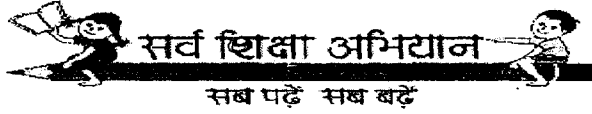


Appraisal Report (2010 – 11)

Annual Work Plan & Budget Sarva Shiksha Abhiyan



Daman & Diu

Project Approval Board Meeting
1st May 2010

In respect of:

Daman and Diu

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EXECUTIVE SUMMARY : DAMAN & DIU

1. An Executive Summary of key items

(A) Progress Overview for 2009-10

(Rs. in lakh)

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
		1	New Schools					
1.1	Upgraded EGS /New Primary School	0		0				
1.2	Upper Primary Schools	0		0				
2	Teachers							
2.1	Primary School	59	45.43	58	44.66	98.31	98.31	
2.2	Upper Primary School	32	20.16	0	0	0.00	0.00	
2.3	Additional Teachers	4	3.08	4	3.08	100.00	100.00	
	Total	95	68.67	62	47.74	65.26	69.52	
3	Teacher Grant	489	2.445	427	2.14	87.32	87.32	
4	Grants for BRC	2	21.48	1	8.34	50.00	38.83	
5	Grants for Cluster Resource Centre	7	0.83	3	0.53	42.86	63.86	
6	Teachers' Training							
6.1	In-Service Training	424	4.24	270	1.95	63.68	45.99	
6.2	Induction Training – New teachers	97	1.95	0	0	0.00	0.00	

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
		6.3	CRC level 10 days	424	2.12	353	1.02	
6.4	BRC & Cluster Resource Centre Coordinators & Resource Persons	84	0.84	9	0	10.71	0.00	
	Total		9.15		2.97		32.46	
7	Intervention for Out of School Children (No. of Children covered)	666	15.986	60	0.30	9.01	1.88	
8	Remedial Teaching	0	0	0	0			
9	Free Text Books	15673	30.971	15673	21.93	100.00	70.81	
10	IED	141	1.692	141	0.56	100.00	33.10	
11	Civil Works							
11.1	Block Resource Centre							
11.2	Cluster Resource Centre							
11.3	PS Building							
11.4	UPS Building							
11.5	Building-less (PS)							
11.6	Building-less (UPS)							
11.7	Addl. Class Room	64	128	62	124.00	96.88	96.88	
11.8	Toilets	1	0.1	1	0.10	100.00	100.00	
11.9	Girls Toilets	0	0	0	0			
11.1	Drinking Water	1	0.1	1	0.10	100.00	100.00	

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
		11.1	Boundary Wall					
11.1	HM Room							
11.1	Electrification							
11.1	Residential Hostel							
11.2	Residential Schools							
11.2	Furniture for UPS		5.74	0	4.60		80.14	
11.2	Major Repairs							
11.2	Others (Civil)							
	<i>Total Civil Works</i>		133.94	64	128.80		96.16	
12	TLE	8	1.2	4	0.80	50.00	66.67	
13	Maintenance Grant	84	6.08	81	5.93	96.43	97.53	
14	School Grant	84	4.84	81	4.69	96.43	96.90	
15	REMS	84	1.09	81	0.51	96.43	46.79	
16	Management & LEP							
16.1	Management		39.07	0	20.98		53.70	
16.2	LEP		0.8	0	0.54		67.50	
	Total		39.87		21.52		53.97	
17	Innovations							
17.1	ECCE		0		0			
17.2	Girls Education		30		14.661		48.87	

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
17.3	SC/ST		17.55		6.84		38.97	
17.4	Computer Aided Learning		72		54.3		75.42	
17.5	Minority Community		10.64		4.34		40.79	
17.6	Urban deprived Children		0		0		0.00	
	Total		130.19		80.141		61.56	
18	Community Trainings	361	0.217	65	0.039	18	17.97	
19	SIEMAT							
	SSA (TOTAL)		468.651		326.90		69.75	
20	NPEGEL		0		0		0.00	
21	Kasturba Gandhi Balika Vidyalaya		0		0		0.00	
	GRAND TOTAL		468.651		326.94		69.75	

(B). Financial Information

(Rs. in lakh)

Year	Approved AWP&B	Releases		Total Fund received	Funds from Other Sources	Opening Balance	Total Funds Available	Expenditure	% Exp. Against Fund Available
		GOI	State						
2001-02	0	0	0	0	0	0	0	0	0
2002-03	0	0	0	0	0	0	0	0	0
2003-04	0.00	0.00	5.00	5.00	0.00	0	5.00	0.79	15.80
2004-05	298.43	0.00	34.00	34.00	0.14	4.21	38.35	0.67	1.75
2005-06	352.65	223.82	0.00	223.82	3.09	37.68	264.59	57.76	21.83
2006-07	260.85	0.00	34.00	34.00	3.96	206.83	244.79	30.21	12.34
2007-08	258.26	0.00	34.00	34.00	4.30	214.58	252.88	133.83	52.92
2008-09	337.00	0.00	90.00	90.00	3.20	119.05	212.25	130.00	61.25
Total upto 08-09		223.82	197.00	420.82	14.69			353.26	

For 2009-10**(Rs. in lakh)**

1. Total outlay (SSA+KGBV)	468.65
2. Total Releases	
2.1 GOI Share	169.00
2.2 State Share	187.46
3. Other Receipts	3.89
4. Opening Balance	62.47
	Total
	422.82
5. Expenditure till March 2010 (Amount in figures and % age of utilization)	326.94 (69.76%)

(C) Teams to provide information on:

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

Provision of state share

The UT has made a provision of Rs. 185.30 lakhs for the year 2010-11, additional fund required if any will be proposed in Revised Estimate.

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

(Rs. in lakh)

Year	Budget of Elementary Education	Expenditure
1999-2000	573.84	573.84
2000-2001	575.72	575.72
2001-2002	580.73	580.73
2002-2003	656.51	656.51
2003-2004	401.85	401.85
2004-2005	722.15	722.15
2005-2006	762.59	762.59
2006-2007	590.37	590.37
2007-2008	811.68	811.68
2008-2009	1065.50	1065.50
2009-2010	1274.40	1274.38

(D) Proposals & Recommendations for 2010-11

(Rs. In Lakhs)

S.No.	Activity	Proposal for 2010-11			Recommendation for 2010-11			Remarks		
		Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.		Fin.	Fin.
1	New Schools Opening									
2	New Teachers Salary									
2.03	Upper Primary Teachers (Regular) (one Science & one Maths Teacher per UP)		12	11.88	11.88		0	0	0	Additional teachers not recommended due to favourable PTR
	Sub Total (2.01 to 2.11)		12	11.88	11.88		0	0	0	
	Teachers Salary (Recurring)									
2.12	Primary Teachers (Regular)		16	15.84	15.84		16	15.84	15.84	Recommended as proposed
2.14	UP Teachers (Regular)		4	3.96	3.96		4	3.96	3.96	
2.17	Additional Teachers - PS (Regular)		43	42.57	42.57		43	42.57	42.57	
2.19	Additional Teachers - UPS (Regular)		32	31.68	31.68		32	25.92	25.92	Recommended for 9 months instead of proposal for 11 months
	Sub Total (2.12 to 2.22)		95	94.05	94.05		95	88.29	88.29	
	SUB TOTAL (New Teachers+Teachers Recurring)		107	105.93	105.93		95	88.29	88.29	
3	Teachers Grant									
3.01	Primary Teachers		295	1.48	1.48		295	1.48	1.48	Recommended as proposed
3.02	Upper Primary Teachers		226	1.13	1.13		226	1.13	1.13	
	Sub Total		521	2.61	2.61		521	2.61	2.61	
4	Block Resource Centre (BRC)/UBRC									
4.01	Salary of Resource Persons		20	22.00	22.00		20	20.00	20.00	The salary for 10 resource persons not in place decreased by 2 months. Grants recommended as proposed
4.03	Contingency Grant		2	1.00	1.00		2	1.00	1.00	
4.04	Meeting, TA		2	0.60	0.60		2	0.60	0.60	
4.05	TLM Grant		2	0.20	0.20		2	0.20	0.20	
	Sub Total			23.80	23.80			21.80	21.80	
5	Cluster Resource Centres									
5.03	Contingency Grant		7	0.70	0.70		7	0.70	0.70	Recommended as proposed
5.04	Meeting, TA		7	0.84	0.84		7	0.84	0.84	
5.05	TLM Grant		7	0.21	0.21		7	0.21	0.21	
	Sub Total			1.75	1.75			1.75	1.75	
6	Teachers Training									
6.01	In-service Teachers' Training(10 days)		422	4.22	4.22		422	4.22	4.22	Recommended as proposed
6.02	Induction training for Newly Recruit Trained Teachers(30 days)		99	2.97	2.97		99	2.97	2.97	
6.03	Training for BRP/BRC/CRC(10 days)		84	0.84	0.84		84	0.84	0.84	
6.04	CRC Level Training (10 days)		422	2.11	2.11		422	2.11	2.11	

S.No.	Activity	Proposal for 2010-11			Recommendation for 2010-11			Remarks		
		Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal	
			Fin.	Phy.			Fin.			Fin.
	Sub Total		1027	10.14	10.14		1027	10.14	10.14	
7	Interventions for OOSC									
7.03	Non Residential Bridge Course(8 to 11 years)		49	1.23	1.23		49	1.23	1.23	Recommended as proposed
7.04	Non Residential Bridge Course(11 to 14)		27	0.68	0.68		27	0.68	0.68	
7.07	Madarsa/ Maktab		186	5.58	5.58		186	5.58	5.58	
7.09	Direct enrollment		165				165	0	0	
	Sub Total		427	7.48	7.48		427	7.48	7.48	
9	Free Text Book									
9.01	Free Text Book (P)		8811	13.22	13.22		8811	13.22	13.22	Recommended as proposed
9.02	Free Text Book (UP)		8251	20.63	20.63		8251	20.63	20.63	
	Sub Total		17062	33.84	33.84		17062	33.84	33.84	
10	Interventions for CWSN (IED)									
10.01	Inclusive Education		1031	30.93	30.93		1031	30.93	30.93	Recommended as proposed
	Sub Total		1031	30.93	30.93		1031	30.93	30.93	
11	Civil Works									
11.03	Primary School building		1	8.00	8.00		1	8.00	8.00	Recommended subject to submission of cost estimate & notification
11.05	Additional Class Room (PS/UPS)	4.00	12	42.00	46.00	4.00	12	42.00	46.00	
11.06	Escalation cost for the ACR sanctioned during 09-10		64	96.00	96.00		2	3.00	3.00	Recommended for those ACRs which are not started
11.08	Separate Girls Toilet		13	7.80	7.80		13	7.80	7.80	Recommended subject to submission of cost estimate & notification
11.09	Drinking Water Facility (RO plant)		23	4.60	4.60		23	4.60	4.60	Recommended as proposed
11.14	Boundary Wall (Primary)		1	9.68	9.68		1	9.68	9.68	Recommended subject to submission of cost estimate & notification
11.17	Head Master's Room		3	6.00	6.00		3	6.00	6.00	Recommended as proposed
11.19	Library (Primary)		44	1.32	1.32		44	1.32	1.32	Recommended as proposed
11.20	Library (Upper Primary)		26	2.60	2.60		26	2.60	2.60	
11.21	Child friendly elements		16	16.00	16.00	0	0	0	0	Not recommended
	Sub Total of Civil Works	4.00	203.00	194.00	198.00	4.00	125.00	85.00	89.00	
12	Furniture for Govt. UPS									
12.01	No. of Children	1.14			1.14	1.14	0	0	1.14	Spill over recommended
	Sub Total(Furniture)									
	Sub Total (Civil + Furniture)	5.14		194.00	199.14	5.14		85.00	90.14	
13	Teaching Learning Equipment									
13.01	TLE - New Primary	0.40			0.40	0.40	0	0	0.40	
	Sub Total	0.40			0.40	0.40	0	0	0.40	

S.No.	Activity	Proposal for 2010-11			Recommendation for 2010-11			Remarks		
		Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.		Fin.	Fin.
14	Maintenance Grant									
14.01	Maintenance Grant for up to 3 class room		9	0.45	0.45		9	0.45	0.45	Recommended as proposed
14.02	Maintenance Grant up to >3 class rooms		77	5.78	5.78		77	5.78	5.78	
	Sub Total		86	6.23	6.23		86	6.23	6.23	
15	School Grant									
15.01	Primary School		50	2.50	2.50		50	2.50	2.50	Recommended as proposed
15.02	Upper Primary School		36	2.52	2.52		36	2.52	2.52	
	Sub Total		86	5.02	5.02		86	5.02	5.02	
16	Research & Evaluation									
16.01	Research & Evaluation (PS&UPS)		86	1.12	1.12		86	1.12	1.12	Recommended as proposed
	Sub Total		86	1.12	1.12		86	1.12	1.12	
17	Management & Quality									
17.01	Management & MIS			66.34	66.34			66.34	66.34	Recommended as proposed
17.02	Learning Enhancement Prog. (LEP)			1.60	1.60			1.60	1.60	
	Sub Total			67.94	67.94			67.94	67.94	
18	Innovative Activity									
18.02	Girls Education			30.00	30.00			30.00	30.00	Recommended as proposed
18.03	SC / ST			30.00	30.00			30.00	30.00	
18.04	Computer Education			100.00	100.00			100.00	100.00	
18.06	Minorities Interventions			30.00	30.00			30.00	30.00	
	Sub Total			190.00	190.00			190.00	190.00	
19	Community Training									
19.01	Community Training Residential		202	0.606	0.606		202	0.606	0.606	Recommended as proposed
19.02	Community Training Non Residential		420	0.630	0.630		420	0.630	0.630	
	Sub Total		622	1.236	1.236		622	1.236	1.236	
	Total of (Daman & Diu)	5.54		682.01	687.55	5.54		553.37	558.91	
20	State Component Plan (Management Cost)			12.06	12.06			12.06	12.06	
	Grand Total SSA Daman & Diu	5.54		694.07	699.61	5.54		565.43	570.97	

(E) Total Recommended Budget:

(Rs. in lakh)

S.No.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	5.54	694.07	699.61	5.54	565.43	570.97
2	KGBV	0	0	0	0	0	0
	Total	5.54	694.07	699.61	5.54	565.43	570.97

(F) Information of quality

S.No.	Category	Financial Recommendation for 2010-11
1.	Teachers Salary (PS)	88.29
2.	Teachers Grant	2.61
3.	Block Resource Centre	23.80
4.	Cluster Resource Centre	1.75
5.	Teachers Training	10.14
6.	Free Text Book	33.84
7.	School Grant	5.02
8.	Research & Evaluation	1.12
9.	LEP	1.60
10.	Innovative Activity	190.00
	Grand Total	358.17
	% of quality interventions to total cost	62.51

(2) Major Issues

Educational Indicators

- At UT level, a high Gender Gap has been observed at Primary level with the value 8.29 and for Upper Primary with the value 6.09. A matter of concern has been observed for the district Daman at both the level (10.47 for Primary and 8.31 for Upper Primary).
- The Pupil Teacher ratio is observed to be satisfactory at each of the level, but still there are 81.82% of school with PTR>40 in the district Diu.
- District Diu is showing a high SCR at Upper Primary level with value 40.56.
- UT has no MIS coordinator it is proposed to recruit MIS coordinator for the smooth functioning of SSA in the UT.

OOSC

- During 2009-10, UT's performance was nil to cover targeted out of school children.
- UT has no institutionalized mechanism to facilitate inter state sharing of information on migrant children which is very much essential for UT, as majority of children are out of school due to migration.
- UT has no mechanism for child tracking.
- UT has no Special Training/AIE co-ordinator.
- UT has not planned critically to cover out of school children for the year 2010-11.

Civil Works

- Cumulative target figures indicated by UT are not matching with the figures available with TSG and the targets are to be reconciled.

Quality Issues

- **BRC/CRCs:** The UT needs to operationalize its BRCs. There are currently 12 positions of resource persons at the UT level which need to be filled by July 2010. There was no progress in the training of BRC/CRCs in the UT. This was because of coordination issues with resource persons from Gujarat. This is an issue that the UT needs to address by looking at other resource institutions in the neighboring states as well as by better coordination with Gujarat.
- **Pedagogy cell:** The UT needs to operationalize its Pedagogy Cell and appoint the pedagogy coordinator with a strong pedagogical understanding and experience, to lead the quality agenda in the UT.
- **PTR:** This has not been done effectively as there are still some schools in the Diu district UT with high PTR. The PAB should take commitment from the UT that the UT

would bring down the PTR through filling up of sanctioned posts as well as redeployment and rationalization.

- **Elementary cycle:** The UT needs to ensure that wherever elementary cycle is not 5+3 years, the UT administration would take a policy decision to synchronize elementary cycle as per NPE (1992), which means I-V (primary) and VI-VII (upper primary).
- **Recruitment:** There are currently 33 vacant SSA posts at the UT level, at the upper primary level. The PAB should take a commitment from the UT to recruit these teachers by July 2010.
- **Learning achievement:** The learning achievement surveys reveal very low learning levels of students in standard I & VII with data indicating decrease in A & B grade and increase in C, D & E grade in all subject, and in almost all classes there has been a significant increase in number of students scoring in E category (i.e. less than 35%). The percentage of students scoring less than 50% marks (i.e. D and E categories) in language and mathematics is very high especially at primary level and upper primary level. Also, achievement in mathematics and social science at the upper primary level is even lower than the national average, which needs to be looked into and addressed.

Equity

- Unsatisfactory progress under SC/ST and Minority Innovation as the expenditure incurred is only 39% and 41% respectively.

IED

- The UT should hire a IE co-ordinator at the State level
- Low expenditure in IE. Only 29.67% expended in 2009-10
- The UT should conduct assessment camps for CWSN
- The UT has to begin giving aids and appliances to CWSN
- All the schools should be made barrier free
- The focus in IE now has to shift to capacity building of the teachers and increasing academic support to CWSN
- The UT will mainstream children with mild and mild - moderate categories in regular schools. Severe- profound CWSN would be covered through HBE.
- The UT should appoint the new 15 by August 2010 to improve the academic support to CWSN and to improve the learning achievement of CWSN.
- The UT needs to do appropriate micro level planning so that the resources are allocated as per needs of CWSN.

(3) Comments on States commitments and implementation:

Action taken against the pending commitments of 2008-09

Sr. No.	Commitment	Achievement	Comments
1.	The administration will conduct a study on teacher attendance by September, 2009.	The study has been completed and the final report is to be submitted.	Major findings of the study have been shared with the pedagogy unit. UT ensures that the copy of final report will be submitted in the month of May, 2010.
2.	The administration will conduct a study on student attendance by September, 2009.	The study has been completed and the final report is to be submitted.	Major findings of the study have been shared with the pedagogy unit. UT ensures that the copy of final report will be submitted in the month of May, 2010.
3.	The Administration will share progress under performance indicators for teachers and trainers every quarter.	Report is submitted to the TSG & MHRD.	Complied with
4.	Improving teacher accountability through performance indicator (e.g. adepts) and VEC/ SDM supervision by devolving of specific power to them.	ADEPTS has been implemented in all the school imparting elementary education & performance indicators are set to made accountable to the teachers. VEC members are regularly visiting to the school for supervision.	Complied with
5.	Institutionalization of centrality of the PRIs in school supervision through clearly defined role of PRIs in elementary education/SSA at village/block/district level	The scheme of SSA is being implemented under the supervision of District Panchayat Daman & Diu an autonomous PRI.	Complied with
6.	The administration will move towards unified or single system of educational statistics at the elementary level. DISE data 2009-10 will be submitted latest by January, 2010 after independent check of data for validation.	The DISE data for the year 2009-10 has been collected for 109 schools of the UT & the data has been submitted to NUEPA in April, 2010.	Complied with
7.	The administration will bring in objective and transparent system for teacher deployment and rationalization so that no school has PTR of more than 40:1.	Out of the total-88 Govt and Govt-aided schools only 19 schools are having PTR more than 40:1. This is because of the vacant post for teachers. Recruitment Process has been initiated for teacher deployment and rationalization to reduce PTR in such schools and the same will be completed by December 2010	UT has ensured that upto December 2010 all schools will be having comfortable PTR

Sr. No.	Commitment	Achievement	Comments
8.	Ending parallel posts of District coordinators from SSA implementation at district level in Administrations where such arrangements are still in place.	Only DPOs have been assigned duties of the administration and SSA as well.	Not complied with
9.	Constitution and holding of regular meeting of District level Monitoring committees for SSA/MDM.	District monitoring committees for SSA & MDM has been constituted and 01 meeting for SSA & 2 meetings for MDM are held during 2009-10.	Complied with
10.	Wherever elementary cycle is not 5+3 years, State Government/UT Administrations to take policy decision to synchronies elementary cycle as per NPE (1992), which means five years of primary (I-V) and three years of upper primary (VI-VIII) education.	Policy decision is to be taken during 2010-11.	No compliance made, however UT is under process to synchronize the elementary cycle.

Suggestions of PAB and action taken by State during 2009-10

Sr. No.	Commitments	Action Taken by the SSA, Daman & Diu	Comments
1.	Dropout rate should be reduced to zero level.	The drop rate is reduced up to 0.21%.	Satisfactory progress is made as the drop out rate is less than 1 at primary and upper primary level
2.	UT should enhance learning levels from 45.29% mean score in EVS to 50%, 49.35% in language to 55 % and 40.84% in Maths to 50% over MAS of NCERT	UT has implemented Vanchan Ganan Lekhan Abhivrudhhi karyakram under LEP and developed performance indicators under ADEPTS programme for enhance learning levels of children and to improve teachers performance. Progresses of LEP & ADEPTS are attached in Quality appraisal Report.	Progress not satisfactory. Learning levels remain low. Learning levels in language satisfactory.
	Quarterly pupil evaluation outcomes to be measured and reported in NCERT monitoring tools every quarter.	Evaluation has been made quarterly and reported to the NCERT.	Complied with.
	Teachers accountability systems and mechanism to be reexamined and redesigned	ADEPT has been implemented in 2009-10.	Complied with.
	All vacant posts of BRPs numbering 20 are to be filled up by June 2008.	10 resource persons are recruited, the process is going to recruit remaining RPs	Not satisfactory. 10 vacancies still remaining.

Sr. No.	Commitments	Action Taken by the SSA, Daman & Diu	Comments
6.	UT shall constitute the District Level Committees comprising public representatives for monitoring the implementation of the SSA programme in all districts.	District level monitoring committee has been constituted in both the districts for monitoring the implementation of SSA.	Complied with.
7.	Appointment of 3-4 key personnel such as SPD, Administrative officer and Accountant on deputation at SPO and DPO level. UT should appoint an Accountant in SPO by June 08.	Accountant has been recruited in both the districts.	Complied with.
8.	UT should decentralize the powers particularly for the SPD for the disposal of day-to-day financial matters along with DDOs.	Financial powers have been delegated to the SPD upto Rs. 5.00 lakhs & Rs. 2.00 lakhs for the DPOs.	Complied with.
9.	UT should ensure at least 15 days clear notice to GOI for the meetings of the EC/GB. The next meeting be held within 2 months.	The EC meeting has been conducted as directed by PAB.	Complied with.
10.	UT should submit Annual Report and Audited Accounts for the year 2005-06 and 2006-07 by June 08 and in future ensure submission by December of the following financial year.	Annual Report and Audited Accounts for the year 2005-06 & 2006-07 have been submitted to the ministry.	Complied with.
11.	UT should systematize the process of identification of children with special needs through household survey data and deeper strategies to address the needs of CWSN with assistance from competent NGOs.	As per fresh HHS the % of CWSN has been increased upto 3.75%	Satisfactory progress has been made
12.	UT should send the progress reports (monthly/quarterly) of major interventions regularly through email to GOI and participate in the review meetings conducted by MHRD.	Sent regularly, and UT has participated in national meetings.	Complied with.

4. Introduction & Planning process:

SSA was launched in the UT Daman and Diu in the year 2004-05. The UT submitted an Annual Work Plan and Budget in respect of SSA for the year 2010-11 for the UT's 2 districts, Daman and Diu. The appraisal of two districts of Daman & Diu was carried out from 19th – 27th April, 2010 at TSG, New Delhi. An Appraisal Team was constituted by the EE Bureau, MHRD, to appraise the AWP&B, consisting of the following members, all from Technical Support Group, SSA:

- Mr. C. Ganapathi
- Ms. Swati Sahni
- Mr. Amit Saxena
- Mr. Jyoti Prakash Mohanty
- Dr. Anupriya Chaddha
- Ms. Kiran Dogra
- Mr. Jitendra Panda
- Mr. R.R. Saxena
- Mr. Audumber Chauhan
- Mr. Girija Shankar
- Dr. S. C. Gujaria (Costing)
- Ms. Seema Rajput (Coordination)

The team shows its gratitude to all the representatives of the UT, who showed their excellent cooperation to the appraisal team members and provided necessary inputs and clarifications wherever required.

Planning process:

In the initial stage of SSA i.e. in 2004-05 the District Elementary Education Plan (DEEP) was prepared at the UT and District level, but from 2005-06 attempts is constantly made to take the process of preparation of DEEP to grassroots level i.e. to the habitation. This process has been further consolidated. The process followed in the preparation of DEEP 2007-08, is detailed below.

1. Formulation of planning team at UT and District level. The planning team at the UT level is functioning since the initiation of SSA in the UT. This team is headed by Secretary (Education). In the year 2007 a drastic policy decision was taken that the primary education in the UT has been handed over to the Panchayat. As a consequence of it the CEO of District Panchayat is working as SPD as well. This devolution of power to Panchayat in due course of time will facilitate the process of development of community owned elementary education system. However it is important to mention that in the state level team the key functionaries of SSA at district level are working in integrated manner.

Following are the members of the **UT level planning team.**

1. The Secretary (Education) UT Daman & Diu.
2. State Project Director SSA UT Daman & Diu
3. Asstt. Director of Education UT Daman & Diu
4. Education officer, Diu.

2. Below the state level team the district level team is functioning. The district level team is working in the leadership of Assistant Director of Education who is also District Project Officer of SSA Daman. Since the Daman district is uni-block block therefore, the BRC and all CRC's are the integral part of the district level team. Following are the members of the **district level planning team.**

1. Asstt. Director of Education/DPO, Daman.
2. Asstt. District Education Inspectors (ADEIs)
3. Block Resource Centre co-ordinator
4. Cluster Resource Centre co-ordinator

3. Below the district level (and block level as well) **cluster level teams** are functioning. The CRC coordinators which are four in number are the members of district level planning team.

4. The cluster resource centers have ensured that **village level committees** are formed in the service area of every elementary school.

5. The village education committee is functioning at grass root level to school level and they are also working as a **habitation level planning team.**

Thus the UT has formulated multilevel planning teams and as it will be spell out in subsequent section the Capacity Building Exercises are carried out at every level and the capacity building exercises are carried out in cascading mode, i.e. every higher level assisting lower level to build capacities in planning and implementing DEEP. But the process of preparing the plan is based on bottom up approach, - the plans prepared at lower level are nestled up at higher level- the habitation level plan are integrated , at village and cluster level and ultimately the provide the basis for preparing the district level plan

Capacity Building Exercises : The capacity building exercise was carried out at village level through the meetings conducted by ADEI/BRC/CRC. The district level functionaries carried out the capacity building exercise at Village / Ward level. In this process following exercises was carried out.

Capacity Building Exercises of Habitation level Planning Teams in Micro Planning

Date	Name of Cluster	No of participating members
05/01/2010	Varkund	11
07/01/2010	Bhimpore	10
15/01/2010	Damanwada	09
18/01/2010	Municipal Area	14

Micro planning Exercise: To prepare the DEEP for 2010-11 detailed household survey was carried out in the month of February. Attempts with all diligence and intelligence was made

that not even a single household residing in the territory of the District of Daman is left uncovered. The details of this household survey are summarized below:

Total out of school children in the UT

Age group	Never enrolled			Drop out			Total		
	B	G	T	B	G	T	B	G	T
6 - 11	141	84	225	32	21	53	173	105	278
11-14	133	12	145	02	02	04	135	14	149
Total	274	96	370	34	23	57	308	119	427

Besides the household survey to take the planning skill at habitation level and make the planning process community owned in this DEEP, the findings of the Participatory Learning and Appraisal Exercises carried out in 02 sample habitation by the Village Education Committee members in collaboration with CRC functionaries have also been incorporated. The details and finding are summarized below:

Date of PLA	Name of cluster	No of Participants	Issues identified
15/01/2010	Damanwada	09	Problem to learn English. General Knowledge of students is very weak. Lack of tour/excursion in school. Lack of cultural activities. Less use of TLM in classroom.
05/01/2010	Bhimpore	10	Separate toilet for girls. Lack of playing instruments. Reading and Writing skill is poor. Involvement of parents regarding child's education is less.

Besides the Villages Education Committees have been requested by the SSA district mission to have meetings regularly and share the information perceptual and factual with the cluster resource persons so that the same could be utilized in the formulation of the DEEP. Detail of the observations provided is in the **Annex (VEC Meetings)**. However important one are reproduced.

1. Develop Communication skill in students & evaluate them.
2. Follow play way method in teaching.
3. More attention towards co-curricular activities & more participation of child in classroom transactions.
4. Improvement in quality of education.

An extensive campaign has been launched throughout the District to make people of all section aware of the objective of Sarva Shiksha Abhiyan. Workshop, training programme, meetings, providing computers to schools for girls, selection of school for construction of BRC & CRC,

appointment of Resource Person in BRC & CRC, training of Village Education Leaders and Delegation of power to MTA/VEC/PEC at the grass root level, school mapping micro planning were done at district, sub-division, Block & Cluster Levels with a view to build up capacity of community of all levels to ensure their active participation's in the planning process of S.S.A.

More the following process has been taken for effective planning and its proper implementation in the District:-

1. For preparation of education plans, the communities of the locality to be mobilized in micro-planning and school mapping with the help of planning team of VEC, H/M, Teacher. Parents of children with special needs.
2. There is wide scope for the involvement of community in the planning. The inadequate staff at State & District Level is a major problem for the planning.
3. Efforts have to be taken to involve the local research institution to reflect the current situation regarding learning achievements, retention, access, gender equity, social equity, and infrastructure.
4. Identification of a team at District and Block Level was undertaken from the BRC & CRC Coordinator to facilitate the planning process.
5. Rationalization of teacher units was initiated to facilitate assessment of additional teacher require.
6. School based activities such as, sports and cultural festivals were organized to ensure community participation in the management of the school.
7. Habitation level plans were drawn on the basis of the micro-planning exercise. The Block and the District undertook an exercise to see that all requirements can be fulfilled by redeployment or by scheme.
8. The habitation level plans were appraised by Cluster level units, in consultation with the Block teams. The District unit appraised the Block level plans.

The following points have been kept in mind while chalking out plans:-

1. Large-scale participation of women and other disadvantaged group in the planning process.
2. A clear gender focus in all the activities under the plan. Every intervention must be gender sensitive.
3. Interface with elected representative at all levels
 - Process based constitutions of committees at each level
 - Institutional arrangements for decentralized decision making
 - Consultation with teachers.
 - Community contribution for universal elementary education.
 - School mapping and micro-planning habitation-wise/ Village-wise/ Cluster-wise/Urban slum-wise / Ward-wise.
 - Joint Bank Account in each schools / VEC / School committee to receive community contribution and for special government grants.

- Focus on making education relevant to life.
4. Survey of :-
 - Available school facilities, including non-governmental education institution.
 - 0-6 age group children and facilities for their education and development.
 - 6-14 age children through preparation of education registers and identification of institution for schooling.
 5. Relocation of teachers unit taking into accounts the presence of the non-governmental sector and its impact on school attendance.
 6. Assessment of:-
 - Training needs and survey of capacities for orientation and training with existing institutions.
 - Information system.
 - Available financial resource and priority of needs.
 7. Community ownership of the District Plan.
 8. A plan for quality education including a plan for
 - Early Child Care and Education
 - Children with special needs
 9. Reflection of all investments in plan and non-plan being made in a particular District for elementary education.

Data Collection Process:-

The District collects data through different survey. S.S.A. unit Daman District conducts survey such as **DISE, and Household survey** for identification of out-of-school children, rate of drop-out and un-enrolled children, rate of Primary and Upper Primary graduates, rate of repeaters, rate of transition, Caste distribution, and population etc.

For conducting this survey, the District supplies forms developed by the national team, convenes workshops for making the enumerators and the supervisors realize the importance of the survey and to make them affluent in filling up of the forms for collection of data.

The filled in formats are collected at the CRC level by CRC Co-ordinators. Here all the data collected and computerized. Then all data are sent to the district office where all data are entered in to computers and preserved in it.

Bottom up planning process:

On the basis of the data collected through survey, the needs of habitations, village, urban wards + slums are identified at the grass root level. Requirements are sent to the Block. All the needs having been received, the Block level committee formulates plan and send it to the District.

The District finances the District plan on the basis of the plans received from the Blocks.

Plan formulation in respect SSA in the district is an important task for the district unit of SSA.

Observations:

- It is noticed that a consolidated plan for UT has never been submitted for appraisal.
- UT has made a remarkable progress in universalisation of elementary education especially in improving access to school, bringing children to school, providing infrastructural development and for retention.
- AWP&B has been prepared based on the guidelines laid by the GOI.
- Most of the activities are well listed and detailed as per need, however UT Needs to implement its activities strategically in order to achieve its target.
- UTs performance and efforts have been satisfactory to identify children with special needs and their coverage.

Recommendations:

- Greater need is required to develop the plan through micro-planning exercise which includes consultation of community and representatives of weaker sections.
- Focus on the quality issues is the need of the hour as it has not been satisfactory.
- Appropriate activities needs to be crafted which are really helpful in accelerating the learning level of children belonging to disadvantage group under innovation component.
- There is a strong need to strengthen the web portal.
- Need to involve personnel from universities/colleges and NGOs for capacity building and training of staff at various levels.
- There is an urgent need to fill up the vacant posts then only UT will be able to implement various activities in the time bound manner.
- UT has not submitted its consolidated component plan, only district plans were submitted for appraisal.

5. Education Indicators:

Enrolment

Observation:

The Primary Enrolment for Govt+Aided management has been decreased by .55% from the previous year, but a major decrease of 7.68%, for the district Diu has been observed.

The Upper Primary Enrolment for Govt+Aided management has been increased by 2.69% from the previous year, but a minor decrease of 0.34%, for the district Diu has been observed.

The total SC Primary enrolment has been decreased by 4.88% at UT level for the Govt+Aided, a major decrease of 13% has been observed in Diu.

The total SC Upper Primary enrolment has been increased by 3.34% at UT level for the Govt+Aided, a major decrease of 13% has been observed in Diu.

The ST Population is very low in the UT, still an increase of .43% at Primary and 3.04% at Upper Primary has been observed for Govt+Aided Management.

An increase of 10.92% has been observed at Primary level for Govt+Aided Management at UT level.

A Decrease of 3.60% has been observed at Upper Primary level for Govt+Aided Management at UT level.

Enrolment of Govt and Govt .Aided School (Pry.Level)

District	2007-08(Ito V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	4143	3396	7539	4330	3600	7930	4394	3746	8140
Diu	1659	1899	3558	1616	1937	3553	1452	1828	3280
Total	5802	5295	11097	5946	5537	11483	5846	5574	11420

Enrolment of Pvt.Unaided School (Pry.Level)

District	2007-08(Ito V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	1662	1369	3031	2014	1445	3459	2192	1591	3783
Diu	715	269	984	849	378	1227	934	434	1368
Total	2377	1638	4015	2863	1823	4686	3126	2025	5151

Enrolment of Govt, govt .aided &Pvt.Unaided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	5805	4765	10570	6344	5045	11389	6586	5337	11923
Diu	2374	2168	4542	2465	2315	4780	2386	2262	4648
Total	8179	6933	15112	8809	7360	16169	8972	7599	16571

Enrolment of Govt and Govt .Aided School (Upper Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	2183	1773	3956	2209	1893	4102	2287	2042	4329
Diu	1906	2164	4070	1793	2046	3839	1772	2054	3826
Total	4089	3937	8026	4002	3939	7941	4059	4096	8155

Enrolment of Pvt.Unaided School (Upper Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	653	576	1229	762	598	1360	743	523	1266
Diu	432	125	557	671	229	900	711	261	972
Total	1085	701	1786	1433	827	2260	1454	784	2238

Enrolment of Govt, govt .aided &Pvt.Unaided School (Upper Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	2836	2349	5185	2971	2491	5462	3030	2565	5595
Diu	2338	2289	4627	2464	2275	4739	2483	2315	4798
Total	5174	4638	9812	5435	4766	10201	5513	4880	10393

SC Enrolment of Govt and Govt .Aided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	154	148	302	208	192	400	207	181	388
Diu	45	45	90	50	42	92	43	37	80
Total	199	193	392	258	234	492	250	218	468

SC Enrolment of Pvt.Unaided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	80	74	154	86	48	134	83	115	198
Diu	29	12	41	35	19	54	32	16	48
Total	109	86	195	121	67	188	115	131	246

SC Enrolment of Govt .aided &Pvt.Unaided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	234	222	456	294	240	534	290	296	586
Diu	74	57	131	85	61	146	75	53	128
Total	308	279	587	379	301	680	365	349	714

SC Enrolment of Govt and Govt .Aided School (Up.Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	122	76	198	140	108	248	154	126	280
Diu	76	77	153	68	73	141	64	58	122
Total	198	153	351	208	181	389	218	184	402

SC Enrolment of Pvt.Unaided School (Up.Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	27	29	56	37	27	64	30	19	49
Diu	20	15	35	30	19	49	28	16	44
Total	47	44	91	67	46	113	58	35	93

SC Enrolment of Govt, govt .aided &Pvt.Unaided School (Up. Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	149	105	254	177	135	312	184	145	329
Diu	96	92	188	98	92	190	92	74	166
Total	245	197	442	275	227	502	276	219	495

I Enrolment of Govt and Govt .Aided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	1047	919	1966	994	874	1868	995	882	1877
Diu	1	1	2	1	2	3	0	2	2
Total	1048	920	1968	995	876	1871	995	884	1879

ST Enrolment of Pvt.Unaided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	38	35	73	29	22	51	42	24	66
Diu	2	1	3	6	3	9	2	4	6
Total	40	36	76	35	25	60	44	28	72

ST Enrolment of Govt, govt .aided &Pvt.Unaided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	1085	954	2039	1023	896	1919	1037	906	1943
Diu	3	2	5	7	5	12	2	6	8
Total	1088	956	2044	1030	901	1931	1039	912	1951

ST Enrolment of Govt and Govt .Aided School (Up.Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	583	478	1061	583	461	1044	582	489	1071
Diu	7	5	12	5	2	7	9	3	12
Total	590	483	1073	588	463	1051	591	492	1083

ST Enrolment of Pvt.Unaided School (Up.Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	14	12	26	12	9	21	12	15	27
Diu	0	0	0	0	0	0	0	0	0
Total	14	12	26	12	9	21	12	15	27

ST Enrolment of Govt, govt .aided &Pvt.Unaided School (Up. Pry.Level)

District	2007-08(VI to VIII)			2008-09 (VI to VIII)			2009-10 (VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	597	490	1087	595	470	1065	594	504	1098
Diu	7	5	12	5	2	7	9	3	12
Total	604	495	1099	600	472	1072	603	507	1110

Minority(Muslims)Enrolment of Govt and Govt .Aided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	372	348	720	428	402	830	509	446	955
Diu	82	85	167	86	91	177	74	88	162
Total	454	433	887	514	493	1007	583	534	1117

Minority(Muslims)Enrolment of Pvt.Unaided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	154	109	263	168	117	285	172	126	298
Diu	98	158	256	103	64	167	105	66	171
Total	252	267	519	271	181	452	277	192	469

Minority(Muslims) Enrolment of Govt, govt .aided &Pvt.Unaided School (Pry.Level)

District	2007-08(I to V)			2008-09(I to V)			2009-10(I to V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	526	457	983	596	519	1115	681	572	1253
Diu	180	243	423	189	155	344	179	154	333
Total	706	700	1406	785	674	1459	860	726	1586

Minority(Muslims) Enrolment of Govt and Aided School (Up.Pry.Level)

District	2007-08(VI to VII)			2008-09(VI to VIII)			2009-10(VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	212	174	386	216	183	399	191	185	376
Diu	59	62	121	64	65	129	66	67	133
Total	271	236	507	280	248	528	257	252	509

Minority(Muslims) Enrolment of Pvt.Unaided School (Up.Pry.Level)

District	2007-08(VI to VII)			2008-09(VI to VIII)			2009-10(VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	32	19	51	40	26	66	68	40	108
Diu	37	16	53	42	19	61	44	17	61
Total	69	35	104	82	45	127	112	57	169

Minority(Muslims) Enrolment of Govt,Aided &Pvt.Unaided School (Up. Pry.Level)

District	2007-08(VI to VII)			2008-09(VI to VIII)			2009-10(VI to VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Daman	244	193	437	256	209	465	259	225	484
Diu	61	63	124	106	84	190	110	84	194
Total	305	256	561	362	293	655	369	309	678

Gross Enrolment Ratio

Observation:

The GER is satisfactory at Primary ,with the value 98.92 and at Upper Primary ,with the value 99.36 for All Management.

GER of Govt,Aided &Pvt.Unaided School (Pry.Level)

District	2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total
Daman	122.14	113.07	117.95	98.08	98.6	98.3
Diu	97	99.61	98.24	98.93	101.44	100.14
Total	112.68	107.83	110.41	97.9	100.12	98.92

GER of Govt,Aided &Pvt.Unaided School (U.Pry.Level)

District	2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total
Daman	109.02	103.28	106.33	98.5	99.34	98.89
Diu	115.12	109.2	112.19	99	101.44	100.14
Total	111.32	105.65	108.6	98.66	100.16	99.36

Net Enrolment Ratio

Observation:

The UT maintains a value of NER as 98.31, which is quite satisfactory.

NER of Govt,Aided &Pvt.Unaided School (Pry.Level)

District	2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total
Daman	98.86	98.83	98.85	97.42	98.06	98.31
Diu	99.71	99.42	99.61	99.76	99.47	99.62
Total	98.82	98.91	98.58	98.12	98.53	98.31

NER of Govt,Aided & Pvt.Unaided School (U.Pry.Level)

District	2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total
Daman	99.71	99.59	99.65	95.61	99.45	97.36
Diu	99.81	99.93	99.89	99.83	100	99.91
Total	99.29	99.53	99.12	97.16	99.67	98.33

Gender Gap

Observation:

A High Gender Gap has been observed at Primary level with the value 8.29 and for Upper Primary with the value 6.09.

A matter of concern has been observed for the district Daman at both the level (10.47 for Primary and 8.31 for Upper Primary).

Gender Gap of Govt and Govt .Aided & Pvt.Unaided School (Pry.Level)

District	2007-08		2008-09		2009-10	
	Gender Parity Index	G.Gap in Enrolment	Gender Parity Index	G.Gap in Enrolment	Gender Parity Index	G.Gap in Enrolment
Daman	0.82	9.84	0.8	11.41	0.81	10.47
Diu	0.91	7.96	0.93	8.23	0.94	2.67
Total	0.85	4.40	0.84	5.91	0.85	8.29

Gender Gap of Govt and Govt .Aided & Pvt.Unaided School (U.Pry.Level)

District	2007-08		2008-09		2009-10	
	Gender Parity Index	G.Gap in Enrolment	Gender Parity Index	G.Gap in Enrolment	Gender Parity Index	G.Gap in Enrolment
Daman	0.83	9.39	0.84	8.79	0.85	8.31
Diu	0.92	4.29	0.92	7.07	0.93	3.51
Total	0.96	4.40	0.98	3.20	1	6.09

Dropout Rate

Observation:

Drop Out Rate is not a matter of concern for the UT, It is below 1 in all the level and management.

