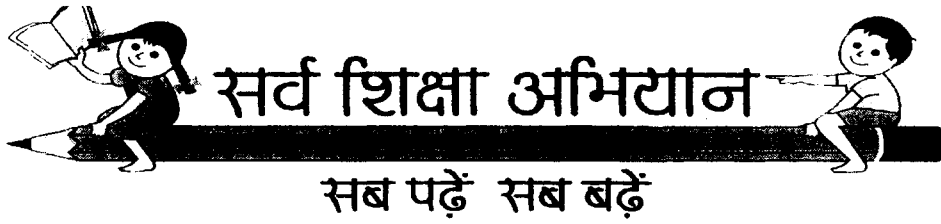सर्व शिक्षा अभियान
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SARVA SHIKSHA ABHIYAN

LAKSHADWEEP

APPRAISAL REPORT OF
ANNUAL WORKPLAN ANDBUDGET
2009-10

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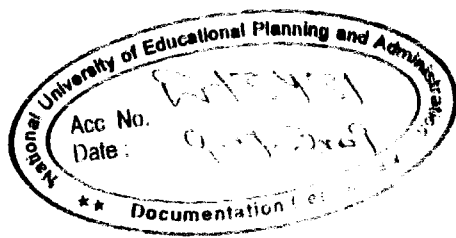
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SARVA SHIKSHA ABHIYAN

LAKSHADWEEP

REPORT ON APPRAISAL OF

ANNUAL WORK PLANS & BUDGET FOR 2009-10

APPRAISAL REPORT 2009-10

LAKSHADWEEP

1. An Executive Summary of key items:-

(I) Progress Overview for 2008-09

(Rs. in lacs)

Sl. No	Activity	2008-2009					
		PAB Approved		Achievement upto 28th February, 2009			
		Phy.	Fin.	Phy.	Fin	Phy.%	Fin %
1	New Schools						
1.01	Up-gradation of EGS to PS		■	—		■	
1.02	PS	4	■	3		■	
1.03	UPS	3	■	3		■	
2	New Teachers Salary						
2.01	Primary Teachers (Regular)	2	1.30	0	0.00	0	0
2.02	Primary Teachers (Para)						
2.03	Upper Primary Teachers (Regular)	9	5.85	9	4.47	100	76
2.04	Upper Primary Teachers (Para)						
2.05	Upper Primary Teachers (Headmaster)	0	0.00	0	0.00	0	0
	Add. Teacher against PTR						
2.06	New Additional Teachers - PS (Regular)	0					
2.07	New Additional Teachers - PS (Para)	0					
2.08	New Additional Teachers - UPS (Regular)	2	1.30	2	0.69	100	53
2.09	New Additional Teachers - UPS (Para)	0					
2.1	Teachers under OBB	0					
2.11	New Others						
	Sub Total (2.01-2.11)	13	8.45	11	5.16	85	61
	Teachers Salary (Recurring)						
2.12	Primary Teachers (Regular)	6	3.90	6	2.12	100	54
2.13	Primary Teachers (Para)						
2.14	UP Teachers (Regular)	4	2.60	4	2.54	100	98
2.15	UP Teachers (Para)						
2.16	UP Teachers - Headmaster						
2.17	New Additional Teachers - PS (Regular)						
2.18	New Additional Teachers - PS (Para)						
2.19	New Additional Teachers - UPS (Regular)						

Sl. No	Activity	2008-2009					
		PAB Approved		Achievement upto 28th February, 2009			
		Phy.	Fin.	Phy.	Fin	Phy.%	Fin %
2.2	New Additional Teachers – UPS (Para)					.	
2.21	Teachers under OBB						
2.22	Others (Recurring)						
	Sub Total(2.12 to 2.22)	10	6.50	10	4.66	100.00	72
	SUB TOTAL (New teacher + Teachers Recurring)	23	14.95	21	9.82	91.00	66
3	Teachers Grant						
3.01	Primary Teachers	381	1.91	381	1.91	100	100
3.02	Upper Primary Teachers	239	1.20	239	1.20	100	100
	Sub Total	620	3.10	620	3.10	100	100
4	Block Resource Centre						
4.01	Salary of Resource Persons	12	7.80	12	5.97	100	77
4.02	Furniture Grant	0	0.00	0	0.00		
4.03	Contingency Grant	3	0.60	3	0.60	100	100
4.04	Meeting TA	3	0.27	3	0.27	100	100
4.05	TLM Grant	3	0.15	3	0.15	100	100
	Sub Total		8.82		6.99	100	79
5	Cluster Resource Centres						
5.01	Salary of Resource Persons	18	11.70	18	9.35	100	80
5.02	Furniture Grant	0	0.00	0	0.00	0	0
5.03	Contingency Grant	9	0.27	9	0.27	100	100
5.04	Meeting, TA	9	0.32	9	0.32	100	100
5.05	TLM Grant	9	0.09	9	0.09	100	100
	Sub Total		12.38		10.03		81
6	Teachers Training		9.60		7.02		73.12
7	Interventions for Out-of-School Children						
7.01	EGS Centre (P)						
7.02	EGS Centre (UP)						
7.03	Residential Bridge Course						
7.04	Non Residential Bridge Course						
7.05	Back to School						
7.06	Mobile Schools						
7.07	AIE Centre	156	4.68	82	1.82	53	39
7.08	Others						
	Sub Total	156	4.68	82	1.82	53	39
8	Remedial Teaching						
8.01	Remedial Teaching	552	1.38	552	0.89	100	64
	Sub Total	552	1.38	552	0.89	100	64
9	Free Textbook						

Sl. No	Activity	2008-2009					
		PAB Approved		Achievement upto 28th February, 2009			
		Phy.	Fin.	Phy.	Fin	Phy.%	Fin %
9.01	Free Textbook (P)						
9.02	Free Textbook (UP)						
	Sub Total	0	0.00	0	0.00		
10	Interventions for CWSN (IED)						
10.01	Inclusive Education	320	3.84		1.34		35
	Sub Total	320	3.84		1.34		35
11	Civil Works		160.20		56.47		35
12	Furniture for Govt. UPS						
13	Teaching Learning Equipment						
13.01	TLE - New Primary	4	0.50	3	0.30	75.00	60
13.02	TLE - New Upper Primary	3	1.50	3	1.50	100.00	100
13.03	UPS not covered under OBB	0	0.00	0			0
	Sub Total	7	2.00	6	1.80	86.00	90
14	Maintenance Grant						
14.01	Maintenance Grant for PS & UPS	40	3.00	40	3.00	100	100
	Sub Total	40	3.00	40	3.00	100	100
15	School Grant						
15.01	Primary School	32	1.60	32	1.60	100	100
15.02	Upper Primary School	14	0.98	14	0.98	100	100
	Sub Total	46	2.58	46	2.58	100	100
16	Research & Evaluation						
16.01	Research & Evaluation	50	0.65		0.00		0.00
	Sub Total	50	0.65		0.00		0.00
17	Management & MIS						
17.01	Management & MIS		20.00		18.03		90.15
17.02	Learning Enhancement Programme (LEP)		0.00		0.00		
	Sub Total	0	20.00		18.03		90.15
18	Innovative Activity						
18.01	ECCE		15.00		10.33		67
18.02	Girls Education		15.00		3.22		21.46
18.03	SC/ST		15.00		13.64		91
18.04	Computer Education		50.00		25.80		51.6
18.05	Minorities		5.00		5.00		100
	Sub Total		100.00		57.99		57.99
19	Community Training						
19.01	Community Training	140	0.08	140	0.08	100	100
	Sub Total	140	0.08	140	0.08	100	100
	Total of SSA (Districts)		347.27		180.96		52.11
20	NPEGEL		0.00		0.00		
21	KGBV		0.00		0.00		
	GRANT TOTAL (SSA+NPEGEL+KGBV)		347.27		180.86		52.11

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(II) A. Financial Information

Rs in Lakh

Year	AWP & B	Release		Total Fund received	Funds from Other Sources	Opening Balance	Total Funds Available	Expenditure	% Exp. Against Fund Available
		GOI	Share						
2001-02									
2002-03	34.81	19.98	0	19.98	0	0.001	90.98	0	0
2003-04	110.17	0	0	0	0.41	19.98	13.33	7.06	53
2004-05	132.07	28.31	0	28.31	0.93	13.33	42.57	4.16	8
2005-06	93.32	12.03	20	32.03	2.03	38.41	72.47	18.67	26
2006-07	413.25	87.47	21.50	108.97	3.81	53.80	166.58	75.66	48
2007-08	235.17	0	90.00	90.00	3.79	89.27	183.06	106.75	58
Total up to 2008-09		147.79	131.50	279.29	10.97	77.27	497.99	212.30	43

For 2008-09 (Rs in Lakhs)

1	Total Outlay including KGBV		347.27
2	Total Release		
2.1	GOI Share		70.00
2.2	State Share		121.54
3	Opening Balance		77.27
	Other Receipts		2.04
	TOTAL		270.85
4	Anticipated Expenditure till March 2009 (Amount in figures and % of Utilization)		233.11

(III)

1. The State has not provided the audit report for 2007-08.
2. The UT has shown expenditure to the tune of 52% till February. However, it is optimistic of raising the achievement level to 67% by the end of the financial year. The areas with unsatisfactory performance are: Interventions for out of school children, IED, civil works.

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Expenditure on Elementary Education from 1999-2000 to 2008-09

(Rs. in lakh)

Year	Budget of Elementary Education	Expenditure
1999-2000	884.70	395.8
2000-2001	789	436.9
2001-2002	882	331.5
2002-2003	880	591.5
2003-2004	880.08	830.6
2004-2005	1087.43	753.2
2005-2006	972.37	652.3
2006-2007	1211	607.7
2007-2008	1465	2493.3
2008-2009	6089	2835.4

Proposal and Recommendation 2009-10

(Rs. in lacs)

Sl. No	Activity	Fresh Proposal		Fresh Recommendations		Remarks
		Phy.	Fin.	Phy.	Fin.	
1	**New Schools**					
1.01	Up-gradation of EGS to PS	███	███	███	███	███
1.02	PS	0	███	0	███	███
1.03	UPS	0	███	0	███	███
2	**New Teachers Salary**					
2.01	Primary Teachers (Regular)	0	0.00	0	0.00	
2.02	Primary Teachers (Para)					
2.03	Upper Primary Teachers (Regular)					
2.04	Upper Primary Teachers (Para)					
2.05	Upper Primary Teachers (Headmaster)	5	5.50	0	0.00	3 teachers per upper primary school for 5 UPSs already provided.
	Add. Teacher against PTR					
2.06	New Additional Teachers - PS (Regular)	3	3.30	0	0.00	State proposed 3 teachers for opening class three in 3 functional PS approved under SSA. However, two teachers per primary school already provided. Proposal - not recommended.
2.07	New Additional Teachers - PS (Para)					
2.08	New Additional Teachers - UPS (Regular)	30	33.00	0	0.00	3 teachers per upper primary school for 5 UPSs already provided. State made this proposal to add class VIII to the existing ten UPSs (including 5 UPS approved under SSA).
2.09	New Additional Teachers UPS (Para)					
2.1	Teachers under OBB					
2.11	New Others					
	Sub Total (2.01-2.11)	**38**	**41.80**	**0**	**0.00**	
	Teachers Salary (Recurring)					
2.12	Primary Teachers (Regular)	8	8.80	8	8.60	Salary for 6 teachers of 3 operational PSs for 11

Sl. No	Activity	Fresh Proposal		Fresh Recommendations		Remarks
		Phy.	Fin.	Phy.	Fin.	
	-					months, and that for 2 teachers of yet to be opened school for 10 months.
2.13	Primary Teachers (Para)					
2.14	UP Teachers (Regular)	15	16.50	15	16.50	Salary for 11 months.
2.15	UP Teachers (Para)					
2.16	UP Teachers – Headmaster					
2.17	New Additional Teachers – PS (Regular)					
2.18	New Additional Teachers – PS (Para)					
2.19	New Additional Teachers – UPS (Regular)		0.00		0.00	
2.2	New Additional Teachers – UPS (Para)					
2.21	Teachers under OBB					
2.22	Others (Recurring)					
	Sub Total(2.12 to 2.22)	23	25.30	23	25.10	
	SUB TOTAL (New teacher + Teachers Recurring)	61	67.10	23	25.10	
3	Teachers Grant					
3.01	Primary Teachers	359	1.80	359	1.80	Grant as per norms for teachers in position
3.02	Upper Primary-Teachers	308	1.54	308	1.54	
	Sub Total	667	3.34	667	3.34	
4	Block Resource Centre					
4.01	Salary of Resource Persons	12	13.20	12	13.20	Salary for 30 resource teachers for 11 months. Grants as per norms.
4.02	Furniture Grant	0	0.00	0	0.00	
4.03	Contingency Grant	3	0.60	3	0.60	
4.04	Meeting TA	3	0.27	3	0.27	
4.05	TLM Grant	3	0.15	3	0.15	
	Sub Total		14.22		14.22	
5	Cluster Resource Centres					
5.01	Salary of Resource Persons	18	19.80	18	19.80	
5.02	Furniture Grant	0	0.00	0	0.00	
5.03	Contingency Grant	9	0.27	9	0.27	
5.04	Meeting, TA	9	0.32	9	0.32	
5.05	TLM Grant	9	0.09	9	0.09	
	Sub Total		20.48		20.48	
6	Teachers Training					
6.01	In-Service	640	6.40	640	6.40	
6.02	In-Service	640	3.20	640	3.20	
6.03	Induction Training for	27	0.81	27	0.81	Induction training for

Sl. No	Activity	Fresh Proposal		Fresh Recommendations		Remarks
		Phy.	Fin.	Phy.	Fin.	
	Newly Recruit Trained Teachers				-	30 days for 27 new teachers recruited by the State.
6.04	Refresher Course - Untrained Teachers					
6.05	Distance Education					
6.06	Other (DRG/CRG/BRG)	30	0.30	30	0.30	Training for 10 days for BRPs @ Rs. 100 per day.
	Sub Total		**10.71**		**10.71**	
7	**Interventions for Out-of-School Children**					
7.01	EGS Centre (P)					
7.02	EGS Centre (UP)					
7.03	Residential Bridge Course					
7.04	Non Residential Bridge Course					
7.05	Back to School					
7.06	Mobile Schools					
7.07	AIE Centre	152	4.56	67	2.01	Recommended for 67 children @ Rs. 3000 per annum for non-residential AIE centers as 20 children are proposed to be mainstreamed and 65 would be provided with home based education.
7.08	Others					-
	Sub Total	**152**	**4.56**	**67**	**2.01**	
8	**Remedial Teaching**					
8.01	Remedial Teaching	530	1.33	0	0.00	Not recommended as Female Literacy rate above National Average.
	Sub Total	**530**	**1.33**	**0**	**0.00**	
9	**Free Textbook**					
9.01	Free Textbook (P)					
9.02	Free Textbook (UP)					
	Sub Total	**0**	**0.00**	**0**	**0.00**	
10	**Interventions for CWSN (IED)**					
10.01	Inclusive Education	463	4.63	463	4.63	Recommended for 463 children @ Rs. 1000/- per children.

Sl. No	Activity	Fresh Proposal		Fresh Recommendations		Remarks
		Phy.	Fin.	Phy.	Fin.	
	Sub Total	463	4.63	463	4.63	
11	**Civil Works**					
11.01	BRC	0	0.00	0	0.00	
11.02	CRC	0	0.00	0	0.00	
11.03	Primary School (New)	0	0.00	0	0.00	
11.04	Upper Primary (New)	0	0.00	0	0.00	
11.05	Building Less (Pry)					
11.06	Building Less (UP)					
11.07	Dilapidated Building (Pry)					
11.08	Dilapidated Building (UP)					
11.09	Additional Classroom	0	0.00	0	0.00	
11.1	Toilet/Urinals	0	0.00	0	0.00	
11.11	Separate Girls Toilet					
11.12	Drinking Water Facility	0	0.00	0	0.00	
11.13	Boundary Wall					
11.14	Separation Wall					
11.15	Electrification					
11.16	Headmaster's Room					
11.17	Child Friendly Elements					
11.18	Kitchen Shed					
11.19	Residential Hostel					
11.2	Major Repairs Primary					
11.21	Major Repairs Upper Primary					
11.22	Others					
	Sub Total	0	0.00	0	0.00	
12	**Furniture for Govt. UPS**					
12.01	No. of Children	360	1.80	360	1.80	Recommended for 360 children of 3 Govt. old schools. PS : UPS ratio less than 1 : 2.
	Sub Total (Furniture)	360	1.80	360	1.80	
	Sub Total (Civil + Furniture)		1.80		1.80	
13	**Teaching Learning Equipment**					
13.01	TLE - New Primary	0	0.00	0	0.00	
13.02	TLE - New Upper Primary	0	0.00	0	0.00	
13.03	UPS not covered under OBB	0	0.00	0	0.00	
	Sub Total	0	0.00	0	0.00	
14	**Maintenance Grant**					
14.01	Maintenance Grant for PS & UPS	47	3.53	47	3.53	Recommended for 47 schools @ Rs 7500 per

Sl. No	Activity	Fresh Proposal		Fresh Recommendations		Remarks
		Phy.	Fin.	Phy.	Fin.	
						school.
	Sub Total	**47**	**3.53**	**47**	**3.53**	
15	**School Grant**					
15.01	Primary School	33	1.65	33	1.55	As per norms.
15.02	Upper Primary School	14	0.98	14	0.98	As per norms.
	Sub Total	**47**	**2.63**	**47**	**2.63**	
16	**Research & Evaluation**					
16.01	Research & Evaluation	47	0.61	47	0.61	Research and evaluation grant for 47 schools @ Rs. 1300 per school.
	Sub Total	**47**	**0.61**	**47**	**0.61**	
17	**Management & MIS**					
17.01	Management & MIS		29.00		19.00	Rs 20 lacs recommended as management cost for UT.
17.02	Learning Enhancement Programme (LEP)		1.00		1.00	
	Sub Total		**30.00**		**20.00**	
18	**Innovative Activity**					
18.01	ECCE		15.00		15.00	Recommended as proposed
18.02	Girls Education		15.00		15.00	Recommended as proposed
18.03	SC/ST		15.00		15.00	Recommended as proposed
18.04	Computer Education	-	50.00		50.00	Recommended as proposed
18.05	Minorities		5.00		5.00	Recommended as proposed
	Sub Total		**100.00**		**100.00**	
19	**Community Training**					
19.01	Community Training	148	0.0888	126	0.0756	Recommended for 126 members @ Rs. 60 per member.
	Sub Total	**148**	**0.0888**	**126**	**0.0756**	
	Total of SSA (Districts)		**265.02**		**209.13**	
20	**NPEGEL**		0.00		0.00	
21	**KGBV**		0.00		0.00	
	GRANT TOTAL (SSA+NPEGEL+KGBV)		**265.02**		**209.13**	
	Spill Over (SSA)		79.50		79.50	
	GRAND TOTAL		**344.52**		**288.63**	

(III) Issues

Civil Works

- The last progress report received from the UT was for the period ending 31-03-2006. As per the progress report received from the UT neither physical nor financial progress has been achieved.
- Large number of civil works has not been started so far.
- Even though VECs/PTAs and SMCs exist in every Island the SSA civil works are implemented through Lakshwadeep PWD.

Opening of school

- One primary school which was sanctioned last year has not been opened by UT. Three other schools sanctioned in 2006-07 are running in rented buildings. Buildings have been sanctioned by the PAB but the UT is unable to construct for want of land.

Quality

- The UT has proposed 38 new teachers in 2009-10: 5 Headmasters for schools upgraded to UP schools in 2007-08, 3 teachers (for Std. III) for new PS opened in 2008-09; and 30 subject teachers for 10 UP schools that UT plans to upgrade to 8th Standard. This proposal has not been recommended as per norms, but PAB may discuss.
- Although the UT provides free textbooks to all children from Class I to VIII from its own budget, the UT does not provide the accompanying Teachers Handbooks which are a necessary part of the Kerala curriculum to go along with the textbooks. UT should make provisions for providing these as well.
- The State must lay emphasis on bringing about shifts in classroom processes towards active student learning. These changes should be systematically tracked through classroom observation formats and reported to MHRD on a regular basis. The UT should also conduct a Study on Teachers' and Students' Time on Task by August 2009-10 as committed, to obtain a more accurate picture of classroom processes.
- The UT must appoint a Pedagogy Coordinator at UT level to effectively coordinate Quality-related interventions
- Monitoring mechanisms need strengthening.
- UT must finalise and implement performance indicators for teachers and trainers at the earliest, and performance levels should be reported to MHRD every 6 months.

(IV) **Comments on States commitments and implementation:** Team to ascertain the action taken on the State's commitments made during PAB 2008-09.

Commitment	Action taken	Comments School
1. 100% enrolment	We have achieved 99% enrolment.	Children who are out of s are CWSN.
2.100% accessibility	We have achieved 95.5% accessibility. Out of the 4 Primary Schools sanctioned 3 are opened. The fourth one will be operational by May 2009	State should open scho priority.

Commitment	Action taken	Comments
3.Pending civil works should be completed by October 2008	Lakshadweep PWD is the only agency to take up all civil work under the UT Administration. VEC/SMC does not have the skilled manpower to take up the civil work. Hence the construction work is delayed. The works will be completed by December 09.	Not complied with.
4. Training to Teachers be given for 20 days and also improve the quality and quantity in-service training	All Primary and Upper Primary School Teachers are given 20 days training programme during 08-09	Complied with. State needs to share with MHRD steps taken to improve the quality of in-service training.
5. To conduct a survey to assess the problem of teacher absenteeism by November 2008	Teacher absenteeism is not at all a problem in the UT. Hence a survey was not conducted. However a survey will be conducted before August 09.	Not complied with
6.The UT should finalize performance indicators for teachers and trainers by 31st July 2008, and use them for tracking and enhancing their performance	We could not develop performance indicators last year. However in 09-10 We will finalise the same for tracking and enhancing their performance	Not complied with
7.The BRCs need to be properly staffed and there is a need to adopt a suitable mechanism to monitor their activities	All posts sanctioned by the PAB have been filled	UT has not informed about monitoring mechanism of BRCs activities
8. The UT will notify measurable and verifiable indicators for all classes in consonance with the UT curriculum. For the purpose of Class III indicators developed by NCERT may be adopted and used.	Indicators will be developed in accordance to NCERT tools to suit to island condition and will be applied from next academic year.	Not complied with.
9. The UT should strengthen the existing management structure at SPO and DPO	Rs 20 lakhs is only approved for Management &MIS which is not sufficient to meet the salary of additional staff, especially in view of the implementation of Sixth CPC. Hence it may be difficult for strengthening the Management structure with in the management cost	Lack of resources may be the reason for not complying with the commitment
10. To 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 home work.	Parental meets are held on quarterly basis in which sharing of children's report card class work and home work are discussed A decision has been taken to include this item in the PTA bylaw from next year.	Not complied with.
11.UT shall constitute the District Level Committees composing public representatives for monitoring the implementation of the SSA programme in all districts as per the revised norms of SSA framework, conveyed to all the states/UTs vide MHRD's OM no compliance of Terms of Reference of the District Level Committees including the meeting of such committees on quarterly basis.	Action has been taken to constitute the District level Committee.	UT needs to share with MHRD.
12. To ensure budgetary provision of matching UT share in the budget and submit a copy of the same to GOI.	Sufficient budget provision has been made in the UT budget and copy of the same is readily available for submission.	As per letter from Secretary Education Rs. 200.00 lakhs have been allocated as state share for SSA in Lakshadweep.

2. Introduction & Planning process:

Introduction :

An appraisal team comprising of TSG consultants and one external resource person was constituted to appraise AWP&B 2009-10 of Lakshwadeep. Mr Ahmed Project Officer and Mr. Chandran Project Officer interacted with the appraisal team, during 9th to 15th March 2009. Following are the name of appraisal consultants:

1. Mr. S.C. Gujaria (Costing)
2. Mr. C. Ganapathi
3. Ms. Anupriya Chadha
4. Ms. Kiran Dogra
5. Ms. Anamika Mehta
6. Ms. Suzana Andrade
7. Mr. Shalender Sharma
8. Dr. S.C. Mehta (ERP)
9. Mr. N.P. Chauhan
10. Mr. Jitendra Kumar Panda and
11. Mr. Adil Rasheed (Coordination)

(i) District Profile :

The UT of Lakshadweep consists of 36 Islands with 10 Islands inhabited. The total area of these Islands is 32 sq. Km while the total area of inhabited Islands is 28.5 Km. This un district UT has been divided in 10 blocks for administrative convenience – each coinciding with the aforesaid ten Islands. However, for SSA purposes, 3 BRC's have been constituted in the UT, the first covering 2 Islands, the second 3 Islands and the third with remaining 5 Islands. Each Islands could be considered as an independent village. Population is small and scattered.

(ii) Demographic Profile:

The total population of UT is 60.58 thousand with male population being 31.11 thousand and the female 29.47 thousand. The gender ratio is 947 female per thousand males.

Lakshadweep is the third highest literate UT/ State in the country. Accordingly to the census of 2001, the male and female literacy in Lakshadweep is 93.55 % and 81.55 % respectively. Lakshadweep has a literacy rate of 87.52 % in comparison to the national average of 65.38 %. The highest male literacy in Lakshadweep is at Minicoy (93.55 %) and the lowest at Kiltan (81.55 %).

The gender gap of 11.6 % is a disadvantage to female. However, in comparison to National average of male and female literacy, Lakshadweep is much high.

Spatial Distribution of Population, Gender ratio and Literacy -2001

Name of island	Area in Square Kilometers		Total Population			Literacy in percentage to total population and gender gap		
	Lagoon area	Island area	Total	Male	Female	Total	Male	Female
Agatti	1750	3.84	7072 (11.67%)	3688	3384	88.40	94.21	82.03 (11.91)
Amini	150	2.60	7340 (12.11%)	3727	3613	84.26	92.46	75.95 (16.51
Andrott	Nil	4.90	10720 (17.69%)	5356	5364	84.74	92.57	76.90 (15.67)
Bitra	45.61	0.10	264 (0.43%)	158	106	84.62	86.47	81.33 (5.14)
Chetlat	1.60	1.40	2553 (4.21%)	1341	1212	86.02	90.32	81.47 (8.85)
Kadmat	37.50	3.20	5319 (8.77%)	2685	2634	90.40	94.24	86.44 (7.8)
Kalpeni	25.60	2.79	4319 (7.12%)	2279	2040	84.72	92.23	76.72 (16.21
Kavaratti	4.96	4.22	10113 (16.68 %)	5579	4534	88.26	93.55	81.65 (11.9)
Kiltan	3.96	2.20	3664 (6.04%)	1847	1817	83.68	88.96	78.42 (10.54)
Minicoy	30.60	4.80	9495 (15.66%)	4616	4879	93.01	95.30	90.86 (4.44)
Laksha Dweep		32.0	60,595	3118	29477	87.52	93.15	81.55 (11.6)

Planning process

Lakshadweep is the smallest UT of the country with total land area of 32.89 kms. Only. Its population is 60.58 thousands as per 2001 census and it is the third highest literate state/UT of the country (literacy 87.52%). It is a group of 36 islands irregularly scattered in the South Arambian Sea, with only 11 inhabited islands and the remaining being uninhabited islands, coral reefs and sand banks. There are only 56 different education institutions including nursery schools, primary and upper primary schools, secondary schools and university centres.

