

Appraisal Report (2011-12)

Annual Work Plan & Budget
Sarva Shiksha Abhiyan

Puducherry

Project Approval Board Meeting
28th February, 2011

In respect of:
Karaikal, Mahe, Pondicherry & Yanam

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APPRAISAL REPORT FORMAT 2011-12

1. An Executive Summary of key items should be provided in the given format:-

Executive Summary

(I) Progress Overview for 2010-11

(Rs. in lakh)

SNo.	Activity	Sanctioned Budget (2010-11)		Achievements (till 31-03-11)		% 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	20	38.40	11	17.52	55%	46%	
2.2	Upper Primary School	6	11.52	6	11.52	100%	100%	
2.3	Additional Teachers	12	7.20	12	7.20	100%	100%	
	Total							
3	Teacher Grant	4114	20.57	4048	20.25	98%	98%	
4	Grants for BRC	6	96.87	6	46.87	100%	57%	
5	Grants for CRC	25	57.25	25	23.31	100%	43%	
6	Teachers' Training							
6.1	In-Service Training	4114	61.71	2808	43.61	68%	71%	
6.2	Induction Training - New teacher							
6.3	Refresher Course- Untrained Teachers							
6.4	BRC & CRC Coordinators & Resource Persons	87	0.87	87	0.87	100%	100%	
	Total	4201	62.58	2895	44.48	69%	71%	
7	Intervention for Out of School Children (No. of Children covered)	513	24.66	223	4.42	43%	18%	
8	Remedial Teaching							
9	Free Text Books							
10	Children With Special Needs (CWSN)	2969	89.07	1794	53.17	60%	60%	
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	Adil. class Room	15	119.13	12	101.13	80%	85%	
11.8	Tables	33	23.63	18	16.13	55%	68%	
11.9	Gas tickets	57	41.17	32	28.67	56%	70%	

SNo.	Activity	Sanctioned Budget (2010-11)		Achievements (till 31-03-11)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
11.10	Drinking Water	58	22.90	33	16.65	57%	73%	
11.11	Boundary Wall	605	21.40	605	21.40	100%	100%	
11.12	HM Room							
11.13	Electrification							
11.14	Residential Hostel							
11.15	Residential Schools							
11.16	Furniture for UPS	2100	10.50	2100	10.50	100%	100%	
11.17	Major Repairs							
11.18	Others – Library Primary	247	7.41	247	7.41	100%	100%	
11.19	Others – Library U. Primary	236	16.88	236	16.88	100%	100%	
	Total Civil Works	5497	310.53	5429	266.28	99%	86%	
12	TLE							
13	Maintenance Grant	499	37.43	519	38.91	99%	99%	
14	School Grant	588	33.64	573	32.86	97%	98%	
15	REMS	588	11.62	588	11.61	100%	100%	
16	Management & LEP							
16.1	Management	4	90.00	4	70.00	100%	78%	
16.2	LEP	4	40.00	4	30.20	100%	76%	
	Total	4	130.00	4	100.20	100%	77%	
17	Innovations							
17.1	ECCE		50.00		50.00	100%	100%	
17.2	Girls Education		60.00		52.04	100%	87%	
17.3	SC/ST		45.00		45.00	100%	100%	
17.4	Computer Aided Learning		200.00		200.00	100%	100%	
17.5	Minority Community		25.00		24.22	100%	97%	
17.6	Urban deprived Children							
	Total		380.00		371.26	100%	98%	
18	Community Trainings	6308	15.04	6308	15.04	100%	100%	
19	SIEMAT							
	SSA (TOTAL)		1515.55		1229.87	89%	86%	
20	NPEGEL							
21	KGBV							
	GRAND TOTAL	27840	1515.55	24281	1229.87	89%	86%	

(II)A. Financial Information**(Rs. in lakh)**

Year	Approved AWP&B	Opening Balance	Releases		Funds from Other Sources	Total Funds Available	Expenditure	% Exp. Against Fund	% Exp. Against AWP&B	Due State Share as per GOOI	Cumulative Shortfall
			GOI	State							
2001-02	0		16.28	0.00	0.00	16.28	0			0.00	0.00
2002-03	343.60	16.28	116.46	0.00	0.56	133.30	1.94	1.45	0.57	0.48	-0.48
2003-04	733.94	131.36	141.06	195.28	2.69	470.39	140.61	29.89	19.24	35.15	160.31
2004-05	1053.70	329.77	225.53	100.00	15.04	670.34	238.85	35.63	22.54	59.71	204.36
2005-06	1244.40	431.5	529.40	100.00	23.05	1083.95	543.04	50.10	43.64	135.76	174.37
2006-07	941.93	540.95	0.00	100.00	25.23	666.18	469.00	70.40	49.79	117.25	163.42
2007-08	893.50	197.14	577.07	142.00	16.33	932.54	629.23	67.47	70.42	220.23	94.58
2008-09	1313.68	313.77	638.60	277.00	12.85	1242.22	1122.71	90.38	85.46	392.95	-12.72
2009-10	1243.36	131.37	669.96	533.12	20.18	1354.63	1060.08	78.26	85.05	424.03	103.43
2010-11	1423.59	294.55	335.38	475.00	15.00	1119.93	1212.35	108.25	85.16	440.09	140.06
Total up to 2010-11	2386.69	2386.69	3249.74	1922.40	130.94	7689.77	5417.81				

(III) Teams to provide information on:

1. Status of State share/ funding pattern, backlog and provision in current year.
2. Information on maintaining the level of expenditure in education as on 1999-2000.

(Rs. in lakh)

Year	Budget of Elementary Education	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		2876.32
2009-2010		4008.81
2010-2011		1986.80*

* Up to December 2010

(IV) Proposals & Recommendations for 2011-12:

(Rs. in Lakh)

S.No.	Activity	Proposal for the year 2011-12						Recommended for the year 2011-12								
		Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay		
		Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	
	SSA															
1	New Schools Opening															
	Sub Total (2.01 to 2.10)															
	Sub Total (2.10 to 2.18)															
	Total (New Teacher's Salary-2.01 to 2.18)															
	Teachers Salary (Recurring)															
	Primary teachers															
2.19	Primary Teachers (Regular)-Existing			0.1600	20	38.40	20	38.40			0.1600	20	38.40	20	38.40	
2.20	Primary Teachers (Contract)-Existing															
2.21	Primary Teachers (Vacant)															
2.33	Additional Teachers - UPS (Regular)			0.1600	6	11.52	6	11.52			0.1600	6	11.52	6	11.52	
2.34	Additional Teachers - UPS (Contract)			0.0500	12	7.20	12	7.20			0.0500	12	7.20	12	7.20	
2.35	Additional Teachers - UPS (Vacant)															
2.39	Part Time Instructors (if the number of children exceeds 100)															
	(a) Art Education			0.1600	47	30.36	47	30.36			0.0538	47	30.34	47	30.34	
	(b) Health and Physical Education			0.1600	37	24.00	37	24.00			0.0540	37	23.98	37	23.98	
	(c) Work Education			0.1600	37	24.00	37	24.00			0.0540	37	23.98	37	23.98	
	Sub Total (2.18 to 2.38)				159	135.48	159	135.48				159	135.42	159	135.42	

Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
	Spill Over		Fresh Proposal		Total Proposal		Spill Over Outlay		Fresh Outlay		Total Outlay			
	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
TOTAL (New Teachers Salary +Teachers Salary-Recurring)														
Teachers' Grant														
1 Primary Teachers			0.0050	2260	11.30	2260	11.30			0.0050	2260	11.30	2260	11.30
2 Upper Primary Teachers			0.0050	2199	11.00	2199	11.00			0.0050	2199	11.00	2199	11.00
Sub Total				4459	22.30	4459	22.30				4459	22.30	4459	22.30
Academic Support through Block Resource Centre/ URC														
1 Salary of Resource Persons:														
(a) 6 Resource Persons at BRC for subject specific training			0.2000	40	96.00	40	96.00			0.2000	40	96.00	40	96.00
(b) 2 Resource Persons for resource support for children with special needs			0.2000	12	28.80	12	28.80			0.2000	12	28.80	12	28.80
2 1 MIS Coordinator			0.0800	6	5.76	6	5.76			0.0800	6	5.76	6	5.76
3 1 Data Entry Operator			0.0600	6	4.32	6	4.32			0.0600	6	4.32	6	4.32
4 1 Accountant-cum-support staff for every 50 schools			0.0500	11	6.60	11	6.60			0.0500	11	6.60	11	6.60
5 Furniture Grant														
Replacement of furniture, computer, TLE etc (Once in 5 years)			1.0000							1.0000				
7 Contingency Grant			0.5000	6	3.00	6	3.00			0.5000	6	3.00	6	3.00
8 Meeting, TA			0.3000	6	1.80	6	1.80			0.3000	6	1.80	6	1.80
9 TLM Grant			0.1000	6	0.60	6	0.60			0.1000	6	0.60	6	0.60

S.No.	Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
		Spill Over		Fresh Proposal		Total Proposal		Spill Over Outlay		Fresh Outlay		Total Outlay			
		Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
										00					
4.10	Maintenance Grant			0.1000	6	0.60	6	0.60			0.1000	6	0.60	6	0.60
	Sub Total				6	147.48	6	147.48				6	147.48	6	147.48
5	Academic Support through Cluster Resource Centres														
5.01	Salary of Cluster Resource Persons (on an average of one Resource Person per 18 schools in a block)			0.2000	34	81.60	34	81.60			0.2000	34	81.60	34	81.60
5.02	Furniture Grant			0.1000	0	0.00	0	0.00			0.1000	0	0.00	0	0.00
5.03	Replacement of furniture, computer, TLE etc. once in 5 years			0.1000	0	0.00	0	0.00			0.1000	0	0.00	0	0.00
5.04	Contingency Grant			0.1000	34	3.40	34	3.40			0.1000	34	3.40	34	3.40
5.05	Meeting, TA			0.0100	34	4.08	34	4.08			0.0100	34	4.08	34	4.08
5.06	TLM Grant			0.0300	34	1.02	34	1.02			0.0300	34	1.02	34	1.02
5.07	Maintenance Grant			0.0200	34	0.68	34	0.68			0.0200	34	0.68	34	0.68
	Sub Total				34	90.78	34	90.78				34	90.78	34	90.78
6	Teachers Training														
6.01	Refresher In-service Teachers' Training at BRC level and above - 10 days			0.0200	4282	85.64	4282	85.64			0.0200	4282	85.64	4282	85.64
6.02	One day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year at CRC level - 10 days			0.0100	4282	42.82	4282	42.82			0.0100	4282	42.82	4282	42.82

Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
	Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay	
	Phy	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy	Fin	Unit Cost	Phy.	Fin.	Phy.	Fin.
Induction Training for Newly Recruited Teachers- 30 days			0.0600	50	3.0000	50	3.00			0.0600	50	3.00	50	3.00
Contact sessions in distance education of 60 days per year for untrained Teachers to acquire professional qualifications over a two year period.			0.0600	0	0.00	0	0.00			0.0600	0	0.00	0	0.00
Refresher Training for all Resource Persons, Master Trainers, BRC & CRC faculty and Coordinators for 10 days each year			0.0200	78	1.5600	78	1.56			0.0200	78	1.56	78	1.56
Sub Total				4410	133.02	4410	133.02				4410	133.02	4410	133.02
Special Training														
Setting up of special training facility for age appropriate admission of out of school children														
(a) Residential			0.2000 0	174	34.80	174	34.80			0.2000 0	174	34.80	174	34.80
(b) Non-Residential			0.0600 0	727	43.62	727	43.62			0.0600 0	727	43.62	727	43.62
Sub Total				901	78.42	901	78.42				901	78.42	901	78.42
Free Text Book														
Free Text Book (P)			0.0015 0	0	0.00	0	0.00			0.0015 0	0	0.00	0	0.00
Free Text Book (UP)			0.0025 0	0	0.00	0	0.00			0.0025 0	0	0.00	0	0.00
Sub Total														
Sub Total														
Interventions for CWSN (IED)														

S.N o.	Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
		Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay	
		Phy	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy	Fin	Unit Cost	Phy.	Fin.	Phy.	Fin.
11	Provision for Inclusive Education					0.00	0	0.00			0.03000	0	0.00	0	0.00
	Infrastructure Development	0	0												
11	Disabled friendly toilets	0	0	0.20	60	12.00	60	12	0	0	0.20	60	12.00	60	12.00
11	Strengthening Resource Rooms	0	0	0.50	10	4.50	10	5	0	0	0.50	10	5.00	10	5.00
11	Construction of Resource Rooms at school level	0	0	8.82	1	8.82	1	9	0	0	8.82	1	8.82	1	8.82
	Manpower Development	0	0												
11	Teacher training for 3 days (Rs.150/day)	0	0	0.00	1000	4.65	1000	5	0	0	0.00	1000	4.50	1000	4.50
11.1	Resource Teachers salary for 6 months-new	0	0	0.60	16	10.44	16	10	0	0	0.60	16	9.60	16	9.60
11.1	Existing Resource Teachers salary	0	0	1.44	8	10.08	8	10	0	0	1.44	8	11.52	8	11.52
11.1	Salary of CBR volunteers (5 children per CBR)	0	0	0.48	24	11.60	24	12	0	0	0.48	24	11.52	24	11.52
11.1	20 day Multi-Category Training of RTs @ 200/- per day	0	0	0.04	36	1.36	36	1	0	0	0.04	36	1.44	36	1.44
11.1	5 day Multi-Category Training of CBRs @ 250/- per day	0	0	0.01	24	0.30	24	0	0	0	0.01	24	0.30	24	0.30
	Awareness	0	0		0	0.11	0	0	0	0					
### #	3 day parental counseling for 500 parents @ Rs. 150/- per day	0	0	0.00	500	2.34	500	2	0	0	0.00	500	2.25	500	2.25
11.1	Printing of brochures/ material, print	0	0	0.20	6	1.00	6	1	0	0	0.20	6	1.20	6	1.20
	Materials for CWSN	0													
11.1	Sight savers (training)	0	0	0.41	6	3.00	6	3	0	0	0.41	6	2.46	6	2.46

Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
	Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay	
	Phy	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy	Fin	Unit Cost	Phy.	Fin.	Phy.	Fin.
Peer sensitization, puppetry shows, world disabled day, street plays, showing the films on success stories of disabled children.	0	0	0.20	10	4.10	10	4	0	0	0.20	10	2.00	10	2.00
Brail Books for 200 VIC			0.01	250	2.50					0.01	250	2.50	250	2.50
Inclusive sports	0	0	0.50	6	2.72	6	3	0	0	0.50	6	3.00	6	3.00
Vocational skill development	0	0	0.22	10	2.25	10	2	0	0	0.22	10	2.20	10	2.20
Escort allowance @ Rs. 100/- per month for 399 CWSN for 10 months	0	0	0.01	399	9.99	399	10	0	0	0.01	399	3.99	399	3.99
Sub Total	0	0.00	0.00	2366	84.34	2116	84.34	0	0.00	0.00	2366	84.30		84.30
Civil Works														
BRC /URC														
CRC			8.428	9	75.85	9	75.85			8.428	9	75.85	9	75.85
New Primary School (Rural)														
New Primary School (Urban)														
Additional Class Room (Rural)	3	18.00	8.428	26	219.12	29	237.12	3	18.00	8.428	26	219.12	29	237.12
Additional Class Room (Urban)														
Additional Class Room (Hill Area)														
Additional class rooms for adding Class V														
Additional class rooms for adding Class VIII														
Toilet/Urinals	10	7.50		0				15	7.50		0		15	7.50
Separate Girls Toilet	20	12.50		0				25	12.50		0		25	12.50
Drinking Water Facility	20	6.25		0				25	6.25		0		25	6.25

S.No.	Activity	Proposal for the year 2011-12						Recommended for the year 2011-12								
		Spill Over		Fresh Proposal		Total Proposal		Spill Over Outlay		Fresh Outlay		Total Outlay				
		Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	
### #	Boundary Wall	0	0.00		0				0	0.00			0		0	0.00
12.2	Seperation Wall															
12.2	Electrification															
12.2	Office-cum-store-cum-Head Teacher's room (Primary)			8.4280	33	278.12	33	278.11			8.4280	33	278.12	33	278.12	
12.2	Office-cum-store-cum-Head Teacher's room (Upper Primary)										8.428	0	0.00			
12.3	Augumentation of training facility in BRC (one time)			5.0000	0	0.00	0	0.00				0				
12.3	Child friendly Elements															
12.3	Difference amount of supplementry CW					23.12		23.12				0	23.12		23.12	
12.3	Furniture for Govt. UPS (per child)										0.005	0	0.00	0	0.00	
12.3	Infrastructure for setting school libraries including books															
	(a) Primary School (per school)	0	0.00		0	0.00	0	0.00			0.030	0	0.00	0	0.00	
	(b) Upper Primary School (per school)	0	0.00		0	0.00	0	0.00			0.100	0	0.00	0	0.00	
12.3	Major Repairs															
	(a) Primary School															
	(b) Upper Primary School															
12.4	Others															
	Sub Total of Civil Works	53	44.25	8.428	68	596.22	71	640.47	68			68	596.21	136	640.46	
13	Teaching Learning Equipment															

Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
	Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay	
	Phy	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy	Fin	Unit Cost	Phy.	Fin.	Phy.	Fin.
FLE - New Primary			0.2000 0	0	0.00	0	0.00			0.20 000	0	0.00	0	0.00
FLE - New Upper Primary			0.5000 0	0	0.00	0	0.00			0.50 000	0	0.00	0	0.00
FLE for integration of Class V			0.0500 0	0	0.00	0	0.00			0.05 000	0	0.00	0	0.00
FLE for integration of Class VIII			0.1500 0	0	0.00	0	0.00			0.15 000	0	0.00	0	0.00
Others (for spill over of uncovered DBB schools)				0	0.00	0	0.00				0	0.00	0	0.00
Sub Total				0	0.00	0	0.00				0	0.00	0	0.00
Maintenance Grant														
Maintenance Grant (PS & UPS)			0.0750 0	433	32.48	433	32.48			0.07 500	433	32.48	433	32.48
Sub Total				433	32.48	433	32.48				433	32.48	433	32.48
School Grant														
Primary School			0.0500 0	371	18.55	371	18.55			0.05 000	371	18.55	371	18.55
Upper Primary School			0.0700 0	209	14.63	209	14.63			0.07 000	209	14.63	209	14.63
Sub Total				580	33.18	580	33.18				580	33.18	580	33.18
Research, Evaluation, Monitoring & Supervision														
REMS activities			0.0200 0	580	11.60	580	11.60			0.02 000	580	11.60	580	11.60
Sub Total				580	11.60	580	11.60				580	11.60	580	11.60
Management & Quality (Up to 6% of the outlay)														
Management & MIS up to 3.5%			30.000	4	120.00	4	120.00			30.0 00	4	120.00	4	120.00
Learning Enhancement Prog. (LEP) (P & UP) (up to 2%)			10.000	4	40.00	4	40.00			10.0 00	4	40.00	4	40.00
Community Mobilization up to 0.5%				0							0			
Sub Total				4	160.00	4	160.00				4	160.00	4	160.00
Innovation Head up to Rs.1 crore per district														

S.N o.	Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
		Spill Over		Fresh Proposal		Total Proposal		Spill Over Outlay		Fresh Outlay		Total Outlay			
		Phy	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy	Fin	Unit Cos t	Phy.	Fin.	Phy.	Fin.
18.1	50% of funds for Computer Aided Education in upper primary schools			50.000 0	4	200.00	4	200.00			50.0 000	4	200.00	4	200.00
18	Balance 50% of funds for innovating projects for:											0			
	(a) Girls Education				4	53.02	4	53.02				4	53.02	4	53.02
	(b) ECCE				4	53.00	4	53.00				4	53.00	4	53.00
	(c) Intervention for SC / ST children				3	45.00	3	45.00				3	45.00	3	45.00
	(d) Intervention for Minority Community children				3	25.00	3	25.00				3	25.00	3	25.00
	(e) Intervention for Urban Deprived children										5.00 0	0	0.00		
	Sub Total				4	376.02	4	376.02				4	376.02	4	376.02
19	Community Training											0			
19	VEC/SMC - 3 days residential			0.0060 0	2598	15.59	2598	15.59			0.00 600	2598	15.59	2598	15.59
19	VEC/SMC - 3 days non-residential			0.0030 0	2598	7.79	2598	7.79			0.00 300	2598	7.79	2598	7.79
19	Local Authority - 3 days residential			0.0060 0	1124	6.74	1124	6.74			0.00 600	1124	6.74	1124	6.74
	Sub Total				6320	30.13	6320	30.13				6320	30.13	6320	30.13
20	Transport/Es cort Facility														
20	Children in remote habitations with sparse populations where opening of schools is unviable			0.0300 0	0	0.00	0	0.00			0.03 000	0	0.00	0	0.00
20	Urban deprived children/children without adult protection in			0.0300 0	0	0.00	0	0.00			0.03 000	0	0.00	0	0.00

Activity	Proposal for the year 2011-12							Recommended for the year 2011-12						
	Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay	
	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
urban areas where schools are not opened because availability of land is a problem														
Sub Total														
Total of SSA (District)	53	44.25		2003.4	1931.43	1983.7	1975.68	68			2003.4	1931.32	1990.2	1975.57
STATE COMPONENT														
Management & MIS				1	30.00	1	30.00				1	30.00	1	30.00
REMS														
SIEMAT														
Sub Total														
STATE SSA TOTAL				2003.5	1961.43	1983.8	2005.68				2003.5	1961.32	1990.3	2005.57

(V) Number of small districts getting Rs. 20 lakh should be indicated

(VI) Provision for 2011-12:

(Rs. in lakh)

Total Outlay	Shortfall/Excess of State Share till 2010-11	Required Provision in State Budget	Actual Provision	Shortfall in provision
2005.57	+287.10	NA	NA	NA

(VII) Total Recommended Budget for 2011-12:

(Rs. in lakh)

SNo.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	44.25	1961.43	2005.68	44.25	1961.32	2005.57
2	NPEGEL	0	0	0	0	0	0
3	KGBV	0	0	0	0	0	
Total		44.25	1961.43	2005.68	44.25	1961.32	2005.57

(VIII) Information on Quality Interventions:**(Rs in lakh)**

SNo.	Category	Financial Recommendation for 2011-12
1	Teacher's Salary	135.42
2	Teacher Grant	22.30
3	BRC	147.48
4	CRC	90.78
5	Teachers' Training	133.02
6.	Special Training	78.42
6	Remedial Teaching	0
7	Free Textbooks	0
8	School Grant	33.18
9	REMS	11.60
10	Innovative Activities	376.02
11	NPEGEL	0
12	TLE for new schools	0
13	Learning Enhancement Programme	40.00
14	Any other	
Total		1068.22
% of Total Outlay		54.46%

(2). Major Areas of Concern**Educational Indicators**

1. The MIS Staff strength is to be increased in order to undertake the responsibilities of MIS activities, data analysis DISE etc.
2. Capacity building is to be done from state level to block level.
3. State did not develop the district wise/block level EDI.
4. The UT has not brought out any publication based on DISE data.
5. Slow progress in the uploading data on web portal quarterly basis. All the intervention co-ordinators should be trained to provide data in the web portal quarterly basis.

OoSC

- UT has not conducted an exercise to map migration as most of the children are out of the schooling system due to migration.
- UT has been unable to cover out of school children in the residential mode from the past few years.

Quality

- SSA and DIET conducted a study to look at the learning achievement levels of class 3 and class 5 students in language (Tamil), Mathematics and EVS, which has given a very sorry state of affairs. The data indicates that at the primary level, students were not able to answer

40% questions in Tamil, 58% in Math's and 66% is EVS. Similarly, the study shows poor performance of children in almost all subjects at upper primary levels, despite various interventions such as implementation of ABL. Greater efforts are needed to analyze learning achievement results to identify students' learning difficulties and to research the factors contributing to low achievement of students, so as to address them on priority basis.

- The state is still continuing with the conventional methods of assessment not adopted/adapted the approach envisaged in the source book of NCERT. On the one hand, they have developed some tool for continuous and comprehensive evaluation but they are still using summative assessment ways such as marking students instead of grading them.

IED

- The UT and the district teams need to be strengthened by having technical personnel in IE. As per Project Management Structures of SSA, the State and district IE coordinators should be technical people. This is serious issue and needs immediate attention.
- 2 districts in the State do not have RCI recognized institutions. Thus, first preference should be given to these districts for BRC upgradation
- There has been a gradual decline in the expenditure of IE
- No Mainstreaming from HBE
- The UT did not appoint 28 IERTs (16 from the AW P & B and 12 from the RTE supplementary budget) as sanctioned in the plan of 2010-11. This is a serious issue as there is no dearth of trained personnel in the UT for CWSN. This should essentially be done because after doing this, the UT will have a total of 36 teachers @ 6 per block
- The UT would have to plan Braille Books under FTB from 2012-13 @ Re. 1/- per page
- **As far as possible, first preference for appointing a resource teacher under SSA should be given to a person possessing the minimum qualification prescribed by the NCTE in its notification dated 14th September, 2010. NCTE also recognizes the courses recognized by the Rehabilitation Council of India. Thus, any person having a RCI recognised degree can be appointed as a resource teacher or rehabilitation professional under SSA.**
- **If the persons with the above qualifications are not available in required number then graduates who have enrolled themselves in any of the course recognised by RCI can be engaged with the condition that they would acquire the minimum qualification prescribed by NCTE or RCI within a period of maximum two years from the date of engagement. Every attempt should be made to have one special educator from each category of special education at the block / cluster level to provide education of equitable quality to CWSN.**
- The UT has not used the guidelines developed and circulated to all the States
- The handbook for general teacher training focuses only on identification. The focus now has to shift to teaching in an inclusive classroom
- The UT should participate in the meeting to be held in Tamil Nadu in May on Developing an Inclusive Curriculum with the help of SRG and DTERT.
- Training of parents and VEC members should focus on empowering them so that no school denies admission to any child on the grounds of disability. The guidelines developed for parental training should also be used by the state.

- The UT has to do individual child profiling and put all data of CWSN on the public domain
- 79.80% schools have barrier free features. All the schools should be made barrier free by 2012-13
- The UT also needs to improve the resource support to CWSN by appointing more resource teachers and CBR professionals and increasing their visits to the homes of CWSN
- Capacities of parents also need to be built so that they could be used as volunteers for imparting some form of resource support to CWSN
- Peer sensitization should be taken up through teacher training and inclusive sports at the block level.

(3) Comments on States commitments and implementation & Action Taken Report (ATR)

(A) Comments on States commitments and implementation:

S. No.	Commitments	State's Response	Comments
i.	The UT of Pondicherry will initiate preparatory steps for the implementation of RTE including to address issues of discrimination against marginalized groups.	The UT has taken steps for implementation of RTE by drafting the rules of RTE. The final version has been forwarded to Govt. of Puducherry for issuing G.O. The Action taken report has been forwarded.	Draft rules submitted to the UT government. It is yet to be notified.
ii.	Initiation of curriculum reform, encompassing age appropriate syllabus formulation, textbook development, review existing assessment systems vis-à-vis continuous and comprehensive evaluation system, in consonance with the NCF-2005 and the principles in section 29 of RTE Act.	As UT is not having a separate Board, curriculum reform and other activities are initiated by Tamilnadu, Andhra Pradesh, Kerala are followed in Pondicherry, Mahe and Yanam respectively.	Still there is a need to strengthen the DIETs to provide qualitative academic support to teachers.
iii.	Rationalization of teacher deployment.	Already the work of rationalization started along with the recruitment of teachers.	Under process
iv.	Ensuring that all teachers without requisite academic and professional qualifications acquire requisite academic qualifications and receive professional teacher training.	All teachers are possessing required academic qualification and there is no need for professional teacher training.	Complied with
v.	Review of in-service teacher training to ensure that it	The modules for in-service teacher training is amended in such a way	Complied with

No.	Commitments	State's Response	Comments
	conforms to the revised curriculum, and formulate a long term in-service teacher development programme.	that it conforms to the revised curriculum of "Samacheer Kalvi". All our in-service teacher programme are oriented towards ABL and ALM as the case of primary and upper primary	
i.	Status of elementary cycle in Mahe district.	The introduction of elementary cycle in Mahe is depend on its introduction in Kerala State.	UT needs to ensure the uniform pattern of elementary education in all its 4 districts as Mahe is part of the UT
ii.	Systems for tracking teachers' attendance and performance (e.g. ADEPTs)	It is proposed to introduce on line attendance to teachers for tracking attendance. Two workshops have been conducted to finalize the performance indicator for the teachers of UT. All stakeholders were involved in formulating the parameters. Shortly the training will be done and the ADEPT will be implemented in the year 2011-2012.	Need to ensure that implementation of ADEPTS across the schools
iii.	Teacher accountability through performance indicators (e.g. ADEPTs) and VEC/SDM supervision by devolving of specific powers to them.	When the ADEPT introduced in the year 2011-2012, the teacher accountability will be ensured. Besides, the power of monitoring pre primary has been devolved to Panchayat Raj. Shortly, the SGM will be vested with the power of monitoring the teacher performance.	UT need to ensure the same
ii.	Status of unified or single system of educational statistics at the elementary level i.e. for DISE & SES.	The data for 2010-2011 has been collected in a unified manner as a trial basis in UT. The compilation of DISE data from the unified system is successful. The compilation of data related to SEMIS is in progress. Only after its success, it could be known whether the unified system adopted in UT is scalable to National level.	Complied with
	End of parallel posts of District Coordinators for SSA implementation at district level in States.	The CEO of the Districts is ex-officio District Programme Coordinators.	
ix.	It will constitute and hold regular meetings of District Level Monitoring Committee,	The District Level Monitoring Committee have been constituted and it meets regularly and review the	Need to ensure it in the future also

S. No.	Commitments	State's Response	Comments
	for SSA & MDM as specified in the SSA Framework for implementation.	progress.	
xii.	Status of development of Child Tracking System to monitor retention and academic progress of children.	It is in progress.	Under process
xiii.	Completing all pending civil works.	All civil works like construction of additional classrooms, toilets, drinking water are completed till the year of 2009-2010. The works allocated for 2010-2011 is in progress.	Complied with

◇ Source: Minutes of SSA, Puducherry 2009-10 & 2010 - 11

B. Comprehensive Action Taken report (ATR) on the preparedness of the State to implement the provisions of the RTE Act.

Sl.no	Points for Action	Action taken by the State
1	Notification of State RTE rules	Draft RTE rules has posted website for garnering public opinion till 00.00.2010. Now a committee is to be constituted for rectification and final drafting and to be placed in the legislative assembly for approval.
2	Constitution of SCPCR/REPA	A comprehensive proposal constituting REPA clearly delineating the duties, liabilities, functions, power etc has been submitted to the Home Ministry for approval
3	Prohibition of Detention, expulsion	A memorandum citing No.A/1927/DSE/EC/2009-10, dt.22.06.2010, by Dept. Of Education, Govt. Of Puducherry has been issued to all Govt. and Private under the control of Dept. of Education prohibiting detention, expulsion from class I-VIII
4	Prohibition of corporal punishment, mental harassment	A memorandum citing No.14931/DSE/EE/AC/2010, dt.01.10.2010, by Dept. Of Education, Govt. Of Puducherry has been issued to all Govt. and Private under the control of Dept. of Education prohibiting corporal punishment, mental harassment
5	No Board examination till completion of elementary education	There is no Board examination till VIII standard. Student will appear for board examination only in class X
6	Guidelines on minimum number of working days	The draft guidelines for the implementation of minimum number of working days and instructional hours at primary and upper primary level are prepared. On approval, it will be issued.

Sl.no	Points for Action	Action taken by the State
	instructional hours in an academic year	
7	Guidelines on minimum working hours per week for teachers	No guidelines have been issued so far.
8	Academic Authority	Initial steps have been taken to constitute a State Level Advisory committee for innovating changes in curriculum as well as evaluation. The suggestion for elevating Advisory Committee to the level of Competent Authority can be considered.
9	Eight year elementary education cycle	Eight year Elementary cycle is followed in all regions except Mahe region. Mahe which is affiliated to Kerala Board follow seven year elementary cycle.
10	Guidelines on private tuitions and screening procedure and capitation fee	No direction has been issued for streamlining the screening process. Action will be taken for streamlining. No direction has been issued for curbing the capitation fees in private schools.

4. Introduction & Planning Process:

The Union Territory of Puducherry comprises of 4 districts – Pondicherry, Mahe, Karaikal and Yanam. The two districts namely Puducherry and Karaikal are placed in Tamilnadu while Mahe and Yanam lay in Kerala and Andhra Pradesh respectively. The appraisal of 4 districts and UT component plan of Puducherry was undertaken during 21st February to 26th February 2011 at TSG, New Delhi. The team consisted of the following members of Technical Support Group:

Ms Swati Sahni
 Mr. Shalendar Sharma
 Dr Anupriya Chadha
 Ms Kiran Dogra
 Dr Anamika Mehta
 Ms Pritha Ghosh
 Mr Tarun Gupta
 Mr. Audumber Chavan
 Ms Taramani Naorem
 Mr Rupan Sehgal (ERP)
 Mr. Birkheram (Costing) and
 Ms. Seema Rajput (Coordinator)

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

Process of Plan Formulation

The SSA program 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 based 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.

DATA SOURCE FOR PLANNING 2011-12

The principle source of data for Annual Work Plan & Budget of 2011-12 is DISE 2010, Cohort Study, Population Census 2001, Elementary Education Register and Household Survey (Yanam) and Statistical Cell of Education Department.

DISE

The District Information System for Education report is the principle source of planning. This DISE details were upgraded in 2007 to include the data of High and Higher Secondary Schools. The data was collected from Government, private aided as well as from the Private Schools which have been established in Puducherry State. The report was generated for individual districts and for the State as a whole.

COHORT STUDY

The cohort study was done involving all Government, aided and unaided schools at Primary, Upper Primary level. The five year cycle taken into consideration for Primary level is from 2005 – 2006 to 2009-2010 and three year cycle for Upper Primary level is from 2007-2008 to 2009-2010 . The data collected at school level are consolidated at District level to obtain the information on completion rate, drop-out rate, repetition rate and transition rate. Specific software has been developed for data entry, based on that, report was generated at State Project Office.

VILLAGE EDUCATION REGISTER

Each school records the population of the serving habitations and the population of school age children. This register is being updated in the month of May and June. Every year this register serves as the basic data regarding the current status of the school going children, habitation/village wise.

ACHIEVEMENT STATUS

To obtain a comprehensive achievement level of the students among the States, a common annual examination is being introduced. Sarva Shiksha Abhiyan has taken the initiative of printing of question papers and supplying it to the schools. The marks awarded have been collected and studied to find out the achievement level of the students district wise. Average marks and pass percentage were analyzed based on the result of the previous year. The evaluation procedure for ABL schools will be of continuous and comprehensive type and the achievement level of students registered will stand testimony for the learning level of students.

HOUSEHOLD SURVEY

In Puducherry the house hold survey has been done by anganwadi teachers and consolidated data is available for processing. The Household Survey in Mahe and Yanam is over and the data is available. In Karaikal the survey has been delayed because of the State Government's initiative to associate the Household Census along with the Kamaraj Literacy Mission.

PERSPECTIVE STUDY FOR INFRASTRUCTURAL FACILITIES IN SCHOOLS

The department of Education has initiated a survey to assess the existing infrastructural facilities at schools and the requirement for the next five years. The consolidation works are in progress and the data is available for the infrastructural facilities needed for the year *2010-2011*.

SURVEY TO ASSESS THE NUMBER OF CHILDREN WITH SPECIAL NEEDS (CWSN)

The survey to assess the number of disabled children at Primary, Upper Primary and Secondary stage of the School Education was done. This survey followed the medical camp which has been organized at BRC level. Sports meet for CWSN was conducted at district level and children from Government and NGO's have participated along with their parents. Accurate data is available on the number of disabled students in schools.

IMPACT STUDIES ON THE IMPLEMENTATION OF INNOVATIVE ACTIVITIES

Impact studies on the influence of innovative activities such as Computer Assisted Learning Program at Elementary level and Guidance and Counseling services and Vocational Skill Development are carried out by research scholars and based on the conclusions drawn, further activities are to be designed to strengthen such programs.

PROCESS OF PLAN FORMULATION

The SSA program 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 based 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 2011-12

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 Program Coordinators of various regions/Districts
- Four Coordinators from SPO Office
- Two Coordinators from DPO Office
- Three block resource persons from each DPO Office.

In the month of Jan – Feb 2011 three meetings were held involving all Inspecting officers to appraise the Annual Work Plan and Budget.

District Level

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

The Block Level planning team consists of

- BRCO
- CRC Headmasters
- BRC Teacher Educators
- A member from PRI
- A Representative from Retired. 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.

Comments:

- UT as a whole has made a remarkable progress in the area of access as all its habitations are fully served with the facility of primary and upper primary schools.
- It has come out from the RTE Act that SMC will be responsible for the preparation of the school development plan therefore, UT needs to take major steps in this direction so that micro level planning with the active involvement of community and parents could be done.

5. Educational Indicators:

Although the UT of Puducherry yet to submit the DISE data 2010-11 to the MHRD, but they are able to use DISE data 2010-11 for preparing the AWP&B 2011-12. The UT has using the DISE data which is the major data source for preparing the schools developing plan. However, it has another data source also which has been collecting through the statistics cell of the Departement of School Education.

The MIS unit comprises a Co-ordinator and a data entry operator in the state level and in the District level only two district i.e. Karaikal and Yanam have one data entry operator each in position and in Mahe district there is no separate MIS staff at the District level. Both the responsibilities of DISE and SEMIS are taken by the same MIS team.

The State has been of providing consistent DISE data in timely manner over the years.

This section focuses on the significant indicators of elementary education. These include GER, NER, Gross Completion Ratio, Dropout, retention and transition rates etc. The data presented in the tables below is based on the DISE provided by State team.

Enrolment Ratios

Gross Enrolment Ratio - Primary level(State)			
Year	Boys	Girls	Total
2010-11	105.49	104.86	105.18
2009-10	99.46	103.56	101.41
2008-09	114.34	112.48	113.64
2007-08	109.44	112.90	111.17

Source: DISE/CTS-09

The 4 districts of the U.T. are located amidst the thickly populated areas of their respective neighboring states viz. Tamil Nadu, Andra and Kerala. So the enrollment of students from those states escalates the GER above 100%. The Gross Enrolment Ratio at the Primary level has marginally increased from previous years.

Gross Enrolment Ratio - Primary level (District wise)						
District	2009-10			2010-11		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Pondicherry	98.88	103.28	100.96	104.97	104.94	104.96
Karaikal	88.78	94.24	91.40	100.90	100.59	100.75
Mahe	127.61	108.52	117.89	134.84	111.47	122.66
Yanam	139.63	155.79	147.23	108.25	114.64	111.34
U.T	99.46	103.56	101.41	105.49	104.86	105.18

Source : DISE & Census 2001

In Yanam district GER has decreased from 147 to 111 percent due to the availability of schools in the neighboring state Andhra Pradesh. The students who were earlier enrolled in school of Yanam district some students are shifted to schools in Andhra Pradesh. Rest of the districts it has observed increased in GER both in boys and girls.

Net Enrolment Ratio (Primary grades)			
Year	Boys	Girls	Total
2010-11	99.58	99.54	99.56
2009-10	90.00	93.57	91.69
2008-09	93.90	94.46	94.14
2007-08	93.25	94.04	93.64

Source: DISE

The NER of the UT has observed in increasing trends from 2007-08 to 2010-11. The NER is quite satisfactory and increased by almost 8% from the previous year. This shows that almost all the students in the age specific population were enrolled in the age specific classes. Still there are 2.04% dropout rate has been shown in 2010-11 in the UT and 0.52% (901) OOSC. UT has trying to cover all the children in the main education system.

Net Enrolment Ratio - Primary level (District wise)						
District	2009-10			2010-11		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Pondicherry	90.34	94.33	92.23	99.26	99.98	99.61
Karaikal	80.20	84.62	82.32	96.40	95.60	96.01
Mahe	93.45	95.67	94.91	94.66	95.11	94.66
Yanam	116.94	129.47	122.83	94.65	102.94	98.67
U.T TOTAL	90.00	93.57	91.69	99.58	99.54	99.56

Source : DISE & Census 2001

The UT has 99.56 NER during 2010-11 which has observed increased from the previous year. The lowest NER has observed in Mahe district i.e. around 95% and highest is in Pondicherry i.e. 99.61.

Enrolment Ratios - Upper Primary level

GER (Upper Primary grades)			
Year	Boys	Girls	Total
2010-11	109.55	103.97	106.79
2009-10	95.71	96.72	96.19
2008-09	107.66	102.96	105.35
2007-08	103.08	102.77	107.66

The Gross Enrolment Ratio at Upper Primary level is quite higher than the GER at primary level. The GER has observed increased from the previous year from 96% to 106%. It is good sign in the education indicators.

Gross Enrolment Ratio – Upper Primary level

District	2009-10			2010-11		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Pondicherry	95.03	96.85	95.89	110.29	105.14	107.76
Karaikal	89.97	88.61	89.32	103.64	98.29	100.97
Mahe	104.46	94.46	99.61	114.38	92.29	102.70
Yanam	132.86	141.03	136.71	115.55	117.33	116.42
U.T TOTAL	95.71	96.72	96.19	109.55	103.97	106.79

Source : DISE & Census 2001

The NER in the U.T is also good. There is a considerable increase to the rates of last year not only in the U.T but also in all the districts. This shows that almost all the students in the age specific population were enrolled in the age specific classes.

However, 3% increased in the NER in 2010-11 from the previous year. This has observed that NER is in the increasing trend in the U.T. But, the U.T is working to bring all the out of school children into the main stream education.

NER (Upper primary grades)			
Year	Boys	Girls	Total
2010-11	95.40	93.74	94.58
2009-10	89.79	92.36	91.01
2008-09	86.56	88.23	87.37
2007-08	95.40	101.21	98.18
2006-07			94.85
2005-06			91.44

Net Enrolment Ratio – Upper Primary level (District wise)						
District	2009-10			2010-11		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Pondicherry	89.62	92.91	91.18	96.56	94.94	95.76
Karaikal	85.19	85.39	85.28	92.73	91.18	91.96
Mahe	90.78	86.00	88.34	93.52	79.99	86.36
Yanam	117.38	126.38	121.63	86.50	95.74	91.03
Total:	89.79	92.36	91.01	95.40	93.74	94.58

Source :DISE & Projected Popu

The GER and NER of the Primary and Upper Primary levels of the U.T are not only promising but also indicates the success trend of universalisation of Elementary Education in the U.T. However, in Mahe lowest NER has observed i.e. 86% and the highest NER is observed in Pondicherry i.e. 96%.

Enrolment Primary

Year	Enrolment (Primary)			% Increase/decrease		
	Boys	Girls	Total	Boys	Girls	Total
2010-11	56144	53805	109202	3.34	1.64	3.18
2009-10	58088	54704	112792	2.08	0.11	1.11
2008-09	56906	54643	111549	4.32	1.47	2.90
2007-08	54552	53851	108403	-2.20	1.80	-0.25
2006-07	55778	52901	108679	12.19	8.87	10.55
2005-06	49717	48592	98309			

Data Source: DISE 2010-11

The enrolment at the primary level, it has observed that a declined by 3.18% from the previous. Girls enrolment also declined by almost 1.64% and boys almost 3.34%. The state has reported that this declined in enrolment is due to the effect of decreasing age specific natality presumed to be happening over years. However, due to the advent of RTE and the interventions of SSA, the enrollment will show a considerable increase in the coming years.

It is also presumed that the reports of the Census 2011 will suggest appropriate reasons for this decline in the enrolment.

Enrolment Upper Primary

Year	Enrolment (Upper Primary)			% Increase/decrease		
	Boys	Girls	Total	Boys	Girls	Total
2010-11	36805	34161	70966	0.94	0.07	0.52
2009-10	37158	34186	71344	2.28	2.10	2.20
2008-09	36328	33483	69811	8.41	9.04	8.71
2007-08	33510	30707	64217	-5.88	-5.32	-5.61
2006-07	35602	32431	68033	-30.52	-33.40	-31.92
2005-06	51243	48693	99936			

Data source: *DISE-2010-11*

The enrolment at the upper primary level has also shown a decline by 10% from the previous year. Girls enrolment has also come down to almost 8%. This is quite alarming, and the UT has to find out the reason of decreasing in the enrolment both gender.

Observation:

It has observed that the enrolment both in primary and upper primary have declined by 7% at primary and around 10% in upper primary level. UT has to look into the matter and find the true causes of declined in enrolment.

Educational Development Index (2009-10)

NUEPA was calculating the EDI values for the fourth time based on DISE data. The EDI is calculated on 21 indicators divided into four components i) Access ii) Infrastructure iii) Teachers and iv) Outcome. The EDI values are calculated for each component separately for Primary and Upper Primary level. The desired EDI value for each component would be 1.0. The components having EDI value close to 1.0 are encouraging.

EDI 2008-09 & 2009-10							
Level	Year	Access	Infrastructure	Teachers	Outcome	Overall	Rank
Primary	2008-09	0.500	0.966	0.951	0.968	0.797	1
	2009-10	0.523	0.927	0.966	0.908	0.736	1
Upper Primary	2008-09	0.731	0.974	0.972	0.829	0.884	1
	2009-10	0.684	0.907	0.981	0.872	0.891	1

Source :-*DISE 2009-10 Flash Statistics*

The EDI values are in increasing trend every year for the U.T. In the overall ranking the U.T. claims the 1st place for third consecutive year.

Both the Primary and Upper Primary EDIs under Access, Infrastructure, Teacher and Outcome are on good trend.

The U.T. is yet to compute the districtwise EDIs under these heads. The MIS Unit of UT has advised to calculate the EDIs values not only districtwise but also to rank each and every school according to their EDI values controlling officerwise/block.

Retention Rate Primary level

Retention rate (Primary level)			
Year	Boys	Girls	All
2007-08	95.34	94.61	95.02
2008-09	96.66	96.98	96.82
2009-10	96.88	97.11	97.00
2010-11	97.82	98.11	97.96

The Retention Rate in Primary level shows an increasing trend. This shows that the students enrolled in the Primary level are completing the level with marginally drop out from the system.

The district wise Retention Rate also shows an increasing trend and satisfactory. The state has reported that Mahe region shows 100% retention due to the location of the District in urban cluster of Kerala where the literacy rate and awareness about education is high.

S. No	District	Retention Rate – PRIMARY LEVEL								
		2008-09			2009-10			2010-11		
		Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
1	Pondicherry	96.72	96.97	96.84	96.93	97.20	97.07	97.97	98.19	98.08
2	Karaikal	97.77	97.89	97.83	97.53	96.94	97.23	97.37	97.45	97.41
3	Mahe	100.00	99.69	99.84	100.00	100.00	100.00	100.00	100.00	100.00
4	Yanam	87.62	90.36	88.93	89.38	91.53	90.38	95.56	97.58	96.56
5	U.T Total	96.66	96.98	96.82	96.88	97.11	97.00	97.82	98.11	97.96

Data Source : DISE 2010-11 & Census 2001

Retention rate – Elementary

The Retention Rates of the Elementary Level also shows an increasing trend on comparing to the rates of 2009-10 to that of 2010-11.

In the districts Mahe shows 100% Retention and zero percent dropout rate.

No	District	ELEMENTARY LEVEL								
		2008-09			2009-10			2010-11		
		Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
1	Pondicherry	96.63	96.95	96.79	97.02	97.58	97.31	97.42	98.01	97.71
2	Karaikal	97.61	97.87	97.74	95.26	97.05	96.12	97.37	96.96	97.17
3	Mahe	100	99.58	99.79	100	100	100	100.00	100.00	100.00
4	Yanam	94.16	90.32	93.06	96.5	92.96	94.5	97.47	98.51	97.99
5	U.T. Total	96.86	97.16	97	96.84	97.37	97.1	97.50	97.94	97.72

Annual Average Dropout Rate (Primary Level)

The U.T is doing true cohort analysis by collecting the name wise data of students enrolled in the 1st class. For tracking the progress of those students, the UT has calculated Completion rate, Repetition Rate and Drop Out Rates based on DISE data.

Only 2.04% Annual Average Dropout Rate in the Primary Level has recorded during 2010-11 which has marginally decreased from the previous year. Since 2008-09 the Dropout Rate has shown marginally decreasing trends. This also shows the internal efficiency of the education system.

Sl	District	PRIMARY LEVEL								
		2008-09			2009-10			2010-11		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Pondicherry	3.28	3.03	3.16	3.07	2.80	2.93	2.03	1.81	1.92
2	Karaikal	2.23	2.11	2.17	2.47	3.06	2.77	2.63	2.55	2.59
3	Mahe	0.00	0.31	0.16	0	0	0	0.00	0.00	0.00
4	Yanam	12.38	9.64	11.07	10.62	8.47	9.62	4.14	2.42	3.44
5	U.T. Total	3.34	3.02	3.18	3.12	2.89	3	2.18	1.89	2.04

Source: COHORT ANALYSIS

It has depicted from the above table that the dropout rate at Yanam is the highest in the UT. The UT has to find out the reason drop out from the system and keep the 100% retention rate.

Dropout Rate Primary level (2010-11)

Category	Dropout Rate
All	2.04
SC	1.64
ST	0.00

The above table shows the dropout rate in social category i.e. SC 1.64% and ST zero percent. Though the rate is not alarming and the gap between all students and SC students is 0.40. The UT has advised to take steps towards to curb it to the zero drop out.

Average Annual Dropout rate at upper primary level

Sl	District	UPPER PRIMARY LEVEL								
		2008-09			2009-10			2010-11		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Pondicherry	3.37	3.05	3.21	2.98	2.42	2.69	3.13	2.17	2.67
2	Karaikal	2.39	2.13	2.26	4.74	2.95	3.88	2.63	3.52	3.07
3	Mahe	0	0.42	0.21	0	0	0	0	0	0
4	Yanam	5.84	9.68	6.94	3.5	7.04	5.5	0.58	0.57	0.58
5	U.T. Total	3.14	2.84	3	3.16	2.63	2.9	2.82	2.24	2.53

The Average Annual Dropout Rate at the upper primary level also shows in a decreasing trend from 2008-09 to 2010-11. All the districts show a progressive trend with Mahe scoring a 0% dropout. It is advised to the U.T that it has to take initiative to take measures to bring the scenario of Mahe district to all other districts of U.T.

Transition Rate (Primary to upper primary)

Sl	District	2008-09			2009-10			2010-11		
		Boys	Girls	TOTAL	Boys	Girls	TOTAL	BOYS	GIRLS	TOTAL
1	Pondicherry	99.45	99.8	99.8	100	100	100.00	103	103.6	103.29
2	Karaikal	99.2	97.6	98.4	100	100	100.00	103.59	103	103.3
3	Mahe	95.3	93.2	94.5	97.63	98.00	97.83	93.08	94.27	93.64
4	Yanam	93.1	89.2	91.2	94.5	92.1	93.4	95.13	97.71	96.46
5	U.T. Total	96.83	94.95	95.89	98.03	97.52	97.80	102.32	102.84	102.57

Source: DISE

The transition rate is one of the important indicators in elementary education. The indicator shows the percentage of children moving to the upper primary level (from grade V to VI). The Transition Rate gives the clear picture about the students who leave the system during the transition.

The transition rate of the UT has observed satisfactory and in increasing trends since 2008-09 to 2010-11. In Pondicherry and Karaikal district the transition rate has observed more than 100% this is due to the student got admission at upper primary directly from the neighboring state.

Schools with adverse PTR

The PTR of the UT is 21.24. There is no such school in the U.T with adverse PTR. The U.T is frequently rationalizing the teacher placement to maintain the PTR at a desirable level.

Percentage of schools with adverse PTR Govt. schools)

Govt Schools with adverse PTR							
Sl.No.	District Name	Primary			Upper Primary		
		Total no of Schools	Total No of Primary Schools having PTR > 30	% of Schools	Total no of Schools	Total No of Upper Primary Schools having PTR > 35	% of Schools
1	Pondicherry	217	0	0	119	0	0
2	Karaikal	95	0	0	42	0	0
3	Mahe	17	0	0	7	0	0
4	Yanam	17	0	0	8	0	0
5	U.T. Total	346	0	0	176	0	0

Data Source : DISE

Single-Teacher Schools:

There are no single teacher schools in Puducherry. The UT had no single teacher schools even before the implementation of RTE. The U.T is doing frequent rationalisation of teacher placement to maintain a nil of single teacher school.

