

APPRAISAL NOTE

2009-10

ANNUAL WORK PLAN AND BUDGET SARVA SHIKSHA ABHIYAN

सर्व शिक्षा अभियान

PUDUCHERRY

**Project Approval Board Meeting
4th March 2009**

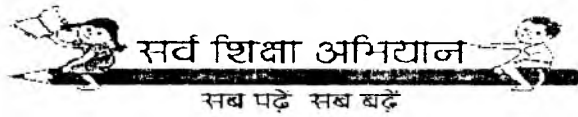
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Karaikal, Mahe, Pondicherry, Yanam

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Appraisal Note (2009 – 10)

Annual Work Plan & Budget
Sarva Shiksha Abhiyan



Puducherry

Project Approval Board Meeting
4th March 2009

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Coverage:

Karaikal, Mahe, Pondicherry, Yanam

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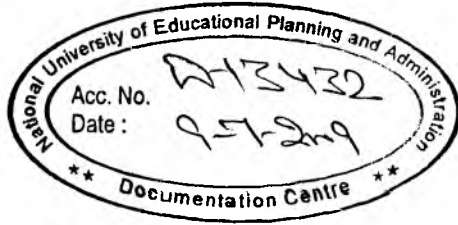


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Major Issues

Educational Indicators:

- High Drop out rate in Yanam District (P - 11.01, UP - 7.76)
- Gender Parity index (GPI) in Mahe District is 0.87 against the UT average 0.93 (Mahe - Gender gap is 6.8)
- All 4 sanctioned posts of programmers in the UT are vacant. Out of 6 Data entry operators 4 are vacant.
- As per the current (03-March-2009) status, there is only one district started the data entry into the 1st quarter of 2008-09 and none of the districts have started the data entry in the 2nd quarter. (Whereas the State is quoting that they have entered the data in both the quarters)

Access:

- No specific strategies have been planned for migratory children
- Mainstreaming strategies are not satisfactory, and require greater attention by the UT

Civil Works:

- The UT has to improve monitoring and reporting system as there is lot of inconsistency in submission of QPR and MPR. The state needs to improve the reporting system.
- Construction of 2 new primary schools has not yet been completed

Quality Improvement:

- **Learning achievement:** As per DISE 2007-08 results, only 47.32% of students managed to score above 60% in Class V examinations, and only 27.66% in Class VII examinations (decrease of almost 9 percentage points from 2004-05) (36.38%). The NCERT surveys also show an alarming picture regarding students' learning levels in the UT. Students' performance in Class III has shown a decrease from Round I to Round II in both Language (by 13 percentage points) and Maths (by 11 percentage points). In Class V, learning achievement in Maths is significantly below the national average. In Class VIII, the achievement in Language and EVS has again shown decrease from Round I to Round II, by 7 percentage points in Language and almost 3 percentage points in EVS.
- **Teacher recruitment:** At UP level, UT PTR is 35:1, but in Yanam district the PTR is 43:1. UT must create new posts for bringing down this PTR.

- In Mahe and Karaikal and Pondicherry districts, UT seeks engagement of Arabic teachers instead of Urdu teachers under the Minorities intervention.
- **Remedial teaching:** As per norms, UT is not eligible for remedial teaching funds since the female literacy rate is higher than the national average. However due to low learning levels, UT feels this activity is needed.
- **BRC/CRCs:** UT must ensure to recruit new BRCCs and CRCCs to fill up existing vacancies, by end of June 2009.
- **Resource Groups** (subject-wise) must be constituted at District, Block and Cluster levels for strengthening pedagogic interventions in different subjects.
- **Performance Indicators:** Performance of teachers and trainers against predetermined indicators under ADEPTS must be reported to MHRD on regular basis every 6 months.
- **Studies:** UT must ensure to undertake a Study on Time on Task, and must report findings of this study to MHRD in 2009-10.

Inclusive Education:

- UT needs to appoint Resource Teachers at the earliest

Innovative Activities:

- Strategies for convergence of ECCE with ICDS needs to be strengthened.

Other Issues:

- In 2006-07, the UT has spent 30 lakhs excess in Management costs, which was paid as salary to teachers working in State Project Office. This was included in the total expenditure, which was approved by the PAB in 2007-08. Due to audit objection, PAB may ratify the excess booking under Management head.
- UT seeks ratification of procurement of ABL cards from TLM grant for the year 2008-09 and 2009-10.
- ECCE budget for Pondicherry district is 15 lakhs, but around 30 lakhs have been spent in 2008-09 with the permission of UT government, which was paid as salary to pre-primary teachers (Rs. 2500 for 158 teachers). The excess amount will be deducted from the UT share, with permission of PAB.
- In 2008-09, Management costs was allocated as 100 lakhs, despite the total budget allocation being 1313 lakhs, which exceeded the norm of 6%. This year the UT has requested for 110 lakhs. The Appraisal Team has recommended 6% of total outlay as per norms. PAB may consider UT's proposal.

APPRAISAL REPORT 2009-10: PUDUCHERRY

1. Executive Summary

(I) Progress Overview for 2008-09

(Rs. in lakh)

SNo.	Activity	Sanctioned Budget (2008-09)		Anticipated Achievements (till 31-03-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1	New Schools							
1.1	Upgraded EGS /New Primary School							
1.2	Upper Primary Schools							
2	Teachers							
2.1	Primary School	10	12.96	6	7.92	60%	61%	
2.2	Upper Primary School	12	7.20	12	7.20	100%	100%	
2.3	Additional Teachers							
	Total							
3	Teacher Grant	4864	24.32	4824	24.13	99%	99%	
4	Grants for BRC	6	54.84	6	17.28	100%	32%	
5	Grants for CRC	25	34.90	25	3.28	100%	9%	
6	Teachers' Training							
6.1	In-Service Training	4864	72.96	4864	47.43	100%	78%	
6.2	Induction Training – New teachers	65	1.30	65	1.30	100%	100%	
6.3	Refresher Course- Untrained Teachers							
6.4	BRC & CRC Coordinators & Resource Persons							
	Total	4929	74.26	4929	48.73	100%	66%	
7	Intervention for Out of School Children (No. of Children covered)	892	34.61	207	11.81	23%	34%	
8	Remedial Teaching	7190	35.95	6990	34.15	0.97	95%	
9	Free Text Books	0	0	0	0			
10	IED	2983	35.80	2928	31.43	98%	88%	
11	Civil Works							
11.1	BRC							
11.2	CRC							
11.3	PS Building							
11.4	UPS Building							
11.5	Building-less (PS)							
11.6	Building-less (UPS)							
11.7	Addl. Class Room	108	432.00	108	432.00	100%	100%	
11.8	Toilets							
11.9	Girls Toilets	26	5.20	19	3.80	73%	73%	
11.10	Drinking Water							
11.11	Boundary Wall							
11.12	HM Room							

SNo.	Activity	Sanctioned Budget (2008-09)		Anticipated Achievements (till 31-03-09)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
11.13	Electrification							
11.14	Residential Hostel							
11.15	Residential Schools							
11.16	Furniture for UPS	300	1.50	300	1.50	100%	100%	
11.17	Major Repairs							
11.18	Others (Civil)							
	Total Civil Works	439	478.70	432	477.30	98%	100%	
12	TLE	5	0.50	5	0.50	100%	100%	
13	Maintenance Grant	498	37.35	492	37.03	99%	99%	
14	School Grant	578	33.12	572	32.65	99%	99%	
15	REMS	578	7.51	578	7.51	100%	100%	
16	Management & LEP							
16.1	Management	4	98.20	4	80.81	100%	82%	
16.2	LEP	0	1.80	0	1.80	100%	100%	
	Total	4	100.00	4	82.61	100%	83%	
17	Innovations							
17.1	ECCE		30.00		28.05	100%	94%	
17.2	Girls Education		60.00		34.32	100%	57%	
17.3	SC/ST		35.00		26.53	100%	76%	
17.4	Computer Aided Learning		200.00		200.00	100%	100%	
17.5	Minority Community		5.00		3.39	100%	68%	
17.6	Urban deprived Children							
	Total		330.00		292.29	100%	89%	
18	Community Trainings	1438	0.86	1032	0.60	72%	70%	
19	SIEMAT							
	SSA (TOTAL)		1313.89		1116.41		85%	
20	NPEGEL							
21	KGBV							
	GRAND TOTAL		1313.89		1116.41		85%	

(II) Financial Information

(Rs. in lakh)

Year	Approved AWP&B	Releases		Funds from Other Sources	Total Fund Received	Opening Balance	Total Funds Available	Expenditure	% Exp. Against Fund Available
		GOI	State						
2001-02				(Int.)					
2002-03	353.97	48.37	2.87	0.55	51.79	0.00	51.79	7.67	14.81
2003-04	730.94	116.46	192.42	2.68	311.56	44.12	355.68	153.52	43.16
2004-05	1059.70	366.59	100.00	15.04	481.63	202.16	683.79	249.91	36.55
2005-06	1244.40	529.40	100.00	23.05	652.45	433.88	1086.33	545.76	50.24
2006-07	941.93	0.00	100.00	25.23	125.23	540.57	665.80	462.96	69.53
2007-08	893.50	577.07	142.00	16.33	735.40	202.83	938.23	629.23	70.42
Total up to 2007-08	1589.52	637.28		82.88	2358.06	1423.56	3781.62	2049.05	

(Source: AWP&B 2009-10)

Funding Pattern	
UPTO 2001-02	85:15
2002-03 to 2006-07	75:25
2007-08 to 2008-09	65:35

For 2008-09:

(Rs. in lakh)

1. Total outlay	1313.89
2. Total Releases	
2.1 GOI Share	144.27
2.2 State Share	
3. Other Receipts	
4. Opening Balance	202.83
<i>Total</i>	347.10
5. Expenditure till March 2009 (Amount in figures and % age of utilization)	1116.41

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

(Rs. in lakh)

Year	Expenditure
1999-2000	971.63
2000-2001	1122.60
2001-2002	1021.36
2002-2003	1433.00
2003-2004	1572.08
2004-2005	2315.34
2005-2006	2710.57
2006-2007	2447.70
2007-2008	2904.22
2008-2009	1601.45 (upto Feb-09)

The U.T. will be providing the 40% of total allocation as its share for SSA for 2009-10.
(The UT has not provided the certificate/communication regarding the UT share)

(IV) Proposals & Recommendations for 2009-10:

(Rs. in lakh)

SNo.	Interventions	Proposal for fresh allocation		Recommendation against proposals		Remark/ Conditionality
		Phy.	Fin.	Phy.	Fin.	
1	New Schools					
1.1	Upgradation of EGS to PS					
1.2	PS					
1.3	UPS	2		2		
2	Teacher's Salary					
A	New Teachers					
1	PS					
2	UPS	6	7.92	6	7.92	
3	Additional					
B	Recurring Teachers					
1	PS	20	38.40	20	38.40	
2	UPS	12	7.20	12	7.20	
3	Additional Teachers					
3	Teachers' Grant	4114	20.57	4114	20.57	
4	BRC Grant	6	78.84	6	78.84	
5	CRC Grant	25	49.90	25	49.90	
6	Teachers' Training					
6.1	In-service Training	4114	61.71	4114	61.71	
6.2	Induction training – New Teachers	30	0.60	30	0.60	
6.3	Refresher Course- Untrained Teachers					
6.4	BRC & CRC Coordinators and Resource Persons	65	1.30	65	1.30	
	<i>Sub Total</i>	4209	63.61	4209	63.61	
7	Interventions for Out of School Children (No of children covered)					
7.1	EGS Centre (P)					
7.2	EGS Centre (UP)					
7.3	Residential Bridge Course	209	20.90	209	20.90	
7.4	NRBC					
7.5	Back to School AIE	105	1.61	105	1.61	
7.6	AIE Centres					
7.7	Innovative					
7.8	Others	332	9.83	332	9.83	
	<i>Sub Total</i>	646	32.34	646	32.34	
8	Remedial Teaching	6990	34.95	0	0	Female literacy is above National female lit. rate
9	Free Text Books	0	0	0	0	
10	IED	2926	30.72	2926	29.26	@ Rs.1000/-
11	Civil Works					
11.1	BRC					
11.2	CRC					
11.3	Primary School					
11.4	Upper Primary School	2	24.00	2	24.00	
11.5	Additional Class Room	71	284.00	63	252.00	Within 33% limit
11.6	Toilets					
11.7	Girls Toilet	3	0.60	3	0.60	

SNo.	Interventions	Proposal for fresh allocation		Recommendation against proposals		Remark/ Conditionalities
		Phy.	Fin.	Phy.	Fin.	
11.8	Drinking Water	1	0.15	0	0.00	
11.9	Residential Hostel					
11.1	Residential Schools					
11.11	Major Repairs					
11.12	Furniture for UPS					
11.13	Boundary Wall	2600	52.00	2440	36.60	In running Meters
11.14	Electrification					
11.15	Furniture Grant	11200	56.00	400	2.00	Above 24% CW
11.16	Others (Civil)					
	Sub Total		416.75		315.20	
12	TLE					
12.1	Primary Schools					
12.2	Upper Primary Schools	2	1.00	2	1.00	
	Sub Total	2	1.00	2	1.00	
13	Maintenance Grant	508	38.10	508	38.10	
14	School Grant	590	33.76	590	33.76	
15	REMS	590	7.67	590	7.67	
16	Management & LEP					
16.1	Management & MIS	4	78.00	4	44.30	Within 6% mgt cost
16.2	Learning Enhancement Programme	4	2.00	4	2.00	
	Sub Total		80.00		46.30	
17	Innovations					
17.1	ECCE	4	44.00	4	44.00	
17.2	Girls Education	4	43.50	4	43.50	
17.3	SC/ST	4	35.00	4	35.00	
17.4	Computer Aided Learning	4	200.00	4	200.00	
17.5	Minority		8.40		8.40	
17.6	Urban Deprived children					
	Sub Total		330.90		330.90	
18	Community Training	1620	0.97	1561	0.94	
	Total of SSA (Districts)		1243.70		1082.21	
19	State Component					
19.1	Management Cost		30.00		19.70	
19.2	REMS					
19.3	SIEMAT					
	State Total of SSA		30.00		19.70	
20	NPEGEL					
21	KGBV					
	Grand Total (SSA+NPEGEL+KGBV)		1273.60		1101.91	

(V) Number of small districts eligible for getting Rs. 20 lakh: 3

(VI) Total Recommended Budget:**(Rs. in lakh)**

SNo.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	1.40	1273.60	1275.00	1.40	1101.91	1103.31
2	NPEGEL						
3	KGBV						
	Total	1.40	1273.60	1275.00	1.40	1101.91	1103.31

(VII) Information on Quality Interventions:**(Rs in Lakh)**

SNo.	Category	Financial Recommendation for 2009-10
1	Teacher's Salary	53.52
2	Teacher Grant	20.57
3	BRC	78.84
4	CRC	49.90
5	Teachers' Training	63.61
6	Remedial Teaching	0.00
7	Free Textbooks	0.00
8	School Grant	33.76
9	REMS	7.67
10	Innovative Activities	326.55
11	NPEGEL	0.00
12	TLE for new schools	1.00
13	Learning Enhancement Programme	2.00
14	Any other	
	Total:	637.42
	% of total outlay	57.79%

Comments on UT's commitments and implementation:

The following table reflects the actions taken by the State against each suggestion of the PAB conducted for 2008-09.

S. No.	Commitments given by UT during 2008-09	Achievements/Present Status	Comments
1.	100% access to primary schooling by 2008-09 and open all primary schools sanctioned till 2007-08 by June 2008.	Opened all 10 new primary schools sanctioned.	Schools are running, but buildings have not all been constructed. Only 8 buildings have been constructed, and 2 are still in progress.
2.	To achieve 100% enrollment.	Our GER is more than 100% which indicates 100% enrollment	Satisfactory progress
3.	To ensure budgetary provision of matching UT share in the budget and submit a copy of same to GOI.	Copy submitted	Satisfactory progress
4.	Training to Teachers be given for 20 days and also to improve the quality and quantity in-service training.	BRC – 5-8 days CRC – 5 days	Not all 20 days of training were completed as committed to PAB.
5.	To tackle the problem of migratory children. More attention be given to map areas of migration and device strategies to meet such children's need under AIE component.		There is no effort for education of migratory children as per commitment given to PABs.
6.	UT to make efforts to develop area specific/tribe specific intervention.	Yes, plan is prepared from school, cluster, block & District wise.	There is a need for implementation of the plan.
7.	As per recent survey there are large number of CWSN children and the UT should make special efforts for their mainstreaming and providing necessary aids. There is a need for collaboration with all other concerned departments and NGOs.	The percentage of CWSN is 1.4 against national norms. The CWSN are provided with aids & appliances and corrective measures. Collaboration with social welfare department has been effective.	Satisfactory progress
8.	To conduct a survey to assess the problem of teacher absenteeism by November 2008.	Study is completed. Data processing is under process.	Progress needs to be expedited. State must undertake study regularly.

9.	The UT should strengthen the existing management structure at SPO & DPO. The BRCs need to be properly staffed and there is a need to adopt a suitable mechanism to monitor their activities.	Efforts taken to increase the strength of staff at SPO. New recruitment will be posted.	There is a need for speedy action for strengthening SPO, DPO and BRC by filling up of vacancies.
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Directions given by PAB to UT of Puducherry during 2008-09

S. No.	Direction given by PAB	Compliance by UT	Comments
1.	Pending Civil Works should be completed by July 2008.	The money/ fund allocated to civil works has been deposited to PWD and the G.O has been initiated to the work.	Civil Works for 25 CRCs, 6 BRCs, 5 PSs and 108 ACRs have not been completed. The progress in Civil Work is slow. The UT has reassured that the unfinished Civil Works will be completed by December 2009.
2.	Amendment in bye-laws to provide information regarding amendment of bye-laws/rules of VECs/PTAs to include clauses for monitoring assessment of parental satisfaction with children's learning levels, frequency of parents-teacher meets, sharing of children's report card, class work/home work.	Existing rules of the present VEC has the right for monitoring the learning levels of the student class work/homework.	There is need for strengthening the monitoring mechanism of assessment of parental satisfaction with children's learning levels.
3.	Constitution of District Level Committees comprising public representatives for monitoring the implementation of SSA programme in all districts as per MHRD's OM No. F 2-3/2005-EE-3 dated 29-8-2007.	Govt. approved the constitution of District Level Committee for monitoring the implementation of SSA programmes.	A copy of the GO may be sent to MHRD.
4.	The UT should finalize performance indicators for teachers and trainers by 31 st July, 2008 and use them for tracking and enhancing their	The performance indicators for teachers and trainers have been implemented in the state.	Performance levels of teachers and trainers against indicators have yet to be tracked and reported to MHRD every 6 months.

performances.		
<p>The UT would implement specific programme for improving levels of learning of Maths and Science at Upper Primary Level with independent testing i) to track progress ii) to improve the teacher training programmes and iii) to facilitate remedial teaching. The UT will also undertake evaluation of Learning Enhancement Programme such that baselines are available and outcomes can be measured.</p>	<p>SSA has initiated an innovative programme in teaching of Maths in upper primary classes. ALM methodology has been implemented in upper primary classes for enhancing the learning levels.</p>	<p>UT needs to conduct wide-scale external assessment surveys to measure baseline and final learning levels across the UT.</p>
<p>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.</p>	<p>The module for the preparation of measurable indicators & verifiable in regional language is in progress.</p>	<p>Progress needs to be expedited.</p>

2. Introduction & Planning Process:

A. Introduction

The UT Puducherry has 4 districts – Pondicherry, Mahe, Karaikal and Yannam. An Appraisal Team was constituted by the EE Bureau, MHRD, to appraise the Annual Work Plan and Budget of all 4 districts and UT component plan of Puducherry in respect of SSA for the year 2009-10. The team consisted of the following members, all from Technical Support Group, SSA:

- Ms. Suzana Andrade (Coordinator)
- Mr. Shalender Sharma
- Mr. S. C. Girotra
- Ms. Seema Rajput
- Mr. N. P. Chauhan
- Mr. Jyoti Prakash Mohanty
- Ms. Anupriya Chaddha
- Ms. Kiran Dogra
- Mr. Jitendra Panda

This report is based on the plans submitted by the UT, and the Appraisal Team's interaction with Mr. Parthasarthy (UT Project Director, SSA) and other members of the UT mission to seek clarification on various aspects of the plan.

General information about UT

Districts	4
Development Blocks	6
Municipalities	5
Commune Panchayats	11
Villages (Habited)	92
Habitations	437

Demographic Profile:

As per 2001 census, the Union Territory has a population of 9, 74,345 with 4, 86,961 males and 4, 87,384 females. The population of Scheduled Caste is 1, 57,771 (Males: 78,140; Females: 79,631) (2001 Census). The density of the population is 2029 per square km. The demographic details of the UT are given in the following table:

Demographical details

Population	
Male	486961
Female	497384
Urban Population	648619

Rural Population	325726
SC Population	157771
ST Population	--
Literacy rate (ALL)	81.49
Males	88.89
Females	74.13

Source: Census 2001

The Union Territory of Pondicherry occupies seventh place in the literacy rate of the country, next to Kerala, Mizoram, Lakshadweep, Goa, Delhi and Chandigarh. The literacy rate for the whole of the Union Territory is 81.49% with 88.89% of males and 74.13% of females being literates (2001 Census). Mahe region has the highest rates of literacy with 95.78% (Females: 94.23%) and the lowest is found in Yanam with 74.16% (Females: 69.07%).

LITERACY RATE (2001 CENSUS)

District	Male	Female	Total
Pondicherry	88.72	73.04	80.90
Karaikal	89.69	74.99	82.24
Mahe	97.59	94.23	95.78
Yanam	79.11	69.07	74.09
Union Territory	88.89	74.13	81.49

Education Profile (2008-09):

The Status of elementary education in terms of major educational indicators is given below:

Schools with Primary and Upper Primary sections.

Sl.No.	District Name	Primary	U.Primary	High Schools		Higher S.S	
				Primary	U.Primary	Primary	U.Primary
1	Por dicherry	154	43	5	44	4	34
2	Karaikal	66	19	10	15	0	8
3	Mahe	11	1	0	3	0	4
4	Yanam	16	1	0	6	0	1
		247	64	15	68	4	47

SCHOOL List - Government Aided Schools only Primary and Upper Primary sections.

Sl.No.	District Name	Primary	U.Primary	High Schools		Higher S.S	
				Primary	U.Primary	Primary	U.Primary
1	Pondicherry	2	2	15	15	7	7
2	Karaikal	1	0	4	4	2	2
3	Mahe	2	1	0	0	0	0
4	Yanam	0	0	1	1	0	0
		5	3	20	20	9	9

B. PLANNING PROCESS:

The principle source of data for Annual Work Plan & Budget of 2009-10 is DISE 2008-09, Cohort Study, Population Census 2001, Elementary Education register and Household Survey (Yanam) and Statistical Cell of Education Department. The SSA programme was started in 2002 –03. In Puducherry the house hold survey had been completed and consolidated data is available for processing. The Household Survey in the whole UT has been completed and the data is available.

Process of Plan Formulation

The SSA programme was started in 2002 –03. Initially the Planning process was done at the UT head quarters because of lack of man power at each level of planning. Consequently early plans adopted bottom down approach. From the year 2004 –05 the need for need base planning involving the community has been realized. The resource persons from the NIAR imparted the training in AWP&B in two phases and the officials of block resource centers and SPO were trained. The members of VEC were also trained in the planning process which resulted in good planning both at micro level and macro level.

Planning Schedule for 2009 – 10

The constitution of planning teams at State, Districts, Block and school level was done in the month of November – December. Each team assigned with the task of Plan formulation at their level. Following is the composition of planning team at various levels

State Level

- ❖ Director of school education / Member secretary
- ❖ State Project Director
- ❖ Assistant District Programme Coordinators of various regions/Districts
- ❖ Four Coordinators from SPO Office
- ❖ Two Coordinators from DPO Office
- ❖ Three block resource persons from each DPO Office.

District Level

- ❖ District Programme Coordinator /
- ❖ Assistant District Programme coordinator
- ❖ Academic / Block Resource Center Coordinators
- ❖ Block Resource Persons
- ❖ HM Gr. I/ HM Gr.II
- ❖ PRIs
- ❖ Retd. Teachers/Lecturers
- ❖ NGO Representative
- ❖ School Level Committee President

Block Level

- ❖ BRCO
- ❖ CRC cocordinators
- ❖ BRC Teacher Educators
- ❖ A member from PRI
- ❖ A Representative from from Retd. teachers, Teachers, SC women.

School Level Planning Team:

- ❖ VEC /SLC President.
- ❖ Head Masters of Primary / Upper Primary School
- ❖ Village elders who interested in school development
- ❖ AWC Worker
- ❖ ANM
- ❖ Teachers
- ❖ ECCE - PPSTs
- ❖ Parents

Micro planning (school level planning exercises)

School level planning (SLP)

The planning activity in the District started at school level. The participation of the community and the PRI representatives has been ensured. Each planning team prepared a school level plan and submitted to the block level.

At Block level

The completion of School level plans was done at district level. While preparing the Block level plan the Block related issues were taken into consideration.

District Level Planning

In case of Pondicherry where three blocks exist the consolidation at District Level was done. Since other Districts are mono blocks, their block level planning has been taken as District level planning.

State Level Planning

The consolidation of the District Level plans was done at State level which followed the documentation of the whole planning process and designing the activities for each intervention.

Recommendations:

- **More efforts and capacity building exercises are needed to involve various functionaries and community members in developing need based plans.**
- Focus on improvement of quality of elementary education in general and enhancing the learning achievement in particular has received due emphasis in the plans. At the same time, **greater focused attention is needed at different levels for identifying children's learning difficulties in different subjects and addressing these through integrated**

inputs and processes to bring about learning enhancement and changes in classroom processes.

- The plans need to clearly indicate **UT and district specific visions of quality in elementary education** and planned interventions.
- The UT and district plans have attempted to address the issues of special focus groups and urban deprived children. However, better visioning and planning for, tribal, urban, minority concentrated, migration prone etc. pockets are needed.
- The Appraisal Team notes that the entire process and steps taken last year for plan development have been followed this year also but with better understanding and systematically.

3. Education Indicators:

This section focuses on the significant indicators of elementary education, including GER, NER, Dropout, repetition, retention and transition rates. The results of District-wise EDI have also been provided which is calculated at the National level and EDI values for all the districts have been provided based upon all districts analysis.

Enrolment Ratios:

	GER			NER		
	Boys	Girls	Total	Boys	Girls	Total
Primary						
Pondicherry	114.61	107.45	111.02	106.73	100.72	103.72
Karaikal	102.83	102.97	102.90	96.41	97.08	96.73
Mahe	108.78	111.12	109.86	101.15	102.17	101.62
Yanam	105.24	103.59	104.43	98.68	96.96	97.83
UT	107.86	106.28	107.05	100.74	99.23	99.98
Upper Primary						
Pondicherry	112.26	104.59	108.46	94.30	90.01	92.17
Karaikal	106.02	102.28	104.18	92.95	88.99	91.01
Mahe	92.53	89.57	91.14	89.40	87.77	88.63
Yanam	96.37	98.37	97.37	87.83	89.74	88.78
UT	101.79	98.70	100.29	91.12	89.13	90.15

(Source: DISE, HHS)

Completion, Repetition and Dropout Rates

2008-09							
	Primary			Upper primary			
	Completion Rate	Repetition Rate	Dropout Rate	Completion Rate	Repetition Rate	Dropout Rate	
Pondicherry	95.78	1.07	3.16	90.03	6.74	3.23	
Karaikal	96.81	1.03	2.17	89.38	8.355	2.26	
Mahe	98.21	1.65	0.16	97.60	2.195	0.21	
Yanam	83.54	5.45	11.01	72.34	19.9	7.76	
Puducherry UT	93.58	2.30	4.12	87.33	9.30	3.37	

2007-08							
	Primary			Upper primary			
	Completion Rate	Repetition Rate	Dropout Rate	Completion Rate	Repetition Rate	Dropout Rate	
Pondicherry	93.50	3.91	2.59	87.07	10.44	2.49	
Karaikal	95.26	1.39	3.41	84.30	10.26	5.44	
Mahe	96.95	3.05	0.00	81.07	18.93	0.00	
Yanam	78.46	12.98	8.46	77.38	14.56	8.06	
Puducherry UT	91.04	5.33	3.62	82.46	13.55	4.00	

(Source: DISE, HHS)

The enrolment ratios are found to be satisfactory. The UT still needs to work on the Net enrolment ratio at the Upper Primary level. The dropout rate in Yanam district is found to be the highest (Primary - 11.01, Upper Primay – 7.67) across the UT. The UT should take remedial steps in order to reduce the dropouts in the Yanam district.

Educational Development Index (2007-08)

District	EDI Primary level					
	Access	Infra	Teachers	Outcome	Primary	Rank
KARAIKAL	0.689	0.825	0.703	0.892	0.778	175
MAHE	0.324	0.928	0.784	0.881	0.724	374
PONDICHERRY	0.731	0.921	0.723	0.931	0.826	44
YANAM	0.438	0.736	0.692	0.908	0.695	447

District	EDI Upper Primary level					
	Access	Infra	Teachers	Outcome	U.Primary	Rank
KARAIKAL	0.841	0.829	0.917	0.699	0.820	122
MAHE	0.858	0.951	0.958	0.618	0.844	60
PONDICHERRY	0.821	0.923	0.920	0.719	0.845	53
YANAM	0.877	0.814	0.902	0.678	0.815	138

District	EDI Composite		
	Value	Rank	Quartile*
KARAIKAL	0.799	138	2
MAHE	0.784	190	2
PONDICHERRY	0.836	31	1
YANAM	0.755	287	2

Though the UT is ranked 1 in the Composite EDI calculated by NUEPA based on DISE 2007-08, Yanam district is ranked at 287. The UT should form strategies to improve in the weaker components in the particular district.

District wise enrolment trends

District	Year	Primary		Upper Primary	
		Boys	Girls	Boys	Girls
Pondicherry	2007-08	40205	40371	24986	24569
	2008-09	43557	41006	27733	25407
Karaikal	2007-08	8761	8374	6117	5895
	2008-09	9125	8734	6026	5604
Mahe	2007-08	2683	2306	1119	801
	2008-09	2565	2249	978	842
Yanam	2007-08	2903	2800	1531	1535
	2008-09	2794	2654	1591	1630
Total	2007-08	54552	53851	33753	32800
	2008-09	58041	54643	36328	33483

Total Enrolment is showing an increasing trend over the past two years.

Completion & Transition Rate

Districts	Completion rate			Transition rate (Class V to VI)		
	Boys	Girls	Total	Boys	Girls	Total
Pondicherry	95.70	95.86	95.78	100	100	100
Karaikal	96.74	96.87	96.81	100	100	100
Mahe	98.56	97.85	98.21	100	100	100
Yanam	81.97	85.11	83.54	100	100	100
Puducherry	95.70	95.86	95.78	100	100	100

(Source: DISE 2008-09, HHS)

Gender Parity Index

District	Girls	Boys	Total	GPI
Pondicherry	66147	70978	137125	0.931937
Karaikal	14338	15151	29489	0.946340
Mahe	3092	3543	6635	0.872707
Yanam	4284	4385	8669	0.976967
Total	87861	94057	181918	0.934125

The gender parity index in the Mahe district is very less. The state should take necessary steps in order to improve the Gender Parity Index.

OoSC disaggregated by block, age, gender & social category

District	All (6-14)		SC		ST		Muslim		All (11-14)		SC		ST		Muslim	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pondicherry	99	21	21	19	0	0	21	16	0	0	0	0	0	0	0	0
Karaikal	17	7	7	2	0	0	3	1	8	14	2	1	0	0	1	4
Mahe	00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yanam	83	9	9	8	0	0	6	5	0	0	0	0	0	0	0	0

Schools with high Pupil Teacher Ratio (PTR)

Number of schools by PTR						State PTR
>40	>50	>60	>70	>80	>100	
10	7	3	1	0	0	Primary 22: 1 U.primary 35: 1

Source: DISE 2008-09

The PTR at the UT level is well below the desired level still, there are schools with PTR more than 40, 50 and even 60. It seems that the UT can sweep away the problem by rationalization of teachers.

Infrastructure indicators

Single teacher school	nil
Single classroom school	nil
Schools without Toilet	10
Schools without drinking water	1
Zero enrolment schools	nil
schools without blackboard	nil

- **Status of data entry in web-portal**

Annual Report 07-08 uploaded, I and II quarter sent for the approval of the SPD required.

Observation: As per the current (03-March-2009) status, there is only one district started the data entry into the 1st quarter and none of the districts have started the data entry in the 2nd quarter.

- **Capacity building**

1. Additional training required for entry in the web portal at District and SPO level.
2. Training by the EMIS staff by NEUPA at Pondicherry for district as well as SPO office in DISE.
3. Training on calculation of developmental Index at SPO level
4. Training on Project monitoring system
5. Training for preparing data on Data capture format
6. Training for Decision Support System at state level

- **MIS activities**

- The design of Data Capture Format, DISE , Translation and distribution
- DISE – Input of data related with DISE, processing, analysis and report generation
- Validation of data on sample basis
- Maintenance of accounts of SPO and data in tally and report generation
- Analysis of research data pertaining to impact studies
- Analysis of data related to achievement level

- **Calendar of activities**

Month	Activities
April – May	Preparation of DISE and DCF and distribution to schools
June – July	Training to the field staff
August – September	Data collection
October	Computerization and analysis
November	Validating data on sample basis
December	Distribution and discussion on school report card
January	House Hold Survey for latest enumeration and updation
February	Annual Work Plan
March	Monitoring

- **DISE data dissemination strategies**

After the completion of DISE data entry the report cards are prepared and sent to each school. It is proposed to publish the reports of DISE in the Web-portal of SSA.

- **Data Sharing**

National level: NCERT ,NUEPA, MHRD (TSG\ Edcil, Department of Social welfare etc.).

The data is also shared at other levels also e.g. State, District, Block, Cluster and Village level

- **Calculation of EDI at State (District – wise) and District (Block –wise) Level**

No EDI calculation has been done at State and District Level

Observation: The UT is requested to carry out the EDI at the Dist and block level.

Though, the training for calculating the EDI is provided in every quarterly workshop conducted by the MIS unit, the UT may request NUEPA/TSG for seeking any technical assistance in this regard. The UT has informed that they have already started the process for acquiring the SPSS software.

- **5% Sample checking**

The 5% Sample checking is monitored by Pondicherry University, one of the monitoring institutions engaged by MHRD

- **Distribution and discussion on School Report Cards**

It is circulated and discussed among the schools.