This year, TSG, Ed.CIL arranged training programme on the development of AWP&B, in which two project officers of SIS participated. As UT of Lakshadweep is a uni-district administration with 10 blocks (one island as one block), it was resolved that the detailing and analysis will be done at island level on the following grounds.

- The distance between the islands ranges from 215 nautical miles to 350 nautical miles. Only means of transportation between any two island is sea vessels. Amini and Kadmat, the two most nearby inhabited islands, the distance is not easy to navigate in rough weather (during 15th May to 15th September).
- Due to physical constraints, facilities and infrastructure cannot be centrally placed at the district headquarter, which can be shared by other islands. This geographical peculiarity and isolation necessitates treating each and every inhabited island as independent planning unit, requiring complete infrastructure and capacity building support.
- Small size of population in these islands does not fit in the population names as adopted in the rest of the country.
- Separate strategies are required to handle the challenges of UEE in each island.

At the BRC level, planning process teams were formulated as under:

Sl. No.	BRC	Members in Planning Team
1.	Kavaratti	CRCCs from kavaratti and Agatti
2.	Andrott	CRCCs from Minicoy, Andrott and Kalpeni
3.	Amini	CRCCs from Amini, Kadamat, Kiltan, Cheplat and Bitra

At habitation level, each and every island had its own planning team consisting of headmasters of all elementary schools, PRI members, Principals of Secondary and Senior Secondary Schools, Chairpersons of Panchayats, PTA, MTA and members of NGOs.

The habitation level team conducted household survey and Participatory Learning and Action (PLA) exercises with the community at least two times, once with male members and another time with female members to identify the issues and chalk out the strategies.

Each island plan contained overall status of elementary education in the island with details of target population, availability of educational institutions including infrastructure and facilities. Each plan contained specific major problems and issues of the island with suggested interventions.

The state mission integrated all these islands plans and prepared a comprehensive AWP&B for 2009-10 for the UT of Lakshadweep.

Focus of Plan for 2009-10

As objective of universal enrolment has already been achieved by and large except stray cases of non-enrolment, drop out or CWSNs, the thrust of this plan is to improve the quality of learning in all schools of all the islands of the UT.

Observations and Recommendations

- The plan of UT of Lakshadweep clearly reflects participatory and decentralized planning with participation of all the headmasters of all schools, PRI members, PTA/MTA members, NGOs, CRCCs, BRCCs along with the concerned SSA officials.
- Problems, issues, strategies and interventions for each and every island have been identified.
- As each island possesses different problems and challenges island based plan preparation and attempting to address concerns of all the schools at elementary level is a good step to achieve UEE.
- For improving achievement levels of children and quality of learning in schools, effective classroom processes, regular monitoring, sharing the monitoring feedback and utilizing it to improve the existing situation in schools is desired at all levels

3. Education Indicators:

The Information on Enrolment of children at Primary and Upper Primary Levels, Teacher Pupil Ratio, Child Population, Habitation and Access, Out of School Children, Additional Teachers, Completion Rate, Teachers in Primary and Upper Primary Schools, No. of Schools, GER and NER, CWSNs and Administrative Structure of the U T of Lakshadweep is given below

a. Primary Enrolment (All communities)

District	2006-07		2007-08		2008-09	
	B	G	B	G	B	G
Lakshadweep	3519	3276	3614	3510	3488	3558

The enrolment of girls has increased continuously in 2007-08 and 2008-09, but no trend is visible with regards to boys enrolment.

b. Upper Primary Enrolment (All communities)

District	2006-07		2007-08		2008-09	
	B	G	B	G	B	G
Lakshadweep	2246	2083	2038	1788	1924	1828

The enrolment of boys has continuously decreased in 2007-08 and 2008-09, but no trend is visible with regards to girls enrolment

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c. Social Category wise Enrolment SC (Pry)

District	2007-08		2008-09	
	B	G	B	G
Lakshadweep	4	4	0	1

There were no children enrolled from SC community at Primary level in 2008-09.

d. Social Category wise Enrolment SC (Up. Pry)

District	2007-08		2008-09	
	B	G	B	G
Lakshadweep	0	0	1	0

There was only one boy at upper primary level from SC community in 2008-09

e. Social Category wise Enrolment ST (Primary)

District	2006-07		2007-08		2008-09	
	B	G	B	G	B	G
Lakshadweep	3519	3276	3593	3494	3463	3529

The enrolment of ST girls has increased continuously in 2007-08 and 2008-09

f. Social Category wise Enrolment ST (Upper Primary)

District	2006-07		2007-08		2008-09	
	B	G	B	G	B	G
Lakshadweep	2246	2083	2032	1786	1913	1822

The enrolment of ST boys has decreased continuously in 2007-08 and 2008-09, but no trend is visible with respect to girls enrolment.

g. Teacher Pupil Ratio

District	2006-07		2007-08		2008-09	
	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
Lakshadweep	21:1	25:1	23:1	23:1	15:1	22:1

The teacher pupil ratio is satisfactory and has further improved in 2008-09

h. Status of Teachers

District	Primary		Upper Primary	
	Sanctioned	In position	Sanctioned	In position
Lakshadweep	496	494	193	173

Only in Upper Primary Schools, 10 % posts of teachers are vacant

i. Single Teacher Schools

District	2006-07		2007-08		2008-09	
	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
Lakshadweep	0	0	0	0	0	0

In the U.T of Lakshadweep, there is no single teacher school continuously from 2006-07 onwards.

j. Data on child population (6-14 age group) 2008-09

S. No.	Name of the Block	Child Population (6-11 Age group) All communities			Child Population (11-14 Age group) All communities		
		Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8
1	Kavaratti	971	915	1886	673	586	1259
2	Amini	1346	1265	2611	755	681	1436
3	Andrott	1380	1349	2729	851	823	1674
	Total	3697	3529	7226	2279	2090	4369

k. Out of School Children (6-14 age group)

S. No.	Name of the Block	Child Population (6-11 Age group) All communities			Child Population (11-14 Age group) All communities		
		Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8
1	Kavaratti	0	0	0	11	14	25
2	Amini	3	4	7	53	48	101
3	Andrott	4	6	10	9	4	13
	Total	7	10	17	73	66	139

There are only 156 out of school children in the age group of 6 to 14 years. This number includes CWSNs also.

l. Completion Rate and Transition Rate

S. No.	Block/Municipal Zone	Completion Rate	Transition Rate from Primary to Upper Primary
1	Kavaratti	99%	99%
2	Amini	99%	99%
3	Andrott	99%	95%

Source: School data Year 2007-08

The completion rate in all the three blocks of U.T is 99 %. The transition rate from primary to upper primary is also satisfactory (99%) except in Andrott which is 95%

m. Teachers (Primary School/ Primary Section)

S.No	Block/ Municipal Zone	Teachers in Government Schools		Total No. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle		
1	Kavaratti	84	25	109	52%
2	Amini	105	21	126	24%
3	Andrott	81	43	124	48%
	Total	270	89	359	42%

Source: DISE Data 2008-09

Percentage of female teachers in Amini block is only 24%, while in other two blocks it is nearly 50%.

n. GER,NER, COHORT DROP OUT AND OVERALL REPETITION

S.No	Block/Municipal Zone	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Drop out	Overall Repetition	GER	NER	Cohort Drop out	Over Repet
1	Kavaratti	97.1	85.42	0.4	2.1	84.86	82.1	2.4	3.2
2	Amini	97.3	86.01	1.2	2.5	86.12	81.3	2.56	4.5
3	Andrott	97.5	85.23	1.8	2.3	84.98	80.9	2.32	4.8
	Total	97.4	85.32	1.13	2.3	85.87	81.73	2.42	4.2

Source: HSSS   Year: 2008-09

Overall repetition rate at Upper Primary level is more as compared to Primary level. The GER and NER at Upper Primary Level has reduced as compared to Primary Level. The drop out rate in Kavaratti block is quite less than in other blocks.

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o. CHILDREN WITH SPECIAL NEEDS (CWSN)

Si.No.	Block/Muncipal Zone	No. of CWSN Identified	No. of CWSN Enrolled in Schools	No of CWSN proposed to cover through EGS	No. of CWSN proposed to cover through HBE	No. of Resource Teachers to be appointed	No. of schools proposed to be made barrier free
1	Kavaratti	120	116	0	4	2	2
2	Amini	228	195	0	33	2	5
3	Andrott	115	87	0	28	2	0
	Total	**463**	**398**	**0**	**65**	**6**	**7**

Source : DISE Data 2008-09 and HHS

The number of CWSNs is only 65 in the U.T with maximum number in Amini and Andrott

p. Teachers (Upper Primary School/Upper Primay Section)

S.No	Block/ Municipal Zone	Teacher in Govt. Schools		Teacher in Govt. 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	Kavaratti	75	14	0	0	89	37%
2	Amini	41	37	0	0	78	25%
3	Andrott	26	115	0	0	141	31%
	Total	**142**	**166**	**0**	**0**	**308**	

Source: DISE Data 2008-09

The number of female teachers in all the blocks need to be increased.

q. Administrative Structure

S. No.	No. of CD Blocks	No. of Educational Blocks if any	No. of BRC's	No. of CRC's	No. of Villages	No. of Panchayats
1	2	3	4	5	6	7
1	10	3	3	9	10	10
Total	**9**	**3**	**3**	**9**	**10**	**10**

Observations

- There is no habitation without primary school/EGS in the whole U.T of Lakshadweep.
- Enrolment is at optimum stage except rare cases of non-enrolment, dropouts and CWSNs.
- The greatest challenge before the U.T is to improve quality of learning in the schools.
- With sincerity and commitment, the U.T of Lakshadweep is sure to achieve UEE in minimum time.

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4. Components wise Appraisal:

(I) Access

- **UT policy on opening of new schools**
  A habitation which does not have primary school within a radius of 1 Km is eligible for opening a new primary school (class 1to 4)
  A habitation which does not have upper primary school within a radius of 3 Km is eligible for opening a new upper primary school (class 5 to 7)

- **Availability of Schooling facilities:**
  The UT has 20 Government primary schools and 7 upper primary schools. The detail is shown in the following table

Category	Govt.	Aided	Private	Total
Primary	20	0	0	20
Up. Primary	10	0	0	10
Total	30	0	0	30

In addition to it there is one Kendriya Vidayalya and one Jawahar Navodaya Vidayalal. it is reflected in the UT component plan that there are 3 High schools and 10 senior secondary schools.

Habitation & Access (Primary)

District	Total no. of Habitations	Habitations covered by		Habitations without Primary Schools/EGS	Habitations Eligible for Primary Schools as per UT norms
		Primary School	EGS		
1	85	81	Nil	4	0

Source: Table 4

The UT representative-informed that there are 4 habitations without primary school. One primary school which was sanctioned last year for Minicoy Island has not been opened due to non availability of land as a result four habitations are still unserved. The UT has started running three primary schools which were sanctioned in 2007-08. These schools are running in private rented buildings one each in Kadmat, Andrott and Amini.

The UT was not sanctioned any EGS centres during the project period

Habitation & Access (Upper Primary)

District	Total no. of Habitations	No. of Habitations having UPS facility in 3 Kms Area	No. of Eligible habitations for UPS as per the UT norms	No. of UPS eligible as per 2:1 ratio	No. of Habitations to be covered as per recommendations this year
1	85	85	0	0	0

There is no habitation without upper primary schools within a radius of 3 KM

A. Primary

Status of primary school sanctioned under SSA till 2008

2006-07	2008-09	Total
3	01	4

Out of four schools sanctioned, three schools are running in private building and one school has not been opened for want of space. Even building on rent is not available for this school.

Status of EGS completed/ completing two years

No. of EGS sanctioned till 2007-08	Total number of EGS functioning	No. of EGS completed 2 years	No. of EGS completing 2 years in 2008-09
0	0	0	0

B. Upper Primary

Status of upper primary school sanctioned under SSA till 2008

2006-07	2008-09	Total
2	03	5

For the three upper primary schools sanctioned in 2008-09, 9 additional class rooms were sanctioned. The UT has reported that fund has been released to PWD of the UT for construction of 3 additional class rooms

:

Category	Primary	Upper Primary	Ratio
Govt	20	10	2.:1

It is evident from the above table that the ratio of Govt PS and UPS is 2:1.

State has no fresh proposal for primary or upper primary school as it has reported saturation at both primary and upper primary level. The UT has not opened one primary school in Minicoy Island due to non availability of land. Since the habitations are unserved state wants to propose it again as spill over.

Recommendation

The proposal of spill over is recommended

C. Interventions for out of school children

Performance during 2008-09

Out of school children

Age in years	2008-09			2009-10					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
6-10	20	25	45				29	26	55
11-14	81	78	159				47	50	97
Total	101	101	204			122	76	76	152

The UT has reported coverage of 108 children. Out of them 82 children were directly enrolled in regular schools and 26 children were covered under AIE.

UT has conducted an exercise to update village education register (VER) in four major islands namely, Androt, Amini, Kadamat and Minicoy. Rest of the islands are propsed to be covered in next year.

Progress & Mainstreaming

Children enrolled in AI/bridge courses in 2008-09	Children proposed to be enrolled in AI/bridge courses in 2008-09	Children mainstreamed till 2007-08	Children proposed to be mainstreamed in 2008-09
26	0	0	0

- The UT representatives reported that in 2008-09, 82 children were directly enrolled in formal school and there is no mainstreaming from A.I.E Centres as the children enrolled in AIE centres shall be mainstreamed by August 2009.

- The UT calculates the details of mainstreamed children based on the information furnished by CRC and BRC Coordinators in monthly meeting

Observation

- **Status of household survey:**

  House hold survey was conducted in the month of November, 2007 by the volunteers and the unemployed youth and monitored by CRC coordinators. The data capture formats were developed by the UT and computerised consolidation was done. 216 children were identified as out of school. This year UT has updated its VER only in three islands. The UT proposes to conduct HHS in 2009 but the same proposal was made by the UT last year too. The UT needs to expedite its process of household survey so that a clear picture of out of school children is available.

- As the UT is very small in terms of population and out of school, the Appraisal team recommends that the details of out of school children identified through comprehensive HHS should be captured and computerized child wise in regard to name, age, reason for out of school, name of parents, place of settlement etc and child wise planning, mainstreaming and tracking to be ensured

- No specific strategy has been planned to cover out of school children, particularly for children in the higher age group (11-14 years)

- The problem in remote and sparsely populated area is prominent in small and inaccessible islands where habitations are small and primary schools are not viable.

- There is a urgent need for capacity building/orientation of project personnel and exposure visits in the area of planning, different A.I.E models to target specific group, material development, teachers training and mainstreaming and effective academic support

Strategy proposed

- There are 152 out of school children as per the VER updation.
- The UT targets to cover 20 children through direct enrollment in regular schoos
- 65 children are severely disables and for them Home Based Education is proposed under HED Intervention
- The UT proposes to cover 67 children through A I.E centers

<u>Recommendations</u>

The proposal of covering 67 children in AIE is recommended.

(II) School Infrastructure (Civil works and Teachers)

A. Civil Works

Out of **78** works approved so far, no work has been completed and 37 are in progress. Remaining works have not been started. SSA civil works are implemented by Lakshadweep PWD as deposit work. The UT officials mentioned that plans and estimates have been submitted by the LPWD and approved by the UT administration. Required funds for the works have already been released to Lakshadweep PWD and are lying with them. The UT officials mentioned that Lakshadweep PWD has started the construction work at Kadmat/Bitra/Agathi islands and the progress report is still awaited from them.

The UT officials mentioned that **VECs/PTAs and SMCs exist in every Island** and the UT administration is not willing to implement SSA civil works through them on the plea that they do not have the experience of carrying out civil works

A sum of Rs. 310.92 lakhs have been approved so far and no financial progress has been reported so far. The UT officials mentioned that the total approved amount is not tallying with the figure indicated by TSG and needs reconciliation.

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The last progress report received from the UT was for the period ending 31.03.2006. As per the progress report received from the UT neither physical nor financial progress has been achieved.

Large number of civil works has not been started so far.

Even though VECs/PTAs and SMCs exist in every Island the SSA civil works are implemented through Lakshadweep PWD.

Cumulative Progress till February, 2008-09

Sl. No.	Activity	Targets	Completed	In progress	Financial (in lakh)	Expenditure (in lakh)
1.	BRC	2	0	0		0
2.	CRC	10	0	1		0
3.	Primary School	5	0	3		0
4.	Upper Primary School	2	0	2		0
5.	ACR	19	0	13		0
6.	Toilet	20	0	16		0
7.	Drinking Water facility	20	0	2		0
	Total	**78**	**0**	**37**	**310.92**	**0**

Source: Information provided by UT

Physical and financial progress during 2008-09 upto February,2009.

Sl. No.	Activity	Target for 2008-09	Completed	In progress	Approved Outlay for 2008-09, including spill over (in lakh)	Expenditure till 31st March 2009 (in lakh)
1.	BRC	0	0	0	13.52	0
2.	CRC	0	0	0	15.52	0
3.	Primary School	1	0	1	54.32	0
4.	Upper Primary School	0	0	0	0	0
5.	ACR	9	0	3	69.84	0
6.	Toilet	0	0	0	4.00	0
7.	Drinking Water facility	0	0	0	3.00	0
	Total	**10**	**0**	**4**	**160.20**	**0**

Source: Information provided by UT

Note: Amount released to Lakshadweep PWD as advance for construction work.

Table: Details of Physical and financial spill over for 2008-09 (as on March 09)

| Sl.No. | Activity | Physical | | Total | Financial (In lakh) |
		Work in Progress	Work not Started		
1.	BRC	0	2	2	13.52
2.	CRC	1	1	2	7.76
3.	Primary School	3	2	5	7.76
4.	Upper primary school	2	0	2	0
5.	Additional Classroom	13	6	19	46.56
6.	Toilets	16	4	20	1.00
7.	Drinking Water	2	18	20	2.70
	Total	**37**	**33**	**70**	**79.30**

Source: Information provided by UT

Note: Amount released to Lakshadweep PWD as advance for construction work.

Requirement/ Gap in the infrastructure facility

Assessment of Gap and Proposals

Total requirement	Status as on 1-04-2009	Proposed in 2009-10	Gap
New Primary School	0	0	0
New Upper Primary School	0	0	0
ACR	0	0	0
Toilet	0	0	0
Drinking Water	0	0	0
Major Repairs	0	0	0

Note: The States have been advised to fill this gap in 2007-08 itself

Convergence with other departments

The state officials mentioned that various activities under SSA in the Islands are being implemented through convergence, coordination and assistance rendered by the various departments/agencies.

Proposal

The state has proposed to furniture to 360 students in 3 upper primary schools in the Island at an estimated cost of Rs. 1.80 lakhs excluding a spill over amount of Rs.79.30 lakhs as per the details given below

Activity	Total	Financial (In lakh)
BRC	2	13.52
CRC	1	7.76
Primary School	2	7.76
Upper primary school	0	0
Additional Classroom	6	46.56
Toilets	4	1.00
Drinking Water	18	2.70
Total	33	79.30

The state officials mentioned that the 29 works given above will be spilled over to 2009-2010 and the funds for implementation of the works have been transferred to LPWD and out of 52/78 works approved so far 24 are in progress.

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
District 1	NIL	NIL
Total		

The UT has not proposed any major repair work for UT schools.

C. Furniture

Proposal for Furniture

Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
Lakshadweep	3	360	1.80
Total	3	360	1.80

The above item is recommended for approval

(III) Quality Related Issues

- **Information about Learning Achievement Surveys:**

  Nature and frequency of Learning Achievement Surveys in the State

  At present, the UT has indicated that the available source for looking at learning achievement of students is through regular half-yearly and annual assessment. This data is compiled by utilizing QMT format.

  In 2009-10, the State has agreed to undertake a survey to assess the achievement of all children in the State in all subjects in primary and upper primary, in order to identify the common learning difficulties of children in each subject, and the factors contributing to these difficulties. This will be done by developing common evaluation tools at the UT level with the help of BRC/CRC Resource Persons. Two tests will be conducted, one at the beginning of the year (July 2009) and one at the end of the year (February 2010). The tests will be administered and evaluated by CRCs and BRCs. Based on the findings of these tests, specific inputs will be given for addressing children's learning difficulties and enhancing learning levels in 2009-10.

  ## *Observation:*

  The present data available through regular internal assessment may be of limited use for analysis purpose since the tests are different from each other, and they are undertaken by the regular teachers of concerned schools. In the absence of a common assessment survey, it is impossible to compare the learning achievement of students across the UT, to identify which schools/clusters are performing well or which need more support, and also to accurately identify the learning difficulties of students and the factors contributing to these learning difficulties.

  The Appraisal team would like to insist on the need for conducting an external learning assessment survey in order to track learning levels of all children in the UT in all subjects and class levels on a regular basis. This data should be carefully analysed at different levels including Cluster, Block, and UT levels, in order to find out specific learning difficulties for each subject and class level, and the intervening factors that contributed to those learning difficulties. This information should then be used to design appropriate strategies for addressing these factors in an integrated manner, and for tracking learning enhancement in the State as a result of these inputs in a systematic way.

  Findings from learning achievement surveys (subject wise, class wise, district wise learning achievement):

  The following information about students' learning achievement has been captured through the Quality Monitoring Formats SLF III, based on regular internal assessment.

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Std: I
Boys: 627, Girls: 650, Total: 1,277

Grade	Subjects									
	Malayalam		English		Arabic		EVS		Mathematics	
	B (%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)
A	56	71.6	70.4	65.2	54.1	63.3	40.3	55.3	67.5	70.9
B	16	15.2	14.7	17 3	21.1	23.2	24.3	24.6	16.2	16.0
C	7	6.5	1.1	5.7	15.5	8.0	20.1	8.4	9.4	6.6
D	14	10.0	9.0	4.7	4.5	4.4	9.2	8.4	4.0	3.1
E	4	3.0	4.5	7.2	4.5	0.8	5.8	3.0	2.7	3.1

Std: II
Boys: 681, Girls: 592, Total: 1,273

Grade	Subjects									
	Malayalam		English		Arabic		EVS		Mathematics	
	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)
A	35.1	51.6	26.2	41.5	31.2	50	48.8	62.8	55.1	59
B	22.1	18.1	18.4	27.2	44.2	31.3	28.2	23.4	24.6	21.3
C	15.4	11.6	23.3	16.5	12.9	5.2	16.7	6.8	12.6	9
D	21.4	12	28.2	14.2	8.1	9.7	4.5	1.5	5.1	6.8
E	5.9	6.5	6.7	1.2	3.4	3.7	1.5	5.3	2.3	3.6

Std: III
Boys: 645; Girls: 689; Total: 1,334

Grade	Subjects									
	Malayalam		English		Arabic		EVS		Mathematics	
	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)
A	13.8	19.1	14.1	36.7	50.4	67.1	34.9	46.2	43.7	48.3
B	20.1	24	10.9	28.2	21.6	19.2	19.8	19.7	26.3	24.3
C	18.5	11.5	10	21.4	19.2	10	19.4	12.9	15.7	12.1
D	30.4	24.4	8.7	10.8	8.8	3.5	18.6	15.6	5.1	10.3
E	16.9	20.1	1.6	2.7	00	00	7.1	5.4	9	4.6

Std: IV.
Boys: 896; Girls: 971; Total: 1,867

Grade	Subjects									
	Malayalam		English		Arabic		EVS		Mathematics	
	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)
A	14.9	20.5	35.6	42.5	49.3	59.5	23.6	35.3	28.8	28.7
B	12.5	20.8	20.7	26	24	18.6	22.1	30.7	28.5	31.3
C	17	19.7	14	15.7	18.6	15.5	9.3	16.7	19.1	19.3
D	36.8	32.8	26.5	13.4	2.8	6	34.2	14.7	20.6	18.7
E	18.5	5.9	3	2.3	00	00	10.6	2.2	2.7	1.7

Std: V
Boys : 639; Girls : 656; Total : 1,295

Grade	Subjects											
	Malayalam		English		Hindi		SS		GS		Maths	
	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)
A	28.3	34.7	15.2	29.3	26	37.7	26	28.5	30	30.9	27.3	40.2
B	21.4	30	21.6	22.8	22.6	29.3	16.3	18.7	14.4	18.5	18	22.8
C	15.7	15.4	22.8	11	19.8	14.9	14.2	19.1	22	21.6	33.3	16.9
D	16.1	9	17.7	19.5	28.7	17.7	30.6	20.8	23.3	22.1	15.8	15.6
E	12.9	10.3	22.4	17	2.7	00	12.6	11.4	10	6.6	5.2	4.2

Standard VI
Boys : 610; Girls : 566; Total : 1,176

Grade	Malayalam		English		Hindi		SS		G.Sc		Maths	
	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)	B(%)	G(%)
A	26.5	23.1	15.6	25.1	14.4	12	22.6	14.8	12.5	17.6	5.7	19
B	17.6	36	14	19.1	9.6	17.2	20.5	18.9	9.9	20.5	7.8	22
C	17.6	17.2	26	28.1	16.3	18.9	20	22.2	18.8	22	13.6	13
D	29.7	17.2	32.8	18.5	48	39.6	20.5	35.1	45	33.8	46.8	40.4
E	8.2	5.7	11.4	8.9	11.5	12	16.3	8.7	13.6	5.8	25.7	5.3

Std: VII
Boys: 632; Girls: 563; Total: 1,195

Grade	Subjects													
	Malayalam		Arabic		English		Hindi		SS		G.Sc		Maths	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
A	22.7	34			13.4	16.9	13.9	25.4	26.6	37.6	14.7	24.3	13.5	13.9
B	25.3	21			15.4	14.6	17.8	20	16.4	15.1	18	20.6	6	18
C	18.6	22.1			18	17.5	18.9	29	20	16.8	19.6	25.6	6.6	11.3
D	24.8	19.8			22.1	45.1	35.1	23.6	29.3	25.6	40.4	28.7	43.5	35
E	8.2	2.8			30.9	5.6	13.1	1.8	7.6	2.5	7.1	0.6	8.4	21.6

In Class III Language, 46% students are not able to read and write properly, having achieved only D and E levels. Similarly in Mathematics, 15% students have not been able to acquire basic numeracy and computing skills and have achieved D and E levels. In EVS, 24% of students scored D and E levels, primarily due to poor language skills.

