



2nd HALF YEARLY MONITORING REPORT
on
SARVA SHIKSHA ABHIYAN

**For The Union Territory of
PUDUCHERRY**

**Submitted by
PONDICHERRY UNIVERSITY**

Period: 1st April 2012 – 30th September 2012

**Districts Covered
1. YANAM**

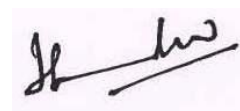
ACKNOWLEDGEMENT

SSA Report in hand has been prepared for the Union Territory of Puducherry for the District of Yanam located adjacent to the East Godavari district of Andhra Pradesh. The Period of report is for 1st April 2012 to September 30th 2012. Implementation of SSA scheme has been monitored and data collected from 24 (100 per cent) schools. We hope that details of the findings /observation recorded in this report may prove useful for the Union Territory implementing authority of Sarva Sihksha Abhiyan Programme in Puducherry and to the Central Government.

I express our gratitude to following persons for their cooperation

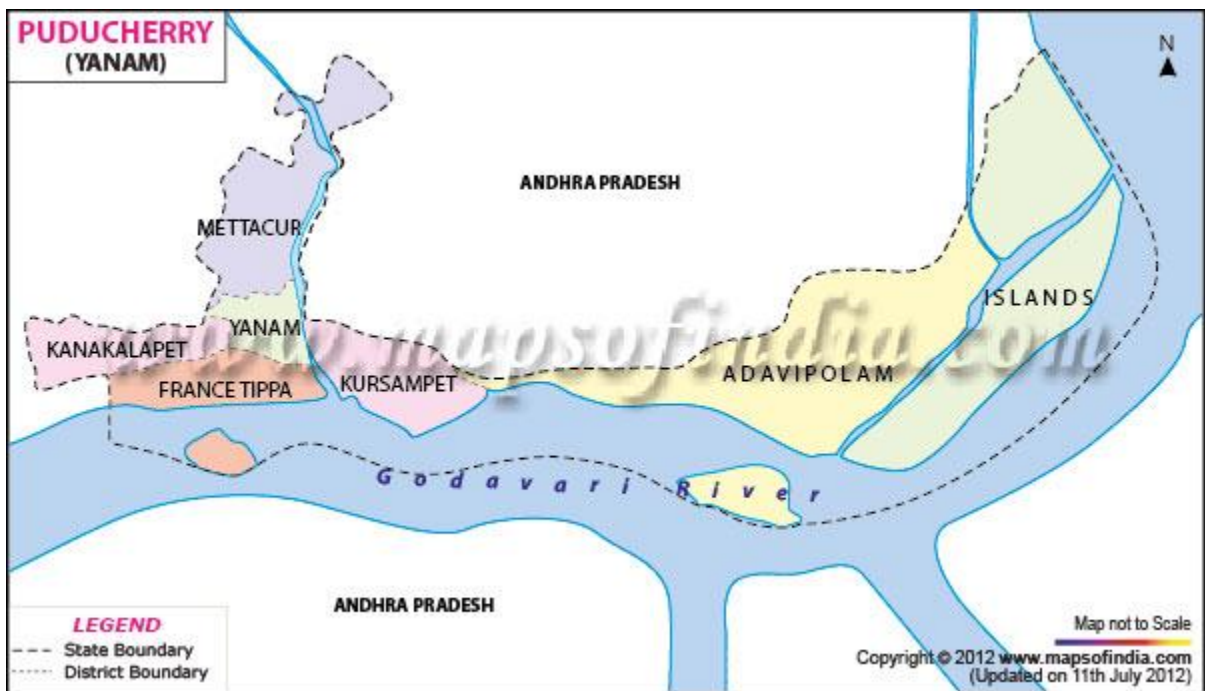
- ✓ The SPDO, and his staff in Puducherry and ADPC and his team of staff in Yanam District of Puducherry UT.
- ✓ The Director, School Education Puducherry.
- ✓ The Chief Education Officer, Puducherry and the Yanam Delegate to Department of Education and his team of staff in his office.
- ✓ Principals / Headmasters/mistress of all the schools of Yanam District for their cooperation during our visit for monitoring and evaluation study.

I also thank our academic team of Researchers Dr.G.Palanisamy and Mr. A.Kirubakaran, for conducting an exhaustive study in the schools for monitoring and evaluation of SSA programme. I also take opportunity in expressing thanks to non academic staff in preparation & completion of the report.



Prof. T.Subramanyam Naidu
(Principal Investigator)
Puducherry UT

Yanam District Map of Puducherry Union Territory



**I. 2nd HALF YEARLY MONITORING REPORT ON SSA FOR YANAM
DISTRICT OF THE UNION TERRITORY OF PUDUCHERRY
FOR THE PERIOD OF 1st APRIL 2012 TO 30th SEPTEMBER, 2012**

1.1. GENERAL INFORMATION

Sl. No.	Subject	Details
1.	Name of the monitoring institution	PONDICHERRY UNIVERSITY
2.	Period of the report	01-04-2012 TO 30-09-2012
3.	Fund Released for the Period	75% of the funds released for the period 1 st April 2012 to 30 th September 2012.
4.	No. of Districts allocated	04 (FOUR)
5.	District names	Puducherry, Karaikal, Mahe and Yanam
6.	Date of visit to the Districts / EGS / Schools	August to December 2012
7.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated	Primary & Upper Primary Schools - 24 AIE - 00 BRC - 01 CRC - 02 VEC - 24 KGBV - 00
8.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Primary & Upper Primary Schools – 24 AIE - 00 BRC - 01 CRC - 02 VEC - 24 (100%) KGBV - 00
9.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	YES (100%)
10.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO	YES
11.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	YES
12.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	YES – Comments Awaited
13.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES/NO	YES
14.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	NO

**II. CONSOLIDATED REPORT / EXECUTIVE SUMMARY FOR THE
DISTRICTS OF YANAM IN PUDUCHERRY (UNION TERRITORY) FOR
THE PERIOD OF 1ST APRIL, 2012 TO 30TH SEPTEMBER, 2012**