- **Hardware / Software /Internet connection requirements**

- Hardware / Software are available in all schools
- Internet connection is proposed to provide in all primary and Upper primary schools in collaboration with IT Departments It is proposed to develop a software to compile \ consolidate the data collected through net from schools.
- **Unified system of data (school data)**

For unified system of data [School / CRC / BRC] separate software may be developed

Observation: The State is admitting that there should be one unified system of data collection at least upto elementary level. State should be encouraged to do the same.

- **Sanctioned, existing and vacant position of staff**

Sanctioned		In position		Vacant	
Programmer	Data entry operator	Programmer	Data entry operator	Programmer	Data entry operator
4	8	nil	2	4	6

Observation: It seems very difficult to carry out the data entry and MIS job without the concerned staff availability. The UT should commit to fill up all the vacant posts in time-bound manner.

- **Data validation plan at District / Sub-district / Cluster level**
 - The data collected and compiled at BRCs ,CRCs and DPO verified by 20% sample
 - Data validation plan at CRC / BRC /DPO level 30%
- **Household survey (Latest enumeration and updation)**
Household survey was conducted during 2008 at Karaikal and Pondicherry. In Yanam and Mahe HHS was conducted in 2007 and updated for 2008.
- **Access and schooling facility (district – wise)**

District	No. of Habitations	UPS faculty	No. of Primary School (G+A)	No. of UPs School (G+A)	Primary & Upper Primary Ratio	Gaps in UPS
Pondicherry	254	254	239	146	1:6:1	NIL
Karaikal	125	125	101	48	2:1:1	NIL
Mahe	28	28	14	8	1:8:1	NIL
Yanam	30	30	23	11	2:1:1	NIL
Total	437	437	377	213	1:8:1	NIL

- **No. of schools / EGS/AIE centers proposed in Muslim concentrated areas (including progress of last year)**
No such schools are proposed
- **District – wise trend of dropout rate and targets for the next year (with strategies)**

Pondicherry	3.21
Karaikal	2.26
Mahe	0.21
Yanam	6.94
UT	3.15

STRATEGIES:

From the table it clearly shows that the dropout rate of Yanam is high compared with other districts. Therefore the following strategies are proposed.

- ❖ It is targeted to reduce the drop out rate from 6.94 to 3.00 in the year 2009-10 and further targeted to nullify the drop out rate in 2010 by introducing remedial teaching to the averaged children. Child tracking will also be implemented.
- ❖ Community incitation in respect of drop out is invited.
- ❖ ABL method of system is proposed to be implemented

4. Appraisal of Various Interventions:

(I) Access:

- *State policy on opening of new schools*

Primary School: 300 population and 1 Km radius.

Upper Primary School: 300 population and 3 Km radius.

- **Availability of Schooling facilities:**

Table: Information on Schools

Category	Govt.	Aided	Private	Total
Primary	330	27	222	579
Up. Primary	179	30	177	386

Table: Habitation and Access (Primary)

District	Total no. of Habitations	Habitations covered by		Habitations with primary school within 1 km	Unserviced Habitations without Primary Schools	Habitations Eligible for PS as per State norms	No. of children in such habitations	Habitations not Eligible for PS but eligible for EGSas per State norms	Proposal for recommendation of new PS
		Primary School (Govt. & Aided)	EGS						
PONDICHERRY	254		-	254	0	0	0	NIL	NIL
KARAIKAL	125		-	125	0	0	0	NIL	NIL
MAHE	28		-	28	0	0	0	NIL	NIL
YANAM	30		-	30	0	0	0	NIL	NIL
Total	437		0	437	0	0	0	0	0

Source: State component table no-4

- The UT has not proposed for opening of any new Primary school.

Table: Habitation and Access (Upper Primary)

District	Total no. of Habitations	No. of Habitations having UPS facility in 3 Kms Area	No. of Habitations for less UPS as per the distance & population norms	No of Primary school (govt & aided)	No. of upper primary school (govt. & govt aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in Upper primary School	Proposal for recommendation of UPS
PONDICHERRY	254	254	NIL	239	146	1.6:1	NIL	NIL	NIL
KARAIKAL	125	125	NIL	101	48	2.1:1	NIL	NIL	NIL
MAHE	28	28	NIL	14	8	1.8:1	NIL	NIL	NIL
YANAM	30	30	NIL	18	9	2.1:1	NIL	2	2
Total	437	437	0	372	211	1.8:1	0	2	2

Source: State component table no-4

From the above table, it is very clear that total 437 habitations existing in the UT are served with the facility of UPS and the ratio of primary to upper primary is 1.9:1. However, the upgradation of 2 PS to UPS is proposed by the UT.

Two PS in two habitations which are existing in the villages (Gueirimpet & Farampet) respectively of Yanam district, there is no provision of UPS facility with in 5 km. Therefore, the UT proposes to upgrade these two PS into UPS in the said areas.

To ensure 8 years of elementary level schooling, it is proposed by the UT to integrate the class 8 to the UPS.

A. Primary

Observation:

- Since beginning of SSA total 30 PS were sanctioned to the UT till 2007-08, but 20 PS were surrendered by the UT. Out of sanctioned amount of Rs. 80 lakhs for 10 new PS sanctioned in 2007-08, Rs. 64 lakhs for 8 PS have been transferred to PWD Pudducherry for construction. It was analyzed that construction work in all the 10 sites is still in progress and expected to be completed by September, 09.
- Moreover, in lack of building the schools are running in the community places and the children are regularly coming to attend the school. The UT is advised to finish the construction work on these sites as early as possible to avoid the problems faced by the teachers and students.

Table: Status of EGS

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

It is informed by the state representative that there is no policy of opening of EGS across the state.

B. Upper Primary

No Upper Primary School has been sanctioned to UT till date.

Proposal:

Upgradation of two PS to UPS in two villages of Yanam district for the year 2009-10.

Recommendation:

The proposal is put before PAB for consideration.

Interventions for Out of School Children

Performance during 2008-09

Table: Status of Out of School Children

Districts	2008-09	2009-10		
		Uncovered children from last year	New Identified OOSC as per survey	Total
Pondicherry	341	52	427	479
Karaikal	319	33	68	101
Mahe	14	00	0	0
Yanam	218	40	109	149
Total	892	125	604	729

Out of 729 OOSC, the UT is able to cover only 646 children for the year 2009-10 through different interventions.

Status of OOSC over the years:

2007-08	2008-09	2009-10
2673	1050	604

It is clear from the above table that the trend in declining in number of OOSC is maintained by the UT by putting best efforts to cover OOSC every year. To keep in view the above scenario, it may be expected by the UT that by the next year number of OOSC will be very few.

Table: Progress & Mainstreaming

District	Children enrolled in AI/bridge courses during 2008-09	Children mainstreamed till 2008-09	Children proposed to be enrolled in AI/bridge courses in 2009-10	Children proposed to be mainstreamed in 2009-10
Pondicherry	65	131	427	289
Karaikal	42	62	68	41
Mahe	0	00	00	00
Yanam	100	49	151	25
Total	207	242	646	355

It is found while appraising the plan that the performance of UT in mainstreaming the children is not good since starting of SSA.

Steps taken to ensure continuance of mainstreamed children in schools:

- UT proposes to implement the child tracking mechanism.
- Mobilizing the community to enroll the children
- Conducting Mother's meet in all the districts
- By Involvement of NGOs in the district of Pudducherry.

Table: Strategy proposed

District	Proposed Strategies			Total No. of OOSC
	RBC	Back to school camp (primary)	Back to school camp (UP)	
Pondicherry	100	50	277	427
Karaikal	0	13	55	68
Mahe	0	0	0	0
Yanam	109	42	0	151
Total	209	105	332	646

Out of total OOSC, 193 children are never enrolled and 411 children are drop out. It was observed that there is no children OOS at primary level which is appreciable.

Break up of Expenditure for proposed interventions during 2009-10

Proposed activities	Target No. of children	Unit cost	Total amount (Rs. in lakhs)
RBC	209	0.10	20.9
Back to school camp (Primary)	105	0.01535	1.61
Back to school camp (Upper Primary)	332	0.02960	9.82
Total	646		32.33

Observation and recommendation:

- As migration is the major issue regarding OOSC, UT needs to plan some specific strategies/interventions addressing the needs of migratory children in tie up with the adjoining states.
- The UT should concentrate on mainstreaming strategies for the OOSC as it was found that no specific strategies are being adopted by the UT.
- **The appraisal team recommends the proposed strategies to cover OOSC for the year 2009-10.**

(II) School Infrastructure (Civil works and Teachers)

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

Puducherry has shown nil spillover from the approved budget of 2008-09. Through Government notification UT civil works will be done through Public Works Department. The unit cost of the approved works will be deposited with PWD and balance cost worked out by PWD if any will be deposited by the UT Education Department for completing the work. As informed by SPD, all the Civil Works, not started so far, will be executed through PWD. Hence all fund for classroom and other components stand deposited with the PWD and the work is likely to start shortly. The UT will not be having any community participation because the works will be done through line engineering department. Appraisal Team suggests that state may form School Vigilance Committees who should work as watch dog during the execution of Civil Works. This will give the community, the feeling of ownership as is the mandate in SSA. The spillover physical components will be completed in 2009-10.

Table: 1 Cumulative Progress 2008-09 (as on 31st Dec. 08)

Sl. No	Activity	Targets	Completed	In progress	Financial (in lakh)	Expenditure (in lakh)
1.	BRC	6	0	6	472.2	35.6
2.	CRC	25	0	25		
3.	New Primary School	10	0	8		
4.	Building less Primary school	0	0	0		
5.	Dilapidated Building Primary	0	0	0		
6.	Upper Primary School	0	0	0		
7.	Building less Upper Primary school	0	0	0		
8.	Dilapidated Building Upper Primary	0	0	0		
9.	ACR Primary	346	166	72		
10.	ACR Upper primary					
11.	Toilet Primary	405	395	10		
12.	Toilet Upper Primary					
13.	Girls Toilets	67	39	12		
14.	Drinking Water facility Primary	394	392	2		
15.	Drinking Water Upper Primary					

Sl. No	Activity	Targets	Completed	In progress	Financial (in lakh)	Expenditure (in lakh)
16.	Rain Water Harvesting	0	0	0		
17.	Boundary Wall Primary	0	0	0		
18.	Boundary Wall Upper Primary	0	0	0		
19.	Ramps	0	0	0		
20.	Child Friendly designs	0	0	0		
21.	Electrification	0	0	0		
22.	Furniture	0	0	0		
Total		1253	992	135		

Source: Progress report ending 31st December 2008.

The UT is inconsistent in providing Quarterly Progress Report from time to time. The details given by UT for 3rd Quarterly Report is not in accordance with the targets and not matching with the earlier reports. Here neither the allocation nor expenditure appears to be in order. As per report, UT is showing only 7.5 % expenditure with large no of components completed.

Table: 2 Physical and financial progress (AWP&B) during 2008-09 (as on 31st Dec. 08)

Sl. No	Activity	Targets	Completed	In progress	Financial (in lakh)	Expenditure (in lakh)
1.	BRC	0	0	0	0.00	0.00
2.	CRC	0	0	0	0.00	0.00
3.	New Primary School	10	0	8	40.00	24.00
4.	Building less Primary school	0	0	0	0.00	0.00
5.	Dilapidated Building Primary	0	0	0	0.00	0.00
6.	New UPS	0	0	0	0.00	0.00
7.	Building less UPS	0	0	0	0.00	0.00
8.	Dilapidated Building Upper Primary	0	0	0	0.00	0.00
9.	ACR Primary	108	0	0	432.00	0
10.	ACR Upper primary					
11.	Toilet Primary	10	10	0	0.00	0.00
12.	Toilet Upper Primary	0	0	0	0.00	0.00
13.	Drinking Water facility Primary	0	0	0	0.00	0.00
14.	Drinking Water Upper Primary	0	0	0	0.00	0.00
15.	Rain Water Harvesting	0	0	0	0.00	0.00
16.	Boundary Wall Primary	0	0	0	0.00	0.00
17.	Boundary Wall Upper Primary	0	0	0	0.00	0.00
18.	Separation Wall	0	0	0	0.00	0.00
20.	Girls Toilets	9	0	12	5.20	2.40
21.	Electrification	0	0	0	0.00	0.00
Total		137	10	20	477.20	26.40

Source: Progress report ending 31st December 2008.

The progress relates to AWP&B, 2008-09. Here too the components taken and allocation is not in accordance with PAB approval of 2008-09. The expenditure upto December, 2008 is only 5%. State needs to improve the monitoring reporting system.

Table: 3 Tentative Cumulative Physical & Financial Progress as on 31st march 2009

S. No.	Activity	Targets	Completed	In progress	Financial (in lakh)	Expenditure (in lakh)
1.	BRC	6	0	6	36.00	36.00
2.	CRC	25	0	25	50.00	50.00
3.	Primary School	10	0	10	80.00	80.00
4.	Upper Primary	0	0	0	0.00	0.00
5.	Dilapidated Building (Pry)	0	0	0	0.00	0.00
6.	Dilapidated Building (UP)	0	0	0	0.00	0.00
7.	Additional Class Room	346	166	180	908.00	908.00
8.	Toilet/Urinals	44	44	0	8.80	8.80
9	Separate Girls Toilet	67	67	0	13.40	13.40
10	Drinking Water Facility	118	118	0	17.70	17.70
11	Boundary Wall	0	0	0	0.00	0.00
12	Electrification	0	0	0	0.00	0.00
13	Child Friendly Elements	0	0	0	0.00	0.00
14	Major Repairs (Primary)	0	0	0	0.00	0.00
15	Major Repairs (Upper Primary)	0	0	0	0.00	0.00
16	Furniture	300	300	0	1.50	1.50
Total		916	695	221	1115.40	1115.40

Source: State team report

As already mentioned under overall review, the state has deposited the funds for classrooms and schools with the PWD as deposit work. The PWD has initiated the process for inviting tenders and the UT team has informed that the work will start shortly. As the funds have been deposited with the PWD, there is no spillover with the UT for 2009-10. The physical completion rate is about 75%. The balance work will be taken up by PWD.

Table: 4 Tentative AWP&B 2008-09 Physical & Financial Progress as on 31st march 09

S No.	Activity	Target for 2008-09	Completed	In progress	Approved Outlay for 2008-09, including spill over (in lakh)	Expenditure till 31 st March 2009 (in lakh)
2	Upper Primary	0	0	0	0.00	0.00
3	Additional Class Room	108	0	108	432.00	432.00
4	Separate Girls Toilet	9	0	9	1.80	1.80
5	Drinking Water Facility	0	0	0	0.00	0.00
6	Boundary Wall	0	0	0	0.00	0.00
7	Electrification	0	0	0	0.00	0.00
	Furniture	300	300	0	1.50	1.50
8	Major Repairs (Primary)	0	0	0	0.00	0.00
9	Major Repairs (Upper Primary)	0	0	0	0.00	0.00
Total		417	300	117	435.30	435.30

Source: State Plan AWP&B 2008-09

The UT team has shown total expenditure against approved budget up to 2008-09 as the funds stand deposited with the PWD department. The UT has procured furniture for 300 children and funds for all other components have been deposited with the PWD department. There is no financial spillover. No component other than furniture has been completed.

Table: 5 Details of Physical and financial spill over for 2008-09 (as on 1/04/09)

S. No.	Activity	Physical		Total	Financial (in lakh)
		Work in Progress	Work not Started		
1.	BRC	6	0	6	0.00
2.	CRC	25	0	25	0.00
3.	Primary School	10	0	10	0.00
4.	Upper Primary	0	0	0	0.00
5.	Dilapidated Building (Pry)	0	0	0	0.00
6.	Dilapidated Building (UP)	0	0	0	0.00
7.	Additional Class Room	180	0	180	0.00
8.	Toilet/Urinals	0	0	0	0.00
9.	Separate Girls Toilet	0	0	0	0.00
10.	Drinking Water Facility	0	0	0	0.00
11.	Boundary Wall	0	0	0	0.00
12.	Electrification	0	0	0	0.00
13.	Child Friendly Elements	0	0	0	0.00
14.	Major Repairs (Primary)	0	0	0	0.00
15.	Major Repairs (Upper Primary)	0	0	0	0.00
16.	Furniture	0	0	0	0.00
Total		221	0	221	0.0

Source: State Report

The UT has shown 221 components in progress as spill over from 2008-09. SPD informed that funds approved by SSA of these components have since been deposited with PWD, and balance funds will be deposited by Education Department of UT to complete the components. The process has since been initiated by PWD to take up the work, which may start shortly.

Assessments of Gap & Proposals and appraisal team recommendations

The state has proposed following components for AWP&B 2009-10

ACR	=	71
UPS	=	2
Boundary wall for 84 schools	=	2600
Separate Girls' Toilet	=	3
Drinking Water Facility	=	1
Furniture	=	11200

The appraisal team recommends the following

ACR	=	64
UPS	=	2
Boundary Wall for 84 schools	=	2600

4.	Separate Girls' Toilet	=	3
5.	Drinking Water Facility	=	0
6.	Furniture	=	400

The district wise details are given in the costing sheets. The UT has almost saturated the gaps.

Analyzed DISE data of 2008-09 (30th September 2008) and the ACR analysis of DISE 2006-07 by TSG for comparison are as under:

Table: 6

SL. No	Districts	Gap in Classrooms as per DISE 2008-09/ actual Survey	Gap in Classrooms as per DISE 2006-07
1.	Karaikal	32	32
2.	Mahe	2	1
3.	Pondicherry	28	-86
4.	Yanam	23	23
Total		85	56

Table: 7 PS & UPS SANCTIONED YEARWISE

schools	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Total Sanctioned	Schools opened
PS							5	5	10	0
UPS										

Table: 8 PS & UPS BUILDINGS SANCTIONED YEARWISE

Schools Buildings	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Total Sanctioned
PS New							5	5	10
PS Re Cons									
UPS New									
UPS Re Cons									

As per Statement above, the State has already saturated school buildings against the school sanctioned so far.

Unit Cost: - The State has asked for unit cost as approved earlier and there is no revision during the current year.

B. Major Repairs

The UT has not asked for any major repairs during the financial year 2009-10.

C. Furniture:

Table: 9 Proposals for Furniture

Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
Pondicherry			

Karaikal			
Mahe	400		2.00
Yanam	1450		7.25
Total	1850		9.25

Management Structure in civil work

The UT has not engaged any technical personals for Civil Works. However they have engaged line engineering department (PWD) for executing Civil Works. This process has started only from 2009 onwards through notification issued by Lt. Governor of the Union Territory.

Third Party Evaluation:

The SPD intimated that UT government has already appointed agency for 3rd Party Evaluation of works being undertaken by PWD and the same agency will also evaluate the Civil Works of SSA.

School Mapping:

As intimated by SPD, the School Mapping has already been completed and the PWD will be taking work after due planning. Necessary boundary wall of the schools have been measured and length worked out

Environmental assessment:

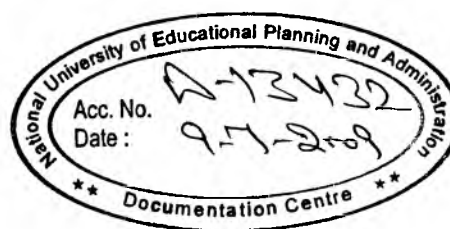
The UT team informed that Environmental Assessment will be taken up shortly.

Asset Register:

The Asset Register is under preparation and compilation. The same will be updated from time to time.

Issues:

The UT has to improve monitoring and reporting system as there is lot of inconsistency in submission of QPR and MPR. The state needs to improve the reporting system.



(III) Quality-related Interventions:

1. Information about Learning Achievement Surveys:

a. Nature and frequency of Learning Achievement Surveys in the State

An internal achievement survey was conducted in 2006-07 by the UT Department of School Education in 2 out of 4 Districts (Pondicherry and Karaikal), for all the students in those districts in Classes V and VIII, for all subjects (English, Tamil, Maths, Science, Social Science). The question paper was set by External Resource Persons, and the test was administered through regular teachers.

Strengths and Weaknesses of the Study:

- The study covered all class V and VIII students of both Puducherry and Karaikal regions and it is not a sample study.
- The investigators who administered the tests were from other schools and not from the same schools.
- The schools were not informed about the survey tests well in advance; hence, the responses collected from the students were spontaneous, reflecting the actual achievement of the students.
- All the testing tools were set by well experienced Teacher Educators who had served in DIET for about 5 years.
- The survey took about a month right from the day one to the release of the report.

In addition, a baseline **Reading Ability Test (RAT)** was conducted by the Department of Education, Government of Puducherry with the help of Azim Premji Foundation for its Computer Aided Learning Programme experiment in Puducherry. The test was conducted to identify the reading level of children in Classes 3, 4 and 5. A total of 941 children from 19 schools were covered under the study. Upon the completion of the baseline study, the UT expressed a desire to administer the same tools to the children in the schools not covered by the baseline.

In 2009-10, the State has planned to conduct a Baseline Test to assess achievement level of all students, during the initial stage of implementation of ABL. This test will cover all children in all government schools, for Classes I to VIII, for Language, English, Maths, and EVS. This test will be conducted in the month of April 2009. The questions papers will be developed at the UT level with the help of external Resource Persons, and will be translated into different languages for the 4 districts. Costs for this will be taken from REMS and Management funds. The test will be administered to students by the teachers of neighbouring schools rather than their own teacher in order to increase reliability of results. This Survey will also seek to analyse what are the learning difficulties in each subject, and what are the factors affecting students' learning difficulties in each subject. This will be followed up through regular such surveys on a yearly basis.

Observation:

The present data available in the UT give us an initial idea but does not give a comprehensive and comparable picture of learning levels of all students across the UT, in each District/Block/Cluster. The State must ensure that a Baseline Survey is conducted in early 2009-10 for all students in all subjects in the UT, and this is followed up regularly each year. This data should be carefully analysed at different levels including Cluster, Block, District and State 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.

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 learning difficulty 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 for teachers and students, use the ongoing support through BRC/CRCs for addressing these learning difficulties, and track children's improvement in these competencies in a systematic manner.

It is only once the UT is able to gear up in this mode to integrate all inputs and processes under SSA to strengthen these factors and address these learning difficulties in a focused manner, that it will be able to see stronger improvement in students' learning levels.

b. Findings from Learning Achievement Surveys

The findings from the Assessment Survey conducted by the UT in 2008-09 for Classes V and VIII are shown below:

Pass percentage of students

Subject	Zone - I		Zone - II		Zone - III		Zone - IV		Zone - V	
	V STANDARD									
	Pass	Pass%	Pass	Pass%	Pass	Pass%	Pass	Pass%	Pass	Pass%
ENGLISH	451	38.71	335	30.45	168	23.9	256	26.86	151	20.08
TAMIL	603	51.76	704	64	485	68.99	778	81.64	526	69.95
MATHS	531	45.58	596	54.18	422	60.03	528	55.4	421	55.98
SCIENCE	719	61.72	846	76.91	579	82.36	788	82.69	605	80.45
SOCIAL	548	47.04	689	62.64	489	69.56	648	68	506	67.29

Abstract of mean, standard deviation and mean difference (VIII Std)

Sl.No.	School Code	No. of Students	Mean	STD Deviation	Mean difference	Rank
1	PM	1841	52.73	16.16	0.046	2
2	PH	3176	51.81	15.23	-0.866	6
3	PHR	2755	52.17	16.86	-0.51	3
4	KM	733	55.25	16.1	2.568	1
5	KH	922	51.96	15.89	-0.72	5
6	KHR	440	52.16	14.93	-0.524	4
Total		9867	52.68	15.86	-0.00	

Class VIII Findings:

- The Mean Achievement in English is the lowest viz. 35.65 and in Science it is the highest viz. 61.79
- The Mean Achievement of Puducherry in English is 38.71 while that of Karaikal is 32.59.
- However, in all the other subjects, the Mean Achievement of Karaikal is higher than that of Puducherry.
- The class VIII students in Middle schools have fared better than those in High and Higher Secondary schools, except in English; even there, the difference is only marginal.
- Among the Middle schools in Puducherry, only 50% of the students have qualified in English with 35%.
- But in other subjects, the pass percentage is above 78% and in science it reaches up to 92.18%
- In Higher Secondary schools too, the pass percentage is restricted to 54.07 only because of English.

Highlights of the study findings:

- The performance of the students in English is miserably poor.
- The Mean Achievement of Karaikal students is higher than that of Puducherry students.
- The Urban area Mean Achievement of students is higher that of Rural area.
- The Mean Achievement of class five students in Primary Schools is much better than that of class five students in Middle/High/Higher Secondary schools.
- **The pass percentage of students (with minimum of 35%) varies from 3.5% to the maximum of 38.71% in Puducherry. Hence only 39 students out of 100 have achieved the minimum 35% in all the subjects.**
- About 30% to 50% of the students are in the lowest range – between 0 and 20, at least in any one of the subjects.
- Quite contrarily, with one or two exception, only 5% to 10% students are in the highest range of marks viz. 80 to 100.
- The Primary schools in Karaikal have performed better than the other students.

Suggestions for future study:

- The survey may be conducted during the first week of March for class VIII and during the

last week of March for class V.

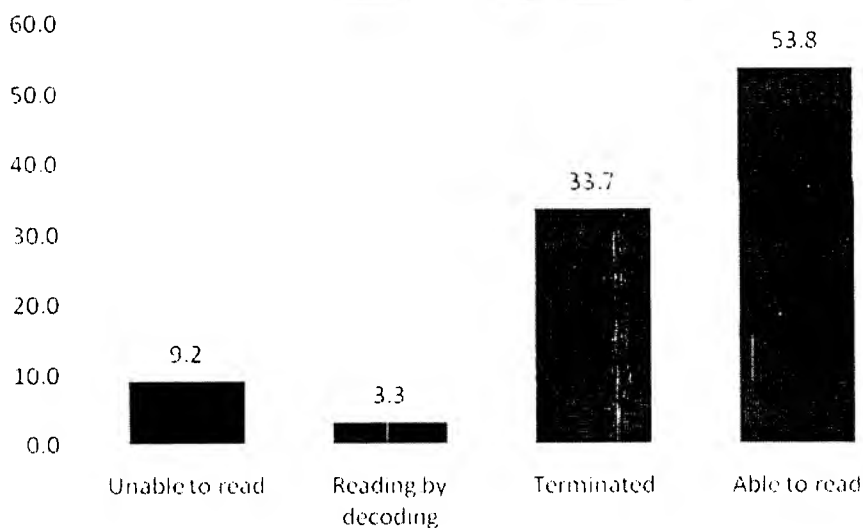
- Both the surveys need not be conducted together but separately.
- A team should set the Questionnaire after standardization of the evaluation tools; in such a case, Facility value of the questions will be an additional input.
- Mahe and Yanam should be included and different calendar will have to be prepared for the conduct of tests.

Findings of the Reading Ability Test (RAT) conducted in association with Azim Premji foundation are summarised below:

Reading Ability:

- Of the 941 children who were given the reading test, more than half were able to read
- There were nearly 10% of the children overall who were unable to read any part of their grade level passage
- A small percentage (3%) of them were able to read by decoding the passage, i.e. reading it letter by letter
- Nearly 34% of the children were stopped after it was realized that they required repeated assistance to read on

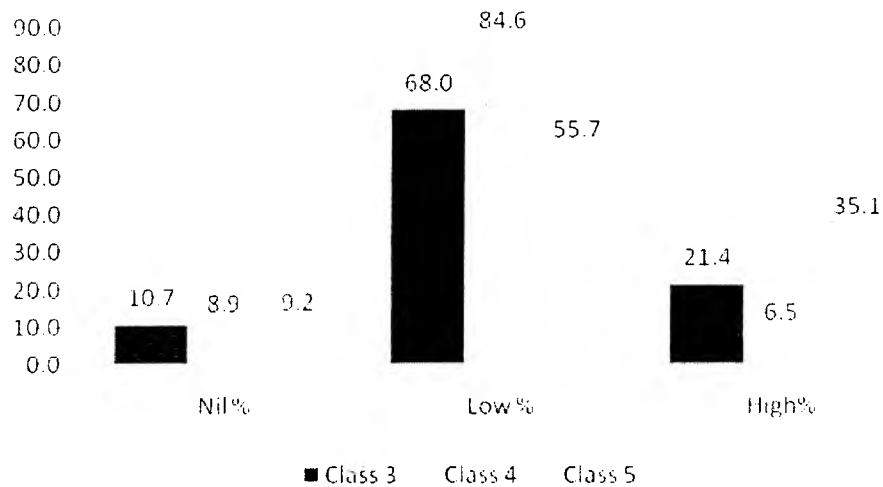
Figure 1: Reading ability of the assessed children



- The table below provides the class-wise figures for the reading ability

Reading ability (Number of children)					
Class	Unable to read	Reading by decoding	Terminated	Able to read	Grand Total
Class 3	43	2	151	111	307
Class 4	25	11	98	185	319
Class 5	19	18	68	210	315
Grand Total	87	31	317	506	941

Comprehension ability of the children who were asked questions



1. Nearly half the children are not able to read their grade appropriate text; the largest number of unable to read children are in class 3 and the least are in class 5
2. Among those who could demonstrate that they could read, a majority are unable to read at the desirable speed; most of the children took more than 7 minutes for a passage that should ideally be read within 5 minutes
3. However, those who read demonstrate the acceptable level of accuracy in reading. But, they are not within satisfactory limits with regard to self-monitoring while reading. So, there is a need for someone to assist them in correcting their errors to enable them to become more fluent
4. Since only, half the children assessed could demonstrate adequate reading ability, only they were asked questions to assess their comprehension.
5. It is of concern that even those who demonstrated reading ability, could answer only around 30% of the question correctly. These were simple questions based on the text given for reading and the fact that nearly 70% of these questions were on an average answered incorrectly by the children shows that the reading is done with very little 'understanding of what is being read'
6. Hence, of those who read, less than a quarter read with high comprehension
7. In conclusion, it can be said that there is a lot more to be desired:
 - a. In the first place, all children should be able to read their grade appropriate level texts – this means that only half the target has been achieved so far
 - b. After achieving this target it should be ensured that they read fluently within an acceptable time limit – at present a majority of even those who read are unable to read at a good speed

Most important aspect of reading is to understand what is being read and this is tested by the

questions asked on what is read; the data in this regard is not encouraging as overall only about 30% of the questions asked have been answered correctly. This indicates that the comprehension levels of those who read is not very high.

In addition to the above, learning achievement of students has been analyzed based on DISE and NCERT's learning achievement study findings.

- **Feedback from DISE**

Learning achievement as per DISE

DISE refer. Year	Class V		Class VIII	
	Passed	Passed with >60%	Passed	Passed with >60%
DISE 2003 - 04	92.48	43.23	82.12	32.14
DISE 2004 - 05	98.72	46.95	85.97	36.38
DISE 2005 - 06	96.83	48.92	90.86	35.32
DISE 2006 - 07	97.26	50.24	94.19	33.73
DISE 2007 - 08	95.02	47.32	93.03	27.66

The above table shows significant cause for concern regarding the level of learning achievement in the UT. The table shows that at the primary level, learning achievement has decreased in the last year, and that only 47.32% of students managed to score above 60% in Class V examinations. At the Upper Primary level, the picture is even more serious. The number of students able to score above 60% in Class VIII has shown a steady decrease of almost 9 percentage points from 2004-05 (36.38%) to 2007-08 examinations (27.66%). This is a matter of serious concern, and the State must take this up in a rigorous and focused manner to improve children's learning in the coming years.

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

The NCERT has conducted the Round I Assessment Survey, Round II Assessment survey and proposes to conduct Round III survey in 2010 to study the status of improvement at three levels during the course of implementation of SSA. The impact of various quality interventions of SSA as revealed through Round I and Round II are outlined below. For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.

NCERT Survey Results for Puducherry

	Language		Maths		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III	69.9	56.4	57.97	36.67	-	-	-	-
<i>National Average</i>	63.12	67.53	58.25	60.92	-	-	-	-
Class V	59.23		36.59		49.59		-	-
<i>National Average</i>	58.0		46.57		50.30		-	-
Class VIII	37.25	30.55	50.73	59.36	40.48	37.9	36.91	43.41
<i>National Average</i>	39.17	41.5	53.86	56.13	41.3	41.75	46.19	46.94

Source: NCERT's Round I and Round II Surveys

The NCERT surveys also show an alarming picture regarding students' learning levels in the UT. **Students' performance in Class III has shown a decrease from Round I to Round II in both Language (by 13 percentage points) and Maths (by 11 percentage points).** In Class V, learning achievement in Maths is significantly below the national average. In Class VIII, although achievement in Maths and Social Science has shown improvement and has risen above the national average for Maths, the achievement in Language and EVS has again shown decrease from Round I to Round II, by 7 percentage points in Language and almost 3 percentage points in EVS. This is a matter of serious concern, and calls for immediate focused attention from the UT for bringing learning enhancement through organised programs for quality improvement in each subject.

c. Learning difficulties identified in different subjects:

Primary Level:

Languages:

- Children's performance in Regional language continues to be the same in State level assessment. But in NCERT assessment there is a marked decline in performance of the students especially in language (Reading Skill). The recent sample study conducted in collaboration with Azim Premji confirmed the fact that only 35% students can read the text prescribed for their class.
- There is some Gap between the performance in the competency of Writing. Children are unable to write well as it is only 36%.
- Performance in Self Expression in Writing in classes III to V is also low when compared with Performance in Reading Fluently Competency.

Mathematics:

- Children's performance in Mathematics Subject as per State study (2007-08) shows that only 50% of the students are achieving full competency desired for their class. As per NCERT study, students' performance is very much below the National Average and needs immediate action. The performances of the student studying in Primary schools are better than the student studying in Primary sections of Middle/ High school.
- In Classes II Children performance in Subtraction Competency and Verbal Problems Competency is lower than the other Competencies. There is a need to concentrate on these two Competencies viz Oral Maths, verbal Problems in Class II.
- Multiplication and division is 37% and 27% respectively in classes III to V. Performance in Verbal Problems Competency is low in III to V Classes. Children are unable to understand the Verbal Problems.

Environmental Studies:

- Though the performance of students are above 60% in state level achievement survey, in NCERT study there is a decline between the BAS and MAS and also below the National level. All study culminates in saying that immediate attention need to be paid towards the quality of education at Primary level.

Upper Primary level:

- The performance of the student shows decline between BAS and MAS.

d. Major Factors affecting Learning Achievement:

UT representatives have identified the following factors as having contributed to students' low learning achievement and learning difficulties:

- a. classroom atmosphere
- b. curriculum and text book
- c. Teacher & teacher preparation
- d. students attitude towards learning
- e. students participation in classroom learning process.