In Class VII, approximately 28% of students scored D and E levels in Language, 51% in English, 38% in Science, and 54% in Mathematics.

The tables reveal that a large percentage of students at both primary and upper primary level are unable to acquire their desired levels of competency, which is a matter of serious concern.

Overall, the above tables indicate that:
- The students of Primary Schools need more attention in reading, writing and numeracy

- The students of UP School need more attention in English, Maths and Science.
- Feedback from DISE

Learning achievement as per DISE

DISE refer. Year	Class IV				Class VII			
	Passed		Passed with >60%		Passed		Passed with >60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
DISE 2005 - 06	90.85	93.80	34.90	41.91	90.45	95.56	20.82	31.84
DISE 2006 – 07	96.50	97.59	37.61	40.96	95.94	94.11	60.36	58.17
DISE 2007 - 08	95.94	96.67	51.90	61.06	85.91	94.81	40.14	49.07

The above data shows a steady increase in learning levels in Class IV, with an increase of almost 20% in the percentage of children who scored above 60%, which is good to note. However at Class VII the results show a decrease in learning levels in the last year, with a decrease of nearly 20% for boys and nearly 10% for girls who scored above 60% in the examination. This is a matter of concern. At the same time the wide variance in the results needs further verification regarding the reliability and consistency of the data.

- **Findings of NCERT study on learning achievement (BAS and MAS) – studies are not conducted**

NCERT Surveys have not yet been conducted in Lakshadweep.

Learning difficulties identified in different subjects where children score low and need more academic support (class wise, district wise):

At present the UT does not have a comprehensive profile of children's learning across the UT and has not identified the common learning difficulties faced by students in each subject. This is bound to be a limitation in the planning process, since presently the various inputs may not be integrated to actually address the real problems and issues affecting students' learning.

For this purpose, a survey must be undertaken that can reveal each child's learning difficulties in each subject and class level. This study should also analyse what are the specific factors that have contributed to each learning difficulty faced by students in different subject areas, so that strategies can be designed appropriately in a focused manner. For example, suppose the learning achievement survey reveals that in Maths, a large number of children in Class III scored low in a specific competency such as division. The State should analyse whether this learning difficulty was due to teacher-related factors (eg. the teacher herself has not understood the concept properly), or TLM-related (eg. shortage of appropriate TLMs relating to this concept), or pedagogy-related (i.e. the teaching methodology was not appropriate to help children understand this concept), or assessment-related (i.e. the assessment question was not simple enough for the child to understand, or not designed in an appropriate way to test the child's comprehension rather than rote memory), etc.

Once these factors are carefully analysed, then the Pedagogy Teams at different levels should use all existing inputs and processes in order to strengthen each intervening variable and address each factor in a systematic way. For example, they can focus training programs on these specific

competencies, help teachers design appropriate TLMs for these, demonstrate innovative teaching methods that can help students better understand those concepts, develop additional resource material and learning kits for teachers and students for those topics, use the ongoing support through BRC/CRCs for addressing these learning difficulties, and track children's improvement in these competencies in a systematic manner.

The UT must gear up in this mode to strengthen its pedagogical interventions in an integrated and focused manner. At present an average teacher may not be able to do much except repeating the ongoing teaching learning processes in a more rigorous manner, which may not be sufficient for bringing in changes in the understanding and learning achievement of students in different classes. Instead, if analysis of learning surveys can identify what factors led to students' poor performance in specific competencies, and adequate support is provided to teachers to help them address these factors, this can lead to improved performance for teachers and students.

Major Factors affecting Learning Achievement (home, school, teacher, TLMs, training, pedagogy, assessment, remedial...):

The UT has identified the following major constraints faced by the UT that have contributed to students' low learning levels:

- **Home-related factors:**
  - Lack of awareness among parents. The ethnic population of Lakshadweep belongs to Scheduled Tribe Community. Tribal culture is prevailed in islands. Most of the parents are not quite aware of the importance of education. Children are not properly supported by the parents in their education at home. This is one cause for the poor quality of education.
  - 100% of the natives belong to ST Community and do not have facility for reading at home. Besides daily news papers, magazines, periodicals etc are not available in this UT. This situation caused for the poor reading skill among the students.
  - Children start their Madrassa education at 7 am even without taking breakfast and remain in the Madrassa till 9/ 9.30 am, then go to school by 10 o'clock. The working hours of school is from 10 am to 4 pm. After school hours the children again go for attending 'Quran' reading class till 6 pm. This is felt to be a heavy burden on students.
  - A few children go to mainland for religious studies and become drop outs. Though the number is negligible, mainstreaming of these children is also to be considered. Some special programmes through Home Based Activities to be arranged.

- **School-related factors:**
  - All Upper primary Schools need proper lab facilities in the Schools in this UT. Poor condition of School labs may be one of the reasons for the poor performance of students in Science.
  - Absence of library facilities in Primary and Upper Primary Schools may be one of the reasons for the poor performance of students in languages.
  - Some of the Schools are functioning in rented buildings: Private buildings do not have spacious rooms to run as class rooms. Thus class room activities could not be taken up smoothly.

o Lack play grounds in the Schools: In the curriculum co-scholastic subjects are also given importance like that of scholastic subjects. In the absence of play grounds, physical education classes could not be taken in a desired manner.

o CAL: Computer Aided Learning has not been properly carried out in the absence of setting up of computer labs/ Teacher Training/supply of CD kits /preparation of CAL programmes

- **Curriculum-related:**
  o Irrelevance of the curriculum. In this UT we follow the curriculum of SCERT Kerala and NCERT, which has no relevance to the peculiar conditions prevailing in Lakshadweep islands. Curriculum revision/adaptation could not be taken up in the absence of Academic Resource Institutions like DIET/SCERT etc.

  o Lack of exposure and facilities for the promotion of traditional art and culture. Along with curricular activities co curricular activities are to be promoted among students to develop Innovative creativity to face the challenges in real life situation. In the absence of Special Teachers to handle these subjects in our School such creative activities couldn't be promoted. For instance Lakshadweep has become a very attractive tourist center. The traditional dance /music etc are slowly disappearing.

  o Lack of activities to promote literary skills among students. The curriculum aims to develop literary skill and good reading habits in children. In the absence of these facilities, quality improvement of education becomes a distant goal.

  o Lack of opportunities for Children to share good experiences: The peculiar geographical condition of the islands put limitations to get more opportunities for exposure and share experiences, which also contribute for lowering the quality of education.

- **Teacher/ Pedagogy-related:**
  o Traditional method of teaching followed by the teachers. In spite of in-service training on new approach and methodology some of the teachers follow the 'Chalk and Talk Method'. This does not encourage good learning habit among children

  o Use of TLM is minimal.

  o Teacher accountability and subject competency of the Teacher are not up to the level.

  o CCE (Continucus and Comprehensive Evaluation) process being followed in our Schools is not satisfactory. Teachers require more training and the monitoring mechanism needs to be strengthened.

  o Problems of CWSN: There are disabled children in the classes. There are no specially trained teachers. As such these children do not get any special considerations. Thus they continue to be low achievers.

  o The Headmasters are not aware of the New Approach, Methodology and Evaluation.

Observation:

The UT has made a good start in analysing some of the various issues contributing to children's low learning levels. However these may not be sufficient for helping teachers and Pedagogy Teams to address the specific learning difficulties faced by students and thus for bringing about changes in their learning levels. This can be further strengthened if a critical study is undertaken that can provide stronger evidence of the actual factors leading to specific learning difficulties faced by students in each subject – including pedagogy related, TLM-related, assessment-related

factors, etc, as discussed above. Once the specific factors are critically analysed at different levels, then the Pedagogy Teams can help teachers address these factors through integrated inputs in a more systematic way

Vision of quality education and effective pedagogy in different subjects

Overall goals related to Quality Improvement in the next 3 years:

1. Students learning:
- Increase the learning achievement level of all students to minimum C Grade .

2. Teachers:
- Teacher empowerment through regular in-service programme and by strengthening of monitoring mechanism.
- Fixing performance standards for teachers and trainers, and using these to track and enhance performance levels

3. Teaching Learning Material
- Proper utilization of TLM Grant to be ensured.
- Teacher/ Community participation in TLM preparation.
- Preparation of teacher local texts at the Cluster level, to promote more activities/curriculum content that are specific to the local context

4. Classroom Practices:
- Minimize the teachers instructional time and maximize the students learning opportunity time.
- Active students participation
- Effective computer aided learning

5. Pupil Assessment:
- Strengthen the Continuous and Comprehensive Evaluation and to stop the Term End Evaluation.
- Achievement test based on common question paper during all the 3 Term End Evaluation.
- Supply of evaluation tools and assessment record.

6. Attendance Rates:
- Maintaining the present level of Teachers / Students attendance rate.

7. Community:
- Create a feeling of 'my own school' among the community (Community Ownership)
- Developing school-level Calendar of curricular and co-curricular activities, including community visits, participation of community members in classroom processes

The State has planned the following major quality-related activities in 2009-10:

Primary:

- On Site Support and Try-out classes for confidence building of Teachers by RPs.
- Strengthening of Monitoring mechanism.
- Constitution of PMC

Upper Primary:

- Improvement of Language skills
- Strengthening of Science Lab
- Supply of Science & Maths kit
- Strengthening the activities of Science , Mathematics Club
- Content based training programme to Teachers

State's vision of desired pedagogic processes for each subject area, and strategies for promoting these in 2009-10:

1. Language:

Vision: All children must be able to read their grade appropriate level texts, and must understand what they read. Classes must have more print rich environment with availability of wide range of graded reading materials to suit the age and level of children. The language approach should promote reading, writing and communication skill through interaction with peers/teachers etc.

Strategy: **Early Reading, Writing and Numeracy Improvement Programme (Pry):**

a. Baseline Assessment Survey to identify learning difficulties, and analyse factors contributing to learning difficulties
b. UT-level planning and school-level planning for discussing issues and designing appropriate strategies (including School Development Plan at school level), through integrated inputs and processes
c. Capacity building for Resource Persons on early reading and maths pedagogy with the help of SSA/SCERT Kerala and RIE Mysore
d. Workshop for development of training modules for early language and mathematics development by the BRP/CRPs
e. Preparation of Worksheets and ABL cards for early reading and numeracy skills
f. Imparting of training to teachers on early language and mathematics improvement
g. Setting up of reading corners by supplying graded reading materials (with help of NCERT and other agencies), newspapers, children's periodicals (through SC/ST grant)
h. Promoting overall reading interest and language skills through publishing of children's magazines prepared by the children, conducting literary competitions, formation of literary clubs
i. Regular monitoring, on-site support, and Cluster-level discussion meetings for further improvement

j. Strengthening of assessment through effective use of skills-based learning indicators (subject-wise, class-wise), and performance indicators for teachers and trainers (under ADEPTS)

k. Terminal Assessment Survey

2. Mathematics:

Vision: To promote mathematical thinking in children. Activities should be related to estimation, measurement, calculation, mental mathematics, logical thinking. Children should enjoy mathematics rather than fear it. Children should see mathematics as something to talk about, to communicate through, to discuss among them and to work together. Teacher should encourage and engage every child with a conviction that everyone can learn mathematics.

*Strategy: Mathematics Improvement Programme (Upper Primary)*

a. Baseline Assessment Survey to identify learning difficulties, and analyse factors contributing to learning difficulties

b. UT-level planning and school-level planning for discussing issues and designing appropriate strategies (including School Development Plan at school level), through integrated inputs and processes

c. Identify the hard spots in maths and prepare plan and modules for teacher training by the RPs

d. Exposure to teleconferences on effective maths pedagogy

e. Teacher training to make maths learning easy and enjoyable

f. Workshop for RPs and Teachers for development of Maths Kit through locally available materials (based on specimen maths kits developed by NCERT and other agencies/ States)

g. Preparation of activity cards by the RPs

h. Establishment of mathematical corners where children exhibit their own creations.

i. Establishment of Mathematics Clubs in each School

j. Effective use of Educational CDs (such as 'Easy Maths' - SIET Kerala) in teaching learning process

k. Academic monitoring/OSS/try out classes by RPs for confidence building among teachers.

l. Assessment at term end analysis and follow up action

3. Science:

Vision: Science should promote learning through activities, experiments in relation to the local context. The activities and process should create interest in Science learning and to promote a scientific temper among students

Strategy: Science Improvement Programme (Upper Primary)

a. Baseline Assessment Survey to identify learning difficulties, and analyse factors contributing to learning difficulties

b. UT-level planning and school-level planning for discussing issues and designing appropriate strategies (including School Development Plan at school level), through integrated inputs and processes

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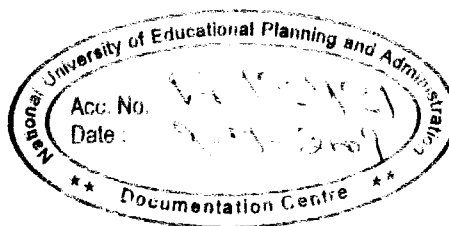
c. Teacher training to make science teaching activity based and child centered.
d. Exposure to teleconferences on effective science pedagogy
e. Workshop for RPs and Teachers for development of Science Kit through locally available materials (based on specimen Science kits developed by NCERT and other agencies/States)
f. Establishment of Science corners and Science clubs for planning various activities in which the students to be involved.
g. Supply of CD kits of SIET
h. Celebration of Science week and conducting of Science exhibition/conducting of seminars and debates on science topics, etc
i. Conducting of exposure trips to neighbouring islands
j. Assessment at term end - analysis and follow up action

4. Social Science:

Vision: To create interest to learn history/geography/political science and economics, and to create interest to learn about own social environment, art and cultural practices. To create interest in children to learn /write about the history of the islands. Teachers should provide opportunities for students themselves to discuss, ask questions and think critically about own social context.

Strategy: **Social Science Improvement Programme (Upper Primary)**

a. Teacher training for UPS Teachers to develop interest in learning Social Science.
b. Preparation of teacher local texts at the Cluster level, to promote more activities/curriculum content that are specific to the local context
c. Supplying supplementary history books about the local history of Lakshadweep
d. Following issues-based critical pedagogy curriculum of Kerala, promoting critical discussions of social issues from own local context
e. Promoting projects for children to explore their own local history and cultural practices,
f. Promote activities for preservation and protection of 'Own environment'.
g. Inviting experienced members of the community to share local stories and past history of the islands
h. Setting up of Social Science clubs, Environment Clubs, Seminars & debates
i. Planning exposure visits to neighbouring islands to explore their culture and context
j. Celebration of National festivals, discussions and debates

5. Arts & Craft Education:

a. Should promote and preserve the traditional art and music.
b. Should promote earn & learn programmes based on choir, craft/needle craft/fisheries technology.

Development of Appropriate and Verifiable Learning Indicators class-wise and subject-wise:

The Kerala curriculum and new assessment system, which is followed in the UT, already incorporates skills-based learning indicators for each subject and class-level, and grading of question papers is done based on these learning indicators. However teachers in the UT require

greater amount of training and monitoring for effectively implementing this assessment system. This will be provided in 2009-10.

Observation:

This is a good start for envisioning and planning for bringing about shifts in classroom processes and learning enhancement in each subject area. The UT must ensure that the above inputs are also accompanied by a shift in teacher's understanding of effective pedagogical processes for different subjects. The UT should refer to NCF 2005 and NCF Position Papers in order to clarify their understanding of effective pedagogic processes for different subjects specifically, and should encourage dissemination and discussion of these documents by Pedagogy Teams at different levels, through envisioning exercises. This can also be facilitated by providing teachers with increased exposure to innovative pedagogy for different subjects, through experiential teacher training programs, providing resource materials for teachers, inspiring articles and stories of innovative schools and classrooms, showing videos of effective classroom processes, exposure visits to observe effective classrooms, demonstrations by RPs, etc. Only when the State plans in a rigorous manner for bringing such shifts in teachers' mindsets and in classroom processes, will we be able to see significant improvement in children's learning.

Designing of all inputs and related processes:

Role of community:

Community contribution to learning in 2008-09:

Community members have been involved in monitoring of teacher attendance, students attendance, utilization of grants, planning, and improving the infrastructure of Schools.

Inputs and processes related to community's contribution to learning enhancement in 2009-10:

In 2009-10, the UT has indicated that it will develop some monitoring tools that can be utilised by community members in tracking the quality of school and children's learning, through simple parameters. PTA bylaw will be modified to include specific clauses to monitor assessment of parental satisfaction with children's learning levels. Training will be given to selected VEC/SMC members in all islands on using these tools, as well as on planning, social audit, fund utilization, importance of quality education, monitoring and supervision.

Training will also be given on setting up of 'Kudumbasadassu', which will be a cluster of families who will get together to discuss the learning achievement of children at primary level. They will meet once every week along with children, and assess the reading and writing abilities of the children. They will then prepare a report which will be given to the CRC. At the Cluster Level, CRPs/BRPs and good teachers of the school will get together to suggest corrective measures and the specific roles of each player in helping raise children's learning levels.

PTA/MTA meetings as well as Class-specific PTA meetings will be held every month where parents can visit the schools and discuss with concerned teachers.

In addition, experienced members of the community will be invited to schools for sharing their experiences in their concerned areas, in order to enrich the learning process for children and relate learning to real life situations. For example, in studying about agriculture, some agricultural demonstrator will be invited; similarly a Bank employee may be invited while learning about interest calculation, a doctor may be invited while learning about contagious diseases, a returned soldier may be invited to share his experiences in past wars, aged members may be invited to social science classes to share oral histories of the community, masons may be invited while learning about geometry, etc.

Observation:

It is good to note the plans discussed with the UT for strengthening community's contribution to improving school quality and children's learning. This has been found to be an area of concern in the UT, and the UT must ensure to take focused steps for strengthening community's participation in school processes, by articulating the school's learning agenda in simple terms before community members, and providing the necessary training and tools through which they can help track and enhance children's learning levels.

School readiness:

The UT has indicated that the following preparations are done before opening of schools to ensure that each school is ready for children's quality learning:

1. Celebration of '*Pravsanolsav*', i.e. enrollment drive
2. Distribution of free textbooks and stationery, supply of school bags, school uniforms and umbrellas.
3. Supply of teacher handbooks to all schools
4. Ensuring that school premises are kept clean and attractive, and that all needed facilities are provided, through the use of school grant and maintenance grant
5. Teacher deployment and rationalization
6. Teacher empowerment through training programs before opening of the school, and preparation of activity cards and work sheets
7. One-day community training programme, and two-days training for Headmasters to be organized before opening of the school
8. Preparation of School Academic Plan, which shows all school-specific curricular and co-curricular activities (such as school celebrations, PTA meetings, monthly tests, exposure trips, etc).
9. Preparation of School Weekly Timetable
10. Preparation of Subject-wise Scheme of Work by concerned subject teachers, which are submitted to Headmasters

School Grading:

The UT has also planned in 2009-10 to introduce a system of School Grading, by taking into account performance levels of school based on various indicators such as:
- EDI
- Learning Achievement Results

- Specially designed Monitoring Formats (to include parameters such as teaching methodology, use of TLMs, Teacher-Pupil relationship, etc.)
- Performance Indicators of teachers

This will help in tracking overall performance levels of schools, including performance of students and teachers, to identify which schools/clusters are achieving well and which ones need improvement, and to set specific goals for overall improvement across the UT. Reports will be prepared and shared with the schools in June 2008.

Preparation of School Development Plan:

Based on the School Grading Reports, as well as the results of the Learning Achievement Survey to be conducted in July 2009, each school will design a School Development Plan, with the involvement of Headmasters, Teachers, CRCs, and Community members. Through this process, the concerned teams will critically analyse the issues and reasons for issues faced by the school against various parameters such as

- Children's learning achievement
- Children's learning difficulties in each subject, and factors contributing to these learning difficulties
- Classroom Processes (Active student participation)
- Teaching methodology (Reduction in teacher Instructional time, increase in students' learning opportunity time)
- Use of TLMs (including use of ABL materials)
- Teacher Pupil relationship
- School-Community relationship
- Innovative Practices

Against each of these, the school will design an action plan with concrete steps for improvement in each of these areas, including the role of each player, and timeline for implementation.

Observation:

This is a good plan of the UT to treat each school as a unit for change, and develop school-based improvement plans. The UT should take it up rigorously, and ensure that each school and all concerned personnel at the school level critically analyse the learning difficulties faced by children in each subject, the factors contributing to these difficulties, and identify the role of each player in addressing these factors and bringing about improvement in children's learning.

Role of Teacher:

Information on Teachers (as on Dec end 2008)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	353	8	361	353	6	359	0	2	2
UPS	311	15	326	293	15	308	18	0	18

Source: AWP & B 2009-10, SSA Lakshadweep

Status on teacher vacancies and the state policy on filling these vacancies:

The State authorities have clarified that the 2 vacancies at primary level exist because one new primary school sanctioned in 2008-09 has not yet been opened due to accommodation problem. The school will be opened and the 2 new teachers will be appointed by May 2009. New teachers are recruited by the Director of Education from qualified candidates. Qualification prescribed for the Post of Primary Teacher is Plus Two with TTC/TCH with minimum 40% marks; or BA/BSc with BEd. Section is done based on merit and interview.

The 18 vacancies at Upper Primary level are due to retirement/death of teachers in 2008-09. These vacancies will be filled by July 2009 through written test and interview.

Teacher rationalization is done based on Students strength and Medium of Instruction in each island.

Recruitment of teachers

	Sanctioned in PAB till 08-09		Recruited by March 09		Honorarium		Selected by
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community
Primary	8	0	6	0	0.065	0	Community
Up. Primary	15	0	15	0	0.065	0	Community

Source: AWP & B 2009-10, SSA Lakshadweep

There are no single teacher schools in the UT.

Information on PTR

Number of schools in respect of PTR						State PTR
>40	>50	>60	>70	>80	>100	
0	0	0	0	0	0	17:1

Source: AWP & B 2009-10, SSA Lakshadweep

Requirement of teachers based on the enrolment of the current year:

Total requirement of Additional teachers (as per PTR of 40:1)	Number proposed in 2009-10	Gap
38	38	

Source: AWP & B 2009-10, SSA Lakshadweep

The break-up of the 38 new teachers proposed by the UT is given below:

- 5 for Headmasters for schools upgraded to UP schools in 2007-08
- 3 new teachers (for Std. 3), for new PS opened in 2008-09
- In 2009-10, the UT is adding 8th Standard to 10 independent upper primary schools, as per the national pattern. The UT requires 3 subject teachers for each of these 10 schools (English, Science and Maths)

Recommendation:

As per SSA norms, the Appraisal Team does not recommend the UT's proposal for new teachers. However, due to the specific circumstances of the UT, PAB may like to discuss.

Curriculum and textbooks:

The curriculum and textbooks used in the UT is based on Kerala curriculum in Malayalam medium schools, and NCERT textbooks are used in English-medium schools.

Information about Curriculum/ Syllabus

	Stage	Curriculum developed by	Year of renewal	Whether Published	Available with Tr. Trainers	Available with Schools/ Trs.	Based on
Kerala curriculum	Primary	SCERT	2007		No	No	KCF 2007
	Upper Primary	SCERT	2007		No	No	
NCERT curriculum	Primary	NCERT	Yes	Yes	No	No	NCF 2005
	Upper Primary	NCERT	Yes	Yes	No	No	

Source: AWP & B 2009-10, SSA Lakshadweep

Textbooks are published in Malayalam, English, Arabic and Hindi.

Development of textual materials:

The following is the information regarding textbooks developed by SCERT Kerala which are used in the UT's schools.

Information about Textbooks

Class	Textbooks developed by	Year of Publication	Year of renewal	Cost of total set of textbooks*	Plans for renewal
Class I	SCERT	2008-09		Rs. 150/-	
Class II	SCERT	2009-10	2009	Rs.150/-	Textbooks and work books will be renewed based on field experience every year
Class III	SCERT	2008-09		Rs.150/-	
Class IV	SCERT	2009-10	2009	Rs.150/-	
Class V	SCERT	2008-09		Rs.250/-	
Class VI	SCERT	2009-10	2009	Rs.250/-	
Class VII	SCERT	2008-09		Rs.250/-	
Class VIII	SCERT	2009-10	2009	Rs.250/-	

Source: AWP & B,2009-10   * includes workbooks.

The average cost of textbooks per set is Rs. 170/- for primary classes and Rs. 250/- at upper primary level. The textbooks are printed through the Department of Public Instruction (DPI) Kerala. There is a procurement wing in the Directorate of Education, which oversees procurement of textbooks from Kochi office. Textbooks, writing materials and lab articles are supplied to all islands before 15th May. Headmaster is then responsible for stocking and supplying materials to the students.

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2008-09	Proposed date for distribution in 2009-10
PS	May	21st May	21st May
UPS	May	25th May	23rd May

Source: AWP & B 2009-10, SSA Lakshadweep

Target, Achievement & Proposal

	Target for 2008-09		Achievement during 2008-09		Proposal for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial
PS	--	--	--	--	--	--
UPS	--	--	--	--	--	--

Source: AWP & B 2009-10, SSA Lakshadweep

Free textbooks are provided by the State government to all children from Nursery to 12th Standard. Thus no proposal is made under SSA.

Observation:

Although the UT provides free textbooks to all children from Nursery to 12th Std from its own budget, the UT does not provide the accompanying Teachers Handbooks which are a necessary part of the Kerala curriculum to go along with the textbooks. UT should make provisions for providing these as well.

e. Use of Teaching Learning Materials:

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

Distribution of Grants	Progress in 2008-09			Proposal for 2009-10	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/- per teacher					
Primary level	381	381	100	359	1.78
Upper Primary level	239	239	100	308	1.54
b. School grant					
Primary level	32	32	100	33	1.65
Upper Primary level	14	14	100	14	0.98
c. TLE grant					
New Primary schools@ 10,000/-per school	4	3	75	1	0.02
New Upper Primary schools@ 50,000/-per school	4	4	100	0	0

Source: AWP & B 2009-10, SSA Lakshadweep

In 2008-09, the grants were distributed to schools in October 2008. This year the UT has indicated that grants will be distributed at the beginning of the academic session, by June 2009.

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Guidelines were issued for headmasters & BRC/CRCs by SPD at the time of issuing the grant, for proper utilization of grants as per SSA norms. In 2008-09, the school grant was utilised for replacing of non-functional articles, procurement of reference books, chemicals, charts, maps, models, etc. TLE grants were utilized for procurement of lab articles, reference materials, etc. Teachers and SMC decided the items to be procured considering the requirement of the Schools. etc

Use of School/TLE grants in 2009-10:

In 2009-10, attempts will be made to link the use of school grant and TLM grants with Learning Enhancement activities. School grant will be establishing the Reading Corners, and procurement of science equipment, chemicals, models and charts, as well as for replacement of non-functioning equipment.

