

**1ST HALF YEARLY MONITORING
REPORT OF PONDICHERRY
UNIVERSITY ON SSA AND MDM
FOR THE UT OF PUDUCHERRY
FOR THE PERIOD OF
1ST August 2008 to 31ST January 2009**

DISTRICTS COVERED:

1. MAHE



**HALF YEARLY MONITORING REPORT ON
THE PROGRESS OF SARVA SHIKSHA ABHIYAN IN THE
MAHE DISTRICT OF UNION TERRITORY OF PUDUCHERRY**

Submitted to

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Sl. No.	Subject	Details
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FIRST PAGE INFORMATION

1.	Name of the monitoring institutions	Pondicherry University, Puducherry
2.	Period of the report	1 ST AUGUST 2008 TO 31 ST JANUARY 2009
3.	Number of districts allocated	FOUR
4.	District names	MAHE
5.	Date of visit to the districts / EGS / Schools	MARCH 2009
6.	Total number of elementary schools / EGS / AIE Centers in all the districts allocated	30
7.	Number of elementary schools (primary and upper primary) / EGS / AIE centres covered / monitored	30
8.	Whether 5% of the elementary schools / EGS / AIE Centers in all the districts allocated covered : YES / NO	YES 100%
9.	At least 1% of the school visited within one month of the start of the academic year : YES / NO (While most of the states start their academic year in June / July there are few states with academic year starting in January / April).	YES
10.	Whether the MI has sent their report to the SPO at the draft level : YES / NO	YES
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office : YES / NO	YES
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO : YES / NO	YES
13.	Whether your institution comes 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

**HALF YEARLY MONITORING REPORT ON THE PROGRESS OF
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INTRODUCTION

Location of the District

The Union Territory of Pondicherry (recently renamed as Puducherry) comprises of 4 coastal regions viz. - Pondicherry, Karaikal, Mahe and Yanam. The area of Pondicherry is scattered over three different states in the country – Pondicherry, the capital of the UT is in Tami Nadu, Karaikal region is embedded in the Nagappattinam and Tiruvarur District of Tamil Nadu, Mahe in the west coast of Kerala and Yanam is in Andhra Pradesh.

Mahe is, by far, the largest island, and it is home to the capital, Victoria, the international airport, the fishing and commercial ports, most of the population and many resorts and hotels, plus four casinos. It covers a distance of 848 kms from Puducherry by train. Its powdery white, idyllic beaches, lush vegetation, plantations of coconut palms and cinnamon rise to forested peaks with unequalled views of the neighboring islands. Surrounded by coral reefs the clear, calm waters invite relaxation and many water sports. Although it is the nation's economic hub, it has retained all of its natural beauty and charm.

DISTRICT PROFILE

The District of MAHE consists of ONE municipality

1. MAHE Municipality

SARVA SHIKSHA ABHIYAN

A new scheme viz., Sarva Shiksha Abhiyan has been introduced by the government of India to universalize elementary education by making the community the owner of the education system. The scheme will provide useful and relevant elementary education for all children in the 6-14 age group by 2010 and bridge social, regional and gender gaps.

Sarva Shiksha Abhiyan has the following objectives:

- **All children** in school, education guarantee centre, alternative school, 'back to school' camp by 2003.
- All children **complete five years** of primary schooling by 2007.
- All children **complete eight years** of elementary schooling by 2010.
- Focus on elementary education of **satisfactory quality** with emphasis on education for life.
- **Bridge all gender and social category gaps** at primary stage by 2007 and at elementary education level by 2010.
- **Universal retention** by 2010.

The implementation of SSA will make the Union Territory of Puducherry, Karaikal, Mahe and Yanam to realize the promulgation found in the Article 45 of the Indian Constitution, which has been beyond our reach so far.

METHODOLOGY

The direct participant interview method was adopted for collection of required data from the selected schools covering all the 30 schools consist of 18 Government Schools and 12 Private schools. Immense care was taken to monitor the school in rural and urban areas of Mahe region.

TOOLS AND TECHNIQUES

A Monitoring questionnaire was prepared to study various indicators based on the monitoring format developed by the NCERT was adopted.

POPULATION AND SAMPLE

In Mahe district the SSA scheme was implemented in 30 schools and all the 30 schools were taken for Monitoring by adopting census survey method.