Learning related issues:

- No considerable research is carried out to improve the learning enhancement
- Mechanical way of schooling is prevailing – children and teachers are coming (may be regular or irregular), providing incentives, conducting exams, promoting all the students, then one academic year will be completed - that's all. **There is no proper mechanism** –
 - To identify whether the teaching reached the students
 - To rectify absenteeism or to improve teaching-learning time
 - To provide on site support to teachers
 - To study / research on the factors affecting the low performance of the students
 - To study whether the curriculum or syllabus suits to this region
 - To know whether any modifications required in method of teaching
- The BRC alone is not sufficient to impart trainings to teachers on the pin pointed specific areas.
- No TLM other than Text books are used in the classroom
- Only a few students are able to read and write.

Home related issues:

- Since most of the children enrolled in the schools are from economically and socially disadvantaged households and those of rural areas, parents are generally not able to provide a suitable learning environment and nutrition and health care to the child. Sometimes, in most of the cases, children do not get the necessary experience and encouragement at home to be able to fulfill their development needs.
- The data has indicated that most of the low achievers especially in language related deficiencies are either from first generation learners or economically disadvantaged backgrounds.

School related issues:

- It is identified that most of the schools do not have stimulating classroom environments. The teacher and Head teacher are expected to set detailed learning objectives, plans for effective use of time, ensure classroom discipline and arrange the availability of teacher – learning material.
- It is identified that TLM is not properly prepared and utilized.

Teacher –children related issues:

- It is identified that teaching learning time/opportunity time is not properly utilized.
- Teaching learning methodology is still traditional ‘chalk, talk and text’ method.
- Learning is not in a joyful manner – it is primary teacher-centred. Children are not involved in learning activity. Non use of TLM regularly.
- Lack of teacher preparation: It is identified that some teachers are not preparing teaching notes. Some teachers are not even maintaining the teacher dairies.
- Even though teachers are providing teaching learning material, children participation is very limited.
- Students active participation is not improved though teachers are following the classroom practices like activity based learning, self learning, self reading group discussions etc.
- It is proposed to improve B grade children in 2008-09, but the strategies were not framed according to the situations.
- Irregularity of students
- Insufficient capacity building of teachers.

The above learning issues have been addressed through each intervention. For example,

Strengths:

- Most of the Teachers are preparing Teaching Notes.
- Teachers are preparing TLM utilizing the Grants provided by SSA.
- Most of the Teachers are using Text Book based teaching learning activities.
- Most of the Teachers are following Remedial measures.
- Periodical visits are made by the BRCs, CRC and SLC.

Challenges:

- Strengthening of Monitoring System
- Improving Teachers Preparation
- Imparting trainings on specific areas - DIET support is essential.
- Students’ absenteeism.
- Education for various Focused Groups
- Majority People sending their children to English Medium Schools
- Convergence with Other Departments / stake-holders
- Strengthening of Resource Groups
- Implementation of special strategies for slow achievers.
- Improving the capacity building of the BRC/CRC staff

Observation: It is good to note that the UT is taking a serious effort to critically analyse what have been the various teacher-related, student-related, school-related, pedagogy-related factors that have contributed to the low student performance in the UT. The UT should have a clear and focused plan of action to address each of the above issues in an integrated way through various inputs and processes under SSA in the coming 3 years.

This practice can be further strengthened if greater critical analysis is undertaken of learning achievement results, in order to provide accurate feedback to teachers about what specific factors led to children's particular learning difficulties in different subjects (whether it was due to limitations in the teaching learning process, in TLMs, in the assessment method, etc for those specific concepts). 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.

e. Vision of the State regarding quality education and effective classroom processes in different subjects

The vision for subject specific classroom processes need to be redesigned based on the emerging issues and challenges as discussed above. The nature of classroom processes will require change accordingly. The Plans have indicated their vision of quality education and for classroom processes in the following way.

Overall vision of the UT regarding quality education:

- All round development of the students is the ultimate goal of schooling
- Attaining desirable level of achievement in curricular as well as co-curricular areas
- Ensuring all children acquiring mastery in all competencies in all subjects.
- Core life skills such as decision making, Problem solving, independent thinking, divergent thinking
- Skills, attitudes and values for improving quality of life for self and of the community
- Providing all children equal opportunities in quality education.
- Organizing classroom process in consonance with above aspiration.
- Adapting the constructivism approach in class room transaction

Overall goals regarding Quality Improvement in the UT in the next 3 years:

- Ensuring Basic reading and communicating, arithmetic skill development among all children
- Ensuring development of scientific temper and social and moral values among all children
- Development of measurable indicators for gauging the quality (including indicators of learning, teachers' performance, trainers' performance) and sharing the result among all stakeholders
- Strengthening and sharpening of existing monitoring mechanism

Vision of effective classrooms (What we want to see):

- Teaching learning process should be in a joyful manner. Learners and teachers should get opportunities for interaction. The PTR should always be less than 40:1
- Every child should come to class voluntarily with smiling face and should leave with satisfaction.
- Teacher should always be available to the children

- Teaching - learning time should be utilized properly. Should be not less than 180 days.
- Should be with well equipped learning environment
- There should be systematic, continuous and comprehensive evaluation of learners. This should be in such a way as to
 - Develop basic reading and communicating skills.
 - Develop basic writing and computation skills
 - perform all the four arithmetical problems
 - all-round development – physical, mental, social, emotional and spiritual aspects of a child’s personality
 - live in harmony with all that exists around us
 - aim at perfection of the individuals
 - Promote capability to continuous learning and adapt to change.
 - Prepare the students to face the challenges of life.

Pedagogy Principles and Strategies to be implemented for achieving Quality goals:

To achieve competency-based LEP outcomes the following strategies and pedagogy principles may be implemented:

- Supply of ABL and SLM Cards
- Providing Children Magazine
- Develop and Supply of Children Literature
- Giving class wise responsibilities especially for classes I & II and regular Teachers to take the responsibility.
- Monitoring of children’s attendance regularly
- For classes I & II Text book approach should be adopted.
- Increase the learning time of the pupils.
- Promoting constructivism among pupils
- Developing Pupil – Teacher, Pupil – Pupil and Pupil Material interaction.
- Allowing free expression of ideas of pupils
- Use of interactive material and other additional learning material.
- Promoting students’ participation in various innovative activities.
- Display of children material.

The change in pedagogy existing in Activity Based Learning will ensure higher competency level among the student by establishing

- Augment of print-rich books and supplementary books
- More of learning activities in class room, rather than mere transmission of information
- Incorporating technology-assisted learning
- Democratic class rooms having room and scope for children to read, experience, reflect, understand, comprehend and interact

Conducive learning environment is provided in the UT by implementing various strategies like

- Establishing good physical environment including infrastructure and teaching equipment in all schools

- Ensuring conducive social environment and relations in schools
- Strengthening Preschool facilities, empowerment of teachers, availability of learning material
- Ensuring that the existing support system like Incentives, scholarship and Mid day meals continue

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

- The learning indicators were developed in association with Azim Premji foundation for reading ability, competency ability and Class observation and conducted in sample schools. The study report for reading ability is available.
- The verifiable Learning Indicators developed by NCERT for Std III will be adopted in the state in 2009-10.
- After translation in regional languages, the specific training on verifiable learning indicators and appropriate ways for assessing these will be given to teachers.

Observation:

The Appraisal Team appreciates the State's efforts to develop a clearer vision of effective classroom processes that can enrich children's learning experience in a holistic way. In addition to the above, in order to bring improvement in children's learning in different subjects, Pedagogy Teams at different levels also need to clarify their vision of the desired shifts that need to be brought in for classroom processes in each specific subject. The State should refer to NCF 2005 and NCF Position Papers in order to clarify their understanding of effective pedagogic processes for different subjects specifically. The State should also refer to the Appropriate and Verifiable Learning Indicators developed by NCERT for Class III, V and VIII in order to develop clear and outcome-based goals for various skills to be learnt by students in each subject at each class level. The following points may also be considered while planning for subject specific classroom processes.

- **Language** classes should have more print rich environment with availability of wide range of age appropriate graded reading materials both for teachers and children. Language pedagogy should promote more of reading, writing and should be highly interactive in nature to enable children sharpen their language learning skills, through maximum opportunity for interaction of students with texts, peers, and teacher in classrooms.
- **Mathematics** classes should promote more of mathematization in thinking process of both teachers and children. Activities should be related to estimation, measurement, calculation, derivation, justification, mental mathematics, etc. Such activities related to algebra, geometry, mensuration, trigonometry, etc. can sharpen the mathematical abilities of children.
- **Science** classes need to promote more of hands-on exploratory activities related to local nature and locally available materials. Both teacher and students should engage in more of

out of class explorations to study the world of plants, animals, physical elements and chemical elements.

- In **Social Science** there should be lot of scientific explorations and critical discussions regarding own local surroundings and community practices (land, people, culture, market, past and society management, etc.) to make the learning of history, geography, political science and economics more exciting and promoting critical thinking about children's own social context.

a. Designing of all inputs and related processes:

a. Role of community:

Community contribution to quality education in 2008-09:

- Community is involved in planning to supervise the schools.
- Community and VEC members are invited to progress review meetings with teachers.
- Involvement of members from the community (eg. doctors) as a component of support system for children (eg. for conducting health camps, promoting personal hygiene skills)
- Tracking of out-of school children
- As a result of Community monitoring, teacher absenteeism has been curbed
- Mothers involvement has been increased through conducting Mothers' Meet
- Whenever necessary they will report the performance of the school to the District Project Office.
- Motivation camps are conducted for SC children, by inspiring them with success stories of members of their own community

Plans for strengthening community involvement in children's learning in 2009-10:

- Transparency of achievement of the students will be ensured to the community, by organizing meetings to review progress of students in different subjects
- Involving greater number of mothers in appraisal of children's learning levels
- Counselling for children to be given by involving expert NGOs
- Motivation camps for SC children will be expanded

Observations:

The State has shown some good efforts for getting community members involved in supporting children's development and helping track their learning progress. This can be further strengthened by the State in 2009-10 by planning more ways in which community members can be involved in classroom processes, for example by facilitating visits by community members to schools to observe student activities and classroom processes, and better utilizing the community's learning resources within the teaching learning processes in different subjects, in order to enrich the learning experience of children. This will be especially necessary in 2009-10, as the State plans to introduce new teaching approaches such as ABL and ALM across the UT. This will require active support and involvement from community members for adopting such new methodologies.

b. Role of Teacher:

Inputs and processes related to teacher (teacher recruitment and rationalization)

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	2145	20	2165	2021	16	2037	124	4	128
UPS	1711	12	1723	1560	12	1572	151	Nil	151

Source: AWP & B 2009-10, Puducherry

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

Vacant posts arising due to promotion to higher post and retirement are filled through new recruitment and promotion based on seniority.

The State has clarified that the vacancies shown above (128 in primary and 151 in upper primary level) are not functional vacancies. The actual UT PTR at elementary level is 27:1, thus the additional teachers are not required, with the exception of Yannam district, where the PTR is 43:1 with respect sanctioned posts, and there are 15 vacancies.

For Yannam district, the UT has already appointed 12 para teachers, and this has brought the PTR down to 31:1. In 2009-10, these para teachers will continue working, until the government creates and fills additional posts required.

UT policy and steps taken towards teacher rationalization

- Additional posts will be created and new teachers appointed in Yannam district.
- Redeployment of teachers based on need within the district. This will be done in Pondicherry and Karaikal districts.

Performance in reference to appointment of teachers:

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	20		20		.011		State, District
Up. Primary		12		12		.011	State, District

Source: AWP & B 2009-10, Puducherry

Out of the 20 teachers sanctioned for new primary schools, 6 were recruited, and 14 were deputed by the UT government. Thus all 20 are now in position.

Number of single teacher schools:

It is good to note that there are no single teacher schools in the UT. All primary schools are provided with a minimum of two teachers irrespective of student strength.

Information on PTR

Number of schools in respect of PTR						State PTR
>40	>50	>60	>70	>80	>100	
10	7	3	1	0	0	Primary 22: 1 U.primary 35: 1

Source: AWP & B 2009-10, Puducherry

Districts with higher PTR and strategies to address this:

In Yanam the PTR ratio is 43:1 at Upper Primary level, and so 12 para teachers have been engaged. UT has proposed to continue these para teachers in 2009-10, until new posts are created and recruited. Action is being taken to create additional posts and recruit the teachers in Yannam. These teachers cannot be rationalized from other districts due to different medium of instruction in the other 3 districts.

Requirement of teachers based on the enrollment of the current year (separately for PS and UPS):

	Total requirement of Additional teachers (as per PTR of 40:1)	Number proposed in 2009-10	Gap
Primary	-	-	-
Upper Primary	6 (For 2 New UP schools)	6	0

Source: AWP & B 2009-10, Puducherry

c. School readiness:**Inputs and processes related to school level preparation in 2009-10:**

1. Schools will be opened two days in advance for teachers to update all activities in school so as to receive the children on first day in full form.
2. Melas, News items will be floated to mark the beginning of the calendar year
3. School infrastructure and other facilities will be get prepared just 2 days before the re-opening.
4. Prepare the academic activities like time table, attendance registers etc.
5. Institutional / school level plan will be prepared and submitted to the district level officers
6. School premises will be kept clean
7. Ensure that all the schools are provided with teachers at < 1 : 40. Ensuring the number of class rooms.

8. Ensure that all the text books and other teaching learning materials will be provided within 5 days after the reopening day.
9. Ensure that the mid-day meals will be provided in the 1st day itself.
10. VEC/SLC meeting will be conducted in the 1st week of June
11. A committee will be constituted for conduct of assessment test comprising of VEC/SLC members, head teachers, teachers, educationalists, private agencies etc.
12. Assessment and achievement procedure, time frame, indicators will be framed in consultation of the above committee
13. Assessment test will be conducted in the 2nd week of June, 09 to know the learning level of each and every student
14. Diagnostic test will be conducted by the teacher to know the learning difficulties in specific areas of the students – for all subjects
15. Trainings will be imparted to the teachers in the areas like – assessment, evaluation, new methodology to be implemented etc in the 1st quarter itself, in order to get the expected outcome in the year 2009-10
16. Remedial teaching will be carried out to the slow learners / achievers
17. Achievement level of each and every student will be assessed in the 2nd quarter
18. Final achievement level will be assessed in the last quarter.

In addition to the above activities, the Plan has outlined an organised approach at school level for identifying students with learning difficulties and administering additional support as necessary. The roles of different players in this process has been clearly identified, as follows:

TEACHER'S ROLE:

The teacher is the prime factor who:

- first identifies the students with low achievement
- diagnoses the factors behind his low achievement
- The teacher with all concern, sorts out a remedial plan meeting the needs of the slow achiever. While planning for remedial teaching he should take into account PQRST principle. Provide ample opportunity for hands on experience;
- Conduct slip test
- Low Achievers not attempting slip test must be made to write the same through a peer leader
- Immediate positive feedback can be given by the teacher
- Prepare notes on essential points to be supplied to slow achievers focusing his concentration on those points.
- Before seeking cooperation from the Parent for the academic progress of their ward. counselling will be done by teachers which ensures a favourable atmosphere at home in terms of both mental and physical health.
- Student counselling arranged for effective answering of Achievement test thus boosting their self confidence and quelling their fear of exams.
- Identify the students strength (positive factors) and thereby encourage them to overcome their weakness
- Encourage providing Yoga and mediation.

STUDENTS' ROLE:

- Develop the capacity of concentrating in their studies

- Interacting with the subject teachers frequently and get their doubts cleared
- Work in group
- Self evaluation is a must
- Seek the help of peers, parents and teachers without any hesitation
- Strictly adhere to the time plan frame
- Complete the given assignments within the time allotted
- Practice on his own / with peers for reinforcement

PARENTS' ROLE:

- Encourage their wards by often praising their strength and make them feel that they can overcome any obstacles in life.
- Provide a peaceful friendly atmosphere at home which has a significant bearing on his personality development and outlook on life.
- Often consult with the teachers head of institution regarding the progress of the ward
- As a part of community can arrange for guidance and counseling to the student through psychiatrists educationalist and other experts

HEADMASTER'S ROLE:

- Conduct frequent meetings with teachers encourage them in their efforts taken for the progress of the students and give unconditional support.
- Give suggestions whenever there is a problem in Handling the student
- Arrange for counselling of students community leaders to boost the self confidence personality development of the students with their success stories.
- Be task master and not a ring master
- Often discuss the improvement/ progress achieved and praise them both (teachers and students)

Observation: The Appraisal Team appreciates the UT's well-organised efforts for getting the schools ready for ensuring students' ongoing quality learning and for systematically addressing the learning difficulties of students, clearly identifying the roles of different players in this process. This can be further strengthened by having a stronger mechanism at the school level for identifying learning difficulties of each child in each subject, class and area more carefully based on analysis of students' performance in tests. Such issues need to be addressed in an organized manner by having some type of school-level planning, where different stakeholders at school level regularly discuss together to take stock of the school's resources and limitations, to identify needs of the school, and set goals for improvement of the school and children's better learning. In this way each school can be taken as a unit for change, with a focused agenda for bringing in necessary changes in classroom processes, pedagogic approach, use of TLMs, etc to lead to children's improved learning. The role and contribution of all players can be utilised in this process, including support systems such as BRC/CRCs.

d. Curriculum and textbooks:

For Pondicherry and Karaikal districts, SCERT, Tamil Nadu is the Agency at State Level to develop Primary and Upper Primary curriculum. Similarly in Yanam, the Andhra board and in Mahe, the Kerala board are taking care of text books preparation and curriculum development.

Information about Curriculum/ Syllabus

District	Stage	Curriculum developed by	Year of renewal	Available with Trainers	Available with Schools/ Trs.	Based on	Plans for further renewal
Pondicherry & Karaikal (Tamil board)	Primary	DTERT, Tamil Nadu	1998, 2001	Yes	Yes	NCERT Curriculum	2008
	Upper Primary	Secondary Education, Tamil Nadu	2003 (VI & VIII), 2004 (VII, IX & XI) 2005 (X & XII)	Yes	Yes	NCERT Curriculum	Revision of textbooks – no need at present
Yanam (Andhra board)	Primary	Andhra SCERT	2007-08	Yes	Yes		2009-10
	Upper Primary	Andhra SCERT	2007-08	Yes	Yes		2010-11
Mahe (Kerala board)	Primary	Kerala Board	2007-08	Yes	Yes	NCF 2005	-
	Upper Primary	Kerala Board	2007-08	Yes	Yes	NCF 2005	-

Source: AWP & B 2009-10, Puducherry

Textbooks are published in Tamil, Telugu, Malayalam, and English. The following tables throws further light on the status of textbooks being used in different districts.

Information about Textbooks (For Pondicherry and Karaikal districts – TN Board)

Class	Textbooks developed by	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	DTERT(TN)	1998	2000	4		
Class II	DTERT(TN)	1999	2001	4		
Class III	DTERT(TN)	1999	2001	5		
Class IV	DTERT(TN)	1999	1999	5		
Class V	DTERT(TN)	1999	1999	5		
Class VI	School Education	2003	2003	5		
Class VII	School Education	2004	2004	5		
Class VIII	School Education	2003	2003	5		

Source: AWP & B 2009-10, Puducherry

* includes workbooks.

Information about Textbooks (For Yanam district – Andhra Board)

Class	Textbooks developed by	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	SCERT (AP)	2007-08	2009-10	4		
Class II	SCERT (AP)	2008-09	2010-11	4		
Class III	SCERT (AP)	2007-08	2009-10	4		

Class IV	SCERT (AP)	2008-09	2010-11	4		
Class V	SCERT (AP)	2007-08	2009-10	4		
Class VI	SCERT (AP)	2008-09	2010-11	6		
Class VII	SCERT (AP)	2007-08	2009-10	6		
Class VIII	SCERT (AP)	2008-09	2010-11	6		

Source: AWP & B 2009-10, Puducherry

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	June	1 st June 2008	1 st June 2009
UPS	June		

Source: AWP & B 2009-10, Puducherry

All children in the UT from Std. I to XII are provided with free Textbooks by the UT Government. Thus no proposal is made under SSA.

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					
Primary level	2956	2956	100%	2343	11.72
Upper Primary level	1908	1908	100%	1771	8.86
b. School grant					
Primary level	367	366	99.7%	377	18.85
Upper Primary level	211	205	97.0%	213	14.91
c. TLE grant					
New Primary schools @ 10,000/-per school	5	5	100%	0	0
New Upper Primary schools @ 50,000/-per school				2	1.0

Source: AWP & B 2009-10, Puducherry

Effective utilization of school grant and TLE grant:

Guidelines have been issued for the utilization of school grants and TLE grants at school level. The grants have been used for procuring items such as computer accessories, lab equipment, audio-visual equipment, etc.

Progress of effective use of TLM grants in 2008-09:

In Puducherry and Karaikal districts, the TLM grant was utilized for the procurement of ABL card and ABL accessories in Primary schools. In Upper Primary the fund is being used to supply source book for ALM. In Yannam and Mahe, the funds have been distributed to the teachers. Workshops were organized at District level for preparation of TLMs. Exhibitions are organized at the Block level for dissemination of the TLMs prepared by teachers. Emphasis is placed on developing TLM from low-cost raw materials, rather than procurement of ready-made TLMs.

The use of TLMs are monitored by Head Teachers on daily basis, and DEOs and BRP/CRPs verify this when they visit schools for monitoring. Availability of TLM materials are also monitored by VECs.

Use of Teaching Learning Materials other than textbooks:

The number of schools using materials other than textbooks, and nature of materials being used, is reflected in the table below:

Use of materials other than textbooks

Stage	Total schools in the 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	367	204	56%	Activity Based Learning Cards
		204	56%	Self Learning Materials like Maths Kit
		31	16.6%	Workbooks
		50	13%	English Language Kit
		61		IBM software
	367	100%	Maths kits	
	Total (Pry)	367	100%	
Upper Primary	211	175	83%	Activity Learning Materials through active learning methodology
		211	100%	Computer Aided Learning & Teaching
		106	50%	Workbooks
		211	100%	Maths & Science Kit
	211	100%	Educational CD's	
	Total (UP)	211	100%	
Grand Total	578	578	100%	-

Source: AWP & B 2009-10, Puducherry

Plans for effective use of TLMs in 2009-10:

UT seeks ratification of procurement of ABL cards which was done from TLM grant in 2008-09, and for the same in 2009-10. In 2009-10, TLM grant will be utilized for preparation, printing and supply of ABL materials in all English medium schools, and 'Simply English' in all schools (irrespective of medium). A proposal is under consideration for implementing ABL and ALM in all Malayalam and Telugu medium schools as well in 2009-10.

Observation:

The UT has been utilizing the grants effectively for ABL and ALM materials in selected schools, which can strengthen classroom processes in an organized manner. In 2009 - 10 the State aims to utilize the grants for introducing ABL and ALM materials in schools across the UT. This is an

efficient way of utilizing the available resources for learning enhancement through encouraging active learning by students.

Recommendation: The Appraisal Team recommends the UT's proposal for supply of grants, and also for the use of TLM grants to be used for supply of ABL and ALM materials.

f. **Active pedagogy:**

Shifts in teacher instructional time, student learning opportunity time, and active student participation:

In **Primary** Activity Based Learning is one of the significant quality interventions implemented in all Tamil Medium Schools (204) having primary sections. There is drastic change in mode of instruction delivery which results in less of teacher instruction time and more of student involvement in learning activities. As students are involved in learning activities most of the time, there is tremendous increase in learning opportunity time

In **Upper Primary** the Active learning methodology enhances the students' participation while they are involved in mind mapping. The students are given more opportunity to read the lesson and give thought to its minor details which results in active student learning.

- Use of other materials in classrooms: ABL cards, workbooks, supplementary readers
- No. of instructional days in a year: 195-200 days
- No. of days teachers were assigned non-teaching activities (days in a year): 4-5 days due to election duty

The UT government has issued a Government Order in December 2008, that teachers should not be engaged in non-teaching activities such as enumeration, ration card verification, election duty (except for election booth duties). This has drastically reduced the number of days teachers spend in non-teaching tasks.

At present the UT has no systematic and reliable way to track things like teacher instructional time and student learning opportunity time in an accurate way.

In 2009-10, the UT plans to undertake a Study of Teachers and Students' Time on Task. The study will be undertaken starting in the month of March 2009. This will give a clearer picture of the nature of activities conducted during classroom processes.

In addition, the UT has indicated that in 2009-10, standardized formats will be developed for observing and recording teacher instructional time, student opportunity time, and active student participation, by listing out the nature of activities that can be observed to measure each category. A workshop will be conducted in the month of June 2009 to develop these formats, involving DIET, SCERT, and experienced teachers. These formats will be utilized by BRC/CRCs during their school visits and classroom observations, in order to track increases in active student participation in a systematic manner, especially after the introduction of ABL and ALM methodologies.

Observation: It is good to note that the UT is serious about bringing in changes in classroom processes and more active student participation through introducing approaches like ABL and ALM. At the same time, it is important that the UT develops proper mechanisms for regularly tracking such changes over time, in order to be able to show evidence of increased student participation and active learning. It is good that the UT has planned to begin tracking these through BRC/CRC classroom observations, and these findings should be reported to MHRD on a quarterly basis. In addition, the UT must ensure to undertake a Study on Time on Task, and must report findings of this study to MHRD in 2009-10.

g. **Learning Enhancement Programme (Pry.)**

The following has been the progress indicated by the State in its LEP activities committed for 2008-09.

Progress in Learning Enhancement Programme (LEP) in 2008-09

Activities approved under LEP	Coverage (no. of a. districts / b. schools / c. children being covered)	Progress against Activities in 2008-09	Outcomes
Primary Level			
Introducing ABL methodology	2 districts (Pondicherry & Karaikal) / 204 schools are covered / 40000 students - Beneficiaries	The Programme was implemented in Dec 08. ABL cards were supplied. Other infrastructure facilities like low-level blackboard were developed. All teachers were trained in ABL methodology.	Since the program has just been implemented, the outcomes will be known only after 6 months.
Implementing SLM	2 districts (Pondicherry & Karaikal) / 204 schools are covered / 40000 students	1. Maths kits were supplied. 2. Teachers were trained. 3. SLM instructional materials have been provided in the form of books.	Since achievement survey is planned in April 2009, the outcome will be known only after the test
Teachers training	4 districts / all schools / 344 teachers for 3 rd Quarter	1. New methodology of ABL was introduced. 2. CAL methodology was also introduced.	Outcome reflected in their classroom processes.
Continuous Assessment & Evaluation	204 schools / all children's	1. Students were evaluated competency-wise. Test is conducted at regularly intervals. The test includes both cognitive and affective.	Learning of each by each students is ensured
Upper Primary Level			
Introduction of ALM	2 districts (Pondicherry & Karaikal) / 125 schools are covered / 15562 students	Master trainers were trained All subject teachers were trained ALM, ALM source book were supplied	All student are involved in learning activity Mind mapping is doen by each individual sudents
Developing Educational CD's for hard spots	4 districts (Pondicherry, Karaikal, Mahe & Yanam) / 211 schools are covered / 50000 students	Hard spot were identified CD were made by involving the best teachers and professional. Comp. lab coordinators and teachers were trained in using it.	Students are getting extra visual support material for clear understanding of hot spot

3.	Workbook	2 districts (Pondicherry & Karaikal)	Supplied the work book	Students are getting the hand on experience
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Source: AWP & B 2009-10, Puducherry

Proposal for LEP in 2009-10:

Based on an analysing learning achievement results and identifying areas of low performance, the UT has articulated the following overall goals and strategies for learning enhancement in each subject area in 2009-10:

Overall Goals for Subject-wise Learning Enhancement in 2009-10

S. No	Issues (Subject-wise)	Goal for 2009 – 10	Expected Outcomes	Major Activities	Time Frame
1	Languages- (Classes I&II) Low performance in Reading and Writing competencies	80%	75%	<ul style="list-style-type: none"> ❖ Concentration on Reading and Writing activities ❖ Language improvement programme for providing ABL Cards 	June to August
2	Mathematics (Classes I&II) Low performance in subtraction	75%	70%	<ul style="list-style-type: none"> ❖ Concentration of subtraction of both verbal and non-verbal activities ❖ Providing of ABL Cards 	June to August
3	EVS (Classes I&II) Low performance in drawing pictures and understanding environment	85%	75%	<ul style="list-style-type: none"> ❖ Concentration of drawing pictures and understanding environment activities ❖ Providing of ABL Cards ❖ Conduct of local field trips ❖ Identification of local resources ❖ Identification of relation of the relatives 	June to August
4	Telugu (Classes III to V) Low performance in self expression	75%	70%	<ul style="list-style-type: none"> ❖ Concentration on self expression activities ❖ Utilization of local environment ❖ Conducting of Quiz, Elocution, Group discussions, Telugu mela etc., 	June to August
5	English (III to V) – Low performance in fluent reading	70%	60%	<ul style="list-style-type: none"> ❖ To encourage reading simple story books, comics, cartoons etc., ❖ Reading with Flash cards, ABL Cards 	June to August
6	Mathematics (III to V) – Low performance in verbal problems	80%	75%	<ul style="list-style-type: none"> ❖ To encourage reading of Mathematics text books ❖ Providing of Mathematics work books ❖ Providing of ABL Cards ❖ Formation of Maths Club 	June to August
7	EVS-I (III to V) – Mapping skills	85%	80%	<ul style="list-style-type: none"> ❖ Practice of mapping on class to surroundings ❖ Practicing of map pointing, reading and drawing with out line maps ❖ Reading of Text books ❖ Conduct of field trip and excursion 	June to August

8	EVS-II (III to V) -- Field experiments and drawing pictures	85%	80%	<ul style="list-style-type: none"> ❖ Conduct of field trips ❖ Identification of local resources. ❖ Providing of lab material ❖ Reading of Text books 	June to August
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In order to achieve these goals, the State has proposed the provision of the following materials under the Learning Enhancement Programme:

Activities under Learning Enhancement Programme in 2009-10:

	Input	Process	Expected outcome
Primary:			
1.	Providing graded and supplementary readers in Tamil and English	Placing the colourful books at easy reach of children.	Development of reading skills in Tamil and English among all children
2.	In association with RIE, Bangalore the English CD were produced and supplied to schools (<i>Hello English and Simply English CDs</i>)	Make use of Computer in Primary schools (Smart schools)	Development of spoken English and communicative skills.
3.	Provision of workbooks	Lot of Practice in writing exercises through workbooks	Development of writing skills.
4.	In association with Azim Premji Foundation 47 Audio-Visual CDs were supplied covering all subjects	Using Multimedia computer the children are involved in interactive learning with support of visual media TV and DVD, children are exposed to several activities in different subjects	To develop in-depth understanding and academic excellence in subject area.
Upper Primary:			
5.	Supply of digital content CDs in Maths	Using computers and TV / DVDs to provide opportunity to enable understanding in basic concepts of arithmetic's.	To enhance the capacity of all children in problem solving.
6.	Provision of Maths kit designed by NCERT on improvising it.	Providing opportunity to all children to use all the materials in the kit	Understanding of mathematical concepts and enhancing application skills.
7.	Science kit from NCERT	Children learn the abstract concepts in concrete way	Concepts in Science will be clearly understood
8.	Digital content development in Science	Teachers prepares Story board and Professional prepare the CD	Concepts in Science will be clearly understood

Source: AWP & B 2009-10, Puducherry

Salient features of the Learning Enhancement Programme in 2009-10

Goals related to quality improvement in 2009-10	Major activities under LEP	Expected Learning outcomes	Coverage (No. of districts, schools & children)	Unit Cost (Rs. lakh)	Total Cost (Rs lakh)
Primary:					
Enabling all children read without fluently.	Graded and supplementary readers in Tamil and English	Reading without mistake	In Pondy & Karaikal districts 1500 sets for 222 schools	0.00850	8.92 (Remedial, TLM)
To develop the habit of writing practice	Child-friendly workbooks	Improving writing skill among children.	In all district In 426 schools	.000025	10.65 (Remedial, TLM)
Developing communication skills.	Audio-Visual CDs	To converse fluently in Tamil and English	Tamil – 2 districts -275 schools English – 4 – district – 426 schools	2.0 laks	2.0 (CAL)
Upper Primary:					
An Innovative Maths teaching through CAL	Digital CD containing all topic in maths for VI – VIII	Clear understanding of the concepts	In all district – English medium 28 schools	.01	1.2 (CAL)
Maths quality improvement	Maths kit from NCERT	They learn the abstract concepts in concrete way	In selected 19 schools	.085	1.62 (LEP)
Science quality improvement	Science kit from NCERT	They learn the abstract concepts in concrete way	In selected 20 schools	.019	0.38 (LEP)
Digital content development in Science	Teachers prepares Story board and Professional prepare the CD	Concepts in Science will be clearly understood	In all district 426 schools	5.00	5.00 (CAL & TLM)
Total under LEP (Pry & Upper Pry):					2.00

Source: AWP & B 2009-10, Puducherry

The various activities under LEP have been planned under different heads. Cost from the LEP budget has been proposed only for supply of Maths kits and Science kits at upper primary level, which adds up to Rs. 2.00 lakhs.

District-wise Information about Learning Enhancement programme

S. No.	District	Cost for Learning Enhancement programme	% Cost to management cost of District
1	Pondicherry	0.60	2%
2	Karaikal	0.40	2%
3	Mahe	0.40	2%
4	Yanam	0.40	2%
	Puducherry	2.0	2%

Source: AWP & B 2009-10, Puducherry

Recommendation: Given the low learning levels in the UT, and the UT's overall plans for enhancing learning levels in different subject areas through additional materials as well as ABL and ALM approaches, The Appraisal Team recommends the LEP activities proposed by the UT.

h. Strengthening learning assessment:

Following table throws light on the students' learning assessment system in the State.

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	5	Marking	I to IV	None	Yes	3 times a Year
U. Pry.	5	Marking	Nil	None (10 th)	Yes	3 times a year

Source: AWP & B 2009-10, Puducherry

Presently at primary and upper primary levels 2 mid-term tests and 3 terminal examinations are conducted.

