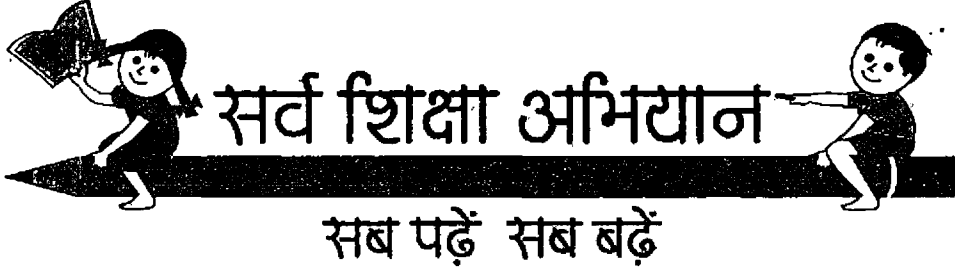


APPRAISAL REPORT

OF

ANNUAL WORKPLAN AND BUDGET
2010-11



Andaman & Nicobar Islands
(SSA)

In respect of: S.Andaman, Nicobar, North & Middle Andaman and
State Component Plan.

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Appendices:

Fact Sheet, Results Frame Work, Tables on physical progress, Data Tables and Costing.

**ANDMAN & NICOBAR ISLAND
EXECUTIVE SUMMARY**

(I) Progress Overview for 2009-10

(Rs. in lakh)

Sl. No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 05-03-2010)		% of Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy. %	Fin. %	
1	New School Opening							
1.1	Up-gradation of EGS /New Primary School	0		0				
1.2	Upper Primary Schools	0		0				
2	Teachers							
2.1	Primary School	20	36.000	10	36.000	50	100	
2.2	Upper-Primary School	15	27.000	15	27.000	100	100	
2.3	Additional Teachers	32	57.600	32	57.600	100	100	
	TOTAL	67	120.600	57	120.600	85	100	
3	Teachers Grant	3382	16.910	2919	14.590	86.309	86.28	
4	Grants for BRC	9	3.060	9	3.060	100	100	
5	Grants for CRC	37	164.812	0	164.812	0	100	
6	Teachers Training							
6.1	In-service Teacher's Training	3300	33.000	3300	32.740	100	99.212	
6.2	Induction training – New Teachers	82	2.460	82	0.130	100	5.2846	
6.3	Refresher Course- Untrained Teachers	0	0.000	0	0.000			
6.04	BRC & CRC Coordinators & Resource Persons	0	0.000	0	0.000			
	Total	3382	35.460	3382	32.870	100	92.696	
7	Interventions for out of School Children (No. of Children covered)	609	13.740	609	13.220	100	96.215	
8	Remedial Teaching	0	0.000	0	0.000			
9	Free Text Book	14399	27.395	9452	16.560	65.643	60.449	
10	Interventions for CWSN(IED)	457	5.484	457	1.900	100	34.646	
11	Civil Works							
11.1	BRC	0	0.000	0	0.000			
11.2	CRC	0	0.000	0	0.000			
11.3	PS Building	2	78.770	2	66.000	100	83.788	
11.4	UPS Building	0	0.000	0	0.000			
11.5	Building less PS	0	0.000	0	0.000			

Sl. No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 05-03-2010)		% of Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy. %	Fin. %	
11.6	Building less UPS	0	0.000	0	0.000			
11.7	Additional Class Room	10	456.000	10	174.060	100	38.171	
11.8	Toilet	0	145.000	26	106.310		73.317	
11.9	Girls Toilet	0	0.000	0	0.000			
11.10	Drinking Water	0	30.000	35	19.090		63.633	
11.11	Boundary Wall	0	0.000	0	0.000			
11.12	HM Room	0	0.000	0	0.000			
11.13	Electrification	0	0.000	0	0.000			
11.14	Residential Hostel	0	0.000	0	0.000			
11.15	Residential School	0	0.000	0	0.000			
11.16	Furniture for UPS	0	0.000	0	0.000			
11.17	Major Repairs	0	0.000	0	0.000			
11.18	Others (Civil)	0	0.000	0	0.000			
	Total of Civil Works	10	709.770	77	365.460	641.66	51.49	
12	TLE	0	0.800	0	0.000	0	0	
13	Maintenance Grant	424	31.800	420	31.500	99.05	99.06	
14	School Grant	428	24.020	428	24.020	100	100	
15	REMS	428	1.498	20	0.030	4.6729	2.0027	
16	Management & LEP							
16.1	Management & MIS	3	48.000	3	30.590	100	63.729	
16.2	LEP	3	11.650	3	0.000	100	0	
	Sub Total	0	59.650	0	30.590		51.282	
17	Innovations							
17.1	ECCE		0.000		0.000			
17.2	Girls Education		45.000		10.520	100	23.378	
17.3	SC/ST		45.000		6.250	100	13.889	
17.4	Computer Aided Learning		45.000		2.260	100	5.0222	
17.5	Minority Community		0.000		0.000			
17.6	Urban Deprived Children		0.000		0.000			
	Total		135.000		19.030		14.096	
18	Community Training	2010	1.206	2010	1.206	100	100	
19	SIEMAT		0.000		0.000			
	SSA (TOTAL)		0.000		0.000			
20	NPEGEL	0	0.000	0	0.000			
21	KGBV	0	0.000	0	0.000			

Sl. No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 05-03-2010)		% of Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy. %	Fin. %	
	GRAND TOTAL		1351.205		839.448		62.126	

II. Financial Information

(Rs. in lakh)

Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
			GOI	State							
2002-03	12.68	0.00	12.68	0.00	0.00	12.68	12.68	100.00	100.00	0.00	0
2003-04	757.23	1.28	283.96	214.00	14.48	513.72	371.42	49.05	72.30	94.65	(+)119.34
2004-05	589.90	142.30	272.58	131.00	4.46	550.34	336.83	57.10	61.20	90.88	(+) 40.14
2005-06	833.49	213.51	63.00	97.00	114.30	487.81	399.21	47.90	81.84	21.00	(+) 76.00
2006-07	1350.03	88.60	519.62	175.00	14.16	797.38	547.95	40.59	68.72	173.21	(+) 1.79
2007-08	929.19	249.43	187.10	150.00	8.91	595.44	214.10	23.04	35.96	100.75	(+) 49.25
2008-09	1404.20	381.34	780.54	100.00	11.38	1273.26	1077.48	76.73	84.62	420.29	(-) 320.29
2009-10	1351.20	195.78	312.44	540.00	25.94	1074.16	839.44	62.13	78.15	208.29	(+)331.71
TOTAL	7227.92	1272.24	2431.92	1407.00	193.63	5304.79	3799.11	52.56	71.62	1109.07	(+) 294.02

Status of State share/ funding pattern, backlog and provision in current year-

Till 2009-10, UT has an excess release towards its share against the release of central share.

For 2010-11, UT has made the proposal for Rs. 1787.788 Lakhs (including spillover of Rs. 345.110 Lakhs).

Towards UT share of 45%, UT Administration has to provide Rs. 804.505 Lakhs. Since UT has already made an excess release of Rs. 294.02 Lakhs against central releases, due UT share towards proposal for 2010-11 comes out to be Rs. 510.48 Lakhs. Against this, UT has made the provision of Rs. 600 Lakhs in the UT budget towards its share for SSA.

It is observed that there is no shortfall in release of UT share from the Administration.

III. Information on maintaining the level of expenditure in education since 1999-2000.

(Rs. in lakh)

Year	Budget of Elementary Education	Expenditure
1999 – 2000	3729.79	3701.62
2000 – 2001	3736.32	3666.29
2001 – 2002	3807.11	3784.99
2002 – 2003	4462.28	4439.89
2003 – 2004	4669.55	4648.00
2004 – 2005	5625.87	5273.89
2005 – 2006	5390.87	5271.90
2006 – 2007	6219.47	5801.56
2007 – 2008	6646.25	6357.35
2008 – 2009	11443.86	11011.73
2009 – 2010	15106.36 (approx)	-

IV. Proposals & Recommendations for 2010-11:

(Rs. in lakh)

S.N.	Activity	Proposal for 2010-11				Recommendation 2010-11				Remarks
		Spill Over	Fresh Proposal		Total Proposal	Spill over	Fresh Proposal		Total Proposal	
			Fin.	Phy.	Fin.		Fin.	Fin.	Phy.	
1	New School Opening									
2	New Teachers Salary									
2.08	New Additional Teachers- UPS (Regular)		28	50.400	50.400		0	0	0	Not recommended favourable PTR.
	Sub Total (2.01 to 2.11)		28	50.400	50.400		0	0	0	
	Teachers Salary (Recurring)									
2.12	Primary Teachers (Regular)		20	36.000	36.000		10	18.000	18.000	The state proposed surrender PS which have been long and consequently salary only teacher correspond to schools which functioning.
2.14	UP Teachers (Regular)		15	27.000	27.000		15	27.000	27.000	Recommended proposed
2.17	Additional teachers- PS (Regular)		32	57.600	57.600		32	57.600	57.600	
	Sub Total (2.12 to 2.22)		67	120.600	120.600		57	102.600	102.600	
	SUB TOTAL (New Teachers + Teachers Recurring)		95	171.000	171.000		57	102.600	102.600	
3	Teachers Grant									
3.01	Primary Teachers		2001	10.005	10.005		1991	9.955	9.955	Recommended proposed
3.02	Upper Primary Teachers		1448	7.240	7.240		1448	7.240	7.240	
	Sub Total		3449	17.245	17.245		3439	17.1950	17.195	

S.N.	Activity	Proposal for 2010-11			Recommendation 2010-11			Remarks		
		Spill Over	Fresh Proposal		Total Proposal	Spill over	Fresh Proposal		Total Proposal	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.		Fin.	Fin.
4	Block Resource Centre (BRC)								Recommended as proposed	
4.03	Contingency Grant		9	4.500	4.500		9	4.500		4.500
4.04	Meeting, TA		9	2.700	2.700		9	2.700		2.700
4.05	TLM Grant		9	0.900	0.900		9	0.900		0.900
	Sub Total			8.100	8.100			8.100	8.100	
5	Cluster Resource Centres								Recommended as proposed	
5.01	Salary of Resource Persons		90	162.000	162.000		90	162.000		162.000
5.03	Contingency Grant		37	3.700	3.700		37	3.700		3.700
5.04	Meeting, TA		37	4.440	4.440		37	4.440		4.440
5.05	TLM Grant		37	1.110	1.110		37	1.110		1.110
	Sub Total			171.250	171.250			171.250	171.250	
6	Teachers Training								Recommended as proposed	
6.01	In-service Teacher's Training		3449	34.490	34.490		3439	34.390		34.390
6.04	Others (BRC/CRC)		90	0.900	0.900		90	0.900		0.900
	Sub Total		3539	35.390	35.390		3529	35.290	35.290	
7	Interventions for out of School Children								Recommended for 6 months only	
7.01	EGS Centre(P)		269	4.035	4.035		269	2.152		2.152
7.08	AIE Center		339	10.170	10.170					
	Sub Total		608	14.205	14.205		269	2.152		2.152
9	Free Text Book								Recommended as proposed	
9.01	Free Text Book(P)		6327	9.491	9.491		6327	9.491		9.491
9.02	Free Text Book (UP)		6815	17.038	17.038		6815	17.038		17.038
	Sub Total		13142	26.528	26.528		13142	26.528	26.528	
10	Interventions for CWSN(IED)								Recommended as proposed	
10.01	Inclusive Education		466	13.980	13.980		466	13.980		13.980
	Sub Total		466	13.980	13.980		466	13.980		13.980
11	Civil Works								Not recommended Targets reduced due to 33% civil works ceiling Spill over not recommended	
11.03	Primary School (new)	12.770	2	301.200	313.970	0		0		0
11.05	Additional Class Room	281.940	41	1064.770	1346.710	0	13	333.815		333.815
11.06	Toilet/ Urinals	38.690			38.690	0		0		0
11.08	Drinking Water Facility	10.910			10.910	0		0		0
	Sub Total of Civil Works	344.310	43	1365.970	1710.280	0	13	333.815		333.815
13	Teaching Learning Equipment									
13.01	TLE - New Primary	0.800			0.800	0.300				0.300
	Sub Total	0.800			0.800	0.300				0.300
14	Maintenance Grant								Recommended as proposed	
14.01	Maintenance Grant for PS & UPS		421	31.575	31.575		421	31.575		31.575

S.N.	Activity	Proposal for 2010-11				Recommendation 2010-11				Remarks
		Spill Over	Fresh Proposal		Total Proposal	Spill over	Fresh Proposal		Total Proposal	
			Fin.	Phy.	Fin.		Fin.	Fin.	Phy.	
	Sub Total		421	31.575	31.575		421	31.575	31.575	
15	School Grant									
15.0 1	Primary School / Sections		292	14.600	14.600		292	14.600	14.600	Recommended proposed
15.0 2	Upper Primary School / Sections		133	9.310	9.310		133	9.310	9.310	
	Sub Total		425	23.910	23.910		425	23.910	23.910	
16	Research & Evaluation									
16.0 1	Research & Evaluation		425	5.525	5.525		425	5.525	5.525	Recommended proposed
	Sub Total		425	5.525	5.525		425	5.525	5.525	
17	Management & Quality									
17.0 1	Management & MIS		3	75.000	75.000		3	75.000	75.000	Recommended proposed
17.0 2	LEP		3	15.000	15.000		3	15.000	15.000	
	Sub Total			90.000	90.000			90.000	90.000	
18	Innovative Activity									
18.0 2	Girls Education		3	45.000	45.000		3	45.000	45.000	Recommended proposed
18.0 3	SC/ST		3	45.000	45.000		3	45.000	45.000	
18.0 4	Computer Education		3	149.300	149.300		3	149.300	149.300	
	Sub Total			239.300	239.300			239.300	239.300	
19	Community Training									
19.0 1	Community Training		2892	6.834	6.834		2892	6.834	6.834	Recommended proposed
	Sub Total			6.834	6.834			6.834	6.834	
	GRAND TOTAL (Districts)	345.110		2220.812	2565.922	0.300		1108.054	1108.354	
20	State Component									
20.0 1	Management Cost		1	25.000	25.000		1	25.000	25.000	Recommended proposed
	GRAND TOTAL (A & N Islands)	345.110	1.000	2245.812	2590.922	0.300	1	1133.054	1133.354	

V. Provision for 2010-11:

Rs. In lacs				
Total Outlay	Shortfall/Excess of State Share till 2009-10	Required Provision in State Budget	Actual Provision	Shortfall in provision
1477.664	Excess share	1787.788		

VI. Total Recommended Budget for 2010-11

S.No.	Head	Total Proposals			Total Approved Outlay		
		Spill over	Fresh	Total	Spill over	Fresh	Total

1.	SSA	345.110	2245.812	2590.922	0.300	1133.054	1133.354
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VII. Information of quality

S.No.	Category	Financial Recommendation for 2010-11
1.	Teachers Salary (PS)	102.6
2.	Teachers Grant	17.195
3.	Block Resource Centre	8.1
4.	Cluster Resource Centres	171.25
5.	Teachers Training	35.29
6.	Free Text Book	26.53
7.	School Grant	23.91
8.	Research & Evaluation	5.53
9.	LEP	15
10.	Innovative Activity	239.3
	Grand Total	644.705
	% of quality interventions to total cost	56.90

Issues

Planning & Management

- It appears that the plans have been made in a centralized and non-participatory manner. Over the years it has been observed that plans do not seem to be coming out of a community based exercise as envisaged under SSA.
- Major concerns on management are a non vibrant and inadequate management structure which needs to be revamped. More young people are needed to bring some energy and motivation in the project.
- More efforts are needed for instilling energy and motivation in the system, especially with regard to teachers, academic support and programme management etc.

Financial Management

The proposal of negative spill over (a non entity) in civil works during 2009-10, which was rectified during costing appraisal as per established accounting practices, has raised doubts about the quantum of spill over to 2010-11. The UT, should, therefore make a “re-appropriation proposal” to sort out the issue of less spill over for other civil works activities. This would help in carrying out the unlimited civil works of the UTs.

IE

- The UT should appoint technical personnel for IE at the State level by May 2010 from the existing lot of special educators.
- Streamline its identification mechanisms as the number of CWSN is very low. As per Census there are 1178 CWSN in the UT which constitute 1.72% of the total child population. In absolute numbers this is a gap of 692 CWSN.
- The UT is showing a very uneven pattern of expenditure in IE, with the expenditure not reaching even 50.00% since 2006-07. The State should endeavour to expedite its expenditure on IE as past since three years the State has been showing poor expenditure on IE.
- Make more schools barrier free as only 15.84% schools have been made barrier free.
- Undertake intensive capacity building of the general and special teachers to strengthen resource support to CWSN. The special teachers should be sent to Chennai for multi-category training starting from June 2010.
- The UT should change its mechanism of using the special teachers. They would have to operate on itinerant mode to provide more support to CWSN. They should not be school based.
- The UT should train general teachers of schools where CWSN are enrolled and make those schools barrier free where orthopaedically impaired CWSN are enrolled.

Access & Out of School Children

- UT has not reported a single child as out of school for the last two consecutive years, still more than 10 AIE centres are running for continued children of long back.

Recommendations:

- Continuation of 21 EGS centres to cover 269 children is recommended only for a period of 6 months.
- Appraisal team does not recommend to continue 15 AIE centres, which have been running for more than 3 years, now it is the peak time to mainstream all the children enrolled therein. Since UT is not reporting any child out of the schooling system for the last two years, therefore, no need to run any AIE centres.

Quality

- **Comprehensive Quality Vision:** It is a matter of concern that the State has not yet managed to finalize its Quality Vision Document in consultation with various stakeholders. This document must be finalized after discussing the vision and desired outcomes with various stakeholders, in order to build a shared vision and ownership better coordination for implementation. Clear steps should be taken thereafter for disseminating this vision across different levels, through visioning workshops, etc.
- **Learning achievement:** It is a matter of concern that the learning achievement of students in language, math's, EVS and social sciences is much lower than the national average. Also, it is alarming to note that the learning achievement is showing a decline in round II in comparison to the round 1. the UT needs to analyze the trend and make serious pedagogic interventions to improve quality of education in the UT

Class VIII	46.43	35.28	36.61	29.27	37.70	29.50	42.85	31.69
<i>National Average</i>	53.86	56.49	39.17	42.57	41.30	42.71	46.19	47.89

Source: NCERT's Round I and Round II

- **State Pedagogy Team:** Till now there has not been a strong quality team to provide leadership and academic inputs at the State level, which has severely affected the coordination of various quality inputs. The State needs to effectively operationalize its resource groups at different levels, and also to constitute a State Pedagogy Cell of at least 5 persons with strong pedagogical understanding and experience, to be able to implement a comprehensive quality plan.
- **Learning Enhancement Programme:** It is a matter of concern that the UT has not shown any progress in the learning enhancement programme that was sanctioned last year. A strong pedagogy team at the UT level to take forward the quality agenda is an urgent need which the UT should commit to.
- **Teacher Training:** The State must ensure that innovative training designs and processes are implemented this year, to ensure that training is more inclusive and participatory. The

plan lists the topics for training, but not much detail has been included regarding the training processes that teachers will undergo. Finally, more specific analysis should be done regarding the specific ways in which training has contributed to changes in classroom practices.

- **Assessment:** Although the UT has been practicing continuous and comprehensive assessment at classes 1&2 in the primary level, it is not clear how this has been ensured at the classroom level. The State needs to strengthen its understanding of the nature of continuous and comprehensive assessment, by analyzing and discussing the recommendations of the NCERT Sourcebooks on Assessment in order to develop its State-specific strategy and tools for continuous assessment. At the same time, it needs to take concrete measures to move towards CCE in classes 3 to 8, in order to make room for a more formative method of assessment that is non-threatening and stress-free for children, at both primary and upper primary levels, as mandated by RTE.

Performance tracking: With respect to Performance indicators, the UT has not started tracking the performance of teachers against the ADEPTS indicators. This is a huge delay and has been a PAB commitment for the last three years. The UT must prioritize this and ensure accountability measure mechanism. Moreover, performance levels of trainers and support institutions should also be tracked and shared with MHRD.

(3) Comments on States commitments and implementation

Commitment & Action Taken - Andaman & Nicobar Islands

L. No.	Commitment	Achievement	Comments																																										
1	<p>All pending Civil Works (including cumulative & Fresh) shall be completed during the session 2009-10.</p> <p>The Administration will take action on the result framework of 2008-09 given in para- 5.1 & 5.2 and be reported as per the timelines.</p>	<p>As committed to PAB, all necessary steps were initiated to clear the backlog and fresh allocation during 2009-10. Present status of civil works sanctioned to UT is as under.</p> <table border="1" data-bbox="317 482 1103 929"> <thead> <tr> <th>Activity</th> <th>Total target since (2003-</th> <th>Estimate sanctioned</th> <th>Completed</th> <th>In Progress</th> <th>Yet to Start</th> <th>Estimate yet to sanction</th> </tr> </thead> <tbody> <tr> <td>NPS Build.</td> <td>04</td> <td>04</td> <td>00</td> <td>01</td> <td>02</td> <td>00</td> </tr> <tr> <td>Addl. Class Room</td> <td>160</td> <td>160</td> <td>66</td> <td>52</td> <td>42</td> <td>00</td> </tr> <tr> <td>Drinking water Facility</td> <td>83</td> <td>82</td> <td>13</td> <td>18</td> <td>51</td> <td>01</td> </tr> <tr> <td>Toilet Facility</td> <td>79</td> <td>78</td> <td>17</td> <td>18</td> <td>43</td> <td>01</td> </tr> <tr> <td>TOTAL</td> <td>326</td> <td>324</td> <td>96</td> <td>89</td> <td>138</td> <td>02</td> </tr> </tbody> </table> <p>The above statement shows the physical progress of civil works. Against 326 Units, only 02 are not yet assigned to constructing agency and that too due to non-receipt of estimate. Rest all the works are assigned and will be completed in due course of time. Detailing in this regard is in the concerned Para of Civil Works ahead. Against the target set by the Administration in the Result Framework, UT is marching ahead. It is pertinent to mention that the status of UT in the components included in the Result framework is much comfortable.</p>	Activity	Total target since (2003-	Estimate sanctioned	Completed	In Progress	Yet to Start	Estimate yet to sanction	NPS Build.	04	04	00	01	02	00	Addl. Class Room	160	160	66	52	42	00	Drinking water Facility	83	82	13	18	51	01	Toilet Facility	79	78	17	18	43	01	TOTAL	326	324	96	89	138	02	<p>The commitment on civil works completion has not been met.</p>
Activity	Total target since (2003-	Estimate sanctioned	Completed	In Progress	Yet to Start	Estimate yet to sanction																																							
NPS Build.	04	04	00	01	02	00																																							
Addl. Class Room	160	160	66	52	42	00																																							
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Toilet Facility	79	78	17	18	43	01																																							
TOTAL	326	324	96	89	138	02																																							
	<p>The UT Administration will conduct a study on teachers attendance by September, 2009</p>	<p>A study in this regard was conducted during 2009-10. It is found that teacher's attendance is good. However, there are few teachers who take leave very frequently and found out of for want of some work (personal as well as official). The outcome of the study is that whatever margin of teacher's absenteeism prevailing in these islands will be eradicated if the concerned head of the institution is vigilant. On the basis of outcomes of the study, necessary instruction had already been issued to schools/BRCCs / Zonal officers.</p>	<p>Appears to be satisfactory compliance.</p>																																										
	<p>The UT Administration will conduct a study on students attendance by September, 2009</p>	<p>A study in this regard was conducted during 2009-10. It is found that around 4% of children at elementary level remain absent from schools for about 30% of total number of working days. Though the figure of such children are not so high, necessary instructions are already issued to concerned authorities to make each and every child regular to schools with cooperation of parents & community members.</p>	<p>Appears to be satisfactory compliance.</p>																																										
	<p>The UT Administration will share progress under performance indicators for teachers and trainers every</p>	<p>Progress under performance indicators for teachers and trainers is shared in each quarter</p>	<p>Not yet complied with. ADPETS indicators must roll out in the entire UT</p>																																										

Commitment & Action Taken - Andaman & Nicobar Islands			
SL. No.	Commitment	Achievement	Comments
	quarter		
05	Improving Teachers accountability through performance indicators and VEC/SMC supervision by devolving of specific powers to them	Necessary measures are being taken to improve teacher's accountability and thus improve the quality of education and outcomes. Supervision will be done more effectively and frequently. Officials at the Directorate level will be more vigilant to ensure better outcome. Powers had already been devolved to Panchayati Raj Institutions for monitoring of activities of independent Primary Schools. Through Community mobilization, VEC/SMC members were made aware of their responsibility towards Education of children	Partial compliance as the GO has not been shared
06	Institutionalisation of Centrality of the PRIs in school supervision SSA at village/ block / district level	Village Education Committee (VEC)/ School Monitoring Committee (SMC) is already constituted in each and every school of administration to ensure smooth functioning of school and proper utilisation of SSA grants. Powers have already been delegated to Panchayati Raj Institutions to monitor and supervise the functioning of independent Primary Schools	Action is being taken.
07	The Administration will move towards unified or single system of educational statistics at the elementary level	Andaman & Nicobar Administration has adopted DISE as the only system for Educational Statistics for all levels of schooling	The commitment has been met
08	The Administration will bring in objective and transparent systems for teacher deployed and rationalized so that no school has PTR of more than 40:1	The Department of education, Andaman & Nicobar Islands is already having a transparent transfer policy. This transfer policy is strictly followed. Resulting to this there is total rationality in teacher deployment. Resulting to this there is no school in these islands with PTR more than 40:1. Due care is being taken to ensure objective and need based deployment of teachers	Satisfactory compliance.
09	Ending parallel posts of district Coordinators for SSA implementation at district level in Administration where such arrangements are still in place	The issue of ending the parallel posts was discussed in the Executive Committee. Owing to less number of school and small stature it was decided that the parallel posts of District Coordinators for SSA implementation at District level will be continued. It is pertinent to mention that because of this parallel posts, implementation of SSA activities is not affected by any means	The commitment has not been met.
10	Constituting and holding of regular meeting of District Level Monitoring Committee for SSA/MDM	District Level Monitoring Committee for implementation of activities of SSA is already constituted in all the three districts. Regular meeting are held under the chairmanship of Deputy Commissioner of the concerned district	The commitment has been met
11	Wherever Elementary cycle is not 5+3 years, State Govt./UT Administration to take policy decision to synchronise cycle as per NPE (1992)	In Andaman & Nicobar Islands, the Elementary education cycle is already of 5+3 years	N/A

4. Introduction & Planning process:

The desk Appraisal of the AWP&B 2010 -11 of Andaman & Nicobar Islands was undertaken during the first week of April 2010. The Appraisal team consisted of Mr. Satish Girotra, Mr. S.C.Gujaria, Ms. Seema Rajput, Ms. Swati Sahni, Ms. Kiran Dogra, Dr. Anupriya Chaddha, Mr. Jitender K. Panda, Mr. Amit Saxena, Mr. A Chavan, Mr. Jyoti K. Mohanty, Mr. Altab Khan and Mr. Asadullah. Shri. Dinesh Kumar Singh, representative of the UT clarified various issues on behalf of the UT during the appraisal process.

Andaman and Nicobar Islands are located in the Bay of Bengal between 6° to 14° North latitude and 92° to 94° East longitude. The region is known for its tropical and sub-equatorial characteristics. The turbulent 10° channel separates the Group of islands into two groups Andaman and Nicobar. The total number of islands is 572 and the total area of the UT is 8249 square kilometers. The total population of A & N Islands is 356152 of which 208471 in South Andaman District, 105613 in North & Middle Andaman district and 42068 in Nicobar district. Urban Population is 116198 which is concentrate in South Andaman District. There is no SC population and the total ST population of the UT is 29469 consisting 8.3% of the total population and more than 90% of ST population is in Nicobar District alone. The sex ratio is 845 and the literacy rate is 77.4%. There are 9 CD Blocks, 3 each in South Andaman, North & Middle Andaman and Nicobar District, 6 Educational Zones 3 in South Andaman, North 7 Middle Andaman and Nicobar District. All the Educational Zones are headed by the Deputy Education Officer/ Assistant Education Officer/ Principal. 9 Block Resource Centres (BRCs) are functioning in this UT of which 3 each in South Andaman District, North & Middle Andaman and Nicobar District. There are 37 Cluster Resource Centres (CRCs), 16 in South Andaman, 13 in North & Middle Andaman and 8 in Nicobar District. The UT has 204 revenue villages and 67 Panchayats. There are 18 wards in Municipal Council of Port Blair and in the tribal area of Nicobar District the tribal council is functioning instead of Panchayat.

The UT has submitted a consolidated plan of the UT of Andaman and Nicobar Islands and district plans of North & Middle Andaman, South Andaman and Nicobar districts. Although the UT plan spells out decentralized planning process, there is little evidence of planning at the Block or at the District level. It appears that the plans have been made in a centralized and non-participatory manner. Over the years it has been observed that plans do not seem to be coming out of a community based exercise as envisaged under SSA. Due to very little involvement of stake holders the local specificity and the need basis is wanting. Similarly the strategies also seem to be routine and mundane.

Concerning implementation of SSA in Andaman & Nicobar Islands, the following comments made by the appraisal team last year still hold.

- Concerted efforts should be made to ensure decentralized, participatory and need based planning.
- Planning of SSA should take into account all the players giving their input to the elementary education. This will ensure cohesion and will reduce duplication.

- Extensive capacity building is required at the district as well as at the UT level for planning and implementation. The appraisal team recommends for holding such capacity building programme/s after the PAB.
- The UT is yet to prepare perspective plans. It is recommended that the same is prepared and submitted as early as possible.

PLANNING FOR URBAN AREA

In Andaman & Nicobar Islands there is only urban area under Port Blair Municipal Council. This Urban area falls under the BRC-South Andaman in South Andaman District. This urban area is properly strengthened and facilitated with educational facility to ensure 100% enrolment and 100% retention. Enrolment of Children in Urban area i.e. Port Blair Municipal Council is as under

LEVEL	BOYS	GIRLS	TOTAL
Primary (Class I – V)	6273	5823	12096
Upper Primary (Class VI- VIII)	4059	3652	7711
TOTAL	10332	9475	19807

Observation

As submitted under the plan document, though all the children are in schools and it is ensured that they will continue till completion of their Elementary Education. But it has been identified by the UT that few children in difficult circumstance working children, children engaged in domestic works and children belonging to migrating families etc. are not regular to schools due to their personal constraints. As suggested during 2009-10, all such children were identified and are being continuously tracked. With the continuous support of community and regular monitoring of different levels of SSA it has been ensured that they should not be dropped from the schooling system.

5. Education Indicators:

In the UT, DISE has been developed as the only system of School Statistics. Coverage under DISE is from Pre-Primary to Sr. Secondary in the UT. The effective process has been adopted by the UT for covering all the schools.

Enrolment:

Observation:

- A Decreasing trend has been observed in the Primary Level Enrolment for Government & Aided Management. A decrease of 5% (1362) has been recorded in year 09-10 as compared to year 2008-09.
- A decrease of 3% (79) has been recorded in the ST enrolment at Primary level for Govt.+Aided.
- A decrease of 1.57% (from 19253 to 18950) has been recorded in year 09-10 as compared to year 2008-09 in All Enrolment for Govt.+ Aided Management
- Except North & Middle Andaman each district reported a decrease in the ST Upper Primary Enrolment for Govt+Aided.

- Except North & Middle Andaman each district reported a decrease in the ST Upper Primary Enrolment for Govt+Aided.

Total Enrolment - Primary Level (Government & Aided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	7583	7345	14928	7345	7098	14443	7001	6791	13792
North & Middle Andaman	5152	5116	10268	4952	4832	9784	4674	4511	9185
Nicobar	1510	1379	2889	1391	1314	2705	1321	1272	2593
Total	14245	13840	28085	13688	13244	26932	12996	12574	25570

Total Enrolment - Primary Level (Private Unaided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	2487	2152	4639	2721	2436	5157	2793	2550	5343
North & Middle Andaman	354	343	697	358	381	739	416	399	815
Nicobar	20	11	31	13	23	36	26	24	50
Total	2861	2506	5367	3092	2840	5932	3235	2973	6208

Total Enrolment - Primary Level (Total)

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	10070	9497	19567	10066	9534	19600	9794	9341	19135
North & Middle Andaman	5506	5459	10965	5310	5213	10523	5090	4910	10000
Nicobar	1530	1390	2920	1404	1337	2741	1347	1296	2643
Total	17106	16346	33452	16780	16084	32864	16231	15547	31778

Schedule Tribe - Primary Level Government & Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	159	148	307	174	144	318	183	150	333
North & Middle Andaman	18	17	35	35	18	53	35	12	47
Nicobar	1145	1019	2164	1014	952	1966	944	934	1878
Total	1322	1184	2506	1223	1114	2337	1162	1096	2258

ST - Primary Level: Private Unaided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	13	16	29	38	46	84	42	43	85
North & Middle Andaman	2	2	4	2	1	3	2	2	4
Nicobar	1	0	1	0	0	0	1	0	1
Total	16	18	34	40	47	87	45	45	90

ST - Primary Level

: Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	172	164	336	212	190	402	225	193	418
North & Middle Andaman	20	19	39	37	19	56	37	14	51
Nicobar	1146	1019	2165	1014	952	1966	945	934	1879
Total	1338	1202	2540	1263	1161	2424	1207	1141	2348

Muslim Minority- Primary Level

: Government & Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	90	96	186	336	339	675	665	613	1278
North & Middle Andaman	67	51	118	132	123	255	51	59	110
Nicobar	0	0	0	0	0	0	26	28	54
Total	157	147	304	468	462	930	742	700	1442

Muslim Minority- Primary Level

Private Unaided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	114	94	208	48	38	86	390	378	768
North & Middle Andaman	67	51	118	13	23	36	30	48	78
Nicobar	0	0	0	0	0	0	0	0	0
Total	181	145	326	61	61	122	420	426	846

Muslim Minority- Primary Level

Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	204	190	394	384	377	761	1055	991	2046
North & Middle Andaman	134	102	236	145	146	291	81	107	188
Nicobar	0	0	0	0	0	0	26	28	54
Total	338	292	630	529	523	1052	1162	1126	2288

Total Enrolment - Upper Primary Level (All Category):

Government & Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	5288	4914	10202	5475	4968	10443	5205	4938	10143
North & Middle	3034	2760	5794	3687	3302	6989	3656	3324	6980

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andaman									
Nicobar	902	787	1689	977	844	1821	959	868	1827
Total	9224	8461	17685	10139	9114	19253	9820	9130	18950

Total Enrolment - Upper Primary Level

Private Unaided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	933	823	1756	1028	932	1960	1050	900	1950
North & Middle Andaman	37	40	77	31	44	75	68	81	149
Nicobar	0	0	0	0	0	0	0	0	0
Total	970	863	1833	1059	976	2035	1118	981	2099

Total Enrolment - Upper Primary Level

Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	6221	5737	11958	6503	5900	12403	6255	5838	12093
North & Middle Andaman	3071	2800	5871	3718	3346	7064	3724	3405	7129
Nicobar	902	787	1689	977	844	1821	959	868	1827
Total	10194	9324	19518	11198	10090	21288	10938	10111	21049

ST - Upper Primary Level:

Government & Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	102	76	178	124	131	255	110	106	216
North & Middle Andaman	8	9	17	11	14	25	16	19	35
Nicobar	683	593	1276	751	641	1392	745	642	1387
Total	793	678	1471	886	786	1672	871	767	1638

ST - Upper Primary Level:

Private Unaided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	4	4	8	25	23	48	18	17	35
North & Middle Andaman	0	0	0	0	0	0	0	1	1
Nicobar			0	0	0	0	0	0	0
Total	4	4	8	25	23	48	18	18	36

ST - Upper Primary Level:

Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	106	80	186	149	154	303	128	123	251
North & Middle Andaman	8	9	17	11	14	25	16	20	36
Nicobar	683	593	1276	751	641	1392	745	642	1387
Total	797	682	1479	911	809	1720	889	785	1674

Muslim Minority- Upper Primary Level: Government & Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	60	51	111	281	284	565	433	395	828
North & Middle Andaman	25	37	62	59	59	118	44	47	91
Nicobar	0	0	0	0	0	0	15	10	25
Total	85	88	173	340	343	683	492	452	944

Muslim Minority- Upper Primary Level: Private Unaided

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	49	46	95	0	0	0	153	116	269
North & Middle Andaman	25	37	62	0	0	0	7	2	9
Nicobar	0	0	0	0	0	0	0	0	0
Total	74	83	157	0	0	0	160	118	278

Muslim Minority- Upper Primary Level: Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South Andaman	109	97	206	281	284	565	586	511	1097
North & Middle Andaman	50	74	124	59	59	118	51	49	100
Nicobar	0	0	0	0	0	0	15	10	25
Total	159	171	330	340	343	683	652	570	1222

Gross Enrolment Ratio (GER)

Observation:

The GER is comfortable at Primary and Upper Primary with the value 101.05 and 103.66.

Primary level (6-11 years)

District	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
South Andaman		109.15	102.00	102.00	102.58	101.12
North & Middle Andaman					101.32	100.94
Nicobar		113.62	108.91	102.47	102.95	100.66
Andaman & Nicobar Islands		111.32	105.31	102.31	102.51	101.05

Upper Primary level (11-14 years)

District	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
South Andaman		100.45	100.59	101.21	100.23	104.80
North & Middle Andaman					102.29	101.84
Nicobar		102.34	100.73	101.83	101.33	103.45
Andaman & Nicobar Islands		101.33	100.96	101.55	101.55	103.66

Net Enrolment Ratio (NER):

Observation:

The NER is comfortable at Primary and Upper Primary with the value 100.

Primary Level (6-11 years)

District	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
South Andaman		98.23	99.16	100	100	100
North & Middle Andaman					100	100
Nicobar		100	100	100	100	100
Andaman & Nicobar Islands		99.4	99.77	100	100	100

Upper Primary level (11 - 14 years)

District	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
South Andaman		98.21	99.32	100	100	100
North & Middle Andaman					100	100
Nicobar		100	100	100	100	100
Andaman & Nicobar Islands		99.47	99.86	100	100	100

Transition rate from class V to Class VI

Observation:

The UT reported a good transition rate with stagnant value 100.

District	2006-07	2007-08	2008-09	2009-10
South Andaman	100	100	100	100
North & Middle Andaman	100	100	100	100
Nicobar	100	100	100	100
Andaman & Nicobar Islands	100	100	100	100

Drop out rate

Observation:

The UT's drop out rate has decreased from the previous year i.e. From 4.19 to 3.42.

District	2006-07	2007-08	2008-09	2009-10
South Andaman	11.1	11.1	2.87	1.35
North & Middle Andaman			1.32	1.91
Nicobar	0	0	0	0.16
Andaman & Nicobar Islands	11.1	11.1	4.19	3.42

Retention Rate at Primary level

Observation:

The UT reported a good Retention rate with value 100.

District	2006-07	2007-08	2008-09	2009-10
South Andaman		100	100	100
North & Middle Andaman		100	100	100
Nicobar		100	100	100
Andaman & Nicobar Islands		100	100	100

Completion Rate

The UT reported a good Completion rate with value 100, which is in tune with Transition Rate.

District	2006-07	2007-08	2008-09	2009-10
South Andaman		98	100	100
North & Middle Andaman				100
Nicobar		100	100	100
Andaman & Nicobar Islands		98	100	100

Pupil Teacher Ratio- PTR

Observation:

The satisfactory PTR has been observed at Primary and Up. Primary level with the value 17 and 16 respectively.

District	2006-07		2007-08		2008-09		2009-10	
	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
South Andaman	19	16	21:01	14:01	19:01	13:01	21:01	16:01
North & Middle Andaman					14:01	12:01	14:01	16:01
Nicobar	16	16	15:01	18:01	10:01	16:01	11:01	16:01
Andaman & Nicobar Islands	19	17	18:01	15:01	14:01	14:01	17:01	16:01

Student Classroom Ratio- SCR

Observation:

The satisfactory SCR has been observed at Primary and Up. Primary level with the value 20 and 23 respectively.

District	2006-07		2007-08		2008-09		2009-10	
	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
South Andaman	24	29	22	28	23	28	26	27
North & Middle Andaman					24	26	22	25
Nicobar	15	18	14	18	13	18	13	17
Andaman & Nicobar Islands	20	24	18	23	20	24	20	23

Gender Gap:

Observation: The GPI and Gender Gap are seems to be favorable.

Primary level (6-11 years)

District	2006-07		2007-08		2008-09		2009-10	
	GPI	GG in enrolment	GPI	GG in enrolment	GPI	GG in enrolment	GPI	GG in enrolment
South Andaman	95.17	2.47	94.31	2.93	94.71	2.71	95.37	2.37
N & M And.	99.80	0.10	99.15	0.43	98.17	0.92	96.46	1.80
Nicobar	92.88	3.69	90.85	4.79	95.23	2.44	96.21	1.93
Total	96.50	1.78	95.56	2.27	95.85	2.12	95.79	2.15

Upper-Primary level (11-14 years)

District	2006-07		2007-08		2008-09		2009-10	
	GPI	GG in enrolment	GPI	GG in enrolment	GPI	GG in enrolment	GPI	GG in enrolment
South Andaman	94.00	3.09	92.22	4.05	90.73	4.86	93.33	3.45
North & Middle Andaman	88.75	5.96	91.18	4.62	89.99	5.27	91.43	4.47
North Andaman	81.64	10.11	87.25	6.81	86.39	7.30	90.51	4.98
Overall	91.27	4.57	91.47	4.46	90.11	5.20	92.44	3.93

Basic Facilities

Observation:

UT have 189 schools without common toilet and 306 schools without girls toilet.

SL. NO.	Name of the District / Block	Level	Total No. of Schools/ Sections	Total No. of classrooms	No. of schools without D/water facility	No. of schools without girls Toilet	No. of schools without common Toilet facility
DISTRICT- SOUTH ANDAMAN							
1	BRC- South Andaman (U)	P	62	873	0	68	37
		UP	37		0		
2	BRC- Wimberlygunj ®	P	34	269	0	31	22
		UP	13		0		
3	BRC- Hutbay ®	P	12	119	0	13	7
		UP	7		0		
District total		P	108	1261	0	112	66
		UP	57		0		
DISTRICT- NORTH & MIDDLE ANDAMAN							
4	BRC- Rangat ®	P	57	459	0	62	34
		UP	23		0		
5	BRC- Mayabunder ®	P	29	173	0	30	16
		UP	9		0		
6	BRC- Diglipur ®	P	51	339	0	45	32
		UP	17		0		
District total		P	137	971	0	137	82

SL. NO.	Name of the District / Block	Level	Total No. of Schools/ Sections	Total No. of classrooms	No. of schools without D/water facility	No. of schools without girls Toilet	No. of schools without common Toilet facility
		UP	49		0		
DISTRICT- NICOBAR							
7	BRC- Car Nicobar ®	P	13	126	0	16	9
		UP	9		0		
8	BRC- Nancowry ®	P	26	142	0	34	25
		UP	12		0		
9	BRC- Campbell Bay ®	P	6	59	0	7	7
		UP	4		0		
District total		P	45	327	0	57	41
		UP	25		0		
STATE TOTAL		P	290	2559	0	306	189
		UP	131		0		

Calculation of EDI at State (District wise) and district (Block wise) level :

Calculation of Educational Development Index is not yet done in the UT . As per availability the EDI at National Level according to Flash 2008-09 is as follows:

	Index	07-08	08-09
At Primary	Access	35	35
	Infrastructure	5	2
	Teacher	7	1
	Outcomes	23	30
At Upper Primary	Access	31	31
	Infrastructure	6	2
	Teacher	6	4
	Outcomes	12	8
Composite	Primary Level	16	12
	Up. Primary	13	4
	Pri. & U. Primary	15	7

Web Portal:

Data uploading on SSA WEB PORTAL in respect of Andaman & Nicobar Islands is up to date and data is being uploaded for each quarter on time in respect of all the three districts and state. The current status of Web Portal is as under:

Year	Quarter	No. of Districts	Status of Data Entry (No. of Districts)		
			Completed	In Progress	Yet to Start
09-10	I Qtr	3	3	0	0
	II Qtr	3	3	0	0
	III Qtr	3	0	1	2

PMIS and EMIS

Staff Position:

Level	Designation	Sanctioned	In position	Vacant
State level	APO (SSA)/ State MIS Coordinator	01	01	0
	Programmer	00	00	Is looked after by State MIS Coordinator
	Project Assistant	02	02	00
Block Level	Project Assistant	09	09	00

The UT proposed for sanctioning a post of programmer to UT.

Capacity Building:

- District Information System for Education (DISE) has been incorporated in 10 days in-service teachers training to make each and every teacher aware of DISE, its features and usage. Primarily it is felt much essential because teachers of the school use to fill the in DCF for the particular year.
- Training provided in all the BRCs by organizing one day training programme for CRCCs and CRPs in concerned blocks.
- Each and every BRC is provided with a Project Assistant to execute assignments related to Management Information System (especially).
- Community members were made aware of different parameters of DISE, so that they can check the data before signing the certificate of authentication and correctness for onward submission of the same along with DISE data, to CRC. A topic of DISE& SEMIS is incorporated in the module of Community Training.
- Data sharing workshop is under process in all the BRCs in presence of community members and PRIs. Once it is checked and accepted by the concerned authority, data will be submitted to NUEPA and MHRD, GOI with due certificate signed by the State Project Director, SSA.
- Hands-on training was provided to all the head of the institutions, CRCCs, CRPs and Chairman, VEC/SMC/PTA in different batches in different BRCs by 30th September. This exercise is done to facilitate all the participants about various aspects and

- parameters of DISE. This also ensures the correctness of data as per physical availability.
- It is made mandatory for every School to submit a certificate with the signature of Chairman, VEC/SMC/PTA, Head of the institution, along with filled-in Data Capture format of DISE certifying the correctness of data which is being furnished.
- A computer system is provided in each CRC and BRC especially for DISE installation. Data feeding begins at CRC level, so that data must be checked through in-built validation / checking system of the software.
- DISE data of all the schools i.e. 100% schools in a CRC is physically checked / verified by the CRCC and is to submit a certificate along with filled-in DCFs of schools under the CRC, stating that data of all the schools under the CRC (enlisted) was physically checked by the undersigned and found correct.
- Received data from all the CRCs under the BRC are fed to the DISE software to assess the overall scenario and thus check the consistency. Data feeding at BRC level is done to have a data base of each BRC at their hand.
- DISE data of 20% of the schools under the BRC is physically checked by the BRCC and a certificate in this regard is submitted to District Project Office along with all the filled-in DCFs of the BRC.
- Data feeding is done at District Project Office before its submission to State Project Office, SSA. After data feeding a sharing workshop is arranged at BRC level. After this only data is submitted to State Project Office, SSA.
- After final data feeding, report generation and validation checks, data sharing workshop is arranged at state level.
- All these activities are done to ensure correctness of data at every tier as per the physical availability.

Calendar of Activities for the year 2009-10 :

Sl. No.	Activity	Implementing agency/level	Time frame
01	Printing of Data Capture Format along with instructional manual	State Project Office, SSA	By 15 th July, 2010
02	Providing DCFs to each CRC through BRC	State Project Office & BRCCs	By 31 st July, 2010
02	02 days hands on training – cum-orientation programme for State & BRC personnel. (Participants- BRCC, 01 Project Assistant, 02 Block Resource Person) Total Participants- 09 BRC's X 04 = 36	State Project Office, SSA Resource Persons- - Representatives of TSG, Ed.CIL, & NUEPA -State MIS Coordinator.	During the month of August, 2010
03	02 days training programme at BRC level - 01 day for CRCC's and CRP - 01 day for Head of institutions along	State Project Office, SSA Resource Persons- - State MIS Coordinator,	During the month of September, 2010

Sl. No.	Activity	Implementing agency/level	Time frame
	with dealing staff/teacher and Chairman, VEC.SMC/PTA (in groups)	-BRPs	
04	Data collection at CRCs level [DISE data collection drive- DISE Week]	Monitoring & support by CRC, VEC/SMC, BRC	1 st to 15 th October, 2010
05	Data feeding, checking of errors/ inconsistencies.	BRC with the help of Project Assistant and BRPs.	16 th to 31 st October, 2010
06	Submission of filled-in DCF to DPO, Compilation of Block Data , Checking of inconsistencies, 10% random sample checking by BRCC (with the ratio G+GA- 6% & others- 4%)	District MIS – Coordinators	01 st November 2010 to 15 th November 2010
07	Submission of District level DISE data to State Project Office, SSA	DPO and BRC	By 16 th November, 2010
08	Consistency and Error checking at State Level and feed back to districts	SPO	By 30 th November 2010
09	Data & report sharing at State / Block / CRCC's / School level With officials of Department of Education, A & N Administration and other stack holders of Elementary Education in Islands. With Panchayati Raj Institution members and NGO's at District level.	District/BRC/CRC level	01 st December, 2010 to 15 th December, 2010
10	5% Sample Checking of EMIS (Parallel Activity) by an external agency	Finalizing the Agency / Performing Survey at School Level	01 st November, 2010 to 30 th November, 2010
11	Data & report sharing at State / Block / CRCC's / School level Printing of Booklet 'Elementary Education in A & N Islands- 2008-09 at a glance' and distribution of same to all the concerned agencies. Organising Data sharing workshop at UT, District and BRC level. Sharing of data outcomes with the officials of Deptt. Of Education, A & N	SPO	16 th December, 2010 to 31 st December, 2010

Sl. No.	Activity	Implementing agency/level	Time frame
	Administration and other stack holders.		
12	Report Submission of Sample Checking with DISE data to NUEPA and TSG Ed.CIL	SPO	By 15 th January, 2011

DISE Data Dissemination Strategies :

- Data submitted by 03 districts is analyzed at the State Project Office.
- Validation and consistency of District as well as state data is checked.
- In case of any inconsistency and ambiguity, the same is shared with District and concerned Block officials.
- After correction/validation, reports on some specific parameters were generated and shared with district project officer.
- A data sharing workshop is called at State, District and block level to make all the stack holders aware of the scenario of Elementary Education in their work area/jurisdiction.
- Comments of the participants were obtained and steps initiated accordingly.
- After finalization of all, School reports Cards were printed and sent to all the schools.
- Year wise School report card is available with each and every school in Andaman & Nicobar Islands.
- After confirmation of data booklets entitled “ELEMENTARY EDUCATION AT A GLANCE” will be printed and provided to all the stakeholders of Education.