Table 1. The schools studied

Sl.No.	School Type	Education Level		
		Primary	Upper Primary	Total
1	Primary School	12	-	12
2.	Upper Primary	-	3*	3
3.	High School	-	7+1*	8
4.	Higher Sec. School	-	5+2*	7
	Total	12	18	30

* Schools functioning with both primary and upper primary

The above table 1, shows that the total number of schools in which SSA is implemented in Mahe District is 30 and the number of schools taken for study is 30 covering near about 100% of the schools in total Mahe district, thus keeping as per

the required norms of the Revised Terms of Reference. The list of schools visited is presented in the *Appendix I*.

ANALYSIS OF THE DATA

The data collected partially through from the relevant records of the SPO, DPO and schools. Further more information were collected by discussion with the personnel in the field were analyzed qualitatively. The data collected through questionnaire were scored, tabulated and analysed. These formed an important part of the analysis, as they constituted the reactions and suggestions of the people in the field. Percentages were used to quantify the responses given by the concerned. Interpretation was done in a descriptive way giving due weightage to all sources of data.

INTERPRETATION OF DATA

Based on the data collected from the Mahe district schools in the different blocks and DPO, SPO, the interpretation of data is presented bellow:

Schools Particulars

Table: 2 Different Schools studied in Mahe District

School Category				
Primary	Upper Primary with Primary	High School with Primary & Upper Primary	Higher Sec. School with Upper Primary	Total
12 (40%)	3 (10%)	8 (26.66%)	7 (23.34%)	30 (100%)

The above table 2 shows that out of 30 schools visited 40 per cent of the schools are independent primary schools, 10 per cent of the schools are with

primary and upper primary, 26.66 per cent of the primary and upper primary schools are attached with High school and the rest 23.34 per cent of the higher secondary schools are running with upper primary school level.

Type and Management of the Schools

Table: 3 Types and Management of the Schools

Type of school				Management		
Boys	Girls	Co-education	Total	Govt.	Private	Total
0 (0%)	0 (0%)	30 (100.00%)	30 (100%)	18 (60%)	12 (40%)	30 (100%)

The above table 3 reveals that out of 30 schools visited all schools are co-educational schools. Regarding the type of management of the school 18 (60 per cent) schools were run by government and the rest 12 (40 per cent) schools were run with the government aid.

Table: 4 Type of School Buildings

Pucca RCC roofed Building	Tiled roofing building	Total
30 (100%)	0	30 (100%)

The table 4 shows structure of the building under which the students are studying. Among the schools visited cent per cent of the building is constructed with RCC roofing.

Display of SSA sign Boards

As per the norms of the SSA scheme, the schools need to put up the sign board. On observation during the visit, it was found that only one school (3.00 per cent) had displayed the sign board with the logo and slogan of the SSA, remaining (97.00 per cent) schools were identified without the sign board with logo and slogan of the SSA. These schools were given instruction to take immediate action to display the SSA sign board. Apart from this the materials that are purchased/constructed under the SSA fund were also named on the product as “purchased/constructed under SSA scheme”.

Civil Construction

Table: 5 Civil Constructions

Toilet			Water		
Yes	No	Total	Yes	No	Total
27 (90%)	3 (10%)	30 (100%)	28 (93.33%)	2 (6.67%)	30 (100%)

The fund which is allocated by SSA under the head civil work, the amount was spent to construct toilet and providing safe drinking water to the students. The above table 5 reveals about the civil work provision under SSA scheme. Out of the 30 schools visited 27 (90 per cent) schools were funded to construct toilet facilities with an sanction amount of Rs.20,000/- per school. As such, so has to provide hygienic drinking water Rs.15,000/- was sanctioned to each school under which 28 (93.33 per cent) schools were provided with drinking water to the students. The civil works are carried out after the convergence of VEC meeting and then the

execution work was carried under the supervision of the School Management Committee.

School Grants and Maintenance Grants

As per the SSA direction Rs.2,000/- as school grants and Rs.4,000/- as maintenance grants per school was sanctioned and released to all the 18 government schools visited. The monitoring team found that 12 private schools were identified with the release of Rs.2,000/- for school grants only. Before using these funds the approval is taken from the VEC and separate account was maintained. The DPO or the SPO do not follow any centralized purchase and supply of materials. Regarding the utilization of these grant almost all school use these amounts properly for the benefit of the students in time.

Text Books

The text books and note books to the students were provided by the Mahe District Government education fund. So, the SSA, fund was not used for providing free text books to the students.

Teachers and Teachers Training

The monitoring committee found that there are no additional or new teachers sanctioned in the schools visited. The study found that a total of 85 teachers were trained under various SSA training programmes held during the academic year 2007-08. The teacher's opinion regarding the training programme is satisfactory. At the same time they demand more number of training programmes for long time period. If a teacher attends one programme his next turn come after 2-3 years so

they need periodical training which will help to update their knowledge for better implementation of the programme, it will also enhance the academic progress by establishing a training cell.