Percentage of Single Teacher School							
Sl.No	District Name	Primary			Upper Primary		
		Total no of Schools	Total No of Single Teacher School after Rationalisation	% of Schools	Total no of Schools	Total No of Single Teacher School after Rationalisation	% of Schools
1	Pondicherry	217	0	0	119	0	0
2	Karaikal	95	0	0	42	0	0
3	Mahe	17	0	0	7	0	0
4	Yanam	17	0	0	8	0	0
5	U.T. Total	346	0	0	176	0	0

Data source: DISE

District	% Single teacher schools (Primary)
Pondicherry	0
Karaikal	0
Mahe	0
Yanam	0
U.T. Total	0

% Schools with adverse Student-Classroom Ratio (SCR): 2010-11

Though most of the schools of the U.T. does not have any adverse SCR according to the RTE norms. In Primary around 5% of the Schools are having SCR more than 30. High

percentage i.e. 7% has observed in Pondicherry district having SCR more than 30. Around 4% schools at the Upper Primary have adverse SCR. It advised to UT to construct additional classrooms for bringing in normal SCR as per the RTE both in Primary and Upper Primary level which have very less schools showing in adverse SCR i.e. Primary (17 schools) and in Upper Primary (7 schools).

% Schools having adverse SCR (Govt. Schools)							
Sl.No	District Name	Primary			Upper Primary		
		Total no of Schools	Total No of Schools having SCR>30	% of Schools	Total no of Schools	Total No of Schools having SCR>35	% of Schools
1	Pondicherry	217	7	3.2	119	6	5.04
2	Karaikal	95	6	6.3	42	0	0
3	Mahe	17	0	0	7	0	0
4	Yanam	17	4	23.5	8	1	12.5
5	U.T. Total	346	17	4.91	176	7	3.9

Data Source : DISE

The UT has proposed 24 additional classrooms for to over come the adverse situation.

Recommendation:

The appraisal team has recommended the above UT proposal for normalization of the adverse SCR.

Facilities (2009-10)

In U.T. all the schools have Electricity, Drinking water facility, Boys toilet, Girls Toilet and Common toilet. In UT, there are strict rules for getting the recognition of the Private schools, if schools has all the facilities than only the get recognition otherwise private school will not get recognition

Sl	District	No. of schools without Drinking water facility		No. of schools without Boys Toilet		No. of schools without girls Toilet	
		P	UP	P	UP	P	UP
1	Pondicherry	0	0	0	0	0	0
2	Karaikal	0	0	0	0	0	0
3	Mahe	0	0	0	0	0	0
4	Yanam	0	0	0	0	0	0
	U.T. Total	0	0	0	0	0	0

Source: DISE

Status of Progress in Web-portal

The UT has been providing quarterly data in the Quarterly Progress Report. However, the UT has shown quite slow progress uploading the data in the web portal. The U.T requests the TSG to arrange for a training programme for all the State and District Co-ordinators in providing data for web portal in the stipulated format.

Sl No.	State Name/UT's	No. of Districts	Status of Data Entry		
			(No. of Districts)		
			Completed	In Progress	Yet to Start
	Quarter-IV(09-10)	4	0	1	3
1	Quarter I (10-11)	4	0	3	1
2	Quarter II	4	0	1	3
3	Quarter III	4	0	0	4

As on 25-Feb-2011

The above table depict that the UT of Puducherry has very slow progress in up loading the web portal data. Since from IV quarter 2009-10 to III quarter of 2010-11 not a single district has completed data entry on web portal. It is advised to the UT to expedite uploading the data on web portal quarterly in time.

Data analysis, sharing and dissemination

UT has reported that the data collected through the DISE and the School Report Cards 2010-11 distributed to all the schools through the CRCs. The Schools level data has been discussed in their SMC meetings and the corrected data has forwarded to the district.

The Data is being checked 100% at the CRC Level, 75% at the BRC Level and 50% at the District level. The Districts are advised to undertake a 100% check as the number of schools in the districts is less. 25% check is done at the State Level.

Apart from this a Post Enumeration Survey is conducted every year, which has done a 5% randaom sample checking throughout the State. The School of Education, Pondicherry University is doing this PES.

In addition the schools are instructed to display the School Report Cards in their school notice boards. Some schools have also kept the School Report Cards in the form of banners in front of the School which enables 100% transparency of schools records based on current year DISE data.

Appraisal team has advised to the UT to bring out publication UT level/District level even block level in order to dissemination of the data among the Govt. as well as private bodies in order to keep the transparency of data.

Details about Jan-Vaachan.

The UT has reported that they are not doing Jan-vachan based on current DISE data in their territory. The UT has advised to conduct the Janvachan at Schools level/CRC level, Block level and even district level based on the current DISE data which helps to bring public awareness on education system.

Use of teacher redeployment software

The UT has not used the teacher redeployment software.

Staff positions of MIS & Salary

MIS Positions at State Level

At the UT level the MIS Unit has 1 State MIS Co-ordinator, who is basically a TGT (Regular) and 1 Data Entry Operator working in contract basis. These two staffs are taking the responsibilities of both U.T. as well as one district of Puducherry.

State Name	Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
				Deputation	Contract	Deputation	Contract
Puducherry	1	State MIS Coordinator	1	1	0	35000	0
	2	System Analyst	0	0	0	0	0
	3	Computer Programmer	0	0	0	0	0
	4	Assistant Computer Programmer	0	0	0	0	0
	5	Computer Operator / Data entry operator	1	0	0	0	10000
	6	Any other MIS position----Pl. Specify	0	0	0	0	0

MIS Positions at District Level

At district level there are 2 data entry operators in two of the districts viz. 1 at Karaikal and 1 at Yanam.

State Name	Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
				Deputation	Contract	Deputation	Contract
Puducherry	1	District MIS Coordinator	0	0	0	0	0
	2	Computer Programmer	0	0	0	0	0
	3	Assistant Computer Programmer	0	0	0	0	0
	4	Computer Operator / Data entry operator	2	0	2	0	20000
	5	Any other MIS position----Pl. Specify	0	0	0	0	0

MIS Positions at Block Level

UT has not set up MIS at the block level as yet. But this year it is proposed to place 1 Block MIS Co-ordinator, 1 Programmer and 1 Data Entry Operator in each block.

Block level

State Name	Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
				Deputation	Contract	Deputation	Contract
Puducherry	1	Block MIS Coordinator	0	0	0	0	0
	3	Assistant Computer Programmer	0	0	0	0	0
	4	Computer Operator / Data entry operator	0	0	0	0	0
	5	Any other MIS position----Pl. Specify	0	0	0	0	0

Staff positions Proposed & MIS & Salary

The UT has very less MIS Staff strength which has caused over burden to the UT/District coordinators to perform their specific duties. Hence, the UT has proposed additional staff for MIS unit in this PAB 2011-12. The details of the proposal at the State, District and Block Levels are placed in the following tables.

MIS Positions at State Level (Proposal)

State Name	Sl. No.	Name of the Post	Number Proposed	Number in proposal		Salary (per month)	
				Deputation	Contract	Deputation	Contract
Puducherry	1	State MIS Coordinator	0	0	0	0	0
	2	System Analyst	1	0	1	0	30000
	3	Computer Programmer	1	0	1	0	25000
	4	Assistant Computer Programmer	1	0	1	0	20000
	5	Computer Operator / Data entry operator	1	0	1	0	10000
	6	Any other MIS position----Pl. Specify	0	0	0	0	0

MIS Positions at District Level (Proposal)

State Name	Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
				Deputation	Contract	Deputation	Contract
Puducherry	1	District MIS Coordinator	0	0	0	0	0
	2	Computer Programmer	1	0	1	0	25000
	3	Assistant Computer Programmer	0	0	0	0	0
	4	Computer Operator / Data entry operator	2	0	2	0	20000
	5	Any other MIS position---- Pl. Specify	0	0	0	0	0

MIS Positions at Block Level (Proposal)

State Name	Sl. No.	Name of the Post	Number Sanctioned	Number in Position		Salary (per month)	
				Deputation	Contract	Deputation	Contract
Puducherry	1	Block MIS Coordinator	0	0	0	0	0
	3	Assistant Computer Programmer	0	0	0	0	0
	4	Computer Operator / Data entry operator	1	0	0	0	10000
	5	Any other MIS position----Pl. Specify	0	0	0	0	0

Management Information System

Infrastructure Development	<p>MIS wings existed at State Project Office & in all the Districts of the UT and have been equipped with requisite computer hardware & software (System & Application). The detail of hardware in the SPO and in the Districts is as under :-</p> <ul style="list-style-type: none"> • Every district has 03 PCs, 02 laser printers with Networking and Broadband internet facility. • State Project Office has 3 PCs, 02 laser Printers , for MIS. Besides this MIS Coordinator at State Project Office has been provided with one laptop. <p>Software</p> <p>Window- XP, MS Office 2007, Office XP, Office 2003 Professional, Visual-Foxpro, Oracle 10G, DISE, STEPS</p> <p>Internet connection Broad Band facility is installed at State Project Office. All the wings in districts and blocks have been provided with Internet Broad Band facility.</p> <p><i>E-mail address ssapondy@gmail.com</i></p>
Manpower Deployment	The SPO and districts have been provided with professional manpower to take up MIS under Sarava Shiksha Abhiyan (SSA).

	State Level: 1 MIS co-ordinator and 1 data entry operator
Capacity Building	<ul style="list-style-type: none"> • The State MIS Co-ordinator has attended workshops on DISE and EDI Computation at NUEPA. • The District level personnels have attended workshops on modified DISE with respect to RTE.
PMIS	Monthly and Quarterly PMIS report on five formats are being submitted to Govt. of India regularly under SSA.
Web Portal	Yet to complete all the quarter from 4 th qtr of 2009-10 to 3qtr of 2010-11. All pending will be completed before 31 st march, 2011 .
EMIS	DISE data for the year 2009-10 of all the 4 districts of the UT was compiled and shortly submitted to GOI. Districts have been asked to share the respective DISE reports with the schools, CRCCs, BRCCs, BPEOs, and other field functionaries. EMIS data is being utilised for preparation of AWP&B and in State level Planning. Directorate of Elementary & Higher Education also uses DISE data for their planning of various schemes. Department of Economics & Statistics has also started using DISE data.

Issues

6. The MIS Staff strength is to be increased in order to undertake the responsibilities of MIS activities, data analysis DISE etc.
7. Capacity building is to be done from state level to block level.
8. State did not develop the district wise/block level EDI.
9. The UT has not brought out any publication based on DISE data.
10. Slow progress in the uploading data on web portal quarterly basis. All the intervention co-ordinators should be trained to provide data in the web portal quarterly basis.

6. Component-Wise Appraisal:

(I) Access

- State's definition of neighborhood for establishing new schools as per RTE provision- UT's norms for neighborhood is same as for SSA norms

UT's norms for opening of schools

- For Primary schools – 1 km radius
 - For Upper Primary schools –3 km radius
- Has there been any school mapping exercise in the state in light of the neighbourhood norms regarding availability of schools? If yes, please provide details of the exercise and also the outcome as per the table given below-
In the current year UT will conduct the GIS/GPS exercise to map the schools and simultaneously SMC members will also map the need for opening of new schools which will be reflected in the school development plan.

Table: Habitation and Access (Primary)

District	Total no. of Habitations	Habitations covered by		No. of Habitations not having primary schools within the limits of neighborhood	Habitations Eligible for PS as per neighborhood norms	Habitations not Eligible for PS as per Neighborhood norms	No. of Children residing in unserved habitations (col-7)
		Primary School (Govt. & Aided)	EGS				
1	2	3	4	5	6	7	8
All	437	437	0	0	0	0	0

(Source-State component plan table -4)

Table: Habitation and Access (Upper Primary)

District	Total no. of Habitations	No. of Habitations having UPS facility in the limits of neighborhood	No. of habitations without UPS in the limits of neighborhood area	No. of Eligible school less habitations for UPS as per State neighborhood norms	No. of habitation NOT eligible for UPS as per State neighborhood norms	No. of children residing in such habitations (col-6)
1	2	3	4	5	6	7
Total	437	437	0	0	0	0

(Source-State component plan table -4)

All the habitations are served with the schooling facilities , however, in this year UT will conduct the school mapping exercise, need for few schools may emerge which will be taken care of.

Three districts of the UT are having 8 year elementary education system except Mahe as it is situated in Kerala which is following 1-7 year elementary cycle.

- **Availability of Schooling facilities:**

Table: Information on Schools

Category	Govt. including local bodies	Aided	Private unaided	Total
Primary	346	34	233	613
Up. Primary	176	31	192	399

- Is there any convergence with SC/ST or tribal welfare department from access point of view? In the UT, schools are run only by Education department. Adiddhravida (SC/ST) department is providing some incentive based schemes to SC/ST children.

Status of existing schools

Please provide district wise information regarding of the following.

- No. of schools running in rented buildings (District - wise)- Nil
- No. of schools running in double or multiple shifts. Please give district wise details. Nil
- No. of multi storied school buildings in the state (Ground +). Information is to be collected
- How many multi storied school buildings have been sanctioned to the state under SSA? Please give district and year wise details.- Nil

Girl’s only Upper Primary Schools:

1. How many girls’ only upper primary schools are there in the state? (Opened before SSA)- 25
2. How many girls’ only upper primary schools have been sanctioned to the state under SSA? Please give details year wise.- Nil
3. Is there a demand for girl’s only upper primary school in the state? If yes, give details. No

Urdu Medium Schools:

1. How many Urdu Medium schools are there in the state? (operational before SSA) Please give district wise details. Nil
2. How many Urdu Medium schools have been sanctioned to the state under SSA? Please give district wise details.- Nil
3. How many schools provide education of Urdu language as a subject? Nil

Status of EGS

Status of EGS Sanctioned and Opened under SSA						
Year	Sanctioned			Opened		
	Primary	Upper Primary	Total	Primary	Upper Primary	Total
Nil						

Upgradation of EGS centres

Year	No. of EGS centres sanctioned for upgradation	No. of EGS Centres upgraded to regular schools		No. of EGS centres closed without upgradation	No. of EGS centre still functioning
		PS	UPS		
Nil					

Proposal for up-gradation of EGS center to regular PS.

Upgradation of EGS

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

A. Primary

- Status of opening of new primary schools sanctioned till 2010-11 under SSA, including number of EGS centers upgraded to PS till now. (check if upgradation is in all aspects for teachers, building, grants etc.)
- State to provide details on the proposal/ strategies for covering habitations not eligible for regular school as per neighbourhood norm.

B. Upper Primary

- Status on opening of new upper primary schools sanctioned till 2010-11 under SSA which districts have shortfalls – list them with numbers.
- Two schools (Yanam) were sanctioned to the UT during the year 2009-10 and both the schools have been opened with all the facilities like teachers, school grants, TLE and ACRs 3 each. Construction of ACRs in one school is still under process.

Schools sanctioned and opened under SSA

SNo.	Year	Primary schools		Upper Primary schools	
		Sanctioned	Opened	Sanctioned	Opened
1.	2001-02				
2.	2002-03				
3.	2003-04				
4.	2004-05				
5.	2005-06				
6.	2006-07				
7.	2007-08	10	5		
8.	2008-09		5	2	2
9.	2009-10				
10.	2010-11				
Total					

Status of Residential Schools/hostels:

SNo.	Year	District	No. of residential schools /hostel sanctioned	Intake capacity of the residential schools
Nil				

Residential Schools/Hostels

(a) No. of residential schools/hostels sanctioned in supplementary PAB during 2010-11- Nil

(b) Proposal for residential schools- nil

Transportation Facilities

(a) No. of children covered during 2010-11- nil

(b) State's proposal to avail transportation facility to the children in sparsely populated, hilly/desert terrain or in urban areas, where unavailability of land makes it unviable to steps neighborhood school- nil

No proposal from the UT regarding opening of new primary schools and for upgradation.

C. Interventions for Out of School Children

Performance during 2010-11

Table: Status of Out of School Children

Age in years	2010-11			Uncovered children from last year		
	B	G	Total	B	G	Total
6-10	71	64	135	28	21	49
11-14	119	115	234	41	54	95
Total	190	179	369	69	75	144

Strategy Wise Coverage of target during 2010-11

Strategies	Approved target for 2010-11				Coverage				No. of centres	
	Physical			Fin	Physical			Fin.	Sancti oned	Opened
	Fresh	Cont.	Total		Fresh	Cont.	Total			
Direct Enrollment	0	0	0	0	0	0	0	0	0	0

RBC	174	0	174	17.4	0	0	0	0	2	0
NRBC	339	0	339	7.25	245	0	245	4.37		
Madarsa/ Maktab	0	0	0	0	0	0	0	0	0	0
Others (Add separate row for each intervention)	0	0	0	0	0	0	0	0	0	0
Grand total	513	0	513	24.65	245	0	245	4.37	2	0

Process and timing of operationalising special training centres in the UT.

- In Puducherry with the help 3 NGOs, 154 out of 189 out of school children were covered in the non residential manner while in Karaikal and Yanam 23 and 68 children respectively were covered by the SLCs/ HM/Teachers by engaging EVs in the month of September – October onwards. In Yanam, out of 74 children proposed to be covered under residential manner, of them 10 were mainstreamed directly into the formal schools but remaining children could not be covered as they again migrated and could not be traced out.
- UT was unable to conduct residential special training to cover 174 children as in Pondicherry district there was a dispute in acquiring the land as community did not provide any space to run special training and rented space could not be hired as financial norms per child was very low as number of children was only 100.

Status of Mainstreaming-

Data on number of children mainstreamed from bridge courses to regular schools

Table: Progress & Mainstreaming

Intervention	No of children enrolled	Children mainstreamed in the age appropriate classes till date.
RBC	0	0
NRBC	245	131
Madarsa/Maktab	0	0
Others	0	0
Total	245	131

Out of the 245 children covered under non residential special training, 131 have been mainstreamed in the age appropriate classes. Remaining children will be mainstreamed in the beginning of the academic session and as and when they will complete the special training

- What are the steps taken to ensure continuation of mainstreamed children in regular schools?
 - It is one of the responsibilities of the SMCs to follow up the continuation of the mainstreamed children in addition to this school teachers and HM are also equally responsible for retain them in schools till the completion of the elementary education.
 - In the places where NGOs are involved, then the appointed EVs are responsible to follow for at least 3 months and in the beginning of the every academic session.

Status of Out of School Children in 2011-12

Table: Status of Out of School Children

Age in years	2011-12					
	Uncovered children from last year			New Identified OOSC		
	B	G	Total	B	G	Total
6-10	106	74	180	153	122	275
11-14	64	65	129	212	105	317
Total	170	139	309	365	227	592

UT has identified total 901 children out of the school, of them 174 are never enrolled and 727 are dropout.

Details of survey/ updation excise.

- i. Year/month of conduction
During December, 2007, UT conducted the HHS and after that every year it is being updated. In the year 2010, the updation excise was not done due to heavy rainfall. However, it is proposed to carry out prior to the commencement of the academic session.
- ii. People/ agencies involved in survey/ updation excise.
The DIET / University students will be involved in this excise. UT has already collected the list of dropped out children from the schools for the last 3 consecutive years which will be provided to the enumerators to verify their educational status so that a holistic scenario of the out of school children could be available for all.
- iii. Is VER/WER maintained in all schools?
It is maintained in all the schools but review of the existing formats is needed, as the present format does not provide complete information of the children in the age group of 3-14 years. The VER/WER is being updated in the month of May- June.
- iv. Status of computerization of child record.
It is to be computerized.
- v. Are drop out children included in the total number of out of school children.
Yes, the drop out children are included in the number for out of school children, but dropped out children of the 3 consecutive years is to be verified whether they have included in the proposed number for 2011-12.
- vi. If yes, how the drop out is defined by the state. (Any documentary evidence)
The children who absent without any notice for more than 3 months.
- vii. What is the mechanism to report no. of dropped out children to the concerned authority.
 - i. The dropouts are collected from the **village education register** maintained in schools .The CRC persons collect the dropouts from the schools and submit them to their block coordinators.
 - ii. House hold survey

Data on out of school children admitted in schools

No. of OoSC Identified	No. of children admitted in schools		No. of children yet to be admitted in schools
	No. children who do not require Special Training for age appropriate enrollment	No. children who require Special Training for age appropriate enrollment	
901	0	0	901

Team to comment on State's preparedness on special training strategies

1. Notification of Academic Authority
UT is taking support from the Tamilnadu, Andhra Pradesh and Kerala for getting the special learning material.
2. Development of special Training Material
 - Develop short term customized assignments depending upon the heterogeneity of the target group
 - Capacity building of the teachers to adapt materials as per the need of the children.(IEP)
 - Teachers are encouraged to develop local specific context TLMs
 - Activity based learning methodology to be used because it allows children to learn at their own pace of learning, makes the process of learning participatory and has inbuilt component of concurrent evaluation.
 - Strengthening of library and enriched availability of supplementary teaching materials and ensuring that learning corners are functional and books are accessible to the children under special training.
3. Agency/people involved in designing the **curriculum** for Special training?
The UT Puducherry with the help of DIET and STC personnel's to develop the curriculum for special training based on NCF 2005 and then approval may be sought from DTERT, Chennai.
4. Agencies/people involved in the development of **teaching learning material**
TLM will be developed by the CRCs, BRCs, experienced teachers, community volunteers and also the education volunteers. This is done only after evaluating the child's competencies, by teacher or volunteer who should list out the competencies that would require special training.
5. Orientation of HM/Regular teachers regarding special training
 - Training of HMs/regular teachers on all dimensions of inclusion and special training to be given top most priority.
 - Development of tools for the learning achievement level of children and training the teachers to use them effectively.
 - Training of teachers for preparing Individualized Education Plan (IEP) for each Oosc in need of special training taking into account of the social, economic, linguistic, cultural and psycho emotional status. standardized format to be developed for this purpose.

- Training of the teachers on special training materials and the pedagogical practices to sensitize them to take care of accelerated pace of learning through condensed materials while ensuring that children are allowed at their own pace.

6. Delegation of powers at school and village level. (documentary evidence)

The schools and school management committees have been assigned peripheral roles only prior to enactment of RTE act but in the prevailing system of the RTE coming into force, schools and the SMCs are empowered to implement the Special Training interventions. However, to run residential special training centers, SMC need to take prior approval from the DPO.

7. Orientation and role of SMCs with regard to special training

1. The orientation program is required to undertake to strengthen SMC:

- Social mapping to be undertaken to address all the relevant dimensions of exclusion.
- To focus on the provisions of RTE Act 2009
- The training and advocacy module for the SMC to include the basic tenets of NCF 2005
- To impart a clear understanding of the roles and responsibilities of the SMC and also the decision making powers with regard to the identification of Oosc, arrangement of special training and monitoring of the special training centers.
- To orient the SMC to have community support for organizing the special training programme.
- To hire alternative accommodation if these school are not empowered to run special training
- To use the school grant, maintenance grant for special training purpose if no budget provision is there for special training in the schools having less than 5 oosc.
- Decision making powers to start Non Residential special training centers/ Residential special training centers

8. Status of provisioning of manpower at the district and block level

At the SPO level there is one coordinator for access and special training.

Districts	DPO	BRC	CRC
Pondicherry	1	1	All the CRC coordinators are responsible to monitor the special training interventions.
Karaikal	1	1	
Mahe	1	0	
Yanam	1	1	

9. Steps taken to strengthen manpower in Cluster /Blocks/districts having more number of OoSC

- The village youth association,educationalist will be oriented accordingly.
- All functionaries will be oriented.
- SMC will be strengthened involving some more members

10. Team to comment on the special training strategies of the State (duration and mode).

- Duration of Special Training shall be for a minimum period of three months,six months,nine months which may be extended,based on periodical evaluation of learning.

- Empowerment of SMC
 - Preparation of record of children
 - Training to teachers
 - School readiness package
 - Developing of special training materials
 - Life skill education
 - Management of special training.
11. Has state undertaken an exercise to determine schools which can take care of special training on their own? No. of scuh schools and children to be covered.
The work is under progress because there is a need for undertaking intensive situational analysis to identify schools that can take care of special training on their own.
12. Proposal of the state to recruit special teachers for imparting special training?
The state has proposed to recruit the special teachers if the no of oosc is more than 5.
13. Selection and recruitment process of Education volunteers if teachers are unable to provide special training.
The SMC is empowered to engage the education volunteers from their own habitation to provide special training to the oosc.
14. Minimum qualification for appointing EV/Special trainer.
As per the NCTE norms.
15. Status of training module for EV/Special trainer according to new material designed for special training.
The training modules for EVs prepered by Tamilnadu and AP is being followed and BRCs/CRCs are getting training from the respective states.
16. Steps taken for preparations and building capacities required for teachers/ trainers' who would impart Special trainings.

Resource persons at BRC/CRC level will be trained and impart training to the teachers/ EVs engaged in special training

17. How the HM/regular teacher/EV/ are oriented/ trained regarding special training.
- Training of HMs/regular teachers on all dimensions of inclusion and special training to be given top most priority.
 - Development of tools for the learning achievement level of children and training the teachers to use them effectively.
 - Training of teachers for preparing Individualized Education Plan (IEP) for each Oosc in need of special training taking into account of the social, economic, linguistic, cultural and psycho emotional status. standardized format to be developed for this purpose.
 - Training of the teachers on special training materials and the pedagogical practices to sensitize them to take care of accelerated pace of learning through condensed materials while ensuring that children are allowed at their own pace.
18. How the role of BRCs/CRCs is envisaged to provide support in STCs.
The BRC/CRC will provide onsite academic support to the STCs
19. How will it be determined by the state that a child has been able to reach his/her age appropriate level and is ready to be mainstreamed into his/her age appropriate class?

It is according to the LEP competencies. They will be mainstreamed into their age appropriate classes if the child attains the required competencies of that level.

20. What kind of support would the state be offering for such Children once they get into age appropriate classes after their training is completed?

- Teachers will be trained to take care of children after the actual enrolment into the age appropriate classes so that these children can cope up academically and emotionally.
- Regular contact with the parents of these children will be done to ensure that children regularly attend the school.
- It will be the responsibility of the SMC to maintain records of these children till the completion of elementary education.

Migratory Children

- Status of migration mapping.
Migration mapping has to be carried out at the state level.
- Data on no. of migratory children (separate for in bound and out bound with period and duration)
This will be taken up in the due course.
- State's mechanism for inter-district and inter-state sharing of information on migrant children.
At present, UT has no mechanism for sharing this information but from this year a comprehensive mechanism will be developed for the purpose.

Plan to provide education to migrant children.

- It is better to start Residential school, instead of partial residential provisions to the migrant children. Since the UT has not carried out the migration mapping therefore proposal for residential school will be placed for the next year (2012-13)
- For this year residential special training will be provided to these children.
- Strategy to address social and linguistic diversity with regard to migrant children
 - Proposed to converge with the concerned districts/states from where migrant population come and go.

Urban Deprived Children

Strategies employed by the state for identification of Urban Deprived children.

- Special survey squads to be constituted for coverage of children in areas like railway platform, bus stands, unauthorized slums, cinema theaters, etc.
- Convergence with Social welfare department and Police.

Any measures taken for identification and coverage of children without shelter/ adult protection.

- Steps to be taken for identification and coverage of the said children.

Data on no. of out of school children in urban areas (Please specify marginalised categories such as child labour, children of sex workers, children without shelter, and adult protection etc).

- Data is required to be taken up with special survey squads.

Convergence with other departments like Department of Labour, Social Welfare and others for effective and holistic coverage.

- Yes, proposed the convergent with Social Welfare Department and Police.

Break up of Expenditure for proposed interventions during 2011-12

Proposed activities	Target No. of children	Unit cost	Total amount (Rs. in lakhs)
Residential Special Training	174	0.20	34.8
Non Residential Special Training	727	0.06	43.62
Total	901		78.42

Strategy – wise coverage for 2011-12

Districts	Direct enrollment	Residential special training	Non- residential special training	Total
Pondicherry	0	100	503	603
Karaikal	0		67	67
Mahe	0		0	0
Yanam	0	74	157	231
Total	0	174	727	901

Observation

It is noted that dropout rate reported by UT is 2.04 % at the primary level and 2.53 % at the upper primary level. It means that around more than 4500 children are dropout and UT is reporting only 900 as out of the school.

Suggestions:

- In the UT the only problem is of migration due to which most of the children are out of school. Hence, there is a need for detailed migration mapping exercise so that these children can also come under the ambit of education.
- Along with the migration mapping, UT also needs to develop a sharing mechanism interstate and intra district on the information of the number of migrant children to continue their education and to address the social and linguistic problems.
- Selection of the NGOs should be done very carefully to run special training and there should be a very strong mechanism over the functioning of the selected NGOs.
- Need to empower SMCs to organize special training, as they are responsible to take care of all children in the group of 6-14 years in their neighborhood.
- State level coordinator must attend the National level workshop on Access and Special Training to be acquainted with new developments and techniques along with their own capacity building.

Recommendations:

The appraisal team recommends the proposal made by the UT to cover out of school children.

(II) School Infrastructure: Civil Works

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

UT is implementing SSA Civil Works through UT PWD. The budget for 2010-11 including spillover approved by PAB was Rs.397.45 lakhs against which UT has incurred expenditure of 100% i.e. Rs. 397.45 lakhs thus leaving a nil balance. Against the fresh targets of 8350 components including 68 components sanctioned under Supplementary Plan for the year 2010-11, 7263 components have been completed by the UT. The completion percentage is 87%. The remaining works are in progress.

In respect of furniture budget of Rs. 13.50 lakhs was approved by PAB in 2010-11 for 2700 students. Against this, UT has incurred an expenditure of Rs.13.50, thus achieving 100% in this intervention also.

Table: 1 Cumulative Progress till 2010-11 as on 1st January, 2011

SNo	Activity	Targets	Completed	In progress	Financial	Expenditure
1	BRC	6	6		36.00	36.00
2	CRC	26	25		50.00	50.00
3	Primary School (all type)	10	3	7	40.00	40.00
4	Upper Primary School (all type)	2	-	2	24.00	24.00
5	ACR (all types)	473	370	41 (3 Spill over)	1315.67+18.0	1315.67
6	Toilet	295(+15)	284	11 (15 Spill over)	77.10+7.50	77.10
7	Girl's toilets	70(+25)	68	2 (25 Spill over)	39.77+12.50	39.77
8	Drinking Water facility	294(+25)	294	(25 Spill over)	46.60 + 6.25	46.60
9	HM Room					
10	Boundary wall	6550	4714	1836	171.65	171.65
13	Furniture	3400	3400		17	17
14	Library	525	525		28.49	28.49
13	Other components approved by PAB					
	Total	11618(+68)	9689	1899 (68 spill over)	1846.28+44.25	1846.28

Source: UT Report

The cumulative allocation ending-2010-11 is Rs.1890.53 lakhs including a supplementary budget of Rs. 44.25 lakhs. The expenditure ending January, 2011 is Rs.1846.28 lakhs. The %age expenditure works out to 97%. The cumulative physical components (including furniture) are

11686 against which UT has completed 9689 components. The %age completion rate is 83%, which is above average National level. The progress of Primary School buildings less primary school sanctioned in 2007-08 is not satisfactory as out of 10 school buildings sanctioned, 3 have been completed so far and 7 are still in progress. Except for additional classrooms most of the works have been completed by the UT. The UT officials assured that efforts shall be made to complete the in progress works well in time.

The cumulative allocation figures needs reconciliation

Table: 2 Physical and Financial progress during 2010-11 as on 1st January, 2011

SNo	Activity	Target for 2010-11	Completed	In progress	Approved Outlay for 210-11, including supplementary & spill over	Expenditure till 31st March 2011
1	BRC					
2	CRC					
3	Primary School (all type)					
4	Upper Primary School (all type)					
5	ACR (all types)	19+3		19+ (3 Spill over)	19 + 3	160.13
6	Toilet	26+15	26	-	26+15	23.29
7	Girl's toilets	37+25	37	-	37+25	33.15
8	Drinking Water facility	25+25	25	-	25+25	6.25
9	HM Room					
10	Boundary wall	3950	3950	-		132.64
11	Electrification					
12	Child friendly elements					
13	Furniture	2700	2700	-		13.5
14	Library	525	525	-		28.49
Total		7282+68	7263	19+(3 spill over)	107+68	397.45

Source: UT Report

Table: 3 Details of Physical and financial spill over from 2010-11 as on 1.4.2011

SNo	Activity	Physical		Total	Financial
		Work in progress	Work not started		
1	BRC				
2	CRC				
3	Primary School (all type)	7	0	7	0.00
4	Upper Primary School (all type)	2	0	2	0.00
5	ACR (all types)	44	59	59	18.00
6	Toilet	11	15	15	7.50
7	Girl's toilets	2	25	25	12.50
8	Drinking Water facility	0	25	25	6.25
9	HM Room				
10	Boundary wall	1836	0		0.00
Total			68	68	44.25

Source: UT Report

The State has 1967 civil works components in progress and 68 yet to start. The major components which have yet to start are as under:

Additional Classrooms	=	3
Toilets	=	15
Girls toilets	=	25
Drinking Water Urban	=	25

The UT official informed that 68 works were not started due to the fact these works were sanctioned by the PAB in the Supplementary Plan for 2010-11. The unit rates approved in Supplementary Budget were less than the rates already approved by the PAB in the AWP&B, 2010-11. The UT has requested to sanction the difference of unit rates this year.

Table: 4 PS & PS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11 including supplementary	Total
PS sanc- tioned	0	0	0	0	0	0	10	0	0	0	10
PS School building sanc- tioned	0	0	0	0	0	0	10	0	0	0	10

Source: UT Report

PAB approved 10 primary schools up till 2010-11. All the 10 schools sanctioned so far have been provided with the buildings. The UT team informed that the gaps in primary school building have been saturated and there is no gap for primary school building as on date.

If the UT is short of access and are eligible for primary school in AWP&B 2011-12, necessary primary school buildings shall be recommended by the appraisal team.

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

Table: 7 Proposal for Major Repairs

Name of the District	Proposal	
	Physical	Financial
District 1	No fresh proposal is proposed for the year 2010-11	

Source: UT Report

UT has not proposed any major repair for AWP&B 2011-12.

C. Furniture

Table: 8 Proposal for Furniture

Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
PUDUCHERRY	---	---	---
KARAIKAL	---	---	---
MAHE	---	---	---
YANAM	---	---	---
Total	---	---	---

Source: UT Report

State has not proposed any furniture for AWP&B 2011-12.

Note:-The furniture for UPS is to be proposed in the district plan only when infrastructure gaps are saturated. If the furniture in any district is proposed, the allocation of that particular district shall not increase more than 24%

Table:9 Status of Third Party Evaluation

Sl. No.	Year since it was initiated 1 st	Status Now	No. of agencies employed	No. of district covered
Works Carried out by State PWD hence no Third Party Evaluation.				

Source: UT Report

Table: 10 Status of supervision structure

State Level				District level				Block level			
Sanctioned post		Available Position		Sanctioned post		Available Position		Sanctioned post		Available Position	
Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.
EE	1	EE	1	AE	4	AE	4	JE	8	JE	8

Source: UT report

UT has no vacancy of Technical Personnel.

Table :No. 11 Status of Environment Assessment.

S. No.	No. of District in the state	No. of School in the states	No. of district covered under EA	No. of schools covered under EA	Remarks
1	4	432	4	432	The environmental assement done by the State PWD members. The report is yet to submitted to MHRD

Source: UT Report

Table: 10 Status of Asset Register

S. No.	No. of District in the state	No. of School in the states	No. of district covered under EA	No. of schools covered under EA	Remarks
1	4	432	4	432	The environmental assement done by the State PWD members. The report is yet to submitted to MHRD

Source: UT Report

Table: No. 11 Status of measured school campus plan (MSCP) (School Mapping)

No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
4	432	4	432	School Mapping done by School Level Committee

Table: No. 12 Status of Provision of Toilet and Drinking Water Supply Facilities, Proposal for 2011 – 12 and Future Action Plan

Sl. No.	District	No. of Schools	Number of Schools without		Approved during 2010-11 (Regular + RTE) + in progress + not taken up)			Balance			Number of facilities to be provided through		
			Boys toilet	Girls toilet	Drinking water	Boys Toilet	Girls Toilet	Drinking water	Boys Toilet	Girls Toilet	Drinking water	Boys Toilet	Girls Toilet

											SSA	DWM	SSA	TSC	SSA	TSC
1	Pudhucherry	283		173	16							0		0		0
2	Karaikal	107		50	0							0		0		0
3	Mahe	18		07	2							0		0		0
4	Yanam	24		17	8							0		0		0
	TOTAL	432		247	26	25	15	25				0		0		0

Sl. No.	District	Proposal for 2011 - 12						Proposal for 2012 - 13						Proposal for 2013 - 14					
		Drinking water		Boys Toilet		Girls Toilet		Drinking water		Boys Toilet		Girls Toilet		Drinking water		Boys Toilet		Girls Toilet	
		SSA	DWM	SSA	TSC	SSA	TSC	SSA	DWM	SSA	TSC	SSA	TSC	SSA	TSC	SSA	TSC	SSA	TSC
1	Pudhucherry	0	-	23		4		0		75		6		0		75		6	
2	Karaikal	4	-	10		4		0		20		0		0		20		0	
3	Mahe	5		0		0		0		4		1		0		3		1	
4	Yanam	4		3		2		0		7		3		0		7		3	
	Total	13		36		10		0		106		10		0		105		10	

Achievements

- Well prepared civil works plan with almost all data of civil works.
- Better progress of civil works components including AWP&B 2010-11 over last year
- The state has almost saturated the gaps in almost all the facilities in schools.

Issues

- UT may reconcile the targets with the TSG on priority.
- Costing for the Supplementary Plan for the year 2010-11 was not made as per the notification of the rates supplied. The UT has requested to sanction the same as per the rates notified. It is worthwhile mentioning here that the costing of Civil Works for the AWP&B, 2010-11 was made on the basis of the rates notified by the UT and the same were approved by the Project Approval Board.

It is recommended by the team that the difference in rates be sanctioned for the works approved by the PAB for Supplementary Plan.

Costing on the basis of difference of rates sanctioned earlier in Supplementary Budget

Sl No.	Name of Work	Units	Rates Notified	Rates approved for Supplementary Plan	Difference	Amount (in Rs.)
1.	Additional Classroom	3	842764	600000	242764	728292
2.	Toilets	15	89595	50000	39595	593925
3.	Girls' Toilets	25	89595	50000	39595	989875
Total						2312092

Costing for Civil Works

The Appraisal team recommends 26 additional classrooms for the UT which also reflect in the final gap of DISE-2009-10 analysis provided by the MIS Cell of TSG. It has been proposed to sanction 9 posts of CRCCs as per RTE norms by the Pedagogy unit of TSG. The team proposes 9 CRC rooms to house these CRCCs as per the RTE norms.

As per the discussions held with the State Project Director, Puducherry and as per the letter submitted by him, UT has proposed 26 Additional Classrooms, 33 Head Master's rooms and 9 CRC rooms as per the detail given below:

District wise break up of Civil Works recommended by the appraisal team

Sl. No.	Name of District	Name of work		
		ACR	HM Room	CRC room
1	Pondicherry	15	22	7
2	Karaikal	6	6	2
3	Mahe	0	0	0
4	Yanam	5	5	0
Total		26	33	9

State Project Director, SSA, Puducherry has assured that he shall submit the complete school-wise DISE 2010-11 data to the MIS unit of TSG very soon for reconciliation.

Costing of Civil Works

Sl. No.	Name of Work	Numbers	Unit Cost	Total Amount (in Rs.)
1.	Additional Classroom	26	842764	21911864
2.	Head Master's Room	33	842764	27811212
3.	CRC Building	9	842764	7584876
Total				57307952

(III) Quality Related Issues, Including, Teachers and REMS

A. Quality Related Interventions

a. State's Vision of Quality:

- If the state has prepared Approach Papers or a State Vision Document that covers the following:

Core beliefs and assumptions about children

Each child is unique in its own way, full of energy, curiosity and keen observation with a thirst to know more of the world it lives in. From day one of its journey as a human being it strives to be successful in its endeavor. So as a teacher and stake holder, one should understand that each child responds to the environment /situation in its own way and has some experiences of the world. As an educationist, the teacher should firmly believe that every child can-

- Learn in her /his own pace and own way of learning
- Learn through play, activities, exploration, trying varying things, interaction, peers, hands on experience, mistakes/errors made etc.,
- Learns not only in school but also outside school and it is a continuous process
- Construct their knowledge based on prior knowledge acquired irrespective of its social category, gender, language spoken and family background.

Desired outcomes at end of grade 5

- Read unfamiliar texts and free expression of thoughts.
- Mastery over the basic arithmetical operation in relation to daily life situations
- Appreciate the similarities and differences in nature, colors, sounds, shapes, sights etc.
- Egalitarian attitude without any discrimination for gender, class or caste.
- Involvement in aesthetic creative performing arts (singing songs and dance)

Desired outcomes at end of grade 8

- Appreciate literary works
- Recognize patterns and explain their thinking; and use sequential ordering to solve multi-step problems and use procedures.
- Mastery over the principles of common mechanical and electric devices and in designing such simple technological units and models.
- Develop perspective to solve problems of social relevance in his local surroundings
- Capable of controlling emotional behavior

Classroom processes

Any activity designed for learning should ensure Active Learning where the students are involved in listening, writing and to do complex group exercises. The activities so designed for

facilitating learning process should capture and sustain the attention of the learners, lead to comprehension of the content, link prior experience and consolidate knowledge(cognition) ; exhibit curiosity, positive change in attitudes, beliefs (affective),guarantee coherent expression of view,(Social) ascertain competence in observation, narration, classification, deduction and decision making, (Skill development)

Desired outcomes at classroom level

- Sensitize children to understand, respect. Appreciate differences through activities that bring out the latent talent.
- Provision for more Teaching aids
- Design special tasks thorough which CWSN could be assessed.

Desired outcomes at the level of children, teachers, classroom processes, schools (in the form of concrete indicators to be achieved over next 3-5 years)

Schools

School is a mini community where children not only acquire knowledge but also learn to socialize, be sensitized of the other culture, customs religious beliefs, different languages spoken in a mixed group of pupils in the classrooms. This situation provides space for socialization & guidance for CWSN and other deprived groups. Such an environment provides an opportunity to understand, appreciate and develop mutual respect for each other.

Desired outcomes at school level

- Develop a school organization plan and a time table keeping in mind the needs of all groups children and not just the mainstream children
- Make space for extra time and guidance for CWSN and other deprived groups
- Incorporate co-curricular activities that facilitate the deprived groups
- Motivate children to engage in social campaigns especially those concerning deprived groups (Peer sensitization)
- Having a mixed group in classrooms and not dividing on the basis of gender, minorities, castes etc.
- Strengthen the networking with parents of girls and CWSN
- Providing parent counseling
- Sensitize the peers and the teaching staff to address the free mobility of the CWSN in schools

Active learning process

The UT follows the ABL methodology at the primary level, SALM at class V and the ALM at the upper primary level. Further Active learning is enriched by integrating ICT with ABL and ALM methodology especially in the subjects' Math's and science.

Desired outcomes in Language learning

Primary level

- Basic Language proficiency at Primary level in free expression of thoughts, narration of an event or story, recitation of poems and dramatization of thoughts.

Upper primary level

- Development of language as a tool for acquiring knowledge and abstract thoughts to be given priority
- Ability to discuss and debate,, note making, write critically, gather materials from sources other than the text book and tend to appreciate the literary works.
- Evaluation in language is done in terms on portfolio of the individual child rather than on the achievement of the completion of the syllabus

Desired outcomes in Mathematical learning

Primary

- Acquisition of Basic numeral literacy
- Internalize Identifying, explaining and expressing patterns, logical reasoning and link school mathematics with everyday living.
- Rich input in terms of mathematical games. Puzzles and stories made available in the classrooms

Upper Primary

- Internalize Individual and group exploration of connections, patterns, visualization and generalization, data analysis and interpretation to be achieved

Desired outcomes in Science learning

Primary

Science & social studies integrated as EVS

- Sensitize students on local culture and socialization through number of exploring tips, visits to heritage places, group discussion

Upper primary

- Mastery over the principles of scientific concepts and competent to make working models

Desired outcomes in Social Science learning

- Capable of critical thinking and develop feasible solutions to problems having relevance to the economy and the society.

- Establishing School level museums with antique coin collection, models and pictures of local heritage buildings, temples, mosques and churches with small descriptions of them, models / picture charts depicting the year old culture of the locality, present development and the like could be displayed

Desired outcomes in Arts learning

- Emerge as confident Young citizens capable of overcoming low self esteem, and finding social and cultural inclusion.

b. Shifts in class room processes in the state

Monitoring mechanisms that exists/planned for measuring changes in classroom

Time on task studies is undertaken to minimize the gap between available actual learning by the students and Teachers the physical presence. Good and effective use of use time is necessary for achieve the desired learning outcome. The gap between available school days and the teacher's physical presence is accounted by involving the teachers in

- Enrolment drive
- Administrative work/ duties
- Distribution of Textbooks and scholarships
- Official works of other departments – census survey, election work
- This year 1537 teachers were involved in the census duty for 65 days

(Census duty- June1 – July 15, 2010 = 45 days & Feb 8- 28 -10.5 days March 1- 9, 2010 =9 days. Total days 45+20 =65days)

It is proposed to carry Time on Task study by the Department of Education, Pondicherry University.

Classroom observation tools

The input or the activity designed for achieving the learning outcome can be checked /evaluated against the given checklist.

Further, if there are some impediments in achieving the outcomes in relation to physical/infrastructural facilities, PTR, academic support, TLM/ print rich material etc would be addressed using the same checklist. It also ensures the HOT skills are being inculcated in the class process

FORMAT

Name of the school

Teacher

Class

Cluster

BRC

Date of visit

Subject

Time

Topic taught

Duration

Task / activity being carried out

Indicators	Weak	Medium	Strong	TLM usage	Onsite support	Need based training
Attract and hold attention						
Comprehends content						
Cognitive						
Link to prior knowledge/experience						
Process & apply information						
Consolidate knowledge						
Affective						
Challenge in attitudes, beliefs & values						
Inspire strong emotional reactions						
understands other peoples view points						
Social						
Co-operates						
communicates,						
helps others						
Skill development						
literacy/numeracy/IT						
manual dexterity						
artistic appreciation & criticism						
narrating/telling stories/						
Prediction, deduction, problem solving, investigation						
observation, measuring, classification						
Decision making						
Personal						

Indicators	Weak	Medium	Strong	TLM usage	Onsite support	Need based training
self-confidence and self-efficacy						
curiosity and thinking with enjoyable experiences; inspire interest and curiosity; inspire awe and wonder;						

Infra structure	Availability	Condition	Ratio	Usage
Classroom				
Seating arrangement				
Space for free movement of CWSN				
Ventilation				
Space for TLM within reach of students				
Toilets & urinals				
Low level BB				
Computer				
Internet				

The Quarterly monitoring formats developed by NCERT are the other tools used by SSA for monitoring purpose.

Classroom observation: Apart from CLF II (a) & (c) the head teachers, the inspecting officials to observe the classroom interaction and prepare a report. *But the reports available at various sources are yet to be integrated, analyzed and consolidated at the state level which is a serious issue faced by SPO, SSA*

ADEPTS

The performance standards for the teachers have been evolved and is being sensitized among teachers, It will be from the next academic year that Performance of teachers and their efficiency will be precisely monitored.

The current status of changes in classroom processes towards more active learning in the state.

- The findings of the Model Achievement Test -2010, conducted by SSA, Puducherry is not satisfactory and up to the mark. The achievement levels of the students reveals that it is inevitable to strengthen activity based learning more scrupulously in the UT. The following steps are to be initiated
- Motivate teachers to adopt ABL willingly rather than on compulsion (a shift towards positive attitude to serve the future citizens.)
- Train teachers to evolve activities based on the principle of ERAC (Experience, Reflection, Application and challenging) so that the students get involved in the activities and involuntarily carry on the activities and thus increase the learning hours even after schools hours.

- Integrate CAL with ABL methodology to make the children engrossed in their learning activities.
- Implement SALM in Class V in all the primary schools through the UT, except Mahe.
- Implemented ALM at upper primary for subjects Science and social science.
- To develop a clear understanding of mathematical concepts and abstract ideas CAL integrated Math's is implemented. (Hey Math project, Distributed Learning system)
- Sensitizing SMC their role in monitoring the quality of education
- Strengthening of labs at upper primary levels.

Obstacles issues in bringing changes in classroom processes

- Most of the teachers willingly and dedicatedly implement ABL & ALM effectively in their classes.
- Few teachers are lethargic in following ABL and ALM in their classes and make the Classroom process dull & monotonous.
- A few teachers are reluctant in following ABL in the class room.
- Many teachers hesitate to participate in the trainings programme during summer
- 25% of the teachers feel that they need more exposure in using the SLM kits

Strategies proposed to address the issues in the next three years as laid out in RTE Act.

1. **Learning through activities, discovery and exploration in a child friendly and child centered manner:** Implementation of ABL, SALM, ALM and ICT enabled learning of Hey Math programme, Distributed learning system, hands on experience, Co-operative learning, Collaborative learning processes, Reciprocal Teaching ,Inquiry Teaching Problem Solving, Visual Strategies Inductive/Discovery Method, Deductive/Expository Method, Project based learning provided opportunities gross involvement of Students in their leaning activities that ensures Learning through activities, discovery and exploration in a child friendly and child centered manner. The above learning opportunities are believed to include increased learning; increased motivation to learn; increased enjoyment of learning; increased skill proficiency, including communication skills; increased independent thinking and decision making based on direct evidence and experiences; and increased perception and creativity.
2. **Making the child free of fear, trauma and anxiety and helping the child to express view freely:** As per RTE-2009 and NCF-2005 due provision is made for “All round development of child, Development of physical and mental abilities to the fullest extent” The schools of UT provided a warm welcoming and encouraging situation, where it is ensured that there is:
 - Free from anxiety and stress
 - No fear of exams
 - No burden of books and notebooks
 - Assessment and evaluation is inbuilt in the ABL system.
 - No corporal punishment and no mental harassment
 - Plethora of welfare measures offered by the Govt. lures the children to school and ensures their retention
 - All round development of child, Development of physical and mental abilities to the fullest extent is ensured

- The Education department ensures through a separate wing exclusively for sports that
- All classes have PET period regularly and the available facilities for sports activities are utilized to its optimum level.
- Opportunities for exhibiting the creative talents through crafts, drawing, painting, performing arts, is made available through cultural festivals, youth festival monthly literary association meets at school level , district level and state level also by various interventions of SSA like VSD for girl children, Summer camp of VSD. Personality development camps encourage children to nurture their physical and mental abilities. .

C. Analysis of Learning Achievement

The study intended to:

- To measure the achievement level of students of Class III and Class V in Language. (Tamil), Mathematics and EVS.
- To understand the differences in achievement with regard to gender, area and among the schools under the control of various controlling officers

CONTROLWISE ACHIEVEMENT OF III STD. STUDENTS

Controlling Officer	I Std			Deviation from Normal
	Total Questions	Total Correct	Percentage	
DIS Z-5	82100	40819	49.72	4.88
DIS Z-4	94665	46822	49.46	4.62
DIS Z-3	61530	28261	45.93	1.09
Region	566870	254204	44.84	0.00
JD	10925	4879	44.66	-0.18
DIS Z-1	70805	30873	43.60	-1.24
CEO	102230	43061	42.12	-2.72
DDW	58670	24227	41.29	-3.55
DIS Z-2	85945	35262	41.03	-3.81

The overall achievement of the class III students range from 41.03% to 49.72% which is not satisfactory

CONTROLWISE ACHIEVEMENT OF III STD. STUDENTS IN SUBJECT TAMIL

Controlling Officer	Total Questions	Total Correct	Percentage	Dev. From Normal
DIS Z-5	24465	15754	64.39	4.10
JD	3500	2158	61.66	1.37
DIS Z-4	29015	17812	61.39	1.10
DIS Z-3	19565	11981	61.24	0.95
Region	177870	107237	60.29	0.00
DIS Z-1	22855	13642	59.69	-0.60
CEO	32480	19161	58.99	-1.30
DIS Z-2	27230	15969	58.64	-1.65
DDW	18760	10760	57.36	-2.93

CONTROLWISE ACHIEVEMENT OF III STD. STUDENTS IN SUBJECT MATHS

Controlling Officer	Total Questions	Total Correct	Percentage	Dev. From Normal
JD	3465	1716	49.52	7.48
DIS Z-5	29435	14407	48.95	6.91
DIS Z-4	29890	13936	46.62	4.58
Region	183680	77216	42.04	0.00
DIS Z-3	19565	8220	42.01	-0.03
DIS Z-1	22750	9088	39.95	-2.09
DIS Z-2	27475	10745	39.11	-2.93
DDW	18550	7045	37.98	-4.06
CEO	32550	12059	37.05	-4.99

The achievement in Math's subject ranges from 37.05 to 49.52%.

