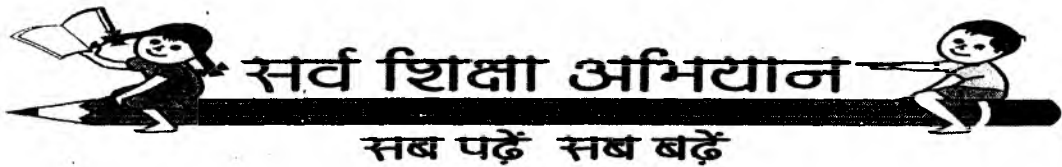


SARVA SHIKSHA ABHIYAN

CHANDIGARH

Report on Appraisal of
Annual Work Plans & Budget for 2007-08



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Appraisal Report

I. An Executive Summary of key items:

(I) Progress Overview (2006-07)

a. Physical Progress

S. No.	Items	Sanctioned under SSA	Achievements Till 31 st March 2007
1.	New Primary School/ Upgraded EGS	6	6
2.	New / Upgraded Upper Primary Schools		

b. Financial Progress

(Rs. in lakhs)

S. No.	Activity	Sanctioned (Including spill over) Rs. in lakhs		Anticipated Achievement till 31st March 2007		Remarks
		Phy.	Fin.	Phy.	Fin.	
1.	Teachers					
1.1	For P.S.	220	157.50	305	77.17	
1.2	For U.P.S.	225	198.00	195	233.01	
1.3	Additional teachers	-	-	-	-	
2.	Grants for BRC	-	-	-	-	
3.	Grants for CRC	20	20.73	18	11.53	
4.	Teacher Training					
4.1	In-service Training	1100	15.40	1569	7.42	
4.2	Induction Training	200	2.80			
4.3	Refresher Course Untrained Teachers	100	0.35			
5.	Training of community leaders	1060	0.64	-	0.09	

6.	Interventions for out of school children * No. of children covered	11700	101.15	11826	93.98
7.	Remedial Teaching	3000	25.00	3000	24.45
8	Free Text Books	3200	48	360	0.54
9	IED	1500	15	-	3.80
10	Civil Works				
10.1	Primary School Building	-	307.61	-	45.00
10.2	Additional Classroom	34	119.00	34	119.00
10.3	Toilets	-	0.80	1	0.80
10.4	Water Facilities	-	-	-	-
10.5	BRC	-	-	-	-
10.6	CRC	10	20	5	10
	Total Civil Works		447.41		174.80
11	Innovations				
11.1	ECCE	20	14.00	20	9.22
11.2	CAL	4	15.00	-	13.81
11.3	Girls Education	10	5.00	-	0.55
11.4	SC/ST	-	-	-	-
12.	NEWEL	-	-	-	-
13.	KGBV	-	-	-	-
14.	Management & MIS	-	66.40	-	33.24
15.	Research & Evaluation	110	1.54	-	-

16.	School Grant	106	2.12	102	2.04	
17.	Maintenance Grant	184	9.20	184	9.20	
18.	TLE	03	0.03	03	0.03	
19.	Teacher Grant	3400	17.00	2202	11.16	Excess 0.15

c. Financial Information

Rs. in lacs

1. Total outlay from 2001-02 to 2005-06 (SSA & NPEGEL)	3369.76
2. Total Releases (GoI and State) (including interest & other receipts)	1676.37
3. Cumulative Expenditure till March 2006	1296.42
For 2006-07	
1. Total outlay (Fresh + Spill over)	1162.54
2. Total funds available	
a. Total Releases (GoI and State)	590.63
b. Opening Balance	379.95
3. Expenditure till March 2007 (Amount in figures and % of utilization)	706.31
4. Balance in hand	264.27

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

State has released excess funds to the extent of Rs.503.68 lakhs as its matching share. Based on expenditure figures. There is a backlog of Rs.179.56 lakhs in GOI releases and excess of Rs.443.83 lakhs in State releases The State has released Rs.235 lakhs for the year 2007-08.

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

The UT maintains its level of expenditure on EE as of 1999-2000.

(II) Proposals & Recommendations for current year: (2007-2008)

(Rs. in lakhs)

Major area of intervention	Proposal (for fresh allocation)		Recommendation against proposals		Remarks/ Conditionalities
	Phy.	Fin.	Phy.	Fin.	
1. New Schools					
1.1 Upgradation of AIE to PS					
1.2 PS	8	-	8	-	
1.3 UPS	4	-	4	-	
2. Grants					
2.1 School Grant	213	4.26	213	4.26	
2.2 Teacher Grant	2571	12.85	2571	12.85	
2.3 Maintenance Grant	-	-	-	-	
3. BRC &					
CRC	20	23.98	20	23.98	
4. Teacher Training					
4.1 In-service Training	945	14.43	945	13.23	20 days as per norms
4.2 Induction Training	240	2.80	240	2.80	
4.3 Refresher Course-Untrained Teachers	110	2.20	110	2.20	
4.4 Resource Persons					
5. Strategies for out of school children	10600	98.84	10600	98.84	
6. Remedial Teaching	3500	22.50	3500	22.50	
7. Free textbooks	38000	57.00	38000	57.00	
8. IED	4400	42.24	4400	42.24	
9. Civil Works					
9.1 School Building	12	315.00	12	315.00	Balance approved cost is recommended for release of funds.
9.2 Additional classroom	70	105.00	70	105.00	Not recommended
9.2.a Additional classroom	185	647.50	-	-	

9.3 Boundary wall	-	-	-	-	
9.4 Toilets	-	-	-	-	
9.5 Water facilities	-	-	-	-	
9.6 BRC	-	-	-	-	
9.7 CRC	-	-	-	-	
9.8 HMS Room	-	-	-	-	
9.9 Pota Building	-	-	-	-	
9.10 Electricity	-	-	-	-	
9.11 Electricity Solar	-	-	-	-	
Total Civil Works		420.00		420.00	
10. TLE	12	5.20	12	2.80	Recommended as per norms
11. Teachers Salary	740	802.14	640	699.54	100 teachers posts proposed on adhoc basis not recommended.
12. Research & Evaluation	123	1.72	123	1.72	
13. Management & MIS	-	68.00	-	68.00	
14.1 Community Mobilization	200	0.12	200	0.12	
15. Innovations					
15.1 ECCE	23	19.80	23	19.80	
15.2 Girls Education	-	-	-	-	
15.3 SC/ST special focus	300	2.57	300	1.40	
15.4 Computer Education	16	28.80	16	28.80	
16 NEWEL	-	-	-	-	
21. KGBV	-	-	-	-	
Total					
Spillover		704.61		272.61	
Grand Total		2561.56		1794.69	

(III) Issues

Chandigarh had larged civil works plan with little expenditure. No allocation was provided for civil works was provided in AWP&B 2006-07 and similarly no allocation has been recommended for 2007-08. The spill over is still Rs. 692.61 lakhs total budget of Rs. 1596.40

lakhs. Chandigarh may give commitment for expending this amount during 2007-08 by completing all targets.

(IV) Comments on States commitments and implementation

Sr. No.	Commitments	Achievements	Comments
1.	U.T. will appoint 200 teachers out of 330 sanctioned posts of teachers under SSA by July, 2006 and the remaining posts of teachers by December, 2006.	249 teachers were appointed against 260 posts advertised. Recruitment of remaining 81 teachers is under process.	Achievement is satisfactory
	The UT will first complete all the backlogs in civil works and then revert to PAB for fresh approval of civil works for 2006-07.	<u>Construction of 14 new schools:</u> 11 schools taken up, 2 completed, 8 are under different stages of construction. Details given in the enclosed annexure. For remaining 3 schools construction work is at initial stage. <u>Construction of 84 additional classrooms:</u> 66 undertaken, 8 completed and remaining under different stages. <u>16 toilets:</u> 12 taken up, 2 completed and remaining in progress. <u>20 Activity Rooms:</u> 10 undertaken and remaining 10 under progress	The progress in civil work is not satisfactory as completion rate of all the components put together barely 10%. There is still spill over of Rs. 692.61 lakhs out of total budget allocation of Rs. 1596.4 lakhs.
3.	For Civil works undertaken in early years, the UT will work out better procedures for certificates of work before release of subsequent instalment so that both the physical and financial progress is steady.	Regular review meetings are held with the Engineering Department by the Education Secretary.	The UT need better coordination with the engineering department.
4	The UT will expend school management grant through School Management	Compliance made. The entire funds of school management grant are utilized through the	Being implemented by UT.

	Committees (SMCs) only.	SMCs only. The SMC's comprises of people representative (Councilors/ Sarpanch or Panch of the area), representative of SCs, women representative and educationists. The leaders of the community and the head of the school are joint signatories for operating bank accounts.	
5.	The UT will resolve data inconsistencies and submit the same with disaggregated data to Department of EE&L in 2006.	UT has strengthened EMIS cell to solve the problem of inconsistencies	UT Chandigarh has taken necessary action.
6.	The UT should ensure quantifying the enhancement of achievement levels of children of class V above the DISE level of 2004-05 by at least 10%.	The achievement has increased by 6%. The commitment has not been achieved fully due to following reasons:- 1. High PTR one reason being many primary teachers working in UT resigned because they got appointment in their parents' state Punjab & Haryana. 2. UT could not get qualified teachers. Out of 330 sanctioned posts 260 were recruited and only 249 joined. 3. 200 posts of primary teachers in Chandigarh U.T. remained vacant as the recruitment matter remained sub-judice during 2006-07.	The UT has to do extra efforts to achieve 10% improvement.
7.	The UT will fill up the large scale vacancies in the project offices of SSA in 2006.	Out of 24 posts of in the State Project Office 21 has been filled & out of 20 posts of cluster coordinators 19 have been filled up. Filling up of remaining 3 posts of ministerial staff and one of	Satisfactory.

		cluster coordinator is under process.	
8.	The UT Administration should give a written commitment for timely meeting of its share of the SSA outlay.	UT Administration has already released its share of allocation amounting to Rs. 290 lacs much before the release of 1 st installment by GOI.	Share is being received in time.
9.	First Installment of the UT's Share should also be released to the Society within one month of the release of central share to the SSA Mission.	UT Administration has already released its share of allocation amounting to Rs. 290 lacs much before the release of 1 st installment by GOI.	Share is being received even before released of GOI share.
10.	At least 50% teachers recruited should be female.	Compliance made. 79% teachers working in the department are female.	Object is being achieved.
11.	VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant, civil works, maintenance grants, school grants and other such expenditure, which has to be incurred only through these bodies as per SSA norms and should be utilized within one month of its release.	Chandigarh UT being a planned city cannot deviate from the norms of space and construction laid by the Architect and Engineering Departments of Chandigarh Administration, therefore funds for civil works cannot be expended through the VECs or SMCs. Moreover the funds involved for construction of a composite school amounts to nearly 3 – 3.5 crores and the contribution of SSA is just 25% of the total cost and the remaining cost is met by UT Administration. Therefore the works cannot be separated and got done by two different agencies. All other grants under SSA are expended through SMCs only.	Civil Works for composite school for primary upper primary, high school and higher secondary school are multi storied building properly planned with zonal requirement as per UT rules costing about Rs. 3.5 to 4 crores. The SSA share is only Rs. 90 lakhs. It may not possible for VEC to take up such specialized building hence. PAB may kindly allow construction of these building through PWD as a special case.
12.	The UT Administration will maintain their its level of investment in Elementary Education as in 1999-2000	The level of investment in Elementary Education is more than the level as in 1999-2000.	The level is being maintained.