Data Sharing :

State level sharing workshop is held once in a year. State level and district level analysis is shared with the State MIS Coordinator. Outcomes on various parameters is shared with the district especially on, schools with high PTR and low PTR, Dropout Rate, Repetition Rate etc. District Programmer in turn shares the data with the Block Education Officer and Block Coordinator. State level Analysis reports are shared with the district at the State level sharing workshop. Block report cards are also generated at the State level which is shared with all District and Block Officers.

5% Sample Checking:

5% Sample checking of DISE data, 2009-10 is underway. As soon as it is completed the same will be submitted to NUEPA & TSG, Ed. CIL.

Distribution and Discussion on School Report Card :

School report for every year is made available with each and every school. The same is discussed in the VEC/SMC/PTA meeting.

Hardware, software and internet connections :

Sufficient computer systems are available with State Project Office, District Project Office, BRCs and CRCs. At present Broad Band connection is available with State Project Office and DPOs only. In the year 2010-11 the same will be provided to BRCs and CRCs.

Unified System of Data (School Data):

As committed to the PAB, UT Administration has adopted DISE as the only system of Educational Statistics. Now the coverage of DISE is from Pre-Primary to Class-XII.

House hold survey (latest enumeration and updation):

Latest house hold survey was done in the year 2006 and the same is up dated yearly. As per the decision of Executive Committee, SSA UT Mission Authority going to conduct fresh household survey during July- Sep, 2010.

6. Component-Wise Appraisal

Under each of the topics below, the pattern to be followed in general should be: first the progress made till last year, then the current proposals and followed by the analysis of the comments.

(I) Access

State policy on opening of new schools

As per Programmes of action prepared by the Administration, facilities for primary Education are to be provided in all habitations having population 150 and above. *Also, there need to be minimum 20 children and a distance of 1.5 Km from the nearest P.S.* All habitations having population less than 150 will be provided with Non-Formal Education Centres. In case of isolated Islands, P.S. will be provided even if the population is less than 150. and number of children less than 20.

Regarding upper primary schools the policy is on number of children in primary school (200 or above) and children transition from class 5 to class 6 (35 or above).

Availability of Schooling facilities:

Table: Information on Schools

Category	Govt.	Aided	Private			Total
			Aided	Unaided	Unrecognized	
Primary Sec.	290	02	00	49	00	341
Up. Primary Sec.	131	02	00	20	00	153
TOTAL	421	4	00	69	0	494

The UT has total 341 schools at primary level. Out of that 173 schools are alone primary schools, 52 middle schools having primary section, 36 secondary schools having primary section and 29 SSS having primary section. Whereas at upper primary level, total 153 schools are available. Out of that 63 are alone UPS, 40 with secondary schools and 39 with SSC and remaining 8 private schools (4 secondary and 4 SSS).

Table: Habitation and Access (Primary)

District	Total no. of Habitations	Habitations covered by		Habitations with primary school within 1 km	Unserved Habitations without Primary Schools	Habitations Eligible for PS as per State norms	Habitations not Eligible for PS as per State norms	Proposal for new PS
		Primary School (Govt. & Aided)	EGS					
Total	639	471	21	471	147	0	0	0

UT has total 3 districts, each comprises of 3 blocks and total number of habitations in the UT is 639, of them ,471 habitations are served with primary schools and 21 are covered by EGS centres to ensure cent percent access of primary schooling to all the deserving children of age 6-11 years. 147 habitations are unserved as they do not qualify the norms for opening of PS. It was informed that of these 147 habitations, most of them do not have school going children and rest are accessible to nearest primary/upper primary as they are with in the radius of one km of those schools.

Table: Habitation and Access (Upper Primary)

District	Total no. of Habitations	No. of Habitations having UPS facility in 3 Kms Area	No. of Eligible school less habitations for UPS as per the distance & population norms	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in Upper primary School	No. of Habitations to be covered as per recommendation this year
Total	639	471	0	2.18:1	147	12	0

Of the existing habitations in the UT only 73.71% habitations are having the facility of upper primary schools. Though there is gap of 12 UPS as per 2:1 ratio however, UT. Has no proposal for upgradation of PS into UPS as none of the unserved habitation is eligible for the same as per distance and population norm and many of the primary sections in these islands are very close i.e less than 1.5 km. .

A. Primary

Since inception of Sarva Shiksha Abhiyan in Andaman & Nicobar Islands, 10 Nos. of New Primary Schools was sanctioned, out of which only 05 were made functional till 2009-10. Breakup is as under-

District	Primary Schools Sanctioned (Year wise)									Total Sanctioned	Schools Opened	% Achievement
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10			
South Andaman	NA	0	1	1	1	1	2	0	0	6	5	83
N & M Andaman	—	—	—	—	—	—	—	0	0	0	0	NA
Nicobar	NA	0	1	1	1	1	0	0	0	4	0	0
A & N Islands	NA	0	2	2	2	2	2	0	0	10	5	50

- UT was unable to make remaining 5 schools functional as all the 4 New Primary School buildings sanctioned till date are still under construction. The remaining 1 New Primary School will be made functional after the completion of construction of New Primary School building by the Department of education.
- Out of 04 Nos. of PS building, 01 is being constructed by Zilla Parishad, South Andaman District and remaining 03 are being undertaken by APWD.
- UT is in the view of surrendering the remaining 5 PS as it is the backlog of 2003-04 and UT is unable to construct these schools buildings.

Number of EGS centers upgraded to PS till now:

- Total 30 EGS centres were sanctioned to UT. Till 2009-10, none of the EGS Centers are upgraded to Primary Schools, as the children in these EGS centers are migratory and these centers do not fulfill the state norm for up-gradation to Primary School.
- Out of 30 EGS, 9 centres have been closed.
- At present 21 EGS centre are running with the enrollment of 269 children. All EGS centres are continuing for more than two years.

Strategies of the State for providing access to all eligible habitations:

- 471 habitations are served with primary schools and 21 are covered by EGS centres to ensure cent percent access of primary schooling to all the deserving childre of age 6-11 years.
- However, UT has reported that 147 habitations are without PS/EGS. Out of these 147, most of the habitations do not have school going children and rest are accessible to nearby Primary/Upper Primary/Secondary/Sr. Secondary Schools, as they are with in the radius of one KM of those schools.

Proposal for opening of new primary schools:

- No proposal for opening of new PS made by UT.

Proposal for up-gradation of EGS center to regular PS:

- UT has not proposed to upgrade any of the EGS centre as not fulfilling the State norms as all the EGS centres are functioning in the encroachment area, where construction of school building is almost impossible as per forest rules.
- UT proposes to continue all the 21 EGS centres with the enrollment of 269 children.
- The UT has ensured that whenever there is a possibility of mainstreaming the children of EGS centres, the same will be done and concerned EGS centres may be closed.

Table: Status of EGS

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2009-10
South Andaman	3	3
North & Middle Andman	18	18
Nicobar	0	0
Total	21	21

Table: Upgradation of EGS

No. of EGS functioning			No. proposed for upgradation	No. of EGS to be continued	Reasons for not proposing for the balance	No. of EGS to be closed
In the habitations eligible for PS	In the habitations not eligible for PS	Total				
Nil	21	21	Nil	21	Not fulfilling the UT norm	Nil

None of the EGS centre fulfills the State norm for opening of school, it is proposed that all the centres may be allowed to continue to cater the primary education need of children of 6-11 age grouping of those habitations.

B. Upper Primary

- Till date total 5 UPS were sanctioned to the UT under SSA. All five have been made operational resulting to 100% achievement.
- Ratio of primary to upper primary school/sections is 2.18:1
- **Evidence for systematic mapping by the State for coverage by UPS and the status of saturation:** Enlisting of Habitations is done during the Household Survey along with the details like children of target age group in each habitation, nearest Primary school/School with Primary Section etc. This ensures the proper mapping.

Proposal for opening new UPS:

The UT has not proposed to open any new UPS as no habitation is eligible for the same.

Recommendations:

Against the proposal made by the UT to continue 21 EGS centres, appraisal team recommends the same only for a period of 6 months.

C: Interventions for Out of School Children:

Performance during 2009-10

Table: Status of Out of School Children

Age in years	2009-10			2010-11					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
6-10	0	0	0	0	0	0	0	0	0
11-14	0	0	0	0	0	0	0	0	0

During the year 2009-10, UT had not shown a single child as out of school. PAB approved an amount of Rs 13.47 lakhs to cover 307 continued children of the 2008-09 enrolled in 13 AIE centres running only in South Andman district which are continuing for more than two years. It is informed by the UT representative that out of the total fund sanctioned, 96.2% were utilized till February 15, 2010.

As per the household survey -2006, and the reports obtained from VECs/SMCs there is no Out Of School Children in the UT for the year 2010-11. All the children under the age group of 6-14 years are either enrolled in regular schools or studying in EGS/AIE centres. *To ascertain the actual status of OOSC, UT will undertake a fresh house hold survey during 2010-11.*

Table: Progress & Mainstreaming

District	Children enrolled in AI/bridge courses during 2009-10	Children mainstreamed in 2008-09	Children proposed to be enrolled in AI/bridge courses in 2009-10	Children proposed to be mainstreamed in 2009-10
Total	307	0	339	-

Mainstreaming strategies of the State:

- Provides bridge course/study material to the children of AIE centres.
- Bridge course centres are running by the administration to make them cope up with the curriculum of the regular schooling facility.

Steps taken to ensure continuance of mainstreamed children in schools:

Though there is no OOSC in the UT, following plan of action and strategy of UT is available to track OOSC –

- Necessary instructions have been given to teachers and head of the institution to give special attention to the children mainstreamed.
- List of such children with the detail of their parents and residential address is made available to PRI members and VEC/SMC. Community Members are mobilized to keep monitoring the movement of such children to ensure that they should not stop going school.
- The follow up of mainstreamed children is done for three months.
- CRCs have been asked to monitor the same in long term ongoing process.

Monitoring Mechanism for AIE activities

Activities of EGS and AIE centers are executed and monitored by the Deputy Director (Adult Education) and its staff. This office is functional in the same building of State Project Office, SSA.

Steps to ensure quality in AIE Centres

- *Whether the state has developed bridge course material, if yes then in which year and for which standard?*

UT has not developed any bridge course material of its own but has obtained the bridge course material from UNICEF (few years back) and the same is revised time to time. Available bridge course material is used for Primary classes only.

- *Development & use of TLM/ TLE*

Mostly TLMs are developed by the Education Volunteers with the guidance and assistance of supervisors and the BRPs/CRPs. Necessary guidance for preparation of TLMs is provided to EVs in the 5 days training programmes also. Emphasis is given on developing and preparation of need based TLMs, with this target maximum opportunity is given to EVs for preparation of TLMs.

It is pertinent to mention that all the EGS and AIE centers functional in the UT are financially assisted by the UT Administration. All the manpower available with UT for monitoring and supervision of centers is of UT Administration. Necessary TLMs are procured from the UT fund and provided to centers.

- *Process of EVs recruitment and training*

EVs are appointed through direct interview, preferably of the local candidates. While recruiting EVs priority is given to those with higher qualification and qualified for teaching. PRI and community members are also the members of the selection panel.

- *Monthly plan of action for on site academic support to the EVs at various levels*

No monthly plan is made and the supervisor visits to centers on alternate days and provide necessary guidance and academic support to EVs.

- *Comprehensive and continues evaluation*

In tune with the assessment system followed in regular schools at Primary Level, CCE is followed in EGS/AIE centers also.

Mechanism for effective Convergence with other schemes/department/agencies

Following assistance is obtained from the other Department in running the EGS/AIE centers:

- Obtaining land from the forest Department and construction of temporary huts.
- Health check up children of these centers by the Health workers of the Department of Health
- Capacity building and orientation of EVs by the Department of Social welfare

Strategy proposed for 2010-11:

Table: Strategy proposed

(Rs. in Lakhs)

Strategies	Age group targeted	New Target during 2010-11	Continued Target from last year	Total Target	No. of centres	Proposed unit cost per child	Total proposed financial cost (In lakhs)
EGS	6-11 years	00	269	269	21	0.015	4.035
AIE	6-11 years	00	339	339	15	0.030	10.170
TOTAL		00	608	608	36	--	14.205

Observation:

- The UT has the plan to develop Child Tracking System during 2009-10 but failed to do due to shortage of fund. During 2010-11, proposal has been made under REMS for providing sufficient fund to develop CTS. In case of requirement of additional funds, the same will be met from the Management Cost.
- In Andaman & Nicobar Islands, Port Blair Municipal Area is the only Urban Area. Within the Municipal Council area schooling facility is so accessible that within 01 Km area there are 02-03 Nos. Govt. Senior Secondary School (in addition to private schools). All necessary schooling facilities are available to the children residing in the urban area of Port Blair.
- Due to continuous and rigorous efforts of SSA, Department of Education and the Labour Department, it has been assured that there should be no child labour in the UT. Being the less dense population, such case (if any) comes to lime light very easily and the same is tracked immediately.
- Regarding migratory children it is submitted that migration is not a big issue. Because of distance from mainland there is very less or negligible migration of children. However, if any case is observed (among labourers) by the authorities at different levels the same is tracked and children of target age group are enrolled to schools immediately. Further as a monitoring, school authorities are adhered to check there attendance and presence in school.
- No NGO is involved in any activity of SSA in the UT.
- From the view of man power for monitoring of activities of EGS and AIE, there are 2 Nos. supervisors at the State level, 2 Nos. in the North and Middle Andaman District.

As the total No. of centers is only 36 (EGS-21 & AIE-15) they give regular visit to these centers, at least once in two days. Besides this, functioning of these centers is checked by the team of DIET during their field visits. Once in every year, a training-cum-orientation programme for Education Volunteers is organised to make them aware of latest and innovative processes of teaching learning.

- Numbers of AIE centres were increased from 9 to 13 last year and two more AIE centres have been increased for this year. It is explained that as some of the EGS centres have been closed this year, so children enrolled therein were shifted to the AIE centres.
- In spite of having the schooling facility in the areas where these AIE centres are running, children are not attending the schools as they are engaged in other activities. But at the same time they are attending the AIE centres because of the flexibility of timings of the intervention.

Issues:

- UT has not reported a single child as out of school for the last two consecutive years, still more than 10 AIE centres are running for continued children of long back.

Recommendations:

- Continuation of 21 EGS centres to cover 269 children is recommended only for a period of 6 months.
- Appraisal team does not recommend to continue 15 AIE centres, which have been running for more than 3 years, now it is the peak time to mainstream all the children enrolled therein. Since UT is not reporting any child out of the schooling system for the last two years, therefore, no need to run any AIE centres.

(II) School Infrastructure: Civil Works

Overview of the performance of last year and the bottlenecks, if any.

The UT had total allocation of Rs.709.77 lakhs (fresh allocation Rs.120 lakhs and spillover of Rs.589.77 lakhs). Against the total allocation UT has incurred expenditure Rs.365.46 lakhs which is 52%. The spillover from 2009-10 is Rs.344.31 lakhs. UT has completed only 113 components against PAB approval of 326 components. The completion rates work out to 35% against the National average of 80%. The financial achievement of UT is different as UT has incurred cumulative expenditure of 83% against the National average of 84%. The physical and financial position of the UT and National average are as under.

	%age expenditure	completion rate
National average	84	80
A&N Island	83	35

Against AWP&B 2009-10 UT has not completed single ACR against 10 approved by PAB. The spillover from 2009-10 is Rs.709.77-365.46= 344.31 lakhs.

Bottleneck

The UT has only 1 Junior Engineer who hardly attends any review meeting or come for AWP&Bs for appraisals. The UT has entrusted civil works components to PWD on deposit basis. The parts funds by the UT are deposited at the fag end of the year with the result the works are not started and progress remain poor year after year.

Table: 1 Cumulative Progress till 2009-10(status i.e. as on 05th March, 2010)

Sl. No.	Activity	Targets	Completed	In progress	Financial in lakhs	Expenditure in lakhs
1	BRC	00	00	00	2016.03	1671.72
2	CRC	00	00	00		
3	Primary School (all type)	04	01	03		
4	Upper Primary School (all type)	00	00	00		
5	ACR (all type)	160	78	40		
6	Toilet	79	19	20		
7	Girl's toilets	00	00	00		
8	Drinking Water facility	83	15	20		
9	HM Room	00	00	00		
10	Boundary wall	00	00	00		
11	Electrification	00	00	00		
12	Child friendly elements	00	00	00		
13	Other components approved by PAB	00	00	00		
Total		326	113	83		

Source: State Report

The UT has shown cumulative allocation of Rs.2016.03 lakhs and incurred expenditure of Rs.1671.72 lakhs which is 83%. The allocation up to 2008-09 as reconciled with the UT was Rs.1524.40 lakhs and with a fresh budget of Rs.120.00 lakhs for 2009-10 the total allocation now should have been Rs.1644.40 lakhs. The UT is now showing allocation of Rs.2076.03 lakhs. On discussion with the team it was transpired that the minus expenditure incurred in North Andaman of Rs.371.63 lakhs was not adjusted and accordingly there has been extra spillover of Rs.371.63 lakhs from the budget of 2008-09. The detail of extra financial spillover is as under.

a). South Andaman	=	29.250
		2.44
b). North Andaman	=	339.940
Total		371.630

With this extra spillover from 2008-09, the cumulative allocation has increased from Rs.1644.40 lakhs to Rs.2016.03 (1644.40+371.63). The extra spillover approved in PAB 2009-10 amounting to Rs.371.63 lakhs need to be adjusted.

Against 326 components UT has completed 113 components which are 35% and 83 components are in progress and balance 130 components are yet to start. The progress of the UT is slow and need to be expedited.

Table: 2 Physical and financial progress during 2009-10 (AWP&B 2009-10 fresh works only) as on 5th March 2010

Sl. No.	Activity	Target for 2009-10	Completed	In progress	Approved Outlay for 2009-10, including spill over	Expenditure till 05 th March 2010
3	Primary School (all type)	00	00	00	78.77	365.46
5	ACR (all type)	10	00	10	456.00	
6	Toilet	00	00	00	145.00	
8	Drinking Water facility	00	00	00	30.00	
Total		10	00	10	709.77	

Source: State Report

The UT had only 10 ACR as fresh works during 2009-10. None of the ACR has been completed but all the 10 ACR are in progress. The UT has incurred Rs.365.46 lakhs from the fresh allocation and from the spillover, against the total allocation of Rs.709.77 lakhs which is only 52%. The spillover from 2009-10 is Rs.344.31 lakhs.

Table: 3 Details of Physical and Financial spill over for 2009-10 (as on 05th March, 2010)

Sl. No.	Activity	Physical		Total	Financial Rs. In lakhs
		Work in Progress	Work not Started		
3	Primary School (all type)	03	00	03	12.77
5	ACR (all type)	40	42	82	281.94
6	Toilet	20	40	60	38.69
8	Drinking Water facility	20	48	68	10.91
Total		83	130	213	344.31

Source: State Report

The UT has 83 components in progress and 130 components yet to start. The components not started are 42 ACRs, 40 toilets and 48 drinking water facilities. The spillover amount is Rs.344.31 lakhs. The UT is getting work through PWD and until the funds are deposited, the PWD is not going to start work. It would have not been difficult for SSA UT to assign the not started work to PWD after depositing the funds. The SSA UT is taking lot of time even in depositing the funds and assigning the work to the implementing agency (PWD).

Table: 4 Requirement in the infrastructure district wise

Name of the District	New Primary School	Additional Class Rooms	Recommendation by appraisal team	Gaps
South Andaman	00	07	7 ACR	0
North & Middle Andaman	00	26	26 ACR	0
Nicobar	02	08	8 ACR	2
TOTAL	02	41	41 ACR	2

Source: State Report

The gaps worked out for ACR for all the three districts are 41. The 2 primary school proposed by UT are existing primary school for which building was to be constructed by North Church of India (NCI.) UT in their AWP&B 2009-10 had proposed 6 primary school buildings (building less) which were not approved by PAB in view of SSA Norms 6 item k, which is reproduced as under.

SSA shall not fund school buildings for building less/ dilapidated schools. (Ref. No.2-3/2005-EE.3 dated on 29-8-2007./Ref.F-2-3/2005-EE-3 dated 22nd February 2008. These amendments take effect from 1-4-2008).

In view of above guidelines, the proposal of 2 primary school at Nicobar is not recommended by the appraisal team. The proposal was made by UT in AWP&B 2009-10 but was not approved by the PAB.

Table: 5 The list of schools requiring additional classrooms proposed in AWP&B 2010-11

Name of Schools	Zone	Required ACR	Unit cost (in Rs.)	Total Amount
GPS. Havelock Jetty (EM)	3	2	2783708	5567416
GPS. Middle Point (DMPS)	1	2	1745341	3490682
GPS. Hope Town	2	1	1844759	1844759
GSS. Vivekanandapur	7	2	3015684	6031368
GPS. Subashgram	6	5	2430222	63185772
GMS. Madhupur – 1		9		
GSS. Subashgram		12		
GSSS. Malacca	8	4	3170335	12681340
GSS Milder-II	10	2	3545914	7091828
GSS Vikas Nagar	11	2	3291846	6583692
		41		106476857

Source: State Report**Prioritizations**

The UT has provided school wise, Island wise list of schools for construction of classrooms proposed in 2010-11, in addition to district wise detail. In all, the UT is proposing 41 classrooms for 10 schools as per detail above.

Table: 6 PS & PS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PS sanctioned		00	02	02	02	02	02	00	00	10#
PS school building sanctioned		00	00	00	02	02	00	00	00	04 *

Source: State Report

Out of the 10 Nos. New Primary Schools approved up to 2009-10 UT opened only 05 primary school so far. UT wants to surrender balance 5 primary schools as the UT team has stated that access for primary has been achieved.

Against 5 new school opened, PAB has approve 4 primary school building and 1 primary school buildings was approved by UT administration. The primary school access including primary school buildings have been saturated.

Table: 7 UPS & UPS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
UPS sanctioned		0	0	1	2	2	0	0	0	5
UPS school building sanctioned		0	0	0	0	0	0	0	0	0

Source: State Report

The PAB approved 5 UPS upto 2009-10. No UPS building has been approve by PAB so far. The UT had upgraded the primary school to upper primary school by constructing 3 classrooms. The UT team has stated that access for upper primary school and upper primary school buildings have been saturated.

Table: 8 Assessments of Gap & Proposals

Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Recommendation by appraisal team	Gap
Primary School (all type)	02	02	0	00
ACR (all type)	41	41	41	00

Source: State Report

As already mention the primary school buildings as proposed by the UT can not be recommended because of Norms 6 item k. of the frame work of SSA.

41 ACR proposed by UT in various districts are recommended by the appraisal team.

UT team has informed that with the construction of 41 classrooms, the access in accordance with enrolment will be saturated.

Table: 9 The unit cost provided in AWP&B 2009-10 and before

Sl. No.	Activity	Unit cost	
		Approved for 2009-10	Proposed for 2010-11
01	New Primary School Building	66.00	Zone wise as per requirement as detailed below
02	Additional Class Room	12.00	

Source: State Report

Table: 10 Notification of new Unit cost for AWP&B 2010-11

Sl	Zone	PS Bldg.	Classroom	Toilet	D/Water
1	Port Blair	7472221	1745341	490857	100000
2	Wimberlygunj	7897711	1844759	518675	
3	Neil/Havelock/StrIsland	11876642	2783708	741808	
4	Rangat	10214270	2386036	670127	
5	Mayabunder	10308824	2408129	676309	
6	Diglipur	10403377	2430222	682491	
7	Little Andaman	12909043	3015684	846307	
8	Car Nicobar	13570917	3170335	889579	
9	Teressa/Chowra	16029306	3744751	1050304	
10	Katchal	15178325	3545914	994668	
11	Kamorta	14090961	3291846	923578	
12	Campbell Bay	14327344	3347078	939033	

Source: State Report

The Notification of the proposed unit cost for AWP&B 2010-11 is enclosed as Annexure A

Unit cost for ACR: The unit cost of classrooms as notified by UT Administration ranges from Rs.17.45 lakhs to Rs.33.47 lakhs per classrooms.

Unit cost for Toilets: The unit cost of toilets as notified by UT Administration ranges from Rs.4.90 lakhs to Rs.9.39 lakhs per toilets.

Unit cost for primary schools buildings: The unit cost of PS building consisting of 4 classrooms, toilet unit for girls and boys separately and drinking water facilities as notified by UT Administration ranges from Rs.74.72 lakhs to Rs.143.27 lakhs per PS building.

The UT team has stated that high unit cost is of various components is that all construction material is shipped from main land to the Islands, resulting into high cost.

The appraisal team had been suggesting from time to time for implementation of school infrastructure through beneficiaries as is being done all over the country. The construction cost/unit cost will considerably reduce while implementing civil works through beneficiaries besides advantage of quick construction and feeling of ownership by the local people.

The other suggestion, which the appraisal team has been mooting is providing Classrooms of pre-fabricated bamboo structure developed by National Mission of Bamboo Applications, (NMBA) Department of Science and Technology. The life of the pre-Fabricated Bamboo structure is about 25 years as being claimed by the NMBA. The cost of the classrooms will be far cheaper than being proposed besides quick assembling/erection of the classrooms/school buildings/toilets etc.

Table: 11 Adjustment of expenditure incurred above/below of the unit cost for ongoing works.

ZONE	State Schedule of Rate	PAB Approved Unit Cost
Zone 1	823361.00	1200000.00
Zone 2	906389.00	1200000.00
Zone 3	906389.00	1200000.00

ZONE	State Schedule of Rate	PAB Approved Unit Cost
Zone 4	1030931.00	1200000.00
Zone 5	1072445.00	1200000.00
Zone 6	1100121.00	1200000.00
Zone 7	1113959.00	1200000.00
Zone 8	1536018.00	1200000.00
Zone 9	1868130.00	1200000.00
Zone 10	1536018.00	1200000.00
Zone 11	1536018.00	1200000.00
Zone 12	1819697.00	1200000.00

Source: State Report

The UT has sought permission for adjustment of expenditure incurred against school infrastructure in various zones as above. The UT had sought uniform unit cost in earlier AWP&B for all the Islands which were approved by the PAB. Now UT has found that there has been substantial variation in expenditure while executing the works. The UT team has sought adjustment in expenditure within the approved cost for various Islands. UT team has further clarified that any saving will be surrendered.

Appraisal team recommends for adjustment of expenditure amongst the various islands within total unit cost and any saving will be surrendered.

Major Repairs.

The UT has not proposed any major repair as such repairs are carried out by PWD.

Furniture

The UT has not proposed any Furniture for their schools in AWP&B 2010-11.

Table: 12 Action taken on commitment made in PAB meeting for AWP&B 2009-10

Sl. No.	Commitment made	Action taken						
01	All pending Civil Works (including cumulative & Fresh) shall be completed during the session 2009-10. The Administration will take action on the result framework of 2008-09 given in para- 5.1 & 5.2 and be reported as per	As committed to PAB, all necessary steps were initiated to clear the backlog and fresh allocation during 2009-10. Present status of civil works sanctioned to UT is as under.						
		Activity	Total target since (2003-	Estimate sanctioned	Completed	In Progress	Yet to Start	Estimate yet to sanction
		NPS Build.	04	04	01	01	02	00
		Addl. Class Room	160	160	66	52	42	00
		Drinking water Facility	83	82	13	18	51	01
		Toilet Facility	79	78	17	18	43	01

Sl. No.	Commitment made	Action taken						
		TOTAL	326	324	97	89	138	02
	the timelines.	<p>The above statement shows the physical progress of civil works. Against 326 Units, only 02 are not yet assigned to constructing agency and that too due to non-receipt of estimate. Rest all the works are assigned and will be completed in due course of time. Detailing in this regard is in the concerned Para of Civil Works ahead.</p> <p>Against the target set by the Administration in the Result Framework, UT is marching ahead. It is pertinent to mention that the status of UT in the components included in the Result framework is much comfortable.</p>						

Source: State Report

Remarks: The commitment made to PAB has been only partially fulfilled. Infact large efforts are still required to fulfill the commitment and complete the backlog.

Table: 13 Status of Third Party Evaluation

Sl. No.	Year since it was initiated 1 st	Status Now	No. of agencies employed	No. of district covered	Remarks
				00	UT is not commissioning any third party evaluation.

Source: State Report

Table: 14 Status of supervision structure

Sl No.	State level				District level				Block level			
	Sanction post		Available position		Sanction post		Available position		Sanction post		Available position	
	Designation	No	Designation	No	Designation	No	Designation	No	Designation	No	Designation	No
01	State Project Engineer	01	SPE, SSA	01	--	00	--	00	--	00	--	00

The UT has only 1 Junior Engineer who seldom attend review meeting or attend appraisal of AWP&B. The civil works are entrusted to PWD A&N for implementation. The funds usually remain with the SSA UT and are given partly to PWD at the fag end of the financial years leaving substantial spillover for the reasons known to the SSA UT.

Table: 15 Status of environmental assessment (EA)

Sl. No.	No. of District in the state	No. of school in the states	No. of district covered under EA	No. of schools covered under EA	Remarks
1					Environmental Assessment is not done by the UT till date. However, the quality and specifications of construction is strictly maintained in tune with the guidelines and specified norms, as the construction work in UT is undertaken by the Govt. Construction agency namely, ALHW, Zilla Parishad and APWD.

Source: State Report

Table: 16 Status of measured school campus plan (MSCP) (School Mapping)

Sl.No.	No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
					NOT DONE TILL DATE
					No work done

Source: State Report

Status of Asset Register (AR)-

No work done by the UT.

Table: 17 DETAIL OF WORKS IN WHICH THE EXPENDITURE IS BEYOND THE UNIT COST BUT RESTRICTED TO TOTAL OUTLAY

Work	Original Cost	Revised Cost of Construction	Reason
Construction of Prefab structure of 2 Classroom, 1 Toilet Block & Drinking water facility at PS of SSS Kalighat	1657892.50	3938063.00	A Retaining Wall of around 3 Meter is essential in order to protect the structure as the topography of the ground on which the building is aligned is uneven in nature. Further due to revision of cost index during the recent period, the cost of the structure has changed.
Construction of 2 Classrooms for Primary School at Karmatang-9	2299852.00	3813682.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision

Work	Original Cost	Revised Cost of Construction	Reason
			in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Rampur	2299852.00	4324634.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Kalady	2371589.00	3773094.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Smith Island	2371589.00	3793964.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material

Work	Original Cost	Revised Cost of Construction	Reason
			cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Middle School at Madhupur	2371589.00	3663432.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Bahadur Tikri	2371589.00	4293053.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Middle School at Nabagram	2371589.00	3732840.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only.
Construction of 2 Classrooms for Primary School at Basantipur	2299852.00	4089841.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision

Work	Original Cost	Revised Cost of Construction	Reason
			in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Pinakinagar	2299852.00	3963680.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Govindapur	2299852.00	4007132.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Middle School at Tugapur	2299852.00	4814761.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material

Work	Original Cost	Revised Cost of Construction	Reason
			cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Middle School at Sitanagar	2371589.00	3842857.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Sumati	2371589.00	4271565.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classrooms only. Further the original estimate was based on DPAR 2002. Due to revision in cost index, the rate adopted earlier has changed. Because of this, there is change in manpower and material cost. Further elevated terrain has been made flat by adopting huge earth cutting.
Construction of 2 Classrooms for Primary School at Laxminallah	2371589.00	3931762.00	As the building has been constructed double storeyed with provision for slab and staircase, the cost of structure has changed beyond the unit cost as the unit cost was exclusively for two classroom only.
Total	34429716.50	602543.60	

Source: State Report

Table: 18 Status of Drinking Water Supply and Sanitation Facilities

District	No. of schools	Covered through						Balance to be covered through					
		Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			SSA		
		Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
South Andaman	114												
N & M Andaman	143												
Nicobar	47												
Total	304												

District	No. of schools	Proposed for 2010-2011						Action plan for balance schools					
		Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			Through SSA		
		Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
South Andaman	114												
N & M Andaman	143												
Nicobar	47												
Total	304												

The UT has not given any strategies or plan, regarding gaps in DWS and sanitation facilities in various schools. However the A&N islands are comfortably placed in respect of amenities in the schools and as per flash statistics 2008-09, the status is as under.

Schools having common toilets	=	95.56%
Schools having girls toilets	=	81.67%
Schools having drinking water facilities	=	98.61%

The UT team informed that gaps in school amenities will be bridged with the existing approvals under SSA.

Issues

- The unit cost for ACR for different Islands ranges between 17.45 lakhs to 33.47 lakhs which is abnormally high. The UT has other cost effective options of implementation of school infrastructure through beneficiaries/community as is being done all over the country. The other option is constructing classrooms with prefabricated bamboo structure

developed by NMBA. These options are not only cost effective but will be quicker to implement. If we see the progress since 2003-04, UT has been able to complete only 113 components against 326 components approved by PAB so far.

- UT had committed that all pending civil works including cumulative and fresh shall be completed during the session 2009-10. They have been able to complete only 113 components against 326 components approved so far. The completion rate is only 35%. State may commit when they can complete the works approved up till 2009-10.
- During 2008-09, in UT had only 2 districts viz; Andaman & Nicobar. However, the district of Andaman was subsequently bifurcated to 2 districts viz; North & Middle Andaman and South Andaman. An outlay of Rs.436.870 lakhs was approved by the PAB for civil works in Andaman district during 2008-09 since the district was bifurcated subsequently, the UT has indicated the expenditure of Rs.424.00 lakhs against South Andaman district. Thus the district has a savings of Rs.16.870 lakhs. However, during 2009-10, the UT has shown a minus spill over of Rs.31.690 lakhs and Rs.339.94 lakhs in South Andaman and North & Middle Andaman respectively. The minus spill over thus works out to Rs.371.63 lakhs. Against an actual spill over of Rs.218.14 lakhs, a spill over outlay of Rs.589.77 lakhs was erroneously approved by the PAB in 2009-10, resulting in excess spill over outlay of Rs.371.63 lakhs. The UT needs to refund this excess outlay by deducting from the current years spill over outlay of Rs.344.31 lakhs and the balance amount of Rs.27.32 lakhs by cash.

अण्डमान एवं निकोबार प्रशासन
ANDAMAN AND NICOBAR ADMINISTRATION
सचिवालय / SECRETARIAT
पोर्ट ब्लेयर / PORT BLAIR.

Port Blair, dated 27 April, 2010

ORDER NO. 1354

The Andaman and Nicobar Administration is pleased to approve/notify the following rates related to construction activities like Primary School Building, Addl. Classrooms, Toilet Block and Drinking water Facility.

Sl.	Areas in A & N Islands	PS Bldg.	Classroom	Toilet	D/Water
1	Port Blair	7472221	1745341	490857	
2	Wimberlygunj	7897711	1844759	518675	
3	Neil/Havelock/Strait Island	11876642	2783708	741808	
4	Rangat	10214270	2386036	670127	
5	Mayabunder	10308824	2408129	676309	
6	Dialiipur	10403377	2430222	682491	100000
7	Little Andaman	12959043	3015684	846307	
8	Car Nicobar	13570917	3170335	889579	
9	Teressa/Chowra	16029306	3744751	1050304	
10	Katchal	15178325	3545914	994668	
11	Kanorta	14000961	3291546	923578	
12	Campbell Bay	14327344	3347078	939033	

This rate is based on DPAR 2007 with applicable cost index as prevailing in the Island. This rate is finalized with the approval of the Commissioner cum Secretary (Public Works, A & N Administration) & Chief Engineer (Andaman PWD). The Chief Secretary A&N Administration being the Chairman of the Sarva Shiksha Abhiyan UT Mission has approved the unit cost.

Assistant Secretary (Edn)

CB-8/SEA/Edu/09-10

Office order:

Copy to:-

1. The Joint Secretary (EE), Govt. of India, Ministry of Human Resource Development, Dept. of School Education & Literacy, New Delhi - 110001.
2. The Consultant, Technical Support Group, Sarva Shiksha Abhiyan, Civil Works Unit, Ed. CIL TSG, 10 B, IP Estate, New Delhi-2.
3. The Chief Engineer cum Comm. Secretary (PW), APWD, Por. Blair.

Assistant Secretary (Edn)

III. Quality related Interventions:

1. Comprehensive Quality Framework

1.1. State's 3-Year Vision of Quality, including:

- Desired outcomes at the level of children, teachers/schools, support systems, and state level (in the form of concrete indicators to be achieved over next 3 years).

Learning Processes & Learning Outcomes

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	Teaching Learning process should be child centered and approach should be activity based instead of conventional system	<ul style="list-style-type: none"> • Identification of factors responsible for making the teaching learning process content oriented and teacher centered. • Providing sufficient space for child in class for doing activities i.e. at least @ 16 Sq. feet (Construction of Additional Class rooms in schools with crowded classes). • Providing sufficient learning aids and TLMs in class rooms under the direct reach of child. • Training teachers for correct, effective and optimum utilisation of Aids and TLMs provided in the class room. They will be trained to co-relate activities with content of text book. • Though teachers are trained, they will be encouraged to do activity and use TLMs while imparting the concept. 	<p>Dec, 2010</p> <p>Mar, 2011</p> <p>Aug, 2011</p> <p>Dec, 2011</p> <p>Mar, 2012</p>	<p>SPO, SSA</p> <p>SPO, SSA</p> <p>SPO, SSA</p> <p>DIET, SIE, BRC, CRC</p> <p>All the monitoring agencies</p>
02	Learning should be for life	<ul style="list-style-type: none"> • Showing relevance of activities of class room processes with real life • Execution of activities in class room in class room 	Dec, 2010	BRCCs, & Monitoring authorities

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		<p>Execution of activities in class room to show the use and implications of concepts taught in class room.</p> <ul style="list-style-type: none"> • Execution of activities to bring behavioral changes in child. • Imparting moral education and making them aware of moral values in life. 		
03	Continuous and supportive supervision mechanism	<ul style="list-style-type: none"> • Making head of the institution accountable for degradation in quality of education. • Empowering Head of the institution to take or recommend for disciplinary action against default teachers. • Capacity building of Head of the institutions for regular and supportive supervision. 	<p>Dec, 2010</p> <p>Dec, 2010</p> <p>Mar, 2011</p>	<p>Dept. of Edn.</p> <p>Dept. of Edn.</p> <p>SPO,SSA</p>
04	Removing barriers in change in class room processes	<ul style="list-style-type: none"> • Decrease crowd in class rooms • Providing more time for activities • Not engaging teachers in assignment other than teaching. 	Mar, 2011	Dept. of Edn.
05	Conducting external learning achievement survey	<ul style="list-style-type: none"> • Making policy of doing learning achievement survey by SIE/DIET • Requesting regional institutions and national agencies to undertake external learning achievement survey. 	Mar, 2011	Dept. of Edn.
06	Analysis of Learning Achievement survey & identification of factors affecting learning.	<ul style="list-style-type: none"> • Constitution of Resource Group for analysis of learning achievement survey. • Making suggestions to implementing agencies about factors affecting learning 	Dec. 2011	SIE/DIET

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		outcomes.		

Comprehensive Quality Vision/ Framework

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	Under Learning Enhancement Programme implementation of Activity Based Learning at Primary Level	<ul style="list-style-type: none"> • Constitution of a resource group for implementation and monitoring of MGML/ABL. • Correction/modification of TLMs prepared for class- I & II • Printing of TLMs and Workbooks for class- I & II • Preparation of class rooms for scaling up of ABL/MGML. • Preparation of TLMs for class- III, IV & V • Printing of TLMs and Work books 	May,2010 Dec, 2010 Mar,2011 Mar,2012 Dec,2012 Mar.2013	Dept. of Edn. SPO, SSA
02	Harmonization between curriculum, text books, TLMs, Training & Assessment	<ul style="list-style-type: none"> • TLMs should be provided to schools as per the requirement of curriculum • Regular monitoring by Agencies, BRCCs, CRCCs to identify the hard spots for incorporation in teachers training module. • Assessment should be continuous and comprehensive. • Supervision, Monitoring and assessment should be in line with the specified competencies of the curriculum and content of the text book. 	Dec,2010 Aug, 2010 Continuous process Continuous process	Dept. of Edn. and SSA
03	Convergence between Academic bodies	<ul style="list-style-type: none"> • DIET should prepare the plan of action for support mechanism, training and 		

		supervision of teachers at Primary Level <ul style="list-style-type: none"> • State Institute of Education should prepare the same for upper-primary level. • Establishing linkage between both the bodies to ensure sharing of targets and 100% transition 	Continuous process	Dept. of Edn And SSA
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Vision-based Curriculum, Syllabus and Teaching Learning Materials

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	Timely distribution of Free Text Books	<ul style="list-style-type: none"> • Availability of Sufficient Text Books at the text bureau of the Department of Education. • Providing sufficient number of text books to schools for distribution among children, on the commencement of the new session • Coverage of all children who are not covered under any UT assisted scheme of providing free text books. 	May,2010 June, 2010 June, 2010	Dept. of Edn. SPO, SSA SPO, SSA
02	Integration of TLMs and Text Books	<ul style="list-style-type: none"> • TLMs should be strictly as per and to facilitate understand concepts of the text Book. • TLMs should not be an additional burden for children 	Continuous process	Dept. of Edn. And SSA
03	Timely distribution of Teachers and their proper/effective/judicious utilisation	<ul style="list-style-type: none"> • Provide TLMs to schools and teachers on time • Provide necessary guidelines to schools/teachers/community to ensure proper /effective/ judicious utilisation of grants • Proper documentation of utilisation of grants. 	May,2010 July, 2010	SSA

Learning Assessment

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	Continuous & Comprehensive Evaluation	<ul style="list-style-type: none"> • Enhance the effectiveness of CCE now implemented at Primary Level • Capacity building of teachers on CCE (should be made a part of teachers training under SSA) • Scale-up CCE up to Upper Primary level. • Making CCE more realistic and effective to assess the learning of child. 	May,2010 Sep, 2010 Aug,2011 Dec,2011	Dept. of Edn. & SSA
02	Designing & implementing subject wise indicators (in line with NCERT)	<ul style="list-style-type: none"> • Subject wise indicators will be designed. • Constitution of Resource Group for assessment and monitor the flow of indicators. • Inviting resource persons from NCERT, prior to setting up of the indicators. 	Dec,2010	Dept. of Edn. And SSA
03	Examination reforms	<ul style="list-style-type: none"> • Frequent tests like unit test, monthly tests will be eliminated • Examination trauma will be removed from children. • Target of examinations will be conceptual understanding instead of rote memory 	Dec, 2010	Dept. of Edn.

Ensuring Teacher Capacity & Effectiveness

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	Track performance of teachers and trainers against ADEPTS indicators	<ul style="list-style-type: none"> • Training of Teachers and Head of the Institutions on ADEPTS • Implementation of ADEPTS 	Dec, 2010	Dept. of Edn. & SSA

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
02	Teachers accountability	<ul style="list-style-type: none"> Track performance of teachers For poor performance of children, teacher will be made responsible. Necessary entry will be made in the ACR of the teacher. Interaction with children to ascertain the effort of teacher in the class room 	Dec,2010	Dept. of Edn. And SSA
03	In-service Teachers training	<ul style="list-style-type: none"> Training of Master trainers will be organised by inviting experts from reputed educational organizations of mainland. Hard spots will be identified Training modules will be developed on identified hard spots. In-service teachers training will be organised on content enrichment, new pedagogical approaches and processes. 	Dec, 2010	Dept. of Edn. and SSA
04	Assess the outcomes of In-service teachers training	<ul style="list-style-type: none"> A study will be undertaken on quarterly basis to assess the pre-training situation. On the basis of the outcomes of the study, future course of action will be structured for teachers training 	Dec, 2010	SSA

Academic Support & Monitoring systems

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	Resource Groups will be made more effective	<ul style="list-style-type: none"> Resource Groups presently constituted at different level will be strengthened and made more effective. Regular visit to schools and interaction with teachers. Supervision and monitoring by Resource Groups should be 	Dec, 2010	Dept. of Edn. & SSA

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		supportive but not the fault finding one.		
02	BRCs/CRCs will be made more resourceful and rich center	<ul style="list-style-type: none"> • Present status of deployment of BRCs/CRCs will be reviewed and if required shuffling/replacement may be done. • BRPs/CRPs will be made more mobile. They will be directed to organize regular meetings with teachers to know their difficulties and issues pertaining to achievement of desired goals of quality education. 	Dec,2010 Mar, 2011	Dept. of Edn. And SSA
03	Focus of academic activities	<ul style="list-style-type: none"> • More emphasis on the academic activities of BRPs & CRPs like reviewing, capacity building, onsite support to teachers, monitoring, implementation, performance tracking etc. 	Dec, 2010	Dept. of Edn. and SSA
04	Capacity building of Education Administrators	<ul style="list-style-type: none"> • Capacity building of Education Administrators by organizing workshops and trainings. • They will be made aware of the duties towards achievement of specified indicators of quality. • They will be made accountable for any degradation in achievement and quality of Education. 	Dec, 2010	Dept. of Edn. and SSA
05	DIET & SIE will be made more effective	<ul style="list-style-type: none"> • Manpower of DIET and SIE will be increased to the optimum. • Faculties and resource persons will be asked to visit schools instead of calling teachers to DIET/SIE. 	Dec, 2011	Dept. of Edn. and SSA

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		<ul style="list-style-type: none"> Performance indicators of faculties and resource persons will be reviewed by competent authority on quarterly basis. 		
06	Implementation of Quality Monitoring Tools of NCERT, Analysis and use of data	<ul style="list-style-type: none"> NCERT's Quality Monitoring Tools will be made functional, Necessary training will be organised on analysis of data. Start of monitoring mechanism in the purview of RTE on the basis of data and their analysis. 	Dec, 2011	Dept. of Edn. and SSA

Minimum Enabling Conditions

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	Teacher Deployment	<ul style="list-style-type: none"> Rationality in teacher deployment Adhering to the transparent transfer policy Avoid accumulation of teachers in Port Blair area by ignoring outer areas. Only trained teachers will be recruited in the Department of Education. At least 02 teachers will be deployed in every primary school and 03 in Upper Primary sections AT least 01 teacher in every school will be Female. It will be ensured that no school in islands will have the PTR > 40. 	Dec, 2010	Dept. of Edn. & SSA
02	Teacher & Student Attendance tracking, Task on time	<ul style="list-style-type: none"> Every year study will be undertaken of Teacher & Student Attendance. 	Dec, 2010	Dept. of Edn. And

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		<ul style="list-style-type: none"> Outcomes of the study will be shared at every level. In the purview of RTE, No. of working days and time spent on doing activities in the class rooms will be tracked. 		SSA

Community & Civil Society Partnerships

Sl. No.	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
01	School Development Plan will be prepared for each school	<ul style="list-style-type: none"> Status report of school will be prepared in respect of Infrastructure, Teachers availability, TLMs, achievement level of children and quality. Reference may be the School Report Card of DISE. In consultation with VEC/SMC, considering the future requirements plan will be formulated for holistic development of the school. 	Dec, 2010	Dept. of Edn. & SSA
02	Increase Community Involvement and ownership	<ul style="list-style-type: none"> Regular meeting VEC/SMC will be convened. All decisions pertaining to development of school will be taken with the consent of these committees. PRIs will be empowered to monitor the functioning of school, teacher/students attendance. 	Dec,2010	Dept. of Edn. And SSA

- Describe the State's vision of changes desired in classroom processes for:

- o **Language learning**

- The Transaction should be interactive in concerned language.
- Classroom should be more instructive rather than lecturing.

- c) Involvement of children by way of dialogue presentation / Questions & Answer method.
- d) Action, role play / dramatization.
- e) Motivating the children to interact among them in the concerned language.
- f) Action oriented direction/instruction by the teacher.
- g) Jumbling letters, word puzzles, making different words within the same letter blocks
- h) Competition of different activities among children.