CONTROLWISE ACHIEVEMENT OF III STD. STUDENTS IN SUBJECT EVS

Controlling Officer	Total Questions	Total Correct	Percentage	Dev. From Normal
DIS Z-4	35760	15074	42.15	8.18
DIS Z-5	28200	10658	37.79	3.82
DIS Z-3	22400	8060	35.98	2.01
Region	205320	69751	33.97	0.00
DIS Z-1	25200	8143	32.31	-1.66
CEO	37200	11841	31.83	-2.14
DDW	21360	6422	30.07	-3.90
DIS Z-2	31240	8548	27.36	-6.61
JD	3960	1005	25.38	-8.59

Achievement level of Class III**CONTROLWISE ACHIEVEMENT OF V STD. STUDENTS IN SUBJECT TAMIL**

Controlling Officer	Total Questions	Total Correct	Percentage	Dev. From Normal
DIS Z-5	29680	19971	67.29	12.57
DIS Z-4	40880	25022	61.21	6.49
DIS Z-3	28040	16952	60.46	5.74
DDW	31880	18224	57.16	2.44
CEO	55480	31210	56.25	1.53
DIS Z-1	22120	12368	55.91	1.19
Region	253800	138867	54.72	0.00
JD	5880	2830	48.13	-6.59
DIS Z-2	39840	12290	30.85	-23.87

CONTROLWISE ACHIEVEMENT OF V STD. STUDENTS IN SUBJECT MATHS

Controlling Officer	Total Questions	Total Correct	Percentage	Dev. From Normal
DIS Z-5	28405	15208	53.54	15.33
DIS Z-4	43095	18388	42.67	4.46
Region	245435	93769	38.21	0.00
DIS Z-3	27530	10460	37.99	-0.22
CEO	54465	20407	37.47	-0.74
DDW	29870	10354	34.66	-3.55
DIS Z-1	18555	6360	34.28	-3.93
JD	5690	1647	28.95	-9.26
DIS Z-2	37825	10945	28.94	-9.27

CONTROLWISE ACHIEVEMENT OF V STD. STUDENTS IN SUBJECT EVS

Controlling Officer	Total Questions	Total Correct	Percentage	Dev. From Normal
DIS Z-5	29480	14002	47.50	8.33
DIS Z-4	41400	19236	46.46	7.29
DIS Z-3	28160	12205	43.34	4.17
Region	251680	98589	39.17	0.00
DDW	32440	12232	37.71	-1.46
CEO	55480	20891	37.66	-1.51
DIS Z-1	18800	6525	34.71	-4.46
JD	5720	1971	34.46	-4.71
DIS Z-2	40200	11526	28.67	-10.50

Consolidated Achievement Table

Grade	III			V		
	Tamil	Maths	EVS	Tamil	Maths	EVS
DIS – ZONE (I)	59.69	39.95	32.31	55.91	34.28	34.71
DIS – ZONE (II)	58.64	39.11	28.67	30.85	28.94	28.67
DIS – ZONE (III)	61.24	42.01	35.98	60.46	37.99	43.34
DIS – ZONE (IV)	61.39	46.62	42.15	61.21	42.67	46.46
DIS – ZONE (V)	64.39	48.95	37.79	67.29	53.54	47.50
DD(W)	57.36	37.98	30.07	57.16	34.66	37.71
CEO	58.99	37.05	31.83	56.25	37.47	37.66
JD	61.66	49.52	25.83	48.13	28.95	34.46
Standard deviation	60.29	42.04	33.97	54.72	38.21	39.17

The above table reveals that class **III students** were unable to answer 40% of the questions in Tamil. 58% of questions in Math's & 66% of question went unanswered in EVS. Further Poor performance of the students under the various controlling office subject wise is tabulated below

Subjects	% of marks	SD	Controlling office
Tamil	56.25	60.29	DD(W)
Maths	37.05	42.04	CEO
EVS	25.83	33.97	JD

However the average achievement performance of the region in Math and EVS is poor indicating that Math & EVS deserves serious consideration.

Class V students

Subjects	% of marks	SD	Controlling office
Tamil	57.36	54.72	DD(W)
Maths	28.94	38.21	CEO
EVS	28.67	39.17	JD

Similarly, the focus area in class V is Math's and EVS. The methodology followed is Simplified Active learning.

BAS & MAS conducted under Hey Math! Project

Sankhyaa Pvt. Ltd. –Hey Math Project conducted a baseline and Mid line Test 1 and Midline test-2 for class 6, 7 & 8 covering Number sense, Measurement, Geometry, Arithmetic, Algebra and Data handling.

The following table gives a comparison of average scores across classes

Classes	Baseline Test	Midline Test-1	Midline Test-2
Class 6	27.31%	27.05%	44.88%
Class 7	36.15%	34.14%	38.61%
Class 8	33.00%	33.00%	37.94%

Comparing the averages there is a slight increase in average scores in Midline Test2, indicating that integration of technology in Math's learning has increased the understanding of concepts in terms of mentioned indicators within 6 months time.

ii. Academic performance of the children as per the DISE:

DISE refer. Year	Class IV		Class VII	
	Passed	Passed with >60%	Passed	Passed with >60%
DISE 2003 - 04				
DISE 2004 - 05	16649	8354	14696	4685
DISE 2005 - 06				
DISE 2006 - 07	27353	8281	16537	5047
DISE 2007 - 08	17841	9424	17243	5347
DISE 2008 - 09	20293	11938	18577	6532

iii. Findings of NCERT study on learning achievement (Round I, Round II & Round III)

	Language		Math's		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III	69.4	56.47	57.97	36.62				
National Average	63.12	79.74	58.25	60.92				
Class V	59.23	57.78	36.59	43.02	49.59	48.23		
National Average	58.57	60.31	46.51	48.46	50.30	52.19		
Class VIII	50.94		37.52		40.26		35.04	
National Average	52.45		41.50		40.54		45.00	

Source: NCERT'S Round I and Round II

iv. Feedback from Quality Monitoring Tools:

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

	Language			Math's			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	32%	37%		40%	42%		41%	36%	
Class II	22%	18%		22%	15%		24%	16%	
Class III	36%	42%		47%	40%		42%	38%	
Class IV	39%	46%		36%	40%		51%	55%	
Class V	26%	25%		25%	26%		32%	25%	
Class VI	32%	29%		41%	43%		45%	47%	
Class VII	25%	24%		35%	39%		28%	29%	
Class VIII	24%	21%		34%	36%		37%	35%	

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

	EVS/Science			Social Science		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	39%	37%		39%	42%	
Class II	15%	12%		16%	18%	
Class III	39%	34%		38%	38%	
Class IV	38%	28%		39%	35%	
Class V	23%	21%		23%	22%	
Class VI	30%	25%		37%	33%	
Class VII	25%	28%		29%	31%	
Class VIII	21%	22%		30%	32%	

D. Steps taken to identify specific learning difficulties in different subjects where children score low and need more academic support (Class wise, subject-wise)?

The analysis report sent by the CRPs to their respective Block, the following review meet report shed light on the learning difficulties witnessed in the classroom, the interaction of CRPs with the teachers their feedback serves as the prime source of information in identifying the learning difficulties in different subjects and milestones and the cards.

From the reports from Block level it is understood that the teachers experience difficulty in teaching cards with logo of bicycle, Auto in English, card with logo Elephant in Tamil and Evaluation cards in Mathematics. Some teachers feel level fixing to be difficult and some other in using SLM kit.Each cluster has identified such schools and where the issues are discussed in the CRC level meetings. Further Refresher training is provided in teaching above mentioned cards. In Science and social too the teachers struggle a lot, indicating refresher training to be continued until the teachers internalize the strategies in SALM, ALM and ABL.

E. Progress in Learning Enhancement Program in 2010-11:

Sl. No.	Activities approved under LEP	Progress against activities in 2010-11	Coverage (no. of a districts/ b. schools/ c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
1	Providing supplementary graded readers both in Tamil & English	Graded reading materials provided	English graded readers for all the 4 districts & Tamil graded readers for 2 districts	Rs.6.60	100%	1. Reading addressed as an area of special focus with an understanding of its pedagogic & theoretic implications 2. Associates reading with the experience of joy & pleasure
2	Providing mathematical 3-D kit	Ensured active involvement of the students through Hands on experience	All the 4 districts	Rs.1.00	100%	Acquisition of appropriate, grade appropriate numerical skills

	Providing child friendly work books	Effective Reinforcement through drill & Practice provided	English workbooks to all the 4 districts Work book printed in Tamil to the 2 districts	Rs.0.06	100%	Mastery over the competencies
	Providing Audio visual CDs	Students evinced keen interest and was encouraged to do meaningful exploration	Audio visual CDs provided to all the 4 districts	Rs.5.00	100%	Meaningful exploration lead to deeper understanding, which translated into higher student achievement
	Revamping the assessment in tune with NCERT source books	2 workshops on continuous & comprehensive evaluation organized.	Rank cards developed. Source books translated into Tamil procured from Tamil Nadu	Rs.3.50	100%	Inspecting officials, Academic support staff, Head teachers & Teachers from 80 schools were sensitized.
	Printing of ABL cards for Smart GPS, following NCERT syllabus	Multicolored ABL cards for class I & II printed	80 Govt. smart Primary schools in Pondicherry & Karaikal	Rs.25.00	87%	ABL implemented in 80 Govt. smart Primary schools in Pondicherry & Karaikal

Source: AWP & B 2011-12

Progress in LEP Activities in 2010-11

- Indicate the major issues faced in effective implementation LEP activities in 2011-12, and strategies proposed to address these issues in 2011-12.

Issues:

- Designing the Rank card incorporating CCE and ABL milestones
- Record maintenance
- Convincing the teachers to adapt CCE and grading system is an uphill task as the teachers feel they are overburdened

F. Comprehensive Learning Enhancement Program in 2011 -12:

- If the LEP encompasses the overall integrated program of the state for pedagogical renewal and learning enhancement in different subjects: Yes
- If the state has designed plan for Early Reading & Mathematics development programmes, Activity Based Learning in classrooms and quality improvement in science learning in the schools: Yes. The state has planned to-
 - Procure Science supplementary books providing a plethora of illustrations based on the scientific principles learnt and their connectivity with their daily living. Further these books encourage to design and make low cost working models.
 - Design and Print ABL cards based on NCERT syllabus for class III & class IV
 - Strengthening lab facilities at Elementary level
 - Scaling up of Hey Math project in another 50 schools

• **Salient features of the learning Enhancement Programme in 2011-12**

Levels/ Subject	Major current issues	Expected outcomes of LEP	Proposed strategies/activities	Respon- sibility	Timeline
Primary All subjects	ABL cards for class III & IV based on NCERT syllabus sought	Effective implementation of ABL in Govt. smart primary English medium schools	Print necessary number ABL cards for English medium schools for effective implementation in class III & IV	SSA	May to Jun
	Sustained reinforcement	Mastery over the age/grade appropriate competencies	Printing work books for ABL schools for all the subjects		Jun- July
Class V	Effective-implementation of SALM	Learning to learn	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.	SSA	Jun
Primary science	Hands on experience	Motivates to learn; enjoyment of learning; enhanced skill, proficiency, including communication skills; enhanced independent thinking and decision making based on direct evidence and experiences; and increased perception and creativity.	Provide lab facilities, upgrading and strengthening available lab facilities	SSA	Jul-Oct
Upper Primary Science			Implement Hey Math, Distributed Learning system in more number of upper primary schools.		
Upper primary Math's	ICT enabled Math's teaching to be upscale			SSA	Jul-Oct
Upper primary	computer education introduced for students from class VI	Orients them towards using and manipulating computer for enriching the learning	Supply of computer text books published by DTERT Chennai.	SSA	Jun
	Establishment of Lang. lab	Provides variety exposure to a variety of listening and speaking drills, confidence-building, develops extemporary speaking, debates, skits etc	Setting up of lang. lab	SSA	
	Establishment of Math's. lab	enables students to understand, internalize, discover and verify the basic mathematical and geometrical concepts through concrete objects and situations, builds interest and confidence encourages to think, , and assimilate concept	Setting up of Math's lab	SSA	Jul-Oct

Source: AWP & B 2011-12

• Coverage and Budget for Learning Enhancement Programme in 2011-12

Major activities	Type of materials required	Coverage			Unit cost	Total cost	Head(Intervention)
		No. of districts	Schools	Children			
Reinforcement of the activities	Workbooks	3	222		10.00	LEP	
Introduced ABL in Class III	ABL cards & workbooks.	2	222		15.00	LEP	
Upgrading /Strengthening lab		4			5.00	LEP	
Technology enabled methodology	Implementing Distributed learning system	1	5		5.00		
	Hey Math's	1	5		5.00	LEP	
Lang. Lab		1	2		2.00	LEP	
Math's Lab.		1	2		2.00	LEP	

- District - wise Information about Learning Enhancement programme (Within 2% of MC for each district)

Sl. No.	District	Cost of Learning Enhancement Programme	% Cost to total outlay of District
1	Pondicherry	Rs.40.00 as a state component	
2	Karaikal		
3	Mahe		
4	Yanam		
	Total		

Source:AWP &B 2011-12,SSA

Observations:

- SSA and DIET conducted a study to look at the learning achievement levels of class 3 and class 5 students in language (Tamil), Mathematics and EVS, which has given a very sorry state of affairs. The data indicates that at the primary level, students were not able to answer 40% questions in Tamil, 58% in Math's and 66% in EVS. Similarly, the study shows poor performance of children in almost all subjects at upper primary levels, despite various interventions such as implementation of ABL.
- Greater efforts are needed to analyze learning achievement results to identify students' learning difficulties and to research the factors contributing to low achievement of students, so as to address them on priority basis.
- Plan for setting up of the library needs to be consolidated. Procuring books from one publisher (NBT) may not be sufficient and the UT may want to explore options such

as decentralization of the process by forming committees of parents, children, teachers and community members to procure books according to their interests and needs.

Proposal for LEP: The UT has proposed Rs.40.00 lakh under LEP

Recommendation: The appraisal team would like to recommend the proposal of Rs. 40 lakh for LEP.

G. Brief overview of other major quality initiatives on going in the state in 2010-11 and planned for 2011-12.

- Printing of ABL cards based on NCERT syllabus, the medium of instruction being English
- National level EEQ workshop held wherein Quality support document was evolved.
- Workshop ADEPTS held, where performance indicators for teachers were evolved by the stakeholders themselves.
- Workshop on CCE in association with NCERT – sensitizing the stakeholders and suggestions gathered for improving the design of Rank card to be used in the primary schools following ABL.
- Workshop on Assessment in association with Azim Premji on developing question that measures the cognitive abilities of the students.

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

- Policies/steps to recruit only trained teachers in the state: State recruits only qualified and trained teachers.
- Policies/steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment. Please indicate the monitoring mechanism. Circulars have been issued to school. Each school has a complain box, where child can put their complains which the HMs and SMCs looks at who can then discuss with the official at the right level.
- Status of policy on detention or expulsion at elementary level: No detention or expulsion in the elementary level
- Status of policy on board examinations at elementary level. Circulars issued

S.No	Item	Status
1	Notification of State RTE rules	Draft RTE rules has posted website for garnering public opinion till 00.00.2010 Now a committee is to be constituted for rectification and final drafting and to be placed in the legislative assembly for approval.
2	Constitution of SCPCR/REPA	A comprehensive proposal constituting REPA clearly delineating the duties, liabilities, functions, power etc has been submitted to the Home Ministry for approval
3	Prohibition of Detention, expulsion	A memorandum citing No. A/1927/DSE/EC/2009-10, dt.22.06.2010, by Dept. Of Education, Govt. Of Puducherry has been issued to all Govt. and Private under the control of Dept. of Education prohibiting detention, expulsion from class I-VIII

S.No	Item	Status
4	Prohibition of corporal punishment, mental harassment	A memorandum citing No.14931/DSE/EE/AC/2010, dt.01.10.2010, by Dept. Of Education, Govt. Of Puducherry has been issued to all Govt. and Private under the control of Dept. of Education prohibiting corporal punishment, mental harassment
5	No Board examination till completion of elementary education	There is no Board examination till VIII standard. Student will appear for board examination only in class X
6	Guidelines on minimum number of working days instructional hours in an academic year	The draft guidelines for the implementation of minimum number of working days and instructional hours at primary and upper primary level are prepared. On approval, it will be issued.
7	Guidelines on minimum working hours per week for teachers	No guidelines have been issued so far.
8	Academic Authority	Initial steps have been taken to constitute a State Level Advisory committee for innovating changes in curriculum as well as evaluation. The suggestion for elevating Advisory Committee to the level of Competent Authority can be considered.
9	Eight year elementary education cycle	Eight year Elementary cycle is followed in all regions except Mahe region. Mahe which is affiliated to Kerala Board follow seven year elementary cycle.
10	Guidelines on private tuitions and screening procedure and capitation fee	No direction has been issued for streamlining the screening process. Action will be taken for streamlining. No direction has been issued for curbing the capitation fees in private schools.

• Policies or strategies for ensuring availability of education in the child's mother tongue. In all the four districts of Puducherry education through the mother tongue of the children is available and not all an issue in the UT.

Observations: Preparedness

- The UT is still following a 7 year elementary cycle in Mahe, which follows the Kerala Board. They plan to shift this to an 8 year elementary cycle this year. PAB may like to take commitment on this form the UT
- State needs to give guidelines to schools for RTE mandated minimum number of working days and instructional hours as well as for streamlining the screening process and curbing capitation fees in private schools.

H. Follow-up on agreements developed in the Regional Workshops on equitable quality:

- Steps taken to build a shared vision and deeper pedagogical understanding across agencies and across levels within the State.
 - A fortnightly Quality Review meet with Inspecting officials, BRC coordinators, chaired by Member secretary SSA and Co – chaired by SPD SSA, where in factors /issues affecting implementation of the methodology is discussed. Strategies to overcome the obstacles are discussed.
 - Issues affecting the achievement level of children discussed at CRC meetings and suggestion and strategies to overcome the issues are devised by the teachers themselves.
 - Sensitization of the SMC of their role and responsibility in quality monitoring
- Steps taken to strengthen convergence between different educational/academic bodies within the State and the proposed strategies to strengthen this in 2011-12.

Already the UT of Puducherry works in convergence with

1. Pondicherry University for conducting research and impact studies on various SSA interventions
2. NCERT for effective implementation of CCE
3. RIE, Mysore in effective e delivery of English lesson and in usage of Hello English educational CDs in the classroom
4. The RIVER for ABL pioneering card conversion for class III &IV following NCERT syllabus, the medium of instruction being English
5. The SCHOOL for providing training in ABL methodology
6. DIET faculty of Vadalur, Tamilnadu for using SLM kits
7. NIEPMD, Muttukadu, for training the teachers in various methodology of teaching the CWSN and
8. NGO's in the field of Education like
 - Azim Premji Foundation
 - Sankyaa (P) Ltd
 - EFQI/Educomp for effective usage of ICT in elementary schools.

I. Minimum Enabling Conditions

a. Teacher Recruitment and Deployment systems

Only qualified and trained teachers are recruited by the state through Directorate of school education. Primary school teachers are posted for primary classes and trained graduate teachers are posted for UP classes.

1. The minimum qualification required for primary school teachers is higher secondary (10+2) pass with 2 years diploma in teacher education, whereas for trained graduate teacher is graduation along with B.Ed.
2. The person should have studied the particular regional language (Tamil) as one of the subject up to secondary level or as one of the subject up to their professional course
3. For the recruitment of above mentioned teachers the UT follows the below mentioned procedure:
 - Combined Eligibility Test (CET) is conducted by professional examination board for selection of teachers in which a maximum of 100 marks are prescribed for selection

of teachers to assess their academic and professional qualifications, general ability, subject knowledge and their oral communication.

- Final selection on merit basis i.e. marks obtained in academic qualification, employment seniority, written competitive examination and oral interview.
- Additional weight age to professionally trained candidates
- There is a provision of reservation for persons with disability, SC, ST and OBC candidates as per state norms.
- After 3 years of contract period, performance of appointees is evaluated objectively by screening committee. One being found suitable on objective evaluation, the teachers are regularized in the regular pay scale as employees of PRIs and ULBS

• **Information on Teachers (as on Dec end 2010)**

	Sanctioned post			Working			Vacancies		
	By state	Under SSA	Total	By state	Under SSA	Total	By State	Under SSA	Total
PS	1886	13	1896	1886	13	1899	0	0	0
UPS	1394	12	1406	1394	12	1355	61	0	61

Source: AWP & B 2011-12, SSA

Number of Teacher in Primary and Upper Primary Schools (2011- 2012)

DESIGNATION	PONDICHERRY	KARAIKAL	MAHE	YANAM	TOTAL
PPST	196	16	12	15	239
PST	1190	387	52	64	1693
TGT					0
TGT - Maths	323	59	14	12	408
TGT - Phy. Science	191	47	16	16	270
TGT - Bio. Science	161	17	25	19	222
TGT - Social Science	245	52	19	17	333
Others	2	5	3	4	14
LT	565	112	38	21	736
PET	112	35	7	5	159
Total	2985	730	186	173	4074

Head Masters

DESIGNATION	PONDICHERRY	KARAIKAL	MAHE	YANAM	TOTAL
Primary H.M	90	18	6	4	118
H.M Grade II	44	14	-	1	59
H.M Grade I	32	5	3	1	41
Vice Principal	8	2	-	1	11
Principal	12	1	2	-	15
Total	186	40	11	7	244

- Reasons for vacancies and plan of action to ensure all vacancies are filled by July 2011: No vacancies
- Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength: Not applicable
- Recruitment of teachers under SSA

	Sanctioned in PAB till 10-11		Recruited by March 11		Salary Scale		Selected by	Salary Provided by
	Regular	Para	Regular	Para	Regular	Para	State/Dist./Comm.	SDMC/Treasury/SSA society/etc.
Primary	20	Nil	11		Rs.16000	Nil	Dist through VEC/SMC	SSA
Up. Primary	18	Nil	18		Rs.16000	Nil	Dist through VEC/SMC	SSA

Source: AWP & B 2011-12, SSA

Information on PTR

	Number of schools in respect of PTR							State PTR
	>40	>50	>60	>70	>80	>90	>100	
Primary	0	0	0	0	0	0	0	30:1
U. Primary	0	0	0	0	0	0	0	29:1
Overall	0	0	0	0	0	0	0	
Which districts have higher PTR			No such district					

Availability of Teachers as per RTE Requirement

	RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of schools not meeting RTE requirement		Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
			No. of schools	% of total		
Primary Level	• 2 teachers for up to 60 children		100	100%	The UT has surplus teachers and no shortage of teachers. It is able to meet requirement PTR prescribed by RTE with ease. Only thing is that it requires judicial redeployment of teacher.	
	• 3 for up to 90		68	100%		
	• 4 for up to 120		57	100%		
	• 5 for up to 200		32	100%		
	• PTR under 1:40 for		41	100%		
	above 200 children		52	100%		
PTR at upper primary level	1:35		1:29			
Subject-specific teachers	At least 1 teacher for Science & Math's, Social Sciences, and Languages					
Head -Teacher and Part-time instructors	For above 100 children, at least 1 full-time Head		431		Already in - service	
	Teacher and part time instructors for Art, PHE, work Education		121		To be recruited	

Proposal for New teachers: The UT has proposed for salaries of 47 part time educators at Rs 28.20 lakh, 37 health education teachers at Rs. 22.20 lakh and 37 work education teachers at Rs. 22.20 lakh. Alongwith this, the UT has proposed for recurring salaries for 38 teachers at Rs. 57.12 lakh.

Recommendation: The appraisal team would like to recommend the proposal made by the state of 47 part time educators at Rs 28.20 lakh, 37 health education teachers at Rs. 22.20 lakh and 37 work education teachers at Rs. 22.20 lakh and recurring salaries for 38 teachers at Rs. 57.12 lakh.

- Number of single teacher schools? (Based on EMIS): No single teacher schools
- Strategies of the districts/state for achieving the goal of no school with single teacher in 2011-12: Not necessary as there is no such school in Puducherry.

State Policies and Procedures for Recruitment of Teachers?

At present The UT recruits Trainee teachers on contract basis for three years through a competitive written Examination, followed by Interview and a practical session of Teaching. The period of contract is for three years. On completion of three years the candidates will be absorbed into the main stream service system on regular pay as that any govt. in the same cadre. Until then The Trainee Primary teachers are paid a consolidated pay Rs.6000 /-per month and the Trainee Trained Graduate Teachers a monthly consolidated pay of Rs.8000/-

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

In pursuance to the provision of section 25 of the RTE Act, the UT would require to recruit more teachers in Yanam district to meet the PTR norms. A transparent state policy for transfers has been constituted basing on the opinions collected from all the service association for the rationalization of teachers. But the state wise deployment of teachers cannot be possible in districts Yanam and Mahe due to different medium of instruction in these districts.

The status of schools with respect to PTRs is as follows

District	PTR at primary level		PTR at upper primary level	
	w.r.to working teachers	w.r.t sanctioned teachers	w.r.t working teachers	w.r.t sanctioned teachers
Pondicherry	14.5:1	29:1	28:1	28:1
Karaikal	15:1	30:1	31:1	31:1

- Strategy for ensuring subject-specific availability of teachers at Upper primary level? Not Applicable. The state has enough subject specific teachers.
- Minimum Qualifications for appointment of Teachers at for different levels/categories;
- Educational qualifications for Trained Graduate Teachers at Upper primary level
English: Bachelor's Degree with main subject English Language and Literature.
- Tamil- Bachelor's Degree with main subject Tamil Language and Literature
- Mathematics - Bachelor's Degree with main subject Math's
- Science Bachelor's Degree with main subject Physics or Chemistry or Botany or Zoology or Micro Biology or Home Science or Biology or Computer Science
- Social Science - Bachelor's Degree with main subject History or geography or Political Science or Sociology or Psychology or Economics or Commerce or any other subject
- Technical qualification -For all Subjects other than Tamil any B.T or B.Ed., of recognized University or equivalent qualification or C.A.P
- For Tamil: A Degree in Teaching of a recognized University
- Knowledge of Regional Language Candidates should have studied the particular Regional Language (Tamil) as one of the subject up to Secondary level.
- **Educational qualifications for Trained Primary School Teachers at Upper primary level:** Higher Secondary level +2 with D.Ted.

- **Teachers' terms and service condition:**
 1. The Trainee teachers are engaged on contract basis for a period of three years subject to the following conditions:-
 - i) The Trainee teachers will be engaged until the closure of the schools for summer vacation and disengaged until reopening of the school, again.
 - ii) They are not entitled to leave of any kind other than casual leave of one day for every completed month of service and public holidays and regular holidays.
 - iii) They are not entitled to any service benefits including pension, invalid pension, Gratuity, bonus and other retirement benefits etc. taking into account the period of their contract service.
 - iv) The service rendered by them will not be reckoned for the purpose of seniority and promotion or for any other benefit under other Service Rules.
 - v) Their services may be terminated by the Director of School Education / Sarva Shiksha Abhiyan after issue of one month notice, if their services are not up to the expected standard or for any other specific reasons, based on the report by the Screening Committee. They may also discontinue their services after giving one month notice, if they do not want to continue.
 - vi) Based on the performance report furnished by the Screening Committee the Trainee Trained Graduate Teachers working in Directorate of School Education may or may not be considered for re-engagement during the contract period and for regular appointment on completion of 3 years of contract service.
 - vii) There is no assurance that those who are selected for and appointed in Sarva Siksha Abhiyan will be absorbed by the Directorate of School Education after completion of three years.
 - viii) They should enter into an agreement with the Department / Sarva Shiksha Abhiyan before appointment.
- **Mechanisms for redressal of grievances:**
 - 1) The School Management Committee constituted under section 21 of the Act shall be the first level of grievance redressal of teachers.
 - (2) There shall be a District Level Grievance Redressal Committee to redress the grievances of the teachers.
 - (3) The Committee shall consist of Collector/ Regional Executive Officer, Superintendent of Police, Resident Medical Officer, Director, Department of Adi Dravidar Welfare and Chief Educational Officer / Delegate to DSE. The Collector/Regional Executive Officer will be the Chairman of the Committee. The Chief Education Officer/Delegate to DSE will be the Convener of the Committee.
 - (4) The Committee shall meet whenever required.
 - (5) Any teacher of the school established, owned or controlled by the State Government may submit his/her grievance in writing to the Convener of the Committee. The Committee after enquiry, as it deems fit, will redress the grievance. The Convener of the Committee will communicate the decision to the teacher.
 - (6) At the third level, there shall be a State Level Grievances Redressal Committee, which will be the appellate authority.

- (7) The State Level Grievance Redressal Committee shall consist of Secretary (Education), Director of School Education, Joint Director (Secondary Education), Chief Educational Officer and Deputy Director (Administration). The Joint Director (Secondary Education) shall be the Convener of the Committee.
- (8) Every private school shall develop its own mechanism for redressal of grievances of teachers

a. Teachers and student attendance

Teacher and student Attendance Rates

	MHRD study (2006-07)	2007-08 (with source)	2008-09 (with source)	2009-10 (with source)	2010-11 (with source)	Target for 2011-12
Teacher attendance (primary)	Not available			195	210	210
Teacher attendance (U. primary)				198	220	220
Student attendance (pry.)				193	196	200
Student attendance (up.pry.)				195	197	220

- Reasons for low student /teacher attendance: No low student or teacher attendance
- Steps to be taken to address these issues in 2011-12: Not applicable.
- Mechanisms for monitoring attendance (including plan for undertaking study on student/teacher attendance in 2011-12: NRC/CRC regular visits to schools, and monitoring by SMC

Number of working days and working hours

Item	RTE requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
Number of working days	•200 for Pry. •220 for Up. Pry.	198	Currently, negotiations with teacher union for implementing are going on. It will be ensured in this year	
Number of instructional hours in year	•800 for Pry. •1000 for Up. Pry.			
Number of working hours per week	45 teaching hours per teacher per week, including preparation hours			
No. of days involved in non-educational activities	census, disaster relief, or election duty	45+18=63 days		
Involvement in private tuitions	No teacher shall be engaged in private teaching activity			

d. Vision-based Curriculum, syllabus and Teaching Learning Materials:-

- Status and processes for curriculum

Young children -

- Actively engage in making sense of their worlds.
- Exhibit a strong desire to apply themselves in intentional learning situations.
- learn in situations where there is no external pressure to learn , no feedback but only a sense of achievement
- To explore, succeed, understand and harness it for effective learning.
- learn practically anything by sheer will & effort
- use multiple strategies to learn

In learning, children need to understand what it means to learn, who they are as learners and how to go about planning, monitoring, revising & reflecting upon their learning & that of others.

Guiding Principles:

- A. Joyful & non threatening – build a feeling of I Can
- B. Content ---contextually relevant, age appropriate
By age appropriate it means:
Who is the child in that age group?
- C. How does the child learn?
- D. What facets of his/her learning are relevant to enhance --
- E. contextual relevance--- things seen heard, felt, touched, tasted by the child – in
- F. the “sensorial” of the child--directly relevant to the immediate world.
- G. Evocative
- H. Sensitive to gender, class, life in a pluralistic society, nature (environment)
- I. Encourage Exploration
- J. Experiential

Based on the above, the curriculum developers

- look at four outcomes—Content, Skill, Experiential & Value
- create space for Questions & Observations
- include generic skills--- language, thinking, reflecting & Evaluation

Based on the above syllabus, Text books are developed. Usage of TLM is inbuilt in the learning activities to internalize the concepts learnt and for longer retention

- **Status of syllabus/Textbook renewal in light of NCF 05 (Please provide copies to the Appraisal Team)**

In the new equitable common syllabus, text books, class room process and evaluation processes will undergo major transformation. Class rooms will no longer be a place for passive listeners but it will buzzle with

Enthusiastic learners where there will be enough room, space and scope for them to read, understand, reflect, share, interact and express. Textbooks, teaching learning and evaluation

process have been designed to promote thinking and problem solving skills of children. Assessment and evaluation will be a part of the learning process which takes place without the knowledge the child.

e. Textbooks: Renewal, quality, and timely delivery

Information about Textbooks

class	Textbooks developed by	year of publication	of year of renewal	No. of books	cost of total of textbooks	plans for renewal
class I	DTERT	2010	2010	4	Rs.200 per set	
class II		2011	2011	4		
class III		2011	2011	5		
class IV		2011	2011	5		
class V		2011	2011	5		
class VI		2010	2010	5	Rs.220 per set	
class VII		2011	2011	5		
class VIII		2011	2011	5		

Source: AWP & B 2011-12

Andhra Pradesh

Information about Textbooks

class	Textbooks developed by	year of publication	of year of renewal	No. of books	cost of total of textbooks	plans for renewal
class I	DTERT	2010	2010	4		
class II				4		
class III				5		
class IV				5		
class V				5		
class VI		2010		5		
class VII				5		
class VIII				5		

Source: AWP & B 2011-12

- Languages in which textbooks are published:
Tamil, Telugu, Malayalam & English
- What is the process by which textbook development is undertaken?

The UT procures Text Books from:

1. DTERT Chennai for Pondicherry & Karaikal
2. Mahe from Kerala state Board
3. Yanam from SCERT Andhra Pradesh, therefore the UT does not undertake any Textbook development

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

Usage of TLMs and Textbook has been incorporated as an activity in the appropriate lesson unit, ensuring that the usage of the above as a part & parcel of the classroom process without being a burden to the learners,

g. Target, Achievements & proposal (Innovation)

	Target for 2010-11		Achievement during 2010-11		Proposal for 2011-12	
	Physical	Financial	Physical	financial	Physical	financial
PS (Total)	250		250		250	
Girls	18234	20	18234	70%	18129	20.00
SC/ST	6859	15	6859	100%	6838	15.00
Minorities	11300	25	11300	100%	3816	10.00
UPS (Total)	182	8.30	182		182	
Girls	36468	40	36468	60%	36258	40.00
SC/ST	13718	30	13718	100%	13676	30.00
Minorities	22601	16.70	22601	100%	7632	25.00
Total	109180	130			86349	140.00

Source: AWP & B 2011-12

h. Grants: timely delivery and effective utilization

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

Distribution of Grants	Progress in 2010-11			Proposal for 2011-12	
	Physical Target	Achievement	Percentage of achievement	Physical	Financial
a. Teacher grant @ Rs.500/- per teacher	4114	4114	100	4674	23..37
Primary level	2343	2343	100	2435	12.175
Upper primary level	1771	1771	100	2239	11.195
b. School grant @ Rs.5000/- per school	588	588	100	580	33.18
Primary level	376	376	100	371	18.55
Upper primary level	212	212	100	209	14.63
c. TLE grant					
New Primary schools @ 10,000 /- per school	Nil	Nil	-	Nil	Nil
New Primary schools @ 50,000 /- per school	Nil	Nil	-	Nil	Nil

I. Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2010-11	1 st week of June to private aided schools. 4 th week of January to Govt. schools	1 st week of June	Nil
Issues related to timely distribution	Nil	Nil	Nil
Mechanisms to ensure timely distribution	Review meeting at SPO Level	Review meeting at SPO Level	Nil
whether guidelines have been issued regarding utilization	Yes	Yes	Nil
What was the grant utilized for in 2010-11	Preparation of TLM	Procurement of public address system, Expenditure towards cleanliness of the school premises (Dustbins etc), Audio visual equipments, writing pads.	Nil
Feedback on effective use of grants in 2010-11; issues identified	Grants utilized as per norms and Utilization certificate submitted.	Grants utilized as per norms and Utilization certificate submitted	Nil
what the grant was utilized for in 2011-12	Preparation of TLM using no cost low cost materials	Procurement of public address system, Expenditure towards cleanliness of the school premises (Dustbins etc), Audio visual equipments, writing pads.	Nil
Mechanisms to ensure timely use of grants	Monitoring by Block level and District Officials	Monitoring by Block level and District Officials	Nil

J. Availability & use of materials other than textbooks

	No. of schools		%of total schools		Details about nature of materials	Extent to which materials are actively used	Source/Monitoring Meechanism
	Pry.	U.Pry.	Pry.	U.Pry.			
Schools using TLMS other than textbooks	253	212	100		SLM kits, Math's kit in upper primary Science kits, Educational CDs by Azim Premji Foundation, Hello English CDs	Optimum use for visualizing and understanding the concepts and for retention	CRC school visit
Availability of library in each school	245	181			New Papers, Graded supplementary readers	During library hours	CRC school visit
Availability of play material games and sports equipment	159	43			Skipping rope, Chess Board, Carom board	Used during PT period and lunch break	CRC school visit

k. Innovative use of Education Technologies for learning

Activities/inputs enhancing learning	
Infra structure	Desk top PCs with UPS provided to 282 schools
	1 system with UPS and 1LCD 32' TV provided to each school for 5 upper primary schools.
	1 per printer per school provided to 64 Govt. Middle schools.
Capacity building	10- day computer training given to MKRP and mentor teachers
TLM	e- Content developed/ digital CDs developed for classes 7 &8 in association with Azim Premji Foundation.

- Technically enable learning system (TELS) can be effectively used with children with different abilities and different learning needs.
- TELS serve as an effective pedagogical tool in teaching of different subjects.
- Use of technology provides a meaningful shift form lecture method to active learning in the classroom.

Issues under CAL:

- 10 day computer training (during vacation for integrating technology in the classroom is not utilized by the teachers.
- Educational CDs supplied to schools are not used as the teachers feel it difficult to provide time slot in using them.
- Only few teachers have the knowledge to access internet for the purpose of acquiring enrichment for subjects

- Teachers' not integrating technology/AV aids in teaching concepts related to different subjects or in preparing lesson plans.
 - Science lab not well equipped
 - No Math's lab for effective use TELS
- Type of activities promoted through CAL and other educational technologies and their effectiveness in terms of children's learning enhancement: ICT enabled teaching for deeper understanding of concepts and abstract ideas through

HEY MATH project (Math)

Objectives:

- To achieve uniformly high quality of instruction in Math's across the schools participating in the pilot
- To positively impact student motivation and attitude towards Mathematics
- To raise teacher productivity

Distributed learning System (Science)

A Pilot implementation on Technology aids learning in govt. schools

Objectives:

To assess the impact of technology aided learning on learning levels of students from Classes VI –VIII in Math and Science

CALP integrating technology with ABL methodology

Integrate technology aided learning with ABL - teachers who are well equipped in using the technology and sufficient number computers easily accessed by both the children and the teacher.

L. Learning Assessment systems

(please specify as to what steps have been taken to implement CCE in the state)

stage	No. of tests in a year	Whether Marking or grading system	No-detention up to which class	Board exam at which class	Is there any report card	Frequency sharing with parent
Primary	6	Marking system	Class VIII	Class x	Yes	Every Quarterly and at times when situation warrants
U.pry	6					

Source: AWP & B 2011-12

- Steps taken/proposed to be taken for moving towards comprehensive and continuous evaluation (CCE) of each child's ability to understand and apply knowledge.
 - Two workshops on CCE have been conducted at the state level for Inspecting officials,

BRPs, CRPs .Head teachers and senior teachers. The thrust area was

- Setting question for assessing the HOT skills and at the same serve as a summative assessment.
- Designing rank cards for CCE and a draft copy of the rank card suggested by the participants has been evolved. It is to be further discussed and modified through further consultation and finalized.
- More orientation programmes & workshops on using various kinds of tools for summative and formative evaluation are necessary for a positive shift towards CCE.

- Methods and tools teachers use for continuous and comprehensive assessment in the classroom.

Scholastic				
Domain	Areas	Techniques	Tools	
Curricular Areas	Knowledge	-Written - Oral - Practical	Question paper - Diagnostic tests - Standardized achievement tests - Assignments - Quizzes	
	Understanding			
	Application of knowledge			
	Skills			
Non-Scholastic				
PHYSICAL HEALTH	A cumulative Health record is already developed and maintained from class I class XII			
Habits	Health habits	Observation	-Anecdotal records - Rating Scales - Check-list	
	Study Habits			
	Work habits			
Interests	Literary	Observation	-Anecdotal records - Rating Scales - Check-list	
	Artistic			
	Musical			
	Scientific			
	Social			
Attitudes-Towards	studies	Observation	-Anecdotal records - Rating Scales - Check-list	
	teachers			
	Classmates			
	School property			
Character building Qualities /values	Cleanliness	Observation	-Anecdotal records - Rating Scales - Check-list	
	Truthfulness			
	Industriousness			
	Equality			
	Co-operation			
Participation in	Games. Sports. Gymnastics	Observation	-Anecdotal	

Scholastic				
Co-curricular Activities	<i>etc</i>		records - Rating Scales - Check-list	
	Literary and Scientific activities			
	Cultural, Social and Community Service Activities			

- **Status of developing state specific learning indicators as per the ones developed by NCERT for classes III V and VIII:** The UT follows the learning indicators developed by NCERT (source books) for language, Math's and EVS for the purpose of designing CCE rank card for evaluating the achievement of students under ABL methodology.
- **Steps taken/planned for revising the existing pattern of unit test/examinations to allow for more formative types of assessment, and to eliminate board examinations at elementary level (as per RTE):**
 - A 4 –day workshop for framing questions enabling summative assessment of all the scholastic area has been organized to set question for unit tests/ Terminal examinations. Further the teachers were involved in item wise analysis of the question framed for each subject. The developed a set of question for each subject for a few topics.
 - Initiated implementation of CCE even at Upper primary level.
 - At primary level CCE is in build in ABL methodology.
 - Workshops for designing new rank card incorporating CCE and ABL methodology have been conducted. Yet to arrive at final document of CCE Rank card.
 - Sensitization of Primary and Upper primary school teachers initiated and further training to be provided on using different methods and tools for formative and summative assessment without causing any anxiety to students, record keeping as a long term training until and unless the teachers internalize the CCE system.

Observation: The state is still continuing with the conventional methods of assessment not adopted/adapted the approach envisaged in the source book of NCERT. On the one hand, they have developed some tool for continuous and comprehensive evaluation but they are still using summative assessment ways such as marking students instead of grading them

M. Teacher Effectiveness Framework

i. Teaching Performance tracking

- Details about existing mechanisms for measuring teacher feedback(from ADEPTS) about current performance levels of teachers in 2010-11

A two day workshop on ADEPTS was organized by SSA, Puducherry for the stake holders at all levels from the Inspecting officials, DIET Principal, Head Teachers, BRC/CRC coordinators and Teachers. The workshop paved way for evolving performance indicators by the stakes holders. The performance indicators so evolved was consolidated in to definite set of indicators for Teacher performance for next three years, which the teachers themselves

will choose and measure their performance against the set target. This paves way for enhanced teacher productivity and professional development of the teachers.

- **Desired teacher performance benchmarks to be achieved in 2011-12**

Performance standards for teachers

Cognitive Dimension

1. Understands children and creates classroom for all
2. Understands curriculum, content and prepares accordingly
3. Generates effective learning experiences and uses materials effectively
4. Ensures learning for all.
5. Communicates effectively and collaborates with children
6. Plans for enabling learning
7. Undertakes assessment and evaluation and uses outcomes to improve learning

Physical Dimension

1. Values children, their cultural context and relates with them in non-discriminatory manner
2. Promotes co-curricular activities, development of values and enable overall development of children.

Organizational Dimension

1. Develops himself professionally
2. Works with colleagues as a team, optimizes resources and community.

- **Measures implemented/planned for enhancing teacher accountability.**

As a follow up of the workshop 2 day sensitization training was conducted at BRC level. Collaboration of the teachers is to be sought through well planned interactive sessions and workshops where the teacher themselves are made to own their responsibilities for achieving performance standards of their choice.

Plan for 2011-12

Intensive interaction at CRC meeting and orientation and internalization of ADEPTS at BRC level training.

Observation: The UT has taken a step forward with developing the ADEPTS indicators but it has still not managed to implement performance tracking through ADEPTS indicators, as committed in PAB last year.

ii. In-service Teacher Training:

Progress Over View: Teacher Training 2010-2011

Sl. No.	District	Funds sanctioned		Funds utilized & proposal		Balance	
		In-service	BRC/ CRC	In-service	BRC/ CRC	In-service	BRC/ CRC
1	Pondicherry	42.92	0.45	36.34	0.45	6.58	0
2	Karaikal	13.17	0.17	3.31	0.17	9.86	0
3	Mahe	2.70	0.06	2.10	0.06	0.20	0
4	Yanam	2.93	0.19	1.91	0.19	1.01	0
	Total	61.71	0.87	43.66	0.87	17.65	0

ii. In-Service Teacher Training

District: Puducherry

S.No	Focus Area	Target Group (Type of Teacher)	Duration/ In which month conducted	Duration	Physical Target	Achievement	% Achievement
1	Assessing Learning	PST	3-8-10 to 6-8-10	4	50	20000.00	
2	ABL Refresher Training	PST	26-8-10 to 28-8-10	3	79	23700.00	
3	ABL - CAL Integration	PST	26-8-10 to 01-9-10	5	15	-	
4	ABL Refresher Training	PST	30-8-10 to 01-9-10	3	69	20700.00	
5	ABL Refresher Training	PST	2-9-10 to 4-9-10	3	77	23100.00	
6	ABL Refresher Training	PST	7-9-10 to 9-9-10	3	47	14100.00	
7	ABL Refresher Training	PST	13-9-10 to 15-9-10	3	43	12900.00	
8	ABL - CAL Integration	PST	2-9-10 to 8-9-10	5	14	-	
9	ABL - CAL Integration	PST	13-9-10 to 17-9-10	5	20	-	
10	Workshop on teaching(E)	PST	23-11-10 & 26-11-10	4	50	20000.00	

S.No	Focus Area	Target Group (Type of Teacher)	Duration/ In which month conducted	Duration	Physical Target	Achievement	% Achievement
11	ABL Training	PST	26-10-10 to 28-10-11	4	62	24800.00	
12	ABL Training	HM & PST	12-10-10 to 14-10-10	3	58	17400.00	
13	ABL Training	HM & PST	19-10-10 to 22-10-10	4	80	32000.00	
14	Inclusive Education	PPST	22-1-11 & 23-1-11	2	129	25800.00	
15	Equity Education	TGT	1-7-10	1	28	2800.00	
16	Equity Education	TGT	1-7-10	1	40	4000.00	
17	Equity Education	TGT	2-7-10	1	45	4500.00	
18	Equity Education	TGT	3-7-10	1	27	2700.00	
19	Equity Education	TGT	3-7-10	1	35	3500.00	

S.No	Focus Area	Target Group (Type of Teacher)	Duration/ In which month conducted	Duration	Physical Target	Achievement	% Achievement
20	Equity Education	TGT	5-7-10	1	21	2100.00	
21	ABL Training	TTGT	19-7-10 to 23-7-10	5	35	17500.00	
22	Equity Education	TGT	26-7-10	1	60	6000.00	
23	Equity Education	TGT	27-7-10	1	64	6400.00	
24	Equity Education	TGT	28-7-10	1	64	6400.00	
25	Reader Analysis Science	TGT	29-7-10	1	60	6000.00	
26	Reader Analysis Social Science	TGT	30-7-10	1	60	6000.00	

S.No	Focus Area	Target Group (Type of Teacher)	Duration/ In which month conducted	Duration	Physical Target	Achievement	% Achievement
27	IED Training	HM & TGT	23-10-10 & 24-10-10	2	87	17400.00	
28	Development of skills(Map)	TGT	11-11-10 & 12-11-10	2	57	11400.00	
29	Development of skills(Map)	TGT	18-11-10 & 19-11-10	2	43	8600.00	
30	Programme on climate change	TGT	2-9-10 & 3-9-10	2	51	10200.00	
31	Programme on climate change	TGT	6-9-10 & 7-9-10	2	40	8000.00	
32	Science & Scientific Attitude	TGT	22-11-10 to 24-11-10	3	94	28200.00	
33	Need based Training	TGT	25-11-10	1	40	4000.00	
34	Workshop on teaching(M)	TGT	29-11-10 to 2-12-10	4	35	14000.00	
35	Refresher Teacher training	TGT	12-12-2010	1	25	2500.00	
36	Workshop on teaching(S)	TGT	6-12-10 to 9-12-10	4	31	16400.00	
37	Educomp programme	TGT	12-12-10	1	25	2500.00	

S.No	Focus Area	Target Group (Type of Teacher)	Duration/ In which month conducted	Duration	Physical Target	Achievement	% Achievement
38	Educomp programme	TGT	28-12-10 & 29-12-10	2	28	5600.00	
39	Educomp programme	TGT	30-12-10	1	15	1500.00	
40	Hey Math's	TGT	30-1-11	1	13	-	

S.No	Focus Area	Target Group (Type of Teacher)	Duration/ In which month conducted	Duration	Physical Target	Achievement	% Achievement
41	Right Education to	Head of Institution	25-08-10	1	450	-	
42	ABL Training	HM	26-10-10 to 28-10-10	3	18	5400.00	
43	Administration and management	HM	21-12-10 to 23-12-10	3	44	13200.00	
44	Administration and management	HM	28-12-10 to 30-12-10	3	36	10800.00	
45	School sanitation (Primary)	HM	4-2-11	1	50	5000.00	
46	ALM	BRC SSA	29-11-10 & 30-11-10	2	4	800.00	
47	Need based Training	Inspecting Officer	25-11-10	1	18	1800.00	
48	Work shop on ADEPTS	Educational Administrators & mentor teachers	29-30 th Dec.	2	50		
49	Sensitization of Adepts	TGT	5-6th Jan	2	40		
50	“	PST	9-10 th Jan	2	40		
51	CCE workshop	HMs mentor teachers & academic support staff	23-24 th Jan.11	2	40		
52	Sensitization Training	Teachers at CRC in 15 clusters	Jan.29	1	35 x 15		
53	EEQ training	Head teachers, Mentor teachers,	Nov	2	50		
		TGTs	Nov	2	40		
		PSTs	Nov	2	50		
Total				109	2536	Rs.467522	

- Mechanism used to ensure that training has impact on classroom practice, and the feedback received in 2010-11: CRC's visit to schools and their observation of the classroom, ensuring the impact of training being adapted in classroom transactions.
- Issues related to teacher training in 2010-11 and strategies for addressing these issues

Problem and Issues:

- Amount allotted for teacher training Rs.100 per day per teacher is not sufficient to organize.
- UT of Puducherry is a unique state from other state, the district of Mahe in Kerala following the Kerala Board Syllabus and Yanam in Andra Pradesh following the Andra Board Syllabus. It is essential to strengthen the BRC at both district.
- Teachers are not interested to attend the training programme during vacation / week end period.
- Most of the teachers not interested to learn the new methodology and not taking any initiation to update.
- Lack of sufficient staff at SIT unit for operating and maintenance.
- Lack of monitory and measurement technique to follow the implementation of teaching process after the completion of teacher training. Head teacher of the school will be equipped properly with guidelines.

Strategy

- In four district technician and ICT coordinators and technician will be engaged for SIT unit.
- Head teacher of the school will be equipped properly with guidelines to look after the teacher performance and application of teaching process.
- Under the RTE the district training center and BRC are equipped with sufficient number of resource
- Standing order will be issued for teacher training regarding after completion 10 days training they will get the increment every year.