1. Access

Sl.No.		Yanam District Observation
1.1	Physical Access	<p>The MI had visited 24 schools of which 15 were primary schools and 2 schools with primary and upper primary and 7 schools with primary, upper primary and high schools. The Name of the schools with DISE code enclosed at Annexure-1. All the primary and upper primary schools have enrolled children from their habitations of which very few were at a distance but it is not greater than what is prescribed for a neighborhood school. Almost all the schools do not have any natural or man-made barrier which in the opinion of teachers, students or SMC members poses any problems to children in accessing the school. Since Yanam is a small district covering by a river, during rainy seasons if the river is flooded there may of barrier but it is an occasional incidents. All the primary schools included in the study have upper primary school within the distance of 2-3kms of radius for neighborhood school. But at the same if the children want to have English medium of education they have to move to distance of 4-5kms of radius.</p>
1.2	Quality of Access	<p>The primary schools at (i) Seetharam Nagar and (ii) Ayyanna Nagar were functioning in cyclone relief shelter. The Seetharam Nagar school was constructed by SSA fund, However there is no approachable road to the school due to the private occupant of the surrounding areas. So, it is waiting for inauguration. Ayyanna Nagar school is in under construction.</p> <p>But at the same time all the schools had required number of class rooms. The student classroom ratio was adequate and found satisfactory. All the class rooms in the Yanam district were found with proper light and ventilation facilities. Almost all the schools are provided with electricity facilities and equipped with lights and fans. In all the sample schools visited by MI it was observed that the blackboards are fixed centrally. It is well fixed in wall and to clear vision of the students. In schools with pre-primary class the class rooms have low level blackboards to enable the students for writing practice. Except two (8.33%) schools namely GPS, Darialthippa and New GPS, Venkat Nagar all other sample schools in the Yanam district are provided with ramps consisting of GI pipe handrails. The quality of the ramp was found good. Except two (8.33%) schools namely GPS, Darialthippa and New GPS, Venkat Nagar all other sample schools in the Yanam district have separate toilet units for boys and girls. The Darialthippa</p>

		<p>schools have only one urinals. But for GPS Venkat Nagar, the fund had sanctioned for construction but not yet started construction. Rest of 22 (91.67%) schools are provided with separate toilet facilities, and good running water.</p> <p>The MI had observed in the Pandit Jawarharlal Nehru Govt. High School, Metakur, there was no door for the girls toilet (the photo exhibited the condition below). The Kamichetty Sri Parasuram Varaprasada Rao Naidu Government Primary School, Yanam, where the common special classes were conducted for CWSN for which an amount of Rs.39,200 was spent for construction of special classroom for them. But, during the visit of the MI the toilet for the CWSN children was in pathetic condition of damaged toilet seats and sting smell which is photo express all the 22 (91.67%) schools with toilet facilities have good running water and it was found satisfactory. All the schools were provided with drinking water facility in good running condition. The Yanam district SSA had also sanctioned fund for water purifier unit during 2008-09 to all the schools except three schools which is proposed to shift to new building.</p> <p>But during the MI visit to the schools it was found that in 10 (41.67%) schools the water purifiers did not in working condition, so these school children's unable to get purified drinking water. Among 24 schools in the Yanam district the following 9 (37.5%) schools did not have playground, but these schools were provided with both indoor and outdoor play materials. Rest of 15(62.5%) schools were having play ground in their schools.</p>
1.3	Social Access	<p>The share of SC/ST, Muslims, MBC and Girl children in enrollment is proportionate to their share in population of the habitation. The enrollment of girl children is comparatively better and quite encouraging. There was two schools which was fully enrolled by MBC especially fisherman community students where they the main concentration of the habitation. There is no variation in the pattern of attendance. With respect to gender variation in attendance in the sample schools did not show any significant variation trend. Since almost all the sample schools in the Yanam district have a common linguistic group (Telugu), there was no language barrier among the students.</p> <p>At the same time the MI does not observed any social or cultural barrier among the students, teachers & community members they were mingle together as brothers and sisters without any discrimination. To the best of knowledge of the</p>

		MI enquiry and observation during their visit they did not observe any covert and overt discrimination by the teachers or peers against children of any social group or community. And there no such discrimination was report by the parents or community members to the notice of MI's.
1.4	Additional Items in the context of RTE.	<i>Observations are to be written here.</i>

2. **Special Training (for Out of School Children)**

Yanam District Observation		
<p>Almost all the children were enrolled in the school as seen from the VER as per the GOI norms. The Village Education Registrar is updated every year by enumerating door to door survey by the school teachers of the habitation immediately after reopening of the school during the month of July every year. In case if the children who stopped coming to school the teachers used visit the student's home to find out the reasons for long absence. The problems will be settled by discussing their parents by the BRC/CRC co-ordinators and make necessary arrangements to be regular to school. The schools submitted the report of drop-outs to the higher authorities on an annual basis. No such seasonal migration of family was report during the visit made by the MI in the Yanam district of Puducherry Union territory. The OoSC will be given special training by the teachers and a separate care was given to the students exams and evaluation. Then the student will be admitted to the age appropriate class. By regular teachers with special attention. Enrolled in regular schools and same TLM is used to provide to these children too. Since the training is given in the regular schools with other student the learning achievement level of the children is satisfactory and the question of mainstream does not arise</p>		

3. **Quality Issues**

Yanam District Observation		
3.1	Enabling Conditions	<p>Total 264 teachers are working in Yanam district. Among them 139 male and 125 are female. The teacher and students ratio is 20:1. In this district there are 35 teacher posts are vacant, to compensate this gap 65 para teachers has been appointed on contract basis by the government.</p> <p>The teachers are available in each class. 76% of schools having teachers for the subjects of Science Maths and languages. All the teachers in Yanam district got training in CRC level, BRC level, induction level. The free text books and note books are supplied to the students during the month of July for all the subjects and to both English and Telugu medium of instructions. The school grant, maintenance grant and TLM grant were received in time to the schools of Yanam.</p>
3.2	Teaching Learning Process	<p>The MI on their observation and interactions with the teachers a majority of them were well aware of conceptual and understanding the constructivist approach to teaching learning process. As per the MI observation of TLM materials displayed in the classrooms and interaction with the teachers</p>

		<p>reveals that the involvement of the children in the teaching-learning process is constructivist. The method of continuous and comprehensive evaluation is followed and the marks are awarded and ranked. Almost all the schools found a good onsite academic support from their fellow teachers and the MI found an health academic exchange of ideas taking place. especially during group discussion and interaction session they made to sit in a small groups.</p> <p>There is no such classification of difference of classes in forming the groups. No, such difference was made; neither they were not made to sit separately nor in the back benches. Almost all the children allowed to prefer their seats and every one of mingle and sit together to their convenience. The MI had observed that only the one student from each class are elected as class monitor and they will represents to the management and they do not have any other role in classroom management.</p>
3.3	Issues in Equity in Quality	There is no discrimination in the name of caste, religion and gender to provide the equal and quality education to the students.