Details about effective use of TLM grants in 2008-09:

In 2008-09, TLM grant was used for procurement of Teachers Hand Book from SSA Kerala, as well as for procurement of locally available materials for preparation of Teaching Learning Material by the teachers as per need, with the approval of the School Management Committee.

Despite distribution of TLM grants, UT has found a problem in the effective utilization of TLMs during classroom processes. Many of the teachers do not have a proper idea on the utilization of TLM/TLM preparation. So far the UT could not organize such a training programme on this topic, due to non availability of RPs in the island.

Plans for effective utilization of TLM grant in 2009-10:

In 2009-10 training will be given to teachers for the preparation of TLMs and their effective use both at Primary and UP level. Distribution of grants will be done early in the year in June 2009. TLM grants will be utilised for preparation of Teachers' handbooks, procurement of charts, globes, plasticines, cutting & pasting materials, wall maps, etc. Monitoring mechanism will also be strengthened to ensure effective utilization at the level of HM/BRCC/CRCC.

The UT has also planned to conduct a Workshop on TLM development for teachers and BRP/CRPs. During this workshop, the UT will develop science and maths kits to be used as part of its Learning Enhancement Programme.

No. of schools using materials other than textbooks, and nature of materials being used:

Stage	Total schools in the State/ UT	No. of schools using Materials other than textbooks	Percentage of schools using such materials	Nature of materials (other than textbooks) being used in schools
Primary	20	20	100	Teachers handbook, Workbook,
Up. Pry.	10	10	100	Work sheets, and supplementary reading materials
Total	30	30	100	

Recommendation:

The Appraisal Team recommends the UT's proposal for Teacher Grants and School Grants. However the UT is not eligible for TLE grants since no new schools have been sanctioned for 2009-10.

Active pedagogy:

Changes in Classroom processes in 2008-09:

a. Teachers' instructional time: 71%

b. Students' learning opportunity time : 25%

c. Active student participation: 12%

At present, the above information is based on overall impression but has not been measured through any systematic tool. In 2009-10, the UT has planned to undertake a study of Teachers' and Students' Time on Task, by utilising the tools developed by EdCIL in the similar study conducted at the national level. The Study will be conducted through SSA mission by August 2009.

In addition to the above, the UT will develop a special tool for classroom observations in order to track changes in teacher instructional time, student learning opportunity time, and active student participation. These formats will be used by concerned CRC/BRCs for regular monitoring during monthly school visits. This data will be compiled at the UT level on a quarterly basis.

Inputs and processes related to promoting active pedagogy in 2009-10:

In 2009-10, the UT has planned the following measures for promoting greater active learning: Workshop for TLM preparation and effective use, on-site support by RPs, demonstration classes, try-out classes by teachers with observation and feedback from RPs, regular monitoring of changes in classroom processes through monthly observation formats.

Expected Outcomes: Teachers' subject competency, confidence building, review and planning, effective learning activities for students, and shift to more active learning methods.

Observations:

The State must lay emphasis on bringing about shifts in classroom processes from teacher-centered instruction towards more learner-centered pedagogy and active student participation. This must be regularly tracked through classroom observation formats and reported to MHRD every quarter. The UT should also ensure to conduct the Study on Teachers' and Students' Time on Task by the stipulated timeline.

Learning Enhancement Programme (Pry. and Upper Pry.):

Progress in LEP Activities in 2008-09

Sl. No.	Activities approved under LEP	Progress against Activities in 2008-09	Coverage (no. of a. districts / b. schools / c. children covered)	Contribution to Learning Enhancement (Impact)
I	**Primary**			
1.	Reading, writing improvement program	Established reading corners in 15 Primary Schools. Selected graded materials were procured from Kerala	10 islands 15 Schools	Achievement level increased by 10%
2.	Numeracy development program	Developed activity cards developed by RPs. A Workshop was held, and cards are in printing stage.	10 islands 20 Schools	Achievement level increased by 20%
II	**Upper Primary**			
I	Learning Science through activities and experiments	Action taken to supply NCERT Kits/ conducted Science exhibitions in all schools	5	5% improvement
2.	Maths improvement program	Action taken to supply NCERT Kits	5	5% improvement

Source: AWP & B 2009-10, SSA Lakshadweep

Although in 2008-09 no separate fund was allocated by PAB for LEP, the UT has carried out the above activities through Management costs.

Proposal for LEP in 2009-10:

In 2009-10, the UT has designed a broad Early Reading, Writing and Numeracy Improvement Program at the primary level, and also Improvement Programs for Science, Maths and Social Science at the upper primary level. The components of these programs have already been discussed above. The activities have been planned under LEP as well as by integrating other heads like school grant, teacher grant, Innovative activities and Management costs. The break-up and budget for these activities are indicated below

Salient features of the Learning Enhancement Programme

Goals related to quality improvement in 2009-10	Major activities under LEP	Expected Learning outcomes	Type of materials required	Unit Cost	Coverage (No. of districts, schools & children)	Total Cost under LEP in Rs. lakhs	Funding Heads
			Primary:				
1. Early reading, writing and numeracy Improvement Programme	Setting up of reading corners Enrichment program Supply of teachers handbook And work sheet for	20% increase in learning levels. Minimum ' C ' Grade achieved by all students	Graded books	0.005	All islands 33 PS 7046 Students (all)		School Grant
			Worksheets	0.012		0.396	LEP
			Activity cards	0.007		0.231	LEP
			Self Learning Cards	0.007		0.231	LEP
			Teachers' Handbook	0.002			Teacher Grant

Goals related to quality improvement in 2009-10	Major activities under LEP	Expected Learning outcomes	Type of materials required	Unit Cost	Coverage (No. of districts, schools & children)	Total Cost under LEP in Rs. lakhs	Funding Heads
•	students CAL						
Upper Primary:							
2. Science Improvement Programme, to create a Scientific attitude	Setting up of Science Lab Conducting Science Exhibition Supply of NCERT Kits Supply of CD kits of SIET Kerala CAL	20% increase in learning levels. Minimum ' C ' Grade achieved by all students	Science Lab equipments & Chemicals	0.02	14 Schools		school grant
			Models & charts Development of Science work sheet	0.006 0.00	3752 Students (all)	0.084	LEP
			Development of Science kits	0.020			Innovative
			CD kits of SIET	0.01			Innovative
			Teachers' Handbook	0.002			Teacher Grant
3. Maths improvement programme, through application of mathematical skill in day to day life	Supply of mathematical kits of NCERT CD kits of SIET Development of activity oriented worksheet CAL	20% increase in learning levels. Minimum ' C ' Grade achieved by all students	Development of Maths Kits	0.02	14 Schools		Innovative & Management
			CD Kits	0.01	3752 students (all)		Innovative
			Work sheets	0.0045		0.063	LEP
			Teachers Hand book				Teacher Grant
					Total	1.00	LEP

Source: AWP & B 2009-10, SSA Lakshadweep

- Recommendation:

The Appraisal Team recommends the above proposal for LEP programme.

Effectiveness of CAL and other educational technologies in quality improvement:

Type of activities promoted through CAL and other educational technologies and their effectiveness in terms of children's learning enhancement:

In 2008-09, 5 days training programme was conducted for teachers on basic operation of computers and preparation of powerpoint presentations. Some CD materials were procured from SIET Kerala with content based on the curriculum. These materials will be supplied to schools by April 2009. In addition, in 2009-10 the UT will identify and procure good computer-aided learning materials based on the curriculum that can facilitate children's understanding of various concepts in the curriculum.

The UT has identified the following issues, strategies for addressing these and activities related to effective use of CAL in 2009-10:

Issues	Strategies	Activities	Impact
Lack of training to teachers on CAL	Capacity building of teachers	Vision workshop Module preparation RP training Teacher training	Teacher becomes equipped on CAL
Inadequate facilities in computer labs	Strengthening of computer labs	Supply of one LCD TV, Computer, UPS, and furniture for Computer labs	Full-fledged computer labs
In effective monitoring and supervision	Formation of PMC Capacity building of supervisory staff	Island level committee formation Training for PMC members and supervisory staff Review and planning exercise	Learning becomes effective

Source: AWP & B 2009-10, SSA Lakshadweep

Strengthening learning assessment:

Learning assessment system

Stage	No. of tests in a year	Whether marking or grading system	No-detention from which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	3	Grading	I&II	10th	yes	quarterly
U. Pry.	3	Grading	I&II	10th	yes	quarterly

Source: AWP & B 2009-10, SSA Lakshadweep

Status of shift towards Comprehensive and Continuous Evaluation:

Primary (I-V): CCE and Term End in three Terms based on area wise in each subject. CCE in three point grading system (Direct grading) and TE in five point grading system is followed in both Primary & UP. For Malayalam medium classes the continuous and comprehensive learning assessment system of Kerala State has been adopted since the last 10 years.

This system includes daily assessment by the teacher through observation, written work, assignments and activities performed by students in and outside the classroom. These are recorded daily in their own Teacher Manual. Every quarter, this is reported in a Students' Evaluation Profile. Part I looks at the child's academic progress in different scholastic subjects Part II includes art and physical education, and Part III looks at the child's personality development, communication skills, leadership qualities, group activities.

In 2008-09, the system of evaluation has been changed by the Kerala board, to include area-wise grading based on indicators for each competency. This has been found a useful system for students, but teachers still require some additional exposure for effectively implementing this new system.

Plans for strengthening learning assessment in 2009-10:

While the above is a comprehensive system that has been in place for the last 10 years based Kerala's model, the UT has expressed that the outcome is not satisfactory due to inadequate teacher training and monitoring mechanism. This year, the monitoring system will be

strengthened to improve the assessment mechanisms. In addition, special training will be given to teachers on using the new assessment system involving grading against learning indicators.

Strategies for identifying learning difficulties and providing Remedial support:

Based on achievement test by UT, remediation will be given to those who score grade 'D' and 'E'. The service of the unemployed trained teachers will be used for conducting Remedial teaching.

- Approach for remedial teaching: Half an hour after school hours was taken for remedial teaching for low achieving students for 10 days before each of the 3 Term End Evaluations.
- Objective: To enhance the level of achievement up to a minimum of 'C'' grade
- Supervision by the Head of institution, and involvement of Community for monitoring and supervision.

The following table shows progress of remedial teaching in 2008-09.

Progress of remedial teaching

Fund allocated in 2008-09	Physical Target (Children)	Physical achievement till Feb, 2009	Financial achievement till Feb, 2009	% of achievement	
				Physical	Financial
1.38	552	0.88	0.88	100%	64%

Source: AWP & B 2009-10, SSA Lakshadweep

Plan for Remedial Teaching in 2009-10:

NO.of Students	Activity	Agency	Time frame	Out come	Budget
Primary 530	Language skill devlp. program -I & IV Std students who secured D & E Grade (15%) Material preparation	BRC	May	Improvement of language skill	0.50
	Teacher training on materials developed	CRC	July	Teacher empowerment	
	Refreshment to students	CRC		Retention	530 X10X20= Rs 0.76
	Remuneration to Teachers	SIS	August, December and February	Motivation	20X500= 0.10
UP 1280	Improvement program in Science and Maths in Std VI & VII Material preparation	BRC	Aug/Dec/Feb	Improvement in Science and Maths learning	1.30
	Teacher training	BRC	August		30X100X2= 0.06
	Refreshment to students				1280X10X 20 =2.57
	Remuneration to Teachers	SIS	Aug/Dec/Feb		20X500=0.10

Recommendation:

As per norms, due to its higher female literacy rate, the UT is not eligible for separate funds for remedial teaching. However it may continue ongoing practices through materials already developed, and through other heads such as Innovative activities. Teachers should also be oriented on how to better cater to students of different learning levels in the regular teaching learning processes, and how to more critically analyse the learning difficulties of each student and factors affecting these learning difficulties, so that these can be addressed through existing inputs.

Teacher preparation:

To know about progress of teacher training in the State it is important to know the overall readiness of the different Teacher Education Institutions (TEIs) in the State. The following table indicates the break up of existing TEIs in the State other than the BRCs and CRCs.

Govt. Teacher Education Institutions

Sl. No.	Institution	Number	Course offered
1.	DIET	1	Nil at present
2.	DRC	Nil	Nil

Source: AWP & B 2009-10, SSA Lakshadweep

The UT is in the process of operationalising its first DIET, which in the future will offer a TTC course by 2010-11.

Annual Intake Capacity of Teacher Education Institutions

Sl. No.	Courses offered	Type of Institution	Total Institutions	Annual Intake Capacity
2 (a)	B Ed.	University Study Center	1	30

Source: AWP & B 2009-10, SSA Lakshadweep

In-service training:

The following table provides information about the progress of teacher training during 2008-09

Progress of In-service Teacher Training (during 2008-09)

Type of training	Duration of training	Months in which undertaken	Physical target	Teachers trained (Up to Dec end, 2008)	Percentage of Achievement
Primary	20	May-March	381	381	100%
Upper Primary	20	May-March	239	239	100%
Resource Persons	10	April-May	30	30	100%

Source: AWP & B 2009-10, SSA Lakshadweep

10 days Block level training was conducted in 2-3 phases, during the months of June, August and December 2009. Cluster-level meetings are held once a month. In this meeting, discussion takes place on the curriculum topics that have been taught and that will be taught in the next month, including strategies and activities that can be used in teaching these topics. Teachers share their experiences in handling different topics in the curriculum, including hard spots.

Nature and focus areas of Training Modules developed in 2008-09:

The UT has not prepared any modules specifically for training of BRC/CRCs. They utilised modules prepared by SSA Kerala for this purpose. After receiving training, the BRP/CRPs prepared training modules for teacher training in 2008-09, on the following topics:
- Approach, Methodology and Evaluation on revised textbooks of Std I, III, V, VII
- Computer training program.
- Training programme for Pre-Primary School teachers on child care and education
- Training Programme for Education Volunteers on conducting bridge courses

Teacher Training conducted in 2008-09

Focus Areas	Content	Follow up	Impact
1.Approach on revised textbooks of Std I, III, V, VII		On-site Support, monitoring, and demonstration lessons conducted by RPs	Majority of teachers could not follow the new approach
2. Methodology	Critical Pedagogy and Issue-based curriculum		
3. Evaluation	Continuous and Comprehensive Evaluation/ Term End Evaluation		

Challenges/issues related to teacher training in 2008-09:

- Non availability of Resource Persons
- Teachers could not be trained as and when changes take place. The geographical barriers are the hurdle.
- Transportation problem due to bad weather
- Non functioning of DIET Lakshadweep. Lack of academic support in the absence of SCERT, DIET.
- Lack of facilities for conducting training programs through video conferencing.
- Lack of proper training to supervisory staff. The monitoring system may not become effective unless the supervisory staff are given proper training in tune with the changes in the curriculum.
- Ineffective Cluster meetings: No. of UP/LP Schools in an island is limited. It ranges from 1-6. In most of the islands there is a maximum of 3 Schools. That means there will be not more than 2 or 3 teachers in an island who handle same class and same subject. Thus experience sharing is also becomes not satisfactory.

Strategies for addressing these issues in 2009-10:

- Capacity building of Resource Persons
- Strengthening and operationalization of DIET
- Training for Headmasters and Assistant HMs
- Setting up of facilities for video conferencing
- Detailed roadmap for Cluster-level meetings

Proposal for in-service training for 2009-10 (target, content, methodology, follow up, and mechanisms to ensure impact on classroom practice):

The training programs to be arranged for Resource Persons, Teachers and supervisory staff separately with the assistance of SSA Kerala/ RIEM /SRG Lakshadweep. The training programes are to be carried out as per the schedule given below.

Plan for In-service Teacher Training in 2009-10

Sl. N	Level	Target Group	Area of Topic	No.of Partici-pants	Duratio n	Month	Budget
1	District	RPs/BRC/CRC Coordinators	1.Capacity building in content/approach	32	5 days	April	2.00
			2.Evaluation/ methodology & TLM for Std. I-VII Action research OSS/monitoring/ supervision	32	32	May	2.00
2	BRC		Content /approach/methodology/ TLM preparation in new pedagogy I-VII	667	5 days	May	2.00
	CRC	PSTs and Language Teachers	Evaluation/preparation of Evaluation tools/Action research	667	5 days	June-August	2.00
	CRC		Cluster level review meeting /sharing of experiences/discussion on hard spot areas	667	10 days	June-March	3.50
3	District	BRC/CRC / RPs	Capacity building in diagnostic & Remedial Teaching/Material development for Remedial Teaching/ LEP	30	10 days in 2 phase	July and Septemb er	7.5
4	District	HM/AHM	CAL/supervision/monitoring and implementing of SSA programs	60	2 day	May	2.5
5	District	Physical Education Trs/Art Education Trs.	Yoga/ Traditional arts	60	2 day	August	2.5
6	CRC	TGT/PST (I-VII)	CAL	667	3 days	Nov./Dec	1.5
7	CRC	Pre Primary School Trs.	Play way/ABL	350	5 day	Nov/Dec	1.5
8	CRC	PTA/MTA/SMC/	Community mobilisation	300	2 days	May	0.60

SL N	Level	Target Group	Area of Topic	No. of Partici- pants	Duratio n	Month	Budget
		VEC					
9	District	Education Volunteer/Special Teachers	Multi grade Multilevel	15	5 days	July	0.60
10	District	MIS/Office Staff/BRC/CRC	Accounts keeping/program implementation	25	5 day	May	1.50

Plan for Cluster-level Meetings in 2009-10:

Month	Focus Areas	Inputs	Expected Outcome
June	School grading	Achievement level of children, class wise /subject wise based on the Annual exam. Performance indicators of teachers and trainers Monitoring tool preparation Achievement test for the assessment of children	Identification of the achievement level of children Identification of the performance level of teacher. Helps to understand the exact position of students and teachers.
	Development of School plan	Various activities to be carried out at School level	Identification of the learning difficulties Executing the activities in a time fram manner with proper planning
	Introduce the NCF2005 and KCF 2007	Approach and methodology	Better understanding the curriculum objectives/aim/goal
July	Establishment of reading corners Effective use of TLM	Supply of graded books and periodicals TLM preparation	Create a reading habit and curiosity to know things. Increase the student learning opportunity time. Promote leadership quality, peer interaction, better cooperation
August	Reviewing the effectiveness of reading corners/Maths corners/TLM Review of the achievement test conducted	Observation report Findings of the test	Sharing the good practices and improvement Development of remedial materials.
Oct.	Review on the basis of First term end evaluation/teacher performance and student performance	Test result/QMT/performance record	Identifies the level of student and the teacher-measures for further improvement.
Nov	Improvement of classroom practices Std I-V and VI to VIII Discuss the findings with community Need for taking up action research	Teacher trg./Demonstration class by RP Achievement level of student Difficult areas	Sharing of success stories/Teacher competency improves Identifies hard spots Identify the importance of CCE Measures for further improvement Remedies and materials
Dec	Reviewing the Progress of academic planning School academic plan	Activities carried out as per the previous plan	Measures for improvement

Month	Focus Areas	Inputs	Expected Outcome
Jan	Discussion on the achievement of II achievement test Identification of hard spots and discussion	Test result Demonstration classes by RP Try out classes by resourceful teachers	Development of tools for remediation Confidence building in teachers
Feb	Sharing of ideas/discussion on the achievement of children-out come of action research	Classroom process Remedial measures suggested in view of action research	Promotes to adopt good practices in classroom process. Develop readiness to take up action research.

Induction Training:

Progress of Induction Teacher Training (during 2008-09)

The State had no proposal for induction training

Proposal for induction training to be undertaken in 2009-10:

The UT has proposed 30-days induction training for the first time in 2009-10, for 27 teachers that were recruited in 2008-09

- Content: Approach/methodology and evaluation on revised text books
- Process: In three spells during each term. The first spell during coming vacation
- Follow up: Classroom observation by RP's; Onsite support and try out classes; Discussion on hard spot with Teachers; Need assessment for further teacher training.

Training of Untrained Teachers:

The UT does not have any untrained teachers

Overall progress and targets for teacher training

Type of training	Target for training in 2008-09		Achievement		% of achievement		Target for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
In-service	620	9.20	620	9.20	100	100	640	9.60
Induction	0	0	0	0	0	0	27	0.81
Untrained	0	0	0	0	0	0	0	0
Trg. of BRCs/ CRCs	30	0.30	30	0,30	100	100	30	0.30

Source: AWP & B 2009-10, SSA Lakshadweep

Recommendation.

The Appraisal Team recommends the UT's proposal for training of teachers and Resource Persons for PAB approval.

Academic support systems

Academic support through BRCs, CRCs and DIETs

- **Block Resource Centres:**

Effectiveness of BRCs

The following table throws light on the status of Block Resource Centers.

Information about Block Resource Centers

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2008-09	CRC/ School visits in 2008-09	Effec s of
3	3	3	12	12	3	3	3

Source: AWP & B 2009-10, SSA Lakshadweep

30%

Major role and functions of BRCCs and BRPs:

1. Implementing the activities
2. Convening of the meetings of VEC/SMC
3. Module preparation for cluster meeting
4 Module preparation for block level training programs.
5 Preparation of evaluation tools
6. Preparation of Annual plan.
7. Module preparation for OSS and Try out classes
8. Material preparation for Remedial teaching.
9. Conducting of House hold survey
10. Checking of DISE data at CRC Level.
11. Organisation of community training program and internal audit.

Effectiveness of BRC/CRC in academic supervision and improving school performance; 34% overall

Performance against agreed roles & functions: 50%
Extent to which task are being done: 40%
Extent of on-site support given to schools/teachers: 30%
Content & quantum of training given to BRC/CRC: 30%
Perception of teachers/stakeholders: 20%

Emerging issues and strategies for strengthening BRCs in 2009-10:

1. Movement from one island to another due to geographical isolation and lack of transport facility.
2. Lack of capacity of BRCCs
3. Lack of furniture, accommodation, etc

Strategies:

1. Providing Video conferencing and internet facilities
2. Capacity building through training programs
3. Provide additional funds for the procurement of furniture

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Activity Calendar of BRC in 2009-10

Activity	Month	Venue
Planning workshop	April	Kavaratti
Vacation trg	April/May	Kadmat/Amini/Andrott
Induction trg.	May/Sept/Dec	Androt/Amini/Kavaratti
Trg.for PETs on Yoga	May	Andrott
Trg. For Art& Craft Teachers	May	Kavaratti
HMs trg.	April	Kavaratti
Module preparation for CRC meetings	May	Kavaratti
Medical camp for CWSN	September	Amini/Androt/Kavaratti
Review meeting	Aug/Dec/Feb	Kavaratti
Plan workshop (AWP)	Sept	Andrott
MIS workshop	June/July	Amini/Andrott/Kavaratti
HHS	June-Sept	All islands
Monitoring of CRC/School	June-Feb	All islands
OSS/Try out classes	June-Feb	All islands
Preparation of evaluation tools	June/Sep/Jan	Amini/Androt/Kavarati
Assessment of SLF III and fixation of strategies	April/Oct/Jan	Amini/Andrott/Kavaratti
Material preparation for remedial teaching	June	Amini/Andrott/Kvt.
Teacher trg. For Special teachers/EVs	July	Kavaratti
Action research	October/Nov.	Amini/Kadmat/Androt

Source: AWP & B 2009-10, SSA Lakshadweep

- ## Cluster Resource Center (CRC):

Information about Cluster Resource Centers

Total no. of clusters	CRCs sanctioned	CRCs functional	CRCCs sanctioned	CRCCs in position	CRC mtgs. held in 2008-09	School visits in 2008-09	% Effectivenes s of CRCs
9	9	9	9	9	7	12	34%

Source: AWP & B 2009-10, SSA Lakshadweep

Major role and functions of CRCCs and CRPs:

Organizing cluster level teacher trainings and cluster meetings
Convening of SMC meetings
Conducting of Mothers Meet
Community mobilization campaigns
Conducting of HHS
Submitting of reports on the progress of activities
OSS/Try out classes
Distribution of Evaluation tools
Collection of DISE data
Collection of SLF duly filled and consolidation at island level.

55

Assessment of need for further training programs
Extent of academic contributions/Effectiveness of CRC's in 2008-09: 34%

Emerging issues and strategies for strengthening CRC's in 2009-10:

Movement from one island to another due to geographical isolation and lack of transport facility.
Lack of capacity of CRCCs
Lack of furniture/accommodation etc

Strategies:

1. Providing Video conferencing and internet facilities
2. Capacity building training Program
3. Provide additional funds for the procurement of furniture

Activity Calendar of CRC in 2009-10

Activity	Month	Venue
Module preparation for cluster level trgs.	April/feb	Each CRC
School plan preparation for academic activities	May	"
Community mobilization trg. Prog.	Aug/Dec	"
Mothers meet	July/Nov/Feb	"
Data collection on enrolment	May	"
DISE data collection	Oct	"
HHS & consolidation	June/Sept	"
SLF	April/oct/Jan	"
Review meeting	July/Nov/Feb	"
Plan preparation for AWP	Jan	"
School visit and OSS/Try out	June-feb	"
Action research	Sep	"

Source: AWP & B 2009-10, SSA Lakshadweep

Capacity Building for BRC/CRC Personnel:
Details about the type of training programmes undertaken for the BRCs and CRCs during 2008-09, and proposals for 2009-10, are indicated below.

Training of BRC/ CRC personnel

Target Group	Training in 2008-09		Training in 2009-10	
	Duration	Focus areas	Duration	Focus areas
BRCC	10	Approach/methodology Evaluation	10	CAL/Approach/methodology/ Evaluation/Accounts keeping
BRPs	10	As above	10	CAL/approach/methodology/evaluation
CRCC	10	As above	10	CAL/approach/methodology/evaluation/ accounts keeping
CRPs	10	As above		CAL/approach/methodology/evaluation

Source: AWP & B 2009-10, SSA Lakshadweep

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2008-09		Achievement		% of achievement		Target for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	3	1.02	3	1.02	100	100	3	14.22
CRCs	9	0.68	9	0.68	100	100	9	20.48

Source: AWP & B 2009-10, SSA Lakshadweep

Recommendation:

The Appraisal Team recommends the UT's above proposal for BRC/CRCs for PAB approval.

Information about DIETs:

Nature of academic support extended by DIETs in 2008-09:

A DIET has been established recently in 2008-09 with 3 posts of lectures and a Principal which is yet to gear up the activities. Remaining 10 posts will be filled in the next 2-4 months. Capacity building of DIET personnel will be done through Department with the help of SCERT Kerala and RIE Mysore. The service of the existing DIET personnel will be utilised in preparation of training modules and in imparting training to teachers.

Resource Groups & Subject Expert Forums

The State has attempted to strengthen its academic resource groups at different levels. The following table indicates the structure of these resource groups and their major activities.