Govt.+ Aided Pry.Level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	0.2	0.09	0.15	0.32	0.3	0.31	0.86	0.07	0.49
Diu	0	0	0	0	0	0	0	0	0
Total	0.2	0.09	0.15	0.32	0.3	0.31	0.86	0.07	0.49

Source:

Govt.+ Aided Upper Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	0.15	0.11	0.13	0.15	0.11	0.23	0.94	0.64	0.21
Diu	0	0	0	0	0	0	0	0	0
State	0.15	0.11	0.13	0.15	0.11	0.23	0.94	0.64	0.21

Source:

Transition Rate:**Observation:**

Transition rate is satisfactory with a value of 102.03 at the UT level.

Primary to Upper Primary level**(i) Govt.+ Aided**

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	110.39	103.51	107.12	110.56	103.55	107.38	110.67	103.79	107.69
Diu	97.88	100	98.94	97.46	102.78	99.91	97.69	102.98	101.33
State	105.33	102.01	103.72	98.82	101.63	100.1	104.19	101.87	102.03

Source:

(iii) Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	110.39	103.51	107.12	110.56	103.55	107.38	110.67	103.79	107.69
Diu	97.88	100	98.94	97.46	102.78	99.91	97.69	102.98	101.33
State	105.33	102.01	103.72	98.82	101.63	100.1	104.19	101.87	102.03

Source:

Retention Rate**Observation:**

Retention Rate is satisfactory at both the level for Govt+Aided Management with the value 99.51 and 99.79.

Govt.+ Aided- Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.37	98.47	98.42	98.76	98.58	98.64	99.26	99.24	99.25
Diu	93.78	99.98	99.69	99.52	100.98	99.75	98.02	99.73	99.01
State	96.48	99.97	98.89	99.11	99.89	99.39	99.14	99.93	99.51

Source:

Total- Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.37	98.47	98.42	98.76	98.58	98.64	99.26	99.24	99.25
Diu	93.78	99.98	99.69	99.52	99.89	99.75	98.02	99.73	99.01
State	96.48	99.97	98.89	99.11	99.78	99.39	99.14	99.93	99.51

Source:

Govt.+ Aided Upper Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.54	99.43	98.79	98.67	99.56	99.64	98.97	99.78	99.89
Diu	98.78	99.67	99.37	99.35	99.78	99.59	99.38	99.87	99.67
State	98.64	99.59	99.49	98.69	99.39	99.58	99.06	99.36	99.79

Source:

Total Upper Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.54	99.43	98.79	98.67	99.56	99.64	98.97	99.78	99.89
Diu	98.78	99.67	99.37	99.35	99.78	99.59	99.38	99.87	99.67
State	98.64	99.59	99.49	98.69	99.39	99.58	99.06	99.36	99.79

Source:

Govt.+ Aided Elementary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.28	98.39	98.39	99.27	99.37	99.29	99.37	99.49	99.47
Diu	99.59	99.67	99.62	99.67	99.79	99.75	99.79	99.87	99.86
State	98.79	98.87	98.47	99.49	99.47	99.59	99.61	99.59	99.66

Source:

Total Elementary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.28	98.39	98.39	99.27	99.37	99.29	99.37	99.49	99.47
Diu	99.59	99.67	99.62	99.67	99.79	99.75	99.79	99.87	99.86
State	98.79	98.87	98.47	99.49	99.47	99.59	99.61	99.59	99.66

Source:

Pupil Teacher Ratio

Observation:

The Pupil Teacher ratio is observed to be satisfactory at each of the level , but still there are 81.82% of school with PTR>40 in the district Diu.

Govt.+ Aided

District	2007-08			2008-09			2009-10		
	Primary	Upper Primary	Ele.	Primary	Upper Primary	Ele.	Primary	Upper Primary	Ele.
Daman	38	26	33	31	28	30	32	32	28
Diu	42	45	43	40	48	43	39	41	39
State	41	35	38	36	37	35	36	37	32

Source:

Total

District	2007-08			2008-09			2009-10		
	Primary	Upper Primary	Ele.	Primary	Upper Primary	Ele.	Primary	Upper Primary	Ele.
Daman	38	26	33	31	28	30	32	32	28
Diu	42	45	43	40	48	43	39	41	39
State	41	35	38	36	37	35	36	37	32

Percentage of Schools with PTR>40

(i) Govt.+ Aided

District	2009-10		
	Primary Only Schools	Upper Primary Schools	All Schools
Daman	18.75	5	13.46
Diu	80.95	83.33	81.82
State	43.39	34.37	40

Source:

Single Teacher School

Observation:

There is no Single teacher school in the UT.

Promotion and Repetition Rate

Observation:

An increasing trend has been observed for Promotion rate in the UT, and parallel decreasing trend emerged in Repetition rate.

	Pry. Level			Upper Pry. Level			Elementary Level		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Promotion Rate	96.03	97.78	96.83	91.13	89.69	90.42	94.63	95.46	95.00
Repetition Rate	3.11	2.15	2.68	7.93	9.67	9.79	4.98	4.13	5.34

Basic facilities 2009-10			
District	% schools without Drinking Water facility	% schools without Common Toilet facility	% schools without Girls Toilet facility
Daman	0	0	13%
Diu	0	0	17%

School Classroom Ratio (SCR)

Observation:

District Diu is showing a high SCR at Upper Primary level with value 40.56.

2009-10			
District	Pry. Level	Upper Pry. Level	Elementary Level
Daman	33.25	33.28	33.26
Diu	38.58	40.56	39.47
UT	34.7	29.8	32.55

Educational development Index (EDI)

Observation:

On the basis of EDI calculated at National Level, the UT stands at 33 Ranking in Access and Outcome for Primary level. The UT may advised to strengthen the strategies for Access and Outcome.

	Index	07-08	08-09
At Primary	Access	33	33
	Infrastructure	9	7
	Teacher	5	9
	Outcomes	10	33
At Upper Primary	Access	3	7
	Infrastructure	10	9
	Teacher	9	11
	Outcomes	16	5
Composite	Primary Level	10	17
	Up. Primary	7	5
	Pri. & U. Primary	8	9

Web Portal

State Name/UT's	No. of Districts	Status of Data Entry-2009-10		
		(No. of Districts)		
		Completed	In Progress	Yet to Start
Daman & Diu				
Quarter I	2	1	1	0
Quarter II	2	0	2	0
Quarter III	2	0	1	1

Observation:

The UT Web Portal Progress is not satisfactory, the UT may advised to expedite the approval process .

- **Sanctioned, existing and vacant position of staff:** During the year 2009-10 UT tried to strengthen the MIS structure. During the year the post of One Programmer (at UT level) and one post of Data Operator (Dist. Level) has been filled up. At present there is vacancy of one Data Operator (Dist. Daman) is vacant. The process has been initiated to filled the vacant post.

The following staff has been sanctioned for the UT of Daman & Diu.

Post	Sanctioned	Filled up	Vacant
Programmer	1	1	0
Data Entry Operator	2	1	1
Clerical Staff	3	2	1

Observation:

UT has no MIS coordinator it is proposed to recruit MIS coordinator for the smooth functioning of SSA in the UT.

- **MIS activities:** The house hold survey has been conducted every year in both the districts of the UT during the month of February. The information collected through HHS is useful for the updation of data.

The DISE data has collected from every school of the UT every year during the month of

October. Before collecting the information training of head masters is being conducted for the accurate information. Due to non availability of sufficient staff the data feeding of

DISE is done at NEUPA.

- **Calendar of activities :**

Sr. No.	Activities	Month
1	State level workshop to discuss & finalize the DCF and schedule	August
2	Printing of DCFs (preferably through software)	August
3	Distribution of DCFs	September
4	Trainings to the field functionaries	2 nd week Sept.
5	Data collection (DISE week)	1 st week Oct.
6	Submission of filled in DCFs at Districts	2 nd week Oct.
7	Scrutiny of DCFs at Districts	4 th week Oct.

Sr. No.	Activities	Month
8	Data feeding at districts	1 st – 2 nd week November
9	Consistency checks	4 th week Nov.
10	Sharing of data at district level	1 st week Dec.
11	Submission of DISE data to SPO	2 nd week Dec.
12	Compilation & checking at SPO	3 rd & 4 th week December
13	Sharing at SPO	4 th week Dec.
14	Submission of data to GOI	1 st week Jan. 10

- Distribution and discussion on School Report Cards:** School Report cards were shared to all the schools during 2009-10 and necessary instructions have been issued to the schools to display the same on display board of the school.
The school report cards will be shared with all the school Head Masters and Teachers during 2010-11 also, and suggestions will be made to improve the level of learning and achievements if any. Further Department will try to solve the problems related to infrastructure, teachers etc. if in any school.
- Data sharing :** Data collected through DISE format will be shared with the VEC members and HM of Schools.
- Jan Vaachan:** No activity has been carried out during 2009-10 under Jan Vaachan. However, it is proposed to organize Jan Vaachan during 2010-11. The DISE data will be shared with all stakeholders e.g. SPD, DPO, BRCC, CRCC, HM's, VEC/PTA/MTA members. After JAN VANCHAN DISE data will be crossed checked by CRC/BRC with the help of community members.
- 5% Sample Checking :** No 5% sample checking has been done, however negotiations has been made with monitoring institute of the UT and they are ready to carry out 5% sample checking for the DISE data 2009-10 the report will be submitted to the NUEPA/Ed. CIL. However, 5% sample checking for the next year will be carryout within the time limit and will be shared to the NUEPA/Ed. CIL.
- Hardware/Software/Internet connection requirements:** At present there are 2 sets of PCs are available at Daman and 2 sets of PCs are available in Diu District for the District level functionaries in both the districts. All the PCs are connected with the broadband connections.
- Capacity building:** The process for the filling up of vacant & post of MIS coordinator, has been initiated. After the completion of recruitment process training for capacity building for the MIS staff will be arranged. MIS staff of the UT will attend the workshops regularly organized by Ed. CIL, MHRD for the capacity building of MIS staff.

6. Component-Wise Appraisal:

(I) Access

- *State policy on opening of new schools*

UT has no policy for opening of new primary and upper primary schools. It simply follows the SSA norm for opening of primary and upper primary schools with in a distance of 1 km and 3 km respectively.

- *Availability of Schooling facilities:*

Table: Information on Schools

Category	Govt.	Aided	Private	Total
Primary	52	0	13	65
Up. Primary	32	4	2	38

UT has total 65 primary schools at primary level. Out of 52 Govt schools 5 (4 under SSA and 1 by UT) schools are also having upper primary sections. Of the existing PS, only one is in English medium. At the upper primary level total 38 schools are located in the UT. Out of 32 UPS, 23 are separate UPS and remaining 9 schools High schools having upper primary sections. All Private schools are unaided.

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					
Daman	236	236	0	236	0	0	0	0
Diu	55	55	0	55	0	0	0	0
Total	291	291	0	291	0	0	0	0

All 291 habitations in the UT are served with the facility of primary 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
Daman	236	236	0	1.39	0	0	0
Diu	55	55	0	1.54	0	0	0
Total	291	291	0	1.44	0	0	0

All habitations are served with the facility of upper primary schools with in a radius of 3 km.

A. Primary

Status of opening of new primary schools sanctioned till 2009-10 under SSA

In the year 2004-05, UT was sanctioned with total 8 new primary schools. UT has made 4 schools operational but remaining 4 are still to be start. As per the information furnished by the UT officials out of remaining 4 schools, building of 3 schools have been constructed and they will be made functional from this academic session. One school is disputed due to availability of land which is under consideration.

All the teachers have been recruited and appointed in the functional schools.

TLE has been distributed to the 4 schools which are functional.

Table: Status of EGS

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2009-10
NA		

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				
NA						

B. Upper Primary

Status on opening of new upper primary schools sanctioned till 2009-10 under SSA

State was sanctioned with the upgradation of 4 PS into UPS in the year 2004-05 and all the schools have been upgraded. Teachers were appointed in the year 2006-07.

Ratio of primary to upper primary school/sections: 2: 1.44

Issues:

- UT has not taken policy decision to synchronise elementary cycle.

Suggestion:

- Though UT has declared saturation of access at the primary and upper primary level, still to keep in view the concept of neighborhood school stated under RTE, 09, it is suggested by the appraisal team to conduct a school mapping exercise to ensure easy access to school by each and every child as it has never been done by the UT since inception of SSA.
- It is also suggested by the appraisal team that now there is a need for exercise on quality of access like availability of physical space per child, availability of classrooms in school, road connectivity, play ground, SCR, PTR and other basic amenities in the school.

Proposal & Recommendation:

No proposal for PS and UPS made by the UT.

C. Interventions for Out of School Children

Table: Performance during 2009-10

Strategies	Approved target for 2009-10		Coverage till date		Mainstreaming		
	Physical target	Fin (Rs. In lakhs)	Physical	Fin.	Fresh	Contd.	Total
RBC	350	8.4	60	0.30	Nil	60	60
Madars/ Makhtab	316	7.58	Nil	Nil	Nil	Nil	Nil
Direct Admission	243		255				
Total	909	15.98	315	0.30		60	60

During the year 2009-10, UT had reported total 909 children as out of school, out of the proposed physical target, 255 children (148 boys & 107 girls) were directly admitted into the formal school and 60 children who were continuing since 2008-09 were covered under NRBC and all children were mainstreamed in the month of August, 09. Reasons given by the UT representative for nil coverage during 2009-10 are as follows:

- Majority of the identified children were migratory. In the month of August- September they had gone back to their native place.
- More than 100 children belonging to Muslim category were become over age
- Due to lack of manpower/separate co-ordinators for AIE

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	450	261	711	64	0	64	109	105	214
11-14	153	46	199	122	0	122	13	14	27
Total	603	307	910	186	0	186	122	119	241

For the year 2010-11, UT has reported that total 427 children have been found as out of school, this figure includes the uncovered children of the last year (186). These 186 children are boys and enrolled in 2 Madarsas.

Reduction in number of OOSC:

During the year UT had total 910 children as out of school which was the highest since UT started the implementation of SSA. As per the findings of the IMRB, only 23 children have been reported as out of school. On the basis of updation of VER, UT reports 427 children as out of school.

2005-06	2006-07	2007-08	2008-09	2009-10	IMRB	2010-11
356	147	201	156	910	23	427

Analysis on OOSC:

- UT has only 1.6% children out of the schooling system of the total child population of 6-14 years
- 27.63% children are Muslims among total OOSC.
- 72.13% boys are among the total OOSC
- Majority of children are out of school due to migration.
- OOSC children are found only in Daman district.

Identification of out of school children:

Every year in the month of February, UT conducts a household survey with the help of teachers. HHS forms are supplied to the schools, the headmaster of the respective school decide the survey area among the teachers. The village wise data is being compiled at school level and reported to CRCCS and consolidation work of collected data is done at the BRC level. Finally data is compiled the DPO level and the same is being submitted to the SPO level. This year the training was imparted by the CRCCs to the teachers regarding information to be filled in VER formats.

Period of Conducting fresh house hold survey/ updation:

During February 2010 updation of VER/WER was conducted to know about the status of out of school children.

Method/mechanism adopted to identify out of school children:

People/agencies associated: The survey was conducted with the help of school teachers.

Process involved in analysis of OOSC, if information regarding children enrolled any category of private school is not available then mechanism adopted for arriving at the number of out of school children:

All Govt., aided & private unaided schools provide information regarding enrollment of students.

Whether individualized education plan/ child profile has been developed for each identified out of school children:

No such IEP has been developed so far, however UT ensures that it will be developed during 2010-11.

Table: Progress & Mainstreaming

District	Children enrolled in AI/bridge courses during 2009-10			Children mainstreamed till 2009-10			Children proposed to be enrolled in AI/bridge courses in 2010-11			Children proposed to be mainstreamed in 2010-11		
	Fresh	Contd.	Total	Fresh	Contd.	Total	Fresh	Contd.	Total	Fresh	Contd.	Total
Total	0	60	60	0	60	60	262	00	262	165	0	165

During last year UT had operationalised AIE centres to cover 60 children who were continuing since 2008-09 and all 60 were mainstreamed in age appropriate classes in regular schools in Aug.2009 after evaluation by EVs & CRCC.

Mainstreaming mechanism/ strategies of the State:

- OOSC has been given special training/bridge course for mainstreaming in regular schools.
- EVs were trained teachers for imparting bridge course to OOSC.
- UT will be selected EVs from their community who has 12th std. passed. They will be trained regarding how special training will be given to OOSC with the help of SSA, Gujarat.
- Regular monitoring and on site support by CRCC.
- Continuous & comprehensive evaluation at NRBC centres by EVs.
- Based on assessment by EVs & CRC, OOSC will be mainstreamed in age appropriate classes in regular schools.

Steps taken to ensure continuance of mainstreamed children in schools such as duration of tracking and provision of special training

BRCC, CRCC, RPs, ADPO will make regular visits to the schools and reports will be prepared about the students and submit to the DPO and District level Officials.

Steps taken to measure rates of retention, repetition, attendance and learning achievement level in schools.

- The repetition rate are being analyzed on the basis of annual examination reports at concerned clusters than it is submitted to BRC and compiled accordingly.
- The study on students attendance has been carried out and will be submitted to the TSG for analysis. At DPO level Reports of students attendance has collected on quarterly basis and analyzed at school level.
- The retention rate is analysed as per co-hort study and the data available at DPO.
- Learning achievement is being assessed as per CCE in Class I-II and in Class III-VII there are four unit tests in a academic year. Recently Learning achievement survey of Class Vth has been conducted by NCERT. Analysis of this survey will be shared to TSG.

Table: Strategy proposed for 2010-11

Strategies	Age group targeted	New Target during 2010-11	Continued Target from last year	Total Target	No. of centres	Proposed unit cost per child (for 10 months)	Total proposed financial cost (In lakhs)
Direct Enrollment	6-8	165	-	165	-	-	-
NRBC	8-11	49	-	49	3	0.025	1,225
NRBC	11-14	27	-	27	2	0.025	0.675
Madarsa	6-14	-	186	186	2	0.03	5.58
Total	6-14	241	186	427	7		7.48

UT has proposed to enroll 165 children of age 6-8 years directly into the formal schools. 76 children will be covered under special training centres in non residential mode and 186 children who are already enrolled in Madarsas will also be supported.

Financial break up of proposed activities to cover OOSC:

Sr. No.	Activity	Unit Cost	Physical	Financial
1	Honorarium to 7 EVs/Teachers @ Rs. 2500 per moth for 10 months	0.007	262	1.83
2	Contingency	0.003	262	0.786
3	Stationary (Books, school bag., pencil, eraser, note book etc)	0.007	262	1.834
4	TLM grant	0.01	262	2.62
5	10 days Training of EVs/Teachers	0.003 @ per day	7	0.21
6	Exposure visit of BRC/CRC/EVs	0.005	12	0.06
7	Miscellaneous	0.02	7	0.14
	Total			7.48

Monthly implementation plan for the proposed strategies:

- CRCC will visits NRBC centre for monitoring & on site support to EVs.
- BRCC will provide bridge course materials to the NRBC centres.
- EVs will report the learning level of OOSC to CRCC and BRCC.
- DPO will decide to mainstream OOSC to appropriate age & class after Continues & Comprehensive Evaluation of OOSC to be mainstreamed in regular schools.

Monitoring Mechanism for AIE activities:

Monitoring will be done by CRCC, BRCC, ADPO twice in a month and will report to the DPO. Monthly evaluation will be done and report will be submitted to the different levels of SSA Officials.

Steps to ensure quality in Special training centres:

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

The UT has not developed bridge course material, the material prepared by the SSA Gujarat will be used in the UT.

➤ **Development & use of TLM/ TLE:**

TLE material will be developed by the local EVs recruited for the special training centres with support of CRCCs and BRCCs, for this purpose TLM grants will be provided to the centres. Further, some material will be purchased and will be provided to the centres.

➤ **Process of EVs recruitment and training:**

EVs will be recruited as per local needs and on the basis of the linguistic background of the identified children. Most of OOSC are from Hindi speaking region, the EVs will be selected from the same background. The person having minimum qualification up to 10 to 12 std. will be recruited and training will be provided to them with help of SSA, Gujarat.

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

- CRCC will visit for on site academic support to the EVs.
- CRCC will suggest to EVs for improvement of learning level of OOSC and will check the learning level of OOSC of respective NRBC.
- CRCC will provide bridge course materials for smooth running of NRBC.
- CRCC will monitor attendance of OOSC in NRBC.

Innovative practices for 2010-11:

Community members will be involved to monitor and suggestions for mainstreaming of OOSC and to be enrolled in regular school after continuous & comprehensive evaluation in NRBC and regular monitoring of those OOSC after mainstreaming. IEP of each OOSC will be developed after mainstreaming OOSC in regular schools.

Comprehensive and continues evaluation:

In 2010-11 teachers will be trained for Comprehensive and continues evaluation of children of std. I to VIII as per NCERT source books. EVs of the respective special training centres will also be trained for Comprehensive and continues evaluation of OOSC of the centres with the help of SSA, Gujarat.

Mechanism for effective Convergence with other schemes/department/agencies:

SSA, UT has convergence with ICDS and MDM scheme. SSA, Daman & Diu will communicate with other departments for the selection of location of centres and EVs.

Observations:

- UT has reported number of out of school children on the basis of VER updation in the month of February, 2010.
- Along with 427 children who were found as out of school, 56 children with special needs were also identified as out of school.
- There is not a single NGO working in the area of out of school children.
- It is reported by the UT that children who were found out of school are migratory children, majority of them are from Hindi speaking region.
- *Considering the frequent migration of children, UT will carry out migration mapping in the month of July 2010.*
- Total 7 unrecognized Madarsas are running in the UT, 5 in Diu and 2 in Daman. Muslim Children in Diu are also getting formal education by attending regular schools but in Daman district these children are only getting their religious education.
- UT has not prepared a calendar for monthly implementation of AIE activities.

Issues:

- During 2009-10, UT's performance was nil to cover targeted out of school children.
- UT has no institutionalized mechanism to facilitate inter state sharing of information on migrant children which is very much essential for UT, as majority of children are out of school due to migration.
- UT has no mechanism for child tracking.
- UT has not planned critically to cover out of school children for the year 2010-11.

Suggestions:

- UT has ensured that while implementing the activities for out of school children, community will be involved for better implementation of the programme. This is suggested by the appraisal team that, documentation of such innovative practices may be done by the UT.
- UT will have to give immediate attention on the education of migrant children who were found out of the schooling system by informing the sending states/districts to make suitable arrangements for their education. A detailed record of each migrated child will be prepared and the same will be shared with the sending state/district to ensure further continuance of their education when they return to their native places.
- Training of Special trainer/EVs is another area which needs to pay attention.
- UT has been advised to take the advantage of the schemes like IDMI and SPQUEM for modernization of the Madarsa existing therein.
- UT should make a calendar reflecting the month-wise implementation of AIE activities so that it will help out in timely execution of the same.

Recommendations:

Appraisal team recommends the proposal made by the UT to cover 427 children.

(II) School Infrastructure: Civil Works-

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

- Out of 232 cumulative works sanctioned under SSA for Daman & Diu, up to 31.03.10 168 have been completed and 62 are in progress and 2 works (2 ACRs from 09-10) are yet to be taken up. The percentage of works completed works out to 72.41%, 26.72% works are in progress & 1% works are yet to be taken up. Of the total allocation of Rs.289.11 lakhs an expenditure of Rs.283.93 lakhs has been incurred till March, 2010. The percentage of expenditure is 98.21%.
- Out of 64 works approved for 2009-10, 62 works have been completed, & 2 have not been started up to 31.03.10. The percentage of works completed is 96.88% and 3 % works are yet to be taken up. A sum of Rs.133.94 lakhs was approved for 2009-10 including a spill over of Rs. 5.94 lakhs and a sum of Rs. 128.80 lakhs has been spent up to March 2010 (96.00%).
- Cumulative target figures indicated by UT are not matching with the figures available with TSG and the targets are to be reconciled.

Cumulative Progress up to 31.03. 2010

(Rs. in lakh)

SNo.	Activity	Targets	Completed	In progress	Financial	Expenditure
1	BRC	2	2	0	12.00	12.00
2	CRC	7	7	0	14.00	14.00
3	Primary School (all type)	8	8	0	40.00	40.00
4	Upper Primary School (all type)	4	4	0	16.00	16.00
5	ACR (all type)	75	11	62	150.00	146.00
6	Girl's toilets	47	47	0	9.40	9.40
7	Drinking Water facility	36	36	0	7.20	7.20
8	Boundary wall	17	17	0	17.00	17.00
9	Electrification	36	36	0	3.60	3.60
10	Furniture	0	0	0	19.91	18.73
Total		232	168	62	289.11	283.93
			72.41	26.72	98.21	

Source: AWP & B SSA Daman & Diu 2010-11.

Physical and financial progress during 2009-10 (AWP&B 2009-10 fresh works only)

(Rs. in lakh)

SNo.	Activity	Target for 2009-10	Completed	In progress	Approved Outlay for 2009-10, including spill over	Expenditure till 31 st March 2010
5	ACR (all type)	64	0	62	128.00	124.00
6	Toilet	0	0	0	0.10	0.10
8	Drinking Water facility	0	0	0	0.10	0.10
13	Furniture	0	0	0	5.74	4.60
Total		64	0	62	133.94	128.80
			0	96.88	96.00	

Source: AWP & B SSA Daman & Diu 2010-11.

Details of Physical and Financial spill over for 2009-10 (as on 30th March 2010)

(Rs. in lakh)

SNo.	Activity	Physical		Total	Financial
		Work in Progress	Work not Started		
5	ACR (all type)	0	2	2	4.00
13	Furniture	0	0	0	1.14
	Total	0	2	2	5.14

Source: AWP & B SSA Daman & Diu 2010-11.

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	0	0	0	0	0	0	0	0	0	0
PS school building sanctioned	0	0	0	7	0	0	0	0	0	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	0	0	0	0	0	0	0	0
UPS school building sanctioned	0	0	0	4	0	0	0	0	0	4

Assessment of Gap & Proposals

Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Gap
BRC	0	0	0
RC	0	0	0
Primary School (all type)	0	1	0
Upper Primary School (all type)	0	0	0
ACR (all type)	0	8	0
toilet	0	0	0
girl's toilets	0	0	0
Drinking Water facility (RO plant)	0	23	0
TM Room	0	3	0
boundary wall	0	1	0
electrification	0	0	0
child friendly elements	0	16	0
Other components approved by PAB	0	0	0

Unit cost:

☛ PWD is implementing SSA civil works. Unit cost for various items of works proposed has not been indicated and not been notified by the UT government.

Measured campus map of the school: In order to avoid haphazard growth, the measured campus plan will be prepared and all components required in the proposed new school building or up-gradation shall be shown along with future space for expansion. This measured campus plan shall be available in the school duly laminated and displayed on the board in the headmaster room and placed in the District plan

Proposal

The UT has proposed to construct one PS building, 12 additional classrooms for class VIII, construction of 3 headmaster's room, provision of 23 water treatment (RO) units. Construction of one boundary wall, provision of play elements to 16 schools and provision of library facilities to 44 PS and 26 UP schools at an estimated cost of Rs. 183.00 lakhs.

Analysis of the proposal

Primary School building

The UT has proposed to construct one PS building. Unit cost proposed is Rs.8.00 lakhs. The unit cost proposed includes cost of ramp, toilet & drinking water facilities. UT officials have mentioned that in the proposed location one primary school is functioning in two shifts. Hence the state has proposed to construct a new building and to run the schools in single shift. However the UT has not submitted the cost estimate & has not been notified by UT. Hence the above item is not recommended for approval.

Additional classrooms

The UT has proposed to construct 12 additional classrooms for class VIII. Unit cost proposed is Rs.2.00 lakhs. The unit cost proposed includes cost of ramp. UT officials have mentioned that the rooms proposed are for class VIII and required for Diu district. They have furnished the list of schools also. As per the cumulative progress report furnished by UT for the period ending 31.03.2010 out of 75 rooms approved 11 have been completed, 62 are in progress and 2 are yet to be taken up. Out of 64 rooms approved during 2009-10 62 are in progress and 2 are yet to be taken up. Considering the above 12 classrooms proposed are recommended for approval.

Headmaster's room

The UT has proposed to construct 3 headmaster's room. Unit cost proposed is Rs.2.00 lakhs. The unit cost proposed includes cost of ramp. UT officials have mentioned that the rooms proposed for Daman and the rooms are essential. Considering the above 3 headmaster's room proposed are recommended for approval

Drinking Water

The UT has proposed to provide water treatment units in 12 schools of the UT to make the water potable. Unit cost proposed is Rs.0.20 lakhs. Department of drinking water supply is providing treatment units under Jalmani programme to 28 states and is to cover 100000 schools at an estimated cost of Rs.200.00 crores. UT is not covered. **As per the flash statistics published by NUEPA based on DISE 2008-09 only 73.74% of the schools in the UT is having separate girls toilet and 63.64% of primary schools are having separate girl's toilet. Similarly 100% of the schools in UT are having drinking water facilities and 89.90% of the schools are having toilet facilities.** In view of the above the above item is recommended for approval.

Boundary wall

The UT has proposed to construct boundary wall for one school. UT officials have mentioned that the school proposed is in urban area. Unit cost proposed is Rs.3.00 lakhs. The state has furnished the school lay out plan and the detailed estimated cost for compound wall. In view of the above this item is not recommended for approval.

Play elements

The UT has proposed to provide play elements (ladder, swing, slide, sea-saw etc) in 16 schools. Unit cost proposed is Rs.1.00 lakhs. UT has given the list of schools proposed to be covered. However the UT has not furnished the estimate for the various items of work proposed. Hence this item is not recommended for approval.

Library

The UT has proposed to provide library facilities to 70 (44PS + 26UPS) schools in the UT. This item is recommended for approval.

Major Repairs

As per the revised norms the provisions for major repairs could be proposed beginning 2009-10. A sum of Rs 150 crores earmarked for this purpose has been proportionately allocated to various States.

Proposal for Major Repairs

Name of the District	Proposal	
	Physical	Financial
District 1	Nil	Nil
District 2	Nil	Nil
<i>Total:</i>	Nil	Nil

UT has not given any proposal for providing major repairs to schools in UT.

C. Furniture:

Proposal for Furniture

Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
Daman	Nil	Nil	Nil
Diu	Nil	Nil	Nil
<i>Total</i>	Nil	Nil	Nil

UT has not given any proposal for providing furniture to UP schools in UT.

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

SNo.	Commitment made	Action taken
	NIL	NIL

Status of Third Party Evaluation

SNo.	Year since it was initiated 1 st	Status Now	No. of agencies employed	No. of district covered
		UT has not started TPE	Nil	Nil

The civil work in the UT is done by the PWD, District Panchayat, the arrangement is to be made by the PWD for the third party evaluation.

Status of supervision structure

SN o.	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.
1	Civil work coordinator	01	Civil work coordinator	01	0	0	0	0	0	0	0	0

UT is supervising & monitoring the SSA civil works through UT PWD

Status of environmental assessment (EA)

SNo.	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	02	84	UT has not started EA		

Status of measured school campus plan (MSCP) (School Mapping)

SNo.	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
1	02	84	UT has not started school mapping	0	

Status of Asset Register (AR)

SNo.	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
1	02	84	UT has not started preparation of asset register	0	

Status of Drinking Water Supply and Sanitation Facilities

SLNo.	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
1	Daman	52	0	0	0	0	42	31	0	0	0	0	0	0
2	Diu	32	0	0	0	0	5	5	0	0	0	0	0	0
Total		84	0	0	0	0	47	36	0	0	0	0	0	0

No.	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
1	Daman	52	0	0	0	0	0	12	0	0	0	0	0	0
2	Diu	32	0	0	0	0	0	11	0	0	0	0	0	0
Total		84	0	0	0	0	0	23	0	0	0	0	0	0

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).

Sl. No.	Parameters	Desired Outcomes	Present Status in the State	Key Issues / Obstacles	Strategies for addressing Issues	Timeline / Who to do	Monitoring mechanism
1.	Learning Processes & Learning Outcomes						
a.	State's Vision of desired classroom processes	Has the state worked towards preparing Approach Papers or a Vision Document that presents its vision of active learning in different subjects? If not, how will this be done?	No. By approaching NCERT/SCERT	There is no DRC in the UT	Setting up of DRC is under process	UT level functionaries	UT level functionaries
b.	Monitoring changes in classroom processes	What monitoring mechanisms exist for measuring changes in classroom processes in the State?	Monthly monitoring by CRC/RPs	Capacity building of CRC/RPs needed.	Training of CRC/RPs by NCERT.	CRC/RPs	Through observation of classroom processes by CRC/RPs
c.	Status of changes in classroom processes	What is the current status of changes in classroom processes towards more active learning in the State?	Decrease in instructional time of teachers.	Mindsets of teachers to be changed.	Resource support need for this issue for capacity building of CRC/RPs/BRC by NCERT and TSG.	CRC/RPs after strengthening in active learning by NCERT	Through classroom observation and on site support by CRC/RPs
d.	Barriers to changes	What are the major obstacles found to bringing changes in classroom processes, and how will these obstacles be addressed this year?	Teachers are habituated for instruction teaching	Regular on site support to teachers by CRC/RPs/BRC	Reward to good practices done in classroom process in school in District	Through demonstration of active learning by CRC/RPs	Through on site support to teachers by CRC/RPs
e.	Learning Achievement Surveys	Has the State conducted regular external achievement surveys that can be used for tracking	Yes, BAS and TAS is completed by CRC/BRC/RPs.		Analysis of learning difficulties is in progress.	CRC/BRC/RPs	After deciding learning difficulties CRC/BRC will

Sl. No.	Parameters	Desired Outcomes	Present Status in the State	Key Issues / Obstacles	Strategies for addressing Issues	Timeline / Who to do	Monitoring mechanism
		learning enhancement in a systematic manner?					developed learning indicators.
f.	Analysis of Learning Achievement data	Has the State analysed at different levels, class wise /subject wise learning achievement, including granular analysis by social category and gender?	Yes. Data is attached in quality appraisal report.	Instead of Data Operator, CRC has to compile UT level data.	Analysis of data is in progress. Data operator will be recruited at Daman District. Programmer has recruited.	CRC/BRC	Meeting of School HMs after analysing data.
g.	Identification of learning difficulties	What steps has the State taken to identify specific learning difficulties in different subjects where children score low? How is this to be used to address these learning difficulties, through appropriate training for teachers or additional TLMs on these specific competencies?	According to the Quality Monitoring Formats as per NCERT Tools.	Analysis are being done subject wise and not as per competency.	Special orientation training based on identified learning difficulties in concerned subjects.	CRC/BRC/RPs	Regular visits of CRC/BRC/RPs for on site support.
h.	Analysis of factors affecting learning	Has the State analysed what are the factors contributing to low learning achievement, especially in low-performing schools/ clusters/ blocks?	No analysis done in the UT.	No man power to conduct such survey at UT level.	More emphasis will be given in VEC training and CRC level training. Regular visits and academic support to low-performing schools.	BRC/ADPO/DPO	Regular visits of CRC/BRC/RPs for on site support.
2.	Comprehensive Quality Framework						
a.	Impact of LEP 09-10	What contributions were made to learning enhancement by the LEP carried out in 2009-10?	Reading writing improvement programme is going on at pry. Level and & activity based learning through CAL at Upper primary level.	programme for maths & Science	Two teachers will be trained by NCERT for Maths & Science.	RPs for LEP in Pry. Section and KRPs for Maths & Science at upper pry. level.	Regular monitoring by RPs and KRPs
b.	Learning Enhancement Program in 2010-11	Has the State designed a comprehensive LEP that integrates various activities such as Teacher Training, grants,	Yes It is going on. Data is attached herewith in Quality Appraisal	Training is required for capacity building of RPs.	Effective use of TLMs and active learning in classroom process	CRC/RPs	Regular monitoring by CRC and RPs

		etc, towards achieving visible learning enhancement? (with focus on reading and maths improvement at pry level and science & maths at UP level)	report.		will be monitored by CRC/RPs towards LEP programme.		
c.	Harmonisation between curriculum, textbooks, TLMs, training, assessment	What steps are being taken to ensure that curriculum, textbooks, TLMs, teacher training and assessment systems are all in sync to beliefs & assumptions of NCF 05, to support the desired changes in classroom processes?	UT has adopted GCERT, Gujarat text books & curriculum Teacher training through DIET, Valsad & Junagadh. TLMs are being followed as per the NCF 05.	UT depends on curriculum, textbooks developed by the GCERT, Gujarat.	Capacity building of RPs, CRCs, BRCs on assessment of students by Source Books of NCERT by NCERT/TSG/SCERT.	CRC/BRC/ RPs	Assessment of students by CRC/RPs through learning indicators developed by NCERT
d.	Follow-up to Regional Workshops	What steps have been and will be taken as a follow-up to the 4 Regional Workshops on 'Education of Equitable Quality' held by MHRD in Jun-Aug 2009?	Visioning workshop organized at Diu District to follow the Education of Equitable Quality' held by MHRD	There is no training institute and separate pedagogy cell to follow up.	Recruitment of state pedagogy coordinator is under process.	CRC/RPs after capacity building by TSG/NCERT	Regular monitoring by CRC and RPs
e.	Building Shared Vision	What steps have been taken in order to build a shared vision and deeper pedagogical understanding across agencies and levels within the State?	Meeting will be done to meet shared vision and deeper pedagogical understanding across agencies and levels within the UT.	As above	Special KRPs should be deputed for this issue.	BRC/DPO / SPD	Monitoring at each level.
f.	Convergence between academic bodies	What steps have been taken to strengthen convergence and collaboration among different academic bodies like SCERTs, DIETs, SPO, DPE, Textbook Board, etc for pedagogic renewal.	There is no academic bodies like SCERT, DIET for pedagogical renewal	There is no separate pedagogical institutions.	Set up of DRC is under process.	UT level functionaries.	UT level Functionaries
3.	Minimum Enabling Conditions						
a.	Teacher Recruitment and PTR as per RTE	What is the status of teacher vacancies, and the preparedness of the State for meeting RTE specifications regarding maximum PTR and no single teacher schools?	32 Pry. Teachers under SSA will be appointed on June 2010. 66 Pry. Teachers of regular posts of UT will be recruited in 2010. No		Recruitment of these vacancies are under process.	Selection committee of SSA and Selection committee of District Panchayat.	By DPO of both District.