○ **Mathematics learning**

- a) Knowledge of numbers with the help of play way method.
- b) Introduction of problem of addition and subtraction by grouping and outdoor activity.
- c) Knowledge of even & odd number by making queue of children.
- d) Using broomsticks for introduction of multiplication and division.
- e) Using different geometrical blocks/figures.
- f) Using Montessori math kits.
- g) Multiplication & division by graph paper calculation.
- h) Calculating area, Parameter, by thread & graph paper.
- i) Introduction of fraction by pictorial presentation.
- j) Conversion of the place values vice once, tenths, hundreds etc. using the stamp size cards.
- k) Conversion of money value with coins and currency notes.
- l) Solving and evaluation by grouping of students.

○ **Science learning**

- a) Activity based teaching
- b) Inclusion of practical based activities.
- c) Observing the environment and finding the scientific reason behind it.
- d) Learning by doing.
- e) Thought provoking questions.

○ **Social Science learning**

- a) Mind mapping methodology.
- b) Correlating the past with present events.
- c) Directing the children for the display of portraits of at least six generations.
- d) Knowing the local flora & fauna / geographical climates / conditions.
- e) Maintaining weather charts in classrooms.
- f) Observing the Sun, Moon & Sea tides.
- g) Map reading / Location of proper place.
- h) Knowledge of difficult transport and routes of different places.
- i) Developing good mannerism and behaviors.
- j) Creation of civic sense.
- k) Knowledge of local political setups.
- l) Knowledge of human races of different islands.
- m) Sharing of cultural activities and knowing cultural heritage.
- n) Knowledge of freedom, struggle and the importance of different places, monuments of the islands, and its contribution to freedom struggle.

Has the state worked towards preparing a State Vision Document that presents each of the above? What were the processes/ participants/timeline for developing this Vision Document? How is this Vision being disseminated across all stakeholders?

UT has a clear vision about the desired change in class room processes and desired outcomes from children. At present preparation of such vision document is underway. With the above defined vision and desired change in class room processes, preparation of State Vision Document is under way and the same will be completed by the End of July 2010.

1.2. Harmonization of all components around this Quality Vision:

- What steps are being taken to ensure that curriculum, syllabus, textbooks, TLMs, teacher training and assessment systems are all **harmonized** in sync to support the above changes in classroom practices?

Following steps are being taken

- TLMs are being provided to schools as per the requirement of curriculum
- Regular monitoring by Agencies, BRCCs, CRCCs to identify the hard spots for incorporation of the same in teachers training module.

- Assessment is a continuous and comprehensive process, to assess the overall development of the child
- Supervision, Monitoring and assessment are in line with the specified competencies of the curriculum and content of the text book.
- **What steps are being taken in order to build a shared vision and deeper pedagogical understanding across all stakeholders and across levels within the State? (Please include detailed plan & timeline for visioning/orientation of educational officers, administrators, teacher associations, community, etc. on Quality vision as per NCF 05/ RTE)**
- Orientation of Community members, VEC/SMC and PRIs is already done during Jan-Feb, 2010 in this regard. Participants were informed about their role and contribution in regular school processes. They were made aware of the powers delegated to them regarding supervision and monitoring of Independent Primary Schools. Overall target of the training was to develop a sense of ownership of school among participants. Community members were informed of the various provisions of RTE and initiatives to be taken by the Department of Education and Community to cope up with the provisions of the act.
- 3 days Workshop cum orientation programme and three days seminar shall be organized on two occasions first in August 2010 and second in November, 2010. In these two programmes, the zonal officers of 9 zones, Assistant Director of Education, Head of institutions & members of main Teacher Associations, PRI members / Municipal Councilors, Tribal Council members shall be involved to come out with shared vision on the basis of NCF. /RTE 2009.
- Orientation of Education Officers and administrators is scheduled in July-Aug, 2010. This training programme is targeted orient the officers and head of the institutions on
 - ☞ Implications of Right to Education Act.
 - ☞ Vision of the UT in accordance with NCF- 05 and ACT.
 - ☞ Administrative and Financial Powers
 - ☞ Delegation of Powers
 - ☞ Periodical inspection of their own and feeder schools.
 - ☞ Administering Discipline among teachers and students
- **As a follow-up to the 4 Regional Workshops on 'Education of Equitable Quality' held by MHRD in Jun-Aug 2009, what steps are being taken to strengthen convergence between different educational bodies within the State? What are the challenges and proposed strategies to strengthen this in 2010-11?**

Though all the Workshops were not attended by the officials of the UT, outcomes of all the 04 Regional Workshops (on the basis of Minutes) were shared with the authorities of the Department of Education and monitoring institutions namely, State Institute of Education (SIE) and District Institute of education & Training (DIET). Since all the educational bodies in UT are functional under the single umbrella of Department of Education, convergence is not a matter of concern at any instance.

1.3. Comprehensive Learning Enhancement Plan:

- Does the State have a **Comprehensive Learning Enhancement Plan** that integrates **all** quality interventions towards improving learning levels? Is it centered on a **pedagogical model** that has been field-tested and proved effective? (Please provide details about this pedagogical model).

Following steps are being taken

- Andaman & Nicobar Islands is having an only 01 DIET and 01 SIE.
- DIET is entrusted with the responsibility of supervision and monitoring of Primary Education. Whereas, the purview of SIE is upper-Primary classes.
- Regular meeting of BRCCs, CRCCs, BRPs and CRPs are held with the resource persons and faculty members of these institutions.
- Training Module form in-service training of Primary School Teachers is prepared by the DIET. SIE prepared the training modules for training of teachers teaching at Upper-Primary level.
- Block level training is imparted in the supervision of these two institutions.
- Regular monitoring. Supervision and inspection is undertaken by the institutions of the Department of Education.

Progress in LEP Activities in 2009-10

Sl. No.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
I	Primary Level					
1.	Revival/correction/modification of the prepared TLMs for class-	NIL	NIL	Rs. 11.65 Lakhs	NIL	NA

Sl. No.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
	I & II					
2.	Implementation of methodology in 20 New Primary Schools in class- I & II	NIL	NIL		NIL	NA
3.	Preparation of TLMs for class- III & IV	NIL	NIL			
II	Upper Primary Level					
1.	No Activity	NA	NA	NA	NA	NA

(No activity was undertaken due to non-finalization of agency to be appointed for class room preparation and TLM printing)

- **What contributions were made to learning enhancement by the LEP activities carried out in 2009-10?**
 - As no activity is undertaken, no contribution was made to learning enhancement by LEP activities
- **What were the major issues faced in effectively implementing LEP activities in 2009-10, and what strategies are proposed to address these issues in 2010-11?**
 - UT failed to execute any activity under LEP because of non-finalization of agency for preparation of class rooms and TLMs.

Major constraints were-

- Tenders could not be finalized to very high unit cost.
- Though process for execution was initiated in the month of Dec, 2009- Tenders were published in January, 2010. This lead to shortage of time for completion of works
- Considering all these facts, complete process of tendering was cancelled.

Comprehensive Learning Enhancement Program in 2010-11:

Please provide a broad overview of the integrated Learning Enhancement Plan of the State in 2010-11. The LEP should encompass the overall integrated plan of the state for pedagogical renewal and learning enhancement in different subjects. This should include activities from other heads such as Teacher Training, grants, BRC/CRC, remedial, REMS,

etc. Funds under 'LEP' head may be specifically assigned for additional resource materials for students or teachers, subject-specific learning resources/ activities, or other materials/ activities that are not covered by any of the other quality-related heads. It should be ensured that when the activities are designed they should not add to the burden of the child but reduce it. In this context it will be important to establish that all TLMs including textbooks are harmonized.

Salient features of the Learning Enhancement Programme in 2010-11

Level/ Subject	Major Current Issues identified	Expected outcomes of LEP	Proposed Strategies / Activities	Responsibility	Time line
Primary	Teaching Learning process is teacher centered	Teaching Learning process will be child centered and activity based.	<ul style="list-style-type: none"> - Revival/correction/modification of the prepared Cards, Teacher Hand books and Work books prepared under MGML for class- I & II - Implementation of MGML methodology in 20 New Primary Schools in class- I & II - Preparation of TLMs (Cards, Modules, Workbooks) for class- III & IV 	Department of Education and Sarva Shiksha Abhiyan	Dec, 2010

- **What baseline is being used for the LEP, what is the target for learning enhancement through the LEP, and how will this learning enhancement be tracked?**
 - Activity Based Learning/Multi Grade Multi Level methodology is already implemented in 20 schools of Andaman & Nicobar Administration with the assistance of UNICEF.
 - All these 20 schools are running very successfully.
 - A base line achievement survey was done by State Project Office, SSA and results were very much encouraging.
 - Through LEP, target is to make the child learn and understand the concept by doing activities, rather than rote memory.
 - Learning Enhancement will be tracked through regular monitoring, supervision and assessment through CCE.

Coverage and Budget for Learning Enhancement Programme in 2010-11

(Rs. in Lakhs)

Sl. No	Major activities under LEP	Type of materials required	Coverage			Unit Cost	Total Cost	Head (Intervention)
			Districts	Schools	Children			
I	Primary Level							
1.	Revision and preparation of ABL cards	TLMs	03	40	2691		50.00	LEP- 15.00 Girls Edn.- 25.00 SC/ST- 10.00 Total- 50.00
2.	Implementation of methodology in 20 New Primary Schools in class- I & II	Infrastructure & other materials	03	20	1436			
3.	Preparation of ABL cards for class- III & IV	TLMs	03	40	1720			
II	Upper Primary Level							

District Wise Break up of proposed budgeting for ABL/MGML

(Rs. in Lakhs)

Intervention	District			Total
	South Andaman	North Andaman	Nicobar	
Learning Enhancement Programme	05.00	05.00	05.00	15.00
Girls Education	10.00	10.00	05.00	25.00
SC/ST	04.00	04.00	02.00	10.00
Total	19.00	19.00	12.00	50.00

- Please provide a brief overview of any other major quality initiatives ongoing in the state in 2009-10, and planned for 2010-11: (pls. summarize in few bullet points only)

- Implementing CCE at Upper Primary level
- Providing Mathematical kits to schools. These Mathematical kits are procured from Ramanujam Foundation, Chennai. Resource Persons of Ramanujam foundation will be coming to Port Blair in the month of April, 2010 for training of master trainers in

utilisation of kits. This will facilitate effectiveness of mathematics teaching-learning and better understanding of mathematical concepts.

- c. TLM Mela is proposed to be organised at Block, District and State Level. This will facilitate display of TLMs prepared by the teachers, sharing of best practices in TLM preparation, encouragement among teachers to prepare need based- activity based- content oriented- good quality and a sense of completion among teacher for preparation of TLMs.

Observations:

- The UT has not developed the state vision document so far. A clear plan as to how this document will be formed is also not clear. There is also no clear vision on changes desired in classrooms with respect to different subjects. The UT should align all core and enabling components as part of an integrated vision and program; and also to take greater efforts to disseminate this vision across all stakeholders in order to build ownership around a shared vision to be pursued across the system.
- The UT has not made any progress in the LEP activities last year on account of delay in the tendering process. This is a serious issue which the UT needs to address by examining the whole issue.

Proposal:

The UT has proposed an amount of Rs 15 lakh for LEP activities, which is well within 2% of the management cost.

Recommendations:

The appraisal team would like to recommend the proposal of Rs 15 lakh made by the UT for implementation of its LEP activities which is well within 2% of the management cost.

2. Vision-based Curriculum and Teaching Learning Materials

2.1. Status and processes for curriculum & syllabus renewal as per NCF 05

- **Year of last renewal of curriculum, syllabus and textbooks:**

Andaman & Nicobar follows NCERTs curriculum, syllabus and text books

- **Whether new State curriculum document prepared in tune with NCF 05 and RTE Section 29(2)? (please provide a copy to the Appraisal Team):**

- Being the central and national agency for designing and framing the curriculum, it is assumed that NCERTs curriculum is in tune with the NCF- 05 and RTE Section 29 (2). As and when NCERT renews/modifies its curriculum the same will be adopted in the UT.
- Beside this, UT Administration is developing a text book on general knowledge and social scenario of Andaman & Nicobar Islands. As soon as the same is completed, it will be printed and provided to schools as well as children.
- **Detailed processes undertaken/ to be undertaken for Curriculum Renewal in light of NCF and RTE** (including timeline, who is involved, nature of resource input received/planned, nature of discussions, processes, etc):
 - UT follows NCERTs curriculum. As such, no process has been initiated by UT to develop its own curriculum.
- **What steps have been taken to ensure that the burden on children is reduced, including content load and the number of subjects at primary level (as per the NCF 05 syllabus)?**
 - UT follows NCERTs curriculum and as such there is no burden and excess number of subjects with this curriculum. at the primary level(class 1 & 2), there are three subjects(language, English and mathematics) and classes 3,4 &5, EVS is added in addition to the above three. In the upper primary classes, there are 5 subjects (language, English, maths, general science, social studies).

2.2. Textbooks and other TLMs

- **What is the *process* by which textbook development is undertaken?**
 - UT does not develop any text book of its own. Text Books are procured from NCERT.
- **Has any review been undertaken of the materials developed (syllabus, textbooks, TLMs), to ensure that it is age-appropriate, child-friendly and in tune with NCF 05? (If so, what is the feedback? If not, please include a plan for this in 2010-11)**
 - Textbooks are procured from NCERT. With respect to TLMs, resource groups have reviewed the TLMs from time to time and necessary guidance and support is provided to teachers by the BRPs

- **What steps have been/ will be taken to ensure integration of all TLMs and textbooks, to ensure they do not become a burden on the child?**
 - It is strictly observed by the head of the institutions that TLMs being procured or prepared by teachers are to facilitate learning and understanding the concepts incorporated in text books, so that TLMs should not be additional load on child.
 - Necessary guidelines and instructions were provided by BRPs to teachers regarding preparation of TLMs.
- Languages in which textbooks are published:
 - NCERT publishes Text books in Hindi and English. The same is procured by UT.
 - To cope up the requirement of language subjects in Tamil, Telugu and Bengali, books were procured from Tamil Nadu, West Bengal and Andhra Pradesh.
 - For teaching of other subjects viz. Math's, Science and Social Studies, teachers of concerned medium are posted in respective schools. The teacher of the concerned medium facilitates the complete teaching learning process in desired medium with the help of books of NCERT (in English medium).
- Medium of instruction at primary and upper primary levels:
 - ✓ Hindi
 - ✓ English
 - ✓ Tamil
 - ✓ Telugu
 - ✓ Bengali
- **Special strategies for providing Multi-lingual Education in children's mother-tongue?**

UT is already providing Education to children in their mother tongue as per the requirement of parents/child. Teaching learning is done in 05 different mediums since long back. Adequate number of separate class rooms and teachers are provided in schools for teaching learning in relevant medium. However, it is observed that parents are much diverted towards admitting their wards in English Medium schools and as such authorities cannot force them to admit their ward in the school with mother tongue of the child.

As UT has already achieved the target of providing Multi-lingual Education in Child's mother tongue, requirement of forming a strategy is not felt.

Information about Textbooks

Class	List of Subjects	Year of Publication	Year of Renewal	No. of Books	Cost of total sets of textbooks	Plan for renewal
Class I	Rimjhim I (Hindi)	2006	2007	3	90	As decided by NCERT
	Marigold I (English)	2006	2009			
	Math Magic Book I	2/2006	11/2006			
Class II	Rimjhim II (Hindi)	2007	2009	3	90	As decided by NCERT
	Marigold II (English)	2007	-			
	Math Magic Book II	2/2007	10/2007			
Class III	Rimjhim III (Hindi)	2006	2009	4	120	As decided by NCERT
	Marigold III (English)	2/2006	11/2006			
	Math Magic Book III	2006	2008			
	Looking Around I (EVS)	2/2006	11/2006			
Class IV	Rimjhim IV (Hindi)	2007	-	4	120	As decided by NCERT
	Marigold IV (English)	2/2007	9/2007			
	Math Magic Book IV	2007	2008			
	Looking Around IV (EVS)	2007	-			
Class V	Rimjhim V (Hindi)	2008	-	4	120	As decided by NCERT
	Marigold V (English)	2008	-			
	Math Magic Book V	2008	-			
	Look Around & Learn V (EVS)	2008	-			
	Vasant Bhag I (Hindi)	2006	2008			
	Bal Ramkatha (Hindi)	2006	2008			
	Ruchira I (Sanskrit)	2006	2009			
	Honey Suckle (English)	2006	2009			
	A Pact with the sun (English)	2006	2009			

Class VI	Mathematics	2006	2007	10	285	As decided by NCERT
	Science	2006	2009			
	Our Past I (History)	2006	2009			
	The Earth Our Habitat (Geo)	2006	2009			
	Social & Political Life I (S. Sci)	2006	2008			
Class VII	Vasant II (Hindi)	2007	2008	10	295	As decided by NCERT
	Bal Mahabharth	2007	-			
	Ruchira II (Sanskrit)	2006	2008			
	Honey Comb (Eng)	2007	2009			
	An Alien Hand (Eng)	2007	2009			
	Mathematics	2/2007	10/2007			
	Science	1/2007	11/2007			
	Our Past II (History)	4/2007	11/2007			
	Our Environment (Geo)	2007	2008			
	Social & Political Life II(Civics)	2007	2009			
Class VIII	Vasant III (Hindi)	2008	2009	12	370	As decided by NCERT
	Bharat ki Khoj	4/2008	12/2008			
	Honey Dew	2008	-			
	It so happened	2008	-			
	Ruchira (Sanskrit)	2008	-			
	Mathematics	2008	2009			
	Science	2008	-			
	Our Past III (History) Part – I	2008	2009			
	Our Past III (History) Part – II	2008	-			
	Resources & Development	2008	-			
	Social & Political Life – III	2008	2009			
	Together towards a safer India – I	2008	2009			

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2009-10	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
PS	April	June-August, 2009	June-August, 2010	BRCCs & CRCCs	NIL	NA
UPS	April	June-August, 2009	June-August, 2010	BRCCs & CRCCs	NIL	NA

Target, Achievement & Proposal of Free Text Books

Level /Category	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)	8603	12.91	5128	5.47	6327	9.49
General	8603	12.91	5128	5.47	6327	9.49
SC/ST	0	0.000	0	0.00	0	0.00
Minorities	0	0.000	0	0.00	0	0.00
UPS (Total)	5796	14.49	4293	11.09	6815	17.04
General	5796	14.49	4293	11.09	6815	17.04
SC/ST	0	0.000	0	0.00	0	0.00
Minorities	0	0.000	0	0.00	0	0.00
Total	14399	27.39	9421	16.56	13142	26.528

Proposal:

The UT has made a proposal for 6327 textbooks at the primary level at Rs 9.49 lakh and 6815 textbooks at Rs 17.03 at the upper primary level.

Recommendation:

The appraisal team would like to recommend the proposal made by the UT for 6327 textbooks at the primary level at Rs 9.49 lakh with a unit cost @ 150/- and 6815 textbooks at Rs 17.03 at the upper primary level with a unit cost @ 250/-.

Achievement in respect of distribution of Free Text is less because

- ☞ Verified bills towards supply of Free Text books by the text book bureau of the Department of Education is still awaited from Schools/BRCs.
- ☞ Text Books under SSA are made available to children on re-opening of schools Andaman District parents use to procure text books of their own during summer vacation. Finally they don't ask for text books from SSA.
- ☞ As they are eligible for free text books, they are under the target population of SSA for free text books. Considering the above fact, physical and thus the financial target for 2010-11 has been reduced on rationally.

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	*Pry.	U Pry.			
Schools using TLMs other than textbooks	20	01	11.49	1.92	- MGML/ABL material in 20 schools - Workbooks	100%	BRCC & CRCC
Availability of Library in each school	148	50	85.06	96.15	- Learning -GK - Magazines	100%	Head of the institution
Availability of play material, games and sports equipment	156	52	89.66	100.00	All sports articles for outdoor and in-door games for children of that level	100%	Head of the institution

- **What is the nature of TLMs developed so far? What is the process by which these materials are developed?**
 - ✓ TLMs are of low cost or no cost type, totally based and as per the requirement of the context of the text books.
 - ✓ These TLMs are prepared by the teachers of their own. Necessary support, guidelines and assistance was provided by the CRPs and BRPs.

- ✓ Guidelines for preparation of need based content oriented and low cost TLMs to facilitate regular teaching learning process in the school is a part of in service teacher training.
- **What steps have been taken to ensure that such material is actually used and handled by children during the learning process?**
 - ✓ TLMs prepared by teachers are kept in the class rooms within the reach of children. The head of the institution monitors this.
 - ✓ Teacher wise stock register is maintained in each school for utilisation of Teacher grant. All the vouchers towards purchase of materials for developing TLMs are enclosed in the register for verification and certification of the head of the institution.
 - ✓ Regular monitoring by head of the institution, BRPs and CRPs ensures the proper optimum utilisation of TLMs by teacher as well as children.

3. Teacher Effectiveness

3.1 Teacher Performance tracking

- **Details about existing mechanisms for measuring teacher performance (Status of rolling out of ADEPTS, how the performance is tracked at the school level)**

ADEPTS are not implemented in all the schools. In phased manner it is being implemented, as necessary orientation and training is to be imparted to head of the institution, Education Officers.

UT has adopted the indicators developed at national level, however few additional indicators as per the local requirement and scenario is incorporated in the same. Implementation of ADEPTS is in beginning stage in the UT; hence study has been undertaken till date. One of the major constraints in implementation of ADEPTS is shortage of manpower with the State Project Office, SSA. It may be well understood that mere implementation of ADEPTS is not going to solve issues and achieve the desired targets in tune with the indicators. Proper support, assistance and monitoring mechanism are also equally important. UT is managing to provide staff to the Pedagogy wing of SSA for the same. On this line, proposal for providing 04 Nos. BRPs in addition to the existing 90 CRPs is made in the proposals for 2010-11

- **Findings from ADEPTS reports about current performance levels of teachers in 2009-10:**

NA

- **List of desired teacher performance benchmarks to be achieved in 2010-11:**

(Ensure focus on RTE implications, such as: bringing attitudinal and behavioural changes in teachers; activity-based learning processes; making the child free of fear, trauma, and anxiety; helping the child to express views freely; elimination of corporal punishment; use of continuous and comprehensive assessment; etc)

- ❖ Adhere to the provisions under Right to Education Act.
- ❖ Shift Teacher Centered approach to Child Centered approach.
- ❖ Shift in class room processed from Content oriented to Concept oriented.
- ❖ Understands children and relates with them.
- ❖ Understands curriculum, content and prepares accordingly.
- ❖ Generates effective learning experiences.
- ❖ Uses materials effectively.
- ❖ Ensures learning for ALL/creates a classroom for ALL.
- ❖ Collaborates with children.
- ❖ Creates conducive learning environment/relates with children.
- ❖ Manages/ Organizes classroom to optimize learning.
- ❖ Plans for enabling learning.
- ❖ Undertakes assessment, evaluation and uses outcomes to improve learning

- **What other measures have been implemented/ planned for enhancing teacher accountability?**

- ❖ Teachers will be held responsible for degradation in achievement level of children. Entry of the same is made in their service records.
- ❖ Teacher need to submit a detailed report in case of poor performance of children.
- ❖ No transfers are done in mid-session, this ensures that for the full session only one teacher teaches a class and He/She is held responsible fluctuation of Quality.
- ❖ All the teachers now deployed in Andaman & Nicobar Islands are professionally qualified. But lacuna in few is the professional commitment

and dedication towards the job. They need to be motivated and made self responsible for doing 100% to their job of building life and thus the nation.

3.2 In-service Teacher Training:

- What were the focuses areas of Training Modules (for Trainers and Teachers) developed/ used in 2009-10? What were the processes involved in developing these modules?

Following were the focus areas of training Modules for teachers training under SSA

- 1- Understanding concepts of Algebra and their implementation in real life
- 2- Understanding Geometrical phenomena by activity.
- 3- Measurement and calculations.
- 4- Correlation of mathematical concepts with activity.
- 5- Reading and writing skills of languages
- 6- Speaking skill of English
- 7- Teaching science as a mode of knowing and understanding scientific phenomena.
- 8- Know and understand the biological activities happening around us.
- 9- Know the legislature and parliament.
- 10- Social and moral values- there importance in life.
- 11- How to save nature and protect endangered species.

In-service Trainings conducted during 2009-10

Sl. No.	Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% of Achievement
1	Content Enrichment	PS & UPS	Nov, 2009 to Jan, 2010	3382	3382	100
2	Multi Grade Multi Level methodology	PS	Nov, 2009 to Jan, 2010			
3	Innovative approaches in Math's teaching	UPS	Nov, 2009 to Jan, 2010			
4	Innovative approaches in Science teaching	UPS	Nov, 2009 to Jan, 2010			
5	Language	UPS	Nov, 2009			

Sl. No.	Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% of Achievement
	teaching		to Jan, 2010			

- **Training Processes:** What are the specific *methods* used during the teacher training programmes? (Please provide detailed description)
 - All the teachers training programme were organised at Block Level.
 - Main approach of the training programme was participatory.
 - Group discussions, presentation of the Modular approach of teaching, presentation by the participating teachers etc. were the methods adopted for in-service teachers training under SSA during 2009-10.

- **Impact:** What mechanism is used to ensure that training has impact on classroom practices and what was the feedback received in 2009-10?
 - All the topics, subjects and contents of the training programme were finalized as suggested by the BRPs, CRPs and other monitoring bodies. Accordingly training modules were designed.
 - After completion of training programmes, BRPs, CRPs and other monitoring agencies were asked to check that the highlighted issues were addressed or not
 - On the concluding day of training programme, feedbacks were obtained from participating teachers. Opinions were invited, so as to ensure that issues were addressed during the training programme or not.
 - Post training study-cum-survey was done to assess the impact of teachers training. What were the findings of this survey?

- **Major Challenges/issues related to teacher training in 2009-10, and strategies for addressing these issues?**
 - Non availability of competent and sufficient resource persons for imparting in-service training to teachers. Resource Persons presently engaged for imparting training were trained by the local officials and resource persons. Owing to this they are not much aware of various new techniques and approaches to make the teaching learning process more effective.
 - To address this, it has been proposed for 2010-11 that Resource Persons from Regional institutes like RCE, Bhubaneswar, CBSE, NCERT and TSG,

Ed.CIL will be requested guide and train the master trainers/BRPs on latest approaches and methodologies in effective teaching.

• **Plan for Teacher Training in 2010-11:**

Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE), what will be the **long-term perspective plan** for bringing about these changes in teachers?

3-Year plan for Teacher Training in 2010-2013

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
Shift Teacher Centered approach to Child Centered approach.	Activity based teaching Learning	Activity Based	Year-2010-11	Post training study /survey on change in class room processes and approach, as desired in the training programme. - Regular monitoring by BRPs and CRPs - Tools for monitoring shall be developed by December 2010 and the same shall be updated as soon as the training programme 2010 to 2013 is over. The tool of monitoring mechanism shall be used by the BRC Coordinators. They shall suggest the follow up action directly to the concerned teachers. The report of monitoring
Shift in class room processes from Content oriented to Concept oriented.	Preparation of need based TLMs and their effective utilisation	Participatory Method		
Proper and complete understanding about CCE	Aspects of CCE and understanding holistic approach of assessment	Lecture based		
Understands curriculum, content and prepares accordingly.	Content Enrichment & Lesson Planning	Hands on training	Year-2011-12	
Generates effective learning experiences.	Learning by doing and appreciation			
Uses materials effectively	Approach of using Text Book and TLMs			
Ensure learning for ALL/creates a classroom for ALL.	Equal opportunity for all in the class room	Group discussion	Year-2012-13	
Creates conducive learning environment/relates with children.	Teach children as a child	Interaction with academicians		
Manages/ Organises classroom to optimize learning.	Proper class management			
Plans for enabling learning.	Opportunity of learning by doing			
Undertakes assessment, evaluation and uses outcomes to improve learning	Feedback mechanism and remedial measures after assessment			

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
Improvement in teaching methodology	New approaches and methodology in teaching learning processes			mechanism shall be summed up at state level for further course of action
Developing the sense of devotion to duty and sincerity	Sense of ownership of school and children			
<p>In addition to the above, topics and issues as per the need will be incorporated in the training programme. However, following will be also the part of each and every teachers training programme</p> <ul style="list-style-type: none"> - Child centered Edn., Computer Aided Learning, ABL and AML (VI-VIII) - Congenial atmosphere in classroom. - Affectionate friendly approach towards student. Joyful learning. - Duties & responsibilities of teachers. - Value education. - Value of teachers in community / society. Moral responsibilities of teachers - Educational Statistics- DISE & SEMIs, School Report Card, School Development Plan. 				

As detailed above the UT will organize its in-service teachers training programme. Necessary alteration and modification will be done if required, to address the issue and cope up the requirement.

3.3 Induction Training

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary	82	82	82	100	10
Upper Primary	00	00	00	00	00

- Details about induction training in 2009-10 (Content, processes, follow up, and emerging issues):
 - 1- A Glimpse of the Historical Perspective of SSA
 - 2- Major Interventions of SSA and how to address them
 - 3- How Quality can be generated in the classroom teaching-learning situation?
 - 4- The major focus of Competency-based learning (CBTL) and MGML
 - 5- Quality Educational Governance
 - 6- What is actually child-centered Learning? What is Constructivist approach of Learning?

- 7- Inculcation of Value Education
- 8- Creating Integrated Learning Friendly Environment (ILFE) in schools
- 9- Role of Proper Motivation
- 10- What is Quality Monitoring Format? How to fill them up at every stage?
- 11- How to conduct children's Assessment as per new Source book of Assessment by NCERT
- 12- How to utilize funds issued to schools? What are the guidelines?
- 13- Positive Discipline in School
- 14- Problems of teaching English
- 15- What is CAGE? What is NCF? How is the recommendation of CAGE, reflected in the textbooks?
- 16- Problems of English Language teaching
- 17- What are the rights and duties of Govt. Servants? What are the Service Rules; Leave Rules and How to follow them?
- 18- Dos and Don'ts of Govt. servants
- 19- Problem of Education in Tribal areas
- 20- Fundamentals of teaching Mathematics
- 21- Role of proper motivation of the Learners
- 22- Teacher as a Communicator
- 23- Maintenance of school libraries
- 24- What is Computer-aided Learning and what is its impact on Education?
- 25- What actually makes school result: Knowledge, skill or Ethos of the teacher?
- 26- The role of community Ownership in Elementary Education
- 27- What do you understand by 'burden of learning'? How to reduce them?
- 28- Beyond the textbooks of Socials Science
- 29- How to develop improvised Teaching Learning Materials (TLM)
- 30- Commitments of teaching Profession-2
- 31- Care and Education of the Children with Special Needs(CWSN)
- 32- Fundamentals of teaching Language
- 33- Placement, Education of CWSN in normal schools
- 34- Adopting Mathematics Laboratory in the schools
- 35- The issues beyond SSA
- 36- Visit of some Model schools where MGML methodologies are being practiced
- 37- Feedback of the participating teachers

The training programme was organised for 30 days, and 37 Topics and issues doesn't seem to be massive. If 02 topics are undertaken on each day, 60 topics/issues will be required for 30 days. The overall objective of induction training is to inform the inducted teachers about Do's & Don'ts, their rights and duties as a teacher, rather developing interest among the participants to join the Department. They need to be informed about the importance and seriousness of the teaching profession. Thus, sense of professional commitment is required to be developed among them.

- Proposal for induction training to be undertaken in 2010-11 (content, processes, follow up, and strategies to address emerging issues):

At present the Department of education, Andaman & Nicobar Administration does not have any plan for fresh recruitment in the Department. Hence, no proposal is made under Induction Training for 2010-11.

3.4 Untrained teachers

Progress of Training of Untrained Teachers (during 2009-10)

Stage	No. of Untrained teachers as of Mar 2009	Target for 60 days training in 2009-10	Teachers trained during 2009-10	Percentage of achievement	Present number of untrained teachers (Mar 2010)
Primary					
Upper Primary					

All the teachers presently working in the Department of education are trained Hence neither any proposal made in plan for 2009-10 or in plan for 2010-11

- Mechanism for training of untrained teachers (nature of course, partners/ providers, duration, content, methodology, follow-up):
- Emerging Issues and Strategies regarding covering back log of untrained teachers in the state:
- Saturation Plan for upgrading all untrained teachers in the State within the fixed time frame, through appropriate D.Ed. (2-year) equivalent course:
- What is the current status of availability of study centers, teacher educators and mentors for such a program?
- How will the State ensure convergence with the Teacher Education Scheme?

Not applicable as there is no issue of untrained teachers.

Overall progress and targets for teacher training

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
In-service	3300	33.00	3300	32.74	100	99.21	3439	34.39
Induction	82	2.46	82	0.130	100	5.28	00	0.00
Untrained	00	0.00	00	0.00	NA	NA	00	0.00
Trg. of BRCs, CRCs	00	0.00	00	0.00	NA	NA	90	9.0

Proposal:

The UT has made a proposal for in-service training of 3439 teachers at Rs 34.39 lakh and a proposal for training of 90 BRC/CRCs at 9.0 lakh.

Recommendations:

The appraisal team would like to recommend the proposal made by the UT for in-service training and training of BRCs/CRCs.

3.5 Pre-service teacher education systems

Govt. Teacher Education Institutions

Sl. No	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
1.	DIET	01	01	50	Junior Basic Training
2.	SIE	01	01	--	---
3.	DRC	00	00	--	---
4.	BTC	00	00	--	--
5.	Pre Primary Teacher Training Centre	00	00	--	--
6.	Tagore Govt. College	01	01	130	Graduation, B.Ed., Integrated course

- Teacher attrition rate in the State % per district in a year (% of teachers that leave the system every year, due to retirement, etc):

1.25 % (on average basis), Approx.:

- Does the current capacity of Teacher Education Institutes in the State exceed the annual requirement of teachers (based on the annual attrition rate)?

YES

- Pre-service saturation plan in the next 5 years (including nature of tie-up with IGNOU or other bodies):

No plan

- Status/ Plans for revision of pre-service teacher education curriculum, to ensure that the curriculum is in sync with requirements of RTE/ NCF 05:

As such, no strategy/plan formulated by the UT

Observations:

- The State must ensure that innovative training designs and processes are implemented this year, to ensure that training is more inclusive and participatory. The plan lists the topics for training, but not much detail has been included regarding the training processes that teachers will undergo. Finally, more specific analysis should be done regarding the specific ways in which training has contributed to changes in classroom practices.
- With respect to Performance indicators, the UT has not started tracking the performance of teachers against the ADEPTS indicators. This is a huge delay and has been a PAB commitment for the last three years. The UT must prioritize this and ensure accountability measure mechanism. Moreover, performance levels of trainers and support institutions should also be tracked and shared with MHRD.

4. Academic Support & Monitoring Systems

4.1 Pedagogy Teams and Resource Groups:

Information about Resource Groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10
1.	State Resource Group (SRG)	Yes, 01 No.	08	04	<ul style="list-style-type: none"> • Revision of Monitoring mechanism • Preparation of Teacher Training Module • Post training study
2.	District Resource Groups (DRGs)	Yes, 03 Nos.	06	03	<ul style="list-style-type: none"> • Implementation of activities of SSA • Teachers Training and Monitoring mechanism. • Preparation of AWP&B, 2010-11
3.	Block Resource Groups (BRGs)	Yes, 09 Nos.	05	01	<ul style="list-style-type: none"> • Preparation of AWP&B, 2010-11 • Teachers training on CAL
4.	Cluster Resource Groups (CRGs)	Yes, 37 Nos.	05	00	<ul style="list-style-type: none"> •

- Please provide the list of members of State Resource Group

Members of the SARG (State Academic Resource Group)

1.	Director of Education/SPD, SSA	Chairman
2.	Principal, SIE	Vice Chairman- I
3.	Principal, DIET	Vice Chairman- II
4.	State Project Officer, SSA	Member
5.	BRC Coordinator, South Andaman	Member
6.	Project Officer, SSA	Member
7.	Assistant Project Officer, SSA	Member
8.	Coordinator (Academic), SSA	Member Secretary

Members of the BARG (Block Academic Resource Group)

1.	Block Coordinator	Chairman
2.	Two Principal of the area	Member
3.	Two Middle School Headmasters of the area	Member
4.	One Block Resource Person	Member
5.	Two Headmasters of Primary Schools	Member

Members of the CARG (Cluster Academic Resource Group)

1.	Cluster Resource Coordinator	Chairman
2.	Two Senior Sec. School Vice Principal or Head Master of Secondary School	Member
3.	Two Middle School Headmasters of the area	Member
4.	One Cluster Resource Person	Member
5.	Two Headmaster/Headmistress of Primary Schools	Member

- **Criteria for selection of Resource Persons at different levels**
 - Senior officers of the Department of Education
 - Officers concerned with academic activities and pedagogy
 - Principal's of DIET and SIE

- **How Resource Groups will be involved in Quality Improvement in 2010-11 (Roles and activities)**
 - Identification of hard spots and issues to addressed in regular teaching learning process.
 - Preparation of Teachers Training Modules.
 - Regular Monitoring.
 - Training of Master Trainers for teachers training.
 - Guiding BRPs and teachers in developing TLMs.

4.2 Plan for revamping SCERT and DIETs, and strengthening linkages

- **Vision of effective DIETs/ Performance benchmarks for DIET personnel:**

DIET is functional under the direct control of Department of Education. Further, out of 07 sanctioned wings, only 01 wing of Pre-Service Training is functional.

Due to shortfall of manpower, DIET extends assistance towards preparation of Training Modules, Primary School Teachers Training and monitoring quality aspects of teaching learning process.

- **Nature of academic support extended by DIETs in 2009-10:**
 - Preparation/Modification of Teachers Training Module.

- Training of Master Trainers.
 - Monitoring and supervision of Teachers Training Programme
 - Monitoring the academic part of Primary Schools.
- **Emerging Issues, & Strategies for strengthening DIETs in 2010-11:**
 - Making all the remaining 06 wings of DIET functional.
 - Filling all the vacant posts.
 - Proposal in this regard is already made to TEAB.
 - **Plan for strengthening linkages between SCERT, DIETs and other academic bodies:**

DIET/SIE and other academic bodies in Andaman & Nicobar Islands are the part of Department of Education. Hence, all possible support and assistance is readily available to SSA for execution of its various activities.

4.3 Revamping BRC /CRCs – capacity building, selection criteria, nature of support & mentoring, performance tracking

Information about Block Resource Centers

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2009-10	CRC/ School visits in 2009-10	% Effectiveness of BRCs
09	09	09	00	NA	16 (Average)	20 (Average)	100

Details about status of BRPs:

Total No. of blocks: 09	Total no. of BRPs in each Block	No. of CRPs in each Block	Total no. of pry schools	Total no. of UPS	PS teachers	UPS teachers
Per Block:	00	10	19	6	220	159
Total in the State:	00	90	173	52	1978	1433
List Blocks which with	00	00	00	00	00	00

Total No. of blocks: 09	Total no. of BRPs in each Block	No. of CRPs in each Block	Total no. of pry schools	Total no. of UPS	PS teachers	UPS teachers
high BRC to School ratio:						

Information about Cluster Resource Centers

Total no. of clusters	CRCs sanctioned	CRCs functional	CRPs sanctioned	CRPs recruited	CRC mtgs. held in 2009-10	No. of School visits in 2009-10	% Effectiveness of CRCs
37	37	37	90	90	16 (Average)	Not reported	100

Details about status of CRPs:

Total No. of Clusters: 37	Total no. of CRPs sanctioned	No. of CRPs in each Cluster	no. of pry schools per Cluster	Total no. of UPS	PS teachers	UPS teachers
Average Per Cluster:	2	2	5	2	54	39
Total in the State:	90	2	5	2	1978	1433
List which Cluster with high CRC to School ratio:	00	00	00	00	00	00

Which Blocks have high CRC to School ratio?

	Name of Block	Total no. of CRPs in Block	CRC with < 15 schools	CRC with >15 but < 20 schools	CRC with >20 but < 25 schools	CRC with > 25 schools
1.		No cluster				
2.						
3.						

- **Nature of Training offered to BRP/CRPs in 2009-10:**
 - Capacity building for effective monitoring
 - Revised norms of SSA (Financial and implementation)
 - Capacity building on accounts and maintenance of records.
 - Revised DCF of DISE, SEMIS.

- **Details about activities of BRPs and CRPs in 2009-10 (nature and frequency of academic support to schools, contributions to learning enhancement, etc)**
 - Regular visit to schools for support to teachers and monitoring to schools
 - Holding a meeting at least in every month, with the teachers and head of the institution in each and every school under the BRC/CRC.
 - Giving necessary guidelines to teachers for effective classrooms processes and developing proper/effective TLMs.

- **Major issues identified in effectiveness of BRC/CRCs, and strategies for strengthening them in 2010-11:**
 - BRCCs and CRCCs are the officials of the Department of Education, holding additional charge of SSA. Due to this they find very little time to monitor the implementation of activities under SSA. Necessary guidelines will be issued to BRCCs/CRCCs to give preference to the activities of SSA.
 - Visit of BRCCs/CRCCs/BRPs/CRPs are not frequent as desired. Frequency of visits will be increased during 2010-11.
 - Regular meeting at BRC and CRC are not convened, this leads to delay in execution and shortfall in proper implementation. Necessary instructions will be issued to Blocks to overcome these issues.

- **Vision of effective BRC/CRCs – plan for making them resource-rich centers, nature of envisioned roles and activities**
 - Till date No BRP is sanctioned to UT. The UT, SSA managed to execute the activities of BRC by engaging the senior, committed and talented teachers of the Department of Education on diverted capacity. This also effected the implementation of activities at some part, as they are not that much dedicated towards the activities of SSA. Hence, proposal is made for 2010-11 for grant of 36 Nos. BRPs @ 04 Nos. BRP per BRC for

execution of activities of SSA at Block level. Services of the Teachers of the Department of Education will be utilised for training, monitoring and other academic as well as pedagogic activities.

- **Performance Indicators** for BRC/CRC trainers, and feedback received about current performance levels:

- Performance indicators of BRC/CRC is as under-

- 1-Generates effective relationships and motivation to perform
- 2-Establishes vision of improved performance and sets goals.
- 3-Builds capacity through planned measures.
- 4-Assesses and monitors performance.
- 5-Responds to emerging situations.
- 6-Generates further human resource towards sustained improvement.
- 7-Develops a supportive supervision mechanism.

- Criteria for **selection** of Resource Persons:

Till date the senior, effective, talented and committed teachers of the Department of Education are appointed at BRP on diverted capacity. If required 36 posts of BRPs are sanctioned, the same will be filled by appointing candidates of contract basis.

- Plan for **capacity-building** of BRP/CRPs (including planned exposure visits, training content areas and processes, timeline, etc)

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
BRP's	1- Exposure visit for BRPs to best practices (Tamil Nadu & Bangalore)	Hands on training, discussion, activities during the exposure	July, 2010	- Improvement is pedagogical approach - Improvement is approach during teacher training

- o Clearly underline how many day residential trainings will be conducted by the BRC/CRCs in 2010-11, how many visits will be undertaken, and what is the schedule for this

No plan for residential training

Calendar of Activities for BRCs in 2010-11

Activity	Month	Venue
Study of trends in result of class-V & VIII	April-May, 2010	At BRCs
Preparation/Modification of Teacher Training Module	May-June, 2010	SIE & DIET
Exposure visit to best practices	July, 2010	Chennai/Bangalore
Visit to schools and interaction with teachers	Twice in a month to each school	School
BRC meetings	Last working day of every month	BRC
Teachers Training	Sept. 2010 to January, 2011	BRC/SIE/DIET
Data collection under DISE	Nov- Dec, 2010	Schools

- o Measures planned for **reducing academic load** on BRPs and ensure focus on academic activities:
 - Major area of operation for BRPs will be restricted School visit, interaction with teachers i.e. Academic and Pedagogical support to teachers.
 - Providing necessary guidance and assistance whenever required.
 - Quality Monitoring Formats of NCERT.

Overall physical progress and targets for BRC/CRC grants

Fin. - Rs. in Lakhs

Level	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
BRCs	09	3.060	09	3.060	100	100	09	85.86
CRCs	37	164.812	37	164.812	100	100	37	171.250

Observations:

- Till now there has not been a strong quality team to provide leadership and academic inputs at the State level, which has severely affected the coordination of various quality inputs. The State has reported resource groups at different levels, but these need to work more effectively to take the quality agenda forward in the UT.
- Also, there is a need to constitute a State Pedagogy Cell of at least 5 persons with strong pedagogical understanding and experience, to be able to implement a comprehensive Quality Plan. PAB may like to have a commitment from the UT with a clear time line.

Recommendations:

The appraisal team recommends no change in the strength of already sanctioned 9 BRCs and 37 CRCs. The UT needs to operationalize these academic units fully and rationalize the deployment of the already sanctioned resource persons.

4.4 Plan for training of Educational Administrators at different levels, on NCF 05 and RTE: *(Pls include nature of training that will be given, timeline, nature of resource support that will be involved)*

A two day training programme has been scheduled by the Department of Education for Educational Administrators and Head of the institution in this regard. This training will be organised in 01 batch in each district. Approach/process of the training programme will be discussion/interaction/sharing type. This training-cum-orientation programme will be executed during the month of August, 2010

Highlighting features of this training programme will be.

- Guidelines of National Curriculum Framework – 05
- Provisions of Right to Education Act.
- Rights and powers of Educational Administrators and Head of institution. How to utilise them to ensure the proper functioning of schools/system.
- How to make the teachers accountable for quality of Education and achievement of children.

4.5 Quality monitoring mechanisms – analysis and use of data

- Nature of mechanisms for Quality monitoring in the State at different levels?

Quality Monitoring Tools developed by NCERT is implemented in the UT from the third quarter of the session 2009-10. In the next session, 2010-11 it will be made full fledged functional.

Parallel to this CRC Monitoring tools developed by UNICEF will also be made functional from 2010-11.

- **Major Findings of Quality Monitoring Tools (issues identified and strategies for addressing these)?**

As QMT is not fully functional in UT, findings are not available.

- **What are the mechanisms for analysis of QMT data and for feeding back to improve the system at different levels?**

No Mechanism in place till date

- **What Strategies are planned to improve analysis and use of QMT data at different levels?** *(Please include plan for integrating various monitoring formats in the State to reduce their number/ repetition, to reduce the burden of data collection on teachers/ BRC/CRCs)*

❖ From the session 2010-11, QMT will be made functional at all levels.

❖ Training on filling of formats has already been imparted to all the head of the institutions and printed DCFs are made available to the lowest level i.e. School. QMT will be the only instrument for assessment of quality at elementary level in the UT.

5. Changes in Learning Processes and Learning Outcomes

5.1. Analysis of learning achievement results

- **Has the State conducted regular external learning achievement surveys** (subject wise, class wise, district wise learning achievement) for tracking learning enhancement across the State in a systematic manner? What are the findings?

UT has its own 4 tier system of regular monitoring and supervision (1- State Level, 2- Zonal level, 3- DDO level & 4- School level) and internal assessment and evaluation

of class wise and subject wise achievements. As such UT did not felt the need of undertaking external learning achievement survey. If national agencies like NCERT or any genuine organization approaches to the Administration, necessary support will be provided to them.

- **Learning achievement as per DISE**

DISE refer. Year	Class IV	Class VII
	Passed with >60%	Passed with >60%
DISE 2003 - 04	-	-
DISE 2004 - 05	-	-
DISE 2005 - 06	55	58
DISE 2006 - 07	59	51
DISE 2007 - 08	62	63
DISE 2008 - 09	79	72

- **Findings of NCERT study on learning achievement (Round I and Round II)**

The NCERT study shows the following picture about the State: (For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.)

	Language		Math's		EVS/ Sc.		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III								
<i>National Average</i>								
Class V	NCERT's study on Learning Achievement is not done in Andaman & Nicobar Islands							
<i>National Average</i>								
Class VIII	46.43	35.28	36.61	29.27	37.70	29.50	42.85	31.69
<i>National Average</i>	53.86	56.49	39.17	42.57	41.30	42.71	46.19	47.89

Source: NCERT's Round I and Round II

Observations: It is a matter of concern that the learning achievement of students in language, maths, EVS and social sciences is much lower than the national average. Also, it is alarming to note that the learning achievement is showing a decline in round II in comparison to the round I. The UT needs to analyze the trend and make serious pedagogic interventions to improve quality of education in the UT

Feedback from Quality Monitoring Tools:

Percentage of students scoring less than 50% (i.e. in D and E categories)

	Language			Math's			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I									
Class II									
Class III									
Class IV									
Class V									
Class VI									
Class VII									
Class VIII									

Percentage of students scoring less than 50% (i.e. in D and E categories)

	EVS/ Science			Social Science		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I						
Class II						
Class III						
Class IV						
Class V						
Class VI						
Class VII						
Class VIII						

- Quality Monitoring Tools developed by NCERT has been implemented in the UT from the third quarter of the session 2009-10. The UT has decided to make it fully functional from the year 2010-11. Thus, no information is available with respect to the feedback on percentage of students in different subjects during the year.

5.2. Shifts in Classroom Processes in the State

- What **monitoring mechanisms** exist/ are planned for measuring changes in classroom processes in the State (e.g. Time on Task studies, classroom observation tools, ADEPTS, etc)?
ADEPTS is not yet fully functional in UT
- What is the **current status** of changes in classroom processes towards more active learning in the State?

