed.	Gujarat textbooks followed.	
10.	Delhi	**Not initiated**	Syllabus & books last renewed in 2004-05	NCERT books to be followed in Class 1-8 from 2009-10 onwards	Hindi, English and Urdu medium
11.	Goa	Completed in 2006-07.	State has adapted NCF 05 by adding 30% local component, in collaboration with NCERT team.	NCERT textbooks modified at State level in 2006-08, with 30% local components included	English, Marathi, Konkani, Urdu (for Primary) and English, Marathi and Urdu (for Upper Primary).
12.	Gujarat	**Not initiated**	Curriculum still based on NCF 2000	Only Cl. VII books have been revised in 2007. Remaining books were published for Cl. 1 in 2000, Cl.2 in 2001, Cl.3 in 2002, Cl.4 in 2003, Cl. 5 & 6 in 2006, and Cl. 8 in 2004.	Gujarati, Hindi, English, Urdu, Marathi, Tamil, and Sindhi.
13.	Haryana	In progress at primary level	Curriculum last renewed in 2003-04	Primary Textbooks renewal initiated by SCERT; first draft submitted to the Education Dept. NCERT books used in upper primary.	Hindi medium, English compulsory. Punjabi, Sanskrit and Urdu are optional languages

S.N	State	Status of Curriculum renewal in light of NCF 05	Whether new State curriculum prepared	Status of Syllabus/ Textbook renewal	Language of Instruction/ Textbook Publication
14.	Himachal. Pradesh	Not renewed for Primary level. NCF 05 followed at Upper Primary.	Textbooks for Cl. 1-5 renewed in 2002-06	Renewal is in progress at primary level. For Upper Primary level, the State uses the NCF 2005 and textbooks. Classes VI- VIII are being reviewed to make them more contextual.	
15.	Jammu & Kashmir	Initiated in 2007-08; still in progress	Revised State curriculum framework not yet finalized. To be introduced in 2009-10.	New textbooks for Class 1, 3, 6 in light of NCF 2005 being introduced in 2009-10. Textbooks to be renewed for Cls. 2, 4, 7 in 2009, and for 5, 8 in 2010.	State has adopted English as medium of instruction
16.	Jharkhand	n/a	CBSE curriculum followed	NCERT textbooks followed. Jharkhand Education Project Council and NCERT have started Text-book renewal for Gr. I this year.	
17.	Karnataka	Completed in 2008-09	New State Curriculum approved, yet to be published & circulated. Syllabus being finalized.	Text-book renewal planned in phased manner: 2009-10 - Class I, II, III 2010-11 - Class IV, V 2011-12 - Class VI, VII, VIII	Tamil, Telugu, Hindi, Urdu, Malayalam, English and Kannada.
18.	Kerala	Completed in 2007	Kerala Curriculum Framework published in 2007. Syllabus grid has been completed	Textbooks for I, III, V&VII developed and implemented in 2008-09.Text-book devt. In progress for II, IV, VI, &	

S.N	State	Status of Curriculum renewal in light of NCF 05	Whether new State curriculum prepared	Status of Syllabus/ Textbook renewal	Language of Instruction/ Textbook Publication
			based on NCF 2005 and KCF 2007.	VIII. All new textbooks will be introduced by 2009-10. Work books are integrated, and Teachers Handbooks also provided.	
19.	Laksha-dweep	n/a	Kerala & NCERT curriculum followed.	Kerala textbooks (for Malayalam schools) & NCERT textbooks (for English schools) are used. Text books in Mahal Language for Std I-IV only are prepared by the state, & action taken to renew these in 2008-09.	Malayalam, English, Mahal
20.	Madhya Pradesh	Completed in 2008 for Cls 1-8	Curriculum document prepared. Gazette Notified	Textbooks not yet renewed. Current Textbooks were published in phased manner: 2005 - Class I, III, VI. 2006 - Class II & IV, VII. 2007 - Class V & VIII.	Hindi, Urdu, Marathi and English
21.	Maharashtra	Being initiated in 2009-10	Curriculum last revised in 2004	Textbooks as per 2004 curriculum, revised & implemented in phased manner: 2006-07---Class I & V. 2007-08---Class II & VI. 2008-09 --Class III & VII. 2009-10 --Class IV & VIII.	Marathi, Urdu, English

S.N	State	Status of Curriculum renewal in light of NCF 05	Whether new State curriculum prepared	Status of Syllabus/ Textbook renewal	Language of Instruction/ Textbook Publication
22.	Manipur	Draft of new curriculum prepared but not yet implemented. Planned to be implemented in 2009-10	Present curriculum based on NCF 2000	Current textbooks published in 2006 based on NCF 2000. Text-book renewal planned in phased manner: 2009-10 - Class I, III, V 2010-11 - Class II, IV, VI 2011-12 - Class VII, VIII	
23.	Mizoram	Completed	New curriculum published & available with teachers	Revision of textbooks, in the lines of NCF-2005, was started during 2007 & has been completed and likely to be introduced from the academic session 2009 – 2010	English and Mizo medium schools (approx. Half each). Textbooks published by State only in Mizo – not started in English yet
24.	Meghalaya	Completed in 2007 for Cls 1-VII	New Curriculum prepared; yet to be published and shared with BRC/CRCs/ teachers	New textbooks based on the NCERT textbooks adapted to local context, published by MBOSE in 2008 for Cls I-VII	
25.	Nagaland	Completed in 2007-2008	New curriculum prepared & available with teachers/trainers	Textbook for Primary and Upper Primary renewed by SCERT in 2007. Implementation in 2008-09	English, Hindi, and 16 regional languages
26.	Orissa	Completed in 2008-09 for Class I to X in collaboration with UNICEF and State bodies like OPEPA, Dte. Of T.E., SCERT and TBP&M	New curriculum published & available with trainers	New textbooks as per NCF 05, along with teachers' handbook and student's workbook, are being prepared in phased manner: 2008-09: Class I, III and	

S.N	State	Status of Curriculum renewal in light of NCF 05	Whether new State curriculum prepared	Status of Syllabus/ Textbook renewal	Language of Instruction/ Textbook Publication
				VI 2009-10: Class II, IV, V, VI, VII	
27.	Puducherry	n/a	Follows curriculum of Tamil Nadu, Kerala, & Andhra Pradesh Core Group is formed for curriculum renewal.	UT uses textbooks from Tamil Nadu, Kerala, & Andhra Pradesh	Tamil, Malayalam, Telugu
28.	Punjab	**Not initiated.** SCERT has examined the NCF and recommendations have been sent to PSEB	No plan specified	**No plan specified**	Mostly Punjabi, some in Hindi and English
29.	Rajasthan	Not completed. Initiated in last 2 years but **progress not reported.**	Last renewal of curriculum in 2001-02	**No plan specified**	
30.	Sikkim	NCF 05 adapted to State-specific context in 2008-09	Modified version of NCF 05 published and made available	Textbook revision as per NCF 05 being done in phased manner: 2008-09: Class I to V completed 2009-10: Class VI 2010-11: Class VII 2011-12: Class VII	
31.	Tamil Nadu	Renewal as per NCF **not initiated.** Principles of NCF 2005 have been incorporated in ABL methodology.	Curriculum last renewed in 1998 at primary, and 2003-4 at upper primary. **No clear plan for renewal indicated.**	Current textbooks published in 1998-9 at primary and 2003-04 for upper pry. **No plan for Textbook renewal indicated.** The focus is on ABL & ALM.	Textbooks in Tamil, Telugu, Urdu, Malayalam and Kannada at primary; and in Tamil, Telugu and Malayalam at UP

S.N	State	Status of Curriculum renewal in light of NCF 05	Whether new State curriculum prepared	Status of Syllabus/ Textbook renewal	Language of Instruction/ Textbook Publication
32.	Tripura	Curriculum renewed in light of NCF 05	Process for changing the syllabus from classes I to XII has been started to line up with the NCF 2005.	Text books for classes I to VIII was revised during 2007-08	
33.	Uttar Pradesh	Completed as per NCF 05 in 2008-09	New Curriculum published in 2008-09 and available with Teachers/ Trainers	Textbooks renewed as per NCF 05 and implemented 2008-09	Hindi and Urdu, as well as Sanskrit, English. Textbooks upto Class 5 in Braille. From 2008-09, English has been introduced in Class I.
34.	Uttarakhand	Completed as per NCF 05.	Not indicated	Textbooks renewed in 2008 as per NCF 05, being implemented in 2009-10	Hindi
35.	West-Bengal	**Not initiated. No plan indicated.**	Curriculum last renewed in 2003-04.	Textbooks for primary published in 2008, and for upper primary published in 2005. **No plan for renewal in light of NCF 05 indicated.**	Books in Bengali, Hindi, Urdu, Nepali and Santali (Olchiki) at primary; and in Bengali, English, Hindi and Nepali at upper primary

Source: QPR- IV upto Mar 09 and AWPB 2009-10

Agenda Item No.2: Progress related to Source Books on Learning Assessment

2.1 The Department of Elementary Education (DEE), NCERT developed Source Books on Learning Assessment (SBLA) at the Primary Level in five curricular areas namely Hindi,. English, EVS, Mathematics and Arts Education during 2008-09. The Source Book on Health and Physical Education is currently under development in the Department.

2.2 The major objectives of the SBLA are to orient State and district level functionaries on the vision and important aspect of the Source Books based on the NCF-2005, build their capacity in classroom based assessment at the primary level and develop State specific plans of action for implementation. The implementation is to be integral to the on-going SSA programme in the country.

2.3 The Source Books on Learning Assessment sees at the assessment system as a continuous & comprehensive evaluation for supporting child's education rather than one time tests. As a follow up of the development of the Sourcebook, three national level workshops were organized in:

(i) Tirupati (January 6-8, 2009) for Southern and Western States/UTs

(ii) Guwahati (March 16 to 18, 2009) for North Eastern and Eastern States and UTs

(iii) Lucknow (8 – 10 July 2009) for Northern States/ UTs.

2.4 MHRD has emphasized on the effective use of the recommendations of the SBLA to improve the nature and processes of learning assessment in different states. During the AWP & B development, Plan appraisal and PAB meetings, Ministry has urged all the State teams to reduce the examination load on children by designing non- threatening and child – friendly learning assessment mechanisms as an integral part of the teaching learning processes. Every State Plan has discussed its approach to quality improvement in approach to learning assessment in own state.

2.5 The State during process of AWP&B has provided information on the in-school assessment systems. The detail of State evaluation and assessment systems is in **Annexure**.

2.6 Issues which head to be addressed by the State are as follows:

(i) The State needs to bring their evaluation systems in harmony with curriculum. They also have to design systems that are child friendly and non-threatening to the child.

(ii) Andaman & Nicobar Islands, Himachal Pradesh and Jammu & Kashmir have not taken part in the NCERT's national level workshops for familiarizing the States with the Sourcebooks on learning assessment. They need to collaborate with NCERT to develop further understanding on source book and continuous and comprehensive evaluation(CCE).

Information about Learning Assessment Systems in States

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
1	**Andaman & N Islands**	The UT undertakes 4 tests both for primary and upper primary level in a year. The primary assessment system is based on CCE. Grading system is followed at both primary and upper primary level. Children are not detained up to class V. Reports cards are maintained and shared with parents. Board examination is conducted for class X.	The UT authorities have exposed good number of teacher educators and teachers to good practices related to learning assessment and effective classroom processes. The UT is in the process of promoting Activity Based Learning where learning assessment remains an integral part of the teaching learning process.	• CCE is being followed in all the schools in South Andaman • 5 unit test and 2 summative tests in the schools of North Middle and Nicobar group of Islands (on grade basis .
2	**Andhra Pradesh**	Children are assessed 7 times in a year (4 unit test, quarterly, half yearly and annually). They are given marks. No detention policy is up to Class - IV. The examination is conducted by School. Standard report cards for each student are maintained and shared with their parents.	Andhra Pradesh initiated a Learning Guarantee Programme during DPEP for keeping track of children's learning. It was followed by Quality Improvement Programme for a more meticulous assessment and remedial support. Presently the State runs a successful Children's Learning Acceleration Programme for Sustenance (CLAPS) after a year of Children's Language Improvement Programme (CLIP) during 2006 -07. The State has several innovative practices including school grading, reading development programme,	Presently the evaluation is both formative and summative. Formative Assessment consists of 4 Unit tests during a year and 3 Terminal tests of summative in nature i.e., Quarterly, Half Yearly and Annual with teacher made question papers. Every month competency based assessment is being conducted under CLAPS performance. Status of children is being recorded in a separate register in all schools up to elementary level. Special strategies are being implementing for 'A' group (ability group) 'B' group (who are not performing well) children

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
			indicators for effective classroom transaction, etc.	
3	**Arunachal Pradesh**	Children are assessed 3 times (unit tests, half yearly, annually) in a year. They are given marks. No detention policy is up to Class - II. The examination is conducted by up to Class-VII: District level and Class-VIII, IX: State level. Standard report cards for each student are maintained and shared with their parents annually.	Arunachal Pradesh authorities have designed a Quality Enhancement Programme in Arunachal Pradesh (QEPAP) to ensure 5 hour teaching-learning-time in the school, 100% teacher's attendance, 90% children's attendance, develop basic reading, writing and numeracy skills among the children from class I to III, basic competency in Science and Mathematics among the learners in V to VIII.	Continuous and comprehensive methods have been adopted for effective learner's evaluation. Monthly / unit tests are conducted by concern subject teachers. In final marks statement 20% marks are of monthly / unit tests and 80% of marks are annual examination. Methods adopted for effective learner's evaluation and remedial practices: i) Unit test/ Monthly test. ii) Quarterly test. iii) Annual Examination. iv) Classroom observation.
4	**Assam**	Children are assessed 9 times (7 unit tests, 1 half yearly and annually) in a year. They are given marks. No detention policy is up to Class - I. The examination is conducted by District Evaluation Board. Standard report cards for each student are maintained and shared with their parents quarterly.	Assam runs innovative programmes like *Bidyajyoti (operational in six districts) and Naba Padakhepa Schools* across the State that keep track of children's learning process in a systematic manner and extend remedial support to slow learners. The learning achievement of students in these schools has improved significantly.	Continuous and Comprehensive Evaluation (CCE) is being followed in schools in the State. There are school-based monthly evaluations in all subjects and in all classes from Class-I – VII of 10 marks each, which are administered by the concerned school teachers upon the topics/lessons taught in the schools during the previous month. The teachers use the Evaluation tool book [Question bank] containing lesson-based improvised questions, supplied to the schools. The students take the assessment in their evaluation registers. The teachers examine

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
				the answers of the students in evaluation registers, and record individual pupil's achievement in the academic progress table, incorporated in the registers. The child-wise progresses recorded in the card, are shared by the teachers with the parents, SMC. The Head Teacher of schools, SMC-president, parents look into the performances of the child and put signature upon the progress card. They discuss the progress and take necessary measure accordingly. Remedial teachings are given immediately after the evaluation on the basis of the achievement shown by the students.
5	**Bihar**	Children are assessed 3 times in a year (quarterly, half yearly, and annually). They are given marks & grades. No detention policy is upto Class - V. The examination is conducted by BSPP. Standard report cards for each student maintained and shared with their parents annually.	Bihar's *Ujala* training programmes (*Ujala* I & II for primary and *Ujala* III for Upper Primary) do emphasise on continuous and comprehensive learners' evaluation. Other than these SSA, Bihar has undertaken state wide initiatives for extending remedial support to around 2,80,000 children for improving their learning achievement.	Continuous and Comprehensive Evaluation (CCE) is being followed in schools in the State.
6	**Chandi-garh**	The UT undertakes 3 quarterly unit tests both at Primary & Upper Primary level. Both marks and grades are used for assessing performance of students Board examination are	**External Evaluation**: In April 2007, a survey to know the achievement level of the students of classes of III, IV, V in languages and math's was undertaken. For this purpose,	**Internal Evaluation**: To ensure broad based and continuous Evaluation three unit tests + 3 terminal Examinations are held in one academic year for every class. The performance report of the child is shared

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
		conduct at class V and VIII. Report cards are shared with parents on a quarterly basis. No detention is practiced only in non- model schools up to class IV. Also the UT has set up a Quality Assessment unit to track students performance independently.	standardized competency based achievement tests were prepared by holding various rounds of workshops with teachers and experts on the pattern of achievement tests conducted by NCERT. In this survey 14000 children of class III to V were covered. A special team of teachers was constituted for taking the tests. Evaluation was done by the field investigators under the supervision of cluster coordinators at cluster level	with the Parents through Progress Record Cards. 30 % weight-age is given to performance in tests and terminals for promotion to the next class. The quarterly and annual performance of students is captured through Quality Monitoring Tools regularly and report is submitted to NCERT.
7	**Chhattis-garh**	Children are assessed 7 times in a year (4 unit test, quarterly, half yearly, annual). They are given marks. The examination is conducted by District Board. Standard report cards for each student are maintained and shared with their parents. Board examination is conducted for Class V and VIII.	Chhattisgarh's pedagogical renewal under SSA conceptualises assessment as an integral part of the regular teaching learning practices and has oriented teachers about learning process through series of interactive workshops for improving quality of classroom practices. SSA, Chhattisgarh undertakes several innovative practices related to early reading, science & maths. teaching, radio programme, school library programme, etc.	CCE is followed & fresh instructions are being given by SCERT in this regard
8	**Dadra & Nagar**	The state undertakes 4 tests in a year both at primary and upper primary level. Grading system is followed.	Dadra & Nagar Haveli authorities are in the process of undertaking a reading promotion programme in	Dadra & Nagar Haveli schools follow CCE similar to schools of Gujarat.

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
	Haveli	There is no detention policy up to Class IV. Board examination conducted at Class X. Reports Card is maintained and shared with parents.	early grades to ensure acquisition of basic literacy and numeracy skills among children.	
9	Daman & Diu	The UT undertakes 2 tests at primary level and 3 tests at upper primary level. Grading and making systems are there for primary and upper primary level respectively. Reports Cards are maintained and shared with parents.	Daman & Diu authorities are in the process of undertaking a reading promotion programme in early grades to ensure acquisition of basic literacy and numeracy skills among children.	In the schools of Daman & Diu UT assessment tests are being conducted twice in a year. The nature of CCE needs to be strengthened.
10	Delhi	Children are assessed 3 times at primary and 8 times in upper primary level in a year. They are given marks. The examination is conducted by School. Standard report cards for each student are maintained and shared with their parents (3 times in a year).	Delhi has developed new textbooks which are based on sound pedagogical understanding and aim to promote continuous assessment of learners through various innovative activities. Other than these, Delhi SSA authorities have designed innovative initiatives such as Continuous and Comprehensive Evaluation Programme (CCEP), online attendance tracking of students and teachers, YUVA training for awareness about adolescent education, CALTOONTZ programme,	In order to ensure the universal achievement and quality education at elementary level the Directorate of Education has initiated certain measures such as Monday unit tests and Continuous and Comprehensive Evaluation Programme (CCEP). These measures, in addition to the term tests do help in the enhancement of achievement levels of learners from class V to VIII and at higher levels.

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
			etc.	
11	Goa	The UT undertakes 4 tests in a year both at primary and upper primary level. Grading system is followed. There is no detention policy up to Class IV. Board examination conducted at Class X. Reports Card is maintained and shared with parents.	SSA, Goa authorities are promoting several innovative activities including 25% local specific adaptation of NCF 2005 and NCERT textbooks, universal maths. programme at Primary level, large scale diagnosis remedial teaching, computer aided learning, etc.	• At present Primary level has 5 tests in a year while in Upper Primary there are 4 tests in a year including terminal examination. • A grading system has already existing in primary and upper primary level.
12	Gujarat	Children are assessed bi-monthly, quarterly, half yearly, annually. They are given Grade for Std. I & II. No detention policy is up to Class - II. The examination is conducted by District Educational Committee, Nagar Prathamik Sikshan Samiti. Standard report cards for each student are maintained and shared with their parents.	Gujarat has undertaken a series (four till now) of studies on Learning Achievement of children in collaboration with Bhavnagar University (first 3 studies) and Saurashtra University (latest study) to construct the Gujarat Achievement Profile (GAP I, GAP II, GAP III and GAP IV). Other than identifying the slow learners and hard spots in learning the State has been attempting to extend remedial support to teachers and learners on a continuous mode for enhancing quality of classroom transactions. Presently the State is pursuing GAP V.	• In standard 1 & 2, Continuous and comprehensive evaluation is promoted along with Grade system • In standard 3 to 7, Grading System (A+ =80% or more, A=65% to < 80% and more, B+ = 50% to < 65 %, B= 35% to < 50 % and c= <35%) is operational.

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
13	**Haryana**	Children are assessed five times in a year (3 unit tests, Half yearly & Annually). They are given marks. No detention policy is up to Class - II. The examination is conducted by District Primary Education Officer. Standard report cards for each student are maintained and shared with their parents.	The State has designed an early reading programme along with workbooks for all classes to strengthen the teaching learning processes across the State. Also the State has found the Semester system effective in tracking and enhancing the learning achievement of students at Upper Primary level.	In 2006 - 07, Semester system was introduced in classes 6^{th} to 8^{th}. Generally the 1^{st} semester is from 1^{st} April to 30^{th} September and the 2^{nd} Semester is from 1^{st} October to 31^{st} March. During each Semester there are two unit tests whose scoring is added in the final semester test.
14	**Himachal Pradesh**	The State follows CCE at primary level and teacher has open options to undertake tests through oral, written observations etc. taken. Grading and making system is followed at primary and upper primary respectively. They are given marks. No detention policy is up to Class - III. The examination is conducted by State Board. Standard report cards for each student are maintained and shared with their parents.	Children's learning achievement in Himachal Pradesh has been good. The State takes stock of the learners' achievement through well organized examination system and sharing of report cards with parents. It maintains quality in its ongoing classroom practices with focus on continuous learners' evaluation. The State has designed a series of interventions for improving the quality of classroom processes in the State. The State has several quality improvement initiatives including teacher training on CCE, universal early reading improvement programme named 'Neev', educational dialogues named	A pilot project has been launched for evaluation of class I to V on the basis of CCE emphasis been given on reading, listening, speaking and writing skills. Feedback will be gathered, analyzed and will be incorporated for further improvement. In the next academic section it is proposed to be implemented in all primary schools • Continuous Comprehensive Evaluation (CCE) already in practice in the state has been refined and up-scaled from class- III to class-V; where emphasis has been laid to reading, listening, speaking and writing skills - which contribute to the child's progress in all curricular areas. • In the current session CCE has been launched on pilot- basis in one block in each district. In these blocks pupil will be assessed as per pedagogical needs stated in NCF-2005, i.e. different learner learn differently, quality of teaching, beyond the examination hall, paper-pencil test. • In the selected blocks, pupil will be assessed

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
			'Shiksha Vimarsh', exposure to good books named 'Read & Reflect', publication of journals named 'Quest' and 'Akkad Bakkad', promotion of science and maths. labs in schools, etc.	on the basis of CCE and in rest of the blocks routine examination of class-V will be conducted by Himachal Pradesh Board of School Education, Dharamsala. •Feedback will be gathered, analyzed and shall be incorporated in the evaluation scheme for further improvement. •From next academic session it is proposed to be implemented in all the primary schools of the state to take a leap towards 'Quality-Improvement' in education.
15	**Jammu & Kashmir**	Children are assessed five times in a year (4 unit tests & 2 term tests hyly & annually). They are given marks. No detention policy is up to Class-VIII. The examination is conducted by School. Board examination is conducted by district authorities. Children's performance is indicated in Report Card and is shared with parents.	The State Resource Group (SRG) has undergone a long pedagogical renewal process. Good number of SRG members have undergone series of capacity building exercises. The State has designed some innovative practices including Learning Enhancement in J & K through Active Pedagogy (LEAP), early reading programme, promotion of science and maths. labs. at Upper Primary level etc.	State follows continues & comprehensive learning assessment strategies in classrooms.
16	**Jharkhand**	Children are assessed twice a year both at primary and upper primary level. They are given marks. No detention policy is up to Class - V. The examination is held in the school, but the papers are assessed at CRC level including teachers from other	SSA, Jharkhand runs an early reading development programme named 'Buniyad'. The State has designed series of worksheets in science and mathematics to enhance learning in these subject areas.	The State has developed good number of worksheets and teacher training modules to enable the teachers improve their subject specific teaching, learners' assessment and overall learning achievement.

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
		student are maintained and shared with their parents twice in a year.		
17	**Karnataka**	The state follows CCE along with four regular tests in a year. Children are given Grades (based on marks). No detention policy is up to Class - IV. The examination is conducted by School. Standard report cards for each student are maintained and shared with their parents (4 times in a yr.).	Karnataka's Trimester system of learners' assessment was introduced in 60,000 schools of the State with an aim to make learning more meaningful, remove fear psychosis about examination system, remove the habit of memory testing and also evaluate the child both in scholastic and non-scholastic areas in a child friendly manner. Children were tested thrice a year. Highlights of the programme include oral testing, project work, competency based testing, importance to life skills, grading mechanism, and remedial support to slow learners. Study undertaken on Trimester system found better learning achievement and systemic appreciation towards the approach. In 2007, the State has initiated 'Karnataka Schools towards Quality Education' (KSQE) to provide quality related support to all schools in close coordination with all stake holders, such as children, parents, teachers, community, SDMCs and elected	Pupil assessment system in the state is being done by following continuous and comprehensive evaluation. Till previous year the state has followed Trimester system having 3 tests and 3 examinations. The experiences revealed made state to follow Semester system from the current year. The first semester examinations were completed.

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
			representatives. based on Karnataka School Quality Assessment Organisation (KSQAO) for further improvement in the learning assessment system.	
18	Kerala	The state follows CCE along with three quarterly tests. Children are assessed three times in a year. They are given grades. No detention policy is up to Class- II. The examination is conducted by School. Standard report cards for each student are maintained and shared with their parent (4 times in a yr.).	Presently the State has designed strategies for addressing learning difficulties in different subject areas to improve students' learning achievement. The follow up programme "HUNDRED OUT OF HUNDRED" (*Noottikku Nooru*) has been initiated as pilot programmes. Based on impact studies the programme will be extended to other Panchayats next year. For children acquiring competence in English, the State has launched ACE in Std. III, IV & V in 100 Panchayats. It has developed reading cards and worksheets for each unit to promote self learning and peer-cooperation. Here a child learns language as a whole not in parts (words or sentences) and constructs discourses on her own. Also worksheets form the portfolios	1. CCE is being followed in the State from standard I to +2 level. The State has developed a source book on CCE in the name "Student Assessment Manual" (SAM). The performance of students are assessed under three heads Part – I Deals with the performance of students in different subjects, Part – II Deals with the assessment in Work experience, Art and Physical Education. The scores are converted into grades, Part – III Deals with personal qualities. The qualities are graded directly 2. The State is also trying to refine the approach of CCE. A National seminar on evaluation has been conducted. Based on the suggestions emerged from the seminar, the state has launched 8 programmes to improve the quality of education. CCE is one of the programme. As part of this programme the ideas emerged during the vacation teacher training programme is being subjected to field trailing in some schools in each district. The State has already developed a draft source book in CCE 3. Field trailing on continuous assessment on the basis of NCERT sourcebook has been [illegible] in the districts Kasargode and

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
			assessment. It provides a feeling of success after the completion of each card and worksheet. Source book for teachers, have also been designed. The same methodology is followed for Easy Maths, Little Scientist, and Meethi Hindi Programme. Easy Maths. is launched in classes III and V. Meethi Hindi is launched in Std. V. The State also runs Quality Tracking Initiative in Kerala (QTK).	
19	**Laksha-dweep**	The UT undertakes three tests in a year for both primary and upper primary level. Children are assessed through grades. Children are not detained till class II. Board examination is conducted at Class X. Report Cards are maintained and shared with parents.	Lakshadweep authorities are in the process of undertaking a reading promotion programme in early grades to ensure acquisition of basic literacy and numeracy skills among children.	Lakshadweep schools follow CCE similar to schools of Gujarat
20	**Madhya Pradesh**	Children are assessed 10 times in a year. They are given grades based on marks. The examination is conducted by District Board. Standard report cards for each student are maintained and shared every month with parents. The state aims to	MP has developed guidelines on Learners' Assessment and is in the process of improving the quality of classroom practices through its regular teacher training and academic support structures at block and cluster level. Majority of the untrained teachers (~ one lakh) are	Designed to materialize the concept of continuous comprehensive evaluation though 4 unit tests, practical work under non scholastic subjects, essays home assignments, experiments in science etc. Two projects to be submitted by each student from class III to VIII in academic year.

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
		ensure: • CCE of each enrolled child • Diagnostic and remedial teaching • Development of each child's 'Learning Records' For this the state has designed an exclusive Evaluation Note book.	being trained through "Operation Quality" to prepare them better for new pedagogy. Other than these the State is collaborating with several private educational resource agencies to improve the quality of teaching learning and thereby their learning achievement in schools across the State. The State has been running reading writing campaigns since 2003 – 04 to ensure acquisition of basic literacy and numeracy skills in early grades. This year the State is preparing to implement Children's Language Improvement Programme (CLIP) a la AP in all Primary schools along with Activity Based Learning (ABL) a la Tamilnadu in 25% Primary schools. Similarly the State is going for Active Learning Methodology (ALM a la Tamilnadu in all UP schools and establishment of science, maths. lab in all blocks at Upper Primary level.	Group project in first semester while individual in second semester. Marks converted in to grades taken in to account for promotions to next class. Marks along with their conversion in to 5 point grades recorded in progress card as well as annual record card No ranking according to achievement to be done by teacher while analyzing results. Due to 20% weight age given to oral and practical work. The leathers all side evaluation takes place
21	Maha-rashtra	Children are assessed 6 times in a year (4 unit test one half yearly, one annual). They are given marks in different subject areas. Grades are given for Drawing, Physical Training	Maharashtra's teaching learning process emphasises more on effective learning assessment. Keeping in view the poor learning achievement of students, the State	Marking system is in practice and CCE is going on

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
		and Work Experience. No detention policy is up to Class - II. The examination is conducted by District Board. Individual progress cards are maintained and shared with parents. Quarterly result also displayed on board and signature of parents obtained. Since 2006-07 the state has established.	recently undertook a large scale 3 Rs Guarantee Programme to assess the learning achievement of 8 lakh children across the State, developed teaching learning materials, trained teachers and BRCs/CRCs/Community members etc. and ran a 60 days remedial programme. An external study found out that learning achievement of students improved significantly through this innovative learning improvement programme. Presently the state runs an extended continuous programme in name of Educational Quality Improvement Programme (EQIP)	
22	**Manipur**	Children are assessed 3 times (quarterly, half yearly, annually) in a year. They are given marks. Detention policy is yet to be adopted. The examination is conducted by School. Report Cards are maintained. They are shared twice with parents in a year.	The State has developed textual materials for tribal children to strengthen classroom processes in tribal belts.	Teachers have been trained to practice continuous and comprehensively in own classrooms effectively.
23	**Meghalaya**	The state undertakes three examinations in a year including annual examination. They are given marks. There is no detention policy.	The State is in the process of promoting graded reading material, Reading corners and Activity Based Learning (ABL) material and pedagogy in the Primary	Examination is still prevalent. CEE is not yet followed in the entire state. However, few schools are following. The state has introduced CCE in one block on pilot basis.

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
		The examination is conducted by Meghalaya Board of School Education. Standard report card for each student is maintained.	schools.	
24	**Mizoram**	Children are assessed 3 times (quarterly - Monthly test, quarterly and half yearly exams) in a year. They are given marks. The examination is conducted by State Board. The assessment system is somewhat continuous as a considerable number of schools also conduct weekly and monthly tests for formative assessment.	Mizoram is in the process of promoting an early reading development programme under SSA.	Achievement of children in certain subjects, namely drawing, works experiences, etc. is assessed in terms of grading. The present system of assessment is not comprehensive enough as it covers only scholastic achievement and that too only in certain subjects of the syllabus.
25	**Nagaland**	The state assesses children's performance twice a year. Children are provided marks. State does not have a non-detention policy. Board examinations are conducted in classes IV and VIII. The state uses Reports Cards for information children and parents about learning process.	• Nagaland's "Communitisation Programme" and textbook renewal were significant initiatives for quality improvement in schools. • In 2006 - 07, SSA Nagaland initiated a Reading Enhancement Programme named "Let's Talk" in selected schools. • The State is in the process of expanding the "Let's Talk" initiative across all primary schools in the State in the name of "I can read".	• "Let's Talk" involves Baseline Assessment Test, reading promotion activities, use of school library and reading demonstration before community. • Approach to CCE needs to be strengthened in the State.
26	**Orissa**	Children are assessed six times in a year. They are given marks and	Orissa ran the Learners' Achievement Tracking System (LATS) to assess the	(1) No detention policy upto class VII, 15% pass marks in class VII (2) CCE followed with two unit tests before half yearly and

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
		Class - VI. The examination is conducted by School. Standard report cards for each student are maintained and shared with their parents twice in a year. Board examination is at Class VIII.	regularly. Based on its findings, the State attempted to shape its teacher training, academic support and remedial measures from time to time and thus improve students' learning achievement across the State. The State also runs early reading development programme for Primary level in the name of "Learning to Read" and promotes science and Maths. labs for Upper Primary level.	annual examination each (3) Assessment of co-community aspects of personality done and report card shared with students and parents (4) Achievements data monitored quarterly, hard spots identified and capacity building of teachers through monthly meetings (5) Oral examinations conducted for lower classes (6) Four blocks in two districts taken up in pilot basis for field trial of NCERT's source book on learning assessment.
27	**Pudu-cherry**	Puducherry UT undertakes 3 terminal tests in a year. Gradually the U P is moving from a marking system towards grading system. There is no detention up to class IV. Report cards reflecting children performance in different subject areas are shared thrice with parents in a year.	The UT has gone for Activity Based Learning (ABL) a la Tamilnadu at the Primary level. For the Upper Primary level it is preparing for Active Learning Methodology (ALM) a la Tamilnadu.	Other than through Mid-term / Quarterly / Hal yearly / Annual Exams. the UT attempts to go for CCE as an integral part of the ABL methodology where each child's learning performance is constantly tracked and cared for.
28	**Punjab**	Children are assessed 3 times in a year. They are given marks. No detention policy is up to Class- III. Standard report cards for each student are maintained and shared with parents.	Punjab is in the process of improving its quality related interventions. It is renewing its State Resource Group, curriculum/ textbooks/ teacher training modules/ TLMs etc. It has recently launched a "Preparation for Learning Enhancement in Punjab at EE level" (PLEP). The State has also gone for establishment Early Reading	Presently the State relies mainly on Monthly tests, September test, December test and Final examinations, etc. CCE needs to be strengthened in the State.