The UT has identified the following weaknesses in the existing system:

- a. Assessment is not competency based
- b. The assessment is being done on quarterly basis
- c. The scores of the assessment are not comparable and result in not knowing the level of each
- d. The outcomes of assessment are not used for improvement of the student
- e. The achievement level of students are not shared with all stakeholders of the system

Strategy for strengthening learning assessment system in 2009-10:

- a. Evolving Comprehensive and Continuous Evaluation. (In activity based learning a continuous and comprehensive Evaluation is in built).
- b. Sharing the achievement level outcomes with all stakeholders.
- c. The training will be organised for the teachers in evaluation techniques and setting the test items
- d. The test items will be common within the state
- e. The outcomes of the individual test will be shared with stakeholders

Activities for Strengthening Learning Assessment in 2009-10

Activity	Time	Outcomes
1. Teachers will trained in setting the question paper	June	Common question paper will be designed and implemented

2. Constitution of a committee at state level involving teachers, parents and VEC for admitting the achievement test	June	Acceptance of the Achievement test and its conduction in a fair manner
3. Achievement test will be conducted maximum of three times and test scores will be published by the committee	Oct, Jan & April	achievement level of each school, students will be known to all stake holders of the system

Source: AWP & B 2009-10, Puducherry

Use of NCERT's Sourcebooks on Learning Assessment:

NCERT trained the SSA and SCERT faculty on draft source book in Thirupathi. The state plan was based on this training. The implementation of source will be done at all English medium schools as it coincides with the CBSE curriculum. The training in implementing source book will be done in June 2009. After a trail in selected schools, the final model will be rolled out July in all English medium schools.

For the implementation of Assessment, based on the model of NCERT Source book in all ABL Schools, the state is collaborating with Tamil Nadu in developing the Handbook in Tamil language.

Plan of Action for utilizing the recommendations of Sourcebook on Learning Assessment

S. No	Activities	Month	No. of days	Personnel Involved / Beneficiaries
1.	Planning Workshop (TN & Puducherry)	April, 2009	2	One Teacher for each Subject from the Pilot Schools- 5 One DIET Faculty for each Subject-5 Two BRTes for each Subject -10 State Core Team (TN and Puducherry) 7+6=13
2.	Translation Workshop I (TN & Puducherry)	April, 2009	5	One Teacher for each Subject from the Pilot Schools- 5 One DIET Faculty for each Subject-5 Two BRTes for each Subject -10 State Core Team (TN + Puducherry) 7+6=13
3.	Translation Workshop II (TN & Puducherry)	April, 2009	5	One Teacher for each Subject from the Pilot Schools- 5 One DIET Faculty for each Subject-5 Two BRTes for each Subject -10 State Core Team (TN +Puducherry) 7+6=13
4.	Translation Work III Developing Tools for Recording and Monitoring (TN & Puducherry)	May, 2009	5	One Teacher for each Subject from the Pilot Schools- 5 One DIET Faculty for each Subject-5 Two BRTes for each Subject -10 State Core Team (TN +Puducherry) 7+6=13
5.	Printing of Modules (TN)	May & June		State Project Office
6.	Training of Master Resource Persons (TN)	July, 2009	5	5 Resource Persons for every district with less than or equal to 10 blocks 10 Resource Persons for every district with more than 10 blocks 45 set of Resource Persons =225 One AEE0 from each District =30

S. No	Activities	Month	No. of days	Personnel Involved / Beneficiaries
1.	Planning Workshop (TN & Puducherry)	April, 2009	2	One Teacher for each Subject from the Pilot Schools- 5 One DIET Faculty for each Subject-5 Two BRTEs for each Subject –10 State Core Team (TN and Puducherry) 7+6=13
7.	Training of District Resource Persons (TN)	July, 2009	5	DIET Faculty, BRTEs and Select Teachers approximately 5500
8.	Teachers' Training (TN)	August, September, 2009	5 days in spells	Teachers of Primary Classes
9.	Orientation Training for the Block and District Level Officials (TN)	September, 2009	2	All DEEOs, DIET Faculty, AEEOs, BRC Supervisors
10.	Teleconferencing Programme on the Implementation of the Assessment Process – Feedback (TN)	October, 2009	2	DIET Faculty, AEEOs and BRTEs
11.	Follow up Training for Teachers (TN)	January, 2010	2 days in spells	Teachers of Primary Classes
12.	Monitoring and Supervision (TN)	September, 09 - April, 10	Continuous	AEEOs, DIET Faculty, BRTEs, CRTes.

Strategies for identifying learning difficulties and providing Remedial support

Learning difficulties of students are identified by conducting diagnostic tests for all subjects, and through action research. In 2008-09, the terminal examinations marks were taken to assess the performance of the students. The students who secured less than 35% were given remedial teaching. The subjects in which the children perform poorly are considered for remedial measures.

To enhance the achievement level of the children identified as low achievers, additional workbooks are provided to motivate each child to learn at his/her own pace.

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

Progress of remedial teaching

Fund allocated in 2008-09	Physical Target (Children)	Physical Progress till Feb, 2009	Financial achievement till Feb, 2009	% of achievement	
				Physical	Financial
35.95	7190	6990	34.15	97	95

Source: AWP & B 2009-10, Puducherry

Plan for Remedial Teaching in 2009-10:

Consequent to the introduction of ABL, there is huge backlog of students who needs remedial support. The level fixing cards will give us exact level where the student stands. Remedial teaching is proposed for those students who are below the desired level.

In Upper Primary due to ALM introduction a few percentage of students are really below the desired level. The remedial teaching is the need of the hour to bring children to an equitable level to effectively implement ALM.

Approaches to remedial teaching:

Remedial Teaching is done when the student is not able to perceive the concept and basic key factors of the unit taught. This hinders him from going to the next higher concept acquisition. It is at this juncture where he is intervened and given remedial teaching , make him through with the previous concept with extra special effort to advance further.

Remedial funds will be used for supply of workbooks, additional reading materials, enrichment cards for those children who are lagging behind. While admitting remedial teaching, the teacher, student, Head of institution and the parents play a significant role, as outlined above under the section relating to ‘School-level Readiness.’ Teachers sit for one hour after school everyday for 2-3 months, to help those children reach desired competency levels.

Observation:

The approach to remedial teaching in the State needs to be further strengthened. The present practice of providing additional workbooks may not be sufficient to enable the concerned children to improve their understanding and knowledge in a subject. For this more intimate teacher child interaction would be useful, where the teacher looks at the learning difficulties of students more accurately and designs improved strategies to address them. The present trend needs to be further strengthened in this regard.

Recommendation: It is good to note the concern of the State to ensure that all children reach desired learning levels, by providing additional remedial support to those children who need it. At the same time, the Appraisal Team is constrained by the SSA norms which can support such remedial activities only in those districts where the female literacy is below the national average, and so the UT’s proposal has not been recommended. However given the low performance of students as per learning achievement results which is below national average, the PAB may consider the UT’s proposal for remedial teaching.

i. 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	Two year diploma course in Teacher Education (D.T.Ed.,)
2.	DRC	1	
3.	BTC		
4.	Pre Primary Teacher Training Centre	1 (IGNOU)	Certificate course

Source: AWP & B 2009-10, Puducherry

Annual Intake Capacity of Teacher Education Institutions

Sl. No.	Courses offered	Type of Institution	Total Institutions	Annual Intake Capacity
1.	D. T.Ed.	Teacher training Institutes	43	4300
02 (a)	F. Ed.	B.Ed Colleges	25	2150
3.	M. Ed.	Teacher Training Colleges	4	200
4.	Any other			
Total Annual Intake Capacity				6650

Source: AWP & B 2009-10, Puducherry

- In-service training:**

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

S.No	Name of the module	Focus area	Target group
1	Play way method (Villayattai Karpoom)	Different types Arts such as leaf design, thumb impression and curves	Primary Teachers and BRTEs and CRTEs
2	Source book of science , social science and Science	Lesson plan of concern subject	Upper primary Teachers and BRTE and CRTE
3	Games (Odi Kudi Vilaiyadu Pappa)	Different types of Out door games	Primary Teachers and BRTEs and CRTEs
4	Pillai Tamil (Story book)	Stories, songs ,Drama and puzzles on Regional Tamil	Primary Teachers and BRTEs and CRTEs
5	ABL Hand Book	ABL cards	Primary Teachers and BRTEs and CRTEs
6	SLM Maths – SLM Kits	Maths Activities	Primary Teachers and BRTEs and CRTEs
7	Physics Experiments	Experiments on 6 th ,7 th &8 th Text Book	Upper primary Teachers and BRTE and CRTE
8	Chemistry Experiments	Experiments on 6 th ,7 th &8 th Text Book	Upper primary Teachers and BRTE and CRTE

Source: AWP & B 2009-10, Puducherry

Important Teacher Training conducted during 2008-09

S.No	Training Programme	Period	Content Area	Expected Outcomes	Follow up
1	ABL methodology introduction Training (Primary)	6 days	Student centered Activity Aiming to learn by doing	<ul style="list-style-type: none"> To enhance new teaching methodology. To improve the children learning through activities 	<ol style="list-style-type: none"> Monitoring by HMs Frequent visits by CRCs and BRCs Feed back questionnaire to teachers
2	ALM Training (Upper Primary) in all subjects	4 days	Innovative teaching methodology peer discussion learning /mind preparing / summarizing & Presentation about the content.	<ul style="list-style-type: none"> To lead the child from known to unknown 	
3	Effective usage of SLM for maths	3 days	Usage of maths Kit / Activity	<ul style="list-style-type: none"> To develop maths competency 	
4	Effective teaching of English	3 days	Developing basic skills of English	<ul style="list-style-type: none"> To experience English in meaningful context 	
5	Workshop on		Creation of reading ability of	<ul style="list-style-type: none"> Opportunities for 	

	reading skill		student	individualized reading	
6	Evaluation technique and Question paper preparation		Innovative technique for evaluation and question paper setting.	<ul style="list-style-type: none"> To identify problems related to teaching learning process. To improve evaluation 	

Source: AWP & B 2009-10, Puducherry

Details about In-service training conducted in 2008-09:

- **Training in ABL methodology for Master Trainers**

Master Trainers like BRC and CRC coordinators from Pondicerry, Karikal and selected 10 efficient teachers were trained in all subjects for 10 days in ABL methodology who will serve as master trainers in UT and including one day exposure visit to near by schools of Tamil Nadu.

- **ABL Training for primary teachers**

To orient the teachers in ABL methodology 5 days training has been organized for all primary teachers. Experts from Tamil Nadu along with master trainers of Puducherry conducted the training including one day visit to nearby schools of Tamil Nadu where ABL methodology is following. In ABL training, the teachers place themselves in the position of students, in order to experience the ABL methodology from the child's perspective. The training also covers some of the psychological aspects and philosophical aspects of ABL method.

- **ABL and project based learning:**

This training was conducted for 6 days to orient the teachers in new ABL methodology parting with project based learning by BRCs , CRCs and Teacher Educators of UT

- **Computer aided learning:**

Two days computer aided learning training was conducted for 150 teachers to equip the teachers in computer skills which help them to use the computers in teaching learning process.

- **Effective usage of SLM & Teaching of English:**

Three days training conducted for 169 teachers on effective use of Maths Self Learning Materials {SLM} kit have been organized for Primary School Teachers. SLM Kit has already been supplied to schools. SLM kit is very interesting and useful for learners' perspective. However the impact of its use depends on how it is effectively use in class rooms by the children. The children need to be constantly assisted and monitored by the teachers while they are learning simple arithmetic concepts through the maths kit. The training concentrated on how the teachers can support the children while they are learning. Effective usage of English training programme has been designed specifically to create interest in English and to develop communicative skills among children in the Language.

- **Inclusive education training:**

This training was conducted for 169 Primary Teachers and 62 Upper Primary teachers to orient them regular teachers in the school to know more about CWSN children.

- **Vocational skill development:**

51 teachers were participated for 3 days vocational skill development training where teachers are oriented for developing the skills to produce useful products from locally available things with the help of our master trainers and also experts form the community.

- **Workshop on reading skill:**

This Workshop was conducted with the help of NCERT persons for 32 selected teachers and Master Trainers. The aim of the workshop is to develop reading ability in students by opening reading corners in the school.

- **Vocational skill development training for drawing teachers:**

2-days training programme was conducted for 45 drawing teachers, which was very useful to expose their innate qualities through on spot drawing portraits/ concept oriented drawings/peace messages etc. An exhibition conducted during this training was congratulated by our Director of School Education for their creativity. Both Primary and Upper primary teachers were attended.

- **ALM Master Training:**

This training was conducted with the help of experts from Tamil Nadu for 5 days. A new teaching methodology for upper primary about steps and methods adopted in ALM practice. Reading, peer discussion, mind map, summarizing, presentation, followed by discussion, were some of the items emphasized in the training.

- **Guidance and counseling:**

This training was organized for upper primary teachers to know about the adolescent problems in children and especially in girls this training will help the teachers to solve the class room related issues through counseling of the students.

- **Teleconference for different structures:**

Through this programme from IGNOU- DEP, Delhi was very helpful for our teachers to know more about curriculum – NCF 2005 / activities related to the subject content and different problems which are facing in teaching learning process.

- **Content enrichment training:**

Through this training teachers got clarified about hard spots in different subjects.

- **Quality improvement training:**

This was conducted in Yanam region for 41 teachers. The aim of this training is to discuss about the achievement of the students in various level and the problems they are facing in their schools.

- **Question paper preparation and evaluation method:**

This was organized in Mahe region for both Primary and Upper Primary teachers to acquire the skills on the Question paper preparation and the new evaluation techniques. So they can identify learning related issues based on the analysis of achievement level.

Progress of teacher training during 2008-09:

Progress in Teacher Training in 2008-09 in Pondicherry District

Sl. No.	Primary Level			Upper Primary Level		
	Training Module	Days	No. of Participants	Training Module	Days	No. of Participants
1	Vocational Skill Development Training	3	51	Guidance & Counselling	5	69
2	VSD Training for Drawing Teachers	2	20	Teleconference Science	1	21
3	Training for Master Trainers	6	86	Teleconference Maths	1	42
4	ABL Training(5Batches)	4	504	Disaster Management (STC/SSA)-11batches	2	500
5	ABL Training	6	52	ALM (STC) Master Trainers	5	53
6	Activity Based Learning + Project Based Learning	6	114	ALM meeting for Master trainers	1	28
7	Workshop on Reading cell	1	32	ALM -Trg for science TGTs(4 batches)	4	140
8	IED Training(2batches)	2	62	ALM -Trg for So.science TGTs(4 batches)	4	136
9	Effective Usage of SLM & Teaching of English (4-Batches)	3	169	ALM meet for HMs	1	120
10	Review Meeting Action Research	1	20	ALM field l Visit for master trainers	1	46
11	CAL Training-4 batches	2	115	Classroom management& administrative techniques	3	26
12				IED Training (2-Batches)	2	62
13				VSD Training for Drawing Teachers	2	25
14				ALM Training of LT(STC)	10	46
	Total	36	1048		42	1314

Progress in Teacher Training in 2008-09 in Karaikal District

Sl.No.	PRIMARY LEVEL			UPPER PRIMARY LEVEL		
	Training	No. of Days	No. of Teachers	Training	No. of Days	No. of Teachers
1	ABL Introductory (2 batch)	1	204	ALM Introductory	1	36
2	ABL Training (2 batch)	6	250	Global warming	4	50
3	Disaster Management	2	45	ALM on Science	4	50
4	Computer Training (6 batch)	10	300	ALM on Social Science	4	50
5	Content enrichment Training (2 batch)	6	175	Climate change	1	300
6	IED	2	50	G&C	1	108
	DISE	1	66	DISE	1	66
	Total	28	1090		16	660

Progress in Teacher Training in 2008-09 in Mahe District

Sl.No.	PRIMARY LEVEL			UPPER PRIMARY LEVEL		
	Training	No. of Days	No. of Teachers	Training	No. of Days	No. of Teachers
1	DRG Training (PST)	6	16	Cluster Level Training(Maths	1	17
2	PST's Training	6	42	Orientation training	1	119
3	BRC Training	1	105	Evaluation Training	1	58
4	CRC Training	1	68	BRC Level trg for social science trs	1	17
5	CRC Training	1	38	Question paper workshop	1	102
6	Child census Training	1	50	Content Enrichment Training	4	36
7	Madrassa trs training	2	25	DISE Training	1	23
8	Question paper trg	1	100			
9	Content enrichment training	1	23			
	Total	20	467		10	372

Progress in Teacher Training in 2008-09 in Yannam District

Sl.No.	PRIMARY			UPPER PRIMARY		
	Training	No. of Days	No. of Teachers	Training	No. of Days	No. of Teachers
1	CAL Training (2 batches)	5	40	CAL Training (2 batches)	5	48
2	Orientation Training (2 batches)	7	47			
3	orientation Training	3	46	IED Training	3	24
4	IED Training	3	26	Training Program on Quality Improvement	3	25
5	Training Program on Quality Improvement	3	41	NIT Training program (4 batches)	10	80
	Total	21	200		21	177

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

Type of training	Duration of training	Months in which undertaken (during vacations or working days)	Total number of In-service teachers	Target- No. of teachers (during 08-09)	Teachers trained (Up to Feb end, 2009)	Percentage of Achievement
Primary	5 to 10 days at BRC level, 5 days at CRC level	Vacation- September, April and May July, August and October.	2958	2958	2958	86%
Upper Primary	5 to 10 days at BRC level, 5 days at CRC level	Vacation- September, April and May July, August and October.	1906	1906	1906	77.6%

Source: AWP & B 2009-10, Puducherry

Although all targeted teachers have received at least some days of in-service training, however due to late implementation of ABL program, some teachers only received 5 out of 10 days training at BRC

level. Thus the percentage achieved is shown as less than 100%, based on numbers of man-days achieved.

Impact of in-service training on classroom practice:

- Teachers are better equipped to impart and instruct.
- The two methodologies – ABL and ALM have captivated the minds of teachers.
- Teachers are enriched in their knowledge and empowered to handle the classes effectively.
- Computer literacy training help the children to know the latest scientific developments.
- Teachers have gained clarity and confidence in planning and preparing for their class room interaction
- Teacher awareness on concern compassion and consideration towards children knowing the students stages of devilmnt

Challenges and issues related to teacher training identified in 2008-09:

1. Lack of proper yearly planning for implementing in-service training.
2. The content of the training is partially reaching the needy persons to some extent
3. Training are required to be developed and imparted as per the needs in respect of learning enhancement
4. Teachers’ reluctance to adopt innovative methodology for teaching learning process
5. Most of the trainings are conducted by lecture method only
6. Insufficient demonstration classes in the training by the participants
7. Strengthening CRCs to give on-site academic support to teachers and follow up in time
8. Non-availability of suitable resource persons from the state
9. The innovative methodology like ABL & ALM trainings are not received by the prescribed teachers
10. Weak monitoring system
11. Role of DIET needs to be revitalised

Strategies for Addressing Issues in Teacher Training in 2009-10

Issue	Strategy	Expected Outcome
Lack of proper yearly planning for implementing in-service training	Yearly plan for all training programme is well drafted in advance	Teachers would obtain thorough knowledge about the innovative methodology (ABL & ALM).
Imparting of training programmes are required to be improved	Calendar of activities and training modules will be prepared and supplied	
Planning relating to learning difficulties need to be strengthened	Assessment tests will be conducted to identify learning difficulties of each and every child	All teachers would be expertise in content and implementation process of the training in the class room process.
Training programmes should be as per the need & in respect of learning enhancement	Trainings will be designed to improve the specific areas	Teachers would be Empowered to implement the learning enhancement

		programme.
Non-availability of suitable resource persons from the state	NCERT/DIET/STC would ensure the roles in designing the training programmes	
Strengthening CRCs to give on-site academic support to teachers	Ensured the enhancement of CRC and BRC capacity building through external source.	BRCs & CRCs could provide effective academic support to teachers (in order to provide demonstrative classes)
Role of DIET is to be revitalized	Strengthening of other branches of DIET like IEIC, DRU, etc	

Source: AWP & B 2009-10, Puducherry

Proposed Training Programme for 2009-10

Primary Level

1. ABL Enrichment - 3 days for Pondicherry and Karaikal
2. Source books training - 4 days - 4 districts
3. Communicative skill in English - 3 days – 4 districts
4. Content Enrichment – 2 days Pondicherry and Karaikal /3 days
for Mahe and Yanam
5. IED training – 3 days – 4 districts
6. Training in Basic Maths – 3 days – 4 districts
7. Health Education – 2 days – 4 districts
8. Training on child psychology – 2 days – *Mahe and Yanam*

Upper Primary Level

1. ALM Training - 3 days – Pondicherry and Karaikal
2. Communication skill in Eng. - 3 days – 4- Districts
3. Pedagogical approach in teaching - 2 days – 4- Districts
4. Need based Content Enrichment (science) - 3 days – 4 – districts
5. Innovative approach in maths teaching - 3 days – 4 – districts
6. IED training - 2 days – 4 – districts
7. Diagnostic and Remedial teaching for effective learning - 3 days – 2 – Mahe and Yanam
8. Orientation on personality development and motivation - 2 days – 4 – districts
9. Training on CC innovative evaluation techniques -- 2 days – 4 – districts

- **Induction Training:**

Progress of Induction Teacher Training (during 2008-09)

Stage	Duration of training (detailed break up)	Teachers recruited (up to end March 2008)	Teachers trained (up to end March 2008)	Percentage of Achievement
Primary	20	65	65	100%
Upper Primary	20	0	0	-

Source: AWP & B 2009-10, Puducherry

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

For 2009-10, the number of teachers that has been proposed for induction training include 30 new primary teachers who will be recruited in Yannam district by the UT government. They will be recruited by December-January 2009 and will be given training in the month of January 2010, for 20 days at the Block level.

Content will include teaching methodology, and subject content. Follow-up will be done through visits by BRC/CRC personnel, to verify whether training content is being implanted in classroom transactions.

- **Training of Untrained Teachers:**

The UT has no untrained teachers.

Progress of Training of Untrained Teachers (during 2008-09)

Stage	Total No. of Untrained teachers	Target for 60 days training	Teachers trained during 2008-09	Percentage of achievement
Primary	-	-	-	-
Upper Primary	-	-	-	-

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	4864	78.24	4864*	48.73	81.8%	62.28%	4114	62.025
Induction	65	1.30	65	1.30	100%	100%	30	0.60
Untrained	-	-	-	-	-	-	-	-
Trg. of BRCs, CRCs	-	-	-	-	-	-	65	1.30

(*4864 teachers were trained, but not to the specified target number of days. Thus percentage of achievement as per man days completed is less than 100%.)

Recommendation: The Appraisal Team recommends the UT's proposal for in-service training and induction training of teachers, and for training of BRC/CRCs.

j. Special initiatives for disadvantaged groups:

SPECIAL QUALITATIVE INITIATIVE TO SC/ST and MINORITY:

The SC children constitutes 16.61% of the enrolled which is equal to their proportion in population. SSA converges with Adi Dravider welfare Department in providing the following facilities to the students:

- Free text books and notebooks bag and stationeries
- Hostels constructed by ADW department available for SC students to pursue their studies
- Free uniform
- Covered under Rajiv Gandhi break fast Scheme Mid-day Meal scheme

SSA's Initiatives:

- SSA provides academic support to the student by way of organizing Night school study centers at the localities where 60 or more percentage of students belonging to SC communities. The Educational Volunteers engaged by SSA provide SC children the much needed extra care.
- Summer camps conducted for motivating them. Personality development session with popular personalities from this community.
- Given computer training vocational skill development so they can learn their livelihood if they are not pursuing studies after their high school.
- One / two days tour programme for these students
- Given training on yoga and mediation in summer camps to realize their inner strength
- Guidance and counseling is given by counseling assistants to overcome their emotional problem.
- Guidance and counseling also provided to the concerned parents
- Providing opportunity in the monthly meet/Mother meet to interact with various experts for different fields.

k. Effectiveness of CAL and other educational technologies in quality improvement:

Progress in CAL activities in 2008-09:

SSA converges with Education Department, INTEL, NIIT and Educomp in conducting teacher empowerment programme in the UT of Puducherry

- 4- 5 computers distributed to all upper Primary schools.
- Educational CD's provided to all upper primary schools along with effective teaching methodology to be used for reinforcement of the subject content and its application.
- BRC centers equipped with required number of computers for providing training teachers and students in manipulating the computer.
- Computer lab coordinators engaged in all high schools to provide on site technical support to the teachers and assist CAL and encourage self learning method among students.
- In association with Azim Premji Foundation, conducted Web Resource training and identified various beneficial educational web resources and about to release the web resource CD.
- Establishment of distributed delivery system in one upper primary school on pilot basis.
- Plan to train teachers in developing e-content in science and a social science which is scheduled for 2009-10.
- Provision to provide Ezee maths CD for teaching maths at upper primary level to 20 upper primary schools is proposed in the budget 2009-10.
- Project based learning introduced at upper primary level.
- Competition to be conducted for VIII class students in preparing a PowerPoint in science and best student award to be given to the topper.
- CAL school students encouraged to use educational CD's provided for their understanding and enrichment of the topic through self learning method during lunch break.

Issues identified relating to effective use of CAL in 2008-09:

- The head of the institutions are reluctant in allowing teachers and students to use computer labs.
- In spite of sufficient training in equipping themselves in use of CAL, teachers are not making the optimal use of it.
- The methodology of having a separate lab for introducing computer aided learning is not appropriate.

Strategies for addressing above issues:

- Repetitive sensitization of teachers and Heads in using CAL, PBL methodology for better performance of their students.
- Introduction of " Distributed delivery model of CAL" in a few selected school
- Providing enrichment training in using CAL

CAL Activities in 2009 -10:

- Ten day teacher training programme on computer operation and literacy through BRC centre in PPP model
- Two day training for teachers on usage of internet facilities in schools in maintenance of computers
- Five day training programme one- content development in science for class 6 – 8
- Establishment of distributed delivery system in Pondy and Karaikal
- Supply of ezee maths and other educational CD to Upper primary school

- Providing Internet connection to all Primary and Upper Primary
- Implementation of Web resource CDs in schools and ensuring its effective utilization
- Competition for teachers and students in developing econtent/ digital content

1. Nature of research and action research (REMS):

Student Attendance	Student Attendance level at primary and at upper primary: 97 % (Source: Study on Teacher's absenteeism and Students attendance)
Teacher Attendance	Teacher Attendance level at primary and upper primary: 98 % (Source: Study on Teacher's absenteeism and Students attendance)

Progress under REMS in 2008-09

Activity	Amount sanctioned	Achievement	Amount to be spent till 31 st Mar	Total Achievement
Monitoring and Supervision	48,600	48600	0	48600
Household survey and child tracking	18,150	18150	0	18150
Developing Training modules	1,55,300	104850	50450	155300
Capacity Building	2,73,000	108185	164815	273000
Workshops	1,00,000	0	100000	100000
Achievement survey	92000	21000	71000	92000
Research & Evaluation studies	60,000	15180	44820	60000
Total	747050	315965	431085	747050

Source: AWP & B 2009-10, Puducherry

The main focus areas and activities undertaken under REMS in 2008-09 were as follows:

1. Ensuring quality education by using research based strategies.
2. Ensuring that the introduction of ABL in Pondicherry & Karaikal (in all elementary and middle schools) leads to improved learning outcomes.
3. The capacity building of SSA personnel to solve the problem through Action Research., and successful implementation of Active Learning Methodology (ALM)
4. Constitution of Research Advisory Committee
5. Constitution of District Level committee for supervision & monitoring
6. Constitution of State Resource Group for DEP. (EC approved the constitution of the above said committees)
7. Involving all the school in UT in conducting Action Research studies and other studies like
 - a. Assessment study before implementation of ABL
 - b. Cohort study

- c. Attendance of Students and Teachers
- d. Classroom practice & academic achievement
- e. Enhancement of reading development
- f. Identification and effectiveness of remedial measures (Yanam)
- g. Experimental studies to evaluate impact of intervention/new inputs
- h. Enrolment, retention and dropout, access issues with specific reference to Muslim minority.

Experimental Studies

- ✓ A study on District quality Improvement Programme by Azim Premji Foundation
- ✓ A study on evolving a demonstrative model to effectively use Teacher facilitated Digital Learning by Azim Premji Foundation
- ✓ Perception of parents, educationalists, and community members on present education system, SLC. Regarding SSA and its implementations. (Yanam)
- ✓ Achievement level tests of students for classes II to V
- ✓ Survey for identification of Out of school children and Children with special needs.

Monthly review meetings

Monthly meetings are conducted regularly to discuss and share –

- (i) the best classroom practice
- (ii) learning enhancement programme

Developing Training Modules

Developed –

- ✓ Module in ABL.
- ✓ Module in ALM
- ✓ Module in Total Health care programme
- ✓ Module in Disaster management
- ✓ Module in Environmental education at Primary level

Capacity Building

BRC and CRC personnel were given 14 days training as under;

- ✓ ALM training for 6 days
- ✓ ABL training for 6 days
- ✓ One day orientation training in establishing Reading corner
- ✓ One day Teleconferencing On teaching Mathematics at upper primary level
- ✓ One day teleconferencing on teaching science at upper primary level

Research and evaluation activities

- Conducted cohort study.
- Established Maths activity corner with a complete set of effective mathematic kit which provides variety of experiences in comprehending abstract concepts and its application in real life situation
- 30 Action research projects completed.

- **Field visits** by eminent educationists to Chennai to assess and evaluate ALM methodology and they suggested the implementation of ALM at the Upper primary level middle schools of Pondicherry and Karaikal
- **Exposure visit:** 107 Head of the institutions visited ABL schools in the districts of Cuddalore and Villupuram districts for implementing ABL methodology successfully and the key points to be looked while undertaking effective monitoring and supervision.
- ✓ **ABL card conversion workshop** conducted successfully in 3 phases (approximately 15 days).Its significance lies in creating activities as per the CBSE syllabus, portraying the ABL principles for classes I & II. This unique and novel workshop was collaborative effort of SSA Puducherry and RIVER (Rishi Valley).
- ✓ **5- day workshop** scheduled for the month feb.2009, for the preparation of module on ALM for teaching of English in upper primary classes. English being a skill oriented subject cannot be taught as a content subject based on the content of the lesson. So, the necessity to prepare the training module for English based on ELT principle.
- ✓ **3- day workshop** for Headmasters, BRC & CRC personnel for Assessment and in preparing effective assessment tools in collaboration with APF in the month of March - 09.

Research Studies

- ✓ **A baseline survey** on the achievement of primary school children completed in three phases. The first phase analyzed the students Reading Ability; Second phase analyzed the competency ability and in the third phase classroom interaction was observed. The data so collected is being processed and findings CAT will be given out at the end of this academic year.
- ✓ **Study on Teacher's absenteeism and Students attendance** undertaken. The investigators have successfully completed first two visits. After the completion of the third visit by the investigators to the respective schools in March the data will be processed and the findings will be disseminated.
- ✓ Tracking Teacher's attendance in the UT with MHRD modules; Proposed to introduce the web based monitoring on teacher attendance as in Delhi
- ✓ Teaching student Attendance in the UT- Proposed to introduce the web based monitoring on students attendance as in Delhi.

Emerging issues and activities to be undertaken in 2009 – 10:

The various strategies and interventions that have been recommended have been given as follows.

<p>1.CONSTITUTION OF QUALITY IMPROVEMENT CORE GROUP AT INSTITUTIONAL / CLUSTER/ BLOCK/DISTRICT LEVEL :</p> <p>This core group consists of various category of functionaries, academicians and service associations at District and Block level and approve the proposed Research/studies/pilot studies/ case studies to be undertaken for that year</p>	<p>REM</p>
<p>2.Constitution & Strengthening of DRG</p>	<p>REM</p>

3. Organization of Seminars / Workshop / training on Research Methodology to members of core group at institutional /cluster/Block level	
4. Strengthening the BRC and CRC	Training
5. Enhancing the utilization of existing DIET, STC . SIT	REM
6. Conduct regular monthly review meetings -VEC / BRG/DRG/STATE Projects personnel.	REM
7. Creating community awareness on learning time in schools	Community

1. *Children shows a little interest in learning*

Enhancing the climate of schools where students feel secure	Research & Evaluation
Introduction of Activity based Learning in 204 schools (130+74)	Teachers training
Associating parents in children learning process	Community
Establishment of Reading corner in the classrooms	Reading development cell
Undertake Action research	Research & Evaluation

2. *Non existence of accountability & appreciation*

Introduction of learning Improvement Programme where continuous assessment of the student leaning achievement will be done and remedies for the poor performance will be undertaken	Research & Evaluation has recommended implementation of ABL system
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3. *Traditional method of Evaluation*

Introduction of grading system in all classes from I to V	REM
Implementation and strengthening of Continuous Comprehensive Evaluation	REM has recommended implementation of ABL system

4. *Weak Monitoring mechanism*

Convergence with main streaming system in strengthening the monitoring system	
Effective Implementation of monitoring mechanism in line with NCERT tools	Monitoring
Providing transparency in knowing strength and weakness in existing system (External Professional institutions)	

5. *Lack of Community monitoring over schools*

Capacity Building of VEC	Research & Evaluation
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REMS: ACTION PLAN FOR THE YEAR 2009-10

(576x 1300 = 7,48 ,800 lakhs)

Rs. In lakhs

S. No	Activities	Units	Rate per unit	Rs	Amount RS
I	MONITORING & SUPERVISION				
1	Implementation of DISE	692			----
a	Preparation of DISE format	750	30	22500	----
b	Collection & consolidation of data			50000	----
c	5% Data validation			20000	----
2	Household survey and child tracking				
3	Monitoring OSC			15000	----
a	Monitored by VEC			15000	----
4	Monitoring the progress of plan implementation	50*10	100	50000	1,52,500
c	Monthly review meetings				
5	Analysis & Dissemination of information at various levels in planning, maintaining & evaluation				
a	Developing Training modules	2000	25	50000	
d	Developing video lesson for virtual classroom	250	200	50000	1,00,000
6	Capacity Building				
a	Workshop on e-content development	200	500	100000	
c	Workshop on pre and post telecast activities	200	250	50000	
d	Capacity building through EDUSAT & for sharing experiences and Time on task – Research study	1000	100	50000	2,50,000
II	Research & Evaluation Activities				
a	Workshop on Action Research (5 days)	100	500	50000	50,000
	Research & Evaluation studies				
1	Study on the impact of teacher training in enhancing teaching- learning process			90000	1,80,000
2	Study on Enrolment, retention and dropout, access issues with specific reference to Muslim minority.			90000	
3	Assessing the impact of night schools for slow learners				
	Study on effectiveness of Guidance & counseling given to girl students.				
	Total				7,47,500

Recommendation: Based on the good progress of the UT in REMS activities in 2008-09, the Appraisal Team recommends the proposal of the UT under REMS for 2009-10.