Information about Resource Groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups this year
	State Resource Group (SRG)	Nil			
	District Resource Groups (DRGs)	Nil			
	Block Resource Groups (BRGs)	Nil			
	Cluster Resource Groups (CRGs)	Nil			

Source: AWP & B 2009-10, SSA Lakshadweep

The UT has clarified that due to the geographical condition, it is difficult to form a Resource Group at State level and hold regular meetings. At present, CRCs and BRCs are involved in guidance and implementation for quality activities. 30 posts of BRC/CRC Resource person are only allowed. Due to lack of its own Teacher training institutes and DIET which has only been recently established, the UT depends upon the Resource Persons from Kerala /RIE Mysore to train its 30 Resource Persons.

Owing to the peculiar geographical condition these Resource Persons could not be divided equally among the 10 inhabited islands. Even if it is equally divided, an average of only three Resource Persons could be deployed in each island, who may not be able to handle all subjects.

Hence the service of the RPs already available could not be benefited in all islands. Regular in service training, OSS, monitoring and demonstration classes are the effective methods to build confidence among teachers. This aim could not be achieved for want of sufficient Resource Persons in all islands.

Nature of convergence & collaboration among different academic institutions (BRC/CRCs, etc)

The UT does not have any SIEMAT or SCERT. DIET is still in the process of being operationalised, as discussed above.

Quality management for quality assurance:

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

At present, Quality Monitoring Tools of NCERT are being used for quality monitoring in the UT. Although the UT has not received any specific training on using the NCERT tools, they have collected reports through the BRC/CRCC on quarterly basis and submitted to NCERT.

For enhanced performance in 2009-10, quality monitoring will be continued more vigorously by developing own UT-specific monitoring formats in addition to those developed by NCERT, for monitoring and reporting at each level. These will be developed by August 2009. At present, while the data has been regularly submitted, it has not yet been analysed at different levels and used for addressing issues and enhancing performance. In 2009-10, this data will be discussed at different levels in order to address emerging issues.

The details of monitoring are given below:

- **Teachers:**
  - o Prepare Annual plans, Teaching manuals, appropriate teaching learning materials.
  - o Conduct CCE/unit test.
  - o They monitor the child wise learning achievement based on the above tests
  - o Apply suitable strategies for the achievement of the learning level and keep the records.
- **School level:** By the concerned Headmaster. The HM will review the implementation of the LEP at School level. They will review class wise and child wise achievement of learning level. The feed back will be reported to the Principals/BRC/CRC
- **Community:** The community will monitor and supervise the academic activities and review and discuss the observations in the monthly PTA meetings.
- **Cluster Level:** The CRCCs and RPs will monitor the classroom processes, and suggest remedies for improvement if any. They also submit report to the BRC/ State Implementing Society (SSA). They also monitor the activities as part of their regular activity.
- **Island Level:** Monitoring is done by the Headmaster/Principal of the Senior Secondary School, who reviews the implementation of programs of all Schools at island level. They submit report on monthly basis to the SIS/the Department of Education.

- **BRC level**: A team consisting of BRCC and BRPs will monitor the activities, suggest remedies and report to SIS. They also monitor the activities as part of their regular activity
- **District/Panchayath Level**: The Assistant Education Officer will monitor the activities on behalf of District Panchayat on monthly basis and submit the report to the Chief Executive Officer District Panchayath/ Chief Counsilor.
- **State Level**: Lakshadweep being a single District UT, a State level team consisting of Education Officers/Subject Experts/Project Officers will monitor the programmes on quarterly basis.

Findings of Quality Monitoring Tools

The QMT reports submitted by the UT have highlighted the following key findings:

- Although training has been provided to teachers on some very relevant areas, yet no information has been provided on the basis of training, methodology, needs assessment, follow-up strategies, etc.
- No information has been shared with regard to the constitution of State Resource Group and its involvement in the SSA programmes and activities.
- Learning Achievement: It is reported that during the span of four months or so, the academic performance of all the students of all the classes has improved tremendously. The number of students who got less than 50% has come down drastically in both Language and Mathematics:

Class	Language		Mathematics	
	June 2008	**Nov 2008**	**Jun 2008**	**Nov 2008**
II	43	03	31	00
III	44	07	28	00
IV	42	11	39	00
V	31	00	51	00
V	47	16	59	29
VI	52	49	57	39
VII	56	37	57	35
VIII	57	15	72	33

Source: QMT Report

Performance Tracking through Performance Indicators for teachers and trainers

At present, the UT SPO has prepared the following tentative indicators for tracking performance of teachers, CRPs and BRPs:

Major performance indicators

Teachers	CRC Personnel	BRC personnel
Provide variety of learning situations to the learners	Teachers are motivated to practice innovative teaching learning process in class rooms.	Analysing the existing situations in reality for planning and capacity building programmes.
Encourage learners to compare, debate, share and learn from each other	Discussion on several classroom practices on activity based learning and innovative practices.	Awareness of SSA objectives, norms, scope, resources and fund available

Developing, Designing and selecting learning situations appropriate to the context and needs of children	Conducting try out classes and demonstration classes	Developing and stimulating teachers and CRC personnel for enabling capacity building and innovative practices
Understand children within social, cultural and economical context	Suggest remedial measures to carry out the innovative practices effectively in the class room.	Conducting review meetings with CRC and community
On responsibility towards enhancing the achievement level of children	Develops understanding common goals in consultation with HMs and Teachers	Support and undertake periodic school visit to provide OSS and to understand class room process/level of teacher performance and CRC performance.
Promotes development and use of contextual materials	Develops a cluster improvement plan on basis of cluster programmes	Ensure proper maintenance of accounts at school, cluster level on all parameters.
Enables regular capacity building through discussions, debates, sharing, reading, reflections and trainings.	Closely monitor and collect feedback against target/goals and take appropriate measures	Developing strategies to grade cluster and motivate them to reach higher level

Source: AWP & B 2009-10, SSA Lakshadweep

The UT has explained that these indicators will be finalized by conducting a Workshop at DIET level in April 2009, involving Headmasters, BRP/CRPs and SSA functionaries. In this Workshop, the performance indicators will be phased in terms of levels of difficulty, and moreover enabling tools will be developed including action steps that teachers can take against each indicator.

During the teacher training program in May 2009, these indicators will be shared with teachers. Teachers will self-assess their performance levels, with verification by Headmasters. With the help of Headmasters, they will design a 6-month plan of concrete action steps they will take in order to raise their performance levels.

The performance levels of teachers, CRCs and BRCs will be tracked every 6 months, and this information will be compiled at the UT level, and used for analyzing and enhancing the performance of teachers and trainers.

Observation:

The UT must finalise and implement these performance standards at the earliest as committed, and these reports must be sent to MHRD every 6 months.

Nature of research and action research (REMS):

Progress in REMS activities in 2008-09:

No studies were conducted in 2008-09 The budget of Rs.65,000 was utilised by the UT for preparation of common evaluation tools for Term End Evaluation.

Information about Student & Teachers Attendance

Pupils' attendance	Primary Level: 90% Upper Primary level: 86 Student Attendance level at primary and at upper primary: (Source:) DISE 07-08
Teachers' attendance	Primary Level: 94 Upper Primary level: 92 Teacher Attendance level at primary and upper primary: (Source:) DISE 07-08

Source: AWP & B 2009-10, SSA Lakshadweep

The above data is based on regular school reporting. The UT has not conducted any study on teachers and students' attendance rates This must be conducted in 2009-10.

Proposal for REMS in 2009-10:

Research & Evaluation Activities under SSA in 2009-10

Activities	Physical target	Amount* (Rs)
Monitoring and Supervision		
Formation of PMC	150	
Training for PMC	150	0.05
School visit by PMC	3	
Review and report planning further improvement	3	0.03
Monitoring by Departmental authorities And SSA functionaries	18	0.04
Research and Evaluation Activities		
Preparation of evaluation tools –Students and teachers	10800 students/ 660 teachers	0.28
Study on Student and Teachers' Time on Task		0.2
Study on Student and Teachers' Attendance Rates		0.01
Total		**0.61**

Source: AWP & B 2009-10, SSA Lakshadweep

	State level @ Rs 1300 per school for 47 schools
Research & evaluation	Rs. 255 per school
Monitoring & Supervision	Rs. 1045 per school

61

Recommendation:

The Appraisal Team recommends the UT's proposal for REMS at the rate of Rs 1300 per school.

Overall Quality Initiatives in the State:

Brief overview of major quality initiatives planned for 2009-10.

- Assessment of student learning levels and learning difficulties through UT-wide survey
- School Grading and Preparation of School Development Plans
- Early Reading, Writing and Numeracy Improvement Programme (Primary)
- Maths Improvement Programme (Upper primary)
- Science Improvement Programme (Upper primary)
- Social Science Improvement Programme (Upper primary)
- Strengthening of CCE, and preparation of common evaluation tools for Term End evaluation
- Ensuring community support and participation though monthly PTA/MTA meetings, and modification of PTA bylaw to include specific clauses to monitor assessment of parental satisfaction with children's learning levels
- Strengthening of monitoring mechanism through performance indicators.

Broad recommendations for Quality improvement in 2009-10

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

Recommendation for activities related to quality

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs.in lakh)	
1.	**Teacher recruitment**					
	New Teachers Salary (P.S.)	3	3.00	0	0	No new schools
	New Teachers Salary (UPS)	35	35.00	0	0	No new schools
	Addl. Teachers against PTR	0	0	0	0	
	Recurring	23	25.30	23	25.10	
2.	**Training**					
a.	In service (PS+UPS)	640	9.60	640	9.60	As per norms
b.	Induction training	27	0.81	27	0.81	As per norms
c.	Training of untrained teachers	0		0		No proposal
d.	Training of BRC/CRC	30	0.30	30	0.30	As per norms
3 a.	Free Textbooks (PS)	0	0	0	0	Provided by UT
b.	Free Textbooks (UPS)	0	0	0	0	Provided by UT
4.a.	TLM Grant (P)	359	1.8	359	1.8	As per norms
b.	TLM Grant (UP)	308	1.54	308	1.54	As per norms
5. a	School Grant (P)	33	1.65	33	1.65	As per norms
b	School Grant (UP)	14	0.98	14	0.98	As per norms
6 a.	TLE Grant (P)	0	0	0	0	No new schools

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs.in lakh)	
b	TLE Grant (UP)	0	0	0	0	No new schools
c	- UPS Not covered under OBB					
7.	BRCs	3	14.22	3	14.22	As proposed
8.	CRCs	9	20.48	9	20.48	As proposed
9.	Remedial Teaching	530	1.33	0	0	Female literacy above national average
10.	LEP	1	1.0	1	1.0	As proposed
11.	REMS	47	0.61	47	0.61	Rs. 1300 per school

The following may be some of the major requirements for finding a meaningful direction.

(IV) SIEMAT

There is no SIEMAT in UT

(V) IED

The UT of Lakshadweep has practically shown no progress in IE. The physical and the financial progress have been very poor. The UT has initiated some activities for IE in 2007-08, but still a lot off capacity building is still required.

Progress in 2008-09

85% enrolled and 100% covered
No CWSN provided with aids and appliances
No teachers trained through the foundation course
No NGO involved -
3 resource teachers involved
69.57% schools provided wit ramps and handrails.

In the year 2008-09, the UT had identified 320 CWSN and the total budget provided the state was 3.84 lakhs. The UT was able to spend Rs. 1.34 lakh out of 3.84 lakh, which is 39.85%. No aids and appliances were provided to CWSN.

Block- Wise Progress in CWSN

S. No.	Block/Municipal Zone	No. of CWSN Identified	No. of CWSN Enrolled in Schools	No. of CWSN proposed to be covered through HBE
1	Kavaratti	49	44	5
2	Agatti	33	29	4
3	Amini	50	44	6
4	Kadmat	40	36	4

S. No.	Block/Municipal Zone	No. of CWSN Identified	No. of CWSN Enrolled in Schools	No. of CWSN proposed to be covered through HBE
5	Kiltan	20	18	?
6	Chetlat	18	15	3
7	Bitra	5	5	0
8	Kalpeni	25	19	6
9	Andrott	48	34	8
10	Minicoy	32	28	10
	Total	320	272	48

Financial Progress in IE in 2008-09

S. No.	Activities	Phy.	Fin.	Exp.	% Exp
	Resource Teachers Salary for 6 months (4 resource teacher for 2 blocks)	4	1.20	1.34 lakh	111.66%
	Assessment Camps (1 camp for 2 blocks)	5	1.59	0.00	0.00
	Provision of aids and appliances	125	0.95	0.00	0.00
	Planning workshop on IE	1	0.10	0.00	0.00
	Total		3.84	1.34	34.89%

Expenditure of Lakshadweep in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	0.24 lakh	0.00 lakh	0%
2006-07	1.20 lakh	0.00 lakh	0%
2007-08	1.20 lakh	0.11 lakh	9.17 %
2008-09	3.84 lakh	1.34 lakh	34.89%

The State has identified 463 CWSN (shown below), out of a total child population of 11595, which is 3.99% of the total child population.

Number of CWSN Identified in 2009-10

S. No.	Category	Number of CWSN
1	Visually Impaired	184
2	Hearing Impaired	95
3	Mentally Retarded	93
4	Orthopedically Handicapped	20
5	Learning Disability	0
6	Multiple Disabilities	23
7	Cerebral Palsy	6
8	Others	42
	Total	463

Block- Wise Coverage Plan of CWSN for 2009-10

S. No.	Block/Municipal Zone	No. of CWSN Identified	No. of CWSN Enrolled in Schools	No. of CWSN proposed to be covered through HBE
1	Kavaratti	120	116	4
2	Amini	228	195	33
3	Andrott	115	87	28
	Total	463	398	65

The focus for this year on IE would be on the following

Salary of resource teachers
Medical Assessment camp
Provision of Aids and appliances

Plan for 2009-10

S. No.	Activities	Phy.	Unit cost	Fin.	Time
1	Appointment of Resource Teachers for 6 months	4	0.07	1.68	October 09 March 10
2.	Assessment Camps	5	0.10	0.5	Sept & Oct 2009
3.	Provision of Aids and Appliances	69	0.01	0.69	Jan- 2010
4.	5- days teacher training with the help of RIE and AISH	26	0.002	0.26	August 2009
5.	Appointment of IE Coordinator	1	0.1	1.00	May 2009
6.	Planning workshop	1	0.50	0.50	June 2009
	TOTAL			4.63	

Recommendation

The Appraisal Team recommends the above proposal @ Rs. 1000/- per disabled. The Appraisal Team has helped the UT in formulating a strategy on IE. It is recommended that the UT starts attending the quarterly workshop on IE. Further the UT should fulfil the following conditions:

- Conduct at least one planning workshop on IE by June 2009

- Appointment of resource teachers should be done by September 2009 and they should start working in the field by October 2009

- The UT should endeavour to expedite its expenditure on IE as past since four years the UT has hardly been showing expenditure on IE.

- The UT should also include barrier-free guidelines, evaluation guidelines of CWSN as well as the assessment guidelines in the training programmes for teachers. These guidelines have already been framed at the national level and circulated to all the States/ UTs.

(VI) Innovative Activities

Computer Aided Learning

1. Programme started during :06-07
2. Mode of implementation :by SSA
3. Achievement before 2008 - 09
   - a. Schools covered : 33
   - b. Students benefited : 5047
   - c. Teachers trained : 620
   - d. Systems provided : 60
   - e. Content CDs available

Subjects	Classes
CD developed by SIET Kerala in language for PS	I-V
UPS- Lang. ,Maths and Science	VI-VIII

4. *Progress during 2008-09*

a. Physical Progress-

PAB Approval (Schools to cover)	Achievement As on 31st Jan 09	% Achievement
33	33	100

b. Financial Progress -

PAB Approval	Achievement As on 31st Jan 09	% Achievement
50	25.80	51.6

Anticipated Expenditure by 31st March 09 – Rs 45.00

c. Number of Beneficiaries: 5047

d. Activities in 2008 – 09 (Row 1 to 4 Fresh Activities, Row 5 Recurring Activities)

Sl. No.	Activities	Details	Achievement Phy	Fin
1.	**Infrastructure** • IT Infrastructure (PC, Printers, IT peripherals)	60 computers & 26 printers	60	24.00
	• Non IT Infrastructure (Ceiling, Flooring,	60 computer Tables, 60 Chairs 10 UPS, Electrification of 2		0.16

Sl. No.	Activities	Details	Achievement	
			Phy	Fin
	Electrification, Computer Table, Chair)	Computer rooms		
2.	**Teacher Training under CAL**	5 day teacher training in collaboration with IT@School, Kerala	620	from teacher training
3.	**Content/ Software Development**	CD kits developed by the SIET Kerala have been procured to be supplied to 40 Schools	40	0.84
4.	Recurring Activities • Maintenance of Infrastructure	AMC of old computers supplied in06-07	0.00	The expenditure is met by the UT Administration
			Total	**45.00**

5. *Proposal for 2009-10:*
   a. **Physical**
   - No of schools/centres to be covered during 2008-2009 - 33 Schools
   - No of beneficiaries to be covered under CAL: 5533

b. **Detailed Activity Wise break up for 2009-10 - (Row 1 to 4 Fresh Activities, Row 5 Recurring Activities)**

Sl. No.	Activities	Details	Achievement	
			Phy	Fin
1.	**Infrastructure** • IT Infrastructure (PC, Printers, IT peripherals)	Provide CAL multimedia labs at each school with One multimedia PC, UPS & 42" LCD TV @ 0.8 lacs	33	26.40
	• Non IT Infrastructure (Ceiling, Flooring, Electrification, Computer Table, Chair)	Furnishing of the Multimedia labs, chairs@ Rs.0.15 lacs	33	4.95
2.	**Teacher Training under CAL**	5 day teacher training on using of computer & CAL resources @ Rs.0.001 lacs	180	0.9
3.	**Content/ Software Development**	Procurement of e-teaching learning materials	33	3.75
4.	Recurring Activities • Maintenance of Infrastructure	AMC		3.00
	• Additional Support	2 KVA online UPSs @ Rs.1.1 lacs	10	11.00
			Total	**50.00**

6. Time Frame

Activity	Apr' 09	May' 09	Jun ' 09	Jul' 09	Aug ' 09	Sep ' 09	Oct' 09	Nov ' 09	Dec ' 09	Jan ' 10	Feb ' 10	Mar' 10
Teacher training					*	•			*			
Procurement.		*	*	*	*	*						
Setting up of Computer labs					*	*						
Work shop on material development			*		*							
Supply of IT Textbook			*									
Monitoring					*		*	*				
Review and Planning							*				*	
AMC	*	*	*	*	*	*	*	*	*	*	*	*

7. Progress & Proposal:

Computer Aided Learning had been operational in the state since 2006 - 07 and by 2007 - 08 the state had expanded the programme to all 33 UP schools benefitting a total of 5047 students. The state have a strength of 620 trained teachers on use of CAL resources.

- **In 2008 – 09 the progress of the state is as follows,**
  1. Computers have been provided to all Schools with necessary infrastructure like Table and Chairs
  2. CD kits developed by the SIET Kerala-have been procured to be supplied to 40 Schools
  3. 5 days teacher training has been done in collaboration with IT@School, Kerala.
  4. Supplied ten 2 KVA online UPSs.
  5. Provided maintenance facilities for computers supplied in 2006 -07.

The year wise achievement in terms of financial expenditure is as given below.

Year	Amount allocated by PAB in lacs	Achievement	% of Achievement
2008 – 09	50	45	90
2007 - 08	15	14.81	99
2006 - 07	15	12.00.	80

- **In 2009 – 10, the proposed activities are,**
  1. To provide CAL multimedia labs to all 33 CAL schools for use during classroom transaction with necessary furnishing of the multimedia labs.
  2. Conduct 5 days teacher training has been done in collaboration with IT@School, Kerala
  3. Procure & provide e-teaching learning material to all 33 schools.
  4. 12 Teacher Training programme for 2508 teachers.

5. Provide ten 2 KVA online UPSs.
6. Provide maintenance facilities for computers supplied

Recommendation:

The appraisal team recommends the proposed activities of the UT.

Early Childhood Care & Education (ECCE)

Rs. in Lakhs

Innovative Activities	Unit cost	Approved in 2008-09		Achieved in 2008-09	
		Physical	Financial	Physical	Financial
ECCE	10		15.00		11.50

Rs. in Lakhs

S. No.	Name of Activities	Proposal for 2008-09		Recommendation for 2009-10	
		Physical	Financial	Physical	Financial
1	Teacher Training		1	50x5000	2.50
2	Establishment of LKG/UKG(8 Nos)			Recruitment of 8 Teachers & 8 Ayahs	6.80
3	Procurement and Supply of Pre Primary kits		16.61	20000x18	3.60
4	Strengthening of Anganwadi Centers				2.0
	Total				14.90

The appraisal team recommends the above mentioned proposal.

Education of SC/ST Children

Rs. in Lakhs

S. No.	Innovative Activities	Unit Cost	Proposal for 2008-09		Recommendation for 2009-10	
			Physical	Financial	Physical	Financial
1	SC/ST	15.00	1	15.00		15.00

Proposal for 2009-10:

The following new strategies have been proposed by the UT for 2009-10

Rs. in Lakhs

S. No.	Name of new Activities	Proposal for 2009-10		Recommendation for 2009-10	
		Physical	Financial	Physical	Financial
1	Exposure trip(V Std.)	Std. V Students	8.50	Std. V Students	8.50
2	Coaching in Yoga	2500x20	0.50	2500x20	0.50
3	Supply of Umbrellas(Std V-VIII boys	Std. V-VIII 2570x150	3.00	Std. V-VIII Students	3.90
4	Common Question Paper		3.00		3.00
5	Language skill development programme		0.25		0.25
	Total				16.15

The appraisal team recommends the above mentioned proposal.

Education of Minority:

99% Students of the UT belong to Muslim community. The Percentage of literacy is as under:

S. No.	Block	Male	Female	Total
1.	Kavaratti	98.88	81.84	90.36
2.	Amini	90.49	80.72	85.60
3.	Andrott	93.33	81.49	87.41

It is seen from the above data that the percentage of female literacy is lower as compared to male literacy.

There is a need for context specific innovative intervention for girl's education which can include special enrolment and retention drives, Special camps and bridge courses, community mobilization, intervention of ECCE, Remedial coaching classes, Motivation and mobilization of Parents of the community in enhancing the role of woman and mothers relative activities and participation in school committee.

Financial		Physical		
Funds sanctioned during 2008-09	Funds Utilised	Target (No. of children)	Innovative activities undertaken	Coverage
5.00	5.00	Std. V & VII	Supply of English to Malyalam Dictionary	Std. V & VII

Activities proposed during 2009-10 under Minority Innovation

Funds proposed for 2009-10	Innovative Activities proposed	Target (No. of Children)
5.00	Supply of umbrellas to boys of Std. I - IV	2850

Recommendation

The appraisal team recommends the above mentioned proposal.

(VII) Girls Education

Progress Overview

Lakshadweep is the third highest literate UT/ State in the country, having 81.55% female literacy as per census 2001.Gender gap in enrollment is not a major issue in the UT but still learning levels among children needs to be strengthen. Activities like Exposure trips, guidance and counseling, sports/ games/ cultural competitions/ publishing of girl's magazines were carried out for the promotion of girl's education.

In the following table physical activities undertaken during 2008-09 are given below:

S. No.	Activity undertaken	Unit Cost Rs.	No. of Girls Covered
1.	Supply of school bags	0.0015	5400
2.	Materials for earn & learn programme work experience and art education	0.0300	5400
3.	Guidance & counseling	0.0220	5400
	Total	-	**5400**

During the year 2008-09, the State was sanctioned a budget of **Rs. 15.00 lakh**. The achievement is **Rs. 3.72 lakh (25 %)**.

Proposal for the year 2009-10

The State has proposed following activities for the year 2009-10:

S. No	Description of Activity	Unit cost	No. of girls/ school to be covered	Amount
1.	Supply of school bags to class I-VII Std to retain girls in the school.	0.0015	5400	8.10
2.	Materials for earn & learn programme work experience and art education will be provided to class V-VIII girls to enhance the learning levels and make them self reliant	0.0300	5400	5.40
3.	Guidance & counseling to create awareness, self realization and confidence	0.0220	5400	1.54

S. No	Description of Activity	Unit cost	No. of girls/ school to be covered	Amo
	building among girls as well as their parents and community.		0. 36	
4	Exhibition on gender concern material/ Mela etc.	0.0020	18 schools	0.3
	Total	-	5400	15.

15.40

Recommendation for 2009-10

The Appraisal Team recommended an amount of Rs. 15.00 lakh for the Districts under Innovation activities for girls with the condition that the State should expedites physical and financial activities proposed for 2009-10 within the time frame as fixed for the said interventions for the current year. Moreover, monitoring of the activities should be properly done by the concerned.

(IX) Strategies for community mobilization:

Progress in 2008-09

Community Training

PAB Approval (2008-09)		Achievement		Percentage %	
Phy	**Fin**	**Phy**	**Fin**	**Phy**	**Fin**
140	0.08	140	0.08	100	100

1. **Activities undertaken by UT/UT under Community Mobilization (in detail**

   - Conducted Two day training programme to community leaders on the implementation of SSA activities and on the revised approach and evaluation followed on the basis of revised textbooks.

   - Releasing and Utilisation of grants

   - monitoring the utilization of grants

   - School visit by VEC members to monitor the teacher attendance/student attendance

   - Participation in the PTA /MTA meetings

2. **Programmes conducted to empower community to exercise its role in development of Quality education and other School improvement programmes with respect to learning outcomes, children's participations, out of school children's, gender and social category gaps.**

   - Participation of the community in all School level activities – Conducting of Pravesanotsav on the reopening day of School after summer vacation

   - Procurement of TLM using the TLM grant

- Utilisation of School grant and maintenance grant.
- Celebration of National festivals
- School visit for monitoring academic activities
- Involves in the academic planning and review

3. Convergence of PRI institution with VEC/PTA/SDMC for better supervision and implementation of SSA programme (Also mention the convergence at the block and district level)

- The Chairman of Village dweep Panchayath is the President of VEC
- All PRI members are the members of VEC
- Their participation is ensured in releasing of grants and its utilization
- They monitor the implementation of the SSA programs at island level

4. Steps taken to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities.

- 100% population belong to ST(Muslim)Minority community
- MTA is formed in all Schools
- Monthly parental meetings are held
- Mothers meet conducted in all islands to create awareness on child care
- Participates in the School Day celebrations/National Celebrations/Conducting of Arts and Cultural festivals
- Provides opportunity to know the student achievement after each term end evaluation.