Sl. No.	Parameters	Desired Outcomes	Present Status in the State	Key Issues / Obstacles	Strategies for addressing Issues	Timeline / Who to do	Monitoring mechanism
			max. PTR and single teacher school				
b.	Teacher requirements at UP level	Status and preparedness for providing subject-specific teachers, Head Teachers and part-time instructors in every UP school	4 Head teachers and 16 maths & sci. Teachers are needed in UT as per RTE.	Teachers will be appointed in 2010.	Analysis of subject specific teachers will be done.	DPO level	DPO level
c.	Teacher Rationalization	State policy and processes for effective deployment and rationalization of teachers, (including steps to ensure that is it transparent, free from harassment)	It is transparent, deployment according to merit list.		Analysis of teachers position as per PTR will be done at DPO level.	DPO level	Rationalisation of teachers by DPO of both District.
d.	Teacher & student attendance, and Time on Task	Has the State undertaken a study on Student & Teacher attendance, and on Time on Task, as committed to PAB in 2009-10? What is the status and strategies for improving student & teacher attendance & time on task?	Yes, it is completed and will be reported to TSG.		Regular visits and monitoring of CRC/BRC/RPs/ADE Is to school.	CRC/BRC/RPs	Monitoring by CRC/BRC/RPs
e.	Minimum instructional hours	What steps will the State take to ensure minimum number of working days/ instructional hours as per RTE?	Instruction has been issued for 220 days. As per RTE it will be shared.	There are shift schools running in one school building.	It will be done at state level	DPO level	DPO level
f.	Recruitment Policies	Has a policy been taken to recruit only trained teachers in the State?	Yes, PTC/D.Ed & B.Ed.			UT level	UT level
g.	Corporal punishment	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?	Circular has been given to all schools and instruction given to all teachers by CRC/BRC/ADEIs		It will be focus in BRC level meeting.	DPO level	DPO level
h.	No detention/ examinations	Status of policy on no detention, expulsion or board exams at elementary level?	No Detention & no board exam at elementary level.	As per RTE Act it will be followed.	It will be done at UT level according to RTE	UT level	UT level
i.	Class I-VIII elementary cycle	Whether primary cycle till Class V and upper primary cycle till	No.		It is under process		

4.	<i>Vision-based Curriculum and Teaching Learning Materials</i>				<i>Vision-based Curriculum and Teaching Learning Materials</i>		
a.	Curriculum revision as per NCF 05 & RTE	Whether State has prepared new Curriculum Document that is tuned to NCF 05 principles and RTE Section 29.2	UT follows Gujarat state curriculum and text books.	No separate SCERT.	It will be adopted as per Gujarat State.	UT level	UT level
b.	Textbook & grants distribution	Whether State has been able to ensure timely distribution of Textbooks & Grants	Yes Textbooks has given before the beginning of academic session 2009-10 in the UT.		It will be distributed in timeline for next academic session.	DPO level	DPO level
c.	Integration between TLMs & textbooks	What steps have been/ will be taken to ensure integration of TLMs and textbooks, to ensure they do not become a burden on the child?	Training on effective use of TLM has been given to teachers in the UT.		Regular monitoring & on site support will be done at CRC level	CRC/BRC/RPs	CRC/BRC/RPs
d.	Effective utilisation of grants	Whether grants are being effectively utilised for strengthening classroom processes	Yes, instruction is given at CRC/BRC level meeting.		Regular monitoring & on site support will be done at CRC level	CRC/BRC/RPs	CRC/BRC/RPs
e.	Effective use of TLMs	What steps have been taken to ensure that TLMs are actually used and handled by children during the learning process?	Academic support and instruction is given while visiting school by CRC/BRC/RPs.	Mind sets of teachers is not changed 100%	More effective in service teacher training and importance of active learning will be given regularly while visiting schools by CRC/BRC/RPs..	CRC/BRC/RPs	CRC/BRC/RPs
f.	Effectiveness of CAL for learning	What has been the effectiveness of CAL interventions for strengthening children's learning?	Content development computer training is going on. Teachers of upper pry. Schools has		Teachers will use computer aided learning in classroom	Teachers	Monitored by CRC/ADEIs

Sl. No.	Parameters	Desired Outcomes	Present Status in the State	Key Issues / Obstacles	Strategies for addressing Issues	Timeline / Who to do	Monitoring mechanism
			been developed their knowledge and imparted Science, Maths and Social Science learning through CAL in classroom process.		transactions.		
5.	<i>Learning Assessment Systems</i>						
a.	Continuous & comprehensive assessment	What steps have been taken/ will be taken for moving towards comprehensive and continuous assessment?	Comprehensive assessment has done twice in PS and thrice in UPS. Continuous assessment has done at school level. Teachers will be trained on how to assess the child as per Source Books developed by NCERT.	UT need support from NCERT for continuous assessment.	It will be ensured by CRC/RPs/ADEIs.	CRC/RPs/ADEIs	Monitored by CRC/RPs/ADEIs
b.	NCERT Sourcebooks	What steps have been taken for rolling out of NCERT Sourcebooks?	There is no separate pedagogical unit in UT	There is no experts in UT against this issue.	Set up of separate pedagogical unit.	KRPs of Pedagogy Unit	KRPs of Pedagogy Unit
c.	Learning Indicators	Has the State designed & implemented subject-wise learning indicators, like the ones by NCERT?	No.	There is no experts in UT against this issue.	Set up of separate pedagogical unit.	KRPs of Pedagogy Unit	KRPs of Pedagogy Unit
d.	Examination reforms	Steps towards revising existing pattern of examinations/ unit tests	NO.				
e.	Remedial teaching	Progress and Approach to remedial teaching (ensuring that remedial teaching does not become an undue burden on children)	No separate budget has allotted for this issue.				
6.	<i>Teacher Effectiveness Framework</i>						
a.	Performance tracking	Has the State tracked	Yes, training has been		Regular visits of	CRC/BRC/RPs	Through collection

		performance of teachers/ trainers against ADEPTS indicators, and what is the feedback received about improvement in their performance levels?	given to all teachers and mindsets of teachers are improved in performance level.		CRC/BRC/RPs for tracking ADEPTS indicators.		of progress reports against performance indicators.
b.	Teacher accountability	What measures have been implemented/ planned for enhancing teacher accountability?	It is instructed to read spiritual & psychological books	Less discussion on child values.	Discussion on accountability at BRC level meeting.	BRC/ADPO/DPO	Through surprise visit of BRC/ADPO/DPO
c.	Long-term Training Plan	Has the State developed a Long-term Perspective Plan for Teacher Training, to ensure the attitudinal & behavioural changes to be brought about in teachers as per RTE over the next 3-5 years?	No.	No separate unit for planning teacher training.	It will be done at state pedagogy unit.	UT Level	UT Level
d.	In-service training	What has been the impact of teacher training in bringing changes in classroom practices? How is this impact measured?	Teachers are understand the importance of active learning in classroom process.		Regular visits and academic support to teachers.	CRC/BRC/RPs/ADEIs	CRC/BRC/RPs/ADEIs
e.	Training processes	Are the training methods interactive, participatory, activity-based and experiential, focused on practical classroom situations?	Yes, interactive demonstration of active learning by Rps/CRC/CRG		More effective planning will be done and capacity building of Rps/CRC/CRG	CRC/BRC/RPs/ADEIs	CRC/BRC/RPs/ADEIs
f.	Induction Training	Have innovative training modules been implemented for orientation of new teachers?	No.	No separate pedagogy unit	Set up of pedagogy unit.		
g.	Untrained Teachers	Has the State prepared a Saturation Plan for upgrading all untrained teachers in the State within the fixed time frame, through appropriate D.Ed. (2-year) equivalent course?	UT follows the recruitment process of trained teachers only.				
h.	Tie-up with Pre-	How will the State ensure	There is no established				

Sl. No.	Parameters	Desired Outcomes	Present Status in the State	Key Issues / Obstacles	Strategies for addressing Issues	Timeline / Who to do	Monitoring mechanism
	service Education	convergence with the Teacher Education Scheme? What is the current status of availability of study centres, teacher educators and mentors for such a program?	DIET and Teachers Education Centres in the UT.				
i.	Pre-service Education curriculum	Status of revision of pre-service teacher education curriculum, to ensure that curriculum is in sync with requirements of RTE/ NCF 05	There is no Pre-service educational institute in the UT.				
7.	Academic Support & Monitoring Systems						
a.	Resource Groups	Strength & Effectiveness of Resource Groups at different levels for supporting quality improvement	Workshop on quality improvement organised in December-2009 for capacity building of CRC/BRC/RPs at UT level	Resource support is needed from TSG and MHRD for organizing workshop at UT level.	Set up of pedagogy unit at district & state level.	UT level	UT level
b.	Vision of effective BRC/CRCs	Has the State developed a clear Vision/Framework of effective BRC/CRCs (plan for making them resource-rich centres, nature of envisioned roles and activities)	No.	CRC/BRC is engaged with administrative work.	CRC/BRC will given work towards their roles and responsibilities.	DPO level	DPO level
c.	Operationalization of BRC/CRCs	Are all BRC/CRCs fully functional and supplied with all necessary RPs, facilities and resource materials?	Yes. All BRC/CRCs are fully functional.				
d.	Effectiveness of academic support	Major issues identified in effectiveness of academic support by BRC/CRCs, and strategies for strengthening them in 2010-11	No, regular academic support to teachers. Need of Capacity building of CRC/BRCs.	CRC and BRC engage in UT office for reporting SSA correspondence to TSG, NCERT and MHRD, New Delhi.	Capacity building of CRC/BRC will be done at state level by NCERT. State Pedagogy coordinator and KRPs for Quality Intervention will be recruited. Interview	DPO level	DPO level

					for the same has been done at SPO level on 24/11/2009.		
e.	Focus on academic roles	Measures to reduce academic load on BRPs and ensure focus on academic activities (eg. reviewing the selection criteria, roles & functions, capacity building, nature of on-site support & mentoring, performance tracking)	Workshop on quality improvement organised in December-2009 for capacity building of CRC/BRC/RPs at UT level	Resource support is needed from TSG and MHRD for organizing workshop at UT level.	Strengthening of Rps/CRCs/BRCs will be done through workshop by NCERT.	After recruitment of SSA staff, DPO will assign roles & responsibilities to reduce academic load on CRC/BRP/RPs.	DPO level
f.	Education Administrators	What steps are being taken for training of educational administrators at all levels towards a 'child's rights' perspective of quality education	No training has been conducted.	Resource support is needed from TSG and MHRD for organizing workshop at UT level.	Review meeting of all levels.	SPD level	DPO level
g.	Linkage with DIETs & SCERT	Steps to strengthening linkages with DIETs and SCERTs	No, separate training institution.		Set up of DRC is under process.	UT level	UT level
h.	Analysis & use of monitoring data	Whether monitoring data (QMT, DISE, etc) is being analysed and used at different levels for improving the system. What strategies are planned for improving this analysis and use?	Yes, QMT & DISE is analysed and use data for improving Quality of teachers, Children & school		These data will be used for School development Plan and preparation of AWP&B 2010.	DPO level	DPO level
i.	Research studies	What studies are needed that will be useful for understanding the bottlenecks and strengthening holistic efforts for comprehensive quality improvement	BAS, MAS and TAS are needed for understanding the bottlenecks and strengthening holistic efforts for comprehensive quality improvement. Study on teachers attendance and students absentees is going on and will be reported to TSG for analysis.	No, separate pedagogy unit.	Studies on classroom process, Active learning will be done by state / third party.	DPO level	DPO level

Sl. No.	Parameters	Desired Outcomes	Present Status in the State	Key Issues / Obstacles	Strategies for addressing Issues	Timeline / Who to do	Monitoring mechanism
8.	<i>Community & Civil Society Partnerships</i>						
a.	School Development Plans	What processes will be undertaken for developing a School Development Plan for each school, through collaborative planning?	Training on school Development Plan at CRC level will be organized in July, 2010.		Strengthening of CRC/BRC/RPs on preparing and utilization of School Development Plan for AWP&B 2010-2011.	DPO level	DPO level
b.	Community participation in quality improvement	To what extent are community members actively involved in quality improvement and tracking learning enhancement?	Community members visit school and observe TLM, MDM discusses with teachers for quality improvement in students.		Discussion on TLM utilization in classroom process, Progress in learning achievement of students will be done in VEC/PTA meetings.	VEC/PTA	Monitored by CRC/BRC
c.	NGO Partnerships	How will effective partnerships with NGOs be promoted for strengthening quality efforts?	There are no NGOs in UT.	Smile Foundation has initiated steps for weaker students.			
d.	Special initiatives	Special initiatives for disadvantaged groups, early childhood education, multi lingual education	There are no disadvantaged groups in the UT. ECCE is being undertaken by the ICDS Department.				

Comprehensive Quality Framework

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).

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Comprehensive Quality Plan for AWP & B 2010-13

Issues	Key Desired Outcomes at the end of 3 Years	Sequence of Concrete Steps for Achieving Outcomes (at different levels)	Timeline	Who will be responsible/in volved
Learning Processes - 30 to 35 % students of lower primary classes are not able to read, write & compute at satisfactory level.	<ul style="list-style-type: none"> ❖ PTR will reduce at lower primary classes. (1 : 30) ❖ Students of standard I to II are able to read, write and compute at satisfactory level. (2010-11) ❖ Children will read & write at Class I to IV (2011-2012) ❖ Children will read, write & explore their ideas scientifically and mathematically V to VI (2012-2013) 	<ul style="list-style-type: none"> - Proper deployment and rationalization of teachers through DPO level and vacant post of teachers will be filled up by Sep.2010. - A cluster level training for lower primary teachers to improve the teaching methods and to introduce innovative techniques for effective classroom processes. - Training and information about the implementation and importance of continuous and comprehensive evaluation with help of NCERT source books. (Process of collecting analyzing and interpreting evidences of students, progress and achievement both in scholastic and co-scholastic areas of learning. 	2010 2010 2011-12 2012-13	- DPO & SPD - CRCC/BRCC/RPs at Block level & DPO & SPD at state level.
Teaching method at lower primary level is not interesting and joy full for students.	<ul style="list-style-type: none"> ❖ Students of lower primary are engaged in activity based learning. ❖ Learning by doing ❖ Students fill child friendly 	<ul style="list-style-type: none"> - Implementation of ABL and school readiness programme(SRP) all primary schools in std I & II - On the basis of result it will be implemented in std. III & IV. 	- 2010-11 - 2011-12	DPO & SPD CRCC/BRCC/RPs at Block level & DPO

Sr. No	Issues	Key Desired Outcomes at the end of 3 Years	Sequence of Concrete Steps for Achieving Outcomes (at different levels)	Timeline	Who will responsible/ volved
		<p>environment in school complex</p> <ul style="list-style-type: none"> ❖ Peer group learning take place. ❖ Teachers have enough time to look after slow learners. ❖ Maintenance of student profile and portfolio. 	<ul style="list-style-type: none"> - Preparation of teaching learning material after exposure visit of Chennai Members of Core Committee & teachers who will prepare ABL material.) - Distribution of ABL material. - Training of teachers and CRC & BRC Coordinator - Preparation of student's profile and port folio. 	<p>2011-12 2011-12 2010-11</p>	<p>at Distri level.</p> <p>- Teachers block level.</p>
2	<p>Comprehensive Quality Vision/Framework & Renewal of Curriculum, Syllabus and Text books.</p> <p>UT is adopted Curriculum, Syllabus and Text books of Gujarat state.</p>	<ul style="list-style-type: none"> ❖ Comprehensive quality vision frame for work with inputs, processes and outcome for 3 years based on NCF and in light of RTE. ❖ Role of all stakeholders clear and well defined/planned. ❖ A focused Learning enhancement programme. 	<ul style="list-style-type: none"> - Prepare quality vision framework as per NCF 2005. - Identifying the team through selection process; collecting feedback from difference stakeholders; preparing a 'resource centre', developing a 'core team', identifying RPs/facilitators - Role & responsibility of DPO, BRC, CRC, and RPs of SSA will be clearly defined and attributed. - Information about role and responsibility of teachers and administrators in reference of RTE. - Duties, functions and responsibility of VEC/SMC for the total development of child and school improvement plan. - Formation of unified structure of monitoring and a developing system of analyzing the progress and a taking remedial action for the implementation of quality framework put in place. 	<p>- 2010</p> <p>- 2010-13</p> <p>- 2010</p> <p>- 2010-13</p> <p>- 2010-13</p> <p>- 2010-12</p>	<p>- DPO BRCC, CRC RPs SSAM</p> <p>- DPO SPD</p> <p>DPO & SPD</p> <p>- DPO District level & BRCC block level</p>

Issues	Key Desired Outcomes at the end of 3 Years	Sequence of Concrete Steps for Achieving Outcomes (at different levels)	Timeline	Who' will be responsible/in volved
<p>Minimum Enabling Conditions As per RTE school hours is 45 per week and total days are 200 at pry. Level & 220 at upper pry. Level. In UT there are total 247 instructional days in 2009-10. Hence, UT has already committed more than given RTE school hrs. & days.</p>	<ul style="list-style-type: none"> ❖ Rationalization of teachers. ❖ Additional teacher's requirement as per RTE Act and New recruitment of 32 subject teachers in std. VIII will be done. ❖ Enhancement of school hours as per RTE 	<ul style="list-style-type: none"> - Rationalization of Teachers in particular block where PTR is more than 1 : 40 or RTE - Redeployment of Teacher. - Frame guideline for Teacher recruitment and training in consultation With NCTE and other bodies. - Recruitment of subject teachers and additional teachers as per RTE. 	<p>- 2010</p> <p>- 2010</p> <p>- 2010</p> <p>- 2010-13</p> <p>- 2010-13</p>	<p>- DPO</p> <p>- DPD</p> <p>- SPD</p> <p>- SPD & Education Department, District. Panchayat</p>
<p>Learning Assessment</p>	<ul style="list-style-type: none"> ❖ State specific policy exam reforms in light of NCF 2005 & RTE. ❖ Teachers and Administrators know the importance of CCE & use it for the purpose of to bring out students personal, cognitive, affective, and social behavioral dimensions. ❖ Describe the purposes and principles of CCE and design and illustrate the scheme of CCE. ❖ Use of NCERT source books for 	<ul style="list-style-type: none"> - Reformation of state specific policy for learning assessment(CCE for std. IV to VIII) - Teachers Training for CCE & use of source books for effective evaluation - A special evaluation study for the Achievement of students of std. V to VII in subject's science & math's of all schools by BRG members through SSAM. - Maintenance of student's achievement profile by teachers and monitoring by CRCC/BRCC. - Preparation of source 	<p>2010</p> <p>2010</p> <p>2011</p> <p>-2010</p> <p>2010-11</p> <p>2010-13</p>	<p>- DPO, DRC, GCERT, Education Department & SSAM.</p> <p>- SSAM & DRC At district level.</p> <p>- SSAM – State Pedagogy branch with the help of CRCC/BRCC/ RPs/BRG</p>

Sr. No	Issues	Key Desired Outcomes at the end of 3 Years	Sequence of Concrete Steps for Achieving Outcomes (at different levels)	Timeline	Who will be responsible/involved
		<p>learning assessment according to UT requirements.</p> <ul style="list-style-type: none"> ❖ Each child is assessed through child-friendly and non-threatening methods of assessment. ❖ Child is assessed to know the ability of understanding and applying knowledge. ❖ Learning profile of each student is recorded and analyzed. ❖ Remedial support is given when necessary to ensure that all students achieve appropriate learning levels. 	<p>books of assessment class & subject wise with the help of teachers & BRG members at state level.</p> <ul style="list-style-type: none"> - Teachers training about CCE (Areas of assessment, Objectives, Criteria and Indicators of Assessment, Technique, and Tools of Assessment, Recording of Assessment, Reporting of Assessment) - Teachers prepare student achievement profile and discuss the achievement of child with his/her parents during meetings. - Sharing of good experiences among parents in PTA/MTA. - Self assessment of students achievement and schools development by teachers and Head masters through ADEPTS) - A remedial class to improve the achievement of students after school hours by teachers. - Standard & Subject wise assessment by teachers and head masters. 	<p>- 2010-13</p> <p>- 2010-13</p> <p>- 2010-11</p>	<p>- SSAM State Pedagogy branch with the help of CRCC/BRCC RPs/BRG</p> <p>SSAM</p> <p>- Education Department, DPO, DRC GCERT & SSAM.</p>
5..	Ensuring Teacher.	❖ 3-yr Long-term plan for needs-	• BRCs/CRCs will be engaged more in academic	- 2010	SSAM & DRC

Issues	Key Desired Outcomes at the end of 3 Years	Sequence of Concrete Steps for Achieving Outcomes (at different levels)	Timeline	Who will be responsible/in volved
Capacity & Effectiveness	<p>based In-service Training to ensure attitudinal & behavioral changes in teachers as per RTE</p> <ul style="list-style-type: none"> ❖ Training processes are interactive, participatory & experiential, to ensure changes in classroom practices ❖ All teachers possess the desired qualifications, content knowledge, active pedagogy skills, and motivation level, for achieving desired vision ❖ Teacher becomes reflective practitioners, able to reflect on own practice to identify own strengths and areas for improvement 	<p>tasks and less with administrative load.</p> <ul style="list-style-type: none"> • Recruitment of subject experts and lecturers in DRC for teacher training and academic support to SSA. • Linkages strengthened between BRC/CRCs, ADEIs, ADPO, DPO, DRC and Resource Groups • Performance of all teachers/ trainers/ support institutions are regularly tracked through ADEPTS performance indicators <p>Development of Teacher Training</p> <ul style="list-style-type: none"> • Reviewing the present training program • Identifying what teachers now need from their training (on basis of outcomes being focused on, assessment of present performance) • Developing materials/banks of activities/learning experiences for teachers • Developing a training plan which includes monitoring and trainer support systems. • Developing mechanisms for trainer support • Rolling out the Training of trainers(CRC/BRCs and BRG/DRG members) • Special training for effective classroom processes which contain – what is the meaning of 	<p>-2010</p> <p>-2010-2013</p> <p>2010-13</p>	<p>DRC & SSAM</p> <p>SSAM & DRC</p> <p>SSAM & DRC</p>

Sr. No	Issues	Key Desired Outcomes at the end of 3 Years	Sequence of Concrete Steps for Achieving Outcomes (at different levels)	Timeline	Who will be responsible/involved
			quality? Various intervention about learners & knowledge of learning processes. • Role & responsibilities of teachers as a facilitator.		
6..	Academic Support & Monitoring Systems : The Main Issues : Low effectiveness of BRC/CRCs in providing academic support to schools. - BRC/CRCs overburdened by administrative work. - Lack of accountability systems for teachers, BRC/CRCs, etc.	❖ CRC/BRC Coordinators know the Roles and Tasks. ❖ Owned vision, with stakeholder participation, ownership and partnership. ❖ CRC/BRC Coordinators have the skill of supervision and monitoring the classroom processes: Identifying outcomes, processes, steps, indicators, scheduling.	- Clarity on the roles and task of CRC/BRCs. - Incorporate visioning in their training; exchange visits; Sharing with other levels, performance indicators as exemplars. - Training as a planner – including identifying goals, ensures support from other stakeholders – community, PRIs, and others departments. - Development of classroom/training observation skills, action research orientation, reporting formats that are easily analyzable.	2010 2010-13	SSAM SSAM SSAM SSAM & DR
7..	Community & Civil Society Partnerships Main Issues - Low interest/a wareness of community regarding participat	❖ VEC/SMC members will know their role, task and rights to improve the schools complex and learning levels of students. ❖ VEC/SMC will know the various programs under	- Proper selection of VEC/SMC members according to RTE norms. - Proper, effective and useful training of VEC/SMC members under Community mobilization programme. - A special workshop with DPO, ADPO, ADEIs, BRCC, CRCC, RPs &	2010 Every year. 2010	SSAM SSAM & DR Education department SSAM

Issues	Key Desired Outcomes at the end of 3 Years	Sequence of Concrete Steps for Achieving Outcomes (at different levels)	Timeline	Who will be responsible/involved
<p>ion in school development.</p> <p>- Lack of knowledge about the roles, duties and rights of VEC/SMC</p>	<p>SSA to uplift elementary education at village level.</p> <p>❖ A warm relationship between teachers and VEC members.</p> <p>❖ VEC/SMC members will visit schools frequently with a purpose of assessing the students' achievement.</p>	<p>Elected members of District Panchayat at Districts level in Chairmanship of Secretary(Education)</p> <p>- A workshop for the advocacy of SSA programme at block level. (Participants – BDO (Block development officer), elected members of District Panchayats and Sarpanch of Village Panchayats.</p> <p>- Exposure visit for VEC members.</p> <p>- A regular meeting of CRCC with VEC/SMC members.</p> <p>- Preparation of school development plan (SDP) with collaboration of VEC/SMC members.</p>	<p>2010</p> <p>Every year</p> <p>Every year</p>	<p>DPO & SSAM</p> <p>DPO & SSAM</p> <p>CRC/BRCs</p>

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

- **Language learning:**
- Print-rich environment with wide variety of age-appropriate attractive graded reading materials for children, to promote interest in reading
- Maximum opportunities for the child to interact and communicate meaningfully with peers, with the teacher, with community members
- Opportunities for the child to express her own thoughts and experiences in simple ways
- Ensuring reading with comprehension
- Interactions based on real life situations
- **Mathematics learning:**
- Promote more of mathematization in thinking process of both teachers and children.
- Use of concrete objects and visual/ 3-dimensional TLMs to help children's conceptual understanding of abstract concepts
- Practical and enjoyable activities related to application of mathematics in real life situations.
- Activities related to estimation, measurement, calculation, derivation, justification, mental mathematics, etc.
- **Science learning:**
- Promoting more of hands-on exploratory activities related to local nature and locally available materials.
- Both teacher and students engage in more of out of class explorations to study the world of plants, animals, physical elements and chemical elements.
- Science learning will nurture the natural curiosity and questioning abilities of children.
- **Social Science learning:**
- There will be lot of scientific explorations and critical discussions regarding own local surroundings and community practices (land, people, culture, market, past and society management, etc.) to make the learning of history, geography, political science and economics more exciting and promoting critical thinking about children's own social context.
- **Arts education:**
- There will be lot of art imagination and discussions regarding children imagination from surroundings (things, natural scenes, animals, birds, vegetable markets, toy etc.) to make the learning of art education with their own imagination.

2.2. 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?**

Curriculum, syllabus and textbooks have been followed of Gujarat state. Steps will be taken to harmonized TLMs, teacher training and assessment systems in sync to support desired changes in classroom practices. DRG and SRG will be established for changing

desired classroom practices with harmonizing TLMs, teacher training and assessment systems. DRG will play key role for all core component and enabled components of Quality intervention for the next 3 years.

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)

In 2009-10 UT has organized UT level visioning workshop at Diu District in the month of December 2009. CRCC, BRCC, RPs, ADEIs, HMs were present in this workshop. This workshop was organized with help of RIE, Bhopal and Dr. P.K. Acharya, RP, Orissa.

Topics of this workshop are as below:

- i. SSA goals
- ii. Roles & Responsibilities of all stakeholders towards the implementation of SSA Scheme.
- iii. Child centered education
- iv. Need changes in Classroom processes
- v. Active learning through active participation of children
- vi. Monitoring of CRC/BRC/RPs towards students and teachers performance.
- vii. On site support to teachers by CRC/BRC/RPs.
- viii. Orientation on RTE recommendations for implementing equitable quality plan in the state/UT.
- ix. Major issues faced by UT regarding imparting quality education at each level.
- x. Steps to be taken at each level.
- xi. Preparation of School Development Plan for quality Improvement involving community.
- xii. Monitoring of assessment of teachers through ADEPTS
- xiii. Learning Enhancement Programme (LEP) in Primary and Upper Primary classes
- xiv. School mapping exercises district wise.
- xv. Assessment of children as per Source book of NCERT learning Indicators.
- xvi. National Curriculum Framework (NCF) 2005 beliefs and assumptions.
- xvii. Design of Teacher Training Plans to more participatory and inclusive methods.
- xviii. Need of Resource Support for implementation of quality intervention in UT from various National level agencies for Pedagogical Aspects.

The above topics have been discussed and all the participants took part actively and get awareness about RTE implications, LEP, Assessment systems, SDP and ADEPTS. Hence, more support is needed for pedagogical aspects in desired vision of quality implementation from NCERT and TSG for the next workshop for all stakeholders of Daman & Diu. Till it is required another Workshop for to build a shared vision and deeper pedagogical understanding in detailed across all stakeholders and across levels within the UT of Daman & Diu.

UT will be organized workshop on shared vision and deeper pedagogical understanding among Educational Officers, Administrators, Teachers, HMs and Community leaders for 2010-11 with help of TSG, NCERT and MHRD.

- **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**
- Development of vision document and define quality with participation with stakeholders is being planned, though this has not yet been initiated (GCERT, Gujarat, DPO, ADEIs, BRCC, CRCC, NGOs)
- Formation of SRG and DRG for Pedagogy Cell.
- Formation of Core team for review RTE implications.
- A special initiative has been taken for the enhancement of reading, writing & computing competency for students who are not able to read & write properly.
- Head masters have given their assessment data in self appraisal books.
- A special program is going on for the remedial teaching after school hours till 31st march-2010.
- Monitoring & supervision work is working out with the help of CRC/BRCC/RPs. A special form for school visit in reference to remedial teaching has been developed & distributed.
- The process of collection of progress data is going on.
- 32 additional Teachers under SSA has been selected as per merit list and will be appointed from the next academic session for standard VIII which will be included in elementary education from 2010-11.
- The recruiting procedure of 68 regular teachers of UT vacancy is under process and these teachers will be appointed till 2010.

2.3. 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).**

Each child should attain qualitative education for std I to VII, attain life skills to, and become responsible citizens of India. For achieving this vital objective with respect to making the teaching learning process more effective in the year 2009-10 the learning enhancement program, has been incorporated as Vanchan-Ganan-Lekhan Abhivyakti Karyakram. Under Vanchan-Ganan-Lekhan Abhivyakti Karyakram, BRCC/CRCC/RPs were visited all primary schools to evaluate learning level of students of class II, III & IV. First all primary schools teachers took pre-test exam as per given format in August 2009. They reported these data to the HMs. After consolidation of data school HMs reported to DPO through CRCC/BRCC.

For improvement in learning level CRCC/BRCC/RPs gave academic support to teachers and instructed to give remedial to weaker students with using TLMs, activity cards, self

learning cards, story books etc. CRCC/BRCC/RPs monitored classroom process and checked progress of weaker students by asking questions, activities, reading and writing. After 3 months post-test has been carried out by teachers and reported to DPO through HMs/CRCC/BRCC. Besides, the HM and teachers conducted a school wise self appraisal and assessment of children, and data entry was done in the schools, on a scale of 0-10, for reading writing and math.

These data reveals that weaker students have improved their learning level during this LEP programme. The department of education will follow up the School grading, subject wise, for improvement under LEP 2010-11, as a part of SSA Goals.

Progress in LEP Activities in 2009-10

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
Primary Level					
Language Improvement: Print –rich environment in classrooms with variety of attractive reading materials for child to explore Graded books Activity cards Self Learning Cards Teachers’ Handbook	Printing of books is under process(School grants) Distributed to 32 schools Nil Nil	52 schools 32 schools 52 schools 52 schools	----- 0.156 0.156 0.156	----- 0.144 Nil Nil	Children learn more interestingly and teacher gives more opportunity time to children. Concepts of alphabets, words and sentence are achieved by active learning. 15% increase in learning level.
Math’s Improvement at primary level: Workshop for development of mathematics kit Sample of mathematics kit developed by NCERT Expenses for Workshop for kit development	Math’s Improvement programme has been done in UT. Pre-test and Post test has been taken in 32 pry. Schools of Daman District. Remedial measures carried out with TLMs and innovative methods after Pre-test.	Nil	0.094	Nil	Active participation of students 20% increase in learning level.
Upper Primary Level					
Science improvement at	Sample of Science kit developed by NCERT				Active participation of students 20%

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
	<p>upper primary level: Workshop for development of Science kit</p> <p>Science kit developed by NCERT Other expenses</p> <p>CDs on ABL</p>	<p>is already procured in 2008-09</p> <p>Workshop for development of Science kit has done at Daman District by RP.</p> <p>Educational CDs of science has been distributed to 15 upper pry. Schools of Daman District. Teachers and children use these CDs while concepts are not clear through textbooks.</p>	1 district	0.12	Nil	<p>increase in learning level.</p> <p>Children get more opportunity time for self learning with help of teachers as facilitators.</p> <p>Children get opportunity for self learning and clear concepts of experiments, formulas and definitions.</p>
2.	<p>Math's Improvement at upper primary level: Workshop for development of mathematics kit</p> <p>Math's kit developed by NCERT</p> <p>CDs on ABL</p>	<p>Sample of Mathematics kit developed by NCERT is already procured in 2008-09</p> <p>Workshop for development of mathematics kit has done at Daman District by RP.</p> <p>Educational CDs of Math's has been distributed to 15 upper pry. Schools of Daman District. Teachers and children use these CDs while concepts is not clear through textbooks</p>	1 district	0.118	Nil	<p>Active participation of students 20% increase in learning level.</p> <p>Children get more opportunity time for self learning with help of teachers as facilitators.</p> <p>Children get opportunity for self learning and clear concepts of solutions, formulas and definitions.</p>

- **What contributions were made to learning enhancement by the LEP activities carried out in 2009-10?**

With a view to improve reading, writing & computing competency among students of standard II to IV there was a special program " Vanchan-Ganan-Lekhan Abhivyakti Karyakram " during July'09 to December'2009. Teachers made self appraisal about the

achievement of students in Language (reading, writing competency) & Math's (computing competency)

- Remedial teaching work is going on in all the elementary schools of UT.
- Proper & essential reference material and training has been given to teachers who are engaged in remedial teaching.
- Proper monitoring and guidance given by CRCC/RPs to both districts.
- Onsite support for effective use of TLMs & essential reference material has been given by CRCC/RPs to both districts.
- Educational CDs and training on content development under CAL has been provided to 27 UPS of UT.
- Teachers of UPS now enable to use computer as learning material and children also know to operate & use of computer for understanding the concepts of Science & mathematics lively on computer.

- **Major issues faced in effectively implementing LEP activities in 2009-10:**

The following are the issues faced in effective implementing LEP in 2009-10:

- There is lack of planning about science/math's corner activities in some schools.
- Proper record is not maintained at school level.
- Teachers are not heartily involved in remedial teaching work; they are feeling that it is an extra work burden.
- Insufficient guidance by CRCs & BRC coordinators.

- **Strategies for effective implementation of LEP activities in 2010-11**

The following strategies will be adopted for effective implementing LEP in 2010-11:

- Proper planning, guidance and monitoring for LEP activities.
- Release of fund for LEP activities in the beginning of the academic year.
- Training and information about How to plan activities and maintain its record.
- Proper monitoring system and guidance at grassroots level.
- Selection of proper teacher for proper activities.
- Sufficient guidance to CRC and BRC Coordinators for effective monitoring.

Comprehensive Learning Enhancement Program in 2010-11:

- The LEP will encompass the overall integrated program of the UT for pedagogical renewal and learning enhancement in different subjects. The activities for LEP will be integrated with funds from other heads such as Teacher Training, grants, BRC/CRC, remedial, REMS, etc. Funds under 'LEP' head may be specifically assigned for development of subject-specific learning kits, resource materials for teachers or students, or other materials/ activities that are not covered by any of the other quality-related heads. It will 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.

- **Primary:** UT will design plan for Early Reading & Mathematics development program to scale, Activity Based Learning in classrooms to scale, quality improvement in science learning in all schools
- **Upper Primary:** UT will design Science Quality Improvement Program, Mathematics QIP, Social Science QIP and Language QIP.

Salient features of the Learning Enhancement Program in 2010-11:

Level/ Subject	Major Current Issues	Expected outcomes of LEP	Proposed Strategies/ Activities	Responsibility	Timeline
To improve the Reading writing and computing competency of students of std II to IV.	Round about 20 to 25% students are not able to read write and computing at satisfactory level. Teachers are not able to find out individual differences. Lack of proper educational teaching method and proper use of TLM.	Most of the students will be able to read write and computing at satisfactory level. Teachers will be able to create proper TLM and proper teaching method for better teaching.	Preparation of module and demonstration of ideal lesson through CRCC/RPs during in-service teacher training, CRC level training and on site support while visiting schools. Proper guidance for preparation of TLM and its effective use in classrooms. Training for methodology of reading, writing competency.	SCERT, Gujarat, DRC & SSAM DRG/ CRC/BRC/RPs/ADEIs coordination	Baseline survey in June/July – 2010, Training of teachers for remedial work- August 10 Mead test – Dec. 10 Post test – March 2011

Coverage and Budget for Learning Enhancement Program in 2010-11

Major activities under LEP	Type of materials required	Coverage			Unit Cost	Total Cost (Rs. in Lakh)	Head (Intervention)
		No. of dist.	Schools	Child ren			
Reading –Writing and Computing Program in Lower Primary Schools (Std. II to IV)	- Printing & Distribution of R.W.C. material	02 districts	52	6018 (II-IV)	0.0005	0.026	LEP

Major activities under LEP	Type of materials required	Coverage			Unit Cost	Total Cost (Rs. in Lakh)	Head (Intervention)
		No. of dist.	Schools	Child ren			
Quality Improvement in Science and Mathematics Education of UP level schools Yearly activity of Science -Math's manual's) To Develop science, Math corner : activities under Science Corner Environment Day 5 June (Debate, Exposure visit to Nehru science centre, Mumbai).		02 districts	27	5759 (V-VII)	0.002	11.52	Girl's edu. /SC, ST & Minority edu.
) Annual Premium for Minimum four science magazines for sci., 2 for math's)		02 districts	27	5759 (V-VII)	0.012	0.324	Management cost
) Celebration of Science Week (23 Feb. to 28 Feb.)		02 districts	27	5759 (V-VII)	0.020	0.54	Girl's edu. /SC, ST & Minority edu.
u' News letter copy x 6 issue x 100 Rs.		02 districts	79 Schools, 7 CRC, 2 BRC Total 88 + 12 extra copy Total Copy 100		0.00090	0.09	School grant
Specific exposure visit for BRC,DPO, O & innovative schools Head master		02 districts	79 schools, 2 BRC, & CRCs, 2 DPOs & 2 ADPOs= Total 92		0.02	1.84	Management cost.
						14.34	

Source: AWP & B 2010-11 Daman & Diu.

- **Please provide a brief overview of any other major quality initiatives ongoing in the state in 2009-10, and planned for 2010-11:**

UT of Daman & Diu SSA has made some quality initiatives in 2009-10 which are narrated below. CRC/BRC/RPs/ADEIs has given instructions and suggestions by circular to follow the following activities regularly in all schools for overall development of child in learning, communication, analyzing, tackling of their problems themselves.

- Reading storybooks, newspaper and magazine in morning assembly in all schools.
- Appreciation of child by teacher and headmaster who dress up cleanly and coming with bathing, combing and nail cutting in school every day.
- Telling stories, poems, tables and given topics like birds, animals by child.
- Discussion about current situation in village/city, environment, nature etc. between child and teachers.
- Discussion about problems of child (psychological, physical, home related, learning related) and its solutions by teachers, headmasters and VEC/PTA/MTA members in VEC meetings.

UT of Daman & Diu SSA has planned major quality initiatives in 2010-11 which are narrated below.

- Regular monitoring of the above mentioned activities in all schools by each level.
- Active participation of teachers in need base teacher training instead of lecture method.
- Harmonize all enable components- Textbooks, TLM, learning materials etc. to reduce burden of child.
- To develop quality vision document of UT synchronizing all stakeholders.
- Bringing attitudinal and behavioural changes in teachers by on site support and teacher training.
- Special Meeting/Training of headmasters and teachers regarding quality initiatives as per RTE.
- Continues and comprehensive assessment of children as per NCERT sourcebooks.
- Increase more opportunity time of children in learning process.
- To implement no detention policy in standard I to IV.
- Formation of District Resource Group & State Resource Group for Pedagogy cell.
- To continue ADEPTS & LEP programme in 2010-11.

Observations:

- The UT has made good progress in implementation of ABL activities under the learning enhancement programme in language, as is also reflected in the learning achievement of children in language learning. Similarly, the UT needs to strengthen its LEP initiatives in mathematics as the learning achievement of children reflects poor performance, even lower than the national average.
- The UT does not have a clear vision of quality in classroom processes and the changes it wishes to bring about in each subject. This vision needs to be clearly articulated, internalized and pursued by members across the system.

Proposal: The UT has made a proposal of Rs 1.6 lakh for implementation of LEP activities.

Recommendation: The appraisal team would like to recommend the amount proposed by the UT of Rs 1.6 lakh for its LEP activities.

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:**

UT has adopted curriculum, syllabus and textbooks of Gujarat state.

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

No.

- **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):**

There is no SCERT, DIET for Curriculum Renewal.

- **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)?**

There are maximum four subject in primary level i.e. Math's & language/EVS in std. I-II, Math's & language, EVS & Hindi in std. III-IV. Its syllabus has been developed by GCERT, Gujarat.

2.2 Textbooks and other TLMs

- **What is the *process* by which textbook development is undertaken?**

The Textbook developed by GCERT, Gujarat.

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)

No. There is no any Resource group for materials development of syllabus and textbooks. Hence training on TLM Preparation has given to teachers by BRGs. Teachers prepare TLMs as requirement of subject / topics and class.

- **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?**

Instruction/suggestions has been imparted in teacher training and academic support by CRCC/BRCC that learning materials, TLMs and textbooks should be integrated for minimizing a burden on the child.

- **Languages in which textbooks are published:**

STD I to VII Gujarati/ English
STD IV to VII Hindi

- **Medium of instruction at primary and upper primary levels:**

Medium of instruction at primary level: Gujarati and English.

Medium of instruction at upper primary level: Gujarati and English.

- **Special strategies for providing Multi-lingual Education in children's mother-tongue?**

All children belong to Daman & Diu is speaking Gujarati language as Mother tongue.

Information about Textbooks

Class	List of subjects	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	Gujarati/ EVS, Math's	2000	2001-02	02	108	
Class II	Gujarati/ EVS, Math's	2001	2002-03	02	102	
Class III	Gujarati, EVS, Math's	2002	2003-04	03	139	
Class IV	Gujarati, EVS, Math's, Hindi	2003	2004-05	04	195	
Class V	Gujarati, Math's, Science, S.Sci, English, Hindi, PT	2006	2006-07	07	260	
Class VI	Gujarati, Math's, Science, S.Sci, English, Hindi, Sanskrit ,PT	2006	2006-07	07	289	
Class VII	Gujarati, Math's, Science, S.Sci, English, Hindi, Sanskrit ,PT	2007	2007-08	08	326	
Class VIII	SEB & Text Book Board	2004	-	10	491	

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	June-10	May-09	June-2010	By CRC/BRC	Nil	Nil
UPS	June-10	May-09	June-2010	By CRC/BRC	Nil	Nil

Target, Achievement & Proposal

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)						
Boys & Girls Gen. including Minority	8213	12.3195	8166	8.55	5531(Daman) 3280(Diu) 8811(Total)	8.30 4.92 13.22
SC/ST	Provided by Tribal Sub Plan UT of Daman & Diu					
Minorities						
UPS (Total)						
Boys & Girls Gen. including Minority	7460	18.65	7492	10.14	5098(Daman) 4133(Diu) 9231(Total)	12.75 10.33 23.08
SC/ST	Provided by Tribal Sub Plan UT of Daman & Diu					
Minorities						
Total	15673	30.9695	15658	18.69	18042	36.30

Source: AWP & B 2010-11, SSA Daman & Diu

2.3 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	50	39	100%	100%	Activity cards Subject CDs Workbooks TLMs Self learning cards	All	By ADEIs/BRCC/CRCC/
Availability	50	39	100%	100%	Story Books	All books have	By School

	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.			
of Library in each school					Role Model History Moral Books Science/math's knowledge GK books	given to students on half monthly basis. Record is being maintained.	HMs/Community members/ADEIs/CRCC
Availability of play material, games and sports equipment	50	39	100%	100%	Carom board Lido Chess Cricket Badminton Volleyball Football Ring Skipping Rope Throwing Disk	All sport materials have given to students on period of PT and indoor games in recess time of school. Record of these materials is maintained.	By School HMs/Community members/ADEIs/CRCC

- **What is the nature of TLMs developed so far? What is the process by which these materials are developed?**

TLMs are developed in form of chart paper, hardboard, thermocol, wood, plastics, marbles, waste material from the environment/local area, pictures, models etc. Teachers prepared TLMs as per requirement of topics/contents which is needed for active learning. These TLMs are being prepared with help of students.

Proposal: The UT has made a proposal of lakh for 17062 free textbooks for general category children in government aided schools at Rs 33.85 lakh.

The UT has made a proposal for Rs 2.61 lakh for TLM grant for teachers

The UT has made a proposal of for 86 school grants for schools at Rs 4.94 lakh

Recommendation: The appraisal team would like to recommend the proposal of 17062 lakh for free textbooks for Girls, SC and ST children in government aided schools at Rs 33:85 lakh.

The appraisal team would like to recommend the proposal made by the UT of Rs 2.61 lakh for TLM grant for teachers

The appraisal team would like to recommend the proposal made by the UT of Rs 4.94 lakh for school grant.

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)**
- Daman District has developed performance indicators for primary teachers in four category i.e. (I) Cognitive indicators -55,(II) Social indicators-17 ,(III)Institutional Indicators -14 and (IV)Physical Indicators -5.
- We have imparted training on Implementation of ADEPTS Programme to all primary and Upper Primary teachers of GPS/GMS/GHS of Daman District with the help of SSA Gujarat. We have Developed some formats for children's progress in Health, Cleanliness, Regularity performance in Math's and Language ,Appreciation ,Birthday card, Absentees Card ,Children's overall bio-data (Profile)- Birthday, G.R.No, Address, parents name ,Cast, Parents Annual income ,Social back ground ,disability etc.
- All the teachers have knowledge of all children's competency level and children's over all progress in learning level. Teachers also enable to appraise self performance towards their roles and responsibility for improving Quality Education in elementary Education of UT of Daman & Diu.
- CRCC/BRCC/RPs has continuously monitored the progress of ADEPTS programme of their respective cluster's schools given. They check the formats and teachers note on indicators for better progress of performance in classroom process, CRCC/BRCC/RPs has given on site support and suggestion to teachers while visiting school.
- **Findings from ADEPTS reports about current performance levels of teachers in 2009-10:**

Changes in Teachers attitude:

After implementing ADEPTS programme the teachers are more active in classroom process and their roles and responsibility towards children. They know about student portfolio i.e. competency level and children's over all progress in learning level in various activity .They give chance to students for asking questions, give more opportunity time to students in classroom process, they appreciate students by announcing their names while birthday of students come on that day also send a birthday card to the parents on the occasion of students birthday. They send a letter to the parents about irregularity in school and discuss this matter in MTA/PTA meeting positively. They note down students good manners in formats as well as weaknesses and discuss with parents.

- **List of desired teacher performance benchmarks to be achieved in 2010-11:**
 - Bars corporal punishment, mental harassment.
 - Children belonging to weaker sections and disadvantaged groups not to be discriminated against.
 - Make child free from fear, trauma and anxiety.
 - Be child centered, child friendly; provide for learning through activities.
 - Bringing attitudinal and behavioural changes in teachers.

- Helping the child to express views freely.
- Implement continuous and comprehensive assessment as per NCERT source books.

(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)

Changes in learning of Children:

After implementing ADEPTS programme children are more active in express their ideas in related topics given to them. They feel free and fearless in classroom. When they don't understand, they ask questions without fear. They have been appreciated by teachers by clapping or presenting them among children in classroom and in morning assembly. They participate more in group work activity, sports, debates, competitions etc.

They attend schools regularly and actively participate in classroom process. They seem well dressed, washing hand, regular bathing and self-discipline in morning assembly-taking mid-day meal and in group work.

- **What other measures have been implemented/ planned for enhancing teacher accountability?**
- Regular monitoring by ADEIs/CRCC/BRCC/RPs of their respective areas.
- Reward and Appreciation letter to teacher and school for good practices in primary and upper primary schools.
- Giving more importance to accountability in in-service teacher training.
- Appreciate teachers' performance during visiting school.

3.2 3-year Framework for Teacher Effectiveness : 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?