Under SSA scheme, the school runs “Evening Schools” and coaching for “Slow Learners”. Educated unemployed youth in that particular village is identified and selected as the evening school teacher. The selection was done by the VEC and approval was taken from the SPO. This evening and slow learners classes function after school hours from 5.30 pm to 7.30 pm of every school working days. So has to motivate the functioning of the school. Frequent visit was made by the BRC officer and check the attendance registers and inspect the students performance. According to the Monitoring Institution authority it was found that from the total of 30 schools inspected about 18 Government schools are conducting evening school from 5.00 pm to 7.00 pm for the slow learners, and 12 private schools have been funded to conduct night schools from 6.00 pm to 8.00 pm for week students.

Sl.No.	Particulars	Functioning in No. of Schools
1.	Night School	18
2.	Evening school for slow learners	12
3.	Computer Lab	30
4.	Vocational Skill Development	7

Teacher Learning Materials (TLM)

The grants under the Teaching Learning Materials (TLM) provided to the schools at Rs.500/- per teacher, in which 75 teachers were benefited during the academic year 2007-08. The TLM grant was used in procuring teaching aids and it

was reported that the teachers are more comfortable in their teaching by having these teaching aids. The monitoring team found that about 75 teachers in these 30 schools were provided with TLM facility. The TLM includes, hand made chart, maps, Thermocoal cutting models, models of scientific equipments, models of science objects and other instruments used in laboratory. The SPO had directed the school to display all the TLM together once in year as an science exhibition period the students can also exhibit their own hand models, which helps the students to learn much more from other class teachers.

The Status of the out of School Children and Drop - out

The status of the out of school children is concern, during the last academic year there is not even single case was found.

Children with special Needs

Table: 6 Children with Special Need (CWSN)

Sl.No.	Sanctioned aid	No. Students
1	Spectacles	58
2	Hearing aid	12
3	Escort allowance and equipment	11
Total Beneficiary		81

With regard to children special needs, the Mahe District had 81 students are suspected to have deficits and were taken for medical examination to the nearby hospital and these students were found in need of aids and appliances and they were provided with hearing aids, spectacles etc. Among all the schools surveyed 58

students had provided with spectacles, 12 students had been provided with hearing aid and 11 students with escort allowance of Rs.2,000/- each. When the monitoring team enquired the beneficiary students, they said that within a week time after medical examination they got their aids and appliances from the SPO. Ramps were constructed in all the schools were the team visited.

District Information System for Education (DISE)

Table: 7 District Information systems for Education (DISE)

Sl.No.	DISE submitted	No. Schools	Per cent
1	Yes	30	100
2	No	0	0
Total		30	100

The DISE Information scheduled was issued to all the schools and it has been collected by SPO. The collected data were computed in state programme office So, has to avoid mistake while filling up the DISE schedule, information manual was provided with the schedule. The team visited to Mahe found that all the sample schools are preparing their school DISE report for the current year. Before issuing the DISE schedule to the school incharge they were invited for training and briefed about it at each BRC level. The Academic coordinators have verified 5 percent of the total schedules collected from each BRC and forward it to the SPO for data compilation and analysis.

Research and Evaluation

It was found that so far in Mahe region they had not carried out any Research and Evaluation activities.

Functioning of the VEC

The Village Education Committee (VEC) was constituted by the school administration and villagers after taking the approval of the SPO, JDWO, CEO and DPO.

Table: 8 Number of schools functioning with VEC

Sl.No.	Particulars	No. of Schools	Per cent
1	School with VEC	30	100
2	Schools without VEC	–	0
TOTAL		30	100

The monitoring team found that all the visited schools had constituted VEC and the frequency of meetings held was almost in quarterly, whenever the VEC meeting is held, they will discuss about the issue / problem of the schools and decisions will be made to utilize the allotted fund. So as to document the meeting resolutions a separate Register is maintained. The school Headmasters were trained how to maintain a register and when the VEC meeting has to be constituted. The study found that among the 30 sample schools all schools are maintaining the VEC Record properly; the school authority was given instruction to take necessary action to follow the guideline of the SSA. The study found that in the visited schools on an average about 90 per cent of the VEC members attend the meeting regularly.