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
			Development Cell, early reading development programme, establishment of English, science and maths. programmes, etc.	
29	**Rajasthan**	Children are assessed 5 times in a year (3 monthly, half yearly, annual). They are given marks. No detention policy is up to Class-V. The examination is conducted by DEO. Standard report cards for each student are maintained and shared with parents (5 times in a year).	Rajasthan has gained from the experience of several programmes (Lok Jumbish, Shiksha Karmi, Jan Shala, DPEP etc.) It has also renewed textbooks, which do aim to promote activity based pedagogy including continuous and comprehensive evaluation strategies. Recently Rajasthan has initiated a Quality Assurance Programme, Read Rajasthan programme, use of workbooks, science and maths. programme, etc.	(i) Three periodical test, Half yearly & yearly examination including written or oral is conducted for Class I to VII, (ii) Board pattern examination for class VIII is also conducted by the District DIETs, (iii) Quality Assurance Diagnostic test is being conducted for class IV & VII in the State (iv) Workshops on NCF days students learning assessment to record the students progress comprehensively at state level
30	**Sikkim**	Children are assessed 3 unit tests. They are given marks. No detention policy is up to Class-I. The examination is conducted by HRD Department. Standard report cards for each student are maintained and shared with their parents twice a year. Board examination is conducted at Class V and VIII.	The State is in the process of implementing a 3 Rs Guarantee programme at Primary level for ensuring acquisition of basic literacy and numeracy skills.	CCE needs to be strengthened in the State.

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
31	**Tamil Nadu**	The State runs Activity Based Learning (ABL) in all Primary Schools. In ABL, learning assessment is in built and each child marks her own performance on an achievement chart that is exhibited in the classroom. This enables each child teachers and community member to track the process a each child. For the U. P. level the States has a system of Active Learning Methodology (ALM) chart that is bit more organized in form of tests that are undertaken 6 times a year.	SSA, Tamilnadu uses the teacher training, BRCs and CRCs strongly to implement the ABL and ALM programmes effectively in classrooms. Both these initiatives keep track of children's learning progress on a continuous basis. They inform teacher, child and parents about this. Other than these, the State also has a well organized reading development programme through Reading Development Cells at State and District level.	1. ABL Methodology is in vogue in all the schools in State 2. On completion of every competency, through Logos in the ladder system, there is an achievement card for evaluating the attainment level of the children. Hence there is an in belt provision in ABL Methodology is every step for assessing the children continuously in every state. 3. In Upper primary classes, students' attainment levels are assessed through Monthly, Quarterly, Half Yearly and Annual Examination. ALM Methodology is introduces in selected schools in all the Districts as a pilot project. The impact will be studied and implemented in all the Upper Primary section from next year.
32	**Tripura**	Children are assessed 6 times (4 monthly/ 1 half yearly/1 yearly) in a year. They are given marks. No detention policy is up to Class-IV. The examination is conducted by School. Student report card is maintained and shared with parents.	Tripura is in the process of improving its quality related interventions. Classroom practices including Learning Assessment in Tripura is comparatively better than that in other North Eastern states other than Assam.	The State is attempting to design learning assessment in a continuous and comprehensive manner. Needs further improvement.
33	**Uttar Pradesh**	Children both at Pri. & U. Pri level are assessed five times in a year (regular unit tests, 3 monthly tests, 1 half yearly & 1 annual). They are given marks. No detention policy is up to Class-II. The examination is conducted by Basic Shiksha Parishad	Uttar Pradesh developed specific guidelines (*Mulyankan* in Hindi) for promoting effective learning assessment. UP has renewed its curriculum and textbooks that emphasise on continuous and comprehensive learners' evaluation.	Continuous and Comprehensive Evaluation (CCE) is being followed in schools in Uttar Pradesh in form of unit tests being conducted thrice a year. In addition to half yearly and annual examinations, three unit tests in the months of September, November and February have been

Sl. No.	State/ UT	Ongoing Learner's Evaluation strategies	Innovative practices	Status of Continuous & Comprehensive Evaluation (CCE)
		at district level. Standard report cards for each student are maintained and shared with their parents. Board examinations take place at class V and VIII at districts level	UP also has initiated several innovative practices like *Vikalp* to enhance learning achievement in schools. The State also has undertaken initiatives like School Grading based on various parameters, early reading development programme in the name of *Nai Disha* for Primary level.	introduced in each class to assess progressive improvement in children's learning levels. These unit tests are designed to assess the learning level of children in the chapters taught during the period. 25% marks of these three unit tests are to be added in the final result of the student. CCE needs to be strengthened in the State.
34	**Uttara-khand**	Children are given marks. No detention policy is up to Class - II. The examination is conducted by District Board. Standard report cards for each student are maintained and shared with their parents.	School Performance Monitoring system in Uttarakhand is a state wide initiative to grade schools as per their infrastructure, learning practices including learners' evaluation and learning achievement. The State also has initiated an innovative programme for improving the effectiveness of own system of learners' evaluation. The State has an early reading development programme in all Primary schools in the name of *'Neev'*.	Continuous and Comprehensive Evaluation (CCE) is being followed in all primary & upper primary schools in the State. School grading programme is also being implemented in the all primary schools for Pupil Assessment system .
35	**West Bengal**	Children at Primary level are assessed 3 times (quarterly, hyly and annualy) in a year. At upper primary level children are assessed 6 times a year.	The Integrated Learning Improvement Programme (ILIP) in West Bengal is an innovative move to improve quality of selected schools in	Continuous Comprehensive Evaluation (CCE) has been introduced in all Primary Schools. Three terminal evaluations are being conducted. Moreover, two state level external evaluations, which are called as Diagnostic

No.	UT	Evaluation strategies	practices	Evaluation (CCE)
		grades. No detention policy is up to Class - IV. The examination is conducted by School. Standard report for each student are maintained and shared with their parents quarterly.	SLIP+ programme in selected districts. Both these programmes attempt to make the learners' evaluation more comprehensive and continuous in nature and provide remedial support to slow learners on continuous basis. Learning achievement in these schools has improved. Now the State has expanded the programme across the state in all the 50,000 schools in the name of *Samanwita Shikhon Unnayane Uttaran* (SSUU).	the end of Class – II and Class – III. It is to be noted that all SSKs are also evaluated by DAT. For remedial practices, after completion of each unit there is provision of remedial class for slow learners within the Teaching Learning Process in day-to-day classroom transaction, which is indicated in the Text Books.

Source: Data base of Pedagogy Unit 2008 - 09

Agenda Item No. 3: Findings of study on BRC/ CRC effectiveness

3.1 MHRD had commissioned a study in 2007, which was undertaken by IIM, Ahmedabad and several other Research & Resource Institutions in 14 sates on effectiveness of BRCs and CRCs. The study has been completed and its main findings reveal that :

3.2 General Findings:

(i) The expected duties & responsibilities of the BRC/CRC functionaries-based on the overall framework of implementation of SSA

(ii) Most of the States under study have retained the generic nomenclatures of positions at the district & block levels

(i) A majority of the BRCCs as well as CRCCs are in the mean age ranging from 40-59 years across all states

3.3 Status of school visits by BRC/CRC

(i) Wide variations exist regarding frequency of school visits made by BRCCs, BRPs & CRCCs

(ii) In many states, a sizeable proportion of sample schools reported that BRCCs did not make even a single visit to their schools

(iii) Major reasons for infrequent visits of BRCCs:

a. Engaged in several administrative activities, coordination with BEO & other officials etc.

b. Vast geographical area of operation

(iv) The highest % of schools (40% in UP) report that BRPs did not make a single visit to their schools during the year

(v) CRC Coordinators made relatively more visits to schools

3.4 Job Satisfaction levels among BRC/CRC

(i) BRCCs across states were satisfied (Kerala: 59.4% to UP: 63.3% & 100% in Orissa & Haryana) with support from superiors & colleagues & responsiveness of teachers (Jharkhand: 50% to HP: 87.5%)

(ii) Existing emoluments was one that drew relative discontent among BRCCs (Jharkhand: 83.33% to Karnataka and Rajasthan: 25%)

(iii) BRPs relatively satisfied with most of the attributes except with responsiveness of teachers (Karnataka: 8.3% to Kerala: 40%) and balancing between administrative & academic work (HP: 17.4% to UP: 63.6%)

(iv) Major areas of discontent for CRCCs include:

a. Lack of physical infrastructure at the CRC (Karnataka: 33% to Kerala: 72%)

b. Balancing between academic and administrative work (MP & HP: 12% to Haryana: 66.6%)

c. Less opportunity for growth (Jharkhand: 14.6% to WB: 67.9%)

d. Low emoluments drawn (Orissa: 8.3% to MP: 86%)

3.5 Major unmet needs in providing academic support

(i) Regular and periodic review & planning of academic activities (Rajasthan, HP)

(ii) Regular monitoring & supervision by BRC/CRC (Karnataka, Kerala, MP, Jharkhand and Haryana)

(iii) More frequent training activities(Karnataka, Kerala, Orissa, WB, UP)

(iv) Proper training infrastructure (Karnataka, Kerala,UP)

(v) Timely release of TLM & other grants (Haryana, MP)

(vi) Posting of more teachers - (Karnataka, Rajasthan, Orissa, UP)

(vii) More practical demonstration & need based training by experts(Kerala, Karnataka, HP, Orissa, WB, Haryana and Jharkhand)

(viii) Decrease in workload of teachers in non-academic work (Rajasthan, UP)

(ix) Providing on-site-support & prompt resolution of academic issues (Orissa, MP, Haryana and Jharkhand)

3.6 Organizational Linkages with SSA and other institutions

(i) Core structures of SSA at district, block & cluster levels generally well established for administrative purposes with some exceptions:

a. Creation of CAEO at cluster level(Karnataka)

b. Lack of full time CRCC – no role clarity (Kerala)

c. No regular BRPs (WB, Haryana & Orissa)

3.7 Major Educational Issues raised by BRC/CRC

(i) Cumulative effect of seasonal migration of households during harvest seasons; employment opportunities elsewhere; poverty; clamor for English medium schools by even poor households & poor participation of VEC(Karnataka, Haryana, Jharkhand & Kerala)

(ii) Inadequate teaching staff (Rajasthan, Orissa, UP, MP, Haryana, Jharkhand)

(iii) Deployment of teachers for non-teaching activities (Rajasthan, UP, Haryana, Jharkhand)

(iv) Lack of competent guidance in academic activities (UP)

(v) lack of infrastructure (Kerala, Orissa, WB)

3.8 Training Received and capacity issues of BRC/CRC

(i) BRCCs had received a mean number ranging from 0.5 in MP to 3.4 in HP. Mean duration per programme varies from1.6 in MP to 5.8 days in WB \

(ii) BRPs received a mean number of training ranging from 1.2 in UP to 2.8 in Karnataka. Mean duration ranges from 3.2 in UP to19.2 days in Karnataka

(iii) CRCCs had received training ranging between 1 in Kerala to a maximum of 3.6 in Orissa. Average duration ranging between 3.3 days in UP to 16.7 in Haryana

(iv) The mean number of training programmes attended by teachers covered in the study ranged between 0.85 in Rajasthan and 3.2 in Kerala with mean duration ranging from 3 in WB to 8.4 days in Rajasthan and HP

3.9 Training Effectiveness

(i) A significant proportion of teachers appeared to be satisfied with training effectiveness across all the states

(ii) Areas which were less effective according to respondents included focus on needs of CWSN (59.3% in Jharkhand); Multi-Grade Teaching (88.4% in WB and 64.1% in Kerala) & improved student attendance(60% in Kerala)

3.10 Satisfaction levels of CRCCs

(i) A significant proportion of CRCCs across all states covered in the study felt satisfied with the nature & extent of support provided by BRCCs &BRPs (53.6% WB to 98% in MP & HP).

3.11 Satisfaction levels of schools

(i) The proportion of schools satisfied with the support provided by BRCCs ranged from as low as 83.3% in HP & Rajasthan to a high of 95.7 % in Orissa

(ii) Corresponding figures regarding BRPs ranged from as low as 83.3% in UP to a high of 95.8 % in Karnataka.

(iii) Corresponding figures regarding CRCCs ranged from as low as 48.2% in UP to a high of 100% in Rajasthan & Orissa

3.12 Problems of coordination with BRCs and BRPs (according to CRCCs)

(i) Infrequent visits by BRC personnel (Karnataka, Rajasthan, HP, WB, Kerala & Jharkhand)

(ii) Problem of access in contacting the BRC personnel (Karnataka, Rajasthan, HP, Orissa, Kerala, MP)

(iii) Poor leadership of the BRC personnel in addressing various issues (Karnataka, HP, Kerala, Orissa, MP & Jharkhand)

(iv) Poor training capability (Karnataka, Kerala, Rajasthan, HP, Orissa, UP, MP, Haryana)

(v) Lack of emphasis on quality (Orissa, UP, MP, Haryana & Jharkhand)

3.13 Impact of workload on output of BRCCs

(i) BRCCs report heavy workload (58.3% in Rajasthan to 100% in Haryana & Jharkhand)

(ii) All BRCCs report -heavy work load had an adverse impact on work output (92% & above except for MP 60.0%)

(iii) Sizeable proportion of BRCCs in UP (76.9%), Haryana(66.7%), Karnataka(54.5%), Kerala and Rajasthan (50.0%) - pressure of balancing between administrative & academic work was high

3.14 Impact of workload on output of CRCCs

(i) CRCCs report heavy workload (21.4% in WB to 72.7% in Karnataka)

(ii) Most CRCCs report heavy work load had an adverse impact on work output (45.8% & above, except for WB 25.0%)

(iii) Sizeable proportion of CRCCs in UP (59.6%), Karnataka (48.9%), Kerala (38.6%) & Jharkhand (37.5%) - pressure of balancing between administrative & academic work was high. Exception WB (3.6%) & MP (14.0%)

3.15 Impact of workload on output of BRPs

(i) BRPs report heavy workload (100% in UP, Karala-86.1, 77.8 Karnataka & others <50%)

(ii) Most BRPs report- heavy work load had an adverse impact on work output (60% & above)

(iii) A sizeable proportion of BRPs in HP 25.0%, Rajasthan(28.1), MP (30.0) & Jharkhand & Kerala (35.0), Karnataka (44.4), UP(63.6) - pressure of balancing between administrative & academic work was high

3.16 Critical areas of concern according to BRPs

(i) Intensified monitoring & supervision activities – Karnataka, Kerala, Rajasthan, HP, Haryana & Jharkhand

(ii) Need based & area-specific training programmes- MP

(iii) Improved infrastructure – HP, Haryana, Jharkhand

(iv) Use of IT – Rajasthan

(v) Post-training follow up- Rajasthan, HP

(vi) Reduction in non-academic activities of teachers & BRC/CRC – Rajasthan, HP, UP

(vii) Develop strategies for effective participation of VEC – UP, Haryana

3.17 Perceptions of VEC members regarding functioning of BRC/CRC

(i) Official approach' rather than problem solving

(ii) Lack of interaction with VEC members

(iii) Lack of involvement in looking into school matters

(iv) Lack of involvement in community campaigns/drives

(v) VEC members across states expressed their satisfaction with overall functioning of BRC/CRCs

3.18 Perceived problems of BRCs according to DPCs

(i) Overburdening of BRCs with admin work- Karnataka, Kerala, Rajasthan, HP, UP, MP

(ii) Lack of adequate infrastructure- Karnataka, Kerala, HP, Orissa, WB, MP, Haryana, Jharkhand

(iii) Too many trainings preventing frequent school visits – Karnataka

(iv) Forced deputation of staff to accept BRC position despite their unwillingness –Kerala

(v) Severe dearth of expert trainers & resource persons- Kerala, Rajasthan, Orissa, WB, Jharkhand

(vi) Acute shortage of staff & low quality training programmes- HP, Orissa, WB, UP, MP, Haryana

(vii) Inability to take disciplinary action against erring staff due to political pressure-Rajasthan

(viii) Lack of transport & communication facilities – Kerala, HP, MP, Jharkhand

3.19 Perceived problems of CRCs according to DPCs

(i) Heavy work load- Kerala, HP, UP

(ii) Non acceptance of teachers to adopt innovative teaching methods-Kerala

(iii) Shortage of teachers- Orissa, WB, UP

(iv) Insufficient capacity building- Rajasthan, Orissa, WB, Haryana

(v) Lack of job knowledge-Karnataka

(vi) Lack of interest in job-Karnataka

(vii) Lack of frequent training & follow up - Rajasthan, Haryana

(viii) Lack of stringent monitoring & supervision-Kerala

3.20 **Recommendations of the study, interalia, include the following:**

(i) Common nomenclature and uniform organizational structure be put in place across the country

(ii) Cadre and Recruitment rules be framed for BRCCs, BRPs and CRCCs

(iii) Strengthen DIETs & establish robust linkage with BRC/CRC

(iv) Devolution of powers to BRC to resolve power conflict between BEO & BRC

(v) Vacancies to be filled on priority basis

(vi) Incentives be put in place for the functionaries to make the posts attractive

(vii) Performance Appraisal System be instituted

(viii) The job charts be common across states & given to the incumbent during induction training

(ix) All-out efforts to facilitate functionaries to exclusively discharge their academic duties & hive off administrative tasks to facilitate more OSS

(x) Adequate infrastructure be put in place

(xi) BRPs be appointed based on requisite qualifications & subject specialization exclusively for LP,UP & high schools

(xii) A research assistant may be provided exclusively to each BRC for purposes of data collection, compilation, & report preparation -relieves BRC/CRC from non-academic tasks

(xiii) Urgent need to build strong linkage with VEC which is a major lacuna across states

(xiv) Focus on quality assurance – addressed by various methods like: curriculum revision, textbook distribution, TLM grant utilization, effectiveness of BRCs / CRCs, research & innovations and community participation etc.

The executive summary of the study is available on the website ssa.nic.in and it will be circulated during the meeting.

3.21 **Key challenges:**

(i) The impediments in the unfettered and effective functioning of BRC/CRC needs to be removed at the State level.

(ii) State to look at the issue of heavy work load.

(iii) Organic linkage between DIET, BRC & CRC to be developed.

(iv) Conscious efforts required for reducing administrative work and strengthening academic role.

(v) Strong training and capacity building required at the BRC/CRC level.

(vi) Development of performance indicators for BRC/CRC as trainers.

a. brain storming sessions

b. organizing and participating in seminars

c. Innovative teaching techniques etc

Agenda Item No.4: Progress related to Quality Monitoring Tools

4.1 For monitoring quality dimensions under SSA, Quality Monitoring Formats developed by NCERT have been rolled out by the MHRD in the year 2006-07 and are in the process of operationalization in the whole country. With continued efforts and academic support provided by NCERT, the QMTs are now being implemented in all the 35 States/ UTs of the country.

4.2 Continuous, adequate and inclusive monitoring is must for successful implementation of Sarva Shiksha Abhiyan. All the monitoring formats are formative in nature and quality-oriented. These help the functionaries at various levels to realize 'Where do we stand?' These are quite useful for self-monitoring and self-introspection for assessing one's own strengths and bottlenecks experienced during the implementation of Quality Monitoring Tools. The feedback obtained at various levels need to be utilized to further improve the situation and enhance quality in various aspects. Some of the major issues identified by some of the States/ UTs are at **Annexure-I.**

4.3 The learners' achievement and progress in-service trainings are monitored quarterly (three times in each year). Besides, all the States are expected to monitor annually on various quality dimensions related to curriculum, syllabus, textbooks, TLMs academic structures, community participation, etc.

4.4 In monitoring, the focus is on 'processes' rather than on 'physical targets'. The emphasis is made on regular monitoring, sharing of feedback at all levels and taking timely corrective measures for enhancing quality. The status of Quality Monitoring Data received from various States/UTs is at **Annexure-II**. It reveals that:

(i) 27 States have been sending regularly

(ii) 8 States including Andaman, Arunachal Pradesh, Bihar, Maharashtra, Meghalaya, Nagaland, Sikkim and West Bengal need to step up their efforts. .

4.5 The SLF which are compiled at the national level provide valuable feedback on the following indicators/processes.

4.6 The details of QMT analysis are in **Annexure-III**.

4.7 Major issues: in the implementation of QMT are

(i) **Local usage and analysis emanating form cluster level is low.** States need to look into this matter and encourage their CRCs and BRCs to analyse the information at their level, identify the emerging issues and design appropriate strategies address them on a continuous basis.

(ii) **Reporting is irregular.** If the local usages improves data reliability as well as timely submission of reports will also improve.

(iii) The main objective of the Quality Monitoring Tools needs to be emphasized at all levels as majority of States are not able to use the information at CRC and BRC level, which is very crucial for the effective implementation of the QMT.

Annexure-I

Sl.	State	Key Problems
1.	A & N Islands	• Communication gaps among SSA functionaries • Inactiveness of State Pedagogy Coordinators and DIET
2.	Andhra Pradesh	• Progress of children in basic competencies of literacy & numeracy not as expected • Children absenteeism • Problem in time on task & full time children engagement in learning, • Posts of regular teachers lying vacant
3.	Arunachal Pradesh	• Absenteeism of SSA teachers due to feeling of job security • In monitoring quality dimensions by the BRC & CRC Coordinators
4.	Assam	• Existence of uneven PTR, large classes • Teachers' indifference to use training inputs in real classroom situations
5.	Chandigarh	• High PTR in some school • Highly crowed classrooms in lobour colonies • Capacity building of teachers in pedagogy
6.	Chhattisgarh	• Insufficient number of teachers • Teachers and students absenteeism • Lack of proper monitoring and feedback mechanisms
7.	Daman & Diu	• Poor performance of students
8.	Delhi	• High PTR in some school • Non-operationalization of some CRCs • Need Remedial teaching for weak students
9.	Gujarat	• Better co-ordination with DIETs • Capacity building for BRCCs and CRCCs • Lowering PTR (Pupil-teacher Ration)
10.	Haryana	• Difficulty in changing the mindset of parents of out-of-school children

		• Weak mechanism of data capturing and dissemination for planning
11.	Himachal Pradesh	• Teacher recruitment/ filling-up of vacant posts. • Due to fixation of training amount to Rs. 70/- person per day, it is becoming difficult to meet expenses.
12.	Jharkhand	• Non functional SCERT/ DIETs • Low attendance rate of teachers and students
13.	Kerala	• Targeted teachers' trainings could not be achieved
14.	Lakshadweep	• Timely implementation of programmes due lack of transportation facilities • Non functional SCERT/ DIETs
15.	Madhya Pradesh	• Unavailability of subject specific teachers • Professionally untrained teachers • Teachers' involvement in non-academic activities
16.	Maharashtra	• No proper planning for remedial teaching by the districts • Teachers are not competent for activity based learning
17.	Manipur	• Shortage of teachers, Teachers' lack of interest in training • General strikes
18.	Meghalaya	• Large number of untrained teachers • Low achievement level of students
19.	Mizoram	• Teachers' Rationalization (Heavy concentration of teachers in urban areas) • 70% and 45% under qualified teachers in primary and upper primary schools respectively
20.	Nagaland	• Communication problems during distribution of textbooks • Lack of mechanism for child tracking
21.	Orissa	• Training inputs not reaching classrooms. • Teachers failing to go beyond textbooks.
22.	Puducherry	• Need for strengthening BRCs and CRCs • Weak Monitoring
23.	Punjab	• Shortage of teachers • High drop out rate • Declining quality

24.	Rajasthan	• Enrollment and retention of girls • Monitoring and supervision of activities • Teachers training programmes • Conducting bridge course
25.	Sikkim	• Capacity building of BRC and CRC coordinators
26.	Tamilnadu	• Low achievement in Maths and English • Difficulties encountered in fluent reading
27.	Tripura	• Low achievement levels of students • Untrained teachers • Poor utilization of TLMs in the classrooms • Poor adaptation of teachers' trainings in classroom
28.	Uttar Pradesh	• Difficulty is being experienced at school, cluster and district levels in compilation and analysis of data. • Compilation of data for class-wise/ subject-wise break up of children in V Grade is time consuming.
29.	West Bengal	• CRCs and DIETs are not fully functional • Non-rationalization of teachers • Analysis of diagnostic tests not done in time.

Annexure-II

Frequency of Reports on Quality Monitoring Formats

Submitted by States/ UTs*

Sl.	States/ UTs	STLF I (a)	STLF I (b)	STLF II
1	Andhra Pradesh	5	6	6
2	A & N Islands	1	1	1
3	Arunachal Pradesh	1	1	1
4	Assam	2	2	2
5	Bihar	1	1	1
6	Chandigarh	4	7	7
7	Chhattisgarh	2	2	2
8	Dadra & Nagar Haveli	3	3	3
9	Daman & Diu	2	2	1
10	Delhi	3	3	3
11	Goa	0	0	2
12	Gujarat	3	5	5
13	Haryana	1	4	4
14	Himachal Pradesh	3	3	4
15	Jammu & Kashmir	1	2	2
16	Jharkhand	1	2	3
17	Karnataka	3	3	3
18	Kerala	3	3	1
19	Lakshadweep	3	4	2

20	Madhya Pradesh	3	4	4
21	Maharashtra	1	1	1
22	Manipur	1	1	3
23	Meghalaya	1	1	1
24	Mizoram	4	4	4
25	Nagaland	1	1	0
26	Orissa	2	2	4
27	Puducherry	4	6	3
28	Punjab	3	3	4
29	Rajasthan	3	4	5
30	Sikkim	1	1	0
31	Tamilnadu	5	6	6
32	Tripura	2	2	2
33	Uttar Pradesh	4	5	5
34	Uttarakhand	3	4	4
35	West Bengal	1	1	1

The **analysis** of the Quality Monitoring Data is summarized below:

A. Curriculum Revision

Sl.	Curriculum revised after 2005	Sl.	Curriculum revised during 1998-2005
1	Andhra Pradesh (2006)	1	Chhattisgarh (2003)
2	Assam (2006)	2	Delhi (2003-04)
3	Bihar (2007)	3	Haryana (2005)
4	Chandigarh (2006-07)	4	Himachal Pradesh (2000)
5	Gujarat (2005-06)	5	Madhya Pradesh (2004-05)
6	Karnataka (2006-07)	6	Maharashtra (2004)
7	Meghalaya (2006)	7	Manipur (2003)
8	Mizoram (2006)	8	Puducherry (2005)
9	Nagaland (2006)	9	West Bengal (Primary 2003, Upper Primary 2005)
10	Orissa (2006)	10	Uttar Pradesh (1998-99)
11	Rajasthan (2008-09)		
12	Sikkim (2006)		
13	Tamilnadu (2007-08)		
14	Tripura (2006)		
15	Uttarakhand (2006)		

- In **Jammu & Kashmir** the curriculum revision is in progress.
- **Arunachal Pradesh, Goa, Jharkhand** and **A & N Islands** follow NCERT Curriculum.
- The UT of **Lakshadweep** follows NCERT/ Kerala State Curriculum for English and Malayalam medium classes.
- Information was not made available by **Dadra & Nagar Haveli, Daman & Diu, Kerala** and **Punjab**.

B. Textbooks Distribution

(i) Commencement of Academic Session

- In **A & N Islands, Andhra Pradesh, Arunachal Pradesh, Bihar, Chandigarh, Chhattisgarh, Delhi, Gujarat, Haryana, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Puducherry, Punjab, Rajasthan, Tamilnadu, Uttarakhand** and **West Bengal,** the academic session begins between April and June every year.
- In **Assam, Mizoram**, **Nagaland,** and **Tripura** the academic session starts from January
- In **Uttar Pradesh** academic session starts from 1st July.

- In **Meghalaya and Sikkim** the academic session starts from 15th February and **Himachal Pradesh** academic session in winter closing schools starts on 16th February, while in summer closing schools, the session starts on 1st April.

- In **Jammu & Kashmir,** academic session for Kashmir Division starts in October-November and for Jammu Division in March-April.

- Information was not made available by **Dadra & Nagar Haveli, Daman & Diu, Lakshadweep** and **Manipur.**

(ii) Distribution Time

- In the States of **Andhra Pradesh, Assam, Bihar, Daman & Diu, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Puducherry, Punjab, Tamilnadu, Tripura, Uttarakhand** and **West Bengal,** the textbooks were distributed before the start of the academic session or latest within one month of the start of session.

- In **Arunachal Pradesh** 90%, **Delhi** 85%, **Mizoram** 80%, **Orissa** 63% **Sikkim** 50% and **Uttar Pradesh** 60% of the schools received textbooks within 15 days of beginning of academic year.

- In **Haryana,** April & July were the months for distribution of textbooks. 1294491 children received textbooks in time. It is not clear, what percentage of students did not received textbooks in time.

- In **Nagaland**, the textbooks were distributed to all the Dy. Inspector of Schools within 15 days of the start of academic session, who then distributed these to the concerned schools. None of the schools received the textbooks within 15 days.

- In **Chandigarh** and **Chhattisgarh** the distribution of textbooks continued till May and September while the session started on 1st April and 16th June respectively. Also, in **Rajasthan**, the distribution of textbooks continued till July, while the session commenced in April.

- The UT of **Lakshadweep** was unable to distribute textbooks on time due to lack transportation facilities.

- The UT of **A & N Islands**, the process started from 1st July.

- Information was not provided by States/ UTs of **Dadra & Nagar Haveli, Goa, Gujarat, Manipur** and **Meghalaya.**

C. TLM Grant

TLM Grant Distribution

(i) Primary Level

- In **Arunachal Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Himachal Pradesh, Jammu & Kashmir, Kerala, Manipur, Meghalaya, Mizoram, Puducherry, Punjab, Rajasthan, Tamilnadu, Tripura, Uttarakhand,** and **Uttar Pradesh** the TLM Grant was distributed to 100% of the teachers.
- The distribution rate was: **A & N Islands** (92%), **Assam** (90%), **Chandigarh** (94%), **Haryana** (82%), **Jharkhand** (95%), **Karnataka** (94%), **Lakshadweep** (99%), **Madhya Pradesh** (89%), **Nagaland** (88%), **Orissa** (85%), and **West Bengal** (54%).
- From the States/ UTs of **Andhra Pradesh** (due to non release of budget from GOI), **Bihar, Daman & Diu, Maharashtra** and **Sikkim** the data was not available.

(ii) Upper Primary Level

- In the States of **Arunachal Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Himachal Pradesh, Jammu & Kashmir, Kerala, Manipur, Meghalaya, Mizoram, Nagaland, Puducherry, Punjab, Rajasthan, Tamilnadu, Tripura, Uttarakhand** and **Uttar Pradesh,** the TLM Grant was distributed to 100% of the teachers.
- In the other States/ UTs, the distribution rate was: **A & N Islands** (85%), **Assam** (79%), **Chandigarh** (94%), **Haryana** (89%), **Jharkhand** (95%), **Karnataka** (94%), **Madhya Pradesh** (69%), **Orissa** (85%), and **West Bengal** (54%).
- From **Andhra Pradesh** (due to non release of budget from GOI), **Bihar, Daman & Diu, Lakshadweep, Maharashtra** and **Sikkim**, the data was not available.

TLM Grant Utilization

(i) Primary Level

- In the States of **Arunachal Pradesh, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Jammu & Kashmir, Kerala, Meghalaya, Nagaland, Puducherry, Punjab,** and **Tamilnadu** 100% of the teachers utilized the TLM Grant.
- In the other States, the utilization of TLM Grant was: **A & N Islands** (92%), **Assam** (90%), **Daman & Diu** (60%), **Haryana** (82%), **Jharkhand** (95%), **Lakshadweep** (99%), **Madhya Pradesh** (89%), **Manipur** (50%), **Mizoram** (60%), **Rajasthan** (90%), **Tripura** (85%), **Uttarakhand** (95%) and **West Bengal** (54%).
- From **Andhra Pradesh** (due to non release of budget from GOI), **Bihar, Chandigarh, Himachal Pradesh, Karnataka, Maharashtra, Orissa, Sikkim** and **Uttar Pradesh,** the data was not available.

(ii) **Upper Primary Level**

- In the State of **Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Jammu & Kashmir, Kerala, Meghalaya, Puducherry, Punjab,** and **Tamilnadu** 100% of the teachers utilized the TLM Grant.

- The utilization of TLM Grant in other States was: **A & N Islands** (85%), **Assam** (79%), **Haryana** (89%), **Jharkhand** (95%), **Madhya Pradesh** (69%), **Manipur** (50%), **Mizoram** (50%), **Rajasthan** (90%), **Tripura** (85%), **Uttarakhand** (95%), and **West Bengal** (54%).

- From **Andhra Pradesh** (due to non release of budget from GOI), **Bihar, Chandigarh, Daman & Diu, Himachal Pradesh, Karnataka, Lakshadweep, Maharashtra, Orissa, Sikkim, Uttar Pradesh** and **West Bengal,** the data was not available.

D. Sub-district Structures (BRCs/ CRCs)

- The States/UTs of **Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Orissa, Punjab, Puducherry, Rajasthan, Tamilnadu,** and **Tripura** were able to identify best BRCCs.

- The States/UTs of **Andhra Pradesh, Arunachal Pradesh, Assam, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Meghalaya, Nagaland, Orissa, Punjab, Puducherry, Rajasthan, Tamilnadu,** and **Tripura** were able to identify best CRCCs.

- In **Karnataka** evaluation of the performance of BRCCs and CRCCs is yet to be conducted.

- In the UT of **Andaman & Nicobar Islands**, the process of identification of best BRCCs and CRCCs is under process.