Shifts in teacher instructional time- 50%
 Student's learning opportunity time- 30%
 Active student's participation- 20%
 Use of other materials in class room- 80%
 No. of instructional days- 251

- **What are the obstacles/issues found to bringing changes in classroom processes?**

- 1- Excess number of children in class room
- 2- Professional commitment of teachers.

5.3. Strategies for eliminating discrimination within the classrooms, & mechanisms for monitoring this

There is no discrimination at any level

6. Learning Assessment Systems

Learning assessment system

Stage	No. of tests in a year	Whether marking or grading system	No-detention up to which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	CCE	Grading	Class-V	-----	Yes	04 times in a session
U. Pry.	04 Nos.	Grading	Class-VIII	-----	Yes	04 times in a session

- **What steps are being taken for changing the existing system of examinations/ unit tests, for shifting towards a non-threatening assessment system that is free from fear or anxiety?**

Continuous & Comprehensive Evaluation (CCE) is fully functional in Andaman & Nicobar Islands at Primary level. All the teachers and head of the institutions are properly trained and made aware of the various aspects of the assessment system. All the prospects of CCE are addressed.

In addition to above seven unit tests @ 10 marks per subject pretest are being conducted between July & March. Two summative tests in December and April are also conducted. Besides; the assessment at subject level the assessment on co-curricular activities, personality development, health and general knowledge are also assessed in September, December & February.

Up-gradation of CCE to Upper-Primary level is yet to be adopted. At present 03 Terminal and an Annual Examination is conducted at Upper-Primary level. Necessary formats for CCE of children at upper-primary level are ready with the UT. After discussion with the Educational bodies, community members, VEC/SMC members and taking them in confidence the same will be implemented in schools.

- What steps are being taken for implementing continuous and comprehensive assessment, where a cumulative learning record is maintained for each student?
(Please include details about what kind of methods and tools teachers actually use in the classroom for continuous and comprehensive assessment)

CCE is already functional at Primary Level. For scaling it up to upper-Primary level, training-cum-reorientation will be imparted to teachers on the methodology and aspects of CCE.

- Has the State referred to/ adapted the NCERT Sourcebooks on Learning Assessment; & NCERT learning indicators?

YES

Remedial teaching:

Details about **approach** followed for remedial teaching in 2009-10:

Progress of remedial teaching

Fund allocated in 2009-10	Physical Target (Children)	Financial achievement till Feb, 2009	Financial achievement till Feb, 2009	% of achievement	
				Physical	Financial

Source: AWP & B 2010-11,

- What model is planned for **special training** for mainstreaming all children into age-appropriate classrooms in 2010-11, as per RTE?

Observations:

Although the UT has been practicing continuous and comprehensive assessment at classes 1&2 in the primary level, it is not clear how this has been ensured at the classroom level. The State needs to strengthen its understanding of the nature of continuous and comprehensive assessment, by analyzing and discussing the recommendations of the NCERT Sourcebooks on Assessment in order to develop its UT-specific strategy and tools for continuous assessment. At the same time, it needs to take concrete measures to move towards CCE in classes 3 to 8, in order to make room for a more formative method of assessment that is non-threatening and stress-free for children, at both primary and upper primary levels, as mandated by RTE.

7. Minimum Enabling Conditions

7.1. Teacher Recruitment and Deployment systems

Information on Teachers (as on Dec end 2009)

	Sanctioned Post	Working	Vacancies

Level	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	1926	52	1978	1926	32	1968	00	10	10
UPS	1356	15	1371	1356	15	1371	00	00	00

- **Reasons for vacancies and steps to ensure all vacancies are filled by July 2010:**

UT was unable to make remaining 05 schools functional as all the 04 New Primary School buildings sanctioned till date are still under construction. The remaining 01 No. New Primary School will be made functional after the completion of construction of New Primary School building by the Department of education.

- **Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength:**

Whenever the total vacancies of 10 Nos. arise, the same is notified and filled through transparent system of recruitment⁴

Recruitment of teachers under SSA

	Sanctioned in PAB till 09-10		Recruited by March 10		Salary Scale		Selected by State/ Dist./ Community	Salary provided by SMC/ Treasury/ SSA society/ etc.
	Regular	Para	Regular	Para	Regular	Para		
Primary	00	52	00	42	NA	18000.00	State	SSA Society
Up. Primary	00	15	00	15	NA	18000.00	State	SSA Society

- **Existing State Policies and Procedures for Recruitment of Teachers?**

Total 100 points are allotted for scoring. Those who secure top position in merit got appointed in the Department of Education.

Out of 100, 90 points are strictly as per the academic records/performance of the candidate. Remaining 10 is awarded by the interview board on the basis on personal interview and aptitude test

- **Minimum Qualifications for appointment of Teachers for different levels/ categories;**

Primary School Teacher – Junior Basis Training / Diploma in Education

Graduate Trained Teacher – Graduation with B.Ed.

- **Salary scales for teachers of different categories/ levels:**

As per the recommendations of the 06th Pay Commission, GOI

- **Teachers' terms and service conditions:**

As specified in the report of 06th Pay Commission, GOI and guidelines issued by Govt. of India

- **Mechanisms for redressal of grievances:**

An Assistant Director of Education (Personnel) is posted in the Directorate of Education to address the personal grievances of teachers and other school staff

Information on PTR

	Total no. of schools	Single Teacher Schools		Number of schools in respect of teacher availability					
		Number	% age of total schools	>30	>40	>50	>60	> 70	> 80
Primary	173	00	NA	0	0	0	0	0	0
U. Primary	52	00	NA	0	0	0	0	0	0
Overall	225	00	NA	0	0	0	0	0	0
Which districts have higher PTR	00	00	NA	0	0	0	0	0	0

	Number of schools in respect of teacher availability (upper pry)					
	Total no. of schools	No. of schools with less than 3 teachers	No. of Schools without math's and science teachers	No. Schools without language teachers	No. of Schools without social science teachers	No. of Schools without headmasters
U. Primary	52	00	00	02	00	00

Availability of Teachers as per RTE Requirement

	RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of schools not meeting RTE requirement		Steps to be taken to meet RTE requirement
			No. of	%age	

				school s	of total school s	
8.	Primary level PTR	<ul style="list-style-type: none"> • 2 teachers for upto 60 children • 3 for up to 90 • 4 for up to 120 • 5 for up to 200 • PTR under 1:40 for above 200 children 	None	0	NA	NA
9.	PTR at upper primary level	1:35	None	0	NA	NA
10	Subject-specific teachers	At least 1 teacher for Sci & Math's, Social Sci., and Languages	None	0	NA	NA
11	Head-Teacher and Part-time instructors	For above 100 children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education				

- **Strategies of the districts/ state for achieving the goal of no school with single teacher in 2010-11?**

NA

- **State policy and processes for deployment and rationalization of teachers? (including steps to ensure that is it transparent, free from harassment):**

The Department of Education, Andaman & Nicobar Administration has framed a transfer policy for transfer/deployment of teachers, after discussion with teacher organizations and inviting open comments from teachers. This policy is notified by the Calcutta High court also. This transfer policy is functioning a major tool to ensure rationalization of teachers. This ensures transparency in deployment and no harassment to teachers on account of transfer.

- **Strategy for ensuring Subject-specific availability of teachers at Upper Primary level?**

While doing transfers of teachers, the transfer committee ensures that every upper-primary school should have at least one language teacher, one science teacher and one math's teacher. Above all one of three should be a female teacher. Hence, in Andaman & Nicobar Islands, not only the subject specific but also the medium specific teachers are made available to concerned school

7.2 Teacher and student attendance

No study on teacher and student attendance had been done by MHRD in Andaman & Nicobar Islands. Even if it is done, report is not available with UT.

However, as per commitment to APB for 2009-10, survey in this regard was done by UT and summary is as under

Study on Teachers attendance-

A study in this regard was conducted during 2009-10. It is found that teacher's attendance is good. However, there are few teachers who take leave very frequently and found out of the school for want of some work (personal as well as official). The outcome of the study is that whatever margin of teacher's absenteeism prevailing in these islands will be eradicated if the concerned head of the institution is vigilant.

On the basis of outcomes of the study, necessary instruction had already been issued to schools/BRCCs / Zonal officers.

Study on Children attendance-

A study in this regard was conducted during 2009-10. It is found that around 4% of children at elementary level remain absent from schools for about 30% of total number of working days. Though the figure of such children are not so high, necessary instructions are already issued to concerned authorities to make each and every child regular to schools with cooperation of parents & community members.

Number of working days and working hours

Sl. No.	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
1	Number of working days in a year	· 200 for Pry.	225 Days (on average)	NA	List of School Holidays is issued by the administration. All the Schools stick to that. This ensure the target
		· 220 for Up. Pry.	225 Days (on average)		
2	Number of instructional hours in a year	· 800 for Pry.	900 Hours (on average)	NA	List of School Holidays is issued by the administration. All the Schools stick to that. This ensure the target
		· 1000 for Up. Pry.	1125 Hours (on average)		
3	Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	7.5 Hours per day i.e. 45 Hours per week (on average)	NA	Head of the institutions are directed to ensure the same
4	No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	Guideline is strictly adhered	NA	Necessary instructions were issued to Zonal Officers, Head of the Institutions and officials who are authorised to depute teachers on duty.
5	Involvement in private tuitions	No teacher shall be engaged in private teaching activity	No teacher is involved in Private Tuition	Regular monitoring is done by the Concern officers and inspectors	Regular monitoring is done by the Concern officers and inspectors

Source: DISE-2009-10 & Directorate of Education

7.3 Grants: timely delivery and effective utilization

Overall progress of Grant Distribution (Teacher grant, School grant, TLE grant)

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/- per teacher					

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
Primary level	1949	1767	90.66	1991	9.955
Upper Primary level	1433	1152	80.39	1488	7.24
b. School grant @ Rs. 2000/-per school					
Primary level	297	297	100	292	14.600
Upper Primary level	131	131	100	133	9.310
c. TLE grant					
New Primary schools@ 10,000/-per school	00	00	00	00	00
New Upper Primary schools@ 50,000/-per school	00	00	00	00	00

Recommendations:

The appraisal team would like to recommend the proposal made for TLM for 3439 teachers at Rs 17.20 lakh and school grant for 425 schools at Rs 23.91 lakh as per SSA norms.

Effective utilization of Grants

SL. NO.	COMPONENT	Teacher Grant	School Grant	TLE Grant
1	Date of distribution and reaching to school in 2009-10	21-07-2009	06-03-2009	-----
2	Issues related to timely distribution	NIL	NIL	NIL
3	Mechanisms to ensure timely distribution	Constant monitoring by BRCCs & CRCCs	Constant monitoring by BRCCs & CRCCs	Constant monitoring by BRCCs & CRCCs
4	Whether guidelines have been issued regarding utilization	YES	YES	YES
5	What the grant was utilized for in 2009-10	1- Preparation of TLM 2- Low cost demonstration projects	Repair and replacement of non-functional equipments	NA
6	Feedback on effective use of grants in 2009-10; issues identified	Head of the institution need to be vigilant to ensure proper and effective utilisation. In absence of this rest of the mechanism will also be not so effective	Head of the institution need to be vigilant to ensure proper and effective utilisation. In absence of this rest of the mechanism will also be not so effective	NA
7	What the grant will be utilized for in 2010-11	1- Preparation of TLM 2- Low cost demonstration projects	Repair and replacement of non-functional equipments	NA

8	Mechanisms to ensure effective use of grants	1- Guidance to teachers 2-Constant and Proper monitoring mechanism	1- Guidance to Head of the School 2-Constant and Proper monitoring mechanism	Guidance from State Project Office, District Project Office, BRCs & CRCs
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7.4 Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)

- **Policies/ steps to recruit only trained teachers in the State?**

As per the notified recruitment rule of the Department of Education, only trained teachers are appointed in the Department of education. As such there is not untrained teacher in the UT

- **Policies/ steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment? How will this be monitored?**

Strict instructions have already been issued to schools, Education administrators and District officials

- **Status of policy on no detention or expulsion at elementary level?**

No detention/expulsion policy is existence in the UT prior to implementation of RTE Act.

- **Status of policy on no board examinations at elementary level?**

At Elementary Level, there is no board and Andaman & Nicobar Islands

- **Whether primary cycle till Class V and upper primary cycle till Class VIII?**

Primary Cycle - Class I to V
Upper Primary cycle - Class VI to VIII

- **Policies or strategies for ensuring availability of education in the child's mother tongue?**

As already mentioned, in UT schools are of Multi media type. As per requirement of the community and children, within the same school many medium of instructions are

undertaken. Under the light of RTE act, wherever required the medium of instruction will be introduced as per the mother tongue of the child

Observations:

It is a matter of concern that there are vacancies of 32 teachers at the primary level and 17 teachers at the upper primary level due to the 5 non functional schools.

Proposal: the UT has made a proposal of 28 additional teachers at Rs 50.40 lakh.

The UT has made a proposal for TLM for 3576 teachers at Rs 11.84 lakh and school grant for 425 schools at Rs 23.91 lakh.

Recommendation:

The appraisal team would not like to recommend the proposal made of 28 additional teachers since there are no PTR issues in the UT.

8. Community & Civil Society Partnerships

8.1 Collaborative School-level planning with involvement of community

- **Steps towards establishing School Management Committee in each school, and their role:**

School Management Committee in the form of VEC/SMC is constituted in all the schools of UT since 2006 and they are functional. All the activities pertaining to school development is taken with their consent. For utilisation of grants under SSA, joint account is maintained by Chairman of the VEC/SMC (PRI member) and Member Secretary (Head of the Institution). VEC/SMC is collaborative in school level planning.

Every year training for VEC/ SMC is conducted. The BRC/ CRC Coordinators are convening the meeting of VEC/ SMC members to design and develop annual plan on the basis of requirement at grass-root level.

On approval AWP & B the funds are released to grass root level through BRC to implement the approved activities. The involvement of VEC/ SMC members is ensured in the implementation. The BRC & CRC Coordinators are monitoring and submitting their reports to the State Project Office for further course of action.

- **What processes are/will be undertaken for developing a School Development Plan for each school? What will be the format/ components included in this Plan? How will the Plan be implemented, followed-up and monitored?**

Status report of school will be prepared in respect of Infrastructure, Teachers availability, TLMS, achievement level of children and quality. Reference may be the School Report Card of DISE.

In consultation with VEC/SMC, considering the future requirements plan will be formulated for holistic development of the school.

8.2 Community contribution to quality improvement

- **Steps to be taken towards involving community members more in quality improvement and learning enhancement in schools:**
 - Regular meeting of VEC/SMC are convened.
 - All decisions pertaining to development of school will be taken with the consent of these committees.
 - PRIs will be empowered to monitor the functioning of school, teacher/students attendance.
 - PTA/ MTA meetings are periodically conducted. The academic issues and problems, achievement level of students are discussed. To curb the student absenteeism PTA/ MTA and community leaders are taking valuable efforts.
 - Interaction of each parent with the subject teacher to discuss the achievement level of their wards. Ensure parental support to do the home assignments. Extending all support to ensure the concentration and attention of students toward their studies. Providing all possible help for the all round development of their wards.

8.3 Nature of partnerships with private/NGO sector

As such, no NGO is involved in SSA activities of Andaman & Nicobar Islands.

Overview of Quality Progress in 2009-10

Sl. No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-02-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	Free Text Books...	14399	27.39	9452	16.56	65.64	60.44	

Sl. No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-02-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
2	Teacher Grant	3382	16.91	2919	14.59	86.30	86.28	
3	School Grant	428	24.02	428	24.02	100	100	
4	TLE Grant	00	0.80	00	0.00	-	0.00	
5	Grants for BRC	9	3.06	9	3.06	100	100	
6	Grants for CRC	37	164.81	37	164.81	100	100	
7	Teachers' Training	0	0	0	0	0	0	
8	In-Service Training	3300	33.00	3300	32.74	100	99.21	
9	Induction Training	82	2.46	82	0.13	100	5.28	
10	Untrained Teachers	0	0	0	0	0	0	
11	Remedial Teaching	0	0	0	0	0	0	
12	LEP	03	11.65	00	0.00	0.00	0.00	
13	REMS	428	1.49	20	0.03	4.61	2.08	
TOTAL			285.59		255.94		89.61	

Broad recommendations for Quality improvement in 2010-11

Basing on the above discussion the Appraisal recommends the following way for activities related to overall quality improvement under SSA.

Recommendation for activities related to quality

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs.in lakh)	
1.	Teacher recruitment					
	New Teachers Salary (P.S.)	00	0	00	0	
	New Teachers Salary (UPS)	00	0	00	0	
	Addl. Teachers against PTR	28	50.40	0	0	The 28 Additional Teachers for Nicobar District are not recommended as the teachers proposed are not against PTR issues.
	Recurring	67	120.60	57	102.6	
2.	Training					
a.	In service (PS+UPS)	3439	34.39	3439	34.39	
b.	Induction training	0	0	0	0	
c.	Training of untrained teachers	0	0	0	0	
d.	Training of BRC/CRC	90	9.0	90	9.0	
3 a.	Free Textbooks (PS)	6327	9.49	6327	9.49	
b.	Free Textbooks (UPS)	6815	17.03	6815	17.03	
4.a.	TLM Grant (P)	1991	9.955	1991	9.955	
b.	TLM Grant (UP)	1448	7.24	1448	7.24	
5. a	School Grant (P)	292	14.600	292	14.600	
b	School Grant (UP)	133	9.310	133	9.310	
6 a.	TLE Grant (P)	0	0.80	0	0	
b.	TLE Grant (UP)	0	0	0	0	
7.	BRCs	09	85.86	09	8.10	The additional 36 BRPs proposed are not recommended as it is outside the current SSA norms
8.	CRCs	37	171.250	37	171.250	
9.	Special Training for Mainstreaming children to	0	0	0	0	

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs. in lakh)	
	Age-appropriate classes:					
10.	LEP	3	15.00	0	0	Not recommended as the UT has not been able to utilize any fund in 2009-10. PAB may like to review this.

Issues: (Quality)

Summary of Quality-related Issues in Andaman and Nicobar Islands:

- **Comprehensive Quality Vision:** It is a matter of concern that the State has not yet managed to finalize its Quality Vision Document in consultation with various stakeholders. This document must be finalized after discussing the vision and desired outcomes with various stakeholders, in order to build a shared vision and ownership better coordination for implementation. Clear steps should be taken thereafter for disseminating this vision across different levels, through visioning workshops, etc.
- **Learning achievement:** It is a matter of concern that the learning achievement of students in language, math's, EVS and social sciences is much lower than the national average. Also, it is alarming to note that the learning achievement is showing a decline in round II in comparison to the round 1. the UT needs to analyze the trend and make serious pedagogic interventions to improve quality of education in the UT

Class VIII	46.43	35.28	36.61	29.27	37.70	29.50	42.85	31.69
<i>National Average</i>	53.86	56.49	39.17	42.57	41.30	42.71	46.19	47.89

Source: NCERT's Round I and Round II

- **State Pedagogy Team:** Till now there has not been a strong quality team to provide leadership and academic inputs at the State level, which has severely affected the coordination of various quality inputs. The State needs to effectively operationalize its resource groups at different levels, and also to constitute a State Pedagogy Cell of at least 5 persons with strong pedagogical understanding and experience, to be able to implement a comprehensive quality plan.
- **Learning Enhancement Programme:** It is a matter of concern that the UT has not shown any progress in the learning enhancement programme that was sanctioned last year. A strong pedagogy team at the UT level to take forward the quality agenda is an urgent need which the UT should commit to.
- **Teacher Training:** The State must ensure that innovative training designs and processes are implemented this year, to ensure that training is more inclusive and participatory. The plan lists the topics for training, but not much detail has been

included regarding the training processes that teachers will undergo. Finally, more specific analysis should be done regarding the specific ways in which training has contributed to changes in classroom practices.

- **Assessment:** Although the UT has been practicing continuous and comprehensive assessment at classes 1&2 in the primary level, it is not clear how this has been ensured at the classroom level. The State needs to strengthen its understanding of the nature of continuous and comprehensive assessment, by analyzing and discussing the recommendations of the NCERT Sourcebooks on Assessment in order to develop its State-specific strategy and tools for continuous assessment. At the same time, it needs to take concrete measures to move towards CCE in classes 3 to 8, in order to make room for a more formative method of assessment that is non-threatening and stress-free for children, at both primary and upper primary levels, as mandated by RTE.
- **Performance tracking:** With respect to Performance indicators, the UT has not started tracking the performance of teachers against the ADEPTS indicators. This is a huge delay and has been a PAB commitment for the last three years. The UT must prioritize this and ensure accountability measure mechanism. Moreover, performance levels of trainers and support institutions should also be tracked and shared with MHRD.

(b) REMS

1. The UT of A & N Islands, was sanctioned Rs. 1.50 lakhs for REMS in 2009-10 at the rate of Rs. 350/- per school (TABLE BELOW). Out of this, the UT spend only 0.03 lakhs on conducting a 2-days training workshop for teachers on Action Research. Subsequently to 2 AR studies were conducted by the teachers. No funds were provided to them for the AR study.

Progress against allocation for 2009-10 for REMS.

District	Total outlay Sanctioned for 2009-10		Achievement During 2009-10		
	Phy.	Fin.	Phy.	Fin.	%
South Andaman	170	0.60	07	0.00	0.00
N & M Andaman	188	0.66	13	0.03	4.54
Nicobar	70	0.24	00	0.00	0.00
A & N Islands	428	1.50	20	0.03	0.02

2. The main reason for not conducting any study in the UT in 2009-10 was inadequacy of funds for conducting any meaningful study at UT level involving experts and agencies from outside- Also there is lack of resource persons for research within the UT.
3. The UT has proposed a number of studies and activities in its Work Plan for 2010-11 (listed below) and has proposed a budget of Rs. 5.725 lakh for REMS at the rate of Rs. 1300/- per school for 425 schools). This amount is hardly adequate even for one study if any external agency is commissioned for conducting the study. The UT proposes to conduct the studies as in-house studies using teachers' services for data collection so that not much money is spent on data collection. But this strategy for data collection is not always good as it will require teachers to be away from their schools for sometime. Also the data could be biased as some studies require data to be collected from teachers themselves.

This year under REMS the following studies/research work will be undertaken-

- Teacher Absenteeism
- Achievement level Survey
- Assigning Projects as various issues and aspects related to Elementary Education to B. Ed. Trainees of Tagore Govt. College of Education, P/B.
- Child Tracking system
- School Mapping
- Cohort study
- Operationalisation of CRC Tool monitoring tools

- Action research
 - Internal evaluation
 - Monitoring of academic activities of primary & upper primary schools.
 - Undertaking Survey studies on emerging issues related to elementary education.
 - Planning process
 - Quality monitoring tools of NCERT.
4. The UT has proposed to undertake *Child Tracking* and *School Mapping*, the UT will require guidance from experts and also adequate funds but no estimate of the requirement of funds is given. The UT should undertake these major studies only after proper planning and getting assurance of funds from some source.
 5. Among the 13 studies proposed by the UT in the Annual Work Plan & Budget of 2010-11, on one (Teacher Absentees) data has already been collected from some parts of the UT in 2009-10; it is now proposed to cover the remaining parts of UT. SO this will be phase 2 of the study that started in 2009-10. The UT should complete it and produce a report within this year.
 6. An Achievement survey has been proposed but there is no clarity about how it be conducted. From the discussion with the team, it appears that it will be simply on analysis of the school examination results. It is suggested that the achievement survey should be conducted by constructing and administering suitable achievement tests in the subjects and for the classes to be decided by the UT in advance. The sample of schools should be selected by following an appropriate sampling method. A sum of Rs. 2 lakhs may be allocated for this survey. The UT is advised to seek the help of experts in planning and organizing it.
 7. The UT has proposed a cohort study also. But it does not appear to be necessary if the DISE data are analysed properly to provide estimates of dropout rate. Some additional data on school leavers, Late entrants in class I and lateral entry cases may be collected from schools along with the DISE data for the dropout study. A sum of Rs. 50,000 may be provided for this purpose.
 8. Action Research may be undertaken at school level. The UT should organize Workshops for Action Research in each district and select a few teachers (5 to 10 per district) who can be asked to take up Action Research projects after attending the workshop. They may be given a token sum of Rs. 500 each to conduct the Action Research study and to produce its report. A sum of Rs. 60,000 may be provided for organizing the workshops and getting the studies conducted.
 9. The UT has not made any provision for '5% sample checking of DISE data'. This may be included and a sum of Rs. 30,000 may be provided for it as it will be conducted by an independent agency, which will require funds.
 10. The UT should also get studies conducted at district level in each of the three districts on at least one topic that is most pertinent for the district. A sum of Rs. 15,000 per district may be provided for this purpose.
 11. The UT will require some funds for monitoring and supervision activities. At present, there is no provision for that in the AWP & B. It may use the remaining sum (Rs. 1.875 lakhs) out of Rs. 5.725 lakhs for this purpose. The break up of the budget will be as follows:

Amount (in lakhs)

1) Research studies at UT level	2.800
2) Research studies at district level and Action Research	1.050
3) Monitoring and supervision	1.875
Total	5.725

It is recommended that the entire sum of Rs. 5.725 lakhs (at the rate of Rs. 1300 per school) may be approved

IV. SIEMAT:

There is no SIEMAT in the UT instead the State Institute for Education i.e SIE undertakes the function for education management and training in the UT of Andaman & Nicobar Islands.

(V) Inclusive Education (IE)

The UT has shown very slow and poor progress in the area of IE. No planning workshop has been conducted so far by the UT and there is no regular representation in the quarterly IE workshops. The UT has also been showing very low levels of expenditure in IE.

Progress on IE in 2009-10

- 815 CWSN identified (1.46%) and enrolled.
- Coverage of CWSN is 100%.
- 150 teachers provided 3-6 day training on IE.
- 0% trained through 90 day training.
- 2.56 (27) RTs available per block.
- 48 (15.84%) schools provided with ramps and handrails.

In the year 2009-10, the State had identified 457 CWSN and the total budget provided the State was 5.48 lakh. The physical and financial progress, as reported by the state, is given below.

Progress in Inclusive Education: 2009-2010

Sl. No	Districts	No. of NGOs involved	Target No. of CWSNs	In Schools	No. of camps conducted	No. of CWSNs				No. of Children in Home based care	No. of Bridge Courses functioning	No. of Beneficiaries in Bridge Courses	No. of Schools with Barrier Free	Percentage of Schools made Barrier Free	No. of CWSNs Enrolled in AIE/KGBV/RBC/NRBC/SRBC	No. of Special Teacher appointed	Brail Books Beneficiaries
						ALIMCO Devices	Other than ALIMCO devices	Surgery	Total								

Sl. No	Districts	No. of NGOs involved	Target No. of CWSNs		In Schools	No. of camps conducted	No. of CWSNs				No. of Children in Home based care	No. of Bridge Courses functioning	No. of Beneficiaries in Bridge Courses	No. of Schools with Barrier Free	Percentage of Schools made Barrier Free	No. of CWSNs Enrolled in AIE/KGBV/RBC/NRBC/SRBC	No. of Special Teacher appointed	Brail Books Beneficiaries
			ALIMCO Devices	Other than ALIMCO devices			Surgery	Total										
1	South Andama	00	230	230	02	00	00	00	00	00	00	00	28	12	00	09	00	
2	N & Middle Andama	00	198	198	02	00	00	00	00	00	00	00	18	05	00	09	00	
3	Nicobar	00	29	29	02	00	00	00	00	00	00	00	02	06	00	09	00	
TOTAL		00	45	45	06	00	00	00	00	00	00	00	48	15.8	00	27	00	

Other than assessment camps no other activity has been conducted by the UT. All the 27 special Teachers are appointed by the Department of Education and their salary is also paid by the Department. No Special or Resource teacher is appointed from SSA. Only 15.84% schools have been made barrier free.

Category- Wise Progress in IE in 2009-10

S. No	Category	No. identified	No. enrolled in schools	No. enrolled in AIE/EGS/DCC	No. covered through HBE
1	Low Vision	56	56	00	00
2	Totally Blind	00	00	00	00
3	Hearing Impairment	42	42	00	00
4	Speech Impairment	72	72		
5	Orthopaedic Impairment	106	106	00	00
6	Cerebral Palsy	00	00	00	00
7	Mental Retardation	126	126	00	00
8	Learning Disabilities	32	32	00	00
9	Multiple Disabilities	19	19	00	00
10	Autism	04	04	00	00
Total		457	457	00	00

Financial Progress in IE in 2009-10

Activities	Phy.	Fin. in lakh	Exp	% Exp
Organising Assessment Camps	03	.90	0.90	100
Providing Aids & Appliances	457	2.62	0.00	0.00
Teachers Training (@ Rs. 100/- for 05 days for 100 teachers)	100	0.50	0.50	100
State level Workshop	01	0.50	0.50	100
Construction of Ramps (@ Rs. 8000/-)	12	0.96	0.00	0.00
TOTAL		5.48	1.90	34.67

The UT could spend only 34.67% of the total IE budget in 2009-10.

Expenditure of A& N Islands in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	3.36 lakh	2.04 lakh	60.71%
2006-07	10.75 lakh	0.57 lakh	5.30%
2007-08	5.38 lakh	0.19 lakh	3.53%
2008-09	2.45 lakh	0.30 lakh	12.24%
2009-10	5.48 lakh	1.90 lakh	34.60%

The UT is showing a very uneven pattern of expenditure in IE, with the expenditure not reaching even 50.00% since 2006-07.

District -Wise CWSN: 2010-11

Name of the District	Total Child Population	Total CWSN identified	% of CWSN
South Andaman	34218	277	0.81
North & Middle Andaman	17386	153	0.88
Nicobar	4431	36	0.81
Total	56035	466	0.83

As per Census there are 1178 CWSN in the UT which constitute 1.72% of the total child population. In absolute numbers this is a gap of 692 CWSN.

District - Wise Coverage Plan in IE for 2010-11

Name of the District	Total CWSN identified	No. of CWSN Covered through schools	No. of CWSN Covered through AIE/ EGS	No. of CWSN Covered through NBE
South Andaman	277	277	00	00
North & Middle Andaman	153	153	00	00
Nicobar	36	36	00	00
Total	466	466	00	00

Category-Wise Coverage Plan in IE for 2010-11

Sl. No.	Category	Number of CWSN	No. of CWSN to be enrolled in schools	No. to be covered through AIE/ EGS	No. of CWSN to be covered through HBE
1	Low Vision	48	48	00	00
2	Totally Blind	00	00	00	00
3	Hearing Impaired	47	47	00	00
4	Speech	80	80	00	00
5	Mentally Retarded	129	129	00	00
6	Orthopedically Handicapped	129	129	00	00
7	Multiple Disabilities	23	23	00	00
8	Others	10	10	00	00
	Total	466	466	00	00

Proposals for 2010-11

The focus of this year on IE would be on strengthening identification of CWSN through the special teachers and strengthening the academic support to CWSN through the following:

- Conduct of assessment camps
- Providing aids and appliances
- 5- day teacher training on IE
- Multi-category training of special teachers.

For the year 2010-11, there are 466 children are to be covered under CWSN for inclusive Education. It is proposed that an amount of Rs. 13.98 lakhs may be sanctioned to UT @ Rs. 3000/- per child for execution of activities detailed ahead.

Financial plan: 2010-11

Activity	Unit Cost	Physical	Budget in lakhs	Time frame
Assessment of Disability by organizing Assessment Camps through ALIMCO	0.20	9	1.80	August, 2010
Provision of Aids and appliances & repair/replacement of equipments through ALIMCO	0.015	266	4.00	Sept- Dec, 2010
5-day teachers training @ Rs. 100/- per day, including training on barrier free guidelines, evaluation guidelines of CWSN as well as the assessment guidelines	0.005	200	1.00	Oct-Nov, 2010
Training of special teachers in institutions like Spastics Society, Chennai for identification and academic support to CWSN	0.14814	27	4.00	June, 2010
Provision of barrier free access @ Rs. 8000/- per school	0.08	40	3.18	Oct- March, 2011
TOTAL			13.98 lakh	

Recommendation

The Appraisal Team recommends the above proposal for Rs. 13.98 lakh @ Rs. 3000/- per disabled child for 466 CWSN.

Issues:

- The UT should appoint technical personnel for IE at the State level by May 2010 from the existing lot of special educators.
- Streamline its identification mechanisms as the number of CWSN is very low. As per Census there are 1178 CWSN in the UT which constitute 1.72% of the total child population. In absolute numbers this is a gap of 692 CWSN.
- The UT is showing a very uneven pattern of expenditure in IE, with the expenditure not reaching even 50.00% since 2006-07. The State should endeavour to expedite its expenditure on IE as past since three years the State has been showing poor expenditure on IE.
- Make more schools barrier free as only 15.84% schools have been made barrier free.
- Undertake intensive capacity building of the general and special teachers to strengthen resource support to CWSN. The special teachers should be sent to Chennai for multi-category training starting from June 2010.
- The UT should change its mechanism of using the special teachers. They would have to operate on itinerant mode to provide more support to CWSN. They should not be school based.

- The UT should train general teachers of schools where CWSN are enrolled and make those schools barrier free where orthopaedically impaired CWSN are enrolled.

(VI) Innovative Activities

a) Computer Aided Learning (CAL)

- Total no. of Government Upper Primary Schools / Sections: **131**
- Total no. of Teachers in Government Upper Primary Schools: **1371**
- Implementation record of CAL since start in the State/ UT

Sl.	Financial Year	Implementation Model (by SSA/ PPP)	Approved Outlay (Rs. in Lakhs)	Financial Achievement (at the end of the financial year) (Rs. in Lakhs)	Physical Achievements		
					A. Schools covered	B. No. of content titles developed	C. No. of Teachers trained
					A	B	C
1.	2003-04	SSA	30.00	0.00	0	00	00
2.	2004-05	SSA	30.00	0.00	0	00	00
3.	2005-06	SSA	30.00	0.00	0	00	00
4.	2006-07	SSA	58.19	20.338	3+30 PS + 12 SS	00	64
5.	2007-08	SSA	67.852	33.760	8+24 PS	00	90
6.	2008-09	SSA	30.00	28.50	38	00	76
7.	2009-10	SSA	45.00	45.00*	43 SS	00	80
Total					49 UP+55 SS+54 PS	0	310

4. List of Contents/ Teaching-Learning Materials developed/ available/ used so far

Sl.	Title	Medium (Language)	Target Class
01	All Subjects	Interactive CDs provided by Azim Premji foundation (a set of 50 CDs)	I to VIII

- Visionary initiatives supported with pedagogic strategies have been taken to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure its proper delivery.

- An expert master trainers team is constituted at State Level
- At BRC level two Technical competent persons are available in each BRC. In addition to this, instructors of Community Training Centers (functioning as Computer Training Center for Girls under SSA) are also authorized to discharge duties as Technical person.
- Block Resource Persons are well trained to monitor and implement Computer Aided Learning.
- SRG, BRG & CRG play significant role in monitoring and supervision of CAL.

6. Detailed Description of Activities in 2009 – 10

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure	Providing 03 Nos. DCS with UPS and 01 No. Laser Printer in 43 Sec. schools with Upper-Primary sections	43	44.26**
2.	Capacity Building of Teachers under CAL	80 Nos. of teachers of 43 schools provided with DCS & accessories were imparted with 05 days training on CAL.	80	2.26
3.	Content/ Teaching Learning Material		00	0.00

Sl.	Activities	Details	Achievement	
			Phy	Fin
4.	Recurring Activities		00	0.00
			Total	46.52*

*Excess expenditure is adjusted under management cost

**An amount of Rs. 44.26 Lakhs is a committed liability of UT towards already supplied Desktop Computer Systems and accessories. Though hardware have been provided & installed in all the undertaken schools, however bills from DGS&D, for the amount of 44.26 are awaited to settle the payment & record the expenditure. As the bills couldn't be received within the financial year 2009-10, the amount may be allowed as spill over for making the payment to DGS&D after receiving the bills this year; i.e. 2010-11.

7. Proposal for 2010-11

To provide training to teachers on use of CAL resources few systems are required where the teachers can be provided with training for few days. However as systems in good numbers are not available in one place where this kind of training programme can be organized, generally Computers are lifted from the CAL schools and kept at the training center till the training is completed. This takes at least one month or more. During this period children in concerned schools suffer badly as they are not able to use computers.

As the UT has been trying to find out a permanent solution for this problem, this year space has been provided by the A & N Administration to SSA for setting up a Computer Lab or CAL training center. This space is available in the building in which State Project Office is established. The said space/hall is well equipped with all equipments like Air Conditioner, Electric supply and other fittings except the computers. If this space is developed as CAL resource center, the same may be used as CAL training Center, Capacity building on use of CAL and center for orientation of teachers time to time. Hence, this time it has been proposed to develop the available physical space as an enabling space for training on CAL activities at the state level with providing few computers.

a. Physical -

- No. of schools to be covered : 51 (39 new schools under CAL + 12 Model CAL Centres)
- No. of targeted beneficiaries
- ⇒ Students : 9719
- ⇒ Teachers : 196

b. Detailed Activity Wise break up for 2010-11 – (Row 1 to 4 are Fresh Activities, Row 5 is about Recurring Activities)

Sl.	Activities	Details	Target	
			Phy	Fin
1.	Infrastructure • Technology Infrastructure	<ul style="list-style-type: none"> • Providing 03 Nos. Desktop Computer System with UPSs to 39 schools. • Setting up a CAL lab-cum-training center at state level • 12 Nos. Upper Primary Schools already provided with 02 	39 schools	40.00
			01	06.00
			10	13.20

Sl.	Activities	Details	Target	
			Phy	Fin
		Nos. Desktop Computer Systems with accessories are to be developed as Model CAL centers and provided with 01 No. LCD 40" TV/Monitor, internet facility & 30 chairs for facilitating teachers to use CAL resources effectively to teach hard to learn areas/portions in curriculum that arise in regular class room teaching learning process @ Rs. 1.10 Lakhs approximately per school		
	• Non Technology Infrastructure	Providing one Computer Tables & three computer Chairs	39 schools	1.2
2.	Capacity Building of Teachers under CAL	<ul style="list-style-type: none"> • Conducting one State level sensitization workshop for SRG Members & master trainers followed by series of Training Programs at three Districts • 5days Computer Skill Development Training Programme through private partners to create Digital lessons for use during class room transaction process, Lesson plans, Documentation and Reporting, Create School Reports, Class Performance Reports, Administrative Reports and explore the resources on the Web in collaboration with Private partner • Exposure visit on CAL for 20 Master Trainers to Tamilnadu & Banagalore (or as suggested by the Appraisal team) 	30 196 20 teachers	1.0 0.9 05.0
3.	Content/ Teaching Learning Materials Development	<ul style="list-style-type: none"> • Empowered teachers would develop digital teaching learning material for their own class. • Development of digital teaching learning materials with collaboration of private partners under the strict guidance of State Resource Group for Upper Primary classes in Language & Mathematics • Procurement of available digital teaching learning materials available with other states like Delhi, MP etc (if found suitably) 		20.0
4.	Any other activities	<ul style="list-style-type: none"> • Settlement of bills towards supply of Desktop Computer Systems with accessories during 2009-10, being the committed liability • Manpower support (Technical Assistants for the state CAL Training Centre & one for each district) on contract basis@ Rs.0.055 lacs per month for 12 months • Logistics support for Monitoring by Technical Assistants @ Rs.0.05 lacs per month for 12 months • Logistics support for Quarterly Review & Monitoring by state & district SSA officials @ Rs.0.1 lacs per district for four quarters (0.1 lacs X 3 dists. X 4 qtrs.) • Publication of training curriculum for teachers training on CAL resources 		44.2 2.6 1.8 1.2 0.5
5.	Recurring Activities	Up gradation & Annual Maintenance Contract for 115 desktop Computers procured till 2008-09 @ Rs. 0.10 Lakhs	115	11.50
			Total	149.30

8. Time Frame

Activity	Apr' 10	Ma y' 10	Jun ' 10	Jul ' 10	Aug ' 10	Sep ' 10	Oct ' 10	Nov' 10	Dec ' 10	Jan ' 11	Feb' 11	Mar ' 11
Providing 03 Nos. Desktop Computer System with UPS to 39 schools							√					
Providing Computer Tables & Chairs							√					
Setting up a CAL lab-cum-training center at state level				√								
Developing TLMs for CAL							√					
Capacity Building Workshop & Training			√	√	√							
Exposure visit on CAL for 20 Master Trainers						√						
Development of TLMs						√						
Clearance of committed liability	√											
Signing Annual Maintenance Contract			√									

9. Observations:

As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2003-04 & by now covers 49 UP schools besides 55 SS & 54 PS whereas the total number of UP schools & schools with UP sections are 131. The total number of trained teachers (trained on use of CAL resources) is 310.

- A set of 50 Curriculum integrated activity based multimedia Content CDs/ digital teaching learning materials on Mathematics, Science, Social Studies and language subjects have been provided to covered schools in collaboration of Azim Premzi Foundation.
- *However the UT hasn't any resource group for strengthening the technology integrated education delivery mechanism. The UT should establish a resource group for fruitful implementation of this intervention.*
- The state's plan for 2010 - 11, proposes to expand the CAL activities to 51 schools out of which 39 schools will be provided with three PCs each to be used for computer aided learning by students where computers will be used for working on curriculum integrated activity based Content CDs/ digital teaching learning materials and another 12 selected schools designated as Model CAL centers will be equipped with facilities for computer aided teaching by teachers, & all teacher will/ may use these facilities for teaching difficult portions in the different subjects. To move ahead with these ideas the UT has also proposed to conduct extensive workshops/ training sessions at different level to ensure that teachers use CAL resources effectively to teach hard-to-teach areas/ portions in curriculum as an integrated part of the Class room teaching learning process in an inclusive approach.

10. Recommendation:

The appraisal team recommends the proposal of the state & suggests that necessary measures must be taken to ensure resources and materials are judiciously used as a part of the quality

activities. The UT also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

However it is strongly suggested that,

- The state should, establish a State resource group for strengthening the technology integrated education delivery mechanism, which may consist of expert subject teachers with experience/ interest in technology aided teaching learning, resource persons from educational institutions, PG colleges, universities, SIE or DIET (whichever is there or any other nodal government institute) and available technical organizations like NIC etc. This resource group may be sensitized & then may plan for better implementation of CAL activities so as to derive positive outcomes in terms of SSA quality goals.
- The state should develop adequate number of Master Trainers for further capacity building programmes at district, block and cluster level.
- The state also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

b) Early Childhood Care & Education (ECCE)

No Proposal

c) Education of SC/ST Children

SC/ST

District wise Progress against SC/ST Innovation activities during 2009-10

(Rs. in Lakhs)

Sl. No.	Districts	SC/ST				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilised	Target (No. of children)	Innovative Activities undertaken	Coverage
01	South Andaman	10.00	0.340	705	1- Providing Educational kit	1742
02	N & M Andaman	10.00	0.030	83	2- Providing Bicycles	393
3	Nicobar	25.00	5.880	3395	3- Organising Football championship	
TOTAL		45.00	6.250	4183		340

Observations:

Though most of the activities approved by the PAB for 2009-10 were executed, less expenditure is booked till 15th March, 2010. It is because of the reason that

- Total 393 Nos. of Bicycles worth Rs. 20.23 Lakhs are already provided to eligible children. But payment could not be made due to non-completion of administrative procedures. Hence expenditure is yet to be booked.
- Though the Educational kits worth Rs. 7.73 Lakhs is already issued to eligible ST children, due to non-receipt of verified bills from the concerned schools/BRCs payment could not be made towards this supply.

- During the year 2009-10, UT proposed an outlay of Rs 45.00 lakhs for its 3 districts which was to be distributed to keep in view the upper ceiling of Rs 15 lakh per district as per SSA norms. However, UT was sanctioned an amount of Rs 25 lakh alone for Nicobar district.

Reasons for not conducting activities approved by PAB for 2009-10:

Following activities were not undertaken during 2009-10

- Providing Sports kits to ST children- Bids were invited for this procurement. Due to administrative reasons the complete bidding process was cancelled and this lead to non-execution of the activity.
- Preparation of class rooms for MGML- Similar thing happen with the bidding for finalization of agency and the unit cost for preparation of class rooms. Owing to administrative reasons the same was cancelled.

Major issues in universalizing the primary education in SC/ST context: NA

District wise flash Statistics on education indicators among SC/ST children age 6-14 years:

Districts	Child Population	Child Population		Population share		Literacy rate		Enrollment		Attendance Rate		Learning Achievement level (%)		Transition rate from primary to upper primary	
		SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
South Andaman	736	00	736	00	2.15	00	100	00	736	00	97	00	86%	00	100
N & M Andaman	99	00	99	00	0.56	00	100	00	99	00	93	00	75 %	00	100
Nicobar	3220	00	3220	00	72.66	00	86	00	3220	00	91	00	68 %	00	100
Total	4055	00	4055	00	7.23	00	95.33	00	4055	00	93	00	74 %	00	100

Proposal for 2010-11:

District wise Activities proposed during 2010-11 under SC/ST Innovation

Sl. No	Districts	SC/ST		
		Proposed amount for 2010-11	Innovative Activities proposed	Target (No. of children)
1	South Andaman	15.00	Enlisted Below	736
2	N & M Andaman	15.00		99
3	Nicobar	15.00		3220
	Total	45.00		4055

Following activities are proposed to be executed during 2010-11 with fresh allocation of Rs. 45.00 Lakhs

- Providing Bicycles to all ST children in Class-VIII who travel more than 1.5 KM from their residence to attend the school.
- Providing Educational Kit to all ST Boys at Upper-Primary Level
- Organising District Level Athletics Meet in Nicobar District for ST Children of age group 6-14 years, in two levels – Primary & Upper-Primary.
- Exposure visit of 50 ST Boys to Tamil Nadu /Bangalore (or as decided)
- Facilitating all the ST children at Upper-Primary level who score more than 60% in Annual Assessment (excluding those who are covered under Girls Education).
- One day training on Life skill at Cluster Level by Resource Persons of SIE & DIET (Execution – BRC)
- Developing TLM/Workbook/Class room for MGML/ABL.

Detail of Innovative strategies:

- **Objective of activities:**

Overall objective of providing Bicycle is to promote and encourage ST children to complete Elementary Education. As the ST population of Nicobar District is very fond of Bicycles, it acts as an encouraging factor for children.

Educational Kits are provided to ST children at Upper-Primary Level since last two years and it is a great support and assistance to ST children. It has been a very encouraging factor for children at Primary level that if they pass primary classes they will be provided with Educational Kit.

ST population is very much interested in sports. With the thing view, proposal is made for athletic meet for ST children. This will act as encouraging factor as well as community awareness towards SSA.

Proposal of Exposure visit is made with the objective of providing exposure to ST children. As they do not move out of their local area, they are not aware of anything outside A & N Islands. Further this may provide them exposure to best practices in other parts of the country.

Rest all other activities are also to encourage children.

UT is in need of fund for implementation of ABL/MGML methodology. In this regard proposal is made in LEP. As the total stature of Management Cost is much lower than the requirement it is proposed that an amount of Rs. 8.00 Lakhs may be allowed under the head SC/ST.

- Financial breakup/ Implication with time frame work

(Rs. in Lakhs)

Sl. No.	Activity	Financial Implication	Time Frame
1	Providing Bicycles to all ST children in Class-VIII who travel more than 1.5 KM from their residence to attend the school.	20.00	Aug, 2010
2	Providing Educational Kit to all ST Boys at Upper-Primary Level	6.00	Aug, 2010
3	Organising District Level Athletics Meet in Nicobar District for ST Children of age group 6-14 years, in two levels – Primary & Upper-Primary.	5.00	Nov, 2010
4	Exposure visit of 50 ST Boys to Tamil Nadu /Bangalore (or as decided)	4.50	Dec, 2010
5	Facilitating all the ST children at Upper-Primary level who score more than 60% in Annual Assessment (excluding those who are covered under Girls Education).	1.00	Mar, 2011
6	One day training on Life skill at Cluster Level by Resource Persons of SIE & DIET (Execution – BRC)	0.50	Oct, 2010
7	Developing TLM/Workbook/Class room for MGML/ABL.	8.00	Dec, 2010

- **Monitoring Mechanism**

All these activities will be executed by the State Project Office, SSA under the direct supervision of the member secretary of the concerned Districts District Level Monitoring Committee.

Special proposal:

Being the committed liabilities, UT has expressed a demand of Rs. 27.96 Lakhs under SC/ST innovation in addition to the fresh proposal of Rs. 45.00 Lakhs for 2010-11. It is explained by the UT officials that if this amount is not approved by PAB, then the sanctioned amount (Rs 45 lakhs) for 2010-11 under SC/ST innovation will have to be utilized for the settlement of bills pertaining to activities executed during 2009-10 and less fund could be available for execution of proposed activities for 2010-11.