4. Computer Aided Learning

Yanam District Observation		
<p>The MI on their observation found in almost all the schools the CAL centre computers and other accessories provided were physically available. 17 (70.83 %) schools were kept their computers in a separate room while 7 (29.17%) schools kept their computers in the Headmaster/teachers common room. The computers are installed with free from seepage, good electrical earthing was done. The computers aided learning was also provided to the students. Activity based digital TLM were used as supplementary materials to the course by all the teachers. The software which is specially designed by Azim pramji foundation was provided to all the schools. The upper primary students were made to operate the computers. The primary students were given computer aided learning. According to the information received from the teachers almost all the teachers were provided with training programmes under SSA for CAL and they feel satisfactory. Feed backs are obtained from each school annual and the requisites are fulfilled by the state government.</p>		

5. Girls Education

Yanam District Observation		
5.1	Girls Education & NPEGEL	<p>Out of the 5408 children enrolled in the 24 sample schools in primary and upper primary sections 2609 (48.25%) were boys and 2799 (51.75%) were girls. The gender gap in enrollment was 3.5%. The girl students are comparatively higher than that of the male, since the census population in Yanam shows the female are comparatively greater in number (ie. 1038 women for 1000 man to census 2011). In view to the sex ratio to the Yanam population this does not make much significance among the teachers and community members. As per the MI</p>

		observations during the visit and the inputs received from the teachers during the discussion says that the participation level of girls in the classroom is relatively better than the boys.
5.2	KGBV	NO KGBV IN THE DISTRICT

6. Inclusive Education with Special Reference to CWSN

Yanam District Observation		
6.1	In the Class Room	Out of the 24 schools visited in the Yanam district 154 CWSN students are enrolled primary and upper primary sections. 87% of the CWSN students are present during the day of visit of the MI to the schools. The MI observed that the seating arrangement of the CWSN students was inclusive. There was no segregation of CWSN from the normal children. The CWSN were allowed to sit anywhere in the classroom as their preference and their conveniences. Out of the enrolled CWSN students only 8% of them are passive with minimum interaction with their groups and teachers and the rest 92% are active in the classroom. Interaction of peer with the CWSN was by and large friendly and helpful. No case of bullying or teasing and taunting the CWSN was observed and reported in any of the schools. The peer supports to CWSN are found good and encouraging. They were socialized and provided with the basic needs for reading and writing the needy students were escorted to schools. The government also provides free spectacles, hearing aid calipers etc at free of cost to the needy students.
6.2	From Teachers	The MI on their observation the teachers are more encouraging and supportive in developing their skill. There was special TLM prepared for the moderate and sever CWSN students and the others could able to follow the same TLM which is meant for the normal students. As per the observation made by the MI the teachers had soft corners towards the students and the CWSN are made to forget their serious disability. The CWSN were paid special care and affection by the teachers. There was one school were a separate class for all the moderate and badly affected CWSN children are given training. There are 2 specially trained teachers for them and they were also giving training to the students in other schools once in week on rotation basis of visit. The Special teachers were not given any additional training programme in-service. These special teachers are not recruited on permanent basis. Bi-annual medical assessment was done to the CWSN students were provided. In Yanam district, the reported CWSN children did not have any home-based education. The MI also found that every students wish to move to school every day.
6.3	Parents	The resource teachers encourage the parents to put their affect children in school and motivate them to bring their children to be self confident citizen.

6. Civil works

Yanam District Observation

With respect to the oral communication received for the 2 days training was given to the SMC members is inadequate. 80% of schools No such community manual for civil works was found available in the SMC/VECs while the visit of MI to schools. In all the visited schools having separate account for civil works, provided by the SSA to maintain the common ledger. The ledger maintenance training programme was provided to the teachers.

Not even single school had installed transparent board in the schools about the details of fund received and expenditures. In Yanam district most of the civil work were constructed under the PWD, only a few civil work were carried out by the SMCs in such case the retired PWD engineer is appointed in execution of the civil work. There was no construction carried out during the time of visit of MIs. There was no old daily stock account records were found. The payment for the construction carried out by the PWD will be made through cheque.

The payment for the construction carried out by the SMC will be made only by cash. There is no such MoU signed between the SSA authorities and SMC before release of funds.

The PWD constructed civil work will be followed as per the state government norms before release of funds. The MIs impression on the quality of construction was found good in two schools where the window grills were designed with galaxy, shapes, etc which is information and unique. The Yanam district had taken initiative to carry out the civil work with the SMC/VEC as the first time in the Union territory of Puducherry.

8. Community Awareness

Yanam District Observation

MI observed that in the Yanam VEC were familiar with their roles and responsibilities as notified by state government. 89 per cent of VEC admitted their ignorance about their roles and responsibilities which is largely because of the fact that generally the chairman and secretary of VEC are invited in the community training programmes. In Yanam distict 40 per cent of the VEC were not familiar with DISE capture format rest of them were quite comfortable with regard to their familiarity with DISE captures format and VER/WER on these issues. The MI observed that in the Yanam district, familiarity of the SMC members with the guidelines regarding school development plan was good. Only 28 per cent were not able to report on the training received by them in this respect. VEC meeting were held on a monthly basis or bi-monthly or quarterly meetings. The main issues discussed in these meetings were civil works, PTA meetings, school visit, grants received for the schools and any other issues related to the school. MI observed that in the Yanam district VEC members were monitored did not an active role in monitoring teacher and student attendance. The VEC members were also actively contribute to the civil works by cash or manual help for the uplift of school or educational scenario.