- The **parameters** taken for identification of best BRCCs & CRCCs were:

Sl.	States/ UTs	Parameters for best BRCCs/ CRCCs
1.	Andhra Pradesh	• Conduct Monthly Meetings • Monitor regular attendance of teachers and pupils • Regular review with the Head Teacher on school performance • Elicit community support for school improvement • Regular academic monitoring of schools • Effective organization of trainings • Regular meetings & guiding teachers • Motivate teachers and provide on-site support to them Facilitation in TLM development • More number of 'A' Grade schools in their Mandals • Have academic planning and targets to achieve
2.	Arunachal Pradesh	• On-site support to teachers • Regular visits to schools • Monitor regular attendance of teachers and pupils • Regular academic monitoring of schools • Monitor learners' performance
3.	Assam	• Conduct Monthly Meetings • Resourceful, cooperative, motivate teachers • Effective organization of trainings • Timely reporting • Active participation in monthly BRCC meetings • Academic support to teachers • Working as a team in mission mode
4.	Chandigarh	• Regular academic monitoring of schools • Regular academic support to teachers
5.	Chhattisgarh	• Regular feedback to districts in time • Well conversant with 'Read Chhattisgarh' programme and implementing the same • Conduct regular monthly meetings • Resourceful, cooperative, motivate teachers
6.	Himachal Pradesh	• Discharging duties efficiently • Contributing towards successful implementation of SSA activities • Overall management and academic support
7.	Kerala	• Academic support in TLM preparation • Active role in teacher training and action research • Work for community empowerment • Provide guidelines to CRCCs • Timely reporting • Regular meetings and guiding teachers • Community mobilization
8.	Maharashtra	• Regular feedback to districts in time • Provide guidelines to CRCCs and teachers • Timely reporting
9.	Meghalaya	• Cooperative • Discharging duties efficiently
10.	Nagaland	• Overall management and academic support • Active participation in monthly BRCC meetings

• 11.	Orissa	• Competent & Innovative in implementing different porgrammes • Community mobilization
• 12.	Tamilnadu	• Conduct Monthly Meetings • Overall management and academic support • Frequent visits to schools for academic support and guidance • Proper documentation • Regular academic monitoring of schools • Good rapport with teachers and VEC members • Received financial supports from external agencies

- The **status of BRCs and CRCs**, as reported by the States/ UTs in the monitoring data, is stated below:

Sl.	States/ UTs	• Status of BRCs and CRCs
1.	A & N Islands	• Structures in place
2.	Andhra Pradesh	• Structures in place
3.	Arunachal Pradesh	• 5% posts of CRCCs vacant
4.	Assam	• Structures in place
5.	Bihar	• Structures in place
6.	Chandigarh	• 11 out of 20 CRCs have full time Coordinators
7.	Chhattisgarh	• Structures in place
8.	Dadra & Nagar Haveli	• Structures in place
9.	Daman & Diu	• No information supplied
10.	Delhi	• For 272 CRCs only 114Coordinators are working
11.	Goa	• BRCs are in structure, only 90 CRCs are functional out of 180 Sanctioned CRCs.
12.	Gujarat	• Structures in place
13.	Haryana	• All 119 BRCs are functional. Among CRCs, only 598 CRCs are functional out of 1235 CRCs.
14.	Himachal Pradesh	• By court order, 49 BRCCs were retrenched, affecting the working of newly appointed BRCCs
15.	Jammu & Kashmir	• No information supplied
16.	Jharkhand	• Structures in place
17.	Karnataka	• Selection for the vacant posts is under process
18.	Kerala	• Structures in place
19.	Lakshadweep	• No information supplied
20.	Madhya Pradesh	• Structures in place
21.	Maharashtra	• 297 posts of CRCCs vacant
22.	Manipur	• No information supplied
23.	Meghalaya	• Structures in place
24.	Mizoram	• Structures in place
25.	Nagaland	• No information supplied
26.	Orissa	• Structures in place
27.	Puducherry	• For 25 CRCs only 15 Coordinators are working
28.	Punjab	• CRCCs in place
29.	Rajasthan	• 32 posts of BRCFs and 229 posts of CRCFs vacant
30.	Sikkim	• Structures in place
31.	Tamilnadu	• Structures in place
32.	Tripura	• Structures in place

33.	Uttarakhand	• Structures in place
34.	Uttar Pradesh	• CRCCs in place
35.	West Bengal	• 2227 posts of CRCCs vacant

E. Research and Innovations

List of **major researches/ action researches**. conducted by the primary teachers, BRCCs, CRCCs and DIET faculty in various States/ UTs, is given below:

Sl.	States/ UTs	Important researches/ action researches conducted
1.	Andhra Pradesh Completed (20); Under Progress (5); and Proposed Studies (4)	• Implementation of CLIP and CLAP programme, • Comparative study on the drop out rate amongst girls in relation to certain social, cultural and health aspects, • Impact of Radio Lessons at the primary school level in the tribal areas • Studies on Muslim girl child education, children with special needs, etc. are under progress
2.	Arunachal Pradesh	• Value creation inside urban slums, issues and concerns of UEE of urban slum • Monitoring and supervision of SSA education programmes • Quality improvement at elementary school
3.	Assam	• Motivation of teachers • Pupils' achievement • Low levels of community participation
4.	Chandigarh	• Teachers absenteeism • Impact of remedial teaching • Impact of CAL
5.	Chhattisgarh	• Action research projects for social groups – girls, SC & ST • Research projects for various academic problems • Learning without textbooks
6.	Delhi	• Completed three action researches only • Effectiveness of Hands-on Activities in Science in enhancing the teaching skills of Elementary Teachers
7.	Gujarat	• Mid Day Meal Scheme • Reading writing and numeral skills enhancing campaign evaluation study • Gujarat Achievement Profile (GAP) for achievement level of primary school children
8.	Haryana	• Research study on enrolment drive and impact of NPEGEL programme
9.	Himachal Pradesh	• Action researches undertaken by DIETS of 8 districts on TLM, impact of in-service training, role of Village Education Committee
10.	Jharkhand	• Evaluation of teacher training programmes • A study on utilization of TLM Grant • An impact study of radio programme
11.	Karnataka	• Teachers' absenteeism • Sample study of EMIS activity

		• Impact of SSA initiative on UEE in Karnataka • Multi-centric study on double enrollment in Govt. Schools • Multi-centric study on remedial education programme in elementary Schools • Validation study on children's census data 2008
12.	Kerala	• Research studies on the performance of learners(quality tracking) jointly by SCERT, DIET and SSA office • Learners' Achievement and Continuous Assessment
13.	Madhya Pradesh	• Effect of Child labour • Effect of training conducted at Jan Shiksha Kendra • Role of KGBV in developing personality of girls
14.	Mizoram	• Cohort group study to analyze promotion rate, drop-out rate and repetition rate • Study on Teacher Absenteeism
15.	Orissa	• A comparative study on scholastic achievement of class IV students of residential and non-residential schools • Scholastic achievement of tribal children at primary level
16.	Puducherry	• Reading ability of primary children
17.	Punjab	• Survey for assessment for OOSC • Baseline social assessment study for elementary education
18.	Rajasthan (2345 studies conducted)	• Many researches conducted at various levels
19.	Sikkim	• Assessment study on School performance • Case study "Reasons of failures and repetition at Primary Level in Government School • Action researches under process is absenteeism among teachers and its effect on pupil attendance
20.	Tamilnadu	• Action researches for day to day problems
21.	Tripura	• Cohort analysis • Teachers' Absenteeism • Student's Attendance • Impact of CAL
22.	Uttarakhand	• 13 research studies by State Project Office
23.	Uttar Pradesh	• Cohort study of SSA districts • Pre & Post evaluation of remedial teaching in primary schools • Effectiveness of ELT at primary level
24.	West Bengal	• Cohort study at primary and upper primary level • An assessment of in-service teacher training

- The UT of **A & N Islands** has just initiated the Action Research and no outcome as yet.
- No research and action researches were conducted by the State of **Nagaland,** UTs of **Lakshadweep** and **Dadra & Nagar Haveli** due to lack of expertise available.
- The States/ UTs of **Bihar, Daman & Diu, Goa, Jammu & Kashmir, Manipur, Maharashtra** and **Meghalaya** provided no information.

F. Community Participation

The following States/ UTs were able to identify some districts, where community participation was **good, moderate or indifferent.**

Sl.	States/ UTs	• Community Participation		
		• Good	• Moderate	• Indifferent
1.	Andhra Pradesh	• Mahabub Nagar, Rangga Reddy Chittoor, Khammam, Karimnagar	• Vizianagaram, Nellor, Guntur, Krishna	• Srikakulam, Medak Nizamabad,
2.	Arunachal Pradesh	• Papumpare, Taurang, East Siang, Lower Dibang valley	• Lower Subawin, Lohit, Upper Siang	• Kurung Kumey, Dibang valley, Tirap
3.	Assam	• Nagaon, Nalbari, Darrang, Jorhat, Kamrup	• Dhubri, Goalpara, Sonitpur, Morigaon, Cachar	• Karbi-Auglong, Tinsukia, Lakhimpur, Barpeta, Sivsagar
4.	Bihar	• Muzafarpur, Rohtas, Darbhanga, Bhagalpur, Gaya	• -	• Madhubani, Kishanganj, Supaul
5.	Chandigarh	• Chandigarh is a uni-district. PTA and School Management Committees are active		
6.	Chhattisgarh	• Dhamtari, Raigarh, Durg, Mahasamund	• Rajnandgon, Kabirdham, Janjgir-Champa, Bastar, Korba, Raipur, Bilaspur	• Surguja, Koriya, Jashpur, Dantewada, Kanker
7.	Delhi	• West, South West	• North West, North, South	• New Delhi, Central, North -East, East
8.	Gujarat	Mehsana, Patan, Gandhinagar •	• -	Mehsana, Patan, Gandhinagar •
9.	Himachal Pradesh	• Kinnaur, Chamba	• Kullu, Sirmour •	•
10	Jharkhand	• Dumka	• Ghumla, Girdih, Saraikela, East Singbhumi, West Singbhumi	• Palaamu, Godha, Jhamtada
11.	Karnataka	• Banglore Urban, Bagalkot, Belgaum, Bijapur, Mysore, Chitradurga, Dharmad, Gadag,	• Chikkamangalore ,Devanagere, Haveri, Udupi	• Remaining districts

		Kodagu, Shimoga		
12.	Lakshadweep	• One district UT		
13.	Madhya Pradesh	• Khandwa, Betul, Dhar, Chhindawada Hoshangabad	• Neemuch, Seoni, Panna, Ratlam, Khargaon	• Chhatarpur, Harda, Rewa, Satra, Raisen
14.	Maharashtra	• Akola, Aurangabad, Latur, Pun, Solapur, Hingoli	• Beed, Dhule, Ratnagin,	• Kolhapur, Jalgaon, Bhandara
15.	Manipur	• Tamenglong, Churachandpur, Senapati, Bishupur	• Imphal, Ukhrul, Imphal East	• Tuoubal, Chandel
16.	Meghalaya	• Ri-Bhoi, Jaintia Hills, West Garo Hills	• East Khasi Hills, West Khasi Hills, East Garo Hills and South Garo Hills	• -
17.	Mizoram	• Aizwal	• Kolasib	• Saiha, Lawngtlai •
18.	Nagaland	• Kohima, Mokokehung, Phek, Nokha	• Dimapur, Mon, Tueusang	• -
19.	Puducherry	• Puducherry, Yanam	• Karaikal, Mahe,	• Karaikal
20.	Punjab	• Kapurthala, Tarantaran, Nawanshaher, Moga, Amritsar	• • -	• Ludhiana, Hoshiarpur, Gurdaspur, Faridkot, Ferozepur
21.	Rajasthan	Baran, Churu, Chittorgarh, Dausa, Hanumangarh •	Bharatpur, Jhunjhunu, Jodhpur, Sirohi, Udaipur •	Tonk, Sawai, Madhopur, Jalore, Karauli, Dungarpur •
22.	Sikkim	South	East, West, North	-
23.	Tamilnadu	• Thoothukudi, Coimbatore, Kancheepuram, Salem, Thanjavur	• Kanyakumari, Erodel, Ramnad, Theni, Thiruvallur	• Namakkal, The Nilgiris, Perambalur, Karur, Krishnagiri
24.	Tripura	• West Tripura,	• North & South Dhalai	• -

- From the States of **A & N Islands, Dadra & Nagar Haveli, Daman & Diu, Goa, Haryana, Jammu & Kashmir, Kerala, Orissa, Uttar Pradesh Uttarakhand,** and **West Bengal** the data was not made available

- All the above States/ UTs had some **plan for enhancing community participation** like:

Sl.	States/ UTs	• Plan for enhancing community participation
1.	Andhra Pradesh	• Capacity building of community to manage schools
2.	Arunachal Pradesh	• Community mobilization campaigns • Training to community leaders and PRI members • Working with NGOs like Pratham, MVF, Naandi etc.
3.	Chandigarh	• Regular meetings of PTAs, VECs and Ward level committees • Community mobilization campaigns • Awareness campaign through mass media • SSA developed a booklet "Niyamawali" for Community leaders
4.	Chhattisgarh	• Social audit of schools with the help of community • Involving members of Jan Bhagidari Samiti in cultural & other programmes
5.	Delhi	• Organizing meetings with VKS/PTA members • Working with NGOs
6.	Gujarat	• Mobilization and awareness campaigns of PTAs and VECs • Involved parents in the decision making process • Regular meetings with PTA and VECs
7.	Haryana	• The State proposes to train 71065 VEC members. • Shiksha Adhikar Yatra has been planned for all the 20 districts for ensuring 100% enrolment.
8.	Himachal Pradesh	• Formation of Matri Shakti Samooh • Orientation of community leaders and PRI members
9.	Jharkhand	• Monthly meetings conducted • Training to community leaders • Ensure Children attendance • Ensure Teachers attendance
10.	Karnataka	• Community mobilization through various mass media • Awareness campaigns
11.	Kerala	• Orientation of parent-teachers associations and their regular meetings • Training to community leaders and PRI members • Monitoring of classroom activities by local self govt. with the help of BRC & DIET
12.	Lakshadweep	• Monthly meetings conducted • Community mobilization campaigns
13.	Madhya Pradesh	• Orientation of parent-teachers associations and their regular meetings • Orientation of women groups • Regular meetings of local community
14.	Maharashtra	• Capacity building of community to manage schools
15.	Manipur	• Training to community leaders and PRI members
16.	Meghalaya	• Involving Community in schools • Supervision of learning outcomes
17.	Mizoram	• Community mobilization campaign
18.	Nagaland	• Community mobilization campaigns in every village

19.	Punjab	• Community mobilization campaigns in collaboration with NGOs
20.	Puducherry	• Conducting VEC and PTA meetings • Awareness camps • Vocational skill development and assessment camps for CWSNs etc.
21.	Rajasthan	• Co-ordination among parents, teachers and community leaders • Training to community leaders
22.	Tamilnadu	• Regular VEC meetings • Introducing new VECs every year • Community mobilization campaigns for active participation of parents and VECs • Conducting VEC day in all schools
23.	Tripura	• Organized motivational programme • Development of modules • Community awareness campaigns
24.	West Bengal	• Capacity building of community to manage schools mobilization of PTAs and VECs • Extensive training of Shiksha Bandhus

- From the States of **A & N Islands, Assam, Dadra & Nagar Haveli, Daman & Diu, Goa, Jammu & Kashmir, Orissa, Sikkim, Uttarakhand, Uttar Pradesh** and **West Bengal,** the data was not made available.

- **G. Students' Attendance Rate**

As per Monitoring Data received from States/ UTs, the Students' Attendance Rate was:

Sl. No.	States/ UTs	Attendance Rate
1.	A & N Islands	89%
2.	Andhra Pradesh	92%
3.	Arunachal Pradesh	88 %
4.	Chandigarh	93 %
5.	Chhattisgarh	85%
6.	Dadra & Nagar Haveli	89 %
7.	Daman & Diu	88%
8.	Delhi	89%
9.	Gujarat	93%
10.	Haryana	89%
11.	Kerala	96%
12.	Madhya Pradesh	77 %
13.	Mizoram	95 %
14.	Nagaland	75 %
15.	Orissa	85 %
16.	Puducherry	98 %
17.	Punjab	83%
18.	Rajasthan	79%
19.	Tamilnadu	99 %
20	Tripura	83%
21.	Uttar Pradesh	88 %

22.	**Uttarakhand**	92 %

- Data was not available from the States of **Assam, Bihar, Goa, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Lakshadweep, Maharashtra, Manipur, Meghalaya, Sikkim** and **West Bengal.**

H. Significant Achievements

- **Significant achievements** made by some of the States/ UTs in the implementation of SSA are stated below:

Sl.	State	• Achievements
1.	A & N Islands	• About 300 teachers were trained on CAL
2.	Andhra Pradesh	• Improvement in Achievement Level • Implementation of innovations like wall magazines, school post box. • Utilization of children literature and strengthening of classroom libraries. • Academic monitoring of schools by DIET faculty
3.	Arunachal Pradesh	• Overall enrolment has increased including enrolment of Girls & ST children • Percentage of students getting A Grade has been increased.
4.	Assam	• Question Bank prepared to facilitate effective • Grading of schools on the basis of learners' achievement • Introduction of concurrent evaluation in elementary schools
5.	Chandigarh	• Reading Comprehension Programme for students • Implementation of Source Book for teachers • Started Classroom Libraries in primary classes • Academic resource groups at cluster and school levels
6.	Chhattisgarh	• Introduced 'Read Chhattisgarh' programme • Computer education and interactive radio instruction programmes • Exposure visits for teachers to learn best practices • Innovative methodology for schools in tribal areas
7.	Delhi	• Reduced gender gap in enrolment • YUVA Life Skills training • Introduction of BALA • Organization of competitions at various levels • CAL and Multimedia • Improvement in Achievement Level
8.	Gujarat	• Mathematics and Science Exhibition • Organized Sports Meet • Functional Eco-club in every school • State level research GAP (Gujarat Achievement Profile) for giving inputs for teachers training
9.	Haryana	• Involvement of parents after each evaluation. • Follow-up of the teacher trainings. • Remedial coaching for Girls/ SC children studying in classes II and V.
10.	Himachal Pradesh	• New curriculum for classes I to V has been developed. • To overcome the learning gaps in teaching learning process, action research is being taken up.
11.	Karnataka	• Kalika Yatna • District Quality Education Programme • Language Development Programme
12.	Kerala	• Monitoring teams at different levels • Learning Enhancement Programme (LEP) • Remediation on the basis of quality tracking • Subject-wise modules, community empowerment modules

13.	Lakshadweep	• 99% enrolment and retention • Exposure trips
14.	Madhya Pradesh	• Timely distribution of TLM Grant • Timely distribution of textbooks • Opening schools through focused monitoring
15.	Maharashtra	• Remedial teaching to students with low achievement • Visit to schools by VECs
16.	Manipur	• Capacity building of BRC and CRC resource persons
17.	Meghalaya	• Establishment and operationalization of CRCs • Providing TLM to Elementary schools • Organizing short-term and long-term training courses for teacher
18.	Mizoram	• Collaboration with NGOs to work towards quality education. • Graduates from AIE/ EGS centres are considered to be at par with formal schools. • Untrained teachers are sent for CPE training under IGNOU • Cambridge University is providing ELT to primary and upper primary teachers • Voluntary retirement Scheme for under-qualified primary and upper primary teachers
19.	Nagaland	• Introduction of activity based learning. • State specific textbooks developed by SCERT in 17 tribal languages.
20.	Orissa	• Monitoring network strengthened • Organization of monthly sharing meetings.
21.	Puducherry	• Ranked 1st in National Level Education Development Index Survey • 100 per cent GER • Implementing ABL and ALM • Hard spots identified for teacher training • Special efforts for CWSNs in collaboration with NGOs • CAL and Multimedia
22.	Punjab	• Introduction of 20 days TTP • Launching of EDUSAT • Introduction of BALA scheme
23.	Rajasthan	• Learning Guarantee Programme • Implementation of CLAP • Development of Reading Cell
24.	Sikkim	• Three days training for RPs • Orientation of Assistant Directors of Block Administrative Centers
25.	Tamilnadu	• Implementation of Activity Based-Learning in entire state • Introduced Active Learning Methodology at Upper primary level • Reading Development Cell is created • Mobile vans for promoting Science education • TV programmes on ABL ALM and other SSA activities
26.	Tripura	• Enhanced motivation level of teachers • Increased students' attendance rate • Augmented learners' achievement level • Increased teachers' attendance rate
27.	Uttar Pradesh	• Three unit tests introduced in each class (September, November and February) for developing School Improvement Plans • Work Books in Hindi and Mathematics have been developed and distributed to all children of classes I & II. • With the help of UNICEF, 10 Divisional Quality Coordinators are placed at divisions in the office of Asst. Directors, Basic Education.

28.	West Bengal	• ILIP programme extended to all primary and upper primary schools.

- No data was made available by the States/ UTs of **Bihar, Dadra & Nagar Haveli, Daman & Diu, Goa, Jammu & Kashmir, Jharkhand,** and **Uttarakhand.**

I. Key Problems faced by States/ UTs

- Some of the **major problems** faced by some of the States/ UTs are given below:

Sl.	State	• Key Problems
1.	A & N Islands	• Communication gaps among SSA functionaries • Inactiveness of State Pedagogy Coordinators and DIET
2.	Andhra Pradesh	• Progress of children in basic competencies of literacy & numeracy not as expected • Children absenteeism • Problem in time on task & full time children engagement in learning, • Posts of regular teachers lying vacant
3.	Arunachal Pradesh	• Absenteeism of SSA teachers due to feeling of job security • In monitoring quality dimensions by the BRC & CRC Coordinators
4.	Assam	• Existence of uneven PTR, large classes • Teachers' indifference to use training inputs in real classroom situations
5.	Chandigarh	• High PTR in some school • Highly crowed classrooms in lobour colonies • Capacity building of teachers in pedagogy
6.	Chhattisgarh	• Insufficient number of teachers • Teachers and students absenteeism • Lack of proper monitoring and feedback mechanisms
7.	Daman & Diu	• Poor performance of students
8.	Delhi	• High PTR in some school • Non-operationalization of some CRCs • Need Remedial teaching for weak students
9.	Gujarat	• Better co-ordination with DIETs • Capacity building for BRCCs and CRCCs • Lowering PTR (Pupil-teacher Ration)
10.	Haryana	• Difficulty in changing the mindset of parents of out-of-school children • Weak mechanism of data capturing and dissemination for planning
11.	Himachal Pradesh	• Teacher recruitment/ filling-up of vacant posts. • Due to fixation of training amount to Rs. 70/- person per day, it is becoming difficult to meet expenses.
12.	Jharkhand	• Non functional SCERT/ DIETs • Low attendance rate of teachers and students
13.	Kerala	• Targeted teachers' trainings could not be achieved
14.	Lakshadweep	• Timely implementation of programmes due lack of transportation facilities • Non functional SCERT/ DIETs
15.	Madhya	• Unavailability of subject specific teachers

	Pradesh	• Professionally untrained teachers • Teachers' involvement in non-academic activities
16.	Maharashtra	• No proper planning for remedial teaching by the districts • Teachers are not competent for activity based learning
17.	Manipur	• Shortage of teachers, Teachers' lack of interest in training • General strikes
18.	Meghalaya	• Large number of untrained teachers • Low achievement level of students
19.	Mizoram	• Teachers' Rationalization (Heavy concentration of teachers in urban areas) • 70% and 45% under qualified teachers in primary and upper primary schools respectively
20.	Nagaland	• Communication problems during distribution of textbooks • Lack of mechanism for child tracking
21.	Orissa	• Training inputs not reaching classrooms. • Teachers failing to go beyond textbooks.
22.	Puducherry	• Need for strengthening BRCs and CRCs • Weak Monitoring
23.	Punjab	• Shortage of teachers • High drop out rate • Declining quality
24.	Rajasthan	• Enrollment and retention of girls • Monitoring and supervision of activities • Teachers training programmes • Conducting bridge course
25.	Sikkim	• Capacity building of BRC and CRC coordinators
26.	Tamilnadu	• Low achievement in Maths and English • Difficulties encountered in fluent reading
27.	Tripura	• Low achievement levels of students • Untrained teachers • Poor utilization of TLMs in the classrooms • Poor adaptation of teachers' trainings in classroom
28.	Uttar Pradesh	• Difficulty is being experienced at school, cluster and district levels in compilation and analysis of data. • Compilation of data for class-wise/ subject-wise break up of children in V Grade is time consuming.
29.	West Bengal	• CRCs and DIETs are not fully functional • Non-rationalization of teachers • Analysis of diagnostic tests not done in time.

- No data was made available by the States/UTs of **Bihar, Dadra & Nagar Haveli, Goa, Jammu & Kashmir, Karnataka** and **Uttarakhand.**

J. **In-Service Training**

- The **basis of organization of in-service trainings** in various States/ UTs, as per monitoring data received, is given below:

Sl.	States/ UTs	• Basis of organization of in-service trainings
1.	A & N Islands	• Content enrichment
2.	Andhra Pradesh	• Pedagogical innovations • Capacity building • Special strategy for schools in Grades C and D
3.	Arunachal Pradesh	• Content enrichment
4.	Assam	• Need-based trainings
5.	Bihar	• Content enrichment
6.	Chandigarh	• Discussion on hard spots • Remedial measures
7.	Chhattisgarh	• Capacity building • Content enrichment • Development of skills
8.	Dadra & Nagar Haveli	• Induction to teachers
9.	Delhi	• YUVA school life-skill programme
10.	Haryana	• Content enrichment, • Pedagogy improvement
11.	Himachal Pradesh	• Need-based trainings
12.	Jammu & Kashmir	• Identified hard spots
13.	Jharkhand	• Identified hard spots • Strategy for English Language Teaching
14.	Karnataka	• Identifying training needs of teachers
15.	Kerala	• Pedagogy improvement
16.	Madhya Pradesh	• Discussion on hard spots
17.	Maharashtra	• Need-based trainings
18.	Nagaland	• Pedagogy improvement
19.	Orissa	• Techniques of teaching • Discussion on hard spots
20.	Punjab	• Content enrichment
21.	Puducherry	• Update teachers' knowledge in subject matter, pedagogy, technology etc. • Bring about attitudinal change
22.	Rajasthan	• Development of TLMs • Skill development for Public relations • Diagnostic tests and remedial teaching • Information about innovation and presentation of models
23.	Tamilnadu	• Capacity building for ABL and ALM
24.	Tripura	• Attitudinal change for Quality enhancement
25.	Uttar Pradesh	• Subject based and pedagogic needs of teachers • Use of teachers' modules
26.	West Bengal	• Content enrichment • Techniques of teaching

- Information was not made available by **Daman & Diu, Goa, Gujarat, Lakshadweep, Manipur, Meghalaya, Mizoram, Sikkim,** and **Uttarakhand.**

- As a **follow-up of trainings,** the following activities were conducted:

Sl.	States/ UTs	• Follow-up activities after in-service trainings
1.	Andhra Pradesh	• Constitution of Monitoring teams for follow-up programmes
2.	Arunachal Pradesh	• Pre-test and post-test during training programme • Learners' assessment before and after training programme • Classroom observation
3.	Assam	• School-visits by DACG and BACG
4.	Bihar	• Monitoring by Block Resource Persons and CRCCs
5.	Chandigarh	• On-site support by CRC trainers and academic resource • centres
6.	Chhattisgarh	• Monitoring of training programmes and schools by SCERT, DIET staff , BRCs and CACs
7.	Delhi	• Feedback proformas for teachers • Classroom observation • Discussion with teachers
8.	Haryana	• Observation of schools by CRCCs, BRCCs, DRGs and SRGs
9.	Himachal Pradesh	• Observation of schools by CRCCs, BRCCs, DRGs and SRGs
10.	Jammu & Kashmir	• Four tier monitoring system
11.	Jharkhand	• Regular monitoring by BRCCs, BPOs and CRCCs
12.	Karnataka	• Experience sharing workshop at cluster level • Schools visits
13.	Kerala	• On-site support by BRC trainers • Evaluation on the last day of the training
14.	Madhya Pradesh	• Academic monitoring by monitoring teams working at various levels • On-site support to teachers
15.	Maharashtra	• Visit to schools by resource persons with feedback format
16.	Nagaland	• Academic monitoring by DIET faculty
17.	Orissa	• Teleconference programme • Classroom observation by DRG/BRG members
18.	Punjab	• Surprise visit by higher officials
19.	Puducherry	• Academic Monitoring and Evaluation • Feedback Questionnaire
20.	Tamilnadu	• Classroom observation by various SSA officials • On-site support to teachers
21.	Tripura	• Academic monitoring by monitoring teams working at various levels
22.	Uttarakhand	• Observation by DIET and State level experts
23.	Uttar Pradesh	• Academic monitoring by NPRCCs, BRCCs, DRGs and

		• SRGs
24.	West Bengal	• Through monitoring and evaluation

• Major **academic problems faced by the States/ UTs**, in the organization of in-service training programmes were:

Sl.	States/ UTs	• Academic problems during in-service trainings •
1.	Andhra Pradesh	• Organization of trainings during working days • Financial problems
2.	Arunachal Pradesh	• Lack of facilities • Lack of awareness among parents
3.	Chandigarh	• Absence of academic support system (like SCERT, DIET) • Inadequate Educational Bureaucracy to undertake monitoring and supervision
4.	Chhattisgarh	• Trainers at block level are not able to transfer the learning to teachers • Impact is not as per expectation
5.	Dadra & Nagar Haveli	• Lack of expertise among trainers due to non-existence of • DIET
6.	Delhi	• Unavailability of teachers due to election duties (later on in-service programmes for teachers were organized during winter break)
7.	Haryana	• Lack of focus on pedagogy and school improvement
8.	Himachal Pradesh	• Observation of schools by CRCCs, BRCCs, DRGs and SRGs
9.	Jammu & Kashmir	• Replacement of resource persons • Unfavorable climate • Lack of administrator control
10.	Jharkhand	• Lack of expertise among trainers due to non-existence/ non- functional of DIET/SCERT
11.	Karnataka	• Reluctance of teachers to attend trainings during holidays • Non-availability of competent KRPs/ RPs • Training for ELT
12.	Kerala	• Reluctance of teachers to attend trainings during holidays
13.	Madhya Pradesh	• Training for multigrade teaching techniques • Training for development of TLMs
14.	Maharashtra	• Timely publication of training material in languages other than Marathi • Development of audio/ video materials in stipulated time
15.	Nagaland	• Reluctance of teachers to attend trainings during holidays
16.	Orissa	• Training not translated into the classroom performance

		• Language problem in tribal areas
17.	Punjab	• Lack of infrastructure • Organization of trainings during working days
18.	Puducherry	• Non availability of Resource Persons • No SRG • Only one DIET is Functional
19.	Rajasthan	• Evaluation of impact of training inputs • Non-availability of competent KRPs/ RPs
20.	Uttarakhand	• Financial problems
21.	Uttar Pradesh	• Identification of training needs of teachers
22.	West Bengal	• DIETs are not fully functioning

- Information was not made available by **Assam, A & N Islands, Bihar, Daman & Diu, Goa, Gujarat, Lakshadweep, Manipur, Meghalaya, Mizoram, Sikkim, Tamilnadu,** and **Tripura.**

K. State Resource Group (SRGs)

- The State Resource Groups have been formed by some of the States/ UTs. The State-wise strength of SRG members was: **A & N Islands (7 SARG), Andhra Pradesh (60), Chandigarh (8), Goa (13), Gujarat (350), Haryana (16), Himachal Pradesh (55), Jammu & Kashmir (18), Jharkhand (25), Karnataka (15), Kerala (50), Madhya Pradesh (15), Maharashtra (19), Nagaland (97), Orissa (42), Rajasthan (27), Tamilnadu (6), Tripura (9), Uttarakhand (30-35), Uttar Pradesh (10),** and **West Bengal (35)**
- Some of the States have formed more than one SRG.
  - **Assam** formed subject-wise SRGs.
  - **Arunachal Pradesh** constituted 8 SRGs (one each for interventions in EGS/ AIE, ECCE, Community Mobilization, SIEMAT, Pedagogy/ Training, DEP-SSA, IED and Girls' Education)
  - **Chhattisgarh** formed 4 SRGs for different interventions.
  - **Delhi** constituted various Resource Groups for different interventions such as CAL, IEDC, ECCE, teachers training etc.
- In **Meghalaya** SRG is under process of constitution.
- In **Mizoram,** SRG has been constituted, but is not functional. In **Bihar,** last meeting of SRG was organized in 2006. In the UT of **Puducherry** and State of **Punjab** and **Sikkim,** SRGs have not constituted.
- Information was not provided by **Dadra & Nagar Haveli, Daman & Diu, Lakshadweep,** and **Manipur.**

Agenda Item No.5: Progress of Quality related interventions under SSA

5.1 **Teacher recruitment and deployment:**

(i) SSA provides for minimum of 2 teachers at primary and one teacher in each class at upper primary level. It also provides for additional teacher for PTR to remain at 40:1. It also provides that at least, 50% of recruited teachers are women teacher and at upper primary level recruitment of 3 teachers – 1 teacher is of Science and 1 teacher of Mathematics educational background.

(ii) Upto 2008-09, SSA has provided for 12.27 lakh teachers against which 9.86 lakh teachers have been recruited by the States. Higher vacancies under SSA are in the following States:

Table 1: Overall Progress & slower implementation States

State	Teachers sanctioned up to 31.03. 09	Recruitment up to 31.03.09	Remaining vacancies under SSA	% Achievement
National level	**1127008**	**986493**	**240515**	**80.40%**
Bihar	251802	160145	91657	63.60
West Bengal	103073	57460	45613	55.75
Rajasthan	114132	85633	28499	75.03
Uttar Pradesh	271005	240157	30848	88.62
J&K	35704	27222	8482	76.24

Details of recruitment are in **Annexure-I.**

(iii) Through the DISE and AWP&B, the SSA has also been tracking single teacher school, schools with PTR ≥ 60 and States and district with PTR ≥ 40:1. The PTRs are adverse in following States:

Table 2:

Name of State	No. of districts	% of school	% of single teacher school
PTR ≥ 40:1 in Govt. school	PTR ≥ 40:1	PTR ≥ 60:1	
Bihar - 54 Jharkhand - 47 U.P. - 50 West Bengal - 45	Bihar – 36 Haryana - 1 Jharkhand – 17 Karnataka – 2 Madhya Pradesh – 14 Punjab – 3 Rajasthan – 1 U.P. – 60 Uttarakhand - 1 West Bengal – 16	Bihar – 38.31 Jharkhand – 23.26 MP – 17.53 U.P. – 32.48 West Bengal – 13.81	Arunachal Pradesh Pradesh – 54.41 Assam – 26.88 D&N Haveli – 22.70 Goa – 23.82 Rajasthan – 21.74 MP – 15.42

Details of this are in **Annexure-II.**

The above data reveals that teachers are deployed unevenly. In this backdrop it is necessary to improve the teacher deployment systems. During the PAB (AWP&B for SSA) the States have committed to examine and modify the teacher placement and transfer system to effect for transparent and even-teacher redeployment system.

(iv) During the AWP&B, it is also revealed that many States have large teacher vacancies under the State budget head. The information as provided in AWP&B shows the following States having large teacher vacancies.

Table 3: Status of teachers' vacancies under State budget

Name of State	Vacant State budget posts
Uttar Pradesh	165748
Rajasthan	29356
Orissa	37901
West Bengal	52764
Bihar	51704
Chhattisgarh	37804

Details of this are in **Annexure-III.**

(v) Through DISE data information on professional qualification of teachers is also collected. It reveals that 77.68% teachers are professionally qualified and 22.32% are not.

Table 4: Status of non trained (professionally teachers)

Name of State	**Percentage of untrained teachers**
Arunachal Pradesh	72.22
Assam	62.77
Manipur	62.14
Meghalaya	70.46
Nagaland	80.30

The details of this are in **Annexure-IV**. In the light of the above numbers the State needs to adopt two pronged approach.

a. Examine its recruitment policy to ensure recruitment of trained teachers.

b. Facilitate a training programme wherein all untrained teachers can be trained in a time bound manner.

(vi) It is also seen that States are recruiting contract/para teachers. The States with high percentage of para teachers with professional qualification are in **Annexure-V.**

(vii) Government of India had commissioned a study in 2007-08 on para teachers which was conducted by NCAER which has summarized its key findings. The synthesis report of this is in **Annexure-VI**.

(viii) For 2009-10, 54301 teachers have been sanctioned. State-wise details are in **Annexure-VII.**

(ix) Major issues in teacher recruitment and deployment are:

(a) Vacant position – both of state budget and SSA are high in some States. It needs to be filled up urgently.

(b) Policies on recruitment of para-teachers need to be revisited.

