

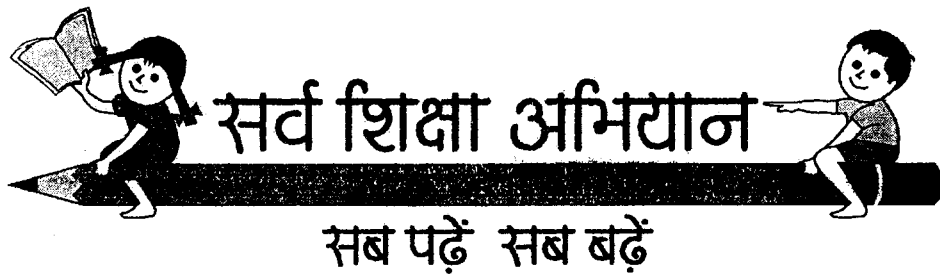
APPRAISAL REPORT

(2010-11)

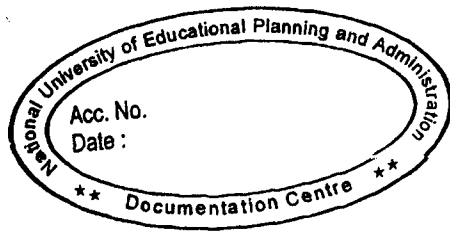
Annual Work Plan & Budget

Sarva Shiksha Abhiyan

Chandigarh, UT



Project Approval Board Meeting
15th March' 2010



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Appendices:

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

APPRAISAL REPORT 2010-11

Chandigarh

(I) EXECUTIVE SUMMARY

(I) Progress overview 2009-10

S.No.	Activity	PAB Approved		Achievement (upto 28.2.2010)		% Achievement		Saving	Remarks
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		
	New Schools Opening								
1.01	Upgradation of EGS to PS	0		0		#DIV/0!			
1.02	New PS	0		0		#DIV/0!			
1.03	Upgraded/New UPS	0		0		#DIV/0!			
	New Teachers Salary								
2.01	Primary Teachers (Regular)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.02	Primary Teachers (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.03	Upper Primary Teachers (Regular) (one Science & one Maths Teacher per UP)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.04	Upper Primary Teachers (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.05	Upper Primary Teachers - Head Master	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
	Add. Teacher against PTR								
2.06	New Additional Teachers - PS (Regular)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.07	New Additional Teachers - PS (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.08	New Additional Teachers-UPS (Regular)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.09	New Additional Teachers - UPS (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.10	Teachers under OBB	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
2.11	New Others	0	0.00	0	0.00	#DIV/0!	#DIV/0!		
	Sub Total (2.01 to 2.11)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
	Teachers Salary (Recurring)							0.00	
2.12	Primary Teachers (Regular)	182	248.98	91	172.07	50%	69%	76.91	
2.13	Primary Teachers (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
2.14	UP Teachers (Regular)	593	973.47	461	867.60	78%	89%	105.87	
2.15	UP Teachers (Para)	0	0.00	0	0.00	0%	#DIV/0!	0.00	

S.No.	Activity	PAB Approved		Achievement (upto 28.2.2010)		% Achievement		Saving	Remarks
		Pby.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		
2.16	UP Teachers - Head Master	10	36.00	10	10.42	100%	29%	25.58	
2.17	Additional Teachers - PS (Regular)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
2.18	Additional Teachers - PS (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
2.19	Additional Teachers - UPS (Regular)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
2.20	Additional Teachers - UPS (Para)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
2.21	Teachers under OBB	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
2.22	Others (Recurring)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
	Sub Total (2.12 to 2.22)	785	1258.45	562	1050.09	72%	83%	208.36	
	SUB TOTAL (New Teachers+Teachers Recurring)	785	1258.45	562	1050.09	#DIV/0!	#DIV/0!	208.36	
3	Teachers Grant							0.00	
3.01	Primary Teachers	1452	7.26	1463	2.92	101%	40%	4.34	
3.02	Upper Primary Teachers	1438	7.19	1450	2.95	101%	41%	4.24	
	Sub Total	2890	14.45	2913	5.87	101%	41%	8.58	
4	Urban Resource Centre							0.00	
4.01	Salary of Resource Persons	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
4.02	Furniture Grant	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
4.03	Contingency Grant	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
4.04	Meeting, TA	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
4.05	TLM Grant	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
4.06	Maintenance Grant					#DIV/0!	#DIV/0!	0.00	
4.07	Creation of Training Facility					#DIV/0!	#DIV/0!	0.00	
4.08	One Programmer for 10 months					#DIV/0!	#DIV/0!	0.00	
4.09	One Data Entry Operator					#DIV/0!	#DIV/0!	0.00	
4.1	2 Accountat for schools					#DIV/0!	#DIV/0!	0.00	
4.11	2 Class IV employee					#DIV/0!	#DIV/0!	0.00	
	Sub Total		0.00		0.00	#DIV/0!	#DIV/0!	0.00	
5	Cluster Resource Centres							0.00	
5.01	Salary of Resource Persons	20	27.59	11	7.90	55%	29%	19.69	
5.02	Furniture Grant	0	0.00			#DIV/0!	#DIV/0!	0.00	
5.03	Contingency Grant	20	0.60		0.60	0%	100%	0.00	
5.04	Meeting, TA	20	0.72		0.72	0%	100%	0.00	
5.05	TLM Grant	20	0.20		0.20	0%	100%	0.00	
	Sub Total		29.11		9.42	#DIV/0!	32%	19.69	

S.No.	Activity	PAB Approved		Achievement (upto 28.2.2010)		% Achievement		Saving	Remarks
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		
	Teachers Training							0.00	
6.01	In-service Teachers' Training	1710	16.10	1340	13.74	78%	85%	2.36	
6.02	Induction training for Newly Recruit Trained Teachers	150	4.50	164	3.80	109%	84%	0.70	
6.03	Training for Untrained Teachers	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
6.04	Monthly Cluster Level Academic Meets							0.00	
6.05	6 Days training on OPL							0.00	
6.06	2 Days training on reading cell							0.00	
6.07	5 Days Training to Head of Schools							0.00	
6.08	5 Days Training to SPO, CRCs and URC							0.00	
6.09	10 Days training for CRCs and Trainers							0.00	
6.1	Other (CRC)	20	0.20	11	0.30	55%	0%	0.20	
6.11	5 Days training to trainers							0.00	
	Sub Total	1880	20.80	1515	17.54	81%	84%	3.26	
	Interventions for OOSC							0.00	
7.01	Residential Bidge Course	100	7.50	100	7.50	100%	100%	0.00	
7.02	Non Residential Bridge Course	700	21.00	696	21.00	99%	100%	0.00	
7.03	AIE Centers for New Children	4960	148.80	6197	147.54	125%	99%	1.26	
7.04	AIE Centres for Old students for 9 Months	1200	18.00	1200	17.83	100%	99%	0.17	
7.05	Half Way Home	100	2.82	100	2.82	100%	100%	0.00	
7.06	NRBC for CWSN	123	2.66	123	2.66	100%	100%	0.00	
7.07	Madarsa/ Maktab	717	21.51	928	21.51	129%	100%	0.00	
7.08	Monthly Meeting and Training of CT & VT							0.00	
7.09	Supervisors and monitoring fo AIE centres							0.00	
7.1	Vocational Training							0.00	
7.11	Media Activity							0.00	
7.12	Special Learning Centre							0.00	
7.13	Attendance Inctives							0.00	
7.14	Training Module, Printing Module & Development of Learning Material							0.00	
7.15	Maqtabs and Madrassas							0.00	
	Sub Total	7900	222.29	9344	220.86	118%	99%	1.43	

S.No.	Activity	PAB Approved		Achievement (upto 28.2.2010)		% Achievement		Saving	Remarks
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		
8	Remedial Teching							0.00	
8.01	Remedial Teching	3867	7.73	3867	4.33	100%	56%	3.40	
	Sub Total	3867	7.73	3867	4.33	100%	56%	3.40	
9	Free Text Book							0.00	
9.01	Free Text Book (P)	42651	63.98	4265	39.00	100%	61%	24.98	
9.02	Free Text Book (UP)	24588	61.47	2458	37.26	100%	61%	24.21	
	Sub Total	67239	125.45	6723	76.26	100%	61%	49.19	
10	Interventions for CWSN (IED)							0.00	
10.01	Resource Teacher Salary	15	17.46	15	17.46	100%	100%	0.00	
10.02	Convenyence allowance to RT							0.00	
10.03	Appointment of new resource teacher for 6 months	7	3.57		0.47	0%	13%	3.10	
10.04	Provision of Aids & Appliances	500	1.00	355	1.00	71%	100%	0.00	
10.05	Teacher Training- 90 days	60	0.96	60	0.83	100%	86%	0.13	
10.06	Teacher Training- 10 days	150	1.50	100	1.32	67%	88%	0.18	
10.07	Workshop for development of study material/ TLM for CWSN	3	1.98	3	0.80	100%	40%	1.18	
10.08	TLM Grant to resource teachers	15	0.08	15	0.08	100%	100%	0.00	
10.09	Strengthening of Resource Centres							0.00	
10.1	Escort Allowence for 10 months	147	2.94	82	0.71	56%	24%	2.23	
10.11	Medical Assessment of new indentified CWSN by expert medical team including Surgeries	1000	0.50	1117	0.50	112%	100%	0.00	
10.12	30 days training on LD	40	1.20	41	1.03	103%	86%	0.17	
10.13	Remedial Teching	4000	10.30		0.27	0%	3%	10.03	
10.14	Transport allowance for 10 months	247	7.41	212	2.54	86%	34%	4.87	
10.15	Summer Camp for CWSN/ Excursions	1	0.50	1	0.50	100%	100%	0.00	
10.16	Survey for identification of out of school CWSN	1	2.81	1	2.81	100%	100%	0.00	
10.17	World Disability day at Cluster Level	20	1.00	20	1.00	100%	100%	0.00	
10.18	Meeting at different levels	14	0.27	11	0.04	79%	15%	0.23	
10.19	5% sample checking & Software							0.00	
10.2	Documents of Good Practices							0.00	

S.No.	Activity	PAB Approved		Achievement (upto 28.2.2010)		% Achievement		Saving	Remarks
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		
10.21	School Readiness Programme, Home Based Education to 277 children & Day Care Centres							0.00	
10.22	Appointment of Care givers							0.00	
10.23	Training of Parents & Volunteers							0.00	
10.24	Multidisability Training							0.00	
10.25	Curriculum Modification							0.00	
10.26	Creation of Learning Corners							0.00	
10.27	Activity Booklets of MR children/ Brail Books							0.00	
	Sub Total	5348	53.48	2033.00	31.36		59%	22.12	
	Civil Works							0.00	
11.01	BRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.02	CRC	0	10.00	0	10.00	#DIV/0!	100%	0.00	
11.03	Primary School (new)	0	94.77	0	94.77	#DIV/0!	100%	0.00	
11.04	Upper Primary (new)	0	170.00	0	170.00	#DIV/0!	100%	0.00	
11.05	Additional Class Room	136	484.38	136	476.00	100%	98%	8.38	
11.06	Modification of Toilet/Urinals	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.07	Separate Girls Toilet	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.08	Drinking Water Facility	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.09	Buildingless School (P)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.10	Buildingless School (UP)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.11	Dilapidated Building (Pry)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.12	Dilapidated Building (UP)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.13	Boundary Wall	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.14	Separation Wall	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.15	Electrification	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.16	Head Master's Room	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.17	Residential Hostel	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.18	Major Repairs (Primary)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.19	Major Repairs (Upper Primary)	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
11.20	Others	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
	Sub Total of Civil Works	136	759.15	136	750.77	100%	99%	8.38	
	Furniture for Govt.							0.00	

S.No.	Activity	PAB Approved		Achievement (upto 28.2.2010)		% Achievement		Saving	Remarks
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		
	UPS								
12.01	No. of Children	0	0.00	0	0.00	0%	0%	0.00	
	Sub Total(Furniture)							0.00	
	Sub Total (Civil + Furniture)	136	759.15	136	750.77	1	1	8.38	
13	Teaching Learning Equipment							0.00	
13.01	TLE - New Primary	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
13.02	TLE - New Upper Primary	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
13.03	Others	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
	Sub Total	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
14	Maintenance Grant							0.00	
14.01	Maintenance Grant for PS & UPS	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
	Sub Total	0	0.00	0	0.00	#DIV/0!	#DIV/0!	0.00	
15	School Grant							0.00	
15.01	Primary School	110	5.50	109	5.45	99%	99%	0.05	
15.02	Upper Primary School	94	6.58	89	6.23	100%	95%	0.35	
	Sub Total	204	12.08	198	11.68	100%	97%	0.40	
16	Research & Evaluation							0.00	
16.01	Research & Evaluation- Achivement Survey	3	0.75			0%	0%	0.75	
	Sub Total	3	0.75	0	0.00	0%	0%	0.75	
17	Management & Quality							0.00	
17.01	Management		104.28		80.71	#DIV/0!	77%	23.57	
17.02	MIS		4.94		1.53	#DIV/0!	31%	3.41	
17.03	Learning Enhancement Prog. (LEP)							0.00	
17.03.01	Language Lab							0.00	
17.03.02	Bala Concept							0.00	
17.03.03	Vision Document							0.00	
17.03.04	45 Days Bridge Course							0.00	
17.03.05	Reading Cell							0.00	
17.03.06	Setting up of Libraries in 80 Upper primary Classes							0.00	
17.03.07	Strengthening of Class Libraries							0.00	
17.03.08	Promotion of Reading, Writing & Numeracy							0.00	
	LEP Total		52.38		5.40	#DIV/0!	10%	46.98	
	Sub Total	0.00	161.60	0.00	87.64	#DIV/0!	54%	73.96	

S.No.	Activity	PAB Approved		Achievement (upto 28.2.2010)		% Achievement		Saving	Remarks
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)		
	Innovative Activity							0.00	
18.01	ECCE		15.00		15.00	#DIV/0!	100%	0.00	
18.02	Girls Education		0.00		0.00	#DIV/0!	#DIV/0!	0.00	
18.03	SC / ST		11.50		0.00	#DIV/0!	0%	11.50	
18.04	Computer Education		50.00		23.54	#DIV/0!	47%	26.46	
18.05	Urban Deprived Children		15.00		8.07		54%	6.93	
	Sub Total	0	91.50	0	46.61	#DIV/0!	51%	44.89	
	Community Training							0.00	
19.01	Community Training	622	0.37	275	0.00	44%	0%	0.37	
	Sub Total	622	0.37	275	0.00	44%	0%	0.37	
	Total of SSA		2757.21		2312.43	#DIV/0!	84%	444.78	

*UPTO 28th FEB 2010

(II). Financial information of SSA UT Chandigarh

(Rs. in lakh)

Year	Approved AWP&B	Opening Balance	Releases		Funds from other sources	Total funds available	Expenditure	%Exp. Against funds available	%Exp. Against AWP&B	Due state share as per GOI release	Cumulative Shortfall
			GOI	State							
04-05	1401.31	114.47	447.95	205.08	2.48	769.98	589.83	77%	42%		
05-06	1369.69	177.46	350.00	399.80	0.03	927.29	540.17	58%	39%		
06-07	1162.54	372.91	300.00	290.63	11.36	974.90	708.81	73%	61%		
07-08	1953.69	335.90	934.95	435.00	21.10	1728.57	1105.11	64%	57%		
08-09	1858.81	623.46	820.52	441.82	76.67	2016.72	1164.98	58%	62%		
09-10	2757.20	851.74	1100.72	804.78	38.02	2795.26	2312.43	83%	84%		
Total	10503.24	2475.94	3954.14	2577.11	149.66	9212.72	6421.33	70%	61%		

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

(Rs. in lakh)

Year	Budget Elementary Education		Expenditure	
	Plan	Non Plan	Plan	Non Plan
1999-2000				
2000-2001				
2001-2002				
2002-2003				
2003-2004	553.09	3056.44	550.61	3022.25
2004-2005	527.22	3329.83	525.86	3317.96
2005-2006	557.85	3576.36	549.06	3509.64
2006-2007	705.58	3687.29	704.52	3680.78
2007-2008	1831.20	8558.96	914.73	4118.19
2008-2009	1252.52	5032.53	1249.87	5027.90
2009-2010 upto Jan10	1168.00	7571.00	444.13	6346.42

(IV) Activities & budget proposed for the year 2010-11

S. No.	Activity	Fresh Proposal			Total Proposal in Lac	Recommendation		Remarks
		Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.	
1	New Schools Opening							
1.01	Up gradation of EGS to PS							
1.02	New PS		7			7		
1.03	Upgraded/New UPS		7			7		
2	New Teachers Salary							
2.01	Primary Teachers (Regular)	1.3725	70	96.08	96.08	70	96.08	
2.02	Primary Teachers (Para)			0.00	0.00			
2.03	UP Teachers			0.00	0.00			
2.04	Upper Primary Teachers (Para)	1.7280	67	115.78	115.78	42	72.58	Based on projected enrolment of 250 children per school only 6 teachers recommended per school @ 1 teacher

Activity	Fresh Proposal			Total Proposal in Lac	Recommendation		Remarks	
	Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.		
							for 40 students	
2.05	UP Teachers - Head Master	4.0500	30	121.50	121.50	0	0	Projected enrolment does not allow additional teachers who may be Headmasters.
	Add. Teacher against PTR							
2.06	New Additional Teachers - PS (Regular)		0	0.00	0.00			
2.07	New Additional Teachers - PS (Para)		0	0.00	0.00			
2.08	New Additional Teachers-UPS (Regular)		0	0.00	0.00			
2.09	New Additional Teachers - UPS (Para)		0	0.00	0.00			
2.10	Teachers under OBB		0	0.00	0.00			
2.11	New Others		0	0.00	0.00			
	Sub Total (2.01 to 2.11)		167	333.35	333.35	112	168.66	
	Teachers Salary (Recurring)							
2.12	Primary Teachers (Regular)	1.8300	182	333.06	333.06	182	291.43	Salary for 91 teachers in position for 12 months, for others for 9 months only
2.13	Primary Teachers (Para)			0.00	0.00			
2.14	UP Teachers (Regular)	2.3040	593	1366.27	1366.27	593	1290.24	Salary for 461 teachers in position for 12 months, for 132 remaining for 9 months
2.15	UP Teachers (Para)			0.00	0.00			
2.16	UP Teachers - Head Master			0.00	0.00			
2.17	Additional Teachers - PS (Regular)	5.4000	10	54.00	54.00	10	54.00	
2.18	Additional Teachers - PS (Para)			0.00	0.00			
2.19	Additional Teachers - UPS (Regular)			0.00	0.00			
2.20	Additional Teachers - UPS (Para)			0.00	0.00			
2.21	Teachers under OBB			0.00	0.00			
2.22	Others (Recurring)			0.00	0.00			

S. No.	Activity	Fresh Proposal			Total Proposal in Lac	Recommendation		Remarks
		Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.	
	Sub Total (2.12 to 2.22)		785	1753.33	1753.33	785	1635.67	
	SUB TOTAL(New Teachers+ Teachers Recurring)		952	2086.68	2086.68	897	1804.32	
3	Teachers Grant							
3.01	Primary Teachers	0.0050	1452	7.26	7.26			
3.02	Upper Primary Teachers	0.0050	1438	7.19	7.19			
	Sub Total		2890	14.45	14.45	2890	14.45	
4	Urban Resource Centre							
4.01	Salary of Resource Persons	2.3000	2	4.33	4.33	2	4.33	
4.02	Furniture Grant	0.0000	2	2.00	2.00	2	2.00	
4.03	Contingency Grant	0.0000	0	0.05	0.05	2	1.00	
4.04	Meeting, TA	0.0000	0	0.03	0.03	2	0.60	
4.05	TLM Grant	0.0000		0.05	0.05	2	0.20	
4.06	Maintenance Grant			0.10	0.10	0	0	
4.07	Creation of Training Facility			5.00	5.00	0	0	
4.08	One Programmer for 10 months	1.5400	1	1.54	1.54	0	0	
4.09	One Data Entry Operator	0.8000	1	0.80	0.80	0	0	
4.1	2 Accountat for schools	1.7800	2	3.56	3.56	0	0	
4.11	2 Class IV Employee	0.5000	1	1.00	1.00	0	0	
	Sub Total	0.00		18.46	18.46	2	8.13	
5	Cluster Resource Centres							
5.01	Salary of Resource Persons	2.3040	29	62.98	62.98	28	56.45	Salary for new 5 resource persons against proposal for 10. Salary for existing RPs for 12 months, for remaining 9 months.
5.02	Furniture Grant	0.0500	0	0	0			
5.03	Contingency Grant	0.0300	20	0.60	0.60	19	1.9	
5.04	Meeting, TA	0.0360	20	0.72	0.72	19	2.28	
5.05	TLM Grant	0.0100	20	0.20	0.20	19	0.57	
	Sub Total			64.50	64.50		61.20	
6	Teachers Training							
6.01	In-service Teachers' Training	0.0100	1000	10.00	10.00	1000	10.00	

	Activity	Fresh Proposal			Total Proposal in Lac	Recommendation		Remarks
		Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.	
02	Induction training for Newly Recruit Trained Teachers	0.0300	200	6.00	6.00	200	6.00	
03	Training for Untrained Teachers	0.0000	0	0.00	0.00	0	0	
04	Monthly Cluster Level Academic Meets	0.0050	1000	5.00	5.00	1000	5.00	
05	5 days training of capacity building & Head of schools on RTE & Active Learning Pedagogy	0.0060	105	0.53	0.53	0	0	
06	10 days training for URC/CRC/SRG	0.0050	70	0.70	0.70	70	0.70	
07	10 days training for trainers	0.0050	40	0.4	0.4	0	0	
08	Other (CRC)	0.0100	40	0.40	0.40	0	0	
	Sub Total		2800.00	22.00	22.00		21.7	
	Interventions for OOSC							
01	Residential Bidge Course	0.0750	70	5.25	5.25	70	5.25	
02	Non Residential Bridge Course	0.0275	500	15	15	500	15	
03	AIE Centers for New Children	0.0255	5409	162.27	162.27	5409	162.27	
04	AIE Centres for Old students for 9 Months	0.0000	0	0.00	0.00			
05	Half Way Home	0.0300	100	3.00	3.00	100	3.00	
06	NRBC for CWSN	0.0000	0	0.00	0.00			
07	Madarsa/ Maktab	0.0000	700	21	21	700	21	
	Sub Total		6779	206.52	206.52	6779	206.52	
	Remedial Taching							
01	Remedial Taching		0	0.00	0.00			
	Sub Total		0	0.00	0.00			
	Free Text Book							
01	Free Text Book (P)	0.0015	43780	65.67	65.67	43780	65.67	
02	Free Text Book (UP)	0.0025	25618	64.05	64.05	25618	64.05	
	Sub Total		69398	129.72	129.72	69398	129.72	
	Interventions for CWSN (IED)							
01	Resource Teacher Salary	1.8300	22	40.26	40.26			
02	Convenyence allowance to RT	0.0600	22	1.32	1.32			

S. No.	Activity	Fresh Proposal			Total Proposal in Eac	Recommendation		Remarks
		Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.	
10.03	Appointment of new resource teacher for 6 months	0.0000	0	0.00	0.00			
10.04	Provision of Aids & Appliances			1.49	1.49			
10.05	Teacher Training-90 days		77	1.23	1.23			
10.06	Teacher Training-10 days		0	0.00	0.00			
10.07	Workshop for development of study material/ TLM for CWSN		0	0.00	0.00			
10.08	TLM Grant to resource teachers	0.0005	22	0.01	0.01			
10.09	Strengthening of Resource Centres	0.0002	280	0.06	0.06			
10.1	Escort Allowance for 10 months	0.0160	206	3.30	3.30			
10.11	Medical Assessment of new indentified CWSN by expert medical team including Surgeries	0.0006	3400	2.04	2.04			
10.12	30 days training on LD	0.0000	0	0.00	0.00			
10.13	Remedial Teching		2500	10.76	10.76			
10.14	Transport allowance for 10 months	0.0349	264	9.20	9.20			
10.15	Summer Camp for CWSN/ Excursions			1.03	1.03			
10.16	Survey for identification of out of school CWSN		1	2.81	2.81			
10.17	World Disability day at Cluster Level	0.0500	20	1.00	1.00			
10.18	Meeting at different levels	0.0050	50	0.25	0.25			
10.19	5% sample checking & Software			2.76	2.76			
10.2	Documents of Good Practices			2.50	2.50			
10.21	School Readiness Programme, Home Based Education to 277 children & Day Care Centres			10.48	10.48			
10.22	Appointment of Care givers	0.2000	5	1.00	1.00			
10.23	Training of Parents & Volunteers	0.0026	177	0.46	0.46			
10.24	Multidisability Training	0.0150	22	0.33	0.33			

	Activity	Fresh Proposal			Total Proposal in Lac	Recommendation		Remarks
		Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.	
25	Curriculum Modification	0.2000	3	0.60	0.60			
26	Creation of Learning Corners		50	4.52	4.52			
27	Activity Booklets of MR children/ Brail Books		260	4.60	4.60			
	Sub Total	2.00	6864.00	102.00	102.00	3739	93.48	
	Civil Works							
.01	URC	8	2	16.00	16.00	1	8.00	
.02	CRC			0.00	0.00			
.03	Primary School (new)	200.0000	7	1400.00	1400.00	6	1054.84	
.04	Upper Primary (new)			0.00	0.00			
.05	Additional Class Room			0.00	0.00			
.06	Modification of Toilet/Urinals	0.6000	5	3.00	3.00	0	0	
.07	Separate Girls Toilet							
.08	Drinking Water Facility			0.00	0.00			
.09	Buildingless School (P)							
.10	Buildingless School (UP)							
.11	Dilapidated Building (Pry)							
.12	Dilapidated Building (UP)							
.13	Boundary Wall			0.00	0.00			
.14	Separation Wall			0.00	0.00			
.15	Electrification			0.00	0.00			
.16	Head Master's Room			0.00	0.00			
.17	Residential Hostel			0.00	0.00			
.18	Major Repairs (Primary)			0.00	0.00			
.19	Major Repairs (Upper Primary)			0.00	0.00			
.20	Others			0.00	0.00			
	Sub Total of Civil Works	200.60	14	1419	1419	7	1062.84	
	Furniture for Govt. UPS							
.01	No. of Children	0%	0%	0%	0%			
	Sub Total(Furniture)							
	Sub Total (Civil + Furniture)	200.60	14	1419	1419	7	1062.84	

S. No.	Activity	Fresh Proposal			Total Proposal in Lac	Recommendation		Remarks
		Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.	
	Furniture)							
13	Teaching Learning Equipment+							
13.01	TLE - New Primary	0.2000	7	1.40	1.40	7	1.40	
13.02	TLE - New Upper Primary	0.5000	7	3.50	3.50	7	3.50	
13.03	Others			0.00	0.00		0.00	
	Sub Total		14	4.90	4.90	14	4.90	
14	Maintenance Grant							
14.01	Maintenance Grant for PS & UPS		0	0.00	0.00			
	Sub Total		0	0.00	0.00			
15	School Grant							
15.01	Primary School	0.0500	110	5.50	5.50	110	5.50	
15.02	Upper Primary School	0.0700	94	6.58	6.58	94	6.58	
	Sub Total		204	12.08	12.08	204	12.08	
16	Research & Evaluation							
16.01	Research & Evaluation-Achievement Survey			1.57	1.57	204	1.59	Rs. 780 per school
	Sub Total		0	1.57	1.57			
17	Management & Quality							
17.01	Management & MIS			182.23	182.23		150.00	Amount reduced to keep it within 6% limit
17.02	Community Mob.						1.60	
17.03	Learning Enhancement Prog. (LEP)							
17.03.01	Language Lab	4.0000	7	28.00	28.00	7	28.00	
17.03.02	Make primary school print rich & colorful	2.0000	13	26.00	26.00	13	26.00	
17.03.03	Development of worksheets for class II	1.0000	25	7.50	7.50	25	7.50	
17.03.04	Making Reading cell functional			2.34	2.24		2.34	
17.03.05	Adaptation of Source books			12.00	12.00		12.00	
17.03.06	Science and Maths kits for upper primary classes			2.15	2.15		2.15	

Activity	Fresh Proposal			Total Proposal in Lac	Recommendation		Remarks
	Unit Cost	Phy.	Fin.	Fin.	Phy.	Fin.	
07 Developed Social Science for upper primary classes	0.2500	20	5.00	5.00	20	5.00	
LEP Total			68.99	69.99		68.99	
Sub Total	0.00	0.00	256.67	256.67		220.59	
Innovative Activity							
01 ECCE			15.00	15.00		14.92	
02 Girls Education			14.98	14.98		14.80	
03 SC / ST			0.00	0.00		0.00	
04 Computer Education			50.00	50.00		50.00	
05 Urban Deprived Children			7.50	7.50		7.50	
Sub Total			87.50	87.50		87.22	
Community Training							
01 Community Training		775	1.16	1.16	997	1.49	
Sub Total		775	1.16	1.16	997	1.49	
Total of SSA			4402.24	4402.24		3730.22	

(V) Total recommended budget 2010-11

S.No.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1.	SSA	0	4413.71	4413.71	0	3730.22	3730.22

(VI) Information of quality

S.No.	Category	Financial Recommendation for 2010-11
1.	Teacher's Salary	1804.32
2.	Teacher Grant	14.45
3.	BRC	8.13
4.	CRC	61.20
5.	Teachers' Training	21.70
6.	Remedial Teaching	0
7.	Free Textbooks	129.72
8.	School Grant	12.08
9.	REMS	1.59
10.	Innovative Activities	87.22
11.	NPEGEL	0
12.	TLE for new schools	4.90
13.	Learning Enhancement Programme	68.99
14.	Any other	0
	Total	2214.3
	% of total outlay	59.36%

(2) ISSUES

URBAN PLANNING:

- A special survey is needed covering urban slums.
- Computerization of WER needs to be developed.
- Migration mapping is to be done.
- Mainstreaming strategy need to be streamlined.
- Linkages/coordination with the adjacent states like Haryana, Punjab & Rajasthan need to be strengthened to ensure continuation of children education who migrate each other.

EDUCATIONAL INDICATORS:

- A huge difference has been observed between the population data of HHS and the Projection on Census data. In the age group 5-9yrs the difference is of 50306 and in 10-12 yrs the difference is of 30909 (Subsequently the total difference of 81,215).
- The High PTR with the value 43.25 has been observed at Primary level for Govt. schools.
- The high gender gap has been observed for aided schools at primary level with the value 28.4.

ACCESS & OUT OF SCHOOL CHILDREN:

- UT has no mechanism/system for child tracking.
- There are total 5 Unrecognized Madarsas in the UT, but mainstreaming of Muslim children enrolled in these Madarsas is an issue.

CIVIL WORKS:

- In UT large number of works are either in progress or yet to be taken up. Funds released to UT, PWD has been shown as spent.
- UT has proposed to surrender Rs.8.38 lakhs accrued out of the savings from ACR.

QUALITY:

- **State vision document:** The UT has not so far developed the state vision document. Following the four regional workshops, the UT was expected to develop this document; the state must now constitute a core group to undertake developing of the state vision document.
- **Model and non model schools:** The UT will need to review its policy of model and non model schools. The difference between these two is in medium of instruction and subject teachers vs. one teacher teaching all subjects. With respect to learning achievement, the model schools are performing better than the non model schools. The PTR in non model schools is also much higher than model schools. This is an important equity issue as the UT must provide the equal enabling conditions to all schools.
- **Performance indicators at the teachers and trainers level:** it is a matter of concern that despite being a PAB commitment for two years, ADEPTS indicators at the teachers and trainers level have not been finalized and rolled out.⁹ These need to be urgently rolled, performance tracked and shared with MHRD on a six monthly basis.
- **The state resource group:** It is not functional and its formation with 30-40 persons needs to be prioritized. The persons involved could be interested teachers, faculty from universities and other experts. This is important for taking forward the quality agenda in the UT.
- **Urban resource centre:** has not been made functional in the last year because of not having enough manpower. The appraisal has recommended the UT to get 3-4 subject experts from amongst its CRCs and functionalize the URC. The appraisal is not recommending the additional CRCs asked by the UT since it is out of the current SSA framework. Since the number of teachers that each CRC has to support is high in Chandigarh, the PAB may like to take cognizance of this and review it in their context.
- **Research studies:** The UT has not conducted any research studies evaluating the impact of SSA interventions in the last two years. The reasons cited include not having enough manpower. The UT will need to prioritize this, involve the pedagogy coordinators and the URC for the same to complete the studies proposed.
- **Continuous and comprehensive evaluation:** the UT will need to relook at its current assessment systems. With rolling out of CCE, the current pattern of 6 exams (3 unit

tests+2 terminal examinations+ 1 final exam). This will need to be changed and formative forms of evaluation be introduced in a phased manner.

- **Rationalization and deployment of teachers:** the UT will need to have a strong policy on rationalization and deployment of teachers High PTR in schools will need to be addressed through deployment and rationalization. This will be especially true for the non-model schools where there is high PTR in schools.
- **Teaching hours with respect to RTE:** With respect to teaching hours per week, currently, the UT has 38 hours per week in single shift schools & 33 hours in double shifts schools. This will need to be reviewed in the light to RTE which states 45 teaching hours per week for schools.
- **Partnerships with nongovernmental organizations:** The UT needs to proactively partner with NGOs in areas such as curriculum development, textbook revision, evaluation, teacher training programs etc. currently, the nature of partnerships have been restricted to support to AIE centers. The UT needs to look at other ways of engaging NGOs and build sustainable partnerships for academic support.

REMS:

- As per PAB minutes UT was advised to undertake following two studies in the year 2009-10: (i) Study on enrolment in schools (ii) Study on high dropout rate at upper primary level. However these studies have not been taken up.
- No consistency in number of schools given for costing REMS amount.
- UT has been able to spend only 46.7 % of amount spent last year. The amount recommended at present is 60 % of the total amount i.e. at the rate of Rs.780 per school
- Research Advisory committee is not active.
- NO R&E coordinator in position.

INCLUSIVE EDUCATION:

- **Low expenditure in IE. The UT can submit a supplementary plan within 6 months if the sanctioned amount on IE is exhausted by October 2010**
- The focus in IE now has to shift to capacity building of the teachers and increasing academic support to CWSN

- The UT will mainstream children with mild and mild - moderate categories in regular schools and AIE; moderately - severe CWSN through school readiness and then gradual mainstreaming them into schools. Severe- profound CWSN would be covered through HBE.
- The UT should appoint the new 10 IEVs and 5 care- givers by June 2010 to improve the academic support to CWSN and to improve the learning achievement of CWSN.
- The UT needs to do appropriate micro level planning so that the resources are allocated as per needs of CWSN.

(3) Comments on States commitments and implementation: Team to ascertain the action taken on the State's commitments made during PAB 2009-10.

Sr. No.	Commitments 2009-10	Action Taken	Comments
1	The UT will share progress in putting in place performance indicators for teachers and trainers by 31 st July, 2009 and use them for tracking and enhancing their performances.	The performance standards for teachers and principals have been prepared.	The UT should also indicate progress in tracking enhancing teacher performance through indicators.
2	Improving teacher accountability through performance indicators (e.g. ADEPTS) and VEC / SDM supervision by devolving of specific powers to them.	SMC having adequate representation of community are functional.	The UT should indicate specifically whether powers have been devolved the SMC to monitor supervise schools and improve teacher accountability
3	Regarding teacher accountability systems and mechanisms, the State would: (a) Provide information on whether bye-laws/ rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.	It has been included in the duties and responsibilities of SMC.	Complied

<p>(b) Provide details of the system for recording teacher attendance with inputs from the community and the Block/ district education officials.</p>	<p>The attendance of teachers is regularly monitored by the school head, DEO, BEO and School Management Committee of respective schools. The salary of school teachers under SSA is released with the approval of the representative of School Management Committee</p>	<p>complied</p>
<p>(c) Provide details of the system for regular monitoring of student's attendance.</p>	<p>Attendance of students is captured on daily basis and compiled on annual basis. The attendance is verified by the School Heads and officials of District Education office. And it is also captured through QMT.</p>	<p>complied</p>
<p>UT will bring in objective and transparent systems for teacher deployment and rationalization so that no school has PTR of more than 40:1</p>	<p>The rationalization of posts is under taken in the month of May every year. However the PTR of 40:1 in a uniform manner cannot be achieved because in the schools having even single section of classes at Upper primary Level have to be provided minimum 7 teachers for subjects (3 languages, Maths, Social Science, General Science, Home Science/drawing/Music/Physical Education). In such schools PTR falls below 1:15. The process of deployment is enclosed. Every teacher teaching at upper primary level is given 36 periods a week.</p>	<p>The commitment not fully complied</p>
<p>Institutionalization of centrality of the PRI's in school supervision through relevant changes in Acts and Government Orders so as to clearly define role of PRI's in elementary education/SSA at village/block/district level.</p>	<p>Following functions have been assigned to SMCs, Guidelines in this regard have been issued. :</p> <ul style="list-style-type: none"> • Draw action plan of the school for the academic year. • Monitor attendance of teachers and students and utilization of grants received by the school. • Supervise the progress of civil works. 	<p>As Chandigarh is non legislative UT, the elementary education is under the control of Chandigarh administration, which is under control of Govt. of India. Moreover Chandigarh is mostly an urban area and there are only 11 Gram Panchayats as most of the area is under the municipal corporation, representatives from the corporations has been</p>

		<ul style="list-style-type: none"> • Look after welfare of CWSN, SC and ST children and girls. • Support the school activities. • Create School Support group to pool resources for the school. • Look after Mid Day Meal. • Utilization of grants under SSA. • Release salaries of teachers. 	
6	UT will move towards unified or single system of educational statistics at the elementary level i.e., for DISE & SES. DISE data 2009-10 will be submitted latest by 30 th of January 2010 after independent check for data validation.	Modalities for developing single system of education statistics is being worked out. DISE data has been submitted.	The UT should expedite matter in regard to m towards unified data system
7	Ending parallel post of District Coordinator for SSA implementation at district level in States where such arrangements are still in place.	UT has never created the posts of district coordinator. All coordinators are working at State Level/ SPO office.	noted
8	Constitution of and holding of regular meetings of District Level Monitoring Committee, for SSA & MDM as specified in the SSA Framework for implementation	District level monitoring committee for Mid Day Meal is functional.	As per the TOR of district monitoring committee, Committee should meet once a quarter. However, UT has indicated as to how meetings of this committee held in 2009.
9	<p>The release of funds to SSA, Chandigarh will be further guided by the following conditions:</p> <p>(i) The UT should give a written commitment for meeting its share of the SSA of the budget approved according to 60:40 Centres – State sharing pattern.</p> <p>(ii) First installment of the State share should also be released to the State Society within one month of the releases of Central share to the State Society.</p>	<p>The state share for 2010-11 has been sought from in UT's state plan. There is no backlog on this account and state share is regularly released.</p> <p>State share is regularly released.</p>	<p>Complied</p> <p>Complied</p>

<p>(iii) At least 50% of the teachers recruited should be female.</p>	<p>More than 50% teachers working under SSA , UT Chandigarh are female teachers.</p>	<p>Complied</p>
<p>(iv) Teachers appointed against posts created through SSA funds should be made accountable to the VEC for at least the salary payment. The latter would monitor the attendance before releasing the salary.</p>	<p>The salary of school teachers appointed under SSA is released by the School Management Committee.</p>	
<p>(v) VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant, civil works, and maintenance grants, incur expenditure under teachers grant, civil works, maintenance grants, only through these bodies as per SSA norms.</p>	<p>In rural as well as in urban schools expenditure under teachers grant are released through School Management Committees.</p>	<p>Complied</p>
<p>(vi) The UT will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to GOI before the release of second installment. The contribution as State share for SSA will be over and above this investment.</p>	<p>UT Education Department has not reduction the investment in the Elementary Education since 2003-04 and information in this regard has already been provided to GOI. The state share for SSA is over and above the investment,</p>	
<p>(vii) The second installment would only be released after the previous installment of State share has been transferred to the State Implementation Society and substantial progress has</p>	<p>State share is being released regularly.</p>	

	<p>been made in expenditure as far as money already released is concerned.</p> <p>(viii) 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.</p>	<p>The appointments under Management Head are made on deputation or on contract basis.</p>	<p>The UT has 3 posts deputation & certain other contractual basis. 9 post still vacant. UT should take steps to fill all 9 post priority.</p>
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PAB reviewed the progress made in implementing the commitments given by the State in 2008-09. The status in respect of commitments and the comments of the PAB and Action Taken thereon are as follows:

S. No.	Commitment-2008-09	Action Taken	Comments	Action Taken
1	The UT will provide backlog of UT share towards SSSA and provide for same in budget 2008-09 of UT administration.	Full State share of UT has been given by Chandigarh Administration for the year 2008-09.	Action seems to have been taken.	Action already taken.
2	The UT assured that during the year 2008-09, they will enroll all OoSC in educational centers.	All the 5765 OoSC have been enrolled in educational centers.	Progress has been made but, efforts need to be strengthened.	Follow up is done.
3	The UT assured that out of the posts of teachers sanctioned during 2007-08 only 56 posts are lying vacant due to resignation & other reasons. Efforts are being made to fill up these posts by October, 2008, be made.	All the posts which were vacant on 31 st March, 2008 were filled up by October/November 2008. However due to recruitment Campaigns of Haryana and Punjab states on regular basis the teachers working on contract basis in SSA UT have resigned and at present 63 posts are lying vacant which will be filled up by June/July 2009. The case for filling up the posts of Headmasters is still under consideration.	There is some progress in this issue. However, the efforts need to continue.	SSA has filled up all the remaining vacant posts. However, 223 posts are still vacant after Nov. 2008 due to joining of SSA teachers against regular posts in Education Department of UT Chandigarh. The posts of Headmaster have been filled.

Commitment-2008-09	Action Taken	Comments	Action Taken																											
	Application has been invited from the Education Department for taking working teachers on deputation. – posts of headmasters.																													
The UT committed to accelerate progress in completion of pending civil works within 2008-09. The UT noted the PAB's views that no spill over funds on this account would be allowed in 2009-10.	Vigorous efforts are being made to complete the pending civil works within the current financial year.	Commitment has not been achieved but, there are some efforts.	The amount provided under civil works head released against the deposit work with PWD of Engineering Department of UT Chandigarh.																											
<p><i>The percentage of children passing with 60% marks and above as per DISE 2007-08(September) is as follows:</i></p> <table border="1" data-bbox="56 929 373 1051"> <thead> <tr> <th></th> <th>Class – V</th> <th>Class VIII</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>29.46%</td> <td>27.07%</td> </tr> <tr> <td>Girls</td> <td>38.24%</td> <td>31.99%</td> </tr> </tbody> </table> <p>DISE 2007-08 <i>The State would take action to increase the percentage of children scoring above 60% by 20% during 2008-09.</i></p>		Class – V	Class VIII	Boys	29.46%	27.07%	Girls	38.24%	31.99%	<table border="1" data-bbox="437 799 739 925"> <thead> <tr> <th></th> <th>Class V</th> <th>Class VIII</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>29.5</td> <td>27.19</td> </tr> <tr> <td>Girls</td> <td>37.82</td> <td>32.39</td> </tr> </tbody> </table> <p>The percentage of children scoring above 60% marks in Class V & VIII could not be improved to the desired level due to overcrowding and migratory nature of population; teachers are finding difficulty in absorbing the spirit of National Curriculum Framework</p>		Class V	Class VIII	Boys	29.5	27.19	Girls	37.82	32.39	Commitment has not achieved.	<table border="1" data-bbox="1016 799 1338 925"> <thead> <tr> <th></th> <th>Class V</th> <th>Class VIII</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>29.85%</td> <td>35.72%</td> </tr> <tr> <td>Girls</td> <td>25.81%</td> <td>31.53%</td> </tr> </tbody> </table> <p>Commitment could not be met due to</p> <ul style="list-style-type: none"> i) High Student Class Room ratio ii) Inadequate preparedness of teachers for handling active learning pedagogy. 		Class V	Class VIII	Boys	29.85%	35.72%	Girls	25.81%	31.53%
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The UT committed to provide Braille books to Visually Impaired Children (VIC) by July, 2008.6	Needful done.	Action seems to have been done.	Follow up is done regularly.																											
The State has not reviewed the system of Teacher accountability as committed in AWP&B of 2007-08. The State will	The accountability of the teachers is fixed on following parameters. <ul style="list-style-type: none"> • Assignment carried 	There is some progress in this issue. However, the efforts need to	<ul style="list-style-type: none"> i) Follow up is done. ii) To be supplemented by 																											

S. No.	Commitment-2008-09	Action Taken	Comments	Action Taken
	<p>review the Teacher accountability system to ensure:</p> <p>(a) Increments and promotions are contingent on</p> <p>(i) discernable and measured improvement in learning outcomes of school children in their charge</p> <p>(ii) use of better classrooms practices which encourage child participation, are girl child friendly, remove caste /community basis in classrooms and which lead to overall increase in class learning achievement scores;</p> <p>(b) Teacher awards for teachers who conduct regular in-school remedial teaching with weaker students and enhance overall class achievement levels;</p> <p>(c) Village Education Committees/PTAs/SDMC's etc. or equivalent bodies by laws/rules to be amended to include specific classes to monitor teacher attendance; assessment of</p>	<p>out by the teachers during the year.</p> <ul style="list-style-type: none"> • In-service training undertaken. • Performance of students in charge of respective teachers. • Activities undertaken for qualitative improvement. • Regularity/punctuality of the teachers. • Popularity among students and colleagues. <p>The rating of the teacher is done as under:</p> <ol style="list-style-type: none"> 1. Outstanding (+A) 2. Very good (A) 3. Good (+B) 4. Average (B) 5. Below Average. <p>The negligent and low performing teachers are warned and their proficiency step up is deferred.</p> <p>The teachers are considered for conferring of State Awards on the basis of their achievement on the following aspects:</p> <ul style="list-style-type: none"> • Qualification improved gained 	<p>continue</p>	<p>rolling out performance indicators during 2010-11.</p> <p>Teachers showing good performance are awarded merit certificates. The State and National award. All the components indicated under (a) and (b) are including the above award.</p>

Commitment-2008-09	Action Taken	Comments	Action Taken
<p>parental satisfaction with learning levels of children with respect of class teacher/subject teacher; frequency of parent teacher meets and sharing of children's report card, class work home work with parents; school functions held in which community/parents participated; occasions when parents/local community members/local women's groups must assist the school in distribution of free-textbooks, scholarships and other incentives school opening day for the academic session and after holiday breaks for winter/festival season etc., and</p> <p>(d) A system for recording teacher attendance with inputs from the community</p>	<p>during the service.</p> <ul style="list-style-type: none"> • Teaching experience: • Results for the last 5 years. • Inspection reports for the last 5 years. • Professional growth. • Co-curricular activities. • Community service rendered. • Service rendered in slum areas. • Remedial Teaching undertakes. • Innovations undertaken. • Mobilization of community resources. • Publication <p>The SMC and PTA's have been constituted in all the schools. Parent teacher meets are held for sharing of children's report cards, class work and home work. School functions are organized in which community/parents participate. Occasions like Annual Functions and celebration of important days in schools are used by parents to assist the school in distribution of free text books, scholarships and other incentives. A booklet named "Niyamawali" has been printed to sensitize the members regarding their roles and responsibilities.</p>		

S. No.	Commitment-2008-09	Action Taken	Comments	Action Taken
	and the Block/district education officials.	The attendance of teachers is regularly monitored by the school head, DEO, BEO and School Management Committee of respective schools. The salary of school teachers under SSA is released with the approval of the representative of School Management Committee.		Follow up is done.
8	The UT committed to develop benchmarks for teacher performance and for trainers.	Benchmarks for teacher's performance have been developed during this year.	Progress has been made but, efforts need to be strengthened.	Benchmarks have been prepared for teachers and principals. They will be rolled out during 2010-11.
9	The UT should constitute the District Level Committees comprising public representations for monitoring the implementation of the SSA programme in all districts as per the revised norms of SSA framework, conveyed to all States/UTs, vide MHRD's O.M. No.F.2-3/2005-EE.3 dated 29.8.07. The State will also ensure compliance of Terms of Reference of the District Level Committees including holding the meetings of such Committees on quarterly basis.	U.T. Chandigarh is a uni district state. An advisory committee on Education with peoples representatives teachers, educationists social activists and women constituted by Chandigarh Administration is in place	The position is reported to be in place.	
10	The UT committed to holding of regular meetings of the SSA Executive Committee in 2008-09 with the required mandatory invite to GOI and other members.	During 2008-09 one meeting was conducted on 4 th July 2008 and the 2 nd meeting scheduled for March 2009.	There is some progress in this issue. However, the efforts need to continue.	The meetings could not be held regularly as the SPD was under transfer

Commitment-2008-09	Action Taken	Comments	Action Taken
<p>It was directed that the UT should also satisfy the following conditions to avail of Sarva Shiksha Abhiyan Society funds:</p> <p>a) The UT should give a written commitment for timely meeting of its share of the Sarva Shiksha Abhiyan Society outlay on 65:35 bases for 2008-09.</p> <p>b) First installment of the UT share should also be released to the Society within one month of the release of Central share to the UT SSA Mission.</p> <p>c) At least 50% of the teachers recruited should be female.</p> <p>d) Teachers appointed against posts created through SSA funds should be made accountable to the VEC for at least salary payment. The latter would monitor the attendance before releasing the salary.</p> <p>e) VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant, civil work, maintenance grants, school grants and other such expenditure, which has to be incurred only through these bodies as per SSA norms.</p>	<p>} Commitment has already been given by Chandigarh Administration in the MOU.</p> <p>More than 50% teachers are female.</p> <p>Salary of school teachers appointed under SSA is being released by the SMC's.</p> <p>Equivalent bodies stand constituted and accounts opened to incur expenditure under teacher grants and other expenditures that are incurred only through these bodies under SSA norms.</p>	<p>Action seems to have been taken. However, more efforts need to be done in this regard.</p>	<p>The state share for 2010-11 has been sought from in UT's state plan. There is no backlog on this account and state share is regularly released.</p> <p>State share is regularly released.</p> <p>More than 50% teachers working under SSA , UT Chandigarh are female teachers.</p> <p>The salary of school teachers appointed under SSA is released by the School Management Committee.</p> <p>In rural as well as in urban schools expenditure under teachers grant are released through School Management Committees.</p> <p>UT Education</p>

S. No.	Commitment-2008-09	Action Taken	Comments	Action Taken
	f) The UT Government will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to Government of India before the release of second installment. The contribution of State share for SSA will be over and above this investment.	Chandigarh Administration has allocated the funds to the tune of Rs.2965.18 lacs under the head Elementary Education during the financial year 1999-2000. It is further added that since 1999-2000 allocation under Elementary Education was in ascending order and it has never been reduced.		Department has reduced the investment in the Elementary Education since 2003-04 and information in this regard has already been provided to GOI. The state share for SSA is over and above the investment,
	g) The second installment would only be released after the previous installment of State share has been released to the UT SSA Mission and substantial progress has been made in expenditure as far as money already released is concerned.	Second Installment from GOI and full state share of UT has been received.		State share is being released regularly.
	h) 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.	No post has been filled up on regular basis. All are on contract or on deputation basis.		No post has been filled up on regular basis. All are on contract or on deputation basis.