3. Academic support systems

a. Academic support through BRCs, CRCs and DIETs

▪ Block Resource Centers:

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	% Effectiveness of BRCs
6	6	6	40	28	4	315	80%

Source: AWP & B 2009-10, Puducherry

Although 35 BRPs were filled in the beginning of 2008-09 diverted from the Department, 7 of them left. In the 3rd Executive Committee meeting, Government decided to recruit exclusively teachers for BRCs and CRCs. These will be recruited by May 2009.

The UT has raised salaries of teachers and BRP/CRPs from Rs. 11,000 to Rs. 16,000 per month, due to the implementation of Sixth Pay Commission.

Major role and functions of BRCCs and BRPs:

- Support to Financial maintenance at school level

Major role and functions of BRCs and BRPs:

1. Block-level plan formulation, implementation and monitoring of the programmes.
2. Compilation of village level plans to arrive at block specific targets, strategies and programmes.
3. Implementing approved plan activities as per the calendar.
4. Organisation of training programme to Block level teachers
5. Visit to school for academic support and assess the effectiveness of the training
6. Consolidation of data at Block level
7. Coordinating and supervising the activities of the CRC
8. Monitoring programme implementation through periodical reviews, visits to schools and CEOs.
 - (a). Enrolment and retention data school wise
 - (b). review achievement levels school wise
9. Maintaining and updating household data and school information for cent percent enrolment and completion by enrolment drives and special focus on low enrolment / high incidence of child labour areas.
10. Distribution of grants to schools like school grant, teachers grant and maintenance grant through VECs and monitoring their transparent and proper utilization of grants released to schools.

11. Monitoring the progress and quality of construction of works undertaken in the block.
12. Organizing awareness campaigns block level functions.
13. Distribution of various incentives to children.
14. Securing the co-ordination and co-operation of other agencies like NGOs, Self Help Groups, Government Departments etc.,
15. Conducting periodical review meetings with other officials of the block to remove any bottle neck in the executing of the various programme inputs.
16. Organizing training programmes at the block and assessing the impact of the training.
17. Promoting and facilitating action research by teachers and implementing follow-up on findings of the studies.

Nature of activities and academic contributions of BRCs in 2008-09:

- Organizing training programmes to teachers at Block level.
- Regular school visits to provide onsite support to schools in academic activities. (BRTes have been assigned responsibilities of 10 – 15 schools)
- Follow-up remedial measures.
- Involving community in monitoring all school activities.
- Monitoring the effective utilization of all grants.
- Organising awareness campaign involving the community and Self Help Group / NGOs.

Emerging issues regarding BRCs, and strategies to address these in 2009-10:

- **Issue:** Need for strengthening resource materials at BRC and provision of capacity building.
Strategy: The main activity at Block Resource Centres is to enhance the capability of the trainers i.e., Block Resource Teacher Educators by adopting innovative. Monitoring and Supervision should be based on frequent visit to schools and observing the classroom process for rendering sustainable support teachers and learners. A few training programme organized by outsourcing will raise the exposure level of BRTes.
- **Issue:** Systematic and periodical monitoring of the school visits of Block Resource Teacher Educators for sustainability of the classroom process through new innovative approach.
Strategy: Monitoring mechanism is proposed at SPO level to assess the effectiveness of onsite support given by the BRTes and training programme

Activity Calendar of BRC

Activity	Month	Venue
Content enrichment training	April / May	Schools / BRCs
Enrolment campaigns, mainstreaming out-of-school children, conducting VEC meetings.	June	Schools / CRCs
Monitoring the deposit of grants screening camp for disabled children,	July	Schools
ABL/ALM reinforcement training, grading of	August	Schools /

schools, CRC meetings, Setting up of NRBCs and RBCs		CRCs
Quality monitoring tools filling I quarter, screening of IED children second round , training the teachers	September	Schools
Collection of data for QMT, CLF, BLF, analysis and report to CRCs for discussion and follow-up action on school improvement activities and VEC meetings. Collection of DISE data	October	Schools
Reinforcement training of ABL / ALM, an assessment on school performance indicators, training to teachers in classroom process, training to volunteers on day care centre and AIE centre (NRBCs and RBCs)	November	Schools / BRCs
Training to VEC members, training to ECCE, Anganwadi workers, Selection process for assistive devices to disabled children, Auditing of VEC accounts at CRC level.	December	Schools / BRCs
School development plan, QMT	January	BRC
Consolidation of Block plan	February	BRC
Review, Budget Auditing	March	BRC

Source: AWP & B 2009-10. Puducherry

▪ **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	% Effectiveness of CRCs
25	25	18	25	18	5	Two times per month	A

Source: AWP & B 2009-10. Puducherry

Although all 25 CRCs were filled in the beginning of 2008-09 diverted from the Department, 7 of them left. In the 3rd Executive Committee meeting, Government decided to recruit exclusively teachers for BRCs and CRCs. These will be recruited by May 2009.

The UT has raised salaries of teachers and BRP/CRPs from Rs. 11,000 to Rs. 16,000 per month. due to the implementation of Sixth Pay Commission.

Major role and functions of CRCs and CRPs:

- Cluster-level plan formulation, implementation and monitoring of the programmes.
- Compilation of village level plans to arrive at specific targets, strategies and programme levels at cluster.
- Reviewing achievement levels school wise.
- Encouraging teachers to undertake innovative practices and Action Research in different areas.

- Motivating members of VEC to undertake school improvement programmes and to participate in all activities of the schools.
- Conducting demonstration lessons to enable the teachers to get an idea of how the activity-based and child-centred teaching is to be conducted.

Nature of activities and academic contributions of CRCs in 2008-09

- Regular school visits to provide onsite support to schools in academic activities. (CRTEs have been assigned responsibilities of 10 – 15 schools)
- Follow-up remedial measures.
- Facilitating action research by teachers.
- Involving community in monitoring all school activities.
- Monitoring the effective utilization of all grants.
- Monitoring and child tracking the mainstreamed children.
- Organising awareness campaign involving the community and Self Help Group / NGOs.

Emerging issues, strategies, and activities in 2009-10:

Issues

1. Number of school visits by CRC's are not sufficient
2. On-site academic support given by CRCs are not adequate
3. Lack of awareness among the teachers about the role of CRCs
4. support of BRPs to CRCs are not encouraging
5. Lack of support from Head teachers to CRCs
6. Insufficient infrastructure facilities at CRC

Strategy

1. Appropriate training to Head teacher, BRPs and CRCs about the role of CRCs
2. Inclusion of module about role of CRCs in training module of teachers
3. Change in existing norm of one day stay at school to half a day
4. Upgradation of infrastructure facilities at CRCs

Activity Calendar of CRC

Activity	Month	Venue
Updating VER Content enrichment training	April / May	Schools / BRCs
Enrolment campaigns, admission of students. CRC meetings, mainstreaming out-of-school children, conducting VEC meetings.	June	Schools / CRCs
, VEC meetings, screening camp for disabled children,	July	Schools
ABL/ALM reinforcement training, grading of schools, CRC meetings,	August	Schools / CRCs
Filling up of quality monitoring tools, visits to schools, screening of IED children second round	September	Schools

Collection of data for QMT, CLF, BLF and DISE analysis and report to BRC for discussion and follow-up action on school improvement activities and VEC meetings.	October	Schools
Reinforcement training of ABL / ALM, an assessment on school performance indicators, training to teachers in classroom process,	November	Schools / BRCs
Training to VEC members, training to ECCE, Selection process for assistive devices to disabled children, Auditing of VEC accounts at CRC level.	December	Schools / BRCs
Consolidation of Plan at cluster level	January	
Financial consolidation at school level	February	

Source: AWP & B 2009-10, Puducherry

Capacity Building for BRC/CRC Personnel:

The following table indicates the type of training programmes undertaken for the BRCs and CRCs during 2008-09.

DIFFERENT PROGRAMMES ATTENDED BY BRP/CRPs IN 2008-'09

S.No.	PROGRAMMES	DURATION	VENUE	NO. OF PARTICIPANTS
1	Regional workshop on Source Book	3	Thirupathi	2
2	Train the Trainer	5	British Council Chennai	3
3	DEP - IGNOU	2	New Delhi	2
4	Workshop on capacity building for AWP&B	1	Chennai	9
5	Workshop on IED	2	Trivandrum	2
6	Workshop on Strategies for Quality Improvement for Upper primary	3	Chandigarh	3
7	CAL Training	2	New Delhi	2
8	National workshop on Quality issues	2	RIE, Mysore	3
9	Improvement of Science teaching U.Primary	3	Trivandrum	3
10	NIC training for EIMIS staff	2	Chennai	1
11	NIC training	2	Chennai	4
12	IED Quarterly workshop	2	Ahmedabad	2
13	MIS Workshop	3	Shimla	2

Source: AWP & B 2009-10, Puducherry

Training is proposed for 10 days for BRPs/CRPs in 2009-10.

Overall physical progress and targets for BRC/CRCs

Items	Target for 2008-09		Achievement		% of achievement		Target for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	40	54.84	20	17.28	50 %	32.0%	40	78.84
CRCs	25	34.90	13	3.28	52 %	9.0%	35	49.90

Source: AWP & B 2009-10, Puducherry

All BRC and CRC are on diverted capacity from the Govt. of Puducherry, and as a result there is no expenditure under salary segment. Now, the administrative approval was obtained for the engagement of new teachers in lieu of the senior teachers diverted by the UT government. Thus in 2009-10, the UT requires full amount for salary expenditure.

Recommendation: The Appraisal Team recommends the proposal of the UT for BRCs and CRCs for PAB approval. The UT must ensure that all necessary posts are filled at the earliest in 2009-10.

• **Information about DIETs:**

One DIET is available in Pondicherry district where as in Karaikal teacher training Institute is exist. Their contribution in training the teachers is limited and consequently the lower performance in teacher training

Nature of academic support extended by DIETs in 2008-09:
DIET is organizing training programmes for PST.

b. Resource Groups & Subject Expert Forums

Academic Resource Groups:

The following table indicates the structure of 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
1.	State Resource Group (SRG)	REM – 1 DEP – 1 IED – 1 SRG - 1	12 14 12 10	1 Nil 2 1	• Suggestions offered for various activities
2.	District Resource Groups (DRGs)	Nil			
3.	Block Resource Groups (BRGs)	Nil			
4.	Cluster Resource Groups (CRGs)	Nil			

Source: AWP & B 2009-10, Puducherry

Contributions of Resource Groups to quality improvement in 2008-09:

- The Resource group will be involved in designing and approving the activities within the frame work of PAB approval

Strategies and Plans for 2009-10:

- State Resource group are the nodal agencies for designing or review of proposed innovative approach and to suggest the modalities for its implementation
- The expertise of the resource group will be utilized in assessing the impact of the innovative programmes

Observation: Resource Groups (preferably subject-wise) must be constituted at District, Block and Cluster levels for strengthening pedagogic interventions in different subjects. The roles and contributions of these Resource Groups at different levels for learning enhancement must be defined more clearly.

c. Nature of convergence & collaboration among different academic institutions

- Pondicherry University and B.Ed colleges are all involved in undertaking impact studies.
- Bharathidasan University associated with Digital content development training
- *The School, Krishnamoorthi Foundation of India, Adyar, Chennai* has been involved in training the master trainers of ALM
- Rishi Valley Educational Research (RIVER) involved in developing English medium card for implementing ABL in CBSE syllabus
- Avinashilingam Deemed University, Coimbatore – Development of curricular for Pre primary
- Regional Institute of English (RIE), Bangalore – Development of CDs for English Communication skills training.
- A MOU is signed with Azim Premji Foundation in “Evolving a demonstrable model of computer aided learning at Primary level”

d. Public Private Partnerships (PPP) for quality improvement:

SSA, Puducherry has tied-up with several private organizations in quality improvement initiatives undertaken in the State.

1. Rishi Valley Educational Research (RIVER) and SSA, TN for ABL card scaling up to English medium..
2. Bharathidasan University associated with Digital content development training
3. *The School, Krishnamoorthi Foundation of India, Adyar, Chennai* has been involved in training the master trainers of ALM
4. INTEL – training to teachers on project-based learning.
5. AZIM Premji Foundation, - Development of animated content CDs under CAL.
6. Regional Institute of English (RIE), Bangalore – Development of CDs for English Communication skills training.
7. A MOU is signed with Azim Premji Foundation in “Evolving a demonstrable model of computer aided learning at Primary level”

8. Tamil Nadu Small Scale Industries, (TANSI) – Development of Self Learning Maths kit.
9. Pondicherry University offering resource support

4. Quality management for quality assurance:

a. Nature of Quality monitoring in the State

NCERT quality monitoring tools are being used. UT personnel attended training at National level regarding QMT, followed by 2 Regional Level meetings hosted in Pondicherry. BRC/CRC personnel collect the reports on a quarterly basis, and this is consolidated at the State level. In 2008-09, three QMT reports have been submitted by Puducherry to NCERT.

Monitoring and Supervision – Performance tracking and grade monitoring

- For better performance the quality monitoring will be continued at different levels
- They will supervise the programme in schools at their cluster level.
- On the spot guidance will be given to Teachers during this supervision.

The monitoring in the district includes school level monitoring to district level monitoring. The monitoring system is given below.

❖ School Level :

Monitoring by concerned Head teacher

Head teacher:

- The Headmaster will review the implementation of LEP at their school level.
- They will review class wise and child wise achievement of competencies
- The feed back of review will be reported to the CRC

Teachers:

- They will conduct periodical Tests.
- Monitor child wise achievements of competencies.
- Apply suitable strategies for achieving competencies
- Prepare and utilize additional Learning material in their regular Class Room Teaching.

Community:

- The communities' role in the LEP is critical observation of implementation of the programme giving Monitor and Resource support to Schools and Teachers.
- Whenever necessary they will report the performance of the school to the District Project Office.

❖ Cluster level

- Monitoring by team consisting of Deputy Inspector of schools, CRC Coordinators and concerned BRC TE

❖ Block Level.

- Monitoring by a team consists of BRC Coordinator, CRC Coordinators, BRC TE, Senior HM Gr. I/II
 - Regular Monitoring by BRC Coordinator and BRC TE as a part of their job chart.
- ❖ **District Level.**
- Monitoring by a Team consists of Chief educational officer (CEO), one STC / DIET faculty, one BRC Coordinator, CRC Co / HMs / BRC TE.
 - In addition to monitoring at District level by above team, under the leadership of CEO / ADPC, may be conducted quarterly.
 - Immediately after monitoring, the teams will review their observations at District office with all HMs in the presence of SLC / VEC.
- ❖ **State level**
- The monitoring team consist of Director of school Education, State Project Director , Principal DIET, OSD STC.
 - The review meeting with the concerned persons mentioned above at Directorate of School education, Puducherry.
- ❖ **Community Monitoring**
- A separate monitoring format will be developed in the form of prepaid inland letter and can be utilized by elected community members. Immediately after monitoring they have to send the reports directly to BRC / DPO. It is one of the innovative monitoring systems to be implemented in the district.

b. Findings of Quality Monitoring Tools

In 2008-09, three QMT reports have been submitted by Puducherry to NCERT. Reports have revealed the following findings:

- Textbooks were distributed before the start of the academic session or latest within one month of the start of session
- Distribution of TLM grant was 97% at primary level and 98% at upper primary
- TLM Grant utilization was 97% at primary level and 98% at upper primary
- 10 CRCC posts were vacant in first quarter of 2008-09
- Teacher training was organised based on empowerment of teachers to improve the teaching –learning process, and use of new technology
- Follow-up to trainings were conducted through monthly teachers’ meeting at cluster level, and cluster level analytical formats
- Major academic problems faced during organisation of trainings include reluctance of teachers to attend trainings during holidays, HMs reluctant to relieve teachers for training, and training is not mandatory for promotion
- Community participation was found good in Pondicherry and Yanam, moderate in Mahe, and indifferent in Karaikal
- Students’ attendance rate was reported as 97-98%

- Significant achievements include hard spots identified for teacher training, Pupil-Teacher Ratio of 25:1, multimedia approach adopted by teachers, and special efforts for CWSNs in collaboration with NGOs for providing aids, appointing resource teachers, etc.
- Major problems faced by the UT include Senior teachers' reluctance to use modern teaching methodology like multimedia, teachers occupied with non-academic work

c. Performance Tracking through Indicators for teachers and trainers

The State has developed the following Performance Indicators to track performance level of teachers and trainers:

Nature of Performance Indicators for teachers and trainers for 2009 – 10

10 major Performance Standards identified for School teachers for 2009 - 2010	10 major Performance Standards identified for CRC personnel for 2009 - 2010	10 major Performance Standards identified for BRC personnel for 2009 - 2010
1. Providing variety of learning situations to the learners using Computers provided everyday.	Teachers are motivated to practice innovative teaching learning process in all schools.	Analyzing existing situation in reality for planning capacity building programmes.
2. Encourage learners to compare, debate, share and learn from each other.	Discussion on several classroom practices on ABL methodology and ALM.	Awareness of the current status of block in UEE, clear understanding and plans for increasing enrolment, access, retention and quality education.
3. Developing designing and selecting learning situations suited to the context and needs of children	Conducting Model Classes.	Awareness of SSA objectives and norms, scope, resources and funds available (and purposes for which they are meant).
4. Understand children within social, cultural and political contexts.	Implementing ABL and ALM in classroom practices are explained through demonstration classes.	Bringing in experts for discussion on specific areas.
5. Own responsibility towards enhancing the achievement level of children.	Suggesting remedial measures to carry out the innovative practice effectively in the classroom.	Developing BRC as a stimulating place which attract Teachers and CRC Personnel for capacity building.
6. Connecting the classroom learning to the life outside the school.	Develops understanding of common goals in consultation with HMs and Teachers.	Developing skills to use technology
7. Promotes development and use of contextual materials beyond prescribed ones.	Develops a Cluster Improvement Plan on basis of cluster context, needs and priorities in terms of stages of achievable, concrete sub-objectives.	Conducting review meeting with CRC and community. To identify level of goals achieved, problems, difficulties.
8. Enables regular capacity building through discussions, debates, sharing, reading, reflections etc.,	Sets short term objectives for each school with time line.	Support and undertake periodic school visits to understand classroom transaction/ level of teacher performance and CRC performance. Two ways in nature.
9. Demonstrates problem solving skill/mind set.	Closely monitor and get feed back against vision/ goals, take corrective measures.	Developing strategies to grade cluster and motivate them to reach the higher level.
10. Feels comfortable in handling the special children.	Shares success stories, enables exposure visits to good practices.	Ensure proper maintenance of accounts at school, cluster levels on all parameters

Details about activities in 2008 – 09:

For the development of Performance indicators of Teachers, BRC, CRC, the ADEPTS resource materials developed at national level were used.

Plans for 2009-10:

It is proposed to implement the ADEPTS programme in 2009-10 in 160 schools. Performance standards were already developed for the teachers. Teachers will self – assess their performance level and fix up their level under the supervision of Head teacher (from level 1 to 4). Following this, the teachers will plan for the activities by which they can enhance their performance to higher level. Simultaneously a workshop is planned to finalise the activities by which they can enhance their performance and the standardised activities will be disseminated with Head teachers. Subsequent assessment will be done by the head teacher with the help of BRC's/CRC's. Reports will be collected once in three months by BRC/ CRC coordinators, who will check whether the reports are accurate. These reports will be compiled up to state level.

Head teachers, CRC's and BRC's will be trained for the supervision of classroom transaction and for evaluation of the teachers' performance. They will give proper guidance and suggestions for betterment and effectiveness of classroom processes.

Observation: It is good to note the plans of the UT for implementing performance indicators under ADEPTS, which should be implemented at the earliest. Performance of teachers and trainers against predetermined indicators must be reported to MHRD every 6 months.

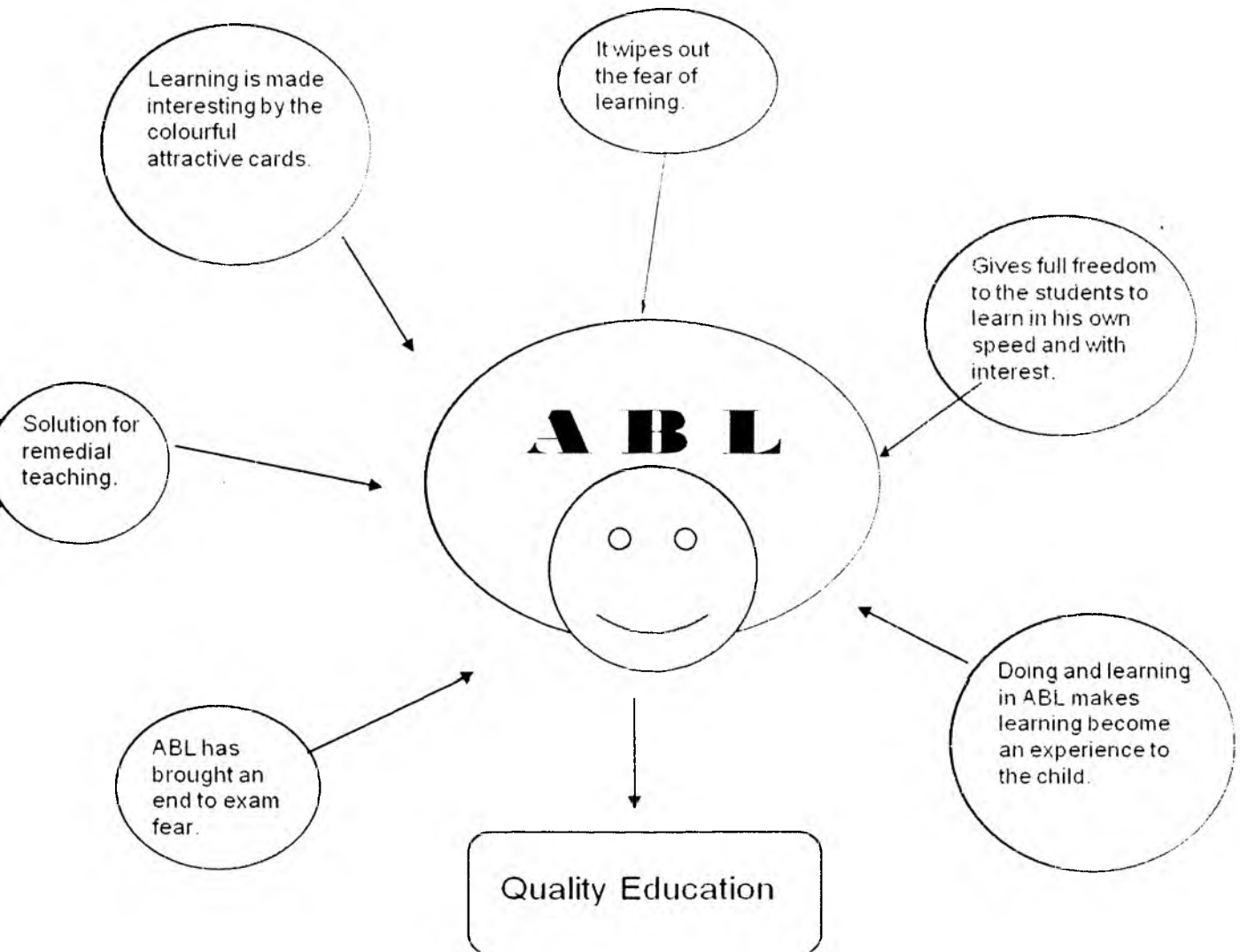
Overall Quality Initiatives in the State:

To attain the goal of Quality in Education UT Puducherry has taken the following initiatives:

1. Activity Based Learning for class I - IV
2. Active Learning Methodology for class VI – VIII
3. An Innovative CAL in Maths for class VI – VIII
4. Smart schools (80 in number) were started where the medium of instruction is English and following the Central Board syllabus. The IBM has supplied computers and software for enhancing the learning achievement of the student and the schools are IBM kid smart schools

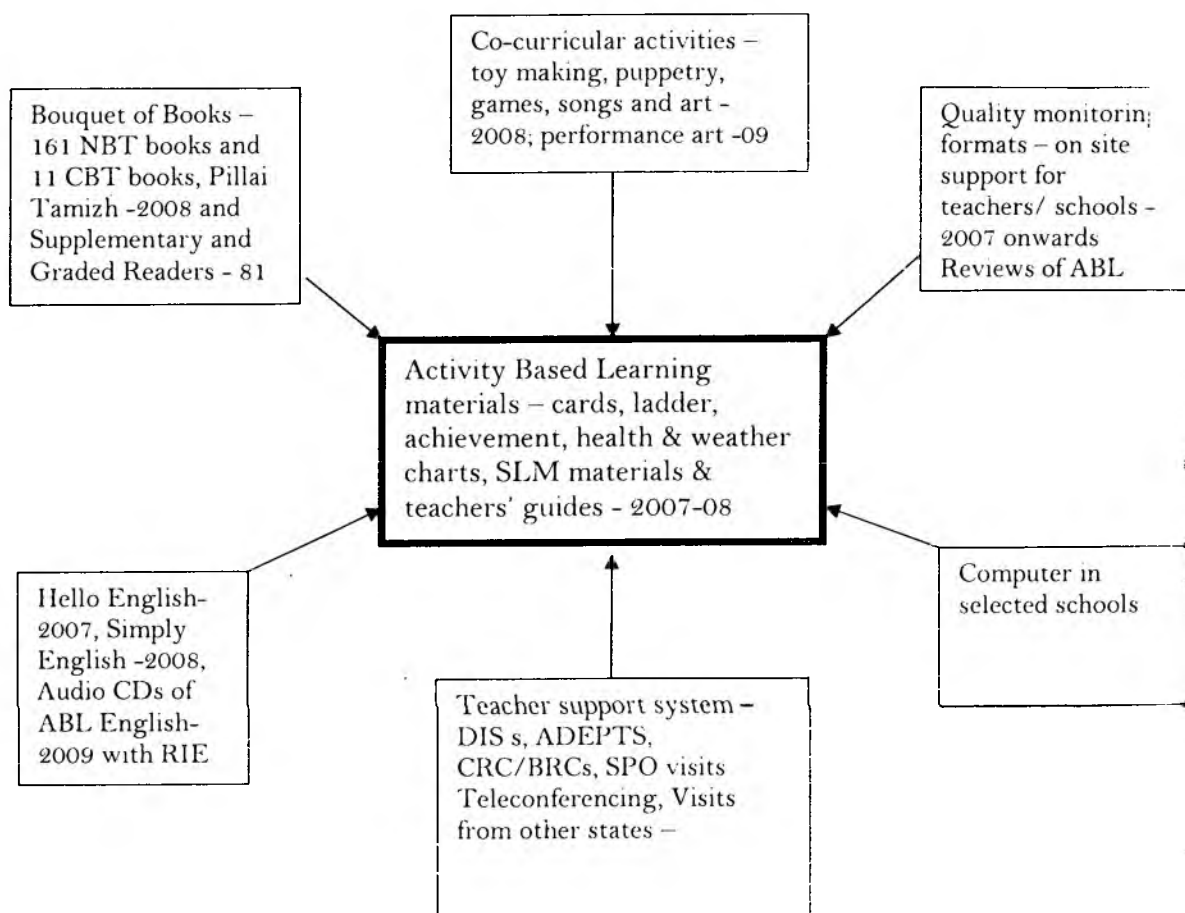
These inputs in classrooms have been very significant interventions. It has been reported that with the introduction of these innovative methodologies, there has been complete transformation in the classroom processes both at primary and upper primary levels. As this measure was introduced a year back only and impact will be known in the forth coming years.

Salient Feature of ABL methodology



Implementation of ABL during 2008-09 (an overview)

Continuous Enrichment programmes



Active Learning Methodology

All children in upper primary classes (Std 6-8) in Tamilnadu underwent a dramatic refreshing learning process, empowering them to break into knowledge systems effectively. It is probably the most rapid transformation of schooling ever attempted.

SSA was intensely searching for a pedagogy that would continue and sustain the focus on the learner, at upper primary level also. Similar to the focus of Activity Based Learning for primary classes, the training and materials were taken from Tamil Nadu.

The main thrust of **ALM** is to support the sure footed emergence of the **Life Long Learner**, through active engagement of the student in constructing knowledge. It emphasizes the importance of the engagement of the learner with the sources of knowledge. Students are not seen as recipients of information from the teacher.

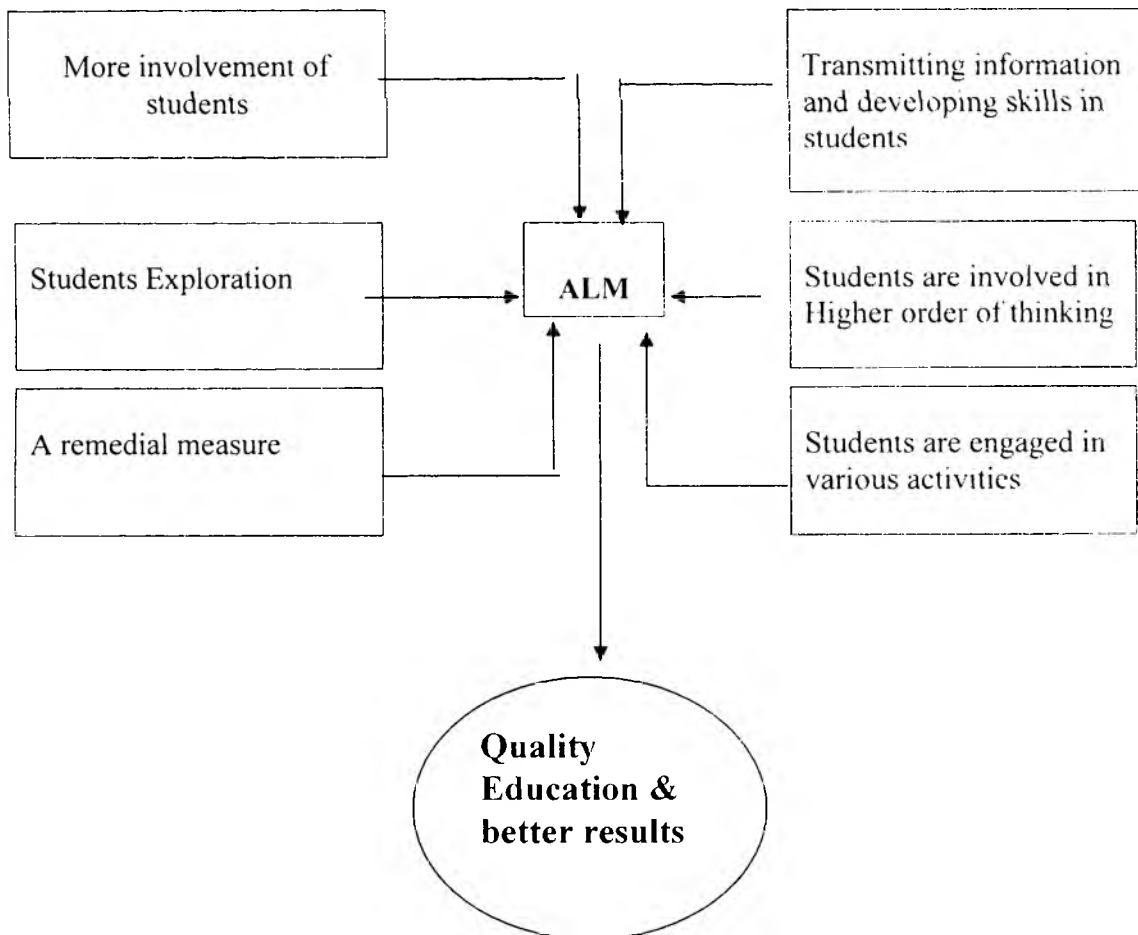
Enrichment activities under ALM

- ❖ Training and supply of Audio and Video CDs to promote the basic skills of English Language, Maths
- ❖ Enriching English Grammar through audio CDs comprising of songs and poems
- ❖ Supply of modules for simple experiments in Science
- ❖ Supply of modules to facilitate teachers for interesting and challenging homework, which extend the classroom processes to home.
- ❖ Conducting workshops to promote hands-on learning experiences and experiments.

It is not surprising that ALM has brought about a great sense of enthusiasm to the classrooms across the State. The Active Learning Methodologies that have been initiated with a learner-centric pedagogic focus are enriched with the supply of Science Kids for all Upper Primary schools to promote experiential learning of students of Classes VI, VII & VIII in the areas of

- Biological Sciences
- Physical Sciences

PROCESS AND LEARNING OUTCOME OF ACTIVE LEARNING METHODOLOGY



Broad recommendations for Quality improvement

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.)	0	0	0	0	No new PS
	New Teachers Salary (UPS)	6	7.92	6	7.92	2 new UP schools
	Addl. Teachers against PTR	0	0	0	0	PTR < 40:1
	Recurring	32	45.6	32	45.6	12 para@ 0.6 x 10 mths; 20 regular @ 0.16 x 12 mths
2.	Training					
a.	In service (PS+UPS)	4114	61.71	4114	61.71	As per norms
b.	Induction training	30	0.60	30	0.60	As per norms
	Training of untrained teachers	0	0	0	0	
	Training of BRC, CRC Personnel	65	1.30	65	1.30	
5.(a)	Free Textbooks (PS)	0	0	0	0	Provided out of UT budget
b)	Free Textbooks (UPS)	0	0	0	0	
	Sub Total					
6.(a)	TLM Grant (P)	2343	11.72	2343	11.72	As per norms
b)	TLM Grant (UP)	1771	8.86	1771	8.86	As per norms
	Sub Total					
7. a)	School Grant (P)	377	18.85	377	18.85	As per norms
(b)	School Grant (UP)	213	14.91	213	14.91	As per norms
	Sub Total					
8.(a)	TLE Grant (P)	0	0	0	0	No new PS
(b)	TLE Grant (UP)	2	1.0	2	1.0	
(c)	UPS Not covered under OBB					
	Sub Total					
9.	LEP	4	2.0	4	2.0	
10.	BRCs	40	78.84	40	78.84	
11.	CRCs	25	49.90	25	49.90	
12.	Remedial	6990	34.95	0	0	Female literacy above national average
13.	REMS	590	7.67	590	7.67	

(IV) SIEMAT:

SIEMAT is an important institution for capacity building of officials of education department and all other related functionaries. However, owing to the fact that in entire UT of Pondicherry there is only one DIET in Pondicherry district, the UT of Pondicherry is not eligible for the establishment of SIEMAT. In the situation of this kind, the UT of Pondicherry is recommended to take help of the existing DIETs in the neighboring district to ensure complete coverage of 20 days training for all the in-service teachers.

(V) Inclusive Education (IE):

The UT of Puducherry started its good work in the area of IE and also conducted a workshop in 2004-05. It conducted various activities under IE, including convergence with NGOs.