(c) Need for ensuring adequate qualifications and training of teachers being recruited.

(i) High number of single teacher schools, especially in Arunachal Pradesh Pradesh (54.1%), Assam (26.8%), Goa (23.8%), and Rajasthan (21.7%)

(ii) High Pupil Teacher Ratio, especially in Bihar (PTR 54; 36 districts above 40), Jharkhand (PTR 47; 17 districts above 40), Uttar Pradesh (PTR 50; 60 districts above 40), and West Bengal (PTR 45; with 16 districts above 40)

(d) Need for ensuring rationalisation of teachers based on subject specialization (especially at upper primary).

ANNEXURE-I

STATUS OF TEACHER RECRUITMENT ON 31.03.09

Sl.No.	States /Uts	Status	Targets upto 31.03.2008	Teachers Sanctioned During the year 2008-09	Total Teacher sanctioned so far	Recruitment upto 31.03.08	Recruitment during 2008-09	Recruitment so far	Progress in (%)	Balance	Remarks
1	2	3	4	5	6 (4+5)	7	8	9 (7+8)	10	11 (6-9)	12
1	Andhra Pradesh	31.03.2009	37933	153	38086	37933	153	38086	100.00	0	
2	Arunachal Pradesh	31.09.2007	4294	827	5121	4294	827	5121	100.00	0	
3	Assam	31.03.2009	0	0	0	0	0	0	0.00	0	
4	Bihar	31.03.2009	220046	31756	251802	157134	3011	160145	63.60	91657	
5	Chhattisgarh	31.03.2009	53391	1594	54985	46358	6790	53148	96.66	1837	
6	Goa	31.03.2009	169	0	169	169	0	169	100.00	0	
7	Gujarat	31.03.2009	0	0	0	0	0	0	0.00	0	
8	Haryana	31.03.2009	8936	0	8936	7874	0	7874	88.12	1062	
9	Himachal Pradesh	31.03.2009	3414	684	4098	3414	39	3453	84.26	645	
10	Jammu &Kashmir	31.12.2008	27559	8145	35704	22769	4453	27222	76.24	8482	
11	Jharkhand	31.03.2009	87442	5724	93166	74054	3505	77559	83.25	15607	
12	Karnataka	31.03.2009	21798	1266	23064	21798	0	21798	94.51	1266	
13	Kerala	30.09.2008	0	0	0	0	0	0	0.00	0	
14	Madhya Pradesh	31.03.2009	91425	3145	94570	78672	0	78672	83.19	15898	
15	Maharashtra	31.03.2009	1236	10068	11304	1064	10068	11132	98.48	172	
16	Manipur	31.03.2009	365	0	365	0	0	0	0.00	365	
17	Meghalaya	31.03.2009	7077	1888	8965	7077	1888	8965	100.00	0	
18	Mizoram	31.12.2008	1188	222	1410	1185	222	1407	99.79	3	
19	Nagaland	30.09.2008	168	22	190	0	0	0	0.00	190	
20	Orissa	31.03.2009	65279	4894	70173	49875	18877	68752	97.98	1421	
21	Punjab	31.03.2009	2441	464	2905	1822	1083	2905	100.00	0	
22	Rajasthan	31.03.2009	111132	3000	114132	75505	10128	85633	75.03	28499	variation in teacher sanctioned
23	Sikkim	31.03.2009	377	25	402	185	0	185	46.02	217	Target of teacher not correct
24	Tamil Nadu	31.03.2009	20375	1577	20542	20375	5098	25473	124.00	-4931	variation in sanctioned so far
25	Tripura	31.03.2009	3225	1106	4331	2796	1106	3902	90.09	429	teacher sanction & recruitments are not reconciled
26	Uttar Pradesh	31.03.2009	251745	19260	271005	235880	4277	240157	88.62	30848	
27	Uttarakhand	31.03.2009	5870	1196	7066	4802	1196	5998	84.89	1068	
28	West Bengal	31.03.2009	92681	10392	103073	53962	3498	57460	55.75	45613	
29	Andaman Nicobar	31.12.2008	67	0	67	67	0	67	100.00	0	
30	Chandigarh	31.03.2009	785	0	785	350	398	748	95.29	37	
31	D & Nagar Haveli	30.06.2007	425	5	430	363	0	363	84.42	67	
32	Daman Diu	30.06.2007	63	0	63	63	0	63	100.00	0	
33	Delhi	31.03.2009	28	8	36	20	0	20	55.56	16	
34	Lakshadweep	30.06.2007	8	13	21	4	0	4	19.05	17	
35	Pondicherry	31.03.2009	32	10	42	12	0	12	28.57	30	
	Total SSA		1120974	107444	1227008	909876	76617	986493	80.40	240515	

(i) Source:- The details collected from Dir(KRM) duly approved by JS-II dated 12.06.08. Balance [redacted]port collected on 12.1 on 21&22 May 2009 at coimbaitore

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Teachers indicators (DISE 2007-08)

State/UT	Number of Districts where PTR is Above 40	Pupil-Teacher Ratio	% Schools with PTR > 60	% Single Teacher Schools
A & N Islands	0	15	0.28	0.56
Andhra Pradesh	0	20	1.24	7.34
Arunachal Pradesh	0	20	3.08	54.41
Assam	0	26	11.64	26.88
Bihar	36	54	38.31	6.37
Chandigarh	0	28	1.70	0.00
Chhattisgarh	0	30	9.36	14.74
D & N Haveli	0	37	2.30	22.70
Daman & Diu	0	30	4.08	0.00
Delhi	0	26	5.02	0.00
Goa	0	16	0.33	23.82
Gujarat	0	33	2.65	1.97
Haryana	1	27	5.84	3.44
Himachal Pradesh	0	17	0.94	7.28
Jammu & Kashmir	0	15	0.83	4.30
Jharkhand	17	47	23.26	8.24
Karnataka	2	29	6.11	10.84
Kerala	0	21	0.53	0.27
Lakshadweep	0	20	0.00	0.00
Madhya Pradesh	14	39	17.53	15.42
Maharashtra	0	26	2.52	3.77
Manipur	0	16	5.31	11.42
Meghalaya	0	18	1.85	13.86
Mizoram	0	13	1.90	2.41
Nagaland	0	13	3.29	2.38
Orissa	0	31	8.00	11.12
Puducherry	0	16	0.71	1.85
Punjab	3	31	10.28	8.14
Rajasthan	1	31	11.25	21.74
Sikkim	0	15	1.13	0.70
Tamil Nadu	0	33	5.33	2.83
Tripura	0	22	3.92	0.82
Uttar Pradesh	60	50	32.48	6.07
Uttarakhand	1	24	7.06	14.46
West Bengal	16	45	13.81	3.23
All States	**151**	**34**	**13.76**	**10.13**

Annexure-III

Status of teacher Recruitment under State Quota

SN	State	Target	Achievement			Vacancies		
			Primary	Up Pry	Total	Primary	Up Pry	Total
1.	Andaman & N Island	3282	1844	1356	3200	82	0	82
2.	Andhra Pradesh	217778	157681	29067	186748	17596	13434	31030
3.	Arunachal Pradesh	NA	4530	2558	7088	NA	NA	NA
4.	Assam	NA	85672	97900	183572	NA	NA	NA
5.	Bihar	205547	--	--	154473	--	--	51074
6.	Chandigarh	2675	1174	1003	2177	63	435	508
7.	Chhatt-isgarh	116557	54454	27118	81572	24696	10289	34985
8.	Dadra & NH	828	--	--	828	--	--	0
9.	Daman & Diu	426	194	168	362	26	38	64
10.	Delhi	53929	24527	19879	44406	3522	6001	9523
11.	Goa	2703	1974	729	2703	0	0	0
12.	Gujarat	194459	41855	152604	194459	0	0	0
13.	Haryana	74237	27476	29340	56816	7130	10149	17279
14.	Himachal Pradesh	54517	26461	21801	48262	2869	3386	6255
15.	J & K	59124	22969	26693	49662	6118	3344	9462
16.	Jharkhand	69004	18855	31835	50690	1481	16833	18314
17.	Karnataka	186623	41303	135781	177084	2021	7518	9539
18.	Kerala	127627	58215	69412	127627	0	0	0
19.	Lakshadweep	664	353	293	646	0	18	18
20.	Madhya Pradesh	223484	149708	47803	197511	12994	12979	25973
21.	Maharashtra	267503	177159	80391	257550	6540	3413	9953
22.	Manipur	13440	10300	3140	13440	0	0	0
23.	Meghalaya	12342	9225	3117	12342	0	0	0
24.	Mizoram	12125	6738	5387	12125	0	0	0
25.	Nagaland	12927	8966	3961	12927	0	0	0
26.	Orissa	136637	83421	15315	98736	14472	23429	37901
27.	Puducherry	3856	2021	1560	3581	124	151	275
28.	Punjab							
29.	Rajasthan	176609	68158	78595	146753	13936	15420	29356
30.	Sikkim	5869	4207	1662	5869	0	0	0
31.	Tamil Nadu	195131	86634	101364	187998	4338	2795	7133
32.	Tripura	29451	16824	9466	26290	2469	692	3161
33.	Uttar Pradesh	355877	155788	34341	190129	128482	37266	165748
34.	Uttarakhand	42173	24120	14572	38692	2408	1073	3481
35.	West Bengal	277134	145164	78324	223488	38091	14673	52764
	Total	**3134538**	**1517970**	**1126535**	27[illegible]6	**289458**	**183336**	**523878**

Trained & Untrained teachers (Govt. Regular & Para) 2007-08

	Regular Teachers		Para Teachers		
	% Trained Teachers	% Untrained Teachers	% Para Teachers to total teachers	% Trained Teachers	% Untrained Teachers
A & N ISLANDS	98.33	1.67	1.10	91.67	8.33
ANDHRA PRADESH	99.16	0.84	21.32	43.12	56.88
ARUNACHAL PRADESH	32.25	67.75	17.83	7.21	92.79
ASSAM	43.22	56.78	8.92	15.23	84.77
BIHAR	50.75	49.25	7.15	36.25	63.75
CHANDIGARH	99.94	0.06	1.20	100.00	0.00
CHHATTISGARH	68.22	31.78	8.62	53.87	46.13
D & N HAVELI	98.69	1.31	0.08	100.00	0.00
DAMAN & DIU	77.65	22.35	2.30	100.00	0.00
DELHI	92.33	7.67	1.90	96.09	3.91
GOA	94.76	5.24	1.16	80.68	19.32
GUJARAT	99.44	0.56	0.68	97.85	2.15
HARYANA	96.72	3.28	15.90	98.38	1.62
HIMACHAL PRADESH	98.79	1.21	19.71	78.28	21.72
JAMMU & KASHMIR	66.27	33.73	34.92	38.74	61.26
JHARKHAND	89.39	10.61	47.92	38.49	61.51
KARNATAKA	100.00	0.00	0.00		
KERALA	96.98	3.02	2.43	97.63	2.37
LAKSHADWEEP	98.91	1.09	0.54	33.33	66.67
MADHYA PRADESH	91.94	8.06	0.83	90.79	9.21
MAHARASHTRA	89.21	10.79	0.93	97.33	2.67
MANIPUR	49.65	50.35	1.82	9.52	90.48
MEGHALAYA	31.43	68.57	5.34	17.00	83.00
MIZORAM	83.19	16.81	18.00	22.99	77.01
NAGALAND	23.45	76.55	1.02	18.32	81.68
ORISSA	92.82	7.18	27.40	77.28	22.72
PUDUCHERRY	93.33	6.67	1.90	90.08	9.92
PUNJAB	98.95	1.05	1.63	79.93	20.07
RAJASTHAN	93.32	6.68	10.96	86.37	13.63
SIKKIM	44.70	55.30	0.69	20.83	79.17
TAMIL NADU	99.29	0.71	0.37	92.99	7.01
TRIPURA	41.99	58.01	2.97	20.75	79.25
UTTAR PRADESH	94.98	5.02	34.70	34.67	65.33
UTTARAKHAND	90.30	9.70	7.91	38.41	61.59
WEST BENGAL	76.19	23.81	14.58	18.60	81.40
Total	**84.92**	**15.08**	**12.49**	**45.63**	**54.37**

Annexure-VI

EXECUTIVE SUMMARY OF STUDY ON PARA TEACHERS

In this study the main objectives was to examine the deployment strategy and professional competence of teachers appointed on contract basis at the primary and upper primary levels of education. The study was conducted in twelve states, namely, Andhra Pradesh, Bihar, Chhattisgarh, Gujarat, Jammu and Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh and Uttarakhand.

A review of existing literature on appointment of teachers on contract basis for relatively shorter duration revealed that several developing countries have resorted to this option for augmenting supply of teachers at the lower levels. In India, it is relatively a recent phenomenon, especially after the emphasis was placed on providing some minimum education to all children in the age group of 6-14 years in order to achieve universal elementary education.

In India, *Sarva Siksha Abhiyan* (SSA) a flagship programme of Government of India was launched in the year 2000 for meeting the goal of education for all in specified time frame. This put enormous pressure on resources as well as availability of teachers for achieving this goal. Several state governments resorted to employing teachers on contract basis to meet the growing demand for teachers in schools.

In this study various aspects of appointment of contract teachers have been reviewed. Secondary data as well as primary data was used to examine deployment strategies and professional competence as well as functioning of teachers appointed on contract basis. Primary data was collected from contract teachers working in 72 districts of the 12 states, which were selected after the districts were stratified on the basis of literacy rate available from the Census of India.

Approximately 30 teachers were selected randomly from each district from two community development blocks, 15 from each block. In addition other stake holders, Head teachers, members of PRI, VEC and PTA besides state government officials was also interviewed. Thus, a total of 2,160 contract teachers from 1,644 primary and upper primary schools located in 72 districts in the 12 states were interviewed using a pre-tested structured questionnaire. In addition, 288 head teachers, 48 BRC/CRC coordinators and 48 VEC/PTA chairpersons or members were also interviewed.

Main findings:

The tenure of teachers appointed on contract varies from 11 to 60 months. In the sample about half of the para-teachers had been in the service for more than 36 months. In four states, Gujarat, Maharashtra, Orissa and Jammu & Kashmir, para-teachers were absorbed in the regular teacher cadre after completing stipulated period in service. In Bihar and Chhattisgarh though the para-teachers were appointed initially on contract with fixed honorarium, a recent notification of the state government extended their tenure until the age of 62 years, i.e. retirement age. Other states have yet to formulate a policy for their continuation of service on long term basis.

There is variation across states in the nomenclature used for contract teachers. The term Para-teacher is not even used in some states. There are variations in post-recruitment policy towards the teachers appointed on contract. While in some states there is a provision to extend the tenure on satisfactory performance, in others the teachers appointed on contract are regularized in specified time frame.

The remuneration or honorarium paid to para-teachers varies considerably across states. The highest remuneration was paid in Uttarakhand. In Chhattisgarh, Jammu and Kashmir and Madhya Pradesh remuneration varies with the grade of para-teachers. In Bihar, Jharkhand and Maharashtra there was difference between emoluments of trained and untrained para-teachers. In some cases the fixed amount paid to para-teachers turned out to be less than that of statutory minimum wages for manual labour!

There was no specific policy about deployment of para-teachers in most states; Although they could be employed in both rural and urban areas, it was found that para-teachers worked mostly in rural areas. A large number of schools had one contract teacher. Contract teachers worked mostly in primary schools. About 60 percent of them were females.

There was variation in qualifications specified for appointment as para-teachers in most states It is lower than regular teachers in most of the states. In majority of states, contract teachers were appointed without professional qualification. In Andhra Pradesh, Bihar, Rajasthan and Uttar Pradesh, the minimum academic qualification of para-teachers was intermediate (10+2); in Chhattisgarh and Madhya Pradesh academic qualification depended on the grade at which para-teacher was appointed. Maharashtra, Orissa and Rajasthan were the only states where professional degree was mandatory with minimum academic qualification to be considered for the appointment of para-teacher. Most of the states organized induction and in-service training for the para-teachers. The duration of such training varied from state-to-state in the range of 7 to 60 days. The trainings were organised by BRC/CRC/DIET/SCERT.

Though most of the states considered intermediate as the minimum academic qualification, it was found that about one-fourth of the para-teachers in all the states were post-graduates and more than one-third of the teachers were graduates. The post-graduate and graduate para-teachers were appointed in large numbers in districts with low literacy rate which may be considered a good proposition from the point of view of education since para-teachers were appointed without professional training in most states. Over 44 percent of para-teachers did not possess professional training in the sample states. For example, more than 85 percent of the para-teachers in Uttar Pradesh in our sample had no professional training. The proportion of untrained para-teachers varied across states. Only four out of 12 sample states facilitated acquisition of professional training for the para-teachers through distance learning.

The role of PRIs in recruitment of para-teachers was also different across states. In some states the appointments were made at the district level from a pool of applicants fulfilling specified minimum qualifications. There were states in which the PRIs suggest a panel (names) through VEC and para-teachers are appointed out of the panel only. However, in all the states it was observed that the PRIs played a role in monitoring the performance of the para-teachers.

The survey revealed that infrastructure was rather poor in the schools in our sample, which were selected out of those schools that had at least one para teacher. Most schools did not have electricity. While about 70 percent of the schools had toilet facilities, a separate toilet facility for girls was provided in only 39 percent schools. Most of the schools did not have adequate facilities in the classroom. Though about 94 percent of the schools had blackboard, most of them were in bad condition. The students in about 16 percent of the schools in the sample did not have safe drinking water facility in the school premises.

After appointment, para-teachers in most of the states are given induction training of 30 days but it varies from state to state.The training is rigorous and comprehensive as evident from the training manuals that were reviewed. In all the states, induction training is the same

for both trained and untrained teachers. The states also provide in-service training to all teachers which again varies across states, from five days in Jharkhand to 20 days in some other states.

A large number of head teachers believed that both induction and in-service training helps the para-teachers to enhance their teaching competence. A few also opined that induction training helps the newly appointed para-teachers to improve classroom interaction. The training enables the teacher to use the TLM in a much better way. A few head teachers suggested the need of change in the content of training, which should have more emphasis on the process of teaching in the class. Again a few others believed that teachers are better equipped to teach the students effectively in the class after this training.

Nearly 85 percent head teachers rated the performance of para-teachers either 'good' or 'very good'. Head teachers reported that para-teachers are generally more regular in attending school; they are generally punctual and are obedient to the head teacher. They are better in using certain teaching skills. However, when it comes to concern for students, interacting with parents of students and commitment to work, regular teachers were rated higher.

The head teachers consider that para-teachers are better in curriculum transaction, developing and making effective use of TLM, teaching English and use of blackboard. The regular teachers are better in respect of interaction with child; they diagnose students learning difficulties and use mathematics and science kits. They have an edge due to their experience and status. While rating them in respect of science learning through exploratory activities, head teachers consider both para- teachers and regular teachers rather poor and at par.

Views of other stakeholders about para-teachers are mixed for example, the Coordinators of Block Resource Centers (BRC) in most of the states reported that para-teachers are as good as regular teachers. BRC coordinators of Bihar and Uttar Pradesh, however, reported that untrained para-teachers are less competent than regular teachers and BRC' coordinators of Jharkhand and Gujarat said that para-teachers do not have the same quality of teaching as those of regular teachers. BRC coordinators from the states of Gujarat, Madhya Pradesh, Maharashtra and Orissa reported that attendance of students in the school had increased considerably over the years since the appointment of para teachers.

The BRC coordinators from the states of Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and Uttar Pradesh suggested that appointment of para-teachers should be continued in the light of certain advantages. PRI/VEC/ parents in most of states reported that para-teachers are more regular, better educated, and well behaved than regular teachers.

The CRC coordinators believed that the gross enrolment ratio increased to a large extent with the appointment of para-teachers. However, in most of the states the CRC coordinators felt that the quality of education had deteriorated with the appointment of untrained teachers. On the whole, the CRC coordinators believed that there should be sound monitoring mechanism to assess the performance of para-teachers. In almost all the states, the coordinators believed that if the government wants to continue the policy of appointing para-teachers, the remuneration must be increased to more than subsistence level and the appointed para-teachers must be regularized against the sanctioned posts after some specified period and satisfactory performance.

In almost all the states participants in focused group discussion supported the policy of appointment of para-teachers. The study team observed that para-teachers in all the states are held in high esteem among their colleagues and in the society. However, in many cases

para-teachers expressed dissatisfaction with the job due to low honorarium in state of though being better qualified. The rural schools benefited most by the appointment of para-teachers where teacher shortage and absenteeism has been an issue.

Coming to self- evaluation, almost all para-teachers rated themselves 'very good' in praising the good work of students, using blackboard and giving appropriate examples while teaching in the class. They rated themselves 'average' in case of diagnosing students' learning difficulties, interaction with children, inter-relating subjects' contents, use of science kits, teaching English and regular monitoring of students.

One of the major issues was that contract teachers were not satisfied with low remuneration paid to them. Majority of para-teachers expected monthly salary in the range of Rs. 4,500 and 10,500. The 'desire to serve the community' and 'high social status of the teaching profession in society' are considered as important motivational factors in working as para teachers. Other reasons given by para-teachers for opting to work as para techers were: expectation of continuity in the service, absence of alternative job opportunities, financial need and need for becoming financially independent.

One common complaint of the para-teachers was the irregularity in payment of honorarium. Other complaints were about inadequate infrastructure in the schools, student absenteeism, rate and insufficiency of TLM. Student absenteeism was reported to be high in Chhattisgarh, Gujarat, Madhya Pradesh and Uttarakhand. Delay in the provision of text books is a serious issue in Jharkhand and Bihar. Poor salary, lack of job security and in some cases, casteism and unreasonable behaviour of regular teachers were some other problems that para-teachers faced.

Majority of the respondents considered equal job status vis-à-vis regular teachers as an important factor to improve their service condition. Improvement in infrastructure, appointment of more teachers, provision of more funds for TLM, enhanced facilities for professional training, timely supply of books, incentives to students and library facilities are some of the suggestions given by the para-teachers for improvement. Demand for more teachers is particularly high in Chhattisgarh, Rajasthan. Orissa and Madhya Pradesh.

Training for capacity building was not conducted in Gujarat, Madhya Pradesh, Maharashtra and Orissa. In five states, local level institutions had a role in the selection of para-teachers. Most VECs reported that they visited schools regularly and took active part in school affairs. In most cases the local institutions participated actively in school activities and monitoring the performance of teachers. A near unanimous conclusion of these institutions was that the para-teachers were more regular, better educated and better behaved than regular teachers. They strongly recommended regularization of para-teachers on the basis of their experience with hike in their remuneration.

Apparently, para-teachers have been contributing significantly in achieving the goals of universalization of elementary education. There is scope for improvement of professional competence of para-teachers by facilitating professional training of the para-teachers through distance learning. There is need to strengthen the role of PRIs in recruitment of para-teachers. Also there is need for ensuring more equitable remuneration to para-teachers along with improvement of the general infrastructure in the schools.

Agenda Item No.5: Progress of Quality related interventions under SSA

5.2 TEACHER TRAINIING:

As per revised SSA norms, teacher training is supported the following way.

a. Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ Rs.100 per teacher per day.

b. Up to 10 monthly cluster level meetings and peer group training sessions, for all teachers each year @ Rs.50 per teacher per day at CRC level.

c. @ Rs.100 per day for 30 days induction training of newly recruited teachers.

d. @ Rs.100 per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in - service / distance programmes.

e. Training of BRC & CRC coordinators & resource persons for upto 10 days each year @ Rs.100 per person per day.

f. These ceilings of unit cost should not be allowed automatically as a default costing norm. Actual unit costs would need to be budgeted. The number of days of trainings would be decided by the State / UT. The unit costs for training inputs including training material, resource persons and other training norms would be based on the inter se norms for training as approved by the State SSA's Executive Committee.

g. Assessment of capacities for effective training during appraisal will determine extent of coverage.

h. Support for SCERT/DIET under existing Teacher Education Scheme

(Ref: F.2-3/2005 – EE.3 dated – 22nd February, 2008. This amendment takes effect from 1-4-2008)

5.2.1 Annual In-service teacher training

The details of State-wise in service teacher training is given below:

(i) The progress for 20-days in-service training up to 31 March 2009 was 3161105 teachers against a target of 40,69,694 teachers, which reflects a 78% overall achievement.

(ii) Overall Progress in 2008-09 in slow performing States is as follows:

State	Target in 2008-09	Achievement in 2008-09	Gap	% Achievement
National Level	4069694	3161105	908589	78%
Low Performing States:				
Uttar Pradesh	287036	132442	154594	46%
Nagaland	12913	5321	7592	41%
Goa	6028	2923	3105	48%
West Bengal	572950	331864	241086	58%
Karnataka	227009	149826	77183	66%

(iii) 7 states had the highest achievement of 100% against their proposed targets including Arunachal Pradesh Pradesh, Kerala and Lakshadweep, Meghalaya, Mizoram, Orissa and Tamil Nadu.

(iv) 16 States achieved between 80 to 99% of their targets including A&N islands (96%), Andhra Pradesh (98%),Assam (83%), Bihar (80%), Chhattisgarh (87%),D&N Haveli(99%), Daman & Diu (91%), Haryana (88%), Jharkhand (80%), Madhya Pradesh (87%), Maharashtra (90%), Puducherry (88%), Punjab (81%), Rajasthan (80%), Sikkim (95%), and Uttarakhand (90%).

(v) 6 States achieved between 60 to 80% of their targets including Chandigarh (70%), Delhi (77%), Gujarat (64%), Himachal Pradesh (64%), Karnataka (66%), and J&K (69%).

(vi) 5 States achieved between 0 to 60% of their targets including Goa (48%), Nagaland (41%), Tripura (56%), Uttar Pradesh (46%), and West Bengal (58%).

(vii) 1 State i.e. Manipur achieved 0% of the target.

(viii) The State wise details of progress in 2008-09 & sanctions in 2009-10 are in **Annexure-I.**

5.2.2 Module Development and Focus Areas for Teachers Training in 2008-09

(i) 30 states have indicated that they prepared modules for training of teachers, either at the primary or upper primary level or both. 4 states also indicated specifically that they have developed modules for 30-days training (Chhattisgarh, Madhya Pradesh, Nagaland, and Tripura), and 2 states have indicated modules prepared for 60-days training (Nagaland and Tripura).

(ii) The topics on which training modules have been developed as indicated by states highlighted the following broad focus areas:

a. Subject-specific content or subject-wise hard spots (17 states: Andaman & Nicobar, Andhra Pradesh, Bihar, Chhattisgarh, Dadra & NH, Delhi, Goa, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Lakshadweep, MP, Rajasthan, TN, Uttarakhand, WB).

In particular, focus on Language and Maths approaches was indicated by 11 states (Andaman & Nicobar, Andhra Pradesh, Assam, Chandigarh, Goa, Gujarat, Karnataka, Madhya Pradesh, and Uttarakhand; and Maharashtra, Madhya Pradesh and Orissa specifically at the Upper Primary level), with focus on English specifically indicated by 4 states (Andhra Pradesh, Karnataka, Rajasthan, Orissa)

b. Classroom processes and pedagogical improvement (19 states). This includes topics such as activity based learning or active learning (6 states: Chhattisgarh, Gujarat, Karnataka, Puducherry, Tamil Nadu, Uttar Pradesh), use of TLMs or learning kits (Andaman & Nicobar, Andhra Pradesh, Arunachal Pradesh, J & K, UP, West Bengal), remedial teaching (Rajasthan, Uttar Pradesh), multi-grade multi-level pedagogy (Chhattisgarh, Uttar Pradesh), continuous assessment (8 states: Andaman & Nicobar, Himachal Pradesh, J & K, Karnataka, Kerala, Lakshadweep, Orissa, Uttarakhand). Other topics related to pedagogical improvement include education psychology, teaching skills, maxims of teaching, modern lines of pedagogy, constructivism, critical pedagogy, or innovative activities in school education (6 states: Bihar, Dadra & NH, J & K, Kerala, Rajasthan, Uttarakhand, West Bengal).

c. Training on new curriculum (8 states), including revised textbooks/syllabus (Lakshadweep, Maharashtra, Goa), or on NCF 2005 or 'Reflective Teacher' (6 states: Andhra Pradesh. Chhattisgarh, Kerala, Orissa, Uttarakhand, Tripura)

d. Various SSA interventions (6 states), including SC/ST, Minority, IED, Gender, CWSN, Computer Aided Learning, community mobilization, universal enrolment, or civil works (Arunachal Pradesh Pradesh, Karnataka, Orissa, Rajasthan, Uttarakhand, West Bengal)

e. Teacher professional development (5 states), including topics such as motivation, commitment, managerial training, or performance standards/ADEPTS (Andhra Pradesh, Bihar, Chhattisgarh, Gujarat, Himachal Pradesh)

f. Overall school performance enhancement (2 states) such as school visioning, school management, discussion on problems and strategies (Rajasthan, Uttarakhand)

g. Other topics indicated include Life skills, value education or extracurricular activities (5 states: Delhi, Jharkhand, Karnataka, Tamil Nadu, West Bengal), tribal education (3 states: Andaman & Nicobar, Chhattisgarh, Jharkhand), needs-based training (2 states: Lakshadweep Rajasthan) and Head Teachers training module (2 states: Maharashtra, Meghalaya)

(iii) Overall, 17 states have indicated a specific focus on subject-wise learning enhancement, and 19 states have indicated a specific focus on improving classroom processes and the nature of pedagogy. More attention should be given by all states to ensure that teacher training is geared in a more focused manner towards improvement of classroom processes and enhancement of learning in specific subject areas.

(iv) **Major Issues:**

a. **Teacher training is yet to influence classroom processes to the desired levels**

b. **More focus needed on training processes/ methodology. Training needs to be experiential, interactive and democratic to reflect the learner-centred approach that is desired in classrooms**

c. **Follow-up activities after teacher training need to be strengthened, to ensure that training is contributing to changes in classroom processes and to learning enhancement**

d. **Training of untrained teachers needs to be expedited, particularly in the North Eastern States, Jharkhand, J&K. States need to work out a long-term mechanism for covering untrained teachers in a speedy manner, either through IGNOU or by enhancing the intake capacity of their Teacher Training institutes.**

e. **Pre-service Teacher Education programmes and curricula need to be integrated to reflect principles of NCF 2005.**

5.2.3 INDUCTION TRAINING

(i) The progress in 30-days Induction training conducted up to 31 March 2009 was 98,963 teachers against a target of 2,38,801 teachers, which reflects a 41% overall achievement.

(ii) Progress of Induction Training (up to 30-days) Overall Progress in slow performing States in 2008-09

State	Target in 2008-09	Achievement in 2008-09	Gap	% Achievement
National Level	238801	98963	139838	41%
Low Performing States:				
Andhra Pradesh	23280	0	23280	0%
J & K	8145	0	8145	0%
Jharkhand	5724	1695	4029	30%
Punjab	15827	5084	10743	32%
Bihar	67721	22676	45045	33%

(iii) 6 states have achieved 100% of their targets, including Daman & Diu, Karnataka, Meghalaya, Mizoram, Tamil Nadu and Tripura.

(iv) 7 states have achieved between 70% to 99% of their targets, including Chhattisgarh (88%), Delhi (91%), Kerala (92%), Maharashtra (72%), Puducherry (94%), Rajasthan (72%) and Uttar Pradesh (71%).

(v) 2 states have achieved between 50% to 69% of their targets, including Chandigarh (62%), Orissa (56%).

(vi) States could only achieve below 50%, including, Bihar (33%), Jharkhand (30%), and Punjab (32%).

(vii) 7 States having targets for induction training, but achieved 0% progress include, Andhra Pradesh, Arunachal Pradesh Pradesh, D&N Haveli, J&K, Madhya Pradesh, Nagaland and Sikkim.

(viii) The remaining 10 States had indicated no target for 2008-09, including Andaman & Nicobar Island, Assam, Goa, Gujarat, Haryana, Himachal Pradesh, Lakshadweep, Manipur, Uttarakhand and West Bengal.

(ix) Details of progress in 2008-09 and sanctions of 2009-10 are in **Annexure-II.**

5.2.4 Progress of Training of Untrained Teachers

(i) The progress for 60-days training up to Mar 2009 was 74,390 teachers against a target of 1,26,748 teachers, which reflects a 59% overall achievement.

(ii) Overall Progress in some States has been slow.

State	Target in 2008-09	Achievement in 2008-09	Gap	% Achievement
National Level	1,26,748	74,390	52,358	59%
Low Performing States:				
J & K	10733	0	10733	0%
Manipur	900	0	900	0%
Tripura	2500	0	2500	0%
Jharkhand	28009	10274	17735	37%
Chhattisgarh	300	141	159	47%

(iii) 2 states have shown 100% progress against their targets, namely Arunachal Pradesh Pradesh and Meghalaya .

(iv) 7 states have achieved between 50% to 99% of their targets, including, Assam (79%), Bihar(78%), Maharastra (58%), Mizoram (63%), Nagaland (67%), Orissa (65%),and Sikkim (69%).

(v) 2 states, have reported below 50% achievement namely, Chhattisgarh (47%), and Jharkhand (37%).

(vi) States, namely J&K, Manipur and Tripura have reported 0% achievement against their targets.

(vii) The remaining 21 States had indicated no target for 2008-09, including Andaman & Nicobar Island, Andhra Pradesh, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Puducherry, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal.