5. Significant steps taken in the UTs with on the involvement of community members for the following aspects

- Quality education : Monitoring and utilization of grants
- Teacher attendance: Village Dweep Panchayat appoints teachers on short term leave vacancies. Teacher attendance is not at all a problem in our UT
- Student attendance: Monitor the student attendance. Conducts house visit by VEC members
- Out of School children, drop outs: A few children who go for religious education are in fact the real drop out children in our UT. The community members take initiative to enroll them into regular Schools
- Monitoring mechanism of VEC/PTA/MTA for management of the Schools. Conduct School visit /review meetings/ reporting
- Girls education, SC/ST/Minorities, other marginalized section: Special care is provided by the community for the enrolment of girl children particulary at Andrott island.

Proposal for 2009-10

Target 2009-10	
Physical	**Financial**
126	0.7560

1. **Activities to be undertaken (in details)**

   - Orientation program on monitoring academic activities and plan preparation
   - Formation of Public Monitoring Committee for each island comprising of PRI members/PTA/MTA
   - Mothers Meet on the early child care and school readiness program
   - One day training program for Mothers on providing special care to adolescent girl children at home.

2. **Programmes planned to empower community to exercise its role in development of Quality education and other School improvement programmes with respect to learning outcomes, children's participations, out of school children's, gender and social category gaps.**

   - Training on monitoring of academic activities and planning process
   - Formation of PMC in all islands
   - Formation of 'Kudumba sadassu'- Cluster of houses to plan programs for the improvement of reading and writing at early primary grade/good habit formation
   - Conducting enrolment drives in connection with Pravesanotsav.
   - Programs for tracking OOSC especially the CWSN

3. **Convergence of PRI institution with VEC/PTA/SDMC for better supervision and implementation of SSA programme(Also mention the convergence at the block and district level).**

   - Preparation of School plan.
   - Monthly meeting of SMC to review the progress of program implementation and proper utilization of funds.
   - participation in releasing of grants and its utilization at island level
   - Monitoring the academic activities at School level
   - Celebration of School Day/National festivals

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4. Strategies to mobilize special focus group such as SC/ST/Minority and other backward ↴ marginalized communities.

- Formation of MTA in all Schools

- Monthly parental meetings

- Conducting of Mothers meet in all islands to create awareness on child care

- Participation in the School Day celebrations/National Celebrations/Conducting of Arts and Cultural festivals

- Provides opportunity to know the student achievement after each term end evaluation.

5. Role of VEC/PTA/MTA on the following aspects

- Quality education : Academic monitoring/providing of qualified teachers for short term leave vacancy, review and planning. monitoring the proper utilization of grants/to decide the best mode of procurement

- Teacher attendance : Monitoring

- Student attendance : monitoring and maintain

- Out of School children, drop outs : Meet the parents of OSSC and press them to send their children to school/monitoring the function of the Education Volunteer for mainstreaming the OOSC and drop out. Offer help to conduct HHS

- Monitoring mechanism of VEC/PTA/MTA for management of the Schools. Formation of PMC and plan for School visit for monitoring the program implementation and academic activities and its reporting. Conducting social audit

- Girls education, SC/ST/Minorities, other marginalized section : Preparation of plans for the improvement. Monitoring and supervision of the program implementation. Mid term review and planning

6. Activity schedule of Community molisation activities with time frame.

Activity	Time frame
Formation of Public Monitoring Committee	May
Orientation program on monitoring academic activities and plan preparation and social audit	June
Mothers Meet on the early child care	August / December
One day training program for Mothers on providing special care to adolescent Girls	December / February

Observations:

The UT has to strive to have Convergence of PRI institution with VEC/PTA/SDMC for better supervision and implementation of SSA programme like last year and will initiate steps to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities and will continue to take significant steps with on the involvement of community members for the following aspects

- Quality education-

- Teacher attendance and student attendance

- Out of School children, drop outs and would formulate Monitoring mechanism of VEC/PTA/MTA for management of the Schools and would take steps to promote education facilities among Girls education, SC/ST/Minorities, other marginalized section. However the UT should have planned innovative strategies specifically for 2009-10 for optimal involvement of community.

Recommendation:

The appraisal team recommends the proposal.

(X) Involvement of NGO

There is no NGO involvement in UT under SSA

(XI) Project Management

Table: Staff Position

	Staff sanctioned	Staff filled
SPO		
DPO	2	2
BRC + CRC	30	30

Director Education UT, responsible for school and collegiate education, is ex-officio State Project Director of SSA. He is assisted by 2 Deputy Director, one looking after the administrative matters and another academic issues. The Education Department has no sub-district level structure. The SPD is heading few other departments also, hence he is unable to look after SSA full time.

As per PAB's directive during 2006-07, the UT has setup a project office comprising of two project officers, one programmer, 2 data entry operators and group 'D' employees. Some clerical staff is also appointed. The directives of PAB were compiled by UT in 07-08.

UT has 3 BRCs & 9 CRCs sanctioned. All the BRCs and CRCs are fully functional. All the 30 BRPs sanctioned are in position, 4 at each BRC and 3 at each CRC.

Information of Management Cost - Lakshadweep

(Rs. in lacs)

Salary	10.09
TA/DA for officials	4.00
Vehicle /Hiring	1.80
Postage/Stationery	1.00
Exposure visit and TA/DA to Resource persons	1.50
Training for account staff and BRC/CRC Resource Persons for account	0.50
Training for MIS for DISE and web portal	0.60
Hiring of experts	1.00
Contingency	1.00
LEP	1.00
Total	22.49
Recommended:	
Management cost	19.00
LEP	1.00
Total Management Cost	20.00

5. Special Focus Districts and Minorities

Lakshadweep has been put in category 'D' owing to minority population above 20%.

6. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2009-10

Lakshadweep constitutes as group of Islands irregularly scattered in the Arabian Sea. There are 11 inhabited Islands. Total geographical area of these islands is only 32 square kilometers. These islands (formerly known as Laccadives, Amindivi and Minicoy group of islands) were regrouped in to a Union Territory in 1956 and got its name Lakshadweep in 1973.

All the islands now constitute on district for administration with 4 Tehsils. The administrative headquarter is of Kavaratti. The SSA was started in 2002-03 for realizing the objective of UEE in the UT. Total population of the UT is 60,595 (As per census of India 2001)

Total Population	
Male	31,118
Female	29,477
Total	**60,595**

The entire population of the UTTS Muslim by faith and has been declared as Scheduled Tribe by the Government of India. Total number of children in the age group of 6-14 is 11,595 (Year 2008-09)

Children in the age group of 6-14	
Boys	5,976
Girls	5,619
Total	**11,595**

Total number of children going to schools at elementary level is 11,611 (Year 2008-09)

Children going to schools at elementary level (I to VIII)	
Boys	4,936
Girls	5,675
Total	**10,611**

The number of out of schools children is reducing gradually as shown in the following table.

Year	Total out of school children (6-14)
2006-07	168
2007-08	156
2008-09	152 (76 Boys, 76 Girls)*

* These out of school children include 65 CWSNS also.

As shown above, the enrolment of children in the schools at elementary level is by the large complete except some strong cases of children with special needs as well as some non-enrolled and drop-out children for highly personalized reasons. The efforts made by the SSA officials for bringing all children to schools are praise worthy. **The greatest challenge now is to improve the quality of learning at the elementary state through teachers empowerment, need-based in service training programmes and better classroom processes. Regular monitoring and utilizing the feedback for improving the performance of children is desired in all schools of the UT.**

According to the census of 2001, Lakshadweep ii the third highest literate UT/State in the country. The UT has a literacy rate of 87.52% in comparison of the national average of 65.38% (Male and Female literacy in the UT is 93.55% and 81.55% respectively) The

highest male literacy in Lakshadweep is at Minicoy (93.55%) and the lowest at Kiltan (81.55%). The gender gap is literacy is also lowest at Minicoy Island.

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

The Centre for Development Studies, Trivendrum is looking after the monitoring activities in the UTi.e LAKSHADWEEP.The MI has to submit only one six months report during the period of two 2006-07 and 2007-08 as per the TOR of the GOI. Accrodingly the MI has undertaken monitoring activities for the period of 1st October 2006 to 31st March 2007 and submitted the report

Some of the key observations are given below:

I. Introduction:

This report is based on a study of School Education in Lakshadweep conducted during period, 14th to 19th of February 2007. The Monitoring Team visited all schools in Kavaratti islands. It had discussions with the Secretary to Govt. of Lakshadweep (Education), the two Educational Officers (EOs), the Principal of DIET, the two Project Officers (POs) and some of the teachers. It had discussions with some of the parents whom it could contact around the schools on the day of visit to the schools. During the visit, the preparation of SSA Plan for 2008-09 was at the final stage. A high level meeting was held in Kavaratti on 17th and 18th February, 2008. The meeting was attended by Educational Officers (EOs), Project Officers (POs), BPOs, CRC coordinators and senior teachers from all islands. The monitoring team had an opportunity to participate in the meeting and share with the participants its knowledge on SSA planning in other Indian states. Interactions with the officers and the senior teachers from all islands were helpful in understanding the issues specific to islands in the implementation of various activities under SSA

The approach adopted in monitoring SSA in Lakshadweep was as follows: The team along with a Project Officer visited the schools. The school was not informed of the visit before. The available school records were studied in all schools. The actual number of students present in the class on the day of our visit to the school was verified with the figures given in the enrolment records in the schools. The students' educational achievement and their aptitude for learning were tested in a sample of classes by conducting oral tests. The facilities available in the schools were inspected The manner of functioning of School Lunch Program in the islands was studied.

Lakshadweep UT has certain unique characteristics that distinguish it from other UTs or states in the mainland. For instance, the total population of Lakshadweep, according to Census 2001 is 60,595. In terms of population, Lakshadweep is the smallest among all the States and Union territories in the country. Lakshadweep consists of 12 atolls. There are 27 islands. But only 10 islands are inhabited. The total population is about 10,000 in three islands, about 7,000 in two islands, about 4,000 in two islands, about 2,000 in one islands and the population is very small in the remaining islands. Since the size of the islands is very small, the density of the population in the islands is very high, ie, about 2500. The islands

are spread over a very large area. Transportation from one island to another is very difficult. Thus there are many huddles in administration and supervision of SSA in the UT.

The literacy rate is relatively high as 88 per cent according to 2001 census. The entire population belongs to Scheduled Tribes (STs) and follows Muslim religion. The people of the islands are very similar to the people of Kerala, even their language is same except in one islands, namely, Minicoy where Mahl is spoken.

The rate of growth of population in this Union territory has decreased substantially. The growth rate is about 17 per cent during 1991-2001 as compared to 29 per cent during 1981-1991. The declining rate of growth of population will have definite impact on student population. Hence it is very much important to estimate the school enrolment.

The sex ratio of population in Lakshadweep has slightly improved from 943 in the previous census to 947 in the 2001 census. Hence it is necessary to find out whether the changing sex ratio is reflected in the student enrolment in the primary and pre-primary classes.

Because of these and other characteristics peculiar to Lakshadweep, the implementation of SSA in Lakshadweep UT cannot be expected to be as smooth as it is in other states or UTs. Moreover the UT had taken interest in introducing SSA in the UT just a year ago. The problems of the UT have to be understood in a sympathetic manner in order to implement SSA program there in a realistic manner.

2. Organization/ implementation of SSA at UT level
Planning:

The UT has made the preparations for carrying out SSA. At the UT level, for the speedier and better implementation of the SSA project in Lakshadweep, an autonomous society has been instituted. This society is named after 'Lakshadweep SARVA SHIKSHA ABHIYAN STATE MISSION AUTHORITY (LSSASMA). It is observed from the records that LSSASMA holds meetings periodically. The directorate of Education is carrying on the SSA activities.

2.1 Staffing at UT and islands Levels

SSA office is situated in the Directorate of Education. The Director of Education himself is the Director of SSA. He is also the Director of Tourism and has a few more responsibilities. In other words, there is no one executive person exclusively for SSA activities or Education. When he is on leave, the Director of Sports or somebody else holds the charge. The fact that SSA activities are to be organized in a mission mode and that the education is most significant for the development of UT, there should be a full-time Director exclusively for Education and SSA activities.

There are two Project Officers who carry out all SSA activities with full involvement in SSA. These Project Officers have received orientation and are knowledgeable about their tasks. However, they should be given more training to update themselves with SSA activities. For, SSA in the UT has completed just a year only.

All sanctioned posts in BRCs and CRCs are filled up. There are two vacancies in UT office. The number of BRCs/CRCs sanctioned are as follows: There are three BRCs and 10 CRCs.

There is no clerical staff at the Block Programme Office. The BPOs ask for a clerical staff at their office.
There is also a need for a planning and development officer at the UT level.

2.2 Institutional cooperation

There is good cooperation among DIET, Directorate of Education, BRC and CRC coordinators. DIET is just being established. BRC, CRC coordinators and the Head Masters of Senior Secondary Schools in all islands are extending full cooperation in capacity building, academic supervision, guidance, action research and monitoring SSA activities.

Lakshadweep follows the school curriculum of Kerala. For tenth and Plus Two examinations, Kerala question papers are used. Thus the UT is collaborating with SCERT, Kerala. When the DIET is fully established, it can involve more in capacity building, academic supervision, guidance, action research and monitoring.

2.3 District Information System for Education (DISE)

EMIS set up is available at UT level. It has requisite computers and computer operators. At the UT level a computer programmer and a data entry operator are available. The current year's DISE data collection is over and sent to NUEPA in February, 2008. Data capture formats were supplied to all schools before August. There is no EMIS at the BRC or islands level.

The teachers were also trained for filling up data in the data capture format. The five per cent sample checking was done by the SSA office in Kavaratti. There was no independent or third party verification of the data. There is no need for it, because the total number of schools are very few.

The data collected and compiled by the BRC coordinator was passed on to the UT well in time i e. by December.

There is MIS in charge at the UT level. She is conversant with the needs of SSA in MIS. But the personnels in EMIS have not received training. They require proper training in this regard.

2.4 Research and Evaluation

Islands wise research is being undertaken in the current financial year. The UT being a beginner in the implementation of SSA, the teachers need to be trained in this regard.

3. Schools (Primary and Upper Primary)

3.1 New schools

No new school was instituted during the present academic year.

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3.2 School Environment

More than 95 per cent of the schools have electricity connection. Some classrooms, head teacher's room and teachers' rooms have fans and lights.

About 84 per cent of the schools are clean. The classrooms and the corridors are swept and kept clean. In 20 per cent of the schools, the classrooms need to be swept clean. These schools have peon and part-time staff. Hence the schools should take interest in keeping the classrooms, the surroundings and toilets clean.

Government supply of pipe water is available in all schools.
All schools are government schools. The school buildings are very old. They require maintenance. The maintenance grant of Rs. 5000 is very much inadequate to meet the maintenance cost of old and big buildings. Since the construction materials and labour are to come from the main land, they are very costly in the islands.

The classes have proper sitting arrangement for children with a black board and TLM materials.

Medical camps

The UT finds it very difficult to arrange for health camps in the islands. Health workers and health care facilities are very much limited in the islands. Doctors are to be brought from the main land. It is extremely costly. To bring specialized doctors in different areas from the main land is almost impossible given the budget available for conducting medical camps for the IED children at the BRC level.
The schools do not have adequate play materials for the children.

3.3 Textbooks
All text books along with workbooks for science were supplied to all students in classes I to VIII free of cost. The cost was met from UT funds. Textbooks were bought from the mainland and were distributed to students in June. All required instructions were given by the Directorate of Education. There was no delay in the distribution of the textbooks. Free textbooks were distributed for all subjects and for all classes and all children.

3.4 Teaching Learning Material (TLM) grants

All teachers have reported to have received the TLM grant. The SPO has issued specific guidelines for utilization of TLM grants by teachers/schools. It is clear from the records that all schools receive the TLM grant in the first week of July. More than 90 per cent of the schools have used the grants by the end of August.

The TLM materials are displayed in the classrooms. Some items like, charts and pictures are displayed in the class rooms; some items like maps, globes are kept in either the head teacher's room or teachers' room. Most of the schools do not have special place for storing or displaying these articles.

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The teachers have reported that the students use the TLMs. The teachers have received training on TLM development and use but inadequate.

3.5 School library

There are no school libraries in the LP or UP schools. It is important to develop school libraries in them.

3.6 School Laboratory facilities

The LP and UP schools have to develop their laboratory well.

3.7 Learning Assessment

Continuous and comprehensive evaluation and grading systems are introduced in all standards in all schools. But the teachers do not have sufficient training. Written tests are conducted every month. The achievement level of children: The reading comprehension is very poor. Many students in class IV could not read even Malayalam writings.

4. Enrolment and Out of School Children

The schools functioned for 218 days during last academic year.

The variation between the number of children enrolled in the school and the number actually present on the date of visit by MI is 5 to 10 per cent in 90 per cent of the schools.

The daily attendance of the students is very high. The students' attendance on the day of visit differs from the actual enrolment by about 5 per cent.
The schools do have the problem of under aged and over aged children (around 15 per cent) in all classes.
The number of children who had dropped out of the school during the previous six months is negligible. It is about 3 per cent.
There is no retention of children in the same class from the previous academic year.

4.2 Teacher-pupil ratio

The teacher-pupil ratio varies very widely from one island to another.

4.3 Parent-teacher Association

There is village education committee and there are parent-teacher associations (PTA) at the school level. Not many parents attend the PTA meetings. There are also class parent-teacher associations (CPTA). Only about 10 per cent of the parents visit the school in a month.

5. Teachers

Appointment and Availability of Teachers

No fresh appoints have been done during this academic year.
There were no teacher absenteeism. Those teachers who were absent had applied for leave.

In all schools, there is good rapport between the teachers and the students.

6. Grants

The grants are distributed in the month July, 2007.

6.1 School Grants

The school grants are distributed to schools by the end of July. Guidelines have been issued to the schools on how to utilize this grant. Most of the grant is used before the end of December.

6.2 Teacher Grants

The schools receive the teacher grants by the beginning of July. The grant is well used.

6.3 Maintenance grants

There is no delay in receipt of grants. But there is delay in getting the works done. In islands, it is difficult to get things done.

7. Capacity building

In-service Training for school teachers

All teachers have reported that they have participated in one or more training programmes. In-service teacher training is conducted at the Block level. Two kinds of trainings are given at the block level. One is a five days general training for all teachers in LP and UP sections during the summer vacations. It is given in batches. Each batch consists of teachers teaching in particular standard. The second type of in-service training is conducted once in a month. It is a subjectwise training programme.

The SSA UT office follows a training calendar. The SSA UT office gives modules for training to the Block Programme Offices. These modules are based on Kerala pattern.
BRCs should be given more facilities. Trainers are not adequate. Their number should be increased.

Resource persons visit schools once in a month. Resource persons are not adequate for training. There is a training calendar for teachers' training.

The Project Officers monitor the training programmes at the BRCs to check for quality of these trainings. Further at the end of training programmes, teachers' feedbacks are collected. There was no new recruitment in this academic year.

The module and content of training was prepared in Kerala. Resources persons were also brought from Kerala.

Teachers wish to develop their languages skills particularly in English, Arabic and Hindi. BRC/CRC coordinators give academic support to the teachers during their visit to schools and training programmes.

BRC coordinators organize teacher training (in service/ induction training for new recruits/ training of untrained teachers) and monitor the functioning of the scheme.

BRC and CRC coordinators monitor teacher training (in service/ induction training for new recruits/ training of untrained teachers). They are doing well.

There is a calendar for trainings and follow-up programmes. It is available at BRC and CRC offices. It is very difficult to follow the calendar.

7.2 Training for Cluster/ Block level functionaries/ resource persons

Trainers at the BRC level are given residential training in Kavaratti.

Topics covered
a) Classroom observation,
b) Data analysis — qualitative and quantitative,
c) Academic support,
d) Assessment,
e) Need identification, and
f) Community participation.

7.3 Training for District level functionaries/ resource persons

Topics covered:

a) Quality dimensions in Elementary Education,
b) Need for monitoring,
c) Academic role of CRC/SRC, and
d) Data analysis

Training was given subjectwise and classwise Subjects are *English, Sanskrit, Malayalam, Arabic, Social studies, General science, Mathematics* and *Science*

7.4 Action research by teachers

Teachers are **unaware** of this programme

Medical camps

Due to paucity of funds, camps are not organized.

7.5 Follow up at BRC/CRC levels:

Follow up meetings and school visits are conducted at the BRC and at CRC level. The teachers feel that such meetings and school visits are effective.

There is no expected number of school visits to be made by BRC/CRC in UT.

Mostly such school visits relates to pedagogic improvement of school education.

The BRC/CRCs are extending their academic support to AIE centres/courses in their area.

8. Civil Works

Civil works are executed by the PWD.
In the school buildings a ramp is being constructed.
The drinking water problem is already solved in all schools.
Drinking water facilities are also available at the schools. But in some schools the water is salty. What they are badly wanting is toilet facilities separately for the students (boys and girls separately) and for the staff. This needs to be given priority and be met urgently.

9. Implementation of other Schemes

Medical camps

Enrichment programmes

These programmes are conducted.

Guidance and counseling programmes

These programmes are conducted.

Study tours for girls

Study tours are conducted.

9.2 Preprimary Education

ECCE

Early childhood care and education (ECCE) is very essential for rapid physical and mental growth of children during the early years 0 to 5 years.

The enrolment of children in Kavaratti school is given below:

Nursery school in Kavarathi			
Standard	Boys	Girls	Total
LC A	13	7	20
LC B	13	10	23
UC A	11	12	23
UC B	10	10	20

Teachers in Anganwadi Centres are given training and materials for children.

9.4 Children With Special Needs (CWSN)

i) Bridge Courses
They are conducted.

Mid Day Meal Programme/School Lunch Program:

Considering the difficulties involved in procuring groceries, fresh vegetables and other requirements, it should be appreciated that the universal school lunch program is in full swing in all schools. The students are very happy with the quality and quantity of the food. The children are happy with the meals. About 80 per cent of the children take meals at school and others go home for lunch. The cook and the helper are the underprivileged persons as envisaged in the guidelines. In fact, for the kind of remuneration available, only the underprivileged persons will come for the work. Pucca kitchen shed is not available. Only temporary shed is available for cooking. Food grains and other food items stored at safe place in a room. Potable water is available for cooking and drinking purpose. Adequate number of utensils is available for cooking food. It is the state government that funds the school lunch programme. Firewood alone is used in cooking.

General Impression of the environment with particular attention to the following:

(a) Safety: Good
(b) Hygiene: Good
(c) Cleanliness: Good
(d) Discipline among students: Very Good

Students wash their hands after the consumption of MDM.

They take and eat meal in an orderly manner. They conserve water while washing dishes. There is no discrimination of caste/ gender / disability is observed. Daily supervision of MDM programme is done by the Directorate of education. The stock availability was verified. There is no variation. The accounts maintained in proper manner. A school teacher is given the responsibility of maintaining accounts.