ACTION PLAN FOR TEACHER TRAINING PROGRAMME 2011-2012

BRC Training - 10 Days

I. Training Proposal for PPST:

Sl. No.	Particulars	No.of days
1	Orientation training programe for ECCE curriculum	5
2	Training on communication skills	2

3	Refresh Training on ECCE Curriculum	3
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**II. Training proposal for PST: (Primary Class Teacher)
For (ABL Schools - Tamil Medium)**

Sl. No.	Particulars	No.of days
1	Refresher Training for ABL method	3
2	Training on SALM method	5
3	Training on communication skills	2

For Smart Schools(CBSE Syllabus) - English Medium (Primary Class Teacher)

Sl. No.	Particulars	No.of days
1	Training for ABL method - CBSE Syllabus	5
2	Training for communication skills - RIE	3
3	Refresher Training for ABL method	2

III. Training proposal for TGT:

Sl. No.	Particulars	No.of days
1	Training on Equity Education for Tamil, English, Maths, Science and Social Science	2
2	Training on ADEPTS- Teacher Professional Development	2
3	Training on CC	1
4	Training on ALM - Science and Social Science	5
5	CAL oriented approach in Maths	5
6	Training on Communication Skill (ENGLISH)	5
7	Tamil Training	5

CRC Training 10 Days

Sl. No.	Particulars	No.of days
1	Training on Health care and Nutrition	1
2	Training on games & Sports	2
3	Training on Autism and Learning Disability	1
4	Training on Right to Education / UNCRPD	2
5	Training for Head Teachers on SSA Intervention & Implementation	2
6	Training on Library Management	1
7	Training on Child Specific Intervention to remove the existing Barriers- for HM & Teachers	1

Special Training

Sl. No.	Particulars	No. of days
1	Inclusive Education	2
2	Training on Computer literacy for upper primary classes	10
3	Training on e-content development	5
4	Training for out of School Children - HM & Teacher	5
5	Training on School Management Committee	5
6	Workshop for preparation of VI, VII and VIII std Maths Work Book	10
7	Workshop for preparation of VI, VII and VIII std Science Work Book	10
8	Training for module preparation on Health care, communication skills, Games, School development plan	10
9	Training on School Development Plan for Head Teachers	5
10	Revamping of assessment on lenis of source books - Means and tools of assessment	1
11	Personality development Personal competency make a difference to the quality and effectiveness of teaching	1
12	Communication skills, Ability to relate individual students	1
13	Self managing skills, Class room management skills	1
14	Problem solving skills, Repertoire teaching methods	1
15	Team work skills, Research skills	1

Long -tem plan for Teacher Training in 2010-2013

Changes desired in teachers (ADEPTS benchmarks)	Topics of training to be offered	Training processes/methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classroom
Bench marks for Head Teachers & Trainers Academic support staff to be fixed	Performance indicators and levels to owned by the Head Teachers, Academic support staff	Brain storming & Interactive mode		Continuous and regular schedule visit to schools by IOs, CRCPs, SMCS
Revamping assessment on lines of source books	Means and tools of assessment	Interactive mode & group work		
Technology enabled learning in math's & Science	Usage of ICT in teaching Math's & Science	Well equipped science & math's		
Refresher courses until the methodology is internalized	ABL,, Designing activities based on ERAC, SALM, ALM, CCE. ADEPTS	Interactive mode & Demo classes		
Effective use of library as a resource	Library management	Interactive & exhibits of books		
Mainstreaming OoSC	Special training	Interactive & film show of		

Changes desired in teachers (ADEPTS benchmarks)	Topics of training to be offered	Training processes/methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classroom
		successful stories.		
Optimum use of lab	Training for doing simple experiments, making working models	Demo & group work		
School Environment improvement	Developing eco – friendly school environment	Exposure visit & group work		
School sanitation	Maintenance of school sanitation	Exposure visit & group work		
Health care	Health & hygienic conditions, nutritious food.	Interactive & group works / Film show		
Inclusive sports	Involving the differently abled in sports and as therapy for their personality development	Actual field activity with CWSN& PET		
Vocational /Work education	Strengthening & enriching activities that kindles the interest and worship craftsmanship	Interactive and exhibition		
Art Education	Visual arts	Film show		
Counseling & Personality development	Social, emotional and behavioral aspects.	Film show / Interactive		
Sensitization of RTE/ NCF-2005	NCF/ RTE rules.	Interactive		
Computer Training	Equipping teachers to integrate technology with learning activities	Project based		

- What will be the processes/ methods to be followed during the training programs?

Participatory Training programmes where the teachers are allowed to give their opinion, views, the obstacles/ hardships faced during the class room transactions.

Taking cue /inferences from the thoughts spilled out the training is begun ensuring their participation in all aspects; motivating through activities which engage them and make them feel proud of the profession they have chosen. Introducing the content or methodology they are to be exposed/ sensitized/ oriented and getting what we have planned to give, to be spelt as their view sand make them feel that they own the suggestion / plan / methodology that are to be implemented in the classrooms. They training manual should make space for the teacher's strategy to be worked for his own classroom and students. Gradually the methodology, activities to be carried will be internalized by the teachers, ensuring effective implementation.

- What mechanism will be used to ensure impact on classroom practices improving the learning achievement of children?

Immediate CRCc's visit after the training, classroom Observation, Supervision / monitoring by Sensitized Head teachers, SMC members will ensure and enhance both teacher's contribution and learning achievement of the children.

SMC's to be sensitized to monitor training programmes, its impact on class room, teacher attendance and vacancy position, infra structure facilities available in the school and make a report to the concerned officials of the education department or REPA.

●How will this impact be tracked, and shared with MHRD?

Through Impact study

iii. Induction Training

There was no proposal for induction training in 2010-11

Progress of Induction Teacher Training (during 2010-11)

Stage	Target for induction training in '10-11	Teachers recruited (up to end march 2010)	Teachers trained (up to end march 2010)	Percentage of Achievement	Duration of training (detailed break up)
Primary		Not Applicable			
Upper Primary					

●Details about induction training in 2010-11 (content, processes, follow up, and emerging issues. Not applicable.

●Proposal for induction training to be undertaken in 2011-12 (content, processes, follow up, and strategies to address emerging issues):

The UT would like to propose induction training for 51 teachers that will be recruited by February 28th. Orders have been issued for the same.

iv. Untrained teachers

Progress to Training of Untrained Teachers (during 2010-11)

Stage	No. of untrained teachers as of Mar 2010	Target for 60 days training in 2010-11	Teachers trained during 2010-11	Percentage of achievement
Primary		Not Applicable		
Upper Primary				

Source: AWP & B 2011-12

v. **Pre-service teacher education systems**

Sl. No.	Institution type	Number	Over all intake capacity	Course offered
1	DIET	1	150	D.T.Ed
2	SIE	NIL	NIL	NIL
3	DRC			
4	BTC			
5	Pre Primary Teacher Training Centre			
6	Other			

• Teacher attrition rate in the State % per district in

a year (% of teachers that leave the system every year, due to retirement, etc.): The average number of teachers retiring is 100 Primary school teachers plus intake needed for the additional enrolment is 50 making the total of 150. But output from all D.T.Ed institutions is 6150.

• Does the current capacity of Teacher Education Institutes in the State exceed the annual requirement of teachers (based on the annual attrition rate): Yes, manifold.

• Pre service saturation plan in the next 5 years [including nature & tie up with IGNOU or other bodies: No need as there is any shortage.

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

The DTERT Tamilnadu already initiated the revision of Curriculum for the Diploma in Teacher Education Course Incorporating the guidelines given in the National Curriculum

The curriculum developed by DTERT for the Diploma in Teacher Education aims at developing the following skills in the teacher trainees of Elementary Teacher Education.

- ❖ The ability to seek knowledge continuously
- ❖ Skill of applying acquired knowledge to various situations
- ❖ Skill to realize the inner potential and live in harmony with others.
- ❖ Mastery of learning in all the subjects
- ❖ Skill for doing constructive activities
- ❖ The proficiency of student-teachers in innovations and research
- ❖ The curriculum has the following objectives:
- ❖ To enhance the professionalism of student-teachers and develop their holistic personality
- ❖ To nurture values such as national integration, milk of human kindness and moral values
- ❖ To give importance to Adolescence Education, Health Education, Life Skills Education, Environmental Education, Road Safety and Peace Education.
- ❖ The new Source Book provides plenty of scope for self-learning for the

- ❖ Teacher Trainees and motivates them to devise activities that lead children towards self-learning. There is a paradigm shift from rote-learning to self
- ❖ Learning through the Activity Based Learning strategy.

Provides scope for

- ❖ self-learning
- ❖ explore library resources
- ❖ Reinforce their teaching strategies.
- ❖ ensure maximum learning and improve their skills of observation, classroom management, content knowledge, skill to use Teaching Learning Material (TLM) and Teaching Learning Equipment (TLE) appropriately,
- ❖ Leadership traits and knowledge of Child Psychology.
- ❖ Enable to become reflective teachers

- Information about SIEMAT: SIEMAT is not established in Puducherry

vi. Academic support & monitoring systems

a. Pedagogy Teams and Resource Groups:

Information about Resource groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	No. of meetings held this year	3 key activities undertaken by the Resource Groups in 2010-11
1	State Resource Group (SRG) Quality	1	12	3	<ul style="list-style-type: none"> ● Selection of Pilot projects Analysis of model Achievement Test Guidelines for Training Strengthening & up gradation of Resource rooms
2	District Resource Groups (DRGs)	1	7	3	<ul style="list-style-type: none"> ● Guidance for training SALM Peer sensitization Strengthening and Up gradation Resource rooms.
3	Block Resource Groups (BRGs)	6	10	3	<ul style="list-style-type: none"> Survey of OoSC Habitation wise enrolment ● Evolve module for special training.
4	Cluster Resource Groups (CRGs)	25	10	3	<ul style="list-style-type: none"> ● Sensitizing Equity education ADEPTS CCE.

Source: AWP & B 2011-12

- Criteria for selection of Resource Persons at different levels: As mentioned earlier Candidate with a UG/PG with B.ED/Med was selected based on the competitive written exam followed by an oral interview and a practical session teaching. The meritorious candidates were selected as BRTE's and CRP's on contract basis for period of three years with terms and conditions as mentioned above.

- Steps taken/planned for exposure, pedagogical visioning and capacity building of Resource persons: Exposure visit to NIEPMD for setting up sensory parks in the complex of Resource rooms, Exposure visit to ALDI Kerala studying the strategies and remedies for Learning Disability, Future Plan to visit Karnataka, Chamraj Nagar to develop CRC / BRC as centers of excellence for professional development of the Teachers.

B. BRC/CRCs - capacity building, selection criteria, nature of support & motoring, performance tracking

Information about Block Resource Centers

Total no. of block s	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. Held in 2010 -11	CRC/School visits in 2010-11	% Effectiveness of BRCs
6	6	6	40	33	10	10	100%

Source: AWP & B 2011-12

- Nature of Training offered to BRP/CRPs in 2010-11: Induction Training on areas such as Access, infrastructure, Significance of IE, Innovative education, Quality monitoring tools, ABL methodology, ALM methodology, SAL methodology, Computer training as a refresher for using computer for official purpose

- Details about activities of BRPs and CRPs in 2010-11 (nature and frequency of academic support to schools, contributions to learning enhancement, etc)

Nature of visit	Frequency	On- site support needed	Contribution made	LEP
Academic support	9-12	Usage of SLM kit Level fixing	Usage of SLM	Usage of workbooks for reinforcement activities
		English- teaching words , phrases –cycle card, Auto card and triangle card	English- teaching words , phrases – cycle card, Auto card and triangle card	
		Tamil - word& group of words – cards with logos - Elephant and Dog	Tamil - word& group of words – cards with logos - Elephant and Dog	
		Math's Evaluation cards	Math's Evaluation cards	
		QMTs		
Data collection		CLF -I & CLF-II(c) & CLF-III	Collecting data on attendance, and learners assessment	
Inspecting officials	5	CLF -II(a)II(b)	Classroom observation and	

Nature of visit	Frequency	On- site support needed	Contribution made	LEP
			usage TLM tools	
BLF	3	BLF I ,II, III	Student's attendance Teaching process, usage of TLM and Learners assessment	

● Vision of effective BRC/CRCs- plan for making them resource-rich centre, nature of envisioned roles and activities.

- CRP's visit schools under his/her cluster compulsorily once in a month
- Provide quality academic on-site support and guidance at the class room level, in effectively delivering the enabling situations for achieving the desired outcome
- Support the teacher in accomplishing the responsibility owned by the teacher as per ADEPTS
- Build a good rapport with the Head teachers ,teachers, SMC members
- Study the problems and issues related to quality through continuous interaction with teachers, community members and children
- Appraise the habitation level educational plan in consultation with Schools, SMCs and BRC staff.
- Promoting and ensuring a healthy, safe and secure school environment in each school in the cluster
- Ensure the enrolment and regular full time attendance of all children in the school
- Ensure that the special training programmes are properly designed and implemented in the cluster for out of school children and securing their admission to age appropriate classes
- Ensure the implementation of various quality initiatives and learning enhancement programmes in the schools in partnership with the community and teaching staff
- Maintain -
 - a schedule of the visit to each school per month,
 - data about the school infra structure, maintenance and sanitation condition of Drinking water facilities, Toilets and playground
 - Particulars of teachers working in the school, teaching hours, hours spent for the preparation of lesson plan and learning opportunities to be provided, their attendance, area where the teacher faces the problem, training needs.
 - Particulars of students of disadvantaged groups including the CWSN enrolled, gender wise social category wise, individual achievements of the students
 - Details of Special training provided in the school, teacher responsible, number students undergoing special training, attendance and achievement level
 - Details of optimum use of TLMs, Educational CDs, Internet facilities, Lab and library facilities, sports articles by the students if available
 - Participates in all the events and important meeting organized by the SMC
 - Analyze the data available at cluster level and send a monthly report to the BRC to which the cluster is attached.

- Organize monthly cluster meeting and ensure the participation of the teachers for their professional development and develop the cluster into a centre of professional development

As mentioned in the draft Puducherry RTE ACT, the vision of effective BRC/CRCs- plan for making them resource-rich centre, nature of envisioned roles and activities is as under

The major role of BRCs is to:

- (a) function as a repository of academic resources including ICT, science & math kits, teaching learning resource material in different curricular areas, including pre-school material, and material for children with special needs,
- (b) Maintain and constantly update databases of education experts from nearby Teacher Education institutions, NGOs, Colleges/ Universities who could participate in Resource Groups for different subject areas and themes,
- (c) Ensure regular school visits and on site academic support to address pedagogic issues and other issues related to school development
- (d) Organize in-service teacher training based on teacher needs as observed during school visits,
- (e) participate in monthly teacher meetings organized at the cluster resource centers to discuss academic issues and to design strategies for better school performance
- (f) Set up performance indicators to track and enhance school performance in a consultative manner,
- (g) Consult with school management committee, community members and local authority for formulating school development plans,
- (h) Design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner
- (i) Monitor the progress of quality indicators in collaboration with DIETs. The major role of CRCs is to:

- i. function as academic resource centers with adequate resource/ reference materials for concerned teachers,
- ii. Undertake regular school visits and provide onsite academic support to teachers,
- iii. Organize monthly meetings to discuss academic issues and design strategies for better school performance.
- iv. Promote a healthy, safe and secure school environment in each school in their cluster (f) discuss problems and issues related to quality through continuous interaction with teachers, community members and children
- (f) Visit and hold meetings / discussions with members of the SMCs and other local bodies for school improvement
- (g) Support SMC in development of a school plan
- (h) Design a comprehensive quality improvement plan for the cluster
- (i) Monitor the progress of quality using various tools like Quality Monitoring Tools, DISE etc
- (j) Ensure that the special training programmes are properly designed and implemented in the cluster for out of school children and securing their admission to age appropriate classes.

The RTE Act mandates provision of training facilities as well as good quality education. The BRCs and CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures SSA will strengthen faculty and infrastructure support to BRC / CRC.

To improve the effectiveness of the block/cluster coordinators there will be a focus on improved selection criteria, which takes into consideration experience, qualifications and aptitude for training and research. There will also be focus on constant skill enhancement through appropriate training programmes that will help Resource Persons grow into teacher mentors-cum-educators. Functional linkages of BRCs and CRCs with DIETs and district level resource groups will be strengthened.

4. Performance Indicators for BRC/CRC trainers, tracking mechanisms and feedback received: To be earmarked in academic year 2011-12

- **Criteria for selection of Resource Persons:** As mentioned earlier the same recruitment process as that of a trained graduate Teacher is followed

- Measures to reduce academic load on BRPs and ensure focus on academic activities: Provision well equipped, well furnished resource centers both at the cluster and block level with a computer and a data entry operator to do the official work and provide space for them to school visit for monitoring and academic support. Bifurcate the existing BRC into two Urban Resource centers and recruiting more number of CRPs.

- Plan for capacity- building of BRP/CRPs (including planned exposure visits, training content areas and processes, timeline, etc)

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topic of Training to be offered	Training Processes/ Methodology	Timeframe (Which month)	Follow-up mechanism to ensure impact
BRCC BRPS CRCC CRPs	Enriched ABL, ALM, SALM, ICT enabled Math's projects and science projects at upper primary level Internalize ADEPTS, and fix benchmarks for academic support staff and Heat teachers. CCE Library management Special training Strengthen and equip them to be KRP s for community mobilization	Attending Workshops both at national level and state level, Centre of academic excellence like RIE Mysore, NIEPMD, Trainings organized by DTERT Chennai through DIETS	April to December 2011.	Fixing Performance indicators for Academic support staff and head teachers. Review meet at SPO with report under the chairmanship Deputy Commissioner Education

Activity Calendar of BRC in 2011-12

Activity	Month	Venue
Capacity Building	April-May	
Computer training		
Enrichment training on ABL/ALM/SALM		
Special Training		
Personality Development		
Art of communication		
Analyzing & Reporting		
Continuous and comprehensive evaluation		
Source: AWP & B 2011-12		

Details of BRC/CRC under the revised RTE norms

Districts	Blocks	BRTE	CRP	RT	MIS coordinator	DEO	Accountant
Pondicherry	URC -I	10	10	2.00	1	1	4
	BRC-II	6	6	2.00	1	1	2
	BRC-III	6	6	2.00	1	1	2
karaikal	BRC-IV	6	8	2.00	1	1	3
Mahe	BRC-V	6	2	2.00	1	1	1
Yanam	BRC-VI	6	2	2.00	1	1	1
Total		40	34	12.00	6	6	13

Proposal for BRC/CRCs: The UT has proposed salaries for 52 BRCs at Rs. 124.80 lakh and 34 CRCs at Rs 81.60 lakh.

Recommendation: The appraisal team would like to recommend the proposal made by the UT of salaries for 52 BRCs at Rs. 124.80 lakh and 34 CRCs at Rs 81.60 lakh, in the light of revision of norms under RTE.

Overall physical progress and targets for BRC/CRC grants(revised)

Items	Target for 2010-11		Achievement		% of achievement		Target for 2011-12	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	40	9.00	40	100%	100	100	40	6.00
CRCs	25	5.35	25	100%	100	100	34	10.08

Source: AWP & B 2011-12

Proposal for Grants: The UT has proposed for teacher grants for 4079 teachers lakh. The UT has proposed for school grants for 580 schools at Rs. 33.18 lakh.

Recommendation: The appraisal team would like to recommend the proposal made by the state of teacher grants for 4079 teachers and school grants for 580 schools at Rs. 33.18 lakh.

b. Information about DIETs

- Existing strength of DIETs and vacant position: A faculty 10 Lecturers and a Principal
- Nature of academic support extended by SERT/DIETs in 2010-11: Nil
- Emerging Issues, & Strategies for strengthening SCERT/DIETs in 2011-12:
DIET is not willing to get itself involved with SSA as its hands are full with the duties related with the monitoring of other private D.T.Ed colleges.
- Performance benchmarks for SCERT/DIET personnel: Yet to be fixed.

d. Quality monitoring mechanisms - analysis and use of data

- Nature of mechanisms for quality monitoring in the State at different levels: QMT formats of NCERT and other formats as given in this document under monitoring
- Mechanisms for analysis of QMT data and for feeding back to improve the system at different levels: The UT needs support from the NCERT to orient the MKRPs for analysis of QMT data.

Observation: The state has only one DIET which could not extend academic and resource support to all the four districts comprising of different languages. On the other hand it does not face the dearth of trained teachers as it claims to have 48 private teacher education institutes. The state must find address this issue of how to enhance the effectiveness of resource support being provided to teachers.

11. Community & Civil Society partnerships

i. Steps towards establishing School Management Committee in each school, and their role.

VEC/SLC is functioning in all schools of UT. After the implementation of RTE, 2009, VEC/SLC is revamped and named as SMC.As specified in RTE 2009, each school has a minimum of 12-15 members with the parent being the chairperson and vice chairperson. The role of SMC is:

- Sensitize the community in the neighborhood of the school regarding the rights of child enunciate in RTE 2009.
- Duties of the UT /LA/School/teacher/parent or guardian.
- Minimum no. Of members prescribed
- They should select chairman and vice chairman from among the parents.
- Whether the children in the neighborhood have access to school within a walking distance of 1 km if not identify a place for establishment of schools/ensure the local self

government to provide transport, residential facility and other facilities for providing elementary education.

- Ensure Director of School Education should to publicize or notify the availability of neighborhood schools
 - Ensure that CWSN/other disadvantaged groups enroll and complete elementary education.
 - Monitor students/teachers attendance, workload if teachers and see that teachers are not overburdened with non academic duties.
 - The timely availability of student's entitlements.
 - Monitor if there is any deviations against RTE rules ensure there is no corporal punishment ,mental/physical harassment
 - Meet once in a month and prepare minutes of meeting and report it to Director of School Education (DSE)
- ii. Processes undertaken/ for developing a School Development Plan for each school
- Sensitize the SMC on preparing SDP for 3 years.
- iii. Details of the training programmes (residential and non-residential) organized in 2010-11 and the focus areas of the training programmes

FOCUS AREA of the training program

	Residential	Non-Residential
FOCUS AREA	Special Training	
	Guidelines on management of school committee-their roles and responsibilities.	Registers to be maintained-Maintenance of records of children-VER
	Constitution of SMC, Guidelines for preparation of SDP	Guide lines for proper use of grants(financial norms/financial transactions)
	Educational film shows-Tare Zameen par,Black,3 idiots	REPA constitution-sensitization

Steps followed/proposed for the capacity building of the SMC to contribute to the greater involvement of the community in ensuring equity and quality improvement.

- Sensitizing the SMC members their vital role as stake holders of education , creating space for their suggestion to be implemented in the respective school,
- Exposure visit to the neighboring states by the VEC members to experience the best practices of other districts and share their valuable suggestions.
- 3 days residential training at BRC level for VEC and PRI members
- 3 days Non residential training at CRC level

The training will focus on spread of message on

- RTE mandate for age appropriate admission of the OoSC, special training for each child, to enable her to cope in school.
- Community involvement, a central and overarching factor in planning, implementation and monitoring interventions
- RTE Act clearly outlines the functions to be performed by SMC, like preparation of school development plans would require significant investments in capacity building.
- Monitoring of students/teachers attendance ,macro and micro planning ,social mapping issues, monitoring formats with performance indicators
- , school health and hygienic environment, DISE data analysis, social audit (accounts and financial management), preparation of AWP Budget at grass root level, problems related to society.
- To create positive environment for schooling of girls belonging to every section of the community.
- Involve in school activities to reduce social distance between the school and the community.

Details of the involvement of civil society organization in community awareness and SMC capacity building programmes

Status of NGO Involvement

S.No	Names of Ngos	No. of NGOs involved during 2010-11	No. of NGOs likely to be involved during 2011-12
1.	Azim Premji Foundation	3	Sankyaa (P) Ltd
2.			EFQI/Educomp for effective usage of ICT in elementary schools.
3.			Samugham

vii. Steps taken/proposed to be taken for bringing about greater transparency in the implementation of the school level activities

- On receipt of children's entitlements the date and the mode of distribution should be displayed
- Date of receipt of grants and its utilization to be displayed, to be discussed in the monthly meetings and reported to the DSE
- Display of students attendance and teachers attendance.

viii Mechanisms developed for close convergence with the Panchayat Raj institutions

- The Ward Councilor is appointed as the president of the school education committee
- Panchayat leader is the chairman of the VEC in the rural areas.

- The Panchayat Presidents, Ward Councilors, Municipal chairman support the VEC/PTA/SDMC in a good deal for the better supervision and monitoring and they give valuable suggestions for the successful completion of SSA activities.
- The PRI members actively involve themselves in the School Development Plan.
- The PRI members are now empowered to supervise and monitor the preprimary sections.

ix. Mechanism for the prompt response to the feed-back received from SMCs: A separate cell comprising of SPD, FC, JAO, BRC Coordinator concerned, UDC to reciprocate on the feedback /report from SMC.

x. Details of the powers delegated to the SMCs in regard to the monitoring of the functioning of school and teachers- Delegation of powers as specified in RTE

- Devolution of financial power to the extent of Rs.40,000/-
- Teacher absenteeism
- Quality monitoring through Quality monitoring formats focusing of classroom observation and time on task.

xi. Details of exceptional cases of communities contributions in improving the learning environment in the schools.

Name of the school: GPS Thirubuvanai pet

Members involved in solving the problem: VEC members, PRI institution.

Issue: Garbage heaped in the compound wall of the school. The village people involved in cattle rearing did not mind the heaps of cow dung; they piled the cow dung and straw in heaps near the entrance of the school compound wall. It was heaped equally to the height of the compound wall. The teachers and the students were having the nausea because of this foul smell in the school and the locality. In spite of the several steps taken by the school in charge and the teachers, there wasn't a solution to the issue. Seeing the plight of the students and the teachers, the SMC took apt measures by taking the issue to the MLA who found a immediate solution to the problem by hiring a vehicle to clear the garbage and convincing the public by giving them an alternative place to heap their manure .And now the students and teachers are having a pleasant and pleasing atmosphere .The maintenance and repairs grants was used to whitewash the compound walls.

Proposal for Quality Related Interventions 2011-12

S.No.	Interventions	Proposed		Recommended		Remarks
		Phy.	Fin.	Phy.	Fin.	
	Teacher recruitment					
	New Teachers Salary (P.S)	0	0	0	0	
	New Teachers Salary (UPS)	0	0	0	0	
	Addl. Teachers against PTR	0	0	0	0	

S.No.	Interventions	Proposed		Recommended		Remarks
		Phy.	Fin.	Phy.	Fin.	
	Part time Art teachers@ Rs.5000 for 12 months	47	28.20	47	28.20	
	Part time health & Physical edn	37	22.20	37	22.20	
	Part time work education	37	22.20	37	22.20	
	Recurring	38	57.12	38	57.12	
2.	Training					
a.	In service (PS+UPS)	4318	64.77	4079		SSA does not support training for pre-primary teachers
b.	Induction training	51	0.51	51	0.51	If the UT can assure the PAB that these teachers will be recruited by March 2011.
c.	Training of untrained teachers					
d.	Training of BRC/CRC	87	0.87	87	0.87	
f.	Training of Academic Authority					
g.	Training of Education Administrators(75x3days@Rs.200)	75	0.45	75	0.45	
3a	Free Textbooks (PS)(Braille books)	147	1.0	147	1.0	
b.	Free Textbooks (UPS))(Braille books	149	1.0	149	1.0	
4a	TLM Grant (P)	2268		2268		
b.	TLM Grant (UP)	1811		1811		
5a	School Grant (P)	371	18.55	371	18.55	
b.	School Grant (UP)	209	14.63	209	14.63	
6a	TLE Grant (P)	-	-			
b.	TLE Grant (UP)	-	-			
c.	UPS Not covered under OBB					
7	BRCs salary(52x12mx20000)	52	124.80	52	124.8	Salary for 12 resource teachers(6*2) for IED
8	CRCs	34	81.60	34	81.60	9 additional CRCs according to RTE norms
9	LEP	4	40.00	4	40	

Quality Issues

Academic Support & Monitoring Systems

- The state has only one DIET which could not extend academic and resource support to all the four districts comprising of different languages. On the other hand it does not face the dearth of trained teachers as it claims to have 48 private teacher education institutes. The state must find address this issue of how to enhance the effectiveness of resource support being provided to teachers.

Changes in Classroom Processes and Learning Outcomes

- SSA and DIET conducted a study to look at the learning achievement levels of class 3 and class 5 students in language (Tamil), Mathematics and EVS, which has given a very sorry state of affairs. The data indicates that at the primary level, students were not able to answer 40% questions in Tamil, 58% in Math's and 66% in EVS. Similarly, the study shows poor performance of children in almost all subjects at upper primary levels, despite various interventions such as implementation of ABL. Greater efforts are needed to analyze learning achievement results to identify students' learning difficulties and to research the factors contributing to low achievement of students, so as to address them on priority basis.

Learning Assessment Systems

- The state is still continuing with the conventional methods of assessment not adopted/adapted the approach envisaged in the source book of NCERT. On the one hand, they have developed some tools for continuous and comprehensive evaluation but they are still using summative assessment ways such as marking students instead of grading them.

Preparedness for implementing Right to Education

- The UT is still following a 7 year elementary cycle in Mahe, which follows the Kerala Board. They plan to shift this to an 8 year elementary cycle this year. PAB may like to take commitment on this from the UT.
- State needs to give guidelines to schools for RTE mandated minimum number of working days and instructional hours as well as for streamlining the screening process and curbing capitation fees in private schools.

B. REMS

A total outlay of 7.64 Lakhs was approved for REMS Activities for the year 2010-11 and 100% funds have been utilized.

Observations on Research and Evaluation Activities:

The state proposed the following research and evaluation studies for the year 2010-11:

- Use of FM Radio for training/orientation of teachers on teaching of languages (English, Tamil) through phone-in programme.
- Web based communication tool that can facilitate technology enhanced collaboration among teacher and teacher educators working at different levels.
- Study on enrolment and Drop out, Access issues with specific reference to Muslim minority.
- Study on the effectiveness of implementation of the IE programme.

All the above studies were proposed to be assigned to IGNOU but the State decided to go with the suggestion made by the Secretary (SE&L) at the PAB last year, to get the studies conducted by Local Agencies in the UT itself. Moreover though the UT has an SRG with the Pondicherry University for conducting research studies, the University was reluctant to take up any of the above studies. In addition, due to unavailability of appropriate Agencies, the studies have not been conducted so far. Apart from the studies mentioned above, the appraisal team for 2010-11 had suggested the UT to undertake an intensive study to identify reasons for low participation, high repetition and dropout for Yanam District which could not taken up due to limited expertise and also unfavourable environmental conditions. The study can be conducted before the next academic year with a request for Expert assistance and support in the methodology and training from the TSG.

Instead the following studies were conducted with the help of private Agencies in the year 2010-11:

- ADEPTS a pilot study was undertaken by the Dept. Of Education, Pondicherry University and finalization of Report is in progress.
- Quality related interventions such as the Model Achievement Test Analysis; Impact of ICT enabled instruction through Hey Math and Distributed Learning already given under the Analysis of Learning Achievements have also been completed.
- Computer Aided Learning (CAL)- a joint study by Azim Premji Foundation, Bangalore and the Government of Puducherry which is completed and the Report has already been submitted.
- Impact of Technology enabled Learning System (TELS) on the learning levels of students from Class VI-VIII in Math and Science, 2010. The study is complete and the Report finalized.

Observation on Monitoring and Supervision Activities:

As part of the action plan for Monitoring and Supervision Activities for enhancing quality mandated by MHRD a team consisting of Inspecting Officials, Chief Education Officer, Deputy Director and the Joint Director generally accompany the BRCs and CRCs in the Classroom Observation Process. Quality Monitoring also takes place regularly following the NCERT Quality Monitoring Tools (QMTs) as well as indigenous QMTs specially designed by the Administration identify and organize need-based training at the BRC/CRC level.

Study proposed for 2011-12:

In pursuance of the overall emphasis of providing quality education of equitable quality education to children in the Primary and Upper Primary Schools, it is recommended that a study on discrimination in the schools and classrooms and another on Classroom Processes be conducted in addition to the **two proposed studies**. Activities and activity wise budget for 2011-12 is as under.

(588 x 1500/- = Rs. 8.82 Lakhs)

Sl. No.	Activities	Phy	Amount (in Rs.)
I.	MONITORING & SUPERVISION		
A	Implementation of DISE	750	
1.	Preparation of DISE format	750	37500
2.	Collection-& consolidation of data		50000
3.	5% Data validation		25000
	Total		1.13
B	Household survey and child tracking		
C	Monitoring		
1.	Monitoring by NC/SCCRP	588	29400
2.	Monitoring OSC		25000
3.	Monitored by VEC		15000
D	Monitoring the progress of plan implementation		
1.	Monthly review meetings		50000
	Total		1.194
E	Analysis & Dissemination of information at various levels in planning, maintaining & evaluation		
1.	Developing Training modules	2000	50000
2.	Model Achievement Tests		50000
	Total		1.00
F	Capacity Building		
1.	Workshop on Capacity Building for CCE	200	150000
2.	Workshop – ADEPTS	200	150000
	Total		3.00
II.	Research and Evaluation		
1.	Impact study on CCE implementation in primary and Upper primary Schools		1.25
2.	Time on Task		1.25
	Total		2.50
	Overall Outlay		8.82

Comments:

- A comprehensive proposal for constituting the REPA with clearly delineated duties, liabilities, functions, power etc., has already been submitted to the Office of the Education Secretary and is awaiting approval at the moment.

- With the implementation of the RTE, the emphasis in research should be on understanding the child and his/her cognitive development and accordingly there is a need for baseline studies covering children of all categories: urban deprived, slum children, migratory group, terrorist affected areas, etc.
- The lack of trained Experts in the areas of Research and Methodology in the UT especially in the districts of Mahe, Karaikal and Yanam is a serious drawback which could have a serious impact on the quality of education being imparted highlighting the need for a capacity building programme in terms of training in Research Methodology and related aspects.
- There is also a need for addressing the issue of inequity in the education system since all children irrespective of their caste, religion, class, gender and location should get education of comparable quality.
- The studies, yet to be completed and in progress may be expedited, and completed by September 2011 and outcome shared.

Recommendation:

The UT's proposal of REMS with financial outlay of Rs.8.82 Lakhs is recommended for approval.

(IV) INCLUSIVE EDUCATION (IE)

Progress in 2010-11:

In the year 2010-11, the State had identified 2996 CWSN and the total budget provided the State was Rs.89.07 lakh. The physical and financial progress of the State is given below.

- 2996 CWSN identified (2.69%). Out of these, 2859 enrolled in schools and 110 covered through home-based education.
- Coverage of CWSN is 100%.
- 8 resource teachers appointed.
- A total of 1900 aids and appliances have been provided to CWSN.
- 1780 general teachers have been trained through mass teacher training.
- 120 teachers trained through from 90-day RCI foundation course.
- 343 (79.80%) schools provided with ramps and handrails.

Recruitment of Special teachers

8 special teachers have been appointed to provide onsite support to the differently abled children. Well qualified RCI approved special teachers with B. Ed (Spl. Edn) have been selected on contractual basis. They have been engaged in schools for teaching the differently abled. Besides 24 CBR workers also take care of severely disabled CWSN @ 5 CWSN per CBR worker.

Assessment camp including LD

Assessment camps were conducted Block wise in the month of October in convergence with NIEPMD, Muttukadu at places like Kalyana Mandabams accessible by the CWSN. Venue in and around Puducherry were selected for easy access of the CWSN. The screened CWSN from schools and those identified through survey/ awareness campaign were assessed by a competent team of professionals. TA was paid to the parents of the CWSN. The type of disability, degree of disability, remediating measures recommended, and the number of student eligible for admission under IE/ pre- integration training / special schools, escort allowance etc was compiled in the database.

Medical assessment camp was conducted for CWSN identified by the teachers. CWSN were formally assessed for disabilities like VI, HI, OH, physical deformities that affected their mobility & functioning, MR including CP, ADHD, ASD, and LD. It was conducted in convergence with the National Institute for Empowering Persons with Multiple Disability.

In association with Arvind Eye Hospital VI children were assessed. Recommendations for further medical analysis and surgery for children with LV, and other defects like squint that affected the vision of the children were. High powered spectacles, magnifiers, surgical expenses due to defects in cornea, orbit, cataract, RP and squint were borne by SSA.

SSA, in association with the Department of Audiology & Speech Language Pathology, Jipmer Medical College and research centre identified and assessed the HI & SI children.

Children were found to have the following special needs:

- Repaired cleft palate
- Malformation of pinnae
- Inadequate function of ear duct
- Ear block
- Tongue tie
- Stuttering
- Misarticulated reduced hearing

Children were recommended for hearing aids and speech therapy and surgery.

Provision of Aids & Appliances

In the UT of Puducherry 171 lower vision students were provided with high spectacles and magnifier. Rs.75000/ worth Braille kits supplied to totally blind children.

532 hearing impaired children and 112 speech impaired children are undergoing further treatment. Multiple disability CWSN are undergoing physiotherapy; CP chairs were given to CWSN undergoing physiotherapy and 9 are recommended for orthosis. Of the 591 OH students, 146 were given physiotherapy, 56 were referred to NIEPMD for mobility devices they were provided with CTEV Boot wear and spinal braces.

Parents counseling meeting

620 parents attended the Parents counseling meeting and interacted with resource persons and were convinced of the unconditional support to be provided by the mother and the siblings and other family members. Information was also given on the medical assistance to be given, therapies to be followed in their home using the available materials like stool, bamboo sticks, pillows, etc. Diet to be provided to these children was given importance.

Training to regular teachers

1780 teachers were oriented and trained in identifying and managing CWSN. The training made the teachers conscious about-

- The needs and feelings of such children;
- Sensitized them of the various teaching strategies to be adopted in the class;
- Provision of barrier free environment to each category of the differently abled children.

SSA in convergence with National Institute for empowerment of the Multiple Disabled, Muttukadu Ministry of Social Justice and Empowerment conducted a series of 2day training on “handling the differently abled children” enrolled in the schools.

Handbook for Teachers

A manual on Inclusive education for regular teachers have been prepared in association with NIEPMD, and has been given to in-service teacher facilitating functional assessment and management of such children in the classroom. Handbook on Learning disability helps the teacher identify children with LD, A Handbook on Autism developed by National Trust is also used.

Foundation Course through IGNOU

800 teachers are willing to undergo this 90 day foundation course this year 120 teachers have been registered to pursue the course from March to May.40 teachers per centre are assigned. The resource rooms are ready and the RCI is yet to approve the training centres.

Peer Sensitization

World Disability Day was celebrated with an inclusive approach where there were rallies both by the peers and special children. Quiz competitions and a variety of cultural programmes instilled confidence in the special children and a sense of pride over the skills they mastered. Inclusive Sports were conducted successfully.

District wise Progress Format on IE

In the year 2010-11, the State had identified 2996 CWSN and the total budget provided the State was Rs.89.07 lakh. The physical and financial progress of the State is given below.

Name of the District	No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN covered through school readiness programmes	No. of CWSN covered through Home Based Education	No. of CWSN provided aids and appliances through NIPMED & Worth Trust	No. of NGOs involved	No. of RTs appointed	Total no. of schools	No. of Schools made Barrier Free	% schools made barrier free
Pondy	2264	2174	0	90	235	3	4	280	220	78.5
Karaikal	518	498		20		1	2	108	82	75.9
Mahe	79	79				1		18	18	100
Yanam	135	108	27				2	24	23	95.8
TOTAL	2996	2859	27	110	235	5	8	430	343	79.8

Category- Wise Progress in IE in 2010-11

S. No	Category	No. identified	No. enrolled in schools	No. enrolled in AIE/EGS	No. covered through HBE
	LV	171	171		
	TB	108	108		
	HI	532	532		
	SI	112	112		
	OI	591	591		
	CP	157	157		
	MR	334	240	27	67
	LD	557	557		
	MD	204	161		43
	ASD	230	230		
	TOTAL	2996	2859	27	110

Financial Progress IE 2010-2011

Item	Physical No	Phy Progress	Amt. sanctioned	Spent	% exp
Source teacher salary	24	8	29.69	9.84	33.14
Assessment camp including LD	6	6	1.50	1.50	100
Books & Appliances	235		4.87	3.77	77.4
Books & other corrective measures	50	45	2.50	2.25	90
First aid kit	50	50	0.75	0.75	100
Teacher training for 3 days	2000	1784	6.00	5.35	89.16
Foundation course through IGNOU	360	120	7.20	3.00	41.6
Developing TLM & procurement of DFSW	6	6	3.00	2.25	75
Awareness & Community mobilization (4 districts)	4	4	2.00	2.00	100
Multi category training(8 RTs &34BRTs for 1000 teachers)	46	42	1.15	0.42	36.52
Workshops & TLMs	4	4	2.00	1.15	57.5

Puducherry	Physical No	Phy Progress	Amt. sanctioned	Spent	% exp
CBR Professionals honorarium	22	22	5.50	5.50	100
Parental counseling	6	6	0.90	0.90	100
Escort allowance	300	300	3.00	3.00	100
CWSN data base	6	0	1.50	0.00	0
Upgrading existing toilets to DFT	50	50	7.50	7.50	100
DFT at Block level	6	6	1.00	1.00	100
Resource materials	6	0	2.00	0.00	0
Vocational skill development	10	10	1.50	1.50	100
Inclusive sports	4	4	3.00	3.00	100
NGO's	6	6	2.51	2.51	100
Total			89.07	57.19	64.20

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	35.80 lakh	100.00%
2009-10	29.26 lakh	29.26 lakh	100.00%
2010-2011	89.07 lakh	56.73 lakh	64.20%

The UT has expended 64.20% till February 2011. The State has shown a decrease in its expenditure in SSA. The UT has shown low expenditure in resource teacher salary, multi category training, foundation course and workshops. It showed no expenditure in resource materials for CWSN and CWSN data base.

District- Wise Plan for CWSN: 2011-12

S. No.	District Name	Total child population (6-14 years)	No. of CWSN Identified	% CWSN against child pop
1	Pondy	132930	2594	1.95
2	Karaikal	28519	745	2.61
3	Mahe	6379	112	1.75
4	Yanam	8525	383	4.49
	TOTAL	176353	3834	2.17

The State has identified 3834 CWSN (shown above), out of a total child population of 176353, which is 2.17% of the total child population.

Category- Wise Coverage Plan in IE for 2011-12

S. No	Category	No. identified	No. of CWSN to be enrolled in schools	No. of CWSN to be covered through AIE/EGS	No. of CWSN to be covered through HBE
1.	LV	847	835	12	
2.	TB	296	296		
3.	HI	672	672		
4.	SI	283	283		
5.	OI	405	382	23	

6.	CP	132	132		
7.	MR	738	660	21	57
8.	LD	184	184		
9.	MD	198	151	14	33
10.	ASD	79	71	8	
	TOTAL	3834	3666	78	90

Staffing Pattern

The UT has a State coordinator and 4 District level coordinators. Currently there are only 8 resource teachers for 6 blocks and 24 CBR workers.

Infra structure Development

Disabled friendly Toilet

Rs.7.50 lakh was sanctioned for upgrading the existing toilets to disabled friendly toilet in inclusive schools where LI students are studying. 25 such schools in Pondicherry, 15 in Karaikal, 5 in Mahe and 5 in Yanam were identified and construction has begun. Further disabled friendly toilets have been constructed in all the 6 BRCs.

Man Power Development

1780 general teachers for 5 days were trained in handling CWSN and 120 teachers will undergo FCED training from March 2011.

Focus Area of training

- Management of CWSN in the classroom
- Autism and approaches to autism treatment
- Inclusive classroom-eciltic approach
- Literacy for children CP & MR
- Learning disability
- Locomotor disability
- Assessment/ barrier – free/Evaluation guidelines

Material support to CWSN

The following material will be provided to CWSN in the year 2011-12:

Aids & appliances	No	Source
Elbow crutches	17	Certh India
wheel chair	2	Certh India
BK Prosthesis	9	Certh India
splint for UL	13	Certh India
modified footwear	48	Certh India

Aids & appliances	No	Source
Pelvic hike heel raised foot wear	27	Certh India
cock up splint	33	Certh India
hand magnifier with light	15	Certh India
Computer assisted intellectual package	6	NIEPMD
AV aids / visual aids	6	Educraft
CP chairs	7	NIEPMD
AFO rollator	6	NIEPMD
Taylor's brace	18	NIEPMD
AFO medial wedges	9	NIEPMD
Therapy		
hand functioning skill training	12	Jipmer
Giat training	12	GH
Collateral gait training	7	GH
Speech training	23	Mahatma Gandhi institute of medical college & Research institution
Self-help support	7	
Occupational therapy	6	
Communication therapy	11	
AFO require /Arch training	6	
TOTAL	300	

Upgradation of BRC and CRC

3 BRCs upgraded this year for providing foundation course through Distance mode by IGNOU and RCI. This year 3 more BRCs to be upgraded, 10 CRCs to be strengthened to provide school readiness program.

1. CEO, Thalatheru Karaikal,
2. BRC- Mahe
3. BRC- Yanam

SSA, Puducherry in convergence with NIEPMD, Chennai has planned to upgrade its BRCs as training centres. A team of faculty member from NIEPMD has already visited and inspected the rooms and has submitted its proposal for strengthening and up gradation which is put up for the approval of the Member secretary, SSA.

The UT plans to construct one resource room in GHSS- Indranagar, Gorimedu in Puducherry.

Purpose of the Resource Room

- Facilitating the in-service teachers to undergo Foundation course
- Training for teachers as well as parents
- Providing therapy to the special children
- Providing remedy

- Providing consultation to the parents of the CWSN
- A place where severely disabled children can have the opportunity to meet several faces other than their Family and at gradual pace will have good exposure of the society.

Resource room design

The resource comprises of a hall for therapy/ remedy, store for storing appliances, a waiting room, a disabled friendly toilet, ramp and a training hall on the first floor for teachers to undergo training.

Peer sensitization

This would be conducted through inclusive sports meet, cultural activities , and celebrating festivals in collaboration with NGOs. Celebration of world Disabled Day in association with SADAY and SATHYA special schools would be undertaken.

The following NGOs are involved in the UT for CWSN

S. No.	Name of the NGO	Areas of Assistance
1.	SADAY	HBE and peer sensitization
2.	SATHYA special school	Inclusive Sports
3.	SNEHA SADAN, Mahe	awareness and counseling programme
4.	Cluny Navajeevan centre, Karaikal	Assistance to children with intellectual impairments
5.	NIEPMD	training, assessment, aids and appliances and parent counselling
6.	Certh India and Worth trust	providing aids and appliances
7.	Certh India, Pondicherry	Aids and Appliances
8.	Worth trust, Pondicherry	Assistive devices for the visually impaired

The UT provides **Braille books through Ramakrishna Vidhyalaya, Coimbatore**. The proposal for 2011-12 is as follows:

Provide class- wise requirement of Class	Braille Books Required
III	54
IV	46
V	47
VI	41
VII	52
VIII	56
Total	296

The focus of 2011-12 is on :

- **Appointing resource teachers**
- **Strengthening resource rooms**
- **Providing aids and appliances & Braille books**
- **Appointing CBR volunteers**

The UT has planned to provide resource support through parents, regular teachers, special teachers and CBR professionals. The UT has planned training of 500 parents that can act as

volunteers, appoint 28 fresh special educators thus making a total of 36 resource teachers in the State. The resource teachers help in identifying the CWSN in school and in conducting the assessment camp. They visit a school a week and provided the onsite support required by the practicing teacher. Further they conduct remedial classes for the CWSN on weekends at block level. They also counsel the parents of CWSN.

Further the UT has 24 CBR professionals that will assist in HBE programme. The state also plans to train 120 teachers through the 90- day training programme. Around 1780 general teachers would be given 3- day training on the basic handling of children with mild disabilities. The focus of this training would be on screening of CWSN, basic tips on classroom management, tips on regular maintenance of aids and appliances, and peer sensitization. All these are steps that would be taken up by the state to strengthen academic support for CWSN. With all these forms of resource support, the PTR would be less than 1: 2.

Further peers would be oriented and sensitised to the needs of CWSN through inclusive sports. Teachers would also be oriented to peers sensitization techniques through the proposed 3 day training.

Plan for 2011-12

S. No.	Activities	Phy	Unit cost	Budget	Time
	Infrastructure Development				
1	Disabled friendly toilets	60	20000	12.00	May-Sept
2	Strengthening Resource Rooms	10	50000	5.00	May-Sept
3	Construction of Resource Rooms at school level	1	8.82	8.82	May-Sept
	Manpower Development				
4	Teacher training for 3 days (Rs.150/day)	1000	450	4.50	July-Dec
5	Resource Teachers salary for 6 months- new	16	10000	9.60	October 2011
6	Existing Resource Teachers salary	8	12000	11.52	All months
7	Salary of existing CBR volunteers (5 children per CBR)	24	4000	11.52	All months
8	20 day Multi-Category Training of RTs @ 200/- per day	36	4000	1.44	July-Dec
9	5 day Multi-Category Training of CBRs @ 250/- per day	24	1250	0.30	October
	Awareness				
10	3 day parental counseling for 500 parents @ Rs. 150/- per day	500	300	2.25	Aug-Dec
11	Printing of brochures/ material, print media.FM Radio & TV(advt),display boards & hoardings in schools& public places	6	20000	1.20	Aug-Dec
	Materials for CWSN				
12	Sight savers (training)	6	40000	3.00	Aug-Dec
13	Peer sensitization, puppetry shows, world disabled day, street plays, showing the films on success stories of disabled children.	10	40000	4.00	Sept-Dec
14	Inclusive sports	6	50000	3.00	July-Dec
15	Vocational skill development	10	22000	2.20	Sept.-Dec
15	Escort allowance @ Rs. 100/- per month for 399	399	1000	3.99	Dec.-Mar.

S. No.	Activities	Phy	Unit cost	Budget	Time
	CWSN for 10 months				
	TOTAL			84.34 lakh	

Recommendation:

The Appraisal Team recommends the proposal of Rs. 84.34 lakh on IE for 3834 CWSN @ Rs. 2200/- per annum per child.

Issues:

- The UT and the district teams need to be strengthened by having technical personnel in IE. As per Project Management Structures of SSA, the State and district IE coordinators should be technical people. This is serious issue and needs immediate attention.
- 2 districts in the State do not have RCI recognized institutions. Thus, first preference should be given to these districts for BRC upgradation
- There has been a gradual decline in the expenditure of IE
- No Mainstreaming from HBE
- The UT did not appoint 28 IERTs (16 from the AW P & B and 12 from the RTE supplementary budget) as sanctioned in the plan of 2010-11. This is a serious issue as there is no dearth of trained personnel in the UT for CWSN. This should essentially be done because after doing this, the UT will have a total of 36 teachers @ 6 per block
- The UT has not used the guidelines developed and circulated to all the States
- The handbook for general teacher training focuses only on identification. The focus now has to shift to teaching in an inclusive classroom
- The UT should participate in the meeting to be held in Tamil Nadu in May on Developing an Inclusive Curriculum with the help of SRG and DTERT.
- Training of parents and VEC members should focus on empowering them so that no school denies admission to any child on the grounds of disability. The guidelines developed for parental training should also be used by the state.
- The UT has to do individual child profiling and put all data of CWSN on the public domain
- 79.80% schools have barrier free features. All the schools should be made barrier free by 2012-13
- The UT also needs to improve the resource support to CWSN by appointing more resource teachers and CBR professionals and increasing their visits to the homes of CWSN
- Capacities of parents also need to be built so that they could be used as volunteers for imparting some form of resource support to CWSN
- Peer sensitization should be taken up through teacher training and inclusive sports at the block level.

(VI) Innovative Activities

(i) Early Childhood Care and Education

Puducherry is perhaps one of the few states in the country in which govt. primary schools have pre-primary sections attached to them. These pre schools are places of fun and learning centers for children. The Balasevikas are appointed in the already existing Pre-Primary Centers and paid by the Department of Education-Puducherry, whereas the Pre Primary School Teachers are paid honorarium by SSA. Each nursery section is given a 'Balsevika' to assist the teacher. Meals are also served to them.

Status of ECCE in the UT of Puducherry since 2008-09:

Districts	2008-09		2009-10		2010-11		Amount sanctioned in 2010-11	Exp (till Feb, 2011)
	No. of Existing Centers	No. of Children Enrolled	No. of Existing Centers	No. of Children Enrolled	No. of Existing Centers	No. of Children Enrolled		
Pondy	196	6805	198	5894	198	4963	1500000	1500000
Karaikal	68	1665	67	1473	71	1426	1500000	1275700
Mahe	10	378	10	358	10	398	800000	650000
Yanam	17	600	15	660	15	691	1200000	515000
Total	291	9448	290	8385	294	7478	5000000	3940700

It can be observed from the above table that in spite of increase in the number of centers there is a decline trend observed in the enrolment of children.

Progress Overview: Under ECCE, pre-school children were geared up for the regular schooling. The play materials were supplied to the preprimary students so that a child friendly environment is created. Parental awareness program was conducted orientation training imparted to the HMs regarding the implementation of the school readiness program.

- Mothers meet was organised to create the awareness among mothers and community regarding the enrolment of children to the preprimary sections and to perceive the significance of the ECCE centers.
- The State has constituted a committee of lady teachers, councilors, BRC coordinators for effective implementation of ECCE activities.
- The State has also distributed uniforms, sports and play materials, furniture, workbooks, mats, CDs and other books to make learning more easy and joyful.
- The honorarium of Rs.5000/- have been paid to Preprimary school teachers.
- The State has informed that for the promotion of Joyful Learning – a new curriculum is developed by the education board and same will be implemented in the near future.