	and give details of this to Govt. of India before release of second installment. The contribution of UT's share for SSA will be over and above this investment.		
13	The second installment would only be released after the previous installment of UT's share has been released to the SSA Mission and substantial progress has been made in expenditure as far as money already released is concerned.	UT Administration has already released its share of allocation amounting to Rs. 290 lacs much before the release of 1 st installment by GOI. The first installment from GOI has been received only in the month of Feb. 2007 and as such second installment has not been demanded / released by GOI during 2006-07.	UT administration is releasing the share well in time.
14	All appointments under the head of management cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.	Compliance made. All the appointments under the head of management cost are on deputation or contract and all persons are having functional computer literacy.	Complied with.
15.	The SSA Chandigarh has to go for rationalization in the posting of teachers and new teachers should be deployed in the Tribal areas.	Chandigarh UT does not have any tribal area and as such it is not applicable.	Not applicable.
16.	The SSA Chandigarh would constitute UT-level Grant-in-Aid Committee with two representatives of Central Govt. as given in Annexure VII to Hand Book for EGS and AIE. All the cases/proposals from the NGO's to run EGS/AIE centres would be placed before the said UT-level Grant-in-Aid Committee and the project would be given only to those NGO's whose proposal have been recommended by the State	The NGOs working with SSA have not asked for any assistance from SSA.	The reply is self explanatory.

level GIAC.			
17.	The SSA, Chandigarh has to provide a plan of action for utilizing the money sanctioned for innovative initiatives under the functional head of "Innovation for Girl Child Education". The SSA, Chandigarh has also to given an undertaking that this money would not be utilized for supplementing other schemes of any other Department of the Govt. for the education of the girl child. However it could be used for those extra initiatives, which are otherwise not provided under other scheme.	No expenditure could be made from the head "Innovation for Girl Child Education" under SSA.	The reply is self explanatory.

2. Introduction & Planning process:

Chandigarh, "The city beautiful" as it is known has most modern city in this country. The city was born in independent India and vision of Pdt. Jawahar Lal Nehru. The city was conceived and planned by renowned French architect, called Lee Carbousier. The city is planned in rectangular sectors with all the modern amenities for shopping, health, education and community center etc. The city was planned as capital city for Punjab. The capital of Punjab which was at Jahlander initially shifted to Chandigarh in 1953. After division of Punjab in 1966 the city became capital of these two states and also capital for Punjab, Haryana and Union Territory of Chandigarh.

Appraisal Team consisting of Sh. Ved Parkash, senior Consultant, Sh. Binay Pattanayak, Senior Consultant, Sh. Parvesh Diwedi, Consultant and Sh. Satish Girotra, Senior Consultant, was assisted by Ms. Pritpal Kaur and her planning team. Ms. Anita Chauhan, Deputy Secretary, MHRD provided overall guidance.

As per by laws commercial and residential areas have been separated and commercial activities cannot take place in the residential areas. The Honable High Court of Punjab and Haryana in its verdict in 2006 ordered closer of 133 schools which were functioning in residential areas. The UT is running large number of schools from I to XII in one campus. The cost of the school as intimated by the appraisal team ranges between Rs. 3.5 crores to Rs. 4 crores. The unit cost fixed for UT by PAB is Rs. 90 lakhs and school is constructed with the help of funds from the Director Public Instruction (DPI) who is responsible for education in Chandigarh. It means where ever model school is to be constructed SSA, Chandigarh provide Rs. 90 lakhs for elementary education and balance funds are provided by the DPI. The construction is undertaking by public

works department of UT. There are certain villages in the UT for which planning is done separately. The other problem which the UT is facing is migratory population coming from UP, Bihar, Uttarakhand, Haryana, Orissa, and West Bengal who come to the city for greener pasture.

The house hold survey conducted in March 2006 revealed that 5267 children never enrolled and 1926 drop outs. The city has a population now reached to 9,00,000 against the planned population of only 5,00,000. The city has Punjab University, engineering college, Architecture College, Medical College with prestigious institution like PGI, Sector- 32 medical college and hospital. It has famous Sukhna Lake, Rock garden and Rose garden etc.

Planning Process

Chandigarh is a UT and has been given status of single district. The city has been reorganized now in to 26 wards and 13 villages panchayats. The area under wards falls in urban area whereas village panchayats in rural areas. The UT has been divided in to 20 planning units (clusters). The clusters are headed by principal of the senior secondary school and consist of two more functionaries for planning purposes. The team discusses the educational matters with municipal counselors, panchayats, social workers parents, children and teachers. The team share the data analyzed through DISE and house hold surveys. The teams had extensive training at Mussorie and thrice at Chandigarh. The training was given by team from by NIAR. The UT has system of having large schools starting from primary, upper primary, high and higher secondary (10+2) in one campus. The other distinction is that government model school imparting education through English medium and govt. schools imparting through Hindi and Punjabi as medium of instruction.

The cluster teams after discussing problems with beneficiaries, counselors and using the data arrived from DISE and household survey prepare their plans and submitted to the State Project Director. The state planning team prepare the final document for the Chairmen of the SSA Society and ultimately prepared the AWP&B for 2007-08. The detail of capacity building for the planning team is given below:

Workshop organized during the year 2006-07

Table A:

Dates	Venue
25-30 October 2005	Mussorie
16-18 March 2006	Chandigarh
29 Jan. – 2 Feb. 2007	Chandigarh
15-17 March 2007	Chandigarh

Source: Table 5A of AWP&B 2007-08.

4. Education Indicators:

I.	The distribution of school in Chandigarh, UT is as follows.	
II.	Independent Primary School	26
III.	Independent Primary and Upper Primary school	4
IV.	Primary, Upper primary and High school all together	52
V.	Upper Primary, high and senior secondary	1
VI.	Primary, Upper primary, high and senior secondary school	27
	Total	110

SSA intervention will be for all the institution mentioned above having primary and upper primary schools only

1. Enrollment :

Primary

Enrollment	2003-04			2004-05			2005-06			2006-07*			2007-08	
	Boys	Girls	total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boy	Girl
Chandigarh UT	36097	29937	66034	35995	29092	65087	41587	34692	76279	38389	31787	70176		

* This enrollment of only Govt. & Private schools.

Upper Primary:-

Enrollment	2003-04			2004-05			2005-06			2006-07			2007-08	
	Boys	Girls	total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Bys	Girl
Chandigarh UT	20881	18155	39036	21155	17665	38820	22937	19840	42777	22382	18531	40915		

2. GER

Primary

GER	2003-04		2004-05		2005-06		2006-07		2007-08	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chandigarh UT	NA	NA	NA	NA	108.8		114.04			

Upper Primary

GER	2003-04		2004-05		2005-06		2006-07		2007-08	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chandigarh UT	NA	NA	NA	NA	96.13		91.75			

3. NER

Primary

GER	2003-04		2004-05		2005-06		2006-07		2007-08	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chandigarh UT	NA	NA	NA	NA	83.8		Under study			

Upper Primary

GER	2003-04		2004-05		2005-06		2006-07		2007-08	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chandigarh UT	NA	NA	NA	NA	96.1		Under study			

4. DROP OUT RATE

Primary

Drop Out Rate	2003-04		2004-05		2005-06		2006-07		2007-08	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chandigarh UT	3.31	3.82	NA	NA	1.12	0.87	0.99	0.79		

Upper Primary

Drop Out Rate	2003-04		2004-05		2005-06		2006-07		2007-08	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chandigarh UT	9.84	10.2	NA	NA	2.69	2.46	2.37	2.18		

5. Completion Rate

Primary

	2004-05	2005-06	2006-07	Projected 07-08
Chandigarh UT	NA	94.83	93.56	

Upper Primary

	2004-05	2005-06	2006-07	Projected 07-08
Chandigarh UT	NA	86.71	85.24	

6. Achievement Level:-

	2004-05	2005-06	2006-07	Projected 07-08
Chandigarh UT	NA	NA	Under Study	

7. Out of School Children:

5-10 age group

Enrollment	2004-05			2005-06			2006-07			2007-08		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh UT				2356	2364	4720	1372	1485	2857			

10-13 age group

Enrollment	2004-05			2005-06			2006-07			2007-08		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh UT				1016	999	2015	483	599	1082			

8. Availability of Primary/ upper Primary schools

Primary

	Total Habitations	Eligible habitations as per state norms of population & distance	Habitations with PS	Habitations covered by EGS	Habitations not yet covered through PS/ EGS
Chandigarh UT	76	Not applicable	100%	Not Applicable	Not Applicable

Upper Primary

	Total Habitations	Eligible no. of UPS as per 2:1 norms	Habitations with UPS	Proposed UPS	GAP
Chandigarh UT	Not applicable				

9. EGS Enrolment: Not Applicable

10. KGBV Enrolment: Not Applicable

11. NPEGEL: Not Applicable

4. Components wise Appraisal:

(I) Access

Chandigarh U.T. is committed to provide facilities for Primary Education within 1 km radius of a child's residence. The numbers of schools are constantly increasing due to be increasing demand for education, large inflow of migratory population and dependence of neighboring states of on educational infrastructure of Chandigarh. To meet the demand second shift in the existing

building have been added as the construction of a school building is very time consuming and costly.

There are 76 habitations in the UT and the appraisal team was briefed, there is no access less habitation in the UT. There are 375 (Primary-200, Upper Primary – 175) Government and government aided schools in the state. Availability of Schooling facilities is given in the following table:

Availability of Schooling facilities:

Information about Schools

Category	Govt.	Aided	Private	Total
Primary	109	6	83	200
Up. Primary	85	7	83	175
Total	194	13	166	375

A. Primary

UT has proposed to open 8 Eight primary Schools during 2007-08 which will operate in the evening shift from the existing building of the following schools GHS Karsan, GMHS Manimajra, GPS MM-1 , GPS TM 26, GHS- 7, GSSS 45, GPS Burail, GMSSS-40 because of heavy rush of admission and to accommodate the children passing out of the Alternative schooling for mainstreaming..

. No EGS was sanctioned to the UT Chandigarh

B. Upper Primary

Information about opening of new Upper primary Schools till 2006-07

Category	Total UPS till 06-07	Ratio of primary to upper primary school in UT	No of new proposed UPS for 07-08	No of uncovered habitations
Up. Primary	85	1:1.2	4	Nil

UT has proposed to open 4 new Upper primary schools in evening shift (in the existing building) it is recommended by the appraisal team .

C. Interventions for out of school children

D.

The following table shows age wise and gender wise OOSC in three years.

Out of school children

Age in years	In 2005-06		In 2006-07			In 2007-08		
	B	G	B	G	Total	B	G	Total
6-10	--	--	2356	2364	4720	1372	1485	2857
11-14	--	--	1016	999	2015	483	599	1082
Total (6-14)	--	--	3372	3363	6735	1855	2084	3939

As reported, the no. of OOSC reduced by 58.45% since last year on the basis of physical verification of child wise mapping records prepared on the basis of House Hold Survey conducted in March, 2006. UT committed in last year PAB that there are no new out of school children in the year 2006-07 still state has a large no of 3939 OOSC .It is a area of concern. UT has not provided the data of OOSC in the year of 2005-06.