Recommendations:

Appraisal Team recommends an amount of Rs 45.00 lakh under SC/ST innovation component for executing the activities proposed by the UT. But special proposal of Rs 27.96 lakhs can not be recommended to meet committed liabilities in addition. It is also recommended by the appraisal team that the sanctioned amount will only be utilized to execute the proposed activities for the benefit of SC/ST children. UT can manage this additional amount from the management cost.

d) Urban Deprived Children

No proposal

e) Innovation for children of Minorities

No proposal

(VII) Girls Education

Gender Perspective in Enrolment

As per DISE data, during 2009-10 a total of 52,827 children have been enrolled in Primary and Upper Primary sections, of whom 31,778 children have been enrolled in Primary sections and 21,049 in Upper Primary sections, with boys outnumbering girls by 1,511. At Primary Level, the percentage of enrolment of boys and girls is 51.35 % and 48.92 % respectively. Whereas, Upper Primary level percentage of boys is 51.96 and of girls is 48.04. If both primary and upper primary sections are taken into consideration, the enrolment of boys and girls in terms of percentage has been 51.43 % and 48.57 % respectively, which indicates the prevailing positive gender parity in enrolment in the State. The following figure indicates the same.

Net Enrolment Rate for Girls:

Year	Primary	Upper Primary
2001 - 2002	94.31	96.00
2009 - 2010	100	100

Transition Rate for Girls:

Class	ALL	SC	ST
V - VI	100	NA	100
VIII - IX	96.92	NA	98.25

Dropout Rate for Girls:

Year	Primary	Upper Primary
2001 - 2002	8.39	7.56
2009 - 2010	2.51	2.19

- The State has shown decrease in out of school Girls from 2002-2009 at primary as well as upper primary level, which is a progressive trend towards UEE but 2.51% girls at primary and 2.19% at upper primary are drooping which is an area of concern and need more attention.

Progress during 2009-10:

S. N.	Activities	Target	(Rs. in lakh)	
			AWP&B 2009-10	Expenditure
1	Organising 10 Days Multi Purpose Residential Camp for Girls of Age group 11-14 years	250	10.00	06.21
2	Honorarium to instructors of Computer Training Center	10111	05.00	04.31
3	Exposure tour to Chennai/Bangalore	50	05.00	00.00
4	Preparation of Class rooms for ABL/MGML methodology	16523	25.00	00.00
Total		26934	45.00	10.52

- The State has reported the appraisals that due to non-receipt of administrative approval for Exposure tour, being the end of the academic session the exposure tour was not organised.
- An amount of Rs.25.00 lakh was provided for preparation of class rooms for implementation of MGML/ABL methodology. Open bids were invited for finalization of unit cost and the agency for execution of work. Due to administrative reasons the complete bidding process was cancelled. Due to non-availability of sufficient time for execution of fresh bidding the work was not executed and the fund provided for the purpose remained un-utilized.
- The UT was sanctioned an amount of **Rs.45.00 lakh**, out of which **Rs. 10.52 lakh (23.38%)** has been utilized and almost all the girls at Upper-Primary level were covered.
- **Observation:** It is observed that out of four activities two activities Exposure tour and Preparation of Class rooms for ABL/MGML methodology has not been taken up as a result the state has expended only 23.38% of the sanctioned budget.
- The state has informed that 10 days Multi Purpose Residential Camp was organised was organised at Port Blair for 250 Girls of age group 11-14 years from Rural areas. This residential camp includes the activities like exposure visit, sports activities, cultural activities interaction with officials & higher authorities, visit to schools of Port Blair etc.
- Computer Training Centers are being run in all the 36 Community Information Centers. The infrastructure available with the CIC is being utilized for imparting training to girl children and CIC instructors were paid with an honorarium of Rs. 1000/- per month from SSA in addition to the consolidated amount being paid to instructors under CIC project. Wide publicity was given to this activity and outcomes are very encouraging. Large numbers of girls has enrolled themselves to these centers and are being trained very effectively. These Computer training centers are functioning for 02 hours on every school day before or after the routine school hours. Total 36 such centers are now functional in these islands.

Proposal for the year 2010-11:

The state has proposed the following activities for execution during 2010-11:

(Rs. in lakh)				
Sl. No.	Activity	Financial Provision	Target No. of Girls	Time Frame
1	Exposure visit of 100 girls of age group 11-14 years (preference to ST & rural area girls)- (in 02 Batches) to Tamil Nadu /Bangalore	10.00	100	Aug-Sep, 2010
2	Organizing Shikshika Sammelan in 03 Districts (for 02 Days)	3.00	00	Oct, 2010
3	Health check up camp of Girls in Middle Schools / Schools with Upper- Primary Section – Honorarium to Medical Officers (Convergence with Health Department) @ Rs. 1000/- per school/section	1.31	10705	Oct-Dec, 2010

4	Honorarium to instructors of Computer Training Centers	5.00	10705	Monthly
5	Providing Rs. 5000/- to each school with Upper-Primary section (131) for organizing School Level Excursion/study tour for Girls at Upper - Primary Level	6.55	10705	Oct- Dec, 2010
6	Facilitating all the Girls of Class-VIII, who pass with more than 60% result	3.00	10705	March, 2010
7	Providing Bicycles to Girls of class-VIII (other than ST) who travel more than 1.5 Km from their residence to attend the school	10.00	300	Oct, 2010
8	Developing TLM/Workbook for MGML/ABL (Rs.25 lakh)	25.00	34242	Dec, 2010
	Total	63.86	40000 girls to be covered	

Details of Innovative strategies:

- **Exposure visit of 100 girls (in 02 Batches) to Tamil Nadu /Bangalore:** The state has proposed exposure visit to Chennai & Bangalore for 100 girls and 02 batches (each of 50 Girls) with the objective to provide an opportunity to know the world and people outside Andaman & Nicobar Islands. This exposure visit will enable girl children to interact with children of these areas, share their experiences, observe best practices, and visit to places of historical/national/tourist importance. Arrangements will be done for interaction of girls with the academicians and higher officials of these areas.

UT will tie-up with the SSA authorities of Chennai and Bangalore to facilitate these exposure visits. Girls of age group 11-14 years will be eligible for the said exposure visit. Preference will be given to girls of ST /Muslim community and especially those from the rural part of islands and local residents. Generally, local residents don't move out of Islands.

- **Organizing Shikshika Sammelan:** 02 Days Shikshika Sammelan 01 in each district is proposed. This will provide a platform for teachers of different block to interact with each other, share their experiences of teaching learning and class room processes, best practices opted by them, display of TLMs prepared by them, discuss various issues pertaining to Girls Education and response to schooling needs of growing girl child.

- **Health Check up camp for Girls:** Health check up camp in all the Upper-Primary Schools/Schools with Upper-Primary sections is proposed This will be done in convergence with the Department of Health Services, Andaman & Nicobar Administration. Medical Officers of the nearest PHC/CHC will be called to school for the camp and if required, honorarium may be paid out of the proposed fund.

This will facilitate identifying malnutrition, HB level, disease (if any) and other aspects of growing girls.

- **Computer Training Center:** With the objective to provide Computer functional knowledge, Computer Training Centers are being run in Community Information Centers. Infrastructure and Instructor available for CIC is being utilized to run these CTCs. As the instructors work beyond their specified duty order an honorarium of Rs. 1000/- per month is paid from SSA.

- **Organizing Excursion/Study Tour by schools:** With the objective to provide scope for organizing local excursion and study tour for girls of Upper-Primary classes it is proposed that @ Rs. 5000/- fund may be sanctioned to 131 schools with upper-primary sections. Field visit and study tours are felt necessary to give practical knowledge and exposure to things around us.

- **Facilitating Girl children who score more than 60% marks in class- VIII:** During 2010-11, it is proposed that all the girls who secured more than 60% (relevant grade), may be provided with a memento and a certificate. This will act as an encouraging factor among girls to achieve more than 60 % in their academic performance, so that their achievement will be highlighted and honored accordingly.

List of such girls will be obtained from schools through the concerned BRC & CRC and certificate along with memento will be provided to BRCs for distribution to eligible girls.

- **Providing Bicycles to Girls (other than ST) of class- VIII:** Under the component SC/ST, UT had been providing Bicycles to ST children of class-VIII who travel more than 1.5 Km from their residence to school, from last 02 years. This had been a great encouraging factor among ST children to complete Elementary Education even if their residence is more than 1.5 Km far from the school.

In tune with the same to encourage all girls (other than ST) to complete elementary Education even if they stay at distance from school, all girls (other than ST) of class- VIII who travel more than 1.5 Km from their residence to attend the school may be provided with a Bicycle.

- **Preparation of class rooms for implementation of MGML/ABL:** With the objective to upscale MGML/ABL methodology of teaching learning, proposal is made under LEP. an amount of Rs.25 lakh may be provided to UT during 2010-11 for preparation of class rooms for scaling up of MGML/ABL methodology

- **Monitoring Mechanism:** All the activities under Girls are monitored by the Concerned CRCs, BRCs and District Level Committee's. On receipt of certification from the CRCC that CTC had run for the full month without any disruption, honorarium of Rs. 1000/- is released to instructor of CIC. In addition to these, VEC/SMC is also fully active and involved in day to day activities of SSA.

Recommendation for 2010-11:

- The appraisal team recommends an amount of **Rs.45.00 lakh for 3 districts to cover 40,000 girls** with the condition that state should execute the proposed activities within the time frame as fixed for the said interventions for current year 2010-11.

a. NPEGEL

No proposal as the UT has no eligible block.

b. KGBV as the UT has no eligible block.

No proposal

(VIII) Strategies for Community Mobilization & Media

A) Community Mobilization

i. Progress of Community Training in 2009-10

PAB Approval (2009-10)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy	Fin
2010	1.206	2010	1.206	100	100

ii. Composition of VEC:

Every Govt. School in Andaman & Nicobar Islands has a VEC/SMC for execution of day to day activities of School. SSA accounts are jointly maintained by the Chairman & Member Secretary. Structure of VEC/SMC is as under-

Chairman	: Pradhan/ PRI/Ward Councillor	-1
Member	: Teacher Representative	-1
	: Parent Representative	- 2
	: Social Worker (From the village / locality)	- 1
	: Members of MTA (Mothers)	-2
Member Secretary:	Head of the Institution	- 1

Stature of VEC/SMC is with PRI's is followed in South Andaman and North & Middle Andaman Districts.

In Nicobar district, the same stature is with the Tribal Council of tribal areas and PRI members in non-tribal areas. In this district also joint accounts are maintained.

iii. Activity undertaken in 2009-10.

Training of Community members/Leaders

- Handbook-cum-Training Module for VEC/SMC was prepared by the State Project Office.
- Multiple copies of the Handbook-cum-Training Module were made and provided to BRCs.
- Two days training programme was organised in batches. All the target 2010 persons were imparted with 02 days training.
- Handbook-cum-Training Module was provided to each and every participant for their ready reference.

Providing support & monitoring of schools

In addition to regular meeting of VECs/SMCs, these members are also involved in the day to day functioning and management of school level activities. Monitoring and supervision of all the

school related matters are also done by these members. PRI members are playing a crucial role in providing support to the schools , monitoring of schools level activities, performance monitoring of students, monitoring of Teacher and Student attendance etc. .

Regular Meetings of VECs/SMCs

Regular meetings of VECs and SMCs were held to discuss various issues pertaining to development of school, improvement of quality of Education, execution of activities with SSA grants.

Updation of Village Education Register

With the support and assistance of VEC/SMC members, parents, local residents Village Education Register was upgraded. With the support of community, it is assured that no child is out of school in the community.

iv. Training Modules used in 2009-10 :

Title of the Module	Purpose	Topics covered
VEC/SMC Manual-cum- Training Module	Awareness of duties, responsibilities and accountability towards elementary education.	Topics covered in the handbook is enlisted under Index in the enclosed handbook

v. Convergence with PRI institution:

- VEC/SMC is constituted in all the Govt. Schools.
- Zilla Parishad member/Pradhan/Ward Councilor/PRI Member is the Chairman of VEC/SMC. Whereas, Head of the Institution is the Vice-Chairman.
- SSA accounts are jointly maintained by the Chairman, VEC/SMC and the Vice-Chairman, VEC/SMC
- PRIs are authorized to check and monitor day to day activities of independent Primary Schools.

vi. Significant steps taken to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities

Following activities were organized for the Minority and SC/ST Communities..

- Football championship of ST Boys.
- Providing Bicycles to ST children of class-VIII, who travel more than 1.5 KM from their residence to attend the school.
- Awareness camp in Nicobar District (03 Blocks).
- Display board is specially designed for schools of ST areas.

vii. Significant steps taken by the States/UTs with the involvement of community members for the following aspects:

a. Improvement of Quality education

- Community members are authorized to monitor the timely distribution of Free Text Books.
- Monitor Teachers attendance and student's attendance.
- Almost all the decision pertaining to school are taken with the consent of community members.

- b. **Improving Teacher attendance**
 - Community members are empowered to monitor day to day activities of independent primary schools.
 - VEC/WEC members attend the school prayer in rotation and indirectly observed the teacher attendance and their punctuality in school.
 - c. **Improving Student attendance**
 - Community members, VEC/SMC members are informed, if any child remains absent for many days. They visit the house of concerned child to ascertain the actual cause.
 - Community members are made responsible to ensure that no child skips school without any genuine cause.
 - d. **Reduction in dropouts**
 - Community Members monitor that every child is attending school regularly.
 - They ensure that there is no out of school children.
 - e. **In designing monitoring mechanism of VEC/SMC for management of the schools**
 - Plans are prepared at the grass root level.
 - Community members are the members of the planning team.
 - All decisions pertaining to welfare of school and children of the school are taken with their consent.
 - f. **Improvement of Girls education**
 - Mother Teacher Associations (MTAs) are formed for every school and these MTAs are fully involved for improvement of girl's education.
 - g. **Strategies to improve community participation in the urban areas.**
 - In the line of VECs in rural areas, SMCs in urban areas are mobilized and activated to develop the sense of ownership of schooling system.
- viii. **Detailed plan of action for 2010-11**
- a. **Re-Constitution of SMC/VEC:** During 2010-11, in the beginning of the session 2010-11 VECs/SMCs will be re-constituted as per the guidelines of SSA and as envisaged under Right to Education Act.
 - b. **Providing and updating display boards in schools:** Schools in which the display boards are damaged, new one will be provided. It will be ensured that boards will be updated timely.
 - c. **Out of School and Child labour identification drive:** To check that there is no out of school children and no child labour, 03 drives on quarterly basis will be organised.
 - d. **Regular Meetings:** It will be ensured that regular meeting of VEC/SMC is held in schools.
 - e. **Ensuring community participation in utilization of school grants:** Community will be sensitized through a leaflet and print media for the effective use of all the grants with utmost transparency and to encourage them to mobilize their local resources. Members of SMCs will also be empowered on book and accounts keeping through the training.

f. **Observance of National Education Day on 11th November:** National Education Days will be celebrated throughout the islands.

g. **Providing support & monitoring of schools:** Besides the regular agenda of SARG, BARG & CARC, which aim at achieving efficiency of providing effective school and monitoring support, PRI members will also be provided support in schools, monitoring of schools level activities, performance monitoring of students, monitoring of Teacher and Student attendance.

ix. **Detailed processes to be involved in community leaders training for 2010-11**
(State to Grass root level).

As a preparatory act, following activities will be done before starting community training

- Preparation/Modification of handbook-cum-training Module for proposed Community Training. Highlighting features will be Emporing Community, SSA norms and guidelines of Right to Education act.
- Constituting a team for State level Training/ Training of Master Training at Block level.
- Training of Master Trainers of Block level.

x. **Detailing of further course of action is as under-**

Content of trainings	<ul style="list-style-type: none"> a. Structure, duties and roles of VEC/WEC/PTA. b. Utilization of various grants of SSA. c. Motivation for improvement of retention of children. d. State vision quality document. e. Regarding use of quality monitoring tools. f. Monitoring of teachers and students attendance. g. Sharing of student's achievement. h. Spreading the message of RTE. i. Sharing of best practices to community. j. Motivational films. k. Role of school in development. l. Role of community in School Development. m. Sharing of DISE with community. n. Role of MTAs, PTAs, SHGs, VRGs, Student cabinet, Meena manch in school development.
Monitoring mechanism planned for community training	Monitoring of the training programmes will be done by CRCC, BRCC, BRPs, PRIs, SPO and DPO.
Involving civil societies/ NGOs/ institution, experts as resource persons/ monitoring/ evaluating training programmes	Services of Resource Persons and experts of DIET & SIE will be utilised for community training

xi. Details of costing of Community Training
(3 day Block level Residential for VEC/ SMC/ SDMC and PRI members etc.)

Sl. No.	Name of the District	No. of Schools	Total No. of Existing VECs/SMCs/SDMC's	Total No. of Panchayats	Total No. of Municipal Corporation	Community training to VEC members for 3-day residential training at BRC level		Totals members to be trained
						Total No. of VEC in the district x 4 members form each VEC	4 Member's from local authority	4 from VEC + 4 from local authority representative
1	South Andaman	116	116	29	01	464	120	584
2	N & M Andaman	144	144	35	00	576	140	716
3	Nicobar District	47	47	44	00	188	176	364
TOTAL		307	307	108	01	1228	436	1664

xii. Details of costing of Community Training (3 day Non-Residential only for VEC/ SMC/ SDMC etc) at CRC level

S. No.	Districts	Total No. of Existing VEC's	Community training to VEC members for 3-day residential training at CRC level
			For 4 members
1	South Andaman	116	464
2	N & M Andaman	144	576
3	Nicobar District	47	188
TOTAL		307	1228

xiii. Proposal for 2010-11 Community Training

Sl. No	Activity	Unit Cost	Target 2010-11	
			Phy	Fin (Rs. in Lakhs)
1.	3 Days Block level Residential training for 6 from VEC + 4 from local authority representatives	0.003	1664	4.992
2.	3 Days Cluster level Non- Residential training	0.0015	1228	1.842
Total			2892	6.834

xiv. Budget Proposal for Community Mobilization

	Target 2010-11	
	Phy	Fin (Rs. in Lakhs)
South Andaman	1048	2.448
N & M Andaman	1292	3.012
Nicobar District	552	1.374
	2892	6.834

xv. Calendar of Activities planned for 2010-11

Sl. No	Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
1.	Re-Constitution of SMC/VEC					√							
2.	Providing and updating display boards in schools				√								
3.	Out of School and Child labour identification drive			√			√			√			
4.	Regular Meetings			√		√		√		√		√	
5.	Ensuring community participation in utilization of school grants	√		√		√		√		√		√	
6.	Observance of National Education Day on 11 th November								√				
7.	Providing support & monitoring of schools	√	√	√	√	√	√	√	√	√	√	√	
8.	Community Training					√	√	√					

xvi. Status of District Level Monitoring Committee

Sl. No	Name of districts in which committee stand constituted	Name of districts in which committee has not yet been constituted	Details of No's of meetings held in each district so far	Outcomes of the meetings	Remarks if any
03	1- South Andaman 2- N & M Andaman 3- Nicobar	NA	Four meetings in South Andaman, Two in North Middle Andaman, Two in Nicobar Islands	Execution of plans, Mid term assessments, preparation of plans.	

Observations and recommendations:

The UT has achieved 100% in the Community trainings in 2009-10 .For the year 2010-11 the team has submitted a detailed plan of action for training of community members, along with an activity calendar. Details of the processes to be involved in the training programmes has also been submitted by the team. In the year 2010-11 UT has proposed to revised the training modules in the light of RTE.

UT has made the proposal for training of community leaders at block and cluster level. However, while execution the UT would like to organize training programmes islands wise in order to avoid expenditure on travelling and lodging. It is pertinent to mention that if trainings are arranged only at Cluster and Block levels, excess expenditure is expected towards lodging and fooding of participants, even after the completion of training programme. Due to non-availability of boats and conveyance, participants may get stuck at BRC and CRCCs. Hence, UT has requested to organize islands wise training, as per requirement in order to avoid excess expenditure. Considering the constraints of the UT geographically the appraisal team has recommended the proposal and the PAB may consider the same.

Appraisal team recommends the proposal.

b) Media

Media activities undertaken by Andaman & Nicobar Islands UT in 2009-10.

It is observed that during 2009-10 there was not implemented any media plan for the community mobilization under the SSA programme in Andaman & Nicobar Islands. For the year of 2010-11 UT has submitted the action plan of media activities for better community mobilization and general awareness as follows:

Proposed plan of Media activities for 2010-11

Name of the UT: Andaman & Nicobar Islands							
Sl. No	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
1	Press Conference / Press Release	Making people aware of the plan and activities of SSA of 2010 – 11 and its progress up to December 2010	Conference at State level and activity in 9 BRCs & 37 CRCs and all VECs.	Rural and Urban both.	May 2010, September and December 2010	0.25	Publicize the progress of SSA
2	Advertisements (Print / TV / AIR)	Making people aware of SSA interventions through print media/ talk and interview on T.V	Press, Door Darshan and All India Radio.	Coverage through Doordarshan & All India Radio.	May 2010, September and December 2010	0.50	Publicize the progress of SSA and information dissemination

	and AIR, zingles.					
Exhibitions / Fairs/ Mela Participation	TLM exhibition/ Fairs/ Bal mela of small children between 3 – 6 age group children.	In 9 BRCs & 37 CRCs.	State/ BRC/ CRC level.	November & December 2010	0.50	Awareness of SSA stakeholders
Distribution of Flyers /Posters / Flipcharts etc.	Making people aware of the activities of SSA.	In all the BRCs/ CRCs/ VECs.	Rural/ Urban both.	Twice in a year commonly	1.40	Awareness of SSA Stakeholders
Film Show	Documentary film show for children.	At BRC/ CRC/ VEC level.	Covering all areas of UT	As and when required basis.	0.40	Information dissemination
Folk Media-Tribal Awareness Plan	To make tribal population aware of SSA activities especially for tribal children under innovative activities.	In BRC Car Nicobar, Nancowrie & Liitle Andaman.	Urban area	August/ September	0.70	7 islands will cover under this activity
Innovative activities like: a. Banners b. Wall Paintings (Talking wall) c. Communication skill training d. Poster competitions for students e. Street Play	Different competitions for out of school children and motivation for enrolment in schools/ EGS/ AIE knowledge of EGS/ AIE through posters. Outdoor activity Nukkad Natak by outside agency on SSA.	In rural & urban areas covering BRCs/ CRCs & VECs and involving the PRIs & Community leaders.	Urban/ Rural both	As & when required but atleast twice in a year	2.00	Information dissemination and general awareness on education
State/UT focused innovative activities	Awareness of achievement of innovative activities through children participation.	Interview of Children on Doordarshan & AIR regarding the achievement under SSA for them.	Through telecast & broadcast by Door Darshan & All India Radio	Twice in a year 2010 – 11.	0.25	Awareness
Publications (Newsletter, Books etc)	Making PRI members & Municipal Councilors aware	For whole of A & N Islands through			0.50	Information dissemination to publicize the

		of their duties and responsibilities through VEC/SMC manual. Annual magazine	SSA agencies.				SSA progress
10	Total					6.50 lakhs	

Observation and recommendations

In the year of 2009-10 the UT has not implemented any media plan for the awareness of community and SSA stakeholders. As per the APWB-2010-11 the UT feel that Lack of awareness among community members is the issue of concerns .UT has now submitted the balanced action plan of media activities for meeting the targets in 2010-11. UT should organize the media activities and mobilize the community so that the SSA programme will implement smoothly. UT should also implement the tribal awareness plan for enhancing the participations of tribals in education using the multilingual mobilization strategy.

State proposal for strategies pertaining to media activities is recommended

(IX) Involvement of NGO

The representative from the UT has informed that no NGO is involved in Andaman & Nicobar Islands for execution of any activity under SSA

X) Project Management

The table below gives a summary account of the staffing in SSA A&N Islands.

Table: Overview on Staff Position

	Staff sanctioned	Staff filled	Vacancy
SPO	21	21	0
DPO	12	5	7
BRC + CRC	135	135	0

As can be seen in the table above there is over 50% vacancy at the DPO level. Obviously this is a significant issue as in a small place like A&N Islands this will affect implementation of the project. Detailing of staff at SPO level is presented in the table below

Staffing at State Level

Sl. No.	Particulars	Sanctioned	Filled
01	State Project Director	01	01
02	State Project Officer	01	01
03	Project Accounts Officer	01	01
04	Project Officer	01	01
05	Asst. Project Officer	03	03
06	Coordinator (Acad.)	01	01
07	Internal Audit	04	04 (Dual charge)
08	Assistant	01	01
09	Project Assistants	04	04
10	Group 'D'	04	04
	TOTAL	21	21

At state level, State Project Director, State Project officer, Project Accounts Officer (Finance Controller) are holding the dual charges. Further, the assignment of internal audit is also looked after by the others staff of State Project Office. Further, at district level the duties of DPOs are

discharged by the zonal officers of the Department of Education. In Nicobar district a project assistant is posted on contract basis.

The table below provides detailing on staffing status in SSA A&N Islands at all levels

Staffing status in SSA A&N Islands at all levels

Sl. No.	Particulars	Staff Sanctioned	Staff filled
1.	State Project Director	01	01
2.	State Project Officer	01	01
4.	Project Accounts Officer	01	01
5.	Project Officer	01	01
6.	Asst. Project Officer	03	03
7.	Coordinator (Acad.)	01	01
8.	Internal Audit	04	04 (Dual charge)
9.	Assistant	01	01
10.	Project Assistant	15	13
11.	Resource Persons	90	90
12.	Group 'D'	04	04

A major development reported this year is that all the three DPOs have been made operational. Major concerns on management are a non vibrant and inadequate management structure which needs to be revamped. More young people are needed to bring some energy and motivation in the project.

(Table on Management Cost

	Salaries to Staff	Vehicle Charges	Equipment, Operation & Maintenance Charges	Stationary & Magazines	Review Meeting & Visits	MIS	Media	Electricity, Water, Postage & Telephone chgs	Contingency	Total
Districts	12.00	0.50	3.00	2.00	2.70	4.50	5.80	1.00	2.00	33.50
SPO	15.00	2.50	10.00	3.00	15.00	5.00	1.00	2.00	3.00	56.50
TOTAL	27.00	3.00	13.00	5.00	17.70	9.50	6.80	3.00	5.00	90.00

PMIS and EMIS Activity through MIS Unit

Staff Position:

Level	Designation	Sanctioned	In position	Vacant
State level	APO (SSA)/ State MIS Coordinator	01	01	0
	Programmer	00	00	Is looked after by State MIS Coordinator
	Project Assistant	02	02	00
Block Level	Project Assistant	09	09	00

The UT proposed for sanctioning a post of programmer to UT.

Capacity Building:

- District Information System for Education (DISE) has been incorporated in 10 days in-service teachers training to make each and every teacher aware of DISE, its features and usage. Primarily it is felt much essential because teachers of the school use to fill the in DCF for the particular year.
- Training provided in all the BRCs by organizing one day training programme for CRCCs and CRPs in concerned blocks.
- Each and every BRC is provided with a Project Assistant to execute assignments related to Management Information System (especially).
- Community members were made aware of different parameters of DISE, so that they can check the data before signing the certificate of authentication and correctness for onward submission of the same along with DISE data, to CRC. A topic of DISE & SEMIS is incorporated in the module of Community Training.
- Data sharing workshop is under process in all the BRCs in presence of community members and PRIs. Once it is checked and accepted by the concerned authority, data will be submitted to NUEPA and MHRD, GOI with due certificate signed by the State Project Director, SSA.
- Hands-on training was provided to all the head of the institutions, CRCCs, CRPs and Chairman, VEC/SMC/PTA in different batches in different BRCs by 30th September. This exercise is done to facilitate all the participants about various aspects and parameters of DISE. This also ensures the correctness of data as per physical availability.
- It is made mandatory for every School to submit a certificate with the signature of Chairman, VEC/SMC/PTA, Head of the institution, along with filled-in Data Capture format of DISE certifying the correctness of data which is being furnished.
- A computer system is provided in each CRC and BRC especially for DISE installation. Data feeding begins at CRC level, so that data must be checked through in-built validation / checking system of the software.
- DISE data of all the schools i.e. 100% schools in a CRC is physically checked / verified by the CRCC and is to submit a certificate along with filled-in DCFs of schools under the CRC, stating that data of all the schools under the CRC (enlisted) was physically checked by the undersigned and found correct.

- Received data from all the CRCs under the BRC are fed to the DISE software to assess the overall scenario and thus check the consistency. Data feeding at BRC level is done to have a data base of each BRC at their hand.
- DISE data of 20% of the schools under the BRC is physically checked by the BRCC and a certificate in this regard is submitted to District Project Office along with all the filled-in DCFs of the BRC.
- Data feeding is done at District Project Office before its submission to State Project Office, SSA. After data feeding a sharing workshop is arranged at BRC level. After this only data is submitted to State Project Office, SSA.
- After final data feeding, report generation and validation checks, data sharing workshop is arranged at state level.
- All these activities are done to ensure correctness of data at every tier as per the physical availability.

7. Special Focus Districts (SFDs)

A. Special Focus Districts:

UT- Andaman & Nicobar Islands

Sl. No.	Districts	Category	Major issues/weakness	Strategies for improvement	Comments of appraisal team for improvement
1	South Andaman	Minority	1- Community Awareness & Ownership. 2- Teachers' Commitment. 3- Lack of activities other than teaching learning. 4- Shortage of class rooms, resulting to crowd in class room.	1- More involvement of Community in school activities. 2- Community mobilisation through training & orientation. 3- Organising Community mobilisation drive. 4- Motivating teachers through counselling. 5- Interaction of teachers with highest authorities of the department. 6- Organising activities under Innovative activities. 7- Construction of additional class rooms.	Too many activities have been proposed but their does not seem capacity at the district level to implement them.
2	Nicobar	Minority	1- Community Awareness & Ownership. 2- Teachers' Commitment. 3- Lack of activities other than teaching learning. 4- Shortage of Proper & sufficient School building.	1- More involvement of Community in school activities. 2- Community mobilisation through training & orientation. 3- Organising Community mobilisation drive. 4- Motivating teachers through counselling. 5- Interaction of teachers with highest authorities of the department. 6- Construction of additional	Since the district has proposed too many activities therefore it will have to make extraordinary efforts to implement them.

Sl. No.	Districts	Category	Major issues/weakness	Strategies for improvement	Comments of appraisal team for improvement
3	UT Over all		1- Community Awareness & Ownership. 2- Teachers' Commitment.	class rooms. 1- More involvement of Community in school activities. 2- Community mobilisation through training & orientation. 3- Organising Community mobilisation drive. 4- Motivating teachers through counselling. 5- Interaction of teachers with highest authorities of the department.	Massive capacity building measures are required if the district actually wants to implement these activities

B. Minority Areas:

All three Districts in Andaman & Nicobar Islands are recognized as districts with presence of minority community.. As on date the exact segregated figure in respect of Minority Community in these districts is not available with the UT. As the UT reported that the data will be furnished along with specific interventions for them after detail compilation. According to 2001 census, Andaman and Nicobar Islands has a population of 3,56,152 with males 1,92,972 and 1,63,180 female having total literacy rate 81.3% Population of Hindu Community is 2,46,589 which is 69.24% of total population. The principle languages spoken by this population is Hindi. Hindi necessarily occupies the dominant position in these Islands.

The religious communities whose population in A & N Islands is less than 50% of total population as per Census 2001 are as under:-

Religious Community	Population	Percentage of total population	Literacy rate of the community
Muslims	29265	08.20%	89.80%
Christian	77178	21.70%	77.00%
Sikhs	01587	00.40%	94.00%
Budhist	00421	00.10%	91.40%
Jains	00023	00.00%	00.01%
Others	00238	00.10%	00.01%

The conditions in the Andaman and Nicobar Islands vis-à-vis the minorities are completely different as compared to other parts of India. Most of the problems faced by the minority community in the mainland are fortunately non-existent in these Islands. The Islands have been able to develop a unique composite culture where the feeling of minority and majority itself is non-existent. There is no segment of the population which can be classified as educationally backward as the benefits of education are percolating equally to all sections of the population irrespective of their caste, creed, religion etc. Unlike in other parts of the country children belonging to the minority communities

including girls are going to schools in maximum number. Education in this Territory is free up to Senior Secondary stage and is being provided to all irrespective of any caste, creed, colour or sex.

As far as the Scheme of Area Intensive Programme for Educationally Backward Minorities is concerned, as per 1981 census there is only one Ferrargunj Block (Tehsil) under Andaman District which has been identified as the educational Backward Minorities concentration area. However since 1981 considerable expansion of the Educational facilities has taken place all over the Islands at all level including Ferrargunj Tehsil. In this block the population of Muslims is 21.64%. Special efforts have been made for providing basic educational facilities in all parts of the Islands including Ferrargunj. The following statistics show that this block is as advanced as any other rural block having educational facilities at par and superior to other blocks.

The enrollment of students in this block is 11,791 which are higher than in any other block except Port Blair which is an urban area. The percentage of girls enrolled is 54.00% of the total enrolment as against the State average of 47.95% as well as the percentage of enrolment of girls in urban area of Port Blair, which is 48.2%. It is only lower to the enrollment of girls in Nicobar which is Tribal District.

This would indicate that there is no discrimination against the education of girls in this educationally backward minority concentration block. Similarly, the teacher pupil ratio in this block is 1:16 which is better than the State average. Particular attention has been paid for creation of basic educational facilities, and improvement of physical facilities in the schools in rural habitations. The Programme of Action formulated for this Territory plans to open Primary Schools within 1 KM in all the habitations with population 150 or more and an upper primary schools for every 2 primary schools. Accordingly adequate provisions have been kept in the Annual Plan Programme. Such being the facts, the implementation of Area Intensive Programme for Educationally Backward Minorities is not felt necessary in these Islands.

Number of Primary Schools and Middle Schools in minority dominated area, details of block-wise/Tehsil-wise educational institutions in this UT are as under:-

**District –wise and religion –wise population
as per Population Census- 2001.**

Name of religion	Andaman District			Nicobar District		
	Persons	Males	Females	Persons	Males	Females
All religions	314,084	170,319	143,765	42,068	22,653	19,415
Hindus	235,862 (75.09%)	128,439 (75.41%)	107,423 (74.72%)	10,727 (25.49%)	6,439 (28.42%)	4,288 (22.08%)
Muslims	27,134 (8.63%)	14,601 (8.57%)	12,533 (8.71%)	2,131 (5.06%)	1,135 (5.01%)	996 (5.13%)
Christians	49,033 (15.61%)	26,059 (15.30%)	22,974 (15.98%)	28,145 (66.90%)	14,470 (63.87%)	13,675 (70.43%)
Sikhs	1,079	599	480	508	274	234

Name of religion	Andaman District			Nicobar District		
	(0.34%)	(0.35%)	(0.33%)	(1.20%)	(1.20%)	(1.20%)
Buddhists	381 (0.12%)	290 (0.17%)	91 (0.06%)	40 (0.09%)	20 (0.08%)	20 (0.10%)
Jains	23 (0.007%)	12 (0.007%)	11 (0.007%)	--	--	--
Others	158 (0.05%)	88 (0.05%)	70 (0.048%)	80 (0.19%)	40 (0.17%)	40 (0.20%)
Religion not stated	414 (0.13%)	231 (0.135%)	183 (0.127%)	437 (1.03%)	275 (1.21%)	162 (0.83%)

Number of Institutions run by various religious groups, district-wise:-

Institutions	Andaman District				Nicobar District	Total A & N Islands
	Christians	Muslims	Sikhs	Total		
PS	3	2	0	5	NIL	6
MS	3	1	1	5	NIL	4
SS	0	1	0	1	NIL	1
SSS	1	1	0	2	NIL	2
Total	7	5	1	13	NIL	13

Minority education:

There are about 40 Madrasas functioning in Mosques. The WAKF board functioning in the Union Territory takes care of the Madarasas. There is no separate Madarasa Board in this UT. In all the habitations with population of 150 or more within 1 KM distance, facilities of Primary and Upper Primary Schools provided and weaker section of society irrespective of cast and creed have been extended the benefits of various schemes right from providing of mid-day-meal, free school uniform/Text Books etc. In this UT even in the remotest and isolated areas where primary schooling could not be provided so far have opened Non-Formal Education Centers under the scheme of "Elementary Education". This has become an important alternative channel for children who cannot attend full time schools; PRI's play a commanding role in promoting Formal and Non-Formal Education. Facilities for primary education through Mother Tongue are provided wherever it is demanded. However Vocational Courses are available in Two Sr. Sec. Schools.

Major Schemes:

Students are provided with the following incentives, irrespective of religion or community: -

- Free Books published by NCERT and CBSE like authentic agencies
- Free Uniforms
- Cooked Mid day meal from class (I-VIII). The impact of this incentive is that the students' day today attendance is improved and consequently the achievement level of students is also improving.
- Bus/Boat concession pass facility
- Scholarship to physically challenged students under inclusive-education programme is

provided to give them financial support they are also provided the equipment to overcome their specific disability. For example hearing aids, etc.

- Scholarship to student (day scholars/hostellers) pursuing professional/non-professional courses.
- Post metric scholarship scheme is implemented for the benefit of the tribal children.
- Prime Minister scholarship scheme for Tsunami affected children (PMSTAC) is also being implemented for the benefit of all those children who come under this category.

No separate Urdu Medium school is functioning in this territory. No teachers exclusively appointed as Urdu Teachers however for students learning Urdu as third language from VI-VIII, they are taught by Urdu knowing teachers in all such schools and Urdu books adequately made available through Book Depot.

There are about 40 Madrasas functioning in Mosques. The WAKF board functioning in the Union Territory takes care of the Madrasas. There is no separate Madrasa board in this UT. No Voluntary Organization and federations have come forward for starting any educational institutions for minorities. Thus each and every section of the society in this U.T having a distinct language, script or culture of its own has been given liberty to conserve the same. No child is denied admission into any educational institution under A & N

Administration is not receiving govt. aid, on ground of religion, race, caste, language or else. The education in this Island is being imparted in a very integrated manner for all round development of children of all communities who are the future of nation which is evidently reflected by the exemplary composite culture and socio-communal harmony among the people residing in A & N Islands.

8. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11

The UT has made substantial progress towards universalizing enrolment, retention and gender and social parity mainly by virtue of it being fairly better placed at the inception of SSA and some concerted efforts under SSA towards these objectives. The major challenge that the UT now faces is improving quality. The challenge becomes especially significant in view of the plurality of the Islands in terms of language and cultures etc. also, the lack of resources institution and the distance form mainland are other factors that will have to be considered while focusing on quality improvement. More efforts are needed for instilling energy and motivation in the system, especially with regard to teachers, academic support and programme management etc.

9. The major findings of Monitoring Institutions on implementation of the programme in the UT may be detailed out.

MI Observations for Appraisal 2010-11 for Andaman & Nicobar

I. General Information:

(i)	Name of the monitoring Institution	Indian Institute of Management, Kolkata
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Note: As per the TOR 2008-10 the Monitoring Institution has to cover all the district in the State / UT in a period of 2 years i.e 2008-10 and for every 6 months they should monitor 25% of the districts. For the UT of Andaman & Nicobar there were only 2 districts. As the numbers of districts are less in number the ministry has advised the MI to undertake monitoring activities of 2 districts at a time during the 1st six month of 2008-09 i.e from 1.08.2008 to 31.01.2009. Accordingly, the MI has submitted the 1st half yearly monitoring report for the 1.08.2008 to 31.01.2009 and submitting the report district of North & Middle Andaman and South Andaman. Accordingly, the MI has participated in the PAB meeting held on 08.04.2009 for the year 2009-10 and given a presentation during the PAB meeting. Now, for the 2nd six month of 2008-09 i.e for the period of 1.2.2009 to 31.7.2009, no monitoring work has been assigned hence no monitoring report to be expected to the MI. Hence, MI observations are not included in the appraisal note.

ANNEXURE

FACT SHEET

Fact Sheet – 2010-11 (to be annexed with Minutes)

State: **Andaman & Nicobar Islands**

No. of Districts: 03

No. of Blocks: 09

No. of Clusters: 37

No. of villages / wards : 245 +18 = 263

Total population: 3,56,152 (Source- Census- 2001)

Literacy Rate: 81.47 %

Child Population-

a. 6-11 years: 34,158

b. 11-14 years: 21,877

% of children passing with 60%: Boys- 58.19

Girls- 66.91

Total- 62.55

Educational Indicators

Enrolment I-V			Enrolment VI - VIII			Enrolment I – VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
17553	16689	34242	11618	10705	22323	29171	27394	56565

(Source- DISE, 2009-10)

GER	NER	Dropout rate	Retention Rate (I – V)	Retention Rate (I – VIII)
101.05	100	3.42	100	100
103.66	100		100	100

(Source- DISE- 2009-10)

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
86	92	89	100	100	100	100	100	100

(Source- DISE- 2009-10)

Out of school Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
00	00	00	00	00	00	00	00	00

	Target for 2009-10	Target Achieved	Target for 2010-11
1. Coverage of Out of school children	609	609	Maintain 100 % enrolment
2. Dropout rate	3.34	2.95	0.00
3. Attendance rate			
(i) Student Attendance rate - Primary	100	92	100
(ii) Student Attendance rate – Upper Primary	100	87	100
4. Achievement level			
(i) Primary	100	87	100
(ii) Upper Primary	100	82	100

5. Teacher Attendance Rate	100	92	100
6. No of single teacher school	00	NA	00
7. No of schools with PTR > 50	00	NA	00

Recommendation/Approval for 2010-11

New Primary schools (including upgradations)					
Sanctioned till 2009-10	Opened till March 2010	Recommendation/ Approval in 2010-11	Buildings completed	Teachers provided	TLE provided
10	05	0	00	10	05
Up gradation of PS to UPS					
Sanctioned till 2009-10	Opened till March 2010	Recommendation/ Approval	Buildings completed	Teachers provided	TLE provided
05	05	00	00	15	05

EGS									
Approved till 2009-10		Centers running as on March 2010		Centers to be upgraded to PS		Centres to be continued in 2010-11		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centres	Children	Centres	Children
30	362	21	269	00	0	21	269	00	00

Sub-District Structures functioning	Target for 2009-10	Achievement till March 2010	Recommendation / Approval for 2010-11
No. of BRCs	09	09	09
No. of URCs	00	00	00
No. of CRCs	37	37	37
Resource persons	90	90	90

Teachers under SSA					
	Sanctioned till 2009-10	In position	Recommendation/Approval in 2010-11		
			Against new schools	Additional teachers	Total
PS	52	42	10	32	42
UPS	15	15	15	0	15
Total	67	57	25	32	57

Teacher Training					
Type of training	Progress for 2009-10				Recommendation / Approval for 2010-11
	No. of teachers		Duration (No. of day) of the training		
	Target	Achievement	Target	Achievement	
a In service	3300	3300	10	10	
b new recruits	82	82	30	10	
c Untrained	00	00	00	00	
d. Others	00	00	00	00	
Total	3382	3382	-----	-----	

Interventions for Out of school children	Achievement of 2009-10		Targets for 2010-11	
	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission	00	00	0	0
2. EGS – Primary	24	302	21	269
3. EGS - Upper Primary	00	00	0	0
4. Resdl Bridge course	00	00	0	0
5. Non resdl Bridge Course	00	00	0	0
6. AIE – Mobile School	00	00	0	0
7. AIE – Back to school camp	00	00	0	0
8. AIE – Others	13	307	15	339
9. Maktab / Madarassas	00	00	0	0

Remedial Teaching

Target for 2009-10	Achievement till March 2010	Target for 2010-11
00	NA	00

Inclusive Education

No. of children identified	Covered till March 2010	Target for 2010-11 (No. of children to be covered)
457	457	466

Civil Works

	Sanctioned till 2009-10	Completed till March 2010	Recommendation/ Approval in 2010-11
School buildings (PS)	04	01	00
School buildings (UPS)	00	00	00
Additional Classrooms	160	78	13
Drinking Water	83	15	00
Toilets	79	19	00
Major repairs – PS	00	00	00
Major repairs - UPS	00	00	00
Residential Hostel	00	00	00
Furniture	00	00	00

REMS

	No. of research studies carried out during 2009-10	No. of research studies recommendation/Approval for 2010-11
Research	0	5

Innovation:**ECCE**

Progress for 2009-10			Recommendation/Approval for 2010-11		
No. of centers	No. of children enrolled	Financial	No. of centers	No. of children	Financial
00	NA	00	00	NA	00

Girls Education

Progress for 2009-10		Recommendation/Approval for 2010-11	
(Girls Beneficiaries)	Financial	(No. of Girls)	Financial
26934	10.52	28000	45.00

SC/ST

Progress for 2009-10		Recommendation/Approval for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
4183	6.25	4055	45.00

CAL

Progress for 2009-10			Recommendation/Approval for 2010-11		
No. of schools covered	No. of teachers trained	Financial	No. of schools to be covered	No. of teachers to be trained	Financial
43	80	2.260	51	196	149.30

Urban Deprived Children

Progress for 2009-10		Target for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
00	0.00	00	0.00

Minority Interventions

Progress for 2009-10		Target for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
00	0.00	00	0.00

Community Mobilization

	Target for 2009-10	Progress till March 2010	Recommendation/ Approval for 2010-11
No. of VECs	245	245	307
No. of SMCs/PTA/MTA	18	18	18
No. of VEC members to be trained Including Local Authority Members.	2010	2010	2892

NPEGEL

Major Activities	Target for 2009-10		Progress for 2009-10		Recommendation/ Approval	
	Physical	Financial	Physical	Financial	Physical	Financial
Non Recurring						
Recurring	NOT IMPLEMENTED IN ANDAMAN & NICOBAR ISLANDS					

KGBV

Target till 2009-10		Operational till March 2010		Construction of KGBV till March 2010			Target for 2010-11	
No. of KGBV	Enrollment	No. of KGBV	Enrollment	Completed	In progress	Yet to be start	No. of KGBVs	Enrollment
NOT IMPLEMENTED IN ANDAMAN & NICOBAR ISLANDS								

RESULTS FRAME WORK

S. No	Outcome Indicators	provided in AWP&B 2008-09	Target for 2009-10	Achievement 2009-10	Target for 2010-11	Target for 2011-12	Frequency & Report	Data Collection Instrument	Remarks
GOAL I: All children in School / EGS centres / Alternative and Innovative Education centres									
1	Number of children aged 6-14 years not enrolled in School / EGS Centres / AIE Centres	0	0	0	0	0	Annual, HHS & DISE	HHS	
2	Number of children enrolled in schools	54960	55640	52827	52827	52827	DISE	DISE	
3	Ratio of Primary to Upper Primary Schools/sections	2.6:1	2.6:1	2.2:1	2:01	2:01	DISE	DISE	
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	896	457	457	466	466	DISE	DISE	
GOAL II : Bridging gender and social category gaps									
5	Decline in shortfall of number of classrooms	0	10	10	41	0	Annual, DISE	DISE	
6	Girls as a share of students enrolled at Primary & Upper-Primary level.	48.49	49.5	48.57	50	50	DISE	DISE	
7	Enrolment of Scheduled Castes & Schedule Tribe children . Reflect their share in 6-14 years age group population in Primary and Upper Primary Schools	2.41	6.81	7.04	7.04	7.04	DISE	DISE	
		8.81	7.8	7.82	7.82	7.82	DISE	DISE	
		5.61	7.19	7.35	7.35	7.35	DISE	DISE	
GOAL III : Universal Retention									
8	Transition rates from Primary to Upper Primary	100	100	100	100	100	DISE	DISE	
9	Retention at Primary level	100	100	100	100	100	DISE	DISE	
10	Retention at elementary level	100	100	100	100	100	DISE	DISE	
11	Completion Ratio (Primary Level)	100	100	100	100	100	DISE	DISE	
12	Improvement in % schools with drinking water facility	92	100	100	100	100	DISE	DISE	
13	Improvement in % of school with Common Toilets	63	100	90	100	100	DISE	DISE	
14	Improvement in % of schools with separate toilet for Girls	58	100	87	100	100	DISE	DISE	
GOAL IV: Education of Satisfactory Quality									
15	Provision of quality inputs to improve learning levels								
	(i) Teachers availability (PTR)								
	(a) PTR- Overall	14:01	14:01	16:01	16:01	16:01	DISE	DISE	
	(b) Districts with PTR average >40 at Elementary Level	0	0	0	0	0	DISE	DISE	

S. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target for 2009-10	Achievement 2009-10	Target for 2010-11	Target for 2011-12	Frequency & Report	Data Collection Instrument	Remarks
	(c) Shortfall of Number of Teachers	0	0	0	0	0	DISE	DISE	
	(ii) Availability of Teaching Learning Material								
	(a) Eligible Students received free text books	100%	100%	60.46	100%	100%	DISE & QPR	QPR	
	(b) TLMs distributed to teachers	89%	100%	86.28%	100%	100%	DISE	DISE & QPR	
	(c) Coverage under CAL (No. of Schools)	38	43	43	32	100	DISE	DISE	
	Process indicators on quality								
	(i) Teacher Training	95%	100%	100%	100%	100%	DISE & QPR	QPR	
	(ii) Teacher support & Academic Supervision	100	100	100	100	100	QPR	QPR	
	(iii) Classroom Practices	225 days in an year 800 hours in an year	225 days in an year 800 hours in an year	225 days in an year 800 hours in an year	220 days in an year 45 hours in a week	220 days in an year 45 hours in a week	QPR	QPR	
16	(iv) Pupil Assessment System	There is continues evaluation system in primary classes for upper primary classes, 03 Terminal and an Annual Examination is conducted at Upper-Primary level	There is continues evaluation system in primary classes for upper primary classes, 03 Terminal and an Annual Examination is conducted at Upper-Primary level	There is continues evaluation system in primary classes for upper primary classes, 03 Terminal and an Annual Examination is conducted at Upper-Primary level	There is a plan to implement CCE for upper primary classes	There is a plan to implement CCE for upper primary classes	Study	study	
	(v) Attendance Rates								
	(a) Students	85%	100%	89%	100%	100%	Study	Study	
	(b) Teachers	92%	100%	96%	100%	100%	Study	Study	
17	Accountability to the community	70%	100%	85%	100%	100%	QPR	QPR	
13	National comparable student achievement level	Survey is not done in Andaman & Nicobar Islands	Survey is not done in Andaman & Nicobar Islands	Survey is not done in Andaman & Nicobar Islands	Target will be fixed as per the present status after the survey				