4(a). Introduction & Planning Process:

Introduction

The appraisal team for Chandigarh consists of Sh. S.C.Gujaria, Ms. Seema Rajput, Sh. C. Ganapathy, Sh. Jyoti Mohanty, Sh. Jitender Panda, Dr. Neeru Bala, Sh. O. P. Nautiayl / Ms. Swati, Sh. Amit Saxena, Ms. Kiran Dogra, Dr. Anupriya Chadha, Sh. Altab Khan, Sh. Audumber M. Chavan, Sh. Girija Shankar, and Sh. O.P.Chaturvedi – all from TSG.

The Team shared its observations with the Chandigarh UT authorities. The UT authorities revised the Plan and provided the required information to the Appraisal Team. UT team consisting of Ms. Pritpal Kaur, Mr. Purushottam Das, Mr. P.C.Gupta, Mr. Ashwani Kumar, Mr. Dinesh, Ms. Nidhi, Ms. Sangeeta, Ms. Rajni Mahajan and other component in charge visited TSG to discuss with the Appraisal Team and clarify the points. The Team owes its thanks to the UT authorities for their cooperation.

Demographic and Educational Profile

The UT of Chandigarh has a population of 9.09 lakhs including 8.08 lakhs urban population and 0.92 lakhs rural population as per 2001 census. There are 13 villages where the rural population lives. The urban population is divided into 26 wards. The sex ratio of female per thousand male is 773 which is quite below the national average of 993. The literacy rate of Chandigarh is 81.76% in total. However, the same is 55.46% only for slum area.

It is significant to note that the slum population in Chandigarh is increasing every year. No school sites are allocated in unauthorized colonies. In these unauthorized colonies and slum areas, facilities for formal schooling and AIE and EGS are needed. The literacy rate of the UT has improved steadily as reflected in the following table.

Literacy Rate

Year	Males	Females	Total
1991	82.04	72.34	77.81
2001	85.65	76.65	81.76

Source: AWP & B, SSA Chandigarh

With literacy rate of 81.76% Chandigarh ranks at 6th place in the country. Gap between male and female literacy has declined from 12.59% in 1971 to 9% in 2001, which implies greater participation of females in Education. An impressive increase of growth in Female literacy from 63.15% in 1971 to 76.65% in 2001 recorded.

Planning process 2010-11

Chandigarh is uni-district, therefore, the entire city urban as well as rural comprising of sectors, villages and rehabilitation colonies has been considered as a macro unit for implementation of

'Sarva Shiksha Abhiyan'. Sectors, Villages and Colonies have been considered as grass root level units for planning.

As per the UT Plan, the Annual Work Plan & Budget 2010-11 has been framed in consonance with the decentralized planning process with emphasis on disaggregated target-setting and participatory planning approach advocated under 'Sarva Shiksha Abhiyan' framework. Presently Chandigarh U.T. comprises of 26 municipal wards and 13 villages. Accordingly, at the time of initiating the activities under SSA, entire area of Chandigarh was divided into 20 clusters (covering all wards and villages). For planning and implementation at grass root level, **bottom up approach**, has been followed by SSA. Though the number of wards has increased, but the number of clusters (20) has not been increased to match with the number of wards (26) (We prepare to increase it this year. Any change, if made at this stage would upset the basic indicators of enrolment and quality).

As such for drawing up the AWP&B 2010-11 the process of planning was initiated from the cluster level. Each cluster has constituted planning teams at their level in which adequate representation has been given to all the stake holders i.e. children, parents, teachers, community and NGOs by undertaking Participatory Learning Activity (PLA). Cluster team consists of a cluster head, cluster coordinators, heads of member schools & senior teachers of the member schools. All the information pertaining to Access, Enrolment, Quality indicators and data on perception of the community teachers and students are compiled at the cluster level. Data is processed and analyzed at cluster level for recording the progress made through various interventions and for setting up of achievable targets through ground tested strategies and interventions. Thus the AWP&B plan starts taking shape at the cluster level. Survey was undertaken in the month of January 2010 for updation of data for OOSC. Moreover, another survey was conducted for CWSN, as the survey is undertaken every year. In Chandigarh, capacity building workshop of cluster coordinators & clusters heads for AWP&Bs 2010-11 was also held in the month of November and follow up in Dec. 2009. Schools undertake participatory learning exercises with the community in the Month of December 2009.

Five teams have been further formed to enhance the quality aspects of education. These committees have representatives from State Institute of Education, Regional Institute of English, Colleges of Education, NGOs, Subject Experts and Experienced people known for

their quality work. These committees examine the primary and secondary sources of information pertaining to quality of education.

As part of planning exercise, the core teams as well as focus teams have been oriented about the planning modules developed by National University of Educational Planning and Administration (NUEPA) for framing AWP&B. The reports of all the three comprehensive household surveys conducted in the years 2002, 2004 and 2006 respectively and also the updated survey and two snapshot surveys were provided to the planning teams for initiating the starting line of the planning process. The groups examined the volume of out of school children and analyze the reasons behind this phenomenon of non-enrolment in the socio-economic context.

Reports on achievement of students captured through Quality Monitoring Tools, Achievement Survey conducted by NCERT, Quality Assessment Unit of SSA and performance of V and VIII class (taken from DISE) were presented before the teams to enable them to know the present status and analyze the reports to arrive at certain indicators for drawing projections and for planning of interventions.

- The cluster level team went through the educational indicators on the basis of DISE data reports and other reports.
- There was intensive interaction and deliberations on the problems and issues raised with regard to enrolment, attendance, retention, dropouts and level of achievements. Effort was to make a clear plan for improving access, enrolment, increasing retention and ensuring better achievement levels.
- All the teams discussed the educational issues with eminent educationists, social activists, parents, mothers, municipal counselors and representatives of panchayat. Their perceptions were recorded; the social situations and educational facilities available were also considered at wider scale.
- The reasons of non-enrolment of children in schools, accessibility to the schools and reasons for dropouts were examined to have an insight of these issues and the suggestions given in PLA were recorded for incorporation in the plan.
- The teams met the children and parents individually to know their outlook and views. The involvement of parents of children studying in schools/out of school children of slums & labour colonies was ensured in this process based approach. As an outcome of this exercise

each cluster has come up with their respective plans for improving the access and quality of education. Each issue was extensively discussed and the suggestions given were incorporated. It has been ensured that the plan made is realistic and incorporates various aspects based on the indicators received.

- The data pertaining to the performance of students captured from the quality monitoring formats has also been referred for drawing the related interventions and strategies. The information was shared with the clusters and reflection on classroom / teaching, organization and management of school curriculum and text books were taken.

The focus team working on the training of in-service teachers has taken into consideration the proposals of cluster-heads to prepare action plan for in-service training of teachers during the year 2008-09. It also took into cognizance the feedback given by the teachers during the previous training programs. Guidelines circulated by NCERT for preparing in-service planning have also been referred extensively.

Proposals given by the groups on the basis of cluster level reports/plan were shared with the cluster heads and state level functionaries before including them in AWP&B 2010-11. Thus the planning process followed for drawing up the plan for 2010-11 has been by bottom-up approach in a participatory nature.

Observation

On the whole the UT has attempted to touch upon most of the areas related to the SSA.

(4b) Urban Planning:

Chandigarh is a UT where almost all the blocks are urban concentrated blocks. UT, Chandigarh at present comprises of 26 municipal wards and 13 villages whereas few years back it comprised of 20 wards and 18 villages. Accordingly, at the time of initiating the activities under SSA, entire area of Chandigarh was divided into 20 clusters (covering all wards and villages). For planning and implementation at grass root level, **bottom up approach, has been followed by SSA. Though the number of wards has increased, but the number of clusters (20) has not been increased to match with the number of wards (26). Any change, if made at this stage would upset the basic indicators of enrolment and quality. **As such for drawing up the AWP&B 2010-11 the process of planning has initiated from the cluster level. Each cluster****

has constituted planning teams at their level in which adequate representation has been given to all the stake holders i.e. children, parents, teachers, community and NGOs by undertaking Participatory.

There are 38 habitations in UT i.e. 20 Municipal wards as per census and 18 villages. The wards are further divided into sectors and sub-sectors. Last year total no of 97 habitations were given which included all sectors and villages.

Population Density in Chandigarh

Population Density is defined as the number of persons per square kilometer. Population density is one of the important indices of the density of population. The population density of India in 2001 was 324 persons per square kilometer. There is a large variation in population density across India. Chandigarh is emerging as one of the most densely populated areas in the country. The following table is sufficient to prove this fact.

Showing Growth Rate of Density of Population

Year	Density of Population (as per Sq. Km)		
	Total	Rural	Urban
1971	2257	431	4044
1981	3961	630	6191
1991	5632	1182	9928
2001	7900	1645	13940

Source: census 2001

Above table shows that the density of population in rural areas has increased by seven times as the workers migrating from other states settle down in the villages to get cheaper accommodation. It is very sparse in northern-sectors and very high in southern sectors and unplanned areas.

The data in the foregoing pages regarding demography growth Urban and rural population growth, No. of households, Sex ratio, Literacy and density pertains to 2001. The same seems to have changed significantly over the last ten years if the population growth pattern witnessed during the previous decade is taken as any indicator. Therefore to work out the various interventions for achievement of Universalization of Elementary Education, the population projections have been drawn for making estimation of the target population.

Schooling Facility in Urban slums

The schools situated in rehabilitation colonies/labour colonies predominantly follow Hindi as medium of instruction. This is because majority of the students studying in these schools are the children of migratory labourers hailing from Hindi speaking states of U.P., M.P., Rajasthan and Bihar. Many villages also have Model schools, as parents desire their children to study in English medium schools. In view of this Chandigarh; (U.T) has been converting Non-model schools to Model because of the persistent public demand.

English is offered from class one onwards in all the categories of schools. Up to elementary level three language formulae is followed. Urdu language is also offered to improve the participation of Muslim children in the Govt. schools.

During 2008-09 a budget of rupees one crore and fifty one lakhs was sanctioned for mainstreaming of 7990 out of school children by opening 220 AIE centers. Against the target of enrolling 7990 out of school children only 6,169 children joined AIE centers.

Urban resource Centres

There is only one urban resource centre at present in UT Chandigarh controlling 19 CRCs. In view of giving full academic support to these CRCs one more URC is needed. As per the existing number of schools & teachers requirement of URC is valid. In view of providing effective academic support, the existing 19 CRCs may be divided into two groups in which subsequent number of teachers in each CRC will be around 110 under 100 schools in a urban block as bifurcated by the UT out of the total number of 195 schools. This approach for better planning may be more fruitful for efficient implementation. **Proposal for 1 more URC:**

Existing URC, CRCs, Schools & Teachers			
Existing URC	Schools (PS + UPS)	CRCs	Teachers
01	195	19	2800
Proposal for 1 URC-2010-11			
Proposed URC	CRC to be attached	Teachers per CRC	Schools under URC
01	10	110	100

Recommendation

In view of essential requirement as explained above, the proposed URC for providing academic support to teachers & schools will be more effective for UEE in urban areas. By considering

need in this regard where having complicated issues including issue of migration, the appraisal team recommended the proposed URC so as to ensure better academic arrangement in the UT as the present structure is not efficient for academic support where the UT even does not have DIET, SCERT & SIEMAT as well as school education board.

Share of Migrants in population of Chandigarh - Census 2001

Though, Chandigarh is a planned city, with a high standard of civic amenities, but these amenities are not spread uniformly across the city. Although the planners did envisage construction of huge buildings for official, commercial and residential purposes, requiring the services of different kind of labour force, yet they did not make provision for their shelter at all in the city plan itself. The planners might have thought that the labour force would go back after the completion of construction work, but this did not materialize and thus started the process of migrant labour settling on land wherever available.

Many poor people, daily wage earners and unskilled/semi skilled workers of other states like U.P, Bihar, Himachal, Haryana and southern states have migrated to Chandigarh as a lucrative destination. Thus started the generation of slums in Chandigarh. The following table shows the share of people migrated to the city and those who were born in Chandigarh.

Particular	Total	Male	Female
Total Population	900,635	506,938	393,697
Born in India	875,203	492,192	383,011
Within the state of enumeration	340,404	194,943	145,461
Born in the place of enumeration	328,233	187,958	140,275
Born elsewhere in the district of enumeration	12,171	6,985	5,186
Born in other districts of the state	0	0	0
States in India beyond the state of enumeration	534,799	297,249	237,550

Source: Census 2001

According to Census of India, 2001, Out of the total population of Chandigarh, 2.82% was born outside India. 59.38% of its population has migrated from other states, while only 37.8% of population was born in Chandigarh itself.

The availability of resources in offering diverse employment opportunities and means of livelihood becomes the chief cause of migration to the city termed as "in migration". The hap-hazard settlement of migrants has given rise to mushrooming of slums.

Planning for urban slums

- About 89.8% population of the UT is urban and rural accounts for 10.2%. The growth rate of urban population in 1961 was 6.09% which has risen to 40.41% in 2001. As far as rural population is concerned; the growth rate has been recorded as 39.18% in 2001.
- The strategic location of the city as a major progressive city of North India, major administrative confluence due to its status as capital of two major states and its economic vibrancy makes it a lucrative destination for people. The availability of resources in offering diverse employment opportunities and means of livelihood becomes the chief cause of migration to the city termed as “in migration”. It has resulted in hap-hazard settlements of people, giving rise to the mushrooming of slums.
- The current informal estimates of slum population are to the tune of 73,500 families or 3.5 lakhs persons living in 18 un-authorized colonies & rest in planned colonies. This amounts to more than one-third of population living in slums.
- Number of BPL families is 23514 which is about 1/3rd of the total number of slum households.
- In terms of area, the unplanned or unauthorized colonies occupy 18.42% of the total land area in Chandigarh, thus impeding the development process.

THE GENESIS OF SLUMS

If we talk specifically about slums, a survey conducted in March 2006 by Chandigarh Administration; identified 23,841 slum families spread over 18 different colonies in the city and it is estimated that by 2010, the slum population will increase by 17.25% (Projected). The growth in the number of children living in slums would also be very high requiring child care centers and schools. **A special survey in this regard is essential.**

TABLE SHOWING GROWTH OF SLUMS IN UT CHANDIGARH

Slum Population of U.T. Chandigarh-2001 Census.

Sr. No.	Description	Unit	Persons	Males	Females
1	2	3	4	5	6
1	Total Slum Population	Nos.	107125	62762	44363
2	% of slum population to total population	%	11.89	12.38	11.27
3	Sex Ratio	(Females per '000 Males)	707		
4	Population in age group (0-6 years)	Nos.	22395	11681	10714
5	Literates	Nos.	46417	33133	13284
6	Literacy Rate	%	54.78	64.86	39.48
7	Scheduled Castes Population	Nos.	41869	23078	18791
8	% of SC population to total slum population	%	39.08	36.77	42.36
9	Total Workers	Nos.	42375	36600	5775

The growth of slums poses a big challenge for achieving Universalization of Elementary Education (UEE). Nearly half of the population living in slums is illiterate and many of them are living below the poverty line. Therefore, poverty coupled with illiteracy results in lower participation rate of their children in education. The literacy rate in slums is just 54.78%, and 39.08% of slum population belongs to SC category. The profile of economic status of slum residents in Chandigarh reveals that more than 40% of the households have annual income below Rs.10,000/-. Because of the increase in the share of low class, the pressure on government schools, which are providing free education, has increase tremendously.

Half Way Homes

The city beautiful is attracting constant flow of children accompanying their labourer parents, due to which, in the outskirts of the city, a large number of children are found roaming. They are either rag – pickers or vagabonds. Such children are neither prepared to sit in class room for fixed hours nor are they interested in studies. In order to inculcate an interest in getting education in such children SSA, Chandigarh thought of Half Way Homes so that these children naturally develop desire to gain knowledge. These centres are open between 8.00 a.m. to 8.00 p.m. and

function in two shifts. Two community teachers and two community volunteers have been provided in each Half Way Home. Children can visit the home for any two hours between the working hours. To attract children in these centres, indoor / outdoor games, Audio/ visual equipment like T.V, computer, reading material etc. is provided. Moreover, counseling is also provided to the visiting children. There are two half way homes functioning in Chandigarh, one in sector- 8 for children from Railway colony and Bapu Dham colony No.4. Fifty children are enrolled here and an NGO named Vatsal Chaya is looking after this centre. The other Half Way Home is functioning in sector- 45, which caters to the needs of children of colony No. 5, Kajheri and Faidan colony. This centre is functioning under the supervision of an NGO named Bharat Prakarsh Foundation. A budget of Rs. 2.81 lacs was allocated for 100 children of half way homes. 100% target has been achieved in this segment.

5. AIE centres at Construction sites

Chandigarh has a high level of migrating population. They are labourer families who stay at construction sites and move with the contractor. SSA Chandigarh conducted a survey and identified 16 construction sites in which 208 families reside. There are 445 out of school children in them. SSA, Chandigarh, Labour Department and Social Welfare Department came together and persuaded contractors for opening of AIE centres at construction sites itself. Infrastructure such as rooms, furniture, utensils etc. has been provided by the contractors and academic support, uniform, study material, Mid day Meal and other facilities are provided. NGOs are also involved in the process. Contractors and NGOs have provided sweaters and shoes to these children. This initiative is working well too.

6. Centre for children in Juvenile Justice Home

Juvenile Justice Home is situated at sector- 25, Chandigarh. There are 27 children of age group 10-18 yrs at Juvenile Home who have been sent there for some petty crime. Juvenile Home is being run by Social Welfare Department and they approached SSA Chandigarh for opening of AIE centre there so that these children are motivated to study. NCERT syllabus is being followed to teach the children in these centres. As such AIE centre was opened there jointly by Social Welfare Department and SSA, Chandigarh. 2 NGOs are looking after this centre. They have provided a library there and are teaching Meditation, Yoga and Music to these

children. The aim of this centre is to transform these children into good citizens so that their criminal past does not haunt them when they grow up and come out of the Juvenile Home.

HALF WAY HOMES PROGRESS-2009-10

Budget Allocated: - 2.82 lacs

Physical Target	Achievement	Budget Allocated	Utilization
100	100%	2.82 lacs	2.82 lacs

The concept of half way home was conceived to inculcate interest in studies in such children who are neither prepared to attend regular classes nor are interested to get education. They are rag- pickers, vagabonds, etc. Half way homes remain open from 8.00 am to 8.00 p.m in two shifts. Children can come and sit conveniently for 2 hours a day. Indoor/ outdoor games, TV and computer and reading material are available at these centres. Two centres, one in Northern Chandigarh and the other in southern part have been opened with 50 children each. A budget of Rs. 2.81 lacs was allocated for 100 children of half way homes. These centres are running under the supervision of NGOs. 100% target has been achieved in this segment. During the current year, apart from the above stated strategies, two new strategies have been adopted to cover more and more out of school children from the budget allocated for AIE strategy.

5. Educational Indicators:

Population Gap

Particular	Boys	Girls	Total
Projected Population in 2009 on the basis of Census 5-9 yrs	78893	57907	136800
Projected Population in 2009 on the basis of Census 10-12 yrs	48281	35439	83720
Population on the basis of HH 5-9 yrs	47543	38951	86494
Population on the basis of HH-10-12 yrs	29775	23036	52811
Difference in Population (5-9 yrs)	31350	18956	50306
Difference in Population (10-12 yrs)	18506	12403	30909

Observation: A huge difference has been observed between the population data of HHS and the Projection on Census data. In the age group 5-9yrs the difference is of 50306 and in 10-12 yrs the difference is of 30909 (Subsequently the total difference of 81,215).

Enrolment:

Observations:

The Enrolment at Primary Level has decreased by .92% for Govt. and 4.96% for Aided.

A decrease of 7.34% has been observed at Upper Primary for Aided school.

The SC enrolment at Primary Level for Aided schools decreased by 6.67%

The ST enrolment at Primary Level for Aided schools has decreased by 60%

Total Enrollment – Primary Level

Management	2006-07			2007-08			2008-09			2009-10			% age increase 2009-10	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Govt	27699	22970	50669	31532	25986	57518	32727	27476	60203	31939	27708	59647	-2.4	0.8
Aided	800	922	1722	602	909	1511	612	760	1372	597	707	1304	-2.5	-7.0
Unaided	10731	8800	19531	13628	10266	23894	14061	10821	24882	14620	11124	25744	4.0	2.8
Others	3184	2376	5560	1920	1407	3327	1915	1357	3272	1812	1364	3176	-5.4	0.5
Total	42414	35068	77482	47682	38568	86250	49315	40414	89729	48968	40903	89871	-0.7	1.2
Govt. + Aided	28499	23892	52391	32134	26895	59029	33339	28236	61575	32536	28415	60951	-4.859	6.1293

Total Enrolment – Upper Primary Level

Management	2006-07			2007-08			2008-09			2009-10			% age increase 2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Govt	14007	12129	26136	16619	13996	30615	17964	15172	33136	18508	15510	34018	3.0	2.2	2.0
Aided	1039	882	1921	910	815	1725	920	797	1717	843	748	1591	-8.4	-6.1	-7.0
Unaided	6246	5110	11356	7943	5842	13785	8137	6069	14206	8414	6048	14462	3.4	-0.3	1.0
Others	1434	1125	2559	1361	975	2336	1385	1029	2414	1419	984	2403	2.5	-4.4	-0.0
Total	22726	19246	41972	26833	21628	48461	28406	23067	51473	29184	23290	52474	2.7	1.0	1.0
Govt. + Aided	15046	13011	28057	17529	14811	32340	18884	15969	34853	19351	16258	35609	5.341	3.9203	4.67

Enrolment SC – Primary Level

Management	2006-07			2007-08			2008-09			2009-10			% age increase 2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Govt	4524	3849	8373	4109	3510	7619	3624	3139	6763	3788	3241	7029	4.5	3.2	2.0
Aided	130	125	255	111	134	245	123	117	240	109	115	224	-11.4	-1.7	-7.0
Unaided	182	370	552	205	378	583	194	120	314	244	215	459	25.8	79.2	4.0
Others	242	191	433	207	145	352	224	167	391	253	174	427	12.9	4.2	2.0
Total	5078	4535	9613	4632	4167	8799	4165	3543	7708	4394	3745	8139	5.5	5.7	2.0
Govt. + Aided	4654	3974	8628	4220	3644	7864	3747	3256	7003	3897	3356	7253	6.857	1.54004	2.0

Total Enrolment SC Upper Primary

Management	2006-07			2007-08			2008-09			2009-10			% age increase 2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Govt	2384	2185	4569	2516	2286	4802	2507	2284	4791	2810	2653	5463	12.1	16.2	2.0
Aided	30	94	124	31	92	123	27	71	98	42	100	142	55.6	40.8	2.0
Unaided	64	190	254	93	211	304	86	66	152	139	153	292	61.6	131.8	2.0
Others	147	108	255	161	100	261	196	125	321	163	111	274	-16.8	-11.2	-2.0
Total	2625	2577	5202	2801	2689	5490	2816	2546	5362	3154	3017	6171	12.0	18.5	2.0
Govt. + Aided	2414	2279	4693	2547	2378	4925	2534	2355	4889	2852	2753	5605	67.64	57.0009	58.0

Enrolment ST Primary Level

District	2006-07			2007-08			2008-09			2009-10			% age increase 2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	2384	2185	4569	2516	2286	4802	2507	2284	4791	2810	2653	5463	12.1	16.2	14.0
Chandigarh	30	94	124	31	92	123	27	71	98	42	100	142	55.6	40.8	44.9
Chandigarh	64	190	254	93	211	304	86	66	152	139	153	292	61.6	131.8	92.1
Chandigarh	147	108	255	161	100	261	196	125	321	163	111	274	-16.8	-11.2	-14.6
Chandigarh	2625	2577	5202	2801	2689	5490	2816	2546	5362	3154	3017	6171	12.0	18.5	15.1
Chandigarh	2414	2279	4693	2547	2378	4925	2534	2355	4889	2852	2753	5605	67.64	57.0009	58.924

Enrolment ST – Upper Primary Level

District	2006-07			2007-08			2008-09			2009-10			% age increase 2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	14	3	17	8	9	17	9	5	14	16	8	24	77.8	60.0	71.4
Chandigarh	0	0	0	6	2	8	5	0	5	2	0	2	-60.0	#DIV/0!	-60.0
Chandigarh	5	6	11	23	14	37	38	8	46	48	29	77	26.3	262.5	67.4
Chandigarh	21	21	42	22	23	45	19	20	39	17	17	34	-10.5	-15.0	-12.8
Chandigarh	40	30	70	59	48	107	71	33	104	83	54	137	16.9	63.6	31.7
Chandigarh	14	3	17	14	11	25	14	5	19	18	8	26	17.78	#DIV/0!	11.429

Gross Enrollment Ratio

Primary Level

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	108	108	108	107.5	109	108	103	105	104

Upper Primary Level

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	96.7	98.3	97.4	98.4	100.8	99.4	98	101	100

Gross Enrolment Ratio is satisfactory at all the level.

Pupil Teacher Ratio (All Govt. Schools)

District	Pupil Teacher Ration (All Govt. Schools)											
	2006-07			2007-08			2008-09			2009-10		
	Pry	U.Pry	Elem.	Pry	U.Pry	Elem.	Pry	U.Pry	Elem.	Pry	U.Pry	Elem.
Govt.	52.45	18.1	26.76	48.01	22.93	28.43	41	22.85	28.2	43.25	23.88	33.4
Aided	53.9	19.6	25.5	42	17.6	21.7	23	18	18.5	37.25	21.5	26.5
Unaided	19	13.76	14.68	23.09	18.04	18.53	22.83	18.07	18.86	24	18.66	21.7
Govt + Aided	52.5	18.2	26.7	47.84	22.57	28.12	40.97	22.59	27.93	43.16	23.77	33.16
Total	37.8	18.02	23.37	36.59	21.37	24.41	33.39	21.51	24.59	34.6	22.52	28.92

The High PTR with the value 43.25 ,has been observed at Primary level for Govt. schools.

%age of Schools with Single Teacher Schools:

District	2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	0	0	0	0	0	0	0	0	0	0	0	0

There is no Single Teacher Schools in the UT.

Transition Rate

Management	2006-07	2007-08	2008-09	2009-10
Govt.	104	110	109	106
Aided	177	125	136	136
Unaided	89	118	104	103
Others	105	79	121	112
Total	101	110	109	106

In government schools it has recorded 106 transitions from primary to upper primary. However transition rate is lowest in unaided private schools where as it is maximum in govt. aided schools. The transition rate of more than 100 indicates the lateral entries at the upper primary level. It is because some children in upper primary classes come from unrecognized schools.

Promotion Rate

Category	Primary			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
Gen	101.8	100.8	101.3	94.7	94.9	94.8
SC	117.5	116.9	117.2	110.1	127.6	118.3
ST	125.4	157.6	135.6	141.2	123.5	132.4
OBC	129.1	118	123.6	151	93	171.6
Total	103.4	102.4	103	96.7	99	97.8

The Promotion rate is satisfactory at all the level.

Retention Rate

Category	Primary			Upper Primary			Elementary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Gen	103.9	102.3	82.6	102.2	101.1	101.7	103.8	102	88.4
SC	122.6	120.7	121.7	126	126	133.7	124.6	128.8	126.5
ST	126.8	163.6	138.5	141	141	165.7	129.5	177.5	146.9
OBC	131.7	121.1	126.5	161	161.7	180.4	139.6	140.5	140.1
Total	105.8	104.2	105.1	105	105	105.6	106	105.3	105.7

The Retention rate is satisfactory at all the level.

Dropout Rate

Category	Primary			Upper Primary			Elementary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Gen	-3.9	-2.3	17.2	-2.2	-1	-1.7	-3.8	-2.4	11.6
SC	-22.6	-20.7	-21.7	-26	-42.6	-33.7	-24.6	-28.8	-26.5
ST	-26.8	-63.6	-38.5	-41.2	-95	-65.7	-29.5	-77.5	-46.1
OBC	-31.7	-21.1	26.5	-61.7	-99.8	-80.4	-39.6	-40.5	-40.1
Total	-5.8	-4.2	-5.1	-5	-6.4	-5.6	-6	-5.3	-5.7

The UT calculated the Drop Out rate on the basis of Average drop out, and it reflects the –ve value in all the section.

Pupil Teacher Ratio

District	2006-07			2007-08			2008-09			2009-10		
	Pry	U.Pry	Elem.	Pry	U.Pry	Elem.	Pry	U.Pry	Elem.	Pry	U.Pry	Elem.
Govt.	52.45	18.1	26.76	48.01	22.93	28.43	41	22.85	28.2	43.25	23.88	33.4
Aided	53.9	19.6	25.5	42	17.6	21.7	23	18	18.5	37.25	21.5	26.5
Unaided	19	13.76	14.68	23.09	18.04	18.53	22.83	18.07	18.86	24	18.66	21.7
Govt + Aided	52.5	18.2	26.7	47.84	22.57	28.12	40.97	22.59	27.93	43.16	23.77	33.16
Total	37.8	18.02	23.37	36.59	21.37	24.41	33.39	21.51	24.59	34.6	22.52	28.92

The High PTR with the value 43.25 has been observed at Primary level for Govt. schools.

Percentage of Schools with PTR > 40

District	2007-08			2008-09			2009-10		
	Pry	Upry	All	Pry	Upry	All	Pry	Upry	All
Chandigarh	51	37	26	47	36	26	45	32	23

%age of Schools with Single Teacher Schools

%age of Schools with Single Teacher Schools:															
District	2005-06			2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

There is no schools with Single Teachers in the UT.

Gender Gap

Management	2007-08			2008-09			2009-10		
	Primary	U.pry	Elem.	Primary	U.pry	Elem.	Primary	U.pry	Elem.
Govt	9.6	8.6	7.9	8.7	8.4	7.2	7.1	8.8	7.8
Aided	20.3	5.5	9.4	10.8	7.2	2.5	28.4	6.0	2.7
Unaided	14.1	15.2	29.7	13.0	14.6	23.6	13.6	16.4	6.3
Others	15.4	16.5	17.6	17.1	14.7	14.6	14.1	18.1	18.5
Total	10.6	10.7	5.3	9.9	10.4	8.1	9.0	11.2	8.0

The high gender gap has been observed for aided schools at primary level with the value 28.4.

Important Ratios at Primary Level

	2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total
Retention Rate	94.2	99.52	96.53	94.2	99.52	96.53
Repetition rate	4.72	3.21	4.05	2.96	2.59	2.79
Promotion rate	100.62	101.37	100.95	101.37	102.25	101.76
Drop out rate	-5.34	-4.58	-5	-4.32	-4.84	-4.55
Transition Rate from Pry to U.pry	96.39	96.13	96.2	97.36	97.15	97.27
NER	82.85	82.85	83.05	83.34133	85.51	84.31
GER	108.1	107.9	108.1	107.5	108.8	108.1

Important Ratios at Upper Primary

	2007-08			2008-09		
	Boys	Girls	Total	Boys	Girls	Total
Retention Rate	73.28	77.72	75.32	68.05	75.52	71.39
Repetition rate	8.24	7.78	8.04	9.5	9.1	9.32
Promotion rate	62.27	62.21	62.24	57.74	60.3	58.88
Drop out rate	29.49	30.01	29.72	32.76	30.59	31.79
NER	57.33	58.45	57.83	60.67062	63.82	62.06
GER	96.7	98.3	97.4	98.4	100.8	99.4

Educational Development Index (EDI)

At National level the EDI for the state is

	Index	07-08	08-09
At Primary	Access	22	24
	Infrastructure	10	12
	Teacher	1	3
	Outcomes	32	35
At Upper Primary	Access	10	10
	Infrastructure	14	17
	Teacher	1	1
	Outcomes	27	27
Composite	Primary Level	6	10
	Up. Primary	4	9
	Pri. & U. Primary	6	10

Web Portal

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

Data on web portal has been entered for annual targets and first 2 quarter of 2009-10 , In the 3rd qtr the progress should be expedite. The data from the web portal has been used in the planning. The reports were shared with educationist and planners. The targeted date by which the data would be uploaded to the website is within 2 weeks time of the completion of the quarter.

Staffing at State, District & Block level

As Chandigarh is a small union territory of about 114 sq km. having single district and single block, the EMIS unit has been constituted only at State Level. The composition of State level EMIS unit is as under

	No. of Post Sanctioned	No of Post Filled	No. of Post Vacant
1) EMIS incharge / Coordinator	1	1	0
2) Data Entry operator	3	3	1

Capacity Building

Following Training and Capacity building Programme has been attended:

1. National meeting of MIS Coordinators at Ranchi, Jharkhand - Attended by MIS incharge
2. Regional Meeting of MIS Coordinators at Chandigarh, Attended by MIS Incharge/Coordinator at Chandigarh, U.T along with one Data Entry operator.
3. Training on DISE at Khanna IGNOU Centre, Attended by MIS incharge / Coordinator at Chandigarh along with all the CRCs.
4. 1 day- Training programme for Principal / Head of Govt. Schools in which all the principals of Govt. Schools participated.
5. 2 days training programme for Sr. teachers involved in collection of data at school

6. 1 day training programme for sr. teachers of Private schools .

DISE (District Information System for Education)

In U.T, Chandigarh, DISE was implemented in 2004 and since then it has been the prime source of Educational planning and preparation of Annual work plan & budget. In order to enhance the quality of DISE data at school level, MIS group at School level has been constituted, which has 4 members, two compulsory and two optional. (Principal/Head Master, Sr. Teacher, Computer Teacher and Data entry operator). A training programme of two days for Sr. Teacher and one day for Principal / Head Master. **DISE FORTNIGHT** was observed during 30th Sept to 15th Oct. in which ,all schools were instructed to deposit filled in DISE formats by the end of 1st Week of DISE fortnight.. The Second week of the DISE fortnight was observed as the week for Data Validation week and removing inconsistency .The DISE data has been extensively used in Educational planning and preparation of Annual Work Plan and Budget for the year 2010-11.

Issues & Challenges:

- The greatest issue is that the response time for collection of DISE DCF particularly from private schools is still high.
- Many of the private schools do not categorize Children as SC and OBC.

Achievements:

The response time has reduced for Govt. and some of the private schools

The private schools are more serious about filling up of the form and its submission as compared to 3-4 years back. The quality of DISE data and its uses has increased.

Child Tracking System

The modalities of developing Child Tracking system has been analyzed and the following inference was found.

- Development and implementation of Child Tracking System in Chandigarh is not feasible due to the high development and management cost.
- As the area of Chandigarh is very small (only 114 Sq Km.) and it is surrounded by Punjab and Haryana, it is very hard to track the migrating children .

- The Child tracking system requires a large force of field investigators who needs to be in constant touch with the Child tracking system as well as all the households of Chandigarh. Due to scarcity of funds the task can only be entrusted to teachers of Govt. Schools. The efforts in

DISE data Dissemination Strategies

At School level School Report Cards is distributed for use of DISE data at school level. At State level the DISE data is consolidated under various formats. The publication State Abstracts and EDI report have been composed.

Data Sharing

The data is shared within all the functionaries of SSA and Education Department. The DISE data is summarized in various formats.

5% Checking

CRRID , (Centre for Rural Research In Industrial Development) has been assigned the task of Post enumeration survey. The first installment has already been released and the field investigation has already been completed. The DISE data for the selected schools has also been provided to the principal investigator of CRRID involved in the coordination of survey and preparation of deviation report.

Distribution and discussion on School Report Cards :

The School report Card is distributed in the Data Dissemination Workshop in which the heads

Data validation Plan at District / Sub – District / Cluster Level

The DISE DCF undergoes a series of data validation and consistency check. At the smallest level Class consolidation Perform have been developed in which the data related to Enrollment and repeaters is collected from each section of every class.

The next level of ensuring authenticity and data consistency is at School level at which Principal and head master/head mistress ensures correctness & consistency in the information supplied in the DISE DCF.

The CRC are made accountable for conducting physical verification of 100% of schools under their jurisdiction. The physical verification process ensures that the resources mentioned in the DISE DCF are actually present in the school. The CRC are also made accountable to ensure the coverage of all recognized schools in DISE.

Chandigarh has no other structure in between State and District. Therefore the State level EMIS unit has performed the task of Block level and district level . 50% of the total forms were checked manually to traced inconsistency error. .

Inconsistency check is executed after the data entry of DISE DCF and errors are removed by contacting the concerned person telephonically as well as on visit.

When the entire data is punched and cleaned by executing Consistency Check, various indicators are

Household Survey (Latest Enumeration and updation)

The Complete survey of households were conducted in 2006 and since than a series of updation surveys have taken place. During the month of December 2009 , the survey of out of school children was undertaken which was conducted by the community teachers and volunteers of Alternative education Centre. The task of data entry and data compilation was done by EMIS unit.

Calendar Activities of DISE

Sr. No.	Activities	Completion Date
1	Data dissemination, data reporting, data sharing, Jan vachan.	30 th June
2	Computation of Educational Development index Ward Wise for 2009-10	31 st July
3	Generation of Ward Report Card	5 st Aug
4	Printing of DISE DCF forms Along with User Manual	15 th Aug
5	Training to CRC and School level MIS group	30 th Aug
6	Distribution of DISE DCF in School	30 th Aug
7	Initialization of 5% sample Verification process	1 st Sept
8	Data Collection Exercise (Celebration of DISE fortnight)	1-15 th Oct
09	Manual Checking by CRC	20 th Oct.

Sr.No.	Activities	Completion Date
0	Data Entry	25 th Nov
1	Data Compilation and generation of feed back DISE form containing both ratios and DISE Data	5 th Dec
2	Error free computer files	25 th Dec
3	5% Sample Verification Report.	5 Jan
4	Generation of Complete Set of Document of Analysis for Support to Educational Planning	31 st Jan
5	Submission of DISE Data along with 5% sample report and detailed analytical report	5 th Feb
6	Support in preparation of annual work plan and Budget	28 th Feb

Household Survey

The household survey shall be conducted in the month of December by the Community teachers and volunteers. The compilation of the data shall be done by MIS unit of SSA during the month of Jan. 2011.

6. Component-Wise Appraisal:

(I) Access

- **UT policy on opening of new schools**

Primary schools:

For a population of 2500 persons with the strength of 500 students. Area required is 0.4 hectare.

Upper primary school:

For opening of one senior secondary school (from std 6-12), a population of 7500 persons with the strength of 1000 students. Area required is 1.60 hectare.

For integrated school (1-12):

A population of 90,000 to 1 lakh with the strength of 15,000 students. Area required is 2.50 hectare.

- **Availability of Schooling facilities:**

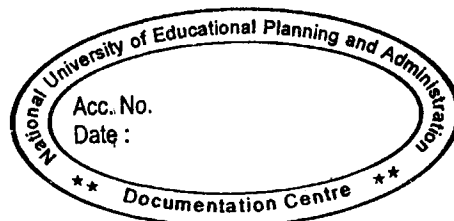


Table: Information on Schools

Category	Govt.	Aided	Private	Others/KVs/NVs	Total
Primary	104	6	54	6	170
Upper Primary	91	7	56	7	161
Elementary	105	7	57	7	176

(Source: DISE)

UT has a network of 105 govt. schools, 07 govt. aided schools, 57 recognized private schools, 07 schools run by Kendriya Vidyalaya Sangathan, 01 school by Navodya Vidyalaya Samiti and one by Air Force. In Chandigarh, all schools are of composite nature covering classes I to X/XII, barring a few. There 123 unrecognized schools operating from residential buildings in the villages and labour colonies.

Table: Habitation and Access (Primary)

District	Total no. of Habitations/Sectors	Habitations covered by		Habitations with primary school within 1 km	Unserved Habitations without Primary Schools	Habitations Eligible for PS as per State norms	Habitations not Eligible for PS as per State norms	% of unserved habitations
		Primary School (Govt. & Aided)	EGS					
CHD	39	39	NA	0	0	-	-	-

(Source: UT component plan, Table no-4)

Though all the existing habitations/sectors are served with the facility of primary school with in 1 km however UT has proposed for new 7 primary schools in the sectors located in the outskirts of the Chandigarh. Reasons for new schools are as follows:

- Child population is increasing at the rate of 6% annually.
- Enrollment in Government schools has increased from 74,341 in 2005-06 to 93,339 in 2008-09 in elementary grades.
- There are 15,000 students are enrolled in unrecognized schools and 4000 children enrolled in AIE centres are ready to mainstream in formal schools. As per RTE all the unrecognized schools will be closed down therefore, children enrolled in these 123 schools will have to be enrolled in Government and Govt aided schools.

Therefore, to keep in view the above mentioned reasons UT has undertaken the “*Capacity Analysis*” of the existing schools and proposed for new schools.

Table: Habitation and Access (Upper Primary)

Name of Block/ Municipal Area	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	No. of eligible school less habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary to Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
CHD	39	39	0	0	104+6	91+7	1.2:1	0	0
TOTAL	39	39	0	0	110	98	1.2:1	0	0

(Source: UT component plan, Table no-4)

UT has served all its habitations with the facility of upper primary schools, still it proposes 7 new PS with the upper primary sections. Though, UT is willing to open new more schools but due to constraint of building construction, it would not be possible for UT to propose the same.

A. Primary

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

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
2	10	2	0	0	0	0	14

Since inception, UT was sanctioned with total 14 schools, of them construction of 9 schools building have been completed while 5 in progress.

Strategies of the State for providing access to all eligible habitations

Though all children have been provided access to school education within 1 km for primary, however, it falls due to increasing population and very high density of population particularly in the peripheral areas of the city. Most of the schools (35) located in outer skirts are running in two shifts.

Habitations eligible for primary school as per the State norm are served by primary schools

All the existing habitations are already served with the facility of primary schools, still due to more density of population, UT has proposed for 7 new more primary schools to keep in

view the RTE concept of neighborhood school and right to education for each and every child of 6-14 years of age.

State to provide details on the proposal/ strategies for covering habitations not eligible for regular school.

N.A.

Proposal for up-gradation of EGS center to regular PS. Also if the State has clear policy on the upgradation to PS.

Table: Status of EGS

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

Table: Upgradation of EGS

No. of EGS functioning			No. proposed for upgradation	No. of EGS to be continued	Reasons for not proposing for the balance	No. of EGS to be closed
In the habitations eligible for PS	In the habitations not eligible for PS	Total				
NA						

B. Upper Primary

Status on opening of new upper primary schools sanctioned till 2008-09 under SSA which districts have shortfalls – list them with numbers.

No UPS has been sanctioned to the UT till 2009-10.

Status on sanctioned additional classrooms till 2008-09 under SSA

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
14	20	50	0	0	0	136	220

PAB approved total 220 ACRs till 2009-10 of them only 66 have been constructed and the construction for 18+136 is yet to start. It was informed by the state representatives that the maps for these approved ACRs have been prepared and funds have been deposited to

Engineering Department of Chandigarh. Now tenders will be floated for undertaking construction.

Ratio of primary to upper primary school/sections: 1.2:1

Number of habitations eligible for UPS and numbers proposed

Though all the habitations are served with the upper primary schools but due to high density of population some more UPS are required as the existing schools are having very high PTR & SCR. It has been reported that approximately 123 schools are running in residential buildings. Many of them are running in contravention to the order of Honorable Punjab & Haryana High Court. Once these schools are closed, more students will join the Govt. and private schools. As such more schools and classrooms are required particularly in sectors having higher SCR & PTR. For the year 2010-11, UT proposes to open 7 new UPS in 7 of its sectors.

Evidence for systematic mapping by the State for coverage by UPS and the status of saturation

The UT component plan shows the evidence of systematic mapping by highlighting the position of schools in all the existing sectors, PTR, SCR and other indicators required to reflect the need of new schools.

Proposal:

UT proposed to open 7 new composite schools in the sectors located in peripheral areas which are supposed to cover approximately 19000 children (15000 students on the rolls of unrecognized schools and 4000 students enrolled in AIE centres ready for mainstreaming) residing in these sectors.

Recommendations:

Appraisal team recommends the proposal of the UT for opening of 7 new composite schools.

(C) Interventions for Out of School Children

Table: Performance during 2009-10

Strategies	Approved target for 2009-10		Coverage till date		Mainstreaming		
	Physical target	Fin (Rs. In lakhs)	Physical	Fin.	Fresh	Contd.	Total
Residential Bridge Course	100	7.50	100	6.00	Nil	-	nil
Non Residential Bridge Course	700	21.00	696	20.63	72	-	72
AIE Centres for New Children	4960	148.80	6197	147.44	Nil		Nil
AIE Centres for Old students for 9 Months	1200	18.00	1200	17.44	Nil		Nil
Half Way Home	100	2.82	100	1.78	Nil		Nil
NRBC for CWSN	123	2.66	123	1.37	Nil		Nil
Madarsa/ Maktab	717	21.51	928	17.92	Nil		Nil
Sub Total	7900	222.29	9344	212.58	72		72

During 2009-10, UT showed total 8700 children as out of school, of them, 1818 children were mainstreamed directly into formal schools and remaining children were covered under different AIE interventions. Later on in the month of December, 09 some more children (644) were identified as out of school on construction sites, which were also covered under the various interventions, hence UT shows the physical coverage more than the target approved by PAB and the financial achievement is 95.63%.

Table: Status of Out of School Children

Age in years	2009-10			2010-11						Total identified for 2010-11
	B	G	Total	Uncovered children from last year			New Identified OOSC as per survey			
	B	G	Total	B	G	Total	B	G	Total	6168
6-10	3320	3254	6574	0	0	0	2641	2518	5159	
11-14	1484	1364	2848	0	0	0	505	504	1009	

For the year 2010-11, UT has identified total 6168 children as out of school. Age wise break-up of identified out of school children has been given in the table below:

AGE	TOTAL	BOYS	GIRLS
5	961	481	480
6	1176	580	596
7	952	490	462
8	1004	520	484
9	466	234	232
10	600	336	264
11	321	179	142
12	414	206	208
13	274	120	154
TOTAL	6168	3146	3022

UT proposes to enroll all children falling in the age group of 5-7 years into formal schools. Remaining 3079 children will be covered under different AIE strategies.

Identification of out of school children

Period of Conducting fresh house hold survey/ updation:

UT has conducted the updation exercise between 26th December, 09 to 16th January 2010.

Method/mechanism adopted to identify out of school children:

People/agencies associated

Door to door survey was done by community teachers & volunteer with the help of NGOs. A format was developed by the MIS unit at SPO then 3 days training were imparted regarding the information to be filled in the prescribed format. After collection of data by the people involved, it was complied with the help of computer teachers under the supervision of MIS unit of the state.

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

UT has the figure for all children enrolled in private unrecognized schools. Only on the basis of updation of HHS, UT has arrived at the figure for OOSC.