9. **MIS**

Yanam District Observation

All the 24 school were supplied data under DISE for the latest year. MI also observed that all visited 24 school had copy of filled DCF. All the 24 school headmasters/teachers had got training on filling up of DCF. With the introduction of SSA and MDM the schools are expected to keep the records relating to various SSA grants, DISE data, stock registers, preparation and submission utilization certificates, students and teachers attendance, students learning out comes, MDM beneficiary , stock and conversion register. The MI observed during the field visit 45 per cent of schools were very good in maintaining and updating of various records, rest of 55 per cent school were not maintained records properly.

10. **Financial Management**

Yanam District Observation

The MI observed all 24 school were maintaining cash book. 68 per cent were regularly updating their cash book. All VEC have bank accounts and receive all SSA grants through bank. These bank accounts were in the name of VEC and not maintained by individual. Stock register was available in all school. The mode of transfer of funds from state/district levels to the VEC was through e-transfer. The schools then received their respective grants from the VEC in cash. The grants sanctioned for the schools which were transferred to VEC account were released immediately to the schools. This process usually took within one week. All 24 schools reported that proposal for expenditure and expenditure statements were shared with the community. VEC is covered by audit form the district level official and it was shared with the community. All the VEC of the 24 visited schools by MI reported that they have never undertaken the initiative mobilizing financial resources for the school.

III. Yanam district of Puducherry Union Territory Monitoring / Summary of the school reports covered in the period 1st April,2012 to 30th September 2012


1. ASSESS

A. Physical Assess

<p>i) Name & category of the school visited and distance of the school from each of the habitations it is catering to.</p>	<p>The MI had visited 24 schools of which 15 were primary schools and 2 schools with primary and upper primary and 7 schools with primary, upper primary and high schools. The Name of the schools with DISE code enclosed at Annexure-1.</p>
<p>ii) If the children from habitations at a distance greater than what is prescribed for a neighborhood school and enrolled in the school, reasons thereof.</p>	<p>All the primary and upper primary schools have enrolled children from their habitations of which very few was at a distance but it is not greater than what is prescribed for a neighborhood school.</p>
<p>iii) Presence of any natural or man-made barrier which in the opinion of teachers, students or SMC members poses any problems to children in accessing the school.</p>	<p>Almost all the schools do not have any natural or man-made barrier which in the opinion of teachers, students or SMC members poses any problems to children in accessing the school. Since Yanam district is a small district covering with river, during rainy seasons if the river is flooded there may of barrier but it is an occasional incidents.</p>
<p>iv) Name and distance of the Upper Primary school from the habitation and school is located.</p>	<p>All the primary schools included in the study have upper primary school within the distance of 2-3kms of radius for neighborhood school. But at the same if the children want to have English medium of education they have to move to a distance of 4-5kms of radius.</p>

B. Quality of Assess

<p>i) Number of classrooms in the school and student classroom ratio</p>	<p>The primary schools at (i) Seetharam Nagar and (ii) Ayyanna Nagar were functioning at cyclone relief shelter for which the Seetharam Nagar school was constructed by SSA fund, since there is no approachable road to the school due to the private occupants in the sourrinding areas still it is waiting for inauguration. Ayyanna Nagar school is in under construction.</p> <p>But at the same time all the schools had required number of class rooms. The student classroom ration was adequate and found satisfactory.</p>
<p>ii) Are the class rooms properly lighted and ventilated?</p>	<p>Yes, all the class rooms in the Yanam district schools were found with proper light and ventilation facilities. Almost all the schools are provided with electricity facilities and</p>

	equipped with lights and fans.
iii) How are the blackboards located in the classrooms?	In all the sample schools visited by MI it was observed that the blackboards are fixed centrally. It is well fixed in wall and to clear vision of the students. In schools with pre-primary class the class rooms have low level blackboards so has to enable the students for writing practice.
iv) Does the school have ramp with handrails? If yes, pl. comment on its quality.	Except two (8.33%) schools namely GPS, Darialthippa and New GPS, Venkat Nagar all other sample schools in the Yanam district are provided with ramps consisting of GI pipe handrails. The quality of the ramp was found good.
v) Does the school have separate toilet units for boys and girls and are they adequate for the children enrolled in the school?	<p>Except two (8.33%) schools namely GPS, Darialthippa and New GPS, Venkat Nagar all other sample schools in the Yanam district have separate toilet units for boys and girls. The Darialthippa schools have only one urinals. But for GPS Venkat Nagar, the fund had sanctioned for construction but not yet started construction.</p> <p>Rest of 22 (91.67%) schools are provided with separate toilet facilities, and good running water.</p> <p>The MI had observed in the Pandit Jawarharlal Nehru Govt. High School, Metakur, there was not door for the girls toilet (the photo exhibited the condition below).</p>  <p>The Kamichetty Sri Parasuram Varaprasada Rao Naidu Government Primary School, Yanam, where the common special classes were conducted for CWSN for which an amount of Rs.39,200 was spent for construction of special classroom for them. But, during the visit of the MI the toilet for the CWSN children was in a pathetic condition of damaged toilet seats and sting smell which is photo express</p>



vi) Do the toilet units have running water supply? If not, are they used and maintained properly?

Yes, all the 22 (91.67%) schools with toilet facilities have good running water and it was found satisfactory.

vii) Is the drinking water facility in running condition and do the children get safe drinking water or there are complaints of water being polluted or having higher iron, arsenic contents?

All the schools were provided with drinking water facility in good running condition. The Yanam district SSA had also sanctioned fund for water purifier unit during 2008-09 to all the schools except three schools which is proposed to shift to new building.

But during the MI visit to the schools it was found that in 10 (41.67%) schools the water purifier is not in working condition, so these school children's are not getting purified drinking water.