(viii) Details of progress in 2008-09 and sanctions of 2009-10 are in **Annexure-III.**

Progress of In - service Training (up to 20 days) during 2008-09 and sanctions of 2009-10

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Sl.No.	State	2008-09			Sanctio 2009-1
		Target	Achievement	Percentage	
1	Andaman & N Island	3400	3250	96%	330
2	Andhra Pradesh	227012	221988	98%	2348
3	Arunachal Pradesh	11704	11704	100%	107
4	Assam	180878	150283	83%	1930
5	Bihar	252254	202832	80%	3022
6	Chandigarh	1030	721	70%	171
7	Chhattisgarh	117957	102315	87%	1261
8	Dadra & Nagar Haveli	1207	1198	99%	119
9	Daman & Diu	468	424	91%	42
10	Delhi	51911	40002	77%	529
11	Goa	6028	2923	48%	625
12	Gujarat	194591	123950	64%	1944
13	Haryana	65865	57998	88%	645
14	Himachal Pradesh	49612	31763	64%	484
15	Jammu & Kashmir	59693	41253	69%	550
16	Jharkhand	127974	101940	80%	1358
17	Karnataka	227009	149826	66%	2288
18	Kerala	128002	128002	100%	1278
19	Lakshadweep	650	650	100%	64
20	Madhya Pradesh	275715	240991	87%	2757
21	Maharashtra	421202	379202	90%	4378
22	Manipur	5000	0	0%	125
23	Meghalaya	7023	7023	100%	623
24	Mizoram	10441	10441	100%	124
25	Nagaland	12913	5321	41%	775
26	Orissa	123886	123886	100%	1662
27	Puducherry	4864	4261	88%	286
28	Punjab	76627	61751	81%	761
29	Rajasthan	274746	219950	80%	2790
30	Sikkim	1382	1313	95%	140
31	Tamil Nadu	209654	209654	100%	2090
32	Tripura	32915	18500	56%	303
33	Uttar Pradesh	287036	132442	46%	409
34	Uttarakhand	46095	41484	90%	479
35	West Bengal	572950	331864	58%	295
	Total	**4069694**	**3161105**	**78%**	**40**

urce: QPR info of Pedagogy Unit, TSG; March 2009

Progress of Induction Training (upto 30 days) under SSA during 2008-09 and sanctions of 2009-10

Annexure-II

No.	State	2008-09			Sanctions of 2009-10
		Target	Achievement	Percentage	
	Andaman & N Island	0	0	0%	82
	Andhra Pradesh	23280	0	0%	52800
	Arunachal Pradesh	627	0	0%	396
	Assam	0	0	0%	10000
	Bihar	67721	22676	33%	57333
	Chandigarh	300	187	62%	150
	Chhattisgarh	13707	12000	88%	12276
	Dadra & Nagar Haveli	72	0	0%	84
	Daman & Diu	41	41	100%	97
)	Delhi	4150	3770	91%	1000
1	Goa	0	0	0%	340
2	Gujarat	0	0	0%	0
3	Haryana	0	0	0%	12
4	Himachal Pradesh	0	0	0%	0
5	Jammu & Kashmir	8145	0	0%	3978
6	Jharkhand	5724	1695	30%	1439
7	Karnataka	6146	6146	100%	1214
8	Kerala	1167	1070	92%	0
9	Lakshadweep	0	0	0%	27
0	Madhya Pradesh	27153	0	0%	45588
1	Maharashtra	10117	7247	72%	2119
2	Manipur	0	0	0%	0
3	Meghalaya	2186	2186	100%	2036
4	Mizoram	222	222	100%	471
5	Nagaland	190	0	0%	190
	Orissa	9054	5082	56%	19322
7	Puducherry	65	61	94%	65
8	Punjab	15827	5084	32%	16275
9	Rajasthan	27616	19879	72%	9135
0	Sikkim	25	0	0%	225
1	Tamil Nadu	1577	1577	100%	2086
2	Tripura	1106	1106	100%	1439
3	Uttar Pradesh	12583	8934	71%	8556
4	Uttarakhand	0	0	0%	0
5	West Bengal	0	0	0%	0
	Total	**238801**	**98963**	**41%**	**248735**

PR info of Pedagogy Unit, TSG; March 2009

Progress of Training of untrained teachers (60 days) under SSA during 2008-09 and sanctions of 2009-10

Annexur

Sl.No.	State	2008-09			Sanctior of 2009-
		Target	Achievement	Percentage	
1	Andaman & N Island	0	0	0%	0
2	Andhra Pradesh	0	0	0%	184
3	Arunachal Pradesh	715	715	100%	0
4	Assam	4350	3420	79%	1000
5	Bihar	61005	47594	78%	5945
6	Chandigarh	0	0	0%	0
7	Chhattisgarh	300	141	47%	8217
8	Dadra & Nagar Haveli	0	0	0%	0
9	Daman & Diu	0	0	0%	0
10	Delhi	0	0	0%	0
11	Goa	0	0	0%	0
12	Gujarat	0	0	0%	0
13	Haryana	0	0	0%	0
14	Himachal Pradesh	0	0	0%	0
15	Jammu & Kashmir	10733	0	0%	1989
16	Jharkhand	28009	10274	37%	3027
17	Karnataka	0	0	0%	0
18	Kerala	0	0	0%	0
19	Lakshadweep	0	0	0%	0
20	Madhya Pradesh	0	0	0%	5905
21	Maharashtra	2370	1374	58%	0
22	Manipur	900	0	0%	900
23	Meghalaya	1500	1500	100%	4652
24	Mizoram	1296	810	63%	850
25	Nagaland	1000	665	67%	600
26	Orissa	11429	7456	65%	1671
27	Puducherry	0	0	0%	0
28	Punjab	0	0	0%	0
29	Rajasthan	0	0	0%	0
30	Sikkim	641	441	69%	938
31	Tamil Nadu	0	0	0%	0
32	Tripura	2500	0	0%	0
33	Uttar Pradesh	0	0	0%	4575
34	Uttarakhand	0	0	0%	0
35	West Bengal	0	0	0%	0
	Total	**126748**	**74390**	**59%**	**204**

Source: QPR info of Pedagogy Unit, TSG; March 2009

Agenda Item No.5: Progress of Quality related interventions under SSA

5.3. Distribution & Utilisation of Grants

5.3.1 Teacher Grants for TLM

(i) As per SSA norms, Teacher Grant is provided the following way.

a. Rs.500/- per teacher per year in primary and upper primary

b. Transparency in utilisation for low cost teaching aids.

(ii) The achievement in distribution till March end 2009 has been 3851440 in all 35 States/UTs, which is 93% out of the total target of 4147823.

(iii) 17 States have achieved 100% of their targets, namely Andhra Pradesh, Arunachal Pradesh Pradesh, Assam, Delhi, Goa, Haryana, J & K, Karnataka, Kerala, Lakshadweep, Meghalaya, Mizoram, Nagaland, Puducherry, Tamil Nadu, Tripura and Uttar Pradesh.

(iv) 17 states have achieved between 80 to 99% of their targets, including Andaman & N. Islands (88%),Bihar (85%), Chandigarh (89%), Chhattisgarh (94%), Dadra & N Haveli (99%), Daman & Diu (91%), Gujarat (95%), Himachal Pradesh (96%), Jharkhand (95%), M.P. (86%), Maharashtra (83%), Orissa (87%), Punjab (98%), Rajasthan (81%),Sikkim (98%), Uttarakhand (93%) and West Bengal (94%).

(v) Only Manipur has shown 0% progress.

(vi) 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 effectively.

- This has been reported by 13 States: Andaman & N. Islands, Assam, Chandigarh, Delhi, Chhattisgarh, Gujarat, Jharkhand, Karnataka, Orissa, Rajasthan, Tripura, U.P. and Uttarakhand.

(vii) 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 was reported by 25 states: Andaman & N. Islands, Andhra Pradesh, Assam, Arunachal Pradesh, Bihar, Chandigarh, Delhi, Daman & Diu, Goa, Gujarat, Haryana, J&K, Jharkhand, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Rajasthan, Tamil Nadu, Tripura, U.P. U.K. and West-Bengal.

(viii) Low cost TLM development is being carried out at CRC/BRC levels.

- This was indicated by 13 states: Andaman & N. Islands, Assam, Andhra, Chhattisgarh, Gujarat, Karnataka, Maharashtra, Orissa, Rajasthan, Tripura, U.P., Uttarakhand and West Bengal.

(ix) State wise details of TLM progress for 2008-9 is at **Annexure-I.**

5.3.2 Schools Grants:

(i) The achievement in distribution of school grants till March end 2009 has been 11,28,433 in all 35 States/UTs, which is 95% out of the total target of 11,82,480.

(ii) 17 States have achieved 100% of their targets, namely Andhra Pradesh, Arunachal Pradesh, Assam, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Lakshadweep, M.P. Maharashtra, Meghalaya, Mizoram, Nagaland, Puducherry & Tripura.

(iii) 17 states have achieved between 80 to 99% of their targets, including Andaman & N. Islands (99%),Bihar (87%), Chandigarh (94%), Chhattisgarh (90%), Dadra & N. Haveli (99%), Daman & Diu (99%), Delhi (98%), Gujarat (99%), Jharkhand (90%), Orissa (81%), Punjab (98%), Rajasthan (92%), Sikkim (91%), Tamil Nadu (99%), U.P. (94%) , Uttarakhand (98%) and West Bengal (98%).

(iv) Only Manipur has shown 0% progress.

(v) State wise details and sanctions for 2009-10 are at **Annexure-II.**

(vi) CRPs, BRPs, and State officials have been oriented to make an assessment towards the effective utilization of the grants.

- This has been indicated by 14 States: Andhra Pradesh, Bihar, Chandigarh, Chhattisgarh, Gujarat, Sikkim, J&K, Kerala, Maharashtra, Mizoram, Orissa, U.P, Uttarakhand & West Bengal.

(vii) Guidelines for the effective use of school grants have been issued to schools, which has been indicated by 12 States, including A & N. Islands, Andhra Pradesh, Assam, Chandigarh, Chhattisgarh, Delhi, Jharkhand, Karnataka, Orissa, Rajasthan, Tripura and Uttarakhand.

- Only 1 State i.e. Gujarat has drawn specific school improvement plan (SIP) and calendar of activities.

(viii) Effective utilization of school grants: 15 states, namely, Andhra Pradesh, Arunachal Pradesh Pradesh, Assam, Chandigarh, Gujarat, Himachal, Jharkhand, Kerala, Karnataka, Meghalaya, Mizoram, Nagaland, Rajasthan, Tripura and Uttarakhand have mentioned that VECs & SEMCO have been involved in the monitoring of the grant utilization. By and large only a few States have indicated about the over all picture, that could give a reflection on the effectiveness of utilization of the school grant.

5.3.3 TLE grant:

(i) Out of a target of 34734 approved for 25 States/UTs, the achievement in distribution of TLE grants up to 4th quarter is 18,106, which is 52% of the total target. 10 States have not been approved TLE targets for the year 2008-09.

(ii) 11 States have achieved 100% of their targets, namely Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Dadra N. Haveli, Madhya Pradesh, Meghalaya, Maharastra, Mizoram, Nagaland, Punjab and Tripura.

(iii) 6 States have achieved between 70 to 99% of their targets, including Karnataka (99%), Lakshadweep (75%) ,Orissa (89%), Rajasthan (75%),Tamil Nadu 90%and Uttarakhand (95%).

(iv) 4 States have achieved between 40% to 70% of targets, including, Delhi (67%), Himachal Pradesh (61%), J&K (46%) and Jharkhand (64%).

(v) Remaining 4 States/UTs have shown 10% to 30% progress, including Bihar (27%), Sikkim (17%), Uttar Pradesh (8%) and West Bengal (19%).

(vi) Details of progress of 2008-09 and sanctions of 2009-10 are at **Annexure-III.**

(vii) Proper guidelines have been issued to the schools towards the effective use of TLE, as indicated by 5 States including Chandigarh, Orissa, Delhi, Rajasthan and Himachal Pradesh.

(viii) Orientation of CRCs, BRCs, & SDMC members towards the effective use of TLE has been indicated by 9 States namely, Andhra, Assam, Bihar, Sikkim, J&K, Kerala, Mizoram, Karnataka and Himachal Pradesh. The SDMC members are also trained towards the procurement process. 8 States, namely, Assam, Haryana, J&K, Karnataka, Mizoram, Kerala, Rajasthan and Tripura have indicated TLE to be the part of the course design in teachers training.

(ix) **Utilization of TLE grants**: Most of the states have mentioned that the type of materials procured through school/SDMC level committee recommendations including the things 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.

5.3.4 Major Issues in usage of grants

(i) Focus needs to be not only on whether grants are being distributed, but on how effectively they are being utilized.

(ii) Mechanisms to track and ensure effective use of TLMs during classroom processes need to be strengthened

(iii) Quality of TLMs developed and their integration with the curriculum and textbooks needs to be looked at more critically

(iv) TLM, School and TLE grants need to be integrated as part of a comprehensive quality improvement program, rather than as disparate components

(v) Low progress in distribution of TLE grants due to delay in opening of new schools.

Progress of TLM grant utilisation under SSA during 2008-09

Annexure-I

Sl.No.	State	2008-09		
		Target	Achievement	Percentage
1	Andaman & N Island	3400	3021	89%
2	Andhra Pradesh	257395	257395	100%
3	Arunachal Pradesh	11124	11124	100%
4	Assam	167475	167475	100%
5	Bihar	322327	273745	85%
6	Chandigarh	2894	2568	89%
7	Chhattisgarh	115942	109440	94%
8	Dadra & Nagar Haveli	1207	1196	99%
9	Daman & Diu	489	444	91%
10	Delhi	51621	51621	100%
11	Goa	5808	5808	100%
12	Gujarat	191026	181035	95%
13	Haryana	64449	64449	100%
14	Himachal Pradesh	49612	47482	96%
15	Jammu & Kashmir	68426	68426	100%
16	Jharkhand	123654	117634	95%
17	Karnataka	227009	227009	100%
18	Kerala	128002	128002	100%
19	Lakshadweep	620	620	100%
20	Madhya Pradesh	307815	265588	86%
21	Maharashtra	422287	349084	83%
22	Manipur	13948	0	0%
23	Meghalaya	26872	26872	100%
24	Mizoram	12679	12679	100%
25	Nagaland	12526	12526	100%
26	Orissa	144369	125596	87%
27	Puducherry	4864	4864	100%
28	Punjab	74239	72529	98%
29	Rajasthan	274746	223541	81%
30	Sikkim	5829	5720	98%
31	Tamil Nadu	209654	209592	100%
32	Tripura	34715	34715	100%
33	Uttar Pradesh	479227	479227	100%
34	Uttarakhand	45098	41960	93%
35	West Bengal	286475	268453	94%
	Total	**4147823**	**3851440**	**93%**

Source: QPR info of Pedagogy Unit, TSG; March 2009

Progress of School Grant utilisation under SSA during 2008-09 and sanctions for 2009-10

Annexure-II

State	2008-09			Sanctions of 2009-10
	Target	Achievement	Percentage	
Andaman & N Island	433	430	99%	428
Andhra Pradesh	80109	80109	100%	79996
Arunachal Pradesh	2886	2886	100%	3325
Assam	42680	42680	100%	43358
Bihar	92221	80278	87%	96052
Chandigarh	205	192	94%	204
Chhattisgarh	46093	41400	90%	46029
Dadra & Nagar Haveli	392	388	99%	393
Daman & Diu	78	77	99%	84
Delhi	3594	3539	98%	3475
Goa	1535	1535	100%	1533
Gujarat	55714	55056	99%	56096
Haryana	14506	14506	100%	14612
Himachal Pradesh	14950	14916	100%	15046
Jammu & Kashmir	26850	26850	100%	29001
Jharkhand	53061	47750	90%	53799
Karnataka	70821	70821	100%	72457
Kerala	14448	14448	100%	14157
Lakshadweep	46	46	100%	47
Madhya Pradesh	110611	110611	100%	113316
Maharashtra	98737	98665	100%	106402
Manipur	3679	0	0%	3659
Meghalaya	8877	8877	100%	9516
Mizoram	2535	2535	100%	2374
Nagaland	1923	1923	100%	1938
Orissa	55654	44972	81%	68465
Puducherry	578	578	100%	384
Punjab	18709	18304	98%	19466
Rajasthan	80127	73894	92%	109204
Sikkim	1143	1041	91%	1143
Tamil Nadu	52067	51749	99%	52842
Tripura	5551	5551	100%	5977
Uttar Pradesh	144881	136702	94%	151217
Uttarakhand	17370	16975	98%	17953
West Bengal	59416	58149	98%	59421
Total	**1182480**	**1128433**	**95%**	1253369

IPR info of Pedagogy Unit, TSG, March 2009

Progress of TLE grant utilisation under SSA during 2008-09 and sanctions of 2009-10

Annexur

Sl.No.	State	2008-09			Sanction 2009-10
		Target	Achievement	Percentage	
1	Andaman & N Island	0	0	0%	
2	Andhra Pradesh	51	51	100%	
3	Arunachal Pradesh	336	336	100%	
4	Assam	0	0	0%	
5	Bihar	3682	983	27%	
6	Chandigarh	0	0	0%	
7	Chhattisgarh	34	34	100%	
8	Dadra & Nagar Haveli	3	3	100%	
9	Daman & Diu	0	0	0%	
10	Delhi	6	4	67%	
11	Goa	0	0	0%	
12	Gujarat	0	0	0%	
13	Haryana	0	0	0%	
14	Himachal Pradesh	228	139	61%	
15	Jammu & Kashmir	3314	1517	46%	
16	Jharkhand	1908	1230	64%	
17	Karnataka	763	757	99%	
18	Kerala	0	0	0%	
19	Lakshadweep	4	3	75%	
20	Madhya Pradesh	1013	1013	100%	
21	Maharashtra	5059	5052	100%	
22	Manipur	0	0	0%	
23	Meghalaya	795	795	100%	
24	Mizoram	142	142	100%	
25	Nagaland	9	9	100%	
26	Orissa	2011	1798	89%	
27	Puducherry	0	0	0%	
28	Punjab	165	165	100%	
29	Rajasthan	1000	752	75%	
30	Sikkim	12	2	17%	
31	Tamil Nadu	1005	907	90%	
32	Tripura	494	494	100%	
33	Uttar Pradesh	7431	564	8%	
34	Uttarakhand	471	447	95%	
35	West Bengal	4798	909	19%	
	Total	**34734**	**18106**	**52%**	

Source: QPR info of Pedagogy Unit, TSG, March 2009

Agenda Item No.5: Progress of Quality related interventions under SSA

5.4 Remedial teaching:

(i) SSA norms indicate the following points for remedial teaching. The scheme would allow for the following two kinds of interventions:

a. For children mainstreamed into formal schools from bridge courses/campus/back to school strategies.

b. Remedial teaching for children in formal schools.

c. Under the strategy

- Only proposals from districts with female literacy rates below the national average as per the 2001 census would be eligible.
- Preference should be given to schools in tribal areas, in areas with high concentration of SC and ST population and minority communities.
- A district may prepare the plan to cover not more than 5% of the total number of schools in that district (excluding schools located in urban slums). In addition, 10% of the schools located in urban slums could also be covered.

(ii) The progress for remedial teaching up to 31 March 2009 is 29,79,411 against a target of 39,21,735, which reflects a 76% overall achievement.

(iii) 10 states did not have any approved targets for remedial teaching in 2008-09.

(iv) 17 States have reported with the highest achievement of 100% against their proposed targets include Andhra, Arunachal Pradesh Pradesh, Assam, Bihar, Chandigarh, D&N Haveli, J&K, Karnataka, Kerala, Lakshadweep, Nagaland, Pudduchery, Punjab, Rajasthan, Sikkim, Tamil Nadu and Tripura.

(v) 1 State achieved between 70 to 100% of the targets is Haryana at 80%.

(vi) 3 States achieved between 40% to 70% of their targets including Chhattisgarh (65%), Delhi (55%) and Orissa (49%).

(vii) 4 States achieved nearly 0% or 0% of their targets including Jharkhand (5%), Goa, Madhya Pradesh and Manipur.

(viii) **Major Issues:**

- Approach to remedial teaching needs to be revisited – should be integrated with classroom processes, not as an add-on burden to children
- Focus should be on strengthening ongoing classroom processes in order to ensure that children's learning improve
- Attention should be given to analysing children's learning difficulties in each subject, and strengthening the intervening factors contributing to these difficulties.

Agenda Item No.5: Progress of Quality related interventions under SSA

5.5 Learning Enhancement Programmes:

(i) The States have taken 2% of district outlays for learning enhancement programme. The progress is as follows:

(ii) Coverage at primary level in 2008-09

a. 28 states have carried out LEP activities at the Primary level in 2008-09

b. 28 states covering all districts, 22 States covering all primary schools

c. Total 548 districts, 5,92,203 primary schools covered under LEP

d. Activities include Reading improvement (22 states), Basic Numeracy improvement (15 states), and Providing additional workbooks (3 states).

e. 14 States have indicated good progress against their proposed activities (Bihar (Bodhi-Viriksha), Chandigarh ('Own-Paced Learning'), Gujarat (Chalo Vanchiye Abhiyan), Jharkhand (Buniyad), Kerala (Each One Launch One, Nootikoonuru), Madhya Pradesh (Dakshata Samvarhan), Maharashtra (Nandadeep Shala), Puducherry, Punjab (Parrho Punjab), Rajasthan (LEHAR), Tamil Nadu (ABL), Tripura, Uttarakhand (Neev, Kunjapuri), and West Bengal)

f. 10 States have initiated their proposed LEP activities, but have not indicated satisfactory progress (Andaman, Arunachal Pradesh, Chhattisgarh, Dadra & NH, Delhi, Goa, Himachal Pradesh, J&K, Nagaland, and Orissa)

g. 4 States were sanctioned LEP funds but have indicated no progress against their approved activities (Daman & Diu, Karnataka, Meghalaya, Sikkim)

(ii) Coverage at upper primary level in 2008-09:

a. 22 states carried out LEP activities at the Upper Primary level in 2008-09

b. 21 States covering all districts, 16 states covering all upper primary schools

c. Total 364 districts, 1,78,503 upper primary schools covered

d. Activities include Improving Science & Mathematics learning (16 states), Promoting Active Learning (4 states), providing additional teacher support materials (4 states), and setting up reading corners or libraries (2 states)

e. 4 States have indicated good progress against their proposed activities (Gujarat, Kerala, Punjab, Uttarakhand)

f. 14 States have initiated their proposed LEP activities, but have not indicated progress clearly (Arunachal Pradesh, Chhattisgarh, Dadra & NH, Delhi, Goa, Himachal Pradesh, J&K, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tripura, West Bengal)

g. 4 States were sanctioned LEP funds but have indicated no progress against their approved activities (Andaman, Daman & Diu, Karnataka, Nagaland,)

(iii) Financial progress of 2008-09 against LEP sanctions for 2009-10 are in Annexure.

Major Issues:

- Learning Enhancement Programmes are still often treated as an add-on rather than the mainstream quality improvement programme.
- There is a need for a cohesive Quality Vision and Framework that can guide the quality improvement initiatives in States.
- States need to undertake independent Baseline and Terminal Achievement Surveys to be able to indicate the impact of their LEP interventions.
- More focus needs to be given to bringing changes in classroom processes through comprehensive LEP programs. This should be tracked through studies on Teachers' & Students' Time on Task and regular monitoring mechanisms.

Agenda Item No.5: Progress of Quality related interventions under SSA

5.6 Computer Aided Learning

(i) Since inception of the program, 67188 schools have been covered under CAL under SSA. Under this, 102.61 lakhs children have benefited and 1.99 lakh teachers were provided with training on handling CAL resources. In 2008-09, 12362 schools have been covered, under which 30.19 lakh children have benefited & 44072 of teachers have been provided with training. State wise progress and sanctions is in ANNEXURE.

(ii) The achievement in CAL activities in 2008-09 was 12362 out of 16608 i.e. 74% (till March 2009) of the target. The following states showed low progress:

Sl. No	State	% of Physical Achievement	% of Financial Achievement
1.	Gujarat	0%	0%
2.	Himachal Pradesh	0%	10%
3.	Karnataka	0%	22%
4.	Madhya Pradesh	0%	NA
5.	Rajasthan	0%	0%

(iii) **Major Issues:**

a. Many states could not utilize the allocated fund effectively and efficiently. Activities are taken up late towards the end of third quarter of the financial year, which results in non achievement of the targets by the end of financial year.

b. Focus needs to be given to the quality of CAL materials and the extent to which they contribute to children's learning

c. Planning without clearly outlined perspective strategies, particularly for ICT projects like CAL.

d. Delay in procurement & implementation processes because of government norms.

e. Over Budgeting with respect to the capacity of the state.

f. Lack of effective monitoring & supervision mechanism

Activity wise expenditure allocations made to states for 2009-10 under Comp. Aided Learning

Sl	State	Infrastructure Setup	Teaching Learning Materials/ Contents	Teachers Capacity Building	Recurring Exp.	Other Activities	Total
1	Andhra Pradesh	845.00	236.35		68.65		1150.00
2	Arunachal Pradesh	162.26	22.00	1.40	422.61		608.27
3	Assam	15.00			1135.00		1150.00
4	Bihar	1210.02	30.00	14.07	585.85		1839.94
5	Chandigarh	34.70	1.20	0.63	8.07	5.40	50.00
6	Chhattisgarh	876.40			23.60		900.00
7	Dadar & Nagar Haveli	44.70	5.00	0.30			50.00
8	Daman & Diu	22.00	12.00	4.80	33.20		72.00
9	Delhi	101.98	88.00	42.00	206.02	12.00	450.00
10	Goa			1.20	98.80		100.00
11	Gujarat	972.00	5.00	8.00	265.00		1250.00
12	Haryana	750.00	200.00	25.00	25.00		1000.00
13	Himachal Pradesh	500.00	30.00		70.00		600.00
14	Jammu & Kashmir	957.00	81.40	13.20	48.40		1100.00
15	Jharkhand	251.00	25.00		924.00		1200.00
16	Karnataka	1124.55		18.41	307.04		1450.00
17	Kerala	591.75	12.00	6.00	90.25		700.00
18	Lakshadweep	31.35	3.75	0.90	14.00		50.00
19	Madhya Pradesh	1536.00	30.00		934.00		2500.00
20	Maharashtra	1750.00					1750.00
21	Manipur	410.00	8.90	24.50	4.06	0.90	448.36
22	Meghalaya	310.00	30.00	10.00			350.00
23	Mizoram	81.00		4.00	314.80	0.20	400.00
24	Nagaland	448.74	7.38	3.88	90.00		550.00
25	Orissa	480.97	30.00		944.03	45.00	1500.00
26	Pudducherry	143.30	10.00	2.00	10.40	34.30	200.00
27	Punjab	1000.00					1000.00
28	Rajasthan	550.00	33.00		1617.00		2200.00
29	Sikkim	95.00	20.00	0.78	11.77	36.45	164.00
30	Tamil Nadu	1140.00		360.00			1500.00
31	Uttar Pradesh	1505.00	70.00		200.00		1775.00
32	Uttaranchal	535.60	23.95	15.60	58.50	16.35	650.00
			Total				**28057.57**
1	Andaman & Nicobar			45.00			45.00
2	Tripura			80.00			80.00
3	West Bengal			1000.00			1000.00
			Total				**29182.57**

Source - 2009-'10 Appraisal Docs

Sl	State	Infrastructure Setup	Teaching Learning Materials/ Contents	Teachers Capacity Building	Recurring Exp.	Other Activities	Total
1	Andaman & Nicobar	28.50		1.50			30.00
2	Andhra Pradesh	919.48	207.52		23.00		1150.00
3	Arunachal Pradesh	304.22	10.67	13.64	338.55		667.08
4	Assam	897.44	1.50	53.54	146.06	30.26	1128.80
5	Bihar	629.52	58.00	11.25	112.17		810.94
6	Chandigarh	34.88	10.00	0.05			44.93
7	Chhattisgarh	830.00					830.00
8	Dadar & Nagar Haveli	44.25	5.00				49.25
9	Daman & Diu	65.88	1.00	2.40	3.72		73.00
10	Delhi	22.97	0.32		425.04		448.33
11	Goa				30.00		30.00
12	Haryana	952.00					952.00
13	Himachal Pradesh						0.00
14	Jammu & Kashmir	717.77			15.40		733.17
15	Jharkhand	160.00			716.45		876.45
16	Karnataka	903.00			167.00	200.00	1270.00
17	Kerala	567.00	12.00	18.98	8.36		606.34
18	Lakshadweep	44.16	0.84				45.00
19	Madhya Pradesh	1361.10		21.40	937.97		2320.47
20	Maharashtra	1690.00	60.00				1750.00
21	Manipur	0.00	0.00	0.00	0.00	0.00	0.00
22	Meghalaya	0.00	0.00	0.00	0.00	0.00	0.00
23	Mizoram	33.57			352.55		386.12
24	Nagaland	18.75			190.00	4.36	213.11
25	Orissa	1243.00			257.00		1500.00
26	Pudducherry	168.96	3.86	1.24	7.74	18.20	200.00
27	Punjab	540.00	125.00		335.00		1000.00
28	Rajasthan	1092.65					1092.65
29	Sikkim	102.36					102.36
30	Tamil Nadu	1230.00	180.00	90.00			1500.00
31	Tripura	0.00	0.00	0.00	0.00	0.00	0.00
32	Uttar Pradesh	796.88					796.88
33	Uttaranchal	468.65	11.05		36.00		515.70
34	West Bengal	416.20		34.15			450.35
	Total	16283.19	686.76	248.15	4102.01	252.82	**21572.93**
1	Gujarat			1680.00			1680.00
				Total			**23252.93**

Conference of State Education Secretaries and SPDs of SSA to be held on 30.7.2009 to 01.08.2009 in Hall No.5, Vigyan Bhawan, New Delhi

Agenda Items on Adult Literacy

30.7.2009

Ministry of Human Resource Development
Department of School Education & Literacy

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Adult Literacy

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Conference of Education Secretaries and State Project Directors of SSA of States/UTs to be held from 30.7.2009 to 01.8.2009 in Hall No.5, Vigyan Bhawan, New Delhi

SCHEDULE

Date	Time allocated	Purpose
30.7.2009 (Thursday)	**11:00 A.M – 11:30 A.M.**	**Inauguration of the Conference by Hon'ble Minister of HRD**
	11:30 A.M. – 11:45A.M.	***Tea Break***
	11:45A.M.– 01:30 P.M.	Secondary Education
	01.30 P.M. – 02.00 P.M.	***Lunch***
	02:00 P.M.– 02:45 P.M.	Secondary Education (Contd....)
	02.45 P.M. – 03.45 P.M.	Adult Education
	03.45 P.M. – 04.00 P.M.	***Tea break***
	04.00 P.M. – 04.45 P.M.	Adult Education (Contd.....)
	04.45 P.M. – 06.30 P.M.	Teacher Education
31.7.2009 (Friday)	**10.00 A.M. – 11.30 A.M.**	**Wrap up meeting of JRM for SSA**
	11.30 A.M. – 11.45 A.M.	***Tea break***
	11.45 A.M. – 01.30 P.M.	Sarva Shiksha Abhiyan Session I: Access, OOSC & Equity
	01.30 P.M. – 02.00 P.M.	***Lunch***
	02.00 P.M. – 02:45 P.M.	Session I : Continued
	02.45 P.M. – 03:30 P.M.	Session II: Girls' Education – Role of NPEGEL and KGBV
	03.30 P.M. – 03.45 P.M.	***Tea break***
	03.45 P.M. – 06.00 P.M.	Session III: Financial & Civil Works
01.8.2009 (Saturday)	10.00 A.M. – 11.15 A.M.	Session IV: Issues in Retention – Dropout and Transition Rates
	11.15 A.M. – 11.30 A.M.	***Tea break***
	11.30 A.M. – 01.30 P.M.	Session V: Improving Quality
	01.30 P.M. – 02.00 P.M.	***Lunch***
	02.00 P.M. – 03.30 P.M.	Session V: Continued
	03.30 P.M. – 03.45 P.M.	***Tea break***
	03.45 P.M. – 05.30 P.M.	Mid-day Meal Scheme

ADULT LITERACY

AGENDA ITEMS IN RESPECT OF ADULT EDUCATION FOR STATE EDUCATION SECRETARIES' MEETING TO BE HELD ON 30.7.2009 TO 1.8.2009.

Agenda Item No.1 : Closure of accounts of the on-going programme under the National Literacy Mission :-

In January, 2009, vide d.o. letter No.F.10-2/2008-AE.I dated 19th January, 2009 the State Governments were advised to initiate action to settle accounts of the old schemes irrespective of the stage of those projects and irrespective of whether the projects were for Total Literacy Campaign (TLC), Project for Eradication of Residual Illiteracy (PRI), Post Literacy Programme (PLP) or Continuing Education Programme (CEP). It had been further requested that consolidated utilisation certificate indicating the (a) name of schemes/project, (b) sanction No, (c) date of sanction, (d) amount released as grant-in-aid through NLM, (e) bank interest earned thereon, (f) actual expenditure incurred, (g) unspent balance to be carried forward should be submitted. The proforma, in which the consolidated utilisation certificate was required, was also forwarded.

Though the State Governments were informed vide d.o. letter No.F.10-2/2008.AE.I dated 20th May, 2009 to continue the on-going programmes, as per existing parameters till the introduction of restructured programmes or 30th September, 2009, whichever is earlier; it was once again reiterated that consolidated UCs in the prescribed formats up to 31st March, 2009 be submitted immediately and for the additional period beyond 31-3-2009, UCs and final accounts were required to be settled within 30 days of the closure of the scheme. These instructions were issued vide d.o. letter No. F.10-2/2008.AE.I dated 20th May, 2009. The progress of submission of UCs and accounts up to 31-3-2009 is very slow. It is proposed to review the progress made so far in this regard.

AGENDA ITEM NO.2

.genda Item No.2 : Strategy to recast National Literacy Mission

In pursuance of the announcement made by the Hon'ble President in the Joint ession of Parliament to recast the National Literacy Mission as a Mission for Female iteracy to make every woman literate in the next five years, consultative meetings were eld with various stakeholders. Task forces have been constituted on various omponents. Process of preparation of Mission Document and other preparatory activities re in progress. A draft strategy paper is appended.

Views of the State/UT governments may please be given in writing in advance so iat the same could be discussed during the meeting.

Agenda Item No. 3: International Literacy Day

Saksharta Jyoti Yatra:

The new National Mission for Literacy of Women will be launched during the national level celebrations for the International Literacy Day on September 8, 2009. A Saksharta Jyoti (Literacy Torch) will be lit during this event. The objective of the Saksharta Jyoti is to create a conducive environment for and mobilise masses towards the forthcoming Mission for Literacy of Women. The Saksharta Jyoti will be carried through every State/UT in the country. A detailed concept note will be sent separately.

Action required: Participation, collaboration and providing logistic support towards security, publicity, traffic management, event management etc., as may be required, so that the Yatra is conducted successfully.

Adult Learners' Week :

The Government of India has decided to celebrate Adult Learners' Week (ALW) from September 9-14, 2009 in the country. The main objective of the ALW is to draw focus on the forthcoming nation-wide women's literacy programme and felicitate the most deserving and successful individuals and groups in the field of adult literacy. It will also create a conducive environment for learning and widen the participation in adult learning. All the State Governments and Union Territories will plan and celebrate Adult Learners' Week in all the villages, blocks and districts from September 9-14, 2009 according to local traditions. Broad guidelines have been issued to State Governments on Adult Learners' Week by the Government of India. Saksharta Jyoti Yatra will be linked with Adult Learners' Week, wherever it is possible. The expenditure for Adult Learners' Week is to be borne by State Governments.

Action required: States /UTs to observe Adult Learners' Week in a befitting manner.

Interaction with the President of India:

A select number of women neo-literates and voluntary teachers will have an interaction with the President of India at Rashtrapati Bhawan on 22nd September, 2009. There are several neo-literates, who have excelled in different facets of life, private as well as public. The Zilla Saksharta Samitis (ZSSs) of all such districts that have been covered under the literacy programme, may identify female neo-literates, with a fair representation of SC, ST communities, minorities and other marginalised groups, in a transparent and objective manner, based on this criteria. The details of the selected persons in requisite numbers may be intimated to this Department in prescribed proforma by 20th

August, 2009. The selected persons will be sent invites for interaction with the President that may be given to them in a separate function, under appropriate media coverage.