Financial Overview for the year 2010-11:

S.NO	ACTIVITIES	AWPB-2010-11	Exp (till Feb 11)
1	Printing of wall papers	182400	43400
2	Purchase of Educational Play materials	923000	960000
3	Training to Ppsts and Balasevikas	118400	21300
4	Workshop on TLM	372500	0
5	Providing furniture and mats	53700	0
6	Organizing cultural programmes, sports and other healthy competitions	354000	81000
7	Honorarium to PPST	2420000	2795300
8	Children's day and school celebration	37000	0
9	Providing Furniture, Mats etc.	0	40000
10	Training to parents on school Readiness program	3500	0
11	Purchase of rhymes CDs	49250	0
	Conducting assessment camps(SEN)	486250	0
	Total	5000000	3941000

During the year 2010-11, the State was sanctioned a budget of Rs. 50.00 lakh. The achievement is Rs. 39.41 lakh (78.82%) till February, 2011.

Proposal for the year 2011-12: The state has proposed a total amount of Rs. 53.00 lakh for 4 Districts to support 294 centers, enrolling 7478 children in the state. The physical and finance proposal for the year 2011-2012 is given below:

S. No	Activity	Phy	Time Line	Pondy	Karaikal	Mahe	Yanam	Total Amount	Outcomes
1	Purchase of Educational Play materials (charts, toys, etc)(schools)	279	June	594000	63200	22000	0	679200	Language development and fine tuning of psycho motor development
2	Workshop on TLM(schools)	198	July	198000	0	0	0	198000	Enabling joyful environment
3	Printing of multicolored wall posters(schools)	198	June	153450	0	0	0	153450	Create child friendly environment
4	Organizing cultural, sports, and other healthy competitions for children (schools)	297	Aug	198000	35500	10000	14000	257500	Development of social skills
5	Honorarium to Pre Primary School Teacher's	288	June-May	0	1380000	720000	1150000	3250000	
6	Training to Parents and Headmasters on school readiness programme at School Level(centers)	91	July	79000	21300	0	4000	104300	Preparing for school readiness
7	Conducting assessment camps for identifying Special education needs(SEN)(children)	4957	September	247850	0	0	0	247850	To identify the special education needs of the children and provide remedy at the earlier stage
8	Providing practice	1200	June	0	0	48000	80000	128000	writing skills

S. No	Activity	Phy	Time Line	Pondy	Karaikal	Mahe	Yanam	Total Amount	Outcomes
	books(children)								
12	Wall painting(schools)	6	May	0	0	0	72000	72000	Conducive atmosphere
13	Purchase of rhymes CDs(schools)	198	July	29700	0	0	0	29700	Language development
14	5 /3 day training to PPSTs and balasevika	150	Sept	0	0	0	30000	30000	Capacity building
	Providing furniture and mats	150	July	0	0	0	150000	150000	Providing enabling situation
	TOTAL	--		1500000	1500000	800000	1500000	5300000	

Expected Outcomes:

- School readiness for primary schools
- Positive economic and social aspects that lasts well into adulthood.
- Enrolment of all children in the preprimary centers
- Bring down the dropout rates.

Recommendations: The appraisal team has recommended supporting proposed activities amounting to **Rs. 53.00 lakh** for 4 districts.

(ii) Girls Education under Innovation

Universalising elementary education of girls is not a major issue in the UT of Puducherry. Puducherry educational scenario shows that the State has successfully tackled the first generation problems like illiteracy, low girls enrolment in schools, gender gaps and gap among different social groups. States female literacy rate is **73.90%**, which is unique, compared to the national female literacy rate **53.67%**.

Educational scenario of girls is unique in the State. The girl's enrolment constituted **48.82%** of total enrolment in the schools. There is a very marginal difference for boys and Girls in the area of access, enrolment, retention or in achievements.

Index of Gender Equity

S. No	District	Primary	Upper Primary
1	Pondicherry	0.94	0.92
2	Karaikal	0.97	0.95
3	Mahe	0.90	0.90
4	Yanam	1.0	0.98
	UT Puducherry	0.95	0.93

Source: DISE 2010-11

Primary = $\frac{\text{Enrolment of Primary girls}}{\text{enrolment of primary boys}}$
 Upper Primary = $\frac{\text{Enrolment of U. Prim girls}}{\text{enrolment of U. prim boys}}$

Gender Gap

S.No	District	Primary	Upper Primary
1	Pondicherry	0.94	0.92
2	Karaikal	0.97	0.95
3	Mahe	0.10	0.90
4	Yanam	1.0	0.98
	UT Puducherry	0.95	0.93

Source: DISE 2010-11

Gross Enrolment Rate for Girls

Year	Primary	Upper Primary
2010 - 2011	105.18	106.79

Source: DISE 2010-11

Net Enrolment Rate for Girls

Year	Primary	Upper Primary
2008 - 2009	99.23	89.76
2009 - 2010	93.57	92.36
2010 - 2011	99.56	94.58

Source: DISE 2010-11

Transition Rate for Girls – 2010-11

Class	ALL	SC	ST
V - VI	102.46	97.23	-
VIII - IX	105.56	101.53	-

Source: DISE 2010-11

Dropout Rate for Girls

Year	Primary	Upper Primary
2005 - 2006	11.72	8.3
2006 - 2007	9.31	6.2
2007 - 2008	5.39	3.3
2008 - 2009	3.02	2.4
2009 - 2010	2.89	2.6
2010-2011	1.89	2.4

Source: DISE 2010-11

Dropout rates of 1.89 and 2.4 at primary and upper primary levels respectively are fairly low at the state level. Similarly the completion rates at primary and upper primary at both levels are appreciable, though the completion rate at upper primary level is lower by 8.75 percentage points

Progress Overview: The State is able to enrol and retain the children from marginalized communities (SC/ST & Minority girls) into schools. Keeping in mind the realities of situation faced by marginalized children of the minority community, activities like Women Empowerment

competitions, Smart Girls program and Vocational Skills Training are imparted on regular basis. The mothers meet conducted at schools is very much appreciated by the community and the students as well, because the mothers of all the adolescent girls find it as a rare opportunity to interact with the teachers, renowned resource persons and also they are able to share among themselves the ideas, feelings and suggestions .

During the year 2010-11, the State was sanctioned a budget of **Rs. 60.00 lakh**. Under this component State has conducted vocational skill development, guidance and counselling services, life skill development activities and documentation and publication of gender oriented material in the State.

In the following table physical activities undertaken during 2010-11 are given below:

(Rs. in lakh)				
S. No.	Activity undertaken	AWP&B 2010-11	Exp up to Jan, 11	No. of Girls Covered
1.	<p>Vocational Skill Development: Vocational skill developments for 10682 girls at 83 upper primary schools were provided.. The vocational skill development program imparted to girls serve as life coping skills and it helps the girls to earn income in future making use of the training imparted to them for 1 month.</p> <p>Vocational skill Development is planned for the Primary students by way of providing drawing notebooks designed by a committee of drawing teachers for the V Std girls.</p>	19.689	10.64160	10682
2.	<p>1) Guidance and Counselling Mothers Meet - 128 teachers from 87 GMS/GHS/GHSS (girls and Co ed schools)</p> <p>2) Monthly Meeting (Awareness Session) This monthly meetings are conducted to educate and empower the girls at early age in order to prevent the display of at-risk activities in the future.</p> <p>3) Review Meeting was held to discuss the activities to be done for the forth coming months and it also serves as a platform where the teachers who serve as guidance and counselling assistants share the practices they follow ,obtain suggestions and get new ideas regarding conduct of competitions, awareness programs etc.</p>	7.625	5.89878	22519
3.	<p>Life Skill Development: Life skills are competencies that help people to function well in their environments. These skills are acquired through "learn by doing activities.</p> <p>The girls were taken to Exposure visits to Zoo, Planetarium, Historical places, Police Station, Old age Homes, Orphanages, factories, post office, bank, museum etc. to give them a first hand experience and knowledge. Competitions on topics for women empowerment were conducted to build their self esteem, competitive spirit and communication skills. These activities were organized at school levels by Guidance and Counselling assistants.</p>	32.686	22.60292	21186
	Total	60.00	39.1433	

During the year 2010-11, the State was sanctioned a budget of **Rs. 60.00 lakh**. The achievement is **Rs. 39.14 lakh (65.12 %)** till January, 2011.

Proposal for the year 2010-11: The physical and finance proposal for the year 2010 – 2011 is given below:

Sl. No.	Activities	Phy	Time Line	Pondy	Karaikal	Mahe	Yanam	Total amount	Expected Outcomes
Guidance & Counselling									
	Mothers Meet	156 schools	Aug	87000	41000	8000	40000	176000	Helps girls to develop values to guide their action and to provide for sound decision making.
	Hon to Guidance & Counsellor Asst (10 months)	315 teachers	10 months	210000	165000	8000	30000	413000	
	5 day training to Guidance & Counsellor Asst	65 teachers	July	0	16500	0	10000	26500	
	Review Meetings with Guidance & Counsellor Asst	150 teachers	July, Oct, Jan	19200	5500	0	0	24700	
	Student ambassador(Representative of the girls in upper primary schools)	87	July	52200	0	0	0	52200	
	Health check up camps/literacy camp(P+UP)	650 girls	August	0	0	10500 0	24000	129000	
Vocational skill Development									
	Project Work(Book Bindings, tailoring, file making, sari designing)	17760 girls	Sept	318750	240000	79500	90000	728250	Girls gain Economic support and self reliance. Appreciates the fruits of labour.
	Best Girl Award(project work)	109 girls	Feb	0	35000	50000	37200	122200	
	Purchase of drawing materials(Primary)	10677 girls	Oct	218850	200000	65000	50000	533850	
	Salary for technical staff for 6 months(project work)	54 teachers	Sept	31000	138000	0	96000	265000	
	Purchase of English news papers & weekly/monthly magazines	156 schools	7 months	29000	80000	80000	0	189000	
	2 Days workshop for technical teachers(drawing, sewing ,craft teachers)	55 teachers	Dec	0	7000	0	4000	11000	
	Camp to impart vocational skills during summer vacation-6 days) (April/May)	6 schools	April	60000	0	0	0	60000	
Skill Development									
	Women Empowerment Competition(drawing, quizzes, speech, debate etc.)	161 schools	Aug	87000	82000	26000	16000	211000	Enhances life skills, provides first hand experience accepts responsibility and practice of
	Yoga training & honorarium	19 schools	10 months	0	135000	60000	165000	360000	
	Exposure visit(P+UP)	4340 girls	Sept	300000	220000	18000 0	498000	1198000	
	Karate training	69 girls	10 months	0	135000	10500 0	150000	390000	

Sl. No.	Activities	Phy	Time Line	Pondy	Karaikal	Mahe	Yanam	Total amount	Expected Outcome
5	Attendance award	18 girls	March	0	0	0	51800	51800	skills relation health psychological social problems
6	Supportive Remedial workbooks-(UP)	800 girls	June	0	0	0	160000	160000	
7	Supportive Remedial workbooks -(P)	700 girls	June	0	0	0	70000	70000	
8	Conveyance charge for monitoring team			0	0	0	8000	8000	
9	Smart girls program(academic as well as other extra curricular activities)	87 schools	March	87000	0	0	0	87000	
10	First aid materials to all the girls/co-edu schools)	13 schools	June	0	0	36000	0	36000	
	TOTAL			150000	150000	80250	150000	5302500	

Expected outcomes:

- Enhanced enrolment of school age girls
- Transition from Primary to upper primary stage
- To bring down the dropout rate of out of school girls
- Development of full potential.
- Learning with increased understanding, skill and respect.
- To help girls to develop values to guide their actions and to provide for sound decision making.
- To help girls to contribute to the improvement of society Improve access to schooling

The State has proposed a total amount of Rs. 53.025 lakh for 4 Districts, which is recommended as proposed.

(iii) SC/ST

District wise Progress against SC/ST Innovation activities during 2010-11

S.No	Districts	SC/ST				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilized	Target (No. of children)	Innovative Activities undertaken	Coverage
1	Pondicherry	15.00	10.34 0.02 3.20 1.44 15.00	26316	<ul style="list-style-type: none"> • Conducting Night classes for weak students through educational Volunteers. • Review Meeting for Educational Volunteers • Organizing motivation camps in selected schools. 	78 1 23 9 11

S.No	Districts	SC/ST				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilized	Target (No. of children)	Innovative Activities undertaken	Coverage
					<ul style="list-style-type: none"> Organizing the Field visit and regional visit. 	
2	Karaikal	15.00	6.56 3.98 2.46 2.00 15.00	6216	<ul style="list-style-type: none"> 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 	3188 372 2456 200
3	Yanam	15.00	2.50 4.25 3.2 0.26 0.54 1.50 1.50 .45 .80 15.00	1393	<ul style="list-style-type: none"> Organizing summer camps for slow achieving children & computer training Conduct of Night School study centres Exposure visits (regional/local) Conducting competition on special occasions Best SC student award Developing Communication Skills in English. Procurement of Periodicals and News papers Conduct of training and competition to the students Conduct of English grammar course for 15 days 	200 486 383 72 0.08 1370
	Total	45.00	45.00	34942		33902

Progress Overview:

- Conducting Night School centre for SC /ST students through education volunteers, 153 Education Volunteers in Pondy, 88 EVS in Karaikal and 45 EVS in Yanam are engaged for their activity. Review Meeting is conducted in every three Months. They are properly guided and motivated to improve the Quality in Education.

Organizing the Two days motivation Camp With a field Trip to develop the life skill development in selected schools. During this camp, the Best students were selected and awarded.

Coaching classes are conducted for fifth std SC /ST students to equip them for Navodhaya Vidhyalaya Entrance Exam.

Organizing the regional Visit to Mahe from Pondicherry for selected Talented SC/ ST Children through Pondicherry Tourism Development Corporation.

- During Summer vacation, Training on Computer skill and English Communication Skill Planned to Conduct in effective manner

Observations:

In Pondicherry and Karaikal districts, students enrolled only in Government schools were covered under the proposed strategies, while the funds were asked for the students enrolled in Private and Aided schools.

Reasons for not conducting activities approved by PAB for 2010-11:

The work has been completed in all the districts before March, 2010.

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

1. Lack of awareness among the parents towards the impact of Education.
2. Lack of motivation among upper primary students in pursuing studies as indicated by high percentage of drop out among SC students.

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

Districts	Child Population	Child Population		Population share		Literacy rate		Enrolment		Attendance		Learning Achievement level		Transition rate from primary to upper primary		
		SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	
Pondicherry	139901	23603		16.87		68.65		26372							105.07	
Karaikal	32543	6089		18.71		69.83		6216							103.18	
Mahe	6989	024		0.34		93.69		32							200	
Yanam	5564	114		2.04		74.79		1370							82.65	
Total	185397	29832						33990								

(Source: DISE-2009-10)

District wise Activities proposed during 2011-2012 under SC/ST Innovation

S.No	Districts	SC/ST			Time line
		Funds proposed for 2010-11	Innovative Activities proposed	Target (No. of children)	
1	PONDICHERRY	2.00	Motivation camp for personality development and developing TLM with locally available resources	500	Sept
		1.20	Exposure visit	600	June-July
		2.00	Supply of Sports articles facilitating a sense of comradeship among the students	5020	May-August
		1.80	Utilizing local handicraft skill for developing vocation skill and reverence for labour.	1800	Dec
		8.00	Raw materials for local specific activities like pottery, artificial flowers, baskets, office files/office covers, fashion jewellery, purse making, embroidery, glass painting for which part-time instructors (preferably from local community) are utilized.	2900	Aug-Dec

S.No	Districts	SC/ST			Time line
		Funds proposed for 2010-11	Innovative Activities proposed	Target (No. of children)	
	Total	15.00		10820	
2	KARAIKAL	2.00	Motivation camp for personality development. Developing TLM with locally available resources	400	Sept
		1.50			Oct
		1.40	2. Exposure visit	700	June-July
		2.50	3. Supply of Sports articles facilitating a sense of comradeship among the students	3000	May-August
		1.10	4. Utilizing local handicraft skill for developing vocation skill and reverence for labour.	1100	Dec
		6.50	Raw materials for local specific activities like pottery, artificial flowers, baskets, office files/office covers, fashion jewellery, purse making, embroidery, glass painting for which part-time instructors (preferably from local community) are utilised.	3690	Aug-Dec -
	Total	15.00		8890	
3	YANAM	1.00	To enhance the learning levels of children – inculcate the reading habit of newspapers, part-time instructors (preferably from local community) for additional information of local talents computer education (organising summer camp)	1370 1370 500	Aug-Dec
		2.80			May-June
		1.0			
		2.85	Over all development of the children Awareness of region / locale – field visit, exposure visit Life skill development programme (preparation of bricks, pottery, book making, binding, painting, etc.) Raw materials for local specific activities like pottery, artificial flowers, baskets, office files/office covers, fashion jewellery, purse making, embroidery, glass painting	1370	June-Aug
		5.0			
		1.35	Encouraging the children for enhancing the retention Appreciation Awards to the children 95% and above attendance		March
1.0	cultural development in the schools/ village where SC population is more than 40%		Sept		
	TOTAL	15.0			

Detail of Innovative strategies:

- Motivation camps helps students to build child's knowledge, potentiality and talents.
- Sports activities helps them to develop physical and mental abilities to the fullest extent.
- By developing TLM the child gains the practical knowledge and also gains the sense of ownership.

- Raw materials which are locally available is supplied to the children by their community head and monitored by the member appointed by them, this helps the children to learn a life skill and also practical knowledge about their locality.
- These activities helps the deprived children to come to school with interest and the dropout rate decreases.

Objective of activities:

- Nurture all round development
 - Ensure participation and exposure in various field of activities
 - Appreciate and respect locally available resources
 - Instils in them that education paves way for meaningful and dignified live
- **Strategies proposed**
 - SMC to facilitate the successful implementation of the proposed activities monitor and document successful events.
- **Monitoring Mechanism**
 - Effective monitoring by BRCs/CRCs
 - The state level committee/ State coordinator will be monitoring the proposed activities.
 - District-wise monthly/ term report will be submitted to the SPO.
- **Outcomes**
 - Enhancing the educational development
 - Retention of SC/ST students in the school system
 - Completion of elementary cycle of SC/ST students
 - **Recommendation**

The appraisal team recommends the proposed activities under SC/ST innovation.

(iv) Minority

Progress against Minority Innovation activities during 2010-11

S.No	Districts	Minority				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10	Funds utilized	Target (No. of children)	Innovative Activities undertaken	Coverage
1	Mahe	5.4	4.55	928	<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	3107
2	Karaikal	3.00	3.00	621	<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.	3953
	Total	8.40	7.55	1549		7060

Observations on progress:

UT has made satisfactory progress in terms of physical as well as financial during 2009-10. All the Muslim children enrolled in primary and upper primary schools were benefited under the proposed activities, hence the coverage of students increased.

Reasons for not conducting activities approved by PAB for 2010-11:

Remaining work will be completed before March, 2010

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.

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

Districts	Child Population	Child Population	Population share	Literacy rate	Enrolment	Attendance	Learning Achievement level	Transition rate from primary to upper primary
PONDICHERRY	139901	NA	NA	NA	5802	NA	NA	118.50
KARAIKAL	32543	NA	NA	NA	4806	NA	NA	121.01
MAHE	6989	NA	NA	NA	3107	NA	NA	135.71
Total	179433	NA	NA	NA	13715	NA	NA	

(Source: DISE 2009-10)

District wise Activities proposed during 2011-2012 under Minority Innovation

S.No	Districts	Minority		
		Funds proposed during PAB 2010-11	Innovative Activities proposed	Target (No. of children)
1	PONDICHERRY	0.50	1. Organising Parents meet and counselling program for them to create awareness of continuing their children's Education. 2. Making low cost /no cost articles such as leaf cups, envelopes, flower making, pot painting etc. 3. Organizing summer camp for computer skills & English grammar. 4. Conduct drawing competition to express their aesthetic sense.	5802
		2.0		
		1.5		
		1.0		
		5.00		
2	KARAIKAL	0.50	1. Organising Parents meet and counselling program for them to create awareness of continuing their children's Education. 2. Making low cost /no cost articles such as leaf cups, envelopes, flower making, pot painting etc. 3. Organizing summer camp for computer skills & English grammar. 4. Conduct drawing competition to express their aesthetic sense.	3953
		2.0		
		1.5		
		1.0		
		5.00		
3	MAHE	1.0	1. Organising Parents meet and counselling program for them to create awareness of continuing their children's Education. 2. Making low cost /no cost articles such as leaf cups, envelopes, flower making, pot painting etc. 3. Organizing summer camp for computer skills & English grammar. 4. Conduct drawing competition to express their aesthetic sense. 5. Supply of Sports articles facilitating a sense of comradeship among the students 6. Training given to Develop TLM with locally available resources.	12862
		3.0		
		4.50		
		3.0		
		2.0		
		1.50		
	Total	25.00		22617

Detail of Innovative strategies:

1. Organising parents meet for minority students helps them to continue schooling without dropping out.
2. Sports activities helps them to develop physical and mental abilities to the fullest extent.
3. By developing TLM the child gains the practical knowledge and also gains the sense of ownership.
4. Raw materials which are locally available is supplied to the children by their community head and monitored by the member appointed by them, this helps the children to learn a life skill and also practical knowledge about their locality.
5. These activities helps the minority children to come to school with interest .

- **Objective of activities:**

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

- **Strategies proposed**

1. Materials provided to learn a life skill which will help them in their future.
2. Exposure visit will be arranged through schools for getting knowledge of life skill development.
3. The programme on developing communication skills will be organized by the school under the guidelines of BRC.
5. Summer camp develops the computer skills, English knowledge and drawing skills.

- **Monitoring Mechanism**

- BRC and CRC coordinators will monitor the plan implementation.
- The state level committee/ State coordinator will be monitoring the proposed activities.
- District-wise monthly/ term report will be submitted to the SPO.

- **Out comes**

Enhancing the educational development ,Retention and completion of elementary education

Recommendation

Appraisal team recommends the activities proposed by the UT under Minority innovation.

(v) COMPUTER AIDED LEARNING PROGRAMME (CAL):**OVERVIEW ON COMPUTER AIDED LEARNING (CAL)**

Sarva Shiksha Abhiyan (SSA) was launched with the objective to achieve Universalization of Elementary Education and fulfill the constitutional mandate of providing free and compulsory education for life to the children of age group 6-14 years. The reduction in drop out and repetition rate, enhancement in the achievement levels and making learning joyful are some of the objectives of SSA. It was felt that use of Information and Communication Technology (ICT) and computers in the form of Computer Learning (CAL) help in achieving

the said objectives. Keeping this in view a component of computer education was kept under the Functional Head of 'Innovation' in the framework of SSA. Under this component there is a provision of Rs.50 Lakh per district per year available to the U.T for CAL.

2. Department of School Education with the objective to strengthen the CAL programme, constituted a resource group for formulation of Guidelines for Computer (IT) Education under SSA at elementary stage. The Committee, in its report has deliberated on the national status of CAL at elementary and primary level, suggested interventions for CAL under SSA, provides estimates of population which needs to be covered under the programme, the level of infrastructure and hardware needed, analysis of available resources, possibility of mobilization of additional resources and strategies for implementation of the programme.

3. The main interventions required for introduction of CAL and making use of ICT in Elementary Education, as suggested by the Committee are training of the teachers, creation of infrastructure, development and production of U.T of puducherry specific e-teaching / learning material in local language and sensitization of the State-level statutory bodies. The first & most important tier is for training of teachers and necessary sensitization of States and their statutory bodies. The Second tier suggested creation of infrastructure, development of e-training/learning material and formulation of scheme for making available additional resources. It was also suggested that pending formulation and approval of the scheme to mobilize additional resources, the available resources may be utilized for CAL and use of ICT in elementary education.

4. Role of private sector was considered equally important is only implementing CAL in elementary stage but also for mobilizing additional resources. With this in view, workshops were held with representation from the private sector firms and all State/UT representative. The objective of workshops was to review the progress of implementation of the CAL in States and to develop a public private partnership. The workshops also facilitated the information sharing on latest developments in the technology forefront. The first CAL workshop was convened in Bangalore on February 26-27, 2004. This was followed up with Workshops in Mumbai (August 12-13, 2004), Hyderabad (June 20-21, 2005), New Delhi (7.11.2006) and New Delhi (January 9-10, 2009). These workshops also provide a platform for State Project Directors and Representatives of Private firms face to face so that the former could specify the problems faced by them in the implementation of CAL in their respective States, and also the requirement in their States and the latter could offer solutions that they have, if any, and the material-hardware and software- they could provide.

5. In addition to this SSA office and Department of School of Education with objective of developing strategies for implementation of CAL aligned to promote pedagogy & Quality goals. Besides other suggestions regarding the implementation of this intervention, the key recommendation of the Resource Persons was that, "The best Strategy to implement & derive positive outcomes from IT integrated educational delivery mechanism like CAL is to empower teachers for development of digital use of IT integrated mechanism must not be its mere availability, rather because of its quality such as extendibility, reach ability, flexibility, interactivity that can overcome the situational gaps in teaching learning process". It was also suggested by the resource persons that as these digital resources have immense power to reveal real life situations that, no other teaching learning material can do, using them effectively can be most effective in difficult situation in teaching learning processes.. The precise & innovative use

of ICT capability powered by teachers own idea & creativity can perhaps be the mostly talked about paradigm shift and an approach for accomplishment of the vision of 21st century teacher role.

Children exhibit enormous enthusiasm in learning, more so in the case of rural children. Under this programme, all the Govt upper primary school act as learning centres which are equipped with 10 nos of computer system in computer lab. Among these centres,

The services of Azim Premji , Heymath and Educomp are utilized under computer education. The CDs on subjects for primary classes and upper primary class developed by Azim Premji Foundation are being used in CAL centres by children. The collection of Web resources collected for upper primary classes and prepared a CD with Azim Premji Foundation. NIIT and Intel have organized training to Head master, primary teachers and trained graduate teachers. Internet facilities provided to all Govt Primary Schools and Govt Middle schools. In association with Educomp distributed model of delivery system introduced in three Govt. Schools. Heymath! also introduced in five Govt schools.

During this current year (2010& 2011), around 34179 children have been covered under CAL and 127 Computer Lab established in CAL schools.

1. Total no. of Govt. upper primary schools : 182

Sl. No	Govt. Schools	Pondicherry	Karaikal	Mahe	Yanam	Total
1	Gcvt.Middle School	38	15	1	-	54
2	Gcvt.High School	43	18	3	8	72
3	Gcvt.Higher Secondary School	42	10	4	-	56
Total		123	43	8	8	182

2. Total no. of Teachers in Govt. Upper Primary schools : 1593

Sl. No	Govt. Schools	Pondicherry	Karaikal	Mahe	Yanam	Total
1	Gcvt.Middle School	299	62	05	-	366
2	Gcvt.High School	397	138	30	101	666
3	Gcvt.Higher Sec. School	430	86	45	-	561
Total		1126	286	80	101	1593

Computer Aided Learning (CAL)

UT of Puducherry

S.No	Block/Municipal Area	No.Of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No.of teachers trained on CAL	No. of schools to be covered this year
2		3	4	5	6	7
2	Pondicherry/ BRC I(Urban)	56	37	9789	50	19
3	Pondicherry/ BRC II (Rural)	35	23	7305	25	12
4	Pondicherry/ BRC III(Rural)	32	21	6685	50	11
5	Karaikal -ERC-IV	43	32	6205	-	10
6	Mahe -BRC- V	8	4	1900	50	4
7	Yanam -BIC VI	8	8	2295	-	0
Total		182	125	34179	175	56

Teacher Training on Computer Education 2010 - 2011

To be achieved		Time Schedule
Schools to be covered	No. of Teachers to be trained	April & May
123	1000	

Funds allotted in Teacher Training programme are utilized for CAL Training.

3. Implementation record of CAL since start in the state/UT (year wise achievement including last year's)

Sl. No	Financial year	Implementation Model (by SSA/PPP, if PPP model please mention the PPPnames)	Approved outlay	Financial achievement	Physical achievement			Remarks
					Schools covered	No. contents developed	No. of teachers trained	
1	2	3	4	5	6	7	8	9
1	2003 -2004		60	60				
2	2004-2005	Azim Premji Foundation	60	59.95	70			
3	2005-2006	Azim Premji Foundation	60	60	70			
4	2006-2007	Azim Premji Foundation	60	60	70 +64	45	465	38591
5	2007-2008	Azim Premji Foundation and intel.	60	60	70+64	45	505	38952
6	2008-2009	Azim Premji Foundation and intel.	200	199.81	304	45	558	36671
7	2009-2010	Azim Premji Foundation and intel. And NIIT	200	200	377	49	375	36742
8	2010-2011	Azim Premji Foundation and intel., NIIT,Hey math,,Educom	200	200	377	73	125	34179
Total achievement by now			900	899.76	1466	257	2028	185135

4. DETAILS OF SYSTEMS DISTRIBUTED

Sl. No.	Year	No. of systems in Govt. Schools				Total
		Pondicherry	Karalkal	Mahe	Yanam	
1	2003-2004	85	42	22	21	170
2	2004-2005	142	25	0	0	167
3	2005-2006	133	54	0	0	187
4	2006-2007	50	48	70	0	168
5	2007-2008	43	72	48	0	163
6	2008-2009	430	85	56	74	645
7	2009-2010	178	170	42	75	465
8	2010-2011	175	84	-	-	259
Total		1236	580	238	170	2224

5.List of contents/Teaching Materials developed and used for CAL

Azimpremji Foundation Cd's				
Sl. No	Subject	Title of the CD	Class Covered	Topic covered
1	Tamil Language	Puravin Payanam	2nd to 3rd std	Tamil Grammar
2		Engal Thirumanam	2nd to 3rd std	Tamil Grammar
3		Naadodi Ulagam	2nd to 3rd std	Tamil Grammar
4		Kattukkulle Thirivizha	1st to 3rd std	Tamil Grammar
5		Malai Muzhudum vilaiyattu	1st to 3rd std	Tamil Grammar
6		Kiliyin muligjal	1st to 3rd std	Tamil Grammar
7		Nethyil payanam	1st to 3rd std	Tamil Grammar
8		Thirulallur ulla	1st to 3rd std	Tamil Grammar
9		Dassara Thiruvizha	2nd to 3rd std	Tamil Grammar
10	English Language	Journey in the clouds	3rd to 5th std	Give & Take
11		Friendly Animals	3rd to 5th std	Sentences
12		Hello to Rickatoo	3rd to 5th std	Greetings
13		The cruel King	3rd to 5th std	Vocabulary - 1
14		Haris Wed's Harini	3rd to 5th std	Tense
15		Deeps of courage	3rd to 5th std	Reported Speech
16		Tell a tale	3rd to 5th std	Listening skills
17	Maths	Ravi's Dream	1st to 3rd std	Addition
18		Children's day	4th to 6th std	Addition
19		Our Dream School	3rd to 4th std	Multiplication
20		Mitu the Smart guide	4th to 5th std	Multiplication
21		The Magic Box	1st to 2nd std	Subtraction
22		Magic Marbles	4th to 5th std	Decimals
23		Angle - Tangle	4th to 5th std	Kinds of angle
24		Mixing - Fixing	4th to 5th std	Ratio
25		Trip to Kolkata	4th to 5th std	Multiplication of Fractions
26		Nature Adventure	2nd to 3rd std	Subtraction
27		Eco day	4th to 5th std	Division
28		A day with Kadooji	4th to 5th std	Fractions
29		Visit to Orchard	4th to 5th std	Conversion of Fractions into decimals and percentage
30		Children's day out	4th to 5th std	Addition and subtraction of Fractions
31		The dream boat	2nd to 3rd std	Whole nos.
32	Rikkis Adventure	3rd to 5th std	Sets	
33	Environmental Science	The Magic of Light	4th to 5th std	Light
34		Chhoo Mantar	4th to 5th std	Human Body 1
35		The story of seed	4th to 5th std	Different parts of plants - Part 1
36		The mystery of shadows	4th to 5th std	Light shadow eclipse 2
37		Shambus Green friends	4th to 5th std	Different parts of plants - Part 2
38		Chhoo Mantar Returns	4th to 5th std	Human Body 2
39		Mothis Lesson on safety	4th to 6th std	Be cautious, safety and first aid

Azimpremji Foundation Cd's				
Sl. No	Subject	Title of the CD	Class Covered	Topic covered
40		Earthy - Worthy	3rd to 5th std	Natural resource and management
41		Vikram and vethal	3rd to 5th std	Food & Shelter
42	Social Science	Kamala and 4 drawfts	4th to 6th std	Social Science - Tamil Nadu
43		Travel with Thiruvalluvar	4th to 6th std	Social Science - Tamil Nadu
44	Co-Curricular	How Things Work - Fan	Any class	Understating the history / .. operations / applications of Fan
45		How things works - Telephone	Any class	Understating the history / .. operations / applications of Telephone
46		How things works - Computers	Any class	Understating the history / .. operations / applications of Computers
47		How things works - Television	Any class	Understating the history / .. operations of Television
48		Magic of growing up	Any class	Family Life Education
49		Kanne Kanmaniye	Any class	Eye Care

- ❖ 2010 – 2011 Azhim Premji Developed 24 e-content Topic on all upper Primary Class Subject
EDUCATIONAL CD DISTRIBUTED TO ALL GOVERNMENT SCHOOL:
MATHS:
- ❖ Ezee Maths, Constructional of Geometrical, Symmetry, Locus
- SCIENCE:**
- ❖ Mile Stone in Genetics, Chemical Bonding and Molecular Structure, Photosynthesis, Wave Opticals,
- ENTERTAINMENT CD:**
- ❖ Totally Wild, Most Amazing moments, I didn't know that, What would happen if?

Comments

The State has taken commendable steps to integrate computer technology to enrich classroom teaching-learning processes. The logistics of a computer in the class instead of the laboratory format has been piloted and will be extended to all UPS in the coming year.

The resistance to using technology and the change in the conception of the role of the teacher will get the attention it needs by the planned involvement of teachers in the dialogue on the pedagogic value of enhancing learning with technology.

The decision to use professionals to create the multi media is wise, as is the decision to use a variety of vendors chosen for the pedagogic value the material they offer has.

More than most interactive learning tools, the computer lends itself as a storehouse of digital material which can be used by children for self paced and inquiry-based learning. It is recommended that without expanding or deviating from the plan that it has laid out for itself, the developers and users of CAL stay rooted in the constructivist philosophy and therefore find that (1) the use of CAL to enrich the Library as a space for exploration emerges as do-able, (2) the use of CAL as a way of children pacing themselves through conceptual learning much like with an ABL ladder emerges as possible, (3) the use of the Computer/ Centre/Lab/Room as not needing to be constantly guarded by adults but just like with libraries a safe space that children choose to explore the world they cannot experience, (4) the creation of CAL material that is not teacher led or over-interpreted, but as stimulus for inquiry is created, (5) the courage to ensure that there is enough surround material – even that which the teachers' may not be immediately familiar with

and that the digital material is not tied firmly to textbook matter, but conceptual knowledge that is cross curricular and cuts across classes/standards, (6) the possibility and the determination to find ways in which to include local knowledge but strictly using technology where it can enrich learning and not take away from experience.

(VII) Strategies for Community Mobilization & Media:

A. Community Mobilization

1. Process to be involved in community leaders training for 2011-12

Content of trainings.

- School Management
- School Development Plan
- Financial Management
- Awareness about RTE .
- Monitoring of educational activities etc.
- Structure, duties and roles of VEC/SMC.
- Utilization of various grants of SSA.
- Motivation for improvement of retention of children.
- State vision quality document.
- Regarding use of quality monitoring tools.
- Monitoring of teachers and students attendance.
- Spreading the message of RTE.
- Sharing of best practices to community.
- Motivational films.
- Role in school in development.
- Role of PTAs, SMCs, VECs, Student cabinet,

2. Detailed district wise costing of community Training (RESIDENTIAL)

(3 day block level residential training for SMC /Local authority's members)

Sl.no.	District	Total number of Gram Panchayat		No.of Schools	Total number of existing SMC'	Total members to be selected for training		Total members to be trained
		Panchayat / ward	Municipal corporation			Six members from one SMC (No. of SMC's X 6)	Four members from LA (Total no. of GP's X 4)	
1	2	3	4	5	6	7	8	9
1	Pondy	179	2	283	283	1698	724	2422
2	Karaikal	83		108	108	648	332	980
3	Mahe	6		18	18	108	24	132
4	Yanam	10	1	24	24	144	44	188
	UT	278	3	433	433	2598	1124	3722

3. Detailed district wise costing of community Training (NON-RESIDENTAIL)
(3 day block level Non -residential training for SMC /Local authority's members)

Sr.no.	District	Total number of existing SMC's	6 Members to be trained form one SMC (No.of SMC's x 6)
1	Pondy	283	1698
2	Karaikal	108	648
3	Mahe	18	108
4	Yanam	24	144
	UT	433	2598

4. Strategies for mobilization of tribal communities

District	Name of the tribal group	Activities planned for mobilization	Status of training module development in their dialect	Population coverage
Pondy	Narikuravas	Enrolment drive, school readiness program and retention.	Training module is not separately developed in their dialect as they understand local language.	100 nos
Karaikal	Nil			
Mahe	Nil			
Yanam	Nil			

1. Proposal of community training for 2011-12

Proposal for community training 2011-12				
S.No	Activity	Unit cost	Physical	Financial
1	3 days Residential Training at BRC level(VEC+LA)	0.006	3722	22.332
2	3 days Non Residential Training at CRC level(VEC)	0.003	2598	7.794
TOTAL			6320	30.126

2. Budget proposal for Community Mobilization

Target 2011-12	
Phy	Fin
6320	30.126

3. Monthly activities calendar planned for 2011-12.

S. No	Activity	Apr' 11	May' 11	Jun' 11	Jul' 11	Aug' 11	Sep' 11	Oct' 11	Nov' 11	Dec' 10	Jan' 12	Feb' 12	Mar' 12
1.	Conduct of enrolment rally		*	*									
2.	Monitoring of VEC	*	*	*	*	*	*	*	*	*	*	*	*
3.	Residential training at BRC level (3 days)			*	*	*	*						
4.	Non Residential training at				*		*		*			*	

S. No	Activity	Apr' 11	May' 11	Jun' 11	Jul' 11	Aug' 11	Sep' 11	Oct' 11	Nov' 11	Dec' 10	Jan' 12	Feb' 12	Mar' 12
	CRC level (3 days)												
5.	VEC Day celebration					*							
6.	Award of best VEC/SLC											*	
7.	Distribution of free text books			*									
8.	SLF 1&2				*		*						
9	Exposure visit					*	*	*					
10	Annual social audit												*
11	Campaigns, advt through media, road shows etc to enroll oosc and never enrolled.		*										

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

- Posters, handbills, Holdings Film Clippings towards eradication of child labour system and community support to all-round developments of schools.
- Recorded voice in all the traffic signals indicates provisions of the RTE Act 2009, regarding the need of enrolment of never enrolled children, mainstreaming of the Oosc.

State proposal for strategies pertaining to community mobilization activities is recommended

B. Media

Activities undertaken by State/UT in 2010-11

1. The RTE clearly says about the constitution of SMCs in every school so UT proposed to constitute SMCs.

What are the necessary steps taken by the State/UT to constitute SMCs.

GOI has already been issued to constitute SMC in every school with in 6 months after commencement of the act, and it will be reconstituted every 2 years.

Steps have already been initiated towards establishing School Management Committee in each school, and their role.

The SMC shall in addition to the function specified in clauses (a) to (d) of section 21 sub section (2) of the act, perform the following functions, for which it may constitute smaller working groups from amongst its members

- Communicate in simple and creative ways to the population in the neighborhood of the school, the rights of the child as enunciated in the act; as also the duties of the UT Local authority ,school, parent and guardian
- Ensure the implementation of clauses (a) and (e) of section 24 and section 28 of the act.
- Monitor that teachers are not burdened with non academic duties other than those specified in section 27 of the act.
- Ensure the enrolment and continuous attendance of all the children from the neighborhood in the school.
- Monitor the maintenance of the norm sand standards prescribed in the schedule
- Bring to the notice of the UT, Local authority any deviation from the rights of the child, in particular mental and the physical harassment of the children, denial of admission, and timely provision of free entitlement as per section 3(2) of the act.
- Identify the needs, prepare a plan, and monitor the implementation of the provisions of sec 4 of the act.
- Monitor the identification and enrolment of and facilities for learning by children with special needs and ensure their participation in completion of elementary education.
- Monitor the implementation of the mid day meal program in the school.
- Prepare an annual account of the receipts and expenditure of the school

i. Whether the SMC is already in place (please mention).

No, SMC is not actually in place, but VEC/SLC which is already in place is proposed to be revamped.

ii. Give details about the nomenclature/Composition/ Structure of the SMC Committee Members

The composition of School Management Committee will be as under:

1. Community selected Chairperson / Chairman
2. Head master / Head mistress Secretary
3. Parents 3 members
4. Area personnel / Leader 1 member
5. Handyman (Carpenter, Iron Smith etc.) 1 member

Note: Ladies members will prefer in girls' schools.

S.No	SMC Members	Designation
1	Parent	Chairman
2	Head of the institution	Secretary
3	Parent(w)	Vice Chairman
4	Teacher Representative	Treasurer
5	Women teacher representative	Member
6	LA	Member

S.No	SMC Members	Designation
7	SC Public representative(w)	Member
8	Retired teacher representative	Member
9	NGO Representative(w)	Member
10	Village Representative Officer	Member
11	Health Representative officer(w)	Member
12	Anganvadi Representative(w)	Member

iii. **Whether the SMC has been constituted as per the RTE Act.**

SMC is proposed to be constituted as per the RTE act. The existing VEC/SLC is proposed to be revamped (SMC as per the RTE act) in the month of July / august 2011.

iv. **Local Authority (LA) defines in State rule as**

“Local Authority” means Municipalities and commune Panchayats and Village/Gram Panchayats.

2. **Other committees in the State/UT**

i. **Total Number of committees in the State/UT.**

Nos	Committees													Tea Garden Education Committee	Core Education Committee (non-revenue village)	Gaon Panchayat Education Committee	Others
	SMC	VEC/SMC	SMC	SDMC	WEC	VEDC	MTA	AMC	VSS	VKS	SDC	Meena Clubs					
NA	NA	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	3	3	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

**Write NA for whichever committee association does not exist. Please mention the name of the committee in the Others column.*

The roles & functions of each of the committees constituted i.e SMCs /VECs etc.

The role of VEC/SLC

- Sensitize the community in the neighborhood of the school regarding the rights of child enunciate in RTE 2009.
- Duties of the UT,/LA/School/teacher/parent or guardian.
- Minimum no. Of members prescribed
- They should select chairman and vice chairman from among the parents.
- Whether the children in the neighborhood have access to school within a walking distance of 1 km if not identify a place for establishment of schools/ensure the local self government to provide transport , residential facility and other facilities for providing elementary education.

- Ensure Director of School Education should to publicize or notify the availability of neighborhood schools
- Ensure that CWSN/other disadvantaged groups enroll and complete elementary education.
- Monitor students/teachers attendance, workload if teachers and see that teachers are not overburdened with non academic duties.
- The timely availability of students entitlements.
- Monitor if there is any deviations against RTE rules ensure there is no corporal punishment ,mental/physical harassment
- Meet once in a month and prepare minutes of meeting and report it to Director of School Education (DSE)

ii. Financial powers vested in VEC/SMC/ SMC/SDMC the process of fund flow and constraints encountered.

The VEC/SLC is empowered to spend the funds after taking necessary resolutions in the VEC meetings. The drawing power will be jointly in the name of President and secretary (HM). There is no constraints in funds flow.

4. (i) Please mention frequency of VEC/SMC meetings conducted in 2010-11 (once in a month, once in two months or any other).

Mention last 6 to 7 meetings conducted	Participation level (particularly women & members of SC/ST)	
	WOMEN	SC
July-10	60%	100%
Sept-10	70%	100%
Oct-10	80%	100%
Nov-10	70%	100%
Decr-10	60%	100%
Jan -11	65%	100%

(ii) Any important meeting that has taken place whose decisions had a major result. Give details.

3. Training

(i). Details of training community members (No. of persons)

Committees constituted** (VEC/SMC, SMC, SDMC, SMC, MTA, SC, SEC etc.)	Total No. of members trained	No. of women members trained	No. of PRI members trained	Duration of training	Trained by whom BRC/CRC resource persons, teachers, EGS/AIE instructors /NGOs.	Name of Training Module
VEC/SMC	2592	1063	1124	3 days /training	BRC/CRC	<ul style="list-style-type: none"> • RTE,2009 • Role of VEC in quality monitoring • School development Plan • Role of VEC in enrolling Oosc
SMC	NA	NA	NA	NA	NA	NA
SDMC	NA	NA	NA	NA	NA	NA
SMC	NA	NA	NA	NA	NA	NA
MTA	NA	NA	NA	NA	NA	NA
SC	NA	NA	NA	NA	NA	NA
SEC	NA	NA	NA	NA	NA	NA
Others	NA	NA	NA	NA	NA	NA

**Write NA for whichever committee association does not exist*

(ii). Training modules used in 2010-11.

SNo.	Title of the Module	Purpose	Topics covered
4.	Right to Education Act,2009	Sensitization and orientation	Fundamental rights, child right, teacher's academic responsibility role of VEC/SLC.
5.	Role of VEC/SLC on quality monitoring	Monitor the progress of the children	Orientation in Quality monitoring tools and school level formats
6.	School development Plan	To find out the latest examination results, pupils' achievement rates, how the school compares with other schools, parents' degree of satisfaction with the school, targets for improvement and a report of progress in addressing issues identified during inspections or LA monitoring, teacher/student absenteeism, involvement in budget preparation	Present scenario of the school, implementation of the SDP ,process for developing the plan , schools own missions, aims and priorities, future plans,(curriculum, staffing, financial implication,
7.	Effective role of VEC in the enrolment of Oosc	To enroll the never enrolled and give special training to the oosc for their mainstream into regular schools.	Comprehensive social mapping Understanding of the role and responsibilities ,decision making powers with regard to identification of Oosc, how can communities support the special training program

4. Community Mobilization

(i) Programmes for development of educational facilities, civil works and other school improvement programmes (list 3-5 key cases)

Organizing VEC day involving all community people.

Problem solving through community participation (keeping clean and green out side school)

(ii) **Networking with NGO/ institutions for community mobilization under SSA.**

Sl.NO	Name of the NGO	Name of the District covered by the NGO	Area of Assistant (Training of community leaders or Campaign or any other.
1	Annai Indrigandhi Gramma Munnetra Ilanger Narpanimandram	Pondicherry	Campaign
2	Samugam Trust	Pondicherry	Campaign
3	HOPE	Pondicherry	Campaign
4	ADECOM Network	Pondicherry	Campaign
5	Lions' club	Yanam	Medical assessment

Campaign: - Enrolment of school age children, Bring down the dropout rate, back to school campaign for out of school children, Girls Enrolment

(iii) Strategies adopted for mobilization of tribal communities?

Convergence with the NGO to motivate the narikurava nomadic tribes (nearly 100 nos) and all those children were given special training / cleanliness etc.

(iv) What are State initiatives for mobilization in urban areas?

Local TV channels, handbills, wall posters will also contribute in mobilization

5. Linkages between VEC/SMC/SMCs/SDMCs etc. with PRIs at village, block and district levels.

- The Ward Councilor is appointed as the president of the school education committee
- Sarpanch/Village panchayat leader is the chairman of the VEC in the rural areas.
- The Panchayat Presidents, Ward Councilors, Municipal chairman support the VEC/PTA/SDMC in a good deal for the better supervision and monitoring and they give valuable suggestions for the successful completion of SSA activities.
- The PRI members actively involve themselves in the School Development Plan.
- The PRI members are now empowered to supervise and monitor the preprimary sections.
- LA leads the community mobilization campaign



7. What is the monitoring mechanism for VEC/SMCs in State/ UTs and is effective role of VEC/SMCs assessed?

Quality monitoring formats will be filled up by VEC. They will be assessed as

1	Primary level	Deputy Inspector of schools
		CRC Coordinators
		BRTEs
		State coordinators
2	Secondary level	CEO/DDEW
		CRC Coordinators
		BRTEs
		State coordinators

3	Higher Secondary level	Joint Director
		CRC Coordinators
		BRTes
		State coordinators

8. Status of capacity building of VEC/SMCs on financial aspects and auditing arrangements for VEC/SMC accounts. Are they being done?

- Assist the heads of schools in the effective transparent utilization of grants
- To manage a joint account of the VECSLC for infrastructural improvement and teacher support grants
- To mobilize community support for the improvement of infrastructural facilities in terms of cash, kind and service.

The duty of the VEC is to receive the grants aided by the government and use them in a fruitful way. Everybody should realize that the school is the property of the society. The VEC leader has to help in facing the natural and man made barriers in building the school buildings. They can also give ideas in during the process of building construction. They should inspect whether the rooms are spacious and the low level black boards are provided.

9. Name and give details of finding of any assessments studies conducted on Community Mobilization/ involvement /ownership.

10. Any Specific program organized/planned for Mobilization of girls.

- Motivation camps and exposure visits are conducted for the SC/ST/minority community and girls. Experts in the respective fields and local famous leaders are invited. They deliver valuable lectures and also share their experiences with the teachers/ /guidance & counseling assistants and mothers of the school and children respectively.
- Life skill development activities like exposure visit , Vocational skill development activities like tailoring, drawing, painting, doll making, dress designing, file making , molding and terracotta work were conducted and mothers meet was conducted. The VEC members were invited to the school exhibition and the parents were asked to give away the prizes to the top scorers and also the prize winners in the women empowerment competition.

11. Any specific program organized /planned for mobilizing SC/ST/Minority communities.

- Zonal level science exhibition was conducted were the special focus groups are given more opportunity. Special coaching classes were conducted during summer holidays which received a great applause from the parents side as well as VEC for it paves way to orientation/strengthening of the technical ability of the SC students

12. Has the State taken any step to strengthen/ capacitated the community on quality monitoring dimensions. Details of exposure visits organized for community members.

a. Improvement of Quality education

- Parents meeting is conducted in the presence of the VEC members in which the quarterly, half yearly and annual marks of the students are shared .The teacher focuses the problem of learning by the students and the suggestions made by the parents/teachers/VEC is accepted and the shortcomings are rectified.
- The Reading Corners established in all schools enables the children to have easy access to books and this is welcomed by the community.
- The Quality Monitoring Tools and the School Level Formats reveal a lot of messages to the community and the community is empowered to visit the schools and record the findings.
- While preparing School Development Plan, apart from the requirement of the infrastructural needs adequate attention is paid by the community members in quality issues like monitoring the ABL classes, TLM materials in schools and the availability of the child's right.

b. Improving Teacher attendance

- The punctuality of teachers in attending the schools/ attendance is ensured by the regular visits/monitoring of the members of the VEC/SLC in turns.
- It is propose to introduce online attendance which will be available in the web and transparency of the teachers' attendance is ensured.
- ADEPTS will be displayed - the VEC can see the performance of the teachers against the set parameters.

c. Improving Student attendance

The children who absent themselves for more than 3 months seems to face some problem in attending the school. A meeting is arranged between the community members and the parents of such long absentees, and in such meetings strategies are developed to bring back the long absentees. Parental awareness is created in the meeting because the they have the a crucial role in understanding and appreciating the individual potential of every child,and his/her own pace of learning.

d. Reduction in dropouts

As per RTE, the Village Education Register is updated to identify the Oosc and it will be posted in the web. It is the duty of the VEC/PRI members to bring back the child to school or to make arrangements to give special training to the never enrolled Oosc and to mainstream him to the regular school. The dropout rate has been considerably reduced because the community members actively contribute to bring back the dropouts.

13. Copies of Training modules/ Publicity materials (Print/Audio Video)/ case studies/ Good Photographs on community participation and public awareness be given to TSG, MHRD, GoI.

SSA in convergence with the convergence of the NGO through campaign in the van to urban and rural areas of the Puducherry.



14. Mention the detail processes how community members are involved in the planning process (Preparation of School development plan).