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

UT representative informed that child profile for each identified child has been prepared but detailed IEP is yet to prepare.

Table: Progress & Mainstreaming

District	Children enrolled in AI/bridge courses during 2009-10			Children mainstreamed in AI/bridge courses till 2009-10			Children mainstreamed till 2009-10 (total mainstreaming till date)			Children proposed to be enrolled in AI/bridge courses in 2010-11			Children p be mainst	
	Fresh	Contd.	Total	Fresh	Contd.	Total	Fresh	Contd.	Total	Fresh	Contd.	Total	Fresh	Co
Total	8144	1200	9344	72	Nil	72	5000	16097	21097	3079	3700	6779	3079	370

It was informed by the UT representative that the children targeted for mainstreaming of the year 2009-10 will be mainstreamed in the month of April, 2010. She ensured that out of 9344 children 5644 children will be enrolled in the class appropriate to their age.

PROGRESSES IN MAINSTREAMING OF OUT OF SCHOOL CHILDREN THROUGH ASIE INTERVENTION

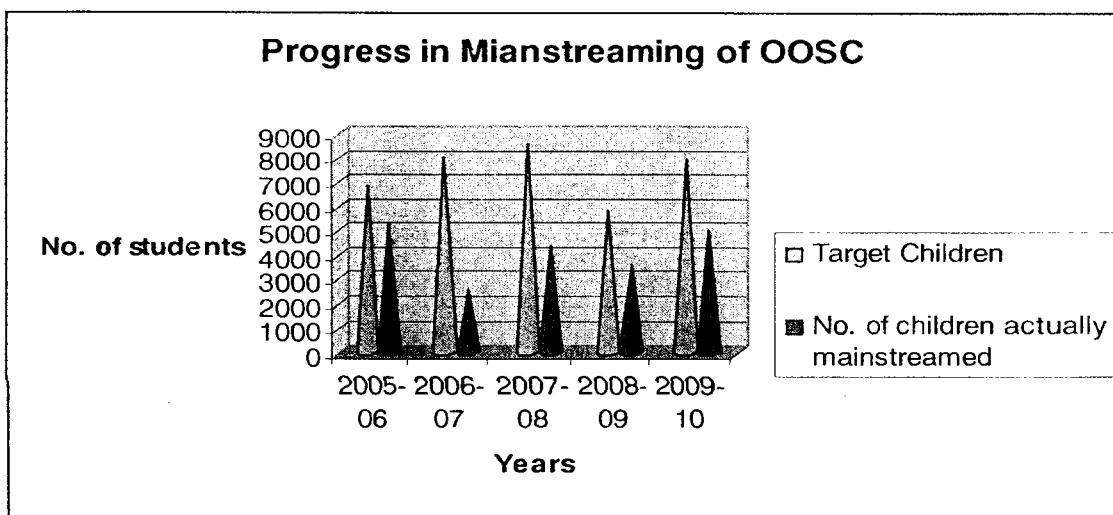
Year	Target Children	No. of children actually mainstreamed
2005-06	6800	5200
2006-07	8000	2477
2007-08	8600	4360

Year	Target Children	No. of children actually mainstreamed
2008-09	5771	4060
2009-10	7900	5000

Progress of Mainstreaming

From the year 2003-04 to the year 2009-10, the target for enrollment was 60,470 and coverage against the target was 54,498 in U.T., Chandigarh. Total mainstreaming has been 21097. Though the UT has maintained the record of mainstreamed children since 2005-06 till date.

Graph Showing the Progress in Mainstreaming



Mainstreaming mechanism/ strategies of the State:

- UT conducts the exams in AIE centres before festival of Holi so that all enrolled children could appear in examination.
- The children usually mainstreamed in those schools in which these centres are running. The responsibility of mainstreaming of children is of Cluster Head.
- Community teachers, community volunteers, CRCs are involved in mainstreaming process.
- Involvement of NGOs/VEC/PRI/Parents are most important, hence involved in the process.

Table: Child tracking after mainstreaming

Districts	No. of children mainstreamed		No. of Mainstreamed children drop out from last year		Of those No. of children brought back to school	Of those No. of children covered under AIE	Balance Children
	2008-09	2009-10	2008-09	2009-10			
Total	4060	72	209	Nil	Untraceable	Untraceable	--

It is not sure whether these 209 children have been dropped out or not as they are not attending the school from the last 3 months. If they will appear in the final exams to be conducted in March, 2010, then these children will not be considered as drop out.

Steps taken to ensure continuance of mainstreamed children in schools:

- Follow up of mainstreamed children by community volunteer to ensure the attendance of the children. Twice in a month volunteer visits to the school for their follow up and process continues till year end.
- Interaction with community for every second Saturday by the community volunteer. After that they report to the UT government for further action.
- For the current year UT will involve all the NSS units of schools, ETT students, and B.Ed students for follow up of mainstreamed children till one year.

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

Not maintained by UT, but from the current year UT ensures that this record will be maintained.

Table: Strategy proposed

Strategies	Age group targeted	New Target during 2010-11	Continued Target from last year	Total Target	No. of centres	Proposed unit cost per child	Recommendations
AIE	8-14	2509	2900	5409	155	0.03	Recommended
RBC	8-14	70	0	70	2	0.75	Recommended
NRBC	8-14	500	0	500	20	0.03	Recommended
HWH	8-14	0	100	100	2	0.03	Recommended
Madarsa	8-14	0	700	700	20	0.03	Recommended
Total		3079	3700	6779	199		Recommended

Monitoring Mechanism for AIE activities

NGOs, CRCs, Cluster head and PTA members of schools are involved in monitoring of functioning of AIE centres.

Interventions run by NGOs are being supervised and monitored at the SPO level. The formats have been developed for monitoring purpose. NGOs are supposed to submit Weekly Progress Reports to SPO which is discussed in the meeting chaired by Home Secretary cum Education Secretary every month.

Steps to ensure quality in AIE Centres

- ***Whether the state has developed bridge course material, if yes then in which year and for which standard***
 - Yes, UT has developed the bridge course material only for primary level students. In 2010-11, UT has proposed to develop the bridge course for upper primary level.
- ***Development & use of TLM/ TLE***
 - Yes, it is being done. During the summer vacations when 20 days training is imparted to the EVs, development of TLE/TLM is done simultaneously which are used during the course of AIE centres.
- ***Process of EVs recruitment and training***
 - Recruitment of EVs is done by Cluster head and PTA members. Minimum qualification for community teachers is BA, BEd and 10+2 for community volunteers.
- ***Monthly plan of action for on site academic support to the EVs at various levels***
 - CRCCs prepare the monthly plan of action for giving on-site support to EVs of AIE centres. Apart from this, NGOs are also providing their academic support to the EVs.
- ***Innovative practices***

In order to strengthen monitoring and supervisions of AIE centres, U.T., Chandigarh has launched Partnership Initiative Programme 106 NGOs came forward for monitoring and supervising AIE centres. After watching their performance and interest for one month 57 NGOs were finalized and MOUs were signed with them for supervision and monitoring of AIE centres. They have been provided with formats on which they submit their suggestions and remarks and visit report on weekly basis. Department takes action on their suggestions. On 7th of every month, a monthly report on suggestions and action taken is prepared and

discussed in a meeting which is chaired by Education Secretary, Chandigarh. SSA is not paying anything for the services of NGOs. These NGOs have distributed shoes and sweaters to 1284 children till now. They also celebrate festivals and National Festivals with these children.

➤ **Comprehensive and continues evaluation**

- UT has not started anything in this regard.

Mechanism for effective Convergence with other schemes/department/agencies

UT has a strong convergence with the Department of Social Welfare for running RBCs.

SSA, Chandigarh, Labour Department and Social Welfare Department came together and persuaded contractors for opening of AIE centres at construction sites itself. Infrastructure such as rooms, furniture, utensils etc. has been provided by the contractors and academic support, uniform, study material, Mid day Meal and other facilities are provided by the SSA.

UT has also in convergence with Health department, which is providing Medical checkups. During these checkups anemic children are treated and de-worming of the children is done along with dental and eye checkup

For the year 2010-11 UT will have convergence with the Department of Social Welfare to open new Anganwadi centres near by the AIE centres for children engaged in sibling care.

CALENDAR OF ACTIVITIES – 2010-2011

Alternative Innovative Education

S. No.	Activities
Month of April -2010	
1.	Dakhila Abhiyan – To be carried out by every cluster.
2.	Mainstreaming of Alternative Innovative Education Center Students (AIE).
3.	Submission of information on mainstreaming during April 2009 to State Project Office (SPO) in the monthly meeting.
4.	Prepare child wise plan.
5.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
6.	Preparation of child wise profile and plan.
7.	Preparation of worksheets and syllabus for AIE Students.
Month of May-2010	
1.	Meeting with ward/village education committee and school Education Management Committee to discuss programme under Sarva Shiksha Abhiyan Society.
2.	Celebrate “Education for all” week.

S. No.	Activities
Month of April -2010	
3.	Continuation of mainstreaming activities of AIE Centres.
4.	Follow up of dropout and never enrolled children.
5.	Follow up of mainstreamed children on 25 th day of the month.
6.	Supervision of class room processes to provide academic support to teachers teaching in AIE Centres.
7.	Conduct of monthly tests of children of Alternative Innovative Education centres and preparation of progress report.
8.	Submission of monthly progress report.
9.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
Month of June-2010	
1.	Hold 20 days training for capacity building of community teachers.
2.	Focus on activity based teaching
3.	5 Days training for community volunteers.
Month of July-2010	
1.	Monitor utilization of grants released.
2.	Supervision & Monitoring of mainstreaming to Continue.
3.	Preparation work sheets/child wise profile.
4.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
5.	Conduct visit/excursions for community teachers, volunteers & children of AIE Centres.
6.	Ensure regular monthly visits of volunteers to the parents to appraise progress of children to parents.
	Survey of out of school children and dropouts by AIE volunteers on second Saturday of every month.
Month of August-2010	
1.	Supervision and monitoring of class room processes in AIE Centres.
2.	Celebration of Van Mahotsva in AIE Centres with community.
3.	Celebration of Independence Day in AIE Centres with community.
4.	Ensure regular monthly visits of volunteers to the parents to appraise progress of children to parents.
5.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
Month of September-2010	
1.	Prepare competence test for AIE Centres.
2.	Celebration of teacher's day.
3.	Award Ceremony to recognize outstanding, Cluster Coordinator or Education Committee, Volunteers etc. on Teacher's Day.
4.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
5.	Ensure regular monthly visits of volunteers to the parents to appraise progress of children to parents.
Month of October-2010	
1.	Observation of Class room of AIE Centres processes to continue.
2.	Meeting with Cluster/Village Education Committee.
3.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
4.	Ensure regular monthly visits of volunteers to the parents to appraise progress of children to parents.
5.	Celebration of Dushera & Diwali in AIE centres with community.
Month of November-2010	
1.	Celebration of Children Day by schools and AIE Centres with community.
2.	Hold Excursion of AIE Centre children, community teachers & volunteers.
3.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
4.	Ensure regular monthly visits of volunteers to the parents to appraise progress of children to parents.
Month of December-2010	
1.	Celebration of World Disabled Day in AIE Centres with the support of community.
2.	Monthly tests results and compilation of results.
3.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
Month of January-2011	
1.	Celebration of Lohri and Republic Day in AIE Centres with community.

S. No.	Activities
Month of April -2010	
2.	Meeting with Cluster/Village Education Committee.
3.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
Month of February-2011	
1.	Preparation of Question papers for AIE Centres.
2.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
Month of March-2011	
1.	Conduct Annual Assessment of students of AIE Centres for mainstreaming.
2.	Preparation of report cards according to the results of monthly tests.
3.	Issue of eligibility cards to the students of AIE Centres.
4.	Conduct of monthly tests of children of AIE Centres and preparation of progress report.
5.	Promotional Assessment.

MEETINGS 2010-2011.

Cluster Resource to hold the following Meetings.

1. Quarterly Meetings with School Management Committee in April, October, and January every year.
2. At least two meetings with Cluster/Village Education Committee in a year.
3. Monthly meeting of Community teachers and voluntary teachers with CRC's every first Saturday of the month.

Important Note: -Agenda and minutes of each meeting to be kept in record.

IN THE CLUSTER RESOURCE CENTRE

RECORDS TO BE MAINTAINED AT CLUSTER RESOURCE CENTRE:-

1. Number of out of school children and child wise Education Plan.
2. Alternative Centres under the cluster, up to date enrolment.
3. Record of Mainstreaming Centre wise by indicating the name of the child and the school in which enrolled and monthly follow up (Form-2)
4. Position of grants utilization.

(II) School Infrastructure: Civii Works

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

1. Out of 266 cumulative works sanctioned under SSA for the UT of Chandigarh, up to 31.12.2009, 95 works have been completed, 159 works are at different stages of construction and 12 are yet to be taken up. The completion percentage is 36.82%. Out of the total allocation of Rs. 2072.40 lakhs, an expenditure of Rs. 2064.02 lakhs has been incurred till December, 2009. The percentage of expenditure is 99.59%.
2. Out of 136 works approved for 2009-10, up to 31.12.2009, 124 works have been taken up for implementation and is in progress. 12 are not taken up for implementation. The state officials mentioned that tenders have been received and technical bid has been examined. A sum of Rs.476.00 lakhs was approved and a sum of Rs. 476.00 lakhs have been shown as spent up to December 2009 (100.00%). The state officials mentioned that funds required for implementation have been released to UT PWD & hence the expenditure is shown as 100%. Funds have been released to UT PWD including the 12 works which are yet to be started.
3. UT Chandigarh is implementing all the major civil works including additional classrooms, BRC, CRC etc through Chandigarh PWD. The UT officials mentioned that the works are executed as deposit work and the required funds is transferred to PWD. State PWD is taking their own time and most of the works given to PWD are either in progress or yet to be taken up.
4. The state officials mentioned that about 159 of the ongoing works will be completed by March, 2010 and the remaining will be completed by June, 2010.

Cumulative Progress till December 2009

(Rs. in lakh)

Sl. No.	Activity	Targets	Completed	In progress	Not taken up	Financial	Expenditure
1	CRC	20	8	12	0	40.00	40.00
2	Composite Schools	14	9	5	0	1260.00	1260.00
3	ACR	220	66	142	12	770.00	761.62
4	Toilet	12	12	0	0	2.40	2.40
Total		266	95	159	12	2072.40	2064.02

Source: Source AWP&B 2010-11

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

(Rs. in lakh)

Sl. No.	Activity	Target	Completed	In progress	Not taken up	Approved Outlay for 2009-10, including spill over	Likely expenditure till 31st March 2010
1	CRC	0	0	11	0	10.00	10.00
2	Composite schools	0	0	5	0	264.77	264.77
3	ACR	136	0	124	12	484.38	476.00
Total		136	0	140	12	759.15	750.77

Details of Physical and Financial spill over for 2009-10 (as on 20/02/10)

(Rs. in lakh)

Sl. No.	Activity	Physical		Total	Financial
		Work in Progress	Work not started		
1	CRC	12	0	12	10.00
2	Composite Schools (all type)	5	0	5	264.77
3	ACR (all type)	0	0	0	8.38@
Total		17	0	17	283.15

@ UT officials have mentioned that a sum of Rs. 8.38 lakhs is available as savings and they proposed to surrender this amount. They also mentioned that the amount shown as spill over has already been released to UT PWD for the implementation of the ongoing works.

Composite School buildings approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PS sanctioned	0	0	2	10	2	0	0	0	0	14
PS school building sanctioned	0	0	2	10	2	0	0	0	0	14

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

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

Assessment of Gap & Proposals

Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Gap
BRC	0	0	0
CRC	20	0	0
Composite Schools	14	7	0
ACR	220	0	0

Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Gap
Toilet	12	0	0

Disaster Management

UT officials mentioned that the school buildings are designed by UT PWD and necessary provision is provided for Disaster Management for earthquake, cyclone, high flood level, load etc as per IS code.

To strengthen the building and make it earthquake resistance, the different bands are provided at different levels like roof band, lintel band, sill band, plinth band etc.

In addition to above the following provisions are taken by Education Department to meet the emergency caused by natural calamities (such as earthquakes, cyclones and floods etc.) and man made incidents.

1. More than one staircase/ ramp are provided in every Govt. Schools for easy evaluation during emergency.
2. There is enough open space in and around every school building.
3. There is a proper provision of fire fighting equipment in case of fire.
4. The school has indicated necessary emergency nos. for help during emergency such as police, fire brigade, stations without squad etc.
5. In every school, exit points are indicated at the proper places.
6. Seminar on Disaster management is being held regularly in the every School to educate the students, teacher and parents Teacher and principals of every school are specially trained to meet out such an eventuality. Every school has a medical room, well equipped with first aid kit, other medicines and a doctor.
7. Every school has a list of telephone nos. / Mobile nos. of all the guardian / parents of the students.

All the construction works are being carried out & supervised by the UT PWD which has 23 executive engineers, 50 sub divisional engineers and more than 125 junior engineers. However one executive engineer is deputed to SSA for coordination of SSA civil works. Actual implementation is done by UT PWD.

Unit Cost

Details of unit cost proposed by the state for various items work for the last two years are given below:

(In Rupees)

Sl. No.	Name of the School	Unit cost proposed for 2010-11	Number of rooms proposed	Comments
1	Construction of Govt. Model High School, PGIMER-12, Chandigarh	25720000	46 (3 Floors)	Unit cost for all the seven schools proposed has been approved by the competent authority and has been notified vide memo no. DPI-UT-A5-23 (17) 76 dated Chandigarh the 11-2-2010. The UT officials mentioned that even though the name of school is mentioned as high school it is proposed to start only primary and upper primary classes. Each room will accommodate 40 students. 1 school building will have classrooms and other rooms meant for office, headmaster room, staff room, store, general science room, Maths/Science room/ laboratory and Library room. Item. (7) - Detailed estimate is yet to be prepared by the UT and the cost indicated is only the rough cost estimate.
2	Govt. Primary School Building, Pocket No.10, Manimajra, Chandigarh	12965200	23 (3 Floors)	
3	Govt. Primary School Building, Pocket No.6, Manimajra, Chandigarh	13193000	23 (3 Floors)	
4	Construction of proposed Govt. High School, Sector 45, Chandigarh	26996000	49 (4 floors)	
5	Construction/Extension of GHS-Hallomajra, Chandigarh	21306000	18 (4 Floors)	
6	Construction/Extension of GHS-Daria, Chandigarh	5304000	7 (2 Floors)	
7	Construction of GHS, Behlana, Chandigarh	0	Final drawing & estimate not received	
Total		105484200		

Proposal

The State Government has proposed 7 school buildings for approval. However estimates have been furnished for 6 buildings works amounting to Rs.1054.84 lakhs.

Analysis of Proposal

Composite School buildings

The State Government has proposed to construct 7 composite school buildings. The unit cost proposed is given above. **Unit cost proposed has been approved by the competent authority and notified by the government vide Memo no. DPI-UT-A5-23(17)76 dated 11.02.2010.** The unit cost proposed includes basic cost of the building, road & parking, land scaping, provision of toilet, drinking water facilities & electricity facilities. Separate toilet facilities are provided for girls, male & female staff and disabled. The state officials mentioned that each school building is planned to be constructed in a plot of land allotted for the purpose and has more than one floor. Each floor can be assed by staircase and a ramp. The room size 24' X 24' with a verandah &

electric facilities. Every floor of the school building is attached with toilet facilities for students, staff. Toilets for disabled are to be provided near the ramp. They also mentioned that even though the name of school is mentioned as 'Government High School' the school will have classes from I to VIII only. Two schools proposed are to be extended and the proposal is made accordingly. Cost for dismantling has also been included as part of the proposal. The plinth area rate is mentioned as Rs. 500/- to Rs.1215/-. For the school mentioned in item (7) no estimate has been furnished and the UT officials have mentioned that they have indicated the rough cost in the proposal. The government memo also does not indicate the cost estimate. 14 composite school buildings have been approved so far. Out of the above 9 have been completed and 5 are in progress. Since the appraisal team has recommended 7 composite schools for opening, construction of 6 composite school buildings except item no (7) are recommended for approval.

B. Major Repairs

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

Proposal for Major Repairs

Name of the District	Proposal	
	Physical	Financial
Chandigarh UT	NIL	NIL
Total	NIL	NIL

The UT has not proposed any schools for major repairs.

C. Furniture

Proposal for Furniture

Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
Chandigarh UT	NIL	NIL	NIL
Total	NIL	NIL	NIL

The UT has not proposed any requirement for furniture to schools.

Status of Third Party Evaluation

Sl. No.	Year since it was initiated 1st	Status Now	No. of agencies employed	No. of district covered
		Not yet started. Under process		

Note: Reasons for not covering any district and when it is likely to be covered

Status of supervision structure

Sr.No.	State level				District level				Block level			
	Sanction post		Available position		Sanction post		Available position		Sanction post		Available position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.
1												

Note: Additional Charge for supervising the civil works is given to the Executive Engineer, Engineering Department of UT, Chandigarh to look after SSA civil works who is also the quality control officer (Research Officer) in the quality control laboratory set by UT PWD for checking /monitoring the quality of materials used in the construction works of UT PWD.

Status of environmental assessment (EA)

Sl. No.	No. of District in the state	No. of school in the states/UT	No. of district covered under EA	No. of schools covered under EA	Remarks
1	Chandigarh UT	176 (all)	1	14	Check list given. Work in progress

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

Measured campus map of the school: In order to avoid haphazard growth, the measured campus plan is prepared and all components required in the proposed new school building or up-gradation is shown along with future space for expansion. This measured campus plan is available in the school duly laminated and displayed on the board in the headmaster room of each school. UT PWD makes the survey of the area where the school building is to be constructed and prepares a layout plan of the area and the plan of the building is shown in the map. As per building bylaw of UT this plan is to be approved by the UT administration/ planning department of UT government before the construction of the building.

Sl.No.	No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
1	Chandigarh UT	14	5	6	3 under construction

Status of Asset Register (AR)

Sl.No.	No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
1	Chandigarh UT	14	14	14	

Status of Drinking Water Supply and Sanitation Facilities

District	No. of schools	Covered through						Balance to be covered through						
		Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			SSA			
		Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	
Chandigarh														
Total														

District	No. of schools	Proposed for 2010-2011						Action plan for balance schools						
		Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			Through SSA			
		Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	
Chandigarh														
Total														

All the facilities like drinking water & facilities are planned by the engineering department, UT, Chandigarh initially at the time of planning of school buildings. UT officials mentioned that apart from the above no convergence is there.

(III) Quality Related Interventions

1. Comprehensive Quality Framework

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

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

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
Learning Processes & Learning Outcomes	<p>Desired outcomes at different levels:</p> <p>At the level of children: All children acquire learning levels as mandated by curriculum across cognitive, co native and affective domains in a joyful manner. Develop ability to think and question critically and</p>	<ul style="list-style-type: none"> Development and adoption of Source Books. Preparation of Learning Indicators. Setting up of language labs, libraries, reading cells. Development of TLM to supplement the gaps in the textbooks. No public examination up to Elementary Level. 	<p>2010-11</p> <p>2010-11</p> <p>2011-12</p> <p>2010-11</p> <p>2011-12</p>	School Heads, CRCs,

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	<p>express creatively. Develop ability to construct new knowledge. Develop values in conformity with Indian constitution.</p> <p>At the level of Classrooms : Practice Active Learning Pedagogy- Learn through activities, discoveries and exploration in child centered and child friendly manner Classroom organization to include all and appreciate diversity to provide equitable quality of education. Stress free and joyful learning.</p> <p>At the level of teacher: Understand Active Learning Pedagogy, Practice it and know suitable assessment techniques which are not demotivating. Know the academic resources available. Respect differences/diversities among children. Know the learning indicators Develop clear vision about quality Prepare and use vision based teaching learning material. Develop monitoring mechanism.</p>	<ul style="list-style-type: none"> • Improving classroom processes. • Explore possibilities of starting 2nd shift. • Capacity building of teacher for enabling them to active learning. • Training Programme and workshop on active learning improving learning opportunity time and process based assessment. • Intensifying supervision and monitoring and setting up of academic support structure. • Switching over to CCE. 	<p>2010-11</p> <p>2011-12</p> <p>June10</p> <p>Sept- Dec 10</p> <p>2010-11</p>	

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	<p>At the level of school</p> <p>Ensure enabling conditions Create a learning environment for promoting active learning Pedagogy Monitor classroom processes Build relationship with community Develop institutional plan No discrimination against any child Liaison with support institutes Working Hours to be in consonance with RTE mandate Ensure teacher attendance Accountability towards parents/community Develop own vision Capacity building of staff.</p>	<ul style="list-style-type: none"> • Strengthening of CRCs, URC and SMCs. • Preparation of school development plan. • Setting up DIET and upgrading SIE to SCERT. • Holding participatory learning activities with community members and parents to know the problems and believes of the community. • Preparation of vision document. 	<p>2012-13</p> <p>2010</p> <p>Jan2011</p> <p>2012-13</p> <p>2010-11</p> <p>2011-12</p>	
Comprehensive Quality Vision/ Framework	<p>The learning material followed in Chandigarh is in consonance with the mandate of National Policy on Education, National Curriculum Frame work 2005 and Right to Education Act. In service teacher training is also geared to focus on Active learning pedagogy for enabling every child to acquire the desired learning levels in a joyful manner. Efforts to bring a change in the role of the teacher from provider of knowledge to facilitator and that of the child from</p>	<p>5 days workshop by involving State Institute of Education, Colleges of Education, School Heads, SPO, School Teachers ,District Education Office, community members and National level resource persons.</p> <p>3 Days workshop for review and finalization of vision document.</p>	<p>2010-11</p> <p>2011-12</p>	URCs and SPO staff.

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	recipient of knowledge to constructor of knowledge by developing his own understanding are in progress. However the desired change is yet to take place due to stereo type mind set and way of working of the participants in Education. Our class rooms have remained conventional more or less; assessments system is still focused on outcomes and not on the processes of learning. The child is yet labeled by the marks he/she obtains. Schools are still shy of making community as partner. Community participation is not to the desired level.	Implementation of vision document.	Dec2012	
Vision-based Curriculum, Syllabus and Teaching Learning Materials	Syllabus, Text Books and Curriculum - The syllabus and text books should be in consonance with the principle of NCF 05 and National Policy of Education which recommends that child's life at school must be linked with his/her life outside the school and departure from the legacy of bookish learning. Reduce learning burden on the child.	Syllabus, Textbooks and curriculum: In 2011-2012 text books will be revisited and modifications/ alterations wherever necessary will be done for incorporating local specific content .In 2012-13 teaching learning material/ support material will be developed and got printed.	2012-13	School Head
Learning Assessment :	In U.T Chandigarh, students' performance is assessed through tests, unit tests, terminal & annual examinations. As per article 30(1) of the RTE Act and in keeping with	<ul style="list-style-type: none"> • Development of model competency based test items for primary level in languages and math's • Capacity building of field functionaries on what to assess, why to assess, how 	May 2011-12 June 2011-12.	CRCs, URCs and Pedagogy coordinator.

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	its policy of continuous and qualitative assessment the education department U.T., Chandigarh has abolished common examination at the end of class V & VIII from this year (2010). School heads have been made aware about the provisions of Right to Education Act (RTE) for making assessment continuous and comprehensive.	<p>to assess, how to document and report</p> <ul style="list-style-type: none"> • Problems, issue faced during the implementation period (2011-12) will be addressed during the in service training Programmes to be conducted during 2012-13.(120 persons X 2 days) • A group consisting of 3 persons to work and co-ordinate the work and activities pertaining to CCE will be constituted • Quarterly Progress test beginning from December 2011 will be conducted on the identified competencies in various curricular areas to measure progress over baseline achievement. School heads to review the active progress on monthly basis with the cluster heads. 	<p>2012-13</p> <p>2010-11.</p> <p>2011-12</p>	
Ensuring Teacher Capacity & Effectiveness	<ul style="list-style-type: none"> • Understand active learning pedagogy • Respect differences and diversity among children • Know the learning indicators • Develop monitoring mechanisms 	<p>Accountability of Teachers: - For Tracking teacher's performance the following mechanism will be adopted.</p> <ul style="list-style-type: none"> • Sharing of performance indicators for teachers and heads with schools and school management committee and PTA. • Rolling out of performance indicators for teachers after training of academic support and monitoring staff. • Assessment of the teacher by self, head of the school and district office through the quantified Annual Confidential Report. 	<p>May 2010</p> <p>July 2010</p>	Members of PTAs, SMCs, CMCs and URCs

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		<ul style="list-style-type: none"> • Through effective implementation of quality monitoring tools and by increasing frequency of class room observations. • Recognition of teachers showing good performance • By linking career promotion to performance. <p>4(d) Capacity building of teachers to absorb the spirit of NCF-2005 and RTE Act:-</p> <ul style="list-style-type: none"> • In-service training of teachers during 2010-11 shall focus on active class room processes, CCE, organization of classrooms for including all children and respecting diversities, bringing attitudinal and behavioral changes in teachers as per RTE covering 600 teachers of primary and 400 teachers of upper primary level will be covered under in-service training of 20 days duration. 10 days training will be conducted at state level followed by monthly review meets at cluster level to share relative effectiveness of schools and suggestions for improvement. The 10 days training will be staggered in two phases of 5 days each. • Development and printing of training modules. Modules on active learning Pedagogy, Class room organization to ensure learning for all attitudinal and behavior change, using technology for promotion 	2010-11	

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		<p>of active learning and development of understanding about CCE with focus on source books developed by NCERT. (To be met out of In-service training head)</p> <ul style="list-style-type: none"> • 2 days training will be conducted on Reading Comprehension for Teachers teaching classes I & II. • 6 days training on own paced learning to 200 teachers teaching classes I & II will be conducted. • The training processes will be participatory, activity based and experiential, focused on practical classroom situation. Methodologies like module reading and reflection, group activities and presentation will be followed. • Inputs given during the training programme will be monitored by the CRCs, URCs and school heads by tracking the classroom processes and assessment on performance indicators. • Induction training:- The vacant posts of the teachers at primary and upper primary level will be filled by April 2010. About 200 teachers are likely to join in the next session. The induction training programme will be conducted in the month of June. Training modules developed in Feb 2010 will 	<p>April/May 2010</p> <p>Nov 2010</p> <p>May 2010</p> <p>June</p>	

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		<p>be relooked to incorporate some new topics by involving 15 people's topics in a 6 days' workshop.</p> <ul style="list-style-type: none"> • Training of Heads of schools:- Focus area for this training will be financial management, effective management, school development plan, RTE etc. • 5 days training for capacity building of SPO staff, CRCs, URCs and other staff. • Capacity building of trainers. 	<p>2010</p> <p>Sep 2010</p> <p>Sep.2010</p> <p>Oct 2010</p>	
Academic Support & Monitoring systems	To provide academic support and undertake supervision of teachers and schools. U.T., Chandigarh has constituted an academic support system consisting of 2 pedagogy coordinators at SPO level, 20 cluster resource centers (CRC), school level resource groups (SRG) and cluster level resource groups(CRG). Though the SRG have been set up in all schools but they are functional only in 50% schools. However CRGs are fully functional in all the clusters. Resource persons from CRGs extend	<p>Academic Support and Monitoring</p> <ul style="list-style-type: none"> • 19 cluster Resource centers sanctioned last year are inadequate for supervising about 2800 teachers teaching at this level. Therefore more CRC are required for making monitoring effective. One CRC for 100-110 teachers will be proposed. • Strengthening of Pedagogy Unit by adding three more persons during 2010-11. • Setting up of URCs. • Reconstitution of SRG(State Resource Group) • Panel of teacher trainers :- For this purpose a panel of 100 educationist, working 	<p>2010-11</p> <p>July 2010</p> <p>2010-11</p>	CRCs, URCs, School Head and Pedagogy Cell.

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	<p>support to CRC to hold cluster level academic meets and to observe classroom transactions and provide onsite support to teachers on pedagogic and content related issues. Chandigarh being small in size does not have DIET and SCERT. However, academic support is given by State Institution of Education (S.I.E) in the absence of DIET and SCERT. SIE is running pre service elementary teacher training and also holds in service training for secondary and senior secondary level teachers besides other activities for promotion of school education.</p> <p>Further for providing academic support at district/block level only one URC has been sanctioned with one resource person who is not adequate and therefore URC could not be made effective. Therefore during 2010-11 it is proposed to assign 100 to 120 teachers to one URC.</p> <p>During 2009-10 reconstitution of state resource group (SRG) was proposed to make it functional but it could not be made functional this year due to shortage of resource persons and experts.</p>	<p>teachers, teacher educators and trainers will be drawn by giving an advertisement in local dailies for inviting applications from the individuals who are willing to contribute towards promotion of education and who are interested in imparting teacher training.</p> <ul style="list-style-type: none"> • Teacher Education Institutes: U.T., Chandigarh is submitting proposal to set up teacher training institutes under the centrally sponsored scheme of teacher education. • For capacity building of CRCCS, URCs and trainers 10 days training on monitoring, giving reflection of training inputs in classroom processes, providing onsite support to the teachers, holding monthly academic meets, observing different programme under SSA for enhancement of learning, QMT, DISE etc. These training programmes will be conducted by pedagogy unit at SPO level. <p>Promote diverse and inclusive classrooms:-</p> <ul style="list-style-type: none"> • Bringing attitudinal changes among the state holders through the in service teacher training. • Supervising, Monitoring institutions and community are focusing on the meeting of SMCs, cluster level management committees. • Continuation of incentive 	<p>2010-11</p> <p>May 2010</p>	

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
		<p>schemes for girls and children belong to SC and Muslim minority. Monitoring of such incentives will be focused to ensure that benefits of the schemes do reach to beneficiaries appropriately. For this purpose frequent meetings of PTAs and SMCs will be emphasized.</p> <ul style="list-style-type: none"> • Put up complaint box for parents/ public in front of the school gate to be opened before PTA/SMC for redressal of public grievances. 		
Minimum Enabling Conditions	<p>Teacher Recruitment is done by giving public notice and wide publicity for inviting applications. The qualification prescribed is in tune with the guidelines of National Council for Teacher education which is consonance with RTE. The applications are properly scrutinized and a written test is held to assess the knowledge of subject, aptitude for teaching, reasoning ability, language ability and general awareness. It is followed by viva voce. Thus the selection is made the basis of merit only. The appointment is made on contract basis at the initial stage which is renewable subject to</p>	<p>Teacher recruitment and deployment:-</p> <ul style="list-style-type: none"> • The process of filling up of vacant posts of teachers on state side and SSA is in progress and will be completed by April 2010. Only qualified teachers as per the guidelines of NCTE are recruited. Recruitment against 137 posts of teachers (70 primary teachers & 67 TGT's) proposed for opening seven new schools will be taken up immediately and to be completed by July 2010. a) Pupil Teacher Ratio : <ul style="list-style-type: none"> • The PTR will be rationalized in the beginning of next academic session after filling up the vacant posts. • Additional requirement will be worked out to bring it down to 1:35 in 2010-2011. 	<p>July 2010</p> <p>2011-12</p> <p>2011-12</p>	<p>CRCs, URCs and Pedagogy Units.</p>

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	<p>satisfactory performance. Over the past few years the number of applications being received for the post of primary teachers is lesser as compared to others. Therefore, these posts keep on filling vacant consequent upon the recruitment drives in neighboring states.</p> <p>In model schools TGT'S are appointed to teach classes three to eight subject wise and for classes I & II one teacher per section is given and at upper primary stage subject teachers are given for English, Hindi, social science , general science, math's and Punjabi besides physical education and art and craft. In non model Schools at primary level (I to V) one teacher for each section is given. Rationalization of teacher posts is done by following the norms of Punjab education code.</p>	<p>Additional posts to be created in 2011-2012 to be inconsonance with the provisions of RTE.</p> <ul style="list-style-type: none"> • Post of headmasters for elementary stage: The composite schools having enrolment of more than 1000 students are proposed to be provided the post of headmasters for elementary stage and also the post of headmaster for primary school as under: <ul style="list-style-type: none"> • Headmasters for existing independent primary schools - 11 • Headmasters for existing elementary stage in composite schools-12 • Headmasters for 7 new schools -7 <p>Teacher and student's attendance & teacher's instructional time: The matter to increase the teacher instructional hours to 45 will be taken up with stake holder and a decision in this regard will be taken within this year.</p>	<p>2010-11</p> <p>2010-11</p>	
<p>Community & Civil Society Partnership</p>	<p>All schools have constituted school management committees and class PTA's. There is no dearth of good examples in which the community has put in tremendous efforts for improving the infrastructure of the schools and organization of various activities,</p>	<p>Community and Civil society partnership</p> <p>For ensuring the active community participation following strategies are proposed for 2010-11</p> <ul style="list-style-type: none"> • Awareness generation – For community mobilization, awareness drives will be conducted. It will be done by holding rallies and through print 	<p>2010-11</p>	<p>SPO staff CRCs, School Heads</p>

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	<p>participation in monitoring & promotion of school activities. In Chandigarh, U.T. Private schools have extended a hand of co-operation to the government school with the aim to provide qualitative education and enhance their potential. The private schools have adopted 10 government schools and are constantly monitoring the progress of these schools. They have identified the problem areas and are working to club the loopholes. Still the schools are shy of involving community in its day to day working and sharing its experiences. Similarly the community also feels that they have hardly any role to play in school system as this is owned by govt. and thus it is the responsibility of the govt. to provide infrastructure, teachers and draw work plan for them.</p>	<p>media.</p> <ul style="list-style-type: none"> • Capacity building of community members- Two days training programme will be organized to make the community members aware of their roles and responsibility for achieving universalization of elementary education under SSA mission. Regular meetings of class PTA, SMC & CMC will be emphasized. 		

- **Describe the State's vision of changes desired in classroom processes for:**
 - **Language learning**
 - **Mathematics learning**
 - **Science learning**
 - **Social Science learning**
 - **Arts education**

In languages the child should develop interest in reading books to acquire required language skills at Primary Level. Further at upper primary level the child should be able to express his/her views clearly and confidently about a person, object, place, structure by analyzing and explaining

them. In Math's at the end of primary stage, the child should be able to conceptualize areas like shapes, spatial understanding, patterns measurement and data handling and at upper primary level he/she should be able to know the number system, algebra, mensuration, geometry and data handling. Through EVS, the child should be able to understand the relationships, family and friends, food, shelter and things, they make and do. At upper primary stage, he should be able to understand food, materials, the world of the living, working of things, natural phenomenon etc. in science. Through Social Science the child should be able to understand the society and its institutions change and develop ability to probe and explore.

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

The state vision document has not been developed so far due to an issue with the capacity of people in the UT. Absence of a DIET, SIEMAT, and SCERT because of the small size of the UT has been responsible for this delay in developing of the state vision document.

The quality framework 2010 – 2013 is aiming to target all the above dimensions in an integrated manner and our focus will be on developing understanding of child friendly, active learning pedagogy, review assessment to make it continuous and comprehensive and enhance participation of community to ensure learning for all children. In the year 2010-11 vision document will be scripted through participatory process by validation of our beliefs and assumption, desired outcomes against ground realities by incorporating the experiences of past vis-à-vis the ability of resources and their deployment. The vision will be extensively shared with all stake holders for ownership and sustainability. The vision will be developed through participatory process by involving parents, community, teachers, teacher educators, academicians, local colleges and NGOs. The vision document will consider and examine the desired outcomes drawn so far for children, classroom processes and teachers based on our beliefs and assumptions.

UT Chandigarh is in the process of preparing quality vision document. It is aiming at developing desired learning levels among children as mandated by curriculum and RTE section 29 (2) across all domains with patience for every child irrespective of his/her style and pace of learning. It has already started its journey towards this direction by following the curriculum, syllabus and text books prepared by NCERT. The syllabus as well as the text books of NCERT for elementary levels is based on child friendly pedagogy that relies on active learning. Being very small in size and non legislative entity it depends on C.B.S.E and NCERT for its curricular needs and follows school education code of Punjab. Thus the learning material followed in Chandigarh is in consonance with the mandate of National Policy on Education, National Curriculum Framework 2005 and Right to Education Act. In service teacher training is also geared to focus on Active learning pedagogy for enabling every child to acquire the desired learning levels in a joyful manner.

Efforts to bring a change in the role of the teacher from provider of knowledge to facilitator and that of the child from recipient of knowledge to constructor of knowledge by developing his own understanding are in progress. However the desired change is yet to take place due to stereo type mind set and way of working of the participants in Education. Our class rooms have remained conventional more or less; assessments system is still focused on outcomes and not on the processes of learning. The child is yet labeled by the marks he/she obtains. Schools are still shy of making community as partner. Community participation is not to the desired level. Performance of SC children has remained low and the learning outcomes as a whole has not improved. Unfortunately, even where the teachers have sincerely tried to teach well, other

factors such as lack of support from home, irregular attendance, assessment system not matching with the pedagogy and sometimes attitude of educational supervisors have put hindrance in the way of achieving good performance.

The quality framework 2010 – 2013 is aiming to target all the above dimensions in an integrated manner and our focus will be on developing understanding of child friendly, active learning pedagogy, review assessment to make it continuous and comprehensive and enhance participation of community to ensure learning for all children.

In the year 2010-11 vision document will be scripted through participatory process by validation of our beliefs and assumption, desired outcomes against ground realities by incorporating the experiences of past vis-à-vis the ability of resources and their deployment. The vision will be extensively shared with all stake holders for ownership and sustainability. The vision will be developed through participatory process by involving parents, community, teachers, teacher educators, academicians, local colleges and NGOs.

The vision document will consider and examine the desired outcomes drawn so far for children, classroom processes and teachers based on our beliefs and assumptions

The vision document will detail our approaches of knowledge and the learning goals to be. Two workshops will be organized for this purpose as under:

- Scripting of the document will be done by including community, teachers, teacher educators, and expert from Punjab University, local colleges of education and NGO's. For this purpose. 10 days workshop will be organized.
- Sharing of the document among stake holders for development of ownership at cluster level: Cluster co-coordinators will hold a meeting at their level and report the inputs to the State Project Office.
- Finalization of the documents: For finalization of vision document 5 days workshop will be conducted by involving experts from local and national level organization
- Printing of the vision document will be undertaken by state project office.
- The vision document will consider and examine the desired outcomes drawn so far for children, classroom processes and teachers based on our beliefs and assumptions.

1.2. Harmonization of all components around this Quality Vision:

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

UT Chandigarh follows the curriculum, syllabus and textbooks developed by NCERT, which are in consonance with NCF 2005. It is also considering adopting the assessment process by the following source books on learning assessment prepared by the NCERT. The TLM like source books for the teachers, worksheets/ practice sheets are also been harmonized with the syllabus, textbooks and procedures. Components are in sync to support the active learning pedagogy.

In 2011-2012 text books will be revisited and modifications/ alterations wherever necessary will be done for incorporating local specific content .In 2012-13 teaching learning material/ support material will be developed and got printed.

- **What steps are being taken in order to build a shared vision and deeper pedagogical understanding across all stakeholders and across levels within the State? (Please include detailed plan & timeline for visioning/orientation of educational officers,**

administrators, teacher associations, community, etc. on Quality vision as per NCF 05/ RTE)

The state vision document will be prepared by December 2010 and it will be shared across stakeholders by March 2010. In January, it will be shared with educational administrators including the SPO office, block education officers and head of the cluster schools. Then the cluster heads will share with their clusters in February. Schools will share with school management committees in March.

- **As a follow-up to the 4 Regional Workshops on 'Education of Equitable Quality' held by MHRD in Jun-Aug 2009, what steps are being taken to strengthen convergence between different educational bodies within the State? What are the challenges and proposed strategies to strengthen this in 2010-11?**

UT Chandigarh does not have many educational bodies; there is only State Institute of Education with which the convergence is already there. During the year the Chandigarh Administration is submitted the proposal for State Institute of Education and other teacher education institutions. Chandigarh being small in size does not have DIET and SCERT. However, academic support is given by State Institution of Education (S.I.E) in the absence of DIET and SCERT. SIE is running pre service elementary teacher training and also holds in service training for secondary and senior secondary level teachers besides other activities for promotion of school education. Further for providing academic support at district/block level only one URC has been sanctioned with one resource person who is not adequate and therefore URC could not be made effective. Therefore during 2010-11 it is proposed to assign 100 to 120 teachers to one URC.

1.3. Comprehensive Learning Enhancement Plan:

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

UT Chandigarh is aiming at active learning pedagogy; however, the pedagogical Model is yet to be implemented. All quality intervention taken up is aiming at improving the learning levels. The teacher's source books have been prepared for capacity building of teacher for making learning joyful and child centric. The activity sheets have been prepared to develop understanding of basic concepts among children. Month wise breakup syllabus and learning tips have been prepared to inform the stake holders about the learning indicators against each topic, activities to be undertaken in the classrooms and home to achieve the desired learning outcomes. Teacher grant, school grant will be utilized for preparing practices/ worksheets.

2 Programmes for Learning Enhancement;

Math's and science kits: Recently NCERT has developed science and math's kits for children of upper primary classes. Kits and manuals are based on NCERT books. All schools of U.T., Chandigarh are following NCERT books. As such science and math's kits will be of prime use for creating interest among children of upper primary classes.

Worksheets: For class II in the subject of Hindi, Punjabi and Math's

Source books for teachers: - To facilitate the teaching learning process, it is proposed to develop source book for the teacher teaching classes V in the subject of Hindi and teachers teaching classes III, IV and V in the subjects of EVS. 200 sets in each subject will be got printed and supplied to the teachers teaching these classes.

Reading programmes: Reading programmes in English started during 2007-08, will continue in 2010-11. Similarly, reading programme in Hindi started in 2008-09 will continue in 2010-11. The reading material available will be reused. For English reading programme all model schools (class IV) and for Hindi reading programme (class III) all non model schools will be covered.

Class libraries: To create interest among children for reading, class libraries were setup during 2008-09 in primary classes in all Govt. schools of Chandigarh. SSA, Chandigarh has sent 300-400 books related to the children of the primary classes in all Govt. schools. For enhancing love for reading we intend to strengthen the class libraries set up in primary classes by adding new titles and provisions for their storage in all the schools.

Setting up of library for upper primary classes in 80 schools

Promoting Excellence in Reading, Writing and Numeracy: For promoting excellence in reading, writing and numeracy at the primary level, celebration of special weeks is proposed in which parents and community will be invited to the school.

Reading Cell: Last/U.T. Chandigarh had set up a reading cell to promote reading habits and comprehension skills among early graders (students of classes I & II). It is proposed to continue the reading cell for the next 03 years.

Language Labs: For improving the spoken English and the writing skill and grammar it is proposed to set up language lab in 7 cluster head where teachers from all member schools will be given extensive training & the student from upper primary classes will also be exposed to improve their pronunciation and communicative skills. The budget proposed for setting up language labs in 7 cluster head.

Building as a Learning Aid: To transform schools into schools of children's dreams, interesting and colorful. U.T., Chandigarh proposes to take up 25 schools which are not print rich and lacking in learning environment for enriching them by taking BALA concept. Priority in this phase will be given to schools serving the slums, rehabilitation colony and rural areas.

Progress in LEP Activities in 2009-10

Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement (In lakh)	Outcomes achieved
Primary Level					
OPL	Under print	110 schools	20.12	13.40	
Reading Cells	Books procured from NCERT & distributed	110 primary schools & 22,000 children of class I & II	12.48	2.16	200 teachers trained
Activity/Worksheets	Under print	110 primary schools	19.78	11.10	Students of primary classes actively undertake the worksheets.
Class libraries	Class libraries in all primary schools are functional in all Govt. Schools	45000		No budget is purposed	Slit improvement has been witnessed in the reading & writing skills
Month wise breakup of syllabus with learning tips for classes III-V	Classes III - V	34018		Saving from textbooks grant	
Source Books	Eng. for classes IV & V, Hindi for classes III&IV Maths for III-V			Saving from teachers grant	
Science & Math kits	Primary classes			Saving from teacher grant	
Upper Primary Level					
Month wise breakup of syllabus with learning tips for classes VI-VIII					

Source: AWP & B, CHANDIGARH 20010-11

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

Teachers are encouraged to use TLMs, Maths & Science kits, activity / worksheets to make learning more effective and interesting. Please provide more details how the materials are used in classrooms. What is the basis on which it is being said that LEP activities made learning interesting and effective?

It is observed through class rooms observations done by cluster resource coordinator, school heads and pedagogy unit of the state that children are enjoying activities/ stories books other than their course books, use of maths and science kits has made the learning interesting as per the feedback taken from the students during class room observations.

Support material for improving Teaching learning process - To create and sustain teacher motivation, U.T. Chandigarh has promoted various measures including provision for their exposure to new pedagogical approaches and teaching learning material/support material such as:

- **Source Books and Modules**

During^d the workshops/ In-service courses organized in June, 2009, source books in the subjects of English for classes IV & V, Math's for classes III, IV, V were got prepared, printed and supplied to the teachers teaching these classes in all Govt. schools. Source books for class III & IV in Hindi & class III in English were got prepared & supplied to all schools during 2008-09. Modules in the subject of Math's, Science & EVS have also been got prepared. The source books have been prepared keeping in mind that it is important to foster the intuitive faculty of the child rather than fosters him/her with in artificial created boundaries and adhere teacher to structure competencies that he/she is expected to acquire. The delight of these source books lies in the myriad, real life, expressions of new trends in education.