Progress & Mainstreaming

Children enrolled in AIE/bridge courses in 2005-06	Children main streamed till 2005-06	Children enrolled in AIE/bridge courses in 2006-07	Children main streamed in 2006-07
8727	5200	9725	2477

According the information provided, the UT has mainstreamed 2477 children in 2006-07. It has shown very slow progress as compared to the previous year in which the UT mainstreamed 5200 children.

Strategy proposed

Age group & Category of Children										
Never enrolled						Drop out				
6-10 years			11-14 years			6-10 years			11-14 years	
Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed	Gap	Strategies proposed	Coverage proposed
AIE Centers for 1 years	2857	-	Bridge course for 1-2 years	1082	-	AIE Centers for 1 years	582	-	Bridge course for 1-2 years	1308

UT proposed strategies for mainstreaming of out of school children in age group of 6 to 14 years which is now 3939 ascertained on the basis of physical verification of child wise mapping records prepared on the basis of House Hold Survey conducted in March, 2006. Among them 2857 children are falling in 6 to 10 yrs and remaining 1082 in 11 to 14 yrs age group. Additionally 50 % of the children, who will be about 4600, now on the rolls of alternative innovative education (AIE Centres) will continue in them for second year as well. As such provision for covering 3939+4600 has been made. UT proposed continuation of only 200 AIE Centres against 277 sanctioned during 2006-07. Three bridge courses (non-residential nature) for covering about 600 children of difficult groups in the age of 11-14 yrs. UT proposed to involve the NGO's, which are already working for such children, will be motivated to take up the bridge courses.

Three NGOs are running 11 centres for those children who find it difficult to reach the school in slums and rehabilitation colonies. These NGOs are running these centres out of their own sources for the achievement of UEE.

Low level of awareness of parent, Sibling care, and livelihood concerns are the reasons for a large no of OOSC. UT targets to capture such children through mass awareness campaign specially in unauthorized slum areas involving community heads and elected representatives, opening of angan waries in convergence with Social Welfare Deptt and to provide skill based learning in schools and AIE centers.

House Hold Survey March 2007 has been done. Final report generation is in progress. The detailed report will be available by May 2007.

Children enrolled in AIEs centers are 9725 and out of school children are 3939 for that (total 13664) UT proposed the following strategies.

Strategies proposed	Coverage proposed 6-14 Years
Mainstreaming	5125
AIE	8000
NRBC	600
Total	13725

The state has made following proposals:

Alternative Schooling centers:

This center will run for 25 to 40 children. This will cater the need of both categories of children - never enrolled and alternative innovative education (AIE Centers) will continue in them for second year.

Bridge Course:

This will address the dropped out children or children who discontinued due to migration. This will include vacation course, promotion course and mid term course.

VOCATIONAL SKILL TRAINING:

In the year 2006-07 UT had introduced skill courses in 12 schools with target of 600 for which UT had covered 1786 beneficiaries. Expansion of the existing programme UT have been proposed to cover 300 additional children in existing 12 schools and also 83 centers will be open to cover 25 children in each center.

RECOMMENDATION

The UT should give a commitment to GOI regarding the coverage of all out of school in this year.

Considering the UT proposals the appraisal team recommends the same before PAB for consideration.

(II) School Infrastructure (Civil works and Teachers)

A. Civil Works

The year wise budget approved by PAB and expenditure incurred by UT.

(in lakhs)

Sl No.	Budget Year	Component	Units	Budget Allocation	Exp.	Balance
1.	2003-04	Construction of Primary and Upper Primary School Consisting of 30 each	2	180.00	139.00	
		Construction of classrooms	14	49.00		
		Construction of Toilets	6	1.20		
2.	2004-05	Construction of Primary and Upper Primary School Consisting of 30 each	10	900.00	406.00	
		Construction of Classrooms	20	70.00		
		Construction of Toilets	6	1.20		
		Construction of CRC (Activity Room)	10	20.00		
3.	2005-06	Construction of Primary and Upper Primary School Consisting of 30 each	2	180.00	183.99	
		Construction of CRC (Activity Room)	10	20.00		
		Construction of Classrooms	50	175.00		
4.	2006-07	Nil		0	174.80	
		Total		1596.4	903.79	

Spill Over Rs. 1596.40 (-) 903.79 is Rs. 692.61 which is 43.38%. The financial physical achievements are not satisfactory

Cumulative Progress from inception of the SSA ending 31st December 2006

Rs. in lakhs

Sl. No.	Key Indicators	Physical			Financial	
		Targets	In Progress	Compt.	Financial	Expenditure
1.	CRC	20	8	1	1596.4	903.79
2.	Construction primary and upper primary school consisting of 30 rooms each.	14	9	2		
3.	Additional Rooms	84	50	8		
4.	Toilet	12	10	2		
	Total	130	77	13	1596.4	903.79

Requirement/ Gap in the infrastructure facility:

Gaps as on 1.04.2007: The UT Chandigarh has shown gap of 185 Additional Classrooms following under cluster 1, 5, 7, 14, 15, 16, 18, 19 & 20 amounting to Rs. 647.5 lakhs.

Assessment of Gap & Proposals

Total requirement	Status as on 1-04-2007	Proposed in 2007-08	Gap
Building less schools	-	-	-
Drinking water	-	-	-
Sanitation	-	-	-
Additional Classroom	84	185	185

Note: The UT has been advised to fill this gap after spending the spill over and approach for supplementary budget 2007-08.

Proposal for 2007-08

The UT Chandigarh has proposed 185 Additional classrooms @ Rs. 3.5 lakhs each amounting to 647.5 lakhs. The appraisal team has reviewed the progress both physical and financial. As mentioned above there is a spill over of Rs. 692.61 lakhs and substantial civil works are either yet to start or in progress. Keeping the sealing of 33% for civil works the appraisal teams feel that state should complete the existing physical & financial commitments and approach the PAB for supplementary budget.

B. Major Repairs

Chandigarh (UT) has not proposed any major repair in their AWP&B 2007-08.

Recommendations:

Appraisal team recommend that full budget for spill over of Rs. 692.61 lakhs may be placed at the disposal of UT so that they can complete the civil Works.

Other Features

- The Chandigarh Union Territory has no engineering cell and all the works are executed through PWD Chandigarh.
- As per by laws of UT Chandigarh, school buildings are multistoried and composite building consisting primary, upper primary, high and higher secondary schools along with proper infrastructure including science laboratories and other components in accordance with IS Code. The cost of such building is 3.5 to 4 crores out of which only Rs. 90 lakhs are contributed through SSA. These specialized building cannot be constructed by VEC/Community and PAB make kindly approve construction such schools through PWD Department only in convergence with department of education.

C. Teachers:

Following table indicates progress of recruitment of teachers in the UT.

Information on Teachers (as on 31st December 2006)

Stage	Sanctioned Post			Recruited till March end 2007			Vacancies		
	By UT	Under SSA	Total	By UT	Under SSA	Total	By UT	Under SSA	Total
PS	1214	305	1519	931	305	1236	283		283
UPS	1892	275	2167	1727	195	1922	165	110	275

Source: AWP & B, Chandigarh UT 2007 - 08

The above table indicates that out of the SSA quota the UT has managed to recruit all the Primary teachers. However there is a gap of 110 teachers at the Upper Primary level. UT representatives have reported that out of the 500 selected teachers 400 teachers are in position whereas 100 teachers and 10 Head Masters are not in position. The total gap is 110. Presently interview is going on to fill up these posts. They are expected to be recruited by June end, 2007. Following table provides information about the selection process and honorarium of the teachers.

Recruitment of teachers

Stage	Sanctioned in PAB till 06-07		Recruited by March 07		Honorarium		Selected by UT/ Distt./ Community
	Regular	Para	Regular	Para	Regular	Para	
Primary	305	0		0	JBT7000/- TGT8000/-	0	SPD cum Director Public Instruction
Up. Primary	275	0	500	0	TGT8000/-	0	

Source: AWP & B, Chandigarh UT 2007 - 08

It is good to note that the UT has rigorous selection process and recruits teachers. The UT should strive to recruit the rest of teachers under SSA at the earliest other than the UT level recruitment.

Following table discusses about the number of schools with higher PTR. There are 8 schools with more than 50:1 TPR, 9 schools with more than 60:1 TPR and 3 schools with more than 70:1 TPR.

Information on PTR

Number of clusters in respect of PTR						UT PTR
>40	>50	>60	>70	>80	>100	
0	8	9	3			31.80

Source: AWP & B, Chandigarh UT 2007 - 08

Cluster wise details are provided in the following table.

Cluster	Teacher Pupil Ratio		
	I - V	VI - VIII	I - VIII
10001	47.9	17.10	31.50
20001	46	22.70	32.70
30001	42.4	26.50	34.60
40001	56.1	11.60	21.10
50001	48.9	19.40	33.30
60001	44.9	11.30	20.00
70001	67	14.50	29.30
80001	48	16.20	25.00
90001	40.7	15.50	25.60
100001	52.9	11.60	24.70
110001	47	11.60	20.90
120001	52.2	24.10	35.10
130001	66.2	19.80	33.80
140001	52	19.10	33.10
150001	52.1	23.40	37.70
160001	60.4	271.60	73.60
170001	51.5	18.10	30.40
180001	54	19.40	35.60
190001	52.6	16.70	29.80
200001	54.8	0.00	54.80
TOTAL	52.3	18.10	31.80

Source: AWP & B, Chandigarh UT 2007 - 08

The UT has a low PTR at the elementary level (32:1) than the national average. Hence there is no justification for recruiting new teachers based on PTR. Following table reflects this picture.

Total requirement of Additional teachers (as per PTR of 40:1)	Number proposed in 2007-08	Gap
0	0	0

Source: AWP & B, Chandigarh UT 2007 - 08

Proposal for new Teacher:

The UT has proposed for 60 new teachers (@ 5 teachers per primary school for 8 multi section primary schools and @ 5 teachers for 4 new upper primary schools).

Recommendation:

The Appraisal Team recommends the 60 teachers as proposed by the UT for the new schools.

(III) Quality related issues

Overall scenario with respect to quality initiatives in the Chandigarh UT is good. Starting from the teacher recruitment, capacity building, academic support to schools, to classroom processes, learning assessment and quality monitoring are well organized in the UT. The Appraisal Team has tried to look at different parameters related to quality through the following steps.

A. Curriculum renewal

Chandigarh U.T. does not have its independent school education board and text book board. All schools are affiliated with CBSE. Therefore syllabus and text books published by NCERT & CBSE are followed in the Chandigarh UT schools. However for Punjabi medium, books published by Punjab School Education Board, and Haryana School Education Department (HSED) are followed.

Some information bout elementary curriculum in Chandigarh UT

Stage	Curriculum developed by which agency	Year of last renewal	Whether Published
Primary	NCERT, PSEB, HSED & CBSE	2005	Yes
Upper Primary		2005	Yes

Source: AWP & B, Chandigarh UT 2007 - 08

The UT Plan has indicated the UT does not have any plan to renew curriculum as it is using the NCF 2005 of NCERT as such.

B. Textual materials

The UT authorities are using the curriculum and textbooks developed by NCERT, CBSE, HSED and Punjab School Education Board (PSEB) for their children. Textbooks have recently been revised by NCERT in 2006 – 07 and 2007 – 08. The books used by the UT are in English, Hindi and Punjabi. Following table provides some further information about the textbooks.