VEC/SLC , selected teachers/community leaders, and LA involved in preparation of SDP, which includes

- Micro-planning undertaken in a participatory manner in respect of habitations / schools falling within the catchment area of the neighborhood school.
- Environment building in the village/urban areas through village meetings.
- Conduct of house hold survey to identify oosc
- Preparation/ updatation of VER
- No. of teachers required as per RTE
- Preparation of proposal for improved educational facilities in the village and Whole school development

15. Provide details of the good practices/case studies of VEC/SMCs on the following

i. Community Mobilization

Awareness program was conducted for the enrolment of the never enrolled children and Oosc by the SSA in convergence with the NGO through campaign in the van to urban and rural areas of the the Puducherry .

ii. Impact and review of quality Education

Community leaders in some areas have involved in monitoring and supervision of school day to day activities

iii. Teachers attendance

VEC/SLC involved in monitoring the teacher presence, classroom interaction.

iv. Student attendance and reduction of out of school children / checking dropouts

v. Any other significant contribution to schools/ Supervision and monitoring

*(*For this details should not be given here but should be annexed in a manner which can be circulated by the ministry to all the State/UTs.)*

16. Community Training (Physical/ Financial achievements)

Name of State/UTs	2010-11																				
	PAB approved Target						Achievement														
PUDUCHERRY	Residential	Residential (Fin) 0.003	Non Residential	Residential (Fin)	Local Authority/ PRI members	Local Authority/ PRI members (Fin) 0.003	Sub total Target (Phy)	Sub total (Fin)	0.50%	Residential	Residential (Fin)	Non Residential	Residential	Local Authority/ PRI members	Local Authority/ PRI members (Fin)	Sub total Target (Phy)	Sub total (Fin)	0.50%	Phy(%)	Fin (%)	0.5(%)
	2592	7.7776	2592	3.888	1124	3.372	6308	15.036	7.518	2592	7.7776	2592	3.888	1124	3.372	6308	15.036	7.518	100	100	100

17. Status of District Level Monitoring Committee.

State	Total number of District in the State/ UTs	Name of districts in which committee stand constituted	Name of districts in which committee has not yet been constituted	Details of No's of meetings held in each district so far	Outcomes of the meetings	Remarks if any
1.	2.	3.	4.	5.	6.	7.
PUDUCHERRY	4	4	-	6	Implementation of ABL in Tamil medium schools, gradation of schools in implementing the ABL is followed. and rectification is also done	Active implementation of SSA activities
					Strengthening of monitoring system at CRC level. Publication of habitation wise Oosc child in the web	
					Mainstreaming the out of school children. The list of eligible candidates to be admitted in the private schools (25%)	
					Conduct of medical assessment camps and supply of aids and appliances to the identified CWSN.	
					Identified the need based objectives of training.	
				Community participation		

(IX) Involvement of NGO

The UT had not conducted any GIAC meeting during 2010-11. Funds allotted to NGOs only based upon the project. NGOs activities and programmes monitored by State level officials.

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

1. Sankyaa Pvt. Limited, Educomp
2. Rishivalley Educational Research (RIVER) and SSA, TN for ABL Card scaling up to English medium.
3. The school-Krishnamurthy Foundation

NGO in Computer Aided Learning

1. Azim Premji Foundation involving in the development of animated content CDs under CAL and evolving a demonstrable model of computer aided learning at primary level.
2. A MOU is signed with SANKYAA private Ltd in implementing the maths software Heymath for upper primary classes.
3. A MOU is signed with Educomp in implementing the distribution delivery system as pilot project.

NGO in Inclusive Education

1. SADAY special school. - Organized the world disabled day celebration and parents awareness programme.
2. Sathya special school – Organized the workshop on Down Syndrome and awareness and training for special teacher and parents.
3. Cluny Navajeevan centre for MR children, Karaikal.-
4. Snehasathan special school for MR children, Mahe

NGO in Out of School

1. Isaiambalam, Auroville.
2. Empowerment Trust -Odiapet.
3. Sathyalayam- Dubrayapet.
4. Santhosh Nanban- Pondicherry.
5. Samuham, Pondicherry

(X) Project Management:

- i. **Sanctioned staff strength and vacancies at State, district, block and cluster levels and the plan of action to fill the existing vacancies**

Category	Staff position			
	Staff sanctioned	Staff filled	Vacancy	Percentage of vacancy
SPO	14	12	2	14.28%
DPO	15	12	3	20%
BRC	40	40	Nil	0%
CRC	25	25	Nil	0%

Above table reflect that there are only few vacancies at the State and District Project Office, appraisal team suggested that these vacancies should be filled immediately for smooth implementation of SSA activities.

If any revision or strengthening of the existing staffing pattern has been or is proposed to be undertaken

In BRC, it is proposed to create additional post of 6 Data Entry Operators, 12 Resource Teachers, 6 MIS Coordinators and 13 Accountants as per RTE.

At CRC level new 9 CRC will be established along with nine CRC Coordinators
In case of MIS cell, one more post of system analyst will be created

At administrative level one superintendent post is proposed to be created and two more auditors will be outsourced for performing internal audit.

Two senior coordinator is proposed at the UT level from this year.

iii. If the district is a DPEP district, the staffing pattern at the BRC and CRC levels should be indicated

UT is not having any DPEP District

iv. Steps taken and plan of action for integration of SSA with the State Education Department structure and the nature of involvement of Directorate of Elementary Education, SCERT, SIEMAT and DIETs in the planning and implementation of SSA.

Already steps have been taken to converge with the department and the DIET. By posting a supervisory staffs at the cadre of CEO from SSA will help in converging with the department of Education.

v. Activity wise detailed break up of management cost at State and district level proposed during 2011-2012.

Activity	Fresh Proposal			Total Proposals
	unit cost	Phy	Fin	Fin
Management & Quality				
Salary for the existing staff		22	11604286	11604286
Furniture and Electricity	15000	5	75000	75000
Training Workshop & Meeting	25000	5	125000	125000
Consultancy	25000	5	125000	125000
TA/DA(Official / Staff /Resource Persons)	50000	5	250000	250000
Vehicle	240000	5	1200000	1200000
FTA to BRC and CRC	18000	4	72000	72000
Telephone Charges	60000	5	300000	300000
Audit Fees	20000	5	100000	100000

Activity	Fresh Proposal			Total Proposals
	unit cost	Phy	Fin	Fin
Books and Periodicals	5000	5	25000	25000
Equipments & Maintenance	50000	5	250000	250000
Stationeries and consumables	20000	5	100000	100000
Contingency	24000	5	120000	120000
Media and Documentation	40000	5	200000	200000
Strengthening of DMIS	40000	5	200000	200000
Capacity building training to staff and Official	50000	5	225000	225000
Learning Enhancement Programme	1000000	4	4000000	4000000
Hiring of Experts	30000	1	30000	30000
Online attendance & student module	500000	1	500000	500000
Tracking of children	150000	5	750000	750000
Grand Total			20251286	20251286

Administration

SINo	Designation	Unit	Present Pay	One increment	One month	12 month	Others	Total
1	State Project Director		60000	990	60990	731880	60990	792870
2	Superintendent		25000	400	25400	304800	25400	330200
3	Steno		21000	400	21400	256800	21400	278200
4	UDC		18000		18000	216000	18000	234000
5	LDC		15000	220	15220	182640	15220	197860
6	Asst District Co.ordinator	4	45000	500	45500	2184000	45500	2229500
7	Academic co.ordinator	4	45000	500	45500	2184000	45500	2229500
8	Coordinator Planning		45000	500	45500	546000	45500	591500
9	Coordinator Quality		45000	500	45500	546000	45500	591500
10	Coordinator Innovative		45000	500	45500	546000	45500	591500
11	Programmer		15000		15000	180000	0	180000
12	System Analyst		25000		25000	300000	0	300000
13	Tally Asst.		3500		3500	42000	0	42000
14	Data Entry Operator - 2		12000		12000	144000	0	144000
15	Peon		10000	180	10180	122160	12216	134376
16	Office Assistant - 1		10000		10000	120000	0	120000
17	Sweeper 4	4	8000		8000	384000	0	384000
18	Sr. Coordinator Monitoring		40000	700	40700	488400	40700	529100
19	Sr. Coordinator Special training		40000	700	40700	488400	40700	529100
	Total		527500	6090	533590	9967080	462126	10429206

ACCOUNTS

SI No.	Designation	Present Pay	One increment	One month	12 month	Others	Total
1	Finance Controller	25000	0	25000	300000	0	300000
2	Junior Accounts Officer	42000	590	42590	511080		511080
3	Auditors	15000		15000	180000	2000	182000
4	Auditors	15000		15000	180000	2000	182000
	Total	97000	590	97590	1171080	4000	1175080

Observations and Recommendations

UT has proposed Rs. 2.02 crore including LEP under the project management. It is appreciated that there is an enhancement of certain post though to keep in view the financial norms the proposed amount cannot be recommended by the appraisal team.

7. Special Focus Districts (SFDs)

Progress during 2010-11

District Name	Target Schools opened 2009-10	Schools opened 2009-10	Target Schools opened 2009-10	Schools opened 2009-10	Target Schools constructed 2009-10	Schools Constructed 2009-10	Target Schools Constructed 2009-10	Schools Constructed 2009-10	Target ACR Constructed 2009-10	ACR Constructed 2009-10	Target Teacher requirement 2009-10	Teacher recruited 2009-10	KGBVs opened 2009-10
	Primary		Upper Primary		Primary		Upper Primary						
MAHE	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0

Proposal 2010-11 – Special Focus Districts (SFD)

District Name	Proposed Schools opened 2010-11	Proposed Schools opened 2010-11	Proposed Schools constructed 2010-11	Proposed Schools Constructed 2010-11	Proposed ACR Constructed 2010-11	Proposed ACR Constructed 2010-11	Proposed Teacher requirement 2010-11	KGBVs opened 2010-11
	Primary		Upper Primary	Primary		Upper Primary		
MAHE	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0

Special Focus Districts (SFD) – Issues / Gaps Identified and Strategies

SL. No	Name /Category of SFD	Issues /Gaps identified	Strategies taken	Observations
	District Name			
1.	MAHE	1. lack of awareness among the parents of the minority community regarding the impact of education.	1. Organizing the parents meeting in awareness component. 2. Special coaching classes for slow learners. 3. Providing the coaching in computer	The district has to undertake all the activities and outcome of the interventions proposed under minority education.

SL. No	Name /Category of SFD	Issues /Gaps identified	Strategies taken	Observations
			skills, communication skills and maths. 4. Appointing the Guidance and counseling assistant for continuous care of Muslim children. 5. Introduction of distributed model of delivery system in schools	

Observation & Recommendation

- The appraisal team has mentioned about the issues and strategies to be taken up under SFDs.
- UT does not any proposal for its Special Focus District for the year 2011-12.

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

Summary Observations Of Monitoring Report Of Puducherry University On Ssa For The Ut Of Puducherry For The Period Of 1st February 2009 To 31st July 2009

GENERAL INFORMATION

Sl. No.	Subject	Details
1.	No. of Districts allotted	Four
2.	Districts' name	1. Puducherry 2. Karaikal 3. Mahe 4. Yanam
3.	Date of visit to the Districts / EGS / Schools	November 2009
4.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated	477
5.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored)	31 (5%)
6.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	Yes
7.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	Yes
8.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes

Summary Observations of Monitoring Institutions

(a) Civil Works:

Frequent visit are made by the technical persons till the completion of the work. To be more specific minimum three times a week and apart from this they use to visit on call and also at the technical frame work execution is made in their presence only.

The drinking water facilities works are carried out the VEC/SMC under the guidelines of the PWD engineer's supervision. The quality construction of class rooms and drinking water facilities provided to the school children's are found Good. Under the SPO level a coordinator was appointed so has to execute, monitor and evaluating the progress of the civil works.

(b) Textbooks:

The text books are supplied by the Directorate of School Education, Not through SSA scheme

c) School grants:

All the schools visited had been received the school grants

School Grants were released to all Head Schools by cheque. No centralized purchasing is done against school grants. The last years school grant was used about 95% by all sample checked schools.

d) Teachers and Teachers Training:

During the visit of the MI, it was not found any teacher absentee and the teachers attendance was verified that there is no such kind of habitual absentee. The children and teachers have a good and cordial relationship, during the inspection students, parents and VEC members were enquired whether they were scared or harassed by the teachers, but no such case was reported.

During the visit of the MI, it was not found that about 287 teachers in the sample school were given training under the SSA schemes. They don't have any training calendar for it but at the same time the training will be conducted through out the year except during the exam time to the students. The system of orientation training is followed for the newly recruited teachers. But during this half yearly period there were no newly teachers in this district of Puducherry. The Master trainer will be invited from Tamilnadu and NCERT to the BRC and CRC centre and the orientation training will be given to the teachers. Through the feed back forms the quality of the training will be assed.

No such refresher training was conducted so for and, the SPO had proposed to conduct such training in near future. The teachers expressed their outmost satisfaction through these kind of orientation programme there they can update their knowledge. At the same time the teachers wants to extend this programme in the areas of Mathematics, Computer Science, Yoga and Physical education, more specifically to the areas of emerging discipline.

(e) EGS & AIE:

There are each one EV's for every AIE centres. Different methods to teach Tamil, English and Maths, Training in use of TLM. Most of the EVs are not professionally trained for teaching hence they seem to be happy with the training. Specific strategies for slum area children, was appreciated.

MI observed that CRCs visit AIE centres once a week or once in two weeks. The stay of CRCs as reported by a sample EVs is between 30 minutes to one hour. Basic essential qualifications are 10+2 for EVs to handle class for primary level students. Crosscheck by MI revealed that 90% of them were qualified with degree in addition with D.TEd and B.Ed. and get a salary of Rs. 1500/- and those who teach for upper primary students receive 2500/-per month.

The salary is paid through cheque/ bank account. After passing resolution in the VEC meeting and the Salary is received through school head master. **Sometimes there is a delay in payment of their salary.**

In Puducherry district about 105 students are mainstreamed from AIE centre during the last academic year.

The achievement level as evaluated by MI teams through snap tests revealed that achievement level of children attending AIE centres quite frequently is not more than 85% and most of them are passed to the Mainstream course. Rapport between teacher and students was invariably good and encouraging.

(f) Children with Special Needs (CWSN):

Presently 1241 are enrolled in the Puducherry district. Medical camp were organize and students were identified and need of special needs. No such issue was raised by either of the CWSN, teachers, parents with whom MI interacted. There is one IED coordinator at SPO office. There are weekly data formats which the resource teachers fill up every week. **Once in the beginning and once after the three days visit to the resource centre.** Schools in Puducherry district were constructed with RAMPS. 108 childrens who were under training with the NGO'S

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

Not Applicable

(h) Katurba Gandhi Balika Vidyalaya (KGBV):

Not Applicable

(i) District Information System for Education (DISE)

The 2 days training to CRCs was given to capture data on prescribed formats and they were assigned to collect the data and a random check should be made by them. The SPO had also appointed the third party to verify and submitted the consistency report with findings and suggestions to the SPO.

(j) Research and Evaluation:

During this financial year there was not any research was undertaken till the date of MI visit. During the last calendar year about 31 studies were made. Initial research and study is in process the SSA and in collaboration with Azin Premji formate data. State Level Committee is also engaged for this purpose.

(k) Functioning of the VEC:

In total there were 427 government schools and 34 aided schools in Puducherry were constituted with VEC committees. The MI had found cent per cent of the school visited are with VEC. A guideline book have been provided to all the members of VECs and Ward committees. It was observed during cross check by MI that in all schools there were women member in VEC. A cross check by MI revealed that schools out of the schools visited by MI

52 %. VEC are holding monthly meetings whereas 29 % VEC meet once in two months and in 19% schools VEC meetings are held only Quarterly. 92% are satisfied with the contribution of VECs and with their help in school work by providing enrolment and attendance of the teachers and students.

(l) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

The district has taken adequate measures to provide educational facilities to SC, ST, minority groups and girls in 2008-09. 98% SC children are enrolled in schools and AIE centres. No STs identified in Puducherry

(m) Additional items to check during school visit by MI:

280 days as reported by all schools visited by MI. All the schools in Puducherry have a proper building with adequate infrastructure. The physical environment in the schools is adequately clean. Most of the Schools have playgrounds. The Classrooms are good but number of classrooms requires to be increased because of increase in enrolment number. Health check camps are organized once a year. All the schools visited by MI reportedly confirmed this. In schools visited by MI there was no case of consistent low attendance.

Appendices

Fact Sheet

Fact Sheet – 2011-12
(to be annexed with Minutes)

State: Puducherry
 No. of Districts: 4
 No. of Blocks: 6
 No. of Clusters: 34
 No. of villages / wards : 79

Total population: 9.75 lakhs as per 2001 census

Literacy Rate: 87.6%

Child Population-

a. 6-10 years: 109202

b. 11-14 years: 70966

% of children passing with 60% : Boys- Girls-
 Primary 68.0% 72.0%
 Upper primary 63.0% 65.0%

Educational Indicators

Enrolment I-IV			Enrolment V - VII			Enrolment I - VII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
56144	53058	109202	36805	34161	70966	92949	87219	180168

Source:

GER			NER			Dropout rate			Retention Rate (I - V)			Retention Rate (I - VIII)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
105.49	104.86	105.18	99.58	99.54	99.56	2.18	1.89	2.04	97.82	98.11	97.96	97.5	97.93	97.7
109.55	103.97	106.79	95.40	93.74	94.58	2.82	2.24	2.53	97.18	97.76	97.47			

Source:

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
95.5	97.4	96.2	94.0	99.6	99.4	99.45	99.8	99.8

Source:

Out of school Children								
6-10 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
259	196	455	276	170	446	535	366	901

Source:

	Target for 2010-11	Target Achieved	Target for 2011-12
1. Coverage of Out of school children	513	245	901

	Target for 2010-11	Target Achieved	Target for 2011-
2. Dropout rate	P- 2.04 UP- 2.53	P – UP -	1.0
3. Attendance rate			
(i) Student Attendance rate - Primary	99	99.02	99.25
(ii) Student Attendance rate – Upper Primary	99	99.10	99.25
4. Achievement level			
(i) Primary			
(ii) Upper Primary			
5. Teacher Attendance Rate	90.0	92.0	95.0
6. No of single teacher school	0	0	0
7. No of schools with PTR > 50	7	5	2

Recommendation/Approval for 2011-12

New Primary schools (including upgradations)					
Sanctioned till 2010-11	Opened till March 2011	Recommendation/ Approval in 2011-12	Buildings completed	Teachers provided	TLE provided
10	10	0	10	yes	yes
Up gradation of PS to UPS					
Sanctioned till 2010-11	Opened till March 2011	Recommendation/ Approval	Buildings completed	Teachers provided	TLE provided
2	2	0	2	yes	Yes

EGS									
Approved till 2010-11		Centers running as on March 2011		Centers to be upgraded to PS		Centres to be continued in 2011-12		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centres	Children	Centres	Children
Nil									

Sub-District Structures functioning	Target for 2010-11	Achievement till March 2011	Recommendation / Approval for 2011-12
No. of BRCs	5	5	5
No. of URCs	1	1	1
No. of CRCs	34	25	34
Resource persons			

Teachers under SSA					
	Sanctioned till 2010-11	In position	Recommendation/Approval in 2011-12		
			Against new schools	Additional teachers	Total
PS	20	14	nil	Nil	
UPS	18	18	nil	nil	

Teacher Training					
Type of training	Progress for 2010-11				Recommendation / Approval for 2011-12
	No. of teachers		Duration (No. of day) of the training		
	Target	Achievement	Target	Achievement	
a In service	414	280	4140	2808	
b new recruits					
c Untrained					
d. Others	87	87			
Total					

Interventions for Out of school children	Achievement of 2010-11		Targets for 2011-12	
	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission	Nil	45	Nil	
2. EGS – Primary	Nil		Nil	
3. EGS - Upper Primary	Nil		Nil	
4. Resdl spl trg.	Nil		2	174
5. Non resdl spl. Trg.	20	245	25	727
6. AIE – Seasonal Hostel	Nil		Nil	
7. AIE – Back to school camp	Nil		Nil	
8. AIE – Others	Nil		Nil	
9. Maktab / Madarassas	Nil		Nil	

Remedial Teaching

Target for 2010-11	Achievement till March 2011	Target for 2011-12
Nil	Nil	Nil

Inclusive Education

No. of children identified, 2010-11	Covered till March 2011	Target for 2011-12 (No. of children to be covered)
2996	2996	3834

Civil Works

	Sanctioned till 2010-11	Completed till March 2011	Recommendation/ Approval in 2011- 12
Crc	26	25	
Brc	6	6	
School buildings (PS)	10	10	
School buildings (UPS)	2	2	
Additional Classrooms	447	422	
Drinking Water	319	294	
Toilets	310	295	
Girls' Toilets	95	70	
Boundary wall	6550	6550	
Furniture	3400	3400	

REMS

	No. of research studies carried out during 2010-11	No. of research studies recommendation/Approval for 2011-12
Research	6	2

Innovation:

(a)ECCE

Progress for 2010-11			Recommendation/Approval for 2011-12		
No. of centers	No. of children enrolled	Financial	No. of centers	No. of children	Financial
294	7478	50.0	294	7478	53.00

(b)Girls Education

Progress for 2010-11		Recommendation/Approval for 2011-12	
(Girls Beneficiaries)	Financial	(No. of Girls)	Financial
21186	39.14	21186	53.025

(c)SC/ST

Progress for 2010-11		Recommendation/Approval for 2011-12	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
3390	45.0	NA	45.00

(d)CAL

Progress for 2010-11			Recommendation/Approval for 2011-12		
No. of schools covered	No. of children covered	Financial	No. of schools to be covered	No. of children to be covered	Financial
377	34179	200.0	56	10220	200.0

(e)Urban Deprived Children

Progress for 2010-11		Target for 2011-12	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
nil	nil		

(f)Minority Interventions

Progress for 2010-11		Target for 2011-12	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
7060	7.55	22617	25.00

Community Mobilization

	Target for 2010-11	Progress till March 2011	Recommendation/Approval for 2011-12
No. of VECs	432	432	
No. of SMCs/PTA/MTA	432	432	
No. of VEC members to be trained	6320	6320	

NPEGEL:

Major Activities	Target for 2010-11		Progress for 2010-11		Recommendation/Approval	
	Physical	Financial	Physical	Financial	Physical	Financial
Non Recurring	NA					
Recurring						
Total						

KGBV:

Target till 2010-11		Operational till March 2011		Construction of KGBV till March 2011			Target for 2011-12	
No. of KGBV	Enrollment	No. of KGBV	Enrollment	Completed	In progress	Yet to be start	No. of KGBVs	Enrollment
NA								

Result Framework

Sl. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Target 2010-11	Achievement 2010-11	Target 2011-12	Frequency and Report	Data collection instruments	
Goal I: All children in School/EGS centers/Alternative and Innovative Education Centres									
1	Number of children aged 6-14 years not enrolled in school/Special Training Centre	1050	646		Number of out of school children reduced to 513	children mainstreamed 245 and children under special training -243	901	Annual DISE report disaggregated by States. Independent Sample survey on out of school children in 2011-12 disaggregated by State.	Household data and updated village and ward register
2	Number of children enrolled in school	Number of children enrolled in primary 112684 Number of children enrolled in upper primary 69811	112792 at primary level 71344 enrolled in upper primary		Number of enrolment at primary level may be 110000. Number of enrolment at upper primary level may be 80000	Number of enrolment at primary level may be 109202. Number of enrolment at upper primary level may be 63904	Number of enrolment at primary level may be 110000. Number of enrolment at upper primary level may be 82000	Annual DISE report disaggregated by States, gender, SC, ST and Muslim	DISE
3	Ratio of Primary to Upper primary schools	1.77:1	1.77		1.77:1	1.77:1	1.77:1	Annual DISE report	DISE

RESULTS FRAME WORK FOR SSA GOALS

Sl. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Target 2010-11	Achievement 2010-11	Target 2011-12	Frequency and Report	Data collection instruments
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	Number of children with special needs enrolled 2700	2926	2996	2996	3834	Annual DISE report on IE	DISE report from Inclusive education for disabled unit
Goal II: Bridging gender and social category gaps								
5	Decline in shortfall of number of classrooms	Additional classroom required 108	76	19	ACR-26 room -33 =59	HM Additional class room may be required as per RTE	Annual DISE report on civil works disaggregatd by States	DISE report from civil works unit
5	Girls, as a share of students enrolled at primary and upper primary level.	Share of girls in primary level is 48.49	48.91	48.5	48.5	48.5	Annual DISE report disaggregated by States	DISE
		Share of girls in upper primary level is 47.97	47.91	48.5	48.43	Proportion to their population	Annual DISE report disaggregated by States	DISE report from alternative school unit

Sl. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Achievement 2009-10	Target 2010-11	Achievement 2010-11	Target 2011-12	Frequency and Report	Data collection instruments
6	Enrolments of scheduled castes & schedule tribe children reflect their shares in 6-14 age group population in primary and upper primary schools	Share of SC children in primary school is 18.7%	18.29		18	18.9	18	Annual DISE report disaggregated by State, gender, SC, ST and Muslims	DISE
		Share of SC children in upper primary school is 18.7%			18	19.6	18	Annual DISE report disaggregated by State, gender, SC, ST and Muslims	DISE
		Share of ST children in primary school	Nil		Nil	Nil	Nil		DISE
		Share of ST children in upper schools	Nil		Nil		Nil		DISE
Goal III: Universal Retention									
7	Transition rates from Primary to upper primary	100%		100%	100%	100%	100%	Annual DISE report disaggregated by States	DISE
8	Retention at Primary level	94.76%		97%	100%	98%	100%	Annual DISE report disaggregated by States	DISE

RESULTS FRAME WORK FOR SSA GOALS

Sl. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Target 2010-11	Achievement 2009-10	Target 2011-12	Frequency and Report	Data collection instruments
9	Retention at Elementary level	92.9% (For states where elementary stage is class I to class VIII)	97%	May be the retention rate at elementary level 98%	98%	May be the retention rate at elementary level 99%	Annual DISE report disaggregated by States	DISE
10	Gross completion Ratio (Primary level)	Gross completion ratio (primary level) is 93.48	95.92	96.5	99.4	100%	Annual DISE report disaggregated by States	DISE
12	Improvement in % schools with Drinking water facility	Improvement in %schools with drinking water facility	Almost all schools having drinking water facilitiesbut in some school the available water is notpotable	100% potable drinking water facilities will be arranged	Almost all schools having drinking water facilitiesbut in some school the available water is notpotable	100% potable drinking water facilitiesw will be arranged	Annual DISE report disaggregated by States	DISE
13	Improvement In % schools with common toilets	Improvement in %schools with common toilets	98% of schools having common toilets	100%	98% of schools having common toilets	100%	Annual DISE report disaggregated by States	DISE
14	Improvement in % schools with separate toilets for girls	76%of the schools haing separate toilet for girls at primary level	88% of the schools having girls toilet facilities	100%	88% of the schools having girls toilet facilities	100%	Annual DISE report disaggregated by States	DISE
		85%of the schools having separate toilet for girls at upper primary level	88% of the schools having girls toilet facilities	100%	88% of the schools having girls toilet facilities	100%	Annual DISE report disaggregated by States	DISE

RESULTS FRAME WORK FOR SSA GOALS

Sl. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Achievement 2009-10	Target 2010-11		Target 2011-12	Frequency and Report	Data collection instruments
Goal IV Education of Satisfactory Quality									
15	(i) Teacher Availability	pupil teacher ratio at primary level is 22:1 and upper primary level is 35:1		primary 23:1 upper primary 27:1	Primary 23:1 upper primary 27:1	Primary-1:23 Upper prim-1:27	Primary 23:1 upper primary 27:1	Annual DISE report disaggregated by States	DISE
		District with average PTR>40 at primary level is 25		PTR>40 at primary level is 20 schools	Nil	Nil	Nil	Annual DISE report disaggregated by States	DISE
		District with average PTR>40 at upper primary level is 15		PTR>40 at upper primary level is 17 schools	Nil	Nil	Nil	Annual DISE report disaggregated by States	DISE
		District with PTR>40 are 40 at elementary level		Districts with PTR>40 are 0 at elementary level	Nil	Nil	Nil	Annual DISE report disaggregated by States	DISE
		% of schools with PTR >40:1 is 8.2%		% of schools with PTR>40:1 is 5.74%	Nil	Nil	Nil	Annual DISE report disaggregated by States	DISE
		Shortfall of number of teacher 0%		Sufficient number of teacher are available	Sufficient number of teacher are available	No shortage of teachers Teacher to be redeployed	Judicial deployment of subject specific teachers as per RTE-2009.	Annual DISE report disaggregated by States	DISE

Availability of teaching learning materials	100% eligible students received free text books		100% eligible students received free text books	100% eligible students received free text books	100% eligible students received free text books	100% eligible students received free text books	Annual DISE report disaggregated by States	DISE
	100% teachers received TLM grant		100% teachers received TLM grant	100% teachers received TLM grant	100% teachers received TLM grant	100% teachers received TLM grant	Annual QM report disaggregated by States	QMT report program DISE
	percent of school using material in addition to text books such as workbooks/worksheets		The cent percent of schools using workbook and sheet	The cent percent of schools using workbook and sheet	100% of schools using workbook and sheet	100%	Sample District report- six monthly	MIS sample District report
	percent of schools displaying teaching learning materials related to language /EVS Science/Maths/Social Science/CAL		The cent percent of schools using material related to language/EVS/science/math s/social science/CAL	The cent percent of schools will be using material related to language/EVS/Science/ maths/social science/CAL	100% of schools will be using material related to language/EVS/Science/ maths/social science/CAL	100%		
a) Teachers	86% teachers received inservice training against annual grant		80.82%	95%	69%	85%	Annual DISE reports disaggregated by States	Program MIS
	Training of educational administrators from state to block level		20%	80%	90%	100%	Annual DISE reports disaggregated by states	Program MIS
b) Community Training	Development of training modules focusing on school development plan		The training modules for community mobilization are developed.	The training module will be revised according to RTE and school development	Trainin module revised. Drat SDP formulated for Primary. SDP done in upper primary schools.	The training module will be revised according to RTE and school development and also school development	Annual DISE reports disaggregated by states	Program MIS
	Number of VEC/SMC/PTA members trained		Out of 433 VEC/SEC 1561 members	6308 members will be trained	100%	6324 members will be trained	Annual DISE reports disaggregated by states	Program MIS

Sl. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Target 2010-11	Achievement 2009-10	Target 2011-12	Frequency and Report	Data collection instruments
(iii) Teacher support & Academic supervision	BRCs undertaking residential teacher training on monthly basis	No residential course		5 days residential for BRTes	completed- 100%	5 days residential for BRTes	Annual DISE reports disaggregated by states	Program MIS
	Number of school visits undertaken by BRC/BRPs during previous year	Visit each school a day under their jurisdiction		Visit school will be undertaken in 433 schools atleast 10 times per year	done - a visit to a school per month undertaken	Visit school will be in all schools at least 12 times a year	Sample District report- six monthly	MIS sample District report
	Number of school visits undertaken by CRC/CRP during previous year	Visit 6 schools in a day		Visit each school atleast 10 times a year	10- 15 times as each CRP visited only 18 school in one cycle.	Visit each school atleast 10 times a year	Sample District report- six monthly	MIS sample District report
	75% CRC and 100% BRC are functional	75% of CRC and 100% BRC are working		100% of CRC and BRC will be working	100%	100%	QMT/PMIS annual Independent study in 2011-12 on effectiveness of BRC/CRC in academic support. *Extent onsite support Quantum of training given by BRC/CRC	QMT report/PMIS Independent sample study commissioned by GOI for select major states
(iv) Classroom Practices	Time on task study undertaken in 2007-08 in selected major states on time spent in classrooms on teaching/learning activities	Not undertaken		Proposed to under take independent study	not done but will certainly be undertaken in 2011-12 by Pondichery university.		Independent study in 2011-2012 in select	

	(v) Student's Learning Assessment	Number of states moving to continuous and comprehensive evaluation	Associated with ABL		50% of the schools as per sourcebook		result to be shared.	Annual PMIS reports disaggregated by states	PMIS program.
	(vi) attendance rates	attendance rates 96%	Attendance rates 97%		Attendance rates 98% at primary	96%	quarterly	monthly CRC/BRC	
	(a) Student	Student attendance at primary 94% and upper primary 95%	student attendance at primary 96% and upper primary is 97%		at primary 98% and at upper primary level	97%	98% at upper primary	Annual QMT reports disaggregated by states	QMT reports
	(b) Teacher	Teacher attendance at primary and at upper primary	Teacher attendance at primary 98% and at upper primary 98%		Teacher attendance at primary 99% and at upper primary 99%	92% at primary & 95.5% at upper primary	Teacher attendance at primary 99% and at upper primary 99%	Annual PMIS reports disaggregated by states Independent sample study on teacher attendance to be repeated in 2009-10 and then in 2011-12.	Program MIS Independent sample study commissioned by GOI
17	Accountability to the community	SMCs to have 3/4 member from parents and at least 50% members would be women	100% of SMCs are in all districts		100%		100%	Sample District report - six monthly	MIS sample District report
.		% of SMCs prepared schools Development Plans			70%		70%	Sample District report - six monthly	MIS sample District report

RESULTS FRAME WORK FOR SSA GOALS

Sl. No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Target 2010-11	Achievement 2009-10	Target 2011-12	Frequency and Report	Data collection instruments
18	National student achievement level out comes	Learning levels for class III	Language B-69.9 M-56.4 Maths B-57.97 M-60.92	Language 80% Maths 70%	56% in language & 37% in Maths. As per the UT's Achievement survey.	60% in Language & 50 % in maths.	Third round outcomes for class III in 2010-2011	NCERT's National Learning
							Third round outcomes for class III in 2010-2011	Acjievment surveys
		Learning levels for class V	Language 58.00 Maths 46.57 EVS 50.30	All up to 80%	language -57% & 29% in Maths as per the UT's achievement survey in 2010.	All up to 90%	Round III out comes for class Vin 2009-10	Developed by MIS
		Learning levels for class VII/VIII	Language B-39.17 M -41.5 Maths B-53.86 M - 56.13 EVS-41.3 M-41.75 Social Science B-46.19 M-46.94	All up to 80%	language -67% & 47% in Maths Science -68% & social science 33%	Language-70% Maths 65% Science -75% EVS- 50%	Round III assessment survey for class VII/VIII in 2010-2011	Developed by MIS

Costing

Categorywise Allocation and Percentage to total outlay

State:Puducherry

S.N	Category/ Activity	Amount	% to total outlay
I	Equity		
1	EGS/AIE		0.00%
2	IED	84.30	4.21%
3	KGBV		0.00%
	Subtotal	84.30	4.21%
II	Operation & Mgt.		
4	Management Cost (Dist)	160.00	7.99%
5	Management Cost (State)	30.00	1.50%
	Subtotal	190.00	9.49%
III	Infrastructure		0.00%
6	Civil Works	596.21	29.79%
7	Major Repairs		0.00%
8	Furniture		0.00%
9	TLE	0.00	0.00%
10	Libraries	0.00	0.00%
11	Maintenance	32.48	1.62%
	Subtotal	628.69	31.41%
IV	Quality		
12	Teacher Grant	22.30	1.11%
13	BRC (other than civil works)	147.48	7.37%
14	CRC (other than civil works)	90.78	4.54%
15	Teacher's Training	133.02	6.65%
16	Special Training	78.42	3.92%
17	Textbook	0.00	0.00%
18	School Grant	33.18	1.66%
19	Research and Evaluation	11.60	0.58%
20	LEP	40.00	2.00%
21	Innovative Activities	376.02	18.79%
	Community Training	30.13	1.51%
22	NPEGEL		
	Subtotal	962.92	48.11%
23	Teachers Salary	135.42	6.77%
24	Teachers Salary arrears		0.00%
	Subtotal	135.42	6.77%
	Grand Total	2001.32	100.00%

Sarva Shiksha Abhiyan: Annual Work Plan and Budget for 2010-11

SPECIAL FOCUS DISTRICT ALLOCATION YEAR 2011-12

(Rs. in Lakhs)

State : Puducherry

S.No.	District	Category											Physical Items Approved								Financial outlay (Rs. in lakhs)							
		PS UPS Ratio >3:1	ACR GAP>3000 & above	OoSC>20,000	Gender Gap>10% at Pri.& 20% at UP	Retention Rate	ST (25% and above)	SC (25% and above)	PMO's 121 Mnt Ditt.	Muslim Con. (20% & above)	Naxalite Affected Districts	Border Area Districts	EGS to PS	PS	UPS	New Teachers for new schools	Tech.Trg. (in service)	New LP	New UP	ACR	Free Text Books	No. of Disabled Children Covered	No. of OoSC covered under EGS/AIE	No. of KGBV (Phy.)	SSA	NPEGEL	KGBV	Total
1	Maha	1	0	0	0	0	0	0	1	0	0	0	0	0	0	203	0	0	0	0	235	0	0	1961	0	0	0	1961.32
	Total No. of Categorywise SFDs	1	0	0	0	0	0	0	1	0	0	0	0	0	159	203	0	0	26	0	2366	0	0	1961.32	0.00	0.00	0	1961.32
	State's Total															4410			26	0	2366			1961				
	% w.r.t. Approvals for the whole state											#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	5%	#DIV/0!	#DIV/0!	100%	#DIV/0!	100%	#DIV/0!	#DIV/0!	100%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	PS UPS Ratio >3:1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	203	0	0	0	0	235	0	0	1961	0	0	0	1961
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	5%	#DIV/0!	#DIV/0!	0%	#DIV/0!	10%	#DIV/0!	#DIV/0!	100%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	ACR GAP>3000 & above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	OoSC>40,000 Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	GENDER GAP> 10% (P) & 20% (UP) Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Retention Rate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	ST (25% and above) Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	SC (25% and above) Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	PMO's 121 Minority Districts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Muslim Concentration (20% and above)	0	0	0	0	0	0	0	0	0	0	0	0	0	203	0	0	0	0	0	235	0	0	1961	0	0	0	1961
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	5%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	10%	#DIV/0!	#DIV/0!	100%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Naxalite Dist. Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Border Dist. Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% w.r.t. State	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	0%	#DIV/0!	#DIV/0!	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Category wise Total and % against state allocation

Sarva Shiksha Abhiyan
Annual Work Plans and Budget for the year 2011-12
State: Puducherry

State Consolidated

(Rs. in Lakhs)

S.No.	Activity	Year 2010-11										Proposal for the year 2011-12						Recommended for the year 2011-12									
		Regular Outlay approved by PAB (including spillover)		Supplementary Outlay approved by PAB		Total Outlay approved by PAB		Achievement		Savings		Spill Over		Fresh Proposal		Total Proposal		Spill Over Outlay		Fresh Outlay		Total Outlay					
		Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
2.17	Head Teacher for upper primary (if the number of children exceeds 100 in a school)																										
2.18	Part Time Instructors (if the number of children exceeds 100 in a school)																										
	(a) Art Education																										
	(b) Health and Physical Education																										
	(c) Work Education																										
	Sub Total (2.10 to 2.18)																										
	Total (New Teacher's Salary-2.01 to 2.18)																										
	Teachers Salary (Recurring)																										
	Primary teachers																										
2.19	Primary Teachers (Regular)-Existing	20	38.40	0	0.00	20	38.40	11	17.52	55%	46%	9	20.88		0.1800	20	38.40	20	38.40			0.1600	20	38.40	20	38.40	
2.20	Primary Teachers (Contract)-Existing																										
2.21	Primary Teachers (Vacant)																										
2.22	Head Teacher for Primary (if the number of children exceeds 150)																										
	Additional teachers																										
2.23	Additional Teachers - PS (Regular)																										
2.24	Additional Teachers - PS (Contract)																										
2.25	Additional Teachers - PS (Vacant)																										
2.26	Others																										
	Upper Primary teachers																										
2.27	UP Teachers (Regular)-Existing																										
2.28	UP Teachers (Contract)-Existing																										
2.29	UP Teachers (Vacant)																										
2.30	Head Teacher for Upper Primary (if the number of children exceeds 100)																										
2.31	Subject specific Upper Primary Teachers (Regular)																										
	(a) Science and Mathematics																										
	(b) Social Studies																										
	(c) Languages																										
2.32	Subject specific Upper Primary Teachers (Contract)																										
	(a) Science and Mathematics																										
	(b) Social Studies																										
	(c) Languages																										
2.33	Additional Teachers - UPS (Regular)	6	11.52	0	0.00	6	11.52	6	11.52	100%	100%	0	0.00		0.1800	6	11.52	6	11.52			0.1600	6	11.52	6	11.52	
2.34	Additional Teachers - UPS (Contract)	12	7.20	0	0.00	12	7.20	12	7.20	100%	100%	0	0.00		0.0500	12	7.20	12	7.20			0.0600	12	7.20	12	7.20	
2.35	Additional Teachers - UPS (Vacant)																										
2.36	Others																										
2.37	Subject specific Additional Teachers-UPS (Regular)																										
	(a) Science and Mathematics																										
	(b) Social Studies																										
	(c) Languages																										
2.38	Subject specific Additional Teachers - UPS (Contract)																										
	(a) Science and Mathematics																										
	(b) Social Studies																										
	(c) Languages																										
2.39	Part Time Instructors (if the number of children exceeds 100)																										
	(a) Art Education	0	0.00	47	7.74	47	7.74	6	0.48						0.1600	47	30.36	47	30.36			0.0538	47	30.34	47	30.34	
	(b) Health and Physical Education	0	0.00	37	6.00	37	6.00	5	0.40						0.1600	37	24.00	37	24.00			0.0540	37	23.98	37	23.98	
	(c) Work Education	0	0.00	37	5.85	37	5.85	5	0.40						0.1600	37	24.00	37	24.00			0.0540	37	23.98	37	23.98	
	Sub Total (2.18 to 2.38)	38	57.12	121	19.59	159	76.71	48	37.52	116%	66%					159	135.48	159	135.48				159	135.42	159	135.42	

Sarva Shiksha Abhiyan
Annual Work Plan and Budget for the year 2011-12
State: Puducherry

State Consolidated

(Rs. in Lakhs)

S.No.	Activity	Year 2010-11										Proposal for the year 2011-12								Recommended for the year 2011-12								
		Regular Outlay approved by PAB (including spillover)		Supplementary Outlay approved by PAB		Total Outlay approved by PAB		Achievement				Savings		Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay		
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	
7.2	EGS Centre (UP)																											
	AIE																											
7.3	Bridge course Residential (12 months)	174	17.40	0	0.00	174	17.40	0	0.00	0%	0%	174	17.40															
7.4	Bridge Course Residential (9 months)																											
7.5	Bridge course - Resdn. (6 months)																											
7.6	Bridge course - Resdn. (3 months)																											
7.7	Bridge course - Resi-(2 months)																											
7.8	Bridge course - Non-resi. (12 months)																											
7.9	Bridge course - Non-resi (less than 12 months)																											
7.10	Mobile School																											
7.11	Tent school																											
7.12	Platform School																											
7.13	Home based education																											
7.14	Innovative Education																											
7.15	Education of Urban Deprived Children																											
7.16	Back to school camp	195	2.99	0	0.00	195	2.99	153	2.35	78%	78%	42	0.64															
7.17	Seasonal Hostel/Residential Care Centre																											
7.18	Seasonal Centres for Migrated Children																											
7.19	AIE Center	144	4.27	0	0.00	144	4.27	70	2.07	49%	49%	74	2.20															
7.20	Makhtab/Madrasa																											
7.21	Others																											
	Sub Total	513	24.66	0	0.00	513	24.66	223	4.42	43%	18%	290	20.24															
8	Special Training																											
8.01	Setting up of special training facility for age appropriate admission of out of school children																											
	(a) Residential														0.20000	174	34.80	174	34.80			0.20000	174	34.80	174	34.80		
	(b) Non-Residential														0.06000	727	43.62	727	43.62			0.06000	727	43.62	727	43.62		
	Sub Total														901	78.42	901	78.420				901	78.42	901	78.42			
9	Free Text Book																											
9.01	Free Text Book (P)														0.00150	0	0.00	0	0.00			0.00150	0	0.00	0	0.00		
9.02	Free Text Book (UP)														0.00250	0	0.00	0	0.00			0.00250	0	0.00	0	0.00		
	Sub Total																											
10	2 set of Uniforms to children studying in Govt schools																											
10.01	All Girls														0.0040	0	0.00	0	0.00			0.0040	0	0.00	0	0.00		
10.02	SC Boys														0.0040	0	0.00	0	0.00			0.0040	0	0.00	0	0.00		
10.03	ST Boys														0.0040	0	0.00	0	0.00			0.0040	0	0.00	0	0.00		
10.04	BPL Boys														0.0040	0	0.00	0	0.00			0.0040	0	0.00	0	0.00		
	Sub Total																											
11	Interventions for CWSN (IED)																											
11.01	Provision for Inclusive Education	2969	89.07	0	0.00	2969	89.07	1794	53.17	60%	60%	1175	35.90					0.00	0	0.00		0.03000	0	0.00	0	0.00		
	Infrastructure Development	0	0	0	0	0	0	0	0	0	0	0	0	0														
11.01	Disabled friendly toilets	0	0	0	0	0	0	0	0	0	0	0	0	0	0.20	60	12.00	60	12	0	0	0.20	60	12.00	60	12.00		
11.02	Strengthening Resource Rooms	0	0	0	0	0	0	0	0	0	0	0	0	0	0.50	10	4.50	10	5	0	0	0.50	10	5.00	10	5.00		
11.03	Construction of Resource Rooms at school level	0	0	0	0	0	0	0	0	0	0	0	0	0	8.82	1	8.82	1	9	0	0	8.82	1	8.82	1	8.82		
	Manpower Development	0	0	0	0	0	0	0	0	0	0	0	0	0														
11.04	Teacher training for 3 days (Rs. 150/day)	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	1000	4.65	1000	5	0	0	0.00	1000	4.50	1000	4.50		
11.05	Resource Teachers salary for 6 months-new	0	0	0	0	0	0	0	0	0	0	0	0	0	0.60	16	10.44	16	10	0	0	0.60	16	9.60	16	9.60		
11.06	Existing Resource Teachers salary	0	0	0	0	0	0	0	0	0	0	0	0	0	1.44	8	10.08	8	10	0	0	1.44	8	11.52	8	11.52		
11.07	Salary of CBR volunteers (5 children per CBR)	0	0	0	0	0	0	0	0	0	0	0	0	0	0.48	24	11.60	24	12	0	0	0.48	24	11.52	24	11.52		

S.No.	Activity	Year 2010-11												Proposal for the year 2011-12								Recommended for the year 2011-12						
		Regular Outlay approved by PAB (Including spillover)		Supplementary Outlay approved by PAB		Total Outlay approved by PAB		Achievement				Savings		Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay		
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	
11.08	20 day Multi-Category Training of RTs @ 200/- per day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.04	36	1.36	36	1	0	0	0.04	36	1.44	36	1.44	
11.09	5 day Multi-Category Training of CBRs @ 250/- per day	0	0	0	0	0	0	0	0	0	0	0	0	0	0.01	24	0.30	24	0	0	0	0.01	24	0.30	24	0.30		
	Awareness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.11	0	0	0	0	0	0	0	0	0	0	
11.10	3 day parental counseling for 500 parents @ Rs. 150/- per day	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	500	2.34	500	2	0	0	0.00	500	2.25	500	2.25		
11.11	Printing of brochures/ material, print	0	0	0	0	0	0	0	0	0	0	0	0	0	0.20	6	1.00	6	1	0	0	0.20	6	1.20	6	1.20		
	Materials for CWSN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11.13	Sight savers (training)	0	0	0	0	0	0	0	0	0	0	0	0	0	0.41	6	3.00	6	3	0	0	0.41	6	2.46	6	2.46		
11.13	Peer sensitization, puppetry shows, world disabled day, street plays, showing the films on success stories of disabled children.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4.10	10	4	0	0	0	0	10	2.00	10	2.00	
															0.20	10	0.20	0	0	0	0	0.20	0	0.20	0	0.20	0	0.20
11.14	Brail Books for 200 VIC														0.01	250	2.50	0	0	0	0	0.01	250	2.50	250	2.50		
11.15	Inclusive sports	0	0	0	0	0	0	0	0	0	0	0	0	0	0.50	6	2.72	6	3	0	0	0.50	6	3.00	6	3.00		
11.16	Vocational skill development	0	0	0	0	0	0	0	0	0	0	0	0	0	0.22	10	2.25	10	2	0	0	0.22	10	2.20	10	2.20		
11.17	Escort allowance @ Rs. 100/- per month for 399 CWSN for 10 months	79	2	0	0	79	2	79	2	1	1	0	1	0	0.01	399	9.99	399	10	0	0	0.01	399	3.99	399	3.99		
	Sub Total	2969	89.07	0	0.00	2969	89.07	1794	53.17	3	2.99	1175	35.90	0	0.00	0.00	2366	84.34	2116	84.34	0	0.00	0.00	2366	84.30	84.30		
12	Civil Works																											
12.01	BRC/URC																											
12.02	CRC															8.428	9	75.85	9	75.85			8.428	9	75.85	9	75.85	
12.03	New Primary School (Rural)																											
12.04	New Primary School (Urban)																											
12.05	New Upper Primary (Rural)																											
12.06	New Upper Primary (Urban)																											
12.07	ACR in lieu of upgraded Upper Primary School																											
12.08	Building Less (Pry) (for spill over only)																											
12.09	Building Less (UP)(for spill over only)																											
12.10	Dilapidated Building (Pry) (for spill over only)																											
12.11	Dilapidated Building (UP) (for spill over only)																											
12.12	Additional Class Room (Rural)	19	180.12	3	18.00	22	178.12	19	160.12	100%	100%	3	18.00	3	18.00	8.428	26	219.12	29	237.12	3	18.00	8.428	26	219.12	29	237.12	
12.13	Additional Class Room (Urban)																											
12.14	Additional Class Room (Hill Area)																											
12.15	Additional class rooms for adding Class V																											
12.16	Additional class rooms for adding Class VIII																											
12.17	Toilet/Urinals	26	23.30	15	7.50	41	30.80	26	30.80	100%	132%	10	5.00	10	7.50	0						15	7.50	0		15	7.50	
12.18	Separate Girls Toilet	37	33.15	25	12.50	62	45.65	37	45.65	100%	138%	20	10.00	20	12.50	0						25	12.50	0		25	12.50	
12.19	Drinking Water Facility	25	6.25	25	6.25	50	12.50	25	12.50	100%	200%	20	5.00	20	6.25	0						25	6.25	0		25	6.25	
12.20	Boundary Wall	1200	40.30	0	0.00	1200	40.30	1200	40.30	100%	100%	0	0.00	0	0.00	0						0	0.00	0		0	0.00	
12.21	Separation Wall																											
12.22	Electrification																											
12.23	Office-cum-store-cum-Head Teacher's room (Primary)															8.4280	33	278.12	33	278.11			8.4280	33	278.12	33	278.12	
12.24	Office-cum-store-cum-Head Teacher's room (Upper Primary)																						8.428	0	0.00			
12.25	Augmentation of training facility in BRC (one time)															5.0000	0	0.00	0	0.00			0					
12.26	Child friendly Elements																											
12.27	Difference amount of supplementary CW																23.12		23.12				0	23.12		23.12		

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(Rs. in Lakhs)