No	Subjects	Objectives	Target group	Days
Block level training				
1	Training of effective classroom processes	<ul style="list-style-type: none"> • To describe the factors affecting effectiveness of teaching learning. • Selection of appropriate method and teachings to make classroom teaching more effective. 	Std. 1-7	3
2	To develop positive attitude among primary teachers. Duties and Responsibility of teacher	<ul style="list-style-type: none"> • Teacher knows the child and reacts positively. • Teacher develop positive attitude among classroom processes. • Teacher knows the duties responsibility. 	Std. 1-7	3

No	Subjects	Objectives	Target group	Days
	according to RTE			
3.	Continues and comprehensive evaluation (C.C.E) training in the context of NCERT Assessment sourcebook.	<ul style="list-style-type: none"> Teachers know the importance of Assessment for learning. To promote positive thinking among teachers for C.C.E To measure the increase in achievement level by C.C.E 	Std. 1-4	2
	Training of effective Use of Reference Material (Naksapothi, Pyayogpothi, workbooks etc.)	<ul style="list-style-type: none"> To give proper guidance to teacher for effective use of Reference Material 	Std. 5-7	2
Cluster level training				
4	Cluster level CRC meeting for teacher (- To asses previous month work. - To plan for next month. - To develop TLM. - Demonstration of lessons)	<ul style="list-style-type: none"> Sharing of classroom practices among teachers. Discussion and planning of next month syllabus 	Std. 1-7	3
5	Training for development of reading-writing skill mythology	<ul style="list-style-type: none"> To know the basic techniques of reading-writing competences. To use effective sequences for better reading-writing. 	Std. 1-4	3
	To develop performance standard among teachers for quality enhancement under ADEPTS	<ul style="list-style-type: none"> To classify the parameters a quality education. Discussion about factors affecting teacher performance and implementation of innovative strategies to enhance performance of teacher 	Std. 1-7	2
	QMT & RTE	<ul style="list-style-type: none"> To know the Quality Monitoring Tools of each level. To implement School as per RTE implications. 	Std. 1-7	2

Long-term 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
Teacher knows the child	Training of effective classroom processes	With the help teleconference relay of lecture	2010-11	Supervision and monitoring
Teacher has professional competencies (content, planning and implementing of teaching learning activities)	To develop positive attitude among primary teachers.	and demonstration of activities by experts.	2010-11	By HMs, CRC/BRC Cos and ADEIs
Teacher has the ability	Training of proper	Demonstration of	2010-11	Assessment of

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
to manage the class room properly	techniques to manage classroom transaction	various clipping, visit to ABL class, seminar on how children learn? How to know individual differences		impact of training through NGO/ Third party
4. He/She has the quality like innovative, punctual, knowledge seeker, good human being having positive attitude, preparedness, patented cool minded, warm, living and a parental figure	To develop positive attitude among primary teachers		2011-12	
5. Scientific knowledge of how children learn and proper assessment system	Demonstration of ideal lesson and module for CCE		2011-12	
6. Important of activities based learning and how to engaged children in learning processes	Training of ABL to BRGs/RPs/CRCs		2010-11	

- What **innovative changes** do you plan to bring in for revamping teacher training programs this year, for enhancing their effectiveness? What will be your **process** for developing innovative teacher training designs/ modules this year?

a) Teacher performance Tracking:

All primary and upper primary schools are covered under ADEPTS programme. With help of SSA Gujarat, In place of 77 statements for cognitive dimension new 37 statements (performance standards) are prepared. Based on these performance standards, each teacher will be self evaluated and evaluated by CRC Coordinator.

Progress of the UT can be seen teacher level, cluster level, block/district level and UT level. For the year 2010-11, all the teachers will be covered under ADEPTS program. (426 Regular+ 95 SSA)

b) Long term (3 year) perspective plan for achieving desired changes in teachers:

The Expected resulted in teachers under Quality Enhancement Programme during 2010-11 to 2012-13 are as below.

In April 2010-11 Attitude and Aptitude training will be given. These trainings will be developed step-by-step in 2011 and 2012. These training will bring changes in Attitude and Aptitude of teachers.

Exposure visit of CRCC/BRCC/RPs/BRGs will be organized for ABL activities running in SSA, Gujarat. With help of SSA, Gujarat, ABL training will be taken forward step-by-step from 2010-11. All primary schools will be covered under ABL programme. This will create a child friendly

environment which will allow the fearless child to express her views and opinions. The planning till 2010-12 is such that teacher will develop a skill over continuous and comprehensive evaluation process.

Training will be imparted for the implementation and importance of continuous and comprehensive assessment with help of NCERT source books. Translation work of NCERT source books is going on. After this training teacher will improve and enable to implement continuous and comprehensive assessment in classroom transactions.

Special training for effective classroom processes which contain – what is the meaning of quality? Various intervention about learners & knowledge of learning processes.

Role & responsibilities of teachers as a facilitator in classroom process and outdoor activities.

subject experts and lecturers will be recruited in DRC for in service teacher training and academic support to SSA.

Desired long term outcomes of teachers from 2010-11 to 2012-13:

- ✓ Teacher will facilitate Childs' learning without corporal punishment, mental harassment.
- ✓ Teacher will give equal opportunity to Children belonging to weaker sections and disadvantaged groups in Childs' learning.
- ✓ Teacher will know the child psychologically and make classroom environment child friendly so child feel free from fear, trauma and anxiety.
- ✓ Teacher will use activity base methods to make child centered, child friendly; provide for learning through activities.
- ✓ Teacher will change their attitude and behaviour step by step during next 3 years.
- ✓ Teacher will help the child to express views freely in classroom and community.
- ✓ Teacher will implement continuous and comprehensive assessment as per NCERT source books.

a. Teacher Performance tracking:

- Details about existing mechanisms for measuring teacher performance (Status of rolling out of ADEPTS, how the performance is tracked)
- Feedback (from ADEPTS) about current performance levels of teachers in 2009-10.
- Desired teacher performance benchmarks to be achieved in 2010-11.

- **What will be the processes/methods to be followed during the training programs in 2010-11?**
 - Development of modules for trainers and teachers with help of SRG members
 - Training of master trainers and BRG members
 - Demonstration of activity and use of training material during KRP and MT training

What mechanisms will be used to ensure impact on classroom practices?

- CRC/BRC co. will be trained to observe the class room processes effectively

- Regular visits of school and supervision of classroom interaction by CRC/BRC co.
 - Teachers (staff meeting) meeting in presence of HM to discuss the remarks given by CRC/BRC co.
 - Proper Planning for classroom work/knowledge about classroom techniques.
 - Development of class room observation tool and student profile to ensure impact of classroom practices and achievement of students.
- **How will this impact be tracked, and shared with MHRD?**
 - Quarterly data collection and analysis of feedback from various monitoring agencies.
 - With the help of supervision book maintain by HM.

3.3 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?**

In 2009-10, Subject-based modules for STD. I to VII were obtained from Valsad & Junaghad DIET, and used in the training programme.

- **The details of the training programme are narrated below.**

The UT has no DIET for teacher training. In Daman District, a BRG was constituted for teacher training with the help of DIET, Valsad. 34 BRG teachers were trained by DIET Valsad and then this Block Resource Group has given 5 days teacher training to pry. and upper pry. teachers of Daman District in June 2009.

In Diu District, training was given by Resource persons from DIET Junaghad, with the help of the local experts. In Diu two CRC has taken training of the use of Puppets in education at Pune, and the same has been utilized in the two days of the training to pry. and upper pry. teachers in Diu as well as in Daman.

In-service Trainings conducted during 2009-10

Sl. No.	Focus Areas	Target Group of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
1	Reading & Writing Skills	Primary Teachers	June 2009	424	424	100%
2	Innovative methods for the improvement of computing skills	Primary Teachers	June 2009	424	424	100%

Focus Areas	Target Group of Teachers	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
Activity-based Science and Math's pedagogy	Upper Primary Teachers	June 2009	424	424	100%
different methods for interesting learning (Puppet training)	Primary Teachers & Upper Primary Teachers	June 2009	424	424	100%
Rational thinking, Critical thinking, Computer knowledge, Leadership, team spirit, Regular attendance through ADEPTS	Primary Teachers & Upper Primary Teachers	June 2009	424	424	100%
SLF-1,2,3	Head Master & Teacher	June 2009	104	97	93.26%
TLM preparation & uses in classroom process	Primary Teachers & Upper Primary Teachers	June 2009	424	424	100%

Source: AWP & B 2010-11, SSA Daman & Diu.

• **Major Challenges/issues related to teacher training in 2009-10, and strategies for addressing these issues?**

A special meeting for the planning of mass teachers' trainings was held in the leadership of Secretary (Education). He has given valuable suggestion for the better planning and selection of subject's topics. He has also given some special instruction and guidelines for the teacher training programme. In this meeting DPO, ADPO, ADEIs, CRCC, BRCC, RPs, had been remain present.

With the help of SPD & Secretary (Education), DPO has instructed BRG to select proper content for particular standards. Some special meetings were held to select proper content for particular standards.

Teachers Training calendar had been developed for 2009-10 in which all the trainings of teachers have been planned well in advance. Need based training program have been incorporated in the calendar; Training was imparted to teachers on above topics.

During training period ADPO, ADEIs, BRCC, CRCC, and RPs were engaged in monitoring and organizing training programme. . They have visited all clusters, and have seen the process of training given by BRG members. They have given some suggestions regarding seating arrangement and insufficient activeness of teachers and fatigue of training.

Due to such type of training, teachers feel that they should know the innovations in education and the subjects which they taught.

3.4 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	97	00	00	00	00
Upper Primary					

Source: AWP & B 2010-11, SSA Daman & Diu.

- Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):
- Proposal for induction training to be undertaken in 2010-11 (content, processes, follow up, and strategies to address emerging issues):

3.5 Training for Certification of 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	Nil	Nil	Nil	Nil	Nil
Upper Primary	Nil	Nil	Nil	Nil	Nil

Source: AWP & B 2010-11, SSA Daman & Diu.

- Mechanism for training of untrained teachers (nature of course, partners/ providers, duration, content, methodology, follow-up):

NA

- Emerging Issues and Strategies regarding covering back log of untrained teachers in the state:

NA

- Saturation Plan for upgrading all untrained teachers in the State within the fixed time frame, through appropriate D.Ed. (2-year) equivalent course:

NA

- What is the current status of availability of study centers, teacher educators and mentors for such a program?

NA

- How will the State ensure convergence with the Teacher Education Scheme?

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
Pre-service	424	6.36	424	2.79	100	43.87	422	6.33
In-service	97	1.95	0	0	0	0	99	2.97
Untrained	0	0	0	0	0	0	0	0
Group of SCs, STs, BCs	84	0.84	9	0	20	0	84	0.84

Source: AWP & B 2010-11, SSA Daman & Diu.

3.6 Pre-service teacher education systems :

Govt. Teacher Education Institutions

S.No.	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
1.	DIET	0	0		
	Govt. recognized PTC College	3	3	300	- Primary teachers certificate course for PTC candidate.
	SIE	-	-		
	DRC	1	0		- Elementary Teacher training. - In service teachers Training for primary teachers.
	BTC	-	-		

S.No.	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
5.	Pre Primary Teacher Training Centre	0	0		Pre primary Teacher Education.
6.	Other	0	0		

Source: AWP & B 2010-11 Daman & Diu.

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

Teacher attrition rate in the UT: nearby 2 to 3 % teachers leave the system every year, due to retirement or other reasons.

- **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):**

There are three PTC colleges and two B.Ed. colleges in the UT of Daman & Diu for pre service teacher training. All the said colleges are recognized by NCTE.

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

There is no SCERT/DIET or Curriculum Renewal Committee in Daman & Diu. Hence, revision of pre-service teacher education curriculum of UT has adopted as per Gujarat state. Curriculum of pre-service teacher education has been changed during year 2008-09 – 1st year and 2009-10- 2nd year. This curriculum has been changed in the light of NCF 2005.

Observations:

- **Training for BRC/CRCs:** There was no progress in the training of BRC/CRCs in the UT. This was because of coordination issues with resource persons from Gujarat. This is an issue that the UT needs to address by looking at other resource institutions in the neighboring states as well as by better coordination with Gujarat.
- **Induction training:** The UT has not been able to make any progress in the induction training of teachers. The UT had committed to offer induction training to 97 new teachers. Since the teachers recruitment did not happen, so the training for these teachers also could not take place.
- **ADEPTS:** The UT should be congratulated for its efforts in adapting the ADEPTS indicators developed by Gujarat and rolling them out in the UT. The UT should now focus on

strengthening the indicators by reducing the number and giving teachers training in how to effectively use them.

Proposal: The UT has made a proposal for 6.33 lakh for in-service training of 422 teachers. The UT has made a proposal of 2.97 lakh for induction training of 99 teachers.

The UT has made a proposal for 0.84 lakh for training of 84 resource persons under BRC/CRC/SRGs/Pedagogy Coordinator.

Recommendation: The appraisal team would like to recommend the proposal for in service training, induction training and training of resource persons as proposed by the UT @ 6.33 lakh for in service training of 422 teachers, 2.97 lakh for induction training of 99 teachers and 0.84 lakh for training of resource persons.

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
1.	State Resource Group (SRG)	No	Nil	Nil	Nil
2.	District Resource Groups (DRGs)	No	Nil	Nil	Nil
3.	Block Resource Groups (BRGs) (UT has changed name of CRGs as BRGs instead of CRGs)	Yes	75	02	<ul style="list-style-type: none"> • Planning of topics for teacher training. • Programme schedule for teacher training and time table. • Imparting teacher training to pry. And upper primary teachers.
4.	Cluster Resource Groups (CRGs)	No	NA	NA	NA

Source: AWP & B 2010-11, SSA Daman & Diu.

- Please provide the list of members of the State Resource Group

Nil

- Criteria for selection of Resource Persons at different levels

UT has taken interview for state pedagogy coordinator for Daman & Diu but no candidate eligible for this post.

- UT has made criteria for selection of Resource Persons at different levels:
 - Content Test
 - Psychological and Pedagogical Test
 - Aptitude Test
 - Group Discussion & Presentation
 - Innovative Practices

- **How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)**
 - SRG group will be useful to provide proper guidance for renewal of curriculum textbook, and implementation innovative practices to improve the elementary education in state
 - SRG members will help and give guidance to prepare training modules.
 - They will also share their good experiences and practices during training of KRP and DRG.
 - SRG members will also help to prepare material for ABL project which will launch during June-July 2010.
 - The guidance of SRG will be helpful for the capacity building of CRC/BRC Cos and for the preparation of school development plan.
 - The academic support of SRG will helpful for the school quality improvement and contextual pedagogical renewal.

4.2 Plan for revamping SCERT and DIETs, and strengthening linkages

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

- **Nature of academic support extended by DIETs in 2009-10:**
NA

- **Emerging Issues, & Strategies for strengthening DIETs in 2010-11:**
NA

- **Plan for strengthening linkages between SCERT, DIETs and other academic bodies:**

At present there is no any Govt. teacher training institutions like SCERT, DIETs for academic support to teachers. After approval of DRC, DRC will be the Govt. teacher training institutions like SCERT, DIETs for academic support to teachers.

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
2	2	2	20	8	5	14	45%

Details about status of BRPs:

Total No. of blocks:	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:	05	00	32	20	148	122
Daman						
Diu	05	00	20	12	104	58
Total in the State:	10	00	52	32	252	180
List which Blocks with high BRC to School ratio:	0	0	0	0	0	0

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
7	7	7	0	0	8	27	52%

Source: AWP & B 2010-11, SSA Daman & Diu.

Details about status of CRPs:

Total No. of Clusters:	Total no. of CRPs in each Cluster	No. of CRPs in each Cluster	no. of pry schools per Cluster	Total no. of UPS	PS teachers	UPS teachers
Average Per Cluster:	NA	NA	NA	NA	NA	NA
Total in the State:	NA	NA	NA	NA	NA	NA
List which Cluster with high CRC to School ratio:	NA	NA	NA	NA	NA	NA

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.	Daman	00	3	1	0	0
2.	Diu	00	3	0	0	0
3.						

○ **Nature of Training offered to BRP/CRPs in 2009-10:**

- Training on Quality Monitoring Formats has been given by NCERT at DNH, Silvassa.
- In 2009-10 UT has organized UT level visioning workshop at Diu District in the month of December 2009. CRCC, BRCC, RPs, ADEIs, HMs were present in this workshop. This workshop was organized with help of RIE, Bhopal and Dr. P.K. Acharya, RP, Orissa.

❖ **Details about activities of BRPs and CRPs in 2009-10 (nature and frequency of academic support to schools, contributions to learning enhancement, etc)**

- Regular monitoring of schools by BRPs.
- On site support to teachers by BRPs.
- Monitored ADEPTS related activities/formats of teachers in classrooms, discussion with teachers, give suggestions for better performance.
- Monitored LEP activities/formats of teachers, check learning level of child and give suggestions to use TLMs, activity based learning in classroom for improvement of learning level of child in reading, writing and computing.

○ **Major issues identified in effectiveness of BRC/CRCs, and strategies for strengthening them in 2010-11:**

Issues:

- Lack of staff in position
- Lack of capacity building of BRCs.
- Lack of active participation in respective roles against BRCs.

Strategies:

- All sanctioned BRP posts and other administrative staff will be filled by Sep 2010.
- Capacity building through training programme with help of SSA, Gujarat and NCERT.
- District level officers will take responsibilities against activity of BRCs.
- BRCC/BRPs will be involved in regular monthly visits and on-site support to schools
- Implementation of performance indicators for tracking and enhancing performance of BRCs.

- **Vision of effective BRC/CRCs – plan for making them resource-rich centers, nature of envisioned roles and activities:**

BRC/BRPs coordinators play an important role in the development of academic activities and monitoring the activities of various schemes. There are 07 CRC coordinators & 02 BRC coordinators in Daman & Diu. Following are the important responsibilities of BRC/BRPs coordinators.

- Regular visit to schools and sharing the success stories.
- Identification of training needs.
- Making yearly calendars.
- Organizing monthly meetings.
- Preparing and maintaining the data base of the teachers and trainers.
- Setting vision/targets in collaboration with all key stakeholders in the light of local context.

According to the role, duties and functions of CRC/BRC Coordinators trainings for capacity building of them have been planned in training calendar for year 2010-11 with support of SSA, Gujarat shown as below.

10 Days Training for BRC/CRCs

Sl. No	Subjects	Objectives	Trainees	Duration
1	Information about learning Enhancement Programme, ADEPTS "Chalo Vachiye", Important strategy, monitoring formats Evaluation.	<ul style="list-style-type: none"> • For the detailed knowledge of programme and Implementation. • To make them aware of all quality Enhancement supportive Programme. 	228 BRCs & 3337 CRCs	1 days
	Training of Effective Relationship Development	<ul style="list-style-type: none"> • To generate effective relationship 	228 BRCs & 3337 CRCs	1 days
	Orientation of Various component of SSAM	<ul style="list-style-type: none"> • To make CRCs to aware about the various component of SSA mission. 	228 BRCs & 3337 CRCs	1 days
	Training of Effective communication skills	<ul style="list-style-type: none"> • To develop effective communication skill among BRC/CRCs. 	228 BRCs & 3337 CRCs	1 days
	To know the administrative duties, and training of how to maintain record, data and its analysis.	<ul style="list-style-type: none"> • To make the office procedure smoothly. • To make BRC/CRC understood to maintain record and DATA 	228 BRCs & 3337 CRCs	1 days
	Training to develop observation and evaluation skill for	<ul style="list-style-type: none"> • To Know the methods, approach of teaching • To assess & Evaluate knowledge of 	228 BRCs & 3337 CRCs	1 days

Sl. No	Subjects	Objectives	Trainees	Duration
	effective classroom transaction.	student and teacher • To Developer observation ability		
7	Training of priorities needs and to develop training materials.	• To Development priority level of need • To know the need of learner • To know the need of teacher • To know the critical pedagogy	228 BRCs & 3337 CRCs	1 days
8	Importance of CCE and how to put in action.	• To know areas of assessment • Objectives/Criteria/Indicators of assessment • Techniques and tools of assessment • Recording of assessment. • Reporting of assessment.	228 BRCs & 3337 CRCs	1 days
9	Training of how to develop workshop design	• To train for effective workshop design • To make them aware on effective planning of training or workshop	228 BRCs & 3337 CRCs	1 days
10	How to prepare activities calendar for maths, science corner/shahitya vartul.	• Preparation of annual activity calendar • Management of activity • Documentation of various activities.	228 BRCs & 3337 CRCs	1 days

As there is no training institution in UT, SSA Gujarat has committed to involve 2 BRCs and 7 CRCs in their 10 days Training for BRCC/CRCC in 2010-11.

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

Performance Indicators for Teachers has been developed and used by teachers for self appraisal. but till now it has to be developed for BRC/CRC trainers. Performance Indicators for BRC/CRC trainers will be developed in 2010-11 with help of SSA, Gujarat.

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

- Minimum Qualifications:
M.A., M.Sc., B.Ed.
Group discussion and interview.

Activity Calendar of BRC in 2010-11

Activity	Month	Venue
Preparation and planning for cluster level and block level training of teachers, Distribution of modules , Monitoring of training and collection of feedbacks from trainers	May-June-2010	Cluster, Block level

Activity	Month	Venue
Preparation of enrolment drive and distribution of kits , Base line survey of reading writing and competences through teachers	June-July-2010	Cluster, Block level
Monitoring of classroom practices and observation of training effects.	July-March-2010	School, Cluster, Block level
Monitoring of monthly meeting at cluster level	July-March-2010	Cluster level
DISE form training, distribution and DISE Data collection	Sep-Oct-2010	School level
DISE Data Entry	Oct-Nov-2010	Block level
DISE data inconsistency and completion	Dec-2010	Block level
Training to teachers about various unit (Gender, AS, IED)	June-March-2010	School, Cluster, Block level
Documentation of various activities under SSA program	March-2010	Block level
“School gradation” program at school level for quality improvement	November-2010	School level
Data collection and entry of the “School gradation”	December-2010	Block level
Survey of out of school children	Oct-Nov-2010	School level

Source: AWP & B 2010-11 Daman & Diu.

o **Measures planned for reducing academic load on BRPs and ensure focus on academic activities:**

- Regular monitoring of schools by BRPs.
- Onsite support to teachers by BRPs.
- Monitored ADEPTS related activities/formats of teachers in classrooms, discussion with teachers, give suggestions for better performance.
- Monitored LEP activities/formats of teachers, check learning level of child and give suggestions to use TLMs, activity based learning in classroom for improvement of learning level of child in reading, writing and computing.

SSA, Daman & Diu has not given any **academic load** on BRPs in 2009-10. The above are their activities which they have done sincerely during 2009-10. They have been motivated by BRCC/CRCC and do the academic activities which they have been given by DPO.

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	2	1.68	2	1.34	100%	79.76%	2	1.80
CRCs	7	0.834	7	0.53	100%	63.55%	7	1.75

Proposals: 02 computers at BRC and 07 computers at CRC with internet connection are required for on line monitoring of teachers and schools and smooth functioning of reporting to DPO level and UT level.

To set up library at 02 BRC to update knowledge regarding teaching methods, techniques, resource support from various academic books etc.

Observations:

- The UT needs to operationalize its BRCs. There are currently 12 positions of resource persons at the UT level which need to be filled by July 2010.
- Till now there has not been a strong quality team to provide leadership and academic inputs at the UT level, which has severely affected the coordination of various quality inputs. The UT needs to operationalize its Pedagogy Cell and appoint the pedagogy coordinator with a strong pedagogical understanding and experience, to lead the quality agenda in the UT.

Proposal: The UT has made a proposal of 2 BRC at 1.80 lakh and 7 CRC at 1.75 lakh.

Recommendation: The appraisal team would like to recommend the proposal of 2 BRC at 1.80 lakh and 7 CRC at 1.75 lakh.

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)

In the month of July 2010 SSA Daman & Diu will organize the training programme for training of Educational Administrators at different levels i.e. ADEIs, ADE, CRCC, BRCC, RPs and other related officers on NCF 05 and RTE. Resource support is needed for this training programme from TSG, NCERT and SSA, Gujarat

4.5 Quality monitoring mechanisms – analysis and use of data

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



Mechanisms for analysis of QMT data and for feeding back to improve the system at different levels

✓ Yes

4.6 Nature of Research Studies :

5 Changes in Learning Processes and Learning Outcomes

- 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?

Pre-test and Post-test has been carried out during 2009-10. The following are comparative progress report of Vanchan Ganam Lekhan Abhiviyakti Karyakram under LEP

Writing Testing Format

Comparison of percentage for Pre- test & post test

can't Write anything		Can Write all letters		Can Write words		Can Write simple sentence		Paragraph		absent	
D		C		B		A		A+			
% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test
5.81	2.24	18.01	12.75	27.3	22.1	19.34	24.83	17.18	25.33	12.57	12.75
2.09	1.18	13.74	10.46	25.29	23.95	25.21	27.15	27.55	31.28	6.11	5.99
3.92	1.43	15.97	6.75	30.02	22.24	29.54	28.71	17.78	36.69	2.77	4.18

Reading Testing Format

Comparison of percentage for Pre- test & post test

can't read anything		Identify all letters		Can read words		Can read simple sentence		Paragraph		absent	
D		C		B		A		A+			
% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test
7.22	2.65	18.26	11.51	26.56	23.10	21.16	23.43	14.61	26.49	12.20	12.82
5.61	2.36	16.76	9.53	25.13	21.25	26.30	29.59	20.60	31.37	5.70	5.99
5.52	1.05	16.48	5.99	25.43	18.06	25.95	30.13	19.30	40.68	7.29	4.09

Comparison of Percentage for Pre- Test & Post Test

STD	Can't Identify Number	%	Knowledge of Number	%	Bigger & Smaller Number	%	Place value	%	Addition	%	Subtraction	%	absent
	% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test	% pre test	% post test	
II	85	7.05	206	17.10	246	20.41	99	8.21	206	17.1	216	17.9	147
STD	Can't Identify Number	%	Knowledge of Number	%	Knows Place value	%	Addition & Subtraction	%	Multiplication & Division	%	Solves the Problem	%	absent
D	%	C	%	B	%	B+	%	A	%	A+	%		absent
III	66	5.52	221	18.51	188	15.75	357	29.90	173	14.49	122	10.21	67
IV	43	4.11	147	14.05	172	16.44	357	34.13	175	16.64	123	11.75	30

Learning achievement as per DISE

DISE refer. Year	Class IV				Class VII			
	Passed		Passed with >60%		Passed		Passed with >60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
DISE 2005-06	87.07	90.48	40.05	41.78	86.26	91.85	23.79	36.66
DISE 2006-07	85.18	90.51	35.55	44.74	86.86	89.26	36.76	51.12
DISE 2007 - 08	91.34	93.15	40.33	47.38	94.17	95.71	32.00	40.73
DISE 2008-09	99.86	95.61	36.43	43.44	89.50	94.81	25.67	46.08
DISE 2009-10	92.57	95.95	45.08	50.71	90.68	94.86	27.33	38.64

DISE refer. Year	Class IV	Class VII
	Passed with >60%	Passed with >60%
DISE 2003 - 04	Not Available	Not Available
DISE 2004 - 05	Not Available	Not Available
DISE 2005 - 06	40.92	30.23
DISE 2006 - 07	40.15	43.94
DISE 2007 - 08	43.86	36.37
DISE 2008 - 09	39.89	35.88
DISE 2009 - 10	47.90	32.99

▪ **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.)

NCERT Survey Results for Daman & Diu

	Language		Math's		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III		78		69	-	-	-	-
<i>National Average</i>	63.12	67.53	58.25	60.92	-	-	-	-
Class V		58.09		42.60		51.12	-	-
<i>National Average</i>	58.57	60.31	46.51	48.46	50.30	52.19	-	-
Class VIII		45.31		42.01		42.37		39.93
<i>National Average</i>	39.17	41.5	53.86	56.13	41.3	41.75	46.19	46.94

Source: NCERT's Round I and Round II Surveys

- **What steps has the State taken to identify specific learning difficulties in different subjects where children score low? Please provide findings below (class wise, subject-wise, including social category and gender wise analysis).**

Findings of learning difficulties:

Under LEP vanchan Ganam Lekhan Abhivrudhhi Karyakram has carried out by primary teachers of std. II to IV. Pre-test & Post-test has been done for finding learning difficulties and steps to be taken for enhancing learning of child in 2009-10 and steps to be taken for enhancing learning of child by 2010-11 to 2012-13.

By Reading Testing Format:

STD. II:

- 2.65 % students can not read sentences.
- 11.51 % students can identify all letters.
- 23.10 % students can read words.
- 23.43 % students can read simple sentences.
- 26.49 % students can read paragraph.

STD. III:

- 2.36 % students can not read sentences.
- 09.53 % students can identify all letters

- 21.25 % students can read words.
- 29.59 % students can read simple sentences.
- 31.37 % students can read paragraph.

STD. IV:

- 1.05 % students can not read sentences.
- 05.99 % students can identify all letters.
- 18.06 % students can read words.
- 30.13 % students can read simple sentences.
- 40.68 % students can read paragraph.

By Writing Testing Format:

STD. II:

- 2.24 % students can not writing anything.
- 12.75 % students can write all letters.
- 22.1 % students can write words.
- 24.83 % students can write simple sentences.
- 25.33 % students can write paragraph.

STD. III:

- 1.18 % students can not writing anything.
- 10.46 % students can write all letters.
- 23.95 % students can write words.
- 27.15 % students can write simple sentences.
- 31.28 % students can write paragraph.

STD. IV:

- 1.43 % students can not writing anything.
- 06.75 % students can write all letters.
- 22.24 % students can write words.
- 28.71 % students can write simple sentences.
- 36.69 % students can write paragraph.

By computing Testing format:

STD. II:

- 7.05 % can read identify numbers.
- 17.10 % have knowledge of numbers.
- 20.41 % can identify bigger & smaller numbers.
- 8.21 % can identify place value.
- 17.1 % can do addition work.
- 17.9 % can do subtraction work.

STD. III:

- 5.52 % can read identify numbers.
- 18.51 % have knowledge of numbers.
- 15.75 % can identify bigger & smaller numbers.
- 29.90 % can identify place value.
- 14.49 % can do addition work.
- 10.21 % can do subtraction work.

STD. IV:

- 4.11 % can read identify numbers.
- 14.05 % have knowledge of numbers.
- 16.44 % can identify bigger & smaller numbers.
- 34.13 % can identify place value.
- 16.64 % can do addition work.
- 11.75 % can do subtraction work.

Learning difficulties in std. V to VII:

- Have trouble in learning the alphabet, rhyming words, or connecting letters to their sounds.
- Make many mistakes when reading aloud, and repeat and pause often.
- Do not understand what he or she reads.
- Have real trouble with spelling.
- They have very messy handwriting or hold a pencil awkwardly.
- They struggle to express ideas in writing.
- They learn Language late and have a limited vocabulary.
- They face trouble in understanding jokes, comic strips, and sarcasm.

- They confuse in math's symbols and misread numbers.
- Children do not understand the signs of mathematics even in higher classes
- Children find it difficult to identify the numbers
- There is general lack of interest in mathematics

A Primary Level

- In UT under LEP Vanchan Ganan Lekhan Abhivrudhhi karyakram were conducted by the RP's to identify the children's learning levels, their learning difficulties in language and low performance in the subject of Math's & Language of Class II to IV.
- Developed reading material (Module) for improvement in reading writing, arithmetic by the RP's.
- Developed reading corners in class rooms.
- Effective monitoring of programmed through regular class rooms visits by CRCs and BRPs
- Effective use of reading writing material.

B Upper Primary

- Base line Assessment surveys and analysis of Learning difficulties were conducted by the RP's of UT.
- Science Kit prepared by the GCERT was provided to the students.
- Math's Kit was given to the student.

- **Strategies planned to improve analysis and use of QMT data at different levels:**
 - Training on Quality Monitoring Tools to teachers at cluster level training programme by CRC/RPs.
 - To develop school development plan considering QMT data at school level by teacher and Head Master.
 - Analysis of data from school level to SPD level.
 - Sharing of data regularly to improve learning achievement of child in different subjects.
 - Strengthening capacity building of CRC/BRC/RPs to improve planning of QMT analysis at different level.

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

- **Findings from Quality Monitoring Tools:**

Percentage of Students getting D & E Grades (less than 50%) in Language & Mathematics:

Class	Subject	Boys		Girls		SC		ST		CWSNs	
		QII (200 8-09)	QIII (200 8-09)	QII (200 8-09)	QIII (200 8-09)	QII (200 8-09)	QIII (200 8-09)	QII (200 8-09)	QIII (200 8-09)	QII (200 8-09)	QIII (200 8-09)
I	Language	10.33	9.06	8.22	7.02	38.18	22.03	34.47	30.03	41.67	33.33
	Math's	10.55	8.14	7.72	6.06	25.45	23.73	32.10	31.07	41.67	33.33
II	Language	23.04	7.39	23.04	6.51	25.45	19.18	44.16	31.27	58.33	25.00
	Math's	20.55	6.72	22.19	5.93	34.55	16.44	42.90	31.44	58.33	25.00
III	Language	22.89	18.30	18.48	12.79	25.32	32.93	51.60	50.26	50.00	62.50
	Math's	17.89	10.40	15.26	8.00	22.78	23.17	31.28	29.63	62.50	42.86
	EVS	19.83	14.20	14.99	10.04	37.97	28.05	42.25	40.27	62.50	62.50
IV	Language	24.13	16.14	18.91	12.15	33.33	19.72	42.39	40.77	75.00	50.00
	Math's	20.09	11.98	17.58	11.00	26.09	15.49	30.75	26.71	33.33	33.33
	EVS	19.66	12.86	16.19	11.00	18.84	14.08	29.85	27.08	58.33	41.67
V	Language	40.46	26.78	33.32	22.09	59.34	56.84	80.58	80.45	60.00	60.00
	Math's	33.26	23.18	29.22	21.06	49.45	49.47	74.29	75.16	80.00	70.00
	Science	42.25	24.93	38.78	26.84	54.95	54.08	75.87	75.08	80.00	80.00
	SS	37.45	24.47	28.10	20.59	58.24	53.19	68.57	69.57	50.00	40.00
	English	31.58	20.23	27.43	19.59	41.76	42.27	60.00	60.25	40.00	40.00
VI	Language	34.74	21.34	29.23	18.47	51.19	50.59	78.62	77.45	88.89	88.89
	Math's	34.19	18.35	36.15	16.74	53.57	52.94	67.65	67.92	66.67	66.67
	Science	38.00	21.36	34.09	16.80	51.19	49.41	79.28	79.55	55.56	55.56
	SS	32.82	19.75	24.94	18.66	54.76	51.81	77.96	77.99	66.67	66.67
	English	30.88	20.21	26.29	16.48	42.86	40.96	73.03	73.03	55.56	55.56
VII	Language	20.55	21.97	22.19	13.80	34.55	41.46	42.90	68.85	58.33	75.00
	Math's	24.31	20.38	26.40	17.12	54.29	35.23	45.07	72.47	50.00	75.00
	Science	33.48	21.41	23.91	16.59	36.71	36.59	62.25	60.25	100.00	100.00
	SS	33.50	19.53	26.32	15.64	36.71	34.15	56.95	58.68	100.00	100.00
	English	33.71	22.45	23.93	18.55	35.44	36.59	77.48	78.14	100.00	100.00

This is reflected in the table above, which indicates the percentage of students scoring less than 50 per cent marks in Language and Math's in 2nd and 3rd quarters of 2008-09.

▪ **Findings from Quality Monitoring Tools SLF Formats:**

The tables Quality Monitoring Formats (SLF II) reveal the following comparison between learners' achievement in the Annual Exam 2008-09 and the First term examination 2009-10, in terms of percentage of students scoring in each category.

		Annual Exam 2008-09		First Exam 2009-10	
		Language	Maths	Language	Maths
I	A	40.41	42.6	27.79	30.49
	B	31.4	32.7	27.89	26.97
	C	12.11	10.5	18.60	17.15
	D	7.68	6.4	10.04	10.71
	E	8.40	7.8	15.68	14.68
II	A	35.1	41.6	29.69	32.01
	B	39.5	35.0	31.38	30.38
	C	11.6	10.7	17.51	18.14
	D	8.7	7.9	10.92	9.07
	E	5.2	4.8	10.50	10.39

		Annual Exam 2008-09			First Exam 2009-10		
		Language	Maths	EVS	Language	Maths	EVS
III	A	16.11	26.09	20.28	18.46	29.45	26.85
	B	27.86	33.63	32.66	21.01	20.76	22.10
	C	24.95	21.88	22.83	17.39	15.39	16.88
	D	24.01	13.41	18.41	24.48	19.07	18.87
	E	7.07	4.99	5.82	18.66	15.34	15.29
IV	A	15.97	19.40	21.31	25.48	20.97	18.53
	B	28.56	34.00	32.04	20.10	21.25	21.57
	C	30.57	28.27	27.73	16.42	17.94	22.20
	D	20.68	14.60	15.48	21.27	25.51	25.45
	E	7.62	7.62	7.62	16.74	14.32	12.25

		Annual Exam 2008-09					First Exam 2009-10				
		Language	Maths	Science	Social Sc.	English	Language	Maths	Science	Social Sc.	English
V	A	7.06	6.57	4.99	6.85	11.43	8.09	16.99	9.09	13.49	23.73
	B	19.24	23.44	17.24	21.60	25.47	14.55	23.92	15.21	17.09	24.32
	C	24.82	25.72	25.99	26.49	23.28	17.46	17.93	17.48	20.97	16.74
	D	27.88	32.51	34.48	31.05	28.14	33.00	24.86	36.20	31.02	19.45
	E	20.98	11.72	17.29	14.01	11.69	26.89	16.30	22.02	17.43	15.76
VI	A	8.98	11.66	9.02	10.26	11.87	12.62	14.95	9.04	14.37	18.44
	B	26.63	28.25	28.25	24.52	25.80	19.04	23.88	16.09	20.02	21.34
	C	24.58	24.99	24.57	26.80	25.65	17.34	18.42	15.58	17.08	14.63

	Annual Exam 2008-09					First Exam 2009-10				
	Language	Maths	Science	Social Sc.	English	Language	Maths	Science	Social Sc.	English
D	25.65	26.49	28.15	29.60	23.78	25.87	24.22	35.02	27.43	26.41
E	14.16	8.61	10.01	8.81	12.90	25.13	18.53	24.28	21.10	19.18
A	12.45	15.16	10.76	9.20	11.88	15.05	16.31	14.34	14.86	23.34
B	29.76	28.59	26.70	28.03	26.79	23.13	28.69	21.76	23.41	22.89
C	22.02	18.75	24.54	27.60	20.34	18.21	17.63	21.32	22.02	19.18
D	25.38	24.62	29.51	28.95	28.80	27.01	22.33	28.52	24.79	20.01
E	10.39	12.88	8.49	6.22	12.20	16.60	15.04	14.06	14.92	14.58

Once again this reveals very low learning levels of students in standard I & VII in which data shows decrease in A & B grade and increase in C, D & E grade in all subject, and in almost all classes there has been a significant increase in number of students scoring in E category (i.e. less than 35%). The percentage of students scoring less than 50% marks (i.e. D and E categories) in language and mathematics is very high especially at primary level and upper primary level which is shown at table below.

Class	Subject	D & E grades(less than 50% marks) in language & math's		
		Annual Exam 2008-09	First Exam 2009-10	Difference
I	Language	16.08	25.72	-9.64
	Math's	14.2	25.39	-11.19
II	Language	13.9	21.42	-7.52
	Math's	12.7	19.46	-6.76
III	Language	31.08	43.14	-12.06
	Math's	18.4	34.41	-16.00
IV	Language	28.3	38.01	-9.71
	Math's	22.22	39.83	-17.61
V	Language	48.86	59.89	-11.03
	Math's	44.23	41.16	3.07
VI	Language	39.81	51.00	-11.19
	Math's	35.10	42.75	-7.65
VII	Language	35.77	43.61	-7.84
	Math's	37.50	37.37	0.13

The above table shows low achievement in language & mathematics in standard I to VII except in standard V mathematics and standard VII mathematics.

● **Strategies for addressing these issues:**

- Training on ADEPTS for review of findings and feedback of teachers and renovate performance indicators.
 - Training on ABL project for all schools of both the districts.
 - Training of teachers to know the duties and response of teachers in RTE act.
 - Strengthening monitoring of classroom process and on site support by CRCC/BRCC/RPs.
 - Strengthening community participation and regular follow up suggestions arising in VEC/PTA/MTA.
 - Discuss best classroom practices in training and monthly review meetings by CRC/BRC.
 - Continue Programme of LEP at school level: Vachan Ganan Lekhan Abhivrudhhi Karyakram, science-math's corner, Lekhansarjan, Magazine distribution (Vignan Darsan, Vignan Jagrutya, Safari, Yojana, and Balbharty), Celebration of Science week – Balmela.
 - Learning through activities, discovery and exploration in a child-friendly and child-centered manner.
 - Making the child free of fear, trauma, and anxiety and helping the child to express views freely.
- **How is the above analysis to be used to address these learning difficulties, through appropriate training for teachers or additional TLMs on these specific competencies, to make them simpler for children to understand?**

The above analysis is to be use for appropriate training for teachers and effective use of TLMs , other learning materials and use of CAL to make the classroom process simpler and more opportunity time to child to understand the concepts, difficulties and topic related questions.

A Shift in Classroom Processes' in the State to be... new class-room. 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)?

- Monitoring of classroom processes by CRCC/BRCC and head master of schools.
- Monitoring of classroom processes and achievement of students by ADEI/CRCC/BRCC during school visit and annual inspection.
- Achievement of students is also note by VEC the CLF- II A, Prescribed from by NCERT.
- Performance standard have been identified for teacher. CRC, BRC Co notes the level of performance through the activities during class-room processes and with the help of student activeness during learning processes. They also give the guidance to improve the teaching process and give their suggestions.

5.2 Changes in classroom process :

- **What is the current status of changes in classroom processes towards More active learning in the State?**
- Primary schools where the ADEPTS Program has been adopted the effective class-room process has been taken place, Teachers prepare themselves, make good planning book, use proper TLM effectively, Try to understand individual difference – plan special arrangement for slow learner students. Inform the achievement level of students to their parents.
- **What are the obstacles/issues found to bringing changes in classroom processes?**
Issues to bring change in class room processes:
 - Lack of preparation, improper methods of teaching.
 - Insufficient and improper use of TLM.
 - All children are not engaged in active learning.
 - Teacher do not try to know the individual difference and the real learning process, Which take place in classroom less time in active learning.
 - Assessment of learning is not in a systematic way.
 - The time of active learning of student is less, so we are planning to put ABL program for all schools.
- **What strategies are proposed to address the above issues in the next 3 years, as well as to ensure changes in classroom processes as laid out in the RTE Act?**
 - During the training programme demonstration of various materials will be displayed for preparation of lesson planning and how to use it.
 - To address the above issues training for teachers has been arranged to improve the class room practices.
 - ABL project for all schools of both the districts.
 - Training of teachers to know the duties and response of teachers in RTE act.
 - Joyful learning for children.
 - Programme of LEP at school level: Vachan Ganan Lekhan Abhivrudhhi Karyakram, science-math's corner, Lekhansarjan, Magazine distribution (Vignan Darsan, Vignan Jagruty, Safari, Yojana, and Balbharty), Celebration of Science week – Balmela.
 - Learning through activities, discovery and exploration in a child-friendly and child-centered manner.
 - Making the child free of fear, trauma, and anxiety and helping the child to express views freely
 - All-round development of child, Development of physical and mental abilities to the fullest extent.

5.3 What steps have been taken to ensure that such material is actually used and handled by children during the learning process?

ADEIs, CRCC, BRCC regularly visit the schools and observe classroom while learning process is ongoing. They give onsite support to teachers about effective use of TLMs and instruct to use TLMs with active participation of children for more opportunity time of learning.

5.4 Strategies for eliminating discrimination within the classroom:

5.5 Innovative use of Education Technologies for learning enhancement:

6. 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	2	Grading	No detention is not in practice	10 th	Yes	Quarterly
U. Pry.	3	Marking	No detention is not in practice	10 th	Yes	Quarterly

- **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?**

No detention policy for standard I to IV will be proposed for shifting towards a non-threatening assessment system that is free from fear or anxiety from the next academic year 2010-11.

There is no Board examination in Elementary education.