Information about Textbooks

Class	Textbooks developed by which agency	Textbook published by which agency	Year of renewal	First year of publication of new textbooks	Languages textbooks published in	No. of books (for the class)	Plan for further renewal
Class I	NCERT & PSEB	PSEB & NCERT	2006	2006	Hindi & Punjabi	6	After 5 yrs
Class II	Do	do	2002-03	2002-03	do	5	do
Class III	Do	do	2006	2006	do	5	do
Class IV	Do	do	2002-03	2002-03	do	6	do
Class V	Do	do	2002-03	2002-03	do	6	do
Class VI	Do	do	2006	2006	do	7	do
Class VII	Do	do	2002-03	2002-03	do	8	do
Class VIII	Do	do	2002-03	2002-03	do	8	do

Source: AWP & B, Chandigarh UT 2007 - 08

Price of textbooks for each class is provided in the following table.

Price of Set of Books (in Rupees) - Session 2006 – 07

Class	Non - Model Schools	Model Schools
I	143	195
II	173	249
III	145	193
IV	152	258
V	167	353
VI	381	422
VII	510	527
VIII	499	494

Source: AWP & B, Chandigarh UT 2007 – 08

Progress of free textbook distribution in 2006 – 07 is discussed in the following table. The overall progress of free textbook distribution is good.

Target, Achievement & Proposal

Stage	Target for 2006-07		Achievement during 2006-07		Proposal for 2007-08	
	Physical	Financial	Physical	Financial	Physical	Financial
PS	32000	48.00lakh	31520	44.28 lakh	38000	57.00 lakh
UPS			(99%)	(92%)		

Source: AWP & B, Chandigarh UT 2007 – 08

The physical progress was 99% whereas the financial progress was 92%. Following table indicates whether the textbooks were distributed to the eligible children on time, i. e., in the beginning of the academic session.

Distribution of Textbooks

Stage	Academic session begins from	Date of distribution in 2006-07	Proposed date for distribution in 2007-08
PS	1 April	April 2006	Before 15 May 2007-08 (books are not available in the market till then)
UPS	1 April	April 2006	

Source: AWP & B, Chandigarh UT 2007 – 08

The UT Team has indicated that free textbooks are provided to all girls only from SSA fund. SC boys are provided free textbooks from the UT fund. Regarding the timely distribution of free textbooks the UT Team has indicated that money allotted for textbooks is provided to the respective schools. Teachers in the school purchase the books from market and distribute among students. This creates a problem in the UT as in the beginning of the academic session the schools struggle to get the required number of books from market. Hence some students face the problem in getting the books in the initial days. By mid May (one and half month since the school opens) all children manage to get the books. This is a problem and the UT authorities need to ensure that children manage to get the free textbooks as soon as the schools open.

For 2007 – 08 the UT has proposed for distribution of free textbooks to 38,000 children that would cost Rs. 38 lakh.

Recommendation:

Keeping in view the good progress of the UT in free textbook distribution in 2006 – 07 the Appraisal Team recommends the amount as proposed by the UT for 2007 – 08.

C. Teacher training

Progress during 2006-07:

The UT Plan has indicated the following types of teacher training undertaken during 2006 – 07.

In – service training for regular teachers during 2006 – 07

Dates	Target Group	Subject	Venue	Components covered under Training programme	Number of participants
19 th – 30 th May 2006; 10 Days	JBT Teacher		GMSSS-19	For improvement of contents & improvement of pedagogy.	70
20 th -31 st August 06 10 Days	JBT/ TGT	Intel Learn Programme	GHS-24	Encourage and develop technology skills, critical thinking and collaboration among the participants	20
4 th Sept-15 th Sept. 2006 10 Days	JBT - All Non Models	English	RIE-32	For improvement of contents & improvement of pedagogy.	40
8 th Sept-19 th Sept. 2006 10 Days	JBT-Non Models	Hindi	GMSSS, Sec 21, Chandigarhd	..	38
8 th -19 th Sept. 2006 10 Days	JBT-Non Models	Science/ EVS	GMSSS- 21, Chd	..	38
8 th -19 th Sept. 2006 10 Days	JBT-Non Models	Maths	GMSSS- 21, Chd	..	35
8 th -19 th Sept. 2006 10 Days	JBT/TGT(Primary Level)All Model Schools	Science/ EVS	GMSSS Sec 16 Chd	..	26
8 th -19 th Sept. 2006 10 Days	JBT/TGT(Primary Level)All Model Schools	Maths	GMSSS Sec 16 Chd	..	26
8 th -19 th Sept. 2006 10 Days	JBT/TGT(Primary Level)All Model Schools	Hindi	GMSSS Sec 16 Chd	..	28
19 th -29 th Sept. 2006 10 Days	JBT/TGT(Upper Primary Level)	English	RIE Sec 32 Chd	..	25
8 th -19 th Sept. 2006 10 Days	Master Mistress/TGT	Maths 2 groups	GMSSS Sec 37	The training programme consists of 40% for enrichment of subject content and 60 % for other component like learning problem, motivation, remedial teaching, evaluation communication	65
8 th -19 th Sept. 2006 10 Days	Master Mistress/TGT	Social Science 2 groups	GMSSS Sec 19	Teaching of Social Studies at elementary level Env. Studies and education learning problems motivation etc.	62
8 th -19 th Sept, 2006 10 Days	Master Mistress/TGT	Hindi	GMSSS Sec 20 D	Teaching of Hindi at elementary level	41
8 th -19 th Sept, 2006 10 Days	Master Mistress/TGT	G Science 2 groups (Eng & Hindi)	GMSSS Sec 33	Teaching of General Science at elementary level	60
1 st – 13 th Dec 06 10 Days	Master/ Mistress/ JBT	IED & CAL	GMSSS-37 GMSSS-40 GMSSS-46	Topics related to CAL. Introduction to Computer and parts of Computer. How to make files and folders. How to create, edit and modify files in MS-paint, Word, Excel and PowerPoint, How to view, copy CD content, How to develop lesson plans with the help of PowerPoint presentations. Uses of Internet & E-mail.	43 44 42
8 th Dec -20 th Dec, 2006 10 Days	JBT-All Models schools teaching primary	English	RIE-32	The training programme consists of 40% for enrichment of subject content and 60 % for other component like learning problem,	29

				motivation, remedial teaching, evolution communication & Quality Monitoring Tools etc	
8 th Dec -20 th Dec, 2006 10 Days	Master/ Mistress -	Hindi	GMSSS Sec 20 Chd		45
8 th Dec -20 th Dec, 2006 10 Days	Master/ Mistress All schools	Science Medical	GMSSS Sec 33 Chd		42
8 th Dec -20 th Dec, 2006 10 Days	Master/ Mistress All schools	Science Non Medical	GMSSS Sec 16 Chd		44
8 th Dec -20 th Dec, 2006 10 Days	JBT All non Model Schools teaching to class I	JBT	GMSSS Sec 21 Chd		26
8 th Dec -20 th Dec, 2006 10 Days	JBT All non Model Schools teaching to class III	JBT	GMSSS Manimajra Chd		24
8 th Dec -20 th Dec, 2006 10 Days	Master/ Mistress All schools	Social Studies	GMSSS Sec 19 Chd		62
13 th - 23 rd Dec 06 10 Days	Master/ Mistress/ JBT	IED & CAL	GMSSS-37 GMSSS-40 GMSSS-46	Topics related to CAL, Introduction to Computer and parts of Computer, How to make files and folders. How to create, edit and modify files in MS-paint, Word, Excel and PowerPoint, How to view, copy CD content. How to develop lesson plans with the help of PowerPoint presentations. Uses of Internet & E-mail.	48 45 51
26 th Dec 2006- 13 th Jan 07 15 Days Newly Recruited teachers under SSA	Master/ Mistress/ JBT	General , IED & CAL	GMSSS-19 GMSSS-33 GMSSS-37 GMSSS-40 GMSSS-46	Learning problem, motivation, remedial teaching, evaluation, effective communication, orientation to school procedures. Inclusive Education & CAL	180
8 th March 07 to 20 th March 07 (10 Days)	Master/ Mistress/ JBT	CAL & IED	GMSSS-19 GMSSS-40 GMSSS-46	Topics related to CAL, Introduction to Computer and parts of Computer, How to make files and folders. How to create, edit and modify files in MS-paint, Word, Excel and PowerPoint, How to view, copy CD content, How to develop lesson plans with the help of PowerPoint presentations. Uses of Internet & E-mail.	135
12 th March 07 to 22 nd March 07 (10 Days)	Master/ Mistress/ JBT Collaboration with Intel Pvt. Ltd.	CAL & IED	GMSSS-33 GMSSS-44 GSSS-45		135

Total = 1569

Out of these 1569 teachers :

- 273 teachers have completed 20 days in- service teacher training.
- 180 teachers have completed 15 days Induction training.
- 843 teachers have completed 10 days in- service teacher training.

Source: AWP & B, Chandigarh UT 2007 - 08

The UT has also undertaken training of Headmasters as per the following break up.

In-service Training of Head Masters during 2006-07

Source: AWP & B, Chandigarh UT 2007 – 08

Dates	Target Group	Subject	Venue	Components covered	Number of participants
1 st – 6 th June 06 5 Days	All Principals of GMSSS.	E- governance	NIC, Sec-9	School Mgt strategies viz tasks of the Heads, Team building, conflict resolution, leadership skills, stress mgt, motivation, inclusive education CAL, accounting practice & Admn, & service rules, self evaluation etc	18
7 th – 13 th June 06 5 Days	All Principals of GSSS+ Some GHS.	E- governance	NIC, Sec-9		15
14 th – 19 th June 06 5 Days	All Heads of GMHS.	E- governance	NIC, Sec-9		19
20 th -24 th June 06 5 Days	All Heads of GHS.	E- governance	NIC, Sec-9		17
26 th – 30 th June 06 5 Days	All Heads of GPS.	E- governance	NIC, Sec-9		18
In addition to above programme heads have also attended 5 days programme on House Hold Survey Oct 2006, Remedial teaching, Inclusive Education etc.					
Total = 87					

Overall progress of in-service teacher training is indicated in the following table.

Progress of In-service Teacher Training (during 2006-07)

Stage	Duration of training · 10, 20days	Undertaken during vacation/s or, in working days	Total number of In- service teachers	Target- No. of teachers (during 06 -07)	Teachers trained (Up to March end, 2007)	Percentage of Achievement
Primary	20	Working days (in lean teaching days, preferably in exam. period	2499	1100	273-20 days 843-10 days 87 heads – 10 days	76.9%
Upper Primary	10					

Source: AWP & B, Chandigarh UT 2007 - 08

Overall progress of in-service teacher training is nearly 77%. In reality the UT has covered all the targeted teachers. However some teachers have been covered for 10 days. The overall performance is good.

Progress of Induction Teacher Training (during 2006-07)

Stage	Duration of training (detailed break up)	Teachers recruited	Teachers trained	Percentage of Achievement
Primary	15 Days	230	27	78.2%
Upper Primary			153	

Source: AWP & B, Chandigarh UT 2007 - 08

Performance in the area of induction training for newly recruited teachers is ok.

The UT does not have any untrained teachers. Hence there is no need for training of untrained teachers.