Sl. No.	Name of the School
1.	Babu Jagajivan Ram Government Primary School, Bheem Nagar
2.	Kona Venkata Raju Government Primary School, Kanakalapeta
3.	Government Primary School, Seetharam Nagar (Not provided)
4.	Government Primary School, Vankat Nagar (Not provided)
5.	Government Primary School, Ayyanna Nagar (Not Provided)
6.	Swami Vivekananda Government Primary School, Kurasampeta
7.	Subramania Bharathi Govt. Primary School, Savithri Nagar
8.	Kamichetty Sri Parasuram Varaprasada Rao Naidu Government Primary School, Yanam

	<table border="1"> <tr> <td>9.</td> <td>Dr. Zahir Hussain Govt. English Medium Primary School, Yanam</td> </tr> <tr> <td>10.</td> <td>Perunthalaivar Kamrajar Govt. High School, Guerimpeta</td> </tr> <tr> <td>11.</td> <td>S.K.S.P.V.R.N Govt. High School, Kankalpetta</td> </tr> <tr> <td>12.</td> <td>Pandit Jawarharlal Nehru Govt. High School, Metakur</td> </tr> <tr> <td>13.</td> <td>Mother Theresa Government Primary School, Metakkur</td> </tr> </table>	9.	Dr. Zahir Hussain Govt. English Medium Primary School, Yanam	10.	Perunthalaivar Kamrajar Govt. High School, Guerimpeta	11.	S.K.S.P.V.R.N Govt. High School, Kankalpetta	12.	Pandit Jawarharlal Nehru Govt. High School, Metakur	13.	Mother Theresa Government Primary School, Metakkur										
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viii) Does the school have a play ground?	<p>Among 24 schools in the Yanam district the following 9 (37.5%) schools does not have playground, but these schools were provided with both indoor and outdoor play materials. Rest of 15 (62.5%) schools were having play ground in their schools.</p> <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Name of the School</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Krishna Deva Rayer Government Primary School, Agraharam</td> </tr> <tr> <td>2.</td> <td>Babu Jagajivan Ram Government Primary School, Bheemnagar</td> </tr> <tr> <td>3.</td> <td>Government Primary School, Seetharam Nagar</td> </tr> <tr> <td>4.</td> <td>Government Primary School, Vankat Nagar</td> </tr> <tr> <td>5.</td> <td>Government Primary School, Ayyanna nagar</td> </tr> <tr> <td>6.</td> <td>Mother Theresa Government Primary School, Metakkur</td> </tr> <tr> <td>7.</td> <td>Sri Arhur Cotton Government Primary School, Isukakalava</td> </tr> <tr> <td>8.</td> <td>Sri Dunna Naga Rao Govt. Primary School, Ambedkarnagar</td> </tr> <tr> <td>9.</td> <td>Dr. Ambedkar Govt. High School, Farampeta</td> </tr> </tbody> </table>	Sl. No.	Name of the School	1.	Krishna Deva Rayer Government Primary School, Agraharam	2.	Babu Jagajivan Ram Government Primary School, Bheemnagar	3.	Government Primary School, Seetharam Nagar	4.	Government Primary School, Vankat Nagar	5.	Government Primary School, Ayyanna nagar	6.	Mother Theresa Government Primary School, Metakkur	7.	Sri Arhur Cotton Government Primary School, Isukakalava	8.	Sri Dunna Naga Rao Govt. Primary School, Ambedkarnagar	9.	Dr. Ambedkar Govt. High School, Farampeta
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9.	Dr. Ambedkar Govt. High School, Farampeta																				

C. Social Assess

i) If the share of SC, ST, Muslim & Girl children in enrollment is proportionate to their share in population of the habitation/ neighborhood cater to.	The share of SC/ST, Muslims, MBC and Girl children in enrollment is proportionate to their share in population of the habitation. The enrollment of girl children is comparatively better and quite encouraging. There was two schools which was fully enrolled by MBC especially fisherman community students where they the main concentration of the habitation.
ii) If there is any major variation in the pattern of attendance in respect of SC,ST, Muslim and Girl children.	There is no variation in the pattern of attendance. With respect to gender variation in attendance in the sample schools did not show any significant variation trend.

<p>iii) Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family & community members.</p>	<p>Since almost all the sample schools in the Yanam district have a common linguistic group (Telugu), there was no linguistic barrier among the students.</p> <p>At the same time the MI does not observed any social or cultural barrier among the students, teachers & community members they were mingle together as brothers and sisters without any discrimination.</p>
<p>iv) If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is observed.</p>	<p>To the best of knowledge of the MI enquiry and observation during their visit they did not observe any covert and overt discrimination by the teachers or peers against children of any social group or community. And there no such discrimination was report by the parents or community members to the notice of MI's.</p>

2. INTERVENTION FOR OUT OF SCHOOL CHILDREN:

<p>i) No. of children not enrolled in the school as seen from the VER/WER (gender and social category-wise and age group-wise – 6-10 years and 11-14 years).</p>	<p>Almost all the children were enrolled in the school as seen from the VER as per the GOI norms.</p>
<p>ii) When was the VER/WER last updated and how frequently is it reviewed and updated?</p>	<p>The Village Education Registrar is updated every year by enumerating door to door survey by the school teachers of the habitation immediately after reopening of the school during the month of July every year.</p>
<p>iii) No. of children who dropped out of the school. Please comment on the system for identifying a child as a dropout.</p>	<p>There is no drop-out students in the district</p>
<p>iv) Efforts made to bring them back to school.</p>	<p>In case if the children who stopped coming to school the teachers use visit the student home to find out the reasons for long absence. The problems will be settled by discussing their parents by the BRC/CRC co-ordinators and make necessary arrangements to be regular to school.</p>
<p>v) Whether school submitted report on drop outs on monthly, quarterly or half-yearly or annual basis to the higher authorities?</p>	<p>The schools submitted the report of drop-outs to the higher authorities on an annual basis.</p>
<p>vi) Did any child left school</p>	<p>No such seasonal migration of family was report during the</p>

because of seasonal migration of the family. If yes, number of children having left school?	visit made by the MI in the Yanam district of Puducherry Union territory.
vii) If children of seasonal migrant families held back in the school through seasonal hostels or some other intervention?	Not arise
viii) If no such arrangement made, if migration/transfer certificate issue to them by the school.	NA
ix) Has any special training intervention been started for the OoSC? If yes, please give details covering following points:-	Yes, the OoSC will be given special training by the teachers and a separate care was given to the students exams and evaluation. Then the student will be admitted to the age appropriate class.
❖ Nature of special training (residential or non-residential)	Non-residential
❖ Imparted through regular teachers or Education Volunteers	By regular teachers with special attention.
❖ No. of children enrolled and found present on the day of visit.	
❖ Duration of training received by the EVs	Not necessary
❖ TLMs provided to the children.	Enrolled in regular schools and same TLM is used to provide to these children too.
❖ Learning achievement level of the children and if it appear possible to mainstream them within the given time frame.	Since the training is given in the regular schools with other student the learning achievement level of the children is satisfactory and the question of mainstream does not arise.
❖ If the fund for honorarium and other expenses received in time.	-NA-