- **Month wise split up of syllabus**

SSA focuses on making education more meaningful at the elementary level through improved child centered curriculum and effective teacher learning strategies. In this direction the SSA Chandigarh has developed month wise break up of syllabus, learning tips and sample question papers for classes III to VIII for model and non-model schools separately in the subjects of Hindi, English, Math's, Science and Social Science for upper primary classes. Similarly English, Hindi, EVS and Math's for primary classes were got prepared and distributed to all teachers and students of all respective classes. It will help the teachers, students as well as parents to know the month wise coverage of syllabus, learning points and activities which can be performed in class and home for improving the understanding and learning level of the student. It also contains sample of question paper for helping the teachers in preparation of quality question paper and bring improvement in assessment/evaluation. These learning tips have been developed through a comprehensive participatory process during in service teacher training programmes, workshops and meetings at various levels.

- **Enrichment Programmes**

In order to enrich students learning and enhance learning levels, U.T., Chandigarh has started reading programmes for improving reading skills among the primary graders in the year 2008-09 and some are continued in 2009-10. For this purpose Story Time-I and Story Time-II for English reading programme along with the CDs and Aroh-Avroh for Hindi reading programme were used. For this purpose 24000 books (six hundred sets of Barkha Series each set comprising of 40 books) were procured from NCERT & distributed to all schools. Two days training for 200 teachers (in four batches) teaching classes I & II was also organized on handling early reading programmes. During class room observation by cluster resource co-coordinators and school heads. It has been observed that over all comprehension skills of students of class III and IV has improved moderately. This has been observed by the cluster coordinators, pedagogical units, visits of regional institute of English.

During 2009-10 under Reading English and Acquisition Programme for class IV, 5447 students studying in model schools were covered in 2009-10. Similarly, 7000 students of class III studying in non model schools were covered under Reading programme in Hindi.

- **Class Libraries**

To create interest among the children for reading, class libraries have been set up during 2008-09 and continued during 2009-10 for primary classes in all schools of Chandigarh. Every day half an hour is devoted for this activity. Sarva Shiksha Abhiyan Society/Mission, U.T., Chandigarh has provided 300-400 books for strengthening class libraries with children's literature in all govt. schools. Principals/ Heads are directed to procure any extra books/magazines (old or new) or any other extra reading material for these class libraries.

- Material prepared for own paced learning.-OPL cards have been prepared for class I.

What were the major issues faced in effectively implementing LEP activities in 2009-10?

Some teachers still prefer to use the traditional method of teaching One of the important challenges is that some of the senior teachers are resisting using LEP in their classrooms as they feel this is an additional burden with their regular studies, resistance with using technology (educational CDs), in some cases teachers are not effectively implementing LEP because of excessive workload, high PTR ratios.

The strategy to address these issues will be that these issues will be taken up during in service training and monthly academic meet. Rationalization of posts, having strong monitoring and support from CRCs are some of the ways in which we would address these issues.

Comprehensive Learning Enhancement Program in 2010-11:

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

child but reduce it. In this context it will be important to establish that all TLMs including textbooks are harmonized.

- **Primary:** State should design plan for Early Reading & Mathematics development programmes to scale, Activity Based learning in classrooms to scale, quality improvement in science learning in all schools.
- **Upper Primary:** State should design Science Quality Improvement Programme, Mathematics QIP, and Social Science. QIP, Language QIP

Salient features of the Learning Enhancement Programme in 2010-11

Level/ Subject	Major Current Issues	Expected outcomes of LEP	Proposed Strategies/ Activities	Responsibility	Timeli
Primary	Low language comprehension & communication	Improvement in language & comprehension	Reading programme for improving language skills in English & Hindi for classes III & IV	School head	Regula
			Class libraries for classes III, IV & V	Class teacher & head	6 months
			Reading, writing, numeracy for class I & II	Class teacher & head	Regula
Upper primary	Poor communication & expression	Improve communication	Enriching libraries	Librarian & principals	
			Providing Maths & Science kits for improving skills in maths & Science	Principal, CRCCs & subject teacher	

Source: AWP & B, CHANDIGARH 2010-11

What baseline is being used for the LEP, what is the target for learning enhancement through the LEP, and how will this learning enhancement be tracked?

In order to access achievement levels of the students a survey was conducted by NCERT in 2004-05 followed by student performance assessment test conducted by UT in 2007-08 findings of these survey's are being used for the LEP. The target for learning enhancement through the LEP is to promote interest/excellence among children for reading, writing and numeracy. Similarly through the LEP teaching learning processes are also facilitated. For tracking learning enhancement CRCs, URCs and pedagogy unit will be strengthening.

Coverage and Budget for Learning Enhancement Programme in 2010-11

Major activities under LEP	Type of materials required	Coverage			Unit Cost in Lac	Total Cost (in lakh)	Head (Intervention)
		No. of districts	Schools	Children			
Primary level							
Make Primary Schools print rich and colorful	Theme based coloring of walls, floor and roof, printing of alphabets, numbers, shapes and relevant concepts.	Single district	13	15000	2.00	26.00	LEP
Development of worksheets for class II in Eng, Hindi & math's	1. Workshop for development of worksheets. 2. Printing of worksheets.	Single district	110	12000		7.50	LEP
Making Reading Cell functional for improving Reading & Comprehension	Development of reading material, Publications, review meetings and salary of Staff	Single district	110	24000	0.04	2.34 2.50	LEP Project Management
Adaptation of Source Books on Assessment for classes I to V in the subjects of English, Hindi, Math's & EVS	1. Workshop for adaptation of Source Books of NCERT. 2. Printing of modified assessment books.	Single district	110	800 teachers	0.015	12.00	LEP
Strengthening of Class Libraries Primary Level	Children Books and Magazines, Books, Cabinet and Display Boards	Single district	110	36000	0.07	7.70	School Grant
Development of Source books for teachers of classes III to V for EVS and in Hindi for class V	1. Workshop for preparing source books. 2. Printing of source books	Single district	110	36000		1.30	In-service Training

Sr. No.	Major activities under LEP	Type of materials required	Coverage			Unit Cost in Lac	Total Cost (in lakh)	Head (Inte)
			No. of districts	Schools	Children			
	Upper primary level							
1	Language labs for improvement English & Hindi language	Development/procurement of software for language skills for improving communication, speaking and listening.	Single district	7 clusters	30000	2.00	14.00	LEP
2	Science & Math's kits for Upper Primary Classes	Material and models related to four mathematical functions, models related to different concepts of Science. (Functional and still) Charts, Material and equipment for experiments.	Single district	80	31000	0.03	2.15	LEP
3	Developed Social Science labs for Upper Primary Classes	Models related to Geography, Maps for history, geography and civics.	Single district	20	6000	0.25	5.00	LEP
					Total		80.49	
					LEP total		68.99	

Source: AWP & B, CHANDIGARH 20010-11

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

The following initiatives are ongoing:

- 1 Month wise break up syllabus for all classes & subjects from I to VIII along with the expected learning outcomes, learning tips, activities, home assessment and sample papers sample blue print and sample question papers have been supplied to all students and teachers in elementary classes for use by parents also.
- 2 Source books for teachers containing teaching learning modules of primary classes in the subjects of Eng, Hindi, maths have been got provided to all primary teachers.
- 3 Worksheets sheets for children of primary classes in different subjects have been got prepared and are under print. The UT has proposed worksheets for EVS for grades 3, 4, 5 and Hindi worksheets for grade
- 4 To develop reading habits and comprehension skills in children- graded series named "Barkha" books have been procured from NCERT.
- 5 Class libraries with 300 titles for children of 3rd to 5th class. These books were procured from national book trust, panchatantra stories. A team of coordinators who took feedback from teachers at SPO level was responsible for this. Sometime during a day is kept for reading time and the initial observations are suggesting that these are functioning well. Training, discussions were held with teachers on how to run the class libraries and the support is provided for the same through the cluster resource coordinators.

6. To create interest among children for reading, class libraries have been set up in primary classes in all Govt. schools of Chandigarh. Every day half an hour is devoted for this activity. Sarva Shiksha Abhiyan, U.T., Chandigarh, has provided 300-400 books related to the children of the primary classes in Govt. schools. Principal/heads have been directed to procure any extra books/magazine-old and new or any other extra reading material may be in form of the children section of magazines and newspapers etc. Cluster coordinator regularly monitors the function of class wise libraries.

Comments:

- With respect to the state vision document, the state should constitute a committee or a core group to brainstorm and develop the document at the earliest and this should be shared with MHRD by December 2010. UT needs to give a time line for this activity.
- With respect to LEP, there has been a huge delay in the timely printing and distribution of cards as part on pace learning. It has not yet been distributed and used in the classroom. This is an urgent issue which the state needs to address.
- An important point that needs to be highlighted is with respect to the state policy on having model and non model schools in the UT. The difference between these two is in medium of instruction, difference in subject experts vs. one teacher teaching all subjects, difference in infrastructure and PTR. With respect to learning achievement, the model schools are performing better than the non model schools. This is an important equity issue as the state must look at all schools as model schools and provide the same kind of enabling conditions to all schools in the UT. The appraisal team recommends that the UT must review this policy and ensure similar learning conditions in all schools.
- The UT needs to take steps to build a shared vision and deeper pedagogical understanding across all stakeholders and across levels within the state including the educational administrators and community members. Efforts must be made to share the state vision document when developed with all stakeholders.

Proposal: The UT has proposed a total of 68.99 lakh for its LEP activities.

Recommendations:

In the light of learning improvement reported by the state the appraisal team recommends the continuation of LEP support to the state proposal amounting 68.99 lakh as proposed, which is well within the admissible 2% limit of management cost.

2. Vision-based Curriculum and Teaching Learning Materials

2.1 . Status and processes for curriculum renewal

The curriculum prepared by NCERT is followed.

Whether new State curriculum document prepared in tune with NCF 05, and RTE

Detailed processes undertaken/ to be undertaken for Curriculum Renewal in light of NCF and RTE (including who is involved, nature of resource input received, nature of discussions, processes, timeline, etc):

The curriculum and syllabus will be relooked to ascertain its relevance with NCF 2005 & RTE section 29(2). How will this be done? What will be the process done for the same. Is there a proposal for involving experts from NCERT who have been involved in the preparation of NCF?

In 2011-12 text books will be revisited and modifications/alterations wherever necessary will be done for incorporating local specific content. The people who will be involved will be faculty from state institute of education, college of education, and teachers, heads of schools, subject experts, district education office representatives and experts who have been involved with developing NCF. In 2012-13 teaching material/ support will be developed and got printed. In this process academician, teachers, teacher educators and experts from NCERT will be involved.

What steps have been taken to ensure that the burden on children is reduced, including content load and the no of subjects at primary level (as per NCF 05 syllabus)?

The following subjects are taught at primary and upper primary level:

Class 1&2: English, Hindi and maths

Class 3, 4&5, English Hindi, maths, Punjabi, EVS

This is felt as enough number of subjects without a burden on children

2.2 Text Books and other TLMs

What is the process by which textbook development is undertaken?

Books published by NCERT are followed; translation into Punjabi medium was under taken by State Institute of Education.

Has any review been undertaken of the materials developed (syllabus, textbooks, TLMs) to ensure that it is age appropriate, child friendly and in tune with NCF 05? (If so what is the feed back? If not, please include in a plan for this in 2010-11.

All books have been revised by NCERT for all elementary levels. The review is also proposed to be done locally during 2011-12 after finalization of the vision document

In 2011-12 text books will be revisited and modifications/alterations wherever necessary will be done for incorporating local specific content. In 2012-13 teaching material/ support will be developed and got printed. In this process academician, teachers, teacher educators and experts from NCERT will be involved.

What steps have been/ will be taken to ensure integration of TLMs and textbooks, to ensure they do not become a burden on the child?

Curriculum, syllabus, text books and source books for learning assessment are properly harmonized.

Languages in which textbooks are published:

English and Hindi medium books are procured from NCERT and for Punjabi medium the NCERT text books have been translated into Punjabi.

Special strategies for providing multilingual education in children's mother tongue
NCERT books translated into Punjabi, Books in Tamil medium are procured from Tamil Nadu.

Information about Textbooks

Class	List of subjects	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	Eng, maths, Hindi	2006	2007	3	Rs.90	UT uses NCERT books, hence no plan for renewal
Class II	Eng, maths, Hindi	2007	2007	3	Rs.90	
Class III	Eng, maths, Hindi/Punjabi, EVS	2006	2007	5	Rs.120	
Class IV	Eng, maths, Hindi/Punjabi, EVS	2007	2007&2008	5	Rs.120	
Class V	Eng, maths, Hindi/Punjabi, EVS	2008	2008	5	Rs.120	
Class VI	Eng, maths, Hindi/Punjabi, Science & S.Sc	2006&2007	2008 & 2009	6	Rs.516.75	
Class VII	Eng, maths, Hindi/Punjabi,	2007	2008	6	Rs.433.55	

Class	List of subjects	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
	Science, S.Sc					
Class VIII	Eng, maths, Hindi/Punjabi, Science, S.Sc	2008	2009	6	Rs.400.30	

Source: AWP & B, CHANDIGARH 20010-11

Out of total of 93329 students, 67251 students from I to VIII have been provided books by SSA and the remaining students have been provided books by State Education Department.

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2009-10	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
PS	April	April	April	By CRCCs	Sometimes certain books are received late from NCERT which result in late distribution of these books to the students.	Advance order is placed with NCERT.
UPS	April	April	March 20 th to April	By CRCCs		

Source: AWP & B, CHANDIGARH 20010-11

Sometimes certain books are received late from NCERT which result in delayed distribution of these books among students. Advance order is placed with NCERT.

Target, Achievement & Proposal

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)	42651		100%		43780	65.67 lakh
Girls	27476		100%		27708	
SC/ST	4131		100%		4150	
Minorities	Nil		100%			
UPS (Total)	24558		100%		25618	64.05 lakh
Girls	15172		100%		15510	

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
SC/ST	3028		100%		3050	
Minorities	Nil		Nil			
Total	67251	125.45 lakh	100%	76.06		

Source: AWP & B, CHANDIGARH 20010-11

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.					
Schools using TLMs other than textbooks	110	94	100%	100%	Split up syllabus ,activities, reading material, Teacher Source books, Maths Kits, CAL	80 -85%	Classroom observations by the school heads, CRCCs , pedagogy cell & QMT
Availability of Library in each school	110	94	100%	100%	Story books , textbooks, reference books & books on general awareness	40-50%	By school heads & CRCCS
Availability of play material, games and sports equipment	110	94	100%	100%	Material for indoor & outdoor games	100%	Principal / school head

Source: AWP & B, CHANDIGARH 20010-11

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

Work/practice sheets for primary level, activity based learning material for class I, teaching learning modules, sample test items, practical manual. Materials have been developed during in service teacher training and workshops.

Teaching learning modules and practical manuals were developed by involving 6 experts from college of education, academicians and subject experts from different schools for 6 days. Similarly sample text items and other teaching learning and support material was prepared during in service training programs and 12 days workshops conducted in summer vacation.

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

This is done through regular classroom observations by principals/ Heads, CRCC's & pedagogy coordinators. An attitudinal change has been witnessed among the teachers regarding use of support material/ teaching learning material. Children are involved in preparing and using such material as per the need of the topic.

Comments:

With respect to month wise break up of syllabus, it will need to be ensured that these month wise break up of syllabus are used more as a resource by the teacher and not strictly to be followed guide. Flexibility around accepting or rejecting parts of the document needs to be ensured to give the teacher creative freedom in the classroom.

Proposal: The UT has proposed 65.67 lakh for textbooks for primary schools and 64.05 lakh for textbooks for upper primary schools.

Recommendations:

The appraisal team would like to recommend the proposal made by the UT, @ 150/- and @250/- unit cost for primary and upper primary respectively. PAB may like to approve.

3 Teacher Effectiveness

3.1 Teacher Performance tracking

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

Performance indicators for teachers and school heads have been developed. Performance of teachers and head is also captured through the Annual Confidential Report.

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

Performance indicators have not been rolled out. The indicators were developed in February 2009, a committee consisting of 13 members from SSA functionaries, DO level, teacher educators, heads of schools, teachers, faculty of SIE and college of education reviewed them in February 2010 and they will be rolled out in April 2010. These will be finalized after receiving the feedback from MHRD/TSG. Shortage of manpower at the level of pedagogy coordinators along with delay in the executive committee meeting were the reasons responsible for the delay of rolling out of ADEPTS indicators.

The plan for rolling out of ADEPTS is the following:

Plan for implementation of ADEPTS (Met out of the saving from in-service teacher training)

Sl. No.	Steps	Activity	Responsibility	Time line
1	Trainers & CRCCs	5 Days workshop by involving State Institute of Education, College of Education, S.P.O. School teachers & District Education Office, National level, Resource Person, NGO, Dep't. Of Education (PU), School heads	SIE & S.P.O.	June 2010
2	Development of tools for 1. Teachers 2. Heads of Schools	Two workshop of 5 days each involving SIE, SPO, DEO, Colleges of Education, and Education Dep't. (PU), TTTI & Research institute	SIE	May 2010
3	Training of Resource Persons, Teachers etc on ADEPTS	To be included as a part of In-service Teacher Training Program.	SIE, URC & SPO	June, Sept, Dec 2010
4	Mechanism for monitoring	Self appraisal by the teacher on the chosen indicators which will be verified by the CRCCs, URC & heads of the school by observing classroom process. The program will be compiled on the QMT	School heads URPs, CRPs, SMCs & Inspectorate Education	August 201, December 2010, February 2010
5	Mechanism for analyzing teachers performance levels against the Indicators	The quarterly reports will be shared by the head of the school with the teachers followed by sharing in monthly meet to fill the gaps & improved performance on specified indicators.	URPs & CRPs	September 2010, January 2001, March 2011

Source: AWP & B, CHANDIGARH 20010-11

• **List of desired teacher performance benchmarks to be achieved in 2010-11:**
(Ensure focus on RTE implications, such as: bringing attitudinal and behavioural changes in teachers; activity-based learning processes; making the child free of fear, trauma, and anxiety; helping the child to express views freely; elimination of corporal punishment; use of continuous and comprehensive assessment; etc)

- a. Understands children and relates with them.
- b. Understands curriculum, content and prepares accordingly.
- c. Appreciate diversity
- d. Create fear free environment.
- e. Provides increased opportunity for learning (teachers instructional time reduced and increase in student time on task with a ratio of 70:30)
- f. Understands active learning.

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

The parameter by which performance of teachers is measured is the Annual Confidential Report (ACR). This is reviewed on the basis of

- Self appraisal by teacher
- Appraisal by the Head / Principal of the school
- Review by the District Education Officer

The grading / remarks in the ACR are a determining factor for career advancement.

3.2 In-service Teacher Training:

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

Training modules include subject motivation, attitude, Comprehensive Continuous Evaluation, Quality Monitoring Tools, DISE, CAL, Right to Education, SEMIS, Communication skills, health education, art education. The modules were prepared through State Institute of Education and Regional Institute of English through workshop mode. These training modules were developed by involving 6 experts from college of education, and subject experts from different schools and academicians for 6 days.

In-service Trainings conducted during 2009-10

S.No.	Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
1	Subject specific, content, Remedial teaching, constructivism, behaviour management, motivation, preparation of worksheets, test items and Computer Aided Learning	Primary teachers	May, June, Sept., Dec.	900	846	94
		TGTs	June	360	394	105
2	Subject content related to General Science and Social Science with focus on hard spots, learning science through experiment, development of					

No.	Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
	science kits, assessment techniques, and development of test items, addressing special needs in inclusive situations, CCE and constructivism.					
	Academic, administrative & financial matters	Principals & heads	Sept.& Dec.	105	65	63
	About SSA, NCF, RTE, CCE, motivation, remedial teaching, CAL Inclusive Education, Learning problems etc	Newly appointed teachers	Dec & Jan	150	164	109
	RTE, CCE, CAL, DISE, QMT, monitoring of classrooms processes	CRCCs	April, Aug, Sept, Oct, Dec.	20	08	40
	Hard spots in different subjects at primary & upper primary, CCE	Monthly academic meets for JBTs & TGTs	9 months (one in each month)	400	400	100

Source: AWP & B, CHANDIGARH 20010-11

Achievement is more than the target because as per SPDs orders all the teachers recruited under SSA was imparted training.

Achievement is more than the target as all the newly recruited JBT/ETT teachers under education department imparted induction training.

Training Processes: What are the specific methods used during the teacher training programmes?

Depending on the nature of topics various methods like lectures, discussion, and demonstration by power point presentation, Group activity module reading and reflection.

What mechanism is used to ensure that training has impact on classroom practice and what was the feedback received in 2009-10?

A research study has been initiated to see the impact of in service training courses on teachers for improving their class room teaching. This study will assess the impact of teacher training program on teacher's class room transactions with respect to the teacher training inputs provided over the years.

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

- a. Heads of schools are reluctant to depute teachers for 10 days In-service course during working days at the cost of teaching.
- b. Schools having high PTR are reluctant for sparing the teachers for training.
- c. Inadequate availability of good quality Resource persons.

What about the strategies for addressing these issues?

- To address heads of teachers concerns, in service training can be split up into 5 day training twice over the year rather than doing 10 days together.
- With the constitution of state resource group, and URC becoming functional, the problem of getting good quality resource persons should be addressed. Advertising for the panel keeping enough time for selection is another strategy we will try.

Plan for Teacher Training in 2010-11

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

Contents	Focus Area	Time line	Who will do	Follow-up mechanism to ensure impact on classrooms
In-Service Training Course	Frame work of CCE, Active classrooms process, organization of classroom for including all children and respective diversities, bringing attitudinal and behavioural changes in teacher as per RTE, enrichment of subject content by exploring new ideas and understanding of RTE.	2010-11	Key Resource Persons, Principals, Teacher Educators, SPO staff, Pedagogy Unit and Urban Resource Persons.	Follow-up through QMT, DISE, class room observation by Pedagogy unit, URC and CRCs.
	Capacity Building for teachers for implementation of CCE, Practical class room situation activity based and experiential, motivation, participatory learning activities, development of TLM, life skills, implication of RTE in classrooms process.	2011-12	Key Resource Persons, Principals, Teacher Educators, SPO staff, Pedagogy Unit and Urban Resource Persons.	
	Preparation of teachers manual, development of model competency based as test items in language and maths, creating learning environment, develop extra material other than text books,	2012-13	Key Resource Persons, Principals, Teacher Educators, SPO staff, Pedagogy Unit and Urban Resource Persons.	

Source: AWP & B, CHANDIGARH 20010-11

During monthly academic meets resource persons interact with the teachers and prepare lesson plans (on the topics mentioned in the agenda for academic meet. Resource persons also give demonstration on some topics and address the queries/hard areas rose by the participants during the meets. Some general topics like remedial teaching, revision techniques, and preparation of revision worksheets, how to motivate students, preparation and effective use of TLMs are also discussed in these monthly meets.

Please provide further details below about:

- **What innovative changes do you plan to bring in for revamping teacher training programs this year, for enhancing their effectiveness? What will be your process for developing innovative teacher training designs/ modules this year? (include detailed plan, timeline, nature of resource support that will be invited, etc)**

Modules on active learning, pedagogy, constructivism, joyful learning, CCE, RTE, management of diverse classrooms, motivation, remedial teaching, development of test items, inclusive education etc. will be prepared. Teachers will undertake training on five modules, following three will be essential and two will be optional:

- Active learning pedagogy.
- Continuous Comprehensive Evaluation.
- Management of inclusive classrooms.

Items	Time line	Resource support
Active learning pedagogy.	2010-11	Experts from Punjab University, Teacher Educators, Heads from Private and Govt. schools.
Management of inclusive classrooms.	2010-11	Experts from University department of women studies, NGO working in this field, PSIPA, Chandigarh.
Continuous Comprehensive Evaluation.	<ul style="list-style-type: none"> • 2010-11- Development of understanding about CCE. • 2011-12- Regarding implementation of CCE. 	Master trainers trained by CBSE on CCE, Heads of Private and Govt. Schools, Faculty of university department of education, college of education and teacher trainers from ETT/diploma in education.

Source: AWP & B, CHANDIGARH 2010-11

- **What will be the processes/methods to be followed during the training programs in 2010-11?**

Depending on the nature of topics various methods like lectures, discussion, and demonstration by power point presentation, Group activity module reading and reflection.

- **What mechanisms will be used to ensure impact on classroom practices?**
Inputs given during the training programme will be monitored by the CRCs, URCs & school head & by tracking the classroom processes & assessment on performance indicators.
- **How will this impact be tracked, and shared with MHRD?**
 - a. Through QMT and QPR.
 - b. Documentation of good practices. It will be shared with MHRD in 2012-13

3.3. Induction Training

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary	150	226	164	109%	30 days
Upper Primary	Nil	-	-	-	-

Source: AWP & B, CHANDIGARH 20010-11

Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):

164 newly appointed primary teachers were given 30 days Induction training during Dec, 2009. The topics related to orientation about SSA , NCF 05, Motivation, RTE , CCE, maintenance of school records, DISE, SEMIS, CAL, Guidance, Remedial teaching , development of TLM and active learning.

Follow up on induction training couldn't be done as it was scheduled on Dec2009 – Jan 2010 and will be done during the year 2010-11.

Type of training	Targets	Achievement	Remarks
Induction training(2009-10)	Newly appointed teachers (150 teachers)	30 days Induction was organized for 165 newly recruited JBT / ETT teachers at four venues against the target of 150 teachers. All the teachers were directed to implement the things learnt during the Induction training programme.	165 newly appointed teachers attended 30 days induction course during Dec.,09-Jan,2010.The main topics covered were teaching-learning process, NCF 2005 , orientation about SSA, activity based reading skills ,R.T.E , Action Research ,motivation, behavior management among young children,

Sr. No.	Type of training	Targets	Achievement	Remarks
				<p>Inclusive Education, how to identify children with special needs in regular class room learning disabilities at a primary stage, remedial teaching, CCE including grading system, Importance of co-curricular activities, organization of school functions, maintenance of school records, DISE, SEMIS, CAL, experimental & constructive learning household survey counseling and Guidance School readiness programme, integrated approach to subject content role of art, preparation of assessment tools, health & physical education, singing & dramatics.</p>
2.	In-Service training and workshops	Teachers teaching EVS, English to primary classes (900 teachers)	846 Primary teachers attended the In-Service training Programme (10 days regular and 10 days in the form of cluster academic meet) against the target of 900 teachers	<p>Training to teachers teaching EVS & English to primary classes. The focus was on removing the difficulties i.e. in the content areas in these subjects & using new teaching learning methods. Preparation of Source Books, activity cards, modules & preparing split up syllabus, preparing lesson plans, developing extra material other than text book material, continuous evaluation tools & framing of question papers.</p>

No.	Type of training	Targets	Achievement	Remarks
		Teachers teaching Math's, Science, Hindi, Social Science	394 teachers teaching Upper Primary classes attended In-Service training Programmes against the target of 360 teachers	Enrichment of subject content by exploring new ideas , methods of teaching, creating learning environment ,preparing lesson plan, develop extra material other than textbook material ,continuous evaluation tools, framing of Question Papers
	In service Training for Principals/Heads	To impart five days training in two batches to 2015 Principals/Heads of govt. schools in UT Chandigarh	65 Principals/ Heads attended In service training programme against the target of 2015.	The focus was on Budget and General financial rules, Creating Safe Schools, Continues Comprehensive Evaluation (newly introduced grading system) , Right to Education, Legislative and prospective of Inclusive education, Tips for classroom observations, Role and Responsibility of School Principal, Administrative and Establishment matters, Utilization of Funds/Grants and Preparation of School Development Plan

Source: AWP & B, CHANDIGARH 20010-11

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

The induction training will be conducted in the month of June for 200 newly appointed teachers. Training module developed in Feb., 2010 will be relooked to incorporate some new topics through workshop mode.

3.4 Untrained teachers

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

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

Source: AWP & B, CHANDIGARH 20010-11

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

Not applicable as no teacher is untrained.

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

N.A

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

N.A

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

N.A

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

Teacher education schemes are yet to be adopted by UT Chandigarh.

Overall progress and targets for teacher training

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phi	Fin	Phy	Fin	Phy	Fin	Phy	Fin
In-service	1710	16.10	1340	13.35	78.3%	83%	1000	15.00
Induction	150	4.50	164	3.80	109%	84%	200	6.00
Untrained	Nil	-	-	-	-	-	-	-
Trg. of BRCs, CRCs, SRG, trainers	20	0.20	8	0.00%	40%	0.00%	70	0.70

Source: AWP & B, CHANDIGARH 20010-11

40% achievement of training for CRCs is very low as 12 posts of CRCs were vacant September 2009 onwards till February 2010.

3.5 Pre-service teacher education systems

Govt. Teacher Education Institutions

S.No.	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
1.	DIET	Nil	Nil	-	-
2.	SIE	One	Nil	-	The pre service teacher training is under taken by State Institute of Education
3.	DRC	Nil	Nil	-	-
4.	BTC	Nil	Nil	-	-
5.	Pre Primary Teacher Training Centre	Nil	Nil	-	-
6.	Other	SIE	SIE	-	-

Source: AWP & B, CHANDIGARH 20010-11

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

About 15% of teachers leave due to their recruitment on regular basis by other states and also by Chandigarh Administration.

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

No.

Pre-service saturation plan in the next 5 years (including nature of tie-up with IGNOU or other bodies): all teachers in U.T. Chandigarh are professionally qualified The Elementary teacher curriculum will be revised by 2011-12.

Comments:

- With respect to teacher recruitment, the UT will need to make service conditions at par with regular teachers. The problem of loosing teachers to Punjab and Haryana will be addressed through this and there will be a cadre of teachers in the UT. Regularization of contract teachers is an urgent issue that the UT needs to act on.
- With respect to Performance indicators at the teachers and trainers level have been developed and revised but not rolled out. This is a huge delay and has been a PAB commitment for the last three years. The UT must prioritize this and ensure accountability measure mechanism.

Proposal: The UT has made a proposal as under:

- i. In- service Training ---1000 teachers for 20 days.(10 days at URC +10 Days at CRC)
- ii. Induction Training --- 200 newly recruited teachers (30 days)
- iii. Training of URP/ CRP/SRG --- 70 for 10 days
Training of Edn. Administrators – 105

Recommendation:

The appraisal team would like to recommend the UT proposal for the training of the In-service, Induction and training of the RPs out of the training Head, but training of the 105 education administrators for 5 days is to be carried out of the project management and not from the training head.

4. Academic Support & Monitoring Systems

4.1. Pedagogy Teams and Resource Groups

Information about Resource Groups at different levels

S.No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10
1.	State Resource Group (SRG)	No	-	-	
2.	District Resource Groups (DRGs)	-	-	-	
3.	Block Resource Groups (BRGs)	-	-	-	
4.	Cluster Resource Groups (CRGs)	Yes	15	Once in every month--	<ul style="list-style-type: none"> • Monitoring In-Service courses • Cluster Academic meets • Observe classroom transactions

Source: AWP & B, CHANDIGARH 20010-11

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

During 2009-10 reconstitution of state resource group (SRG) was proposed to make it functional but it could not be made functional this year due to shortage of resource persons and experts. For this purpose a panel of 100 educationist, working teachers, teacher educators and trainers will be drawn by giving an advertisement in local dailies for inviting applications from the individuals who are willing to contribute towards promotion of education and who are interested in imparting teacher training.

- **Criteria for selection of Resource Persons at different levels**

Subject wise dedicated and devoted teachers are selected as resource persons at cluster level. The teachers are identified during in-service teacher training and classroom observations. During 2010-11 public notice will be given for drawing a panel of willing and motivated resource persons. A panel of people will be selected through open advertisement along with inviting people from the existing panel which includes cluster resource group members, faculty from local colleges of education, heads of private/government schools and other specialist experts.

- **How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and Activities)**

- 1 At state or cluster level observer in monitoring on the implementation of various pedagogical programmes in the field
- 2 To perform as Resource persons for conducting various academic activities
- 3 undertake research activities
- 4 Provide platform to teachers to discuss academic issues & share good practice.
- 5 Resource persons from CRGs extend support to CRC to hold cluster level academic meet & to observe classroom transactions & to provide onsite support to teachers.

4.2 Plan for revamping SCERT & DIET and strengthening linkages.

There is only State Institute of Education which takes care of pre service elementary education and in service teacher training. Proposal is made in AWP&B 2010-2011 for setting up DIET and upgrading SIE to SCERT.

- **Vision of effective DIETs/ Performance benchmarks for DIET personnel:**
- **Nature of academic support extended by DIETs in 2009-10:**
- **Emerging Issues, & Strategies for strengthening DIETs in 2010-11:**
- **Plan for strengthening linkages between SCERT, DIETs and other academic bodies:**

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

Information about Block Resource Centres

Total no. of blocks	BRCs / URC sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2009-10	CRC/ School visits in 2009-10	% Effectiveness of BRCs
	One	Nil	One	Nil	---	---	---

Source: AWP & B, CHANDIGARH 20010-11

Details about status of BRPs

Only one post of resource person for URC was sanctioned so it could not be made functional.

Name of Block	Total no. of BRPs in Block	No. of CRPs	Total no. of pry schools	Total no. of UPS	PS teachers	UPS teach:
					Working with SSA state Education. De	
Per block	Nil	-	-	-	-	-
Total in the State	nil	20	104	91	1456 sanctioned 1213 working	1861 sanction 162% workin
List of blocks with high BRC to school ratio	-	-	-	-	-	-

Source: AWP & B, CHANDIGARH 20010-11

Provide for each block separately in district plan and in the state plan

Information about Cluster Resource Centres

Total no. of clusters	CRCs sanctioned	CRCs functional	CRPs sanctioned	CRPs recruited	CRC mtgs. held in 2009-10	School visits in 2009-10
20	20	20	20	15	12	all

Source: AWP & B, CHANDIGARH 20010-11

Detail about status of CRPs

Total no. Of clusters	Total no. Of CRPs in each cluster	No. Of primary schools per cluster	Total no. Of UPS	PS teachers	UPS teachers
Average per cluster	One in every cluster	3 to 11 (composite schools)	94	1452	1438
Total no. In the state	20	105 composite schools	94	1452	1438
List clusters with high CRC to school ratio	Nil	Nil	Nil	Nil	Nil

Source: AWP & B, CHANDIGARH 20010-11

Which Blocks with high CRC to school ratio?

Name of Block	Total no. of CRPs in Block	CRC with < 15 schools	CRC with >15 but < 20 schools	CRC with >20 but < 25 schools	CRC with > 25 schools
Chandigarh	15	20	Nil	Nil	Nil

Source: AWP & B, CHANDIGARH 20010-11

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

The CRPs attend the in-service training programmes along with teacher as per need. Besides these separate trainings are also conducted to focus on CAL, SEMIS, DISE, Inclusive education, Remedial teaching, CCE, RTE& Reading programmes.

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

- a) Classroom observations & AIE centres observation, collection & analysis of data.
- b) Holding monthly academic needs.
- c) Classroom observations.
- d) Handholding of teachers.
- e) Organize in service training
- f) Survey for identification of out of school children.
- g) Collection of QMT.
- h) Distribution of textbooks and other TLM.

- **Major issues identified in effectiveness of BRC/CRCs, and strategies for strengthening them in 2010-11:**
Not applicable
- **Vision of effective BRC/CRCs – plan for making them resource-rich centres, nature of envisioned roles and activities**
Not applicable
- **Performance Indicators for BRC/CRC trainers, tracking mechanisms and feedback received:**
Not applicable
- **Criteria for selection of Resource Persons**
Not applicable
- **Plan for capacity-building of BRP/CRPs (including planned exposure visits, training content areas and processes, timeline, etc)**

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
BRCC	Understanding of active learning pedagogy, CCE, RTE, observation techniques, performance indicators.	Modules will be prepared; trainings will be imparted through group activities, presentation and participatory mode.	May	Monthly meetings.
BRPs				
CRCC				
CRPs				

Source: AWP & B, CHANDIGARH 2010-11

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

Generally teachers are from neighbourhood states or resident of Chandigarh itself therefore, residential training is not required.

Activity Calendar of URC in 2010-11

Activity	Month	Venue
Development of training modules.	May, June, Sept., Dec. & Feb. 2011	Urban resource centre, Cluster resource centres, State Institute of Education.
Conduct In-service training programmes of non residential nature.		

Source: AWP & B, CHANDIGARH 20010-11

Measures planned for reducing academic load on CRPs and ensure focus on academic activities.

It will be ensured that CRPs will be given only the responsibilities of academic support and monitoring. Their non academic load will be reducing.

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
URCs	1	-	-	-	-	-	2	18.46
CRCs	20	29.11	20	9.42	15	32%	29	64.50

Source: AWP & B, CHANDIGARH 20010-11

U.T Chandigarh is divided into 26 municipal wards. To commensurate with 26 wards only 20 clusters have been created. For 20 clusters one URC and 19 CRCs have been approved till date. However one URC and 19 CRCs are found to be too inadequate to provide academic support to 105 schools having primary classes and 91 schools having Upper Primary classes and 2800 teachers. One CRC is looking after more than 140 teachers. In view of this it is proposed that U.T Chandigarh may be allowed one more URC and 10 additional CRCs. 19 clusters will be divided into 2 blocks. With this one CRC will be supporting 100 teachers. Such support is more important because U.T Chandigarh does not have its own board of education, SIEMAT and SCERT.

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

Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Nature of support
Budget and financial rules, framework of continuous and comprehensive evaluation, implementation of right to education,	Through presentations, group discussions	September 2010 and December 2010(5 days trainings)	State institute of education and SPO staff.

Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Nature of support
utilization of funds and grants, preparation of school development plan, creating safe schools			

Source: AWP & B, CHANDIGARH 20010-11

Quality monitoring mechanisms – analysis and use of data

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

In U.T, Chandigarh, there is no District & BRC structure. Quality monitoring data comes from schools to clusters & after compilation at cluster level, it is given to the state for compilation & onward transmission to NCERT.URC is not yet functional.

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

- At primary Level all over the performance of students is poor in English followed by Mathematics and Hindi.
- At Upper primary level the overall performance of students is poor in Math's followed by Social Studies, General Science, English and Hindi.
Due to non detention policy at Primary Level in non model schools many children enter class VI without attaining the desired learning levels.

Strategies Proposed:

- These issues will be addressed by setting up of language labs, libraries, Science and math's labs and reading cells and Reading Programmes.
- Emphasis on active learning pedagogy.
- Switchover to CCE
- Practice sheets for children
- Develop source book for teachers.
- Making reading cell fully operational.
- Improving availability of Math's and Science Kits.
- Hold special weeks for improvement of Language and numeracy.
- Setting up of Lang. Lab at cluster levels.
- Strengthening class libraries in primary classes.
- Setting up of Libraries exclusively for upper primary classes.
- Organization of Bridge Courses of 45 Days duration for filling up the learning gaps.

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

The data is analysed at state level as well as cluster level. Is the data then shared with school? It is then shared during monthly meeting with member school during monthly and quarterly meeting with PTA and VEC.

What Strategies are planned to improve analysis and use of QMT data at different levels

The Quantitative data is being captured by the data entry operators in clusters & the qualitative data is entered by CRCs at cluster level. The QMT data is then compiled at state level after getting data from the all clusters. The analysis of data is also drawn at state level and sent back to clusters for their analysis. The cluster heads then take a meeting of their clusters school and share cluster schools and they planned their activity accordingly.

Comments:

- The state resource group is not functional yet and the formation of a state resource group with 30-40 persons needs to be prioritized. The persons involved could be interested teachers, faculty from universities and other experts. This is important for taking forward the quality agenda in the UT.
- Urban resource centre: has not been made functional in the last year because of not having enough manpower. The appraisal team has recommended the UT to get 3-4 subject experts from amongst its CRCs and functionalize the URC. The appraisal team is not recommending the additional CRCs asked by the UT since the existing sanction is already out of the current SSA framework on a highest admissible limit. Since the number of teachers that each CRC has to support, is high in Chandigarh, the PAB may like to take cognizance of this and review it in their context.
- With respect to research studies, the UT has not conducted any research studies evaluating impact of SSA interventions in the last two years. The reasons cited include not having enough manpower. The UT will need to prioritize this, involve the pedagogy coordinators and the URC for the same to complete the studies proposed.
- With respect to the 19 CRCs, there were positions for 12 CRCs that were vacant for a long time in the year. These twelve people were appointed, but left due to various reasons. This needs careful analysis in the light of service conditions offered to them. For the same reason, the training targets for CRCs have been very low at 40%.

Proposal: The UT has made a proposal for 29 CRCs and 2 URCs

Recommendation:

The appraisal team does not recommend the proposal of the UT for grant of additional URC and the resource persons, than the existing sanction of one URC + 19 CRCs with a total of 20 resource persons. The UT may discuss the issue in the PAB if they like so, to pursue its demand and PAB may like to take cognizance accordingly.

5. Changes in learning processes and learning outcomes

5.1 Analysis of learning achievement results

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

The external assessment was undertaken by the NCERT in the year 2004-05 for classes III and V. During this year achievement survey of class VI will be done by NCERT. It is pertinent to mention that the external assessment carries enormous cost which UT is not able to bear out of the meager funds provided under REMS.

UT, Chandigarh conducted student perform assessment test (SPAT) in 2007. Now it is proposed to conduct diagnostic tests for classes III and V in the subjects of Math's, Hindi and English during the year 2010-11.

The plan for diagnostic test:

Will be as under:

- Preparation and printing of diagnostic test- April 2010
- Conduct of diagnostic test – May 2010.
- Assessment and report of diagnostic test- May 2010.
- Selection of TLM for addressing the hard spot- May 2010.
- Learning achievement as per DISE

Learning achievement as per DISE

DISE refer. Year	Class V	Class VIII
	Passed with > 60%	Passed with > 60%
DISE 2003 - 04		
DISE 2004 - 05	27.79	23.57
DISE 2005 - 06	32.11	25.20
DISE 2006 - 07	37.68	25.20
DISE 2007 - 08	33.49	29.42
DISE 2008 - 09	28.52	20.43

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

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

	Language		Maths		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III	53.14	-	50.99	-	-	-	-	-
National Average	-9.98		-7.26					
Class V	61.09	-	42.20	-	44.10	-	-	-
National Average	0.78		-6.26		-8.09			
Class VIII	-				-		-	-
National Average								

Source: NCERT's Round I and Round II

• Feedback from Quality Monitoring Tools:

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

	Language			Maths			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	32.66	30.70		24.51	24.70		30.00	27.92	
Class II	38.45	35.69		28.97	24.83		33.16	34.30	
Class III	41.8	38.94		33.05	32.29		43.38	41.12	
Class IV	45.47	43.86		44.68	43.07		48.48	47.45	
Class V	53.93	49.17		58.54	55.71		58.33	55.25	
Class VI	58.67	59.89		77.71	76.01		68.82	70.09	
Class VII	50.90	49.79		76.93	78.16		65.09	65.10	
Class VIII	50.84	44.61		81.49	76.96		75.92	71.76	

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

	EVS/ Science			Social Science		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I						
Class II						
Class III	41.83	40.89		-	-	-
Class IV	44.12	42.71		-	-	-
Class V	53.18	50.97		-	-	-
Class VI	67.70	70.20		57.12	76.62	-
Class VII	72.15	72.72		72.42	73.67	-
Class VIII	70.85	66.59		77.12	76.24	

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

In order to assess the achievement levels of the students a survey was conducted by NCERT with focus on learning achievement level in 2004-2005 followed by student performance assessment test conducted by U.T. in 2007-08. DISE also provides information on achievement levels of children at the exit classes of primary and upper primary stages.

Strategies Proposed:

- These issues will be addressed by setting up of language labs, libraries, Science and math's labs and reading cells and Reading Programmes.
- Emphasis on active learning pedagogy.
- Switchover to CCE
- Practice sheets for children
- Develop source book for teachers.
- Making reading cell fully operational.
- Improving availability of Math's and Science Kits.
- Hold special weeks for improvement of Language and numeracy.
- Setting up of Lang. Lab at cluster levels.
- Strengthening class libraries in primary classes.
- Setting up of Libraries exclusively for upper primary classes.
- Organization of Bridge Courses of 45 Days duration for filling up the learning gaps.

Table showing Comparative study conducted by NCERT and student performance assessment test

CLASSES – III		Rural		Urban		Colonies	
		Boys	Girls	Boys	Girls	Boys	Girls
	English	44.27	42.29	59.85	58.24	48.24	49.87
	Hindi	58.24	57.87	61.54	59.34	60.34	61.24
	Mathematics	42.34	40.34	51.24	50.36	43.59	48.34
CLASSES – IV		Rural		Urban		Colonies	
		Boys	Girls	Boys	Girls	Boys	Girls
	English	41.27	42.29	52.34	50.34	49.56	49.87
	Hindi	57.26	56.37	60.25	59	59.34	60
	Mathematics	43.56	41.35	55.68	50.36	43.59	48.34
CLASSES – V		Rural		Urban		Colonies	
		Boys	Girls	Boys	Girls	Boys	Girls
	English	49.24	42.29	59.85	58.24	48.24	49.87
	Hindi	62.25	59.85	62	59.34	61	61.24
	Mathematics	47.6	48.26	50	56	48.26	51

TABLE SHOWING ASSESSMENT STUDY BY NCERT (2004-05):

In order to assess the performance of students 'Students Performance Assessment Test' was conducted for classes III, IV and V. The finding of the test is as under:

	Class	Mean Marks	Standard Deviation	Difference in Mean Marks with National Average
Achievement in Language	III	53.14	18.42	-9.98
Achievement in Mathematics		50.99	20.4	-7.26
Achievement in Language	V	61.09	15.82	0.78
Achievement in Mathematics		42.20	17.26	-6.26
Achievement in EVS		44.10	18.06	-8.09

Mathematics was better among boys in school of rural and colonies

Action Points

- In language (English) comprehension competence is the weakest.
- The performance of students in English language varies from Class III to V, in this performance of class V is followed by class III then IV.
- Performance of students in Hindi is better than English language.
- In Hindi Language of class III performance of girls was better than boys.
- The performance of students is lowest in comprehension competencies.
- In Hindi Language also, performance of girls was better than boys.
- In writing competencies, rural students performed well than urban and colonies schools in languages.
- The performance of students in term of mean marks is significantly lower than languages.
- The uses of TLM in class room activities make an impact on achievement of students.

The achievement level indicated by SPAT also matches with the achievement survey of NCERT.

Performance of students in class V

	Result year 2006-07 (Govt. Schools) Class V			Result year 2007-08 (Govt. Schools) Class V			Result year 2008-09 (Govt. Schools) Class V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrollment	5540	4627	10167	5670	4631	10301	6289	5059	11348
Appear	5356	4553	9909	5549	4586	10135	6179	4943	11122
Pass	4891	4293	9184	5056	4288	9344	5853	4758	10611
Pass >60%	1578	1741	3319	1379	1511	2890	1845	1766	3611
Pass %	91.32%	94.29%	92.81%	91.92%	93.5%	92.31%	94.72%	96.26%	95.41%

Source: DISE 2009-10

	Result year 2006-07 (Govt. Schools) Class VIII			Result year 2007-08 (Govt. Schools) Class VIII			Result year 2008-09 (Govt. Schools) Class VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrollment	4172	3816	7988	4591	4049	8640	4979	4992	9971
Appear	4282	3910	8192	4566	4030	8596	4950	4496	9446
Pass	3275	2945	6220	3056	2718	5774	3904	3480	7384
Pass >60%	1159	1452	2410	791	948	1739	1278	1418	2696
Pass %	76.48%	75.32%	75.9%	66.93%	67.44%	67.19%	78.86%	77.40%	78.12%

Source: DISE 2009-10

Above table shows that pass percentage of boys & girls in class V & VIII has increased. However pass % of girls in class V during 2007-08 and pass % of boys in class VIII during 2007-08 has decreased slightly.

The performance has not improved over the last three years and has remained constant. The above table shows that pass % of boys and girls in class V has been constantly growing till 2007-

08. Whereas, there is a slight decrease in the pass % of boys & it is comparatively higher than in case of girls in 2008-09. However, the % of students getting more than 60% has shown inconsistency. It reveals from the above table that in class VIII pass % is growing over the last three years, but has reduced during 2008-09.

How is the above analysis to be used to address these learning difficulties, through appropriate training for teachers or additional TLMs on these specific competencies, to make them simpler for children to understand?

Through cluster academic meet, in-service training courses, interaction with principals & teachers during school visits. It is found that teachers are not able to observe NCF 2005; active learning pedagogy advocated by the text books, improvement assessment procedures, and high PTR and SCR. The in service training processes will be participatory, activity based and experiential, focused on practical classroom situations. Methodologies like module reading and reflection, group activities and presentations will be focused.