District: Yanam

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		Regular Outlay approved by PAB (including spillover)		Supplementary Outlay approved by PAB		Total Outlay approved by PAB		Achievement				Savings		Spill Over		Fresh Proposal			Total Proposal		Spill Over Outlay		Fresh Outlay			Total Outlay		
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	
2.39	Part Time Instructors (if the number of children exceeds 100)																											
	(a) Art Education			6	1.44	6	1.44	6	0.48	100%	100%	0	0.96			0.080	6	5.76	6	5.76			0.080	6	5.76	6	5.76	
	(b) Health and Physical Education			5	1.20	5	1.20	5	0.40	100%	100%	0	0.80			0.080	5	4.80	5	4.80			0.080	5	4.80	5	4.80	
	(c) Work Education			5	1.20	5	1.20	5	0.40	100%	100%	0	0.80			0.080	5	4.80	5	4.80			0.080	5	4.80	5	4.80	
	Sub Total (2.18 to 2.38)	24	30.240	16	3.840	40	34.08	40	31.520	100%	11%	0	2.96				40	45.60	40	45.60				40	45.60	40	45.60	
	TOTAL (New Teachers Salary + Teachers Salary- Teachers' Grant)																											
3	3.01 Primary Teachers	106	0.53			106	0.53	106	0.53	100%	0%	0	0.00			0.005	122	0.61	122	0.61			0.005	122	0.61	122	0.61	
	3.02 Upper Primary Teachers	89	0.45			89	0.45	89	0.45	100%	0%	0	0.00			0.005	82	0.41	82	0.41			0.005	82	0.41	82	0.41	
	Sub Total	195	0.980			195	0.98	195	0.980	100%	0%	0	0.00				204	1.02	204	1.02				204	1.02	204	1.02	
4	Academic Support through Block Resource Centre/ URC																											
4.01	Salary of Resource Persons:																											
	(a) 6 Resource Persons at BRC for subject specific training	6	11.52			6	11.52	6	11.52	100%	100%	0	0.00			0.200	6	14.40	6	14.40			0.200	6	14.40	6	14.40	
	(b) 2 Resource Persons for resource support for children with special needs			2	0.60	2	0.60		#####	100%		2	0.60			0.200	2	4.80	2	4.80			0.200	2	4.80	2	4.80	
4.02	1 MIS Coordinator			1	0.24	1	0.24		#####	100%		1	0.24			0.080	1	0.96	1	0.96			0.080	1	0.96	1	0.96	
4.03	1 Daira Entry Operator			1	0.18	1	0.18		#####	100%		1	0.18			0.060	1	0.72	1	0.72			0.060	1	0.72	1	0.72	
4.04	1 Accountant-cum-support staff for every 50 schools			1	0.15	1	0.15		#####	100%		1	0.15			0.050	1	0.60	1	0.60			0.050	1	0.60	1	0.60	
4.05	Furniture Grant								#####	#DIV/0!		0	0.00															
4.06	Replacement of furniture, computer, TLE etc (Once in 5 years)			1	1.00	1	1.00	1	1.00	100%	100%	0	0.00			1.000							1.000					
4.07	Contingency Grant	1	0.50			1	0.50	1	0.50	100%	100%	0	0.00			0.500	1	0.50	1	0.50			0.500	1	0.50	1	0.50	
4.08	Meeting, TA	1	0.30			1	0.30	1	0.30	100%	0%	0	0.00			0.300	1	0.30	1	0.30			0.300	1	0.30	1	0.30	
4.09	TLM Grant	1	0.10			1	0.10	1	0.10	100%	0%	0	0.00			0.100	1	0.10	1	0.10			0.100	1	0.10	1	0.10	
4.10	Maintenance Grant			1	0.10	1	0.10	1	0.10	100%	100%	0	0.00			0.100	1	0.10	1	0.10			0.100	1	0.10	1	0.10	
	Sub Total	1	12.420	1	2.270	1	14.69	1	12.420	100%	15%	0	2.27				1	22.48	1	22.48				1	22.48	1	22.48	
5	Academic Support through Cluster Resource Centres																											
5.01	Salary of Cluster Resource Persons (on an average of one Resource Person per 18 schools in a block)	2	3.84			2	3.84	2	3.84	100%	0%	0	0.00			0.200	2	4.80	2	4.80			0.200	2	4.80	2	4.80	
5.02	Furniture Grant																											
5.03	Replacement of furniture, computer, TLE etc once in 5 years			2	0.20	2	0.20	2	0.20	100%	100%	0	0.00			0.100							0.100					
5.04	Contingency Grant	2	0.20			2	0.20	2	0.20	100%	0%	0	0.00			0.100	2	0.20	2	0.20			0.100	2	0.20	2	0.20	
5.05	Meeting, TA	2	0.24			2	0.24	2	0.24	100%	0%	0	0.00			0.120	2	0.24	2	0.24			0.120	2	0.24	2	0.24	
5.06	TLM Grant	2	0.06			2	0.06	2	0.06	100%	0%	0	0.00			0.030	2	0.06	2	0.06			0.030	2	0.06	2	0.06	
5.07	Maintenance Grant			2	0.04	2	0.04	2	0.04	100%	100%	0	0.00			0.020	2	0.04	2	0.04			0.020	2	0.04	2	0.04	
	Sub Total	2	4.340	2.000	0.240	2	4.58	2	4.340	100%	5%	0	0.24				2	6.34	2	6.34				2	6.34	2	6.34	
6	Teachers Training																											
6.01	Refresher In-service Teachers' Training at BRC level and above - 10 days	195	2.93			195	2.93	120	1.86	62%	63%	75	1.07			0.002	144	2.88	144	2.88			0.002	144	2.88	144	2.88	
6.02	One day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year at CRC level - 10 days																0.001	144	1.44	144	1.44			0.001	144	1.44	144	1.44
6.03	Induction Training for Newly Recruited Teachers- 30 days																0.003	50	1.50	50	1.50			0.003	50	1.50	50	1.50

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		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.		
11.01	Disabled friendly toilets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.200	12	2.00	10	2.00	0	0	0.200	12	2.40	10	2.00
11.02	Strengthening Resource Rooms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.500	1	1.00	2	1.00	0	0	0.500	1	0.50	2	1.00
11.03	Construction of Resource Rooms at school level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8.820		0.00		0.00	0	0	8.820		0.00		0.00
	Manpower Development																										
11.04	Teacher training for 3 days (Rs.) 50/dav)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.005	156	0.45	100	0.45	0	0	0.005	156	0.70	100	0.45
11.05	Resource Teachers salary for 6 months-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.600	1	1.20	2	1.20	0	0	0.600	1	0.60	2	1.20
11.06	Existing Resource Teachers salary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1.440	1	1.44	1	1.44	0	0	1.440	1	1.44	1	1.44
11.07	Salary of CBR volunteers (5 children per CBR)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.480		0.96	2	0.96	0	0	0.480		0.00	2	0.96
11.08	20 day Multi-Category Training of RTs @ 200/- per day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.040	5	0.12	3	0.12	0	0	0.040	5	0.20	3	0.12
11.09	5 day Multi-Category Training of CBRs @ 250/- per day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.013	1	0.00		0.00	0	0	0.013	1	0.01		0.00
	Awareness																										
11.10	3 day parental counseling for 500 parents @ Rs. 150/- per day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.005	81	0.11	25	0.11	0	0	0.005	81	0.36	25	0.11
11.11	Printing of brochures/ material, print	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.200	1	0.20	1	0.20	0	0	0.200	1	0.20	1	0.20
	Materials for CWSN																										
11.12	Sight savers (training)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.416	1	0.50	1	0.50	0	0	0.410	1	0.41	1	0.50
11.13	Peer sensitization, puppetry shows, world disabled day, street plays, showing the films on success stories of disabled children.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.200	1	0.80	2	0.80	0	0	0.200	1	0.20	2	0.80
11.14	Brail Books for 200 VIC															0.010	20						0.001	20			
11.15	Inclusive sports	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.500	1	0.50	1	0.50	0	0	0.500	1	0.50	1	0.50
11.16	Vocational skill development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.220	1	0.44	2	0.44	0	0	0.220	1	0.22	2	0.44
11.17	Escort allowance @ Rs. 100/- per month for 399 CWSN for 10 months	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.010	85	0.45	45	0.45	0	0	0.010	85	0.85	45	0.45
	Sub Total	108	3.240			108	3.24	108	3.240	100%	100%	0	0.00	0	0.00	368	10.17	197	10.17				368	8.60	197	10.17	
12	Civil Works																										
12.01	BRC /URC																										
12.02	CRC																			0	0.00						0
12.03	New Primary School (Rural)																										
12.04	New Primary School (Urban)																										
12.05	New Upper Primary (Rural)																										
12.06	New Upper Primary (Urban)																										
12.07	ACR in lieu of upgraded Upper Primary School																										
12.08	Building Less (Pry) (for spill over only)																										
12.09	Building Less (UP) (for spill over only)																										
12.10	Dilapidated Building (Pry) (for spill over only)																										
12.11	Dilapidated Building (UP) (for spill over only)																										
12.12	Additional Class Room (Rural)	3	25.28			3	25.28	3	25.28	100%	100%	0	0.00	0	0.00	8.428	5	42.14	5	42.14	0	0	8.428	5	42.14	5	42.14
12.13	Additional Class Room (Urban)																										
12.14	Additional Class Room (Hill Area)																										
12.15	Additional class rooms for adding Class V																										
12.16	Additional class rooms for adding Class VIII																										
12.17	Toilet/Urinals	5	4.48			5	4.48	5	4.48	100%	100%	0	0.00	0	2.50	0.896	0	0.00				2.50	0.896	0	0.00	0	2.50

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		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.
12.23	Office-cum-store-cum-Head Teacher's room (Primary)															8.4276							8.4276		0.00		
12.24	Office-cum-store-cum-Head Teacher's room (Upper Primary)																										
12.25	Augmentation of training facility in BRC (one time)															5.0000							5.0000				
12.26	Child friendly Elements																										
12.27	Kitchen Shed																										
12.28	Residential Schools for specific category of children (a) Construction of Building (b) Boundary Wall (c) Boring/Handpump (d) Electricity/water charges																										
12.29	Construction of Hostel in existing Govt UPS																										
12.30	Barrier Free Elements																										
12.31	Fire Extinguisher in schools																										
12.32	Furniture for Govt. UPS (per child)	300	1.50			300	1.50	100%	100%	0	0.00					0.005	0	0.00	0	0.000			0.005	0	0.00	0	0.00
12.33	Infrastructure for setting school libraries including books (a) Primary School (per school) (b) Upper Primary School (per school)	13	0.39			13	0.39	100%	100%	0	0.00					0.030							0.030				
12.34	Major Repairs (a) Primary School (b) Upper Primary School	8	0.80			8	0.80	100%	100%	0	0.00					0.100							0.100			0	0.00
12.35	Others																										
	Sub Total of Civil Works	482	21.890			482	21.890	100%	100%	0	0.000					0	0.000	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00
13	Teaching Learning Equipment																										
13.01	TLE - New Primary															0.20000							0.20000				
13.02	TLE - New Upper Primary															0.50000							0.50000				
13.03	TLE for integration of Class V															0.05000							0.05000				
13.04	TLE for integration of Class VIII															0.50000							0.50000				
13.05	Others (for spill over of uncovered OBB schools)																										
	Sub Total															0	0.00	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00
14	Maintenance Grant																										
14.01	Maintenance Grant (PS & UPS)	21	1.58			21	1.58	100%	100%	0	0.00					0.07500	18	1.35	18	1.350			0.07500	18	1.35	18	1.350
	Sub Total	21	1.58			21	1.58	100%	100%	0	0.00					18	1.35	18	1.350				18	1.35	18	1.350	
15	School Grant																										
15.01	Primary School	13	0.65			13	0.65	100%	100%	0	0.00					0.05000	14	0.70	14	0.700			0.05000	14	0.70	14	0.700
15.02	Upper Primary School	8	0.56			8	0.56	100%	100%	0	0.00					0.07000	8	0.56	8	0.560			0.07000	8	0.56	8	0.560
	Sub Total	21	1.210			21	1.210	100%	100%	0	0.00					22	1.26	22	1.260				22	1.26	22	1.260	
16	Research, Evaluation, Monitoring & Supervision																										
16.01	REMS activities	21	0.27	21	0.14	21	0.41	100%	152%	0						0.02000	21	0.42	21	0.420			0.02000	21	0.42	21	0.420
	Sub Total	21	0.270	21	0.142	21	0.41	100%	152%	0						21	0.42	21	0.420				21	0.42	21	0.420	
17	Management & Quality (Up to 6% of the outlay)																										
17.01	Management & MIS up to 3.5%	1	20.00			1	20.00	100%	50%	0	10.00					30.000	1	30.00	1	30.000			30.000	1	30.00	1	30.000
17.02	Community Mobilization up to 0.5%	1	10.00			1	10.00	100%	2%	0	9.80					10.000	1	10.00	1	10.000			10.000	1	10.00	1	10.000
17.03	Community Mobilization up to 0.5%																										
	Sub Total	1	30.000			1	30.00	100%	34%	0	19.80					1	40.00	1	40.000				1	40.00	1	40.000	
18	Innovation Head up to Rs.1 crore per district																										
18.1	50% of funds for Computer Aided Education in upper primary schools	1	50.00			1	50.00	100%	100%	0	0.00					50.0000	1	50.00	1	50.000			50.0000	1	50.00	1	50.000

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		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	
2.17	Head Teacher for upper primary (if the number of children exceeds 100 in a school)																									
2.18	Part Time Instructors (if the number of children exceeds 100 in a school)																									
	(a) Art Education																									
	(b) Health and Physical Education																									
	(c) Work Education																									
	Sub Total (2.10 to 2.18)																									
	Total (New Teacher's Salary-2.01 to 2.18)																									
	Teachers Salary (Recurring)																									
	Primary teachers																									
2.19	Primary Teachers (Regular)-Existing	2	3.84			2	3.84	0	0.00	0%	0%	2	3.84	0.1600	2	3.840	2	3.840			0.1600	2	3.840	2	3.840	
2.20	Primary Teachers (Contract)-Existing																									
2.21	Primary Teachers (Vacant)																									
2.22	Head Teacher for Primary (if the number of children exceeds 150)																									
	Additional teachers																									
2.23	Additional Teachers - PS (Regular)																									
2.24	Additional Teachers - PS (Contract)																									
2.25	Additional Teachers - PS (Vacant)																									
2.26	Others																									
	Upper Primary teachers																									
2.27	UP Teachers (Regular)-Existing																									
2.28	UP Teachers (Contract)-Existing																									
2.29	UP Teachers (Vacant)																									
2.30	Head Teacher for Upper Primary (if the number of children exceeds 100)																									
2.31	Subject specific Upper Primary Teachers (Regular)																									
	(a) Science and Mathematics																									
	(b) Social Studies																									
	(c) Languages																									
2.32	Subject specific Upper Primary Teachers (Contract)																									
	(a) Science and Mathematics																									
	(b) Social Studies																									
	(c) Languages																									
2.33	Additional Teachers - UPS (Regular)																								0.00	
2.34	Additional Teachers - UPS (Contract)																								0.00	
2.35	Additional Teachers - UPS (Vacant)																									
2.36	Others																									
2.37	Subject specific Additional Teachers-UPS (Regular)																									
	(a) Science and Mathematics																									
	(b) Social Studies																									
	(c) Languages																									
2.38	Subject specific Additional Teachers - UPS (Contract)																									
	(a) Science and Mathematics																									
	(b) Social Studies																									
	(c) Languages																									
2.39	Part Time Instructors (if the number of children exceeds 100)																									
	(a) Art Education			20	3.00	20	3.00	0	0.00	0%	0%	20	3.00	0.0500	20	12.00	20	12.000			0.0500	20	12.00	20	12.000	
	(b) Health and Physical Education			10	1.50	10	1.50	0	0.00	0%	0%	10	1.50	0.0500	10	6.00	10	6.000			0.0500	10	6.00	10	6.000	
	(c) Work Education			10	1.50	10	1.50	0	0.00	0%	0%	10	1.50	0.0500	10	6.00	10	6.000			0.0500	10	6.00	10	6.000	

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		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	
7.1	EGS Centre (PS)																											
7.2	EGS Centre (UP)																											
	AIE																											
7.3	Bridge course Residential (12 months)																											
7.4	Bridge Course Residential (9 months)																											
7.5	Bridge course - Resdn. (6 months)																											
7.6	Bridge course - Resdn. (3 months)																											
7.7	Bridge course - Resi. (2 months)																											
7.8	Bridge course - Non-resi. (12 months)																											
7.9	Bridge course - Non-resi (less than 12 months)																											
7.10	Mobile School																											
7.11	Tent school																											
7.12	Platform School																											
7.13	Home based education																											
7.14	Innovative Education																											
7.15	Education of Urban Deprived Children																											
7.16	Back to school camp																											
7.17	Seasonal Hostel/Residential Care Centre	32	0.49			32	0.49	14	0.21	44%	44%	18	0.28			0	0.00	0	0.00					0	0.00	0	0.00	
7.18	Seasonal Centres for Migrated Children																											
7.19	AIE Center	31	0.92			31	0.92	9	0.27	29%	29%	22	0.65															
7.20	Makhtab/Madrasa																											
7.21	Others																											
	Sub Total	63	1.41			63	1.41	23	0.480	37%	34%	40	0.93			0	0.000	0	0.000					0	0.000	0	0.000	
8	Special Training																											
8.01	Setting up of special training facility for age appropriate admission of out of school children																											
	(a) Residential																0.20000	0	0.00	0	0.000			0.20000	0	0.00	0	0.000
	(b) Non-Residential																0.06000	67	4.02	67	4.020			0.06000	67	4.02	67	4.020
	Sub Total																67	4.020	67	4.020					67	4.020	67	4.020
9	Free Text Book																											
9.01	Free Text Book (P)																0.00150								0.00150			
9.02	Free Text Book (UP)																0.00250								0.00250			
	Sub Total																											
10	2 set of Uniforms to children studying in Govt schools																											
10.01	All Girls																0.0040								0.0040			
10.02	SC Boys																0.0040								0.0040			
10.03	ST Boys																0.0040								0.0040			
10.04	BPL Boys																0.0040								0.0040			
	Sub Total																											
11	Interventions for CWSN (IED)																											
11.01	Provision for Inclusive Education	518	15.54			518	15.54	365	10.93	70%	70%	153	4.61															
	Infrastructure Development																											
11.01	Disabled friendly toilets			0	0	0	0	0	0	0	0	0	0	0	0	0.20	18	4.00	20	4.00	0	0	0.20	18	3.60	20	4.00	
11.02	Strengthening Resource Rooms			0	0	0	0	0	0	0	0	0	0	0	0.50	2	1.50	3	1.50	0	0	0.50	2	1.00	3	1.50		
11.03	Construction of Resource Rooms at school level			0	0	0	0	0	0	0	0	0	0	0	8.82		0.00		0.00	0	0	8.82		0.00		0.00		
	Manpower Development																											
11.04	Teacher training for 3 days (Rs.150/day)			0	0	0	0	0	0	0	0	0	0	0	0.00	272	1.35	300	1.35	0	0	0.00	272	1.22	300	1.35		
11.05	Resource Teachers salary for 6 months-new			0	0	0	0	0	0	0	0	0	0	0	0.60	4	1.20	2	1.20	0	0	0.60	4	2.40	2	1.20		
11.06	Existing Resource Teachers salary			0	0	0	0	0	0	0	0	0	0	0	1.44	2	2.88	2	2.88	0	0	1.44	2	2.88	2	2.88		

S.No.	Activity	Year 2010-11										Proposal for the year 2011-12						Recommended for the year 2011-12									
		Regular Outlay approved by PAB (Including spillover)		Supplementary Outlay approved by PAB		Total Outlay approved by PAB		Achievement		Savings		Spill Over		Fresh Proposal		Total Proposal		Spill Over Outlay		Fresh Outlay		Total Outlay					
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.		
12.27	Child friendly Elements																										
12.28	Kitchen Shed																										
	Residential Schools for specific category of children																										
	(a) Construction of Building																										
	(b) Boundary Wall																										
12.29	(c) Boring/Handpump																										
12.30	(d) Electricity/water charges																										
12.30	Construction of Hostel in existing Govt UPS																										
12.31	Barrier Free Elements																										
12.32	Fire Extinguisher in schools																										
12.33	Furniture for Govt. UPS (per child)	600	3.00			0	0.00	600	3.00	####	####	-600	-3.00			0.005	0	0.00	0	0.000			0.005	0	0.00	0	0.000
	Infrastructure for setting school libraries including books															0.030							0.030				
	(a) Primary School (per school)	96	2.88			96	2.88	96	2.88	####	####	-96	-2.88			0.100							0.100				
12.34	(b) Upper Primary School (per school)	42	4.20			42	4.20	42	4.20	100%	100%	0	0.00														
	Major Repairs																										
	(a) Primary School																										
12.35	(b) Upper Primary School																										
	Others																										
13	Sub Total of Civil Works	1371	109.29	0	0.00	771	106.29	1371	109.29	100%	100%	-696	-5.88			14	117.99	14	117.99				14	117.99	14	117.99	
13.01	Teaching Learning Equipment														0.20000								0.20000				
13.02	TLE - New Primary														0.50000								0.50000				
13.03	TLE - New Upper Primary														0.05000								0.05000				
13.04	TLE for integration of Class V														0.15000								0.15000				
13.05	TLE for integration of Class VIII																										
	Others (for spill over of uncovered OBB schools)																										
14	Sub Total																										
14.01	Maintenance Grant																										
	Maintenance Grant (PS & UPS)	138	10.35			138	10.35	132	9.88	96%	95%	6	0.48			0.07500	108	8.10	108	8.100			0.07500	108	8.10	108	8.100
15	Sub Total	138	10.35			138	10.35	132	9.88	96%	95%	6	0.48				108	8.10	108	8.100				108	8.10	108	8.100
15.01	School Grant																										
15.02	Primary School	103	5.15			103	5.15	101	5.05	98%	98%	2	0.10			0.05000	101	5.05	101	5.050			0.05000	101	5.05	101	5.050
	Upper Primary School	48	3.36			48	3.36	46	3.29	96%	98%	2	0.07			0.07000	47	3.29	47	3.290			0.07000	47	3.29	47	3.290
16	Sub Total	151	8.51			151	8.51	147	8.34	97%	98%	4	0.17				148	8.340	148	8.340				148	8.340	148	8.340
16.01	Research, Evaluation, Monitoring & Supervision																										
	REMS activities	151	1.96	151	1.02	151	2.98	151	2.98	100%	152%	0				0.02000	148	2.96	148	2.960			0.02000	148	2.96	148	2.960
17	Sub Total	151	1.96	151	1.02	151	2.98	151	2.98	100%	152%	0					148	2.960	148	2.960				148	2.960	148	2.960
17.01	Management & Quality (Up to 6% of the outlay)																										
17.02	Management & MIS up to 3.5%	1	25.00			1	25.00	1	15.00	100%	60%	0	10.00			30.000	1	30.00	1	30.000			30.000	1	30.00	1	30.000
17.03	Learning Enhancement Prog. (LEP) (P & UP)	1	10.00			1	10.00	1	10.00	100%	100%	0	0.00			10.000	1	10.00	1	10.000			10.000	1	10.00	1	10.000
	Community Mobilization up to 0.5%																										
18	Sub Total	1	35.00			1	35.00	1	25.00	100%	71%	0	10.00				1	40.000	1	40.000				1	40.000	1	40.000
18.1	Innovation Head up to Rs.1 crore per district																										
18.02	50% of funds for Computer Aided Education in upper primary schools	1	50.000			1	50.00	1	50.00	100%	100%	0	0.00			50.0000	1	50.00	1	50.000			50.0000	1	50.00	1	50.000
	Balance 50% of funds for innovating projects for:																										
	(a) Girls Education	1	15.00			1	15.00	1	15.00	100%	100%	0	0.00			15.000	1	15.00	1	15.000			15.000	1	15.00	1	15.000
	(b) ECCE	1	15.00			1	15.00	1	15.00	100%	100%	0	0.00			15.000	1	15.00	1	15.000			15.000	1	15.00	1	15.000
	(c) Intervention for SC / ST children	1	15.00			1	15.00	1	15.00	100%	100%	0	0.00			15.000	1	15.00	1	15.000			15.000	1	15.00	1	15.000

Tables

Table No.	Title	Source	Rationale
A	General		
1	Basic administrative units	DISE 2010-11 & Census 2001	Planning
2	GER, NER, Cohort drop out and Overall repetition	DISE 2010-11 & HHS	Planning
3	Child population, enrolment & out of school children (SC/ST/Muslims)	HHS/VER	Planning
B	Access		
4	Habitations, access (primary & upper primary)	HHS/VER	To assess the requirement of new schools
5	Access for special category group	HHS/VER	To assess the requirement of new schools
6	Coverage of out of school children under different strategies	HHS/VER	To assess the Strategies for OoSC
7	EQS Upgradation	AWP&B 2010-11	To assess the Status of upgradation of EGS centres
8	Information on provision of transport/escort facilities to children at elementary level	Supplementary AWP&B 2010-11	To consider proposals for transport /escort facilities
9	Information on provision of residential schools / hostels	Supplementary AWP&B 2010-12	To consider proposal for Residential Schools
C	Programme Categories		
10	Requirement of additional full-time teachers for primary schools/sections as per RTE (only for govt. Schools)	DISE 2010-11 & Supplementary AWP&B 2010-11	To provide Additional PS/UPS Teachers
11	Requirement of additional teachers for upper primary schools/sections as per RTE (only for govt. Schools)	DISE 2010-11 & Supplementary AWP&B 2010-12	To provide Additional teachers for UPS/Sections as per RTE(only for Government Schools)
12	Information on manpower for BRC/URC/CRC	DISE 2010-11 & Supplementary AWP&B 2010-14	To provide RPS and other staff in BRCs and CRCs
13	Information on replacement furniture, computer, TLE etc. at BRC/CRC level	Supplementary AWP&B 2010-11	To provide replacement of furniture grants in BRCs and CRCs
14	Details of integration of class V and Class viii in existing schools for TLE - 2011-12	DISE 2010-11 & Supplementary AWP&B 2010-14	To provide TLE for Class V and VIII
15	Schools	DISE 2010-11 & Supplementary AWP&B 2010-15	To provide Annual Grants
16	Enrolment in Govt. and aided schools	DISE 2010-11	To provide Textbook
17	Uniform	Supplementary AWP&B 2010-15	To provide Uniform
18	Teachers (primary, upper primary school/section) for TLM grant	DISE 2010-11 & Supplementary AWP&B 2010-15	To provide TLM
19	Trained and untrained teachers	DISE 2010-11	To provide Teachers Training
20	Information on NPEGEL	DISE 2010-11 & AWP&B 2010-	NPEGEL Planning
21	Information on KGBV	DISE 2010-11 & AWP&B 2010-	KGBV Planning
22	Children with special need (CWSN)	HHS/VER	CWSN Planning
23	Computer aided learning (CAL)	DISE 2010-11 & AWP&B 2010-	CAL Planning
D	Infrastructure - Civil Works		
24	Requirement of ACR as per RTE (only for govt. Schools)	DISE 2010-11	To provide ACR and HM room
25	Requirement of drinking water and toilet facilities)	DISE 2010-11	To provide DW and Toilet
26	Information on Govt. Upper primary schools without furniture	DISE 2010-11	To provide Furniture in Govt. UPS
27	Number of government schools with 3 and more than 3 classrooms for maintenance grant	DISE 2010-11	To provide maintenance grant
E	Financial Information		
28	Expenditure (cumulative) on civil works	SSA's Financial Statement	Planning
29	Expenditure (cumulative) on management	SSA's Financial Statement	
30	Information on investment in elementary education	State's Financial Statement	
31	Financial information on investment in elementary education for the award of 13th finance commission	State's Financial Statement	
32	Financial position (as per audit report)	SSA's Financial Statement	

Table - I

Basic administrative Units

Name of the U T : PUDUCHERRY

Sl. No.	Name of the Districts	No. of Educational Blocks (if any)	No. of BRC/URC	CRC	No. of Villages/Wards*	No. of Habitation	No. of Panchayats
1	2	3	4	5	6	7	8
1	PONDICHERRY	3	3	22	28	254	126
2	KARIAKAL	1	1	8	39	125	13
3	Mahe	1	1	2	6	28	5
4	Yanam	1	1	2	6	30	0
	Total	6	6	34	79	437	144

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

* For Urban Areas

Source: DISE 2010-2011 & Census 2001

Table 2

GER,NER,Cohort Drop Out and Overall Repetition

Name of District:

S. No.	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	5	6	7	8	9	10
1	Pondy	104.96	99.61	1.92	0.21	107.76	95.76	2.67	11.70
2	Kariakal	100.75	96.01	2.59	1.15	100.97	91.96	3.07	10.79
3	Mahe	122.66	115.24	0.00	0.12	102.70	86.36	0.00	2.12
4	Yanam	111.34	98.67	3.44	2.06	116.42	91.03	0.58	11.04
5	Total	105.18	99.56	2.04	0.45	106.79	94.58	2.53	11.15

Please Specify Rural block (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: DISE 2010 - 2011 & HHS

Table - 3 (A)

Child Population, Enrolment & Out of School Children (6-14 age group)

Name of District

S.No.	Name of Block/Municipal Area	Child Population			Enrolment			Out of School Children		
		All Communities (6-11 age group)			All Communities (6-11 age group)			All Communities (6-11 age group)		
		B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11
1	Pondicherry	40836	38427	79263	42347	39792	82139	163	91	254
2	Karaikal	8889	8613	17502	8850	8582	17432	15	12	27
3	Mahe	1897	2066	3963	2558	2303	4861	0	0	0
4	Yanam	2207	2077	4284	2389	2381	4770	81	93	174
	Total	53829	51183	105012	56144	53058	109202	259	196	455

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

S.No.	Name of Block/Municipal Area	Child Population			Enrolment			Out of School Children		
		All Communities (11- 14 age group)			All Communities (11- 14 age group)			All Communities (11- 14 age group)		
		B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11
1	Pondicherry	25921	25073	50994	28154	25988	54142	225	124	349
2	Karaikkal	5628	5614	11242	5742	5410	11152	21	19	40
3	Mahe	1203	1349	2552	1376	1245	2621	0	0	0
4	Yanam	1415	1362	2777	1533	1518	3051	30	27	57
	Total	34167	33398	67565	36805	34161	70966	276	170	446

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

Source: HHS/VER

Table - 3 (B)

Child Population, Enrolment & Out of School Children (For Scheduled Caste : 6-14 age group)

Name of District

S.No.	Name of Block/Municipal Area	Child Population			Enrolment			Out of School Children		
		Scheduled Caste (6-11 age group)			Scheduled Caste (6-11 age group)			Scheduled Caste (6-11 age group)		
		B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11
1	Pondicherry	7287	6520	13807	8413	8131	16544	26	27	53
2	Karaikal	1604	1533	3137	1760	1815	3575	5	4	9
3	Mahe	8	7	15	12	14	26	0	0	0
4	Yanam	491	473	964	387	404	791	15	9	24
	Total	9393	8537	17928	10572	10364	20936	46	40	86

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

S.No.	Name of Block/Municipal Area	Child Population			Enrolment			Out of School Children		
		Schedule Caste (11- 14 age group)			Schedule Caste (11- 14 age group)			Schedule Caste (11- 14 age group)		
		B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11
1	Pondicherry	4064	3996	8060	5767	5448	11215	31	18	49
2	Karaikal	1027	990	2017	1264	1240	2504	4	3	7
3	Mahe	3	3	6	3	6	9	0	0	0
4	Yanam	305	306	611	256	262	518	12	6	18
	Total	5402	5299	10699	7290	6956	14246	47	27	74

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

Table - 3 (D)

Child Population, Enrolment & Out of School Children (For Muslim : 6-14 age group)

Name of District

S.No.	Name of Block/Municipal Area	Child Population			Enrolment			Out of School Children		
		Muslim (6-11 age group)			Muslim (6-11 age group)			Muslim (6-11 age group)		
		B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11
	Pondicherry				1707	1825	3532	5	3	8
	Karaikal				1399	1238	2637	2	0	2
	Mahe				1106	975	2081	0	0	0
	Yanam				34	40	74	10	12	22
	Total				4246	4078	8324	17	15	32

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

S.No.	Name of Block/Municipal Area	Child Population			Enrolment			Out of School Children		
		Muslim (11- 14 age group)			Muslim (11- 14 age group)			Muslim (11- 14 age group)		
		B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11
	Pondicherry				1211	1130	2341	14	6	20
	Karaikal				867	679	1546	2	0	2
	Mahe				547	481	1028	0	0	0
	Yanam				22	21	43	2	3	5
	Total				2647	2311	4958	18	9	27

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

Source: HHS/VER

Habitations, Access (Primary)

Table 4 (A)

Habitations, Access (Primary)

Name of District:

S. No.	Name of Block/ Municipal Area	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools/EGS*	Habitations without Primary Schools/EGS			
			Primary School*	EGS*		Habitations eligible for PS*	No. of Children in such (Col.7) habitations	Habitations that cannot be provided PS as per neighbourhood norm*	No. of Children in such (Col.9) Habitations
1	2	3	4	5	6	7	8	9	10
	Pondicherry	254	254	NIL	2	0	0	NIL	NIL
	karaikal	125	125	NIL	0	0	0	NIL	NIL
	Mahe	28	28	NIL	0	0	0	NIL	NIL
	Yanam	30	30	NIL	0	0	0	NIL	NIL
	Total	437	437	NIL	2	0	0	NIL	NIL

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

Source: HHS/VER

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

*Indicate the neighbourhood norms for opening of Primary School

Table 4 (B)

Habitations, Access (Upper Primary)

S. No.	Name of Block/ Municipal Area	Total No. of Habitations	Habitations Covered by		Habitations without Upper Primary Schools/EGS- UP*	Habitations without Upper Primary Schools/EGS			
			Upper Primary School*	EGS- UP*		Habitations eligible for UPS*	No. of Children in such (Col.7) habitations	Habitations that cannot be provided UPS*	No. of Children in such (Col.9) Habitations
1	2	3	4	5	6	7	8	9	10
1	Pondicherry	254	254	NIL	NIL	NIL	NIL	NIL	NIL
2	Karaikal	125	125	NIL	NIL	NIL	NIL	NIL	NIL
3	Mahe	28	28	NIL	NIL	NIL	NIL	NIL	NIL
4	Yanam	30	30	NIL	NIL	NIL	NIL	NIL	NIL
	Total	437	437	NIL	NIL	NIL	NIL	NIL	NIL

Source: HHS/VER

Access for Special Category Group

Sl.No.	Name of Block/ Municipal Area	SC Population			ST Population			Muslim Population		
		Villages with more than 40% SC Population			Villages with more than 40% ST Population			Villages with more than 40 % Muslim Population		
		No. of Villages	Villages without Pry. School*	Villages without UPS*	No. of Villages	Villages without Pry. School*	Villages without UPS*	No. of Villages	Villages without Pry. School*	Villages without UPS*
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	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

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

Source: HHS/VER

*Indicate the neighbourhood norms for opening of schools

Table 6

Coverage of Out of School Children under different Strategies(NMS)

Name of the U.T. : PUDUCHERRY

Sl. No.	Block/ Municipal area	No. of OoSC as per Table No. 4 (A)	No. of Out of School Children proposed to be covered under different strategies in the Next Year													
			No. of EGS Centre already in operation	No. of existing Children in EGS	No. of children to be enrolled in existing EGS in 2011-12	No. of Residential Special Training Centres already in operation	No. of children in Residential Special Training	No. of Residential Special training centres to be opened in 2011-12	No. of children to be enrolled	No. of Non-Residential Special Training Centres already in operation	No. of children in Non-Residential Special Training	No. of Non-Residential Special training centres to be opened in 2011-12	No. of children to be enrolled	No. of existing Madarsa/ Maktab	No. of children already enrolled	No. of children to be enrolled
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Pondy	603	0	0	0	0	0	1	100	0	0	0	503	*	*	
2	Karaikal	67	0	0	0	0	0	0	0	0	0	0	67	0	0	0
3	Mahe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Yanam	231	0	0	0	0	0	1	79	2	60	4	92	0	0	0
Total		901	0	0	0	0	0	2	179	2	60	4	662	0	0	0

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

Source: HHS/VER

Table 7

EGS Upgradation

Name of the U.T. : PUDUCHERRY

Sl. No.	Name of Block/Municipal Area	EGS Upgradation(Cumulative upto 2010-11)		Facilities Provided in Upgraded EGS center (PS)						No. of EGS Centers 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	Remainin g Centres	Reason for not upgrading
		Sanctioned	Actully Upgraded	Buildings		Teacher		TLE							
				Sanctioned	Completed	Sacntioned	Recruited	Sanctioned	Provided						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Pondicherry	NIL	NIL	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	NIL	NIL
3	Mahe	NIL	NIL	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	NIL	NIL
	Total	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

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

Source: AWP & B 2010-11

Table 8

Information on Provision of Transport / Escort facilities to Children at Elementary

Name of the U.T. : PUDUCHERRY

Transport

Sl. No.	Block / Municipal Area	Name of the habitations to be covered	No. of children to be covered in each of the habitations		Distance of the school from each of the habitations		Reasons for not opening the school in neighbourhood	Distance of the proposed school from each of the habitations		Mode of transport to be used (habitation wise)	Proposed unit cose per child per annum
			Primary	Upper Primary	Primary	Upper Primary		Primary	Upper Primary		
1	2	3	4	5	6	7	8	9	10	11	12
1	Pondicherry	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
2	Karaikal	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
3	Mahe	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
4	Yanam	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
Total	Total	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Source: Supplementary AWP&P 2010-11

Escort facilities

Sl. No.	Block / Municipal Area	Name of the habitations to be covered	No. of children to be covered in each of the habitations		Distance of the school from each of the habitations		Reasons for need of Escort facilities	Distance of the proposed school from each of the habitations		Proposed unit cose per child per annum
			Primary	Upper Primary	Primary	Upper Primary		Primary	Upper Primary	
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	Total	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Please specify rural block with (R) and municipal area with (U)

Source: Supplementary AWP&P 2010-11

Table 9

Information on Provision of Residential Schools/Hostels

Name of the U.T. : PUDUCHERRY

Sl. No	Block/Municipal Area	Name of the habitations to be covered	Distance of the school from each of the habitation	No. of 6-14 age group children requiring residential facility	Reasons for not opening the school in the neighbourhood	Proposed location of the residential school/hostel	Distance of the Proposed school from the farthest habitation	If land is identified and available for the construction of a new building	Name of the school in which the hostel is to be attached	Name of the school to be used as residential school
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	Total	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Please specify rural block with (R) and municipal area with (U)

Source: Supplementary AWP&P 2010-11

Sl. No.	Block/Municipal Area	Net Teacher requirement										Additional teachers requirement projections for 2 years 2011-12											
		Subject specific					Head Teachers	Part time instructors					Subject specific teachers				Head Teachers	Part time instructors Vacant					
		Other than subject specific	Science & Maths	Social studies	Language	Total		Art Education	Health & Physical Edn.	Work Education	Others	Total	Science & Maths	Social studies	Language	Total		Art Education	Health & Physical Edn.	Work Education	Others	Total	
		105	106=29-(84+89)	107=30-(85+90)	108=31-(86+91)	109=(106+107+108)	110=33-(93+94)	111=35-(95+100)	112=36-(96+101)	113=37-(97+102)	114	115=111+112+113+114	116	117	118	119	120	121	122	123	124	125	
1	Pondicherry	NIL						21	22	22		65	NIL						NA				
2	Karaikal	NIL						20	10	10		40	NIL						NA				
3	Mahe	NIL						0	0	0		0	NIL						NA				
4	Yanam	NIL						6	5	5		16	NIL						NA				
Total	(U)	NIL						47	37	37		121	NIL						NA				

Sl. No.	Block/Municipal Area	Requirement projections for 2 years									
		2012-13									
		Subject specific teachers				Head Teachers	Part time instructors				
Science & Maths	Social studies	Language	Total	Art Education	Health & Physical Edn.		Work Education	Others	Total		
		126	127	128	129	130	131	132	133	124	135
1		NIL									
2		NIL									
3		NIL									
Total		NIL									

Source: DISE 2010-11 & Supplementary AWP&B 2010-11
Please Specify rural block with (R) and municipal area with (U)

Table 12

Information on manpower for BRC/URC/CRC

Name of the District:

Sl. No.	Block/Municipal Area	No. of BRCs/URCs	No. of CRCs	No. of Schools (Govt. and Govt. aided)	Total Eligibility as per modified norms			No. of BRPs provided under DPEP				Net requirement				@ 1 MIS Coordinator per block	@1 Data Entry Operator per block	@1 Accountant-cum-support staff for every 50 schools
					Block		Cluster	Total	BRC	CRC	Total	Block		Cluster	Total			
					@ 6 Resource persons for subject specific training	@ 2 Resource persons for all children with special needs	@ 1 Cluster Resource Person on an average of 18 schools					@ 6 Resource persons for subject specific training	@ 2 Resource persons for all children with special needs	@ 1 Cluster Resource Person on an average of 18 schools				
1	2	3	4	5	6	7	8	9	10	11	12	13=(6-10)	14=7	15=(8-11)	16	17	18	19
1	URC -I	1	5	178	10	2	10	0	0	0	0	10	2	10	22	1	1	4
2	BRC-II	1	5	111	6	2	6	0	0	0	0	6	2	6	14	1	1	2
3	BRC-III	1	5	99	6	2	6	0	0	0	0	6	2	6	14	1	1	2
4	BRC-IV	1	6	139	6	2	8	0	0	0	0	6	2	8	16	1	1	3
5	BRC-V	1	2	23	6	2	2	0	0	0	0	6	2	2	10	1	1	1
6	BRC-VI	1	2	32	6	2	2	0	0	0	0	6	2	2	10	1	1	1
			25	582	40	12	34	0	0	0	0	40	12	34	86	6	6	13

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

Source: DISE 2010-11 & Supplementary AWP & B 2010-11

Table 13

Information of Replacement Furniture, Computer, TLE etc. at BRC / CRC level

District:

Sl. No.	Block / Municipal Area	No. of blocks completed 5 years of functioning and got furniture grant (upto 2005-06)	No. of CRCs completed 5 years of functioning and got furniture grant (upto 2005-06)	No. of blocks for which replacement of furniture proposed	No. of CRCs for which replacement of furniture proposed
1	2	3	4	5	6
	URC -I				5
	BRC-II				1
	BRC-III	Nil	nil	nil	1
	BRC-IV				2
	BRC-V				0
	BRC-VI				0
Total	Total				9

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

Source: DISE 2010-11 & Supplementary AWP & B 2010-11

8 ACRs are proposed to be constructed, which are to be used as CRC as per RTE entitlement. Furniture grants are proposed for these C R centres.

Table -14

Details of Integration of Class V and Class VIII in existing schools for TLE - 2011 - 12

District:

Sl. No.	Block/Municipal Area	Number of Schools with classes I - IV	Number of Schools with classes I-VII	Number of schools with classes IV/V - VII (Composite Schools)	No. of schools received TLE upto 2010-11		Integration to be carried out in 2011-12	
					Class V	Class VIII	Class V	Class VIII
1	2	3	4	5	6	7	8	9
1	URC -I	NA	NA	NA	NA	NA		
2	BRC-II							
3	BRC-III							
4	BRC-IV						10	3
5	BRC-V	10	1	0	NA	NA		
6	BRC-VI	NA	NA	NA	NA	NA		
Total	Total	10	1	0	NA	NA		

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

Source: DISE 2010-11 & Supplementary AWP & B 2010-11

Schools

Name of District:

Sl.No.	Block/Municipal Area	Primary Schools/Primary Section in UPS or Secondary School					Upper Primary Schools / Upper Primary Section in Secondary School					Total			
		Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private	
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Pondy	217	26	169		412	119	24	145		288	283	26	169	
	Karaikal	95	7	46		148	42	6	33		81	108	7	46	
	Mahe	17	0	13		30	7	0	9		16	18	0	13	
	Yanam	17	1	5		23	8	1	5		14	24	1	7	
	Total	346	34	233	0	613	176	31	192	0	399	433	34	235	

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

Source: DISE 2010-11 & Supplementary AWP & B 2010-11

Upper Primary Schools for Girls

Tab	Block/Municipal Area	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 2011-12	Remaining Gap of Girls UP Schools (7=5-6)
1	2	3	4	5	6	7
1	Pondy	119	19	nil	nil	nil
2	Karaikal	42	5	nil	nil	nil
3	Mahe	7	0	nil	nil	nil
4	Yanam	8	1	nil	nil	nil
5	Total	176	25	nil	nil	nil

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

Source: DISE 2010-11 & Supplementary AWP & B 2010-11

Madarsa/ Maqtab

Name of District:

Sl. No.	Block/Municipal Area	No. of Recognised* Maqtab/Madarsa	No. of Madarsa to whom grants provided in 2010-11	Students enrolment	No. of Education Volunteers	No. of Un Recognised Maqtab/Madarsa	Students enrolment	No. of Education Volunteers
1	2	3	4	5	6	7	8	9
	Total							

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

*Recognised by State Madarsa Board

Table 16

Enrolment in Govt. Aided Schools

Name of District:

S.No	Block/ Municipal Area	Enrolment in Govt. Schools (6-11 age groups)												Enrolment in Govt. Aided Schools (6-11 age group)												Enrolment in private neighbourhood schools against 25% quota						
		All Communities			SC			ST			Muslim			All Communities			SC			ST			Muslims									
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child pop.	B	G	T	% of Child pop.	B	G	T	% of Child pop.	B	G	T	% of Child pop.	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	38	39	40
1	Pondy	11201	12602	23803	3817	4326	8143	22	46	68	330	410	740	4406	6695	11101		786	987	1773		2	4	6		206	360	566				
2	Karaikal	3356	3597	6953	1138	1283	2421			0	297	274	571	1385	1679	3064		118	149	267		1	6	7		328	345	673				
3	Mahe	978	912	1890	4	2	6			0	290	261	551			0							0					0				
4	Yanam	1208	1404	2612	173	232	405			0	10	14	24	281	241	522			29	32	61			0		9	9	18				
5	Total	16743	18515	35258	5132	5843	10975	22	46	68	927	959	1886	6072	8615	14687		933	1168	2101		3	10	13		543	714	1257				

Please specify Rural block with * and Municipal area with (U)

S.No	Block/ Municipal Area	Enrolment in Govt. Schools (11-14 age groups)												Enrolment in Govt. Aided Schools (11-14 age group)												Enrolment in private neighbourhood schools against 25% quota						
		All Communities			SC			ST			Muslim			All Communities			SC			ST			Muslims									
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child pop.	B	G	T	% of Child pop.	B	G	T	% of Child pop.	B	G	T	% of Child pop.	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	38	39	40
1	Pondy	11632	12234	23866	3530	3632	7162	6	195	201	380	463	843	3737	5131	8868		651	754	1405		1	7	8		191	215	406				
2	Karaikal	3153	3052	6205	1011	1011	2022			0	254	237	491	1039	1172	2211		65	83	148		1	2	3		310	225	535				
3	Mahe	999	901	1900	2	6	8			0	342	278	620			0				0			0					0				
4	Yanam	1128	1167	2295	172	189	361			0	8	11	19	65	91	156			9	13	22			0		1	1	2				
5	Total	16912	17354	34266	4715	4838	9553	6	195	201	984	989	1973	4841	6394	11235		725	850	1575		0	2	9	11		502	441	943			

Note: to be updated from household survey or village edn, registre data

Source: DISE 2010-11

Table 17

Uniform

Table A

Name of the District

Which departments provide uniform from the State budget (Plan/non-plan)

S.No.	Block/Municipal Area	Name of Department	Category of children covered for uniform at elementary level	Budgets allocated for the purpose			No. of children covered								Rate at which one set of uniform is provided	No. of sets provided annually	Mode of procurment/system of delivery to the child
				2008-09	2009-10	2010-11	SC		ST		Others*		Total				
							Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Pondy	Education Department	OEBC (OBC+GEN) & SC(SC+ST)	60032440	63104356	47768951	12445	14233			39401	45070	51846	59303	618+512	2 Sets per Stu.	
2	Karaikal			17249577	16723284	13337533	3532	3706			11192	11739	14724	15445	618+513	2 Sets per Stu.	
3	Mahe			5344364	4095494	3469586					3678	3479	3678	3479	618+514	2 Sets per Stu.	
4	Yanam			4617467	4018845	3425654	948	991			3002	3136	3950	4127	618+515	2 Sets per Stu.	
5	Total			87243848	87941979	68001724	16925	18930			0	0	57273	63424	74198	82354	618+516

Whether the State prescribes uniforms as child entitlement for free education

Source: Supplementary AWP&B 2010-11

Table B

Number of children who are covered for uniform under the State Scheme

SI No	Block /Municipal	Number of children enrolled in Govt. schools		Number of children provided uniform by the State		Number of children not provided uniform by the		Breakup of children not provided uniform by the State scheme					No. of children eligible for uniform under SSA	
		Boys	Girls	Boys	Girls	Boys	Girls	SC Boys	ST Boys	BPL Boys	Other Boys	Total Boys	Girls	Boys
1	2	3	4	5	6	7	8	9	10	11	12	13	14=8	15=(9+10+11)
1	Pondy	51846	59303	66760	74217	0	0	0	0	0	0	0	0	0
2	Karaikal	14724	15445	16166	16887	0	0	0	0	0	0	0	0	0
3	Mahe	3678	3479	3280	3081	0	0	0	0	0	0	0	0	0
4	Yanam	3950	4127	4304	4481	0	0	0	0	0	0	0	0	0
5	Total	74198	82354	90510	98666	0	0	0	0	0	0	0	0	0

Please specify Rural block with * and Municipal area with (U)

Source:Supplementary AWP & 2010-11

Table 18

Teachers (Primary, Upper Primary School/Section) for TLM Grant

Name of District

S.No	Block Municipal Zone	Teachers in Position in Governemnt schools			Teachers in Position in Government Aided Schools			Total No of Teachers
		Primary Teachers	Upper Primary including teachers of UP attached to Secondary or higher secondary	Total	Primary Teachers	Upper Primary including teachers of UP attached to Secondary or higher secondary	Total	
1	2	3		5	6	7	8	9
1	PONDY	1280	1581	2861	263	78	341	3202
2	KARAIKAL	405	309	714	132	32	164	878
3	MAHE	58	117	175	0	0	0	175
4	YANAM	122	77	199	0	5	5	204
Total		1865	2084	3949	395	115	510	4459

Source: DISE 2010-11 & Supplementary AWP&B 2010-11
Please Specify Rural Block with & and Municipal area with (U)

Trained and Untrained Teachers

Name of District: Puducherry U.T.