Progress of Training of Untrained Teachers (during 2006-07)

Stage	Total No. of Untrained teachers	Target for 60 days training	Teachers trained during 2006-07	Percentage of achievement
Primary	0	0	0	0
Upper Pry				

Source: AWP & B, Chandigarh UT 2007 - 08

Overall progress of teacher training during 2006-07

S. No	Type of training	Target for training		Achievement		% of achievement		Target for 2007	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	In-service	1100	15.40	847	7.42	77%	48.18%	945	13.1
2.	Induction	200	2.80	180		90%		240	2.8
3.	Training of Untrained	0	0	0				0	0

Source: AWP & B, Chandigarh UT 2007 - 08

For 2007 – 08 the UT has planned in a detailed manner as per the following break up.

Plan for teacher training during 2007 - 08

Tentative Date & Duration	Grade/ Participants		Activities	
	Grade	No.		
May 15- May 31, 2007 15 Days	I	40	1. Identification of resource persons and venue 2. Meeting with resource persons & Course Director. 3. Training material including training modules and feedbacks performa. 4. Financial allocation to the course director 5. Circular to teachers	
	II	40		
	I	40		
May 28 – June 19, 2007 (20 Days) Newly appointed teachers 120 teachers in three groups. June 20- 8 th July 2007 (20 Days) Newly appointed teachers 120 teachers in three groups.		40		----do-----
		40		
		40		
		40	----do-----	
		40		
		40		
Sept 3 – Sept 21, 2007 (15 Days)	III	40	----do-----	
	IV	40		
	III	40		
Sept 10 – Sept 26, 2007 15 days	III	40	----dc-----	
	IV	40		
	IV	40		
Dec 12 – 24, 2007 15 days		40	1. Identification of resource persons. 2. Meeting with resource persons 3. Development of Modules 4. Sanction of Funds 5. Identification of Venue 6. Circular to teachers 7. Meeting with course director	
		40		
		40		
Dec. 12- 24, 2007 15 Days	V	40		
	V	40		
March 3 rd – March 20, 2008 On Computer Aided Learning	TGT	40	----do-----	
		40		
		40		
		40		

Source: AWP & B, Chandigarh UT 2007 - 08

Recommendation:

Keeping in view the performance of the UT during 2006 – 07 the Appraisal Team recommends the amount as proposed by the UT.

D. Academic Support through BRCs and CRCs:

Following is the status of the academic resource centers in the UT.

Information regarding BRCs and CRCs

S. No.	Resource Centers	Sanctioned	Functional	BRPs sanctioned	BRPs in position
1.	BRCs	0	0	0	0
2.	CRCs	20	20	20	20
3.	URCs	0	0	0	0

Source: AWP & B, Chandigarh UT 2007 - 08

Capacity building of the personnel at CRCs has been done during 2006 – 07 as per the following break up. Their major activities include the following.

- Implementation of quality formats
- Supervision of AIE centers
- Implementation of DISE formats

Training of CRCs

Number of days training given to BRC/CRC in 2006-07 (in addition to training as master trainers for teacher training)	Number of days training proposed for 2007 - 08 (in addition to training as master trainers for teacher training) +1 communications
3*5 days =15 days	5 + 5 days

Source: AWP & B, Chandigarh UT 2007 - 08

National Institute of Administrative Research (NIAR) LBS National Academy of Administration, Mussoorie has provided the needed support in capacity building for drawing of AWB & P through micro planning. It has organized four workshops during the year 2006-07 for this purpose.

Workshops organized for CRCs during 2006 - 07

Dates	Venue
25- 30 October 2005	Mussoorie
16-18 march ,2006	Chandigarh
29 Jan– 2 Feb. 2007	Chandigarh
15-17 march 2007	Chandigarh

Source: AWP & B, Chandigarh UT 2007 - 08

For 2007 – 08 the UT has proposed for 10 days of training for the CRC personnel. The Appraisal Team recommends the training as proposed by the UT.

E. Utilisation of Grants:

- i. **School Grant:** - Rs. 2.04 Lacs has been released to 102 schools @ Rs. 2000/- per school.
- ii. **School Maintenance Grant:** - Rs. 9.20 Lacs has been released to 185 schools @ Rs. 5000/- each. (Primary 102 + Upper Primary 82)
- iii. **Teacher Grant:** - Against Rs. 17 Lacs sanctioned under the head of teacher grant an amount of Rs. 11.01/ Lacs- has been released to 2202 teachers teaching at elementary level. The total grant has not been utilized as there has been a error in the calculation of teachers for which the grant was sought in the budget.

Progress and proposal for grants

Sl. No.	Distribution of Grants	Target for 2006-07	Achievement in 2006-07	% of Achievement	Physical Proposal for 07-08	Financial implication in Rs.
1	Teacher grant @ Rs. 500/- per teacher	3400	2202	64.76%	2571	12.85 lakh
2	School grant @ Rs. 2000/- per School	106	102	96.22%	213	4.26 lakh
3	TLE grant	3	3	100%	8 (P)+4(UP)	2.80 lakh

Source: AWP & B, Chandigarh UT 2007 - 08

F. Pupil Assessment System in the UT

Following table indicates the operational learning assessment system in the UT.

Learning Assessment system

Stage	No. of tests in a year	Whether marking or grading system	No-detention from which class (Hindi medium)	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	3	Grading system	1-5 class	5 th	Yes	3 PTM
U. Prý.	3		-	8 th	Yes	3 PTM

Source: AWP & B, Chandigarh UT 2007 – 08
teacher meeting

* PTM : Parents

Quality Assessment Unit:

In pursuance of the decision taken in 2006-07 a quality assessment unit has been set up. In order to achieve its aims and objectives the quality assessment unit has initiated the following activities in this direction:

1. Development of Achievement Assessment test for classes III to V in the subjects of Hindi, English, Math.

On the basis of minimum learning levels developed by NCERT in consultation with Block Education Officer, State Institution of Education and Regional Institute of English . Now the final drafts are under print.

2. Development of Questionnaire for Pupil, Teachers and School

To study the influence of home/ society and school environment on student's achievement, three types of questionnaire have been developed for pupil, teachers and the school. We are in process of finalizing these tools with the help of Faculty of College of education, university and Principals of schools, in the month of March. The survey for this purpose will be undertaken in the month of April. The very purpose of preparation of these tools is to improve the quality of education keeping in view the co-related variables which can also improve the standard of education.

Specific initiatives undertaken for overall quality improvement:

- Quality monitoring tools developed by NCERT have been used to keep a track of the performance of students in terminal examinations. Classroom teaching is supervised by cluster resource persons and cluster heads. They also share their observations with teachers and the head of the institution. In order to ensure broad based and continuous evaluation, three unit test and two terminal examinations followed by Annual examination are conducted in an academic year for every class. The performance of students is shared with the parents through progress report cards. 30% weight age is given to performance in tests and terminals for promotion to the next higher class. The performance showed in the test is analyzed and discussed with teachers of the school.
- This diagnosis help in pinpointing weaknesses and strength of teaching learning process and others co-related factors. The reports pertaining to 1st and 2nd quarter have been submitted to NCERT.
- Performance standards for teachers were developed which have been included in the Annual Confidential Report (ACR) of the teachers. Every component is quantified.
- In order to introduce every child with new technology it has been decided to make computer education compulsory and free for all. The syllabus has been developed for computer aided learning and computer education. Portable projector with PC and software are used for improving teacher's effectiveness in teaching.
- Computer aided learning for teaching of science and maths for primary and upper primary classes have been introduced in the schools.
- For improvement of teaching of science and maths, prescribed kits are being used by the teachers.
- Separate Science and mathematics labs have been set up in all the schools for improving activity based teaching in the subject.

- Future in-service training Programmes will focus on the following components / topics
 - a. Discussion on revised text books for class II, IV and V to identify hard spots.
 - b. Standardization of evaluation system in all schools.
 - c. Emphasis on making use of TLM & TLE.

Progress in special classes for remedial teaching:

To hold back the weak students in the school by creating and maintaining their interest in education, special coaching classes were held for such students who had joined the mainstream from AIE Centres and also for those students whose achievement level was very low. In the year 2006-07 only two classes i.e. class IV and V have been targeted for providing additional support for improving achievement in language and mathematics. Following criteria has been followed for identification of children for remedial teaching.

- Poor performance in 1st unit test/ 1st terminal examination's students falling in E grade i.e. below 35 % in Mathematics, Hindi, English.
- Students of schools having high pupil teacher ratio.
- Students studying in labour colonies villages and slums.

Out of about 20154 students enrolled in classes IV and V only 3000 students, vulnerable to drop out, have been taken for providing remedial teaching.

Progress in Remedial Teaching

	Classes covered	Subject	Duration	Beneficiaries
2005-06	II, III and IV	Maths, English and Hindi	2 hours daily for 25 days in a month for three months	2700
2006-07	IV and V	1 st Language Hindi/ English and Maths	2 hours daily for 25 days in a month for five months	3000

Source: AWP & B, Chandigarh UT 2007 – 08

To capture the progress in performance of these students three types of formats have been developed for monitoring & follow up. The final performance report pertaining to annual exam will be collected after 31st March for necessary action.

The appointment of teachers for taking remedial classes was made by giving a public notice in local dailies and website of SSA. This could attract a good number of experienced and motivated persons for undertaking these short duration classes. These teachers were oriented about the problems being faced by the students before starting of remedial classes. Diagnostic tests to locate the areas for remedial teaching were prepared.

G. Learning Achievement:

The Team has referred to two major sources (DISE data and NCERT study at end of class III & V) for exploring the learning achievement of children in the state.

DISE data: The following table reflects the findings of the DISE data for 3 years.

Learning Achievement as per DISE data

DISE reference Year	Class V		Class VIII	
	Passed	Passed with >60%	Passed	Passed with >60%
2003-04	94.0%	44.2%	81.6%	34.5%
2004-05	90.1%	41.3%	80.5%	36.8%
2005-06	94%	48%	84%	42%

Source: DISE 2003-04, 2004-05, and 2005-06

In 2003-04 at the primary level 44% children out of the 94% pass outs managed to score to satisfactory levels. At the upper primary level the same year, 82% children passed out, out of which 35% children could manage to score more than 60% marks. In the subsequent year at the primary level, the performance of children has gone down with 41% children out of the 90% pass outs scoring more than 60% marks. At the upper primary level children's performance has improved marginally with 37% of the 81% pass outs scoring more than 60% marks. In 2005 - 06 the overall performance has improved to a good extent.

(b) NCERT study:

Findings of NCERT study on learning achievement

Class III - Mathematics

UT	No. of Students	M%	S.D.	Difference in Mean with National Average	Ranks
Chandigarh	1410	50.99	20.4	-7.26	26
National	92405	58.25	24.89		

Source: NCERT study

Class III - Language

UT	No. of Students	M%	S.D.	Difference in Mean with National Average	Ranks
Chandigarh	1410	53.14	18.42	-9.98	27
National	92399	63.12	22.05		

Source: NCERT study

These tables indicate a poor performance by students and the UT needs to work on learning enhancement strategies.

Findings of NCERT study on learning achievement

EVS		Difference in mean with national average	Mathematics		Difference in mean with national average	Language		Difference in mean with national average
M%	SD		M%	SD		M%	SD	
41.81	13.12	-8.49	44.98	13.81	-1.53	55.99	15.33	-2.58

Source: NCERT study

This table reflects a poor picture. In all the subject areas the average score of the 1405 students of Chandigarh city is below the national average for each subject. This is a **poor performance** of the students at the end of class V. The State needs to work on it further to improve the performance of students in different classes.