- **Analysis of intervening factors affecting Learning Achievement of students**

For example, in schools/ clusters showing low learning achievement in particular subjects/ grades, it should be analysed what are the likely factors contributing to this low achievement – whether they are teacher-related factors (e.g. low^d attendance, insufficient subject knowledge, etc), TLM-related factors (e.g. shortage of appropriate TLMs relating to that subject), pedagogy-related factors (i.e. the teaching methodology was not appropriate to help children understand), Factors related to children's background, inappropriate assessment methods, and low community participation.

- Because of overcrowded classes teachers are unable to pay individual attention to low graders- Students scoring below 36 % are considered as low graders Children of migrant labourers go on long leave whenever their parents go to their native place.
- Lack of use of TLMs by some teachers
- During in service teacher training and Cluster academic meets, teachers will be motivated to prepare and use TLMs.

After conducting such analysis, the Quality Plan for each Cluster/ Block/ District/ State should be designed to strengthen each of these intervening variables in an integrated manner, to lead to learning enhancement in a comprehensive manner.

5.2 Shifts in classroom Processes in the State

- **What monitoring mechanisms exist / are planned for measuring changes in classroom processes in the state (e.g. Time on Task studies , classroom observations tools , ADEPTS ,etc)**

At present classroom observations are done by Principals, CRCs, and SIE& Pedagogy coordinators. Performance indicators have been drafted. Performance is captured through QMT.

- **What is the current status of changes in classroom processes towards more active learning in the state?**

Majority of teachers are now making use of TLMs however the teaching learning process by and large remained conventional.

Reasons given for this observed as under:-

Teachers find it to be time consuming, excessive work load, shy away using technology overcrowded classrooms.

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

Elderly teachers & teachers on the verge of retirement are reluctant to shift to NCF 05 approach. Other reasons include excessive work load, not enough comfort with technology and high PTR.

- **What strategies are proposed to address the issues in next three years as well as to ensure changes in the classroom processes as laid out in the RTE act.**

The following strategies will be adopted:

- Active learning pedagogy-learn through activities, discoveries and exploration in child centered and child friendly manner.
- Classroom organization to include all and appreciate diversity to provide equitable quality of education
- Stress free and joyful learning

- **What steps have been taken to ensure that TLMs are actually used and handled by children?**

Through classroom observations, teachers & children are encouraged to use TLMs. Through In-service courses & cluster academic meets, teachers are motivated to prepare TLMs. Attitudinal change is emphasized.

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

Focus on respecting diversity during in-service teacher training, monthly academic meets, meeting with heads of schools, school supervisors remain watchful. State is planning to conduct research study on discriminatory practices in classrooms in 2012-13

Comments:

- The UT has proposed doing bridge courses for children underperforming in classrooms. The nature of this training is 45 days during the summer vacations. Since the SSA teachers do not get leave, their services would be utilized for the same. The appraisal would not like to recommend as the bridge classes are another form of remedial teaching which is outside the current SSA norms. Also, the 11th JRM shared that the remedial teaching labels children as

weak and affects their self esteem, in that context as well; the appraisal would not like to recommend the bridge courses proposed by the UT.

- No external learning achievement surveys have been carried out in the last two years in the UT. The reasons cited include inability to outsource due to limited funds in this head. PAB may like to consider reviewing this.
- There has been a decline in the percentage of children passing with more than 60% at class 5 and 7 level. This decline has been evident in the last three years. The UT will need to analyze the reasons for the same.
- With respect to changes in classroom processes, there is no clear strategy on the changes that are desired in the classrooms, the nature of the pedagogical model, ways in which learning difficulties will be identified in children and the monitoring mechanism for tracking such changes.

5. Learning Assessment Systems

Learning assessment system

Stage	No. of tests in a year	Whether marking or grading system	No-detention up to which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	Two terminal tests, three unit tests & one Annual exams	Marking system	Up to class V	X	Yes	After terminal tests & annual exam
U. Pry.	Two terminal tests, three unit tests & one Annual exams	Marking system			Yes	After terminal tests & annual exam

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

The UT's understanding of Continuous and comprehensive evaluation is when the classroom processes are carefully observed by the teacher, evaluation is formative, recording closely child's growth in the classroom. This could be done through observation, through interaction with the child and through written assignments. Evaluation could be done through project and cooperative work.

The struggles to roll this program include:

- The capacity of the teacher to do it in the classrooms
- Mindsets, sensitivity and attitudes of teachers and administrators will need to be addressed.
- High PTR and little space in the classroom does not enable CCE
- Resource persons with a good understanding of CCE are not there

From 2009-10, state has abolished centralised exam for classes V & VIII. Preparation for switching over to CCE is in progress.

Efforts will be geared to shift towards a non threatening system of continuous and comprehensive system of evaluation.

- For this purpose, the source books on assessment for class I to V and learning indicators developed by NCERT will be considered for adoption /adaptation. The framework of CCE will be prepared through workshop mode with involvement of teachers, teacher educators, academicians and educational planners.
- The draft CCE will be discussed with parents /community and teachers at the cluster level for their inputs and ownership
- The draft will be finalized for printing by holding a review workshop
- Teacher manual will be developed for rolling out CCE at elementary level
- Training of SPO staff, District level functionaries, school heads, CRC, URC'S and other resource persons.
- Training of heads of school on CCE
- Training of teachers on CCE
- Trialing of CCE framework in five clusters
- Rolling out CCE in all schools
- Revisit the assessment system for mid way corrections.

What steps have been taken/ will be taken for moving towards comprehensive and Continuous assessment where a cumulative learning record is maintained for each student.

The framework developed will be done as under

- 10 days workshop to consider source book for assessment, developed by NCERT in which 20-25 academicians, teachers, teacher educators and school heads will participate for

developing frame work guidelines & drawing action plan for its implementation during the months of April and May

- Review workshop of 5 days for finalization of CCE framework
 - 10 days workshops for preparing teacher's manual and all formats requisite for CCE.
 - Piloting of the CCE in 5 clusters will be carried out from Dec to March by S.I.E.
 - Review of the material developed for CCE and on the feedback and findings of the pilot project in the month of April.
 - Sharing of CCE with parents and students during April/May 2011.
 - Year 2010-11 will be devoted to develop understanding about CCE, preparation of CCE, framework and guidelines and will be devoted to development of understanding about CCE, preparation of CCE framework and guidelines and piloting.
 - In 2011-12 CCE will be implemented and test items for upper primary classes will be prepared.
 - Baseline achievement survey of class III in July 2011.
 - Training of educational administrator, academic support group and teachers will be held during 2011-12.
 - 2 days training of heads of schools, CRC, URC regarding CCE and its implementation in June, July in 2011-12.
 - Cluster level training: - Resource Coordinator and cluster heads to organize two days training at cluster level in their clusters for preparing the teachers on CCE.
 - Development of model competency based test items for primary level in languages and math's in May 2011-12.
 - Capacity building of field functionaries on what to assess, why to assess, how to assess, how to document and report in June 2011-12.
 - In 2012-13 problems, issue faced during the implementation period (2011-12) will be addressed during the in service training Programmes to be conducted during 2012-13.(120 persons X 2 days)
 - A group consisting of 3 persons to work and co-ordinate the work and activities pertaining to CCE will be constituted in 2010-11.
 - Quarterly Progress test beginning from December 2011 will be conducted on the identified competencies in various curricular areas to measure progress over baseline achievement. School heads to review the active progress on monthly basis with the cluster heads.
- **Has the State referred to / adapted the NCERT source books on learning Assessment & NCERT learning indicators**

Verifiable learning outcomes have been prepared for elementary classes in all the subjects during 2009-10. Now the learning indicators NCERT for primary classes will be considered for adaptation during 2010-11. The following plan will be adopted for the same:

Plan for implementation of learning Indicators at Primary level

Sl. No.	Steps	Subject	Classes	Activity	Time	Responsibility
1	Finalizing of learning indicators	English, Hindi, Math's, EVS	I to V	5 days workshops in each subject for considering and examining learning indicator developed nationally for adaptation by involving RIE, Teachers, Teacher Educator from SIE and College of Education, Subject Experts, TTTIs,	May 2010 May 2010 July 2010 July 2010	In English RIE SPO, In Hindi ar EVS - SI and SPO. In Math SPO
2	Training of Resource Persons and Teachers	-	-	To be included during In service teacher training	June 2010, September 2010	
3	Monitoring Mechanism	-	-	Classrooms Observation by CRPs, School head, URPs and analysis of QMT, Sharing in the monthly academic meets at cluster level and submission of quarterly report of QMT	August 2010, Dec 2010 Feb 2011	Schools heads, Pedagogy unit, CR and URPs
4	Mechanism for analyzing the achievement of learning indicators	-	-	Reports will be compiled quarterly which will be submitted along with the quarterly progress report on students performance collected through QMT	School heads, CRPs and SPOs	Sep 2010 Jan 2011 Mar 2011

Source: AWP & B, CHANDIGARH 20010-11

Remedial Teaching:

Details about approach followed for remedial teaching in 2009-10

Progress of remedial teaching

Fund allocated in 2009-10	Physical Target (Children)	Financial achievement till Feb, 2009	Financial achievement till Feb, 2009	% of achievement	
				Phy	Fin
7.73	3867	4060	4.33	105	56%

Source: AWP & B, CHANDIGARH 20010-11

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

Special Learning Centres will be opened for these children in cluster no 05, 14, 15, 16, 18, 19 and 20. We will hold special classes for children where they will be offered accelerated models of learning. We want them to complete grade 8 and then motivate them to join regular schools. We would also offer vocational training to them on skills.

Comments:

- The UT has developed a plan for the rolling out of comprehensive and continuous evaluation, including procuring of source books on assessment from NCERT, training of SPO staff, District level functionaries, school heads, CRC, URCs, heads of schools and teachers for the same as well as the review of the program. What is important is to first relook at the current

assessment system which has 6 exams at primary and upper primary level (3 unit tests, 2 terminal exams, 1 final exam) and move towards formative assessment.

- The UT will need to build a clear plan for mainstreaming all children into age appropriate classrooms, including identification of out of school children and those who have dropped out as well as develop appropriate pedagogical models of accelerated learning for these special training centers.

1. Minimum enabling conditions

1.1 Teacher Recruitment and Deployment systems

Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	1274	182	1456	1122	91	1213	152	91	243
UPS	1268	593	1861	1161	461	1622	107	132	239

Source: AWP & B, CHANDIGARH 20010-11

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

- Due recruitment drives in neighbouring states
- Teachers keep waiting for getting regular employment anywhere.

Mechanisms to ensure all vacancies are filled by July 2010.

Yes, the vacancies are according to the RTE specifications of appropriate PTR. The applications have been processed. Written test will be conduct in April 2010. By June 2010 the recruitment process will be completed.

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

Frame policy to have pool of teachers for substitutions

Recruitment of teachers under SSA

No posts were sanctioned by PAB for recruitment and both primary and upper primary teachers.

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

Source: AWP & B, CHANDIGARH 20010-11

- Existing state policies and procedures for recruitment of teachers

In UT Chandigarh procedure for recruitment of teachers is done by inviting applications through open advertisement in local / regional newspapers / English as well as vernacular. After scrutiny of the application, the candidates will be screened through written test (objective type & multiple choice questions).

- Minimum Qualifications for appointment of teachers for different levels/ categories JBT for primary teachers & BA / BSc, Bed for TGTs.
- Salary scales for teachers of different categories / level.
- Teacher's terms and service conditions
- Mechanisms for redressal of grievances'

Information on PTR

	Total no. of schools	Single Schools	Teacher	Number of schools in respect of teacher availability					
		Number	%age of total schools	>30	>40	>50	>60	>70	> 80
Primary	104	Nil	Nil	84	54	29	14	6	4
U. Primary	91	Nil	Nil	23	8	5	2	2	1
Overall	105	Nil	Nil	59	28	15	6	2	0
Which districts have higher PTR	Chandigarh single district								

Source: DISE

	Number of schools in respect of teacher availability (Upper Pry)					
	Total no. of schools	No. of schools with less than 3 teachers	Schools without maths and science teachers	Schools without language teachers	Schools without social science teachers	Schools without headmasters
U. Primary	91	Nil	nil	nil	Nil	-----

All schools have science, maths, languages & S.Sc teachers at UP classes.

Availability of Teachers as per RTE Requirement

	RTE requirement	Which districts are currently not meeting RTE requirement (mention PTR)	No. and % of schools not meeting RTE requirement		Steps taken to meet RTE requirement	Monitoring mechanism to ensure this
			No. of schools	% of total schools		
1.	Primary level PTR 2 teachers for up to 60 children 3 for up to	Nil	----	----	RTE is already implemented.	DISE

		RTE requirement	Which districts are currently not meeting RTE requirement (mention PTR)	No. and % of schools not meeting RTE requirement		Steps taken to meet RTE requirement	Monitoring mechanism to ensure this
				No. of schools	% of total schools		
		90 4 for up to 120 5 for up to 200					
		PTR under 1:40 for above 200 children	78 Schools			Rationalisation of teachers	DISE
2.	PTR at upper primary level	1:35	1:24	---	---	---	DISE
3.	Subject-specific teachers	At least 1 teacher for Science & Maths, Social Science and language.	one teacher for Hindi , English , Maths , Lang I, Language II ,Arts, crafts, physical education (6 teachers per class)	----	---	RTE requirement is already being met.	DISE
4.	Head-Teacher and part Time Instructors	For above 100 children. At least 1 full-time head teacher and part time instructors for art PHE, Work Education.	There are no separate posts of heads in 11 Primary Schools. However, the senior most teachers take care of the administrative work.				Education Department

Source: AWP & B, CHANDIGARH 20010-11

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

Not applicable.

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

The rationalization of posts is undertaken in the month of May every year by obtaining the following information from schools.

- Working time-table (Class-wise including SSA, Consolidated allotment of period, subject-wise per week)
- Sanctioned staff strength category-wise.
- Actual enrolment class-wise/section-wise/subject-wise as on 1.5.2009 (45-50 students per section).
- Staff statement including class IV.
- List of male adjusted staff.
- List of staff deputed to other school/office.
- Requirement of additional staff with justification.
- Summary statement.

The justification of post is accessed on the work load norms for teachers and teaching period in each subject. After the process of rationalization of teachers post is completed, applications are invited from teachers seeking shift from one school to another. The surplus teacher is shifted to deficient schools in a very transparent manner as under:

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

As per the state policy for one section at upper primary level teachers for three languages, maths, general science, social science, music/ home science/ work-experience and physical education etc.

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

- Primary level- Graduation and diploma in Education (ETT).
- Upper Primary level- graduation and Bachelor of Education (B.Ed)

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

S.No.	Name of the post	Present Pay being paid	Proposed pay	Remarks
1.	T.G.Ts New Recruits	13290/-	18330/-	Equated to the posts of TGTs Pre-revised Pay scale 5480-8925 Revised scale: 10300-34800+3600 GP. (Table 11) Basic pay + DA@27% i.e. Rs.10830+3600GP+3896=18326 (rounded off to 18330/-)
	TGT (with more than one year service)	13680/-	18890/-	Basic pay with one increments Rs.11270+3600GP+4014.90=18884.9 (rounded off to Rs.18890/-)
	TGT (with more than two years)	14070/-	19460/-	Basic pay with two increments Rs.11720+3600+4136.40=19456.40 (rounded off to Rs.19460/-)

service)			
TGT (with more than three years' service)	14070/-	20050/-	Basic pay with two increments Rs.12180+3600+4260.60=20040.60 (rounded off to Rs.20050/-)
JBT (New recruits)	11035/-	14570/-	Pre-revised Pay scale 4550-7220 Revised to 5910-20200+3000 GP (Table 9) Basic pay + DA@27% i.e. 8470+3000+3096.90=14566.90 (rounded off to 14570)
JBT (with more than one year service)	11400/-	15020/-	Basic pay with one increment Rs.8820+3000+3191.40=15011.40 (rounded off to Rs.15020/-)
JBT (with more than two years service)	11765/-	15470/-	Basic pay with two increments Rs.9180+3000+3288.60=15468.60 (rounded off to 15470/-)
JBT (with more than three years service)	11765/-	15940/-	Basic pay with two increments Rs.9550+3000+3388.50=15938.50 (rounded off to 15940/-)
Headmasters	Posts filled by deputations and the pay scale as admissible to the appointee shall be paid.		

Mechanisms for redressal of grievances

Grievances are addressed at the level of D.E.O. at the first stage and followed by Director Public Instruction(S) and Secretary Education.

Findings from latest study on student teacher attendance (including key reasons for low student/ teacher attendance):

Student's attendance in the govt. schools of U.T. Chandigarh lies in the range of 75% to 85% which is fairly good. The total average attendance calculated for both Primary and Upper Primary schools is more than 80%. More than 60% of teachers were found present and teaching in class rooms in both Primary as well Upper Primary classes.

Steps to be taken to address these issues in 2010-11:

Attendance of students as well as teachers is found to be highly satisfactory therefore, additional corrective measure is not proposed.

7.2. Teacher and Student Attendance

Teacher and Student Attendance Rates

	MHRD study (06-07)	2007-08 (with Source)	2008-09 (QMT)	2009-10 (QMT)	Target for 2010-11
Teacher attendance (pry.)	65.82%	-			
Teacher attendance (up. pry.)	60.98%	-			
Student attendance (pry.)	75%	-	94.0163	84.0023	96% Gen 86% SC
Student attendance (up. pry.)	80%	-	93.1238	84.785	95% Gen 90% SC

- Mechanisms for monitoring attendance (including plan for undertaking study on student/teacher attendance in 2010-11): Study on student/ teacher attendance will be undertake during the year 2011-12. Frequently checking the attendance register by DEO, heads, SMCs

Number of working days and working hours

Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
Number of working days in a year	200 for Pry. 220 for Up. Pry.	237 days both for primary & U.primary	Already implemented	Through DISE school visits principal reports
Number of instructional hours in a year	800 for Pry. 1000 for Up. Pry.	More than 800 for primary & more than 1000 for U.primary	Already implemented	Through DISE school visits principal reports
Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	38 hours in single shifts & 33 hours in double shifts	From the year 2010-11, the working hours per week including the preparatory hours will be introduced as per the RTE act.	Through DISE school visits principal reports
No. of days involved in non-educational	No teacher deployed for non-educational purpose except	No teacher is deployed for non educational work	Action will be taken as per RTE act	Through DISE school visits principal reports

Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
activities	census, disaster relief, or election duty			
Involvement in private tuitions	No teacher shall be engaged in private teaching activity	Instructions have been given to principals to ensure that no teacher takes private tuition.	Action will be taken as per RTE act	Through principals & talk with the students

Source: AWP & B, CHANDIGARH 20010-11

3 Grants: Timely delivery and effective utilization Overall progress of Grant Distribution (Teacher grant, School grant, TLE grant)

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/-per teacher					
Primary level	1452	1463	100.75	1452	14.45 lakh
Upper Primary level	1438	1450	100.83	1438	@ Rs. 500
b. School grant @ Rs. 2000/-per school					
Primary level @ Rs.5000/-	110	109	99	110	12.08 lakh P-
Upper Primary level @ Rs.7000/-	94	94	100	94	@Rs.5000/- U.P @ Rs.7000
-					
c. TLE grant					
New Primary schools@ 10,000/- per school	Nil	Nil		07	1.4
New Upper Primary schools@ 50,000/- per school	Nil	Nil		07	3.5

Source: AWP & B, CHANDIGARH 20010-11

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	April 2009	April 2009	-
Issues related to timely distribution	-	-	-
Mechanisms to ensure timely distribution	Schools are sent teachers grant in April	-	-
Whether guidelines have been issued regarding utilization	Yes	Yes	
What the grant was utilized for in 2009-10	To prepare TLM	To repair & maintenance	-
Feedback on effective use of grants in 2009-10; issues identified	-	-	
What the grant will be utilized for in 2010-11	To prepare TLM, worksheets and others support material	To repair and maintenance	For procuring Teaching Learning Equipments establishing labs and strengthening libraries.
Mechanisms to ensure effective use of grants	It will be done through close monitoring of class room process by cluster resource coordinators, URCs and school heads.	Through cluster resource coordinators, SPO functionaries by visiting schools	Through cluster resource coordinators, SPO functionaries by visiting schools

Source: AWP & B, CHANDIGARH 20010-11

7.4. Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)

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

Only trained teachers are recruited after following the recruitment guidelines of the state.

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

Schools have been instructed to ensure that no corporal punishment or mental harassment is given to any child/ any student. If any case of corporal punishment is reported, disciplinary action is initiated against that teacher.

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

There is no detention up to class V. Action will be taken to implement this in upper primary classes also. It will be implemented in upper primary classes after implementing of CCE in 2011-12.

- **Status of policy on board examinations at elementary level?**

From 2009-10, board examination have been abolished at class V & VIII

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

Yes

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

Students are given option to study in Hindi, English or Punjabi medium. In some schools having population of Tamil population, Tamil medium has been introduced in primary classes.

Comments:

With respect to rationalization and deployment of teachers, the UT will need to ensure the rationalization of posts. There needs to be a strong policy where the transfer will be not just of the person, but the post as well. High PTR in some schools will need to be addressed through deployment and rationalization. This will be especially true for the non-model schools where there is high PTR in schools.

With respect to teacher availability, there are still 243(152 state+91 SSA) vacancies at the primary level and 239(107 state+ 132 SSA) at the upper primary level. These need to be filled.

Currently, there the UT has a no detention policy up to class V. Action will need to be taken to ensure this in upper primary classes also.

With respect to teaching hours per week, currently, the UT has 38 hours per week in single shift schools & 33 hours in double shifts schools. This will need to be reviewed in the light to RTE which states 45 teaching hours per week for schools

Proposal:

- The UT has made a proposal for 70 teachers at the primary level and 67 teachers at the upper primary level for seven new schools.
- The UT has also made a proposal for Rs 14.45 lakh for teacher grants, 12.08 lakh for school grant and 4.90 lakh for TLE grant.
- The UT has also made a proposal for 30 headmasters at Rs 12150,000.

Recommendations:

- The appraisal team would like to recommend the proposal made by the UT with respect to new 70 Teachers and Teacher Grant for 2890 teachers, school grant for 194 P S+ UPS, TLE grant for new 7 PS + 7 UPS. As proposed.
- The appraisal team would not like to recommend the proposal for 30 headmasters since it is not permissible as per the existing SSA norms.

8. Community & Civil Society Partnerships**8.1 Collaborative School-level planning with involvement of community**

All schools are having S.M.C s. Main role of the SMCs is to draw school action plan, monitor attendance of teachers & students, supervise civil work, welfare of CWSN/SC

- **Steps towards establishing School Management Committee in each school, and their role:**
 - To share the experience and performance of their wards with the teachers and mutually plan for their betterment.
 - To provide support to the class in terms of physical and human resources.
 - Members of class PTA will be selected by the parents. Selection of new members will be on yearly basis. Schedule of the meeting of the association will be on monthly basis and the Class Teacher will be conducting it.
- **What processes are/will be undertaken for developing a School Development Plan for each school? What will be the format/ components included in this Plan? How will the Plan be implemented, followed-up and monitored?**

School Development Plan

Sr. No.	Parameters	Present status/ Issues	Strategies	Who will do	When
1	Infrastructure: <ul style="list-style-type: none"> • Name of the school. • Classes. • Availability of teachers. • Pupil Teacher Ratio. • Shift. 		5 days workshop by involving District Education office, State Institute of Education,	Experts from planning and educational institutions, Functionaries of District Education office, SPO	Jan 2011
2	Physical setting of the school				

Sr. No.	Parameters	Present status/ Issues	Strategies	Who will do	When
	<ul style="list-style-type: none"> • Area • Classroom organization • Library. • Laboratory • Boundary walls • Availability of ramps for accessibility to CWSN • Safety measures. 		Regional Institute of Education, SPO, School Heads, URCC, CRCC, Community members, teachers		
3	Co curricular aspects: <ul style="list-style-type: none"> • NSS • NCC • Scouts and guides • Sports facilities • Yoga • Any other 				
4	Extended activities: <ul style="list-style-type: none"> • Professional development of the teachers. • Monitoring of teacher diaries. • Collaboration with stake holders, community members. • School programmes 				
5	Accountability: <ul style="list-style-type: none"> • Physical • Academic • Co curricular activities • Development of Individualized Educational plans for CWSN and students mainstreamed from AIE • Any other 				
6	Class room processes				
7	School environment				
8	Attendance: <ul style="list-style-type: none"> • Teachers • Students 				
	Facilities provided				
10	Availability of Suggestion boxes: <ul style="list-style-type: none"> • Mid Day Meal • School uniform • Text books • Medical facilities 				
11	Achievement:				

Sr. No.	Parameters	Present status/ Issues	Strategies	Who will do	W
	<ul style="list-style-type: none"> • Utilization of grants(School grant and teacher grant) • Use TLM 				
12	Portfolio: <ul style="list-style-type: none"> • Principal • Staff 				

Source: AWP & B, CHANDIGARH 20010-11

The expenditure for this will be met out of the Management Cost

8.2. Community contribution to quality improvement

Community contribution to learning in 2009-10: Involvement of community is sought in improving enrolment & quality of education. All schools have constituted school management committees and class PTA's. There is no dearth of good examples in which the community has put in tremendous efforts for improving the infrastructure of the schools and organization of various activities, participation in monitoring & promotion of school activities. In Chandigarh, U.T. private schools have extended a hand of co-operation to the government school with the aim to provide qualitative education and enhance their potential. The private schools have adopted 10 government schools and are constantly monitoring the progress of these schools. They have identified the problem areas and are working to club the loopholes. Still the schools are shy of involving community in its day to day working and sharing its experiences. Similarly the community also feels that they have hardly any role to play in school system as this is owned by govt. and thus it is the responsibility of the govt. to provide infrastructure, teachers and draw work plan for them.

For ensuring the active community participation following strategies are proposed for 2010-11

1. **Awareness generation** – For community mobilization, awareness drives will be conducted. It will be done by holding rallies and through print media.
2. **Capacity building of community members**- Two days training programme will be organized to make the community members aware of their roles and responsibility for achieving universalization of elementary education under SSA mission. Regular meetings of class PTA, SMC & CMC will be emphasized.

Training programmes shall focus on following components:

- Sensitization/ awareness drives of core group leaders
- Identifying out of school children and ensuring their enrolment in different school setup
- Participation in classroom processes for improvement in academic achievements.
- Monitoring the attendance of students & teachers and mobilizing parents for regular attendance of their children.
- Support the school activities

Besides awareness drives and capacity building of community members, regular meeting of class PTA's, SMC, and CMC & VEC will also be ensured

- Steps to be taken towards involving community members more in quality improvement and learning enhancement in schools:

Constitution & extension of PTAs for every class, school, cluster s & at the school level, strengthening of existing school& clusters resource groups. Revamping &strengthening of school resource groups.

8.3. Nature of partnerships with private/NGO sector

Which partners are involved in quality improvement, nature of involvement and activities

- Counselling of parents to bring out of school children.
- Monitoring & supervision of AIE centres, strengthening volunteer community teachers.
- Remediation

An appeal was made through the leading news papers of the city for participating in the improvement of education. This project is popularly known as Partnership initiative programme of UT Chandigarh. NGOs are not involved in a big way; however, there are few NGOs which are working with potential dropouts from school system by extending academic support to such children beyond school hours.

With a view to build partnerships with NGO's, in socio-economic development in general and the well being of the people in particular, the Punjab Governor and Administrator, Union Territory, Chandigarh, launched a "Partnership Initiative Programme" The main purpose was to join hands for mobilization of the community and creating awareness among the masses for improving the quality of education and to increase mainstreaming of out of school children in regular schools. In response to this 10 private leading schools of the city came forward and adopted some comparatively weaker Govt. schools by sharing their school infrastructure like Libraries, Labs, and sports and also for exchange of faculty to improve the quality of education in them.

A few NGOs also expressed their interest in providing academic support to the children who tend to drop out due to academic backwardness and other sócio economic compulsions.3 NGOs are providing remedial programmes to such children.

Comments:

- With respect to partnerships with nongovernmental organizations, the UT needs to proactively partner with NGOs in areas such as curriculum development, textbook revision, evaluation, teacher training programs etc. currently, the nature of partnerships have been restricted to support to AIE centers. The UT needs to look at other ways of engaging NGOs and build sustainable partnerships for academic support.

Overview of Quality Progress in 2009-10

S.No	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-02-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy	Fin	
1.	Free Text Books	67239	125.45	67239	76.06	100%	61%	
2.	Teacher Grant	2890	14.45	2913	5.87	100.79%	41%	
3.	School Grant	204	12.08	203	11.68	99.50%	97%	
4.	TLE Grant	0	0	-	-	-	-	
5.	Grants for BRC	0	-	-	-	-	-	
6.	Grants for CRC	20	29.11	15	9.42	-	32%	
7.	Teachers Training	1880	20.80	1504	17.15	80%	82%	
8.	In-Service Training	1710	16.10	1340	13.35	78.3%	83%	
9.	Induction Training	150	4.50	164	3.80	109%	84%	
10.	Untrained Teachers	-	Nil					
11.	BRC & CRC Coordinators & Resource Persons	20	0.20	08	Nil	48%	Nil	
12.	Remedial Teaching	3867	7.73		4.33		56%	
13.	LEP	110 schools	52.38	110 schools	5.40	100 schools	10%	
14.	REMS	03	0.75	03	0		-	Under Process

Broad recommendations for Quality improvement in 2010-11:

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

Recommendation for activities related to quality

S.No.	Interventions	Proposed		Recommended		Remarks
		Phy	financial	Phy	Fin (Rs. in lakh)	
1.	Teacher recruitment					
	New Teachers Salary (P.S.)	70	96.08	70	96.08	As per no. of schools sanctioned
	New Teachers Salary (UPS)	67	115.78	67	115.78	As per no. of schools sanctioned
	Addl. Teachers against PTR					
	HM	30	12150,000	0	0	Not recommended as it is outside the current SSA norms
	Recurring	785	1753	785	1753	As proposed
2.	Training					
a.	In service (PS+UPS)	1000	15.00	1000	15.00	As proposed
b.	Induction training	200	6.00	200	6.00	As proposed
c.	Training of untrained teachers	-				
d.	Training of URC/CRC/SRG	70	0.70	61	0.61	For the approved URC/CRC and SRG
3 a.	Free Textbooks (PS)	43780	65.67	43780	65.67	As per the unit cost of Rs 150
b.	Free Textbooks (UPS)	25618	64.05	25618	64.05	As per the unit cost of Rs 250
4.a.	TLM Grant (P)	1452	14.45	1452	14.45	As per existing norms
b.	TLM Grant (UP)	1438		1438		As per existing norms
5. a.	School Grant (P)	110	5.50	110	5.50	As per existing norms
b.	School Grant (UP)	94	6.58	94	6.58	As per existing norms
6 a.	TLE Grant (P)	7	4.90	7	1.4	As per existing norms
b.	TLE Grant (UP)	7		7	3.5	As per existing norms
c.	UPS Not					

	covered under OBB					
7.	BRCs /URC	2	18.46	2	18.46	Not recommended as it is outside current SSA norms
8.	CRCs	29	64.50	19	45.22	Additional 10 not recommended as it is outside current SSA norms
9.	Remedial Teaching	-	-			
10.	LEP	1	68.99	1	68.99	2% of management cost
11.	REMS	110	1.75	110	1.75	As proposed

Issues:

- **State vision document:** The UT has not so far developed the state vision document. Following the four regional workshops, the UT was expected to develop this document; the state must now constitute a core group to undertake developing of the state vision document.
- **Model and non model schools:** The UT will need to review its policy of model and non model schools. The difference between these two is in medium of instruction and subject teachers vs. one teacher teaching all subjects. With respect to learning achievement, the model schools are performing better than the non model schools. The PTR in non model schools is also much higher than model schools. This is an important equity issue as the UT must provide the equal enabling conditions to all schools.
- **Performance indicators at the teachers and trainers level:** it is a matter of concern that despite being a PAB commitment for two years, ADEPTS indicators at the teachers and trainers level have not been finalized and rolled out. These need to be urgently rolled, performance tracked and shared with MHRD on a six monthly basis.
- **The state resource group:** It is not functional and its formation with 30-40 persons needs to be prioritized. The persons involved could be interested teachers, faculty from universities and other experts. This is important for taking forward the quality agenda in the UT.
- **Urban resource centre:** has not been made functional in the last year because of not having enough manpower. The appraisal has recommended the UT to get 3-4 subject experts from amongst its CRCs and functionalize the URC. The appraisal is not recommending the additional CRCs asked by the UT since it is out of the current SSA framework. Since the number of teachers that each CRC has to support is high in Chandigarh, the PAB may like to take cognizance of this and review it in their context.
- **Research studies:** The UT has not conducted any research studies evaluating the impact of SSA interventions in the last two years. The reasons cited include not having enough manpower. The UT will need to prioritize this, involve the pedagogy coordinators and the URC for the same to complete the studies proposed.
- **Continuous and comprehensive evaluation:** the UT will need to relook at its current assessment systems. With rolling out of CCE, the current pattern of 6 exams (3 unit tests+2 terminal examinations+ 1 final exam). This will need to be changed and formative forms of evaluation be introduced in a phased manner.

- **Rationalization and deployment of teachers:** the UT will need to have a strong policy on rationalization and deployment of teachers High PTR in schools will need to be addressed through deployment and rationalization. This will be especially true for the non-model schools where there is high PTR in schools.
- **Teaching hours with respect to RTE:** With respect to teaching hours per week, currently, the UT has 38 hours per week in single shift schools & 33 hours in double shifts schools. This will need to be reviewed in the light to RTE which states 45 teaching hours per week for schools.
- **Partnerships with nongovernmental organizations:** The UT needs to proactively partner with NGOs in areas such as curriculum development, textbook revision, evaluation, teacher training programs etc. currently, the nature of partnerships have been restricted to support to AIE centers. The UT needs to look at other ways of engaging NGOs and build sustainable partnerships for academic support.

V Information about SIEMAT:

SIEMAT is functional in the State as part of State Project Office and involved in Planning, Management and Financial Administration trainings to the Educational Administrators. The SIEMAT has 6 faculty members with a sanctioned strength of 13. All the posts are filled. The SIEMAT is involved in micro planning, school development planning, capacity building in the development of AWP&B, financial management and administration. The state has also involved the SIEMAT in research activities like analysis of DISE data etc. The SIEMAT is a part of the SPO and SPD is the ex-officio director of SIEMAT

(VI) Research Evaluation Monitoring & Supervision (REMS)

Progress overview

In the year 2009-10 a sum of Rs.0.75 lakhs was sanctioned for REMS activities. Out of which a sum of Rs.35 lakh was spent (46.7 %) up to 31st December, 2010.

There is a Research Advisory committee which is non- functional, only one meeting has been held in last three years.

In 2008-09 a sum of Rs. 0.75 lakh was granted to conduct 2 studies-

- Teacher absenteeism & students attendance at primary and upper primary level
- Impact of Remedial teaching undertaken during 2007-08.

In 2009-10, UT was advised to undertake following two studies-

- Study on enrolment in schools
- Study on high dropout rate at upper primary level.

However UT says it was not aware of it .
Proposal for the year 2010-11

Following table provide the break-up of REMS funds as proposed by state along with activities proposed under them for the financial year 2010-11.

Break-up of REMS funds and activities proposed for 2010-11

			Rs. in lakhs	
S. No	Activities	Financial		Financial
1	Research & Evaluation		Supervision & Monitoring	
1.1	i) Time on Task (in progress)	0.50	Supervision & monitoring of class room practices	0.69
1.2	ii) Impact of In-service Training (continued)	0.20		
1.3	Documentation of experiences of learning through Multimedia Classrooms.	0.30	State Commission for protection of Child Rights @Rs. 50/school	0.52
GRAND TOTAL Rs. 2. 21 Lakh				

Comments

- **Number of schools provided by UT varies from one place to another, in this situation Appraiser had to depend on the number of schools for which school grant has been provided which is 204. Hence the total amount payable to UT comes to about Rs.2,65,200.**
- UT has made some efforts in this direction but the efforts form its Research Advisory Committee, SPO appears to be working in isolation and is not liaising with the educational institutes such as universities etc. There is no person acting as a R & E coordinator to look after this particular component which appear to be a major reason for the lack of progress. As per the details provided UT has made some progress-
 - i) The study on impact of Remedial teaching has been completed. Report writing is in progress and will be available before 31st march 2010.
 - ii) UT has initiated 2 studies in 2009-10
 - i. Time on Task and Students Instructional time
 - ii. Impact of In-service Teacher Training under SSA.

Tools have been prepared for both these studies the work is likely to be completed in the academic year 2010-11.

- UT was advised to undertake following two studies in the year 2009-10: (i) Study on enrolment in schools (ii) Study on high dropout rate at upper primary level. However UT is yet to take steps in this direction.
- UT need to make efforts to address issues before it by asking need based questions and getting the answers through the process of systematic enquiry in an objective manner i.e. research. For this setting their own advisory committee, liaising with existing educational institutes and entrusting the responsibility to some personnel in the core team to look after this component.

Recommendation:

Since UT has been able to spend only 46.7 % of amount spent last year. The amount recommended at present is 60 % of the total amount i.e. at the rate of Rs.780 per school , this amount include a sum of Rs.10,200/ at the rate of Rs.50 per school. UT is advised to bring supplementary plan once they are able to spend the given amount. In all a sum of Rs.1.59 lakh is recommended for approval.

(VII) Inclusive Education (IE)

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, LD assessment, appointment of resource teachers and convergence with NGOs. The UT has gradually strengthened it's planning and strategy for IE.

Progress in 2009-10:

In the year 2009-10, the State had identified 5348 CWSN and the total budget provided the State was 53.48 lakh. The physical and financial progress of the State is given below.

- **3886 CWSN identified (3.06%)** and 3714 enrolled.
- **Coverage of CWSN is 97.99%.**
- 21 resource teachers appointed.
- 7 NGOs involved.
- 1050 CWSN provided assistive devices thus far, including 98 from ALIMCO commencing from 2009-10
- The State has started teacher training on IE and 896 teachers have been given 3 day training,
- 13.63% (334) teachers given 90 days training on IE.
- **37 (18.17%) schools made barrier free.**
- 8 assessment camps conducted in 2009-10.

Category-Wise Progress in IE in 2009-10

S. No.	Type of Disability	No. of CWSN in schools	No. of CWSN in AIE Centers	No. of CWSN under HBE	No. of out of school CWSN	Total no. of CWSN
1.	Blindness	5	0		5	10
2.	Low Vision	96	7	1	0	104
3.	Hearing Impairment	252	10	1	21	284
4.	Speech problem	149	14	3	0	17
5.	Orthopaedic Impairment	206	17	0	62	285
6.	Mental Retardation	133	33	7	147	320
7.	Cerebral Palsy	21	1	1	6	29
8.	Multiple Disability	10	0	0	35	45
9.	Autism	1	0	0	0	0
10.	Learning Disability	2486	0	0	0	2486
	Total	3359	89	13	277	3738

1610 CWSN have been given spectacles and are in schools.

Financial Progress for IE: 2009-10

No.	Activity	Approval by PAB		Achievement as on 31.01.10	
		Physical	Financial	Physical	Financial
1	Appointment of 7 new Resource teachers	7	3.57 lacs		0.00
2	Transport facility to 247 CWSN @ Rs. 300/-	247	7.41 lacs	212	2.54
3	Escort allowance to 147 CWSN @ Rs. 200/-	147	2.94 lacs	82	0.61
4	Medical assessment	1000	0.50 lacs	1117	0.50
5	10 days training programme on IE	150	1.5 lacs	100	1.20
6	Material Development workshop	3	1.98 lacs	3	1.00
7	90 days training programme	60	0.96 lacs	60	0.72
8	Assessment of LD	4000	10.03 lacs	-----	0.27
9	Summer Camp for CWSN	-----	0.50 lacs	84	0.50
10	Salary of existing resource teachers	15	17.46 lacs	15	17.65
11	Monthly meetings of RT	10	0.25 lacs	10	0.25
12	TLM grant to R.T.	15	0.075 lacs	15	0.075
13	Distribution of aids and appliances	-----	1.00 lacs	355	1.00
14	30 days training on LD	40	1.2 lacs	41	0.84
15	Survey for identification of out of school CWSN	-----	2.81 lacs	-----	2.81
16	World disability day celebration	-----	1.00 lacs	-----	1.00
17	Meeting at state level	4	0.02 lacs	1	0.01
Total			53.48 lacs		30.975 (57.91%)

The UT could spend Rs.30.975 lakh on IE. Till March 2010 the UT will be able to expend 60.00% of the budget sanctioned.

Expenditure of Chandigarh in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	17.03 lakh	0.01 lakh	0.06 %
2006-07	15.00 lakh	4.43 lakh	29.53%
2007-08	42.24 lakh	34.32 lakh	81.25%
2008-09	57.88 lakh	22.82 lakh	39.43%
2009-10	53.48 lakh	30.975 lakh	57.91%

The UT has shown slow progress in IE in 2008-09, as far as expenditure is concerned.

Category- Wise Coverage Plan in IE for 2010-11

The UT has identified 3738 CWSN (shown below), out of a total child population of 126794, which is 2.95% of the total child population. As per Census there are 1.66% CWSN. The UT should do a 5% sample check of the CWSN data.

S. No.	Type of Disability	CWSN Identified	No. of CWSN in enrolled	No. of CWSN under HBE	School readiness programme	Day care centers
1.	Blindness	11	5	6	0	0
2	Low Vision	112	112	0	0	0
3.	Hearing Impairment	280	259	0	21	0
4.	Speech problem	0	159	0	0	0
5.	Orthopaedic Impairment	286	224	15	47	0
6.	Mental Retardation	316	168	15	118	15
7.	Cerebral Palsy	29	23	5	1	0
8	Multiple Disability	45	10	10	25	0
9.	Autism	0	1	0	0	0
10.	Learning Disability	2500	2500	0	0	0
	Total	3739	3461	51	212	15

Children with mental retardation are the highest in number followed by children with Orthopedic Impairment. Children with Hearing Impairment come next.

The focus of this year on IE would be on strengthening academic resource support to CWSN through the following activities:

- Appointing resource teachers
- Conducting assessment camps
- Providing aids and appliances
- School readiness for VI, HI and MR children
- Appointing volunteers for HBE and School readiness for CWSN
- Appointing care- givers for CWSN coming to the resource centres

The UT has planned to provide resource support through parents as care- givers, regular teachers, special teachers and volunteers. The UT has planned recruiting of 5 caregivers, training of 150 parents, and 17 volunteers. The UT has 22 special education teachers. 1000 regular teachers would be given a 3- day orientation and 77 teachers would be trained through the 90- day course. All this forms of support will bring the PTR of school going CWSN to 1: 4 and HBE is 1:5. School readiness support PTR would be 1:8. The weekly calendar of a resource teacher and a volunteer is shown below.

Weekly plan for Resource Teachers (MR)

	9.00 am to 10.45 pm	10.45 to 11.15 pm	11.15 to 1.00 pm	1.00 to 1.30 pm	1.30 to 3.00 pm
Monday	School visit	Traveling	School visit	Traveling	Home visit
Tuesday	Support in special resource center			Traveling	School readiness programme
Wednesday	School visit	Traveling	School (II) visit	Traveling	AIE center
Thursday	School visit	Traveling	School (II) visit	Traveling	School readiness programme
Friday	Support in special resource center			Traveling	School readiness programme
Saturday	School visit	Traveling	School (II) visit	Traveling	AIE center

Weekly plan for Resource Teachers (HI)

	9.00 am to 10.45 pm	10.45 to 11.15 pm	11.15 to 1.00 pm	1.00 to 1.30 pm	1.30 to 3.00 pm
Monday	Support in special resource center			Traveling	School readiness programme
Tuesday	School visit	Traveling	School visit	Traveling	Home visit
Wednesday	School visit	Traveling	School (II) visit	Traveling	AIE center
Thursday	Support in special resource center			Traveling	School readiness programme
Friday	School visit	Traveling	School visit	Traveling	School readiness

	9.00 am to 10.45 pm	10.45 to 11.15 pm	11.15 to 1.00 pm	1.00 to 1.30 pm	1.30 to 3.00 pm
					programme
Saturday	School visit	Traveling	School visit	Traveling	AIE center

Weekly plan for Resource Teachers (VI)

	9.00 am to 10.45 pm	10.45 to 11.15 pm	11.15 to 1.00 pm	1.00 to 1.30 pm	1.30 to 3.00 pm
Monday	School visit	Traveling	School visit	Traveling	Home visit
Tuesday	School visit	Traveling	School visit	Traveling	Home visit
Wednesday	Support in special resource center			Traveling	School visit
Thursday	School visit	Traveling	School (II) visit	Traveling	School visit
Friday	School visit	Traveling	School (II) visit	Traveling	School visit
Saturday	Support in special resource center			Traveling	AIE center

Weekly Plan for IEV for home visits

Days	Time	Traveling Time	
Monday	Home visit I (9.00 am to 11.30 am)	11.30 to 12.00 pm	Home visit II (12.00 to 3.00 pm)
Tuesday	Home visit III (9.00 am to 11.30 am)	11.30 to 12.00 pm	Home visit IV (12.00 to 3.00 pm)
Wednesday	Home visit V (9.00 to 11.30 pm)	11.30 to 12.00 pm	Repetition

The focus of this training would be on screening of CWSN, basic tips on classroom management, tips on regular maintenance of aids and appliances, updating IEPs and peer sensitization. The key contents are provided below:

(A) Capacity building of general teachers:

In service teachers will be imparted 3 days training regarding inclusion of CWSN as a part of 10 days training under teacher training head. The focus of the training will be on the following topics:

- Development of Individualized Educational Plans for CWSN.
- Curriculum modifications as per the needs of CWSN.
- Assessment and evaluation techniques for CWSN on the basis of Continuous Comprehensive Evaluation (CCE).

- Preparation of special TLM.

(B) Training Programmes for Parents: -

Two days training programme will be conducted for parents to orient about following issues :-

- Parent sensitization and counseling.
- About Rights and concessions for CWSN.
- Proper care and handling of their children.
- Issues of the parents will be discussed.

The Resource persons for these training (Volunteers and Parents) will be Resource Teachers as they are working on grass root level in inclusive set up.