25-TABLES

Table - 1
DATA ON POPULATION

Name of the District: Lakshadweep

Sl. No.	Name of the Block	Population all community						Total Population all community			Population							Density of Population	Sex Ratio
		Urban			Rural						SC				ST				
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	% to total population	Male	Female	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	21
1	KAVARATTI	0	0	0	9267	7918	17185	9267	7918	17185	0	0	0	0	9267	7918	17185	2119	871
2	AMINI	0	0	0	9758	9382	19140	9758	9382	19140	0	0	0	0	9758	9382	19140	2326	908
3	ANDROTT	0	0	0	12251	12283	24534	12251	12283	24534	0	0	0	0	12251	12283	24534	1975	984
	Total	0	0	0	31276	29583	60859	31276	29583	60859	0	0	0	0	31276	29583	60859	6420	2763

Source: Census of India   Year: 2001 and population growth rate 2008-09 from Dept. of Census

Table – 2
DATA ON LITERACY RATE

Name of the District: Lakshadweep

S. No.	Name of the Block	Literacy Rate in Percentage									Rural Female Literacy Rate		
		All communities			SC			ST					
		Male	Female	Total	Male	Female	Total	Male	Female	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
0	KAVARATTI	98.88	81.84	90.36	0	0	0	98.88	81.84	90.36			81.84
2	AMINI	90.49	80.72	85.6	0	0	0	90.49	80.72	85.6			80.72
3	ANDROTT	93.33	81.49	87.41	0	0	0	93.33	81.49	87.41			81.49
	Total	94.23	81.35	87.79	0	0	0	94.23	81.35	87.79			81.35

Source Census   2001

Table - 3

BASIC ADMINISTRATIVE INDICATORS

Name of the District: Lakshadweep

S. No.	No. of CD Blocks	No. of Educational Blocks if any	No. of BRCs	No. of CRCs	No. of Villages	No. of Panchayats
1	2	3	4	5	6	7
1	10	3	3	9	10	10
Total	9	3	3	9	10	10

Table 4 (A)

HABITATIONS AND ACCESS (PRIMARY)

Name of District: Lakshadweep

Sl.No.	Block/Municipal Zone	Total no. of Habitations	Habitations Covered		Habitations with out primary Schools/EGS	Habitations without Primary Schools/EGS		
			Primary School	EGS		Habitations eligible for PS as per state norms	Habitations not eligible for PS but eligible for EGS	Habitations eligible for PS/EGS
.	2	3	4	5	6	7	8	9
1	Kavaratti	24	24	0	0	0	0	0
2	Amini	32	28	0	0	0	0	0
3	Andrott	29	25	0	0	0	0	0
	Total	85	77	0	0	0	0	0

Table 4 (B)

HABIATATIONS AND ACCESS (UPPER PRIMARY)

Name of the District: Lakshadweep

Sl.No.	Block/Muncipal Zone	Total no. of Habitation	No. of Habitations having UPS facility in 3 KM Area	No.of Habitations without UPS facility in 3 KM area	No. of eligible schoolless habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary Schools (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. UPS eligible as per 2:1 ratio	Gap in UPS
1	2	3	4	5	6	7	8	9	10	11
1	Kavaratti	24	24	0	0	9	4	2.5:1	0	0
3	Amini	32	32	0	0	13	5	2.6:1	0	0
8	Andrott	29	29	0	0	11	5	2.2:1	0	0
	Total	85	85	0	0	33	14	2.3:1	0	0

Table - 5
DATA ON CHILD POPULATION (6-14 AGE GROUP)

Name of the District: Lakshadweep

S. No	Name of the Block	Child Population (6-11 Age group) All communities						Total			Child Population (6-11 Age group) SC						Total			Child Population (6-11 Age group) ST			Total		
		Urban			Rural						Urban			Rural						Urban			Rural					
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	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	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Kavaratti	0	0	0	971	915	1886	971	915	1886			0	0			0	0	0	0	0	0	971	915	1886	971	915	1886
2	Amini	0	0	0	1346	1265	2611	1346	1265	2611	0			0							0	0	1346	1265	2611	1346	1265	2611
3	Andrott	0			1380	1349	2729	1380	1349	2729							0		0	0		0	1380	1349	2729	1380	1349	2729
	Total	0	0	0	3697	3529	7226	3697	3529	7226	0		0	0		0	0	0	0	0	0	0	3697	3529	7226	3697	3529	7226

S. No	Name of the Block	Child Population (11-14 Age group) All communities						Total			Child Population (11-14 Age group) SC						Total			Child Population (11-14 Age group) ST			Total		
		Urban			Rural						Urban			Rural						Urban			Rural					
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	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	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Kavaratti	0	0	0	673	586	1259	673	586	1259	0			0						0	0	0	673	586	1259	673	586	1259
2	Amini	0		0	755	681	1436	755	681	1436	0						0					0	755	681	1436	755	681	1436
3	Andrott	0	0	0	851	823	1674	851	823	1674	0			0	0		0				0	0	851	823	1674	851	823	1674
Total		0	0	0	2279	2090	4369	2279	2090	4369	0	0	0	0	0	0	0	0	0	0	0	0	2279	2090	4369	2279	2090	4369

Source: HHS Dept. of Education   Year: 2003-04

Table - b

ENROLMENT AND OUT OF SCHOOL CHILDREN (6-14 AGE GROUP)

Name of the District: Lakshadweep

S. No.	Name of the Block	Enrolment (6-11 age group)												Out of School Children (6-11 age group)																	
		All Communities			SC			ST			Minority			All Communities				SC				ST				Minority			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Population	B	G	T	% of Child Population	B	G	T	% of Child Population	B	G	T	% of Child Population
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	KAVARATTI	824	1052	1876	0	0	0	824	1052	1876	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	AMINI	1117	1363	2480	0	0	0	1117	1363	2480	0	0	0	3	4	7	0.27	0	0	0	0	3	4	7	0.27	0	0	0	0
3	ANDROTT	1063	1451	2514	0	0	0	1063	1451	2514	0	0	0	4	6	10	0.38	0	0	0	0	4	6	10	0.38	0	0	0	0
	Total	3004	3866	6870	0	0	0	3004	3866	6870	0	0	0	7	10	17	0.24	0	0	0	0	7	10	17	0.24	0	0	0	0

S. No.	Name of the Block	Enrolment (11-14 age group)												Out of School Children (11-14 age group)																	
		All Communities			SC			ST			Minority			All Communities				SC				ST				Minority			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Population	B	G	T	% of Child Population	B	G	T	% of Child Population	B	G	T	% of Child Population
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	KAVARATTI	567	549	1116	0	0	0	567	549	1116	0	0	0	11	14	25	2.2	0	0	0	0	11	14	25	2.2	0	0	0	0
2	AMINI	608	563	1171	0	0	0	608	563	1171	0	0	0	53	48	101	8.05	0	0	0	0	53	48	101	8.05	0	0	0	0
3	ANDROTT	757	697	1454	0	0	0	757	697	1454	0	0	0	9	4	13	0.85	0	0	0	0	9	4	13	0.85	0	0	0	0
	Total	1932	1809	3741	0	0	0	1932	1809	3741	0	0	0	72	66	139	3.5	0	0	0	0	72	66	139	3.5	0	0	0	0

Source: HHS by SSA   Year: 2008-09

INFORMATION AND PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 AGE GROUP)

Name of District: Lakshadweep

Sl.No.	Block/Munsipal Zone	Status & Age wise Break-up of Out of School Children																					
		Never Enrolled									Drop Out									Grand Total of 6-14 age group		
		6-8 Years			8 - 11 Years			11-14 Years			6-8 Years			8 - 11 Years			11-14 Years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Kavaratti	0	0	0	0	0	0		2	4			0		4	-	6	4	10	10	11	21
2	Amini	3	2	5	4	4	8	10	10	20	0		0	4	3	7	10	9	19	31	28	59
3	Andrott	5	4	9	3	2	5			14		0	0	7	7	14	9	21	30	35	37	72
	Total	8	6	14	7	6	13	22	16	38	0	0	0	14	12	28	25	24	59	76	76	152

Source: HSS by SSA   Year: 2008-09

Table - 8
OUT OF SCHOOL CHILDREN WITH REASONS

Name of the district: Lakshadweep

S.No	Name of the Block	No. of out of school children as per household survey	No. of out of school children with reason								Others
			Lack of interest	Lack of access	Household work	Migration	Earning compulsion	Failure	Socio cultural reasons	Non flexibility in school timing and system of school	
1	2	3	4	5	6	7	8	9	10	11	12
1	Kavaratti	21	*	*	*	*	*	*	*	*	21
2	Amini	59	*	*	*	*	*	*	*	*	59
3	Andrott	72	*	*	*	*	*	*	*	*	72
Total	3	152	*	*	*	*	*	*	*	*	152

Source: HHS of SSA 2008-09

Table - 9
COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the district: Lakshadweep

S.No	Name of the Block	No. of out of school children as per HHS	No. of Out of School Children proposed to be covered under different strategies in the next year												No. of Centres	Total No. of children to be enroled	Total No. of Centres
			No. of children to be directly enroled in school	No. of children to be enroled in EGS	No. of EGS Centre	No. of children to be enroled in NRBC	No. of NRBC	No. of children to be enroled in RBC	No. of RBC	No. of children to be enroled in Madrassa/Makthab	No. of Madrassa Makthab	No. of children to be enroled in other strategy (HBE/AIE)				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Kavaratti	21	5									16	1	21	
2	Amini	5c	6									53	3	59	
3	Andrott	72	9									63	2	72	2
	Total	152	20	0	0	0	0	0	0	0	0	132	6	152	6

Source: HHS by SSA-2008-09

Table 9 B
CONTINUING CENTERS FROM PREVIOUS YEAR

Sl.No	Block/Muni sipal Zone	No. of children continuing in										Total Children	Total No. of Centres
		Children in EGS Centre	No. of EGS Centre	Children in NRBC Centre	No. of NRBC Centre	Children in RBC Centre	No. of RBC Centre	Children in Madrassa/Makthab	No. of Madrassa/Makthab	Children in other strategies (HBE/AIE)	No. of centres		
1	Kavaratti	0	0							2	1	2	1
2	Amini	0	0	0	0	0	0				3	1	3
3	Andrott	0	0	0	0			0	0	13	2	13	2
	Total	0	0	0	0	0	0	0	0	26	n	26	6

Source: HSS by SSA Year 2008-09

Table - 10

GER,NER, COHORT DROP OUT AND OVERALL REPETATION

Name of the district: Lakshadweep

S.No	Block/Muncipal Zone	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Drop out	Overall Repetition	GER	NER	Cohort Drop out	Overall Repetition
1	2	3	4	5	6	7	8	9	10
1	Kavaratti	97.1	85.42	0.4	2.1	84.86	82.1	2.4	3.26
2	Amini	97.3	86.01	1.2	2.5	86.12	81.3	2.56	4.57
3	Andrott	97.5	85.23	1.8	2.3	84.98	80.9	2.32	4.81
	Total	97.4	85.32	1.13	2.3	85.87	81.73	2.42	4.21

Note: Drop out and Repetition rate - method of calculation is given in Annex-1 to the Manual on Planning and Appraisal.

Source: HSSS   Year: 2008-09

Table - 11
COMPLETION RATE. PRIMARY GRADUATE AND TRANSITION RATE

Name of District: Lakshadweep

S. No.	Block/Muncipal Zone	Completion Rate	No. of Primary Graduates	Transition Rate from Primary to Upper Primary
1	2	3	4	5
	Kavaratti	99	525	99.5
	Amini	99	540	99
	Andrott	99%	513	95%

Source: School data Year 2007-08

Table - 12

EGS AND UPGRADATION

Name of District: Lakshadweep

S. No.	Name of the Block	No. of EGS Centres	Enrollment	No. of EGS Centres running for 2 or more than 2 years	No. of EGS centres proposed to be upgraded in current year	Remaining Centres	Reason for not upgrading
1	2	3	4	5	6	7	8
1	BRC.I Kavaratti	Nil	Nil	Nil	Nil	Nil	Nil
2	BRC.II Andrott	Nil	Nil	Nil	Nil	Nil	Nil
3	BRC.III Amini	Nil	Nil	Nil	Nil	Nil	Nil
Total	3	Nil	Nil	Nil	Nil	Nil	Nil

Table 13 B
Upper primary Schools for Girls

State policy for opening of Girls School	Block	Total No. of Govt. UP Schools	Total No. of Existing Govt UP Schools	Entitlement for Girls UP Schools as per State Policy	Total No. of Proposed Girls UP Schools in AWP &B 2008 - 09	Remaining gap of Girls UP Schools (7=5-6)
NIL	Lakshadweep			Nil	Nil	Nil
Total			1	0	0	0

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Table 13
SCHOOLS

Name of District: Lakshadweep

S.No	Block/ Muncipal Zone	Primary schools/primary section in UPS or Seconday school					Upper Primary Schools/ Upper Primary Section in Secondary School					Total			
		Govt. Including local bodies	Govt aided	Unaided Private		Total	Govt. Including local bodies	Govt aided	Unaided Private		Total	Govt. Including local bodies	Govt aided	Unaided Private	
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Kavaratti	9	0	0	0	9	4	0	0	0	4	13	Nil	Nil	Nil
4	Amini	13	0	0	0	13	5	0	0	0	5	18	Nil	Nil	Nil
8	Andrott	11	0	0	0	11	5	0	0	0	5	16	Nil	Nil	Nil
	Total	33	0	0	0	33	14	0	0	0	14	47	0	Nil	Nil

Source DISE Data 2008-09

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Table 14 (A)

TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of District: Lakshadweep

S.No	Block/ Muncipal Zone	Teachers in Government Schools			Teachers in Government Aided Schools			Total No. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	2	3	4	5	6	7	8	9	10
1	Kavaratti	84	25	0	0	0	0	109	52%
3	Amini	105	21	0	0	0	0	126	24%
10	Andrott	81	43	0	0	0	0	124	48%
	Total	270	89	0	0	0	0	359	42%

Source: DISE Data 2008-09

Table 14 B

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of District: Lakshadweep

S.No	Block Muncipal Zone	Students enrolment in Govt Primary Schools	Entitlement of Teachers at 1:40 ratio	Teachers in Primary Schools						PTR w.r.t Sanctioned posts	PTR w.r.t working posts	Single Teacher Schools after rationalisation	Gross Entitlement of Addl. Teacher for Primary
				Sanctioned Posts			Working						
				By State	Under SSA	Total	By State	Under SSA	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Kavaratti	2740	0	109	0	109	109	0	109	25.14	25.14	0	0
2	Amini	2954	0	122	4	126	122	4	126	23.44	23.44	0	2
3	Andrott	3355	0	122	4	126	122	2	124	26.63	27.06	0	1
	Total	9049	0	353	8	361	353	6	359	25.06	25.21	0	3

Source: DISE Data 2008-09

Table 15 (A)
TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of District: Lakshadweep

S.No	Block/ Muncipal Zone	Teacher in Govt Schools		Teacher in Govt 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	Kavaratti	75	14	0	0	89	37%
2	Amini	41	37	0	0	78	25%
3	Andrott	26	115	0	0	141	31%
	Total	142	166	0	0	308	

Source: DISE Data 2008-09

Table 15 B
REQUIREMENT OF ADDITIONAL TEACHER

S.No	Block/ Mnneipal Zone	Students enrolment in Govt Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Teachers in Upper Primary Schools								UP Schools after rationalisation		Gross Entitlement of Addl. Teachers for Upper Primary
				Sanctioned Posts			Posting			PTR w.r.t Sanctioned posts	PTR w.r.t working posts			
				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
1	Kavaratti	1113	0	91	3	94	86	3	89	11.84	12.51	0	0	12
2	Amini	1221	0	78	6	84	72	6	78	14.54	15.65	0	0	9
8	Andrott	1418	0	142	6	148	135	6	141	9.58	10.06	0	0	15
	Total	3752	0	311	15	326	293	15	308	151	12.18	0	0	36

Source: DISE Data 2008-09

Table 16

TRAINED AND UNTRAINED TEACHERS

Name of District: Lakshadweep

S.No	Block/ Muncipal Zone	Primary teachers							Upper Primary Teachers						
		Working teachers	Trained	% age	Untrained			% age	Working Teachers	Trained	% age	Untrained			% age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Kavaratti	109	109	100%	0	0	0		89	89	100%	0	0	0	
3	Amini	126	126	100%	0	0	0		78	78	100%	0	0	0	
9	Andrott	124	124	100%	0	0	0		141	141	100%	0	0	0	
	Total	359	359		0	0	0		308	308		0	0	0	

Source DISE Data 2008-09

Table 17

EXISTING SCHOOL INFRASTRUCTURE

Name of District: Lakshadweep

Sl.No.	Block/Muncipal		Total No. of Schools	Total No. of Classrooms	No. of schools with out D/water facility	No. of schools with out toilet facility	No. of schools with out Gilrs toilet	No. of schools with out access ramp	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 school sanctioned so far	UPS building sanctioned so far
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Kavaratti	Primary	9	103	0	1	4	2	0	0	0	0	:	:
		Upper Primary	2	49	0	1	0	0	0	1				
2	Amini	Primary	12	111	0	2	6	3	0	0	2	2	2	2
		Upper Primary	3	40	0⁴	0	0	2	0	1				
3	Andrctt	Primary	10	133	0	4	4	0	0	1	2	2	2	2
		Upper Primary	3	60	0	1	0	0	0	0				
	Total	Primary	31	347	0	7	14	5	0	1	4	4	5	5
		Upper Primary	8	149	0	2	0	2	0	2				

Table 18

INFORMATION ON GOVT. UPPER PRIMARY SCHOOLS WITHOUT FURNITURE

Name of District: Lakshadweep

Sl.No.	Block/Muncipal Zone	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 with out furniture (out of Col.6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
1	Kavaratti	3	1	0	2	1	269
3	Amini	3	2	0	1	0	0
9	Andrott	4	2	0	2	2	239
	Total	**10**	**5**	**0**	**5**	**3**	**508**

Table 19

CHILDREN WITH SPECIAL NEED (CWSN)

Name of District: Lakshadweep

Sl.No.	Block/Muncipal Zone	No. of CWSN Identified	No. of CWSN Enrolled in Schools	No of CWSN proposed to cover through EGS	No. of CWSN proposed to cover through HBE	No. of Resource Teachers to be appointed	No. of schools proposed to be made barrier free
1	2	3	4	5	6	7	8
1	Kavaratti	120	116	0	4	2	2
3	Amini	228	195	0	33	2	5
9	Andrott	115	87	0	28	2	0
	Total	463	398	0	65	6	-

Table 20

NUMBER OF SCHOOLS WITH 3 AND MORE THAN 3 CLASSROOMS

Name of District: Lakshadweep

Sl.No.	Block/Muncipal Zone	Number of Govt. Schools having up to 3 classrooms	Number of Govt. Schools having more than 3 classrooms
1	2	3	4
1	Kavaratti	0	11
3	Amini	1	14
9	Andrott	0	13
Total		:	38

Source: DISE Data 2008-09

Table 21

INFORMATION REGARDING RESOURCE PERSON FOR BRC/UBRC/CRC

Name of District: Lakshadweep.

Sl.No.	Block/Muncipal Zone	No. of Schools	No. of Eligible BRPs	No. of BRPs proposed by the state	No. of BRP posts sanctioned during DPEP & being funded by state (in case of DPEP Distt.)	No. of BRPs eligible under SSA
1	2	3	4	5	6	7
1	Kavaratti	11	4	0	0	4
2	Amini	15	4	0	0	4
3	Andrott	13	4	0	0	4
Total		39	12	0	0	12

Table 22

COMPUTER AIDED LEARNING (CAL)

Name of District

Sl.No	Block	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	Kavaratti	3	3	1026	188	11
2	Amini	3	3	1069	190	15
3	Andrott	4	4	1236	242	13
	Total	10	10	3331	620	39

Source: Department Data-2008-09

Table 23

FINANCIAL POSITION

S.No.	Year	Approved Outlay	Amount Released		Opening balance	Amount received from other sources	Total amount available	Expenditure	% of Expenditure against approved	% of expenditure against available	State Share due as per GOI release	Shortfall/ excess in state share
			GOI	State								
1	2008-09	347.27	70	121.54	77.27	2.04	270.85	233.11	67.12	86.06	0	excess
Total	2008-09	347.27	70	121.54	77.27	2.04	270.85	233.11	67.12	86.06	0	excess

Progress of items for PM's 15 point programme

Sl.No	Name of District	Physical Items Approved											No. of KGBV(Phy)
		Civil Works(Fresh)			New Schools opened				Teachers appointed			
		New LP(inc. building less)	New UP (inc. building less)	ACR	EGS to PS	New PS	Total PS	UPS	New Teachers for new Schools	Additional Teachers	Total	
1	Lakshadweep	3	2	10	nil	nil	nil	nil	4	nil	nil	nil
	State's Total	3	2	10	nil	nil	nil	nil	4	nil	nil	nil
	% w.r.t. Approvals for the whole state	100%	100%	100%	nil	nil	nil	nil	100%	nil	nil	nil

COSTING

Name of District: Lakshadweep

Sl. No	Activity	2008-2009							Proposal for 2009-10				Recommendation for 2009-10				
		PAB Approved		Achievement			Fin %	Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Recommendations			Total Recommendations
		Phy.	Fin.	Phy.	Fin	Phy.%	Fin %	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
1	New Schools																
1.01	Up-gradation of EGS to PS																
1.02	PS	4		3						0					0		
1.03	UPS	3		3						0					0		
2	New Teachers Salary																
2.01	Primary Teachers (Regular)	2	1.30	0	0.00	0	0		0.100	0	0.00	0.00		0.100	0	0.00	0.00
2.02	Primary Teachers (Para)																
2.03	Upper Primary Teachers (Regular)	9	5.85	9	4.47	100	76										
2.04	Upper Primary Teachers (Para)																
2.05	Upper Primary Teachers (Headmaster)	0	0.00	0	0.00	0	0		0.100	5	5.50	5.50		0.100	0	0.00	0.00
	Add. Teacher against PTR																
2.06	New Additional Teachers – PS (Regular)	0							0.100	3	3.30	3.30		0.100	0	0.00	0.00
2.07	New Additional Teachers – PS (Para)	0															
2.08	New Additional Teachers – UPS (Regular)	2	1.30	2	0.69	100	53		0.100	30	33.00	33.00		0.100	0	0.00	0.00
2.09	New Additional Teachers – UPS (Para)	0															
2.10	Teachers under OBB	0															
2.11	New Others																
	Sub Total (2.01-2.11)	13	8.45	11	5.16	85	61	0.00		38	41.80	41.80	0.00		0	0.00	0.00
	Teachers Salary (Recurring)																
2.12	Primary Teachers (Regular)	6	3.90	6	2.12	100	54		0.100	8	8.80	8.80		0.100	8	8.60	8.60
2.13	Primary Teachers (Para)																
2.14	UP Teachers (Regular)	4	2.60	4	2.54	100	98		0.100	15	16.50	16.50		0.100	15	16.50	16.50
2.15	UP Teachers (Para)																
2.16	UP Teachers – Headmaster																
2.17	New Additional Teachers – PS (Regular)																
2.18	New Additional Teachers – PS (Para)																
2.19	New Additional Teachers – UPS (Regular)								0.10		0.00	0.00		0.10		0.00	0.00
2.20	New Additional Teachers – UPS (Para)																
2.21	Teachers under OBB																
2.22	Others (Recurring)																
	Sub Total(2.12 to 2.22)	10	6.50	10	4.66	100.00	72	0.00		23	25.30	25.30	0.00		23	25.10	25.10
	SUB TOTAL (New teacher – Teachers Recurring)	23	14.95	21	9.82	91.00	66	0.00		61	67.10	67.10	0.00		23	25.10	25.10

Sl. No	Activity	2008-2009							Proposal for 2009-10					Recommendation for 2009-10			
		PAB Approved		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Recommendations			Total Recommendations
		Phy.	Fin.	Phy.	Fin	Phy.%	Fin %	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
3	**Teachers Grant**																
3.01	Primary Teachers	381	1.91	381	1.91	100	100		0.005	359	1.80	1.80		0.005	359	1.80	1.80
3.02	Upper Primary Teachers	239	1.20	239	1.20	100	100		0.005	308	1.54	1.54		0.005	308	1.54	1.54
	Sub Total	620	3.11	620	3.11	100	100	0.00		667	3.34	3.34	0.00		667	3.34	3.34
4	**Block Resource Centre**																
4.01	Salary of Resource Persons	12	7.80	12	5.97	100	77		0.10	12	13.20	13.20		0.10	12	13.20	13.20
4.02	Furniture Grant	0	0.00	0	0.00					0	0.00	0.00			0	0.00	0.00
4.03	Contingency Grant	3	0.60	3	0.60	100	100		0.20	3	0.60	0.60		0.20	3	0.60	0.60
4.04	Meeting TA	3	0.27	3	0.27	100	100		0.09	3	0.27	0.27		0.09	3	0.27	0.27
4.05	TLM Grant	3	0.15	3	0.15	100	100		0.05	3	0.15	0.15		0.05	3	0.15	0.15
	Sub Total		8.82		6.99	100	79	0.00			14.22	14.22	0.00			14.22	14.22
5	**Cluster Resource Centres**																
5.01	Salary of Resource Persons	18	11.70	18	9.34	100	80		0.10	18	19.80	19.80		0.10	18	19.80	19.80
5.02	Furniture Grant	0	0.00	0	0.00	0	0		0.00	0	0.00	0.00		0.00	0	0.00	0.00
5.03	Contingency Grant	9	0.27	9	0.27	100	100		0.03	9	0.27	0.27		0.03	9	0.27	0.27
5.04	Meeting, TA	9	0.32	9	0.32	100	100		0.036	9	0.32	0.32		0.036	9	0.32	0.32
5.05	TLM Grant	9	0.09	9	0.09	100	100		0.010	9	0.09	0.09		0.010	9	0.09	0.09
	Sub Total		12.38		10.02		81	0.00			20.48	20.48	0.00			20.48	20.48
6	**Teachers Training**																
6.01	In-Service	620	9.30	620	9.30	100	100		0.01	640	6.40	6.40		0.01	640	6.40	6.40
6.02	In-Service								0.005	640	3.20	3.20		0.005	640	3.20	3.20
6.03	Induction Training for Newly Recruit Trained Teachers								0.03	27	0.81	0.81		0.03	27	0.81	0.81
6.04	Refresher Course - Untrained Teachers																
6.05	Distance Education																
6.06	Other (DRG/CRG/BRG)	30	0.30	30	0.30	100	100		0.01	30	0.30	0.30		0.01	30	0.30	0.30
	Sub Total	650	9.60	650	9.60	100	100	0.00			10.71	10.71	0.00			10.71	10.71
7	**Interventions for Out-of-School Children**																
7.01	EGS Centre (P)																
7.02	EGS Centre (UP)																
7.03	Residential Bridge Course																
7.04	Non Residential Bridge Course																
7.05	Back to School																
7.06	Mobile Schools																
7.07	AIE Centre	156	4.68	82	1.82	53	39		0.03	152	4.56	4.56		0.03	67	2.01	2.01
7.08	Others																
	Sub Total	156	4.68	82	1.82	53	39	0.00		152	4.56	4.56	0.00		67	2.01	2.01

| Sl. No | Activity | 2008-2009 | | | | | | | Proposal for 2009-10 | | | | Recommendation for 2009-10 | | | |
| | | PAB Approved | | Achievement | | | | Spill Over | Fresh Proposal | | | Total Proposal | Spill Over | Fresh Recommendations | | | Total Recommendations |
		Phy.	Fin.	Phy.	Fin	Phy.%	Fin %	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
8	Remedial Teaching																
8.01	Remedial Teaching	552	1.38	552	0.88	100	64		0.0025	530	1.33	1.33		0.0025	0	0.00	0.00
	Sub Total	552	1.38	552	0.88	100	64	0.00		530	1.33	1.33	0.00		0	0.00	0.00
9	Free Textbook																
9.01	Free Textbook (P)																
9.02	Free Textbook (UP)																
	Sub Total	0	0.00	0	0.00			0.00		0	0.00	0.00	0.00		0	0.00	0.00
10	Interventions for CWSN (IED)																
10.01	Inclusive Education	320	3.84	272	1.64	85.00	43		0.010	463	4.63	4.63		0.010	463	4.63	4.63
	Sub Total	320	3.84	272	1.64	85.00	43	0.00		463	4.63	4.63	0.00		463	4.63	4.63
11	Civil Works																
11.01	BRC	2	13.52	0	0.00	0.00	0	13.52		0	0.00	13.52	13.52		0	0.00	13.52
11.02	CRC	2	15.52	1	7.76	50.00	50	7.76		0	0.00	7.76	7.76		0	0.00	7.76
11.03	Primary School (New)	4	54.32	3	46.56	75.00	86	7.76		0	0.00	7.76	7.76		0	0.00	7.76
11.04	Upper Primary (New)	0	0.00	0	0.00	0.00	0	0.00		0	0.00	0.00	0.00		0	0.00	0.00
11.05	Building Less (Pry)																
11.06	Building Less (UP)																
11.07	Dilapidated Building (Pry)																
11.08	Dilapidated Building (UP)																
11.09	Additional Classroom	9	69.84	3	23.28	33.00	33	46.56		0	0.00	46.56	46.56		0	0.00	46.56
11.1	Toilet/Urinals	4	4.00	3	3.00	75.00	75	1.00		0	0.00	1.00	1.00		0	0.00	1.00
11.11	Separate Girls Toilet																
11.12	Drinking Water Facility	20	3.00	3	0.30	15.00	10	2.70		0	0.00	2.70	2.70		0	0.00	2.70
11.13	Boundary Wall																
11.14	Separation Wall																
11.15	Electrification																
11.16	Headmaster's Room																
11.17	Child Friendly Elements																
11.18	Kitchen Shed																
11.19	Residential Hostel																
11.2	Major Repairs Primary																
11.21	Major Repairs Upper Primary																
11.22	Others																
	Sub Total		160.20		80.90		51	79.30		0	0.00	79.30	79.30		0	0.00	79.30
12	Furniture for Govt. UPS																
12.01	No. of Children	0	0.00	0	0.00	0.00	0	0.00	0.0050	360	1.80	1.80	0.00	0.0050	360	1.80	1.80
	Sub Total (Furniture)	0	0.00	0	0.00	0.00	0	0.00		360	1.80	1.80	0.00		360	1.80	1.80
	Sub Total (Civil + Furniture)		160.20		80.90		51	79.30			1.80	81.10	79.30			1.80	81.10