- **What steps are being taken for implementing continuous and comprehensive assessment, where a cumulative learning record is maintained for each student?**

In Daman & Diu for the students of Std 1 to 7 continuous & comprehensive have already has been adopted. Learners are assessed through written tests twice a year, oral tests throughout the year, activity-based tests on a monthly basis. Every month, the teacher records her observations about overall development of students' learning against different competencies. Twice a year a report card is kept based on written, oral, and activity-based assessment.

Teachers use formats for continuous and comprehensive assessment of learners as provided in ADEPTS programme. UT has developed some formats for children's progress in Health, Cleanliness, Regularity, performance in Math's and Language, Appreciation, Birthday card, Absentees Card, Children's overall biodata (Profile)- Birthday, G.R.No, Address, parents name, Cast, Parents Annual income, Social back ground, disability etc.

All the teachers have now knowledge of all children's competency level and children's over all progress in learning level. Teachers also enable to appraise self performance towards their roles and responsibility for improving Quality Education in elementary Education of UT of Daman & Diu.

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

The translation work of NCERT Source Books in Gujarati language is on process and SSA Daman & Diu has set up core group for developing NCERT Sourcebooks in Gujarati. All CRC/BRC/RPs are members of Core Group. For making assessment more continuous, comprehensive and child friendly, we are going to plan for 2010-11 to impart in-service teacher training on Assessment of children's learning through NCERT Source Books which will be developed in Gujarati language for Daman & Diu. Follow up of this training will be done by all primary teachers of Primary and Upper Primary Schools of Daman & Diu. CRC/BRC/RPs will regular visit schools and monitor the classroom processes in which how they are assess the children's learning in different subjects and discuss the problems while assessing the child. They will give demonstration lesson of assessment and give suggestions to overcome this problems and corrective measures.

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
Nil	Nil	Nil	Nil	Nil	Nil

Source: AWP & B 2010-11 Daman & Diu.

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

Modules will be developed for different age group of children for **special training** for mainstreaming all children into age-appropriate classrooms in 2010-11, as per RTE with help of GCERT, SSA, Gujarat and NCERT.

Training will be imparted to BRCC/CRCC/RPs on Modules for special training to OOSC. BRCC/CRCC/RPs will then organize training for teachers.

Observations:

- With respect to continuous and comprehensive evaluation, the UT needs to develop a stronger understanding of CCE at the classroom-level. The UT 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.
- The learning achievement surveys reveal very low learning levels of students in standard I & VII with data indicating decrease in A & B grade and increase in C, D & E grade in all subject, and in almost all classes there has been a significant increase in number of students scoring in E category (i.e. less than 35%). The percentage of students scoring less than 50% marks (i.e. D and E categories) in language and mathematics is very high

especially at primary level and upper primary level. Also, achievement in mathematics and social science at the upper primary level is even lower than the national average, which needs to be looked into and addressed.

- At present, the UT has no systematic and reliable source of identifying specific learning difficulties based on an analysis of student's achievement results. It must analyze what are the specific factors that have contributed to each learning difficulty faced by students in different subject areas and then design appropriate strategies in a focused manner.

7. Minimum Enabling Conditions

7.1 Teacher Recruitment and Deployment systems

Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	250	55	305	198	55	253	52	0	52
UPS	176	40	216	162	7	169	14	33	47

Source: AWP & B 2010-11, SSA Daman & Diu.

- **Reasons for vacancies and steps to ensure all vacancies are filled by July 2010:**
 - **Administrative:** There is long administrative process of filling up regular post of teacher vacancies (file approval, advertisement, written test, group discussion & interview etc.)
 - **Steps to ensure all vacancies are filled by July 2010:** All vacancies will be filled up as earlier as possible at administrative level.
- **Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength:**

Recruitment of teachers under SSA

	Sanctioned in PAB till 09-10		Recruited by March 10		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para	State/ Dist./ Community	SMC/ Treasury/ SSA society/ etc.
Primary	59	-	59	-	7000	-	District Panchayat	SSA society
Up. Primary	36	-	4	-	7000	-	District Panchayat	SSA society

Source: AWP & B 2010-11, SSA Maharashtra

- **Existing State Policies and Procedures for Recruitment of Teachers?**
 - **Minimum educational qualification:** SSC/ HSC for primary level & Graduation for Upper Primary level.
 - **Minimum professional qualification:** PTC/D.Ed for primary level & B.Ed for Upper Primary level.
- **Minimum Qualifications for appointment of Teachers for different levels/ categories:** PTC, D.Ed. or B.Ed.
- **Salary scales for teachers of different categories/ levels:**
Salary scale of regular primary & upper primary teacher: **9300-32800**
Salary scale of primary & upper primary teacher under SSA: **7000**
(On Contract basis)
- **Teachers' terms and service conditions:**
 - According to Goa, Daman & Diu primary Education Rules.
- **Mechanisms for redressal of grievances:**
 - There is no big issue or problem about deployment and rationalization of teachers.
 - There is a clear and transparent policy for recruitment and transfer of teachers.
 - Appointment of teachers is on merit base and the teachers who are included in overset up according to teacher pupil ratio are transfer to nearer vacant post.

Information on PTR

Name of Block/ Municipal Area	School Category	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
			Number	%age of total schools	>30	>40	>50	>60	>70	>80
DAMAN	Primary	32	0	0	7	6	0	0	0	0
	U. Primary	11	0	0	0	0	0	0	0	0
	U. Primary with Sec	9	0	0	1	0	0	0	0	1
	Overall	52	0	0	8	6	0	0	0	1
DIU	Primary	21	0	0	4	5	3	7	0	2
	U. Primary	12	0	0	2	4	2	1	0	3
	U. Primary with Sec	0	0	0	0	0	0	0	0	0
	Overall	33	0	0	0	0	0	0	0	0
Total	Primary	53	0	0	11	11	3	7	0	2
	U. Primary	23	0	0	2	4	2	1	0	3
	U. Primary with Sec	9	0	0	1	0	0	0	0	1
	Overall	85	0	0	14	15	5	8	0	6
	Which districts have higher PTR									

Source: AWP & B 2010-11, SSA Daman & Diu.

Schools having PTR > 40:

Daman District: Primary level: 6 18.75%

U. Primary: 0

U. Primary with Sec: 1 11.11%

Diu District: Primary level: 17 80.95%

U. Primary: 10 83.33%

U. Primary with Sec: 0

Daman & Diu: Primary level: 23 43.40%

U. Primary: 10 43.47%

U. Primary with Sec: 1 11.11%

	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	32	0	16	0	0	4

Source: AWP & B 2010-11, SSA Daman & Diu.

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 schools	%age of total schools	
Primary level PTR	<ul style="list-style-type: none"> • 2 teachers for up to 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 	Daman District: <ul style="list-style-type: none"> • PTR 1:44 Diu District: <ul style="list-style-type: none"> • PTR 1:49 	9	28.12	Appointment of 32 additional teachers will be carried out from beginning of next academic session.
			16	76.21	
PTR at upper primary level	1:35	Daman District: <ul style="list-style-type: none"> • PTR 1:27 Diu District: <ul style="list-style-type: none"> • PTR 1:52 	1	5.0	
			8	66.66	
Subject-specific teachers	At least 1 teacher for Sci & Math's, Social Sci., and Languages	Daman District: <ul style="list-style-type: none"> 9 schools not having Sci & Math's teacher. Diu District: <ul style="list-style-type: none"> 7 schools not having 	9	45.00	
			7	58.33	

	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 schools	%age of total schools	
		Sci & Math's teacher.			
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	Daman District: All schools have Head Teacher. Diu District: 4 schools not having Head Teacher.	0 4	0 12.12	

Source: AWP & B 2010-11, SSA Daman & Diu.

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

There is no school with single teacher in current year.

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

- ❖ There is no big issue or problem about deployment and rationalization of teachers
- ❖ There is a clear and transparent policy for recruitment and transfer of teachers.

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

- ❖ Teaching is made through period/ lecture system for STD 5 to 7 for PTC teachers, based on skill and interest. This individual subject like math's, science and English. Still there are graduate teachers who are teaching this subject. The state government has decided to employ the 50% teachers having background in science subject during the current year.
- ❖ Subjects' teachers will be recruited.
- ❖ All schools will be upgraded gradually up to std. VIII.

3 Teacher and student attendance

Teacher and Student Attendance Rates

	MHRD study (2006-07)	2007-08 (with Source)	2008-09 (with source)	2009-10 (with source)	Target for 2010-11
Teacher attendance (primary)		Nil	Nil	96.92	97.92
Student attendance		Nil	Nil	95.31	96.50

	MHRD study (2006-07)	2007-08 (with Source)	2008-09 (with source)	2009-10 (with source)	Target for 2010-11
(up. pry.)					
Student attendance (pry.)		Nil	Nil	79.82	82.80
Student attendance (up. pry.)		Nil	Nil	86.36	88.30

Source: AWP & B 2010-11, SSA Daman & Diu.

- Findings from latest study on student teacher attendance (including key reasons for low student/ teacher attendance):
- Steps to be taken to address these issues in 2010-11:
- Mechanisms for monitoring attendance in 2010-11 (including plan for undertaking study on student/teacher attendance):

Number of working days and working hours

	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	How will this be monitored?
1.	Number of working days in a year	<ul style="list-style-type: none"> • 200 for Pry. • 220 for Up. Pry. 	<ul style="list-style-type: none"> • 247 for Pry. • 247 for Up. Pry. 	Working days is sufficient to meet RTE requirement	Circular/Order of Term & Vacations is to be done by Directorate of Education.
2.	Number of instructional hours in a year	<ul style="list-style-type: none"> • 800 for Pry. • 1000 for Up. Pry. 	<ul style="list-style-type: none"> • 1350 for Pry. • 1350 for Up. Pry. 	It is proposed to increase instructional hours in a year and school timing will be increased.	By SPD/DPO/ADE I
3.	Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	33 teaching hours per teacher per week, including Preparation hours but total working hours meet RTE requirement.	As school timing increase, 45 hours/week will be meet as per RTE.	By SPD/DPO/ADE I
4.	No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	No teacher has been deployed for non-educational purpose except census, disaster relief, or election duty	Order will be circulated.	Order by Secretary Education.

	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	How will this be monitored?
5.	Involvement in private tuitions	No teacher shall be engaged in private teaching activity	No teacher is engaged in private teaching activity	Meeting of HMs will be taken for this issue and Order will be prepared and circulate to all schools as per RTE.	DPO/ADE/AD EI

- **Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)**
 - Recruitment policy will be implemented according to RTE norms.
 - Trained graduates (Science, Language) and special teachers for Arts will be appointed in schools which are upgraded up to standard VIII.
 - Appointment of teachers on merit base only.
 - PTR will be reduced up to 1:35
 - There is a ban on corporate punishment.
 - No board exam up to Std-IX.
 - No detention policy up to std-IV.

7.4 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					
Primary level	295	240	81.36	295	1.475
Upper Primary level	194	187	96.39	226	1.13
b. School grant @ Rs. 5000/-per school					
Primary level @ Rs. 5000/-per school	52	49	94.23	54	2.7
Upper Primary level @ Rs. 7000/-per school	32	32	100	32	2.24
c. TLE grant					
New Primary schools @ 10,000/-per school	7	3	42.86	4(spill over)	0.6
New Upper Primary schools @ 50,000/-per school	1	1	100	0	0

Source: AWP & B 2010-11, SSA Daman & Diu.

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	28-08-2009	28-08-2009	28-08-2009
Issues related to timely distribution	No	No	No
Mechanisms to ensure timely distribution	Distributed grants in time in all VEC accounts of schools by SSA Daman & Diu	Distributed grants in time in all VEC accounts of schools by SSA Daman & Diu	Distributed grants in time in all VEC accounts of schools by SSA Daman & Diu
Whether guidelines have been issued regarding utilization	Yes	Yes	Yes
What the grant was utilized for in 2009-10	Yes	Yes	Yes
Feedback on effective use of grants in 2009-10; issues identified	Utilized as per need of School and children learning.	Utilized as per need of School and children learning.	Utilized as per need of School and children learning.
What the grant will be utilized for in 2010-11	Yes	Yes	Yes
Mechanisms to ensure effective use of grants	It will be explain in In-service tr. Training for effective use of grants	Meeting of HMs will be done for effective use of grants	Meeting of HMs will be done for effective use of grants

7.5 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?**

UT of Daman & Diu has recruited only trained teachers with minimum qualification of PTC/D.Ed. /B.Ed. under SSA and against state vacancies till date.

- **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?**

Order has been circulated subjected to physical punishment or mental harassment to all schools. It will be monitored by VEC/DPO/ADEI/BRC/CRC. It will be more explained in detailed in further meetings regarding RTE.

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

At present there is no policy on any detention or expulsion at elementary level. Hence, No detention policy for standard I to IV will be proposed for shifting towards a non-threatening assessment system that is free from fear or anxiety from the next academic year 2010-11.

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

There is no Board examination in Elementary education.

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

No. It is under process. It will be started after completion of classrooms for std. V and VIII.

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

All the children of Daman & Diu are speaking Gujarati as mother tongue. Hence, there are three govt. English medium schools and three govt. aided. English medium schools in Daman & Diu for the need of community to desire study of their children in English.

Observations:

- There are schools with PTR higher than 40:1; the UT had committed to bring in objective and transparent systems for teacher deployment and rationalization so that no school has PTR of more than 40:1. This has not been done effectively as there are still some schools in the Diu district UT with high PTR. The PAB should take commitment from the UT that the UT would bring down the PTR through filling up of sanctioned posts as well as redeployment and rationalization.
- The UT needs to ensure that wherever elementary cycle is not 5+3 years, the UT administration would take a policy decision to synchronize elementary cycle as per NPE (1992), which means I-V (primary) and VI-VII (upper primary). (bring GO)
- There are currently 33 vacant SSA posts at the UT level, at the upper primary level. The PAB should take a commitment from the UT to recruit these teachers by July 2010.
- The UT has a policy of no detention for class one to four. With RTE Act coming into force this will become redundant.

Proposal: The UT has made a proposal for Rs 9.24 lakh for 12 additional teachers against PTR norms.

Recommendation: The appraisal team would not like to recommend the 12 additional teachers proposed by the UT as it is outside the current SSA norms.

8. Community & Civil Society Partnerships

8.1 Community contribution to quality improvement:

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.

8.2 Collaborative School-level planning

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

In UT of Daman & Diu VECs are established as SMC in each school and their roles are as under:

- To ensure all the children of 6-14 age groups are enrolled in school.
 - To take responsibilities to enroll all the children in to school.
 - To help teachers during House hold survey.
 - Contact with parents who are not sending their child in school, explain importance of Education and try to enroll their child to school.
 - Give more importance to Girls Education.
 - To ensure that each child of the village completes the primary education.
 - Explain the parents whose children are irregular or absent.
 - To create educational environment for children.
 - Supervision of the school teachers.
 - Supervision of school regarding quality aspects.
 - Helpful in Toilet, water facility etc. of school premises.
 - Co-operation in school competitions activities.
 - Linkage with PTA and MTA.
- **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?**

The following process will be will be undertaken for developing a School Development Plan for each school:

- ❖ Preparation of School gradation profile.(August-2010)
- ❖ Review meeting of HMs on preparation of School Development Plan. (Sep.-10)
- ❖ Preparation of School Development Plan with involvement of Community. (Sep.-2010)

Components will be included in this Plan with following parameters: School Grading and preparing School Development Plans, each school will be graded against different parameters, with different weight age given to each parameter, as indicated below:

1. Infrastructure (5%)
2. Learning Achievement of Students (50%)

3. Classroom Processes (25%)
 - a. Lesson planning
 - b. Teacher instructional time
 - c. opportunity time for student learning
 - d. Active participation of students
 - e. Use of TLMs
4. Teachers' performance levels (based on ADEPTS) (15%)
5. Community participation in learning improvement (5%)

The School Development Plan will include the following items:

1. School Profile (location, children's social background, population, enrollment)
2. Teachers Profile (qualifications, experience, ADEPTS performance level)
3. Students' profile (name, achievement level class-wise, subject-wise, learning difficulties in each subject)
4. Minimum requirements of school (e.g. cleanliness, plantation, students' involvement in co-curricular activities, students' participation in school development, attention to children with special needs, attendance in exams, etc.)
5. Analysis of issues and goal-setting.

S.N.	Component	Major problem identified	Reasons for problem	Strategies for solving problem	Who should do, by when
1.	Infrastructure				
2.	Learner's achievement				
3.	Classroom Processes				
4.	Teachers' performance levels				
5.	Community participation				

For each major parameter, the school will set specific goals to be achieved within the next 6 months. Progress against these goals will be tracked in March 2011.

Nature of partnerships with private/NGO sector Nil

- Which partners are involved in quality improvement, nature of involvement and activities:
There are no NGOs working on quality issues in the UT. The UT plans to work with smile foundation who works with children with special needs.

Observations:

The UT has developed a good plan to involve community members with clear steps towards establishing School Management Committee in each school, and their roles as well as processes that will be undertaken for developing a School Development Plan for each school.

Overview of Quality Progress in 2009-10

S.No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1.	Free Text Books	15673	30.97	15658	18.69	99.90	60.35	
2.	Teacher Grant	489	2.45	427	2.135	87.32	87.14	
3.	School Grant	84	4.84	81	4.69	96.43	96.90	
4.	TLE Grant	8	1.20	4	0.80	50.00	66.66	
5.	Grants for BRC	2	1.68	1	1.34	50.00	79.76	
6.	Grants for CRC	7	0.83	3	0.53	42.86	63.86	
7.	Teachers' Training	1029	9.15	540	1.67	52.48	18.25	
8.	In-Service Training	424	4.24	270	1.54	63.68	36.32	
9.	Induction Training	97	1.95	0	0	0.00	0.00	
10.	Untrained Teachers	0	0	0	0	0	0	
11.	BRC & CRC Coordinators & Resource Persons	84	0.84	0	0	0	0	
12.	Remedial Teaching	0	0	0	0	0	0	
13.	LEP		0.80		0.14		17.50	
14.	REMS		1.09		0.39		35.78	

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					
a	New Teachers Salary (P.S.)					
b	New Teachers Salary (UPS)					
c	Addl. Teachers against PTR	12	9.24	0	0	Outside the current existin

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs. in lakh)	
						SSA norms
d	Recurring	95	73.15	95	73.15	As proposed
2	Training					
a.	In service (PS+UPS)	422	6.33	422	6.33	As proposed
b.	Induction training	99	2.97	99	2.97	As proposed
c.	Training of untrained teachers	0	0	0	0	
d.	Training of BRC/CRC /RPs/CRG	84	0.84	84	0.84	As proposed
3.a	Free Textbooks (PS)	8811	13.22	8811	13.22	For general category and muslim children
b.	Free Textbooks (UPS)	8251	20.63	8251	20.63	For general category and muslim children
4.a.	TLM Grant (P)	229	1.48	229	1.48	As proposed
b.	TLM Grant (UP)	226	1.13	226	1.13	As proposed
5. a	School Grant (P)	54	2.70	54	2.70	As proposed
b	School Grant (UP)	32	2.24	32	2.24	As proposed
6.a	TLE Grant (P) (spill Over)	4	0.40	4	0.40	Spill over
b.	TLE Grant (UP)	0	0	0	0	
7	BRCs	2	1.80	2	1.80	As proposed
8	CRCs	7	1.75	7	1.75	As proposed
9	Special Training for Mainstreaming children to Age-appropriate classes:					
10	LEP	86	1.60	86	1.60	Within 2% of management cost

Issues related to quality:

- **BRC/CRCs:** The UT needs to operationalize its BRCs. There are currently 12 positions of resource persons at the UT level which need to be filled by July 2010. There was no progress in the training of BRC/CRCs in the UT. This was because of coordination issues with resource persons from Gujarat. This is an issue that the UT needs to address by looking at other resource institutions in the neighboring states as well as by better coordination with Gujarat.
- **Pedagogy cell:** The UT needs to operationalize its Pedagogy Cell and appoint the pedagogy coordinator with a strong pedagogical understanding and experience, to lead the quality agenda in the UT.
- **PTR:** This has not been done effectively as there are still some schools in the Diu district UT with high PTR. The PAB should take commitment from the UT that the UT would bring down the PTR through filling up of sanctioned posts as well as redeployment and rationalization.
- **Elementary cycle:** The UT needs to ensure that wherever elementary cycle is not 5+3 years, the UT administration would take a policy decision to synchronize elementary cycle as per NPE (1992), which means I-V (primary) and VI-VII (upper primary).
- **Recruitment:** There are currently 33 vacant SSA posts at the UT level, at the upper primary level. The PAB should take a commitment from the UT to recruit these teachers by July 2010.
- **Learning achievement:** The learning achievement surveys reveal very low learning levels of students in standard I & VII with data indicating decrease in A & B grade and increase in C, D & E grade in all subject, and in almost all classes there has been a significant increase in number of students scoring in E category (i.e. less than 35%). The percentage of students scoring less than 50% marks (i.e. D and E categories) in language and mathematics is very high especially at primary level and upper primary level. Also, achievement in mathematics and social science at the upper primary level is even lower than the national average, which needs to be looked into and addressed.

(IV) IED

Inclusive Education (IE) 2009-10

The UT has done taken some good initiatives in the area of IE. Some activities like undertaking special survey for identification of CWSN, appointing resource teachers for Home Based Education for CWSN are some of the initiatives that need a mention.

Progress on IE in 2009-10

- 141 CWSN identified and 70 enrolled in schools, and 71 CWSN provided home-based education.
- 34 (45.33%) schools made barrier-free.
- 01 resource teacher is already working in Diu since 2008-09 and 01 resource teacher appointed in Daman since December 2009.
- No aids and appliances given.

In the year 2009-10, the State had identified 141 CWSN and the total budget provided the State was 1.692 lakh. The physical and financial progress, as reported by the UT, is given below.

Progress in Inclusive Education: 2009-2010

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 Schools with Barrier Free	Percentage of Schools made Barrier Free	No. of Special Teacher appointed	Brail Books Beneficiaries
					ALIMCO Devices	Other than ALIMCO devices	Surgery	Total					
Daman	0	68	30	0	0	0	0	0	38	23	53.49%	1	35
Diu	0	73	40	1	0	0	0	0	33	11	34.38	1	10
		141	70	1	0	0	0	0	71	34	45.33	2	42

Category- Wise Progress in IE in 2009-10

S. No	Category	No. identified	No. enrolled in schools	No. covered through HBE
1	LV	16	14	02
2	Totally Blind	0	0	0
3	HI	06	0	06
4	SI	04	02	02
5	OI	36	27	09
6	CP	0	0	0
7	MR	38	21	17

S. No	Category	No. identified	No. enrolled in schools	No. covered through HBE
8	LD	0	0	0
9	MD	41	06	35
10	ASD	0	0	0
Total		141	70	71

Financial Progress: 2009-10 (as on February 2010)

Plan for 2009-10

S. No.	Activity	Budget in lakh	Exp
1.	2 Assessment camps	0.20	0.00
2.	Provision of aids and appliances	0.49	0.00
3.	Resource teachers (2 @ Rs. 5000 for 10 months)	1.00	.502
Total		1.69	.502 (29.70%)

The UT has spent only on salary of resource teachers. No assessment camp was conducted and no assistive device was given to any CWSN.

Expenditure of Daman & Diu in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	1.44 lakh	0.00 lakh	0.00 %
2006-07	1.32 lakh	0.70 lakh	53.03 %
2007-08	1.32 lakh	0.15 lakh	11.36%
2008-09	1.75 lakh	0.16 lakh	9.14%
2009-2010	1.692 lakh	0.502 lakh	29.67 %

The UT has being showing very low expenditure in IE since 2005-06.

District- Wise CWSN: 2010-11

S. No.	District	Total Child Population	No. of CWSN identified	% of CWSN against child Pop
1	Daman	17786	855	4.81
2	Diu	8977	176	1.96
Daman & Diu		26763	1031	3.85

The UT has identified 1031 CWSN (shown below), out of a total child population of 26763, which is 3.85% of the total child population.

Number of CWSN Identified in 2010-11

S. No.	Category	Daman	Diu	Total CWSN
1	Visually Impaired	09	04	13
2	Hearing Impaired	02	07	09
3	Mentally Retarded	14	21	35
4	Orthopedically Handicapped	14	30	44
5	Learning Disability	786	100	886
6	Multiple Disabilities	22	14	36
7	Cerebral Palsy	0	0	0
8	Speech Impaired	08	0	08
	<i>Total</i>	855	176	1031

District Wise proposed coverage of CWSN for 2010-2011

S. No.	District	In Schools	HBE	Total
1	Daman	827	28	855
2	Diu	148	28	176
		975	56	1031

Category- Wise Coverage Plan in IE for Daman District 2010-11

S. No.	Category	Number of CWSN	No. of CWSN enrolled in schools	No. of CWSN to be covered through HBE
1	Low Vision	09	08	01
2	Totally Blind	0	0	0
3	Hearing Impaired	02	01	01
4	Mentally Retarded	14	10	04
5	Orthopedically Handicapped	14	08	06
6	Learning Disability	786	786	0
7	Multiple Disabilities	22	08	14
8	Cerebral Palsy	0	0	0
9	Speech Impaired	08	06	02
	Total	855	827	28

Category- Wise Coverage Plan in IE for Diu District 2010-11

S. No.	Category	Number of CWSN	No. of CWSN enrolled in schools	No. of CWSN to be covered through HBE
1	Low Vision	04	03	01
2	Totally Blind	0	0	0
3	Hearing Impaired	07	03	04
4	Mentally Retarded	21	10	11
5	Orthopedically Handicapped	30	25	05
6	Learning Disability	100	100	0
7	Multiple Disabilities	14	07	07
8	Cerebral Palsy	0	0	0
9	Speech Impaired	0	0	0
	Total	176	148	28

Category- Wise Coverage Plan in IE for Daman & Diu 2010-11

S. No.	Category	Number of CWSN	No. of CWSN enrolled in schools	No. of CWSN to be covered through HBE
1	Low Vision	13	11	02
2	Totally Blind	0	0	0
3	Hearing Impaired	09	04	05
4	Mentally Retarded	35	20	15
5	Orthopedically Handicapped	44	33	11
6	Learning Disability	886	886	0
7	Multiple Disabilities	36	15	21
8	Cerebral Palsy	0	0	0
9	Speech Impaired	08	06	02
Total		1031	975	56

As can be seen children with learning disabilities are the maximum in number followed by children with orthopaedic impairment. Children with mental retardation come next.

Proposals:

The focus of this year on IE would mainly be to improve identification mechanism and to strengthen the academic resource support to CWSN mainly through the following activities:

- Medical camps
- Training to the teachers to strengthen on- site academic resource support to CWSN
- 5 days training to Regular Teachers
- Workshops and meetings.

The UT has planned to provide resource support through parents, regular teachers and resource teachers. 2 resource teachers will assist regular teachers in school and parents in HBE programme. 4 new RTs are proposed thus making a total of 6 RTs. Around 422 teachers would be given 5- day training through the in-service teacher training on the basic handling of children with mild disabilities. The focus of this training would be on screening of CWSN, basic tips on classroom management, tips on regular maintenance of aids and appliances, updating IEPs and peer sensitization. All these are steps that would be taken up by the UT to strengthen academic support for CWSN. With all these forms of resource support, the PTR would be 1: 3 for school going CWSN and 1: 4 for HBE CWSN by hiring 15 volunteers.

Further peers would be oriented and sensitised to the needs of CWSN through exposure visits. Teachers would also be oriented to peers sensitization techniques through the proposed 5 day training.

Financial Plan for 2010-11

Activities	Unit Cost	Phy.	Budget	Time Schedule
Salaries for Existing Resource teacher per teacher with FTA @8500pm / 2 teachers/block,	0.0.85	2	2.04	All year
Salary of 4 new RTs for 8 months	0.085	4	2.72	By July 2010
Salary to the volunteers for HBE for 8 months	0.03	15	3.60	From August 2010
Medical Camps per block @15000/block	0.25	2	0.50	August 2010
Assistive devices (Aids & Appliances)	0.02	200	4.00	September 2010
Personality Development Training / Exposure visit for both CWSN and peers (150 Children/District)	1.00	2	2.00	December 2010
3 day training to 422 Regular Teachers and volunteers	0.002 per day	434	4.34	October-December 2010
Camps for existing schools	0.15	35	5.25	November 2010
Workshops and meetings (at district/ state level- 2 per district level and 2 at the state level)	0.50	2	1.00	January 2011
Books and Stationary expenses for 55 CWSNs @ Rs. 600/Child	0.006	55	0.33	April 2010
Expenses towards uniform@868/child	0.00868	75	0.651	April 2010
1 day parental training of CWSN	0.001	500	0.50	
Strengthening of resource room with a disabled friendly toilet	1.00	5	4.00	
Total Proposal			30.93 lakh	

The Appraisal Team recommends the proposal of Rs. 30.93 lakh on IE @ Rs. 3000/- per annum per child for 1031 CWSN.

Issues

- **The UT should hire a IE co-ordinator at the State level**
- **Low expenditure in IE. Only 29.67% expended in 2009-10**
- **The UT should conduct assessment camps for CWSN**
- **The UT has to begin giving aids and appliances to CWSN**
- **All the schools should be made barrier free**
- The focus in IE now has to shift to capacity building of the teachers and increasing academic support to CWSN
- The UT will mainstream children with mild and mild - moderate categories in regular schools. Severe- profound CWSN would be covered through HBE.
- **The UT should appoint the new 15 by August 2010 to improve the academic support to CWSN and to improve the learning achievement of CWSN.**
- The UT needs to do appropriate micro level planning so that the resources are allocated as per needs of CWSN.

(V) Innovative Activities

(i) Girl's Education-

Gender Perspective in Enrolment

In 2009-10, a total of 26594 children have been enrolled in Primary and Upper Primary sections, of whom 17501 children have been enrolled in Primary sections and 9093 have been enrolled in Upper Primary sections, with boys outnumbering girls by 1956. In Primary, the percentage of enrolment of boys and girls is 53.91 % and 46.09 % respectively. If both primary and upper primary sections are taken into consideration, the enrolment of boys and girls in terms of percentage has been 53.24 % and 46.76 % respectively.

Net Enrolment Rate for Girls

Year	Primary	Upper Primary
2008-09	98.91	99.53
2009-10	98.53	99.69

Transition Rate for Girls – 2009 – 2010

Class	ALL	SC	ST
IV-V	102.03	NA	NA

Dropout Rate for Girls

Year	Primary	Upper Primary
2008-09	0.31	0.23
2009-10	0.30	0.21

It is observed from the above table that despite increase in the educational status of girls still there is 0.30 % girls at primary and 0.21 % at upper primary are dropping, which needs attention to achieve universal enrolment.

Activity-wise progress during year 2009-10:

S. No.	Activity	Physical Number	Unit Cost	AWP&B	Expenditu
1	Vocational Training i.e. Training Tailoring cutting / weaving, woolen cloths to the age group of 11 to 14 years of UPS. Honorarium will be given to skill person	3151	100	3.151	2
2	Life skill activities i.e. school level competition like Quiz, Debates, Speech etc. activities to built self esteem competitive spirit	3151	100	3.151	0

S. No.	Activity	Physical Number	Unit Cost	AWP&B	Expenditure
	and communication skill among girls.				
3	Health Camp: Health check-up camp for girl's age group of 5 to 14 and first aid training to the age group of 11 to 14 years.	8165	25	2.04	2.04
4	Training to teachers on gender sensitization issues	172	200	0.344	0.00
5	Yoga Camp : Yoga training for girls the age group of 5 to 14 like "Pranayam", Yogasanna, Meditation etc.	6457	50	3.22	0.00
6	Workshop on adolescent issues to female teachers.	102	150	0.13	0.00
7	Educational tour and Exposure visits: Tours to visit historical places/science museum etc.	3500	300	10.50	10.50
8	Sports /cultural activities for Girls : individual and group games to be organize for the girls students age group of 6 to 14. Years	5000	150	7.50	0.00
	Total			30.036 lakh	14.66 lakh

The state was sanctioned an amount of Rs.30.00 lakh, out of which Rs.14.66 lakh (48.87%) has been utilized up to March 2010.

Proposal of year 2010-11: The state has proposed a total amount of Rs.36.59 lakh for 2 districts to cover 10000 girls under innovation.

(Rs. in lakh)

Activity	Strategies	period	Target	Unit Cost (in Rs.)	Financial Provision
Vocational Training	Training Tailoring cutting / weaving, woolen cloths to the std. V to VIII of UPS. Honorarium will be given to skill person	July-Oct. & Dec. – March	3900	100	3.90
Life skill activities	School level competition like Quiz, Debates, Speech etc. activities to built self esteem competitive spirit and communication skill among girls.(Std. I to VIII)	August 10- Dec. 10.	8200	50	4.10
Health Camp	Health check-up camp for girl's age group of 5 to 14 and first aid training to the age group of 11 to 14 years.	Jan.11	8200	25	2.05
Training to teachers on gender sensitization issues	With the help of govt. hospital doctors	Sept. 10	200	200	0.40
Yoga Camp	Yoga training for girls of std. 5 to	Oct.10 –	3900	50	1.95

S. No.	Activity	Strategies	period	Target	Unit Cost (in Rs.)	Financial Provision
		8 like "Pranayam", Yogasanna, Meditation etc	Dec. 10			
6	Workshop on adolescent issues to female teachers.	With the help of govt. hospital doctors	Oct. 10	125	150	0.19
7	Educational tour and Exposure visits:	Tours to visit historical places/science museum etc. (Std. V-VIII)	Nov., Dec. 10	3900	300	11.70
8	Sports/ cultural activities for Girls :	Tours to visit historical places/science museum etc. (Std. V-VIII)	Jan. 11	8200	150	12.30
					Total	36.59

Expected Outcomes:

- Increasing the standards of quality education.
- Girls will have joyful learning experience.
- Additional inputs to girls.
- Hard spots can be understood easily.
- Retention of girls in schools.

Objectives of Activities:

- To enhance the quality of learning of girls.
- To equip girls with other vocational training.
- To retain girls in the schools.

Strategies proposed:

1. **Exposure visits:** Exposure visits will be organized during the month November – December 10. It is proposed to visit historical places; science city etc. buses will be hired for the tour. DA @ Rs. 50-75 will be given in cash to the girls.
2. **Life Skills Training / Child- to-Child Health Programme:** School level competition like Quiz, Debates, Speech etc. activities to built self esteem competitive spirit and communication skill among girls.(Std. I to VIII).
3. **Vocational Training:** Some skilled volunteers will be engaged for the vocational training on remuneration. Material required for the weaving, tailoring, cutting, woolen cloths etc. will be provided to the girls.

Monitoring Mechanism: The activities conducted will be monitored by the block level team consisting members from the Education dept. ADPO's, ADEIs, BRCs, CRCs & BRPs. The committee continuously monitored the activities implemented under Minority innovation head.

Recommendation:

The Appraisal Team has recommended an amount of **Rs. 30.00 lakh** for 2 Districts under innovation with the condition that the State should expedite physical activities proposed for 2010-11 as well as financial expenditure in the current year. However, due to very less expenditure incurred by the State, this is firmly suggested that State should execute the proposed activities within the time frame as fixed for the said interventions for current year 2009-10. Moreover, monitoring of the activities should be properly done by the concerned.

Issues:

- The state has incurred low expenditure [only 49% up to March, 2010].

(ii) **SC/ST-**

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

S.No	Districts	SC/ST				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilized	Target (No. of children)	Children covered	Innovative Activities undertaken
1	Daman	15.00	5.39	3157	3157	<ul style="list-style-type: none"> • Identification of low achievers. • Holding of coaching/remedial classes. • Providing self-learning materials. • Base line Assessment study. • Providing Bicycle to Girls students.
2	Diu	2.55	1.45	175	50	
	Total	17.55	6.84	3332	3207	

The PAB during the year 2009-10 has approved an amount of Rs. 17.55 Lakhs. Out of that, UT has incurred an expenditure of Rs. 6.84 lakhs (38.97 %).

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		Learning Achievement level		Transition rate from primary to upper primary	
		SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
Daman	17786	840	3064	4.72	17.28	NA	NA	864	3041	100	100	NA	NA	NA	NA
Diu	8977	276	22	3.07	0.24	NA	NA	279	16	100	100	NA	NA	NA	NA
Total	26763	1116	3086	4.17	11.53	NA	NA	1143	3057	100	100	NA	NA	NA	NA

Proposal:

Total enrolled students in the govt. & private schools (SC/ST children) are 4200 however, the UT is planning to take up 3500 children those who are studying in govt. schools.

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

S. No	Districts	SC/ST		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children govt. school)
1	Daman	15.00	<ul style="list-style-type: none"> • Establishment of Reading corner in classrooms. • Publishing monthly Journal on exploring the world around in all schools. • Providing Bicycle to Girls students (Std. VI) • Excursion tours for SC/ST students. 	3300
2	Diu	15.00		200
	Total	30.00		3500

Details of Innovative strategies:

On analyzing the school results, it is found that though the result is on the higher side in quantitative terms but in qualitative terms it is observed that more than 50% of children in primary and upper primary state are securing less than 60% of marks. Further the results of the students from the SC, ST & Minority community is requires special attention. It is to be pointed out that incentives like book, uniforms, stationery, stipend etc is being provided to these students under different schemes being implemented by the Education Department which are sponsored by the Social Welfare Department. To improve quality level of these students, it is proposed to provide special education to these children.

Costing:

Sr. No.	Activity	Unit cost	Physical	Total
1	Establishment of Reading corner in classrooms.	0.1	86 schools	8.60
2	Publishing monthly Journal on exploring the world around in all schools.	0.0977	86 schools	8.40
3	Supply of Bicycle for VI std. girls	0.03	200 girls	6.00
4	Excursion tours for SC/ST students.	0.002	3500 boys & girls	7.00
	Total			30.00

Objective of activities:

- To enhance the quality of learning of SC/ST.
- To equip SC/ST children with other vocational training.
- To retain children in the schools.

Monitoring Mechanism:

The activities conducted will be monitored by the block level team consisting members from the Education dept. ADEIs, BRC & CRC. The committee continuously monitored the activities implemented under SC/ST innovation head.

Expected outcomes:

- Increasing the standards of quality education.
- Hard spots can be understood easily.
- Improvement in learning levels.
- Enrolment in Govt. schools will improve.

Recommendation:

The appraisal team recommends the proposal amounting to Rs. 30.00 lakhs for the year 2010-11 as these activities are need based.

(iii) Minority -

Progress against Minority Innovation activities during 2009-10

S.No	Districts	Minority				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilised	Target (No. of children)	Children covered	Innovative Activities undertaken
1	Daman	10.64	4.34	817	817	- Remedial teaching. - Uniforms provided to the children
2	Diu	0.00	0.00	0	0	
	Total	10.64	4.34	817	817	

The PAB during the year 2009-10 has approved an amount of Rs. 10.64 Lakhs. Out of that, UT has incurred an expenditure of Rs. 4.34 lakhs (40.78 %).

District wise flash Statistics on education indicators among Minority children age 6-14 years:

Districts	Child Population	Child Population minority	Population share	Literacy rate	Enrollment (All school)	Attendance	Learning Achievement level	Transition from primary to upper primary
Daman	17786	1932	10.93	NA	1727	100	NA	NA
Diu	8977	445	4.81	Na	490	100	NA	NA
Total	26763	2377	8.88	NA	2217	100	NA	NA

Proposal:

Total enrolled students in the govt. & private schools (minority children) are 2217 however, the UT is planning to take up 1300 children those who are studying in govt. schools.

District wise Activities proposed during 2010-11 under Minority Innovation for Muslim children.

S.No	Districts	Minority	
		Funds proposed during 2009-10	PAB
1	Daman	15.00	Innovative Activities proposed <ul style="list-style-type: none"> • Celebrating major festivals of India with special emphasis on minority & conduction of cultural programme. • Supply of uniforms to the students. • Supply of school bags & stationary to all Muslim students std. I to VIII • Excursion tour for muslim minority students. • Conduction of story telling festivals for all schools.
	Diu	15.00	
	Total	30.00	
			Target (No. of children govt. schools)
			850
			450
			1300

Objective of activities:

- To enhance the quality of learning of minority students.
- To equip Muslim children with other vocational training.
- To retain Muslim children in the schools.

Costing:

Sr. No.	Activity	Unit cost	Physical	Total
1	Celebrating major festivals of India with special emphasis on minority & conduction of cultural programme.	0.005	1300 boys & girls	6.50
2	Excursion tour for muslim minority students.	0.004	1300 boys & girls	5.40
3	Supply of uniforms to all the Muslim students.	0.007	1300	8.07
4	Conduction of story telling festivals for all schools.	0.026	86	2.23
5	Supply of school bags & stationary to all Muslim students std. I to VIII	0.006	1300	7.8
	Total			30.00

Monitoring Mechanism:

The activities conducted will be monitored by the block level team consisting members from the Education dept. ADEIs, BRC & CRC. The committee continuously monitored the activities implemented under Minority innovation head.

Expected outcomes:

- Increasing the standards of quality education.
- Hard spots can be understood easily.
- Improvement in learning levels.
- Enrolment in Govt. schools will improve

In the UT 06 Madrasas are existing and the UT has interacted with these institutions and informed them to register so that, the children studying in these Madrasas will be provided some uniforms, TLMS, and relevant teaching aids. The UT is planning to hold a meeting with these institutions during this plan period and try for registering these institutions in order to avail the SSA facilities.

Recommendation:

The appraisal team recommends for minority education activities amounting to Rs.30.00 lakhs as these activities are need based and UT also planning to hold meetings with the Madrasas to avail the SSA facilities. The appraisal team has advised the official of the UT, that they should undertake all the proposed activities for the year 2010-11 and incurred 100% expenditure. The UT is advised to prepare a monthly calendar to implement the above activities and inform the activities to GOI from time to time.

(iv) Computer Aided Learning (CAL):

1. Total no. of Government Upper Primary Schools: 27 (including 05 PS with UPS)
2. Total no. of Teachers in Government Upper Primary Schools: 143 (55 + 67)
3. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

Sl.	Financial Year	Implementati on Model	Approved Outlay	Financial Achievement	Physical Achievements		
					A	B	C
					A. Schools covered B. No. of content titles developed C. No. of Teachers trained		
			In lakh		A	B	C
1.	2004-05	SSA	20.00	0.00			
2.	2005-06	SSA	20.00	0.00			
3.	2006-07	SSA	30.00	0.00			
4.	2007-08	SSA	30.00	13.87	11		00
5.	2008-09	SSA	100.00	39.00	13		00
6.	2009-10	SSA	72.00	54.32	27		180
			Total		27		180

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

Sl.	Title	Medium (Language)	Target Class
1	Lessons are prepared by the teachers on various topic for the subjects Science, Maths, Social Science, Environment etc.	Gujarati	Std. V to VII

5. Visionary initiatives supported by pedagogic measures taken by the state 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 it's proper delivery:

A committee has been constituted under the chairmanship of DPOs including some expert teachers in both the district for the monitoring CAL activities.

6. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities)

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure Technology Infrastructure	7 multimedia computers, UPSs & one printer for newly taken up CAL schools.	14	31.50
	Non Technology Infrastructure	Site preparation, Computer Table 7 chairs for newly taken up CAL schools	14	6.82
2.	Capacity Building of Teachers under CAL	Training on effective use of authorpro software for content development	115	0.90
3.	Content/ Teaching Learning Material	• iAuthor Pro software for Content development.	15	5.77
		• Multimedia CD's provided to schools	15	0.75
4.	Recurring Activities	• Annual maintenance contract for systems procured earlier	22	0.80
		• Iron grill & security		2.89
		• Provided additional inf.	15	4.89
		Total		54.32

7. Proposal for 2010-11:

a. Physical -

- No. of schools to be covered : 27 + 6 CAL Model Schools
- No. of targeted beneficiaries
 - ⇒ Students : 3826 (1027+2799)
 - ⇒ Teachers : 120 (53+67)

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"> • Three Upper Primary Schools from each districts with good infrastructure to be developed as Model CAL centre and provided with 1 system with UPS and Furniture, one LCD 40" TV /Monitor with Internet facility for facilitating teachers to use CAL resources effectively to teach hard-to-teach areas/ portions in curriculum that arise in regular Class room teaching learning process with 40 chairs @ 1.20 lacs approximately • 7 multimedia computers, UPSs & one printer for newly taken up CAL schools. 	6	7.20
	Non Technology Infrastructure	Site preparation, Computer Table 7 chairs for newly taken up CAL schools	20	55.00
2.	Capacity Building of Teachers under CAL	<ul style="list-style-type: none"> • Conducting one central level sensitization workshop for SRGs & master trainers followed by 2 training programmes at district level • Development & Printing of Teacher's Training 	1+2	2.00
		<ul style="list-style-type: none"> • Training on effective use of authorpro software for content development 	100	8.00
3.	Content/ Teaching Learning Materials Development	<ul style="list-style-type: none"> • Empowered teachers will develop their own material • iAuthor Pro software for Content development. CD's provided to schools 	20	6.00
5.	Recurring Activities Infrastructure	<ul style="list-style-type: none"> • Annual maintenance contract for systems procured earlier 	125	2.00
	Maintenance	<ul style="list-style-type: none"> • Provide additional PCs to the schools taken up earlier to maintain computer & students ratio 	27	9.45
	Refresher Training Additional Support	<ul style="list-style-type: none"> • Internet connectivity to CAL covered schools 		2.85
Total				100.00

8. Time Frame

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
Identification of schools			*									
Site preparation		*										
Supply of IT & Non IT infrastructure				*								
Capacity building of teachers					*							
Educational software				*								
Monitoring & Evaluation			*	*	*	*	*	*	*	*	*	*

9. Observations:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2004-05. There was no activity in the UT from 2004-05 to 2006-07. However as reported by the state by now CAL activity is provided in all UP schools. The total number of trained teachers (trained on use of CAL resources) is 180.
- As reported by the state, digital teaching learning materials are developed by the teachers through the Authorpro software provided by the state in Gujarati medium for upper primary standards.
- *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. However, as reported by the state, a committee has been constituted under the chairmanship of DPOs including some expert teachers in both the district for the monitoring CAL activities.*
- In 2009-10, the UT has reported to achieve around 75% of financial targets.
- The state's plan for 2010 - 11, which was modified a bit during the process of appraisal, proposes to expand the CAL activities to 33 schools out of which 27 schools will be provided with seven PCs, UPSs & one printer 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 six 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 few 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 amounting Rs.100.00 lakh @ Rs.50.00 lakh per district & 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.

(VI) Strategies for Community Mobilization:

i. Progress of Community Training in 2009-10

PAB Approval (2009-10)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy	Fin
361	0.217	65	0.39	18.00	

ii. Convergence with PRI institution

The State informed that PRI members are involved in the supervision and monitoring of the School activities. Sarpanch is the chairperson of the VEC. They visit their respective schools and discussed regarding progress of children learning achievement, school facilities and SSA related issues.

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

Discussion regarding mobilizing SC/ST/Minority groups has been done in monthly meetings of PTA and PTA observes progress of these groups in context of attendance, active participation in classrooms and participation in co-curricular activities. This year remedial teaching of SC/ST/Minority is being started from February 2010 under SC/ST and Minority Head for standard I to VIII. It will be continued till annual exam of children. In Jan.-Feb.2010 Complex Level Sports for Boys and Girls of std. I to VIII has been carried out and winners of complex level played with equal opportunity and team spirit and most of the winners were SC/ST and Minority. Educational tour of Girls students of Upper primary schools is going on. They are happy to know historical places, science museum and exhibition of ancient time. They develop their knowledge, curiosity, communication and observation skill during tour.

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

a. Improvement of Quality education

VEC/PTA members visit their respective schools and discuss regarding progress of children in terms of physical, mental and involvement in co-curricular activities as well as observe classroom processes, teachers attitude, opportunity time for children in learning process and equal opportunity of learning in classroom.

b. Improving Student attendance

PTA/VEC members are visiting residence of students who does not come in school regularly. They discuss with their parents and convince them for send their children regularly in school.

c. Reduction in dropouts

Drop out is not a major issue in the UT. The children with parents from other state like UP, Bihar, MP and Gujarat come to Daman District without birth certificate/transfer certificate for admission in different classes of I to VII. Head masters of respective schools give admission on declaration of parents. Parents of those children migrate from Daman without taking transfer certificate of their children. Hence, these children are considered as Drop out students in the UT. It is informed all the HMs of schools to note the address and contact no. of those children of other state and when they migrate without transfer certificate, report immediately to SSA, for further necessary action.

d. In designing monitoring mechanism of VEC/PTA/MTA for management of the schools

School HM invites community members of VEC/PTA/MTA for designing monitoring mechanism for management of schools in the month of June/July. They discuss their roles and responsibilities for monitoring of school management. NCERT has developed monitoring format for VEC/PTA/MTA for management of schools.

e. Strategies to improve community participation in the urban areas:

In urban areas WEC/SMC has constituted where councilors' of respective urban area are the members of WEC/SMC.

Strategies: - Participation of members actively in meetings of schools of urban area.

- Suggestions from members for improvement of school facility, quality of education, attendance, health etc.
- Regular monitoring by members of WEC/SMC in each and every schools in urban areas.

i. Detailed plan of action for 2010-11

The UT plans to conduct 03 days BRC level & 03 days CRC level training for community leaders. The topics which will be covered during the trainings are as follows.

a. Content of training

- Role of VEC/MTA/PTA in school management.
- Women empowerment & Girls Education.
- Micro-planning at school level.
- Effective uses of various grants under SSA.
- Awareness of RTE Act.
- Increasing Enrollment & Retention with the help of community.
- Awareness among parents about importance of Higher Education.

- Role of VEC/MTA/PTA in quality Education.
- Importance of Innovative activities under SSA (focusing SC/ST community)
- Participation of community in co-curriculum activities & celebration of National Festival & Awareness days.
- Role of PRIs in overall development of school (planning, monitoring & evaluation)

b. Mode of training

- The state team informed that resource persons from Gujarat SSA will be invited to train the block level resource person who intern will train the community members. The State team informed that the training module which will be developed and used by the Gujarat SSA will be used for the training programme in Daman Diu. In addition to that exemplary materials/ reference materials will also be developed for the purpose of training.

c. Monitoring mechanism planned for community training:

Training programme will be monitored by DPOs/ADPOs/BRCs/CRCs & RPs, during 03 days block level & 03 days residential community training in their respective districts.

d. Involving civil societies/ NGOs/ institution, experts as resource persons/ monitoring/ evaluating training programmes.

Experts from training institute like PTC college, Be.d College, NGOs will be invited as resource persons in the training programmes.

ii. Details of costing of Community Training (3 day Block level Residential for VEC and local authority members etc.

Sl	District	No. of Schools	Total No. of Existing VEC's	Total No. of Panchayats	Total No. of Municipal Corporation/Municipal Council	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 2 members form each VEC	(2 Members from local authority)	
1	Daman	52	52	10	1	104	22	126
2	Diu	32	32	5	1	64	12	76
	Total	84	84	15	2	168	34	202

iii. Details of costing of Community Training (3 day Non-Residential only for VEC at CRC level)

S. No.	Districts	Total No. of Existing VEC's	Community training to VEC members for 3-day Non-residential training at CRC level.
			For 5 members
1	Daman	52	260
2	Diu	32	160
	Total	84	420

iv. Proposal for 2010-11 Community Training

S.No	Activity	Unit Cost	Target 2010-11	
			Phy	Fin
1.	3 Days Block level Residential training for 2 from VEC	0.003	168	0.504
	2 from local authority representatives	0.003	34	0.102
2.	3 Days Cluster level Non-Residential training	0.0015	420	0.63
	Total		622	1.236

v. Budget Proposal for Community Mobilization

Name of the district	Target 2010-11	
	Phy	Fin
Daman	386	0.768
Diu	236	0.468
Total	622	1.236

vi. Calendar of Activities planned for 2010-11

S.N	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.	Meeting of DRG	^											
2.	Preparation of VEC Module & Reference Module		^	^									
3.	Meeting of DRG for VEC training				^								
4.	Printing of VEC Module					^							
5.	Programme Schedule for VEC training/Circular					^							
6.	3 days VEC training						^						
7.	Monitoring by VEC members						^	^	^	^	^	^	^

vii. Status of District Level Monitoring Committee

State	Total number of Districts in the State/UTs	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 meeting	Remarks if any
1.	2.	3.	4.	5.	6.	7.
Daman & Diu	2	Daman & Diu	Nil	Nil	Nil	So far no meetings held in both the District, it will be suppose held in next month.

- viii. Give details of the Community Mobilization activities/ Campaigns to be undertaken or proposed by the districts under the management cost (As per the new norm 0.5% of the district outlay may be utilized for Community Mobilization and campaigns provided that the management cost and community mobilization together does not exceed 4% of the total outlay).

S. No.	Name of District	Proposed activity	Fin. (Rs. in lakh)
1.	Daman	i. Bal Mela	1 lakhs
		ii. Disseminating the message of RTE through different media activities	1 lakhs
2.	Diu	iii. Awareness programme on School health and hygiene	
			2.00 lakhs

Observation and Recommendation

The UT team informed that trainings were conducted in Diu district where only 65 community members were trained. The team also informed that a draft training module was also prepared in 2009-10 with help of SSA, Gujarat but due to non-availability of the master trainers at the UT/District level the training could not be organized.

Appraisal Team recommends the proposal.

(VII) REMS-

1 Achievement of 2009-10

- 1.1 In 2009-10, the approved budget for REMS was Rs. 1.092 lakh out of which Rs. 0.51 lakh was spent which is 46.79 % of the budget.
- 1.2 The state proposed three research studies. Out of these two were completed during 2009-10. The third study "Students and Teachers' Time-on-Task was to be conducted with the help of Gujarat, DIET/ GSCERT/ Monitoring Institutes. The study could not be conducted due to non-available support from the aforesaid agencies. The short fall of 53.21% in the allocated budget was due to non-undertaking this study. All the proposed activities under monitoring and supervision were completed during the year.

2 Proposal for 2010-11

- 2.1 The state has proposed an outlay of Rs. 1.118 lakh under REMS at a unit cost of Rs 1300 per school for 86 schools.
- 2.2 The activities proposed under REMS in 2010-11 are as under

S. No	Activities	Financial (Rs. In Lakh)		
		UT level	Daman district	Diu district
1	Research & Evaluation			
1.1	Terminal learners achievement surveys: primary and upper primary stages of education in the districts with special focus on the achievement of girls, SC/ST tribes.	0.25	0.157	0.093
1.2	Studies to assess the effectiveness of on-going educational schemes, like MDM, community participation, classroom participation and use of TLM etc.	0.22	0.138	0.082
1.3	Implementation of ADEPTS	0.103	0.065	0.038
	Subtotal	0.573	0.36	0.213
2	Supervision & Monitoring			
2.1	ion of DISE (Format printing/ software maintenance)	0.200	0.126	0.074
2.2	Update of Village Education Register through Household Survey	0.100	0.063	0.037

S. No	Activities	Financial (Rs. In Lakh)		
		UT level	Daman district	Diu district
2.3	Third Party Evaluation (5% Sample checking of DISE, Analysis of HHS, QMF, BAS Survey, TAS Survey)	0.202	0.127	0.075
2.4	SCPCR	0.043	0.027	0.016
	Subtotal	0.545	0.345	0.202
	<i>Total</i>	1.118	0.705	0.415

- 2.3 The break up of proposed budget for F.Y. 2010-11 in respect of broad activities of REMS is as follows:

State Level @ Rs. 1300/- per school	Daman District @ Rs. 1300/- per school	Dui District @ Rs. 1300/- per school
Rs. 0.573 lakh @ Rs. 0.00666/- per school for R &E	Rs. 0.36 lakh @ Rs. 0.00666/- per school R&E	Rs. 0.213 lakh @ Rs. 0.00666/- per school R&E
Rs.0.545 lakh @ Rs. 0.00634/- per school for M & S	Rs. 0.345 lakh @ Rs. 0.00634/- per school for M & S	Rs. 0.202 lakh @ Rs. 0.00634 lakh per school for M&S
1.118	0.705	0.415

3 *Recommendations*

- 3.1 The Union Territory Administration does not have any institution to provide academic support or take up REMS activities. It is therefore recommended that the Monitoring Institute, MS University, Baroda is to be involved in conducting the research studies and building of the capacity of the resource person.
- 3.2 The budget of Rs. 1.118 lakh under REMS at a unit cost of Rs 1300 per school for 86 schools as detailed in section 2.3 may be considered for approval

(VIII) Involvement of NGO –

As per the information furnished by the UT officials that only one NGO is involved in the SSA Daman & Diu.

Table: Status of NGO involvement

Functional Area	No. of NGOs involved during 2009-10	No. of NGOs likely to be involved during 2010-11
IED	Nil	Smile Foundation
AIE Interventions		SSA Daman & Diu will approach Smile Foundation to provide its support in the mentioned area.

(IX) Project Management –

Sarva Shiksha Abhiyan is being implemented through an autonomous society-SSA implementation Society of Union Territory of Daman & Diu. The headquarter of the UT being located Daman, the societies' office is also located in Daman.

The Chief Executive Officer of District Panchayat, which covers both the districts Daman and Diu, has been nominated as ex-officio State Project Director for Sarva Shiksha Abhiyan with the transfer of Elementary Education to Panchayati Raj. Prior to it, Director Education was S.P.D. The Assistant Director of Education (District Panchayat) is the District Project Officer for Daman District whereas the Education Officer – Dir (District Panchayat) is the District Project Officer for Diu district as there is no post of Assistant Director of Education for Diu.

The office of Assistant Director of Education Daman also acts as the State Project Office as well as the District Project Office. Similarly the office of the Education Officer of Diu is the office of District Project Office – Sarva Shiksha Abhiyan for Diu district. Thus, the offices of educational functionaries function as the district level offices for the project in Daman and Diu.

Both the districts are CD block also. Thus, there are two BRCs, one in Daman and another in Diu. In the absence of sub-district level mainstream educational structure, the BRCs consist of the resource persons, which report to the DPOs directly. There are three CRCs in Diu and four in Daman.

Presently, the DPOs of both the districts are manned by Education Department functionaries. There is a need to appoint technical persons in these offices like Training Coordinators, Gender Coordinator and Finance Controller. The absence of these professionals has affected the progress adversely.

Staffing status and the implementation capacity from State level up to district level:

Position of post sanctioned & Filled as on 31 st March, 2010								
S.N.	Post	Daman (DPO & SPO)		Diu (DPO)		Total		Vacant
		Sanct.	Filled	Sanct	Filled	Sanct	Filled	
1	Accountant	1	1	1	1	2	2	0
2	LDC	2	1	1	1	3	2	1
3	Data operator	1	0	1	1	2	1	1
4	Programmer	1	1	0	0	1	1	0
5	Civil work co-ordinator	1	1	0	0	1	1	0
6	Pedagogy co-ordinator	1	0	0	0	1	0	1
7	BRC	1	1	1	1	2	2	0
8	CRC	4	4	3	3	7	7	0

At the BRC level, there is 20 post sanctioned for Resource persons and 10 are in position. Remaining 10 are yet to recruit.

It is clear from the above table that UT has few posts to be filled for support staff and pedagogy co-ordinator. Though UT has recruited personnel which were vacant during last year, still considering the huge volume of work of S.S.A., the existing staff position is appeared to be inadequate for running the office of the SPO & District Project Co-ordinator and therefore proper attention cannot be given to all the components. It may be noted that the District Project Co-ordinator is the Asstt. Director of Education who has to perform many other duties in addition to S.S.A. works. It is therefore proposed to strengthen the District Project Office, by providing the following additional staff:

Sr. No.	Activity
1	Asstt. Accounts Officer-1
2	Pedagogy co-ordinator-1
3	IED co-ordinator-1
4	MIS co-ordinator-1
5	Co-ordinator for special training (OOSC)-1
6	Accountant/clerk -2

Activity-wise detailed breakup of management cost at State and district level proposed during 2010-11:

UT Daman & Diu		Unit cost	Daman		Diu		Total	
Sr. No.	Activity		Phy	Fin	Phy	Fin	Phy	Fin
1	Salary of DPO staff							
1.1	Accountant	0.11	1	1.32	1	1.32	2	2.64
1.2	Accountant Clerk	0.10	1	1.20	0	0.00	1	1.20
1.3	LDC	0.08	2	1.92	1	0.96	3	2.88
1.4	Data Operator	0.08	1	0.96	1	0.96	2	1.92
1.5	Class IV servant	0.05	1	0.60	1	0.60	2	1.20
	Sub Total			6.00		3.84		9.84
2	Stationary			2.50		2.50	0	5.00
3	TA/DA for outside Jurisdiction			3.00		2.00		5.00
4	workshop & seminars			1.50		1.00		2.50
5	Printing			1.50		1.50		3.00
6	Furniture			1.00		1.00		2.00
7	Phone /Fax bill			1.25		1.25		2.50
8	vehicle hiring			1.00		1.00		2.00
9	consumable			2.50		2.50		5.00
10	contingency charges			3.50		3.40		6.90
11	Audit fees			1.00		1.00		2.00
12	Miscellaneous			3.00		2.50		5.50
13	Community Mobilisation			1.00		1.00		2.00
14	Media Activities			3.60		3.50		7.10
15	LEP			0.80		0.80		1.60
16	District Resource Group	0.15	2	2.40	3	3.60	5	6.00
	Total			35.55		32.39		67.94

Salary proposed for staff at SPO is mentioned below:

(Rs in lakhs)

Sr. No.	Activity	Unit cost	Phy	Fin
1	Salary of SPO staff			
1.1	Asstt. Accounts Officer	0.15	1	1.80
1.2	Civil work co-ordinator	0.16	1	1.92
1.3	Padagogy co-ordinator	0.16	1	1.28
1.4	IED co-ordinator	0.16	1	1.28
1.5	MIS co-ordinator	0.16	1	1.28
1.6	AS co-ordinator (special trg. Co.)	0.16	1	1.28
1.7	Programmer	0.12	1	1.44
2	Miscellaneous & Contingency			1.78
	Total SPO			12.06
	Total Dist. level			67.94
	Grant Total SPO+Dist			80.00

(X) Media-

Media activities undertaken by the UT during 2009-10 as follows

It is observed that during 2009-10 there was not implemented any media plan for the awareness in Union Territory. But, for the year of 2010-11 UT has submitted the action plan of media activities for enhancing the awareness level among the all SSA stakeholders as follows:

Sr. 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	1. SSA's vision of Girls Education for improvement of retention in elementary education in the U.T.. 2. Role and responsibilities of community in the task of improvement of retention for girls Education	1)Daman 2 Diu	Rural and Urban	July2010 Nov.2010	2.0	.Newspaper coverage for the SSA and its facilitation in the State. 2.Newspaper coverage for highlighting Communities role for improvement of Girls Education
2	Advertisements (Print / TV / AIR)	Success stories of SSA Mission in Daman & Diu	Local News Papers/Local publicity/ Local TV channels	Rural and Urban	Thrice in the year on national days	2.0	The advertisements will help to propaganda of activities done by SSA Cell among the people of Daman & Diu.
3	Exhibitions / Fairs/ Mela Participation	Various aspects of SSA interventions and VEC & PTA/ community mobilization responses	Both District		During Teachers training/Science Exhibition /Industrial fair	1.0	Display of success stories sensitization of community Awareness creation on quality improvement of School Education
4	Distribution of Flyers /Posters / Flipcharts etc.	Information Dissemination	Both District	Urban and Rural	Between October and January	2.0	Awareness among all SSA stakeholders & Public
5	Film Show	Community mobilization	School level in Both District	Rural /urban	Quarterly	1.00	Awareness in students

Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
Folk Media-Tribal Awareness Plan	-	-	-	-	-	-
Innovative Activities like: a. Banners b. Wall paintings (Talking wall) c. Street Plays d. Puppet Show	Students Enrolment Awareness campaigned Awareness and enrolment camp on Oosc	Daman & Diu Daman	Rural and Urban	June 2010 to Feb.2011	2.0	Awareness among the Parents to send to send their children regular to school. Awareness about the Right to Education of the Child
State/UT focused innovative activities	The above activities will be oriented to the local situation, needs and suitability socio-cultural features.					All the above outcomes will be taken over
Total					10.00 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. UT should organize the media activities and mobilize the community so that the SSA programme will implement smoothly. UT should implement the School Sanitation and Hygiene Education (SSHE) programme with the convergence of Total Sanitation Campaign (TSC) for creating awareness among the students and parents at village and habitation level. UT should effectively execute this plan for enhancing the awareness level among in SSA stakeholders. The submitted plan is tentative but there is need to do the micro plan of media and mobilization activity at ward/village/ habitation level for enhancing the awareness level among the all stakeholders of SSA.

State proposal for strategies pertaining to media activities is recommended

9. The major findings of **Monitoring Institutes** on implementation of the programme in the State may be detailed out. –

I. General Information:

(i)	<i>Name of the monitoring Institution</i>	<i>Maharaja Sayajirao University of Baroda (M.S.), Vadodara</i>
(ii)	<i>Period of the report</i>	<i>01.08.2008 to 31.01.2009 1st Half Yearly monitoring report for the year 2008-09.</i>
(iii)	<i>Districts Monitored:</i>	<i>Daman and Diu</i>
(iv)	<i>Date of Visits to the Districts:</i>	<i>Daman : 16.02.2009 to 21.02.2009 Diu : 09.02.2009 to 13.02.2009</i>

II. Key observations of the Daman & Diu District:

(a) Opening of Schools (both primary and upper primary):

District: 1 Daman	No new school was sanctioned in the current financial year.
District: 2 Diu	No new school was sanctioned in the current financial year.

(b) Civil Works:

District: 1 Daman	In 10.71% schools (Three schools) civil work was under progress.
District: 2 Diu	In 19.04 % schools (Four schools) civil work was under progress.

(c) Textbooks:

District: 1 Daman	All schools received textbooks in the second or third week of June. On the next day the text books were distributed to all the students.
District: 2 Diu	In fourteen schools textbooks were received in the third week of June. Six schools received the textbooks in July and one school received them in August. On the next day the text books were distributed to all the students.

(d) School grants:

District: 1 Daman	53.95% of school development grant, 43.30% of school repair grant and 82.14% of TLM grant was utilized.
District: 2 Diu	48.95% of school development grant and 95.89% of TLM grant was utilized. None of the schools received school repair grant.

(e) Teachers and Teachers Training:

District: 1 Daman	All the teachers were in position against the sanctioned posts. Two teachers were absent among the selected schools on the day of visit.
District: 2 Diu	All the teachers were in position against the sanctioned posts. Ten teachers were absent among the selected schools on the day of visit.

(f) Teaching Learning Material (TLM) grants:

District: 1 Daman	TLM grants have been received by all teachers in all the sampled schools. Teachers were not trained for preparing TLM.
District: 2 Diu	TLM grants have been received by all teachers in all the sampled schools. Teachers were not trained for preparing TLM.

(g) AIE:

District: 1 Daman	Out of seventy four children sixty children were enrolled in NRBC centres at Dalwada and Nani Daman.
District: 2 Diu	There were no out of school children in Diu so they had no AIE centre.

(h) Children with Special Needs (CWSN):

District: 1 Daman	There were six CWSN identified among the selected schools and all were present at the time of visit. No aids and appliances were provided to them.
District: 2 Diu	There were twenty eight CWSN identified among the selected schools but only twenty four were actually present at the time of visit. No aids and appliances were provided to them.

(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

District: 1 Daman	Daman is not entitled to have NPEGEL so they do not have NPEGEL centre.
District: 2 Diu	Diu is not entitled to have NPEGEL so they do not have NPEGEL centre.

(j) Kasturba Gandhi Balika Vidhyalaya (KGBV):

District: 1 Daman	Daman is not entitled to have KGBV so they do not have KGBV centre.
District: 2 Diu	Diu is not entitled to have KGBV so they do not have KGBV centre.

(k) District Information System for Education (DISE):

District: 1 Daman	Data capture formats had been supplied in the month of November to the schools. In majority of the schools head master could not fill the form independently. No training was provided to the teachers, CRCCs in this regard.
District: 2 Diu	Data capture formats had been supplied in the month of November to the schools. In majority of the schools head masters could not fill the form independently. No training is provided to the teachers, CRCCs in this regard.

(l) Research and Evaluation:

District: 1 Daman	Research pertaining to SSA has not been conducted as they have no directions/proposal from the Government.
District: 2 Diu	Research pertaining to SSA has not been conducted as they have no directions/proposal from the Government.

(m) Functioning of the VEC:

District: 1 Daman	Twelve schools had conducted one VEC meetings, three schools had conducted two meetings per year, four schools had conducted three VEC meetings and only one school out of twenty eight had conducted four meeting during the year.
District: 2 Diu	Out of twenty one, thirteen schools had conducted only one VEC meeting, seven schools had conducted two VEC meetings and only one school had conducted three VEC meetings.

(n) Staffing at State and District Level:

District: 1 Daman	The process of recruiting one Pedagogy Coordinator and one Civil Coordinator has been initiated.
District: 2 Diu	SSA activities have been administered by the administrative staff of the UT

(o) Outreach of primary/upper Primary educational facilities

District: 1 Daman	Not applicable as Daman does not come under special focus district.
District: 2 Diu	Not applicable as Diu does not come under special focus district.

(p) Any other issues relevant to SSA implementation

District: 1 Daman	DIET should be constituted and made functional, training of teachers, CWSN, unequal distribution of teachers, text books of vernacular language were some issues.
District: 2 Diu	DIET should be constituted and made functional, training of teachers, CWSN, unequal distribution of teachers, text books of vernacular language were some issues.

(q) Mid Day Meal

District: 1 Daman	Twenty five (89.28%) schools had MDM sheds. All children were happy with the quality and quantity of food served to them.
District: 2 Diu	Seventeen (80.95%) schools had MDM sheds. All children were happy with the quality and quantity of food served to them.

ANNEXURES

FACT SHEET

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

State: UT of Daman & Diu
 No. of Districts: 02
 No. of Blocks: 02
 No. of Clusters: 07
 No. of Villages / Wards: 43/28
 Total population: 162427

Literacy Rate: 85.97%

Child Population-

a. 6-11 years: 17656

b. 11-14 years: 9107

Class IVth:

% of children passing with 60%: Boys- 45.08 % Girls- 50.71% Total- 47.90 %

Class VIIth:

% of children passing with 60%: Boys- 27.33 % Girls- 38.64 % Total- 32.99 %

Educational Indicators

Enrolment I-V			Enrolment VI - VIII			Enrolment I – VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
8972	7599	16571	5513	4880	10393	14485	12479	26964

(Source- DISE 2009-10)

GER			NER			Dropout rate			Retention Rate (I – V)			Retention Rate (I – VIII)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
7.9	100.12	98.92	98.12	98.53	98.31	0.86	0.07	0.49	99.14	99.93	99.51			
5.66	100.16	99.36	97.16	99.67	98.33	0.94	0.64	0.21				99.61	99.59	99.66

(Source- DISE 2009-10)

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
NA	NA	NA	97.56	98.94	98.37	104.19	101.87	102.03

(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
73	105	278	135	14	149	308	119	427

(Source- VER updation, 2010)

	Target for 2009-10	Target Achieved	Target for 2010-11
1. Coverage of Out of school children	910	60	427
2. Dropout rate	0.00	0.21	0.0
3. Attendance rate			
(i) Student Attendance rate – Primary	80.55	79.82	82.80
(ii) Student Attendance rate – Upper Primary	89.75	86.36	88.30
4. Achievement level			
(i) Primary		94.26	100
(ii) Upper Primary		92.77	100
5. Teacher Attendance Rate			
(i) Primary		96.92	97.92
(ii) Upper Primary		95.31	96.50
6. No of single teacher school	0	0	0
7. No of schools with PTR > 50		19	19

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
8	4	0	7	8	4
Up gradation of PS to UPS					
Sanctioned till 2009-10	Opened till March 2010	Recommendation/ Approval	Buildings completed	Teachers provided	TLE provided
4	4	0	4	4	3

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
...

Sub-District Structures functioning	Target for 2009-10	Achievement till March 2010	Recommendation / Approval for 2010-11
No. of BRCs	2	2	
No. of URCs	0	0	
No. of CRCs	7	7	
Resource persons	20	10	

Teachers under SSA					
	Sanctioned till 2009-10	In position	Recommendation/Approval in 2010-11		
			Against new schools	Additional teachers	Total
PS	59	58			
UPS	36	04			

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	424	424	10	5	422
b new recruits	97	0	30	0	0
c Untrained	0	0	0	0	0
d. BRC/CRC/RPs	84	0	10	0	84
Total	605	424			

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	--	255	--	165
2. EGS - Primary	--	--	--	--
3. EGS - Upper Primary	--	--	--	--
4. Resdl Bridge course	--	--	--	--
5. Non resdl Bridge Course	2	60	5	76
6. AIE - Mobile School	--	--	--	--
7. AIE - Back to school camp	--	--	--	--
8. AIE - Others	--	--	--	--
9. Maktab / Madarassas	--	--	2	186

Remedial Teaching

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

Inclusive Education

No. of children identified	Covered till March 2010	Target for 2010-11 (No. of children to be covered)
141	141	1031

Civil Works

	Sanctioned till 2009-10	Completed till March 2010	Recommendation/ Approval in 2010-11
School buildings (PS)	8	7	
School buildings (UPS)	4	4	
Additional Classrooms	75	11	
Drinking Water	36	36	
Toilets	47	47	
Major repairs – PS	0	0	
Major repairs – UPS	0	0	
Residential Hostel	0	0	
Furniture	0	0	

REMS

	No. of research studies carried out during 2009-10	No. of research studies recommendation/Approval for 2010-11
Research	02	03

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
--	--	--	---	--	--

Girls Education

Progress for 2009-10		Recommendation/Approval for 2010-11	
(Girls-Beneficiaries)	Financial	(No. of Girls)	Financial
7562	14.66	10,000	3,000

SC/ST

Progress for 2009-10		Recommendation/Approval for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
2981	6.84	3,500	20.25

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 children to be covered	Financial
27	180	54.32	27 (including new model schools)	120	100.00

Urban Deprived Children

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

Minority Interventions

Progress for 2009-10		Target for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
1114	4.34	1,300	20.16 Lakh

Community Mobilization

	Target for 2009-10	Progress till March 2010	Recommendation/ Approval for 2010-11
No. of VECs	78	0	84
No. of SMCs/PTA/MTA	78	0	84
No. of VEC members to be trained including local authority members	361	0	622

NPEGEL

Major Activities	Target for 2009-10		Progress for 2009-10		Recommendation/ Approval	
	Physical	Financial	Physical	Financial	Physical	Financial
Non Recurring	0	0	0	0	0	0
Recurring	0	0	0	0	0	0

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
0		0	0	0	0	0	0	0

RESULTS FRAMEWORK



RESULTS FRAMEWORK

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
1	Numbers OF children aged 6-14 years not enrolled in School/ EGS Centers /AIE Centers	(2008-09:PMIS Report from Alternative Schooling Unit)	Reduction in number of out of school children by 910	Covered only 315 children	Reduction in number of out of school children by 427	Reduction in number of out of school children by 200	Annual PMIS Report disaggregated by Status	Household Data and updated village and ward register	
		23children estimated out of school (Independent Sample study 2009)					Independent Sample Survey on out of school children in 2011-12 disaggregated by States/Gender/Rural/Urban and social Categories of SC/ST/OBC/Muslim Minorities /CWSN	Independent Sample Survey on out of school children commissioned by States	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
2	Number of children enrolled on schools	<p>Primary Stage: 16330</p> <p>Upper Pry. Stage:8830</p>	<p>Enrollment of children at Primary and at Upper primary level and in EGS/ AIE</p> <p>Primary Stage: 17110 Upper Pry. Stage: 8980 EGS: 0 AIE: 0</p>	<p>Numbers of children enrolled at Primary and at Upper Primary level and in EGS/ AIE</p> <p>Primary Stage: 16571 Upper Pry. Stage: 10393 EGS: 0 AIE: 0</p>	<p>Enrollment of children at Primary and at Upper primary level and in EGS/ AIE</p> <p>Primary Stage: 17500 Upper Pry. Stage: 9199 EGS: 0 AIE: 0</p>	<p>Enrollment of children at Primary and at Upper primary level and in EGS/ AIE</p> <p>Primary Stage: 18466 Upper Pry. Stage: 9399 EGS: 0 AIE: 0</p>		Annual DISE Report disaggregated by Status, gender ,SC,ST and Muslim.	DISE
		- lacks on EGS/ AIE (DISE 2008-09/Program MIS)							
3	Ratio of Primary to Upper Primary schools	<p>Number of districts with PS:UPS>2.50:1 are 15 (DISE 2007-08)</p> <p>UT:1.04:1 (DISE 2008-09)</p>	<p>Number of district to be reduced from</p> <p>0</p>	<p>Number of district reduced</p> <p>02</p> <p>PS:UPS>2.50:1 are 0</p> <p>PS:UPS=1.44:1</p>	<p>Number of district to be reduced</p> <p>0</p>	<p>Number of district to be reduced</p> <p>0</p>	Annual DISE Report disaggregated by State.	DISE	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	CWSN are enrolled (2008-09) (2008-09 : PMIS Report from Inclusive Education for Disable) UT: 70 (DISE 2008-09)	Number of CWSN to be enrolled: 0 Total 71 CWSN provided with HBE. They are unable to come in regular school.	Number of CWSN enrolled 70 CWSN (100%)	Number of CWSN to be enrolled : 975 Total 56 CWSN will be provided with HBE. They are unable to come in regular school.	Number of CWSN to be enrolled : 975 Total 56 CWSN will be provided with HBE. They are unable to come in regular school.	Annual PMIS Report on IE disaggregated by States	PMIS Report from inclusive Education for Disable Unit	
Goal 2 : Bridging gender and social category gaps									
5	Decline in shortfall of number of classroom	Additional classrooms required (DISE 2008-09)	Additional classrooms to be added : 64	Additional classrooms added 41 Additional classrooms are under construction.	Additional classrooms to be added: 0 23 additional classrooms will be constructed.	Additional classrooms to be added : 0	Annual PMIS Report on civil works disaggregated by States	PMIS Report from civil works unit	

571

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
6	Girls as a share of students enrolled at Primary and Upper Primary level	Share of girls in primary schools is 46.53% (Share of girls in population of 6-10 is 46.00%) Share of girls in upper primary schools is 49.60% (Share of girls in population of 11-13 is 47.20%) (DISE 2008-09)	Share of girls in primary schools is 46.53% (Equal Population Proportion) Share of girls in Upper primary schools is 49.60% (Equal Population Proportion)	Share of girls in primary schools is 45.86 % Share of girls in Upper primary schools is 47 %	Share of girls in primary schools is Information not provided by the UT (Equal Population Proportion) Share of girls in Upper primary schools is Information not provided by the UT (Equal Population Proportion)	Share of girls in primary schools is Information not provided by the UT (Equal Population Proportion) Share of girls in Upper primary schools is Information not provided by the UT (Equal Population Proportion)	Annual DISE Report disaggregated by States Annual PMIS Report disaggregated by States	DISE PMIS Report from Alternative School Unit	
7	Enrolment of Schedules Castes & Schedule Tribe children reflect their shares in 6-14 age group population in Primary and Upper Primary	Shares of SC children in primary is 4.08 % Shares of SC in population of 6-10 is 3.99%) Shared of SC children in Upper Primary Schools is	Share of SC children in primary is Information not provided by the UT (Equal Population	Share of SC children in primary is 4.31 % Share of SC children in Upper	Share of SC children in primary is Information not provided by the UT (Equal Population	Share of SC children in primary is Information not provided by the UT (Equal Population	Annual DISE report disaggregated by States	DISE	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
	Schools	<p>5.20% (Shares of SC in population of 11-13 is 4.8%)</p> <p>Shared of ST children in Primary Schools is 11.85% (Shares of ST in population of 06-10 is 11.80%)</p> <p>Shared of ST children in Upper Primary Schools is 12.36 % (Shares of ST in population of 11-13 is 12.40%) (DISE 2007-08)</p>	<p>Proportion)</p> <p>Share of SC children in upper primary is Information not provided by the UT</p> <p>(Equal Population Proportion)</p> <p>Share of ST children in primary is Information not provided by the UT (Equal Population Proportion)</p> <p>Share of ST children in upper primary is (Equal</p>	<p>primary is 4.76 %</p> <p>Share of ST children in primary is 11.77%</p> <p>Share of ST children in upper primary is 10.68 %</p>	<p>Proportion)</p> <p>Share of SC children in Upper primary is Information not provided by the UT (Equal Population Proportion)</p> <p>Share of ST children in primary is Information not provided by the UT (Equal Population Proportion)</p> <p>Share of ST children in primary is Information not provided</p>	<p>Proportion)</p> <p>Share of SC children in Upper primary is Information not provided by the UT (Equal Population Proportion)</p> <p>Share of ST children in primary is Information not provided by the UT (Equal Population Proportion)</p> <p>Share of ST children in primary is Information not provided</p>			

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
			Population Proportion)		by the UT (Equal Population Proportion)	by the UT (Equal Population Proportion)			
Goals III: Universal Retention									
8	Transition rates from Primary to Upper Primary	Transition rates from Primary to Upper Primary is 100%(DISE 2008-09)	Transition rates from Primary to Upper Primary is 100 %	Transition rates from Primary to Upper Primary is 102.03%	Transition rates from Primary to Upper Primary is 100 %	Transition rates from Primary to Upper Primary is 100 %	Annual DISE Report disaggregated by States, Gender, SC, ST, and Muslims	DISE	
9	Retention at Primary level	Retention at Primary level is% (DISE 2008-09)	Retention at Primary level to be 100 %	Retention at Primary level is 99.51 %	Retention at Primary level to be 100 %	Retention at Primary level to be 100 %			
10	Retention at Elementary Level	Retention at elementary level is% (For States where Elementary Staged is Class I to VII (DISE 2008-09)	Retention at elementary level to be 100%	Retention at elementary level is 99.66 %	Retention at elementary level to be 100%	Retention at elementary level to be 100%			

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
11	Gross Completion Ratio (Primary level)	Gross Completion Ratio (Primary level) at primary level is 91.10% (DISE 2008-09)	Gross completion Ratio (Primary level) to be 92.10%	Gross completion Ratio (Primary level) is 92.24%	Gross completion Ratio (Primary level) to be 94.23%	Gross completion Ratio (Primary level) to be 95.10%			
12	Improvement in % schools with drinking water facility	Schools having drinking water facility is 100 %	Schools having drinking water facility to be 100 %	Schools having drinking water facility is 100 %	Schools having drinking water facility to be 100%	Schools having drinking water facility to be 100%	Annual DISE Report disaggregated by States	DISE	
13	Improvement in % schools with common toilets	Schools having common toilets is 100 %	Schools having common toilets to be 100 %	Schools having common toilets is 100 %	Schools having common toilets to be 100 %	Schools having common toilets to be 100 %			

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
14	Improvement in % schools with separate toilets for girls	Schools having separate toilets for girls at primary level is 63.64% Schools having separate toilets for girls at upper primary level is 63.64%	Schools having separate toilets for girls at primary level to be 65 % Schools having separate toilets for girls at upper primary level is 85%	Schools having separate toilets for girls at primary level is 63.64% Schools having separate toilets for girls at upper primary level is 73.74%	Schools having separate toilets for girls at primary level is 100% school having separate toilets for girls at upper primary level is 100%	Schools having separate toilets for girls at primary level is 100% Schools having separate toilets for girls at upper primary level is 100%			
Goal IV Education of satisfactory quality									
15	Provision of Quality inputs to improve learning levels.								
	(i) Teachers Availability	(i) Pupil Teachers Ratio at Primary Levels is 1:33 And at Upper Primary level is 1:35 (DISE 2008-09)	PTR at Primary Levels to be 1:40 And at Upper Primary level is 1:38	PTR at Primary Levels is 1:46 And at Upper Primary level is 1:37	PTR at Primary Levels is 1:35 And at Upper Primary level is 1:30	PTR at Primary Levels is 1:30 And at Upper Primary level is 1:28	Annual DISE Report disaggregated by States and Districts	DISE	
		(ii) Districts with average PTR>40 at Primary level are 0	(ii) Districts with average PTR>40 at Primary level are 0	(ii) Districts with average PTR>40 at Primary level are 0	(ii) Districts with average PTR>40 at Primary level are 0	(ii) Districts with average PTR>40 at Primary level are 0			