(C) Training Programme of 30 days for Volunteers:-

30 days training will be given to 12 volunteers involved in HBE/ School readiness programme/ Day care center with focus on following topics :-

- Introduction of Disabilities
- Surveys and identification of CWSN
- Teaching methods: - Preparation of baseline achievement profile and teaching strategies

Class-wise Break up of Braille Books Required

List of students requiring Braille book	
Class	No. of students
1	5
2	5
TOTAL	10

Financial proposal for 2010-11

Sr. No.	Activity	Physical	Unit Cost	Total
(A) Activities for providing Access to CWSN				
1	Survey of CWSN with 5 % sample check of data of CWSN			1.00
2	Development of software and data to be web enabled	-----		1.00
3	Medical assessment camps	3400	@ Rs. 25	0.85
4	Surgeries	13	@. Rs. 10000/-	1.30
5	Distribution of aids and appliances	213	@ Rs. 200/-	1.49
6	Escort allowance for 8 months	206	@ Rs. 200/-	3.30
7	Transport allowance for 8 months	264	@ Rs. 500/-	9.20
	Salary for 10 volunteers for 50 HBE CWSN for 10 months	10	@ Rs. 3500/-	3.50
8	Kit for HBE children	50	@ Rs. 500/-	0.25
9	7 School readiness programme in	100	@ Rs. 3800/-	3.80

Sr. No.	Activity	Physical	Unit Cost	Total
	convergence with NGO		per child	
10	7 School readiness programme through SSA, including Rs. 3000/- for IEV, care giver Rs. 2000/-	112	@ Rs. 4531/- per child	5.075
11	Day care center	15	@ Rs. 4000/-	0.60
11	Barrier free	5	@ Rs. 60,000/-	From Civil Works
(B)	Activities for peer group sensitization and equality of CWSN			
12	Excursion of CWSN and non-disabled children			0.30
13	Summer Camps for CWSN			
	(a) Remedial Teaching	80		0.60
	(b) Vocational Training for 30 days	30		0.23
14	World Disability Day at Cluster level	20	@ Rs. 5000/-	1.00
(C)	Activities for retention and quality of education for CWSN			
15	Salary of Resource teachers for 12 months	22	@ Rs. 15,314/-	40.43
16	Conveyance allowance to RT	22	@ Rs. 500/-	1.32
17	Appointment of care givers for 10 months	5	@ Rs. 2000/-	1.00
18	3- days capacity building of teachers	1000		From teacher training
19	2 days training of parents	150	@ Rs. 50/-	0.15
20	6 days training of group of resource persons from parents	15	@ Rs. 50/-	0.05
21	30 days training of volunteers	20	@ Rs. 50/-	0.30
22	15 days multi disability training of RT	22	@ Rs. 100/-	0.33
23	90 days training on IE	77	@ Rs. 1600/-	1.23
24	Curriculum modification of MR, HI, VI	3	@ Rs. 20,000/-	0.60
25	Development of learning corners for CWSN	50	0.50	2.50
26	Strengthening of Resource centers	5	0.134	0.67
27	Hiring of services of therapists			0.30
26	Meetings at different levels	50	@ Rs. 500/-	From PM Head
27	Addressing the needs of LD children, including assessments, remediation, trainings, etc	2500	@ Rs. 200/-	5.00
28	Development of TLM (booklets, workbooks, etc.) for MR	250	Rs. 1800/-	4.50
29	Braille books	10	@ Rs. 1000/-	0.10
29	Documentation of good practices at the State level	-----	-----	1.50

Sr. No.	Activity	Physical	Unit Cost	Total
	Total budget proposed			93.475 lakh

Calendar of Activities

Sr. No.	Activities	Months
1	Survey of CWSN with 5% sample check of data of CWSN	April-July 2010
2	Development of software	April-July 2011
3	Medical Assessment camps	April-January 2011
4	Surgeries	April-June 2010
5	Distribution of aids and appliances	Nov.-December 2010
6	Escort allowance	May-March 2011
7	Transport allowance	May-Feb. 2011
8	Home base education	June-March 2011
9	School readiness programme in convergence with NGO	July-March 2011
10	School readiness programme	July-March 2011
11	Day care center	July-March 2011
12	Barrier free	
13	Excursion of CWSN	Sept.-October 2010
14	Summer Camps for CWSN	June 2010
15	(a) Remedial Teaching	
16	(b) Vocational Training for 30 days	
17	World Disability Day at Cluster level	December 2010
18	Salary of Resource Teacher	April-March 2011
19	Conveyance allowance to RT	April-March 2011
20	Appointment of care givers	June-March 2011
21	Capacity building of teachers	May-March 2011
22	2 days training of parents	May 2010
23	6 days training of group of resource persons from parents	June 2010
24	30 days training of volunteers	May 2010
25	15 days multi disability training of RT	September 2010

Sr. No.	Activities	Months
26	90 days training on IE	May-August 2010
27	Curriculum modification of MR, HI, VI	July-September 2010
28	Creation of learning corners for CWSN	May-July 2010
29	Strengthening of Resource Centres	May -June 2010
30	Hiring of services of therapists	May -March 2011
31	Meetings at different levels	April-March 2011
32	Addressing the needs of LD children	April-March 2011
33	Printing of school readiness programme for MR-booklet	May-June 2010
34	Braille books	May-June 2010
35	Documentation of good practices	May-March 2011

Recommendation:

The Appraisal Team recommends the proposal of Rs. 93.475 lakh on IE @ Rs. 2500/- per annum per child for 3739 CWSN, as the UT could spend only Rs. 922/- per child in the year 2008-19. Till now the UT has spent Rs. 570/ per child and would be able to spend Rs. 650/- per child by March 2010.

(VI) Innovative Activities

(i) Early Childhood Care and Education

Chandigarh is perhaps one of the few states in the country in which govt. schools have pre-school sections attached to them. These pre schools are infect places of fun and learning. The nursery staff is well qualified as per NCTE norms. Each nursery section is given an 'ayaa' to assist the teacher. Meals are also served to them. Govt. schools have one or two years of pre-school education facilities in them.

At present 56 schools have 2 yrs of Pre-School and Nursery facility of Pre Nursery with enrollment 99 schools have Pre School facility of Nursery with enrollment.

Sr. No	School	Pre Nursery		Nursery	
		Boys	Girls	Boys	Girls
1.	Model	1024	982	1200	1136
2.	Non-Model	165	153	1175	1074
	Total	1189	1135	2375	2210

Status of ECCE Centers:

YEAR	No. of District	ICDS run Centres Supported by SSA		ECCE Centres Run by SSA in non ICDS area		Centres run under NPEGEL Programme	
		No. of Centres	No. of Children's	No. of Centres	No. of Children's	No. of Centres	No. of Children's
2006-07	0	0	0	0	0	NA	NA
2007-08	0	0	0	0	0	NA	NA
2008-09	0	0	0	0	0	NA	NA
2009-10	0	0	0	0	0	NA	NA

Progress during 2009-10 (Activity-wise):

S. No.	Activity (In Detail)	Total Budget Sanctioned for 2009-10		Achievements up to 31 st Dec 2009	
		Phy	Fin (in lakh)	Phy	Fin (in lakh)
1	Salary of NTT Teachers		15.00	-----	15.00

Financial Status of ECCE (From 2004-2005 to 2009-2010)

(Rs. in lakhs)

Year	Outlay Approved	Expenditure	% of Exp	Remarks
2004-05	15.00	15.00	100%	20 new pre-primary sections added
2005-06	15.00	8.1	54%	5 new pre-primary sections added • Face lifting of 25 pre-schools • Appointments of 20 NTT Teachers
2006-07	14.00	9.22	65.85%	
2007-08	15.00	18.74	124.93%	
2008-09	15.00	22.00	146.66%	Due to access expenditure on the salary of NTT Teachers, these posts have been transferred to state budget.
2009-10	15.00	15.00	100%	Salary of NTT Teachers

During the year 2009-10, the State was sanctioned a budget of Rs 15.00 lakhs. The achievement is Rs.15.00 lakh (100%).

Proposal for the year 2010-11

To improve quality of ECCE, state has proposed to impart training to Anganwari teachers and NTT Teachers, development of school readiness package for nursery and pre-nursery classes.

Thus, a total provision of **Rs.14.92 lakh** is proposed for all activities under this component. The physical and finance proposed for the year 2010 – 2011 is presented in the Table below:

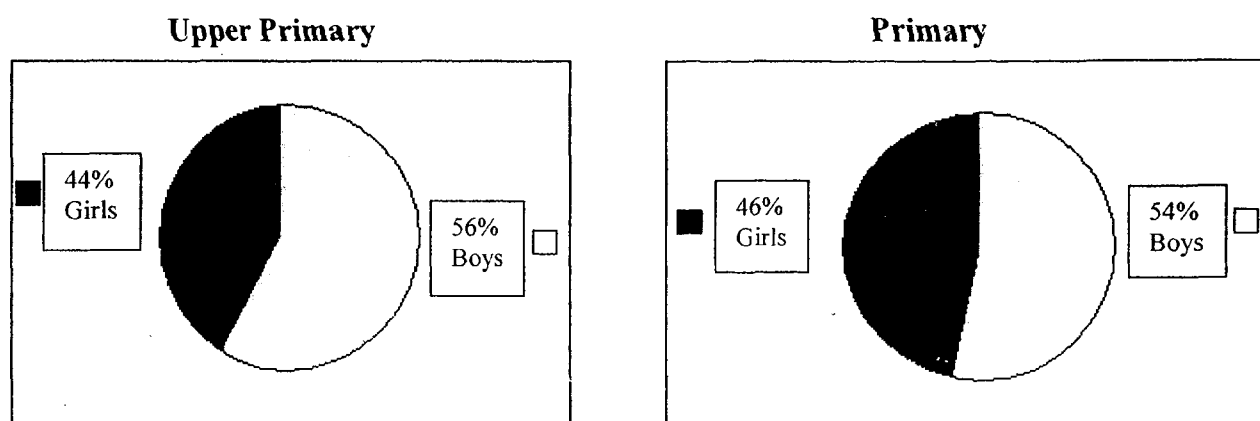
S. No.	Particulars (In Detail)	Unit cost	(Rs. in lakh)		
			Physical	Financial	
1	Face-lifting of Pre Nursery classes	0.50	10	5.00	
2	Training of Anganwadi workers	0.001	100	1.50	
3	Workshop for preparation of handbook for teachers on school readiness programme	0.055	6	0.33	
4	Training of NTT teachers on school readiness programme	0.001	106	0.53	
5	10 days training-cum-workshop on preparation and use of TLM	0.001	106	1.06	
6	Printing of handbook for NTT teachers on school readiness programme	--	200	6.50	
Total					14.92 lakh

Recommendation for the year 2010-11

- The appraisal team has recommended supporting proposed activities amounting to **Rs.14.92 lakh** for 1 district covering 7500 children.

(ii) Girl's Education

Gender Perspective in Enrolment:



- A total of 142345 children have been enrolled in primary and upper primary sections of whom 89871 children have been enrolled in primary schools and 52474 have been enrolled in upper primary schools. In both primary and upper primary schools, the enrollment of boys and girls in terms of percentage has been 55% and 45% respectively.
- The sex ratio in the state is 707 against 1000, which is quite alarming.

During 2009-10 the state has not proposed any activity under this head.

The state has proposed following activities for the improvement of retention of girls in upper primary classes for year 2010-11:

- Improving communication skills in English for girls Target group of class 7th and 8th of cluster 5, 20, 18, 16, 19, and 14 by covering 4000 girls. These clusters are lowest on EDI Index and most of the students are first generation learners. The objectives of the activity proposed are as under:

Objectives of the activities:

- For building self esteem.
- To enhance employability of girls.
- To improve life skills.

Desired Learning Outcomes:

- Improve Communication Skills
- Building self esteem
- Improve life skills
- Functional Knowledge of English to enhance their employ ability after schooling
- Remove sex stereo types
- Improve awareness level.

Duration: 45 days during summer vacations for 3 -4 hours daily.

Resources: Module development by

1. Regional Institute of English
2. Audio cassettes available in the open market.
3. Resource Persons: Teachers from schools, colleges or any other Institutions.

Consultancy:

- Faculty of C.TOSS and individuals
- The learning outcomes will be recorded /captured live at the end of the programmes.
- Live sharing of the learning outcomes with community thrice during the programme.

Budget:

- The state has proposed an amount of **Rs.14.80 lakh @Rs.370/- per child for 4000 girl students.**

Monitoring mechanism: The state has informed during discussion that regional institute of English and faculty of C.TOSS will monitor the implementation of the programme.

Recommendation for the year 2010-11:

- The appraisal team has recommended a total amount of **Rs.14.80 lakh for 1 District.**

(iii) SC/ST

Special Classes for SC children were held before or after school hours for 09 months. However in our endeavor to universalize elementary education children who were far below the minimum level of learning were provided special coaching classes by self motivated teachers. Against the target of 1036 children 1500 children were covered. The programme has received appreciation from the community; however its impact will be ascertained through a research study, which is in progress.

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

District	Literacy			% of child Popln.		GER			% of OOSC	
	All	SC	ST	SC	ST	All	SC	ST	All	SC
Chandigarh	81.7%	N.A.	N.A.	17.5 % Source : Census 2001	0%	68 (There exist a wide difference between population identified in HHS and projections drawn by census. The GER on the basis of HHS comes out to 106 while GER from projections of census comes out to be 65)	39 % (on the basis of enrollment in all management schools and projection from census 2001)	N.A.	6168	35 %

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

Districts	SC/ST					
	Financial		Physical			
	Funds sanctioned during PAB 2009-10	Funds utilized	Target (No. of children)	Innovative Activities undertaken	Coverage (Children)	% Coverage
Chandigarh	11.50 lacs	9.45 lacs (expected to be utilized)	1036	Special classes for improving learning levels of SC/ ST children	1500	144.7%

Proposal:

No proposal has been submitted by UT for SC/ST

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

S. No	Districts	SC/ST			
		Funds proposed during PAB 2010-11	Schools to be covered	Activities proposed	Target (No. of children)
NIL					

Detail of Innovative strategies:

- Objective of activities: NIL
- Strategies proposed : NIL
- Financial breakup / Implication with time frame work : NIL

Recommendation:

The UT has not proposed any activity under this head.

(iv) **Minority**

Chandigarh being a planned city does not allow schools in buildings other than proper school premises. A section of Muslim Community sends their children to Madrassas being run in Mosques premises. These Madrassas are not recognized because they neither have proper building nor have trained staff and proper infrastructure. The facilities at Madrassas are below the desired level.

As the National policy of Education (NPE) implies that all students irrespective of caste, creed, language or sex have access to education of comparable quality, SSA, Chandigarh has conducted a survey of these Madrassas and identified 928 children going to Madrassas. They have been covered as AIE centres and provided trained teachers, books and all other facilities applicable to AIE centres. Apart from that 2 teachers to teach Urdu from their community have also been appointed. There are 928 children and 21 AIE centres running in 5 Madrassas. All the 928 children enrolled in them have been covered under AIE strategy and the facilities applicable to AIE centers are provided. In these Madrassas the following provisions are proposed:

1. Separate centre for boys and girls.
2. Community teacher and volunteers will be drawn from their community.
3. Visit of Madrassas children to mainstream schools for exposure.
4. Participation of Madrassas mainstreamed schools.

Provision for AIE Centers for Madrassas / Maqtabas

Progress:

Budget Allocated Rs. 21.51 lacs

Physical Target	Actual Enrollment	Budget Allocated	Achievement (Fin)
717	928	21.51 lacs	21.51 lacs

During the survey conducted for the year 2009-10, 717 children were identified for children enrolled in Madrassas. Now, 928 children have been enrolled from Madrassas and 21 centres are running for them in 5 Madrassas. All facilities available to other AIE centres have also been provided to the children of Madrassas. In addition to it two Urdu teachers have also been appointed from their community to teach Urdu to these children.

BUDGET FOR MADRASSA

(Rs.17, 78,700/-)

Total no. of children = 700
No. of centres = 20
No. of Community teachers = 20
No. of volunteers = 5

Budget per child		
Sr. No.	Item Name	Amount in Rs. Per child
1	Community Teacher	1200
2	Community Volunteer	171
3	Stationary and Text Books	150.00
4	Uniform	300.00
5	Health & Hygiene Kits	30.00
6	Excursion (3)	100.00
7	Co-Scholastic Activity	30.00
8	Assessment of Learning Outcomes	30.00
9	Contingency	30.00
10	Jerseys & Shoes	300.00
11	Competition for Excellence	50.00
12	TLM	150.00
	TOTAL	Rs. 2541/-

Budget per child: Rs.2541/-

No. of children: 700

Total Budget = Rs.17, 78,700/-

- **Note:-** Honorarium for 20 CT's @ 3500 P.M= Rs.8,40,000/-
Honorarium for 5 VT's @ 2000 P.M = Rs.1, 20,000/-
Total = Rs.9, 60,000/-

Observation/Recommendation

As seen, the UT was sanctioned 21.51 lakhs for the said above Madarsas/Maktabs under the OoSC head. Achievement in this regard is 100%. This year also UT proposed for 17, 78, 700/- under the OoSC head AWP&B 2010-11

(v) Urban Deprived Children

In view of coverage 100% urban deprived children, UT has taken-up many initiatives such as Half way homes, Snehala, Juvenile homes etc. Population projection drawn above on basis of census 2001 implies that child population rising at alarming rate and in coming days, UT Chandigarh will face acute shortage of land and other infrastructure. Due to the unprecedented increase in the population, the share of student's population increases. In spite of construction of new class rooms, student – section ratio reveals that on an average one section has strength of about 65-70 students. Therefore the schools are grappling with the problem of overcrowded class rooms.

The problem has compounded because Chandigarh does not only cater to the education of its own students; it also has inflow of students from its neighboring states due to its quality educational infrastructure. As informed, about 10 to 15% students studying in city schools at Secondary level are also coming from the neighboring satellite towns. Due to the **high-in migration** of labourers from other states along with their families in Chandigarh, the number of out of school children (OOSC) is enormous. Due to this the following problems are arising:-

- **Space Problem**
- **Problem of Tracking**
- **Retention of AIE children**

All the inhabited sectors in UT, Chandigarh are covered by a primary school within 1 km distance and upper primary schools within 3 km distance. Barring a few, all schools are in the nature of composite schools.

Progress of Urban deprived – Innovative Activities 2009-10

District wise Progress against Urban Deprived

As informed by the state officials, progress under the urban deprived innovation of 2009-10 reported - NIL. Details are as follows :

S. No.	District	Urban Deprived						
		Financial		Physical				
		Fund sanctioned	Fund Utilized	Target (No. Of Children)	Innovative undertaken (Jute and tailoring)	Activities (Products School covered)	Coverage	% Cove.
1	Chandigarh	15 lakh	NIL	2400				

- The project could not be undertaken during 2009-10, as the limited tender for undertaking the project was invited twice by giving wide publicity in Newspapers and SSA website. But no organization submitted their proposal.

Proposal-2010-11

I) Objectives of Vocational Skill Training for Urban Deprived Children: -

- To prepare the child in employable skill so that the child after completing schooling can join the world of work with some basic skills rather than joining bare footed.
- To pace career path for the child.
- To reduce opportunity cost.

In view of this it was thought appropriate to identify certain skills areas training on which can be imparted Summer Vacations is considered as the suitable time for doing it when the school labs are free. The skills in demand cutting across various economic areas like Engineering/Technology, tourism, Hoteling, Housekeeping, Repairs and Maintenance, Tailoring, Upholstery etc. will be taken up.

Activities/Infrastructure

1. Work Experience and Vocational Training labs of government schools.
2. Man Power
3. Hiring Vocational Instructors from schools, IT and other institutions.
4. Instructors/parents having the skills aimed at will be involved.
5. Consultancy from Vocational Education Unit.

Target Group: - 12 years + age group children of schools are falling at the lowest rung of EDI.

Number: - 500 Children

Duration – 45 days during summer vacation

Monitoring Mechanism :

- Vocational education unit of Chandigarh Administration will monitor the progress on the basis of module of each vocation.
- Perishable materials produced will be consumed by children and other material will be exhibited for community and distributed among the children through the community.

Budget: -

Target Population	Duration	Unit Cost	Total Budget
300	45 days	1500	7.5 lacs

Budget @ Rs.1500/- per child for 300 children is proposed.

Amount Rs.7.5 Lacs (Rs. Seven lacs and Fifty Thousand only)

Recommendation:

As seen, the proposed budget of Rs.7.5 lakhs for the above activities are recommended by the appraisal team subject to timely execution of the said activities so as to ensure effective outcome.

(vi) Computer Aided Learning (CAL):

1. Total no. of Government Upper Primary Schools: **94 (During 2009-10)**
2. Total no. of Teachers in Government Upper Primary Schools: 1450
3. Implementation record of CAL since start in the State/ UT

Sl.	Financial Year	Implementation Model (by SSA/ PPP)	Approved Outlay	Financial Achievement (at the end of the financial year)	Physical Achievements			Remarks
					A. Schools covered	B. No. of content titles developed/ used	C. No. of Teachers trained	
I	II	III	IV	V	A	B	C	IX
1.	2004-05	SSA	15.00	15.00	7			Computers procured DGS&D rate contract. Yan multimedia Machi
2.	2005-06	SSA	15.00		5	42	328	Computers procured DGS&D rate contract multimedia contents APF & Headstart- Bho
3.	2006-07	SSA	15.00	13.81	6	38	713	Computers procured DGS&D rate contract CD titles developed HeadStart Madhya Pr from 1st to 8th Classes.
4.	2007-08	SSA	28.80	27.80	35	45	317	During this year con labs were setup in 4 Schools and Techr assisted tez implemented in 17 Gov Schools, 45 DVD procured from NIIT, Delhi in the subject maths, Science & Social Studies
5.	2008-09	SSA	50.00	34.36	11		326	
6.	2009-10		50.00	23.00	06	35	457	35 CD titles procured NCERT
Total Achievement by now					70	125	2141	

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

Sl.	Title	Medium (Language)	Target Class
1.	42 Multimedia based CDs developed by Azim Premji foundation in English, Maths, Environmental Science, Hindi, Science, and General Science	Hindi and English	1st to 8th
2.	40 sets of multimedia based CDs developed by HeadStart, Madhya Pradesh in Science, Maths and EVS	Hindi	1st to 8th
3.	Multimedia contents from Shiksha India in Mathematics, Science & Social Science subjects	English	6th to 8th
4.	45 DVDs supplied by NIIT under Technology Assisted Teaching in subject of Maths & Science	Hindi and English	upper Primary Classes
5.	35 audio, video & multimedia CDs developed by NCERT	Hindi and English	Primary Schools

5. Visionary initiatives supported by pedagogic measures taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers

A resource group has been constituted at state level. The group includes subject experts and pedagogy coordinators. They are helping in selection to digital content according of the syllabus of UT Chandigarh and mapping according to class and subject.

6. Detailed Description of Activities in 2009 – 10

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure • Technology Infrastructure	• Computer Labs have been setup in targeted 6 Govt. Schools by procuring 56 computer systems at DGS&D rate contract.	56 computers and 56 UPSs	19.26
	• Non Technology Infrastructure	• Computer Tables, • Plastic Computer Chairs • Electrification	56 400	0.81 0.15
2.	Capacity Building of Teachers under CAL	• Training provided to 457 teachers of Govt. Schools. • Capacity Building of 20 CRCs &URCs	457	
3.	Content/ Teaching Learning Material	• 35 Sets of 35 Audio, Video & multimedia CDs procured from NCERT, New Delhi for 35 Govt. Schools.	35 sets	0.64

Sl.	Activities	Details	Achievement	
			Phy	Fin
		<ul style="list-style-type: none"> • Sarva Shiksha Abhiyan Society/Mission, U.T. Chandigarh has invited Expression of Interest for procurement of Multimedia Contents in the subject of Maths, Science/EVS/ Social Studies, English upto Elementary Level. • Multimedia contents developed by Azim Prem Ji Foundation have been replicated and supplied to Govt. Schools for additional support. 	Tender is in progress	
4.	Recurring Activities	<ul style="list-style-type: none"> • AMC have been done for 65 old computer systems purchased before 2006. 	65 computers	1.72
5.	Others (please specify)	<ul style="list-style-type: none"> • Facility of Computer Literacy & Computer Aided Learning has been extended in 49 AIE Centres w.e.f. 1st Sept 2009 for 6 months. It has benefited approx 1400 out of school children. 	1400 children	0.93
			Total	*23.51

*The achievement in the context of financial target as per the actual expenditure stated is 46%. The state has reported the less utilization of funds was because of no achievement of two activities i.e., to extend Smart School facility to 2 schools and to provide manpower support in 12 government schools.

7. Proposal for 2010-11:

a. Physical -

- No. of schools to be covered: 18 model CAL centres
- No. of targeted beneficiaries:
 - Students: **31069 appx.**
 - Teachers: **640**

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

Sl.	Activities	Details	Target	
			Phy	Fin
1.	Infrastructure	<ul style="list-style-type: none"> Setting up of Technology Aided Teaching Learning Rooms in 18 Govt. Schools by providing 40" LCD TV, CPU, UPS, furniture with internet facility for facilitating teachers to use CAL resource effectively. 	18	32.00
2.	Capacity Building of Teachers under CAL (Mention the strategies to be adopted for Capacity Building)	<ul style="list-style-type: none"> Conducting one sensitization workshop for SRG members & master trainers followed by Training Programs at block level CAL training programme by cluster levels by 2 Master Trainer and SRG members 	640	1.10
3.	Content/ Teaching Learning Materials Development	Provisioning contents/ digital teaching learning material from RIE, NCERT, IGNOU etc for std. V-VIII in Maths, English & science subject		2.00
4.	Any other activities:	<p>Manpower support (Lab Assistants at 18 Model CAL centres) on contract basis@ Rs.0.05 lacs per month for 10 months</p> <p>Manpower support (CAL Facilitator at 80 AIE centres) on contract basis@ Rs.0.025 lacs per month for six months</p>	18	9.00 1.55
5.	Recurring Activities	<ul style="list-style-type: none"> AMC of 109 Computers, 109 UPSs and Multimedia Machines. Documentation & sharing of good practices under CAL 		3.85 0.50
			Total	50.00

8. Time Frame

Activity	Apr, 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Ma 11
Creation of infrastructure	√	√	√	√								
Development/ Procurement of Content			√	√	√	√						
Training to Teachers			√			√			√			
Actual implementation of CAL activities in schools					√	√	√	√	√	√	√	√

9. Progress & Proposal:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2004 – 05 & by now covers a total of 70 schools (that is around 74% of the total government upper primary schools in the state) with 2141 trained teachers.
- Around 125 content CDs/ digital teaching learning materials have been procured provided in English, Maths, Science & Social Science Subject for primary & upper primary classes to all covered schools/ centers.
- *However the UT hasn't any focused resource group for strengthening the technology integrated education delivery mechanism. The state should establish a resource group for fruitful implementation of this intervention.*
- **In 2009 – 10, the progress of the state is as follows,**
 - a. The achievement in the context of financial target as per the actual expenditure stated is 46%. The state has reported the less utilization of funds was because of no achievement of two activities i.e., to extend Smart School facility to 2 schools and to provide manpower support in 12 government schools.

- b. Expanded computer aided learning facilities with computers & logistics support to 6 six government schools.
- c. Training provided to 457 teachers from government schools on use of CAL resources and capacity building activities were undertaken for 20 CRCs and URCs.
- d. Facility of Computer Literacy & Computer Aided Learning has been extended in 49 AIE Centres benefiting approx 1400 out of school children.
- e. Undertaken Annual maintenance contract for the existing computers procured before 2006.

• **In 2010 – 11, the state has proposed to,**

- Expand CAL activities to a total of 18 model CAL centres (Upper primary schools), where technology integrated facilities will be provided to teachers & students to overcome difficult situations faced during classroom transaction process. These centres will be equipped with a system unit, 40” LCD/ TFT monitor or TV along with internet connection.
- Conduct workshops/ training programmes to sensitize the members of the state resource group & master trainers to enable them to train their teachers & derive positive outcomes.
- Curriculum integrated activity based Digital contents/ self learning materials on Maths, English & Science subject for std. V-VIII will be provided to existing CAL centres.
- Provide manpower support on contract basis to 18 Model CAL centres & 80 AIE centres for better handholding for a period of 10 months & 6 months only respectively.
- Undertake maintenance of existing systems procured earlier.

10. Recommendation:

The appraisal team recommends the proposal & suggests that necessary measures must be taken to ensure resources and materials are judiciously used as a part of the quality activities. The state also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

However it is very important that, a top level resource group should be established for strengthening the technology integrated education delivery mechanism, which may consist of expert subject teachers with experience/ interest in technology aided teaching learning, resource persons from educational institutions, PG colleges, universities, SCERT, SIETs, DIETs, engineering colleges and technical organizations like NIC & state technical bodies etc. This resource group may be sensitized & then may plan for better implementation of CAL activities so as to derive positive outcomes in terms of SSA quality goals

(IX) Girls Education

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

NIL

Kasturba Gandhi Balika Vidyalaya (KGBV):

NIL

(X) Strategies for Community Mobilization:

Progress of Community Training in 2009-10

PAB Approval (2009-10)		Achievement		Percentage %	
Phy.	Fin	Phy.	Fin	Phy.	Fin
622	Rs. 0.37 Lac	275	Rs. 0.16 Lac	44.21%	44%

Introduction: SSA Chandigarh agrees with the globally agreed perception that community plays a vital role in the field of elementary education to achieve the targets of enrolment, retention and improving quality of education. U.T. has taken various steps towards involving community member in improving the quality of education. Community members are encouraged to check the academic progress of children through monitoring and supervision of class room process, filling of quality monitoring tools, bringing-out-of school children into the fold of education, ensuring their retention and organizing remedial classes for low performers. U.T. is having cluster level and school level management committees such as SMC, CMC, class PTA'S and VEC to ensure community participation in school development and quality improvement .

Structure of Various Committees Their Roles and Responsibilities

1) **Class Wise Parent Teacher Association:** Each class will have a PTA with two or three parents from each section to perform the following functions;

- To share the experience and performance of their wards with the teachers and mutually plan for their betterment.
- To provide support to the class in terms of physical and human resources.
- Members of class PTA will be selected by the parents. Selection of new members will be on yearly basis. Schedule of the meeting of the association will be on monthly basis and the Class Teacher will be conducting it.

2) **School Parent Teacher Association / School Management Committees:** The School PTA will be synonymous to the School Management Committee from this year onwards.

The existing PTA will be reconstituted / extended with representatives of Class PTA's of the school, School Captains / Monitors, School Management Committees, Old students of the school, Retired teachers, Educationists, NGO's / Clubs and Parents of CWSN. **It shall consist of 20-30 members in total.**

Composition of the Committee: (Members=29)

1.	Class PTA's	Twelve Members.
2.	School Captain / Monitors	Two members (One Boy and One Girl).
3.	Old Students of the School	Two Members (One Male and One Female).
4.	Retired teachers	Two members (One Male and One Female).
5.	Educationists	Two Members. (One Male and One Female).
6.	NGO's / Clubs	Four members.
7.	Parents of CWSN	Four Members.
8.	PRI Members / Ward Counselors	One Member.

The School PTA's / School Management Committees will undertake the following activities:-

- Draw action plan of the school for the academic year.
- Monitor the attendance of teachers and students and utilize the grants received by the school.
- Supervise the progress of civil works in the school.
- Look after the welfare of CWSN, SC and ST children and girls.
- Support the school activities.
- Create School Support group to pool resources for the school.
- Look after the Mid-Day meals.

- Utilization of Grants under SSA.
- Release salaries of teachers.

The frequency of the meeting will be on **Monthly Basis** and it will be held by respective school heads in their schools.

3) Cluster level education committees / cluster management committees:

Composition of the Committee: (MEMBERS=14) (Clusters= 20)

1.	Municipal Counselor of the area/ Village Panchayat.	One Member
2.	PTA's of each member school.	One Representative
3.	Students from each school.	One Representative
4.	Teacher from each school.	One Representative
5.	Head of the member school.	One Member
6.	Member of Leading NGO.	One Member
7.	Women Social Activists.	One Member
8.	Parents of SC / CWSN of member schools.	One Representative
9.	Leading Educationists.	Two
10.	Representative of SSA	One Nominated member
11.	Social Workers	Two
12.	Nominee of Social Welfare Department	One Member

The meeting of Cluster Level Education Committee will be **held thrice a year** and its members will undertake following activities in their respective Clusters;

Activities:

- Drawing of Annual Work Plan and Budget of their respective cluster.
- Supporting the Cluster in arranging academic and innovative programmes.
- Showcase the activities of the Cluster.
- Holding Cluster Level meets, melas, seminars etc.
- Promoting the activities of various clubs like Eco.Club, Science Club, Math Club and Dramatic Club etc.
- Ensuring participation of each child in schools falling in the age group of 6 to 14 years.

4) STATE EDUCATION COMMITTEE:

Composition of the Committee: (Members=46)

1.	DPI (s) Cum State Project Director SSA	One Member
2.	District Education Officer	One Member
3.	Deputy D.E.O. I&II	Two Members

4.	Block Education Officer I & II	Two Members
5.	Teacher Union	Two Representatives
6.	PTA	Ten Representatives
7.	SC / ST / Minority Community.	Seven Representatives
8.	Women Category	Fourteen Members
9.	State Project Officer.	Two Representatives
10.	Each Cluster Level Committee. She / he should be a member of PTA also.	One Member
11.	Mayor Municipal Corporation or Nominee	One
12.	Director State Institute of Education or Nominee	One

Activities to be undertaken by the Committee are as following;

- Consolidating Cluster level Annual Work Plan and Budget.
- Reviewing the progress of SSA interventions.
- Addressing the issues raised by the Cluster Level Committees.

5) VILLAGE EDUCATION COMMITTEE:

Composition of the Committees: (Members=10)

1.	Sarpanch of Village Panchayat	President
2.	Headmaster of village school.	Member Secretary
3.	One teacher from every village school.	Member
4.	Ex-serviceman.	Member
5.	One nominated male and female candidate by Village Panchayat.	Member
6.	One member from Aaganwaari or Village school.	Member
7.	Two males and one female candidate from PTA.	Member

Functions:-

- Survey of out of school children in the age group 6 to 14 and ensuring their admission to schools.
- Maintaining contact with Parents for ensuring quality education.
- Maintaining of record of out of school children.
- Monitoring of low-performing children in consultation with the Principal of the school.
- Review of the Progress of education with Special Stress on future problems.
- Providing support to the programmes initiated by Sarva Shiksha Abhiyan.
- Supervision of Mid Day Meal.
- Monitoring of School grand and expenditure.
- Mainstreaming of CWSN children.

6) Training Modules used in 2009-10 :

Title of the Module	Purpose	Topics covered
“Niymawali” Module developed in 2008-09	To sensitize the Community, about their roles and responsibilities in implementation of SSA.	<ul style="list-style-type: none"> • Structure of SSA, How SSA works, what are roles and responsibilities of VEC/SMC towards SSA etc. Structure, duties and roles of VEC/WEC/PTA. • Utilization of various grants of SSA. • Motivation for improvement of retention of children. • Regarding use of quality monitoring tools. • Monitoring of teachers and students attendance. • Sharing of student’s achievement. • Sharing of best practices to community. • Role in school in development. • Sharing of DISE with community.

7) Convergence with PRI institution:

Ward councilors are members in PTA /SMC and sarpanch is the member of VEC.

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

During 2009-10, special drives were undertaken to sensitize the SC/ST, Minorities and OBC marginalized communities. Special Coaching Classes for SC children were held before or after school hours for 09 months. However in our endeavor to universalize elementary education children who were far below the minimum level of learning were provided special coaching classes by self motivated teachers. Against the target of 1036 children 1500 children were covered under remedial teaching. The programme has received appreciation from the community; however its impact will be ascertained through a research study, which is in progress. Free text books have been provided by the State Budget.

In order to ensure 100% enrolment/ attendance of all the school going children, the incentives like attendance scholarships to girls, Scholarships to SC/ST, free stationery and uniform to general category boys/ girls, free text books from class I to VIII were provided during 2009-10. The incentive was granted to all the SC children studying in I to VII classes in the age group of 6 to 14 years to ensure an increase in enrolment in Govt. Schools U.T. Chandigarh. All the SC students' boys/ girls were covered under the attendance scholarship scheme. They were given scholarship @ Rs.250/- pm per student for 10 months in a year. The students were supposed to complete 60% attendance in a month as per the norms of Chandigarh Administration.

- **Talent Scholarships to SC/ST students**

This scheme was introduced to identify talented SC children studying in ordinary schools who could not seek admission to Govt. Model schools owing to their financial hardships. The students studying in 3rd class were given a test and talented students were selected in order to get them admitted in Govt. Model schools of their choice. Each student was granted scholarship of Rs.150/- pm and stationery charges of Rs. 200/- per year under this scheme.

- **Extra coaching to economically weaker and socially under privileged SC students**

Special coaching to SC students in the Govt. schools studying in 5th, 8th & 10th for 2 hours after school hours and for 5 months in the fag end of the year. Three subjects i.e. English, Science & Maths were selected for special coaching as students were generally weak in these subjects.

9) Significant steps taken for improving quality education:

All schools have constituted school management committees and class PTA's. There is no dearth of good examples in which the community has put in tremendous efforts for improving the infrastructure of the schools and organization of various activities, participation in monitoring & promotion of school activities. In Chandigarh, U.T. private schools have extended a hand of co-operation to the government school with the aim to provide qualitative education and enhance their potential. The private schools have adopted 10 government schools and are constantly monitoring the progress of these schools. They have identified the problem areas and are working to club the loopholes. Still the schools are shy of involving community in its day to day working and sharing its experiences. Similarly the community also feels that they have hardly any role to play in school system as this is owned by govt. and thus it is the responsibility of the govt. to provide infrastructure, teachers and draw work plan for them.

Supervising, Monitoring institutions and community are focusing on the meeting of SMCs, cluster level management committees.

10) Partnership Initiative Programme

With a view to build partnerships with NGO's, in socio-economic development in general and the well being of the people in particular, the Punjab Governor and Administrator, Union Territory, Chandigarh, launched a "Partnership Initiative Programme" in the Union Territory, at Tagore Theatre on 10th June 2009. Eminent and committed citizens of Chandigarh presided over the seminar. The main purpose was to join hands for mobilization of the community and creating awareness among the masses for improving the quality of education and to increase mainstreaming of out of school children in regular schools.

It should be noted that Partnership Initiative Programme is a voluntary effort by different NGO's to offer support in the monitoring and supervising of the Alternative Innovative Education centres. 51 NGO's regularly visit these centers and Identity cards are issued to them.

Under this programme, the NGO's are conducting medical check-up camps for AIE children, initiating co-curricular activities for out of school children, imparting skill training to promote earning while learning, generating awareness about 'Swine Flu' and other communicable diseases, among out of school children. The NGO's have donated 35 PC's, 34 libraries and 3 book cabinets to AIE centers. The NGO has also initiated to impart remedial teaching for the potential dropouts. The Alternative Innovative Education centres have no financial liability to seek the support of the NGO's.

Every Tuesday Home Secretary takes up meeting with Education Department to know about the progress and initiatives taken up by NGO's and action taken by Education Department on the suggestions given by NGO's.

11) For ensuring the active community participation following strategies are proposed for 2010-11

Awareness generation – For community mobilization, awareness drives will be conducted. It will be done by holding rallies and through print media.

- To mainstream the children into formal schools by involving the community. Community awareness can be a big motivator for those sections who are reluctant to send their wards to school. Enrollment drives will be taken in all clusters.
- Press releases and Write-ups based on SSA activities/ achievements are being regularly released for publication in Print Media.
- Electronic media like Radio, Doordarshan and private channels are also being used for the coverage of activities organized at Cluster and State level to publicize and impart information to the community.
- To highlight activities under Sarva Shiksha Abhiyan Write-ups, Articles with photographs are regularly being sent to Public Relation Department/ Print Media for vast publicity of the programme and disseminating information and message of Sarva Shiksha Abhiyan amongst the community.
- Brochure / Posters on SSA interventions.

12) Detail budget proposed for Community Awareness drives:

During 2010-11, Sarva Shiksha Abhiyan Chandigarh (UT) will conduct **Community Awareness Drive. It would be held twice a year in the months of April and September.** The purpose would be to encourage enrolment of children in the school. The following proposals are put forth for this purpose:

- Rallies in various colonies and communities. (Twice a year). Cost of four banners for all 20 Clusters will be **Rs. 3000/- x 20 = Rs.60,000/- (Sixty Thousand Only)**
- Distribution of literature containing information on incentives and schooling facilities and provisions available to children from 6-14 years of age. This literature will be in the form of leaflets, booklets and pamphlets both in English and Hindi language. Cost of the stalls, printing of posters, booklets and pamphlets both in Hindi and English languages will be about **Rs.50, 000/- (Fifty Thousand only)** for the whole year.

Advertisements in the Newspapers and AIR channels. These could be in the form of jingles and print. Cost **Rs.50, 000/- (Fifty thousand only).**

- **Rallies and cost of 4 Banners =Rs.60,000/-**
- **Printing of leaflets, booklets and pamphlets in Hindi and English languages = Rs.50,000/-**

- Advertisements and jingles = Rs.50,000/-

TOTAL PROPOSED BUDGET FOR AWARENESS DRIVES = Rs.1, 60,000/- (One Lac Sixty Thousand Only)

The UT Team reported that funds for organizing Community drives will be taken from the Management cost. Funds for printing of leaflets, booklets, pamphlets, advertisements, preparation of jingles will be taken from the media head under management.

- Capacity building of community members- Three days Non residential training programme will be organized to make the community members aware of their roles and responsibility for achieving universalization of elementary education under SSA mission. Regular meetings of class PTA, SMC & CMC will be emphasized.

Training programmes shall focus on following components;

- Sensitization / awareness drives of core group leaders, parents against child labor for reducing out of schools children.
- Identifying out of school children/drop out children and ensuring their enrolment in different school set up.
- Arranging remedial teaching/alternative education, Bridge course, etc. by engaging community volunteer.
- Implementation of RTE.
- Sharing of DISE/EMIS information with the community.

The financial implication for the above said training programmes is mentioned below:

Sr. No.	Name of Committee	Members in one Committee	Total Committees	Total Members	No. of days training to be imparted	Financial Norms per day per participant	Total in Rs.
1	Cluster Level Management Committee	14	20	280	3	50	Rs. 42,000/-
2	Village Education Committee	10	15	150	3	50	Rs. 22,500/-

Sr. No.	Name of Committee	Members in one Committee	Total Committees	Total Members	No. of days training to be imparted	Financial Norms per day per participant	Total in Rs.
3	School Level Management Committee including PTA	5	105	525	3	50	Rs. 78,750/-
4	Local Authority(Panchayat members+ Municipal corporation)	3	14	42	3	50	Rs. 6,300/-
				997		Total	Rs. 1,49,550/-

13) Proposal for 2010-11 Community Training

S. No	Activity	Unit Cost	Target 2010-11	
			Phy	Fin
1.	3 Days Block level Residential training for 6 from VEC + 4 from local authority representatives	0.003	---	---
2.	3 Days Cluster level Non-Residential training	0.0015	997	Rs. 1,49,550/-
	Total			

14) Budget Proposal for Community Mobilization

Target 2010-11	
Phy	Fin
997	1.49 Lac

15) Calendar of Activities planned for 2010-11

Implementation plan for 2010-11													
S. No.	Activities	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
1	Training to community members	√	√		√	√	√						
2	Awareness drives	√	√				√			√	√		

Implementation plan for 2010-11													
S. No.	Activities	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
3	Regular meetings with CMCs/ District/ state education committees		√								√	√	

16) Chandigarh Status of District Level Monitoring Committee

Total numbers of District in the State/ UTs	Name of districts in which committee stand constituted	Name of districts in which committee has not yet been constituted	Details of No's of meetings held in each district so far	Outcomes of the meetings	Remarks if any
1.	2.	3.	4.	5.	6.
One	Chandigarh	Nil	Two	<ul style="list-style-type: none"> ○ Formulation of SSA AWP&B 2010-11 as per need of community. ○ Demand of new PS and new UPS in newly developed sectors ○ Involvement of community in UEE. ○ Effective community mobilization. ○ Dropout rate at primary and upper primary. ○ Achievement level at primary and upper primary. 	

Observation: Besides Community leaders training the state have planned to organize community awareness drives to enroll the out of school children. The UT team informed that UT Chandigarh is not homogeneous because of the metropolitan nature of the city. Besides these, groups of migratory labor from various parts of the country have settled in the outskirts of the

city for livelihood. Therefore the state has planned to cover children's from these communities by organizing enrollment drives.

Apart from these SSA Chandigarh has proposed to train members from VEC, SMC, CMC and Local authorities for strengthening community participation for school development at the grass root level.

The UT reported that the post of Community mobilization officer at the state office is vacant therefore UT is suggested to appoint the community mobilization officer at the earliest so that the community mobilization activities can be carried out in a systematic manner within the scheduled time frame.

The UT has also launched a partnership initiative programme to develop better partnerships with the NGOs for taking active part in the development process which is appreciable. The UT also reported that private schools have extended a hand of co-operation to the government school with the aim to provide qualitative education and enhance their potential. The private schools have adopted 10 government schools and are constantly monitoring the progress of these schools. They have identified the problem areas and are working to club the loopholes which are a good initiative.

Appraisal team recommends the proposal.

(XI) Involvement of NGO

NGOs involved in the field of AIE:

S. No.	Name of organisation	Area of activities of the organisation
1	43-B Welfare Association	Southern sectors
2	Samadhaan	Education, social welfare
3	Bhartiya Valmiki Dharam Samaj	Education, social work, health
4	Citizen forum on human rights	Illiteracy, child labour
5	Jeevan Mukh Nishulak Vidyalaya	Tricity
6	Vatsal Chaya	Out of School Children
7	Bharat Prakarsh Foundation	Out of School Children
8	Sewa Sanaskar Foundation	Out of School Children

S. No.	Name of organisation	Area of activities of the organisation
9	Samarpit	Out of School Children
10	GOD's Child Foundation	Out of School Children
11	Society for service to voluntary agencies (SOSVA)(North)	Out of School Children
12	Arya Mahila Sangathan	Various schools of chd, Moral education
13	Federation of Sector Welfare Associations (FOSWAC)	Out of School Children
14	Jan jagriti Society	Out of School Children
15	India International Education Trust	Out of School Children
16	The Gurukul	Bapu Dham colony
17	sai tara ummat foundation	Out of School Children
18	National Human Rights Committee Delhi	social worker
19	Kusum Arora Memorial Trust	Out of School Children
20	Sachin Sharma	CWSN
21	Aavahan	Out of School Children
22	Hamari Kaksha	Out of School Children
23	Himachal Sabha	member
24	Don Bosco Navjeevan Society	Chandigarh.
25	Support A Child	Society
26	Marigold Educational Society	President
27	Global Environment Concern	Out of School Children
28	Durga Das foundation	Out of School Children
29	Aruna Asif Ali Trust	Out of School Children
30	Mrs. Punita	Out of School Children
31	Citizen Awareness Group	Organisation
32	Dolly Dhillonn Gujral	Out of School Children
33	Mrs. Rashmi Bindra	Out of School Children
34	Gianwati - O.P. Jain Memorial Trust	Out of School Children

Name of the NGOs involved in IE, district-wise, with Specific mention of the activities being undertaken by NGOs.

Sr. No.	Name of the NGO	Activities being undertaken by NGO
1	Institute for the blind	In service teacher training, capacity building of Resource Teachers.
2	Joy Lall Memorial Educational Society	Assessment of children having learning disabilities,
3	Sai Tara Umat Foundation	Medical assistance to CWSN
4	Indian National Portage Association	Teacher training.
5	Don Bosco Nav Jeevan Society	Survey for identification of out of school MR children
6	Regional Institute for Mentally Retarded Children	Capacity building of teachers, support in curriculum modification for MR.
7	Complete vision care services	Medical assessment of children having low vision and providing spectacles to needy students.

Nature of partnerships with private/NGO for improving quality of education.

Counseling of parents to bring out of school children. Monitoring & supervision of AIE centres, strengthening volunteer community teachers. An appeal was made through the leading news papers of the city for participating in the improvement of education. This project is popularly known as Partnership initiative programme of UT Chandigarh.

NGOs are not involved in a big way; however, there are few NGOs which are working with potential dropouts from school system by extending academic support to such children beyond school hours.

With a view to build partnerships with NGO's, in socio-economic development in general and the well being of the people in particular, the Punjab Governor and Administrator,

Union Territory, Chandigarh, launched a "Partnership Initiative Programme" The main purpose was to join hands for mobilization of the community and creating awareness among the masses for improving the quality of education and to increase mainstreaming of out of school children in regular schools. In response to this 10 private leading schools of the city came forward and adopted some comparatively weaker Govt. schools by sharing their school infrastructure like Libraries, Labs, sports and also for exchange of faculty to improve the quality of education in them.

A few NGOs also expressed their interest in providing academic support to the children who tend to drop out due to academic backwardness and other socio economic compulsions.3 NGOs are providing remedial programmes to such children.

(XII) Project Management

Sr. No.	Category	Post Name	Sanctioned	Filled	Vacant
1	SPO	Staff at State Project Office Level			
		(a) Asst. Controller (Finance & Audit)	1	1	0
		(b) Mission Coordinator	1	1	0
		(c) S.O. (SAS) Accounts	1	1	0
		(d) S.O. (SAS) Internal Audit	1	1	0
		(e) Superintendent Establishment	1	1	0
		Assistant Project Coordinators:			
		i) EMIS	1	1	0
		ii) CAL	1	1	0
		iii) Inclusive Education	1	1	0
		iv) AIE	1	1	0
		v) Mass Mobilization & Gender Issue	1	0	1
		vi) Pedagogy	2	2	0
		vii) Civil Works (Engineer) Part time	1	1	0
		(f) Sr. Asst. (Estt.)	1	1	0
		(g) Assistant (Accounts)	1	1	0
		(g) Auditor	1	1	0
		(h) Jr. Assistant (Accounts)	2	1	1
		(i) Steno Typist	1	0	1
		(j) Clerk	10	8	2
		(l) Computer Apprentice	1	0	1
		(m) Supervisors	2	2	0
		(n) Data Entry Operator	3	2	1

Sr. No.	Category	Post Name	Sanctioned	Filled	Vacant
		(l) Class IV	8	6	2
		(m)) Sweeper-cum-Watchman (Part time)	1	1	0
		Total Staff at SPO Level	44	35	9
2.	DPO	No Staff is working at DPO Level			
3.	BRC/ URC	No Staff is working at BRC Level, However one post is sanctioned at URC level	1	1	0
4.	CRC		19	19	0

Activity wise detailed breakup of Management cost and breakup of Salary Component at State and District Level proposed during 2010-11.