Sl. No	Activity	2008-2009						Proposal for 2009-10					Recommendation for 2009-10				
		PAB Approved		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Recommendations			Total Recommendations
		Phy.	Fin.	Phy.	Fin	Phy.%	Fin %	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.
13	Teaching Learning Equipment																
13.01	TLE - New Primary	4	0.50	3	0.30	75.00	60	0.20		0	0.00	0.20	0.20		0	0.00	0.20
13.02	TLE - New Upper Primary	3	1.50	3	1.50	100.00	100	0.00		0	0.00	0.00	0.00		0	0.00	0.00
13.03	UPS not covered under OBB	0	0.00	0			0	0.00		0	0.00	0.00	0.00		0	0.00	0.00
	Sub Total	7	2.00	6	1.80	86.00	90	0.20		0	0.00	0.20	0.20		0	0.00	0.20
14	Maintenance Grant																
14.01	Maintenance Grant for PS & UPS	40	3.00	40	3.00	100	100		0.0750	47	3.53	3.53		0.0750	47	3.53	3.53
	Sub Total	40	3.00	40	3.00	100	100	0.00		47	3.53	3.53	0.00		47	3.53	3.53
15	School Grant																
15.01	Primary School	32	1.60	32	1.60	100	100		0.05	33	1.65	1.65		0.05	33	1.65	1.65
15.02	Upper Primary School	14	0.98	14	0.98	100	100		0.07	14	0.98	0.98		0.07	14	0.98	0.98
	Sub Total	46	2.58	46	2.58	100	100	0.00		47	2.63	2.63	0.00		47	2.63	2.63
16	Research & Evaluation																
16.01	Research & Evaluation	50	0.65	50	0.65	100	100		0.0130	47	0.61	0.61		0.01300	47	0.61	0.61
	Sub Total	50	0.65	50	0.65	100	100	0.00		47	0.61	0.61	0.00		47	0.61	0.61
17	Management & MIS																
17.01	Management & MIS		20.00		20.00	100	100				29.00	29.00				19.00	19.00
17.02	Learning Enhancement Programme (LEP)		0.00		0.00						1.00	1.00				1.00	1.00
	Sub Total	0	20.00		20.00	100	100	0.00			30.00	30.00	0.00			20.00	20.00
18	Innovative Activity																
18.01	ECCE		15.00		11.50		77				15.00	15.00				15.00	15.00
18.02	Girls Education		15.00		3.72		25				15.00	15.00				15.00	15.00
18.03	SC/ST		15.00		15.00		100				15.00	15.00				15.00	15.00
18.04	Computer Education		50.00		45.00		90				50.00	50.00				50.00	50.00
18.05	Minorities		5.00		5.00		100				5.00	5.00				5.00	5.00
	Sub Total		100.00		80.22		80	0.00			100.00	100.00	0.00			100.00	100.00
19	Community Training																
19.01	Community Training	140	0.08	140	0.08	100	100		0.0006	148	0.0888	0.0888		0.00060	126	0.0756	0.0756
	Sub Total	140	0.08	140	0.08	100	100	0.00		148	0.0888	0.0888	0.00		126	0.0756	0.0756
	Total of SSA (Districts)		347.27		233.11		67	79.50			265.02	344.52	79.50			209.13	288.63
20	NPEGEL		0.00		0.00			0.00			0.00	0.00	0.00			0.00	0.00
21	KGBV		0.00		0.00			0.00			0.00	0.00	0.00			0.00	0.00
	GRANT TOTAL (SSA+NPEGEL+KGBV)		347.27		233.11		67	79.50			265.02	344.52	79.50			209.13	288.63

Management Cost %   9.09
Learning Enhancement Programme (LEP)   0.48
Total Mgt. Cost (Mgt. + LEP)   9.56
Civil Work including furniture   0.86

ANNEXURE
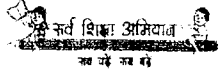
F.No. 11/22/2008 - Edn (SSA)   Dated: 9 .03.2009

To
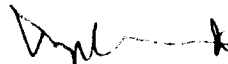
The Secretary, Govt. of India
Ministry of Human Resource Development
Dept of School Education & Literacy
Shastri Bhavan
New Delhi 110001

Sub - Certificate on allocation of State share to SSA   Reg.

Sir,

It is submitted that an amount of Rs 200.00 lakhs has been allocated as state share for the activities of Lakshadweep Sarva Shiksha Abhiyan for the year 2009-10.

Yours faithfully

(K I Sayed Mohammed Koya)
SECRETARY (Education)

Fact Sheet – 2009-10 (to be annexed with Minutes)

State: Laksnaaweep.
No. of Districts: 1
No. of Blocks: 3
No. of Clusters: 9
No. of villages / wards : 10
Total population: 60859   Literacy Rate: 87.79

Child Population-
a. 6-11 years: 7226   b. 11-14 years: 4369

% of children passing with 60%: Boys- 58   Girls- 62   Total- 60

Educational Indicators

Enrolment I-V			Enrolment VI - VIII			Enrolment I – VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3488	3558	7046	1924	1828	3752	5412	5386	10798

(Source DISE 2008-09)

	GER			NER			Dropout rate			Retention Rate (I – V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS	94.35	100.82	97.51	82.52	87.05	84.73	1.13	1.13	1.13	98.7	98.5	98.6
UPS	84.42	87.46	85.87	68.53	62.48	71.50	2.4	1.95	2.18	98.52	97.12	97.82

(Source DISE 2008-09)

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
95	94	94.5	98	99	99	93	97	95

(Source)

Out of school Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
29	26	55	47	50	97	76	76	152

	Target for 2008-09	Target Achieved	Target for 2009-10
1. Coverage of Out of school children	156	82	152
2. Dropout rate	0.07	0.5	1.7
3. Attendance rate			
(i) Student Attendance rate - Primary	96	94.5	95
(ii) Student Attendance rate – Upper Primary	94	94	95
4. Achievement level			
(i) Primary	More than C grade for 40 %	60 %	More than C grade for 40 %
(ii) Upper Primary	More than C grade for	40 %	More than C grade for

	Target for 2008-09	Target Achieved	Target for 2009-10
	40 %		40 %
5. Teacher Attendance Rate	94 %	94 %	95
6. No of single teacher school	0	0	0
7. No of schools with PTR > 50	0	0	0

Recommendation/Approval for 2009-10

New Primary schools (including upgradations)

Sanctioned till 2008-09	Opened till March 2009	Recommendation/ Approval in 2009-10	Buildings completed	Teachers provided	TLE provided
4	3		0	6	3

Up gradation of PS to UPS

Sanctioned till 2008-09	Opened till March 2009	Recommendation/ Approval	Buildings completed	Teachers provided	TLE provided
5	5		0	15	3

EGS

Approved till 2008-09		Centers running as on March 2009		Centers to be upgraded to PS		Centres to be continued in 2009-10		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centres	Children	Centres	Children
0	0	0	0	0	0	0	0	0	0

Sub-District Structures functioning	Target for 2008-09	Achievement till March 2009	Recommendation / Approval for 2009-10
No. of BRC's	3	3	
No. of URC's	0	0	
No. of CRC's	9	9	
Resource persons	30	30	

Teachers under SSA

	Sanctioned till 2008-09	In position	Recommendation/Approval in 2009-10		
			Against new schools	Additional teachers	Total
PS	8	6			
UPS	15	15			

Teacher Training

Type of training	Progress for 2008-09				Recommendation / Approval for 2009-10
	No. of teachers		Duration (No. of day) of the training		
	Target	Achievement	Target	Achievement	
a In service	620	620	20	20	
b new recruits	0	0	0	0	
c Untrained	0	0	0	0	
d. Others	0	0	0	0	
Total	620	620	20	20	

Interventions for Out of school children	Achievement of 2008-09	Targets for 2009-10

Strategy	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission		82		20
2. EGS – Primary				—
3. EGS - Upper Primary				—
4. Resdl Bridge course				—
5. Non resdl Bridge Course				—
6. AIE – Mobile School				
7. AIE – Back to school camp				
8. AIE – Others	6	26	6	67
9. Maktab / Madarassas				—
10.Home Based (under IED)				65

Remedial Teaching

Target for 2008-09	Achievement till March 2009	Target for 2009-10
552	552	1810

Inclusive Education

No. of children identified	Covered till March 2009	Target for 2009-10 (No. of children to be covered)
320	272	463

Civil Works

	Sanctioned till 2008-09	Completed till March 2009	Recommendation/ Approval in 2009-10
School buildings (PS)	5	0	0
School buildings (UPS)	2	0	0
Additional Classrooms	19	0	0
Drinking Water	20	0	0
Toilets	20	0	
Major repairs – PS	0	0	
Major repairs - UPS			
Residential Hostel			
Furniture	0	0	360

REMS

	No. of research studies carried out during 2008-09	No. of research studies recommendation/Approval for 2009-10
Research	0	0

Innovation:

ECCE

Progress for 2008-09			Recommendation/Approval for 2009-10		
No. of centers	No. of children enrolled	Financial	No. of centers	No. of children	Financial
10	738	11.5			

Girls Education

Progress for 2008-09		Recommendation/Approval for 2009-10	
(Girls Beneficiaries)	Financial	(No. of Girls)	Financial
5400	3.72	5400	15.00

SC/ST

Progress for 2008-09		Recommendation/Approval for 2009-10	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
10798	15		

CAL

Progress for 2008-09			Recommendation/Approval for 2009-10		
No. of schools covered	No. of children covered	Financial	No. of schools to be covered	No. of children to be covered	Financial
33	5047	45			

Urban Deprived Children

Progress for 2008-09		Target for 2009-10	
(No of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
*	*		

Minority Interventions

Progress for 2008-09		Target for 2009-10	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
2371	5.00		

Community Mobilization

	Target for 2008-09	Progress till March 2009	Recommendation/ Approval for 2009-10
No. of VECs	10	10	
No. of SMCs/PTA/MTA	43	43	
No. of VEC members to be trained	140	140	

NPEGEL

Major Activities	Target for 2008-09		Progress for 2008-09		Recommendation/ Approval	
	Physical	Financial	Physical	Financial	Physical	Financial
Non Recurring	*	*	*	*	*	*
Recurring	*	*	*	*	*	*

KGBV

Target till 2008-09		Operational till March 2009		Construction of KGBV till March 2009			Target for 2009-10	
No. of KGBV	Enrollment	No. of KGBV	Enrollment	Completed	In progress	Yet to be start	No. of KGBVs	Enrollmen
*	*	*	*	*	*	*	*	*

NB * Nil

S. No	Outcome Indicators	Baseline as in 2007-08	Proposed achievement 2008-09	Propose achievement in 2009-10	Propose achievement in 2010-11	Propose achievement in 2011-12
1	Number of children aged 6-14 years not enrolled in School / EGS Centres / AIE Centres	204 children were out of school. (Source HHS 2007)	No. of Out of School children aged 6-14 years reduced by 122	No. of out of school children aged 6-14 years will be reduced by 65	No. of out of school children aged 6-14 years will be reduced by 15.	No. of out of school children aged 6-14 years will be reduced by 0.
2	Number of children enrolled in schools	10950 at Primary and upper primary (Source DISE)	Enrollment of children at primary and upper primary 11032	Enrollment of children at primary and upper primary 11089	Enrollment of children at primary and upper primary 11139	Enrollment of children at primary and upper primary 11154
3	Ratio of Primary to Upper Primary Schools	PS to UPS ratio 4:1	PS to UPS ratio 2:1	PS to UPS ratio 2:1	PS to UPS ratio 2:1	PS to UPS ratio 2:1
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	Identified CWSN 320 Enrolled 272	Identified CWSN 463 Enrolled 398 HBE 48	Identified CWSN 463 Enrolled 398 HBE 65	CWSN 420	CWSN 380
	GOAL II : Bridging gender and social category gaps					
5	Girls, increase as a share of students enrolled at Primary and Upper Primary level.	Share of girls in primary school 48.72 Share of girls in Upper primary school 48.70%	Share of girls in primary school 49 Share of girls in Upper primary school 49%	Share of girls in primary school 49 Share of girls in Upper primary school 49%	Share of girls in primary school 50 Share of girls in Upper primary school 50%	Share of girls in primary school 50 Share of girls in Upper primary school 50%
6	Enrolment of Scheduled Castes & Schedule Tribe children reflect their share in 6-14 age group in Primary and Upper Primary Schools	Share of SC children in primary & Upper primary school is 0% Share of ST children in Primary & Upper primary school is 99.5	Share of SC children in primary & Upper primary school is 0% Share of ST children in Primary & Upper primary school is 99.5	Share of SC children in primary & Upper primary school is 0% Share of ST children in Primary & Upper primary school is 99.5	Share of SC children in primary & Upper primary school is 0% Share of ST children in Primary & Upper primary school is 99.5	Share of SC children in primary & Upper primary school is 0% Share of ST children in Primary & Upper primary school is 99.5
	GOAL III : Universal Retention					
7	Transition rates from Primary to Upper Primary to increase	Transition rate from Primary to Upper primary 86.5	Improvement in transition rate from 86.5 to 92.38	Improvement in transition rate from 92.38 to 95.38	Improvement in transition rate from 95.38 to 98	transition rate from primary to Upper primary 100%
8	Retention at Primary level	Retention at Primary level 97%	Retention at Primary level 98%	Retention at Primary level 99%	Retention at Primary level 100%	Retention at Primary level 100%
9	Retention at elementary level	Retention at elementary level 90%	Retention at elementary level 94%	Retention at elementary level 96%	Retention at elementary level 98%	Retention at elementary level 100%
	GOAL IV: Education of Satisfactory Quality					
	Provision of quality inputs to improve learning					
10	(i) Teachers	Pupil teacher ratio at primary level 23:1 Pupil teacher ratio at Upper primary level 22:1	(i) Pupil teacher ratio at primary level :18.33 (ii) Pupil Teacher Ratio at upper primary : 10.37 (iii) Number of districts with PTR>60 at elementary level: 0 Source: (2007-08: DISE)	30:1 30:1 0	Pupil teacher ratio at primary level 20:1 Pupil teacher ratio at Upper primary level 20:1	Pupil teacher ratio at primary level 20:1 Pupil teacher ratio at Upper primary level 20:1
	(ii) Teaching Learning Material	90% teachers received TLM grants 100% Upper primary schools are provided 3 computer each 100% Primary schools are provide work books	1Percentage of eligible students receive free text books :100% from state budget (Source be given also) Percentage of teachers received TLM grants :100% (Source be given also) Number of schools state-wise using materials other than textbooks : 100% work book/work sheet. (e.g. workbooks/worksheets/ABL Cards/Kits/CAL/Supplementary books etc.) (Source be given also)	100% 100% 100% 100% -work book,work sheet 1-IV- 31 PS Kits 20 PS 20 UPS CAL UPS-10	100% teachers will be received TLM grants 100% Upper primary schools will be provided CAL, Maths,sceince and social kits. 100% primary school will be provided work sheet and ABL cards.Reading corners and Maths corners. 100% Primary schools will be provid	100% teachers will be received TLM grants 100% Upper primary schools will be provided CAL, Maths,sceince and social kits. 100% primary school will be provided work sheet and ABL cards.Reading corners and Maths corners. 100% Primary schools will be provid
11	Process indicators on quality					

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	Teacher Training	35% teachers received in-service teacher training.	Percentage of teachers received in-service training against annual target :100% (Source be given)	100%	100% teachers will be provided 20 days in-service teacher training.	100% teachers will be provided 20 days in-service teacher training.
	Teacher support & Academic Supervision	100% of BRC/CRC are operational	Percentage of BRCs/CRCs are operational :100% (Source be given) Effectiveness of BRC/CRC in academic supervision and improving school performance : 34% (* Performance against agreed roles & functions: 50% * Extent to which task are being done: 40% * Extent of on-site support given to schools/teachers: 30% * Content & quantum of training given to BRC/CRC: 30% * Perception of teachers/stakeholders: 20% [Source be given]	100% 60%	100% of BRC/CRC will be remain functional	100% of BRC/CRC will be remain functional
	(iii) Classroom Practices	Teachers instructional time 196 minutes (70%) Student Learning opportunity time 84 minutes (30%). Active student participation 28 minutes (10%) . No.of Instructional days 218. No. of days teacher were assign non-teaching works 26 days.	innovative methodologies in use : 20% (* Teachers instructional time 71% * Student learning opportunity time 25% * Active student participation: 12% * Use of other materials in classrooms * No. of instructional days: 217 * No. of days teachers were assigned non teaching activities.) 25 to 30 days (Source be given)	40%	Teachers instructional time - 40% Student Learning opportunity time - 70% Active student participation -60%. No.of Instructional days 220 No. of days teacher were assign non-teaching works 26 days.	Teachers instructional time - 20% Student Learning opportunity time - 90% Active student participation - 80%. No.of Instructional days 220. No. of days teacher were assign non-teaching works 26 days.
	(iv) Pupil Assessment by States	Three times in year Grading system for primary and upper primary in 5 point scale By following CCE and Term end evaluation. Three pointGrading system is followed for work experience, physical education, art education and personality develop	Pupil Assessment System in place in schools : Grading system in three terms (Testing systems & frequency)	Grading system in three terms	Three times in year Grading system for primary and upper primary in 5 point scale By following CCE and Term end evaluation. Three pointGrading system is followd for work experience physcial education, art education and personality d	Three times in year Grading system for primary and upper primary in 5 point scale By following CCE and Term end evaluation. Three pointGrading system is followd for work experience physcial education, art education and personality d
	(v) Attendance Rates					
	- Students	Students attendace level at Primary & Upper primary is 85%	Student Attendance level at primary and at upper primary: 90/86 (Source be given)	94/92	Students attendace level at Primary & Upper primary is 92%	Students attendace level at Primary & Upper primary is 95%
	- Teachers	Teachers attendace rate at Primary & Upper primary is 87%	Teacher Attendance level at primary and upper primary: 94/92 (Source be given)	94	Teachers attendace rate at Primary & Upper primary is 90%	Teachers attendace rate at Primary & Upper primary is 90%
12	Accountability to the community	VEC, SMC,PTA, MTA are involved in school activities To monitor academic activities. To ensure enrolment of children who have completed five years age. To ensure the students to get their benefits of the schemes. 85% VEC reporting their active role in th	VEC/SEMC/local bodies role in school supervision as per State mandate: Monitoring the activities	Planning /Monitoring	VEC, SMC,PTA, MTA are involved in school activities. To monitor academic activities. To ensure enrolment of children who have completed five years age. To ensure the students to get their benefits of the schemes. 95% VEC reporting their active role in th	VEC, SMC,PTA, MTA are involved in school activities To monitor academic activities. To ensure enrolment of children who have completed five years age. To ensure the students to get their benefits of the schemes. 100% VEC reporting their active role in t

13	National comparable student achievement level		Learning levels for Class III Percentage in Maths Percentage in Language (2003: NCERT National Assessment Sample Survey- Round I, Round II) Learning levels for class V Percentage in Maths Percentage in Language Percentage in EVS (2005: NCERT National Assessment Sample Survey – Round I, Round II) Learning levels for Class VII Percentage in Maths Percentage in Language Percentage in Science Percentage in Social Science (2002: NCERT National Assessment Sample Survey – Round I, Round II)	75 80 77 60 76 15 65 53 72		
* As in National Results Framework						

CONSOLIDATE PROGRESS REPORT

S.No.	Interventions	Total Approved (upto 2008-09)	Achievement (Completed/Coverage Up to 31 March, 2009)	% Achievement
1	Primary School Openning	4	3	75
2	Upper Primary Openning	5	5	100
3	Teachers' Recruitment	23	21	91
4	Primary School Building	4	0	0
5	Upper Primary School Building	2	0	0
6	Additional Class Rooms (ACR)	19	0	0
7	Drinking Water Facility	20	0	0
8	Toilet Facility	20	0	0
9	KGBV Functional	0	0	0
10	KGBV Building Construction	0	0	0
11	In service Teacher's Training (20 days)*	20	16	80
12	New Teacher's Training (30 days)*	0	0	0
13	Untrained Teacher's Training (30 days)*	0	0	0
14	Dist. of free text book*	0	0	0
15	Dist. of Teachers' grant*	3.10/620	3.10/620	100
16	Dist. of School grant*	2.58/46	2.58/46	100
17	Dist. of TLE grant*	2.00/5	1.80/4	90
18	Remedial Teaching*	1.38/552	0.88/552	64
19	Out of School Children*	156	82	53
20	Progress on Inclsive Education	320	272	85
21	Progress on NPEGEL (MCS)	0	0	0

*Approved and Achievement of year 2008-09 only

PROGRESS OF SCHOOL OPENING AND TEACHERS' RECRUITMENT

S.no.	District	Primary Schools Sanctioned (Yearwise)								Total Sanctioned	Schools Opened	% Achievement
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
1	Lakshadweep	0	0	3	0	0	0	1	0	4	3	75
Total		0	0	3	0	0	0	1	0	4	3	75

S.no.	District	Upper Primary Schools Sanctioned (Yearwise)								Total Sanctioned	Schools Opened	% Achievement
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09			
1	Lakshadweep	0	0	0	0	0	2	3	0	5	5	100
Total		0	0	0	0	0	2	3	0	5	5	100

S.no.	District	Teachers Sanctioned (Yearwise)							Total Teachers Sanctioned	Recruitment — Total Recruitment till 2007-08		% Achievement	Sanctioned 2008-09				Recruitment 2008-09			
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08		Male	Female		Primary	Science	Maths	Total	Primary	Science	Maths	Total
1	Lakshadweep	0	0	6	0	0	4	14	23	7	14	91	8	7	8	23	6	7	8	21
Total		0	0	6	0	0	4	14	23	7	14	91	8	7	8	23	6	7	8	21

PROGRESS OF OUT OF SCHOOL CHILDREN (OoSC)

S. No	District	Total OoSC	Direct enrolment in	Enrolment in EGS	No. of EGS centers	RBC		NRBC		Madarasa		Other intervention		Total	
						Coverage	mainstreamed	Coverage	mainstreamed	Coverage	mainstreamed	Coverage	mainstreamed	Coverage	mainstreamed
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Lakshadweep	156	24	0	0	0	0	0	0	0	0	108	58	108	82

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PROGRESS OF CIVIL WORKS

S.no.	District	Primary School Buildings Sanctioned (Yearwise)								Total Sanctioned	Buildings Complete	Buildings in progress	Buildings yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09					
1	Lakshadweep	0	0	3	0	0	0	0	1	4	0	3	1	0
Total		0	0	3	0	0	0	0	1	4	0	3	1	0

S.no.	District	Upper Primary School Buildings Sanctioned (Yearwise)								Total Sanctioned	Buildings Complete	Buildings in progress	Buildings yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09					
1	Lakshadweep	0	0	0	0	0	2	0	0	2	0	2	0	0
Total		0	0	0	0	0	2	0	0	2	0	2	0	0

S.no.	District	Additional Classrooms (ACR) Sanctioned (Yearwise)								Total Sanctioned	Rooms Complete	Rooms in progress	Rooms yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09					
1	Lakshadweep	0	0	0	0	10	0	0	9	19	0	13	6	0
Total		0	0	0	0	10	0	0	9	19	0	13	6	0

S.no.	District	Drinking Water Facility Sanctioned (Yearwise)								Total Sanctioned	Complete	in progress	yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09					
1	Lakshadweep	0	0	20	0	0	0	0	0	20	0	3	17	0
Total		0	0	20	0	0	0	0	0	20	0	3	17	0

S.no.	District	Toilets Facility Sanctioned (Yearwise)								Total Sanctioned	Complete	in progress	yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09					
1	Lakshadweep	0	0	4	0	0	0	0	0	4	0	3	1	0
Total		0	0	4	0	0	0	0	0	4	0	3	1	0

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

S.no.	District	CRC Building Sanctioned (Yearwise)								Total Sanctioned	Buildings Complete	Buildings in progress	Buildings yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09					
1	Lakshadweep	0	0	0	0	10	0	0	0	9	0	1	8	0
Total		0	0	0	0	10	0	0	0	9	0	1	8	0

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PROGRESS OF PEDAGOGY

In Service Teachers' Training (20 Days)

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	20	16	80

New Teachers' Training (30 Days)

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	0	0	0

Untrained Teachers' Training (60 Days)

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	0	0	0

Distribution of Free Text Books

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	0	0	0

Distribution of Teacher Grant

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	620/3.10	620/3.10	100

Distribution of School Grant

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	46/2.58	46/2.58	100

Distribution of TLE Grant

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	7/2.00	6/1.80	86/90

Remedial Teaching

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	Lakshadweep	552/1.38	552/0.88	100/64

District wise Progress Format on IE

S. No.	Name of the District	No. of CWSN identified	No. of CWSN covered through EGS/AIE	No. of CWSN covered through Home Based Education	No. of CWSN provided aids and appliances	No. of NGOs involved	No. of Resource Teachers appointed	No. of Schools made Barrier Free	% Expenditure on IE

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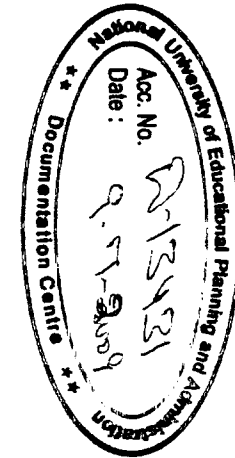
NPEGEL Progress Report Format

Sl. No.	District	No of Blocks		No. of clusters		No. of clusters in urban slums		No. of Model Cluster School (MCS) cumlative		No. of Girls enrolled in MCS	Construction of Additional Classrooms		Construction of Toilets		Construction of Drinking Water Facility		Electrification	
		Cumulative Target till 2008-09	Cumulative Achievement	Cumulative Target till 2008-09	Cumulative Achievement	Cumulative Target till 2008-09	Cumulative Achievement	Cumulative Target till 2008-09	Cumulative Achievement		Cumulative Target till 2008-09	Cumulative Achievement	Cumulative Target till 2008-09	Cumulative Achievement	Cumulative Target till 2008-09	Cumulative Achievement	Cumulative Target till 2008-09	Cumulative Achievement
1																		
2																		
3																		
4																		
	Grand Total																	

Sl. No.	District	No. of ECCE Centres opened under NPEGEL		No. of Children covered in ECCE centres	Award to best School/Teacher		Learning through Open Schools (No. of girls covered)	No. of teachers trained on gender sensitization	Remedial Teaching (No. of Girls covered)	Bridge Courses (No. of Girls covered)	Student Evaluation (No. of Girls covered)	Community Mobilisation (No. of people trained)	Additional incentives (No. of Girls covered)		Total No. of girls benefiting from NPEGEL	No. of NGO involved in the prog.
		Cumulative Target till 2008-09	Cumulative Achievement		Target for 2008-09	Ach							Uniforms	Other incentives		
1																
2																
3																
4																
	Grand Total															

PROGRESS OF KGBV

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

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