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
		(iii) Districts with average PTR> 40 at Upper Primary level is 0	Districts with average PTR> 40 at Upper Primary level is 0	Districts with average PTR> 40 at Upper Primary level is 0	Districts with average PTR> 40 at Upper Primary level is 0	Districts with average PTR> 40 at Upper Primary level is 0			
		(iv) Districts with PTR>40 are 0 at elementary level	(iv) Districts with PTR>40 are 0 at elementary level	(iv) Districts with PTR>40 are 1 at elementary level	(iv) Districts with PTR>40 are 0 at elementary level	(iv) Districts with PTR>40 are 0 at elementary level			
		(v) % of schools with PTR >40:1 is	(v) % of schools with PTR >40:1 is 0	(v) % of schools with PTR >40:1 is 40	(v) % of schools with PTR >40:1 is 0	(v) % of schools with PTR >40:1 is 0			
		(vi) Shortfall of number of Teachers (PMIS 2009-10) /DISE (2008-09)	Teachers to be recruited 99	Teachers recruited Nil. 32 teachers under SSA will be recruited in June 2010.	Teachers to be recruited Nil	Teachers to be recruited Nil	Annual PMIS Reports disaggregated by States	PMIS	
	(ii) Availability of Teaching Learning Materials	Eligible students received free text books. (2008-09:PMIS)	Eligible students receiving free text books are 100%	Eligible students receiving free text books are 100%	Eligible students receiving free text books are 100%	Eligible students receiving free text books are 100%	Annual PMIS Reports disaggregated by States Sample Districts Reports six monthly	Program MIS MI report	
		100% Teachers received TLM grant	100% teachers received TLM grant	87.32% teachers received TLM grant	100% teachers received TLM grant	100% teachers received TLM grant	Annual QMT Report disaggregated by	QMT Report Program MIS	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
		(2008-09 : PMIS/DISE (2008-09)					districts Annual PMIS Reports disaggregated by districts		
		Percent of schools using material in addition to text books such as workbooks /worksheets (Baseline as per plan2010-11)	Percent of schools using workbooks/ worksheets 100%	Percent of schools using workbooks/ worksheets 100%	Percent of schools using workbooks/ worksheets 100%	Percent of schools using workbooks/ worksheets 100%	Sample Districts Reports six monthly/ QMT Programme MIS	MIS Sample District Report /PMIS	
		Percent of schools displaying teaching learning material related to language/ EVS science /maths /social science/CAL	Percent of schools displaying TLM 75%	Percent of schools displaying TLM 65%	Percent of schools displaying TLM 100%	Percent of schools displaying TLM 100%			
16	Process indicators on quality								
	Training								
	(a) Teachers	100% Teachers received in - service training against annual target	100% Teachers to be received in - service training against annual target	100% Teachers received in - service training against annual target	100% (5 days training given instead of 10 days) Teachers to be	100% Teachers to be received in - service training	Annual PMIS Reports disaggregated by District	Program MIS	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
					received in - service training against annual target	against annual target			
		0 Number Training of Educational Administrator from State to Block level	0 Number Training of Educational Administrator from State to Block level	0 Number Training of Educational Administrator from State to Block level	2 Number Training of Educational Administrator from State to Block level	2 Number Training of Educational Administrator from State to Block level	Annual PMIS Reports disaggregated by District	Program MIS	
			Block level	Block level	Block level	Block level			
	(b) Community Training	Development of training Modules focusing on Schools Development Plan	2 Districts develop context specific training modules	50% States to develop training modules	100% States to develop training modules	100% States to develop training modules	Annual PMIS Reports disaggregated by States	Program MIS	
		Number of VEC/SMC/PTA members trained (2008-09)	361 Numbers of VEC members to be trained	0 Numbers of VEC members trained	1344 Numbers of VEC members to be trained	1344 Numbers of VEC members to be trained	Annual PMIS Reports disaggregated by States	Program MIS	
	(iii) Teachers support & Academic Supervision	(a) 0 BRCs undertaking residential teachers training on monthly basis	0Numbers of BRC undertaking more than 8 days of residential teachers training	0 Numbers of BRC undertaking more than 8 days of residential teachers training	2 Numbers of BRC undertaking more than 8 days of residential teachers training	2 Numbers of BRC undertaking more than 8 days of residential teachers training	Annual PMIS Reports disaggregated by States	Program MIS	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
		(b)Number of school visits undertaken by BRC/BRPs during previous year (Baseline as per State plan)	2 Number of BRC undertaking more than 8 days of school visits	2 Number of BRC undertaking more than 8 days of school visits	2 Number of BRC to be undertake more than 8 days of school visits	2 Number of BRC to be undertake more than 8 days of school visits	Sample Districts Report six monthly Annual PMIS reports disaggregated by districts	MIS sample District Report Program MIS	
		(c) CRCs undertaking residential teachers training on monthly basis	7 no. of CRCs to be undertaking residential teachers training on monthly basis	0 CRCs undertaking residential teachers training on monthly basis. 7 CRCs has undertaken non residential teachers training on monthly basis.	7 CRCs to be undertake residential teachers training on monthly basis	7 CRCs undertaking residential teachers training on monthly basis	Sample Districts Report six monthly Annual PMIS reports disaggregated by districts	MIS sample District Report Program MIS	
		(d) Number of school visits undertaken by CRCs during previous year (Baseline as per States plan) (d) 96% CRC and 100% BRC are functional	7 Number of CRC to be undertake more than 15 days schools visit Improvement in percentage of BRC/CRC functional 100%	7 Number of CRC has undertaken more than 15 days schools visit Improvement in percentage of BRC/CRC functional	7 Number of CRC to be undertake more than 15 days schools visit Improvement in percentage of BRC/CRC functional 100%	7 Number of CRC to be undertake more than 15 days schools visit Improvement in percentage of BRC/CRC functional 100%	Sample Districts Report six monthly Annual PMIS reports disaggregated by districts QMT/PMIS - Annual	MIS sample District Report Program MIS QMT Report/PMIS	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
	(iv) Classrooms Practices	Time -on-Task study undertaken in 2007-08 in selected major States on time spent on classrooms on teaching/learning activities	Teacher attendance & student absentees study to be carried out.	Teacher attendance & student absentees study has been carried out. Results to be shared by MHRD by July 2010			Independent study in 2010-11	Independent sample study commissioned by States for select districts	
	(v) Student's Learning Assessment	Number of schools Moving to Continuous and Comprehensive Evaluation (CCE)	0 % schools to move CCE	0% schools to move CCE	100% schools to move CCE	100% schools to move CCE	Annual PMIS Reports disaggregated by States	PMIS program	
	(vi) Attendance Rates								
	(a) Student	Student Attendance at primary and upper primary (Baseline from 2009-10 Study)	Improvement in student attendance by 10% point from baseline both at primary and upper primary level	Improvement in student attendance by 15% point from baseline both at primary and upper primary level	Improvement in student attendance by 20% point from baseline both at primary and upper primary level	Improvement in student attendance by 25 % point from baseline both at primary and upper primary level	Annual QMT Reports disaggregated by districts Sample Districts Report - six monthly Independent Sample Study on student attendance to be repeated in 2009-10 & 2011-12	QMT Reports MIS Sample Districts Report Independent Sample Study commissioned by States	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
	(b) Teachers	Teachers Attendance at primary and at upper primary (Baseline from 2009-10)	Improvement in teachers attendance by 10% point from baseline both at primary and upper primary level	Improvement in teachers attendance by 15%point from baseline both at primary and upper primary level	Improvement in teachers attendance by 20% point from baseline both at primary and upper primary level	Improvement in teachers attendance by 25% point from baseline both at primary and upper primary level	Annual PMIS Reports disaggregated by discuss	Program Mis	
							Independent Sample Study on teacher attendance to be repeated in 2009-10 & 2011-12	Independent Sample Study commissioned by States	
17	Accountability to the community	SMC to have 3/4 members from parents and at least 50% members would be women (Baseline as per AWP&B 2011-12)	100 % of VEC to be have 3/4 members from parents and at least 50% members would be women.	100 % of VEC to have 3/4 members from parents and at least 50% members would be women.	100 % of VEC to be 3/4 members from parents and at least 50% members would be women.	100 % of VEC to be 3/4 members from parents and at least 50% members would be women.	Sample Disticts Report - six monthly programme MIS	MIS Sample Districts Report PMIS	
		% of SMCs prepared schools Development Plans (Baseline as per AWP&B 2011-12)	100 % of VECs to be prepared schools Development Plans.	0 % of VECs.	100 % of VECs to be prepared schools Development Plans.	100 % of VECs to be prepared schools Development Plans.			
18	State level sample Learning Achievement	Learning levels for class III	NCERT Survey Results Class III: Language:67.53	NCERT Survey Results Class III: Language:67.53	First round sample student achievement	Analysis and dissemination of First Round sample student	State level sample learning Achievement Surveys in 2010-	State level Learning Achievement Surveys	

Sr. No.	Outcome Indicators	Baseline as provided in AWP&B 2008 &2009	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data collection Instrument	Remarks
	Surveys (designed in the spirit of RTE for the purpose of checking health of schools system)		Maths:60.92	Maths:60.92	level outcomes	achievement level outcomes	11(designed in the spirit of RTE for the purpose of checking health of school)		
		Learning levels for class V	NCERT Survey Results Class V: Language: 60.25% Maths: 45.15% EVS: 53.30%	NCERT Survey Results Class V: Language: 58.09% Maths: 42.60% EVS: 52.12%	Preparation for First Round sample student achievement level outcomes	First Round sample student achievement level outcomes	State level sample Learning Achievement Surveys in 2011-12 (designed in the spirit if RTE for the purpose of checking health of school system)		
		Learning levels for class VII/VIII	NCERT Survey Results Class VII: Language:48.45 Maths:45.15 EVS:44.60	NCERT Survey Results Class VII: Language:45.31% Maths:42.01% EVS:42.37%	Preparation for First Round sample student achievement level outcomes	First Round sample student achievement level outcomes	Learning Achivement Surveys in 2012-13 (designed in the spirit of RTE for the purpose of checking health of school system)		

PROGRESS REPORT

CONSOLIDATE PROGRESS REPORT

Sr. No	Interventions	Total Approved (Up to 2009-10)	Achievement (Completion/Coverage up to 31 march 2009)	% Achivement
1	Primary School Opening	8	5	62.50
2	Upper Primary Opening	4	4	100.00
3	Teachers Recruitment	95	62	65.26
4	Primary School Building	8	8	100.00
5	Upper Primary School Building	4	4	100.00
6	Additional Class Room (ACR)	75	11	14.67
7	Drinking Water Facility	36	36	100.00
8	Toilet Faciltiy	47	47	100.00
9	KGBV Functional	NIL	0	0.00
10	KGBV Building Construction	NIL	0	0.00
11	In Service Teachers Training (10 Days)*	424	270	63.68
12	New Teachers Training (30 days)*	97	0	0.00
13	Untrained Teachrs Training (30 days)*	0	0	0.00
14	Distribution of free text books*	15673	15673	100.00
15	Distribution of Teachers grant*	489	427	87.32
16	Distribution of School grant*	84	81	96.43
17	Distributin of TLE grant*	8	4	50.00
18	Remedial Teaching*	0	0	0.00
19	Out of School Children*	910	244	26.81
20	Progress on Inclusive Education	141	141	100.00
21	Progress on NPEGEL (MCS)	NIL	0	0.00

*Approved and Achievement of year 2009-10 only

PROGRESS ON CIVIL WORKS

S.no.	District	Primary school Buildings Sanctioned (Yearwise)									Total Sanctioned	Buildings completed	Building in progress	Buildings yet to start	% of completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	Daman	NIL	NIL	NIL	3	0	0	0	0	0	3	2	0	1	66.66
2	Diu	NIL	NIL	NIL	5	0	0	0	0	0	5	5	0	0	100.00
Total		NIL	NIL	NIL	8	0	0	0	0	0	8	7	0	1	87.50

S.no.	District	Upper Primary school Buildings Sanctioned (Yearwise)									Total Sanctioned	Buildings completed	Building in progress	Buildings yet to start	% of completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	Daman	NIL	NIL	NIL	3	0	0	0	0	0	3	3	0	0	100.00
2	Diu	NIL	NIL	NIL	1	0	0	0	0	0	1	1	0	0	100.00
Total		NIL	NIL	NIL	4	0	0	0	0	0	4	4	0	0	100.00

S.no.	District	Additional classrooms (ACR) Sanctioned (Yearwise)									Total Sanctioned	Buildings completed	Building in progress	Buildings yet to start	% of completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	Daman	NIL	NIL	NIL	0	0	0	0	0	0	0	0	0	0	0
2	Diu	NIL	NIL	NIL	0	9	2	0	0	0	11	11	0	0	100
Total		NIL	NIL	NIL	0	9	2	0	0	0	11	11	0	0	100

S.no.	District	Drinking Water Facility Sanctioned (Yearwise)									Total Sanctioned	Buildings completed	Building in progress	Buildings yet to start	% of completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	Daman	NIL	NIL	NIL	0	31	0	0	0	0	31	31	0	0	100
2	Diu	NIL	NIL	NIL	0	5	0	0	0	0	5	5	0	0	100
Total		NIL	NIL	NIL	0	36	0	0	0	0	36	36	0	0	100

S.no.	District	Toilet Facility Sanctioned (Yearwise)									Total Sanctioned	Buildings completed	Building in progress	Buildings yet to start	% of completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	Daman	NIL	NIL	NIL	0	42	0	0	0	0	42	42	0	0	100
2	Diu	NIL	NIL	NIL	0	5	0	0	0	0	5	5	0	0	100
Total		NIL	NIL	NIL	0	47	0	0	0	0	47	47	0	0	100

S.no.	District	BRC Building Sanctioned (Yearwise)									Total Sanctioned	Buildings completed	Building in progress	Buildings yet to start	% of completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	Daman	NIL	NIL	NIL	1	0	0	0	0	0	1	1	0	0	100
2	Diu	NIL	NIL	NIL	1	0	0	0	0	0	1	1	0	0	100
Total		NIL	NIL	NIL	2	0	0	0	0	0	2	2	0	0	100

S.no.	District	CRC Building Sanctioned (Yearwise)									Total Sanctioned	Buildings completed	Building in progress	Buildings yet to start	% of completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	Daman	NIL	NIL	NIL	4	0	0	0	0	0	4	4	0	0	100
2	Diu	NIL	NIL	NIL	3	0	0	0	0	0	3	3	0	0	100
Total		NIL	NIL	NIL	7	0	0	0	0	0	7	7	0	0	100

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PROGRESS ON PEDAGOGY

In Service Teachers Training (05 Days instead of 10 days)

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	246	246	100
2	Diu	178	178	100
	Total	424	424	100

New Teachers Training (30 Days)

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	48	0	0
2	Diu	49	0	0
	Total	97	0	0

Untrained Teachers Training (60 Days)

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	0	0	0
2	Diu	0	0	0
	Total	0	0	0

Distribution of free text books

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	8194	8194	100
2	Diu	7479	7479	100
	Total	15673	15673	100

Distribution of Teacher Grant

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	269	263	97.77
2	Diu	220	164	74.55
	Total	489	427	87.32

Distribution of School Grant

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	52	52	100.00
2	Diu	32	29	90.63
	Total	84	81	96.43

Distribution of TLE Grant

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	2	1	50.00
2	Diu	6	3	50.00
	Total	8	4	50.00

Remedial Teaching

Sr. No.	District	Approved in 2009-10	Achievement	% of Achievement
1	Daman	0	0	0
2	Diu	0	0	0
	Total	0	0	0

DISTRICT WISE PROGRESS FORMAT ON IE

S. No.	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	No. of NGOs involved	No. of Resour Teachere appoint			
1	Daman	68	0	0	0	0	1	0	21.00%	
2	Diu	73	0	0	0	0	1	0	45.00%	
	Total	141	0	0	0	0	2	0	33.00%	

49-TABLES

Table 1: POPULATION

Name of UT: Daman & Diu.

Sr No.	Block/ Municipal Zone	Population all Community						Total Population All Community			Population											Pop. Den sity	Sex Ratio	
		Urban			Rural			Male	Female	Total	SC				ST				Muslim					
		Male	Female	Total	Male	Female	Total				Male	Female	Total	% of total Pop	Male	Fe male	Total	% of total Pop.	Male	Fe male	Total			% of total 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
1	Daman	27458	19931	47389	39149	28647	67796	66607	48578	115185	1361	1318	2679	2.33	6843	6619	13462	11.69	3843	3436	7279	6.32	1591	729
2	Diu	10254	11042	21296	13029	12917	25946	23283	23959	47242	869	892	1761	3.73	78	73	151	0.32	1273	1279	2552	5.4	1149	1029
	Total	37712	30973	68685	52178	41564	93742	89890	72537	162427	2230	2210	4440	2.73	6921	6692	13613	8.38	5116	4715	9831	6.05	1434	806

Source: House hold survey Feb. 2010.
Year 2009-10.

Table 2: LITERACY RATE

Name of UT: Daman & Diu.

Sr No.	Block/ Municipal Zone	LITERACY RATE												Rural Female	
		All Communities			SC			ST			Minority			Literacy	
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Rate	
1	Daman	87.38%	68.60%	80.85%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	64.83%
2	Diu	94.86%	87.70%	91.30%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	84.75%
	Total	91.12%	78.15%	85.97%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	74.79%

Source: Census 2001.

NA: Not Available

Table 3: BASIC ADMINISTRATIVE INDICATORS

Name of UT: Daman & Diu.

Sr. No.	Block / Municipal Zone	No. of Educational Blocks (if any)	No. of BRC	No. of CRCs	No. of village/Wards	No. of Habitation	No. of Panchayat
1	2	3	4	5	6	7	8
1	Daman	1	1	4	23 Villages/15 wards	236	10
2	Diu District	1	1	3	20 Villages/13 wards	55	4
	Total	2	2	7	43/28	291	14

Source: Household survey Feb. 2010.

year: 2009-10.

Table 4: HABITATIONS AND ACCESS (PRIMARY)

Name of UT: Daman & Diu.

Sr. No.	Block/ Municipal Zone	Total No. of Habitations	Habitations Covered by			Habitations without Primary Schools/ EGS					
			Primary School	EGS	Habitations without Primary Schools/ EGS	Habitations Eligible for PS as per state norms	No. of Children in suc (Col. 7) Habitation	Habitations not Eligible PS but eligible for EGS	No. of Children in suc (Col. 9) Habitation	Habitations not Eligible for PS/ EGS	No. of Children in suc (Col. 11) Habitation
1	2	3	4	5	6	7	8	9	10	11	12
1	Daman	236	236	0	0	0	0	0	0	0	0
2	Diu	55	55	0	0	0	0	0	0	0	0
	Total	291	291	0	0	0	0	0	0	0	0

Source: Household survey Feb. 2010.
year: 2009-10.

HABITATIONS AND ACCESS (UPPER PRIMARY)

Sr. No.	Block/ Municipal Zone	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM Area	No. of eligible school less habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
1	2	3	4	5	6	7	8	9	10	11
1	Daman	236	236	0	0	32	23	1.39	0	0
2	Diu	55	55	0	0	20	13	1.54	0	0
	Total	291	291	0	0	52	36	1.44	0	0

Source: Household survey Feb. 2010.
year: 2009-10.

Availability of Access For Focus Group

Sr. No.	Block/ Municipal Zone	SC Population			ST Population			Muslim Population		
		Villages with more than 40% SC Population			Villages with more than 40% ST Population			Villages with more than 40% Muslim Population		
		No. Of villages	Villages without Pry. School within 1 Km.	Villages without UPS within 3 Km.	No. Of villages	Villages without Pry. School within 1 Km.	Villages without UPS within 3 Km.	No. Of villages	Villages without Pry. School within 1 Km.	Villages without UPS within 3 Km.
1	2	3	4	5	6	7	8	9	10	11
1	Daman	0	0	0	0	0	0	0	0	0
2	Diu	0	0	0	0	0	0	0	0	0
3	Total	0	0	0	0	0	0	0	0	0

Source: Household survey Feb. 2010.
year: 2009-10.

Table 5: CHILD POPULATION (6-11 AGE GROUP)

Name of UT: Daman & Diu.

Sr. No.	District	All Communities									SC									ST									Muslim								
		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	B	G	T
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	31	32	33	34	35	36	37	38
1	Daman	2820	2021	4841	3895	3392	7287	6715	5413	12128	53	49	102	241	199	440	294	248	542	203	146	349	846	769	1615	1049	915	1964	477	363	840	289	215	504	758	578	1336
2	Diu	1060	948	2008	1807	1713	3520	2867	2661	5528	42	51	93	31	14	45	73	65	138	6	3	9	0	0	0	6	3	9	125	109	234	21	29	50	146	138	284
	Total	3880	2969	6849	5702	5105	10807	9582	8074	17656	95	100	195	272	213	485	367	313	680	209	149	358	846	769	1615	1055	918	1973	602	472	1074	310	244	554	904	716	1620

CHILD POPULATION (11-14 AGE GROUP)

Sr. No.	District	All Communities									SC									ST									Muslim								
		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	B	G	T
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	31	32	33	34	35	36	37	38
1	Daman	1373	1256	2629	1703	1326	3029	3076	2582	5658	54	48	102	100	96	196	154	144	298	99	97	196	496	408	904	595	505	1100	201	149	350	181	78	259	382	227	609
2	Diu	792	746	1538	992	919	1911	1784	1665	3449	49	36	85	28	25	53	77	61	138	8	5	13	0	0	0	8	5	13	61	55	116	13	19	32	74	74	148
	Total	2165	2002	4167	2695	2245	4940	4860	4247	9107	103	84	187	128	121	249	231	205	436	107	102	209	496	408	904	603	510	1113	262	204	466	194	97	291	456	301	757

Table 6:Enrolment and out of school children(6-11 age group)

Name of UT: Daman & Diu.

Sr. No.	Block/ Municipal Zone	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 Chid Pop.	B	G	T	% of Chid Pop.	B	G	T	% of Chid Pop.	B	G	T	% of Chid 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
1	Daman	6542	5308	11850	291	244	535	1037	906	1943	677	567	1244	173	105	278	2.35	3	4	7	0.059	12	9	21	0.177	81	11	92	0.78
2	Diu	2860	2647	5507	72	65	137	6	3	9	146	137	283	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	9402	7955	17357	363	309	672	1043	909	1952	823	704	1527	173	105	278	1.60	3	4	7	0.04	12	9	21	0.121	81	11	92	0.53

Enrolment and out of school children(11-14 age group)

Sr. No.	Block/ Municipal Zone	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 Chid Pop.	B	G	T	% of Chid Pop.	B	G	T	% of Chid Pop.	B	G	T	% of Chid 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
1	Daman	2941	2568	5509	154	144	298	594	504	1098	258	225	483	135	14	149	2.70	0	0	0	0	1	1	2	0.04	124	2	126	2.29
2	Diu	1781	1665	3446	77	61	138	8	5	13	74	74	148	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00
	Total	4722	4233	8955	231	205	436	602	509	1111	332	299	631	135	14	149	1.66	0	0	0	0	1	1	2	0.02	124	2	126	1.442

Source: Household survey Feb. 2010.
year: 2009-10.

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Table 7: INFORMATION AND PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 AGE GROUP)

Name of UT: Daman & Diu.

Sr. No.	Block/ Municipal Zone	Status & Age wise Break -up of Out of School Children																				
		Never Enrolled									Drop Out									Grand Total of 6-14 age group		
		6-8 years			8-11 years			11-14 Years			6-8 years			8-11 years			11-14 Years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	23	24 ⁽²¹⁺²²⁾
1	Daman	63	53	116	78	31	109	133	12	145	18	14	32	14	7	21	2	2	4	308	119	427
2	Diu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	63	53	116	78	31	109	133	12	145	18	14	32	14	7	21	2	2	4	308	119	427

Source: Household survey Feb. 2010.

year: 2009-10.

Table 8: OUT OF SCHOOL CHILDREN WITH REASONS

Name of UT: Daman & Diu.

Sr. No	Block/ Municipal Zone	No. of Out of School Children as per House Hold Survey	No. of Out of School Children with Reason								
			Lack of interest	Lack of Access	House Hold Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non- Flexibility in School Timing & System of School	Others
1	2	3	4	5	6	7	8	9	10	11	12
1	Daman	427	22	0	12	195	12	0	0	0	186
2	Diu	0	0	0	0	0	0	0	0	0	0
	Total	427	22	0	12	195	12	0	0	0	186

Source: Household survey Feb. 2010
year: 2009-10.

Table No. 9: COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the UT: Daman & Diu

S. No.	Block/ Municipal Area	No. of OoSC as per HHS	No. of Out of Schol Children proposed 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/Makt ab	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
1	Daman	427	165	0	0	262	13	0	0	0	0	0	0	0	0
2	Diu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		427	165	0	0	262	13	0	0	0	0	0	0	0	0

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

Source: HHS Year: Feb. 2010.

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/Ma ktabs	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
1	Daman	0	0	0	0	0	0	0	0	0	0	0	0
2	Diu	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0	0

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

Source: HHS Year: Feb. 2010.

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Table 10: GER, NER, Cohort drop put and overall Repetition.

Name of UT: Daman & Diu.

Sr. No.	Block/ Municipal Zone	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Dropout	Overall Repetition	GER	NER	Cohort Dropout	Overall Repetition
1	2	3	4	5	6	7	8	9	10
1	Daman	98.31	97.70	0	6.99	98.89	97.37	0	12.33
2	Diu	100.27	99.62	-1.1	1.32	100.14	99.91	-7.2	4.14
	Total	98.92	98.31	0.02	4.34	99.36	98.33	0.01	4.42

Source: Household survey Feb. 2010.
year: 2009-10.

Table 10
GER, NER, Completion and Transition Rate

Sl. No.	Name of Block/ Municipal Area	Primary level			Upper Primary level			
		GER	NER	Gross Completion Ratio (Primary level)	GER	NER	Gross Completion Ratio (Upper Pry)	Transition Rate (Primary to Upper Primary)
1	2	3	4	5	6	7	8	9
1	Daman	98.30	98.31	96.23	98.89	97.36	95.45	107.69
2	Diu	100.14	99.62	96.84	100.14	99.91	97.85	101.33
	Total	98.92	98.31	96.58	99.36	98.33	96.65	102.03

Table 10 A

Name of Block/ Municipal Area	Primary level													Upper Primary level																
	GER				NER				Gross Completion Ratio					GER				NER				Gross Completion Ratio					Transition Rate (Primary to			
	SC	ST	OBC	Muslims	SC	ST	OBC	Muslims	SC	ST	OBC	Muslims	SC	ST	OBC	Muslims	SC	ST	OBC	Muslims	SC	ST	OBC	Muslims	SC	ST	OBC	Muslims		
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		
1	Daman																													
2	Diu																													
	Total																													

Please Specify Rural block with (R) and Municipal area with(U)
Source: Education Stat. Year: 2009-10.

Table 11: COMPLETION RATE, PRIMARY GRADUATES AND TRANSITION RATE

Name of UT: Daman & Diu.

Sr.No.	Block/ Municipal Zone	Completion Rate	No. of primary graduates	Transition Rate from primary to upper primary
1	2	3	4	5
1	Daman	95.45	2184	107.69
2	Diu District	97.85	1192	101.33
	Total	96.65	3376	102.03

Source: Household survey Feb. 2009.

year: 2009-10

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Table No. 11: Promotion, Repetition and Dropout Rate

2009-10 Daman & Diu

	Pry. Level			Upper Pry. Level			Elementary Level		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Promotion Rate	96.03	97.78	96.83	91.13	89.69	90.42	94.63	95.46	95
Repetition Rate	3.11	2.15	2.68	7.93	9.67	9.79	4.98	4.13	5.34
Dropout rate	0.86	0.07	0.49	0.94	0.64	0.21	0.39	0.41	0.34

EGS AND UPGRADATION

S.No.	Name of Block/Municipal Area	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						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Daman	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Diu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL														

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

Source: Education Stat.

Year :2010-11

Table 13: SCHOOLS

Name of UT: Daman & Diu

S. No.	Block/ Municipal Zone	Primary Schools/ Primary Section In UPS or Secondary School					Upper Primary Schools/ Upper Primary Section In Secondary 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		Total
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Daman	32	0	9	0	41	20	3	0	0	23	52	3	9	0	64
2	Diu	20	0	6	0	26	12	1	0	0	13	32	1	6	0	39
	Total	52	0	15	0	67	32	4	0	0	36	84	4	15	0	103

Upper Primary Schools for Girls

State Policy for Opening of Girls School	Block/ Municipal Zone	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
NA	Daman	11	0	0	0	0
NA	Diu District	12	3	0	0	0
	Total	23	3	0	0	0

Source: Education Stats.
year: 2010-11.

Sr. No.	Block/ Municipal Area	No. of Recognise d Maqtab/Ma darsa	No. of Madrasa to whom grants provided in 2008-09	Madarsa/Maqtab				
				Students enrolment	No. of Education Volunteers	No. of Un Recognised Maqtab/Ma darsa	Students enrolment	No. of Educatio n Volunte ers
1	2	3	4	5	6	7	8	9
1	Daman	0	0	0	0	2	186	4
2	Diu	0	0	0	0	5	248	6
3	Total	0	0	0	0	7	434	10

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Table 14: TEACHERS (PRIMARY SCHOOL/ PRIMARY SECTION)

Name of UT: Daman & Diu

Sr.No.	Block/ Municipal Zone	Teachers in Government Schools			Teacher in Government Aided			Total no. of Teacher	% of Female Teacher
		Primary alone	Primary +Middle	Primary + Secondary	Primary alone	Primary + Middle	Primary + Secondary		
1	2	3	4	5	6	7	8	9	10
1	Daman	125	14	0	0	0	0	139	81.06%
2	Diu	104	0	0	0	0	0	104	58.00%
	Total	229	14	0	0	0	0	243	72.00

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Sr.No	Block/ Municipal Zone	Teachers in Primary Schools												
		Students Enrolment in Govt. Primary Schools (I- V)	Entitlement of teachers at 1:40 ratio	Entitle ment of Trs. Minimu	Sanctioned Posts			Working			P.T.R. w.r.t. Sanction ed Posts	P.T.R. w.r.t. working Posts	Single Teachers Schools after Rationalization	Gross Entitlement of addl. Trs for primary
					By State	Under SSA	Total	By State	Under SSA	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	Daman	8106	153	77	156	8	166	131	8	139	1:37	1:44	0	0
2	Diu	5543	139	70	92	47	139	67	47	114	1:40	1:49	0	0
	Total	11649	292	147	250	55	305	198	55	253	1:38	1:46	0	0

Source: Household survey Feb. 2010
year: 2009-10

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Table 15: TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of UT: Daman & Diu

Sr.No.	Block/ Municipal Zone	Teachers in Government Schools		Teacher in Government Aided Schools		Total no. of Teachers in GOVT.	% of Female Teachers in GOVT.	Total no. of Teachers GOVT. Aided	% of Female Teachers GOVT. aided
		Upper primary	Upper Primary + Secondary	Upper primary	Upper Primary + Secondary				
1	2	3	4	5	6	7	8	9	10
1	Daman	53	49	0	30	102	72.00%	30	75
2	Diu	67	0	0	7	67	51.00%	0	0
	Total	120	49	0	37	169	61.5	30	74

REQUIREMENT OF ADDITIONAL TEACHER

Sr. No.	Block/ Municipal Zone	Teachers in upper Primary Schools											Gross Entitlement of addl. Trs for Upper primary	
		Students Enrolment in Govt. Upper Primary Schools	Entitlement of teachers at 1:40 ratio	Sanctioned Posts			Working			P.T.R. w.r.t. Sanctioned Posts	P.T.R. w.r.t. working Posts	UP Schools after		
				By State	Under SSA	Total	By State	Under SSA	Total			Single teacher School		Schols with 2 Teacher
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Daman(VI-VIII)	2776	70	96	27	123	96	6	102	1:23	1:27	0	0	0
2	Diu	3454	86	80	13	93	66	1	67	1:37	1:52	0	0	0
	Total	6230	156	176	40	216	162	7	169	1:29	1:37	0	0	0

Source: Education Statistics.
year: 2010-11.

Table 16: TRAINED AND UNTRAINED TEACHERS

Name of UT: Daman & Diu

Sr. No.	Block/ Municipal Zone	Primary Teachers							Upper Primary Schools						
		Working Teachers	Trained*	%age	Untrained			%age	Working Trs.	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	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Daman	139	139	100%	0	0	0	0	102	102	100	0	0	0	0
2	Diu	114	114	100%	0	0	0	0	67	67	100	0	0	0	0
	Total	253	253	100	0	0	0	0	169	169	100	0	0	0	0

Source: Education Statistics
year: 2009-10.

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Table 17: EXISTING SCHOOL (GOVT.) INFRASTRUCTURE																			
Sr.No.	Name of the Block	Total No. of School		Total No. of classrooms		No. of School without D/Water facility		No. of School without Toilet Facility		No. of School without Girls Toilet Facility		No. of School without access ramp		Gap in classrooms as per DISE/actual survey	No. of Schools without HM Rooms	Primary school sanctioned so far	PS building sanctioned so far	UPS sanctioned so far	UPS building sanctioned so far
		P	UP	P	UP	P	UP	P	UP	P	UP	P	UP						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Daman	32	11	141	37	0	0	0	0	0	0	19	4	0	9	3	0	3	0
2	Diu	20	12	80	69	1	0	1	0	3	0	6	5	12	4	5	0	1	0
	TOTAL	52	23	221	106	1	0	1	0	3	0	25	9	12	13	8	0	4	0

Source: Education Statistics.
year: 2009-10.

INFRASTRUCTURE STATUS IN EXISTING SCHOOL (GOVERNMENT)

Name of District :

Sl	Block/municipal Area	Total No. of Schools		Total No. of classrooms		No. of schools without Di/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 classrooms 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
		P	UP	P	UP	P	UP	P	UP	P	UP	P	UP	P	UP	P	UP						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	Daman	32	20	139	117	0	0	19	11	15	5	24	11	5	15	20	6	0	9	3	0	3	0
2	Diu	21	12	80	69	1	0	14	19	11	13	8	11	1	1	4	7	0	4	5	0	1	0
	DIST. Total	53	32	219	186	1	0	33	30	26	18	32	22	6	16	24	13	0	13	8	0	4	0

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

Source: Survey Feb. 10

ii under column 15, mention year of DISE conducted

gots

Information on Furniture in Govt. Upper Primary Schools

Name of UT: Daman & Diu

S.No	District	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
1	Daman	11	3	11		0	982
2	Diu	11	1	0		0	2970
Total		22	4	11	0	0	3952

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

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Table 19 : CHILDREN WITH SPECIAL NEED (CWSN)

Name of UT: Daman & Diu

Sr. No.	Block / Municipal Zone	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
1	2	3	4	5	6	7	8
1	Daman	855	827	0	28	3	18
2	Diu	176	148	0	28	3	0
	Total	1031	975	0	56	6	18

HBE* = HOME BASED EDUCATION

Source: Household survey Feb. 2010.

year: 2009-10.

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NUMBER OF GOVERNMENT SCHOOLS WITH 3 AND MORE THAN 3 CLASSROOMS

Name of the UT: Daman & Diu

(Rs. in Lakh)

Sl. No.	Name of Block/ Municipal Area	Number of Government schools having upto 3 classrooms	Amount @ Rs.5000/- per school	Number of Government schools 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)
1	2	3	4	5	6	7	8	9	10
1	Daman	1	5000.00	53	530000.00	54	535000.00	405000.00	405000.00
2	Diu	8	40000.00	25	250000.00	33	290000.00	247500.00	247500.00
	Total	9	45000.00	78	780000.00	87	825000.00	652500.00	652500.00

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

Source _____, Year _____

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Information regarding Resource Persons for BRC/UBRC/CRC

Name of the UT: Daman & Diu

S.No.	Block/ District	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
1	2	3	4	5	6	7
1	Daman	54	10	10	0	10
2	Diu	33	10	10	0	10
	Total	87	20	20	0	20

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

Source _____, Year _____

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Table 22: COMPUTER AIDED LEARNING (CAL)

Name of UT: Daman & Diu

Sr. No.	Block/ Municipal Zone	No. of Govt. UP Schools	No. of Govt.Pry with UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year
1	2	3		4	5	6	7
1	Daman	11	4	15	1027	110	10
2	Diu	11	1	12	3565	5	10
	Total	22	4	27	4592	115	20

Source: Education Statistics.

year: 2009-10.

2005

Table 23: Information regarding NPEGEL

Name of UT: Daman & Diu.

Sr. No.	Block/Municipal area	No. of EBB	No. of MCS	No. of MCS in urban slums	Total MCS	No. of girls enrolled in MCS
1	2	3	4	5	6	7
1	Daman	0	0	0	0	0
2	Diu	0	0	0	0	0
3	Total	0	0	0	0	0

Source: Education Statistics.

year: 2009-10

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Table 24 Information on KGBV

Name of UT: Daman & Diu

Sr. No.	Block	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
1	Daman	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Diu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

907

Retention Rate: Primary level

18. Retention Rate: Primary level

(i) Govt.+ Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.37	98.47	98.42	98.76	98.58	98.64	99.26	99.24	99.25
Diu	93.78	99.98	99.69	99.52	100.98	99.75	98.02	99.73	99.01
State	96.48	99.97	98.89	99.11	99.89	99.39	99.14	99.93	99.51

(iii) Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.37	98.47	98.42	98.76	98.58	98.64	99.26	99.24	99.25
Diu	93.78	99.98	99.69	99.52	99.89	99.75	98.02	99.73	99.01
State	96.48	99.97	98.89	99.11	99.78	99.39	99.14	99.93	99.51

208

Retention Rate: Upper Primary level

19. Retention Rate: Upper Primary level

(i) Govt.+ Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.54	99.43	98.79	98.67	99.56	99.64	98.97	99.78	99.89
Diu	98.78	99.67	99.37	99.35	99.78	99.59	99.38	99.87	99.67
State	98.64	99.59	99.49	98.69	99.39	99.58	99.06	99.36	99.79

Source:

(iii) Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.54	99.43	98.79	98.67	99.56	99.64	98.97	99.78	99.89
Diu	98.78	99.67	99.37	99.35	99.78	99.59	99.38	99.87	99.67
State	98.64	99.59	99.49	98.69	99.39	99.58	99.06	99.36	99.79
State									

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Retention Rate: Elementary level

20. Retention Rate: Elementary level

(i) Govt.+ Aided

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.28	98.39	98.39	99.27	99.37	99.29	99.37	99.49	99.47
Diu	99.59	99.67	99.62	99.67	99.79	99.75	99.79	99.87	99.86
State	98.79	98.87	98.47	99.49	99.47	99.59	99.61	99.59	99.66

Source:

(iii) Total

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Daman	98.28	98.39	98.39	99.27	99.37	99.29	99.37	99.49	99.47
Diu	99.59	99.67	99.62	99.67	99.79	99.75	99.79	99.87	99.86
State	98.79	98.87	98.47	99.49	99.47	99.59	99.61	99.59	99.66

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

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by		Salary Scale		Selected by	Salary provided by
			10-Mar					
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.
Daman	12	0	12	0	7000	0	state	SSA Society
Diu	47	0	47	0	7000	0	state	SSA Society
Total	59	0	59	0	7000	0	state	SSA Society

Source: Educationa stat 09-10

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

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by		Salary Scale		Selected by	Salary provided by
			10-Mar					
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.
Daman	23	0	3	0	7000	0	state	SSA Society
Diu	13	0	1	0	7000	0	state	SSA Society
Total	36	0	4	0	7000	0	state	SSA Society

Source: Educationa stat 09-10

Block wise Information on PTR

Name of Block/ Municipal Area	School Category	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
DAMAN	Primary	32	0	0	7	6	0	0	0	0
	U. Primary	11	0	0	0	0	0	0	0	0
	U. Primary with Sec	9	0	0	1	0	0	0	0	1
	Overall	52	0	0	8	6	0	0	0	1
DIU	Primary	20	0	0	4	5	3	7	0	2
	U. Primary	12	0	0	2	4	2	1	0	3
	U. Primary with Sec	0	0	0	0	0	0	0	0	0
	Overall	32	0	0	6	9	5	8	0	5
Total	Primary	52	0	0	11	11	3	7	0	2
	U. Primary	23	0	0	2	4	2	1	0	3
	U. Primary with Sec	9	0	0	1	0	0	0	0	1
	Overall	84	0	0	14	15	5	8	0	6
	Which districts have higher PTR									

Status of Teacher availability

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
Daman	20	0	9	0	0	0
Diu	12	0	7	0	0	4
Total	32	0	16	0	0	4

Source : AWP & B 2010-11

Target, Achievement & Proposal of Free Text Book

Name of Block/ Municipal	Category.	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
		Physical	Financial	Physical	Financial	Physical	Financial
Daman	PS (Total)	3806	5.71	3806	4.55	5531	8.3
	Girls						
	SC/ST						
	Minorities						
	UPS (Total)	4388	10.97	4388	7.71	5098	12.75
	Girls						
	SC/ST						
	Minorities						
Total		8194	16.68	8194	12.26	10629	21.05

Name of Block/	Category.	Target for 2009-10		Achievement during		Proposal for 2010-11	
		Physical	Financial	Physical	Financial	Physical	Financial
Diu	PS (Total)	4407	6.61	3370	4.00	3280	4.92
	Girls						
	SC/ST						
	Minorities						
	UPS (Total)	3072	7.68	4094	2.4	4133	10.333
	Girls						
	SC/ST						
	Minorities						
Total		7479	14.29	7464	6.4	7413	15.2525

Name of UT	Category.	Target for 2009-10		Achievement during		Proposal for 2010-11	
		Physical	Financial	Physical	Financial	Physical	Financial
Daman & Diu	PS (Total)	8213	12.32	7176	8.55	8811	13.22
	Girls	0					
	SC/ST	0					
	Minorities	0					
	UPS (Total)	7460	18.65	8482	10.11	9231	23.0825
	Girls	0					
	SC/ST	0					
	Minorities	0					
Total		15673	30.97	15658	18.66	18042	36.3025

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

Name of Block/ Municipal Area	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
Jaman	a. Teacher grant @ Rs. 500/- per teacher	269	263	97.77	289	1.445
	Primary level	156	154	98.72	156	0.78
	Upper Primary level	113	109	96.46	133	0.665
	b. School grant @ Rs. 7000/-per school	52	52	100.00	54	3.10
	Primary level (@ Rs5000)	32	32	100.00	34	1.70
	Upper Primary level(@Rs.7000)	20	20	100.00	20	1.40
	c. TLE grant					
	New Primary schools@ 10,000/-per school	2	1	0	1	0
	New Upper Primary schools@ 50,000/-per school	0	0	0	0	0
Diu	a. Teacher grant @ Rs. 500/- per teacher	220	164	74.55	45.45	60.98
	Primary level	139	86	61.87	139	0.695
	Upper Primary level	81	78	96.30	93	0.465
	b. School grant @ Rs. 2000/-per school	32	29	90.63	32	1.84
	Primary level (@ Rs5000)	20	17	85.00	20	1
	Upper Primary level(@Rs.7000)	12	12	100.00	12	0.84
	c. TLE grant	6	3	50.00	3	0.6
	New Primary schools@ 10,000/-per school	5	2	40.00	3	0.6
	New Upper Primary schools@ 50,000/-per school	1	1	100.00	0	0

Name of Block/ Municipal Area	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
Jaman & Diu	a. Teacher grant @ Rs. 500/- per teacher	489	427	87.32	334.45455	62.42061
	Primary level	295	240	81.36	295	1.475
	Upper Primary level	194	187	96.39	226	1.13
	b. School grant @ Rs. 2000/-per school	84	81	96.43	86	4.94
	Primary level (@ Rs5000)	52	49	94.23	54	2.7
	Upper Primary level(@Rs.7000)	32	32	100.00	32	2.24
	c. TLE grant	6	3	50.00	3	0.6
	New Primary schools@ 10,000/-per school	7	3	42.86	4	0.6
	New Upper Primary schools@ 50,000/-per school	1	1	100.00	0	0

Overall progress and targets for teacher training

Name of Block/ Municipal Area	Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
DAMAN	In-service	246	2.46	246	1.48	100	60.16	269	2.69
	Induction	48	0.48	28	0	58.33	0.00	20	0.6
	Untrained	0	0	0	0	0	0.00	0	0
	CRC level	246	1.23	175	0.13	71.14	10.57	289	1.45
	Trg. of BRCs, CRCs & CRGs	45	0.45	9	0	20	0	45	0.45
Total		585	4.62	458	1.61	78.29	34.85	623	5.19
DIU	In-service	178	1.78	178	0.47	100	26.40	220	2.20
	Induction	49	1.47	0	0	0	0.00	12	0.36
	Untrained	0	0	0	0	0	0.00	0	0
	CRC level	178	0.89	178	0.89	100	100.00	232	1.16
	Trg. of BRCs, CRCs & CRGs	39	0.39	0	0	0	0.00	39	0.39
Total		444	4.53	356	1.36	80.18	30.02	503	4.11
Daman & Diu	In-service	424	4.24	424	1.95	100	45.99	489	4.89
	Induction	97	1.95	28	0	28.865979	0.00	32	0.96
	Untrained	0	0	0	0	0	0.00	0	0
	CRC level	424	2.12	353	1.02	83.254717	48.11	521	2.61
	Trg. of BRCs, CRCs & CRGs	84	0.84	9	0	10.714286	0.00	84	0.84
Total		1029	9.15	814	2.97	79.11	32.46	1126	9.3

Source : AWP & B 2010-11 Daman & Diu

Table 25: FINANCIAL POSITION

Name of UT: Daman & Diu.

Sr. No.	Year	Approved Outlay	Amount Released		Opening Balance	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 UT share
			GOI	UT								
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2003-04	0.00	0.00	5.00	0.00	0.00	5.00	0.79	0.00	15.80	0	
2	2004-05	298.43	0.00	34.00	4.21	0.14	38.35	0.67	0.22	1.75	74.61	
3	2005-06	352.65	223.82	0.00	37.68	3.09	264.59	57.76	16.38	21.83	88.16	
4	2006-07	260.85	0.00	34.00	206.83	3.96	244.79	30.21	11.58	12.34	65.21	
5	2007-08	258.26	0.00	34.00	214.58	4.30	252.88	133.83	51.82	52.92	90.39	
6	2008-09	337.00	0.00	90.00	119.05	0.00	209.05	130.00	38.58	62.19	117.95	
7	2009-10	468.65	169.00	187.46	62.47	3.89	422.82	327.86	69.96	77.54	0.00	
		1507.19	392.82	384.46		15.38		681.12				

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Source: SSA Audit Report
year: 2010-11.