Sr. No.	NAME OF ACTIVITY	UNIT COST	2010-11	
			Rs. in Lac	
			PHY.	FIN.
1	2	3	4	5
1	ADMINISTRATIVE COST			
	SALARY			
	(a) Asst. Controller (Finance & Audit)	6.00	1	6.00
	(b) Mission Coordinator	2.65	1	2.65
	(c) S.O. (SAS) Accounts	4.00	1	4.00
	(d) S.O. (SAS) Internal Audit	2.60	1	2.60
	(e) Superintendent Establishment	2.65	1	2.65
	Assistant Project Coordinators:			
	i) EMIS	2.40	1	2.40
	ii) CAL	2.40	1	2.40
	iii) Inclusive Education	2.40	1	2.40
	iv) AIE	2.40	1	2.40
	v) Mass Mobilization & Gender Issue	2.40	1	2.40
	vi) Pedagogy	2.40	2	4.80
	vii) Planning	2.40	1	2.40
	viii) Civil Works (Engineer) Part time	0.50	1	0.50
	(f) Sr. Asst. (Estt.)	2.15	1	2.15
	(g) Assistant (Accounts)	3.00	1	3.00
	(g) Auditor	2.15	1	2.15
	(h) Jr. Assistant (Accounts)	1.75	2	3.50
	(i) Steno Typist	1.30	1	1.30
	(j) Clerk	1.30	10	13.00
	(l) Computer Apprentice	0.24	2	0.48
	(m) Supervisors	1.30	2	2.60
	(n) Data Entry Operator	1.30	3	3.90

Sr. No.	NAME OF ACTIVITY	UNIT COST	2010-11	
			Rs. in Lac	
			PHY.	FIN.
1	2	3	4	5
	(l) Class IV	1.00	8	8.00
	(m)) Sweeper-cum-Watchman (Part time)	0.12	1	0.12
				77.80
2	Academic Supervision Monitoring & Support:			
	OPERATING COSTS			
	(a) Remuneration to clusters for accounts maintenance & other works.	0.015	20	3.60
	(b) Remuneration to schools other than clusters for maintenance of accounts & other works.	0.010	90	10.80
	Sarva Shiksha Abhiyan Society/Mission, U.T. Chandigarh EPBX (Telephone Charges)			1.00
	(d) Contingent Expenses to 26 clusters	0.25	20	4.00
	(e) Contingent Expenses to schools	0.01	90	0.90
	Total			20.30
3	Contingency & Office Expenses & Website			10.00
	Reimbursement of mobile charges to @ 1000/-, AC (F&A), S.O., Supdt. @ Rs.500/-, 8 coordinators, 26 CRCs, Auditor, 2 Sr. Asst. @ Rs.400/- p.m.	0.417 Average	42	2.20
	Total			12.20
4	Meetings			0.50
5	Hiring of Vehicles/TA	2.00	1	2.50
	Special Allowance (Traveling) to Management Staff (AC-F&A), Supdt. 8 coordinators, 26 CRCs, Auditor, Sr.Asst. Jr.Asst. @ Rs.750/p.m., 10 Clerks, 3 Data Entry Operators, 2 supervisors, 1 steno-typist @ Rs.500/- and 8 Class IV employees @ Rs.300/- p.m.	0.764 Average	67	5.12
				7.62
6	Furnishing of Sarva Shiksha Abhiyan Society/Mission, U.T. Chandigarh Office			1.50
7	State Resource Group			1.20
8.	Meeting of Cluster Education Committees and other educational committees			0.86

Sr. No.	NAME OF ACTIVITY	UNIT COST	2010-11	
			Rs. in Lac	
			PHY.	FIN.
1	2	3	4	5
9.	Leave Salary & Pension Contribution in respect of officials posted in Sarva Shiksha Abhiyan Society/Mission, U.T. Chandigarh on deputation (14)	3.00	14	42.00
10.	Media and awareness generation Activities			4.60
11.	Strengthening of Special Resource Centre			1.00
12.	Meeting of Inclusive Education at different level			0.25
			TOTAL	169.83

Observations and Recommendations:

The above table shows that UT has total 9 vacancies at SPO level; the appraisal team strongly recommends that UT should strengthen its staff position and fill all vacancies at the earliest for the smooth implementation of the SSA programme. UT has requested under management cost about 169.83 lakhs for the year 2010-11. The Appraisal team has recommended as per the revised financial norm for UTs under SSA i.e. 6% ceiling of total UT SSA budget outlay for the management cost or 40 lakhs per district.

PAB may consider the UTs proposal as per the financial norms.

Media

Media activities undertaken by the Chandigarh UT in 2009-10 as follows

1. Enrollment Drives: For community mobilization, awareness drives were conducted by holding rallies and through print media. These drives were conducted in the month of April and May 2009.



2. Partnership Initiative Programme: With a view to build partnerships with NGO's, in socio-economic development in general and the well being of the people in particular, the Punjab Governor and Administrator, Union Territory, Chandigarh, launched a "Partnership Initiative Programme" in the Union Territory, at Tagore Theatre on 10th

June 2009. Eminent and committed citizens of Chandigarh presided over the seminar. The main purpose was to join hands for mobilization of the community and creating awareness among the masses for improving the quality of education and to increase mainstreaming of out of school children in regular schools.

3. Capacity building of community members- Two days training programme was organized to make the community members aware of their roles and responsibility for achieving universalisation of elementary education under SSA mission. Regular meetings of class PTA, SMC & CMC were also emphasized.

4. Installation of Stall in various Melas of UT Chandigarh

SSA had setup it stall in various melas organized by Chandigarh Administration in the month of October and December 2010 for sensitize the peoples regarding the facilities offered by SSA.



5. Various activities organized on Annual Day, Sports Meets and Republic Day / Independence Day celebrations of the school.

6. Public appeal was made to community for creating book bank, dress banks, and academic resource bank in the govt. school.

7. Organized theme based cultural programmes in schools and participating in the cultural programmes organized by the community

Proposed plan of Media activities for 2010-11

Name of the UT: Chandigarh							
Sr. no	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
1	Press Conference / Press Release	Press Release of Achievement of SSA to sensitize people	Chandigarh Leading Newspapers	All Area.	After 3 rd Quarter.	Rs.37,000/- (to be met with AIE budget)	Sensitize peo about SSA w facilities SSA providing.
2	Advertisements (Print / TV / AIR)	Advertisements in the Newspapers and AIR channels. These could be	Chandigarh	All Area	4 times in year.	Rs.50,000/- (To be met with Management Cost)	To sensitize about admis in regular schools. Wha facilities SSA

Proposed plan of Media activities for 2010-11

Name of the UT: Chandigarh							
Sr. no	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
		in the form of jingles and print					providing to children.
		Under AIE: Radio Jingles, Clipping in local TV channel	Chandigarh	All Areas	1 months	Rs.60,000/- (To be met with AIE budget)	Promote Enrolment drive
3	Exhibitions / Fairs/ Mela Participation	Stall of SSA in Chandigarh Carnival festival and other melas	Chandigarh	All Area	Three Times in year.	Rs.30,000/-	To sensitize about admission in regular schools. What facilities SSA is providing to children.
4	Distribution of Flyers /Posters / Flipcharts etc.	Printing of posters, booklets and pamphlets both in Hindi and English languages	Chandigarh	All areas	Four times in a year	Rs.50,000/- (To be met with Management Cost)	
5	Film Show	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
6	Folk Media-Tribal Awareness Plan	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
7	Innovative activities like: a. Banners b. Wall Paintings (Talking wall) c. Street Plays d. Puppet Show e. Talk show - f. IEC Programs g. Communication skill training h. Web Media	Rallies in various colonies and communities	Chandigarh	All areas	Two times in all clusters	Rs.60,000/- (to be met under Management Cost)	
8	State/UT focused innovative activities	Cluster Level Media Awareness Programmes	All Clusters	All Areas	Quarterly in clusters	Rs.2.00 Lac (to be met under Management Cost)	Sensitization of Clusters towards SSA.
9	Publications (Newsletter, Books etc)						
10					Total	Rs.4.87 Lakhs	

Proposed plan of Media activities for 2010-11

Name of the UT: Chandigarh							
Sr. no	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome

Observations and Recommendations:

It is observed that in the year of 2009-10 media activities were organized for the awareness of community in Chandigarh .Media activities can helps to maintain sustainable awareness among all stakeholders of the programme.

Chandigarh is urbanised and developed area so beside to focus on other activities UT should focus on media activities like film shows, enrolment, retention rallies and information-dissemination through cable TVs and radio FMs. UT has submitted the activities calendar of media strategies for the year 2010-11.

State proposal for strategies pertaining to media activities is recommended.

7. Special Focus Districts (SFDs):

There is no Special Focus District in the UT.

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

Progress against SSA goals

Basic Parameters	Progress and plans of UT	Comments
100% access to primary schooling (or UT gap and by when UT intends to cover it).	As per the framework of Sarva Shiksha Abhiyan Society/Mission, U.T. Chandigarh fulfills the condition of having a primary school within 1 Km and an Upper Primary school within 3 Kms. However there is serious problem of access in terms of universal enrolment. The intake capacity of existing schools is saturated due to high density of population and unprecedented increase in child population. The demand for schooling is more than its supply. With the result many children fail to find place in schools. Next year about 8500 additional children likely to be joining the schools from AIE Centres and through direct admission. For accommodating 8500 children seven new schools have been proposed in 2010-11.	Progress satisfactory

S. No	Basic Parameters	Progress and plans of UT	Comments									
2	Reduction of out of school children with a mandate to ensure universal enrolment during 2008-09. (If any UT does not – then how many this year and balance by when).	In 2009-10 target for OOSC was 7900. But against this target of 7900, 9344 children enrolled under AIE strategies. Out of these children, 3700 will rejoin as they were admitted in late December 2009 and January 2010, 5500 children are likely to be mainstreamed in April 2010.	The UT must mainstream all 5500 children in April'2010.									
3	Reduction in dropout rate by 5% during 2008-09 – record 2005-06 DISE level.	<table border="1"> <thead> <tr> <th colspan="3">Dropout rate 2009-10</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Dropout rate 2009-10			Boys	Girls	Total	0	0	0	Progress is satisfactory
Dropout rate 2009-10												
Boys	Girls	Total										
0	0	0										
4	No single teacher schools and no schools without blackboards after 2008-09. (list number as per last DISE 2005-06).	There is no single teacher school and no school without blackboards.	Progress is satisfactory									
5	Completion of all pending civil works by June 2008. (Broadly list physical works e.g. number of primary/upper primary schools, number of ACR, number of DW, Toilet etc.)	Govt. of India had sanctioned 14 school buildings/additional block in the existing schools since 2003-04 out of which 9 have completed & 5 are in progress, 220 additional class rooms have been approved till 2009-10 since inception of Sarva Shiksha Abhiyan Society out of which the construction work of 66 class rooms has been	Progress is slow additional classroom is slow and need to be accelerated									

No	Basic Parameters	Progress and plans of UT	Comments				
		<p>completed. 12 toilets & 20 CRC/Activity Rooms have been approved, these constructions of 12 toilets & 8 CRC/Activity rooms has been completed & remaining 11 CRC rooms are in progress.</p>					
	<p>Implementation of regular and reliable pupil assessments including independent testing and remedial actions. (Time frame and nature of assessment e.g. CCE or independent testing).</p>	<ul style="list-style-type: none"> ▪ Student's performance is assessed through tests, unit tests, terminal and annual examinations. U.T. has abolished common examination at the end of class V and VIII from this year. ▪ School heads have been made aware about the provision of Right to Education Act for making assessment continuous and comprehensive. 	<p>State needs to strengthen Quality Assessment Unit and its activities.</p>				
	<p>Quarterly pupil evaluation outcomes to be measured and reported in NCERT Monitoring Tools by all States/ UTs.</p>	<ul style="list-style-type: none"> ▪ Pupil evaluation outcomes are reported quarterly. For the last quarter it is being compiled and it will be submitted immediately after compilation. 	<p>QMT information must be submitted in the desired format regularly.</p>				
	<p>Quantifying the enhancement of achievement levels of children of class V in language and mathematics</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">2005-06</td> <td style="width: 50%;">2009-10</td> </tr> <tr> <td>81.15</td> <td>95.4</td> </tr> </table>	2005-06	2009-10	81.15	95.4	<p>The UT needs further enhancement in achievement levels of mathematics through LEP.</p>
2005-06	2009-10						
81.15	95.4						

S. No	Basic Parameters	Progress and plans of UT	Comments
	by 10% above the DISE level of 2005-06 (record existing levels).	75.97 78.1	
9	Study on Teacher absenteeism to be completed by UTs by 15 th January 2008 along the lines of GoI's Terms of Reference will be necessary for next years (2008-09) AWP&B clearance.	<ul style="list-style-type: none"> ▪ Study was completed in 2008. <p>The findings of the study are as under:-</p> <ul style="list-style-type: none"> ▪ More than 60% teachers are present and teaching in the classes in both the primary and upper primary schools. <p>The percentage of teachers who are present but off task is less than 2.</p>	The teacher attendance needs improvement and should be tracked and monitored regularly
10	Teacher accountability systems and mechanisms to be reexamined and redesigned (i) to ensure measured improvement in learning outcomes of school children in their charge (ii) use of better classroom practices which encourage child participation are girl child friendly, remove caste/community basis in classrooms and which lead to overall increase in class learning achievement scores.	<ul style="list-style-type: none"> ▪ Assessment of the teacher by self, head of the school and Distt. Office through the quantified ACR. 	Learning indicators should be developed on priority and teacher performance should be monitored regularly through tools developed by them.

No	Basic Parameters	Progress and plans of UT	Comments
	<p>Village Education Committees/ PTAs/ SDMCs etc. or equivalent bodies bye laws/rules to be amended to include specific classes to monitor teacher attendance; assessment of parental satisfaction with learning levels of children with respect to class teacher/subject teacher; frequency of parent teacher meets and sharing of children's report card, class work home work with parents; school functions held in which community/parents participated; occasions when parents/local community members/local women's groups must assist the school in distribution of free textbooks, scholarships and other incentives school opening day for the academic session and after holiday breaks for winter/festival season etc., and</p>	<ul style="list-style-type: none"> ▪ PTAs, SMCs & VECs have been revised and strengthen by including more nominated and elected members in them. ▪ Presently in VECs out of 75 members; 74 are nominated and 1 is elected. Similarly, in PTAs 2-3 parents from each class are elected and in SMCs out of 34 members; 22 are nominated and 12 are elected. ▪ District monitoring committee has also been constituted with 48 nominated and 1 elected members in it. 	<p>Stronger community collaboration needed for tracking and enhancing teacher attendance and performance in school.</p>
	<p>A system for recording teacher attendance with inputs from the community and the Block/district</p>	<p>Teacher attendance is monitored by Block/District Education Officials. Members of VEC, SMC and CMC also monitor the attendance of teachers as</p>	<p>Community needs to track and enhance teacher attendance and performance.</p>

S. No	Basic Parameters	Progress and plans of UT	Comments
	education officials	captured through QMT.	

Financial Status

Expenditure on Elementary education during 1999-2000 till 2008-09: Chandigarh Administration has allocated the funds to the tune of Rs.2965.18 lakh under the head Elementary Education during the financial year 1999-2000. It is further added that since 1999-2000 allocation under Elementary Education was in ascending order and it has never been reduced.

- 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.

UT Commitments

The Appraisal Team has collected all required information against the PAB commitments from the UT authorities. Overall progress is satisfactory. Where ever there is a gap the Team has made its observations thereby urging the UT authorities to complete the targets as per the PAB commitments.

Others

There is no major problem.

7. Others

The overall AWP&B size should depend upon the approved AWP&B for 2009-10, the expenditure during 2009-10 and State's capacity and preparedness for implementing the plan.

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

I. General Information:

(i)	Name of the monitoring Institution	Punjab University, Chandigarh
(ii)	Period of the report	1st February 2009 to 31st July, 2009
(iii)	Districts Monitored:	Chandigarh Twenty clusters
(iv)	Date of Visits to the Districts:	November, 2008 to January, 2009. Follow up in april2009- July2009

II. Key observations of the MIs report:

1. Opening of Schools (both primary and upper primary):

- All habitations have access to school within 1 Km /3 Kms for Primary & Upper Primary Level respectively. However there is over crowding in most of the Govt. Schools.181 recognized schools are providing elementary education.61% Schools are Govt. , 33% are Private Unaided, 4% Govt. Aided and 4 % Misc (K.V , Navodaya, Airforce/Army).
- All habitations have access to school within 1 Km /3 Kms for Primary & Upper Primary Level respectively. However there is over crowding in most of the Govt. Schools.181 recognized schools are providing elementary education.61% Schools are Govt. , 33% are Private Unaided , 4% Govt. Aided and 4 % Misc(K.V , Navodaya, Airforce/Army).

2. Civil Works:

- Raising of new buildings and additional classrooms is failing to keep pace with the fast growing demand for schooling in Chandigarh. The construction of one school building costs about 3.5 crore and requires a time period between one to two years. The master plan of Chandigarh has laid down strict building bylaws to safeguard the modern character of the city, so the construction work is snail-paced with the result Chandigarh has now switched over to pre-fabricated structures which are also equally expensive but become available in 3-4 months.

- The MI had interacted with 10 VEC/ SMC members and found that none of them had got any training by Technical person for execution of civil works.
- No any manual was provided for civil works to VEC members, As the constructions work is undertaken by Engineering Dept of UT.
- Ramps are being constructed in all new schools. A cross check by MI revealed that 46.2% schools out of the schools visited by MI already have ramps., 11% Schools, with single story, do not require ramps.
- 30.71% schools require a ramp.
- MI observed that all the funds are maintained by the school.
- Engineering department /civil works department, Chandigarh Administration
- The number of times the technical person visited the construction site and guided the construction process, exclusively the responsibility of engineering department of Chandigarh Administration.
- Water supply to all schools is through Municipality water. water tanks water purifiers are available in most of the schools
- 84.62 schools have sufficient drinking facilities through municipality water in taps and have sufficient water coolers for drinking water. 15 38% schools do not have insufficient water facilities.
- The engineering department of UT undertakes all construction work
- 50% schools have good sanitation facilities, 19.2 schools need renovation in their sanitation blocks. 15.38 schools reported to have insufficient funds for constructing additional sanitation blocks. In 3.8% schools
- Construction work as evaluated on the basis of building structures, sanitation blocks constructed currently, MI considers it satisfactory.
- Executive Engineer of Engineering department of Chandigarh administration is incharge of civil works in Chandigarh schools, Who conducts review committee meetings and makes spot verifications fro crosschecking the progress. No third Party evaluation of Civil works is done

3. Textbooks:

- *The text books for SC and Girls of general category are provided by UT administration and Rest of the students including General boys of grades 1 to VIII are given books by SSA. 42171 students at primary level and 23576 students at upper primary level (total 65747) were eligible to receive free text books in Chandigarh.*
- Crosscheck by MI revealed that in all the 20 clusters, distribution of textbooks started in April, 2008 and last installment of books was received in October, 2008.
- Text books in AIE centres were distributed in September (English Books) and October 2008 (Hindi books) as reported by Volunteer teachers of AIE centres visited by MI. Maths books were not received in AIE centres.
- Workbooks were provided by SSA authority Chandigarh to all elementary school children and those in AIE centres.
- Monitoring of SSA in Chandigarh was scheduled for August 2008-January 2009 hence distribution of books could not be verified in the beginning of the session. Chandigarh schools start new session in April of the year.
- 95 % of schools visited by MI distributed books to all students for all subjects.

4. School grants:

- Almost all the schools i. e 90% in each of the 20 clusters received their school grant in the month of May, 2008, except for schools in three clusters i.e. schools in cluster-5 received school grant in September 2008, those in cluster-9 got school grant in August, 2008 and schools in Cluster 15 upper primary section received school grant in May 2008 and primary section received school grant in Jan, 2009.
- In 2008-2009 the school grant had been revised from Rs.2000/- per school to Rs. 5000/- per primary school and Rs. 7000/- per Upper Primary school.
- School Grants were released to all Cluster Head Schools by cheque but had no specified guidelines for using it.
- No centralized purchasing is done against school grants.
- Most of the schools received school grants in May, 2008, except for, schools in three clusters i.e. schools in cluster-5 received school grant in September 2008,

those in cluster-9 got school grant in August,2008 and schools in Cluster 15 upper primary section received school grant in May 2008 and primary section received school grant in Jan, 2009.

- Last years school grant had been fully utilized by all sample checked schools.
- Schools reported to have purchased Almirah, Books and Dictionaries, geometrical shapes, wall paintings, Bulletin Boards, Medical kits, Baskets, Cupboard etc, as per specifications of SPO.

5. Teachers and Teachers Training:

- SPO reported to have 1558 posts of teachers sanctioned during 2008-2009. Out of these 1505 teachers are working.
- 536 posts of teachers were vacant in schools of Chandigarh during 2008-2009. Out of these 142 are still lying vacant
- Teachers are appointed at SPO level. Advertisement of posts of teachers is given in leading newspapers and subject wise tests are announced. Teachers are selected on the basis of their merit. Tests for each subject area were conducted in June-July 2009 but the interviews for final appointments are pending due to some dispute.
- VEC is not empowered to make appointments of new teachers
- In respect of schools visited by MI it may be observed that some of the sanctioned teaching posts had remained vacant in 20% schools as in Jan 2009. In 80% schools all the teachers in position were found to be present. The teachers were absent in the school either due to any official assignment or they were on leave. In none of the schools sample checked by MI, a habitually absent teacher was identified.
- In almost all the schools visited by MI, a good rapport between the teacher and students was observed.
- No refresher training was organized during 2008-2009
- 50% teachers out of sample checked 40 teachers were satisfied with the training programmes. 15 % teachers suggested that training is not applicable in real life situations since class strength in schools is very high. 5% teachers wanted that model lessons must be demonstrated by Resource persons. Training programme

includes much of theoretical work. 10% teachers commented that the training programme should be organized more systematically. However most of them were happy with component of inclusive Education.

- There is no DIET for Chandigarh. Instead, SIE is providing training in ETT
- SPO has a quality coordinator. All teacher training programmes are monitored by SIE and coordinator of SPO office

6. Teaching Learning Material (TLM) grants:

- *Target of distribution of TLM for 2008-2009 was 1549 primary teachers and 1345 upper primary teachers.*
- But TLM was received by 80% (1232) primary teachers and 99% (1336) upper primary teachers. Total of 89% (2568) elementary school teachers received TLM in 2008-2009.
- The grants were received though checks and had no separate letter regarding utilization of grants.
- TLM was distributed in May-September, 2008. The teaching learning materials are displayed in classroom especially charts and models. 20% TLM prepared by Teachers is kept separately also which the teacher uses in the class whenever it is required. Teaching Learning materials are available to students for use. Preparation of TLM was an essential component of teachers training during 2007-2008.

7. EGS & AIE:

- The data available reflected total number of targeted students in AIE centres as= 7990
- and total no. enrolled during 2008-2009 was= 6169
- No of children enrolled in 35.7% AIE centres is 20-30 students each, 35.5% AIE centres have 31-40 students
- 7.14% have more than 40 children enrolled in their AIE centres.
- Basic essential qualifications are 10+2 for EVs. Crosscheck by MI revealed that 32% EVs are 10+2 and get a salary of Rs. 1500/-. Some 45% of the EVs are B.A. B. Ed and 24% are M.A. and M.A.M.Ed these teachers receive 2500/-per month.
- Almost all EVs are regular as suggested by teachers of the school.

- There is District coordinator for AIE centres.
- 90% AIE centres are operating in evening shift 2.m. to 6p.m. and hence are able to use classrooms of the school which are adequately equipped with desk and benches, Blackboard, TLM
- The achievement level as evaluated by MI teams through snap tests revealed that achievement level of children attending AIE centres quite frequently is not more than 40% and those who are not regular lie much below this level.
- Rapport between teacher and students was invariably pleasant and encouraging

8. Children With Special Needs (CWSN):

- There is one IED coordinator at SPO office.
- There are weekly data formats which the resource teachers fill up every week. Once in the beginning and once after the three days visit to the resource centre.
- RAMPS are being made in all new schools. Out of the crosschecked schools 50% schools already have a ramp

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

- In all 23 ECCE centres were operational in Chandigarh under Innovation head funds in 2007-2008 for 920 children. In 2008-2009 only 18 ECCE centers remained operational.
- This budget head was separate and not out of budget of girls Education.

10. Kasturba Gandhi Balika Vidyalaya (KGBV):

- No KGBV was either sanctioned or operative in Chandigarh

11. District Information System for Education (DISE):

- Yes EMIS has been set up in Chandigarh. the number of computer operators is ---
- The Date capture formats in 2009-2010 will be supplied in First week of October, because of delay in printing of DISE DCF through DISE software.

12. Research and Evaluation:

- Two studies were proposed and initiated in 2007-2008 which were to be completed in 2008-2009.

- There is no SCERT/SIEMAT or DIET in Chandigarh hence research and evaluation is looked after by SSA Authority Chandigarh.

13. Functioning of the VEC:

- 100% schools have either VEC or SMC depending upon the locale of the school. Urban schools have SMC and village schools have VECs.
- A guideline book named Niyamwali for CRCs and VECs have been provided to all the members of VECs and Ward committees

14. Staffing at State and District Level:

15. Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

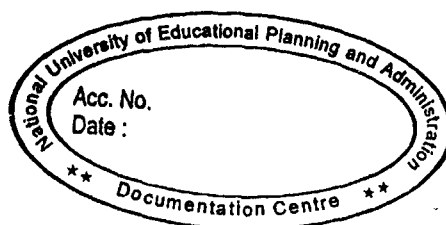
- The district has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09.
 - 98% SC children are enrolled in schools and AIE centres.
 - 45% girls are attending primary schools and 45% girls are attending upper primary schooling.
 - No ST s in Chandigarh
- 280 days as reported by all schools visited by MI

16. Mid-Day Meal Scheme:

17. Additional items to check during school visit by MI:

- All the schools in Chandigarh have a proper building with adequate infrastructure.
- The physical environment in the schools is adequately clean.
- Schools have playgrounds
- Classrooms are good but number of classrooms requires to be increased because of increase in enrolment number. Over crowded classes particularly in Sector-45, 56, 52, 20, Hallomajra, Karsan, Indira Colony, Colony No.5 etc
- Classrooms are equipped with proper flooring, roof, windows and proper light arrangement.
- Yes . 100 % schools have proper sitting arrangements and Blackboard
- Health check camps are organized once a year. All the schools visited by MI reportedly confirmed this

- The classes are swollen with increased enrolment. Attendance in AIE centres is low but in schools visited by MI there was no case of consistent low attendance.
- Continuous and comprehensive evaluation is done in all the schools but schools have not yet shifted to grading system.
- Mostly over age children are in AIE centres. Schools have only 1% overage children.
- Only migratory population drops out of school/AIE centres because they shift the place.



Fact Sheet– 2010-11

State	:	Chandigarh
No. of Districts	:	Single
No. of Blocks	:	One
No. of Clusters	:	20
No. of BRCs	:	Nil
No. of URCs	:	One
No. of villages / wards	:	13 villages / 26 Wards
No. of Prabhag/Wards	:	13 Panchyat and 26 Wards
Total population	:	900635 (As per census 2001) 1296475 (Projected population for 2009)
Literacy Rate	:	Male: 86.1% Female: 76.5% Total: 81.9%

Child Population-**a. 6-11 years:**

Boys: 48968 Girls: 40903 Total: 89871

b. 11-14 years:

Boys: 29184 Girls: 23290 Total: 52474

% of children passing with >60%:

Boys- P: 29.85% Girls- P: 35.72% Total- P : 32.46%

Boys- UP: 25.81% Girls- UP: 31.53% Total- UP: 28.54%

SOURCE DISE

Educational Indicators:

Management	Enrolment I-V			Enrolment VI - VIII			Enrolment I – VIII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Govt.	31939	27708	59647	18508	15510	34018	50447	43218	93665
All	48968	40903	89871	29184	23290	52474	78152	64193	142345

(Source: AWP&B 2010-11)

	GER			NER			Dropout rate			Retention Rate (I – V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	103	105	104	92	85.1	89	0	0	0	105.8	104.2	105.1
S	98	101	100	60.2	62.9	61.3	0	0	0	105	105	105.6

(Source: AWP&B 2010-11)

Attendance Rate			Completion rate			Transition rate (Class IV to V)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
87.60	94.30	90%	98.30	99.0	98.6	107.59	103.69	105.86

(Source: AWP&B 2010-11)

Out of school Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2641	2518	5159	505	504	1009	3146	3022	6168

	Target for 2009-10	Target Achieved	Target for 2010-11
1. Coverage of Out of school children	7900	9344	6168
2. Dropout rate (Primary)	0	0	0
Dropout rate (Upper Primary)	0	0	0
3. Attendance rate			
(i) Student Attendance rate-Primary	90%	92	95
(ii) Student Attendance rate- Upper Primary	89%	92	95
4. Achievement level			
(i) Primary	95.41%	96	
(ii) Upper Primary	78.12%	82	
5. UPE Index			
(i) Primary			
(ii) Upper Primary			
6. Teacher Attendance Rate			
7. No of single teacher school (P)	Nil	Nil	Nil
8. No of single teacher school (UP)	Nil	Nil	Nil
9. No of schools with PTR > 50			15

Recommendation for 2010-11

New Primary schools (including upgradations)					
Sanctioned till 2009-10	Opened till March 2010	Recommendation for 2010-11	Buildings completed	Teachers provided in 2009-10	TLE provided in 2009-10
14	9	7	9	0	0
Up gradation of PS to UPS					
Sanctioned till 2009-10	Opened till March 2010	Recommendation for 2010-11	Buildings completed	Teachers provided in 2009-10	TLE provided in 2009-10
14	9	7	9	0	0

EGS – N.A. As UT Chandigarh does not have EGS

Approved till 2009-10		Centers running as on March 2010		Centers to be upgraded to PS		Centres to be continued in 2010-11		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centres	Children	Centres	Children

Sub-District Structures functioning	Target for 2009-10	Achievement till March 2010	Recommendation for 2010-11
No. of BRCs	01	01	
No. of URCs			
No. of CRCs	19	19	
Resource persons			

Teachers under SSA					
	Sanctioned till 2009-10	In position	Recommendation for 2010-11		
			Against new schools	Additional teachers	Total
PS	182	91	70	0	70
UPS	593	461	67 UPS and 30 Heads	0	67 UPS and 30 Heads
Total	775	553	167	0	167

Teacher Training

Type of training	Progress for 2009-10				Recommendation for 2010-11
	No. of teachers		Duration (No. of day) of the training		
	Target	Achievement	Target	Achievement	
a. In service	1710	1585	20	20	1400
b. New recruits	150	150 (Dec.2009)	30	30	200
c. Untrained	Nil	Nil	0	0	0
d. Others (DRG/BRG/CRG)	20	11			145
Total	1880	1515			1745

Interventions for Out of School Children

Strategy	Achievement of 2009-10		Targets for 2010-11	
	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission				3089
2. EGS – Primary	Nil	Nil		-
3. EGS - Upper Primary	Nil	Nil		-
4. Resdl Bridge course	2	100	2	70

Strategy	Achievement of 2009-10		Targets for 2010-11	
	No. of centers	No. of children	No. of centers	No. of children
5. Non resdl Bridge Course	21	696		500
6. AIE – Primary & Upper Primary	194	7397		5409
8. RGSS – Others		Nil		
9. Maktab / Madarassas	21	928		700
10. Other (Half Way Home)	2	100		100
11. Seasonal worksite				
	Seasonal Residential Schools	Nil	Nil	
Total		7900	9344	6779

NA : Not Applicable.

Remedial Teaching

Target for 2009-10	Achievement till March 2010	Target for 2010-11
3867	3867 upto Dec.2009	Nil

Inclusive Education

No. of children identified	Enrolled till March 2010	Target for 2010-11 (No. of children to be covered)
5348	4969	3739

Civil Works

	Sanctioned till 2009-10 (cumulative)	Completed till March 2010	In progress	Recommendation for 2010-11
School buildings Composite	14	9	5	
Additional Classrooms	220	66	142	
Drinking Water	0	0	0	
Toilets	12	12	0	
Major repairs – PS	0	0	0	
Major repairs - UPS	0	0	0	
Residential Hostel	0	0	0	
Furniture	0	0	0	

REMS

	No. of research studies carried out during 2009-10	No. of research studies recommended for 2010-11
Research	3	3

Innovations

a. ECCE

Progress for 2009-10			Recommendation for 2010-11		
No. of centers	No. of children enrolled	Financial	No. of centers	No. of children	Financial
22	6909	15.00 Lac	10	7500	14.92 Lac

b. Girls Education

Progress for 2009-10		Recommendation for 2010-11	
Phy.	Fin.	Phy.	Fin.
Nil	Nil	4000	14.80 Lac

c. SC/ST

Progress for 2009-10		Recommendation for 2010-11	
Phy.	Fin.	Phy.	Fin.
1500	11.50	NIL	NIL

d. CAL

Progress for 2009-10			Recommendation for 2010-11		
No. of schools covered	No. of teachers trained	Financial	No. of schools to be covered	No. of teachers trained	Financial
• 6 Schools + 49 AIE centres	457 teachers	Rs.23.51 Lac	18 model CAL centres	650	50.00 lac

e. Urban Deprived Children

Progress for 2009-10		Target for 2010-11	
Phy.	Fin.	Phy.	Fin.
2400	8.70 Lac	500	7.5 Lac

f. Minority Interventions:

Progress for 2009-10		Target for 2010-11	
Phy.	Fin.	Phy.	Fin.
Nil	Nil	Nil	Nil

g. Community Mobilization

	Target for 2009-10	Progress till March 2010	Recommendation for 2010-11
No. of VECs plus WECs			
No. of SMCs/PTA/MTA			
No. of VEC / WEC members to be trained	622	275	997
Representatives of Local authority			

h. NPEGEL

Major Activities	Target for 2009-10		Progress for 2009-10		Recommendation for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
Recurring	Not Applicable because Chandigarh UT does not have NPEGEL					

i. KGBV

Target till 2009-10		Operational till March 2010		Construction of KGBV till March 2010			Target for 2010-11	
No. of KGBV (Model I)	Enrollment	No. of KGBV	Enrollment	Completed	In e progress	Yet to be start	No. of KGBVs	Enrollment
Not Applicable because Chandigarh UT does not have KGBV								

ANNEXURE-A

(DATA TABLES)

POPULATION

Name of District: Chandigarh

S. No	Name of Block/ Municipal Area	Population all community						Total Population of All Community			Population												Population Density	Sex Ratio
		Urban			Rural			Male	Female	Total	SC				ST				Muslim					
		Male	Female	Total	Male	Female	Total				Male	Female	Total	% to total pop	Male	Female	Total	% to total pop	Male	Female	Total	% to total pop		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	Chandigarh Census2001	450122	358393	808515	56816	35304	92120	506938	393697	900635	86187	71410	157597	17.5	0	0	0	0	20003	15545	35548	3.94%	7900	1000:777
2	Projected Population for 2009	647956	515911	1163867	81787	50821	132608	729743	566731	1296475	124067	102796	226863	17.5	0	0	0	0			51172	3.94%	11372	1000:777

Please Specify Rural block with (R) and Municipal area with(U)
Source: Census 2001

Year Census :2001

LITERACY RATE

Name of District

S.No	Name of Block/ Municipal Area	Literacy Rate											Rural Female Literacy Rate	
		All Communities			SC			ST			Muslim			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female		Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Chandigarh	86.1	76.5	81.9	N.A.	N.A.	N.A.	There are no ST in Chandigarh						66.4

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

Source : Census 2001

Name of District: _____

S. No.	Name of Block/ Municipal Area	No. of Educational Blocks (if any)	No. of BRC/UBRC	CRC	No. of villages/ Wards*	No. of Habitation	No. of Panchayats
1	2	3	4	5	6	7	8
1	Chandigarh	1	1 URC Sanctioned	20	26 Wards 13 Villages	39	13
	Total	1	1	20	39	39	13

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

* For Urban Areas

Source: _____

Year: _____

S.No.	Name of Block/Municipal Area	ALL COMMUNITIES (6-11 age group)									SC (6-11 age group)									ST (6-11 age group)									Muslim (6-11 age group)								
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
		3320	3254	6574	nil	nil	nil	3320	3254	6574	394	333	727				695	572	1167	nil	nil	nil	nil	nil	nil	nil	nil	nil	364	336	700				364	336	700
	Total																																				

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

S.No.	Name of Block/Municipal Area	ALL COMMUNITIES (11-14 age group)									SC (11-14 age group)									ST (11-14 age group)									Muslim (11-14 age group)								
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
		1484	1364	2848	nil	nil	nil	1484	1364	2848	242	198	440	nil	nil	nil	242	198	440	nil	nil	nil	nil	nil	nil	nil	nil	nil	117	111	228	nil	nil	nil	117	111	228
	Total																																				

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

Source: _____

Year: _____

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

Name of District :

S.No.	Block/ Municipal Area	Enrolment (6-11 age group)												Out of School Children (6-11 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC			ST			Muslim					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mus Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
		48968	40903	89871	4394	3745	8139	83	54	137	2478	2247	4725	2305	2254	4559	3.5	300	293	593	2.61	nil	nil	nil	nil	184	180	364	12.65
Total																													

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

S.No.	Block/ Municipal Area	Enrolment (11-14 age group)												Out of School Children (11-14 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC			ST			Muslim					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mus Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Total		29184	23290	52474	3154	3017	6171	39	31	70	1071	1061	2132	805	504	1009	1.3	66	65	131	0.99	nil	nil	nil	nil	41	40	81	8.61

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

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

Name of District

S.No.	Name of Block/ Municipal Area	Status & Age wise Break-up of Out of School Children																				
		Never Enrolled									Drop Out									Grand Total of 6-14 age Group		
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
1	Chandigarh	1086	1076	2162	763	686	1449	353	353	706	465	462	927	327	294	621	152	151	303	3146	3022	6168

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

Source :

Year :

OUT OF SCHOOL CHILDREN WITH REASONS

Name of District _____

S. No.	Name of Block/ Municipal Area	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	2	3	4	5	6	7	8	9	10	11	12
		6168	108	288	962	316	109	136	103	536	3610
	Total										

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

Source: _____

Year : _____

Name of the District

S. No.	Block/ Municipal Area	No. of OoSC as per HHS	No. of Out of Schol Children propoed to be covered under different strategies in the Next Year												
			No. of Children to be directly enrolled in School	No. of Children to be enrolled in AIE + CWSN	No. of AIE Centre	No. of Children to be enrolled in NRBC	No. of NRBC Centre	No. of Children to be enrolled in RBC	No. of RBC Centre	No. of Children to be enrolled in Madarsa/Mak tab	No. of Madarsa/ Maktab	No. of Children to be enrolled in other Strategy(pi. specify) (Half Way Home)	No. of Centers	Total No. of Children to be enrolled	Total No. of Centers
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Chandigarh	6168	3089	2509	71	500	20	70	2	nil	nil	0	0	6168	93

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

Source:- Community teachers and community volunteers, Year:- December - 2009

CONTINUING CENTERS FROM PREVIOUS YEAR

S.NO.	Block/ Municipal Area	No. of Children Continuing from previous year in											
		Children in AIE center	No. of AIE centre	Children in NRBC center	No. of NRBC centre	Children In RBC center	No. of RBC centre	Children in Madarsa/Makt abs	No. of Madarsa/ Maktab (Half way home)	Children in other Strategies	No. of centre	Total children	Total No. of centre
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Chandigarh	3600	103	nil	nil	nil	nil	nil	nil	100	2	3700	105

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

Source _____, Year _____

Table 10

GER, NER, Completion and Transition Rate

Sl. No.	Name of Block/ Municipal Area	Primary level			Upper Primary level			
		GER	NER	Gross Completion Ratio (Primary level)	GER	NER	Gross Completion Ratio (Upper Pry)	Transition Rate (Primary to Upper Primary)
1	2	3	4	5	6	7	8	9
1	Chandigarh	104	89		100	61.3		106
Total								

Table 10 A

Name of Block/ Municipal	Primary level									Upper Primary level																		
	GER				NER				Gross Completion Ratio				GER				NER				Gross Completion Ratio				Transition Rate (Primary to			
	SC	ST	OBC	Muslims	SC	ST	OBC	Muslims	SC	ST	OBC	Muslim	SC	ST	OBC	Muslim	SC	ST	OBC	Muslims	SC	ST	OBC	Muslim	SC	ST	OBC	Muslims
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
CHD																												
					22698																							

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

Source _____, Year _____

Sl. No.	Name of Block/ Municipal Area	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
	Block I	Promotion																												
		Repetition																												
		Dropout																												

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

Source _____, Year _____

Table 11A

(SC)

Sl. No.	Name of Block/ Municipal Area	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
	Block I	Promotion																												
		Repetition																												
		Dropout																												

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

Source _____, Year _____

(ST)

Sl. No.	Name of Block/ Municipal Area	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
	Block I	Promotion																												
		Repetition																												
		Dropout																												

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

Source _____, Year _____

(Muslim)

Sl. No.	Name of Block/ Municipal Area	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
	Block I	Promotion																												
		Repetition																												
		Dropout																												

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

Source _____, Year _____

EGS AND UPGRADATION

S.No.	Name of Block/Municipal Area	EGS upgradation (Cumulative upto 2009-10)		Facilities Provided in Upgraded EGS center (PS)						No. of EGS Center running at present	Enrolment	No. of EGS centers running for 2 or more than 2 years	No. of EGS centers proposed to be up graded in current year	Remaining Centres	Reason for not upgrading
		Sanctioned	Actully Upgraded	Buildings		Teacher		TLE							
				Sanctioned	Completed	Sanctioned	Recruited	Sanctioned	Provided						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Chandigarh UT does not have EGS centres.															
TOTAL															

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

Source: _____

Year : _____

TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of District

S.No.	Block/ Municipal Area	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	2	3	4	5	6	7	8	9	10
1	Chandigarh	1213							
	Total								

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

Source _____ DISE

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of District

S.No	Block/ Municipal Area	Teachers in Primary Schools												
		Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Entitlement of Teachers as per minimum 2 teachers in each school (sch with <80 enrolment)	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationalizat ion	Entitlement of Addl. Teachers for Primary
					By State	Under SSA	Total	By State	Under SSA	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Chandigarh	59647	1491		1274	182	1456	112	91	1213	41:1	49:1	0	35
	Total													

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

Source _____ DISE

Name of District							
S.No.	Block/ Municipal Zone	Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary		
1	2	3	4	5	6	7	8
1	Chandigarh						
	Total						

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

Source _____, Year

REQUIREMENT OF ADDITIONAL TEACHER

Name of District															
S.No	Block/ Municipal Zone	Teachers in Upper Primary Schools													
		Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Entitlement of Teachers at 1 teacher for every section	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Entitlement of Addl. Teachers for Upper Primary
					State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teacher	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Chandigarh	34018	850		1268	593	1861	1161	461	1622	1:18	1:29	0	0	NII
	Total														

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

Source _____, Year

TRAINED AND UNTRAINED TEACHERS

Name of District :

S.No	Block/ Municipal Area	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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Chandigarh	1452	All	100%	N.A.	N.A.	N.A.	N.A.	1438	All	100%	N.A.	N.A.	N.A.	N.A.

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

* Trained as per NCTE guidelines

Source _____, Year

(Table 16A)

Induction Training for Newly Recruited Teachers

S.No	Block/ Municipal Area	Teachers Recruited During 2009-10			Training provided to these teachers			Teachers to be Recruited in 2010-11			Training to provided to these teachers		
		Trained	Untrained	Total	Induction Training (30 days training)	60 days training	Total	Trained	Untrained	Total	Induction Training (30 days training)	60 days training	Total
1	2	3	4	5	6	7	8						
1	Chandigarh	164	Nil	164	164	Nil	164	200	0	200	200	0	200

Name of District :

Sl	Block/municipal Area	Total No. of Schools		Total No. of classrooms		No. of schools without D/water facility		No. of schools without common Toilet facility		No. of schools without girls Toilet		No. of schools without access ramps		No. of schools without Boundary Wall		No. of schools without Playground		Gap in class rooms as per DISE/actual survey	No. of school without HM rooms	Primary Schools Sanctioned So far	PS building sanctioned so far	Upper Primary Schools Sanctioned So far	UPS building sanctioned so far
		P	UP	P	UP	P	UP	P	UP	P	UP	P	UP	P	UP								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	Block 1	104	91			0	0	0	0	6	0	63	47	4	2	4	0						
	DIST. Total																						

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

Source:

ii under column 15, mention year of DISE conducted

Information on Furniture in Govt. Upper Primary Schools

Name of District :

S.No	Block/ Municipal Area	Total No. of Govt. UPS	No. of UPS Sanctioned under SSA Since 2001	UPS Provided TLE under SSA as non OBB School Since 2001	Balance UPS (6=3-4-5)	No. of Govt. UPS without Furniture (Out of Col. 6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
No furniture grant is proposed for the year 2010-11							
Total							

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

Name of District:

S.No.	Block/ Municipal Area	No. of CWSN Identified	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through EGS	No. of CWSN Proposed to cover through HBE*	NO. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free
1	2	3	4	5	6	7	8
1	UT CHD	3738	3359	Not Applicable	50	0	5
	Total	3738	3359	Not Applicable	50	0	5

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

* Home Based Education

Source _ Comprehensive house hold survey for identification of Out of School CWSN

Year 2009-10

Table - 20

NUMBER OF GOVERNMENT SCHOOLS WITH 3 AND MORE THAN 3 CLASSROOMS

Name of the District:

(Rs. in Lakh)

Sl. No.	Name of Block/ Municipal Area	Number of Government schools having upto 3 classrooms	Amount @ Rs.5000/- per school	Number of Government schools having more than 3 classrooms	Amount @ Rs.10000/- per school	Total No. of schools (col. 3+5)	Total grant (col. 4+6)	Amount @ Rs.7500/- per school	Grant eligible (which ever is lower of col. 8 & 9)
1	2	3	4	5	6	7	8	9	10
No School is proposed for School Maintenance Grant .									

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

Source _____, Year

Name of District

S.No.	Block/ Municipal Area	No. of Schools	No. of Eligible CRCs	No. of CRCs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of CRCs eligible under SSA
1	2	3	4	5	6	7
1	CHD	105	20	20	Nil	20
	Total	105	20	20	Nil	20

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

Source _____, Year

COMPUTER AIDED LEARNING (CAL)

Name of District :

S.No.	Block/ Municipal Area	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	2	3	4	5	6	7
1	Chandigarh	91	78	Approx. 40000	2141 till March 2010	10 Schools proposed under Multimedia Classrooms which will benefit 19266 students. Expansion of CAL for 80 AIE centres it will benefit 3069 Children. And strengthening of CAL resource centres in 20 Clusters
	Total	91	78	Approx. 40000	2141	Approx. 42000

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

Information regarding NPEGEL

Name of District :

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

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

Information on KGBV

Name of District :

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

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

Retention Rate Primary level									
District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	94.2	99.5	96.5	94.2	99.5	96.5	95.2	98.4	97.2

Retention Rate Upper Primary level									
District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	73	77.7	75.3	68	75.5	71.3	67.8	75.4	71

Retention Rate: Elementary level

(Govt. + Aided)

Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Private Unaided)

Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Total)

Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

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

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para		
Chandigarh	182		182		Consolidated Rs. 11035/- p.m.		State as per criteria of Education Dept.	SSA

**All teachers were recruited, presently 91 teachers are working.
Preprocess for fillign up of Vacant posts is in progress.**

Source:

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

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para		
Chandigarh	593- Teachers		593		Consolidated Rs. 13290/- p.m.		State as per criteria of Education Dept.	SSA
	10-Heads		10					SSA
		All teachers were recruited, presently 471 Upper primary teachers are working. Preprocess for fillign up of Vacant posts is in progress.						

Source:

Block wise Information on PTR

Name of Block/ Municipal Area		Total no. of schools	Single Teacher Schools		Number of schools in respect of teacher availability					
			Number	% age of total schools	>30	>40	>50	>60	> 70	> 80
Block 1	Primary	104	0	0	84	54	29	14	6	4
	U. Primary	91	0	0	23	8	5	2	2	1
	Overall	105	0	0	59	28	15	6	2	0
	Which districts have higher PTR									

Source : **DISE**

Status of Teacher availability

Name of Block/ Municipal Area	Block wise Number of schools in respect of teacher availability (Upper Pry)					
	Total no. of schools	No. of schools with less than 3 teachers	Schools without maths and science teachers	Schools without language teachers	Schools without social science teachers	Schools without headmasters
U. Primary	91	0	0	0	0	0

Source

Target, Achievement & Proposal of Free Text Book

Name of Block/ Municipal	Category.	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
		Physical	Financial	Physical	Financial	Physical	Financial
Block 1	PS (Total)	42651		42651		43780	65.67
	Girls	27476		27476			
	SC/ST	4131		4131			
	Minorities						
	UPS (Total)	24558		24558		25618	64.04
	Girls	15172		15172			
	SC/ST	3028		3028			
	Minorities						
	Total	67251	125.45	67251*	76.06	69398	129.7

Source

*There are total 60203 students in Primary Classes out of which 42651 have been provided free text books by SSA and remaining 17552 are provided free textbooks by the State Education Department.