H. Quality Monitoring

For assessing the performance of students in I & II terminal held in Sept. & Dec 2006 in Govt. schools of Chandigarh UT, Quality Monitoring Tools developed by NCERT have been adopted, in order to understand every aspect of quality education. The performance of students in these tests is analyzed and communicated to the parents through students report cards in ht meeting held from time to time. This analysis is also discussed with teachers and principals of the school to highlight strength and weakness of teaching learning process and its co-related factors.

s

Comparative statement of Achievement of students of Primary classes (Subject wise) over 1st and 2nd terminal examinations

Class	English		Hindi		Math		EVS	
	1 st Qtr.	2 nd Qtr.	1 st Qtr.	2 nd Qtr.	1 st Qtr.	2 nd Qtr.	1 st Qtr.	2 nd Qtr.
I	60.4	61.2	58.4	59.13	63.79	65.30	57.29	61.07
II	52.60	55.62	56.80	58.16	60.41	62.98	57.67	60.34
III	52.39	53.80	55.18	56.42	59.79	61.64	55.21	54.94
IV	51.35	54.58	55.36	53.72	54.85	55.76	53.77	55.04
V	49.17	50.38	48.37	50.21	48.42	46.42	45.18	47.72

Source: Quality Monitoring Tools, AWP 7 B, Chandigarh 2007 – 08

- The study shows there is slight improvement in overall learner achievement in the second quarter over the first quarter in all the subjects at primary level.
- The mean-marks of students indicate a decreasing trend as the child goes to higher class.
- In case of Mathematics, there is sharp fall in the learner's achievement as the students move from class I (65.30) to class V (46.42). This indicates that the teaching of mathematics needs to be improved.

Comparative Statement of Achievement of students in Upper Primary classes
(subject wise) over 1st and 2nd terminal

Class	English		Math		Science		S.St.		Hindi	
	1 st Qtr.	2 nd Qtr.	1 st Qtr.	2 nd Qtr.	1 st Qtr.	2 nd Qtr.	1 st Qtr.	2 nd Qtr.	1 st Qtr.	2 nd Qtr.
VI	44.56	44.48	37.39	37.93	44.84	68.12	34.15	37.07	34.85	44.48
VII	42.00	41.71	32.42	33.48	37.14	34.34	36.9	35.66	43.14	42.1
VIII	42.09	38.33	37.76	35.51	37.76	37.84	34.45	33.6	41.89	32.87

Source: Quality Monitoring Tools, AWP 7 B, Chandigarh 2007 – 08

The performance of students at Upper Primary Level remains almost constant when performance of first and second terminals are compared except in case of class VI in science, in which the mean marks in II terminals (68.12) is more than the I terminal (44.84). The performance of students in class VIII in all the subjects is less in second terminal as compared to first terminal. A wide gap has been observed in the performance of class V and class VI. The performance of class VI is lower than that of class V. The reasons need to be examined. The above analysis is based on learner's achievement noted during first and second terminal examinations (Sep, 2006 and Dec, 2006) but it is not the only indicator of quality education.

Following areas have been identified by the UT and preparation has been made to strengthen the interventions in these areas.

- (i) Poor comprehensions skill among teachers teaching English.
- (ii) Teaching aids are rarely used.
- (iii) Higher Pupil Teacher Ratio (PTR).
- (iv) Mathematics is taught conventionally.
- (v) Burden of adjustments of periods due to shortage of teachers.
- (vi) Shortage of space/ infrastructure.

(IV) SIEMAT

There is no proposal s for SIEMATS in the UT Chandigarh annual AWP&B.

(V) IED

The UT of Chandigarh initiated work in the area of IE only from 2006-07. Since then it has conducted some activities under IE like assessment, provision of aids and appliances, identification survey, appointment of resource teachers and convergence with NGOs. However, the UT still needs to strengthen it's planning and strategy for IE.

Progress in 2006-07:

In the year 2006-07, the UT had identified 1500 CWSN and the total budget provided the UT was Rs. 15.00 lakh. The UT could only spend Rs. 3.80 lakh mainly on salary of resource teachers and workshops/ meetings, as shown below.

S. No.	Activities	Progress	
		Phy.	Fin.
1.	Resource Teacher Salary	12	3.36
2.	Distribution of material	2	0.44
	Total		3.80 (22.4%)

Number of CWSN Identified in 2007-08

The State has identified 4719 CWSN (shown below), which is 1.47 % of the total child population, as shown below.

S. No.	Category	Number of CWSN
1	Visually Impaired	3216
2	Hearing Impaired	630
3	Mentally Retarded	110
4	Orthopedically Handicapped	221
5	Learning Disability	477
6	Others	65
	<i>Total</i>	4719

The UT should also strive to strengthen it's identification procedures as CWSN only constitute 1.47% of the total child population against the accepted prevalence of 2-3%. The focus of this year on IE would be on the following:

- Salary of resource teachers
- Conduct of assessment camps
- Provision of aids and appliances

Plan for IE: 2007-08

S. No	Activity	Proposal		
		Phy.	Unit Cost	Financial (in lakhs)
1.	Resource Teachers Salary @ Rs. 8600/- for 9 existing teachers for 12 months and 11 months for 3 to be recruited teachers	12	@ Rs. 8600	12.13
2.	Assessment Camps	40	@ Rs. 0.10	4.00
3.	Provision of Aids and Appliances	1000	@ Rs. 1434/-	14.34
4.	Teacher Training- 90 days	110	@ Rs. 2000/-	2.20
5.	Strengthening of resource room	4	@ Rs. 1.50	6.00
6.	Distribution of material	122	@ Rs. 500/-	0.61
7.	Convergence with NGOs, including Strengthening of NGOs through play-way material	3	0.74	2.22
8.	Workshops/ Meetings	5	0.10	0.50
	Total			42.00

Recommendation

The Appraisal Team recommends a total of Rs. 31.61 lakh @ Rs. 670.00/- per child, for the year 2007-08.

(VI) Innovative Activities

a. Girls Education

Progress:

The UT has been providing free textbooks, uniform, free education, attendance scholarship etc. As per the Plan, the UT has provided computers and other material to 14 girls' schools which benefited around 4000 children.

Proposal:

The UT has not proposed for any additional support for girls' education.

Recommendation:

No amount is recommended for girls' education.

b. Early Childhood Care and Education

Progress:

In 2006-07, 20 Nursery classes were opened by the UT as pre-school play classes for children of 3 to 5 years of age. The Plan has indicated that in these school children of 3+ years are admitted. These children are also provided with mid day meals. These play schools have been created by decorating the existing rooms and providing all such equipment which were found necessary for making their stay in these schools interesting and joyful. The list of equipment was drawn in consultation with the experts in pre school education and fine arts teachers. The overall achievement during 2006 – 07 was 100%.

Proposal:

The Plan has proposed for 23 Nursery centers for the UT and an amount of Rs. 19.80 lakhs.

Recommendations:

The Team recommends the amount as proposed by the UT for activities related to ECCE.

c. Education of SC/ST children

Progress:

The UT has been undertaken activities like providing free uniforms, textbooks, scholarships etc. to the SC children through the State budget.

Proposal:

Besides ECCE and Computer aided learning there is hardly any problem for girls education. In fact girls in Chandigarh are excelling in all fields including medical engineering and other higher learning. Because of affluences, city has its own problem of migration from all over the country for greener pasture. Most of the construction worker, rickshaw puller, hawker, domestic helper is met with by these migrant people. They have created slums, labour colonies, jhuggies jhopdi and some of them have brought their families. City has their own by laws for construction of school building and school cannot be constructed in slums and unauthorized places. There are lot of girls who are irregular in the near by school because of traffic on the road and fear of crossing the road. The UT has proposed Rs. 50 per student for 10 months in a year for 350 girls. $350 \times 50 \times 10 = \text{Rs. } 175000/-$

The UT proposes to arrange escorts for the SC children living in labour colony & slums to the schools in nearby sector. It would cost 1.40 lakh.

Recommendation:

The Team recommends the amount of Rs. 1.40 lakhs. PAB may approve this.

d. Computer Education**Progress:**

For promoting computer education and computer aided learning the UT has adopted a multi pronged approach. Eight schools have been provided with K-YAN machine which is fitted with multimedia projector, a PC and a portable keyboard that is being used as a portable teaching aid by the teachers. Good number of animated materials (subject contents) available in market, have been procured. Teachers have also been trained to develop their own Power Point Presentations.

In 17 schools 10 PCs with server, one printer and UPS have been supplied. In these schools computer labs have been created and are being used for imparting computer – aided learning in school subjects and also for providing computer education. Services of computer instructors have also been hired for these schools. The expenditure on payment of honorarium to them will be met out of this component only.

Computers as well as K-YAN machines (LCD Projectors cum computer system) have been purchased by some other schools out of their local resources.

During 2006-07 schools have been covered by utilizing the funds made available by GoI for innovation and girls' education. Computers have been purchased for the deprived schools. More than 4000 children benefit from this experiment.

Proposal:

This time the UT has proposed to provide 60 computers to 16 schools (15 units each) to initiate similar activities through similar set ups and facilities.

Recommendations:

The Team recommends Rs. 28.80 lakhs for the activities related to computer aided learning.

(VII) Girls Education

There is no problem of gender in Chandigarh and no activity has been proposed.

(VIII) Research, Evaluation, Monitoring and Supervision:

Chandigarh has proposed some research studies on study of drop out, study on irregularity in attendance particularly in labour colonies, impact of MDM, impact of remedial teaching on performance of children and also perception of children and teachers about CAL.

Chandigarh has contacted some NGOs to carry out the research work on above studies but because of limited resources available the NGOs are not in a position to try such studies. The Chandigarh SSA has decided to take up research work through in house people. The break up of each study is as under

• Study of drop out phenomenon in selected 30 schools	0.30 lakhs
• Study on irregularity in attendance students of villages & labour colonies	0.35 lakhs
• Impact of MDM scheme on attendance and enrolment (all schools).	0.37 lakhs
• Impact of remedial teaching on performance of children.	0.30 lakhs
• Perception of children and teachers about Computer Aided Learning	0.40 lakhs
Total -	1.72 lakhs

The UT team informed that for the activities for the 2006-07 no expenditure could be incurred because the work was given to State Institute of Education, Chandigarh who could not do any work on the component. The UT team has decided to take up research activities through in house cell and complete the research studies during 2007-08. **The appraisal team recommends components of REMS for Rs. 1.72 lakhs.**

(IX) Strategies for community mobilization:

Chandigarh is a most modern city of the country. It is capital city of Punjab, Haryana and Chandigarh UT. The community is not homogeneous because metropolitan nature of the city beside well educated community and babus of Haryana Chandigarh and UT, There is migratory labour from various parts of the country who flocks to the city for lively hood. City population do not have time to spare for community work for education as there are good schools around and with substantial awareness among the children community. The UT team has proposed community training for 26 wards and 13 Panchayats for 2 days. They proposed to trained 200 persons during 2007-08 and have proposed a budget of Rs. 1.2 lakhs. the expenditure on this components for 2006-07 was Rs. .09 lakhs.