3. QUALITY:

A. Enabling conditions:

i) No. of teachers (Male & Female), PTR and teachers vacancies.	Total 264 teachers are working in Yanam district. Among them 139 male and 125 are female. The teacher and students ratio is 20:1. In this district there are 35 teacher posts are vacant, to compensate this gap 65 para teachers has been appointed on contract basis by the government.
ii) Are teachers available for each class and for teaching Science, Mathematics and language? (in case of upper primary school)	Yes, the teachers are available in each class. 76% of schools having teachers for the subjects of Science Maths and languages.
iii) No. of untrained teachers.	There are no untrained teachers in Yanam district of Puducherry UT, ALL teachers are trained teachers.
iv) Details the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).	All the teachers in Yanam district got training in CRC level, BRC level, induction level
v) If text books were received in time for all the subjects and all mediums of instruction.	YES, the free text books and note books are supplied to the students during the month of July for all the subjects and to both English and Telugu medium of instructions.
vi) If school grant, maintenance grant and TLM grant were received in time.	YES, the school grant, maintenance grant and TLM grant were received in time to the schools of Yanam.

B. Teaching Learning Process:

i) Teachers understanding of constructivist approach to teaching learning process.	The MI on their observation and interactions with the teachers a majority of them were well aware of conceptual and understanding the constructivist approach to teaching learning process.
ii) Involvement of children in teaching learning process.	As per the MI observation of TLM materials displayed in the classrooms and interaction with the teachers reveals that the involvement of the children in the teaching-learning process is constructivist.
iii) Method of evaluation being followed in the school.	The method of continuous and comprehensive evaluation is followed and the marks are awarded and ranked.
iv) Onsite academic support teachers are receiving.	Almost all the schools found a good onsite academic support from their fellow teachers and the MI found an

	health academic exchange of ideas taking place.
v) Whether children are made to sit in small groups. If groups are formed of children from the same class or with children from different classes.	Yes, especially during group discussion and interaction session they made to sit in a small groups. There is no such classification of difference of classes in forming the groups.
If children from disadvantaged groups and children with disabilities sit separately and on the back benches.	No, such difference was made; neither they were not made to sit separately nor in the back benches. Almost all the children allowed preferring their seats and every one of mingle and sit together to their convenience.
If the children have any role in the management of classroom.	The MI had observed that only the one student from each class are elected as class monitor and they will represents to the management and they do not have any other role in classroom management.

C. Computer Aided Learning (CAL):

i) The status of upkeep and maintenance of the computers & other accessories provided under CAL.	The MI on their observation found in almost all the schools the CAL centre computers and other accessories provided were physically available. 17 (70.83 %) schools were kept their computers in a separate room while 7 (29.17%) schools kept their computers in the Headmaster/teachers common room. The computers are installed free from seepage, good electrical earthing was done. The computers aided learning was also provided to the students.
ii) Whether activity based digital content TLMs are used as supplementary materials to the course materials or integrated with teaching learning process as a part of classroom transaction?	Activity based digital TLM were used as supplementary materials to the course by all the teachers. The software which is specially designed by Azim pramji foundation was provided to all the schools. The upper primary students were made to operate the computers. The primary students were given computer aided learning.
iii) Whether the subject teachers who have been provided with training on use CAL resources are comfortable on use of CAL resources and equipments?	Yes, according to the information received from the teachers almost all the teachers were provided with training programmes under SSA for CAL and they feel satisfactory.
iv) Whether activities are regularly monitored & support provided by the state?	Yes, feed backs are obtained from each school annual and the requisites are fulfilled by the state.

4. GIRLS EDUCATION, NPEGEL & KGBV:

A. Enabling conditions:

i) Gender gap in enrolment, attendance, learning and achievement and reasons thereof.	Out of the 5408 children enrolled in the 24 sample schools in primary and upper primary sections 2609 (48.25%) were boys and 2799 (51.75%) were girls. The gender gap in enrollment was 3.5%. The girl students are comparatively higher than that of the male, since the census population in Yanam shows the female are comparatively greater in number (ie. 1038 women for 1000 man to census 2011).
ii) Efforts made to address the gender gap/issues – at the levels of mindset and removing the physical barriers.	In view to the sex ratio to the Yanam population this does not make much significance among the teachers and community members.
iii) Participation level of girls in classroom processes and co-curricular activities.	As per the MI observations during the visit and the inputs received from the teachers during the discussion says that the participation level of girls in the classroom is relatively better than the boys.