**PHYSICAL
PROGREESS
TABLES**

Name of the UT: Andaman & Nicobar Islands

CONSOLIDATE PROGRESS REPORT FOR AWP&B (2010-11)

S.No.	Interventions	Total Approved (upto 2009-10)	Achievement (Completed/Coverage Up to 31 March, 2010)	% Achievement
1	Primary School Openning	10	5	50
2	Upper Primary Openning	5	5	100
3	Teachers' Recruitment	67	57	85.07
4	Primary School Building	4	4	100
5	Upper Primary School Building	0	0	NA
6	Additional Class Rooms (ACR)	160	160	100
7	Drinking Water Facility	83	83	100
8	Toilet Facility	79	74	93.67
9	KGBV Functional			
10	KGBV Building Construction			
11	In service Teacher's Training (20 days)*	3382	3382	100
12	New Teacher's Training (30 days)*	0	0	NA
13	Untrained Teacher's Training (30 days)*	0	0	NA
14	Dist. of free text book*	14399	9421	65.43
15	Dist. of Teachers' grant*	3382	2919	86.31
16	Dist. of School grant*	428	428	100
17	Dist. of TLE grant*	0	0	NA
18	Remedial Teaching*	0	0	NA
19	Out of School Children*	0	0	NA
20	Progress on Inclusive Education	457	457	100
21	Progress on NPEGEL (MCS)			

Approved and Achievement of year 2009-10 only

(As on 15th February, 2010)

District	Primary School Buildings Sanctioned (Yearwise)										Total Sanctioned	Buildings Completed	Buildings in progress	Buildings yet to start	% completed	% In progress
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10							
South Andaman	NA	0	0	0	1	0	0	0	0	0	1	0	1	0	0	100
N & M Andaman			0	0	0	1	0	0	0	0	1	0	0	1	0	0
Nicobar	NA	0	0	0	1	1	0	0	0	0	2	0	0	2	0	0
A & N Islands	NA	0	0	0	2	2	0	0	0	0	4	0	1	3	0	0

District	Upper Primary School Buildings Sanctioned (Yearwise)										Total Sanctioned	Buildings Completed	Buildings in progress	Buildings yet to start	% completed	% In progress
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10							
South Andaman	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA
N & M Andaman			0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA
Nicobar	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA
A & N Islands	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA

District	Additional Classrooms (ACR) Sanctioned (Yearwise)										Total Sanctioned	Rooms Completed	Rooms in progress	Rooms yet to start	% completed	% In progress
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10							
South Andaman	NA	0	24	10	10	12	0	0	0	10	66	50	2	4	75.76	4.00
N & M Andaman			6	10	12	38				0	66	12	54	24	18.18	450.00
Nicobar	NA	0	9	7	12	0	0	0	0	0	28	0	0	0	0.00	#DIV/0!
A & N Islands	NA	0	39	27	34	50	0	0	0	10	160	56	62	28	35.00	110.71

District	Drinking Water Facility Sanctioned (Yearwise)										Total Sanctioned	Completed	In progress	yet to start	% completed	% In progress
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10							
South Andaman	NA	0	20	8	7	0	0	0	0	0	35	3	4	0	8.57	11.43
N & M Andaman			3	6	5	0	0	0	0	0	14	6	2	0	57.14	14.29
Nicobar	NA	0	13	8	13	0	0	0	0	0	34	0	0	0	0.00	0.00
A & N Islands	NA	0	36	22	25	0	0	0	0	0	83	11	6	0	13.25	7.23

District	Toilets Facility Sanctioned (Yearwise)										Total Sanctioned	Completed	in progress	yet to start	% completed	% In progress
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10							
South Andaman	NA	0	17	10	14	0	0	0	0	0	41	9	4	28	21.95	9.76
N & M Andaman			3	3	7	0	0	0	0	0	13	4	4	3	30.77	30.77
Nicobar	NA	0	10	8	7	0	0	0	0	0	25	0	0	0	0.00	0.00
A & N Islands	NA	0	30	21	28	0	0	0	0	0	79	13	8	31	16.46	10.13

District	BRC Building Sanctioned (Yearwise)										Total Sanctioned	Buildings Completed	Buildings in progress	Buildings yet to start	% completed	% In progress
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10							
South Andaman	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA
N & M Andaman											0	NA	NA	NA	NA	NA
Nicobar	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA
A & N Islands	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA

District	CRC Building Sanctioned (Yearwise)										Total Sanctioned	Buildings Completed	Buildings in progress	Buildings yet to start	% completed	% In progress
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10							
South Andaman	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA
N & M Andaman											0	NA	NA	NA	NA	NA
Nicobar	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA
A & N Islands	NA	0	0	0	0	0	0	0	0	0	0	NA	NA	NA	NA	NA

NAME OF THE UT: ANDAMAN & NICOBAR ISLANDS

PROGRESS OF PEDAGOGY

In Service Teachers' Training (10 Days)

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	1870	1870	100.00
N & M Andaman	1183	1183	100.00
Nicobar	329	329	100.00
A & N Islands	3382	3382	100.00

New Teachers' Training (30 Days)

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	NIL	NA	NA
N & M Andaman	NIL	NA	NA
Nicobar	NIL	NA	NA
A & N Islands	NIL	NA	NA

Untrained Teachers' Training (60 Days)

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	NIL	NA	NA
N & M Andaman	NIL	NA	NA
Nicobar	NIL	NA	NA
A & N Islands	NIL	NA	NA

Distribution of Free Text Books

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	7677	7584	98.79
N & M Andaman	6164	1405	22.79
Nicobar	558	432	77.42
A & N Islands	14399	9421	65.43

Teacher Grant

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	1870	1525	81.55
N & M Andaman	1183	1088	91.97
Nicobar	329	306	93.01
A & N Islands	3382	2919	86.31

Distribution of School Grant

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	170	170	100.00
N & M Andaman	188	188	100.00
Nicobar	70	70	100.00
A & N Islands	428	428	100.00

Distribution of TLE Grant

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	NIL	NA	NA
N & M Andaman	NIL	NA	NA
Nicobar	NIL	NA	NA
A & N Islands	NIL	NA	NA

Remedial Teaching

District	Approved in 2009-10	Achievement	% Achievement
South Andaman	NIL	NA	NA
N & M Andaman	NIL	NA	NA
Nicobar	NIL	NA	NA
A & N Islands	NIL	NA	NA

District wise Progress of IE, 2009-10

Name of the District	No. of CWSN identified	No. of CWSN covered through EGS/AIE	No. of CWSN covered through Home Based Education	No. of CWSN provided aids and appliances	No. of NGOs involved	No. of Resource Teachers appointed	No. of Schools made Barrier Free	% Expenditure on IE
South Andaman	230	0	0	230	1	0	0	28.98
N & M Andaman	198	0	0	198	1	0	0	86.21
Nicobar	29	0	0	29	1	0	0	33.67
A & N Islands	457	0	0	457	1	0	0	34.65

NPEGEL Progress Report Format

Sl. No.	District	No. of Blocks		No. of clusters		No. of clusters in urban slums		No. of Model Cluster School (MCS) cumulative		No. of Girls enrolled in MCS	Construction of Additional Classrooms		Construction of Toilets		Construction of Drinking Water Facility		Electrification	
		Cumulative Target till 2009-10	Cumulative Achievement	Cumulative Target till 2009-10	Cumulative Achievement	Cumulative Target till 2009-10	Cumulative Achievement	Cumulative Target till 2009-10	Cumulative Achievement		Cumulative Target till 2009-10	Cumulative Achievement	Cumulative Target till 2009-10	Cumulative Achievement	Cumulative Target till 2009-10	Cumulative Achievement	Cumulative Target till 2009-10	Cumulative Achievement
1																		
2																		
3																		
4																		
	Grand Total																	

Sl. No.	District	No. of ECCE Centres opened under NPEGEL		No. of Children covered in ECCE centres	Award to best School/Teacher		Learning through Open Schools (No. of girls covered)	No. of teachers trained on gender sensitization	Remedial Teaching (No. of Girls covered)	Bridge Courses (No. of Girls covered)	Student Evaluation (No. of Girls covered)	Community Mobilisation (No. of people trained)	Additional Incentives (No. of Girls covered)		Total No. of girls benefiting from NPEGEL	No. of NGO involved in the prog.
		Cumulative Target till 2009-10	Cumulative Achievement		Target for 2009-10	Ach.							Uniforms	Other incentives		
1																
2																
3																
4																
	Grand Total															

PROGRESS OF KGBV

Sl. No.	District	KGBV sanctioned (Modelwise)				Operational (Modelwise)				Enrollment (Modelwise)				Building Status	
		I	II	III	Total	I	II	III	Total	I	II	III	Total	Completed	In Progress
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

NPEGEL & KGBV is not implemented in Andaman & Nicobar Islands

DATA TABLES

		ANDAMAN & NICOBAR ISLANDS																								Population Density	Sex Ratio
SL No	Name of District / Block	Population all community						Total Population of All Community			Population																
		Urban			Rural			Male	Female	Total	SC				ST				Muslim								
		Male	Female	Total	Male	Female	Total				Male	Female	Total	% to total pop	Male	Female	Total	% to total pop	Male	Female	Total	% to total pop					
DISTRICT- SOUTH ANDAMAN																											
1	BRC- South Andaman (U) & BRC- Hutbay @	60389	49022	109411	27973	22461	50434	88362	71483	159845	0	0	0	0	1325	1067	2392	1.4964	9928	7646	17574	8.4299	79 & 24	809 & 037			
2	BRC- Wimberlygunj @	3622	3165	6787	22278	19561	41839	25900	22726	48626	0	0	0	0	127	81	208	0.4278					45	877			
DISTRICT TOTAL		64011	52187	116198	50251	42022	92273	114262	94209	208471	0	0	0	0	1452	1148	2600	1.2472	9928	7646	17574	8.4299	49.33	841			
DISTRICT- NORTH & MIDDLE ANDAMAN																											
4	BRC- Rangat @	0	0	0	20692	18132	38824	20692	18132	38824	0	0	0	0	113	94	207	0.5332	4673	4887	9560	9.0519	36	876			
5	BRC- Mayabunder @	0	0	0	12748	11164	23912	12748	11164	23912	0	0	0	0	40	34	74	0.3095					18	876			
6	BRC- Diglipur @	0	0	0	22617	20260	42877	22617	20260	42877	0	0	0	0	20	3	23	0.0536					48	896			
DISTRICT TOTAL		0	0	0	56057	49556	105613	56057	49556	105613	0	0	0	0	173	131	304	0.2878	4673	4887	9560	9.0519	34	882.67			
DISTRICT- NICOBAR																											
7	BRC- Car Nicobar @	0	0	0	10663	9629	20292	10663	9629	20292	0	0	0	0	7914	7985	15899	78.351	1135	996	2131	5.0656	157	903			
8	BRC- Nancowry @ & BRC- Campbell Bay @	0	0	0	11990	9786	21776	11990	9786	21776	0	0	0	0	5588	5078	10666	48.981					13 & 7.2	816 & 741			
DISTRICT TOTAL		0	0	0	22653	19415	42068	22653	19415	42068	0	0	0	0	13502	13063	26565	63.148	1135	996	2131	5.0656	59.07	820			
STATE TOTAL		64011	52187	116198	128961	110993	239954	192972	163180	356152	0	0	0	0	15127	14342	29469	8.2743	15736	13529	29265	8.217	47.47	847.89			

Source: Census, 2001

LITERACY RATE

Table-2

Name of the UT: **Andaman & Nicobar Islands**

Sl. No	Name of District / Block	Literacy Rate											Female Literacy Rate	
		All Communities			SC			ST			Muslim			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female		Total
DISTRICT- SOUTH ANDAMAN														
1	BRC- South Andaman (U) & BRC- Hutbay ®	91.5	83.9	87.7	0	0	0			0			0	95.67
2	BRC- Wimberlygunj ®	87.9	82.3	85.1	0	0	0			0			0	96.71
DISTRICT TOTAL		89.7	83.1	86.4	0	0	0	0	0	0	0	0	0	96.18
DISTRICT- NORTH & MIDDLE ANDAMAN														
3	BRC- Rangat ®	86.5	77.9	82.2	0	0	0			0			0	94.77
4	BRC- Mayabunder ®	86.7	76.5	81.6	0	0	0			0			0	93.75
5	BRC- Diglipur ®	82.7	69.2	75.95	0	0	0			0			0	91.11
DISTRICT TOTAL		85.3	74.53	79.92	0	0	0	0	0	0	0	0	0	93.26
DISTRICT- NICOBAR														
6	BRC- Car Nicobar ®	82.9	69.7	76.3	0	0	0			0			0	91.35
7	BRC- Nancowry ® BRC- Campbell Bay ®	79.3	66.2	72.75	0	0	0			0			0	91.00
DISTRICT TOTAL		54.07	45.30	49.68	0	0	0	0	0	0	0	0	0	91.18
STATE TOTAL		76.36	67.64	72.00	0	0	0	0	0	0	0	0	0	93.95

Source : Census 2001

BASIC ADMINISTRATIVE INDICATORS

Table-3

Name of the UT:		Andaman & Nicobar Islands						
SL. No.	Name of District / Block	No. of Educational Blocks (if any)	No. of BRC	CRC	No. of villages/ Wards*	No. of Habitation	No. of Panchayats	Remarks
DISTRICT- SOUTH ANDAMAN								
1	BRC- South Andaman (U)	1	1	9	51	138	10	Villages- 33 & 18 Wards
2	BRC- Wimberlygunj ®	1	1	5	53	65	15	
3	BRC- Hutbay ®	1	1	2	13	79	4	
DISTRICT TOTAL		3	3	16	117	282	29	
DISTRICT- NORTH & MIDDLE ANDAMAN								
4	BRC- Rangat ®	1	1	5	42	111	14	
5	BRC- Mayabunder ®	1	1	3	26	64	8	
6	BRC- Diglipur ®	1	1	5	30	117	13	
DISTRICT TOTAL		3	3	13	98	292	35	
DISTRICT- NICOBAR								
7	BRC- Car Nicobar ®	1	1	3	0	24	0	There are only Census villages but no Revenue Village
8	BRC- Nancowry ®	1	1	3	0	28	0	
9	BRC- Campbell Bay ®	1	1	2	7	13	3	
DISTRICT TOTAL		3	3	8	7	65	3	
STATE TOTAL		9	9	37	222	639	67	

Source: DISE, 2009-10

HABITATIONS AND ACCESS (PRIMARY)

Table-4 (A)

Name of the UT: **Andaman & Nicobar Islands**

SL. No.	Name of District / Block	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS (within 1 KM)	Habitations without Primary Schools / EGS					
			Primary School/ Sections (within 1 KM)	EGS (within 1 KM)		Habitations eligible for PS as per state norms	No. of Children in such (Col. 7) Habitations	Habitations not eligible PS but eligible for EGS	No. of Children in such (Col. 9) Habitations	Habitations not eligible for PS/EGS	No. of Children in such Habitations
DISTRICT- SOUTH ANDAMAN											
1	BRC- South Andaman (U)	138	102	0	36	0	0	0	0	36	0
2	BRC- Wimberlygunj ®	65	53	3	9	0	0	0	0	9	0
3	BRC- Hutbay ®	79	48	0	31	0	0	0	0	31	0
DISTRICT TOTAL		282	203	3	76	0	0	0	0	76	0
DISTRICT- NORTH & MIDDLE ANDAMAN											
4	BRC- Rangat ®	111	86	9	16	0	0	0	0	16	0
5	BRC- Mayabunder ®	64	42	3	19	0	0	0	0	19	0
6	BRC- Diglipur ®	117	91	6	20	0	0	0	0	20	0
DISTRICT TOTAL		292	219	18	55	0	0	0	0	55	0
DISTRICT- NICOBAR											
7	BRC- Car Nicobar ®	24	18	0	6	0	0	0	0	6	0
8	BRC- Nancowry ®	28	23	0	5	0	0	0	0	5	0
9	BRC- Campbell Bay ®	13	8	0	5	0	0	0	0	5	0
DISTRICT TOTAL		65	49	0	16	0	0	0	0	16	0
STATE TOTAL		639	471	21	147	0	0	0	0	147	0

Source: Census, 2001

DISE, 2009-10

CHILD POPULATION (6-11 AGE GROUP)

Name of the UT: Andaman & Nicobar Islands		ALL COMMUNITIES (6-11 age group)									OBC (6-11 age group)									ST (6-11 age group)									Muslim (6-11 age group)								
SL No.	Name of the District/Block	Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
		DISTRICT- SOUTH ANDAMAN																																			
1	BRC- South Andaman (U)	6273	5823	12096	2070	2035	4105	8343	7858	16201	143	138	281	18	16	34	161	154	315	152	136	288	13	14	27	165	150	315	576	519	1095	113	124	237	689	643	1332
2	BRC- Wemberlygul (R)	0	0	0	1702	1694	3396	1702	1694	3396	0	0	0	247	183	430	247	183	430	0	0	0	14	16	30	14	16	30	0	0	0	336	371	707	336	371	707
2	BRC- Hurlbay (R)	0	0	0	946	877	1823	946	877	1823	0	0	0	14	8	22	14	8	22	0	0	0	75	53	129	76	53	129	0	0	0	16	9	25	16	9	25
DISTRICT TOTAL		6273	5823	12096	4718	4606	9324	10991	10429	21420	143	138	281	279	207	486	422	345	767	152	136	288	103	83	186	255	219	474	576	519	1095	465	504	969	1041	1023	2064
DISTRICT- NORTH & MIDDLE ANDAMAN																																					
4	BRC- Rangat (R)	0	0	0	2015	1964	3979	2015	1964	3979	0	0	0	165	159	324	165	159	324	0	0	0	16	6	22	16	6	22	0	0	0	34	43	77	34	43	77
5	BRC- Mayabunder (R)	0	0	0	984	974	1958	984	974	1958	0	0	0	68	80	148	68	80	148	0	0	0	9	5	14	9	5	14	0	0	0	30	39	69	30	39	69
6	BRC- Diglipur (R)	0	0	0	2132	2100	4232	2132	2100	4232	0	0	0	30	24	54	30	24	54	0	0	0	12	4	16	12	4	16	0	0	0	18	21	39	18	21	39
DISTRICT TOTAL		0	0	0	5131	5038	10169	5131	5038	10169	0	0	0	263	263	526	263	263	526	0	0	0	37	15	52	37	15	52	0	0	0	82	103	185	82	103	185
DISTRICT- NICOBAR																																					
7	BRC- Car Nicobar (R)	0	0	0	518	543	1061	518	543	1061	0	0	0	0	0	0	0	0	0	0	0	0	501	534	1035	501	534	1035	0	0	0	16	20	36	16	20	36
8	BRC- Nancowry (R)	0	0	0	463	445	908	463	445	908	0	0	0	1	0	1	1	0	1	0	0	0	369	348	717	369	348	717	0	0	0	4	5	9	4	5	9
9	BRC- Campbell Bay (R)	0	0	0	333	267	600	333	267	600	0	0	0	0	0	0	0	0	0	0	0	0	40	28	68	40	28	68	0	0	0	6	4	10	6	4	10
DISTRICT TOTAL		0	0	0	1314	1255	2569	1314	1255	2569	0	0	0	1	0	1	1	0	1	0	0	0	910	910	1820	910	910	1820	0	0	0	26	29	55	26	29	55
STATE-TOTAL		6273	5823	12096	11163	10899	22062	17436	16722	34158	143	138	281	543	470	1013	686	608	1294	152	136	288	1050	1008	2058	1202	1144	2346	576	519	1095	573	636	1209	1149	1155	2304

Source: Updated Household Survey, 2008

Table - 5

CHILD POPULATION (11-14 AGE GROUP)

Name of the UT: Andaman & Nicobar Islands		ALL COMMUNITIES (11-14 Years age group)									OBC (11-14 Years age group)									ST (11-14 Years age group)									Muslim (11-14 Years age group)								
---	--	--	--	--	--	--	--	--	--	--	--------------------------------	--	--	--	--	--	--	--	--	-------------------------------	--	--	--	--	--	--	--	--	-----------------------------------	--	--	--	--	--	--	--	--

SL. No.	Name of the District/ Block	Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total											
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T									
DISTRICT- SOUTH ANDAMAN																																					
1	BRC- South Andaman (U)	4006	3624	7630	959	1017	1976	4965	4641	9606	98	111	209	3	12	15	101	123	224	82	80	162	9	9	18	91	89	180	325	275	600	46	44	90	371	319	690
2	BRC- Wimberlygunj @	0	0	0	1106	1016	2122	1106	1016	2122	0	0	0	169	148	317	169	148	317	0	0	0	4	6	10	4	6	10	0	0	0	231	196	427	231	196	427
3	BRC- Huibay @	0	0	0	539	531	1070	539	531	1070	0	0	0	0	0	0	0	0	0	0	0	0	37	35	72	37	35	72	0	0	0	7	11	18	7	11	18
DISTRICT TOTAL		4006	3624	7630	2604	2564	5168	6610	6188	12798	98	111	209	172	160	332	270	271	541	82	80	162	50	50	100	132	130	262	325	275	600	284	251	535	609	526	1135
DISTRICT- NORTH & MIDDLE ANDAMAN																																					
4	BRC- Rangat @	0	0	0	1553	1482	3035	1553	1482	3035	0	0	0	185	157	342	185	157	342	0	0	0	15	13	28	15	13	28	0	0	0	30	23	53	30	23	53
5	BRC- Mayabunder @	0	0	0	581	602	1183	581	602	1183	0	0	0	46	57	103	46	57	103	0	0	0	4	7	11	4	7	11	0	0	0	17	19	36	17	19	36
6	BRC- Diglipur @	0	0	0	1601	1358	2999	1601	1398	2999	0	0	0	0	0	0	0	0	0	0	0	0	4	4	8	4	4	8	0	0	0	6	11	17	6	11	17
DISTRICT TOTAL		0	0	0	3735	3482	7217	3735	3482	7217	0	0	0	231	214	445	231	214	445	0	0	0	23	24	47	23	24	47	0	0	0	53	53	106	53	53	106
DISTRICT- NICOBAR																																					
7	BRC- Car Nicobar @	0	0	0	473	426	899	473	426	899	0	0	0	1	0	1	1	0	1	0	0	0	462	395	857	462	395	857	0	0	0	11	6	17	11	6	17
8	BRC- Nancowry @	0	0	0	317	306	623	317	306	623	0	0	0	0	0	0	0	0	0	0	0	0	270	236	506	270	236	506	0	0	0	2	1	3	2	1	3
9	BRC- Campbell Bay @	0	0	0	174	166	340	174	166	340	0	0	0	0	0	0	0	0	0	0	0	0	23	14	37	23	14	37	0	0	0	2	3	5	2	3	5
DISTRICT TOTAL		0	0	0	964	898	1862	964	898	1862	0	0	0	1	0	1	1	0	1	0	0	0	755	645	1400	755	645	1400	0	0	0	15	10	25	15	10	25
STATE TOTAL		4006	3624	7630	7303	6944	14247	11309	10568	21877	98	111	209	404	374	778	502	485	987	82	80	162	828	719	1547	910	799	1709	325	275	600	352	314	666	677	589	1266

Source: Updated Household Survey, 2006

Name of District :

S.No.	Block/ Municipal Area	Enrolment (6-11 age group)												Out of School Children (6-11 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC				ST				Muslim			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mus Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Total																													

Please Specify Rural block with (R) and Municipal area with(U)

S.No.	Block/ Municipal Area	Enrolment (11-14 age group)												Out of School Children (11-14 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC				ST				Muslim			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mus Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Total																													

Please Specify Rural block with (R) and Municipal area with(U)

Note : To be updated from household survey or Village Edu. Register data

Source: _____, Year: _____

Table - 8

OUT OF SCHOOL CHILDREN WITH REASONS

Name of District _____

S. No.	Name of Block/ Municipal Area	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	2	3	4	5	6	7	8	9	10	11	12
	Total										

Please Specify Rural block with (R) and Municipal area with(U)

Source: _____

Year : _____

Table - 9

COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the District _____

S. No.	Block/ Municipal Area	No. of OoSC as per HHS	No. of Out of Schol Children propoed to be covered under different strategies in the Next Year												
			No. of Children to be directly enrolled in School	No. of Children to be enrolled in EGS	No. of EGS Centre	No. of Children to be enrolled in NRBC	No. of NRBC Centre	No. of Children to be enrolled in RBC	No. of RBC Centre	No. of Children to be enrolled in Madarsa/Ma ktab	No. of Madarsa/ Maktab	No. of Children to be enrolled in other Strategy(pl. specify)	No. of Centers	Total No. of Children to be enrolled	Total No. of Centers
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total															

Please Specify Rural block with (R) and Municipal area with(U)

Source _____, Year _____

CONTINUING CENTERS FROM PREVIOUS YEAR

S.NO.	Block/ Municipal Area	No. of Children Continuing from previous year in											
		Children in EGS center	No. of EGS centre	Children in NRBC center	No. of NRBC centre	Children in RBC center	No. of RBC centre	Children in Madarsa/Makt abs	No. of Madarsa/ Maktab	Children in other Strategies	No. of centre	Total children	Total No. of centre
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total													

Please Specify Rural block with (R) and Municipal area with(U)

Source _____, Year _____

Table - 10

GER, NER, Completion and Transition Rate

Name of the UT:		Andaman & Nicobar Islands			Table 10 (A)			
Sl. No.	Name of the District/Block	Primary level			Upper Primary level			
		GER	NER	Gross Completion Ratio (Primary level)	GER	NER	Gross Completion Ratio	Transition Rate (Primary to Upper Primary)
DISTRICT- SOUTH ANDAMAN								
1	BRC- South Andaman (U)	101.12	100		102.22	100		
2	BRC- Wimberlygunj ®	100.94	100		100.99	100		
3	BRC- Hutbay ®	100.66	100		101.49	100		
DISTRICT TOTAL		101.05	100		101.95	100		
DISTRICT- NORTH & MIDDLE ANDAMAN								
4	BRC- Rangat ®	104.80	100		102.7	100		
5	BRC- Mayabunder ®	101.84	100		100.42	100		
6	BRC- Diglipur ®	103.45	100		102.63	100		
DISTRICT TOTAL		103.66	100		102.3	100		
DISTRICT- NICOBAR								
7	BRC- Car Nicobar ®	103.58	100		101.78	100		
8	BRC- Nancowry ®	103.19	100		101.45	100		
9	BRC- Campbell Bay ®	104.17	100		101.47	100		
DISTRICT TOTAL		103.58	100		101.61	100		
STATE TOTAL		102.02	100		102.03	100		

Source- DISE, 2009-10

Table 10 (B)

SL. No.	Name of the District/Block	Primary level											
		GER				NER				Gross Completion Ratio (Primary level)			
		SC	ST	OBC	MUSLIM	SC	ST	OBC	MUSLIM	SC	ST	OBC	MUSLIM
DISTRICT- SOUTH ANDAMAN													
1	BRC- South Andaman (U)	0	101.59	105.39	101.5	0	100	100	100				
2	BRC- Wimberlygunj ®	0	100.00	124.65	106.65	0	100	100	100				
3	BRC- Hutbay ®	0	100.00	100	112	0	100	100	100				
DISTRICT TOTAL			101.05	116.03	103.39	0	100	100	100				
DISTRICT- NORTH & MIDDLE ANDAMAN													
4	BRC- Rangat ®	0	100	102.78	107.79	0	100	100	100				
5	BRC- Mayabunder ®	0	107.14	101.35	105.79	0	100	100	100				
6	BRC- Diglipur ®	0	106.25	105.55	102.96	0	100	100	100				
DISTRICT TOTAL			103.84	102.66	105.94	0	100	100	100				
DISTRICT- NICOBAR													
7	BRC- Car Nicobar ®	0	102.8	0	100	0	100	100	100				
8	BRC- Nancowry ®	0	104.18	100	100	0	100	100	100				
9	BRC- Campbell Bay ®	0	100	0	100	0	100	100	100				
DISTRICT TOTAL		0	103.24	100	100	0	100	100	100				
STATE TOTAL		0	102.81	110.58	103.51	0	100	100	100				

Source- DISE, 2009-10

Table 10 (C)

SL. No.	Name of the District/Block	Upper Primary level															
		GER				NER				Gross Completion Ratio (Upper-Primary Level)				Transition Rate (Primary to upper-Primary)			
		SC	ST	OBC	MUSLIM	SC	ST	OBC	MUSLIM	SC	ST	OBC	MUSLIM	SC	ST	OBC	MUSLIM
DISTRICT- SOUTH ANDAMAN																	
1	BRC- South Andaman (U)	0.00	103.33	104.91	101.30	0	100	100	100								
2	BRC- Wimberlygunj @	0.00	100.00	102.52	101.40	0	100	100	100								
3	BRC- Hutbay @	0.00	111.11	0.00	105.55	0	100	100	100								
DISTRICT TOTAL		0.00	105.34	103.51	101.40	0	100	100	100								
DISTRICT- NORTH & MIDDLE ANDAMAN																	
4	BRC- Rangat @	0.00	100.00	103.22	100.00	0	100	100	100								
5	BRC- Mayabunder @	0.00	100.00	114.56	105.55	0	100	100	100								
6	BRC- Diglipur @	0.00	100.00	0.00	100.00	0	100	100	100								
DISTRICT TOTAL		0.00	100.00	105.84	101.88	0	100	100	100								
DISTRICT- NICOBAR																	
7	BRC- Car Nicobar @	0.00	101.63	100.00	105.88	0	100	100	100								
8	BRC- Nancowry @	0.00	106.72	0.00	133.33	0	100	100	100								
9	BRC- Campbell Bay @	0.00	102.70	0.00	120.00	0	100	100	100								
DISTRICT TOTAL		0.00	101.64	100.00	112.00	0	100	100	100								
STATE TOTAL		0.00	102.16	104.55	101.65	0	100	100	100								

Source- DISE, 2009-10

Table - 11

Promotion, Repetition and Dropout Rate (All Category)

Table-11 (A)

NAME OF THE UT:		ANDAMAN & NICOBAR ISLANDS																												
Sl. No.	Name of the District/Block	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
DISTRICT- SOUTH ANDAMAN																														
1	BRC- South Andaman	Promotion	92.94	92.67	92.93	101.85	86.28	95.86	104.80	93.88	95.19	101.90	97.21	96.26	96.53	96.60	97.64	99.50	95.74	95.50	100.87	93.78	90.49	95.62	94.20	91.63				
		Repetition	5.55	4.57	5.07	4.20	3.63	3.76	5.42	2.93	4.00	3.74	2.92	3.22	3.54	2.46	3.03	4.51	3.30	3.82	11.31	5.38	7.76	8.77	3.93	6.13				
		Dropout	1.61	2.56	2.11	0.00	0.00	0.38	0.00	3.18	0.81	0.00	0.00	0.52	0.00	0.00	0.94	0.00	4.01	0.96	0.64	0.00	0.87	1.75	0.00	1.87	2.24			
2	BRC- Wimbertygunj	Promotion	92.27	101.27	97.17	95.75	100.00	102.97	105.28	96.89	98.14	103.89	109.88	102.15	122.78	105.03	108.91	103.72	102.67	101.95	90.91	85.40	88.15	96.62	93.37	92.42				
		Repetition	2.21	1.59	1.84	1.78	2.08	2.03	0.93	3.62	0.75	0.90	0.30	0.57	1.18	0.59	0.85	1.42	1.03	1.21	1.10	3.31	2.20	1.10	0.83	0.93				
		Dropout	0.89	0.00	0.89	2.9*	0.00	2.97	0.00	1.06	1.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.99	11.29	9.64	0.28	5.80	6.65			
3	BRC- Hutbay	Promotion	95.36	115.94	103.92	97.62	101.79	105.35	110.81	101.62	104.24	101.81	98.19	96.51	100.63	100.63	97.25	101.26	103.19	101.47	98.86	93.18	94.94	99.03	98.55	97.38				
		Repetition	6.39	10.67	8.13	2.98	1.19	2.20	2.70	2.16	2.39	5.42	2.41	3.78	7.59	3.80	5.50	4.94	3.80	4.36	2.27	0.57	1.40	0.00	2.90	1.43				
		Dropout	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.65	3.65	0.97	1.32	1.19			
DISTRICT TOTAL		Promotion	92.97	95.71	94.37	100.40	98.66	97.89	105.40	95.02	96.42	102.21	99.33	97.24	101.11	98.27	99.52	100.32	97.43	97.03	99.03	92.30	90.46	96.46	94.48	92.31				
		Repetition	5.06	4.53	4.81	3.72	3.17	3.38	4.50	2.51	3.37	3.42	2.45	2.83	3.46	2.26	2.85	4.05	2.98	3.45	8.85	4.64	6.38	6.60	3.30	4.79				
		Dropout	1.97	0.00	0.82	0.00	0.00	0.00	0.00	2.47	0.21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.06	3.16	0.00	2.22	2.90				
DISTRICT- NORTH & MIDDLE ANDAMAN																														
1	BRC- Rangat	Promotion	95.55	98.34	96.34	94.14	95.06	95.90	97.92	97.63	97.13	103.51	99.50	97.24	96.77	98.38	100.94	97.45	97.75	97.60	100.19	91.11	91.34	100.80	94.60	93.76				
		Repetition	1.87	1.66	1.77	0.45	0.67	0.57	1.15	1.15	1.15	1.75	1.00	1.32	1.41	1.01	1.25	1.32	1.08	1.20	7.78	4.26	5.75	4.60	3.00	3.65				
		Dropout	1.89	0.00	1.89	5.41	4.27	3.53	0.92	1.15	1.72	0.00	0.00	0.00	1.82	0.61	1.02	1.23	1.17	1.20	0.00	4.63	2.92	0.00	2.40	2.59				
2	BRC- Mayabunder	Promotion	92.55	93.07	92.35	98.4*	91.49	92.49	105.91	96.06	97.85	85.02	92.27	94.10	86.70	84.12	86.15	93.42	91.19	92.44	70.71	77.82	80.87	78.97	97.95	86.47				
		Repetition	8.51	7.92	8.16	6.38	3.72	4.82	4.93	3.45	4.06	3.86	2.42	3.33	3.43	4.72	4.11	5.30	4.45	4.88	11.72	8.79	11.16	13.33	5.84	9.27				
		Dropout	0.00	0.00	0.00	0.00	4.79	2.59	2.59	0.49	0.00	11.11	5.31	2.56	9.87	11.16	9.74	1.28	4.38	2.68	17.57	13.39	9.79	7.69	0.00	4.28				
3	BRC- Diglipur	Promotion	93.19	92.67	92.93	93.76	92.84	91.82	102.99	95.96	96.11	94.37	95.53	96.18	102.91	84.27	93.42	97.62	92.19	94.10	98.27	88.85	86.49	106.33	90.27	90.62				
		Repetition	5.16	2.60	3.89	5.08	3.70	4.32	2.07	2.54	2.22	2.60	2.17	2.40	3.68	3.69	3.68	3.70	2.96	3.30	7.97	8.30	7.61	4.98	4.98	4.59				
		Dropout	1.64	4.73	3.18	1.15	3.46	3.86	0.00	1.61	1.67	3.03	1.30	1.42	0.00	12.04	2.80	1.32	4.85	0.00	0.00	4.84	5.91	0.00	4.75	4.80				
DISTRICT TOTAL		Promotion	94.04	94.83	94.15	94.74	93.53	93.61	101.49	96.64	96.85	95.97	96.81	96.21	97.43	89.86	94.98	96.78	94.18	95.17	94.17	89.96	87.56	99.21	93.49	91.29				
		Repetition	4.42	3.34	3.68	3.39	2.44	2.89	2.24	2.15	2.15	2.53	1.78	2.15	2.73	2.82	2.81	3.04	2.50	2.76	8.55	6.78	7.41	6.24	4.22	4.96				
		Dropout	1.54	1.82	1.97	1.88	4.03	3.50	0.00	1.21	1.00	1.50	1.41	1.64	0.00	7.32	2.20	0.18	3.31	2.06	0.00	6.26	5.02	0.00	2.29	3.75				
DISTRICT- NICOBAR																														
1	BRC- Car Nicobar	Promotion	92.86	97.98	95.26	110.63	101.84	100.92	80.77	102.88	96.95	89.84	96.88	98.35	114.39	105.76	106.99	98.29	101.22	100.17	120.74	101.48	101.01	112.24	97.96	97.48				
		Repetition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00				
		Dropout	7.14	2.02	4.74	0.00	0.00	0.00	19.23	0.00	3.05	10.16	3.13	1.65	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.04	2.52			
2	BRC- Nancowry	Promotion	97.26	93.81	95.29	109.62	92.23	95.43	92.39	95.70	92.06	92.31	89.42	89.15	100.00	89.58	84.26	98.51	92.09	91.05	93.81	92.92	86.48	92.97	83.59	84.33				
		Repetition	1.37	5.15	3.53	0.96	1.94	1.37	4.35	1.08	2.65	3.85	2.88	3.30	4.17	1.04	2.31	2.99	2.43	2.58	0.00	1.77	0.82	0.78	0.78	0.75				
		Dropout	1.37	1.03	1.18	0.00	5.83	3.20	3.26	3.23	5.29	3.85	7.69	7.55	0.00	9.37	13.43	11.49	5.48	6.36	6.19	5.31	12.70	6.25	15.63	14.93				
3	BRC- Campbell Bay	Promotion	87.88	86.27	87.18	113.33	81.67	86.03	86.11	88.89	96.92	103.23	95.16	91.79	96.97	86.36	94.53	96.93	87.78	91.32	105.17	86.21	89.52	83.33	103.33	104.87				
		Repetition	3.03	0.00	1.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.61	0.00	0.31	0.00	0.00	0.00	0.00	0.00					
		Dropout	9.09	13.73	11.11	0.00	18.33	13.97	13.89	11.11	3.08	0.00	4.84	8.21	3.03	13.64	5.47	2.45	12.22	8.37	0.00	13.79	10.48	16.67	0.00	0.00				
DISTRICT TOTAL		Promotion	92.33	93.93	93.37	110.86	93.61	95.28	86.19	96.65	95.16	93.54	93.88	95.55	105.98	96.25	96.67	98.04	94.92	94.87	107.84	95.42	93.53	99.70	93.43	93.50				
		Repetition	1.20	2.02	1.61	0.37	0.75	0.52	1.49	0.37	0.97	1.36	1.02	1.19	1.33	0.33	0.79	1.16	0.87	1.00	0.00	0.65	0.30	0.30	0.30	0.29				
		Dropout	5.98	4.05	5.02	0.00	5.64	4.20	12.31	2.97	3.88	5.10	5.10	5.26	0.00	3.32	2.54	0.80	4.21	4.14	0.00	3.92	6.17	0.00	6.27	6.21				
STATE TOTAL		Promotion	93.11	94.82	93.96	102.00	95.33	95.53	97.69	96.10	96.14	97.24	96.67	95.67	101.51	94.83	97.06	98.38	95.51	95.69	100.35	92.56	90.52	98.46	93.80	92.37				
		Repetition	3.56	3.30	3.43	2.49	2.12	2.26	2.74	1.68	2.16	2.44	1.75	2.06	2.51	1.80	2.15	2.75	2.12	2.40	5.80	4.02	4.70	4.38	2.61	3.35				
		Dropout	3.16	1.96	2.60	0.63	3.22	2.57	4.10	2.22	1.70	2.20	2.17	2.30	0.00	3.55	1.58	0.33	2.51	2.07	0.00	4.41	4.78	0.00	3.59	4.29				

SOURCE - DISE- 2009-10

Promotion, Repetition and Dropout Rate (ST)

Table-11 (B)

NAME OF THE UT:		ANDAMAN & NICOBAR ISLANDS																												
Sl. No.	Name of the District/Block	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
DISTRICT- SOUTH ANDAMAN																														
DISTRICT TOTAL	Promotion	148.72	108.11	128.95	145.71	139.46	142.47	128.26	120.93	124.72	122.50	130.30	126.03	63.46	92.31	75.83	117.92	117.89	117.91	94.12	75.86	84.40	90.38	114.29	101.06					
	Repetition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.53	0.25	13.73	8.62	11.01	3.85	4.76	4.26					
	Dropout	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15.52	4.59	5.77	0.00	0.00				
DISTRICT- NORTH & MIDDLE ANDAMAN																														
DISTRICT TOTAL	Promotion	87.50	0.00	100.00	87.50	100.00	92.86	111.11	0.00	122.22	128.57	150.00	136.36	160.00	100.00	121.43	110.81	121.05	114.29	150.00	128.57	138.46	150.00	150.00	150.00					
	Repetition	0.00	0.00	0.00	0.00	0.00	0.00	11.11	0.00	11.11	0.00	0.00	0.00	0.00	0.00	0.00	2.70	0.00	1.79	0.00	0.00	0.00	0.00	0.00	0.00					
	Dropout	12.50	0.00	0.00	12.50	0.00	7.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
DISTRICT- NICOBAR																														
DISTRICT TOTAL	Promotion	92.26	95.32	93.81	99.05	97.31	98.24	92.49	101.13	96.89	96.76	97.55	97.14	97.57	97.67	97.62	95.96	97.80	96.85	92.09	93.81	92.86	91.35	91.16	91.26					
	Repetition	0.60	2.92	1.77	0.47	1.08	0.75	2.31	0.56	1.43	1.85	1.47	1.67	1.62	0.47	1.08	1.38	1.26	1.32	0.00	0.88	0.40	0.35	0.40	0.37					
	Dropout	7.14	1.75	4.42	0.47	1.61	1.01	5.20	0.00	1.71	1.39	0.98	1.19	0.81	1.86	1.30	2.66	0.94	1.83	7.91	5.31	6.75	8.30	8.43	6.36					
STATE TOTAL	Promotion																													
	Repetition																													
	Dropout																													

SOURCE - DISE-2009-10

Promotion, Repetition and Dropout Rate (MUSLIM)

Table-11 (C)

NAME OF THE UT:		ANDAMAN & NICOBAR ISLANDS																													
Sl. No.	Name of the District/Block	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8				
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
DISTRICT- SOUTH ANDAMAN																															
DISTRICT TOTAL	Promotion	271.28	225.00	248.90	304.69	314.29	309.45	300.00	237.33	268.24	244.44	275.64	258.93	320.63	239.73	277.21	284.11	255.70	270.04	250.65	260.61	255.24	208.51	165.14	185.22						
	Repetition	6.38	7.95	7.14	4.69	3.17	3.94	5.48	1.33	3.38	1.11	1.28	1.19	6.35	0.00	2.94	4.69	2.92	3.81	10.39	3.03	6.99	9.57	1.83	5.42						
	Dropout	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
DISTRICT- NORTH & MIDDLE ANDAMAN																															
DISTRICT TOTAL	Promotion	86.67	81.48	74.51	53.57	69.70	62.30	58.06	68.97	63.33	62.98	85.71	74.55	34.29	58.62	45.31	53.79	72.60	63.23	109.09	94.74	102.44	114.29	83.33	94.74						
	Repetition	0.00	0.00	0.00	3.57	0.00	1.64	0.00	3.45	1.67	3.70	0.00	1.82	0.00	3.45	1.56	1.38	1.37	1.37	0.00	0.00	0.00	7.14	0.00	2.63						
	Dropout	33.33	18.52	25.49	42.86	30.30	36.07	41.94	27.59	35.00	33.33	14.29	23.64	65.71	37.93	53.13	44.83	26.03	35.40	0.00	5.26	0.00	0.00	16.67	2.63						
DISTRICT- NICOBAR																															
DISTRICT TOTAL	Promotion	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
	Repetition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
	Dropout	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
STATE TOTAL	Promotion																														
	Repetition																														
	Dropout																														

SOURCE - DISE-2009-10

Table - 12

EGS AND UPGRADATION

Name of the UT:		Andaman & Nicobar Islands													
SL. No.	Name of the District / Block	EGS upgradation (Cumulative upto 2009-10)		Facilities Provided in Upgraded EGS center (PS)						No. of EGS Center running at present	Enrolment	No. of EGS centers running for 2 or more than 2 years	No. of EGS centers proposed to be up graded in current year	Remaining Centres	Reason for not upgrading
		Sanctioned	Actully Upgraded	Buildings		Teacher		TLE							
				Sanctioned	Completed	Sanctioned	Recruited	Sanctioned	Provided						
DISTRICT- SOUTH ANDAMAN															
1	BRC- South Andaman (U)	0	0	0	0	0	0	0	0	0	0	0	0	0	DFSN
2	BRC- Wimberlygunj ®	0	0	0	0	0	0	0	0	3	41	3	0	3	DFSN
3	BRC- Hutbay ®	0	0	0	0	0	0	0	0	0	0	0	0	0	DFSN
DISTRICT TOTAL		0	0	0	0	0	0	0	0	3	41	3	0	3	DFSN
DISTRICT- NORTH & MIDDLE ANDAMAN															
4	BRC- Rangat ®	0	0	0	0	0	0	0	0	9	122	9	0	9	DFSN
5	BRC- Mayabunder ®	0	0	0	0	0	0	0	0	3	44	3	0	3	DFSN
6	BRC- Diglipur ®	0	0	0	0	0	0	0	0	6	62	6	0	6	DFSN
DISTRICT TOTAL		0	0	0	0	0	0	0	0	18	228	18	0	18	DFSN
DISTRICT- NICOBAR															
7	BRC- Car Nicobar ®	0	0	0	0	0	0	0	0	0	0	0	0	0	DFSN
8	BRC- Nancowry ®	0	0	0	0	0	0	0	0	0	0	0	0	0	DFSN
9	BRC- Campbell Bay ®	0	0	0	0	0	0	0	0	0	0	0	0	0	DFSN
DISTRICT TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	DFSN
STATE TOTAL		0	0	0	0	0	0	0	0	21	269	21	0	21	DFSN

SOURCE- DISE, 2009-10

DFSN- Do not fulfill State Norm for upgradation to Primary School

SCHOOLS

Name of the UT:		Andaman & Nicobar Islands													
SL. No	Name of the District / Block	Primary Schools/ Primary Section in UPS or Secondary/Sr. Sec. School					Upper Primary Schools/ Upper Primary Section in Secondary /Sr. Sec. School					Total			
		Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private	
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized
DISTRICT- SOUTH ANDAMAN															
1	BRC- South Andaman (U)	66	1	23	0	90	38	1	4	0	43	104	2	27	0
2	BRC- Wimberlygunj ®	34	1	9	0	44	13	1	5	0	19	47	2	14	0
3	BRC- Hutbay ®	13	0	3	0	16	7	0	0	0	7	20	0	3	0
DISTRICT TOTAL		113	2	35	0	150	58	2	9	0	69	171	4	44	0
DISTRICT- NORTH & MIDDLE ANDAMAN															
4	BRC- Rangat ®	59	0	6	0	65	23	0	1	0	24	82	0	7	0
5	BRC- Mayabunder ®	30	0	3	0	33	10	0	1	1	12	40	0	4	1
6	BRC- Diglipur ®	52	0	4	0	56	18	0	0	0	18	70	0	4	0
DISTRICT TOTAL		141	0	13	0	164	51	0	2	1	54	192	0	15	1
DISTRICT- NICOBAR															
7	BRC- Car Nicobar ®	13	0	0	0	13	9	0	0	0	9	22	0	0	0
8	BRC- Nancowry ®	26	0	0	0	26	12	0	0	0	12	38	0	0	0
9	BRC- Campbell Bay ®	7	0	1	0	8	4	0	0	0	4	11	0	1	0
DISTRICT TOTAL		46	0	1	0	47	25	0	0	0	25	71	0	1	0
STATE TOTAL		300	2	49	0	351	134	2	11	1	148	434	4	60	1

Source : DISE, 2009-10

Upper Primary Schools for Girls

State Policy for Opening of Girls School	Block/Municipal Area	Total no. of Govt. UP Schools	Total no. of Existing Govt. Girls UP Schools	Entitlement for Girls UP Schools as per state policy	Total no. of proposed Girls UP Schools in AWP&B 2008-09	Remaining Gap of Girls UP Schools (7 =5-6)
1	2	3	4	5	6	7
	No separate school for Girls					
	Total					

Please Specify Rural block with (R) and Municipal area with(U)
Source _____, Year _____