Recommendations The appraisal team recommends 0.12 lakhs for the year 2007-08.

(X) Involvement of NGO

At present 3 NGOs are running 11 centers for difficult reach out of schools children in slums and rehabilitation colonies. These NGOs are using their own resources for running the centers.

3 NGOs running for 11 AIE centers without any financial assistants.

6 NGOs running inclusive education centers without any financial assistants. The detail of involvement of NGOs in inclusive education is as under.

- **Institution for the Blind:** - This NGO is helping the state in organizing teacher training for inclusive education.
- **Indian Association for Blind:** - It helps in assessing CWSN with Visually impairment and in providing disability certificate to them.
- **Indian National Portage Association:** - Assisting UT Chandigarh in providing in-service training to Cluster Resource Persons. In Dec 2006 all the cluster coordinators were provided training by it.
- **Govt. Institute for Mentally Retarded Children:** - Teacher training and medically examination of MR children.
- **Vatika High School for Deaf and Dumb:** Teacher Training and exposure visits.
- **Helping hands:** financial assistance for providing assistive devices. .

(XI) Project Management

	Staff Position	
	Staff sanctioned	Staff filled
SPO	44	40
DPO		

The UT has recruited 44 personnel against 40 sanctioned in various field including consultant for activities and account branch. The UT has given major thrust for account people rather for the various activities of SSA components. **The UT may try to fill up balance 4 post immediately.**

5. Special Focus Districts and Minorities

UT Chandigarh has only one district. UT Chandigarh has already mentioned is a cosmopolitan city and has insignificant minority population. The UT has not proposed any intervention for this activity as there is no such necessity.

6. Comment on the state's overall direction/ preparedness towards meeting the expected outcomes identified for 2007-08

Keeping in view the over all scenario it is felt that the Chandigarh UT is in a good position to achieve the targets for UEE. The UT does not have any major problem related to access, enrolment in formal schools, drop out rate, and learning achievement. The UT faces some regular problems due to migration of labour force from nearby states for which the number of out of school children keeping on fluctuating, It is good to note that the UT has been able to address this issue in an organized manner.

7. Financial Status

(Rs. in lakhs)

Year	AWP&B	Funds Released		Expenditure	%age
		GOI	State		
2001-02	-	-	-	-	-
2002-03	-	-	-	-	-
2003-04	599.20	224.54	49.00	166.42	27.73%
2004-05	1401.31	447.95	205.08	589.83	42.09%
2005-06	1369.68	350.00	399.80	540.17	39.43%
2006-07	1162.54	300.00	290.63	706.31	60.76%
Total	4532.73	1322.49	944.51	2002.73	44%

The Cumulative Expenditure as reported by the Project as on 31.3.2007 is 44% of the total allocation and 88% of the total funds released by GOI & UT.

While there is a backlog of Rs.179.56 lakhs in release of GOI share, the UT has released an excess amount of Rs.443.83 lakhs as its share towards SSA with reference to the reported expenditure as on 31.3.2007. The UT has also released Rs.235 lakhs for the year 2007-08 against the Provision of Rs.350 lakhs.

AWP&B 2007-08

The Project has proposed a total AWP&B of Rs.2561.56 lakhs for the year 2007-08 including a spillover of Rs.704.61 lakhs which also includes Rs.420 lakhs approved by PAB for Civil Works in 2004-05 & 2005-06 but not sanctioned for release because of the restriction of 40%. Activity wise details of funds proposed and recommended are given below:-

(Rs. in lakhs)

Sl.No.	Name of the Activity	Proposed AWP&B		Recommended AWP&B		Remarks
		Phy.	Fin.	Phy.	Fin.	
	New PS	8	-	8	-	
	New UPS	4	-	4	-	
1.	Teachers Salary					
	New (a)	160	153.90	60	51.30	(i) 100 teachers posts required on adhoc basis not recommended. (ii) Recommended for 9 months
	Recurring (b)	580	648.24	580	648.24	
		740	802.14		699.54	
2.	Teacher Grant	2571	12.85	2571	12.85	

3.	CRC	20	23.98	20	23.98	
4.	Teachers Training	1295	19.43	1295	18.23	Recommended as per norms
5.	Interventions for O/o/s children	10600	98.84	10600	98.84	
6.	Remedial Teaching	3500	22.50	3500	22.50	
7.	Free Text Books	38000	57.00	38000	57.00	
8.	Disabled children	4400	42.24	4400	42.24	
9.	Civil Works		1352.11		692.61	(i) Fresh 185 additional class rooms not recommended (Rs.647.50 lakhs) (ii) Spillover under CRC actually is Rs.10 lakhs & not Rs.22 lakhs as proposed.
10.	TLE	12	5.20	12	2.80	Recommended as per norms
11.	Maintenance Grant	-	-	-	-	
12.	School Grant	213	4.26	213	4.26	
13.	Research & Evaluation	123	1.72	123	1.72	
14.	Management & MIS	-	68.00	-	68.00	
15.	Innovative Activity	-	51.17	-	50.00	Restricted as per SSA norms.
16.	Community Training	200	0.12	200	0.12	
Total			2561.56		1794.69	

Costing Sheets are enclosed:

8. State Commitments- The details have already been given at page no.

9. Monitoring Institutes Chandigarh is a unidistrict and no monitoring institute has assign the job if monitoring.

Fact Sheet (to be annexed with Minutes)

State: Chandigarh U.T.
 No. of Districts: 1
 No. of Blocks: 1
 Total population: 900635

No. of Clusters:20
 Literacy Rate: 76.65

Child Population-
 a. 6-11 years: 261188

b. 11-14 years:91773

% of children passing with 60%: Boys- P-37.33 Girls- P 43.55 Total- P- 40.31
 UP- 28.97 UP -34.80 UP-31.88

Educational Indicators

Enrolment I-V			Enrolment VI - VIII			Enrolment I - VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
27959	23229	51188	14333	12428	26761	42292	35657	77949

SOURCE: DISE

	GER			NER			Dropout rate		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS			114.09	-	-	-	0.99	0.79	0.90
UP S			91.75	-	-	-	2.37	2.18	2.28

SOURCE: DEO (GOVT+PRIVATE)

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
96.3	94.23	95.5	P- 92.94 U- 83.84	P-94.31 U-86.86	93.56 85.24	93.25	96.52	97.45

DEATAILS OF OUT OF SCHOOL

Out of school Children								
5-10 years			10-13 years			5-13 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1372	1485	2857	483	599	1082	1855	2084	3939

	Target for 2006-07	Target Achieved	Target for 2007-08
1. Out of school children	11000	10040	10000
2. Dropout rate	-	2.60	-
3. Attendance rate	-	95.5	100
4. Achievement level	Increase by 10% as compared to last year ie 34.81	40.39	Increase by 10% as compared to last year
5. UPE Index	-	-	-
6. No of single teacher school	-	-	-
7. No of schools with PTR > 50	-	-	-
8. No of building less schools	-	-	-
9. No of disabled children to be enrolled	1200	-	2500

Proposals for 2007-08

New schools (including up gradations)		
Sanctioned till 2006-07	Opened till date	Proposal 2007-08
12	6	-

EGGS						
Approved till 2006-07		Centers running as on March 2007		Centers to be upgraded to PS	Continuing Centers proposed for 2007-08	Centers proposed to be closed
Centers	Children	Centers	Children			
277	1100	245	9725	-	200	77

Sub-District Structures	
No. of BRCs	
No. of URCs	2
No. of CRCs	20
Resource persons	

Teachers under SSA				
	Sanctioned till 2006-07	In position	Proposed 2007-08	
			Against new schools	Additional teachers
PS	305	230	DEATAILS IN TABLE 14,15 OF FACT SHEET	
UPS	275			

Teacher Training			
Type of training	Progress for last year		Proposal
	No. of teachers/ Duration of the training		
a In service	273-20 days 843-10 days 87 heads – 10 days		1155=20 DAYS/ 15 DAYS
b Induction trg. - new recruits	180	15 DAYS	
c Training for Untrained trs.	-	-	
Total	1569		

Interventions for Out of school children		
Strategy	No. of centers	No. of children
1. EGS		
2. Resdl Bridge course		
3. Non resdn Bridge Course	245	9725
4. Flexi Schools		
5. Drop in centres		
6. Remedial teaching	200	3000
7. Other (specify) skill course	12	1100
8. Direct admission		

IED

No. of children enrolled in schools identified	No. of children to be enrolled
4716	4483

Source household survey = (637)

Civil Works

	Sanctioned till 2006-07	Achievement till date	Proposal for 2007-08
School buildings	14	10	
Additional Classrooms	84	32	185
Drinking Water	-	-	0
Toilets	12	2	6 schools
Major repairs	--	-	-

7=CRC—1complete 6 in progress

REMS

	No. of research studies carried out during 2006-07	No. of research studies proposed for 2007-08
Research		Studies to know the phenomena of dropout, low academic achievement, ir-regular attendance of students, impact and need of remedial teaching and computer aid learning. Therefore it has been proposed to undertake five research studies.

Innovations**ECCE**

Progress for 2006-07		Proposal for 2007-08	
No. of centers	No. of children	No. of centers	No. of children
20	800	23	920

Girls Education

Progress for 2006-07	Proposal for 2007-08
-	-

SC/ST

Financial Progress for 2006-07	Financial Proposal for 2007-08
-	-

CAL

Progress for 2006-07		Proposal for 2007-08	
No. of schools covered	No. of children covered	No. of schools to be covered	No. of children to be covered
28	10,000	42	20,000

Community Mobilization

	Progress	Proposal
No. of VECs		13
No. of SMCs/PTA/MTA		110
No. of community members to be trained		80

NPEGEL:

Activity	Progress for 2006-07		Proposal for 2007-08	
	Physical	Financial	Physical	Financial
Not Applicable				

KGBV :

Sanctioned	Operational	No. of Students
Not Applicable		

Annexure

Table 2

LITERACY RATE

Name of District

S.No	Block/ Municipal Zone	Literacy Rate											Rural Female Literacy Rate		
		All Communities			SC			ST			Minority				
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female		Total	
	District Literacy Rate	85.65	76.65	81.76	No such data is given by census dept			chandigarh UT has no such population			No such data is given by census dept			66.2	

Source : Census 2001

BASIC ADMINISTRATIVE INDICATORS

Name of District:

S. No.	Block/ Municipal Zone	No. of Educational Blocks (if any)	No. of BRC/UBRCs*	No. of CRCs	No. of villages/ Wards*	No. of Panchayats
1	CHD	1	0	20	26	13
	Total	1	0	20	26	13

* For Urban Areas

Source DISE 2006-07

Year: 2006-07

HABITATIONS AND ACCESS (PRIMARY)

Name of District:

S. No.	Block/ Municipal Zone	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS	Habitations Eligible for PS as per state norms	Habitations not eligible PS but eligible for EGS	Habitations not Eligible for PS/EGS
			Primary School	EGS				
1	CHD	76	76	-	-	76	-	-
	TOTAL							

Note: List of habitations eligible for EGS as per State norm should be attached.

HABITATIONS AND ACCESS (UPPER PRIMARY)

S. 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 8 KM area	No. of eligible schoolless 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	CHD	76	76	-	-	109+6	84+7	13:10	56	-
	TOTAL	76	76	0	0	115	91		56	0

Note : Habitations not served by Govt. schools:-

1. Newly developing sectors:- Sectors- 48, 49, 50, & 51
2. Developed sectors not served with in them: - Sector- 2, 3, 4, 5, 6, 9 and 14. (However all these habitations are served with in one kilometer area)
3. All unauthorized colonies are served under alternative schooling intervention.