Action required: Adherence to the following timelines:

Activity	Timeline
Furnishing the details of selected neo-literates to and the voluntary teachers to the Government of India in the prescribed proforma along with a brief write-up highlighting their achievement in the field of literacy.	20th August, 2009.
Distribution of invitations sent by the Government of India to the invitees in a function under appropriate media coverage	During ALW (September 9-14, 2009)
Furnishing all details, including travel schedule of invitees to the Government of India :	5th September, 2009.

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AGENDA ITEM NO.4

Moving to a National Mission for Female Literacy

1. Context: Why focus on Female Literacy?

The campaign for total literacy that began after launching of National Literacy Mission (NLM) in 1988 has now completed 21 years. During this period, literacy rates have moved up from 43.57% in 1981 to 64.84% in 2001. A new Census is to take place in 2011 when the current status of literacy would be known. The figures as of 2001 show male literacy as over 75% while female literacy remains at an unacceptable level of 54%. The literacy rate among the adult women (15+ age group) is all the more alarming as merely 47.82 % women in this age group are literate.

The fact that female literacy is a force multiplier for all action for social development does not need recounting. Currently efforts for school education, health, nutrition, skill development and women empowerment in general are handicapped by the continuance of female illiteracy. The articulated shift to inclusive development in the 11th Plan with substantial public investment makes it imperative that female literacy is focused upon to derive multiplier effects for inclusive development. Many observers have seen infrastructure in the economic sector and female literacy in the social sector as the two critical factors that impede India's steady climb to a higher and sustainable level of growth. However this is only the instrumental value of female literacy. Its intrinsic value is in emancipating the Indian women through the creation of critical consciousness to take control of her environment where she faces multiple deprivations on the basis of class, caste and gender.

The National Literacy Mission (NLM), as a programme instrument, therefore, needs to be focused on female literacy. It would also have a very positive impact on reenergizing the movement for literacy that has waned through the two decades of its operation. After an initial decade of spirited social mobilization, it has slowed down to a government programme, unevenly implemented. The NLM is expected to gain a new focus and new energy through a time-bound programme for female literacy.

2. Policy

President's address which articulated the agenda for the Government for the period from 2009-2014 stated the following: "While male literacy went up to over 75% in the last Census and is expected to be higher now, female literacy was only 54% in 2001. My government will recast the National Literacy Mission as a National Mission for Female Literacy to make every woman literate in the next five years. Increased female literacy is expected to become a force multiplier for all our social development programmes".

The same address also states that political participation of women would be further enhanced through reservations for women in parliament and legislature for which steps would be initiated in the first hundred days of the government: "Early passage of the women's Reservation Bill in Parliament for providing for one-third reservation to women in State legislatures and Parliament". It also proposes to enhance reservation for women in panchayats and urban local bodies: "Constitutional amendment to provide 50% reservation for women in panchayats and urban local bodies. It also speaks about a National Mission for Empowerment of women for "implementation of women-centric programmes in mission mode to achieve better coordination". It is expected that the National Mission for Female Literacy would become the key programme instrument for emancipation of women drawing on the new energies to be released through political empowerment that move more women into the public sphere.

Pursuant to the decision of the government to recast the Mission with the objective of bringing its prime focus on women, a process of consultation with stakeholders was initiated. The first consultative meeting was held in Patna on 10th June, 2009 which was attended by the representatives of the State Education Department of Bihar and Jharkhand, State Resource Centre, Deepayatan and ADRI of Patna and SRC, Ranchi, Secretaries of the Zilla Saksharata Samities of the districts where accelerated female

teracy programme had been implemented besides representatives of the NGOs and other stake holders rticipated. The second meeting was held at Shimla from 12-13 June, 2009. This consultative meeting as attended by officials of NLMA, selected agencies that had evaluated the Accelerated Female iteracy Programme and State Resource Centres. The third meeting was held at Lucknow on 17.6.09 hich was attended by the officials of the State Government belonging to Education Department, NGOs at had implemented the Accelerated Female Literacy Programme and other stakeholders. The final und of consultation took place under the chairpersonship of MOS, HRD on 22nd June, 2009 at New elhi which was attended by a large number of stakeholders representing State Governments, NGOs, niversities, social activists and members of the Council of NLMA.

Three major outcomes of this consultative process were (i) the prime focus of the mission should be n women and they should constitute the major component of its clientele but males should not be cluded from its ambit. It was also pointed out that unless the name of the Mission is gender inclusive, ale non-literate may not feel motivated to join the programme (ii) Literacy Educators must be paid a onetary incentive and it must be respectable if not handsome and (iii) there should be a strong stitutional supervisory and managerial framework to implement and oversee the programme

Revision of Strategy: Moving from National Literacy Mission to National Mission for Female Literacy

he movement from National Literacy Mission (NLM) to the National Mission for Female Literacy ught to learn from both the strengths and weaknesses of the NLM over the years. It must also take note the considerable new opportunities that have been created between the period 1988-2009, most otably, the increasing vibrancy of panchayat raj institutions post the Constitution Amendment (73rd), the ift to the model of Self-Help Groups(SHGs) that operate through collectivities for self-employment ogrammes, the massive new organizational capital being forged through again work collectives as orkers under the National Rural Employment Guarantee Act (NREGA) and other collectives like Joint orest Management Groups etc. Most importantly the period from the 1990s have seen an nprecedented movement for *Education for All* catalysed through the Sarva shiksha Abhiyan

/hile NLM was remarkably successful in initial years and inserted a surge for literacy in public onsciousness and made millions literate, its performance was uneven across Indian states. The three ajor learning's in retrospect have been the following:

(a) The volunteer energy was ephemeral and could not sustain a Mission for a long term. The Mission therefore requires to be driven by a more sustainable energy.

(b) Academic resource ought to be augmented to add value to literacy programme

(c) The sequencing of a graduated shift from literacy-to post literacy-to continuing education did not make sense in the case of working adults who were already into economic activity, conceived as a "post-literacy" phase and an effective "continuing education" needed a rooted-ness in a community structure like the local panchayat.

Understanding this situation, Government of India had already decided to take corrective action in these areas while moving a note for the Expenditure Finance Committee (EFC) for revamping of the programme prior to the decision to recast the NLM as a National Mission for Female Literacy.

Key Components of Revised Strategy

(a) Panchayat-based campaign for Female Literacy in rural areas

Panchayats hold the key to India achieving the goal of total female literacy within the next five years. Most importantly it enables the breaking down of the task—of redefining the target of making 6 crore adult women non-literates as making about 300 women literate per panchayats. It creates the organizational opportunity to define this task as one of "each panchayat becoming a totally female literate panchayat" thereby sharing the responsibility of delivery with the 3 million elected panchayat representatives in over 2,50,00 panchayats. The task of identification of female non literate women and registering them as possible learners could become a task assigned to each panchayat. The task of identifying literacy educators from among the local community (Class 10 pass could be the qualification for the potential teacher and in case of tribal villages where such a person is not available a Resident Instructor could be hired) would also be that of the panchayat. Any person who fulfills this minimum qualification, including employed people who can find the time can become educators under the programme.

Ideally it is expected that upto 10 adults will constitute a unit for learning. The task of forming the group could be left to the people volunteering for the effort as teachers. After enrolling potential learners and teachers, the panchayat will make its demand for teaching-learning material which will be provided by the district unit

Though Mass Campaign approach through Volunteer Teachers will continue to be the dominant strategy, target specific and group specific innovations in delivery mechanism based on approaches such as Resident Instructor, Residential Camps, Part Residential-part Instructor Camps, 'Each One Teach One', 'Each One Teach Two', Family Literacy, literacy at work place, will be encouraged.

The programme, in a departure from the past, will adopt an incentive-based model with hundred per cent accountability for performance. An examination would be held in September each year and based on the number of people made literate; the teacher would get an honorarium of Rs 500 per adult made literate. For example, if 10 people have been made literate, the teachers would get Rs 5,000 as honorarium.

Basic Education Programme will enable the neo-literates to continue their learning beyond basic literacy and acquire equivalency to formal educational system through especially designed Open Basic Education programme of National Institute of Open Schooling (NIOS) and other State Open Schools. Provisions will be made to enable young adults to continue their learning equivalent to class III, IV/V, and VII/VIII and even up to class XII, wherever possible.

Skill Development Programme will equip the neo-literates with skills to improve their livelihood opportunities. Jan Shikshan Sansthans (Institute for People's Education), fully financed by the NLMA, will be institutionally networked with the Adult Education Centres for imparting vocational training programmes. Efforts will also be made to identify other Government programmes and agencies that could assist in imparting vocational training.

Continuing Education Programme (CEP) will aim to create a learning society. The Mission recognizes increased demand for learning generated by the earlier literacy promotion efforts and pulls of the fast changing environment, and also the potential need of adult learners to further enhance their skills on their own term and convenience.

Learning from the remarkable success of the Nirmal Gram Puraskar Scheme that is rapidly

spreading rural sanitation under panchayat leadership, a similar incentive scheme may be developed to provide a Rs 5 lakh incentive to each panchayat as a "Sakshar Mahila Panchayat Puraskar". Ministry of Panchayat Raj could be requested to top this up with a similar cash award of Rs 5 lakh to be able to set up a Jan Shikha Kendra as an adjunct to the Panchayat Bhavan or the proposed Bharat Nirman Kendras expected to come up in each panchayat as a common resource centre giving citizen services.

(b) Local schools/teachers to provide academic support

The current system which operates the National Literacy Mission as a vertical bureau driven programme from the Central Government down to the village would be altered to link effectively with the school education programme so that teachers who can provide academic support at the village level are enlisted as collaborating partners to complement the panchayats. The revised campaign model would take the unified energies of the Department of school Education and Literacy down to the village level. Teachers would motivate non literate parents to enroll as learners, and motivate educated youth in the village to volunteer as teachers for the campaign. They could also double as teachers of the literacy classes. However the most important function that they perform would be that the annual evaluation. Tests devised at the state level would be administered every 1st week of September through the School Education system for which states will devise rules. Teachers also would be engaged both as evaluators and in parallel as external audit of the evaluation under a system devised by the state administration. The status of learners and teachers would be placed in the public domain on electronic format to ensure accountability. Incentives/panchayat awards would be paid on 26th January at the block or district level on the Republic Day

(c) Strategy for Urban Areas

This could be done innovatively using new actors and NGOs. The Times of India for example. For urban, the programme could be handled through NGOs and social groups. Linkage with HUPA side of JNNURM can also be considered.

(d) **Focus to be on districts having female literacy (15 + age group) 50 percent or below.**

The Government of India have set a **National Goal** of achieving, by 2012, 80 percent literacy rate and reducing the gender gap in literacy to 10 percent besides regional, social and gender disparities **with Special Focus on** Scheduled Castes, Scheduled Tribes, Minorities, disadvantaged groups and adolescents and low literacy states and tribal areas. Minimising gender, social and regional disparities demands, special strategy with focus on high density women non-literate population especially among SCs, STs and minorities and other disadvantaged groups more so in rural areas.

As per the target of overall 80 percent literacy rate, total number of literates in 2012 needs to go up to 840 million. The Gender gap in literacy can be reduced to 10 % by 2012 only if the female literacy rate is hiked to 75 percent of the targeted 840 million literates (in the age group of 7+ years) as the male literacy rate is expected to rise to 85 percent by then. If the target of reducing the gender gap to 10 percentage points is to be achieved, the programme will need to make 60 million adult women and 10 million adult males literate.

In consonance with the strategy explained above, 365 districts have been identified which have 50% or less literacy among adult women (15+) as per 2001 Census. There are 11.95 crore female adults and 6.67 crore male non-literate adults in these districts. These districts spread to 26 States covering entire India except Kerala, Mizoram, Delhi, Goa, Daman & Diu, Andaman & Nicobar, Chandigarh, Lakshadweep and Pondicherrry, where the literacy rate is higher. Since the thrust of the

programme is in rural areas, only Gram Panchayats in these districts will be covered to begin with. Besides these districts, the Left wing extremist affected Districts will be covered, if already not included in the identified 365 districts. Within these districts, first priority would be given to SCs, STs, minorities and other disadvantaged groups with prime focus on women wherein at least 75% of its clientele will be women and implement it in Gram Panchayats of all such districts where the adult female literacy is 50% or below.

(e) **Institutional Arrangement**

(i) At Gram Panchayat Level

Panchayat level Mahila Saksharata Samiti

Chairperson: President of the Panchayat

Members: All Women elected Representatives of the Panchayat
Lady Teachers chosen by the Panchayat
Representatives of the community (with proportionate representation from SCs/STs/Minorities)
Anganwadi, Asha, Workers
Members of the Education Committee
Administrative Management of the JSK

Tasks: Identification of non-literate women in the panchayat
Identification of Teachers for Literacy
Placing intend for teaching-learning material and making them available to enlisted teachers
Preparation of Panchayat-level Total Female Literacy plan
Supervision of literacy classes
Logistical support for National level Test
Ensuring honorarium to teachers post-evaluation
Claim to be made for award of Panchayat Mahila Shashrata Puraskar award after achieving 100% female literacy
Setting up Jan Shikshan Kendra for continuing education with funds from Panchayat and award money.

Secretariat: -

Adult Education Centres (Jan Shiksha Kendra) will be mandated for coordination and implementation of all the programmes of the scheme, including basic literacy programme, basic education programme as well as, continuing education and skill development of its clientele. The coordinators of the AECs will identify through house to house survey, the prospective learners within the targeted and focused population in their area of operation and assess their needs for literacy and continuing education. Based on this assessment of the clientele's literacy requirement, centers will organize a range of activities aimed at imparting basic literacy, as well, as continuing education and skill development.

Adult Education Centre (Jan Shiksha Kendra) will have one or more volunteer/ resident instructors based **Literacy Learning Centres** (LLC) based on the number of non – literate adults within each of the villages and hamlets that constitute the gram panchayat. The minimum physical learning environment facilities will be provided to these learning centres, as per provision in the scheme, by the coordinators. The teaching –learning activities of basic literacy programme will be

conducted primarily at Literacy Learning Centres.

Two Coordinators to be engaged on contractual basis will be responsible for the day to day functioning of the Adult Education Centre including management of library services, facilitating and coordinating of equivalency programme, skill development programme and other life long learning programmes. The coordinators, together with the volunteer and resident instructors conducting literacy classes would form the resource team at the Adult Education Centre. The resource team would need to set targets and monitor progress against them.

AECs (Jan Shiksha Kendra) will act as:

- Venue for registration of learners for variety of teaching activities, including basic literacy Equilency Programme.
- Nerve Center for basic literacy and identify the learners and volunteers, arrange batching & matching of the learners with suitable Volunteers as well as their training, provide literacy kits to learners and volunteers, keep track of the progress made by each learner-volunteer group, ensure that the momentum of learning is not lost, while simultaneously ensuring that learning takes place at the pace suitable to the learner.
- Nodal centre for mass mobilization activities.
- Technology Center
- Teaching- Learning Center for remaining non-literates and neo-literates
- Library and reading room
- Venue for group discussion; vocational and skill development & extension facility for other departments
- Promoting Sports & adventure and recreational and cultural activities
- Data center for Adult education
- A composite information window

Block level

Block **Panchayat level Mahila Saksharata Samiti**

Chairperson: President of the Block Panchayat

Members: All Women elected Representatives of the BlockPanchayat
College/School teachers
Representatives of the community, NGO, etc.

Member Secretary : BDO/Addl.. BDO

Tasks:
Preparation of Block Panchayat-leverl Total Female Literacy plan
Supervision of literacy classes
Coordination between Gram Panchayats and District level agency
Monitoring of the programme at block level.

Secretariat –

The education department will have to spare a full time officer of the level of inspector to carry out the management and supervisory functions at the block Level. Up to two contractual employees may

be engaged to assist the main official.

District level – District Saksharata Samiti

- District Panchayat President: Chairperson
- District Collector: Coordinator
- Selected Block and Gram Panchayat presidents (of which at least 50%women)
- District Heads of selected department
- NGO representatives
- Educationist and Social Workers
- CEO Zilla Panchayat: Convener

Tasks

- Planning of District level campaign for total female literacy
- Communication of Strategy to all Gram Panchayat heads
- Organisation of Mahila Saksharata Orientation at sub-district levels and through district-wide gram sabha meetings
- Creating the work chart and role definitions for participating agencies—learners, teachers, evaluators, panchayats
- Preparing the annual district calendar(Sept 8 to Sept 8)
- Organising supply of teaching-learning material to panchayats
- Supervising teaching-learning
- Organising complementary action through SHGs and NREGA groups
- Planning and implementing common testing/evaluation on 1st week of September each year (to begin on Sept 8th 2010)
- Payment of honorarium and award of Panchayat Mahila Saksharata Puraskar
- Setting up Jan Shikshan Kendra for continuing education through convergence of funds
- Placing all relevant information in the public domain on the programme

Secretariat –

The secretary of the proposed - **Mahila Saksharata Samiti** will be a full time officer of the Agency and will hold no other additional charge. The State government will provide a minimum supporting staff to manage the affairs of the Samiti. Besides, Samiti may engage maximum up to 5 contractual employees.

The States where Distt Panchyats are not in existence (Meghalaya, Nagaland, etc.) and the States where Panchyati Raj Institutions are not in place, Zila Shaksharta Samittees will remain the nodal implementing agency at district level. However, with the establishment of PR institutions in the States/Districts, the ZSS work will be handed over to the proposed Mahila Saskharta Samiti, Chaired by the District Panchayat President. Same will hold good of Block and village level management structure.

State Level - State Literacy Mission Authority

At the State level, the State Literacy Mission Authority (SLMA), would be responsible for preparation of project proposals, their implementation and monitoring. The composition of the SLMA will remain the same. Adequate representation will be given to women specially belonging to SC/ST/Minority groups,

asks

- Developing a State Plan for Total Female Literacy in three years
- Operating a motivational campaign across the state
- The SLMA will be responsible for disbursal of funds received from the NLMA and the State to the implementing agency and management of accounts.
- Overseeing District Plans for Total Female Literacy
- Effecting convergence of programmes for incentives, awards and the continuing education centre (Jan Shiksha Kendra)
- Ensuring evaluation and placing all information in the public domain on the programme

Secretariat –

It would be incumbent upon the respective State Governments to provide a full time Secretariat to the SLMA besides up to 6 contractual employees.

The SLMA would encourage and ensure that services of experienced and committed persons from all sections of society, including persons who are employees of central/state government, district administration, university/college or a public sector undertaking. These persons may be released by their establishments to work for the literacy and continuing education programme. The period of their work should be treated as duty in their parent departments and they would continue to draw their salary and allowances for this period from their parent establishments.

National Level - National Literacy Mission Authority (NLMA)

The National Literacy Mission Authority (NLMA), an autonomous wing of the Ministry of Human Resource Development, will remain the Nodal Agency at the national level. The Governing Council of the Authority is headed by the HRD Minister. Ministers of Information and Broadcasting, Health and Family Welfare, Youth Affairs and Sports, Social Justice and Empowerment, Women and Child Development, Ministry of Rural Devlopment, Ministry of Panchayati Raj and Ministry of Minority Affairs are its members. The Authority also has an Executive Committee, Project Approval Committee and Grants-in-aid Committee.

The National Literacy Mission Authority (NLMA) will be vested with full executive and financial powers in its sphere of work. The executive Committee of the National Literacy Mission Authority will operate the budget of the Ministry to attain the objectives of the Mission. Director General, NLMA will be vested with executive and financial powers as approved by the Council of NLMA. Additionally, NLMA will also have the powers to frame its own rules and procedures as approved by its Governing Council.

Tasks:

Ensure campaign roll-out on 8 September 2009
Oversee State level Campaigns
Mass Media support to campaign
Oversee evaluations
Funding support to states
Directions for Convergence
Awards and Incentives for outstanding work
Annual Report on Performance each year.

Secretariat:

Joint Secretary, Adult Education is the ex-officio Director-General, of the NLMA. There are two Additional Director-General and two Directors along-with the usual supporting staff. NLMA will be fully empowered to engage Consultants, outsource any of its activities, hire contractual staff like Data Entry Operators, etc.

To assist NLMA in the discharge of its mandate, a National Resource Group will be set up within. In order to ensure pervasive gender focus in all areas, experts involved in women's empowerment and literacy would be represented in all Resource Groups

4. **Funds**:
   - EFC in its meeting held on 18.2.2009 has approved the total outlay of Rs. 6502.70 Cr. for remaining three years of XI Plan. The central and State share will be 75:25 ratio for all states except NER. The sharing between centre and state share for NER will be 90:10.
   - The scheme will require additional Rs. 3500 crores if UTs have to be incentivized. The prize money will further require Rs. 5000 crore for every 1,00,000 panchayats that may become 100% female literate.
   - Ministry of Panchayati Raj will be requested to provide funds to Gram Panchayat @ Rs.5.00 lakh as an incentive for Sakshar Mahila Panchayat Puruskar & similar cash award for construction of Jan Shiksha Kendras in Gram Panchayat.
   - The fund flow mechanism adopted by Pradhan Mantri Gramin Sadak Yojna (PMGSY) of Ministry of Rural Development is proposed to be followed.

5. **Milestones**:

   a. Finalising Concept Note with cost estimates after discussion : 24th July, 2009
   b. EFC and CCEA clearance : August, 2009
   c. Mission launch: 8th September: Invitations already extended to Hon'ble Prime Minister of India, Smt. Sonia Gandhi, First Lady of USA (Mrs Michelle. Obama) and H.M. Queen Rania Al Abdullah of Jordon, Smt. Meira Kumar, Speaker, Lok Sabha, Chief Ministers and State Education Ministers will also be invited.
   d. Launching of the programme in states: The programme will be launched after completion of preparatory activities such as orientation and sensitization of different level of functionaries, constitution of district/Block/Gram Panchayat levels management committees, preparation of action plan (District/ State) mobilization of masses for creating conducive learning environment, etc. : 14th December
   e. First Round of National Test/Evaluation: First week of September , 2010

KEY COMPONENT OF THE STRATEGY IS PANCHAYATS RUNNING THIS MISSION AND DECLARING UNIVERSAL FEMALE LITERACY AT EACH PANCHAYAT LEVEL AND THAT SNOWBALLING TO ACHIEVE THE NATIONAL GOAL.

6. Specific issues on which decision are requested :

1. **Institutional Framework at State, District, Block and Gram Panchayat Level**
2. **Institutional Framework where PRIs are not functional**
3. **Per learner amount to be paid as honorarium to the Voluntary Teachers**
4. **Preparatory Work**

Agenda Note for the Conference of State Education Secretaries

July 30 - August 1, 2009
Vigyan Bhavan
New Delhi

Secondary Education

SE Bureau
Department of School Education and Literacy,
Ministry of HRD
Government of India

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Secondary Education

Agenda Note for the Conference of State Education Secretaries to be held on 30.7.2009

1 Background

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

2. Universalising access to secondary education:

2.1. Following the Constitutional mandate to universalise elementary education, and success of Sarva Shiksha Abhiyan, it has become absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. It is well recognized that eight years of education are insufficient to equip a child for the world of work as also to be a competent adult and citizen.

2.2. The Mid-Term Appraisal of the 10th Five Year Plan (June 2005) of the Planning Commission has suggested a new mission for secondary education on the lines of SSA (Sarva Shiksha Abhiyan) pursuant to the success of SSA. The report of the Committee of the Central Advisory Board of Education (CABE) on 'Universalisation of Secondary Education' (June 2005), which is the highest deliberative and advisory forum on Education in the country with Union Minister of Human Resource Development as Chairman and Education Ministers of all States and eminent educationists as its Members, had suggested urgent taking up of a programme in this behalf with certain norms. The CABE Committee on "Girls' Education & Common School System" in its report of June, 2005 had also, inter alia, recommended (i) making good quality education available to all students in all schools at affordable fees, (ii) investment in public schools system with standards, norms of Kendriya Vidyalayas.

2.3. While education is a concurrent subject, and secondary education primarily remains the responsibility of the State Governments, the Ministry of HRD has set its vision on making secondary education of good quality available, accessible & affordable to all young persons in the age group 15-16 years.

3. New initiatives launched in 2008-09

3.1. 2008-09 has been a momentous year for secondary education and several major initiatives, including a new centrally sponsored scheme to universalize access to and improve quality of education at secondary stage, have been launched during the year. The impact of these schemes will begin to be felt during the current year.

3.2. Several initiatives have also been taken by the Central Government during 11th Five Year Plan, as mentioned below,

A. RMSA, the scheme for universalizing secondary education

B. First phase of a new centrally sponsored scheme to establish one high quality model school in each block of the country to serve as schools of excellence has been launched in 2008-09.

C. A new centrally sponsored scheme to set up girls' hostels in about 3,500 educationally backward blocks has been launched in 2008-09. Under this scheme priority will be given to girls belonging to SC/ST/OBC/ Minority communities.

D. A National Merit-cum-Means Scholarships Scheme for award of 1 lakh scholarships to Class 9 students every year @ Rs.6000 per year has been launched from 2008-09.

E. A "National Scheme of Incentive to Girls for Secondary Education" has been launched in June, 2008, to provide a one time incentive mainly to eligible girls belonging to SC/ST communities to continue secondary education.

F. Revamping of ICT @ school scheme

G. The scheme of Integrated Education for Disabled Children has been restructured to focus on children with disability at secondary stage.

H. Setting up of 20 Navodaya Vidyalayas in districts having a large concentration of Scheduled Castes and Scheduled Tribes has been sanctioned. 10 Schools will be set up in districts having a large concentration of Scheduled Castes and the remaining 10 in districts having large concentration of Scheduled Tribes.

A. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

1. Details of the Scheme:

Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. As part of the Central Government's commitment to make secondary education of good quality available, accessible and affordable to all young persons, the Government of India has launched a centrally sponsored scheme to universalise access to and improve quality of education at secondary stage, called **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** during the 11th Five Year Plan.

The objective of the scheme is to achieve an enrollment ratio of 75% for classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and universal retention by 2020. Broad physical targets include improving the enrolment ratio for classes IX-X to 75% within 5 years from 52.26% as in 2005-06, providing facilities for estimated additional enrolment of 32.20 lakh students by 2011-12 through, strengthening of about 44,000 existing secondary schools, opening 11,188 new secondary schools, appointment of 1.79 lakh additional teachers and construction of 88,500 additional classrooms.

The Central Government shall bear 75% of the project expenditure during the 11th Five Year Plan, with 25% of the cost to be borne by State Governments. Sharing pattern will be 50:50 for the 12th five-year plan. For both the 11th and 12th Plans, funding pattern will be 90:10 for North Eastern Sates. There is a budget provision of Rs. 1353.98 cr. for the year 2009-10. This scheme was launched on 2.3.2009. Proposals have been called for from the State Govts in March, 2009.

2. Letters/ guidelines issued to State/UT governments:

Correspondence with State Government:-

Ministry's letters	Subject matter
Letter dated 2.3.2009	Intimation to all State/UT Governments for launching of schemes and proposals were invited from State Governments
Letter dated 4.5.2009	Proposals were invited for the year 2009-10 for three schemes –RMSA-Model school and Girls Hostel
Letter dated 18.5.2009	Intimation regarding formats to be used for forwarding proposal under RMSA Scheme.
D.O. letter dated 27.5.2009	Reminded through D.O. letter to send the proposals for three schemes- RMSA,Model school and Girls Hostel for the year 2009-10 and Perspective plan for RMSA Scheme
Letter dated 2.6.2009	Issued to 24 States who had not yet submitted proposals for undertaking preparatory activities.
Letter dated 20.07.09	From Secretary to the Chief Secretaries of all States/ UTs clarifying a few important issues.

All above communications and scheme details, formats etc. are available on Ministry's website.

3. Proposal for preparatory activities:

The RMSA scheme also provides for up to Rs.25.00 lakh per district subject to matching share of the State government for preparatory activities.

Status of proposals for preparatory activities from State Governments (as on 20.07.2009).

S. No	State	Status of Proposals
1.	Tripura	Proposal dated 13.3.2009 was processed. Rs. 40.00 lakh as central share for 4 districts has been approved. Funds will be released after receiving of Bond etc. from State Government. Letter dated 2.6.2009 issued. Documents awaited. State Govt. is requested to send the documents expeditiously.
2.	Mizoram	Proposals dated 11.2.2009 and 25.3.2009 was processed. Rs. 80.00 lakh as central share for 8 districts has been approved. **Bonds, Resolutions etc. have been received from the State Govt.,**

		and release of fund is under process.
3.	Arunachal Pradesh	Proposal was received on June, 2009. It is being processed.
4.	Madhya Pradesh	Release of Rs. 10.00 lakh per district has been approved.
5.	Himachal Pradesh	Proposal to release of Rs. 10.00 lakh per district is under examination.
6	Meghalaya	
7	Chhattisgarh	
8	Andhra Pradesh	
9	Uttar Pradesh	
10	Rajasthan	
11	Punjab	
12	Tamil Nadu	
13	Daman & Diu	
14	Jharkhand	
15	Uttarakhand	
16	Gujarat	
17	Karnataka	

All States/ UTs who are yet to send the proposals for preparatory activities, are requested to send the same immediately.

4 Status of project proposals under RMSA scheme from State Governments (as on 20.07.2009):

Proposal with Annual Plan 2009-10 (as per prescribed format, which was communicated vide our letter dated 18.5.2009) has not been received from any state so far. **All States/ UTs are requested to send the project proposals for the scheme, comprising a perspective and annual plan, by 13.8.2009, as the meeting for project approval is scheduled in the 3rd week of August, 2009.**

5. General issues:

5.1 Preparation of Secondary School Management Information System (SEMIS)

The National University of Educational Planning and Administration (NUEPA), has been entrusted with a project on mapping the secondary and higher secondary schools throughout the country. The data generated would be of immense value to the State Govts and Union Territories (UTs). This was envisaged as a primary requirement for effective implementation of the scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). While most of the States have 'frozen' the data, thereby concluding/validating the exercise at the State level a few States are still to complete data entry. Delhi and Haryana are yet to

initiate work on data entry. A status note prepared by NUEPA is enclosed, as Annexure 1.

Since the States are required to prepare the Perspective Plan as well as Annual Plan to accompany their proposals, there is an urgency to complete this work.

5.2 Implementing society and organisation structure:

It is necessary to implement the scheme through a society. The States may find it desirable to set up a separate society for this purpose, whereas for small States/UTs, it may be possible to use the existing SSA society. Further, it is advisable to fully integrate the implementing structure for RMSA with the existing hierarchy in secondary education department of the States, in the interest of project's sustainability and effectiveness. It is suggested that Director (secondary education) could be designated as the project director for RMSA, to be assisted by a full-time additional project director exclusively looking after RMSA. Similarly, at the district level, District Education Officer (DEO) could be the overall in-charge for RMSA project, whereas an additional DEO could be given exclusive responsibilities for RMSA.

5.3 Preparation of proposals for 2009-10

The project proposal should contain both the Perspective Plan and the Annual Plan. It may be noted that the State governments should send the perspective and the annual plan for 2009-10 together, and need not wait to prepare the annual plan till approval of the perspective plan. The annual plan may be sent even if the perspective plan is not comprehensive as there would be scope to fine tune the same during the remaining part of the year. It is important for the States to get the annual plan approved by the Ministry quickly so as to have enough time to implement the scheme during the current year.

It is suggested that in the first year a few blocks could be taken up and all government schools in those blocks covered fully for improvement. The following are the main components of the scheme that need to be addressed in the Annual Plan:

1) Opening of new schools (class IX and X)
2) Improvement to existing schools (class IX and X only) including additional classrooms, lab, library, toilets, drinking water facilities etc
3) Annual school grant
4) Major repair in existing schools
5) In-service training of teachers, etc.

Indicative financial norms in respect of some of the priority componerts are at **Annexure II**.

The scheme at present covers only government schools. Government aided schools are **not** covered.

All the proposals from the States for the year 2009-10 may be submitted to this Ministry by 13.8.2009.

5.4 Basic information and documents required to release the grant.

While sending the proposal, State Governments should also furnish following information and documents to facilitate for releasing the grant without delay:-

- Details of society, such as, name, full address, registration certificate, Telephone number etc.
- Bond and Resolution.
- Authorization letter, duly countersigned by concerned bank, to make the payment through ECS.
- "Payees details", i.e., the entity to which payment is to be made.

Formats of Bond, resolution and authorization letters may be downloaded from MHRD website.

A compilation of various instructions, advisories issued by this Ministry from time to time is also available on the website of MHRD (www.education.nic.in).