Sl. No.	Block Municipal Area	Primary Teachers											Upper primary teachers																					
		Working Teachers			Teachers without minimum academic qualification as per NCTE norm	No. of Trained Teachers	% of Trained Teachers	Untrained teachers									Working Teachers			Teachers without minimum academic qualification as per NCTE norm	No. of Trained Teachers	% of Trained Teachers	Untrained Teachers											
		Regular	Contract	Total				Those who have received 60 contact days training for the first year			Those who have received 60 contact days training for the second year			Those who have not received any contact days training			Regular	Contract	Total				Those who have received 60 contact days training for the first year			Those who have received 60 contact days training for the Second year			Those who have not received any contact days training					
								Regular	Contract	Total	Regular	Contract	Total	Regular	Contract	Total							Regular	Contract	Total	Regular	Contract	Total	Regular	Contract	Total			
1	Pondy	1190	0	1190	0	1190	100%	0	0	0	0	0	0	0	0	0	0	1487	0	1487	100%	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Karalkai	387	0	387	0	387	100%	0	0	0	0	0	0	0	0	0	0	292	0	292	100%	0	0	0	0	0	0	0	0	0	0	0	0	
3	Mahe	52	0	52	0	52	100%	0	0	0	0	0	0	0	0	0	0	115	0	115	100%	0	0	0	0	0	0	0	0	0	0	0	0	
4	Yanam	64	0	64	0	64	100%	0	0	0	0	0	0	0	0	0	0	89	0	89	100%	0	0	0	0	0	0	0	0	0	0	0	0	
5	U.T.	1693	0	1693	0	1693	100%	0	0	0	0	0	0	0	0	0	0	1983	0	1983	100%	0	0	0	0	0	0	0	0	0	0	0	0	

Please Specify Rural banks with * and Mun
 *Trained as per NCTE guidelines

Source: DISE 2010-11

Table 20

Information on NPEGEL

Name of District:

S.No	Block/Municipal	No.of EBB	No. of MCS	No. of MCS in Urban Slums	Total MCS	Enrolment (Social category wise)					
						Sc	ST	OBC	Muslims	Others	Total
1	2	3	4	5	6	7	8	9	10	11	12
Not applicable											
Total											

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

Source: DISE 2010-11 & AWP & B 2010-11

Table 21

Information on KGBV																								
Name of District: _____																								
Sl. No	Block/Municipal area	KGBV sanctioned (Modelwise)					Operational (Modelwise)				Enrolment (Modelwise)				Enrolment (Social Categorywise)						Building Status			
		I	II	III	Total	Year in which sanctioned	I	II	III	Total	I	II	III	Total	SC	ST	OBC	BPL	Muslims	Others	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	23	24	
		NOT APPLICABLE																						
Total																								

Please specify rural block with (R) and municipal area with (U)
 Source: DISE 2010-11 & AWP&B 2010-11

Table 22

Children With Special Need (CWSN)

Name of Districts

SI No	Block/ Municipal Area	No. of CWSN identified	No. of CWSN enrolled in schools	No. of CWSN proposed to be covered through School Readiness Programme	No. of CWSN proposed to be covered through Home Based Education	No. of Resource Teachers to be appointed	No. of Schools proposed for Ramps & Handrails	No. of schools proposed for Disabeld Friendly Toilets	No. of Visually Impaired children to be provided Braille Books/ large print books
1	2	3	4	5	6	7	8	9	10
	Pondicherry	2594	2504	0	80	18	20	30	169
	karaikal	745	735	0	10	6	5	20	127
	mahe	112	112	0		6	0	5	0
	yanam	383	305	78	0	6	0	5	0
		3834	3656	78	90	36	25	60	296

Source : HHS/VER

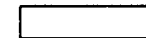


Table - 23

COMPUTER AIDED LEARNING (CAL)

Name of District:

Sl. No	Block/Municipal Area	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of schools to be covered this year
1	2	3	4	5	6	7
	BRC 1	56	37	9789	50	19
	BRC 2	35	23	7305	25	12
	BRC 3	32	21	6685	50	11
	BRC 4	43	32	6205	0	10
	BRC 5	8	4	1900	50	4
	BRC 6	8	8	2295	50	0
	Total	182	125	34179	225	56

Please specify rural block with (R) and municipal area with (U)

source: DISE 2010-11 & AWP&B 2010-11

Table 24

Requirement of ACR as per RTE (Only for Govt. Schools)

District:

Sl. No.	district	Number of Govt. schools	Requirement of additional classrooms as per RTE*	Requirement of HM Rooms		Disaggregated year-wise construction plan (ACR)		Disaggregated year-wise construction plan (HM Room)		Number of buildingless schools	number of buildings sanctioned	number of semi-pucca schools	Number of Kuchcha schools
				Primary	Upper Primary	2011-12	2012-13	2011-12	2012-13				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Puducherry	283	62	80	17	15	47	18	79	1	0	0	0
2	Karaikal	107	25	46	9	6	19	10	45	0	0	0	0
3	Mahe	18	6	6	3	0	6	0	9	0	0	0	0
4	Yanam	24	13	10	3	8	5	5	8	0	0	0	0
Total		432	106	142	32	29	77	33	141	1	0	0	0

* Note: Calculate School-wise requirement as per table given below. (Aggregate of column 14)

Table for calculating school wise requirement of additional classrooms to be submitted in soft copy only (source :DISE 2010-11)

District : UT of Puducherry																
S.No	School Name	Block	Category	Type of Building	Enrolment Primary	Enrolment Upper Primary	Classrooms required as per RTE		Total Class room required as per RTE	No of Classrooms available	No. of other rooms	No. Of Classrooms under construction/yet to be starated	Total Rooms	Total roomsNet classrooms required (Negative values should bereoplea	Net requirement of HM rooms (UP)	Net requirement of HM rooms (Prime)
							Prime	U.Prime								
District : Puducherry																
1	2	3	4	5	6	7	8	9	10=8+9	11	12	13	=11+12+	15=10-14	16	17
1	GPS Uppalam	1	Co-Ed	Pucca	81	0	3	0	3	1	0	0	1	2		
2	GGHSS Kalapet	1	Girls	Pucca	0	408	0	12	12	9	0	0	9	3		
3	GGMS Muthialpet	1	Girls	Pucca	335	284	9	9	18	15	0	0	15	3		
4	GPS Ecoleangles	1	Co-Ed	Pucca	135	0	5	0	5	3	0	0	3	2		
5	GHS Subbiha Nagar	1	Co-Ed	Pucca	0	650	0	19	19	15	0	0	15	4		
6	GHS Kombakkam	1	CO-Ed	Pucca	0	249	0	8	8	4	0	0	4	4		
7	GHS, Kuruvintham	2	Co-Ed	Pucca	231	223	6	7	13	10	0	0	10	3		
8	MAGHSS Embalam	2	Co-Ed	Pucca	0	463	0	14	14	9	0	0	9	5		
9	KGHSS Nettareppam	2	Co-Ed	Pucca	0	409	0	12	12	9	0	0	9	3		
10	GPS Aratchikuppam	2	Co-Ed	Pucca	87	0	3	0	3	2	0	0	2	1		
11	GHSS Korkadu	2	Co-Ed	Pucca	0	162	0	5	5	3	0	0	3	2		
12	GHSS Nonankuppam	2	Co-Ed	Pucca	112	148	4	5	9	6	0	0	6	3		
13	GPS Pillaiyarkuppam	3	CO-Ed	Pucca	131	0	5	0	5	1	0	0	1	4		
14	GHS Arumarthapuram	3	Co-Ed	Pucca	147	259	5	8	13	5	0	0	5	8		
15	GHSS Sedrapet	3	Co-Ed	Pucca	0	249	0	8	8	6	0	0	6	2		
16	AAGHSS Kunichempe	3	Co-Ed	Pucca	0	246	0	7	7	6	0	0	6	1		
17	GHS Kanuvapet	3	Co-Ed	Pucca	266	328	7	10	17	14	0	0	14	3		
18	GHS Thirubuvanai	3	Co-Ed	Pucca	137	281	5	8	13	9	0	0	9	4		
19	GHS Sellipet	3	Co-Ed	Pucca	176	160	5	5	10	8	0	0	8	2		
20	GHS Mangalam	3	CO-Ed	Pucca	0	319	0	10	10	7	0	0	7	3		
	Total				1838	4838	57	147	204	142	0	0	142	62		
District: Karaikal																
1	GPS Polagam	4	Co-Ed	Pucca	50	0	2	0	2	1	0	0	1	1		
2	KGMSVadamarikadu	4	Co-Ed	Pucca	125	167	5	5	10	4	0	0	4	6		
3	GNPS T.R. Pattinam	4	Co-Ed	Pucca	85	0	3	0	3	2	0	0	2	1		
4	GMS Varichikudi	4	Co-Ed	Pucca	122	119	5	4	9	5	0	0	5	4		

Table-24A

Table for calculating school wise requirement of additional classrooms to be submitted in soft copy only (source :DISE 2010-11)																
District : UT of Puducherry																
S.No	School Name	Block	Category	Type of Building	Enrolemt Primary	Enrolemt Upper Primary	Classrooms required as per RTE		Total Class room required as per RTE	No of Classrooms available	No. of other rooms	No. Of Classrooms under construction/yet to be started	Total Rooms	Total roomsNet classrooms required (Negative values should here nolea	Net requirement of HM rooms (UP)	Net requirement of HM rooms (Prime)
							Prime	U.Prime								
District :Puducherry																
1	2	3	4	5	6	7	8	9	10=8+9	11	12	13	=11+12+	15=10-14	16	17
5	GmMS Kothakulam	4	Co-Ed	Pucca	168	131	5	4	9	4	0	0	4	5		
6	RMASP GHS Karikalr	4	Co-Ed	Pucca	173	339	5	9	14	6	0	0	6	8		
Total					723	756	25	22	47	22	0	0	22	25		
District:Mahe																
1	JNGHSS Mahe	5	Co-Ed	Pucca	187	598	5	18	23	17	0	0	17	6		
Total					187	598	5	18	23	17	0	0	17	6		
District :Yanam																
1	GPS Mettacur	6	Co-Ed	Pucca	172	0	5	0	5	4	0	0	4	1		
2	GMS Gueiriampeta	6	Co-Ed	Pucca	269	378	8	11	19	16	0	0	16	3		
3	GEMPS Yanam	6	Co-Ed	Pucca	370	0	10	0	10	2	0	0	2	8		
4	GPS Darialatippa	6	Co-Ed	Pucca	201	0	6	0	6	5	0	0	5	1		
					1012	378	29	11	40	27	0	0	27	13		
Grand Total					3760	6570	116	198	314	208	0	0	208	106		

Requirement of Drinking Water and Toilet Facilities

District

Sl. No.	district	Number of schools without			Number of facilities provided after 30-9-2010						Proposal for 2011-12						Proposal for 2012-13					
		Drinking Water	Boys toilet	Girls toilet	Drinking water		Boys toilet		Girls toilet		Drinking water		Boys toilet		Girls toilet		Drinking water		Boys toilet		Girls toilet	
					SSA	DWM	SSA	TSC	SSA	TSC	SSA	DWM	SSA	TSC	SSA	TSC	SSA	DWM	SSA	TSC	SSA	TSC
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Puducherry	10	173	16	0	0	10	0	14	0	0	0	0	0	0	0	10	0	163	0	2	0
2	Karaikal	6	50	13	0	0	8	0	13	0	4	0	0	0	0	0	2	0	42	0	0	0
3	Mahe	8	7	2	0	0	3	0	2	0	5	0	0	0	0	0	3	0	4	0	0	0
4	Yanam	6	17	8	0	0	5	0	8	0	4	0	0	0	0	0	2	0	12	0	0	0
Total		30	247	39	0	0	26	0	37	0	13	0	0	0	0	0	17	0	221	0	2	0

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

Source: DISE 2010-11

Table - 26

Information on Govt. Upper Priamry Schools without Furniture

Name of District:

Sl.No	Block/Municipal area	Total No.of Govt. UPS	No.of UPS sanctioned under SSA since 2001	UPS provided TLE under SSA as non OBB school since 2001	Balance UPS (6=3-4-5)	No.of Govt. UPS without Furniture (Out of Col.6)	Enrollment in these Govt. UPS			
1	2	3	4	5	6	7	8			
	URC -I	119	NIL							
	BRC-II									
	BRC-III								1	102
	BRC-IV	42								
	BRC-V	7								
	BRC-VI	8								
	TOTAL	176				1				

Please specify rural block with (R) and municipal area with (U)

Source: DISE 2010-11

Table - 27

Number of Government Schools with 3 and more than 3 Classrooms for Maintenance Grant

Name of the District:

Sl. No	Name of Block/Municipal Area	Number of Government schools having upto 3 classrooms	@ Rs.5000/- per school	Number of Government schools having more than 3 classrooms	@ Rs.10000/- per school	Total No. of schools (col.3+5)	Total grant (col.4+6)	@Rs.7500/- per school	Grant eligible (which ever is lower of col. 8 & 9)
1	2	3	4	5	6	7	8	9	10
1	Pondy	48	240000	235	2350000	283	2590000	2122500	2122500
2	Karaikal	33	165000	75	750000	108	915000	810000	810000
3	Mahe	2	10000	16	160000	18	170000	135000	135000
4	Yanam	0	0	24	240000	24	240000	180000	180000

Table28

Expenditure (Cumulative) on Civil Works

S. No.	Districts	Yearwise Total Expenditure of SSA (only) in the District * (excluding pre Project Activities)											Yearwise Expenditure on Civil Works in the District*											% of total Civil Expd.
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25 = 24/13
	UT puducherry	0.00	1.93	140.61	238.84	543.03	468.84	629.23	1122.71	1076.48	1200.98	5422.7				56.05	302.8	71.5	216.9	477.3	371	397.45	1893	34.9091

* As per Audit Report

Source: SSA's Financial Statement

Expenditure (Cumulative) on Management

S. No.	Districts	Yearwise Total Expenditure of SSA (only) in the District * (Excluding pre Project Activities)											Yearwise Expenditure on Management in the District*											% of total Mgt. Expd.
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25=24/13
1	UT of Puduc	0.00	1.93	140.61	238.84	543.03	468.84	629.23	1122.71	1076.48	1200.98	5423	0.00	0.735	21.21	21.88	46.34	64.05	65.67	85.44	92.7	80.00	478.03	8.81534

* As per Audit Report
 Source: SSA's Financial Statement

State

UT of Puducherry

EXPENDITURE ON ELEMENTARY EDUCATION													
Sl. No.	Name of Scheme	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011*
1	Pre-primary Education	3.89	2.19	0.14	2.15	3.44	2.18	9.12	42.12	1.75	1.52	1.72	0
2	Universalisation of Elementary Education for the age Group of 6-14 year (PMGY)	570.8	755.59	695.56	783.96	783.64	1154.1	1287.34	952.74	1467.03	1943.51	2652.06	0
3	Free Supply of Books, Stationery, Uniforms and Footwear to Poor Children	396.94	364.82	325.66	646.89	785	1159.06	1071.23	1310.82	1221.37	931.29	1355.03	1986.8
4	Creation of infrastructural facilities in Tsunami affected areas	0	0	0	0	0	0	342.88	142.02	214.07	0	0	0
Total		971.63	1122.6	1021.36	1433	1572.08	2315.34	2710.57	2447.7	2904.22	2876.32	4008.81	1986.8

* As on December 2010

State

UT of Puducherry

EXPENDITURE ON ELEMENTARY EDUCATION													
Sl. No.	Name of Scheme	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011*
1	Pre-primary Education	3.89	2.19	0.14	2.15	3.44	2.18	9.12	42.12	1.75	1.52	1.72	0
2	Universalisation of Elementary Education for the age Group of 6-14 year (PMGY)	570.8	755.59	695.56	783.96	783.64	1154.1	1287.34	952.74	1467.03	1943.51	2652.06	0
3	Free Supply of Books, Stationery, Uniforms and Footwear to Poor Children	396.94	364.82	325.66	646.89	785	1159.06	1071.23	1310.82	1221.37	931.29	1355.03	1986.8
4	Creation of infrastructural facilities in Tsunami affected areas	0	0	0	0	0	0	342.88	142.02	214.07	0	0	0
Total		971.63	1122.6	1021.36	1433	1572.08	2315.34	2710.57	2447.7	2904.22	2876.32	4008.81	1986.8

* As on December 2010

Table-31

Financial Information on investment in Elementary Education for the award of 13th Finance Commission

State:

Year	Plan Expenditure net of grants released							Non-Plan Expenditure net of payment of arrears on account of award of 6th Pay							Total of Plan and Non-Plan					
	Budget Estimate for the current year	Revised Estimate for previous year	Increase of BE over RE of previous year	% of increase	Actual Expenditure of previous year	Increase in expenditure over previous year	% of increase	Budget Estimate for the current year	Revised Estimate for previous year	Increase of BE over RE of previous year	% of increase	Actual Expenditure of previous year	Increase in expenditure over previous year	% of increase	Budget Estimate for the current year	Revised Estimate for previous year	Increase of BE over RE of previous year	% of increase	Actual Expenditure of previous year	Increase in expenditure over previous year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
2009-2010																				
2010-2011	Not applicable																			

Note: Prepare a separate similar table for expenditure incurred by other departments like Tribal Affairs, Pachayats Social Welfare etc. on Elementary Education

Source: State's Financial Statement

THE PUDUCHERRY RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION RULES, 2010 (FINAL DRAFT)

PART I - PRELIMINARY

Short title, Commencement and Extent

1 (1) These Rules may be called “The Puducherry Right of Children to Free and Compulsory Education Rules, 2010”.

(2) They shall come into force from the date of their publication in the official Gazette.

(3) They shall extend to the whole of the Union Territory of Puducherry.

2 Definition

(1) In these rules, unless the context otherwise requires –

(a) “Act” means The Right of Children to Free and Compulsory Education Act, 2009;

(b) “Anganwadi” means an Anganwadi Centre established under the Integrated Child Development Scheme of the Ministry of Women and Child Development of the Government of India;

(c) “Pre-Primary Stage” means classes LKG/ Montessorie I & UKG/ Montessorie II

(d) “Inspecting Officer” means:

(i) the Joint Director (Secondary Education) in respect of Higher Secondary Schools in the Union Territory having elementary classes;

(ii) the Chief Educational Officer/Deputy Director(Women Education) in respect of high schools having elementary classes, middle schools (in Pondicherry, Karaikal and Mahe) and primary schools (in Mahe);

(iii) the Delegate to the Director of School Education in respect of high schools having elementary classes, middle and primary schools (in Yanam) and

(iv) the Deputy Inspector of Schools in respect of primary schools (in Pondicherry and Karaikal).

The Inspecting Officer is the officer responsible for implementing the programmes for elementary education in areas under their jurisdiction;

(e) “Local Authority” means Municipalities and Commune Panchayats and Village/Gram Panchayats;

(f) “Neighbourhood” means a habitation near or within a specified distance from school;

(g) “Child” means any child of the age of 6 to 14 years;

(h) “Children with Special Needs” means children with disabilities;

- (i) "Pupil Cumulative Record" means record of the progress of the child based on comprehensive and continuous evaluation;
- (j) "Block Resource Centre" means block level resource centre for elementary level teachers;
- (k) "Cluster Resource Centre" means cluster level resource centre for elementary level teachers;
- (l) "School mapping" means planning school location to overcome social barriers and geographical distance.
- (m) "Union Territory" means the Union Territory of Puducherry;
- (n) "Union Territory Government" means the Government of the Union Territory of Puducherry .
- (o) "per child expenditure on elementary education" means recurring expenditure incurred by the Union Territory Government on staff's salary, equipment and materials at elementary stage.
- (2) All other words and expressions used herein and not defined but defined in the Act shall have the same meaning assigned to them in the Act.

PART II – RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION

Special Training For Out of School Children

- 3** (1) The Union Territory Government/ local authority shall identify children requiring special training and organise such training in the following manner:
- (a) The special training shall be based on specially designed, age appropriate learning material, approved by the Academic Authority specified in section 29(1) of the Act;
- (b) It shall be provided in classes held on the premises of the school, or through classes organised in safe residential facilities;
- (c) It shall be provided by teachers working in the school, or by teachers specially appointed for the purpose;
- (d) The duration shall be a minimum period of three months which may be extended, based on periodical assessment of learning progress, to a maximum period not exceeding two years.
- (2) The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

PART III – DUTIES OF THE UNION TERRITORY GOVERNMENT AND LOCAL AUTHORITY

Areas or limits for the purposes of access

4 (1) The areas or limits of neighbourhood within which a school has to be established by the UT Government shall be as under:

(a) In respect of children in classes I-V, a school shall be established within a walking distance of one km of the neighbourhood;

(b) In respect of children in classes VI-VIII, a school shall be established within a walking distance of 3 km of the neighbourhood.

(2) Wherever required, the Union Territory Government shall upgrade existing schools with classes I-V to include classes VI-VIII.

(3) For children from small hamlets as identified by the Union Territory Government/Local Authority, where no school exists within the area or limits of neighbourhood specified under sub-Rule (1) above, the Union Territory Government/Local Authority shall make adequate arrangements, such as free transportation, residential facilities and other facilities, for providing elementary education in a school, in relaxation of the limits specified under sub-Rule (1).

(4) In areas with high population density, the Union Territory Government/Local Authority may consider establishment of more than one neighbourhood school, having regard to the number of children in the age group of 6-14 years in such areas.

(5) Directorate of School Education/Local Authority shall identify the neighbourhood school(s) where children can be admitted and make such information public for each habitation.

(6) In respect of children with special needs which prevent them from accessing the school, the Union Territory Government/Local Authority shall make appropriate and safe transportation arrangements for them to attend school and complete elementary education.

(7) The Union Territory Government/Local Authority shall ensure that access of children to the school is not hindered on account of social and cultural factors.

Duties of Union Territory Government and Local Authority

5 (1) A child attending a school of the Union Territory Government referred to in sub-clause (i) of clause (n) of section 2 of the Act, a child attending a school referred to in sub-clause (ii) of clause (n) of section 2 of the Act in pursuance of clause (b) of sub section (1) of section 12 of the Act, and a child attending a school referred to in sub-clause (iii) and (iv) of clause (n) of section 2 of the Act in pursuance of clause (c) of sub section (1) of section 12 of the Act shall be entitled to all facilities provided by the Union territory Government - free text books, writing materials, uniform, scholarship, midday meal etc.

Provided that a child with special needs shall also be provided free special learning and support material.

Explanation : In respect of the child admitted in pursuance of clause (b) of sub-section (1) of section 12 of the Act and a child admitted in pursuance clause (c) of sub-section (1) of section 12 of the Act, the responsibility of providing the free entitlement (issued by the Government) shall be of the school referred to in sub-clause (ii) of clause (n) of section 2 of the Act and of sub-clauses (iii) and (iv) of clause (n) of section 2 of the Act respectively.

(2) For the purpose of determining and for establishing neighbourhood schools, Directorate of School Education/Local Authority shall undertake school mapping and identify all children, including children in remote areas, children with special needs, children belonging to disadvantaged groups, children belonging to weaker sections and children referred to in section 4 of the Act within a period of one year from the commencement of the Act and every year thereafter.

(3) The Union Territory Government/Local Authority shall ensure that no child is subjected to caste, class, religious or gender abuse in the school.

(4) For the purposes of clause (c) of section 8 and clause (c) of section 9 of the Act, the Union Territory Government and the Local Authority shall ensure that a child belonging to a weaker section and a child belonging to disadvantaged group is not segregated or discriminated against in the classroom, during midday meal, in the play ground, in the use of common drinking water and toilet facilities.

Maintenance of records of children

6 (1) The Union Territory Government/Local Authority shall maintain a record of all children in the areas of its jurisdiction, through a household survey, from their birth till they attain 14 years. A unique number may be given to every child to monitor his/her enrolment attendance and learning achievement.

(2) The record, referred to in sub-Rule (1), shall be updated each year.

(3) The record, referred to in sub-Rule (1), shall be maintained transparently, in the public domain, and used for the purposes of clause (e) of section 9 of the Act.

(4) The record, referred to in sub-Rule (1) shall, in respect of every child, include

- (a) name, sex, date of birth, place of birth;
- (b) parent's / guardian's name, address, occupation;
- (c) pre-primary school/Anganwadi centre that the child attends;
- (d) elementary school where the child is admitted;
- (e) present address of the child;
- (f) class in which the child is studying (for children between age 6-14), and if education is discontinued in the territorial jurisdiction of the Local Authority, the cause of such discontinuance;
- (g) whether the child belongs to the weaker section within the meaning of clause (e) of section 2 of the Act;
- (h) whether the child belongs to a disadvantaged group within the meaning of clause (d) of section 2 of the Act;
- (i) details of children requiring special facilities / residential facilities on account of migration and sparse population; age appropriate admission; disability.

(5) The Union Territory Government / Local authority shall ensure that the names of all children enrolled in the schools under its jurisdiction are publicly displayed in each school.

(6) The Union Territory Government shall evolve a child tracking system for monitoring not only the academic progress of children in schools but also their retention and transition.

Quality of Education

7 (1) The Union Territory Government shall ensure providing of high quality education uniformly in all schools and to this end specify norms and standards in respect of all activities involving quality. These norms and standards shall supplement the norms and standards prescribed in the schedule to the Act.

(2) At the school level, the Cluster Resource Person shall assist the Head of School to monitor quality and bring any lapses to the notice of the Inspecting officer and Block Resource Co-ordinator in respect of infrastructure and learning levels, who shall take steps to rectify the lapses.

(3) The Union Territory Government shall regularly monitor the levels of learning of children in all government, aided and unaided elementary schools through the Directorate of school education and bring out annual reports on the quality of education in the Union Territory.

(4) Based upon these reports, the Directorate of Education shall devise a mandatory remedial teaching programme in every class/subject for those children who have not been able to reach the expected learning levels.

(5) In order to ensure quality education in every school, the state shall devise a continuous system of measurement of achievement for all classes, maintenance of portfolios for each child, devise remedial programmes and devise a system.

(6) The Union Territory Government shall grade every elementary school in the Union Territory on a set of quality parameters. The schools falling in the last two grades shall be targeted for remedial measures with in a certain timeframe. They shall also be given opportunities to improve their grading periodically.

(7) The Union Territory Government shall strengthen the monitoring mechanism of elementary schools in the state and ensure quality based academic supervision of all schools periodically.

(8) The Union Territory Government shall fix norms and standards in respect of availability of books/news papers/magazines in the library, list of equipment in the laboratory, number of experiments to be conducted in science subjects in each class, number and types of educational visits that each school should undertake, maps, charts, sports and other equipment based upon the number of children studying in every school.

PART IV – RESPONSIBILITIES OF SCHOOLS AND TEACHERS

Admission of children belonging to weaker section and disadvantaged group

8 (1) The school referred to in clauses (iii) and (iv) of clause (n) of section 2 of the Act shall ensure that children admitted in pursuance of clause (c) to section 12 (1) of the Act shall not be segregated from the other children in the classrooms nor shall their classes be held at places and timings different from the classes held for the other children.

(2) The school referred to in clauses (iii) and (iv) of clause (n) of section 2 of the Act shall ensure that children admitted in pursuance of clause (c) to section 12 (1) of the Act shall not be discriminated from the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniform, library, Information & Communication Technology facilities, extra-curricular and sports.

(3) The areas or limits of neighbourhood specified in Rule 5 (1) shall apply to admissions made in pursuance of clause (c) to Section 12 (1) of the Act;

Provided that if the requisite percentage of seats for children referred to in clause (c) to section 12 (1) of the Act is not filled up, the area or limits shall extend to 2 km for the purpose.

Provided further that the school may, for the purpose of filling up the requisite percentage of seats for children referred to in clause (c) to section 12 (1) of the Act, extend the limit with the approval of the Director of School Education.

Provided further that before extending the limit of the neighbourhood, the Director of School Education shall ensure that all the seats in the Government school(s) in the neighbourhood have been filled up.

(4) The Directorate of School Education shall maintain the list of the children belonging to disadvantaged groups and weaker sections in the neighbourhood area of every aided or unaided private school and specified category schools within its jurisdiction.

Reimbursement of per-child expenditure by the Union Territory Government

9 (1) The total annual recurring expenditure incurred by the Union Territory Government, whether from its own funds, or funds provided by the Central Government, on elementary education in respect of all schools established, owned or controlled by it divided by the total number of children enrolled in all such schools, shall be the per-child expenditure incurred by the State Government.

Explanation - For the purpose of determining the per-child expenditure, the expenditure incurred by the Union Territory Government on schools referred to in sub-clause (ii) of clause (n) of section 2 of the Act and the children enrolled in such schools shall not be included.

(2) Every school referred to in sub clause (iii) and (iv) of clause (n) of section 2 of the Act shall maintain a separate bank account in respect of the amount received by it as reimbursement under sub-section (2) of section 12 of the Act.

(3) There shall be a Committee at the state level comprising Finance Secretary, Education Secretary, Director of School Education, Director of Local Administration, State Project Director (Sarva Shiksha Abhiyan), Deputy Director (Elementary Education) and a Deputy Inspector of schools for the purpose of assessing per child expenditure incurred by the Union Territory and the Local Authority for reimbursement of expenditure to the schools under section 12(2) of the Act.

The Finance Secretary shall be the Chairman of the Committee. The Deputy Director (Elementary Education) shall be the Member Secretary of the Committee.

(4) The Committee shall meet within three months after the notification of these Rules and thereafter every year in December to assess per child expenditure for the next academic session.

(5) The Member Secretary, on the basis of the decision of the Committee, shall communicate to the Inspecting Officers for the reimbursement of the fee against the reservation of children in the schools under section 12 of the Act;

(6) The reimbursement will be made directly through e-transfer into the separate bank account maintained by the school in two installments during the academic year. First installment of 50% will be released in the month of September and the balance in the month of January.

(7) The school shall, in the month of July, submit the list of students admitted in the school to the Inspecting Officer for reimbursement under section 12 of the Act. The Inspecting Officer shall verify the enrolment of the children before making the reimbursement of the first installment. The second installment will be made after verification of the retention of children.

Birth Certificate for admission

10 Wherever a birth certificate under the Births, Deaths and Marriages Certification Act, 1886 is not available, any one of the following documents shall be deemed to be proof of age of the child for the purpose of admission in schools:

(a) Hospital;

(b) Anganwadi record;

(c) Declaration of the age of the child by the parent or guardian through an affidavit which also contains a declaration that a birth certificate as mentioned in Rule 9 is not available for the child and that no change in the date of birth will be sought for in future.

Extended Period of Admission

11 (1) Extended period of admission shall be six months from the date of commencement of the academic year of a school.

(2) Where a child is admitted in a school after the extended period, he or she shall be eligible to complete studies with the help of special training, as determined by the head of the school.

Recognition of Schools

12 (1) Every school, other than a school established, owned or controlled by the Central Government, the Union Territory Government or the Local Authority, established before the commencement of the Act for imparting elementary education shall make an application containing self declaration in Form-I within a period of three months from the commencement of the Act to the respective Inspecting Officer regarding its compliance or otherwise with the norms and standards prescribed in the Schedule and the following declaration in Form I:

(a) the school is run by a society registered under the Societies Registration Act, 1860 (21 of 1860), or a public trust constituted under any law for the time being in force;

(b) the school is not run for profit to any individual, group or association of individuals or any other persons;

(c) the school conforms to the values enshrined in the Constitution;

(d) the school buildings or other structures or the grounds are used only for the purposes of education and skill development;

(e) the school is open to inspection by the concerned Inspecting officer and any officer authorised by the Director of School Education / Local Authority;

(f) the school furnishes such reports and information as may be required by the Director of School Education/ Inspecting Officers/ Sarva Shiksha Abhiyan from time to time and comply with such instructions of the Union Territory Government/ Directorate of School Education/Local Authority as may be issued to secure the continued fulfillment of the conditions of recognition or the removal of deficiencies in working of the school;

(g) the school maintains the norms and standards specified under section 19 of the Act;

(h) the school will provide reservation of minimum 25 % in class I for the children of disadvantaged groups and children of weaker sections from the neighbourhood area .In case the private school is an aided school, it shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent;

(i) the school having pre-school education will provide reservation of at least 25 % of its enrolment at the initial stage of admission to the children of disadvantaged groups and the children of weaker sections of the neighbourhood area under section 12 of the Act;

(j) the school does not collect any capitation fee from students on admission;

(k) the school does not subject the child or his/her parents/ guardians to any screening procedure on admission.

(l) the school does not subject a child to physical punishment or mental harassment;

(m) the school does not hold back any child in any class or expel any child from the school till the completion of elementary education.

(n) the school will submit , every year before the commencement of academic session , fee to be charged from the children of classes LKG/Class I to Class VIII, to the Inspecting Officer;

(o) the school complies with the provisions of the Act.

(2) The Director of School Education and Chief Educational Officer/Deputy Director (Women's Education)/Delegate to Director of School Education shall be the designated authority to issue certificate of recognition and certificate of renewal of recognition respectively, to the school under section 18 of the Act. The application seeking recognition shall also mention the neighbourhood area of the school that shall be covered under the provision of clause (c) of sub- section2 of Section 12 of the Act. The school, at first, shall furnish information in the electronic form in the website maintained for the purpose so that the school information is, immediately, put on the public domain. The school shall get a

receipt and registration number after filing the data in the website. Thereafter, the school shall submit the application form along with the copy of the receipt to the respective Inspecting Officer, who shall acknowledge receipt of the application.

(3) The concerned Inspecting Officer shall verify the information submitted by the school in the application and also if the school seeking recognition fulfills the norms and standards prescribed in the Schedule of the Act and the conditions laid down under rule 11(1) through an inspection of the school and send the application form in original along with his / her report, within thirty days of receipt of the application, to the Director of School Education through the Deputy Director (Elementary Education) for consideration.

(4) The Director of School Education, if necessary, may make or may cause to make inspection of the school to verify if the school seeking recognition fulfills the norms and standards prescribed under section 19 of the Act.

(5) The Director of School Education, on being satisfied that the school fulfills the norms and standards prescribed under section 19 and section 25 of the Act shall issue the recognition certificate in the Form-2. The certificate shall be for a period of three years and shall be issued within 45 days from the date of making application for recognition.

(6) If a school does not fulfill the norms of pupil-teacher ratio as specified in section 25 of the Act, the Director of School Education shall issue a provisional certificate granting permission to run the school for a period up to six months from the date of commencement of the Act. The provisional certificate shall be issued in the Form-3 as shown in the appendix.

(7) If a school fulfills norms mentioned in section 25 of the Act, but does not fulfill other norms and standards specified in the Schedule of the Act, the Director of School Education shall issue a provisional certificate granting permission to run the school for a period up to three years from the date of commencement of the Act. The provisional certificate shall be issued in Form-4 as shown in the appendix.

Provided that if the school fulfills the required norms and standards within the time frame specified in the provisional certificate, the certificate issuing authority, on receipt of the request from the school for recognition, satisfies himself/ herself and shall issue the certificate of recognition as laid down under sub-rule 4.

Provided further that if the school does not claim recognition within the period specified in the provisional certificate it shall cease to be a recognized school and running of such a school shall be punishable under section 19 of the Act. The authority granting recognition shall issue an order in writing detailing reasons of non grant of recognition to the school. The order shall be pasted at the prominent place in the school and will be put on the public domain. This order shall also contain the name /names of the neighbourhood school/ schools where the children of the unrecognized school will be admitted.

(8) For renewal of recognition for a school after three years, or for opening a new school the application shall be submitted in form I by 30th November of the preceding year. Subject to the fulfillment of the norms and standards, and conditions laid down under rule 11(1), the recognizing authority will renew or grant the recognition.

Provided that for opening a next higher class the school shall submit the application in the prescribed format by 30th November of the preceding year.

(9) No new school shall be opened after the commencement of the Act without obtaining recognition certificate issued under section 18 of the Act.

(10) The recognition certificate issuing authority shall inspect or cause to inspect the school every year to verify fulfillment of conditions of recognition.

(11) Information of recognition of any school will be sent to the Local Authority so that local public representatives have knowledge of establishment of a recognised private school .

Withdrawal of recognition to schools

13 (1) Where the Director of School Education, on written information from the Inspecting Officer or on any representation received from any person, has reason to believe, to be recorded in writing, that a school recognized under rule 11, has violated one or more conditions for grant of recognition or has failed to fulfill the norms and the standards prescribed in the Schedule appended to the Act, he/she shall act in the following manner:

(a) Issue a notice to the school specifying the violation of the norms, standards and conditions of grant of recognition and seek its explanation within two weeks;

(b) In case the explanation is not found to be satisfactory or no explanation is received within the stipulated time period, the Director of School Education may cause an inspection of the school, to be conducted by a Committee of three members comprising of educationists and government representatives, which shall make due inquiry and submit its Report, along with its recommendations for continuation of recognition or its withdrawal, to the Director of School Education;

(c) The Director of School Education shall, on the basis of the recommendations pass an order withdrawing the recognition granted to the school. The order of de-recognition shall be operative from the immediately succeeding academic year and shall specify the neighbourhood schools to which the children of the de-recognized schools shall be admitted.

PART V – SCHOOL MANAGEMENT COMMITTEE

Composition and functions of the School management Committee

14 (1) A School Management Committee shall be constituted in every school, other than an unaided school within six months of the commencement of the Act and reconstituted every two years.

(2) (a) The Committee shall have 12 members in addition to an ex-officio member;

Provided that 6 members of the Committee shall be women;

(b) Of them, 9 members shall be from amongst parents or guardians of children of the school.

Provided that proportionate representation shall be given to the parents or guardians of the children belonging to disadvantaged group and weaker section;

(c) 3 members shall be from amongst the following persons:

(i) 1 member shall be from amongst the elected members of the Local Authority, to be decided by the Local Authority;

(ii) 1 member shall be from amongst teachers of the school, to be decided by the teachers of the school;

(iii) 1 member shall be from amongst local retired school headmasters and teachers, to be decided by the parents in the Committee.

(d) The Head of school / Teacher-in-charge of the school shall be the ex-officio Member-Convener of the Committee.

(e) To manage its affairs, the School Management Committee shall elect a Chairperson and Vice Chairperson from among the parent members.

(5) The School Management Committee shall meet at least once a month and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

(6) The School Management Committee shall, in addition to the functions specified in clauses (a) to (d) of section 21 (2) of the Act, perform the following functions, for which it may constitute smaller working groups from amongst its Members:

(a) Communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act; as also the duties of the Union Territory Government, local authority, school, parent and guardian;

(b) Ensure the implementation of clauses (a) and (e) of section 24 and section 28 of the Act;

(c) Monitor that teachers are not burdened with non academic duties other than those specified in section 27 of the Act;

(d) Ensure the enrolment and continued attendance of all the children from the neighbourhood in the school;

(e) Monitor the maintenance of the norms and standards prescribed in the Schedule;

(f) Bring to the notice of the Union Territory Government/ Local Authority any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlements as per section 3(2) of the Act.

(g) Identify the needs, prepare a Plan, and monitor the implementation of the provisions of Section 4 of the Act;

(h) Monitor the identification and enrolment of and facilities for learning by children with special needs and ensure their participation in and completion of elementary education;

(i) Monitor the implementation of the Midday Meal Programme in the school;

(j) Prepare an annual account of receipts and expenditure of the school.

(7) Any money received by the School Management Committee, shall be kept in a separate joint account of the Chairperson and the Member-Convener and be made available for audit every year.

(8) The accounts referred to in clause (j) of sub-Rule (6) should be signed by the Chairperson/Vice Chairperson and Convener of the School Management Committee and made available to the Inspecting Officer/Local Authority within one month after the end of the financial year.

Preparation of School Development Plan

15 (1) The School Management Committee shall prepare a School Development Plan by the end of February of the financial year in which it is first constituted under the Act and afterwards once in three years.

(2) The School Development Plan shall be a three year plan comprising three annual sub plans.

(3) The School Development Plan shall contain the following details:

(a) Estimates of class-wise enrolment for each year;

(b) Requirement, over the three year period, of the number of additional teachers, including Head Teacher, separately for Classes I to V and classes VI to VIII, calculated with reference to the norms specified in the Schedule appended to the Act;

(c) Physical requirement of additional infrastructure and equipment over the three year period, calculated with reference to the norms and standards specified in the Schedule of the Act;

(d) Additional financial requirement over the three year period, year-wise, in respect of (b) and (c) above, including additional requirement for providing special training facility specified in section 4 of the Act, entitlements of children such as free text books and uniforms, and any other additional financial requirement for fulfilling the responsibilities of the school under the Act.

(4) The School Development Plan should be signed by the Chairperson/Vice-Chairperson and Convener of the School Management Committee and submitted to the Inspecting Officer /Local Authority by the end of February of the financial year in which it is to be prepared.

PART VI - TEACHERS

Salary and allowances and terms and conditions of service of teachers

16 Salary and allowances payable to teachers and their terms and conditions of service shall be as follows:

(1) In case of government teachers, their salary and allowances shall be the salary and allowances of government employees including teachers decided from time to time. Terms and conditions of service of the teachers shall be those of government employees.

(2) In case of teachers of unaided private schools, salary and allowances and their terms and conditions of service shall be decided by the school management subject to legislations and regulations, if any, in force.

receipt and registration number after filing the data in the website. Thereafter, the school shall submit the application form along with the copy of the receipt to the respective Inspecting Officer, who shall acknowledge receipt of the application.

(3) The concerned Inspecting Officer shall verify the information submitted by the school in the application and also if the school seeking recognition fulfills the norms and standards prescribed in the Schedule of the Act and the conditions laid down under rule 11(1) through an inspection of the school and send the application form in original along with his / her report, within thirty days of receipt of the application, to the Director of School Education through the Deputy Director (Elementary Education) for consideration. .

(4) The Director of School Education, if necessary, may make or may cause to make inspection of the school to verify if the school seeking recognition fulfills the norms and standards prescribed under section 19 of the Act.

(5) The Director of School Education, on being satisfied that the school fulfills the norms and standards prescribed under section 19 and section 25 of the Act shall issue the recognition certificate in the Form-2. The certificate shall be for a period of three years and shall be issued within 45 days from the date of making application for recognition.

(6) If a school does not fulfill the norms of pupil-teacher ratio as specified in section 25 of the Act, the Director of School Education shall issue a provisional certificate granting permission to run the school for a period up to six months from the date of commencement of the Act. The provisional certificate shall be issued in the Form-3 as shown in the appendix.

(7) If a school fulfills norms mentioned in section 25 of the Act, but does not fulfill other norms and standards specified in the Schedule of the Act, the Director of School Education shall issue a provisional certificate granting permission to run the school for a period up to three years from the date of commencement of the Act .The provisional certificate shall be issued in Form-4 as shown in the appendix.

Provided that if the school fulfills the required norms and standards within the time frame specified in the provisional certificate, the certificate issuing authority, on receipt of the request from the school for recognition, satisfies himself/ herself and shall issue the certificate of recognition as laid down under sub-rule 4.

Provided further that if the school does not claim recognition within the period specified in the provisional certificate it shall cease to be a recognized school and running of such a school shall be punishable under section 19 of the Act. The authority granting recognition shall issue an order in writing detailing reasons of non grant of recognition to the school. The order shall be pasted at the prominent place in the school and will be put on the public domain. This order shall also contain the name /names of the neighbourhood school/ schools where the children of the unrecognized school will be admitted.

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(a) Issue a notice to the school specifying the violation of the norms, standards and conditions of grant of recognition and seek its explanation within two weeks;

(b) In case the explanation is not found to be satisfactory or no explanation is received within the stipulated time period, the Director of School Education may cause an inspection of the school, to be conducted by a Committee of three members comprising of educationists and government representatives, which shall make due inquiry and submit its Report, along with its recommendations for continuation of recognition or its withdrawal, to the Director of School Education;

(c) The Director of School Education shall, on the basis of the recommendations pass an order withdrawing the recognition granted to the school. The order of de-recognition shall be operative from the immediately succeeding academic year and shall specify the neighbourhood schools to which the children of the de-recognized schools shall be admitted.

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(2) (a) The Committee shall have 12 members in addition to an ex-officio member;

Provided that 6 members of the Committee shall be women;

(b) Of them, 9 members shall be from amongst parents or guardians of children of the school.

Provided that proportionate representation shall be given to the parents or guardians of the children belonging to disadvantaged group and weaker section;

(c) 3 members shall be from amongst the following persons:

(i) 1 member shall be from amongst the elected members of the Local Authority, to be decided by the Local Authority;

(ii) 1 member shall be from amongst teachers of the school, to be decided by the teachers of the school;

(iii) 1 member shall be from amongst local retired school headmasters and teachers, to be decided by the parents in the Committee.

(d) The Head of school / Teacher-in-charge of the school shall be the ex-officio Member-Convener of the Committee.

(e) To manage its affairs, the School Management Committee shall elect a Chairperson and Vice Chairperson from among the parent members.

(5) The School Management Committee shall meet at least once a month and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

(6) The School Management Committee shall, in addition to the functions specified in clauses (a) to (d) of section 21 (2) of the Act, perform the following functions, for which it may constitute smaller working groups from amongst its Members:

(a) Communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act; as also the duties of the Union Territory Government, local authority, school, parent and guardian;

(b) Ensure the implementation of clauses (a) and (e) of section 24 and section 28 of the Act;

(c) Monitor that teachers are not burdened with non academic duties other than those specified in section 27 of the Act;

(d) Ensure the enrolment and continued attendance of all the children from the neighbourhood in the school;

(e) Monitor the maintenance of the norms and standards prescribed in the Schedule;

(f) Bring to the notice of the Union Territory Government/ Local Authority any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlements as per section 3(2) of the Act.

(g) Identify the needs, prepare a Plan, and monitor the implementation of the provisions of Section 4 of the Act;

(h) Monitor the identification and enrolment of and facilities for learning by children with special needs and ensure their participation in and completion of elementary education;

(i) Monitor the implementation of the Midday Meal Programme in the school;

(j) Prepare an annual account of receipts and expenditure of the school.

(7) Any money received by the School Management Committee, shall be kept in a separate joint account of the Chairperson and the Member-Convener and be made available for audit every year.

(8) The accounts referred to in clause (j) of sub-Rule (6) should be signed by the Chairperson/Vice Chairperson and Convener of the School Management Committee and made available to the Inspecting Officer/Local Authority within one month after the end of the financial year.

Preparation of School Development Plan

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(2) The School Development Plan shall be a three year plan comprising three annual sub plans.

(3) The School Development Plan shall contain the following details:

(a) Estimates of class-wise enrolment for each year;

(b) Requirement, over the three year period, of the number of additional teachers, including Head Teacher, separately for Classes I to V and classes VI to VIII, calculated with reference to the norms specified in the Schedule appended to the Act;

(c) Physical requirement of additional infrastructure and equipment over the three year period, calculated with reference to the norms and standards specified in the Schedule of the Act;

(d) Additional financial requirement over the three year period, year-wise, in respect of (b) and (c) above, including additional requirement for providing special training facility specified in section 4 of the Act, entitlements of children such as free text books and uniforms, and any other additional financial requirement for fulfilling the responsibilities of the school under the Act.

(4) The School Development Plan should be signed by the Chairperson/Vice-Chairperson and Convener of the School Management Committee and submitted to the Inspecting Officer /Local Authority by the end of February of the financial year in which it is to be prepared.

PART VI - TEACHERS

Salary and allowances and terms and conditions of service of teachers

16 Salary and allowances payable to teachers and their terms and conditions of service shall be as follows:

(1) In case of government teachers, their salary and allowances shall be the salary and allowances of government employees including teachers decided from time to time. Terms and conditions of service of the teachers shall be those of government employees.

(2) In case of teachers of unaided private schools, salary and allowances and their terms and conditions of service shall be decided by the school management subject to legislations and regulations, if any, in force.

Duties of Teachers

17 (1) In performance of the functions specified in sub-section (1) of section 24 of the Act and in order to fulfill the requirements of clause (h) of sub-section (2) of section 29, the teacher shall maintain the 'Pupil Cumulative Record' for every child which will be the basis for awarding the completion certificate specified in sub-section (2) of section 30.

(2) In addition to the functions specified in clauses (a) to (e) of sub-section (1) of section 24 of the Act, a teacher shall perform the following duties assigned to him or her, without interfering with regular teaching:

(a) Participation in training programmes;

(b) Participation in curriculum formulation and development of syllabus, training module and text book.

Grievance redressal of teachers

18 (1)) The School Management Committee constituted under section 21 of the Act shall be the first level of grievance redressal of teachers.

(2) There shall be a District Level Grievance Redressal Committee to redress the grievances of the teachers.

(3) The Committee shall consist of Collector/ Regional Executive Officer, Superintendent of Police, Resident Medical Officer, Director, Department of Adi Dravidar Welfare and Chief Education Officer / Delegate to DSE. The Collector/Regional Executive Officer will be the Chairman of the Committee. The Chief Education Officer/Delegate to DSE will be the Convener of the Committee.

(4) The Committee shall meet whenever required.

(5) Any teacher of the school established, owned or controlled by the State Government may submit his/her grievance in writing to the Convener of the Committee. The Committee after enquiry, as it deems fit, will redress the grievance. The Convener of the Committee will communicate the decision to the teacher.

(6) At the third level, there shall be a State Level Grievances Redressal Committee, which will be the appellate authority.

(7) The State Level Grievance Redressal Committee shall consist of Secretary (Education), Director of School Education, Joint Director (Secondary Education), Chief Educational Officer and Deputy Director (Administration). The Joint Director (Secondary Education) shall be the Convener of the Committee.

(8) Every private school shall develop its own mechanism for redressal of grievances of teachers.

Maintaining Pupil-Teacher Ratio in each school

19 (1) Sanctioned strength of teachers in every school established, owned or controlled by the Union Territory Government shall be specified by order in writing by the Directorate of

School Education within a period of six months from the date of notification of the Rules maintaining the Pupil-Teacher Ratio prescribed by the Act.

Provided that the Directorate of School Education shall, within three months of such order, redeploy teachers of schools having strength in excess of the sanctioned strength prior to the order referred to in sub-Rule (1).of section 25 of the Act.

(3) The maximum pupil strength in a class shall not exceed 45 in Government and Private schools.

PART VII – CURRICULUM AND COMPLETION OF ELEMENTARY EDUCATION

Academic authority laying down the curriculum and evaluation procedure

20 (1) The Union Territory Government ,within a month of the Notification of the Rules shall notify the academic authority/ authorities for the purposes of Section 29 of the Act .

(2) While laying down the curriculum and evaluation procedure, the academic authority notified under sub-rule (1) shall

(a) Formulate the relevant and age appropriate syllabus and text books and other learning material;

(b) Develop in-service teacher training design, and

(c) Prepare guidelines for putting into practice continuous and comprehensive evaluation.

(3) The academic authority referred to in sub-rule (1) shall design and implement a process of holistic school quality assessment on a regular basis.

Award of certificate of completion of elementary education

21 (1) The head teacher or the teacher-in-charge of the school shall issue the Certificate of completion of elementary education along with Pupil Cumulative Record within one month of the completion of elementary education in the Form-5 as shown in the appendix.

Provided that the private school shall stamp prominently on the certificate the number of recognition certificate issued by the recognition certificate issuing authority.

(2) The Certificate referred to in sub-rule (1) shall–

(a) Certify that the child has completed all courses of study prescribed under section 29 of the Act;

(b) The certificate shall also specify achievements of the child in areas of activities beyond the prescribed course of study and may include music, dance, literature, sports, etc.

PART VIII – PROTECTION OF RIGHT OF CHILDREN

22 (1) Till such time as the Union Territory Government sets up the Commission, it shall constitute an interim authority known as the Right to Education Protection Authority (REPA) for the purposes of performing the functions specified in sub-section (1) of section 31 of the Act, within three months from the notification of the Rules.

(2) The Right to Education Protection Authority (REPA) shall consist of the following members:

(a) A Chairperson who is a person of high academic repute or has been a High Court Judge or has done outstanding work for promoting the rights of children and

(b) Two Members, of whom at least one shall be a woman, from the following areas, from amongst persons of eminence, ability, integrity, standing and experience in:

(i) education;

(ii) child health care and child development;

(iii) juvenile justice or care of neglected or marginalized children or children with disabilities;

(v) child psychology or sociology; or

(vi) legal profession.

(4) The National Commission for Protection of Child Rights Rules, 2006 shall, so far as pertains to the terms and conditions, mutatis mutandis apply to the Chairperson and other members of REPA.

(5) All the records and assets of REPA shall be transferred to the State Commission for Protection of Child Rights immediately after its constitution.

(6) In performance of its functions, the State Commission for Protection of Child Rights or the REPA, as the case may be, may also act upon matters referred to it by the State Advisory Council on Elementary Education.

(7) The Union Territory Government shall enable constituting a Cell in the State Commission for Protection of Child Rights or the REPA, as the case may be, which may assist the Commission or the REPA in performing its functions under the Act.

Manner of furnishing complaints before the State Commission for Protection of Child Rights

23 (1) The State Commission for Protection of Child Rights, or the REPA, as the case may be, shall set up a child help line, accessible through SMS, telephone and letter, which would act as the forum for aggrieved child/parent/guardian/member of public to register complaint regarding violation of rights under the Act, in a manner that records his/her identity but does not disclose it;

(2) All complaints to the helpline should be monitored through a transparent 'alert and action' on-line mechanism by the State Commission for Protection of Child Rights, or the REPA, as the case may be.

Constitution and Functions of the State Advisory Council on Elementary Education

24 (1) The State Advisory Council on Elementary Education shall consist of Chairperson and Co- Chair person and fourteen Members:

(2) The Minister in-charge of School Education in the Union Territory Government shall be the ex-officio Chairperson of the Council.

(3) Members of the Council, shall be appointed by the Union Territory Government from amongst persons having knowledge and practical experience in the field of elementary education and child development, as under:

(a) four members should be from amongst persons belonging to SCs, BCs and Minorities;

(b) one member should be from amongst persons having specialised knowledge and practical experience of education of children with special needs;

(c) One member should be from amongst persons having specialized knowledge in the field of pre-primary education;

(d) one member should be from amongst persons having specialized knowledge and practical experience in the field of teacher education.

(e) The following shall be ex-officio members of the Council:

(i) Chief Secretary

(ii) Secretary (Education)

(iii) Director of School Education

(iv) Chairperson, State Commission for Protection of Child Rights / Right to Education Protection Authority

(v) Deputy Director (Elementary Education)

(vi) Officer on Special Duty , State Training Centre

(vii) State Project Director, Sarva Shiksha Abhiyan

(f) State Project Director, Sarva Shiksha Abhiyan shall be ex – officio Member Secretary of the Council.

(g) One third of all members shall be women.

(4) The Council may invite representative of other Departments as required.

(5) The procedure for transaction of Business of the Council shall be as under:

(i) The Council shall meet once in three months;

(ii) The meeting of the Council shall be presided over by the Chairperson. Quorum of the meeting of the Council shall be considered complete if at least 50% of its members are present.

(6) The terms and conditions for appointment of members of the Council shall be as under:

(a) Every non official member shall hold office for a term of three years from the date on which he/she assumes office.

Provided that no non official member shall hold office for more than two terms.

(b) The member may be removed from his office by an order of the Union Territory Government on the ground of proved misbehaviour or incapacity, or on the happening of any one or more of the following events:

(i) is adjudged an insolvent;

(ii) refuses to act or become incapable of acting;

(iii) is of unsound mind and stands so declared by a competent Court;

(iv) has so abused his office as to render his continuance in office detrimental to the public interest;

(v) is convicted for an offence by a competent Court;

(vi) is absent from two consecutive meetings of the Council without obtaining leave of absence from the Council.

(c) No member shall be removed from his office without being given an adequate opportunity of being heard;

(d) If vacancy occurs in the office of Members, whether by reason of his death, resignation or otherwise, such vacancy shall be filled within a period of 120 days by making a fresh appointment in accordance with the provisions of sub-Rule (2);

(e) Members of the Council shall be entitled to reimbursement of travelling and daily allowances for official tours and journeys in accordance with the orders issued by the Union Territory Government in relation to non-official members of the Committees and Commissions and such like categories of persons.

(7) Functions of the State Advisory Council

a) The State Advisory Council shall function in an advisory capacity.

b) State Advisory Council shall perform the following functions:

i. Review

- Norms and Standards specified in the Schedule of the Act
- Compliance with teacher qualifications and training
- Implementation of the section 29 of the Act;

ii. Commission studies and research for the effective implementation of the Act;

iii. Act as interface between the Public and the media and UT Government in creating awareness, mobilization, and a positive environment for the implementation of the Act.

c) The State Advisory Council shall prepare reports relating to the reviews, studies and research undertaken by it and furnish the same to the UT Government.