Workshops on IE were conducted to strengthen it's planning and strategy for IE.

Progress in 2008-09:

In the year 2008-09, the UT had identified 2983 CWSN and the total budget provided the UT was Rs. 35.8 lakh. The physical and financial progress of the State is given below.

- 95.46% CWSN enrolled and 98.40% covered
- 79.22% CWSN provided with aids and appliances
- 15 NGOs involved
- 4 resource teachers engaged for IE through NGOs
- 339 schools (73.06%) provided with ramps and handrails.
- Assessment, evaluation and barrier-free guidelines have been incorporated in the teacher training programmes.

District wise Progress Format on IE

Name of the district	No. CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through EGS/AIE/NGO	No. of CWSN covered through HBE	No. of CWSN Provided aids & appliances	No. Of NGO's involved	No. of resource Teachers appointed	No. of schools made barrier free	% of schools made barrier free
Pondy	1917	1070	756	91	201	15	-	220	72%
Karaikal	585	429	156	-	19	2	-	82	70.6%
Mahe	89	64	25	-	-	-	-	14	99%
Yanam	392	350	42	-	-	-	2	23	92%
Total	2983	1913	979	91	220	17	2	339	73.06%

Source: AWP & B 2009-10, Puducherry

Financial Progress on IE: 2008-09

Activity	Amount sanctioned	Achievement	Amount to be spent till 31 st March 2009
urce teachers salary	14.75		14.75

Assessment	1.20	1.07	0.13
Aids & Appliances	4.50	2.61	1.89
Braille Books	0.50	-	0.50
NGO' inclusion (community mobilization)	1.00	0.75	0.25
Teachers training (2 days)	2.00	2.00	-
Escort allowance	1.10	1.10	-
Ramps	7.50		7.50
Workshop & meeting	1.50	0.14	1.36
Sports meet	1.75	1.44	0.31
Total	35.8	9.11	26.69

Source: AWP & B 2009-10, Puducherry

Expenditure of Puducherry in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	28.31 lakh	8.67 lakh	30.63 %
2006-07	32.40 lakh	18.60 lakh	57.41 %
2007-08	21.61 lakh	18.42 lakh	85.23%
2008-09	35.8 lakh	9.11 lakh	25.45%

Source: AWP & B 2009-10, Puducherry

It can be inferred from the table that the State is showing an increased trend in expenditure on IE.

Number of CWSN Identified in 2008-09

The State has identified 2926 CWSN (shown below), out of a total population of 1,68,910 which is 1.7% of the total child population.

S. No.	Category	Number of CWSN
1	Visually Impaired	647
2	Hearing Impaired	591
3	Mentally Impaired	491
4	Orthopaedically Handicapped	325
5	Learning Disability	500
6	Multiple disability	180
7	Cerebral palsy	131
8	Others	61
	Total	2926

Source: AWP & B 2009-10, Puducherry

District wise Coverage Plan

S. No.	Name of District	No. of CWSN Identified	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through home-based edu	No. of CWSN Proposed to be covered through DCC
1	Pondy	1943	1241	105	597
2	Karaikal	720	610	5	105
3	Mahe	95	70	0	25
4	Yanam	168	153	0	15
	Total	2926	2074	110	742

Source: AWP & B 2009-10, Puducherry

Class-wise Break up of Braille Books Required

Class	Braille Books Required
I	11
II	11
III	11
IV	14
V	15
VI	14
VII	11
VIII	13
Total	100

Source: AWP & B 2009-10, Puducherry

The focus of this year on IE would be on the following:

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

Plan for IE: 2009-10

S. No.	Activities	Phy.	Unit cost	Fin.	Time
1	Resource teacher salary for 9 months	6	Rs. 5000	2.70	Jun.09
2	Assessment camps	6 blocks	Rs.10000	0.64	Jun-Jul 09
3	LD Assessment	500	Rs. 150 per child	0.75	July 2009
4	Awareness campaign & parents counselling	6	Rs.15000	0.90	April-Jun.09
5	Provision of aids & appliances, including Braille books for 100 children	362 CWSN	Rs.1500	5.42	July 09- Mar.-10

6	Surgery	100	Rs.6000	0.60	Jul.-09 Mar ch-10
7	NGO involvement	17	Rs.50000	8.50	Jun.- 09- Mar. -10
8	3- day IE Teacher Training	1050	Rs.100 per day	3.15	Jun- Nov.09
	Long term training-90 day training	12	Rs.2000	0.24	July 2009
9	Training material per district	4	Rs.10000	0.40	May – July 09
10	Workshop at district level	4	Rs. 50000	2.00	Sept.09
11	Transport/Escort Allowance (Rs. 100 per child for 10 months)	250	1000	2.50	Nov-09- March-10
12	Awareness campaigns at the block level	6	Rs.25000	1.50	May 2009
	Total			29.26	

Issues:

- The State should appoint resource teachers at the earliest

Recommendation

The Appraisal Team recommends the proposal on IE Rs. 29.26 lakh @ Rs. 1000/- per disabled child for 2926 CWSN. Further, the UT should include barrier-free guidelines, evaluation guidelines of CWSN as well as the assessment guidelines in the training programmes. These guidelines have already been framed at the national level and circulated to all the States/ UTs. The State should also:

- Improve its identification mechanisms and
- Provide Braille books by July 2009.

(VI) Innovative Activities:

a. Early Childhood Care & Education:

Progress Overview during 2008-09

Status of ECCE since 2006-07:

District	2006-07		2007-08		2008-09	
	No. of Existing centers	No. of Children Enrolled	No. of Existing centers	No. of Children Enrolled	No. of Existing centers	No. of Children Enrolled
Pondicherry	155	7925	201	7501	196	6805

Karaikal	57	1307	68	1876	69	1674
Mahe	10	392	12	395	11	378
Yanam	10	464	14	770	16	786
Total	232	10088	295	10542	292	9643

- Enrolment in standard I during 2008-09 is 22742 in the UT of Pondicherry. Out of which 7559 students are Govt. Preprimary schools.
- Honorarium @Rs.2500 from was given to 158 Pre-Primary Teachers.
- To provide joyful learning environment, the child friendly educational play materials supplied to Govt. schools having Primary sections in Mahe, Karaikal and Yanam districts.
- The pre – primary teachers were engaged in the awareness campaign to propagated the importance of early childhood care and the availability of pre primary classes in the Govt. schools.
- To promote Joyful Learning – a new curriculum was developed.

The State has undertaken following activities during 2008-09:

S. No.	Activity	Total Budget Sanctioned for 2008-09		Achievements up to January 2009	
		Phy	Fin	Phy	Fin
1	Salary to pre-primary school teachers	9377	25.00	9377	25.00
2	Purchase of Play Materials	978	5.00	978	3.05
	Total	-	30.00	-	28.05

During the year 2008-09, the State was sanctioned a budget of **Rs. 30.00 lakh**. The expenditure is **Rs. 28.05 lakh (93.5%)**.

Proposal for 2009-10:

The State has proposed to replicate same activities conducted during previous year in all the 4 Districts in the State.

Sl. No.	Particulars	Unit cost Rs.	Physical	Amount Rs.
1	Printing of health Records for pre-primary students (Pondy)	10/-	6800	68000

2	Purchase of Educational Play materials (charts, toys, etc) Ponds, Mahe, Yanam	5000/-	224	1120000
3	Training to Ppsts and Balasavikas on skill based play way education – Based on new curriculum developed by board (5days X100 X 324)	100/-	324	162000
4	Organizing cultural, sports and other healthy competitions for children (Ponds & Karaikal - Rs. 500/- per school, Mahe & Yanam – Rs.1000/- per school)	P&K- 500/- M&Y- 1000/-	P & K-265 M & Y-28	195000
5	Providing pest control lights / wall painting to pre-primary schools	P-1000/- K,M&Y-2500/-	P-192 K, M & Y-68	362000
6	Honorarium to PPST for 10 months	2500/-	79	1975000
7	Workshop to PPST(k-68x1day,m-20x3 days, y-30x2 days)	200/-	118	43600
8	Providing Furniture, Mats etc.(K,M,Y)	100/-	2641	264100
9	Training to parents on school Readiness program (M-Parents, Y-parents & HM)	M-250/- Y-1000/-	M-11 Y-17	19750
10	Providing Slates/Practice books (Yanam only)	800/-	150	120000
11	Enrollment drive (Yanam only)	1000/-	17	17000
12	Purchase of plastic chairs (Yanam only)	178/-	300	53500
13	Monitoring	-	-	50
	Total	10.875	4 Districts	4400000

Recommendation for the year 2009-10:

- The Appraisal Team recommends an amount of **Rs. 44.00 lakh** for **4 Districts** [Pondy (15.00 lakh), Karaikal (15.00 lakh), Mahe (4.00 lakh) and Yanam (10.00 lakh)] to undertake proposed activities for 2009-10 with the condition that the State should initiate the activities for conversions with the ICDS in the State.

b. Computer Aided Learning:

1. Progress during 2008-09:

a. Physical Progress-

- No. of schools/centres covered during 2008-09 : **146 since program started**
- No. of beneficiaries under CAL : **36671 cumulative since start**

b. Financial Progress-

PAB Approval	Achievement As on 31 st March 09	% Achievement
200.00	200.00*	100 %

*As on 31st.01.09 – 115.60 lacs

c. 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)	Purchase of Desktop computers with UPs @ Rs.0.33 lacs as per DGST rate contract	512	168.96
2.	Teacher Training under CAL	<ul style="list-style-type: none"> • Ten days training on use of CAL resources to teachers from middle & High schools @ Rs.0.001 • Three days teacher training to 80 teachers in UP CAL schools on computer operation @ Rs.0.001 lacs 	100 80	1.00 0.24
3.	Content/ Software Development	<ul style="list-style-type: none"> • Purchase of Mathematics multimedia CD for class VI to VIII for 20 schools @ Rs.0.1 lacs • Eleven Educational Content CDs for 	20 115	2.00 1.86

		115 UP schools for class VI to VIII from CIET		
4.	Any Other Activity	<ul style="list-style-type: none"> Honorarium to Volunteer Computer Lab Coordinators at CAL schools @ Rs.0.03 lacs per month for ten months Introduction of distributed model of delivery system in pilot basis in one UP school (Pondicherry) 	81	16.2
			01	2.00
5.	Recurring Activities			
	<ul style="list-style-type: none"> Maintenance 	AMC @ Rs.3300.00	235	7.74
Total				200.00

2. *Proposal for 2009-10:*

a. **Physical -**

- No. of schools/centres to be covered during 2009-10: **256 new schools**
- No. of beneficiaries to be covered under CAL: **64573 fresh students**

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 <ul style="list-style-type: none"> IT Infrastructure (PC, Printers, IT peripherals) Non IT Infrastructure 	Purchase of Desktop computers with UPs @ Rs.0.33 lacs as per DGST rate contract	410	135.30
		Minor Electrical works @ Rs.0.05 lacs to be done through VEC	100	5.00
		Purchase of computer tables @ Rs.0.03 lacs at NISC rate contract	100	3.00
2.	Teacher Training under CAL	<ul style="list-style-type: none"> Ten days training on use of CAL resources to teachers from 168 (middle & High) schools @ Rs.0.001 lacs x 10 x 168 	168	1.68
		<ul style="list-style-type: none"> Four days teacher training to 80 teachers in UP CAL schools on Office Automation 	80	0.32
3.	Content/ Software Development	<ul style="list-style-type: none"> e-contents development in science & Social Science for class VI to VII with the help of State Resource Group in support private partners 		5.00

		<ul style="list-style-type: none"> Purchase of Educational CDs from CITE, Media Six and National Geography on Science, Maths, English for class VI to VIII for all UP schools 		5.00
4.	Any Other Activity	<ul style="list-style-type: none"> Providing the internet facilities in Primary and Upper Primary Schools @ Rs.0.02 lacs per school by BSNL Honorarium to Volunteer Computer Lab Coordinators at CAL schools @ Rs.0.03 lacs per month for ten months Introduction of distributed model of delivery system in UP school.(Yanam & Karaikal) 	300	6.00
			81	24.30
			2	4.00
5.	Recurring Activities			
	<ul style="list-style-type: none"> Maintenance 	AMC of Computers	425	10.00
	<ul style="list-style-type: none"> Refresher Training 	Capacity building of a group of selected teachers for CAL schools @ Rs.0.001 lacs	40	00.40
Total				200.00

3. Observation on the Progress:

- The state has implemented CAL in 146 schools since inception.
- Implementation of Computer Aided Learning in all Government Middle & High Schools in UT of Puduchery by supplying 4/ 5 computers in each school depending on the enrollment.
- Revised guideline for teachers have been developed & supplied to all CAL schools.
- Computer Lab Coordinators are in place in all CAL schools.
- The state has taken up a pilot project in 20 schools to evolve a demon's ratable model for Teacher Facilitated Digital Learning in collaboration with Azim Premji Foundation.
- Multimedia content CDs on mathematics has been provided to 20 schools and a set of eleven educational content CDs has been provided for class VI to VIII students in 115 schools in collaboration with CIET. Educational multimedia CDs on English also have been supplied in collaboration with RIEL, Bangalore.
- Web resources training have been given to 30 master trainers in collaboration with Pondichery University.

Regarding the proposals for 2009 – 10, the state has proposed to expand Computer Aided Learning programme further to 256 more schools. Besides the activities like IT & non IT infrastructure setup, e – teaching learning materials supply to schools, teacher training activities the state has also proposed to,

1. Provide internet facilities to primary & upper primary schools to increase student's interaction with ICT & avail them the benefit of digital multimedia encyclopedia on the web.
2. Establish the Distributed Model of Delivery System in two more UP schools in Yanam & Karaikal districts.
3. Extend maintenance facilities to 425 schools for infrastructure maintenance.

4. Recommendation:

The steps which has been taken & are being taken by the state are really innovative to address the teaching learning issues of the students and appreciable. The successfulness of this kind steps are to be seen. The state should also document the achievements of this kind of steps to be shared by others which has not been done yet. The state should also ensure that the activities like IT infrastructure setup are taken up in time to move ahead with other activities.

The appraisal team recommends the proposals & activities of the state.

c. Education of SC/ST children:

District wise Progress against SC/ST Innovation activities during 2008--09

S.No	Districts	SC/ST				
		Financial		Target (No. of children)	Innovative Activities undertaken	Coverage
		Funds sanctioned during PAB 2008-09	Funds utilised			
1	Pondicherry	15.00	15.00	27042	<ul style="list-style-type: none"> • Coaching classes conducted for all Vth Std SC/ST students for Navodhaya entrance. • Night classes are conducted for weak students through educator Volunteers. • Training on vocational skill development. • Organizing motivation camps in selected schools. • Organizing the Field visit and regional visit 	27042
2	Karaikal	10.00	10.00	6346	<ul style="list-style-type: none"> • Coaching classes conducted for all Vth Std SC/ST students for Navodhaya entrance. • Night classes are conducted for weak students through educator Volunteers. • Training on vocational skill development. • Organizing motivation camps in selected schools. • Organizing the Field visit and regional visit 	6346

3	Mahe	0	0	0	Nil	
4	Yanam	10.00	1.53	1397	<ul style="list-style-type: none"> • Summer camps are organized for slow achieving children • Special coaching classes conducted for slow learners • Conduct of Night School study centres • <u>Exposure visits organized</u> • <u>Conducting competitive on special occasions</u> • <u>Best SC student award</u> 	1397
	Total	35.00	26.53	34785	•	34785

Reasons for not conducting activities approved by PAB for 2008-09:

It was told by UT representative that work has been completed in the districts of Pondicherry, Karaikal except Yanam. Due to non release of II installment fund, work is pending in Yanam district.

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

- Lack of awareness among the parents towards the impact of Education
- The percentage of enrolment of SC/ST students in schools is not in tune with the population percentage of 16% against population of 18%
- Lack of motivation among upper primary students in pursuing studies as indicated by high percentage of dropout among SC students.

Proposal:

District wise Activities proposed during 2009-10 under SC/ST Innovation

S.No	Districts	SC/ST			
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children)	Time
1	Pondicherry	15.00	<ul style="list-style-type: none"> • Coaching classes conducted for all V th Std SC/ST students for Navodhaya entrance. • Conducting Night classes for weak students through educator Volunteers. • Training on vocational skill development. • Organizing motivation camps in selected schools. • Organizing the Field visit and regional visit. 	27192	Nov – Jan 2010 July – Feb'10 September 2009 Feb' - May 2010 August 2009
2	Karaikal	10.00	<ul style="list-style-type: none"> • Coaching classes conducted for all V th Std SC/ST students for Navodhaya entrance. • Conducting Night classes for weak students through educator Volunteers. • Training on vocational skill development. • Organizing motivation camps in selected 	6357	Nov – Jan 2010 July – Feb'10 September 2009 Feb' - May 2010

S.No	Districts	SC/ST			Time
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children)	
			schools. • Organizing the Field visit and regional visit		August 2009
3	Mahe	0	Nil	07	
4	Yanam	10.00	<ul style="list-style-type: none"> Organizing summer camps for slow achieving children Conducting special coaching classes for slow learners Conduct of Night School study centres Exposure visits Conducting competition on special occasions Best SC student award Developing Communication Skills in English. Procurement of Lib. Books. Supply of Audio Visual equipments Where SC population is 30%. 	1393	May 2009 September 2009 July – Feb'10 August 2009 January 2010 January 2010
	Total	35.00	•	34942	

* In Mahe district only 7 children belongs to SC category, therefore this number has not been added to the total number of SC children.

District wise enrollment of sc children

S.No	District	Total SC/ST (6-14 years)
1	Pondicherry	27192
2	Karaikal	6357
3	Mahe	07
4	Yanam	1393
	Total	34949

Detail of Innovative strategies:

Objective of activities:

- To have a sharper focus on children from these communities.
- To ensure participation of this community in school affairs
- To encourage and ensure ownership of the Abhiyan by all social groups, especially the most disadvantaged.

Strategies proposed

- Provide additional support/out of school support to SC children in enhancing their literacy rate.
- To boost their self confidence and self reliance, personality development programmes and vocational skill development is being provided

Monitoring Mechanism

- Effective monitoring by BRCs/CRCs

Outcomes

- Enhancing the educational development and there by their economic growth

Recommendation:

The appraisal team recommends the proposal and activities proposed by the UT.

(VII) Girls' Education

Progress Overview

Female Literacy is not a major issue in the U T of Puducherry. However, bridging the marginal gender gap in the socio economically backward areas and empowering girls is a concern. In the State GER at primary for girls in 2008-09 is 106.28% and at upper primary is 98.70%.NER of girls at upper primary is 89.76%.

Comparisons of completion rate between boys & girls at primary and upper primary level shows encouraging trends towards girl's completion %:

Year	Primary		Upper Primary	
	Boys	Girls	Boys	Girls
2007-08	93.2	92.3	84.04	88.11
2008-09	95.5	95.7	88.4	91.3

During the year 2008-09, the State was sanctioned a budget of **Rs. 60.00 lakh**. Under this component State has conducted vocational skill development, guidance and counseling services, life skill development activities and documentation and publication of gender oriented material in the State.

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

Sl. No.	Activity undertaken	Unit Cost Rs.	No. of Girls Covered
1.	Vocational Skill Development i) Vocational skill developments for 13580 girls at 157 upper primary schools were provided. Honorarium was given to schools where technical staff was not engaged. ii) During summer 3 days job oriented skill development workshop was organized in 17 schools covering 51 girls. iii) Drawing and coloring material given to primary school girls. iv) Two Swing machines is given to govt. girls and co-ed Middle		23096

	and High Secondary Schools.		
2.	Guidance and Counseling i) This programme is functioning since 2004 in girls and co-ed Middle and High Secondary Schools to address psychological and physiological needs of adolescent girls. ii) 5 days training given by experts with high credentials to the newly enrolled counseling assistance.	-	In 125 schools covering 15359 girls covered
3.	Life Skill Development School level competitions like quiz, debates, speech etc conducted to built self esteem competitive sprit and communication skill among girls	-	125 schools covering 15359 girls covered
4.	Exposure visits conducted for girls to give first hand experience and knowledge of the outer word.	-	9731 girls (VIII only)
5.	Publications i) A module on vocational training development 'Let us try' was developed and provided to school during 2008-09. ii) A book entitled 'All about Tsunami' both in English and Tamil was published.	-	-
	Total	15.00	23500

During the year 2008-09, the State was sanctioned a budget of **Rs. 60.00 lakh**. The achievement is **Rs. 34.32 lakh (57.20 %)**.

Proposal for the year 2009-10:

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

S. No	Description of Activity	Unit cost	Phy	Amount
1.	5- day training programme on Guidance counseling to counseling assistants	100	153	93000
2.	Review meeting on Guidance and counseling assistants	50	100	15000
3.	Organizing mother's meet of class VIII girl students	1000	160	160000
4.	Honorarium to counseling assistants	150/300	153	309000
5.	Vocational skill development - Purchase of materials	60/75	15100	997500
6.	Honorarium to skilled persons	1000	66	440000
7.	2 day work shop for technical teachers	200	30	18000
8.	Drawing material to Primary girls children	50	8889	444450
9.	Excursion / exposure visit	150/200	4747	852050
10.	Karate training	1000/1500	29	355000

11.	Best girls student awards those who have excellent skills in specific field / extraordinary performance	1000	32	165000
12.	Health check up camp First aid material , Sanitary pad preparation machine and pad preparation	1500/52100	24	86600
13.	Yoga training for girls	1500	7	105000
14.	Supportive material - TLM (Work book)	200/100	1957	281400
15.	Conveyance charge for monitoring team	4000/6000	6	28000
Total		10.87	4 Districts	4350000

The Appraisal Team recommends Rs. 43.50 lakh for 4 Districts to under take proposed activities for 2009-10.

(VIII) Strategies for Community Mobilization:

Progress in 2008-09:

Community Training

PAB Approval (2008-09)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy	Fin
1438	0.86	1032	0.60	71.77	70

Activities undertaken by State/UT under Community Mobilization:

- Release fund with respect to school, maintenance, TLM grants, PPSTs Honorarium , CLCs Honorarium, Interventions like Guidance and Counseling , Vocational skill development funds, Drinking water facilities, Aids and appliance to CWSN, motivation camp for special focus group. Conducting VEC meeting every quarter to discuss school developmental programme.
- Two day training VEC members on innovative practices and programmes implemented under SSA.
- The state has reported that VEC members visits schools to observe classroom process, teachers and students' attendance and achievement levels of children and record the findings which is recorded by BRC and CRC for review and appropriate remedial measures.

- The state has reported that Panchayat president / ward members represent block and district level committees also. In block and district level committees the activities relating to quality initiatives are reviewed and follow-up ensured. VEC members and president visit schools to fill-up SLF which is helpful to monitor the teacher attendance.
- The state has reported that VEC members visits schools to observe classroom process, teachers and students' attendance and achievement levels of children and record the findings which is used by BRC and CRC for review and appropriate remedial measures.

Other community mobilization activities:

- ↓ Orientation training
 - ↓ School improvement conferences
 - ↓ Annual day celebration
 - ↓ Maths and science exhibitions/ melas
 - ↓ Celebration of National festivals
 - ↓ Visiting schools to monitor teacher-student attendance
 - ↓ Visit to schools to identify infrastructure need and for best classroom practices
 - ↓ Students' academic excellence in achievement chart by observing students activities in ABL schools.
- To mobilize the SC/ST/Minority and other backward marginalized communities in the state has taken following steps :
 1. Inclusion of female members in every VEC SC/ST
 2. Their participation facilitates in expressing their needs and in persuading the neighbors to send their children regularly to school.
 3. Monitor and asses the progress of SC / ST and girl children.
 4. Ensures extra care and concentration to address the need and to fill the gap through all activities carried out under different component.
 5. Science melas enrolment drive conducted with extra vigor in areas where SC/ST and minorities are predominant.

Proposal for 2009-10

Community Training Target 2009-10	
Phy.	Fin
1561	0.94

1. Activities to be undertaken

- Orientation training to 1561 VEC and community members on innovative practices and programmes of SSA for two days .
- Mobilizing additional infrastructure to suit the innovative classroom practices.
- In the block and district level committees the activities relating to quality initiatives are reviewed and follow-up ensured by VEC representatives.

- Enrollment drives planned in villages which are predominantly occupied by SC/ST/Minority people. This would ensure 100% Enrollment of Girl children.
 - Quality monitoring formats SLF I, II and III provides ample opportunity for VEC members to visit schools and discuss with teachers regarding children achievement in every quarter.
 - It is planned to honor the VECs which declare 0% Dropout in the schools /village by the District Collectors.
 - Science and Maths melas are planned to be conducted in the Areas of large population of SC/ST/Minority at the school and CRC level by the VECs.
 - community trainings modules to be revised in the 2009-2010.
- Enrolment drive is planned in all VECs predominantly occupied by SC/ST and minority.
 - Mobilize activities to enroll all girl children.
 - Special care through VEC is planned to ensure the continuance of girls in schools without dropping out.
 - Provision of additional maths kit and supplementary reading material to cater to the needs of SC/ST and Girls is planned.
 - VEC and CRC level special enrolment drive and community rallies are planned in areas concentrated with SC/ST, minority and marginalized sections.

Observations:

The progress made by the state under this component is satisfactory but concrete plans can be developed to get maximum participation from the community. State has developed linkages with the PRI bodies and involved them in various activities but PRI members can be further oriented to take the responsibility for supervision and monitoring of the programme. State should try and develop a comprehensive training module which not only will cover all the aspects of SSA but also should include Quality issues. State should also specify the roles and responsibilities of each committee constituted.

Recommendations: Appraisal team recommends the proposal.

(IX) Involvement of NGOs

The UT held 3 GIAC meeting in the year 2008-09. They have appointed a sub-committee, which will visit all NGO sites involved in IED and AS interventions, and approve their request. 27 NGOs are involved at present, in the districts Pondicherry and Karaikal only.

SSA, Puducherry has tied-up with several private organizations in quality improvement initiatives undertaken in the State.

1. Rishi Valley Educational Research (RIVER) and SSA, TN for ABL card scaling up to English medium..

2. Bharathidasan University associated with Digital content development training
3. The School, Krishnamoorthi Foundation of India, Adyar, *Chennai* has been involved in training the master trainers of ALM
4. INTEL – training to teachers on project-based learning.
5. AZIM Premji Foundation, - Development of animated content CDs under CAL.
6. Regional Institute of English (RIE), Bangalore – Development of CDs for English Communication skills training.
7. A MOU is signed with Azim Premji Foundation in “Evolving a demonstrable model of computer aided learning at Primary level”
8. Tamil Nadu Small Scale Industries, (TANSI) – Development of Self Learning Maths kit.

Status of NGO Involvement: UT level

Functional Area	No. of NGOs involved in 2007-08	No. of NGOs likely to involve in 2008-09
1. IED	17	17
2. AIE/AS interventions	7	7
3. Pedagogy	-	2
4. Girls Education	-	-
5. Community Mobilization	-	1
6. CAL	2	3
7. Research & Evaluation	1	2
Total	27	32

District-wise Break-up

Functional Area	Karaikal	Pondicherry
1. IED	2	15
2. AIE/AS interventions	1	6
3. Pedagogy	-	-
4. Girls Education	-	-
5. Community Mobilization	-	-
6. CAL	2	2
7. Research & Evaluation	1	1
Total	6	24

(X) Project Management

Staff Position

	Staff sanctioned	Staff filled	Vacancy	Percentage
SPO	12	10	2	83.3
DPO	15	12	3	80.0
BRC	40	28	12	70.0
CRC	25	18	7	72.2

It is good to note that Coordinators have been engaged this year for various functional areas including IED, Alternative Schools Intervention, MIS. However the above table shows that UT has several vacancies at SPO level, DPO level, BRC level and CRC level. The appraisal team strongly recommends that UT should strengthen its staff position and fill all vacancies at the earliest for the smooth implementation of the programme.

At present the cadre strength of the Account staff is not sufficient, as observed by the Appraisal Team. The UT should take steps to increase this number.

No personnel have been recruited from NGOs/Universities.

At present, the staff have attended National level training/workshops only. No training has been given at the UT level. The training of the staff for their capacity building should be the first priority of the UT.

State's status for the integration and involvement of SSA with mainstream educational structure and also on the steps taken/required for further improvements:

- The Member Secretary of SSA Society is the Director of School Education
- All CEOs working in districts are the DPOs of SSA (ex-officio)
- Head Master is the secretary of VEC. He is actively involved in implementation of SSA.
- From 2009-10 onwards, Deputy Inspectors of Schools (DIS) are made functionaries of SSA, and involved in ABL monitoring and in evaluating performance of the teachers

Activity-wise detailed breakup of management cost at State and district level proposed during 2009-10:

Activity	Fresh Proposal (Rs. lakhs)			Total Proposal (Rs. lakhs)
	unit cost	Phy	Fin	Fin.
Management & Quality				
Salary for the existing Staff		4	87.27692	87.27692
Furniture and Electricity	1.00	4	4.00	4.00
Training, Workshop and Meeting	0.17	4	1.00	1.00
Consultany	0.50	4	2.00	2.00
TA/DA (Offical/Staff/Resoruce persons)	0.05	4	4.00	4.00
Vehile	0.25	4	12.00	12.00
FTA to BRC and CRC	0.005	31	1.86	1.86
Telephone charages	0.03	4	1.44	1.44
Audit fees	0.25	4	1.00	1.00
Books and Periodicals	0.20	4	0.80	0.80
Equipments & Maintenance	0.75	4	3.00	3.00
Stationeries and consumable	0.50	4	2.00	2.00
Contigency	0.25	4	1.00	1.00
Media and Documentation	0.30	4	2.00	2.00
Strengthening of MIS				

Capacity building training to staff and Officials	0.01	80	0.80	0.80
Learning Enhancement Programme				
(Additional Learning Material/Worksbooks/Science Kit and Audio equipments	0.15	4	2.00	2.00
GRAND TOTAL				126.1769

Break-up of Salary Component:

State Project Office									
S.No	Designation	Present pay	Revised Pay	one increment	one month	12 months salary	others	Addl. Arrear 60%	Total
1	State Project Director	24360	56700	960	57660	691920	0	112583	804503
2	Junior Accounts Officer	17680	31140	660	31140	373680	0	60348	434028
3	UG Supdt. 1	16450	28470	420	28470	341640	0	67480	409120
5	Steno	9390	21104	360	21104	253248	3451	37654	294353
6	UDC	7950	18600	320	18600	223200	3451	29218	255869
7	LDC	6620	15125	320	15125	181500	3451	27610	212561
8	Coordinator - 1	17730	32150	680	32150	385800	3451	82270	471521
9	Coordinator - 2	17730	32150	680	32150	385800	3451	82270	471521
10	Coordinator - 3	17730	32150	680	32150	385800	3451	82270	471521
14	Peon	6760	15518	260	15518	186216	3451	24907	214574
15	System Analyst	10000				120000			120000
16	Programmer	8500				102000			102000
18	Tally Asst.	3000				36000			36000
19	Data Entry operator -1	5000				60000			60000
20	Data Entry operator -2	5000				60000			60000
21	Office Assistant-1	3000				36000			36000
22	Office Assistant-2	3000				36000			36000
23	Sweeper 1	3000				36000			36000
								Total	4525571

District Project Office										
S.No	Designation	Present pay	Revised Pay	one increment	one month	12 months salary	others	Addl. Arrear 60%	Total	Total for 4 districts
1	Assit. Dis. Programme Coordinator	17730	32150	680	32150	385800	3451	82270	471521	1414563
3	Asst. Coordinator	15600	24050	375	24050	288600	3451	90000	382051	1146153

4	LDC	6620	15125	320	15125	181500	3451	27610	212561	637683
5	Peon	6760	15518	260	15518	186216	3451	24907	214574	643722
7	Tally Asst.	2000				24000			24000	72000
8	Data Entry operator	5000				60000			60000	180000
10	Sweeper	3000				36000			36000	108000
									Total	4202121

Observation and Recommendation:

In 2008-09, Management costs was allocated as 100 lakhs, despite the total budget allocation being 1313 lakhs, which exceeded the norm of 6%. This year the UT has requested for 110 lakhs. The Appraisal Team has recommended only 6% of total outlay as per SSA norms. PAB may consider UT's proposal.

5. Special Focus Districts and Minorities:

The UT has one Special Focus District – Mahe. Below are some of the major issues and strategies proposed by the UT for this SFD.

Sl. No.	District	Issues	Strategies	Suggestions/Remarks
1.	Mahe	<ul style="list-style-type: none"> • Teacher absenteeism. • Lack of teaching learning equipments in schools. • Lack of school building, drinking water, toilets in many schools. 	<ul style="list-style-type: none"> • Education of minority children – slow learners were identified and special coaching classes are conducted by utilizing services of educational volunteers @ Rs. 800.00 PM. • Evening School/Study Centers were established in 18 schools • Workshop for development for strategies. • Girls education – Vocational skill development programmes, counseling, mothers meet. • ECCE activities. • Computer education in schools. • Training of Madarsa teaches. • Residencial Bridge Course for CWSN. • Capacity building for BRC and CRC. • Regular evaluation. • Special coaching and remedial classes. 	<ul style="list-style-type: none"> • There is a need for devising suitable programme for CWSN. • There is a need for tackling problem of absenteeism of teachers.

Education of Children from Minority Groups:

Progress against Minority Innovation activities during 2008--09

S.No	Districts	Minority				
		Financial		Target (No. of children)	Physical	
		Funds sanctioned during PAB 2008-09	Funds utilized		Innovative Activities undertaken	Coverage
1	Mahe	5.00	3.39	850	<ul style="list-style-type: none"> ❖ Special coaching classes for Slow Learners ❖ Computer Awareness programme through Co-op Comp. Centre ❖ Arranged the exposure visit for the minority children ❖ Arabic Teacher engaged in the schools ❖ Learning materials will be supplied to minority children ❖ Training to madarassa teachers 	<p>350</p> <p>100</p> <p>500</p> <p>2</p> <p>-</p> <p>50</p>
	Total	5.00	3.39	850		850

Above table reflects that UT was able to cover the proposed physical target during 2008-09 but financial achievement is only 67.8% till date. The representative ensured that rest of the funds will be utilized till March, 09 for arranging the visits for Minority children, engagement of Arabic Teacher, TLM to children and training to Madarsa teachers which were not covered till now.

Reasons for not conducting activities approved by PAB for 2008-09:

Major issues in universalizing the primary education in Minority context

- Lack of awareness among the parents of the minority community regarding the impact of education
- % of enrolment of minority students is less than the enrolment of other community students.