Annexure I

Status of SEMIS Data as on 29th July 2009

statcd	statname	Status	Date of Data Freezing
35	ANDAMAN & NICOBAR ISLANDS	Completed	1/14/2009
28	ANDHRA PRADESH	Incomplete	
12	ARUNACHAL PRADESH	Completed	12/12/2008
18	ASSAM	Completed	4/20/2009
10	BIHAR	Completed	7/24/2009
04	CHANDIGARH	Completed	7/8/2009
22	CHHATTISGARH	Completed	1/12/2009
26	DADRA & NAGAR HAVELI	Completed	11/21/2008
25	DAMAN & DIU	Completed	11/21/2008
07		**Not started**	
30	GOA	Completed	2/13/2009
24	GUJARAT	Completed	5/6/2009
06		**Not started**	
02	HIMACHAL PRADESH	Completed	4/25/2009
01	JAMMU & KASHMIR	Completed	
20	JHARKHAND	Completed	7/7/2009
29	KARNATAKA	Incomplete	
32	KERALA	Completed	4/2/2009
31	LAKSHADWEEP	Incomplete	
23	MADHYA PRADESH	Completed	4/13/2009
27	MAHARASHTRA	Incomplete	
14	MANIPUR	Incomplete	
17	MEGHALAYA	Completed	2/15/2009
15	MIZORAM	Completed	6/24/2009
13	NAGALAND	Incomplete	
21	ORISSA	Completed	5/5/2009
34	PONDICHERRY	Completed	6/1/2009
03	PUNJAB	Completed	7/13/2009
08	RAJASTHAN	Completed	1/9/2009
11	SIKKIM	Completed	3/6/2009
33	TAMIL NADU	Completed	5/12/2009
16	TRIPURA	Completed	2/19/2009
09	UTTAR PRADESH	Completed	Modifying the data
05	UTTARANCHAL	Completed	6/25/2009
19	WEST BENGAL	Incomplete	

District-wise Status of Incomplete States

ANDHRA PRADESH

Sl. No.	District Name	District Code	Schools Initialized	Incomplete Schools
1	ADILABAD	2801	839	107
2	ANANTAPUR	2822	773	113
3	CHITTOOR	2823	1050	123
4	CUDDAPAH	2820	826	74
5	EAST GODAVARI	2814	1082	219
6	GUNTUR	2817	803	180
7	HYDERABAD	2805	1368	265
8	KARIMNAGAR	2803	1348	184
9	KHAMMAM	2810	758	29
10	KRISHNA	2816	840	82
11	KURNOOL	2821	712	77
12	MAHBUBNAGAR	2807	961	96
13	MEDAK	2804	817	92
14	NALGONDA	2808	1117	133
15	NELLORE	2819	670	116
16	NIZAMABAD	2802	730	20
17	PRAKASAM	2818	695	129
18	RANGAREDDI	2806	1484	223
19	SRIKAKULAM	2811	593	67
20	VISAKHAPATNAM	2813	815	169
21	VIZIANAGARAM	2812	490	67
22	WARANGAL	2809	1231	149
23	WEST GODAVARI	2815	770	125
	Total		**20772**	**2839**

KARNATAKA

Sl. No.	District Name	District Code	Schools Initialized	Incomplete Schools
1	BAGALKOT	2902	423	23
2	BANGALORE	2920	783	31
3	BANGALORE NORTH	2928	813	62
4	BANGALORE RURAL	2921	421	201
5	BELGAUM	2901	488	24
6	BELLARY	2912	322	0
7	BIDAR	2905	349	1

8	BIJAPUR	2903	366	17
9	CHAMRAJNAGAR	2927	228	0
10	CHIKBALLAPUR	2929	249	34
11	CHIKKODI	2930	524	33
12	CHIKMAGALUR	2917	409	0
13	CHITRADURGA	2913	451	33
14	DAKSHINA KANNADA	2924	567	43
15	DAVANGERE	2914	531	26
16	DHARWAD	2909	391	3
17	GADAG	2908	322	48
18	GULBARGA	2904	558	62
19	HASSAN	2923	580	86
20	HAVERI	2911	393	1
21	KODAGU	2925	205	3
22	KOLAR	2919	261	3
23	KOPPAL	2907	231	11
24	MADHUGIRI	2931	283	40
25	MANDYA	2922	523	0
26	MYSORE	2926	543	0
27	RAICHUR	2906	397	0
28	RAMNAGARA	2932	258	1
29	SHIMOGA	2915	495	9
30	TUMKUR	2918	495	65
31	UDUPI	2916	326	0
32	UTTARA KANNADA	2910	360	2
33	YADGIRI	2933	236	2
	Total		**13781**	**864**

LAKSHADWEEP

Sl. No.	District Name	District Code	Schools Initialized	Incomplete Schools
1	LAKSHADWEEP	3101	17	14
	Total		**17**	**14**

MAHARASTRA

Sl. No.	District Name	District Code	Schools Initialized	Incomplete Schools
1	AHMADNAGAR	2726	567	74
2	AKOLA	2705	0	0
3	AMRAVATI	2707	512	66
4	AURANGABAD	2719	655	0
5	BHANDARA	2710	300	6
6	BID	2727	583	4

7	BULDANA	2704	446	55
8	CHANDRAPUR	2713	498	19
9	DHULE	2702	436	25
10	GADCHIROLI	2712	40	22
11	GONDIYA	2711	304	9
12	HINGOLI	2716	191	0
13	JALGAON	2703	52	49
14	JALNA	2718	285	11
15	KOLHAPUR	2734	854	2
16	LATUR	2728	4	3
17	MUMBAI	2723	428	2
18	MUMBAI SUBURBAN	2722	1092	298
19	NAGPUR	2709	884	266
20	NANDED	2715	514	6
21	NANDURBAR	2701	372	53
22	NASHIK	2720	440	25
23	OSMANABAD	2729	0	0
24	PARBHANI	2717	361	37
25	PUNE	2725	1306	295
26	RAIGARH	2724	511	127
27	RATNAGIRI	2732	399	32
28	SANGLI	2735	521	133
29	SATARA	2731	535	256
30	SINDHUDURG	2733	108	34
31	SOLAPUR	2730	30	29
32	THANE	2721	1477	246
33	WARDHA	2708	336	87
34	WASHIM	2706	0	0
35	YAVATMAL	2714	70	0
	Total		**15111**	**2271**

MANIPUR

Sl. No.	District Name	District Code	Schools Initialized	Incomplete Schools
1	BISHNUPUR	1404	69	1
2	CHANDEL	1409	19	1
3	CHURACHANDPUR	1403	67	1
4	IMPHAL EAST	1407	116	3
5	IMPHAL WEST	1406	163	9
6	SENAPATI	1401	73	1
7	TAMENGLONG	1402	14	0
8	THOUBAL	1405	87	3
9	UKHRUL	1408	31	0
	Total		**639**	**19**

NAGALAND

Sl. No.	District Name	District Code	Schools Initialized	Incomplete Schools
1	DIMAPUR	1306	102	4
2	KIPHERE	1310	11	0
3	KOHIMA	1307	87	4
4	LONGLENG	1309	12	0
5	MOKOKCHUNG	1303	49	0
6	MON	1301	29	0
7	PEREN	1311	21	0
8	PHEK	1308	42	0
9	TUENSANG	1302	25	0
10	WOKHA	1305	30	0
11	ZUNHEBOTO	1304	40	0
	Total		**448**	**8**

WEST BENGAL

Sl. No.	District Name	District Code	Schools Initialized	Incomplete Schools
1	BANKURA	1913	488	164
2	BARDDHAMAN	1909	727	40
3	BIRBHUM	1908	347	2
4	DAKSHIN DINAJPUR	1905	160	84
5	DARJILING	1901	54	46
6	HAORA	1916	504	9
7	HUGLI	1912	428	351
8	JALPAIGURI	1902	285	0
9	KOCH BIHAR	1903	238	0
10	KOLKATA	1917	477	39
11	MALDAH	1906	316	0
12	MURSHIDABAD	1907	472	0
13	NADIA	1910	420	45
14	NORTH TWENTY FOUR PARGANA	1911	918	7
15	PASCHIM MEDINIPUR	1920	644	0
16	PURBA MEDINIPUR	1919	576	25
17	PURULIYA	1914	174	52
18	SILIGURI	1921	96	10
19	SOUTH TWENTY FOUR PARGAN	1918	658	0
20	UTTAR DINAJPUR	1904	160	0
	Total		**8142**	**874**

Annexure IIII

Illustrative list of facilities in typical secondary schools with two sections in classes IX –X, and tentative financial norms

Intervention	Cost (in Rs. Lakh)		
	New Secondary School	Existing secondary schools (ESS)	Plinth area/ norms
Physical Infrastructure- Non Recurring			
Class rooms/ Additional classrooms	22.50 @ Rs. 5.63 lakh per rom (including Rs. 1.00 lakh towards furniture)	11.25 @ Rs. 5.63 lakh per rom (including Rs. 1.00 lakh towards furniture)	1. Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%) 2. Total plinth area of 66 square metre 3. Four rooms to be constructed in UPS and 2 rooms in ESS 4. Construction cost Rs.7000 per sq. metre plus one lakh towards furniture, i.e. around Rs.5.5 lakh per room.
Science Laboratory	6.10	6.10	1. Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%) 2. Total plinth area of 66 square metre 3. Laboratories are to be constructed both in upgraded higher primary schools and existing secondary schools. 4. Construction cost Rs.7000 per sq. metre plus 1.5 lakh towards furniture, i.e. around Rs.6.1 lakh per lab.
Lab Equipments	1.00	1.00	Grant is proposed to existing secondary schools as well as the existing lab needs to be strengthened.
Headmaster/ Principal room	5.00	----	1. Room size of 7x7 square meter with additional 35% for

			circulation area (20%) and wall area (15%) 2. Total plinth area of 66 square metre 3. Headmaster's room is to be constructed in upgraded higher primary schools only as existing secondary schools are assumed to have headmaster's room. 4. Construction cost Rs.7000 per sq. metre plus 0.40 lakh towards furniture, i.e. around Rs.5.0 lakh per room.
)ffice Room	5.00	-----	1. Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%) 2. Total plinth area of 66 square metre 3. Office rooms are to be constructed in upgraded higher primary schools only as existing secondary schools are assumed to have office rooms. 4. Construction cost Rs.7000 per sq. metre plus one lakh towards furniture, i.e. around Rs.5.5 lakh per room.
Computer oom/ aboratory	5.00	5.00	1. Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%) 2. Total plinth area of 66 square metre 3. Computer rooms will be constructed in all schools as the ICT @ schools scheme targets to cover all government and government aid schools during the 11th FYP. 4. Construction cost Rs.7000 per sq. metre plus 0.40 lakh towards furniture, i.e. around Rs.5.0 lakh per room.

Art/ Craft/ Culture room	5.00	5.00	1. Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%) 2. Total plinth area of 66 square metre 3. Art/Craft/Culture rooms are to be constructed in both upgraded higher primary schools and existing secondary schools as this is a new intervention. 4. Construction cost Rs.7000 per sq. metre plus 0.40 lakh towards furniture, i.e. around Rs.5.0 lakh per room.
Library	7.00	7.00	1. Room size of 7x10.60 square meter with additional 35% for circulation area (20%) and wall area (15%) 2. Total plinth area of around 100 square metre 3. Libraries are to be constructed in both upgraded higher primary schools and existing secondary schools. 4. Construction cost Rs.7000 per sq. metre plus 0.25 lakh towards furniture, i.e. around Rs.7.0 lakh per room.
Separate Toilet blocks for boys and girls and drinking water facilities	1.5	1.5	For all schools.
Physical Infrastructure- Recurring			
Repairing and Renovations – Major, under special circumstances	-----	4.0	No grant to UPS is proposed as the constructions are new. For ESS, up to Rs. 4 lakh for 4 sections in school, and Rs. 2 lakh for 2 sections in the school during the 11 FYP.
Annual recurring	0.5	0.5	Proposed for all schools

rant nsisting of			
epair/ placement of aboratory quipments d Purchase Lab nsumable ticles	0.25	0.25	Proposed for all schools
urchase of ooks, eriodicals, ews papers c.	0.1	0.1	Proposed for all schools
ater, ectricity, arges etc.	0.15	0.15	Proposed for all schools
service aining of achers	Rs. 200 per teacher per day for 5-day training programme every year.		In-service training of all teachers, Principal, Vice Principals proposed.
esidential uarters for achers	Rs. 6.00 lakh per quarter subject to availability		Residential quarters in remote/ hilly areas with difficult terrain, to be built as residential clusters.

B. Scheme for setting up of 6000 Model Schools at Block Level aas benchmark of excellence.

1. Details of the Scheme

The first phase of a new centrally sponsored scheme to establish 2500 high quality model schools under State Governments in educationally backwarcd blocks throughout the country to serve as schools of excellence has beeen launched in 2008-09. The salient features of the scheme are,

- **Location:** 2500 Model schools will be set up in Educationally Backward Blocks (EBBs).
- **Land:** Land for these schools will be identified and provided by the State Governments free of cost.
- **Medium of instructions:** The medium of instructions will be decided by the State Governments. However, special emphasis will be given on teaching of English & spoken English.
- **Classes:** The schools will have classes from VI to XII, or IX to XII.
  Management: These schools will be run by State Government societies similar to Kendriya Vidyalaya Sangathan

2. Sharing pattern

The sharing pattern would be 75:25 for both recurring and non-recurring cosst for schools with two sections of class VI to XII or class IX to XII. The sharing pattern would be 90:10 for special category States.

3. Availability of Funds:

Rs.12, 750 crore has been allocated for the scheme during the 11th Five Year Plan. Rs. 350 crore has been provided in the budget 2009-10.

4. Project proposals from State Governments:

- Proposal for 2008-09 was invited on 19.11.2008.
- Proposal for 2009-10 was invited on 4.5.2009.
- The letters inviting proposal, scheme details and format for submitting proposals may be accessed on the website of MHRD.

5. **Status of proposals submitted by various State Governments is mentioned below:**

S. No	Name of the State	Status
1.	Tamil Nadu	State Government has sent a proposal to set up 20 Model Schools. GIAC, in its meeting of 11.7.2009 has approved establishment of 18 Model Schools after excluding the two schools at Thandrampet and Narikudi blocks, which are not EBBs. State government has been requested: i.To furnish requisite documents such as details of implementing society, its composition, account details, authorization letter, bonds and resolution, payee details etc. in order to enable the Ministry to release funds, ii.Proposal for the remaining 26 EBBs.
2.	Punjab	The proposal of the State Government to set up 21 Model Schools in as many EBBs in the State was considered and approved by the Grants in Aid Committee (GIAC) on 11.7.2009. State government has been requested to furnish requisite documents such as details of implementing society, its composition, account details, authorization letter, bonds and resolution, payee details etc. in order to enable the Ministry to release funds.
3.	Himachal Pradesh	The proposal of the State Government to set up 5 Model Schools in as many EBBs in the State was considered and approved by the Grants in Aid Committee (GIAC) on 11.7.2009. State government has been requested to furnish requisite documents such as details of implementing society, its composition, account details, authorization letter, bonds and resolution, payee details etc. in order to enable the Ministry to release funds.

4.	Mizoram	The proposal of the State Government to set up 1 Model School in the only EBB in the State was considered and approved by the Grants in Aid Committee (GIAC) on 11.7.2009. State government has been requested to furnish requisite documents such as details of implementing society, its composition, account details, authorisation letter, bonds and resolution, payee details etc. in order to enable the Ministry to release fund without delay.
5.	Chhattisgarh	The proposal of the State government to set up 20 Model Schools in the State could not be taken up by the GIAC as no State Government representative attended the meeting. State government has been requested to submit the proposal for the remaining EBBs at the earliest.
6.	Madhya Pradesh	The State government had submitted a proposal to establish 200 Model Schools in the State. State government has been requested through letter dated 3.3.2009 to indicate availability and location of the land for setting up the schools. The revised proposal received from the State Government proposes setting up of 33 Model Schools. State government is requested to expeditiously identify adequate land (10 acres per school) and resubmit the proposal for the remaining EBBs in prescribed format with requisite details (as per the format available on MHRD website.)
7.	Karnataka	The State government has submitted a proposal to set up 74 Model Schools in the State. Several clarifications were called for through letter 8.5.2009. State government is requested to clarify the issues so that the proposal can be appraised.
8.	Bihar	The State government has proposed Model School in 103 EBBs. Several clarifications were called for through letter date 30.3.2009.

		State government is requested to submit proposal for remaining EBBs
9.	Andhra Pradesh	A proposal was received from the State government in February, 2009 for conversion of 135 residential schools. Only 79 of these schools were proposed in EBBs. The State government was therefore, requested vide Ministry's letter dated 9.3.2009 to modify the proposal as per the norms of the scheme. State government is requested to expeditiously submit the modified proposal and also to send proposal for the remaining EBBs.
10.	West Bengal	State government has proposed setting up of 57 Model Schools. The State was yet to identify land for any of the schools. The State government was therefore requested to resubmit the proposal vide letter dated 11.2.2009. State government is requested to expedite the clarifications. Proposal in respect of remaining EBB in the State may also be sent.
11.	Uttar Pradesh	A proposal for setting up of 479 Model Schools in the State has been received. Clarification has been called for from the State government. State government is requested to expedite the clarifications so that the proposal can be appraised.
12.	Haryana	A proposal for setting up of 17 Model Schools had been received from the State government. Several clarifications were called for through letter 12.2.2009. State government is requested to expedite the clarifications so that the proposal can be appraised for consideration of GIAC. Proposal in respect of remaining EBB in the State may also be sent.
13.	Tripura	The State government had initially proposed 1 new school and 5 converted schools in 6 EBBs in the State. Clarifications were called for through letter dated 31.3.2009. The State government subsequently conveyed that all schools would be established as new schools. As the land identified for the Damcharra

		block is yet to be acquired by the State government, they were advised through letter date 1.6.2009 to resubmit the proposal after possession of the land has been obtained. State government is requested to expedite the clarifications so that the proposal can be appraised.
14.	Meghalaya	The State government has proposed to set up 9 Model Schools in as many EBB in the State. The proposal has been examined and several clarifications called for through letter dated 9.4.2009. State government is requested to expedite the clarifications so that the proposal can be appraised.
15.	Gujarat	The State government had conveyed their intention to set up 85 Model Schools in the State. However no details have been furnished. The State government was requested through letter dated 29.3.2009 to submit a proposal with requisite details. State government is requested to expeditiously submit the proposal in the format available on MHRD website.

6. General Issues for discussions

6.1. Proposal for 2009-10:

(I) All State Governments (except Punjab, Himachal Pradesh and Mizoram from whom proposal for all EBBs have been received and Sikkim, Goa, Delhi, Puducherry, Lakshadweep, Chandigarh and Daman & Diu which do not have any EBB) are requested to send proposals positively by 13.8.2009.

(ii) It is not necessary to send proposal in respect of all EBBs together. Early proposals may be sent in respect of blocks where land for setting up the schools has been identified, and feasibility is established.

6.2. Implementing Society: The States with a very large number of EBBs could consider constituting separate societies to run the Model Schools. In case the number is not large, the RMSA society may look after the running of the Model Schools, while keeping the accounts and operations separate.

6.3. Identification of land: State Governments are required to identify/ acquire 10 acres of land for setting up of Model Schools, so that hostels blocks can be considered in a later phase.

6.4. Building Plan:

(i) The building plan of the Model Schools should be functional, student friendly and innovative. State governments could consider awarding construction contract on "Design and Build" basis so that innovative designs for the Schools can be evolved. The school environment should be child friendly. Also, the functionality and integration of technology in teaching-learning process should be taken care of.

(ii) Provision may be made while preparing the lay-out plan for future expansion, including construction of hostel/blocks.

6.5. Starting of Model Schools at temporary sites: Those States, who would plan to Model schools from the next academic year in a suitable temporary site, pending construction of permanent building, may send appropriate proposals giving details of temporary sites.

6.6. Basic information and documents required to release the grant.

(i) While sending the proposal, State Governments should also furnish following information and documents to facilitate for releasing the grant without delay:-

- Details of society, such as, name, full address, registration certificate, Telephone number etc.
- Bond and Resolution.
- Authorization letter, duly countersigned by concerned bank, to make the payment through ECS.
- "Payees details", i.e., the entity to which payment is to be made.

Formats of Bond, resolution and authorization letters may be downloaded from MHRD website.

(ii) The State Governments, whose proposals have been considered and approved by GIAC are also requested to send the above information immediately to avoid delay in release of fund.

*****

C. Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools

1. Scheme details:

A scheme for providing assistance to voluntary organizations for running Girls' Hostels had been in operation since 1993-94. The scheme has been replaced with a new scheme under which financial assistance will be provided to the State Governments for setting up Girls' Hostels in about 3500 educationally backward blocks during the 11th Five year plan. The main objective of the revised scheme is to improve enrolment and retention of girls in secondary school. The aim is to ensure that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The girl students studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. Salient features of the scheme are,

- One hostel having 100 seats will be constructed in each Educationally Backward Blocks,
- Implementation will be through State Governments,
- Wherever there is space in KGBV compound, the hostels would preferably be constructed there. In case, there is no spare space in the KGBV compound or in the blocks where no KGBV has been sanctioned, the hostel may be constructed in the compound of a secondary/ higher secondary school selected by the State/UT Government.
- Students passing out of KGBV will be given preference in admission in hostel. In blocks without any KGBV, students in all government/ aided schools in the vicinity of the hostel will be eligible for admission. 50% of girls admitted will belong to SC, ST, OBC, Minority communities.

2. Fund availability

Rs. 2000 crore has been allocated for the scheme during the 11th Five Year Plan. Central government will bear 90% of the recurring and non-recurring project cost. Rs. 60.00 crore has been provided in the budget for 2009-10.

3. State specific details:

- Proposal for 2008-09 was invited on 20.10.2008.
- Proposal for 2009-10 has been invited on 4.5.2009, and State governments reminded on 27.5.2009.
- Details of the scheme, format for submitting proposals etc. are available on MHRD website.

4. **Status of proposals submitted by various State Governments is mentioned below:**

S.	Name of the State	Status
1.	Tamil Nadu	The proposal of the State Government to set up 47 Girls' Hostels was considered by the Grants in Aid Committee (GIAC) on 11.7.2009, and 44 Model Schools were approved after excluding blocks TN Palayam, Thandrampet and Narikudi blocks, which are not classified as EBBs. State government is requested to furnish requisite documents such as details of implementing society, its composition, account details, authorisation letter, bonds and resolution, payee details etc. in order to enable the Ministry to release fund.
2.	Punjab	The proposal of the State Government to set up 21 Girls' Hostels in as many EBBs in the State was considered and approved by the Grants in Aid Committee (GIAC) on 11.7.2009. State government is requested to furnish requisite documents such as details of implementing society, its composition, account details, authorisation letter, bonds and resolution, payee details etc. in order to enable the Ministry to release fund.
3.	Himachal Pradesh	The proposal of the State Government to set up 5 Girls' Hostels in as many EBBs in the State was considered and approved by the Grants in Aid Committee (GIAC) on 11.7.2009. State government is requested to furnish requisite documents such as details of implementing society, its composition, account details, authorisation letter, bonds and resolution, payee details etc. in order to enable the Ministry to release fund.

4.	Mizoram	The proposal of the State Government to set up 1 Girls' Hostel in the only EBB in the State was considered and approved by the Grants in Aid Committee (GIAC) on 11.7.2009. State government is requested to furnish requisite documents such as details of implementing society, its composition, account details, authorisation letter, bonds and resolution, payee details etc. in order to enable the Ministry to release fund.
5.	Chhattisgarh	The proposal of the State government to set up 38 Girls' Hostels in the State could not be taken up by the GIAC as no State Government representative attended the meeting. State government is requested to submit the proposal for the remaining EBBs at the earliest.
6.	Rajasthan	The proposal of the State Government to set up 27 Girls' Hostel in as many EBBs in the State was considered and approved by the Grants in Aid Committee (GIAC) on 11.7.2009. : government is requested to submit the proposal for the remaining EBBs at the earliest.
7.	Madhya Pradesh	State government had submitted a proposal to establish 200 Girls' Hostel in the State. The proposal was examined and the State government has been requested through letter dated 9.3.2009 to indicate availability of land in KGBV and government schools where the hostels are to be located. The State government has also been requested to furnish the block level details. : The revised proposal received from the State Government proposes setting up of 32 Girls' Hostels. State government is requested to resubmit the proposal for the remaining EBBs in prescribed format with requisite details (as per the format available on MHRD website.)
8.	Karnataka	The State government has submitted a proposal to set up 62 Girls' Hostels in 46 EBBs in the State. In

		several cases, hostels have been proposed in non EBBs. In some other cases, multiple hostels have been proposed in one block. The proposal was examined and several clarifications were called for through letter dated 14.5.2009. Response of the State government has just been received and under examination at present. State government is requested to submit proposal for remaining EBBs.
9.	Bihar	The State government has proposed 321 hostels in as many EBBs out of a total of 532 EBBs in the State. 194 hostels are proposed in KGBV compound, and the remaining 127 hostels in government schools. The proposal was examined and several clarifications were called for through letter date 17.4.2009. The clarification has been received on 17.7.2009 and are under examination. State government is requested to submit proposal for remaining EBBs.
10.	Orissa	A proposal was received from the State government in March, 2009 for construction of 20 hostels, of which 16 are proposed in KGBV compound and the remaining 4 in government schools. The proposal has been examined and it was observed that 6 hostels were proposed in Non-EBBs. The State government was therefore, requested vide this Ministry's letter dated 8.5.2009 to clarify these points. State government is requested to expeditiously submit the modified proposal and also to send proposal for the remaining EBBs.
11.	Uttar Pradesh	The State government has proposed to set up 87 hostels through 3 separate proposals. The first installment of 26 hostels were examined and several clarifications were called for through letter dated 8.5.2009. Subsequently, clarifications have been called for from the State Government through letter dated 20.5.2009. State government is requested to expedite the clarifications so that the proposal can be appraised for consideration of GIAC.

12.	Tripura	The State government had proposed only 1 hostel in a Govt. secondary school. The projected costing is much higher than the norms, and the hostel has been proposed for 50 boarders. The State government was advised through letter date 20.3.2009 to resubmit the proposal. State government is requested to expedite the clarifications and also to send proposal for remaining 8 EBBs.
13.	Arunachal Pradesh	The State government has proposed to set up 32 Girls' Hostels in as many EBB in the State. Several clarifications called for to letter dated 15.4.2009. State government is requested to expedite the clarifications, and to furnish block level details. The State Govt. is also requested to submit proposal for remaining 6 EBBs.
14.	Gujarat	The State government had conveyed their intention to set up 85 Girls' Hostels in the State. However no details have been furnished. The State government was requested through letter dated 29.3.2009 to submit a proposal with requisite details. State government is requested to expeditiously submit the proposal in the format available on MHRD website.

5. General Issues for discussions

5.1. Proposal for 2009-10:

(I) All State Governments (Except Tamil Nadu, Punjab, Himachal Pradesh and Mizoram from which proposal for all EBBs have been received and Sikkim, Goa, Delhi, Puducherry, Lakshadweep Chandigarh and Daman & Diu which have no EBBs are requested to send proposals positively by 13.8.2009.

(ii) It is not necessary to submit the proposal in respect of all EBBs together. In the first instance, proposal may be sent in respect of blocks in which location and availability of land has been finalized, and the feasibility has been established.

5.2. Implementing Society: The States with a very large number of EBBs could consider constituting a separate society to run these Girls' Hostels. If the

number is not so large, the RMSA society could run the hostels, but the accounts for the scheme should be separate.

5.3. Building Plan:

(i) The building plan of the Girls' Hostel should be innovative and boarder friendly. State governments may consider entrusting the task on "Design and Build" basis so that innovative designs can be evolved. A design contest could also be thought of.

(ii) Large dormitories may be avoided. Even in small dormitories, partition could be provided in between to provide a sense of privacy.

5.4. Starting of hostels at temporary sites: Those States, who would plan to run the hostel during the current year in a suitable temporary site, pending construction of permanent building, may send appropriate proposals giving details of temporary sites.

5.5. Basic information and documents required to release the grant.

(i) While sending the proposal, State Governments should also furnish following information and documents to facilitate for releasing the grant without delay:-

- Details of society, such as, name, full address, registration certificate, Telephone number etc.
- Bond and Resolution.
- Authorization letter, duly countersigned by concerned bank, to make the payment through ECS.
- "Payees details", i.e., the entity to which payment is to be made.

Formats of Bond, resolution and authorization letters may be downloaded from MHRD website.

The State Governments, whose proposals have been considered and approved by GIAC are also requested to send the above information immediately so that release of fund is not held up.

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D National Means-cum-Merit Scholarship

Government of India has launched a Centrally Sponsored Scheme called National Means-cum-Merit Scholarship Scheme to award 1,00,000 scholarships each year. Each student is given Rs. 6,000/- per annum (Rs. 500/- per month) for study in classes IX to XII. The objective of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop-out at class VIII and encourage them to continue in the secondary stage that is upto class XII. To fund this scheme, a corpus of Rs. 7.50 crore has already been created with State Bank of India in 2008-09 and a like amount would be added to this corpus fund every year over the next three years, raising this fund up to Rs. 3000 crore. The yield from the fund will be used for disbursing scholarships under the Scheme.

A statement showing the number of scholarships allotted to various States/UTs is enclosed at Annexure-I. Another statement showing, number of scholarships allotted to each State/UTs, number of selected candidates for 2008-09 and the amount sanctioned during the quarters ending 31st December 2008 , 31st March, 2009 and June, 2009 is at Annexure-II. The statement showing similar figures for the new scholarships awarded for 2009-10 is at Annexure-III.

Role of State Governments/UT Administrations in implementation

1. The number of selected candidates for scholarship are less than the number of scholarship allotted to them in some States/UTs, (please see Annex. II). These States/UTs should give wide publicity to the scheme to increase the number of selected students.

2. State Governments of Andhra Pradesh, Assam, Karnataka, Madhya Pradesh, Manipur, Dadra & Nagar Haveli and Lakshadweep have not sent their proposals for 2008-09 so far. They should send their proposals immediately so that the amount of scholarship can be deposited in the accounts of the awardees under the Scheme.

3. Out of 28 States/UTs, to which funds have been released, the amount of scholarship could be deposited in the accounts of the selected students of 17 States/UTs only. The remaining 11 States/UTs should send the required information in respect of all scholarship holders both in soft copy and hard copy to the concerned Nodal Officer of the State Bank of India through their Nodal Officers. The list of States which have not sent the required information is at Annex. IV).

4. All the State Governments/UT Administrations who have not submitted their proposals for the year 2008-09 (list at Annex. V). They should

furnish the required information in respect of all awardees to the Nodal Officer of the State Bank of India through their Nodal Officers both in soft copy and hard copy, so that the bank may not face any difficulty in depositing the amount in the accounts of these awardees.

5. The State Government should appoint one Nodal Officer at the State level and one Nodal Officer in each district, who will coordinate with the Schools and the Banks to implement scheme properly.

6. The name, full address, telephone number, Mobile No., Fax No. and E-mail address of the State Nodal Officers should be intimated to this Ministry.

7. A cell with adequate and capable officials is entrusted this task at the State Level.

8. Fresh scholarships are to be awarded to students of class 9 in 2009-10 based on the result of selection test conducted by the states in November 2008. The information on the states which have conducted the test and number selected may be seen at Annex . All the States need to send proposals to Ministry of Human Resource Development for approval of the required number of scholarships for 2009-10. This may be done by 13-8-2009 positively. Simultaneously, the States may make arrangement to get bank accounts opened in the name of the awardees, so that, immediately after approval by M/HRD, their details can be submitted by the States to M/HRD and State Bank of India for crediting the scholarship amount to the account of scholarship holders.

9. All States need to furnish a quarterly exception report to Ministry of Human Resource Development and State Bank of India in case any scholarship holder becomes ineligible to draw the scholarship for any valid reason to be mentioned.

10. The next selection test for the scholarship will be held in November, 2009, alongwith NTS first stage exam. States may give wide publicity to the scheme by writing to all upper primary schools and high schools having class 8 and insisting that at least 2 students including one girl from each school must participate in the selection test.

Annexure-I

Table Indicating the number of scholarships to States/UTs on the basis of 2/3rd (66.67%) weightage on the enrolment in classes VII and VIII and 1/3rd (33.33%) weightage on child population of the relative age under National Means-cum- Merit Scholarship Scheme

S.No.	States/UTs	No. Of Scholarships
(1)	(2)	(3)
1	Andhra Pradesh	7008
2	Arunachal Pradesh	122
3	Assam	2411
4	Bihar	5433
5	Chhattisgarh	2246
6	Goa	144
7	Gujarat	5097
8	Haryana	2337
9	Himachal Pradesh	832
10	Jammu & Kashmir	1091
11	Jharkhand	1959
12	Karnataka	5534
13	Kerala	3473
14	Madhya Pradesh	6446
15	Maharashtra	11682
16	Manipur	255
17	Meghalaya	231
18	Mizoram	103
19	Nagaland	180
20	Orissa	3314
21	Punjab	2210
22	Rajasthan	5471
23	Sikkim	58
24	Tamil Nadu	6695
25	Tripura	351
26	Uttar Pradesh	15143
27	Uttaranchal	1048
28	West Bengal	7250
29	A&N Islands	42
30	Chandigarh	85
31	D&N Haveli	22
32	Daman & Diu	16
33	Delhi	1576
34	Lakshadweep	10
35	Pondicherry	125
Total		100000

Annexure-II

Statement showing the name of State/UTs, total number of selected candidates and the total amount sanctioned under National Means-cum-Merit Scholarship Scheme during 2008-09

S.No.	Name of the State	No. of Scholarships allotted	Total No. of selected candidates	Amount released for quarter ending December, 2008 (In Rs.)	Amount released for the quarter ending March, 2009 (In Rs.)
1.	Punjab	2210	*1911	28,83,000	28,50,000
2	Goa	144	126	1,89,000	1,89,000
3.	Chhattisgarh	2246	210	3,15,000	3,15,000
4.	Daman & Diu	16	16	24,000	24,000
5.	Bihar	5433	1104	16,56,000	16,56,000
6.	Tripura	351	136	2,04,000	2,04,000
7.	Rajasthan	5471	*1777	27,48,000	25,83,000
8.	Tamil Nadu	6695	6069	91,03,500	91,03,500
9.	Pudducherry	125	125	1,87,500	1,87,500
10.	Maharashtra	11682	9579	1,43,68,500	1,43,68,500
11.	Delhi	1576	629	9,43,500	9,43,500
12.	Sikkim	58	57	85,500	85,000
13.	Chandigarh	85	85	1,27,500	1,27,500
14.	Jharkhand	1959	902	13,53,000	13,53,000
15.	Gujarat	5097	857	12,85,500	12,85,000
16.	West Bengal	7250	2601	39,01,500	39,01,500
17.	Mizoram	103	103	1,54,500	1,54,500
18.	Kerala	3473	3473	52,09,500	--
	Andaman & Nicobar	42	42	63,000	--
20.	Orissa	3314	2151	32,26,500	--
21.	Nagaland	180	2	3,000	--
22.	Uttarakhand	1048	857	12,85,500	--
23.	Meghalaya	231	113	---	#3,39,000
24.	Arunachal Pradesh	122	122	----	#3,66,000
Total		**58,911**	**32,981**	**4,93,17,000**	**4,00,35,500**

*Average of actual number of selected candidates.

For both quarters December, 2008 and March, 2009

Annexure-III

2009-10

Sl.No.	Name of the State	No. of scholars hips allotted	Total No. Of selected candidates	Amount released for quarter ending December, 2008	Amount released for the quarter ending March, 2009 (in Rs)
25	Haryana	2337	1364		#40,92,000
26	Himachal Pradesh	832	437		#13,11,000
27	**Kerala	3473	3473	*Already sanctioned in 2008-09	52,09,500
28	**Andaman & Nicobar Island	42	42	-do-	63,000
29	**Nagaland	180	2	-do-	3,000
30	**Uttrakhand	1048	857	-do-	12,85,500
31	**Orissa	3314	2151	-do-	32,26,500
32	**Goa	144	+9	-do-	
33	**J&K	1091	81		#2,43,000
34	**U.P.	15143	8999		@4,04,95,000
	Total		17415		5,59,28,500

#For two quarters ended on 31.12.2008 and 31.3.09.
**Already counted in 2008-09.

+126 Scholars have already been sanctioned in 2008-09.

@For 3 quarters ending on 31-12-08, 31-3-09 & 30-6-09.

Annexure-IV

List of the States/UTs, who have not furnished the required information of scholarships holders for the year 2008-09 needed to deposit the amount of scholarships in the accounts of awardees by the State Bank of India.

1 Bihar
2 Maharashtra
3 Gujarat
4 West Bengal
5 Mizoram
6 Orissa
7 Arunachal Pradesh
8 Himachal Pradesh
9 Kerala
10 Tamil Nadu
11 Uttaranchal

Annexure V

List of States who have not sent proposals under National Means-cum-Merit Scholarship Scheme during 2008-09.

1 Andhra Pradesh
2 Assam
3 Karnataka
4 Madhya Pradesh
5 Dadra & Nagar Haveli
6 Lakshadweep
7 Manipur

E. National Scheme of Incentive to Girls for Secondary Education

Government of India launched another centrally sponsored Scheme called "National Scheme of Incentive to Girls for Secondary Education" in 2008-09. According to the Scheme, a sum of Rs. 3000/- is deposited in the name of eligible girl as fixed deposit and she would be entitled to withdraw it alongwith interest thereon on reaching 18 years of age. The scheme covers (i) All eligible girls belonging to SC/ST Communities, who pass class VIII and (ii) All girls who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local body schools in the academic year 2008-09.