Madarsa/Maqtab

Name of District _____

S. No	Block/Municipal Area	No. of Recognised* Maqtab/Madarsa	No. of Madarsa to whom grants provided in 2008-09	Students enrolment	No. of Education Volunteers	No. of Un Recognised Maqtab/Madarsa	Students enrolment	No. of Education Volunteers
1	2	3	4	5	6	7	8	9
	No Madrasa/Maqtab is providing school teaching. They are providing only religious teaching. Hence not covered under SSA.							
	Total							

Please Specify Rural block with (R) and Municipal area with(U)
*Recognised by State Madarsa Board
Source _____, Year _____

TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of the UT: **Andaman & Nicobar Islands**

SL. No.	Name of the District/Block	Teachers in Government Schools			Teachers in Government Aided Schools			Total no. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Sec./Sr. Sec.	Primary Alone	Primary + Middle	Primary + Sec./Sr. Sec.		
DISTRIT- SOUTH ANDAMAN									
1	BRC- South Andaman (U)	189	129	276	0	0	10	604	79
2	BRC- Wimberlygunj ®	108	36	85	0	0	13	242	83
3	BRC- Hutbay ®	29	27	39	0	0	0	95	55
DISTRICT TOTAL		326	192	400	0	0	23	941	72.33
DISTRIT- NORTH & MIDDLE ANDAMAN									
4	BRC- Rangat ®	180	51	88	0	0	0	319	83
5	BRC- Mayabunder ®	90	17	32	0	0	0	139	61
6	BRC- Diglipur ®	176	39	40	0	0	0	255	56
DISTRICT TOTAL		446	107	160	0	0	0	713	66.67
DISTRIT- NICOBAR									
7	BRC- Car Nicobar ®	42	18	45	0	0	0	105	42
8	BRC- Nancowry ®	33	23	23	0	0	0	79	39
9	BRC- Campbell Bay ®	11	6	12	0	0	0	29	58
DISTRICT TOTAL		86	47	80	0	0	0	213	46.33
STATE TOTAL		858	346	640	0	0	23	1867	61.78

Source : DISE, 2009-10

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of the UT: **Andaman & Nicobar Islands**

SL. No.	Name of the District/Block	Students Enrolment in Govt. Primary Schools/Level	Entitlement of Teachers at 1:40 ratio	Entitlement of Teachers as per minimum 2 teachers in each school (sch with <80 enrolment)	Teachers in Primary Schools						PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationalization	Entitlement of Adl. Teachers for Primary
					Sanctioned Posts			Working						
					By State	Under SSA	Total	By State	Under SSA	Total				
DISTRIT- SOUTH ANDAMAN														
1	BRC- South Andaman (U)	16136	403	124	633	10	643	633	10	643	25.09	25.09	0	0
2	BRC- Wimberlygunj ®	3338	83	68	229	0	229	229	0	229	14.58	14.58	0	0
3	BRC- Hutbay ®	1793	45	24	116	0	116	116	0	116	15.46	15.46	0	0
DISTRICT TOTAL		21267	532	216	978	10	988	978	10	988	21.53	21.53	0	0
DISTRIT- NORTH & MIDDLE ANDAMAN														
4	BRC- Rangat ®	4048	101	114	319	7	326	319	7	326	12.42	12.42	0	0
5	BRC- Mayabunder ®	1950	49	58	139	8	147	139	8	147	13.27	13.27	0	0
6	BRC- Diglipur ®	4316	108	102	277	4	281	277	4	281	15.36	15.36	0	0
DISTRICT TOTAL		10314	258	274	735	19	754	735	19	754	13.68	13.68	0	0
DISTRIT- NICOBAR														
7	BRC- Car Nicobar ®	1099	27	26	105	8	113	105	8	113	9.73	9.73	0	0
8	BRC- Nancowry ®	937	23	52	79	6	85	79	6	85	11.02	11.02	0	0
9	BRC- Campbell Bay ®	625	16	12	29	9	38	29	9	38	16.45	16.45	0	0
DISTRICT TOTAL		2661	67	90	213	23	236	213	23	236	11.28	11.28	0	0
STATE TOTAL		34242	856	580	1926	52	1978	1926	52	1978	17.31	17.31	0	0

Source : DISE, 2009-10

Table-15

TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of the UT:		Andaman & Nicobar Islands					
SL. No.	Name of the District/ Block	Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Sec. Sr. Sec.	Upper Primary	Upper Primary + Sec. Sr. Sec.		
DISTRICT- SOUTH ANDAMAN							
1	BRC- South Andaman (U)	163	347	0	18	528	79.00
2	BRC- Wimberlygunj ®	69	185	0	24	278	83.00
3	BRC- Hutbay ®	21	42	0	0	63	48.00
DISTRICT TOTAL		253	574	0	42	869	70.00
DISTRIT- NORTH & MIDDLE ANDAMAN							
4	BRC- Rangat ®	83	142	0	0	225	76.00
5	BRC- Mayabunder ®	24	49	0	0	73	79.00
6	BRC- Diglipur ®	46	104	0	0	150	62.00
DISTRICT TOTAL		153	295	0	0	448	72.33
DISTRIT- NICOBAR							
7	BRC- Car Nicobar ®	17	29	0	0	46	42.00
8	BRC- Nancowry ®	27	26	0	0	53	35.00
9	BRC- Campbell Bay ®	5	12	0	0	17	61.00
DISTRICT TOTAL		49	67	0	0	116	46.00
STATE TOTAL		455	936	0	42	1433	62.78

Source : DISE, 2009-10

REQUIREMENT OF ADDITIONAL TEACHER

Name of the UT: Andaman & Nicobar Islands		Teachers in Upper Primary Schools													
SL No	Name of the District/ Block	Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Entitlement of Teachers at 1 teacher for every section	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Additional Teachers Required
					State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teacher	
DISTRIT- SOUTH ANDAMAN															
1	BRC- South Andaman (U)	9819	245.48	37	499	6	505	499	6	505	19.44	19.44	0	0	0
2	BRC- Wimberlygunj @	2143	53.58	13	245	0	245	245	0	245	8.75	8.75	0	0	0
3	BRC- Hutbay @	1086	27.15	7	63	0	63	63	0	63	17.24	17.24	0	0	0
DISTRICT TOTAL		13048	326.20	57	807	6	813	807	6	813	16.05	16.05	0	0	0
DISTRIT- NORTH & MIDDLE ANDAMAN															
4	BRC- Rangat @	3117	77.93	23	220	3	223	220	3	223	13.98	13.98	0	0	3
5	BRC- Mayabunder @	1188	29.70	9	72	0	72	72	0	72	16.50	16.50	0	0	5
6	BRC- Diglipur @	3078	76.95	17	145	0	145	145	0	145	21.23	21.23	0	0	4
DISTRICT TOTAL		7383	184.58	49	437	3	440	437	3	440	16.78	16.78	0	0	12
DISTRIT- NICOBAR															
7	BRC- Car Nicobar @	915	22.88	9	43	3	46	43	3	46	19.89	19.89	0	0	2
8	BRC- Nancowry @	632	15.80	12	52	3	55	52	3	55	11.49	11.49	0	0	11
9	BRC- Campbell Bay @	345	8.63	4	17	0	17	17	0	17	20.29	20.29	0	0	3
DISTRICT TOTAL		1892	47.30	25	112	6	118	112	6	118	16.03	16.03	0	0	16
STATE TOTAL		22323	558.08	131	1356	15	1371	1356	15	1371	16.28	16.28	0	0	28

Source : DISE, 2009-10

TRAINED AND UNTRAINED TEACHERS

Name of the UT:		Andaman & Nicobar Islands													
SL. No.	Name of the District / Block	Primary teachers							Upper Primary Teachers						
		Working Teachers	Trained*	%age	Untrained			%age	Working Teachers	Trained	%age	Untrained			%age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
DISTRIT- SOUTH ANDAMAN															
1	BRC- South Andaman (U)	604	604	100	0	0	0	#DIV/0!	528	528	100	0	0	0	#DIV/0!
2	BRC- Wimberlygunj ®	242	242	100	0	0	0	#DIV/0!	278	278	100	0	0	0	#DIV/0!
3	BRC- Hutbay ®	95	95	100	0	0	0	#DIV/0!	63	63	100	0	0	0	#DIV/0!
DISTRICT TOTAL		941	941	100	0	0	0	#DIV/0!	869	869	100	0	0	0	#DIV/0!
DISTRIT- NORTH & MIDDLE ANDAMAN															
4	BRC- Rangat ®	319	319	100	0	0	0	#DIV/0!	225	225	100	0	0	0	#DIV/0!
5	BRC- Mayabunder ®	139	139	100	0	0	0	#DIV/0!	73	73	100	0	0	0	#DIV/0!
6	BRC- Diglipur ®	255	255	100	0	0	0	#DIV/0!	150	150	100	0	0	0	#DIV/0!
DISTRICT TOTAL		713	713	100	0	0	0	#DIV/0!	448	448	100	0	0	0	#DIV/0!
DISTRIT- NICOBAR															
7	BRC- Car Nicobar ®	105	105	100	0	0	0	#DIV/0!	46	46	100	0	0	0	#DIV/0!
8	BRC- Nancowry ®	79	79	100	0	0	0	#DIV/0!	53	53	100	0	0	0	#DIV/0!
9	BRC- Campbell Bay ®	29	29	100	0	0	0	#DIV/0!	17	17	100	0	0	0	#DIV/0!
DISTRICT TOTAL		213	213	100	0	0	0	#DIV/0!	116	116	100	0	0	0	#DIV/0!
STATE TOTAL		1867	1867	100	0	0	0	#DIV/0!	1433	1433	100	0	0	0	#DIV/0!

Source : DISE, 2009-10

(Table 16B)

Induction Training for Newly Recruited Teachers

SL. No.	Name of the District / Block	Teachers Recruited During 2009-10			Training provided to these teachers			Teachers to be Recruited in 2010-11			Training to provided to these teachers		
		Trained	Untrained	Total	Induction Training (30 days training)	60 days training	Total	Trained	Untrained	Total	Induction Training (30 days training)	60 days training	Total
DISTRIT- SOUTH ANDAMAN													
1	BRC- South Andaman (U)	39	0	39	39	0	39	0	0	0	0	0	0
2	BRC- Wimberlygunj @	0	0	0	0	0	0	0	0	0	0	0	0
3	BRC- Hutbay @	21	0	21	21	0	21	0	0	0	0	0	0
DISTRICT TOTAL		60	0	60	60	0	60	0	0	0	0	0	0
DISTRIT- NORTH & MIDDLE ANDAMAN													
4	BRC- Rangat @	0	0	0	0	0	0	0	0	0	0	0	0
5	BRC- Mayabunder @	0	0	0	0	0	0	0	0	0	0	0	0
6	BRC- Diglipur @	22	0	22	22	0	22	0	0	0	0	0	0
DISTRICT TOTAL		22	0	22	22	0	22	0	0	0	0	0	0
DISTRIT- NICOBAR													
7	BRC- Car Nicobar @	0	0	0	0	0	0	0	0	0	0	0	0
8	BRC- Nancowry @	0	0	0	0	0	0	0	0	0	0	0	0
9	BRC- Campbell Bay @	0	0	0	0	0	0	0	0	0	0	0	0
DISTRICT TOTAL		0	0	0	0	0	0	0	0	0	0	0	0
STATE TOTAL		82	0	82	82	0	82	0	0	0	0	0	0

Source : DISE, 2009-10

INFRASTRUCTURE STATUS IN EXISTING SCHOOL (GOVERNMENT)

Name of the UT: Andaman & Nicobar Islands

Sl. NO.	Name of the District / Block	Level	Total No. of Schools/ Sections	Total No. of classrooms	No. of schools without D/water facility	No. of schools without common Toilet facility	No. of schools without girls Toilet	No. of schools without access ramps	No. of schools without Boundary Wall	No. of schools without Playground	Gap in class rooms as per DISE/actual survey	No. of school without HM rooms	Primary Schools Sanctioned So far	PS building sanctioned so far	Upper Primary Schools Sanctioned So far	UPS building sanctioned so far
DISTRICT- SOUTH ANDAMAN																
1	BRC- South Andaman (U)	P	62	873	0	0	0	82	33	58	4	49	2	1	1	0
		UP	37		0						0		0	0		
2	BRC- Wimberlygunj @	P	34	269	0	0	0	38	18	27	1	18	0	0	0	0
		UP	13		0						0		0	0		
3	BRC- Hutbay @	P	12	119	0	0	2	17	6	10	0	8	0	0	0	0
		UP	7		0						2		0	0		
District total		P	108	1261	0	0	2	137	57	95	5	75	2	1	1	0
		UP	57		0						0		2	0	0	0
DISTRICT- NORTH & MIDDLE ANDAMAN																
4	BRC- Rangat @	P	57	459	0	0	6	75	32	40	0	43	2	1	2	0
		UP	23		0						0		0	0		
5	BRC- Mayabunder @	P	29	173	0	0	4	29	22	22	0	23	1	0	0	0
		UP	9		0						0		0	0		
6	BRC- Diglipur @	P	51	339	0	0	5	64	36	38	5	36	1	0	0	0
		UP	17		0						21		0	0		
District total		P	137	971	0	0	15	168	90	100	5	102	4	1	2	0
		UP	49		0						0		21	0	0	0
DISTRICT- NICOBAR																
7	BRC- Car Nicobar @	P	13	126	0	0	0	20	10	18	0	13	2	0	1	0
		UP	9		0						4		0	0		
8	BRC- Nancowry @	P	26	142	0	0	0	38	19	31	0	30	2	2	0	0
		UP	12		0						0		0	1	0	
9	BRC- Campbell Bay @	P	6	59	0	0	0	10	6	7	0	4	0	0	0	0
		UP	4		0						0		0	0		
District total		P	45	327	0	0	0	68	35	56	0	47	4	2	1	0
		UP	25		0						4		0	0	1	0
STATE TOTAL		P	290	2559	0	0	17	373	182	251	10	224	10	4	4	0
		UP	131		0						17		373	182	251	27

SOURCE: DSE, 2009-10

Information on Furniture in Govt. Upper Primary Schools

Name of the UT : Andaman & Nicobar Islands

SL. No.	Name of the District / Block	Total No. of Govt. UPS	No. of UPS Sanctioned under SSA Since 2001	UPS Provided TLE under SSA as non OBB School Since 2001	Balance UPS (6=3-4-5)	No. of Govt. UPS without Furniture (Out of Col. 6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
DISTRICT - SOUTH ANDAMAN							
1	BRC- South Andaman (U)	16	0	16	0	0	0
2	BRC- Wimberlygunj ®	4	0	4	0	0	0
3	BRC- Hutbay ®	3	0	3	0	0	0
District total		23	0	23	0	0	0
DISTRICT - NORTH & MIDDLE ANDAMAN							
4	BRC- Rangat ®	9	0	9	0	0	0
5	BRC- Mayabunder ®	3	0	3	0	0	0
6	BRC- Diglipur ®	5	0	5	0	0	0
District total		17	0	17	0	0	0
DISTRICT - NICOBAR							
7	BRC- Car Nicobar ®	4	0	4	0	0	0
8	BRC- Nancowry ®	7	0	7	0	0	0
9	BRC- Campbell Bay ®	1	0	1	0	0	0
District total		12	0	12	0	0	0
State total		52	0	52	0	0	0

SOURCE- DSE, 2009-10 & WEB PORTAL

CHILDREN WITH SPECIAL NEED (CWSN)

Name of the UT:		Andaman & Nicobar Islands					
SL. No.	Name of the District / Block	No. of CWSN Identified	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through EGS	No. of CWSN Proposed to cover through HBE*	NO. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free
DISTRICT - SOUTH ANDAMAN							
1	BRC- South Andaman (U)	192	192	0	0	0	10
2	BRC- Wimberlygunj ®	58	58	0	0	0	10
3	BRC- Hutbay ®	27	27	0	0	0	10
District total		277	277	0	0	0	30
DISTRICT - NORTH & MIDDLE ANDAMAN							
4	BRC- Rangat ®	56	56	0	0	0	10
5	BRC- Mayabunder ®	26	26	0	0	0	10
6	BRC- Diglipur ®	71	71	0	0	0	10
District total		153	153	0	0	0	30
DISTRICT - NICOBAR							
7	BRC- Car Nicobar ®	22	22	0	0	0	10
8	BRC- Nancowry ®	7	7	0	0	0	10
9	BRC- Campbell Bay ®	7	7	0	0	0	10
District total		36	36	0	0	0	30
State total		466	466	0	0	0	90

SOURCE- DSE, 2009-10 & WEB PORTAL

NUMBER OF GOVERNMENT SCHOOLS WITH 3 AND MORE THAN 3 CLASSROOMS

Name of the UT: Andaman & Nicobar Islands

(Rs. in Lakh)

Sl. No.	Name of the District / Block	Number of Government schools/sections having upto 3 classrooms	Amount @ Rs.5000/- per school	Number of Government schools/sections having more than 3 classrooms	Amount @ Rs.10000/- per school	Total No. of schools (col. 3+5)	Total grant (col. 4+6)	Amount @ Rs.7500/- per school	Grant eligible (which ever is lower of col. 8 & 9) Rs. in Lakhs
1	2	3	4	5	6	7	8	9	10
DISTRICT - SOUTH ANDAMAN									
1	BRC- South Andaman (U)	0	0	99	990000	99	990000	742500	7.43
2	BRC- Wimberlygunj ®	0	0	47	470000	47	470000	352500	3.53
3	BRC- Hutbay ®	0	0	19	190000	12	190000	90000	0.90
District total		0	0	165	1650000	165	1650000	1237500	12.38
DISTRICT - NORTH & MIDDLE ANDAMAN									
4	BRC- Rangat ®	0	0	80	800000	80	800000	600000	6.00
5	BRC- Mayabunder ®	0	0	38	380000	38	380000	285000	2.85
6	BRC- Diglipur ®	0	0	68	680000	68	680000	510000	5.10
District total		0	0	186	1860000	186	1860000	1395000	13.95
DISTRICT - NICOBAR									
7	BRC- Car Nicobar ®	0	0	22	220000	22	220000	165000	1.65
8	BRC- Nancowry ®	0	0	38	380000	38	380000	285000	2.85
9	BRC- Campbell Bay ®	0	0	10	100000	10	100000	75000	0.75
District total		0	0	70	700000	70	700000	525000	5.25
State total		0	0	421	4210000	421	4210000	3157500	31.58

Information regarding Resource Persons for BRC/UBRC/CRC

Name of the UT: Andaman & Nicobar Islands

SL. No.	Name of the District/Block	No. of Schools	No. of Eligible BRPs	No. of BRPs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA
DISTRICT - SOUTH ANDAMAN						
1	BRC- South Andaman (U)	67	10	4	0	10
2	BRC- Wimberlygunj ®	37	10	4	0	10
3	BRC- Hutbay ®	12	10	4	0	10
District total		116	30	12	0	30
DISTRICT - NORTH & MIDDLE ANDAMAN						
4	BRC- Rangat ®	61	10	4	0	10
5	BRC- Mayabunder ®	30	10	4	0	10
6	BRC- Diglipur ®	53	10	4	0	10
District total		144	30	12	0	30
DISTRICT - NICOBAR						
7	BRC- Car Nicobar ®	14	10	4	0	10
8	BRC- Nancowry ®	26	10	4	0	10
9	BRC- Campbell Bay ®	7	10	4	0	10
District total		47	30	12	0	30
State total		307	90	36	0	90

SOURCE- DSE, 2009-10 & WEB PORTAL

Table- 22

COMPUTER AIDED LEARNING (CAL)

Name of the UT: ANDAMAN & NICOBAR ISLANDS

SL. No.	Name of the District/ Block	No. of Govt. UP Schools/Sections	Schools covered under CAL, 2009-10	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered, 2010-11
DISTRICT - SOUTH ANDAMAN						
1	BRC- South Andaman (U)	37	9	3938	13	11
2	BRC- Wimberlygunj ®	13	5	406	10	3
3	BRC- Hutbay ®	7	2	524	3	2
District total		57	16	4868	26	16
DISTRICT - NORTH & MIDDLE ANDAMAN						
4	BRC- Rangat ®	23	9	1560	18	4
5	BRC- Mayabunder ®	9	4	769	8	1
6	BRC- Diglipur ®	17	8	2565	16	2
District total		49	21	4894	42	7
DISTRICT - NICOBAR						
7	BRC- Car Nicobar ®	9	2	332	4	2
8	BRC- Nancowry ®	12	3	498	6	2
9	BRC- Campbell Bay ®	4	1	19	2	2
District total		25	6	849	12	6
State total		131	43	10611	80	29

SOURCE- DSE, 2009-10 & WEB PORTAL

Information regarding NPEGEL

Name of District :

S.No.	Block/ Municipal	Name of EBB	No. of MCS	No. of MCS in Urban Slums	Total MCS	No. of girls enrolled in MCS	Enrolment (Social categorywise)					
							SC	ST	OBC	Muslims	BPL	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
	NPEGEL not implemented in Andaman & Nicobar Islands											

Please Specify Rural block with (R) and Municipal area with(U)

Information on KGBV

Name of District :

S. No.	Block/ Municipal	KGBV sanctioned (Modelwise)				Operational (Modelwise)				Enrolment (Modelwise)				Enrolment (Social categorywise)						Building Status	
		I	II	III	Total	I	II	III	Total	I	II	III	Total	SC	ST	OBC	Muslims	BPL	Total	Completed	In Progress
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
		KGBV not implemented in Andaman & Nicobar Islands																			

Please Specify Rural block with (R) and Municipal area with(U)

Retention Rate: PRIMARY LEVEL

(Govt. + Aided)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman									
North & Middle Andaman									
Nicobar									
State Total	0	0	0	0	0	0	0	0	0

Source- DISE, 2009-10

(Private Un-Aided)

Table-25 (B)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman									
Nicobar									
State Total	0	0	0	0	0	0	0	0	0

Source- DISE, 2009-10

(TOTAL)

Table-25 (C)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman									
North & Middle Andaman									
Nicobar									
State Total	0	0	0	0	0	0	0	0	92.32

Source- DISE, 2009-10

Table-26 (A)

Retention Rate: UPPER- PRIMARY LEVEL

(Govt. + Aided)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman							99.56	104.78	102.17
North & Middle Andaman							96.96	97.68	97.31
Nicobar							91.39	92.38	91.86
State Total	0	0	0	0	0	0	95.97	98.28	97.11

Source- DISE, 2009-10

(Private Un-Aided)

Table-26 (B)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman							83.81	87.42	85.55
North & Middle Andaman							70.59	100.00	85.71
Nicobar							0	0	0
State Total	0	0	0	0	0	0	77.20	93.71	85.63

Source- DISE, 2009-10

(TOTAL)

Table-26 (C)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman							86.87	93.42	90
North & Middle Andaman							81.62	84.9	83.18
Nicobar							91.26	92.33	91.77
State Total	0	0	0	0	0	0	86.58	90.22	88.32

Source- DISE, 2009-10

Table-27 (A)

Retention Rate: Elementary level

(Govt. + Aided)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman									
North & Middle Andaman									
Nicobar									
State Total	0	0	0	0	0	0	0	0	0

Source- DISE, 2009-10

(Private Un-Aided)

Table-27 (B)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman									
North & Middle Andaman									
Nicobar									
State Total	0	0	0	0	0	0	0	0	0

Source- DISE, 2009-10

(TOTAL)

Table-27 (C)

DISTRICT	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
South Andaman									
North & Middle Andaman									
Nicobar									
State Total	0	0	0	0	0	0	0	0	90.32

Source- DISE, 2009-10

Table-28 (A)

Recruitment of teachers under SSA (Block wise information) Primary Level

SL. NO.	Name of the District / Block	Sanctioned in PAB till 2009-2010		Recruited by MARCH, 2010		Salary (Consolidated), in Rs.		Selected by	Salary provided by
		Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.
DISTRICT - SOUTH ANDAMAN									
1	BRC- South Andaman (U)	0	9	0	9	0	18000.00	State	SSA Society
2	BRC- Wimberlygunj ®	0	0	0	0	0	18000.00	State	SSA Society
3	BRC- Hutbay ®	0	16	0	16	0	18000.00	State	SSA Society
District total		0	25	0	25	0	18000.00	State	SSA Society
DISTRICT - NORTH & MIDDLE ANDAMAN									
4	BRC- Rangat ®	0	2	0	2	0	18000.00	State	SSA Society
5	BRC- Mayabunder ®	0	1	0	1	0	18000.00	State	SSA Society
6	BRC- Diglipur ®	0	1	0	1	0	18000.00	State	SSA Society
District total		0	4	0	4	0	18000.00	State	SSA Society
DISTRICT - NICOBAR									
7	BRC- Car Nicobar ®	0	11	0	11	0	18000.00	State	SSA Society
8	BRC- Nancowry ®	0	9	0	9	0	18000.00	State	SSA Society
9	BRC- Campbell Bay ®	0	3	0	3	0	18000.00	State	SSA Society
District total		0	23	0	23	0	18000.00	State	SSA Society
State total		0	52	0	52	0	18000.00	State	SSA Society

Recruitment of teachers under SSA (Block wise information) Upper-Primary Level

Table-28 (B)

SL. NO.	Name of the District / Block	Sanctioned in PAB till 2009-2010		Recruited by MARCH, 2010		Salary (Consolidated), in Rs.		Selected by State/ Distt./ Community	Salary provided by SMC/ Treasury/ SSA society/ etc.
		Regular	Para	Regular	Para	Regular	Para		
DISTRICT - SOUTH ANDAMAN									
1	BRC- South Andaman (U)	0	2	0	2	0	18000.00	State	SSA Society
2	BRC- Wimberlygunj ®	0	0	0	0	0	18000.00	State	SSA Society
3	BRC- Hutbay ®	0	4	0	4	0	18000.00	State	SSA Society
District total		0	6	0	6	0	18000.00	State	SSA Society
DISTRICT - NORTH & MIDDLE ANDAMAN									
4	BRC- Rangat ®	0	0	0	0	0	18000.00	State	SSA Society
5	BRC- Mayabunder ®	0	0	0	0	0	18000.00	State	SSA Society
6	BRC- Diglipur ®	0	0	0	0	0	18000.00	State	SSA Society
District total		0	0	0	0	0	18000.00	State	SSA Society
DISTRICT - NICOBAR									
7	BRC- Car Nicobar ®	0	4	0	4	0	18000.00	State	SSA Society
8	BRC- Nancowry ®	0	4	0	4	0	18000.00	State	SSA Society
9	BRC- Campbell Bay ®	0	1	0	1	0	18000.00	State	SSA Society
District total		0	9	0	9	0	18000.00	State	SSA Society
State total		0	15	0	15	0	18000.00	State	SSA Society

Source- DISE, 2009-10

**Block wise Information on PTR
(Govt. & Aided)**

SL. NO.	Name of the District / Block	Category	Total no. of schools /Sections	Single Teacher Schools		Number of schools in respect of teacher availability					
				Number	% out of total schools	>30	>40	>50	>60	>70	>80
DISTRICT - SOUTH ANDAMAN											
1	BRC- South Andaman (U)	Primary	67	0	0	0	0	0	0	0	0
		U. Primary	42	0	0	0	0	0	0	0	0
		Overall	109	0	0	0	0	0	0	0	0
2	BRC- Wimberlygunj ®	Primary	35	0	0	0	0	0	0	0	0
		U. Primary	14	0	0	0	0	0	0	0	0
		Overall	49	0	0	0	0	0	0	0	0
3	BRC- Hutbay ®	Primary	12	0	0	0	0	0	0	0	0
		U. Primary	7	0	0	0	0	0	0	0	0
		Overall	19	0	0	0	0	0	0	0	0
DISTRICT TOTAL		Primary	114	0	0	0	0	0	0	0	0
		U. Primary	63	0	0	0	0	0	0	0	0
		Overall	177	0	0	0	0	0	0	0	0
DISTRICT - NORTH & MIDDLE ANDAMAN											
4	BRC- Rangat ®	Primary	58	2	3.45	0	0	0	0	0	0
		U. Primary	24	0	0.00	0	0	0	0	0	0
		Overall	82	2	2.44	0	0	0	0	0	0
5	BRC- Mayabunder ®	Primary	29	4	13.79	0	0	0	0	0	0
		U. Primary	8	0	0.00	0	0	0	0	0	0
		Overall	37	4	10.81	0	0	0	0	0	0
6	BRC- Digipur ®	Primary	52	7	13.46	0	0	0	0	0	0
		U. Primary	17	0	0.00	0	0	0	0	0	0
		Overall	69	7	10.14	0	0	0	0	0	0
DISTRICT TOTAL		Primary	139	13	9.35	0	0	0	0	0	0
		U. Primary	49	0	0.00	0	0	0	0	0	0
		Overall	188	13	6.91	0	0	0	0	0	0
DISTRICT - NICOBAR											
7	BRC- Car Nicobar ®	Primary	14	0	0.00	0	0	0	0	0	0
		U. Primary	10	0	0.00	0	0	0	0	0	0
		Overall	24	0	0.00	0	0	0	0	0	0
8	BRC- Nancowry ®	Primary	26	1	3.85	0	0	0	0	0	0
		U. Primary	12	0	0.00	0	0	0	0	0	0
		Overall	38	1	2.63	0	0	0	0	0	0
9	BRC- Campbell Bay ®	Primary	8	1	12.50	0	0	0	0	0	0
		U. Primary	4	0	0.00	0	0	0	0	0	0
		Overall	12	1	8.33	0	0	0	0	0	0
DISTRICT TOTAL		Primary	48	2	4.17	0	0	0	0	0	0
		U. Primary	26	0	0.00	0	0	0	0	0	0
		Overall	74	2	2.70	0	0	0	0	0	0
STATE TOTAL		Primary	301	15	4.98	0	0	0	0	0	0
		U. Primary	138	0	0.00	0	0	0	0	0	0
		Overall	439	15	3.42	0	0	0	0	0	0

SOURCE- DISE, 2009-10

Table-30

Status of Teacher availability (UPPER-PRIMARY)

SL. NO.	Name of the District / Block	Block wise Number of schools in respect of teacher availability (Upper Primary)					
		Total No. of schools	No. of schools with less than 3 teachers	Schools without Maths and Science teachers	Schools without Language teachers	Schools without Social Science teachers	Schools without Headmaster
DISTRICT - SOUTH ANDAMAN							
1	BRC- South Andaman (U)	68	0	0	0	0	
2	BRC- Wimberlygunj ®	36	0	0	0	0	
3	BRC- Hutbay ®	12	0	0	0	0	
District total		116	0	0	0	0	0
DISTRICT - NORTH & MIDDLE ANDAMAN							
4	BRC- Rangat ®	60	0	0	0	0	
5	BRC- Mayabunder ®	29	0	0	0	0	
6	BRC- Diglipur ®	52	0	0	0	0	
District total		141	0	0	0	0	0
DISTRICT - NICOBAR							
7	BRC- Car Nicobar ®	14	0	8	0	0	
8	BRC- Nancowry ®	26	0	6	0	0	
9	BRC- Campbell Bay ®	7	0	2	0	0	
District total		47	0	16	0	0	0
State total		304	0	16	0	0	0

Source- DISE, 2009-10

Target, Achievement & Proposal of Free Text Book

Name of the District	Category	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
		Physical	Financial	Physical	Financial	Physical	Financial
SOUTH ANDAMAN	PS (Total)	4551	6.827	4380	4.63	4595	6.8925
	General	4551	6.827	4380	4.63	4595	6.8925
	SC/ST	0	0	0	0	0	0
	Minorities	0	0	0	0	0	0
	UPS (Total)	3126	7.815	3204	7.68	3134	7.835
	General	3126	7.815	3204	7.68	3134	7.835
	SC/ST	0	0	0	0	0	0
	Minorities	0	0	0	0	0	0
	Grand Total	7677	14.642	7584	12.31	7729	14.7275
	NORTH & MIDDLE ANDAMAN	PS (Total)	3694	5.541	562	0.64	1476
General		3694	5.541	562	0.64	1476	2.214
SC/ST		0	0	0	0	0	0
Minorities		0	0	0	0	0	0
UPS (Total)		2470	6.175	843	3.05	3444	8.61
General		2470	6.175	843	3.05	3444	8.61
SC/ST		0	0	0	0	0	0
Minorities		0	0	0	0	0	0
Grand Total		6164	11.716	1405	3.69	4920	10.824
NICOBAR		PS (Total)	358	0.537	186	0.2	256
	General	358	0.537	186	0.2	256	0.384
	SC/ST	0	0	0	0	0	0
	Minorities	0	0	0	0	0	0
	UPS (Total)	200	0.5	246	0.36	237	0.5925
	General	200	0.5	246	0.36	237	0.5925
	SC/ST	0	0	0	0	0	0
	Minorities	0	0	0	0	0	0
	Grand Total	558	1.037	432	0.56	493	0.9765
	STATE TOTAL	PS (Total)	8603	12.905	5128	5.47	6327
General		8603	12.905	5128	5.47	6327	9.4905
SC/ST		0	0	0	0	0	0
Minorities		0	0	0	0	0	0
UPS (Total)		5796	14.49	4293	11.09	6815	17.0375
General		5796	14.49	4293	11.09	6815	17.0375
SC/ST		0	0	0	0	0	0
Minorities		0	0	0	0	0	0
Grand Total		14399	27.395	9421	16.56	13142	26.528

SOURCE- DISE, 2009-10 & WEB PORTAL

**Overall progress of Grant Distribution
(Teacher grant, School grant, TLE grant)**

Name of the District	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	% of Achievement	Physical	Financial
SOUTH ANDAMAN	A)-Teacher grant @ Rs. 500/- per teacher					
	Primary level	1001	829	82.82	1026	5.13
	Upper Primary level	869	716	82.39	905	4.53
	B)-School grant @ Rs. 2000/-per school					
	Primary level	113	113	100.00	110	5.50
	Upper Primary level	57	57	100.00	59	4.13
	C)-TLE grant					
	New Primary schools@ 10,000/-per school	0	0	#DIV/0!	0	0.00
New Upper Primary schools@ 50,000/-per school	0	0	#DIV/0!	0	0.00	
NORTH & MIDDLE ANDAMAN	A)-Teacher grant @ Rs. 500/- per teacher					
	Primary level	735	735	100.00	739	3.70
	Upper Primary level	448	333	74.33	490	2.45
	B)-School grant @ Rs. 2000/-per school					
	Primary level	45	45	100.00	137	6.85
	Upper Primary level	25	25	100.00	49	3.43
	C)-TLE grant:					
	New Primary schools@ 10,000/-per school	0	0	#DIV/0!	0	0.00
New Upper Primary schools@ 50,000/-per school	0	0	#DIV/0!	0	0.00	
NICOBAR	A)-Teacher grant @ Rs. 500/- per teacher					
	Primary level	213	203	95.31	236	1.18
	Upper Primary level	116	103	88.79	171	0.86
	B)-School grant @ Rs. 2000/-per school					
	Primary level	139	139	100.00	45	2.25
	Upper Primary level	49	49	100.00	25	1.75
	C)-TLE grant					
	New Primary schools@ 10,000/-per school	0	0	#DIV/0!	0	0.00
New Upper Primary schools@ 50,000/-per school	0	0	#DIV/0!	0	0.00	
STATE TOTAL	A)-Teacher grant @ Rs. 500/- per teacher					
	Primary level	1949	1767	90.66	2001	10.01
	Upper Primary level	1433	1152	80.39	1566	7.83
	B)-School grant @ Rs. 2000/-per school					
	Primary level	297	297	100.00	292	14.60
	Upper Primary level	131	131	100.00	133	9.31
	C)-TLE grant					
	New Primary schools@ 10,000/-per school	0	0	#DIV/0!	0	0.00
New Upper Primary schools@ 50,000/-per school	0	0	#DIV/0!	0	0.00	

Source : DISE, 2009-10 & WEB PORTAL

Table-33

Overall progress and targets for TEACHER TRAINING

Name of the District	Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
SOUTH ANDAMAN	In-service	1810	18.10	1810	18.10	100	100.00	1931	19.3100
	Induction	60	1.80	60	1.80	100	100.00	0	0.0000
	Untrained	0	0.00	0	0.00	0	0.00	0	0.0000
	Trg. of BRCs, CRCs	0	0.00	0	0.00	0	0.00	0	0.0000
NORTH & MIDDLE ANDAMAN	In-service	1161	11.61	1161	11.61	100	100.00	1229	12.2900
	Induction	22	0.66	22	0.66	100	100.00	0	0.0000
	Untrained	0	0.00	0	0.00	0	0.00	0	0.0000
	Trg. of BRCs, CRCs	0	0.00	0	0.00	0	0.00	0	0.0000
NICOBAR	In-service	329	3.29	329	3.29	100	100.00	407	4.0700
	Induction	0	0.00	0	0.00	0	0.00	0	0.0000
	Untrained	0	0.00	0	0.00	0	0.00	0	0.0000
	Trg. of BRCs, CRCs	0	0.00	0	0.00	0	0.00	0	0.0000
STATE TOTAL	In-service	3300	33.00	3300	33.00	100	100	3567	35.67
	Induction	82	2.46	82	2.46	100	100	0	0.00
	Untrained	0	0.00	0	0.00	0	0.00	0	0.00
	Trg. of BRCs, CRCs	0	0.00	0	0.00	0	0.00	0	0.00

Source : DISE, 2009-10 & WEB PORTAL

Table-34

Retention Rate: Primary level

(Refer Table - 25)

(Govt. + Aided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Private Unaided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Total)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

**Retention Rate: Upper Primary level
(Refer Table - 26)**

(Govt. + Aided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Private Unaided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Total)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

Table-36

**Retention Rate: Elementary level
(Refer Table - 27)**

(Govt. + Aided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Private Unaided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Total)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

Table-37

**Recruitment of teachers under SSA (Block wise information) Primary Level
(Refer Table - 28)**

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para		
							State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.

Source:

Recruitment of teachers under SSA (Block wise information) Upper Primary Level

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para		
							State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.

Source:

Table-38

Block wise Information on PTR

(Refer Table - 29)

Name of Block/ Municipal Area	Total no. of schools	Single Teacher Schools		Number of schools in respect of teacher availability						
		Number	%age of total schools	>30	>40	>50	>60	> 70	> 80	
Block 1	Primary									
	U. Primary									
	Overall									
	Which districts have higher PTR									
Block 2	Primary									
	U. Primary									
	Overall									
	Which districts have higher PTR									

Source :

Table-39

**Status of Teacher availability
(Refer Table - 30)**

Name of Block/ Municipal Area	Block wise Number of schools in respect of teacher availability (Upper Pry)					
	Total no. of schools	No. of schools with less than 3 teachers	Schools without maths and science teachers	Schools without language teachers	Schools without social science teachers	Schools without headmasters
U. Primary						

Source

Name of the UT: Andaman & Nicobar Islands

Districtwise Availability of Teachers as per RTE Requirement

Sl. No.	Component	RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of		Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
				No. of schools	% age of total schools		
1.	Primary level PTR	• 2 teachers for upto 60 children	None	0	NA	NA	NA
		• 3 for upto 90					
		• 4 for upto 120					
		• 5 for upto 200					
		• PTR under 1:40 for above 200 children					
2.	PTR at upper primary level	1:35	None	0	NA	NA	NA
3.	Subject-specific teachers	At least 1 teacher for Sci & Maths, Social Sci., and Languages	None	0	NA	NA	NA
4.	Head-Teacher and Part-time instructors	For above 100 children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education	None	0	NA	NA	NA

Source - DISE, 2009-10

Name of the UT:

Andaman & Nicobar Islands

Table - 42

Number of working days and working hours

Sl. No.	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
1	Number of working days in a year	• 200 for Pry.	225 Days (on average)	NA	List of School Holidays is issued by the dministration. All the Schools stick to that. This ensure the target
		• 220 for Up. Pry.	225 Days (on average)		
2	Number of instructional hours in a year	• 800 for Pry.	900 Hours (on average)	NA	List of School Holidays is issued by the dministration. All the Schools stick to that. This ensure the target
		• 1000 for Up. Pry.	1125 Hours (on average)		
3	Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	7.5 Hours per day i.e. 45 Hours per week (on average)	NA	Head of the institutions are directed to ensure the same
4	No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	Guideline is strictly adhered	NA	Necessary instructions were issued to Zonal Officers, Head of the Institutions and officials who are authorised to depute teachers on duty.
5	Involvement in private tuitions	No teacher shall be engaged in private teaching activity	No teacher is involved in Private Tution	Regular monitoring is done by the Concern officers and inspectors	Regular monitoring is done by the Concern officers and inspectors

Source: DISE-2009-10 & Directorate of Education

Name of the UT:

Andaman & Nicobar Islands

Table-43

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2009-10	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
PS	April	June- August, 2009	June- August, 2010	BRCCs & CRCCs	NIL	NA
UPS	April	June- August, 2009	June- August, 2010	BRCCs & CRCCs	NIL	NA
ELEMENTARY	April	June- August, 2009	June- August, 2010	BRCCs & CRCCs	NIL	NA

Source: DISE, 2009-10

Table - 44

**Target, Achievement & Proposal of Free Text Book
(Refer Table- 31)**

Name of the UT: Andaman & Nicobar Islands

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)						
Girls						
SC/ST						
Minorities						
UPS (Total)						
Girls						
SC/ST						
Minorities						
Total						

Source

Name of the UT:

Andaman & Nicobar Islands

Table-45

Availability & use of materials other than textbooks

SL. NO.	PARTICULAR	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
		Primary	Upper-Primary	Primary	Upper-Primary			
1	Schools using TLMs other than textbooks	20	1	11.49	1.92	1- MGML/ABL material in 20 schools, 2- Workbooks	100%	BRCC, CRCC
2	Availability of Library in each school	148	50	85.06	96.15	1- Learning, 2- General Knowledge, 3- Magazines	100%	Head of the institution
3	Availability of play material, games and sports equipment	156	52	89.66	100.00	All Sports articles for outdoor and in door games for children of that level	100%	Head of the Institution

Source: DISE, 2009-10

**Overall progress of Grant Distribution
(Teacher grant, School grant, TLE grant)**

(Refer table No- 32)

Name of the UT: Andaman & Nicobar Islands

SL. NO.	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial (in Rs.)
1	Teacher grant @ Rs. 500/- per teacher					
	Primary level					
	Upper Primary level					
2	School grant @ Rs. 2000/-per school					
	Primary level					
	Upper Primary level					
3	TLE grant					
	New Primary schools@ 10,000/-per school					
	New Upper Primary schools@ 50,000/-per school					

Source :

Effective utilization of Grants

SL. NO.	COMPONENT	Teacher Grant	School Grant	TLE Grant
1	Date of distribution and reaching to school in 2009-10	21-07-2009	3/6/2009	-----
2	Issues related to timely distribution	NIL	NIL	NIL
3	Mechanisms to ensure timely distribution	Constant monitoring by BRCCs & CRCCs	Constant monitoring by BRCCs & CRCCs	Constant monitoring by BRCCs & CRCCs
4	Whether guidelines have been issued regarding utilization	YES	YES	YES
5	What the grant was utilized for in 2009-10	1- Preparation of TLM 2- Low cost demonstration projects	Repair and replacement of non-functional equipments	NA
6	Feedback on effective use of grants in 2009-10; issues identified	Head of the institution need to be vigilant to ensure proper and effective utilisation. In absence of this rest of the mechanism will also be not so effective	Head of the institution need to be vigilant to ensure proper and effective utilisation. In absence of this rest of the mechanism will also be not so effective	NA
7	What the grant will be utilized for in 2010-11	1- Preparation of TLM 2- Low cost demonstration projects	Repair and replacement of non-functional equipments	NA
8	Mechanisms to ensure effective use of grants	1- Guidance to teachers 2-Constant and Proper monitoring mechanism	1- Guidance to Head of the School 2-Constant and Proper monitoring mechanism	Guidance from State Project Office, District Project Office, BRCs & CRCs

Source : DISE, 2009-10

**Overall progress and targets for teacher training
(Refer table No- 33)**

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
In-service								
Induction								
Untrained								
Trg. of BRCs, CRCs								

Source :

Name of the UT: Andaman & Nicobar Islands

Table-49

FINANCIAL POSITION (As per Audit Report)

(SSA)

(Rs. in Lakhs)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2002-03	12.68	0.00	12.68	0.00	0.00	12.68	12.68	100.00	100.00	0.00	0
2	2003-04	757.23	1.28	283.96	214.00	14.48	513.72	371.42	49.05	72.30	94.65	(+) 119.34
3	2004-05	589.90	142.30	272.58	131.00	4.46	550.34	336.83	57.10	61.20	90.88	(+) 40.14
4	2005-06	833.49	213.51	63.00	97.00	114.30	487.81	399.21	47.90	81.84	21.00	(+) 76.00
5	2006-07	1350.03	88.60	519.62	175.00	14.16	797.38	547.95	40.59	68.72	173.21	(+) 1.79
6	2007-08	929.19	249.43	187.10	150.00	8.91	595.44	214.10	23.04	35.96	100.75	(+) 49.25
7	2008-09	1404.20	381.34	780.54	100.00	11.38	1273.26	1077.48	76.73	84.62	420.29	(-) 320.29
8	2009-10	1351.20	195.78	312.44	540.00	25.94	1074.16	839.44	62.13	78.15	208.29	(+) 331.71
TOTAL		7227.92	1272.24	2431.92	1407.00	193.63	5304.79	3799.11	52.56	71.62	1109.07	

(NPEGEL)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
NOT IMPLEMENTED IN ANDAMAN & NICOBAR ISLANDS												

(KGBV)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
NOT IMPLEMENTED IN ANDAMAN & NICOBAR ISLANDS												

(Total)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2002-03	12.68	0	12.68	0.00	0	12.68	12.68	100	100.00	0	0
2	2003-04	757.23	1.28	283.96	214.00	14.48	513.72	371.42	49.05	72.30	94.65	(+)119.34
3	2004-05	589.9	142.3	272.58	131.00	4.46	550.34	336.83	57.10	61.20	90.88	(+) 40.14
4	2005-06	833.49	213.51	63	97.00	114.3	487.81	399.21	47.90	81.84	21.00	(+) 76.00
5	2006-07	1350.03	88.6	519.62	175.00	14.16	797.38	547.95	40.59	68.72	173.21	(+) 1.79
6	2007-08	929.19	249.43	187.1	150.00	8.91	595.44	214.1	23.04	35.96	100.75	(+) 49.25
7	2008-09	1404.2	381.34	780.54	100.00	11.38	1273.26	1077.48	76.73	84.62	420.29	(-) 320.29
8	2009-10	1351.2	195.78	312.44	540.00	25.94	1074.16	839.44	62.13	78.15	208.29	(+) 331.71
TOTAL		7227.92	1272.24	2431.92	1407.00	193.63	5304.79	3799.11	52.56	71.62	1109.07	

COSTING

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11				Remarks
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	
1	New School Opening																
1.01	Upgradation of EGS to PS	0		0		#DIV/0!				0				0			
1.02	New PS	0		0		#DIV/0!				0				0			
1.03	Upgraded / New UPS	0		0		#DIV/0!				0				0			
2	New Teachers Salary																
2.01	Primary Teachers (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.02	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.03	Upper Primary Teachers (Regular) (01 Science & 01 Maths teacher per UPS)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.04	Upper Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.05	Upper Primary Teachers (Head Master)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
	Add. Teacher against PTR																
2.06	New Additional Teachers-PS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.07	New Additional Teachers-PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	28	50.400	50.400	0.000	1.800	0	0.000	0.000
2.09	New Additional Teachers- UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.10	Teachers under OBS	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
2.11	New Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000
	Sub Total (2.01 to 2.11)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		28	50.400	50.400	0.000		0	0.000	0.000
	Teachers Salary (Recurring)																
2.12	Primary Teachers (Regular)	20	36.000	10	31.680	50	88	0.000	1.800	20	36.000	36.000	0.000	1.800	10	18.000	18.000
2.13	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
2.14	UP Teachers (Regular)	15	27.000	15	27.000	100	100	0.000	1.800	15	27.000	27.000	0.000	1.800	15	27.000	27.000
2.15	UP Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
2.16	UP Teachers - Head Master	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
2.17	Additional teachers- PS (Regular)	32	57.600	32	57.600	100	100	0.000	1.800	32	57.600	57.600	0.000	1.800	32	57.600	57.600
2.18	Additional teachers- PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
2.19	Additional teachers - UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
2.21	Teachers under ORB	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
	Sub Total (2.12 to 2.22)	67	120.600	57	116.280	85.0746	96.418	0.000		67	120.600	120.600	0.000		57	102.600	102.600
	SUB TOTAL (New Teachers + Teachers Recurring)	67	120.600	57	116.280	85	96	0.000		95	171.000	171.000	0.000		57	102.600	102.600
3	Teachers Grant																
3.01	Primary Teachers	1949	9.745	1767	8.830	90.66188	90.6106	0.000	0.005	2001	10.005	10.005	0.000	0.005	1991	9.955	9.955
3.02	Upper Primary Teachers	1433	7.165	1152	5.760	80.39079	80.3908	0.000	0.005	1448	7.240	7.240	0.000	0.005	1448	7.240	7.240
	Sub Total	3382	16.910	2919	14.590	86.3099	86.28	0.000		3449	17.245	17.245	0.000		3439	17.195	17.195
4	Block Resource Centre (BRC)																
4.01	Salary of Resource Persons	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	2.160	0	0.000	0.000	0.000	2.160	0	0.000	0.000
4.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
4.03	Contingency Grant	9	1.800	9	1.800	100	100	0.000	0.500	9	4.500	4.500	0.000	0.500	9	4.500	4.500
4.04	Meeting, TA	9	0.810	9	0.810	100	100	0.000	0.300	9	2.700	2.700	0.000	0.300	9	2.700	2.700
4.05	TLM Grant	9	0.450	9	0.450	100	100	0.000	0.100	9	0.900	0.900	0.000	0.100	9	0.900	0.900
	Sub Total	9	3.060	9	3.060	100	100	0.000		0	8.100	8.100	0.000		0	8.100	8.100
5	Cluster Resource Centres																
5.01	Salary of Resource Persons	90	162.000	90	162.000	100	100	0.000	1.800	90	162.000	162.000	0.000	1.800	90	162.000	162.000
5.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
5.03	Contingency Grant	37	1.110	37	1.110	100	100	0.000	0.100	37	3.700	3.700	0.000	0.100	37	3.700	3.700
5.04	Meeting, TA	37	1.332	37	1.332	100	100	0.000	0.120	37	4.440	4.440	0.000	0.120	37	4.440	4.440
5.05	TLM Grant	37	0.370	37	0.370	100	100	0.000	0.030	37	1.110	1.110	0.000	0.030	37	1.110	1.110
	Sub Total	37	164.812	0	164.812	0	100	0.000		0	171.250	171.250	0.000		0	171.250	171.250