Proposal of Strategies for eliminating gaps in these indicators:

District wise Activities proposed during 2009-10 under Minority Innovation

S.No	Districts	Minority		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	
1	Mahe	5.40	<ul style="list-style-type: none"> ➤ Special coaching classes for Slow Learners ➤ Computer Awareness programme through Co-op Comp. Centre ➤ Arranged the exposure visit for the minority children ➤ Arabic Teacher engaged in the schools ➤ Learning materials will be supplied to minority children 	928
2	Karaikal	3.00	<ul style="list-style-type: none"> ➤ Computer Orientation programme ➤ Training programme for the development of Communication Skills ➤ Distribution of Learning Material and work books ➤ Motivation Camp & exposure trip for minority girls. 	621
	Total	8.40		1549

Till last PAB the UT had proposed strategies under Minority innovation, but from this time (2009-10) apart from Mahe district, Karaikal District is also proposed by the UT under Minority innovation. The UT representative mentioned that some Muslim children were identified during survey and the money is needed under Minority Innovation.

Detail of innovative strategies:

Objective of activities:

- This plan envisages giving a wide exposure to these minority students and providing opportunity for them to come up in life.

Strategies Proposed

- Computer Awareness programme will be conducted through Co-op Computer Centre
- Evening schools and special coaching classes will be arranged for weak students under the supervision of Educational volunteers.
- Exposure trips will be arranged through schools after the approval of VEC./ If strength is less then BRC centre should organize the exposure trip.
- The programme on developing communication skills will be organized by the school under the guidelines of BRC.
- Arabic teachers on part-time basis will be engaged in the schools where there is shortage of Arabic teachers.

Financial Break Up

S.No.	Activities	Karaikal		Mahe	
		Phy.	Fin.	Phy.	Fin.
1	Special coaching classes for Slow Learners	10 (centres)	0.80	18 (centres)	1.44
2	Computer Awareness programme through Co-op Comp. Centre	50	0.50	100	1.00
3	Arranged the exposure visit for the minority children	0	0	280@ Rs.200-	0.56
4	Learning materials will be supplied to minority children	600	1.2	900	1.80
5	Arabic Teacher engaged in the schools	0	0	2@ Rs.3000 (10m)-	0.60
6	Training programme for the development of Communication Skills	100	0.50	0	0
	TOTAL		3.00	0	5.40

District Wise Enrollment Of Minorities

S.No	District	Minorities (6-14 years)
1	Pondicherry	944
2	Karaikal	577
3	Mahe	533
4	Yanam	34
	Total	2088

Calendar Of Activities

S.No.	Activities	Time
1	Special coaching classes for Slow Learners	August onwards
2	Computer Awareness programme through Co-op Comp. Centre	September onwards
3	Arranged the exposure visit for the minority children	October
4	Learning materials will be supplied to minority children	October
5	Arabic Teacher engaged in the schools	July
6	Training programme for the development of Communication Skill	September and October

Monitoring Mechanism

- BRC & CRC co-ordinators will monitor the plan implementation.

Outcomes

- Enhancing the educational development and their economic growth.

Recommendation:

- The appraisal team recommends the proposal and activities proposed by the UT.

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

Following points were discussed with the State representatives to assess the overall progress of the State wrt to SSA goals. Feedback received from the State representatives is reflected in the following table.

Progress against SSA goals

S. No	Basic Parameters	Progress and plans of State	Comments
1	100% access to primary schooling (or state gap and by when state intends to cover it).	Achieved : All new PS were opened	Construction of 2 buildings needs to be expedited.
2	Reduction of out of school children with a mandate to ensure universal enrolment during 2009-10. (If any State does not – then how many this year and balance by when).	The total number of OOSC has been reduced to 604 from 2620 in 2003-04. All OOSC will be enrolled within 2 years	Good progress
3	Reduction in dropout rate by 5% during 2009-10 – record 2006-07 DISE level.	2006-07 2007-08 P = 2.87 UP = 3.21 2008-09 P = 3.18 UP = 3.00	UT must try to reduce further
4	Reduction in gender gap by 5% during 2008-09. – record 2006-07 DISE level.	No gender gap. The Enrollment proportion to population	Significant achievement
5	No single teacher schools and no schools without blackboards after 2008-09. (list number as per last DISE 2005-06).	No single teacher school No school without black board	Significant achievement
6	Completion of all pending civil works by June 2009. (Broadly list physical works e.g. number of primary/upper primary schools, number of ACR, number of DW, Toilet etc.)	All civil works will be completed by PWD	Progress not satisfactory. Must be expedited.
7	Implementation of regular and reliable pupil assessments including independent testing and remedial actions. (Time frame and nature of assessment e.g. CCE or independent testing).	Base line assessment is proposed to be conducted in April 2009 for all districts for all subjects from std. I to V.	UT must ensure to do this, and also strengthen internal assessment through use of Sourcebooks.
8	Quarterly pupil evaluation outcomes to be measured and reported in NCERT Monitoring Tools by all States/UTs.	Quarterly pupil evaluation has been reported for 3 quarters.	Good progress.
9	Quantifying the enhancement of achievement levels of children of class V by 20% above the DISE level of 2006-07 (record existing		Learning levels quite low. Have shown decrease from BAS to MAS.

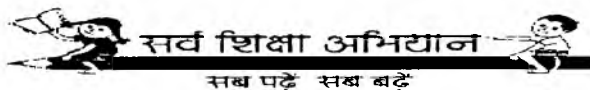
S. No	Basic Parameters	Progress and plans of State	Comments
	levels).		Needs serious attention from UT.
10	Study on Teacher absenteeism to be completed by States by 15 th January 2009 along the lines of GOI's Terms of Reference will be necessary for next years (2008-09) AWP&B clearance.	Study on teacher absenteeism was completed.	Final report must be shared with MHRD/TSG soon.
11	Teacher accountability systems and mechanisms to be reexamined and redesigned to ensure:	The performance indicators have been evolved. The performance will be evaluated and quantified for comparison	Must be used for tracking performance and reported to MHRD.
a	increments and promotions are contingent on (i) discernable and measured improvement in learning outcomes of school children in their charge (ii) use of better classroom practices which encourage child participation are girl child friendly, remove caste/community basis in classrooms and which lead to overall increase in class learning achievement scores.	Better classroom practice like ABL and ALM will definitely enhance learning achievement.	Accountability needs further strengthening and linkage to children's improved learning
b	teacher awards for teachers who conduct regular in-school remedial teaching with weaker students and enhance overall class achievement levels.	The Process of awarding best teacher will be initiated from 2009-10	
c	village Education Committees/ PTAs/SDMC's etc. or equivalent bodies by laws/rules to be amended to include specific classes to monitor teacher attendance; assessment of parental satisfaction with learning levels of children with respect to class teacher/subject teacher; frequency of parent teacher meets and sharing of children's report card, class work home work with parents; school functions held in which community/parents participated; occasions when parents/local community members/local women's groups must assist the school in distribution of free textbooks, scholarships and other incentives school opening day for the academic session and after holiday	Already manual has been released indicating the role and powers of VEC members which includes monitoring the attendance of both teachers and students, sharing of children report cards, compulsory inclusion in all school function. Besides mothers meet is also organized and they are invited to supervise the distribution of mid day meals	State needs to ensure more participation

S. No	Basic Parameters	Progress and plans of State	Comments
	breaks for winter/festival season etc., and		
d	a system for recording teacher attendance with inputs from the community and the Block/district education officials	Shortly the online attendance system will be in operation .	This must be ensured

The Appraisal Team feels that the UT has made considerable progress in its endeavor to universalize elementary education in the UT. However, in its efforts to move further ahead in this direction, it is important for the UT to take stock of the challenges before them, resources they have and prioritize their activities. They have still to go a long way, especially in improving quality of learning and increasing children's learning levels which at present are very low.

The UT must critically analyse its learning achievement surveys to identify where children have learning difficulties and what are the factors contributing to these learning difficulties. 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 learning difficulty in a systematic way. It is only once the UT is able to gear up in this mode to integrate all inputs and processes under SSA to strengthen these factors and address these learning difficulties in a focused manner, that it will be able to see stronger improvement in children's quality learning.

7. Major Findings of Monitoring Institutes



PONDICHERRY UNIVERSITY
UNION TERRITORY: PUDUCHERRY

Key observations of the 2nd half yearly monitoring report

Period of 1st October, 2007 to 31st March, 2008

District's Covered: Yanam

1. Civil Work

Out of the 20 schools visited 10 schools were provided fund for construction of additional class room but it is very pitiable to note that not even a single school had spent the money for construction of additional class room this is because of the reason that the amount which is sanctioned is not adequate for construction.

2. School Grants and Maintenance Grants

The monitoring team found that all 20 schools that are provided with these grants were used to purchase the school needs and maintaining the school. Before using these funds the approval is taken from the VEC and separate account was maintained.

3. Text Books

The text books and note books to the students were provided by the Puducherry state government education fund. So, the SSA, fund was not used for providing free text books to the students.

4. Teachers and Teachers Training

Under SSA scheme, the school runs "Evening Schools" and coaching for "Slow Learners". The monitoring team is of the opinion that a fair selection procedure was not carried out in appointing the teachers. In all the schools visited it was found that 18 evening and 11 night school teachers were appointed. This evening and slow learner's classes function after school hours from 6 to 8 pm of every school working days.

5. Teacher Learning Materials (TLM)

The TLM grant was used in procuring teaching aids and it was reported that the teachers are more comfortable in their teaching by having these teaching aids. The monitoring team found that about 105 teachers in these 20 schools were provided with TLM facility. The TLM includes, hand made chart, maps, Thermocoal cutting models, models of scientific equipments, models of science objects, paintings of maps, historical leaders and other instruments used in laboratory.

6. Children with special Needs

Among the sample schools surveyed 28 students had provided with spectacles five had provided with hearing aid, two provided with physically challenged clippers but it was notice that these students were not provided with escort allowance. Among all, the district authority had taken initiative in identifying 52 students who has stammering and pronunciation problems and they were given speech therapy in schools by the two trained technicians making periodic visit to all the schools.

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

Under this scheme there was not any programme functioning in Yanam region.

8. Katurba Gandhi Balika Vidyalaya (KGBV)

Under this scheme also there was not any programme functioning in Yanam region.

9. District Information System for Education (DISE)

The DISE Information scheduled was issued to all the schools and it has been collected by SPO. The collected data were computed in state programme office. So, has to avoid mistake while filling up the DIES schedule, information manual was provided with the schedule.

10. Research and Evaluation

It was found that so for in Puducherry region they had not carried out any Research and Evaluation activities.

11. Functioning of the VEC

The Village Education Committee (VEC) was constituted by the school administration and villagers after taking the approval of the SPO, JDWO, CEO and DPO.

12. Staffing at State and District Level

In Yanam the SSA District Project Office is functioning with a total number of four staff. The SSA staff is lead by the ADPC.

13. Mid-Day Meal Scheme

The school teachers were deployed to monitor while the students are taking their food, washing of hands and their plates. The visited schools have very good, hygienic and clean kitchen. 90 per cent of the schools cook the food by using fire wood and the rest 10 per cent by using kerosene stove. In short MDM scheme operated by the state government is functioning well.

14. Any other issues relevant to SSA implementation:

Conclusion and Suggestions

- With regard to the civil works the funds was not used by the schools for construction of additional class room and toilet, it is noticed by the team that many schools are in need of new class rooms (mostly to primary schools) and compound walls to many schools.
- The Education Inspector should be empowered to monitor the implementation of SSA schemes frequently.
- One Junior Account Officer should be appointed in district level to look after the accounts position in district level, so has to check the account procedure in schools which leads to complication in maintaining a standard accounts procedure as per the SSA norms. The JAO should be empowered to visit all the schools and monitor and guide them the expenditure of SSA in a right direction.
- Even though many training programmes are conducted for the teachers. This is not satisfactory, yet some more training programme has to be imparted so as to increase the quality of the SSA scheme.
- There are many teachers who don't know about the aims and objectives of SSA programme, so the training programme should be made compulsory to all the teachers. They should attend atleast one training programme in two years.
- At least twice a year refresher programme for the school headmaster and school co-ordinators has to be conducted. This will avoid unnecessary hindrances if the retiring headmaster did not explain the functioning of the SSA scheme to the succeeding headmaster.
- The teachers who are transferred from one school to another their TLM amount is not transferred to the school where he is transferred. This shows a surplus amount in the account school where he is transferred. So, appropriate action has to be taken before sanctioning the amount.
- The bills and vouchers are not submitted by the teachers in time. This has to be monitored by a Junior Account Officer periodically.

- The monitoring team came to know from the office bearers and teacher in Yanam region that no inspecting authority or even the SPDO had not visited the Yanam region so as to know about the implementation of the programme in Yanam region. It is quite advisable that official visit from state level committee should be made at least twice a year and should suggest implementation measure for the success of the programme.

Fact Sheet– 2009-10

State	:	UT OF PUDUCHERRY
No. of Districts:	:	4
No. of Blocks	:	6
No. of Clusters	:	25
No. of BRCs	:	6
No. of URCs	:	--
No. of villages / wards	:	129
No. of Prabhag/Wards	:	
Total population	:	974345 as per 2001 census
Literacy Rate	:	81.26 as per census 2001

Child Population-

- a. 6-11 years: 103122
b. 11-14 years: 65464

% of children passing with 60%:

Boys- P	:	41.33 %	Girls- P	45.2 %	Total- P	43.26 %
UP:	:	15.66%	UP	:	18.1 %	UP: 16.89%

Educational Indicators:

Enrolment I-V			Enrolment VI – VIII			Enrolment I – VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
58041	54643	112684	36328	33483	69811	94369	88126	182495

(Source: AWP&B 2009-10)

	GER			NER			Dropout rate			Retention Rate (I – V)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS	107.86	106.28	107.06	100.74	99.23	99.98	3.34	3.02	3.18	96.99	96.98	96.82
UPS	101.79	98.70	106.64	93.59	89.76	91.69	3.14	2.84	3.00	97.16	96.66	97.00

(Source: AWP&B 2009-10)

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
94.9	96.1	95.5	85.10	88.94	87.07	100	100	100

(Source: AWP&B 2009-10)

Out of school Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
38	46	84	53	56	109	303	301	604

	Target for 2008-09	Target Achieved	Target for 2009-10
1. Coverage of Out of school children	892	207	646
2. Dropout rate (Primary)	3.18	3.18	3.0
Dropout rate (Upper Primary)	3.00	3.00	3.0
3. Attendance rate			
(i) Student Attendance rate-Primary	205	199 (97%)	99%
(ii) Student Attendance rate- Upper Primary	205	192(94%)	99%
4. Achievement level			
(i) Primary (% passed as per DISE)	100	95.02	99%
(ii) Upper Primary (% passed as per DISE)	100	93.03	99%
5. UPE Index			
(i) Primary			
(ii) Upper Primary			
6. Teacher Attendance Rate			
		98%	
7. No of single teacher school (P)	0	0	0
8. No of single teacher school (UP)	0	0	0
9. No of schools with PTR > 50	1	11	nil

Recommendation for 2009-10

New Primary schools (including upgradations)					
Sanctioned till 2008-09	Opened till March 2009	Recommendation for 2009-10	Buildings completed	Teachers provided	TLE provided
5	5	nil	5	16	50000
Up gradation of PS to UPS					
Sanctioned till 2008-09	Opened till March 2009	Recommendation for 2009-10	Buildings completed	Teachers provided	TLE provided
nil	nil	02	-	-	-

EGS – N.A.									
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
nil	nil	nil	nil	nil	nil	nil	nil	nil	nil

Sub-District Structures functioning	Target for 2008-09	Achievement till March 2009	Recommendation for 2009-10
No. of BRCs	6	6	6
No. of URCs			
No. of CRCs	25	18	25
Resource persons	65	46	65

Teachers under SSA					
	Sanctioned till 2008-09	In position	Recommendation for 2009-10		Total
			Against new schools	Additional teachers	
PS	20	16	0	0	20
UPS	12	12	6	0	18
Total	32	28	6	0	38

Teacher Training

Type of training	Progress for 2008-09				Recommendation for 2009-10
	No. of teachers		Duration (No. of day) of the training		
	Target	Achievement	Target	Achievement	
a. In service	4864	4864	20	5-8 days in BRC 5 days in CRC	4114
b. New recruits	65	65	30	30	30
c. Untrained	nil	Nil			
d. Others (DRG/BRG/CRG)					65
Total					4230

Interventions for Out of School Children

Strategy	Achievement of 2008-09		Targets for 2009-10	
	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission		150		0
2. EGS – Primary	0			
3. EGS - Upper Primary	0			
4. Resdl Bridge course	1	100	4	209
5. Non resdl Bridge Course		(93+14)=107	10	(105+332)=437
8. RGSS - Others				
9. Maktab / Madarassas	14	1603	14	0
10. Other s				
Total			14	646

Remedial Teaching

Target for 2008-09	Achievement till March 2009	Target for 2009-10
7190	6990	

Inclusive Education

No. of children identified	Covered till March 2009	Target for 2009-10 (No. of children to be covered)
3125	2983	2926

Civil Works

	Sanctioned till 2008-09 (cumulative)	Completed till March 2009	In progress	Recommendation for 2009-10
School buildings (PS)	10	8	2	
School buildings (UPS)	0	0	0	2
Additional Classrooms	346	346	0	65
Drinking Water	118	118	0	01
Toilets	111	104	7	3
Furniture	300	300	0	11200
Compound wall	0	0	0	84 schools

REMS

	No. of research studies carried out during 2008-09	No. of research studies recommended for 2009-10
Research	2	2

Innovations**a. ECCE**

Progress for 2008-09			Recommendation for 2009-10		
No. of centers	No. of children enrolled	Financial	No. of centers	No. of children	Financial
292	9643	28.50	292	9800	44.00

b. Girls Education

Progress for 2008-09		Recommendation for 2009-10	
Phy.	Fin.	Phy.	Fin.
4	34.32	4	43.50

c. SC/ST

Progress for 2008-09		Recommendation for 2009-10	
Phy.	Fin.	Phy.	Fin.
3	26.53	3	35.00

d. CAL

Progress for 2008-09			Recommendation 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
146	36671	200	256	64573	200.00

e. Urban Deprived Children

Progress for 2008-09		Target for 2009-10	
Phy.	Fin.	Phy.	Fin.
ni	nil	nil	nil

f. Minority Interventions:

Progress for 2008-09		Target for 2009-10	
Phy.	Fin.	Phy.	Fin.
850	3.39	1549	8.40

Community Mobilization

	Target for 2008-09	Progress till March 2009	Recommendation for 2009-10
No. of VECs	464	464	
No. of SMCs/PTA/MTA	464	464	
No. of VEC members to be trained	1438	1438	1561

NPEGEL

Major Activities	Target for 2008-09		Progress for 2008-09		Recommendation for 2009-10	
	Physical	Financial	Physical	Financial	Physical	Financial
Recurring			Not Applicable			

KGBV

Target till 2008-09		Operational till March 2009		Construction of KGBV till March 2009			Target for 2009-10	
No. of KGBV (Model I)	Enrollment	No. of KGBV	Enrollment	Completed	In progress	Yet to be start	No. of KGBVs	Enrollment
				Not Applicable				

Annexure-2

Results Framework: Puducherry

S. No	Outcome Indicators	Baseline as in 2007-08	Achievement 2008-09	Target for 2009-10
GOAL I: All children in School / EGS centres / Alternative and Innovative Education centres				
1	Number of children aged 6-14 years not enrolled in School / EGS Centres / AIE Centres	1562	468	308
2	Number of children enrolled in schools (Primary)	108403	112684	115000
	Number of children enrolled in schools (U. Primary)	66553	69811	70000
	AIE	340	207	590
3	Ratio of Primary to Upper Primary Schools	1.76 : 1	1.76 : 1	1.75 : 1
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	2700	2700	2926
GOAL II : Bridging gender and social category gaps				
5	Girls, increase as a share of students enrolled at Primary and Upper Primary level.	Primary - 49.67 Upper Primary - 49.28	Primary - 48.49 Upper Primary - 47.97	Primary - 50 Upper Primary - 50
6	Scheduled Castes & Schedule Tribe children increase as a share of students enrolled in Primary and Upper Primary Schools	Share of SC children in Primary school . 18.85	Share of SC children in Primary school . 18.7	18.7
		Share of SC children in Upper Primary school 19.4	Share of SC children in Upper Primary school 19.2	19.2
GOAL III : Universal Retention				
7	Transition rates from Primary to Upper Primary to increase	98.7%	100%	100%
8	Retention at Primary level	96.2	96.82%	98.50%
9	Retention at elementary level	89.26	92.90%	96%
GOAL IV: Education of Satisfactory Quality				
10	Provision of quality inputs to improve learning			

	(i) Teachers availability	PTR Primary 26:1 , Upper Primary 27:1 District with PTR > 60 at elementary level = 1	PTR Primary 22:1 , Upper Primary 35:1 District with PTR > 60 at upper Primary level = 0	Pupil Teacher Ratio Primary 20:1 , Upper Primary 27:1 District with PTR > 60 at elementary level = 0
	(ii) Teaching Learning Material		Free Text Book for student from I -VIII 100%,	100%
			TLM Grant to Teaachers 100%,	100%
			Materials other than text books 100%	100%
11	Process indicators on quality			
	Teacher Training		From BRC level 79% CRC level 86%	100%
	Teacher support & Academic Supervision		CRC Level 60%	100%
	ii) Classroom Practices		Chang in Class room practice in use of ABL	No. of Instructional days 205
			* Teacher instructional time 30%	
			Student learning opportunity time 50%	
			Active student participation 10%	
			Use of other material in class 10%	
			No. of Instructional days 198	
			No of days teachers were assigned non teaching activities 4-5 days	
	(iv) Pupil Assessment by States		Pupil Assessment System in place in schools :(Testing systems & frequency) terminal – 3 and Midterm - 2	
	(v) Attendance Rates			
	- Students		Student Attendance level at primary and at upper primary: 97 %	100%
	- Teachers		Teacher Attendance level at primary and upper primary: 98 %	100%
12	Accountability to the community		VEC/SEMC/local bodies role in school supervision as per State mandate: Involved in	

		ensuring the students attendance. Participation in enrolment of out of school children .	
13 National comparable student achievement level! (2005: NCERT National Assessment Sample Survey -- Round I, Round II)		Learning levels for Class III – Maths BAS = 57.97%; MAS = 36.67% Language BAS = 69.9%; MAS = 56.4%	Learning levels for Class III – Maths 78% , Language 81%
		Learning levels for class V Maths – BAS = 36.6% Language - BAS=59% EVS – BAS=49.5%	Learning levels for class V Maths –74% Language –73% EVS –72%
		Learning levels for Class VIII Maths – BAS= 50.73% MAS = 59.36% Language – BAS= 37.25% MAS = 30.55% Science – BAS= 40.48% MAS=37.9% Social Science – BAS=36.91% MAS=43.41%	Learning levels for Class VIII Maths –72% Language –80% Science 75% Social Science –80%

CONSOLIDATE PROGRESS REPORT

S.No.	Interventions	Total Approved (upto 2008-09)	Achievement (Completed/Coverage Up to 31 March, 2009)	% Achievement
1	Primary School Openning	10	10	100
2	Upper Primary Openning	-	-	-
3	Teachers' Recruitment	20	16	80
4	Teachers' Recruitment (UP Para)	12	12	100
5	Primary School Building	10	8	80
6	Upper Primary School Building	-	-	-
7	Additional Class Rooms (ACR)	346	346	100
8	Drinking Water Facility	118	118	100
9	Toilet Facility	111	104	93.69
10	KGBV Functional	-	-	-
11	KGBV Building Construction	-	-	-
12	In service Teacher's Training (20 days)*	4864	4864	100
13	New Teacher's Training (30 days)*	65	65	100
14	Untrained Teacher's Training (30 days)*	-	-	-
15	Dist. of free text book*	-	-	-
16	Dist. of Teachers' grant*	4864	4824	99.18
17	Dist. of School grant*	578	572	98.96
18	Dist. of TLE grant*	5	5	100
19	Remedial Teaching*	7190	6990	97.21
20	Out of School Children*	892	207	23
21	Progress on Inclsive Education #	2983	2983	100
22	Progress on NPEGEL (MCS)	-	-	-

*Approved and Achievement of year 2008-09 only

for the year 2007-09

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			
	Pondicherry								5	5	5	100
	Karaikal								2	2	2	100
	Mahe								0	0	0	100
	Yanam								3	3	3	100
Total		0	0	0	0	0	0	10	0	10	10	100

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			
Total												

S.no.	District	Teachers Sanctioned (Yearwise)								Recruitment				Sanctioned				Recruitment			
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Total Teachers Sanctioned	Total Recruitment till 2007-08		% Achievement	2008-09				2008-09				
										Male	Female		Primary	Science	Maths	Total	Primary	Science	Maths	Total	
	Pondicherry							10	10		6	60	3				3	6			6
	Karaikal							4	4		4	100	2				2	4			4
	Mahe							0	0			0	0				0	0			0
	Yanam							6	6		6	100	0				0	6			6
Total		0	0	0	0	0	0	20	20	0	16	80	5	0	0	0	5	16	0	0	16

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
	Pondicherry	341	65	0	0	0	0	65	0	0	0	0	0	65	0
	Karaikal	319	42	0	0	0	0	28	0	0	0	14	0	42	0
	Mahe	14	0	0	0	0	0	0	0	0	0	0	0	0	0
	Yanam	218	100	0	0	100	0	0	0	0	0	0	0	100	0
Total		892	207	0	0	100	0	93	0	0	0	14	0	207	0

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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					
	Pondy							6		6		6		0.00
	Karaikal							1		1		1		0.00
	Mahe							0		0		0		0.00
	Yanam							3		3		3		0.00
Total								10		10		10		0.00

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					
	Pondy													
	Karaikal													
	Mahe													
	Yanam													
Total														

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					
	Pondy			122				40	79	346	238	79		68.79
	Karaikal			36				16	28			28		0.00
	Mahe			8				6	20			20		0.00
	Yanam							10	29			29		0.00
Total				166				72	108	346	238	108		68.79

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					
						118				118	118	0	0	100.00
Total						118				118	118	0	0	100.00

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					
								102	9	111	104		7	93.69
Total								102	9	111	104		7	93.69

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					
	Pondy			3						3		3		0.00
	Karaikal			1						1		1		0.00
	Mahe			1						1		1		0.00
	Yanam			1						1		1		0.00
Total				6						6		6		0.00

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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					
	Pondy			15				15		15		0.00	
	Karaikal			6				6		6		0.00	
	Mahe			2				2		2		0.00	
	Yanam			2				2		2		0.00	
Total				25				25		25		0.00	

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PROGRESS OF PEDAGOGY

In Service Teachers' Training (10 Days - BRC level)

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	4	4864	4864	100.00

New Teachers' Training (30 Days)

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	4	65	65	100

Untrained Teachers' Training (60 Days)

S.no.	District	Approved in 2008-09	Achievement	% Achievement
-	-	-	-	-

Distribution of Free Text Books

S.no.	District	Approved in 2008-09	Achievement	% Achievement
-	-	-	-	-

Distribution of Teacher Grant

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	4	4864	4824	99.18

Distribution of School Grant

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	4	578	572	98.96

Distribution of TLE Grant

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	4	5	5	100

Remedial Teaching

S.no.	District	Approved in 2008-09	Achievement	% Achievement
1	4	7190	6990	97.21

District wise Progress Format on IE

S. No.	Name of the District	No. of CWSN identified	No. of CWSN covered through DCC [Day Care Centre]	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
1	Pondicherry	1943	597	105	201	13	3	220	100
2	Karaikal	720	105	5	19	3	1	82	90.4
3	Mahe	95	25	-	-	1	1	18	100
4	Yanam	168	15	-	-	-	1	23	21.4

POPULATION

Name of the District : U.T. OF PUDUCHERRY

SN	Block / Municipal Zone	Population all community						Total Population All Community			Population												Population Density	Sex Ratio
		Urban			Rural			Male	Female	Total	SC				ST				Minority					
		Male	Female	Total	Male	Female	Total				Male	Female	Total	% to total pop	Male	Female	Total	% to total pop	Male	Female	Total	% to total pop		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	Pondicherry	253375	252584	505959	116053	113320	229373	369428	365904	735332	59918	61062	120980	16.45	NST	NST	0	0.00	NA	NA	0	0.00	2535	1.0 : 1.0
2	Karaikal	36837	37601	74438	47650	48703	96353	84487	86304	170791	15242	15626	30868	18.07	NST	NST	0	0.00	NA	NA	0	0.00	1060	1.0 : 1.0
3	Mahe	17153	19675	36828	0	0	0	17153	19675	36828	57	65	122	0.33	NST	NST	0	0.00	NA	NA	0	0.00	4092	1.0 : 1.1
4	Yanam	15893	15501	31394	0	0	0	15893	15501	31394	2911	2891	5802	18.48	NST	NST	0	0.00	NA	NA	0	0.00	1569	1.0 : 1.0
TOTAL		323258	325361	648619	163703	162023	325726	486961	487384	974345	78128	79644	157772	16.19	0	0	0	0.00	0	0	0	0.00	2029	1.0 : 1.0

* NST = No Scheduled Tribes ** NA Not Available

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

Year 2001

Source : Census 2001

LITERACY RATE

Name of the District : U.T. OF PUDUCHERRY

SN	Block / Municipal Zone	Literacy Rate											Rural Female Literacy Rate	
		All Communities			SC			ST			Muslim			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female		Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Pondicherry	88.44	72.84	80.64	78.13	59.39	68.76	0.00	0.00	0.00			0.00	54.61
2	Karaikal	89.40	74.68	82.04	79.34	63.66	71.50	0.00	0.00	0.00			0.00	61.25
3	Mahe	97.64	93.98	95.81	98.12	95.18	96.65	0.00	0.00	0.00			0.00	85.12
4	Yanam	78.82	68.5	73.66	76.14	69.34	72.74	0.00	0.00	0.00			0.00	58.54
TOTAL U.T		88.62	73.90	81.26	81.26	71.89	77.40	0.00	0.00	0.00	0.00	0.00	0.00	64.88

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

Source : Census 2001

BASIC ADMINISTRATIVE INDICATORS

Name of the District : U T PUDUCHERRY

SN	Name of the Block / Municipal Area	No. of Educational Blocks (if any)	No. of BRC/UBRCs*	No. of CRCs	No. of villages/ Wards*	No. of Habitations	No. of Panchayats
1	2	3	4	5	6	7	8
1	PONDICHERRY	3	3	15	81	254	2
2	KARAIKAL	1	1	6	37	125	1
3	MAHE	1	1	2	5	28	1
4	YANAM	1	1	2	6	30	1
TOTAL		6	6	25	129	437	5

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

* For Urban Areas

Year : 2009Source : Revenue Dept.