B. KGBVs:

i) Involvement of Community & Parents in management of KGBVs:	NO KGBV IN THE DISTRICT
ii) Capacity building of teachers	NO KGBV IN THE DISTRICT
iii) Quality and Adequacy of Facility available	NO KGBV IN THE DISTRICT
iv) Status of fund flow and maintenance	NO KGBV IN THE DISTRICT

5. INCLUSIVE EDUCATION:

A. Enabling conditions:

i) Number of CWSN in the school	Out of the 24 schools visited in the Yanam district 154 CWSN students are enrolled primary and upper primary sections.
ii) Presence of CWSN on the day of MI visit	87% of the CWSN students are present during the day of visit of the MI to the schools.
iii) Type of disability CWSN suffers from.	The type of disability is listed below

	<table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Type of disability</th> <th>No. of Students</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Imparement (Blindness)</td> <td>1</td> </tr> <tr> <td>2.</td> <td>Imparement (LV)</td> <td>19</td> </tr> <tr> <td>3.</td> <td>Hearing Imparement</td> <td>25</td> </tr> <tr> <td>4.</td> <td>Speech Imparement/problems</td> <td>24</td> </tr> <tr> <td>5.</td> <td>Loco motor Imparement</td> <td>24</td> </tr> <tr> <td>6.</td> <td>Mental Retardation</td> <td>45</td> </tr> <tr> <td>7.</td> <td>Cerebral palsy</td> <td>12</td> </tr> <tr> <td>8.</td> <td>Autism</td> <td>3</td> </tr> <tr> <td>9.</td> <td>Multiple disability</td> <td>1</td> </tr> <tr> <td></td> <td>Total</td> <td>154</td> </tr> </tbody> </table>		Sl. No.	Type of disability	No. of Students	1.	Imparement (Blindness)	1	2.	Imparement (LV)	19	3.	Hearing Imparement	25	4.	Speech Imparement/problems	24	5.	Loco motor Imparement	24	6.	Mental Retardation	45	7.	Cerebral palsy	12	8.	Autism	3	9.	Multiple disability	1		Total	154
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iv) Seating arrangement.	The MI observed that the seating arrangement of the CWSN students was inclusive. There was no segregation of CWSN from the normal children. The CWSN were allowed to sit anywhere in the classroom as their preference and conveniences.																																		
v) Participation level of CWSN in classroom processes.	Out of the enrolled CWSN students only 8% of them are passive with minimum interaction with their groups and teachers and the rest 92% are active in the classroom.																																		
vi) Encouragement of CWSN by teacher	The MI on their observation the teachers are more encouraging and supportive in developing their skill.																																		
vii) Availability of TLM with CWSN	There was special TLM prepared for the moderate and sever CWSN students and the others could able to follow the same TLM which is meant for the normal students.																																		
viii) Peer Interaction with CWSN.	Interaction of peer with the CWSN was by and large friendly and helpful. No case of bullying or teasing and taunting the CWSN was observed and reported in any of the schools.																																		
ix) Type of peer support to CWSN	The peer supports to CWSN are found good and encouraging. They were socialized and provided with the basic needs for reading and writing the needy students were escorted to schools. The government also provides free spectacles, hearing aid calipers etc at free of cost to the needy students.																																		
x) Teacher behavior towards the CWSN.	As per the observation made by the MI the teachers had soft corners towards the students and the CWSN are made to forget their serious disability. The CWSN were paid special care and affection by the teachers.																																		
xi) Teacher training.	There was one school were a separate class for all the moderate and badly affected CWSN children are given training. There are 2 specially trained teachers for them and they were also giving training to the students in other schools once in week on rotation basis of visit.																																		

xii) Adequacy of teacher training.	The Special teachers were not given any additional training programme in-service. These special teachers are not recruited on permanent basis.
xiii) Preparation of IEP by the school for CWSN.	No such preparation of IEP by the school for CWSN are found during the visit by the MI.
xiv) Frequency of visits of Resource Teacher to school.	Weekly once visit was made by the resource teachers to the schools.
xv) Nature of support by the resource teacher.	Caring nature and the needy CWSN children are recommended for special coaching in the special school.
xvi) Awareness of Parent About the availability of Resource Teacher.	The resource teachers encourage the parents to put their affect children in school and motivate them to bring their children to be a self confident citizen.
xvii) Status of medical assessment of CWSN	Bi-annual medical assessment was done to the CWSN students were provided.
xviii) CWSN in need of home based support, and frequency and duration of home visit of resource teacher/volunteer /care giver and Nature of support given to CWSN.	In Yanam district, the reported CWSN children did not have any home-based education. The MI also found that every students wish to move to school every day.

6. CIVIL WORKS:

i) Whether SMC/VEC has been adequately trained for implementing civil works (minimum 2 to 3 time training during the construction period)	With respect to the oral communication received for a 2 days training was given to the SMC members. These training were inadequate.
ii) Whether the community manual design drawings are available with the SMC/VEC or within the school premises	In 80% of schools No such community manual for civil works was found available in the SMC/VECs while the visit of MI to schools.
iii) Whether the separate accounts for civil works are being maintained daily and details available on transparency board installed in the school premises for the purpose.	In all the schools visited a Separate account for civil works was maintained in the common ledger provided by the SSA. The ledger maintenance training programe was give to the teachers. Not even single school had installed transparency board in the teachers common room for displaying detail of fund received.
iv) Number of times the	In Yanam district most of the civil works were constructed

technical persons visited the construction site and whether there is any authentication done or instruction given (visits should be at the time of construction foundation level, plinth level, lintel level, roof level flooring and finishing level).	under the PWD, only a few civil works were carried out by the SMCs in such case the retired PWD engineer is appointed in execution of the civil work.
v) Maintenance and authentication of daily cement account	There was no construction carried out during the time of visit of MIs. There was no old daily stock account records were found.
vi) The system of fund flow (whether through cheque, draft, e-transfer) and time take to transfer the funds in the account of SMC/VEC	The payment for the construction carried out by the PWD will be made through cheque. The payment for the construction carried out by the SMC will be made only by cash.
vii) Whether the MOU is being signed between the SSA authorities and SMC/VEC before release of funds.	There is no such MoU signed between the SSA authorities and SMC before release of funds. The PWD constructed civil work will be followed as per the state government norms before release of funds.
viii) MIs impression of quality of school infrastructure	The MIs impression on the quality of construction was found good in two schools where the window grills were designed with galaxy, shapes, etc which is information and unique.
ix) Any good practices in civil works which can be replicated in other places.	The Yanam district had taken initiative to carry out the civil work with the SMC/VEC as the first time in the Union territory of Puducherry.