COSTING

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendation for 2010-11					
		PAB Approved		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal			Total Proposal	
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
1	New Schools Opening																	
1.01	Upgradation of EGS to PS	0				#DIV/0!												
1.02	New PS	0				#DIV/0!												
1.03	Upgraded/New UPS	0				#DIV/0!												
2	New Teachers Salary																	
2.01	Primary Teachers (Regular)	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.02	Primary Teachers (Para)	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.03	Upper Primary Teachers (Regular) (one Science & one Maths Teacher per UP)	32	20.16	0	0	0%	0%	0.00	0.0900	12	11.88	11.88	0.00	0.0800	0	0.00	0.00	0.00
2.04	Upper Primary Teachers (Para)	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.05	Upper Primary Teachers - Head Master	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
	Add Teacher against PTR																	
2.06	New Additional Teachers - PS (Regular)	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.07	New Additional Teachers - PS (Para)	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.08	New Additional Teachers-UPS (Regular)	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.09	New Additional Teachers - UPS (Para)	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.10	Teachers under OBB	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
2.11	New Others	0	0	0	0	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00				0.00	0.00
	Sub Total (2.01 to 2.11)	32	20.16	0	0.00	0%	0%	0.00		12	11.88	11.88	0.00		0	0.00	0.00	0.00
	Teachers Salary (Recurring)																	
2.12	Primary Teachers (Regular)	16	12.32	16	12.32	100%	100%	0.00	0.0900	16	15.84	15.84	0.00	0.0900	16	15.84	15.84	0.00
2.13	Primary Teachers (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	0.00
2.14	UP Teachers (Regular)	4	3.08	4	3.08	100%	100%	0.00	0.0900	4	3.96	3.96	0.00	0.0900	4	3.96	3.96	0.00
2.15	UP Teachers (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	0.00
2.16	UP Teachers - Head Master	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	0.00
2.17	Additional Teachers - PS (Regular)	43	33.11	42	32.34	98%	98%	0.00	0.0900	43	42.57	42.57	0.00	0.0900	43	42.57	42.57	0.00
2.18	Additional Teachers - PS (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	0.00
2.19	Additional Teachers - UPS (Regular)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.0900	32	31.68	31.68	0.00	0.0900	32	25.92	25.92	0.00
2.20	Additional Teachers - UPS (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	0.00
2.21	Teachers under OBB	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	0.00
2.22	Others (Recurring)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	0.00
	Sub Total (2.12 to 2.22)	63	48.51	62	47.74	98%	98%	0.00		95	94.05	94.05	0.00		95	88.29	88.29	0.00
	SUB TOTAL	95	68.67	62	47.74	65%	70%	0.00		107	105.93	105.93	0.00		95	88.29	88.29	0.00
3	Teachers Grant																	
3.01	Primary Teachers	295	1.48	237	1.19	80%	80%	0.00	0.0050	295	1.48	1.48	0.00	0.0050	295	1.48	1.48	0.00
3.02	Upper Primary Teachers	194	0.97	190	0.95	98%	98%	0.00	0.0050	226	1.13	1.13	0.00	0.0050	226	1.13	1.13	0.00
	Sub Total	489	2.445	427	2.14	87%	87%	0.00		521	2.61	2.61	0.00		521	2.61	2.61	0.00

UT: Daman & Diu

(Rs. In Lakhs)

(Rs. In Lakhs)

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendation for 2010-11					
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)		Fin.	Unit Cost			Phy.	Fin.		Fin.	Fin.	Unit Cost
4	Block Resource Centre (BRC)/UBRC																	
4.01	Salary of Resource Persons	20	19.80	10	7.00	50%	35%	0.00	0.1000	20	22.00	22.00	0.00	0.1000	20	20.00	20.00	
4.02	Furniture Grant	1	1.00	1	1.00	100%	100%	0.00	0.0000	0	0.00	0.00	0.00	0.0000	0	0.00	0.00	
4.03	Contingency Grant	2	0.40	1	0.20	50%	50%	0.00	0.5000	2	1.00	1.00	0.00	0.5000	2	1.00	1.00	
4.04	Meeting, TA	2	0.18	1	0.09	50%	50%	0.00	0.3000	2	0.60	0.60	0.00	0.3000	2	0.60	0.60	
4.05	TLM Grant	2	0.10	1	0.05	50%	50%	0.00	0.1000	2	0.20	0.20	0.00	0.1000	2	0.20	0.20	
	Sub Total		21.48		8.34	#DIV/0!	39%	0.00			23.80	23.80	0.00			21.80	21.80	
5	Cluster Resource Centres																	
5.01	Salary of Resource Persons	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	
5.02	Furniture Grant	0	0.30	3	0.30	#DIV/0!	100%	0.00		0	0.00	0.00	0.00		0	0.00	0.00	
5.03	Contingency Grant	7	0.21	3	0.09	43%	43%	0.00	0.1000	7	0.70	0.70	0.00	0.1000	7	0.70	0.70	
5.04	Meeting, TA	7	0.25	3	0.11	43%	43%	0.00	0.1200	7	0.84	0.84	0.00	0.1200	7	0.84	0.84	
5.05	TLM Grant	7	0.07	3	0.03	43%	43%	0.00	0.0300	7	0.21	0.21	0.00	0.0300	7	0.21	0.21	
	Sub Total		0.832		0.53	#DIV/0!	63%	0.00			1.75	1.75	0.00			1.75	1.75	
6	Teachers Training																	
6.01	In-service Teachers' Training(10 days)	424	4.24	424	1.95	100%	46%	0.00	0.0010	422	4.22	4.22	0.00	0.0010	422	4.22	4.22	
6.02	Induction training for Newly Recruit Trained Teachers(30 days)	97	1.47	0	0.00	0%	0%	0.00	0.0010	99	2.97	2.97	0.00	0.0010	99	2.97	2.97	
6.03	Training for BRP/BRC/CRC(10 days)	84	0.84	9	0.00	11%	0%	0.00	0.0010	84	0.84	0.84	0.00	0.0010	84	0.84	0.84	
6.04	CRC Level Training (10 days)	424	2.12	353	1.02	83%	48%	0.00	0.0005	422	2.11	2.11	0.00	0.0005	422	2.11	2.11	
	Sub Total	1029	8.67	786	2.97	76%	34%			1027	10.14	10.14			1027	10.14	10.14	
7	Interventions for OOSC																	
7.01	EGS Centre (P)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	
7.02	EGS Centre (UP)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	
7.03	Non Residential Bridge Course(8 to 11 years)	152	3.65	30	0.15	20%	4%	0.00	0.0250	49	1.23	1.23	0.00	0.0250	49	1.23	1.23	
7.04	Non Residential Bridge Course(11 to 14)	198	4.75	30	0.15	15%	3%	0.00	0.0250	27	0.68	0.68	0.00	0.0250	27	0.68	0.68	
7.05	Back to School	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	
7.06	Mobile Schools	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	
7.07	Madarsa/ Maktab	316	7.58	0	0.00	0%	0%	0.00	0.0300	186	5.58	5.58	0.00	0.0300	186	5.58	5.58	
7.08	AIE Center	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00	
7.09	Direct enrollment	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		165	0.00	0.00	0.00		165	0.00	0.00	
	Sub Total	666	15.99	60	0.30	9%	2%	0.00		427	7.48	7.48	0.00		427	7.48	7.48	
8	Remedial Teaching																	
8.01	Remedial Teaching	0				#DIV/0!	#DIV/0!											
	Sub Total	0	0.00	0	0.00					0	0.00	0.00			0	0.00	0.00	
9	Free Text Book																	
9.01	Free Text Book (P)	8213	12.32	8213	7.66	100%	62%	0.00	0.0015	8811	13.22	13.22	0.00	0.0015	8811	13.22	13.22	
9.02	Free Text Book (UP)	7460	18.65	7460	14.27	100%	77%	0.00	0.0025	8251	20.63	20.63	0.00	0.0025	8251	20.63	20.63	
	Sub Total	15673	30.971	15673	21.93	100%	71%	0.00		17062	33.84	33.84	0.00		17062	33.84	33.84	
10	Interventions for CWSN (IED)																	
10.01	Inclusive Education	141	1.69	141	0.56	100%	33%	0.00	0.0300	1031	30.93	30.93	0.00	0.0300	1031	30.93	30.93	
	Sub Total	141	1.692	141	0.56	100%	33%	0.00		1031	30.93	30.93	0.00		1031	30.93	30.93	

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendation for 2010-11				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
11	Civil Works																
11.01	BRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.02	CRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.03	Primary School building	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	8.0000	1	8.00	8.00	0.00	8.0000	1	8.00	8.00
11.04	Upper Primary (new)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.05	Additional Class Room (PS/UPS)	64	128.00	62	124.00	97%	97%	4.00	3.5000	12	42.00	46.00	4.00	3.5000	12	42.00	46.00
11.06	Escalation cost for the ACR sanctioned during 09-10								1.5000	64	96.00	96.00		1.5000	2	3.00	3.00
11.07	Toilet/Urinals	1	0.10	1	0.10	100%	100%	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.08	Separate Girls Toilet	0	0.00	0	0.00	#DIV/0!	#DIV/0!		0.6000	13	7.80	7.80		0.6000	13	7.80	7.80
11.09	Drinking Water Facility (RO plant)	1	0.10	1	0.10	100%	100%	0.00	0.2000	23	4.60	4.60	0.00	0.2000	23	4.60	4.60
11.10	Buildingless School (P)	0	0.00	0	0.00												
11.11	Buildingless School (UP)	0	0.00	0	0.00												
11.12	Dilapidated Building (Pry)	0	0.00	0	0.00												
11.13	Dilapidated Building (UP)	0	0.00	0	0.00												
11.14	Boundary Wall (Primary)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	9.6750	1	9.68	9.68	0.00	9.6750	1	9.68	9.68
11.15	Separation Wall	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.16	Electrification	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.17	Head Master's Room	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	2.0000	3	6.00	6.00	0.00	2.0000	3	6.00	6.00
11.18	Residential Hostel	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.19	Library (Primary)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.0300	44	1.32	1.32	0.00	0.0300	44	1.32	1.32
11.20	Library (Upper Primary)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	0.1000	26	2.60	2.60	0.00	0.1000	26	2.60	2.60
11.21	Child friendly elements	0	0.00	0	0.00				1.0000	16	16.00	16.00		1.0000	0	0.00	0.00
	Sub Total of Civil Works		128.20	64.00	124.20	#DIV/0!	#DIV/0!	4.00		203.00	194.00	198.00	4.00		125.00	85.00	89.00
12	Furniture for Govt. UPS																
12.01	No. of Children		5.74	0	4.60			1.14			0.00	1.14	1.14			0.00	1.14
	Sub Total(Furniture)		5.74														
	Sub Total (Civil + Furniture)		133.94	64.00	128.80	#DIV/0!	#DIV/0!	5.14			194.00	199.14	5.14			85.00	90.14
13	Teaching Learning Equipment																
13.01	TLE - New Primary	7	0.70	3	0.30	43%	43%	0.40			0.00	0.40	0.40			0.00	0.40
13.02	TLE - New Upper Primary	1	0.50	1	0.50	100%	100%	0.00			0.00	0.00	0.00			0.00	0.00
13.03	Others	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total	8	1.20	4	0.80	50%	67%	0.40		0	0.00	0.40	0.40		0	0.00	0.40
14	Maintenance Grant																
14.01	Maintenance Grant for up to 3 class room	33	2.25	30	2.10	91%	93%	0.00	0.0500	9	0.45	0.45	0.00	0.0500	9	0.45	0.45
14.02	Maintenance Grant up to >3 class rooms	51	3.83	51	3.83	100%	100%	0.00	0.0750	77	5.78	5.78	0.00	0.0750	77	5.78	5.78
	Sub Total	84	6.08	81	5.93	96%	98%	0.00		86	6.23	6.23	0.00		86	6.23	6.23
15	School Grant																
15.01	Primary School	52	2.60	49	2.45	94%	94%	0.00	0.0500	50	2.50	2.50	0.00	0.0500	50	2.50	2.50
15.02	Upper Primary School	32	2.24	32	2.24	100%	100%	0.00	0.0700	36	2.52	2.52	0.00	0.0700	36	2.52	2.52
	Sub Total	84	4.84	81	4.69	96%	97%	0.00		86	5.02	5.02	0.00		86	5.02	5.02
16	Research & Evaluation																
16.01	Research & Evaluation (PS&UPS)	84	1.09	81	0.51	96%	47%	0.00	0.0130	86	1.12	1.12	0.00	0.0130	86	1.12	1.12
	Sub Total	84	1.092	81	0.51	96%	47%	0.00		86	1.12	1.12	0.00		86	1.12	1.12

UT: Daman & Diu

(Rs. In Lakhs)

(Rs. In Lakhs)

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendation for 2010-11				
		PAS Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
17	Management & Quality																
17.01	Management & MIS		39.07	0	20.98	#DIV/0!	54%	0.00			66.34	66.34	0.00			66.34	66.34
17.02	Learning Enhancement Prog. (LEP)		0.80	0	0.54	#DIV/0!	68%				1.60	1.60				1.60	1.60
	Sub Total	0	39.87	0.00	21.52	#DIV/0!	54%	0.00			67.94	67.94	0.00			67.94	67.94
18	Innovative Activity																
18.01	ECCE		0.00		0.00	#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
18.02	Girls Education		30.00		14.66	#DIV/0!	49%	0.00			30.00	30.00	0.00			30.00	30.00
18.03	SC / ST		17.55		6.84	#DIV/0!	39%	0.00			30.00	30.00	0.00			30.00	30.00
18.04	Computer Education		72.00		54.30	#DIV/0!	75%	0.00			100.00	100.00	0.00			100.00	100.00
18.05	Urban Deprived Children		0.00		0.00	#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
18.06	Minorities Interventions		10.64		4.34		41%				30.00	30.00				30.00	30.00
	Sub Total	0	130.19	0	80.14	#DIV/0!	62%	0.00			190.00	190.00	0.00			190.00	190.00
19	Community Training																
19.01	Community Training Residential	361	0.22	65	0.04	18%	18%	0.00	0.0030	202	0.606	0.606	0.00	0.0030	202	0.606	0.606
19.02	Community Training Non Residential								0.0015	420	0.630	0.630		0.0015	420	0.630	0.630
	Sub Total	361	0.22	65	0.04	18%	18%	0.00		622	1.236	1.236	0.00		622	1.236	1.236
	Total of (Daman & Diu)		468.18		326.94	#DIV/0!	70%	5.54			682.01	687.55	5.54			553.37	558.91
20	State Component Plan (Management Cost)										12.06	12.06				12.06	12.06
	Grand Total SSA Daman & Diu							5.54			694.07	699.61	5.54			565.43	570.97

District: Daman		AWP&B (2010-11) Daman										(Rs. In Lakhs)			(Rs. In Lakhs)		
S.No.	Activity	2009-10						Proposal for 2010-11					Recommendations for 2010-11				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
1	New Schools Opening																
1.01	Upgradation of EGS to PS					#DIV/0!											
1.02	New PS					#DIV/0!											
1.03	Upgraded/New UPS					#DIV/0!											
2	New Teachers Salary																
2.01	Primary Teachers (Regular)										0.00	0.00				0.00	0.00
2.02	Primary Teachers (Para)										0.00	0.00				0.00	0.00
2.03	Upper Primary Teachers (Regular) (one Science & one Maths Teacher per UP)	20	12.60	0	0.00	0%	0%	0.00	0.0900		0.00	0.00	0.00	0.0900		0.00	0.00
2.04	Upper Primary Teachers (Para)										0.00	0.00				0.00	0.00
2.05	Upper Primary Teachers - Head Master										0.00	0.00				0.00	0.00
	Add. Teacher against PTR																
2.06	New Additional Teachers - PS (Regular)										0.00	0.00				0.00	0.00
2.07	New Additional Teachers - PS (Para)										0.00	0.00				0.00	0.00
2.08	New Additional Teachers-UPS (Regular)										0.00	0.00				0.00	0.00
2.09	New Additional Teachers - UPS (Para)										0.00	0.00				0.00	0.00
2.10	Teachers under OBB										0.00	0.00				0.00	0.00
2.11	New Others										0.00	0.00				0.00	0.00
	Sub Total (2.01 to 2.11)	20	12.60	0	0.00	0%	0%	0.00		0	0.00	0.00	0.00		0	0.00	0.00
	Teachers Salary (Recurring)																
2.12	Primary Teachers (Regular)	6	4.62	6	4.62	100%	100%	0.00	0.0900	6	5.94	5.94	0.00	0.0900	6	5.94	5.94
2.13	Primary Teachers (Para)											0.00				0.00	0.00
2.14	UP Teachers (Regular)	3	2.31	3	2.31	100%	100%	0.00	0.0900	3	2.97	2.97	0.00	0.0900	3	2.97	2.97
2.15	UP Teachers (Para)							0.00				0.00	0.00				0.00
2.16	UP Teachers - Head Master											0.00					0.00
2.17	Additional Teachers - PS (Regular)	6	4.62	6	4.62	100%	100%	0.00	0.0900	6	5.94	5.94	0.00	0.0900	6	5.94	5.94
2.18	Additional Teachers - PS (Para)										0.00	0.00				0.00	0.00
2.19	Additional Teachers - UPS (Regular)	0	0.00	0	0.00	0%	0%	0.00	0.0900	20	19.80	19.80	0.00	0.0900	20	16.20	16.20
2.20	Additional Teachers - UPS (Para)										0.00	0.00				0.00	0.00
2.21	Teachers under OBB										0.00	0.00				0.00	0.00
2.22	Others (Recurring)							0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total (2.12 to 2.22)	15	11.55	15	11.55	100%	100%	0.00		35	34.65	34.65	0.00		35	31.05	31.05
	SUB TOTAL	35	24.15	15	11.55	42.86	47.83	0.00		35	34.65	34.65	0.00		35	31.05	31.05
3	Teachers Grant																
3.01	Primary Teachers	156	0.78	154	0.77	99%	99%	0.00	0.0050	156	0.78	0.78	0.00	0.0050	156	0.78	0.78
3.02	Upper Primary Teachers	113	0.57	109	0.545	96%	96%	0.00	0.0050	133	0.67	0.67	0.00	0.0050	133	0.67	0.67
	Sub Total	269	1.35	263	1.315	98%	98%	0.00		289	1.45	1.45	0.00		289	1.45	1.45

District: Daman		(Rs. In Lakhs)										(Rs. In Lakhs)							
S.No.	Activity	2009-10						Proposal for 2010-11						Recommendations for 2010-11					
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal				
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.		
4	Block Resource Centre (BRC)/UBRC																		
4.01	Salary of Resource Persons	10	9.90	5	3.34	50%	34%	0.00	0.1000	10	11.00	11.00	0.00	0.1000	10	10.00	10.0		
4.02	Furniture Grant	0	0.00	0	0.00			0.00	0.0000	0	0.00	0.00	0.00	0.0000	0	0.00	0.0		
4.03	Contingency Grant	1	0.20	0	0.00	0%	0%	0.00	0.5000	1	0.50	0.50	0.00	0.5000	1	0.50	0.5		
4.04	Meeting, TA	1	0.09	0	0.00	0%	0%	0.00	0.3000	1	0.30	0.30	0.00	0.3000	1	0.30	0.3		
4.05	TLM Grant	1	0.05	0	0.00	0%	0%	0.00	0.1000	1	0.10	0.10	0.00	0.1000	1	0.10	0.1		
	Sub Total		10.24		3.34	#DIV/0!	33%	0.00			11.90	11.90	0.00			10.90	10.9		
5	Cluster Resource Centres																		
5.01	Salary of Resource Persons	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.0		
5.02	Furniture Grant	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.0		
5.03	Contingency Grant	4	0.120	0	0.00	0%	0%	0.00	0.1000	4	0.40	0.40	0.00	0.1000	4	0.40	0.4		
5.04	Meeting, TA	4	0.144	0	0.00	0%	0%	0.00	0.1200	4	0.48	0.48	0.00	0.1200	4	0.48	0.4		
5.05	TLM Grant	4	0.04	0	0.00	0%	0%	0.00	0.0300	4	0.12	0.12	0.00	0.0300	4	0.12	0.1		
	Sub Total		0.304		0.00	#DIV/0!	0%	0.00			1.00	1.00	0.00			1.00	1.0		
6	Teachers Training																		
6.01	In-service Teachers' Training(10 days)	246	2.46	246	1.48	100%	60%	0.00	0.0010	242	2.42	2.42	0.00	0.0010	242	2.42	2.4		
6.02	Induction training for Newly Recruit Trained Teachers(30 days)	48	0.00	0	0.00	0%	#DIV/0!	0.00	0.0010	47	1.41	1.41	0.00	0.0010	47	1.41	1.4		
6.03	Training for BRP/BRC/CRC(10 days)	45	0.45	9	0.00	20%	0%	0.00	0.0010	45	0.45	0.45	0.00	0.0010	45	0.45	0.4		
6.04	CRC Level Training (10 days)	246	1.23	175	0.13	71%	11%	0.00	0.0005	242	1.21	1.21	0.00	0.0005	242	1.21	1.2		
	Sub Total	585	4.14	430	1.61	74%	39%	0.00		576	5.49	5.49	0.00		576	5.49	5.4		
7	Interventions for OOSC																		
7.01	EGS Centre (P)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.0		
7.02	EGS Centre (UP)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.0		
7.03	Non Residential Bridge Course(8 to 11 years)	152	3.65	30	0.15	20%	4%	0.00	0.0250	49	1.23	1.23	0.00	0.0250	49	1.23	1.2		
7.04	Non Residential Bridge Course(11 to 14)	198	4.75	30	0.15	15%	3%	0.00	0.0250	27	0.68	0.68	0.00	0.0250	27	0.68	0.6		
7.05	Back to School					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.0		
7.06	Mobile Schools					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.0		
7.07	Madarsa/ Maktab	316	7.58			0%	0%	0.00	0.0300	186	5.58	5.58	0.00	0.0300	186	5.58	5.5		
7.08	AIE Center					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.0		
7.09	Direct Enrollment					#DIV/0!	#DIV/0!	0.00		165	0.00	0.00	0.00		165	0.00	0.0		
	Sub Total	666	15.99	60	0.30	9%	2%	0.00		427	7.48	7.48	0.00		427	7.48	7.4		
8	Remedial Teaching																		
8.01	Remedial Teaching					#DIV/0!	#DIV/0!												
	Sub Total	0	0.00	0	0.00					0	0.00	0.00			0	0.00	0.0		
9	Free Text Book																		
9.01	Free Text Book (P)	3806	5.71	3806	4.55	100%	80%	0.00	0.0015	5531	8.30	8.30	0.00	0.0015	5531	8.30	8.30		
9.02	Free Text Book (UP)	4388	10.97	4388	7.71	100%	70%	0.00	0.0025	5098	12.75	12.75	0.00	0.0025	5098	12.75	12.7		
	Sub Total	8194	16.68	8194	12.26	100%	74%	0.00		10629	21.04	21.04	0.00		10629	21.04	21.0		
10	Interventions for CWSN (IED)																		
10.01	Inclusive Education	68	0.816	68	0.17	100%	21%	0.00	0.0300	855	25.65	25.65	0.00	0.0300	855	25.65	25.6		
	Sub Total	68	0.816	68	0.17	100%	21%	0.00		855	25.65	25.65	0.00		855	25.65	25.6		

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendations for 2010-11				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
11	Civil Works																
11.01	BRC					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.02	CRC					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.03	Primary School Building					#DIV/0!	#DIV/0!	0.00	8.0000	1	8.00	8.00	0.00	8.0000	1	8.00	8.00
11.04	Upper Primary (new)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.05	Additional Class Room (PS/UPS)	42	84.00	42	84.00	100%	100%	0.00			0.00	0.00	0.00			0.00	0.00
11.06	Escalation cost for the ACR sanctioned during 09-10								1.5000	42	63.00	63.00	0.00	1.5000	0	0.00	0.00
11.07	Toilet/Urinals					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.08	Separate Girls Toilet					#DIV/0!	#DIV/0!		0.6000	7	4.20	4.20	0.00	0.6000	7	4.20	4.20
11.09	Drinking Water Facility (R/O plant)					#DIV/0!	#DIV/0!	0.00	0.2000	12	2.40	2.40	0.00	0.2000	12	2.40	2.40
11.10	Buildingless School (P)																
11.11	Buildingless School (UP)																
11.12	Dilapidated Building (Pry)																
11.13	Dilapidated Building (UP)																
11.14	Boundary Wall (Primary)		0.00			#DIV/0!	#DIV/0!	0.00	9.6750	1	9.68	9.68	0.00	9.6750	1	9.68	9.68
11.15	Separation Wall					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.16	Electrification					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.17	Head Master's Room					#DIV/0!	#DIV/0!	0.00	2.0000	3	6.00	6.00	0.00	2.0000	3	6.00	6.00
11.18	Residential Hostel					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.19	Library (Primary)					#DIV/0!	#DIV/0!	0.00	0.0300	28	0.84	0.84	0.00	0.0300	28	0.84	0.84
11.20	Library (Upper Primary)					#DIV/0!	#DIV/0!	0.00	0.1000	15	1.50	1.50	0.00	0.1000	15	1.50	1.50
11.21	Child friendly elements								1.0000	16	16.00	16.00	0.00	1.0000	0	0.00	0.00
	Sub Total of Civil Works		84.00		84.00		100%				111.62	111.62				32.62	32.62
12	Furniture for Govt. UPS																
12.01	No. of Children		0.00														
	Sub Total(Furniture)		0.00								0.00	0.00				0.00	0.00
	Sub Total (Civil + Furniture)		84.00	0.00	84.00						111.62	111.62				32.62	32.62
13	Teaching Learning Equipment																
13.01	TLE - New Primary	2	0.20	1	0.10	50%	50%	0.10			0.00	0.10	0.10			0.00	0.10
13.02	TLE - New Upper Primary	0	0.00	0		#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
13.03	Others					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total	2	0.20	1	0.10	50%	50%	0.10		0	0.00	0.10	0.10		0	0.00	0.10
14	Maintenance Grant																
14.01	Maintenance Grant for up to 3 class room	1	0.05	1	0.05	100%	100%	0.00	0.0500	1	0.05	0.05	0.00	0.0500	1	0.05	0.05
14.02	Maintenance Grant up to >3 class rooms	51	3.83	51	3.83	100%	100%	0.00	0.0750	53	3.98	3.98	0.00	0.0750	53	3.98	3.98
	Sub Total	52	3.88	52	3.88	100%	100%	0.00		54	4.03	4.03	0.00		54	4.03	4.03
15	School Grant																
15.01	Primary School	32	1.60	32	1.60	100%	100%	0.00	0.0500	30	1.50	1.50	0.00	0.0500	30	1.50	1.50
15.02	Upper Primary School	20	1.40	20	1.40	100%	100%	0.00	0.0700	24	1.68	1.68	0.00	0.0700	24	1.68	1.68
	Sub Total	52	3.00	52	3.00	100%	100%	0.00		54	3.18	3.18	0.00		54	3.18	3.18
16	Research & Evaluation																
16.01	Research & Evaluation (PS&UPS)		0.676		0.24	100%	36%	0.00	0.0130	54	0.70	0.70	0.00	0.0130	54	0.70	0.70
	Sub Total		0.676		0.24	100%	36%	0.00		54	0.70	0.70	0.00		54	0.70	0.70

District: Daman		(Rs. in Lakhs)												(Rs. in Lakhs)				
S.No.	Activity	2009-10						Proposal for 2010-11						Recommendations for 2010-11				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.	
17	Management & Quality																	
17.01	Management & MIS	1	19.56		12.80	0%	65%	0.00				34.75	34.75	0.00			34.75	34.75
17.02	Learning Enhancement Prog. (LEP)	1	0.40		0.14	0%	35%					0.80	0.80				0.80	0.80
	Sub Total	1	19.96	0	12.94	0%	65%	0.00		0		35.55	35.55	0.00		0	35.55	35.55
18	Innovative Activity																	
18.01	ECCE					#DIV/0!	#DIV/0!	0.00				0.00	0.00	0.00			0.00	0.00
18.02	Girls Education		15.00		12.09	#DIV/0!	81%	0.00				15.00	15.00	0.00			15.00	15.00
18.03	SC / ST		15.00		5.39	#DIV/0!	36%	0.00				15.00	15.00	0.00			15.00	15.00
18.04	Computer Education		32.00		26.42	#DIV/0!	83%	0.00				50.00	50.00	0.00			50.00	50.00
18.05	Urban Deprived Children												0.00					0.00
18.06	Minorities Interventions		10.64		4.34		41%					15.00	15.00				15.00	15.00
	Sub Total	0	72.64	0	48.24	#DIV/0!	66%	0.00				95.00	95.00	0.00			95.00	95.00
19	Community Training																	
19.01	Community Training Residential	205	0.123	0	0.00	0%	0%	0.00	0.003	126	0.38	0.38	0.00	0.003	126	0.38	0.38	0.38
19.02	Community Training Non Residential								0.0015	260	0.39	0.39	0.00	0.0015	260	0.39	0.39	0.39
	Sub Total	205	0.123	0	0.00	0%	0%	0.00		386	0.77	0.77	0.00		386	0.77	0.77	0.77
	Total of SSA (Daman Dist.)		258.14		182.96	#DIV/0!	71%	0.10				359.50	359.60	0.10			275.90	276.00

Management & MIS Cost %	9.66	12.59
Learning Enhancement Prog %	0.22	0.29
Total Mgt. Cost (Mgt + LEP) %	9.89	12.88
Civil Work %	31.04	11.82
BRC/CRC Construction %		
Committed Exp. From Prv. Year %		
Quality Allocation %		

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendations for 2010-11				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
1	New Schools Opening																
1.01	Upgradation of EGS to PS	0				#DIV/0!											
1.02	New PS	0				#DIV/0!											
1.03	Upgraded/New UPS	0				#DIV/0!											
2	New Teachers Salary																
2.01	Primary Teachers (Regular)	0	0.00			#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
2.02	Primary Teachers (Para)	0	0.00			#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.03	Upper Primary Teachers (Regular) (one Science & one Maths Teacher per UP)	12	7.56	0	0.00	0%	0%	0.00	0.0900	12	11.88	11.88	0.00	0.0900	0	0.00	0.00
2.04	Upper Primary Teachers (Para)	0	0.00			#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
2.05	Upper Primary Teachers - Head Master	0	0.00			#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
	Add. Teacher against PTR																
2.06	New Additional Teachers - PS (Regular)	0	0.00			#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
2.07	New Additional Teachers - PS (Para)	0	0.00			#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.08	New Additional Teachers-UPS (Regular)	0	0.00			#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
2.09	New Additional Teachers - UPS (Para)	0	0.00			#DIV/0!	#DIV/0!				0.00	0.00	#DIV/0!			0.00	0.00
2.10	Teachers under OBB	0	0.00			#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.11	New Others	0	0.00			#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total (2.01 to 2.11)	12	7.56	0	0.00	0%	0%	0.00		12	11.88	11.88	0.00		0	0.00	0.00
	Teachers Salary (Recurring)																
2.12	Primary Teachers (Regular)	10	7.70	10	7.70	100%	100%	0.00	0.0900	10	9.90	9.90	0.00	0.0900	10	9.90	9.90
2.13	Primary Teachers (Para)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.14	UP Teachers (Regular)	1	0.77	1	0.77	100%	100%	0.00	0.0900	1	0.99	0.99	0.00	0.0900	1	0.99	0.99
2.15	UP Teachers (Para)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
2.16	UP Teachers - Head Master					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.17	Additional Teachers - PS (Regular)	37	28.49	36	27.72	97%	97%	0.00	0.0900	37	36.63	36.63	0.00	0.0900	37	36.63	36.63
2.18	Additional Teachers - PS (Para)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.19	Additional Teachers - UPS (Regular)	0	0.00			#DIV/0!	#DIV/0!	0.00	0.0900	12	11.88	11.88	0.00	0.0900	12	9.72	9.72
2.20	Additional Teachers - UPS (Para)					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.21	Teachers under OBB					#DIV/0!	#DIV/0!				0.00	0.00				0.00	0.00
2.22	Others (Recurring)					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total (2.12 to 2.22)	48	36.96	47	36.19	98%	98%	0.00		60	59.40	59.40	0.00		60	57.24	57.24
	SUB TOTAL	60	44.52	47	36.19	0.98	1	0.00		72	71.28	71.28	0.00		60	57.24	57.24
3	Teachers Grant																
3.01	Primary Teachers	139	0.695	83	0.42	60%	60%	0.00	0.0050	139	0.70	0.70	0.00	0.0050	139	0.70	0.70
3.02	Upper Primary Teachers	81	0.405	81	0.41	100%	100%	0.00	0.0050	93	0.47	0.47	0.00	0.0050	93	0.47	0.47
	Sub Total	220	1.10	164	0.82	75%	75%	0.00		232	1.16	1.16	0.00		232	1.18	1.16

District: Dlu

(Rs. in Lakhs)

(Rs. in Lakhs)

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendations for 2010-11				
		PAB Approved		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal			Total Proposal
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)		Fin.	Unit Cost	Phy.			Fin.	Fin.	Fin.	
4 Block Resource Centre (BRC)/UBRC																	
4.01	Salary of Resource Persons	10	9.90	5	3.66	50%	37%	0.00	0.1000	10	11.00	11.00	0.00	0.1000	10	10.00	10.00
4.02	Furniture Grant	1	1.00	1	1.00	100%	100%	0.00	0.0000		0.00	0.00	0.00	0.0000		0.00	0.00
4.03	Contingency Grant	1	0.20	1	0.20	100%	100%	0.00	0.5000	1	0.50	0.50	0.00	0.5000	1	0.50	0.50
4.04	Meeting, TA	1	0.09	1	0.09	100%	100%	0.00	0.3000	1	0.30	0.30	0.00	0.3000	1	0.30	0.30
4.05	TLM Grant	1	0.05	1	0.05	100%	100%	0.00	0.1000	1	0.10	0.10	0.00	0.1000	1	0.10	0.10
	Sub Total		11.24		5.00	#DIV/0!	45%	0.00			11.90	11.90	0.00			10.90	10.90
5 Cluster Resource Centres																	
5.01	Salary of Resource Persons					#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
5.02	Furniture Grant		0.30	3	0.30	#DIV/0!	100%	0.00		0	0.00	0.00	0.00		0	0.00	0.00
5.03	Contingency Grant	3	0.09	3	0.09	100%	100%	0.00	0.1000	3	0.30	0.30	0.00	0.1000	3	0.30	0.30
5.04	Meeting, TA	3	0.108	3	0.11	100%	100%	0.00	0.1200	3	0.36	0.36	0.00	0.1200	3	0.36	0.36
5.05	TLM Grant	3	0.03	3	0.03	100%	100%	0.00	0.0300	3	0.09	0.09	0.00	0.0300	3	0.09	0.09
	Sub Total		0.528		0.53	#DIV/0!	100%	0.00			0.75	0.75	0.00			0.75	0.75
6 Teachers Training																	
6.01	In-service Teachers' Training(10 days)	178	1.78	178	0.47	100%	26%	0.00	0.0010	180	1.80	1.80	0.00	0.0010	180	1.80	1.80
6.02	Induction training for Newly Recruit Trained Teachers(30 days)	49	1.47	0	0.00	0%	0%	0.00	0.0010	52	1.56	1.56	0.00	0.0010	52	1.56	1.56
6.03	Training for BRP/BRC/CRC(10 days)	39	0.39	0	0.00	0%	0%	0.00	0.0010	39	0.39	0.39	0.00	0.0010	39	0.39	0.39
6.04	CRC Level Training (10 days)	178	0.89	178	0.89	100%	100%	0.00	0.0005	180	0.90	0.90	0.00	0.0005	180	0.90	0.90
	Sub Total	444	4.53	356	1.36	80%	30%			451	4.65	4.65			451	4.65	4.65
7 Interventions for OOSC																	
7.01	EGS Centre (P)	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.02	EGS Centre (UP)	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.03	Non Residential Bridge Course(8 to 11 years)	0				#DIV/0!	#DIV/0!	0.00	0.0250	0	0.00	0.00	0.00	0.0250	0	0.00	0.00
7.04	Non Residential Bridge Course(11 to 14)	0				#DIV/0!	#DIV/0!	0.00	0.0250	0	0.00	0.00	0.00	0.0250	0	0.00	0.00
7.05	Back to School	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.06	Mobile Schools	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.07	Madarsa/ Maktab	0				#DIV/0!	#DIV/0!	0.00	0.0300	0	0.00	0.00	0.00	0.0300	0	0.00	0.00
7.08	AIE Center	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
7.09	Others	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00		0	0.00	0.00	0.00		0	0.00	0.00
8 Remedial Teaching																	
8.01	Remedial Teaching	0				#DIV/0!	#DIV/0!										
	Sub Total	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0	0.00	0.00	0.00		0	0.00	0.00
9 Free Text Book																	
9.01	Free Text Book (P)	4407	6.611	4407	3.11	100%	47%	0.00	0.0015	3280	4.92	4.92	0.00	0.0015	3280	4.92	4.92
9.02	Free Text Book (UP)	3072	7.680	3072	6.56	100%	85%	0.00	0.0025	3153	7.88	7.88	0.00	0.0025	3153	7.88	7.88
	Sub Total	7479	14.291	7479	9.67	100%	68%	0.00		6433	12.80	12.80	0.00		6433	12.80	12.80
10 Interventions for CWSN (IED)																	
10.01	Inclusive Education	73	0.876	73	0.39	100%	45%	0.00	0.0300	176	5.28	5.28	0.00	0.0300	176	5.28	5.28
	Sub Total	73	0.876	73	0.39	100%	45%	0.00		176	5.28	5.28	0.00		176	5.28	5.28

S.No.	Activity	2009-10						Proposal for 2010-11					Recommendations for 2010-11				
		PAB Approved		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
11	Civil Works																
11.01	BRC	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.02	CRC	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.03	Primary School (new)	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.04	Upper Primary (new)	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.05	Additional Class Room (PS/UPS)	22	44.00	20	40.00	91%	91%	4.00	3.5000	12	42.00	46.00	4.00	3.5000	12	42.00	46.00
11.06	Escalation cost for the ACR sanctioned during 09-10								1.5000	22	33.00	33.00		1.5000	2	3.00	3.00
11.07	Toilet/Urinals	1	0.10	1	0.10	100%	100%	0.00				0.00	0.00			0.00	0.00
11.08	Separate Girls Toilet	0				#DIV/0!	#DIV/0!		0.6000	6	3.60	3.60		0.6000	6	3.60	3.60
11.09	Drinking Water Facility (R/O plant)	1	0.10	1	0.10	100%	100%	0.00	0.2000	11	2.20	2.20	0.00	0.2000	11	2.20	2.20
11.10	Buildingless School (P)	0															
11.11	Buildingless School (UP)	0															
11.12	Dilapidated Building (Pry)	0															
11.13	Dilapidated Building (UP)	0															
11.14	Boundary Wall (Primary)	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.15	Separation Wall	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.16	Electrification	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.17	Head Master's Room	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.18	Residential Hostel	0				#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
11.19	Library (Primary)	0				#DIV/0!	#DIV/0!	0.00	0.0300	16	0.48	0.48	0.00	0.0300	16	0.48	0.48
11.20	Library (Upper Primary)	0				#DIV/0!	#DIV/0!	0.00	0.1000	11	1.10	1.10	0.00	0.1000	11	1.10	1.10
11.21	Others	0															
	Sub Total of Civil Works	24.00	44.20	22.00	40.20						82.38	86.38				52.38	56.38
12	Furniture for Govt. UPS																
12.01	No. of Children		5.74		4.60			1.14			0.00	1.14	1.14			0.00	1.14
	Sub Total(Furniture)		5.74		4.60												
	Sub Total (Civil + Furniture)		49.94	22.00	44.80						82.38	87.52				52.38	57.52
13	Teaching Learning Equipment																
13.01	TLE - New Primary	5	0.50	2	0.20	40%	40%	0.30	0.1000	3	0.30	0.60	0.30	0.1000	0	0.00	0.30
13.02	TLE - New Upper Primary	1	0.50	1	0.50	100%	100%	0.00			0.00	0.00	0.00			0.00	0.00
13.03	Others					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00
	Sub Total	6	1.00	3	0.70	50%	70%	0.30		3	0.30	0.60	0.30		0	0.00	0.30
14	Maintenance Grant																
14.01	Maintenance Grant for up to 3 class room	32	2.20	29	2.05	91%	93%	0.00	0.0500	8	0.40	0.40	0.00	0.0500	8	0.40	0.40
14.02	Maintenance Grant up to >3 class rooms					#DIV/0!	#DIV/0!	0.00	0.0750	24	1.80	1.80	0.00	0.0750	24	1.80	1.80
	Sub Total	32	2.20	29	2.05	91%	93%	0.00		32	2.20	2.20	0.00		32	2.20	2.20
15	School Grant																
15.01	Primary School	20	1.00	17	0.85	85%	85%	0.00	0.0500	20	1.00	1.00	0.00	0.0500	20	1.00	1.00
15.02	Upper Primary School	12	0.84	12	0.84	100%	100%	0.00	0.0700	12	0.84	0.84	0.00	0.0700	12	0.84	0.84
	Sub Total	32	1.84	29	1.69	91%	92%	0.00		32	1.84	1.84	0.00		32	1.84	1.84
16	Research & Evaluation																
16.01	Research & Evaluation (PS&UPS)	32	0.416	29	0.27	91%	65%	0.00	0.0130	32	0.42	0.42	0.00	0.0130	32	0.42	0.42
	Sub Total	32	0.416	29	0.27	91%	65%	0.00		32	0.42	0.42	0.00		32	0.42	0.42

S.No.	Activity	PAB Approved		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal			Total Proposal	
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)		Fin.	Unit Cost	Phy.			Fin.	Fin.	Fin.		Unit Cost
17	Management & Quality																	
17.01	Management & MIS		19.51		8.18	#DIV/0!	42%	0.00		0	31.59	31.59	0.00		0	31.59	31.59	
17.02	Learning Enhancement Prog. (LEP)		0.40		0.40	#DIV/0!	100%				0.80	0.80				0.80	0.80	
	Sub Total	0	19.91	0.00	8.58	#DIV/0!	43%	0.00			32.39	32.39	0.00			32.39	32.39	
18	Innovative Activity																	
18.01	ECCE					#DIV/0!	#DIV/0!	0.00			0.00	0.00	0.00			0.00	0.00	
18.02	Girls Education		15.00		2.57	#DIV/0!	17%	0.00			15.00	15.00	0.00			15.00	15.00	
18.03	SC / ST		2.55		1.45	#DIV/0!	57%	0.00			15.00	15.00	0.00			15.00	15.00	
18.04	Computer Education		40.00		27.88	#DIV/0!	70%	0.00			50.00	50.00	0.00			50.00	50.00	
18.05	Urban Deprived Children											0.00					0.00	
18.06	Minorities Interventions		0.00								15.00	15.00				15.00	15.00	
	Sub Total	0	57.55	0	31.90	#DIV/0!	55%	0.00			95.00	95.00	0.00			95.00	95.00	
19	Community Training																	
19.01	Community Training Residential	156	0.094	65	0.039	42%	41%	0.00	0.0030	76	0.228	0.23	0.00	0.0030	76	0.228	0.23	
19.02	Community Training Non Residential								0.0015	160	0.240	0.240		0.0015	160	0.240	0.240	
	Sub Total	156	0.09	65	0.04	42%	41%	0.00		236	0.47	0.47	0.00		236	0.47	0.47	
	Total of SSA (Div Dist.)		210.04		143.99	#DIV/0!	69%	5.44			322.82	328.26	5.44			277.48	282.92	

Management & MIS Cost %
 Learning Enhancement Prog %
 Total Mgt. Cost (Mgt + LEP) %
 Civil Work %
 BRC/CRC Construction %
 Committed Exp. From Prv. Year %
 Quality Allocation %

9.82
 0.24
 9.87
 26.66

 11.17
 0.28
 11.45
 20.33