Name of District:		U.T. OF PUDUCHERRY									
SN	Name of the Block / Municipal Area	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS (Within 1 KM)	Habitations without Primary Schools / EGS					
			Primary School (Within 1 KM)	EGS (Within 1 KM)		Habitations Eligible for PS as per state norms	No. of Children in such (Col.7) Habitations	Habitations not Eligible for PS but eligible for EGS	No. of Children in such (Col.9) Habitations	Habitations not Eligible for PS/EGS	No. of Children in such (Col.11) Habitations
1	2	3	4	5	6	7	8	9	10	11	12
1	PONDICHERRY	254	254	NIL	0	0	0	NIL	NIL	NIL	NIL
2	KARAIKAL	125	125	NIL	0	0	0	NIL	NIL	NIL	NIL
3	MAHE	28	28	NIL	0	0	0	NIL	NIL	NIL	NIL
4	YANAM	30	30	NIL	0	0	0	NIL	NIL	NIL	NIL
Total		437	437	0	0	0	0	0	0	0	0

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

Source : Household survey

Year : 2007

HABITATIONS AND ACCESS (UPPER PRIMARY)

S. No.	Block/ Municipal Area	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	No. of eligible schoolless habitations for UPS as per distance and population norms	No of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
1	2	3	4	5	6	7	8	9	10	11
1	PONDICHERRY	254	254	NIL	NIL	239	146	1.6:1	0	0
2	KARAIKAL	125	125	NIL	NIL	101	49	0.1	0	0
3	MAHE	28	28	NIL	NIL	14	8	1.8:1	0	0
4	YANAM	30	30	NIL	NIL	18	7	2.0	2	2
Total		437	437	0	0	372	210	1.8:1	2	2

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

Source : DISE

Year : 2008-09

AVAILABILITY OF ACCESS FOR FOCUS GROUP

SN	Block/ Municipal Area	S C Population			S T Population			Muslim Population		
		Villages with more than 40% SC Population			Villages with more than 40% S T Population			Villages with more than 40% Muslim Population		
		No of Villages	Villages without Pry. School within 1 Km	Villages without UPS within 3 Km	No of Villages	Villages without school Pry. School within 1 Km	Villages without UPS within 3 Km	No. of Villages	Villages without school Pry. School within 1 Km	Villages without UPS within 3 Km
1	2	3	4	5	6	7	8	9	10	11
1	PONDICHERRY	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
2	KARAIKAL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
3	MAHE	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
4	YANAM	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
Total		0	0	0	0	0	0	0	0	0

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

Source : Household Survey

Year : 2007

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CHILD POPULATION (6-14 AGE GROUP)

Name of District		U.T OF PUDUCHERRY																																			
SN	Block / Municipal Area	ALL COMMUNITIES (6-11 age group)									SC (6-11 age group)									ST (6-11 age group)									Muslim (6-11 age group)								
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Pondicherry	26151	26260	52411	11903	23757	35660	38005	38163	76168	4302	4320	8622	1950	1958	3908	6252	6278	12530																		
2	Karaikal	3867	3696	7563	4786	9792	14578	8874	8482	17356	699	668	1367	905	865	1770	1604	1533	3137																		
3	Mahe	2358	2023	4381			0	2358	2023	4381	8	7	15			0	8	7	15																		
4	Yanam	2655	2562	5217			0	2655	2562	5217	491	473	964			0	491	473	964																		
	Total	35031	34541	69572	16689	33549	50238	51892	51270	1E+05	5500	5468	####	2855	2823	5678	8355	8291	16646	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Source : Census Year : 2001

Name of District		U.T OF PUDUCHERRY																																			
SN	Block / Municipal Area	ALL COMMUNITIES (11-14 age group)									SC (11-14 age group)									ST (11-14 age group)									Muslim (11-14 age group)								
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Pondicherry	16999	16716	33715	7705	7577	15282	24704	24293	48997	1771	1741	3512	1268	1246	2514	4064	3996	8060																		
2	Karaikal	2477	2388	4865	1773	1709	3482	5684	5479	11163	448	431	879	579	559	1138	1027	990	2017																		
3	Mahe	1057	940	1997	330	293	623	1057	940	1997	3	3	6			0	3	3	6																		
4	Yanam	1651	1656	3307	515	517	1032	1651	1656	3307	2234	2188	4422			0	305	306	611																		
	Total	22184	21700	43884	10323	10096	20419	33096	32368	65464	4456	4363	8819	1847	1805	3652	5399	5295	10694																		

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

Source : Census Year : 2001

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

Name of District : U.T. OF PUDUCHERRY

SN	DISTRICT	Enrolment (6-11 age group)												Out of School Children (6-11 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC				ST				Muslim			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mnt Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	PONDICHERRY	43557	41006	84563	8464	8015	16479	67	90	157	267	190	457	68	80	148	0.34	21	19	40	0.47	0	0	0	0	21	16	37	8.10
2	KARAIKAL	9125	8734	17859	1859	1848	3707	2	5	7	75	52	127	16	23	39	0.43	7	2	9	0.48	0	0	0	0	3	1	4	3.15
3	MAHE	2565	2249	4814	7	9	16	1	1	2	62	31	93	0	0	0	0.00	0	0	0	0.00	0	0	0	0	0	0	0	0.00
4	YANAM	2794	2654	5448	419	416	835	2	0	2	22	18	40	54	55	109	3.90	9	8	17	4.06	0	0	0	0	6	5	11	27.50
TOTAL		58041	54643	112684	10749	10288	21037	72	96	168	426	291	717	138	158	296	0.51	37	29	66	0.61	0	0	0	0	30	22	52	7.25

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

SN	Block/ Municipal Zone	Enrolment (11-14 age group)												Out of School Children (11-14 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC				ST				Muslim			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mnt Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	PONDICHERRY	27733	25407	53140	5222	5017	10239	92	75	167	192	128	320	148	131	279	1.00602	0	0	0	0	0	0	0	0	0	0	0	0
2	KARAIKAL	6026	5604	11630	1340	1302	2642	1	0	1	123	109	232	17	12	29	0.48	2	1	3	0.22	0	0	0	0	3	1	4	1.72
3	MAHE	978	842	1820	1	2	2	0	0	0	28	11	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	YANAM	1591	1630	3221	271	287	558	1	1	2	61	42	103	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		36328	33483	69811	6834	6608	13441	94	76	170	404	290	694	165	143	308	0.848	2	1	3	0.04	0	0	0	0	3	1	4	0.58

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

Note : To be updated from the house-hold survey or village Edu Register Data

Source : Household Survey

Year : 2007-08

INFORMATION AND PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 years age group) 2009-10

Name of District U.T. OF PUDUCHERRY

SN	Block/ Municipal Zone	Status & Age wise Break-up of Out of School Children																				
		Never Enrolled									Drop Out									Grand Total of 6-14 age Group		
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	PONDICHERRY	0	0	0	23	26	49	49	52	101	0	0	0	45	54	99	99	79	178	216	211	427
2	KARAIKAL	0	0	0	1	4	5	4	4	8	0	0	0	15	19	34	13	8	21	33	35	68
3	MAHE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	YANAM	0	0	0	14	16	30	0	0	0	0	0	0	40	39	79	0	0	0	54	55	109
	Total	0	0	0	38	46	84	53	56	109	0	0	0	100	112	212	112	87	199	303	301	604

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

Year : 2008 (update)

Source : Household Survey

OUT OF SCHOOL CHILDREN WITH REASONS

Name of District U.T. OF PUDUCHERRY

SN	Block/ Municipal Zone	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	2	3	4	5	6	7	8	9	10	11	12
1	PONDICHERRY	427	49	NIL	98	102	78	41	59	NIL	NIL
2	KARAIKAL	68	12	NIL	19	21	8	10	8	NIL	NIL
3	MAHE	0	0	NIL	0	0	0	0	0	NIL	NIL
4	YANAM	109	11	22	28	18	20	8	2	NIL	NIL
TOTAL		604	72	22	145	141	106	59	69	0	0

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

Source : Household Suvey

COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the District U.T. OF PUDUCHERRY

SN	Block/ Municipal Zone	No. of Out of School Children as per HHS	No. of Out of Schol Children propoed to be covered under different strategies in the Current Year												
			No. of Children to be directly enrolled in school	No. of Children to be directly enrolled in EGS	No. of EGS Centre	No. of Children to be directly enrolled in NRBC	No. of NRBC Centre	No. of Children to be directly enrolled in RBC	No. of RBC Centre	No. of Children to be directly enrolled in Madarasa / Maktab	No. of Madarasa / Maktab	No. of Children to be directly enrolled in other Strategy (Pl Specify)	No. of Centres	Total No. of Children to be enrolled	No. of Centres
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	PONDICERRY	427	NIL	NIL	NIL	327	12	100	1	NIL	NIL	NIL	NIL	427	13
2	KARAIKAL	68	NIL	NIL	NIL	68	4	0	0	NIL	NIL	NIL	NIL	68	4
3	MAHE	0	NIL	NIL	NIL	0	0	0	0	NIL	NIL	NIL	NIL	0	0
4	YANAM	109	NIL	NIL	NIL	0	0	109	1	NIL	NIL	NIL	NIL	109	1
TOTAL		604	0	0	0	395	16	209	2	0	0	0	0	604	18

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

Source : HOUSE HOLD SURVEY

CONTINUING CENTERS FROM PREVIOUS YEAR 2008-09

SN	Block/ Municipal Zone	No. of Children Continuing from previous year in											
		Children in EGS	No. of EGS Centre	Children in NRBC	No. of NRBC Centre	Children in RBC	No. of RBC Centre	Children in Madarasa / Maktab	No. of Madarasa / Maktab	Children in other Strategies	No. of Centres	Total Children	Total No of Centres
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	PONDICHERY	NIL	NIL	0	9	0	0	NIL	NIL	NIL	NIL	0	9
2	KARAIKAL	NIL	NIL	0	4	0	0	NIL	NIL	NIL	NIL	0	4
3	MAHE	NIL	NIL	0	0	0	0	NIL	NIL	NIL	NIL	0	0
4	YANAM	NIL	NIL	0	0	42	1	NIL	NIL	NIL	NIL	42	1
TOTAL		0	0	0	13	42	1	0	0	0	0	42	14

GER, NER, Cohort Drop Out and Overall Repetation

Name of District

U.T. OF PUDUCHERRY

SN	Name of Block / Municipal Area	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Dropout	Repetition Rate	GER	NER	Cohort Dropout	Repetition Rate
1	2	3	4	6	7	8	9	11	12
1	Pondicherry	111.02	103.72	3.16	1.065	108.46	92.17	3.21	6.81
2	Karaikal	102.90	96.73	2.17	1.02	104.18	91.01	2.26	8.36
3	Mahe	109.88	101.64	0.16	1.64	91.14	88.63	0.21	2.19
4	Yanam	104.43	97.83	11.07	5.44	97.40	88.81	6.94	19.44
Total		107.00	99.98	3.18	1.24	106.64	91.69	3.00	7.11

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

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

Source : _____

Year : _____

COMPLETION RATE, PRIMARY GRADUATES AND TRANSITION RATE

Name of the District U.T. OF PUDUCHERRY

SN	District	Completion Rate	No. of primary graduates	Transition Rate from primary to upper primary
1	2	3	4	5
1	PONDICHERRY	95.78	25896	100
2	KARAIKAL	96.8	4625	100
3	MAHE	98.20	1252	100
4	YANAM	83.48	1026	100
Total		95.57	32799	100

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

Source :

Year :

EGS AND UPGRADATION

SN	Block/ Municipal Zone	EGS Upgradation (Cumulative upto 2008-09)		Facilities Provided in Upgraded EGS Center (PS)						No. of EGS Center running at present	Enrolment	No of EGS Centers running for 2 or more than 2 years	No. of EGS centers proposed to be up graded in current year
		Sanctioned	Actually Upgraded	Buildings		Teacher		T L E					
				Sanctioned	Completed	Sanctioned	Recruited	Sanctioned	Provided				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	PONDICHERRY	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
2	KARAIKAL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
3	MAHE	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
4	YANAM	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
TOTAL		0	0	0	0	0	0	0	0	0	0	0	0

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

Source : Household Survey Year : 2007

SCHOOLS

Name of District : U.T. OF PUDUCHERRY

SN	Block/ Municipal Zone	Primary Schools / Primary Section in UPS or Secondary Schools					Upper Primary Schools / Upper Primary Section in Secondary Schools					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	
				Recognised	Un-Recognised				Recognised	Un-Recognised				Recognised	Un-Recognised
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	PONDICHERRY	213	25	169	NIL	407	120	23	137	NIL	280	333	48	169	NIL
2	KARAIKAL	95	1	37	NIL	133	42	6	27	NIL	75	137	7	37	NIL
3	MAHE	13	1	12	NIL	26	7	0	9	NIL	16	20	1	12	NIL
4	YANAM	17	0	4	NIL	21	8	1	4	NIL	13	25	1	4	NIL
	TOTAL	338	27	222	0	587	177	30	177	0	384	515	57	222	0

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

Source : DISE Year : 2008-09

UPPER PRIMARY SCHOOLS FOR GIRLS

State Policy for Opening of Girls School	Block/ Municipal Zone	Total No of Govt. UP Schools	Total No. of Existing Govt. Girls UP Schools	Entitlement for Girls UP Schools as per State Policy	Total No. of proposed Girls UP Schools in AWP&B 2008-09	Remaining Gap of Girls UP Schools (Col.5 - Col.6)
1	2	3	4	5	6	7
	PONDICHERRY	64	7	NIL	NIL	0
	KARAIKAL	15	5	NIL	NIL	0
	MAHE	1	0	NIL	NIL	0
	YANAM	1	0	NIL	NIL	0
	TOTAL	81	12	0	0	0

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

Source : DISE Year : 2008-09

MADARASA / MAQTAB

Name of District :

SN	Block/ Municipal Zone	No. of Recognised* Maqtab/Madarasa	No. of Madarasa to whom grants provided in 2008-09 - covered	Students enrolment	No. of Education Volunteers	No. of Unrecognised Maqtab/Madarasa	Students enrolment	No. of Education Volunteers
1	PONDICHERRY	NIL	NIL	NIL	NIL	NIL	NIL	NIL
2	KARAIKAL	4	NIL	621	NIL	NIL	621	NIL
3	MAHE	10	10	982			982	
4	YANAM	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	TOTAL	14	10	1603	0	0	1603	0

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

*Recognised by State Madarasa Board

Source : Year :

TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of District U.T. OF PUDUCHERRY

SN	Block/ Municipal Zone	Teachers in Government Schools			Teachers in Government Aided Schools			Total no. of Teachers	% of female teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	2	3	4	5	6	7	8	9	10
1	Pondicherry	1380			213			1593	67.60
2	Karaikal	435			70			505	63.14
3	Mahe	97			0			97	72.49
4	Yanam	125			7			132	55.67
Total		2037			290			2327	66.08

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

Source : Census 2001

Year : 2007-09

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

SN	Block/ Municipal Zone	Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Entitlement of Teachers minimum as per 2 teachers in each school	TEACHERS IN PRIMARY SCHOOLS									
					Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationali- zation	Entitlement of Addl. Teachers for Primary
					By State	Under SSA	Total	By State	Under SSA	Total				
1	Pondicherry	30154	754	426	1458	NIL	1458	1380	NIL	1380	21.85	14.76	NIL	NIL
2	Karaikal	8204	205	190	465	NIL	465	435	NIL	435	18.86	14.89	NIL	NIL
3	Mahe	2181	55	26	97	NIL	97	97	NIL	97	22.48	19.83	NIL	NIL
4	Yanam	3257	81	34	87	6	93	82	6	88	37.01	22.31	NIL	NIL
Total		43796	1095	676	2107	6	2113	1994	6	2000	21.90	15.37	0	0

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

Source : Census 2001

Year : 2007-09

TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Name of District U.T. OF PUDUCHERRY

SN	Block/ Municipal Zone	Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary		
1	2	3	4	5	6	7	8
1	Pondicherry	1072		222		1294	61.56
2	Karaikal	371		78		449	57.63
3	Mahe	85		0		85	69.96
4	Yanam	32		7		39	44.94
Total		1560		307		1867	60.98

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

Source : Census 2001

Year : 2008-09

REQUIREMENT OF ADDITIONAL TEACHER

Name of District

SN	Block/ Municipal Zone	Teachers in Upper Primary Schools													
		Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Entitlement of Teachers at 1 teacher for every	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Gross Entitlement of Addl. Teachers for Upper Primary
					State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teachers	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Pondicherry	26278	657		1124	NIL	1124	1072	NIL	1072	23.38	24.51	NIL	NIL	NIL
2	Karaikal	6846	171		470	NIL	470	371	NIL	371	14.57	18.45	NIL	NIL	NIL
3	Mahe	1208	30		85	NIL	85	85	NIL	85	14.21	14.21	NIL	NIL	NIL
4	Yanam	2339	58		32	12	44	32	12	44	53.16	53.16	NIL	NIL	18
Total		36671	916		1711	12	1723	1560	12	1572	21.28	23.33	0	0	18

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

Source : Census 2001

Year : 2008-09

TRAINED AND UNTRAINED TEACHERS (Dept. of Education)

Name of District : U.T. OF PUDUCHERRY

SN	Block/ Municipal Zone	Primary teachers							Upper Primary Teachers						
		Working Teachers	Trained*	%age	Untrained			%age	Working Teachers	Trained	%age	Untrained			%age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Pondicherry	1380	1380	100.00%	-	-	0	0.00%	1072	1072	100.00%	-	-	0	0.00%
2	Karaikal	435	435	100.00%	-	-	0	0.00%	371	371	100.00%	-	-	0	0.00%
3	Mahe	97	97	100.00%	-	-	0	0.00%	85	85	100.00%	-	-	0	0.00%
4	Yanam	82	82	100.00%	-	-	0	0.00%	32	32	100.00%	-	-	0	0.00%
TOTAL		1994	1994	100.00%	0	0	0	0.00%	1560	1560	100.00%	0	0	0	0.00%

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

* Trained as per NCTE guidelines

Source : DISE

YEAR : 2008-09

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EXISTING SCHOOL (GOVERNMENT) INFRASTRUCTURE

Name of District : U.T. OF PUDUCHERRY

SN	Block / Municipal Area	Total No. of Schools		Total No. of Class Rooms		No. of Schools without D/Water Facility		No. of Schools without common Toilet Facility		No. of schools without girls Toilet		No. of schools without access ramps		Gap in class rooms as per DISE / actual survey	No. of schools without HM room	Primary schools sanctioned so far *	PS building sanctioned so far	Upper Primary Schools sanctioned so far	UPS building sanctioned so far
		P	UP	P	UP	P	UP	P	UP	P	UP	P	UP						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	PONDICHERRY	213	120	2725		2		5		41		136		28	NIL	4	4	NIL	NIL
2	KARAIKAL	95	42	800		0		1		17		47		21	NIL	3	3	NIL	NIL
3	MAHE	13	7	215		0		0		4		8		4	NIL			NIL	NIL
4	YANAM	17	8	168		2		4		9		7		12	NIL	3	3	NIL	NIL
TOTAL		338	177	3908		4		10		71		198		65	0	10	10	0	0

* 30 New Primary Schools have been sanctioned so far, out of which, 20 has been surrendered.

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

Source : DISE Year : 2008 - 09

INFORMATION ON GOVT. UPPER PRIMARY SCHOOLS WITHOUT FURNITURE

Name of District : U.T. OF PUDUCHERRY

SN	Block / Municipal Area	Total No. of Govt. UPS	No. of UPS Sanctioned under SSA Since 2001	UPS Provided TLE under SSA as non OBB School Since 2001	Balance UPS (6=3-4-5)	No. of Govt. UPS without Furniture (Out of Col.6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
1	PONDICHERRY	120	0	0	120	11	8250
2	KARAIKAL	42	0	0	42	1	4423
3	MAHE	7	0	0	7	2	500
4	YANAM	7	0	0	7	6	2112
TOTAL		176	0	0	176	20	15285

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

CHILDREN WITH SPECIAL NEED (CWSN)

Name of District : U.T. OF PUDUCHERRY

SN	DISTRICT	No. of CWSN Identified	No of CWSN enrolled in Schools	No. of CWSN Proposed to cover through <i>NGO</i>	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	PONDICHERRY	1943	1241	597	105	3	0
2	KARAIKAL	720	610	105	5	1	0
3	MAHE	95	70	25	0	1	0
4	YANAM	168	153	15	0	1	0
Total		2926	2074	742	110	6	0

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

* Home Based Education

Source : DISE YEAR : 2007-08

Number of schools with 3 and more than 3 classrooms

Name of District : U.T. OF PUDUCHERRY

SN	Block/ Municipal Area	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms	Total
1	2	3	4	5
1	PONDICHERRY	45	234	279
2	KARAIKAL	37	72	109
3	MAHE	0	18	18
4	YANAM	3	21	24
Total		85	345	430

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

Source : DISE

YEAR : 2008-09

INFORMATION REGARDING RESOURCE PERSONS FOR BRC / UBRC / CRC

Name of District : U.T. OF PUDUCHERRY

SN	Block/ Municipal 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	PONDICHERRY	476	22	22	-	22
2	KARAIKAL	154	6	6	-	6
3	MAHE	30	6	6	-	6
4	YANAM	32	6	6	-	6
TOTAL		692	40	40	0	40

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

Year : 2008-09

COMPUTER AIDED LEARNING (CAL)

Name of District : U.T OF PUDUCHERRY

SN	Block / Municipal Area	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year
1	2	3	4	5	6	7
1	Pondicherry	120	120	26278	558	213
2	Karaikal	42	42	6846		95
3	Mahe	7	7	1208		13
4	Yanam	8	8	2339		17
Total		177	177	36671	558	338

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

This includes Primary schools also covered under IBM Kids smart School schemeSource : DISEYear : 2008-09

INFORMATION REGARDING NPEGEL

Name of district : U.T OF PUDUCHERRY

SN	Block / Municipal Area	No. of EBB	No. of MCS	No. of MCS in Urban Slums	Total MCS	No. of girls enrolled in MCS
1	2	3	4	5	6	7
1	PONDICHERRY	-	-	-	-	-
2	KARAIKAL	-	-	-	-	-
3	MAHE	-	-	-	-	-
4	YANAM	-	-	-	-	-
TOTAL		0	0	0	0	0

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

INFORMATION ON KGBV

Name of District : U.T PUDUCHERRY

SN	Block / Municipal Area	KGBV Sanctioned (Modelwise)				Operational (Modelwise)				Enrolment (Modelwise)				Enrolment (Social Categorywise)						Building Status	
		I	II	III	Total	I	II	III	Total	I	II	III	Total	SC	ST	OBC	Muslims	BPL	Total	Completed	In Progress
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	PONDICHERRY	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-	-	-	0	-	-
2	KARAIKAL	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-	-	-	0	-	-
3	MAHE	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-	-	-	0	-	-
4	YANAM	-	-	-	0	-	-	-	0	-	-	-	0	-	-	-	-	-	0	-	-
TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FINANCIAL POSITION (As per Audit Report)

(SSA)

SN	Year	Approved Outlay	Amount Released		Opening Balance	Amount Received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available Funds	State Share due as per GOI release	Shortfall / Excess in State Share
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2008-09	1313.68			335.12		1648.8		0	#DIV/0!		

(NPEGL)

SN	Year	Approved Outlay	Amount Released		Opening Balance	Amount Received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available Funds	State Share due as per GOI release	Shortfall / Excess in State Share
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
1	-	-	-	-	-	-	0	-	#VALUE!	#VALUE!	-	-

(KGBV)

SN	Year	Approved Outlay	Amount Released		Opening Balance	Amount Received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available Funds	State Share due as per GOI release	Shortfall / Excess in State Share
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
1	-	-	-	-	-	-	0	-	#VALUE!	#VALUE!	-	-

(TOTAL)

SN	Year	Approved Outlay	Amount Released		Opening Balance	Amount Received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available Funds	State Share due as per GOI release	Shortfall / Excess in State Share
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
1							0		#DIV/0!	#DIV/0!		

S.No.	Activity	2008-09						Proposal for 2009-10					Recommendation 2009-10					Remarks
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal			
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.	
1	New Schools																	
1.01	Upgradation of EGS to PS	0	0.00	0	0.00													
1.02	PS	0	0.00	0	0.00													
1.03	UPS	0	0.00	0	0.00													
2	New Teachers Salary (PS)																	
2.01	Primary Teachers (Regular)	10	11.00	0	0.00	0%	0%	0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.02	Primary Teachers (Para)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.03	Upper Primary Teachers (Regular)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.04	Upper Primary Teachers (Para)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.05	Upper Primary Teachers - Head Master	0	0.00	0	0.00			0.00	0.00000	0				0.00000	0			
	Add Teacher against PTR																	
2.06	New Additional Teachers - PS (Regular)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.07	New Additional Teachers - PS (Para)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.08	New Additional Teachers-UPS (Regular)	0	0.00	0	0.00			0.00	0.11000	6	7.92	7.92	0.00	0.11000	6	7.92	7.92	
2.09	New Additional Teachers - UPS (Para)	0	0.00	0	0.00			0.00	0.11000	0	0.00	0.00	0.00	0.11000	0	0.00	0.00	
2.10	Teachers under OBB	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.11	New Others	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
	Teachers Salary (Recurring)																	
2.12	Primary Teachers (Regular)	10	12.96	6	7.92	60%	61%	0.00	0.16000	20	38.40	38.40	0.00	0.11000	20	38.40	38.40	
2.13	Primary Teachers (Para)	0	0.00	0	0.00			0.00	0.30000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.14	UP Teachers (Regular)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.15	UP Teachers (Para)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.16	UP Teachers - Head Master	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.17	Additional Teachers - PS (Regular)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.18	Additional Teachers - PS (Para)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.19	Additional Teachers - UPS (Regular)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.20	Additional Teachers - UPS (Para)	12	7.20	12	7.20	100%	100%	0.00	0.06000	12	7.20	7.20	0.00	0.06000	12	7.20	7.20	
2.21	Teachers under OBB	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
2.22	Others (Recurring)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
	Sub Total	32	31.16	18.00	15.12	56%	49%	0.00		38	53.52	53.52	0.00		38	53.52	53.52	
3	Teachers Grant																	
3.01	Primary Teachers	2956	14.78	2939	14.70	99%	99%	0.00	0.00500	2343	11.72	11.72	0.00	0.00500	2343	11.72	11.72	
3.02	Upper Primary Teachers	1908	9.54	1885	9.43	99%	99%	0.00	0.00500	1771	8.86	8.86	0.00	0.00500	1771	8.86	8.86	
	Sub Total	4864	24.32	4824	24.13	99%	99%	0.00		4114	20.57	20.57	0.00		4114	20.57	20.57	
4	Block Resource Centre																	
4.01	Salary of Resource Persons	40	52.80	14	15.24	35%	29%	0.00	0.16000	40	76.80	76.80	0.00	0.16000	40	76.80	76.80	
4.02	Furniture Grant	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
4.03	Contingency Grant	6	1.20	6	1.20	100%	100%	0.00	0.20000	6	1.20	1.20	0.00	0.20000	6	1.20	1.20	
4.04	Meeting, TA	6	0.54	6	0.54	100%	100%	0.00	0.09000	6	0.54	0.54	0.00	0.09000	6	0.54	0.54	
4.05	TLM Grant	6	0.30	6	0.30	100%	100%	0.00	0.05000	6	0.30	0.30	0.00	0.05000	6	0.30	0.30	
	Sub Total	6	54.84	6	17.28	100%	32%	0.00		58	78.84	78.84	0.00		58	78.84	78.84	

UT: Puducherry
Sarva Shiksha Abhiyan-Annual Work Plan and Budget - 2009-10

STATE CONSOLIDATE :U.T. PUDUCHERRY

(Rs. In Lakhs)

S.No.	Activity	2008-09						Proposal for 2009-10						Recommendation 2009-10			Remarks	
		PAB Approval		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Fin.	Unit Cost	Phy.		Fin.
5	Cluster Resource Centres																	
5.01	Salary of Resource Persons	25	33.00	2	2.64	8%	8%	0.00	0.16000	25	48.00	48.00	0.00	0.16000	25	48.00	48.00	
5.02	Furniture Grant	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
5.03	Contingency Grant	25	0.75	8	0.24	32%	32%	0.00	0.03000	25	0.75	0.75	0.00	0.03000	25	0.75	0.75	
5.04	Meeting TA	25	0.90	7	0.22	28%	25%	0.00	0.03600	25	0.90	0.90	0.00	0.03600	25	0.90	0.90	
5.05	TLM Grant	25	0.25	8	0.18	32%	72%	0.00	0.01000	25	0.25	0.25	0.00	0.01000	25	0.25	0.25	
	Sub Total	25	34.90	25	3.28	100%	9%	0.00		25	49.90	49.90	0.00		25	49.90	49.90	
6	Teachers Training																	
6.01	In-service BRC Level	4864	48.64	3779	36.69	78%	75%	0.00	0.0010	4114	41.14	41.14	0.00	0.0010	4114	41.14	41.14	10 days BRC level
6.02	In - service training CRC Level	4864	24.32	4195	10.74	86%	44%	0.00	0.0005	4114	20.57	20.57	0.00	0.0005	4114	20.57	20.57	10 Days CRC level
6.03	Induction training for newly recruited Trained Teachers	65	1.30	65	1.30	100%	100%	0.00	0.0010	30	0.60	0.60	0.00	0.0010	30	0.60	0.60	20 days BRC level
6.04	Distance Education	0	0.00	0	0.00			0.00	0.00	0	0.00	0.00	0.00	0.00	0	0.00	0.00	
6.05	Other (DRG/BRG/CRG)	0	0.00	0	0.00			0.00	0.0010	65	1.30	1.30	0.00	0.0010	65	1.30	1.30	
	Sub Total	9793	74.26	8039	48.73	82%	66%	0.00			63.61	63.61	0.00			63.61	63.61	
7	Interventions for out of School Children																	
7.01	EGS Centre (P)	0	0.00	0	0.00			0.00	0.01535	0	0.00	0.00	0.00	0.01535	0	0.00	0.00	
7.02	EGS Centre (UP)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
7.03	Residential Bridge Course	200	20.00	100	10.00	50%	50%	0.00	0.10000	209	20.90	20.90	0.00	0.10000	209	20.90	20.90	
7.04	Non Residential Bridge Course	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
7.05	Back to School AIE	412	6.32	93	1.40	23%	22%	0.00	0.01535	105	1.61	1.61	0.00	0.01535	105	1.61	1.61	
7.06	Mobile Schools	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
7.07	AIE Center	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
7.08	Others Back to School (UP) AIE	280	8.29	14	0.41	5%	5%	0.00	0.02960	332	9.83	9.83	0.00	0.02960	332	9.83	9.83	
	Sub Total	892	34.61	207	11.81	23%	34%	0.00		646	32.34	32.34	0.00		646	32.34	32.34	
8	Remedial Teaching																	
8.01	Remedial Teaching	7190	35.95	6990	34.15	97%	95%	0.00	0.00500	6990	34.95	34.95	0.00	0.00500	0	0.00	0.00	Not recommended due to female literacy rate above National average
	Sub Total	7190	35.95	6990	34.15	97%	95%	0.00		6990	34.95	34.95	0.00		0	0.00	0.00	
9	Free Text Book																	
9.01	Free Text Book (P)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
9.02	Free Text Book (UP)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
	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	2983	35.80	2928	31.43	98%	88%	0.00	0.01050	2926	30.72	30.72	0.00	0.01000	2926	29.26	29.26	
	Sub Total	2983	35.80	2928	31.43	98%	88%	0.00		2926	30.72	30.72	0.00		2926	29.26	29.26	@Rs. 1000 per child
11	Civil Works																	
11.01	BRC	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.02	CRC	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.03	Primary School (new)	5	40.00	5	40.00	100%	100%	0.00	8.00000	0	0.00	0.00	0.00	8.00000	0	0.00	0.00	
11.04	Upper Primary (new)	0	0.00	0	0.00			0.00	12.00000	2	24.00	24.00	0.00	12.00000	2	24.00	24.00	
11.05	Building Less (Pry)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.06	Building Less (UP)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.07	Dilapidated Building (Pry)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	

S.No.	Activity	2008-09						Proposal for 2009-10					Recommendation 2009-10					Remarks
		PAB Approval		Achievement				Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Proposal		Total Proposal			
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin.(%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Unit Cost	Phy.	Fin.	Fin.	
11.08	Dilapidated Building (UP)	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.09	Additional Class Room	108	432.00	108	432.00	100%	100%	0.00	4.00000	71	284.00	284.00	0.00	4.00000	63	252.00	252.00	To maintain 33% limit
11.10	Toilet/Urinals	0	0.00	0	0.00			0.00	0.20000	0	0.00	0.00	0.00	0.20000	0	0.00	0.00	
11.11	Separate Girls Toilet	26	5.20	19	3.80	73%	73%	1.40	0.20000	3	0.60	2.00	1.40	0.20000	3	0.60	2.00	
11.12	Drinking Water Facility	0	0.00	0	0.00			0.00	0.15000	1	0.15	0.15	0.00	0.15000	0	0.00	0.00	
11.13	Boundary Wall	0	0.00	0	0.00			0.00	0.02000	2600	52.00	52.00	0.00	0.01500	2440	36.60	36.60	Length in meters (24 schools)
11.14	Separation Wall	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.15	Electrification	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.16	Head Master's Room	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.17	Child Friendly Elements	0	0.00	0	0.00			0.00	0.05000	0	0.00	0.00	0.00	0.05000	0	0.00	0.00	
11.18	Kitchen Shed	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
11.19	Furniture Grant	300	1.50	300	1.50	100%	100%	0.00	0.00500	11200	56.00	56.00	0.00	0.00500	400	2.00	2.00	Only in Mahe district
	Sub Total	439	478.70	432	477.30	98%	100%	1.40			416.75	418.15	1.40			315.20	316.60	
12	Major Repairs																	
12.01	Primary	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
12.02	Upper Primary	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
	Sub Total	0	0.00		0.00			0.00		0	0.00	0.00	0.00		0	0.00	0.00	
13	Teaching Learning Equipment																	
13.01	TLE - New Primary	5	0.50	5	0.50	100%	100%	0.00	0.10000	0	0.00	0.00	0.00	0.10000	0	0.00	0.00	
13.02	TLE - New Upper Primary	0	0.00	0	0.00			0.00	0.50000	2	1.00	1.00	0.00	0.50000	2	1.00	1.00	
13.03	UPS not covered under OBB	0	0.00	0	0.00			0.00	0.00000	0	0.00	0.00	0.00	0.00000	0	0.00	0.00	
	Sub Total	5	0.50	5	0.50	100%	100%	0.00		2	1.00	1.00	0.00		2	1.00	1.00	
14	Maintenance Grant																	
14.01	Maintenance	498	37.35	492	37.03	99%	99%	0.00	0.07500	508	38.10	38.10	0.00	0.07500	508	38.10	38.10	
	Sub Total	498	37.35	492	37.03	99%	99%	0.00		508	38.10	38.10	0.00		508	38.10	38.10	
15	School Grant																	
15.01	Primary School	367	18.35	363	18.00	99%	98%	0.00	0.05000	377	18.85	18.85	0.00	0.05000	377	18.85	18.85	
15.02	Upper Primary School	211	14.77	209	14.65	99%	99%	0.00	0.07000	213	14.91	14.91	0.00	0.07000	213	14.91	14.91	
	Sub Total	578	33.12	572	32.65	99%	99%	0.00		590	33.76	33.76	0.00		590	33.76	33.76	
16	Research & Evaluation																	
16.01	Research & Evaluation	578	7.51	576	7.51	100%	100%	0.00	0.01300	590	7.67	7.67	0.00	0.01300	590	7.67	7.67	
	Sub Total	578	7.51	576	7.51	100%	100%	0.00		590	7.67	7.67	0.00		590	7.67	7.67	
17	Management & MIS																	
17.01	Management & MIS	4	98.20	4	80.81	100%	82%	0.00		4	78.00	78.00	0.00		4	44.30	44.30	
17.02	Learning Enhancement	0	1.80	0	1.80		100%	0.00		4	2.00	2.00	0.00		4	2.00	2.00	
17.03	SPO										30.00	30.00				19.70	19.70	
	Sub Total	4	100.00	4	82.61	100%	83%	0.00			110.00	110.00	0.00			66.00	66.00	Within 6% of total State Budget

UT: Puducherry
Sarva Shiksha Abhiyan-Annual Work Plan and Budget - 2009-10

STATE CONSOLIDATE :U.T. PUDUCHERRY

(Rs. In Lakhs)

S.No.	Activity	2008-09						Proposal for 2009-10					Recommendation 2009-10				Remarks	
		PAB Approval		Achievement				Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Proposal		Total Proposal		
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Fin.	Unit Cost	Phy.	Fin.	Fin.	Fin.	Fin.	Unit Cost	Phy.		Fin.
18	Innovative Activity																	
18.01	ECCE	4	50.00	4	28.05	100%	94%	0.00		4	44.00	44.00	0.00		4	44.00	44.00	
18.02	Girls Education	4	60.00	4	34.32	100%	57%	0.00		4	43.50	43.50	0.00		4	43.50	43.50	
18.03	SC / ST	4	35.00	4	26.53	100%	76%	0.00		4	35.00	35.00	0.00		4	35.00	35.00	
18.04	Computer Education	4	200.00	4	200.00	100%	100%	0.00	50.00	4	200.00	200.00	0.00	50.00	4	200.00	200.00	
18.05	Minority	1	5.00	1	0.00	100%	0%	0.00		2	8.40	8.40	0.00		2	8.40	8.40	
	Sub Total	17	330.00	17	288.90	100%	88%	0.00			330.90	330.90	0.00			330.90	330.90	
19	Community Training																	
19.01	Community Training	1438	0.86	1032	0.60	72%	70%	0.00	0.00060	1620	0.97	0.97	0.00	0.00060	1561	0.94	0.94	
	Sub Total	1438	0.86	1032	0.60	72%	70%	0.00		1620	0.97	0.97	0.00		1561	0.94	0.94	
	Total of SSA (Districts)		1313.89		1116.41		85%	1.40			1273.60	1275.00	0.00			1101.91	1103.31	
	Management Cost										8.64%					5.99%		
	Civil Work										32.72%					28.60%		
	BRC/CRC Construction										0.00					0.00%		