7. COMMUNITY MOBILIZATION:

i) Familiarity level of the SMC members with their roles and responsibilities as notified by the State Government.	Yes, MI observed that in the Yanam VEC were familiar with their roles and responsibilities as notified by state government. 89 per cent of VEC admitted their ignorance about their roles and responsibilities which is largely because of the fact that generally the chairman and secretary of VEC are invited in the community training programmes.
ii) Familiarity of the SMC members with the DISE captures format, school report card and VEC/WER.	In Yanam district 40 per cent of the VEC were not familiar with DISE capture format rest of them were quite comfortable with regard to their familiarity with DISE captures format and VER/WER on these issues.

iii) Familiarity of the SMC members with the guidelines regarding school development plan and training received by them in this regard.	The MI observed that in the Yanam district, familiarity of the SMC members with the guidelines regarding school development plan was good. Only 28 per cent were not able to report on the training received by them in this respect.
iv) Frequency of SMC meetings held and issues discussed.	VEC meeting were held on a monthly basis or bi-monthly or quarterly meetings. The main issues discussed in these meetings were civil works, PTA meetings, school visit, grants received for the schools and any other issues related to the school.
v) Role of SMC members in monitoring teacher and student attendance and importance given to their feedback.	MI observed that in the Yanam district VEC members were monitored did not an active role in monitoring teacher and student attendance.
vi) Contribution made by the community for the uplift of school or educational scenario of the habitation.	The VEC members also actively contribute to the civil works by money, material and manual help for the uplift of school or educational scenario.

8. MIS:

i) Did the school supply data under DISE for the latest year? If yes, does the school have a cop of the filled-in data capture format (DCF)	Yes, all the 24 school were supplied data under DISE for the latest year. MI also observed that all visited 24 school had copy of filled DCF.
ii) Whether any training on filling up of DCF was provided to the teacher/head teacher?	Yes, all the 24 school headmasters/teachers had got training on filling up of DCF.
iii) Did the CRC co-ordinator/head master conducted the jan-vaachan (as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan- Vaachan?.	MI observed that 95 per cent of school headmaster reported that no such activity for public reading (jan-vaachan)
iv) Did the school receive the printed copy of the school report cards? I yes, is it being displayed at the	None of the sample school had received printed copy of the school report cards. It seems that the state does not have practice of supplying the printed copy of the school report cards to schools.

notice board or kept in the file?	
v) If the DCF/school report card is available with the school does it match with the actual position in the school.	Yes, all 24 schools were maintained a copy of DCF. It is match with the actual position in the school.
vi) Are the schools records being maintained and updated regularly?	With the introduction of SSA and MDM the schools are expected to keep the records relating to various SSA grants, DISE data, stock registers, preparation and submission utilization certificates, students and teacher's attendance, students learning out comes, MDM beneficiary stock and conversion register. The MI observed during the field visit 45 per cent of schools were very good in maintaining and updating of various records, rest of 55 per cent school were not maintained records properly.

9. Financial Management:

i) Nature of financial records and registers maintained.	The MI observed that all 24 schools were maintaining cash book. 68 per cent were regularly updating their cash book. All VEC have bank accounts and receive all SSA grants through bank. These bank accounts are in the name of VEC and not maintained by individual. Stock register was available in all school.
ii) Mode of transfer of fund to the SMC/VEC from the state or district levels	The mode of transfer of funds from state/district levels to the VEC was through e-transfer. The schools then received their respective grants from the VEC in cash.
iii) System for the drawl of fund from the SMC/VEC account.	The grants sanctioned for the schools which were transferred to VEC account were released immediately to the schools. This usually took within one week.
iv) If the proposals for expenditure and expenditure statements are shared with the community. If yes, is there any instance of community expressing objection/reservation about any transaction?	All 24 schools reported that proposal for expenditure and expenditure statements were shared with the community.
v) If the VEC/SMC is covered by audit. If yes, has the audit observation been shared with the community.	Yes, VEC is covered by audit form the district level official and it was shared with the community.

vi) Any instance of community mobilizing resources for the school	All the VEC of the 24 visited schools by MI reported that they have never undertaken the initiative mobilizing financial resources for the school.
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List of Visited Schools of District Yanam

Sl. No.	Name of the School	Rural/Urban	DISE code
1.	Krishna Deva Rayer Government Primary School, Agraharam	Urban	34010-100205
2.	Babu Jagajivan Ram Government Primary School, Bheemnagar	Urban	34010-100603
3.	Kona Venkata Raju Government Primary School, Kanakalapeta	Urban	34010-100602
4.	Government Primary School, Seetharam Nagar	Urban	34011-113304
5.	Government Primary School, Vankat Nagar	Urban	34012-100217
6.	Government Primary School, Ayyanna nagar	Urban	34013-100305
7.	Mother Theresa Government Primary School, Metakkur	Urban	34010-100101
8.	Swami Vivekananda Government Primary School, Kurasampeta	Urban	34010-100301
9.	Subramania Bharathi Govt. Primary School, Savithri Nagar	Urban	34010-100703
10.	Sri Arhur Cotton Government Primary School, Isukakalava	Urban	34010-113301
11.	Sri Dunna Naga Rao Govt. Primary School, Ambedkarnagar	Urban	34010-100206
12.	Kamichetty Sri Parasuram Varapasada Rao Naidu Government Primary School, Yanam	Urban	34010-100201
13.	Indir Gandhi Government Girls Primary School, Yanam	Urban	34010-100202
14.	Dr. Zahir Hussain Govt. English Medium Primary School, Yanam	Urban	34010-100214
15.	Government Primary School, Dariyalatippa	Urban	34010-113303
16.	Perunthalaivar Kamrajar Govt. High School, Guerimpeta	Urban	34010-100701
17.	Dr. Ambedkar Govt. High School, Farampeta	Urban	34010-100304
18.	Mahatma Gandhi Govt. Boys High School, Yanam	Urban	34010-100212
19.	Kamala Nehru Govt. Girls High School, Yanam	Urban	34010-100203
20.	Rajiv Gandhi Govt. English Medium High School, Yanam	Urban	34010-100213
21.	S.K.S.P.V.R.N Govt. High School, Kankalpetta	Urban	34010-100601
22.	Pandit Jawarharlal Nehru Govt. High School, Metakur	Urban	34010-100102
23.	Dr. K.R. Narayanan Govt. High School, Dariyalatippa	Urban	34010-113305
Government Aided School			
24.	Sarada Vidya Niketan High School	Urban	34010-100211