UT consolidation : Andaman & Nicobar Islands

(Rs. In Lakhs)

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11				Remarks	
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover		Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.		Fin.
6	Teachers Training																	
6.01	In-service Teacher's Training	3300	33.000	3300	32.740	100	99.2121	0.000	0.010	3449	34.490	34.490	0.000	0.010	3439	34.390	34.390	
6.02	Induction training for Newly Recruited Trained Teachers	82	2.460	82	0.130	100	5.28455	0.000	0.030	0	0.000	0.000	0.000	0.030	0	0.000	0.000	
6.03	Training for Untrained Teachers	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
6.04	Others (BRC/CRC)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.010	90	0.900	0.900	0.000	0.010	90	0.900	0.900	
	Sub Total	3382	35.460	3382	32.870	100	92.696	0.000		3539	35.390	35.390	0.000		3529	35.290	35.290	
7	Interventions for out of School Children																	
7.01	EGS Centre(P)	302	4.530	302	4.530	100	100	0.000	0.015	269	4.035	4.035	0.000	0.008	269	2.152	2.152	
7.02	EGS Centre (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.03	Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.04	Non Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.05	Back to School	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.06	Mobile Schools	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.07	Madarsa / Maktab	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.08	A/E Center	307	9.210	307	8.690	100	94.354	0.000	0.030	339	10.170	10.170	0.000	0.030	0	0.000	0.000	
7.09	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total	609	13.740	609	13.220	100	96.215	0.000		608	14.205	14.205	0.000		269	2.152	2.152	
8	Remedial Teaching																	
8.01	Remedial Teaching	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000	
9	Free Text Book																	
9.01	Free Text Book(P)	8603	12.905	5346	5.460	62.14111	42.3092	0.000	0.0015	6327	9.491	9.491	0.000	0.0015	6327	9.491	9.491	
9.02	Free Text Book (UP)	5796	14.490	4106	11.100	70.84196	76.6046	0.000	0.0025	6815	17.038	17.038	0.000	0.0025	6815	17.038	17.038	
	Sub Total	14399	27.395	9452	16.560	65.6434	60.449	0.000		13142	26.528	26.528	0.000		13142	26.528	26.528	
10	Interventions for CWSNI(ED)																	
10.01	Inclusive Education	457	5.484	457	1.900	100	34.6462	0.000	0.030	466	13.980	13.980	0.000	0.030	466	13.980	13.980	
	Sub Total	457	5.484	457	1.900	100	34.646	0.000		466	13.980	13.980	0.000		466	13.980	13.980	
11	Civil Works																	
11.01	BRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.02	CRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.03	Primary School (new)	2	78.770	2	66.000	100	83.7882	12.770		2	301.200	313.970	0.000	0.000	0	0.000	0.000	
11.04	Upper Primary (new)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.05	Additional Class Room	10	456.000	14	174.060	140	38.1711	281.940		41	1064.770	1346.710	0.000	0.000	13	333.81517	333.815	
11.06	Toilet/ Urinals	0	145.000	26	106.310	#DIV/0!	73.3172	38.690	0.000	0	0.000	38.690	0.000	0.000	0	0.000	0.000	
11.07	Separate Girls Toilet	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.08	Drinking Water Facility	0	30.000	35	19.090	#DIV/0!	63.6333	10.910	0.000	0	0.000	10.910	0.000	0.000	0	0.000	0.000	
11.09	Buildingless School (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.10	Buildingless School (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.11	Dilapidated Building (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.12	Dilapidated Building (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	0	0.000	0.000	0.000	0.500	0	0.000	0.000	
11.13	Boundary Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.14	Separation Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.15	Electrification	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.16	Head Masters Room	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.17	Residential Hostel	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.18	Major Repairs (Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.19	Major Repairs (Upper- Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.20	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total of Civil Works	12	709.770	77	365.460	641.667	51.49	344.310		43	1365.970	1710.280	0.000	0.000	13	333.815	333.815	
12	Furniture for Govt. UPS																	
12.01	No. of Children	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total of Furniture	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000	
	SUB TOTAL (Cvii + Furniture)	0	709.770	0	365.460		51.49	344.310		0	1365.970	1710.280	0.000		0	333.815	333.815	

UT consolidation : Andaman & Nicobar Islands

(Rs. in Lakhs)

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11				Remarks	
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.		Fin.
13	Teaching Learning Equipment																	
13.01	TLE- New Primary	0	0.800	0	0.000	#DIV/0!	0	0.800	0.200	0	0.000	0.800	0.300	0.200	0	0.000	0.300	0.300
13.02	TLE- New Upper Primary	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	0	0.000	0.000	0.000	0.500	0	0.000	0.000	0.000
13.03	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
	Sub Total	0	0.800	0	0.000	#DIV/0!	0	0.800		0	0.000	0.800	0.300		0	0.000	0.300	0.300
14	Maintenance Grant																	
14.01	Maintenance Grant for PS & UPS	424	31.800	420	31.500	99.0566	99.0566	0.000	0.075	421	31.575	31.575	0.000	0.075	421	31.575	31.575	31.575
	Sub Total	424	31.800	420	31.500	99.0566	99.057	0.000		421	31.575	31.575	0.000		421	31.575	31.575	31.575
15	School Grant																	
15.01	Primary School / Sections	297	14.850	297	14.850	100	100	0.000	0.050	292	14.600	14.600	0.000	0.050	292	14.600	14.600	14.600
15.02	Upper Primary School / Sections	131	9.170	131	9.170	100	100	0.000	0.070	133	9.310	9.310	0.000	0.070	133	9.310	9.310	9.310
	Sub Total	428	24.020	428	24.020	100	100	0.000		425	23.910	23.910	0.000		425	23.910	23.910	23.910
16	Research & Evaluation																	
16.01	Research & Evaluation	428	1.498	20	0.030	4.672897	2.00267	0.000	0.013	425	5.525	5.525	0.000	0.013	425	5.525	5.525	5.525
	Sub Total	428	1.498	20	0.030	4.6729	2.0027	0.000		425	5.525	5.525	0.000		425	5.525	5.525	5.525
17	Management & Quality																	
17.01	Management & MIS	3	48.000	3	30.590	100	63.7292	0.000	25.000	3	75.000	75.000	0.000	25.000	3	75.000	75.000	75.000
17.02	LEP	3	11.650	3	0.000	100	0	0.000	5.000	3	15.000	15.000	0.000	5.000	3	15.000	15.000	15.000
	Sub Total	0	59.650	0	30.590		51.282	0.000		0	90.000	90.000	0.000		0	90.000	90.000	90.000
18	Innovative Activity																	
18.01	ECCE	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
18.02	Girls Education	3	45.000	3	10.520	100	23.3778	0.000	15.000	3	45.000	45.000	0.000	15.000	3	45.000	45.000	45.000
18.03	SC/ST	3	45.000	3	6.250	100	13.8889	0.000	15.000	3	45.000	45.000	0.000	15.000	3	45.000	45.000	45.000
18.04	Computer Education	3	45.000	3	2.260	100	5.02222	0.000	25.000	3	149.300	149.300	0.000	25.000	3	149.300	149.300	149.300
18.05	Urban Deprived Children	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
18.06	Minorities Interventions	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
	Sub Total	0	135.000	0	19.030		14.096	0.000		0	239.300	239.300	0.000		0	239.300	239.300	239.300
19	Community Training																	
19.01	Community Training	2010	1.206	2010	1.206	100	100	0.000	0.0006	2892	6.834	6.834	0.000	0.0006	2892	6.834	6.834	6.834
	Sub Total	2010	1.206	2010	1.206	100	100	0.000		0	6.834	6.834	0.000		0	6.834	6.834	6.834
	GRAND TOTAL (Districts)		1351.205		835.128		61.806	345.110			2220.812	2565.922	0.300			1108.054	1108.354	
20	State Component																	
20.01	Management Cost	0	0.000	0	0.000	0	0	0.000	25.000	1	25.000	25.000	0.00	25.000	1	25.000	25.000	25.000
	GRAND TOTAL (A & N Islands)		1351.205	0.000	835.128	0.000	61.806	345.110	25.000	1.000	2245.812	2590.922	0.300	25.000	1	1133.054	1133.354	

District consolidation : South Andaman

(Rs. In Lakhs)

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11				Remarks	
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.		Fin.
1	New School Opening																	
1.01	Upgradation of EGS to PS	0				#DIV/0!				0				0				
1.02	New PS	0				#DIV/0!				0				0				
1.03	Upgraded / New UPS	0				#DIV/0!				0				0				
2	New Teachers Salary																	
2.01	Primary Teachers (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.02	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.03	Upper Primary Teachers (Regular) (01 Science & 01 Maths teacher per UPS)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.04	Upper Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.05	Upper Primary Teachers (Head Master)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
	Add. Teacher against PTR																	
2.06	New Additional Teachers-PS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.07	New Additional Teachers-PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.08	New Additional Teachers- UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.09	New Additional Teachers- UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
2.11	New Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	0.000
	Sub Total (2.01 to 2.11)	0	0	0	0	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000	0.000
	Teachers Salary (Recurring)																	
2.12	Primary Teachers (Regular)	8	14.400	6	10.800	75	70	0.000	1.800	8	14.400	14.400	0.000	1.800	6	10.800	10.800	0.000
2.13	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
2.14	UP Teachers (Regular)	6	10.800	6	10.800	100	100	0.000	1.800	6	10.800	10.800	0.000	1.800	6	10.800	10.800	0.000
2.15	UP Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
2.16	UP Teachers - Head Master	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
2.17	Additional teachers- PS (Regular)	17	30.600	17	30.600	100	100	0.000	1.800	17	30.600	30.600	0.000	1.800	17	30.600	30.600	0.000
2.18	Additional teachers- PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
2.19	Additional teachers - UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
	Sub Total (2.12 to 2.22)	31	55.800	29	51.480	93.54839	92.2581	0.000		31	55.800	55.800	0.000		29	52.200	52.200	0.000
	SUB TOTAL (New Teachers + Teachers Recurring)	31	55.800	29	51.480	94	92	0.000		31	55.800	55.800	0.000		29	52.200	52.200	0.000
3	Teachers Grant																	
3.01	Primary Teachers	1001	5.005	829	4.150	82.817183	82.91708	0.000	0.005	1026	5.130	5.130	0.000	0.005	1024	5.120	5.120	0.000
3.02	Upper Primary Teachers	869	4.345	716	3.570	82.393556	82.16341	0.000	0.005	875	4.375	4.375	0.000	0.005	875	4.375	4.375	0.000
	Sub Total	1870	9.350	1545	7.720	82.62032	82.5698	0.000		1901	9.505	9.505	0.000		1899	9.495	9.495	0.000
4	Block Resource Centre (BRC)																	
4.01	Salary of Resource Persons	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	2.160	0	0.000	0.000	0.000	2.160	0	0.000	0.000	0.000
4.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
4.03	Contingency Grant	3	0.600	3	0.600	100	100	0.000	0.500	3	1.500	1.500	0.000	0.500	3	1.500	1.500	0.000
4.04	Meeting, TA	3	0.270	3	0.270	100	100	0.000	0.300	3	0.900	0.900	0.000	0.300	3	0.900	0.900	0.000
4.05	TLM Grant	3	0.150	3	0.150	100	100	0.000	0.100	3	0.300	0.300	0.000	0.100	3	0.300	0.300	0.000
	Sub Total		1.020	3	1.020		100	0.000			2.700	2.700	0.000			2.700	2.700	0.000
5	Cluster Resource Centres																	
5.01	Salary of Resource Persons	30	54.000	30	54.000	100	100	0.000	1.800	30	54.000	54.000	0.000	1.800	30	54.000	54.000	0.000
5.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	0.000
5.03	Contingency Grant	16	0.480	16	0.480	100	100	0.000	0.100	16	1.600	1.600	0.000	0.100	16	1.600	1.600	0.000
5.04	Meeting, TA	16	0.576	16	0.576	100	100	0.000	0.120	16	1.920	1.920	0.000	0.120	16	1.920	1.920	0.000
5.05	TLM Grant	16	0.160	16	0.160	100	100	0.000	0.030	16	0.480	0.480	0.000	0.030	16	0.480	0.480	0.000
	Sub Total		55.216		55.216	#DIV/0!	100	0.000			58.000	58.000	0.000			58.000	58.000	0.000

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11				Remarks	
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.		Fin.
6	Teachers Training																	
6.01	In-service Teacher's Training	1810	18.100	1810	17.840	3016.6667	991.1111	0.000	0.010	1901	19.010	19.010	0.000	0.010	1899	18.990	18.990	
	Induction training for Newly Recruited Trained Teachers	60	1.800	60	0.100	100	5.555556	0.000	0.030	0	0.000	0.000	0.000	0.030	0	0.000	0.000	
6.03	Training for Untrained Teachers	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
6.04	Others (BRC/CRC)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.010	30	0.300	0.300	0.000	0.010	30	0.300	0.300	
	Sub Total	1870	19.900	1870	17.940	100	90.15075	0.000		1931	19.310	19.310	0.000		1929	19.290	19.290	
7	Interventions for out of School Children																	
7.01	EGS Centre(P)	54	0.810	54	0.810	100	100	0.000	0.015	41	0.615	0.615	0.000	0.008	41	0.328	0.328	
7.02	EGS Centre (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.03	Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.04	Non Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.05	Back to School	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.06	Mobile Schools	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.07	Madarsa / Maktab	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
7.08	AIE Center	307	9.210	307	8.690	100	94.35396	0.000	0.030	339	10.170	10.170	0.000	0.030	0	0.000	0.000	
7.09	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total	361	10.020	361	8.590	100	94.51038	0.000		380	10.785	10.785	0.000		41	0.328	0.328	
8	Remedial Teaching																	
8.01	Remedial Teaching	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000	
9	Free Text Book																	
9.01	Free Text Book(P)	4551	6.827	4290	4.630	94.264997	67.81895	0.000	0.0015	4595	6.893	6.893	0.000	0.0015	4595	6.893	6.893	
9.02	Free Text Book (UP)	3126	7.815	3120	7.680	99.808061	98.27255	0.000	0.0025	3134	7.835	7.835	0.000	0.0025	3134	7.835	7.835	
	Sub Total	7677	14.642	7410	12.310	96.532079	94.07321	0.000		7729	14.728	14.728	0.000		7729	14.728	14.728	
10	Interventions for CWSN(IEO)																	
10.01	Inclusive Education	230	2.760	230	0.800	100	28.98551	0.000	0.030	277	8.310	8.310	0.000	0.030	277	8.310	8.310	
	Sub Total	230	2.760	230	0.800	100	28.98551	0.000		277	8.310	8.310	0.000		277	8.310	8.310	
11	Civil Works																	
11.01	BRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.02	CRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.03	Primary School (new)	0	12.770	0	0.000	#DIV/0!	0	12.770	33.000	0	0.000	12.770	0.000	33.000	0	0.000	0.000	
11.04	Upper Primary (new)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.05	Additional Class Room	10	120.000	0	0.000	0	0	120.000		7	169.340	289.340	0.000	0.000	6	141.505	141.505	
11.06	Toilet/ Urinals	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.07	Separate Girls Toilet	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.08	Drinking Water Facility	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.09	Buildingless School (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.10	Buildingless School (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.11	Dilapidated Building (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.12	Dilapidated Building (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	10	0.000	0.000	0.000	0.500	0	0.000	0.000	
11.13	Boundary Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.14	Separation Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.15	Electrification	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.16	Head Master's Room	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.17	Residential Hostel	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.18	Major Repairs (Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.19	Major Repairs (Upper- Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.20	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total of Civil Works	10	132.770	0	0.000	0	0	132.770		7	169.340	302.110	0.000		6	141.505	141.505	
12	Furniture for Govt. UPS																	
12.01	No. of Children	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total of Furniture	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000	
	SUB TOTAL (Civil + Furniture)		132.770		0.000	0	0	132.770		7	169.340	302.110	0.000		6	141.505	141.505	

District consolidation : South Andaman

(Rs. In Lakhs)

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11					Remarks
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.		
13	Teaching Learning Equipment																	
13.01	TLE - New Primary	0	0.500	0	0.000	#DIV/0!	0	0.500	0.200	0	0.000	0.500	0.300	0.200	0	0.000	0.300	
13.02	TLE- New Upper Primary	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	0	0.000	0.000	0.000	0.500	0	0.000	0.000	
13.03	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total	0	0.500	0	0.000	#DIV/0!	0	0.500		0	0.000	0.500	0.300		0	0.000	0.300	
14	Maintenance Grant																	
14.01	Maintenance Grant for PS & UPS	166	12.450	165	12.280	99.39759	99.43775	0.000	0.075	165	12.375	12.375	0.000	0.075	165	12.375	12.375	
	Sub Total	166	12.450	165	12.280	99.39759	99.43775	0.000	0.075	165	12.375	12.375	0.000	0.075	165	12.375	12.375	
15	School Grant																	
15.01	Primary School / Sections	113	5.650	113	5.650	100	100	0.000	0.050	110	5.500	5.500	0.000	0.050	110	5.500	5.500	
15.02	Upper Primary School / Sections	57	3.990	57	3.990	100	100	0.000	0.070	59	4.130	4.130	0.000	0.070	59	4.130	4.130	
	Sub Total	170	9.640	170	9.640	100	100	0.000		169	9.630	9.630	0.000		169	9.630	9.630	
16	Research & Evaluation																	
16.01	Research & Evaluation	170	0.595	7	0.000	4.117647	0	0.000	0.013	169	2.197	2.197	0.000	0.0130	169	2.197	2.197	
	Sub Total	170	0.595	7	0.000	4.117647	0	0.000	0.013	169	2.197	2.197	0.000	0.0130	169	2.197	2.197	
17	Management & Quality																	
17.01	Management & MIS	1	16.000	1	16.000	100	100	0.000	25.000	1	25.000	25.000	0.000	25.000	1	25.000	25.000	
17.02	LEP	1	4.000	1	0.000	100	0	0.000	5.000	1	5.000	5.000	0.000	5.000	1	5.000	5.000	
	Sub Total		20.000		16.000		80	0.000			30.000	30.000	0.000			30.000	30.000	
18	Innovative Activity																	
18.01	ECCE	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
18.02	Girls Education	1	15.000	1	2.800	100	18.66667	0.000	15.000	1	15.000	15.000	0.000	15.000	1	15.000	15.000	
18.03	SC/ST	1	10.000	1	0.340	100	3.4	0.000	15.000	1	15.000	15.000	0.000	15.000	1	15.000	15.000	
18.04	Computer Education	1	15.000	1	1.060	100	7.066667	0.000	50.000	1	50.000	50.000	0.000	50.000	1	50.000	50.000	
18.05	Urban Deprived Children	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
18.06	Minorities Interventions	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total		40.000		4.200		10.5	0.000			80.000	80.000	0.000			80.000	80.000	
19	Community Training																	
19.01	Community Training	808	0.485	808	0.485	100	100	0.000	0.0006	1048	2.448	2.448	0.000	0.0006	1048	2.448	2.448	
	Sub Total	808	0.485	808	0.485	100	100				2.448	2.448				2.448	2.448	
	GRAND TOTAL (South Andaman)		365.140		198.691		51.588	133.270			485.128	618.396	0.300	0.000		443.206	443.506	

Management & MIS Cost %

5.64

Learning Enhancement Prog %

1.13

Total Mgt. Cost (Mgt + LEP) %

6.77

Civil Work %

31.93

S.N.	Activity	2009-10						Proposal for 2010-11						Recommendation 2010-11				Remarks
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.	
1	New School Opening																	
1.01	Upgradation of EGS to PS	0		0		#DIV/0!									0			
1.02	New PS	0		0		#DIV/0!									0			
1.03	Upgraded / New UPS	0		0		#DIV/0!									0			
2	New Teachers Salary				0.000													
2.01	Primary Teachers (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.02	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.03	Upper Primary Teachers (Regular) (01 Science & 01 Maths teacher per UPS)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.04	Upper Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.05	Upper Primary Teachers (Head Master)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
	Add. Teacher against PTR		0.000	0	0.000									0.000	0			
2.06	New Additional Teachers-PS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.07	New Additional Teachers-PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.08	New Additional Teachers- UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	12	21.600	21.600	0.000	1.800	0	0.000	0.000	
2.09	New Additional Teachers- UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	1.800	0	0.000	0.000	
2.10	Teachers under OBB	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	1.800	0	0.000	0.000	
2.11	New Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	1.800	0	0.000	0.000	
	Sub Total (2.01 to 2.11)	0	0	0	0	#DIV/0!	#DIV/0!	0.000		12	21.600	21.600	0.000		0	0.000	0.000	
	Teachers Salary (Recurring)																	
2.12	Primary Teachers (Regular)	4	7.200	4	7.200	100	100	0.000	1.800	4	7.200	7.200	0.000	1.800	4	7.200	7.200	
2.13	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
2.14	UP Teachers (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	
2.15	UP Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
2.16	UP Teachers - Head Master	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
2.17	Additional Teachers- PS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	0	0.000	0.000	0.000	1.800	0	0.000	0.000	
2.18	Additional teachers- PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
2.19	Additional teachers - UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
2.21	Teachers under OBB	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
2.22	Others (Recurring)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total (2.12 to 2.22)	4	7.200	4	7.200	100	100	0.000		4	7.200	7.200	0.000	0.000	4	7.200	7.200	
	SUB TOTAL (New Teachers - Teachers Recurring)	4	7.200	4	7.200	100	100	0.000		4	7.200	7.200	0.000	0.000	4	7.200	7.200	
3	Teachers Grant																	
3.01	Primary Teachers	735	3.675	735	3.670	100	99.86395	0.000	0.005	739	3.695	3.695	0.000	0.005	739	3.695	3.695	
3.02	Upper Primary Teachers	448	2.240	333	1.670	74.330357	74.55357	0.000	0.005	448	2.240	2.240	0.000	0.005	448	2.240	2.240	
	Sub Total	1183	5.915	1068	5.340	90.279	90.279	0.000		1187	5.935	5.935	0.000		1187	5.935	5.935	
4	Block Resource Centre (BRC)																	
4.01	Salary of Resource Persons	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	2.160	0	0.000	0.000	0.000	2.160	0	0.000	0.000	
4.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
4.03	Contingency Grant	3	0.600	3	0.600	100	100	0.000	0.500	3	1.500	1.500	0.000	0.500	3	1.500	1.500	
4.04	Meeting TA	3	0.270	3	0.270	100	100	0.000	0.300	3	0.900	0.900	0.000	0.300	3	0.900	0.900	
4.05	TLM Grant	3	0.150	3	0.150	100	100	0.000	0.100	3	0.300	0.300	0.000	0.100	3	0.300	0.300	
	Sub Total		1.020	3	1.020		100	0.000			2.700	2.700	0.000			2.700	2.700	
5	Cluster Resource Centres																	
5.01	Salary of Resource Persons	30	54.000	30	54.000	100	100	0.000	1.800	30	54.000	54.000	0.000	1.800	30	54.000	54.000	
5.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
5.03	Contingency Grant	13	0.390	13	0.390	100	100	0.000	0.100	13	1.300	1.300	0.000	0.100	13	1.300	1.300	
5.04	Meeting TA	13	0.468	13	0.468	100	100	0.000	0.120	13	1.560	1.560	0.000	0.120	13	1.560	1.560	
5.05	TLM Grant	13	0.130	13	0.130	100	100	0.000	0.030	13	0.390	0.390	0.000	0.030	13	0.390	0.390	
	Sub Total		54.988		54.988	#DIV/0!	100	0.000			57.250	57.250	0.000			57.250	57.250	

ANNUAL WORK PLAN BUDGET 2010-11

District consolidation : North & Middle Andaman																		(Rs. In Lakhs)
S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11					Remarks
		PAB Approval		Achievement		Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal					
		Phy.	Fin.	Phy.	Fin.		Phy.%	Fin.%			Fin.	Unit Cost		Phy.	Fin.	Phy.	Fin.	
6	Teachers Training																	
6.01	In-service Teachers Training	1161	11.610	1161	11.610	100	100	0.000	0.010	1187	11.870	11.870	0.000	0.010	1187	11.870	11.870	
	Induction training for Newly Recruited																	
6.02	Trained Teachers	22	0.660	22	0.630	100	4.545455	0.000	0.030	0	0.000	0.000	0.000	0.030	0	0.000	0.000	
6.03	Training for Untrained Teachers	0	0.000	0		#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
6.04	Others (BRC/CRC)	0	0.000	0		#DIV/0!	#DIV/0!	0.000	0.010	30	0.300	0.300	0.000	0.010	30	0.300	0.300	
	Sub Total	1183	12.270	1183	11.640	100	94.895	0.000	0.050	1217	12.170	12.170	0.000	0.050	1217	12.170	12.170	
7	Interventions for out of School Children																	
7.01	EGS Centre(P)	248	3.720	248	3.720	100	100	0.000	0.015	228	3.420	3.420	0.000	0.008	228	1.824	1.824	
7.02	EGS Centre (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
7.03	Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
7.04	Non Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
7.05	Back to School	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
7.06	Mobile Schools	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
7.07	Madarsa / Maktab	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
7.08	AIE Center	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.030	0	0.000	0.000	0.000	0.030	0	0.000	0.000	
7.09	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
	Sub Total	248	3.720	248	3.720	100	100	0.000	0.050	228	3.420	3.420	0.000	0.008	228	1.824	1.824	
8	Remedial Teaching																	
8.01	Remedial Teaching	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
9	Free Text Book																	
9.01	Free Text Book(P)	3694	5.541	870	0.640	23.551705	11.55026	0.000	0.0015	1476	2.214	2.214	0.000	0.002	1476	2.214	2.214	
9.02	Free Text Book (UP)	2470	6.175	843	3.050	34.129555	49.39271	0.000	0.0025	3444	8.610	8.610	0.000	0.003	3444	8.610	8.610	
	Sub Total	6164	11.716	1713	3.690	27.790360	31.43699	0.000	0.006	4920	10.824	10.824	0.000	0.009	4920	10.824	10.824	
10	Interventions for CWSN(ED)																	
10.01	Inclusive Education	198	2.376	198	0.800	100	33.67003	0.000	0.030	153	4.590	4.590	0.000	0.030	153	4.590	4.590	
	Sub Total	198	2.376	198	0.800	100	33.67	0.000	0.030	153	4.590	4.590	0.000	0.030	153	4.590	4.590	
11	Civil Works																	
11.01	BRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.02	CRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.03	Primary School (new)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	33.000	0	0.000	0.000	0.000	33.000	0	0.000	0.000	
11.04	Upper Primary (new)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0	0.000	0.000	0.000	
11.05	Additional Class Room	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	26	631.860	631.860	0.000	0.000	4	97.200	97.200	
11.06	Toilet/ Urinals	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.07	Separate Girls Toilet	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.08	Drinking Water Facility	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.09	Buildingless School (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.10	Buildingless School (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.11	Dilapidated Building (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.12	Dilapidated Building (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	0	0.000	0.000	0.000	0.500	0	0.000	0.000	
11.13	Boundary Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.14	Separation Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.15	Electrification	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.16	Head Master's Room	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.17	Residential Hostel	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.18	Major Repairs (Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.19	Major Repairs (Upper- Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.20	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total of Civil Works	0	0	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	26	631.860	631.860	0.000	0.000	4	97.200	97.200	
12	Furniture for Govt. UPS																	
12.01	No. of Children	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total of Furniture	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	SUB TOTAL (CIVIL + Furniture)		0.000		0.000	#DIV/0!	#DIV/0!	0.000		631.860	631.860	0.000		97.200	97.200			

S.N.	Activity	2008-10						Proposal for 2010-11					Recommendation 2010-11				Remarks		
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal				
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%		Fin.	Unit Cost			Phy.	Fin.		Fin.		Fin.	Unit Cost
13	Teaching Learning Equipment																		
13.01	TLE - New Primary	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.200	0	0.000	0.000	0.000	0.200	0	0.000	0.000		
13.02	TLE- New Upper Primary	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	0	0.000	0.000	0.000	0.500	0	0.000	0.000		
13.03	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
	Sub Total	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
14	Maintenance Grant																		
14.01	Maintenance Grant for PS & UPS	188	14.100	186	13.950	98.93617	98.93617	0.000	0.075	186	13.950	13.950	0.000	0.075	186	13.950	13.950		
	Sub Total	188	14.100	186	13.950	98.93617	98.93617	0.000	0.075	186	13.950	13.950	0.000	0.075	186	13.950	13.950		
15	School Grant																		
15.01	Primary School / Sections	139	6.950	139	6.950	100	100	0.000	0.050	137	6.850	6.850	0.000	0.050	137	6.850	6.850		
15.02	Upper Primary School / Sections	49	3.430	49	3.430	100	100	0.000	0.070	49	3.430	3.430	0.000	0.070	49	3.430	3.430		
	Sub Total	188	10.380	188	10.380	100	100	0.000	0.120	186	10.280	10.280	0.000	0.120	186	10.280	10.280		
16	Research & Evaluation																		
16.01	Research & Evaluation	188	0.658	13	0.030	6.9148936	4.559271	0.000	0.013	186	2.418	2.418	0.000	0.013	186	2.418	2.418		
	Sub Total	188	0.658	13	0.030	6.9148936	4.559271	0.000	0.013	186	2.418	2.418	0.000	0.013	186	2.418	2.418		
17	Management & Civility																		
17.01	Management & MIS	1	18.000	1	6.960	100	43.5	0.000	25.000	1	25.000	25.000	0.000	25.000	1	25.000	25.000		
17.02	LEP	1	3.650	1	0.000	100	0	0.000	5.000	1	5.000	5.000	0.000	5.000	1	5.000	5.000		
	Sub Total		18.650		6.960		35.42	0.000	30.000		30.000	30.000	0.000			30.000	30.000		
18	Innovative Activity																		
18.01	ECCE	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
18.02	Girls Education	1	15.000	1	4.330	100	28.86667	0.000	15.000	1	15.000	15.000	0.000	15.000	1	15.000	15.000		
18.03	SC/ST	1	10.000	1	0.030	100	0.3	0.000	15.000	1	15.000	15.000	0.000	15.000	1	15.000	15.000		
18.04	Computer Education	1	15.000	1	1.010	100	6.733333	0.000	50.000	1	50.000	50.000	0.000	50.000	1	50.000	50.000		
18.05	Urban Deprived Children	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
18.06	Minorities Interventions	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
	Sub Total		40.000		5.370		13.425	0.000			80.000	80.000	0.000			80.000	80.000		
19	Community Training																		
19.01	Community Training	768	0.461	768	0.461	100	100	0.000	0.0006	1292	3.012	3.012	0.000	0.001	1292	3.012	3.012		
	Sub Total	768	0.461	768	0.461	100	100	0.000			3.012	3.012	0.000			3.012	3.012		
GRAND TOTAL (N & Middle Andaman)			124.454		125.543		68.085	0.000			297.203	297.203	0.000	0.000		339.353	339.353		

Management & MIS Cost %	7.37
Learning Enhancement Prog %	1.47
Total Mgt. Cost (Mgt + LEP) %	8.84
Civil Work %	28.64

ANNUAL WORK PLAN BUDGET 2010-11

District consolidation : Nicobar

(Rs. In Lakhs)

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11					Remarks
		PAB Approval		Achievement		Spill Over	Fresh Proposal		Total Proposal	Spillover	Fresh Proposal		Total Proposal					
		Phy.	Fin.	Phy.	Fin.		Phy %	Fin %			Unit Cost	Phy.		Fin.	Unit Cost	Phy.	Fin.	
1	New School Opening																	
1.01	Upgradation of EGS to PS	0		0		#DIV/0!									0			
1.02	New PS	0		0		#DIV/0!									0			
1.03	Upgraded / New UPS	0		0		#DIV/0!									0			
2	New Teachers Salary																	
2.01	Primary Teachers (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.02	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.03	Upper Primary Teachers (Regular) (01 Science & 01 Maths teacher per UPS)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.04	Upper Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.05	Upper Primary Teachers (Head Master) Add. Teacher against PFI	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.06	New Additional Teachers-PS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.07	New Additional Teachers-PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.08	New Additional Teachers- UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800	16	28.800	28.800	0.000	0.000	1.800	0	0.000	0.000
2.09	New Additional Teachers- UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
2.11	New Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	1.800		0.000	0.000	0.000	0.000	1.800	0	0.000	0.000
	Sub Total (2.01 to 2.11)	0	0	0	0	#DIV/0!	#DIV/0!	0.000		16	28.800	28.800	0.000	0.000	0	0.000	5.555	
	Teachers Salary (Recurring)																	
2.12	Primary Teachers (Regular)	8	14.400	0	14.400	0	100	0.000	1.800	8	14.400	14.400	0.000	0.000	1.800	0	0.000	0.000
2.13	Primary Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
2.14	UP Teachers (Regular)	9	16.200	9	16.200	100	100	0.000	1.800	9	16.200	16.200	0.000	0.000	1.800	9	16.200	16.200
2.15	UP Teachers (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
2.16	UP Teachers - Head Master	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
2.17	Additional teachers- PS (Regular)	15	27.000	15	27.000	100	100	0.000	1.800	15	27.000	27.000	0.000	0.000	1.800	15	27.000	27.000
2.18	Additional teachers- PS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
2.19	Additional teachers - UPS (Regular)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
	Sub Total (2.12 to 2.22)	32	57.600	24	57.600	75	100	0.000		32	57.600	57.600	0.000	0.000	24	43.200	43.200	
	SUB TOTAL (New Teachers + Teachers Recurring)	32	57.600	24	57.600	75	100	0.000		48	86.400	86.400	0.000	0.000	24	43.200	43.200	
3	Teachers Grant																	
3.01	Primary Teachers	213	1.065	203	1.010	95.305164	94.83568	0.000	0.005	236	1.180	1.180	0.000	0.005	228	1.140	1.140	
3.02	Upper Primary Teachers	116	0.580	103	0.520	88.793103	89.65517	0.000	0.005	125	0.625	0.625	0.000	0.005	125	0.625	0.625	
	Sub Total	329	1.645	306	1.530	93.09812	93.0981	0.000		361	1.805	1.805	0.000		353	1.765	1.765	
4	Block Resource Centre (BRC)																	
4.01	Salary of Resource Persons	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	2.160	0	0.000	0.000	0.000	0.000	2.160	0	0.000	0.000
4.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
4.03	Contingency Grant	3	0.600	3	0.600	100	100	0.000	0.500	3	1.500	1.500	0.000	0.000	0.500	3	1.500	1.500
4.04	Meeting, TA	3	0.270	3	0.270	100	100	0.000	0.300	3	0.900	0.900	0.000	0.000	0.300	3	0.900	0.900
4.05	TLM Grant	3	0.150	3	0.150	100	100	0.000	0.100	3	0.300	0.300	0.000	0.000	0.100	3	0.300	0.300
	Sub Total		1.020	3	1.020		100	0.000			2.700	2.700	0.000			2.700	2.700	
5	Cluster Resource Centres																	
5.01	Salary of Resource Persons	30	54.000	30	54.000	100	100	0.000	1.800	30	54.000	54.000	0.000	0.000	1.800	30	54.000	54.000
5.02	Furniture Grant	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0.000	0	0.000	0.000
5.03	Contingency Grant	8	0.240	8	0.240	100	100	0.000	0.100	8	0.800	0.800	0.000	0.000	0.100	8	0.800	0.800
5.04	Meeting, TA	8	0.288	8	0.288	100	100	0.000	0.120	8	0.960	0.960	0.000	0.000	0.120	8	0.960	0.960
5.05	TLM Grant	8	0.080	8	0.080	100	100	0.000	0.030	8	0.240	0.240	0.000	0.000	0.030	8	0.240	0.240
	Sub Total		54.608		54.608	#DIV/0!	100	0.000			56.000	56.000	0.000			56.000	56.000	

S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11					Remarks	
		PAB Approval		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spillover	Fresh Proposal			Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.		Fin.
6	Teachers Training																		
6.01	In-service Teacher's Training	329	3,290	329	3,290	100	100	0.000	0.010	361	3,610	3,610	0.000	0.010	353	3,530	3,530		
6.02	Induction training for Newly Recruited Trained Teachers	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.030	0	0.000	0.000	0.000	0.030	0	0.000	0.000		
6.03	Training for Untrained Teachers	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
6.04	Others (BRC/CRC)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.010	30	0.300	0.300	0.000	0.010	30	0.300	0.300		
	Sub Total	329	3,290	329	3,290	100	100	0.000		391	3,910	3,910	0.000		383	3,830	3,830		
7	Interventions for out of School Children																		
7.01	EGS Centre(P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.015	0	0.000	0.000	0.000	0.015	0	0.000	0.000		
7.02	EGS Centre (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
7.03	Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
7.04	Non Residential Bridge Course	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
7.05	Back to School	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
7.06	Mobile Schools	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
7.07	Madarsa / Maktab	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
7.08	AIE Center	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.030	0	0.000	0.000	0.000	0.030	0	0.000	0.000		
7.09	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
	Sub Total	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000		
8	Remedial Teaching																		
8.01	Remedial Teaching	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000		0.000	0.000	0.000	0.000	0	0.000	0.000		
	Sub Total	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000		
9	Free Text Book																		
9.01	Free Text Book(P)	358	0.537	186	0.190	51.955307	35.38175	0.000	0.0015	256	0.384	0.384	0.000	0.0015	256	0.384	0.384		
9.02	Free Text Book (UP)	200	0.500	143	0.370	71.5	74	0.000	0.0025	237	0.593	0.593	0.000	0.0025	237	0.593	0.593		
	Sub Total	558	1.037	329	0.560	58.86573	54.09123	0.000		493	0.977	0.977	0.000		493	0.977	0.977		
10	Interventions for CWSN(IEE)																		
10.01	Inclusive Education	29	0.348	29	0.300	100	86.2069	0.000	0.030	36	1.080	1.080	0.000	0.030	36	1.080	1.080		
	Sub Total	29	0.348	29	0.300	100	86.2069	0.000		36	1.080	1.080	0.000		36	1.080	1.080		
11	Civil Works																		
11.01	BRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.02	CRC	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.03	Primary School (new)	2	66.000	2	66.000	100	100	0.000		2	301.200	301.200	0.000	0.000	0	0.000	0.000		
11.04	Upper Primary (new)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.05	Additional Class Room	0	336.000	14	174.080	#DIV/0!	51.80357	161.940		8	263.570	425.510	0.000	0.000	3	95.110	95.110		
11.06	Toilet/ Urinals	0	145.000	26	106.310	#DIV/0!	73.31724	38.690	0.000	0	0.000	38.690	0.000	0.000	0	0.000	0.000		
11.07	Separate Girls Toilet	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.08	Drinking Water Facility	0	30.000	35	19.090	#DIV/0!	63.63333	10.910	0.000	0	0.000	10.910	0.000	0.000	0	0.000	0.000		
11.09	Buildingless School (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.10	Buildingless School (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.11	Dilapidated Building (P)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.12	Dilapidated Building (UP)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	0	0.000	0.000	0.000	0.500	0	0.000	0.000		
11.13	Boundary Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.14	Separation Wall	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.15	Electrification	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.16	Head Master's Room	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.17	Residential Hostel	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.18	Major Repairs (Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.19	Major Repairs (Upper- Primary)	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
11.20	Others	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
	Sub Total of Civil Works	2	577.000	77	365.460	3850	63.338	211.540		10	564.770	776.310	0.000		3	95.110	95.110		
12	Furniture for Govt. UPS																		
12.01	No. of Children	0	0.000		0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000		
	Sub Total of Furniture	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000		0	0.000	0.000	0.000		0	0.000	0.000		
	SUB TOTAL (Civil + Furniture)		577.000		365.460		63.338	211.540		10	564.770	776.310	0.000		3	95.110	95.110		

ANNUAL WORK PLAN BUDGET 2010-11

District consolidation : Nicobar																	(Rs. in Lakhs)
S.N.	Activity	2009-10						Proposal for 2010-11					Recommendation 2010-11				Remarks
		PAB Approval		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spillover	Fresh Proposal		Total Proposal	
		Phy.	Fin.	Phy.	Fin.	Phy.%	Fin.%	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	
13	Teaching Learning Equipment																
13.01	TLE - New Primary	0	0.300	0	0.000	#DIV/0!	0	0.300	0.200	0	0.000	0.300	0.000	0.200	0	0.000	0.000
13.02	TLE - New Upper Primary	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.500	0	0.000	0.000	0.000	0.500	0	0.000	0.000
13.03	Others			0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
	Sub Total	0	0.300	0	0.000	#DIV/0!	0	0.300		0	0.000	0.300	0.000		0	0.000	0.000
14	Maintenance Grant																
14.01	Maintenance Grant for PG & UPS	70	5.250	69	5.170	98.571429	98.47619	0.000	0.075	70	5.250	5.250	0.000	0.075	70	5.250	5.250
	Sub Total	70	5.250	69	5.170	98.57143	98.4762	0.000		70	5.250	5.250	0.000		70	5.250	5.250
15	School Grant																
15.01	Primary School / Sections	45	2.250	45	2.250	100	100	0.000	0.050	45	2.250	2.250	0.000	0.050	45	2.250	2.250
15.02	Upper Primary School / Sections	25	1.750	25	1.750	100	100	0.000	0.070	25	1.750	1.750	0.000	0.070	25	1.750	1.750
	Sub Total	70	4.000	70	4.000	100	100	0.000		70	4.000	4.000	0.000		70	4.000	4.000
16	Research & Evaluation																
16.01	Research & Evaluation	70	0.245	0	0.000	0	0	0.000	0.013	70	0.910	0.910	0.000	0.013	70	0.910	0.910
	Sub Total	70	0.245	0	0.000	0	0	0.000		70	0.910	0.910	0.000		70	0.910	0.910
17	Management & Quality																
17.01	Management & MIS	1	15.000	1	7.630	100	47.6875	0.000	25.000	1	25.000	25.000	0.000	25.000	1	25.000	25.000
17.02	LEP	1	4.000	1	0.000	100	0	0.000	5.000	1	5.000	5.000	0.000	5.000	1	5.000	5.000
	Sub Total		20.000		7.630		38.15	0.000			30.000	30.000	0.000			30.000	30.000
18	Innovative Activity																
18.01	ECCE	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
18.02	Girls Education	1	15.000	1	3.390	100	22.6	0.000	15.000	1	15.000	15.000	0.000	15.000	1	15.000	15.000
18.03	SC/ST	1	25.000	1	5.880	100	23.52	0.000	15.000	1	15.000	15.000	0.000	15.000	1	15.000	15.000
18.04	Computer Education	1	15.000	1	0.190	100	1.266667	0.000	49.300	1	49.300	49.300	0.000	49.300	1	49.300	49.300
18.05	Urban Deprived Children	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
18.06	Minorities Interventions	0	0.000	0	0.000	#DIV/0!	#DIV/0!	0.000	0.000	0	0.000	0.000	0.000	0.000	0	0.000	0.000
	Sub Total		55.000		9.460		17.3	0.000			79.300	79.300	0.000			79.300	79.300
19	Community Training																
19.01	Community Training	434	0.260	434	0.260	100	100	0.000	0.0006	552	1.374	1.374	0.000	0.0006	552	1.374	1.374
	Sub Total	434	0.260	434	0.260	100	100	0.000			1.374	1.374	0.000			1.374	1.374
	GRAND TOTAL (Nicobar)		781.603		510.868		65.364	211.840			839.476	1050.316	0.000	0.000		325.496	325.496

Management & MIS Cost %	7.68
Learning Enhancement Prog %	1.54
Total Mgt. Cost (Mgt + LEP) %	9.22
Civil Work %	29.22

Categorywise Allocation and Percentage to total outlay

State: Andaman & Nicobar Island

S.N	Category/ Activity	Fresh allocation	
		Amount	% to total outlay
I	Equity		
1	EGS/AIE	2.152	0.19%
2	IED	13.980	1.26%
3	KGBV	0.000	0.00%
	Subtotal	16.132	1.46%
II	Operation & Mgt.		
4	Management Cost (Dist)	75.00	6.77%
5	Management Cost (State)	0.00	0.00%
	Subtotal	75.00	6.77%
III	Infrastructure		
6	Civil Works	333.82	30.13%
7	Furniture	0.00	0.00%
8	Maintenance	31.58	2.85%
9	TLE	0.00	0.00%
	Subtotal	365.39	32.98%
IV	Quality		
10	Textbook	26.53	2.39%
11	BRC (other than civil works)	8.10	0.73%
12	CRC (other than civil works)	171.25	15.46%
13	School Grant	23.91	2.16%
14	Teacher Grant	17.20	1.55%
15	Remedial Teaching	0.00	0.00%
16	Teacher's Training	35.29	3.18%
17	Innovative Activities	239.30	21.60%
18	Community Training	6.83	0.62%
19	Research and Evaluation	5.53	0.50%
20	LEP	15.00	1.35%
21	NPEGEL	0.00	0.00%
	Subtotal	548.93	49.54%
22	Teachers Salary	102.60	9.26%
23	Teachers Salary arrears	0.00	0.00%
	Subtotal	102.60	9.26%
	Grand Total	1108.05	100.00%

SPECIAL FOCUS DISTRICT ALLOCATION YEAR 2009-10

State : Andaman & Nicobar Island

S.No.	District	Category										Physical Items Approved							Financial outlay (Rs. in lakhs)							
		PS UPS Ratio >3:1	ACR GAP>3000 & above	OoSC>20,000	Gender Gap>10% at Pri.& 20% at UP	ST (25% and above)	SC (25% and above)	PMO's 121 Mnr Dtt.	Muslim Con. (20% & above)	Naxalite Affected Districts	Border Area Districts	New Schools			Teachers		Civil Works (Fresh)		Free Text Books	No. of KGBV (Phy.)	SSA	NPEGEL	KGBV	Total		
												EGS to PS	PS	UPS	New Teachers for new schools	Tech.Trg. (in service)	New LP	New UP							ACR	
1	Andaman						1					0	0	0	31	1810	0	0	0	7677			233		233.46	
2	Nicobar						1					0	0	0	32	329	0	0	0	558			782		781.60	
	Total No. of Categorywise SFDs	0	0	0	0	0	2	0	0	0	0	0	0	0	63	2139	0	0	0	8235	0		1015.06	0.00	0.00	1015.06
	State's Total											0	0	0	67	3300	0	0	0	14389			859.92		859.92	
	% w.r.t. Approvals for the whole state											#DIV/0!	#DIV/0!	#DIV/0!	94%	65%	#DIV/0!	#DIV/0!	#DIV/0!	57%	#DIV/0!		118%	#DIV/0!	#DIV/0!	118%
	PS UPS Ratio >3:1											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!		0%	#DIV/0!	#DIV/0!	0%
	ACR GAP>3000 & above											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!		0%	#DIV/0!	#DIV/0!	0%
	OoSC>40,000 Total											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!		0%	#DIV/0!	#DIV/0!	0%
	GENDER GAP> 10% (P) & 20% (UP) Total											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!		0%	#DIV/0!	#DIV/0!	0%
	ST (25% and above) Total											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!		0%	#DIV/0!	#DIV/0!	0%
	SC (25% and above) Total											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!		0%	#DIV/0!	#DIV/0!	0%
	PMO's 121 Minority Districts											0	0	0	63	2139	0	0	0	8235	0		1015	0	0	1015
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	94%	65%	#DIV/0!	#DIV/0!	#DIV/0!	57%	#DIV/0!		118%	#DIV/0!	#DIV/0!	118%
	Muslim Concentration (20% and above)											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0	#DIV/0!		0	#DIV/0!	#DIV/0!	0
	Naxalites Distt. Total											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0	#DIV/0!		0	#DIV/0!	#DIV/0!	0
	Border Distt. Total											0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State											#DIV/0!	#DIV/0!	#DIV/0!	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!		0%	#DIV/0!	#DIV/0!	0%

Category wise Total and % against state allocation