ENROLMENT AND OUT OF SCHOOL CHILDREN (6-14 age group)

Name of District :

S.No.	Block/ Municipal Zone		Enrolment (6-11 age group)												Out of School Children (6-11 age group)																			
			All Communities			SC			ST			Minority			All Communities				SC				ST				Minority							
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Min Child Pop.				
1	CHD	govt school	27959	23229	51188	4581	3887	8468										2103	2078	4181	8.167929984	1040	1002	2042	24.1									
		private	10430	8558	18988	355	498	853																										
Total			38389	31787	70176	4936	4385	9321																										

S.No.	Block/ Municipal Zone		Enrolment (11-14 age group)												Out of School Children (11-14 age group)																			
			All Communities			SC			ST			Minority			All Communities				SC				ST				Minority							
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Min Child Pop.				
1	CHD	govt school	14333	12428	26761	7050	6182	13212										610	714	1324	4.947498225	593	626	1219	9.2									
		private	7860	5847	13707	189	258	447																										
Total			22193	18275	40468	7239	6420	13659																										

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

Source: HOUSE HOLD survey, Year: MARCH, 2006.

Note in CHD UT the entering to class I is 5 yrs and as such the completion of elementary level is 12 yrs of age

INFORMATION AND PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 years age group)

Name of District

S.No.	Block/ Municipal Zone	NEVER ENROLLED									OUT OF SCHOOL						Grand Total of 6-14 age Group		
		6-11 YEARS			11-14 years			6-11 years			11-14 years								
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
		1	CHD	2103	2078	4181	505	581	1086	234	315	599	511	418	929	3403	3392	6795*	
	Total																		

Source : HOUSE HOLD MARCH 2006

Year : 2006

* after physical verification from the school heads in the month of Feb 2007, the number of out of school children is given in Table 8

OUT OF SCHOOL CHILDREN WITH REASONS

Name of District

S. No.	Block/ Municipal Zone	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	OTHER
1	CHD	3939			1238	383					
	Total	3939									

Source: By physical identification using school mapping register which is based on household data 2006

SIBLING CARE = 809
 low awareness of parents = 1008
 CWSN =162
 Old People Care =105
 Financial problem=234

COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the District: Chandigarh

S. No.	Block/ Municipal Zone	No. of Out of School Children as per HHS	No. of Out of Schol Children propoed to be covered under different strategies in the Current Year						
			Mainstreaming	, EGS	NRBC	RBC	Madarsa/ Makhtab	Innovation	Others/AIE
1	CHD	3939							3939
Total									

Source HOUSE HOLD SURVEY MARCH 2006

CONTINUING CENTERS FROM PREVIOUS YEAR

S.NO.	Block/ Municipal Zone	No. of Children Continuing in					Total
		EGS	RBC	NRBC	Madarsa/ Makatab	Other/aie	
1	CHD					4600	4600
	Total					4600	4600

Source HOUSE HOLD SURVEY MARCH 2006

GER, NER, Cohort Drop Out and Overall Repetition

Name of District

S.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
	CHD	P=114.04	0	-1.9	5.54	91.26	0	6.045	12.48
1			0						
	Total								

Note: Drop out and Repetition rates - Method of calculation is given in Annex I to the Manual on Planning and Appraisal.

Source: DISE 2006

$$\text{Repetition rate} = \frac{\text{No of repeaters in grade } q}{\text{Enrolment in that class in the T}} \times 100$$

* As per the procedure

The issue of drop out rate is a complex matter in this UT. As per the estimates of Education Department the dropout rate at primary level is 0.9 % and in upper primary 2.28 %.

The Cohort method of dropout analysis has been felt inadequate in the context of this UT largely because of migratory population. The children of migratory workers generally seek lateral entries in the higher standard and many a time they leave the school system without taking any school leaving certificate (SLC). hence the education dept is calculated by following method Drop out rate = $\frac{\text{No. of dropouts}}{\text{Enrolment}} \times 100$

COMPLETION RATE, PRIMARY GRADUATES AND TRANSITION RATE

Name of District

S.No.	Block/ Municipal Zone	Completion Rate	No. of primary graduates	Transition Rate from primary to upper primary
1	CHD	93.56	51188	97.45
	Total			

Source _ DISE 2006-07

EGS AND UPGRADATION

S.No.	Block/ Municipal Zone	No. of EGS /AIE Center	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
1	CHD	CHD HAS NO EGS					
	TOTAL						

Source: HOUSE HOLD SURVEY

Year : 2006

SCHOOLS (PRIMARY)

Name of District

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	
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized
1	CHD	109+13	6	83	122	322	84 +8	7	83	0	90	122	7	83	
	Total	121					92								

Source DEO

Note: Number of Madarasas - recognized, unrecognized; Maktabas and Sanskrit Vidyalaya etc. could be provided in separate tables or in this table with clear mention of their numbers.

TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of District

S.No	Block/ Municipal Zone	Teachers in Government Schools			Teachers in Government Aided Schools			Total no. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	CHD	978	1473	3296	997	2701	2060	11505	79%
	Total								

Source _____ DISE 2006

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of District

S.No	Block/ Municipal Zone	Teachers in Primary Schools											
		Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationalizati on	Gross Entitlement of Addl. Teachers for Primary
				By State	Under SSA	Total	By State	Under SSA	Total				
1	CHD	The situation of Chandigarh is peculiar on various accounts as mentioned in the enclosed note at page ____ As such the requirement has been worked out by following the state teacher norms.											
	Total												

Source _____

Year _____

S.No	Block/ Municipal Zone	Category of schools	Teachers in Schools											
			Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationalizati on	Gross Entitlement of Addl. Teachers
					By State	Under SSA	Total	By State	Under SSA	Total				
	Classes													
	I - V	Non Model Sch	35600	890	1214	142	1356	931	80	1011				
		Model Schools	22500	956		163	163		145	145			JBT = Nil	
	VI - VIII		28000	1330	1892	265	2157	1727	175	1902	1.28	1.33	Nil	
	IX - X		15300	650									TGT = 150	
	Total		101400	3826	3106	570	3676	2658	400	3058			Total = 150	

TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of District		Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers	Total No. of Teachers	% of Female Teachers
S.No.	Block/ Municipal Zone	Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary				
1	CHD	1473	3065	1704	2767	4471	79.50%	7536	78.60%
	Total								

Source_DISE 2006-07

REQUIREMENT OF ADDITIONAL TEACHER

Name of District		Teachers in Upper Primary Schools												
S.No	Block/ Municipal Zone	Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Gross Entitlement of Addl. Teachers for Upper Primary
				State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teacher	
1	CHD	47810	-	-	-	-	-	-	-	-	-	-	-	-
	Total													

Source_DISE 2006-07

TRAINED AND UNTRAINED TEACHERS

Name of District :

S.No	Block/ Municipal Zone	Primary teachers							Upper Primary Teachers						
		Working Teachers	Trained*	%age	Untrained			%age	Working Teachers	Trained	%age	Untrained			%age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	CHD	989	989	100%					1472	1472	100%				
Total															

* Trained as per NCTE guidelines

Source __ DEC

Existing School Infrastructure

Sl	Block/ Municipal Zone		Total no. of schools	No of schools without own building	No of schools in dilapidated condition	Total no of pucca classrooms	No of repairable classrooms	No of UPS with HM room	No of schools with D/water facility	No of schools with Toilet facility	No of schools with Girls toilet	No of schools with access ramp	No of schools with Boundary Wall	No of schools with playground	No of schools with Kitchen for mid day meal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Block 1	Pry													
		UPS													
	Block 2	Pry													
		UPS													
	DIST. TOTAL	Pry	103	0	0	2256	438	26	103	103	97	35	103	90	
		UPS		0				84							

Source __ DISE 2006

Note :

Upper Primary School (UPS) refers to Classes VI, VII and VIII, either as a separate school or in attachment with primary, secondary or high schools. The Middle school, even when attached with primary or a secondary school, is entitled for separate drinking water and toilet facilities. However, the boundary wall and playground will be common in such cases.

Column 5 refers to schools that are building less (if any) as well as those running in kuccha/tent/ rented premises.

Column 6 refers to those schools that are totally dilapidated and has to be demolished. These should be declared unsafe and dilapidated by competent technical authority in the district.

Pucca refers to a permanent, usable classroom. If a school has a combination of pucca and kuccha classrooms, only the pucca ones may be considered in Column 7. The kuccha rooms should be replaced by additional classrooms.

Boundary refers to a proper enclosure - it need not necessarily be a brick and mortar wall.

Provision for kitchen is only required for primary schools.

UPS NOT COVERED UNDER OBB

Name of District:

S.No.	Block/ Municipal Zone	Total No. of upper primary schools not covered under OBB	Yearwise Sanction of TLE under SSA						GAP
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	
1	CHD	0	0	0	0	3.6	1.00(Allocated)	0.30(Spill Over)	
							1.20 Spil Over		
	Total								

Source _____, Year

CHILDREN WITH SPECIAL NEED (CWSN)

Name of District:

S.No.	Block/ Municipal Zone	No. of CWSN Identified	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through AIE	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	CHD	4716	4483	233	0	6	13
	Total						

* Home Based Education

Source _ SURVEY BY RESOURCE PERSON

This survey is preliminary and is being conducted by resource teachers (special education). Medical examination of these identified CWSN is under process by expert medical team of Govt Medical College and Hospital, Sector-32 . Till date Medical Examination of 530 (approx) is being completed and the process is still going on .

Number of schools with 3 and more than 3 classrooms

Name of District:

Sl. No.	Block/ Municipal Zone	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms
1	CHD	0	110
	Total	0	110

Source __ DISE

Information regarding Resource Persons for BRC/UBRC/CRC

Name of District

S.No.	Block/ Municipal Zone	No. of Schools	No. of Eligible CRPs	No. of CRPs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of CRPs eligible under SSA
1	CHD	110	20	20	NOT APPLICABLE	20
	Total					

COMPUTER AIDED LEARNING (CAL)

Name of District :

S.No.	Block/ Municipal Zone	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year
1	CHD	84	28	0	10000	45
	Total					

FINANCIAL POSITION

(For State Only)

S.No.	Year	Approved Outlay	GOI Share	State Share	Amount Released		State Share due as per GOI release	Shortfall/excess in state Share	Expenditure	% of Expenditure against Approved Outlay
					GOI	State				
1	2006-07	1162.54	300	290.63	300	290.63			706.31	61.00%

Source:

02

State-CHANDIGARH

Annual Work Plan Budget- 2007-08 RECURRING EXPENDITURE

(Rs. in lakhs)

1	Teachers Salary	699.54
2	Teacher Grant	12.85
3	School Grant	4.26
4	Repair grant	0
5	Staff Salaries	68
6	Recurring office expenses like hiring of vehicles, stationery, telephone, postage, rent, water and electricity charges, TA/DA, repair and maintenance of vehicles and equipment	0
7	BRC/CRC salary, contingent grant, meeting grant	23.98
8	Text books	57
9	In-service teachers training	13.23
10	Training of community	0.12
TOTAL		878.98