Staffing at State and District Level

In Mahe District the SSA office was functioning with the following staff

Sl.No.	Designation	No. of Positions Sanctioned	In Position
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1	Asst District Project Coordinator	1	1
2	BRC Coordinator	2	1
3	CRC Coordinator	2	Nil
4	Stenographer – Gr.III	1	Nil
5	Academic co-ordinator	3	1
6	Data Entry Operator	1	1
7	Junior Accounts Officer	1	Nil
8	Upper Division Clerk	1	Nil
9	Lower Division Clerk	1	Nil
10	Peon	2	1
TOTAL		15	5

In Mahe the SSA District Project Office is functioning with a total number of five staff. The SSA staff is lead by the Asst District Project Coordinator (ADPC), and assisted with BRC Coordinator with him, there was one Academic Coordinator for training the teachers when training classes commence. Apart from the above staff there was one Data Entry Operator and one Peon for office administrative works. In short it was found that only 5 positions were filled and the rest of the positions are lying vacant.

Sl.No.	Designation	No. of Positions Sanctioned	In Position
1	CRC coordinators	2	Nil
2	BRC coordinators	2	1
TOTAL		4	1

Mid-Day Meal Scheme

The Mid-Day Meal (MDM) scheme is fully taken care by the state government. The Mahe District doesn't use the fund from the SSA scheme. The state government provides best food to the students, every day morning they start with providing milk with biscuits, noon lunch with rice, curry and fried vegetables, weekly twice they use to provide egg with lunch and in the evening when the students leave home they were provided with a cup of milk. In town limit i.e. urban area food were supplied from central kitchen, in rural areas food were cooked within the school in few schools 2-3 schools share the kitchen. About, the students and parents opinion regarding the quality and quantity of food, they found highly satisfied. The school teachers were deployed to monitor while the students are taking their food, washing of hands and their plates. The visited schools have very good, hygienic and clean kitchen, 90 per cent of the schools cook the food by using fire wood and the rest 10 per cent by using kerosene stove. In short MDM scheme operated by the state government is functioning commendably.

Additional Items Checked During the Visit

In Mahe District the schools were functioned for 198 days during the academic year 2007-08. It was observed from the study that the School have neat and clean environment, with minimum required good ventilations, all schools were provided with required numbers of desks and tables. In one school two class students are sitting in corridors of the school premises. The schools visited have cent per cent electrification, and cement flooring was laid. The class room consists of black board, TLM materials displayed. Almost all the schools were used the school grant for black board maintenance. The state government provided the

schools with required amount of play materials. On an average of 95 to 98 per cent of the attendance are present from all the 30 schools. Private schools they follow penalty system if the students are irregular to class. The government schools Headmaster warn their parents of the students if they are irregular to class. The below table shows the special assistance programme to improve the quality of education among the students in Mahe district:

Conclusion and Suggestions

It is encouraging to note that the overall implementation performance of the SSA scheme in Mahe district is very good. It has been noticed from the visit that the school authorities have realizing the goals of universalization of elementary education. However, few lacunas have been identified for which the MI has suggested few policy measures which needs a top priority so has to bridge the lacunas for the successful implementation of the programme in Mahe district of Puducherry

- ✓ Civil works are very week in few schools, many schools needs new class rooms (mostly to primary schools) and compound walls to many schools.
- ✓ The BRC and CRS Coordinators should be empowered to monitor the implementation of SSA programmes frequently.
- ✓ One Junior Account Officer has to be appointed in the SPO level for audit the accounts position in state and district level, Ever since the date of implementation of the SSA programme no one had inspected and assessed the school SSA accounts, this may give chance for misuse of funds.

- ✓ Even though the SPO provides many training programmes for teachers. This is not satisfactory, yet some more training programme has to be imparted so as to increase the quality of the SSA scheme.
- ✓ There are many teachers who don't know about the aims and objectives of SSA programme, so the training programme should be made compulsory to all the teachers. They should attend at least one training programme in two years.
- ✓ At least twice a year refresher programme for the school headmaster and school SSA co-ordinators has to be conducted. This will avoid unnecessary hindrances for the retiring headmaster even if he or she does not explain the functioning of the SSA scheme to the succeeding headmaster.
- ✓ The teachers who are transferred from one school to another their TLM amount is not transferred to the school where he is transferred. This shows a surplus amount in the account school where he is transferred. So, appropriate action has to be taken before sanctioning the amount.
- ✓ The bills and vouchers are not submitted by the teachers in time. This has to be monitored and direction should be given to Head Master through ADPC and audit should be made by a Junior Account Officer periodically.
- ✓ A computer lab has to be established at primary school level depending upon the student strength. This will increase the quality of education.
- ✓ A sum of Rs.100/- per girl student under Vocation Skill Development (VSD) is given per student studying in 8th Standard, but it can be also extended to 6th

and 7th Standard girls students, so as to enrich the interest of girl children from the bottom level and also the drop-out rate of female children can be reduced at the same time an self confidence can be created among them.