The objective of the Scheme is to promote enrolment of girls belonging to weaker sections of the society, to ensure their retention at least till completion of 10th class and preferably till 12th Class, to reduce their drop out at secondary and higher secondary stages and to improve gender parity and to empower girls.

A Statement showing the State-Wise number of girls for whom this amount has been sanctioned in 18 States/UTs for the year 2008-09 is at Annexure-I.

Role of State Governments/UT Administrations in implementation

1. Till now 17 States/UTs have not sent their proposals for 2008-09. The list is at Annex. II. They should send their proposals latest by 13-8-2009, so that fund can be released
2. All the State Govts./ UTs Administrations are requested to send their proposals for grant of incentive to the eligible girls for 2009-10 by 31.8.2009.
3. The State Governments should give wide publicity about the Scheme.
4. The State Government should examine the proposal properly keeping in view the eligible criteria of the scheme before sending it the Government of India. It may be ensured that no girl, who is eligible for incentive under the scheme, is left out.
5. The State Government should appoint one Nodal Officer at the State level and one Nodal Officer in each district, who will coordinate with the Schools and the Banks to implement scheme properly.
6. The name, full address, telephone number, Mobile No., Fax No. and E-mail address of the State Nodal Officers should be intimated to this Ministry.

Annexure-I

Statement showing the name of State/UTs, No. of eligible girls and the actual amount sanctioned under the centrally Sponsored Scheme' Incentive to Girls for Secondary Education' during 2008-09 and 2009-10

Sl. No.	Name of the State/UT	Total Number of eligible girls	total amount to be released
1.	Chhatisgarh	24590	7,37,70,000
2.	Goa	594	17,82,000
3.	Daman & Diu	121	3,63,000
4.	Bihar	26105	7,83,15,000
5.	Sikkim	552	16,56,000
6.	Kerala	21829	6,54,87,000
7.	Himachal Pradesh	2176	65,28,000
8.	Delhi	7567	2,27,01,000
9.	Pudducherry	1526	45,78,000
10.	Dadar & Nagar Haveli	818	24,54,000
11.	Chandigarh	339	10,17,000
12.	Tamil Nadu	121292	36,38,76,000
13.	Karnataka	81190	24,35,70,000
14.	Rajasthan	16074	4,82,22,000
15.	Mizoram	2691	80,73,000
16.	Punjab	30191	9,05,73,000
17.	Nagaland	161	4,83,000
18	*Arunachal Pradesh	2853	85,59,000
	Total	**340669**	**102,20,07,000**

*Sanctioned in 2009-10.

Annexure II

States/UTs who have not sent proposals for 2008-09 under National Scheme of Incentive to Girls for Secondary Education.

1 Andhra Pradesh
2 Assam
3 Gujarat
4 Haryana
5 Jammu & Kashmir
6 Jharkhand
7 Madhya Pradesh
8 Maharashtra
9 Tripura
10 Uttarakhand
11 Uttar Pradesh
12 West Bengal
13 Andaman & Nicobar Island
14 Manipur
15 Orissa
16 Lakshadweep
17 Meghalaya

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F. Information & Communication Technology (ICT) in Schools

The Centrally Sponsored Scheme "Information and Communication Technology (ICT) in School" was launched in December 2004, to provide computer opportunities to secondary stage students to develop ICT skills and empower teachers to use ICT enabled processes for teaching. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other barriers. The Scheme provides support to States/UTs to establish appropriate infrastructure on a sustainable basis. It also aims to set up SMART schools in selected Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas as pace setting institutions to act as "Technology Demonstrators" and to share resources with the students of neighbourhood schools.

2. The Scheme currently covers both Government and Government aided Secondary and Higher Secondary Schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers and internet connectivity. The Scheme is under revision to increase the outreach, strengthen teachers training, develop e-content among other objectives.

3. Financial assistance is given to States, CIET and SIETs on the basis of the approvals accorded by Project Monitoring and Evaluation Group (PMEG) chaired by Secretary (School Education and Literacy). The project cost is shared between Centre and States in ratio of 75:25, except for the special category states where it is 90:10.

a) Central assistance of Rs. 59814.515 was sanctioned till 31.3.09 for 53250 schools.

b) The cumulative details of schools sanctioned, amount released and progress up to 31.3.08 may be seen at **Annexure I.**

c) During 2008-09, 26350 schools (24561 under BOOT model and 1789 on Outright Purchase basis) were sanctioned for States and UTs. Details of schools sanctioned state wise and the present status of implementation are placed at **Annexure – II.**

4. **No funds could be released to Assam, Chandigarh, D&N Haveli, Delhi, Gujarat, Jammu & Kashmir, Jharkhand, Lakshadweep, Mizoram, Orissa, Puducherry, Sikkim, Tripura and Uttar Pradesh in 2008-09 due to :**

a) Non settlement of accounts of unspent balance of previous years.
b) Non receipt of progress report and UC for the year 2007-08.

c) Lack of adequate budget provision in the state budget for both central and state share for 2008-09.

The details are given at **Annexure III.** List of States from whom proposals for 2009-10 have been received indicating the number of schools is at **Annexure-IV.**

5. Funds released to SIET in 2008-09:

(Rs. in lakhs)

S. No.	Name	Funds released in 2008-09	Present status of implementation	
			Physical	Financial
1.	SIET, Kerala	108.50		UC not received.
2.	GIET, Ahmedabad	49.10	150 Video Programme	UC received.
3.	SIET, Hyderabad	43.50	100 Video Programme and 100 Audio Programme	UC received.
4.	SIET, Pune	52.10		UC not received
5.	CIET, NCERT	3.76		On reimbursement basis.

6. General issues

(1) Computer Education Plans (CEPs) for 2009-10

(a) All States/UTs were requested vide D.O. 11-1/2009-Sch-5 dated 3.2.2009 of Joint Secretary (SE) to furnish CEP 2009-10 by 20.3.2009.

(b) CEP have been received from Arunachal Pradesh, Delhi, Madhya Pradesh, Punjab, Tamil Nadu, Meghalaya, Haryana and Manipur. CEPs of Arunachal Pradesh, Delhi, Madhya Pradesh, Punjab, Tamil Nadu were placed before PMEG on 4.6.2009, and minutes of meeting have been sent vide letter No. 11-16/2009-Sch-5 dated 18.6.2009. The respective states are requested to respond to the observations of PM&EG urgently to enable release of funds for 2009-10. CEPs of Haryana, Meghalaya and Manipur could not be taken up for discussion as the State representatives remained absent.

(c) CEPs for 2009-10 have not been received from the remaining States/UTs. They are required to submit the same by 13.8.2009 positively.

2. Pending issues

(a) **Tamil Nadu:** Draft Audit Report 2007-08 Para – 2 regarding non contribution of state share resulting in excess release of grant Rs. 253.73 lakh – State Govt.'s response is awaited.

(b) **Tripura:** Draft Audit Report 2007-08 Para – 6 regarding irregular release of grant of Rs. 603.00 lakh to avoid the budget lapse – State Govt. response is awaited.

(c) **West Bengal:** Draft Audit Report 2007-08 Para – 5 regarding inadequate scrutiny of proposal leading to blockage of funds of Rs. 393.17 lakh and interest accrued thereon Rs. 87.73 lakh – State Govt.'s response is awaited.

3. Broadband Connectivity:

As informed by Department of Telecommunications (DOT), 28,000 rural exchanges have been established across the country, details of which are available on websites of DOT and BSNL. States can avail of this infrastructure to obtain broad band connectivity to the Government and Government Aided Secondary and Higher Secondary Schools. States/UTs were asked vide no. 11-6/2006-Vol-V dated 23.6.2008 to furnish details of secondary and higher secondary schools needing Broadband connectivity in the format prescribed by Department of Telecommunication. Information has been received only from Karnataka, Rajasthan, Punjab, Maharashtra, Madhya Pradesh, Gujarat, Haryana, Tripura, Goa, Pudducherry and Dadra and Nagar Haveli. Remaining States/UTs may communicate the information by 15.7.2009 to enable MHRD to pursue the issue of providing broadband connectivity to all secondary and higher secondary schools on a priority basis. Further, DOT has informed that circle coordinators have been appointed by BSNL in each State. The States are urged to inform him of their requirement for Secondary and Higher Secondary Schools so that broadband connectivity can be ensured for all schools in which the "ICT in School" has been implemented. Details of the 28000 villages in which rural exchanges have been established and the 5000 villages proposed to be connected through satellite are available on the website of DOT & BSNL.

4. All States/UTs for which sanctions were made under BOOT Model in previous years would need to intimate budget provision for 2009-10 to enable release of funds due for 2009-10. This is required by 15.7.2009.

5. External evaluation

All States/UTs were requested vide F. No. 11-3/2009-Sch-5 dated 27.2.2009 to have the Scheme of Information and Communication Technology (ICT) @ Schools evaluated by an external agency viz IIT, NIT, IIIT, etc & submit a report by 30.6.2009. The reports are needed positively by 13..2009.

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Annexure - I

Details of School approved and amount released during 2005-06,2006-07,2007-08 and 2008-09

(Rs

S. No.	State/UT	2005-06			2006-07			2007-08			2008-09		
		School approved	School covered	Amount released	School approved	School covered	Amount released	School approved	School covered	Amount released	School approved	School Covered	Amount released
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	A & N Island	--	--	--	12	--	--	--	--	--	14	NA	18.00
2.	Andhra Pradesh	--	--	--	200	200	200.28	5000	5000	3750.00	2000	--	5250.00
3.	Arunachal Pradesh	154	115	444.81	--	--	267.26	35	35	--	--	--	67.38
4.	Assam	--	--	--	--	--	--	641	NA	1301.23	--	--	--
5.	Bihar	180	37	--	--	--	--	1000	NA	--	--	--	895.93
6.	Chandigarh	--	--	--	20	20	35.20	67	NA	100.00	--	--	--
7.	Chhattisgarh	--	--	--	100	100	247.70	200	200	--	800	NA	2417.53
8.	D & N Haveli	--	--	--	6	6	--	6	NA	--	--	--	--
9.	Daman and Diu	15	6	25.00	--	--	--	22	NA	--	--	--	41.00
10.	Delhi	--	--	--	75	Cancelled	--	53	Cancelled	--	--	--	--
11.	Goa	230	230	292.50	--	--	--	432	432	571.50	--	--	432.00
12.	Gujarat	--	--	--	150	--	11.25	1150 (included 150 approved in 2006-07)	NA	1022.15	2500	NA	--
13.	Haryana	100	100	230.50	--	--	250.00	500	500	1250.00	1000	NA	1250.00
14.	Himachal Pradesh	--	--	--	--	--	--	--	--	--	628	NA	772.44
15.	Jammu & Kashmir	140	140	--	--	--	--	200	200	570.06	200	NA	--
16.	Jharkhand	--	--	--	--	--	--	1074	NA	1074.00	--	--	--
17.	Karnataka	480	480	1200.00	--	--	1200.00	2279	Shifted to 2008-09	4558.00	4396	NA	3150.00
18.	Kerala	125	125	312.50	--	--	312.50	1016	1016	1016.00	3055	NA	4071.00
19.	Lakshdweep	--	--	--	12	NA	8.40	--	--	--	--	--	--
20.	Madhya Pradesh	230	230	--	--	--	--	320	--	807.50	1000 (included 320 schools approved in 2007-08)	NA	--
21.	Maharashtra	--	--	--	200	Cancelled	337.50	500	500	500.00	2500	NA	--
22.	Manipur	--	--	--	--	--	--	65	65	195.9750	--	--	195.98
23.	Meghalaya	--	--	--	--	--	--	75	Shifted to 2008-09	--	75	NA	428.88
24.	Mizoram	60	30	150.00	--	--	--	--	--	--	100	NA	--
25.	Nagaland	53	53	319.59	147	147	327.37	284	284	1299.46	--	--	815.00
26.	Orissa	200	Cancelled	--	--	--	--	1500	NA	--	--	--	--
27	Puducherry	--	--	--	25	25	34.47	169	NA	259.53	--	--	--
28.	Punjab	200	200	--	--	--	--	--	--	91.24	2000	2000	3017.40
29.	Rajasthan	100	100	53.26	--	--	--	2500	Shifted to	400.00	2000	NA	1050.00

				--	200	Shifted to 2007-08	603.00	400	NA	209.00	282	NA	--
33.	Uttar Pradesh	--	--	--	200	200	--	2500	NA	3115.47	1500	--	--
34.	Uttarakhand	25	25	75.00	--	--	--	100	100	377.25	500	NA	150.00
35.	West Bengal	200	--	393.17	--	--	--	343	543	964.33	1400	--	762.42
	Total	**2720**	**1996**	**3768.43**	**1347**	**698**	**3834.93**	**22833**	**9275**	**24745.195**	**26350**	**2400**	**27465.96**

*NA – Not Available

Annexure - II

Details of Schools approved by PM&EG and funds released under the Scheme of ICT in Schools during 2008-09

Sl. No.	Name of State/UT	No. of Schools sanctioned by PMEG in 2008-09		Amount released (Rs. in lakh)	The present status (physical progress and financial utilisation) and remarks
		BOOT Model	Outright Purchase Model		
1.	A & N Island		14	18.00	Authority letter not issued by Pay and Account office, Port Blair, because of which the amount has not been utilized.
2.	Andhra Pradesh	2000		5250.00	UC and progress report of 5000 schools for 2007-08 and 2000 schools for 2008-09 not received by MHRD.
3.	Arunachal Pradesh		*35(2007-08)	67.38	Report of evaluation of schools covered not received.
4.	Bihar	*1000 (2007-08)		895.93	Progress report and UC for 1000 schools sanctioned in 2007-08 and carried over to 2008-09, not received.
5.	Chhattisgarh	800	*200(2007-08)	2417.53	Progress report and UC not received.
6.	Daman & Diu		*22 (2007-08)	41.00	Progress report and UC not received.
7.	Goa	*432 (2007-08)		432.00	Rs. 432.00 lakh was released for 432 schools under BOOT model sanctioned in 2007-08. UC for state share for the year 2008-09 not received for release of grant for 2009-10.
8.	Haryana	1000		1250.00	
9.	Himachal Pradesh	628		772.44	Progress report and UC for 2008-09 not received.
10.	Karnataka	4396		3150.00	Progress Report and UC 2008-09 not received.
11.	Kerala	3055		4071.00	Progress Report and UC 2008-09 not received.
12.	Manipur	--	--	195.98	2nd instalment of 2007-08. Progress Report of UC awaited.
13.	Meghalaya	75		428.88	Progress report and UC for the year 2008-09 not received
14.	Nagaland			815.00	Progress report and UC for the year 2008-09 not received.
15.	Punjab	2000		3017.40	Rs. 17.40 lakh was released as balance amount of second instalment sanction in 2007-08.
16.	Rajasthan	2000		1050.00	UC for state share of 2008-09 not received.
17.	Tamil Nadu		400	2681.00	
18.	Uttarakhand	500		150.00	Progress report and UC for 2008-09 not received.
19.	West Bengal		1400	762.42	Rs. 762.42 lakh was released as second instalment on outright purchase for the year 2007-08. No funds released for 1400 schools approved by PMEG during 2008-09 due to non receipt status of unutilized amount of Rs. 393.17 lakh for the year 2005-06 to 2007-08.

Annexure – III

Details of States to which funds could not be released during 2008-09

	Name of State/UT	Reasons for non-release
1.	Assam	UC and progress report for an amount of Rs. 1301.23 lakhs released in 2007-08 for 641 schools not received.
2.	Chandigarh	Progress report and UC for 2007-08 not received.
3.	D & NH	(a) UC for unspent balance of Rs. 6.56 lakh from CLASS Scheme year 2003-04 - Not received. (b) Inadequate budget provision for 2007-08 and 2008-09 by the UT.
4.	Gujarat	(a) UC for unspent balance of Rs. 1150.00 lakh for 2007-08 not received. (b) Progress of implementation not received.
5.	Jammu & Kashmir	(a) Adequate budget provision not made by State for 200 schools sanctioned in 2007-08. (b) Physical progress report for 140 schools sanctioned upto 2006-07 not received.
6.	Jharkhand	(a) Progress report and UC for funds released in 2007-08 not received (b) No CEP for 2008-09 received.
7.	Lakshadweep	No CEP received since inception of the scheme.
8.	Madhya Pradesh	(a) Unspent balance of Rs. 8.00 crore released in 2007-08 was allowed to be carried forward to 2008-09 (b) Progress report and UC not received for the amount already released.
9.	Mizoram	(a) Details of budget provision made in 2008-09 not communicated. (b) Implementation mode of scheme not clear.
10	Orissa	(a) Rs 909.43 lakh unspent amount under CLASS and ET scheme. Hence no release possible
11	Puducherry	Progress report and UC for the year 2007-08 not received.
12	Sikkim	(a) Detailed expenditure statement and UC for the amount of Rs. 270.00 lakh released during 2005-06 not received.
13	Tripura	(a) Progress report and UC for the year 2007-08 not received.

Sl. No.	Name of State/UT	Reasons for non-release
		(b) Comments on audit para for the year 2007-08 not received.
14	Uttar Pradesh	(a) Progress report and UC for the year 2007-08 not received.

Annexure - IV

tus (of Computer Education Plans (CEPs) received from States under ICT in Schools Scheme for 2009-10

Name of State	No. of schools proposed	No. of Schools approved	Mode of implementation	Amount of Central Share to be released. (Rs. in lakh)	Remarks
Arunachal Pradesh	84	55	Outright	331.65	Funds not released due to (i) external evaluation of the Scheme implemented in the State (ii) budgetary provision (iii) Government Order of up gradation of primary to secondary schools.
Madhya Pradesh	2000 (include 1000 schools approved in 2008-09)	2000	BOOT	10000	A sum of Rs. 800.00 lakh is already lying with the State Government as unspent balance since 28.11.2007. State Government has to utilise this unspent balance and submit UC before release of further grants.
Punjab	870	870	BOOT	4350	Release of funds under process.
Tamil Nadu	1880	1880	BOOT	9400	Clarification from State Government regarding implementation of Scheme under BOOT model and revised fund

						requirement are awaited.
5.	Delhi	106	Nil	Nil	Nil	Proposal will be resubmitted by State Government

Integrated Education for the Disabled Children (IEDC)

The centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) under which educational opportunities were provided for disabled children in common schools to facilitate their integration and ultimate retention in the general school system was implemented till 2008-09. 100% assistance was provided under various components for the inclusive education of children suffering from mild to moderate disabilities in common schools. The components included educational aids, assistive equipment, salaries for special teachers and facilities for children with special needs.

The status of proposals received from the States/UTs under IEDC Scheme during 2008-09 is at **Annexure**. There is a lot of pendency in release of funds to the States under IEDC largely due to the following factors:

a) Non submission of UCs and audited accounts for the funds released earlier.
b) Non-receipt of physical progress report mentioning the number of disabled children covered, number of assistive devices distributed, details of resource rooms, training of teachers.
c) Non-submission of inspection reports by the State Govts.

The Ministry would like to complete reimbursement of the expenditure incurred upto 31.3.09 under IEDC during the first half of 2009-10 so that the activities can be completed without any carry over.

Inclusive Education for Disabled at Secondary Stage (IEDSS)

From the year 2009-10, a new Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched for implementation through the Education Departments of States/UTs. This scheme has replaced the earlier scheme of IEDC and will provide for inclusive education of the disabled children in classes IX - XII. The guidelines of the scheme, as well as the proforma for submission of proposals have already been sent to all States/UTs through letter no dated. These guidelines are also available at the website http://education.nic.in/secedu/sec_iedc.asp.

THE OBJECTIVES OF THE SCHEME PROVIDE FOR:

a) Every child with disability will be identified at the secondary level and his educational needs assessed
b) Provision of aids and appliances, assistive devices to the needy students

c) Removal of all architectural barriers in the schools to provide barrier free access to classrooms, laboratories, libraries, toilets etc.
d) Provision of learning material as per each child's requirement
e) Training of general school teachers to teach students with disabilities within a period of 3-5 years
f) Access to support services like appointment of special educators, establishment of resource rooms in every block
g) Setting up of model schools in every State to develop good replicable practices in inclusive education.

Proposals have been received from Maharashtra, Sikkim, West Bengal and Andaman & Nicobar Islands only. All States have been requested to expedite submission of proposals under IEDSS for 2009-10 (latest by 13.8.2009) so that funds can be released in time and the projected activities can be completed within the financial year.

EQUAL OPPORTUNITY TO DIFFERENTLY ABLED PERSONS

Ministry of Social Justice has sought an Action Plan with "measurable targets and timeliness" for implementation of the recommendations of Group of Ministers (GOM) on Equal Opportunity to Differently-abled Persons". The progress is being monitored by Prime Minister's Office. The time frame for achievement of measurable targets has already been circulated to the States/UTs. The following targets pertain to schools:

a) All Government and Government –aided schools at the district headquarters to be made barrier free by 2009-10
b) All Government and Government –aided schools located at Block HQs to be made barrier free by 2011-12
c) Develop one school in each District as a Model Inclusive School capable of teaching students with any disability upto Class XII by 2010-11
d) All disabled students at all levels of schooling, needing assistive devices, to be provided such devices by 2011-12

States are requested to expedite action and communicate the progress report every quarter.

ii) All States were also requested to carry out periodic surveys to identify the number of disabled children in the school going age group, category wise. However no response has been received from any State.

Annexure

of the State	Status of proposal for 2008-09 under IEDC
Pradesh	Request for 2nd instalment not received.
hal Pradesh	Request for full reimbursement not received. UC for Rs. 17,19,078/- released during 2007-08 pending.
	Full reimbursement claim for 2008-09 under submission. Rs. 13.00 lakhs unspent or previous years with State Government.
	Not received. UC pending for Rs. 68,88,210/- released during 2005-06.
sgarh	Reimbursement claim not received for 2008-09.
	Proposal for reimbursement claim for 2nd instalment for 2008-09 not received.
	Proposal for reimbursement claim for 2nd instalment for 2008-09 not received.
a	Proposal for reimbursement claim for 2nd instalment 2008-09 not received.
	Unspent balance of Rs. 97.00 lakhs. Proposal not received.
	Not received, UC pending for Rs. 6.50 lakhs.
ınd	Proposals not received.
ıka	Proposal for full reimbursement claim for 2008-09 received.
	Ist & IInd instalment released.
	Proposal for reimbursement claim for 2nd instalment Not received.
ıshtra	Proposal for reimbursement claim for 2nd instalment received.
ır	Proposal for reimbursement claim for 2nd instalment Not received.
ya	Proposal for reimbursement claim for 2008-09 Not received.
m	Proposal for reimbursement claim for 2nd instalment Not received.
nd	Proposal not received.
	Reimbursement claim for 2008-09 not received.
	2nd instalment claim not received.
an	Reimbursement claim for 2nd instalment for 2008-09 not received.
	Proposal not received. Has unspent balance of Rs. 11.00 lakhs.
Nadu	Reimbursement claim for 2nd instalment for 2008-09 not received.

Tripura	Reimbursement claim for 2nd instalment for 2008-09 not received.
Uttar Pradesh	Has unspent balance of Rs. 29.00 lakhs. Reimbursement claim for 2008-09 not received.
Uttarakhand	Proposal not received.
West Bengal	Reimbursement claim for 2nd instalment for 2008-09 not received.
Andaman & Nicobar	Reimbursement claim for 2nd instalment for 2008-09 not received.
Chandigarh	Has unspent balance of Rs. O.50 lakhs. Proposal not received.
D & Nagar Haveli	Proposal not received.
Daman & Diu	Proposal not received.
Delhi	Proposal for full reimbursement claim received.
Lakshadweep	Proposal not received.
Puducherry	Proposal for full reimbursement claim received.

H. NATIONAL AWARD TO TEACHERS - 2008

The Scheme of National Awards to Teachers (NAT) was started in the year 1958-59 with the objective of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Primary, Middle and Higher Secondary Schools.

A. NAT – 2008

The awards for the year 2008 would be given away at the function to be held at Vigyan Bhavan, New Delhi on 5th September, 2009.

a) Total No. of States/UTs/Organisations from which nominations invited - 42

B) Last date for receipt of nomination -

C) States from which recommendations not yet received. - 04

I. ARUNACHAL PRADESH
II. HARYANA
III. JAMMU & KASHMIR
IV. WEST BENGAL

D) States from which clarifications asked for By MHRD in response to proposals, but not yet received - 7

S.No.	State	Date of letter sending clarification	Nature of clarification sought
1.	ASSAM	26.3.09/3.6.09	Service records of some recommended teachers
2.	GUJARAT	25.2.09/19.3.09/2.6.09	Character certificate signed by the Education Secretary, Original copy of the minutes of State Selection Committee meeting & service records of some recommended teachers
3.	MANIPUR	11.2.09/19.3.09/3.6.09	Service record of some recommended teachers
4.	ORISSA	27.2.09/19.3.09/3.6.09	Service record of some

			recommended teachers
5.	PUNJAB	31.3.09/3.6.09	Original copy of the minutes of the State Selection Committee meeting
6.	RAJASTHAN	27.1.09/23.2.09/2.6.09	-do-
7.	UTTAR PRADESH	15.6.09	Character certificate signed by Education Secretary and service record of some recommended teachers

B. NAT - 2009

Letters bearing no. 1-4/2009-Sch.5 dated 5.6.2009 have been sent to all State/ UTs/ Organisations for sending recommendations for the National Award to Teachers – 2009 vide letter No.1-4/2009-Sch.5, dated 5th June, 2009. The last date for receipt of the recommendations from the States is 31st December, 2009. The States are requested to communicate the nominations within the prescribed period so that the process of final selection and announcement of the awardees can be made well in time.

C. Sometimes, complaints are received by the Ministry against certain nominations and sometimes these are received very close to the date of the award function. Therefore, States are advised to examine the nominations scrupulously, especially on the following points, before forwarding the same to the Ministry:

a) That the teachers are actually working in primary/secondary/higher seconday schools at the time of nomination.

b) The character and antecedent certificate in favour of teachers should be issud after careful scrutiny.

c) Complaints, either forwarded to the States by MHRD, or received by the Stats directly, should be enquired into urgently and report should be SENT TO te Ministry expeditiously to avoid embarrassment at the last moment.

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I. Vocational Education

Vocational education has been accorded high priority in the National Policy on Education (1986). The NPE, 1986 inter alia states "The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity". The NPE, 1986 set the target, to cover 10% higher secondary students under vocational courses by 1990 and 25% by 1995. The POA, 1992 reset the targets of diversification of students in vocational streams at + 2 level to 10% by 1995 and 25% by 2000. Consequently, a Centrally Sponsored Scheme (CSS) of Vocationalization of Secondary Education (VSE) was launched in 1988, which was implemented by the States/UTs for the formal sector and by the Non-Government Organisations (NGOs)/Voluntary Organisations (VOs) in the non-formal sector. The objectives of the scheme were: (i) to provide diversification of educational opportunities so as to enhance individual employability; (ii) to reduce the mismatch between demand and supply of skilled human resource, and (iii) to provide an alternative for those pursuing higher education.

At present, there are 9619 schools offering about 150 vocational courses under different nomenclature at +2 level. The enrolment capacity created is about 10 lakhs. This Ministry has prepared a draft scheme the salient features of which are as follows:

1.1 The proposed scheme envisages setting up 5000 vocational sections/ schools within Govt. to impart vocational stream curriculum at +2 level with flexibility for vertical and horizontal mobility. In addition, 5000 more institutions in the private sector would be allowed to offer the programme and 50% of the seats can be sponsored by the Govt. under the scheme based on per capita payment.

1.2 There will be intimate collaboration with apex industry associations to develop need-based curriculum and to develop testing procedure leading to joint certification.

1.3 Establishment of CBVE & SBVE: A Central Board of Vocational Education (CBVE), and State Boards of Vocational Education (SBVE) would be established for appointing assessors and conducting competency based assessment and certification. Till the establishment of CBVE and SBVE, the functions of these boards may be performed by setting up a cell in CBSE and respective State Education Boards respectively.

1.4 Establishment of State Directorate of Vocational Education (SDVE) : Establishment of State Directorate of Vocational Education (SDVE) in all the States/UTs would be taken up for effective implementation and monitoring of VE programmes.

1.5 Establishment/Strengthening of District Vocational Education Office (DVEO): Establishment/Strengthening of District Vocational Education Office (DVEO) in all districts of the States and UTs would be taken up in a phased manner to take up implementation and monitoring at the district level. Wherever Model schools are established, the DVEO will be located in the school premises.

2. Curriculum Development

2.1 Introduction of need based modular curriculum: The curriculum should be need-based and relevant so as to lead to gainful self or wage employment. Modules should also be available for inculcation of soft/generic skills, language, foundation subjects, personality development, etc. leading to better employability of the students. A component of on-the-job training/ internship should be an integral part of the curriculum. A package for each vocational course including various important components should be offered. However, the students will have a choice to deviate from the package and take modules of their choice.

2.2 Linkages with Industry in Curriculum Design: Curriculum development should be undertaken with greater inputs from industry through the Sector Skills Councils to allow contextualisation and localization of content. For assurance of quality and relevance, the vocational courses, modules and curricula need to be reviewed and revised every three years or earlier as per need. Each curriculum should meet national standards for competencies and other applicable norms.

2.3 Supply of Competency based instructional and learning materials: Competency based instructional and learning materials should be made available for the identified vocational courses to the learners, teachers and trainers by the concerned agencies. Teacher and trainer guides, practical manuals/workbooks, charts, multi-media packages should be developed on a large scale and should be made available to all the States/UTs for implementation, contextualisation and translation.

3. Modular Courses

3.1 Competency based modular courses & provision for multientry, multiexit & vertical mobility: The vocational courses should be competency based and modular

with specified credits and built-in provision for multi-entry, multi-exit and vertical mobility. Every school selected for offering vocational courses at 10+2 stage should offer need based modular courses in identified vocations to provide desirable flexibility and choice to students. The modules should include vocational theory and practice for which the weightage may vary from vocation to vocation and module to module, but development of competence should be the main focus. The selection of courses should be based on skill needs, availability of required resources and the prevailing and emerging employment opportunities. Courses approved under Apprentices Act (1961) amended in 1973 and 1986 could be preferred. Certificates of attainment will be issued to those students taking selected modules of shorter duration, offered through a system of multi-entry and multi-exit with credit accumulation facility. Certificate of attainment will also be issued to those regular students who will enroll in Class XI/ XII taking all the requisite modules but completes only one or a few of them. A Credit Accumulation and Transfer (CAT) system will enable learners to accumulate certain number of credits of learning from various modules with a view to convert the accumulated credits into a recognized qualification. In the non-formal mode, modular courses of short duration will be made available, which will also lead to certificates of attainment/competency certificates with provision of credit accumulation and multi entry-exit facility.

3.2 Provision of accredited vocational education and training centres: Vocational modules should also be offered to the academic stream students as vocational electives in the formal or non-formal mode. The schools offering vocational courses will also serve as accredited vocational education and training centres.

4. Teacher Recruitment and Training

4.1 Induction Training to teachers of Vocational Education: Vocational courses should be conducted with the help of full-time and contractual teachers /trainers as well as the guest faculty. Preference should be given to people who have had experience in the Industry. In case of lack of Industrial experience, the State Directorate of Education/ Vocational Education should ensure that teachers and trainers are given induction training of at least 30 days duration to the appointed vocational teachers.

4.2 Provision of Guest faculty from Industry: The vocational coordinator/ principal in consultation with the school management committee, regular and contractual teachers, and industry to which the school is linked would invite the guest faculty within the specified norms and guidelines.

4.3 Expansion of Teacher Training facilities: The teachers/ trainers for teacher's training and the guest faculty for vocational courses can be obtain from amongst Master Crafts-persons/ professionals in the concerned vocation even though they may not have formal qualification (degree/ diploma or a teacher training certificate). A separate paper on VE should be included in B.Ed. & M.Ed. programmes for teacher preparation. Further, B.Ed. (Voc.) programmes may be expanded and strengthened. Students of B.Ed. and M.Ed. programme should be given hands-on practice through internship programme in work place/industry. Regular in-service teacher/ trainers training programmes of 7 to 10 days on pedagogy, subject content and other related aspects of VE should be organized for all teachers every year. A concise training package on pedagogy of competency based training and assessment and soft skills for the full-time and contractual teachers from various fields should be developed and offered through the teacher training Institutions in all the States/UTs.

5. Linkage with Industries / Employers

5.1 Linkage of Schools with Industry & Trade establishments: The proximity between the schools and industry should be a major consideration in the selection of the vocational schools, wherein every school will be required to have linkage with some related Enterprise/ Industry/ Farm/ Organization, etc., for specialized quality assurance and other relevant aspects. The schools should also foster linkages with other trade establishments, industries and business set ups with greater responsibilities to be taken up by FICCI, CII and ASSOCHAM and other identified apex bodies at the Central and State levels. In addition, the task should also need to be accomplished at local level by the State Directorate of Vocational Education, District Vocational Education Offices and the Vocational Schools / Institutes/Centres themselves. They will also evolve suitable mechanisms to involve other relevant existing bodies at their level as well as to rope in the community and the industry for the task.

5.2 Flexibility in time table for unorganized sector: Training arrangements should also be made in the unorganized sector on half or full day basis. Structural flexibilities in the timetable should be incorporated to arrange practical training according to the convenience of the trainer/industry. Guidelines for practical training in industry will be prepared by the PSSCIVE, Bhopal based on the procedure of signing the Memorandum Of Understanding (MOU) with the industry developed by the NIVPAC. For the purpose, MOUs shall be signed between the school/institution and industries/user organizations. The Vocational Co-ordinator/Principal of school offering vocational courses should approach industry

and seek their cooperation for various possible aspects including practical training to vocational students. The State Directorate of Vocational Education should ensure that necessary instructions are issued to appropriate state authorities and concerned officers to ensure full cooperation of industries for imparting practical training to vocational students.

5.3 Apprenticeship Training : The State Directorate of Vocational Education and District Vocational Education Office should liaise with the BOATS for apprenticeship training of the students.

6. Joint Testing and Certification

6.1 Internal assessment of Vocational students: Internal assessment of the performance of students will have to be done by the school in a continuous comprehensive manner. The Central /State Board of Vocational Education should conduct external competency based assessment in collaboration with the concerned industry/enterprise/organization.

Evaluation & assessment of competencies: Assessment may have certain performance criteria attributed to it and therefore, speed; degree of accuracy, application under certain circumstances, etc. should be measured. Feedback from the supervisor or workplace trainer or assessor at the training site is a useful measure in gathering evidence. The school should maintain student portfolio and the same should be annexed with the evaluation sheet/certificate awarded by the Board. Possibility of joint certification with a reputed industry or international certification body should be explored and implemented.

7. **Allocation**: There is an allocation of Rs.2000 crore for the 11th Five Year Plan for this scheme.

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