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

Name of Block/ Municipal	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
Block 1	a. Teacher grant @ Rs. 500/- per teacher					
	Primary level	1452	1463	100.75%	1452	7.26
	Upper Primary level	1438	1450	100.83%	1438	7.19
	Total	2890	2913	100.79%	2890	14.45
	b. School grant @ Rs. 2000/-per school					
	Primary level	110	109	99%	110	5.50
	Upper Primary level	94	94	100%	94	6.58
	Total	204	203	99.50%	204	12.08
	c. TLE grant					
	New Primary schools@ 10,000/-per school	Not Applicable	Not Applicable		7	1.40
	New Upper Primary schools@ 50,000/-per school	Not Applicable	Not Applicable		7	3.50
	Total	Not Applicable	Not Applicable		14	4.9

Source :

Overall progress and targets for teacher training

Name of Block/ Municipal Area	Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
Chandigarh	In-service	1710	16.4	1340	13.35	78.3	83	1400	11.60
Chandigarh	Induction	150	4.5	164	3.8	109	84	200	6.00
Chandigarh	Untrained	0	0	0	0	0	0	0	0.00
Chandigarh	Monthly Academic Meets							1000	5.00
Chandigarh	Trg. of CRCs, Heads, URCs and SPO level	20	0.2	11	0	55		245	1.60

Source :

Retention Rate Primary level									
District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	94.2	99.5	96.5	94.2	99.5	96.5	95.2	98.4	97.2

Retention Rate Upper Primary level									
District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chandigarh	73	77.7	75.3	68	75.5	71.3	67.8	75.4	71

Retention Rate: Elementary level

(Govt. + Aided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Private Unaided)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

(Total)

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source :

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

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by		Salary Scale		Selected by	Salary provided by
			10-Mar					
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.
Chandigarh	182		182		Consolidat ed Rs. 11035/- p.m.		State as per criteria of Education Dept.	SSA

Source:

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

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by		Salary Scale		Selected by	Salary provided by
			10-Mar					
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.
Chandigarh	593- Teachers		593		Consolidat ed Rs. 13290/- p.m.		State as per criteria of Education Dept.	SSA
Chandigarh	10-Heads		10					SSA

Source:

Block wise Information on PTR

Name of Block/ Municipal Area	Total no. of schools	Single Teacher Schools		Number of schools in respect of teacher availability						
		Number	%age of total schools	>30	>40	>50	>60	> 70	> 80	
Block 1	Primary	104	0	0	84	54	29	14	6	4
	U. Primary	91	0	0	23	8	5	2	2	1
	Overall	105	0	0	59	28	15	6	2	0
	Which districts have higher PTR									

Source : DISE

Status of Teacher availability

Name of Block/ Municipal Area	Block wise Number of schools in respect of teacher availability (Upper Pry)					
	Total no. of schools	No. of schools with less than 3 teachers	Schools without maths and science teachers	Schools without language teachers	Schools without social science teachers	Schools without headmasters
U. Primary	91	0	0	0	0	0

Source

Districtwise Availability of Teachers as per RTE Requirement

		RTE requirement	Which districts are currently not meeting RTE requirement (mention PTR)	No. and % of schools not meeting RTE requirement		Steps taken to meet RTE requirement	Monitoring mechanism to ensure this
				No. of schools	% of total schools		
1	Primary level PTR	2 teachers for upto 60 children 3 for upto 90 4 for upto 120 5 for upto 200	Nil	----	----	RTE is already implemented.	DISE
		PTR under 1:40 for above 200 children	78 Schools			Rationalisation of teachers	DISE
2	PTR at upper primary level	1:35	1:24	---	---	---	DISE
3	Subject- specific teachers	At least 1 teacher for Sci & Maths, Social Sci and language.	one teacher for Hindi , English , Maths , Lang I, Language II ,Arts, crafts, physical education (6 teachers per class)	----	---	RTE requirement is already being met.	DISE
4	Head- Teacher and part Time Instructors	For above 100 children. At least 1 full-time head teacher and part time instructors for art PHE, Work Education.	There are no separate posts of heads in 11 Primary Schools. However, the senior most teacher takes care of the administrative work.		0		Education Department

Teacher and Student Attendance

	MHRD study (06-07)	2007-08 (with Source)	2008-09 (with source)	2009-10 (with source)	Target for 2010-11
Teacher attendance (pry.)	65.82%				
Teacher attendance (up. pry.)	60.98%				
Student attendance (pry.)	75%		94.45% Gen 94.16% SC	94.45% Gen 84.00% SC	96% Gen 86% SC
Student attendance (up. pry.)	80%		93.84% Gen 93.12% SC	93.84 % Gen 84.78 % SC	95% Gen 90% SC
Source					

Number of working days and working hours

Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
Number of working days in a year	<ul style="list-style-type: none"> • 200 for Pry. • 220 for Up. Pry. 	237 days both for Primary and Upper Primary	Already implemented.	Through DISE, School Visit and Principal reports.
Number of instructional hours in a year	<ul style="list-style-type: none"> • 800 for Pry. • 1000 for Up. Pry. 	More than 800 for primary and more than 1000 for upper primary.	Already implemented.	Through DISE, School Visit and Principal reports.
Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	38 hours in single shifts and 33 hours in double shifts.	From the year 2010-11, the working hours per week including the preparation hours will be introduced as per the RTE Act.	Through DISE, School Visit and Principal reports.
No. of days involved in non educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	No teacher is deployed for non educational work.	Action will be taken as per RTE Act.	Through DISE, School Visit and Principal reports.
Involvement in private tuitions	No teacher shall be engaged in private teaching activity	Instructions have been given to principals to ensure that no teachers	Action will be taken as per RTE Act.	Through DISE, School Visit and Principal reports.

Source

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
		in 2009-10				
PS	1st April	Apr-09	Apr-10	Monitored and check by the CRCs and Head of Schools	Delay in supply of NCERT textbooks to the UT.	Advance procurement order have been given to NCERT.
UPS	1st April	Apr-09	Apr-10	Monitored and check by the CRCs and Head of Schools	Delay in supply of NCERT textbooks to the UT.	Advance procurement order have been given to NCERT.

Source

Target, Achievement & Proposal of Free Text Book

Name of Block/ Municipal	Category.	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
		Physical	Financial	Physical	Financial	Physical	Financial
Block 1	PS (Total)	42651		42651		43780	65.67
	Girls	27476		27476			
	SC/ST	4131		4131			
	Minorities						
	UPS (Total)	24558		24558		25618	64.04
	Girls	15172		15172			
	SC/ST	3028		3028			
	Minorities						
	Total	67251	125.45	67251*	76.06	69398	129.7

Source

*There are total 60203 students in Primary Classes out of which 42651 have been provided free text books by SSA and remaining 17552 are provided free textbooks by the State Education Department.

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.					
Schools using TLMs other than textbooks	110	94	100%	100%	Split up syllabus ,activities, reading material, Teacher Source books, Maths Kits, CAL	80 -85%	Classroom observations by the school heads, CRCCs , pedagogy cell & QMT
Availability of Library in each school	110	94	100%	100%	Story books , textbooks,reference books & books on general awareness	40-50%	By school heads & CRCCS
Availability of play material, games and sports equipment	110	94	100%	100%	Material for indoor & outdoor games	100%	Principal / school head

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

Name of Block/ Municipal Area	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
Block 1	a. Teacher grant @ Rs. 500/- per teacher					
	Primary level	1452	1463	100.75%	1452	7.26
	Upper Primary level	1438	1450	100.83%	1438	7.19
	Total	2890	2913	100.79%	2890	14.45
	b. School grant @ Rs. 2000/-per school					
	Primary level	110	109	99%	110	5.50
	Upper Primary level	94	94	100%	94	6.58
	Total	204	203	99.50%	204	12.08
	c. TLE grant					
	New Primary schools@ 10,000/- per school	Not Applicable	Not Applicable		7	1.40
	New Upper Primary schools@ 50,000/- per school	Not Applicable	Not Applicable		7	3.50
Total	Not Applicable	Not Applicable		14	4.9	

Source :

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	Apr-09	Apr-09	Nil
Issues related to timely distribution	Nil	Nil	Nil
Mechanisms to ensure timely distribution	Cluster Heads, School Heads and CRCs	Cluster Heads, School Heads and CRCs	Cluster Heads, School Heads and CRCs
Whether guidelines have been issued regarding utilization	Yes	Yes	Yes
What the grant was utilized for in 2009-10	To prepare TLM	To repair & maintenance	
Feedback on effective use of grants in 2009-10; issues identified	Nil	Nil	Nil
What the grant will be utilized for in 2010-11	To prepare TLM and printing of Activity Sheets for students	Repair/ purchase old materials	Nil
Mechanisms to ensure effective use of grants	Through feedback received from CRCs and School Heads	Through feedback received from CRCs and School Heads	Through feedback received from CRCs and School Heads

Source :

Overall progress and targets for teacher training

Name of Block/ Municipal Area	Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
Chandigarh	In-service	1710	16.4	1340	13.35	78.3	83	1400	11.60
Chandigarh	Induction	150	4.5	164	3.8	109	84	200	6.00
Chandigarh	Untrained	0	0	0	0	0	0	0	0.00
Chandigarh	Monthly Academic Meets							1000	5.00
Chandigarh	Trg. of CRCs, Heads, URCs and SPO level	20	0.2	11	0	55		145	1.60

Source :

(SSA) Chandigarh

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
CHD	2009.10	2757.20	851.70	826.00	500.00	38.39	2216.09	1934.04	70	87	274.72	304.79

(NPEGEL)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
Not Applicable, Because Chandigarh does not have any NPEGEL												

(KGBV)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
Not Applicable, Because Chandigarh does not have any KGBV												

(Total)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	6	4	5	7	8	9	10	11	12	13
CHD	2009.10	2757.20	851.70	826.00	500.00	38.39	2216.09	1934.04	70	87	274.72	304.79

Result Frame Work

Results Framework for SSA Goals

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal I : All children in School / EGS Centres / Alternative and Innovative Education Centres									
1	Number of children aged 6-14 years not enrolled in School / EGS Centres / AIE Centres	(2008-09: PMIS Report from Alternative Schooling Unit)	Reduction in number of out of school children by	Number of OoSC reduced by	Reduction in number of out of school children by	Reduction in number of out of school children by	Annual PMIS Report disaggregated by States.	Household Data and updated village and ward register	
		children estimated Out of School (Independent Sample study 2009) :1900	7900	9344	6779	The target will be fixed after the undertaking updation survey 2010-11	Independent Sample Survey on out of school children in 2011-12 disaggregated by States / Gender / Rural / Urban and Social Categories of SC / ST/ OBC / Muslim Minorities/C WSN	Independent Sample Survey on out of school children commissioned by State	
2	Number of children enrolled in schools	-lakh at Primary Stage	Enrolment of children at Primary and at Upper Primary level and in EGS / AIE (All three separately)	Number of children enrolled at Primary and at Upper Primary level and in EGS / AIE (All three separately)	Enrolment of children at Primary and at Upper Primary level and in EGS / AIE(All three separately)	Enrolment of children at Primary and at Upper Primary level and in EGS / AIE (All three separately)	Annual DISE Report disaggregated by States, gender, SC, ST and Muslim.	DISE	
		-lakh at Upper Primary stage							

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
		-lakh in EGS / AIE	AIE: 7900	Pry: 89871 U.Pry:52474 AIE:9344	Pry:94871 U.Pry:55974 AIE: 16123	The target will be fixed after the undertaking updation survey 2010-11	Annual PMIS Report disaggregated by States	Programme MIS	
3	Ratio of Primary to Upper Primary Schools	Number of districts with PS:UPS>2.50:1 are 15 : Nil	Number of districts to be reduced from Nil to Nil	Number of districts reduced : NA	Number of districts to be reduced from Nil. to : Nil	Number of districts to be reduced from Nil to Nil	Annual DISE Report disaggregated by States : NA	DISE	Chandigarh has Primary to Upper Primary school ratio of 1.2:1
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	CWSN are enrolled (2008-09)	Number of CWSN to be enrolled: 5348	Number of CWSN enrolled : 4969	Number of CWSN to be enrolled: 3739	Number of CWSN to be enrolled: 3900	Annual PMIS Report on IE disaggregated by States : Annual	PMIS Report from Inclusive Education for Disabled Unit : Survey	
Goal 2 : Bridging gender and social category gaps									
5	Decline in shortfall of number of classrooms	Additional classrooms required (DISE 2008-09) :84	Additional classrooms to be added :285	Additional classrooms added :136	Additional classrooms to be added :210	Additional classrooms to be added: 400	Annual PMIS Report on civil works disaggregated by States	PMIS Reports from civil works unit	
5	Girls, as a share of students enrolled at Primary and Upper Primary level.	Share of girls in primary schools is% (Share of girls in population of 6 10 is%)	Share of girls in primary school is 45.5% Govt.	Share of girls in primary school is 45.5 %	Share of girls in primary school is 46%	Share of girls in primary school is 47%	Annual DISE Report disaggregated by States	DISE	

		Share of girls in upper primary schools is 46.99% (Share of girls in population of 11-13 is 47.40%)	Share of girls in primary school is 45%	Share of girls in primary school is 44.3%	Share of girls in upper primary school is 45%	Share of girls in upper primary school is 46%	Annual PMIS Report disaggregated by States	PMIS Report from Alternative School Unit.		
		(DISE 2007-08)								
6	Enrolments of Scheduled Castes & Schedule Tribe children reflect their shares in 6-14 age group population in Primary and Upper Primary Schools	Share of SC children In Primary Schools is 8.59% (Share of SC in population of 6-10 is 17.60%)	Share of SC children in primary is 9%	Share of SC children in primary is 9.05%	Share of SC children in primary is 10%	Share of SC children in primary is 11%	Annual DISE report disaggregated by States	DISE		
		Share of SC children in Upper Primary Schools is 5.98% (Share of SC in population of 11-13 is 17.6.%)	Share of SC children in upper primary is	Share of SC children in upper primary is 11.76%	Share of SC children in upper primary is 12.5%	Share of SC children in upper primary is 13%				
		Share of ST children in Primary Schools is 0.12% (Share of ST in population of 6-10 is 0.%)	Share of ST children in primary is	Share of ST children in primary is 0.15.%	Share of ST children in primary is 0.2%	Share of ST children in primary is 0.25.%				
		Share of ST children In upper Primary Schools is 0% (Share of ST in population of 11-13 is	Share of ST children in upper primary is	Share of ST children in upper primary is 0.15%	Share of ST children in upper primary is 0.2%	Share of ST children in upper primary is 0.25%				

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
		0.%)							
		(DISE 2007-08)							

Goal III: Universal Retention

7	Transition rates from Primary to Upper Pry.	Transition rates from Primary to Upper Primary is 110% (DISE 2007-08)	Transition rates from Primary to Upper Primary to be 106%	Transition rates from Primary to Upper Primary is 106%	Primary to Upper Primary to be 100%	Primary to Upper Primary to be 100%	Annual DISE Report Disaggregated by States, Gender, SC , ST and Muslim	DISE	
8	Retention at Primary level	Retention at Primary level is 95 % (DISE 2007-08)	Retention at Primary level to be 96.53 %	Retention at Primary level is 105.1%	Retention at Primary level to be 100%	Retention at Primary level is 100%			

Social Category desegregation will be made available from 2009-10

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
9	Retention at Elementary Level	Retention at elementary level is 92.% (For States where Elementary Stage is Class I to Class VIII) (For States where -Elementary Cycle is Class I to Class VII)	Retention at elementary level to be 92.2%	Retention at Primary level is 105.6%	Retention at elementary level to be 100%	Retention at elementary level to be 100%			
10	Gross Completion	Grss (Primary level) at	Gross Completion Ratio	Completion Ratio (Primary level) is	Completion Ratios (Primary level)	Completion Ratio (Primary level) to			

		2008					and Report	Instruments
	Ratio ² (Primary level)	primary level is 98.5 (DISE 2007-08)	98% (Primary level) to be	98.6	to be 99%	be 100%		
12	Improvement in % Schools with Drinking water facility	Schools having drinking water facility is 100%	Schools having drinking water facility to be 100%	Schools having drinking water facility is 100%	Schools having drinking water facility to be 100%	Schools having drinking water facility to be 100%	Annual DISE Report disaggregated by States	DISE
13	Improvement in % Schools with Common toilets	Schools having common toilets is 31.6%	Schools having common toilets to be 31.6%	School having common toilets is 31.6%	School having common toilets to be 32%	School having common toilets to be 32%		
14	Improvement in % School with separate toilets for girls	Schools having separate toilet for girls at primary level is 96.15%	Schools having separate toilet for girls at primary level is 96.15%	Schools having separate toilet for girls at primary level is 96.15%	Schools having separate toilet for girls at primary level is 96.15%	Schools having separate toilet for girls at primary level is 96.15%		
		Schools having separate toilet for girls at upper primary level is%	Schools having separate toilet for girls at upper primary level is 100%	Schools having separate toilet for girls at upper primary level is 100%	Schools having separate toilet for girls at upper primary level is 100%	Schools having separate toilet for girls at upper primary level is 100%		

²Primary completion rate is the total number of students regardless of age in the last grade of primary school (grade V), minus the number of repeaters in that grade, divided by the number of children of official age for completing primary level (age 11, RGI projections)

³ Primary completion rate is the total number of students regardless of age in the last grade of primary school (grade V), minus the number of repeaters in that grade, divided by the number of children of official age for completing primary level (age 11, RGI projections)

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
		%%%%			
		(DISE 2007-08)							
Goal IV Education of Satisfactory Quality									
15	Provision of quality inputs to improve learning levels								
	(i) Teacher Availability	(i) Pupil Teacher Ratio at Primary Level Is 41:1 and at Upper Primary level is 23:1	PTR at primary level is 40:1 & at upper primary level is 25:1	PTR at primary level is 43:1 & at upper primary level is 24:1	PTR at primary level is 40:1 & at upper primary level is 25:1	PTR at primary level is & at upper primary level is	Annual DISE Report disaggregated by States and Districts	DISE	
		(ii) Districts with average PTR > 40 at Primary level are 1	Districts with average PTR > 40 at Primary level are 1	Districts with average PTR > 40 at Primary level are 1	Districts with average PTR > 40 at Primary level are 1	Districts with average PTR > 40 at Primary level are 1			
		(iii) Districts with average PTR > 40 at Upper Primary level is	(iii) Districts with average PTR > 40 at Upper Primary level is 0	(iii) Districts with average PTR > 40 at Upper Primary level is 0	(iii) Districts with average PTR > 40 at Upper Primary level is 0	(iii) Districts with average PTR > 40 at Upper Primary level is 0			
		(iv) Districts with PTR>40 areat elementary level	(iv) Districts with PTR>40 are 0 at elementary level	(iv) Districts with PTR>40 are 0 at elementary level	(iv) Districts with PTR>40 are 0 at elementary level	(iv) Districts with PTR>40 are 0 at elementary level			
		(v)% of Schools with PTR > 40:1 is	% of Schools with PTR > 40:1 is	% of Schools with PTR > 40:1 is	% of Schools with PTR > 40:1 is	% of Schools with PTR > 40:1 is			
		(vi) Shortfall of number of Teachers	Teachers to be recruited	Teachers recruited	Teachers to be recruited	Teachers to be recruited	Annual PMIS Reports disaggregated by States	PMIS	
		(PMIS 2009-10) / DISE (2008-09)							

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks	
	(ii) Availability of Teaching Learning Materials	Eligible students received free text books.	Eligible students to be receiving free textbooks are%	Eligible students to be receiving free textbooks are%	Eligible students to be receiving free textbooks are%	Eligible students to be receiving free textbooks are%	Annual PMIS Reports disaggregated by districts	Program MIS		
		(2008-09: PMIS)/ DISE (2008-09)								
		Percent of schools using material in addition to textbooks / worksheets (Baseline as per Plan 2010-11)	Percent of schools using workbooks / worksheets	Percent of schools using workbooks / worksheets	Percent of schools using workbooks / worksheets	Percent of schools using workbooks / worksheets	Percent of schools using workbooks / worksheets	<input type="checkbox"/> Sample District Report - six monthly <input type="checkbox"/> QMT <input type="checkbox"/> program me MIS		MIs Sample District Report PMIS
		Percent of schools displaying teaching learning material related to language / EVS science / maths / social science / CAL	Percent of schools displaying TLM	Percent of schools displaying TLM	Percent of schools displaying TLM	Percent of schools displaying TLM	Percent of schools displaying TLM			
16	Process indicators on quality									
	(i) Training									
	(a) Teachers% Teachers received in-service training against annual target.% Teachers received in-service training against annual target.% Teachers received in-service training against annual target.% Teachers received in-service training against annual target.% Teachers received in-service training against annual target.% Teachers received in-service training against annual target.	Annual PMIS Reports disaggregated by districts	Program MIS	

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
	 Number Training Number Number Number Number	Annual PMIS	Program MIS	
		of Educational Administrators from State to Block level	Training of Educational Administrators from State to Block level	Training of Educational Administrators from State to Block level	Training of Educational Administrators from State to Block level	Training of Educational Administrators from State to Block level	Reports disaggregated by districts		
	(iii) Teacher Support & Academic Supervision	(a) BRCs undertaking residential teacher training on monthly basis	Number of BRC undertaking more than 8 days of residential teacher training	Number of BRC undertaking more than 8 days of residential teacher training	Number of BRC undertaking more than 8 days of residential teacher training	Number of BRC undertaking more than 8 days of residential teacher training	Annual PMIS Reports disaggregated by districts	Program MIS	
		(d) Number of school visits undertaken by CRCs during previous	Number of CRC undertaking more than 15	Number of CRC undertaking more than 15	Number of CRC undertaking more than 15	Number of CRC undertaking more than 15 days of	Sample District Report -six	MIs Sample District Report	
		year (Baseline as per State plan)	days of school visit : All	days of school visit :All	days of school visit :All	school visit :All	monthly Annual PMIS Reports disaggregated by districts	Program MIS	
		(d) 96% CRC and 100% BRC are functional.	Improvement in percentage of BRC / CRC functional	Improvement in percentage of BRC / CRC functional	Improvement in percentage of BRC / CRC functional		QMT /PMIS – Annual	QMT Report/PMIS	
	(iv) Classroom Practices	Time-on-Task study undertaken in 2007-08 in selected major States on time spent in classrooms on teaching/learning activities			Conduct time on Task Study in 2010-11 to track improvement in select districts		Independent study in 2010-11	Independent sample study commissioned by State for select districts	
	(v) Student's	Number of schools	% schools to	% schools to	% schools to	% schools to	Annual PMIS	PMIS	

							and Report	Instruments	
	Learning Assessment	Moving to Continuous and Comprehensive Evaluation (CCE)	move to CCE	move to CCE	move to CCE	move to CCE	Reports disaggregated by districts	program	
	(vi) Attendance Rates								
	(a) Student	Student Attendance at primary and upper primary (Baseline from 2009-10 Study) 4	Improvement in student attendance bypercent point from baseline both at primary & upper primary level	Improvement in student attendance bypercent point from baseline both at primary & upper primary level	Improvement in student attendance bypercent point from baseline both at primary & upper primary level	Improvement in student attendance bypercent point from baseline both at primary & upper primary level	Annual QMT Reports disaggregated by districts	QMT Reports	
Sample District Report -six monthly							MIs Sample District Report		
Independent Sample Study on student attendance to be repeated in 2009-10 &							Independent Sample Study commissioned by State		

⁴Baseline will be available by January 2010. Baseline will be available by January 2010

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
	the purpose of checking health of school system)						11.(designed in the sprit of RTE for the purpose of checking health of school system)		
		Learning levels for class V		Preparation for First Round sample student achievement	First Round sample student achievement level outcomes	State level sample Learning Achievement	State level sample learning Achievement		

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
					level outcomes		Surveys in 2011 12.(designed in the sprit of RTE for the purpose of checking health of school system)		
		Learning levels for class VII / VIII			Preparation for First Round sample student achievement level outcomes		Learning Achievement Surveys in 2012-13.(designed in the sprit of RTE for the purpose of checking health of school system)		
							then in 2011 12		
	(b) Teacher	Teacher Attendance at primary and at upper primary (Baseline from 2009-10 Study) 5	Improvement in teacher attendance bypercent point from baseline both at primary & upper primary level	Improvement in teacher attendance bypercent point from baseline both at primary & upper primary level	Improvement in teacher attendance bypercent point from baseline both at primary & upper primary level	Improvement in teacher attendance bypercent point from baseline both at primary & upper primary level	Annual PMIS Reports disaggregated by districtss Independent Sample Study on teacher attendance to be repeated in 2009-10 & then in 2011 12	Program MIS Independent sample study commissioned by State	

							and Report	Instruments		
17	Accountability to the community	SMCs to have 3/4 members from parents and atleast 50% members would be women (Baseline as per AWP&B 2011-12)	% of SMCs	% of SMCs	100%			Sample District Report -six monthly Programme MIS	MIs Sample District Report PMIS	
		% of SMCs prepared Schools Development Plans (Baseline as per AWP&B 2011-12)	% of SMCs	% of SMCs	80%					
18	State level sample Learning Achievement Surveys (designed in the sprit of RTE for	Learning levels for class III			First Round sample student achievement level outcomes	Analysis and dissemination of First Round sample student achievement level outcomes	State level sample Learning Achievement Surveys in 2010	State level Learning Achievement Surveys		

ANNEXURE-B

(Physical Progress Tables)

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

S.No.	Interventions	Total Approved (upto 2009-10)	Achievement (Completed/Coverage Up to 31 March, 2010)	% Achievement
1	Primary School Opening	14	9	64%
2	Upper Primary Opening	14	9	64%
3	Teachers' Recruitment	855	775	91%
4	Primary School Building	14	9	64%
5	Upper Primary School Building	14	9	64%
6	Additional Class Rooms (ACR)	220	66	30%
7	Drinking Water Facility	0	0	0
8	Toilet Facility	12	12	100%
9	CRC Activity Room	20	8	40%
10	KGBV Functional	Nil	Nil	Nil
11	KGBV Building Construction	Nil	Nil	Nil
12	In service Teacher's Training (20 days)*	1710	1340	78%
13	New Teacher's Training (30 days)*	150	164	109%
14	Untrained Teacher's Training (30 days)*	Nil	Nil	Nil
15	Dist. of free text book*	67239	67239	100
16	Dist. of Teachers' grant*	2890	2913	101
17	Dist. of School grant*	204	203	99.5
18	Dist. of TLE grant*	Nil	Nil	Nil
19	Remedial Teaching*	3867	3867	100
20	Out of School Children*	7900	9344	118%
21	Progress on Inclsive Education	5348	5348	100%
22	Progress on NPEGEL (MCS)	Nil	Nil	Nil

Approved and Achievement of year 2009-10 only

PROGRESS OF PEDAGOGY

in Service Teachers' Training (20 Days)

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	1710	1340	78%

New Teachers' Training (30 Days)

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	150	164	109%

Untrained Teachers' Training (60 Days)

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	Nil	Nil	Nil

Distribution of Free Text Books

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	67239	67239	100

Distribution of Teacher Grant

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	2890	2913	101

Distribution of School Grant

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	204	203	99.5

Distribution of TLE Grant

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	Nil	Nil	Nil

Remedial Teaching

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	Chandigarh	3867	3867	100

District wise Progress Format on IE

S. No.	Name of the District	No. of CWSN identified	No. of CWSN in Schools	No. of CWSN covered through EGS/AIE	No. of CWSN covered through Home Based Education	No. of CWSN provided aids and appliances	No. of NGOs involved	No. of Resource Teachers appointed	No. of Schools made Barrier Free
1	Chandigarh	5348	3359	89	13	355	6	21	35

ANNEXURE-C

(Costing Sheets)

S.No.	Activity	Unit	PAB Approved		Achievement			Saving			Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Approved			Total Approved	Remarks		
			Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Phy	Fin		Saving	Fin.			Unit Cost	Phy.	Fin.			Fin.	Fin.
1	New Schools Opening																					
1.01	Upgradation of EGS to PS	Centers/ School	0		0		#DIV/0!															
1.02	New PS	School	0		0		#DIV/0!						7						7			
1.03	Upgraded/New UPS	School	0		0		#DIV/0!						7						7			
2	New Teachers Salary																					
2.01	Primary Teachers (Regular)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	1.3725	70	96.08	96.08	0.00	1.3725	70	96.08	96.08	0.00	
2.02	Primary Teachers (Para)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!						0.00	0.00					0.00	0.00	
2.03	Upper Primary Teachers (Regular) (one Science & one Maths Teacher per UP)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00			0.00	0.00	0.00				0.00	0.00	
2.04	Upper Primary Teachers (Para)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	1.7280	67	115.78	115.78	0.00	1.7280	42	72.58	72.58	0.00	
2.05	Upper Primary Teachers - Head Master	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!				4.0500	30	121.50	121.50		4.0500	0	0.00	0.00	0.00	
2.06	Add Teacher against PTR																					
2.06	New Additional Teachers - PS (Regular)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00		0	0.00	0.00	0.00			0	0.00	0.00	
2.07	New Additional Teachers - PS (Para)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!					0	0.00	0.00	0.00			0	0.00	0.00	
2.08	New Additional Teachers-UPS (Regular)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00		0	0.00	0.00	0.00			0	0.00	0.00	
2.09	New Additional Teachers - UPS (Para)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!					0	0.00	0.00	0.00			0	0.00	0.00	
2.10	Teachers under OBB	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!					0	0.00	0.00	0.00			0	0.00	0.00	
2.11	New Others	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00		0	0.00	0.00	0.00			0	0.00	0.00	
	Sub Total (2.01 to 2.11)		0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	167	333.35	333.35	0.00			112	168.65	168.65	
	Teachers Salary (Recurring)										0.00											
2.12	Primary Teachers (Regular)	Teacher	182	248.98	91	172.07	50%	69%			76.91	0.00	1.8300	182	333.06	333.06	0.00	1.8300	182	291.43	291.43	
2.13	Primary Teachers (Para)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00				0.00	0.00				0.00	0.00	
2.14	UP Teachers (Regular)	Teacher	593	973.47	461	867.60	78%	89%			105.87	0.00	2.3040	593	1366.27	1366.27	0.00	2.3040	593	1290.24	1290.24	
2.15	UP Teachers (Para)	Teacher	0	0.00	0	0.00	0%	#DIV/0!			0.00	0.00			0.00	0.00	0.00			0.00	0.00	
2.16	UP Teachers - Head Master	Teacher	10	36.00	10	10.42	100%	29%			25.58		5.4000	10	54.00	54.00		5.4000	10	54.00	54.00	
2.17	Additional Teachers - PS (Regular)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	0.0000	0	0.00	0.00	0.00	0.0000	0	0.00	0.00	
2.18	Additional Teachers - PS (Para)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00				0.00	0.00				0.00	0.00	
2.19	Additional Teachers - UPS (Regular)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00	0.00			0.00	0.00	
2.20	Additional Teachers - UPS (Para)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00				0.00	0.00				0.00	0.00	
2.21	Teachers under OBB	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00				0.00	0.00				0.00	0.00	
2.22	Others (Recurring)	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00			0.00	0.00	0.00			0.00	0.00	
	Sub Total (2.12 to 2.22)		785	1258.45	562	1050.09	72%	83%			208.36	0.00		785	1753.33	1753.33	0.00		785	1635.67	1635.67	
	SUB TOTAL (New Teachers+Teachers Recurring)		785	1258.45	562	1050.09	#DIV/0!	#DIV/0!			208.36	0.00		952	2086.68	2086.68	0.00		897	1804.32	1804.32	

S.No.	Activity	Phy. Unit	2009-10									Proposal for 2010-11					Recommendations for 2009-10					Remarks
			FAB Approved		Achievement				Saving			Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Approved			Total Approved	
			Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy	Fin	Saving	Fin.	Unit Cost	Phy.	Fin.	Pin.	Fin.	Unit Cost	Phy.	Fin.	Fin.	
3	Teachers Grant										0.00											
3.01	Primary Teachers	Teacher	1452	7.26	1463	2.92	101%	40%			4.34	0.00	0.0050	1452	7.26	7.26	0.00	0.0050	1452	7.26	7.26	
3.02	Upper Primary Teachers	Teacher	1438	7.19	1450	2.95	101%	41%			4.24	0.00	0.0050	1438	7.19	7.19	0.00	0.0050	1438	7.19	7.19	
	Sub Total		2890	14.45	2913	5.87	101%	41%			8.58	0.00		2890	14.45	14.45	0.00		2890	14.45	14.45	
4	Urban Resource Centre										0.00											
4.01	Salary of existing URC	RP	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	2.3600	1	2.36	2.36	0.00	2.3600	1	2.36	2.36	
4.02	Salary of New URC for 10 months												1.9700	1	1.97	1.97		1.9700	1	1.97	1.97	
4.03	Furniture Grant	BRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	1.0000	2	2.00	2.00	0.00	1.0000	2	2.00	2.00	
4.04	Contingency Grant	BRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	0.0000	0	0.05	0.05	0.00	0.5000	2	1.00	1.00	
4.05	Meeting, TA	BRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	0.0000	0	0.03	0.03	0.00	0.3000	2	0.60	0.60	
4.06	TLM Grant	BRC	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	0.0000	0	0.05	0.05	0.00	0.1000	2	0.20	0.20	
4.07	Maintenance Grant										0.00				0.10	0.10			0	0.00	0.00	
4.08	Creation of Training Facility										0.00				5.00	5.00			0	0.00	0.00	
4.09	One Programmer for 10 months										0.00		1.5400	1	1.54	1.54		1.5400	0	0.00	0.00	
4.1	One Data Entry Operator										0.00		0.8000	1	0.80	0.80		0.8000	0	0.00	0.00	
4.11	2 Accountant for schools										0.00		1.7800	2	3.56	3.56		1.7800	0	0.00	0.00	
4.12	2 Class IV employee										0.00		0.5000	1	1.00	1.00		0.5000	0	0.00	0.00	
	Sub Total			0.00		0.00	#DIV/0!	#DIV/0!			0.00	0.00	0.00		18.46	18.46	0.00	0.00		8.13	8.13	
5	Cluster Resource Centres										0.00											
5.01	Salary of Resource Persons	RP	20	27.59	11	7.90	55%	29%			19.69	0.00	2.3040	19	43.78	43.78	0.00	2.3040	19	39.17	39.17	
5.02	New CRPs												1.9200	10	19.20	19.20		1.9200	9	17.28	17.28	
5.03	Furniture Grant	CRC	0	0.00			#DIV/0!	#DIV/0!			0.00	0.00	0.0000	0	0.00	0.00	0.00	0.0000	0	0.00	0.00	
5.04	Contingency Grant	CRC	20	0.60		0.60	0%	100%			0.00	0.00	0.0300	20	0.60	0.60	0.00	0.1000	19	1.90	1.90	
5.05	Meeting, TA	CRC	20	0.72		0.72	0%	100%			0.00	0.00	0.0360	20	0.72	0.72	0.00	0.1200	19	2.28	2.28	
5.06	TLM Grant	CRC	20	0.20		0.20	0%	100%			0.00	0.00	0.0100	20	0.20	0.20	0.00	0.0300	19	0.57	0.57	
	Sub Total			29.11		9.42	#DIV/0!	32%			19.69	0.00			64.50	64.50	0.00			61.20	61.20	
6	Teachers Training										0.00											
6.01	In-service Teachers' Training for 10 Days	Teacher	1710	16.10	1340	13.74	78%	85%			2.36	0.00	0.0100	1000	10.00	10.00	0.00	0.0100	1000	10.00	10.00	
6.02	Induction training for Newly Recruit Teachers	Teacher	150	4.50	164	3.80	109%	84%			0.70	0.00	0.0300	200	6.00	6.00	0.00	0.0300	200	6.00	6.00	
6.03	Training for Untrained Teachers	Teacher	0	0.00	0	0.00	#DIV/0!	#DIV/0!			0.00	0.00	0.0000	0	0.00	0.00	0.00	0.0000	0	0.00	0.00	
6.04	Monthly Cluster Level Academic Meets	Teacher									0.00		0.0050	1000	5.00	5.00		0.0050	1000	5.00	5.00	
6.05	5 Days Training of Capacity Building of Head of Schools on RTE & Active Learning Pedagogy	Teacher									0.00		0.0050	105	0.53	0.53		0.0050	0	0.00	0.00	
6.06	10 days training for URC/CRC/SRG	Teacher									0.00		0.0010	70	0.07	0.07		0.0100	70	0.70	0.70	
6.07	10 Days training for Trainers	Teacher									0.00		0.0100	40	0.40	0.40		0.0100	0	0.00	0.00	
6.08	Other (CRC)	CRC	20	0.20	11	0.00	55%	0%			0.20	0.00			0.00	0.00	0.00			0.00	0.00	
	Sub Total		1880	20.80	1515	17.54	81%	84%			3.26			2800.00	22.00	22.00			2800.00	21.70	21.70	

			Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Phy	Fin	Saving	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
7	Interventions for OOSC										0.00										
7.01	Residential Bidge Course	Child	100	7.50	100	7.50	100%	100%			0.00	0.00	0.0750	70	5.25	5.25	0.00	0.0750	70	5.25	5.25
7.02	Non Residential Bridge Course	Child	700	21.00	696	21.00	99%	100%			0.00	0.00	0.0300	500	15.00	15.00	0.00	0.0300	500	15.00	15.00
7.03	AIE Centers for New Children	Child	4960	148.80	6197	147.54	125%	99%			1.26	0.00	0.0300	5409	162.27	162.27	0.00	0.0300	5409	162.27	162.27
7.04	AIE Centres for Old students for 9 Months	Child	1200	18.00	1200	17.83	100%	99%			0.17	0.00	0.0000	0	0.00	0.00	0.00	0.0000	0	0.00	0.00
7.05	Half Way Home	Child	100	2.82	100	2.82	100%	100%			0.00	0.00	0.0300	100	3.00	3.00	0.00	0.0300	100	3.00	3.00
7.06	NRBC for CWSN	Child	123	2.66	123	2.66	100%	100%			0.00	0.00	0.0000	0	0.00	0.00	0.00	0.0000	0	0.00	0.00
7.07	Madarsa/ Maktab	Child	717	21.51	928	21.51	129%	100%			0.00	0.00	0.0300	700	21.00	21.00	0.00	0.0300	700	21.00	21.00
	Sub Total		7900	222.29	9344	220.86	118%	99%			1.43	0.00		6779	206.52	206.52	0.00		6779	206.52	206.52
8	Remedial Teching										0.00										
8.01	Remedial Teching	Child	3867	7.73	3867	4.33	100%	56%			3.40			0	0.00	0.00			0	0.00	0.00
	Sub Total		3867	7.73	3867	4.33	100%	56%			3.40			0	0.00	0.00			0	0.00	0.00
9	Free Text Book										0.00										
9.01	Free Text Book (P)	Child	42651	63.98	42651	39.00	100%	61%			24.98	0.00	0.0015	43780	65.67	65.67	0.00	0.0015	43780	65.67	65.67
9.02	Free Text Book (UP)	Child	24588	61.47	24588	37.26	100%	61%			24.21	0.00	0.0025	25618	64.05	64.05	0.00	0.0025	25618	64.05	64.05
	Sub Total		67239	125.45	67239	76.26	100%	61%			49.19	0.00		69398	129.72	129.72	0.00		69398	129.72	129.72
10	Interventions for CWSN (IED)										0.00										
10.01	Resource Teacher Salary	Child	15	17.46	15	17.46	100%	100%			0.00	0.00	1.8300	22	40.43	40.43	0.00	1.8300	0	0.00	0.00
10.02	Convenyence allowance to RT										0.00		0.0600	22	1.32	1.32		0.0600	0	0.00	0.00
10.03	Appointment of new resource teacher for 6 months		7	3.57		0.47	0%	13%			3.10		0.0000	0	0.00	0.00		0.0000	0	0.00	0.00
10.04	Provision of Aids & Appliances		500	1.00	355	1.00	71%	100%			0.00		0.0020	213	1.49	1.49			0	0.00	0.00
10.05	Teacher Training- 90 days		60	0.96	60	0.83	100%	86%			0.13		0.0160	77	1.23	1.23			0	0.00	0.00
10.06	Teacher Training- 10 days		150	1.50	100	1.32	67%	88%			0.18			0	0.00	0.00			0	0.00	0.00
10.07	Workshop for development of study material/ TLM for CWSN		3	1.98	3	0.80	100%	40%			1.18			0	0.00	0.00			0	0.00	0.00
10.08	TLM Grant to resource teachers		15	0.08	15	0.08	100%	100%			0.00		0.0000	0	0.00	0.00		0.0005	0	0.00	0.00
10.09	Strengthening of Resource Centres										0.00		0.0134	5	0.67	0.67		0.0002	0	0.00	0.00
10.1	Escort Allowance for 10 months		147	2.94	82	0.71	56%	24%			2.23		0.0160	206	3.30	3.30		0.0160	0	0.00	0.00
10.11	Medical Assessment of new identified CWSN by expert medical team including Surgeries		1000	0.50	1117	0.50	112%	100%			0.00			3400	2.15	2.15		0.0006	0	0.00	0.00
10.12	30 days training on LD		40	1.20	41	1.03	103%	86%			0.17		0.0000	0	0.00	0.00		0.0000	0	0.00	0.00
10.13	Remedial Teching		4000	10.30		0.27	0%	3%			10.03			2500	5.00	5.00			0	0.00	0.00
10.14	Transport allowance for 10 months		247	7.41	212	2.54	86%	34%			4.87		0.0349	264	9.20	9.20		0.0349	0	0.00	0.00
10.15	Sumner Camp for CWSN/ Excursions		1	0.50	1	0.50	100%	100%			0.00				1.13	1.13			0	0.00	0.00
10.16	Survey for identification of out of school CWSN		1	2.81	1	2.81	100%	100%			0.00			1	1.00	1.00			0	0.00	0.00
10.17	World Disability day at Cluster Level		20	1.00	20	1.00	100%	100%			0.00		0.0500	20	1.00	1.00		0.0500	0	0.00	0.00
10.18	Meeting at different levels		14	0.27	11	0.04	79%	15%			0.23		0.0000	0	0.00	0.00		0.0000	0	0.00	0.00
10.19	5% sample checking & Software										0.00				1.00	1.00			0	0.00	0.00
10.2	Documents of Good Practices										0.00				1.50	1.50			0	0.00	0.00
10.21	School Readiness Programme & Day Care Centres										0.00				9.48	9.48			0	0.00	0.00
10.22	Appointment of Care givers										0.00		0.2000	5	1.00	1.00		0.2000	0	0.00	0.00
10.23	Training of Parents & Volunteers										0.00		0.0028	177	0.50	0.50		0.0028	0	0.00	0.00

			Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Phy	Fin	Saving	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.	
17	Management & Quality											0.00										
17.01	Management	District		104.28		80.71	#DIV/0!	77%				23.57	0.00			179.53	179.53	0.00			150.00	150.00
17.02	Community Mobilisation			4.94		1.53	#DIV/0!	31%				3.41				2.70	2.70				1.60	1.60
17.03	Learning Enhancement Prog. (LEP)	District										0.00										
17.03.01	Language Lab											0.00	2.0000	7		14.00	14.00		2.0000	7	14.00	14.00
17.03.02	Make primary school print rich & colorful											0.00	2.0000	13		26.00	26.00		2.0000	13	26.00	26.00
17.03.03	Development of worksheets for class II											0.00				7.50	7.50				7.50	7.50
17.03.04	Making Reading cell functional											0.00				2.34	2.34				2.34	2.34
17.03.05	Adaptation of Source books											0.00				12.00	12.00				12.00	12.00
17.03.06	Science and Maths kits for upper primary classes											0.00				2.15	2.15				2.15	2.15
17.03.07	Developed Social Science for upper primary classes											0.00	0.2500	20		5.00	5.00		0.2500	20	5.00	5.00
	LEP Total			52.38		5.40	#DIV/0!	10%				46.98				68.99	68.99				68.99	68.99
	Sub Total		0.00	161.60	0.00	87.64	#DIV/0!	54%	0.00	0.00	73.96	0.00	0.00	0.00	251.22	251.22	0.00	0.00	0.00	220.59	220.59	
18	Innovative Activity											0.00										
18.01	ECCE	District		15.00		15.00	#DIV/0!	100%				0.00	0.00			15.00	15.00	0.00			14.92	14.92
18.02	Girls Education	District		0.00		0.00	#DIV/0!	#DIV/0!				0.00	0.00	4000		14.98	14.98	0.00			14.80	14.80
18.03	SC / ST	District		11.50		0.00	#DIV/0!	0%				11.50	0.00			0.00	0.00	0.00			0.00	0.00
18.04	CAL	District		50.00		23.54	#DIV/0!	47%				26.46	0.00			50.00	50.00	0.00			50.00	50.00
18.05	Urban Deprived Children	District		15.00		8.07	#DIV/0!	54%				6.93				7.50	7.50				7.50	7.50
	Sub Total		0	91.50	0	46.61	#DIV/0!	51%				44.89	0.00	4000		87.48	87.48	0.00			87.22	87.22
19	Community Training											0.00										
19.01	Community Training	Persons	622	0.37	275		44%	0%				0.37	0.00		997	1.49	1.49	0.00		997	1.49	1.49
	Sub Total		622	0.37	275	0.00	44%	0%				0.37	0.00		997	1.49	1.49	0.00		997	1.49	1.49
	Total of SSA			2757.21		2312.43	#DIV/0!	84%				444.78				4413.71	4413.70				3730.22	3730.22
20	STATE COMPONENT																					
20.01	Management						#DIV/0!	#DIV/0!				0.00						0.00				
20.02	REMS						#DIV/0!	#DIV/0!				0.00		3		1.75		0.00				
20.03	SIEMAT						#DIV/0!	#DIV/0!				0.00						0.00				0.00
	Sub Total			0.00		0.00	#DIV/0!	#DIV/0!				0.00		3		1.75		0.00	0.00	0	0.00	0.00
	STATE SSA TOTAL			0.00			#DIV/0!	#DIV/0!								#REF!	#REF!				#REF!	#REF!
	GRAND TOTAL (SSA)			2757.21		2312.43	#REF!	84%								4413.71	4413.70				3730.22	3730.22

Management & MIS Cost % 4.064106
 LEP % 1.84949
 Total Mgt. Cost (Mgt+LEP) % 5.913596
 Civil Works % 28.49271
 BRC/CRC Construction % 0.214465

ANNEXURE-d

(spill over tables)

Spillover Format for AWP&B (2010-11)

Sl.No		2001-02		2002-03						2003-04						2004-05											
		Target approved		Spill over		Fresh		Target approved		Total approved		Spill over		Fresh		Target approved		Total approved		Spill over		Fresh		Target approved		Total approved	
		Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	BRC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	CRC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Composite Schools	0	0	0	0	0	0	0	0	0	0	2	180.00	2	180.00	1	80.00	10	450.00	10	540.00	0	0	0	0	0	0
5	Additional Classrooms	0	0	0	0	0	0	0	0	0	0	14	49.00	14	49.00	0	0.00	20	35.00	20	35.00	0	0	0	0	0	0
6	Drinking water	0	0	0	0	0	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0	0	0	0	0
7	Toilets	0	0	0	0	0	0	0	0	0	0	6	1.20	6	1.20	6	1.20	6	1.20	12	2.40	0	0	0	0	0	0
8	Others	0	0	0	0	0	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0	0	0	0	0
	Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22.00	230.20	22.00	230.20	7.00	91.20	46.00	506.20	52.00	597.40						

	2005-06						2006-07						2007-08					
	Spill over		Fresh/Target approved		Total approved		Spill over		Fresh/Target approved		Total approved		Spill over		Fresh/Target approved		Total approved	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRC	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
CRC	0	0.00	10	20.00	0	20.00	10	20.00	0	0.00	0	20.00	0	10.00	0	0.00	0	10.00
Composite Schools	5	175.00	12	315.00	0	490.00	0	307.61	0	0.00	0	307.61	0	262.61	0	315.00	0	577.61
Additional Classrooms	8	14.00	69	105.00	0	119.00	0	119.00	0	0.00	0	119.00	0	0.00	0	105.00	0	105.00
Drinking water	0	0.00	0	0.00	0	0.00	0	0.80	0	0.00	0	0.80	0	0.00	0	0.00	0	0.00
Toilets	12	2.40	0	0.00	0	2.40	4	0.00	0	0.00	0	0.80	0	0.00	0	0.00	0	0.00
Others												0.00	0	0.00	0	0.00	0	0.00
Total	25.00	191.40	82.00	440.00	0.00	631.40	14.00	447.41	0.00	0.00	0.00	447.41	0.00	272.61	0.00	420.00	0.00	692.61

	2008-09						2009-10					
	Spill over		FreshTarget approved		Total approved		Spill over		FreshTarget approved		Total approved	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRC	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
CRC	0	10.00	0	0.00	0	10.00	0	10.00	0	0.00	0	10.00
Composite Schools	0	307.61	0	0.00	0	284.77	0	284.77	0	0.00	0	284.77
Additional Classrooms	0	8.38	0	0.00	0	8.38	0	8.38	136	476.00	136	484.38
Drinking water	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Toilets	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Others	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	0.00	328.99	0.00	0.00	0.00	283.15	0.00	283.15	136.00	476.00	136.00	759.15