- ✓ The implementation of study tour for some historical places for the 8th standard girls belonging to SC and ST category is highly appreciable, and it makes the girls children to build a confident level and know some thing on spot.
- ✓ All schools should be permitted to engage a craft teacher even if the school has drawing master. This is because of the reason that the drawing master teaches the student only about drawing but not about craft work, tailoring, embroidering etc. So, every school needs to be with at least a temporary craft teacher.
- ✓ District Information System for Education should be maintained in District Office also. Required computer and computer operator should be engaged to execute the work.
- ✓ The academic co-ordinator and computer data entry operator at district level office is lying vacant till date, for which necessary action should be taken to fill the post.
- ✓ From the date of implementation of the programme the constituted CRC and BRC coordinators had not visited the schools and inspected the functioning of SSA programme, so necessary direction should be given them by the authorities.

- ✓ Even though the DPO/SPO level official had conducted VEC meetings, teachers training and supplied with adequate information through guideline booklet. The registers are not followed properly, only a few schools are following it.
- ✓ Regarding VEC few schools have not even opened the registers, but the authorities themselves had spent the money without passing resolution in VEC. The cash books were also not maintained properly, the team found that many records were not updated.
- ✓ In few schools the Headmasters are not able to produce their Cash Book and VEC register because at the time of visit the registers are not in the office. So, it should be insisted that no official records should be taken out of the school premises and it should be kept for inspection by MI at any time.
- ✓ The fund allocated to the schools for maintenance/school grants were not used in time, i.e, during the particular academic year for which the amount is sanctioned. In many schools account balance was too high. So, proper guideline/notification has to be issued to the schools about how the balance fund should be used.
- ✓ The Headmasters are not attending the VEC or SSA meeting conducted by the DPO. They will send their representative to attend the meeting, which leads to a communication gap. During the visit to schools many Headmasters were not aware how to use the fund and what is the purchase procedure and guideline, so as to rectify this regular refresher course for Headmasters has to be conducted.

- ✓ The teachers were not submitted their accounts for the TLM amount received to the concerned Headmasters. The team found that the school administration didn't care for it.
- ✓ Those who are appointed as Headmaster by promotion/incharge, should undergo compulsory VEC training programme before taking charge as Headmaster.
- ✓ There is no common Register for VEC, Account of schools maintained as like in other three districts of Puducherry, strict instructions should be given to the ADPC for taking immediate action to follow uniform record maintenance procedure.

It is hoped that the SSA scheme will bring a qualitative education if the above said suggestions were given top priority, it is sure that SSA scheme will bring an laurel towards the universalisation of elementary education in the state, which will lead for best performance of satisfy the objectives of Ministry of Human Resource Development.

**Schools visited to monitoring the Implementation of
the SSA scheme in Mahe District**

Government Schools

1. Government Lower Primary School, Moolakkadavu
2. Government Lower Primary School, Pandakkal.
3. Government Lower Primary School, Palloor North
4. Government Lower Primary School, Palloor West
5. Government Lower Primary School, Chembra
6. Government Lower Primary School, Cherukallai
7. Government Lower Primary School, (English Medium) Mahe
8. Government Lower Primary School, (Malayalam Medium) Mahe
9. Government Lower Primary School, Choodikkotta
10. Government Lower Primary School, Poozhithala
11. Government Middle School, Avaroth
12. UGHS, Chalakkarra
13. EC ET CC, Mahe
14. Government Higher Secondary School, Pandakkal
15. Jawarlal Nehru Government Higher Secondary School, Mahe
16. Government Higher Secondary School, Palloor
17. Government High School, Palloor
18. Government Higher Secondary School, Mahe

Private Schools

19. Avila Primary School, Mahe
20. Eden Upper Primary School, Mahe
21. MM School (Nursery), Mahe
22. St. Theresa Upper Primary, Alakkara
23. St. Theresa High School, Mahe
24. Sree Narayana, Palloor
25. PK. Raman School, Mahe
26. Okhalid, Chokli
27. Ambedkar, Chalakkara
28. Alley School, Mahe
29. Deal English Medium School, Pandakkal
30. Sree Bhavi Public School, Mahe.